



2020 - 2022

# CHARTER STRATEGIC & ANNUAL PLAN ANALYSIS OF VARIANCE & TARGET

*Principal's Endorsement: Tui McMillan*

*Board of Trustees Endorsement: Jan Autumn*

*Submission date to Ministry of Education: 1 March 2020*



# MAORI DIMENSION

## GOALS FOR PRIORITY LEARNERS 2020

Priority learners are groups of students who have been identified as historically not experiencing success in the New Zealand schooling system. These include many Māori and Pacific learners, those from low socio-economic backgrounds, and students with special education needs.

-ERO 2012

The Colville School Curriculum recognises the unique position of Māori within New Zealand society. It will provide students with experiences and understanding of cultural traditions, language, local and national history. The Board of Trustees is committed to providing a safe learning environment that is focused on raising achievement and connecting with whānau.

Teachers are committed to following the principles of Ka Hikitia and Tataiako in their practice.

We recognise the Treaty of Waitangi as the founding document of New Zealand and will adhere to the principals of Participation, Protection and Partnership to further assist our Māori learners to achieve success as Māori inside our Kura. All staff will work on being culturally responsive at all times.

## BOARD OF TRUSTEES STATEMENT OF COMMITMENT

Colville School's Charter documents the school's 2020 Strategic and Annual Plans. These plans reflect the national education priorities as well as the school's character and commitment to nurturing a community of lifelong learners.

Colville School Board of Trustees was elected in 2019. There will be a new election in 2022. The Board supports the Principal, teachers, parents and learners by overseeing and ensuring that the running of our school maintains a super strong commitment to extend and challenge all in their search for knowledge and quality learning. The Board of Trustees will take all reasonable steps to guarantee that the school meets the goals and objectives of this Charter.



# Introductory Section

**Colville School** is a co-educational, rural full primary school in the Northern Rural Coromandel. It is located beside the beautiful Colville Bay and is bordered by farmland. The school is listed on the isolation index for schools and is also recognised as hard to staff due to its isolation from main centres, risky roading and known weather extremes. The school has a vibrant community with a rich history and heritage of farming and fishing. The area is dotted with small communities who live communal, self-sustaining lifestyles. This community is now a rich mix of farmers, artists and environmentally aware citizens all with a passion for nature and conservation. Children are enrolled from age five years and generally complete eight full years at primary school.

The school is currently a U1 category full primary school with a roll of 31 students (18 girls and 13 boys) from Year 1 to Year 8. The school population is predominantly NZ European. There are 4 children who identify as Maori in 2020 (1 x Y1 female, 1 x Y3 female, 1 x Y7 male, 1 Y8 female). The school is Decile 2. There are 2 children who hear a language other than English at home.

The staff of Colville School includes the Principal, Teachers, Office Administrator, Teacher-Aides and Caretaker.

The school covers an area of approximately 1 hectare. The school buildings comprise 2 classrooms, an administration block, a multipurpose learning space and library/ resource room, a teacher resource room and sporting equipment sheds.

The school has additional facilities - asphalt areas, adventure playground, a field and a building (Colville School hall) designated as a community facility, not maintained by Ministry of Education funding and therefore reliant upon the goodwill of the community and fundraising.

The Colville Bay Early Learning Centre sits near the rear of the property on the grounds and is a separate learning centre with an agreement to occupy. Most of our school new entrant enrolments come via this centre.

There are 2 residences that are core houses and school assets. One is occupied and rented currently by the Principal and the other by the Permanent fulltime teacher and his young family.



# COLVILLE SCHOOL VISION

Colville School is a place where everyone has a right to learn. We strive to provide an environment that encourages independent users and seekers of knowledge. We want our students to show a connection to their wider environment, fostering them with a positive outlook to be motivated to be life-long learners.

