

2025 SCHOOLWIDE ANNUAL PLAN

<p>Te Hū o Kākāpōtahi Kāhui Ako</p> <p>Vision / Strategic Goals</p>	<p><u>Vision</u> <i>To enrich the learning journeys of all our community, from ECE to secondary school and beyond</i></p> <p>Power Partnerships: Embed sustainable systems and processes Strengthen connections between and across ākonga, kaiako, whānau, iwi/hapū, kaimahi, and community</p> <p>Quality Teaching and Learning: Create shared understandings of quality practice to enable coherent learning pathways</p> <p>Localised Curriculum: Promote authentic curriculum design that reflects individual kura contexts with ākonga at the centre</p>
<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</p>

	<p>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>
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Target 1:	<p>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.</p> <p>What do we expect to see by the end of the year:</p> <ul style="list-style-type: none"> By the end of the year processes will be designed, documented and implemented which align with the MOE Stepped Attendance Response (STAR) Improve the 2024 school baseline data to ensure we meet the MOE 2026 target in 2025
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Baseline data:

Attendance Data for 2024:

Student attendance targets for regular attendance, moderate absence and chronic absence.				
Measure	Ministry targets	2024 Target	2026 Target	Today
Percentage of ākonga attending school regularly (attending more than 90%, an average of 9 days a fortnight)		<div>70</div> % 0Δ	<div>75</div> % 5∇	70%
Percentage of ākonga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)		<div>6</div> % 4∇	<div>4</div> % 2∇	2%
Percentage of ākonga who are chronically absent (attending 70% or less, missing three or more days a fortnight)		<div>5</div> % 3∇	<div>3</div> % 1∇	2%
∇ is the % BELOW the target Δ is the % ABOVE the target (For this year so far)				
		<div>SWITCH TO MY TARGETS</div>		

Data from 1 December 2024

Target 2:	<p>Set up systems and processes for the schoolwide implementation of Structured Mathematics. This includes the establishing of baseline data for 2026.</p> <p>What do we expect to see by the end of the year:</p> <ul style="list-style-type: none"> Schoolwide use of Numicon programme - including staff professional development Develop a Darfield Primary School scope and sequence that aligns with Mathematics progressions/curriculum
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	<ul style="list-style-type: none"> • Development of robust assessment practices that establish baseline achievement data • Improved use of formative and summative assessment to inform classroom practice, enable the earlier identification of ākonga (learners) needing extra support, and enabling targeted resourcing
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<p>Baseline data:</p> <p>Baseline data will be established in 2025 for use in 2026.</p>	
<p>Target 3:</p>	<p>To investigate the effects of Structured Literacy practice upon school-wide results in Reading and Writing between the 2024 and 2025 school years.</p> <p>What do we expect to see by the end of the year:</p> <ul style="list-style-type: none"> • Improved DIBELS data between 2024 and 2025 (collected at the beginning, middle and end of the school year) • Baseline data gathered for Reading - using DIBELS school wide and trialing online and adaptive Progressive Achievement Tests (PAT) with the Year 6 cohort • Baseline data gathered for Writing - using ASTLE schoolwide • Baseline data gathered for Spelling - using The Code and the DPS scope and sequence spelling test schoolwide • 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 achievement in ASTTLE data throughout 2025. Data will be collected in term 1 2025 and Term 4. Moderation between teachers and teaching teams will be scheduled to take place throughout the year • 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:**End of Year (EOY) Achievement Data for 2024 (Teacher Judgements / OTJs):**

OTJs against Curriculum Expectations	Working towards Curriculum expectations	At Curriculum Expectations	Above Curriculum Expectations	Total
2024 Yr 1 Reading	8 (17%)	37 (83%)		46
2024 Yr 2 Reading	10 (26%)	29 (74%)		39
2024 Yr 3 Reading	9 (23%)	24 (60%)	7 (17%)	40
2024 Yr 4 Reading	4 (8%)	28 (55%)	19 (37%)	51
2024 Yr 5 Reading	4 (10%)	27 (68%)	9 (22%)	40
2024 Yr 6 Reading	6 (14%)	26 (63%)	10 (23%)	42
2024 Whole School Reading	43 (15%)	201 (70%)	45 (15%)	289
2024 Yr 1 Writing	9 (20%)	37 (80)		46
2024 Yr 2 Writing	8 (21%)	31 (79%)		39
2024 Yr 3 Writing	8 (20%)	31 (78%)	1 (2%)	40
2024 Yr 4 Writing	6 (12%)	37 (73%)	8 (15%)	51
2024 Yr 5 Writing	16 (40%)	22 (55%)	2 (5%)	40
2024 Yr 6 Writing	17 (40%)	24 (58%)	1 (2%)	42
2024 Whole School Writing	64 (23%)	207 (73%)	12 (4%)	285

