

The logo features a stylized sun with yellow and green rays, partially obscured by a large, dark blue wave that curls around it. Inside the wave's tunnel, a path leads towards a horizon with a small boat. The background is a gradient of blue and green.

Te Ara o te Ra

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

Flanshaw Road School
"Growing Leaders Of Tomorrow"

ANNUAL PRINCIPAL'S REPORT - 2019

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

As one frond perishes, another grows in its place

This report is a summary of what has been achieved at Flanshaw Road School during 2019. It has been a year of change, of growth, of challenge and opportunity. We had five new teachers join the team at the beginning of 2019 and two new Board members join the Board of Trustees in June. After the successful 4-5 year ERO review in 2018, 2019 has been a year in which we have needed to review and reset, based on feedback from all stakeholders, to formulate our strategic direction for the next three to five years.

After a hard-fought industrial campaign, a highlight of the year was teachers winning a 14% pay rise (over three years), a win that went some way toward restoring confidence in our profession as a viable, long term career option. Our school show – ‘Captain Planet and the Four Rhelms’, the recent Year 5/6 EOTC trip to Fiji were examples of powerful, authentic learning opportunities being created for students, staff and whanau, and to see how our Cultural Day event has been extended to become a week of Cultural celebration, was an example of the depth of cultural capital that exists and is being grown within our very diverse, very supportive community.



TERM 1:

This year, for Teachers' Only Day, teachers headed north to South-head. After a half hour lesson in driving quad bikes over farm terrain, the 2019 team headed off over local countryside ending up at the back of Murawai Beach. This land was all originally owned by the Kawerau-a-maki Iwi, and was part of a land block they controlled until the 1840's, that went from the Hokianga Harbour to the Manukau Harbour, including Ihumatou near Mangere. It was a great way to begin the induction to Flanshaw for our new teachers, Candace Gardner, Audrey Crouth, Jo Wang and Chelsea Hartnell. It was also an opportunity to revisit our school vision, and the importance we place on creating powerful learning experiences, in authentic learning contexts.

A major focus for this year was to revisit the key pedagogies that our school use to deliver curriculum. These include 'Assessment for Learning', 'Universal Design for Learning', authentic place-based learning and integrated curriculum teaching and learning using STEAM. Different teachers needed to focus on different pedagogy, depending on their levels of experience, their skills

and prior experience in teaching. Our senior leadership team have worked hard to support individual teachers, as well as their teams, to ensure students in every class had a positive year of learning.

It was a somewhat complicated year with staffing. At the end of Term 1, Erana Foster, teacher of Kahikitea Class suffered an Achilles tendon injury that resulted in her being off work for all of Term 2. Anne Lowe, whom we had thought would be doing a range of project work, stepped in and took Kahikitea Class for Term 2. Audrey Crouth made the decision to leave teaching in June, so was replaced by Michelle Fowlie. Jo Wang chose to leave near the end of Term 3, so Heather Kluit stepped in to take Harakeke Class and Rob Huxford made himself available to take over the ICT classroom release role that Heather had been doing. Rozleen Khan started our last New Entrant class at the beginning of Term 4.

This year, through the MASAM WAPA 2020 work and the MAC (Maori Achievement Collaborative), across the school Te Reo was further embedded into daily classroom routines. Our senior leaders and teams worked with Rewa Paewai, facilitator in Te Reo, to plan and implement regular Te Reo lessons. We completed student, staff and whanau surveys for a project led by Associate Professor Melinda Webber, based on her research around the attributes needed for Maori students to achieve success as Maori. Across the school, teachers were encouraged to use Te Reo commands, instructions and new vocabulary linked to term themes.

Term 1 and 2 saw classes continue to engage in a range of STEAM activities, designed to be creative, open-ended and a puzzle to solve. Heather Kluit, our lead teacher of STEAM provided strong leadership and continuity, through her work with classes in Class Release Time. Teachers who had done PLD in 2018 in STEAM were encouraged to plan STEAM (hands-on, discovery / exploratory) learning experiences across curriculums, so STEAM was more 'what we do here' than a series of one-off, fun learning activities. New teachers were encouraged to experiment using the STEAM approach with one-off lessons and activities.

During Term 1, students made good progress in swimming, with the support of Duck n' Dive instructors and the pool was very popular in the hot weather. Senior students attended a Te Atatu Cluster Athletics day at the Trusts Stadium and all students were engaged in a range of physical activities through the daily fitness programme. We had two basketball teams playing in the Massey YMCA competition on Monday and Thursday nights. Two teams took part in the West Auckland 2019 Krypton Factor games in March. One of our teams won the competition; the other came fourth.

In Term 1, the NZEI union kept members informed about collective bargaining negotiations that had stalled for teachers and principals. It was decided at the end of the term, after Paid Union Meeting, that primary teachers and principals would go on strike. When this didn't work, a 'mega strike' which saw primary and secondary teachers go on strike together for the first time ever was organised for Term 2.

With high level intervention, eventually more money was offered and workload and specials needs resourcing issues not resolved became part of an 'Accord', or on-going "to be resolved" work-stream, for the MOE and Union negotiators. This industrial dispute was disruptive as schools withdrew from all centrally funded PLD and Ministry working parties. This meant our 'Digital Technology' PLD was delayed, and our Te Reo PLD provider did not work with teachers in Term 2.

In April, 2019, the new Arohanui Classrooms were officially opened. Having fought alongside James

L'Marquand, principal of Arohanui Special School, for sixteen years to get better classroom facilities for Arohanui students, it was a special day. We finished the term commemorating ANZAC Day, and the year 1919 - the end of World War 1, one hundred years ago. A local film crew used the school during the holidays to film an eight-episode TV series called 'Mean Mums', a highly popular show that featured our school and lots of our students in the middle of the year.



