





Ka tangi te Titi  
Ka tangi te Kaka  
Ka tangi hoki ahau  
Ko Te Wao nui ā Tiriwa te Ngahere  
Ko Titirangi te Maunga  
Ko Te Wai Whau te Awa  
Ko Waitematā te Moana  
Ko Tainui te Waka  
Ko Te Kawerau ā Maki te Iwi  
Ko Rewarewa te Rohe  
Ko Fruitvale te Kura



**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 manaaki**

**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 | Kia Manawanui**

**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 whakaaro**

**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.****

# 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 2025:**

1. Creating culturally empowered environments and pathways(3 Significant Kawa: Poroporoaki, Whakatau, Name Change)
2. Make sure enough time is allocated to culturally oriented programme growth.(Meeting with TKM, SMT, Maori Reps Staff, Rawiri and Rauhoto, Online capturing of Whakapapa: Students and BOT)
3. Mahi kura is resourced(Money/time and personnel: Rawiri and Rauhoto)
4. Budgets that allow pathways to be formed: Manaakitanga(Marae & Tikanga time(ZOOM with Rawiri and Rauhoto)
5. Important roles acknowledged via remuneration.

<p>Huarahi Ako   Learning Pathways</p> <p><b>Was Kereru</b></p>	<p>Tikanga Ako   Learning to Learn</p> <p><b>Was fantail</b></p>	<p>Mahitahi   Working Together</p> <p><b>Was RURU</b></p>
<p><b>Consistent</b> <b>Accessible</b> <b>Responsive</b> <b>Emotionally connected</b></p> <p>Play – Whoever wants to understand much must play much. Gottfried Benn - Play is our brains favourite way of learning</p> <p>2025: Strengthening mana enhancing ways of relating across the school. Reimagining "Play" to create depth, consistency across school.</p> <p>Capturing Whakapapa of ...what we do around here.</p> <p>Conserving and Building Well-being('Flourish', 2012)will best set up our learning community to Grow.</p> <p><b>Wellbeing:</b></p> <p><b>P</b> Positive Emotion <b>E</b> Engagement <b>R</b> Positive relationship <b>M</b> Meaning <b>A</b> Achievement</p> <p>This was in Tikanga Ako but believe it's more aligned here <b>Stand-downs / Exclusions</b> 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, 'brain based safety', as a way forward for Fruitvale School's students and Whanau to integrate into mainstream schooling.</p>	<p><i>Mā te whakapono me ngā uara, ka hua te māramatanga.</i> Visibility through strong beliefs and core values</p> <p><b>Visible Learning</b> (Hattie2010) underpins what we want our learners to achieve.</p> <p>2025: Re-imagining Y6 Characteristics profile incorporating a Te Ao Maori Lens Changing VL filming(more oral language capture)Possibly reinstating Classroom visits for what we want our classrooms to look like. If we are promoting play: What does a – "Learning Through Play" classroom look like.</p> <p><b>Viewed through the eyes of the learner</b> <b>Insightful about their trajectory as successful learners</b> <b>Self-managing, self-motivated,</b> <b>Integrating processes across the organisation</b> <b>Boosting rates of learning</b> <b>Learning is visible for all</b> <b>Effective strategies and interventions</b></p> <p>Revitalising Tuakana / Teina across the school in all programmes.</p> <p>Sourcing new partners to grow our Learning Practices.</p>	<p>By collaborating we are most effective.</p> <p>There are different ways to collaborate</p> <p>Synergy is the highest expression of collaboration and the end we aspire to.</p> <p>Joining forces to achieve an outcome by partnering with others is another effective expression of collaboration.</p> <p><b>Collaboration for safety</b> <b>Care</b> 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.</p> <p>Working together to build our own community and networking to build other communities. Growing the information / Communication stream with Parents through V2/Spotlight. Changing to HERO(2026) if V2/Spotlight proves too clunky.</p> <p>Integrating where we are with where we want to be can create Deeper visions. Working with and through TKM and having MAC as a partner in building our, Te Ao Maori knowledge, and programme across the school.</p> <p>Jacqui's role integrated into plans across the school and the year but aligned to particularly invigorate and sustain Whanau involvement in School life</p>

