

2021 Analysis of Variance

<b>School Name:</b>	Darfield Primary School	<b>School Number:</b>	3326
---------------------	-------------------------	-----------------------	------

<b>Te Hū o Kākāpōtahi Kāhui Ako Vision / Strategic Goals:</b>	<ul style="list-style-type: none"> <li>● <b>Strategic Goal One: Local curriculum design:</b> <i>Relevant and engaging local curriculum design that is truly responsive to the needs and priorities of ākonga, whānau and the Malvern community.</i></li> <li>● <b>Strategic Goal Two:</b> Collaborative inquiry and effective teaching and learning</li> <li>● <b>Strategic Goal Three:</b> Powerful partnerships - to recognise and strengthen powerful connections and transitions with parents, whānau, community and other organisations</li> </ul>
<b>Strategic Priorities:</b>	<ul style="list-style-type: none"> <li>● Striving for higher standards</li> <li>● Enhancing learning and a sense of community</li> <li>● Developing a supportive learning environment</li> <li>● Fostering the unique potential of each child</li> </ul>
<b>Strategic Goals:</b>	<ul style="list-style-type: none"> <li>● Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice</li> <li>● Enhance learning and a sense of community by working in partnership with students, parents and the wider Darfield Community</li> <li>● Foster a supportive learning environment that empowers students to be respectful, self-directed, self-managing and confident learners who can communicate effectively with a wide audience</li> <li>● Nurture the unique potential of each child through purposeful learning opportunities that engage, challenge and inspire others</li> </ul>
<b>Annual Aim:</b>	To increase the number of students achieving At or Above the National Standard for <b>Reading, Writing and Mathematics</b> .

**Target:****Reading**

Whilst each Teaching Team has identified students requiring support, acceleration or enrichment, the following group(s) have been identified as specific targeted students whose progress will be monitored by the Senior Leadership Team throughout the year:

- 2021 Year 2 cohort's progress towards achieving and exceeding National Standards.

**Writing**

Whilst each Teaching Team has identified students requiring support, acceleration or enrichment, the following group(s) have been identified as specific targeted students whose progress will be monitored by the Senior Leadership Team throughout the year:

- Year 6 Male cohort's progress towards achieving and exceeding National Standards.

**Mathematics**

Whilst each Teaching Team has identified students requiring support, acceleration or enrichment, the following group(s) have been identified as specific targeted students whose progress will be monitored by the Senior Leadership Team throughout the year:

- Year 4 cohort's progress towards achieving and exceeding National Standards

**Baseline Data:**

National Standards **Reading** Achievement in 2020 identified the following targeted areas for improvement:

<b>OTJs against NS</b>	<b>Well Below</b>	<b>Below</b>	<b>At</b>	<b>Above</b>	<b>Total</b>
Yr 1 Students	2 (6.5%)	15 (48.4%)	13 (41.9%)	1 (3.2%)	31

National Standards **Writing** Achievement in 2020 identified the following targeted areas for improvement:

OTJs against NS	Well Below	Below	At	Above	Total
Yr 5 Male Students	1 (6.3%)	6 (37.5%)	9 (56.3%)		16

National Standards **Mathematics** Achievement in 2020 identified the following targeted areas for improvement:

OTJs against NS	Well Below	Below	At	Above	Total
Yr 3 Students	1 (4.2%)	11 (45.8%)	12 (50%)		24

**Actions**

*What did we do?*

**Outcomes**

*What happened?*

**Reasons for the variance**

*Why did it happen?*

**Evaluation**

*Where to next?*

**Proposed Actions:****Action 1**

Monitoring of Student Achievement Data – specific students/groups will be selected from the 2020 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.