TERM 2:

In Term 2, the upgrade of the Junior Courts and the Pihinga Classroom block was begun. There were delays, as we sorted the details of the plans for the classrooms and then waited for a break in the weather to pour concrete. Classes were shifted to Tanekaha, Nikau, the ICT Room and the library, for the term, and then needed to stay there for most of Term 3 as well, as the classroom upgrade took longer than expected to finish.

Teachers had a strong focus on personal teaching inquiries, linked to pedagogy that would support key 'at-risk' Maori and Pacific Island students and in the process, trialled new teaching strategies within their teaching programmes. Some teachers focused on integrating STEAM activities, some looked at how to deepen students sense of cultural identity, some trialled strategies designed to accelerate learning in writing, reading and / or mathematics, Te Reo and Hauora. Assessments in key curriculum areas were presented in the BOT Term 2 Student Progress and Achievement Report and to parents through Student-led Conferences.

One of the highlights of our across-curricular focus on STEAM was the preparation of the Flanshaw Road School Wharenui Art Work for the Matariki Te Atatu Community Centre Arts Exhibition. This artwork had been designed by Hamish Campbell in 2018, with input from a committee. It was such a popular artwork that the committee organizing the festival asked that we exhibit it again. This year, the actual artwork displayed was stronger, as were the bamboo tukutuku panels.

Student-led Conferences were held in the last week of the term and gave students opportunity to practise sharing their knowledge in an area of absolute expertise – 'themselves and their learning.' At the end of Term 2 we welcomed Michelle Fowlie, who took over Akeake Class from Audrey Crouth.

Nationally, the 'Tomorrow's Schools' review of our education system and the Curriculum and Assessment review took most of 2019. The initial draft report from the 'Tomorrow's School Advisory Panel' was released in May and discussed in principal forums around the country. Key concerns

were the proposed disestablishment of MOE regions and the establishment of smaller hubs of schools, to take over functions like property and the regional appointments of principals. There was a suggestion that principals would move school every five years (as happens in many other countries). There was concern that the balance of centralization and self-management would see Board of Trustees and principals lose the ability to be responsive to their communities.

Through the MAC initiative, Flanshaw Road School committed to becoming a Level 4B school in July, which involved ensuring students did three hours Te Reo a week. Teachers had experimented with this in Term 1 and 2, some teachers doing regular ten minute slots, three times a day; others choosing to do two slots a day of fifteen minutes. Our Senior Kapa Haka group performed at Arataki Visitors Centre as part of the Matariki Celebrations, as well as at Tirimoana School, with other Te Atatu South schools.

WAPA 2020 saw teachers across the six schools in the project do some great work in Term 2, in both STEAM (Science, Technology, Engineering, Arts, Maths) and in the MASAM (Maori Achieving Success as Maori) space. The WAPA 2020 network began a new phase of work, to develop our collective capacity as culturally responsive schools, while also building capacity in our use of the digital curriculum. Workshops for Term 2 included STEAM, MASAM and 'Professional Learning Groups' for leadership. A grant from the Trusts Community Foundation enabled us to print 100 sets of Whakapapa Iwi books that students from Flanshaw Road School had written, to gift to West Auckland schools.

In Term 2 there were a number of Enviro projects in and around the school. One group of students created Enviro recycled and upcycled 'Trash to Fashion' costumes. Our 'Enviroschools Teacher Aides' (ESTAs) graduated from the WINS funded programme. Jan Maul, teacher of Kowhai class, graduated with his Master's Degree in Educational Leadership.

The teachers' and principals' collective bargaining was finalized in Term 2, with teachers gaining a 14% increase in wages, over three years. Principals were offered a 6% increase and work has continued with the Accord to sort workload and resourcing issues. Board of Trustee elections were held in May and our new Flanshaw Road School board had their first meeting in June.



TERM 3:

During the holidays, two of our staff attended the NZEI Conference in Rotorua. Key items on the agenda were a) celebrating the collective bargaining settlement b) acknowledgement of our outgoing president and c) implications of inequity in education as seen through the eyes of several

international educators. It was an opportunity to catch up with our Minister of Education, who spoke to the audience about the nature of education in New Zealand and the changes he is wanting to lead, going forward.

In line with our whole school foci on indigenizing the curriculum, integrated curriculum, STEAM and the Performing Arts, the focus for Term 3 was very much on our whole school show. The theme was linked to the four elements – earth, water, fire and air - and a tale was created and woven to effectively showcase all our students' and classes' work. Senior students worked with one of our teachers to write a script that became 'Captain Planet and the Four Realms'. As it is each year, it was a wonderful opportunity to showcase our students' collective talents, in the Trust Stadium, with our whole community there in support.

In sport, we had two of our six netball teams come runner up in their respective grades. Year 5 and 6 students took part in a Te Atatu Netball field day and at a 'Ki o Rahi' tournament, organized through Sports Waitakere, local schools competed in this inaugural competition. The Flanshaw Road School Year 5 / 6 team won the competition.

We continued our focus on Te Reo PLD in Term 3, and through the 'Maori Achievement Collaboration', I had the privilege of attending the national 'Tamaki Makaurau Maori Achievement Collaboration' (MAC) conference in Taranaki, in Week 9. This created opportunity to visit Parihaka, the site of one of our most important colonial miscarriages of justice and to hear the story, first hand, from descendants.

