

Colville School 1706 Statement of Variance Reporting 2024

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.

In 2024 we were **developing** our actions in the Annual Plan to achieve the goals set out in the 2024-2026 Strategic Plan. Through the Analysis of Variance and ongoing policy review, the Board monitors how the actions have given effect to Te Tiriti o Waitangi. By working together we can ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori. As a school we integrate the instruction of tikanga Māori and te reo Māori throughout our daily learning practices as well as planning for culturally responsive learning to ensure the equitable achievement outcomes for our Māori students.

The teaching and learning programmes at Colville School support students to progress and achieve with a particular emphasis on te reo matatini literacy and pāngarau mathematics. Through teacher inquiry and robust analysis of data we identify, monitor and target the needs of students who are not yet meeting the expected curriculum level.

As a result of extreme weather events, changes in staffing and the ongoing impact of COVID on our school and community, we are continuing our focus on an approach of trauma informed teaching. Our academic results for 2024 showed improvement towards our targets in Reading, Writing and Maths. We have made significant traction in Writing and Maths but are yet to have an impact on our Reading achievement levels. See attachment Analysis of Variance for Reading, Writing and Maths (Goals 1a,b and c). Our annual plan for 2025 will reflect our desire to improve teacher capability in core curriculum areas as well as further developing our knowledge and skills in the area of trauma informed practices and Universal Design for Learning.

At Colville school we are committed to upskilling our kaiako through relevant and quality professional development. As teachers we select from a range of interventions, supports and tools to ensure that all learners experience success. The Interventions and tools we have used in 2024 at Colville School are PB4L, Structured Literacy through BSLA, Reading Recovery, Accelerated Learning in Maths and the Reading Together Programme.

Through our ongoing review cycle with ERO we have identified three priority goals which are mapped out in our Strategic and Annual Plan-

- **ERO Goal 1 (Strategic Goal 1a) Develop and implement a school-wide framework for high-quality teaching practices.**
- **ERO Goal 2 (Strategic Goal 1b) Build cultural capability and confidence in mātauranga and te reo Māori.**
- **ERO Goal 3 (Strategic Goal 3c) Address learner attendance as a key barrier to learning**





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



Colville School Annual Plan 2024

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, whanau voice, achievement, learning journals

Goal	Action	Personnel/ el/	Cost/ Budget Allocation	Time Frame and Detailed Actions	Analysis of Variance / Outcomes				
				2024 Developing and Strengthening	<table><tr><td>Establish</td><td>Develop</td><td>Strengthen</td></tr></table> Self Review Tool	Establish	Develop	Strengthen	
Establish	Develop	Strengthen							
<p>1a : For all our students to be engaged in purposeful learning and enjoy success</p> <p>NELP 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p>NELP 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>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 our ākonga</p>	<p>Principal, Staff, Students and Whānau</p> <p>Reading Recovery Tutor</p> <p>Sheryn Hughes PB4L</p> <p>RTLB and LSU support</p>	<p>\$4000</p> <p>FTTE .2 Reading Recovery release</p> <p>-----</p>	<ul style="list-style-type: none">❖ T2-4 Strengthen teacher capabilities through PfS ALIM and deepen understanding of the LPFs❖ T1 Learning Conversations to collect student and whānau voice around passions and interests to plan for Whānau Inquiry time.❖ T1-4 Ongoing review of CAAPs as part of Reporting Cycle and unpacking of the progressions❖ T2 and 4 Use of refreshed LPFs as an assessment tool which will inform teaching and learning❖ T1-4 Ongoing Reading Recovery PD for full-time teacher❖ T1 Complete SET for PB4L and identify goals for Action Plan.❖ Twice termly PLG groups to focus on PB4L strategies❖ T3 Review of Tier 1 PB4L and planning for Tier 2/ Restorative Practices PLD.	<p>So that ākonga and kaiako are empowered to achieve beyond their own expectations</p> <p>Self Review/ Variance:</p> <table><tr><td>T1</td><td>T2</td><td>T3</td><td>T4</td></tr></table> <div><ul style="list-style-type: none">• ERO Goal 1 (Strategic Goal 1a) Develop and implement a school-wide framework for high-quality teaching practices.<p>Term 1 and 4 learning conversations will continue and be strengthened in 2025 through regular Hero Posts.</p><p>Progressions and goals in Hero are now aligned to the refreshed curriculum in Core areas. These will be unpacked through the ongoing professional development for teachers in 2025.</p><p>Reading Recovery funding and training has been discontinued and replaced with BSLA. All part time and full time teachers will be part of this training in 2025. The BSLA Microcredential will also be offered to Teacher Aides in 2025.</p><p>There is ongoing support from LSC and RTLB with PB4L review and training. The main focus has been on strengthening</p></div>	T1	T2	T3	T4
T1	T2	T3	T4						