## SCHOOL LEARNING VALUES



Inherent in our school's vision and values are the following key principles that we promote with our learners:

**RESPECT FOR OUR HERITAGE**  
**SELF AWARENESS & ACCOUNTABILITY**  
**PERSEVERANCE**  
**RESPECT FOR OTHERS**  
**RESPECT AND CARE FOR OUR ENVIRONMENT**

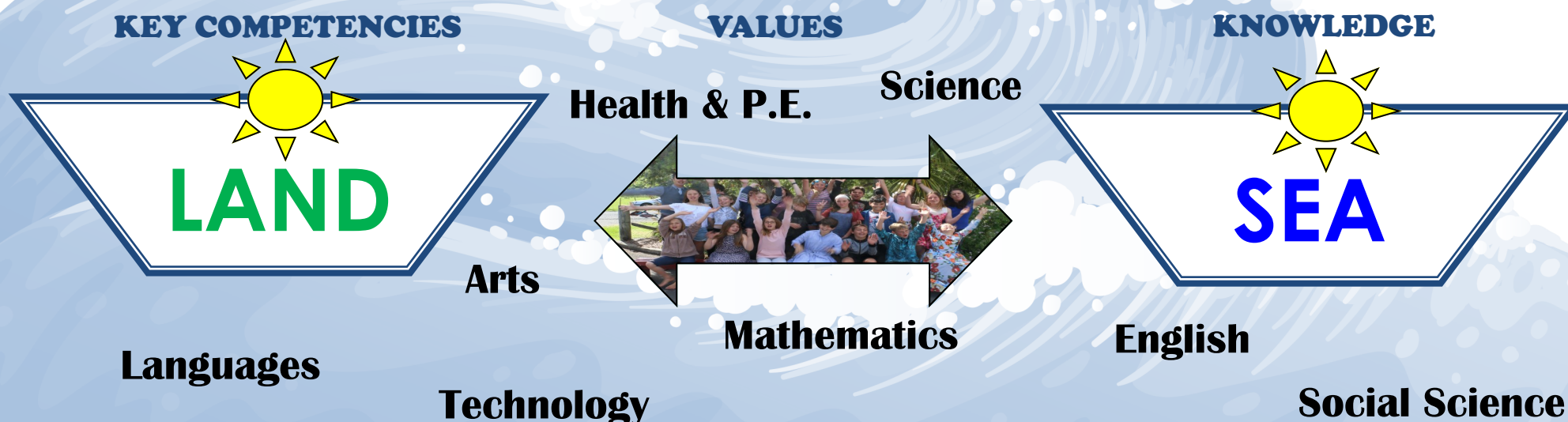


# Local Curriculum at Colville School

You can access the New Zealand Curriculum [here](#).

Our school families value our small, unique rural valley location. They choose to send their children here because we are a school that cares about them as a family and a place where every child matters. We are a school that has a strong sense of community, a shared culture and vision where every child is recognised as an individual. Our families want their children to have experiences that help them to grow in confidence to be active participants in a world where the natural environment is constantly under threat.

The Colville School Curriculum is place-based with emphasis on environmentally sustainable concepts relating to our land to sea location. *"The objective of place-based education is to develop in learners a love of their environment, of the place where they are living, of its social history, of the bio-diversity that exists there, and of the way in which people have responded and continue to respond to their natural and social environments."* Wally Penetito





# STRATEGIC PLAN 2020—2022

## NAG 1: CURRICULUM DELIVERY

**Aim:** Implement teaching and learning programmes based upon the essential learning areas and skills. The emphasis will be on the National Education Priorities.

### CONNECTION

*For critical literacy and greater confidence*

### COLLABORATION

*For support and inclusion*

### COMMUNICATION

*For deeper understanding, acceptance and capability*

## 2020

Review Mathematics and Literacy CAAPS

Review Assessment Schedule

Review the teaching and assessment of Mathematics

Science Centrally funded PLD—Nature of Science approach and the local environment contexts (local curriculum development)

Commence Manual Technology and refine to local curriculum

Continue junior school Play based learning PLD via Kāhui ako and Longworth Education

Self-review approach for target student acceleration

Increase student agency- goalsetting and reflection on learning  
Introduce the Digital Technologies curriculum—local curriculum focus e.g. electronics to measure weather, water etc

Self-review languages especially te Reo Māori—alongside tikanga and local stories

## 2021

Review Mathematics and Literacy CAAPS

Review Assessment Schedule

Review progress in Manual Technology teaching and learning and refine planning / delivery

Reading Acceleration in Junior School

Plan for better outcomes across all curriculum areas through Inquiry and the Arts (Local Curriculum refocus)

Review Play based learning delivery and sustainability.

