



Dargaville High School

Annual Implementation Plan

Our Vision
Ko au te Kauri - strong, wise and successful.

Dargaville High School - Annual Implementation Plan 2025

Summary of the Plan:

The strategic plan consists of 3 key strategic goals under the titles of:

- ākonga with a focus on outcomes for learners.
- hauora focuses on the *well-being* of ākonga and having a safe environment for all.
- kaitiakitanga has teachers being *guardians* of the students, connecting with their culture as well as having a genuine voice in decisions being made at school.

Overall the annual implementation plan has a concentration on using strategies and approaches to provide a learning environment which enables student success, in ways that are defined through the creation of a learning profile and not just academic achievement.

Belonging and connectedness are important part of the goals this year through an enhanced Ara Tātou team, a refreshed Peer Support programme and other strategies as well as ākonga connecting with their tūrangawaewae - being proud of who they are and where they are from.

Where we are at currently:

Currently, the school is on a journey working towards achieving the goals in the annual plan, as many of the goals are a continuation or an altered version of goals from previous years.

- Many of the 'tools' / groups are already in place. For instance the Ara Tātou team is in place, with a new chair and a new coach. The size of the Ara Tātou team has grown, and we are working collaboratively with the Ministry of Education PB4L coordinator.
- Peer support training has been enhanced and the Year 13 students are ready to work with the Year 9 groups that they will be working with.

How will our targets and actions give effect to Te Tiriti o Waitangi:

- The first strategic goal under the heading of ākonga includes a statement of akonga having an equitable opportunity to excel, including culturally responsive approaches and strategies.
- The strategic goal of kaitiakitanga has ākonga being connected to their tūrangawaewae - their identity, language and culture. The initiatives for this include professional development to increase kaikō knowledge in Te Reo me ōna Tikanga to scaffold and support learning. Included in the strategic plan is the one of the strategic goals having a target of improving the attainment of NCEA Level One for Māori ākonga by at least 20%.
- Partnerships on a number of different levels are enhanced in the annual plan. The Kāhui Ako has been the vehicle for working collaboratively with local Iwi to enable consistency between schools. It is intended for the collaboration to continue.
- The pastoral changes, in place at the start of 2025, with the focus being new house names, having a Lead Dean, House Deans and whānau teachers focussing on building and / or enhancing connections, including ākonga, whānau and kaikō.
- Ensuring that the hauora of ākonga is enhanced is included under the hauora strategic goal.
- The kaitiakitanga goal also includes supporting student voice being sought and genuinely considered when making decisions impacting students, such as designing house logos and narrative for the houses.

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<p>Strategic Goal 1: Ākonga Regulation 9(1)(a)</p> <p>All ākonga are given an equitable opportunity to excel in their learning, school, and community. Objective (2) and NELPs 2, 3, 4, 6 and 7.</p>																																												
<p>Annual Targets / Goals: Regulation: 9(1)(a)</p> <ul style="list-style-type: none"> 70% of ākonga in Year 9 and Year 10 will progress by more than the expected level of progress in e-AsTTle. Year 11 Māori ākonga attainment of NCEA Level to increase by at least 20%. All kaiako will be trained in Literacy and Numeracy strategies, to implement cross curricula, reflected in unit planning and teaching. 																																												
<p>What do we expect to see by the end of the year? Regulation 9(1)(a)</p> <ul style="list-style-type: none"> Through working with Evaluation Associates as well as our own professional development, students improve their Literacy and Numeracy knowledge in preparation for the NCEA co-requisites. Kaiako continue implementing the new NCEA Level One standards and ākonga experience success in progressing towards achieving NCEA Level One. A common understanding of success is developed as well as implementing Assessment for Learning. Increased collaboration of teachers improving outcomes for ākonga. 																																												
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Strategic Goal 1: Ākonga continued...

All ākonga are given an equitable opportunity to excel in their learning, school, and community. Objective (2) and NELPs 2, 3, 4, 6 and 7.

