

2022 Analysis of Variance

School Name:	Darfield Primary School	School Number: 3326
Te Hū o Kākāpōtahi Kāhui Ako Vision / Strategic Goals:	• Strategic Goal One: Local curriculum design: <i>Relevant and engaging local curriculum design that is truly responsive to the needs and priorities of ākonga, whānau, and the Malvern community.</i> • Strategic Goal Two: Collaborative inquiry and effective teaching and learning • Strategic Goal Three: Powerful partnerships - to recognise and strengthen powerful connections and transitions with parents, whānau, community and other organisations	
Strategic Priorities:	• Striving for higher standards • Enhancing learning and a sense of community • Developing a supportive learning environment • Fostering the unique potential of each child	
Strategic Goals:	• Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice • Enhance learning and a sense of community by working in partnership with students, parents and the wider Darfield Community • Foster a supportive learning environment that empowers students to be respectful, self-directed, self-managing and confident learners who can communicate effectively with a wide audience • Nurture the unique potential of each child through purposeful learning opportunities that engage, challenge and inspire others	
Annual Aim:	To increase the number of students achieving At or Above the National Standard for Reading, Writing and Mathematics .	

Target:

All students identified as Below in 2021 will receive targeted support from teachers so that they can progress sufficiently to demonstrate achievement at or above their peers in the next two years. Teachers will achieve this shift in achievement by

1. Identifying the students who fit into the Below category (using 2021 National Standards Data)
2. Determining which specific skills need further development
3. Design programmes of learning which meet the identified needs of each student
4. Track progress and adjust progress accordingly

Reading

Whilst each Teaching Team has identified students requiring support, acceleration, or enrichment, the following group(s) have been identified as specifically targeted students whose progress will be monitored by the Senior Leadership Team throughout the year:

- All Year 1 Male students identified as Below in 2021 will demonstrate their learning to be at or above the

Reading Achievement of their peers by the end of their second year at Darfield Primary

Writing

Whilst each Teaching Team has identified students requiring support, acceleration or enrichment, the following group(s) have been identified as specific targeted students whose progress will be monitored by the Senior Leadership Team throughout the year:

- All Year 3 male Students identified as Below in 2021 will demonstrate their learning to be at or above the

Writing achievement of their peers by the end of the year at Darfield Primary School

Mathematics

	Whilst each Teaching Team has identified students requiring support, acceleration, or enrichment, the following group(s) have been identified as specific targeted students whose progress will be monitored by the Senior Leadership Team throughout the year: • All Year 3 and 4 students identified as Below in 2021 will demonstrate their learning to be at or above the Mathematical achievement of their peers by the end of the year at Darfield Primary School.																																				
Baseline Data:	National Standards Reading Achievement in 2021 identified the following targeted areas for improvement: <table><tr><th>OTJs against NS</th><th>Well Below</th><th>Below</th><th>At</th><th>Above</th><th>Total</th></tr><tr><td>Yr 1 Male Students</td><td></td><td>18 (78.3%)</td><td>5 (21.7%)</td><td></td><td>23</td></tr></table> National Standards Writing Achievement in 2021 identified the following targeted areas for improvement: <table><tr><th>OTJs against NS</th><th>Well Below</th><th>Below</th><th>At</th><th>Above</th><th>Total</th></tr><tr><td>Yr 3 Male Students</td><td>1 (3.8%)</td><td>11 (42.3%)</td><td>14 (53.8%)</td><td></td><td>26</td></tr></table> National Standards Mathematics Achievement in 2020 identified the following targeted areas for improvement: <table><tr><th>OTJs against NS</th><th>Well Below</th><th>Below</th><th>At</th><th>Above</th><th>Total</th></tr><tr><td>Yr 3 Students</td><td>1 (2.4%)</td><td>11 (26.2%)</td><td>30 (71.4%)</td><td></td><td>42</td></tr></table>	OTJs against NS	Well Below	Below	At	Above	Total	Yr 1 Male Students		18 (78.3%)	5 (21.7%)		23	OTJs against NS	Well Below	Below	At	Above	Total	Yr 3 Male Students	1 (3.8%)	11 (42.3%)	14 (53.8%)		26	OTJs against NS	Well Below	Below	At	Above	Total	Yr 3 Students	1 (2.4%)	11 (26.2%)	30 (71.4%)		42
OTJs against NS	Well Below	Below	At	Above	Total																																
Yr 1 Male Students		18 (78.3%)	5 (21.7%)		23																																
OTJs against NS	Well Below	Below	At	Above	Total																																
Yr 3 Male Students	1 (3.8%)	11 (42.3%)	14 (53.8%)		26																																
OTJs against NS	Well Below	Below	At	Above	Total																																
Yr 3 Students	1 (2.4%)	11 (26.2%)	30 (71.4%)		42																																

