



Te Kura a Maki | Fruitvale School 2020/21

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.

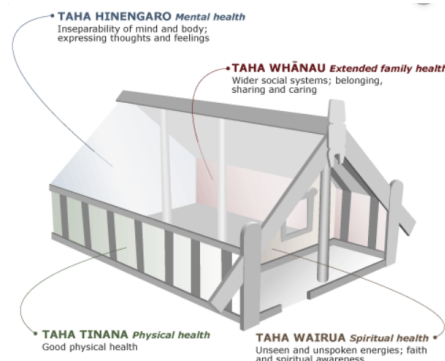
Reflection | Whaiwhakaaro

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 Whā

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



Future actions:

- Continue to integrate
 - Grow what we have done for our teachers and students with like minded schools.
 - Redirect based around teacher voice – Filming/Inquiry, Riroriro
 - Continue to introduce and grow innovation
 - Collaborate to build networks of knowledge and care
 - 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
 - Use the science curriculum to enliven the core curriculum and build visibility

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.

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

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

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.

Working together to build our own community and networking to build other communities

<p>Wellbeing:</p> <p>P Positive Emotion E Emotional connection R Positive relationship 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>	<p>Learning is visible for all Effective strategies and interventions</p>	
<p>BASELINE DATA AND SCHOOL CONTEXT FOR 2021</p>		

<p>Student's Learning</p>	<p>READING:</p> <p>At or Above National Standards 82.6% for 2015 At or Above National Standards 80.3% for 2016 At or Above National Standards 81.4% for 2017 At or Above National Standards 78.2% for 2018 At or Above National Standards 78.2% for 2019 At or Above National Standards 80.7% for 2020 in a COVID year At or Above National Standards 82.7% for 2021</p>
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	<p>Slight increase of 2.5% of students reading at or above since 2019 EOY data</p> <p>WRITING:</p> <p>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 75.1% for 2020 in a COVID year At or Above National Standards 80.5% for 2021</p> <p>Notable decrease of 2.9% of students writing at or above since 2019 EOY data</p> <p>MATHS:</p> <p>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 74.0% for 2020 in a COVID year At or Above National Standards 82.5% for 2021</p> <p>Decrease of 4.2% of students achieving in maths at or above since 2019 EOY data</p>
Student's Engagement	<p>Grow Student Agency – Develop and grow Kaiarahi Student Ambassadors Those in Y5/6 who are values badge wearers are first to be asked to represent Student views Self-directed Learning Conceptual Curriculum, Well-being@school and Inclusiveness surveys Greater incorporation of science across the curriculum to grow fascination and knowledge of the earth, its resources and processes Science PD 2021 Creativity PD 2021 Strengthen and grow Tuakana – Teina systems IT2021 and Tuakana combined GTT Garden to Table systems Information centre / Maker space for our students</p>

School Organisation and Structures	Well-being BOT Principal Steering group - Riroriro, 5WEST : 4TRAUMA, Paihere Review and update processes whole school Twice yearly filming and learning conversations all staff Flowing into Teacher Inquiries and Professional Development planning		
Review of Charter and consultation	BOT Sub-committee established Dates to meet to ensure breadth of consultation		
Bicultural Perspective	<p style="text-align: center;">BOT members who represent Maori</p> In 2021 Maori staff alongside SMT are expanding the whole of staff knowledge of Te Reo and working to coordinate and grow resourcing for Te Ao Maori in the school and its curriculum		
Goals	Action	When, Who, Resourcing	Indicators of Progress
Wellbeing - Hauora	TOD 3 – Te Ao Maori –intro Mike Wellbeing: Building on where we are Well-being opportunities through Appraisal conversations and PD Well-being initiatives of 2020 reviewed and options for 2021 considered and put into place.	Feb 5 2021 Mike and CORE Feb 3 2021 Principal and CORE BOT review meeting 1 2021	All staff introduced to doc and Identify where in Te Ao Maori they are and posit at least one area to develop. Consider ways to enact Te Reo for teachers to learn All staff consider anew their VIA survey of strengths VIA referred to over the year to determine its relevance personally and whether there is school relevance Well-being@school inclusion survey run for staff and students and analysed. New initiatives developed for the 2022 year
Learning to Learn - Tikanga Ako	Implementation phase of Enlivening Science – Growing Brains and Hearts Review of Visible Learning(Including Culture Counts) Ensuring new staff members are inducted fully into what it looks like, How it is embedded and managed.	TOD 1: Visible Learning Reimagined for Fruitvale. Routines and processes reinvigorated: SMT TOD 2: Science. Outlining focuses for the 2021 year, the classes and modelling that will be happening when? with who?	Visible Learning Processes are used Coaching is integrated, grown. Staff are using opportunities. Admin opportunities are being extended. What is initially trialled is reviewed and evolved.

