



Strategic Plan
2023-2025

Charter 2023

2023 Annual
Plan





Our Pepeha

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





Vision:

“Success for all”

kia angitu tātou katoa

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

Flat Bush Values

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

‘we work for each other’

Manaakitanga: Caring for and respecting each other;

‘we care about others’

Atawhai: Whanau and school working together to nurture the students

‘we value others’

Tu pono: Knowing oneself, one’s identity;

‘we know who we are’

Mahi Ngatahi: Working collaboratively;

‘we work as a team’

Arohatia: Nurturing showing approval;

‘we encourage others’



The Flat Bush Learner

Learner questions, shows initiative and strives to succeed .

Effective at working co-operatively and independently.

Able to read, write and speak with confidence.

Realises the importance of being honest and fair.

Nurtures and respects the environment, themselves and others.

Enthusiastically participates in school and community activities.

Reliable and responsible.

Flat Bush Values

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

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

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

Fealofani: Working together

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



FLAT BUSH MISSION STATEMENT

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

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





WHO WE ARE...

Flat Bush is a decile 1 school in Otara, Manukau City, opened in 1964. The school has a roll of between 440-460 students. We continue to serve a predominantly Pasifika and Māori community. We have engaged the support of our local Early Childhood Centres in our Kāhui Ako as a means of improving in this area. Our children come from a variety of Pacific backgrounds and Iwi. Our school includes a satellite unit from Mt Richmond Special School. We have close links to our local kindergarten which borders our school grounds. In 2022 our specialist classes include three Samoan Focus classes, the Garden to Table Programme, specialist Te Reo Māori, Physical Education and Music lessons for all year levels as well as a strong sporting programme. We have 3 teaching teams and we are part of the Te Puke ō Taramainuku Kāhui Ako.

Cultural Diversity and Tikanga Maori

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

Learning Assistance

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

2022 FBS Community Survey

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

Five qualities you think are most important for our students at FBS to develop in their time with us					
QUALITY	Number of Responses	Order of responses	QUALITY	Number of Responses	Order of responses
Caring	31	4th	Respect	49	1st
Confidence	48	2nd	Responsibility	37	3rd
Co-operation	11	10th	Self-control	10	11th
Generosity	12	9th	Self-Management	18	6 th =
Gratitude	15	8th	Tolerance	6	13th
Independence	18	6 th =	OTHER <ul style="list-style-type: none"> <i>All of the above</i> <i>Love each other</i> <i>Prayer</i> <i>Learn more speak less</i> <i>Patience</i> <i>Love/ happy</i> <i>Teamwork</i> <i>Understanding</i> 		Internet Access We asked our whānau if they had internet connectivity at home. The response from our survey was: <ul style="list-style-type: none"> 53/62: yes 6/62: no 3: sometimes
Perseverance	16	7th			
Problem Solving	30	5th			
Resilience	7	12th			

Five core curriculum learning areas you think are the most important for our learners at FBS to develop in their time with us	NUMBER Of Responses	Five other curriculum areas of learning you think are important	NUMBER Of Responses	Five areas that you think are most important for money to be spent on	NUMBER Of Responses
<i>Digital Technologies</i>	21	<i>Dance</i>	19	<i>Adventure Playgrounds</i>	18
<i>Health</i>	44	<i>Drama</i>	6	<i>Computers/ ICT equipment</i>	45
<i>Language and Languages</i>	29	<i>Environmental Education</i>	44	<i>Environment eg. Gardens</i>	34
<i>Mathematics</i>	54	<i>Kapa Haka</i>	14	<i>Library and Reading Books</i>	46
<i>Play-Based Learning</i>	7	<i>Music</i>	38	<i>More sun shade areas</i>	18
<i>Reading</i>	56	<i>Pasifika</i>	23	<i>Trips and learning experience</i>	43
<i>Science</i>	17	<i>Physical Activity</i>	38	<i>Professional Development (for staff)</i>	30
<i>Social Sciences</i>	13	<i>Physical Education</i>	35	<i>Sand and Water activities</i>	10
<i>Te Reo Māori</i>	16	<i>Sports</i>	34	<i>Sporting equipment</i>	29
<i>Technology</i>	17	<i>Visual Art</i>	17	<i>Specialist Teachers eg. Music, Languages</i>	30
<i>Writing</i>	48	<i>Well-Being</i>	42		
OTHER		OTHER	3 Votes + Money matters - savings - open bank accounts	OTHER	3 Votes + Subsidy for uniforms Teacher aides

Things we are doing well:

- School language week are doing so well
- Providing better learning for the children
- Helping families by offering opportunities from charity organisations
- Teaching
- Caring
- Respect
- Problem Solving
- Organising activities for children
- Being inclusive and celebrating cultures and whanau
- Putting every culture together this year 2022
- Happy and love everyone and respect
- Make school a priority
- Work hard
- Do homework routinely
- Learn from mistakes
- Support and encouragement to be the best version of themselves (kids)
- Trips
- Getting new classrooms
- Gardening
- Academics
- Giving the children a better understanding of the different cultures in school by learning their cultural ways and dance
- Helping families by providing lunches, free/ low cost trips, low costing uniforms
- Communicating to families
- School events/ culture days
- Everything, as long as staff are trying their best for the children, that is all us parents ask for
- Helps kids that cannot afford lunch by having breakfast club and free school lunches
- Care and safety
- School environment
- Celebration of success afternoons
- House competitions
- Teaching
- Creating a family vibe

Areas for us to improve:

- Playground
- Need a security
- Tutoring lessons
- Car Park
- Learning challenges and exploration
- More sun shade areas
- Trips and learning experiences
- Sand area
- Home and school
- A useful guide to identifying area of growth for teachers in order to evolve both professionally and personally
- Getting all the kids involved in sports
- No need for improvements
- Bullying, sometimes Lesham has advised of being bullied at school earlier in year, seems to be less issue now
- Would like for children to have some homework to do at home from school
- Better communication with activities and school trips
- School website updates
- Less play based learning
- Pronouncing Rangi Ataahuas, first full name, their name meaning is “the beautiful sky”
- More incentives for kids to come school often
- Monitor the gate on Bairds Rd
- More family days at school or shared lunches with families
- To be honest if there are areas of improvement yous all done a fantastic job
- Parking

Highlights of 2022:

- Culture
- Child's gold card award
- Book characters
- Celebration of success
- Trips and learning experiences
- Language weeks
- Healthy and Happy
- Well organised activities at school
- All good
- The many interactions after covid restrictions were lifted
- My kids involving in lots of activities and school trips
- Loved attending the special events at the school eg. Samoan, Tongan, Māori, C.I etc
- Coming to the celebration days
- Language weeks, love that the whole school is participating
- All the different languages my daughter has learned (Izabelle)
- House competitions
- Trip to maritime time museum, it was a fun first waka experience
- Seeing my daughter improve (Rubi-Love)
- My big girl is attending your school (Rangi)
- Love coming to watch kids performing at school
- Big step up for culture weeks
- Seeing staff sacrificing time to help students during lockdown with their learning
- The Māori and Tongan performance
- Cultural days
- Celebrating success
- Everything
- Outside activities

- FBS Staff are doing an excellent job looking after and teaching our children. Love the staff at FBS.
- Getting Rangī Ataahua's full attention to stop, think and learn. Her reading is amazing, and we're so proud
- Everything! Hence the reason why Aqeela remains at FBS and loves going to school
- Everything
- Looking after the kids
- Thanks for taking care of my child when we are late to pick up, do appreciate it
- Letting her do dishes
- We are doing well for readers that sent home for child's reading
- Maths
- Healthy eating
- Training or teaching our kids the value of learning new aspects
- Educating the kids to all sort of learning
- Helping families that are struggling
- Educating children not only in academics but other useful life skills e.g. gardening, music etc.
- The gardens, vegetable garden was very beautiful my son gets his silver beet home and we have a nice soup with it, thank you
- You have a high expectation of students and teachers and I can see that's why my kids are safe, and ongoing screening of student performance and developments
- Following up with absences
- Teacher parent engagement
- School outings, different learning experiences
- Cultural activities
- Teaching lots of interesting things
- School always clean
- School always supporting other cultures languages
- Sports
- Teaching our kids the school values
- Keeping parents/ caregivers updated with early finishes etc.
- Communication/Updating the absences
- Everything, using texts to inform parents of daily trips

- Not enough area for child's sports, especially for their lunchtime
- The field
- Stop bullying
- Needs staff to monitor children after school leaving to go home, it's not safe for them, we have cars speeding in the area and dirt bikes
- I feel that Flat Bush should have year 6 and 7, keep our kids away from Ferguson
- Nothing
- Monitor children's behaviour toward each other
- Don't allow hitting/ pushing/ verbal nonsense
- I would like our children to learn how to save money, perhaps open bank accounts
- Mathematics, writing, spelling. Please and thank you
- Unsure... sorry
- Road Patrol

- Happy Tonga Day
- Reading and writing, also cooperative learning
- School trip to the whale show
- My child's improvement of confidence
- Culture needs and the trips the kids went on
- The school looks awesome with new classrooms
- Māori language was awesome, to watch Nyreen lead their team Haka was so good
- Talent Quest, kids trips especially to Temple was great for them to learn about other cultures outside of Pasifika and Māori
- Book week parade, the children are having fun with their costumes
- Learning and developments, I can see that in my children
- Free school lunches is so generous for all. Thank you
- Joy store
- Travels interesting places to learn
- Made heaps of friends
- Ioane loves their teacher, she's the best
- Watching our kids embrace other cultures
- Rugby league Falcons!!!
- My children's education improving
- Being able to enter the school premises to see what our children get up to daily
- When Hayzill became a student councillor
- Book Launching
- Appreciate you all



Te Puke o Taramainuku Kahui Ako 2023		
MISSION “to continue to have an inclusive community that evokes and enables lifelong learning”	VISION “ko te akoranga e koe e mimiti” Learning without limits	VALUES Nurturing/Inclusive/Connected/Empowering N.I.C.E.

GOALS	INITIATIVES	SUCCESS MEASURES
WRITING Within our overall goal of lifting student achievement there are 3 streams that we will focus on: <ul style="list-style-type: none"> Māori Pasifika Boys 	<ul style="list-style-type: none"> Kāhui Ako curriculum evenings Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2 for FBS families Sharing expertise across Kāhui Ako Promote a Growth Mindset mentality for teachers and learners ASLs/WSLs leading development of our Te Puke o Taramainuku Local Curriculum 	Years 1-8 <ul style="list-style-type: none"> Māori: We aim to lift the achievement of all our Māori students in Writing from 50% to 80%, a 30% shift by the end of 2023. Pasifika students: We aim to lift the achievement of Pasifika students in Writing from 60% to 80% a 20 % shift by the end of 2023. Boys: We aim to lift the achievement of boys in Writing from 52% to 80%, a 28% shift by the end of 2023. Year 10 <ul style="list-style-type: none"> We aim to lift the achievement of Year 10 students to 85% at or above expected achievement level by the end of 2023.
MATHEMATICS Within our overall goal of lifting student achievement there are 3 streams that we will focus on: <ul style="list-style-type: none"> Māori Pasifika Boys 	<ul style="list-style-type: none"> Kāhui Ako curriculum evenings Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2 for FBS families Sharing expertise across Kāhui Ako Promote a Growth Mindset mentality for teachers and learners ASLs/WSLs leading development of our Te Puke o Taramainuku Local Curriculum 	Years 1-8: <ul style="list-style-type: none"> Māori: We aim to lift the achievement of all our Māori students in Mathematics from 50%, to 80%, a 30% shift by the end of 2023. Pasifika students: We aim to lift the achievement of Pasifika students in Mathematics from 60% to 80%, a 20% shift by the end of 2023 Boys: We aim to lift the achievement of boys in Mathematics from 50% to 80% , a 30% shift by the end of 2023.

NCEA LEVEL 2 and 3	<ul style="list-style-type: none"> • Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2 for FBS families • Sharing expertise across Kāhui Ako • Promote a Growth Mindset mentality for teachers and learners 	<ul style="list-style-type: none"> • Level 2: we will achieve 91.5% by the end of 2023. This will mean lifting additional students from Not Achieved to Achieved. • Level 3: we will achieve 91% by the end of 2023. This will mean lifting additional students from Not Achieved to Achieved. • We will achieve a 2.5 % shift annually.
PROCESS TARGETS <ul style="list-style-type: none"> - Learner Well Being - STEAM - Learner retention, attendance and engagement 	<ul style="list-style-type: none"> • By the end of 2023 Kāhui Ako leaders and teachers will have identified an appropriate methodology to collect data on well-being. • This will include using the Well Being at School tool https://www.wellbeingatschool.org.nz/ws-surveystools • We will explore current practices around effective Well Being practices. 	<ul style="list-style-type: none"> • 100% of whānau complete and return NZCER Student Well-Being survey • 100% of our Te Puke ō Taramainuku learners state that they feel safe, happy and secure at school • Promote student agency by highlighting the partnership between teacher and learner • Strengthen connection between our students and others in our Kāhui Ako
	<ul style="list-style-type: none"> • Develop a local curriculum that reflects STEAM concepts and competencies, community partnership and authentic learning. • Term 3, 2023 Kāhui Ako STEAM themed Student Expo • Develop assessment literacy practices related to key competencies & learning dispositions 	<ul style="list-style-type: none"> • By the end of T3, 2023 we will have a Kāhui Ako Student Inquiry model • 80% of all whānau will attend our Term 3 Kāhui Ako STEAM Student Expo • By the end of T4, 2023 we will have a draft version of our Te Puke ō Taramainuku Local Curriculum ready for delivery in 2024
	<ul style="list-style-type: none"> • Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2 for FBS families • Monthly Te Puke ō Taramainuku Attendance meetings with STRIVE or relevant Attendance Service Provider • Maintain existing Pastoral care processes e.g. SWIS/Careers Advisor/PHN etc 	<ul style="list-style-type: none"> • Learner attendance in all centres and schools is above 85% • Our learners accessing educational opportunities from within our Kahui Ako from ECE- Tertiary • Develop systems and processes to support a seamless transition across our Kāhui Ako • Build a cohesive pathway (learning/pastoral) that works alongside the local curriculum design.



Mathematics achievement levels 2020-2022

MATHEMATICS	2020	2021	2022
Above standard	9.8%	6.8%	9.9%
At Standard	40.1%	33.1%	37.4%
Below Standard	50.1%	60.1%	52.7%

	BELOW	AT	ABOVE
Year 1	28%	70%	2%
Year 2	45%	44%	11%
Year 3	76%	24%	
Year 4	63%	33%	4%
Year 5	60%	23%	17%
Year 6	40%	31%	28%
TOTAL	52.7%	37.4%	9.9%

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

2023 Goal:

- In 2023 100% of our FBS Learners will make progress across the learning year.
- This progress will be monitored and measured by our teachers throughout 2022, relevant and purposeful assessment tools applied and information derived from these used effectively to inform next learning steps.

Target 1: To support achievement in Mathematics

<i>Historical Position</i>	<i>Strategy</i>	<i>Action(s)</i>	<i>Reflection</i>
Flat Bush School has had PLD in DMIC with Professor Bobbie Hunter and her team	There has been evidence to support that when implemented the Pasifika Maths programme will accelerate student achievement in Mathematics.	The Pasifika Maths approach has been taught in all classes since 2018.	Positive shifts across the school as indicated by EOY data. It is important to recognise some ongoing impact COVID-19 has had on our 2022 EOY data.
End of year OTJ's in 2022 indicate a small increase in overall achievement.	Continue to utilise an Inquiry approach to the teaching of Mathematics using the DMIC strategies.	All year levels will ensure that the delivery of Mathematics aligns with the FBS Mathematics Curriculum Implementation Plan (MCIP)	Teaching teams to plan learning experiences that align with our FBS Mathematics Curriculum Implementation Plan
Flat Bush School recognises the value of continually up-skilling staff and has a commitment to high quality professional development.	Time will be given in team meetings to discuss Mathematics programmes, individuals needing enrichment or extension, research and best practice models.	The Mathematics Leader will ensure, through regular meetings and through the professional development plan, that staff have access to the latest research and best practice.	Continue to make available for teachers the opportunity to attend Professional Learning courses.
In 2020 the Flat Bush School Mathematics Curriculum Implementation plan was revised	Our FBS MCIP outlines how Mathematics will be delivered across our school at all year levels	All year levels will ensure that the delivery of Mathematics aligns with the FBS Mathematics Curriculum Implementation Plan	Continue with this focus and teaching approach in 2023
We are very involved with learning experiences outside the classroom, including inquiry throughout the process.	Share in learning experiences through the inquiry process that focus on involved with the learning experiences.	Set up 'Rich, Real, Relevant and Authentic Experiences' to enrich the Mathematics experience. Set up programmes that motivate and inspire students to want to do Mathematics.	Continue with this focus and teaching approach in 2023
All classes in Years 1-2 have access to iPads and all classes in Years 3-6 are able to use chromebooks.	Students in all classes will have access to an ICT device for Mathematics.	Students in all classes will have access to appropriate on-line Mathematical learning tools	Continue with this focus and teaching approach in 2023 if most suitable and relevant to the learning experience.

