



Dargaville High School

Charter

“Mahi tahi tātou, mo te oranga ā mātou rangatahi”
Working together for the well-being of our youth.

Updated February 2019

Contents

Introduction	4
Location	
Context	
Strategic Plan	6
Board Overview	7
Strategic Overview	9
Annual Aims and Objectives	12

Introduction

Location and Context:

Dargaville High School is a state Secondary School located near the heart of Dargaville. The roll is currently around 470 students (full time equivalents (FTE)), made up of Year 9 to 13 students.

There are several special characteristics of our school which include:

- A Building Academy.
- A Hospitality Academy.
- An Agriculture Academy.
- Our Whanau class (for students of special needs).

The school is involved in a number of Ministry of Education initiatives that have a focus on improving student achievement and students behaviour management. The school continues to support PB4L Restorative Practices, with a number of staff having received training. The PB4L Team meets regularly and the team played a significant role in the introduction of a new uniform (beginning with the Year 9 cohort in 2018).

The key foci for student achievement are based on NCEA achievement, particularly achievement of NCEA Levels 1 and 3 as well as literacy in the junior school. These tie into our school mission of students having the skills to contribute positively to our community and the wider society.

Dargaville High School has a broad curriculum that offers the opportunity to meet the learning needs of all students. A student centred approach to course planning is being developed working with the aspirations of each student. The intention is that senior programmes are contextual and cohesive, often including Gateway, STAR and / or Secondary Tertiary Partnerships. Junior classes are mixed ability.

The facilities of the school enable students to learn in comfortable and pleasant surroundings. The school has invested in technology (both Computer Suites and Computers on Wheels) as the promoting students being able to 'bring their own device'. All classrooms have a fixed data projector and access to the school wi-fi.

Our pastoral system is based on Vertical Form Classes as well as Year Level Deans. Also as part of our pastoral system, we have a guidance Counsellor, Youth Worker in Secondary Schools and a 24/7 Youth Worker. Academic Coaching is also a function of the form teachers, which involves meeting with parents / whānau regarding student progress as well as goals and assisting with plotting the academic pathway through school. Developing a purposeful relationship between the college, parents and whānau is a key component of the initiative.

Dargaville High School is part of the Northern Wairoa Community of Learning (Kahui Ako), which was announced in 2017.

Introduction

Location and Context: *continued...*

Senior students are expected to be good role models and undertake leadership roles. This starts with the Leadership Camp for Year 13 at the beginning of the year and opportunities available to be Head Students or Prefects, a member of the Student Council, a Peer Support Leader as well as leading sporting teams and cultural groups.

Dargaville High School has a proud tradition of sporting and cultural activities. A number of our sports teams and players display excellent sportsmanship and experience success in their respective sports. Most recently our students have attended the National Waka Ama competition and National Rugby League competition. Physical activities are a cornerstone of inter-house challenges. Our Kapa Haka roopu is re-building and it is intended to initiate a Pasifka group also.

Strategic Plan:

The current Strategic Plan was reviewed at the end of 2018 by the Board of Trustees. The review was led by the Board of Trustees, with input from the school and wider communities. The Strategic Plan includes our Mission and Vision statements as well as the strategic goals, values of Dargaville High School and the annual goals. The guiding principles are founded on our Positive Behaviour for Learning (PB4L) expectations of respect (whakaute), responsibility (kawenga), contributing (aroha hoatu) and integrity (ngakau tapatahi).

The Strategic Plan is included on the next page. Underpinning the Strategic Plan is the Annual Plan, and, at times, other development plans. In 2018 these include a Māori Strategic Education Plan and a Longitudinal picture of progress and achievement for identified individuals or groups.



Mission Statement

Realising potential, recognising and fostering success for each student, developing well rounded, contributing members of society.

Vision

Our school will empower students to demonstrate:

- **Achievement:**
To raise and sustain student performance across all year levels through a challenging and inspirational learning environment.
- **Confidence:**
To provide students with the tools to be resilient, reflective and adaptable, ready for an ever changing world.
- **Connectedness:**
Belonging to a community, where inclusiveness and diversity of all people embraces our partnership with tangata whenua.
- **Excellence:**
Excellence in learning, performance and behaviour, motivated by high expectations and respectful relationships. A climate of no excuses, no expectations and high expectations.

Strategic Goals

- Engage students, to experience success through personalised programmes and innovative learning, with ongoing support and coaching;
- Teaching key competencies and specific skills to prepare akonga to be ready for life beyond school;
- To encompass all members of the school community. Encouraging a sense of belonging and well-being which is a reflection of the wider community.
- Expect and support all students, through respectful relationships, to strive for personal excellence and to their best in all endeavours.

