

# FLAT BUSH PRIMARY SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

#### School Directory

<b>Ministry Number:</b>	1277
<b>Principal:</b>	Banapa Avatea
<b>School Address:</b>	20 Flat Bush Road, Otara, Auckland
<b>School Postal Address:</b>	20 Flat Bush Road, Otara, Auckland
<b>School Phone:</b>	09 274 8279
<b>School Email:</b>	<a href="mailto:office@flatbush.school.nz">office@flatbush.school.nz</a>

#### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Tofa Paniani	Chairperson	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

Annual Report - For the year ended 31 December 2021

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### **Other Information**

Analysis of Variance

Kiwisport

# Flat Bush Primary School

## Statement of Responsibility

For the year ended 31 December 2021

The Board 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 2021 fairly reflects the financial position and operations of the school.

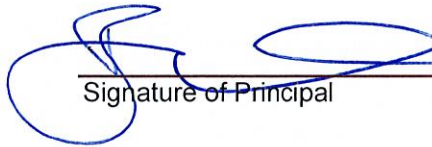
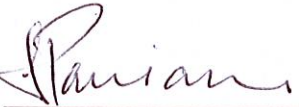
The School's 2021 financial statements are authorised for issue by the Board.

Tofamamao Paniani

Banapa Avatea

Full Name of Presiding Member

Full Name of Principal



Signature of Presiding Member

Signature of Principal

25 October 2022

25 October 2022

Date:

Date:

# Flat Bush Primary School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	4,598,156	3,374,383	4,489,275
Locally Raised Funds	3	60,344	53,700	85,923
Interest Income		2,313	5,000	5,667
		<u>4,660,813</u>	<u>3,433,083</u>	<u>4,580,865</u>
<b>Expenses</b>				
Locally Raised Funds	3	91,872	88,950	115,462
Learning Resources	4	3,069,822	2,695,200	3,083,481
Administration	5	590,723	227,400	208,438
Finance		8,220	5,500	12,951
Property	6	784,859	228,300	905,083
Depreciation	11	163,784	171,000	153,234
Loss on Disposal of Property, Plant and Equipment		1,110	-	2,385
		<u>4,710,390</u>	<u>3,416,350</u>	<u>4,481,034</u>
<b>Net Surplus / (Deficit) for the year</b>		(49,577)	16,733	99,831
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(49,577)</u>	<u>16,733</u>	<u>99,831</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 2021

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Equity at 1 January</b>	957,963	957,963	853,296
Total comprehensive revenue and expense for the year	(49,577)	16,733	99,831
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	4,836
<b>Equity at 31 December</b>	<b>908,386</b>	<b>974,696</b>	<b>957,963</b>

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 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	264,434	441,355	284,000
Accounts Receivable	8	195,192	189,418	192,341
GST Receivable		4,755	14,608	14,608
Prepayments		15,562	19,644	19,644
Inventories	9	19,521	16,643	16,643
Investments	10	220,395	220,395	220,395
Funds held for Capital Works Projects	17	-	-	18,337
		719,859	902,063	765,968
<b>Current Liabilities</b>				
Accounts Payable	12	252,405	277,646	276,280
Borrowings	13	6,305	6,305	6,305
Revenue Received in Advance	14	2,137	13,478	13,478
Provision for Cyclical Maintenance	15	19,781	18,000	6,462
Finance Lease Liability	16	34,885	42,890	42,890
Funds held for Capital Works Projects	17	8,670	-	-
		324,183	358,319	345,415
<b>Working Capital Surplus/(Deficit)</b>		395,676	543,744	420,553
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	676,719	604,471	704,471
		676,719	604,471	704,471
<b>Non-current Liabilities</b>				
Borrowings	13	17,338	23,642	23,642
Provision for Cyclical Maintenance	15	102,007	86,770	80,308
Finance Lease Liability	16	44,663	63,107	63,107
		164,008	173,519	167,057
<b>Net Assets</b>		908,386	974,696	957,963
<b>Equity</b>		908,386	974,696	957,963

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 2021

		2021	2021	2020
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,482,932	2,332,346	1,455,931
Locally Raised Funds		50,376	60,146	83,120
Goods and Services Tax (net)		9,853	(14,608)	(28,145)
Payments to Employees		(881,418)	(698,832)	(759,672)
Payments to Suppliers		(532,495)	(377,255)	(479,456)
Interest Paid		(8,220)	(5,500)	(12,951)
Interest Received		2,297	4,980	9,140
Net cash from/(to) Operating Activities		123,325	1,301,277	267,967
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		443	-	
Purchase of Property Plant & Equipment (and Intangibles)		(137,588)	(432,500)	(45,655)
Purchase of Investments		-	(220,395)	
Net cash from/(to) Investing Activities		(137,145)	(652,895)	(45,654)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	4,836
Finance Lease Payments		(26,449)	(236,974)	(165,064)
Loans Received/ Repayment of Loans		(6,304)	29,947	29,947
Funds Administered on Behalf of Third Parties		27,007	-	(142,990)
Net cash from/(to) Financing Activities		(5,746)	(207,027)	(273,270)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(19,566)</b>	<b>441,355</b>	<b>(50,956)</b>
Cash and cash equivalents at the beginning of the year	7	284,000	-	334,956
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>264,434</b>	<b>441,355</b>	<b>284,000</b>

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 2021

#### 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 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

###### *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 15.

###### *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 11.

###### *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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. 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 revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

### ***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) 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.

## **e) 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.

## **f) 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.

## **g) 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.

#### **h) 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.

#### **i) 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

#### **j) 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.

#### **k) 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.



### **l) Employee Entitlements**

#### *Short-term employee entitlements*

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

### **m) Revenue Received in Advance**

Revenue received in advance relates to hall hire and sponsorship 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.

The School holds sufficient funds to enable the refund of hall hire fees should the School be unable to provide the services to which they relate.

### **n) 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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

### **o) 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.

### **p) 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.

### **q) 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.

### **r) Budget Figures**

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

### **u) 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	1,193,425	1,076,983	1,070,544
Teachers' Salaries Grants	2,285,174	2,000,000	2,368,809
Use of Land and Buildings Grants	483,025	-	671,612
Other MoE Grants	636,532	297,400	378,310
	<u>4,598,156</u>	<u>3,374,383</u>	<u>4,489,275</u>

The school has opted in to the donations scheme for this year. Total amount received was \$66,900. (2020 \$69,000)

Other MOE Grants total includes additional COVID-19 funding totalling \$18,080 for the year ended 31 December 2021 (31 December 2020 \$33,217).

## 3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
Donations & Bequests	10,142	-	2,702
Fees for Extra Curricular Activities	1,062	14,000	2,052
Trading	16,245	17,500	54,238
Fundraising & Community Grants	1,600	-	2,673
Other Revenue	31,295	22,200	24,258
	<u>60,344</u>	<u>53,700</u>	<u>85,923</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	63,224	30,700	50,987
Trading	28,648	58,000	64,298
Fundraising and Community Grant Costs	-	250	177
	<u>91,872</u>	<u>88,950</u>	<u>115,462</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>(31,528)</u>	<u>(35,250)</u>	<u>(29,539)</u>

## 4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	51,955	66,700	52,206
Equipment Repairs	1,599	1,000	1,403
Information and Communication Technology	22,937	24,500	21,234
Library Resources	1,940	3,500	2,613
Employee Benefits - Salaries	2,974,739	2,575,000	2,973,528
Staff Development	16,652	24,500	32,497
	<u>3,069,822</u>	<u>2,695,200</u>	<u>3,083,481</u>





## 5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	8,443	4,500	8,107
Board Fees	18,100	8,000	14,350
Board Expenses	16,340	9,500	8,957
Communication	11,202	7,000	10,549
Consumables	13,312	28,250	21,968
Other	76,970	56,250	50,360
Employee Benefits - Salaries	92,873	102,000	80,501
Insurance	13,258	11,000	13,476
Service Providers, Contractors and Consultancy	340,225	900	170
	590,723	227,400	208,438

## 6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	17,637	21,500	21,737
Consultancy and Contract Services	57,927	50,000	54,206
Cyclical Maintenance Provision	35,018	18,000	(2,364)
Grounds	17,658	4,000	1,100
Heat, Light and Water	28,404	31,000	26,351
Repairs and Maintenance	21,829	21,300	32,865
Use of Land and Buildings	483,025	-	671,612
Security	14,407	12,500	11,536
Employee Benefits - Salaries	108,954	70,000	88,040
	784,859	228,300	905,083

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% 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. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	264,434	441,355	284,000
Cash and cash equivalents for Statement of Cash Flows	264,434	441,355	284,000



## 8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	15,659	7,032	7,032
Receivables from the Ministry of Education	960	-	2,923
Interest Receivable	36	20	20
Teacher Salaries Grant Receivable	178,537	182,366	182,366
	<u>195,192</u>	<u>189,418</u>	<u>192,341</u>
Receivables from Exchange Transactions	15,695	7,052	7,052
Receivables from Non-Exchange Transactions	179,497	182,366	185,289
	<u>195,192</u>	<u>189,418</u>	<u>192,341</u>

## 9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	13,124	13,877	13,877
Clothing	6,397	2,766	2,766
	<u>19,521</u>	<u>16,643</u>	<u>16,643</u>

## 10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	220,395	220,395	220,395
	<u>220,395</u>	<u>220,395</u>	<u>220,395</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2021</b>						
Building Improvements	150,604	-	-	-	(22,501)	128,103
Furniture and Equipment	263,729	202,478	(7,055)	-	(77,404)	381,748
Information and Communication Technology	34,255	16,229	(2,325)	-	(18,260)	29,899
Textbooks	-	-	-	-	-	-
Leased Assets	240,416	19,595	(94,401)	-	(43,287)	122,322
Library Resources	15,467	1,512	-	-	(2,332)	14,647
<b>Balance at 31 December 2021</b>	<u>704,471</u>	<u>239,814</u>	<u>(103,781)</u>	<u>-</u>	<u>(163,784)</u>	<u>676,719</u>

The net carrying value of photocopiers and computer equipment held under a finance lease is \$122,322 (2020:\$240,416)

	2021	2021	2021	2020	2020	2020
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book Value
	Valuation	Depreciation	Value	Valuation	Depreciation	
	\$	\$	\$	\$	\$	\$
Building Improvements	535,950	(407,847)	128,103	535,950	(385,346)	150,604
Furniture and Equipment	1,208,509	(826,761)	381,748	1,006,031	(742,302)	263,729
Information and Communication Technology	463,324	(433,425)	29,899	452,043	(417,788)	34,255
Leased Assets	244,582	(122,260)	122,322	342,971	(102,555)	240,416
Library Resources	90,277	(75,630)	14,647	88,765	(73,298)	15,467
<b>Balance at 31 December</b>	<b>2,542,642</b>	<b>(1,865,923)</b>	<b>676,719</b>	<b>2,425,760</b>	<b>(1,721,289)</b>	<b>704,471</b>

## 12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	4,402	35,047	33,681
Accruals	11,324	12,065	12,065
Employee Entitlements - Salaries	236,679	230,534	230,534
	<b>252,405</b>	<b>277,646</b>	<b>276,280</b>
Payables for Exchange Transactions	252,405	277,646	276,280
	<b>252,405</b>	<b>277,646</b>	<b>276,280</b>

The carrying value of payables approximates their fair value.

## 13. Borrowings

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Loans due in one year	6,305	6,305	6,305
Loans due after one year	17,338	23,642	23,642
	<b>23,643</b>	<b>29,947</b>	<b>29,947</b>

The school has borrowings at 31 December 2021 of \$23,643 (31 December 2020 \$29,947). This is a Crown Energy Efficiency Loan for the purpose of updating the lighting throughout the school. The loan is unsecured, interest free and payable in quarterly equal instalments of \$1,576.

## 14. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	10,000
Other revenue in Advance	2,137	13,478	3,478
	<b>2,137</b>	<b>13,478</b>	<b>13,478</b>



## 15. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	86,770	86,770	89,134
Increase/ (decrease) to the Provision During the Year	35,018	18,000	(2,364)
Provision at the End of the Year	<u>121,788</u>	<u>104,770</u>	<u>86,770</u>
Cyclical Maintenance - Current	19,781	18,000	6,462
Cyclical Maintenance - Term	102,007	86,770	80,308
	<u>121,788</u>	<u>104,770</u>	<u>86,770</u>

## 16. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Later than One Year and no Later than Five Years	79,548	-	105,997
	<u>79,548</u>	<u>-</u>	<u>105,997</u>
Represented by			
Finance lease liability - Current	34,885	-	42,890
Finance lease liability - Term	44,663	-	63,107
	<u>79,548</u>	<u>-</u>	<u>105,997</u>

## 17. 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. The

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Renovation of Old Dental Clinic	<i>completed</i>	(23,411)	23,411	-	-	0
Installation of Whiteboard Units	<i>completed</i>	(3,850)	3,850	-	-	-
Outdoor Shade Structure	<i>completed</i>	(7,989)	26,366	(18,377)	-	0
Tiger Turf (outside Admin area)	<i>completed</i>	18,413	-	(18,413)	-	(0)
Refurbish Rooms 5-7	<i>completed</i>	(1,500)	166,698	(156,528)	-	8,670
Totals		<u>(18,337)</u>	<u>220,325</u>	<u>(193,318)</u>	<u>-</u>	<u>8,670</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	8,670
Funds Due from the Ministry of Education	(0)
	<u>8,670</u>

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board 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 5-7	<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>

## 18. 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 conditions 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. (2020: 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.)

## 19. Remuneration

### Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	18,100	14,350
Full-time equivalent members	0.18	0.19
<i>Leadership Team</i>		
Remuneration	711,747	703,588
Full-time equivalent members	6.60	6.60
Total key management personnel remuneration	729,847	717,938

There are six members of the Board excluding the Principal. The Board had held fifteen full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	180-190
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	2021 FTE Number	2020 FTE Number
100-110	1.00	1.00
110-120	2.00	1.00
	3.00	2.00

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



## 20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, 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:

	2021 Actual	2020 Actual
Total	\$697	\$731
Number of People	4	2

## 21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

### *Holidays Act Compliance – schools payroll*

The Ministry of Education performs payroll processing and payments on behalf of boards, 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. 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 2021, a contingent liability for the school may exist.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2021 the Board has entered into a contracted amount of \$10,252 with Speedy Signs for the cultural welcome and farewell signs project along with an agreement with FlexiCommercial to purchase the 60 iPads at the end of the lease at a cost of \$8,184.

(Capital commitments at 31 December 2020 for a Tiger Turf capital works project: \$21,218)

### (b) Operating Commitments

As at 31 December 2021 (2020 \$0) the Board had not entered into any contracts.

## 23. 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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	264,434	441,355	284,000
Receivables	195,192	189,418	192,341
Investments - Term Deposits	220,395	220,395	220,395
Total Financial assets measured at amortised cost	680,021	851,168	696,736



## Financial liabilities measured at amortised cost

Payables	252,405	277,646	276,280
Borrowings - Loans	23,643	29,947	29,947
Finance Leases	79,548	105,997	105,997
Total Financial Liabilities Measured at Amortised Cost	<u>355,596</u>	<u>413,590</u>	<u>412,224</u>

## 24. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

## 25. COVID 19 Pandemic on going implications

### Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

### Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

### Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

### Increased Staffing Costs

When the school was entitled to re-open, teacher aides were allocated extra hours to assist the students with the transition of returning to school including any anxiety they may be feeling. Extra hours will also allocated to meet the additional learning needs of the students.

