

FLAT BUSH PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 1277

Principal: Mr Banapa Avatea

School Address: 20 Flat Bush Road, Otara, Auckland

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

School Phone: 09 274 8279

School Email: office@flatbush.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Tofa Paniani	Chair Person	Elected	Social Worker	2022
Banapa Avatea	Principal	ex Officio	Principal	2022
Lafo Asiata	Parent Rep	Co-opted	Adult Education Provider	2022
Elizabeth Makoni	Parent Rep	Elected	Adult Learner	2022
Awhina Wipani	Parent Rep	Co-opted	Teacher Aide	2022
David de Thierry	Parent Rep	Elected	Community Relations Liaiso	2022
Dinah Winiata	Staff Rep	Elected	Teacher	2022

Accountant / Service Provider: Sheryl Lane, Chartered Accountant

FLAT BUSH PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
------	-----------

Financial Statements

<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 10</u>	Statement of Accounting Policies
<u>11 -19</u>	Notes to the Financial Statements

Other Information

Analysis of Variance

Kiwisport

Flat Bush Primary School

Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Tofamamao. Paniani
Full Name of Board Chairperson

Barapa Avake
Full Name of Principal

Paniani
Signature of Board Chairperson

[Signature]
Signature of Principal

29/05/2020
Date:

29.05.2020
Date:

Flat Bush Primary School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	4,071,493	2,975,929	3,739,012
Locally Raised Funds	3	104,415	104,450	128,064
Interest income		11,066	12,000	11,340
		<u>4,186,974</u>	<u>3,092,379</u>	<u>3,878,416</u>
Expenses				
Locally Raised Funds	3	89,763	81,500	100,242
Learning Resources	4	2,869,791	2,504,150	2,514,785
Administration	5	224,585	169,590	190,149
Finance		11,849	4,000	6,320
Property	6	904,070	205,350	896,739
Depreciation	7	144,703	100,000	155,815
Loss on Disposal of Property, Plant and Equipment		1,324	-	-
		<u>4,246,086</u>	<u>3,064,590</u>	<u>3,864,050</u>
Net Surplus / (Deficit) for the year		(59,112)	27,789	14,366
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(59,112)</u>	<u>27,789</u>	<u>14,366</u>

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



Flat Bush Primary School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		912,408	912,408	898,042
Total comprehensive revenue and expense for the year		(59,112)	27,789	14,366
Equity at 31 December	23	853,296	940,197	912,408
Retained Earnings		853,296	940,197	912,408
Reserves		-	-	-
Equity at 31 December		853,296	940,197	912,408

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



Flat Bush Primary School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	334,956	171,957	137,314
Accounts Receivable	9	164,507	144,259	144,259
GST Receivable		-	-	14,650
Prepayments		18,112	24,003	24,003
Inventories	10	18,464	22,500	22,500
Investments	11	220,395	220,395	220,395
Funds due from the Ministry of Education	17		-	6,854
		<u>756,434</u>	<u>583,114</u>	<u>569,975</u>
Current Liabilities				
GST Payable		13,537	(14,650)	-
Accounts Payable	13	219,187	184,612	184,612
Revenue Received in Advance	14	-	149	149
Provision for Cyclical Maintenance	15	41,654	23,478	23,478
Finance Lease Liability - Current Portion	16	62,838	40,142	40,142
Funds held for Capital Works Projects	17	124,653	-	-
		<u>461,868</u>	<u>233,731</u>	<u>248,381</u>
Working Capital Surplus/(Deficit)		294,566	349,383	321,594
Non-current Assets				
Property, Plant and Equipment	12	712,208	696,025	696,025
		<u>712,208</u>	<u>696,025</u>	<u>696,025</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	47,480	58,891	58,891
Finance Lease Liability	16	105,997	46,320	46,320
		<u>153,477</u>	<u>105,211</u>	<u>105,211</u>
Net Assets		<u>853,296</u>	<u>940,197</u>	<u>912,408</u>
Equity	23	<u>853,296</u>	<u>940,197</u>	<u>912,408</u>

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



Flat Bush Primary School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,246,233	1,219,040	1,139,219
Locally Raised Funds		104,898	103,216	130,661
Goods and Services Tax (net)		28,187	408	408
Payments to Employees		(665,926)	(655,764)	(580,581)
Payments to Suppliers		(549,197)	(489,884)	(504,079)
Cyclical Maintenance Payments in the year		(10,800)	(1,569)	-
Interest Paid		(11,849)	(4,000)	(6,320)
Interest Received		11,282	8,291	11,340
Net cash from Operating Activities		152,828	179,738	190,648
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(8,654)	(50,000)	(93,315)
Net cash from Investing Activities		(8,654)	(50,000)	(93,315)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	-
Finance Lease Payments		(71,185)	(56,462)	(29,230)
Funds Held for Capital Works Projects		124,653	-	-
Net cash from Financing Activities		53,468	(56,462)	(36,084)
Net increase/(decrease) in cash and cash equivalents		197,642	73,276	61,249
Cash and cash equivalents at the beginning of the year	8	137,314	98,681	76,065
Cash and cash equivalents at the end of the year	8	334,956	171,957	137,314

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

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



Flat Bush Primary School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Flat Bush Primary School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 26.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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



f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

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

i) Inventories

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

j) Investments

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

Prior Year Policy

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

k) Property, Plant and Equipment

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

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

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

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

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



Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20 years
Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

o) Provision for Cyclical Maintenance

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



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

p) Financial Assets and Liabilities

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

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

q) Borrowings

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

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

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

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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



2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	1,018,224	985,629	933,017
Teachers' Salaries Grants	2,179,794	1,800,000	1,955,763
Use of Land and Buildings Grants	645,466	-	644,030
Resource Teachers Learning and Behaviour Grants	20,135	8,300	18,170
Other MoE Grants	207,874	182,000	188,032
	<u>4,071,493</u>	<u>2,975,929</u>	<u>3,739,012</u>

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	897	1,000	5,878
Bequests & Grants	1,700	50	5,241
Activities	3,881	12,500	15,511
Trading	77,460	68,700	80,714
Fundraising	1,434	-	1,963
Other Revenue	19,043	22,200	18,757
	<u>104,415</u>	<u>104,450</u>	<u>128,064</u>
Expenses			
Activities	11,707	18,250	27,486
Trading	77,451	63,000	72,127
Fundraising (Costs of Raising Funds)	605	250	629
	<u>89,763</u>	<u>81,500</u>	<u>100,242</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>14,651</u>	<u>22,950</u>	<u>27,822</u>

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	54,166	72,250	45,045
Equipment Repairs	1,036	1,000	87
Information and Communication Technology	30,608	22,500	28,873
Extra-Curricular Activities	37,232	24,400	28,735
Library Resources	3,837	4,500	1,489
Employee Benefits - Salaries	2,701,937	2,339,500	2,388,186
Staff Development	40,975	40,000	22,370
	<u>2,869,791</u>	<u>2,504,150</u>	<u>2,514,785</u>

During the year ended December 2019, the Junior Syndicate Leader travelled to Australia at a cost of \$4,488 to attend a Reggio Emilia Biennial Conference and Study Tour for professional development and the costs were funded by the Board. (2018: None)



5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	8,497	4,500	7,833
Board of Trustees Fees	9,550	7,000	8,505
Board of Trustees Expenses	21,403	10,700	9,752
Communication	10,039	7,000	9,135
Consumables	26,414	25,400	21,041
Other	55,492	26,470	38,742
Employee Benefits - Salaries	80,751	76,800	78,561
Insurance	12,000	10,500	12,584
Service Providers, Contractors and Consultancy	438	1,220	3,996
	224,585	169,590	190,149