## BASELINE DATA AND SCHOOL CONTEXT FOR 2025

Student's Learning	<p><b>READING:</b> At or Above National Standards 82.6% for 2015 At or Above National Standards 81.4% for 2017 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 PAT Norms 72.6% for 2024 A decrease from 2022 but within a different test regime of approx. 1.1% of students at or above EOY data.</p> <p><b>WRITING:</b> 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 61.60% for 2023 At or Above OTJ's based on Moderated Work 69.5% for 2024 Notable increase of 7.9% of students writing at or above EOY data.</p> <p><b>MATHS:</b> 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 PAT norms 71.8% for 2024 A decrease of approx. 2.2% (but within a different test regime for students) at or above EOY data.</p>
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Student's Engagement	<p>Grow Student Agency – Develop and grow Manu Taiko – expanding opportunities for Manu Taiko to take responsibility e.g. Library/makerspace/sports and Te Ao Maori Developing the Ambassadorial role</p> <p>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 supplemented by PULSE Greater incorporation of science, matauranga Maori, across the curriculum to grow fascination and knowledge of the earth, its resources and processes. Creativity PD- This needs revisiting - 2025 – Clay and Creativity Index. Strengthen and grow Tuakana – Teina systems: Marae possibilities for TT growth.</p> <p>GTT “Garden to Table &amp; Wild Child”, systems to grow incorporation of play(Grow Creativity). Expansion of our understanding and incorporation of PLAY across the Juniors and as it is picked up in the Seniors. Build from both Liam's and Bridget's development and interest in growing this area to better meet the needs of our Tamariki/whanau.</p> <p>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. Grow this through Jacqui's work with the community and Both the outdoor world(Roland) and the indoor world(Craft and economics: Sophia)GTT, Wild Skills, Arts and IT/Gifted Entrepenuerialism</p>		
School Organisation and Structures	<p style="text-align: center;">Well-being BOT Principal-SMT Staff</p> <p style="text-align: center;">Review and update processes whole school Twice yearly filming and learning conversations all staff-Focus=Student Voice (using CRT for these processes to happen). Flowing into Teacher Inquiries and Professional Development planning</p>		
Review of Charter and consultation	<p style="text-align: center;">BOT Sub-committee established(Ensure first BOT meeting is organised around consultation of this document) Dates to meet to ensure breadth of consultation</p>		
Bicultural Perspective	<p style="text-align: center;">BOT members who represent Maori In 2025 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 Te Kawerau A Maaki, Mac on board. Rawiri and Rauhoto growing Te Reo capacity</p>		
<b>Goals</b>	<b>Action</b>	<b>When, Who, Resourcing</b>	<b>Indicators of Progress</b>

<p>Wellbeing - Hauora</p>	<p>TOD1/3 – Curriculum/Trauma/Trauma Wellbeing: Building on where we are: PULSE grown as a continuing conversation starter and monitor of particularly student Well-being. The Linewise Suite incorporated as we need.</p> <p>Continue to build Well-being opportunities through Appraisal conversations and PD. T1 W2,3</p> <p>Well-being initiatives of 2024 reviewed and options for 2025 considered and put into place. Yoga continued and promoted in T1</p>	<p>BOT review meeting 1 2026</p>	<p>All staff 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/students to learn Well-being@school inclusion survey run for staff and students and analysed. What new initiatives developed for the 2025 year. Bridget remains, sending, following up and analysing Well-being surveys.</p>
<p>Learning to Learn - Tikanga Ako</p>	<ul style="list-style-type: none"> <li>-Some Implementation but also some bedding-in phases to Enliven Science – Growing Brains and Hearts - Inclusion of matauranga</li> <li>-Review of Visible Learning: Y6 Student profile using a genuine te ao Maori lens to grow Te Ao Maori at Fruitvale</li> <li>-Ensuring new staff members are inducted fully into what it looks like, How it is embedded and managed.</li> <li>-Exploration of Maori based pedagogies</li> </ul>	<p><b>SMT organising and running TODs 2025</b> <b>TOD 1:</b> Curriculum: SMT major Fruitvale Focuses <b>TOD 2:</b> Trauma. Outlining focuses for the 2025 year, the classes and modelling that will be happening when? with who? This will be building practice on what achieved in 2024 TOD 3: Nathan Wallis @Fruitvale</p> <p>Bridget, Maria and Tracey continuing to embed practices and strengthen culture of Te Ao Maori with Te Reo input from Rawiri and Rauhoto and Invigoration from changes incorporated alongside MAC. 5 Priorities updated</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: 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>

<p>Working Together - Mahitahi</p>	<ul style="list-style-type: none"> <li>-Strengthening the partnership between BOT, staff and Whanau Fruitvale particularly around Te Ao Maori. Rauhoto offered to all staff , BOT and Whanau</li> <li>-Strengthening trust SMT/Whole Staff/BOT</li> <li>-Building the partnership between school and Service providers</li> <li>-Building our Collaboration within Kotuitui</li> <li>-Strengthening the Collaboration Riroriro/ Trauma practice/Presentations</li> <li>Regeneration and Schools workplans for the property and curriculum.</li> </ul>	<p>All parties: Most particularly SMT and Jacqui with increased opportunity to grow connections to Whanau and community of the school and school community.</p> <p>SMT and Donal/ ACOL/ICOL Donal/Ministerial Learning Support Review Group???</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>
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## Improvement Plan for Mathematics | Pāngarau 2025