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF FLAT BUSH PRIMARY SCHOOL'S FINANCIAL  
STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2021**

The Auditor-General is the auditor of Flat Bush Primary 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 17, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 25<sup>th</sup> October 2022. 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 external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. 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 school 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 the Strategic Plan 2022 – 2024 including Analysis of Variance, School Rolling Growth report and Kiwi sport report, 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**

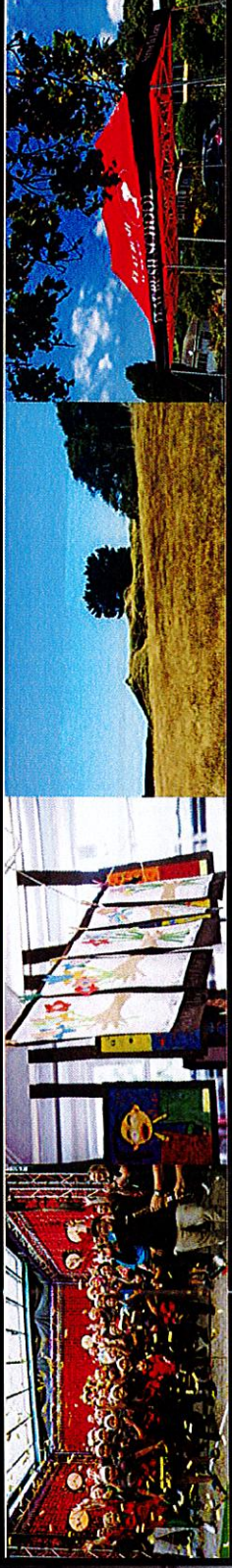
We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing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





Strategic Plan  
2022-2024

Charter 2022

2022 Annual  
Plan



**PACIFIC**  
KIDS LEARNING



# Our Pepeha

Flat Bush School



Ko Te Puke ō Tara te maunga

Ko Tamaki te awa

Ko Tainui te waka

Ko Tara te Irirangi te Rangatira

Ko Waikato raua ko Ngati Whaatua nga iwi

Ko Ngai Tai te hapu

Ko Umupuia raua ko Ihumatao nga marae

Ko Te Puke Ōtara te wahi

Ko Flat Bush te Kura





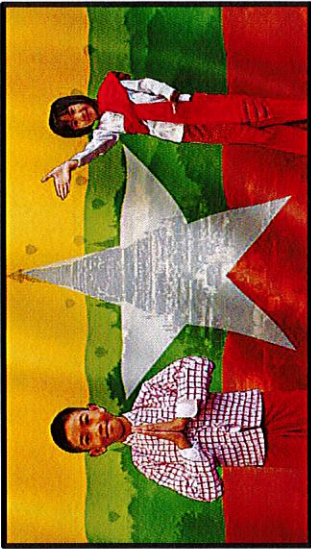


**Vision:**

“Success for all”

kia angitu tātou katoa

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



**Flat Bush Values**

**Whakawhanaungatanga:** In the sense of whanau and school working together to reflect our community's values;  
**‘we work for each other’**

**Manaakitanga:** Caring for and respecting each other;  
**‘we care about others’**

**Atawhai:** Whanau and school working together to nurture the students  
**‘we value others’**

**Tu pono:** Knowing oneself, one's identity;  
**‘we know who we are’**

**Mahi Ngatahi:** Working collaboratively;  
**‘we work as a team’**

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

**The Flat Bush Learner**

**L**earner questions, shows initiative and strives to succeed .

**E**ffective at working co-operatively and independently.

**A**ble to read, write and speak with confidence.

**R**ealises the importance of being honest and fair.

**N**urtures and respects the environment, themselves and others.

**E**nthusiastically participates in school and community activities.

**R**eliable and responsible.

**Flat Bush Values**

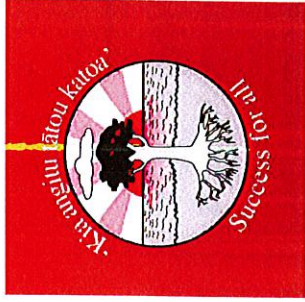
**Gagana ma Anganu’u:** Treasure your language, culture and identity

**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

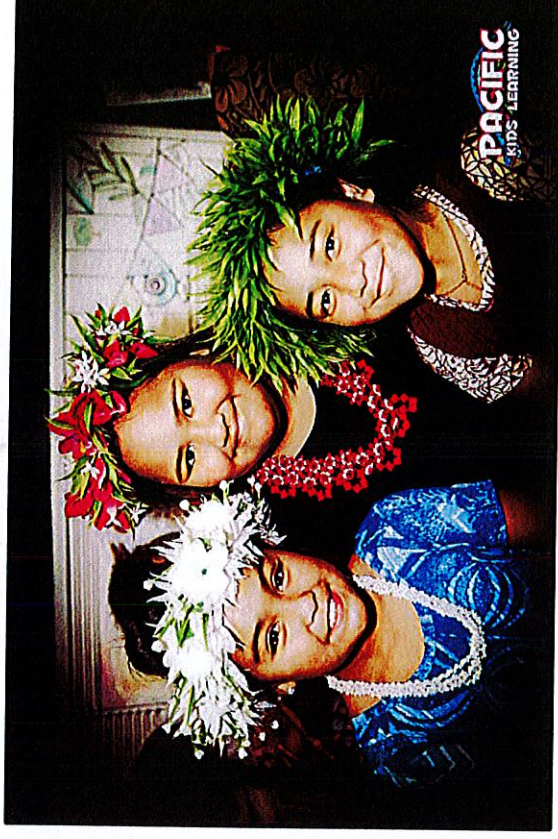
**Tautua:** Is serving others in the aiga (family) lotu (church) Nu’u (village) and paepaega o tagata (community)



### 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 2022 our specialist classes include three Samoan Focus classes, the Garden to Table Programme, specialist Te Reo Māori, Physical Education and Music lessons for all year levels as well as a strong sporting programme. We have 3 teaching teams and we are part of the Te Puke o Taramainuku Kāhui Ako.

### Cultural Diversity and Tikanga Māori

Flat Bush School recognises the importance of all aspects of both Māori 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





**Te Puke o Taramainuku Kahui Ako**  
*Ko te akoranga e kore e mimiti - Learning without limits*

Te Puke o Taramainuku Kahui Ako 2022	
MISSION	VISION
<p>"to continue to have an inclusive community that evokes and enables lifelong learning"</p>	<p>"ko te akoranga e koe e mimiti" Learning without limits</p>
	<p><b>VALUES</b> Nurturing/ inclusive/ Connected/ Empowering N.I.C.E.</p>
GOALS	INITIATIVES
<p><b>WRITING</b> Within our overall goal of lifting student achievement there are 3 streams that we will focus on:</p> <ul style="list-style-type: none"> <li>Māori</li> <li>Pasifika</li> <li>Boys</li> </ul>	<ul style="list-style-type: none"> <li>Kāhui Ako curriculum evenings</li> <li>Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2</li> <li>Sharing expertise across Kāhui Ako</li> <li>Promote a Growth Mindset mentality for teachers and learners</li> <li>ASLs/WSLs leading development of our Te Puke o Taramainuku Local Curriculum</li> </ul>
<p><b>MATHEMATICS</b> Within our overall goal of lifting student achievement there are 3 streams that we will focus on:</p> <ul style="list-style-type: none"> <li>Māori</li> <li>Pasifika</li> <li>Boys</li> </ul>	<ul style="list-style-type: none"> <li>Kāhui Ako curriculum evenings</li> <li>Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2</li> <li>Sharing expertise across Kāhui Ako</li> <li>Promote a Growth Mindset mentality for teachers and learners</li> <li>ASLs/WSLs leading development of our Te Puke o Taramainuku Local Curriculum</li> </ul>
SUCCESS MEASURES	
	<p><b>Years 1-8</b></p> <ul style="list-style-type: none"> <li><b>Māori:</b> We aim to lift the achievement of all our Māori students in Writing from 50% to 80%, a 30% shift by the end of 2022.</li> <li><b>Pasifika students:</b> We aim to lift the achievement of Pasifika students in Writing from 60% to 80% a 20 % shift by the end of 2022.</li> <li><b>Boys:</b> We aim to lift the achievement of boys in Writing from 52% to 80%, a 28% shift by the end of 2022.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>We aim to lift the achievement of Year 10 students to 85% at or above expected achievement level by the end of 2022.</li> </ul> <p><b>Years 1-8:</b></p> <ul style="list-style-type: none"> <li><b>Māori:</b> We aim to lift the achievement of all our Māori students in Mathematics from 50%, to 80%, a 30% shift by the end of 2022.</li> <li><b>Pasifika students:</b> We aim to lift the achievement of Pasifika students in Mathematics from 60% to 80%, a 20% shift by the end of 2022</li> <li><b>Boys:</b> We aim to lift the achievement of boys in Mathematics from 50% to 80% , a 30% shift by the end of 2022.</li> </ul>



<p><b>NCEA LEVEL 2 and 3</b></p>	<ul style="list-style-type: none"> <li>Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2</li> <li>Sharing expertise across Kāhui Ako</li> <li>Promote a Growth Mindset mentality for teachers and learners</li> </ul>	<ul style="list-style-type: none"> <li>Level 2: we will achieve 91.5% by the end of 2022. This will mean lifting additional students from Not Achieved to Achieved.</li> <li>Level 3: we will achieve 91% by the end of 2022. This will mean lifting additional students from Not Achieved to Achieved.</li> <li>We will achieve a 2.5 % shift annually.</li> </ul>
<p><b>PROCESS TARGETS</b></p> <ul style="list-style-type: none"> <li>- <i>Learner Well Being</i></li> <li>- <i>STEAM</i></li> </ul>	<ul style="list-style-type: none"> <li>By the end of 2022 Kāhui Ako leaders and teachers will have identified an appropriate methodology to collect data on well-being.</li> <li>This will include using the Well Being at School tool <a href="https://www.wellbeingatschool.org.nz/ws-surveytools">https://www.wellbeingatschool.org.nz/ws-surveytools</a></li> <li>We will explore current practices around effective Well Being practices.</li> </ul>	<ul style="list-style-type: none"> <li>100% of whānau complete and return NZCER Student Well-Being survey</li> <li>100% of our Te Puke ō Taramainuku learners state that they feel safe, happy and secure at school</li> <li>Promote student agency by highlighting the partnership between teacher and learner</li> <li>Strengthen connection between our students and others in our Kāhui Ako</li> </ul>
<ul style="list-style-type: none"> <li>- <i>Learner retention, attendance and engagement</i></li> </ul>	<ul style="list-style-type: none"> <li>Develop a local curriculum that reflects STEAM concepts and competencies, community partnership and authentic learning.</li> <li>Term 3, 2022 Kāhui Ako STEAM themed Student Expo</li> <li>Develop assessment literacy practices related to key competencies &amp; learning dispositions</li> </ul>	<ul style="list-style-type: none"> <li>By the end of T3, 2022 we will have a Kāhui Ako Student Inquiry model</li> <li>80% of all whānau will attend our Term 3 Kāhui Ako STEAM Student Expo</li> <li>By the end of T4, 2022 we will have a draft version of our Te Puke ō Taramainuku Local Curriculum ready for delivery in 2023</li> </ul>
	<ul style="list-style-type: none"> <li>Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2</li> <li>Monthly Te Puke ō Taramainuku Attendance meetings with STRIVE or relevant Attendance Service Provider</li> <li>Maintain existing Pastoral care processes e.g. SWIS/Careers Advisor/PHN etc</li> </ul>	<ul style="list-style-type: none"> <li>Learner attendance in all centres and schools is above 85%</li> <li>Our learners accessing educational opportunities from within our Kahui Ako from ECE- Tertiary</li> <li>Develop systems and processes to support a seamless transition across our Kāhui Ako</li> <li>Build a cohesive pathway (learning/pastoral) that works alongside the local curriculum design.</li> </ul>



### Mathematics achievement levels 2019-2021

MATHEMATICS	2019	2020	2021
Above standard	17.3	9.8%	6.8%
At Standard	48.2%	40.1%	33.1%
Below Standard	34.5%	50.1%	60.1%

	BELOW	AT	ABOVE
Year 1	46%	46%	8%
Year 2	54%	36%	9%
Year 3	73%	27%	
Year 4	50%	39%	11%
Year 5	86%	14%	
Year 6	52%	37%	11%
<b>TOTAL</b>	<b>60.1%</b>	<b>33.1%</b>	<b>6.8%</b>

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

**2022 Goal:**

In 2022 100% of our FBS Learners will make progress across the learning year. This progress will be monitored and measured by our teachers throughout 2022, relevant and purposeful assessment tools applied and information derived from these 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 2021 EOY data.
End of year OTJ's in 2021 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 2020 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 2022
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 2022
All classes in Years 1-2 have access to I pads and all classes in Years 3-6 are able to use chromebooks.	Students in all classes will have access to an ICT device for Mathematics.	Students in all classes will have access to appropriate on-line Mathematical learning tools	Continue with this focus and teaching approach in 2022 if most suitable and relevant to the learning experience.

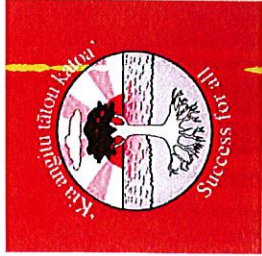
## Focus 1a: To support achievement in Mathematics

### Student achievement focus action plan

Focus Group	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	When will it be done by	Who is involved / responsible	What resources will be allocated
What will the school do to meet the target 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, 2022	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 6, Term 2, 2022	Maths team/all teachers	After school curriculum team meeting Assessment tool kits
Obtain data on student achievement via diagnostic testing E-AsTTle/GLOSS/JAM.	Ongoing from Wk 6, Term 1	Teachers	Week 8, Term 1 staff meeting
Time 1 goals to be created with students to prepare for Goal setting evening.	Week 10, Term 1	Teachers	Syndicate meetings
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.	Ongoing	Teachers	

<p>Children are given daily opportunities to do Mathematics with clear learning focus, feedback and next step.</p>	<p>Terms 1-4</p>	<p>Teachers Students</p>	<p>On-going</p>
<p>Including Learning experiences outside the class, all aligned with our FBS Mathematics Curriculum Implementation Plan</p>	<p>Terms 1-4</p>	<p>Teachers Students</p>	<p>Cost of external learning experiences Trip costs</p>
<p>Focus group students will be discussed at Team meetings and strategies to accelerate their learning will be shared</p>	<p>Week 4, Term 1 onwards</p>	<p>Teachers</p>	<p>Week 4, Term 1 Staff Meeting</p>
<p>Analyse student data across strands and cohorts at the end of the year and identify areas for improvement in the following year.</p>	<p>By the end of Week 6, Term 3 2022</p>	<p>Teachers</p>	<p>Team meetings</p>
<p>Prioritise spending and resourcing and allocate sufficient funds for 2023</p>	<p>By Week 6, Term 4 2022</p>	<p>Teachers/Maths team leader</p>	<p>Time</p>
<p>Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes</p>	<p>Term 1 onwards</p>	<p>Literacy Leader/syndicates/SMT</p>	<p>Possible release time</p>
<p><b>Success Criteria:</b> End of Year assessment data All students to make accelerated progress from start of the year</p>			





### Written Language achievement levels 2019-2021

WRITTEN LANGUAGE	2019	2020	2021
Above Standard	16.2%	7.6%	3.9%
At Standard	49.1%	36.3%	38.5%
Below Standard	34.7%	56.1%	57.6%

	BELOW	AT	ABOVE
Year 1	54%	46%	
Year 2	63%	37%	
Year 3	54%	43%	3%
Year 4	48%	41%	11%
Year 5	79%	21%	
Year 6	48%	43%	9%
<b>TOTAL</b>	<b>57.6%</b>	<b>38.5%</b>	<b>3.9%</b>

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

#### 2022 Goal

In 2022, 100% of our FBS Learners will make progress across the learning year. This progress will be monitored and measured by our teachers throughout 2022, relevant and purposeful assessment tools applied and information derived used effectively to inform next learning steps.

Target 1: To raise student achievement in Writing			
Historical Position	Strategy	Action(s)	Reflection
2020 EOY data indicated a drop in overall achievement	2022 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 2022 supplementary learning programmes
Flat Bush School recognises the value of continually up-skilling staff and has a commitment to high quality professional development.	Time will be given in staff and curriculum meetings to discuss Literacy programmes, individuals needing enrichment or extension, research and best practice models.	The literacy leaders will ensure, through regular meetings and through the professional development plan, that staff have access to the latest research and best practice.	Continue with this focus and teaching approach in 2022
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 2022
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 2022
All classes in Years 1-2 have access to I pads 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 2022



**Focus 1a: To support achievement in Writing**

Student achievement focus action plan

**Focus Group**

To accelerate the achievement of students in Writing  
All Year 6 students will make accelerated progress in 2022

**Historical Position**

In 2021 our school wide PLD focus was Assessment for Learning (AFL)

**Student Group**

Gender: Male and Female  
Ethnicity: Maori and Pasifika  
Student Year: 6  
Focus group: Year 6 Maori and Pasifika students

**Action Plan**

What will the school do to meet the target

Curriculum leader for Reading and Writing to be selected from current staff.

Time 1 goals to be created with students to prepare for Goal setting evening.  
Data entered onto Etap.

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.

Obtain data on student achievement via diagnostic testing E-AsTTle. Analyse written work samples according to E-AsTTle matrix.

When will it be done by

Week 6, Term 1 2022

Week 9 Term 1 2022

End of Term 2, 2022

Week 2, Term 2 2022

Who is involved / responsible

Teachers  
Principal

Teachers

Literacy Team  
Teaching Team

Literacy Leaders  
Teaching Staff  
Kāhui Ako

What resources will be allocated

N/A

N/A

\$100.00 (folders etc)

Time (\$600)  
Literacy Leaders CRT



<p>Each class will design and implement a programme catering specifically to the needs of their students based on the data.</p> <p>Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.</p> <p>Mid year data will be collected and analyse and placed onto Etap Model correct writing (shared book, E-AsTTle and National Exemplars, LLP).</p> <p>Children are given daily opportunities to write with clear learning focus, feedback and next step. Including Learning experiences outside the class.</p> <p>Analyse student data across strands and cohorts at the end of the year and identify areas for improvement in the following year.</p> <p>Prioritise spending and resourcing and allocate sufficient funds for 2022</p> <p>Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes</p>	<p>Ongoing</p> <p>Ongoing</p> <p>End of Term 2, 2022</p> <p>Ongoing</p> <p>End of Term 4, 2022</p> <p>Week 4 Term 4, 2022</p> <p>Term 1 onwards</p>	<p>Teachers</p> <p>Teachers Literacy Leaders</p> <p>Teachers SMT Kāhui Ako</p> <p>Teachers</p> <p>Literacy Leaders Teachers</p> <p>Literacy Leaders Teaching team Principal</p> <p>Literacy Leader/syndicates/SMT</p>	<p>NIL Time</p> <p>Nil</p> <p>Nil</p> <p>Trip costs</p> <p>Time</p> <p>Time</p> <p>Possible release time</p>
<p><b>Success Criteria</b> End of Year assessment data All students to make accelerated progress from start of the year</p>			



### Reading achievement levels 2019-2021

READING	2019	2020	2021
Above Standard	32.8%	20.4%	13.1%
At Standard	35.5%	34.4%	30.6%
Below Standard	31.7%	45.2%	56.3%

	BELOW	AT	ABOVE
Year 1	67%	21%	13%
Year 2	54%	27%	18%
Year 3	63%	30%	7%
Year 4	45%	25%	30%
Year 5	66%	34%	10%
Year 6	43%	47%	10%
<b>TOTAL</b>	<b>56.3%</b>	<b>30.6</b>	<b>13.1%</b>

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

#### 2022 Goal

In 2022, 100% of our FBS Learners will make progress across the learning year. This progress will be monitored and measured by our teachers throughout 2022, relevant and purposeful assessment tools applied, with information derived from these used effectively to inform next learning steps.