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Staff to foster high expectations of students achieving success, particularly for NCEA.	All staff.	NCEA exemplars and other resources that support the expectations of NCEA standards.	From the start of the year.	Students being aware of what needs to be done to achieve success in NCEA standards.
Students set goals as part of Hui Ako, which can include My Mahi. To be done with Whānau Teacher.	Oversight by House Deans. Delivery and monitoring by Whānau Teachers.	My Mahi and access to other records showing student progress.	Ongoing from the start of the year.	Short term, medium term and long term goals are set by students.
Teachers make use of Literacy and Numeracy strategies in their classes.	CYA and MHK coordinating and all staff.	Strategies shared with staff and possible adaptation to use in their subject area.	Ongoing from the start of the year.	Ongoing conversations about the use of Literacy and Numeracy strategies.
Follow up and feedback from staff about strategies implemented at staff meetings and department meetings.	CYA, MHK, Heads of Learning Areas and all staff.	Time set aside in staff meetings and department meetings to discuss and feedback. Creating Professional Learning Groups to share best practice in Literacy and Numeracy.	Staff meetings are Mondays (2 weeks out of 3).	Professional conversations focused on student learning and making use of best practice strategies.
Year 11 Māori ākonga engaging with Pūhoro - STEMM Academy, improving rangatahi engagement and progress in STEMM subjects.	Pūhoro mentors, STEMM Heads of Learning, teachers and students.	Spaces for mentors to work with students. Goal setting resources.	Ongoing from the start of the year.	Improved engagement of Māori ākonga in STEMM subjects leading to better outcomes for the students.
Assessment for Learning introduced to staff and ongoing professional development built into staff meetings.	Key presenting staff, Heads of Learning and all staff.	Professional development undertaken by presenters of Assessment for Learning. Time to present to staff. Staff Meetings.	Ongoing from the start of the year.	Assessment information being used to identify ākonga strengths, the progress and needs
Fostering opportunities for staff and departments to collaborate in planning and contextual localised learning.	CYA, Heads of Learning and staff.	Time allotted in Teacher Only Days, with ongoing planning opportunities. Staff Meetings.	Ongoing from the start of the year.	Outcome of staff working collaboratively in their planning.
Literacy and Numeracy professional development provided by Evaluation Associates.	CYA, MHK, LSC and Evaluation Associates	Ongoing resources provided by Evaluation Associates in conjunction with Dargaville High School.	Ongoing from the start of the year.	Improved outcomes of ākonga in the Common Assessments for Literacy & Numeracy.
Ongoing reminders of students aiming high in their assessments, at Deans Assemblies and School Assemblies.	Lead Dean, House Deans, CYA, MYM and HNM	Time in assemblies.	Ongoing from the start of the year.	Student encouraged to give their best and seeing the outcome in work submitted as well as results.
Springboard Trust course - Strategic Measurement for School. Dargaville High School are part of the 2025 cohort.	Principal and Deputy Principal.	Resources for the course and resources needed to prepare for each session.	3 workshops and 3 catch up sessions.	Increased use of forms of measurement to inform and assess strategic decisions.
Student achievement and learning is a constant agenda item for all Lead Team, CDF, Dean and Department meetings.	Lead Team, CDF Coordinator, Deans and HODs.	Achievement data and clear expectations of discussion based on learning, including progress made as well as next steps.	Ongoing from the start of the year.	Having an up to date picture of student achievement and possible solutions to support students needing it.