Yr 4 Students		3 (10%)	3 (10%)	24 (80%)	30

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
-----------------------------------	-----------------------------------	---	-------------------------------------

Proposed Actions:

Action 1

The teaching staff believe the following things had a positive impact on student learning and are to be continued in 2022:

- Tracking of student data in Teams and schoolwide
- Collaborative Team inquiries
- Specific Learning Interventions - PMP, Early Words, Tier Two Better Start Literacy Practices, Tier Two Reading Recovery
- Implementation of STEAM Programme / opportunities for enriching learning
- Continued implementation of Digital Technologies / Fluency
- Continued implementation of Storytelling across the school
- Continued implementation of ALL / ALIM strategies for targeted groups of students
- Continuing to use Learning Staircase Programme

Action 2

The teaching staff will also continue to implement the following actions as they believe that they will impact positively on student achievement outcomes:

- Establish tracking/evaluative process' to determine whether each student is making sufficient progress to improve or sustain their levels of achievement
- Build sustainable connections between school and home - learning-centered partnerships -

Reading

Whole School

	2020	2021	2022
WB	8 (3.9%)	5 (2.1%)	7 (2.8%)
B	45 (22.0%)	63 (26.9%)	37 (14.8%)
AT	138 (67.3%)	147 (62.8%)	128 (51.6%)
AB	14 (6.8%)	19 (8.2%)	76 (30.6%)

Māori

	2020	2021	2022
WB			1 (2.3%)
B	7 (21.9%)	9 (24.3%)	10 (23.3%)
AT	24 (75.0%)	26 (70.3%)	19 (44.2%)
AB	1 (3.1%)	2 (5.4%)	13 (30.2%)

Target Students:

2021 Yr 1 Male Students

Reading

Annual Aim

In 2020 74% of all students achieved At or Above National Standards in Reading.

In 2021 71% of all students achieved At or Above National Standards in Reading.

Reading achievement has dropped in 2021.

In 2022 82% of all students achieved At or Above expectations in Reading.

Even though COVID again impacted our instruction time results have improved by 11.3% and this could be attributed to our students staying with their whānau teacher for instructional lesson time, professional development focus for teachers on assessment for learning and structured literacy practices, and greater accountability by individual teachers for assessment results of their students. The school will continue to track progress

In 2020 78% of Māori students achieved At or Above National Standards in Reading.

In 2021 76% of Māori students achieved At or Above National Standards in Reading.

In 2022 74% of Māori achieved their expected Curriculum level.

Target Students

In 2021 22% of Year 1 students were working At National Standards in Reading.

In 2022 70% of these students were working at their expected curriculum level.

We did achieve the school target of increasing the percentage of targeted students working At or Above by their anniversary date.

The teaching staff believe the following things had a positive impact on student learning and are to be continued in 2023:

- Students staying with their whānau teacher and teachers continuing to collaborate
- PL - Assessment for Learning
- Tracking of student data in Teams and schoolwide - including STAR, PAT and PACT
- Professional Growth Cycle - including observations and coaching
- Specific Learning Interventions - PMP, ESOL, VAMP, Tier Two and Three Structured Literacy Practices, Tier Two Reading Recovery
- Implementation of SPIRE by TAs and teachers
- Continued implementation of Digital Technologies / Fluency
- Continued implementation of Storytelling across the school
- Continued implementation of Aotearoa / New Zealand Histories Curriculum
- Continued implementation of ALL / ALIM strategies for targeted groups of students

The teaching staff will also continue to implement the following actions as they believe that they will impact positively on student achievement outcomes:

- Use of PACT to establish tracking/evaluative process' to determine whether each student is making sufficient progress to improve or sustain their levels of achievement