Student leaders at Flanshaw organized several school events during the term. The annual PJ / Bad Hair Day was a lot of fun and two mufti days raised just under \$500 for the Cancer Foundation and saw us donate around 500 cans of food to the Salvation Army. Members of our kapa haka group supported the opening of the new playground at the Flanshaw Infant and Toddler Centre. Book week was a highlight for staff and students, with students engaging in a range of engaging activities, including a 'Book Character Parade'. The 'Enchanted Forest' theme saw our office team get seriously creative with the office foyer area; not to be outdone, the library team also created an 'enchanted' environment for students to explore.

We farewelled Jo Wang, teacher of Harakeke in Week 6, and Heather Kluit shifted from her CRT role to cover this class for the remainder of the year. At the beginning of the term, we employed Rozleen Khan to begin our next New Entrant class. The Junior Team was split into two and Nicola Hubble took over as Team Leader of Kakano. Teachers finally got to shift back into Pihinga Classrooms at the end of the term. Our newest students were able to move into Tanekaha Classroom, after having worked in the Whanui Iwi room for a term. It is great to have a newly concreted court area, no raised concrete as trip hazards and beautiful bi-fold doors to extend teaching space to the outdoors.

At the end of Term 3, elections for NZPF (New Zealand Principals Federation) Executive and Vice President roles were held. I was elected as Vice President, so will serve in this professional capacity, as an advocate of NZPF, in 2020. It was an honour to be elected by colleagues across the country to this role.



TERM 4:

In Term 4, EOTC (Education Outside the Classroom) was one of the key foci. Nineteen students, four staff and five parents went to Fiji in Week 2. It was another amazing EOTC experience. The group visited two schools, where they performed a short Kapa Haka programme and then enjoyed Fijian students performing traditional cultural dances and the Fijian haka for them. In addition to the school visits, the group enjoyed three different cultural performances and visited Robinson Crusoe Island. There, they went snorkling, swimming and kayaking. There was a traditional herbs tour of the island and a traditional umu was laid, to prepare food for lunch. A hermit crab race finished off the activities on the island, before we headed back to the mainland.

The highlight of the trip, however, was the 'Zipline' - a series of flying foxes in the valley below the "Sleeping Giant". Overall, it was another successful trip with no health and safety issues. I would like to acknowledge Greg Patel and Frances Hay, who along with Roneel Chand, worked extremely hard on the logistics, to ensure opportunity for authentic, place-based rich experiences were maximised.

Term 4 saw teachers and students work hard to hone in on key literacy and numeracy skills, to improve on student progress made in Term 3. Teachers continued to work on implementing Te Reo within class programmes and our Senior Kapa Haka group competed in an inaugural Kapa Haka competition, where they came third overall. Our two basketball teams continued to play at the YMCA stadium each week and our 'Under 11' Team won their grade. We had a school Cross-Country event this term, a Cluster Swimming event at the Henderson Pool, where our swim team came third overall and a Cluster Softball Tournament that our 'A Team' won. Some teams had students visiting the Henderson Creek as part of an EOTC focus.

Our traditional 'Cultural Day' was extended to become a 'Cultural Week', as we sought to engage with more parents and whanau and to create opportunity for them to come into school, to share artefacts, stories, traditions, music, dance and art from their indigenous cultures. The 'Cultural Day Parade' was a flamboyant extravaganza, that saw students, staff and parents in traditional costumes from many different countries. We had seven different groups perform for the school – the Senior Kapa Haka group, the Junior Kapa Haka group, the Samoan group, the Cook Island group, the Chinese group, the Filipino group and the Bollywood group.

From a management perspective, the end of the year has been focused on reviewing professional development provision, staff well-being, enviro-schools progress in 2019, property projects to be prioritized during the holiday break and sorting staffing for 2020. Tracey Woolley resigned from her full time position to take up a permanent three-day position at Flanshaw Road School. Tracy Norton also resigned from her permanent position, to do relieving work in 2020, as she and her family are planning to leave Auckland in 2020. We offered Rozleen Khan a position in the Junior School, which

she accepted. This year, all the Learning Support Staff team have worked really hard to support student learning across the school. Because four of our ORRS funded students move to Intermediate School at the end of this year, we have retained seven of our nine learning support staff for 2020. They are a top para-professional team and truly do 'make a difference' every day in our school.

We have finished the year, having worked extremely hard to create 'Nga Whakapiringatanga' – optimum conditions for learning, each and every day. We have had some staff members under pressure this year with whanau stresses, mental well-being and general health. In our community, the indirect symptoms of poverty persist, seen in the increase in access to counselling services we have sourced, transient families struggling to stay in the area, pastoral care needed for parents and a spike in behavioural learning needs of key 'at-risk' students.

In Week 9, we fare-welled our current Year 6 students. I am confident they are leaving us with solid foundation skills in academia, a strong sense of self, strategies to manage themselves in different social contexts, the physical confidence to 'give things a go' and an understanding that they can make a difference, by thinking globally and acting locally. As a group, they have a huge range of skills and talents and I believe they will be an asset wherever they go.



SUMMARY:

As we come to the end of the 2019 year, we can look back and see we have moved forward in many areas.

It has been a year of change, of challenge, as we have reset and reviewed many aspects of our school, to inform the new 2020 – 2023 Strategic Plan. Flanshaw Road School teachers have been successful in supporting students to achieve success in literacy and numeracy in each year group, in a school with 36 nationalities and approximately 40% of students being 'English speakers of other languages' in their home context.

