



Darfield Primary School
Te Whenua Kōkōwai
Standing Tall: Reaching our Potential



STRATEGIC PLAN 2024-2025

MISSION

THROUGH THE DEVELOPMENT
OF THE DARFIELD HIGH FIVE,
OUR CHILDREN WILL DEVELOP
THE ATTITUDES, SKILLS AND
KNOWLEDGE NEEDED TO
BECOME CONFIDENT,
MOTIVATED, SELF-DIRECTED
LIFE LONG LEARNERS.

GOALS

CURRICULUM

To provide ākonga (learners) with a robust, exciting and refreshed local school curriculum which we have based on Te Mātaiaho and in consultation with our community.

CHILD CENTERED

Develop the unique potential of each child by fostering a supportive learning environment which we have developed that encourages the ongoing development of the Darfield High Five.

RAISING STUDENT ACHIEVEMENT

Use data, structures and teacher strategies effectively to raise the achievement of all students.

INITIATIVES

Design a localised curriculum that reflects our curriculum, community values, school culture and identity.

Create a positive school environment by developing our social and emotional competencies.

Provide professional development to staff which deepens our understanding of effective teaching practices.





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ACTIONS

SUCCESS will look like this...

CURRICULUM

GOAL

To provide ākonga (learners) with a robust, exciting and refreshed local school curriculum which we have based on Te Mātaiaho and in consultation with our community.

INITIATIVE

Design a localised curriculum that reflects our curriculum, community values, school culture and identity.

Continue to create our localised Curriculum - focus on the local history of our area (such as local purakau, settlement of Malvern, and the birthplace of Rewi Alley).

A localised curriculum document which will ensure all ākonga leave DPS with a clear sense of belonging and identity.

Continue to create opportunities for teachers and leaders to build their teaching capability, knowledge and skills in te reo Māori, tikanga Māori and Te Tiriti o Waitangi.

A shared understanding of tikanga and the visible growth in staff using and pronouncing te reo Māori correctly and confidently.

Plan for learning experiences and rich tasks linked to our localised curriculum.

Rich learning opportunities, which will increase the breadth, depth and complexity of ākonga's learning experiences.

NELP 3 & 5 - Barrier Free Access and Quality Teaching and Leadership



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CHILD CENTERED

GOAL

Develop the unique potential of each child by fostering a supportive learning environment which we have developed that encourages the ongoing development of the Darfield High Fives

INITIATIVE

Create a positive school environment by developing our social and emotional competencies.

Continue to teach prosocial strategies through the DH5 and introduction of the We Thinkers Programme (supported by the PB4L framework and the RTLB service).

Everyone able to articulate the Darfield High Five Values and share their learning from the 'We Thinkers' Programme.

Improve the physical environment of the school to ensure it encourages a sense of safety and belonging for all.

Refurbished classroom spaces, bi lingual signage and pro social messaging around the school.

Where required, provide adaptations to our teaching programmes to ensure that each child has an opportunity to experience success.

Teacher, team and schoolwide planning reflects how the school is meeting individual needs .

NELP 1 & 2 - Learners at the Centre



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RAISING STUDENT ACHIEVEMENT

GOAL

Use data, structures and teacher strategies effectively to raise the achievement of all students.

INITIATIVE

Provide professional development to staff which deepens our understanding of effective teaching practices..

Use DIBELS to assess all students and select students for Tier 1,2 and 3 programmes.

Prioritise learners being identified early, interventions (if required) planned and progress tracked.

Train two teachers to be MSL accredited and employ a specialist teacher to assist staff to implement Structured Literacy practices schoolwide.

All teaching staff will have sufficient knowledge and expertise to implement Structured Literacy, supported by 'experts'.

Provide training for staff so that they can reimplement the Perceptual Motor Programme.

Students being provided with the 'tools' to ensure future academic success.

NELP Objectives - 4 and 6