Focus 1a: To support achievement in Mathematics

Student achievement focus action plan

Focus Group

To accelerate the Mathematical achievement of students in Mathematics.
All Year 6 students will make accelerated progress in 2023.

Student Group

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

Historical Position

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

Action Plan

What will the school do to meet the target	When will it be done by	Who is involved / responsible	What resources will be allocated
Leader for Mathematics will be selected from current staff.	Week 6, Term 1	SMT	Fixed Term Unit for leader
The Mathematics Action Plan to be reviewed by Mathematics Team Leader and SMT.	End of Term 1, 2022	Maths Co-leaders and team	Time (\$300) Release for Math team leader
On-going development of benchmarks for student achievement in line with Mathematic progressions and the New Zealand Curriculum.	Week 6, Term 2,2022	Maths team/all teachers	After school curriculum team meeting
Obtain data on student achievement via diagnostic testing E-AsTTle/GLOSS/JAM.	Ongoing from Wk 6, Term 1	Teachers	Assessment tool kits
Time 1 goals to be created with students to prepare for Goal setting evening.	Week 10, Term 1	Teachers	Week 8, Term 1 staff meeting
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.	Ongoing	Teachers	Syndicate meetings

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



Written Language achievement levels 2020-2022

WRITTEN LANGUAGE	2020	2021	2022
Above Standard	7.6%	3.9%	7.6%
At Standard	36.3%	38.5%	35.9%
Below Standard	56.1%	57.6%	56.5%

	BELOW	AT	ABOVE
Year 1	34%	66%	
Year 2	61%	39%	
Year 3	75%	25%	
Year 4	67%	30%	3%
Year 5	58%	29%	12%
Year 6	39%	44%	17%
TOTAL	56.5%	35.9%	7.6%

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

2023 Goal

- In 2023, 100% of our FBS Learners will make progress across the learning year.
- This progress will be monitored and measured by our teachers throughout 2023.
- Relevant and purposeful assessment tools applied and information derived used effectively to inform next learning steps.

Target 1: To raise student achievement in Writing

Historical Position	Strategy	Action(s)	Reflection
2022 EOY data indicated a small improvement in overall achievement	2023 PLD will continue to focus on Assessment for Learning (Afl) and the development of our Practice Analysis Conversations	Literacy Leader and team will write the Action Plan and present this to the board. The Literacy leaders will review all the documentation on pupils and look at our learning needs.	This will provide direction for our 2023 supplementary learning programmes
Flat Bush School recognises the value of continually up-skilling staff and has a commitment to high quality professional development.	Time will be given in staff and curriculum meetings to discuss Literacy programmes, individuals needing enrichment or extension, research and best practice models.	The literacy leaders will ensure, through regular meetings and through the professional development plan, that staff have access to the latest research and best practice.	Continue with this focus and teaching approach in 2023
FBS have had teachers working in PLD that focused on accelerating achievement in literacy	We will continue to share and integrate learning from our time in ALL in order to accelerate their progress.	Literacy Leader and Lead teachers will continue to share with teams examples of Best Practice	Continue with this focus and teaching approach in 2023
We are very involved with learning experiences outside the classroom, including inquiry throughout the process.	Share in learning experiences through the inquiry process for report and recounts involved with the learning experiences.	Utilise 'Rich, Real, Relevant and Authentic Experiences' to enrich the writing experience. Set up programmes that motivate and inspire students to write.	Continue with this focus and teaching approach in 2023
All classes in Years 1-2 have access to iPads and all classes in Years 3-6 are able to use chromebooks.	All students will have access to an ICT device relevant to the learning experience .	Students in all classes will have access to appropriate on-line literacy learning tools.	Continue with this focus and teaching approach in 2023

Focus 1a: To support achievement in Writing

Student achievement focus action plan

<p>Focus Group To accelerate the achievement of students in Writing All Year 6 students will make accelerated progress in 2023</p>	<p>Student Group Gender: Male and Female Ethnicity: Maori and Pasifika Student Year: 6 Focus group: Year 6 Maori and Pasifika students</p>
<p>Historical Position In 2022 our school wide PLD focus was Assessment for Learning (AFL)</p>	

Action Plan			
What will the school do to meet the target	When will it be done by	Who is involved / responsible	What resources will be allocated
Curriculum leader for Reading and Writing to be selected from current staff.	Week 6, Term 1 2023	Teachers Principal	N/A
Time 1 goals to be created with students to prepare for Goal setting evening. Data entered onto Etap.	Week 9 Term 1 2023	Teachers	N/A
The Writing Action Plan to be reviewed, written and followed. On-going development of benchmarks for student achievement in line with Literacy progressions and the New Zealand Curriculum.	End of Term 2, 2023	Literacy Team Teaching Team	\$100.00 (folders etc)
Obtain data on student achievement via diagnostic testing E-AsTTle. Analyse written work samples according to E-AsTTle matrix.	Week 2, Term 2 2023	Literacy Leaders Teaching Staff Kāhui Ako	Time (\$600) Literacy Leaders CRT

Each class will design and implement a programme catering specifically to the needs of their students based on the data.	Ongoing	Teachers	NIL Time
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.	Ongoing	Teachers Literacy Leaders	Nil
Mid year data will be collected and analyse and placed onto Etap Model correct writing (shared book, E-AsTTle and National Exemplars, LLP).	End of Term 2, 2023	Teachers SMT Kāhui Ako	Nil
Children are given daily opportunities to write with clear learning focus, feedback and next step. Including Learning experiences outside the class.	Ongoing	Teachers	Trip costs
Analyse student data across strands and cohorts at the end of the year and identify areas for improvement in the following year.	End of Term 4, 2023	Literacy Leaders Teachers	Time
Prioritise spending and resourcing and allocate sufficient funds for 2022	Week 4 Term 4, 2023	Literacy Leaders Teaching team Principal	Time
Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes	Term 1 onwards	Literacy Leader/syndicates/SMT	Possible release time

Success Criteria

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



Reading achievement levels 2020-2022

READING	2020	2021	2022
Above Standard	20.4%	13.1%	13%
At Standard	34.4%	30.6%	42%
Below Standard	45.2%	56.3%	45%

	BELOW	AT	ABOVE
Year 1	34%	63%	3%
Year 2	61%	11%	27%
Year 3	69%	31%	
Year 4	44%	43%	13%
Year 5	36%	49%	15%
Year 6	30%	52%	19%
TOTAL	45%	42%	13%

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

2023 Goal

- In 2023, 100% of our FBS Learners will make progress across the learning year.
- This progress will be monitored and measured by our teachers throughout 2022
- Relevant and purposeful assessment tools applied, with information derived from these used effectively to inform next learning steps.

Focus 2: To support achievement in Reading

Historical Position	Strategy	Action(s)	Reflection
Our PLD in 2022 focused on Assessment for Learning. Through this we have explored creating greater clarity with our learners.	We designed the 2022 Literacy Action Plan for the school and ensured that it focused on the clear links between Reading, Writing and Oral Language through the strategies being developed e.g. activating prior knowledge, visualisation etc.	Write the 2023 Action Plan and present this to the Board. The Literacy leaders will review all the documentation on pupils and look at the needs across all year levels in our school	End of Term 1, 2023
Flat Bush School recognises the value of continually up-skilling staff and has a commitment to high quality professional development.	Time will be given in staff and team meetings to discuss Literacy programmes, individuals needing enrichment or extension, research and best practice models. Staff will be kept informed of relevant professional development offered.	The Literacy leaders will ensure, through regular meetings and through the professional development plan, that staff have access to the latest research and best practice.	Continue with this focus and teaching approach in 2023
We are very involved with Learning Experiences Outside The Classroom L.E.O.T.C including Inquiry throughout the process.	Share in learning experiences through the Inquiry process for report and recounts involved with the learning experiences.	Utilise “Rich, Real, Relevant and Authentic Experiences” to enrich reading experiences. Continue the relationship between our school and Tupu Library.	Continue with this focus and teaching approach in 2023
Students who are achieving above the standard in reading language require further extension.	Set up an extension and enrichment programme to develop these student’s abilities.	A planned programme of enrichment and extension is available for our most able readers	Continue with this focus and teaching approach in 2023
Provision is made for our FBS students who require extra support in Reading	Reading support available to accelerate their progress student progress through Reading Recovery use of Repetitive Reading and focus on high-frequency sight words as the Lexia and Quick 60 Reading support programmes	A planned programme of improvement for children working below their chronological age.	Continue with this focus and teaching approach in 2022
Reading Together programme	Through our Kāhui Ako provide Reading Together Workshops in Terms 2 and 4. These will follow on after we have completed our Talanoa Ako parent education programme.	Regular information made available to all families.	Terms 2-4, 2023

Focus 2a: To support achievement in Reading

Student achievement Focus action plan

Focus Group

To accelerate the achievement of students in Reading
All Year 6 students will make accelerated progress in 2023

Student Group

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

Historical Position

Since 2020 our school wide PLD focus has been Assessment for Learning (AFL)

Action Plan

What will the school do to meet the target	When will it be done by	Who is involved / responsible	What resources will be allocated
Leaders for English (Reading/Writing) to be selected from current staff.	Week 6, Term 1, 2023	Teachers Principal	Management Unit
The Reading Action Plan to be reviewed, written and followed. Develop benchmarks for student achievement in line with Literacy progressions and the New Zealand Curriculum.	End of Term 2, 2023	Literacy Leaders Principal	\$100 (folders)
Associate Principal to support learning in all Junior classes through a series of observations/modelling and coaching.	Week 3, Term 2 onwards	Associate Principal	Staffing
Obtain data on student achievement via diagnostic testing, PROBE/STAR, cyclical running records.	Week 8, Term 1	Literacy Leaders Principal	\$500.00 (PROBE assessment kits)
Each class will design and implement a programme catering specifically to the needs of their students based on the data.	Ongoing	Teaching Staff	Nil
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.	Ongoing	Students / peers / Teacher	Nil
Raise achievement using National formative testing tools; Time 2/3 data will be collected and analysed. Data on Etap.	Ongoing	Students / peers / Teacher	Nil

Model correct Reading comprehension strategies using skills developed through PLD e.g. activating prior knowledge, summarising etc.	Ongoing Terms 1-4	Literacy Leader Associate Principal Teacher and Students	N/A
Lexia Reading programme for selected students (Year 6 cohort)	Ongoing	Ama Faumuina	\$1,000
Children are given daily opportunities to read with clear learning focus, feedback and next step. Including Learning experiences outside the class.	Week 5, T1 onwards	Associate Principal Teacher and Students	N/A
Teachers to select Focus Groups in Reading. Ensure these groups are given every opportunity to accelerate in their progress (more than 1 year) across the year.	Week 4 Term 4	Literacy Leader Associate Principal Teacher and Students	N/A
Prioritise spending and resourcing and allocate sufficient funds for 2023.	Week 6 Term 4	Literacy Leader Principal	N/A
Analyse student data across strands and cohorts at the end of the year and identify areas for improvement in the following year. Data on Etap.	Term 1 onwards	Literacy Leaders Principal Teaching team	N/A
Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes	Terms 1-4, 2023	Literacy Leader/syndicates/SMT	Possible release time

Success Criteria

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



School Based Focus for 2023

Based on our results for 2022, we need to continue with our focus in Reading, Writing and Mathematics. Our teacher's delivery of these learning areas will be developed through our on-going Professional Learning in Assessment for Learning, and the continued building of teacher capability in these key learning areas. Our school's Professional Growth Cycle will be part of this process and will provide a framework for our teachers as they inquire into areas of their teaching practice, this was well received by our teachers in 2022 and we completed our first, full Professional Growth Cycle.

We have developed student led inquiry across our school, with the reframing of our school into 3 syndicates in 2018 ensuring all students were involved in school wide units of learning that were based on a common theme. In 2021 we trialled a move to 4 teaching teams, in 2022 we returned to having 3 teaching teams as this is the preferred format of our teachers.

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

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

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

Digital Technology

In 2020 we introduced STEAM lessons at all year levels delivered by the Senior Management Team. The focus was on the Computational Thinking and Designing and Developing Digital Outcomes with our learners. We used both e-learning devices and also 'unplugged' learning experiences.

The intention was to align with the 2018 statement from the Minister of Education that;

"The digital curriculum is about teaching children how to design their own digital solutions and become creators of, not just users of, digital technologies, to prepare them for the modern workforce."

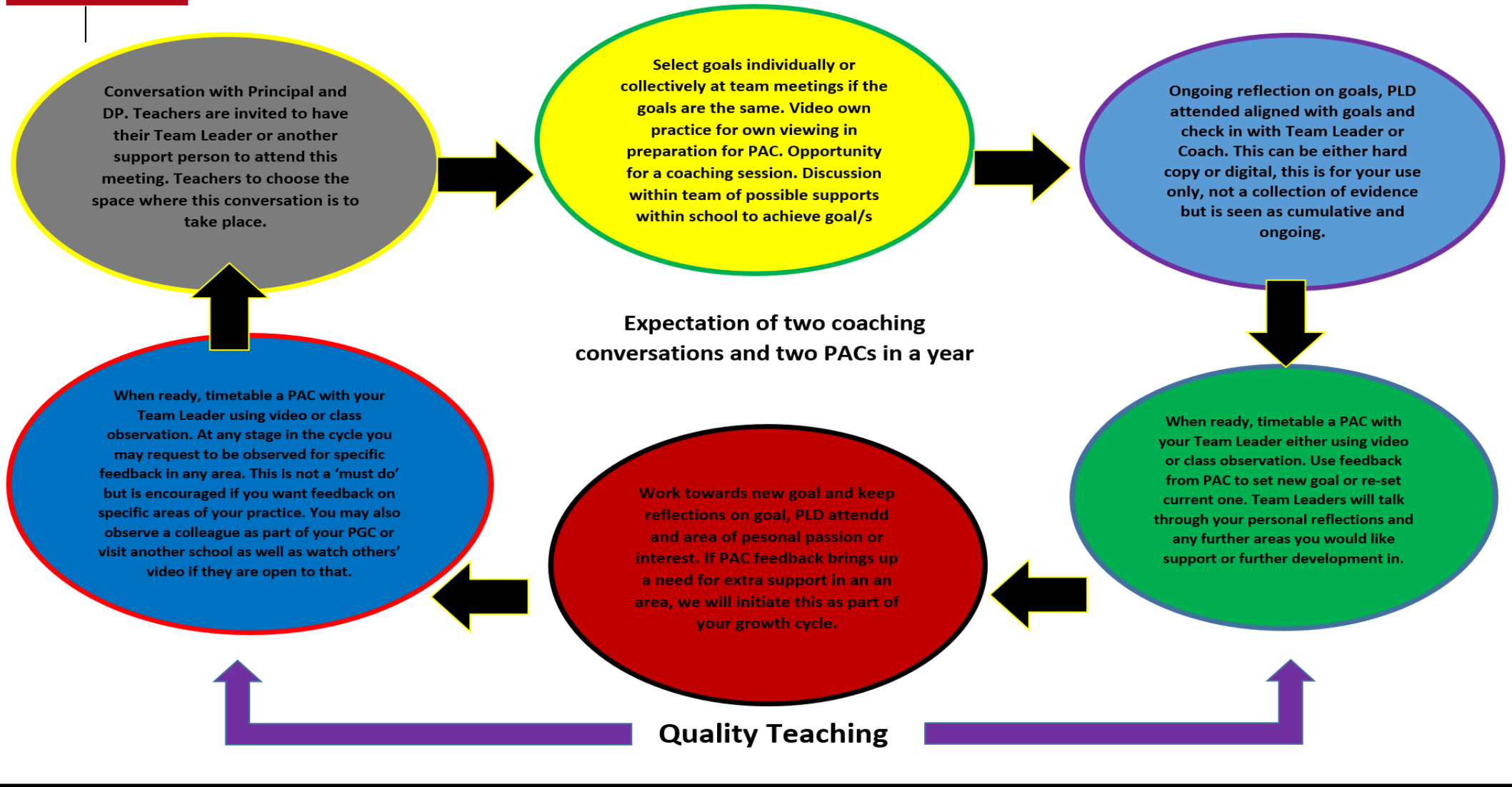
In 2022 teachers continued this learning through integrating STEAM learning experience in our Student Inquiry Units and we will further this in 2023.



