

Strategic Plan and Local Curriculum 2024-2026



Vision

We are an inclusive and collaborative whānau, connected to te taiao achieving excellence for all of our ākonga!

He wahi ako te kura.

The school is a place of learning.

He whare hei tiaki, i te tamariki.

It is a house of learning to care for our children.

He paepae e toro atu ai te tamariki ki te taiao, ki te ao tūroa.

It is a platform from which they may reach out to the world around them.

Values

Ngākau Mahaki- Kind

Ngākau Manaaki- Inclusive

Ngākau Iti- Respectful

Ngākau Mahaki (to be calm/readiness to be kind)

Ngākau Manaaki (to be a hospitable and put others first)

Ngākau Iti- small heart (to be humble/ put others first/ respect other people's learning)

Whakataukī

Ko te manu ka kai i te hua o te miro, nōna te ngahere.

Ko te manu ka kai i te matauranga, nōna te ao.

The forest belongs to the bird that partakes of the miro berry.

The world belongs to the bird that partakes of the fruits of knowledge.

Ngākau Mahaki Kind - Ngākau Manaaki Inclusive - Ngākau Iti Respectful

Colville School BOT is Obligated and Committed to:

- ❖ Fulfilling all requirements of the Education Act 1989, The Education and Training Act 2020, and all other related legislation
 - including all the requirements set out in the National Education Learning Priorities
 - administering the learning at Colville School according to the National Curriculum
- ❖ So that
 - every student at the school is able to attain their highest possible standard in education achievement; and the school:
 - is a physically and emotionally safe place for all students and staff; and
 - gives effect to relevant student rights; and
 - takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school
 - the school is inclusive of, and caters for, students with differing needs; and
 - the school gives effect to Te Tiriti o Waitangi including by:
 - working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori,
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori,
 - achieving equitable outcomes for Māori students.

The Colville School Board of Trustees was elected in 2022. The current School Vision and Values were reviewed in 2023. The Board of Trustees will take all reasonable steps to guarantee that the school meets the goals and objectives of this Strategic Plan. The Board is committed to ongoing consultation with our community and expert partners to monitor and evaluate our progress towards achieving the strategic goals. We are strongly committed to quality and relevant professional development for our educational leader and staff to enable the shifts and changes required to achieve our strategic goals. Some of the tools we use to measure include

achievement data, attendance data, staff and wellbeing surveys and ongoing community consultation. The tools and measures of success are allocated to the goals in the Annual Plan and Variance documents. The variance of the goals are reported on by the Principal to the Board twice a term.

Background Information

The school is a U1 category full primary school with an Equity Index Rating of 472 and commences 2024 with a roll of 37 students from Year 0 to Year 8. Our ākonga are a diverse mix of ethnicities and cultures. Students travel by school bus from a wide radius including isolated communities in the North of the Peninsula.

Colville is a small rural community located in the north of the Coromandel Peninsula. It has a rich heritage of farming, fishing, music and the arts. There is a strong commitment to conservation and care of our unique local environment.

The staff of Colville School is a strong collaborative team including the Principal, 2 Teachers, 1 Office Administrator, 3 Teacher-Aides, 2 Garden to Table Specialists, 1 Cook and a Cleaner/ Caretaker.

The school grounds cover an area of approximately 1 hectare. The buildings consist of 2 classrooms, an administration block, a multipurpose learning space including a library, a kitchen and technology space, there is also a teacher resource room and sporting equipment sheds. The school has additional facilities - a swimming pool, asphalt areas, an adventure playground, a field and a school hall designated as a community facility maintained by the Colville community.

The Colville Bay Pre-School which sits inside the school grounds is a separate learning centre with an agreement to occupy. Most of our students transition from preschool and we work closely together to grow and sustain our learning community. Three students are expected to transition from the preschool this year.

The school is recognised as hard to staff and is listed on the isolation index as 2.69. There are 2 Core houses which provide essential accommodation for the Principal and the other permanent full time teacher.

Te-Tara-o-te-Ika-a-Maui- Kāhui Ako Key Goals

- ❖ Raising Student Achievement through enhanced transition points
- ❖ Strengthening cultural understanding and partnerships with parent and community
- ❖ Ensuring equitable outcomes for all learners
- ❖ Enhancing student agency through localised curriculum design

Colville School Local Curriculum

The Colville School Local Curriculum has been designed and reviewed through consultation (through hui, korero and surveys) with our Colville community including local iwi; Jamie Watson from Parehauraki and our advisor Brandon Amoamo from Te-Tara-o-te-Ika-a-Maui- Kāhui Ako.

