

**SUCCESS FOR ALL**  
**KIA ANGITU TĀTOU KATOA**

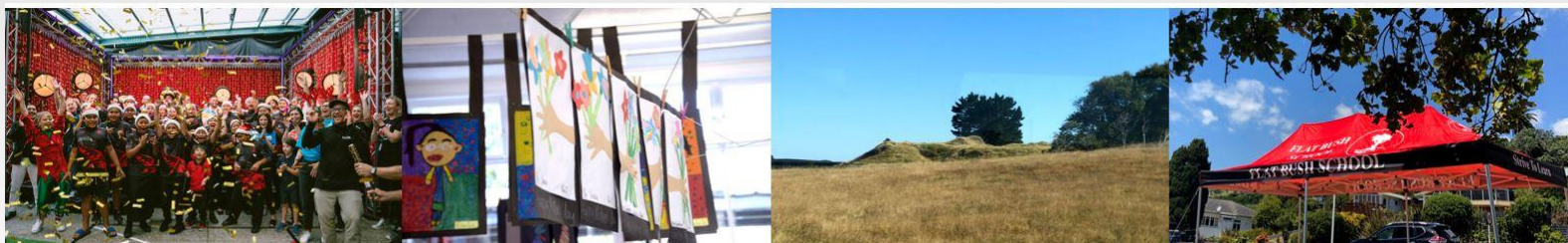
*#FlattBushForever*





# Our Pepeha

Ko Te Puke ō Tara te maunga  
Ko Tamaki te awa  
Ko Tainui te waka  
Ko Tara te Irirangi te Rangatira  
Ko Waikato raua ko Ngati Whaatua nga iwi  
Ko Ngai Tai te hapu  
Ko Umupuia raua ko Ihumatao nga marae  
Ko Te Puke Ōtara te wahi  
Ko Flat Bush te Kura





## Vision:

**“Success for all”**

kia angitu tātou katoa

*“To provide children with opportunities to be confident, connected and actively involved lifelong learners who are proactive citizens of the world”.*



### Flat Bush Values

**Whakawhanaungatanga:** In the sense of whanau and school working together to reflect our community's values;

**‘we work for each other’**

**Manaakitanga:** Caring for and respecting each other;

**‘we care about others’**

**Atawhai:** Whanau and school working together to nurture the students

**‘we value others’**

**Tu pono:** Knowing oneself, one's identity;

**‘we know who we are’**

**Mahi Ngatahi:** Working collaboratively;

**‘we work as a team’**

**Arohatia:** Nurturing showing approval; ‘we encourage others’

### The Flat Bush Learner

**Learner questions, shows initiative and strives to succeed .**

**Effective at working co-operatively and independently.**

**Able to read, write and speak with confidence.**

**Realises the importance of being honest and fair.**

**Nurtures and respects the environment, themselves and others.**

**Enthusiastically participates in school and community activities.**

**Reliable and responsible.**

### Flat Bush Values

**Gagana ma Anganu’u:** Treasure your language, culture and identity

**Alofa:** encompasses love, sharing, charity, sacrifice and commitment

**Fa’aaloalo:** reciprocal respect and involves honouring others, especially elders or those of senior status

**Fealofani:** Working together

**Tautua:** Is serving others in the aiga (family) lotu (church) Nu’u (village) and paepaega o tagata (community)





### **FLAT BUSH MISSION STATEMENT**

1. Children will demonstrate a high level of self-worth and resilience. (Self-worth and resilience are enhanced by areas such as wairua, spirituality, culture, the arts, academic success and sport. Children are treated holistically)
2. Children will be confident, competent, inquiring, self-motivated lifelong learners. (Striving to reach their best)
3. Children will be effective communicators who can work cooperatively and collaboratively. (In English and their home language)
4. Children will be responsible and active global citizens.

***By the time children leave school at year 6, learners will be actively involved lifelong learners.***



## **WHO WE ARE**

Nestled in the heart of Ōtara, Manukau City, Flat Bush School has been a cornerstone of the community since its establishment in 1964. We are proud to cater to a diverse student body of 440-460 learners, drawing strength from our rich Pasifika and Māori heritage. Our collaborative efforts with local Early Childhood Centres, through the Kāhui Ako initiative, underscore our commitment to educational excellence. Our students, hailing from varied Pacific Islands and Iwi, are the heart of Flat Bush School. We are enriched by a satellite unit of Mt Richmond Special School and maintain strong bonds with the adjoining local kindergarten.

Our curriculum is vibrant and inclusive, featuring unique programs like the Samoan Focus classes, the Garden to Table initiative, and specialized lessons in Te Reo Māori, Physical Education, and Music that cater to all grade levels, alongside a robust sports program. Our educational framework is supported by three dedicated teaching teams, all under the umbrella of the Te Puke ō Taramainuku Kāhui Ako.

### **EMBRACING CULTURAL HERITAGE**

At Flat Bush School, we cherish the mosaic of cultures that our students represent. With three Samoan bilingual classes and a curriculum that respects and nurtures students' ethnic backgrounds and languages, we actively promote cultural literacy. Our approach includes fostering the use of native languages at home and ensuring that all students receive foundational instruction in Tikanga Māori and Te Reo Māori. We are committed to integrating Māori cultural practices into our school life and are open to exploring advanced Te Reo Māori programs based on community interest. Our goal is to honour Te Aō Māori, supporting students' fluency in both Te Reo and English, and to provide a platform for all students to appreciate and understand New Zealand's indigenous culture.