Professional Growth Cycle

‘Whaowhia kete te mātauranga’

Fill the basket of knowledge



Assessment Information 2022 Reading, Writing and Mathematics

READING

Flat Bush School Mid Year Report Data Y5-Y6 General,(2)Mid OTJ Reading Progress 2022 Admin Whole School excl Rm3,4										
8641	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1		6% (3)	19% (10)	74% (40)	2% (1)					54
Y2		48% (29)	31% (19)	5% (3)	16% (10)					61
Y3	2% (1)	35% (18)	52% (27)	12% (6)						52
Y4		22% (18)	41% (34)	30% (25)	6% (5)					82
Y5	1% (1)	21% (15)	40% (29)	25% (18)	14% (10)					73
Y6		13% (7)	30% (16)	45% (24)	11% (6)					53
Totals	0.5% 2	24% 90	36% 135	30.9% 116	8.5% 32					375

Flat Bush School EOY Covid Report OTJ Reading 2022 Admin Whole School excl Rm3,4										
8425	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1		16% (10)	19% (12)	63% (40)	3% (2)		34% (22)	63% (40)	3% (2)	64
Y2		21% (13)	40% (25)	11% (7)	27% (17)		61% (38)	11% (7)	27% (17)	62
Y3		30% (16)	39% (21)	31% (17)			69% (37)	31% (17)		54
Y4		20% (17)	24% (20)	43% (36)	13% (11)		44% (37)	43% (36)	13% (11)	84
Y5		7% (5)	29% (22)	49% (37)	15% (11)		36% (27)	49% (37)	15% (11)	75
Y6		11% (6)	19% (10)	52% (28)	19% (10)		30% (16)	52% (28)	19% (10)	54
Totals		17% 67	28% 110	42% 165	13% 51		45% 177	42% 165	13% 51	393

Analysis of data from Mid to End of Year				NEXT STEPS
Areas of Improvement		Areas to Develop		<ul style="list-style-type: none"> Analyse and review assessment information and identify those students who require extra support, through the use of Teacher Aide intervention Build on 2022 focus on Assessment for Learning Teachers to use Time 1 assessment data to select target groups of students in Reading 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 and ensure new teachers 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
Reaching At or Above		Needing Support or Working towards		
Year 6	71% up from 56%	Year 3	30% NS 39% WT	
Year 5	64% up from 39%	Year 2	21% NS 40% WT	
Year 4	56% up from 36%			

WRITING

Flat Bush School Mid Year Report Data Y5-Y6 General,(2)Mid OTJ Writing Progress 2022 Admin Whole School excl Rm3,4										
8642	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1		4% (2)	15% (8)	81% (44)						54
Y2		46% (28)	34% (21)	11% (7)	8% (5)					61
Y3	2% (1)	37% (19)	60% (31)	2% (1)						52
Y4		24% (20)	57% (47)	18% (15)						82
Y5		30% (22)	33% (24)	33% (24)	4% (3)					73
Y6		19% (10)	26% (14)	50% (27)	6% (3)					54
Totals	0.3% 1	26.9% 101	38.6% 145	31.4% 118	2.9% 11					376

Flat Bush School EOY Covid Report OTJ Writing 2022 Admin Whole School excl Rm3,4										
8457	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1		16% (10)	19% (12)	66% (42)						64
Y2		21% (13)	40% (25)	24% (15)	15% (9)					62
Y3		35% (19)	41% (22)	24% (13)						54
Y4		25% (21)	42% (35)	30% (25)	4% (3)					84
Y5		17% (13)	41% (31)	29% (22)	12% (9)					75
Y6		11% (6)	28% (15)	44% (24)	17% (9)					54
Totals		20.9% 82	35.6% 140	35.9% 141	7.6% 30					393

Analysis of data from Mid to End of Year				NEXT STEPS
Areas of Improvement		Areas to Develop		<ul style="list-style-type: none"> Analyse and review assessment information and identify those students who require extra support, through the use of Teacher Aide intervention Build on 2022 focus on Assessment for Learning Teachers to use Time 1 assessment data to select target groups of students in Writing 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 and ensure all teachers 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
Reaching At or Above		Needing Support or Working towards		
Year 2	39% up from 19%	Year 5	16% NS 44% WT	
Year 3	24% up from 2%	Year 4	23% NS 40% WT	
Year 4	34% up from 18%	Year 3	31% NS 44% WT	
Year 6	61% up from 56%			

MATHEMATICS

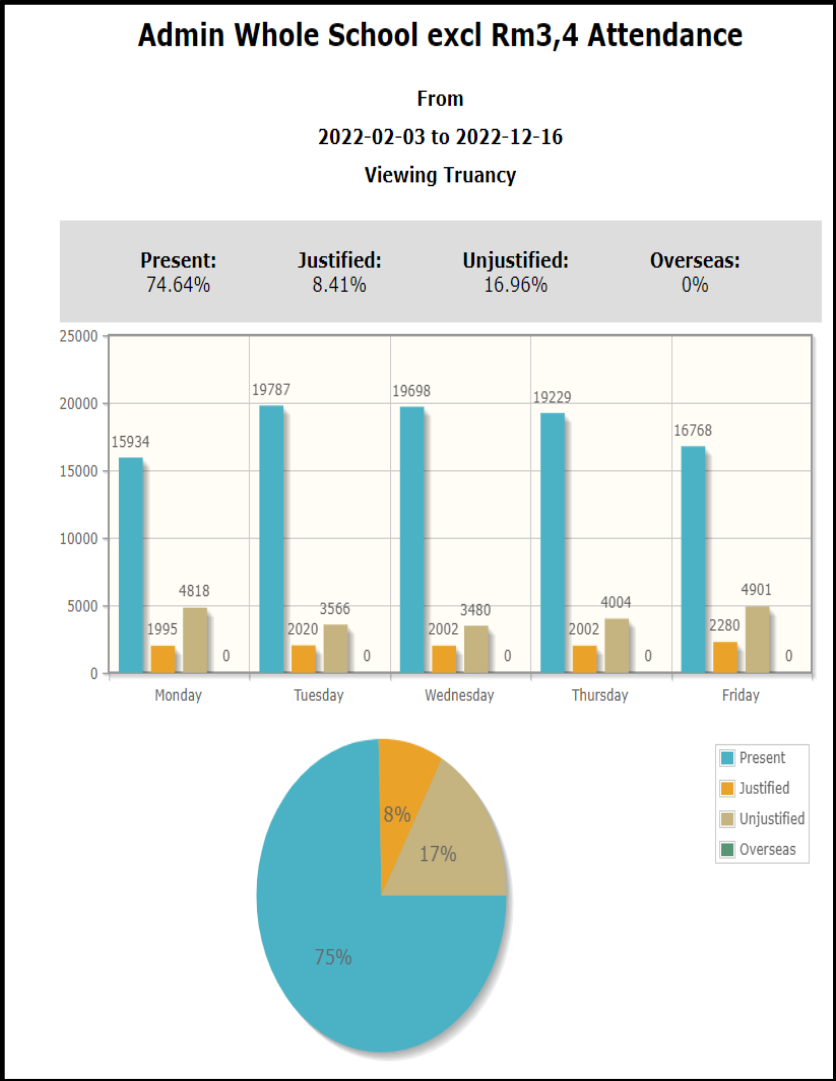
Flat Bush School Mid Year Report Data Y5-Y6 General,(2)Mid OTJ Mathematics Progress 2022 Admin Whole School excl Rm3,4										
8643	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1		2% (1)	17% (9)	81% (44)						54
Y2		38% (23)	28% (17)	30% (18)	5% (3)					61
Y3	2% (1)	35% (18)	58% (30)	6% (3)						52
Y4		33% (27)	52% (43)	15% (12)						82
Y5		30% (22)	41% (30)	16% (12)	12% (9)					73
Y6		13% (7)	39% (21)	30% (16)	19% (10)					54
Totals	0.3% 1	26.1% 98	39.9% 150	27.9% 105	5.9% 22					376

Flat Bush School EOY Covid Report OTJ Mathematics 2022 Admin Whole School excl Rm3,4										
8489	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1		13% (8)	16% (10)	70% (45)	2% (1)					64
Y2		19% (12)	26% (16)	44% (27)	11% (7)					62
Y3		31% (17)	44% (24)	24% (13)						54
Y4		23% (19)	40% (34)	33% (28)	4% (3)					84
Y5		16% (12)	44% (33)	23% (17)	17% (13)					75
Y6		7% (4)	33% (18)	31% (17)	28% (15)					54
Totals		18.3% 72	34.4% 135	37.4% 147	9.9% 39					393

Analysis of data from Mid to End of Year				NEXT STEPS
Areas of Improvement		Areas to Develop		<ul style="list-style-type: none"> 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 Build on 2022 focus on Assessment for Learning Teachers to use Time 1 assessment data to select target groups of students in Mathematics 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 (GLOSS/JAM/) 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
Reaching At or Above		Needing Support or Working towards		
Year 2	55% up from 35%	Year 5	16% NS 44% WT	
Year 3	24% up from 6%	Year 4	23% NS 40% WT	
Year 4	37% up from 15%	Year 3	31% NS 44% WT	
Year 5	40% up from 28%			
Year 6	59% up from 49%			

Patterns and Trends	Years 1-2	Years 3-4	Years 5-6
Reading	<ul style="list-style-type: none"> Year 2 EOY At/Above 38% was an improvement of 17% from Mid-Year Year 1 EOY slightly lower than Mid-Year (66/76) 	<ul style="list-style-type: none"> Gains in Yr3/4 EOY At/Above Evident that this cohort have large gains still needing to be made Year 3 EOY (17/54) AT/ABOVE Year 4 EOY (47/77) AT/ABOVE 	<ul style="list-style-type: none"> Strong gains in Year 6 and EOY and 38/52 finished AT/ABOVE Gains in Year 5 at EOY of 25% in AT/ABOVE
Writing	<ul style="list-style-type: none"> Gains in Year 2 EOY AT/ABOVE Decrease in Year 1 EOY could be due to increased demands on our learners 	<ul style="list-style-type: none"> Gains in Year 3 and 4 for EOY AT/ABOVE were greater than in Reading 	<ul style="list-style-type: none"> Total learner numbers in Year 5 (31) and 6 (33) AT/ABOVE for EOY were similar but were 41% and 61% when applied to overall learner numbers
Mathematics	<ul style="list-style-type: none"> Years 1 and 2 had over 50% of learners finish the year AT/ABOVE (72%/55%) 	<ul style="list-style-type: none"> EOY AT/ABOVE for Years 3 and 4 (24%, 37%) requires us to have a deeper look at what areas of Mathematics are our learners finding the most challenging. 	<ul style="list-style-type: none"> Gains for Year 5 EOY AT/ABOVE and Year 6 EOY AT/ABOVE were 10% or more 45 Year 5 learners were Below expected level, important to identify this cohort quickly in 2023 and create a plan that will ensure acceleration before the end of year for all of these learners.
<ul style="list-style-type: none"> The residual impact of COVID-19 continued to have an effect on student achievement in 2022. In 2022 our teachers were able to make valid and reliable OTJ's for Reading, Writing and Mathematics. Attendance was variable across 2022 but improved across the course of the year. 			

Flat Bush School 2022 Whole School Attendance



Gender			Number of pupils
Female	72%	47805 / 66263	219
Male	70%	60039 / 85970	277

Ethnicity			Number of pupils
African/African Origins	84%	309 / 368	1
Cook Isl Maori	70%	22415 / 31893	103
Fijian	87%	660 / 755	2
Indian	53%	198 / 375	1
Korean	48%	119 / 249	1
NZ Maori	71%	20564 / 29092	103
Niue	71%	1441 / 2043	8
Other Pacific Isl Group	41%	420 / 1027	3
Other South East Asian	91%	1020 / 1123	3
Samoa	72%	45958 / 63717	200
Tongan	68%	13637 / 20141	67
Vietnamese	76%	1103 / 1450	4

ANALYSIS OF VARIANCE

Subjects: Reading, Writing and Mathematics

NAG2A (b)(i) Areas for improvement

Subject: Writing and Mathematics

Discussion:

The following relates to Reading, Writing and Mathematics:

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

Discussion:

- Professional Development in Assessment for Learning has supported clarity in what is being taught
- Overall Teacher Judgements in 2022 were based on credible and relevant assessment data .
- Teachers display greater efficacy in the assessing and teaching of Writing and use of E-AsTTle as a formative and summative tool.
- Deliberate Acts of Teaching that support acceleration is an on-going focus for our teachers
- Ongoing discussion in staff and team meetings focused on selected groups of students.

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

Discussion:

The following relates to Reading, Writing and Mathematics:

- Teacher's Professional Growth Cycle designed as a tool to support and improve learning outcomes
- Analyse and review assessment information and identify those students who require extra support, through the use of Teacher Aide intervention, or access to external agencies e.g. RTLB, GSE, Speech Language Therapist
- Teachers will use assessment data to form selected student groups in Reading, Writing and Mathematics
- In 2022 Teacher's Professional Growth Cycle teachers will have a focus on learners who require extra support in Reading, Writing or Mathematics
- Moderation process at team level to support staff to improve student outcomes
- Increase current teacher capability in the analysis and interpretation of assessment data to ensure we use this data to inform teaching practice. This will be achieved through our on-going Professional Learning and Development in Assessment for Learning.
- Build on current knowledge of assessment tools (E-AsTTle, GLOSS/JAM/Probe) and ensure new staff have a clear understanding of how to use them.
- Teachers share assessment information with students as a way of developing student created learning goals.
- Lexia Reading programme for selected students/Teacher Aide leading Quick 60 Reading Support programme
- FBS offers Talanoa Ako parents programme for our whānau
- Kahui Ako Curriculum evenings for Reading/Writing and Mathematics in Terms

Sources of Information

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

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

Our main assessments are:

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

In addition to formal and informal assessments teachers will have the opportunity to select a focus group in either Reading, Writing and Mathematics as the context to frame their 2023 Professional Growth Cycle.

Our FBS Professional Growth Cycle includes coaching sessions, observations, practice analysis conversations.

We have dedicated times to meet with our FBS whānau each term;

- *Term 1: Goal Setting/Celebrating Success*
- *Term 2: Mid-Year Report/Celebrating Success*
- *Term 3: Celebration of Success*
- *Term 4: End of Year Report/Celebrating Success*

Flatbush School

Strategic Plan: 2023-2025

MISSION

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

VISION

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

VALUES

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

Strategic Goals 	Strategic Programmes 	Initiatives 2023 	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>	<ul style="list-style-type: none"> Teaching as Inquiry undertaken by all Further progress made in coaching and mentoring Growth Mind set strengthens learner agency 	<ul style="list-style-type: none"> Practice Analysis Conversations (PACs) used to improve teacher effectiveness Develop through our Kāhui Ako opportunities to engage with colleagues from other schools 	<ul style="list-style-type: none"> All learners make progress in each area of learning Achievement data used to inform next learning steps
<p>CULTURALLY RESPONSIVE PRACTICE All students have a learning experience that is respectful and responsive to their culture, identity and heritage</p>	<ul style="list-style-type: none"> FBS curriculum reflects our learner's cultural capital and culture is viewed as a strength ALL FBS learners encouraged to share knowledge of their culture 	<ul style="list-style-type: none"> Build knowledge of kawa and tikanga across all year levels and Increase use of Te Reo Māori Ensure our learner's culture, heritage, and identity are valued 	<ul style="list-style-type: none"> FBS teachers adapting Tāpasa Turis into their learning programmes Visible evidence of teachers using cultural competencies in their practice
<p>STUDENT WELL BEING All students feel safe and secure at school and their physical, mental and emotional needs are being met</p>	<ul style="list-style-type: none"> Strengthen platforms that support our learners to promote and share ways to improve well being Continue to implement Mitey Framework across all year levels 	<ul style="list-style-type: none"> Introduce staff to Dr Mason Durie's Te Whāre Tapa Whā Strengthen connection between our students and others in our Kāhui Ako 	<ul style="list-style-type: none"> Mitey Mental Health Framework used across all year levels 100% of our learners state that they feel safe, happy and secure at FBS
<p>COMMUNITY ENGAGEMENT Our whānau are active participants in their child's learning experience</p>	<ul style="list-style-type: none"> Create learning partnerships between FBS and whānau from time of enrolment Work with community to accelerate achievement for all learners 	<ul style="list-style-type: none"> Talanoa Ako parent's programme Curriculum Evenings Community fono and hui 	<ul style="list-style-type: none"> 100% attendance by FBS whānau to all school learning partnership meetings 25 FBS whānau to complete Talanoa Ako parent's programme