Values

- | | |
|-------------------------|------------------------|
| • Respect | <i>Whakaute</i> |
| • Responsibility | <i>Kawengā</i> |
| • Contributing | <i>Aroha Hoatu</i> |
| • Integrity | <i>Ngākau Tapatahi</i> |

2019 Annual Goals

1. Raise and sustain NCEA academic achievement:
 - 70% of Year 13 students eligible for the University Entrance qualification will attain the qualification.
 - Improve NCEA Level 2 endorsements to at least 15% of the Year 12 cohort gaining a Merit endorsement and at least 10% of the Year 12 cohort gaining an Excellence endorsement.
 - 75% of all Year 11 students will sit at least 1 external examination.
2. Improving Literacy and Numeracy levels with all students in Year 9 and 10 achieving an effect size of 0.5 or greater in literacy and numeracy during the year.
3. Engage students in individual learning pathways, developing a learner profile for Year 10 and Year 13 students.
4. Fully embedding PB4L Restorative school wide to increase positive behaviour and strengthen school culture.
5. Review curriculum and learning programmes, developing an innovative, student centred, local curriculum to improve the learning outcomes for all.

Board Overview

Governance Responsibilities of the Board of Trustees

Aim

To develop Dargaville High School as the secondary school of choice within the Kaipara through promoting innovative learning opportunities that promote excellence.

Objectives

- To set priorities and goals for improvement.
- To monitor the schools performance against student achievement outcomes.
- To support the school's management with appropriate resources to ensure that teaching programmes are delivered to students.
- To support the school's management with appropriate resources to ensure that the teachers are able to complete relevant professional development.
- To support the school's management with appropriate resources to ensure a conducive as well as inclusive learning environment and have appropriate teaching tools and resources available to staff.

Asset Management

- To manage the school in a fiscally responsible way.
- To monitor the cyclical maintenance plan so that the school is in a sound and good repair.
- To monitor policies that oversees the purchase of chattels and resources for the school.
- Ensure that teachers are adequately resourced to carry out their role effectively.

Strategic Management

- Ensure that programmes that enhance student achievement are maintained.
- Consider new programmes presented, and make decisions based on the benefit to students and staff.
- Where appropriate, strategic decisions are evidence based and data driven.

Board Overview

Governance Responsibilities of the Board of Trustees

Te Tiriti O Waitangi

- Acknowledge the responsibilities with regards to Te Tiriti O Waitangi.
- Encouraging Māori students to experience success as Māori.
- Ensure consultation takes place when making decisions that may impact on Māori learner and achievement.
- Support initiatives that promote our cultural heritage and tikanga that align with the values of the school.

Characteristics of the School

- A Building Academy.
- A Hospitality Academy.
- An Agriculture Academy.
- Our Whanau class (for students of special needs).

Kiwi Sport Statement

Goal:

- To increase the number of students at participating in organised sport.
- Increase availability and accessibility of sport opportunities.
- Support students in developing skills to enable them to effectively participate in sport.

The main goal of the Sports Coordinator was to increase student participation in sport and active pursuits.

- Sports offered in 2018 included Rugby, Rugby League, Waka Ama, Soccer, Cricket, Volleyball, Beach Volleyball, Touch, Netball and Basketball.
- Organisation of school Athletics and Swimming Events.

Successes included:

- Our Netball Team attending the Upper North Island Secondary Schools Netball tournament.
- Our Waka Ama Team also attended the Waka Ama championships.
- A number of students being selected to represent their code regionally and nationally.

Strategic Overview

Strategic Goals	Related Strategic Aim 2019	Core Strategies for Achieving Goals 2019 - 2022
Engage students, to experience success through personalised programmes and innovative learning with ongoing support and coaching.	<p>65% of Year 13 students will attain the University Entrance qualification.</p> <p>Improve NCEA Level 2 endorsements to at least 15% of the Year 12 cohort achieving a Merit endorsement and at least 10% of the Year 12 cohort achieving an Excellence endorsement.</p> <p>75% of all Year 11 students to sit at least 1 external examination.</p>	<ul style="list-style-type: none"> • Enhancing academic mentoring and goal setting through professional development. Professional development on academic conversations. • Ongoing Academic guidance and support by Form Teacher / Dean / Careers Advisor / Lead Team through academic interviews / mentoring. • Aspirational goals are encouraged and teachers set high expectations for all students. • Celebrating student academic success, such as NCEA endorsements at assemblies and in the school newsletter. • Regular promotion of expectations for NCEA success and endorsements as well as strategies for success. • Regular tracking of student progress by Form Teachers, CDF and Lead Team. RAGs. • Reports, Academic Interviews and Parent Teacher interviews have a focus on progress to date as well as next steps. • Learning conversations amongst staff and between staff, students and their whanau. • Green weeks and other opportunities to enable reassessment opportunities or concentrating on learning and achievement. • Developing and enhancing relationships with whanau, hapu and iwi. • Utilising strategies in the Pasifika Education Plan and Ka Hikitia (Māori succeeding as Māori).
	Improving Literacy and Numeracy levels in Year 9 and Year 10, achieving an effect size of 0.5 or greater over the course of the year.	<ul style="list-style-type: none"> • Using asTTie and other testing results to inform decision making and monitoring progress. • Develop a school wide Literacy / Numeracy plan. • Continue professional development with staff to improve using literacy strategies in their subjects. • Staff sharing examples of good practices as part of staff / CDF and department professional development. • Including literacy strategies in planning and PLG discussions and observations. • Classroom observations to observe literacy strategies in action. • Teaching as inquiry having a focus on Literacy. • Monitoring Literacy and Numeracy progress of Year 9 and Year 10 students during the year and reviewing the plan against this progress. • Reassessing Literacy strategy if necessary from formative assessment results. • Utilising strategies in the Pasifika Education Plan and Ka Hikitia (Māori succeeding as Māori). • Working with Kahui Ako and contributing schools to develop local curricula and working to improve student outcomes.
Teaching key competencies and specific skills to prepare akonga to be ready for life beyond school.	Engage students in individual learning pathways, developing a learner profile for Year 10 and Year 13 students.	<ul style="list-style-type: none"> • Continuing to offer Gateway, Academy, STP and STAR placements that are cohesive and contextual to student pathways. • Ongoing opportunities for career education. • High expectations and encouraging aspirational goals when developing individualised education plans for students. • Encouraging teachers to developed individualised student centred learning programmes. • Enhance exit interviews to ensure all students complete what they should before leaving school.

