



Te Kura a Maki | Fruitvale School 2020

Visibility – Seeds of the future today | *Māramatanga - Ngā Kakano mō apopo*

At Fruitvale school we are committed to honouring and implementing Te Tiriti O Waitangi with Ngā Uri O Ngā Iwi.

Values | Nga Uara

Respect | Honore

Each child is of the same worth as each other. Manners matter.

Responsibility | Takohanga

Each must be given the tools to be responsible for themselves and for others.

Risk Taking | Waewae kaikapua

Each grows confidence because risk is understood and encouraged.

Resilience | Manawaroa

Each grows stronger when supported and modelled well as they continually strive to be their best selves.

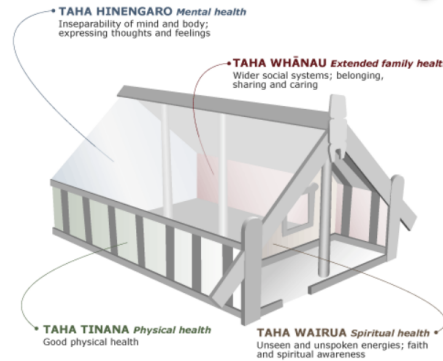
Reflection | Whaiwhakaaro

Each will grow by thinking through the many and varied situations they are faced with.

Focus Areas | Ngā Āonga Matua

Well-being for all Te Whare Tapa Wha

- **P** - positive emotion
- **E** - engagement
- **R** - relationships
- **M** - meaning
- **A** - achievement (From Seligman, M. 2012)



Future actions:

- Analyse the Well-being grant ... Teachers/BOT
- Do our leadership styles and beliefs reflect the learnings from teacher voice?
 - Continue to integrate
 - Redirect based around teacher voice – Filming/Inquiry, Riroriro
 - Continue to introduce innovation
- Strengthen induction and resource self-understanding: Libraries of examples
- Grow the coaching model to better support student and teacher voice and support innovation and change

Learning Pathways | Huarahi Ako



Learning to Learn | Tikanga Ako



Working Together | Mahitahi



Consistent
Accessible
Responsive
Emotionally connected

Care underpins the way we work.
We understand that transitions are where children can feel most exposed and vulnerable and that these are times we most need to be aware of and make safe.

Building and preserving Well-being ('Flourish', 2012) will best set up our learning community to Grow.

Wellbeing:

- P** Positive Emotion
- E** Emotional connection
- R** Positive relationship

Visibility through strong beliefs and core values | *Mā te whakapono me ngā uara, ka hua te māramatanga.*

Visible Learning (Hattie2010) underpins what we want our learners to achieve.

Viewed through the eyes of the learner
Insightful about their trajectory as successful learners
Self-managing, self-motivated,
Integrating processes across the organisation
Boosting rates of learning
Learning is visible for all
Effective strategies and interventions

By collaborating we are most effective.

There are different ways to collaborate

Synergy is the highest expression of collaboration and the end we aspire to.

Joining forces to achieve an outcome by partnering with others is another effective expression of collaboration.

<p>M Meaning A Achievement</p> <p>Stand-downs / Exclusions</p> <p>These will be zero. We work hard with all agencies and supporting all staff to ensure students feel safe to learn and grow.</p> <p>We will support, promote and build Riroriro as a way forward for Fruitvale School's students and Whanau to integrate into mainstream schooling.</p>		
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BASELINE DATA AND SCHOOL CONTEXT FOR 2020