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

Action Plan 1/Quality Teaching

Initiative	2023				2024				2025			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Professional Growth Cycle  <p>The diagram illustrates the Professional Growth Cycle as a continuous loop. It starts with 'Reflection on PGC: what happened as a result of this inquiry/use of information for future teaching. Share PGC with our teaching teams'. This leads to 'Planning for the future: what will I do differently next time? What resources do I need? What support do I need?'. This is followed by 'Action: what will I do? What will I try? What will I avoid?'. The final step is 'Reflection on the action: what worked? What didn't work? What will I do differently next time?'. The cycle is supported by 'Expectation of two coaching conversations and two PACs in a year'. The ultimate goal is 'Quality Teaching'. The Māori phrase 'Whāiawhia kete te mātauranga' (Fill the basket of knowledge) is also included.</p>	<p>Teachers use 2023 start of year data as a starting point for selecting their PGC for the year. In team meetings discuss and share ideas that support colleagues in their PGC.</p>	<p>Teachers use 2022 EOY data as a starting point for selecting focus for their PGC. Complete assessments in core areas, use all data to inform PGC foci for the year.</p>	<p>Teachers use 2023 EOY data as a starting point for selecting focus for PGC. Complete assessments in core areas, use all data to inform TAI foci for the year</p>									
Coaching and Mentoring 	<p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p>	<p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p>	<p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p>									
	<p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p>	<p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p>	<p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p>									
Practice Analysis Conversations 	<p>Reflection on PGC :what happened as a result of this inquiry/use of information for future teaching. Share PGC with our teaching teams</p>	<p>Reflection on PGC what happened as a result of this inquiry/use of information for future teaching. Share PGC with our Kāhui Ako colleagues</p>	<p>Reflection on PGC what happened as a result of this inquiry/use of information for future teaching. Share PGC with a wider audience of Kāhui Ako</p>									
	<p>Kāhui Ako SLT to continue working on strategies to strengthen coaching and mentoring in our schools. Teachers select a practice partner for the year</p>	<p>Teachers in FBS and Rongomai meet to select a practice partner for 2024</p>	<p>Teachers in Kāhui Ako meet to select a practice partner for 2025</p>									
	<p>Teachers conduct GROWTH coaching sessions with peers.</p>	<p>Teachers conduct peer observations with PAC supported by DP with curriculum portfolio</p>	<p>Teachers conduct peer observations with PAC supported by SMT from Kāhui Ako</p>									
	<p>Teachers conduct peer observations with PAC supported by Senior Leadership team</p>	<p>FBS and Rongomai teachers meet to have PAC conversations independently</p>	<p>Kāhui Ako teachers meet to have PAC conversations independently</p>									
	<p>Principal PAC with all teachers.</p>	<p>FBS and Rongomai Teachers have PAC conversations based on their 2020 TAI</p>	<p>Kāhui Ako teachers have PAC conversations based on their 2021 TAI</p>									
	<p>Informal meeting with a practice partner from 2022</p>	<p>Meeting with practice partner from FBS or Rongomai</p>	<p>Meeting with 2023 practice partner from Kāhui Ako agree on foci for the year ahead</p>									
	<p>PAC with practice partner and DP following in class observation</p>	<p>PAC with practice partner and DP following in class observation at FBS or Rongomai</p>	<p>PAC with practice partner and DP following in class observation in our Kāhui Ako</p>									
	<p>PAC with practice partner and Principal following in class observation</p>	<p>PAC with practice partner following in class observation</p>	<p>PAC with practice partner following in class observation</p>									
	<p>PAC with practice partner in preparation for sharing of 2021 Professional Growth Cycle</p>	<p>PAC with practice partner in preparation for sharing of 2022 Professional Growth Cycle</p>	<p>PAC with practice partner in preparation for sharing of 2023 Professional Growth Cycle</p>									

Action Plan 2/Culturally Responsive

Initiative	2023				2024				2025			
<i>Te Tataiako</i>	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Competencies <i>Ako</i> <i>Whanaungatanga</i> <i>Tangata whenuatanga</i> <i>Manaakitanga</i> <i>Wānanga</i>	Revisit competencies within Syndicate and Staff meetings				Align competencies with Teaching Standards at Staff Only Day				Align competencies with Teaching Standards at Staff Only Day			
	Unpack Ako, Whanaungatanga competencies during staff PLD (Wks 4, 8) of T2 2023				Students in Year 6 to present examples of what Ako and Whanaungatanga looks like in action at FBS				Students in Year 3 to present examples of what Ako and Whanaungatanga looks like in action at FBS			
	Unpack Tangata whenuatanga, Manaakitanga competencies during staff PLD (Wks 5, 9) T3, 2023				Students in Year 5 to present examples of what Ako and Whanaungatanga looks like in action at FBS				Students in Year 2 to present examples of what Ako and Whanaungatanga looks like in action at FBS			
	Unpack Wānanga competency during staff PLD (Wk 3)				Students in Year 4 to present examples of what Ako and Whanaungatanga looks like in action at FBS				Students in Year 1 to present examples of what Ako and Whanaungatanga looks like in action at FBS			
Measurement tool	80% of all teachers at the Registered Teacher Criteria for all competencies 20% at Leader criteria				70% of all teachers at the Registered Teacher Criteria for all competencies 30% at Leader criteria				60% of all teachers at the Registered Teacher Criteria for all competencies 40% at Leader criteria			
<i>Tapasā</i>	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
<u>Turu 1:</u> Identities, language and cultures <u>Turu 2:</u> Collaborative and respectful relationships and professional behaviour <u>Turu 3:</u> Effective pacific pedagogies	Revisit Tapasā Resource to all staff at our Wk 2 Term 2 Professional Learning and Development meeting				Align competencies with current FBS Values				Align competencies with Teaching Standards at Staff Only Day			
	Turu 1: consult with our FBS community on what they want our school to do to promote identity, language and culture				Students in Years 5-6 to present examples of how our school promotes Identities, Languages and Cultures				Students in Years 3-4 to present examples of how our school promotes Identities, Languages and Cultures			
	Unpack Turu 2 competency in our staff PLD meetings Wks 3 and 9, Term 2, 2023				Turu 2: consult with our FBS community on what they want our school to do to promote collaborative and respectful relationships and professional behaviour				Students in Years 5-6 to present examples of how our school promotes collaborative and respectful relationships			
	Unpack Turu 3 competency in our staff PLD meeting Wk 4, Term 3, 2023				Turu 3: consult with our FBS community on what they want our school to do to promote effective pacific pedagogies				Teachers to share with FBS community the pedagogies they have found to be impactful within their classrooms			
Te Puke ō Taramainuku Kāhui Ako	On-going sharing of practice and pedagogy with our Kāhui Ako colleagues											
Measurement tool	All teachers at the Experienced Teacher Criteria for all competencies				All teachers at the Experienced Teacher Criteria for all competencies 20% at Leader criteria				All teachers at the Experienced Teacher Criteria for all competencies 30% at Leader criteria			

Action Plan 3/Well Being

Initiative	2023		2024		2025	
Gathering whānau voice	NZCER Community survey with all FBS whānau 100% of all whānau to complete and return survey Cultural consultation evenings: T2 Target of 100% attendance		NZCER Community survey with all FBS and Rongomai whānau 100% of all whānau to complete and return survey Cultural consultation evenings held as a Kāhui Ako Target of 100% attendance of all whānau from Years 1-10		NZCER Community survey with all FBS, Rongomai and FIS whānau. 100% of all whānau to complete and return survey Cultural consultation evenings held as a Kāhui Ako Target of 100% attendance of all whānau from Years 1-10	
Focus on student learning	Goal setting T1/3: 100% attendance all whānau Conferences: T2/4 : 100% attendance all whānau		Goal setting T1/3: 100% attendance all whānau Conferences: T2/4 :100% attendance all whānau		Goal setting T1/3: 100% attendance all whānau Conferences: T2/4 : 100% attendance all whānau	
Home School partnership	Kāhui Ako Curriculum evenings T2-4: Talanoa Ako Pacific Parent Responsive Programme (25 families)		Kāhui Ako Curriculum evenings T1-3		Kāhui Ako Curriculum evenings T1-3:	
External partnerships	Identify current external supporters of the schools in our Kāhui Ako e.g. Du Val Foundation /AUT/MIT etc. Contact supporters and invite to a meeting of our Kāhui Ako to discuss how we can build/strengthen our working relationship and to explore further possible ways to do this.		Kāhui Ako has a group of external supports providing pathways for our students to explore as part of on-going work experience or moving into full time study or employment.		All Year 11-13 students and their whānau in our Kāhui Ako are invited to an information that will be run by the 2022 working group.	
Community Events	T1	School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings	T1	School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings	T1	School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings
	T2	Celebrating Success conferences Language weeks LEOTC/Sports/weekly assemblies	T2	Celebrating Success conferences Language weeks LEOTC/Sports/weekly assemblies	T2	Celebrating Success conferences Language weeks LEOTC/Sports/weekly assemblies
	T3	Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Inquiry Expo	T3	Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Inquiry Expo	T3	Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Inquiry Expo
	T4	LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation Celebrating Success conferences	T4	LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation Celebrating Success conferences	T4	LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation Celebrating Success conferences

Action Plan 4/Connection

Initiative	2023	2024	2025
Engage with community	Align our FBS Values with those of our Te Puke ō Taramainuku Kāhui Ako Introduce concept of Whānau Friday (weekly 9am-10.30am), open door pop in/pop out invitations to join in class programmes Community satisfaction surveys (T2/4)	Review our FBS Values that are aligned with our Te Puke ō Taramainuku Kāhui Ako at a community hui to celebrate the beginning of our new school year. Continue to promote Whānau Fridays Community satisfaction surveys (T2/4)	FBS community hui to launch the new school year, at this meeting create examples of what our Values 'in action' looks like. Use these examples as part of upgrading school signage around our school Whānau Fridays Community satisfaction surveys (T2/4)
Student Council	Years 5-6 School Council to meet with AP 2 times per term Selected Year 3-4 students to attend 1 meeting per term	Years 3 and 4 added School Council to meet with DP 2 times per term SWIS/RTLБ/SMT/CPT invited to attend a combined pastoral care meeting Selected Year 1-2 students to attend 1 meeting per term	Years 1-2 added Full school council representing Years 1-6 meet with DP 2 times per term SWIS/RTLБ/SMT/CPT invited to attend a combined pastoral care meeting in T2/4
Student Agency	Establish focus groups to enable greater student voice to be heard and involved in decision making Termly student survey (Google forms) of that term's Inquiry	Focus groups/class discussions/Think Tanks to enable greater student voice to be heard and involved in decision making Termly student survey (Google forms) of that term's Inquiry	Focus groups/class discussions/Think Tanks to enable greater student voice to be heard and involved in decision making Termly student survey (Google forms) of that term's Inquiry
Responsive Curriculum	Use students survey responses to inform the following term's Inquiry Students participating in community based projects e.g. Pay It Forward Term 4 review of 2023 Inquiry by all students, responses used to guide the Inquiry Topics for 2024	Student directed Inquiry topics implemented in Terms 2 and 4. Create opportunities for students at all year levels to have input into the planning and preparation of these topics. Students participating in community based projects e.g. Pay It Forward Term 4 review of 2024 Inquiry by all students, responses used to guide the Inquiry Topics for 2025	Student directed Inquiry topics implemented in Terms 1-4. Create opportunities for students at all year levels to have input into the planning and preparation of these topics. Students participating in community based projects e.g. Pay It Forward Term 4 review of 2025 Inquiry by all students, responses used to guide the Inquiry Topics for 2026
Measurement Tools	<i>NZCER student well-being survey Years 4-6</i> <i>Schoolwide attendance</i> <i>FBS whānau survey responses</i> <i>Kāhui Ako survey responses</i>	<i>NZCER student well-being survey Years 3-6</i> <i>Schoolwide attendance</i> <i>FBS whānau survey responses</i> <i>Kāhui Ako survey responses</i>	<i>NZCER student well-being survey Years 1-6</i> <i>Schoolwide attendance</i> <i>FBS whānau survey responses</i> <i>Kāhui Ako survey responses</i>

Annual Plan

FLAT BUSH SCHOOL ANNUAL PLAN 2023

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	<ul style="list-style-type: none"> Improve learning outcomes for all students 	Evaluation Associates PLD facilitator Management	All Year	Nil	End of 2023
Assessment	Effective use of assessment tools	E-AsTTle/STAR testing results as pre and post measures for teachers by comparing scale scores in Feb, June and November	<ul style="list-style-type: none"> Standard scores vs Stanines gives better teacher knowledge All assessment information is used formatively to guide classroom learning programmes 	Management and Syndicate leaders Evaluation Associates PLD facilitator	All Year	\$3600	End of 2023
	Ensuring assessment data informs teacher planning and delivery	Assessments are done on child's anniversary in junior school not end of year Looking at the assessment data and looking at teachers planning and implementation	<ul style="list-style-type: none"> Assessments do occur on anniversary Via performance management ensure teachers are analysing data and using to inform teaching 	Banapa Janetta Team Leaders	All Year	As above	End of 2023

Mathematics	Improve Maths levels across the school.	DMIC methodology used in all classes. PLD as part of our Kāhui Ako available for all teachers.	<ul style="list-style-type: none"> Teacher's pedagogical skills in Maths increases and children's learning outcomes improve. 	Maths Team Leader, Janetta Banapa	Terms 1 - 4	Nil:	End of 2023
Mathematics	Strengthen teacher's knowledge of how to deliver DMIC	Build Teacher Capability through visiting schools that have had success in developing a DMIC methodology	<ul style="list-style-type: none"> Accelerated progress for students 	Maths Team Leader Janetta, Emily Kāhui Ako SLT	All year	\$2000.00 for Teacher release	End of 2023
Te Reo Māori me ona tikanga	To develop Te Reo Māori me ona tikanga	Develop Te Reo to conversational level with 80% of our Year 6 learners	<ul style="list-style-type: none"> Fluency of Te Reo used by students in Years 5-6 increases 	Natasha Young Matua Ernie Delamare Classroom teachers Matua Jeff Tukua	All year	Refer to budget	End of 2023
Te Reo Māori	To build staff capacity and confidence in Te Reo Māori	All staff able to enrol in the 2023 Te Ahu o Te Reo Maori pathway	<ul style="list-style-type: none"> FBS staff strengthen confidence in use of Te Reo Māori 	Banapa Janetta	All Year	Funded by MOE	End of 2023

Unique position of Māori Culture	All FBS learners know our school's pepeha	To continue to develop Kapa Haka with all teams	<ul style="list-style-type: none"> Greater use of te reo across the school. School's Kapa Haka group to 	As above Natasha Young Matua Ernie Delamare			End of 2023
Cultural diversity Pasifika - Samoan	To provide learning focus on Samoan identity, language and culture.	To extend criteria for selection in Rooms 8,9, and 10 to include students of Samoan heritage with or without the language.	<ul style="list-style-type: none"> Students with Samoan heritage will have and enhanced sense of identity, language and culture. More even distribution of students across the school. 	Teachers of Rooms 8,9 and 10 Principal	All year	As per budget	End of 2023
Reading	To accelerate selected student achievement in reading	Quick 60 and Lexia Reading programmes	<ul style="list-style-type: none"> Acceleration of selected students 	Year 5 and 6 cohort	Terms 1-4	\$1,000	End of 2023
Reading Together	Improve reading at home	Continue the programme for at least one group starting with our New Entrant parents	<ul style="list-style-type: none"> Improved learning outcomes for all students 	Kāhui Ako Within School Leader Banapa	Terms 2 and 4	\$1,000	End of 2023

E-Learning	Consolidate the existing e-learning classrooms taking place across the school.	Year 1-3 classes to have access to Ipad devices Year 3-6 classes to have access to Chromebooks	<ul style="list-style-type: none"> • Students are effective users of the technology • Students are effective problem solvers • Learning improves via enthusiasm for learning brought about by the technology 	Emily	Terms 1-4	\$10,000	End of 2023
Music	Use internal and external expertise to deliver lessons to all classes	Staff may be more willing to take music groups	<ul style="list-style-type: none"> • School Band and choir perform in and outside of our school 	Moiho Leaupepe Demetrius Solomona Lilo Asiata	Terms 1-4	\$10,000	End of 2023
NAG 2	See the school's self-review cyclical plan	Use Paul M again for management PGC Review all internal financial systems	<ul style="list-style-type: none"> • SLT Professional Growth Cycle provides a PD component for management 	Banapa, Janetta , Emily Tofa	Terms 1-4	\$6000	End of 2023
NAG 3	Job descriptions for all Staff, Teachers, Teacher Aides etc. Managing workloads: focus on Staff Well Being in 2022	Performance management for office and grounds staff is fully implemented Continue to look at teacher workloads and find further ways to manage and reduce them.	<ul style="list-style-type: none"> • Professional Growth Cycle has replaced our previous system of Appraisal • All FBS staff have their physical and mental well being needs catered for 	Banapa, Janetta, Emily Team Leaders Banapa, Janetta, Emily, BOT	Term 1 onwards Term 1 onwards	\$3000 \$8,500 \$3,000 (EAP)	End of 2023 End of 2023

NAG 4	Refurbishment of Rms 8,9 and 10	Contractors refurbish area, all work is code compliant	<ul style="list-style-type: none"> Minimal disruption to mainstream of school, design matches existing buildings 	Banapa	All Year	5YA MOE funding	End of Term 4, 2023
	School Building WOF up to date	School is compliant with all requirements	<ul style="list-style-type: none"> All school buildings are compliant with relevant criteria 	Banapa lan	All Year	Nil	
NAG 5	Develop an effective Health and Safety committee	The committee starts to meet regularly. Make provision for changes from the new act	<ul style="list-style-type: none"> Health and Safety issues come to committee which deals efficiently and effectively with them. 	Banapa lan	Term 1, then ongoing	Release day/days as needed	End of 2023
NAG 6	Review reporting to parents. Civil Defence / Emergency	Ongoing review, especially of reports and reporting Emergency document updated	<ul style="list-style-type: none"> All documentation is up to date 	BOT / Banapa Administration	On-going	\$500.0	End of 2023



Whakawhanaungatanga
'we work for each other'

Manaakitanga
'we care about others'

Atawhai
'we help others'

Tu pono
'we know who we are'

Mahi Ngatahi
'we work as a team'

Arohatia
'we encourage others'



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Strategic Plan
2023-2025

Charter 2023

2023 Annual
Plan





Our Pepeha

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





Vision:

“Success for all”

kia angitu tātou katoa

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

Flat Bush Values

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

‘we work for each other’

Manaakitanga: Caring for and respecting each other;

‘we care about others’

Atawhai: Whanau and school working together to nurture the students

‘we value others’

Tu pono: Knowing oneself, one’s identity;

‘we know who we are’

Mahi Ngatahi: Working collaboratively;

‘we work as a team’

Arohatia: Nurturing showing approval;

‘we encourage others’



The Flat Bush Learner

Learner questions, shows initiative and strives to succeed .

