



# Dargaville High School

## *Prospectus 2026*







*Mahi tahi tātou mo te  
oranga ā mātou rangatahi*

*Working together for the  
well-being of our youth*

## Whatonga Korero Mission Statement

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

Ko te kura tuarua o Tunatahi hei ā konga taurira. Hei ngā kau whakapuke ako, ki te angitu me te mō hiotanga. He takahoa hua ki tē nei rohe whā nui.

### OUR VISION: KO AU TE KAURI - STRENGTH, WISDOM AND SUCCESS

- Students will be encouraged to fulfill their potential
- Staff will be valued and encouraged to develop as professionals
- Parents and the community will have a relationship with the school where they work constructively together

### OUR VALUES:

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

Dargaville High School's core values are:

- Respect (Whakaute)
- Responsibility (Kawenga)
- Contributing (Aroha Hoatu)
- Integrity (Ngākau Tapatahi)

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



# Tēnā tātou katoa

Dargaville High School serves the Northern Wairoa region, which is an area with a long and rich history. This prospectus provides a snapshot of what Dargaville High School has to offer, from academic to sporting and cultural achievement.

As a school, we provide a safe and inclusive learning environment, which helps students to identify their strengths, experience success and provide the foundation to build their future pathway, whether it be to university, trade apprenticeships or employment. We aim for our students to have a strong sense of identity, be confident in who they are and what they can achieve, as well as fulfilling their potential, becoming all they can be.

Our school provides a wide curriculum that includes a full range of subjects at all levels, to meet the needs of our learners through the school and beyond. In our senior school, we also offer academies in the Building, Police, Hospitality and Agriculture trades as options for students to consider.

Dargaville High School has a focus on building partnerships between whānau, parents, students and teachers. This partnership is a key component of student success, embodied in the whakataukī.

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

Academic mentoring is key to this partnership, with all students setting goals each year with our staff and the family. This ensures that students have a robust pathway and we are all working towards a shared outcome of success for students.

We offer a wide range of sporting and cultural co-curricular activities that foster the development of leadership, commitment, teamwork and goal setting. Many of our students and teams excel in their field with representation at regional and national events.

Every student is encouraged to leave with an appropriate academic qualification and to be prepared for further education, continued training or employment. We want our students to be prepared for the challenges that life sends their way and to be active contributing members of the community.

Tēnā koutou, tēnā koutou, tēnā koutou katoa.

C. Gaylor

Curtis Gaylor  
PRINCIPAL/TUMUAKI





# Strategic Plan

*Our Vision:*  
Ko au te Kauri – strength, wisdom and success.

Our Strategic Goals	Our Initiatives	Our Success
<b>Ākonga</b> All ākonga are given an equitable opportunity to excel in their learning and in their community.	<ul style="list-style-type: none"><li>Enhancing teacher capability as well as sharing best practice to enable and enhance student-centred learning to foster student success.</li><li>Develop a shared understanding of student success in different contexts of the kura.</li><li>Review and refresh the junior assessment curriculum and programmes to prepare for NCEA.</li><li>Ongoing professional development to support kaiako practice.</li></ul>	<ul style="list-style-type: none"><li>All ākonga have the opportunity to access subjects / courses, achieving educational success in their learning journey.</li><li>All ākonga leave with a relevant qualification and a connected pathway.</li><li>Staff continually explore innovative and collaborative ways to engage ākonga in their learning, including online learning.</li></ul>
<b>Hauora</b> All ākonga have a sense of belonging and hauora, feeling connected with their identity, language and culture.	<ul style="list-style-type: none"><li>Ongoing professional development to support kaiako with culturally responsive pedagogy and practices.</li><li>Focusing pastoral systems to support ākonga, including Ara Tātou, Peer Support, Academic Coaching and wider guidance network.</li><li>Te Ao and Te Reo Māori is enhanced and reflected through learning and activities.</li><li>Enhancing whānau partnerships.</li></ul>	<ul style="list-style-type: none"><li>Through a culture of care and strong relationships, our ākonga are confident, connected as well as resilient.</li><li>Ākonga achieve educational success in their learning journey, with acknowledgement of their cultural identity.</li><li>Our whānau and community are valued as an essential part of the learning programme.</li></ul>
<b>Kaitiakitanga</b> Acknowledging ākonga as kaitiaki of the past, present and future.	<p>Engaging ākonga through:</p> <ul style="list-style-type: none"><li>Enhancing collaborative community partnerships in developing a contextual, localised curriculum.</li><li>Individualised programmes and academies.</li><li>Student goal setting and review as part of the Academic Coaching Whānau class programme.</li><li>Strengthening student leadership and voice.</li></ul>	<ul style="list-style-type: none"><li>A localised junior curriculum is devised and implemented.</li><li>Having an ākonga centred curriculum and timetable that enables flexibility in learning.</li><li>Ākonga voice is a key component in seeking voice on initiatives, programmes and strategies.</li></ul>

Our Values			
<b>Whakaute</b> ..... Respect	<b>Kawenga</b> ..... Responsibility	<b>Aroha Hoatu</b> ..... Contributing	<b>Ngākau Tapatahi</b> ..... Integrity





# Pastoral Care

Education goes beyond textbooks, assessments and examinations – it encompasses the holistic development of students, including their mental, emotional, and social well-being.