Strategic Overview

Strategic Goals	Related Strategic Aim 2019	Core Strategies for Achieving Goals 2019 - 2022
Teaching key competencies and specific skills to prepare akonga to be ready for life beyond school.	Engage students in individual learning pathways, developing a learner profile for Year 10 and Year 13 students.	<ul style="list-style-type: none"> • Investigate the best way to ensure effective coverage of the key competencies / soft skills across all year levels, with fidelity. • From investigation into how to incorporate key competencies into the teaching programme prepare an implementation plan. • Implement teaching of key competencies / soft skills. • Monitor 'at risk' students and implement plans and strategies to reach their goals. • Developing draft student profiles for Year 10 and Year 13 by the end of the year.
To encompass all members of the school community, encouraging a sense of belonging and well-being which is a reflection of the wider community.	Further embedding PB4L Restorative school wide to increase positive behaviour and strengthen school culture.	<ul style="list-style-type: none"> • Continue to implement actions outlined in the PB4L Action Plan (October 2018). • First set of signage to be erected around the school. • Initial focus is to start with embedding PB4L with the staff and then extending to students. • School wide matrices and processes to be completed and refined. • Explicit teaching and re-teaching of school expectations. Lesson plans for teaching expectations available for staff. • Acknowledge students meeting or exceeding the school wide expectations. • Regular PB4L meetings to include analysis of big 5 to define a precise problem statement as well as develop possible solutions. • Regular reporting to staff from PB4L. • Professional development for staff reporting discipline incidents on KAMAR. • Ongoing monitoring of attendance and following up any concerns. • Monitoring student discipline data (such as stand-downs and suspensions, restorative meetings or 'majors' in the PB4L data). • Develop and enhance existing school well-being programmes and ongoing inter-agency liaison. • Acknowledging student successes and students meeting / exceeding expectations. • Promoting pride and the school expectations. • Encourage leadership opportunities for students. • Provide as many sporting and co-curricular activities as possible. • Utilise newsletters, social media and other media to inform the community of PB4L expectations and PB4L restorative generally.
Expect and support students through respectful relationships, to strive for personal excellence and to their in all endeavours.	Review curriculum and learning programmes, developing an innovative, student centred, local curriculum, to improve learning outcomes for all.	<ul style="list-style-type: none"> • Undertake a full curriculum review of the school for all year levels and develop a plan to have our curriculum to be innovative and student centred as well as reflecting our local community. • Take proposals from ministry reviews into account (when released) as part of the review of our curriculum moving forward. • Review the school wide pathway framework to ensure that it is cohesive and contextual. • Review and refine Year 9 Transition Programme at in 2019 to prepare for 2020. • Teaching as Inquiry and improvement focus through the appraisal process. • Professional Development / support in differentiation to be supported in PLGs. • Encourage teachers to implement innovative learning opportunities.

Strategic Overview

Strategic Goals	Related Strategic Aim 2019	Core Strategies for Achieving Goals 2019 - 2022
<p>To encompass all members of the school community, encouraging a sense of belonging and well-being which is a reflection of the wider community.</p>	<p>Review curriculum and learning programmes, developing an innovative, student centred, local curriculum, to improve learning outcomes for all.</p>	<ul style="list-style-type: none"> • Staff sharing of best practice for innovative practices.
		<ul style="list-style-type: none"> • Encourage teachers to implement innovative learning opportunities.
		<ul style="list-style-type: none"> • Staff sharing of best practice for innovative practices.
		<ul style="list-style-type: none"> • Developing opportunities to work more collaboratively with our contributing schools.
		<ul style="list-style-type: none"> • Ongoing Peer support to assist Year 9 students transitioning into school.
		<ul style="list-style-type: none"> • Acknowledging student successes and students meeting / exceeding expectations.
		<ul style="list-style-type: none"> • Encourage leadership opportunities for students.
		<ul style="list-style-type: none"> • Provide as many sporting and co-curricular activities as possible.
		<ul style="list-style-type: none"> • Develop and enhance existing school well-being programmes and ongoing inter-agency liaison.
		<ul style="list-style-type: none"> • Membership of the Northern Wairoa Kahui Ako and other Principal Associations. • Promoting pride and the school expectations.