### Focus Areas | Ngā Āonga Matua

Learning Pathways | Huarahi Ako

Baseline Data: Monitoring and Evaluating the Impact of our previous actions:  
 Reinforcing the learning of 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  
 All teachers working with PRIME. The new maths curriculum recommended by MOE

Reflection on the Data/Next Steps  
 Math with PRIME only now: Feb/March being instituted  
 Reading/writing being supplemented by BSLA And Stepsweb and Writers Toolbox. Are these being used synergetically?  
 Are the arts programme and Wildskills working to build children's confidence and boosting the "Feel" of students and whanau in the school?

Areas identified for improvement:

Full incorporation of Te Ao Maori and Maturanga Maori systems and thinking – How? Who?

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 2025:

Lifting math, reading, writing by 5% across the school to achieve the 80% at and above.

Reporting Schedule for Board

Term 2 – Math, Reading, Writing PAT data shared meaningfully with the BOT

Term 4 – Math, Reading, Writing PAT data shared meaningfully with the BOT

## Improvement Plan for Reading | Korero Pukapuka 2025

### Focus Areas | Ngā Āonga Matua

Learning Pathways | Huarahi Ako

Baseline Data: Monitoring and Evaluating the Impact of our previous actions: BSLA has been introduced across several of the Junior classes and all classes will be running BSLA in 2025. We are yet to see data that we can interpret alongside the data we have been collecting with BSLA. Teacher opinion has been very positive and most students are meeting BSLA learning goals.

PAT Reading Comprehension has been used in 2024 and it is a standardised test so more reliable as a benchmark for how well our students are doing. There is still some apprehension that our ESOL learners are disadvantaged by using PATs. We are aware of this and monitoring this. We are also aware the PATs give a lot of information about what readers in the classes are experiencing as difficult.

Learning to read through "The Arts" STEAM (Science Technology, Arts and Math) This will be strengthened with two different school focuses

Development of the GLC (Global Learning Centre), Full incorporation of Te Ao Maori and Maturanga Maori systems and thinking

Honing our practices with Phonics. Establishment of a creative arts classroom (Sofia) and development of Wild Skills (Roland) programmes.

In Junior classes introducing and supporting sign language inclusion. BSLA practices grown and supported across the school. Publishing statements to the BOT and Parents about the changes and how they are affecting the learning in the school.

Reflection on the Data/Next Steps:

(Global Learning Centre), Full incorporation of Te Ao Maori and Maturanga Maori systems and thinking. How? Who?

Areas identified for improvement: TBC

Annual Learning Target for 2025: Get School at and above beyond 80%

Lifting all achievement in reading, writing and math by 5% during 2025.

Narrow this one right down to a particular and named group of boys, girls

Reporting Schedule for Board

Term 2 – Math, Reading, Writing PAT data shared meaningfully with the BOT

Term 4 – Math, Reading, Writing PAT data shared meaningfully with the BOT

# Improvement Plan for Writing | Tuhituhi 2025

## Focus Areas | Ngā Āonga Matua

Learning Pathways | Huarahi Ako

### Baseline Data:

Well-being@school

Fully incorporating Writers Toolbox into all junior and particularly Senior classrooms

Supplementing Toolbox with PD days and AI based technologies that can enhance writers engagement

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

Particularly Arts(Sofia) Collaborative Skills(Roland)Te AO skills (Rauhoto)

Reflection on the Data/Next Steps: BSLA is both a reading and writing approach. While this is the case holding writing moderation meetings is still a very useful process for building whole staff knowledge.

GLC(Global Learning Centre), Full incorporation of Te Ao Maori and Maturanga Maori systems and thinking. How? Who? When?

### Areas identified for improvement:

Writers Toolbox, Teacher enthusiasm for writing

(Global Learning Centre), Full incorporation of Te Ao Maori and Maturanga Maori systems and thinking

### Annual Learning Target for 2025:

Lifting all achievement in writing towards 80% at and above during 2025-2026

Reporting Schedule for Board

Term 1 – Working on this document so all BOT understand it.

Term 2 – Math, Reading, Writing PAT data shared meaningfully with the BOT

Term 4 – Math, Reading, Writing PAT data shared meaningfully with the BOT