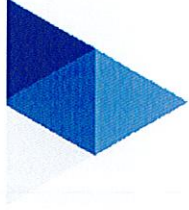


# Statement of Variance Reporting



|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |      |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------|
| School Name:     | Darfield Primary School - 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | School Number: | 3326 |
| Strategic Goals: | <ul style="list-style-type: none"><li>• Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice</li><li>• Enhance learning and a sense of community by working in partnership with students, parents and the wider Darfield Community</li><li>• Foster a supportive learning environment that empowers students to be respectful, kind, self-directed, self-managing and confident learners who can communicate effectively with a wide audience</li><li>• Nurture the unique potential of each child through purposeful learning opportunities that engage, challenge and inspire students</li></ul>                                             |                |      |
| DPS Goals:       | <ul style="list-style-type: none"><li>• Curriculum - To provide ākonga (learners) with a robust, exciting, and refreshed local school curriculum which we have based on Te Mātaiao (the refreshed New Zealand Curriculum for full implementation by 2027) and in consultation with our community.</li><li>• Child Centred - Develop the unique potential of each child by fostering a supportive learning environment that encourages the ongoing development of the Darfield High Fives (Power Thinker, Self Manager, Self Believer, Caring Citizen, Team Player).</li><li>• Raising Student Achievement - Use data, structures, and teaching strategies effectively to raise the achievement of all students.</li></ul> |                |      |
| Target 1:        | <p>Investigate the dip in achievement in the transition between Year 2 and Year 3 and if the 2024 Year 4 cohort has improved the percentage of ākonga achieving at or Above their curriculum level in Reading, Writing, and Mathematics.</p> <p><b>What do we expect to see by the end of the year:</b></p> <ul style="list-style-type: none"><li>• By the end of Term 1 kaiako (teachers) will be aware of individual student needs (based on</li></ul>                                                                                                                                                                                                                                                                  |                |      |

- standardised data) and will have planned explicit programmes of work to best meet their requirements
- Throughout the year kaiako (teachers) will have continually re-evaluated, reflected upon, and enhanced their programmes of learning based on assessment data, feedback from peers and professional learning
  - Confident ākonga (learners) supported to experience academic success

Baseline Data:

Achievement Data for 2023:

| OTJs against Curriculum Expectations | Well Below | Below      | At         | Above      | Total |
|--------------------------------------|------------|------------|------------|------------|-------|
| 2023 Yr 2 - Reading                  |            | 6 (16.7%)  | 25 (69.4%) | 5 (13.9%)  | 36    |
| 2023 Yr 3 - Reading                  | 3 (5.8%)   | 10 (19.2%) | 24 (46.2%) | 15 (28.8%) | 52    |
| 2023 Yr 4 - Reading                  |            | 4 (10.8%)  | 30 (81.1%) | 3 (8.1%)   | 37    |
| 2023 Yr 2 - Writing                  |            | 6 (16.7%)  | 26 (72.2%) | 4 (11.1%)  | 36    |
| 2023 Yr 3 - Writing                  | 3 (5.8%)   | 19 (36.5%) | 16 (30.8%) | 14 (26.9%) | 52    |
| 2023 Yr 4 - Writing                  | 1 (2.7%)   | 5 (13.5%)  | 30 (81.1%) | 1 (2.7%)   | 37    |
| 2023 Yr 2 - Mathematics              |            | 2 (5.6%)   | 30 (83.3%) | 4 (11.1%)  | 36    |
| 2023 Yr 3 - Mathematics              | 3 (5.8%)   | 19 (36.5%) | 19 (36.5%) | 11 (21.2%) | 52    |
| 2023 Yr 4 - Mathematics              | 1 (2.7%)   | 6 (16.2%)  | 29 (78.4%) | 2 (5.4%)   | 37    |

**Target 2:**

The effect of Structured Literacy practice upon school-wide results - especially for ākonga (learners) who have only been taught using the Structured Literacy Programme (2024 - Yr 0-2 students)

**What do we expect to see by the end of the year:**

- Improved DIBELS data (collected at the beginning, middle and end of the school year
- Early identification of ākonga (learners) needing extra support in Literacy
- Ākonga (learners) selected to receive tier 2 and tier 3 support using the Term 1 analysed DIBELS data. Each of these identified ākonga (learners) will receive direct instruction 4 times a week
- Improved academic achievement in literacy - Reading and Writing
- All kaiako (teachers) using the Structured Literacy approach in their classrooms
- Analysis at the end of the school year to determine the effectiveness of this programme and our schoolwide success at implementing this programme