			<div>\$1032</div> <div>\$60</div>	<div><div><div><div><div><div>❖</div><div>T1 Community consultation on Local Curriculum.</div></div><div><div>❖</div><div>T1-4 Y7and 8 access to Kotui ako, online learning components</div></div><div><div>❖</div><div>Access to TENZ and House of Science resources to access quality teaching and learning materials for all students.</div></div></div></div></div></div>	<div>Universal Design for Learning as a framework for teaching and learning. This will be a key focus for our ERO goal in 2025.</div> <div>PB4L programme has been reviewed within the MoE and language has been refined to fit with the NZ context and to promote cultural inclusion. Training in the refreshed resources will be supported by the PB4L MoE Advisor in 2025.</div> <div>Learning through Kotui Ako has made a significant impact on our Y7 and 8 students providing them with opportunities for learning from teachers across NZ for languages, Technology and Core Curriculum areas. In 2025 our students will start with a Language and Technology option. The online learning is supported by a Teacher Aide.</div> <div>We have been able to use some of the TENZ resources for our Y7 and 8 Technology. The resources did need some unpacking and adaptation, therefore did not meet our needs. We are now exploring other STEM resources in 2025 to supplement our local curriculum including local engineering experts and the Wonder Project Rocket Challenge.</div> <div>Indicator Tool: LPFs, Achievement Data, Hero Reporting Tool, PB4L SET, Wellbeing Survey</div>								
<div>1b: To work with passion and purpose to empower all learners</div> <div>NELP 2.3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</div> <div>3.5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</div>	<div>To Live our commitment to Te Tiriti o Waitangi by strengthening our bicultural perspective, integrating Te Reo and Mātauranga Māori into our daily learning</div>	<div>Principal, Education Services, BOT, Support Staff</div>	<div>.3 Principal and .2 Reading Recovery Release</div> <div>TAs \$37574</div> <div>—</div> <div>—</div> <div>Kahui Ako PLD Hours</div>	<div><div><div><div><div><div>❖</div><div>Strengthen teacher capabilities and understanding of bicultural leadership through the PGC</div></div><div><div>❖</div><div>T1-4 Ongoing review of learning HUBS and collaborative teaching model to provide culturally responsive learning programmes.</div></div><div><div>❖</div><div>T1-4 Ongoing review of support model across the school.</div></div><div><div>❖</div><div>T1 and 4 Wellbeing Tool to review the collaborative model within the staffing structure.</div></div><div><div>❖</div><div>T1 and 3 PGC to identify goals and areas of strength and growth for all staff.</div></div><div><div>❖</div><div>T1-4 Ongoing review of planning to integrate digital technology across the curriculum. Work alongside</div></div></div></div></div></div>	<div>So that kaiako provide culturally responsive learning programmes promoting high levels of achievement for all</div> <div>Measures:TBC after T1 analysis of baseline data</div> <table><tr><td>T1</td><td>T2</td><td>T3</td><td>T4</td></tr><tr><td colspan="4"><div>Self Review/ Variance:</div><div><div><div>•</div><div>ERO Goal 2 (Strategic Goal 1b) Build cultural capability and confidence in mātauranga and te reo Māori.</div></div><div>We have utilised the Te Kura Tapa Wha framework to guide our reflections as leaders of learning across the school. This process has been supported by the RTLB and LSC. We will be strengthening this in 2025.</div><div>By selecting the BSLA Programme for our Structured Literacy across the school we are able to ensure that the content and contexts for our learning are culturally responsive. All of our</div></div></td></tr></table>	T1	T2	T3	T4	<div>Self Review/ Variance:</div> <div><div><div>•</div><div>ERO Goal 2 (Strategic Goal 1b) Build cultural capability and confidence in mātauranga and te reo Māori.</div></div><div>We have utilised the Te Kura Tapa Wha framework to guide our reflections as leaders of learning across the school. This process has been supported by the RTLB and LSC. We will be strengthening this in 2025.</div><div>By selecting the BSLA Programme for our Structured Literacy across the school we are able to ensure that the content and contexts for our learning are culturally responsive. All of our</div></div>			
