

# Charter 2021

Strategic Plan  
2021-2023

2021 Annual  
Plan







Flat Bush School

# 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, students will be actively involved lifelong learners.***







## WHO WE ARE...

Flat Bush is a decile 1 school in Otago, Manukau City, opened in 1964. The school has a roll of between 440-460 students. We continue to serve a predominantly Pasifika and Māori community. We have engaged the support of our local Early Childhood Centres in our Kāhui Ako as a means of improving in this area. Our children come from a variety of Pacific backgrounds and Iwi. Our school includes a satellite unit from Mt Richmond Special School. We have close links to our local kindergarten which borders our school grounds. In 2021 our specialist classes include three Samoan Focus classes, the Garden to Table Programme, specialist Te Reo Māori and Physical Education lessons for all year levels as well as a strong sporting programme. We will be operating within 4 learning teams and each team consists of a minimum of six classrooms. We are part of the Te Puke ō Taramainuku Kāhui Ako.

### Cultural Diversity and Tikanga Maori

Flat Bush School recognises the importance of all aspects of both Maori and the various Pasifika cultures that make up our student population. The school currently has three Samoan Focus classes in Years 1-2, 3-4 and 5-6. We value children's ethnic heritage and home language and work to maintain this. Encouraging parents in the use of children's home language and its importance is a key part of our message to parents. Instruction in Tikanga Māori and Te Reo Māori will be provided in all classes by the class teachers and professional development will be available when needed by teachers. The teaching of Te Reo will be at a basic level. School activities will be designed, where possible to include and acknowledge Tikanga Māori. Parents who wish to have their children taught Te Reo at a higher level (ie immersion or bi-lingual) will be advised to try and enrol them in another school which is able to provide such instruction. Should a sufficient number of parents request bi-lingual or immersion teaching of Te Reo the board would consider how this might be provided. Our Board of Trustees believes there is a place at Flat Bush for exploration of Te Aō Māori and our students will continue to develop and build a greater understanding of our indigenous culture and identity. We continue to support the Te Reo of children coming in from Kohanga or Kura Kaupapa while at the same time ensuring their success in English. The needs of Māori children entering the school need to be constantly assessed and catered for.

### Learning Assistance

Special needs students are always welcome at Flat Bush. We have a fully released SENCO whose role is to ensure maximum support is always available to both the students and their families as well as the staff involved. Special Needs students, other than those in the Mt Richmond class are part of classroom learning experiences and most interventions occur in the context of the child's normal class programme. Mt Richmond children are integrated when and where appropriate. Whanau are always welcome, and are an integral part of planning processes through IEPs as well as more general discussions that occur with them on a regular basis





Flat Bush  
Kindergarten



## Te Puke ō Taramainuku Kāhui Ako

*Ko te akoranga e kore e mimiti - Learning without limits*

### Te Puke ō Taramainuku Kāhui Ako 2021

Te Puke ō Taramainuku Kāhui Ako 2021		
<b>MISSION</b>	<b>VISION</b>	<b>VALUES</b>
“to continue to have an inclusive community that evokes and enables lifelong learning”	“ <i>ko te akoranga e koe e mimiti</i> ” Learning without limits	Nurturing/Inclusive/Connected/Empowering <b>N.I.C.E.</b>

GOALS	INITIATIVES	SUCCESS MEASURES
<p><b>WRITING</b> <i>Within our overall goal of shifting 232 additional students there are 3 sub-goals that are a collective focus: Māori/Pasifika/Boys</i></p>	<ul style="list-style-type: none"> <li>• Kāhui Ako curriculum evenings</li> <li>• Teacher Only PLD Day in Term 1, 2021 (Learner Agency)</li> <li>• Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2</li> <li>• Sharing expertise across Kāhui Ako</li> <li>• Promote a Growth Mindset mentality for teachers and learners</li> <li>• ASLs/WSLs leading development of our Te Puke ō Taramainuku Local Curriculum</li> </ul>	<p><b>Years 1-8</b></p> <ul style="list-style-type: none"> <li>• <b>Māori:</b> We aim to lift the achievement of all our Māori students in Writing from 50.1% (133/265) to 80% (212/265), a 29.9% shift by the end of 2021.</li> <li>• <b>Pasifika students:</b> We aim to lift the achievement of Pasifika students in Writing from 60.4% (467 /773 ) to 80% (618/773), a 19.6 % shift by the end of 2021.</li> <li>• <b>Boys:</b> We aim to lift the achievement of boys in Writing from 51.3% (279/543) to 80% (434/543), a 28.7% shift by the end of 2021. This is a shift of 155 more boys</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• We aim to lift the achievement of Year 10 students to 85% at or above expected achievement level, a 7% shift by the end of 2021.</li> </ul>
<p><b>MATHEMATICS</b> <i>Within our overall goal of shifting 234 additional students there are 3 sub goals that are a collective focus: Māori/Pasifika/Boys</i></p>	<ul style="list-style-type: none"> <li>• Kāhui Ako curriculum evenings</li> <li>• Teacher Only PLD Day in Term 1, 2021 (Learner Agency)</li> <li>• Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2</li> <li>• Sharing expertise across Kāhui Ako</li> <li>• Promote a Growth Mindset mentality for teachers and learners</li> <li>• ASLs/WSLs leading development of our Te Puke ō Taramainuku Local Curriculum</li> </ul>	<p><b>Years 1-8:</b></p> <ul style="list-style-type: none"> <li>• <b>Māori:</b> We aim to lift the achievement of all our Māori students in Mathematics from 49.8% ( 132 /265) to 80% (212/265), a 30.2% shift by the end of 2021.</li> <li>• <b>Pasifika students:</b> We aim to lift the achievement of Pasifika students in Mathematics from 59.7% (455/762) to 80% (610/762), a 20.3% shift by the end of 2021.</li> <li>• <b>Boys:</b> We aim to lift the achievement of boys in Mathematics from 51.8% (277 /534) to 80% (427 /534), a 28.2 % shift by the end of 2021.</li> </ul>