Annual Aims and Objectives - Annual Plan

Strategic Aim: Raise and Sustain academic achievement across all levels.							
Annual Objective: Raise and Sustain NCEA academic achievement.				Annual Targets: 70% of Year 13 students eligible for the University Entrance qualification will attain the qualification.			
Baseline Data: NCEA University Entrance data for last 3 years (enrolment based results)							
2016 36.7%							
2017 27.3%							
2018 35.4%							
The Target group will be a representative group from Year 13.							
Boys	33	Girls	43	Māori	31	Pasifika	4
When		What		Who		Indicators of Progress	
Term 1		Define the focus group. Finalise which Year 13 students will form the focus group to track progress towards University Entrance.		Principal, Lead Team, Careers Advisor and Year 13 Dean.		Focus group identified and finalised.	
Term 1		Develop a personalised learning plan for each of the target students that sets goals and timelines for achieving University Entrance		Form Teachers, Principal, Lead Team, Careers Advisor and Year 13 Dean.		Personalised learning plans are developed, implemented and reviewed regularly. Plan is available to all relevant staff and to student family / whanau.	
Term 1		Initial contact made with families / whanau of students to develop communication channels. Invitations to Meet the Teacher afternoon.		Form Teachers.		Attendance of parents to the Meet the Teacher afternoon.	
Term 1 and ongoing		Māori Strategic Education Plan and associated strategies shared.		Lead Team		Strategies from the Māori Strategic Education Plan are devised and delivered.	
Term 1 and ongoing		Encourage teachers to input marks onto Kamar in a timely manner for Academic Coaching Discussion and tracking.		Lead Team (particularly Principals Nominee), Heads of Department and NCEA subject teachers.		Marks regularly entered onto KAMAR.	
Term 1 and ongoing		Regular Academic Coaching discussions.		Form Teachers, Principal, Careers Advisor and Year 13 Dean.		Updates made to Personalised learning plans. Student voice.	
At least once each term		Regularly meet with each student and their parents / whānau to discuss progress on their achievement targets and learning plan.		Form Teachers, Principal, Careers Advisor and Year 13 Dean.		Form teacher communication with students and parents. Attendance of Parents to Academic Coaching Interviews of Parent. Teacher meetings.	
Term 2 onwards		Regularly monitor progress of identified students.		Principal, Lead Team, Careers Advisor and Year 13 Dean.		Minutes of Lead Team meeting as well as Principal Reports to the Board.	
Term 2 onwards		Ensure that student achievement is a constant agenda item for all lead Team, CDF, Dean and Department Meetings.		Lead Team, CDF Coordinator, Deans and HODs.		Meeting agendas and minutes.	
At least once a term from Term 2.		Green weeks are calendared and opportunities for extra time and assistance.		Lead Team.		Green Weeks calendared.	
From Mid Term 2 and at least		Collate all relevant information and credit progress for the focus students to progress against the learning plan. Devise responses and strategies for students that are 'falling behind'.		Lead Team, Senior Dean, HODs and subject teachers.		Collated assessment data and other relevant information. Evidence of action taken for students of concern.	
Terms 3 and 4		Revision / catch-up classes available during school and NCEA examinations.		Lead Team, HODs and subject teachers.		Revision / catch up classes timetabled during these 'exam' times/.	
Term 3		Ngati Whatua Tertiary Symposium.		H.O.D Māori, Deans and Careers Advisor		Students attending the tertiary Symposium to raise aspiration of Māori students to attend university.	
Term 1 2020		Analysis of results presented to SMT, CDF, Staff and Board.		Principal and Principals Nominee.		Report and analysis presented.	

