



Darfield PRIMARY SCHOOL

Standing Tall: Reaching our Potential

**Charter
2018**

<p>OUR MOTTO</p>	<p>Standing Tall: Reaching Our Potential</p>
<p>OUR SHARED VISION</p>	<p>Through the development of the Darfield High Five, our children will develop the attitudes, skills and knowledge needed to become confident, motivated, self-directed lifelong learners.</p>
<p>OUR CORE VALUES AND BELIEFS DARFIELD HIGH FIVE</p>	<p>Team Player / Kia Mahitahi I belong to and am proud of my team and school I actively contribute to my team and school I work collaboratively with others</p> <p>Caring Citizen / Kia aroha atu I communicate effectively with others I am respectful, tolerant and include others I am caring and kind to others</p> <p>Power Thinker / Kia wānanga I am curious and want to learn new things I focus on and complete tasks I use a range of thinking strategies</p> <p>Self Manager / Kia mauritau I make right choices I set and monitor my own goals</p>

	<p>I am organised and look after my belongings</p> <p>Self Believer / Kia pūmau ki a koe anō</p> <p>I try my best</p> <p>I have the confidence to try new things</p> <p>I show determination and persistence</p>
<p>OUR STRATEGIC PRIORITIES</p>	<p>Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice</p> <p><i>Because we believe:</i></p> <ul style="list-style-type: none"> ● <i>Our children have the ability to perform at the National Standards</i> ● <i>That Literacy and Mathematics are foundation skills that will enable our children to succeed in the future.</i> <p>Enhance learning and a sense of community by working in partnership with students, parents and the wider Darfield community</p> <p><i>Because we believe:</i></p> <ul style="list-style-type: none"> ● <i>Darfield School is here to serve the Darfield Community</i> ● <i>Learning occurs when relationships and conversations focus on learning</i>

- *The more 'at home' children feel in the environment the more effective the learning*

Foster a supportive learning environment that empowers students to be self-directed, self-managing and confident learners

Because we believe:

- *Learners are engaged when they understand the purpose of learning*
- *It is easier to achieve when we know what the goal is*
- *Learners should take risks and challenge themselves.*

Nurture the unique potential of each child through purposeful learning opportunities that engage, challenge and inspire students

Because we believe:

- *It is our responsibility to help children discover their interests and talents*
- *Learning is engaging when it is relevant to our lives*
- *Opportunities for learning are endless.*

A Board that provides authentic, effective leadership for the school community

	<p><i>Because we believe:</i></p> <ul style="list-style-type: none"> • <i>It is the Board's responsibility to represent and serve the community in a stewardship role</i>
<p>Review of Charter and Consultation</p>	<p>Review of Strategic Priorities - 2017 Nov, Dec BOT Meetings - Board Members</p> <p>Review of Strategic Priorities - 2017 Nov Staff Only Day - School Staff</p> <p>Strategic Plan Community Consultation - 2018 - Darfield School community - including Māori community, parents of children with special needs</p>

OUR SCHOOL / OUR COMMUNITY

Our School

Darfield School is a state primary school situated in the heart of Darfield Township. The school complex is made up of 2 learning spaces and 3 classrooms, a hall, learning support unit and administration building. The school is currently in the process of upgrading its junior block into flexible learning spaces. The school grounds include two adventure playgrounds, two netball courts, a basketball court, sandpit, and school gardens.

The school is staffed with a non-teaching Principal and nine teachers working in three teams lead by the Leadership Team which consists of the Principal, Deputy Principal, and 1 Team Leader. Darfield School has a number of support staff including office administrators, release teachers and teacher aides all of whom help us make Darfield School a wonderful place to learn.

Darfield Primary School operates a comprehensive Learning Support programme that not only supports the learning of learners with special needs but also enhancing the learning of those learners that are operating at accelerated achievement standards. This programme is supported by: a Reading Recovery teacher, Teacher Aides and a variety of support agencies. The school also hosts the Resource Teacher of Learning and Resource Teacher of Literacy on site.

At Darfield Primary School we strive to create a positive learning environment where an individual's unique gifts are acknowledged and they are empowered to use their gifts to reach their full potential. The range of programmes provided to learners are challenging, success oriented and fulfilling. Our comprehensive learning programme ensures that learners are equipped with the knowledge, skills, and attitudes to succeed in the future. Darfield School is committed to fostering confident, self-motivated, lifelong learners.

OUR RECOGNITION OF NEW ZEALAND'S CULTURAL DIVERSITY

Māori Responsiveness Plan

Improving the Learning Outcomes for Māori Learners

Darfield Primary School is committed to strengthening the cultural identity of all students by recognising the values and aspirations of different cultures, and developing policies that reflect New Zealand's cultural diversity.

Darfield Primary School recognises the unique position of the Māori as tāngata whenua. It takes all reasonable steps to provide instruction in tikanga (Māori custom) and te reo Māori (Māori language) for students whose parents request it.