**Baseline Data:**

**Reading and Writing Achievement in 2023 identified the following targeted areas for improvement.**

| OTJs against Curriculum Expectations | Well Below | Below      | At         | Above      | Total |
|--------------------------------------|------------|------------|------------|------------|-------|
| Yr 1 - Reading                       |            | 4 (10%)    | 36 (90%)   |            | 40    |
| Yr 2 - Reading                       |            | 6 (16.7%)  | 25 (69.4%) | 5 (13.9%)  | 36    |
| Yr 3 - Reading                       | 3 (5.8%)   | 10 (19.2%) | 24 (46.2%) | 15 (28.8%) | 52    |
| Yr 4 - Reading                       |            | 4 (10.8%)  | 30 (81.1%) | 3 (8.1%)   | 37    |
| Yr 5 - Reading                       | 3 (6.7%)   | 5 (11.1%)  | 33 (73.3%) | 4 (8.9%)   | 45    |
| Yr 6 - Reading                       | 1 (2.6%)   | 4 (10.5%)  | 29 (76.3%) | 4 (10.5%)  | 38    |
| Yr 1 - Writing                       |            | 6 (15%)    | 34 (85%)   |            | 40    |

|                |          |            |            |            |    |
|----------------|----------|------------|------------|------------|----|
| Yr 2 - Writing |          | 6 (16.7)%  | 26 (72.2%) | 4 (11.1%)  | 36 |
| Yr 3 - Writing | 3 (5.8%) | 19 (36.5%) | 16 (30.8%) | 14 (26.9%) | 52 |
| Yr 4 - Writing | 1 (2.7%) | 5 (13.5)%  | 30 (81.1%) | 1 (2.7%)   | 37 |
| Yr 5 - Writing | 3 (6.7%) | 15 (33.3%) | 27 (60%)   |            | 45 |
| Yr 6 - Writing | 1 (2.6%) | 10 (26.3)% | 26 (68.4%) | 1 (2.6%)   | 38 |

| Target 3 :                           | <p>2024 Year 6 cohort - kaiako (teachers) to investigate the impact of Structured Literacy on ākonga (learners) achievement in literacy (Reading and Writing).</p> <p><b>What do we expect to see by the end of the year:</b></p> <ul style="list-style-type: none"><li>Targeted ākonga (learners) in Yr 6 being identified at the beginning of the year</li><li>All Yr 6 ākonga (learners) progressing in their learning</li><li>Yr 6 ākonga (learners) achieving the same percentages of achievement in Reading and Writing as the whole school</li><li>Programmes of learning being adapted to meet the targeted needs of the Yr 6 ākonga (learners) - such as tier 2 and tier 3 literacy groups</li></ul> |                                      |             |             |       |       |       |                   |          |           |            |          |    |                      |          |            |             |             |     |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------|-------------|-------|-------|-------|-------------------|----------|-----------|------------|----------|----|----------------------|----------|------------|-------------|-------------|-----|
| Baseline Data:                       | <p><b>2024 Year 6 Achievement Data for 2023:</b></p> <table><tr><th>OTJs against Curriculum Expectations</th><th>Well Below</th><th>Below</th><th>At</th><th>Above</th><th>Total</th></tr><tr><td>2023 Yr 5 Reading</td><td>3 (6.7%)</td><td>5 (11.1%)</td><td>33 (73.3%)</td><td>4 (8.9%)</td><td>45</td></tr><tr><td>Whole School Reading</td><td>7 (2.8%)</td><td>33 (13.3%)</td><td>177 (71.4%)</td><td>31 (12.5 %)</td><td>248</td></tr></table>                                                                                                                                                                                                                                                         | OTJs against Curriculum Expectations | Well Below  | Below       | At    | Above | Total | 2023 Yr 5 Reading | 3 (6.7%) | 5 (11.1%) | 33 (73.3%) | 4 (8.9%) | 45 | Whole School Reading | 7 (2.8%) | 33 (13.3%) | 177 (71.4%) | 31 (12.5 %) | 248 |
| OTJs against Curriculum Expectations | Well Below                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Below                                | At          | Above       | Total |       |       |                   |          |           |            |          |    |                      |          |            |             |             |     |
| 2023 Yr 5 Reading                    | 3 (6.7%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5 (11.1%)                            | 33 (73.3%)  | 4 (8.9%)    | 45    |       |       |                   |          |           |            |          |    |                      |          |            |             |             |     |
| Whole School Reading                 | 7 (2.8%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 33 (13.3%)                           | 177 (71.4%) | 31 (12.5 %) | 248   |       |       |                   |          |           |            |          |    |                      |          |            |             |             |     |

|  |                      |          |            |             |            |     |
|--|----------------------|----------|------------|-------------|------------|-----|
|  | 2023 Yr 5 Writing    | 3 (6.7%) | 15 (33.3%) | 27 (60%)    |            | 45  |
|  | Whole School Writing | 8 (3.2%) | 61 (24.6%) | 159 (64.1%) | 20 (8.1 %) | 248 |

