

Dargaville High School Charter



KAURI BE STRONG

This charter has been ratified by the Dargaville High School Board of Trustees

March 2010

INTRODUCTION

Dargaville High School is a New Zealand state secondary co-educational school serving the progressive rural service town of Dargaville. The structure consists of traditional buildings set in pleasant, well kept surroundings. The school has a hostel for both local and international boarders.

Dargaville High School builds on strong academic, sporting and cultural traditions and provides an extensive range of opportunities for students to equip themselves for their future in today's society.

GOVERNANCE

The Board of Trustees is entrusted to work on behalf of the stakeholders. It emphasises strategic leadership rather than administrative detail and ensures that it complies with legal and policy requirements. Enhancing student achievement is its focus.

MISSION STATEMENT

Dargaville High School will be a leading school that teaches our students to be enthusiastic life-long learners, with a passion for success, and the skills to contribute positively to our community and the wider society.

whatonga korero

Ko te Kura tuarua o Takiwira hei akonga taurua. Hei ngakau whakapuke ako, ki te angitu me te moihotanga. He takahoa hua Ki tenei rohe whanui.

CULTURE

When developing policies and practices for the school every endeavour is made to reflect New Zealand Cultural diversity and the unique position of the Maori culture.

VISION

Students will be encouraged to fulfilled their potential

Staff will be valued and encouraged to develop as a professional

Parents and the Community will have a relationship with the school where they work constructively together

VALUES

Dargaville High School will promote values that ensure all students will contribute in a positive manner to New Zealand society. These values will underpin all initiatives and activities undertaken in the achievement of the vision of the school. Dargaville High School will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture, in consultation with our community. The school will take all reasonable steps to provide instruction in Tikanga (Maori culture) and Te Reo (Maori language). Dargaville High School's core values are:

- ☑ **Respect (Whakaute)**
- ☑ **Responsibility (Kawenga)**
- ☑ **Contributing (Aroha Hoatu)**
- ☑ **Integrity (Ngakau Tapatahi)**

Success is the expected outcome of applying these values and the key to further opportunities.

NATIONAL EDUCATION PRIORITIES

The National Education Priorities specifically addressed in the Dargaville High School goals are:

- the improvement of learning **success for all** students by addressing each student's individual learning needs.
- the improvement of **literacy and numeracy** of students who are underachieving in these areas.
- the utilisation of **student achievement information** to inform future teaching and learning programme priorities.
- the development of a Learning Centre which will improve the learning outcomes of **students at risk**.

STRATEGIC PLANNING

From 2009 to 2014 Dargaville High School's strategic initiatives will focus on the achievement of the following goals:

- (1) Aim to embed DHS Values & elements of DHS culture into all teaching practices and school activities
- (2) To emphasise and monitor the MOE focus areas into school teaching
- (3) To integrate Life Skills into the teaching programme
- (4) To provide a learning environment that will facilitate our Mission on into the future

The Board of Trustees in consultation with the community have identified 10 strategic goals that will be our focus for the next 5 years.

- (1) **Aim to embed DHS Values & elements of DHS culture into all teaching practices and school activities**
 - Enhance Communication
 - Celebrating success
 - Support and promote extracurricular activities within the High School and Community
 - Lifelong learning
- (2) **To emphasise and monitor the MOE focus areas into school teaching**
 - Improve student outcomes
- (3) **To integrate Life Skills into the teaching programme**
 - Cater for the individual learning needs of all our students
 - Health and well being
- (4) **To provide a learning environment that will facilitate our Mission Statement into the future**
 - Enhance IT capability
 - Future focus
 - Upgrade and modify property to enhance physical conditions and community use of these at DHS

STRATEGIC PLAN – 2009-2014

GOAL <i>(1) Aim to embed DHS Values and elements of DHS Culture into all teaching practices and school activities</i> <i>(2) To emphasise and monitor the MOE focus areas into school teaching</i> <i>(3) Integrate Life skills into teaching programme</i> <i>(4) To provide a learning environment that will facilitate our Mission on into the future</i>	PROCEDURE	REVIEW
i. Enhance Communication [1]	Develop and embed a comprehensive communications strategy to all areas of the community To provide appropriate communication to Maori and PI Enhancing and extending staff satisfaction	
ii. Celebrating success (1)	To look at diverse ways of celebrating and communicating success	
iii. Support and promote extracurricular activities within the High School and community (1)	Develop units standards for Stage Challenge Establish debating group Improve coach availability. Coordinator to advertise for specific coaches Improve feedback on sport activities available Leadership activities such as Duke of Edinburgh, Ball organisation	
iv Lifelong learning [1]	Demonstrate core values through school culture Develop an expectation that is communicated through all curriculum areas Endeavour to tackle obesity – integrated health messages through curriculum	
v. Improve student outcomes [2]	Provide professional development opportunities for all staff in the teaching of literacy Use of Canterbury University Entrance exams and asTTle assessment tools Allocation of funds to the library to ensure that appropriate reading material is available Appointment of a literacy co-ordinator Provide opportunities for staff to undertake professional development in the teaching of numeracy To use benchmarking tools to assess progress e.g. asTTle	
vi. Cater for the individual learning needs of all our students [3]	ALC, for special needs, for low achievers, for non academic high achievers, Gifted and talented Support for PI student needs	

	<p>Strategies to encourage students to stay at school until either graduating or find a job- Gateway etc</p> <p>Encourage and support the achievement of Maori students in all areas</p> <p>Continue with Te Kotahitanga Programme</p> <p>Support Te Reo learning</p>	
vii. Health and well being[3]	<p>Increase proportion eating breakfast before school.</p> <p>Reduce bullying /harassment</p>	
viii. Enhance IT Capability [4]	<p>Extend computing access for all</p> <p>Enable & enhance distance learning</p> <p>Develop a secure digital student reporting capability</p> <p>Develop cluster groups & internet based learning</p> <p>Internet based learning for small class nos.</p> <p>Improve ICT working activities for staff away from their classrooms</p>	
ix. Future focus (4)	<p>Impact on Decreasing rolls</p> <ul style="list-style-type: none"> • Collect & analyse leaving data on all students • Set up strategic regional alliances- shared specialist skills • Proactively involve Adult Students • Recruit more overseas students <p>Hostel</p> <ul style="list-style-type: none"> • Develop a niche hostel market • Ensure hostel is well maintained and self supporting • Enhance promotion of the hostel for community activities 	
x. Upgrade and modify property to enhance physical conditions and community use of these at DHS (4)	<p>Develop new shade areas for students</p> <p>Reducing environmental hazards to walking about the school for students and night time users</p> <p>Continue upgrades and maintenance to ensure the integrity of physical environment</p> <p>Continued renovations of specialist teaching facilities</p> <p>Continued upgrade of utilities</p> <p>Remove all physical and other barriers to disabled students at DHS</p> <p>Ensure working conditions for both staff and students in all practical areas are modern, safe and comply</p>	