



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 Whau te Awa  
Ko Waitematā te Moana  
Ko Tainui te Waka  
Ko Te Kawerau ā Maki te Iwi  
Ko Rewarewa te Whenua  
Ko Fruitvale taku Kura





Fruitvale School 2026

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 Manaaki

Valuing yourself others and the environment.

He aha te mea nui o te ao. He Tangata he tangata, he tangata

The most important thing in the world is people, people, people.

Responsibility | Kia Manawanui

We work to create the best for each other.

Manaaki whenua, Manaaki tangata, haere whakamua

Care for the land, care for the people, go forward.

Risk Taking | Kia toa

We learn through challenge. The fear is often greater than the risk.

Whaia te iti Kahurangi

There is no risk without sacrifice

Resilience | Kia Kaha

To flourish even in the face of adversity

Kia mate ururoa, Kei mate wheke

Fight like a shark, don't give in like an octopus

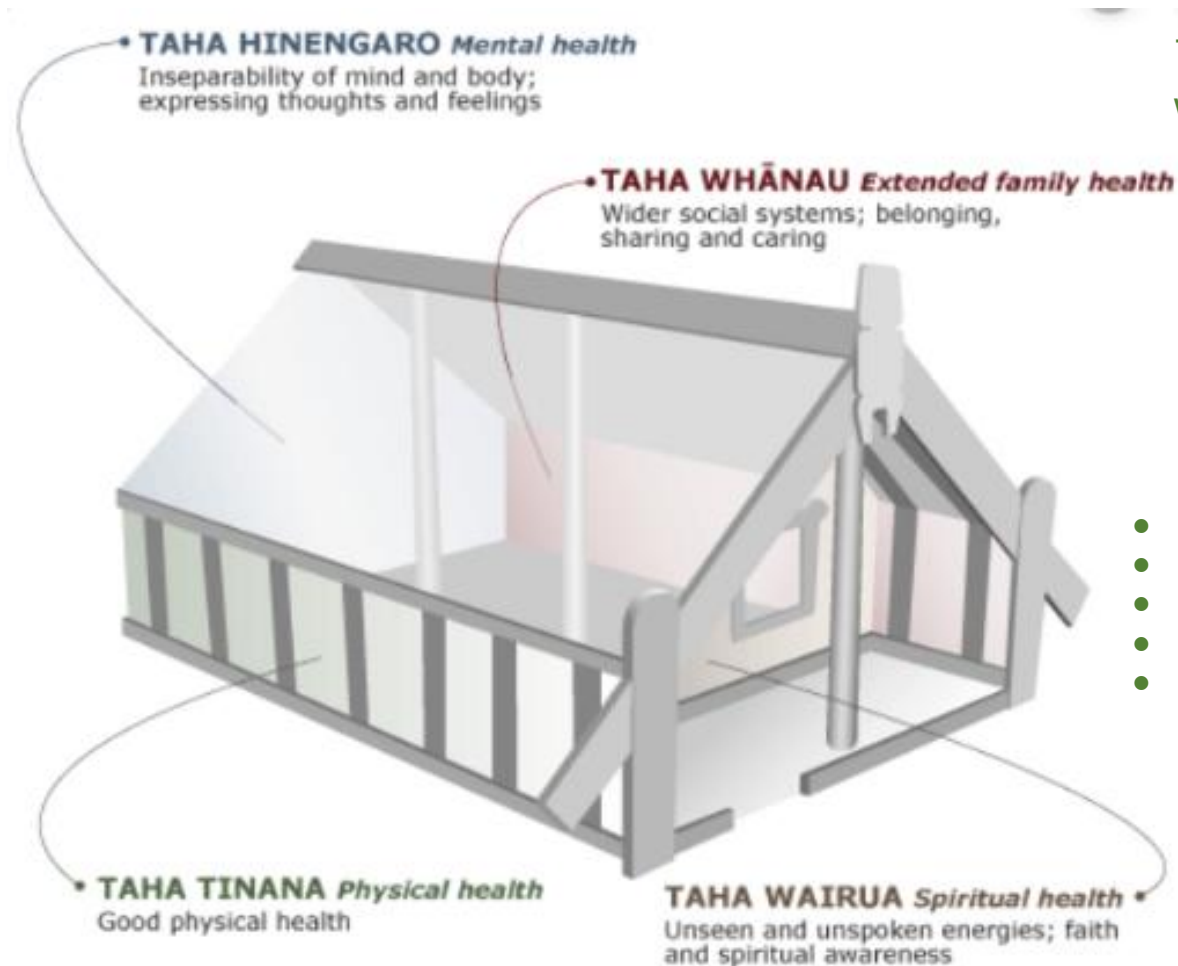
Reflection | Kia whakairo

We think about what and how we do things in order to make them better.

Kia whakatomuri te haere whakamua

I walk backwards into the future with my eyes fixed on the past.

## Ngā Āronga 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 2026: Settling the waters for Clarity.

1. Creating culturally empowered environments and pathways that lift Equity, Excellence and High Quality Teaching(3 Significant Kawa: A Fruitvale Waiata, .Name Change, Te Reo Prize/club/speeches)
2. Make sure enough time is allocated to culturally oriented programme growth.(Meeting with TKM, SMT, Maori Reps Staff, Te Ao Coordinator, Online capturing of Whakapapa(QR coding is set in place): School, Students and BOT)
3. Mahi kura is resourced(Money/time and personnel: Te Ao Coordinator. Art/Wild skills Sofia/Roland)
4. Budgets that allow pathways to be formed: Manaakitanga. A regular programme of activities planned, advertised and run.
5. Compliance into Culture not a “Compliance Culture”.