| Actions<br>What did we do?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Outcomes<br>What happened?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reasons for the variance<br>Why did it happen? | Evaluation<br>Where to next? |      |      |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |  |      |      |      |           |  |  |  |          |            |          |         |           |            |            |          |           |            |           |         |  |      |      |      |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Goal - 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:</b></p> <p><b>Planned actions:</b></p> <p>Professional Learning - How to Create Rich Learning Opportunities</p> <p>Professional Learning - Equity Through Destreaming - Literacy and Mathematics</p> <p>Continue to create our localised Curriculum - focus on the local history of our area (such as the birthplace of Rewi Alley, settlement of Maivern, how resources were used, local purakau of our local iwi and the current education goals of Ngai Tahu and Taumutu)</p> <p>Purposefully plan for, and implement, Rich Learning Opportunities within our teaching and learning programmes</p> <p>Liaise with Darfield High School and participate in local Whanau Hui</p> <p>Weekly te reo Māori prompts and unpacking of tikanga</p> <p>Daily classroom singing, including waiata</p> <p>Schoolwide self-review of how DPS gives effect to Te Tiriti o Waitangi. Create an action plan from self-review</p> <p>BOT to work with ASL to develop their understanding of how DPS gives effect to Te Tiriti o Waitangi</p> <p><b>Goal - Child Centred - Develop the unique potential of each child by fostering a supportive learning environment that we have developed that encourages the</b></p> | <p><b>Reading</b><br/><b>Whole School</b></p> <table border="1"> <thead> <tr> <th></th><th>2022</th><th>2023</th><th>2024</th></tr> </thead> <tbody> <tr> <td><b>WB</b></td><td>7 (2.8%)</td><td>7 (2.8%)</td><td>3 (1%)</td></tr> <tr> <td><b>B</b></td><td>37 (14.8%)</td><td>33 (13.3%)</td><td>40 (14%)</td></tr> <tr> <td><b>AT</b></td><td>128 (51.6%)</td><td>177 (71.4%)</td><td>201 (70%)</td></tr> <tr> <td><b>AB</b></td><td>76 (30.6%)</td><td>31 (12.5%)</td><td>45 (15%)</td></tr> </tbody> </table> <p><b>Māori</b></p> <table border="1"> <thead> <tr> <th></th><th>2022</th><th>2023</th><th>2024</th></tr> </thead> <tbody> <tr> <td><b>WB</b></td><td></td><td></td><td></td></tr> <tr> <td><b>B</b></td><td>10 (23.3%)</td><td>3 (7.9%)</td><td>8 (16%)</td></tr> <tr> <td><b>AT</b></td><td>19 (44.2%)</td><td>30 (78.9%)</td><td>37 (74%)</td></tr> <tr> <td><b>AB</b></td><td>13 (30.2%)</td><td>5 (13.2%)</td><td>5 (10%)</td></tr> </tbody> </table> <p><b>Writing</b><br/><b>Whole School</b></p> <table border="1"> <thead> <tr> <th></th><th>2022</th><th>2023</th><th>2024</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table> |                                                | 2022                         | 2023 | 2024 | <b>WB</b> | 7 (2.8%) | 7 (2.8%) | 3 (1%) | <b>B</b> | 37 (14.8%) | 33 (13.3%) | 40 (14%) | <b>AT</b> | 128 (51.6%) | 177 (71.4%) | 201 (70%) | <b>AB</b> | 76 (30.6%) | 31 (12.5%) | 45 (15%) |  | 2022 | 2023 | 2024 | <b>WB</b> |  |  |  | <b>B</b> | 10 (23.3%) | 3 (7.9%) | 8 (16%) | <b>AT</b> | 19 (44.2%) | 30 (78.9%) | 37 (74%) | <b>AB</b> | 13 (30.2%) | 5 (13.2%) | 5 (10%) |  | 2022 | 2023 | 2024 |  |  |  |  | <p><b>Reading</b><br/><b>Annual Achievement</b></p> <p>In 2022 82% of all students achieved At or Above curriculum expectations for their age in Reading.</p> <p>In 2023 83.9% of all students achieved At or Above curriculum expectations for their age in Reading.</p> <p>In 2024 85% of all students achieved At or Above curriculum expectations in Reading.</p> <p>In 2022 74% of Māori achieved At or Above curriculum expectations for their age in Reading.</p> <p>In 2023 92.1% of Māori students achieved At or Above curriculum expectations for their age in Reading. This is a significant improvement from previous years data.</p> <p>In 2024 84% of all Māori students achieved At or Above curriculum expectations in Reading. Whilst this is a drop in achievement data between years it is still comparable to whole school achievement data.</p> <p><b>Writing</b><br/><b>Annual Achievement</b></p> <p>In 2022 73% of all students achieved At or Above curriculum expectations for their age in Writing.</p> | <p>The school continues to experience significant growth and are currently awaiting the delivery of two new roll-growth spaces.</p> <p>As a school we began the Structured Literacy journey with one Team and grew the practice to a whole school approach in 2024.</p> <p>In 2025 we will continue to focus on our school-wide implementation of Structured Literacy practices and begin our journey to implement Structured Mathematics schoolwide.</p> <p>We plan to introduce Structured Mathematics in a similar way to Structured Literacy - for example creating a Scope and Sequence and planning sheets for teachers, and assessing students to determine which will need extra support.</p> <p><b>New Actions for 2025:</b></p> <p>Teacher Only Day - Focus - Structured Literacy, Structured Mathematics and the CPS Behaviour model (aligned to our PB4L programme)</p> <p>Determine school wide assessment tools and align with Ministry of Education expectations</p> <p>Review eTap to insure it collects our assessment data accurately</p> <p>Identify target students for 2025 using 2024 data and teacher input</p> <p>Host approx 30 teachers to begin their MSL Training - led by Trainers</p> <p>Complete MSL Training for 1 staff member</p> <p>Begin MSL Training for 2 staff members</p> <p>Continue to employ a specialist teacher to help us implement Structured Literacy Practices schoolwide</p> |
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| <b>WB</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| <b>AT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| <p>ongoing development of the Darfield High Five.</p> <p><b>Planned Actions:</b><br/>Teacher Only Day - Focus - Dr Ross Greene and lagging skills in students</p> <p>Continue to teach other prosocial strategies through the DH5 and the social and emotional coaching programmes called "We Thinkers" and "Social Thinkers" (supported by the PB4L framework and the RTLB service)</p> <p>Analyse 2024 Wellbeing @ School Data and plan programmes based on findings of data</p> <p>Complete Discovery Area behind Pikopiko Block to support the development of prosocial skills</p> <p>Refurbish Rimu Teaching spaces to ensure they align with our school philosophy of teaching</p> <p><b>Goal - Raising Student Achievement - Use data, structures and teacher strategies effectively to raise the achievement of all students.</b></p> <p><b>Planned Actions:</b><br/>Complete 2023 Tracking of students</p> <p>Employ a specialist teacher to help us implement Structured Literacy Practices schoolwide</p> <p>Teacher Only Day - Focus - Dibels and implementation of Structured Literacy for older students</p> <p>Assess all students using DIBELS and analyse results</p> <p>Identify target students for 2024, plan interventions, and track progress (Tier 2 and Tier 3 students)</p> <p>Complete the DPS Scope and Sequence</p> | <table><tr><td><b>WB</b></td><td>9<br/>(3.6%)</td><td>8<br/>(3.2%)</td><td>8 (3%)</td></tr><tr><td><b>B</b></td><td>57<br/>(23%)</td><td>61<br/>(24.6%)</td><td>58<br/>(20%)</td></tr><tr><td><b>AT</b></td><td>163<br/>(65.7%)</td><td>159<br/>(64.1%)</td><td>207<br/>(73%)</td></tr><tr><td><b>AB</b></td><td>19<br/>(7.7%)</td><td>20<br/>(8.1%)</td><td>12 (4%)</td></tr></table> | <b>WB</b>      | 9<br>(3.6%)  | 8<br>(3.2%) | 8 (3%)    | <b>B</b> | 57<br>(23%) | 61<br>(24.6%) | 58<br>(20%) | <b>AT</b> | 163<br>(65.7%) | 159<br>(64.1%) | 207<br>(73%) | <b>AB</b>  | 19<br>(7.7%) | 20<br>(8.1%) | 12 (4%)   | <p>In 2023 72% of all students achieved At or Above curriculum expectations for their age in Writing.