At Dargaville High School, we believe in having an effective pastoral care network ensuring our students are well-supported and valued.

## The Role of the Pastoral Care Team

Dargaville High School's culture and values have a profound effect on the well-being and readiness of students to learn. We believe in creating a supportive and inclusive atmosphere that empowers our students.

Our pastoral care team, led by our Deputy Principal and Deans, plays an important role in providing support and guidance to our students. This team is committed to assisting students to explore their difficulties, fostering resilience and developing a values-based approach to enhance students' well-being.

Whānau Teachers play a vital role in the development of our students. The Whānau Teacher is the first point of contact at the beginning of the day and will be with our students throughout their time at Dargaville High School. Teachers develop a sense of academic success and well-being for their whānau class members as students participate in “growth coaching” sessions. We have two Whānau Hui during the year where there is the opportunity to discuss personal development, academic goals and individual successes.

At Dargaville High School, we are fortunate to have a highly-qualified Guidance Counsellor who is available to support students with their emotional and well-being needs. Our Guidance Counsellor is supported by our SWIS (Social Worker in School) ensuring all students' needs are met.

We are a PB4L (Positive Behaviour for Learning) School which focuses on restorative practices and conflict resolution. PB4L initiatives help parents, whānau, and teachers address behaviours to improve students' well-being and increase their educational achievement.

By strengthening relationships and creating more positive home and school environments, we remove barriers to engagement and improve students' chances to achieve at school and beyond.

PB4L is a systematic approach involving a suite of initiatives. These include universal whole-school change initiatives, targeted group programmes, and individual student support services. All Dargaville High School staff are trained in restorative practices.

Pastoral care at Dargaville High School also includes careers advice and guidance, which is available to all year levels from our highly qualified and supportive Careers Advisor. The Careers Team includes our specialised Gateway Co-ordinator who explores career opportunities and experiences for our students.







# Curriculum

## Junior School

The Junior School curriculum is broad and aims to provide exposure to many different learning opportunities. There is a compulsory course based on the seven essential learning areas in the National Curriculum document. This means all students will take courses that include English, Mathematics, Science, Social Studies, Technology, Visual Arts, Performing Arts, Music, Digital Technology, Te Reo Māori, Languages, Health and Physical Well-being.

Some subjects are offered as options in Year 10, in addition to a core programme based on English, Mathematics, Science, Social Studies, Health and Physical Well-being. These include Technology, Te Reo Māori, Commerce, Digital Technology, Visual Arts, Performing Arts, Music and Food and Nutrition.

Students in Year 9 and 10 work towards a Junior Diploma which assesses academic results and key competencies.

## Senior School

The Senior School programme is focused on preparing students for the National Certification of Educational Achievement (NCEA) and the Vocational Pathways qualification. Students are able to choose from a range of subjects, depending upon their strengths and preferences.

Students are able to choose from the arts, languages, sciences, commerce and vocational programmes. These courses are offered throughout the year. Students can select courses from Year 11, 12 and 13 for study in any one particular year and tailor the course to their needs.

*"Many teachers use Google Classroom to post work to – I can then access it from home."*

## Ngā Uri a Tāne

Ngā Uri a Tāne began in Term 4, 2020 as an initiative to engage taiohi Māori in a learning programme that will allow them to live and learn as 'Māori' at school. Ngā Uri a Tāne is a multi-levelled, learning programme that seeks to deliver an integrated curriculum through a Māori lens and world view. The class has taiohi from Years 9 to Year 13.

The programme validates te reo Māori me ona tikanga, the histories, korero, waiata and marae of our rohe and works with our taiohi to research kaupapa that are relevant to our tikanga, rohe, culture, our whānau, hapū and iwi and the world.

Kaupapa are developed every term and are based on current issues that may affect our maunga, our awa, our harbour, Te Uri o Hau, Te Roroa, Ngati Whatua, Te Taitokerau, Aotearoa and the world.