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<p>NELP 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>			<p>with UTB \$1890</p> <p>MoE funding 1X \$4000</p>	<p>expert partners UTB to review and plan for learning across the school.</p> <ul style="list-style-type: none">❖ T1-4 Plan for staff wellbeing collaboratively. Plan for time and events to connect and play together.❖ T2 Reading together programme. 1 Cycle to support and promote reading at home with all of Colville whanau❖ T1-4 Te Reo Māori course (digital/ self managing) offered to all members of the learning community	<p>teaching staff and Teacher Aides will have the opportunity to train in BSLA in 2025. The Y0-8 programme integrates te reo and tikanga practices into the daily programme.</p> <p>The hours from UTB have been completed at the start of 2025 with Teacher Only Days and in class days. The Learning included developing coding skills through Minecraft Education, Scratch and Beebots. We will continue to build on this learning in 2025 and provide Google Suite training for the adult learners within our school community.</p> <p>Staff wellbeing continues to be a priority for 2025. We have established a strong team and will need to extend the collaboration and support to include our growing numbers of staff.</p> <p>We have not yet reached our target achievement levels in Reading in 2024 (see 2024 analysis doc). Revisiting the Reading Together programme with our Colville Community will be a priority for 2025. Supporting our whānau to support the learning at home will be key to having a positive impact on academic success for Reading.</p> <p>Indicator Tool: LPFs, Achievement Data, Hero Reporting Tool, PB4L SET, Wellbeing Survey</p>								
<p>1c: Promote agency and ownership of learning</p> <p>NELP 1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their</p>	<p>To strengthen learner focussed relationships with our community through a collaborative reporting process</p>	<p>Principal, Teachers, Support Staff</p>	<p>— — — —</p> <p>Kahui Ako PLD hours \$1000</p>	<ul style="list-style-type: none">❖ Integrate culturally responsive practices through the reporting cycle through consultation with whānau through the Hero online tool❖ T1 Learning Conversations to collect student and whānau voices around passions and interests.❖ T1 and T3 Wellbeing Survey to track value added impact of programmes❖ T1 and T3 Learning conferences to share learning and co construct learning goals and ways to help at home with whānau.	<p>So that kaiako, ākonga and whānau are able to articulate achievements and identify their learning goals</p> <p>Self Review/ Variance:</p> <table><tr><td>T1</td><td>T2</td><td>T3</td><td>T4</td></tr><tr><td colspan="4"><p>Our Hero Reporting Tool is in place and utilised for reporting and celebrating success. It is not yet utilised to its full potential and in 2025 we plan to establish a digital badge scheme, provide support for whānau to access the app fully to share the learning from home and build on the frequency of learner stories.</p><p>In 2024 the Wellbeing Survey has enabled us to track and measure the success of our programmes and interventions. From the data we have been able to identify groups and</p></td></tr></table>	T1	T2	T3	T4	<p>Our Hero Reporting Tool is in place and utilised for reporting and celebrating success. It is not yet utilised to its full potential and in 2025 we plan to establish a digital badge scheme, provide support for whānau to access the app fully to share the learning from home and build on the frequency of learner stories.</p> <p>In 2024 the Wellbeing Survey has enabled us to track and measure the success of our programmes and interventions. From the data we have been able to identify groups and</p>			
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<p>identities, languages and cultures</p> <p>NELP 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>				<ul style="list-style-type: none"> ❖ T1, 2 and T4 Community consultation on reporting. ❖ T1-4 Regular opportunities to share learning through authentic contexts, weekly newsletters, the school website, community panui and in school events e.g., GTT shared kai. 	<p>individual students who may need support. In 2025 we will be adding to our Wellbeing kete by offering support from a trainee counsellor who will be based at the school.</p> <p>Communications and celebrations are key to vibrant community conversation. We have been sharing the learning through a variety of platforms e.g., Panui, Newsletters, Website etc. In 2025 we will be refining this and prioritising Hero as our go to for digital communications. This will be supported through emails, apps and hard copies on request. Hero provides us with a safe platform for inclusive communication for students, parents and staff. Supporting our community to access and utilise this tool will be the key to the success.</p> <p>Indicator Tool: Reporting consultation feedback/ community consultation, GTT Badges Reflection sheets, Kotui ako feedback, staff Professional Learning Guides to support Appraisal and professional growth cycles.</p>
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Goal 2 Kaitiaki, Guardians