### **SUPPORTING DIVERSE LEARNERS**

Inclusion is a cornerstone of our philosophy at Flat Bush. Our dedicated SENCO works tirelessly to ensure that every student, including those with special needs, receives the support they need to thrive within our inclusive learning environment. We value the involvement of families in the educational journey, ensuring they are integral to the planning and support processes. Whether through Individual Education Plans (IEPs) or regular discussions, we strive to create a collaborative and supportive community for all our learners.

# Flatbush School

## Strategic Plan: 2024-2025

### MISSION

*"To provide children with opportunities to be confident, connected and actively involved lifelong learners who are proactive citizens of the world".*

### VISION

**'Kia angitu tatou katoa'**  
Success for **ALL**

### VALUES

**Whakawhanaungatanga Manaakitanga,  
Atawhai, Tu pono, Mahi Ngatahi, Arohatia**

#### Strategic Goals

##### QUALITY TEACHING

Our teachers are highly effective and powerful agents of change with pedagogy built on efficacy and through collaborative inquiry

##### CULTURALLY RESPONSIVE PRACTICE

All students have a learning experience that is respectful and responsive to their culture, identity and heritage

##### STUDENT WELL BEING

All students feel safe and secure at school and their physical, mental and emotional needs are being met

##### COMMUNITY ENGAGEMENT

Our whānau are active participants in [their](#) child's learning experience

#### Strategic Programmes

- Teaching as Inquiry undertaken by all
- Further progress made in coaching and mentoring
- Growth Mind set strengthens learner agency

- FBS curriculum reflects our learner's cultural capital and culture is viewed as a strength
- ALL FBS learners encouraged to share knowledge of their culture

- Strengthen platforms that support our learners to promote and share ways to improve well being
- Continue to implement [Mitey](#) Framework across all year levels

- Create learning partnerships between FBS and whānau from time of enrolment
- Work with community to accelerate achievement for all learners

#### Initiatives 2024

- Practice Analysis Conversations (PACs) used to improve teacher effectiveness
- Develop through our Kāhui Ako opportunities to engage with colleagues from other schools

- Build knowledge of kawa and tikanga across all year levels and Increase use of Te Reo Māori
- Ensure our learner's culture, heritage, and identity are valued

- Introduce staff to Dr Mason Durie's [Te Whāre Tapa Whā](#)
- Strengthen connection between our students and others in our Kāhui Ako

- Talanoa Ako parent's programme
- Curriculum Evenings
- Community [fono](#) and hui

#### Success Measures

- All learners make progress in each area of learning
- Achievement data used to inform next learning steps

- FBS teachers adapting [Tāpasa Turus](#) into their learning programmes
- Visible evidence of teachers using cultural competencies in their practice

- [Mitey](#) Mental Health Framework used across all year levels
- 100% of our [learners](#) state that they feel safe, happy and secure at FBS

- 100% attendance by FBS whānau to all school learning partnership meetings
- 25 FBS whānau to complete Talanoa Ako parent's programme

Through the active involvement and participation of the FBS Learning Community we will achieve our Vision



## 2024 ACTION PLAN Samoan Bilingual Classes

Vision	Action				Impact
<p><i>To create a thriving Samoan Bilingual programme where our ākonga are confident and competent in both Samoan and English, fostering cultural identity and academic excellence.</i></p>	TERM 1	TERM 2	TERM 3	TERM 4	<ul style="list-style-type: none"> <li>FBS learners meet or exceed national curriculum learning expectations in both Samoan and English.</li> <li>Strengthen partnerships with Samoan aiga and whānau to support learning at home and school.</li> <li>Attendance of learners in TWOM to exceed 90%</li> <li>Communicate program goals and achievements effectively to parents and the wider school community.</li> </ul> <p><b>Community Engagement:</b></p> <ul style="list-style-type: none"> <li>Encourage aiga involvement in classroom activities and cultural events.</li> </ul>
	Intent				
<p><i>To provide a stimulating and inclusive learning environment that integrates Samoan language, culture, and values with the New Zealand Curriculum, empowering ākonga to become bicultural, biliterate, and globally aware citizens.</i></p>	<ul style="list-style-type: none"> <li>Develop strong listening, speaking, reading, and writing skills in both Samoan and English across all curriculum areas (Years 1-6).</li> <li>Implement a balanced and engaging language learning program aligned with the Samoan Language Curriculum Statement and The New Zealand Curriculum.</li> <li>Utilise a variety of teaching methods, including immersion and subject-based approaches, to cater to different learning styles.</li> </ul> <p><b>Cultural Identity and Values:</b></p> <ul style="list-style-type: none"> <li>Integrate Samoan language, arts, stories, and traditions into the curriculum, fostering pride in Samoan heritage.</li> <li>Celebrate Samoan cultural events and create opportunities for students to showcase their learning to the wider school community.</li> <li>Foster connections with our Samoan community through guest speakers, cultural workshops, and community events.</li> </ul> <p><b>Academic Achievement:</b></p> <ul style="list-style-type: none"> <li>Develop effective assessment strategies to monitor student progress in both languages.</li> <li>Provide targeted support for ākonga who require additional language or academic assistance.</li> </ul> <p><b>Teacher Capacity and Collaboration:</b></p> <ul style="list-style-type: none"> <li>Develop the Samoan language proficiency and cultural competency of teachers within the program.</li> <li>Provide opportunities for professional development in bilingual education methodologies and resources.</li> </ul>				

