



Dargaville High School

Charter

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

Updated February 2023

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Introduction

Location and Context:

Dargaville High School is a state Secondary School located in Dargaville, which is in the Kaipara District. The roll is currently around 420 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.
- An Agriculture Academy.
- A Police Services Academy.
- Our Tutamoe class (for students of special needs).

The school has a focus on improving student achievement and student behaviour management. The school continues to support PB4L Restorative Practices, with a number of staff having received training. In 2019 our PB4L strategy was renamed Ara Tātou and signage of the school expectations was installed around the school. The Ara Tātou Team meets regularly and the team played a significant role in the introduction of a new uniform which is now in place for the whole school.

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 has been reviewed and we have moved from vertical form classes to horizontal form Classes which align with the 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 (Kāhui Ako), which was formed in 2017. At the start of 2021, the Achievement Targets for the Kāhui Ako were reviewed.

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 building and our Pasifika group.

Strategic Plan:

The current Strategic Plan was reviewed at the end of 2022 by the Board of Trustees. The review was led by the Board of Trustees, with input from the school community. 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 Ara Tātou (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.



DARGAVILLE HIGH SCHOOL

Strategic Plan

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



Our Vision

Ko au te Kauri – strength, wisdom and success.

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

Our Values

Whakaute
Respect

Kawengā
Responsibility

Aroha Hoatu
Contributing

Ngākau Tapatahi
Integrity

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.
 - An Agriculture Academy.
 - A Hospitality Academy.
 - A Police Services Academy.
 - Tutamoe (a class for students of special needs).
-
- Dargaville High School is part of the Northern Wairoa Community of Learning, which had its Achievement Challenges approved in December 2019. The Achievement Challenges are currently being reviewed.

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 2022 included Soccer, Cricket, Volleyball, Touch, Netball and Basketball.
- Organisation of school Athletics and Swimming Events.

Successes included:

- A number of students being selected to represent their code regionally and nationally.