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2a For all learners to have a connection to their local	To teach and learn within real world experiences through the Garden to Table and	BOT, Principal, Staff, GTT, MEG	\$1000 —	<ul style="list-style-type: none"> ❖ Cross curricular planning for GTT through the badge scheme ❖ T1-4 Growing of leadership through cluster huis and ongoing GTT PLD. ❖ T1 Review student inquiry through GTT Badge programme Y0-8. 	<p>So that ākonga are empowered to be agents of change in their local community by observing local tikanga Māori and acknowledging mātauranga Māori</p> <p>Self Review/ Variance:</p>

<div>environment</div> <div>NELP 1.2 Have high aspirations for every learner/ākonga, and support these by partnering with theirwhānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</div> <div>3.5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</div> <div>NELP 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</div>	<div>other authentic opportunities</div>		<div>—</div> <div>—</div> <div>—</div> <div>\$500</div> <div>—</div> <div>—</div> <div>—</div> <div>—</div> <div>—</div>	<div>❖ T1-4 Colville Kaitiaki to work alongside expert partners on conservation initiatives to be agents of change in the community including, MM2 The Junction, MEG and Doc.</div> <div>❖ CILT Grant to apply for easy to set and maintain traps for monitoring in school.</div> <div>❖ T1-4 Akonga to design and share learning stories using digital technology and online frameworks.</div> <div>❖ T1 and 2 Develop a learning pathway for Colville Kaitiaki Y0-8 to precede the graduate profile.</div> <div>❖ T 1 Community consultation on Local Curriculum.</div> <div>❖ T1 Review of staffing structure and budget allocation to prioritise local curriculum foci.</div>	<table><tr><td>T1</td><td>T2</td><td>T3</td><td>T4</td></tr><tr><td colspan="4"><div>In 2024 the Garden to Table Teaching and Learning was enhanced by the restructuring in the staffing to ensure that there is a Teacher and Teacher Aide to support the three learning groups. We have been utilising the resources from the GTT website, forums and in regional hui. In 2025 the badges will become digital and the skills, (acknowledged through licenses) will be structured sequentially for the age groups. This will also support the development of our Graduate Profile</div><div>Designated team planning sessions has ensured that we are deliberately planning for Literacy and Maths in the weekly sessions. In 2025 the rotation of the groups will change to enable the mastery of skills through targeted teaching over a series of sessions.</div><div>Developing our relationship with local environmental organisations and integrating this into our Garden to Table kaupapa will continue to be a key focus for 2025. This will include taking leadership of the data gathering for MM2.</div></td></tr></table> <div>Indicator Tool: Report feedback/ community consultation, GTT Badge Reflection, Consultation with expert partners</div>	T1	T2	T3	T4	<div>In 2024 the Garden to Table Teaching and Learning was enhanced by the restructuring in the staffing to ensure that there is a Teacher and Teacher Aide to support the three learning groups. We have been utilising the resources from the GTT website, forums and in regional hui. In 2025 the badges will become digital and the skills, (acknowledged through licenses) will be structured sequentially for the age groups. This will also support the development of our Graduate Profile</div> <div>Designated team planning sessions has ensured that we are deliberately planning for Literacy and Maths in the weekly sessions. In 2025 the rotation of the groups will change to enable the mastery of skills through targeted teaching over a series of sessions.</div> <div>Developing our relationship with local environmental organisations and integrating this into our Garden to Table kaupapa will continue to be a key focus for 2025. This will include taking leadership of the data gathering for MM2.</div>			
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NELP 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce				1992 tea towel from across the globe. Create a 2024 Tea Towel for the Colville Youth Community.	<p>7 and 8 learners. This model includes 2 semesters of online learning through the Kotui Ako digital pathways.</p> <p>In 2024 we continued to develop our relationship with other schools from within the Kahui Ako. Including sports exchanges with Te Rerenga School and taking part in the Cultural Festival, this is a significant highlight for our kura as we combined this with a camp in Opoutere. In 2025 we will be building on these relationships from within the Coromandel Kahui Ako and beyond to other schools within the Garden to Table Network.</p> <p>Our 2024 tea towel was a wonderful success along with the commemorative plates from Driving Creek pottery. In 2025 we are looking at commemorating our 100 years on the school site and using this as a springboard to capture the stories of our alumni.</p>
					Indicator Tool: T2 and 4 Report feedback/ community consultation, GTT Badge Reflection