Annual Aims and Objectives - Annual Plan

Strategic Aim: Raise and Sustain academic achievement across all levels.							
Annual Objective: Raise and Sustain NCEA academic achievement.				Annual Target: <i>Improve NCEA Level 2 endorsements to at least 15% of the Year 12 cohort achieving a Merit endorsement and at least 10% of the Year 12 cohort achieving an Excellence endorsement.</i>			
Baseline Data: NCEA Year 12 Endorsement Rates for last 3 years (enrolment based results)							
		Merit Endorsements		Excellence Endorsements			
2016		11.7%		3.9%			
2017		6.9%		12.5%			
2018		11.3%		16.1%			
The Target group will be a representative group chosen from the Year 12 cohort.							
Boys	39	Girls	46	Māori	35	Pasifika	4
When		What		Who		Indicators of Progress	
Term 1		Define the focus group. Finalise which Year 12 students will form the focus group to track progress towards endorsements		Principal, Lead Team, Careers Advisor and Year 12 Dean.		Focus group identified and finalised.	
Term 1		Develop a personalised learning plan for each of the target students that sets goals and timelines for achieving University Entrance.		Form Teachers, Principal, Lead Team, Careers Advisor and Year 12 Dean.		Personalised learning plans are developed, implemented and reviewed regularly. Plan is available to all relevant staff and to student family / whanau.	
Term 1		Initial contact made with families / whanau .		Form Teachers.		Attendance of parents to the Meet the Teacher afternoon.	
Term 1 and ongoing		Regular promotion of 'all about M.E' emphasising the importance of endorsements and what is the criteria are to gain endorsements.		Lead Team, Form Teachers, Heads of Departments, Careers Advisor and Year 12 Dean.		Promotion at school and level assemblies as well as in form classes and subject classes. Promoted in newsletter and around school	
Term 1 and ongoing		Māori Strategic Education Plan and associated strategies shared.		Lead Team		Strategies from the Māori Strategic Education Plan are devised and delivered.	
Term 1 and ongoing		Working with students about time management and other skills useful for academic success.		Lead Team, Form Teachers, Careers Advisor and Year 12 Dean.		Time management skills shared.	
Term 1 onwards		Encourage teachers to input marks onto Kamar in a timely manner for Academic Coaching Discussion and tracking.		Lead Team (particularly Principals Nominee), Heads of Department and NCEA subject teachers.		Marks regularly entered onto KAMAR.	
Term 1 onwards		Regular Academic Coaching discussions.		Form Teachers, Subject Teachers and Year 12 Dean.		Updates made to Personalised learning plans. Student voice.	
At least once each term		Academic interview / Parent Teacher Meetings. Regularly meet with each student and their parents / whānau to discuss progress on their achievement targets and learning plan.		Form Teachers, Subject Teachers, Principal, Careers Advisor and Year 12 Dean.		Form teacher communication with students and parents. Attendance of Parents to Academic Coaching Interviews of Parent. Teacher meetings.	
Term 2 onwards		Regularly monitor progress of identified students.		Principal, Lead Team, and Year 12 Dean.		Lead Team meeting minutes. Principal Reports to the Board.	
Term 2 onwards		Ensure that student achievement is a constant agenda item for all lead Team, CDF, Dean and Department Meetings.		Lead Team, CDF Coordinator, Deans and HODs.		Meeting agendas and minutes.	
At least once a term from Term 2.		Green weeks are calendared and opportunities for extra time and assistance.		Lead Team.		Green Weeks calendared.	
Terms 3 and 4		Revision / catch-up classes available during school and NCEA examinations.		Lead Team, HODs and subject teachers.		Revision / catch up classes timetabled during these 'exam' times/.	
Term 1 2020		Analysis of results presented to SMT, CDF, Staff and Board.		Principal and Principals Nominee.		Report and analysis presented.	
Term 1 2020		Achievers Morning tea for students gaining endorsements.		Principal and Principals Nominee.		Morning Tea for students gaining endorsements completed.	

Annual Aims and Objectives - Annual Plan

Strategic Aim: Raise and Sustain academic achievement across all levels.							
Annual Objective: Raise and Sustain NCEA academic achievement.				Annual Target: 75% of all Year 11 students to sit at least 1 external examination.			
Baseline Data: From 2018 NCEA entries: <ul style="list-style-type: none"> 75 out of 91 Year 11 students sat at least 1 external examination. 							
Target group will consist of students in Year 11.							
Boys	58	Girls	46	Māori	31	Pasifika	8
When		What		Who		Indicators of Progress	
Term 1		Sharing the goal with HODs, TICs and Dean(s) as well as discussing strategies to assist with the goal.		Principal, Lead Team, HODs, TICs and Dean(s)		Understanding of the goal and some strategies to be utilised.	
Term 1		Refine process of NCEA external entries to encourage this goal to be attained and ongoing work with HODs / TICs on this.		Principal and Lead Team (particularly Principals' Nominee).		CDF / Lead Team Meeting minutes.	
Term 1 and ongoing		Ongoing promotion of students working towards academic success and achieving in NCEA, particularly entering external examinations, in school assemblies, publications etc...		Principal and Lead Team. Senior Deans.		Messages in newsletters	
Term 1 and ongoing		Staff to foster high expectations for all students.		All staff.		Improving academic results and increased successes for Māori students.	
Term 1 and ongoing		Professional development to include developing culturally responsive pedagogy, strategies from the Maori Strategic Education Plan, Ka Hikitia and the Pasifika Education Plan as well as differentiation.		Lead Team, PD Team and staff who attending PD.		Professional development on culturally responsive pedagogy is delivered.	
Term 1 onwards		Student achievement is a constant agenda item for all Lead Team, CDF and Department Meetings.		Lead Team, CDF Coordinator and HODs.		Meeting agendas and minutes.	
At least once each term		Academic interviews / Parent Teacher Meetings students and their whānau to discuss progress on their achievement targets and learning plan. Expectations for NCEA explained.		Form Teachers, Subject Teachers, Principal and Careers Advisor.		Form teacher communication with students and parents. Attendance of Parents to Academic Coaching Interviews of Parent. Teacher meetings.	
Term 2 onwards and at least once each term.		Regularly monitor progress of students. Regular monitoring of external entries as they are loaded on Kamar.		Lead Team (particularly Principals' Nominee), Form Teachers, Year 11 Dean and HODs.		Minutes of Lead Team meetings as well as Principal Reports to the Board.	
From the start of Term 3.		Ongoing oversight / overview of External entries for NCEA Level 1 students.		Lead Team (particularly Principals' Nominee) and Year 11 Dean.		Minutes of Lead Team meetings as well as Principal Reports to the Board.	
From the start of Term 3, until close off on external entries .		Ongoing worked with HODs, TICs and teacher on process for student entries for externals, including the goal of at least 1 external entry per student.		Principals' Nominee		External entries of Year 11 students.	
Terms 3 and 4.		Extra support offered to NCEA Level 1 students sitting externals - such as study skills, revision classes etc...		Senior Dean and Senior Management. Relevant classroom teachers.		Support programmes in place and delivered.	
Term 1 2020		Analysis of results presented to SMT, CDF, Staff and Board.		Principals Nominee.		Report and analysis presented.	

