



Te Kura a Maaki | Fruitvale School 2023

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 manaakitanga

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 pongu, 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

He 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.*

Te Whare Tapu Wha:

Taha Hinengaro

- Oratory – story-telling, Story creation
- Production biannually
- Wellbeing through karakia, discussion, Mohiotanga
- Performance: Kapahaka, FGT, Assembly
- Regeneration

Taha Whanau

- Belonging: Values, Whanaungatanga,
- Maori language week, Matariki, Matatini
- Pasifika language weeks and Major cultural days: White Sunday, Diwali, Parihaka day(Standing peacefully forcefully for change)
- Regeneration

Taha Tinana

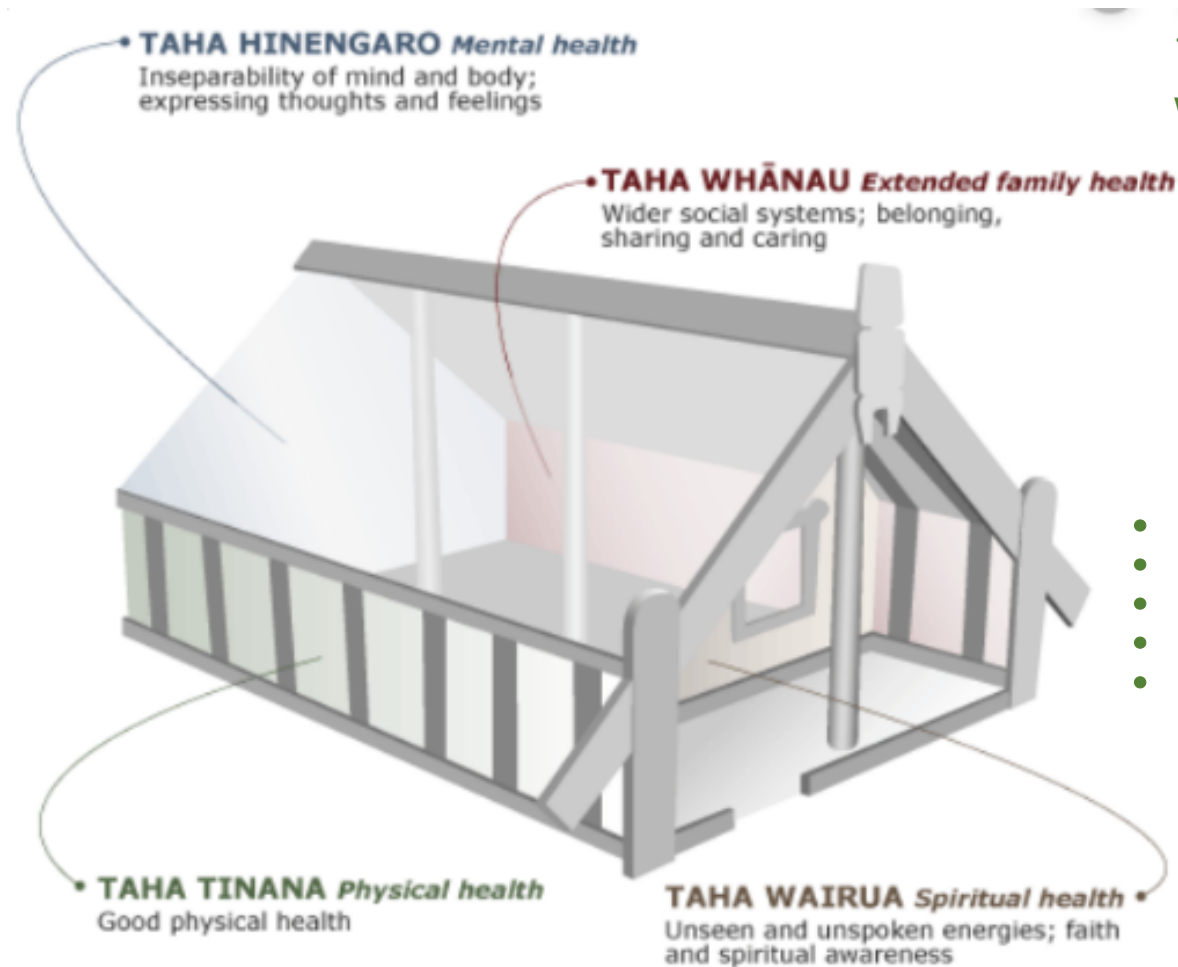
- Nutrition: GTT
- Collaboration: Wild Child, FGT, Food Forest
- Regeneration