To get from 'good to great' and to improve teaching and learning, team leaders in 2019 were challenged to develop each member of their teaching team, with each team having new teachers to the school. 'Assessment for Learning' remains the foundation teaching pedagogy in the school, and this pedagogy, overlaid with SOLO Taxonomy, Universal Design for Learning and Culturally Responsive practices will remain priorities in 2020.

We completed a four classroom upgrade, which included the Junior Court area, as part of

our 5 Y A plan. Last week, the Minister of Education announced that schools across New Zealand would be receiving a cash injection of funds to accelerate property improvements. For our school, this represents a windfall of \$280,000. We also have \$150,000 of property work being done early in 2020, as part of special needs modifications. Flanshaw Road School was successful in raising \$23,000 through the 'Million Dollar Trusts' initiative for a new school van and we currently have a Charitable Trusts Foundation grant application in process to purchase more digital resources.

I would like to take this opportunity to thank our learning support team, led by Nicola Hubble, our teaching team, led by our talented Leadership Team and our Board of Trustees, for your mahi, that has supported student successes in learning this year.

Flanshaw Road School has had a positive year of teaching and learning, because of the "heavy lifting" done by our leadership team. In 2018, we were evaluated by the Education Review Office as being a high performing school – which gave us the confidence in a year of challenges, with new teaching teams and a new Board of Trustees.

This year we celebrated two of our staff, Jan Maul and Rozleen Khan completing their Masters' Degrees in Education. Another two members of the leadership team are part way through their Masters' Degrees. We were also very proud of Maggie Reid, our Deputy Principal, who was recognized this year by WAPA (Waitakere Area Principals' Association) for her 'Distinguished Service to Education'.

During 2019, we have had several staff members continue to be politically active at local, regional and national levels. Tracey Woolley was President of the West Auckland branch of NZEI and Greg Patel was a representative on the West Auckland NZEI Branch committee. Maggie Reid has recently joined the NZEALS Auckland Branch committee and I have worked through the Te Atatu Cluster of principals, the APPA Council and in the NZEI organization, to serve our profession.


I would like to take this opportunity to wish all those who are part of our Flanshaw Road School community a safe and happy Christmas and New Year.



Nga mihi nui
Dr Cherie Taylor-Patel
PRINCIPAL

The next section of this annual report, is a review of the progress that was made with key goals during 2019 and possible next steps to consider, as we look ahead to 2020.


ANNUAL PLAN REVIEW - 2019

GOALS	Context in December 2018	2019
<p>Mana Motukake Academic Achievement</p>  <p>For learners to build strong academic foundations upon which to achieve success in learning</p>	<p>Student Achievement levels in reading, writing and mathematics had dropped from 2017 to 2018. Within these results there had been strong acceleration stories. Progress in STEAM inquiry learning had strengthened across the school, in classes where teachers were part of the WAPA 2020 TLIF project.</p> <p>The focus on developing Culturally-responsive teaching and learning practices strengthened across the school in 2018, seen in a range of student work artefacts, performance and use of Te Reo.</p> <p>We completed whole staff PLD in UDL, Culturally</p>	<ol style="list-style-type: none"> Continue to improve academic outcomes of students across all curriculum areas <p>Set annual targets for each cohort in reading, writing and mathematics; with team leaders design team PLD to support strengthening of teacher capacity in core subject areas (SL Team; teachers)</p> <p>DONE – See Term 4 Progress and Achievement Data</p> <ol style="list-style-type: none"> Continue to employ quality teachers, that complement the skills of current staff (Principal; SL Team) <p>2019 has been a year to begin rebuilding across-school capacity. In each term there have been new / young teachers to support. In each team, there have also been extremely experienced teachers, who have helped team members to improve different aspects of their practice.</p> <ol style="list-style-type: none"> Continue to develop leaders at all levels of the school to ensure we are growing capability and capacity – of leaders, lead teachers, teachers, staff, students and parents – to support the learning of all students at Flanshaw Road School (Principal; SL Team; lead teachers) Develop a graduate profile that mirrors the dimensions of our school vision (WAPA 2020 Project Lead Teachers; principal; experts; SL Team; teachers) <p>Flanshaw Road School has continued to grow</p>