</p> <p>In 2023 72% of all students achieved At or Above curriculum expectations for their age in Writing.</p> <p>In 2024 77% of all students achieved At or Above curriculum expectations for their age in Writing.</p> <p>In 2022 72% of Maori students achieved At or Above curriculum expectations for their age in Writing.</p> <p>In 2023 73.7% of Maori students achieved At or Above curriculum expectations for their age in Writing.</p> <p>In 2024 74% of Maori students achieved At or Above curriculum expectations for their age in Writing</p> | <p>Assessing students to determine if they are Tier 1, 2 or 3 - design programmes of work to best meet the needs of students at each tier</p> <p>Review the DPS Structured Literacy Scope and Sequence and ensure it aligns with the new Curriculum phases</p> <p>Create the DPS Structured Mathematics Scope and Sequence and ensure it aligns with the new Curriculum phases</p> <p>Update the Gifted and Talented Register as required - including reviewing the criteria used to identify students for register</p> <p>Continue to create Universal by Design (UDL) programmes of work to meet the needs of all students and those identified as G &amp; T</p> <p>Continue to teach other prosocial strategies through the DH5, CPS Model(Dr Ross Greene) and We Thinkers Programme(supported by the PB4L framework and the RTLB service)</p> <p>Continue to implement PMP practices</p> <p>Design procedures to track and improve school wide attendance - using guidance from the Ministry of Education</p> |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |             |             |             |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>WB</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 9<br>(3.6%)                                                                                                                                                                                                                                                                                                                                                                            | 8<br>(3.2%)    | 8 (3%)       |             |           |          |             |               |             |           |                |                |              |            |              |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |             |             |             |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>B</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 57<br>(23%)                                                                                                                                                                                                                                                                                                                                                                            | 61<br>(24.6%)  | 58<br>(20%)  |             |           |          |             |               |             |           |                |                |              |            |              |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |             |             |             |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>AT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 163<br>(65.7%)                                                                                                                                                                                                                                                                                                                                                                         | 159<br>(64.1%) | 207<br>(73%) |             |           |          |             |               |             |           |                |                |              |            |              |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |             |             |             |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>AB</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 19<br>(7.7%)                                                                                                                                                                                                                                                                                                                                                                           | 20<br>(8.1%)   | 12 (4%)      |             |           |          |             |               |             |           |                |                |              |            |              |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |             |             |             |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <p><b>Māori</b></p> <table><tr><td></td><td><b>2022</b></td><td><b>2023</b></td><td><b>2024</b></td></tr><tr><td><b>WB</b></td><td>3 (7%)</td><td></td><td>1 (2%)</td></tr><tr><td><b>B</b></td><td>9 (20.9%)</td><td>10 (26.3%)</td><td>12 (24%)</td></tr><tr><td><b>AT</b></td><td>30 (69.8%)</td><td>26 (68.4%)</td><td>36 (72%)</td></tr><tr><td><b>AB</b></td><td>1 (2.3%)</td><td>2 (5.3%)</td><td>1 (2%)</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                        | <b>2022</b>    | <b>2023</b>  | <b>2024</b> | <b>WB</b> | 3 (7%)   |             | 1 (2%)        | <b>B</b>    | 9 (20.9%) | 10 (26.3%)     | 12 (24%)       | <b>AT</b>    | 30 (69.8%) | 26 (68.4%)   | 36 (72%)     | <b>AB</b> | 1 (2.3%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2 (5.3%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1 (2%) | <p><b>Mathematics Whole School</b></p> <table><tr><td></td><td><b>2022</b></td><td><b>2023</b></td><td><b>2024</b></td></tr><tr><td><b>WB</b></td><td>2 (0.8%)</td><td>6 (2.4%)</td><td>3 (1%)</td></tr><tr><td><b>B</b></td><td>45 (18.1%)</td><td>41 (16.5%)</td><td>31 (11%)</td></tr><tr><td><b>AT</b></td><td>175 (70.6%)</td><td>170 (68.5%)</td><td>224 (77%)</td></tr><tr><td><b>AB</b></td><td>26 (10.5%)</td><td>31 (12.5%)</td><td>31 (11%)</td></tr></table> |  | <b>2022</b> | <b>2023</b> | <b>2024</b> | <b>WB</b> | 2 (0.8%) | 6 (2.4%) | 3 (1%) | <b>B</b> | 45 (18.1%) | 41 (16.5%) | 31 (11%) | <b>AT</b> | 175 (70.6%) | 170 (68.5%) | 224 (77%) | <b>AB</b> | 26 (10.5%) | 31 (12.5%) | 31 (11%) | <p><b>Mathematics Annual Aim</b></p> <p>In 2022 81.1% of all students achieved At or Above curriculum expectations for their age in Mathematics.</p> <p>In 2023 81% of all students achieved At or Above curriculum expectations for their age in Mathematics.</p> <p>In 2024 88% of all students achieved At or Above curriculum expectations for their age in Mathematics.