### Our learning programme is built on the foundation of our FBS Values

<p><b>Gagana ma Anganu’u:</b> Treasure your language, culture and identity</p>	<p><b>Alofa:</b> encompasses love, sharing, charity, sacrifice and commitment</p>	<p><b>Fa’aaloalo:</b> reciprocal respect and involves honouring others, especially elders or those of senior status</p>	<p><b>Fealofani:</b> Working together</p>	<p><b>Tautua:</b> Is serving others in the aiga (family) lotu (church) Nu’u (village) and paepaega o tagata (community)</p>
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# Quality Teaching

Initiative	2024				2025			
	T1	T2	T3	T4	T1	T2	T3	T4
<b>Professional Growth Cycle</b> 	Teachers use 2023 EOY data as a starting point for selecting focus for their PGC. Complete assessments in core areas, use all data to inform PGC foci for the year.				Teachers use 2024 EOY data as a starting point for selecting focus for PGC. Complete assessments in core areas, use all data to inform TAI foci for the year			
	Teachers exploring strategies that will be of most benefit to their learners and the Teaching and Learning taking place.				Teachers exploring strategies that will be of most benefit to their learners and the Teaching and Learning taking place.			
	CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school				CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school			
	Reflection on PGC what happened as a result of this inquiry/use of information for future teaching. Share PGC with our Kāhui Ako colleagues				Reflection on PGC what happened as a result of this inquiry/use of information for future teaching. Share PGC with a wider audience of Kāhui Ako			
<b>Coaching and Mentoring</b> 	Teachers in FBS and Rongomai meet to select a practice partner for 2024				Teachers in Kāhui Ako meet to select a practice partner for 2025			
	Teachers conduct peer observations with PAC supported by DP with curriculum portfolio				Teachers conduct peer observations with PAC supported by SMT from Kāhui Ako			
	FBS and Rongomai teachers meet to have PAC conversations independently				Kāhui Ako teachers meet to have PAC conversations independently			
	FBS and Rongomai Teachers have PAC conversations based on their 2023 PGC				Kāhui Ako teachers have PAC conversations based on their 2024 PGC			
<b>Practice Analysis Conversations</b> 	Meeting with practice partner from FBS or Rongomai				Meeting with 2023 practice partner from Kāhui Ako agree on foci for the year ahead			
	PAC with practice partner and DP following in class observation at FBS or Rongomai				PAC with practice partner and DP following in class observation in our Kāhui Ako			
	PAC with practice partner following in class observation				PAC with practice partner following in class observation			
	PAC with practice partner in preparation for sharing of 2022 Professional Growth Cycle				PAC with practice partner in preparation for sharing of 2025 Professional Growth Cycle			



# Culturally Responsive Practice

Initiative	2024				2025			
<i>Te Tataiako</i>	T1	T2	T3	T4	T1	T2	T3	T4
Competencies	Align competencies with Teaching Standards at Staff Only Day				Align competencies with Teaching Standards at Staff Only Day			
<i>Ako</i>	Learners in Year 6 to present examples of what Ako and Whanaungatanga looks like in action at FBS				Learners in Year 3 to present examples of what Ako and Whanaungatanga looks like in action at FBS			
<i>Whanaungatanga</i>	Learners in Year 5 to present examples of what Ako and Whanaungatanga looks like in action at FBS				Learners in Year 2 to present examples of what Ako and Whanaungatanga looks like in action at FBS			
<i>Tangata whenuatanga</i>	Learners in Year 4 to present examples of what Ako and Whanaungatanga looks like in action at FBS				Learners in Year 1 to present examples of what Ako and Whanaungatanga looks like in action at FBS			
<i>Manaakitanga</i>								
<i>Wānanga</i>								
Measurement tool	70% of all teachers at the Registered Teacher Criteria for all competencies 30% at Leader criteria				60% of all teachers at the Registered Teacher Criteria for all competencies 40% at Leader criteria			
<i>Tapasā</i>	T1	T2	T3	T4	T1	T2	T3	T4
<u>Turu 1</u> :Identities, language and cultures	Align competencies with current FBS Values				Align competencies with Teaching Standards at Staff Only Day			
<u>Turu 2</u> : Collaborative and respectful relationships and professional behaviour	Learners in Years 5-6 to present examples of how our school promotes Identities, Languages and Cultures				Learners in Years 3-4 to present examples of how our school promotes Identities, Languages and Cultures			
<u>Turu 3</u> : Effective pacific pedagogies	Turu 2: consult with our FBS community on what they want our school to do to promote collaborative and respectful relationships and professional behaviour				Learners in Years 5-6 to present examples of how our school promotes collaborative and respectful relationships			
	Turu 3: consult with our FBS community on what they want our school to do to promote effective pacific pedagogies				Teachers to share with FBS community the pedagogies they have found to be impactful within their classrooms			
Measurement tool	All teachers at the Experienced Teacher Criteria for all competencies 20% at Leader criteria				All teachers at the Experienced Teacher Criteria for all competencies 30% at Leader criteria			

# Well Being

Initiative	2024		2025	
Gathering whānau voice	NZCER Community Well-Being survey with all FBS and Rongomai whānau. 100% of all whānau to complete and return survey Cultural consultation evenings held as a KA		NZCER Community survey with all FBS, Rongomai and FIS whānau. 100% of all whānau to complete and return survey Cultural consultation evenings held as a Kāhui Ako Target of 100% attendance of all whānau from Years 1-10	
Focus on learners learning	Celebration of Success T1-4 100% attendance all whānau		Celebration of Success T1-4: 100% attendance all whānau	
Partnership	Kāhui Ako Curriculum evening Term 3		Kāhui Ako Curriculum evenings T1-3:	
Community Events	T1	School Picnic/Goal setting LEOTC/Sports/ Day Cultural consultation meetings	T1	School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings
	T2	Celebrating Success conferences Language weeks LEOTC/Sports/weekly assemblies	T2	Celebrating Success conferences Language weeks LEOTC/Sports/weekly assemblies
	T3	Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Inquiry Expo	T3	Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Inquiry Expo
	T4	LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation Celebrating Success conferences	T4	LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation Celebrating Success conferences

