



Dargaville High School

# Strategic Plan 2024 - 2026

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

Updated February 2024



# DARGAVILLE HIGH SCHOOL

## Strategic Plan - 2024 - 2026

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



**Our Vision**

**Ko au te Kauri – strong, wise and successful.**

Our Strategic Goals	Our Initiatives	Our Success
<p>Ākonga Ākonga are given an equitable opportunity to excel in their learning, school and community.</p> <p>Objective 2, NELPS 1-7</p>	<ul style="list-style-type: none"> <li>• Extending and embedding ALiM (accelerated learning in Mathematics) and ALL (Accelerated Learning in Literacy). Continuing with Writers Toolbox.</li> <li>• Developing a graduate profile that embodies a shared understanding of ākonga success in different contexts of the kura.</li> <li>• Building collaborative partnerships to gain a shared understanding and develop a junior curriculum that is contextual and localised while preparing students for the new NCEA system.</li> </ul>	<ul style="list-style-type: none"> <li>• Ākonga are supported in their learning through innovative strategies, collaboration and flexibility in learning.</li> <li>• The graduate profile of ākonga will embody what success looks like at our kura.</li> <li>• Staff are culturally responsive and have a shared understanding of a contextual, responsive framework for a refreshed junior curriculum.</li> </ul>
<p>Hauora Ākonga experience support that enhances all aspects of their well-being.</p> <p>Objective 1, NELPS 1-2</p>	<ul style="list-style-type: none"> <li>• Our school culture will be valued, creating a safe environment for ākonga, kaiārahi, whānau and manuhiri.</li> <li>• A positive kura culture is promoted and supported by Peer Support, Ara Tātou and restorative practices.</li> <li>• Enriching whānau partnerships as part of the Academic Mentoring Programme and My Mahi.</li> <li>• Working with contributing schools and other agencies to enable an effective transition as students move into Dargaville High School.</li> </ul>	<ul style="list-style-type: none"> <li>• Ākonga, kaiārahi, whānau and manuhiri will experience a culture of care which encourages connectedness and resilience.</li> <li>• School culture will reflect the positive values of Peer Support and Ara Tātou of valuing all.</li> <li>• Ākonga experience a positive transition into school, acknowledging the importance of whānau and community in their learning journey.</li> </ul>
<p>Kaitiakitanga Ākonga are connected to their tūrangawaewae - their identity, language and culture.</p> <p>Objective 3 and 4, NELPS 5-7</p>	<ul style="list-style-type: none"> <li>• Professional development is provided in Te Reo me ōna Tikanga to scaffold and support learning.</li> <li>• Te Ao Māori will be strengthened and reflected around the kura through Te Reo being spoken, learning opportunities and activities.</li> <li>• Student leadership and voice will be seen and heard in the curriculum, initiatives, programmes and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Ākonga achieve success, with acknowledgement of their cultural identity.</li> <li>• Ākonga able to articulate who they are, where they are from and where their turangawaewae is.</li> <li>• Ākonga voice is a key component in seeking voice on curriculum, initiatives, programmes and strategies.</li> </ul>

### Our Values

**Whakaute**  
*Respect*

**Kawengā**  
*Responsibility*

**Aroha Hoatu**  
*Contributing*

**Ngākau Tapatahi**  
*Integrity*

## Information used to develop the plan / how the plan was created.

- This goal was developed as a result of consultation with whānau, kaiako and ākonga.
  - Ākonga voice has been collected through the NZCER wellbeing survey (completed annually) and two independently facilitated sessions with ākonga across all year levels. The feedback from these was synthesised and have been part of the documentation for planning.
  - Whānau voice has been garnered through academic coaching interviews and voice collection, independently facilitated (as part of Relationships First PLD completed at the end of 2022). Board members attended a hui hosted by Dargaville Intermediate School, collecting whānau voice, in November 2023.
  - Kaiako voice has been collected in organised consultation sessions incorporated into staff meetings, including review sessions to consolidate understanding.
- The Board have strategic discussion as a consistent agenda item to be discussed at all meetings.
- Dargaville High School is a member of the Northern Wairoa Kāhui Ako, which as of the end of 2023, includes all of the contributing schools (Dargaville Intermediate School joined in Term 4 of 2023). The principals meet twice a term and the forum has been utilised to consult with local iwi, inputting into planning across the schools and a common thread through the schools.
- Input from community organisations Regular hui are held with different community organisations, such as Blue Light, Te Ha Oranga as well as government / ministry supports such as our RTLB and Oranga Tamariki.
- The plan was developed at the end of 2023 and the start of 2024 and endorsed by the Board of Trustees in February.