</p> |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>2022</b>                                                                                                                                                                                                                                                                                                                                                                            | <b>2023</b>    | <b>2024</b>  |             |           |          |             |               |             |           |                |                |              |            |              |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |             |             |             |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>WB</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3 (7%)                                                                                                                                                                                                                                                                                                                                                                                 |                | 1 (2%)       |             |           |          |             |               |             |           |                |                |              |            |              |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |             |             |             |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>B</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 9 (20.9%)                                                                                                                                                                                                                                                                                                                                                                              | 10 (26.3%)     | 12 (24%)     |             |           |          |             |               |             |           |                |                |              |            |              |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |             |             |             |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>AT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30 (69.8%)                                                                                                                                                                                                                                                                                                                                                                             | 26 (68.4%)     | 36 (72%)     |             |           |          |             |               |             |           |                |                |              |            |              |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |             |             |             |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>AB</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1 (2.3%)                                                                                                                                                                                                                                                                                                                                                                               | 2 (5.3%)       | 1 (2%)       |             |           |          |             |               |             |           |                |                |              |            |              |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |             |             |             |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |                                                                                                                                                                                                                                                                                                                                                                                  |  |
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| <b>WB</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2 (0.8%)                                                                                                                                                                                                                                                                                                                                                                               | 6 (2.4%)       | 3 (1%)       |             |           |          |             |               |             |           |                |                |              |            |              |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |             |             |             |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>B</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 45 (18.1%)                                                                                                                                                                                                                                                                                                                                                                             | 41 (16.5%)     | 31 (11%)     |             |           |          |             |               |             |           |                |                |              |            |              |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |             |             |             |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>AT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 175 (70.6%)                                                                                                                                                                                                                                                                                                                                                                            | 170 (68.5%)    | 224 (77%)    |             |           |          |             |               |             |           |                |                |              |            |              |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |             |             |             |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>AB</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 26 (10.5%)                                                                                                                                                                                                                                                                                                                                                                             | 31 (12.5%)     | 31 (11%)     |             |           |          |             |               |             |           |                |                |              |            |              |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |             |             |             |           |          |          |        |          |            |            |          |           |             |             |           |           |            |            |          |                                                                                                                                                                                                                                                                                                                                                                                  |  |

