Statement of Variance Reporting

School Name:	Darfield Primary School - 2023	School Number:	3326

Strategic Goals:	- Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice - Enhance learning and a sense of community by working in partnership with students, parents and the wider Darfield Community - Foster a supportive learning environment that empowers students to be respectful, kind, self-directed, self-managing and confident learners who can communicate effectively with a wide audience - Nurture the unique potential of each child through purposeful learning opportunities that engage, challenge and inspire students
Annual Aim - Reading:	All students identified as Well Below and Below expectations in 2022 will receive targeted support by teachers so that the percentage of students achieving At or Above expectations will improve by 10%. Teachers will achieve this shift in achievement by: 1. Identifying the students who fit into the Below category (using 2022 National Standards Data) 2. Determining which specific skills need further development 3. Design programmes of learning which meet the identified needs of each student -especially Structured Literacy. 4. Track progress and adjust progress accordingly
Target:	To improve by at least 10%, the number of students who achieved Below in 2022, to achieve At or Above expectations.

Baseline Data:

Reading Achievement Data for 2022:

OTJs against NS	Well Below	Below	At	Above	Total
2022 Yr 1		11 (32%)	23 (67.6%)		34
2022 Yr 2		8 (17%)	38 (80.9%)	1 (2.1%)	47
2022 Yr 3		4 (12.1%)	5 (15.2%)	24 (72.7%)	33
2022 Yr 4	1 (2.2%)	5 (11.1%)	15 (33.3%)	24 (53.3%)	45
2022 Yr 5	3 (8.6%)	5 (14.3%)	14 (40%)	13 (37.1)	35
Whole School	4 (2%)	34 (17%)	95 (49%)	62 (32 %)	195

Annual Aim - Writing:

All Year 5 students identified as Below in 2022 will receive targeted support by teachers so that they can progress sufficiently to demonstrate achievement at or above their peers in the next few years. Teachers will achieve this shift in achievement by:

1. Identifying the students who fit into the Below category (using 2022 National Standards Data)
2. Determining which specific skills need further development
3. Design programmes of learning which meet the identified needs of each student - Rimu Inquiry - looking at new ways of teaching writing for students operating below expectations for their age cohort
4. Track progress and adjust progress accordingly

Target:

All Year 5 students identified as Below in 2022 will receive targeted support by teachers so that they can progress sufficiently to demonstrate achievement at or above their peers in the next few years.

Baseline Data:	**National Standards Writing Achievement in 2022 identified the following targeted areas for improvement.**

OTJs against NS	Well Below	Below	At	Above	Total
Yr 5 Male Cohort	2 (11.8%)	10 (58.8%)	4 (23.5%)	1 (5.9%)	17
Year 5 Female Cohort	2 (11.1%)	9 (50.0%	6 (33.3%)	1 (5.6%)	18

Annual Aim - Mathematics:	All students identified as Well Below and Below expectations in 2022 will receive targeted support by teachers so that the percentage of students achieving At or Above expectations will improve by 10%. Teachers will achieve this shift in achievement by: 1. Identifying the students who fit into the Below category (using 2022 National Standards Data) 2. Determining which specific skills need further development 3. Design programmes of learning which meet the identified needs of each student - supported by PLD provided in Maths for 2023. 4. Track progress and adjust progress accordingly
Target:	To improve by at least 10%, the number of students who achieved Below in 2022, to achieve At or Above expectations.

Baseline Data:	**Mathematics Achievement Data for 2022:**

OTJs against NS	Well Below	Below	At	Above	Total
2022 Yr 1		1 (2.9%)	32 (94.1%)	1 (2.9%)	34
2022 Yr 2		4 (8.7%)	41 (89.1%)	1 (2.2%)	46

2022 Yr 3		7 (20.6%)	24 (70.6%)	3 (8.8%)	34
2022 Yr 4	1 (2.2%)	6 (13.3%)	36 (80%)	2 (4.4%)	45
2022 Yr 5	1 (2.9%)	9 (25.7%)	15 (42.9%)	10 (28.6%)	35
Whole School	2 (0.8%)	45 (18.1%)	175 (70.6%)	26 (10.5 %)	248

	Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*

Actions
What did we do?

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

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

Outcomes
What happened?

Reading
Whole School

	2021	**2022**	**2023**
WB	5 (2.1%)	7 (2.8%)	7 (2.8%)
B	63 (26.9%)	37 (14.8%)	33 (13.3%)
AT	147 (62.8%)	128 (51.6%)	177 (71.4%)
AB	19 (8.2%)	76 (30.6%)	31 (12.5%)

Māori

	2021	**2022**	**2023**
WB			
B	9 (24.3%)	10 (23.3%)	3 (7.9%)
AT	26 (70.3%)	19 (44.2%)	30 (78.9%)
AB	2 (5.4%)	13 (30.2%)	5 (13.2%)

Target Students:

To improve by 10% the 2022 Students who achieved Below

Reasons for the variance
Why did it happen?