Initiate PLD in CRP (culturally responsive practice)

Increase capability and focus in the teaching of te reo Māori whole school

## 2022

Review Mathematics and Literacy CAAPS

Increasing Junior roll—whole school PLD,

Review outcomes of Inquiry and the Arts (Local Curriculum)  
Self-review of Mathematics achievement whole school

Self-review science approach and local curriculum context resourcing

Physical education and motor / sensory programme review

Self-review PB4L and curriculum engagement strategies





# STRATEGIC PLAN 2020—2022

## NAG 2:

### Self Reporting, Self Review, Community Consultation

**Aim:** Document and maintain an ongoing programme of reporting, self-review and community consultation.

## 2020

Community Picnic  
3 Year Strategic Plan  
(2020-2022)

Board of Trustees Plan

### Consultation

Parent survey / Curriculum  
Health and P.E. Survey

### Reporting to BOT:

- ⇒ Principal reports
- ⇒ Achievement Data April and December
- ⇒ Target Reports Maths
- ⇒ Junior Reading Graph
- ⇒ Curriculum Plans (local curriculum)

### Self-review and Evaluation:

Play-based (wonder) learning

Self-review of communication strategies

Local Curriculum discussion at BOT level and community level

## 2021

Community Picnic  
3 Year Strategic Plan  
(2020-2022)

Board of Trustees Plan

### Reporting to BOT:

- ⇒ Monthly reports
- ⇒ Achievement Data April and December
- ⇒ Curriculum Plans

### Self-review & evaluation

- ⇒ Reading achievement
- ⇒ Writing achievement
- ⇒ Health and Safety
- ⇒ EOTC
- ⇒ Languages
- ⇒ Arts and Inquiry
- ⇒ Play-based (wonder) learning
- ⇒ Community of Learning {Kahui ako} Evaluation

**Consultation:** Local Curriculum discussion at BOT level and community level

## 2022

Community Picnic  
3 Year Strategic Plan  
(2020-2022)

Board of Trustees Plan

### Consultation

Parent Survey about how we should best communicate  
Property improvement for community engagement

### Reporting to BOT:

- ⇒ Monthly reports
- ⇒ Achievement Data April and December
- ⇒ Curriculum Plans

### Self-review & evaluation

- ⇒ Appraisal
- ⇒ Maths Achievement
- ⇒ PB4L / IY strategies and values programmes

Probable ERO Review

ERO Prep



# STRATEGIC PLAN 2020—2022

## NAG 3:

### Personnel

**Aim:** To promote high levels of staff performance & well-being by being a good employer.

#### 2020

Teaching as Inquiry  
Mindfulness & Self-appraisal  
Internal PLD on Our code, Our Standards  
Open to learning discussions and goal-setting  
Review of t/aide support programmes and office admin support to ensure teacher & principal work/life balance and learning efficiency  
Collaborative Practice with Kāhui ako – learning from others

#### 2021

Teaching as Inquiry  
Review and evaluate appraisal processes  
Our code, Our Standards review  
Open to learning discussions and goal-setting  
Review of t/aide support programmes and office admin support to ensure teacher & principal work/life balance and learning efficiency  
Collaborative Practice with Kāhui ako – learning from others

#### 2022

Teaching as Inquiry  
Consolidate good appraisal processes  
Open to learning discussions and goal-setting  
Review of t/aide support programmes and office admin support to ensure teacher & principal work/life balance and learning efficiency  
Collaborative Practice with Kāhui ako – learning from others

## NAG 4: Finance and Property

**Aim:** Allocate funds to reflect school's priorities, monitor and control expenditure. To ensure annual accounts are prepared and audited.  
To comply with conditions of an asset management agreement, and implement a maintenance programme for a safe, healthy, learning environment for students.

Budget preparation  
Initiate a school-led project to create / fit out an ILE Multipurpose space in Block C for Technologies / Library.  
Recarpet and repaint interiors of Angel / STEPS / Resource room.  
Seating in pool area  
Teach beach accessway to mangroves  
Rebark the playground  
Install the shade cover over playground.

Budget preparation  
Staffroom repaint / Admin remodel  
Upgrade furniture in classrooms and multipurpose space  
Commence a progressive replacement of walkways  
Commence cycle of exterior paint including green roof on Block B,C,D

Budget preparation  
Continue school exterior re-paint  
Appraisal policy consultation with staff and BOT  
Extend one end Colville Hall (AV) and build a deck towards the field. Colourful paint of the building exterior.





