



Te Ara Huarau | School Profile Report – Unconfirmed

School Name: Fruitvale Road School

Profile Number: 1281

Background

This Profile Report was written within 12 months of the Education Review Office and Fruitvale Road School working in Te Ara Huarau, an improvement evaluation approach used in most English Medium State and State Integrated Schools. For more information about Te Ara Huarau see ERO's website www.ero.govt.nz

Context

Fruitvale Road is in New Lynn, catering for Years 0-6 multicultural learners. Fruitvale Road School's vision is to create a community of learners, working together to create the best learning for ākongā through a Tiriti o Waitangi with Ngā Uri o Ngā Iwi lens.

Fruitvale Road School's strategic priorities for improving outcomes for learners are:

- building consistent, accessible, responsive and emotionally connected huarahi ako/learning pathways
- through the eyes of the ākongā/learners, making learning visible
- mahi tahi/working together; through collaboration we are most effective
- wellbeing focussed on ensuring ākongā always feel safe to learn and develop holistically.

You can find a copy of the school's strategic and annual plan on Fruitvale Road School's website.

ERO and the school are working together to evaluate how well a Māori holistic learning focus drives positive pedagogical change and improves equitable and excellent outcomes for all learners.

The rationale for selecting this evaluation is:

- the school has made a conscious shift to view learning through a Māori holistic lens, to further grow engaged and agentic learners and to support equitable, informed teaching practices
- to ensure a bicultural partnership where Te Ao Māori ways of being, doing and knowing are embedded into the fabric of the school
- a localised curriculum focussed on seamless learning transition points
- the school is focussed on wellbeing linked closely to learning partnerships, which they evidence through school values, vision and a culturally responsive pedagogy supporting equitable learner outcomes
- well-developed internal evaluative planning and thinking is an enabler in conceptualising, managing, and monitoring any innovations.

The school expects to see:

- full and systematic effect being given to Te Tiriti o Waitangi across the curriculum
- relationships that enhance ākonga outcomes through a culture of inclusion, empathy, and collaboration
- ākonga wellbeing that is consistently well promoted and sustained, to develop agentic, motivated learners
- kaiako/teachers realising the aspirations for all ākonga, valuing their uniqueness, culture, language and identity
- an explicit focus on ākonga feeling connected; feeling they belong and experiencing success
- powerfully connected relationships, with whānau and community, continue to be sustained
- culturally responsive teaching, learning and curricula that enables seamless transition learning points.

Strengths

The school can draw from the following strengths to support the school in its goal to determine how well a Māori holistic learning focus improves equitable and excellent outcomes for learners:

- ākonga encouraged to be their best self
- values of the school underpin every interaction
- kaiako and rangatira/ leaders focus on positive learner outcomes
- well informed, collaborative rangatira
- strong whānau and community partnerships
- professional development that enhances kaiako capability
- opportunities to be successful as kaiako and ākonga through a broad localised curriculum.

Where to next?

Moving forward, the school will prioritise:

- developing further the school's commitment to Te Tiriti o Waitangi with Nga Uri o Nga Iwi through documentation, environment, resourcing, and teacher's access to explicit professional learning
- embedding programmes and processes to support smooth transitions to school from ECE, to year 4 and onto Year 7
- evaluating the success of wellbeing practices with students, whānau, and kaiako
- continuing to monitor the school's responsive and relational pedagogical approaches
- articulating an evaluation plan that captures qualitatively and quantitatively the school's journey in innovating a curriculum and pedagogical shift to ako through an explicit Te Ao Maori lens.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. ERO will support the school in reporting their progress to the community. The next public report on ERO's website will be a Te Ara Huarau | School Evaluation Report and is due within three years.

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Northern Region | Te Tai Raki

About the School

The Education Counts website provides further information about the school's student population, student engagement and student achievement. educationcounts.govt.nz/home