Effective at working co-operatively and independently.

Able to read, write and speak with confidence.

Realises the importance of being honest and fair.

Nurtures and respects the environment, themselves and others.

Enthusiastically participates in school and community activities.

Reliable and responsible.

Flat Bush Values

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

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

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

Fealofani: Working together

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



FLAT BUSH MISSION STATEMENT

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

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





WHO WE ARE...

Flat Bush is a decile 1 school in Otara, Manukau City, opened in 1964. The school has a roll of between 440-460 students. We continue to serve a predominantly Pasifika and Māori community. We have engaged the support of our local Early Childhood Centres in our Kāhui Ako as a means of improving in this area. Our children come from a variety of Pacific backgrounds and Iwi. Our school includes a satellite unit from Mt Richmond Special School. We have close links to our local kindergarten which borders our school grounds. In 2022 our specialist classes include three Samoan Focus classes, the Garden to Table Programme, specialist Te Reo Māori, Physical Education and Music lessons for all year levels as well as a strong sporting programme. We have 3 teaching teams and we are part of the Te Puke ō Taramainuku Kāhui Ako.

Cultural Diversity and Tikanga Maori

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

Learning Assistance

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

2022 FBS Community Survey

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

QUALITY	Number of Responses	Order of responses	QUALITY	Number of Responses	Order of responses
Caring	31	4th	Respect	49	1st
Confidence	48	2nd	Responsibility	37	3rd
Co-operation	11	10th	Self-control	10	11th
Generosity	12	9th	Self-Management	18	6 th =
Gratitude	15	8th	Tolerance	6	13th
Independence	18	6 th =	OTHER <ul style="list-style-type: none"> <i>All of the above</i> <i>Love each other</i> <i>Prayer</i> <i>Learn more speak less</i> <i>Patience</i> <i>Love/ happy</i> <i>Teamwork</i> <i>Understanding</i> 		Internet Access We asked our whānau if they had internet connectivity at home. The response from our survey was: <ul style="list-style-type: none"> 53/62: yes 6/62: no 3: sometimes
Perseverance	16	7th			
Problem Solving	30	5th			
Resilience	7	12th			

Five core curriculum learning areas you think are the most important for our learners at FBS to develop in their time with us	NUMBER Of Responses	Five other curriculum areas of learning you think are important	NUMBER Of Responses	Five areas that you think are most important for money to be spent on	NUMBER Of Responses
<i>Digital Technologies</i>	21	<i>Dance</i>	19	<i>Adventure Playgrounds</i>	18
<i>Health</i>	44	<i>Drama</i>	6	<i>Computers/ ICT equipment</i>	45
<i>Language and Languages</i>	29	<i>Environmental Education</i>	44	<i>Environment eg. Gardens</i>	34
<i>Mathematics</i>	54	<i>Kapa Haka</i>	14	<i>Library and Reading Books</i>	46
<i>Play-Based Learning</i>	7	<i>Music</i>	38	<i>More sun shade areas</i>	18
<i>Reading</i>	56	<i>Pasifika</i>	23	<i>Trips and learning experience</i>	43
<i>Science</i>	17	<i>Physical Activity</i>	38	<i>Professional Development (for staff)</i>	30
<i>Social Sciences</i>	13	<i>Physical Education</i>	35	<i>Sand and Water activities</i>	10
<i>Te Reo Māori</i>	16	<i>Sports</i>	34	<i>Sporting equipment</i>	29
<i>Technology</i>	17	<i>Visual Art</i>	17	<i>Specialist Teachers eg. Music, Languages</i>	30
<i>Writing</i>	48	<i>Well-Being</i>	42		
OTHER		OTHER	3 Votes + Money matters - savings - open bank accounts	OTHER	3 Votes + Subsidy for uniforms Teacher aides

Things we are doing well:

- School language week are doing so well
- Providing better learning for the children
- Helping families by offering opportunities from charity organisations
- Teaching
- Caring
- Respect
- Problem Solving
- Organising activities for children
- Being inclusive and celebrating cultures and whanau
- Putting every culture together this year 2022
- Happy and love everyone and respect
- Make school a priority
- Work hard
- Do homework routinely
- Learn from mistakes
- Support and encouragement to be the best version of themselves (kids)
- Trips
- Getting new classrooms
- Gardening
- Academics
- Giving the children a better understanding of the different cultures in school by learning their cultural ways and dance
- Helping families by providing lunches, free/ low cost trips, low costing uniforms
- Communicating to families
- School events/ culture days
- Everything, as long as staff are trying their best for the children, that is all us parents ask for
- Helps kids that cannot afford lunch by having breakfast club and free school lunches
- Care and safety
- School environment
- Celebration of success afternoons
- House competitions
- Teaching
- Creating a family vibe

Areas for us to improve:

- Playground
- Need a security
- Tutoring lessons
- Car Park
- Learning challenges and exploration
- More sun shade areas
- Trips and learning experiences
- Sand area
- Home and school
- A useful guide to identifying area of growth for teachers in order to evolve both professionally and personally
- Getting all the kids involved in sports
- No need for improvements
- Bullying, sometimes Lesham has advised of being bullied at school earlier in year, seems to be less issue now
- Would like for children to have some homework to do at home from school
- Better communication with activities and school trips
- School website updates
- Less play based learning
- Pronouncing Rangi Ataahuas, first full name, their name meaning is “the beautiful sky”
- More incentives for kids to come school often
- Monitor the gate on Bairds Rd
- More family days at school or shared lunches with families
- To be honest if there are areas of improvement yous all done a fantastic job
- Parking

Highlights of 2022:

- Culture
- Child's gold card award
- Book characters
- Celebration of success
- Trips and learning experiences
- Language weeks
- Healthy and Happy
- Well organised activities at school
- All good
- The many interactions after covid restrictions were lifted
- My kids involving in lots of activities and school trips
- Loved attending the special events at the school eg. Samoan, Tongan, Māori, C.I etc
- Coming to the celebration days
- Language weeks, love that the whole school is participating
- All the different languages my daughter has learned (Izabelle)
- House competitions
- Trip to maritime time museum, it was a fun first waka experience
- Seeing my daughter improve (Rubi-Love)
- My big girl is attending your school (Rangi)
- Love coming to watch kids performing at school
- Big step up for culture weeks
- Seeing staff sacrificing time to help students during lockdown with their learning
- The Māori and Tongan performance
- Cultural days
- Celebrating success
- Everything
- Outside activities

- FBS Staff are doing an excellent job looking after and teaching our children. Love the staff at FBS.
- Getting Rangī Ataahua's full attention to stop, think and learn. Her reading is amazing, and we're so proud
- Everything! Hence the reason why Aqeela remains at FBS and loves going to school
- Everything
- Looking after the kids
- Thanks for taking care of my child when we are late to pick up, do appreciate it
- Letting her do dishes
- We are doing well for readers that sent home for child's reading
- Maths
- Healthy eating
- Training or teaching our kids the value of learning new aspects
- Educating the kids to all sort of learning
- Helping families that are struggling
- Educating children not only in academics but other useful life skills e.g. gardening, music etc.
- The gardens, vegetable garden was very beautiful my son gets his silver beet home and we have a nice soup with it, thank you
- You have a high expectation of students and teachers and I can see that's why my kids are safe, and ongoing screening of student performance and developments
- Following up with absences
- Teacher parent engagement
- School outings, different learning experiences
- Cultural activities
- Teaching lots of interesting things
- School always clean
- School always supporting other cultures languages
- Sports
- Teaching our kids the school values
- Keeping parents/ caregivers updated with early finishes etc.
- Communication/Updating the absences
- Everything, using texts to inform parents of daily trips

- Not enough area for child's sports, especially for their lunchtime
- The field
- Stop bullying
- Needs staff to monitor children after school leaving to go home, it's not safe for them, we have cars speeding in the area and dirt bikes
- I feel that Flat Bush should have year 6 and 7, keep our kids away from Ferguson
- Nothing
- Monitor children's behaviour toward each other
- Don't allow hitting/ pushing/ verbal nonsense
- I would like our children to learn how to save money, perhaps open bank accounts
- Mathematics, writing, spelling. Please and thank you
- Unsure... sorry
- Road Patrol

- Happy Tonga Day
- Reading and writing, also cooperative learning
- School trip to the whale show
- My child's improvement of confidence
- Culture needs and the trips the kids went on
- The school looks awesome with new classrooms
- Māori language was awesome, to watch Nyreen lead their team Haka was so good
- Talent Quest, kids trips especially to Temple was great for them to learn about other cultures outside of Pasifika and Māori
- Book week parade, the children are having fun with their costumes
- Learning and developments, I can see that in my children
- Free school lunches is so generous for all. Thank you
- Joy store
- Travels interesting places to learn
- Made heaps of friends
- Ioane loves their teacher, she's the best
- Watching our kids embrace other cultures
- Rugby league Falcons!!!
- My children's education improving
- Being able to enter the school premises to see what our children get up to daily
- When Hayzill became a student councillor
- Book Launching
- Appreciate you all



Te Puke o Taramainuku Kahui Ako 2023		
MISSION “to continue to have an inclusive community that evokes and enables lifelong learning”	VISION “ko te akoranga e koe e mimiti” Learning without limits	VALUES Nurturing/Inclusive/Connected/Empowering N.I.C.E.

GOALS	INITIATIVES	SUCCESS MEASURES
WRITING Within our overall goal of lifting student achievement there are 3 streams that we will focus on: <ul style="list-style-type: none"> Māori Pasifika Boys 	<ul style="list-style-type: none"> Kāhui Ako curriculum evenings Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2 for FBS families Sharing expertise across Kāhui Ako Promote a Growth Mindset mentality for teachers and learners ASLs/WSLs leading development of our Te Puke o Taramainuku Local Curriculum 	Years 1-8 <ul style="list-style-type: none"> Māori: We aim to lift the achievement of all our Māori students in Writing from 50% to 80%, a 30% shift by the end of 2023. Pasifika students: We aim to lift the achievement of Pasifika students in Writing from 60% to 80% a 20 % shift by the end of 2023. Boys: We aim to lift the achievement of boys in Writing from 52% to 80%, a 28% shift by the end of 2023. Year 10 <ul style="list-style-type: none"> We aim to lift the achievement of Year 10 students to 85% at or above expected achievement level by the end of 2023.
MATHEMATICS Within our overall goal of lifting student achievement there are 3 streams that we will focus on: <ul style="list-style-type: none"> Māori Pasifika Boys 	<ul style="list-style-type: none"> Kāhui Ako curriculum evenings Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2 for FBS families Sharing expertise across Kāhui Ako Promote a Growth Mindset mentality for teachers and learners ASLs/WSLs leading development of our Te Puke o Taramainuku Local Curriculum 	Years 1-8: <ul style="list-style-type: none"> Māori: We aim to lift the achievement of all our Māori students in Mathematics from 50%, to 80%, a 30% shift by the end of 2023. Pasifika students: We aim to lift the achievement of Pasifika students in Mathematics from 60% to 80%, a 20% shift by the end of 2023 Boys: We aim to lift the achievement of boys in Mathematics from 50% to 80% , a 30% shift by the end of 2023.

NCEA LEVEL 2 and 3	<ul style="list-style-type: none"> • Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2 for FBS families • Sharing expertise across Kāhui Ako • Promote a Growth Mindset mentality for teachers and learners 	<ul style="list-style-type: none"> • Level 2: we will achieve 91.5% by the end of 2023. This will mean lifting additional students from Not Achieved to Achieved. • Level 3: we will achieve 91% by the end of 2023. This will mean lifting additional students from Not Achieved to Achieved. • We will achieve a 2.5 % shift annually.
PROCESS TARGETS <ul style="list-style-type: none"> - Learner Well Being - STEAM - Learner retention, attendance and engagement 	<ul style="list-style-type: none"> • By the end of 2023 Kāhui Ako leaders and teachers will have identified an appropriate methodology to collect data on well-being. • This will include using the Well Being at School tool https://www.wellbeingatschool.org.nz/ws-surveystools • We will explore current practices around effective Well Being practices. 	<ul style="list-style-type: none"> • 100% of whānau complete and return NZCER Student Well-Being survey • 100% of our Te Puke ō Taramainuku learners state that they feel safe, happy and secure at school • Promote student agency by highlighting the partnership between teacher and learner • Strengthen connection between our students and others in our Kāhui Ako
	<ul style="list-style-type: none"> • Develop a local curriculum that reflects STEAM concepts and competencies, community partnership and authentic learning. • Term 3, 2023 Kāhui Ako STEAM themed Student Expo • Develop assessment literacy practices related to key competencies & learning dispositions 	<ul style="list-style-type: none"> • By the end of T3, 2023 we will have a Kāhui Ako Student Inquiry model • 80% of all whānau will attend our Term 3 Kāhui Ako STEAM Student Expo • By the end of T4, 2023 we will have a draft version of our Te Puke ō Taramainuku Local Curriculum ready for delivery in 2024
	<ul style="list-style-type: none"> • Talanoa Ako Pacific Parent Responsive Education Programme in Terms 1 and 2 for FBS families • Monthly Te Puke ō Taramainuku Attendance meetings with STRIVE or relevant Attendance Service Provider • Maintain existing Pastoral care processes e.g. SWIS/Careers Advisor/PHN etc 	<ul style="list-style-type: none"> • Learner attendance in all centres and schools is above 85% • Our learners accessing educational opportunities from within our Kahui Ako from ECE- Tertiary • Develop systems and processes to support a seamless transition across our Kāhui Ako • Build a cohesive pathway (learning/pastoral) that works alongside the local curriculum design.



Mathematics achievement levels 2020-2022

MATHEMATICS	2020	2021	2022
Above standard	9.8%	6.8%	9.9%
At Standard	40.1%	33.1%	37.4%
Below Standard	50.1%	60.1%	52.7%

	BELOW	AT	ABOVE
Year 1	28%	70%	2%
Year 2	45%	44%	11%
Year 3	76%	24%	
Year 4	63%	33%	4%
Year 5	60%	23%	17%
Year 6	40%	31%	28%
TOTAL	52.7%	37.4%	9.9%

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

2023 Goal:

- In 2023 100% of our FBS Learners will make progress across the learning year.
- This progress will be monitored and measured by our teachers throughout 2022, relevant and purposeful assessment tools applied and information derived from these used effectively to inform next learning steps.

Target 1: To support achievement in Mathematics

<i>Historical Position</i>	<i>Strategy</i>	<i>Action(s)</i>	<i>Reflection</i>
Flat Bush School has had PLD in DMIC with Professor Bobbie Hunter and her team	There has been evidence to support that when implemented the Pasifika Maths programme will accelerate student achievement in Mathematics.	The Pasifika Maths approach has been taught in all classes since 2018.	Positive shifts across the school as indicated by EOY data. It is important to recognise some ongoing impact COVID-19 has had on our 2022 EOY data.
End of year OTJ's in 2022 indicate a small increase in overall achievement.	Continue to utilise an Inquiry approach to the teaching of Mathematics using the DMIC strategies.	All year levels will ensure that the delivery of Mathematics aligns with the FBS Mathematics Curriculum Implementation Plan (MCIP)	Teaching teams to plan learning experiences that align with our FBS Mathematics Curriculum Implementation Plan
Flat Bush School recognises the value of continually up-skilling staff and has a commitment to high quality professional development.	Time will be given in team meetings to discuss Mathematics programmes, individuals needing enrichment or extension, research and best practice models.	The Mathematics Leader will ensure, through regular meetings and through the professional development plan, that staff have access to the latest research and best practice.	Continue to make available for teachers the opportunity to attend Professional Learning courses.
In 2020 the Flat Bush School Mathematics Curriculum Implementation plan was revised	Our FBS MCIP outlines how Mathematics will be delivered across our school at all year levels	All year levels will ensure that the delivery of Mathematics aligns with the FBS Mathematics Curriculum Implementation Plan	Continue with this focus and teaching approach in 2023
We are very involved with learning experiences outside the classroom, including inquiry throughout the process.	Share in learning experiences through the inquiry process that focus on involved with the learning experiences.	Set up 'Rich, Real, Relevant and Authentic Experiences' to enrich the Mathematics experience. Set up programmes that motivate and inspire students to want to do Mathematics.	Continue with this focus and teaching approach in 2023
All classes in Years 1-2 have access to iPads and all classes in Years 3-6 are able to use chromebooks.	Students in all classes will have access to an ICT device for Mathematics.	Students in all classes will have access to appropriate on-line Mathematical learning tools	Continue with this focus and teaching approach in 2023 if most suitable and relevant to the learning experience.

Focus 1a: To support achievement in Mathematics

Student achievement focus action plan

Focus Group

To accelerate the Mathematical achievement of students in Mathematics.
All Year 6 students will make accelerated progress in 2023.