	IT2021 classroom invigorated across the school. T3 deepening practice and knowledge for all teachers and students. Growing confidence, skill and achievement with Heart and Brain. Exploration of Maori based pedagogies	TOD Maori offered over 2020/21 – Hine Viskovich, Hine, Maria and Tracey beginning to embed practices and strengthen culture of Te Ao Maori	Te Ao Maori more obvious and more..."What we do around here..."
Working Together - Mahitahi	Strengthening the partnership between BOT and FC Strengthening trust SMT/Whole Staff/BOT Building the partnership between school and Service providers Building the Collaboration Kotuitui Strengthening the Collaboration Riroriro/WEST5 philanthropy and MOE	SMT and Donal/ ACOL/ICOL Donal/Riroriro:WEST5 Steering Group/ Paihere	Annual surveys and in situ commentary Ongoing meeting schedules Ongoing meeting schedules. Collaborative action that makes a difference Funding that grows the outcomes for children and possibly the wider community of Trauma
Learning Pathways - Huarahi Ako	Riroriro possible re-establishment, trauma resolution thinking Establishing an ongoing relationship contract with Katheryn Berkett & ENGAGE training Gary@Workplace wellbeing ECE – School transition - Continuing to expand transition initiatives, including transitioning Riroriro boys into Intermediate - Home – School transition and Whanau support:	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 – reinvigoration of Information and Skills teaching whanau and teachers	Multiple- Developing through Steering Group, in-situ and researchers West5 established and growing 5 communities across the west, informing many more. Better transitions for schools in our Kahui Ako and for ourselves. Transitions surveyed as we go Feedback through meetings

Improvement Plan for Mathematics | Pāngarau 2021

Focus Areas | Ngā Āonga Matua

Learning Pathways | Huarahi Ako

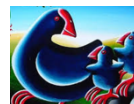


<p>Baseline Data: Monitoring and Evaluating the Impact of our previous actions: Learning mathematics through "The Arts". STEAM (Science Technology, Engineering Arts and Math) Analysis done down to individual names of those falling below or well below</p>
<p>Reflection on the Data/Next Steps Boys particularly are still falling behind. Through being more STEM focused next year working with Boys and engaging them is the topic that needs resourcing</p>
<p>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</p>
<p>Annual Learning Target for 2021: Lifting boys achievement in math by 5% during 2021</p>
<p>Reporting Schedule for Board</p> <p>Term 1 –</p> <p>Term 2 – JAM and GLOSS data shared meaningfully with the BOT COVID interfered 2020 but this will be the case 2021</p> <p>Term 4 – JAM / GLOSS Feedback</p>

Improvement Plan for Reading | Korero Pukapuka 2021

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) This will be strengthened with two different school focuses

Reflection on the Data/Next Steps

Boys particularly are still falling behind. Through the incorporation of STEM working with Boys and engaging them is the topic that needs resourcing

Areas identified for improvement:

Engaging boys – getting more boy friendly reading material. Creating a new Information Centre/ makerspace. Engaging more boys through Tuakana/teina systems

Annual Learning Target for 2021:

Lifting boys achievement in reading by 5% during 2021. Let's narrow this one right down a particular and named group of boys

Reporting Schedule for Board

Term 1 – T1 –T4 : 2020 Charter formation and progress.
Watching the Wedge every 5 weeks.

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

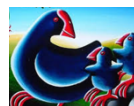
Term 3 – PROBE analysis presented to BOT

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

Improvement Plan for Writing | Tuhituhi 2021

Focus Areas | Ngā Āonga Matua

Learning Pathways | Huarahi Ako



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

Well-being@school

Reflection on whether Yolanda Sorrel had made any difference and what were they.
Learning to write through "The Arts" STEAM (Science Technology, Arts and Math)
Particularly science. Creating an infocentre/makerspace to engage and build

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 2021

Reporting Schedule for Board

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

Term 2 – Evaluations feedback to BOT COVID

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

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