We meet these requirements by;

- a. Implementing the principles of the Treaty of Waitangi.
- b. Integrating components of tikanga Māori and te reo Māori into appropriate aspects of the school life.
- c. Making full use of Māori resources in the community and capitalising on the experiences and perspectives of tangata whenua as an integral part of the school.
- d. Supporting New Zealanders so they value cultural heritage.
- e. Involving the Māori community / whānau in identifying important learning needs of Māori students and setting targets supported by the Māori community / whānau through regular consultation.
- f. Monitoring and reporting the achievement of Māori students to the Board and Māori community.
- g. Providing regular professional development for teachers in the use of Māori language and culture in the learning spaces.
- h. Foster understanding of and responsibility for the environment (Kaitiakitanga) in particular local Māori heritage areas.

- i. Consult external advisers in planning and delivering programmes when needed.
- j. Implementing the Māori Responsiveness Plan as outlined below.

Māori Responsiveness Plan:

If a whānau requests a higher level of tikanga Māori and/or te reo Māori than is at present evident in our school's Māori programme, the school will take all reasonable steps to discuss and explore the following options with the family:

- Further explain the integration of tikanga Māori and te reo Māori in school life.
- Examine the promotion of te reo Māori in the home.
- Extend the existing integration of tikanga Māori and te reo Māori as appropriate.
- Combine with a neighbouring school for parts of the day/programme.
- Dual enrolment with the New Zealand Correspondence School.
- Provide in-school support and resources to enhance inclusion of te reo Māori and tikanga Māori within the learning spaces.
- Use community expertise (people and places) to help with any of the above.

MALVERN COMMUNITY OF LEARNING

Darfield Primary School is a proud and enthusiastic member of the Malvern Community of Learning. In 2017 our Achievement Challenges were approved by the Ministry of Education and our appointed lead principal, Judith Beales, will lead exciting developments over the next three years.

Community of Learners Visions:

“To support all Malvern learners along their learning journey.”

Our Achievement Challenges:

- To lift achievement in Reading for Boys (year 1-8)
- To lift achievement in Writing for all learners
- To lift achievement in Writing for Māori learners
- To lift achievement in Writing for male learners
- To lift achievement of Merit and Excellence endorsements at Level 2 NCEA

STRATEGIC SECTION

	STRATEGIC GOALS	CORE STRATEGIES FOR ACHIEVING GOALS 2017-2019
Striving for higher standards	Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice	<ul style="list-style-type: none"> • Establish a collaborative learning environment • Aim for 85% of students achieving at or above the National Standard in Writing, Reading and Mathematics • Establish a cohesive curriculum programme that scaffolds learning from Year 1-6
Enhancing learning and a sense of community	Enhance learning and a sense of community by working in partnership with students, parents and the wider Darfield community	<ul style="list-style-type: none"> • Empower parents to be involved in the learning process • Ensure families and whānau feel welcome and connected to the school • Work collaboratively with the Malvern Community of Learning to achieve to the shared vision and goals
Supportive Learning Environment	Foster a supportive learning environment that empowers students to be self-directed, self-managing and	<ul style="list-style-type: none"> • Ensure students feel confident about directing their own learning and progress • Develop the Darfield High 5 concept so that it can be deliberately taught as part of the Darfield Primary School learning programme • Ensure students understand and can reflect the Darfield High 5

	confident learners	
Fostering the unique potential of each child	Nurture the unique potential of each child through purposeful learning opportunities that engage, challenge and inspire students	<ul style="list-style-type: none"> • Develop self-managing, collaborative, reflective, lifelong learners who are confident to take risks within an ever changing world • Develop a range of authentic learning opportunities, including the implementation and embedding of e-learning practices across the school
Stewardship	A Board that provides authentic, effective leadership for the school community	<ul style="list-style-type: none"> • Represent and serve the community in a stewardship role • Scrutinise the work of the school in achieving values student outcomes • Evaluate the effectiveness of performance in governance and stewardship roles • Effectively meet statutory requirements

ANNUAL IMPROVEMENT PLAN 2018**STRATEGIC GOALS****Striving for Higher Standards:**

Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice

Target	Who will do it?	When will it be done?	How will we know we have been successful?
<ul style="list-style-type: none"> Develop sustained Targeted Learning practices Provide targeted funding for learning support to assist students achieving below standard Provide targeted funding/programmes of work for students identified as gifted and talented Develop transition partnership with ECEs Share Fundamentals programme with Malvern Cluster Embed Teaching as Inquiry practices with staff as part of their Professional Learning Group work Provide online virtual learning tools 	<p>SLT, staff and Board</p> <p>SLT / SENCO</p> <p>SLT / SENCO</p> <p>SLT / Kiri and Mark (TLIF)</p> <p>Meredith, Kiri and Mark (TLIF)</p> <p>SLT, teaching staff</p> <p>Kiri and elearning</p>	<p>Term 1</p> <p>From Term 1 onwards</p> <p>From Term 1 onwards</p> <p>From Term 1 onwards</p> <p>From Term 1 onwards</p>	<p>Regular reports to SLT</p> <p>Progress Report for academic achievement against National Standards in Literacy and Numeracy</p> <p>Deeper engagement in learning tasks - including through the use of eLearning devices and programmes</p> <p>Deeper engagement with other schools/preschools in the Malvern COL</p> <p>Student Achievement data will show students accelerating their academic achievement and a change in the current trend</p> <p>We will meet the targets set by the Leadership Team and teachers</p> <p>High engagement with learning and Darfield High 5 by students, parents and school staff</p>