	<p>responsive pedagogy, STEAM, SOLO Taxonomy</p> <p>Peer Coaching was used as part of Teacher Inquiry projects</p> <p>All Curriculum Delivery Documents were reviewed and updated to reflect current practice</p> <p>Senior leaders took on a range of leadership roles across and beyond the school, as was reported through the year</p>	<p>leaders at each level of the school – See Principal Reports.</p> <p>4. Revisit our baseline ‘Assessment for Learning’ pedagogy across all curriculum areas to ensure we maintain consistency in the language of learning and effectiveness of baseline teaching practice across the school (SL Team; teachers)</p> <p>We have utilized the strengths of teachers, experienced in ‘Afl’ to coach and mentor teachers this year. Rerenga Team made this a team inquiry. To further strengthen this mahi, key teachers will work with a facilitator from Evaluation Associates in 2020.</p> <p>Develop personalized UDL learning plans for target “at risk” learners (Teachers) Review the impact of personalized plans on students’ learning (SL Team; teachers; LSS)</p> <p>This was done well, but not consistently across all classes in 2019. A review of planning helped to clarify expectations of ‘UDL’ layering of programmes to ensure all students were being catered for.</p> <p>5. Embed STEAM in the development of a digital curriculum strategic plan (that includes the development of assessment rubrics to measure progress in key competencies, teacher mindset shifts, student engagement and academic learning (WAPA 2020 Project Lead Teachers; principal; experts; SL Team; teachers)</p> <p>Teachers who had prior knowledge of STEAM used it well in 2019, embedding the principles within class programmes. Teachers new to the school did some experimentation, but their students did most of their STEAM work in CRT time. There was disruption to the Digital Curriculum implementation because of industrial action in Term 2. This work will continue in 2020.</p> <p>6. Strengthen leadership and curriculum coaching practices, to support the development of teaching capacity and capability, initially across the school in writing, then in other areas of interest / areas for development (DP; GP; SR)</p> <p>Some work was done around the theory of effective coaching with senior leaders. Building skills to support teachers to improve their practice will continue in 2020.</p> <p>7. Continue to prioritize whole school, team and individual PLD (Principal; DP; Teachers)</p>
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		<p>DONE – See Professional Development Overviews and Principal Reports.</p> <p>8. Support LSS to implement plans to support targeted students in learning (Mutukaroa leader; teachers; support staff; expert)</p> <p>DONE – This year support staff have worked more closely with teachers and team leaders, to support key students in each team. Our funded students have achieved key milestones in their learning, with support from our support staff, external specialists, whanau, students and teachers.</p> <p>9. Review and refine assessment and reporting practices ((Principal; SL Team; teachers))</p> <p>We have made some changes to assessment and reporting practices and need to do more in this area, as we review our Graduate Profile and embed STEAM and Te Reo / Tikanga in all classroom programmes in 2020, using the SOLO Taxonomy structure.</p> <p>10. Explore options for MOE / centrally funded PLD / Other PLD Options (Principal)</p> <p>DONE – Te Reo and Digital Curriculum were the two centrally funded PLD work-streams for 2019.</p>
<p>Rangatiratanga Cultural Centeredness</p>  <p>For learners to develop learners' personal / cultural 'sense of self'</p>	<p>Flanshaw was the lead school in 'Maori Achieving Success as Maori' WAPA 2020 initiative (Two project lead teachers from Flanshaw)</p> <p>Flanshaw Road School continued work in the Tamaki Makaurau 'Maori Achievement Collaboration'</p> <p>Leader / teacher inquiries linked to priority learners were designed and implemented</p> <p>Teacher PLD in culturally responsive pedagogy was continued</p>	<p>1. Apply for TLIF funding for MASAM (Principal; WAPA 2020 Project Coordinator; Lead Teachers; Experts)</p> <p>DONE – Not successful</p> <p>Further embed culturally responsive pedagogy across all curriculum areas - with a focus on 'indigenizing' the curriculum to strengthen place-based teaching and learning (Principal; SL Team; parents; community)</p> <p>DONE – Team leaders have led teams in planning that has incorporated trips in and around our local area. Our curriculum has been indigenized, through classroom paepae and inquiry units of work.</p> <p>School systems continue to embed Te Reo / tikanga. Every class now has an individual class karakia, linked to the qualities of the tree they are named after.</p> <p>This work will continue as a focus in 2020.</p>


	<p>Teacher inquiries were completed</p> <p>A successful ERO review recommended school to continue to develop culturally focused pedagogy / processes to further strengthen work in this area, as a next step</p>	<p>2. Continue to support MAC PLD – contributing where appropriate (Principal; Lead teachers)</p> <p>DONE – Flanshaw Road School will be part of the MAC Extension programme in 2020.</p> <p>3. Continue to forge links with iwi and organizations to support MASAM work (Principal; SL Team; Teachers; Staff; Parents; Students)</p> <p>DONE – Have support from the local iwi to begin to develop specific resources to help teach our local history.</p> <p>Our school also supported the Arataki Matariki Festival, which is a Kawerau-a-maki venue / event in July.</p> <p>By supporting the Te Atatu Matariki Festival of Arts, we also support the Te Atatu Marae Coalition Board, who are our local kaumatua and huia, focused on getting a local marae built in the near future.</p> <p>4. Review, update and implement the Maori Strategic Plan priorities for 2019</p> <p>See MAC review - 2019</p> <p>With school staff and whanau, develop a Pasifika Strategic Plan with the BOT to inform key initiatives – using the Maori Measureable Gains Framework and the Pacific Island Measureable Gains Framework (in the process of being written) (BOT; Principal; SL Team; Teachers; Staff; Community; Experts)</p> <p>The writing of a Pacific Strategic Plan was deferred in 2019, due to other priorities. Now 'Tapasa' has been released, this will inform this plan. We have established a group of key parents to support the infusion of Pacific and Asian cultural dimensions into class / school structures, events, teaching and learning.</p> <p>5. Continue to develop culturally responsive teaching and learning practices, across the school and through WAPA 2020 (BOT; SL Team; Teachers; Staff; Students; Community)</p> <p>This has continued through the year, with support from MASAM and the MAC initiative. As a result, we have a clear paepae structure to further develop in 2020. We also have a structure to work on to develop kete of skills, knowledge and dispositions, that follow a bicultural / multicultural structure.</p>
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		<p>Prioritize MASAM student-led initiatives that can be shared across the WAPA 2020 network and beyond (Principal; Project Coordinator)</p> <p>The 'Whakapapa Iwi' books were printed and distributed to schools in West Auckland, after the WAPA 2020 Trust got a grant from the Trusts Charitable Foundation for \$40,000.</p> <p>6. Use lead teachers and external expertise to upskill staff in Te Reo / tikanga (Teachers; Rewa Paewai)</p> <p>Rewa Paewai worked with teachers in Term 1 and 3 primarily in 2020, the facilitator work being disrupted because of industrial action in Term 2. Some teachers made this a personal PLD focus for 2019. Whole school work will continue in 2020.</p> <p>Continue to embed culturally responsive pedagogy and Te Reo / tikanga school-wide (Kaumatua; Principal; SL Team; teachers; students; community)</p> <p>See MAC Strategic Plan</p> <p>7. Continue to support teachers to develop class / individual inquiry projects with priority learners, underpinned by 'Spirals of Inquiry' (Principal; SL Team; Peer coaches; teachers)</p> <p>Inquiry projects in 2019 focused on priority learners. Overall, teachers needed to access research to underpin pedagogical approaches and ensure they make explicit the gains made by students, as well as sharing personal insights and changes they had made in their practice. In 2020, to revisit the 'Pecha Kucha' presentation format will be useful.</p>
<p>Pono Social Resilience</p> 	<p>Flanshaw was the lead school in TLPP 'STEAM' WAPA 2020 initiative, underpinned by 'Universal Design for Learning' pedagogy (One of two project lead teachers from Flanshaw)</p>	<p>1. Develop a draft Digital Curriculum Strategic Plan that embeds and strengthens the STEAM work that has been part of the last three year programme of work at Flanshaw Road School</p> <p>In process – this work has continued through the year and will be a Term 1 priority in 2020. See Digital Curriculum Strategic Plan draft.</p>


