



Te Kura a Maaki | Fruitvale School 2022/23

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 | Kia manakilanga

He aha te mea nui o te ao: *What is the most important thing in the world* He tangata! He tangata! He tangata. *It is people, it is people, it is people*

Responsibility | Rangatiratanga

He kai kei aku ringa. *There's plenty to do, in my hands. Ma whero, ma pongo, ka oti te mahi. By red and black a job is finished.,* He kotuku rerenga tahi
The white Heron that makes one flight only said of a chief.

Risk Taking | Kia toa

H toa taumata rau. *Bravery has many resting places.* Toku toa, he toa Rangatira. *My bravery is inherited from the chiefs who were my ancestors*

Resilience | Kia kaha

Whaia te iti Kahurangi. *Pursue excellence should you stumble let it be to a lofty mountain.* Ki te tuohu koe, me he maunga teitei

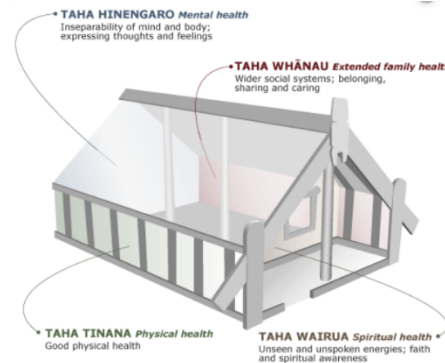
Reflection | Kia tau te rangimarie

Kia mau koe ki nga kupu, o ou tupuna. *Hold fast to the words of your ancestors.* Ka put e ruha, ka hao, te rangatahi. *The old net is cast aside, while the new net goes a-catching.*

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:

- Continue to integrate
- Grow what we have done for our teachers(TOD1 2022) and students with like minded schools.
 - Redirect based around teacher voice – Filming/Inquiry, Riroriro/West5:4Trauma
 - Continue to introduce and grow innovation(2022 MAC – Te Puna Reo)
 - 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(2021-2022) to enliven the core curriculum and build visibility

Resourcing these 5 Significant steps for the vision for 2022:

1. Creating culturally empowered environments and pathways(MAC and Te Puna Reo)
2. Make sure enough time is allocated to culturally oriented programme growth.
3. 'Te Puna Reo', funded and supported across the staff and school
4. Budgets that allow pathways to be formed: manaakitanga
5. Important roles acknowledged via remuneration.

Learning Pathways | Huarahi Ako



Consistent
Accessible
Responsive
Emotionally connected

2022: reimagining rangatiratanga for tamariki/whanau and strengthening mana enhancing ways of relating across the school.

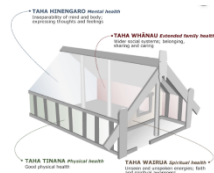
Care underpins the way we work.

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.

Wellbeing:

P Positive Emotion
E Engagement
R Positive relationship
M Meaning
A Achievement



Stand-downs / Exclusions

These will be zero. We work hard with all agencies and supporting all staff to ensure students feel safe to learn and grow.

We will support, promote and build, 'brain based safety', as a way forward for Fruitvale School's students and Whanau to integrate into mainstream schooling.

Learning to Learn | Tikanga Ako



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.

2022: Re-imagining Y6 Characteristics profile incorporating a Te Ao Maori Lens

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

Working Together | Mahitahi



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

Integrating where we are with where we want to be can create Deeper visions. Working with and through MAC as a partner in building our, Te Ao Maori knowledge across the school.

BASELINE DATA AND SCHOOL CONTEXT FOR 2022

Student's Learning	<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 2020/21 COVID years At or Above National Standards 82.7% for 2022</p> <p>Slight increase of 2.0% of students reading at or above since 2020 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 2020/21 COVID years At or Above National Standards 80.5% for 2022</p> <p>Notable decrease of 2.9% of students writing at or above 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 2020/21 COVID years 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(All kaiarahi must have a badge) – expanding opportunities for Kaiarahi to take responsibility e.g. Library/makerspace Developing the Ambassadorial role Those in Y5/6 who are values badge wearers are first to be asked to represent Student views</p>