# Community Engagement

Initiative	2024	2025
Engage with community	<p>Review our FBS Values that are aligned with our Te Puke ō Taramainuku Kāhui Ako at a community hui</p> <p>Fono/hui with FBS whānau</p> <p>Introduce Whānau Fridays (open mornings 9am-11am)</p> <p>Community satisfaction surveys (T2/4)</p>	<p>FBS community hui to launch the new school year, at this meeting create examples of what our Values 'in action' looks like. Use these examples as part of upgrading school signage around our school</p> <p>Fono/hui with FBS whānau</p> <p>Whānau Fridays</p> <p>Community satisfaction surveys (T2/4)</p>
Kaitiaki Leaders	<p>Years 3 and 4 invited to meet with leaders</p> <p>Kaitiaki Leaders to meet with AP 2 times per term</p> <p>SWIS/RTLB/SMT/CPT invited to attend a combined pastoral care meeting</p> <p>Selected Year 1-2 learners to attend 1 meeting per term</p>	<p>Years 1-2 invited to meet with leaders</p> <p>Kaitiaki Leaders to meet with AP 2 times per term</p> <p>SWIS/RTLB/SMT/CPT invited to attend a combined pastoral care meeting in T2/4</p>
Learners Agency	<p>Focus groups/class discussions/Think Tanks to enable greater learners voice to be heard and involved in decision making</p> <p>Termly learners survey (Google forms) of that term's Inquiry</p>	<p>Focus groups/class discussions/Think Tanks to enable greater learners voice to be heard and involved in decision making</p> <p>Termly learners survey (Google forms) of that term's Inquiry</p>
Responsive Curriculum	<p>Learners directed Inquiry topics implemented in Terms 2 and 4. Create opportunities for learners at all year levels to have input into the planning and preparation of these topics.</p> <p>Learners' participating in community based projects e.g. Pay It Forward</p> <p>Term 4 review of 2024 Inquiry by all learners, responses used to guide the Inquiry Topics for 2025</p>	<p>Learners directed Inquiry topics implemented in Terms 1-4. Create opportunities for learners at all year levels to have input into the planning and preparation of these topics.</p> <p>Learners' participating in community based projects e.g. Pay It Forward</p> <p>Term 4 review of 2025 Inquiry by all learners, responses used to guide the Inquiry Topics for 2026</p>
Measurement Tools	<p><i>NZCER learners well-being survey Years 3-6</i></p> <p><i>Schoolwide attendance</i></p> <p><i>FBS whānau survey responses</i></p> <p><i>Kāhui Ako survey responses</i></p>	<p><i>NZCER learners well-being survey Years 1-6</i></p> <p><i>Schoolwide attendance</i></p> <p><i>FBS whānau survey responses</i></p> <p><i>Kāhui Ako survey responses</i></p>



## 2023 FBS Community Consultation

Five qualities you think are most important for our learners at FBS to develop in their time with us

QUALITY	Number of Responses	Order of responses	QUALITY	Number of Responses	Order of responses
Caring	27	2 <sup>nd</sup>	Respect	39	1 <sup>st</sup> =
Confidence	39	1 <sup>st</sup> =	Responsibility	25	3 <sup>rd</sup>
Co-operation	13	7 <sup>th</sup> =	Self-control	9	11 <sup>th</sup>
Generosity	6	12 <sup>th</sup>	Self-Management	14	6 <sup>th</sup>
Gratitude	12	9 <sup>th</sup> =	Tolerance	3	13 <sup>th</sup>
Independence	17	5 <sup>th</sup>	<b>OTHER</b> Communicate, Critical thinking, Compassion Creativity ,Honesty, Integrity, Pray ,Thinking Using language, Relating to others , ,Participating and contributing	<b>Internet Access</b> We asked our whānau if they had internet connectivity at home. The response was: 47 Yes/6 No <b>88.7% have internet</b>	
Perseverance	13	7 <sup>th</sup> =			
Problem Solving	21	4 <sup>th</sup>			
Resilience	12	9 <sup>th</sup> =			



Five core curriculum learning areas you think are the most important for our learners at FBS to develop in their time with us	NUMBER Of Responses	Five other curriculum areas of learning you think are important	NUMBER Of Responses	Five areas that you think are most important for money to be spent on		NUMBER Of Responses
<i>Digital Technologies</i>	18	<i>Dance</i>	13	<i>Adventure Playgrounds</i>		19
<i>Health</i>	42	<i>Drama</i>	6	<i>Computers/ ICT equipment</i>		33
<i>Language and Languages</i>	22	<i>Environmental Education</i>	36	<i>Environment eg. Gardens</i>		22
<i>Mathematics</i>	48	<i>Kapa Haka</i>	12	<i>Library and Reading Books</i>		45
<i>Play-Based Learning</i>	9	<i>Music</i>	34	<i>More sun shade areas</i>		11
<i>Reading</i>	47	<i>Pasifika</i>	21	<i>Trips and learning experience</i>		43
<i>Science</i>	9	<i>Physical Activity</i>	34	<i>Professional Development (for staff)</i>		22
<i>Social Sciences</i>	3	<i>Physical Education</i>	28	<i>Sand and Water activities</i>		9
<i>Te Reo Māori</i>	11	<i>Sports</i>	23	<i>Sporting equipment</i>		30
<i>Technology</i>	9	<i>Visual Art</i>	21	<i>Specialist Teachers eg. Music, Languages</i>		24
<i>Writing</i>	47	<i>Well-Being</i>	38	<b>OTHER</b>	Infrastructure. Learning resources in a classroom such as activity books, stationery to enhance learners' learning. Food, vegetables and fruits, shoes, medicine. Workshops, for example woodworking, art, music, and/or after school programmes, a chance to discover their interest early. New classrooms, buildings, transportation, resources, maintenance, general supplies. Gardening and self sufficiency.	
<b>OTHER</b>		<b>OTHER</b>	Cultural Dance Groups Multicultural society classroom management			