Annual Aims and Objectives - Annual Plan

Strategic Aim: Raise and Sustain academic achievement across all levels.							
Annual Objective: Raise and Sustain academic achievement.				Annual Target: <i>Improving Literacy and Numeracy levels in Year 9 and Year 10, achieving an effect size of 0.5 or greater over the course of the year.</i>			
Baseline Data: E-asTTle effect size results for 2018							
Year 9 Literacy (Reading) Effect Size = 0.88				Year 10 Literacy (Reading) Effect Size = 0.44			
Year 9 Literacy (Writing) Effect Size = 0.41				Year 10 Literacy (Writing) Effect Size = 0.63			
The target group will be Year 9 students.							
Boys	46	Girls	49	Māori	24	Pasifika	3
When		What		Who		Indicators of Progress	
Term 1		E-asTTle testing completed for all Year 9 and Year 10 students.		BTR and EYK.		Testing is completed, and the results are collated.	
Term 1		E-asTTle results are shared with the staff and Board.		BTR and Principal.		Presentation of analysis to staff and Board.	
Term 1		Use asTTle data to identify priority areas for PD and / or resourcing.		Literacy Team and Lead Team.		PD / Resourcing included in the Accelerated Learning Plan.	
Term 1		A plan for accelerated achievement is developed and shared with Board, staff, parents and students.		Literacy Team and Lead Team.		An Accelerated Learning Plan is developed and shared with school communities.	
Term 1		A system for tracking and monitoring target group at regular intervals is devised.		Literacy Team and Lead Team.		Tracking / monitoring timeline developed and published.	
Term 1		E-asTTle testing results are used to identify a Year 9 focus group.		Literacy Team, Numeracy staff and Lead Team.		A Foci group is identified.	
Term 1 on ongoing		Staff professional development and sharing good practice continues.		Literacy Team and PD Team		Good practice shared as part of staff meeting / PLGs.	
Term 1 and ongoing		Silent sustained reading in Form classes.		Form Teachers.		Settled tone at the start of form time with all reading.	
Term 1 and ongoing		Shared expectations of tracking as well as reporting are developed across the school.		Literacy Team, Numeracy staff and Lead Team.		All staff are aware of the tracking and reporting schedules.	
Term 1 and ongoing		Working with Kahui Ako schools to identify achievement challenges.		Principals of Kahui Ako schools and governance group.		Achievement Challenges set and accepted by MoE.	
Term 1 and ongoing		Continue to build connections with non-Kahui Ako schools to identify literacy / numeracy priorities and developing a plan to meet the identified priorities.		Principals and Staff of Dargaville High School, Dargaville Primary School and Selwyn Park.		Meetings and shared planning / support in place.	
Term 2		Year 9 foci group monitored using agreed method.		BTR and Literacy Team.		Monitoring is completed, and results reported.	
Term 2		Accelerated Learning Plan is reviewed and any changes identified are implemented.		BTR, Literacy Team and Lead Team.		Updated Accelerated Learning Plan.	
Term 2 and ongoing		Contributing school plan in place with regular review.		Identified staff from contributing schools.		Meetings and shared planning / support in place.	
Term 2 or 3 and ongoing		Once Kahui Ako achievement challenges are approved and plan to meet achievement targets is implemented.		Kahui Ako Principals, governance team and staff.		Achievement Challenges are approved, and implementation of plan begins.	
Term 3		Year 9 foci group monitored using agreed method.		BTR and Literacy Team.		Monitoring is completed, and the results reported.	
Term 3		Accelerated Learning Plan is reviewed and any changes identified are implemented.		BTR, Literacy Team and Lead Team.		Updated Accelerated Learning Plan.	
Term 4		e-asTTle testing of Year 9 and Year 10 students during Term 4 to gauge progress.		Change and Literacy teams supported by Senior Management Team		Tests administered, and results analysed.	
Term 4 and Term 1 2020		Accelerated Learning Plan reviewed against results and updated.		BTR, Literacy Team and Lead Team.		Updated Accelerated Learning Plan.	
Term 4 and Term 1 2020		Reporting e- asTTle results		BTR, Literacy Team and Lead Team.		E-asTTle results are reported to staff and Board of Trustees.	