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	22,750	20,000	24,253
Consultancy and Contract Services	51,353	46,000	51,424
Cyclical Maintenance Provision	17,567	16,000	17,567
Grounds	6,333	3,500	4,499
Heat, Light and Water	28,064	28,000	29,378
Repairs and Maintenance	48,187	19,300	47,151
Use of Land and Buildings	645,466	-	644,030
Security	10,275	9,550	8,809
Employee Benefits - Salaries	74,075	63,000	69,628
	904,070	205,350	896,739

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

7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements - Crown	24,052	16,622	25,529
Furniture and Equipment	57,813	44,643	60,218
Information and Communication Technology	21,988	15,195	41,903
Leased Assets	38,588	21,977	25,751
Library Resources	2,263	1,563	2,414
	144,703	100,000	155,815



8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	30	30	30
Bank Current Account	334,926	169,525	134,882
Bank Call Account	-	2,402	2,402
Cash and cash equivalents for Cash Flow Statement	<u>334,956</u>	<u>171,957</u>	<u>137,314</u>

Of the \$334,956 Cash and Cash Equivalents, \$124,653 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	751	1,383	1,383
Interest Receivable	3,493	3,709	3,709
Teacher Salaries Grant Receivable	160,263	139,167	139,167
	<u>164,507</u>	<u>144,259</u>	<u>144,259</u>
Receivables from Exchange Transactions	4,244	5,092	5,092
Receivables from Non-Exchange Transactions	160,263	139,167	139,167
	<u>164,507</u>	<u>144,259</u>	<u>144,259</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	4,201	22,500	9,269
School Uniforms	14,263	-	13,232
	<u>18,464</u>	<u>22,500</u>	<u>22,500</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	220,395	220,395	220,395



12. Property, Plant and Equipment

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

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

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

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

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

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	535,950	(338,313)	197,636
Furniture and Equipment	957,168	(626,477)	330,694
Information and Communication Technology	568,064	(507,138)	60,926
Leased Assets	133,881	(43,565)	90,316
Library Resources	85,201	(68,748)	16,454
Balance at 31 December 2018	2,280,264	(1,584,241)	696,025



13. Accounts Payable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	12,685	13,762	13,762
Accruals	11,659	8,147	8,147
Employee Entitlements - Salaries	194,843	162,703	162,703
	<u>219,187</u>	<u>184,612</u>	<u>184,612</u>
Payables for Exchange Transactions	219,187	184,612	184,612
	<u>219,187</u>	<u>184,612</u>	<u>184,612</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	-	149	149
	<u>-</u>	<u>149</u>	<u>149</u>

15. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	82,369	82,369	64,800
Increase/ (decrease) to the Provision During the Year	17,567	16,000	18,569
Use of the Provision During the Year	(10,800)	-	(1,000)
Provision at the End of the Year	<u>89,134</u>	<u>98,369</u>	<u>82,369</u>
Cyclical Maintenance - Current	41,654	23,478	23,478
Cyclical Maintenance - Term	47,480	58,891	58,891
	<u>89,134</u>	<u>82,369</u>	<u>82,369</u>

16. Finance Lease Liability

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	62,838	-	40,142
Later than One Year and no Later than Five Years	105,997	-	46,320
	<u>168,835</u>	<u>-</u>	<u>86,462</u>



17. Funds Held for Capital Works Projects

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

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

Represented by:

Funds Held on Behalf of the Ministry of Education 124,653

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

Represented by:

Funds Due from the Ministry of Education (6,854)

18. Related Party Transactions

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

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

During the year, Moiho Leaupepe, nephew of the principal, was employed as a Teacher Aide and Julie Avatea, mother of the principal and AJ Leaupepe, nephew of the principal, worked as Relieving Teachers on terms and conditions no more favourable to them than the board would have agreed had there been no relationship to the principal. (2018: During the year Moiho Leaupepe, nephew of the principal, was employed as a Teacher Aide and Julie Avatea, mother of the principal and AJ Leaupepe, nephew of the principal, worked as Relieving Teachers on terms and conditions no more favourable to them than the board would have agreed had there been no relationship to the principal.)

19. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	9,550	8,505
Full-time equivalent members	0.18	0.17
<i>Leadership Team</i>		
Remuneration	691,481	611,207
Full-time equivalent members	7	6
Total key management personnel remuneration	<u>701,031</u>	<u>619,712</u>
Total full-time equivalent personnel	<u>7.18</u>	<u>6.17</u>

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150-160
Benefits and Other Emoluments	5- 6	4-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	2.00	0.00
	<u>2.00</u>	<u>0.00</u>

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was nil (2018: nil).



21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into a contract agreement for capital works as follows:

(a) \$126,506 contract for the refurbishment of the school's old dental clinic into a classroom to be completed in 2020, which will be fully funded by the Ministry of Education. \$140,400 has been received of which \$15,747 has been spent on the project to date.

(Capital commitments at 31 December 2018: \$28,717)

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

(a) Cleaning Contract

	2019 Actual \$	2018 Actual \$
No later than One Year	11,996	47,982
Later than One Year and No Later than Five Years	-	11,996
	<u>11,996</u>	<u>59,978</u>

23. Managing Capital

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



24. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	334,956	171,957	137,314
Receivables	164,507	144,259	144,259
Investments - Term Deposits	220,395	220,395	220,395
Total Financial assets measured at amortised cost	719,858	536,611	501,968
Financial liabilities measured at amortised cost			
Payables	219,187	184,612	184,612
Finance Leases	168,835	86,462	86,462
Total Financial Liabilities Measured at Amortised Cost	388,022	271,074	271,074

25. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

26. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 8 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 9 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements



INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF FLAT BUSH PRIMARY SCHOOL'S
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019**

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

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime

Our audit was completed on 29 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss Verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.

Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

© 2019 Findex (Aust) Pty Ltd

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

Responsibilities of the Board of Trustees for the financial statements

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

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



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

Charter 2020

Strategic Plan
2020-2022

2020 Annual
Plan





Vision:

“Success for all”

kia angitu tātou katoa

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

Flat Bush Values

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

‘we work for each other’

Manaakitanga: Caring for and respecting each other;

‘we care about others’

Atawhai: Whanau and school working together to nurture the students

‘we value others’

Tu pono: Knowing oneself, one’s identity;

‘we know who we are’

Mahi Ngatahi: Working collaboratively;

‘we work as a team’

The Flat Bush Learner

Learner questions, shows initiative and strives to succeed .

Effective at working co-operatively and independently.

Able to read, write and speak with confidence.

Realises the importance of being honest and fair.

Nurtures and respects the environment, themselves and others.

Enthusiastically participates in school and community activities.

Reliable and responsible.



Flat Bush Values

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

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

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

Fealofani: Working together

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



FLAT BUSH MISSION STATEMENT

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

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





WHO WE ARE...

Flat Bush is a decile 1 school in Otago, Manukau City, opened in 1964. The school has a roll of between 440-460 students.