<p>Student's Learning</p>	<p>READING:</p> <p>At or Above National Standards 82.6% for 2015</p> <p>At or Above National Standards 80.3% for 2016</p> <p>At or Above National Standards 81.4% for 2017</p> <p>At or Above National Standards 78.2% for 2018</p> <p>At or Above National Standards 78.2% for 2019</p> <p>At or Above National Standards 80.1% for 2020</p>
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	<p>Slight increase of 1.9% of students reading at or above since 2019 EOY data</p> <p>WRITING: At or Above National Standards 70.00% for 2015 At or Above National Standards 73.2% for 2016 At or Above National Standards 70 % for 2017 At or Above National Standards 73.5% for 2018 At or Above National Standards 78.2% for 2019 At or Above National Standards 76.5% for 2020</p> <p>Notable decrease of 1.7% of students writing at or above since 2019 EOY data</p> <p>MATHS: At or Above National Standards 68.5% for 2015 At or Above National Standards 74.9% for 2016 At or Above National Standards 81.6% for 2017 At or Above National Standards 73.0% for 2018 At or Above National Standards 78.2% for 2019 At or Above National Standards 75.1% for 2020</p> <p>Decrease of 3.1% of students achieving in maths at or above since 2019 EOY data</p>
Student's Engagement	<p>Grow Student Council Student Ambassadors Those in Y5/6 who are values badge wearers are first to be asked to represent for us Student views Self-directed Learning Conceptual Curriculum, Well-being@school and Inclusiveness surveys</p>
School Organisation and Structures	<p style="text-align: center;">Well-being BOT Principal Steering group - Ririro Review processes whole school Twice yearly filming and learning conversations all staff Flowing into Teacher Inquiries and Professional Development planning</p>
Review of Charter and consultation	<p style="text-align: center;">BOT Sub-committee established Dates to meet to ensure breadth of consultation</p>

Bicultural Perspective	<p style="text-align: center;">BOT members who represent Maori In 2020 there will be a Tikanga Maori Awards system and process in place with Fruitvale Maori staff administering T1(April 1, 2, 3) and T4(Dec 2, 3, 4)</p>		
Goals	Action	When, Who, Resourcing	Indicators of Progress
Wellbeing - Hauora	<p>TOD 2 – TAPASA –intro to Document</p> <p>Wellbeing: Building on where we are</p> <p>Well-being opportunities through BOT grants of \$300 per annum per employee at Fruitvale.</p> <p>Well-being initiatives of 2019 reviewed and options for 2020 considered and put into place.</p>	<p>Feb 7 2020 Principal and CORE</p> <p>Feb 7 2020 Principal and CORE</p> <p>BOT needs to review their commitment to \$300 per staff member.</p> <p>Yes. Hine created document</p>	<p>All staff introduced to doc and Identify where in TURU 1,2,3 they are and posit at least one area to develop. Consider ways to enact TAPASA</p> <p>All staff consider anew their VIA survey of strengths</p> <p>VIA referred to over the year to determine its relevance personally and whether there is school relevance</p> <p>All staff asked to submit their request for well-being grant. These are tracked and BOT determine whether it is worthy to continue beyond 2020</p> <p>Well-being@school inclusion survey run for staff and students and analysed. New initiatives developed for the 2021 year</p>
Learning to Learn - Tikanga Ako	<p>Review of Visible Learning(Including Culture Counts)</p> <p>Ensuring new staff members are inducted fully into what it looks like, How it is embedded and managed.</p> <p>IT classroom powered up and reviewed constantly for its strengths in growing confidence, skill and achievement.</p> <p>Exploration of Maori based pedagogies</p>	<p>TOD offered over 2020 – Hine Viskovich, Maria Edmonds and Shobek Singh</p> <p>Hine, Maria and Tracey exploring how to proceed: approaches, pacing, coverage</p>	<p>Visible Learning Processes are used Coaching is integrated , staff are using opportunities.</p> <p>Admin opportunities are being extended. What is initially trialled is reviewed and evolved.</p>
Working Together - Mahitahi	<p>Building the partnership between BOT and FC / Building the partnership between school and Service providers</p> <p>Building the partnerships Kotuitui</p> <p>Building the partnership Riroriro, philanthropy and MOE</p>	<p>BOT Sub-committee – Mahitahi</p> <p>SMT and Donal/ ACOL/ICOL</p> <p>Donal/Riroriro Steering Group/ Paihere</p>	<p>Annual surveys and in situ commentary</p> <p>Ongoing meeting schedules</p> <p>Ongoing meeting schedules</p>