Focus 2: To support achievement in Reading			
Historical Position	Strategy	Action(s)	Reflection
Our PLD in 2021 focused on Assessment for Learning. Through this we have explored creating greater clarity with our learners	We designed the 2021 Literacy Action Plan for the school and ensure that we 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 2022 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, 2022
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 2022
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 2022
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 2022
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 programmes	A planned programme of improvement for children working below their chronological age.	Continue with this focus and teaching approach in 2022
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, 2022



## Focus 2a: To support achievement in Reading

Student achievement Focus action plan		Student Group Gender: Male and Female Ethnicity: Māori and Pasifika Student Year: 6 Targeted group: Year 6 students	
<p><b>Focus Group</b> To accelerate the achievement of students in Reading All Year 6 students will make accelerated progress in 2022</p> <p><b>Historical Position</b> In 2020 our school wide PLD focus was Assessment for Learning (AFL)</p> <p><b>Action Plan</b> What will the school do to meet the target</p>			
Leaders for English (Reading/Writing) to be selected from current staff.	When will it be done by	Who is involved / responsible	What resources will be allocated
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.	Week 6, Term 1, 2022	Teachers Principal	Management Unit
Associate Principal to support learning in all Junior classes through a series of observations/modelling and coaching.	End of Term 2, 2022	Literacy Leaders Principal	\$100 (folders)
Obtain data on student achievement via diagnostic testing, PROBE/STAR, cyclical running records.	Week 3, Term 2 onwards	Associate Principal	Staffing
Each class will design and implement a programme catering specifically to the needs of their students based on the data.	Week 8, Term 1	Literacy Leaders Principal	\$500.00 (PROBE assessment kits)
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.	Ongoing	Teaching Staff	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
	Ongoing	Students / peers / Teacher	Nil

<p>Model correct Reading comprehension strategies using skills developed through PLD e.g. activating prior knowledge, summarising etc.</p> <p>Lexia Reading programme for selected students (Year 6 cohort)</p> <p>Children are given daily opportunities to read with clear learning focus, feedback and next step. Including Learning experiences outside the class.</p> <p>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.</p> <p>Prioritise spending and resourcing and allocate sufficient funds for 2023.</p> <p>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.</p> <p>Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes</p>	<p>Ongoing Terms 1-4</p> <p>Ongoing</p> <p>Week 5, T1 onwards</p> <p>Week 4 Term 4</p> <p>Week 6 Term 4</p> <p>Term 1 onwards</p> <p>Terms 1-4, 2022</p>	<p>Literacy Leader Associate Principal Teacher and Students</p> <p>Sela Togiatu</p> <p>Associate Principal Teacher and Students</p> <p>Literacy Leader Associate Principal Teacher and Students</p> <p>Literacy Leader Principal</p> <p>Literacy Leaders Principal Teaching team</p> <p>Literacy Leader/syndicates/SMT</p>	<p>N/A</p> <p>\$1,000</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Possible release time</p>
<p><b>Success Criteria</b></p> <p>End of Year assessment data</p> <p>All students to make accelerated progress from start of the year</p>			



### School Based Focus for 2022

Based on our results for 2021, 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 developed through our on-going Professional Learning in Assessment for Learning, and the continued building of teacher capability in these key learning areas. Our school's Professional Growth Cycle will be part of this process and will provide a framework for our teachers as they inquire into areas of their teaching practice.

During 2020-21 we have developed 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 trialed a move to 4 teaching teams, in 2022 we will return to having 3 teaching teams as this is the preferred format of our teachers.

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 2022 teachers will continue this learning through integrating STEAM learning experience in our Student Inquiry Units.







# Professional Growth Cycle

‘Whaowhia kete te mātauranga’

Fill the basket of knowledge



Conversation with Principal and DP. Teachers are invited to have their Team Leader or another support person to attend this meeting. Teachers to choose the space where this conversation is to take place.

Select goals individually or collectively at team meetings if the goals are the same. Video own practice for own viewing in preparation for PAC. Opportunity for a coaching session. Discussion within team of possible supports within school to achieve goal/s

Ongoing reflection on goals, PLD attended aligned with goals and check in with Team Leader or Coach. This can be either hard copy or digital, this is for your use only, not a collection of evidence and but is seen as cumulative and ongoing.

Expectation of two coaching conversations and two PACs in a year

When ready, timetable a PAC with your Team Leader using video or class observation. At any stage in the cycle you may request to be observed for specific feedback in any area. This is not a ‘must do’ but is encouraged if you want feedback on specific areas of your practice. You may also observe a colleague as part of your PGC or visit another school as well as watch others’ video if they are open to that.

Work towards new goal and keep reflections on goal, PLD attend and area of personal passion or interest. If PAC feedback brings up a need for extra support in an area, we will initiate this as part of your growth cycle.

When ready, timetable a PAC with your Team Leader either using video or class observation. Use feedback from PAC to set new goal or re-set current one. Team Leaders will talk through your personal reflections and any further areas you would like support or further development in.



Quality Teaching



**Assessment Information**  
**2021 Reading/Writing and Mathematics**

FlatBush

skill id: 8673 OTJ Reading Anniversary - After 18 months General

Printed: 14 Jan 2022

Percentage of Pupils - for 2021

NA	Well Below Standard	Below Standard	At Standard	Above Standard	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y1	13% (3)	54% (13)	21% (5)	13% (3)	13% (3)	54% (13)	21% (5)	13% (3)	69% (24)
Y2	18% (2)	36% (4)	27% (3)	18% (2)	18% (2)	36% (4)	27% (3)	18% (2)	31% (11)
Total pupils	14% (5)	49% (17)	23% (8)	14% (5)	14% (5)	49% (17)	23% (8)	14% (5)	(35)

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

OTJ Reading 2021  
Year 3-4

Y2

Y2	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
8425										0
Y0										0
Y1										0
Y2										0
Y3		23% (7)	40% (12)	30% (9)	7% (2)					30
Y4		14% (10)	31% (22)	25% (18)	30% (21)					71
Y5										0
Y6										0
Totals		16.8% 17	33.7% 34	26.7% 27	22.8% 23					101



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

**OTJ Reading 2021  
Year 5-6**

8425	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1										0
Y2										0
Y3										0
Y4										0
Y5		21% (12)	45% (26)	34% (20)						58
Y6		16% (13)	27% (22)	47% (38)	10% (8)					81
Totals		18% 25	34.5% 48	41.7% 58	5.8% 8					139

**Flat Bush School  
EOY Covid Report**

**OTJ Writing Anniversary - After 18 months 2021  
Year 0-2**

8683	NA	Well Below Standard	Below Standard	At Standard	Above Standard	Well Below	Below	At	Above	Total
Y0										0
Y1		13% (3)	42% (10)	46% (11)		13% (3)	42% (10)	46% (11)		24
Y2		18% (2)	45% (5)	36% (4)		18% (2)	45% (5)	36% (4)		11
Y3										0
Y4										0
Y5										0
Y6										0
Totals		14.3% 5	42.9% 15	42.9% 15		14.3% 5	42.9% 15	42.9% 15		35

**Flat Bush School**  
**National Standards OTJ End (Yr 4-8)**  
**OTJ Writing 2021**  
**Year 3-4**

8457	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1										0
Y2										0
Y3		17% (5)	37% (11)	43% (13)	3% (1)					30
Y4		18% (13)	30% (21)	41% (29)	11% (8)					71
Y5										0
Y6										0
Totals		17.8% 18	31.7% 32	41.6% 42	8.9% 9					101

**Flat Bush School**  
**National Standards OTJ End (Yr 4-8)**  
**OTJ Writing 2021**  
**Year 5-6**

8457	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1										0
Y2										0
Y3										0
Y4										0
Y5		29% (17)	50% (29)	21% (12)						0
Y6		20% (16)	28% (23)	43% (35)	9% (7)					58
Totals		23.7% 33	37.4% 52	33.8% 47	5% 7					81
										139



Flat Bush School  
EOY Covid Report

OTJ Mathematics Anniversary - After 18 months 2021  
Year 0-2

8693	NA	Well Below Standard	Below Standard	At Standard	Above Standard	Well Below	Below	At	Above	Total
Y0										0
Y1		4% (1)	42% (10)	46% (11)	8% (2)	4% (1)	42% (10)	46% (11)	8% (2)	24
Y2		9% (1)	45% (5)	36% (4)	9% (1)	9% (1)	45% (5)	36% (4)	9% (1)	11
Y3										0
Y4										0
Y5										0
Y6										0
Totals		5.7% 2	42.9% 15	42.9% 15	8.6% 3	5.7% 2	42.9% 15	42.9% 15	8.6% 3	35

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

OTJ Mathematics 2021  
Year 3-4

8489	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1										0
Y2										0
Y3		17% (5)	57% (17)	27% (8)						30
Y4		13% (9)	37% (26)	39% (28)	11% (8)					71
Y5										0
Y6										0
Totals		13.9% 14	42.6% 43	35.6% 36	7.9% 8					101



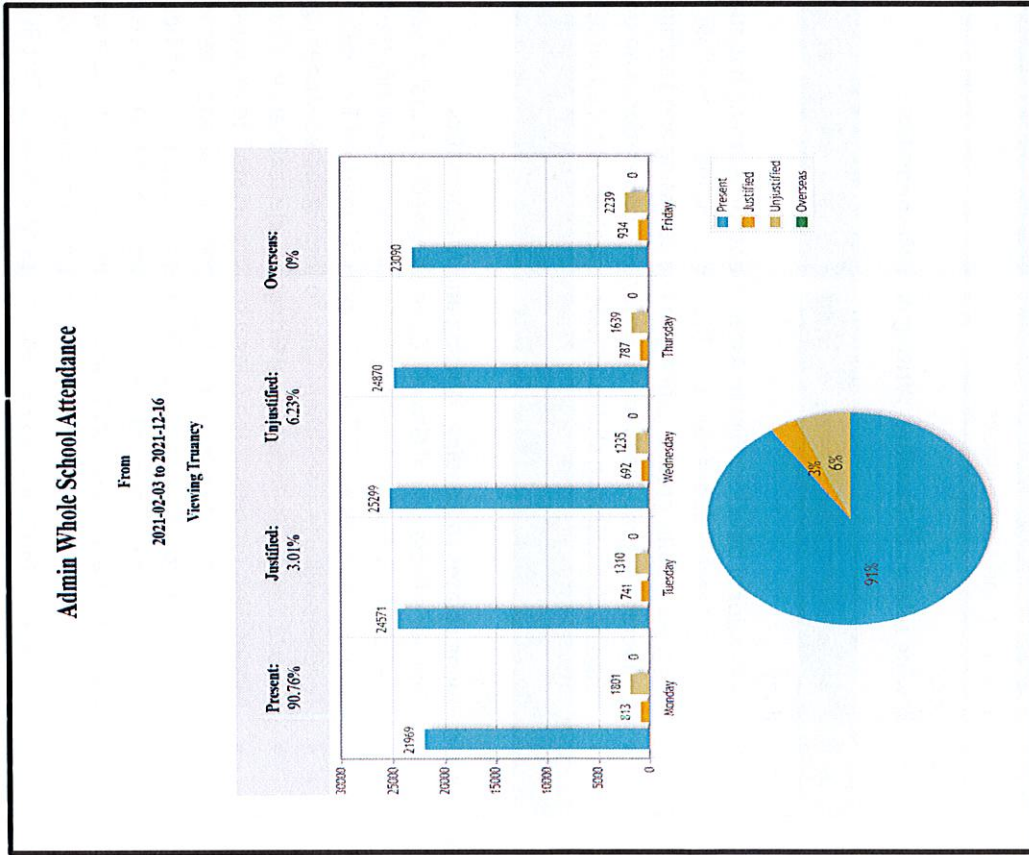
**Flat Bush School**  
**National Standards OTJ End (Yr 4-8)**  
**OTJ Mathematics 2021**  
**Year 5-6**

8489	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1										0
Y2										0
Y3										0
Y4										0
Y5		24% (14)	62% (36)	14% (8)						0
Y6		14% (11)	38% (31)	37% (30)	11% (9)					58
Totals		18% 25	48.2% 67	27.3% 38	6.5% 9					139

Patterns and Trends	Years 1-2	Years 3-4	Years 5-6
<b>Reading</b>	Of 22 learners not meeting EOY expected level 13 were male and 9 were female. Of 13 learners at or above EOY expected level 6 were male and 7 were female.	Of 51 learners not meeting EOY expected level 34 were male and 17 were female. Of 50 learners at or above EOY expected level 27 were male and 23 female.	In Year 5 we had 26 male and 13 female learners not meeting EOY expected level. Of the 20 learners at or above EOY expected level 10 were male and 10 were female.
<b>Writing</b>	Of 20 learners not meeting EOY expected level 13 were male and 7 were female. Of 15 learners at or above EOY expected level 6 were male and 9 were female.	Of 50 learners not meeting EOY expected level 33 were male and 17 were female. Of 51 learners at or above EOY expected level 22 were male and 29 were female.	In Year 5 we had 30 male and 16 female learners not meeting EOY expected level. Of the 12 learners at or above EOY expected level 5 were male and 7 were female.
<b>Mathematics</b>	Of 16 learners not meeting EOY expected level 7 were male and 9 were female. Of 17 learners at or above EOY expected level 9 were male and 8 were female.	Of 57 learners not meeting EOY expected level 36 were male and 21 were female. Of 44 learners at or above EOY expected level 21 were male and 23 were female.	In Year 5 we had 32 male and 18 female learners not meeting EOY expected level. Of the 8 learners at or above EOY expected level 4 were male and 4 were female.
	<ul style="list-style-type: none"> <li>In conclusion the disruption of COVID-19 and subsequent lockdowns had a clear and direct impact on student achievement in 2021.</li> <li>This was very evident in the challenge our teachers had in making valid OTJ's for Reading, Writing and Mathematics.</li> <li>Attendance throughout lockdowns was variable in all year levels. Distance Learning was more possible in Years 3-6 as we were able to provide Chromebooks to all whānau who requested a device. This did not mean that all students with Chromebooks were present for on line lessons or able to complete activities, this can be attributed to intermittent access to wifi and online accessibility.</li> <li>In Year 1-2 all teachers offered a mix of online activities via our website, texting, emails as well as some on line lessons.</li> <li>Attendance and participation was also variable in all classes in these year levels.</li> </ul>		



# Flat Bush School 2021 Whole School Attendance



Date Range 03/02/2021 to 16/12/2021  go

### Whole School - Days of the week - 2022

Present	Absent	Absent%	
Monday	21997	2586	10.5
Tuesday	24620	2002	7.5
Wednesday	25338	1888	6.9
Thursday	24918	2378	8.7
Friday	23122	3141	12.0

Code	Explanation	Count
P	Present	57827
L	Student late for class	3195
M	Student absent due to short-term illness/Medical reasons	3221
T	No information provided – truant (or throw-away explanation)	7742
E	Student is absent with an Explained, but unjustified reason	482
J	Justified explanation within school policy	550
F	Attending an off site course/class	58777
H	Attending a health camp/regional health school/residential school	188
D	Medical Appointment – doctor or dentist	8
All	All codes	131990



## **ANALYSIS OF VARIANCE**

Subjects: Reading, Writing and Mathematics

### **NAG2A (b)(i) Areas for improvement**

Subject: Writing and Mathematics

Discussion:

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

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

Discussion:

- Professional Development in Assessment for Learning has supported clarity in what is being taught
- Overall Teacher Judgements in 2022 were based on credible and relevant assessment data .
- Teachers display greater efficacy in the assessing and teaching of Writing and use of E-AsTTle as a formative and summative tool.
- Deliberate Acts of Teaching that support acceleration is an on-going focus for our teachers
- 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 will use assessment data to form selected student groups in Reading, Writing and Mathematics
- In 2022 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



**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

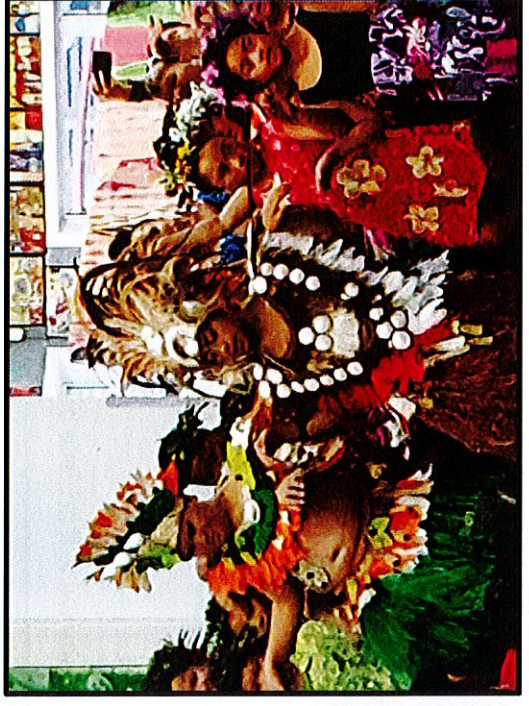
**Our main assessments are:**

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

In addition to the formal and informal assessment the appraisal system will encourage teachers to select a focus group in either Reading, Writing and Mathematics as the context to frame their 2022 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: 2022-2024