<b>NCEA LEVEL 2 and 3</b>	<ul style="list-style-type: none"> <li>• Teacher Only PLD Day in Term 1, 2021 (Learner Agency)</li> <li>• Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2</li> <li>• Sharing expertise across Kāhui Ako</li> <li>• Promote a Growth Mindset mentality for teachers and learners</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2: we will achieve 91.5% (143/156), a 7.5% shift by the end of 2021. This will mean shifting 12 additional students from Not Achieved to Achieved.</li> <li>• Level 3: we will achieve 91% (110/121), a 7.5 % shift by the end of 2021. This will mean shifting 9 additional students from Not Achieved to Achieved.</li> <li>• We will achieve a 2.5 % shift annually.</li> </ul>
<b>PROCESS TARGETS</b>  <ul style="list-style-type: none"> <li>- <b>Learner Well Being</b></li> <li>- <b>STEAM</b></li> <li>- <b>Learner retention, attendance and engagement</b></li> </ul>	<ul style="list-style-type: none"> <li>• By the end of 2021 Kāhui Ako leaders and teachers will have identified an appropriate methodology to collect data on well-being.</li> <li>• This will include using the Well Being at School tool <a href="https://www.wellbeingatschool.org.nz/ws-surveystools">https://www.wellbeingatschool.org.nz/ws-surveystools</a></li> <li>• We will explore current practices around effective Well Being practices.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of whānau complete and return NZCER Student Well-Being survey</li> <li>• 100% of our Te Puke ō Taramainuku learners state that they feel safe, happy and secure at school</li> <li>• Promote student agency by highlighting the partnership between teacher and learner</li> <li>• Strengthen connection between our students and others in our Kāhui Ako</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop a local curriculum that reflects STEAM concepts and competencies, community partnership and authentic learning.</li> <li>• Term 3, 2021 Kāhui Ako STEAM themed Student Expo</li> <li>• Develop assessment literacy practices related to key competencies &amp; learning dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of T3, 2021 we will have a Kāhui Ako Student Inquiry model</li> <li>• 80% of all whānau will attend our Term 3 Kāhui Ako STEAM Student Expo</li> <li>• By the end of T4, 2020 we will have a draft version of our Te Puke ō Taramainuku Local Curriculum ready for delivery in 2021</li> </ul>
	<ul style="list-style-type: none"> <li>• Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2</li> <li>• Monthly Te Puke ō Taramainuku Attendance meetings with STRIVE</li> <li>• Maintain existing Pastoral care processes e.g. SWIS/Careers Advisor/PHN etc</li> </ul>	<ul style="list-style-type: none"> <li>• Learner attendance in all centres and schools is above 85%</li> <li>• Our learners accessing educational opportunities from within our Kahui Ako from ECE- Tertiary</li> <li>• Develop systems and processes to support a seamless transition across our Kāhui Ako</li> <li>• Build a cohesive pathway (learning/pastoral) that works alongside the local curriculum design.</li> </ul>



## Mathematics

- Mathematics: for all FBS learners to make progress in Mathematics  
Mathematics achievement levels 2018-2020

MATHEMATICS	2018	2019	2020
Above standard	14.5%	17.3	9.8%
At Standard	35.8%	48.2%	40.1%
Below Standard	44.1%	34.5%	50.1%

	BELOW	AT	ABOVE
Year 1	48% (33)	46% (31)	6% (4)
Year 2	59% (50)	35% (29)	6% (5)
Year 3	49% (34)	38% (26)	13% (9)
Year 4	47% (27)	42% (24)	11% (6)
Year 5	58% (45)	38% (30)	4% (3)
Year 6	37% (27)	45% (33)	19% (14)
<b>TOTAL</b>	50.1% (216)	40.1% (173)	9.8% (41)

From 2018 all year levels implemented the Developing Mathematical Inquiry Communities (DMIC) approach to the delivery of Mathematics.

### **2021 Goal:**

In 2021 100% of our FBS Learners will make progress across the learning year. This progress will be monitored and measured by our teachers throughout 2021, relevant and purposeful assessment tools will be used and information derived from these will be used effectively to inform next learning steps.



## Target 1: To support achievement in Mathematics

<i>Historical Position</i>	<i>Strategy</i>	<i>Action(s)</i>	<i>Reflection</i>
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 student 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. It is important to recognise the impact COVID-19 has had on our 2020 EOY data.
End of year OTJ's in 2020 indicate a drop 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	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 2019 the Flat Bush School Mathematics Curriculum Implementation plan was revised	Our FBS MCI 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 2021
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 students to want to do Mathematics.	Continue with this focus and teaching approach in 2021
All classes in Years 1-2 have access to I pads and all classes in Years 3-6 are able to use chromebooks.	Students in all classes will have access to an ICT device for Mathematics.	Students in all classes will have access to appropriate on-line Mathematical learning tools	Continue with this focus and teaching approach in 2021 if most suitable and relevant to the learning experience.

## Focus 1a: To support achievement in Mathematics

### Student achievement focus action plan

<b>Focus Group</b> To accelerate the Mathematical achievement of students in Mathematics. All Year 6 students will make accelerated progress in 2021.		Student Group Gender: Male and Female Ethnicity: Maori and Pasifika Student Year: 6 Targeted group: All Year 6 students	
<b>Historical Position</b> Teachers have had PLD in the teaching of Mathematics through an Inquiry based approach (DMIC)			
<b>Action Plan</b>			
What will the school do 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, 2021	Maths Co-leaders and team	Time (\$300) Release for Math team leader
On-going development of benchmarks for student achievement in line with Mathematic progressions and the New Zealand Curriculum.	Week 4, Term 2,2021	Maths team/all teachers	After school curriculum team meeting
Obtain data on student achievement via diagnostic testing E-AsTTle/GLOSS/JAM.	Ongoing from Wk 6, T1	Teachers	Assessment tool kits
Time 1 goals to be created with students to prepare for Goal setting evening.	Week 9, T1	Teachers	Week 8, Term 1 staff meeting
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.	Ongoing	Teachers	Syndicate meetings

Children are given daily opportunities to do Mathematics with clear learning focus, feedback and next step.	Terms 1-4	Teachers Students	On-going
Including Learning experiences outside the class, all aligned with our FBS Mathematics Curriculum Implementation Plan	Terms 1-4	Teachers Students	Cost of external learning experiences Trip costs
Focus group students will be discussed at Team meetings and strategies to accelerate their learning will be shared	Week 4, T1 onwards	Teachers	Week 4, Term 1 Staff Meeting
Analyse student data across strands and cohorts at the end of the year and identify areas for improvement in the following year.	By the end of Week 6, T3 2021	Teachers	Team meetings
Prioritise spending and resourcing and allocate sufficient funds for 2021	By Week 6, T4 2021	Teachers/Maths team leader	Time
Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes	Term 1 onwards	Literacy Leader/syndicates/SMT	Possible release time
<b>Success Criteria:</b> End of Year assessment data All students to make accelerated progress from start of the year			





**Written Language:**

- For all FBS learners to make progress in Written Language
- Current Situation: Written Language achievement based on 2018-2020 results

WRITTEN LANGUAGE	2018	2019	2020
Above Standard	14.0%	16.2%	7.6%
At Standard	43.4%	49.1%	36.3%
Below Standard	42.6%	34.7%	56.1%

	BELOW	AT	ABOVE
Year 1	66%(44)	43% (23)	
Year 2	74% (62)	26% (22)	
Year 3	52% (36)	36% (25)	12% (8)
Year 4	42% (24)	56% (32)	2% (1)
Year 5	56% (43)	38% (30)	6% (5)
Year 6	43% (32)	32% (24)	24% (18)
<b>TOTAL</b>	56.1% (241)	36.3% (156)	7.6% (32)

These results indicated a positive shift in learners expected progress levels through 2018-19. Increased analysis and understanding of assessment data has ensured greater validity in OTJ's. 2020 displays

**2021 Goal**

In 2021, 100% of our FBS Learners will make progress across the learning year. This progress will be monitored and measured by our teachers throughout 2021, relevant and purposeful assessment tools will be used and information derived from these will be used effectively to inform next learning steps.