# Subject Guide

	YEAR 10	LEVEL 1
Academies		
Life Skills		Life Skills
English	English	English Academic English Literacy
Media Studies		
Māori	Te Reo Māori Ngā Uri a Tāne	Te Reo Māori
Commerce	Commerce	Commerce
Mathematics	Mathematics	Mathematics 01 Mathematics 02 Mathematics 03
The Arts	Music Drama Art	Music Drama Art
Physical Ed and Health	Physical Education and Health	Physical Education
Home Economics	Food and Nutrition	Hospitality
Social Sciences	Social Studies	
Science	Science	Science Science Applied
Technology	Digital (Hangarau Matihiko) Design Material Technology	Digital (Hangarau Matihiko) Design Material Technology Pre-Trades

LEVEL 2	LEVEL 3
PITA Agriculture	PITA Agriculture
Building	Building
Hospitality	Hospitality
Vocational Studies	Vocational Studies
English Academic English Literacy	English Academic
Media Studies	Media Studies
Te Reo Māori	Te Reo Māori
Mathematics	Mathematics with Calculus
Mathematics	Statistics and Modelling
Mathematics	
Music	Music
Drama	Drama
Art, Paint, History	Art, Paint, History
Physical Education	Physical Education
Hospitality Academy Hospitality	Hospitality Academy Hospitality
Travel and Tourism	Travel and Tourism
Biology	Biology
Chemistry	Chemistry
Physics	Physics
Digital (Hangarau Matihiko) Design Material Technology Pre-Trades	Digital (Hangarau Matihiko) Design Material Technology Pre-Trades

Dargaville High School is a member of the FarNet learning community and is able to access additional subjects and courses via video conferencing.





# Co-curricular Activities

Life is not all about being in a classroom. The arts, music, sports and culture are just as much a focus for our students. Music tuition is available in a number of disciplines. ShowQuest is encouraged so that students can extend their talents to the stage.

Māori culture is important and the Whare represents a focus for Māori at the school, as does the Māori Culture Rōopu . The group prepares each year for the Tai Tokerau Festival and takes part in other invited events.

Students are encouraged to excel, wherever their talents lie. There are various national and Australian competitions held in subjects such as English, Mathematics and Science, which our students can participate in. Staff also assist students in the Model United Nations Assembly (MUNA), science fairs and a variety of other events related to students' interests.

Sport provides opportunities for personal fitness, self discipline and development of team play. Competition teams represent the school in rugby, netball, soccer, swimming, athletics, cross country, equestrian, basketball, cricket and volleyball.

Other opportunities also exist in Outdoor Education. These include rock climbing, skiing, canoeing, tramping and participation in the Police Academy.

The House system allows everyone to participate in some activity or other. Full day competitions operate with Swimming, Sports and Athletics. Other competitions operate at junior and senior level and include a diverse range of activities from table tennis to basketball to tug of war and chess... to name but a few! The House system operates throughout the whole school, with students remaining in a particular House for their length of time at the school.

Year 13 students have the opportunity to be Peer Support leaders. Senior students who elect to take this opportunity take part in a two day training session at the end of Year 12.







# Reporting

## Formal Reporting

A formal report is prepared for each student in the middle and at the end of the school year. These reports detail the student's academic achievements, progress, attendance and attitude.

## Academic Coaching / Whānau Class

Academic Coaching is a target-setting mentoring programme designed to raise student achievement, improve communication with parents and whānau and provide appropriate advice to students on academic pathways based on their NCEA achievement records, Junior Diploma results and aspirations for the future. Academic Coaching is based around setting high expectations of student success to support aspirational targets, with a focus on equity and excellence.

*"Learners are benefitting from the school's positive and inclusive culture. They have increased awareness of pathway opportunities, and appreciate the many adults who support them in selecting these pathways." – ERO*

## Informal Reporting

At the end of Term 1, an interim report is sent home with each student as an indication of how things have gone in the first term.

During Term 1, an informal parent interview evening is held for all parents. This is a chance to get to know your son's/daughter's teachers, deans and whānau teacher.

We welcome parents to make contact with the school at any time. Appointments can be made to see the dean or whānau teachers, so that parents can update themselves on a particular student's achievement or concerns.

## Bring your own device

At Dargaville High School, our eVision is for students to be confident, responsible digital citizens who are collaborative, creative and critical thinkers. In order to do this, we aim to provide students with the skills, knowledge, confidence, and guidance to be effective, ethical, and safe users of ICT. The expectation is that Year 9 students will bring their own device to school.





# Courses

The school aims to give every student as broad an education as possible within the National Framework. We would encourage parents and caregivers to take an active role in assisting their child in making suitable subject choices.

Making the correct choice is important when considering career opportunities and further study. The school has the staff and guidance systems to help each student make an informed decision.

During the year, various exhibitors visit the school to explain the opportunities and requirements for a variety of tertiary courses and work situations. The Careers department ensures that every student has the opportunity to explore different career options during the Year 10 teaching programme.