Reading
Annual Aim

In 2021 71% of all students achieved At or Above curriculum expectations for their age in Reading.
In 2022 82% of all students achieved At or Above curriculum expectations for their age in Reading.
In 2023 83.9% of all students achieved At or Above curriculum expectations for their age in Reading.

In 2021 76% of Māori students achieved At or Above curriculum expectations for their age in Reading.
In 2022 74% of Māori achieved At or Above curriculum expectations for their age in Reading.
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.

Target Students
In 2022 37 students were identified as achieving below their expected Curriculum level. At the beginning of 2023 classroom teachers identified 7 more students.
In 2023 50% of these identified students were working at their expected curriculum level.
We **did achieve** the school target of shifting achievement, by 10%, the students identified as Below expectations for their curriculum level in 2022. As a school we actually improved achievement for 50% of these students so the target was met and exceeded.

Evaluation
Where to next?

Even though the school is experiencing significant growth in our school role we have continued to improve our student achievement results in Reading or stablise the downwards trend in Writing and Mathematics.
As a school we attribute this improvement to our students staying with their whānau teacher for instructional lesson time, professional development focus for teachers on assessment for learning, the school wide implementation of structured literacy practices, and greater accountability by individual teachers and teaching teams for assessment results of their students. The school will continue to track progress

New Actions for 2024:
Complete 2023 Tracking of students Document and identify target students for 2024

Teacher Only Day - Focus - Dibels and implementation of Structured Literacy for older students

Teacher Only Day - Focus - Dr Ross Greene and lagging skills in students

Host approx 30 teachers to begin their MSL Training - led by Trainers

Complete MSL Training for a staff member

Begin MSL Training for a staff member

Employ a specialist teacher to help us implement Structured Literacy Practices schoolwide

Use Dibel to assess all students

Embed the use of PACT across Yrs 3-6

The teaching staff will also continue to implement the following actions as they believe that they will impact positively on student achievement outcomes:
- Use of PACT to establish tracking/evaluative process' to determine whether each student is making sufficient progress to improve or sustain their levels of achievement
- Build sustainable connections between school and home - learning-centered partnerships - delayed in 2021 and 2022 due to COVID and restrictions on parents being on-site
- Specific Learning Interventions (Best fit at the time) - PMP, Early Words, Visual and Auditory Memory Processing, Accelerated Literacy for pre-Reading Recovery Students, Accelerated Literacy, Gail Gillon Phonological Awareness, Switched onto spelling OR Spelling under scrutiny Framework
- Extend the implementation of PACT across the school - Reading and Mathematics. *Implementation was delayed due to the impacts of COVID and restructuring of PD priorities*
- Explicit teaching of skills and strategies required for each level
- Greater and more effective use of digital devices to engage and support learning
- Continue to teach other prosocial strategies through the DH5 (supported by the PB4L framework), such as respect for others, a sense of belonging

- Continue to use Mana Ake to support and develop prosocial strategies

curriculum expectations for their age

44 students were identified as Below using the 2022 data and teacher judgements.
22 (50%) students moved from Below to At.

Writing
Whole School

	2021	2022	2023
WB	6 (2.6%)	9 (3.6%)	8 (3.2%)
B	61 (26%)	57 (23%)	61 (24.6%)
AT	164 (69.8%)	163 (65.7%)	159 (64.1%)
AB	4 (1.7%)	19 (7.7%)	20 (8.1%)

Māori

	2021	2022	2023
WB		3 (7%)	
B	9 (24.3%)	9 (20.9%)	10 (26.3%)
AT	27 (73%)	30 (69.8%)	26 (68.4%)
AB	1	1	2 (5.3%)

Writing
Annual Aim

In 2021 72% of all students achieved At or Above curriculum expectations for their age in Writing.
In 2022 73% of all students achieved At or Above curriculum expectations for their age in Writing.
In 2023 72% of all students achieved At or Above curriculum expectations for their age in Writing.

In 2021 76% of Maori students achieved At or Above curriculum expectations for their age in Writing.
In 2022 72% of Maori students achieved At or Above curriculum expectations for their age in Writing.
In 2023 73.7% of Maori students achieved At or Above curriculum expectations for their age in Writing.