Target 1: To raise student achievement in Writing			
Historical Position	Strategy	Action(s)	Reflection
End of year data in 2019 showed that we have made positive progress in Writing 2020 EOY data indicates a drop in overall achievement	2021 PLD will continue to focus on Assessment for Learning (Afl) and the development of our Practice Analysis Conversations	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 2021 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. Staff will complete a teacher led inquiry as part of their 2020 Appraisal. This may have a focus on Writing.	Continue with this focus and teaching approach in 2021
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 2021
School has developed a CAAP plan as part of Years 1-2 of ALL.	Syndicates with the support of Lead Teachers in Literacy will review current CAAP and make alterations when and where necessary.	Review current CAAP plan and make relevant additions or alterations (on-going)	End of Term 2, 2021
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.	Set up 'Rich, Real, Relevant and Authentic Experiences' to enrich the writing experience. Set up programmes that motivate and inspire students to write.	Continue with this focus and teaching approach in 2021
All classes in Years 1-2 have access to Ipads and all classes in Years 3-6 are able to use chromebooks.	All students will have access to an ICT device relevant to the learning experience .	Students in all classes will have access to appropriate on-line literacy learning tools.	Continue with this focus and teaching approach in 2021

## Focus 1a: To support achievement in Writing

Student achievement focus action plan

<b>Focus Group</b> To accelerate the achievement of students in Writing All Year 6 students will make accelerated progress in 2021	Student Group Gender: Male and Female Ethnicity: Maori and Pasifika Student Year: 6 Focus group: Year 6 Maori and Pasifika students
<b>Historical Position</b> Teachers have had PLD provided Vision Education with Accelerated Learning in Literacy (ALL) 2016/17 In 2020 our school wide focus was Assessment for Learning (AFL)	

Action Plan			
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 6, T1 2021	Teachers Principal	N/A
Time 1 goals to be created with students to prepare for Goal setting evening. Data entered onto Etap.	Week 9 T1 2021	Teachers	N/A
The Writing Action Plan to be reviewed, written and followed. On-going development of benchmarks for student achievement in line with Literacy progressions and the New Zealand Curriculum.	End of T2,2021	Literacy Team Teaching Team	\$100.00 (folders etc)
Obtain data on student achievement via diagnostic testing E-AsTTle. Analyse written work samples according to E-AsTTle matrix.	Week 2, T2 2021	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 students based on the data.	Ongoing	Teachers	NIL Time
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.	Ongoing	Teachers Literacy Leaders	Nil
Mid year data will be collected and analyse and placed onto Etap Model correct writing (shared book, E-AsTTle and National Exemplars, LLP).	End of T2, 2021	Teachers SMT Kāhui Ako	Nil
Children are given daily opportunities to write with clear learning focus, feedback and next step. Including Learning experiences outside the class.	Ongoing	Teachers	Trip costs
Analyse student data across strands and cohorts at the end of the year and identify areas for improvement in the following year.	End of Term 4, 2021	Literacy Leaders Teachers	Time
Prioritise spending and resourcing and allocate sufficient funds for 2022	WK 4 / T4	Literacy Leaders Teaching team Principal	Time
Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes	Term 1 onwards	Literacy Leader/syndicates/SMT	Possible release time

**Success Criteria**

End of Year assessment data

All students to make accelerated progress from start of the year



**Reading:**

- For all FBS learners to make progress in Reading
- Current Situation: Reading achievement based on 2018-2020 results

READING	2018	2019	2020
Above Standard	27.8%	32.8%	20.4%
At Standard	39.2%	35.5%	34.4%
Below Standard	33.0%	31.7%	45.2%

	BELOW	AT	ABOVE
Year 1	63% (42)	37% (25)	
Year 2	65% (58)	15% (13)	17% (15)
Year 3	42% (29)	26% (18)	32%(22)
Year 4	26% (15)	39% (22)	35% (20)
Year 5	34% (26)	53% (41)	13% (10)
Year 6	33% (24)	39% (29)	28% (21)
<b>TOTAL</b>	45.2 %194	34.4% (148)	20.4% (88)

These results indicated a positive shift in learners expected progress levels through 2018-19.

Increased analysis and understanding of assessment data has ensured greater validity in OTJ's. 2020 displays

**2021 Goal**

In 2021, 100% of our FBS Learners will make progress across the learning year. This progress will be monitored and measured by our teachers throughout 2021, relevant and purposeful assessment tools will be used and information derived from these will be used effectively to inform next learning steps.

Focus 2: To support achievement in Reading			
Historical Position	Strategy	Action(s)	Reflection
Our PLD in 2020 focused on Assessment for Learning. Through this we have explored creating greater clarity with our learners	Prepare the 2021 Literacy Action Plan for the school. Ensure that we are focused on the clear links between Reading, Writing and Oral Language through the strategies being developed e.g. activating prior knowledge, visualisation etc. Review how we collect the data to inform our decisions.	Write the Action Plan and present this to the Board. 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 1, 2021
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 2021
We are very involved with Learning Experiences Outside The Classroom L.E.O.T.C including Inquiry throughout the process.	Share in learning experiences through the Inquiry process for report and recounts involved with the learning experiences.	Set up “Rich, Real, Relevant and Authentic Experiences” to enrich reading experiences. Continue to build the relationship between our school and Tupu Library	Continue with this focus and teaching approach in 2021
Students who are achieving above the standard in reading language require further extension.	Set up an extension and enrichment programme to develop these student’s abilities.	A planned programme of enrichment and extension is available for our most able readers	Continue with this focus and teaching approach in 2021
Provision is made for our FBS students who require extra support in Reading	Reading support available to accelerate their progress student progress through Reading Recovery use of Repetitive Reading and focus on high-frequency sight words as the Lexia and Quick 60 Reading support programems	A planned programme of improvement for children working below their chronological age.	Continue with this focus and teaching approach in 2021
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 , 2021