**Action 2**

Monitor / evaluate (to determine whether each student is making sufficient progress to improve or sustain their levels of achievement) and report on Targeted Students progress throughout the year - using other forms of data as well as National Standards

**Action 3**

Extend implementation of Curriculum Assessment Tools (PACT Writing and PACT Reading)

**Action 4**

Wellbeing / Engagement – use the data gathered from the 2020 Wellbeing @ Schools Survey to implement a Wellbeing Programme which will support students and the school to develop:

- Pro-social strategies and language
- Respect for other people's cultures
- Stronger school and community connections
- A sense of belonging

**Action 5****Reading****Whole School**

	2019	2020	2021
<b>WB</b>	2 (0.9%)	8 (3.9%)	5 (2.1%)
<b>B</b>	38 (18.0%)	45 (22.0%)	63 (26.9%)
<b>AT</b>	140 (66.4%)	138 (67.3%)	147 (62.8%)
<b>AB</b>	31 (14.7%)	14 (6.8%)	19 (8.2%)

**Maori**

	2019	2020	2021
<b>WB</b>			
<b>B</b>	5 (14.3%)	7 (21.9%)	9 (24.3%)
<b>AT</b>	26 (74.3%)	24 (75.0%)	26 (70.3%)
<b>AB</b>	4 (11.4%)	1 (3.1%)	2 (5.4%)

**Target Students:****End of 40 Weeks in 2020****Reading****Annual Aim**

In 2019 81.1% of all students achieved At or Above National Standards in Reading.

In 2020 74.1% of all students achieved At or Above National Standards in Reading.

In 2021 71% of all students achieved At or Above National Standards in Reading.

Reading achievement has dropped in 2021.

Teachers believe that the pandemic has again impacted upon student results as teachers were unable to progress reading as much as they would like and the amount of students reading at home decreased. Also as a school we are questioning the effects of collaborative practices upon students - especially students with behaviour issues, anxiety or difficulty accessing the curriculum

In 2019 85.7% of Maori students achieved At or Above National Standards in Reading.

In 2020 78.1% of Maori students achieved At or Above National Standards in Reading.

In 2021 75.7% of Maori students achieved At or Above National Standards in Reading.

**Target Students**

In 2020 54.9% of Year 1 students were working Below or Well Below National Standards in Reading.

In 2021 12.1% of these students were working Below National Standards in reading.

We **did achieve** the school target of increasing the percentage of targeted students working At or Above by their anniversary date.

The teaching staff believe the following things had a positive impact on student learning and are to be continued in 2022:

- Tracking of student data in Teams and schoolwide
- Collaborative Team inquiries
- Specific Learning Interventions - PMP, Early Words, Tier Two Better Start Literacy Practices, Tier Two Reading Recovery
- Implementation of STEAM Programme / opportunities for enriching learning
- Continued implementation of Digital Technologies / Fluency
- Continued implementation of Storytelling across the school
- Continued implementation of ALL / ALiM strategies for targeted groups of students
- Continuing to use Learning Staircase Programme

The teaching staff will also continue to implement the following actions as they believe that they will impact positively on student achievement outcomes:

- 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 due to COVID and restrictions on parents being on site
- Review the Storytelling programme to ensure that it incorporates

Appoint a Team Leader in each team to monitor assessment data and provide feedback and feed forward to teaching staff and to the Senior Leadership Team

#### Action 6

Collaborative Team inquiries to plan specific intervention programmes to support whole class and targeted student achievement

#### Action 7

Two teachers to continue to receive Professional Development - ALL and ALIM Programmes  
Induct new teaching staff to use ALL and ALIM strategies

#### Action 8

Build sustainable connections between school and home - learning centered partnerships

#### Action 9

Additional Programmes that may be implemented depending upon the identification of student needs:

- Perceptual Motor Programme (PMP)
- Visual and Auditory Memory Processing (VAMP)
- Colourful Semantics
- Early Words
- Heggerty programme
- Gail Gillon
- Accelerated Literacy for pre-Reading
- Recovery students and older students
- Zones of Regulation

	2020	2021	Cohort
<b>WB</b>	2 (6.5%)		
<b>B</b>	15 (48.4%)	4 (12.1%)	
<b>AT</b>	13 (41.9%)	29 (87.9%)	
<b>AB</b>	1 (3.2%)		

### Writing

#### Whole School

	2019	2020	2021
<b>WB</b>	4 (1.9%)	2 (1.0%)	6 (2.6%)
<b>B</b>	42 (19.9%)	39 (19.0%)	61 (26.0%)
<b>AT</b>	159 (75.4%)	161 (78.5%)	164 (69.8%)
<b>AB</b>	6 (2.8%)	3 (1.5%)	4 (1.7%)

#### Maori Students

	2019	2020	2021

This group of students received the following targeted support:

Classroom Teachers -

- Better Start Literacy Support - phonological awareness
- Little Learners Love Literacy - Decodable Texts
- Use of factual texts
- Research tasks to complete independently
- Reading mileage - grandparents reading with students

### Writing

#### Annual Aim

In 2019 78.2% of all students achieved At or Above National Standards in Writing.