We serve a predominantly Pasifika Maori community, with a significant number of children from non-English speaking backgrounds and a number of our children start school with a limited knowledge of and consequent language difficulties. There is an increasing amount of participation in Early Childhood Education in the community. We have engaged the support of our local Early Childhood Centres within our Kāhui Ako as a means of improving in this area. Our children come from a variety of Pacific backgrounds and Iwi. As is the case in other parts of Auckland there are a high number of rental properties in the area, and a high level of pupil transience. Our school includes a satellite unit from Mt Richmond Special School consisting of two classrooms which were completely refurbished in 2017. We have close links to our local kindergarten which borders our school grounds. In 2020 our specialist classes include three Samoan Focus classes, a Maori focus class, the Garden to Table Programme, specialist Te Reo Māori and Physical Education lessons for all year levels as well as a strong sporting programme. Aligned with that will also be our STEAM classes that will be delivered across all year levels. In 2020 we will be operating within 3 learning teams and each team consists of a minimum of six classrooms. We are part of the Te Puke o 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 Yrs 1-2, 3-4 and 5-6 as well as a Maori Focus class for students in Years 4-6.

We value children's ethnic heritage and home language and work to maintain this. Encouraging parents in the use of children's home language and its importance is a key part of our message to parents. Instruction in Tikanga Māori and Te Reo Māori will be provided in all classes by the class teachers and professional development will be available when needed by teachers. The teaching of Te Reo will be at a basic level. School activities will be designed, where possible to include and acknowledge Tikanga Māori. Parents who wish to have their children taught Te Reo at a higher level (ie immersion or bi-lingual) will be advised to try and enrol them in another school which is able to provide such instruction. Should a sufficient number of parents request bi-lingual or immersion teaching of Te Reo the board would consider how this might be provided. Our Board of Trustees believes there is a place at Flat Bush for a Māori Focus class and that through exploration of Te Aō Māori these students will continue to develop and build a greater understanding of their culture and identity. We continue to support the Te Reo of children coming in from Kohanga or Kura 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 always integrated into the mainstream and most interventions occur in the context of the child's normal class programme. Mt Richmond children are integrated when and where appropriate. Whanau are always welcome, and are an integral part of planning processes through IEPs as well as more general discussions that occur with them on a regular basis.



Te Puke o Taramainuku Kahui Ako

Te Puke o Taramainuku Kahui Ako Strategic Plan 2020-2021		
MISSION	VISION	VALUES
“to continue to have an inclusive community that evokes and enables lifelong learning”	“ <i>ko te akoranga e koe e mimiti</i> ” Learning without limits	

GOALS	INITIATIVES	SUCCESS MEASURES
<p>WRITING <i>Within our overall goal of shifting 232 additional students there are 3 sub-goals that are a collective focus: Māori/Pasifika/Boys</i></p>	<ul style="list-style-type: none"> • Terms 1-3 Kāhui Ako curriculum evenings • T2 PLD Day with E-AsTTle workshops (Years 1-10) • Sharing expertise across Kāhui Ako • Kāhui Ako Writing showcase as part of Term 3 Student Expo • Promote a Growth Mindset mentality for teachers and learners • ASLs/WSLs leading development of our Te Puke o Taramainuku Local Curriculum • Pacific Parent Responsive Education Programme will be delivered across our Kāhui Ako (February-October) 	<p>Years 1-8</p> <ul style="list-style-type: none"> • Māori: We aim to lift the achievement of all our Māori students in Writing from 50.1% (133/265) to 80% (212/265), a 29.9% shift by the end of 2021. • Pasifika students: We aim to lift the achievement of Pasifika students in Writing from 60.4% (467 /773) to 80% (618/773), a 19.6 % shift by the end of 2021. • Boys: We aim to lift the achievement of boys in Writing from 51.3% (279/543) to 80% (434/543), a 28.7% shift by the end of 2021. This is a shift of 155 more boys <p>Year 10</p> <ul style="list-style-type: none"> • We aim to lift the achievement of Year 10 students to 85% at or above expected achievement level, a 7% shift by the end of 2021.
<p>MATHEMATICS <i>Within our overall goal of shifting 234 additional students there are 3 sub goals that are a collective focus: Māori/Pasifika/Boys</i></p>	<ul style="list-style-type: none"> • Terms 1-3 Kāhui Ako curriculum evenings • T2 PLD day with a focus on DMIC • 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 • Pacific Parent Responsive Education Programme will be delivered across our Kāhui Ako (February-October) 	<p>Years 1-8:</p> <ul style="list-style-type: none"> • Māori: We aim to lift the achievement of all our Māori students in Mathematics from 49.8% (132 /265) to 80% (212/265), a 30.2% shift by the end of 2021. • Pasifika students: We aim to lift the achievement of Pasifika students in Mathematics from 59.7% (455/762) to 80% (610/762), a 20.3% shift by the end of 2021. • Boys: We aim to lift the achievement of boys in Mathematics from 51.8% (277 /534) to 80% (427 /534), a 28.2 % shift by the end of 2021.

<p>NCEA LEVEL 2 and 3</p>	<ul style="list-style-type: none"> • Pacific Parent Responsive Education Programme will be delivered across our Kāhui Ako (February-October) • Sharing expertise across Kāhui Ako • Promote a Growth Mindset mentality for teachers and learners 	<ul style="list-style-type: none"> • Level 2: we will achieve 91.5% (143/156), a 7.5% shift by the end of 2021. This will mean shifting 12 additional students from Not Achieved to Achieved. • Level 3: we will achieve 91% (110/121), a 7.5 % shift by the end of 2021. This will mean shifting 9 additional students from Not Achieved to Achieved. • We will achieve a 2.5 % shift annually.
<p>PROCESS TARGETS</p> <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 2020 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"> • 80% 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, 2020 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, 2020 we will have a Kāhui Ako Student Inquiry model • 80% of all whānau will attend our Term 3 Kāhui Ako STEAM Student Expo • By the end of T4, 2020 we will have a draft version of our Te Puke ō Taramainuku Local Curriculum ready for delivery in 2021
	<ul style="list-style-type: none"> • Pacific Parent Responsive Education Programme will be delivered across our Kāhui Ako (February-October) • Monthly Te Puke ō Taramainuku Attendance meetings with STRIVE • Maintain existing Pastoral care processes e.g. SWIS/Careers Advisor/PHN etc 	<ul style="list-style-type: none"> • Learner attendance in all centres and schools is above 85% • Our learners accessing educational opportunities from within our 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

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

Mathematics achievement levels 2017-2019

MATHEMATICS	2017	2018	2019
Above standard	18.6%	14.5%	17.3
At Standard	42%	35.8%	48.2%
Below Standard	30.3%	38.1%	30.3%
Well Below Standard	10.5%	6.0%	4.2%

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

2020 Goal: Our goal therefore for 2020 is to have 80% of all students at or above their expected level of achievement in Mathematics, this is an increase of 14.0% from our 2019 end of year data.