Student Group

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

Historical Position

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

Action Plan

What will the school do to meet the target	When will it be done by	Who is involved / responsible	What resources will be allocated
Leader for Mathematics will be selected from current staff.	Week 6, Term 1	SMT	Fixed Term Unit for leader
The Mathematics Action Plan to be reviewed by Mathematics Team Leader and SMT.	End of Term 1, 2022	Maths Co-leaders and team	Time (\$300) Release for Math team leader
On-going development of benchmarks for student achievement in line with Mathematic progressions and the New Zealand Curriculum.	Week 6, Term 2,2022	Maths team/all teachers	After school curriculum team meeting
Obtain data on student achievement via diagnostic testing E-AsTTle/GLOSS/JAM.	Ongoing from Wk 6, Term 1	Teachers	Assessment tool kits
Time 1 goals to be created with students to prepare for Goal setting evening.	Week 10, Term 1	Teachers	Week 8, Term 1 staff meeting
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.	Ongoing	Teachers	Syndicate meetings

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



Written Language achievement levels 2020-2022

WRITTEN LANGUAGE	2020	2021	2022
Above Standard	7.6%	3.9%	7.6%
At Standard	36.3%	38.5%	35.9%
Below Standard	56.1%	57.6%	56.5%

	BELOW	AT	ABOVE
Year 1	34%	66%	
Year 2	61%	39%	
Year 3	75%	25%	
Year 4	67%	30%	3%
Year 5	58%	29%	12%
Year 6	39%	44%	17%
TOTAL	56.5%	35.9%	7.6%

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

2023 Goal

- In 2023, 100% of our FBS Learners will make progress across the learning year.
- This progress will be monitored and measured by our teachers throughout 2023.
- Relevant and purposeful assessment tools applied and information derived used effectively to inform next learning steps.

Target 1: To raise student achievement in Writing

Historical Position	Strategy	Action(s)	Reflection
2022 EOY data indicated a small improvement in overall achievement	2023 PLD will continue to focus on Assessment for Learning (Afl) and the development of our Practice Analysis Conversations	Literacy Leader and team will write the Action Plan and present this to the board. The Literacy leaders will review all the documentation on pupils and look at our learning needs.	This will provide direction for our 2023 supplementary learning programmes
Flat Bush School recognises the value of continually up-skilling staff and has a commitment to high quality professional development.	Time will be given in staff and curriculum meetings to discuss Literacy programmes, individuals needing enrichment or extension, research and best practice models.	The literacy leaders will ensure, through regular meetings and through the professional development plan, that staff have access to the latest research and best practice.	Continue with this focus and teaching approach in 2023
FBS have had teachers working in PLD that focused on accelerating achievement in literacy	We will continue to share and integrate learning from our time in ALL in order to accelerate their progress.	Literacy Leader and Lead teachers will continue to share with teams examples of Best Practice	Continue with this focus and teaching approach in 2023
We are very involved with learning experiences outside the classroom, including inquiry throughout the process.	Share in learning experiences through the inquiry process for report and recounts involved with the learning experiences.	Utilise 'Rich, Real, Relevant and Authentic Experiences' to enrich the writing experience. Set up programmes that motivate and inspire students to write.	Continue with this focus and teaching approach in 2023
All classes in Years 1-2 have access to iPads and all classes in Years 3-6 are able to use chromebooks.	All students will have access to an ICT device relevant to the learning experience .	Students in all classes will have access to appropriate on-line literacy learning tools.	Continue with this focus and teaching approach in 2023

Focus 1a: To support achievement in Writing

Student achievement focus action plan

<p>Focus Group To accelerate the achievement of students in Writing All Year 6 students will make accelerated progress in 2023</p>	<p>Student Group Gender: Male and Female Ethnicity: Maori and Pasifika Student Year: 6 Focus group: Year 6 Maori and Pasifika students</p>
<p>Historical Position In 2022 our school wide PLD focus was Assessment for Learning (AFL)</p>	

Action Plan			
What will the school do to meet the target	When will it be done by	Who is involved / responsible	What resources will be allocated
Curriculum leader for Reading and Writing to be selected from current staff.	Week 6, Term 1 2023	Teachers Principal	N/A
Time 1 goals to be created with students to prepare for Goal setting evening. Data entered onto Etap.	Week 9 Term 1 2023	Teachers	N/A
The Writing Action Plan to be reviewed, written and followed. On-going development of benchmarks for student achievement in line with Literacy progressions and the New Zealand Curriculum.	End of Term 2, 2023	Literacy Team Teaching Team	\$100.00 (folders etc)
Obtain data on student achievement via diagnostic testing E-AsTTle. Analyse written work samples according to E-AsTTle matrix.	Week 2, Term 2 2023	Literacy Leaders Teaching Staff Kāhui Ako	Time (\$600) Literacy Leaders CRT

Each class will design and implement a programme catering specifically to the needs of their students based on the data.	Ongoing	Teachers	NIL Time
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.	Ongoing	Teachers Literacy Leaders	Nil
Mid year data will be collected and analyse and placed onto Etap Model correct writing (shared book, E-AsTTle and National Exemplars, LLP).	End of Term 2, 2023	Teachers SMT Kāhui Ako	Nil
Children are given daily opportunities to write with clear learning focus, feedback and next step. Including Learning experiences outside the class.	Ongoing	Teachers	Trip costs
Analyse student data across strands and cohorts at the end of the year and identify areas for improvement in the following year.	End of Term 4, 2023	Literacy Leaders Teachers	Time
Prioritise spending and resourcing and allocate sufficient funds for 2022	Week 4 Term 4, 2023	Literacy Leaders Teaching team Principal	Time
Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes	Term 1 onwards	Literacy Leader/syndicates/SMT	Possible release time

Success Criteria

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



Reading achievement levels 2020-2022

READING	2020	2021	2022
Above Standard	20.4%	13.1%	13%
At Standard	34.4%	30.6%	42%
Below Standard	45.2%	56.3%	45%

	BELOW	AT	ABOVE
Year 1	34%	63%	3%
Year 2	61%	11%	27%
Year 3	69%	31%	
Year 4	44%	43%	13%
Year 5	36%	49%	15%
Year 6	30%	52%	19%
TOTAL	45%	42%	13%

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

2023 Goal

- In 2023, 100% of our FBS Learners will make progress across the learning year.
- This progress will be monitored and measured by our teachers throughout 2022
- Relevant and purposeful assessment tools applied, with information derived from these used effectively to inform next learning steps.

Focus 2: To support achievement in Reading

Historical Position	Strategy	Action(s)	Reflection
Our PLD in 2022 focused on Assessment for Learning. Through this we have explored creating greater clarity with our learners.	We designed the 2022 Literacy Action Plan for the school and ensured that it focused on the clear links between Reading, Writing and Oral Language through the strategies being developed e.g. activating prior knowledge, visualisation etc.	Write the 2023 Action Plan and present this to the Board. The Literacy leaders will review all the documentation on pupils and look at the needs across all year levels in our school	End of Term 1, 2023
Flat Bush School recognises the value of continually up-skilling staff and has a commitment to high quality professional development.	Time will be given in staff and team meetings to discuss Literacy programmes, individuals needing enrichment or extension, research and best practice models. Staff will be kept informed of relevant professional development offered.	The Literacy leaders will ensure, through regular meetings and through the professional development plan, that staff have access to the latest research and best practice.	Continue with this focus and teaching approach in 2023
We are very involved with Learning Experiences Outside The Classroom L.E.O.T.C including Inquiry throughout the process.	Share in learning experiences through the Inquiry process for report and recounts involved with the learning experiences.	Utilise “Rich, Real, Relevant and Authentic Experiences” to enrich reading experiences. Continue the relationship between our school and Tupu Library.	Continue with this focus and teaching approach in 2023
Students who are achieving above the standard in reading language require further extension.	Set up an extension and enrichment programme to develop these student’s abilities.	A planned programme of enrichment and extension is available for our most able readers	Continue with this focus and teaching approach in 2023
Provision is made for our FBS students who require extra support in Reading	Reading support available to accelerate their progress student progress through Reading Recovery use of Repetitive Reading and focus on high-frequency sight words as the Lexia and Quick 60 Reading support programmes	A planned programme of improvement for children working below their chronological age.	Continue with this focus and teaching approach in 2022
Reading Together programme	Through our Kāhui Ako provide Reading Together Workshops in Terms 2 and 4. These will follow on after we have completed our Talanoa Ako parent education programme.	Regular information made available to all families.	Terms 2-4, 2023

Focus 2a: To support achievement in Reading

Student achievement Focus action plan

Focus Group To accelerate the achievement of students in Reading All Year 6 students will make accelerated progress in 2023	Student Group Gender: Male and Female Ethnicity: Māori and Pasifika Student Year: 6 Targeted group: Year 6 students
Historical Position Since 2020 our school wide PLD focus has been Assessment for Learning (AFL)	

Action Plan

What will the school do to meet the target	When will it be done by	Who is involved / responsible	What resources will be allocated
Leaders for English (Reading/Writing) to be selected from current staff.	Week 6, Term 1, 2023	Teachers Principal	Management Unit
The Reading Action Plan to be reviewed, written and followed. Develop benchmarks for student achievement in line with Literacy progressions and the New Zealand Curriculum.	End of Term 2, 2023	Literacy Leaders Principal	\$100 (folders)
Associate Principal to support learning in all Junior classes through a series of observations/modelling and coaching.	Week 3, Term 2 onwards	Associate Principal	Staffing
Obtain data on student achievement via diagnostic testing, PROBE/STAR, cyclical running records.	Week 8, Term 1	Literacy Leaders Principal	\$500.00 (PROBE assessment kits)
Each class will design and implement a programme catering specifically to the needs of their students based on the data.	Ongoing	Teaching Staff	Nil
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.	Ongoing	Students / peers / Teacher	Nil
Raise achievement using National formative testing tools; Time 2/3 data will be collected and analysed. Data on Etap.	Ongoing	Students / peers / Teacher	Nil

Model correct Reading comprehension strategies using skills developed through PLD e.g. activating prior knowledge, summarising etc.	Ongoing Terms 1-4	Literacy Leader Associate Principal Teacher and Students	N/A
Lexia Reading programme for selected students (Year 6 cohort)	Ongoing	Ama Faumuina	\$1,000
Children are given daily opportunities to read with clear learning focus, feedback and next step. Including Learning experiences outside the class.	Week 5, T1 onwards	Associate Principal Teacher and Students	N/A
Teachers to select Focus Groups in Reading. Ensure these groups are given every opportunity to accelerate in their progress (more than 1 year) across the year.	Week 4 Term 4	Literacy Leader Associate Principal Teacher and Students	N/A
Prioritise spending and resourcing and allocate sufficient funds for 2023.	Week 6 Term 4	Literacy Leader Principal	N/A
Analyse student data across strands and cohorts at the end of the year and identify areas for improvement in the following year. Data on Etap.	Term 1 onwards	Literacy Leaders Principal Teaching team	N/A
Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes	Terms 1-4, 2023	Literacy Leader/syndicates/SMT	Possible release time

Success Criteria

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



School Based Focus for 2023

Based on our results for 2022, we need to continue with our focus in Reading, Writing and Mathematics. Our teacher's delivery of these learning areas will be developed through our on-going Professional Learning in Assessment for Learning, and the continued building of teacher capability in these key learning areas. Our school's Professional Growth Cycle will be part of this process and will provide a framework for our teachers as they inquire into areas of their teaching practice, this was well received by our teachers in 2022 and we completed our first, full Professional Growth Cycle.

We have developed student led inquiry across our school, with the reframing of our school into 3 syndicates in 2018 ensuring all students were involved in school wide units of learning that were based on a common theme. In 2021 we trialled a move to 4 teaching teams, in 2022 we returned to having 3 teaching teams as this is the preferred format of our teachers.

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

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

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

Digital Technology

In 2020 we introduced STEAM lessons at all year levels delivered by the Senior Management Team. The focus was on the Computational Thinking and Designing and Developing Digital Outcomes with our learners. We used both e-learning devices and also 'unplugged' learning experiences.

The intention was to align with the 2018 statement from the Minister of Education that;

"The digital curriculum is about teaching children how to design their own digital solutions and become creators of, not just users of, digital technologies, to prepare them for the modern workforce."

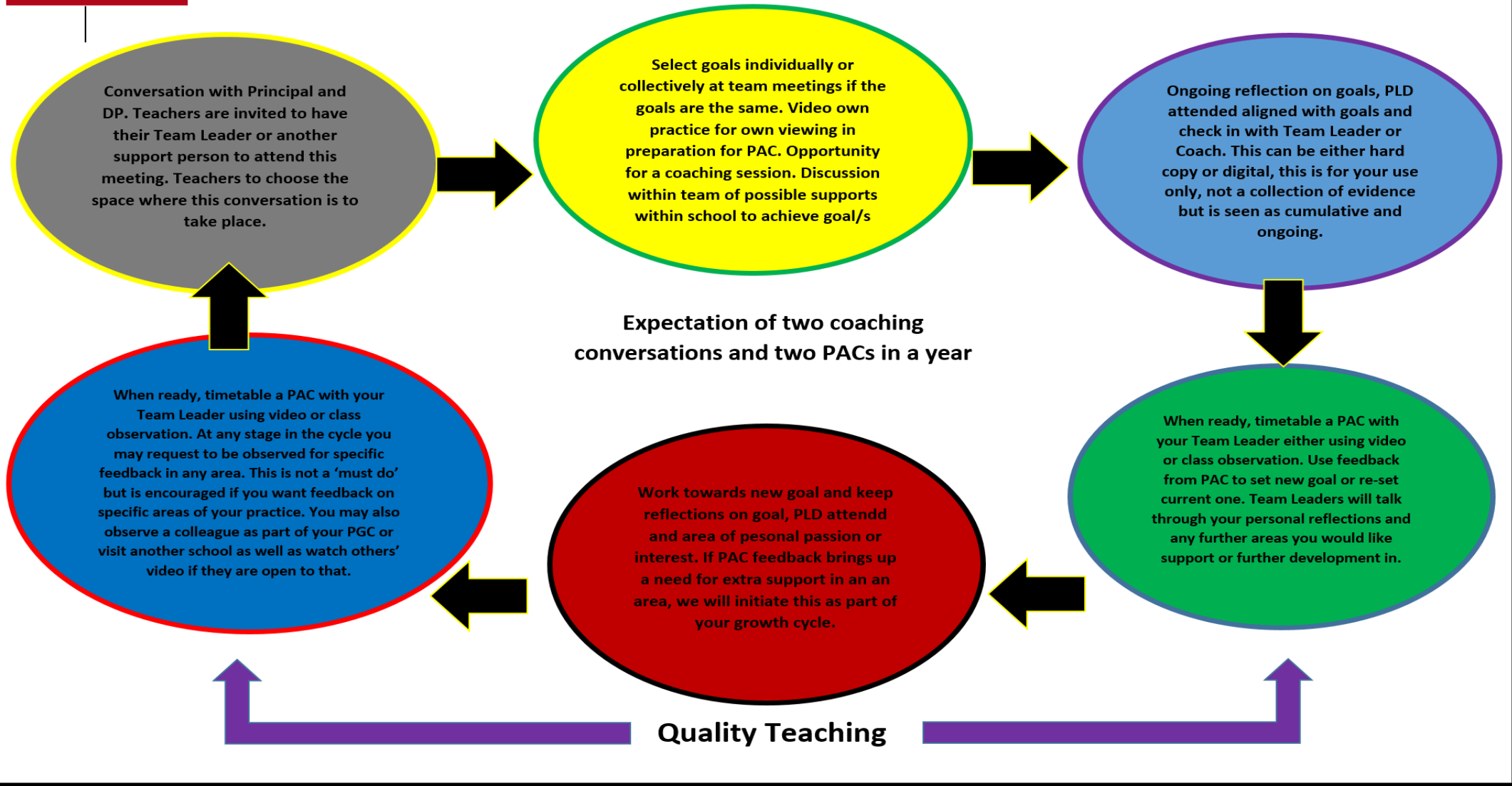
In 2022 teachers continued this learning through integrating STEAM learning experience in our Student Inquiry Units and we will further this in 2023.



