



DARGAVILLE HIGH SCHOOL

Strategic Plan

Our Vision

Ko au te Kauri – strong, wise and successful.

Mahi tahi tātou, mo te oranga ā mātou rangatahi

Working together for the well-being of our youth



Our Strategic Goals

Our Initiatives

Our Success

Ākonga
Ākonga are given an equitable opportunity to excel in their learning, school and community.
Objective 2, NELPS 1-7

- Extending and embedding Literacy and Numeracy strategies across the school as well as working with our PLD provider to improve ākonga outcomes.
- Further embedding the implementation of NCEA Level One with a focus on improving outcomes particularly for ākonga Māori.
- Building collaborative partnerships, contributing to a curriculum that is contextual and localised.

- Accelerated ākonga progress in e-AsTTle and improved results in the Literacy and Numeracy Common Assessment Activities.
- Improvement in NCEA results for ākonga Māori.
- Through collaboration, staff will have a shared understanding of contextual and responsive framework for a refreshed junior curriculum.

Hauora
Ākonga experience support that enhances all aspects of their well-being.
Objective 1, NELPS 1-2

- Enriching whānau partnerships through Hui Whānau and other opportunities to support aspirations of ākonga.
- Implementing a Stepped Attendance Strategy, including actions for students with absences greater than 10 days per term.
- A positive kura culture is promoted through the House based pastoral system and supported by Peer Support, Ara Tātou as well as restorative practices.

- Whānau are a key to partnership in the learning journey of their child.
- Improved overall attendance and improved rates of regular attendance.
- School culture will reflect the positive values of Ara Tātou and restorative practices.

Kaitiakitanga
Ākonga are connected to their tūrangawaewae - their identity, language and culture.
Objective 3 and 4, NELPS 5-7

- Embedding the pastoral change with a House based focus and imbedding the new House names, enhancing ākonga connection with their house and the kura.
- Professional development is provided in Te Reo me ōna Tikanga to strengthen Te Ao Māori which will be reflected around the kura.
- Student leadership and voice will be seen and heard in the curriculum, initiatives programmes and strategies. For instance developing logos and the narrative for the new Houses.

- Ākonga achieve success with acknowledgement of their cultural identity.
- Ākonga demonstrate pride in the kura, their identity, language and culture.
- Ākonga voice is a key component in seeking voice on curriculum, initiatives, programmes and strategies.

Our Values

Whakaute
Respect

Kawengā
Responsibility

Aroha Hoatu
Contributing

Ngākau Tapatahi
Integrity



DARGAVILLE HIGH SCHOOL

Annual Goals

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Strategic Goal:

Ākonga are given an equitable opportunity to excel in their learning, school and community.

Objective 2, NELPS 1-7

Annual Targets:

- 80% 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 One 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.

Strategic Goal:

Ākonga experience support that enhances all aspects of their well-being.

Objective 1, NELPS 1-2

Annual Targets:

- Raising regular attendance by at least 10% for all ākonga, to be at least 40%.
- 80% of the School wide Climate and Practices section of the Wellbeing Survey at either agree or strongly agree..

Strategic Goal:

Kaitiakitanga
Ākonga are connected to their tūrangawaewae - their identity, language and culture.

Objective 3 and 4, NELPS 5-7

Annual Targets:

- Kaiako develop their knowledge of Te Ao Māori, supporting their capacity to deliver effective learning programmes.
- By 2026, 80% of all Māori akonga will be retained to complete NCEA Level Two.
- All Year 9 and 10 ākonga will be surveyed at the beginning of 2025 to determine their goals and aspirations for secondary school, and the ways they seek to be supported by their teachers.

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