

FLAT BUSH PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	1277
Principal:	Mr Banapa Avatea
School Address:	20 Flat Bush Road, Otara, Auckland
School Postal Address:	20 Flat Bush Road, Otara, Auckland
School Phone:	09 274 8279
School Email:	office@flatbush.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained
Tofa Paniani	Chair Person	Elected
Banapa Avatea	Principal	ex Officio
Daena Roberts	Parent Rep	Elected
Elizabeth Makoni	Parent Rep	Elected
Lafo Asiata	Parent Rep	Elected
Dinah Winiata	Staff Rep	Elected

Accountant / Service Provider: Sheryl Lane, Chartered Accountant

FLAT BUSH PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2018

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Flat Bush Primary School

Statement of Responsibility

For the year ended 31 December 2018

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

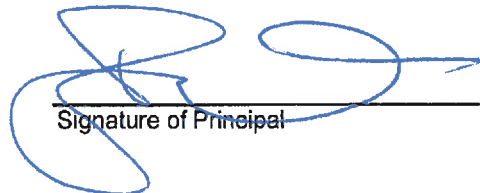
Tofa Paniani
Full Name of Board Chairperson



Signature of Board Chairperson

28.5.2019
Date:

Banapa Avatea
Full Name of Principal



Signature of Principal

28.5.2019
Date:

Flat Bush Primary School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget \$	2017 Actual \$
Revenue				
Government Grants	2	3,739,012	2,898,988	3,583,427
Locally Raised Funds	3	128,064	103,450	182,389
Interest Earned		11,340	10,000	12,734
Other Revenue		-	-	-
		<u>3,878,416</u>	<u>3,012,438</u>	<u>3,778,550</u>
Expenses				
Locally Raised Funds	3	100,242	93,800	128,277
Learning Resources	4	2,514,785	2,436,990	2,469,534
Administration	5	190,149	167,240	190,265
Finance		6,320	4,000	3,435
Property	6	896,739	207,100	848,112
Depreciation	7	155,815	100,000	145,155
		<u>3,864,050</u>	<u>3,009,130</u>	<u>3,784,778</u>
Net Surplus / (Deficit) for the year		14,366	3,308	(6,228)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>14,366</u>	<u>3,308</u>	<u>(6,228)</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.



Flat Bush Primary School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2018

	Actual 2018 \$	Budget 2018 \$	Actual 2017 \$
Balance at 1 January	<u>898,042</u>	<u>901,350</u>	<u>893,849</u>
Total comprehensive revenue and expense for the year	14,366	3,308	(6,228)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	10,421
Equity at 31 December	<u>912,408</u>	<u>904,658</u>	<u>898,042</u>
Retained Earnings	912,408	904,658	898,042
Equity at 31 December	<u>912,408</u>	<u>904,658</u>	<u>898,042</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.



Flat Bush Primary School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	137,314	98,681	76,065
Accounts Receivable	9	144,259	130,815	130,815
GST Receivable		14,650	15,058	15,058
Prepayments		24,003	43,341	43,341
Inventories	10	22,500	8,589	8,589
Investments	11	220,395	220,395	220,395
Funds Due from the Ministry of Education	17	6,854	-	-
		<u>569,975</u>	<u>516,879</u>	<u>494,263</u>
Current Liabilities				
Accounts Payable	13	184,612	174,080	174,079
Revenue Received In Advance	14	149	173	174
Provision for Cyclical Maintenance	15	23,478	21,500	21,500
Finance Lease Liability - Current Portion	16	40,142	13,469	13,469
		<u>248,381</u>	<u>209,222</u>	<u>209,222</u>
Working Capital Surplus/(Deficit)		321,594	307,657	285,041
Non-current Assets				
Property, Plant and Equipment	12	696,025	674,472	674,472
		<u>696,025</u>	<u>674,472</u>	<u>674,472</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	58,891	59,300	43,300
Finance Lease Liability	16	46,320	18,171	18,171
		<u>105,211</u>	<u>77,471</u>	<u>61,471</u>
Net Assets		<u><u>912,408</u></u>	<u><u>904,658</u></u>	<u><u>898,042</u></u>
Equity		<u><u>912,408</u></u>	<u><u>904,658</u></u>	<u><u>898,042</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.



Flat Bush Primary School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,139,219	1,098,988	1,163,157
Locally Raised Funds		130,661	103,450	197,063
Goods and Services Tax (net)		408	-	3,491
Payments to Employees		(580,581)	(613,300)	(605,829)
Payments to Suppliers		(504,079)	(475,830)	(685,022)
Cyclical Maintenance Payments in the year		-	(16,000)	-
Interest Paid		(6,320)	(4,000)	(3,435)
Interest Received		11,340	10,000	13,230
Net cash from / (to) the Operating Activities		190,648	103,308	82,655
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(93,315)	(100,000)	(173,596)
Purchase of Investments		-	-	-
Net cash from / (to) the Investing Activities		(93,315)	(100,000)	(173,596)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	10,421
Finance Lease Payments		(29,230)	-	(12,759)
Net cash from Financing Activities		(36,084)	-	(2,338)
Net increase/(decrease) In cash and cash equivalents		61,249	3,308	(93,279)
Cash and cash equivalents at the beginning of the year	8	76,065	95,373	169,344
Cash and cash equivalents at the end of the year	8	137,314	98,681	76,065

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 Cash Flow Statement should be read in conjunction with the accompanying notes.



Flat Bush Primary School

Notes to the Financial Statements

For the year ended 31 December 2018

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 Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 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.

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) 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.

g) 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.



h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

Inventories are consumable items held for sale and comprise of stationery and school uniforms. 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.

j) Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

k) 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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

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	3-5 years
Library resources	12.5% Diminishing value



l) 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.

m) 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.

n) Employee Entitlements

Short-term employee entitlements

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

o) Revenue Received in Advance

Revenue received in advance relates to fees received from hall hire 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 unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

p) Provision for Cyclical Maintenance

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

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

q) Financial Assets and Liabilities

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 "loans and receivables" for accounting purposes in accordance with financial reporting standards.

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



r) 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.

s) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

t) 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

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Operational grants	933,017	911,688	879,979
Teachers' salaries grants	1,955,763	1,800,000	1,839,114
Use of Land and Buildings grants	644,030	-	581,156
Resource teachers learning and behaviour grants	18,170	22,300	57,959
Other MoE Grants	188,032	165,000	215,135
Other government grants	-	-	10,084
	<u>3,739,012</u>	<u>2,898,988</u>	<u>3,583,427</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Revenue			
Donations	5,878	1,000	19,176
Bequests & Grants	5,241	50	-
Activities	15,511	12,500	9,191
Trading	80,714	67,700	101,744
Fundraising	1,963	-	417
Other Revenue	18,757	22,200	51,860
	<u>128,064</u>	<u>103,450</u>	<u>182,388</u>
Expenses			
Activities	27,486	17,700	16,216
Trading	72,127	76,000	110,949
Fundraising costs	629	100	310
Other Expenses	-	-	802
	<u>100,242</u>	<u>93,800</u>	<u>128,277</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>27,822</u>	<u>9,650</u>	<u>54,111</u>

4. Learning Resources

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Curricular	45,045	72,990	72,171
Equipment repairs	87	1,000	218
Information and communication technology	28,873	24,500	30,072
Extra-curricular activities	28,735	21,000	37,992
Library resources	1,489	4,500	2,383
Employee benefits - salaries	2,388,186	2,278,500	2,308,882
Staff development	22,370	34,500	17,814
	<u>2,514,785</u>	<u>2,436,990</u>	<u>2,469,532</u>



5. Administration

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Audit Fee	7,833	4,500	6,903
Board of Trustees Fees	8,505	7,000	7,945
Board of Trustees Expenses	9,752	10,700	10,859
Communication	9,135	7,000	8,722
Consumables	21,041	25,000	18,333
Other	38,742	25,520	41,133
Employee Benefits - Salaries	78,561	74,800	78,594
Insurance	12,584	10,500	10,726
Service Providers, Contractors and Consultancy	3,996	2,220	7,050
	<u>190,149</u>	<u>167,240</u>	<u>190,265</u>

6. Property

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Caretaking and Cleaning Consumables	24,253	20,000	21,596
Consultancy and Contract Services	51,424	46,000	55,280
Cyclical Maintenance Expense	17,567	16,000	(10,729)
Grounds	4,499	4,000	8,719
Heat, Light and Water	29,378	28,000	27,262
Repairs and Maintenance	47,151	23,100	89,086
Use of Land and Buildings	644,030	-	581,156
Security	8,809	10,000	10,737
Employee Benefits - Salaries	69,628	60,000	65,005
	<u>896,739</u>	<u>207,100</u>	<u>848,112</u>

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

7. Depreciation

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Building Improvements	25,529	18,000	26,096
Furniture and Equipment	60,218	36,500	52,751
Information and Communication Technology	41,903	34,000	49,950
Leased Assets	25,751	9,500	13,784
Library Resources	2,414	2,000	2,574
	<u>155,815</u>	<u>100,000</u>	<u>145,155</u>



8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	30	53	53
Bank Current Account	134,882	96,031	73,415
Bank Call Account	2,402	2,597	2,597
Cash and cash equivalents for Cash Flow Statement	137,314	98,681	76,065

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.