**Things we are doing well:**

- Homework responsibilities - not sure if this is only my children who forget their bookbags and say they have no homework
- Extra curriculums
- Promoting Pacific cultures on the week of language
- Communicating with parents
- Celebrating diversity and cultural identity
- Upgrading the school as a whole
- I think FBS and all staff are awesome and you do an amazing job. Thank you
- Every aspect of the school is doing great
- Teaching all the kids, good manners and be kind to all
- Keeping parents informed about things going on at school
- Being active in both the learners learning and well being, the staff are genuine and that's what makes them amazing
- Having whanau involved more regularly
- Teaching my child well
- Good learning environment
- Sports activities
- Assistants of Teacher Aides
- Learning different cultures, languages, singing, experiences, stories
- Cultural language weeks
- Teaching cultures
- Sistema every Tuesday
- Celebrating language week (all cultures)
- Maintain good attendance
- Participate in any activities/ sports
- Bi-lingual classes
- Supporting children in needs
- Teaching the basics
- More praise for the staff
- Education and teaching
- Providing free lunch
- Taking care and providing excellent environment for our kids to have confidence on their school work
- Communication
- Everything
- Family involvement in school activities

**Areas for us to improve:**

- Promoting Pacific cultures on the week of language
- Spelling/ Homework
- Try not to take the fun out of learning
- Please let parents or family know that there is things happening at school please
- Lunch selections
- Not having homework
- To update the school website, school loop, and schools facebook page with regards to dates of programmes. We have noted it is not updated regularly, thus parents miss out
- Homeworks to encourage learners to do at home
- Communication between teachers and parents regarding learners learning
- Indoor air, importance of creating a clean and safe environment for learners. Update classrooms design
- More equipment for the kids to learn
- Teaching learners that kindness is more important than being mean and rude and violent
- Nothing
- Please need a crossing road here at Vickerman Street because some other kids crossing without adult, it may cause accident
- Some extra curriculum for our kids to participate
- Children need to come home with a book or a few math equations at least 3 nights a week
- Less time on the cultural practices, more time spent learning, although I know the learning is embedded in the cultural experiences
- Playground and the hall
- Learners parent activities, only a suggestion
- To not take sides and listen to our children, we've already signed forms for our kids to take meds don't need to get verbal consent
- More sun shade areas
- Consistently ask or encourage the children or mine to bring home their reading books, logs or after school homework
- Giving homework to the children everyday

**Highlights of 2023:**

- School trips to temple and learning while out and about
- First time visiting Sydney, Australia
- Cultural celebrations
- STEM festival
- Celebrating children's achievements
- Loved watching my son on Athletics day
- Cultural days and Athletics day
- Awesome job to the teachers
- Cultural weeks
- The language weeks, celebrating ever culture, learning about the culture and appreciating it
- Diversity week
- Talanoa Ako sessions for parents
- School trips to let children explore more learning experiences
- New classrooms, new cola, school looks awesome
- Cultural market days and watching cultural language week performances
- Market days
- Seeing Ozarra become the leader she is
- To learn about different cultures especially Niuean language week when I learned the dance and be able to teach our learners
- Going Sistema with learners every Tuesday and watch them playing violin, drums and cello
- My son to improve his learning and participate in school activities more and interact with other learners
- Performances
- Everything
- Son participating in culture groups
- Sport

- Developing learners learning through languages celebrating different cultures helps their learning
- The variety of activities and events throughout the year has been impressive
- Homework is great, vibes and music is awesome
- Caring for every individual learners greatly
- Providing a safe environment
- Family friendly school
- The children are always happy and positive to come to school everyday because of the new experiences and trips they are able to go on
- Including culture inside learning curriculum
- Keeping the kids safe and free lunch
- Making new families feel welcomed
- Recognitions and awards
- My children had been well in their work this year, they love everything they have been participating in
- Principal award for learners
- Encouraging kids to get involved
- Creating a safe environment
- Using different tools and methods to encourage learning
- 

- A possible Tongan language subject
- Teaching learners about the road
- Working together as a team
- More school trips
- Basic finance - school banking - math - spending

- Sorry I missed out in most of the schools fun days and activities due to work commitments, looking forward to next year
- Getting postcard about my child's achievements
- My child learnt how to read and write
- Khloe is enjoying her time here so far so that's a plus
- Cultural celebrations, success days for the kids, the workshop expo at FI and Sistema involving my child
- My kids enjoying going to school everyday and started to do different things
- The support received from Ms Haynes during our family transition and the ability to have access and time to speak with her
- That my children have settled in and love seeing them proud with achievements
- Coming to FBS
- The amazing talents we got to watch under the cola
- Cook Island language week and also Athletics day
- My kids improving their learning skills
- Seeing my kids confidence and knowledge grow, having her be a part of different language weeks. Her progression being successful
- Our 2 boys starting at FBS as new kids and thriving, love watching them perform
- School trips
- My daughter loves going to school which makes us happy
- Watching my boy become more responsible



### Mathematics achievement levels 2021-2023

MATHEMATICS	2021	2022	2023
Above standard	6.8%	9.9%	7.1%
At Standard	33.1%	37.4%	41.7%
Below Standard	60.1%	52.7%	52.2%

	BELOW	AT	ABOVE
Year 1	38%	61%	1%
Year 2	47%	47%	4%
Year 3	72%	19%	9%
Year 4	60%	30%	10%
Year 5	56%	38%	7%
Year 6	38%	51%	12%
<b>TOTAL</b>	<b>52.2%</b>	<b>41.7%</b>	<b>7.1%</b>

Increased analysis and understanding of assessment data ensured validity in OTJ's.