<p><i>To enhance learners' positive attitudes, values, mind-sets and social skills</i></p>	<p>A successful ERO review recommended development of digital curriculum as a next step</p> <p>Flanshaw continued to work with Play.Sport personnel to strengthen our Health and PE delivery</p> <p>School-based Hauora / Well-being surveys were on-going – the results of which were actioned</p>	<p>2. Embed STEAM pedagogy across all curriculum areas, linking learning to growth mind-sets, key competencies and dispositions / skills in our charter / develop a STEAM induction PLD plan for new teachers to Flanshaw (WAPA 2020 Lead teachers; SL team; teachers)</p> <p>This has been a focus in teams, but not all teachers have prioritized this. See Curriculum Review.</p> <p>3. Further extend STEAM Stations concept, using spaces around the school and utilizing resources in the wider community (Principal; teachers; staff; parents)</p> <p>This was a time, energy and resourcing issue for 2019. It would be great to see this actioned in 2020 – it could be part of the School Property upgrade initiative.</p> <p>4. Continue to source STEAM resources to support programme development (Principal)</p> <p>Teachers have used a lot of consumable, low tech resources as part of their STEAM activities in 2019. Some i-pads were purchased and used in the middle school area. It is expected there will be more focus on high-tech integration of devices in 2020, as part of our development in implementing the digital curriculum.</p> <p>5. Share TLIF learning story in a range of different education forums (Principal; SL Team; Student and Whanau; WAPA 2020 Teachers)</p> <p>The WAPA 2020 TLIF story has been written up by NZCER and has been published on their website.</p> <p>6. Further extend Play.Sport initiatives to create more opportunities for students to develop social and physical skills, through team planning (SLs; lead teachers; teachers; experts)</p> <p>In the senior school, students have had access to a range of external experts – E.g. wrestling, Ki o Rahi and baseball, in addition to regular sporting code coaching.</p> <p>There is still more work to be done to strengthen junior and middle school PE – and to create creative opportunities for students to explore different dimensions of PE.</p> <p>7. Continue to seek feedback from all stake-holders to attend to school hauora / well-being (SL Team; teachers; Mutukaroa Community Liaison teacher; students; parents)</p>
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<p>Maia Tinana Physical Confidence</p> 	<p>The Play.Sport Cluster Initiative begun in 2016 continued</p> <p>A range of EOTC experiences / opportunities were created through team planning</p> <p>Year 5 / 6 students went to Finlay Park Camp</p> <p>EOTC was a whole-school focus Term 4</p>	<p>1. Apply UDL principles to Play.Sport PLD – to strengthen school Health & PE systems and teachers' individual content knowledge (SL Team; Experts; Teachers)</p> <p>This work has continued, with students engaging in a range of PE activities. This year, as a school, we have been successful in placing in the top 3 of nearly all sporting codes in Cluster field days, which can be seen as an external measure of Success. Re-establishing lunchtime sports for senior school classes has seen nearly all students engaging in sport.</p> <p>We have been in discussion with Sports Waitakere about new initiatives like Ki o Rahi they hope to introduce to schools in 2020.</p> <p>2. Continue to develop opportunities for students to try new sports / traditional cultural activities (SL Team; teachers; staff; parents; experts) Continue to forge relationships with organizations that could enhance our sports programmes, such as the NZ Scout Organization (SL Team; teachers; staff; parents; experts)</p> <p>See above.</p> <p>Encourage creativity in play through Enviro initiatives (SL Team; teachers; staff; parents; experts)</p> <p>More work could be done in this area in 2020, as part of our indigenization of our curriculum.</p> <p>3. EOTC – curriculum extra – Organize Staff and Student (Year 5 / 6) trip to Fiji (BOT; Principal; Lead Teachers; Staff; Students; parents)</p>
<p>To create active, healthy, happy learners who give thing a go</p>		