| <p>Complete MSL Training for a staff member</p> <p>Begin MSL Training for a staff member</p> <p>Host approx 30 teachers to begin their MSL Training - led by Trainers. Create a community of Structured Literacy Teachers from this training</p> <p>5 school leaders to attend the Middle Management School Leaders PD led by CPPA - their project will focus on improving literacy practices at our school</p> <p>Reimplement PMP practices, including PL for Pikopiko Teachers</p> <p>Create a Gifted and Talented Register - determine the criteria used to identify students for register</p> <p>Create programmes of work to meet the needs of students identified as G &amp; T</p> <p>Trial alternative Maths Assessment and prescribed scope and sequence - Wilkie Way</p> | <p><b>Māori</b></p> <table><tr><th></th><th>2022</th><th>2023</th><th>2024</th></tr><tr><td><b>WB</b></td><td></td><td></td><td></td></tr><tr><td><b>B</b></td><td>10<br/>(23.3%)</td><td>4<br/>(10.5%)</td><td>5 (10%)</td></tr><tr><td><b>AT</b></td><td>30<br/>(69.8%)</td><td>30<br/>(78.9%)</td><td>41<br/>(82%)</td></tr><tr><td><b>AB</b></td><td>3 (7.0%)</td><td>4<br/>(10.5%)</td><td>4 (8%)</td></tr></table> <p><b>Target Students:</b></p> <p><b>Target 1:</b><br/>Investigate the dip in achievement in the transition between Year 2 and Year 3 and if the 2024 Year 4 cohort has improved the percentage of ākonga achieving at or Above their curriculum level in Reading, Writing, and Mathematics.</p> <p><b>Reading:</b></p> <table><tr><th></th><th>2023<br/>Y2</th><th>2024<br/>Yr 3</th><th>2023<br/>Yr 3</th><th>2024<br/>Yr 4</th></tr><tr><td><b>WB</b></td><td></td><td></td><td>3<br/>(6%)</td><td></td></tr><tr><td><b>B</b></td><td>6<br/>(17%)</td><td>9<br/>(23%)</td><td>10<br/>(19%)</td><td>4<br/>(8%)</td></tr></table> |               | 2022         | 2023         | 2024 | <b>WB</b> |  |  |  | <b>B</b> | 10<br>(23.3%) | 4<br>(10.5%) | 5 (10%) | <b>AT</b> | 30<br>(69.8%) | 30<br>(78.9%) | 41<br>(82%) | <b>AB</b> | 3 (7.0%) | 4<br>(10.5%) | 4 (8%) |  | 2023<br>Y2 | 2024<br>Yr 3 | 2023<br>Yr 3 | 2024<br>Yr 4 | <b>WB</b> |  |  | 3<br>(6%) |  | <b>B</b> | 6<br>(17%) | 9<br>(23%) | 10<br>(19%) | 4<br>(8%) | <p>In 2022 76.8% of Maori students achieved At or Above curriculum expectations for their age in Mathematics.</p> <p>In 2023 89.4% of Maori students achieved At or Above curriculum expectations for their age in Mathematics.</p> <p>In 2024 90% of Maori students achieved At or Above curriculum expectations for their age in Mathematics.</p> <p><b>Target 1</b><br/><b>Target Students</b><br/>The students identified as Year 2 students in 2023 and as Year 3 students in 2024 decreased the percentage of students achieving At or Above curriculum expectations for their age in Reading, Writing and Maths.</p> <p>The students identified as Year 3 students in 2023 and as Year 4 students in 2024 increased the percentage of students achieving At or Above curriculum expectations for their age in Writing and Maths and stayed the same for Reading</p> <p>The students identified as Year 4 students in 2023 and as Year 5 students in 2024 increased the percentage of students achieving At or Above curriculum expectations for their age in Writing, stayed the same in Reading, and decreased in Maths.</p> <p>When looking at the trends we can see that if students remain in the same Team for two years their data increases in the second year. When</p> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2023          | 2024         |              |      |           |  |  |  |          |               |              |         |           |               |               |             |           |          |              |        |  |            |              |              |              |           |  |  |           |  |          |            |            |             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>WB</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               |              |              |      |           |  |  |  |          |               |              |         |           |               |               |             |           |          |              |        |  |            |              |              |              |           |  |  |           |  |          |            |            |             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>B</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 10<br>(23.3%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4<br>(10.5%)  | 5 (10%)      |              |      |           |  |  |  |          |               |              |         |           |               |               |             |           |          |              |        |  |            |              |              |              |           |  |  |           |  |          |            |            |             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>AT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30<br>(69.8%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30<br>(78.9%) | 41<br>(82%)  |              |      |           |  |  |  |          |               |              |         |           |               |               |             |           |          |              |        |  |            |              |              |              |           |  |  |           |  |          |            |            |             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>AB</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3 (7.0%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 4<br>(10.5%)  | 4 (8%)       |              |      |           |  |  |  |          |               |              |         |           |               |               |             |           |          |              |        |  |            |              |              |              |           |  |  |           |  |          |            |            |             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2023<br>Y2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2024<br>Yr 3  | 2023<br>Yr 3 | 2024<br>Yr 4 |      |           |  |  |  |          |               |              |         |           |               |               |             |           |          |              |        |  |            |              |              |              |           |  |  |           |  |          |            |            |             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>WB</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               | 3<br>(6%)    |              |      |           |  |  |  |          |               |              |         |           |               |               |             |           |          |              |        |  |            |              |              |              |           |  |  |           |  |          |            |            |             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>B</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 6<br>(17%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 9<br>(23%)    | 10<br>(19%)  | 4<br>(8%)    |      |           |  |  |  |          |               |              |         |           |               |               |             |           |          |              |        |  |            |              |              |              |           |  |  |           |  |          |            |            |             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