Annual Aims and Objectives - Annual Plan

Strategic Aim: Teaching key competencies and specific skills to prepare akonga to be ready for life beyond school.							
Annual Objective: Engage students in individual learning pathways, developing a learner profile for Year 10 and Year 13 students.				Annual Targets: That 80% of Leavers at the end of Year 13 or during their Year 13 year move on to employment, further education or further training.			
Baseline Data: Analysing leaver data collected at school regarding the destination of leavers; 2017 - 41% of students moved to further education/training and 28% moved to employment (school data). 2018 - 50% of students moved to further education/training and 27% moved to employment (school data). 7% of students identified that they would take a gap year in 2019.							
The Target group will be a representative group from Year 13.							
Boys	33	Girls	43	Māori	31	Pasifika	4
When		What		Who		Indicators of Progress	
Term 1		Professional development includes work on academic coaching and academic interviews.		Professional Development team.		Feedback from teachers, students and parents.	
Term 1 and ongoing		Ongoing opportunities for career education.		Careers Advisor.		Wide range of Career opportunities for students.	
Term 1 and ongoing		Continuing to offer Gateway placements, Academy placements, STP and STAR courses that are cohesive and contextual to student pathways.		Lead Team, Careers Advisor, Gateway Coordinator, Academy tutors and STAR / STP providers.		Successful Gateway placements and outcomes from academies, STP and STAR courses. Academies are well subscribed.	
Term 1 and ongoing		Working with HODs to promote teaching key competencies and other soft skills as part of their unit planning.		Lead Term (particularly the Curriculum Coordinator).		Evidence of Key competencies.	
Term 1 and ongoing		Exit interviews for students indicating that they are considering leaving to ensure they have completed all assessments and are moving to work or further education.		Year 12 and Year 13 Deans. Careers Advisor.		Enhanced tracking of students and improved pathways for students into further education/ training or employment.	
Term 1 and ongoing		Continue to share message to students and family / whānau that staying at school improves life outcomes.		Principal, Careers Advisor and Form Teachers.		Encouraging students to stay at school and improved retention rates.	
Term 1 and termly		Academic interviews / Parent Teacher Meetings. Meetings with each student and their parents / whānau to discuss progress on their achievement targets and learning plan.		Form Teachers, Subject Teachers, Principal, Careers Advisor and Senior Deans.		Form teacher communication with students and parents. Attendance of Parents to Academic Coaching Interviews of Parent. Teacher meetings.	
Term 1 and termly		Meetings with senior leadership staff to discuss progress towards the goals established.		Lead Team and Careers Advisor.		Notes made from these meetings communicated to other staff,	
Term 2 onwards and at least once each term.		Regularly monitor progress of students once method is finalised. Devise responses and strategies for students that are 'falling behind'.		Lead Team, Form Teachers, Year 11 Dean and HODs.		Minutes of Lead Team meetings as well as Principal Reports to the Board.	
Terms 3 and 4		Working with Year 13 students (and Year 12 students that are leaving) on their Pathways beyond school.		Form Teachers, Year 12 and Year 13 Deans. Careers Advisor.		Enhanced tracking of students and improved pathways for students into further education/ training or employment.	
Term 1 2020		Reporting against the set targets.		Principal, Lead Team, Careers Advisor / STAR and Gateway Coordinator.		Reporting against target completed and presented to the Board of Trustees.	

Annual Aims and Objectives - Annual Plan

Strategic Aim: To encompass all members of the school community, encouraging a sense of belonging and well-being which is a reflection of our wider community.							
Annual Objective: Further embedding PB4L Restorative school wide to increase positive behaviour and strengthen school culture.				Annual Targets: (1) The attendance rate for each term is greater than 90% across all year levels. (2) That rate of suspensions is lower than 15/1000 schoolwide and lower than 30/1000 for Māori and Pasifika students.			
Baseline Data: 2018 Year 9 Attendance Data Term 1:80.6% Term 2: 83.7% Term 3: 80.2% Term 4: 71.4% Overall Year 9 attendance for 2018 was 79% 2018 Suspension Data Overall Suspension Rate 41 per 1000 NZ European Suspension Rate 22 per 1000 Māori Suspension Rate 64 per 1000 Pasifika Suspension rate 41 per 1000							
The Target group will be a representative group from Year 9.							
Boys	46	Girls	49	Māori	24	Pasifika	3
When		What		Who		Indicators of Progress	
Term 4 2018		PB4L Action Plan developed and used to reinvigorate PB4L school wide.		Principal and PB4L Team.		Finalised action plan and school visits.	
Ongoing		PB4L Team continue to meet. Regular feedback is provided to staff.		PB4L Team.		PB4L Meeting Minutes in correct format. Data supplied to staff.	
Ongoing		Promoting Pride and the PB4L School expectations.		All staff		Increase awareness of school expectations. Also an increase of student pride of their school.	
Term 1		Year 9 powhiri and Transition programme to introduce students to our school.		Year 9 Deans and Transition Team.		Successful transition into our school.	
Term 1 and ongoing		Ongoing Peer Support programme delivered by Year 13 students to Year 9 students.		Peer Support Facilitator, Peer Support Camp Team, Year 13.		Peer support in place and Peer Support Camp is completed.	
Term 1 and ongoing		Finalise staff expectation matrix Focussing on staff working on expectations.		Principal, PB4L Team and staff.		Expectation matrix shared with staff and enhanced staff relationships.	
Term 1 and ongoing		Finalise school expectations matrix. Develop signage around the school.		Principal and PB4L Team.		Matrix completed and signs are erected around the school.	
Term 1 and ongoing		Finalise the Behaviour Response System.		Principal and PB4L Team.		Behaviour Response System in place and being used.	
Term 1 and ongoing		Share final school expectations and Behaviour Response System with school community.		PB4L Team.		Staff meeting minutes, newsletter, website and other forums.	
Term 1 and ongoing		Incident categories and reported on Kamar is in place and staff to enter incidents.		PB4L Team and all staff.		Data for the behavioural issues can be generated.	
Term 1 and ongoing		Encourage student participation extra - curricular activities.		Sports Coordinator and Form Teachers.		Student participation in extra - curricular activities.	
Term 1 and ongoing		Regular tracking of attendance with any concerns followed up.		Deputy Principal and Form Teachers.		More student absences are explained / justified. Attendance Data.	
Term 1 and ongoing		Develop and enhance existing school well-being programmes and ongoing inter-agency liaison.		Deputy Pastoral, Guidance Counsellor and Pastoral Team.		YSWIS, 24/7, Peer Support, Nurse, Rubicon, RTLb and other agencies engaged with the school.	
Term 2 and ongoing		Wellbeing survey and action stemming from the survey.		PB4L Team and Lead Team.		Wellbeing survey results and action stemming from results.	
Terms 1 and 2		Restorative script and circles are included in professional development for the staff.		PB4L Team, Guidance Counsellor and staff trained in circles.		All staff have an understanding of the restorative script and	
Term 2 and ongoing		Finalise positive reinforcement systems that support the school expectations.		PB4L Team, Lead Team and Deans.		Reinforcement systems presented to staff and in place.	
Term 3 and ongoing		Teacher classroom / department expectations are developed and displayed.		All staff		Teacher classroom expectations are clearly visible in the classroom.	
Term 4 and Term 1 2020		Reporting against the set targets.		Principal and Lead Team.		Reporting against target completed and presented to the Board of Trustees.	