#### 2024 Goal:

- In 2024 100% of our FBS Learners will make progress across the learning year.
- This progress will be monitored and measured by our teachers throughout 2024, relevant and purposeful assessment tools applied and information derived from these used effectively to inform next learning steps.



**Focus: To raise achievement in Mathematics**

Historical Position	Strategy	Action(s)	Reflection
Flat Bush School has had PLD in DMIC with Professor Bobbie Hunter and her team	There has been evidence to support that when implemented the Pasifika Maths programme will accelerate learners achievement in Mathematics.	The Pasifika Maths approach has been taught in all classes since 2018.	Positive shifts across the school as indicated by EOY data.
End of year OTJ's in 2024 indicate a small increase in overall achievement.	Continue to utilise an Inquiry approach to the teaching of Mathematics using the DMIC strategies.	All year levels will ensure that the delivery of Mathematics aligns with the FBS Mathematics Curriculum Implementation Plan (MCIP)	Teaching teams to plan learning experiences that align with our FBS Mathematics Curriculum Implementation Plan.
Flat Bush School recognises the value of continually up-skilling staff and has a commitment to high quality professional development.	Time will be given in team meetings to discuss Mathematics programmes, individuals needing enrichment or extension, research and best practice models.	The Mathematics Leader will ensure, through regular meetings and through the professional development plan, that staff have access to the latest research and best practice.	Continue to make available for teachers the opportunity to attend Professional Learning courses.
In 2020 the Flat Bush School Maths Curriculum Implementation plan was revised and we review and amend this document each year if pertinent.	Our FBS MCIP outlines how Mathematics will be delivered across our school at all year levels	All year levels will ensure that the delivery of Mathematics aligns with the FBS Mathematics Curriculum Implementation Plan	Continue with this focus and teaching approach in 2024.
We are very involved with learning experiences outside the classroom, including inquiry throughout the process.	Share in learning experiences through the inquiry process that focus on involved with the learning experiences.	Set up 'Rich, Real, Relevant and Authentic Experiences' to enrich the Mathematics experience. Set up programmes that motivate and inspire learners to want to do Mathematics.	Continue with this focus and teaching approach in 2024.
All classes in Years 1-2 have access to iPads and all classes in Years 3-6 are able to use Chromebooks.	Learners in all classes will have access to an ICT device for Mathematics.	Learners in all classes will have access to appropriate on-line Mathematical learning tools	Continue with this focus and teaching approach in 2024. if most suitable and relevant to the learning experience.

**Focus:** To raise achievement in Mathematics

<p><b>Focus</b> To accelerate the Mathematical achievement of learners in Mathematics. All Year 6 learners will make accelerated progress in 2024.</p>	<p><b>Learner Group</b></p> <ul style="list-style-type: none"> <li>• Gender: Male and Female</li> <li>• Ethnicity: Māori</li> <li>• Learners Year: 6</li> <li>• Targeted group: All Year 6 learners</li> </ul>
<p><b>Historical Position</b> Teachers have had PLD in the teaching of Mathematics through an Inquiry based approach (DMIC)</p>	

**Action Plan**

How our school will work to meet the target	When will it be done by	Who is involved / responsible	What resources will be allocated
Leader for Mathematics will be selected from current staff.	Week 6. Term 1	SMT	Fixed Term Unit for leader
The Mathematics Action Plan to be reviewed by Mathematics Team Leader and SMT.	End of Term 1, 2024	Maths Co-leaders and team	Time (\$300) Release for Math team leader
Obtain data on learner’s achievement via diagnostic testing E-AsTTle/GLOSS/JAM	Week 6, Term 2,2024	Maths team/all teachers	After school curriculum team meeting
Regular conferencing with learners and using data to inform and co-construct learning intentions and success criteria with learners.	Week 10, Term 1	Teachers	Assessment tool kits
FBS learners are given daily opportunities to do Mathematics with clear learning focus, feedback and next step.	Ongoing	Teachers	Week 8, Term 1 staff meeting
Including Learning experiences outside the class, all aligned with our FBS Mathematics Curriculum Implementation Plan	Terms 1-4	Teachers	Time @Team meetings
Focus group learners will be discussed at Team meetings and strategies to accelerate their learning will be shared	Terms 1-4	Teachers	Time @Team meetings
Analyse learner data across strands and cohorts at the end of the year and identify areas for improvement in the following year.	Week 4, Term 4 Staff Meeting	Teachers/SMT	Time @ Staff meeting
Prioritise spending and resourcing and allocate sufficient funds for 2025	Week 6, Term 4 2024	Teachers/SMT	Time @ Staff meeting
Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes	Ongoing	Teachers/SMT	Time @ Staff meeting

**Success Criteria:**  
Mid and End of Year assessment data  
All learners to make accelerated progress from start of the year



### Written Language achievement levels 2021-2023

WRITTEN LANGUAGE	2021	2022	2023
Above Standard	3.9%	7.6%	4.7%
At Standard	38.5%	35.9%	35.5%
Below Standard	57.6%	56.5%	59.8%

	BELOW	AT	ABOVE
Year 1	46%	54%	
Year 2	78%	22%	2%
Year 3	83%	17%	8%
Year 4	62%	32%	7%
Year 5	59%	39%	2%
Year 6	50%	41%	9%
<b>TOTAL</b>	<b>59.8%</b>	<b>35.5%</b>	<b>4.7%</b>

Increased analysis and understanding of assessment data has ensured greater validity in OTJ's.