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

Goal	Action	Personnel	Cost/ Budget Allocati on	Time Frame and Detailed Actions	Analysis of Variance / Outcomes
				2024 Developing and Strengthening	<div>EstablishDevelopStrengthen</div> <div>Self Review Tool</div>
3a: for Colville School to be a safe, healthy and engaging learning	Planning 5YA cycle with expert partners.	BOT Principal MoE Property Advisor	MoE 5YA/ SIP funding	❖ T1-4 Implementation of 5YA and review against strategic targets.	<p>So that Colville School is a place where our learning community can be curious, explore and create</p> <div>T1T2T3T4</div>

<div>environment</div> <div>NELP 1.1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</div>			<div>\$4000</div> <div>PB4L \$500</div>	<div><div><div>❖ T2 Review programme of maintenance and upgrades for Core houses to support staff wellbeing.</div><div>❖ T2-4 Review and complete Cyclical maintenance schedule.</div><div>❖ T1-4 Raise regular attendance levels for students who are regularly attending for 70-80% (See T4 2022 data from Everyday Matters) ByT4 2024 we aim to increase the 80-90% of regular attendees from 50-70% an increment of 5% each term.</div></div></div>	<div>Variance Analysis:</div> <div>In 2024 we have made a significant impact in the levels of attendance (see separate 2024 analysis doc). This will be an ongoing challenge in 2025. We need to work together as a community to clarify Justified absences and support whānau to feel confident when children are well enough to be at school. We will be working in consultation with the Coromandel Family Health and Attendance Services.</div> <div>In 2024 there was significant work to improve the water quality and systems for drinking water at Colville School. In 2025 we have received reports and options for system designs from the MoE Water team to move beyond the steps for remediation. This will include a review of water conservation (outlined in 3b).</div> <div>Indicator Tools: T1 and 4 Wellbeing Survey, Self Review Tool, 10YPP, Plan for Cyclical Maintenance.</div>								
<div>3b: for Colville School learners to have access to quality learning tools and that ensure equitable success for all</div> <div>NELP 2.3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</div>	<div>Asset planning in 2023 budget to support key local curriculum contexts</div>	<div>BOT Principal Education Services Community Groups, local iwi</div>	<div>\$3000</div> <div>\$1000</div> <div>\$2,000</div> <div>\$1000</div> <div>\$700</div> <div>\$3000</div>	<div><div><div>❖ T1 Asset planning in 2024 budget to plan for digital technology.</div><div>❖ T1 Review and rationalise teaching and learning resources in the school.</div><div>❖ T1-2 Review of Local Curriculum Asset use and management. Plan for ongoing maintenance and upgrades.</div><div>❖ T2 Review use of laptops and replace devices used by students as learning tools.</div><div>❖ T1 Audit furniture in learning spaces and make and plan for asset acquisition to promote universal design for learning.</div><div>❖ T1-4 Review the use/ conservation of water for gardens and pools.</div><div>❖ T1-2 Grounds development to integrate plans for play-scapes/ bike track with community partners.</div></div></div>	<div>So that all Colville School ākonga are engaged in learning and experience success</div> <table><tr><td>T1</td><td>T2</td><td>T3</td><td>T4</td></tr><tr><td colspan="4"><div>Variance/ Analysis</div><div>In 2024 the playground had significant upgrades with a new swing set and extra soft fall support. In 2025 we will continue to review and identify areas for development from our wellbeing survey and through community consultation.</div><div>The new tablets purchased in 2024 will be supplemented by desktops to be used by staff in a rolling plan for technology replacement in 2025. This will include the renewal of the lease of the teacher laptops.</div><div>The new classroom and library furniture have been integrated into the learning space. In 2025 these assets will be supplemented by additional storage units for the Kererū and Awa spaces.</div></td></tr></table>	T1	T2	T3	T4	<div>Variance/ Analysis</div> <div>In 2024 the playground had significant upgrades with a new swing set and extra soft fall support. In 2025 we will continue to review and identify areas for development from our wellbeing survey and through community consultation.</div> <div>The new tablets purchased in 2024 will be supplemented by desktops to be used by staff in a rolling plan for technology replacement in 2025. This will include the renewal of the lease of the teacher laptops.</div> <div>The new classroom and library furniture have been integrated into the learning space. In 2025 these assets will be supplemented by additional storage units for the Kererū and Awa spaces.</div>			