Of the \$137,314 Cash and Cash Equivalents, nil is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Receivables	1,383	4,005	4,005
Interest Receivable	3,709	3,708	3,709
Teacher Salaries Grant Receivable	139,167	123,102	123,102
	<u>144,259</u>	<u>130,815</u>	<u>130,816</u>
Receivables from Exchange Transactions	5,092	7,713	7,714
Receivables from Non-Exchange Transactions	139,167	123,102	123,102
	<u>144,259</u>	<u>130,815</u>	<u>130,816</u>

10. Inventories

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Stationery	9,269	8,589	8,589
School Uniforms	13,231	-	-
	<u>22,500</u>	<u>8,589</u>	<u>8,589</u>

11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	220,395	220,395	220,395

12. Property, Plant and Equipment

	Opening \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Building Improvements	223,165	-	-	-	(25,529)	197,636
Furniture and Equipment	312,670	78,242	-	-	(60,218)	330,694
Information and Communication	90,817	12,012	-	-	(41,903)	60,926
Leased Assets	29,769	86,298	-	-	(25,751)	90,316
Library Resources	18,051	817	-	-	(2,414)	16,454
Balance at 31 December 2018	<u>674,472</u>	<u>177,368</u>	<u>-</u>	<u>-</u>	<u>(155,815)</u>	<u>696,025</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Building Improvements	535,950	(338,313)	197,636
Furniture and Equipment	957,168	(626,477)	330,694
Information and Communication	568,084	(507,138)	60,926
Leased Assets	133,881	(43,565)	90,316
Library Resources	85,201	(68,748)	16,454
Balance at 31 December 2018	2,280,264	(1,584,241)	696,025

The net carrying value of equipment held under a finance lease is \$90,316 (2017: \$29,769)

	Opening	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements	246,183	3,078	-	-	(26,096)	223,165
Furniture and Equipment	241,233	124,187	-	-	(52,751)	312,669
Information and Communication	95,598	45,171	-	-	(49,950)	90,819
Leased Assets	43,553	-	-	-	(13,784)	29,769
Library Resources	19,463	1,160	-	-	(2,573)	18,050
Balance at 31 December 2017	646,030	173,596	-	-	(145,154)	674,472

	Cost or \$	Accumulated \$	Net Book \$
2017			
Building Improvements	535,950	(312,785)	223,165
Furniture and Equipment	878,928	(566,258)	312,670
Information and Communication Technology	556,052	(465,235)	90,817
Leased Assets	49,830	(20,061)	29,769
Library Resources	84,385	(66,334)	18,051
Balance at 31 December 2017	2,105,146	(1,430,673)	674,472

13. Accounts Payable

	2018 Actual	2018 Budget	2017 Actual
	\$	\$	\$
Operating creditors	13,762	19,834	19,834
Accruals	8,147	7,639	7,638
Employee Entitlements - salaries	162,703	146,607	146,607
	184,612	174,080	174,079
Payables for Exchange Transactions	184,612	174,080	174,079
	184,612	174,080	174,079

The carrying value of payables approximates their fair value.



14. Revenue Received In Advance

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Other	149	173	174
	149	173	174

15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Provision at the Start of the Year	64,800	64,800	75,529
Increase/ (decrease) to the Provision During the Year	18,569	16,000	17,567
Adjustment to the provision	-	-	(28,296)
Use of the Provision During the Year	(1,000)	-	-
Provision at the End of the Year	82,369	80,800	64,800
Cyclical Maintenance - Current	23,478	21,500	21,500
Cyclical Maintenance - Term	58,891	59,300	43,300
	82,369	80,800	64,800

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:

	2018 Actual \$	2018 Budget \$	2017 Actual \$
No Later than One Year	40,142	13,469	13,469
Later than One Year and no Later than Five Years	46,320	18,171	18,171
Later than Five Years	-	-	-
	86,462	31,640	31,640

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:

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Refurbishment of Indoor Breakout Space	<i>completed</i>	-	40,500	47,354	-	(6,854)
Totals		-	40,500	47,354	-	(6,854)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	6,854
	(6,854)

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Drainage	<i>completed</i>	-	-	-	-	-
Totals		-	-	-	-	-



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

During the year Moiho Leaupepe, nephew of the principal, was employed as a Teacher Aide and Julie Avatea, mother of the principal and AJ Leaupepe, nephew of the principal, worked as Relieving Teachers on terms and conditions no more favourable to them than the board would have agreed had there been no relationship to the principal. (2017: During the year Moiho Leaupepe, nephew of the principal, was employed as a Teacher Aide and Julie Avatea, mother of the principal, worked as a Relieving 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 trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	8,505	7,945
Full-time equivalent members	0.17	0.1
<i>Leadership Team</i>		
Remuneration	611,207	628,829
Full-time equivalent members	6	5
Total key management personnel remuneration	619,712	636,774
Total full-time equivalent personnel	6.17	5.10

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	130 - 140
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was nil (2017:nil).

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 trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was nil. (2017: nil)

21. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil) other than as disclosed below.

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) The school has accepted a quote prior to year end from Absolute Interiors Solutions of \$11,606 for wall preparation and installation of Autex acoustic wall-covering for the school hall walls. The work was completed after year end.

(b) The school has accepted a quote prior to year end from Commercial Painting Limited of \$17,111 for the preparation and re-painting of painted and timber walls, doors and frames, window frames, steel beams and columns, skirtings and dado trims in the school hall. The work was completed after year end.

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

As at 31 December 2018 the Board had not signed a new contract for the EFTPOS machine.

(a) operating lease of a EFTPOS Machine;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	85
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	85

(b) Cleaning Contract

	2018 Actual \$	2017 Actual \$
No later than One Year	47,982	-
Later than One Year and No Later than Five Years	11,996	-
Later than Five Years	-	-
	59,978	-



23. Managing Capital

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

24. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Cash and Cash Equivalents	137,314	98,681	76,065
Receivables	144,259	130,815	130,815
Investments - Term Deposits	220,395	220,395	220,395
Total Loans and Receivables	501,968	449,891	427,275

Financial liabilities measured at amortised cost

Payables	184,612	174,060	174,079
Finance Leases	86,462	31,640	31,640
Total Financial Liabilities Measured at Amortised Cost	271,074	205,720	205,719

25. Events After Balance Date

In March 2019 the principal, Mr Banapa Avatea, entered into a Rent To Own Finance Agreement with Equico (a division of FlexiGroup (NZ) Limited) for the installation of synthetic turf on two basketball courts. The total value of the agreement is \$101,810 (2017:nil).



INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF FLAT BUSH PRIMARY SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018

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 Horwath New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2018, 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 2018; 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 30 May 2019. 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 of Trustees 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.

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or,

if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

We communicate with the Board of Trustees 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 of Trustees is responsible for the other information. The other information obtained at the date of our report is Annual Plan, Strategic Plan and Kiwisport Funding but does not include the financial statements, and our auditor's report thereon.


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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *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 Horwath New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

Charter 2019

Strategic Plan
2019-2021

2019 Annual
Plan

Atawhai
Manaakitanga
Whakawhanaungatanga



Arohata
Tu pono
Mahi ngatahi

FLAT BUSH SCHOOL



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’

The Flat Bush Learner

Learner questions, shows initiative and strives to succeed .
Effective at working cooperatively and independently.
Able to read, write and speak with confidence.
Realises the importance of being honest and fair.
Nurtures and respects the environment, themselves and others.
Enthusiastically participates in school and community activities.
Reliable and responsible.