#### 2024 Goal

- In 2024, 100% of our FBS Learners will make progress across the learning year.
- This progress will be monitored and measured by our teachers throughout 2024.
- Relevant and purposeful assessment tools applied and information derived used effectively to inform next learning step

Focus: To raise achievement in Writing			
Historical Position	Strategy	Action(s)	Reflection
Overall Achievement data in Writing has had only minor increases or decreases over the past 3 years.	2024 PLD will have a focus on the act of Reciprocal Teaching, through this we intend to develop our learner's efficacy in Writing and increased ownership of their learning. For our teachers it will strengthen clarity in the teaching of writing.	Literacy Leader and team will write the Action Plan and present this to the board. The Literacy leaders will review all the documentation on pupils and look at our learning needs.	This will provide direction for our 2024 supplementary learning programmes
Flat Bush School recognises the value of continually up-skilling staff and has a commitment to high quality professional development.	Time will be given in staff and curriculum meetings to discuss Literacy programmes, individuals needing enrichment or extension, research and best practice models.	The literacy leaders will ensure, through regular meetings and through the professional development plan, that staff have access to the latest research and best practice.	Continue with this focus and teaching approach in 2024.
FBS have had teachers working in PLD that focused on accelerating achievement in literacy	We will continue to share and integrate learning from our time in ALL in order to accelerate their progress.	Literacy Leader and Lead teachers will continue to share with teams examples of Best Practice	Continue with this focus and teaching approach in 2024.
We are very involved with learning experiences outside the classroom, including inquiry throughout the process.	Share in learning experiences through the inquiry process for report and recounts involved with the learning experiences.	Utilise 'Rich, Real, Relevant and Authentic Experiences' to enrich the writing experience. Set up programmes that motivate and inspire learners to write.	Continue with this focus and teaching approach in 2024
All classes in Years 1-2 have access to iPads and all classes in Years 3-6 are able to use Chromebooks.	All learners will have access to an ICT device relevant to the learning experience.	Learners in all classes will have access to appropriate on-line literacy learning tools.	Continue with this focus and teaching approach in 2024.



Focus: To raise achievement in Writing			
Action Plan			
Learners achievement focus action plan			
<b>Focus Group</b> To accelerate the achievement of all FBS learners in Writing All Year 6 learners will make accelerated progress in 2024			<b>Learner Group</b> Gender: Male and Female Ethnicity: Māori and Pasifika Learners Year: 6 Focus group: Year 6 Māori and Pasifika learners
<b>Historical Position</b> From 2019- 2023 our school wide PLD focus was Assessment for Learning (AFL)			
What will the school do to meet the target	When will it be done by	Who is involved / responsible	What resources will be allocated
Curriculum leader for Reading and Writing to be selected from current staff.	Week 8, Term 1 2024	Teachers SMT/Principal	N/A
The Writing Action Plan to be reviewed, written and followed.	End of Term 2,	Literacy Team Teaching Teams	\$100.00 (folders etc)
On-going development of benchmarks for learners achievement in line with Literacy progressions and the New Zealand Curriculum.	Week 2, Term 2	Literacy Leaders Teaching Staff	Time (\$600) Literacy Leaders CRT
Obtain data on learners achievement via diagnostic testing E-AsTTle. Analyse written work samples according to E-AsTTle matrix.	Week 8, Term 2	Literacy Leaders Teaching Staff Kāhui Ako	Time (\$600) Literacy Leaders CRT
Each class will design and implement a programme catering specifically to the needs of their learners based on the data.	On-going	Teachers SMT/Principal	Possible release time if required
Regular conferencing with learners and using data to inform and co-construct learning intentions and success criteria with learners.	On-going	Teachers SMT/Principal	Time
Mid and end of year data will be collected and analyse and placed onto eTAP	Terms 2 and 4	Teachers	Time

Children are given daily opportunities to write with clear learning focus, feedback and next step. Including Learning experiences outside the class.	Ongoing	Teachers	Nil
Analyse learners data across strands and cohorts at the mid and end of the year and identify areas for improvement	End of Terms 2 and 4	Teachers SMT Writing Team Leader	Possible release time for Writing Leader
Prioritise spending and resourcing and allocate sufficient funds for 2025	End of Term 4, 2024	Teachers SMT Writing Team Leader	Time @ staff meeting
Model correct writing (shared book, E-AsTTle and National Exemplars, updated Literacy Learning Progressions)	Ongoing		Time @ staff meeting
Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes	Terms 3 and 4	Teachers SMT Kāhui Ako	Possible release time

**Success Criteria**

- Mid and End of Year assessment data
- All learners to make accelerated progress from start of the year



### Reading achievement levels 2021-2023

READING	2021	2022	2023
Above Standard	13.1%	13%	13.4%
At Standard	30.6%	42%	37.1%
Below Standard	56.3%	45%	49.5%

	BELOW	AT	ABOVE
Year 1	41%	46%	5%
Year 2	67%	20%	13%
Year 3	60%	20%	20%
Year 4	43%	30%	27%
Year 5	43%	53%	4%
Year 6	40%	42%	18%
<b>TOTAL</b>	<b>49.5%</b>	<b>37.1%</b>	<b>13.4%</b>

Increased analysis and understanding of assessment data has ensured greater validity in OTJ's.