### 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

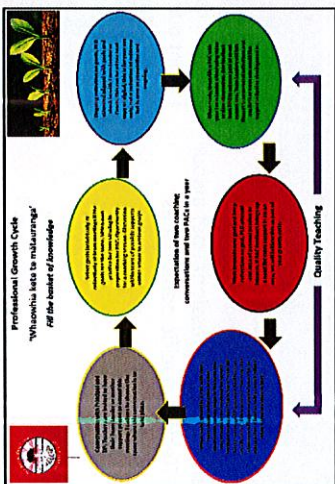


*Whakawhanaungatanga, Manaakitanga,  
Atawhai Tū pono, Mahi Ngatahi, Arohatia*

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

Strategic Goals	Strategic Programmes	Initiatives 2022	Measures of Success
<p><b>QUALITY TEACHING</b> Our teachers are highly effective and powerful agents of change with pedagogy built on efficacy and through collaborative inquiry</p>	<ul style="list-style-type: none"> <li>Teaching as Inquiry undertaken by all</li> <li>Further progress made in coaching and mentoring</li> <li>Develop a Growth Mind set mentality</li> </ul>	<ul style="list-style-type: none"> <li>Practice Analysis Conversations (PACs) used to improve teacher effectiveness</li> <li>Develop through our Kāhui Ako opportunities to engage with colleagues from other schools</li> </ul>	<ul style="list-style-type: none"> <li>All students make progress in each learning area</li> <li>Achievement data used to inform next learning steps</li> </ul>
<p><b>CULTURALLY RESPONSIVE PRACTICE</b> All students have a learning experience that is respectful and responsive to their culture, identity and heritage</p>	<ul style="list-style-type: none"> <li>FBS curriculum reflects our learner's cultural capital</li> <li>Learners culture is viewed as a strength and are encouraged to share with all</li> </ul>	<ul style="list-style-type: none"> <li>Build knowledge of kawa and tikanga across all year levels</li> <li>Increased use of Te Reo Māori by students and teachers</li> <li>Recognise and support our students heritage, identity and multi-cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>FBS teachers adapting Tāpasa Turus into their learning programmes</li> <li>80% of teachers at the Registered Teacher Criteria as set out in Tātaikao</li> <li>Visible evidence of teachers using cultural competencies in their practice</li> </ul>
<p><b>WELL BEING</b> Everyone in our FBS learning community feels safe and secure at school and their physical, mental and emotional needs are being met</p>	<ul style="list-style-type: none"> <li>Establish platforms that will allow FBS learners and staff to promote and share ways to improve well being</li> </ul>	<ul style="list-style-type: none"> <li>Introduce FBS staff to Dr Mason Durie's Te Whāre Tapawha</li> <li>Strengthen connection between our students and others in our Kāhui Ako</li> </ul>	<ul style="list-style-type: none"> <li>All FBS students participate in the AU healthy body research</li> <li>Ka Ora Ka Ako Healthy Food Lunches</li> <li>100% of FBS learners complete NZCER Well-Being survey</li> </ul>
<p><b>COMMUNITY ENGAGEMENT</b> Our whānau are active participants in their child's learning experience</p>	<ul style="list-style-type: none"> <li>Create learning partnerships between FBS and whānau from time of enrolment</li> <li>Work with community to accelerate achievement for all learners</li> </ul>	<ul style="list-style-type: none"> <li>Home school partnership focused on Literacy and Mathematics</li> <li>Teachers work closely with whānau of all learners on ways to support learner progress</li> </ul>	<ul style="list-style-type: none"> <li>100 % of whānau attend Goal Setting meetings, parent conferences and all learning related school events</li> </ul>



# Action Plan 1/Quality Teaching

Initiative	2022				2023				2024			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
<p><b>Professional Growth Cycle</b></p>  <p><b>Professional Growth Cycle</b> "Whoseha kaiti te mātanga" Fill the basket of knowledge</p> <p>Reflection on PGC: what happened as a result of this inquiry/use of information for future teaching. Share PGC with our teaching teams</p> <p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p> <p>Teachers use 2022 EOY data as a starting point for selecting their PGC for the year. In team meetings discuss and share ideas that support colleagues in their PGC.</p> <p>Teachers use 2022 EOY data as a starting point for selecting their PGC for the year. Complete assessments in core areas, use all data to inform PGC for the year.</p> <p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p> <p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p> <p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p> <p>Reflection on PGC what happened as a result of this inquiry/use of information for future teaching. Share PGC with our teaching colleagues</p>	<p>Teachers use 2022 EOY data as a starting point for selecting their PGC for the year. In team meetings discuss and share ideas that support colleagues in their PGC.</p> <p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p> <p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p> <p>Reflection on PGC: what happened as a result of this inquiry/use of information for future teaching. Share PGC with our teaching teams</p>	<p>Teachers use 2022 EOY data as a starting point for selecting their PGC for the year. Complete assessments in core areas, use all data to inform PGC for the year.</p> <p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p> <p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p> <p>Reflection on PGC what happened as a result of this inquiry/use of information for future teaching. Share PGC with our teaching colleagues</p>	<p>Teachers use 2022 EOY data as a starting point for selecting their PGC for the year. Complete assessments in core areas, use all data to inform PGC for the year.</p> <p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p> <p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p> <p>Reflection on PGC what happened as a result of this inquiry/use of information for future teaching. Share PGC with our teaching colleagues</p>	<p>Teachers use 2023 EOY data as a starting point for selecting focus for PGC. Complete assessments in core areas, use all data to inform TAI for the year</p> <p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p> <p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p> <p>Reflection on PGC what happened as a result of this inquiry/use of information for future teaching. Share PGC with a wider audience of Kāhui Ako</p>	<p>Teachers use 2023 EOY data as a starting point for selecting focus for PGC. Complete assessments in core areas, use all data to inform TAI for the year</p> <p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p> <p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p> <p>Reflection on PGC what happened as a result of this inquiry/use of information for future teaching. Share PGC with a wider audience of Kāhui Ako</p>	<p>Teachers use 2023 EOY data as a starting point for selecting focus for PGC. Complete assessments in core areas, use all data to inform TAI for the year</p> <p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p> <p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p> <p>Reflection on PGC what happened as a result of this inquiry/use of information for future teaching. Share PGC with a wider audience of Kāhui Ako</p>	<p>Teachers use 2023 EOY data as a starting point for selecting focus for PGC. Complete assessments in core areas, use all data to inform TAI for the year</p> <p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p> <p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p> <p>Reflection on PGC what happened as a result of this inquiry/use of information for future teaching. Share PGC with a wider audience of Kāhui Ako</p>	<p>Teachers use 2023 EOY data as a starting point for selecting focus for PGC. Complete assessments in core areas, use all data to inform TAI for the year</p> <p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p> <p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p> <p>Reflection on PGC what happened as a result of this inquiry/use of information for future teaching. Share PGC with a wider audience of Kāhui Ako</p>				
<p><b>Coaching and Mentoring</b></p> 	<p>Kāhui Ako SLT to continue working on strategies to strengthen coaching and mentoring in our schools. Teachers select a practice partner for the year</p> <p>Teachers conduct GROWTH coaching sessions with peers.</p> <p>Teachers conduct peer observations with PAC supported by Senior Leadership team</p> <p>Principal PAC with all teachers.</p> <p>Informal meeting with a practice partner from 2021</p> <p>PAC with practice partner and DP following in class observation</p> <p>PAC with practice partner and Principal following in class observation</p> <p>PAC with practice partner in preparation for sharing of 2021 Professional Growth Cycle</p>	<p>Teachers in FBS and Rongomai meet to select a practice partner for 2023</p> <p>Teachers conduct peer observations with PAC supported by DP with curriculum portfolio</p> <p>FBS and Rongomai teachers meet to have PAC conversations independently</p> <p>FBS and Rongomai Teachers have PAC conversations based on their 2020 TAI</p> <p>Meeting with practice partner from FBS or Rongomai</p> <p>PAC with practice partner and DP following in class observation at FBS or Rongomai</p> <p>PAC with practice partner following in class observation</p> <p>PAC with practice partner in preparation for sharing of 2022 Professional Growth Cycle</p>	<p>Teachers in Kāhui Ako meet to select a practice partner for 2024</p> <p>Teachers conduct peer observations with PAC supported by SMT from Kāhui Ako</p> <p>Kāhui Ako teachers meet to have PAC conversations independently</p> <p>Kāhui Ako teachers have PAC conversations based on their 2021 TAI</p> <p>Meeting with 2023 practice partner from Kāhui Ako agree on foci for the year ahead</p> <p>PAC with practice partner and DP following in class observation in our Kāhui Ako</p> <p>PAC with practice partner following in class observation</p> <p>PAC with practice partner in preparation for sharing of 2023 Professional Growth Cycle</p>									
<p><b>Practice Analysis Conversations</b></p> 	<p>Informal meeting with a practice partner from 2021</p> <p>PAC with practice partner and DP following in class observation</p> <p>PAC with practice partner and Principal following in class observation</p> <p>PAC with practice partner in preparation for sharing of 2021 Professional Growth Cycle</p>	<p>Meeting with practice partner from FBS or Rongomai</p> <p>PAC with practice partner and DP following in class observation at FBS or Rongomai</p> <p>PAC with practice partner following in class observation</p> <p>PAC with practice partner in preparation for sharing of 2022 Professional Growth Cycle</p>	<p>Meeting with 2023 practice partner from Kāhui Ako agree on foci for the year ahead</p> <p>PAC with practice partner and DP following in class observation in our Kāhui Ako</p> <p>PAC with practice partner following in class observation</p> <p>PAC with practice partner in preparation for sharing of 2023 Professional Growth Cycle</p>									







# Action Plan 3/Well Being

Initiative	2022	2023	2024
Gathering whānau voice	NZCER Community survey with all FBS whānau 100% of all whānau to complete and return survey Cultural consultation evenings: T2 Target of 8% attendance  Goal setting T1/3: 100% attendance all whānau Conferences: T2/4 : 100% attendance all whānau	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  Goal setting T1/3: 100% attendance all whānau Conferences: T2/4 :100% attendance all whānau	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  Goal setting T1/3: 100% attendance all whānau Conferences: T2/4 : 100% attendance all whānau
Focus on student learning	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:
Home School partnership	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.	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.	All Year 11-13 students and their whānau in our Kāhui Ako are invited to an information that will be run by the 2022 working group.
External partnerships			
Community Events	<p>T1 School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings</p> <p>T2 Student Led conferences Language weeks LEOTC/Sports/weekly assemblies</p> <p>T3 Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Student Inquiry Expo</p> <p>T4 LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation</p>	<p>T1 School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings</p> <p>T2 Student Led conferences Language weeks LEOTC/Sports/weekly assemblies</p> <p>T3 Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Student Inquiry Expo</p> <p>T4 LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation</p>	<p>T1 School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings</p> <p>T2 Student Led conferences Language weeks LEOTC/Sports/weekly assemblies</p> <p>T3 Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Student Inquiry Expo</p> <p>T4 LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation</p>



# Action Plan 4/Connection

Initiative	2022	2023	2024
Engage with community	<p>Align our FBS Values with those of our Te Puke ō Taramainuku Kāhui Ako</p> <p>Introduce concept of Whānau Friday (weekly 9am-10.30am), open door pop in/pop out invitations to join in class programmes</p> <p>Community satisfaction surveys (T2/4)</p>	<p>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.</p> <p>Continue to promote Whānau Fridays</p> <p>Community satisfaction surveys (T2/4)</p>	<p>FBS community hui to launch the new school year, at this meeting create examples of what our Values 'in action' looks like.</p> <p>Use these examples as part of upgrading school signage around our school</p> <p>Whānau Fridays</p> <p>Community satisfaction surveys (T2/4)</p>
Student Council	<p>Years 5-6</p> <p>School Council to meet with AP 2 times per term</p> <p>Selected Year 3-4 students to attend 1 meeting per term</p>	<p>Years 3 and 4 added</p> <p>School Council to meet with DP 2 times per term</p> <p>SWIS/RTLB/SVIT/CPT invited to attend a combined pastoral care meeting</p> <p>Selected Year 1-2 students to attend 1 meeting per term</p>	<p>Years 1-2 added</p> <p>Full school council representing Years 1-6 meet with DP 2 times per term</p> <p>SWIS/RTLB/SMT/CPT invited to attend a combined pastoral care meeting in T2/4</p>
Student Agency	<p>Establish focus groups to enable greater student voice to be heard and involved in decision making</p> <p>Termly student survey (Google forms) of that term's Inquiry</p>	<p>Focus groups/class discussions/Think Tanks to enable greater student voice to be heard and involved in decision making</p> <p>Termly student survey (Google forms) of that term's Inquiry</p>	<p>Focus groups/class discussions/Think Tanks to enable greater student voice to be heard and involved in decision making</p> <p>Termly student survey (Google forms) of that term's Inquiry</p>
Responsive Curriculum	<p>Use students survey responses to inform the following term's Inquiry</p> <p>Students participating in community based projects</p> <p>e.g. Pay It Forward</p> <p>Term 4 review of 2022 Inquiry by all students, responses used to guide the Inquiry Topics for 2023</p>	<p>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.</p> <p>Students participating in community based projects</p> <p>e.g. Pay It Forward</p> <p>Term 4 review of 2023 Inquiry by all students, responses used to guide the Inquiry Topics for 2024</p>	<p>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.</p> <p>Students participating in community based projects</p> <p>e.g. Pay It Forward</p> <p>Term 4 review of 2024 Inquiry by all students, responses used to guide the Inquiry Topics for 2025</p>
Measurement Tools	<p>NZCER student well-being survey Years 4-6</p> <p>Schoolwide attendance</p> <p>FBS whānau survey responses</p> <p>Kāhui Ako survey responses</p>	<p>NZCER student well-being survey Years 3-6</p> <p>Schoolwide attendance</p> <p>FBS whānau survey responses</p> <p>Kāhui Ako survey responses</p>	<p>NZCER student well-being survey Years 1-6</p> <p>Schoolwide attendance</p> <p>FBS whānau survey responses</p> <p>Kāhui Ako survey responses</p>



# Annual Plan

## FLAT BUSH SCHOOL ANNUAL PLAN 2022

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 2022
Assessment	Effective use of assessment tools	E-AsTTle, and STAR testing results as pre and post measures for teachers by comparing scale scores in Feb, June and November	Standard scores vs Stanines gives better teacher knowledge All assessment information is used formatively to guide classroom learning programmes	Management and Syndicate leaders Evaluation Associates PLD facilitator	All Year	\$3600	End of 2022
	Ensuring assessment data informs teacher planning and delivery	Assessments are done on child's anniversary in junior school not end of year  Looking at the assessment data and looking at teachers planning and implementation	Assessments do occur on anniversary  Via performance management ensure teachers are analysing data and using to inform teaching	Banapa Janetta Team Leaders	All Year	As above	End of 2022



<b>Mathematics</b>	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 2022
<b>Mathematics</b>	Strengthen teacher's knowledge of how to deliver DMIC	Build Teacher Capability through visiting schools that have had success in developing a DMIC methodology	Accelerated progress for students	Maths Team Leader Janetta, Emily Kāhui Ako SLT	All year	\$2000.00 for Teacher release	End of 2022
<b>Te Reo Māori me ona tikanga</b>	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 Deme Solomona Mo'ho Leaupepe	All year	Refer to budget	End of 2022
<b>Unique position of Māori Culture</b>	All FBS learners know our school's pepeha	Banapa to support Natasha Young and Gemima Katipa in delivery of Te reo across the school.  To continue to develop Kapa Haka with all teams	Greater use of te reo across the school.  School will have a Kapa Haka group	As above			End of 2022

<b>Cultural diversity</b> 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 and 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 2022
<b>Reading</b>	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 2022
<b>Reading Together</b>	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 2022
<b>E-Learning</b>	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 2022
<b>Music</b>	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 Lilo Asiata	Terms 1-4	\$10,000	End of 2022
<b>NAG 2</b>	See the school's self-review cyclical plan	Use Paul M again for management appraisal	Appraisal provides a PD component for management	Banapa, Janeteta , Emily Tofa	Terms 1-4	\$6000	End of 2022

		Review all internal financial systems						
<b>NAG 3</b>	<p>Job descriptions for all Staff, Teachers, Teacher Aides etc.</p> <p>Managing workloads: focus on Staff Well Being in 2022</p>	<p>Performance management for office and grounds staff is fully implemented</p> <p>Continue to look at teacher workloads and find further ways to manage and reduce them.</p>	<p>Professional Growth Cycle has replaced our previous system of Appraisal</p> <p>All FBS staff have their physical and mental well being needs catered for</p>	<p>Banapa, Janetta, Emily Team Leaders</p> <p>Banapa, Janetta, Emily, BOT</p>	<p>Term 1 onwards</p> <p>Term 1 onwards</p>	<p>\$3000</p> <p>\$8,500 \$3,000 (EAP)</p>	<p>End of 2022</p> <p>End of 2022</p>	
<b>NAG 4</b>	<p>Refurbishment of Rms 3,9 and 10</p> <p>School Building WOF up to date</p>	<p>Contractors refurbish area, all work is code compliant</p> <p>School is compliant with all requirements</p>	<p>Minimal disruption to mainstream of school, design matches existing buildings</p> <p>All school buildings are compliant with relevant criteria</p>	<p>Banapa</p> <p>Banapa Ian</p>	<p>All Year</p> <p>All Year</p>	<p>5YA MOE funding</p> <p>Nil</p>	<p>End of Term 4, 2022</p>	
<b>NAG 5</b>	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 2022	
<b>NAG 6</b>	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 2022	



# FLAT BUSH SCHOOL ROLL GROWTH

## PRELIMINARY DESIGN 100% DRP

21 MAY 2021



21.05.2021

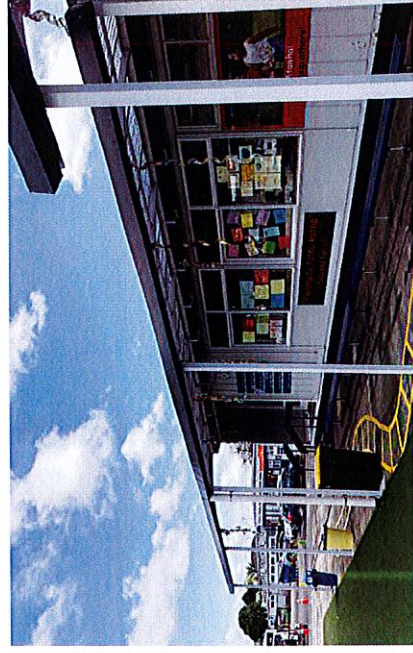
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## 1.1 INTRODUCTION: PROJECT OVERVIEW

Flat Bush School is located at 20 Flat Bush Rd, Otara, Auckland 2023. The School is a Year 1 to Year 6 Co-Ed decile 1 Primary School, and has a current roll of 446 pupils. It has a projected roll growth of 516 students and a master-plan roll growth of 800 students. The school serves predominately Pasifika Maori students, many of whom come from a non-English speaking background. The school works closely with the local Early Childhood Centres within the Kahui Ako, supporting the development of local students to provide them with the best opportunity of succeeding at Flat Bush.