Target 1: To raise student achievement in Mathematics

Historical Position	Strategy	Action(s)	Reflection
Flat Bush School has had PLD in DMIC with Professor Bobbie Hunter and her team	There has been evidence to support that when implemented the Pasifika Maths programme will accelerate student achievement in Mathematics.	The Pasifika Maths approach has been taught in all classes since 2018.	Positive shifts across the school as indicated by EOY data
End of year OTJ's in 2018 showed that we have made progress in Mathematics	Continue to utilise an Inquiry approach to the teaching of Mathematics using the DMIC strategies.	All year levels will ensure that the delivery of Mathematics aligns with the FBS Mathematics Curriculum Implementation Plan	Continue with this focus and teaching approach in 2020
Flat Bush School recognises the value of continually up-skilling staff and has a commitment to high quality professional development.	Time will be given in team meetings to discuss Mathematics programmes, individuals needing enrichment or extension, research and best practice models.	The Mathematics Leader will ensure, through regular meetings and through the professional development plan, that staff have access to the latest research and best practice.	Several teachers in 2018 attended PLD courses during term breaks. Teachers will be encouraged to focus TAI in Mathematics.
In 2017 the Flat Bush School Mathematics Curriculum Implementation plan was written.	Our FBS MCI outlines how Mathematics will be delivered across our school at all year levels	All year levels will ensure that the delivery of Mathematics aligns with the FBS Mathematics Curriculum Implementation Plan	Continue with this focus and teaching approach in 2020
We are very involved with learning experiences outside the classroom, including inquiry throughout the process.	Share in learning experiences through the inquiry process that focus on involved with the learning experiences.	Set up 'Rich, Real and Relevant Experiences' to enrich the Mathematics experience. Set up programmes that motivate and inspire students to want to do Mathematics.	Continue with this focus and teaching approach in 2020
All classes in Yrs 1-2 have access to 8 Ipads and all classes in Yrs 3-6 have 25 chromebooks	Students in all classes will have access to an ICT device for Mathematics.	Students in all classes will have access to appropriate on-line Mathematical learning tools	Continue with this focus and teaching approach in 2020

Target 1a: To raise student achievement in Mathematics

Student achievement target action plan

Annual Target To accelerate the Mathematical achievement of students identified as a cause for concern in Mathematics. All Year 6 male Pasifika students well below expected achievement level to make accelerated progress that will enable them to finish the year at expected level.		Student Group Gender: Male and Female Ethnicity: Maori and Pasifika Student Year: 6	
Historical Position Teachers have had PLD in the teaching of Mathematics through an Inquiry based approach (DMIC)		Targeted group: All Year 6 Maori and Pasifika students below expected progress level in Mathematics	
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 5, 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, 2020	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 8, Term 1,2019	Maths team/all teachers	After school curriculum team meeting
Obtain data on student achievement via diagnostic testing E-AsTTle/GLOSS/JAM.	Ongoing from Wk 3, T1	Teachers	Assessment tool kits
Time 1 goals to be created with students to prepare for Goal setting evening.	Week 9, T1	Teachers	Week 8, T1 staff meeting
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students. Mid year data will be collected and analyse and placed onto Etap	Ongoing	Teachers	Syndicate meetings

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



Written Language: To increase the number of children achieving at or above expected progress in Written Language
Current Situation: Written Language achievement based on 2017-2019 results

WRITTEN LANGUAGE	2017	2018	2019
Above Standard	11.8%	14.0%	16.2%
At Standard	34.7%	43.4%	49.1%
Below Standard	41.7%	35.4%	28.1%
Well Below Standard	11.8%	7.2%	6.6%

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

TARGET

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

Success Criteria

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

Target 1: To raise student achievement in Writing			
Historical Position	Strategy	Action(s)	Reflection
End of year data in 2019 showed that we have made positive progress in Writing	2020 PLD will continue to focus on Assessment for Learning (Afl)	Literacy Leader and team will write the Action Plan and present this to the board. The Literacy leaders will review all the documentation on pupils and look at the needs.	
Flat Bush School recognises the value of continually up-skilling staff and has a commitment to high quality professional development.	Time will be given in staff and curriculum meetings to discuss Literacy programmes, individuals needing enrichment or extension, research and best practice models.	The literacy leaders will ensure, through regular meetings and through the professional development plan, that staff have access to the latest research and best practice. Staff will complete a teacher led inquiry as part of their 2018 Appraisal. This may have a focus on Writing.	
We had teachers engaged with the ALL programme in 2016/17	We will continue to share and integrate learning from our time in ALL in order to accelerate their progress.	Literacy Leader and Lead teachers will continue to share with teams examples of Best Practice	
School has developed a CAAP plan as part of Years 1-2 of ALL.	Syndicates with the support of Lead Teachers in Literacy will review current CAAP and make alterations when and where necessary	Review current CAAP plan and make relevant additions or alterations (on-going)	
We are very involved with learning experiences outside the classroom, including inquiry throughout the process.	Share in learning experiences through the inquiry process for report and recounts involved with the learning experiences.	Set up 'Rich, Real and Relevant Experiences' to enrich the writing experience. Set up programmes that motivate and inspire students to write.	
All classes in Yrs 1-2 have access to 8 Ipads and all classes in Yrs 3-6 have 25 chromebooks	All students will have access to an ICT device relevant to the learning experience	E-Learning Lead Teacher to support teachers to source and locate learning experiences that will motivate our students e.g. www.literacyshed.com	

Target 1a: To raise student achievement in Writing

Student achievement target action plan

Annual Target 80% of all students at or above expected progress levels in Writing	Student Group Gender: Male and Female Ethnicity: Maori and Pasifika Student Year: 6 Targeted group: Year 6 Maori and Pasifika students Well Below expected progress level in Writing
Historical Position Teachers have had PLD in the teaching of writing throughout 2014/15 with Stephen Graham and also Vision Education with Accelerated Learning in Literacy (ALL) 2016/17	

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 5, T1 2020	Teachers Principal	N/A
The Writing Action Plan to be reviewed, written and followed. On-going development of benchmarks for student achievement in line with Literacy progressions and the New Zealand Curriculum.	End of T2,2020	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 8, T1 2020	Literacy Leaders Teaching Staff	Time (\$600) Literacy Leaders CRT
Time 1 goals to be created with students to prepare for Goal setting evening. Data entered onto Etap.	March 2020	Teachers	N/A

Each class will design and implement a programme catering specifically to the needs of their students based on the data.	Ongoing	Teachers	NIL Time
Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students.	Ongoing	Teachers Literacy Leaders	Nil
Mid year data will be collected and analyse and placed onto Etap Model correct writing (shared book, E-AsTTle and National Exemplars, LLP).	End of T2, 2020	Teachers	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, 2020	Literacy Leaders Teachers	Time
Prioritise spending and resourcing and allocate sufficient funds for 2019.	WK 4 / T4	Literacy Leaders Teaching team Principal	Time
Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes	Term 1 onwards	Literacy Leader/syndicates/SMT	Possible release time

Success Criteria

End of Year assessment data

All students to make accelerated progress from start of the year

Recommendations Differentiated groupings will be established to provide for individual learning needs. Assessment information gathered in the first half of Term 1 will be used to create these groupings. Writing will take place at least 4 times a week and all lessons are part of a school wide emphasis on Literacy



Reading:

To increase the number of children achieving at or above expected progress in Reading
 Reading Language achievement based on 2017-19 results

READING	2017	2018	2019
Above Standard	27.1%	27.8%	32.8%
At Standard	41.1%	39.2%	35.5%
Below Standard	17.4%	28.2%	27.3%
Well Below Standard	12.9%	4.8%	4.4%

End of Year OTJ's had 68.0% of all students at or above expected progress level. Our target for 2020 is to have 80% of all students reading at or above expected progress in Reading. This is an increase of 12%.