Taha Wairua

- Touching the forces of self and nature, Wild child
- Kawa: Karakia, Powhiri, Whakatau, Poroporoaki, Understanding the mauri of place.
- Trauma practices, learnings and growth
- Regeneration



Ngā Āonga Matua : Focus Areas



Te Whare Tapa Wha
Well-being for all

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

Resourcing these 5 Significant steps for the vision for 2024:

1. Creating and sustaining culturally empowered environments and pathways(MAC, Marae, Te Puna Reo or its equivalent)
2. Make sure enough time is allocated to culturally oriented programme growth.(TODs and Structure of days/weeks)
3. Mahi whenua is resourced(Money/time and personnel)
4. Budgets that allow pathways to be formed: Manaakitanga(Marae & Tikanga time planned into weeks/months/year. Maori Language week: Te Reo posters, plays, speeches, stories, movies that celebrate Te Reo. Matariki: Major whanau meetings to discuss, progress te ao Maori work and reflect on 2023/24 for 2024/25)
5. Important roles acknowledged via remuneration.

Huarahi Ako | Learning Pathways



Consistent
Accessible
Responsive
Emotionally connected

Play – Whoever wants to understand much must play much. Gottfried Benn
 - Play is our brains favourite way of learning

2024: reimagining rangatiratanga (See Melinda Webber 2023) for tamariki/whanau and strengthening mana enhancing ways of relating across the school.

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



Tikanga Ako | Learning to Learn



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

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

2024: Re-imagining Y6 Characteristics profile incorporating a Te Ao Maori Lens
 Changing up our VL filming to include Te Ao Maori practices.

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

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.

Mahitahi | Working Together



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.

Collaboration for safety

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.

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 2024

<p>Student's Learning</p>	<p>READING:</p> <p>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 73.7% for 2022 At or Above National Standards 73.7% for 2023</p> <p>Decrease of 6.3% of students reading at or above since 2020 EOY data.</p> <p>WRITING:</p> <p>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 62.0% for 2022 At or Above National Standards 73.7% for 2023</p> <p>Notable decrease of 13% of students writing at or above EOY data.</p> <p>MATHS:</p> <p>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 71.8% for 2022 At or Above National Standards 73.7% for 2023</p> <p>Decrease of 2.2% of students writing at or above EOY data.</p>
<p>Student's Engagement</p>	<p>Grow Student Agency – Develop and grow Kaiarahi(All kaiarahi must have all badges) – expanding opportunities for Kaiarahi to take responsibility e.g. Library/makerspace/sports and Te Ao Maori Developing the Ambassadorial role 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</p>

	<p>Greater incorporation of science, matauranga Maori, across the curriculum to grow fascination and knowledge of the earth, its resources and processes Science PD 2023 Creativity PD 2023 – Clay and Creativity Index. Strengthen and grow Tuakana – Teina systems: Marae possibilities for TT growth. IT2023 and Tuakana combined GTT Garden to Table & Wild Child systems to grow incorporation of play(Grow Creativity). 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 with be 0.8 staffed with paid and professionally developed staff. Networks will be grown within Library fields of expertise.</p>		
School Organisation and Structures	<p>Well-being BOT Principal WEST5 : 4TRAUMA Review and update processes whole school Twice yearly filming and learning conversations all staff-Focus=Student Voice Flowing into Teacher Inquiries and Professional Development planning</p>		
Review of Charter and consultation	<p>BOT Sub-committee established Dates to meet to ensure breadth of consultation</p>		
Bicultural Perspective	<p>BOT members who represent Maori In 2023 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</p>		
Goals	Action	When, Who, Resourcing	Indicators of Progress
Wellbeing - Hauora	<p>TOD1/3 – Wellbeing/Creativity/Trauma</p> <p>Wellbeing: Building on where we are: Bridget's enhanced position</p> <p>Well-being opportunities through Appraisal conversations and PD</p>	<p>Routines and processes around COVID Revisited for quick into out of Lockdowns.</p> <p>BOT review meeting 1 2023</p>	<p>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</p> <p>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@school inclusion survey run for staff and students and analysed.</p>

