

# FLAT BUSH PRIMARY SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

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

#### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Tofa Paniani	Presiding Member	Elected	2025
Banapa Avatea	Principal	ex Officio	2025
Ashley Uluulu	Parent Representative	Elected	2025
Marianne Mohi	Parent Representative	Elected	2025
Sela Falekuata	Parent Representative	Appointed	2025
Mark Heka	Parent Representative	Appointed	2025
Dinah Winiata	Staff Representative	Elected	2025

**Accountant / Service Provider:** Sheryl Lane, Chartered Accountant

# FLAT BUSH PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2022

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Kiwisport

# Flat Bush Primary School

## Statement of Responsibility

For the year ended 31 December 2022

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

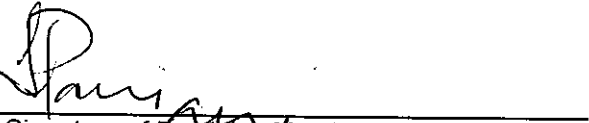
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Tofamamao Paniani

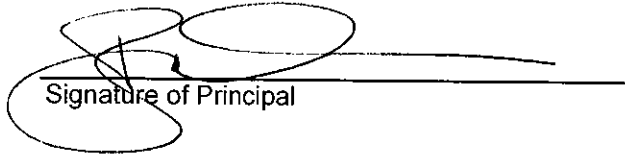
\_\_\_\_\_  
Full Name of Presiding Member

  
\_\_\_\_\_  
Signature of Presiding Member

24 . 08 . 2025  
\_\_\_\_\_  
Date:

Banapa Avatea

\_\_\_\_\_  
Full Name of Principal

  
\_\_\_\_\_  
Signature of Principal

24 . 08 . 2025  
\_\_\_\_\_  
Date:

# Flat Bush Primary School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	4,705,932	3,382,505	4,598,156
Locally Raised Funds	3	159,015	70,200	60,344
Interest Income		7,318	3,000	2,313
Gain on Sale of Property, Plant and Equipment		-		
<b>Total Revenue</b>		<b>4,872,265</b>	<b>3,455,705</b>	<b>4,660,813</b>
<b>Expenses</b>				
Locally Raised Funds	3	81,043	74,450	91,872
Learning Resources	4	3,296,839	2,884,200	3,233,606
Administration	5	668,063	245,650	590,723
Finance		6,348	5,500	8,220
Property	6	830,572	243,550	784,859
Loss on Disposal of Property, Plant and Equipment		6,003	-	1,110
		<b>4,888,868</b>	<b>3,453,350</b>	<b>4,710,390</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(16,603)</b>	<b>2,355</b>	<b>(49,577)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(16,603)</b>	<b>2,355</b>	<b>(49,577)</b>

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		908,386	908,386	957,963
Total comprehensive revenue and expense for the year		(16,603)	2,355	(49,577)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		10,198	-	-
<b>Equity at 31 December</b>		901,981	910,741	908,386

