



Colville School 1706 Statement of Variance Reporting 2023

Vision

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

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 2023 we were **establishing** and **developing** our actions in the Annual Plan to achieve the goals set out in the 2023-2026 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 in 2023 we focussed on an approach of trauma informed teaching. Our academic results for 2023 showed some improvement towards our targets in Reading, Writing and Maths but fell short of our targets. See attachment Analysis of Variance for Reading, Writing and Maths (Goals 1a,b and c). Our annual plan for 2024 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 at Colville School are PB4L, Structured Literacy, Reading Recovery, Accelerated Learning in Literacy and the Reading Together programme.



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Goal 1 Ako, Learning

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

Goal	Action	Personnel/	Cost/ Budget Allocation	Time Frame 2023 Developing	Action plan / expected outcome/review					
					Establish	Develop	Strengthen	Self Review Tool		
1a : For all our students to be engaged in purposeful learning and enjoy success NELP 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy NELP 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	To use PaCT and consultation with whānau to provide programmes of learning that reflect the interests and support the needs of our ākonga	Principal, Staff and Students	\$4000	❖ Strengthen teacher capabilities through PfS 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 Literacy CAAPs as part of ALL cycle. ❖ T2 and 4 Use of PaCT as an assessment tool which will inform teaching and learning	For all learners to be achieving at the expected curriculum level for their age.					
		Ruth Folkes PfS Mentor Reading Recovery Tutor Sheryn Hughes PB4L RTLB support	50 PLD hrs FTTE .44 Reading Recovery release \$6000		<table border="1"> <thead> <tr> <th>T1</th> <th>T2</th> <th>T3</th> <th>T4</th> </tr> </thead> <tbody> <tr> <td colspan="4"> Self Review/ Variance: Term 4 Review- What has happened and where to next? <ul style="list-style-type: none"> The planned focus for professional learning will maintain the urgency by reviewing our use of high impact teaching strategies and keeping this the focus of our PGC in 2024. Whole Staff PB4L Meetings planned in consultation with RTLB and LSC utilise a self review tool for teachers to inform Professional Growth Targets. Tiered Fidelity Indicator completed with RTLB and Principal to identify goals and focus for the sessions. We will continue to build on this in 2024. VLN programmes in Writing and Maths for our Y6-8 students have provided challenging programmes and the opportunity to connect with learners from other rural schools. This will continue in 2024 with an additional language class. We have accessed additional funding for ELS which translates as an </td> </tr> </tbody> </table>	T1	T2	T3	T4	Self Review/ Variance: Term 4 Review- What has happened and where to next? <ul style="list-style-type: none"> The planned focus for professional learning will maintain the urgency by reviewing our use of high impact teaching strategies and keeping this the focus of our PGC in 2024. Whole Staff PB4L Meetings planned in consultation with RTLB and LSC utilise a self review tool for teachers to inform Professional Growth Targets. Tiered Fidelity Indicator completed with RTLB and Principal to identify goals and focus for the sessions. We will continue to build on this in 2024. VLN programmes in Writing and Maths for our Y6-8 students have provided challenging programmes and the opportunity to connect with learners from other rural schools. This will continue in 2024 with an additional language class. We have accessed additional funding for ELS which translates as an