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Assessment for Learning professional development undertaken by key staff to enable this to be shared and spread amongst different Learning Areas.	Lead by key group of staff including the Assistant Principal	Professional development is undertaken and relevant resources.	PLD in February 2025	Programme of professional development delivered to staff and ongoing support for staff.
Ongoing professional development and support for teachers in utilising Assessment for Learning.	Assistant Principal and key staff that have undertaken professional development.	Resources to support teachers.	Underway in Term 1 & ongoing.	Evidence of learning conversations from Department Meetings as well as Professional Learning Groups.
From the e-asTTle testing junior students ready for the NCEA Literacy and / or Numeracy co-requisite are invited to undertake the assessment.	LSC and Lead Team.	Students being entered to the assessment and access to the online assessment on chrome books.	NCEA assessments undertaken in Terms 2 & 4.	Success in students attaining the Reading and / or Writing and / or Numeracy assessments they have been entered for.
Devising how student progress throughout the year, the assess whether students are progressing at or better than expected, or whether.	Principal, Assistant Principal	Whatever tool is decided and support needed around the tool.	Decision for assessment tool made in Term 1.	Agreed assessment of progress decided and put into place.
Goals set by students are reviewed on a regular basis during Whānau Time and with the Whānau Teacher.	Whānau Teachers	My Mahi and access to other records showing student progress.	Ongoing from the start of the year.	Ongoing review of the short term, medium term and long-term goals set by students.
Access to other programmes and resources such as Ability for Sound, Reading Strips, Turbo Literacy, Numicon and others.	LSC and LDJ	The software and other resources for the programmes.	As required.	Individual learning plans or small group learning plans are prepared and progress monitored.
Strategies gained through ALL and ALiM programmes in 2024 are utilised in English and Mathematics.	Teachers involved in the professional development from ALiM and ALL.	Professional Development provided on Writers Toolbox.	Ongoing	Improvement in the e-asTTle results for Writing and student attainment of the Writing co-requisite for NCEA.
Ongoing support of senior Maori ākonga through Pūhoro and other strategies.	Pūhoro mentors, STEMM Heads of Learning, teachers and students.	Spaces for mentors to work with students. Goal setting resources.	Ongoing from the start of the year.	Improved engagement of Māori ākonga in STEMM subjects leading to better outcomes for the students.
Students attending activities or events to encourage aspirations and opportunities. For instance, the annual Ngāti Whātua Symposium.	H.O.D of Māori, Deans, Careers Coordinator.	Some events will require funding. Ngāti Whātua Symposium is organised by Ngāti Whātua.	As available. Ngati Whatua Symposium is Term 3.	Students being enthused and focussed, through guest speakers, visits and interactions.
Year 9 and Year 10 E-asTTle testing is undertaken at the end of Term 3 or start of Term 4 to ascertain student curriculum levels as well as progress in Numeracy, Reading and Writing.	LSK, MHK, CYA and other staff assisting.	E-asTTle is completed online, so students need access to the online assessment on chrome books.	Term 3 and / or Term 4.	Analysis of results against the goal of having 75% of students to increasing by 2 sub-levels over the course of the year.
Ongoing professional development for staff sharing Literacy and Numeracy strategies.	LSK, MHK, CYA and other staff assisting.	Various strategies and resources relevant to the professional development.	Ongoing	Increased use of Literacy and Numeracy strategies by staff.

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Strategic Goal 1: Ākonga continued...

All ākonga are given an equitable opportunity to excel in their learning, school, and community. Objective (2) and NELPs 2, 3, 4, 6 and 7.

Communicating student goals set and progress with whānau at Academic Coaching Interviews.	Whānau Teachers with support from Admin staff.	Setting appointment times. My Mahi and other information relevant to the whānau.	Academic Interviews Term 2 and 4.	Increased whanau support to work with the school to achieve the goals identified by the student.
Ensuring accuracy of entries. Ensuring that NZQA entry information (such as SAC) is up to date.	THA, Heads of Department and Admin staff.	Results entered on Kamar.	By the end of August.	Accurate files submitted to NZQA
Regular Monitoring against the goals set by students and communicating with whānau during Academic Interview times as well as through the year.	Oversight by CIJ and CRF. Delivery and monitoring by Whānau teachers.	My Mahi and access to other records showing student progress.	Academic Interviews in Term 2 and Term 3.	Student goals are identified and the progress being made towards the goals.
Regular tracking of student progress towards NCEA, shared with Lead Team, Deans, HODs and the Board of Trustees.	STA, HNM and Lead Team.	Results entered on Kamar used for the tracking.	Fortnightly from Term 2.	Positive tracking towards NCEA for students.
Devise responses and strategies to support students that are at risk or are falling behind.	Lead Team, Senior Deans, and relevant classroom teachers.	Staffing, where appropriate and relevant. Resources identified to assist with the support – could be extra papers, Chromebook work and so forth.	From Term 2 and ongoing, including a Term 4 focus.	Progress and achievement of the appropriate NCEA level.

