



Darfield Primary School

Te Whenua Kōkōwai

Standing Tall: Reaching our Potential

2026 SCHOOLWIDE ANNUAL PLAN

<p>DPS Goals:</p>	<ul style="list-style-type: none"> ● 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.
<p>MOE Priorities</p>	<p>Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.</p> <p>Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and mathematics.</p> <p>Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement.</p> <p>Improved teacher training: Developing the workforce of the future, including leadership development pathways.</p> <p>Stronger learning support: Targeting effective learning support interventions for students with additional needs.</p> <p>Greater use of data: Using data and evidence to drive consistent improvement in achievement.</p>
<p>Target 1:</p>	<p>Increasing the percentage of students that attend Darfield Primary School regularly from 73.91% to 78%. Regular attendance is to attend school more than 90% of the time.</p> <p>What do we expect to see by the end of the year:</p>

- By the end of the year the school will consistently be using the Stepped Attendance Response (STAR) process in response to Absenteeism
- Improve the 2025 school end of year data to ensure we meet, and exceed, the MOE 2026 target

Baseline data:

Attendance Data for 2025:

	Regularly attending (90-100% attendance)	Irregular attendance (80-89% attendance)	Moderately absent (70-79% attendance)	Chronically absent (0-69% attendance)
2024	71.35%	25.52%	1.56%	1.56%
Term 1 2025	81.94%	13.89	1.85%	2.31%
Term 2 2025	67.69%	20.52%	7.86%	3.93%
Term 3 2025	63.9%	25.31%	9.53%	1.66%
Term 4 2025	77.08%	14.23%	5.53%	3.16%
2025	73.91%	20.55%	3.56%	1.98%

Target 2:

Increase the percentage of Māori females achieving at Descriptor 4 and 5 in Mathematics (20%) by the end of the year

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

- Māori females to maintain their area of strength - Reading
- Higher percentages of Māori females achieving Descriptor 4 (Proficient) and 5 (Exceeding) in Mathematics by the end of the year. Please note that Descriptor 5 did not exist in 2025.

Baseline data:

2025 Reading

	1	2	3	4	Total
Maori Female		21%	43%	36%	33

2025 Maths

	1	2	3	4	Total
Maori Female	6%	31%	63%		32

Target 3:

Increase the percentage of NZE Males achieving at Descriptor 4 and 5 in Writing (10%) by the end of the year

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

- NZE Males to maintain their area of strength - Mathematics
- Higher percentages of NZE Males achieving Descriptor 4 (Proficient) and 5 (Exceeding) in Writing by the end of the year. Please note that Descriptor 5 did not exist in 2025.

Baseline data:

2025 Mathematics

	1	2	3	4	Total
NZE Males	8%	26%	51%	15%	100

2025 Writing

	1	2	3	4	Total
NZE Males	14%	43%	42%	1%	98

Planned actions	Timing	Responsibility	Resourcing	Expected Outcome
Target 1 Follow the STEPS plan Remind parents through newsletters about the importance of regular attendance at school	2026	Administration, SLT, Teachers, BOT		Improved attendance figures for 2026
Target 2 Phase 1 - Investigate Literacy linked Maths assessment: Use word-problem-heavy assessments to determine if Māori females struggles are	Term 1 and 2	SLT, Teachers	Release time for Team Leaders / teachers	More Māori female students achieving at Descriptor 4 and 5 in Mathematics by the end of 2026