The grounds encompass a number of teaching blocks, resource and administration area with a total of 17 teaching spaces. The total site area is 2.3 HA. The school buildings are all single storey and populate the south of the site, adjacent to Flat Bush Road and neighbouring residential boundaries. The buildings are of varying ages and good to moderate conditions. All property is owned by the Ministry of Education, except for the hall, which is majority owned by the Board of Trustees.

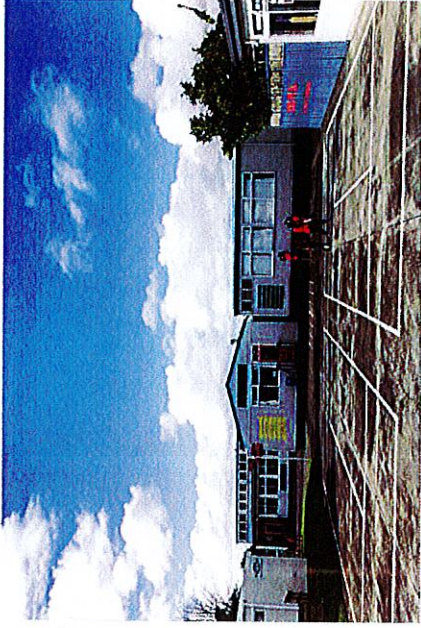
Ignite Architects were approached to explore the feasibility for expansion to meet the School's immediate requirements and the long-term plans for the future. With roll increasing to 516 pupils, an additional 5 teaching spaces will be provided, increasing overall teaching spaces to 22. This stage 1 proposal is very much considered the first phase in the wider development of the school but will set a precedent for how the school will function moving forward. The master-plan roll options will look beyond today with significant development being proposed, vastly improving the teaching environment made available to local students.

The new 5 teaching space block will provide students and staff with safe and healthy, purpose designed learning environments befitting the school's ethos. The proposal will offer flexible teaching spaces, creating a comfortable and collaborative learning environment for the students of Flat Bush School.





## 1.2 INTRODUCTION: PROJECT BRIEF



### VISION

"Success For All - kia angitu tatou katoa"

### MISSION

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

### VALUES

- Whakawhanaungatanga 'We work for eachother' in the sense of whanau and school working together to reflect our community's values
- Manaakitanga 'we care about others' Caring for and respecting eachother
- Atawhai 'we value others' whanau and school working together to nurture the students
- Tu pono 'we know who we are' knowing oneself, one's identity
- Mahi ngatahi 'we work as a team' working collaboratively



### BRIEF

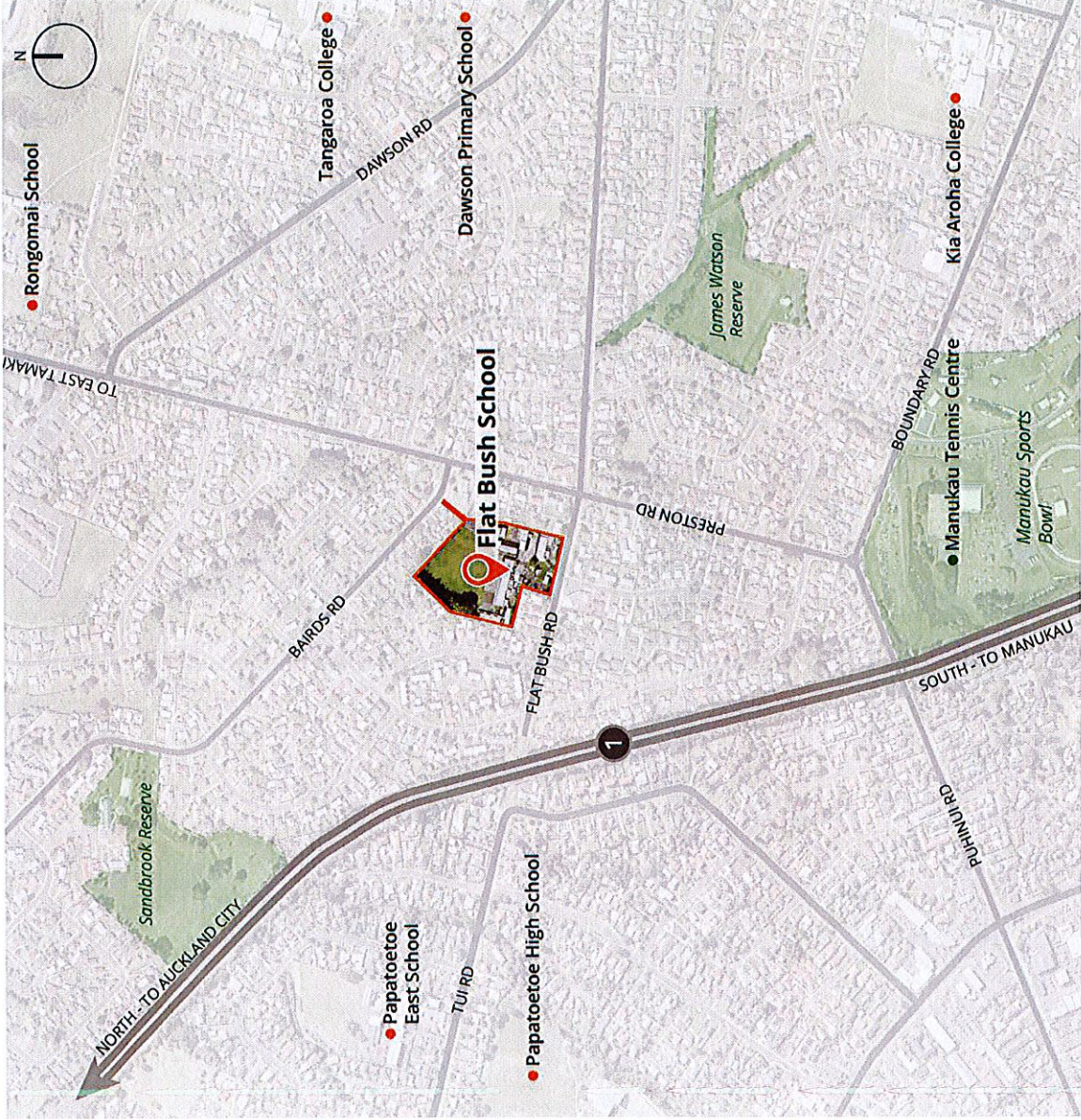
- 5 NEW TEACHING SPACES
- 10 NEW CAR PARK SPACES
- SITE INFRASTRUCTURE





## 2.1 SITE CONTEXT: LOCAL AREA

- KEY**
- ROAD
  - MOTORWAY
  - SCHOOL
  - POINT OF INTEREST
  - GREEN AMENITY





## 2.2 SITE CONTEXT: SURROUNDING AREA

- KEY**
- ROAD
  - PEDESTRIAN WALKWAY
  - BUS ROUTE
  - MOTORWAY
  - BUS STOP
  - GREEN AMENITY
  - SITE
  - TRAFFIC INTERSECTION

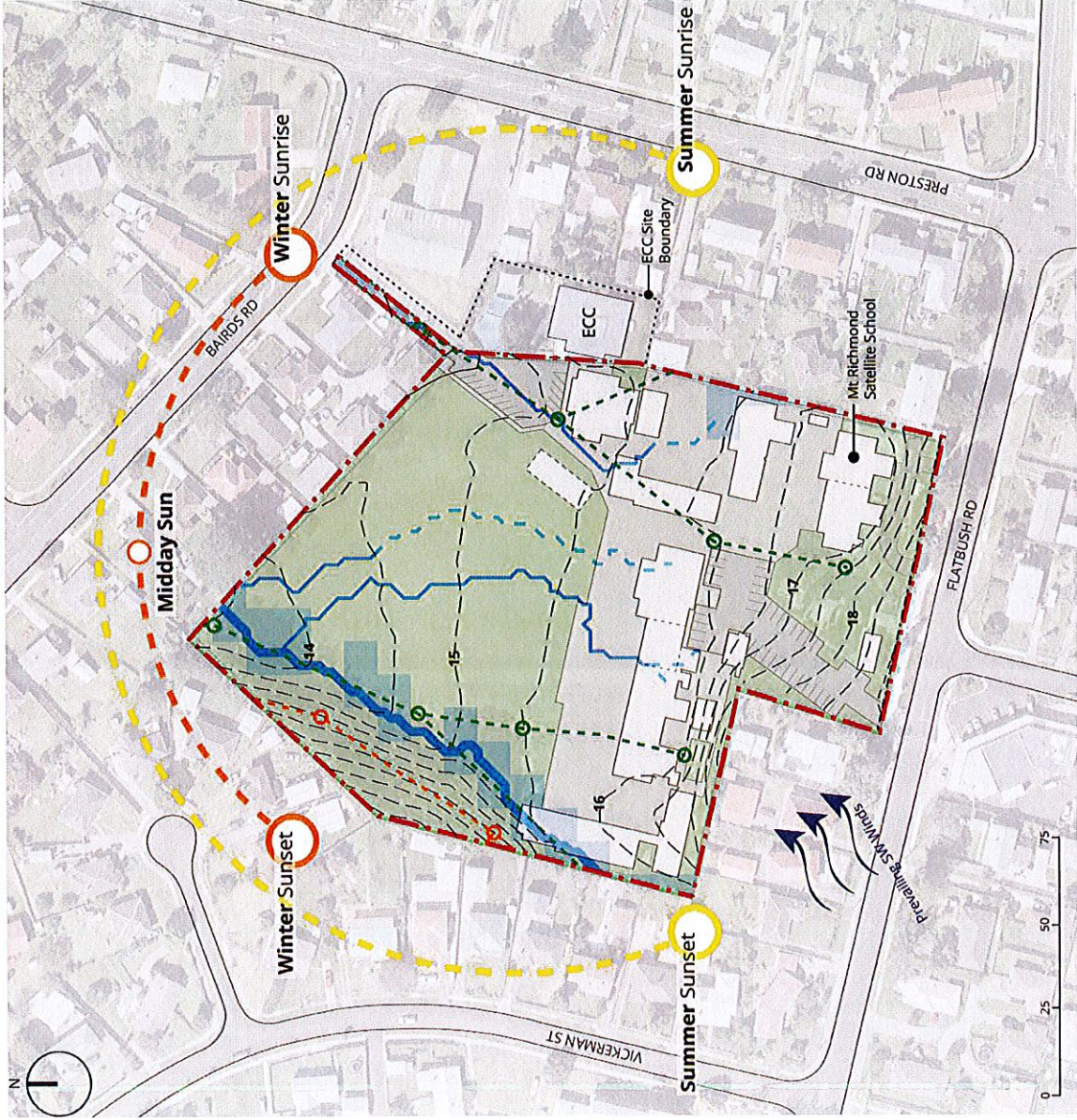




### 3.1 EXISTING SITE ANALYSIS: ENVIRONMENTAL CONDITIONS

- KEY**
- Summer Sun Path
  - Winter Sun Path
  - Stormwater Line
  - Wastewater Line
  - Manhole
  - Overland flow path
  - Flood Plains
  - Contour Lines
  - Site Boundary

TOTAL SITE AREA: 23,237m<sup>2</sup>  
TOTAL BUILDING AREA (GROSS): 2,481m<sup>2</sup>










SCALE 1:1250 @ A3





### 3.2 EXISTING SITE ANALYSIS: MOVEMENT AND CIRCULATION

- KEY**
-  Pedestrian Access
  -  Fence Line
  -  Vehicle Access
  -  Vehicle Route
  -  Pedestrian Crossing
  -  Traffic Light Intersection
  -  Bus Stop



SCALE 1:1250 @ A3



### 3.3 EXISTING SITE ANALYSIS: BUILDING ALLOCATION



- KEY**
- T Relocatable Teaching Space
  - H Hall
  - BOT Owned Building
  - A Admin
  - L Library
  - T Toilets
  - O Ancillary
  - G Field/Court
  - O Playground

- Refer to Section 4.1, Page 8 for Ministry of Education (MoE) schedules

SCALE 1:1250 @ A3





# 4.1 MOE SCHEDULES K2 INFORMATION AND ENTITLEMENT

Building ID	Building Type	Building Status	MOE Ownership	Authorized Capitalization	Block	GIA	Year Built	Building Name	Standard Special Gym Sp	Legit	Teach	Lib	Enroll	Rec	Admin	Gym	Other	Standard Toilets	Accessible Toilets	Urinals	Total Toilets	Floor Area	MOI Area	BOI Area	CV Area
14577	School Building	IN USE	100.00		1	572	1964	ADMINISTRATION BLOCK- Rm 102-1	5.0	0	356.7	127	0	33.7	203.03	0	0	8	0	2	10	822.00	822.00	0.00	0.00
14578	School Building	IN USE	100.00		2	606	1975	ROOMS 7,8,9,15,16,17,18,19	7.0	0	473.3	0	0	0	17.37	0	0	9	0	1	10	606.00	606.00	0.00	0.00
14579	School Building	IN USE	30.38		3	398	1966	COMMUNITY HALL	-	0	0	0	293.04	14.97	0	0	46.78	5	0	0	5	398.00	134.92	139.45	157.63
14580	School Building	IN USE	100.00		4	388	1964	ROOMS 5 AND 6	2.0	0	417.2	0	0	0	0	0	4	0	2	5	388.00	188.00	188.00	0.00	
14581	School Building	IN USE	100.00		5	418	1965	JUNIOR BLOCK- Rooms 1-4	2.0	151.65	141.72	0	0	23.73	0	0	0	5	1	2	8	433.00	433.00	0.00	0.00
14582	School Building	IN USE	100.00		6	308	1966	ROOM 16	1.0	0	70.22	0	0	22	0	0	0	0	0	0	0	308.00	308.00	0.00	0.00
14583	School Building	IN USE	100.00		9	46	1963	DENTAL CLINIC- Waiting Together Room	-	0	0	0	0	0	36.82	0	0	1	0	0	1	46.00	46.00	0.00	0.00
15775	School Building	IN USE	100.00		11	35	2003	Teaching- Room 20	-	82.6	0	0	0	0	0	0	0	0	0	0	0	82.60	82.60	0.00	0.00
<b>Total</b>									17.0	234.25	1188.87	127	281.48	111.76	259.87	6	45.88	52	1	7	40	2772.00	2494.82	139.45	157.63

The following table must be completed by the Lead Designer with attention drawn to any changes in areas (m<sup>2</sup>) from the Master Plan:

Preliminary Design - Gross Area Schedule																									
SPG total gross area allocation - MOE net area x 1.3 (new buildings only)	Existing buildings	Entitlement for build roll	Surplus / (deficit) to build roll	Existing to be demolished	Existing to remain	New build	Total existing and new	Surplus / (deficit) to entitlement	Comments																
Number of teaching spaces	17	22																							
Teaching and learning (teaching space) (m <sup>2</sup> )	1,477.9	2,003.2	-605	0	1,477.9	603	1,980.9	-102.3	Entitlement does not allow for a whole TS increase 7/622 per teaching space increase																
Resource (m <sup>2</sup> )	134.2	96.9	37.2	0	134.2	0	134.2	37.2	Surplus to be made good in future stages																
Administration (m <sup>2</sup> )	312	273.5	38.5	0	312	0	312	38.5	Surplus to be made good in future stages																
Library (m <sup>2</sup> )	167.9	88.77	72.1	0	167.9	0	167.9	72.1	Surplus to be made good in future stages																
Multi-purpose hall (m <sup>2</sup> )	106.0	332.7	-218.8	0	106.0	0	106.0	-218.8	Deficit to be made good in future stages																
Gymnasium (m <sup>2</sup> )	0	0	0	0	0	0	0	0																	
<b>TOTALS (m<sup>2</sup>)</b>	<b>2,168.0</b>	<b>2,995.07</b>	<b>-916</b>	<b>0</b>	<b>2,168.0</b>	<b>603</b>	<b>2,811.9</b>	<b>-793</b>																	
Board owned buildings (m <sup>2</sup> )	119.45	0	0	0	119.45	0	119.45	0																	

Flat Bush School School Entitlement		
	Existing	Build to Masterplan
Classroom TS (excl gym)	17	34
Gymnasium TS	0.0	0.0
Classroom area	1,189	2,590
Gymnasium area	0	0
Library area	127	85
Administration area	251	273
Resource area	108	97
Hall / Multi-purpose area	86	404
Legitimate	234	234
<b>Total net area</b>	<b>1,996</b>	<b>3,682</b>
<b>Total gross area</b>	<b>2,481</b>	<b>4,787</b>
<b>Total school roll</b>	<b>446</b>	<b>800</b>
MI	0	0
ORS high	3	3
ORS very high	0	0
Outside technology roll	0	0