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Strategic Goal 2: Hauora <i>Regulation 9(1)(a)</i>				
Ākonga experience support that enhances all aspects of well-being. Objective (1) and NELPs 1 and 2.				
Annual Target / Goal: <i>Regulation: 9(1)(a)</i>				
<ul style="list-style-type: none"> 80% of the School wide Climate and Practices section of the Wellbeing Survey at either agree or strongly agree. Raising regular attendance by at least 10% for all ākonga, to be at least 40%. 				
What do we expect to see by the end of the year: <i>Regulation 9(1)(a)</i>				
<ul style="list-style-type: none"> Strengthening a positive and safe school culture at our kura, through PB4L and restorative practices and other school wide strategies. Members of the school community have an increased sense of belonging and connection to the kura. The Peer Support programme as well as student leaders being more visible and positive role models of the school values. Continued enhancement of school and whānau communication. Acknowledging whanau as an important partner is the learning journey of the ākonga. 				

Actions <i>Regulation (1)(b)</i>	Who is Responsible <i>Regulation (1)(c)</i>	Resources needed <i>Regulation (1)(c)</i>	Timeframe	How success will be measured <i>Regulation (1)(d)</i>
Peer support training is delivered to Year 13 at the start of the school year.	Lead, House Deans, year 13 students and PLD provider.	Resources provided by the training organisation.	Start of 2025.	Training for students being delivered and outlining Peer support for the remainder of the year.
Implementation of the new pastoral system, including new house names, a return to vertical whānau classes.	Deputy Principal, Lead Dean and House Deans.	Plan developed outlining the implementation of the steps moving to the new pastoral system.	Start of 2025 and ongoing.	Successful implementation of the new pastoral system including upcoming steps to be undertaken.
Students placed into houses and vertical whānau classes.	Deputy Principal, Lead Dean and House Deans.	Spreadsheets previously developed and Kamar utilised to create classes.	In place for the start of the year.	Whanau Classes are in place and focus on building connections.
A transition programme for new Year 9 students is delivered.	Lead Deans. Year 13 students and staff involved.	Resources identified by the teachers for the delivery of the programme. Sports gear.	First Day of Term 1.	Students connecting with the student and peer support leaders.
Ara Tātou hui resume, with invitation out of staff for any that wish to join.	Ara Tātou	Support from Ministry of Education	Start of 2025.	An enlarged Ara Tātou team.
Stepped Attendance Response (STAR) processes implemented and shared with staff.	Deputy Principal. Staff with Attendance responsibilities.	Ministry information about the changes to attendance. Staff having responsibility for attendance.	Processes in place for Term 1, 2025.	Improved attendance figures, with particular focus on rates of regular attendance.
Development of the Hui Ako and Hui Whānau programme for Whānau Teachers.	Deputy Principal and Deans Team.	Material and resources to support Whānau Teachers.	Start of 2025.	A programme for Whānau Teachers is in place and continues to be updated.
A plan is developed by Ara Tātou with Ministry of Education support for the team to lead enhancing the use of PB4L Restorative practices.	Ara Tātou Team with support from PB4L Coordinator at the Ministry of Education.	Professional Development support.	Term 1.	School values are modelled, taught and evident around the school.
Peer Support strategies used by Year 13 students in their whānau classes and Houses.	House Deans, Whānau Teachers 13 students.	Resources needed support Peer Support.	Term 1 and ongoing.	Peer support is a successful support for junior students, especially Year 9 students.

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Strategic Goal 2: Hauora *continued...*

Ākonga experience support that enhances all aspects of well-being. Objective (1) and NELPs 1 and 2.