	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 2022 Creativity PD 2022 Strengthen and grow Tuakana – Teina systems IT2022 and Tuakana combined GTT Garden to Table systems Information centre / Maker space for our students: Incorporating/Innovating and opening opportunities in this space for a much more inclusive and across-the-whole-day working day. This space will be 0.8 staffed with paid and professionally developed staff. Networks will be grown within Library fields of expertise.		
School Organisation and Structures	Well-being BOT Principal Steering group: WEST5 : 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	BOT members who represent Maori In 2022 Maori staff alongside SMT are continuing to expand 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 Mac on board. Te Puna Reo growing Te Reo capacity		
Goals	Action	When, Who, Resourcing	Indicators of Progress
Wellbeing - Hauora	TOD1 – Wellbeing/Creativity/Te Puna Reo Wellbeing: Building on where we are: Bridget's enhanced position Well-being opportunities through Appraisal conversations and PD	Routines and processes around COVID Revisited for quick into out of Lockdowns. BOT review meeting 1 2022	All staff introduced to doc and Identify where in Te Ao Maori they are and posit at least one area to develop. Te Reo set in place for regular sessions for teachers to learn Creativity Assessment run with students in Term 1 2022 to see what if any progress has been made. Regular staff updates around the 11 dimensions of Creativity and how we grow them at Fruitvale.

	Well-being initiatives of 2021 reviewed and options for 2022 considered and put into place.		Well-being@school inclusion survey run for staff and students and analysed. New initiatives developed for the 2022 year Bridget remains, Sending, following up and analysing Well-being surveys. Get Bridget remunerated for the work she is doing.
Learning to Learn - Tikanga Ako	<ul style="list-style-type: none"> -Some Implementation but also some bedding in phasing to Enliven Science – Growing Brains and Hearts - Inclusion of matauranga -Review of Visible Learning: Y6 Student profile using a genuine te ao Maori lens to grow Te Ao Maori at Fruitvale -Ensuring new staff members are inducted fully into what it looks like, How it is embedded and managed. -T32022 classroom invigorated across the school. -Exploration of Maori based pedagogies 	<p>Shirley, Hine organising and running TODs 2022</p> <p>TOD 1: Visible Learning Reimagined for Fruitvale. Routines and processes reinvigorated: SMT</p> <p>TOD 2: Science. Outlining focuses for the 2022 year, the classes and modelling that will be happening when? with who? This will be building practice on what achieved in 2021.</p> <p>TOD Maori offered over 2022 – Hine Viskovich,</p> <p>Hine, Maria and Tracey continuing to embed practices and strengthen culture of Te Ao Maori with Te Reo input from Te Puna Reo and Invigoration from changes incorporated alongside MAC. 5 Priorities</p>	<p>Visible Learning Processes are used Coaching is integrated, grown. Creativity and Te Ao Maori integrated more fully into everything we do. Staff are using opportunities: 2021 was a very broken year and 22 will need to restore/repair and build Admin opportunities are being extended. What is initially trialled is reviewed and evolved.</p> <p>Te Ao Maori more obvious and more..."What we do around here..."</p>
Working Together - Mahitahi	<ul style="list-style-type: none"> -Strengthening the partnership between BOT, staff and Whanau Fruitvale particularly around Te Ao Maori. Te Puna Reo offered to all staff , BOT and Whanau -Strengthening trust SMT/Whole Staff/BOT -Building the partnership between school and Service providers -Building our Collaboration within Kotuitui -Strengthening the Collaboration Riroriro/WEST5 philanthropy and MOE 	<p>All parties</p> <p>All parties</p> <p>SMT</p> <p>SMT and Donal/ ACOL/ICOL Donal/Riroriro:WEST5 Steering Group/ Paihere</p>	<p>Annual surveys and in situ commentary</p> <p>Ongoing meeting schedules</p> <p>Ongoing meeting schedules.</p> <p>Collaborative action that makes a difference</p> <p>Buy in and Funding that grows the outcomes for children and possibly the wider community of Trauma</p>

