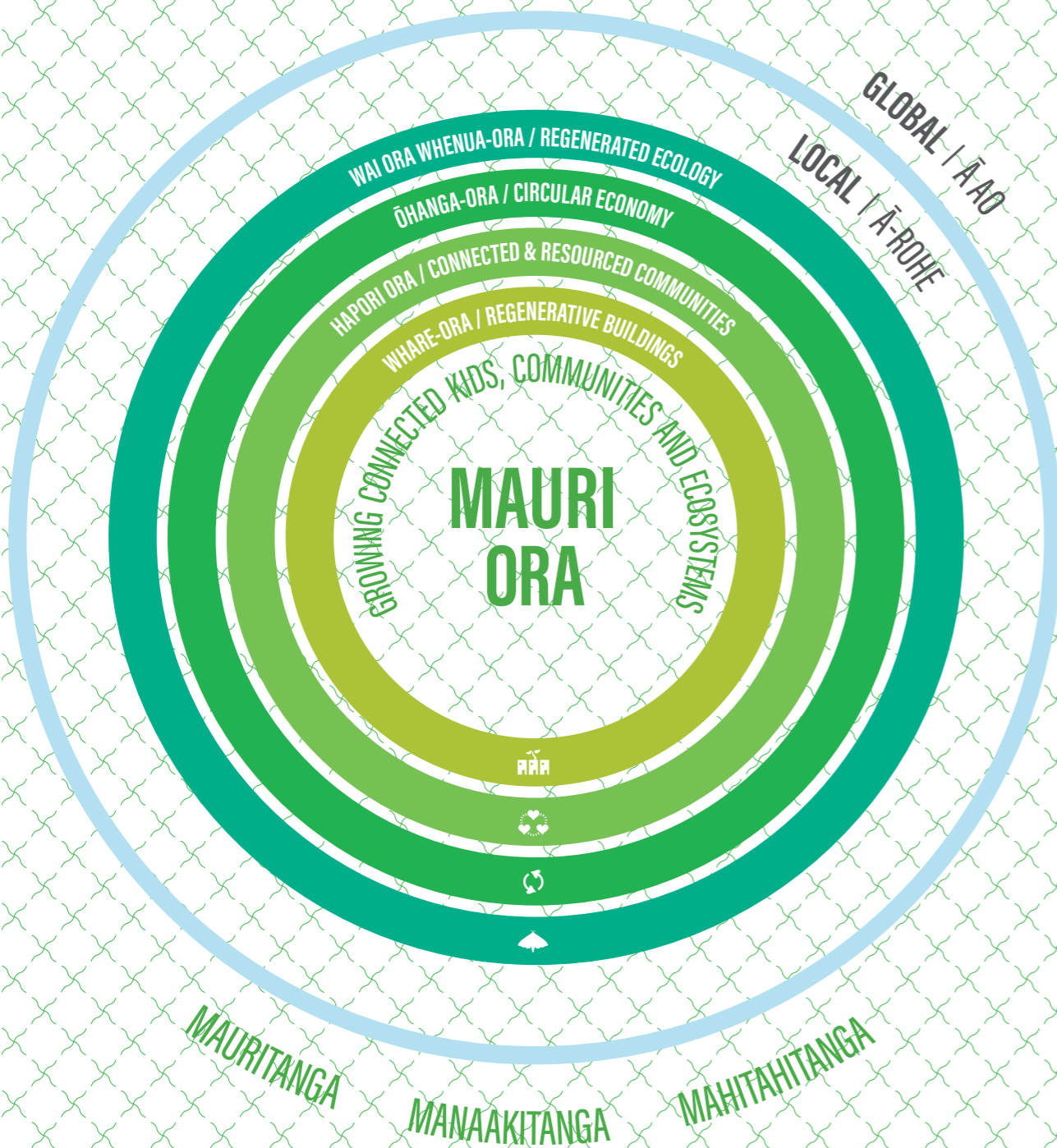


# FRUITVALE SCHOOL AND COMMUNITY

## REGENERATIVE ACTION COMPASS



## Fruitvale School and Community Regenerative Action Compass and Plan

Fruitvale School is committed to supporting a regenerative resilient future. Regeneration of our natural, interpersonal and built environments and the development of low-carbon systems that support the health and well-being of our children as they grow, learn and live, is critical to a stable and healthy future. Fruitvale school is located within a culturally diverse neighbourhood that is also growing, changing and seeking to be resilient, so is perfectly placed to meet this regenerative challenge.