# STRATEGIC PLAN 2020—2022

## NAG 5:

### Health and Safety

**Aim:** To comply with legislation and provide a safe physical and emotional environment for students and staff.

#### 2020

Grounds check H&S – ongoing maintenance plan. Continue to upgrade property.  
Life Education Programme for all students  
Cyber safety for students  
Staff mindfulness  
Puberty / Teen Esteem workshops  
Public Health nurse—regular head checks  
Review emergency procedures  
Review Pool safety and Water testing procedures  
Police vetting of new helpers and non-teaching staff  
Student wellness team  
Teacher Registration and attestation

#### 2021

Grounds check H&S – ongoing maintenance plan. Continue to upgrade property.  
Review Pool safety and Water testing procedures  
Review emergency procedures  
Student wellness team  
Staff mindfulness  
PB4L & IY initiatives and restorative practice self-review  
Police vetting of new helpers and non-teaching staff  
Teacher Registration

#### 2022

Grounds check H&S – ongoing maintenance plan. Continue to upgrade property.  
Review emergency procedures  
Student wellness team  
Staff mindfulness  
PB4L & IY initiatives and restorative practice self-review  
Police vetting of new helpers and non-teaching staff  
Teacher Registration

## NAG 6/7/8

### Administration

**Aims:** Comply with general legislation.  
Report to MOE as required.

Annual Plan and Analysis of Variance to MOE  
Charter and Achievement Target  
Fulfil audit requirements as required  
Review SMS – currently MUSAC EDGE. Look into a finance (invoicing and receipt) and library package.  
Review admin processes and staffing

Annual Plan and Analysis of Variance to MOE  
Charter and Achievement Targets  
Review Admin processes and staffing

Annual Plan and Analysis of Variance to MOE  
Charter and Achievement Targets  
Review SMS efficiency  
Review Admin processes and staffing



# ANNUAL PLAN OBJECTIVES IN LINE WITH STRATEGIC TARGETS

## Strategic Target #1 To raise the confidence of our learners through better, stronger staff / student relationships.

<b>Annual Objective</b>	To continue to foster positive learner behaviours that increase student confidence and happiness at school.
<b>Baseline Data</b>	PB4L data; sick bay attendances; school attendance information; whānau concerns
<b>Targets</b>	All students want to come to school and participate fully in organised learning programmes.

## Strategic Target #2 All identified populations in our school to achieve at their appropriate curriculum level in the NZC.

<b>Annual Objective</b>	To increase the number of students achieving in <b>Reading</b> .
<b>Baseline Data</b>	List of current reading data. Running Records, PM Benchmarks, PROBE 2, STAR test, P.A.T. Reading Comprehension, P.A.T. Reading Vocabulary, PAT Punctuation and Grammar, STEPS, Assessment in spelling
<b>Target</b>	All learners working inside appropriate curriculum band for Reading.
<b>Annual Objective</b>	To increase the number of students achieving in <b>Writing</b> .
<b>Baseline Data</b>	List of current writing data. Colville School Writing Progressions and Literacy Learning Progressions.
<b>Targets</b>	Move students to appropriate curriculum level e.g. 1b, 1p, 2b, 2p, 3b, 3p, 4b, 4p Use Colville School Writing progressions as a GAP analysis to identify areas for improvement
<b>Annual Objective</b>	To increase the number of students achieving in <b>Mathematics. (see specific target intervention)</b>
<b>Baseline Data</b>	List of current assessment data. JAM, GLoSS, P.A.T., IKAN, Schonell Basic Facts. NUMPA
<b>Targets</b>	Movement of those learners achieving in Stanine 3,4 (at risk of not achieving) in P.A.T. Mathematics test to Stanine 5,6 (average achievement band) Raise all individual Scale scores in PAT Mathematics Increase number of learners achieving at Stanine 8,9 in P.A.T. Mathematics (above average achievement band) Increase number of learners achieving inside appropriate curriculum band