Professional Growth Cycle

‘Whaowhia kete te mātauranga’

Fill the basket of knowledge



Assessment Information 2022 Reading, Writing and Mathematics

READING

Flat Bush School Mid Year Report Data Y5-Y6 General,(2)Mid OTJ Reading Progress 2022 Admin Whole School excl Rm3,4										
8641	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1		6% (3)	19% (10)	74% (40)	2% (1)					54
Y2		48% (29)	31% (19)	5% (3)	16% (10)					61
Y3	2% (1)	35% (18)	52% (27)	12% (6)						52
Y4		22% (18)	41% (34)	30% (25)	6% (5)					82
Y5	1% (1)	21% (15)	40% (29)	25% (18)	14% (10)					73
Y6		13% (7)	30% (16)	45% (24)	11% (6)					53
Totals	0.5% 2	24% 90	36% 135	30.9% 116	8.5% 32					375

Flat Bush School EOY Covid Report OTJ Reading 2022 Admin Whole School excl Rm3,4										
8425	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1		16% (10)	19% (12)	63% (40)	3% (2)		34% (22)	63% (40)	3% (2)	64
Y2		21% (13)	40% (25)	11% (7)	27% (17)		61% (38)	11% (7)	27% (17)	62
Y3		30% (16)	39% (21)	31% (17)			69% (37)	31% (17)		54
Y4		20% (17)	24% (20)	43% (36)	13% (11)		44% (37)	43% (36)	13% (11)	84
Y5		7% (5)	29% (22)	49% (37)	15% (11)		36% (27)	49% (37)	15% (11)	75
Y6		11% (6)	19% (10)	52% (28)	19% (10)		30% (16)	52% (28)	19% (10)	54
Totals		17% 67	28% 110	42% 165	13% 51		45% 177	42% 165	13% 51	393

Analysis of data from Mid to End of Year				NEXT STEPS
Areas of Improvement		Areas to Develop		<ul style="list-style-type: none"> Analyse and review assessment information and identify those students who require extra support, through the use of Teacher Aide intervention Build on 2022 focus on Assessment for Learning Teachers to use Time 1 assessment data to select target groups of students in Reading 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 and ensure new teachers 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
Reaching At or Above		Needing Support or Working towards		
Year 6	71% up from 56%	Year 3	30% NS 39% WT	
Year 5	64% up from 39%	Year 2	21% NS 40% WT	
Year 4	56% up from 36%			

WRITING

Flat Bush School Mid Year Report Data Y5-Y6 General,(2)Mid OTJ Writing Progress 2022 Admin Whole School excl Rm3,4										
8642	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1		4% (2)	15% (8)	81% (44)						54
Y2		46% (28)	34% (21)	11% (7)	8% (5)					61
Y3	2% (1)	37% (19)	60% (31)	2% (1)						52
Y4		24% (20)	57% (47)	18% (15)						82
Y5		30% (22)	33% (24)	33% (24)	4% (3)					73
Y6		19% (10)	26% (14)	50% (27)	6% (3)					54
Totals	0.3% 1	26.9% 101	38.6% 145	31.4% 118	2.9% 11					376

Flat Bush School EOY Covid Report OTJ Writing 2022 Admin Whole School excl Rm3,4										
8457	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1		16% (10)	19% (12)	66% (42)						64
Y2		21% (13)	40% (25)	24% (15)	15% (9)					62
Y3		35% (19)	41% (22)	24% (13)						54
Y4		25% (21)	42% (35)	30% (25)	4% (3)					84
Y5		17% (13)	41% (31)	29% (22)	12% (9)					75
Y6		11% (6)	28% (15)	44% (24)	17% (9)					54
Totals		20.9% 82	35.6% 140	35.9% 141	7.6% 30					393

Analysis of data from Mid to End of Year				NEXT STEPS
Areas of Improvement		Areas to Develop		<ul style="list-style-type: none"> Analyse and review assessment information and identify those students who require extra support, through the use of Teacher Aide intervention Build on 2022 focus on Assessment for Learning Teachers to use Time 1 assessment data to select target groups of students in Writing 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 and ensure all teachers 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
Reaching At or Above		Needing Support or Working towards		
Year 2	39% up from 19%	Year 5	16% NS 44% WT	
Year 3	24% up from 2%	Year 4	23% NS 40% WT	
Year 4	34% up from 18%	Year 3	31% NS 44% WT	
Year 6	61% up from 56%			

MATHEMATICS

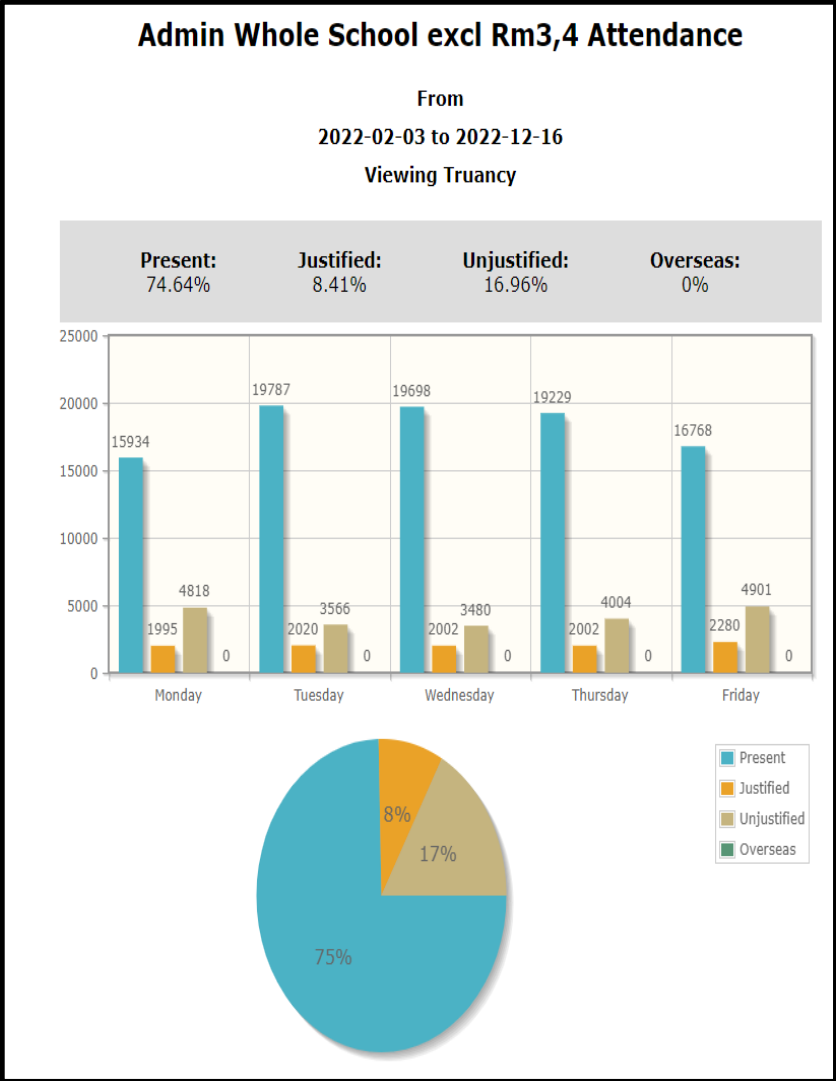
Flat Bush School Mid Year Report Data Y5-Y6 General,(2)Mid OTJ Mathematics Progress 2022 Admin Whole School excl Rm3,4										
8643	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1		2% (1)	17% (9)	81% (44)						54
Y2		38% (23)	28% (17)	30% (18)	5% (3)					61
Y3	2% (1)	35% (18)	58% (30)	6% (3)						52
Y4		33% (27)	52% (43)	15% (12)						82
Y5		30% (22)	41% (30)	16% (12)	12% (9)					73
Y6		13% (7)	39% (21)	30% (16)	19% (10)					54
Totals	0.3% 1	26.1% 98	39.9% 150	27.9% 105	5.9% 22					376

Flat Bush School EOY Covid Report OTJ Mathematics 2022 Admin Whole School excl Rm3,4										
8489	Not applicable	Needs Support	Working Towards	At Level	Above Level	Well Below	Below	At	Above	Total
Y0										0
Y1		13% (8)	16% (10)	70% (45)	2% (1)					64
Y2		19% (12)	26% (16)	44% (27)	11% (7)					62
Y3		31% (17)	44% (24)	24% (13)						54
Y4		23% (19)	40% (34)	33% (28)	4% (3)					84
Y5		16% (12)	44% (33)	23% (17)	17% (13)					75
Y6		7% (4)	33% (18)	31% (17)	28% (15)					54
Totals		18.3% 72	34.4% 135	37.4% 147	9.9% 39					393

Analysis of data from Mid to End of Year				NEXT STEPS
Areas of Improvement		Areas to Develop		<ul style="list-style-type: none"> 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 Build on 2022 focus on Assessment for Learning Teachers to use Time 1 assessment data to select target groups of students in Mathematics 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 (GLOSS/JAM/) 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
Reaching At or Above		Needing Support or Working towards		
Year 2	55% up from 35%	Year 5	16% NS 44% WT	
Year 3	24% up from 6%	Year 4	23% NS 40% WT	
Year 4	37% up from 15%	Year 3	31% NS 44% WT	
Year 5	40% up from 28%			
Year 6	59% up from 49%			

Patterns and Trends	Years 1-2	Years 3-4	Years 5-6
Reading	<ul style="list-style-type: none"> Year 2 EOY At/Above 38% was an improvement of 17% from Mid-Year Year 1 EOY slightly lower than Mid-Year (66/76) 	<ul style="list-style-type: none"> Gains in Yr3/4 EOY At/Above Evident that this cohort have large gains still needing to be made Year 3 EOY (17/54) AT/ABOVE Year 4 EOY (47/77) AT/ABOVE 	<ul style="list-style-type: none"> Strong gains in Year 6 and EOY and 38/52 finished AT/ABOVE Gains in Year 5 at EOY of 25% in AT/ABOVE
Writing	<ul style="list-style-type: none"> Gains in Year 2 EOY AT/ABOVE Decrease in Year 1 EOY could be due to increased demands on our learners 	<ul style="list-style-type: none"> Gains in Year 3 and 4 for EOY AT/ABOVE were greater than in Reading 	<ul style="list-style-type: none"> Total learner numbers in Year 5 (31) and 6 (33) AT/ABOVE for EOY were similar but were 41% and 61% when applied to overall learner numbers
Mathematics	<ul style="list-style-type: none"> Years 1 and 2 had over 50% of learners finish the year AT/ABOVE (72%/55%) 	<ul style="list-style-type: none"> EOY AT/ABOVE for Years 3 and 4 (24%, 37%) requires us to have a deeper look at what areas of Mathematics are our learners finding the most challenging. 	<ul style="list-style-type: none"> Gains for Year 5 EOY AT/ABOVE and Year 6 EOY AT/ABOVE were 10% or more 45 Year 5 learners were Below expected level, important to identify this cohort quickly in 2023 and create a plan that will ensure acceleration before the end of year for all of these learners.
<ul style="list-style-type: none"> The residual impact of COVID-19 continued to have an effect on student achievement in 2022. In 2022 our teachers were able to make valid and reliable OTJ's for Reading, Writing and Mathematics. Attendance was variable across 2022 but improved across the course of the year. 			

Flat Bush School 2022 Whole School Attendance



Gender		Number of pupils
Female	72% 47805 / 66263	219
Male	70% 60039 / 85970	277

Ethnicity		Number of pupils
African/African Origins	84% 309 / 368	1
Cook Isl Maori	70% 22415 / 31893	103
Fijian	87% 660 / 755	2
Indian	53% 198 / 375	1
Korean	48% 119 / 249	1
NZ Maori	71% 20564 / 29092	103
Niue	71% 1441 / 2043	8
Other Pacific Isl Group	41% 420 / 1027	3
Other South East Asian	91% 1020 / 1123	3
Samoa	72% 45958 / 63717	200
Tongan	68% 13637 / 20141	67
Vietnamese	76% 1103 / 1450	4

ANALYSIS OF VARIANCE

Subjects: Reading, Writing and Mathematics

NAG2A (b)(i) Areas for improvement

Subject: Writing and Mathematics

Discussion:

The following relates to Reading, Writing and Mathematics:

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

Discussion:

- Professional Development in Assessment for Learning has supported clarity in what is being taught
- Overall Teacher Judgements in 2022 were based on credible and relevant assessment data .
- Teachers display greater efficacy in the assessing and teaching of Writing and use of E-AsTTle as a formative and summative tool.
- Deliberate Acts of Teaching that support acceleration is an on-going focus for our teachers
- Ongoing discussion in staff and team meetings focused on selected groups of students.

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

Discussion:

The following relates to Reading, Writing and Mathematics:

- Teacher's Professional Growth Cycle designed as a tool to support and improve learning outcomes
- Analyse and review assessment information and identify those students who require extra support, through the use of Teacher Aide intervention, or access to external agencies e.g. RTLB, GSE, Speech Language Therapist
- Teachers will use assessment data to form selected student groups in Reading, Writing and Mathematics
- In 2022 Teacher's Professional Growth Cycle teachers will have a focus on learners who require extra support in Reading, Writing or Mathematics
- Moderation process at team level to support staff to improve student outcomes
- Increase current teacher capability in the analysis and interpretation of assessment data to ensure we use this data to inform teaching practice. This will be achieved through our on-going Professional Learning and Development in Assessment for Learning.
- Build on current knowledge of assessment tools (E-AsTTle, GLOSS/JAM/Probe) and ensure new staff have a clear understanding of how to use them.
- Teachers share assessment information with students as a way of developing student created learning goals.
- Lexia Reading programme for selected students/Teacher Aide leading Quick 60 Reading Support programme
- FBS offers Talanoa Ako parents programme for our whānau
- Kahui Ako Curriculum evenings for Reading/Writing and Mathematics in Terms

Sources of Information

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

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

Our main assessments are:

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

In addition to formal and informal assessments teachers will have the opportunity to select a focus group in either Reading, Writing and Mathematics as the context to frame their 2023 Professional Growth Cycle.

Our FBS Professional Growth Cycle includes coaching sessions, observations, practice analysis conversations.

We have dedicated times to meet with our FBS whānau each term;

- *Term 1: Goal Setting/Celebrating Success*
- *Term 2: Mid-Year Report/Celebrating Success*
- *Term 3: Celebration of Success*
- *Term 4: End of Year Report/Celebrating Success*

Flatbush School

Strategic Plan: 2023-2025

MISSION

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

VISION

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

VALUES

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

Strategic Goals 	Strategic Programmes 	Initiatives 2023 	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>	<ul style="list-style-type: none"> Teaching as Inquiry undertaken by all Further progress made in coaching and mentoring Growth Mind set strengthens learner agency 	<ul style="list-style-type: none"> Practice Analysis Conversations (PACs) used to improve teacher effectiveness Develop through our Kāhui Ako opportunities to engage with colleagues from other schools 	<ul style="list-style-type: none"> All learners make progress in each area of learning Achievement data used to inform next learning steps
<p>CULTURALLY RESPONSIVE PRACTICE All students have a learning experience that is respectful and responsive to their culture, identity and heritage</p>	<ul style="list-style-type: none"> FBS curriculum reflects our learner's cultural capital and culture is viewed as a strength ALL FBS learners encouraged to share knowledge of their culture 	<ul style="list-style-type: none"> Build knowledge of kawa and tikanga across all year levels and Increase use of Te Reo Māori Ensure our learner's culture, heritage, and identity are valued 	<ul style="list-style-type: none"> FBS teachers adapting Tāpasa Turis into their learning programmes Visible evidence of teachers using cultural competencies in their practice
<p>STUDENT WELL BEING All students feel safe and secure at school and their physical, mental and emotional needs are being met</p>	<ul style="list-style-type: none"> Strengthen platforms that support our learners to promote and share ways to improve well being Continue to implement Mitey Framework across all year levels 	<ul style="list-style-type: none"> Introduce staff to Dr Mason Durie's Te Whāre Tapa Whā Strengthen connection between our students and others in our Kāhui Ako 	<ul style="list-style-type: none"> Mitey Mental Health Framework used across all year levels 100% of our learners state that they feel safe, happy and secure at FBS
<p>COMMUNITY ENGAGEMENT Our whānau are active participants in their child's learning experience</p>	<ul style="list-style-type: none"> Create learning partnerships between FBS and whānau from time of enrolment Work with community to accelerate achievement for all learners 	<ul style="list-style-type: none"> Talanoa Ako parent's programme Curriculum Evenings Community fono and hui 	<ul style="list-style-type: none"> 100% attendance by FBS whānau to all school learning partnership meetings 25 FBS whānau to complete Talanoa Ako parent's programme