<p>for parents to utilize at home</p> <ul style="list-style-type: none"> ● Parent Information Evening - Literacy ● Parent Information Evening - Numeracy ● Support teachers to investigate further collaborative teaching practices ● Empower teachers to continue to self-direct change to collaborative teaching practices and environments and ensure opportunities to reflect upon successes, next steps ● Review and co-construct Darfield Curriculum to include Darfield High 5 ● Establish a school-wide learning approach to Inquiry ● Develop school-wide planning and assessment templates ● Support teachers to implement ALL and ALIM practices 	<p>team</p> <p>Literacy leader and teaching staff</p> <p>Numeracy leader and teaching staff</p> <p>SLT, teaching staff</p> <p>SLT, teaching staff</p> <p>SLT, teaching staff</p> <p>SLT, teaching staff, Students</p> <p>SLT, teaching staff, Students</p> <p>SLT, teaching staff</p>	<p>From Term 1 onwards</p> <p>From Term 1 onwards</p> <p>Term 2</p> <p>Term 3</p> <p>From Term 1 onwards</p> <p>From Term 1 onwards</p> <p>From Term 1 onwards</p> <p>From Term 1 onwards</p>	
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		From Term 1 onwards	
		From Term 1 onwards	

Enhancing Learning and a Sense of Community:

Enhance learning and a sense of community by working in partnership with students, parents and the wider Darfield community

Target	Who will do it?	When will it be done?	How will we know we have been successful?
<ul style="list-style-type: none"> Review Student Achievement Reports to ensure that they are easy to understand and informative Redevelop the Homework Programme to ensure it meets the needs of the students and their families Board and PTA to contribute monthly to school newsletters Work with the PTA to organise 	<p>SLT</p> <p>Teaching staff</p> <p>Board, PTA</p> <p>SLT, PTA</p>	<p>Term 1</p> <p>From Term 1 onwards</p> <p>From Term 1 onwards</p> <p>From Term 1 onwards</p>	<p>A school curriculum which is inclusive and responsive to student and community needs</p> <p>A school community which is engaged and involved in the school and it's programmes of work - including the Enviro School's initiative and Homework Challenges</p> <p>Teachers taking an active role in promoting te reo (language) and tikanga (culture) for their akonga (learners) through the development of the local Cultural Narrative and consultation with the Maori community</p>

<p>regular school based community social events</p> <ul style="list-style-type: none"> • Synergize the local Cultural Narrative into the school's Charter • Work with the Maori Community to establish consultation protocols so that priorities and strategies that target Maori achievement and successes can be established • Hold a Hui with the local Maori Community • Explore concepts and engage with EnviroSchools Organisation • Create new pathways of communication for parents to become more informed about the school, programmes of learning, school routines, etc (such as videos, digital portfolios, information evenings, joining classroom programmes and events) • Create a Parent skills register 	<p>Meredith</p> <p>SLT</p> <p>SLT, Teaching Staff, Students</p> <p>SLT, Teaching Staff, Students, Support Staff, Board, PTA</p> <p>SLT, Teaching Staff, Students, Support Staff, Board, PTA, Wider school community</p> <p>SLT, Teaching Staff</p>	<p>Term 3</p> <p>Term 1,2</p> <p>Term 2</p> <p>From Term 1 onwards</p> <p>From Term 1 onwards</p> <p>Term 2</p>	
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Supportive Learning Environment:

Foster a supportive learning environment that empowers students to be self-directed, self-managing and confident learners

Target	Who will do it?	When will it be done?	How will we know we have been successful?
<ul style="list-style-type: none"> Establish consistent self and peer assessment protocols throughout the school Students are able to talk about their learning journeys Achievement Indicators are used by students and teachers to identify what they know and can do Achievement Indicators are used by students and teachers to track performance and identify next learning steps The Darfield High 5 dispositions are developed into visual images and promoted around the school Circle Time and Reflection Time is used to develop students understanding and use of the Darfield High 5 dispositions The Darfield High 5 dispositions are integrated into the Performance 	<p>SLT, Teaching staff</p> <p>SLT, Teaching staff, students</p> <p>Teaching staff, students</p> <p>Teaching staff, students</p> <p>SLT, Board, Teaching staff, Support staff, Students</p> <p>SLT, Teaching staff, Support staff, Students</p> <p>SLT</p>	<p>Term ½</p> <p>Term 1 onwards</p> <p>From Term 1 onwards</p> <p>From Term 1 onwards</p> <p>From Term 1 onwards</p> <p>From Term 1 onwards</p> <p>TOD, 2018</p>	<p>Teachers and learners demonstrate critical, creative, caring thinking skills, showing their ability to operate within society, solving problems and maintaining self belief</p> <p>All teachers actively and consistently employ the actions to promote the Darfield High 5 Learner Qualities in our learners</p> <p>Strong awareness of self awareness, self management, social awareness and relationship management in all teachers and learners</p>

