

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF FLAT BUSH HEIGHTS SCHOOL'S
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Flat Bush School (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with *Public Sector – Public Benefit Entity Standards, Reduced Disclosure*

Our audit was completed on 8 June 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is the Crowe Australasia external audit division. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

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Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises of the Charter 21 and Statement of Kiwisport Funding, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Kurt Sherlock
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

FLAT BUSH PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 1277

Principal: Banapa Avatea

School Address: 20 Flat Bush Road, Otara, Auckland

School Postal Address: 20 Flat Bush Road, Otara, Auckland

School Phone: 09 274 8279

School Email: office@flatbush.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Tofa Paniani	Chair Person	Elected	2022
Banapa Avatea	Principal	ex Officio	2022
Elizabeth Makoni	Parent Rep	Elected	2022
David de Thierry	Parent Rep	Elected	2022
Lafo Asiata	Parent Rep	Co-opted	2022
Awhina Wipani	Parent Rep	Co-opted	2022
Dinah Winiata	Staff Rep	Elected	2022

Accountant / Service Provider: Sheryl Lane, Chartered Accountant

FLAT BUSH PRIMARY SCHOOL

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Flat Bush Primary School

Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Tofamamao Paniani

Full Name of Board Chairperson

8/6/21 

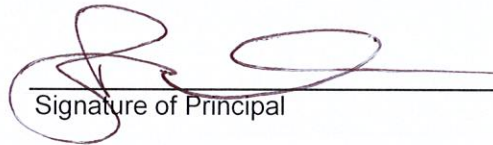
Signature of Board Chairperson

8.06.21.

Date:

Banapa Avatea

Full Name of Principal



Signature of Principal

8.06.21.

Date:

Flat Bush Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	4,489,275	3,174,395	4,071,493
Locally Raised Funds	3	85,923	102,200	104,415
Interest income		5,667	12,000	11,066
		<u>4,580,865</u>	<u>3,288,595</u>	<u>4,186,974</u>
Expenses				
Locally Raised Funds	3	115,462	101,000	89,763
Learning Resources	4	3,083,481	2,561,750	2,869,791
Administration	5	208,438	200,350	224,585
Finance		12,951	5,500	11,849
Property	6	905,083	224,800	904,070
Depreciation	7	153,234	195,000	144,703
Loss on Disposal of Property, Plant and Equipment		2,385	-	1,324
		<u>4,481,034</u>	<u>3,288,400</u>	<u>4,246,087</u>
Net Surplus / (Deficit) for the year		99,831	195	(59,112)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>99,831</u>	<u>195</u>	<u>(59,112)</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Flat Bush Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>853,296</u>	<u>853,296</u>	<u>912,408</u>
Total comprehensive revenue and expense for the year		99,831	195	(59,112)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		4,836	-	-
Equity at 31 December	24	<u>957,963</u>	<u>853,491</u>	<u>853,296</u>
Retained Earnings		957,963	853,491	853,296
Reserves		-	-	-
Equity at 31 December		<u>957,963</u>	<u>853,491</u>	<u>853,296</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Flat Bush Primary School

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	284,000	210,498	334,956
Accounts Receivable	9	192,341	164,507	164,507
GST Receivable		14,608	(13,537)	-
Prepayments		19,644	18,112	18,112
Inventories	10	16,643	18,464	18,464
Investments	11	220,395	220,395	220,395
Funds held for Capital Works Projects	18	18,337	-	-
		<u>765,968</u>	<u>618,439</u>	<u>756,434</u>
Current Liabilities				
GST Payable		-	-	13,537
Accounts Payable	13	276,280	219,187	219,187
Borrowings - Due in one year	14	6,305	-	-
Revenue Received in Advance	15	13,478	-	-
Provision for Cyclical Maintenance	16	6,462	41,654	41,654
Finance Lease Liability - Current Portion	17	42,890	62,838	62,838
Funds held for Capital Works Projects	18	-	-	124,653
		<u>345,415</u>	<u>323,679</u>	<u>461,868</u>
Working Capital Surplus/(Deficit)		420,553	294,760	294,566
Non-current Assets				
Property, Plant and Equipment	12	704,471	712,208	712,208
		<u>704,471</u>	<u>712,208</u>	<u>712,208</u>
Non-current Liabilities				
Borrowings	14	23,642	-	-
Provision for Cyclical Maintenance	16	80,308	47,480	47,480
Finance Lease Liability	17	63,107	105,997	105,997
		<u>167,057</u>	<u>153,477</u>	<u>153,477</u>
Net Assets		<u>957,963</u>	<u>853,491</u>	<u>853,296</u>
Equity	24	<u>957,963</u>	<u>853,491</u>	<u>853,296</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Flat Bush Primary School