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	311,420	328,055	264,434
Accounts Receivable	8	232,459	193,303	195,192
GST Receivable		6,127	5,000	4,755
Prepayments		17,491	15,500	15,562
Inventories	9	25,924	15,000	19,521
Investments	10	220,395	220,395	220,395
		<u>813,816</u>	<u>777,253</u>	<u>719,859</u>
<b>Current Liabilities</b>				
Accounts Payable	12	286,305	251,797	252,405
Borrowings	13	6,305	6,305	6,305
Revenue Received in Advance	14	130	-	2,137
Provision for Cyclical Maintenance	15	40,100	42,666	19,781
Finance Lease Liability	16	37,550	29,773	34,885
Funds held in Trust	17	8,000	-	-
Funds held for Capital Works Projects	18	0	-	8,670
		<u>378,390</u>	<u>330,541</u>	<u>324,183</u>
<b>Working Capital Surplus/(Deficit)</b>		435,426	446,712	395,676
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	612,607	576,719	676,719
		<u>612,607</u>	<u>576,719</u>	<u>676,719</u>
<b>Non-current Liabilities</b>				
Borrowings	13	11,033	11,033	17,338
Provision for Cyclical Maintenance	15	104,988	86,770	102,007
Finance Lease Liability	16	30,031	14,887	44,663
		<u>146,052</u>	<u>112,690</u>	<u>164,008</u>
<b>Net Assets</b>		<u>901,981</u>	<u>910,741</u>	<u>908,386</u>
<b>Equity</b>		<u>901,981</u>	<u>910,741</u>	<u>908,386</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 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,845,907	2,290,891	1,482,932
Locally Raised Funds		168,755	56,932	50,376
Goods and Services Tax (net)		(1,371)	(5,000)	9,853
Payments to Employees		(935,022)	(722,000)	(881,418)
Payments to Suppliers		(922,084)	(394,617)	(532,495)
Interest Paid		(6,348)	(5,500)	(8,220)
Interest Received		4,188	2,965	2,297
Net cash from/(to) Operating Activities		154,025	1,223,671	123,325
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	443
Purchase of Property Plant & Equipment (and Intangibles)		(84,521)	(737,219)	(137,588)
Net cash from/(to) Investing Activities		(84,521)	(957,614)	(137,145)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		10,197	-	-
Finance Lease Payments		(25,741)	44,660	(26,449)
Loans Received		-	11,033	-
Repayment of Loans		(6,304)	6,305	(6,304)
Funds Administered on Behalf of Third Parties		(670)	-	27,007
Net cash from/(to) Financing Activities		(22,518)	61,998	(5,746)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>46,986</b>	<b>328,055</b>	<b>(19,566)</b>
Cash and cash equivalents at the beginning of the year	7	264,434	-	284,000
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>311,420</b>	<b>328,055</b>	<b>264,434</b>

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

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

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# Flat Bush Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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

###### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

###### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.



### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 16.

#### ***Recognition of grants***

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

### **c) Revenue Recognition**

#### ***Government Grants***

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

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

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

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

#### ***Other Grants where conditions exist***

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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

#### ***Interest Revenue***

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

### **d) Finance Lease Payments**

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

### **e) Cash and Cash Equivalents**

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

### **f) Accounts Receivable**

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

### g) Inventories

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

### h) Investments

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

### i) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

### Finance Leases

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

### Depreciation

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

The estimated useful lives of the assets are:

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

### j) Impairment of property, plant, and equipment and intangible assets

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

#### Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

#### **k) Accounts Payable**

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

#### **l) Employee Entitlements**

##### *Short-term employee entitlements*

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

##### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

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

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

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

#### **n) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **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 is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

#### **p) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**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.

**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.

**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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,864,566	1,382,505	1,829,957
Teachers' Salaries Grants	2,306,644	2,000,000	2,285,174
Use of Land and Buildings Grants	534,722	-	483,025
	<u>4,705,932</u>	<u>3,382,505</u>	<u>4,598,156</u>

The school has opted in to the donations scheme for this year. Total amount received was \$65,400. (2021 \$66,900)

## 3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	2,570	-	10,142
Fees for Extra Curricular Activities	3,247	10,500	1,062
Trading	21,542	17,500	16,245
Fundraising & Community Grants	94,292	-	1,600
Other Revenue	37,364	42,200	31,295
	<u>159,015</u>	<u>70,200</u>	<u>60,344</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	54,881	51,200	63,224
Trading	17,169	23,000	28,648
Fundraising and Community Grant Costs	8,993	250	-
	<u>81,043</u>	<u>74,450</u>	<u>91,872</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>77,972</u>	<u>(4,250)</u>	<u>(31,528)</u>

## 4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	99,942	66,950	51,955
Equipment Repairs	428	1,000	1,599
Information and Communication Technology	21,189	26,500	22,937
Library Resources	1,815	3,750	1,940
Employee Benefits - Salaries	3,001,477	2,595,000	2,974,739
Staff Development	15,586	30,500	16,652
Depreciation	156,402	160,500	163,784
	<u>3,296,839</u>	<u>2,884,200</u>	<u>3,233,606</u>

