

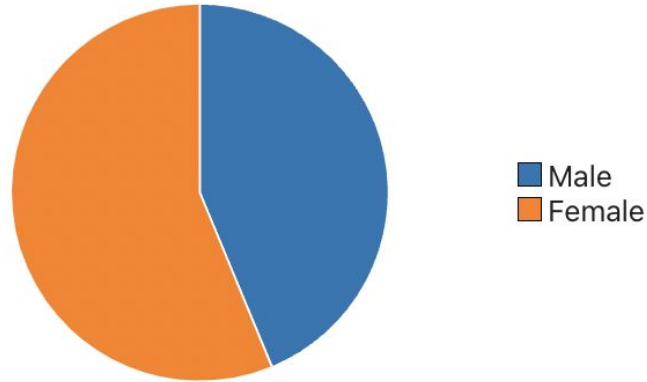


Colville School Achievement and Attendance Analysis of Variance

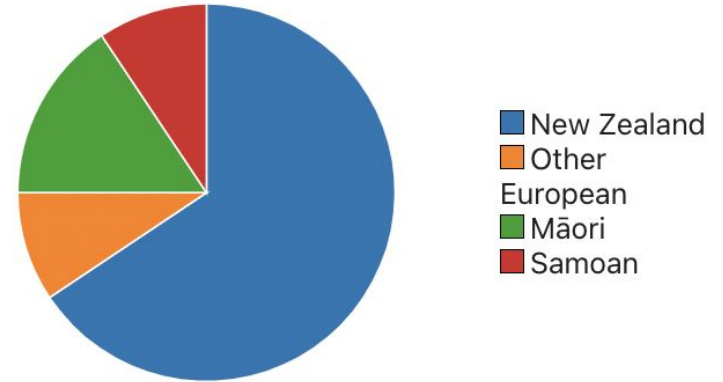
EoT 4 2024

Gender and Ethnicity Groupings

Gender



MoE Ethnicity Groups*



Class Groupings T4 2024

Class	Total Students	Boys	Girls
Awa	5	3	2
Kererū	20	8	12
Kāhu	7	3	4

Learning Groups at November 2024	Projected changes in the roll in 2025	Planning for Future Needs
<ul style="list-style-type: none">• Y0-3 and Y7-8 small groups supported by a teacher and highly skilled teacher aide/LAT• Y4-6 largest cohort	<ul style="list-style-type: none">• 1-2 students transitioning from Preschool• 2 students returning to Kererū (Y5 and 6)• 2 new students joining Colville School (Y5 and 6)	<ul style="list-style-type: none">• Additional teaching staff to be integrated into the Kererū learning space• Focus on UDL across the school• Create flexible learning spaces for teaching and independent learning• Additional staffing needs for Learning support .1 teacher, and 16 hours additional Teacher Aide time

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	Actions	Outcome
<p>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</p> <p>ERO Goal 1</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 all our ākonga</p> <p>1.Develop and implement a school-wide framework for high-quality teaching practices</p>	<p>So that ākonga and kaiako are empowered to achieve beyond their own expectations</p>
<p>1b: To work with passion and purpose to empower all learners, NELPs 2.3,3.5,3.6</p> <p>ERO Goal 2</p>	<p>To Live our commitment to Te Tiriti o Waitangi by strengthening our bicultural perspective, integrating Te Reo and Mātauranga Māori into our daily learning</p> <p>2. Build cultural capability and confidence in mātauranga and te reo Māori</p>	<p>So that kaiako provide culturally responsive learning programmes promoting high levels of achievement for all</p>
<p>1c: Promote agency and ownership of learning NELPs 1.2,3.6</p>	<p>To strengthen learner focussed relationships with our community through a collaborative reporting process</p>	<p>So that kaiako, ākonga and whānau are able to articulate achievements and identify their learning goals</p>