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,455,931	2,127,691	1,246,233
Locally Raised Funds		83,120	101,449	104,898
Goods and Services Tax (net)		(28,145)	13,537	28,187
Payments to Employees		(759,672)	(625,420)	(665,926)
Payments to Suppliers		(479,456)	(522,132)	(549,197)
Cyclical Maintenance Payments in the year		-	71,134	(10,800)
Interest Paid		(12,951)	(5,500)	(11,849)
Interest Received		9,140	8,507	11,282
Net cash from/(to) Operating Activities		267,967	1,169,266	152,828
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(45,655)	(907,208)	(8,654)
Purchase of Investments		-	(220,395)	
Net cash from/(to) Investing Activities		(45,654)	(1,127,603)	(8,654)
Cash flows from Financing Activities				
Furniture and Equipment Grant		4,836	-	-
Finance Lease Payments		(165,064)	168,835	(71,185)
Loans Received/ Repayment of Loans		29,947	-	
Funds Held for Capital Works Projects		(142,990)	-	124,653
Net cash from/(to) Financing Activities		(273,270)	168,835	53,468
Net increase/(decrease) in cash and cash equivalents		(50,956)	210,498	197,642
Cash and cash equivalents at the beginning of the year	8	334,956	-	137,314
Cash and cash equivalents at the end of the year	8	284,000	210,498	334,956

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.



Flat Bush Primary School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Flat Bush Primary School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and comprised of stationery, school uniforms and school branded clothing. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20 years
Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

n) Revenue Received in Advance

Revenue received in advance relates to funding received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

o) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

p) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

-0.4) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

.) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

f) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

0) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	1,070,544	1,040,895	1,018,224
Teachers' Salaries Grants	2,368,809	1,900,000	2,179,794
Use of Land and Buildings Grants	671,612	-	645,466
Resource Teachers Learning and Behaviour Grants	16,378	8,500	20,135
Other MoE Grants	361,932	225,000	207,874
	<u>4,489,275</u>	<u>3,174,395</u>	<u>4,071,493</u>

The school has opted in to the donations scheme for this year. Total amount received was \$69,000.

Other MOE Grants total includes additional COVID-19 funding totalling \$33,217 for the year ended 31 December 2020.

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	2,702	-	897
Bequests & Grants	2,478	-	1,700
Activities	2,052	12,500	3,881
Trading	54,238	67,500	77,460
Fundraising	195	-	1,434
Other Revenue	24,258	22,200	19,043
	<u>85,923</u>	<u>102,200</u>	<u>104,415</u>
Expenses			
Activities	50,987	30,500	11,707
Trading	64,298	70,000	77,451
Fundraising (Costs of Raising Funds)	177	500	605
	<u>115,462</u>	<u>101,000</u>	<u>89,763</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>(29,539)</u>	<u>1,200</u>	<u>14,651</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	52,206	76,750	54,166
Equipment Repairs	1,403	1,000	1,036
Information and Communication Technology	21,234	27,000	30,608
Extra-Curricular Activities	-	-	37,232
Library Resources	2,613	5,000	3,837
Employee Benefits - Salaries	2,973,528	2,411,000	2,701,937
Staff Development	32,497	41,000	40,975
	<u>3,083,481</u>	<u>2,561,750</u>	<u>2,869,791</u>

There was no overseas travel during the 2020 year. (2019: During the year the Junior Syndicate Leader travelled to Australia at a cost of \$4,488 to attend a Reggio Emilia Biennial Conference and Study Tour for professional development and the costs were funded by the Board.)