- delayed in 2021 due to COVID and restrictions on parents being on-site - Review the Storytelling programme to ensure that it incorporates elements of Aotearoa New Zealand Histories, Digital technology and opportunities for STEAM activities - Continue to use assessment data to assess the impact of the Storytelling methodology upon improving student achievement in Writing - Continue to improve teacher understanding of the Storytelling method and the implementation of the process within the classroom programme - Specific Learning Interventions (Best fit at the time) - Better Start Literacy Practises, PMP, Early Words, Visual and Auditory Memory Processing, Accelerated Literacy for pre-Reading Recovery Students, Accelerated Literacy, Gillon Phonological Awareness, Switched onto spelling OR Spelling under scrutiny Framework - Extend the implementation of PACT across the school - Reading and Mathematics. <i>Implementation was delayed due to the impacts of COVID and restructuring of PD priorities</i> - Explicit teaching of skills and strategies required for each level - Greater and more effective use of digital devices to engage and support learning - Continue to teach other prosocial strategies through the DH5 (supported by the PB4L framework), such as respect for others, a sense of belonging - Continue to use Mana Ake to support and develop prosocial strategies	<table> <tr> <th></th><th>2021 Yr 1</th><th>2022 Yr 2</th><th>Cohort</th></tr> <tr> <td>WB</td><td></td><td></td><td></td></tr> <tr> <td>B</td><td>18 (78.3%)</td><td>7 (30.4%)</td><td></td></tr> <tr> <td>AT</td><td>5 (21.7%)</td><td>16 (69.6%)</td><td></td></tr> <tr> <td>AB</td><td></td><td></td><td></td></tr> </table> 1 child ORRS 1 child on limited time at school		2021 Yr 1	2022 Yr 2	Cohort	WB				B	18 (78.3%)	7 (30.4%)		AT	5 (21.7%)	16 (69.6%)		AB				This group of students received the following targeted support: - Little Learners Love Literacy - Decodable Texts and phonological awareness - Specific assessments to identify strengths and weaknesses in phonological awareness - Small group intervention	- Build sustainable connections between school and home - learning-centered partnerships - delayed in 2021 and 2022 due to COVID and restrictions on parents being on-site - Specific Learning Interventions (Best fit at the time) - PMP, Early Words, Visual and Auditory Memory Processing, Accelerated Literacy for pre-Reading Recovery Students, Accelerated Literacy, Gillon Phonological Awareness, Switched onto spelling OR Spelling under scrutiny Framework - Extend the implementation of PACT across the school - Reading and Mathematics. <i>Implementation was delayed due to the impacts of COVID and restructuring of PD priorities</i> - Explicit teaching of skills and strategies required for each level - Greater and more effective use of digital devices to engage and support learning - Continue to teach other prosocial strategies through the DH5 (supported by the PB4L framework), such as respect for others, a sense of belonging - Continue to use Mana Ake to support and develop prosocial strategies
	2021 Yr 1	2022 Yr 2	Cohort																				
WB																							
B	18 (78.3%)	7 (30.4%)																					
AT	5 (21.7%)	16 (69.6%)																					
AB																							
- delayed in 2021 due to COVID and restrictions on parents being on-site - Review the Storytelling programme to ensure that it incorporates elements of Aotearoa New Zealand Histories, Digital technology and opportunities for STEAM activities - Continue to use assessment data to assess the impact of the Storytelling methodology upon improving student achievement in Writing - Continue to improve teacher understanding of the Storytelling method and the implementation of the process within the classroom programme - Specific Learning Interventions (Best fit at the time) - Better Start Literacy Practises, PMP, Early Words, Visual and Auditory Memory Processing, Accelerated Literacy for pre-Reading Recovery Students, Accelerated Literacy, Gillon Phonological Awareness, Switched onto spelling OR Spelling under scrutiny Framework - Extend the implementation of PACT across the school - Reading and Mathematics. <i>Implementation was delayed due to the impacts of COVID and restructuring of PD priorities</i> - Explicit teaching of skills and strategies required for each level - Greater and more effective use of digital devices to engage and support learning - Continue to teach other prosocial strategies through the DH5 (supported by the PB4L framework), such as respect for others, a sense of belonging - Continue to use Mana Ake to support and develop prosocial strategies	Writing Whole School <table> <tr> <th></th><th>2020</th><th>2021</th><th>2022</th></tr> <tr> <td>WB</td><td>2 (1.0%)</td><td>6 (2.6%)</td><td>9 (3.6%)</td></tr> <tr> <td>B</td><td>39 (19.0%)</td><td>61 (26.0%)</td><td>57 (23%)</td></tr> <tr> <td>AT</td><td>161 (78.5%)</td><td>164 (69.8%)</td><td>163 (65.7%)</td></tr> <tr> <td>AB</td><td>3 (1.5%)</td><td>4 (1.7%)</td><td>19 (7.7%)</td></tr> </table>		2020	2021	2022	WB	2 (1.0%)	6 (2.6%)	9 (3.6%)	B	39 (19.0%)	61 (26.0%)	57 (23%)	AT	161 (78.5%)	164 (69.8%)	163 (65.7%)	AB	3 (1.5%)	4 (1.7%)	19 (7.7%)	Writing Annual Aim In 2020 80% of all students achieved At or Above National Standards in Writing. In 2021 72% of all students achieved At or Above national Standards in Writing. In 2022 73% of all students achieved At or Above expectations in Writing. In 2020 84% of Maori students achieved At or Above National Standards in Writing. In 2021 76% of Maori students achieved At or Above National Standards in Writing. In 2022 72% of Maori students achieved At or Above National Standards in Writing.	Writing Annual Aim In 2020 80% of all students achieved At or Above National Standards in Writing. In 2021 72% of all students achieved At or Above national Standards in Writing. In 2022 73% of all students achieved At or Above expectations in Writing. In 2020 84% of Maori students achieved At or Above National Standards in Writing. In 2021 76% of Maori students achieved At or Above National Standards in Writing. In 2022 72% of Maori students achieved At or Above National Standards in Writing.
	2020	2021	2022																				
WB	2 (1.0%)	6 (2.6%)	9 (3.6%)																				
B	39 (19.0%)	61 (26.0%)	57 (23%)																				
AT	161 (78.5%)	164 (69.8%)	163 (65.7%)																				
AB	3 (1.5%)	4 (1.7%)	19 (7.7%)																				