## Focus 2a: To support achievement in Reading

Student achievement Focus action plan

<b>Focus Group</b> To accelerate the achievement of students in Reading All Year 6 students will make accelerated progress in 2021	Student Group Gender: Male and Female Ethnicity: Māori and Pasifika Student Year: 6 Targeted group: Year 6 students
<b>Historical Position</b> Teachers have had PLD provided Vision Education with Accelerated Learning in Literacy (ALL) 2016/17 In 2020 our school wide focus was Assessment for Learning (AFL)	

### Action Plan

What will the school do to meet the target	When will it be done by	Who is involved / responsible	What resources will be allocated
Leaders for English (Reading/Writing) to be selected from current staff.	Week 6, T1 2021	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 T2, 2021	Literacy Leaders Principal	\$100 (folders)
Associate Principal to support learning in all Junior classes through a series of observations/modelling and coaching.	Wk 3, T2 onwards	Associate Principal	Staffing
Obtain data on student achievement via diagnostic testing, PROBE/STAR, cyclical running records.	Wk 8, T1	Literacy Leaders Principal	\$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 Staff	Nil
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.	Ongoing	Students / peers / Teacher	Nil
Raise achievement using National formative testing tools; Time 2/3 data will be collected and analysed. Data on Etap.	Ongoing	Students / peers / Teacher	Nil

Model correct Reading comprehension strategies using skills developed through PLD e.g. activating prior knowledge, summarising etc.	Ongoing	Literacy Leader Associate Principal Teacher and Students	N/A
Lexia Reading programme for selected students (Year 6 cohort)	Terms 1-4 Ongoing	Sela Togiatu	\$1,000
Children are given daily opportunities to read with clear learning focus, feedback and next step. Including Learning experiences outside the class.	Week 5, T1 onwards	Associate Principal Teacher and Students	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) across the year.	Week 4 Term 4	Literacy Leader Associate Principal Teacher and Students	N/A
Prioritise spending and resourcing and allocate sufficient funds for 2021.	Week 6 Term 4	Literacy Leader Principal	N/A
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.	Term 1 onwards	Literacy Leaders Principal Teaching team	N/A
Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes	Terms 1-4, 2021	Literacy Leader/syndicates/SMT	Possible release time
<p><i>Success Criteria</i> End of Year assessment data All students to make accelerated progress from start of the year</p>			



### School Based Focus for 2021

Based on our results for 2020, and upon discussion with staff we have determined that we need to continue with our focus in Reading, Writing and Mathematics. Our Teachers delivery of these learning areas will be strengthened through our on-going Professional Learning in Assessment for Learning, and the continued building of teacher capability in these key learning areas,

During 2019-20 we have seen the development of student led inquiry across our school , with the reframing of our school into 3 syndicates in 2018 ensuring all students were involved in school wide units of learning that were based on a common theme. In 2021 we have moved to 4 teaching teams.

Approximately one quarter of our children are eligible for ESOL funding and this is used through staffing over entitlement and the employment of a large support staff that work in all year levels.

Anecdotally we know that significant numbers of children, especially in the junior school who demonstrate the following attributes:

- *Use one or two word utterances to answer teachers/use limited sentence structures in their verbal interactions*
- *Use a mixture of Language 1 and 2/have major difficulties with English tenses, genders, etc*
- *Cannot frame a simple question/will not question the teacher*
- *Will not, or cannot say when they do not understand/have as much difficulty with Language 1 as with English (ie are limited in both)*

### Digital Technology

In 2020 we introduced STEAM lessons at all year levels delivered by the Senior Management Team. The focus was on the Computational Thinking and Designing and Developing Digital Outcomes with our learners. We used both e-learning devices and also 'unplugged' learning experiences. The intention was to align with the 2018 statement from the Minister of Education that; *"The digital curriculum is about teaching children how to design their own digital solutions and become creators of, not just users of, digital technologies, to prepare them for the modern workforce."* In 2021 teachers will continue this learning through integrating STEAM learning experience in our Student Inquiry Units.



**Flat Bush School**  
**Reading - Mid & End Reports - New format**

**Reading Level (3)End2020**  
**Year 0-4**

11889	Magenta	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	8 yrs - 9.5 yrs	10 yrs - 12 yrs	12 yrs +	Total
<b>Y0</b>													0
<b>Y1</b>	19% (13)	33% (22)	13% (9)	16% (11)	13% (9)		4% (3)						67
<b>Y2</b>	6% (5)	12% (10)	13% (11)	10% (9)	15% (13)	12% (10)	15% (13)	8% (7)	7% (6)	2% (2)			86
<b>Y3</b>		1% (1)	9% (6)		4% (3)	16% (11)	7% (5)	10% (7)	16% (11)	20% (14)	16% (11)		69
<b>Y4</b>			4% (2)	4% (2)	2% (1)	2% (1)	7% (4)		11% (6)	37% (21)	35% (20)		57
<b>Y5</b>													0
<b>Y6</b>													0
<i>Totals</i>	6.5% 18	11.8% 33	10% 28	7.9% 22	9.3% 26	7.9% 22	9% 25	5% 14	8.2% 23	13.3% 37	11.1% 31		279

**Flat Bush School**  
**National Standards OTJ End (Yr 4-8)**

**OTJ Reading 2020**  
**All pupils (Past,Present,PreEnrol)**

8425	Not applicable	Needs Support	Working Towards	At Standard	Above Standard	Well Below	Below	At	Above	Total
<b>Y0</b>										0
<b>Y1</b>										0
<b>Y2</b>										0
<b>Y3</b>										0
<b>Y4</b>										0
<b>Y5</b>		8% (6)	26% (20)	53% (41)	13% (10)			53% (41)	13% (10)	77
<b>Y6</b>		11% (8)	22% (16)	39% (29)	28% (21)			39% (29)	28% (21)	74
<i>Totals</i>		9.3% 14	23.8% 36	46.4% 70	20.5% 31			46.4% 70	20.5% 31	151

**Flat Bush School**  
**Writing - Mid & End Reports - New format**

**Writing Level (3)End2020**  
**Year 0-4**

11890	Working at Level 1B	Working at Level 1P	Working at Level 1A	Working at Early Level 2	Working at Level 2	Working at Early Level 3	Working at Level 3	Working at Early Level 4+	Total
<b>Y0</b>									0
<b>Y1</b>	66% (44)	34% (23)							67
<b>Y2</b>	31% (26)	43% (36)	19% (16)	7% (6)					84
<b>Y3</b>	16% (6)	19% (7)	14% (5)	35% (13)	14% (5)	3% (1)			37
<b>Y4</b>	4% (1)		19% (5)	15% (4)	59% (16)	4% (1)			27
<b>Y5</b>									0
<b>Y6</b>									0
<i>Totals</i>	35.8% 77	30.7% 66	12.1% 26	10.7% 23	9.8% 21	0.9% 2			215