We understand how vital it is for our students to select the courses which will provide them with a worthwhile future.

## Starting School

All students starting at Dargaville High School will receive information about the different subjects the school offers in both core and option subjects.

There is an Enrolment Information session for all intending students. This is for parents, caregivers and future Year 9 students. This evening is to help students and their families start to make informed decisions.

During Term 4, students from the contributing primary and intermediate schools will have the opportunity to visit the school during the day. Parents and caregivers are invited to discuss their child's enrolment at the school during a personal interview, which can take place at the contributing school or at the High School.

## Enrolling during the year

Parents and caregivers are asked to contact the school for an appointment for enrolment.

It is essential that the parent or caregiver attends the enrolment interview with their child and brings a copy of their child's birth certificate and immunisation record. The dean will be available to introduce the new student to the school and advise on subject choices. It will be helpful if parents or caregivers bring any relevant reports and past work from previous schools in order to assist with making the correct choices.

It is an important ethos of the school that all students who attend Dargaville High School have the right to learn and be respected by others. We expect all students to respect the rights of others, no matter what their culture, race or ability may be, and to observe all the school regulations.







# Facilities

The school is set in surroundings which incorporate attractive gardens, maturing trees, a large sports field and netball courts.

## Library

The library is well-resourced with books, computers, magazines and reference material from many differing sources. It is also networked to the internet, allowing students instant access. Lending facilities are also available with other services. Students are able to use the library during normal class time and lunchtime.

## Gymnasium and Swimming Pool

The well-equipped gymnasium, large playing fields, floodlit astroturf surface suitable for netball, tennis and hockey, weight training room and heated indoor swimming pool form the nucleus of the sports centre at the school. The 22 metre swimming pool is indoor and fully utilised by the school and the local swimming club. The gymnasium incorporates a climbing wall for budding rock climbers. These facilities are also well utilised by various community organisations.

*"The indoor swimming pool is a fantastic resource".*

## School Canteen and Free School Lunches

The canteen offers a wide range of foods, both hot and cold, within the Healthy Foods Guidelines set by the Ministry. The canteen is open at interval and lunchtimes and opens for longer hours on days when we have full day sports events.

## Music and Drama

The music suite has facilities for recording, practice studios, plus the main teaching room. The Performing Arts Centre for Drama has facilities set aside with lighting and sound equipment to enable groups to produce their own theatrical events.

## Student Welfare

Any student who becomes unwell during the course of the day will initially report to the Office and will be directed to the "sick bay". This is closely supervised by the Office staff and is a quiet place for students who are unwell to rest in until they can be picked up. The school also liaises closely with the local medical centre, where serious cases and injuries may receive attention by trained medical staff.

A Health Room has been established where students are able to meet privately with the local Public Health Nurse or Medical Staff from the local Health Centre to discuss health matters. Appointments are made at the school office.

The school Guidance Counsellor provides confidential assistance for students.

The school is also active in providing careers and vocational learning advice, linking students with tertiary institutions and prospective employers. We operate a Gateway programme, which provides students with workplace experience whilst also gaining Unit Standard qualifications towards their NCEA.

## Computer Network

Besides the Library, the school has four rooms of computers, as well as various pods and mobile chromebooks around the school for students to have access to. This provides in total over 450 devices for students to work from, with access to the internet and G-Suite and up-to-date Microsoft and Adobe software. The school is continually looking at upgrading its technology.





# Leadership

## Head Leaders

Each year, nominations are sought for the position of the Head Boy and Head Girl. A shortlist is drawn up from the nominations and interviewed by a panel. The panel makes the final appointment.

The position is one of authority in the school, assisting staff to maintain high standards of behaviour, setting an example to fellow students and helping to maintain a positive and caring environment in the school.

The Head Leaders also represent the school at official functions such as Anzac Day services.

## House Leaders

Each House has its own leader. In a sense, their role is similar to that of the Head Leaders, but they also have a special responsibility to their particular House. They assist the House staff in organising the teams for the various House competitions throughout the year. In fact, they are the key to the success of the House in that particular year.

## Student Council

The Student Council meets on a regular basis to discuss the issues directly relating to student life in the school. Each year level elects two representatives, who work with the other year level representatives, to ensure that student matters are fully discussed. A senior staff member provides support for the Student Council.

## Student BOT Representative

An election is held in September each year to appoint a Student Representative to the Board of Trustees. This important role provides the link between the student body and the governing body of the school. It is important in providing student input into school governance.

Student leadership is also encouraged in the different sporting, musical and cultural activities in the school.

There are plenty of other opportunities for leadership throughout the school.





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to download the App to your  
phone or tablet.