5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	8,107	4,500	8,498
Board of Trustees Fees	14,350	8,000	9,550
Board of Trustees Expenses	8,957	11,500	21,403
Communication	10,549	7,000	10,039
Consumables	21,968	28,500	26,414
Other	50,360	46,200	55,492
Employee Benefits - Salaries	80,501	82,000	80,751
Insurance	13,476	11,000	12,000
Service Providers, Contractors and Consultancy	170	1,650	438
	<u>208,438</u>	<u>200,350</u>	<u>224,585</u>

6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	21,737	23,000	22,750
Consultancy and Contract Services	54,206	48,000	51,353
Cyclical Maintenance Provision	(2,364)	18,000	17,567
Grounds	1,100	5,000	6,333
Heat, Light and Water	26,351	31,000	28,064
Repairs and Maintenance	32,865	22,300	48,187
Use of Land and Buildings	671,612	-	645,466
Security	11,536	10,500	10,275
Employee Benefits - Salaries	88,040	67,000	74,075
	<u>905,083</u>	<u>224,800</u>	<u>904,070</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements - Crown	22,981	32,412	24,052
Furniture and Equipment	58,280	77,908	57,813
Information and Communication Technology	20,728	29,631	21,988
Leased Assets	48,958	52,001	38,588
Library Resources	2,287	3,049	2,263
	<u>153,234</u>	<u>195,000</u>	<u>144,703</u>

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	30	30	30
Bank Current Account	283,970	210,468	334,926
Cash and cash equivalents for Statement of Cash Flows	<u>284,000</u>	<u>210,498</u>	<u>334,956</u>

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	7,032	751	751
Receivables from the Ministry of Education	2,923	-	-
Interest Receivable	20	3,493	3,493
Teacher Salaries Grant Receivable	182,366	160,263	160,263
	<u>192,341</u>	<u>164,507</u>	<u>164,507</u>
Receivables from Exchange Transactions	7,052	4,244	4,244
Receivables from Non-Exchange Transactions	185,289	160,263	160,263
	<u>192,341</u>	<u>164,507</u>	<u>164,507</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	13,877	4,201	4,201
School Uniforms	-	14,263	14,263
Clothing	2,766	-	-
	<u>16,643</u>	<u>18,464</u>	<u>18,464</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	220,395	220,395	220,395
Total Investments	<u>220,395</u>	<u>220,395</u>	<u>220,395</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Transfer	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	173,585	-	-	-	(22,981)	150,604
Furniture and Equipment	291,319	132,501	-	(101,810)	(58,280)	263,729
Information and Communication Technology	41,846	14,088	(952)	-	(20,728)	34,255
Leased Assets	190,429	-	(2,865)	101,810	(48,958)	240,416
Library Resources	15,031	2,723	-	-	(2,287)	15,467
Balance at 31 December 2020	712,209	149,312	(3,817)	-	(153,234)	704,471

The net carrying value of photocopiers and computer equipment held under a finance lease is \$240,416 (2019: \$190,429)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	535,950	(385,346)	150,604
Furniture and Equipment	1,006,031	(742,302)	263,729
Information and Communication Technology	452,043	(417,788)	34,255
Leased Assets	342,971	(102,555)	240,416
Library Resources	88,765	(73,298)	15,467
Balance at 31 December 2020	2,425,760	(1,721,289)	704,471

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	197,636	-	-	-	(24,052)	173,585
Furniture and Equipment	330,694	18,439	-	-	(57,813)	291,319
Information and Communication Technology	60,926	4,231	(1,324)	-	(21,988)	41,846
Leased Assets	90,316	142,820	(4,119)	-	(38,588)	190,429
Library Resources	16,454	840	-	-	(2,263)	15,031
Balance at 31 December 2019	696,025	166,329	(5,443)	-	(144,703)	712,209

The net carrying value of photocopiers and computer equipment held under a finance lease is \$190,429 (2018: \$90,316)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	535,950	(362,365)	173,585
Furniture and Equipment	975,608	(684,289)	291,319
Information and Communication Technology	442,242	(400,396)	41,846
Leased Assets	241,161	(50,732)	190,429
Library Resources	86,041	(71,011)	15,031
Balance at 31 December 2019	2,281,003	(1,568,793)	712,209



13. Accounts Payable

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating Creditors	33,681	12,685	12,685
Accruals	12,065	11,659	11,659
Employee Entitlements - Salaries	230,534	194,843	194,843
	<u>276,280</u>	<u>219,187</u>	<u>219,187</u>
Payables for Exchange Transactions	276,280	219,187	219,187
	<u>276,280</u>	<u>219,187</u>	<u>219,187</u>

The carrying value of payables approximates their fair value.