Flat Bush Values

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

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

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

Fealofani: Working together

Tautua: Is serving others in the aiga (family) lotu (church) Nu’u (village) and paepeaga 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, established in 1964. The school has a roll of between 400-430 students. We serve a predominantly Pasifika Maori community, with a significant number of children from non-English speaking backgrounds and a number of our children start school with a limited knowledge of and consequent language difficulties. There is an increasing amount of participation in Early Childhood Education in the community. We have engaged the support of our local Early Childhood Centres, and continued to be involved in the Working Together programme as a means of improving in this area. Our children come from a variety of Pacific backgrounds and Iwi. As is the case in other parts of Auckland there are a high number of rental properties in the area, and a high level of pupil transience. Our school includes a satellite unit from Mt Richmond Special School consisting of two classrooms which was completely refurbished in 2017. We have close links to our local kindergarten which borders our school grounds. In 2019 our specialist classes include three Samoan Focus classes, a Maori focus class (Whiria Nga Tamariki), the Garden to Table Programme, specialist art classes and specialist drumming classes for all year levels as well as a strong sporting programme. In 2019 we will be operating within 3 learning teams and each team consists of six classrooms.

Cultural Diversity and Tikanga Maori

Flat Bush School recognises the importance of all aspects of both Maori and the various Pasifika cultures that make up our student population. The school currently has three Samoan Focus classes in Yrs 1-2, 3-4 and 5-6 as well as a Maori Focus (Whiria Nga Tamariki) for students in Years 4-6. 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 Maori and Te Reo Maori 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 Maori. 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. As a board we believe there is a place at Flat Bush for a Maori Focus class and that through exploration of Te Reo of children these students will continue to develop and build a greater understanding of their culture and identity. We continue to support the Te Reo of children coming in from Kohanga or Kura while at the same time ensuring their success in English. The needs of Maori children entering the school need to be constantly assessed and catered for.

Special Needs

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 always integrated into the mainstream 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



In Week 5 of Term 4, 2018 a survey was conducted to investigate and gather our community's voice on what they viewed as important learning areas and qualities they would like their children to develop during their time in our school.

Learning Areas were separated into 2 groups.

Community response indicated a strong focus on Mathematics/Reading and Writing.

In other curriculum areas Environmental Education/Music Sports and P.E were areas of importance to our community.

The qualities of Respect/Caring and Confidence were the leading qualities that our community selected.

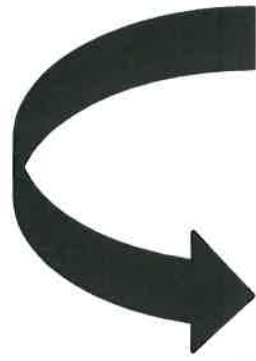
This is the third year we have sent a survey home in T4 and both sets of data from 2017/18 are included

Community Consultation Term 4 2017/18



Subject	2017 931 responses	%	2018 759 responses	%	Variance
E-Learning	66	7.1	61	8.0%	+9
Health	125	13.4	99	13.1	-3
Language and languages	88	9.5	67	8.8	-7
Mathematics	155	16.6	136	17.9	+1.3
Reading	155	16.6	135	17.7	+1.1
Science	65	7.0	38	5.1	-1.9
Social Sciences	44	4.7	23	3.1	-1.6
Te Reo Maori	27	2.9	31	4.1	+1.2
Technology	85	9.2	54	7.1	-2.1
Writing	121	13.0	115	15.1	+2.1





Subject	2017 912 responses	%	2018 745 responses	%	Variance
Dance	72	7.6	57	7.6	-
Drama	59	6.3	41	5.5	-1.2
Environmental Education	116	12.4	99	13.2	+8
Kapa Haka	39	4.2	33	4.4	+2
Music	124	13.3	93	12.4	-9
Pasifika	75	8.1	60	8.0	-1
Physical Activity (fitness)	111	11.9	95	12.7	+8
Physical Education (skills)	112	12.0	84	11.2	-8
Sports (Rugby, Netball, etc)	117	12.6	101	13.5	+9
Visual Art	84	9.0	71	9.5	+5
Other	4	-	11	1.4	+1.4



5 Qualities that are most important for our students to develop in their time with us at FBS					
Quality	2017 995 (total)	%	2018 Responses 740 (total)	%	Variance
Caring	103	10.3%	87	11.7	+1.4
Confidence	135	13.5%	98	13.2	-3
Co-operation	78	7.8%	34	4.5	-3.3
Generosity	32	3.2%	31	4.1	+9
Gratitude	35	3.5%	26	3.5	-
Independence	65	6.5%	60	8.1	+1.6
Perseverance	25	2.5%	20	2.7	+2
Problem solving	97	9.7%	65	8.8	-9
Resilience	23	2.3%	14	1.9	-4
Respect	157	15.7%	127	17.1	+1.4
Responsibility	104	10.4%	84	11.3	+9
Self-control	60	6.0%	50	6.7	+7
Self-Management	59	5.9%	33	4.4	-1.5
Tolerance	22	2.2%	11	1.5	-7



Mathematics

Mathematics: to increase the number of children achieving at or above expected progress in Mathematics Current levels

Maths achievement levels 2016-2018

MATHEMATICS	2016	2017	2018
Above standard	16.8%	18.6%	14.5%
At Standard	42%	35.8%	50.2%
Below Standard	30.3%	38.1%	30.3%
Well Below Standard	10.5%	6.0%	5.0%

In 2017 Junior Teachers began to use the JAM assessment tool and this has been supportive in helping us to make our Overall Teacher Judgements. Also, in 2018 all year levels implemented the Developing Mathematical Inquiry Communities (DMIC) approach to the delivery of Mathematics.

2019 Goal: Our goal therefore for 2019 is to have 80% of all students at or above their expected level of achievement in Mathematics, this is an increase of 15.3% from our 2018 end of year data.

Target 1: To raise student achievement in Mathematics

Historical Position	Strategy	Action(s)	Reflection
Flat Bush School has had PLD in DMIC with Professor Bobbie Hunter and her team	There has been evidence to support that when implemented the Pasifika Maths programme will accelerate student achievement in Mathematics.	The Pasifika Maths approach was taught in all classes in 2018.	Positive shifts across the school as indicated by EOY data
End of year OTJ's in 2018 showed that we have made progress in Mathematics	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	
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.	Several teachers in 2018 attended PLD courses during term breaks. Teachers will be encouraged to focus TAI in Mathematics.
In 2017 the Flat Bush School Mathematics Curriculum Implementation plan was written.	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 strategy in 2019.
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 and Relevant Experiences' to enrich the Mathematics experience. Set up programmes that motivate and inspire students to want to do Mathematics.	
All classes in Yrs 1-2 have access to 8 Ipad's and all classes in Yrs 3-6 have 25 chromebooks	Students in all classes will have access to an ICT device for Mathematics.	Students in all classes will have access to on-line Mathematical learning tools	

Target 1a: To raise student achievement in Mathematics

Student achievement target action plan		Student Group
<p>Annual Target To accelerate the Mathematical achievement of students identified as a cause for concern in Mathematics. All Year 6 male Pasifika students well below expected achievement level to make accelerated progress that will enable them to finish the year at expected level.</p> <p>Historical Position Teachers have had PLD in the teaching of Mathematics through an Inquiry based approach (DMIC)</p> <p>Action Plan</p>	<p>Who is involved / responsible</p> <p>When will it be done by</p>	<p>Gender: Male and Female Ethnicity: Maori and Pasifika Student Year: 6 Targeted group: All Year 6 Maori and Pasifika students below expected progress level in Mathematics</p>
<p>What will the school do to meet the target Leader for Mathematics will be selected from current staff.</p>	<p>When will it be done by</p> <p>Week 5. Term 1</p>	<p>What resources will be allocated</p> <p>Fixed Term Unit for leader</p>
<p>The Mathematics Action Plan to be reviewed by Mathematics Team Leader and SMT.</p>	<p>When will it be done by</p> <p>End of Term 1, 2019</p>	<p>Time (\$300) Release for Math team leader</p>
<p>On-going development of benchmarks for student achievement in line with Mathematic progressions and the New Zealand Curriculum.</p>	<p>When will it be done by</p> <p>Week 8, Term 1, 2019</p>	<p>Maths Co-leaders and team</p>
<p>Obtain data on student achievement via diagnostic testing E-AsTTle/GLOSS/JAM.</p>	<p>When will it be done by</p> <p>Ongoing from Wk 3, T1</p>	<p>Maths team/all teachers</p>
<p>Time 1 goals to be created with students to prepare for Goal setting evening.</p>	<p>When will it be done by</p> <p>Week 4, T1</p>	<p>Teachers</p>
<p>Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students. Mid year data will be collected and analyse and placed onto Etap</p>	<p>When will it be done by</p> <p>Ongoing</p>	<p>Teachers</p>