DIBELS - Beginning (BOY), Middle (MOY), and End of Year (EOY) Data for 2024:

	High Risk / Intensive Support (Tier 3)			Targeted Support (Tier 2)			Minimal risk (Whole Class teaching)		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
2024 Whole School	48%	35%	25%	29%	20%	18%	23%	45%	51%
2024 Year 1	51%	25%	12.5%	28%	10%	4%	21%	65%	83.5%
2024 Year 2	39%	33%	15%	31%	27%	26%	30%	40%	59%

2024 Year 3	57%	39%	40.5%	10%	24%	19%	33%	37%	40.5%
2024 Year 4	42%	40%	34%	22%	18%	16%	36%	42%	50%
2024 Year 5	30%	31%	17.5%	20%	13%	32.5%	50%	56%	50%
2024 Year 6	44%	40%	32%	15%	29%	15%	41%	31%	53%

Planned actions	Timing	Responsibility	Resourcing	Expected Outcome
<p>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.</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>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>T1</p> <p>T1-2</p> <p>T1</p> <p>T1-4</p> <p>T1-4</p> <p>T1-4</p>	<p>Tumuaki (Principal), Deputy Principal (DP), Within School Lead (WSL)</p> <p>Tumuaki, DP, WSL</p> <p>Tumuaki, DP, SENCO, Kaiako (teachers)</p> <p>Structured Literacy Team</p> <p>Structured Mathematics Team</p> <p>SENCO</p>	<p>Release for SENCO - from Teacher salaries</p>	<p>Assessment practices and collection of data that is not only summative but formative</p> <p>A SMS system that can provide schoolwide data</p> <p>Ākonga (learners) and whānau who are engaged with their learning and the school</p> <p>A school that is authentically meeting the expectations of Te Tiriti o Waitangi through partnership, participation and protection</p>
<p>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).</p> <p>Continue to create Universal by Design (UDL) programmes of work to meet the needs of all students and those identified as G & 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>T1-4</p> <p>T1-4</p>	<p>SENCO, Kaiako</p> <p>PB4L Team, RTLb</p>	<p>Release to attend PB4L Training Days</p>	<p>Ākonga possessing a range of social and emotion tools to help them meet the expectations of the Darfield High 5 (DH5)</p> <p>Teachers having an improved understanding of the concept of 'lagging skills' and how best to meet the needs of our ākonga (learners) who may have lagging skills</p> <p>Wellbeing @School data will be used to specifically measure the success of these planned actions</p>

<p>Raising Student Achievement - Use data, structures, and teaching strategies effectively to raise the achievement of all students.</p> <p>Teacher Only Day - Focus - Structured Literacy, Structured Mathematics and the CPS Behaviour model (aligned to our PB4L programme)</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> <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>Continue to implement PMP practices</p> <p>Design procedures to track and improve school wide attendance - using guidance from the Ministry of Education</p>	T1	Tumuaki, Structured Literacy and Mathematics Leads	Teacher Aid wages to attend Snacks on the day	<p>The academic achievement of our ākonga (learners) will improve</p> <p>Kaiako (teachers) will be upskilled to implement assessment practices and teaching programmes which meet the needs of our ākonga (learners) and improve academic outcomes</p>
	T2	Principal	Use specialist teacher as release whilst teacher is training	
	T2	Kaiako		
	T2-4	Tumuaki, DP?	\$3000 - we are hosting so other teacher is free	
	T1-4	Tumuaki, BOT		
	T1-4	SENCO, Specialist Teacher, Kaiako	\$32000	
	T1-4	Pikopiko Team		
	T1	Tumuaki, DP		

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