14. Borrowings

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Due in One Year	6,305	-	-
Due Beyond One Year	23,642	-	-
	<u>29,947</u>	<u>-</u>	<u>-</u>

The school has borrowings at 31 December 2020 of \$29,947 (31 December 2019 \$0). This loan is from the Crown Energy Efficiency Loan for the purpose of updating the lighting throughout the school. The loan is unsecured, interest free and payable in equal instalments of \$1576.

15. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	10,000	-	-
Other	3,478	-	-
	<u>13,478</u>	<u>-</u>	<u>-</u>

16. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	89,134	89,134	82,369
Increase/ (decrease) to the Provision During the Year	(2,364)	18,000	17,567
Use of the Provision During the Year	-	-	(10,800)
Provision at the End of the Year	<u>86,770</u>	<u>107,134</u>	<u>89,134</u>
Cyclical Maintenance - Current	6,462	41,654	41,654
Cyclical Maintenance - Term	80,308	47,480	47,480
	<u>86,770</u>	<u>89,134</u>	<u>89,134</u>

17. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	42,890		62,838
Later than One Year and no Later than Five Years	63,107	-	105,997
	<u>105,997</u>	<u>-</u>	<u>168,835</u>

18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Renovation of Old Dental Clinic	<i>completed</i>	124,653	-	(148,064)	-	(23,411)
Installation of Whiteboard Units	<i>completed</i>	-	36,450	(40,300)	-	(3,850)
Outdoor Shade Structure	<i>completed</i>	-	262,954	(270,943)	-	(7,989)
Tiger Turf (outside Admin area)	<i>in progress</i>		23,948	(5,535)		18,413
Refurbish Rooms 5 - 9	<i>in progress</i>		-	(1,500)		(1,500)
Totals		<u>124,653</u>	<u>323,352</u>	<u>(466,342)</u>	<u>-</u>	<u>(18,337)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	18,413
Funds Due from the Ministry of Education	36,750
	<u>(18,337)</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Refurbishment of Indoor Breakout Space	<i>completed</i>	(6,854)	2,780		4,074	-
Renovation of old Dental Clinic	<i>in progress</i>	-	140,400	(15,747)	-	124,653
Totals		<u>(6,854)</u>	<u>143,180</u>	<u>(15,747)</u>	<u>4,074</u>	<u>124,653</u>

19. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

During the year, Moiho Leaupepe, nephew of the principal, was employed as a Teacher Aide and Julie Avatea, mother of the principal, was employed as a part-time teacher on terms and conditions no more favourable to them than the board would have agreed had there been no relationship to the principal. (2019: During the year, Moiho Leaupepe, nephew of the principal, was employed as a Teacher Aide and Julie Avatea, mother of the principal and AJ Leaupepe, nephew of the principal, worked as Relieving Teachers on terms and conditions no more favourable to them than the board would have agreed had there been no relationship to the principal.)

20. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	14,350	9,550
Full-time equivalent members	0.19	0.18
<i>Leadership Team</i>		
Remuneration	703,588	691,481
Full-time equivalent members	6.60	7
Total key management personnel remuneration	717,938	701,031
Total full-time equivalent personnel	6.79	7.18

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	160-170
Benefits and Other Emoluments	5-6	5-6
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2020 FTE Number	2019 FTE Number
100-110	1.00	2.00
110-120	1.00	
	2.00	2.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2020 Actual	2019 Actual
Total	\$731	-
Number of People	2	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board had entered into a contracted amount of \$21,218 for the Tiger Turf capital works project.

(Capital commitments at 31 December 2019: \$126,506)

(b) Operating Commitments

As at 31 December 2020 the Board has entered into the following contracts:

(a) Cleaning Contract.

	2020 Actual \$	2019 Actual \$
No later than One Year	-	11,996
	<u>-</u>	<u>11,996</u>

24. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

25. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	284,000	210,498	334,956
Receivables	192,341	164,507	164,507
Investments - Term Deposits	220,395	220,395	220,395
Total Financial assets measured at amortised cost	<u>696,736</u>	<u>595,400</u>	<u>719,858</u>

Financial liabilities measured at amortised cost

Payables	276,280	219,187	219,187
Borrowings - Loans	29,947	-	-
Finance Leases	105,997	168,835	168,835
Total Financial Liabilities Measured at Amortised Cost	<u>412,224</u>	<u>388,022</u>	<u>388,022</u>

26. Events After Balance Date

There were no significant events after the balance date that impact these financial statements. Although the Covid-19 pandemic is still ongoing, the school will continue to receive funding from the Ministry of Education, even while closed and the school will continue to offer remote learning during anytime of closure.