Target Students
In 2022 9 students were identified as achieving below their expected Curriculum level.
In 2023 44% of these identified students were working at their expected curriculum level.
We **did achieve** the goal set for these students - each student to receive targeted support by teachers so that they can progress sufficiently to demonstrate achievement at or above their peers in the next few years.

Assisting students to either Tier 1, 2 or 3 - design programmes of work to best meet the needs of students at each tier

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

Complete the DPS Scope and Sequence

Continue to create our localised Curriculum - focus on the local history of our area (such as birth place of Rewi Alley, settlement of Malvern, how resources were used, local purakau of our local iwi)

Create a Gifted and Talented Register - determine the criteria used to identify students for register

Create programmes of work to meet the needs of students identified as G & T

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

Reimplement PMP practices

Complete Discovery Area behind Pikopiko Block to support the development of prosocial skills

Refurbish Rimu Teaching spaces to ensure they align with our school philosophy of teaching

The teaching staff will implement the following new actions as they believe that they will impact positively on student achievement outcomes:
- Participate in Structured Literacy and Maths PD - supported by Literacy Connections and TLF Maths
- Participate inYear 2 PB4L - supported by MOE
- Refine the Assessment Schedule
- Explore opportunities for online reporting to parents - through PACT

	(2.7%)	(2.3%)	

Target Students:
2023 Yr 6 students identified as Below in 2022

	2022 Yr 5	2023 Yr 6	Cohort
WB			
B	9	5 (56%)	
AT		4 (44%)	
AB			

Mathematics
Whole School

	2021	2022	2023
WB	4 (1.7%)	2 (0.8%)	6 (2.4%)
B	40 (17%)	45 (18.1%)	41 (16.5%)
AT	184 (78.3%)	175 (70.6%)	170 (68.5%)
AB	7 (3.0%)	26 (10.5%)	31 (12.5%)

Across the school we introduced the following measures to try to improve our academic outcomes in Literacy:
- Implemented Structured Literacy across the school. This included schoolwide PLD (content and observations provided by external provider)
- Created a school specific scope and sequence
- Created an irregular word list
- Embedded colourful semantics into planning
- Established programmes for Tier 1, 2 and 3 students
- Received targeted literacy support for students
- Appointed a Structured Literacy Lead Teacher
- Employed a Specialist Educator trained in MSL to work with teachers, students and Tier 3 students
- Focused Tier 2 interventions implemented by Teacher Aides
- ESOL Programme - explicit teaching of oral language and foundation skills
- Trained a classroom teacher in MSL

Mathematics
Annual Aim

In 2021 81.3% of all students achieved At or Above curriculum expectations for their age in Mathematics.
In 2022 81.1% of all students achieved At or Above curriculum expectations for their age in Mathematics.
In 2023 81% of all students achieved At or Above curriculum expectations for their age in Mathematics.

Māori

	2021	**2022**	**2023**
WB			
B	8 (21.6%)	10 (23.3%)	4 (10.5%)
AT	29 (78.4%)	30 (69.8%)	30 (78.9%)
AB	(%)	3 (7.0%)	4 (10.5%)

Target Students:

Target Students:
To improve by 10% the 2022 Students who achieved Below curriculum expectations for their age

28 students were identified as Below using the 2022 data and teacher judgements.
10 (36%) students moved from Below to At.

In 2021 78.4% of Maori students achieved At or Above curriculum expectations for their age in Mathematics.
In 2022 76.8% of Maori students achieved At or Above curriculum expectations for their age in Mathematics.
In 2023 89.4% of Maori students achieved At or Above curriculum expectations for their age in Mathematics.

Target Students
In 2022 28 students were identified as achieving below their expected Curriculum level.
In 2023 36% of these identified students were working at their expected curriculum level.
We **did achieve** the school target of shifting achievement, by 10%, the students identified as Below expectations for their curriculum level in 2022. As a school we actually improved achievement for 36% of these students so the target was met and exceeded.

This group of students received the following targeted support:
Classroom Teachers - using their developing understanding from The Learner First PD
Extra modelling by teachers
Scaffolded tasks
Explicit Place Value and Basic Facts knowledge - based on assessment data

Targeted Learning Support -
Pre-load with a TA and then an instructional session with Teacher - 'double-dipped'
Specific numbers games with TA

2024 Targets:

Year 3 and 4 cohort

- Investigate if there is another dip in achievement in the transition between Year 2 and Year 3 and if the 2024 Year 4 cohort have improved the percentage of students achieving at or Above their curriculum level in Reading, Writing and Mathematics.

Reading

- Effect of Structured Literacy practice upon school wide results - especially for students who have only received the Structured Literacy Programme (Yr 0, 1 and 2)

Writing

- 2024 Year 6 cohort - teachers to investigate a change of approach to teaching writing