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<p>3c: To provide a safe physical and emotional environment for students and for staff.</p> <p>NELP 1.1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>3.5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>NELP 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Complete annual cycle of review of School Docs policies and procedures</p>	<p>Principal, BOT, Staff, Community</p>	<p>—</p> <p>—</p> <p>—</p> <p>\$1600 School Docs</p>	<ul style="list-style-type: none">❖ T1-4 Complete ARGEST cycle of Health and Safety checks for Buildings, Pool usage and Water Testing.❖ T1-4 Maintain Hazard register to monitor and plan for maintenance and grounds development.❖ T1-4 Review SEG curriculum and plan for a 3 year cycle.❖ T1-4 Complete SET/TFI for 2024 and plan for Tier 2 PB4L PLD.❖ T1-4 Ongoing review of emergency drills.❖ T1-4 Meet termly with Colville Junction and key stakeholders to support tamariki and whanau.❖ T1-4 Ongoing review of School Docs policies and procedures.❖ T1 and 4 Complete Colville School wellbeing survey to identify areas of need and track strategic goals.❖ T1-4 Review of shaded/ planting plan for areas of play and EOTC.❖ T1 N4L Upgrade❖ T1 Review Cyber security and Network settings with N4L. Review curriculum planning for Internet Safety in line with Netsafe recommendations.	<p>So that our Colville whānau have a sense of belonging and feel safe to be at Colville School everyday</p> <p>Measures: TBC after T1 analysis of baseline data</p> <table><tr><td>T1</td><td>T2</td><td>T3</td><td>T4</td></tr><tr><td colspan="4"><p>Variance/ Analysis:</p><ul style="list-style-type: none">• ERO Goal 3 (Strategic Goal 3c) Address learner attendance as a key barrier to learning<p>In 2024 we have made a significant impact in the levels of attendance (see separate 2024 analysis doc). This will be an ongoing challenge in 2025. We need to work together as a community to clarify Justified absences and support whānau to feel confident when children are well enough to be at school. We will be working in consultation with the Coromandel Family Health and Attendance Services.</p><p>In 2024 we worked with Colville Junction to support whānau. Including access to kai through food parcels and the Pātaka Kai. In 2025 we are looking to strengthen our supports with regular meetings with the professionals from Coromandel family Health.</p><p>In 2024 we had 3 responses from our community consultation around the Health and PE Curriculum. In 2025 we will continue to work with Life Education to support our SEG curriculum. The Health and PE Curriculum is currently under review by the MoE.</p><p>In 2024 our connectivity has been upgraded through connection to fibre. In 2025 N4L will be completing the process of the upgrade to our school and community Network to strengthen security and to optimise the potential for learning.</p></td></tr></table> <p>Indicator Tool: T1 and 4 Wellbeing Survey, Self Review Tools, ARGEST, Hazard Register.</p>	T1	T2	T3	T4	<p>Variance/ Analysis:</p> <ul style="list-style-type: none">• ERO Goal 3 (Strategic Goal 3c) Address learner attendance as a key barrier to learning <p>In 2024 we have made a significant impact in the levels of attendance (see separate 2024 analysis doc). This will be an ongoing challenge in 2025. We need to work together as a community to clarify Justified absences and support whānau to feel confident when children are well enough to be at school. We will be working in consultation with the Coromandel Family Health and Attendance Services.</p> <p>In 2024 we worked with Colville Junction to support whānau. Including access to kai through food parcels and the Pātaka Kai. In 2025 we are looking to strengthen our supports with regular meetings with the professionals from Coromandel family Health.</p> <p>In 2024 we had 3 responses from our community consultation around the Health and PE Curriculum. In 2025 we will continue to work with Life Education to support our SEG curriculum. The Health and PE Curriculum is currently under review by the MoE.</p> <p>In 2024 our connectivity has been upgraded through connection to fibre. In 2025 N4L will be completing the process of the upgrade to our school and community Network to strengthen security and to optimise the potential for learning.</p>			
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