strategies through the DH5 (supported by the PB4L framework), such as respect for others, a sense of belonging Action 3 - Continue to use Mana Ake to support and develop prosocial strategies Action 4 The teaching staff will implement the following new actions as they believe that they will impact positively on student achievement outcomes: - Review collaborative practises - including students remaining with their whānau teacher for all literacy and numeracy learning (excluding outliers) - Participate in Assessment for Learning PLD - supported by CORE - Participate in PB4L - supported by MOE - Refine the Assessment Schedule - Explore opportunities for online reporting to parents - through eTap - Explore new educational opportunities provided by the new Maker Space - Targeted support by RTLit of identified students for phonemic awareness (students in Yr 5/6)	Maori Students <table> <tr> <th></th><th>2020</th><th>2021</th><th>2022</th></tr> <tr> <td>WB</td><td></td><td></td><td>3 (7%)</td></tr> <tr> <td>B</td><td>5 (15.6%)</td><td>9 (24.3%)</td><td>9 (20.9%)</td></tr> <tr> <td>AT</td><td>26 (81.3%)</td><td>27 (73.0%)</td><td>30 (69.8%)</td></tr> <tr> <td>AB</td><td>1 (3.1%)</td><td>1 (2.7%)</td><td>1 (2.3%)</td></tr> </table> Target Students 2021 Yr 3 Male Students <table> <tr> <th></th><th>2021 Yr 3</th><th>2022 Yr 4</th><th>Cohort</th></tr> <tr> <td>WB</td><td>1 (3.8)</td><td>1 (3.4%)</td><td>1 (2.2%)</td></tr> <tr> <td>B</td><td>11 (42.3%)</td><td>6 (20.7%)</td><td>8 (17.8%)</td></tr> <tr> <td>AT</td><td>14 53.8%</td><td>21 (72.4%)</td><td>33 (73.3%)</td></tr> <tr> <td>AB</td><td></td><td>1 (3.4%)</td><td>3 (6.7%)</td></tr> </table> 5 still below 6 now at		2020	2021	2022	WB			3 (7%)	B	5 (15.6%)	9 (24.3%)	9 (20.9%)	AT	26 (81.3%)	27 (73.0%)	30 (69.8%)	AB	1 (3.1%)	1 (2.7%)	1 (2.3%)		2021 Yr 3	2022 Yr 4	Cohort	WB	1 (3.8)	1 (3.4%)	1 (2.2%)	B	11 (42.3%)	6 (20.7%)	8 (17.8%)	AT	14 53.8%	21 (72.4%)	33 (73.3%)	AB		1 (3.4%)	3 (6.7%)	Target Students In 2021 11 Yr 3 (42%) males were working at Below National Standards in Writing. By the end of Yr 4, 6 (21%) of these targeted students were working At expectations. This group of students received the following targeted support: Classroom Teachers - Extra modelling by teachers Smaller groups for targeted students Scaffolded tasks Phonemic awareness - Little Learners Love Literacy Targeted Learning Support - Pre-load with a TA and then an instructional session with Teacher - 'double-dipped' ALL VAMP Socially Speaking programme Learning Staircase	The teaching staff will implement the following new actions as they believe that they will impact positively on student achievement outcomes: - Participate in Structured Literacy and Maths PD - supported by Literacy Connections and TLF Maths - Participate in Year 2 PB4L - supported by MOE - Refine the Assessment Schedule - Explore opportunities for online reporting to parents - through PACT
	2020	2021	2022																																								
WB			3 (7%)																																								
B	5 (15.6%)	9 (24.3%)	9 (20.9%)																																								
AT	26 (81.3%)	27 (73.0%)	30 (69.8%)																																								
AB	1 (3.1%)	1 (2.7%)	1 (2.3%)																																								
	2021 Yr 3	2022 Yr 4	Cohort																																								
WB	1 (3.8)	1 (3.4%)	1 (2.2%)																																								
B	11 (42.3%)	6 (20.7%)	8 (17.8%)																																								
AT	14 53.8%	21 (72.4%)	33 (73.3%)																																								
AB		1 (3.4%)	3 (6.7%)																																								

