



Education Review Office
Te Tari Arotake Mātauranga

Colville School
Colville, Coromandel Peninsula

Confirmed

Education Review Report

Education Review Report

Colville School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

Findings

1 Background and Context

What is the background and context for this school's review?

Colville School is located in the small rural village of Colville at the northern end of the Coromandel Peninsula. It caters for students in Years 1 to 8. The current roll of 37 includes a small number of Māori and Pacific students.

Leadership, staffing and governance has been stable since the time of the 2018 ERO review.

They have undertaken a significant programme of professional development and internal review related to the areas for improvement identified in the 2018 ERO report.

2 Review and Development

How effectively is the school addressing its priorities for review and development?

Priorities identified for review and development

The areas for review and development identified in the 2018 report were:

- develop, document and implement the school's curriculum
- implement reliable assessment systems
- develop processes to inform teacher planning, including targets for individuals and groups of students at risk of not achieving
- identify and implement quality teaching practices for all teaching staff
- ensure effective performance management systems and processes are in place for the principal and all staff
- improve partnerships for learning with families and whānau
- implement systems and processes for effective internal evaluation.

Progress

Curriculum

In consultation with the local community a new vision and set of school values have been developed. The new values of effort, service and manners are now well embedded and articulated by both teachers and students and promote a positive school culture. Topics of study reflect local priorities. The school has developed many learning focused relationships with outside environment organisations. These networks effectively support community aspirations around environmental sustainability education. A monitoring tool is in place to ensure that all areas of the New Zealand Curriculum are appropriately covered. The school's curriculum achievement plans document expectations for teaching and learning.

Assessment

School leaders have developed comprehensive expectations for assessment in literacy and mathematics. There is an appropriate range of assessment tools used to make robust overall teacher judgements about student progress and achievement. In-school moderation processes, particularly in writing, promote consistency.

Targeted Planning

Teachers and leaders have developed effective tracking systems for individual students in reading, writing and mathematics. Teachers use these systems to identify students at risk of not achieving and monitor their rates of progress. The use of learning progressions as a basis for identifying and responding to student learning needs is increasingly evident. The principal reports regularly to the board on student achievement in reading, writing and mathematics and on student progress in reading. The board uses this information to make well-considered resourcing decisions.

Teaching Practice

School progress and achievement data indicates that teachers are responding well to the learning needs of students. There are high levels of overall student achievement and effective rates of acceleration for at-risk learners.

Students benefit from relationships with teachers that are firm, fair and caring. Teachers take a calm and positive approach to behaviour management which contributes to a settled, learning-focussed school tone. Teachers model respectful interactions.

Reading, writing and mathematics teaching reflects many aspects of current theory and best practice.

Features include:

- the use of authentic and relevant contexts for writing and reading, and the integration of literacy with other learning areas such as social studies and science. These strategies promote greater motivation and greater engagement of students in their learning
- inquiry learning in the senior class and the following of emerging interests in the junior class which gives students opportunities to follow their own interests in learning
- the integration of local contexts for learning which promotes student's sense of belonging and identity.

Ongoing professional development in digital technology, play-based learning and reading are building teacher capability.

Tikanga Māori and mātauranga Māori are visible in the school curriculum. Leaders are actively involved in researching local iwi history and stories. The development of a meaningful programme for students in this area should enhance their identity as citizens of a bicultural society. There is a well-considered approach to the teaching of te reo Māori. Teachers follow a sequential programme which means students have the opportunity to develop a level of functional fluency.

Teachers have developed a number of useful frameworks that empower students to take more responsibility for their own learning.

Performance Management

The teacher and principal appraisal process clearly aligns with the recommendations and requirements of the Teaching Council of New Zealand and this is supporting building teacher capability.

Partnerships with families and whānau.

Teachers know their students' pastoral needs well. They have worked effectively with the parents and whānau of many at-risk students to ensure that these pastoral needs do not become barriers to learning. Digital technologies that enhance home/school communication have also been used effectively by teachers. At the twice-yearly student/teacher/parent meetings, student's next steps in learning are shared with parents and goals are set. Parents and whānau are advised of ways they can help at home to achieve these goals.

Internal Evaluation

Aspects of internal evaluation have been strengthened since the 2018 ERO report. The strategic plan for 2019 – 2020 contains measurable strategic goals. The principal reports on progress towards meeting these goals at each board meeting. Parents and students are regularly surveyed to ensure that their aspirations and perspectives are taken into account when school systems and process are being reviewed. Leaders reflect regularly on current theory and best practice, and on new learnings from professional development. They use these reflections to inform review and improvement. Trustees follow a cycle for policy review to ensure the policy framework that guides school operations is current and up to date. Student achievement and acceleration data is used to evaluate the effectiveness of resourcing decisions.

Key next steps

Trustees and leaders agree that it would be useful to:

- continue to consolidate and document the local curriculum
- review principal reports to the board and board targets to reflect a greater focus on acceleration for all students at risk of not achieving, particularly in writing and mathematics
- continue to strengthen and embed strategies to empower students to take more responsibility for their own learning.

3 Sustainable performance and self review

How well placed is the school to sustain and continue to improve and review its performance?

The school is well placed to sustain and continue to improve and review its performance. It has:

- developed its capacity to reflect and plan using evidence which includes student achievement information
- developed a sustainable cycle of improvement and self-review
- built the capability to sustain and continue to improve student achievement
- developed the capacity to respond effectively to any current or emergent issues
- established a foundation of values, tone, climate and relationships likely to sustain and improve student learning.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

Conclusion

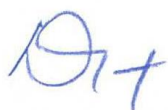
Colville School has responded well to the areas for review and development identified in the 2018 ERO report. Students now benefit from a caring, collaborative, inclusive learning environment and a curriculum based on relevant and authentic local contexts. Most students are achieving at or above expectations. A majority of at-risk students have made accelerated progress.

On the basis of the findings of this review, ERO 's overall evaluation judgement of Colville School's performance in achieving valued outcomes for its students is:

Well placed

ERO's Framework: [*Overall Findings and Judgement Tool derived from School Evaluation*](#)

[*Indicators: Effective Practice for Improvement and Learner Success*](#) is available on ERO's website.



Darcy Te Hau

Acting Director Review and Improvement Services (Central)

Central Region - Te Tai Pūtahi Nui

27 February 2020

About the School

Location	Colville, Coromandel Peninsula	
Ministry of Education profile number	1706	
School type	Full Primary (Years 1 to 8)	
School roll	37	
Gender composition	Female 21 Male 16	
Ethnic composition	NZ European/Pākehā Other ethnic groups	30 7
Review team on site	November 2019	
Date of this report	27 February 2020	
Most recent ERO report(s)	Education Review Supplementary Review Education Review	January 2018 December 2014 June 2013