## 5. Administration

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Audit Fee	7,934	4,500	8,443
Board Fees	11,300	10,000	18,100
Board Expenses	22,825	10,500	16,340
Communication	10,865	7,000	11,202
Consumables	10,539	28,250	13,312
Other	62,998	71,250	76,970
Employee Benefits - Salaries	120,607	102,000	92,873
Healthy School Lunch Programme	400,402	-	338,499
Insurance	15,504	11,000	13,258
Service Providers, Contractors and Consultancy	5,089	1,150	1,726
	<u>668,063</u>	<u>245,650</u>	<u>590,723</u>

## 6. Property

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	26,293	22,000	17,637
Consultancy and Contract Services	61,117	55,000	57,927
Cyclical Maintenance Provision	23,300	18,000	35,018
Grounds	1,589	5,000	17,658
Heat, Light and Water	28,041	31,000	28,404
Repairs and Maintenance	31,122	20,050	21,829
Use of Land and Buildings	534,722	-	483,025
Security	11,746	12,500	14,407
Employee Benefits - Salaries	112,642	80,000	108,954
	<u>830,572</u>	<u>243,550</u>	<u>784,859</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Cash and Cash Equivalents

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Bank Accounts	311,420	328,055	264,434
Cash and cash equivalents for Statement of Cash Flows	<u>311,420</u>	<u>328,055</u>	<u>264,434</u>

Of the \$311,420 Cash and Cash Equivalents, \$63,470 of unspent grant funding and \$8,000 of scholarship funds are held by the School. This funding is subject to conditions which specify how they are required to be spent. If these conditions are not met, the funds will need to be returned.

## 8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	3,912	13,268	15,659
Receivables from the Ministry of Education	19,619	-	960
Interest Receivable	3,166	35	36
Teacher Salaries Grant Receivable	205,762	180,000	178,537
	<u>232,459</u>	<u>193,303</u>	<u>195,192</u>
Receivables from Exchange Transactions	7,078	13,303	15,695
Receivables from Non-Exchange Transactions	225,381	180,000	179,497
	<u>232,459</u>	<u>193,303</u>	<u>195,192</u>

## 9. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Stationery	22,405	10,085	13,124
Clothing	3,519	4,915	6,397
	<u>25,924</u>	<u>15,000</u>	<u>19,521</u>

## 10. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	220,395	220,395	220,395
<b>Total Investments</b>	<b>220,395</b>	<b>220,395</b>	<b>220,395</b>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	128,103	-	-	-	(20,492)	107,611
Furniture and Equipment	381,748	59,776	(6,003)	-	(76,724)	358,797
Information and Communication Technology	29,899	1,787	-	-	(13,101)	18,585
Leased Assets	122,322	35,480	-	-	(43,730)	114,072
Library Resources	14,647	1,250	-	-	(2,355)	13,542
<b>Balance at 31 December 2022</b>	<b>676,719</b>	<b>98,293</b>	<b>(6,003)</b>	<b>-</b>	<b>(156,402)</b>	<b>612,607</b>

The net carrying value of photocopiers and computer equipment held under a finance lease is \$40,767 (2021: \$122,322)

### Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	535,950	(428,339)	107,611	535,950	(407,847)	128,103
Furniture and Equipment	1,234,745	(875,948)	358,797	1,208,509	(826,761)	381,748
Information and Communication Technology	465,111	(446,526)	18,585	463,324	(433,425)	29,899
Leased Assets	258,355	(144,283)	114,072	244,582	(122,260)	122,322
Library Resources	91,527	(77,985)	13,542	90,277	(75,630)	14,647
<b>Balance at 31 December</b>	<b>2,585,688</b>	<b>(1,973,081)</b>	<b>612,607</b>	<b>2,542,642</b>	<b>(1,865,923)</b>	<b>676,719</b>

## 12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	17,859	5,000	4,402
Accruals	11,482	11,797	11,324
Employee Entitlements - Salaries	256,964	235,000	236,679
	<b>286,305</b>	<b>251,797</b>	<b>252,405</b>
Payables for Exchange Transactions	286,305	251,797	252,405
	<b>286,305</b>	<b>251,797</b>	<b>252,405</b>

The carrying value of payables approximates their fair value.



### 13. Borrowings

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Loans due in one year	6,305	6,305	6,305
Loans due after one year	11,033	11,033	17,338
	17,338	17,338	23,643

The school has borrowings at 31 December 2022 of \$17,338 (31 December 2021 \$23,643). This is a Crown Energy Efficiency Loan for the purpose of updating the lighting throughout the school. The loan is unsecured, interest free and payable in quarterly equal instalments of \$1,576.