Actions	Who is Responsible	Resources needed	Timeframe	How success will be measured
School Lunches Programme continues to deliver healthy lunches to ākonga.	The Hub staff	Lunches are prepared in the Hub and served from the Hub.	Ongoing.	Continual production of high-quality lunches, to serve to students.
Increased Inter-House activities arranged, including non-sports interhouse activities.	Sports Coordinator, staff, House Leaders, Whānau teachers.	Equipment and other resources for prepare for the inter-house events.	Term 1 and ongoing.	Building house spirit and involving a wider range of students in the inter-house activities.
Check and connect continues in 2025.	Peter Hugo and LDJ.	Access to attendance reports and data used as part of the reporting process to the Ministry of Education.	Continuing from last year.	Improved attendance and engagement for data of students in the programme.
Developing identities for the new houses and building the narrative of how the house names fit into the larger narrative.	Deputy Principal, Lead Dean, House Deans, Whānau teachers and students.	Resources necessary to help develop mascots and identities in this process.	Term 1.	Selection of mascots and developed narrative of the houses.
Ara Tātou Team continue to meet, with regular feedback and updates to staff.	Ara Tātou Team.	Data from Kamar. PB4L resources.	Ongoing.	Meeting minutes and feedback provided to staff. Strategies devised by the Ara Tātou team are shared with staff.
Embed positive reinforcement systems that support the school expectations.	Ara Tātou Team, Lead Team, Deans, and all staff.	Materials to share the recognition system. Golden Kauri's and ABC cards for example. Prizes for Golden Kauri draws and hampers for the ABC card draws.	Term 1 and ongoing.	Recognition systems are understood and utilised by staff to acknowledge students meeting school expectations as well as acknowledging staff going 'above and beyond'.
Building connections with whānau and enhancing the communication, including shared student goals and aspirations as well as how they have started in 2025.	Lead Team, Dean Team and Whānau teachers.	Finalising the format of an interim report and finalising a date for Hui Whānau.	Term 1.	Building the relationship particularly between the Whānau teacher and the whānau.
Investigating further ways to build connections with whānau.	Lead Team, Dean Team and Whānau teachers.	Resources that help advance building connection with whānau.	Term 1 & ongoing.	Continue to build the relationship particularly between Whānau teachers and whānau.
Ongoing promotion of student participation in extra-curricular activities.	Sports Coordinator and Form Teachers.	School and Sport Northland calendars.	Ongoing.	Students actively participate in events such as swimming sports, athletics, house events and other organised sport.
Regular reminding of the school values (expectations) and modelling of the school expectations.	HNM, Form Teachers and all staff.	Posters for the values. Examples of what the values look like.	Ongoing.	Modelling of the values widely evident.
Kahui Ako In School teachers working collaboratively supporting students transitions into secondary school as well as wellbeing.	Principal and In School Kāhui Ako teachers.	Working collaboratively with contributing schools to work on ways forward in working together in putting in place transition programmes.	Ongoing.	Planning and developing opportunities to continue to enhance the transition programmes implemented for students coming to Dargaville High School/

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Strategic Goal 2: Hauora *continued...*

Ākonga experience support that enhances all aspects of well-being. Objective (1) and NELPs 1 and 2.

Actions	Who is Responsible	Resources needed	Timeframe	How success will be measured
Participation and support of Kāhui Ako wellbeing events.	Principal and Lead Team.	Providing support as requested.	Termly.	Building connections amongst teachers in the Kāhui Ako.
Student Leaders are visible around the school, leading different events and activities.	Principal, Deputy Principal, House Deans and Student Leaders.	Support to organise the various events or activities.	Ongoing through the year.	Being visible around the school and good role models for younger students.
Assistance from External Agencies (such as 24/7, Blue Light and STAND), supporting students in a variety of ways.	Deputy Principal and Child Protection Team. Agencies.	Ongoing hui with agencies to identify and garner support.	Ongoing through the year.	Agencies supporting identified students, to assist them with issues they are facing.
Ongoing review of attendance strategies and impacts of these, particularly the percentage of regular attendance.	Deputy Principal Attendance Staff.	Accessing attendance data from Kamar as well as reporting from the Ministry - "Everyday Matters".	Ongoing.	Timely responses to attendance matters, following processes laid out by the Stepped Attendance Response.
Regular reporting of attendance strategies shared amongst staff. <ul style="list-style-type: none"> Expectation of teachers to complete rolls in a timely way. Daily Period attendance sheets provided for Whānau Teachers. Weekly Tracking of attendance shared with Lead Team and Deans (to share with Whānau Teachers). Regular reporting of attendance (usually termly) to Lead Team and Board. 	Deputy Principal Attendance Staff, Deans and Whānau Teachers.	Kamar data which is accessed regularly. Ministry of Education reporting "Everyday Matters."	See timelines provided at the left.	Ongoing communication against progress towards goals set, particularly an improved rate of regular attendance.
Restorative Practices PLD <ul style="list-style-type: none"> Whole staff. Individual staff for more detailed PLD of different levels of restorative hui. 	Ara Tātou Team and CYA. Ministry of Education.	Professional Development available and funding.	Ongoing through the year.	Teachers making use of restorative chats as part of their kete of classroom management strategies. More staff being capable to lead larger restorative practice meetings.
Support of events that celebrate students and encourage positive behaviours, such as Colour Your Day and Pink Shirt Day etc...	Ara Tātou Team, Guidance Team and Lead Team.	Powdered paint and the resourced / prizes for the games for Colour Your Day. Pink Shirts	End of Term 1 and during Term 2. Aim to have a positive event to end each term.	Improved attendance of the last day of term. Adding to a positive culture building at the kura.
Activities and events, working with contributing schools and transition opportunities.	Lead Team, HOLs, LSC, RTLB, Kāhui Ako In School Teachers.	Awareness of programmes and events on the calendar.	Ongoing through the year.	Our students at other schools and students of other schools at our school for activities. Making connections across schools and helping transition into our school.