TARGET GROUP

For 2020 our target group are our Year 6 students working well below the expected the progress level in Reading

Success Criteria

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

Target 2: To raise student achievement in Reading			
Historical Position	Strategy	Action(s)	Reflection
We worked with Vision Education on Reading PLD in 2015/16/17 as part of ALL.	Prepare the 2019 Literacy Action Plan for the school. Ensure that we are focused on the clear links between Reading, Writing and Oral Language through the strategies being developed e.g. activating prior knowledge, visualisation etc. Review how we collect the data to inform our decisions.	Write the Action Plan and present this to the Board. The Literacy leaders will review all the documentation on pupils and look at the needs across all year levels in our school	
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.	
We are very involved with Learning Experiences Outside The Classroom L.E.O.T.C including Inquiry throughout the process.	Share in learning experiences through the Inquiry process for report and recounts involved with the learning experiences.	Set up “Rich, Real and Relevant Experiences” to enrich reading experiences. Continue to build the relationship between our school and Te Tupu Library	
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	
Students who are achieving below the standard in reading are supported.	Reading support available to accelerate their progress student progress through Reading Recovery use of Repetitive Reading and focus on high-frequency sight words	A planned programme of improvement for children working below their chronological age.	
Working Together programme well established in our school. In 2019 this to be extended out to include the Reading Together programme	Lead Teacher to continue promoting both programmes to our school community and to provide Reading Together Workshops in Terms 2 and 4,.	Regular information made available to all families.	

Target 2a: To raise student achievement in Reading

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

Model correct Reading comprehension strategies using skills developed through PLD e.g. activating prior knowledge, summarising etc.	Ongoing	Associate Principal Teacher and Students	N/A
Lexia Reading programme for selected students (Year 6 cohort)	Terms 1-4 Ongoing	Sela Togiatu	\$1,000
Children are given daily opportunities to read with clear learning focus, feedback and next step. Including Learning experiences outside the class.	Week 5, T1 onwards	Associate Principal Teacher and Students	N/A
Teachers to select Target Groups in Reading that are Well Below/Below the NS in Reading. Ensure these groups are given every opportunity to accelerate in their progress (more than 1 year) across the year.	Week 4 Term 4	Literacy Leader Associate Principal Teacher and Students	N/A
Prioritise spending and resourcing and allocate sufficient funds for 2020.	Week 6 Term 4	Literacy Leader Principal	N/A
Analyse student data across strands and cohorts at the end of the year and identify areas for improvement in the following year. Data on Etap.	Term 1 onwards	Literacy Leaders Principal Teaching team	N/A
Work alongside colleagues in our Kāhui Ako in sharing examples of best practise, planning and learning programmes		Literacy Leader/syndicates/SMT	Possible release time

Success Criteria

End of Year assessment data

All students to make accelerated progress from start of the year

Recommendations:

Differentiated groupings will be established to provide for individual learning needs.

Assessment information gathered in the first half of Term 1 will be used to create these groupings.

Reading will take place at least 5 times a week and all lessons are part of a school wide emphasis on Literacy.



School Based Targets for 2020

Based on our results for 2019, and upon discussion with staff we have determined that we need to continue with our goals set around Reading, Writing and Mathematics. Aligned with this is our on-going Professional Learning in Assessment for Learning and the on-going strengthening of teacher capability in these key learning areas,

During 2018-19 we have seen the development of student led inquiry across our school , with the reframing of our school into 3 syndicates in 2018 ensuring all students were involved in school wide units of learning that were based on a common theme.

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

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

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

Digital Technology

In 2020 we will be introducing STEAM lessons at all year levels and these will be delivered by the Senior Management Team. The focus will be on the Computational Thinking and Designing and Developing Digital Outcomes with our learners. This will be achieved by using both e-learning devices and also 'unplugged' learning experiences. The intention is 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."

WRITING:

Mid Year: All cohorts combined = 58% At and Above

End of year: All cohorts combined = 65% At and Above

11929	Below Expected Level	At Expected Level	Above Expected Level	Total
Y1	14% (14)	68% (68)	18% (18)	100
Y2	41% (29)	41% (29)	17% (12)	70
Y3	48% (28)	36% (21)	16% (9)	58

8457	Well Below Expected Level	Below Expected Level	At Expected Level	Above Expected Level	Total
Y4	13% (10)	14% (11)	54% (41)	18% (14)	76
Y5	18% (13)	25% (18)	45% (33)	12% (9)	73
Y6	10% (7)	36% (26)	40% (29)	15% (11)	73

- Year 1 cohort 84% At/Above
- Year 3 cohort 73%
- Years 5 and 6 cohort 57% and 55% At/Above
- Year 4 cohort sitting at 72% At/Above

All cohorts

2016: 52%

2017: 46%

2018: 57%



MATHS:

Mid Year: All cohorts combined = 65% At and Above

All cohorts combined: 66% At and Above

11930	Below Expected Level	At Expected Level	Above Expected Level	Total
Y1	21% (21)	71% (71)	8% (8)	100
Y2	39% (27)	41% (29)	20% (14)	70
Y3	50% (29)	36% (21)	14% (8)	58

8489	Well Below Expected Level	Below Expected Level	At Expected Level	Above Expected Level	Total
Y4	11% (8)	21% (16)	39% (30)	29% (22)	76
Y5	10% (7)	32% (23)	40% (29)	19% (14)	73
Y6	5% (4)	27% (20)	51% (37)	16% (12)	73

- Year 1 cohort 79% At/Above
- By Year 3 cohort 50% At/Above
- Years 4 and 5 cohort 68% and 59% At/Above
- Year 6 cohort sitting at 69% At/Above

All cohorts

2016: 58%

2017: 54%

2018: 64%



NAG2A (b)(i) Areas of strength

Subjects: Reading, Writing and Mathematics

Discussion

82.0% (64/78) of our Year 3 students At or Above expected achievement level in Reading

76.0% (61/80) of our Year 4 students At or Above the expected achievement level in Reading

76.4% (26/34) of male Pasifika Year 4 students At or Above the expected achievement level in Reading

63.0% (40/63) of students after 2 years at school At or Above the expected achievement level in Writing

84.0% (72/110) of students after 1 year at school At or Above the expected achievement level in Mathematics.

OTJ's have been made as a result of an improvement in the moderation and use of assessment data. We have included Running Records as part of a balanced approach to making an OTJ and to include observation, conferencing and regular samples of student work. Year 1-3 teachers use the JAM tool for Mathematics with GLOSS used by Years 4-6 as well as E-AsTTle.

Teachers continue to work on addressing areas of need in comprehension and to utilise PLD from previous years

Reading Recovery available for selected Year 2 students

Library open every lunchtime for students to use

NAG2A (b)(i) Areas for improvement

Subject: Writing and Mathematics

Discussion:

41% (32/78) of all students after 3 years at school Below or Well Below expected achievement level in Writing

40.0% (25/63) of all students after 2 years at school Below or Well Below expected achievement level in Mathematics

46.0% (33/72) of all Years 5 students at Flat Bush School Below or Well Below expected achievement level in Reading

57.0% (41/72) of all Years 5 students at Flat Bush School Below or Well Below expected achievement level in Mathematics

53.9% (187/347) of all students at Flat Bush School Below or Well Below the National Standard in Mathematics

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

Discussion:

- Overall Teacher Judgements in 2019 were based on credible assessment data .
- Teachers have developed greater efficacy in the assessing and teaching of Writing and use of E-AsTTle as a formative and summative tool.
- Discussion with teachers has highlighted that the Deliberate Acts of Teaching that support acceleration are not always taking place in Mathematics due to a lack of teacher pedagogical content knowledge.
- Number Knowledge for students upon enrolment is very low and contributes to the large group of students Below the National Standard after 1 year at school.
- Junior Teachers use of the JAM tool in provided rich formative information.
- Ongoing discussion in staff and syndicate meetings focused on Target groups of students.