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			<p>\$2,462.52</p>	<ul style="list-style-type: none"> ❖ T1-4 Reading Recovery Training for full-time teacher teaching and reporting cycles. ❖ T1 Complete SET for PB4L and identify goals for Action Plan. ❖ T3 Review of Tier 1 PB4L and planning for Tier 2/ Restorative Practices PLD. ❖ T4 Community consultation on Local Curriculum. ❖ T1 and 2 Y7,8 tutoring programme. 	<p>extra half an hour each day and opens a space for 4 more students to access a Literacy intervention similar to Reading Recovery.</p> <ul style="list-style-type: none"> • 3 of our Reading Recovery students have been or are due to be discontinued which creates a space for other students who are not yet meeting the curriculum expectations to access an individualised intervention program. We have secured full funding for 2 Reading Recovery spaces in 2024. • We have noticed an acceleration in the achievement data for students who are being assessed for baseline data for the Reading Recovery programme. We celebrated success at the ALL impact Day with other schools around Waikato. • Aleisha Dreadon has completed Reading Recovery training and will continue to run this intervention programme in 2024. The impact and accelerated success of the students has been acknowledged by the Waikato Reading Recovery tutors. They would like to use the Colville model of release and support for other rural schools. • We have applied for ALiM and ALL in 2024. This will ensure ongoing support and provide the opportunity to focus on acceleration for other target students. The school will receive \$4000 to support participation for each of these programmes for students. We have been successful in our application for ALiM in 2024. <p>Indicator Tool: PaCT Achievement Data, PB4L SET</p>				
<p>1b: To work with passion and purpose to empower all learners</p> <p>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</p> <p>3.5 Meaningfully incorporate te reo Māori and tikanga</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>Principal, Education Services, BOT, Support Staff</p>	<p>.3 Principal and .44 Reading Recovery Release</p> <p>TAs \$62446</p> <p>—</p> <p>—</p> <p>Kahui Ako PLD Hours with UTB</p>	<ul style="list-style-type: none"> ❖ Strengthen teacher capabilities and leadership through the PGC ❖ T1-4 Ongoing review of class structure and collaborative teaching model. ❖ T1-4 Ongoing review of support model across the school. ❖ T1 and 4 Wellbeing tool to review the collaborative model 	<p>For teachers to know their learners and for students see themselves in their learning.</p> <table border="1" data-bbox="1263 1050 2150 1114"> <thead> <tr> <th>T1</th> <th>T2</th> <th>T3</th> <th>T4</th> </tr> </thead> </table> <p>Self Review/ Variance:</p> <p><u>Term 4 Review- What has happened and where to next?</u></p> <ul style="list-style-type: none"> • Two courses of the Reading Together Programme have been completed. We are already seeing the benefits of the programme through enhanced learning focussed relationships. Another course will be run in 2024 for the students who are transitioning to school and the whānau who have not yet been able to attend. • Ongoing review of staffing structure and wellbeing part of Teacher Only Days and weekly meetings. We have reviewed ways to enhance our daily routines to promote wellbeing for all. This will continue in 2024 with 	T1	T2	T3	T4
T1	T2	T3	T4						