Huarahi Ako | Learning Pathways



Consistent Accessible Responsive Emotionally connected

**Whoever wants to understand much must play much.** Gottfried Benn

**“Play is our brains favourite way of learning”**

2026: Strengthening mana enhancing ways of relating across the school. Reimagining “Play” to create depth, consistency across school. Sarah Aione TOD

Capturing Whakapapa of ...what we do around here. QR Codes

Conserving 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



This was in Tikanga Ako but believe it's more aligned here

**Stand-downs / Exclusions**

These will be zero. We work hard to grow agency and support all staff to ensure students feel safe to learn.

We will support, promote and build, 'brain based safety'

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.

2026: Re-imagine a Y6 Characteristics profile  
Incorporate Te Ao Maori  
VL filming

Reinstating Classroom visits. Promoting play: What does a – “Learning Through Play” classroom look like.

What PD do we need to secure.

- V**iewed through the eyes of the learner
- I**nsightful about their trajectory as successful learners
- S**elf-managing, self-motivated,
- I**ntegrating processes across the organisation
- B**oosting rates of learning
- L**earning is visible for all
- E**ffective strategies and interventions

Tuakana / Teina across the school in all programmes.

Sourcing new partners to grow our Learning Practices.

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 transitions are most exposing vulnerable times and these times most need our awareness to make safe.

Working together to build our own community and networking to build other communities. Growing the information / Communication stream with Parents through Tesseract. Changing to HERO(2026) if Tesseract proves too clunky.

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.

Jacqui's role integrated into plans across the school to invigorate and sustain Whanau involvement in School life