### 14. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Other revenue in Advance	130	-	2,137
	130	-	2,137

### 15. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	121,788	121,788	86,770
Increase to the Provision During the Year	23,300	18,000	35,018
Provision at the End of the Year	145,088	139,788	121,788
Cyclical Maintenance - Current	40,100	42,666	19,781
Cyclical Maintenance - Non current	104,988	86,770	102,007
	145,088	129,436	121,788

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan.

### 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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Later than One Year and no Later than Five Years	67,577	44,660	79,548
	67,577	44,660	79,548
<b>Represented by</b>			
Finance lease liability - Current	37,549	29,773	34,885
Finance lease liability - Non current	30,028	14,887	44,663
	67,577	44,660	79,548



## 17. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	8,000	-	-
	8,000	-	-

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

## 18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Refurbish Rooms 5-7	<i>completed</i>	8,670	402	(9,072)	-	0
Totals		8,670	402	(9,072)	-	0

### Represented by:

Funds Held on Behalf of the Ministry of Education	0
Funds Receivable from the Ministry of Education	-

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

### Represented by:

Funds Held on Behalf of the Ministry of Education	8,670
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## 19. Related Party Transactions

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

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

During the year, Moiho Leaupepe, nephew of the principal, was employed as a Teacher Aide and Julie Avatea, mother of the principal, was employed as a part-time teacher on terms and conditions no more favourable to them than the board would have agreed had there been no relationship to the principal. (2021: During the year, Moiho Leaupepe, nephew of the principal, was employed as a Teacher Aide and Julie Avatea, mother of the principal, was employed as a part-time teacher on terms and conditions no more favourable to them than the board would have agreed had there been no relationship to the principal.)

## 20. Remuneration

### Key management personnel compensation

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

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i>		
Remuneration	11,300	18,100
	0.19	0.18
<i>Leadership Team</i>		
Remuneration	730,439	711,747
Full-time equivalent members	6.60	6.60
Total key management personnel remuneration	741,739	729,847

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

### Principal

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

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	170-180
Benefits and Other Emoluments	4-5	5-6
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	2.00	1.00
110-120	1.00	2.00
	3.00	3.00

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

## 21. Compensation and Other Benefits Upon Leaving

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

	<b>2022 Actual</b>	<b>2021 Actual</b>
Total	\$53	\$697
Number of People	2	4

## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is confirmed, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

## 23. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into a contract agreement for capital works as follows:

(a) \$119,500 contract for the installation of a shade COLA over the junior area between Rooms 5 - 7 and Rooms 1-4, to be completed in 2023, \$75,420 has been received in grants of which \$11,950 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$18,436 for cultural welcome signs and iPads)

### (b) Operating Commitments

As at 31 December 2022 (2021 \$0) the Board had not entered into any contracts.

## 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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	311,420	328,055	264,434
Receivables	232,459	193,303	195,192
Investments - Term Deposits	220,395	220,395	220,395
Total Financial assets measured at amortised cost	<u>764,274</u>	<u>741,753</u>	<u>680,021</u>

### Financial liabilities measured at amortised cost

Payables	286,305	251,797	252,405
Borrowings - Loans	17,338	17,338	23,643
Finance Leases	67,581	44,660	79,548
Total Financial Liabilities Measured at Amortised Cost	<u>371,224</u>	<u>313,795</u>	<u>355,596</u>

## 25. Events After Balance Date

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

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF FLAT BUSH HEIGHTS SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022**

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

**Opinion**

We have audited the financial statements of the School on pages 2 to 17, that comprise the statement of financial position as at 31 December 2022, 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 2022; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with *Public Sector – Public Benefit Entity Standards, Reduced Disclosure*

Our audit was completed on 24 August 2023. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

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

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## **Responsibilities of the Board for the financial statements**

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

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

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

## **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Strategic Plan 2023 – 2025 including Analysis of Variance, Kiwi sport report and Good Employer Policy but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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