<p>Management Procedures and Protocols</p> <ul style="list-style-type: none"> ● Include Student Voice when making decisions about learning programmes ● Invite students leaders to attend BOT meetings ● Through the process of inquiry develop the concept of self-managing learners, Discovery Time and tuakana/teina relationships 	<p>SLT, Teaching staff, Students</p> <p>SLT, Board, Students</p> <p>SLT, Teaching staff, Students</p>	<p>From Term 1 onwards</p> <p>From Term 1 onwards</p> <p>From Term 1 onwards</p>	
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Fostering the Unique Potential of Each Child:

Nurture the unique potential of each child through purposeful learning opportunities that engage, challenge and inspire students

Target	Who will do it?	When will it be done?	How will we know we have been successful?
<ul style="list-style-type: none"> • Use Solo Taxonomy as an assessment tool • Solo Taxonomy is included in the Curriculum Document • All school and inter school events are reviewed to ensure they are purposeful and relevant • The use of Sports Start is reviewed and adjusted as required • The Physical Education programme is reviewed and redeveloped (as required) • Extra Curricular events are provided to enable children to broaden their interests - such as musical opportunities 	<p>Teaching staff, Students</p> <p>SLT</p> <p>SLT, Kiri, Lead Teachers in Literacy and Numeracy, Teaching staff</p> <p>Kiri, Teaching staff</p> <p>Kiri, Teaching staff</p> <p>SLT, Teaching staff</p>	<p>From Term 1 onwards</p> <p>Term 1</p> <p>Term 3 / 4</p> <p>From Term 1 onwards</p> <p>From Term 2 onwards</p> <p>From Term 1 onwards</p>	<p>Teachers and learners co-construct authentic learning programmes through learning areas, such as Inquiry / Literacy and Numeracy, and participation in Enviro Schools and specific activities promoting the Darfield High Fives</p> <p>Students participation in a range of sporting and cultural opportunities:</p> <ul style="list-style-type: none"> • Ski Days • Winter sports • Triathlon • School Production • ChCh music festival • Learning a musical instrument

Stewardship:

A Board that provides authentic, effective leadership for the school community

Target	Who will do it?	When will it be done?	How will we know we have been successful?
<ul style="list-style-type: none"> • Succession Planning • BOT Training - including attending some teacher PD (where applicable) • Create opportunities for Board/School Staff and Board/Community to meet and communicate 	<p>Board</p> <p>Board</p> <p>Board, SLT</p>	<p>From Term 1 onwards</p> <p>From Term 1 onwards</p> <p>From Term 1 onwards</p>	<p>Trustees having a shared understanding of their role and responsibilities</p> <p>Trustees reflecting on the effectiveness of their work and seeking relevant advice and/or resources as required</p> <p>A succession pathway has been established</p> <p>Through regular BOT contributions to School Newsletters the community will</p>

ANALYSIS OF VARIANCE

School Name:	Darfield Primary School	School Number:	3326
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Strategic Aim:	<p>Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice.</p> <p>85% of students to achieve At or Above the National Standard in Writing.</p>																
Annual Aim:	<p>To increase the number of students achieving At or Above the National Standard for Writing.</p>																
Target:	<p>Our Writing Target is to increase the percentage of learners At and Above National Standard from 75% to 80%, with particular emphasis on Year 5 and Year 6 learners.</p>																
Baseline Data:	<p>National Standards Writing Achievement in 2016 identified the following targeted areas for improvement.</p> <table border="1" data-bbox="520 1230 1887 1365"> <thead> <tr> <th>OTJS against NS</th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>					OTJS against NS	Well Below	Below	At	Above	Total						
OTJS against NS	Well Below	Below	At	Above	Total												

	Whole School	4 (2.0%)	46 (23.0%)	141 (70.5%)	9 (4.5%)	200
	End of Yr. 6	1 (3.1%)	9 (28.1%)	16 (50.0%)	6 (18.8%)	32
	End of Yr. 5		10 (27.8%)	25 (69.4%)	1 (2.8%)	36

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
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- Analyse 2016 student achievement information
Collaboratively analyse 2016 student achievement information and assessment. Use eAsTTle information from 2016 to plan for 2017
- All staff to register on the Virtual Learning Network (VLN)
Check with staff and support them to join a group relevant to writing at their level
- Share research / readings / learning's relevant to writing
Plan for time at team and staff meetings to share. Give staff "homework" to do
- Participate in ALL
Staff meeting – time to share readings and information

Writing

Whole School

	2016	2017
Wb	4(2.0%)	5 (2.3%)
B	46(23.0%)	56 (25.8%)
At	141(70.5%)	149 (68.7%)
Ab	9(4.5%)	7(3.2%)

The numbers of students achieving at and above National Standards has dropped slightly between 2016 (75%) and 2017 (71.9%)

End of Year 6

	2016	2017
Wb	1(3.1%)	1(2.6%)

Strategies that worked well:

Analysing student data and identifying target students

Following Accelerated Literacy Learning Guidelines to develop programmes of work to support priority learners

Grouping of students to provide targeted programmes of work

Strategies which had little impact:

It is unclear whether the other 2017 actions had little to no impact as these were not monitored, through the use of assessment data and teacher observation,

Monitoring of Student Achievement Data – specific students/groups will be selected from the 2017 Student Achievement Data. These students will be monitored and reported upon throughout the year – to teachers, the Leadership Team and the Darfield Primary School Board of Trustees

Investigate the Junior Settling Into School Study by Kathleen Liberty. The study proposed solutions to reduce the arousal levels of students so that they can access their education.