**Flat Bush School**  
**National Standards OTJ End (Yr 4-8)**

**OTJ Writing 2020**  
**All pupils (Past,Present,PreEnrol)**

8457	Not applicable	Needs Support	Working Towards	At Standard	Above Standard	Well Below	Below	At	Above	Total
<b>Y0</b>										0
<b>Y1</b>										0
<b>Y2</b>										0
<b>Y3</b>										0
<b>Y4</b>										0
<b>Y5</b>		18% (14)	37% (29)	38% (30)	6% (5)			38% (30)	6% (5)	78
<b>Y6</b>		12% (9)	31% (23)	32% (24)	24% (18)			32% (24)	24% (18)	74
<i>Totals</i>		15.1% 23	34.2% 52	35.5% 54	15.1% 23			35.5% 54	15.1% 23	152



**Flat Bush School**  
**Mathematics - Mid & End Reports - New format**

**Mathematics Level (3)End2020**  
**Year 0-4**

11891	Working at Level 1B	Working at Level 1P	Working at Level 1A	Working at Early Level 2	Working at Level 2	Working at Early Level 3	Working at Level 3	Working at Early Level 4+	Total
<b>Y0</b>									0
<b>Y1</b>	48% (32)	46% (31)	6% (4)						67
<b>Y2</b>	20% (17)	39% (33)	35% (29)	6% (5)					84
<b>Y3</b>		17% (8)	26% (12)	39% (18)	7% (3)	7% (3)	4% (2)		46
<b>Y4</b>	3% (1)	3% (1)	11% (4)	39% (15)	29% (11)	13% (5)	3% (1)		38
<b>Y5</b>									0
<b>Y6</b>									0
<i>Totals</i>	21.3% 50	31.1% 73	20.9% 49	16.2% 38	6% 14	3.4% 8	1.3% 3		235

**Flat Bush School**  
**National Standards OTJ End (Yr 4-8)**

**OTJ Mathematics 2020**  
**All pupils (Past,Present,PreEnrol)**

8489	Not applicable	Needs Support	Working Towards	At Standard	Above Standard	Well Below	Below	At	Above	Total
<b>Y0</b>										0
<b>Y1</b>										0
<b>Y2</b>										0
<b>Y3</b>										0
<b>Y4</b>										0
<b>Y5</b>		14% (11)	44% (34)	38% (30)	4% (3)			38% (30)	4% (3)	78
<b>Y6</b>		11% (8)	26% (19)	45% (33)	19% (14)			45% (33)	19% (14)	74
<i>Totals</i>		12.5% 19	34.9% 53	41.4% 63	11.2% 17			41.4% 63	11.2% 17	152

Subjects: Reading, Writing and Mathematics

Discussion:

**The following relates to Reading, Writing and Mathematics:**

NAG2A (b)(i) Areas for improvement

Subject: Writing and Mathematics

Discussion:

**The following relates to Reading, Writing and Mathematics:**

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion:

- Professional Development in Assessment for Learning has supported clarity in what is being taught
- Overall Teacher Judgements in 2021 were based on credible assessment data .
- Teachers display greater efficacy in the assessing and teaching of Writing and use of E-AsTTle as a formative and summative tool.
- Deliberate Acts of Teaching that support acceleration in Mathematics is an on-going focus for our teachers
- Year 1-3 Teachers use of the JAM tool in provided rich formative information.
- Ongoing discussion in staff and team meetings focused on selected groups of students.

NAG2A (b)(iii) Planned actions for lifting achievement

Discussion:

**The following relates to Reading, Writing and Mathematics:**

- Teacher's Professional Growth Cycle designed as a tool to support and improve learning outcomes
- Analyse and review assessment information and identify those students who require extra support, through the use of Teacher Aide intervention, or access to external agencies e.g. RTLB, GSE, Speech Language Therapist
- Teachers use assessment data to form selected student groups in Reading, Writing and Mathematics
- In 2021 Teacher's Professional Growth Cycle teachers will have a focus on learners who require extra support in Reading, Writing or Mathematics
- Moderation process at team level to support staff to improve student outcomes

- Increase current teacher capability in the analysis and interpretation of assessment data to ensure we use this data to inform teaching practice. This will be achieved through our on-going Professional Learning and Development in Assessment for Learning.
- Build on current knowledge of assessment tools (E-AsTTle, GLOSS/JAM/Probe) and ensure new staff have a clear understanding of how to use them.
- Teachers share assessment information with students as a way of developing student created learning goals.
- Lexia Reading programme for selected students
- Teacher Aide leading Quick 60 Reading Support programme
- Kahui Ako offers Talanoa Ako parents programme for Flat Bush School whanau
- Kahui Ako Curriculum evenings for Reading/Writing and Mathematics in Terms 2-3

#### Sources of Information

*(how do we know we are achieving where we say we are)*

Monthly Principal reporting to the BOT sets out on a preplanned schedule the children's achievement levels, areas of improvement etc. and includes the sources of information provided each month. Assessment are carried out formally on a preplanned schedule, and informally by teachers as needed

**Our main assessments are:**

<u>Reading</u>	<u>In Written Language</u>	<u>Maths</u>
<ul style="list-style-type: none"><li>• <i>Running records (monthly to Level 18, twice a year thereafter)</i></li><li>• <i>PROBE/STAR</i></li><li>• <i>E-AsTTle reading</i></li><li>• <i>Wedge graphs (monthly to year 3)</i></li></ul>	<ul style="list-style-type: none"><li>• E-AsTTle rubric</li><li>• Teacher Observations</li><li>• Student samples</li><li>• Self-Peer assessments</li></ul>	<ul style="list-style-type: none"><li>• <i>GLOSS (as needed and formally twice a year)</i></li><li>• <i>NUMPA (on entry)</i></li><li>• <i>JAM (Years 1-3)</i></li><li>• <i>E-AsTTle</i></li><li>• <i>Syndicate or level wide pre and post tests in non-numeracy strands</i></li><li>• <i>Basic Facts (twice a year)</i></li></ul>

*In addition to the formal and informal assessment the appraisal system will encourage teachers to select a focus group in either Reading, Writing and Mathematics as the context to frame their 2021 Professional Growth Cycle.*