Annual Aims and Objectives - Annual Plan

Strategic Aim: Expect and support students, through respectful relationships to strive for personal excellence and do their best in all endeavours.							
Annual Objective: Review curriculum, and learning programmes, developing an innovative, student centred, local curriculum to improve the learning outcomes for all.				Annual Targets: (1) 95% of Year 9 students will gain the end of Year Junior Diploma with an achieve or higher. (2) All of the academic targets for raising and sustaining academic achievement across all levels.			
Baseline Data: 2018 Junior Diploma Data: Term 1:80.6% Term 2: 83.7% Term 3: 80.2% Term 4: 71.4% Other academic targets appear in the earlier annual targets,							
The Target group will be a representative group from Year 9.							
Boys	46	Girls	49	Māori	24	Pasifika	3
When		What		Who		Indicators of Progress	
Ongoing		Continuing to work with Kahui Ako contributing schools working on developing a local curriculum.		Principal, Literacy / Numeracy Staff and Year 9 Dean.		Greater collaboration with contributing schools involving our teachers / students visiting contributing schools.	
Term 1		Teaching as Inquiry and improvement focus.		Principal and Appraisal Coordinator.		Teacher Inquiries focus on improvement / pedagogy.	
Term 1		Government NCEA review taken into account when moving forward.		Leader Team and Curriculum Coordinator.		Implications of the review recommendations shared with school community.	
Term 1 and ongoing		Regular time for PLGs to meet and share best practice.		Lead Team and Professional Development Team.		PLGs meeting regularly with prepared agendas.	
Term 1 and ongoing		Professional development to include work on differentiation, student centred learning and cultural competencies.		Lead Team and Professional Development Team.		Professional Development is delivered.	
Term 1 and ongoing		Expectation of teachers undertaking external professional development that is subject or pedagogy based.		Lead Team and Professional Development Team.		Professional Development is delivered.	
Term 1 and ongoing		Acknowledging student successes and students meeting / exceeding expectations.		All staff		Assembly presentations and achiever morning teas.	
Term 1 and ongoing		Encourage leadership opportunities for students.		All staff		Student participation in leadership opportunities.	
Term 1 and ongoing		Teachers having high expectations and encouraging aspirational student goals.		All staff.		Growth mindset is evidenced.	
Terms 1 and 2		Start of Curriculum review after deciding scope, including time allocation for subjects.		Lead Team and Curriculum Review Team.		Curriculum review underway.	
Terms 1 and 2		School community input sought for future curriculum direction.		Curriculum Review Team and school community.		Feedback from school community shared.	
Term 2 and ongoing		Teacher Inquiries continue and feedback through PLGs.		Lead Team, Deans and HODs.		Students' progress consistently towards their academic goal.	
Terms 2		Recommendations made to school community and decision on curriculum made. Includes how key competencies / soft skills will be delivered.		Lead Team and Curriculum Review Team.		A plan for curriculum change is in place and preparations for change up to date.	
Term 2 and ongoing		Working to included key competencies included in teacher planning.		All staff.		Junior Diploma for Year 9 and Year 10 students.	
Term 2 and ongoing		Teacher Inquiries continue and feedback through PLG meetings.		Lead Team, Deans and HODs.		Students' progress consistently towards their academic goal.	
Terms 3 and 4.		Planning for first phases of curriculum change is undertaken.		Lead Team and Professional Development Team.		Continuation of planning to incorporate differentiation and student centred learning.	
Terms 3 and 4		Teacher Inquiries and appraisal completed and shared.		All Staff. Principal and HODs.		Inquiries show evidence towards improvement.	
Term 1 2020		First curriculum changes in place. Shared with school community.		Lead Team and all Staff.		Curriculum changes in place.	