		<p>We had a very successful trip to Fiji with 19 students, four staff and five parents in Term 4 – See Fiji Montage.</p> <p>Strengthen EOTC across all teams in the school (SL Team; teachers) Review current EOTC Finlay Park options for 2020 (BOT; Principal; SL Team; Senior School teachers)</p> <p>It is expected we will go to Finlay Park in 2020. It is extremely difficult to get into other quality camp facilities in Auckland – and we feel our students continue to do some great learning at Finlay Park, being in the Eco-camp area.</p> <p>4. Continue to source funds to develop the school grounds as a community facility (BOT; Principal; FOFs)</p> <p>This year, as well as upgrading the Junior Court area, the FOFs fund-raised for a permanent cricket pitch. The concrete was poured in May and the tiger turf is to be laid before the end of the year.</p> <p>Through the 'Million Dollar Trust' initiative, the school has options to spend some of our \$23,000 raised on additional playground equipment. This could be added to in 2020, using a portion of the School Property Funding money that has just been announced by the Minister of Education.</p> <p>5. Review school systems that support Health and PE – look to strengthen consistency in opportunity across the school (Team sports afternoons; lunchtime class competitions; targeted PE skill building; exchanges with other schools; twilight Top Town community type event) (Principal; SL Team; Teachers)</p> <p>Team sports afternoons, lunchtime class competitions, targeted PE skill building and exchanges with other schools have all happened this year, mainly in the Year 5 / 6 part of the school. The introduction of different cultural dance groups was another initiative that created new opportunities for students in the Middle and Senior School in the second half year of the year.</p> <p>To embed these systems that promote engagement and involvement of all our students in sporting activities, across all teaching teams, in different ways, is a goal for 2020.</p>
Whanaungatanga Community Engagement	The Mutukaroa programme	<p>1. Continue the Mutukaroa programme – specifically targeting families where student learning needs more focus (SL Team; Mutukaroa leader;</p>

	<p>continued throughout 2018</p> <p>More classes have used Closed face-book class pages – modes of communication developed in consultation with parents in each class</p> <p>The BOT led a successful ERO review process that resulted in a 4 – 5 year return outcome</p> <p>Flanshaw was the lead school for WAPA 2020 STEAM TLIF initiative – completed mid-2018, with outstanding results</p> <p>Flanshaw continued to be lead school for the WAPA 2020 network of schools and a MAC network member</p> <p>The government continued to support the COL policy.</p> <p>Flanshaw has not engaged with this government initiative at this time</p>	<p>teachers; parents)</p> <p>See Mutukaroa Reports</p> <p>In 2020, we need to target key families, to support them as first teachers – and to upskill them in how to help their children develop foundation skills needed to be successful at school – and revisit these conversations regularly.</p> <p>Review how we share achievement data of different ethnicities (Principal; SL Team; Mutukaroa leader)</p> <p>Not done in 2019 – a 2020 Mahi-Tahi focus with the Pasifika / Ethnic group of parents who led the Cultural Festival dance initiatives.</p> <p>2. Continue to involve parents / whanau in learning programmes using a through 1-1 meetings, workshops. Facebook, projects etc) – using Learning Maps to inform learning strategies (SL Team; teachers; Mutukaroa leader; parents; students)</p> <p>Seen in Term 1 at Tamariki-Whanau Hui, in Term 2 with Student-led Conferences and in ongoing conversations with parents through the year.</p> <p>3. Continue to support four key ethnic parent groups to engage in the school through projects / events – (Chinese, Indian, Pacific Island, Maori) (Mutukaroa leader; lead parents; EOTC tutor; LSS; principal)</p> <p>Started – We have a core of great parents who have led Performance Groups in Term 3 and 4. This team could be extended and supported to extend their “added value” at school events and in class programmes in 2020.</p> <p>Having Helen Churchill’s support from the BOT was invaluable and her leadership of this group of parents, along with teachers’ input, resulted in a ‘Cultural Week’ of activities that did achieve a key objective of making more of the ethnic cultures represented in our school, visible.</p> <p>4. Support BOT-led community projects and FOF initiatives, linked to strategic and annual priorities (BOT; SL Team; Lead parents)</p> <p>This year there have been no BOT-led initiatives. The FOFs have had a series of fundraisers and are keen to use these funds to improve the pool area.</p> <p>As has been mentioned earlier, FOFs also organized for a permanent cricket pitch to be</p>
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		<p>installed, having fundraised for this at the end of 2018 and the beginning of 2019.</p> <p>5. Annual Community Consultation to be completed & shared (Principal; DP; parents; BOT)</p> <p>DONE – See Annual Community Survey Results - 2019</p> <p>6. Continue to be WAPA 2020 Lead school and to be part of MAC (Principal; DP; SL Team; Lead teachers)</p> <p>DONE – See Annual WAPA 2020 Chairperson's Report</p> <p>Develop network evaluation tools to measure the extent to which WAPA 2020 work is supporting the development of leaders, teachers' learning and changes in practice and the strengthening of whanau relationships (Principal; experts; WAPA 2020 Project Coordinator; Lead teachers)</p> <p>Not done in 2019 – due to WAPA 2020 review, and subsequent reset of Strategic Intent for 2020 - 2022</p> <p>7. Monitor impact of COL initiatives as they continue to evolve (BOT; Principal) Consider implications for Flanshaw (BOT; Principal)</p> <p>Flanshaw has been part of the Te Atatu COL work in the special needs space. The cluster chose not to support going into partnership with Sport Waitakere to pay for a 'Kiwi Sports Activator' position – with a focus on introducing games from different cultures, which was disappointing.</p> <p>Te Atatu Cluster principals did however, find we all had similar goals around our Te Reo / Tikanga work – putting pressure on both our Intermediate Schools to up their game, so our students' Te Reo can be extended at Intermediate level.</p> <p>On behalf of the cluster, I have organized two meetings with Minister Martin and the regional MOE staff to advocate for a fairer, more transparent and equitable funding allocation for special needs.</p> <p>We will meet again with MOE personnel in the New Year to continue this dialogue.</p> <p>8. Continue to look for opportunities for Flanshaw Road School to engage in networks locally, nationally and internationally (Principal; SL Team;</p>
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		<p>BOT; teachers; staff)</p> <p>Flanshaw Road School has continued in the role of Lead School for the WAPA 2020 Network of schools.</p> <p>In 2019, we are part of the MAC national network of schools and the national Enviroschools network.</p> <p>To continue to look for opportunities to engage with organizations that enhance the teaching and learning of our school is an on-going goal.</p>
<p>Kaupapa Iwi Learning for Sustainability</p> 	<p>Leaders, teachers and staff continue to return to the strategic 'Learning Landscape Plan' when planning and working on Enviro projects</p> <p>Enviro-school systems have continued to be worked on / embedded</p> <p>Enviroschools gardens were successfully prepared, planted and harvested</p> <p>Solar panels were installed on Kakano classrooms in Term 3 – which will generate about 12 % of the power used by the school</p>	<ol style="list-style-type: none"> Review and further develop the 'Learning Landscape Plan' based on work completed (Principal; Enviro Team) <p>Build a propagation shed Install rainwater tanks (funding permitting)</p> <p>Not actioned in 2019 – Is part of the 2020 plan but is funding-dependent.</p> Continue to action the 'Learning Landscape Plan' – linked to class programmes / learning about sustainability – Theme – Pathways (Teachers; students; experts; parents) <p>To be actioned in 2020. Pathways is to be the theme for the year.</p> Revisit / review Enviro principles and strands to inform planning and student learning with Enviro work to be a major focus for at least one term in each class, linked to the Learning Landscape Plan (SL Team; teachers; students; parents) <p>This year a range of Enviro initiatives have been developed and implemented with students in different parts of the school. Core systems have been embedded.</p> <p>In Term 4, a comprehensive survey was completed by staff and students. The data was collated by our two Enviro-school lead teachers and this process has given us a range of "next steps" to prioritize for 2020.</p> Share student-led projects and initiatives across and beyond the school (Teachers; students) <p>Apart from Enviro- teachers and ESTAs sharing projects they have worked on at Enviro workshops, and the "Whakapapa Iwi" books being given to West Auckland schools, projects</p>