<p>Children are given daily opportunities to do Mathematics with clear learning focus, feedback and next step.</p> <p>Including Learning experiences outside the class, all aligned with our FBS Mathematics Curriculum Implementation Plan</p> <p>Target group students will be discussed at Team meetings and strategies to accelerate their learning will be shared</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 2020</p> <p>Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes</p>	<p>Terms 1-4</p> <p>Week 4, T1 onwards</p> <p>By the end of Week 4, T4 2019</p> <p>By Week 6, T4 2019</p> <p>Term 1 onwards</p>	<p>Teachers Students</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers/Maths team leader</p> <p>Literacy Leader/syndicates/SMT</p>	<p>Cost of external learning experiences Trip costs</p> <p>Time</p> <p>Time</p> <p>Possible release time</p>
<p>Success Criteria: End of Year assessment data All students to make accelerated progress from start of the year</p>			



Written Language: To increase the number of children achieving at or above expected progress in Written Language
 Current Situation: Written Language achievement based on 2016-2018 results

WRITTEN LANGUAGE	2016	2017	2018
Above Standard	10.8%	11.8%	14.0%
At Standard	42.0%	34.8%	43.4%
Below Standard	33.6%	41.7%	35.4%
Well Below Standard	13.2%	11.8%	7.2%

These results indicate a positive shift in students At or Above expected progress levels. Increased analysis and understanding of assessment data has ensured greater validity in OTJ's. Teachers in our Senior Syndicate focused on Writing in their Teacher Inquiries.

TARGET

For 2019 our target group is anyone achieving below expected progress and in particular those just below standard, with the goal of reaching 80% at or above by the end of the year. Oral language continues to be the driver for improving written language.

Success Criteria

To have 80% At or Above expected progress in Written Language.

Target 1: To raise student achievement in Writing			
Historical Position	Strategy	Action(s)	Reflection
End of year data in 2018 showed that we have made positive progress in Writing	Prepare the 2019 PLD Literacy and Delivery Plan for the school which will have a focus on TAI	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 the needs.	
Flat Bush School recognises the value of continually up-skilling staff and has a commitment to high quality professional development.	Time will be given in staff and curriculum meetings to discuss Literacy programmes, individuals needing enrichment or extension, research and best practice models.	The literacy leaders will ensure, through regular meetings and through the professional development plan, that staff have access to the latest research and best practice. Staff will complete a teacher led inquiry as part of their 2018 Appraisal. This may have a focus on Writing.	
We had teachers engaged with the ALL programme in 2016/17	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	
School has developed a CAAP plan as part of Years 1-2 of ALL.	Syndicates with the support of Lead Teachers in Literacy will review current CAAP and make alterations when and where necessary	Review current CAAP plan and make relevant additions or alterations (on-going)	
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 and Relevant Experiences' to enrich the writing experience. Set up programmes that motivate and inspire students to write.	
All classes in Yrs 1-2 have access to 8 Ipads and all classes in Yrs 3-6 have 25 chromebooks	All students will have access to an ICT device relevant to the learning experience	E-Learning Lead Teacher to support teachers to source and locate learning experiences that will motivate our students e.g. www.literacyshed.com	

Target 1a: To raise student achievement in Writing

Student achievement target action plan		Student Group
Annual Target	80% of all students at or above expected progress levels in Writing	Gender: Male and Female
Historical Position	Teachers have had PLD in the teaching of writing throughout 2014/15 with Stephen Graham and also Vision Education with Accelerated Learning in Literacy (ALL) 2016/17	Ethnicity: Maori and Pasifika Student Year: 6 Targeted group: Year 6 Maori and Pasifika students Below expected progress level in Writing
Action Plan		
What will the school do to meet the target	When will it be done by	Who is involved / responsible
Curriculum leader for Reading and Writing to be selected from current staff.	Week 5, T1 2019	Teachers Principal
The Writing Action Plan to be reviewed, written and followed. On-going development of benchmarks for student achievement in line with Literacy progressions and the New Zealand Curriculum.	End of T2, 2019	Literacy Team Teaching Team
Obtain data on student achievement via diagnostic testing E-AsTTle. Analyse written work samples according to E-AsTTle matrix.	Week 8, T1 2019	Literacy Leaders Teaching Staff
Time 1 goals to be created with students to prepare for Goal setting evening. Data entered onto Etap.	March 2019	Teachers
		What resources will be allocated
		N/A
		\$100.00 (folders etc)
		Time (\$600) Literacy Leaders CRT
		N/A

<p>Each class will design and implement a programme catering specifically to the needs of their students based on the data.</p>	Ongoing	Teachers	NIL Time
<p>Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.</p>	Ongoing	Teachers Literacy Leaders	Nil
<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>	End of T2, 2019	Teachers	Nil
<p>Children are given daily opportunities to write with clear learning focus, feedback and next step. Including Learning experiences outside the class.</p>	Ongoing	Teachers	Trip costs
<p>Analyse student data across strands and cohorts at the end of the year and identify areas for improvement in the following year.</p>	End of Term 4, 2019	Literacy Leaders Teachers	Time
<p>Prioritise spending and resourcing and allocate sufficient funds for 2019.</p>	WK 4 / T4	Literacy Leaders Teaching team Principal	Time
<p>Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes</p>	Term 1 onwards	Literacy Leader/syndicates/SMT	Possible release time
<p>Success Criteria</p>			
<p>End of Year assessment data</p>			
<p>All students to make accelerated progress from start of the year</p>			
<p>Recommendations Differentiated groupings will be established to provide for individual learning needs. Assessment information gathered in the first half of Term 1 will be used to create these groupings. Writing will take place at least 5 times a week and all lessons are part of a school wide emphasis on Literacy</p>			



Reading: To increase the number of children achieving at or above expected progress in Reading
 Reading Language achievement based on 2016-18 results

READING	2016	2017	2018
Above Standard	29.1%	27.1%	27.8%
At Standard	39%	41.1%	39.2%
Below Standard	13.5%	17.4%	28.2%
Well Below Standard	18%	12.9%	4.8%

End of Year OTJ's had 67.0% of all students at or above expected progress level, this is slightly lower than in 2017. Our target for 2019 is to have 80% of all students reading at or above expected progress in Reading

TARGET GROUP

For 2019 our target group is all students working below the expected the progress level in Reading

Success Criteria

80% of pupils at or above (2018: 67.0%)

Target 2: To raise student achievement in Reading

Historical Position	Strategy	Action(s)	Reflection
<p>We worked with Vision Education on Reading PLD in 2015/16/17 as part of ALL.</p>	<p>Prepare the 2019 Literacy Action Plan for the school. Ensure that we are focused on the clear links between Reading, Writing and Oral Language through the strategies being developed e.g. activating prior knowledge, visualisation etc. Review how we collect the data to inform our decisions.</p>	<p>Write the Action Plan and present this to the Board. The Literacy leaders will review all the documentation on pupils and look at the needs across all year levels in our school</p>	
<p>Flat Bush School recognises the value of continually up-skilling staff and has a commitment to high quality professional development.</p>	<p>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.</p>	<p>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.</p>	
<p>We are very involved with Learning Experiences Outside The Classroom L.E.O.T.C including Inquiry throughout the process.</p>	<p>Share in learning experiences through the inquiry process for report and recounts involved with the learning experiences.</p>	<p>Set up "Rich, Real and Relevant Experiences" to enrich reading experiences. Continue to build the relationship between our school and Te Tupu Library</p>	
<p>Students who are achieving above the standard in reading language require further extension.</p>	<p>Set up an extension and enrichment programme to develop these student's abilities.</p>	<p>A planned programme of enrichment and extension is available for our most able readers</p>	
<p>Students who are achieving below the standard in reading are supported.</p>	<p>Reading support available to accelerate their progress student progress through Reading Recovery use of Repetitive Reading and focus on high-frequency sight words</p>	<p>A planned programme of improvement for children working below their chronological age.</p>	
<p>Working Together programme well established in our school. In 2019 this to be extended out to include the Reading Together programme</p>	<p>Lead Teacher to continue promoting both programmes to our school community and to provide Reading Together Workshops in Terms 2 and 4,</p>	<p>Regular information made available to all families.</p>	