*Our FBS Professional Growth Cycle includes several class observations which add to the information These are used for reports to parents and to the BOT, as well as for decision making relating to resourcing.*





# Flatbush School

## Strategic Plan: 2021-2023



### 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 tātou katoa’**  
**Success for ALL**

### VALUES

Whakawhanaungatanaa, Manaakitanaa, Atawhai Tū pono, Mahi Ngatahi, Arohatia

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

+

Strategic Goals	Strategic Programmes	Initiatives 2021	Measures of Success
<b>QUALITY TEACHING</b> Our teachers are highly effective and powerful agents of change with pedagogy built on efficacy and through collaborative inquiry	Appreciative Inquiry used to support teachers as they explore ways to build their capability Further progress made in coaching and mentoring, using a strength based approach Develop a Growth Mind set mentality	Practice Analysis Conversations (PACs) used to improve teacher effectiveness Professional Growth Cycle developed for FBS Develop through our Kāhui Ako opportunities to engage with colleagues from other schools	All students make progress in each learning area Achievement data used to inform next learning steps All teachers complete their first Professional Growth Cycle
<b>CULTURALLY RESPONSIVE PRACTICE</b> All students have a learning experience that is respectful and responsive to their culture, identity and heritage	FBS curriculum reflects our learner’s cultural capital <i>Learners culture is viewed as a strength</i> and are encouraged to share with all	Build knowledge of kawa and tikanga across all year levels Increased use of Te Reo Māori by students and teachers Recognise and support our students heritage, heritage, identity and multi-cultural diversity	FBS teachers adapting Tāpasa Turus into their learning programmes 80% of teachers at the Registered Teacher Criteria as set out in Tātaikao Visible evidence of teachers using cultural competencies in their practice
<b>WELL BEING</b> Everyone in our FBS learning community feels safe and secure at school and their physical, mental and emotional needs are being met	Establish platforms that will allows FBS learners and staff to promote and share ways to improve well being Tukana Teina partnerships strengthened through learning experiences and teams working together	Introduce FBS staff to Dr Mason Durie’s Te Whāre Tapawha Strengthen connection between our students and others in our Kāhui Ako School Councillors used as well- being peer supports	All FBS students participate in the AU healthy body research Ka Ora Ka Ako Healthy Food Lunches 100% of FBS learners complete NZCER Well-Being survey
<b>COMMUNITY ENGAGEMENT</b> Our whānau are active participants in their child’s learning experience	Create learning partnerships between FBS and whānau from time of enrolment Work with community to accelerate achievement for all learners Partnership with Accelerating Ōtara and the Waterways Trust	<ul style="list-style-type: none"> <li>Home school partnership focused on Literacy and Mathematics</li> <li>Teachers work closely with whānau of all learners on ways to support learner progress</li> <li>Student led community based projects</li> </ul>	100 % of whānau attend Goal Setting meetings, parent conferences and all learning related school events



# Action Plan 1/Quality Teaching

Initiative	2021				2022				2023			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
<b>Teaching as Inquiry</b> 	Teachers use 2021 start of year data as a starting point for selecting target. Complete assessments in core areas, use all data to inform Inquiry foci for the year (Focusing Inquiry)				Teachers use 2021 EOY data as a starting point for selecting target. Complete assessments in core areas, use all data to inform TAI foci for the year				Teachers use 2022 EOY data as a starting point for selecting target. 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 students (Teaching Inquiry) Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools in our Kāhui Ako /observe colleagues in our school				Teachers exploring strategies that will be of most benefit to their students (Teaching Inquiry) Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools in and beyond our Kāhui Ako /observe colleagues in our school				Teachers exploring strategies that will be of most benefit to their students (Teaching Inquiry) Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools in/beyond our Kāhui Ako and beyond/observe colleagues in our school			
	Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school				Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school				Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school			
	Reflection on Learning Inquiry:what happened as a result of this inquiry/use of information for future teaching. Share TAI with our teaching teams				Reflection on Learning Inquiry:what happened as a result of this inquiry/use of information for future teaching. Share TAI with our Kāhui Ako colleagues				Reflection on Learning Inquiry:what happened as a result of this inquiry/use of information for future teaching. Share TAI with a wider audience of Kāhui Ako			
<b>Coaching and Mentoring</b> 	Kāhui Ako SLT to continue working with expert partner on strategies to strengthen coaching and mentoring in our schools. Teachers select a practice partner for the year				Teachers in FBS and Rongomai meet to select a practice partner for 2022				Teachers in Kāhui Ako meet to select a practice partner for 2023			
	Teachers conduct GROWTH coaching sessions with peers.				Teachers conduct peer observations with PAC supported by DP with curriculum portfolio FBS Principal observations of FBS teachers in Wk 3				Teachers conduct peer observations with PAC supported by SMT from Kāhui Ako			
	Teachers conduct peer observations with PAC supported by Senior Leadership team				FBS and Rongomai teachers meet to have PAC conversations independently				Kāhui Ako teachers meet to have PAC conversations independently			
	Principal PAC with all teachers.				FBS and Rongomai Teachers have PAC conversations based on their 2020 TAI				Kāhui Ako teachers have PAC conversations based on their 2021 TAI			
<b>Practice Analysis Conversations</b> 	Informal meeting with a practice partner from 2020				Meeting with practice partner from FBS or Rongomai				Meeting with 2022 practice partner from Kāhui Ako agree on foci for the year ahead			
	PAC with practice partner and DP following in class observation				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 and Principal following in class observation				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 2021 Professional Growth Cycle				PAC with practice partner in preparation for sharing of 2022 Professional Growth Cycle				PAC with practice partner in preparation for sharing of 2023 Professional Growth Cycle			