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



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





Strategic Plan  
2023-2025

# Charter 2023

2023 Annual  
Plan







# Our Pepeha

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







**Vision:**

**“Success for all”**

kia angitu tātou katoa

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



**Flat Bush Values**

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

**‘we work for each other’**

**Manaakitanga:** Caring for and respecting each other;

**‘we care about others’**

**Atawhai:** Whanau and school working together to nurture the students

**‘we value others’**

**Tu pono:** Knowing oneself, one’s identity;

**‘we know who we are’**

**Mahi Ngatahi:** Working collaboratively;

**‘we work as a team’**

**Arohatia:** Nurturing showing approval;

**‘we encourage others’**

**The Flat Bush Learner**

**Learner questions, shows initiative and strives to succeed .**

**Effective at working co-operatively and independently.**

**Able to read, write and speak with confidence.**

**Realises the importance of being honest and fair.**

**Nurtures and respects the environment, themselves and others.**

**Enthusiastically participates in school and community activities.**

**Reliable and responsible.**

**Flat Bush Values**

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

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

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

**Fealofani:** Working together

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



## **FLAT BUSH MISSION STATEMENT**

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

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





## WHO WE ARE...

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

### Cultural Diversity and Tikanga Maori

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

### Learning Assistance

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

## 2022 FBS Community Survey

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

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

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

### Things we are doing well:

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

### Areas for us to improve:

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

### Highlights of 2022:

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



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

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

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



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

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



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



### Mathematics achievement levels 2020-2022

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

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

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

**2023 Goal:**

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

## Target 1: To support achievement in Mathematics

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

## Focus 1a: To support achievement in Mathematics

### Student achievement focus action plan

#### Focus Group

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

#### Student Group

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

#### Historical Position

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

#### Action Plan

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

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



### Written Language achievement levels 2020-2022

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

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

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

#### 2023 Goal

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

## Target 1: To raise student achievement in Writing

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

## Focus 1a: To support achievement in Writing

Student achievement focus action plan

### Focus Group

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

### Student Group

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

### Historical Position

In 2022 our school wide PLD focus was Assessment for Learning (AFL)