# ANNUAL PLAN OBJECTIVES IN LINE WITH STRATEGIC TARGETS

## Strategic Target #3 To weave local contexts into a sustainable place-based Local Curriculum

<b>Annual Objective</b>	To develop and foster programmes with community partners that enable learners to explore, study and connect with our local environment, relevant history and local stories.
<b>Baseline Data</b>	<p>A request from a community meeting in 2017 that the school maximises the use of the local environment such as the beach, the harbour and the bush. We have an ongoing partnership with Colville Harbour Care (MOU) for planting of trees and the Marine Metre Squared project in the Colville Harbour, Moehau Environment Group (Waikawau Childrens' Forest planting), Department of Conservation, St Johns.</p> <p>Stories from local elders including iwi to increase our local knowledge and awareness.</p> <p>Documents and artefacts that tell a story of Colville.</p>
<b>Targets</b>	<p>Include foreshore and stream studies using scientific method to gather data.</p> <p>Find and talk to any speakers who can impart knowledge of local Maori habitation of the area, with specific emphasis on local historic sites, stories and flora (bush medicine).</p> <p>Show interest and enthusiasm for local stories including those from local iwi.</p> <p>Help with native tree propagation and planting. Identify native and imported animal species</p> <p>Partner with scientists, researchers, speakers, kaitiaki, DOC in our studies.</p> <p>Investigate community project work with Kiwi Can.</p> <p>Demonstrate enterprise.</p> <p>HMS Coromandel celebrations 2020.</p> <p>All students will have a good understanding of basic bush survival skills.</p> <p>All students will be able to distinguish between native and introduced species of trees</p> <p>All students to have opportunities to improve local environments</p> <p>All students will be able to identify pests and develop a plan to protect those animals at risk of extinction including safety aspects of traps and poisons</p>



# ANNUAL PLAN OBJECTIVES IN LINE WITH STRATEGIC TARGETS

## Strategic Target #4 – to tighten the bonds between home and school (extended and close whānau)

<b>Annual Objective</b>	To increase opportunities for parents to interact with the school.
<b>Baseline Data</b>	Community and whānau survey about the best ways for us to communicate 2019
<b>Targets</b>	<p>More parents will be encouraged to attend school functions and participate in fundraising activities.</p> <p>A better method of effective communication with individual whānau will be established.</p> <p>More sporting and social events will be established whereby parents can watch their children show what they have learned.</p> <p>More EOTC opportunities that involve families and students</p> <p>More involvement by the school in community events</p>



# COLVILLE SCHOOL ANNUAL PLAN

NAG's	Action	Personnel	Cost	Time Frame	Action plan / expected outcome
1 & 3	Allocate funds / resourcing in budget to foster Arts, te Ao Māori and Environmental	BOT Teachers Principal	\$3000—Easter Festival , HMS Coromandel celebrations, author visit, technology projects e.g. Pounamu Carving	Terms 1-4	Teachers will work with local experts as partners to offer learning opportunities and produce murals /artworks for the school. Children will expand knowledge and understanding about our local environment and history including local iwi stories. Elective / lessons by local talents and artists—add variety to local curriculum and increase engagement
1 & 8	Accelerate learning achievement in Mathematics and Junior Literacy  Introduce digital technologies curriculum	Teachers Principal Teacher Aides	17 hours small group and 1:1 teacher aide support in class and with STEPS  \$21000 BOT funded support (bulk grant), \$700 ESOL funding.  \$1000 allocated for purchase of fine electronics measuring equipment	Terms 2-4	Teacher aide will work with small groups and individuals on planned literacy / speech exercises / fine & gross motor / talk to learn—in class and in withdrawal programmes Teacher aide working with small group on mathematics knowledge and strategies.  Accelerated learning opportunities for learners at risk of not achieving  Extra instruction with STEPS Programme, Language experiences / comprehension focus, Oracy, Spelling and acquisition of HFW in Junior I levels  All learners will achieve at appropriate reading levels by Term 4.  Initial units taught in class.
2 & 5	PB4L – Promote school wide behaviour expectations and restorative practice	All Staff	Nil	Terms 1-4  All year	Teachers use school wide Matrix. Teachers use behaviour flow chart.  Teachers use a lass incentive programme e.g. class dojo  Teachers use Restorative Practice  Resulting data— will show reduced playground problems and more engagement and student agency in class learning
3	Ensure quality performance review of the Principal.	Principal BOT Chair Consultant in 2021	Nil	Terms 1-4	Appraisal report confirms Principal meets all requirements.
1	Teachers to engage in collaborative inquiry	Teachers & Principal	Teacher release	Terms 2-3	Teachers use teaching as inquiry—own and shared inquiries to inform teacher practice  To improve achievement & student agency in all areas pf learning
4	Property  Block C multispaces  Field/Playground bark and shelter	BOT  Community help	Community help  \$2000	Term 2-3	Pool canopy relocated to field  Playground area re-barked for safety



# ANALYSIS OF VARIANCE IN MATHEMATICS

Strategic Aim

**All identified populations in our school to achieve at their appropriate curriculum level in the NZC.**

Annual Aims

**To increase the number of students achieving in Mathematics. (see specific Target intervention)**

Target

All students to be working inside their appropriate curriculum band (expectation) in Mathematics by November 2020.