## BASELINE DATA AND SCHOOL CONTEXT FOR 2026

<p>Student's Learning</p>	<p><b>READING:</b>            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            At or Above National PAT Norms 76% for 2025            An increase from 2024 within new test regime of 2.4% of students at or above EOY data.</p> <p><b>WRITING:</b>            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            At or Above National PAT Norms % for 2025            Notable increase of % of students writing at or above EOY data.</p> <p><b>MATHS:</b>            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            At or Above National PAT Norms 75.0% for 2025            An Increase of 3.2% (within a different test regime for students) at or above EOY data.</p>
<p>Equity / Excellence Student's Engagement</p>	<p>Grow Student Agency – Develop and grow Manu Taiko – expanding opportunities for Manu Taiko to take responsibility e.g. Library/makerspace/sports/Arts/Wild Child and Te Ao Maori            Developing the Ambassadorial role. Develop the Manu Taiko 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            Creativity PD- This needs revisiting - 2026 – 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. Sarah Aione</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 Entrepreneurialism</p>		
School Organisation and Structures	<p>Well-being BOT Principal-SMT Staff</p> <p>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>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>BOT members who represent Maori In 2026 Maori staff alongside SMT are expanding staff knowledge of Te Reo and coordinating and growing resources for Te Ao Maori Te Kawerau A Maaki, Mac on board. Rawiri and Rauhoto growing Te Ao/Reo capacity</p>		
<b>Goals</b>	<b>Action</b>	<b>When, Who, Resourcing</b>	<b>Indicators of Progress</b>
<p><b>Equity / Excellence:</b></p> <p><b>Wellbeing</b> – Hauora</p> <p>Develop internal evaluation capability so that we understand the impact of programmes on teaching and learning and progress</p>	<p>TOD1/4 – Curriculum/Trauma/Trauma</p> <p>Wellbeing: Reinvestment, Building PULSE. Linewise suite.</p> <p>Interrogate Well-being through Appraisal conversations and PD. T1 W2,3</p> <p>Well-being initiatives of 2025 reviewed Options for 2026 considered Yoga reconsidered/Jazzercise</p>	<p>Whole staff</p> <p>BOT review meeting 1 2026</p> <p>Principal</p> <p>Principal-staff</p> <p><b>TOD 2:</b> Play: Sarah A. Focuses for the 2026 year. What will be happening when? with who? Building practice on 2024/25</p> <p><b>TOD 3:</b> Oaklynn: Nuerception.9-11 am 12-2pm G&amp;T Erin</p>	<p>All staff achieve a greater clarity of legislation that's important for the safety of Tamariki/whanau More classes, more often are incorporating the PULSE reviews of well-being. Identify where in Te Ao Maori/Te Reo staff are and posit at least one area to develop. Chart this. 1 to 5. Select number and desired progress. Recheck EOY</p> <p>We understand the power of play and invigorate our curriculum plans by Incorporating learning through play strategies</p>

	<p>Te Reo(Maybe a morning a week... 8-8:45. Breakfast incl.)Routine in classes that grows from this session.</p>	<p>We understand and incorporate strategies that allow for effective neuroception.</p> <p>SMT / Staff / Te Ao coordinator</p> <p><b>TOD 4:</b> Harrison Tew: 9-10:30 SMT: Incident Management. Critical policies. Trauma practice, Behaviour Management. Restraint</p>	<p>Reducing (Violent, bullying) Incidents, expanding time between incidents, lowering the intensity of incidents</p> <p>Well-being@school inclusion survey 2027 Staff are improving their Reo</p>
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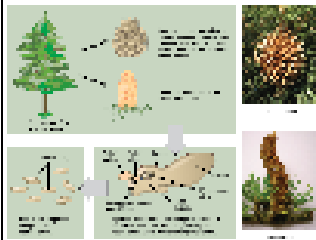
<p><b>Equity / Excellence</b></p> <p><b>Learning to Learn - Tikanga Ako</b></p> <p>Raise achievement for all learners</p> <p>Strengthen assessment approaches and analysis, track and monitor progress</p>	<p>New staff inducted into what comprises Learning at Fruitvale. How embedded and managed?</p> <p>Growth of Maturanga. Employ single person responsible for Te Ao. Leading with regard to Tainui Tikanga Exploration of Maori based pedagogies</p> <p>Visible Learning: Y6 Student profile using a genuine Te Ao Maori lens to grow Te Ao Maori at Fruitvale</p>	<p><b>SMT organising and running TODs 2026</b></p> <p><b>TOD 1:</b> Culture: SMT: 9-12 exchanging files learning about children 1-3</p> <p>Staff transfer info about tricky kids.</p> <p>Develop systems to capture the way EOTC grows understanding of the academic curriculum</p> <p>Develop PRIME and BSLA systems to capture rates of progress and offer ways to build capacity</p> <p>Reo Coordinator offered to all staff , BOT and Whanau</p> <p>SMT. TKaM, Maria, Tracey consultations integrated to grow Te Ao.</p>	<p>We have agreement about way forward. Integration</p> <p>Clear understanding of emergency processes</p> <p>Visible Learning Processes are used Coaching is integrated, grown.</p> <p>Te Ao integrated more into everything we do. What is initially trialled is reviewed and evolved.</p> <p>Te Ao Maori more obvious and more..."What we do around here..."</p>
<p><b>Working Together – Mahitahi</b></p>			