# Action Plan 2/Culturally Responsive

Initiative	2021				2022				2023			
<i>Te Tataiako</i>	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Competencies	Revisit competencies within Syndicate and Staff meetings				Align competencies with Teaching Standards at Staff Only Day				Align competencies with Teaching Standards at Staff Only Day			
<i>Ako</i>	Unpack Ako, Whanaungatanga competencies during staff PLD (Wks 4, 8) of T2 2021				Students in Year 6 to present examples of what Ako and Whanaungatanga looks like in action at FBS				Students in Year 3 to present examples of what Ako and Whanaungatanga looks like in action at FBS			
<i>Whanaungatanga</i>	Unpack Tangata whenuatanga, Manaakitanga competencies during staff PLD (Wks 5, 9)				Students in Year 5 to present examples of what Ako and Whanaungatanga looks like in action at FBS				Students in Year 2 to present examples of what Ako and Whanaungatanga looks like in action at FBS			
<i>Tangata whenuatanga</i>	Unpack Wānanga competency during staff PLD (Wk 3)				Students in Year 4 to present examples of what Ako and Whanaungatanga looks like in action at FBS				Students 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	<i>80% of all teachers at the Registered Teacher Criteria for all competencies 20% at Leader criteria</i>				<i>70% of all teachers at the Registered Teacher Criteria for all competencies 30% at Leader criteria</i>				<i>60% of all teachers at the Registered Teacher Criteria for all competencies 40% at Leader criteria</i>			
<i>Tapasā</i>	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
<u>Turu 1:</u> Identities, language and cultures	Revisit Tapasā Resource to all staff at our Wk 2 Professional Learning and Development meeting				Revisit competencies at Staff Only Day, (January 27, 2020). 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	Turu 1: consult with our FBS community on what they want our school to do to promote identity, language and culture				Students in Years 5-6 to present examples of how our school promotes Identities, Languages and Cultures				Students in Years 3-4 to present examples of how our school promotes Identities, Languages and Cultures			
<u>Turu 3:</u> Effective Pacific pedagogies	Unpack Turu 2 competency in our staff PLD meetings Wks 3 and 9				Turu 2: consult with our FBS community on what they want our school to do to promote collaborative and respectful relationships and professional behaviour				Students in Years 5-6 to present examples of how our school promotes collaborative and respectful relationships			
	Unpack Turu 3 competency in our staff PLD meeting Wk 4				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			
Te Puke ō Taramainuku Kāhui Ako	On-going sharing of practice and pedagogy with our Kāhui Ako colleagues											
Measurement tool	<i>All teachers at the Experienced Teacher Criteria for all competencies</i>				<i>All teachers at the Experienced Teacher Criteria for all competencies 20% at Leader criteria</i>				<i>All teachers at the Experienced Teacher Criteria for all competencies 30% at Leader criteria</i>			

# Action Plan 3/Well Being

Initiative	2021		2022		2023	
Gathering whānau voice	NZCER Community survey with all FBS whānau 100% of all whānau to complete and return survey  Cultural consultation evenings: T1 Target of 70% attendance		NZCER Community survey with all FBS and Rongomai whānau 100% of all whānau to complete and return survey  Cultural consultation evenings held as a Kāhui Ako Target of 80% attendance of all whānau from Years 1-10		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 90% attendance of all whānau from Years 1-10	
Focus on student learning	Goal setting T1/3: 100% attendance all whānau Conferences: T2/4 : 100% attendance all whānau		Goal setting T1/3: 100% attendance all whānau Conferences: T2/4 :100% attendance all whānau		Goal setting T1/3: 100% attendance all whānau Conferences: T2/4 : 100% attendance all whānau	
Home School partnership	Kāhui Ako Curriculum evenings T2-4: Talanoa Ako Pacific Parent Responsive Programme (25 families)		Kāhui Ako Curriculum evenings T1-3		Kāhui Ako Curriculum evenings T1-3:	
External partnerships	Identify current external supporters of the schools in our Kāhui Ako e.g. Du Val Foundation /AUT/MIT etc. Contact supporters and invite to a meeting of our Kāhui Ako to discuss how we can build/strengthen our working relationship and to explore further possible ways to do this. Create a working group of 3-4 from across Kāhui Ako to attend U-Learn 2021.		Kāhui Ako has a group of external supports providing pathways for our students to explore as part of on-going work experience or moving into full time study or employment. Create a working group of Yr 11-12 students (6-8), who have the responsibility of gathering info on what their peers want to study or areas they would like to work in. These students to attend U-Learn 2022.		All Year 11-13 students and their whānau in our Kāhui Ako are invited to an information that will be run by the 2021 working group.	
Community Events	T1	School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings	T1	School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings	T1	School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings
	T2	Student Led conferences Language weeks LEOTC/Sports/weekly assemblies	T2	Student Led conferences Language weeks LEOTC/Sports/weekly assemblies	T2	Student Led conferences Language weeks LEOTC/Sports/weekly assemblies
	T3	Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Student Inquiry Expo	T3	Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Student Inquiry Expo	T3	Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Student Inquiry Expo
	T4	LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation	T4	LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation	T4	LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation

# Action Plan 4/Connection

Initiative	2021	2022	2023
Engage with community	Align our FBS Values with those of our Te Puke ō Taramainuku Kāhui Ako with the intention of merging into one Introduce concept of Whānau Friday (weekly 9am-10.30am), open door pop in/pop out invitations to join in class programmes Community satisfaction surveys (T2/4)	Review our FBS Values that are aligned with our Te Puke ō Taramainuku Kāhui Ako at a community hui to celebrate the beginning of our new school year. Continue to promote Whānau Fridays Community satisfaction surveys (T2/4)	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 Whānau Fridays Community satisfaction surveys (T2/4)
Student Council	Years 5-6 School Council to meet with DP 2 times per term Selected Year 3-4 students to attend 1 meeting per term	Years 3 and 4 added School Council to meet with DP 2 times per term SWIS/RTLB/SMT/CPT invited to attend a combined pastoral care meeting Selected Year 1-2 students to attend 1 meeting per term	Years 1-2 added Full school council representing Years 1-6 meet with DP 2 times per term SWIS/RTLB/SMT/CPT invited to attend a combined pastoral care meeting in T2/4
Student Agency	Establish focus groups to enable greater student voice to be heard and involved in decision making Termly student survey (Google forms) of that term's Inquiry	Focus groups/class discussions/Think Tanks to enable greater student voice to be heard and involved in decision making Termly student survey (Google forms) of that term's Inquiry	Focus groups/class discussions/Think Tanks to enable greater student voice to be heard and involved in decision making Termly student survey (Google forms) of that term's Inquiry
Responsive Curriculum	Use students survey responses to inform the following term's Inquiry Students participating in community based projects e.g. Pay It Forward Term 4 review of 2021 Inquiry by all students, responses used to guide the Inquiry Topics for 2022	Student directed Inquiry topics implemented in Terms 2 and 4. Create opportunities for students at all year levels to have input into the planning and preparation of these topics. Students participating in community based projects e.g. Pay It Forward Term 4 review of 2021 Inquiry by all students, responses used to guide the Inquiry Topics for 2023	Student directed Inquiry topics implemented in Terms 1-4. Create opportunities for students at all year levels to have input into the planning and preparation of these topics. Students participating in community based projects e.g. Pay It Forward Term 4 review of 2022 Inquiry by all students, responses used to guide the Inquiry Topics for 2024
Measurement Tools	<i>NZCER student well-being survey Years 4-6</i> <i>Schoolwide attendance</i> <i>FBS whānau survey responses</i> <i>Kāhui Ako survey responses</i>	<i>NZCER student well-being survey Years 3-6</i> <i>Schoolwide attendance</i> <i>FBS whānau survey responses</i> <i>Kāhui Ako survey responses</i>	<i>NZCER student well-being survey Years 1-6</i> <i>Schoolwide attendance</i> <i>FBS whānau survey responses</i> <i>Kāhui Ako survey responses</i>