#### 2024 Goal

- In 2024, 100% of our FBS Learners will make progress across the learning year.
- This progress will be monitored and measured by our teachers throughout 202
- Relevant and purposeful assessment tools applied, with information derived from these used effectively to inform next learning steps.

**Focus: To raise achievement in Reading**

Historical Position	Strategy	Action(s)	Reflection
PLD from 2019-2023 focused on Assessment for Learning. Through this we have explored creating greater clarity with our learners.	We designed the FBS Literacy Action Plan for the school and ensured that it focused on the clear links between Reading, Writing and Oral Language through the strategies being developed e.g. activating prior knowledge, visualisation etc.	The Literacy leaders will review all the documentation on pupils and look at the needs across all year levels in our school	End of Term 2, 2024
Flat Bush School recognises the value of continually up-skilling staff and has a commitment to high quality professional development.	Time will be given in staff and team meetings to discuss Literacy programmes, individuals needing enrichment or extension, research and best practice models. Staff will be kept informed of relevant professional development offered.	The Literacy leaders will ensure, through regular meetings and through the professional development plan, that staff have access to the latest research and best practice.	Continue with this focus and teaching approach in 2024
We are very involved with Learning Experiences Outside The Classroom L.E.O.T.C integrating our Student Inquiry themes.	Share in learning experiences through the FBS Student Inquiry process for report and recounts involved with the learning experiences.	Utilise “Rich, Real, Relevant and Authentic Experiences” to enrich reading experiences. Continue the relationship between our school and Tupu Library.	Continue with this focus and teaching approach in 2024
Learners who are achieving above the standard in reading language require further extension.	Set up an extension and enrichment programme to develop these learner’s abilities. Explore possible connections with our Kāhui Ako Intermediate to provide our Senior learners with opportunities beyond our school.	A planned programme of enrichment and extension is available for our most able readers	Continue with this focus and teaching approach in 2024
Provision is made for our FBS students who require extra support in Reading	Reading support available to accelerate progress FBS learners with targeted Teacher Aide support and focus on high-frequency sight words and the Lexia Reading Support Programme for our Senior learners.	A planned programme of improvement for children working below their chronological age.	Continue with this focus and teaching approach in 2024
Reading Together programme	Through our Kāhui Ako provide Reading Together Workshops in Terms 2 and 4. These will follow on after we have completed our Talanoa Ako parent education programme.	Regular information made available to all families.	Terms 2-4, 2024

**Focus: To raise achievement in Reading**

Student achievement Focus action plan

**Focus:**  
To accelerate the achievement of students in Reading  
All Year 6 students will make accelerated progress in 2024

**Focus Group**  
Gender: Male and Female  
Ethnicity: Māori and Pasifika  
Student Year: 6  
Targeted group: Year 6 students

**Historical Position**  
From 2019-2023 our school wide PLD focus has been Assessment for Learning (AFL)

**Action Plan**

What will the school do to meet the target	When will it be done by	Who is involved and/or responsible	What resources will be allocated
Leaders for English (Reading/Writing) to be selected from current staff.	Week 8, Term 1, 2024	Teachers Principal	Management Unit
The Reading Action Plan to be reviewed, written and followed. Develop benchmarks for student achievement in line with Literacy progressions and the New Zealand Curriculum.	End of Term 2, 2024	Literacy Leaders Principal	\$100 (folders)
Team Leader to support learning in all Junior classes through a series of observations/modelling and coaching.	Week 3, Term 1 onwards	Team Leader (Kakano)	Release Staffing
Obtain data on student achievement via diagnostic testing, PROBE/STAR, cyclical running records	Week 8, Term 1	Literacy Leaders SMT	\$500.00 (PROBE assessment kits)
Each class will design and implement a programme catering specifically to the needs of their students based on the data.	Ongoing	Teaching Teams	N/A
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students	Ongoing	Learners / peers / Teacher	N/A
Raise achievement using formative testing tools. Time 2/3 data will be collected and analysed. Data entered on eTAP	Terms 2/4 2024	Literacy Leaders Teaching teams SMT	

Model correct Reading comprehension strategies using skills developed through PLD e.g. activating prior knowledge, summarising etc	Ongoing	Teaching teams	N/A
Lexia Reading programme for selected students (Year 6 cohort)	Week 5, T1 onwards	Ama Faumuina	\$1000.00 for lexia licenses
Children are given daily opportunities to read with clear learning focus, feedback and next step. Including Learning experiences outside the class.	Ongoing	Teaching teams	N/A
Teachers to select Focus Groups in Reading. Ensure these groups are given every opportunity to accelerate in their progress (more than 1 year)	Week 8, T1 onwards	Teaching Teams	Time @ staff meeting
Analyse student data across strands and cohorts at the end of the year and identify areas for improvement in the following year. Data on eTAP	Week 4 Term 4	Literacy Leader Associate Principal	\$500.00 release for Literacy Leader
Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes	Ongoing	Literacy Leaders Teaching teams SMT	Possible Release time
Prioritise spending and resourcing and allocate sufficient funds for 2025	Week 6 Term 4	Literacy Leaders Principal Teaching teams	\$10,000

***Success Criteria***

- End of Year assessment data
- All students make accelerated progress from start of the year