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<p>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>\$8000 MoE funding 2X \$4000</p> <p>\$500+pp</p>	<p>within the staffing structure.</p> <ul style="list-style-type: none"> ❖ T1 and T3 Learning Conversations to collect staff voice around passions, interests and identified areas of learning. ❖ T1 and 3 PGC to identify goals and areas of growth for all staff. ❖ T1-4 Ongoing review of planning to integrate digital technology across the curriculum. ❖ T1-4 Plan for a structure to plan for staff wellbeing ❖ T1 and T2 Reading together programme. 2 Cycles run throughout the year to support and promote reading at home with all of Colville whanau ❖ T2 Te ahū te reo māori offered to all members of the learning community 	<p>planned opportunities to promote wellbeing for staff and students.</p> <ul style="list-style-type: none"> • Our Learning Support Coordinator completed a Wellbeing Survey with students in Term 3 of 2023 which is a baseline analysis on our revised School Values. There will be a comparative survey in Term 1 of 2024 to gauge the impact of our PB4L initiatives. • There is a growing capacity of students, staff and whānau through our daily hui structure; making kupu and tikanga the norm. Our Kahikatea group have started to plan and lead hui including mihi, karakia, maramataka and waiata. We will be building on this in 2024. • In 2024 we plan to use the ERO self review tool Poutama Reo to gauge next steps for our school. This will help us to plan for learning over a 3 Year cycle and make the learning progressions explicit over time for our learning community. For example how we teach and learn about significant events e.g., Waitangi Day and Matariki. • The Cultural Festival and the change of the term 4 timetable has provided additional opportunities to strengthen leadership capabilities in te Ao Māori. Whaea Aleisha and Whaea Maria visited Opoutere School to work with their kaiako and Kapa Haka group. Growing this area of leadership in 2024 will be key. • Performance at the CAS Cultural Festival and the Colville Festival has been an authentic and engaging platform for our school to share our pride in our bicultural and multicultural heritage. All staff and students have a Cultural Uniform to wear when performing honouring the value of this learning in the preparation and performance. We look forward to strengthening our programme in 2024 to further reflect our Pasifika fono with items that are Cook Island Māori and Samoan. • Jamie Watson from Parehauraki visited us in the first week of term 4 to share his Cultural expertise through storytelling and the net making activity. In 2024 we are looking to build staff capacity working with Jamie from Parehauraki to visit a Marae in Paeroa and enrolling in a te reo course. • Sharmayne Novis attended a traditional Māori games workshop in Thames and will be sharing her learning with staff on our ToD in 2024 and then these will be integrated into our beginning of year camp. <p>Indicator Tool: PaCT Achievement data, Attendance data, Teacher inquiry Cycle, collation of student voice and staff survey.</p>
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<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 identities, languages and cultures</p> <p>NELP 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</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</p>	<ul style="list-style-type: none"> ❖ Integrate culturally responsive practices through the reporting cycle ❖ T1 Learning Conversations to collect student and whānau voices around passions and interests. ❖ T1 and T4 Wellbeing Survey to track value added impact of programmes ❖ T2 and T4 Learning conferences to share learning and co construct learning goals and ways to help at home with whānau. ❖ T2 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>For akonga and whānau to be able to identify, measure and celebrate learning success.</p> <table border="1" data-bbox="1261 355 2168 419"> <thead> <tr> <th>T1</th> <th>T2</th> <th>T3</th> <th>T4</th> </tr> </thead> </table> <p>Self Review/ Variance:</p> <p><u>Term 4 Review- What has happened and where to next?</u></p> <ul style="list-style-type: none"> • Work with our Literacy advisor Ruth Folkes through the ALL programme has been focussed on goal setting as a high impact teaching strategy. We have been working in our team meetings and with students to set, monitor and celebrate these targets. Reviews of the targets and learning will be part of Learning Conversations at the end of term 4. This cyclical model of Inquiry will be integrated into our professional growth cycle. • We have been awarded 50 additional PLD hours with the provider Using Technology Better, UTB this will be in addition to hours we will receive with the Kahui Ako funding. These hours will help us build on developing Digital Literacy across the school. These hours have been completed and additional hours secured for 2024. • All staff were invited to participate in the Curriculum Refresh Training on our recent Teacher Only Day. This was attended by leaders from Te Rerenga and Whenuakite. There will be a Kahui Ako Teacher only day in June 2024. • Professional Growth Cycles will be reviewed with staff before the end of the year. This is when we can identify pathways and opportunities for professional development in 2024. The cycle has been integrated into our Professional Learning meetings, teachers have set learning goals and participated in peer observations. • All staff have been given the opportunity to attend Professional Development to build leadership capacity and strengthen practices e.g., Sport Waikato Conference, St Johns First Aid Training, GTT Training, Peer Observations. • Kaiako shared learning stories and success in T2 and 4. This is a student led process reviewing progress and setting goals for 2024. The format and structure of the Whānau Learning journal was not as dynamic as we had hoped and a move to the Hero SMS will aid the intention of a real-time reporting cycle. • The move to Hero SMS will start with staff training on our Teacher Only Days and then be pushed out to whānau so that we can enhance our learner focussed conversations. We will be able to utilise the resources from Hero to do this in 2024. 	T1	T2	T3	T4
T1	T2	T3	T4						