The number of students achieving at Stanine 8 and Stanine 9 in P.A.T. Mathematics in March 2020 will increase (i.e. above average level of achievement) in November 2020.

Those learners not achieving in Mathematics by testing in March 2020 will show raised scale scores in PAT Mathematics and better curriculum knowledge using basic facts testing and IKAN testing by November 2020.

Actual Achievement  
2019

Mathematics above expectation	<b>12 out of 32</b>	<b>44% achieving above their expected curriculum level 38% at expectation in Mathematics—82% in total at / above expectation</b>
Mathematics at expectation	<b>14 out of 32</b>	<b>19% below expectation— 2 x Year 8, 1 x Year 7, 1 x Year 6, 1 x Year 5, 1 x Year 3</b>
Mathematics below expectation	<b>6 out of 32</b>	

The number of students achieving at Stanine 8 and 9 on PAT Mathematics in November rose from 2 to 7 — **an extremely successful outcome.**

6 out of 8 Y8 students raised one stanine; 1 Y7 student moved from stanine 5 to 7, 1 Y7 moved one stanine; 4 Y6 students out of 6 raised stanines with 1 moving from stanine 3 to stanine 5—**a very successful outcome. Overall 18 out of 21 students tested showed personal progress, raising their scale scores in PAT Mathematics, March to November.**

**3 x Maori learners are achieving at expectation in Mathematics and making sound progress.**

Test/Assessment Data

List of current assessment data. NUMPA, GLoSS, JAM, IKAN, P.A.T. Mathematics and basic facts assessments.

What worked to  
make this  
improvement

At the end of 2019 six learners were not achieving in Mathematics (19% or 6/32 learners). This cohort is quite different from 2018 due to roll changes and in 2020 quite different again with 8 students having moved to Year 9.

The same fulltime teacher working in the class with Year 5—8 students over a full 2 years has made a huge difference to the continuity and quality of Mathematics teaching. Students are feeling more successful and this has increased student engagement. Another teacher has also offered after school coaching in her own time. Analysis of P.A.T. tests has shown that further work is necessary to increase mathematics vocabulary understanding. Basic facts knowledge also needs improvement. Therefore Mathematics will be the specific curriculum target in 2020 with a focus on individual student and small group work especially improvement in Mathematics knowledge.





# ANALYSIS OF VARIANCE IN READING

Strategic Aim

**All identified populations in our school to achieve at their appropriate curriculum level in the NZC.**

Annual Aims

**To increase the number of students achieving in Reading.**

Target

At risk learners will be achieving inside their appropriate curriculum level band.

At risk learners will be engaged in lessons in class and be keen to read at home.

All learners will be achieving in Reading using STAR Y4-7 and PM Benchmarks Y1-3 by Nov 2020.

Actual  
Achievement  
2019

Reading above expectation	<b>12 out of 32</b>	81% achieving at or above their expected curriculum level expectation in Reading 19% below expectation 2 x Year 8, 2 x Year 6, 1 x Year 4 (ESOL), 1 x Year 2 (funded ICS in 2019)
Reading at expectation	<b>14 out of 32</b>	
Reading below expectation	<b>6 out of 32</b>	

STAR and PAT Reading, Comprehension and Vocabulary results show good progress of learners. 76% of Year 5-8 students raised their scales scores in PAT Reading Comprehension, Punctuation & Grammar and STAR tests. 95% of students in Y5-8 raised their scale scores in PAT Vocabulary. Younger students Y1-3 showed strong gains in phonemic awareness and strategies to self-correct. One Year 2 reader who was under multiple interventions for literacy and funded 6 hours of ICS is now only 3

3 x Maori students are achieving well above expectation in Reading (1 x Y7, 1 x Y3, 1 x Y1)

Test/Assessment  
Data

STAR, PAT Reading Comprehension, PAT Reading Vocabulary, STEPS Spelling, Running Records, PM Benchmarks and IPI

What worked to  
make this  
improvement

As a result of our target intervention in Reading 8 out of 11 students were accelerated. 1 ESOL student made 11 reading levels of progress over the 25 weeks of the intervention.