Some suggested strategies to reduce the arousal levels of students are as follows:

- Ensure there is sufficient light in classrooms
- Reduce the level of noise

Follow ALL guidelines as to best practice to support priority learners

- Encourage learners to write collaboratively

Use Google Docs and the tools

- within teams
- within cluster

Tools can include dictation and spelling extensions and other assistive technologies to help learners with their writing. Try alternative groupings:

- boys only / girls only groups
- mix of teams
- older learner / younger learner buddies

- Improve Oral Language skills

Focus on oral language, encouraging learners to elaborate on simple answers or ideas. Actively involve them in conversation. Ensure learners are using correct

B	9(28.1%)	11(28.9%)
At	16(50%)	23(60.5%)
Ab	6(18%)	3(7.9%)

The numbers of Yr. 6 students achieving at and above National Standards has improved slightly between 2016 (68%) and 2017 (68.4%)

End of Year 5

	2016	2017
Wb		
B	10(27.8%)	16(38.1%)
At	25(69.4%)	24(57.1%)
Ab	1(2.8%)	2(4.8%)

throughout the year. A implementation plan was not developed to ensure that the proposed actions were implemented and or maintained

The older students need more opportunities to write using authentic and purposeful contexts

When looking at achievement across the school there is a drop (or minimal gain) in achievement in the Yr 4-5 area of the school. A hunch has been proposed that it is the numbers and environment in which the students are learning. Strategies have been put in place for 2018 to explore this hunch further,

- No learning material to be hung over eye level
- Drink to think / Think to drink – water hydration
- Change the ways breaks are implemented – reduce the length of lunch time to reduce arousal

Wellbeing / Engagement – investigate appropriate strategies/programmes will be implemented to ensure a calmer, resilient and self-regulated school.

- Me and My School Survey
- Well Being at School
- Mindfulness Education – Pause Breathe Smile
- Understanding behaviour and responding safely

<p><i>forms of grammar when speaking.</i></p> <ul style="list-style-type: none"> · Provide opportunities for learners to write outside of school <p><i>Encourage use of Google Apps so that writing projects can be worked on at home</i></p> <ul style="list-style-type: none"> · Learners know the purpose why they are writing <p><i>Teachers will discuss learner's goals with them and/or their writing groups, regularly reiterating why we write and giving the learners the chance to regularly share their writing with others</i></p> <ul style="list-style-type: none"> · Provide authentic and purposeful contexts that the learners can relate to <p><i>Making it relevant to the learners. Talk with and survey learners to find out about their</i></p>	<p>The numbers of Yr. 5 students achieving at or above National Standards has dropped between 2016 (72.4%) and 2017 (61.9%). This cohort has dropped for the last three years from 72.8% in 2015 to 63.4% in 2016 to 61.9% in 2017. Between the years 2016 and 2017 the drop is not as significant as between 2015 and 2016. The males in this cohort have experienced the most significant drops in achievement, 71.4% (2015), 42.1% (2016) and 36.8% (2017).</p>	<p>such as reducing the arousal levels by reducing numbers and collaborating with similar age groups</p>	<p>Teaching staff are to implement practices from the Accelerated Literacy Programme to accelerate academic achievement for students identified as achieving below or well below National Standards in Writing</p> <p>Appoint a Lead Teacher of Literacy to monitor assessment data and provide feedback and feed forward to teaching staff</p> <p>Strategically place Teacher Aides in classrooms to support the classroom teacher with organisational tasks, small group reinforcement of classroom programmes, support the teacher to effectively monitor and manage behaviour</p> <p>Additional Programmes that may be implemented depending upon the identification of student need:</p> <ul style="list-style-type: none"> · Perceptual Motor Programme (PMP) · Visual and Auditory Memory Processing (VAMP) · Colourful Semantics · Early Words
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interests and what they enjoy writing about. Use school trips and events as opportunities for writing

- Support staff with writing

Utilise RTLit for teacher support and guidance with writing

- Provide staff with Writing Progressions

Regularly discuss at Team level the progressions. Are we using these effectively?

- Accelerated Literacy for pre-Reading Recovery students

E Learning – Teachers will receive training in the use of devices in the classroom as part of regular Techie Brekkies

Collaborative Teaching – teachers will work collaboratively to meet the needs of their students. They will have more flexibility of grouping and building of relationships with the students. Each teaching group will work collaboratively to improve student achievement through tracking of assessment data and implementing quality teaching and learning programmes which meet the needs of the learners

Moderation – The use of the PACT tool will be investigated to see whether it can enhance our moderation practices. This will be completed as part of the schools work with the COL

The school will also work with the COL Lead Teachers to investigate and implement quality literacy

			practices Storytelling – the COL Within School Teacher will work collaboratively with the staff to implement Storytelling practices throughout the school Implement the Strategic Priorities outlined in the Darfield Primary School Charter. Staff will implement the 2018 Annual Plan for the Strategic Goals
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Planning for next year:

Planning for Writing 2018:

In 2018 we aim to have 75% of our Maori students working consistently within the 'At' band.