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					Indicator Tool: T2 and 4 Report feedback/ community consultation, GTT Badges Reflection sheets, staff Professional Learning Guides to support Appraisal and professional growth cycles.
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Goal 2 Kaitiaki, Guardians



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

Goal	Action	Personnel	Cost/ Budget Allocation	Time Frame	Action plan / expected outcome					
					Establish	Develop	Strengthen	Self Review Tool		
2a For all learners to have a connection to their local environment <small>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 identities, languages and cultures 3.5 Meaningfully incorporate te reo Māori and tikanga Māori into the</small>	To teach and learn within real world experiences through the Garden to Table and other authentic opportunities	BOT, Principal, Staff, GTT, MEG	\$2000 — — — — COST/UPGRADE \$1500 —	2023 Strengthening <ul style="list-style-type: none"> ❖ Cross curricular planning for GTT through the badge scheme ❖ T1-4 Growing of leadership through cluster hui and ongoing GTT PLD. ❖ T1- Introduce and review student inquiry through GTT Badge programme Y0-8. ❖ T2-4 Colville Kaitiaki to work alongside expert partners on conservation initiatives to be agents of change in the community 	For akonga to experience positive change in their environment by working alongside experts to take action in school and the wider community.	T1	T2	T3	T4	Self Review/ Variance: Term 4 Review- What has happened and where to next? <ul style="list-style-type: none"> Teachers worked with UTB Kelly Kenyon to develop a digital version of GTT Badges using Google Sheets so that the students and whānau can monitor and celebrate their progress. In 2024 this will be added to the Hero SMS app to make this more accessible to track goals and add supporting evidence. We have been growing the opportunities for our Y6-8 students through our Kahikitea programme. This has included the Rolling Stars Programme through the Coromandel Bike Park and running events like