Learning Pathways - Huarahi Ako	<p>Riroriro thinking launching West5 and Paihere innovations Re-vitalise, trauma resolution thinking Building ongoing relationship with Katheryn Berkett & ENGAGE training Gary@Workplacewellbeing</p> <p>ECE – School transition</p> <ul style="list-style-type: none"> - Continuing to expand transition initiatives, including transitioning Riroriro boys into Intermediate, Maori tamariki as a focus for 2022 - <p>Home – School transition and Whanau support:</p>	<p>Capturing the growth: 2018-2021 in 2022 Donal Sabbatical, Janette report TOD explanation/intro of, "Mitey Kids".</p> <p>Principal , West5 Principals and Paihere Governance Resourcing – Philanthropic and WINZ, MOE</p> <p>Hine Viskovich – ACOL- ECE Kotuitui Working alongside ECE's feeding Fruitvale</p> <p>Shirley White – reinvigoration of Information and Skills teaching whanau and teachers</p>	<p>Captured success and challenges in-situ, across 5 contexts and researchers West5 established. Growing 5 communities across the west, informing many more. A website and possible handbook to elaborate for others the pathway forward in the trauma schooling space.</p> <p>Better transitions for schools in our Kahui Ako and for ourselves. Transitions surveyed as we go</p> <p>Feedback through meetings</p>
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Improvement Plan for Mathematics | Pāngarau 2022

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, (PD '21 & '22, Engineering Arts and Math)

Establishment of GLC(Global Learning Centre), Full incorporation of Te Ao Maori and Mātauranga Maori systems and thinking

Analysis done down to individual names of those falling below or well below

Reflection on the Data/Next Steps

COVID has likely created huge holes in student knowledge. Boys particularly were falling behind, are they still falling behind. Through being more STEM focused next year working with Boys and engaging them and making sure the Topics are well resourced.

Areas identified for improvement:

Engaging boys. Full incorporation of Te Ao Maori and Mātauranga Maori systems and thinking

Revisiting these because COVID interruptions prevented full incorporation of these goals. 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 2022:
Lifting boys achievement in math by 2% during 2022

Reporting Schedule for Board

Term 1 –

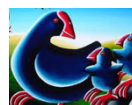
Term 2 – JAM and GLOSS data shared meaningfully with the BOT COVID interfered 2020/21 but will this also be the case 2022

Term 4 – JAM / GLOSS Feedback

Improvement Plan for Reading | Korero Pukapuka 2022

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
Establishment of GLC(Global Learning Centre), Full incorporation of Te Ao Maori and Mātauranga Maori systems and thinking

Reflection on the Data/Next Steps: Data very incomplete due to COVID interruptions across the year.

Boys particularly are still falling behind. Through the incorporation of STEM working with Boys and engaging them is the topic that needs resourcing
Establishment of GLC(Global Learning Centre), Full incorporation of Te Ao Maori and Mātauranga Maori systems and thinking

Areas identified for improvement:

Engaging boys – getting more boy friendly reading material. Especially in the GLC and With regard to Mātauranga and Te Ao Maori. Engaging more boys through Tuakana/teina systems and the expansion of T3

Annual Learning Target for 2022:

Lifting boys achievement in reading by 5% during 2022.
Narrow this one right down a particular and named group of boys

Reporting Schedule for Board

Term 1 – T1 –T4 : 2022 Charter formation and progress.
Watching the Wedge every 5 weeks.

Term 2 – 2022: What have we achieved? Charter reflection

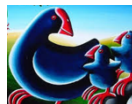
Term 3 – PROBE analysis presented to BOT

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

Improvement Plan for Writing | Tuhituhi 2022

Focus Areas | Ngā Āonga Matua

Learning Pathways | Huarahi Ako



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

This is the area we believe most children will have had the most difficulty sustaining or improving their performance in over very disrupted COVID years for 2020/21

Well-being@school

Reflection on whether Yolanda Sorrel/ Google Reader/writer have made any difference and what differences they are producing.

Learning to write in association with and through "The Arts" STEAM (Science Technology, Arts and Math)

Establishment of GLC(Global Learning Centre), Full incorporation of Te Ao Maori and Mātauranga Maori systems and thinking

Particularly science.

Reflection on the Data/Next Steps:

It has been difficult to assess improvement across the levels in a very disrupted COVID year so a boost this 2022 with greater integration of Science/ hands on
For Boys particularly who are falling behind. Working with Boys and engaging them with the topic will be resourced.

Establishment of GLC(Global Learning Centre), Full incorporation of Te Ao Maori and Mātauranga Maori systems and thinking

Areas identified for improvement:

Sourcing more boy centric focuses (STEAM)

Establishment of GLC(Global Learning Centre), Full incorporation of Te Ao Maori and Matauranga Maori systems and thinking

Annual Learning Target for 2022:

Lifting boys achievement in writing by 5% during 2021/22

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