# Annual Plan

## FLAT BUSH SCHOOL ANNUAL PLAN 2021

Curriculum Area	Specific Objective	Actions	Expected Outcomes	Responsible	Time	Cost	Evaluation
NAG 1 Curriculum Delivery	Ensure effective pedagogy is occurring in all rooms	Classroom observations Buddy Coaching Learning Conversations in team and staff settings	Improve learning outcomes for all students	Evaluation Associates PLD facilitator Management	All Year	Nil	<b>End of 2021</b>
Assessment	Effective use of assessment tools	E-AsTTle, and STAR testing results as pre and post measures for teachers by comparing scale scores in Feb, June and November	Standard scores vs Stanines gives better teacher knowledge All assessment information is used formatively to guide classroom learning programmes	Management and Syndicate leaders Evaluation Associates PLD facilitator	All Year	\$3600	<b>End of 2021</b>
	Ensuring assessment data informs teacher planning and delivery	Assessments are done on child's anniversary in junior school not end of year  Looking at the assessment data and looking at teachers planning and implementation	Assessments do occur on anniversary  Via performance management ensure teachers are analysing data and using to inform teaching	Banapa/Janetta Team Leaders	All Year	As above	



Mathematics	Improve Maths levels across the school.	DMIC methodology used in all classes. PLD as part of our Kāhui Ako available for all teachers.	Teacher's pedagogical Skills in Maths increases and children's learning outcomes improve.	Maths Team Leader, Janetta Banapa	Terms 1 - 4	Nil:	<b>End of 2020</b>
	Strengthen teacher's knowledge of how to deliver DMIC	Build Teacher Capability through visiting schools that have had success in developing a DMIC methodology	Accelerated progress for students	Maths Team Leader Janetta, Emily Kāhui Ako SLT	All year	\$2000.00 for Teacher release	<b>End of 2020</b>
Te Reo Māori me ona tikanga	To develop Te Reo Māori me ona tikanga	Develop Te Reo to conversational level with 80% of our Year 6 learners	Fluency of Te Reo used by students in Years 5-6	Natasha Young Classroom teachers Matua Jeff Demetrius Solomona Moiho Leaupepe	All year	Refer to budget	<b>End of 2021</b>
Unique position of Māori Culture	All FBS learners know our school's pepeha	Whaea Dinah and Banapa to support Natasha Young in the delivery of Te reo across the school.	Greater use of te reo across the school.		All year		<b>End of 2021</b>

		To continue to develop Kapa Haka with all teams	School will have a Kapa Haka group that is confident and proud to support school protocols.	As above	All year		
Cultural diversity Pasifika - Samoan	To provide learning focus on Samoan identity, language and culture.	To extend criteria for selection in Rooms 8,9, and 10 to include students of Samoan heritage with or without the language.	Students with Samoan heritage will have an enhanced sense of identity, language and culture. More even distribution of students across the school.	Teachers of Rooms 8,9 and 10 Focus rooms Lead Teacher Principal	All year	As per budget 1 FT Management Unit	<b>End of 2021</b>
Reading	To accelerate selected student achievement in reading	Quick 60 and Lexia Reading programmes	Acceleration of selected students	Year 5 and 6 cohort	Terms 1-4	\$1,000	<b>End of 2021</b>
Reading Together	Improve reading at home	Continue the programme for at least one group starting with our New Entrant parents	Improved learning outcomes for all students	Kāhui Ako Within School Leader Banapa	Terms 2 and 4	\$1,000	<b>End of 2021</b>
E-Learning	Consolidate the existing e-learning classrooms taking place across the school.	Year 1-3 classes to have access to Ipad devices Year 3-6 classes to have access to Chromebooks	Students are effective users of the technology Students are effective problem solvers Learning improves via enthusiasm for learning brought about by the technology	Emily	Terms 1-4	\$10,000	<b>End of 2021</b>
Music	Use internal and external expertise to deliver lessons to all classes	Staff may be more willing to take music groups	School Band and choir perform in and outside of our school	Moiho Leaupepe Demetrius Solomona Banapa	Terms 1-4	\$10,000	<b>End of 2021</b>

NAG 2	See the school's self-review cyclical plan	Use Paul M again for management appraisal  Review all internal financial systems	Appraisal provides a PD component for management	Banapa, Janetta , Emily Tofa	Term 1-4	\$6000	<b>End of 2021</b>
NAG 3	Job descriptions for all Staff, Teachers, Teacher Aides etc.	Performance management for office and grounds staff is fully implemented	Professional Growth Cycle will be adapted to replace our previous system of Appraisal	Banapa, Janetta, Emily Team Leaders	Term 1 onwards	\$3000	<b>End of 2021</b>
	Managing workloads: focus on Staff Well Being in 2021	Continue to look at teacher workloads and find further ways to manage and reduce them.	All FBS staff have their physical and mental well being needs catered for	Banapa,Janetta, Emily, BOT	Term 1 onwards	\$8,500 \$3,000 (EAP)	<b>End of 2021</b>
NAG 4	Refurbishment of Rms 5,6,7,8,9, and 10	Contractors refurbish area, all work is code compliant	Minimal disruption to mainstream of school, design matches existing buildings	Banapa	All Year	5YA MOE funding	<b>End of Term 4, 2021</b>
	School Building WOF up to date	School is compliant with all requirements	All school buildings are compliant with relevant criteria	Banapa/Ian/Tom	All Year	Nil	
NAG 5	Develop an effective Health and Safety committee	The committee starts to meet regularly. Make provision for changes from the new act	Health and Safety issues come to committee which deals efficiently and effectively with them.	Banapa, Ian	Term 1, then ongoing	Release day/days as needed	<b>End of 2021</b>
NAG 6	Review reporting to parents. Civil Defence / Emergency	Ongoing review, especially of reports and reporting Emergency document updated	All documentation is up to date	BOT / Banapa  Administration	On-going	\$500.0	<b>End of 2021</b>



Whakawhanaungatanga  
'we work for each other'

Manaakitanga  
'we care about others'

Atawhai  
'we help others'

Tu pono  
'we know who we are'

Mahi Ngatahi  
'we work as a team'

Arohatia  
'we encourage others'



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