|      | <p><b>Target 2:</b></p> <p>The effect of Structured Literacy practice upon school-wide results - especially for ākonga (learners) who have only been taught using the Structured Literacy Programme (2024 - Yr 0-2 students)</p> <table><tr><th></th><th colspan="2">Reading</th><th colspan="2">Writing</th></tr><tr><th>Yr 1</th><th></th><th>2024</th><th></th><th>2024</th></tr><tr><th>WB</th><td></td><td></td><td></td><td></td></tr><tr><th>B</th><td></td><td>8<br/>(17%)</td><td></td><td>9<br/>(20%)</td></tr><tr><th>AT</th><td></td><td>37<br/>(83%)</td><td></td><td>37<br/>(80%)</td></tr><tr><th>AB</th><td></td><td></td><td></td><td></td></tr></table> |             | Reading |             | Writing |  | Yr 1 |  | 2024 |  | 2024 | WB |  |  |  |  | B |  | 8<br>(17%) |  | 9<br>(20%) | AT |  | 37<br>(83%) |  | 37<br>(80%) | AB |  |  |  |  | <p><b>Target 2</b></p> <p>Year 1 Reading achievement data sits slightly below the whole school achievement data (Yr 1-83% / WS-85%) and 7% above whole school achievement data in Writing (Yr 1-80% / WS-73%). This would indicate that Structured Literacy Practices have positively affected curriculum expectations, especially in Literacy. This team is our most experienced Structured Literacy teaching team.</p> <p>Our Year 2 cohort has decreased the percentage of students achieving At expected curriculum levels in both Reading and Writing. When examining the students within this cohort there are a number of students who have been identified with Learning needs, some begin supported by external agencies.</p> <p>Structured Literacy and our current screening procedures have allowed us to discover and target student needs more quickly.</p> <p>For both the Kōwhai and Rimu teaching teams this was their first year that they all received professional learning support in implementing a Structured Literacy Programme. As with any new programme it takes time to embed new practices and expectations. The Structured Literacy Team have revised their programmes and are offering more intensive support to the teaching teams.</p> <p>DIBELS data (a specific tool to gather information about Structured Literacy) shows great progress across classrooms - but this data was not used as the initial measurement tool in 2023 and so comparisons were unable to be made for this data. This DIBELS data has been used in the 2025 Schoolwide Annual Plan.</p> |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------|-------------|---------|--|------|--|------|--|------|----|--|--|--|--|---|--|------------|--|------------|----|--|-------------|--|-------------|----|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             | Writing |             |         |  |      |  |      |  |      |    |  |  |  |  |   |  |            |  |            |    |  |             |  |             |    |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Yr 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2024        |         | 2024        |         |  |      |  |      |  |      |    |  |  |  |  |   |  |            |  |            |    |  |             |  |             |    |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| WB   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |         |             |         |  |      |  |      |  |      |    |  |  |  |  |   |  |            |  |            |    |  |             |  |             |    |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| B    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 8<br>(17%)  |         | 9<br>(20%)  |         |  |      |  |      |  |      |    |  |  |  |  |   |  |            |  |            |    |  |             |  |             |    |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| AT   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 37<br>(83%) |         | 37<br>(80%) |         |  |      |  |      |  |      |    |  |  |  |  |   |  |            |  |            |    |  |             |  |             |    |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| AB   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |         |             |         |  |      |  |      |  |      |    |  |  |  |  |   |  |            |  |            |    |  |             |  |             |    |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |





|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | the percentage of students achieving At or Above by 4%. Writing remained the same. |              |             |         |  |      |              |      |              |      |    |           |           |           |            |   |            |           |             |             |    |             |             |             |             |    |           |             |  |           |  |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <table><tr><th></th><th colspan="2">Reading</th><th colspan="2">Writing</th></tr><tr><th>Yr 6</th><th>2023<br/>Yr 5</th><th>2024</th><th>2023<br/>Yr 5</th><th>2024</th></tr><tr><td>WB</td><td>3<br/>(7%)</td><td>3<br/>(7%)</td><td>3<br/>(7%)</td><td>6<br/>(14%)</td></tr><tr><td>B</td><td>5<br/>(11%)</td><td>3<br/>(7%)</td><td>15<br/>(33%)</td><td>11<br/>(26%)</td></tr><tr><td>AT</td><td>33<br/>(73%)</td><td>26<br/>(63%)</td><td>27<br/>(60%)</td><td>24<br/>(58%)</td></tr><tr><td>AB</td><td>4<br/>(9%)</td><td>10<br/>(23%)</td><td></td><td>1<br/>(2%)</td></tr></table> |                                                                                    | Reading      |             | Writing |  | Yr 6 | 2023<br>Yr 5 | 2024 | 2023<br>Yr 5 | 2024 | WB | 3<br>(7%) | 3<br>(7%) | 3<br>(7%) | 6<br>(14%) | B | 5<br>(11%) | 3<br>(7%) | 15<br>(33%) | 11<br>(26%) | AT | 33<br>(73%) | 26<br>(63%) | 27<br>(60%) | 24<br>(58%) | AB | 4<br>(9%) | 10<br>(23%) |  | 1<br>(2%) |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                    | Writing      |             |         |  |      |              |      |              |      |    |           |           |           |            |   |            |           |             |             |    |             |             |             |             |    |           |             |  |           |  |  |
| Yr 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2023<br>Yr 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2024                                                                               | 2023<br>Yr 5 | 2024        |         |  |      |              |      |              |      |    |           |           |           |            |   |            |           |             |             |    |             |             |             |             |    |           |             |  |           |  |  |
| WB                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3<br>(7%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3<br>(7%)                                                                          | 3<br>(7%)    | 6<br>(14%)  |         |  |      |              |      |              |      |    |           |           |           |            |   |            |           |             |             |    |             |             |             |             |    |           |             |  |           |  |  |
| B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 5<br>(11%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3<br>(7%)                                                                          | 15<br>(33%)  | 11<br>(26%) |         |  |      |              |      |              |      |    |           |           |           |            |   |            |           |             |             |    |             |             |             |             |    |           |             |  |           |  |  |
| AT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 33<br>(73%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 26<br>(63%)                                                                        | 27<br>(60%)  | 24<br>(58%) |         |  |      |              |      |              |      |    |           |           |           |            |   |            |           |             |             |    |             |             |             |             |    |           |             |  |           |  |  |
| AB                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4<br>(9%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 10<br>(23%)                                                                        |              | 1<br>(2%)   |         |  |      |              |      |              |      |    |           |           |           |            |   |            |           |             |             |    |             |             |             |             |    |           |             |  |           |  |  |
| <p>2025 Targets:</p> <ul style="list-style-type: none"><li>Increasing the percentage of students that attend Darfield Primary School regularly from 70% to 75%. Regular attendance is to attend school more than 90% of the time.</li><li>Set up systems and processes for the schoolwide implementation of Structured Mathematics. This includes the establishing of baseline data for 2026.</li><li>To investigate the effects of Structured Literacy practice upon school-wide results in Reading and Writing between the 2024 and 2025 school years.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                    |              |             |         |  |      |              |      |              |      |    |           |           |           |            |   |            |           |             |             |    |             |             |             |             |    |           |             |  |           |  |  |