Target 2a: To raise student achievement in Reading			
Student achievement target action plan			
Annual Target	Student Group		
80% of all students at or above expected progress levels in Reading	Gender: Male and Female Ethnicity: Maori and Pasifika Student Year: 6	Targeted group: Year 6 students achieving below expected progress level in Reading	
Historical Position	Who is involved / responsible		
There has been Supplementary Support PLD in Reading during 2015/16/17 (Vision Education) through our involvement in the Accelerated Learning in Literacy Plan.	Teachers Principal		
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			
Co-leaders for English (Reading/Writing) to be selected from current staff.	Week 5, T1 2019	Literacy Leaders Principal	Nil
The Reading Action Plan to be reviewed, written and followed. Develop benchmarks for student achievement in line with Literacy progressions and the New Zealand Curriculum.	End of T2, 2019	Associate Principal	\$100 (folders)
Associate Principal to support learning in all Junior classes through a series of observations/modelling and coaching.	Wk 3, T1 onwards	Literacy Leaders Principal	Staffing
Obtain data on student achievement via diagnostic testing, PROBE/STAR, cyclical running records.	Wk 8, T1	Teaching Staff	\$500.00 (PROBE assessment kits)
Each class will design and implement a programme catering specifically to the needs of their students based on the data.	Ongoing	Students / peers / Teacher	Nil
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.	Ongoing	Students / peers / Teacher Literacy Leader	Nil
Raise achievement using National formative testing tools; Time 2/3 data will be collected and analysed. Data on Etap.	Ongoing		N/A

Model correct Reading comprehension strategies using skills developed through PLD e.g. activating prior knowledge, summarising etc.	Ongoing	Associate Principal Teacher and Students	N/A
Lexia Reading programme for selected students (Year 6 cohort)	Terms 1-4 Ongoing	Sela Togiatu	\$1,000
Children are given daily opportunities to read with clear learning focus, feedback and next step. Including Learning experiences outside the class.	Week 5, T1 onwards	Associate Principal Teacher and Students	N/A
Teachers to select Target Groups in Reading that are Well Below/Below the NS in Reading. Ensure these groups are given every opportunity to accelerate in their progress (more than 1 year) across the year.	Week 4 Term 4	Literacy Leader Associate Principal Teacher and Students	N/A
Prioritise spending and resourcing and allocate sufficient funds for 2020.	Week 6 Term 4	Literacy Leader Principal	N/A
Analyse student data across strands and cohorts at the end of the year and identify areas for improvement in the following year. Data on Etap.	Term 1 onwards	Literacy Leaders Principal Teaching team	N/A
Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes		Literacy Leader/syndicates/SMT	Possible release time
Success Criteria			
End of Year assessment data			
All students to make accelerated progress from start of the year			
Recommendations:			
Differentiated groupings will be established to provide for individual learning needs.			
Assessment information gathered in the first half of Term 1 will be used to create these groupings.			
Reading will take place at least 5 times a week and all lessons are part of a school wide emphasis on Literacy.			



School Based Targets for 2019

Based on our results for 2018, and upon discussion with staff we have determined that we need to continue with our goals set around Reading, Writing and Mathematics as well as ensuring the integration of Oral Language into all learning areas.

During 2017-18 we have seen the development of student led inquiry across our school, with the reframing of our school into 3 syndicates in 2018 ensuring all students were involved in school wide units of learning that were based on a common theme.

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)*

E-Learning

In 2016/17 we were involved in the Accelerated Learning in Literacy (ALL), targeting oral language but again it was done via written language results. In 2015 both ERO and management appraisal pointed to the need to move teachers and classes to a more integrated approach to learning, possibly more in terms of how we talk about learning than how we actually do our teaching. We believe E-learning provides a way forward for this. In 2017 we utilised the expertise of a Flat Bush School teacher to build teacher capacity and confidence. This was conducted through a series of observations followed by modelling/coaching sessions across all classrooms.

In 2018 we have increased the number of devices available to all students across our school. This will align with the focus on accelerating boys writing and taking into account feedback from our male students in 2017 that indicated that one barrier identified in Written Language was their preference to write using a keyboard rather than pen or pencil. Also, our school Library has been repurposed as our Centre for Student Inquiry with the introduction of Access It which is another tool to support our focus on student led inquiry.

Overall Teacher Judgements, Years 1-3, 2018

Reading Achievement (3)End2018 Admin Y1-Y3

	Above	At	Below	Total
Y1	24% (26)	44% (48)	33% (36)	110
Y2	51% (32)	17% (11)	32% (20)	63
Y3	42% (33)	40% (31)	18% (14)	78
Totals	36.3% 91	35.9% 90	27.9% 70	251

Writing Achievement (3)End2018 Admin Y1-Y3 2018

	Above	At	Below	Total
Y1	6% (7)	59% (65)	35% (38)	110
Y2	19% (12)	44% (28)	37% (23)	63
Y3	23% (18)	36% (28)	41% (32)	78
Totals	14.7% 37	48.2% 121	37.1% 93	251

Mathematics Achievement (3)End2018 Admin Y1-Y3 2018

	Above	At	Below	Total
Y1	7% (8)	77% (85)	15% (17)	110
Y2	14% (9)	46% (29)	40% (25)	63
Y3	16% (12)	52% (39)	32% (24)	75
Totals	11.7% 29	61.7% 153	26.6% 66	248

Overall Teacher Judgements, Years 4-6, 2018

OTJ Reading 2018 Admin Y4-Y6

8425	NA	Well Below Standard	Below Standard	At Standard	Above Standard	Well Below	At	Above	Total
Y4		13% (10)	11% (9)	50% (40)	26% (21)	11% (9)	50% (40)	26% (21)	80
Y5		6% (4)	46% (33)	39% (28)	10% (7)	46% (33)	39% (28)	10% (7)	72
Y6		13% (8)	31% (19)	39% (24)	16% (10)	31% (19)	39% (24)	16% (10)	61
Totals		10.3% 22	28.6% 61	43.2% 92	17.8% 38	28.6% 61	43.2% 92	17.8% 38	213

OTJ Writing 2018 Admin Y4-Y6 2018

8457	NA	Well Below Standard	Below Standard	At Standard	Above Standard	Well Below	At	Above	Total
Y4		18% (14)	23% (18)	45% (36)	15% (12)	23% (18)	45% (36)	15% (12)	80
Y5		15% (11)	46% (33)	28% (20)	10% (7)	46% (33)	28% (20)	10% (7)	71
Y6		13% (8)	33% (20)	39% (24)	15% (9)	33% (20)	39% (24)	15% (9)	61
Totals		15.6% 33	33.5% 71	37.7% 80	13.2% 28	33.5% 71	37.7% 80	13.2% 28	212

OTJ Mathematics 2018 Admin Y4-Y6 2018

8489	NA	Well Below Standard	Below Standard	At Standard	Above Standard	Well Below	At	Above	Total
Y4		18% (14)	19% (15)	40% (31)	22% (17)	19% (15)	40% (31)	22% (17)	77
Y5		7% (5)	50% (36)	31% (22)	13% (9)	50% (36)	31% (22)	13% (9)	72
Y6		7% (4)	36% (22)	39% (24)	18% (11)	36% (22)	39% (24)	18% (11)	61
Totals		11% 23	34.8% 73	36.7% 77	17.6% 37	34.8% 73	36.7% 77	17.6% 37	210

End of Year Overall Teacher Judgements	2016	2017	Started at FBS at age 5	Did not start At FBS at age 5
Above Standard	29.1%	27.1%	24%	15%
At Standard	42.0%	34.8%	52%	38%
Below Standard	33.6%	41.7%	16%	34%
Well Below Standard	13.2%	11.8%	8%	13%

The following data was based upon comparing students in Yrs 3-6 who had started at FBS at 5 years and those who did not.

These results displayed sizeable differences between the 2 cohorts across all year levels.

It reinforces the importance of retention and illustrates the challenge of transiency.