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<p>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>—</p> <p>—</p> <p>—</p> <p>—</p>	<p>including The Junction, MEG and Doc.</p> <ul style="list-style-type: none"> ❖ CILT Grant to apply for easy to set and maintain traps for monitoring in school. ❖ T1-4 Akonga to design and share learning stories using digital technology and online frameworks. ❖ T1 and 2 Develop a learning pathway for Colville Kaitiaki Y0-8 to precede the graduate profile. ❖ T 4 Community consultation on Local Curriculum. ❖ T4 review of staffing structure and budget allocation to prioritise local curriculum foci. 	<p>The Bake Sale and Pet Day. The students have been working with Matua Brandon (Kahui Ako LSC) each week to develop their understanding and skills in leading whole school events. We have an ongoing commitment to work with the Colville Sailing Academy to develop their skills and create a strong leadership team. In 2024 we will continue to strengthen the programme through TENZ technology projects, publishing a weekly panui and providing access to more sporting opportunities.</p> <ul style="list-style-type: none"> • We have been working with ALL Advisor around our next steps towards the graduate profile. This is going to be in consultation with the students throughout the school starting with the Garden to table and Leadership focus. In 2024 this will be integrated into the learning goals on the Hero app. • The Matariki noho at school has established a new tradition of engaging with our local environment and building strong relationships in our community. In 2024 we will start the year with a camp. • We ran an education programme about early stroke detection with Dr Kate and Cam from St Johns. The FAST presentations along with other learning were shared at the end of year Celebration. The students worked in their Whānau groups to put together 3 presentations. They were judged on clarity of message and group collaboration. We will build in regular learning celebrations with this format in 2024. • The Duffy Ambassador and Theatre Company have helped us to teach and talk about important issues. Stella talked to the students about environmental sustainability to ensure a balance in the local and global eco cultures. We will continue our relationship with Duffy Books in 2024. • Three staff members attended the first Coromandel Cluster meeting at Coroglen School. It was a really rich day of learning and networking. We worked through the curriculum resources and shared good practice. It was a lovely opportunity to share our journey as a school. The team made connections with other schools and I was able to connect with 2 other Principals from Rural schools. There is another GTT Coromandel Cluster planned for Term 2 2024. <p>Indicator Tool: T2 and 4 Report feedback/ community consultation, GTT Badge Reflection</p>
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<p>2b:For all ākonga to make connections in their learning to the world beyond their local community</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 identities, languages and cultures</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>To teach and learn about pathways and relationships that connect and extend their understanding of the wider world</p>	<p>BOT, Principal, Staff, Whānau, GTT network</p>	<p>—————</p> <p>\$500</p> <p>\$1500</p> <p>\$500</p> <p>—————</p>	<ul style="list-style-type: none"> ❖ Develop a graduate profile for our Colville Local Curriculum ❖ Unpack what excellence looks like at Colville for staff and students ❖ Make connections with other GTT schools including Grey Lynn in Auckland and other Rural schools in Waikato and beyond. ❖ Continue to nurture the Tuakana, Teina relationship with Thames South School to strengthen the bicultural leadership within Colville school ❖ Host a digital “learning pathways forum” (a mixture of live feed and recorded videos/ chat rooms) with Colville School graduates on the 1992 tea towel from across the globe. 	<p>So that ākonga make connections, build relationships and be curious about New Zealand and the world beyond</p> <table border="1" data-bbox="1265 383 2161 446"> <thead> <tr> <th>T1</th> <th>T2</th> <th>T3</th> <th>T4</th> </tr> </thead> </table> <p>Self Review/ Variance:</p> <p>Term 4 Review- What has happened and where to next?</p> <ul style="list-style-type: none"> • Connecting with other Rural Principals at RPTC conference which provided opportunities to make connections with schools from across New Zealand. As part of my Principal PD I will be attending the conference in 2024. • Through professional relationships with Te Rerenga in our Kahui Ako cluster we will be making regular connections with students through the VLN learning sessions and part of the cross country events. We plan for a day in 2024 when the Nature School students come and experience Garden to Table. • We have welcomed a range of visitors from around New Zealand who have shared their skills and inspire our Colville learners including: The Duffy Theatre from Auckland, The RNZB from Wellington, Cricketsmash from Hamilton and Stella the Duffy Ambassador from Waitangi. We plan to build on this in 2024. • We have performed for schools from around the Coromandel Peninsula as well as sharing our learning with the Colville Community at the Colville festival. We plan to build on this in 2024. • Reduced staffing has limited our capacity for making connections and visits to other kura. We hope to build on this in 2024. • Plans for greater connections with other schools in the Coromandel Kahui Ako have been discussed at the previous meeting. This will include teachers working together as part of the Programmes for Schools. • We plan to make greater links within our Northern Cluster to grow the connections made through Cluster Sports, orienteering and the VLN classes in 2024. • We plan to establish a Colville Alumni in 2024 to make connections between current and past Colville students. <p>Indicator Tool: T2 and 4 Report feedback/ community consultation, GTT Badge Reflection</p>	T1	T2	T3	T4
T1	T2	T3	T4						



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Goal 3 Te Taiao, Learning Landscape, Building and Asset Management