Mathematics Whole School <table> <tr> <th></th><th>2020</th><th>2021</th><th>2022</th></tr> <tr> <td>WB</td><td>2 (1.0%)</td><td>4 (1.7%)</td><td>2 (0.8%)</td></tr> <tr> <td>B</td><td>39 (19.0%)</td><td>40 (17%)</td><td>45 (18.1%)</td></tr> <tr> <td>AT</td><td>155 (75.6%)</td><td>184 (78.3%)</td><td>175 (70.6%)</td></tr> <tr> <td>AB</td><td>9 (4.4%)</td><td>7 (3.0%)</td><td>26 (10.5%)</td></tr> </table>			2020	2021	2022	WB	2 (1.0%)	4 (1.7%)	2 (0.8%)	B	39 (19.0%)	40 (17%)	45 (18.1%)	AT	155 (75.6%)	184 (78.3%)	175 (70.6%)	AB	9 (4.4%)	7 (3.0%)	26 (10.5%)	Mathematics Annual Aim In 2019 83% of all students achieved At or Above National Standards in Mathematics. In 2020 80% of all students achieved At or Above National Standards in Mathematics. In 2021 81.3% of all students achieved At or Above National Standards in Mathematics. In 2022 81.1% of all students achieved At or Above expectations in Mathematics. In 2020 78.1% of Maori students achieved At or Above National Standards in Mathematics. In 2021 78.4% of Maori students achieved At or Above National Standards in Mathematics. In 2022 76.8% of Maori students achieved At or Above expectations in Mathematics.	
	2020	2021	2022																				
WB	2 (1.0%)	4 (1.7%)	2 (0.8%)																				
B	39 (19.0%)	40 (17%)	45 (18.1%)																				
AT	155 (75.6%)	184 (78.3%)	175 (70.6%)																				
AB	9 (4.4%)	7 (3.0%)	26 (10.5%)																				
Maori <table> <tr> <th></th><th>2020</th><th>2021</th><th>2022</th></tr> <tr> <td>WB</td><td></td><td></td><td></td></tr> <tr> <td>B</td><td>7 (21.9%)</td><td>8 (21.65)</td><td>10 (23.3%)</td></tr> <tr> <td>AT</td><td>24 (75.0%)</td><td>29 (78.4%)</td><td>30 (69.8%)</td></tr> <tr> <td>AB</td><td>1 (3.1%)</td><td></td><td>3 (7.0%)</td></tr> </table> Target Students: 2021 Yr 3 Students			2020	2021	2022	WB				B	7 (21.9%)	8 (21.65)	10 (23.3%)	AT	24 (75.0%)	29 (78.4%)	30 (69.8%)	AB	1 (3.1%)		3 (7.0%)	Target Students In 2022 11(26%) Yr 3 students were working at Below National Standards in Mathematics. By the end of Yr 4, 6 (13%) of these targeted students were working Below expectations in Mathematics. This group of students received the following targeted support: Classroom Teachers - ALiM Extra modelling by teachers Scaffolded tasks Explicit Place Value and Basic Facts knowledge - based on assessment data Targeted Learning Support - Pre-load with a TA and then an instructional session with Teacher - 'double-dipped' VAMP	
	2020	2021	2022																				
WB																							
B	7 (21.9%)	8 (21.65)	10 (23.3%)																				
AT	24 (75.0%)	29 (78.4%)	30 (69.8%)																				
AB	1 (3.1%)		3 (7.0%)																				