27. Comparatives

There has been one prior period comparative change which has been reclassified to make disclosure consistent with the current year.

Flat Bush Primary School

Statement of Kiwisport Funding

For the year ended 31 December 2020

During the year, Flat Bush School received the sum of \$6,729.07 (excl. GST) for Kiwisport funding from the Ministry of Education. These funds enabled our students to participate in the following sports.

- * Hockey
- * Basketball
- * Rugby League
- * Touch Rugby
- * Chess
- * Flat Bush School hosted a Sports Day with Manurewa South School
- * Rippa Rugby
- * Soccer
- * Softball
- * HAGS (have a go at sports day)
- * Tennis
- * Sailing Experience for our senior students
- * Cricket

Charter 2021

Strategic Plan
2021-2023

2021 Annual
Plan





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 Otara, 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		
MISSION “to continue to have an inclusive community that evokes and enables lifelong learning”	VISION “ <i>ko te akoranga e kore e mimiti</i> ” Learning without limits	VALUES Nurturing/Inclusive/Connected/Empowering N.I.C.E.

GOALS	INITIATIVES	SUCCESS MEASURES
WRITING <i>Within our overall goal of shifting 232 additional students there are 3 sub-goals that are a collective focus: Māori/Pasifika/Boys</i>	<ul style="list-style-type: none"> Kāhui Ako curriculum evenings Teacher Only PLD Day in Term 1, 2021 (Learner Agency) Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2 Sharing expertise across Kāhui Ako Promote a Growth Mindset mentality for teachers and learners ASLs/WSLs leading development of our Te Puke ō Taramainuku Local Curriculum 	Years 1-8 <ul style="list-style-type: none"> Māori: 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. Pasifika students: 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. Boys: 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 Year 10 <ul style="list-style-type: none"> 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.
MATHEMATICS <i>Within our overall goal of shifting 234 additional students there are 3 sub goals that are a collective focus: Māori/Pasifika/Boys</i>	<ul style="list-style-type: none"> Kāhui Ako curriculum evenings Teacher Only PLD Day in Term 1, 2021 (Learner Agency) Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2 Sharing expertise across Kāhui Ako Promote a Growth Mindset mentality for teachers and learners ASLs/WSLs leading development of our Te Puke ō Taramainuku Local Curriculum 	Years 1-8: <ul style="list-style-type: none"> Māori: 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. Pasifika students: 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. Boys: 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.

NCEA LEVEL 2 and 3	<ul style="list-style-type: none"> • Teacher Only PLD Day in Term 1, 2021 (Learner Agency) • Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2 • Sharing expertise across Kāhui Ako • Promote a Growth Mindset mentality for teachers and learners 	<ul style="list-style-type: none"> • 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. • 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. • We will achieve a 2.5 % shift annually.
PROCESS TARGETS <ul style="list-style-type: none"> - Learner Well Being - STEAM - Learner retention, attendance and engagement 	<ul style="list-style-type: none"> • By the end of 2021 Kāhui Ako leaders and teachers will have identified an appropriate methodology to collect data on well-being. • This will include using the Well Being at School tool https://www.wellbeingatschool.org.nz/ws-surveystools • We will explore current practices around effective Well Being practices. 	<ul style="list-style-type: none"> • 100% of whānau complete and return NZCER Student Well-Being survey • 100% of our Te Puke ō Taramainuku learners state that they feel safe, happy and secure at school • Promote student agency by highlighting the partnership between teacher and learner • Strengthen connection between our students and others in our Kāhui Ako
	<ul style="list-style-type: none"> • Develop a local curriculum that reflects STEAM concepts and competencies, community partnership and authentic learning. • Term 3, 2021 Kāhui Ako STEAM themed Student Expo • Develop assessment literacy practices related to key competencies & learning dispositions 	<ul style="list-style-type: none"> • By the end of T3, 2021 we will have a Kāhui Ako Student Inquiry model • 80% of all whānau will attend our Term 3 Kāhui Ako STEAM Student Expo • 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
	<ul style="list-style-type: none"> • Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2 • Monthly Te Puke ō Taramainuku Attendance meetings with STRIVE • Maintain existing Pastoral care processes e.g. SWIS/Careers Advisor/PHN etc 	<ul style="list-style-type: none"> • Learner attendance in all centres and schools is above 85% • Our learners accessing educational opportunities from within our Kāhui Ako from ECE- Tertiary • Develop systems and processes to support a seamless transition across our Kāhui Ako • Build a cohesive pathway (learning/pastoral) that works alongside the local curriculum design.



