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

2024 SCHOOLWIDE ANNUAL PLAN

Te Hū o Kākāpōtahi Kāhui Ako Vision / Strategic Goals	**Vision** *To enrich the learning journeys of all our community, from ECE to secondary school and beyond* **Power Partnerships:** Embed sustainable systems and processes Strengthen connections between and across ākonga, kaiako, whānau, iwi/hapū, kaimahi, and community **Quality Teaching and Learning:** Create shared understandings of quality practice to enable coherent learning pathways **Localised Curriculum:** Promote authentic curriculum design that reflects individual kura contexts with ākonga at the centre
DPS Goals:	● Curriculum - To provide ākonga (learners) with a robust, exciting, and refreshed local school curriculum which we have based on Te Mātaiaho (the refreshed New Zealand Curriculum for full implementation by 2027) and in consultation with our community. ● 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). ● Raising Student Achievement - Use data, structures, and teaching strategies effectively to raise the achievement of all students.
Target 1:	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. **What do we expect to see by the end of the year:** ● By the end of Term 1 kaiako (teachers) will be aware of individual student

needs (based on 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:
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:	2024 Year 6 cohort - kaiako (teachers) to investigate the impact of Structured Literacy on ākonga (learners) achievement in literacy (Reading and Writing). **What do we expect to see by the end of the year:** ● Targeted ākonga (learners) in Yr 6 being identified at the beginning of the year ● All Yr 6 ākonga (learners) progressing in their learning ● Yr 6 ākonga (learners) achieving the same percentages of achievement in Reading and Writing as the whole school

	● 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

Baseline data:
2024 Year 6 Achievement Data for 2023:

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

Planned Actions to meet Strategic Goals and School Targets

Planned actions	Timing	Responsibility	Resourcing	Expected Outcome
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: **Planned actions:** Professional Learning - How to Create Rich Learning Opportunities Professional Learning - Equity Through Destreaming - Literacy and Mathematics Continue to create our localised Curriculum - focus on the local history of our area (such as the birthplace of Rewi Alley, settlement of Malvern, how resources were used, local purakau of our local iwi and the current education goals of Ngai Tahu and Taumutu) Purposefully plan for, and implement, Rich Learning Opportunities within our teaching and learning programmes Liaise with Darfield High School and participate in local Whanau Hui Weekly te reo Māori prompts and unpacking of tikanga Daily classroom singing, including waiata	T1-2 T1-2 T1-4 T1-4 T1-4 T1-4 T1-4	Tumuaki (Principal), Within School Lead (WSL) Tumuaki Tumuaki, WSL, Kaiako (teachers) WSL, Kaiako Tumuaki Tumuaki, Across School Lead (ASL), Kaiako Kaiako	WSL Funding	A document that reflects our place in the world and our school / community values Ākonga (learners) and whānau who are engaged with their learning and the school A school that is authentically meeting the expectations of Te Tiriti o Waitangi through partnership, participation and protection **A completed DPS Curriculum Document will be used to specifically measure the success of these planned actions**

Schoolwide self-review of how DPS gives effect to Te Tiriti o Waitangi. Create an action plan from self-review	T1	Tumuaki, Leadership Team		
BOT to work with ASL to develop their understanding of how DPS gives effect to Te Tiriti o Waitangi	T2-4	Tumuaki, ASL, BOT	$100 for kai	
Goal - Child Centred - Develop the unique potential of each child by fostering a supportive learning environment that we have developed that encourages the ongoing development of the Darfield High Five.				Ākonga possessing a range of social and emotion tools to help them meet the expectations of the Darfield High 5 (DH5)
Planned Actions: Teacher Only Day - Focus - Dr Ross Greene and lagging skills in students	T1	Tumuaki, Kaiako, TAs, RTLB		
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)	T1 -4	Tumuaki, SENCO, Kaiako, RTLB	$800 for books to support programme	Teachers having an improved understanding of the concept of 'laggin skills' and how best to meet the needs of our ākonga (learners) who may have lagging skills
Analyse 2024 Wellbeing @ School Data and plan programmes based on findings of data	T1-4	Tumuaki, DP		New and refurbished learning spaces that reflect the current teaching and learning philosophy of Darfield Primary School, whānau and the wider school community
Complete Discovery Area behind Pikopiko Block to support the development of prosocial skills	T1-2	Pikopiko Team, Tumuaki, PTA	$2000 - shed, concrete, play equipment	
Refurbish Rimu Teaching spaces to ensure they align with our school philosophy of teaching	T1-4	Tumuaki, BOT, MOE	To be confirmed	**ETap data and the Wellbeing @School data will be used to specifically measure the success of these planned actions**
Goal - Raising Student Achievement - Use data, structures and teacher strategies effectively to raise the achievement of all students.				The academic achievement of our ākonga (learners) will improve
Planned Actions: Complete 2023 Tracking of students	T1	Tumuaki, BOT		
Employ a specialist teacher to help us implement Structured Literacy Practices schoolwide	T1-4	Tumuaki, BOT, Specialist Teacher (ST)	$27000	Kaiako (teachers) will be upskilled to implement assessment practices and teaching programmes which meet the needs of our ākonga (learners) and improve academic outcomes
Teacher Only Day - Focus - Dibels and implementation of Structured Literacy for older students	T1	ST, Structured Literacy Lead (SLL), Tumuaki, Kaiako		
Assess all students using DIBELS and analyse results	T1, T2, T4	SENCO, ST, SLL		**DIBELS, the Wilkieway and other forms of assessment will be used to specifically measure the success of these planned actions**
Identify target students for 2024, plan interventions, and track progress (Tier 2 and Tier 3 students)	T1, T2, T4	SENCO, ST, SLL, Tumuaki, Kaiako	TA wages - already accounted for in budget	
Complete the DPS Scope and Sequence	T1-2	SENCO, ST, SLL		
Complete MSL Training for a staff member	T1-4	SENCO	Paid in 2023	

Begin MSL Training for a staff member	T3-4	SLL	Free as we are hosting the course below	
Host approx 30 teachers to begin their MSL Training - led by Trainers. Create a community of Structured Literacy Teachers from this training	T2	SENCO, ST, SLL		
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	T1-4	Tumuaki, Senior Leadership Team (SLT), CPPA	$750	
Reimplement PMP practices, including PL for Pikopiko Teachers	T1	Pikopiko Team	$200 for course	
Create a Gifted and Talented Register - determine the criteria used to identify students for register	T1	Tumuaki, SENCO		
Create programmes of work to meet the needs of students identified as G & T	T2-4	SENCO, Kaaiako	$1000 budgeted for this area	
Trial alternative Maths Assessment and prescribed scope and sequence - Wilkieway	T1-4	Pikopiko Team		

How will our targets and actions give effect to Te Tiriti o Waitangi?
- Ensure that our curriculum and teaching and learning programmes reflect Ka Hikitia, Te Rūnanga o Ngāi Tahu's educational vision, and the Te Taumutu Education Committee (He Tirohanga Ūara Nō Taumutu - located on their website) and that there is reciprocity of learning between Te Taumutu and Darfield Primary School
- Invite our whānau to share with us their aspirations for their tamariki and create productive partnerships between home and school
- Ensure the needs of our tamariki and whānau are included when developing our localised curriculum - such as creating/enhancing their sense of identity and belonging
- Ensure that our kura reflects that Darfield Primary School is part of a bi-cultural community - use of te reo Māori, respect for tikanga