In 2018 we aim to have 60% of our Year 5 Boys working consistently within the 'At' band.

School Name:	Darfield Primary School	School Number:	3326
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Strategic Aim:	<p>Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice.</p> <p>85% of students to achieve At or Above the National Standard in Mathematics.</p>
Annual Aim:	To increase the number of students achieving At or Above the National Standard for Mathematics.
Target:	Our Maths Target is to increase the percentage of learners At and Above National Standard from 78% to 82%, with particular emphasis on Year 4 and Year 5 learners.
Baseline Data:	National Standards Maths Achievement in 2016 identified the following targeted areas for improvement

OTJS against NS	Well Below	Below	At	Above	Total
Whole School	4 (2%)	41 (20.5%)	131 (65.5%)	24 (12%)	217
End of Yr. 5		7 (19.4%)	20 (55.6%)	9 (25%)	42
End of Yr. 4	3 (7.0%)	10 (23.3%)	27 (64.3%)	5 (11.9%)	43

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
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- Analyse 2016 student achievement information
Collaboratively analyse 2016 student achievement information and assessment. Use eAsTTle information from 2016 to plan for 2017
- Identify priority learners
Follow ALIM guidelines as to best practice to support priority learners in Mathematics
- Use teachers' strengths to teach specific strands
Engage learners in problems and investigations, and teach them processes for solving them
- Make use of Studyladder and other suitable online resources for engaging students, and giving them

**Mathematics
Whole School**

	2016	2017
Wb	4 (2%)	3 (1.4%)
B	41 (20.5%)	34 (15.7%)
At	131 (65.5%)	153 (70.5%)
Ab	24 (12%)	27 (12.4%)

The numbers of students achieving at and above National Standards has improved between 2016 (77.5%) and 2017 (82.9%)

End of Year 5

	2016	2017

Two of the target groups show improvement between 2016 and 2017.

The whole school achieved the 2017 target. 82.9% of the school achieved at or above National Standards in Mathematics.

Strategies that worked well:

Analysing student data and identifying target students

Grouping of students to provide targeted programmes of work

Strategies which had little impact:

It is unclear whether the other 2017 actions had little to no impact as these were not monitored, through the

Monitoring of Student Achievement Data – specific students/groups will be selected from the 2017 Student Achievement Data. These students will be monitored and reported upon throughout the year – to teachers, the Leadership Team and the Darfield Primary School Board of Trustees

Investigate the Junior Settling Into School Study by Kathleen Liberty. The study proposed solutions to reduce the arousal levels of students so that they can access their education. Some suggested strategies to reduce the arousal levels of students are as follows:

<p>practise at mathematical concepts and skills</p> <p><i>Give Studyladder access for students so that they can complete activities appropriate to their level</i></p> <ul style="list-style-type: none"> Identify groups of learners within team programmes <p><i>Provide differentiated learning opportunities so all students are given work that is appropriate to their level of learning</i></p>	<table border="1" data-bbox="632 204 1016 581"> <tr> <td>Wb</td> <td></td> <td></td> </tr> <tr> <td>B</td> <td>7 (19.4%)</td> <td>10 (23.8%)</td> </tr> <tr> <td>At</td> <td>20 (55.6%)</td> <td>27 (64.3%)</td> </tr> <tr> <td>Ab</td> <td>9 (25%)</td> <td>5 (11.9%)</td> </tr> </table> <p>The numbers of Yr 5 students achieving at or above National Standards has decreased between 2016 (80.6%) and 2017 (76.2%).</p> <p>This Yr 5 group is the same cohort who achievement in National Standards declined in Writing over the last three years.</p> <p>End of Year 4</p> <table border="1" data-bbox="632 1268 1026 1349"> <tr> <td></td> <td>2016</td> <td>2017</td> </tr> </table>	Wb			B	7 (19.4%)	10 (23.8%)	At	20 (55.6%)	27 (64.3%)	Ab	9 (25%)	5 (11.9%)		2016	2017	<p>use of assessment data and teacher observation, throughout the year. A implementation plan was not developed to ensure that the proposed actions were implemented and or maintained</p>	<ul style="list-style-type: none"> Ensure there is sufficient light in classrooms Reduce the level of noise No learning material to be hung over eye level Drink to think / Think to drink – water hydration Change the ways breaks are implemented – reduce the length of lunch time to reduce arousal <p>Wellbeing / Engagement – investigate appropriate strategies/programmes will be implemented to ensure a calmer, resilient and self-regulated school.</p> <ul style="list-style-type: none"> Me and My School Survey Well Being at School Mindfulness Education –
Wb																		
B	7 (19.4%)	10 (23.8%)																
At	20 (55.6%)	27 (64.3%)																
Ab	9 (25%)	5 (11.9%)																
	2016	2017																