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



Goal	Action	Personnel	Cost/ Budget Allocati on	Time Frame 2023 Strengthening	Action plan / expected outcome <table border="1" data-bbox="1281 651 1868 724"> <tr> <td>Establish</td> <td>Develop</td> <td>Strengthen</td> </tr> </table> <p style="text-align: center;">Self Review Tool</p>	Establish	Develop	Strengthen	
Establish	Develop	Strengthen							
<p>3a: for Colville School to be a safe, healthy and engaging learning environment</p> <p>NELP 1.1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>Planning 5YA cycle with expert partners.</p>	<p>BOT Principal MoE Property Advisor</p>	<p>MoE Funding through AMS and 10YPP.</p>	<ul style="list-style-type: none"> ❖ T1-4 Implementation of 5YA and review against strategic targets. ❖ 1T-4 Upgrade of buildings and grounds to support transition of ORS students starting in 2023 to include railings, bathroom upgrade and fencing. ❖ T2 Review programme of maintenance and upgrades for Core houses to support staff wellbeing. ❖ T2-4 Review and complete Cyclical maintenance schedule. ❖ T1-4 Raise regular attendance levels for students who are regularly attending for 70-80% (See T4 2022 data from Everyday Matters) ByT4 2023 we aim to increase the 80-90% 	<p>Students will be able to engage with the Colville Local Curriculum all year round in a safe environment.</p> <table border="1" data-bbox="1281 884 2163 941"> <tr> <td>T1</td> <td>T2</td> <td>T3</td> <td>T4</td> </tr> </table> <p>Self Review/ Variance:</p> <p><u>Term 4 Review- What has happened and where to next?</u></p> <p>Variance:</p> <ul style="list-style-type: none"> • In response to the impact of Cyclone Gabrielle we reviewed our emergency preparedness. A repair of the existing generator was not viable and it was recommended that the school invest in a 3 phase 50KVA generator set which would power the whole school including the water pump and electronic devices. It was estimated that the full cost of this could be up to 50,000 including housing and concrete pad. This project has been fully funded through the Colville Junction including a cover, shed and diesel. In 2024 we will continue to review our readiness and work alongside the Emergency Response Team. • Regular house inspections completed for School houses by BoT. Fireplaces in school houses have been serviced and any issues attended to. We will make a plan for future upgrades at the start of 	T1	T2	T3	T4
T1	T2	T3	T4						



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				<p>of regular attendees from 35-50% an increment of 5% each term.</p>	<p>2024.</p> <ul style="list-style-type: none">• The ORS funded student moved out of the area; there were no adaptations required for our 5YA plans.• The cycle of maintenance tasks for the Caretaker have been added to a Google Calendar, this included clearing all the gutters and flushing tanks to ensure the quality of the water, which is then monitored through the Analytica testing Service. This will be reviewed and strengthened in 2024.• Our Term 2 Regular attendance levels (students with 90-100% attendance levels) has doubled from 27% in Term 4 2022 to 60% in Term 2 2023. This has already exceeded our target and we aim to maintain this trend. There are still students who have concerning levels of chronic attendance (below 70%). Incremental attendance goals (5% per term) were shared in the Whānau learning Journal. Outbreaks of COVID in terms 3 and 4 have had a significant effect on student and staff health. We will continue to work with whānau and attendance services to support and address any barriers to attendance in 2024.• The locks and the heat pump cage have been installed outside of Kererū as part of the 5YA plan. The Archgola and decking have been completed, concluding the project. In 2024 we will be planning for a programme of painting for the school buildings.• PB4L initiatives including Pink Shirt Day have raised awareness around bullying prevention in our learning community, empowering students to support and challenge in a non-confrontational way. We have also utilised the Bully Free NZ Resources. Teachers have been using the PB4L Matrix to teach Values based lessons for different settings in the school. In 2024 we will be planning for a cycle of lessons and mapping out consequences.• As part of professional learning meetings the teachers have been reviewing the wellbeing data and engaging with readings around the use of circle time. In 2024 we are starting our ToDs with input from MoE advisors Sheryn Hobbs and Maree Woodall.• We are planning on finalising designs for our Values posters and other signage to ensure that the Values are highly visual around the school. Other signage planned for in 2024 on is having a native bird name for each learning area in the school to align with our current classnames and our school whakatauki- Ko te manu ka kai i te hua o te miro, nōna te ngahere. Ko te manu ka kai i te mataurangā, nōna te ao.
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Colville School 1706 Statement of Variance Reporting 2023