READING (Years 3-6) Overall Teacher Judgements
Students who started at Flat Bush School

	Well Below Expected @	Below Expected @	At Expected @	Above Expected @	WB/B	AT/AB
Year 3	9% (1)	9% (1)	36 (4)	45 (5)	18%	72%
Year 4	10% (3)	3% (1)	61% (19)	26% (8)	13%	77%
Year 5		33% (9)	52%(14)	15%(4)	33%	67%
Year 6	14%(3)	18%(4)	45%(10)	23%(5)	32%	68%
Total (91)	8% (7)	16% (15)	52% (47)	24% (22)	24%	76%

Students who didn't start at Flat Bush School

	Well Below Expected @	Below Expected @	At Expected @	Above Expected @	WB/B	AT/AB
Year 3	20% (2)	20% (2)	60%(6)		40%	60%
Year 4	14% (7)	16%(8)	43% (21)	27% (13)	30%	70%
Year 5	9% (4)	53% (24)	31%(14)	7%(3)	62%	38%
Year 6	13%(5)	38%(15)	36%(14)	13%(5)	51%	49%
Total (143)	13% (18)	34% (49)	38% (55)	15% (21)	48%	52%

Summary

Students who start school at Flat Bush have a higher rate of achievement in the At or Above categories. Overall, the difference between the 2 groups is clear, students who start at FBS are 24% lower in the Well Below/Below category and 24% higher in the At/Above. This represents an overall swing shift of 48%. This data outlines that we will have to start 2019 with a clear plan to target the Year 6 cohort.

End of Year Overall Teacher Judgements	2016	2017	Started at FBS at age 5	Did not start At FBS at age 5
Above Standard	10.8%	11.8%	17.5%	10.5%
At Standard	42.0%	34.8%	45%	33.8%
Below Standard	33.6%	41.7%	26.3%	37.6%
Well Below Standard	13.2%	11.8%	11.2%	18%

WRITING (Years 4-6) Overall Teacher Judgements
Students who started at Flat Bush School

	Well Below Expected @	Below Expected @	At Expected @	Above Expected @	WB/B	AT/AB
Year 4	10% (3)	23% (7)	52% (16)	16% (5)	33%	67%
Year 5	11% (3)	41% (11)	30% (8)	19% (5)	52%	48%
Year 6	14% (3)	14% (3)	55% (12)	18% (4)	28%	62%
Total (91)	11.3% (9)	26.3% (21)	45% (36)	17.4% (14)	37.6%	62.4%

Students who didn't start at Flat Bush School

	Well Below Expected @	Below Expected @	At Expected @	Above Expected @	WB/B	AT/AB
Year 4	22% (11)	22% (11)	41% (20)	14% (7)	44%	56%
Year 5	18% (8)	50% (22)	27% (12)	5% (2)	68%	32%
Year 6	13% (5)	44% (17)	31% (12)	13% (5)	57%	43%
Total (143)	18% (24)	37.6% (50)	33.8% (45)	10.6% (14)	55.6%	44.4%

Summary

Students who start school at Flat Bush have a higher rate of achievement in the At or Above categories. Overall, the difference between the 2 groups is clear, students who start at FBS are 18% lower in the Well Below/Below category and 18% higher in the At/Above. This represents an overall swing shift of 36%. This data outlines that we will have to start 2019 with a clear plan to target the Year 6 cohort.

End of Year Overall Teacher Judgements	2016	2017	Started at FBS at age 5	Did not start At FBS at age 5
Above standard	16.8%	18.6%	27.8%	12.1%
At Standard	42%	35.8%	36.7%	36.4%
Below Standard	30.3%	38.1%	39.1%	37.9%
Well Below Standard	10.5%	6.0%	6.3%	13.6%

MATHEMATICS (Years 4-6) Overall Teacher Judgements
Students who started at Flat Bush School

	Well Below Expected @	Below Expected @	At Expected @	Above Expected @	WB/B	AT/AB
Year 4	14% (4)	7% (2)	45% (13)	34% (10)	21%	79%
Year 5		52% (14)	30% (8)	18% (5)	52%	48%
Year 6	5% (1)	32% (7)	36% (8)	27% (6)	37%	63%
Total (79)	6.3% (5)	29.1% (23)	36.7% (29)	27.8% (22)	35.4%	64.6%

Students who didn't start at Flat Bush School

	Well Below Expected @	Below Expected @	At Expected @	Above Expected @	WB/B	AT/AB
Year 4	21% (10)	27% (13)	38% (18)	15% (7)	44%	56%
Year 5	11% (5)	49% (22)	31% (14)	9% (4)	68%	32%
Year 6	8% (3)	38% (15)	41% (16)	13% (5)	57%	43%
Total (132)	13.6% (18)	37.9% (50)	36.4% (48)	12.1% (16)	51.5%	48.5%

Summary

Students who start school at Flat Bush have a higher rate of achievement in the At or Above categories. Overall, the difference between the 2 groups is clear, students who start at FBS are 16.1% lower in the Well Below/Below category and 16.1% higher in the At/Above. This represents an overall swing shift of 32.2%. This data outlines that we will have to start 2019 with a clear plan to target the Year 6 cohort.

<p>NAG2A (b)(i) Areas of strength</p>
<p>Subjects: Reading, Writing and Mathematics</p>
<p>Discussion</p> <p>82.0% (64/78) of our Year 3 students At or Above expected achievement level in Reading 76.0% (61/80) of our Year 4 students At or Above the expected achievement level in Reading 76.4% (26/34) of male Pasifika Year 4 students At or Above the expected achievement level in Reading 63.0% (40/63) of students after 2 years at school At or Above the expected achievement level in Writing 84.0% (72/110) of students after 1 year at school At or Above the expected achievement level in Mathematics.</p> <p>OTJ's have been made as a result of an improvement in the moderation and use of assessment data. We have included Running Records as part of a balanced approach to making an OTJ and to include observation, conferencing and regular samples of student work. Year 1-3 teachers use the JAM tool for Mathematics with GLOSS used by Years 4-6 as well as E-AsTTle.</p> <p>Teachers continue to work on addressing areas of need in comprehension and to utilise PLD from previous years</p> <p>Reading Recovery available for selected Year 2 students</p> <p>Library open every lunchtime for students to use</p>
<p>NAG2A (b)(i) Areas for improvement</p>
<p>Subject: Writing and Mathematics</p> <p>Discussion:</p> <p>41% (32/78) of all students after 3 years at school Below or Well Below expected achievement level in Writing 40.0% (25/63) of all students after 2 years at school Below or Well Below expected achievement level in Mathematics 46.0% (33/72) of all Years 5 students at Flat Bush School Below or Well Below expected achievement level in Reading 57.0% (41/72) of all Years 5 students at Flat Bush School Below or Well Below expected achievement level in Mathematics 53.9% (187/347) of all students at Flat Bush School Below or Well Below the National Standard in Mathematics</p>
<p>NAG2A (b)(ii) Basis for identifying areas for improvement</p>
<p>Discussion:</p> <p>Overall Teacher Judgements in 2018 were based on credible assessment data</p> <p>Teachers have developed greater efficacy in the assessing and teaching of Writing and use of E-AsTTle as a formative and summative tool</p> <p>Discussion with teachers has highlighted that the Deliberate Acts of Teaching that support acceleration are not always taking place in Mathematics due to a lack of teacher pedagogical content knowledge</p> <p>Number Knowledge for students upon enrolment is very low and contributes to the large group of students Below the National Standard after 1 year at school</p> <p>Junior Teachers use of the JAM tool in provided rich formative information.</p> <p>Ongoing discussion in staff and syndicate meetings focused on Target groups of students</p>

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

Discussion:

The following plans relate to both Reading, Writing and Mathematics;

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

Build on 2018 focus on Teaching as Inquiry

Teachers to use T1 assessment data to select target groups of students in Reading, Writing and Mathematics

In 2019 all teachers to complete a cycle of inquiry based upon a targeted Reading, Writing or Mathematics group