Wb	2 (4.9%)	3 (7.0%)
B	13 (31.7%)	10 (23.3%)
At	20 (48.8%)	21 (48.8%)
Ab	6 (14.6%)	9 (20.9%)

The numbers of students achieving at or above National Standards has improved between 2016 (63.4%) and 2017 (69.7%)

Pause Breathe

Smile

- Understanding behaviour and responding safely

Teaching staff are to implement practices from the Accelerated Mathematics Programme to accelerate academic achievement for students identified as achieving below or well below National Standards in Writing

Appoint a Lead Teacher of Numeracy to monitor assessment data and provide feedback and feed forward to teaching staff

Strategically place Teacher Aides in classrooms to support the classroom teacher with organisational tasks, small group reinforcement of

		<p>classroom programmes, support the teacher to effectively monitor and manage behaviour</p> <p>Additional Programmes that may be implemented depending upon the identification of student need:</p> <ul style="list-style-type: none">· Perceptual Motor Programme (PMP)· Visual and Auditory Memory Processing (VAMP) <p>E Learning – Teachers will receive training in the use of devices in the classroom as part of regular Techie Brekkies</p> <p>Collaborative Teaching – teachers will work collaboratively to meet the needs of their students. They will have more flexibility of grouping and building of relationships with the students. Each teaching group will work collaboratively to improve student achievement through tracking of assessment data</p>
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and implementing quality teaching and learning programmes which meet the needs of the learners
Moderation – The use of the PACT tool will be investigated to see whether it can enhance our moderation practices. This will be completed as part of the schools work with the COL
Implement the Strategic Priorities outlined in the Darfield Primary School Charter. Staff will implement the 2018 Annual Plan for the Strategic Goals

Planning for next year:

We are setting a target in Reading as this topic area is of greater need than Mathematics currently.

2018 SCHOOL WIDE TARGETS



2018 TARGETS FOR RAISING STUDENT ACHIEVEMENT IN WRITING	
Strategic Aim	Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice.
Strategic Objectives:	<ul style="list-style-type: none"> · Be proficient users and learners in Literacy; · Implement, assess and report to students and parents on the national Standards in Writing; · Develop knowledge, skills and understanding to strengthen personal identity; · Enhance all student's understanding of Te Reo and tikanga through quality learning experiences; · Enhance a sense of self-worth, while learning about relationships; · Actively involve students in their learning by identifying strengths and developing learning goals; · Equip students with the skills, concepts, understandings and attitudes to enable students to cope confidently with everyday life; · Provide students with a range of creative and physical learning experiences;

<p>Curriculum Area:</p>	<p>Key Competencies</p> <ul style="list-style-type: none"> · Using language, symbols and texts; · Thinking; · Managing self. 				
<p>Annual Objectives and Aims:</p>	<p>To increase the number of students achieving at or above the National Standard for Writing.</p>				
<p>Baseline data: National Standards Writing Achievement in 2017 identified the following targeted areas for improvement.</p>					
<p>OTJs against NS</p>	<p>Well Below</p>	<p>Below</p>	<p>At</p>	<p>Above</p>	<p>Total</p>
<p>Yr 4 Male Students</p>	<p>3 (7.0%)</p>	<p>7 (16.3%)</p>	<p>25 (58.1%)</p>	<p>8 (18.6%)</p>	<p>43</p>
<p>Maori Students</p>	<p>1 (2.8%)</p>	<p>11 (30.6%)</p>	<p>22 (61.1%)</p>	<p>2 (5.6%)</p>	<p>36</p>
<p>2018 Annual Targets:</p>	<ol style="list-style-type: none"> 1. That 60% (4/7) of the Yr 4 male students identified as <i>below</i> in 2017 will be working <i>at or above</i> in Writing by the end of 2018. 2. That 75% (8/11) of the Maori students identified as <i>below</i> in 2017 will be working <i>at or above</i> in Writing by the end of 2018 or their anniversary date. 				

2018 TARGETS FOR RAISING STUDENT ACHIEVEMENT IN READING	
Strategic Aim	Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice.
Strategic Objectives:	<ul style="list-style-type: none"> · Be proficient users and learners in Literacy; · Implement, assess and report to students and parents on the national Standards in Writing; · Develop knowledge, skills and understanding to strengthen personal identity; · Enhance all student's understanding of Te Reo and tikanga through quality learning experiences; · Enhance a sense of self-worth, while learning about relationships; · Actively involve students in their learning by identifying strengths and developing learning goals; · Equip students with the skills, concepts, understandings and attitudes to enable students to cope confidently with everyday life; · Provide students with a range of creative and physical learning experiences; ● Enhance students' understanding of Te Reo and tikanga through quality experiences.
Curriculum Area:	Key Competencies <ul style="list-style-type: none"> · Using language, symbols and texts; · Thinking; · Managing self.
Annual Objectives	To increase the number of students achieving at or above the National Standard for Reading.