# 5.1 MASTER PLAN DEVELOPMENT

## STAGE 1 - REMOVAL



Relocate Caretaker's shed

Remodel Parking Area to introduce 10 additional car parks

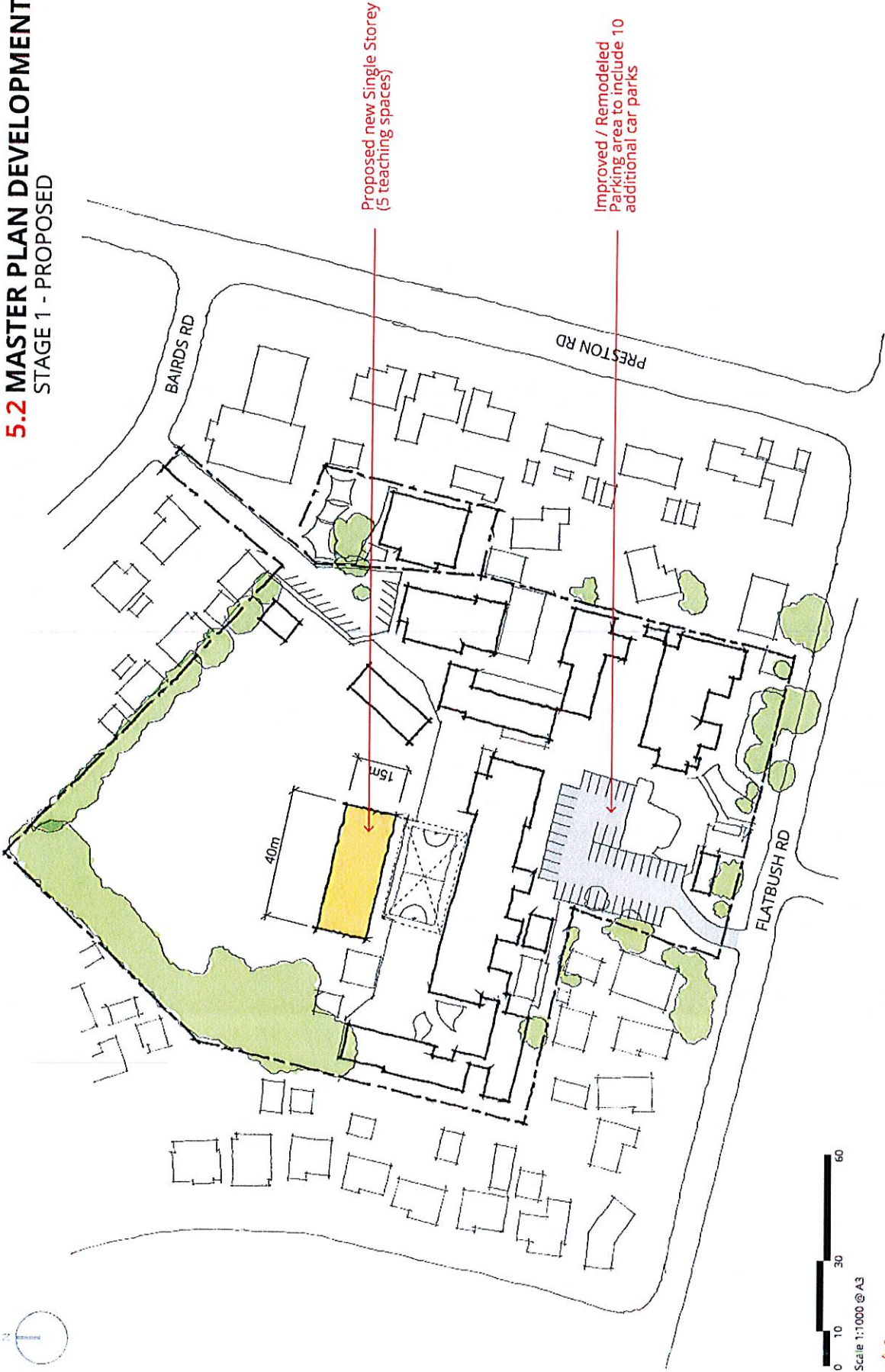


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# 5.2 MASTER PLAN DEVELOPMENT

STAGE 1 - PROPOSED

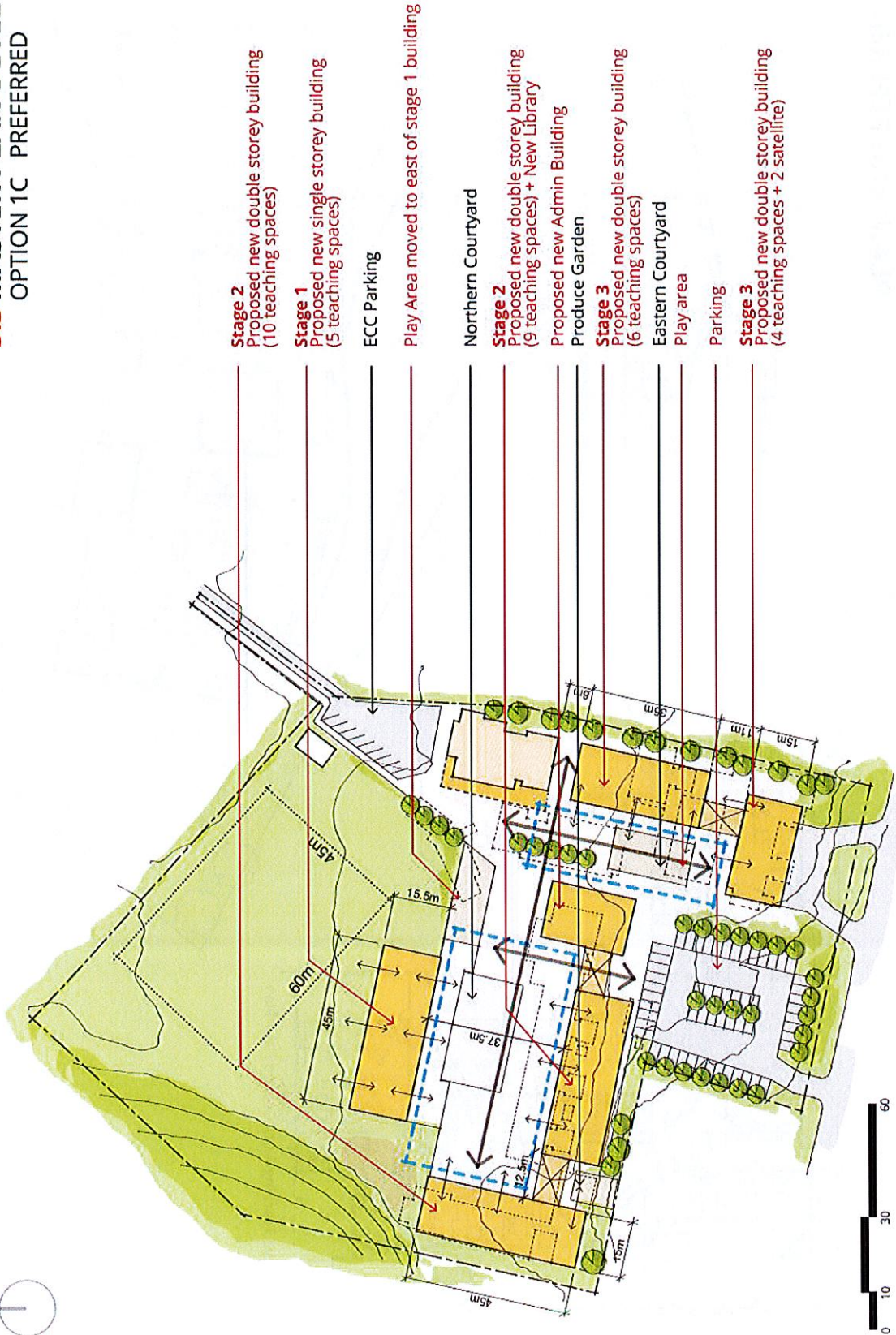


Proposed new Single Storey  
(5 teaching spaces)

Improved / Remodeled  
Parking area to include 10  
additional car parks



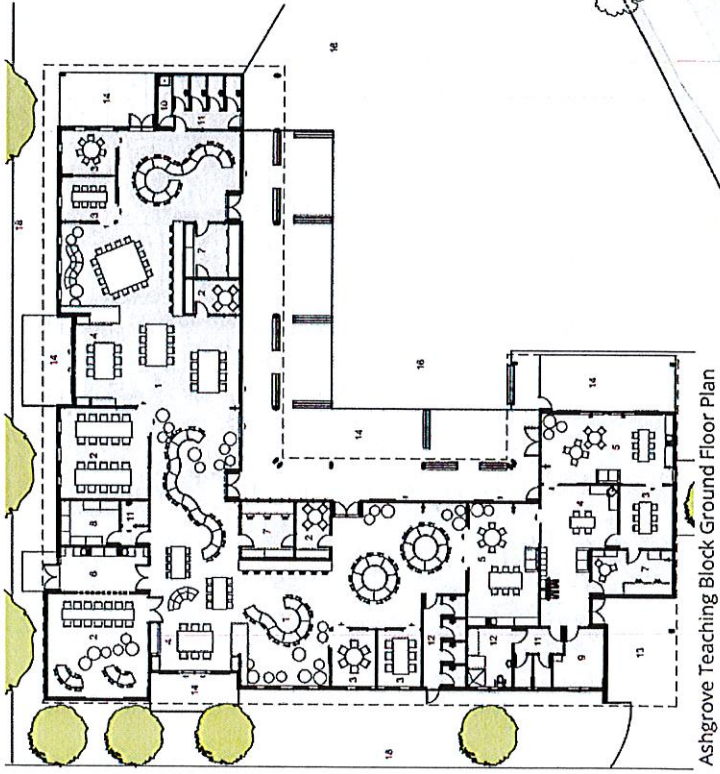
# 5.3 MASTER PLAN DEVELOPMENT OPTION 1C PREFERRED



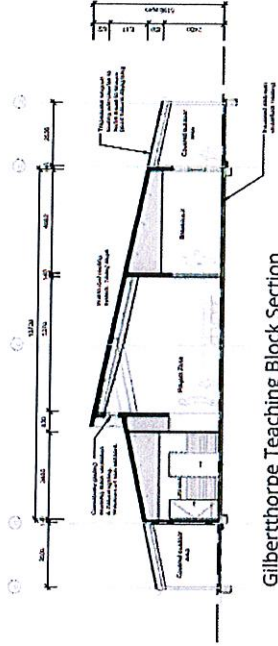
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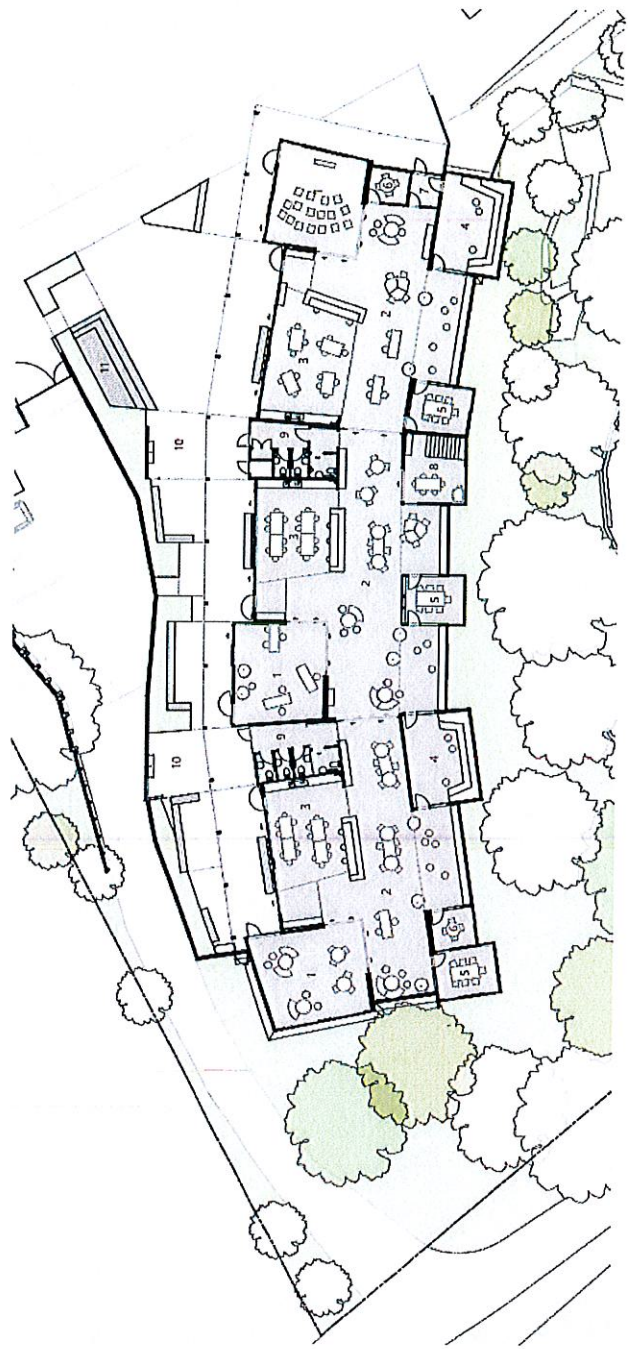
## 6.1 PLANNING REFERENCES



Ashgrove Teaching Block Ground Floor Plan



Gilbertthorpe Teaching Block Section



Khandallah Teaching Block Floor Plan (Context)



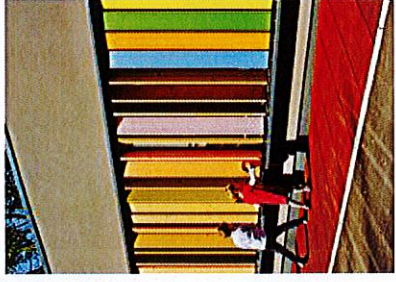
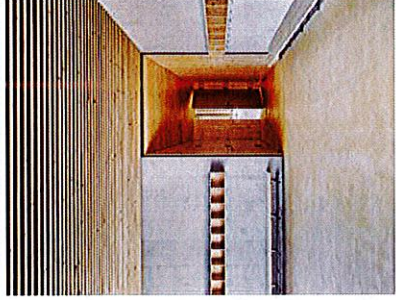
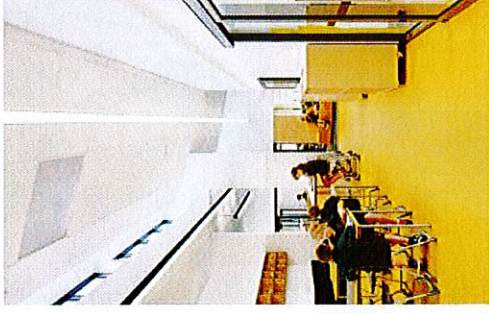
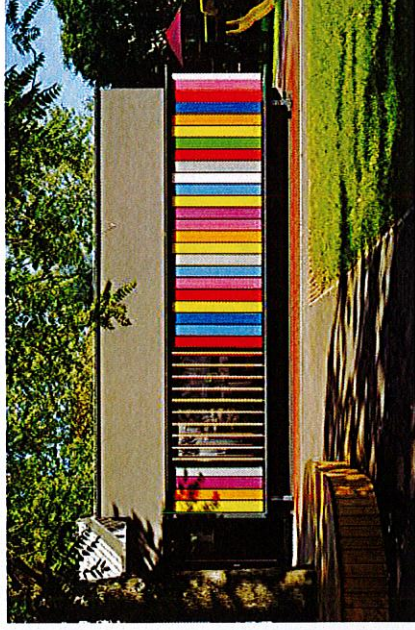


## 6.2 ARCHITECTURAL INSPIRATION

Bennett Elementary School, Washington, USA



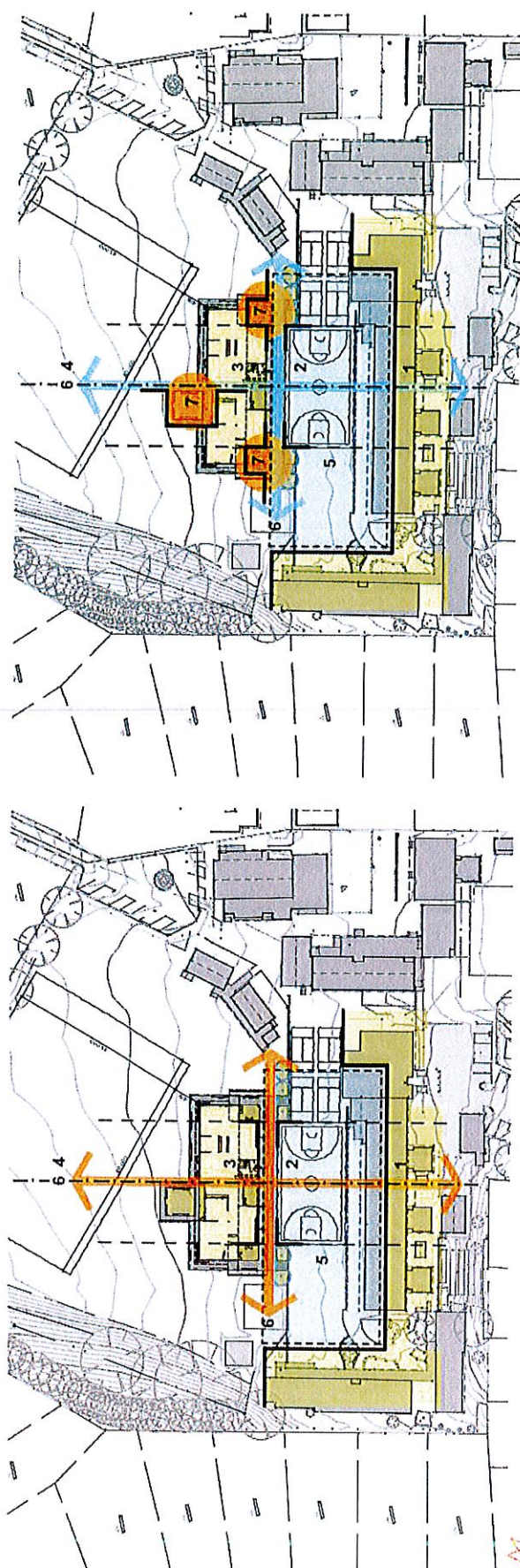
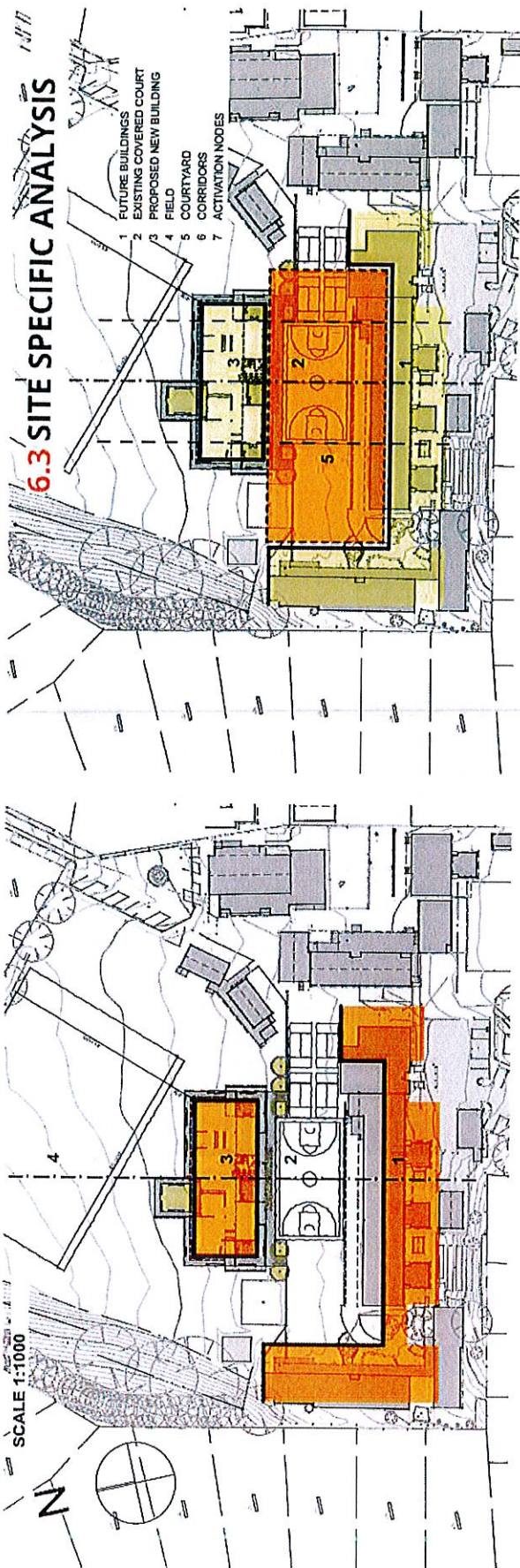
Kidergarden, Slovenia