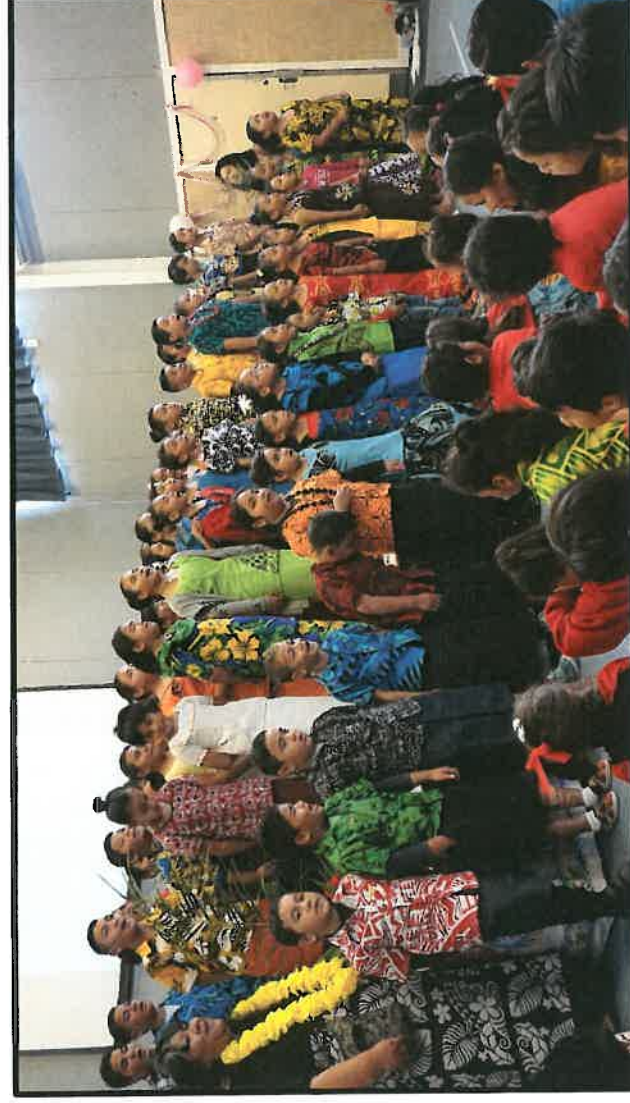
Further strengthen the home school partnership programme (Working Together) for new Year 1 enrolments with the emphasis on Writing and Mathematics

Continue to refine the moderation process at syndicate level to support staff to improve student outcomes and understanding of the National Standards

Continue to develop teacher capability in the analysis and interpretation of assessment data to ensure we use this data to inform teaching practice

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

Ensure teachers are sharing assessment information with students as a way of developing student created learning goals



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. In 2018 we worked on our Student Led Inquiry across all year levels.

Assessment are carried out formally on a preplanned schedule, and informally by teachers as needed

Our main assessments are:

Reading

Running records (monthly to Level 18, twice a year thereafter)

PROBE/STAR

E-AsTTle reading

Wedge graphs (monthly to year 3)

Maths

GLOSS (as needed and formally twice a year)

NUMPA (on entry)

JAM (Years 1-3)

E-AsTTle

Syndicate or level wide pre and post tests in non-numeracy strands

Basic Facts (twice a year)

In Written Language

E-AsTTle rubric

In addition to the formal and informal assessment the appraisal system will encourage teachers to select a Target group in either Reading, Writing and Mathematics as the context to frame their 2018 Teaching Inquiry. Appraisal also includes several class observations which add to the information





Flatbush School

Strategic Plan: 2019-2021

MISSION

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

VISION

‘Success for all learners’

VALUES

Whakawhānauangatanga Manaakitanga,
Atawhai Tu pono, Mahi Ngatahi, Arohatia

Strategic Goals	Strategic Programmes	Initiatives 2019	Success Measures
<p>QUALITY TEACHING Our teachers are highly effective and powerful agents of change with pedagogy built on efficacy and through collaborative inquiry</p> <p>CULTURALLY RESPONSIVE PRACTICE All students have a learning experience that is respectful and responsive to their culture, identity and heritage</p> <p>STUDENT WELL BEING All students feel safe and secure at school and their physical, mental and emotional needs are being met</p> <p>COMMUNITY ENGAGEMENT Our whānau are active participants in their child's learning experience</p>	<p>Teaching as Inquiry undertaken by all • Further progress made in coaching and mentoring • Develop a Growth Mind set mentality</p> <p>• Embed competencies from Tātaikao to meet the needs of all Māori learner • Unpack the cultural competencies from the Tāpasa document</p> <p>• Build understanding of what Student Agency is • Establish platforms that will allow students to promote and share ways to improve well being</p> <p>• Create learning partnerships between FBS and whānau from time of enrolment • Work with community to accelerate achievement for all learners</p>	<p>Practice Analysis Conversations (PACs) used to improve teacher effectiveness</p> <p>• Develop through our Kāhui Ako opportunities to engage with colleagues from other schools</p> <p>• Build knowledge of kawa and tikanga across all year levels • Increase use of Te Reo Māori • Recognise and support our students heritage, identity and multi-cultural diversity</p> <p>• Promote student agency by highlighting the partnership between teacher and learner • Strengthen connection between our students and others in our Kāhui Ako</p> <p>• Working Together: Home school partnership focused on Literacy and Mathematics • Teachers work closely with whānau of all learners on ways to support learner progress</p>	<p>• 80% of All students to be At or Above expected level in Reading, Writing and Mathematics</p> <p>• 80% of All teacher to be at Experienced Teacher level</p> <p>• 80% of teachers at the Registered Teacher Criteria as set out in Tātaikao</p> <p>• Visible evidence of teachers using cultural competencies in their practice</p> <p>• 80% of whānau complete and return NZCER Student Well-Being survey</p> <p>• 100% of our learners state that they feel safe, happy and secure at FBS</p> <p>85% of whānau attend Goal Setting meetings</p> <p>• Increased number of whānau to all consultation meetings.</p>

Action Plan 2/Culturally Responsive

Initiative	2019				2020				2021							
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4				
<p><i>Te Tataiako</i></p> <p>Competencies Ako <i>Whanaungatanga</i> <i>Tangata whenuatanga</i> <i>Manaakitanga</i> <i>Wānanga</i></p>	Revisit competencies at Staff Only Day, (January 29, 2019). Align competencies with current FBS Values	Unpack Ako, Whanaungatanga competencies during staff PLD (Wks 4, 8)	Unpack Tangata whenuatanga, Manaakitanga competencies during staff PLD (Wks 4, 8)	Unpack Wānanga competency during staff PLD (Wk 5)	80% of all teachers at the Registered Teacher Criteria for all competencies 20% at Leader criteria	80% of all teachers at the Registered Teacher Criteria for all competencies 20% at Leader criteria	70% of all teachers at the Registered Teacher Criteria for all competencies 30% at Leader criteria	70% of all teachers at the Registered Teacher Criteria for all competencies 30% at Leader criteria	Align competencies with Teaching Standards at Staff Only Day	Students in Year 6 to present examples of what Ako and Whanaungatanga looks like in action at FBS	Students in Year 5 to present examples of what Ako and Whanaungatanga looks like in action at FBS	Students in Year 4 to present examples of what Ako and Whanaungatanga looks like in action at FBS	Students in Year 3 to present examples of what Ako and Whanaungatanga looks like in action at FBS			
Measurement tool	80% of all teachers at the Registered Teacher Criteria for all competencies 20% at Leader criteria															
<i>Tapasa</i>	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
<p>Turu 1: Identities, language and cultures</p> <p>Turu 2: Collaborative and respectful relationships and professional behaviour</p> <p>Turu 3: Effective Pacific pedagogies</p>	Introduce Tapasa Resource to all staff at our Wk 2 Professional Learning and Development meeting	Unpack Turu 1 competency in our staff PLD meetings in Wks 3 and 9	Unpack Turu 2 competency in our staff PLD meetings Wks 3, and 9	Unpack Turu 3 competency in our staff PLD meeting Wk 4	On-going sharing of practice and pedagogy with our Kāhui Ako colleagues	Turu 1: consult with our FBS community on what they want our school to do to promote identity, language and culture	Turu 2: consult with our FBS community on what they want our school to do to promote collaborative and respectful relationships and professional behaviour	Turu 3: consult with our FBS community on what they want our school to do to promote effective Pacific pedagogies	Align competencies with Teaching Standards at Staff Only Day	Students in Years 5-6 to present examples of how our school promotes Identities, Languages and Cultures	Students in Years 5-6 to present examples of how our school promotes collaborative and respectful relationships	Teachers to share with FBS community the pedagogies they have found to be impactful within their classrooms	Align competencies with Teaching Standards at Staff Only Day	Students in Years 5-6 to present examples of how our school promotes identities, Languages and Cultures	Students in Years 5-6 to present examples of how our school promotes collaborative and respectful relationships	Teachers to share with FBS community the pedagogies they have found to be impactful within their classrooms
Te Puke o Taramaimuku Kāhui Ako	On-going sharing of practice and pedagogy with our Kāhui Ako colleagues															
Measurement tool	All teachers at the Experienced Teacher Criteria for all competencies				All teachers at the Experienced Teacher Criteria for all competencies 20% at Leader criteria				All teachers at the Experienced Teacher Criteria for all competencies 30% at Leader criteria							