<p>Improve regular attendance</p>	<p>Incorporate STAR to Strengthen attendance initiatives SMT and Jacqui increased opportunity to connect to Whanau and community of the school. Strengthening comms to community Comms on Values, Regeneration and events</p> <p>Stage Art show. Incorporate and stage Outdoor stage show</p> <p>Build on Event Calendar over the year.</p> <p>Learning Through Play TOD</p> <p>NueroceptionTOD</p> <p>Restraint and Behaviour Management TOD</p>	<p>SMT And Denise. Regular updates to staff and community</p> <p>Annual surveys and in situ commentary</p> <p>Ongoing meeting schedules</p> <p>Further establish the Community Hub.</p> <p>Collaborative action that makes a difference: Stream, gardens, solar in community</p> <p>SMT and BOT: Buy in and Funding that grows the outcomes for children and possibly the wider community of Trauma</p> <p>Meet with Oaklynn to understand their approaches and innovate to create our own. Run TODs / meetings as required for all staff to be onboard</p>	<p>More children attending more of the time. Accuracy of data and alignment with MOE categories Strengthening the partnership between BOT, staff and Whanau Fruitvale particularly around Te Ao Maori.</p> <p>Better understanding and connection with Whanau.</p> <p>-Strengthening trust SMT/Whole Staff/BOT/Whanu</p> <p>-Partnerships built between school and Service providers</p> <p>-Building our Collaboration within Kotuitui</p> <p>-Strengthening the Collaboration Riroriro/Trauma practice/Presentations Regeneration and Schools workplans for the property and curriculum.</p> <p>Greater "Buy in" growing outcomes for children and possibly the wider community of Trauma Measured through reduced and/or better managed incidents. Reducing Incidents, expanding time between incidents, lowering the intensity of incidents</p>
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## Improvement Plan for Mathematics | Pāngarau 2026

### Focus Areas | Ngā Āonga Matua

Learning Pathways | Huarahi Ako



Baseline Data: Monitoring and Evaluating the Impact of our previous actions: SMT reporting to staff through the data about what is being understood.

Highlighting and Reinforcing the learning of mathematics through "The Arts". STEAM (Science, Engineering Arts and Math)

Development of GLC(Global Learning Centre). Incorporation of Te Ao Maori and Maturanga Maori systems and thinking

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

**Establishing a PRIME Support system with qualified personnel**

**Reflection on the Data/Next Steps.** Are the Arts programme and Wildskills working to build children's confidence/collaboration in math and boosting the "Feel" of students and whanau in the school?

**Areas identified for improvement: Compliance:**

**Building from Feedback over 2025 including from ERO**

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

Data reporting: T1: Where we left last year what we are aiming for this year, T2: Outcome of First round of PATs T3. Using data to grow this terms work T4: Outcome of T3 data and how best to use.