Kyneton Primary School, Australia







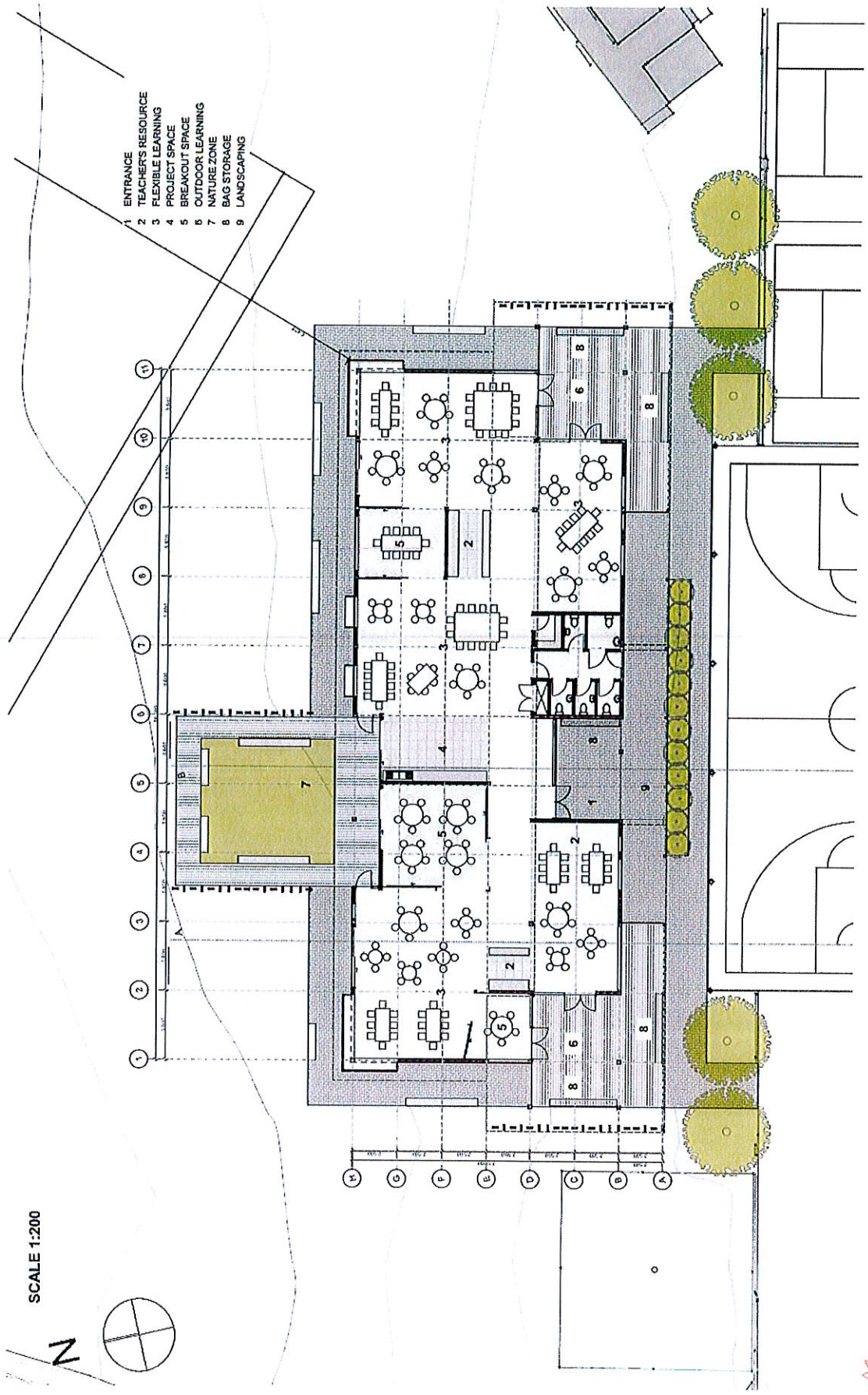


# 6.4 PRELIMINARY DRAWINGS

## SITE PLAN STAGE 1



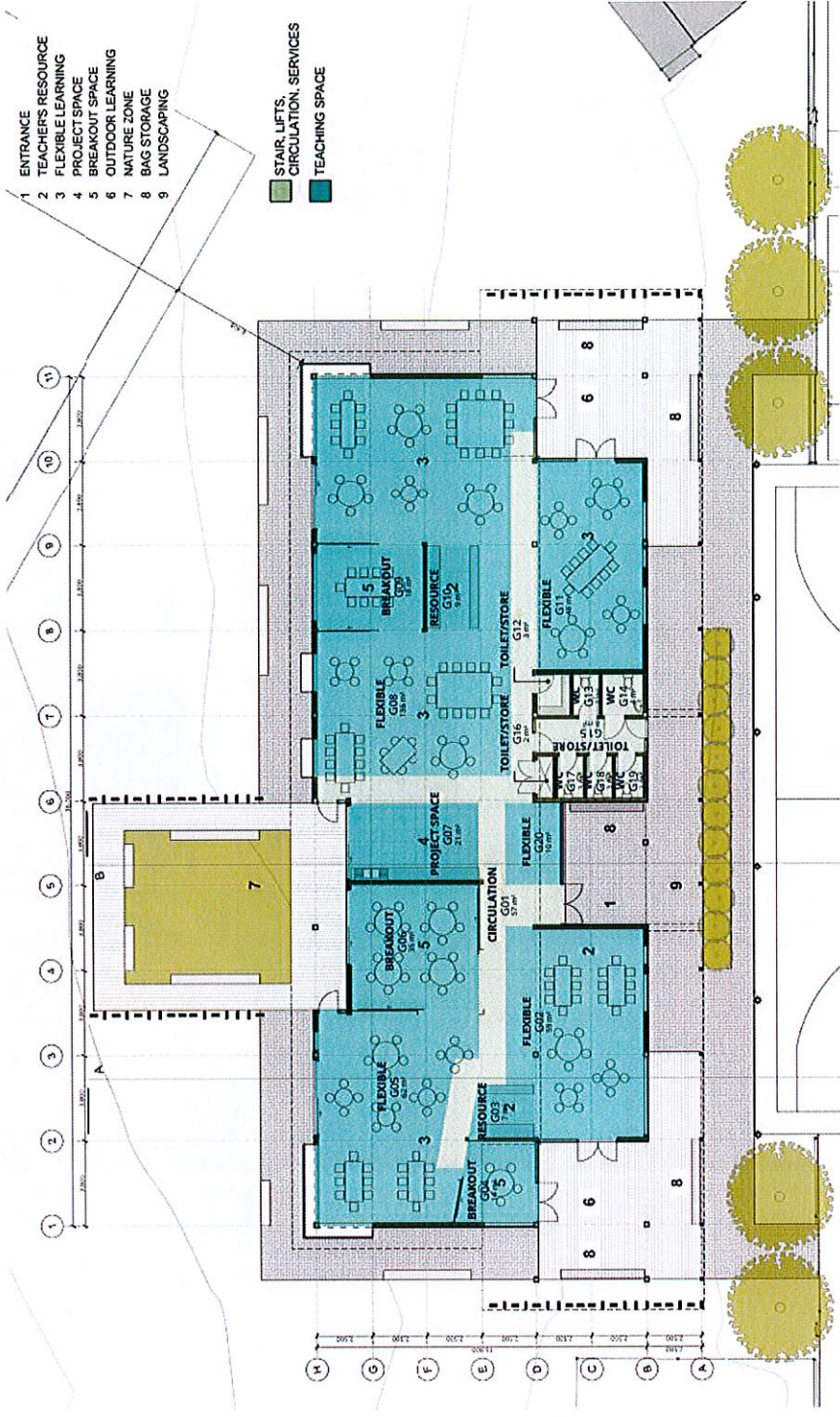
# 6.5 PROPOSED FLOOR PLAN





# 6.6 PRELIMINARY DRAWINGS GROSS AREA PLANS

GROSS AREA	
NAME	AREA USAGE
BREAKOUT	164 sqm
FLEXIBLE	175 sqm
PROJECT SPACE	15 sqm
TEACHING SPACE	18 sqm
TEACHING SPACE (1)	418 sqm
CIRCULATION	57 sqm
STAIRS, LIFTS, CIRCULATION, SERVICES	15 sqm
STAIRS, LIFTS, CIRCULATION, SERVICES	15 sqm
STAIRS, LIFTS, CIRCULATION, SERVICES	85 sqm
STAIRS, LIFTS, CIRCULATION, SERVICES	523 sqm



1 LEVEL 00 - GROSS AREA PLAN  
A3 SCALE 1:200 A1 SCALE 1:100



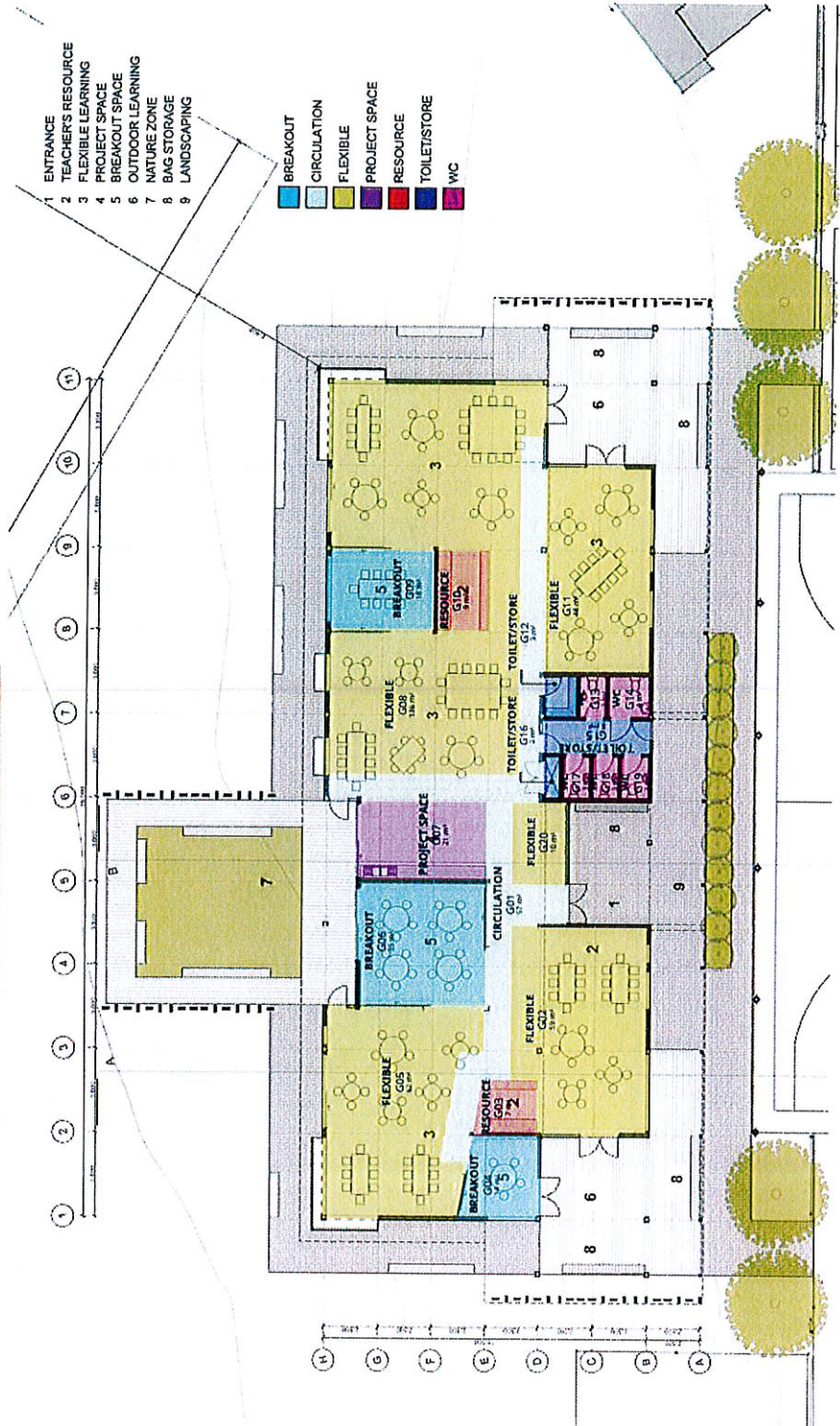
NET SCHEDULE	
NAME	AREA
ENTRANCE	11.00m <sup>2</sup>
TEACHER'S RESOURCE	11.00m <sup>2</sup>
FLEXIBLE LEARNING	11.00m <sup>2</sup>
PROJECT SPACE	11.00m <sup>2</sup>
BREAKOUT SPACE	11.00m <sup>2</sup>
OUTDOOR LEARNING	11.00m <sup>2</sup>
NATURE ZONE	11.00m <sup>2</sup>
BAG STORAGE	11.00m <sup>2</sup>
LANDSCAPING	11.00m <sup>2</sup>

ROOM SCHEDULE			
NUMBER	NAME	AREA	OCCUPANCY
G01	CIRCULATION	11.00m <sup>2</sup>	10
G02	TEACHER'S RESOURCE	11.00m <sup>2</sup>	10
G03	FLEXIBLE LEARNING	11.00m <sup>2</sup>	10
G04	PROJECT SPACE	11.00m <sup>2</sup>	10
G05	BREAKOUT SPACE	11.00m <sup>2</sup>	10
G06	OUTDOOR LEARNING	11.00m <sup>2</sup>	10
G07	NATURE ZONE	11.00m <sup>2</sup>	10
G08	BAG STORAGE	11.00m <sup>2</sup>	10
G09	LANDSCAPING	11.00m <sup>2</sup>	10

ROOM SCHEDULE			
NUMBER	NAME	AREA	OCCUPANCY
G10	ENTRANCE	11.00m <sup>2</sup>	10
G11	TEACHER'S RESOURCE	11.00m <sup>2</sup>	10
G12	FLEXIBLE LEARNING	11.00m <sup>2</sup>	10
G13	PROJECT SPACE	11.00m <sup>2</sup>	10
G14	BREAKOUT SPACE	11.00m <sup>2</sup>	10
G15	OUTDOOR LEARNING	11.00m <sup>2</sup>	10
G16	NATURE ZONE	11.00m <sup>2</sup>	10
G17	BAG STORAGE	11.00m <sup>2</sup>	10
G18	LANDSCAPING	11.00m <sup>2</sup>	10

# 6.7 PRELIMINARY DRAWINGS

## NET AREA PLANS



- 1 ENTRANCE
- 2 TEACHER'S RESOURCE
- 3 FLEXIBLE LEARNING
- 4 PROJECT SPACE
- 5 BREAKOUT SPACE
- 6 OUTDOOR LEARNING
- 7 NATURE ZONE
- 8 BAG STORAGE
- 9 LANDSCAPING