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

Discussion:

The following relates to Reading, Writing and Mathematics;

- Analyse and review assessment information and identify those students who require extra support, through the use of Teacher Aide intervention, or access to external agencies e.g. RTLB, GSE, Speech Language Therapist
- Build on 2019 focus on Teaching as Inquiry
- Teachers to use T1 assessment data to select target groups of students in Reading, Writing and Mathematics
- In 2020 all teachers to complete a cycle of inquiry based upon a targeted Reading, Writing or Mathematics group
- Continue to refine the moderation process at syndicate level to support staff to improve student outcomes and understanding of the National Standards
- Continue to develop teacher capability in the analysis and interpretation of assessment data to ensure we use this data to inform teaching practice. 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.
- Ensure teachers are sharing assessment information with students as a way of developing student created learning goals.



Sources of Information

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

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

Our main assessments are:

Reading

- *Running records (monthly to Level 18, twice a year thereafter)*
- *PROBE/STAR*
- *E-AsTTle reading*
- *Wedge graphs (monthly to year 3)*

Maths

- *GLOSS (as needed and formally twice a year)*
- *NUMPA (on entry)*
- *JAM (Years 1-3)*
- *E-AsTTle*
- *Syndicate or level wide pre and post tests in non-numeracy strands*
- *Basic Facts (twice a year)*

In Written Language

- *E-AsTTle rubric*

In addition to the formal and informal assessment the appraisal system will encourage teachers to select a Target group in either Reading, Writing and Mathematics as the context to frame their 2020 Teaching Inquiry. Appraisal also includes several class observations which add to the information





Flatbush School

Strategic Plan: 2019-2021

MISSION

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

VISION

'Success for all learners'

VALUES

Whakawhanaungatanga, Manaakitanga, Atawhai Tu pono, Mahi Ngatahi, Arohatia

Strategic Goals

QUALITY TEACHING

Our teachers are highly effective and powerful agents of change with pedagogy built on efficacy and through collaborative inquiry

CULTURALLY RESPONSIVE PRACTICE

All students have a learning experience that is respectful and responsive to their culture, identity and heritage

STUDENT WELL BEING

All students feel safe and secure at school and their physical, mental and emotional needs are being met

COMMUNITY ENGAGEMENT

Our whānau are active participants in their child's learning experience

Strategic Programmes

- Teaching as Inquiry undertaken by all
- Further progress made in coaching and mentoring
- Develop a Growth Mind set mentality

- Embed competencies from Tātaikao to meet the needs of all Māori learner
- Unpack the cultural competencies from the Tāpasa document

- Build understanding of what Student Agency is
- Establish platforms that will allow students to promote and share ways to improve well being

- Create learning partnerships between FBS and whānau from time of enrolment
- Work with community to accelerate achievement for all learners

Initiatives 2019

- Practice Analysis Conversations (PACs) used to improve teacher effectiveness
- Develop through our Kāhui Ako opportunities to engage with colleagues from other schools

- Build knowledge of kawa and tikanga across all year levels
- Increase use of Te Reo Maori
- Recognise and support our students heritage, identity and multi-cultural diversity

- Promote student agency by highlighting the partnership between teacher and learner
- Strengthen connection between our students and others in our Kāhui Ako

- Working Together: Home school partnership focused on Literacy and Mathematics
- Teachers work closely with whānau of all learners on ways to support learner progress

Success Measures

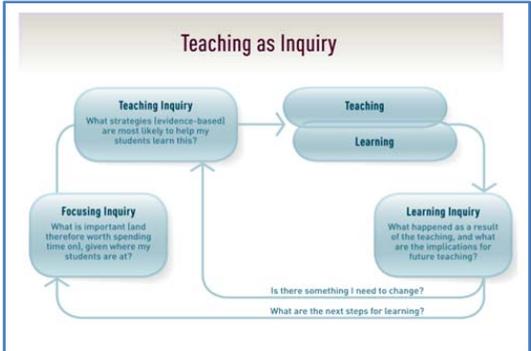
- 80% of All students to be At or Above expected level in Reading, Writing and Mathematics
- 80% of All teacher to be at Experienced Teacher level

- 80% of teachers at the Registered Teacher Criteria as set out in Tātaikao
- Visible evidence of teachers using cultural competencies in their practice

- 80% of whānau complete and return NZCER Student Well-Being survey
- 100% of our learners state that they feel safe, happy and secure at FBS

- 85% of whānau attend Goal Setting meetings
- Increased number of whānau to all consultation meetings.