		<p>we have undertaken have not been shared beyond the school.</p> <p>5. Begin to develop the Waionui o Tirewa playground project (Principal; Enviro team)</p> <p>To be actioned in 2020.</p> <p>6. Further develop staff, student and parent leaders in different Enviro areas to support, mentor, coach teachers and student leaders across and beyond our school (BOT; SL Team; Teachers; Staff; Parents; Community)</p> <p>This has not happened in a systemic way in 2019. Linked to the RAWE whanau engagement project done in 2017 / 2018, this goal could become part of the Mahi-Tahi initiatives that our Pasifika-Asian parent group lead in 2020.</p> <p>It could also be actioned through team inquiry projects, depending on what strands of the Enviro-school programme teaching teams and students choose to focus on, during the year.</p>
<p>Nga Whakapiringatanga</p>  <p>To develop an environment that creates 'optimum conditions for learning'</p>	<p>The Annual Plan was implemented</p> <p>Legislative and mandated requirements met</p> <p>10 Y A and 5 Y A finalized and minor capital works were completed</p> <p>The Arohanui Satellite classrooms are near completion</p> <p>The tendering of the upgrade of the Pihinga Classroom block is still in process</p>	<p>1. Implement the annual plan (BOT; principal; SL team; teachers)</p> <p>DONE – See Annual Principal's Report, the Term 4 Student Progress and Achievement Report, Principal Reports from 2019, Budget Reports from 2019, Student Portfolios, the School Show, School Newsletters, the Fiji Trip Montage, The Annual Community Survey, Student and Staff Surveys, Cultural Day Parade, Matariki performances, Sports Field Days / Games etc</p> <p>2. Ensure all operational tasks are attended to as required through the National Administration Guidelines (BOT; Principal)</p> <ul style="list-style-type: none"> - Student Achievement / Curriculum - Self-Review / Reporting - Performance Management - Finance and Property - Health and Safety - Legislative Requirements <p>DONE – See Principal Reports for 2019</p> <p>3. Ensure legislative requirements are met (BOT; Principal; SL team; teachers; staff)</p> <p>DONE – See Annual Audit Report (2018)</p> <p>4. Oversee minor and major capital works as per the 5 and 10 YA Plans, including the Arohanui Satellite</p>

	<p>Classroom rebuild and the modernization upgrade of Pihinga classrooms (BOT; Property Manager; Principal)</p> <p>DONE – See completed Arohanui Classrooms and the upgraded Pihinga Classrooms.</p> <p>5. Further develop school facilities as opportunity allows (BOT; Principal; Community)</p> <p>This year we have raised funds to replace our vandalized school van and to add more elements in our playground. We have upgraded our Junior Court area as part of our Pihinga Classroom project.</p> <p>The administration area is being repainted in the Christmas holidays, along with different classroom in the school (See the 10 Y A Plan).</p> <p>The recent announcement of Property Funding for every New Zealand school means we will have another \$280,000 to use, to upgrade our school site in 2020. We will have the choice of bringing forward projects from 2021 / 2022 OR to choose new projects, that fit with the new criteria the MOE have provided. Options include upgrading the front of schools, including signage, upgrading playgrounds, concrete areas and swimming pools, all of which are not part of current MOE property plans.</p> <p>There is much to look forward to in 2020, with this additional resource being made available to schools.</p>
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