### Ngā Tohu Mauri Ora :: The Regenerative Action Compass

The Mauri Ora Compass is an embedded systems tool with Fruitvale school at centre aimed at ultimately affecting positive, connected change for the community, local and global.

The Compass visualises and extends on Fruitvale's 2030 Regenerative Vision. This 2030 vision began in 2014 with the daylighting of its section of Scroggy Stream, an integral part of the Whau River catchment. In 2019 the establishment of Riroriro, a developmental support programme for trauma-exposed children, began the school's regenerative journey into Trauma Informed practice. In 2024 Fruitvale school worked with ORA, the Regenerative Action Lab, and Whakaora in two externally facilitated community workshops to further support and develop the 2030 Vision. In workshops school parents, teachers, and neighbourhood community members sourced local knowledge for community, ecological regeneration and resilience and visualised this within the Mauri Ora Action Compass to communicate their shared vision.

### The Associated Action Plan

The Action Plan records a mix of existing and new projects surfaced and developed in the two school community Compass workshops. Projects identified support the outcomes of the Compass. Each project has two columns. The dots in the columns show which projects are being considered or actioned by Fruitvale Primary School, and/or the wider neighbourhood community and which projects are particularly aligned to Trauma Informed work. These projects are not fixed, and will be reviewed each year. Some projects are aspirational, others are yet to have timeframes attached while work proceeds to confirm viability and wider school and/or community support.

Together the Compass and Regenerative Action Plan communicate a locally created vision for school, neighbourhood and wider resilience and regeneration.

Ora – life, health, vitality

Mauritanga – supporting life force or living systems wellbeing

Manaakitanga – hospitality, compassion, welcoming

Mahitahitanga – working together



## WAI-ORA, WHENUA-ORA / REGENERATIVE ECOLOGY

### REGENERATING LOCAL ECOSYSTEMS & INFRASTRUCTURE

#### AIMS

Improve local stream and catchment wellbeing and health including Scroggy stream, Poturi stream, Manawa stream connecting into Rewarewa catchment, Te Whau Awa, Waitemata harbour.

#### ACTIONS

SCHOOL  
NEIGHBOURHOOD

- Future Planning of Food forest extending area, Community Garden and Scroggy day lit stream area and Community Hub planning and strategy as one whole area.
- Wet area planting in flood prone areas.
- Ecological, cultural, historical, local place curriculum learning. Including native planting, seed propagation, pest plant control, plant identification, soil health and biology.
- Key stakeholder partnering to support initiative
- Daylight further stream areas, connect and engage collectively with community and schools up and down the streams as an outdoor classroom.
- Create sponge areas for water movement and holding water.
- Tree planting on the slope of Northall Park to stream – work with volunteer coordinator at AC.
- Working bees, riparian planting, ecological learning and development for community and students.
- Understanding/supporting/investigating ways/practices on the land that support a trauma informed way of being. Whenua is me, I am the whenua.

#### Key

- Curriculum
- Lead Role
- Support Role



## ŌHANGA-ORA / REGENERATIVE CIRCULAR ECONOMY

### GROWING & SHARING, RECYCLING KAI

#### AIMS

Supporting a resilient and culturally appropriate local food system that supports whanau health and wellness, through sharing of knowledge and produce.

Supporting recycling of produce waste, clothing, technology and other goods or services.