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)
TOTAL	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 Ipads 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

Focus Group

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

Historical Position

Teachers have had PLD in the teaching of Mathematics through an Inquiry based approach (DMIC)

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
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
Success Criteria: 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)
TOTAL	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

<p>Focus Group To accelerate the achievement of students in Writing All Year 6 students will make accelerated progress in 2021</p>	<p>Student Group Gender: Male and Female Ethnicity: Maori and Pasifika Student Year: 6 Focus group: Year 6 Maori and Pasifika students</p>
<p>Historical Position 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)</p>	

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
<p>Success Criteria End of Year assessment data All students to make accelerated progress from start of the year</p>			



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)
TOTAL	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

Focus Group 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
Historical Position 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 End of 2021
Overall Teacher Judgements**

	BELOW	AT	ABOVE	TOTAL NUMBER OF STUDENTS
Year 1	63% (42)	37% (25)		67
Year 2	65% (58)	15% (13)	17% (15)	86
Year 3	42% (29)	26% (18)	32%(22)	69
Year 4	26% (15)	39% (22)	35% (20)	57
Year 5	34% (26)	53% (41)	13% (10)	77
Year 6	33% (24)	39% (29)	28% (21)	74
TOTAL	45.2 % (194)	34.4% (148)	20.4% (88)	430

**Flat Bush School
Writing End of 2021
Overall Teacher Judgements**

	BELOW	AT	ABOVE	TOTAL NUMBER OF STUDENTS
Year 1	66%(44)	43% (23)		67
Year 2	74% (62)	26% (22)		84
Year 3	52% (36)	36% (25)	12% (8)	69
Year 4	42% (24)	56% (32)	2% (1)	57
Year 5	56% (43)	38% (30)	6% (5)	78
Year 6	43% (32)	32% (24)	24% (18)	74
TOTAL	56.1% (241)	36.3% (156)	7.6% (32)	429

**Flat Bush School
Mathematics End of 2021
Overall Teacher Judgements**

	BELOW	AT	ABOVE	TOTAL NUMBER OF STUDENTS
Year 1	48% (33)	46% (31)	6% (4)	68
Year 2	59% (50)	35% (29)	6% (5)	84
Year 3	49% (34)	38% (26)	13% (9)	69
Year 4	47% (27)	42% (24)	11% (6)	57
Year 5	58% (45)	38% (30)	4% (3)	78
Year 6	37% (27)	45% (33)	19% (14)	71
TOTAL	50.1% (216)	40.1% (173)	9.8% (41)	427

NAG2A (b)(i) Areas of strength

The following relates to Reading, Writing and Mathematics:

Discussion:

- **Year 4:** 74% (42/57) of all learners at or above expected end of year achievement level in Reading
- **Year 6:** 67% (50/74) of all learners at or above expected end of year achievement level in Reading
- **Year 5:** 66% (51/77) of all learners at or above expected end of year achievement level in Reading
- **Year 6:** 56% (42/74) of all learners at or above expected end of year achievement level in Writing
- **Year 4:** 58% (33/57) of all learners at or above expected end of year achievement level in Writin

NAG2A (b)(i) Areas for improvement

The following relates to Reading, Writing and Mathematics:

Discussion:

- **Year 5:** 34% (26/77) finished the year Below expected level in Reading
- **Year 5:** 56% (43/78) finished the year Below expected level in Writing
- **Year 5:** 58% (45/71) finished the year Below expected level in Mathematics
- Teachers will identify focus groups in Reading, Writing and Mathematics from start of year assessment information

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

Discussion:

- Professional Development in Assessment for Learning has supported clarity in what is being taught
- In 2021 PLD will cover the use of Assessment data for learning
- Overall Teacher Judgements in 2020 were based on credible assessment data
- Teacher efficacy in assessing and teaching of Writing, use of E-AsTTle as a formative and summative tool
- 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:

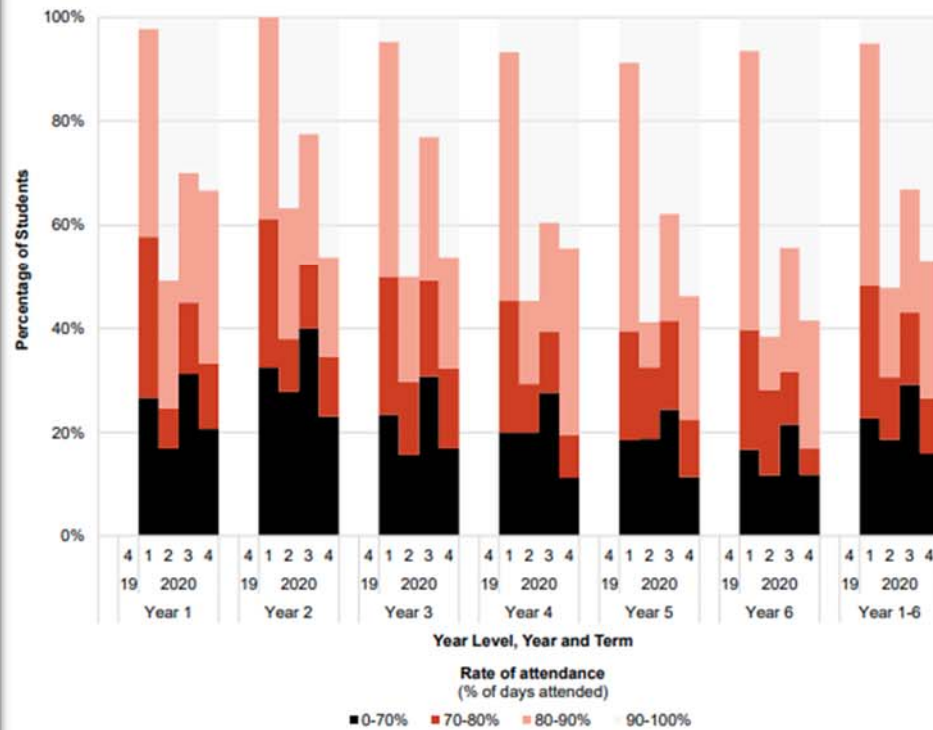
The following relates to Reading, Writing and Mathematics:

- 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
- Deliberate Acts of Teaching that support acceleration in Mathematics is an on-going focus for our teachers
- 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
- Attendance for all year levels to increase

SECTION 2: Student attendance – Last 5 Terms

Student attendance rates, by Year level

NB. If the total number of students is small, we suggest you use this data with caution.



In term 4 of 2020, Year 6 had the highest percentage of students attending regularly, with 58.4% of students attending this often. Year 1 had the lowest percentage of students attending regularly, with 33.3% of students attending this often.

Year Level	Year	Term	Total students	# of students attending (% of days)				% of students attending (% of days)				
				90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70	
Year 1	2019	4	0									
		1	45	1	18	14	12	2.2	40.0	31.1	26.7	
		2	65	33	16	5	11	50.8	24.6	7.7	16.9	
		3	80	24	20	11	25	30.0	25.0	13.8	31.3	
Year 2	2020	4	87	29	29	11	18	33.3	33.3	12.6	20.7	
		1	4	0								
		1	80	0	31	23	26	0.0	38.8	28.8	32.5	
		2	79	29	20	8	22	36.7	25.3	10.1	27.8	
Year 3	2019	3	80	18	20	10	32	22.5	25.0	12.5	40.0	
		4	78	36	15	9	18	46.2	19.2	11.5	23.1	
		1	4	0								
		1	64	3	29	17	15	4.7	45.3	26.6	23.4	
Year 4	2020	2	64	32	13	9	10	50.0	20.3	14.1	15.6	
		3	65	15	18	12	20	23.1	27.7	18.5	30.8	
		4	65	30	14	10	11	46.2	21.5	15.4	16.9	
		1	4	0								
Year 5	2019	1	75	5	36	19	15	6.7	48.0	25.3	20.0	
		2	75	41	12	7	15	54.7	16.0	9.3	20.0	
		3	76	30	16	9	21	39.5	21.1	11.8	27.6	
		4	72	32	26	6	8	44.4	36.1	8.3	11.1	
Year 6	2020	1	4	0								
		1	81	7	42	17	15	8.6	51.9	21.0	18.5	
		2	80	47	7	11	15	58.8	8.8	13.8	18.8	
		3	82	31	17	14	20	37.8	20.7	17.1	24.4	
Year 1-6	2020	4	80	43	19	9	9	53.8	23.8	11.3	11.3	
		1	4	0								
		1	78	5	42	18	13	6.4	53.8	23.1	16.7	
		2	78	48	8	13	9	61.5	10.3	16.7	11.5	
Year 1-6	2019	3	79	35	19	8	17	44.3	24.1	10.1	21.5	
		4	77	45	19	4	9	58.4	24.7	5.2	11.7	
		1	4	0								
		1	423	21	198	108	96	5.0	46.8	25.5	22.7	
Year 1-6	2020	2	441	230	76	53	82	52.2	17.2	12.0	18.6	
		3	462	153	110	64	135	33.1	23.8	13.9	29.2	
		4	459	215	122	49	73	46.8	26.6	10.7	15.9	