- BREAKOUT
- CIRCULATION
- FLEXIBLE
- PROJECT SPACE
- RESOURCE
- TOILET/STORE
- WC

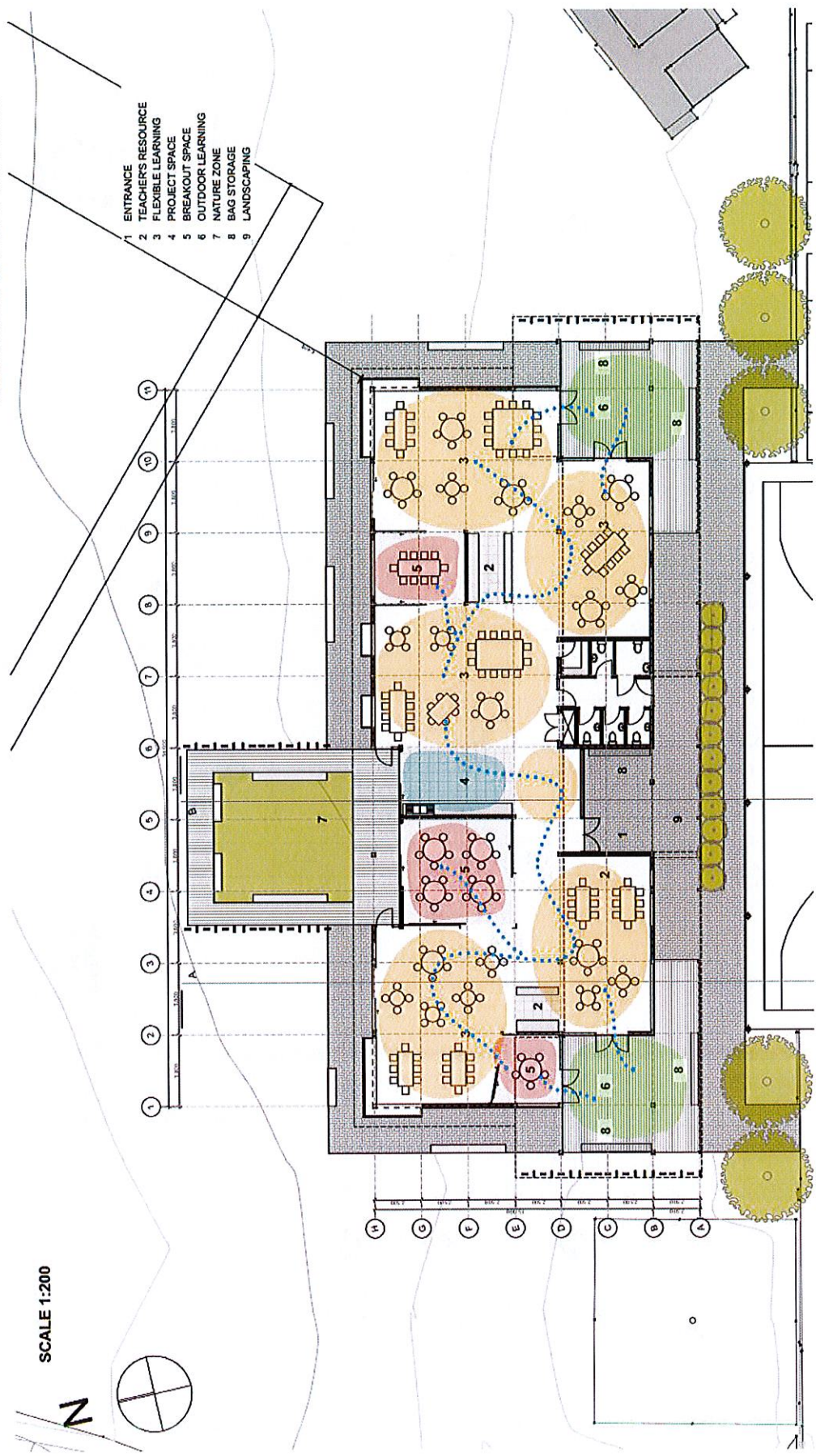
1  
LEVEL 00 - AREA PLAN  
A3 SCALE 1:200 A1 SCALE 1:100





# 6.8 PRELIMINARY DRAWINGS

## LEARNING SPACE ANALYSIS

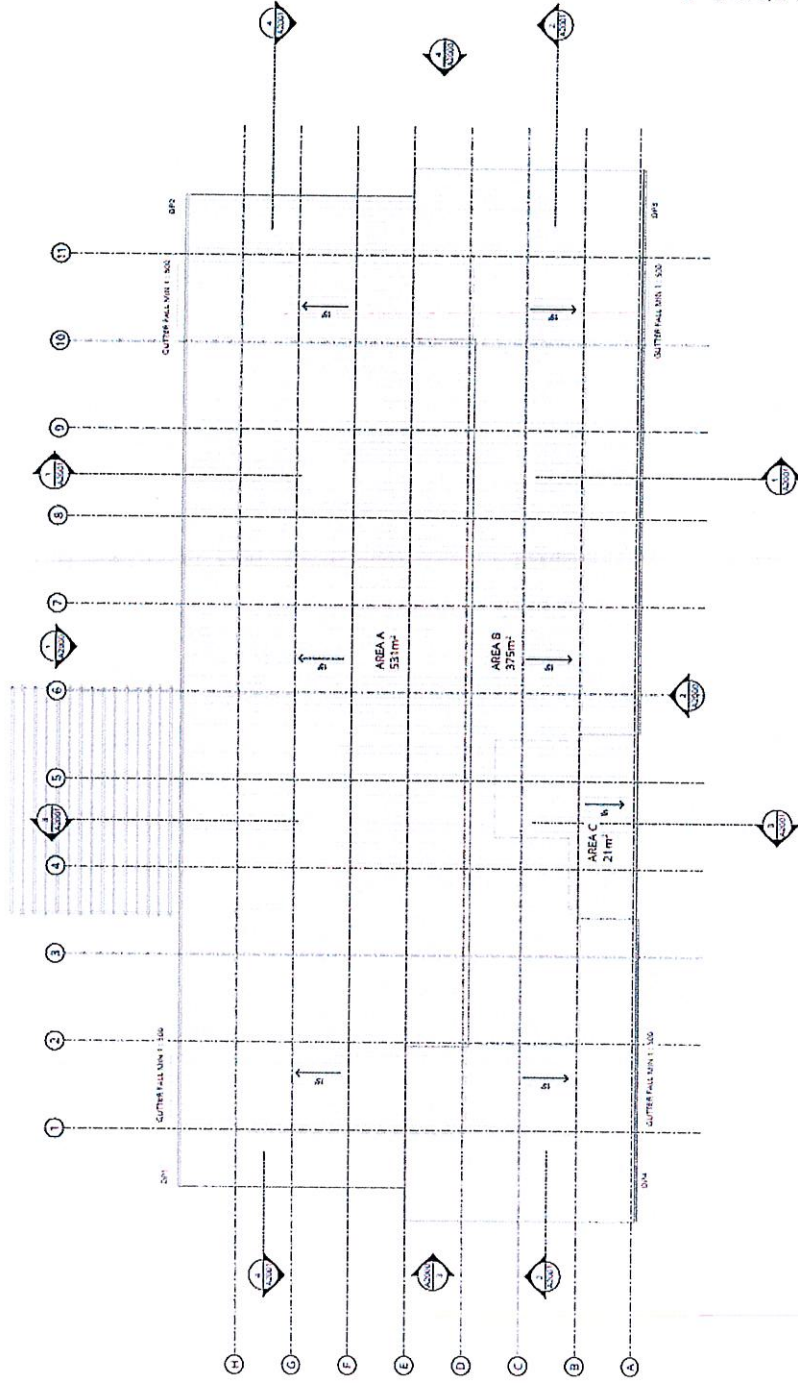


SCALE 1:200



# PRELIMINARY DRAWINGS ROOF PLAN

6.9



1  
ROOF PLAN  
A3 SCALE 1:200

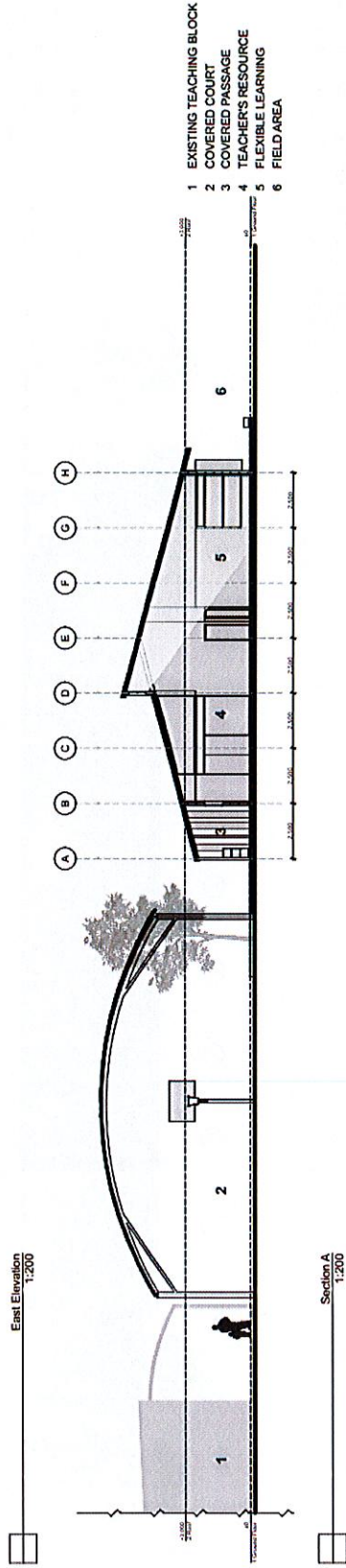
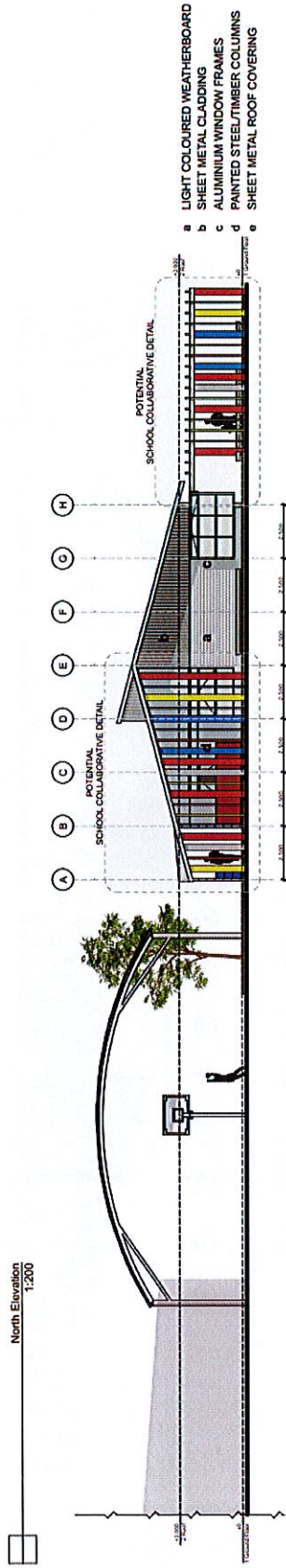
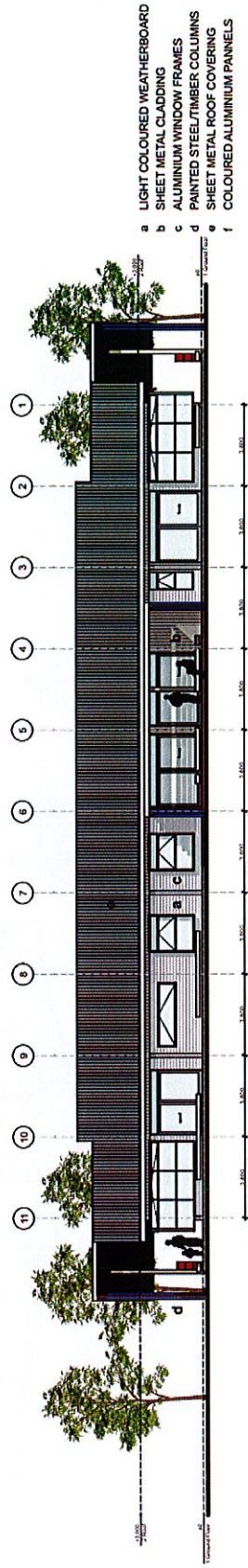


**ROOF CALCULATION**

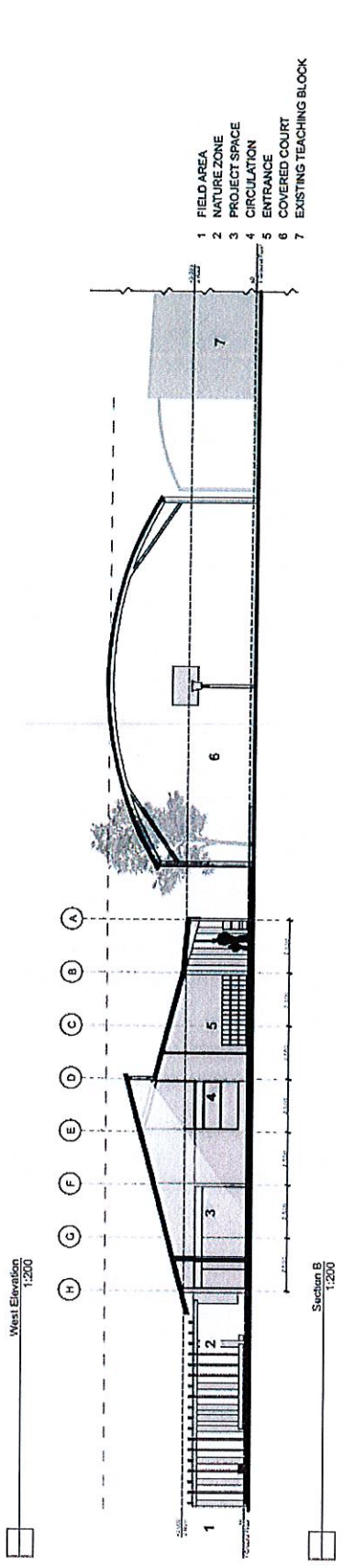
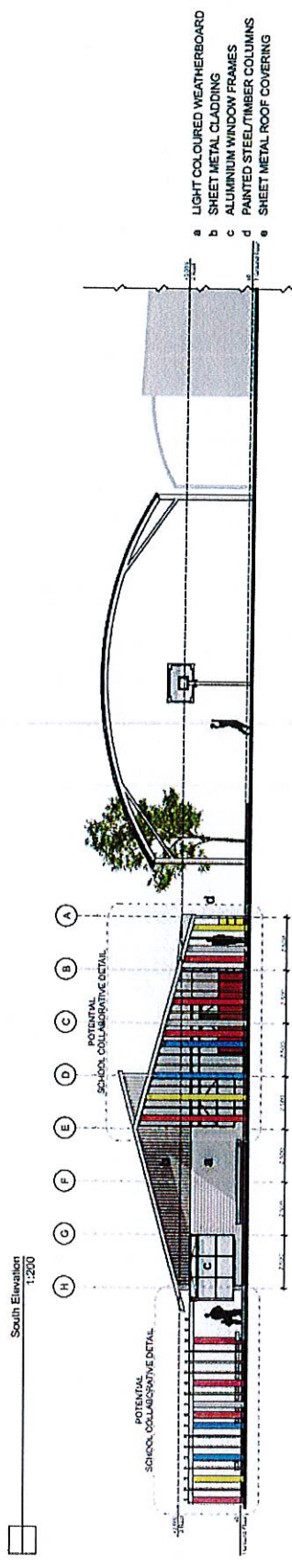
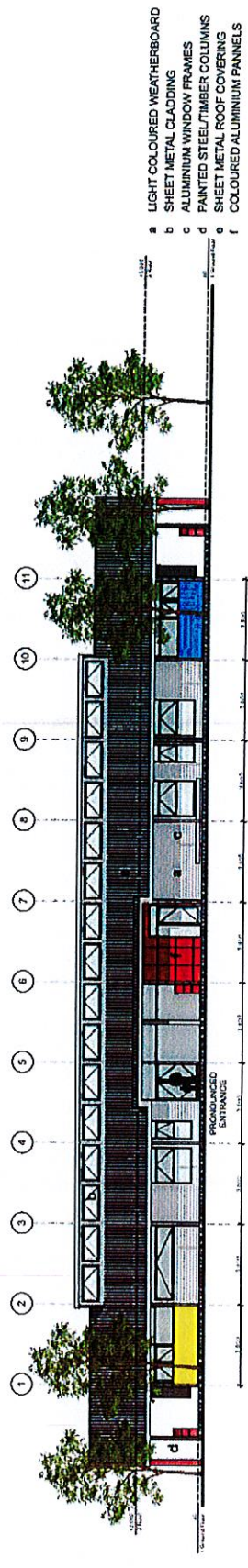
OVERALL ROOF AREA :	927 m <sup>2</sup>
ROOF AREA A :	53 m <sup>2</sup>
DOWNPIPES	
N <sub>o.</sub> OF DOWNPIPES :	*2 DP1, DP2
DOWNPIPE SIZE :	80 <sup>2</sup>
ROOF AREA B :	375 m <sup>2</sup>
DOWNPIPES	
N <sub>o.</sub> OF DOWNPIPES :	*2 DP3, DP4
DOWNPIPE SIZE :	80 <sup>2</sup>
ROOF AREA C :	21 m <sup>2</sup>
DOWNPIPES	



# 6.10 PRELIMINARY DRAWINGS ELEVATIONS



# 6.10 PRELIMINARY DRAWINGS SECTIONS & ELEVATIONS





**6.11** PRELIMINARY DRAWINGS  
RENDER











Whakawhanangātanga  
'we work for each other'


Manaakitanga  
'we care about others'

Atawhiri  
'we help others'

Tu pono  
'we know who we are'

Mahi Ngatahi  
'we work as a team'

Arohātia  
'we encourage others'

Whakawhanangātanga  
'we work for each other'

Manaakitanga  
'we care about others'

Atawhiri  
'we help others'

Tu pono  
'we know who we are'

Mahi Ngatahi  
'we work as a team'

Arohātia  
'we encourage others'





Whakawhanangātanga  
'we work for each other'


Manaakitanga  
'we care about others'

Atawhiri  
'we help others'

Tu pono  
'we know who we are'

Mahi Ngatahi  
'we work as a team'

Arohātia  
'we encourage others'

Whakawhanangātanga  
'we work for each other'


Manaakitanga  
'we care about others'

Atawhiri  
'we help others'

Tu pono  
'we know who we are'

Mahi Ngatahi  
'we work as a team'

Arohātia  
'we encourage others'






# **Flat Bush Primary School**

## **Statement of Kiwisport Funding**

### **For the year ended 31 December 2021**

During the year, Flat Bush School received the sum of \$6,371.79 (excl. GST) for Kiwisport funding from the Ministry of Education. These funds enabled our students to participate in the following sports.

Although the Covid situation meant there weren't as many tournaments to participate in, the school's coaches still invested time by coaching our students and encouraging them to have a go at new sports within our own school.

- \* Cricket
- \* Barbarians Rugby at Bruce Pulman Park
- \* Basketball
- \* Rugby League
- \* Touch Rugby
- \* Chess
- \* Netball
- \* Ripa Rugby
- \* Orienteering
- \* Soccer
- \* Athletics
- \* Softball
- \* HAGS (have a go at sports day)