Action Plan 1/Quality Teaching

Initiative	2020				2021				2022				
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
Teaching as Inquiry  <p>The diagram illustrates the Teaching as Inquiry cycle. It starts with 'Teaching Inquiry' (What strategies/evidence-based are most likely to help my students learn this?), which leads to 'Teaching' and 'Learning'. This leads to 'Learning Inquiry' (What happened as a result of the teaching, and what are the implications for future teaching?). This leads to 'Reflection' (Is there something I need to change? What are the next steps for learning?), which then leads back to 'Focusing Inquiry' (What is important (and therefore worth spending time on), given where my students are at?). 'Focusing Inquiry' then leads back to 'Teaching Inquiry'.</p>	Teachers use 2019EOY data as a starting point for selecting target. Complete assessments in core areas, use all data to inform TAI foci for the year (Focusing Inquiry)	Teachers use 2020 EOY data as a starting point for selecting target. Complete assessments in core areas, use all data to inform TAI foci for the year	Teachers use 2021 EOY data as a starting point for selecting target. Complete assessments in core areas, use all data to inform TAI foci for the year	Teachers use 2019EOY data as a starting point for selecting target. Complete assessments in core areas, use all data to inform TAI foci for the year (Focusing Inquiry)	Teachers exploring strategies that will be of most benefit to their students (Teaching Inquiry) Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools in our Kāhui Ako /observe colleagues in our school	Teachers exploring strategies that will be of most benefit to their students (Teaching Inquiry) Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools in and beyond our Kāhui Ako /observe colleagues in our school	Teachers exploring strategies that will be of most benefit to their students (Teaching Inquiry) Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools in/beyond our Kāhui Ako and beyond/observe colleagues in our school	Teachers exploring strategies that will be of most benefit to their students (Teaching Inquiry) Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school	Teachers exploring strategies that will be of most benefit to their students (Teaching Inquiry) Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school	Teachers exploring strategies that will be of most benefit to their students (Teaching Inquiry) Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school	Teachers exploring strategies that will be of most benefit to their students (Teaching Inquiry) Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school	Teachers exploring strategies that will be of most benefit to their students (Teaching Inquiry) Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school	
	Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school	Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school	Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school	Teaching and Learning take place. CRT used to support teachers to attend PLD/visit other schools/observe colleagues in our school	Reflection on Learning Inquiry:what happened as a result of this inquiry/use of information for future teaching. Share TAI with our teaching teams	Reflection on Learning Inquiry:what happened as a result of this inquiry/use of information for future teaching. Share TAI with our Kāhui Ako colleagues	Reflection on Learning Inquiry:what happened as a result of this inquiry/use of information for future teaching. Share TAI with a wider audience of Kāhui Ako	Reflection on Learning Inquiry:what happened as a result of this inquiry/use of information for future teaching. Share TAI with a wider audience of Kāhui Ako	Reflection on Learning Inquiry:what happened as a result of this inquiry/use of information for future teaching. Share TAI with a wider audience of Kāhui Ako	Reflection on Learning Inquiry:what happened as a result of this inquiry/use of information for future teaching. Share TAI with a wider audience of Kāhui Ako	Reflection on Learning Inquiry:what happened as a result of this inquiry/use of information for future teaching. Share TAI with a wider audience of Kāhui Ako	Reflection on Learning Inquiry:what happened as a result of this inquiry/use of information for future teaching. Share TAI with a wider audience of Kāhui Ako	Reflection on Learning Inquiry:what happened as a result of this inquiry/use of information for future teaching. Share TAI with a wider audience of Kāhui Ako
	Kāhui Ako SMT to continue working with expert partner on strategies to strengthen coaching and mentoring in our schools. Teachers select a practice partner for the year	Teachers in FBS and Rongomai meet to select a practice partner for 2021.	Teachers in Kāhui Ako meet to select a practice partner for 2022.	Teachers in Kāhui Ako meet to select a practice partner for 2022.	Teachers conduct GROWTH coaching sessions with peers.	Teachers conduct peer observations with PAC supported by DP with curriculum portfolio	Teachers conduct peer observations with PAC supported by SMT from Kāhui Ako	Teachers conduct peer observations with PAC supported by SMT from Kāhui Ako	Teachers conduct peer observations with PAC supported by DP with curriculum portfolio	FBS and Rongomai teachers meet to have PAC conversations independently	Kāhui Ako teachers meet to have PAC conversations independently	Kāhui Ako teachers meet to have PAC conversations independently	Kāhui Ako teachers meet to have PAC conversations independently
	Teachers conduct peer observations with PAC supported by DP with curriculum portfolio.	FBS and Rongomai teachers meet to have PAC conversations independently	Kāhui Ako teachers meet to have PAC conversations independently	Kāhui Ako teachers meet to have PAC conversations independently	Principal PAC with all teachers.	FBS and Rongomai Teachers have PAC conversations based on their 2020 TAI	Kāhui Ako teachers have PAC conversations based on their 2021 TAI	Kāhui Ako teachers have PAC conversations based on their 2021 TAI	Principal PAC with all teachers.	FBS and Rongomai Teachers have PAC conversations based on their 2020 TAI	Kāhui Ako teachers have PAC conversations based on their 2021 TAI	Kāhui Ako teachers have PAC conversations based on their 2021 TAI	Kāhui Ako teachers have PAC conversations based on their 2021 TAI
Practice Analysis Conversations  <p>The word cloud features 'MINDSET' as the largest word, surrounded by other terms like 'GROWTH', 'INDIVIDUALS', 'ENTREPRENEURIAL', 'ASSUMPTIONS', 'INTELLIGENCE', 'PRODUCTIVE', 'PEOPLE', 'THEORY', 'EXAMPLE', 'ACCORDING', 'LIFE', 'COLLECTIVE', 'GOOD', 'GROWTHS', 'DEFENSIVE', 'FIXED', 'REFERENCES', 'GRASCO', 'LIFE', 'COLLECTIVE', 'GOOD', 'GROWTHS', 'DEFENSIVE'.</p>	Informal meeting with 2020. practice partner	Meeting with 2020 practice partner from FBS or Rongomai	Meeting with 2021 practice partner from Kāhui Ako agree on foci for the year ahead	PAC with practice partner and DP following in class observation	PAC with practice partner and DP following in class observation at FBS or Rongomai	PAC with practice partner and DP following in class observation in our Kāhui Ako	PAC with practice partner and DP following in class observation in our Kāhui Ako	PAC with practice partner and DP following in class observation	PAC with practice partner following in class observation	PAC with practice partner following in class observation	PAC with practice partner following in class observation	PAC with practice partner following in class observation	
	PAC with practice partner and DP following in class observation	PAC with practice partner following in class observation	PAC with practice partner following in class observation	PAC with practice partner following in class observation	PAC with practice partner	PAC with practice partner in preparation for sharing of 2020 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	PAC with practice partner	PAC with practice partner in preparation for sharing of 2020 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	
	PAC with practice partner	PAC with practice partner in preparation for sharing of 2020 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	PAC with practice partner	PAC with practice partner in preparation for sharing of 2020 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	PAC with practice partner	PAC with practice partner in preparation for sharing of 2020 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	
	PAC with practice partner	PAC with practice partner in preparation for sharing of 2020 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	PAC with practice partner	PAC with practice partner in preparation for sharing of 2020 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	PAC with practice partner	PAC with practice partner in preparation for sharing of 2020 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	PAC with practice partner in preparation for sharing of 2021 TAI	

Action Plan 2/Culturally Responsive

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

Action Plan 3/Student Well Being

Initiative	2020		2021		2022	
Gathering whānau voice	NZCER Community survey with all FBS whānau 80% of all whānau to complete and return survey Cultural consultation evenings: T1 Target of 70% attendance		NZCER Community survey with all FBS and Rongomai whānau 80% of all whānau to complete and return survey Cultural consultation evenings held as a Kāhui Ako Target of 80% attendance of all whānau from Years 1-10		NZCER Community survey with all FBS, Rongomai and FIS whānau. 80% of all whānau to complete and return survey Cultural consultation evenings held as a Kāhui Ako Target of 90% attendance of all whānau from Years 1-10	
Focus on student learning	Goal setting T1/3: Target of 80% attendance all whānau Conferences: T2/4 : Target of 80% attendance all whānau		Goal setting T1/3: Target of 90% attendance all whānau Conferences: T2/4 : Target of 90% attendance all whānau		Goal setting T1/3: Target of 95% attendance all whānau Conferences: T2/4 : Target of 95% attendance all whānau	
Home School partnership	Kāhui Ako Curriculum evenings T1-3: target of 70% attendance Pacific Parent Responsive Programme (25 families)		Kāhui Ako Curriculum evenings T1-3: target of 70% attendance		Kāhui Ako Curriculum evenings T1-3: target of 70% attendance	
External partnerships	Identify current external supporters of the schools in our Kāhui Ako e.g. Du Val Foundation /AUT/MIT etc. Contact supporters and invite to a meeting of our Kāhui Ako to discuss how we can build/strengthen our working relationship and to explore further possible ways to do this. Create a working group of 3-4 from across Kāhui Ako to attend U-Learn 2020.		Kāhui Ako has a group of external supports providing pathways for our students to explore as part of on-going work experience or moving into full time study or employment. Create a working group of Yr 11-12 students (6-8), who have the responsibility of gathering info on what their peers want to study or areas they would like to work in. These students to attend U-Learn 2021.		All Year 11-13 students and their whānau in our Kāhui Ako are invited to an information that will be run by the 2021 working group.	
Community Events	T1	School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings	T1	School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings	T1	School Picnic/Goal setting LEOTC/Sports/Have a Go Day/weekly assemblies Cultural consultation meetings
	T2	Student Led conferences Language weeks LEOTC/Sports/weekly assemblies	T2	Student Led conferences Language weeks LEOTC/Sports/weekly assemblies	T2	Student Led conferences Language weeks LEOTC/Sports/weekly assemblies
	T3	Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Student Inquiry Expo	T3	Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Student Inquiry Expo	T3	Goal setting Language Weeks/LEOTC/Sports Curriculum evening/Book Week/Student Inquiry Expo
	T4	LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation	T4	LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation	T4	LEOTC/Sports/weekly assemblies Year 6 education experience NZCER Community Survey School Concert/Prizegiving/Year 6 Graduation