Attendance Trends and Patterns

Clear evidence that the COVID-19 lockdowns in Terms 1 and 3 have had an impact on attendance across 2020

- Our data identified an improvement across year levels in Term 2 and then a drop again in Term 3
- Year 6 cohort had the highest % in Terms 2 and 4, this year group also were leaders in our Reading and Writing end of year achievement data
- In the time period of Term One to Term Two our Year 1-3 cohort had increased total percentage of students attending regularly by 30.6%
- **In the time period of Term Three to Term Four our Year 1-3 cohort had increased total percentage of students attending regularly by 12.6%**
- In the time period of One to Term Two our Year 4-6 cohort had increased total percentage of students attending regularly by 39.6%
- **In the time period of Term Three to Term Four our Year 4-6 cohort had increased total percentage of students attending regularly by 7.1%**
- We were not able to gather valid or reliable attendance data during lockdowns of FBS learners engaged in our Distance Learning programme

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

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
QUALITY TEACHING 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
CULTURALLY RESPONSIVE PRACTICE 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
WELL BEING 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
COMMUNITY ENGAGEMENT 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"> Home school partnership focused on Literacy and Mathematics Teachers work closely with whānau of all learners on ways to support learner progress Student led community based projects 	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
Teaching as Inquiry 	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 and Learning take place. CRT used to support teachers to attend PLD/visit other schools in our Kāhui Ako /observe colleagues in our school. Learning Through Play used as a teaching approach in our NE/Yr 1 Team. All FBS staff able to observe and engage with LTP approach.				Teachers exploring strategies that will be of most benefit to their students. 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. LTP team share their experiences with colleagues across Kāhui Ako,				Teachers exploring strategies that will be of most benefit to their students. 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. LTP delivered across all year levels (NE- Yr 6)			
	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			
	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			
Coaching and Mentoring 	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			
	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			
Practice Analysis Conversations 	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 <i>Ako</i> <i>Whanaungatanga</i> <i>Tangata whenuatanga</i> <i>Manaakitanga</i> <i>Wānanga</i>	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			
	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			
	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			
	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			
Measurement tool	80% of all teachers at the Registered Teacher Criteria for all competencies 20% at Leader criteria				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	T1	T2	T3	T4
<u>Turu 1</u> : Identities, language and cultures <u>Turu 2</u> : Collaborative and respectful relationships and professional behaviour <u>Turu 3</u> : Effective pacific pedagogies	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			
	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			
	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	All teachers at the Experienced Teacher Criteria for all competencies				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			

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 helping our whānau to see both working together 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	End of 2021
Assessment	Effective use of assessment tools Ensuring assessment data informs teacher planning and delivery	E-AsTTle, and STAR testing results as pre and post measures for teachers by comparing scale scores in Feb, June and November 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	Standard scores vs Stanines gives better teacher knowledge All assessment information is used formatively to guide classroom learning programmes Assessments do occur on anniversary Via performance management ensure teachers are analysing data and using to inform teaching	Management and Syndicate leaders Evaluation Associates PLD facilitator Banapa/Janetta Team Leaders	All Year All Year	\$3600 As above	End of 2021

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:	End of 2020
	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	End of 2020
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	End of 2021
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		End of 2021

		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	End of 2021
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	End of 2021
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	End of 2021
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	End of 2021
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	End of 2021

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	Tee=rms 1-4	\$6000	End of 2021
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	End of 2021
	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)	End of 2021
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	End of Term 4, 2021
	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	End of 2021
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	End of 2021



Whakawhanaungatanga
'we work for each other'

Manaakitanga
'we care about others'

Atawhai
'we help others'

Tu pono
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Mahi Ngatahi
'we work as a team'

Arohatia
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