<p>Learning Pathways - Huarahi Ako</p>	<p>Riroriro re-establishment, trauma resolution thinking Bridget, Wayne & Donal Finishing Years study on Compassionate Based Trauma Resolution ECE – School transition - Expanding what we have begun in 2019 for transition initiatives Home – School transition and Whanau support:</p>	<p>Early Infancy period 2020-2022 Principal & Steering Group Resourcing – Philanthropic and Education MOE Hine Viskovich – ACOL- ECE Kotuitui Working alongside ECE's feeding Fruitvale Shirley White – Shirley growing a support programme for identified pupils alongside their whanau. Information and Skills teaching whanau and teachers</p>	<p>Multiple- Developing through Steering Group, in-situ and researchers Transitions surveyed as we go Feedback through meetings</p>
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Improvement Plan for Mathematics | Pāngarau 2020

Focus Areas | Ngā Āonga Matua

Learning Pathways | Huarahi Ako



Baseline Data: Monitoring and Evaluating the Impact of our previous actions:
 Learning mathematics through “The Arts”. STEAM (Science Technology, Arts and Math)
 Analysis done down to individual names of those falling below or well below

Reflection on the Data/Next Steps
 Boys particularly are falling behind. Working with Boys and engaging them is the topic that needs resourcing

Areas identified for improvement:
 Engaging boys
 Home – school relationships to grow rote learning for timetables particularly, incorporation of techniques that parents can use to bring to life math for boys

Annual Learning Target for 2020:
 Lifting boys achievement in math by 5% during 2020

Reporting Schedule for Board

Term 1 –

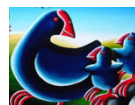
Term 2 – JAM and GLOSS data shared meaningfully with the BOPT

Term 4 – JAM / GLOSS Feedback

Where did we get with the focus on Math and “Boys Learning Math” for the year

Improvement Plan for Reading | Korero Pukapuka 2020

Focus Areas | Ngā Āonga Matua Learning Pathways | Huarahi Ako



Baseline Data: Monitoring and Evaluating the Impact of our previous actions:

Learning to read through “The Arts” STEAM (Science Technology, Arts and Math)

Reflection on the Data/Next Steps

Boys particularly are falling behind. Working with Boys and engaging them is the topic that needs resourcing

Areas identified for improvement:

Engaging boys

Home – school relationships to grow rote modelling of reading by dad’s, incorporation of techniques that parents can use to bring to life reading for boys

Curriculum Change up to STEAM orientated focuses

TOD: Yolanda Sorryl. FRIDAY 31 January: Phonics Course

Annual Learning Target for 2020:

Lifting boys achievement in reading by 10% during 2020

Reporting Schedule for Board

Term 1 – T1 –T4 : 2020 Charter formation and progress.

Watching the Wedge every 5 weeks. Reporting on Yolanda Sorryl and implementation strategies for lifting school performance.

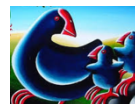
Term 2 – 2020: What have we achieved? Charter reflection

Term 3 – PROBE analysis presented to BOT

Term 4 – Annual Figures gathered and dissected for improvement next steps

Improvement Plan for Writing | Tuhituhi 2020

Focus Areas | Ngā Āonga Matua Learning Pathways | Huarahi Ako



Baseline Data: Monitoring and Evaluating the Impact of our previous actions:

Well-being@school

Yolanda Sorryl: strengthening the senses to allow better appropriation of content to aid the ease of crafting text.

Learning to write through “The Arts” STEAM (Science Technology, Arts and Math)

Reflection on the Data/Next Steps:

There has been improvement across the levels. 8% up

Boys particularly are falling behind. Working with Boys and engaging them is the topic that needs resourcing

Areas identified for improvement:

Sourcing more boy centric focuses (STEAM)

Annual Learning Target for 2020:

Lifting boys achievement in writing by 5% during 2020

Reporting Schedule for Board

Term 1 – Feeding back results of the moderation to BOT – Particular focus on Boys writing.

Term 2 – Evaluations feedback to BOT

Term 3 – Feeding back results of the moderation to BOT – Particular focus on Boys writing.

Term 4 – Annual Figures gathered and dissected for improvement next step