Action Plan 4/Community Engagement

Initiative	2020	2021	2022
Engage with community	Align our FBS Values with those of our Te Puke ō Taramainuku Kāhui Ako with the intention of merging into one Introduce concept of Whānau Friday (weekly 9am-10.30am), open door pop in/pop out invitations to join in class programmes Community satisfaction surveys (T2/4)	Review our FBS Values that are aligned with our Te Puke ō Taramainuku Kāhui Ako at a community hui to celebrate the beginning of our new school year. Continue to promote Whānau Fridays Community satisfaction surveys (T2/4)	FBS community hui to launch the new school year, at this meeting create examples of what our Values 'in action' looks like. Use these examples as part of upgrading school signage around our school Whānau Fridays Community satisfaction surveys (T2/4)
Student Council	Years 5-6 School Council to meet with DP 2 times per term Selected Year 3-4 students to attend 1 meeting per term	Years 3 and 4 added School Council to meet with DP 2 times per term SWIS/RTLB/SMT/CPT invited to attend a combined pastoral care meeting in 2020 Selected Year 1-2 students to attend 1 meeting per term	Years 1-2 added Full school council representing Years 1-6 meet with DP 2 times per term SWIS/RTLB/SMT/CPT invited to attend a combined pastoral care meeting in T2/4 2021
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 2020 Inquiry by all students, responses used to guide the Inquiry Topics for 2021	Student directed Inquiry topics implemented in Terms 2 and 4. Create opportunities for students at all year levels to have input into the planning and preparation of these topics. Students participating in community based projects e.g. Pay It Forward Term 4 review of 2021 Inquiry by all students, responses used to guide the Inquiry Topics for 2022	Student directed Inquiry topics implemented in Terms 1-4. Create opportunities for students at all year levels to have input into the planning and preparation of these topics. Students participating in community based projects e.g. Pay It Forward Term 4 review of 2022 Inquiry by all students, responses used to guide the Inquiry Topics for 2023
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 2020

Curriculum Area	Specific Objective	Actions	Expected Outcomes	Responsible	Time	Cost	Evaluation
NAG 1 Curriculum Delivery	Ensure effective pedagogy is occurring in all rooms	Classroom observations Buddy Coaching Learning Conversations in team and staff settings	Improved learning outcomed for all students	Evaluation Associates PLD facilitator Management	All Year	Nil	End of 2020
Assessment	Effective use of assessment tools Ensuring assessment data informs teacher planning and delivery	E-AsTTle, and STAR testing results as pre and post measures for teachers by comparing scale scores in Feb, June and November Assessments are done on child's anniversary in junior school not end of year Looking at the assessment data and looking at teachers planning and implementation	Standard scores vs Stanines gives better teacher knowledge All assessment information is used formatively to guide classroom learning programmes Assessments do occur on anniversary Via performance management ensure teachers are analysing data and using to inform teaching	Management and Syndicate leaders Evaluation Associates PLD facilitator James/Janetta Team Leaders	All Year	\$3600	End of 2020

Mathematics	Improve Maths levels across the school.	DMIC methodology used in all classes. PLD as part of our Kāhui Ako available for all teachers.	Teacher's pedagogical Skills in Maths increases and children's learning outcomes improve.	James, Maths Team Leader, Banapa	Terms 1 - 4	Nil:	End of 2020
	Strengthen teacher's knowledge of how to deliver DMIC	Build Teacher Capability through visiting schools that have had success in developing a DMIC methodology	Accelerated progress for Target students	James, Maths Team Leader	All year	\$2000.00 for Teacher release	End of 2020
Te Reo Māori me ona tikanga	To develop Te Reo Māori me ona tikanga	Develop Te Reo to conversational level with 80% of our Year 6 learners	Fluency of Te Reo used by students in Years 5-6	Natasha Young Classroom teachers	All year	Refer to budget	End of 2019
Unique position of Māori Culture		Whaea Dinah and Banapa to support Natasha Young in the delivery of Te reo across the school.	Greater use of te reo across the school.		All year		End of 2019

		To continue to develop Kapa Haka within Senior and also in 2020 Years 1-3.	School will have a Kapa Haka group that is confident and proud to support school protocols.	As above	All year		
Cultural diversity Pasifika - Samoan	To provide learning focus on Samoan identity, language and culture.	To extend criteria for selection in Rooms 8, 17, 18, to include students of Samoan heritage with or without the language.	Students with Samoan heritage will have and enhanced sense of identity, language and culture. More even distribution of students across the school.	Teachers of Rooms 8, 12,17. Focus rooms Lead Teacher Principal	All year	As per budget 1 FT Unit	End of 2019
Reading	To accelerate selected student achievement in reading	Introduction of Lexia Reading programme	Acceleration of selected students	Year 6 cohort	Terms 1-4	\$1,000	End of 2019
Working Together	Improve whanau involvement	Programme continues in 2019 aimed at increased whanau involvement and knowledge, targeting reading and maths.	Reading and Maths outcomes improve Whanau involvement improves	Liz Heather	All year	1.0 Staffing 1 FT Unit	End of 2019
Reading Together	Improve reading at home	Continue the programme for at least one group per term aiming at the New Entrant parents	Improved learning outcomed for all students	Liz Heather	Terms 1 and 3		End of 2019
E-Learning	Consolidate the existing e-learning classrooms taking place across the school.	Year 1-3 classes to have access to 8 Ipad devices Year 3-6 classes to have access to 25 Chromebooks	Students are effective users of the technology Students are effective problem solvers Learning improves via enthusiasm for learning brought about by the technology	Emily	.1 release	\$12,000 (release) plus 4 days for Emily to work with Jacqui Sharp	End of 2019

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

	Managing workloads: focus on Staff Well Being in 2019	Continue to look at teacher workloads and find further ways to manage and reduce them.		Anne V/Banapa	Term 1 onwards	\$3,000	End of 2019
NAG 4	Create a break out the repurposing of the old Dental Clinic	Contractors refurbish area,all work is code compliant	Minimal disruption to mainstream of school, design matches existing buildings	Banapa	All Year	5YA MOE funding	End of 2019
	School Building WOF up to date	School is compliant with all requirements		Banapa/Ian/Tom		Nil	
	Installation of Astroturf basketball courts in Senior and Junior School	School is compliant with all requirements		Banapa/Ian	Term 1 break	\$80.000 (lease agreement with Equico)	
NAG 5	Develop an effective Health and Safety committee	The committee starts to meet regularly. Make provision for changes from the new act	Health and Safety issues come to committee which deals efficiently and effectively with them.	Banapa	Term 1, then ongoing	Release day/days as needed	End of 2019
NAG 6	Review reporting to parents. Civil Defence / Emergency	Ongoing review, especially of reports and NS reporting Emergency document updated	All documentation is up to date	BOT / Banapa Administration	On-going March	Nil	End of 2019

Flat Bush Primary School
Statement of Kiwisport Funding
For the year ended 31 December 2019

During the year, Flat Bush Primary School received the sum of \$6,502 excl. GST (2018: \$5,867) for Kiwisport funding from the Ministry of Education. These funds have enabled our students to participate in the following sports including receiving assistance from trained coaches and competing in various tournaments.

- *Basketball - including at Spark Arena, Downtown Auckland against other school's prior to a NZ Breakers basketball game
- *H.A.G.s Day - have a go at a variety of sports day
- *Cricket
- *Tennis
- *Rippa Rugby
- *Softball
- *Athletics
- *Girls Day Out - a chance for our girls to try a variety of sports at a local sports venue
- *Touch
- *Netball
- *Rugby League
- *Chess
- *Swimming Lessons
- *Hockey