Action Plan 3/Student Well Being

Initiative	2019	2020	2021
Gathering whānau voice	NZCER Community survey with all FBS whānau 80% of all whānau to complete and return survey Cultural consultation evenings: T1 Target of 70% attendance	NZCER Community survey with all FBS and Rongomai whānau 80% of all whānau to complete and return survey Cultural consultation evenings held as a Kāhui Ako Target of 80% attendance of all whānau from Years 1-10	NZCER Community survey with all FBS, Rongomai and FIS whānau. 80% of all whānau to complete and return survey Cultural consultation evenings held as a Kāhui Ako Target of 90% attendance of all whānau from Years 1-10
Focus on student learning	Goal setting: T1/3: Target of 80% attendance all whānau Conferences: T2/4: Target of 80% attendance all whānau	Goal setting: T1/3: Target of 90% attendance all whānau Conferences: T2/4: Target of 90% attendance all whānau	Goal setting: T1/3: Target of 95% attendance all whānau Conferences: T2/4: Target of 95% attendance all whānau
Home School partnership	Working Together: All FBS 5 year old students to be enrolled Curriculum evenings T2/3: target of 70% attendance	Working Together: All FBS and Rongomai 5 year old students to be enrolled Curriculum evenings T2/3: target of 80% attendance	Working Together: All FBS and Rongomai 5 year old students to be enrolled Curriculum evenings T2/3: target of 90% attendance
External partnerships	Identify current external supporters of the schools in our Kāhui Ako e.g. Rotary Highbrook/AUT/MIIT etc. Contact supporters and invite to a meeting of our Kāhui Ako to discuss how we can build/strengthen our working relationship and to explore further possible ways to do this. Create a working group of 3-4 from across Kāhui Ako to attend U-Learn 2019.	Kāhui Ako has a group of external supports providing pathways for our students to explore as part of on-going work experience or moving into full time study or employment. Create a working group of Yr 11-12 students (6-8), who have the responsibility of gathering info on what their peers want to study or areas they would like to work in. These students to attend U-Learn 2020.	All Year 11-13 students and their whānau in our Kāhui Ako are invited to an information that will be run by the 2020 working group.
Community Events	T1 School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings T2 Student Led conferences Language weeks LEOTC/Sports/weekly assemblies T3 Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Student Inquiry Expo T4 LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation	T1 School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings T2 Student Led conferences Language weeks LEOTC/Sports/weekly assemblies T3 Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Student Inquiry Expo T4 LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation	T1 School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings T2 Student Led conferences Language weeks LEOTC/Sports/weekly assemblies T3 Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Student Inquiry Expo T4 LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation

Action Plan 4/Community Engagement

Initiative	2019	2020	2021
Engage with community	<p>Review current FBS School Values</p> <p>Gather whānau voice on any possible additions/alterations to our Values</p> <p>Align our FBS Values with those of our Te Puke ō Taramainuku Kāhui Ako with the intention of merging into one</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>Launch the revised 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 DP 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/SMT/CPT invited to attend a combined pastoral care meeting in 2020</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 2021</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 e.g. Pay It Forward</p> <p>Term 4 review of 2019 Inquiry by all students, responses used to guide the Inquiry Topics for 2020</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 e.g. Pay It Forward</p> <p>Term 4 review of 2019 Inquiry by all students, responses used to guide the Inquiry Topics for 2021</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 e.g. Pay It Forward</p> <p>Term 4 review of 2021 Inquiry by all students, responses used to guide the Inquiry Topics for 2022</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 2019

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	Improved learning outcomes for all students	Evaluation Associates PLD facilitator Management	All Year	Nil	End of 2019
Assessment	Effective use of assessment tools Ensuring assessment data informs teacher planning and delivery	E-AsTTle, and STAR testing results as pre and post measures for teachers by comparing scale scores in Feb, June and November Assessments are done on child's anniversary in junior school not end of year Looking at the assessment data and looking at teachers planning and implementation	Standard scores vs Stanines gives better teacher knowledge All assessment information is used formatively to guide classroom learning programmes Assessments do occur on anniversary Via performance management ensure teachers are analysing data and using to inform teaching	Management and Syndicate leaders Evaluation Associates PLD facilitator James/Janetta Team Leaders	All Year	\$3600	End of 2019

<p>Maths, including Numeracy</p>	<p>Improve Maths levels across the school.</p> <p>Reduce the number of children "stuck" at any level not just the stage 4 children</p>	<p>Year 1-2 teachers work with Liz Heather</p> <p>Build Teacher Capability in Y1 and 2 teachers to through visiting schools that have had success in developing a Pasifika maths programme for that level</p>	<p>Year 1-2 Teacher's pedagogical Skills in Maths increases and children's learning outcomes improve.</p> <p>Accelerated progress for Target students</p>	<p>Liz, James, Maths Team Leader, Banapa</p> <p>James, Liz, Maths Team Leader</p>	<p>Terms 1 and 2</p> <p>All year</p>	<p>Nil:</p> <p>\$2000.00 for Teacher release</p>	<p>End of 2019</p> <p>End of 2019</p>
<p>Te Reo Māori me ona tikanga</p> <p>Unique position of Māori Culture</p>	<p>To develop Te Reo Māori me ona tikanga</p>	<p>Nga Manaakitanga, to deepen Te Reo to conversational level.</p> <p>Whaea Dinah and Banapa to support delivery of Te reo across the school.</p>	<p>Fluency of Te Reo used by students in Nga Manaakitanga</p> <p>Greater use of te reo across the school.</p>	<p>Whaea Dinah Moiho Leaupepe Principal</p> <p>As above</p>	<p>All year</p> <p>All year</p>	<p>Refer to budget</p>	<p>End of 2019</p> <p>End of 2019</p>

Music	Use and outside expert to deliver Drumming lessons to all classes	Staff may be more willing to take music groups (Ukelele etc) if there is expert help	School ukelele group performs at Music festivals			\$7,000	End of 2019
NAG 2	See the school's self-review cyclical plan	Use Paul M again for management appraisal Review all internal financial systems	Appraisal provides a PD component for management	Banapa, Janetta James, Tofa		\$6000	End of 2019
NAG 3	Teacher Appraisal through Arinui tool	Teachers understand the new requirement for registration and what they will have to do for their part for appraisal. Work with Evaluation Associates on professional conversations and how a focus on student achievement will improve learning outcomes	Arinui is the on-line portal for teacher reflections that align with our school wide focus on Teaching as Inquiry	Banapa, Julie James, Team Leaders Evaluation Associates PLD facilitator	Term 1 onwards	\$8000	End of 2019
	Job descriptions for all Staff, Teachers, Teacher Aides etc.	Job descriptions are revised as necessary, and if needed performance agreements are negotiated. Performance management for office and grounds staff is fully implemented	Appraisal for all staff takes place in 2019	Banapa / James/Janetta	Term 2	Nil	End of 2019

	Managing workloads: focus on Staff Well Being in 2019	Continue to look at teacher workloads and find further ways to manage and reduce them.		Anne V/Banapa	Term 1 onwards	\$3,000	End of 2019
NAG 4	Create a break out the repurposing of the old Dental Clinic School Building WOF up to date Installation of Astro turf basketball courts in Senior and Junior School	Contractors refurbish area, all work is code compliant School is compliant with all requirements School is compliant with all requirements	Minimal disruption to mainstream of school, design matches existing buildings	Banapa Banapa/Ian/Tom Banapa/Ian	All Year Term 1 break	5YA MOE funding Nil \$80,000 (lease agreement with Equico)	End of 2019
NAG 5	Develop an effective Health and Safety committee	The committee starts to meet regularly. Make provision for changes from the new act	Health and Safety issues come to committee which deals efficiently and effectively with them.	Banapa	Term 1, then ongoing	Release day/days as needed	End of 2019
NAG 6	Review reporting to parents. Civil Defence / Emergency	Ongoing review, especially of reports and NS reporting Emergency document updated	All documentation is up to date	BOT / Banapa Administration	On-going March	Nil	End of 2019

Flat Bush Primary School

Statement of Kiwisport Funding

For the year ended 31 December 2018

During the year, Flat Bush School received the sum of \$5,867.33 (excl. GST) for Kiwisport funding from the Ministry of Education. These funds enabled our students to participate in the following sports.

- * Hockey
- * Basketball
- * Rugby League
- * Touch Rugby
- * Chess
- * Netball
- * Rippa Rugby
- * Orienteering
- * Soccer
- * Athletics
- * Softball
- * Girls Day Out
- * HAGS (have a go at sports day)