A high proportion of students made considerable gain due to the close monitoring and 1:1 teacher time which is made possible by lower class numbers and our investment in the STEPS Literacy programme.

A strong focus on vocabulary and comprehension with independent readers and a fulltime teacher in the Year 5-8 class was also a factor in the increased success of our tamariki in Reading.



# ANALYSIS OF VARIANCE IN WRITING

Strategic Aim

**All identified populations in our school to achieve at their appropriate curriculum level in the NZC.**

Annual Aims

**To increase the number of students achieving in writing**

Target

Students to move into the appropriate curriculum band level for their time at school across all genres of writing.

Actual Achievement  
2019

Writing above expectation	<b>5 out of 32</b>	84% achieving at or above their curriculum expectation in Writing 16% below expectation 3 x Year 7 1 x Year 5, 1 x Year 1 (1 x ICS)
Writing at expectation	<b>22 out of 32</b>	
Writing below expectation	<b>5 out of 32</b>	

Learners wrote samples which were moderated for assessment in recount, narrative and argument across 2019.

2 x Maori students are achieving above expectation in writing (1 x Y7, 1 x Y3)

Test/Assessment Data

Samples of writing per term assessed and moderated to the Colville Writing Progressions and Literacy Learning Progressions.

What worked to  
make this  
improvement

Stable staffing with experienced and committed teachers and teacher aides who have parenting experience themselves. Teachers and 2 experienced well-trained teacher aides regularly discuss strategies to raise achievement. Regular formative assessment and ongoing close monitoring.

The **BOT has invested heavily in teacher aide support** and the STEPS Literacy Programme. A 'gap analysis' approach and the recognition of learning needs / where best to target the support. A strong values approach to teaching and learning is practised all the time as per consistent Positive Behaviour for Learning strategies. Teachers are forming close relationships with the learners and regularly work 1:1. Successful strategies used were

- Engaging writers by allowing choice and local contexts as per our local curriculum goals inside placed-based learning.
- Gap analysis of samples and targeting these areas—usually surface feature errors— with 1:1 teaching and STEPS Literacy for all students.
- The best investment at Colville School has been in staffing—excellent experienced teachers with time to teach and experienced teacher aides fully focused on the achievement and acceleration of the learners.



# MATHEMATICS ACHIEVEMENT TARGET FROM ANALYSIS OF VARIANCE

## Strategic Goal

## Annual Goal

## Annual Target

## Baseline data March 2020

## Key improvement strategies

## Monitoring

## Resourcing

**All students to be achieving within the appropriate curriculum level by the end of 2020 in Reading, Writing and Mathematics.**

### Specific Mathematics Target out of Analysis of Variance

- ⇒ All students to achieve curriculum level goal in Mathematics (appropriate mathematics numeracy stage for time at school).
- ⇒ To accelerate the Mathematics achievement of 9 learners from Year 4 to Year 8 who are achieving lower than expectation.

### Where do we want to be at the end of 2020?

- ⇒ At risk learners will be achieving inside their appropriate curriculum band (stage strategy and knowledge).
- ⇒ At risk learners will be engaged in lessons in class that challenge their mathematical understanding and problem-solving.
- ⇒ At risk learners will show enthusiasm to raise their basic facts knowledge in class and at home (learner behaviour and engagement)

### Where are we now?

Mathematics —baseline data	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Achieving well	9	2	1	1	0	2	2	3
At risk—to be accelerated	0	0	0	2	2	0	6	1

There are 3 new entrant 5 year olds who are in their first weeks of schooling in Term 1 2020. There is 1 new student to Colville—1 x Y7 Maori boy who needs extra assistance in Mathematics. 1 x Y2 student will leave our school at the end of Term 1 to attend another school in Auckland.

Term 2-3 (25 weeks of intervention). Teachers, teacher aides. Extra resourcing from possible BOT investment in extra Mathematics support. Careful analysis of PAT and IKAN and NUMP testing. 1:1 teacher support and mathematics in small groups. Use of local contexts as per our local curriculum plan to engage and involve learners.

Regular testing of basic facts with student agency and IKAN tests of knowledge to fill gaps as required with mini-workshops.

How are we going? Check student outcomes every week. Target graph updated and discussed regularly. Staff meetings will focus time on moderating the target process. Where are the gaps? What needs to change if this is not working?

Funding from BOT investment in Teacher aide hours and other resources. Extra teacher time via bulk grant as can be afforded.