					<p>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.</p> <p>Indicator Tools: T1 and 4 Wellbeing Survey, Self Review Tool, 10YPP, Plan for Cyclical Maintenance.</p>								
<p>3b: for Colville School learners to have access to quality learning tools and that ensure equitable success for all</p> <p>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</p>	<p>Asset planning in 2023 budget to support key local curriculum contexts</p>	<p>BOT Principal Education Services Community Groups, local iwi</p>	<p>\$1000</p> <p>\$10,000</p> <p>\$10,000</p> <p>\$1000</p>	<ul style="list-style-type: none"> ❖ T1 Asset planning in 2023 budget to plan for digital technology. ❖ T1 Review and rationalise teaching and learning resources in the school. ❖ T1-2 Review of Local Curriculum Asset use and management. Plan for ongoing maintenance and upgrades. ❖ T2 Review use of laptops and replace devices used by students as learning tools. ❖ T1 Audit furniture in learning spaces and make and plan for asset acquisition to promote universal design for learning. ❖ T1-4 Review the use/ conservation of water for gardens and pools. ❖ T1-2 Grounds development to integrate plans for play-scapes/ bike track with community partners. 	<p>For staff and students to have equitable access to quality learning materials and authentic contexts for learning.</p> <table border="1"> <thead> <tr> <th>T1</th> <th>T2</th> <th>T3</th> <th>T4</th> </tr> </thead> <tbody> <tr> <td colspan="4"> <p>Variance:</p> <ul style="list-style-type: none"> • Ordering, purchasing and installing of the new technology assets are complete; ensuring that learners across the school have access to high quality equipment to promote equitable outcomes for our learners. 15 new Chromebooks were purchased to replace the leased MoE devices. We will be making a plan for purchasing more touchscreen chromebooks in 2024 to be used across the school. These will be supporting our plan for UDL and flexible learning environments. We will need to include a number of devices for staff to use including a new desktop for the office administrator. • PD for staff with UTB supported with additional Kahui Ako hour to maximise use of digital technology across learning contexts. 50 additional hours have been secured for 2024. • Staff completed an audit and rationalisation of hard copy learning resources. Resources were screened for quality, relevance and inclusion. All current resources are organised to promote efficient use and sustainability. We have completed an audit of reading resources and ordered additional copies of books. Any texts published before 2000 will be removed from shelves and 1 copy will be archived. Additional texts have been ordered for groups and Reading Recovery. These will now be processed and integrated into the resources. In 2024 we will continue to review learning resources to ensure that they are of high quality, in good condition and we have ample quantity. • Furniture for the library and classrooms to enhance the quality of teaching and learning across the school will arrive in February 2024. • The collaboration with the Coromandel Bike Park was the start of the consultation process to imagine a new playscape for Colville School. The Wellbeing Survey in Term 1 2024 will provide student voice for </td> </tr> </tbody> </table>	T1	T2	T3	T4	<p>Variance:</p> <ul style="list-style-type: none"> • Ordering, purchasing and installing of the new technology assets are complete; ensuring that learners across the school have access to high quality equipment to promote equitable outcomes for our learners. 15 new Chromebooks were purchased to replace the leased MoE devices. 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					<p>what the students want in their playground. This would include the completion of the pou, a wellbeing garden and some tree huts.</p> <ul style="list-style-type: none"> • The Community Hall is now utilised for the PnP programme and music. In 2024 we plan to develop a programme of after school activities that will be based in this space. • There has been a collaboration between Jamie Watson, Whaea Aleisha and Pete Sephton to create designs for the Colville School Cultural Uniform. The students wore these with great pride at the Cultural festival in the last week of Term 4. All students were provided with a uniform and we have enough to be able to loan some to the preschool staff and students who joined the performance. The Tohu symbols are called Waewae Pakura Footsteps of the Pukeko. The Pukeko always finds its way home. Just like many of our whānau. The Unaunahi repeating curved pattern is found in whakairo carvings. For local iwi, unaunahi is a representation of the repeating pattern left in the mud of receding flood waters and outgoing tides. The koru in the design represents people and the give and take of the protection of our moana. In 2024 we are working on strengthening and developing our Cultural Group to reflect our bicultural and multicultural heritage. <p>Indicator Tool: T1 and 4 Wellbeing Survey, Self Review Tool, Budget Review</p>				