and Aims:																	
<p>Baseline data: National Standards Reading Achievement in 2017 identified the following targeted areas for improvement.</p>																	
<table border="1"> <thead> <tr> <th>OTJs against NS</th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>End of 40 weeks</td> <td></td> <td>19 (44.2%)</td> <td>24 (55.8%)</td> <td></td> <td>43</td> </tr> </tbody> </table>						OTJs against NS	Well Below	Below	At	Above	Total	End of 40 weeks		19 (44.2%)	24 (55.8%)		43
OTJs against NS	Well Below	Below	At	Above	Total												
End of 40 weeks		19 (44.2%)	24 (55.8%)		43												
2018 Annual Targets:	<p>1. That 60% (11/19) of the 40 weeks students identified as <i>Below</i> in 2017 will be working <i>At or Above</i> in Reading by their 80 week anniversary date.</p>																

Planned actions for 2018	Timing	Responsibility	Resourcing
Monitoring of Student Achievement Data – specific students/groups will be selected from the 2017 Student Achievement Data. These students will be monitored and reported upon throughout the year – to teachers, the Leadership Team and the Darfield Primary School Board of Trustees	Term 4, 2017 – Term 4, 2018	SLT, staff and Board	

<p>Investigate the Junior Settling Into School Study by Kathleen Liberty. The study proposed solutions to reduce the arousal levels of students so that they can access their education. Some suggested strategies to reduce the arousal levels of students are as follows:</p> <ul style="list-style-type: none"> · Ensure there is sufficient light in classrooms · Reduce the level of noise · No learning material to be hung over eye level · Drink to think / Think to drink – water hydration <p>Change the ways breaks are implemented – reduce the length of lunch time to reduce arousal</p>	<p>Term 1 and onward</p>	<p>SLT and staff</p>	<p>Visit to a school who is utilising these strategies Contact either Maureen Allen or Liz McNaughton (RTLB 34 cluster) who have been implementing these strategies and working with Kathleen Liberty from the University of Canterbury</p>
<p>Wellbeing / Engagement – investigate appropriate strategies/programmes will be implemented to ensure a calmer, resilient and self-regulated school.</p> <ul style="list-style-type: none"> · Me and My School Survey · Well Being at School · Mindfulness Education – Pause Breathe Smile · Understanding behaviour and responding safely 	<p>Term 1</p>	<p>Principal, SENCO</p>	<p>Contact NZCER and MOE to access some of these resources</p>
<p>Appoint a Lead Teacher of Literacy to monitor assessment data and provide feedback and feed forward to teaching staff</p>	<p>Term 4, 2017</p>	<p>Principal, DP, Team Leader</p>	<p>Unit</p>
<p>Teaching staff are to implement practices from the Accelerated Literacy Programme to accelerate academic achievement for students identified as achieving below or well below National Standards in Writing / Reading</p>	<p>Term 1 onwards</p>	<p>Literacy Leader and teachers</p>	
<p>Strategically place Teacher Aides in classrooms to support the classroom teacher with organisational tasks, small group reinforcement of classroom programmes, support the teacher to effectively monitor and manage behaviour</p>	<p>Term 1 onwards</p>	<p>SENCO – with advice from SLT and teachers</p>	<p>Teacher Aide wages – already accounted for in 2018 Budget</p>

<p>Additional Programmes that may be implemented depending upon the identification of student need:</p> <ul style="list-style-type: none"> · Perceptual Motor Programme (PMP) · Visual and Auditory Memory Processing (VAMP) · Colourful Semantics · Early Words · Accelerated Literacy for pre-Reading Recovery students 	Term 1 onwards	SENCO to facilitate.	Initially lend kits from RTLB service. If kits prove worthwhile then purchase any required kits using the Literacy budget / Learning Support Budget
E Learning – Teachers will receive training in the use of devices in the classroom as part of regular Techie Brekkies	Term 1 onwards	eLearning Leader and teaching staff	Breakfast materials
Collaborative Teaching – teachers will work collaboratively to meet the needs of their students. They will have more flexibility of grouping and building of relationships with the students. Each teaching group will work collaboratively to improve student achievement through tracking of assessment data and implementing quality teaching and learning programmes which meet the needs of the learners	Term 1 onward	Teaching staff	
Moderation – The use of the PACT tool will be investigated to see whether it can enhance our moderation practices. This will be completed as part of the schools work with the COL	Term 2 onwards	Malvern COL across school lead teachers, Darfield Literacy lead teacher, SLT, teachers	Release days
The school will also work with the COL Lead Teachers to investigate and implement quality literacy practices	Term 2 onwards	Malvern COL across school lead teachers, Darfield Literacy lead teacher, SLT, teachers	Release days
Storytelling – the COL Within School Teacher will work collaboratively with the staff to implement Storytelling practices throughout the school	Term 1 onwards	Darfield within school lead teacher, Literacy Lead teacher, SLT, Teachers, Support Staff	Release days
Implement the Strategic Priorities outlined in the Darfield Primary School Charter. Staff will implement the 2018 Annual Plan for the Strategic Goals	Term 1 onwards	Board, SLT, Classroom teachers, Support Staff	