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Strategic Goal 2: Hauora *continued...*

Ākonga experience support that enhances all aspects of well-being. Objective (1) and NELPs 1 and 2.

Actions	Who is Responsible	Resources needed	Timeframe	How success will be measured
Continue to work through strategies to support growing positive school culture.	Ara Tātou Team, Lead Team, Deans and all staff	Relevant staff professional development and resources to support the strategies.	Ongoing through the year.	Student learning to talk better to each other and staff. Increased percentage of agree or strongly agree for School Culture section of NZCER wellbeing survey.
Acknowledging whānau as an important partner is the learning journey of the ākonga.	Lead Team, Deans and Whānau Teachers.	My Mahi. Parent Portal. Reports.	Ongoing and Academic Coaching Interviews in Terms 3 and 4.	Increased communication between school and home, working collaboratively for the success of ākonga.
NZCER Wellbeing Survey and action / strategies stemming from the survey	Lead team and Ara Tātou team.	NZCER Wellbeing Survey. Survey Monkey for staff wellbeing survey.	Term 3 and Term 4.	Increased percentage of agree or strongly agree for School Culture section of NZCER wellbeing survey meeting the target set for this year.
Reporting on the impact of Check and Connect.	Peter Hugo and LDJ.	Attendance and any other relevant data to be compiled for the report to the Ministry of Education.	Mid-Year and End of Year	Improved attendance and engagement for data of students in the programme.
Nga Uri a Tāne incorporates elements of Te Whare Tapa Wha in the programme	KYL	Resources and activities to assist with well-being in students of Nga Uri a Tāne.	Ongoing	Continued positive well-being in students of Nga Uri a Tāne.