### **Goal 1: All ākonga are given an equitable opportunity to excel in their learning, school, and community.**

- Across the different groups involved in the consultation process, there was a clear message of everyone wanting the best for our ākonga and the best opportunities to experience success.
- E-asTTle results for students entering our Kura have shown the need for Literacy and Numeracy support, leading to successful applications for Accelerated Learning in Literacy (ALL) and Accelerated Learning in Mathematics (ALiM). These factors have kept the goals being retained (with modification) as part of our Strategic Plan.
- Also, the introduction of the new Level One NCEA standards and the Literacy and Numeracy co-requisites, have contributed to the goal as we work to prepare students for the changes that have taken place, as well as supporting staff as they work through the introduction of the new standards.
- Feedback from the Evaluation Partner, student interviews has identified developing a common understanding amongst staff of what success looks like at Dargaville High School. Further discussions led to the intention of developing a learner profile, starting with Year 13.
- Further feedback from the student interviews conducted by our ERO Evaluation partner, indicated that students wanted to have much more PE, as well as making comments about the learning programme in junior subjects. This aligned with the curriculum refresh has contributed to the strategic goal.
- In 2024, the school is introducing My Mahi, which is an online programme that encourages as well as supports learners in their unique journeys through education and employment. This will form a key part of the Academic Mentoring programme, which is included as part of the goal.

# Information used to develop the plan / how the plan was created.

## **Goal 2: Ākonga experience support that enhances all aspects of their well-being.**

- This goal has been developed out of student voice through the NZCER Well-being survey and the student voice collected in October 2023 as well as staff voice. These have shown that student interaction is not positive, particularly in the way that students talk to each other.
- Feedback from the staff well-being surveys, revealed similar comments about how students speak to others. Additional to this, the staff well-being survey identified support of senior leadership as an area to enhance. Work has been done on this in 2023, to drill down further into this. This has led to the specific reference to kaiarahi as part of the well-being goal. Ensuring that school is a safe place for all is intertwined into the bullying goal.
- Information from the guidance staff has identified trauma impacting a number of students, affecting their progress at school. There has been training for guidance staff in Trauma informed Practice, with strategies continuing to be shared with staff.
- Changes in the leadership of the Ara Tātou Team (PB4L) at the end of 2023, is proving the team to be more proactive and supportive of PB4L and restorative strategies. The Ministry of Education is collaborating to develop a plan to further embed
- Fitting under the well-being goal is the transition of students into the school, particularly the transition from Year 8 to Year 9. With a new principal starting at Dargaville Intermediate School, the school joined the Northern Wairoa Kāhui Ako, which has transition as a key goal. In conversations with the new principal, she has spoken about redesigning the transition of students between our two schools, which could be the blue print of transitions for the other contributing schools.

## **Goal 3: Ākonga are connected to their tūrangawaewae, their identity, language, and culture.**

- 56% of the ākonga identifying as Māori, many of whom identify with Ngāti Whātua or Ngāpuhi. It is important that ākonga are able to connect with their tūrangawaewae and for students succeeding while being proud of who they are and where they are from.
- There has been increasing visibility of Te Rēo and tikanga Māori at Dargaville High School and the journey needs to continue to enable Te Ao to be woven to be part of what is done at Dargaville High School.
- Professional Development with staff has been ongoing and needs to continue going forward, as well as being more
- Our school is about to embark on a redevelopment programme, which will result in significant change to the physical environs of the school, particularly classrooms and their blocks. 2024 is set down for the planning year and it is important that Māori designs, with local connection, are included in the design.
- The Northern Wairoa Kāhui Ako has worked to develop connection with Local Iwi and Hapu, engaging in dialogue. The schools and Iwi leaders are in agreement to ensure that the local history, Reo and Tikanga is visible, voiced and consistent across the schools in the Kāhui Ako.
- Another facet of connectedness is around student voice. Feedback from student surveys.