#### ACTIONS

SCHOOL  
NEIGHBOURHOOD

- School Community garden – herb garden, seasonal, cultural food growing, feeding school and community with local food in compost hub area.
- Seed bank, seedling swap/sale.
- Set up an annual calendar of workshop events for community/quarterly workshops co-ordinated through G2T and Garden Group supported by partnering organisations and parents of the school to provide learning and skill sharing for the community. Roster volunteers to take responsibility for coordinating one event a year – ideal 4 parents.
- G2T West Auckland annual hui hosted at FV school invite FV community – run workshop/s gradually build attendance, networking and participation.
- Local vegetable and produce market run from school /community led engaging local growers, school community garden, seedling stalls, fruit tree cuttings, workshops.
- School breakfast and lunches – garden to table.
- Develop systems for weed removal and composting, Plant identification, rongoa and foraging medicinal weeds.
- Rainwater collection for garden and food forest area.
- School community garden working bees x 2 each school term combined with fresh soup from garden to be made on site and shared, bread from Fair foods.
- Camp out on school land (Friday) with breakfast the next day parents join for working bee communicate out through school newsletter.
- Harvesting community fruit from local community properties and redistributing/preserving. Once a season parents do letterbox drop to residents with fruit trees interest for excess seasonal fruit organise community harvest distribute via stall at pick up time or community pantry – seasonal school event.
- Create a map of fruit tree locations.
- Community garden at Rua Reserve.
- Waste – implementation of effective waste streams and developing a zero waste culture.



## HAPORI-ORA / CONNECTED COMMUNITIES

### CREATING A SHARED, CONNECTED & RESOURCED COMMUNITY

#### AIMS

Connect the school and community. Build capacity as a community, build relationships, participate in collective visioning and take regenerative actions as a community.

Link the community into school resources – food gardens, learning resources, stage, pool etc.

More support for safe use of zero-carbon transport (walking and cycling) where possible.

#### ACTIONS

SCHOOL  
NEIGHBOURHOOD

- Advocate for Fruitvale as a walkable, bikeable, ecologically connected neighbourhood that considers and connects rivers, trees & parks, walkways, bikeways, access to train, and manages cars and parking.
- Collectively organise walking school bus, cycle safe, carpooling and electric scooter initiatives. Explore development of stream walkway connecting neighbours and residents to train station and cycling paths.
- Advocate for Fruitvale as a blue river neighbourhood. Support sponge neighbourhood strategies that allow the area to be more resilient in rain events. Actions could include enabling the daylighting rivers, tree planting, installation of swales and rainwater gardens and permeable paving, and permeable green space associated with infill housing lots.
- Enable the community to access school resources such as gardens, pool, stage, bike track, and hall etc.
- Solar panels at the school used as examples of benefits, to support housing with community solar energy scheme.
- FVS and community regenerative vision /plan to be socialised with Council, Local Board, Urban Team and wider communities. Create the Friends of Fruitvale community group and do 10 year plan submission.
- Provide opportunities to grow relationships between parents, FVS and Fruitvale community, to support families from a diversity of cultures and demographics to grow in confidence, share experiences, and participate in community actions including seeking Whau Local board funding for a community worker and establishment of community hub at FVS to assist with actions identified.
- Develop annual Matariki events in the month of July, that can also support environmental and seasonal actions and learning.
- Creating and supporting the growth of trauma informed education/practices in education, understanding/educating the community of the school and the schools community about what trauma looks like.
- Growing/creating practices that support those who are traumatised in our community, working alongside people and schools that do as we do, and informing central and local government policy.



## WHARE-ORA / REGENERATIVE BUILDINGS

### CREATING INSPIRING & HEALTHY BUILDINGS & BUILT ENVIRONMENTS

#### AIMS

Fruitvale School acts as a community hub, for culture, health and innovation, supporting Fruitvale children, whanau and community.

Ensuring the school buildings and grounds support ease of teaching, knowledge sharing, relationship building and environmental interaction by modelling change.

Continuing to support the application of regenerative design principles, zero-carbon energy through use of solar panels and low carbon materials.

#### ACTIONS

SCHOOL  
NEIGHBOURHOOD

- Build roof on existing stage and explore extension to stage for community and school gatherings enabling greater use for school outdoor activities and lunch time use as well as community events. ( Eg working bees, umu/hangi events, birthday parties, sports, dance practice, clothes swaps, yoga, workshops etc) closer proximity to the stream and garden area.
- Utilise recycled materials and sponsorship building fundraising committee
- Children/students design workshop to create forum that emphasises creativity, contribution and ownership/belonging.
- Solar panels for school swimming pool.
- Researching/creating trauma informed environments and practices.
- Findings on how the design of environments and teaching practices can reduce trauma and the harm caused by trauma.