### Action Plan

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



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

**Success Criteria**

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



### Reading achievement levels 2020-2022

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

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

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

#### 2023 Goal

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

**Focus 2: To support achievement in Reading**

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

## Focus 2a: To support achievement in Reading

Student achievement Focus action plan

### Focus Group

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

### Student Group

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

### Historical Position

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

### Action Plan

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

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

**Success Criteria**

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



### **School Based Focus for 2023**

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

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

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

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

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

### **Digital Technology**

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

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

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

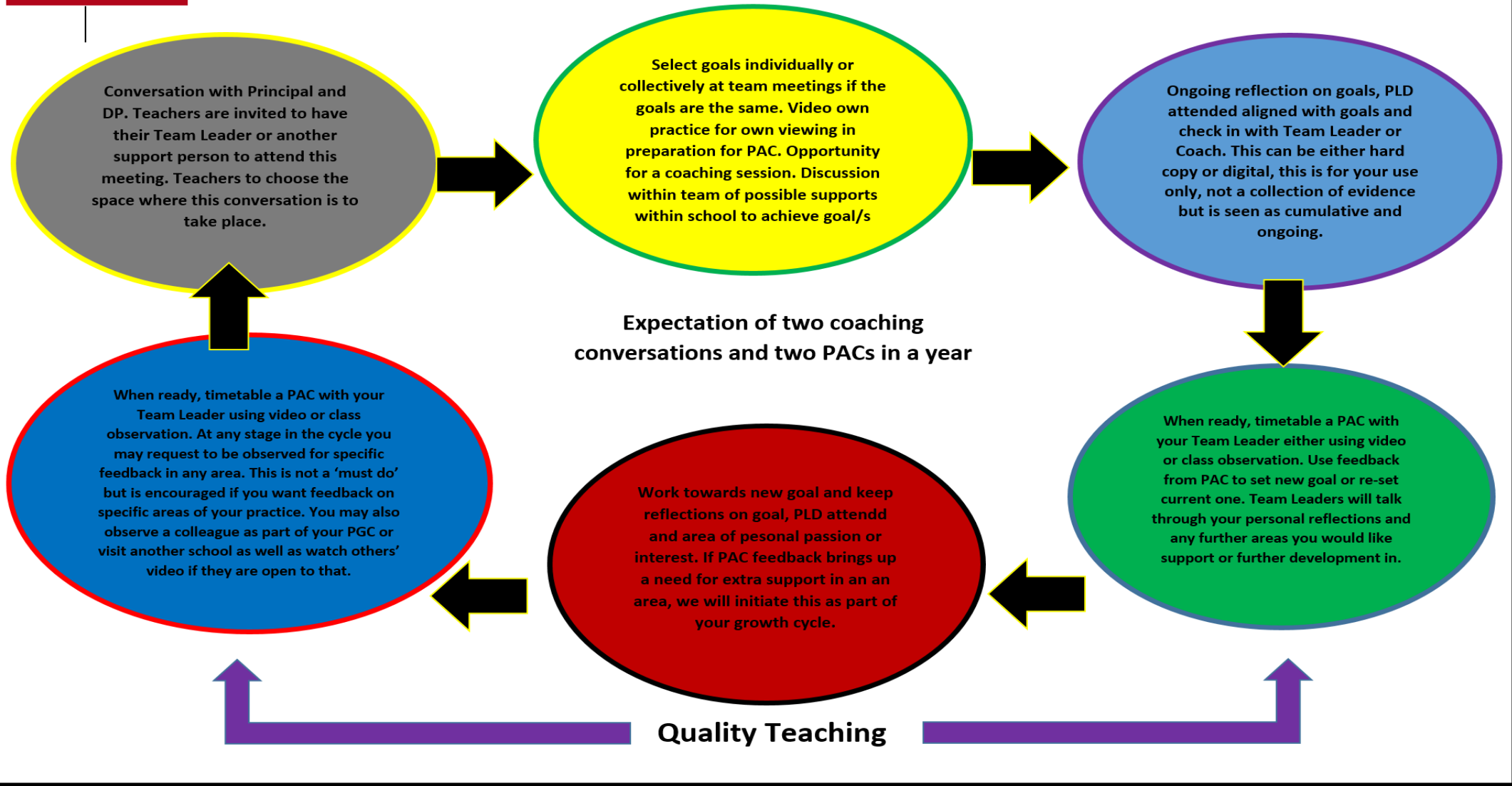
In 2022 teachers continued this learning through integrating STEAM learning experience in our Student Inquiry Units and we will further this in 2023.



# Professional Growth Cycle

‘Whaowhia kete te mātauranga’

*Fill the basket of knowledge*



## Assessment Information 2022 Reading, Writing and Mathematics

### READING

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

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

Analysis of data from Mid to End of Year				NEXT STEPS
<b>Areas of Improvement</b>		<b>Areas to Develop</b>		<ul style="list-style-type: none"> <li>Analyse and review assessment information and identify those students who require extra support, through the use of Teacher Aide intervention</li> <li>Build on 2022 focus on Assessment for Learning</li> <li>Teachers to use Time 1 assessment data to select target groups of students in Reading</li> <li>Continue to develop teacher capability in the analysis and interpretation of assessment data to ensure we use this data to inform teaching practice</li> <li>Build on current knowledge of assessment tools and ensure new teachers have a clear understanding of how to use them</li> <li>Ensure teachers are sharing assessment information with students as a way of developing student created learning goals</li> </ul>
<b>Reaching At or Above</b>		<b>Needing Support or Working towards</b>		
<b>Year 6</b>	71% up from 56%	<b>Year 3</b>	30% NS 39% WT	
<b>Year 5</b>	64% up from 39%	<b>Year 2</b>	21% NS 40% WT	
<b>Year 4</b>	56% up from 36%			