Reading Data Over Time

Counts ↑	Mid 2022	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Well above	0	1	1	1	1	1
Above	0	1	1	2	2	2
Within	2	7	9	11	11	13
(with support) towards	0	5	2	7	9	11
(with targeted support) towards	0	12	13	7	5	4
Total Within or above	2 out of 2	9 out of 26	11 out of 26	14 out of 28	14 out of 28	16 out of 31
Percentage Within or above	100%	35%	42%	50%	50%	52%

Where are we now?	Is that enough?	Where to next in 2025?
<ul style="list-style-type: none"> • A small increase from 50-52% in 20 weeks • An upward shift in achievement of 2% • There has been a significant shift in learning behaviours and attitude to learning • A highly skilled team using evidence based interventions • High level of support for the teaching and through RTLb, RTLit, LSC and BSLA PLD 	<ul style="list-style-type: none"> • Not YET • The change of teaching strategies and assessment tools don't allow for direct comparison of data • Advice from our expert partners is that it will take time to see change in the data • What we already know about our students learning styles is that target teaching of needs through BSLA is going to make the difference 	<ul style="list-style-type: none"> • Continue with urgency and inquiry to accelerate the learning of the students not yet working at the expected curriculum • Targeted best evidence, culturally responsive programmes • Structured Literacy PLD for all Teaching Staff, Cohort 3 confirmed • BSLA PLD for 3 Teachers Cohort 9 and 10 • Grow a love and value of reading in our community

Writing Data Over Time

Counts ↑	Mid 2022	End 2022	Mid 2023	End 2023	Mid 2024 ↑	End 2024
Well above	0	0	0	0	0	0
Above	0	2	3	4	3	13
Within	2	11	9	12	14	10
(with support) towards	1	11	13	12	10	5
(with targeted support) towards	0	1	1	0	1	3
Total Within or above	2 out of 3	13 out of 25	12 out of 26	16 out of 28	17 out of 28	23 out of 31
Percentage Within or above	67%	52%	46%	57%	61%	74%

Where are we now?	Is that enough?	Where to next in 2025?
<ul style="list-style-type: none"> From 61%-74% in 20 weeks for students achieving within or above the expected curriculum level We are seeing the impact of the BSLA and Literacy interventions across the school in the deeper features There is an increase in the number of cohort (28-31) as it includes all students who have been at school for 1 year 	<ul style="list-style-type: none"> This is a significant shift of 13% of students working within or above the expected curriculum level There is a 31% upward shift (from 3-13 students) from working at to working above the curriculum level 	<ul style="list-style-type: none"> Continue with urgency and inquiry to accelerated the learning of the 8 (26%) students not yet working at the expected curriculum Structured Literacy PLD for all Teaching Staff Cohort 3 confirmed BSLA Training for 3 Teachers which will continue to make deliberate links between reading and writing Establishing a common practice model for Literacy across the school as part of UDL

Maths Data Over Time

Counts ↑	Mid 2022	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Well above	0	1	1	1	1	1
Above	0	4	5	6	9	12
Within	1	5	5	5	4	10
(with support) towards	2	13	14	14	12	7
(with targeted support) towards	0	2	1	2	2	1
Total Within or above	1 out of 3	10 out of 25	11 out of 26	12 out of 28	14 out of 28	23 out of 31
Percentage Within or above	33%	40%	42%	43%	50%	74%

Where are we now?	Is that enough?	Where to next in 2025?
<ul style="list-style-type: none"> From 50%-74% in 20 weeks for students achieving within or above the expected curriculum level We are seeing the impact of the ALiM interventions for the 4 targeted student groups and across the school cohort There is an increase in the number of cohort (28-31) as it includes all students who have been at school for 1 year 	<ul style="list-style-type: none"> This is a significant shift of 24% of students working within or above the expected curriculum level There is a 9% upward shift (from 9-12 students) who are working above the curriculum level There is a 19% upward shift from (4-10 students) working within the expected level See ALiM 	<ul style="list-style-type: none"> Continue with urgency and inquiry to accelerate the learning of the 8 26% students not yet working at the expected curriculum Maths PLD tailored to school ALiM Intervention for the second year to consolidate learning and continue to accelerate at risk learners Establish a common practice model for Maths across the school as part of UDL by Integrating the Numicon materials