In 2020 80% of all students achieved At or Above National Standards in Writing.

In 2021 71.5% of all students achieved At or Above national Standards in Writing.

In 2019 80% of Maori students achieved At or Above National Standards in Writing.

In 2020 84.4% of Maori students achieved At or Above National Standards in Writing.

In 2021 75.7% of Maori students achieved At or Above National Standards in Writing.

#### Target Students

In 2020 6 Yr 5 males, were working at Below National Standards in Writing.

elements of Aotearoa New Zealand Histories , Digital technology and opportunities for STEAM activities

- Continue to use assessment data to assess the impact of the Storytelling methodology upon improving student achievement in Writing
- Continue to improve teacher understanding of the Storytelling method and the implementation of the process within the classroom programme
- Specific Learning Interventions (Best fit at the time) - Better Start Literacy Practises, 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

**Action 10**

Reading Together Programme

**Action 11**

Mana Ake implementation

Focus:

Groups of selected students - target their social and emotional needs ( as well as specific learning interventions - for example VAMP and accelerated literacy)

Students will be selected based on DH5 data, etap records and teacher observation

**Action 12**

Continue to specifically teach prosocial strategies through the DH5 daily lessons, such as how to specifically be:

- . A Team Player
- . A Caring Citizen
- . A Power Thinker
- . A Self Manager
- . A Self Believer

**Action 13**

The school will also work with the Kahui Ako Lead Teachers and Resource Teacher of Literacy to investigate and implement quality literacy practices

**Action 14**

Storytelling – the COL Within School Teacher will work collaboratively with the staff to continue to implement Storytelling practices throughout the school - including supporting staff to implement the Storytelling and Inquiry

<b>WB</b>			
<b>B</b>	7 (20.0%)	5 (15.6%)	9 (24.3%)
<b>AT</b>	27 (77.1%)	26 (81.3%)	27 (73.0%)
<b>AB</b>	1 (2.9%)	1 (3.1%)	1 (2.7%)

**Target Students  
Male Year 6 Students Identified  
as Below in 2020**

	2020	2021	Cohort
<b>WB</b>			1(6.7%)
<b>B</b>	6 (37.5%)	4	6 (40.0%)
<b>AT</b>		2	8 (53.3%)
<b>AB</b>			

**Mathematics  
Whole School**

	2019	2020	2021
<b>WB</b>	4 (1.9%)	2 (1.0%)	4 (1.7%)

By the end of Yr 6, 2 (33%) of these targeted students were working At National Standards We **achieved** the school target of increasing the percentage of targeted students working At or Above by the end of Year 6.

This group of students received the following targeted support:

- Classroom Teachers -
- Extra modelling by teachers
- Smaller groups for targeted students
- Scaffolded tasks
- Phonemic awareness - Yolanda Sorrell

- Targeted Learning Support -
- Pre-load with a TA and then an instructional session with Teacher - 'double-dipped'
- ALL
- VAMP
- Socially Speaking programme
- Learning Staircase

**Mathematics  
Annual Aim**

In 2019 83% of all students achieved At or Above National Standards in Mathematics.  
In 2020 80% of all students achieved At or Above National Standards in Mathematics.

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

The teaching staff will implement the following new actions as they believe that they will impact positively on student achievement outcomes:

- Review collaborative practices - including students remaining with their whānau teacher for all literacy and numeracy learning (excluding outliers)
- Participate in Assessment for Learning PLD - supported by CORE
- Participate in PB4L - supported by MOE
- Refine the Assessment Schedule
- Explore opportunities for online reporting to parents - through eTap
- Explore new educational opportunities provided by the new Maker Space
- Targeted support by RTLit of identified students for phonemic awareness (students in Yr %)

Curriculum

**Action 15**

Devices and Digital Technology curriculum will be used to engage and enhance learning throughout the school. PL for teachers will be provided to encourage digital fluency

**Action 16**

Implementation of STEAM Programme / opportunities for enriching learning.