The Colville School Local Curriculum is place-based reflecting local tikanga Māori, mātauranga Māori and te ao Māori. There is an emphasis on environmentally and socially sustainable concepts relating to our unique location. Our whānau value our small, unique, rural location. They have a strong connection to the land and the school. They choose to send their children here because we are a school that cares about them as a family and we are a place where every child matters. We are a school that has a strong sense of community where every child is recognised as an individual and supported to achieve beyond their expectations.

Our whānau want their children to have experiences that help them grow in confidence so that they become active participants in their community and kaitiaki of their local and global environment. Through the Garden to Table programme our Local Curriculum design supports the children to realise these aspirations. The students are connecting to and learning from their local environment. Alongside this the school community has strong partnerships with environmental organisations working in the region. Building strong relationships with their land and their community. The students live their role as kaitiaki and become agents for change in Colville and the world beyond.

“The objective of place-based education is to develop in learners a love of their environment, of the place where they are living, of its social history, of the bio-diversity that exists there, and of the way in which people have responded and continue to respond to their natural and social environments.”

Penetito, W. (2009). *Place-based education: Catering for curriculum, culture and community.* *New Zealand Annual Review of Education*





Strategic Plan 2024-2026

Our Vision

We are an inclusive and collaborative whānau, connected to te taiao achieving excellence for all of our ākonga!

Goal 1 Ako, Learning

For all our students to enjoy success through teaching and learning programmes that ignite passion and empower learners

Section 127 of the Education and Training Act 2020 - 1(a), 1(c),1(d) -i, ii, iii.) , Measure of success: Student voice, whānau voice, achievement, learning journals

Goal	Actions	Outcome
1a : For all our students to be engaged in purposeful learning and enjoy success, by ensuring our school is inclusive of and caters to the needs of all our learners NELPs 2.4,3.6	To use the National Curriculum and LPFs in consultation with whānau to provide programmes of learning that reflect the interests and support the needs of all our ākonga	So that ākonga and kaiako are empowered to achieve beyond their own expectations
1b: To work with passion and purpose to empower all learners, NELPs 2.3,3.5,3.6	To Live our commitment to Te Tiriti o Waitangi by strengthening our bicultural perspective, integrating Te Reo and Mātauranga Māori into our daily learning	So that kaiako provide culturally responsive learning programmes promoting high levels of achievement for all
1c: Promote agency and ownership of learning NELPs 1.2,3.6	To strengthen learner focussed relationships with our community through a collaborative reporting process	So that kaiako, ākonga and whānau are able to articulate achievements and identify their learning goals

Goal 2 Kaitiaki, Guardians

To enable tamariki to take ownership of their learning and be agents of change through a place based local curriculum

Section 127 of the Education and Training Act 2020 - 1(a),1(b)-iii, 1(d)-i., Measures of success: GTT badges, whānau voice, weekly panui

2a: For all ākonga to have a connection to their local environment, NELPs 1.2,3.5,3.6	To teach and learn within real world experiences through the Garden to Table and other authentic opportunities	So that ākonga are empowered to be agents of change in their local community by observing local tikanga Māori and acknowledging mātauranga Māori
2b:For all ākonga to make connections in their learning to the world beyond their local community NELPs 2.3,3.5,3.6	To teach and learn about pathways and relationships that connect and extend their understanding of the wider world	So that ākonga make connections, build relationships and be curious about New Zealand and the world beyond

Goal 3 Te Taiao, Landscape

Create a school environment that enables curiosity, creativeness, inclusion and belonging

Section 127 of the Education and Training Act 2020 - 1(a),1(b)-i, ii, iii, Measures of success: ARGEST, Wellbeing Survey, PB4L Data, whānau voice

3a: For Colville School to be a safe, healthy and engaging learning environment, NELP 1.1	To use ARGEST and other approved systems of self review to ensure that learning spaces and playscapes are safe to challenge and inspire our ākonga	So that Colville School is a place where our learning community can be curious, explore and create
3b: For Colville School ākonga to have access to quality learning tools and that ensure success for all, NELP 2.3	To use Universal Design for Learning to plan for optimal learning spaces and equitable access to learning tools	So that all Colville School ākonga are engaged in learning and experience success
3c: To provide a safe physical and emotional environment for ākonga and kaiako NELPs 1.1, 3.5,3.6	To utilise attendance and PB4L data to plan for, monitor and review the emotional and physical wellbeing of our learning community	So that our Colville whānau have a sense of belonging and feel safe to be at Colville School everyday