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

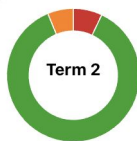
3a: For Colville School to be a safe, healthy and engaging learning environment, NELP 1.1	To use ARGEST and other approved systems of self review to ensure that learning spaces and playscapes are safe to challenge and inspire our ākonga	So that Colville School is a place where our learning community 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
	<ul style="list-style-type: none">T4 Review of Classroom furniture/ resources in the Learning Spaces for Transition	
3c: To provide a safe physical and emotional environment for ākonga and kaiako NELPs 1.1, 3.5,3.6 ERO Goal 3	To utilise attendance and PB4L data to plan for, monitor and review the emotional and physical wellbeing of our learning community 3. Address learner attendance as a key barrier to learning	So that our Colville whānau have a sense of belonging and feel safe to be at Colville School everyday

Attendance T1-4

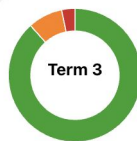
Attendance by Truancy Code (half days)



Present
Justified
Unjustified



Unjustified
Present
Justified



Present
Justified
Unjustified

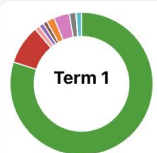


Justified
Present
Unjustified

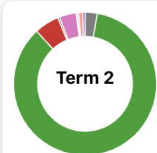


Present
Justified
Unjustified

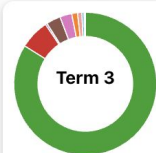
Attendance by Code (half days)



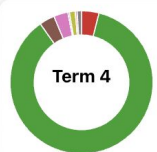
Present
Sick
Late
Medical
School trip
Unjustified
Justified
Holiday



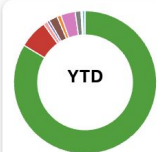
Holiday
Present
Sick
Medical
School trip
Unjustified
Unknown
Justified
No explanation



Present
Sick
Medical
School trip
Unjustified
Justified
Late
No explanation



Sick
Present
School trip
Unjustified
Medical
Unknown
Late
Holiday



Present
Sick
Late
Medical
School trip
Justified
Unjustified
Holiday

Attendance Analysis

Term 1	Attendance Rate For School				
	Present 0-70%	Present 71-80%	Present 81-90%	Present 91-100%	Late
	21.88%	9.38%	37.50%	31.25%	2.14%

Term 4	Attendance Rate For School				
	Present 0-70%	Present 71-80%	Present 81-90%	Present 91-100%	Late
	3.13%	0.00%	28.13%	68.75%	1.04%

Variance in Attendance Levels T1-T4	Attendance interventions in place	Planning for 2025
<ul style="list-style-type: none"> Present 0-70% (Chronic) 21.88-3.13%- reduced by 18.75% Present 71-80% (Moderate-Irregular) 9.38-0%-reduced by 9.38% Present 91-100% (Regular) 31.25-68.75%- increased by 37.5% Late 2.14%- 1.04%- reduced by 1.1% 	<ul style="list-style-type: none"> 100% attendance celebrations CILT van transport to support transport of students living in Coromandel. Variance from T3-T4 for Student 1 76%-81%, Student 2 67-94%, Student 3 69-94%. Lego Brick Imaginariums Daily swimming sessions Cooperative learning and peer advocacy 	<ul style="list-style-type: none"> Keep the focus on wellbeing with Pause Breathe Smile PLD Continue to build positive learning relationships with whānau and community (learning opportunities, camps and celebrations) Continuing to utilise CILT van to support transport and attendance Grow student awareness of attendance levels.