	Well-being initiatives of 2022 reviewed and options for 2023 considered and put into place. Yoga trialled in T1 Clay Champion sought.		New initiatives developed for the 2022 year Bridget remains, Sending, following up and analysing Well-being surveys.
Learning to Learn - Tikanga Ako	-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. -Exploration of Maori based pedagogies	SMT organising and running TODs 2023 TOD 1: Clay: SMT major Fruitvale Focuses TOD 2: Science. Outlining focuses for the 2023 year, the classes and modelling that will be happening when? with who? This will be building practice on what achieved in 2021/22 Bridget, 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 updated	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: 2021/22 were very broken years and 23 will need to restore/repair and build Admin opportunities are being extended. What is initially trialled is reviewed and evolved. Te Ao Maori more obvious and more..."What we do around here..."
Working Together - Mahitahi	-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	All parties All parties SMT 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 Buy in and Funding that grows the outcomes for children and possibly the wider community of Trauma

<p>Learning Pathways - Huarahi Ako</p>	<p>Riroriro thinking launching West5 and Paihere innovations Re-vitalise, trauma resolution thinking Building ongoing relationship with Katheryn Berkett & ENGAGE training. Strengthened Induction processes</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 2023 - <p>Home – School transition and Whanau support:</p>	<p>Capturing the growth: 2018-2022 in 2023</p> <p>Principal , West5 Principals and Paihere Governance Resourcing – Philanthropic and WINZ, MOE</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 researcher 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 2023

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 & '23, Engineering Arts and Math)
Establishment of GLC(Global Learning Centre), Full incorporation of Te Ao Maori and Matauranga Maori systems and thinking
Analysis done down to individual names of those falling below or well below
Three teachers working with "The Learner First", Rob

Reflection on the Data/Next Steps
COVID has created huge holes in student knowledge. Reading, Writing and Math. Boys particularly falling behind. Through being more STEM and PLAY focused in 2023 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 Matauranga 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 2023:

Lifting boys achievement in math by 5% during 2023. Lifting math 8% across the school to achieve the 80% at and above.

Reporting Schedule for Board

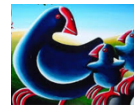
Term 2 – JAM and GLOSS data shared meaningfully with the BOT

Term 4 – JAM / GLOSS Feedback

Improvement Plan for Reading | Korero Pukapuka 2023

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

Honing our practices with Phonics

In Junior classes introducing and supporting sign language inclusion. Employment of further interpreters and possibly deaf teacher for mainstream.

Reflection on the Data/Next Steps: Data very incomplete due to COVID interruptions across the year. Kids needing Phonics reinforcing and oral support through interactive play and guided oral.

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 2023: Get School at and above beyond 80%

Lifting boys achievement in reading by 5% during 2023.
Narrow this one right down a particular and named group of boys

Reporting Schedule for Board

Term 1 – T1 –T4 : 2023 Charter formation and progress.
Watching the Wedge every 5 weeks.

Term 2 – 2023: 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 2023

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 2020-23

Well-being@school

Continuing reflection and incorporation of Google Reader/writer. Have we made any difference and what differences are we producing? How?

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 Matauranga 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 2023 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 Matauranga 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 2023:

Lifting boys achievement in writing by 5% during 2020-2023

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