**Action 17**

Implement the Strategic Priorities outlined in the Darfield Primary School Charter. Staff will implement the 2021 Annual Plan for the Strategic Goals

<b>B</b>	32 (15.2%)	39 (19.0%)	40 (17%)
<b>AT</b>	163 (77.3%)	155 (75.6%)	184 (78.3%)
<b>AB</b>	12 (5.7%)	9 (4.4%)	7 (3.0%)

**Maori**

	2019	2020	2021
<b>WB</b>			
<b>B</b>	6 (17.1%)	7 (21.9%)	8 (21.65)
<b>AT</b>	29 (82.9%)	24 (75.0%)	29 (78.4%)
<b>AB</b>	4 (11.4%)	1 (3.1%)	

**Target Students:**

**Year 3 Students Identified as Below in 2020**

	2021	2021	Cohort
<b>WB</b>		1 (11.0%)	3 (10.0%)
<b>B</b>	11 (45.8%)	2 (22.0%)	3 (10.0%)

In 2021 81.3% of all students achieved At or Above National Standards in Mathematics.

In 2019 94.3% of Maori students achieved At or Above National Standards in Mathematics. In 2020 78.1% of Maori students achieved At or Above National Standards in Mathematics. In 2021 78.4% of Maori students achieved At or Above National Standards in Mathematics.

**Target Students**

In 2020 11 Yr 3 students were working at Below National Standards in Mathematics. By the end of Yr 4, 6 (67.0%) of these targeted students were working At National Standards in Mathematics. We **achieved** the school target of increasing the percentage of targeted students working At or Above by the end of Year 4.

This group of students received the following targeted support:

- Classroom Teachers - ALiM
- 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'
- VAMP
- Specific numbers games with TA
- Study Ladder - mileage



<b>AT</b>		6 (67.0%)	24 (80.0%)
<b>AB</b>			

2 Have left the school

## Planning for next year:

### Action Plan for 2022:

#### Striving for Higher Standards

- Participate in the Assessment for Learning Programme - supported by CORE
- Plan collaboratively and ensure consistency across Teams and within Teams
- Provide specific programmes for targeted students (Enrichment and Targeted Opportunities)
- Continue to implement Storytelling Curriculum and review effectiveness at the end of 2022
- Establish strategies to evaluate whether each student has made sufficient progress to improve or sustain his/her levels of achievement

#### Enhancing learning and a Sense of Community

- Participate in PL with Kahui Ako - such as continued implementation of Digital Technologies, Wellbeing
- Shared Teacher Only Day with members of the Malvern COL
- Community Consultation - seek ideas from Community around School Strategic Plan
- Maori Whānau Hui - reviewing how DPS is ensuring Maori students achieve success as Maori
- Host a celebration of Learning event at school for parents and wider whānau to attend - depending on COVID Traffic Lights
- Develop a range of strategies to empower parents and whānau to be involved in the learning of their tamariki - such as the Reading Together Programme

#### Supportive Learning Environment

- Become a PB4L School -development supported by the MOE
- Ensure all learners/ākonga receive equitable access to teaching, learning and participation in the life of the school
- Develop lessons which encourage the use of our Darfield High 5s by students, staff, parents and school community
- Student Led Conferences - develop the practice to ensure that students are aware of their own goals and able to articulate them and their next learning steps
- Develop the school's prosocial student culture and student social strategies - based on the findings of the 2021 Wellbeing at School

#### Survey

- Further develop opportunities for students to provide leadership within their community - School Leaders, Whakatipu Kaihutu Leaders, mentoring of younger students

#### Fostering the Unique Potential of Each Child

- Through the use of digital technology create programmes for learners which develop their skills of self management, working collaboratively and sense of wonder
- Provide authentic opportunities for students to work within the wider community
- Provide a range of opportunities within the classroom programme for students to pursue individual interests (Discovery Time, Passion Projects, Craft Clubs, Gardening, STEAM)

#### Stewardship

- Ongoing tracking of student data and targeted outcomes - for example achievement and wellbeing data
- Participate in appropriate professional learning which supports the achievement of the core strategies for Stewardship
- Support the school staff to achieve the outcomes from the Community Consultation and Maori Whānau Hui
- Actively promote the role of being a Board member at Darfield Primary School
- Be transparent to/and communicate effectively with, our school community