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

Action Plan 1/Quality Teaching

Initiative	2023				2024				2025			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Professional Growth Cycle  <p>The diagram illustrates the Professional Growth Cycle as a continuous loop. It starts with 'Reflection on PGC: what happened as a result of this inquiry/use of information for future teaching. Share PGC with our teaching teams'. This leads to 'Planning for the future: what will I do differently? What resources do I need? What support do I need?'. This is followed by 'Action: what will I do? How will I do it? What resources do I need? What support do I need?'. The final step is 'Reflection on PGC: what happened as a result of this inquiry/use of information for future teaching. Share PGC with our teaching teams'. The cycle is supported by 'Expectation of two coaching conversations and two PACs in a year' and 'Quality Teaching'.</p>	<p>Teachers use 2023 start of year data as a starting point for selecting their PGC for the year. In team meetings discuss and share ideas that support colleagues in their PGC.</p>	<p>Teachers use 2022 EOY data as a starting point for selecting focus for their PGC. Complete assessments in core areas, use all data to inform PGC foci for the year.</p>	<p>Teachers use 2023 EOY data as a starting point for selecting focus for PGC. Complete assessments in core areas, use all data to inform TAI foci for the year</p>									
Coaching and Mentoring 	<p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p>	<p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p>	<p>Teachers exploring strategies that will be of most benefit to their students and the Teaching and Learning taking place.</p>									
	<p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p>	<p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p>	<p>CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school</p>									
	<p>Reflection on PGC :what happened as a result of this inquiry/use of information for future teaching. Share PGC with our teaching teams</p>	<p>Reflection on PGC what happened as a result of this inquiry/use of information for future teaching. Share PGC with our Kāhui Ako colleagues</p>	<p>Reflection on PGC what happened as a result of this inquiry/use of information for future teaching. Share PGC with a wider audience of Kāhui Ako</p>									
	<p>Kāhui Ako SLT to continue working on strategies to strengthen coaching and mentoring in our schools. Teachers select a practice partner for the year</p>	<p>Teachers in FBS and Rongomai meet to select a practice partner for 2024</p>	<p>Teachers in Kāhui Ako meet to select a practice partner for 2025</p>									
Practice Analysis Conversations 	<p>Teachers conduct GROWTH coaching sessions with peers.</p>	<p>Teachers conduct peer observations with PAC supported by DP with curriculum portfolio</p>	<p>Teachers conduct peer observations with PAC supported by SMT from Kāhui Ako</p>									
	<p>Teachers conduct peer observations with PAC supported by Senior Leadership team</p>	<p>FBS and Rongomai teachers meet to have PAC conversations independently</p>	<p>Kāhui Ako teachers meet to have PAC conversations independently</p>									
	<p>Principal PAC with all teachers.</p>	<p>FBS and Rongomai Teachers have PAC conversations based on their 2020 TAI</p>	<p>Kāhui Ako teachers have PAC conversations based on their 2021 TAI</p>									
	<p>Informal meeting with a practice partner from 2022</p>	<p>Meeting with practice partner from FBS or Rongomai</p>	<p>Meeting with 2023 practice partner from Kāhui Ako agree on foci for the year ahead</p>									
<td> <p>PAC with practice partner and DP following in class observation</p> </td> <td> <p>PAC with practice partner and DP following in class observation at FBS or Rongomai</p> </td> <td> <p>PAC with practice partner and DP following in class observation in our Kāhui Ako</p> </td>	<p>PAC with practice partner and DP following in class observation</p>	<p>PAC with practice partner and DP following in class observation at FBS or Rongomai</p>	<p>PAC with practice partner and DP following in class observation in our Kāhui Ako</p>									
<p>PAC with practice partner and Principal following in class observation</p>	<p>PAC with practice partner following in class observation</p>	<p>PAC with practice partner following in class observation</p>										
<p>PAC with practice partner in preparation for sharing of 2021 Professional Growth Cycle</p>	<p>PAC with practice partner in preparation for sharing of 2022 Professional Growth Cycle</p>	<p>PAC with practice partner in preparation for sharing of 2023 Professional Growth Cycle</p>										

Action Plan 2/Culturally Responsive

Initiative	2023				2024				2025			
<i>Te Tataiako</i>	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Competencies <i>Ako</i> <i>Whanaungatanga</i> <i>Tangata whenuatanga</i> <i>Manaakitanga</i> <i>Wānanga</i>	Revisit competencies within Syndicate and Staff meetings				Align competencies with Teaching Standards at Staff Only Day				Align competencies with Teaching Standards at Staff Only Day			
	Unpack Ako, Whanaungatanga competencies during staff PLD (Wks 4, 8) of T2 2023				Students in Year 6 to present examples of what Ako and Whanaungatanga looks like in action at FBS				Students in Year 3 to present examples of what Ako and Whanaungatanga looks like in action at FBS			
	Unpack Tangata whenuatanga, Manaakitanga competencies during staff PLD (Wks 5, 9) T3, 2023				Students in Year 5 to present examples of what Ako and Whanaungatanga looks like in action at FBS				Students in Year 2 to present examples of what Ako and Whanaungatanga looks like in action at FBS			
	Unpack Wānanga competency during staff PLD (Wk 3)				Students in Year 4 to present examples of what Ako and Whanaungatanga looks like in action at FBS				Students in Year 1 to present examples of what Ako and Whanaungatanga looks like in action at FBS			
Measurement tool	80% of all teachers at the Registered Teacher Criteria for all competencies 20% at Leader criteria				70% of all teachers at the Registered Teacher Criteria for all competencies 30% at Leader criteria				60% of all teachers at the Registered Teacher Criteria for all competencies 40% at Leader criteria			
<i>Tapasā</i>	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
<u>Turu 1:</u> Identities, language and cultures <u>Turu 2:</u> Collaborative and respectful relationships and professional behaviour <u>Turu 3:</u> Effective pacific pedagogies	Revisit Tapasā Resource to all staff at our Wk 2 Term 2 Professional Learning and Development meeting				Align competencies with current FBS Values				Align competencies with Teaching Standards at Staff Only Day			
	Turu 1: consult with our FBS community on what they want our school to do to promote identity, language and culture				Students in Years 5-6 to present examples of how our school promotes Identities, Languages and Cultures				Students in Years 3-4 to present examples of how our school promotes Identities, Languages and Cultures			
	Unpack Turu 2 competency in our staff PLD meetings Wks 3 and 9, Term 2, 2023				Turu 2: consult with our FBS community on what they want our school to do to promote collaborative and respectful relationships and professional behaviour				Students in Years 5-6 to present examples of how our school promotes collaborative and respectful relationships			
	Unpack Turu 3 competency in our staff PLD meeting Wk 4, Term 3, 2023				Turu 3: consult with our FBS community on what they want our school to do to promote effective pacific pedagogies				Teachers to share with FBS community the pedagogies they have found to be impactful within their classrooms			
Te Puke ō Taramainuku Kāhui Ako	On-going sharing of practice and pedagogy with our Kāhui Ako colleagues											
Measurement tool	All teachers at the Experienced Teacher Criteria for all competencies				All teachers at the Experienced Teacher Criteria for all competencies 20% at Leader criteria				All teachers at the Experienced Teacher Criteria for all competencies 30% at Leader criteria			

Action Plan 3/Well Being

Initiative	2023		2024		2025	
Gathering whānau voice	NZCER Community survey with all FBS whānau 100% of all whānau to complete and return survey Cultural consultation evenings: T2 Target of 100% attendance		NZCER Community survey with all FBS and Rongomai whānau 100% of all whānau to complete and return survey Cultural consultation evenings held as a Kāhui Ako Target of 100% attendance of all whānau from Years 1-10		NZCER Community survey with all FBS, Rongomai and FIS whānau. 100% of all whānau to complete and return survey Cultural consultation evenings held as a Kāhui Ako Target of 100% attendance of all whānau from Years 1-10	
Focus on student learning	Goal setting T1/3: 100% attendance all whānau Conferences: T2/4 : 100% attendance all whānau		Goal setting T1/3: 100% attendance all whānau Conferences: T2/4 :100% attendance all whānau		Goal setting T1/3: 100% attendance all whānau Conferences: T2/4 : 100% attendance all whānau	
Home School partnership	Kāhui Ako Curriculum evenings T2-4: Talanoa Ako Pacific Parent Responsive Programme (25 families)		Kāhui Ako Curriculum evenings T1-3		Kāhui Ako Curriculum evenings T1-3:	
External partnerships	Identify current external supporters of the schools in our Kāhui Ako e.g. Du Val Foundation /AUT/MIT etc. Contact supporters and invite to a meeting of our Kāhui Ako to discuss how we can build/strengthen our working relationship and to explore further possible ways to do this.		Kāhui Ako has a group of external supports providing pathways for our students to explore as part of on-going work experience or moving into full time study or employment.		All Year 11-13 students and their whānau in our Kāhui Ako are invited to an information that will be run by the 2022 working group.	
Community Events	T1	School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings	T1	School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings	T1	School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings
	T2	Celebrating Success conferences Language weeks LEOTC/Sports/weekly assemblies	T2	Celebrating Success conferences Language weeks LEOTC/Sports/weekly assemblies	T2	Celebrating Success conferences Language weeks LEOTC/Sports/weekly assemblies
	T3	Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Inquiry Expo	T3	Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Inquiry Expo	T3	Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Inquiry Expo
	T4	LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation Celebrating Success conferences	T4	LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation Celebrating Success conferences	T4	LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation Celebrating Success conferences

Action Plan 4/Connection

Initiative	2023	2024	2025
Engage with community	Align our FBS Values with those of our Te Puke ō Taramainuku Kāhui Ako Introduce concept of Whānau Friday (weekly 9am-10.30am), open door pop in/pop out invitations to join in class programmes Community satisfaction surveys (T2/4)	Review our FBS Values that are aligned with our Te Puke ō Taramainuku Kāhui Ako at a community hui to celebrate the beginning of our new school year. Continue to promote Whānau Fridays Community satisfaction surveys (T2/4)	FBS community hui to launch the new school year, at this meeting create examples of what our Values 'in action' looks like. Use these examples as part of upgrading school signage around our school Whānau Fridays Community satisfaction surveys (T2/4)
Student Council	Years 5-6 School Council to meet with AP 2 times per term Selected Year 3-4 students to attend 1 meeting per term	Years 3 and 4 added School Council to meet with DP 2 times per term SWIS/RTLБ/SMT/CPT invited to attend a combined pastoral care meeting Selected Year 1-2 students to attend 1 meeting per term	Years 1-2 added Full school council representing Years 1-6 meet with DP 2 times per term SWIS/RTLБ/SMT/CPT invited to attend a combined pastoral care meeting in T2/4
Student Agency	Establish focus groups to enable greater student voice to be heard and involved in decision making Termly student survey (Google forms) of that term's Inquiry	Focus groups/class discussions/Think Tanks to enable greater student voice to be heard and involved in decision making Termly student survey (Google forms) of that term's Inquiry	Focus groups/class discussions/Think Tanks to enable greater student voice to be heard and involved in decision making Termly student survey (Google forms) of that term's Inquiry
Responsive Curriculum	Use students survey responses to inform the following term's Inquiry Students participating in community based projects e.g. Pay It Forward Term 4 review of 2023 Inquiry by all students, responses used to guide the Inquiry Topics for 2024	Student directed Inquiry topics implemented in Terms 2 and 4. Create opportunities for students at all year levels to have input into the planning and preparation of these topics. Students participating in community based projects e.g. Pay It Forward Term 4 review of 2024 Inquiry by all students, responses used to guide the Inquiry Topics for 2025	Student directed Inquiry topics implemented in Terms 1-4. Create opportunities for students at all year levels to have input into the planning and preparation of these topics. Students participating in community based projects e.g. Pay It Forward Term 4 review of 2025 Inquiry by all students, responses used to guide the Inquiry Topics for 2026
Measurement Tools	<i>NZCER student well-being survey Years 4-6</i> <i>Schoolwide attendance</i> <i>FBS whānau survey responses</i> <i>Kāhui Ako survey responses</i>	<i>NZCER student well-being survey Years 3-6</i> <i>Schoolwide attendance</i> <i>FBS whānau survey responses</i> <i>Kāhui Ako survey responses</i>	<i>NZCER student well-being survey Years 1-6</i> <i>Schoolwide attendance</i> <i>FBS whānau survey responses</i> <i>Kāhui Ako survey responses</i>

Annual Plan

FLAT BUSH SCHOOL ANNUAL PLAN 2023

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	<ul style="list-style-type: none"> Improve learning outcomes for all students 	Evaluation Associates PLD facilitator Management	All Year	Nil	End of 2023
Assessment	Effective use of assessment tools	E-AsTTle/STAR testing results as pre and post measures for teachers by comparing scale scores in Feb, June and November	<ul style="list-style-type: none"> Standard scores vs Stanines gives better teacher knowledge All assessment information is used formatively to guide classroom learning programmes 	Management and Syndicate leaders Evaluation Associates PLD facilitator	All Year	\$3600	End of 2023
	Ensuring assessment data informs teacher planning and delivery	Assessments are done on child's anniversary in junior school not end of year Looking at the assessment data and looking at teachers planning and implementation	<ul style="list-style-type: none"> Assessments do occur on anniversary Via performance management ensure teachers are analysing data and using to inform teaching 	Banapa Janetta Team Leaders	All Year	As above	End of 2023

Mathematics	Improve Maths levels across the school.	DMIC methodology used in all classes. PLD as part of our Kāhui Ako available for all teachers.	<ul style="list-style-type: none"> Teacher's pedagogical skills in Maths increases and children's learning outcomes improve. 	Maths Team Leader, Janetta Banapa	Terms 1 - 4	Nil:	End of 2023
Mathematics	Strengthen teacher's knowledge of how to deliver DMIC	Build Teacher Capability through visiting schools that have had success in developing a DMIC methodology	<ul style="list-style-type: none"> Accelerated progress for students 	Maths Team Leader Janetta, Emily Kāhui Ako SLT	All year	\$2000.00 for Teacher release	End of 2023
Te Reo Māori me ona tikanga	To develop Te Reo Māori me ona tikanga	Develop Te Reo to conversational level with 80% of our Year 6 learners	<ul style="list-style-type: none"> Fluency of Te Reo used by students in Years 5-6 increases 	Natasha Young Matua Ernie Delamare Classroom teachers Matua Jeff Tukua	All year	Refer to budget	End of 2023
Te Reo Māori	To build staff capacity and confidence in Te Reo Māori	All staff able to enrol in the 2023 Te Ahu o Te Reo Maori pathway	<ul style="list-style-type: none"> FBS staff strengthen confidence in use of Te Reo Māori 	Banapa Janetta	All Year	Funded by MOE	End of 2023

Unique position of Māori Culture	All FBS learners know our school's pepeha	To continue to develop Kapa Haka with all teams	<ul style="list-style-type: none"> Greater use of te reo across the school. School's Kapa Haka group to 	As above Natasha Young Matua Ernie Delamare			End of 2023
Cultural diversity Pasifika - Samoan	To provide learning focus on Samoan identity, language and culture.	To extend criteria for selection in Rooms 8,9, and 10 to include students of Samoan heritage with or without the language.	<ul style="list-style-type: none"> Students with Samoan heritage will have and enhanced sense of identity, language and culture. More even distribution of students across the school. 	Teachers of Rooms 8,9 and 10 Principal	All year	As per budget	End of 2023
Reading	To accelerate selected student achievement in reading	Quick 60 and Lexia Reading programmes	<ul style="list-style-type: none"> Acceleration of selected students 	Year 5 and 6 cohort	Terms 1-4	\$1,000	End of 2023
Reading Together	Improve reading at home	Continue the programme for at least one group starting with our New Entrant parents	<ul style="list-style-type: none"> Improved learning outcomes for all students 	Kāhui Ako Within School Leader Banapa	Terms 2 and 4	\$1,000	End of 2023

E-Learning	Consolidate the existing e-learning classrooms taking place across the school.	Year 1-3 classes to have access to Ipad devices Year 3-6 classes to have access to Chromebooks	<ul style="list-style-type: none"> • Students are effective users of the technology • Students are effective problem solvers • Learning improves via enthusiasm for learning brought about by the technology 	Emily	Terms 1-4	\$10,000	End of 2023
Music	Use internal and external expertise to deliver lessons to all classes	Staff may be more willing to take music groups	<ul style="list-style-type: none"> • School Band and choir perform in and outside of our school 	Moiho Leaupepe Demetrius Solomona Lilo Asiata	Terms 1-4	\$10,000	End of 2023
NAG 2	See the school's self-review cyclical plan	Use Paul M again for management PGC Review all internal financial systems	<ul style="list-style-type: none"> • SLT Professional Growth Cycle provides a PD component for management 	Banapa, Janetta , Emily Tofa	Terms 1-4	\$6000	End of 2023
NAG 3	Job descriptions for all Staff, Teachers, Teacher Aides etc. Managing workloads: focus on Staff Well Being in 2022	Performance management for office and grounds staff is fully implemented Continue to look at teacher workloads and find further ways to manage and reduce them.	<ul style="list-style-type: none"> • Professional Growth Cycle has replaced our previous system of Appraisal • All FBS staff have their physical and mental well being needs catered for 	Banapa, Janetta, Emily Team Leaders Banapa, Janetta, Emily, BOT	Term 1 onwards Term 1 onwards	\$3000 \$8,500 \$3,000 (EAP)	End of 2023 End of 2023

NAG 4	Refurbishment of Rms 8,9 and 10	Contractors refurbish area, all work is code compliant	<ul style="list-style-type: none"> Minimal disruption to mainstream of school, design matches existing buildings 	Banapa	All Year	5YA MOE funding	End of Term 4, 2023
	School Building WOF up to date	School is compliant with all requirements	<ul style="list-style-type: none"> All school buildings are compliant with relevant criteria 	Banapa lan	All Year	Nil	
NAG 5	Develop an effective Health and Safety committee	The committee starts to meet regularly. Make provision for changes from the new act	<ul style="list-style-type: none"> Health and Safety issues come to committee which deals efficiently and effectively with them. 	Banapa lan	Term 1, then ongoing	Release day/days as needed	End of 2023
NAG 6	Review reporting to parents. Civil Defence / Emergency	Ongoing review, especially of reports and reporting Emergency document updated	<ul style="list-style-type: none"> All documentation is up to date 	BOT / Banapa Administration	On-going	\$500.0	End of 2023



Whakawhanaungatanga
'we work for each other'

Manaakitanga
'we care about others'

Atawhai
'we help others'

Tu pono
'we know who we are'

Mahi Ngatahi
'we work as a team'

Arohatia
'we encourage others'



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