<p>3c: To provide a safe physical and emotional environment for students and for</p>	<p>Complete annual cycle of review of School Docs policies and procedures</p>	<p>Principal, BOT, Staff, Community</p>	<p>— — —</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. 	<p>For our school to be a safe environment where the students, staff and community have a strong sense of belonging.</p> <table border="1" data-bbox="1283 1230 2145 1289"> <tr> <td>T1</td> <td>T2</td> <td>T3</td> <td>T4</td> </tr> </table> <p>Self Review/ Variance:</p> <p><u>Term 4 Review- What has happened and where to next?</u></p>	T1	T2	T3	T4
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<p>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>\$1600 School Docs</p>	<ul style="list-style-type: none"> ❖ T1-Complete SET for 2023 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. 	<ul style="list-style-type: none"> • Regular daily cleans maintained high health standards and reduced workload for the Principal and Teachers. We will continue to use this model in 2024. • Planning and preparation for Ka ora Ka ako ensures all staff and students have access to healthy lunches and there is a dedicated time for everyone to share kai together. We will continue to strengthen this programme in 2024. • Planning for collaborative wellbeing- for all staff and students to be part of a successful team which started with the teacher only day and review of Wellbeing resources. There is 10 minutes set aside each day for wellbeing. In 2024 we will be working with RTLB and a counsellor to expand our knowledge of wellbeing practices. • Daily Hui for the whole school integrates te reo and tikanga Māori and sets the tone for the day. Matua Brandon leads with a Kapa Haka focus on a Thursday and then works with the Kahikatea Group to grow their Leadership in the School. In 2024 this model will change as Matua Brandon's role will finish in July. • N4L Upgrade has been completed and we have seen a significant change in our connectivity. The upgrade will change the profile of our school Network to strengthen security and tailor accessibility according to needs. In 2024 the school will be connected to fibre through the Spark Network. • A self review tool for Values has been integrated into the termly reporting tool for students. This is an important prompt and support for our ākonga to reflect on how they are living the school values. In 2024 this will be integrated into the Hero reporting tool. • Through Ka ora Ka Ako, Garden to Table, Duffy Books and Kidz Can we can ensure that our tamariki have everything they need to learn right now and are establishing lifelong habits of learning and wellbeing. We will continue to strengthen these programmes in 2024. • Move towards 2FA for all staff this has started with admin personnel and is now moving beyond to increase Network Security. There will be an ongoing review in 2024 with N4L tools to ensure Network Security. • SET to be completed by RTLB and we are planning an ongoing series of meetings for PB4L to upskill new staff members. Wellbeing Staff and Student Survey have been analysed, shared and key
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					<p>actions planned for. RTLB and Principal completed Tiered Fidelity Indicator to formulate a plan for professional development.</p> <ul style="list-style-type: none">• SEG consultation to be integrated into BoT Health Consultation in 2024.• All steps have been completed in the quad area replacing any rotten decking ensuring safe movement around the school in an area that has high numbers of people traffic. In 2024 this will be painted.• Installation of the Archgola providing shade and rain protection throughout the day for learning and play times. This is already making a significant difference especially at eating times. In 2024 we will be continuing to plan for additional shaded areas.• In response to challenging behaviours within the school. We made significant changes within the learning structure to ensure the well being of students and staff (this has been in consultation with whānau, our Learning Support Coordinator and MoE) - these include changing of class structures to create 3 learning groups. Reducing the areas of play to increase the capacity for active supervision. Provision of counselling for students. Ongoing teaching of positive behaviours and support for all students through Restorative Circles.• Staff and students voted on the Values Awards for 3 students which were presented at the end of year celebration. In 2024 we will continue to revise and strengthen our rewards and acknowledgements in consultation with the students.
					<p>Indicator Tool: T1 and 4 Wellbeing Survey, Self Review Tools, ARGEST, Hazard Register.</p>



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