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Strategic Goal 3: Kaitiakitanga <i>Regulation 9(1)(a)</i>				
Ākonga are connected to their tūrangawaewae - their identity, language, and culture. Objectives (3) and (4). NELPs 5-7.				
Annual Target / Goal: <i>Regulation: 9(1)(a)</i>				
<ul style="list-style-type: none"> Kaiako develop their knowledge of Te Ao Maori, supporting their capacity to deliver effective learning programmes. By 2026, 80% of all Māori ākonga will be retained to complete NCEA Level Two. All Year 9 and Year 10 ākonga will be surveyed at the beginning of the 2025 to determine their goals and aspirations for secondary school, and the ways they seek to be supported by their teachers. 				
What do we expect to see by the end of the year: <i>Regulation 9(1)(a)</i>				
<ul style="list-style-type: none"> Students achieving success with acknowledgement of their cultural identity. A growing knowledge and understanding of Te Reo me ūna tikanga amongst staff, and staff being supported to incorporate Te Reo me ūna tikanga into their learning to scaffold and support ākonga learning. Appropriate tikanga is adhered to for activities and events, including waiata, karakia, haka, pōwhiri and whakatau. Te Reo Māori being strengthened as well as more visible in and around the school, with students being able to articulate who they are, where they are from and where their tūrangawaewae is. A greater voice of ākonga in the initiatives, programmes and strategies as well as the curriculum of the school. 				
Actions	Who is Responsible	Resources needed	Timeframe	How success will be measured
Final version of kura waiata and haka, to be written and learned by staff and students. Also having consistent karakia to be used across the kura.	KYL, Lead Team, Kairahi Tane and Kairahi Wahine.	Copies of words and time to teach the waiata as well as the actions to the staff and to the students.	January and February 2025.	Successful completion learning of the school waiata and actions by all. On completion of learning the waiata, the focus will be on teaching the haka.
Expanding the use of Te Ao Māori including Te Reo Māori and tikanga.	All staff.	Practical resources to support the kaupapa.	Ongoing.	Tikanga evident in practices throughout school including powhiri, whakatau and karakia, for instance.
Mātauranga Māori professional development being delivered and other opportunities to be explored.	Lead Team. Te Pūheke consultants.	Resources needed to support the professional development.	First session on 3 February & ongoing.	Increased understanding of staff and incorporating aspects into practice. Continuing to explore opportunities to further access professional development support.
Ongoing staff professional development incorporating Te Ao and Te Reo Māori. Inclusive of staff waiata, karakia, whakatauiki and local curriculum.	KYL and Lead Team	Waiata and karakia as well as resources that support the professional development.	Start of Year and Ongoing.	Increasing knowledge and usage of Te Reo and tikanga. Supporting staff in increasing use of Te Reo and tikanga.
Trial of Community Liaison roles continue.	KYL and MYM	The Community Liaison role has a time allowance and a monetary payment.	Remains for 2025.	Increased communication with the community.

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Ākonga are connected to their tūrangawaewae - their identity, language, and culture. Objectives (3) and (4). NELPs 5-7.				
Actions	Who is Responsible	Resources needed	Timeframe	How success will be measured
Surveying all Year 9 ākonga and Year 10 ākonga to assess their goals and aspirations as well as ways that they seek to be supported by their teachers.	Deputy Principal and Whānau teachers.	Survey questions and access to devices to complete the surveys.	To be completed by the end of February.	Surveys completed and feedback to staff and particularly Whānau Teachers.
Professional Development and support for staff in contextual, culturally responsive approaches and teaching.	Lead Team. Ara Tatou Team.	Professional Development resources for the delivery of the professional development.	Ongoing and specific PLD if sourced.	Changes in planning for a number of subjects including culturally responsive pedagogy and delivery.
Appointment of student leaders with a change in roles and expectations of the role: <ul style="list-style-type: none"> • Head of House. • House Captain. • House Council Representative. Other positions as decided.	Principal, Deputy Principal. Lead and House Deans.	Role descriptions.	Heads of House appointed by the end of February & other positions by the end of March.	Appointment of the student leaders for 2025 and their positive input into the changed pastoral system.
Incorporating student input into the implementation of the new houses system, particularly with mascots and narrative.	Deputy Principal, Lead Dean House Deans and students.	Factoring time into Whānau and House meetings.	First phase to be completed by the end of Term 1.	Successful introduction of mascots and associated house promotion.
Student Council formed, having regular meetings and contributing to major school decisions.	Principal, Deputy Principal, Lead Dean House Deans and students.	Once roles are decided, starting regular meetings.	First meeting to be before end of Term 1 and ongoing.	Regular meetings in place and minutes from the meetings held.
Nga Uri a Tāne is a positive environment in which the students focus on local tikanga, kawa, people, places, and experiences.	KYL	Local experiences and local knowledge.	Term 1 and ongoing.	Student enrolment in Nga Uri a Tāne and students gaining knowledge of local tikanga, kawa, people, places, and experiences. Student pride of who they are and where they are from.
Ako Tautoko is in place to support ākonga stay connected to learning and re-integrated into classes.	Deputy Principal and RLM	Learning resources and local curriculum connections. Collaborative Action Plans.	Term 1 and ongoing.	Successful transition of students in achieving the goals on their Collaborative Action Plan (CAP) and successful integration into classes.
New subjects introduced to support ākonga learning experiences, including Te Ao Māori.	Lead Team and teachers involved.	Planning resources and funding support.	Term 1 and ongoing.	Successful introduction of the new courses and improved outcomes for ākonga.