## WRITING

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

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

Analysis of data from Mid to End of Year				NEXT STEPS
Areas of Improvement		Areas to Develop		<ul style="list-style-type: none"> <li>Analyse and review assessment information and identify those students who require extra support, through the use of Teacher Aide intervention</li> <li>Build on 2022 focus on Assessment for Learning</li> <li>Teachers to use Time 1 assessment data to select target groups of students in Writing</li> <li>Continue to develop teacher capability in the analysis and interpretation of assessment data to ensure we use this data to inform teaching practice</li> <li>Build on current knowledge of assessment tools and ensure all teachers have a clear understanding of how to use them</li> <li>Ensure teachers are sharing assessment information with students as a way of developing student created learning goals</li> </ul>
Reaching At or Above		Needing Support or Working towards		
<b>Year 2</b>	39% up from 19%	<b>Year 5</b>	16% NS 44% WT	
<b>Year 3</b>	24% up from 2%	<b>Year 4</b>	23% NS 40% WT	
<b>Year 4</b>	34% up from 18%	<b>Year 3</b>	31% NS 44% WT	
<b>Year 6</b>	61% up from 56%			

# MATHEMATICS

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

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

Analysis of data from Mid to End of Year				NEXT STEPS
Areas of Improvement		Areas to Develop		<ul style="list-style-type: none"> <li>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</li> <li>Build on 2022 focus on Assessment for Learning</li> <li>Teachers to use Time 1 assessment data to select target groups of students in Mathematics</li> <li>Continue to develop teacher capability in the analysis and interpretation of assessment data to ensure we use this data to inform teaching practice</li> <li>Build on current knowledge of assessment tools (GLOSS/JAM/) and ensure new staff have a clear understanding of how to use them</li> <li>Ensure teachers are sharing assessment information with students as a way of developing student created learning goals</li> </ul>
Reaching At or Above		Needing Support or Working towards		
Year 2	55% up from 35%	Year 5	16% NS 44% WT	
Year 3	24% up from 6%	Year 4	23% NS 40% WT	
Year 4	37% up from 15%	Year 3	31% NS 44% WT	
Year 5	40% up from 28%			
Year 6	59% up from 49%			

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

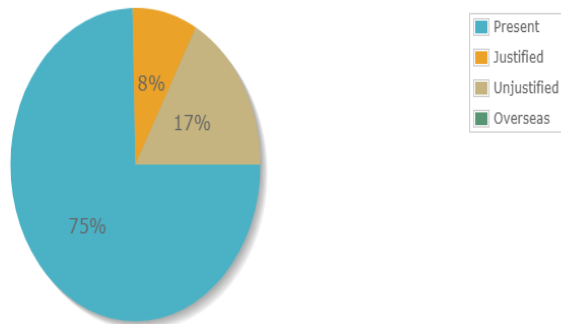
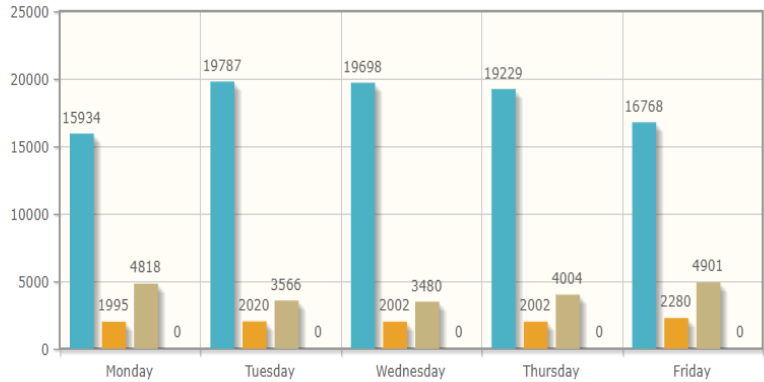
## Flat Bush School 2022 Whole School Attendance

### Admin Whole School excl Rm3,4 Attendance

From  
2022-02-03 to 2022-12-16

Viewing Truancy

<b>Present:</b> 74.64%	<b>Justified:</b> 8.41%	<b>Unjustified:</b> 16.96%	<b>Overseas:</b> 0%
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### Gender

		Number of pupils
Female	<b>72%</b> 47805 / 66263	219
Male	<b>70%</b> 60039 / 85970	277

### Ethnicity

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

## **ANALYSIS OF VARIANCE**

Subjects: Reading, Writing and Mathematics

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

Subject: Writing and Mathematics

Discussion:

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

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

Discussion:

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

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

Discussion:

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

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

**Sources of Information**

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

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

**Our main assessments are:**

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

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

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

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

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

# Flatbush School

## Strategic Plan: 2023-2025

### MISSION

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

### VISION

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

### VALUES

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

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

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



# Action Plan 1/Quality Teaching

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



# Action Plan 2/Culturally Responsive

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

# Action Plan 3/Well Being

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

# Action Plan 4/Connection

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

# Annual Plan

## FLAT BUSH SCHOOL ANNUAL PLAN 2023

Curriculum Area	Specific Objective	Actions	Expected Outcomes	Responsible	Time	Cost	Evaluation
<b>NAG 1</b> <b>Curriculum Delivery</b>	Ensure effective pedagogy is occurring in all rooms	Classroom observations Buddy Coaching Learning Conversations in team and staff settings	<ul style="list-style-type: none"> <li>Improve learning outcomes for all students</li> </ul>	Evaluation Associates PLD facilitator Management	All Year	Nil	<b>End of 2023</b>
<b>Assessment</b>	Effective use of assessment tools	E-AsTTle/STAR testing results as pre and post measures for teachers by comparing scale scores in Feb, June and November	<ul style="list-style-type: none"> <li>Standard scores vs Stanines gives better teacher knowledge</li> <li>All assessment information is used formatively to guide classroom learning programmes</li> </ul>	Management and Syndicate leaders Evaluation Associates PLD facilitator	All Year	\$3600	<b>End of 2023</b>
	Ensuring assessment data informs teacher planning and delivery	Assessments are done on child's anniversary in junior school not end of year  Looking at the assessment data and looking at teachers planning and implementation	<ul style="list-style-type: none"> <li>Assessments do occur on anniversary</li> <li>Via performance management ensure teachers are analysing data and using to inform teaching</li> </ul>	Banapa Janetta Team Leaders	All Year	As above	<b>End of 2023</b>

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

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

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

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





Whakawhanaungatanga  
'we work for each other'

Manaakitanga  
'we care about others'

Atawhai  
'we help others'

Tu pono  
'we know who we are'

Mahi Ngatahi  
'we work as a team'

Arohatia  
'we encourage others'



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# **Flat Bush Primary School**

## **Statement of Kiwisport Funding**

### **For the year ended 31 December 2022**

During the year, Flat Bush School received the sum of \$5,946.79 (excl. GST) for Kiwisport funding from the Ministry of Education. These funds enabled our students to participate in the following sports.

- \* Cricket
- \* Hockey
- \* Basketball
- \* Swimming lessons
- \* Rugby League
- \* Touch Rugby
- \* Chess
- \* Netball
- \* Rippa Rugby
- \* Hungerball
- \* Soccer
- \* Sailing
- \* HAGS (have a go at sports day)

## Flat Bush Primary School

### Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	We maintain a school Health and Safety Hazard register which ensure early identification of possible hazards. All staff and their whānau have access to the Employee Assistance Programme. Our school's Building Warrant of Fitness is current, and updated yearly.
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	We ensure that the most suitable person is employed for all positions in our school.
How do you practise impartial selection of suitably qualified persons for appointment?	Employment of Support Staff and Teaching Staff is conducted by the Principal, Senior Leadership positions are appointed by a panel that includes representation from our Board of Trustees. In all processes the school's EEO policy is enacted and followed.
How are you recognising, <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	We give recognise to the aims and aspirations of our Māori whānau through the use of tikanga Māori e.g. karakia, waiata, school pepeha and ensuring that Te Ao Māori is part of decision making.  We have Māori whānau representation on our school's Board of Trustees.
How have you enhanced the abilities of individual employees?	For teachers by giving effect to their Professional Growth Cycle and for Support Staff through their Annual Performance Management Agreement.
How are you recognising the employment requirements of women?	Our school staff is 90% female
How are you recognising the employment requirements of persons with disabilities?	If required we will adapt our place of work and duties to best cater for any staff member with individual needs.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme /policy?	<input checked="" type="checkbox"/>	
Has this policy or programme been made available to staff?	<input checked="" type="checkbox"/>	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	<input checked="" type="checkbox"/>	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	<input checked="" type="checkbox"/>	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	<input checked="" type="checkbox"/>	
Does your EEO programme/policy set priorities and objectives?	<input checked="" type="checkbox"/>	