Prep Sofia/Roland/Erin/Dale: Patterns, Problem Solving, Maths: Strength in Shapes, Creating practical/workable multiple solutions.

Prep all T's: Tuakana/Teina systems of work: LEGO, Film-making, Taking work into Oral, Writing, Reading

SMT organise support systems. Employ to

Establish ways to measure this...

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 2026:**

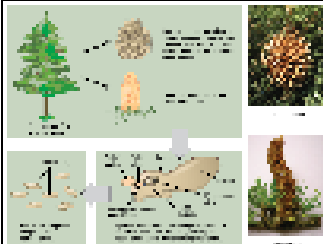
Lifting math, 5% across the school to achieve the 80% at and above via PAT assessments

**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 2026



### 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 the Junior classes and whole school will be running BSLA in 2026. We need to be able to assess the progress made through PATs: Reading Comprehension & Vocabulary, any BSLA Tools devised. PAT Reading Comprehension has been used in 2024 and 2025. It is a standardised test 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.

**Inputs:**

Learning to read through “The Arts” STEAM (Science Technology, Arts and Math)  
Development of the GLC(Global Learning Centre). Incorporation of Te Ao Maori and Maturanga Maori systems and thinking  
Honing our practices with Phonics. Development of a creative arts classroom(Sofia) and development of Wild Skills(Roland) programmes. These initiatives particularly Oral language/essential skills focused  
In Junior classes introducing and supporting sign language inclusion.

**Outcomes:**

Instructions for problem solving. Take home pamphlets of work done, Outcomes achieved  
  
BSLA practices embedded and well supported across the school.  
Publishing statements to the BOT and Parents about the changes and how they are affecting the learning in the school.  
Number of children developing, Near fluent, fluent: Termly

Reflection on the Data/Next Steps: Analysing by SMT and then feeding back whats learned to staff and BOT / Community.

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

Areas identified for improvement: Rationale for the arts and seeing these well incorporated and showing return for the investment of time with the arts.

**Annual Learning Target for 2026:** Get School at and above beyond 80%

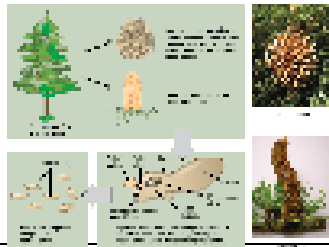
Lifting all achievement in reading, writing and math by 5% during 2026. These  
Narrow this one right down to a particular and named group of boys, girls

### 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 2026



### Focus Areas | Ngā Āonga Matua

Learning Pathways | Huarahi Ako

#### Baseline Data:

Well-being@school

Fully incorporating Writers Toolbox, particularly Senior classrooms

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

Growth of GLC, 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 writing moderations will be held on a regular basis to build whole staff knowledge.

GLC – What can be purchased to grow wiring through the GLC

Full incorporation of Te Ao Maori and Maturanga Maori systems and thinking. How? Who? When? To grow written language

**Areas identified for improvement:**

Comprehension, enjoyment of the art of writing

**Annual Learning Target for 2026:**

Lifting all achievement in writing towards 80% at and above during 2026-2027

**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

**Resourcing these 5 Significant steps for the vision for 2026: Settling the waters for Clarity.**

6. Creating culturally empowered environments and pathways that lift Equity, Excellence and High Quality Teaching(3 Significant Kawa: A Fruitvale Waiata, Name Change, Te Reo Prize/club/speeches)
7. Make sure enough time is allocated to culturally oriented programme growth.(Meeting with TKM, SMT, Maori Reps Staff, Te Ao Coordinator, Online capturing of Whakapapa(QR coding is set in place): School, Students and BOT
8. Mahi kura is resourced(Money/time and personnel: Te Ao Coordinator. Art/Wild skills Sofia/Roland)
9. Budgets that allow pathways to be formed: Manaakitanga. A regular programme of activities planned, advertised and run.
10. Compliance into Culture not a “Compliance Culture”.