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Actions	Who is Responsible	Resources needed	Timeframe	How success will be measured
Support of cultural activities and events: <ul style="list-style-type: none"> • Kapa Haka. • Nga Manu Kōrero. • Mau Rakau. • Te Wiki o Te Reo Māori. • Fia Fia night. • Other language weeks. 	KYL, MOM as well as tutors of Kapa Haka, Pasifika and other programmes.	Kapa Haka Tutor. Pasifika tutor. Support Staff. Location of noho and wānanga. Funding for tutors and resources.	Kapa Haka in Term 1.	Kapa Haka Roopu formed, prepared and entered in Tai Tokerau Festival. Bracket presented successfully. Fia Fia Night organised and undertaken.
Increased visibility of Te Reo in and around the kura, through professional development and support. <ul style="list-style-type: none"> • In classrooms and around the school. • Karakia. 	Lead Team, MYM, AMR and KYL. Kaiarahi Tane and Kaiarahi Wahine.	Sourcing resources / making resources to for posters and resources in classes and around the school.	Term 1 and ongoing.	Building a repertoire of karakia and waiata. Karakia being used at every staff meeting. Maori Art and posters are visible around the school.
Continue to support the Kāhui Ako working with local Iwi to develop a Kāhui Ako strategy for Te Reo me ūna tikanga.	Kāhui Ako Lead Principals and Iwi spokespeople.	Supporting resources to enable sharing with the staff, what is shared from the Kāhui Ako meetings.	Kāhui Ako hui are in Week 3 and Week 7 of every term.	Increased visibility of locally relevant Te Reo me ūna tikanga.
Incorporate Māori Art, bilingual signage and other opportunities incorporated into the school refurbishment planning.	Planning Team from Ministry of Education.	Appropriate Māori Art. Appropriate translations in Māori for bilingual signage.	Design underway in 2024, for start of the refurbishment plan in 2025.	Refurbished classrooms and blocks incorporate Māori signage and art. External signage, and walls included.
Developing and implementing a strategy to continue with the Kapa Haka roopu after Te Tai Tokerau Festival.	KYL, Kapa Haka Tutor and HNM.	Support and funding to enable the Kapa Haka roopu to become a year round opportunity for students to participate and succeed in Kapa Haka.	From the start of Term 1 and ongoing.	Increased number of students in Kapa Haka and retaining the connection between kappa haka events. Increased preparation and entry into regional kapa haka competitions.
Encouraging an increased number of ākonga entering Ngā Manu Kōrero.	KYL, HNM and staff tutoring ākonga entered.	Entry information and topics. Support for entrants to participate in Ngā Manu Kōrero. Funding for transport, including students travelling to tautoko the speakers.	From the end of Term 1 to the end of Term 2.	Students enter and participate in Ngā Manu Kōrero.

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Actions	Who is Responsible	Resources needed	Timeframe	How success will be measured
Ākonga voice re: well-being is gathered from completion of the NZCER wellbeing survey.	HNM and STA. Ākonga completing the survey.	Copies of the NZCER Well-being survey - link loaded onto chromebooks for ākonga to complete.	The middle of Term 2.	Increased numbers of ākonga completing the survey. Analysis of data guides decisions for Lead Team to act on during the remainder of the year, into 2026. Effective ways of feeding back to ākonga are developed and implemented.
Building capacity and opportunities for ākonga to be used in consultation processes for curriculum and school initiatives. <ul style="list-style-type: none"> • A range of year levels and a range of students to be a focus group. • Devising ways to garner wider student feedback and responses. 	HNM. Lead Team and ākonga.	Time for meetings with Ākonga Leaders and then working collaboratively to cover a range of students.	From the middle of Term 2.	Clear evidence of student input into decisions and a range of decision areas including curriculum and other areas. Effective ways of feeding back to ākonga are developed and implemented.
Ongoing ākonga input in reviewing student leadership positions, input into the house system and other pastoral changes	Deputy Principal and Dean Team.	Forms of seeking ākonga input to be confirmed.	During Terms 2 & 3, once the new positions have been in place.	Finalising ākonga leadership for 2026. Involving staff and ākonga input into the review.

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