Specific numbers games with TA

In 2022 3(10%) Yr 4 students were working at Below National Standards in Mathematics and 24 (80%) were working At national Standards in Mathematics. There were no students working Above.

By the end of Yr 5, there was only 1 student working Well Below, 9 (25.7%) working Below, 15 (42.9%) working At and 10 (28.6%) working Above.

Even though there was an increase in students working Below - many of these students were new to our school or were of concern due to mental health issues.

Please note the 10 students who are also now working Above expectations in National Standards.

	2021 Yr 3	2022 Yr 4	Cohort
WB	1 (2.3%)	1 (2.2%)	
B	11 (25.6%)	6 (13.3%)	
AT	31 (72.1)	36 (80.0%)	
AB		2 (4.4%)	

Target Students: 2021 Yr 4 Students

	2021 Yr 4	2022 Yr 5	Cohort
WB	3 (10%)	1 (2.9%)	
B	3 (10%)	9 (25.7%)	
AT	24 (80%)	15 (42.9%)	
AB		10 (28.6%)	

Planning for next year:

Action Plan for 2023:

Striving for Higher Standards

- Participate in the Assessment for Learning Programme - supported by CORE
- Participate in Structure Literacy PL - supported by Literacy Connections
- Participate in Maths PL - supported by TLF Maths
- Plan collaboratively and ensure consistency across Teams and within Teams
- Provide specific programmes for targeted students (Enrichment and Targeted Opportunities)
- Continue to implement Storytelling Curriculum and Aotearoa New Zealand Histories and review effectiveness at the end of 2023
- Establish strategies to evaluate whether each student has made sufficient progress to improve or sustain his/her levels of achievement - use of PACT

Enhancing learning and a Sense of Community

- Participate in PL with Kahui Ako - such as continued implementation of Digital Technologies, Wellbeing, Professional Growth Cycles, Curriculum Refresh
- Shared Teacher Only Day with members of the Malvern COL
- Maori Whānau Hui - reviewing how DPS is ensuring Maori students achieve success as Maori
- Host a celebration of Learning event at school for parents and wider whānau to attend
- Develop a range of strategies to empower parents and whānau to be involved in the learning of their tamariki - such as the Reading Together Programme

Supportive Learning Environment

- Continue to develop the PB4L programme at DPS-development supported by the MOE
- Ensure all learners/ākonga receive equitable access to teaching, learning and participation in the life of the school
- Develop lessons which encourage the use of our Darfield High 5s by students, staff, parents and school community
- Goal Setting Meetings / Student Led Conferences - develop the practice to ensure that students are aware of their own goals and able to articulate them and their next learning steps
- Develop the school's prosocial student culture and student social strategies - based on the findings of the 2022 Wellbeing at School Survey
- Further develop opportunities for students to provide leadership within their community - School Leaders, Whakatipu Kaihutu Leaders, mentoring of younger students

Fostering the Unique Potential of Each Child

- Through the use of digital technology create programmes for learners which develop their skills of self management, working collaboratively and sense of wonder
 - Provide authentic opportunities for students to work within the wider community
 - Provide a range of opportunities within the classroom programme for students to pursue individual interests (Action Stations, Discovery Time, Passion Projects, Craft Clubs, Gardening, STEAM, School Production, Ukulele Orchestra, Choir)
- Stewardship
- Ongoing tracking of student data and targeted outcomes - for example achievement and wellbeing data
 - Participate in appropriate professional learning which supports the achievement of the core strategies for Stewardship
 - Support the school staff to achieve the outcomes from the Community Consultation and Maori Whānau Hui
 - Actively promote the role of being a Board member at Darfield Primary School
 - Be transparent to/and communicate effectively with, our school community