DARGAVILLE HIGH SCHOOL

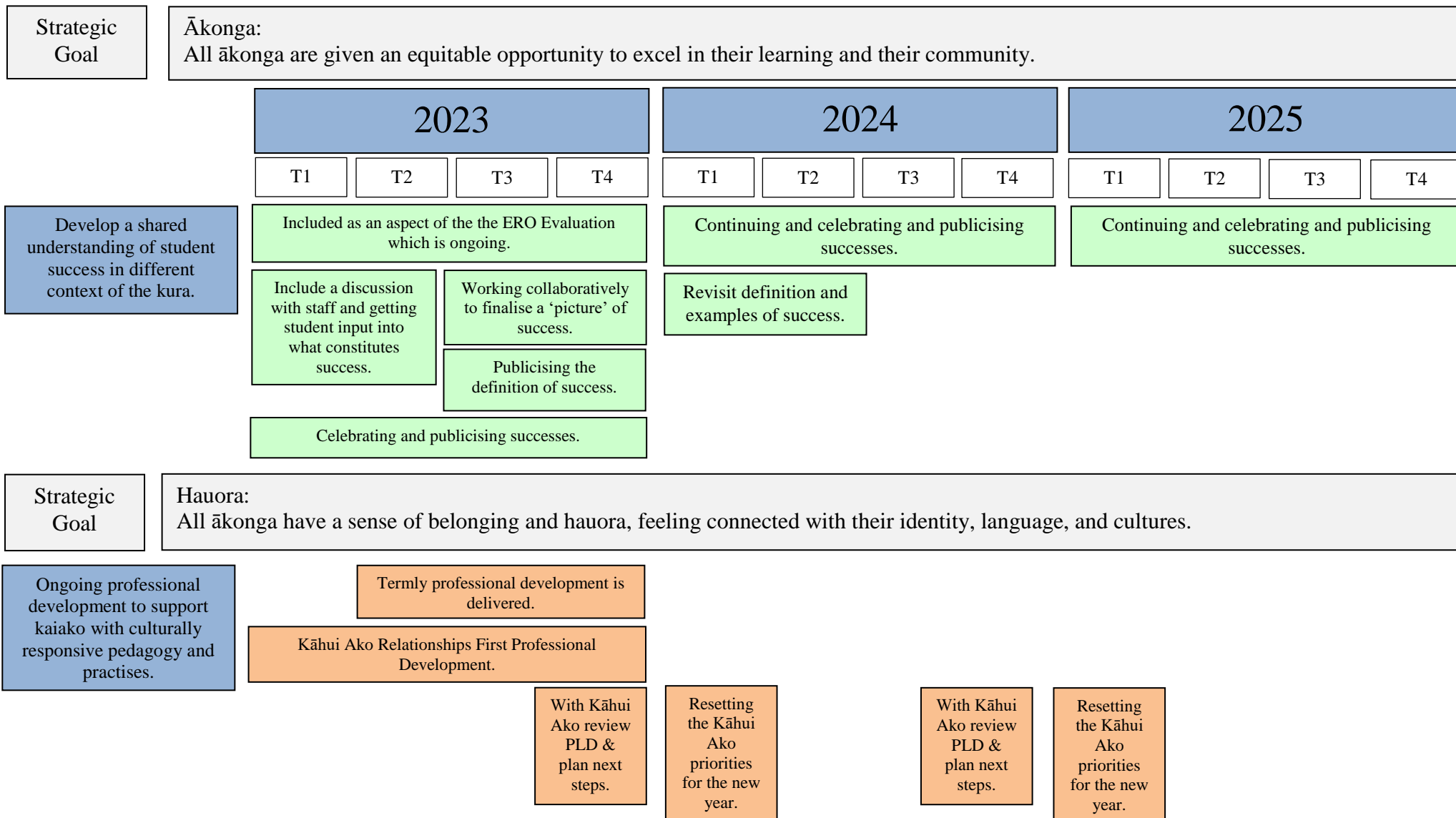
Triennial Overview

Strategic Goal	Ākonga: All ākonga are given an equitable opportunity to excel in their learning and their community.											
	2023				2024				2025			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Enhancing teacher capability and sharing best practice.	Ongoing PLD in Staff meetings, other PLD. Sharing best practice encouraged in department, staff, CDF, and Lead Team meetings.											
	PLD to help support the introduction of the NCEA changes at Level 1.				PLD to help support the introduction of the NCEA changes at Level 2.				PLD to help support the introduction of the NCEA changes at Level 3.			
Review and refresh junior assessment curriculum and programmes to prepare for NCEA change as well as piloting the new Literacy and Numeracy qualifications.	Co Junior Assessment Coordinator to coordinate e-asTTle as well as the Literacy and Numeracy.				E-asTTle testing Mid-Year and End of Year. Uses to assess progress as well as readiness for Literacy / Numeracy assessments.							
	e-AsTTle testing with results shared.		E-asTTle testing start of year, Mid-Year and End of Year. Uses to assess progress as well as readiness for Literacy / Numeracy assessments.									
	Literacy and Numeracy testing for NCEA twice during the course of the year.											
	Co Junior Assessment Coordinator investigates assessment across junior core subjects.											
	Recommendations made for junior assessment.											
	Planning for putting in place recommendations for 2024.											
	Ongoing work and planning for localised contextual curriculum.				Ongoing work and planning for localised contextual curriculum.				Ongoing work and planning for localised contextual curriculum.			



DARGAVILLE HIGH SCHOOL

Triennial Overview





DARGAVILLE HIGH SCHOOL

Triennial Overview

Strategic Goal

Hauora:
All ākonga have a sense of belonging and hauora, feeling connected with their identity, language, and cultures.

2023				2024				2025							
T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4				
Focussing pastoral systems to support ākonga, including Ara Tātou, Peer Support, academic coaching and the wider guidance network.				Peer Support Programme.		Peer Support Programme.		Peer Support Programme.							
				Peer Support Camp.		Peer Support Camp.			Peer Support Camp.						
				Transition programme.		Transition programme.			Transition programme.						
				Form 2023 Ara Tātou Team.	Regular Ara Tātou Team hui. Sharing data with staff as well as positive strategies to build positive relationships.			Ara Tātou 2024 strategy implemented by team. Ongoing data sharing with staff and sharing strategies.				Ara Tātou 2025strategy implemented by team. Ongoing data sharing with staff and sharing strategies.			
				BRS and reward systems confirmed & shared.	Ara Tātou Team work to embed PB4L / Restorative practices school wide.	Review Ara Tātou strategy to prepare for 2023.					Review Ara Tātou strategy to prepare for 2025.	Review Ara Tātou strategy to prepare for 2026.			
				Expectations and acknowledgements continue to be supported by Ara Tātou Team, Deans and Lead Team.											
				Check and Connect programme enables mentoring to support students. Check and Connect is a 2 year programme.				Check and Connect programme enables mentoring to support students. Second year of the contract.							



DARGAVILLE HIGH SCHOOL

Triennial Overview

Strategic Goal	Hauora: All ākonga have a sense of belonging and hauora, feeling connected with their identity, language, and cultures.											
Te Ao and Te Reo Māori is enhances and reflected through learning and activities.	2023				2024				2025			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
	A PLD strategy for staff is in place.	Ongoing staff PLD. Inclusive of learning staff waiata and karakia.			Ongoing staff PLD to be reviewed termly.				Ongoing staff PLD to be reviewed termly.			
		Opportunities for staff to access Ministry of Education PLD.			Other opportunities of PLD as available.				Other opportunities of PLD as available.			
	Start of year powhiri.	Working with students and community to produce and install a waharoa and pouwhenua.										
		Continued support for cultural events & activities as well as celebrating language weeks.										
Enhancing whānau partnerships.	Ongoing membership of Kāhui Ako and working collaboratively on achievement targets and school visits.											
	Creation of a fixed term position for a Coordinator of Academic Coaching to ensure systems and resources are in place to ensure success of academic coaching.				Implement Academic Coaching plan in 2024.				Implement Academic Coaching plan in 2025.			
	Resources for staff and PLD for form teachers to enhance academic coaching.	Ongoing support for staff and specific PLD around the planned Academic Coaching Days.			Review of Academic Coaching and planning for 2025.				Review of Academic Coaching and planning for 2026.			
		Review of Academic Coaching and planning for 2024.										



DARGAVILLE HIGH SCHOOL

Triennial Overview

Strategic Goal

Kaitiakitanga:
Acknowledging ākonga as kaitiaki of the past, present and future.

2023

2024

2025

T1

T2

T3

T4

T1

T2

T3

T4

T1

T2

T3

T4

Enhancing collaborative community partnerships in developing a contextual localised curriculum.

Continued Membership of the Northern Wairoa Kāhui Ako.

Localised Curriculum a goal of the Kāhui Ako, using the History Curriculum as a focus.

Continuing to develop connections and resources to expand the localised curriculum through the school.

Investigating local curriculum opportunities as new refreshed curriculum documents are released.

Nga Uri a Tane has a focus on local tikanga, kawa, people places and experiences.

HODs encouraged to include visits to local places, involve local people and experiences.

Working with agencies to offer opportunities to students with a local context.

Planned activities provided by agencies and other opportunities are taking place.

Continue to explore opportunities with agencies to offer opportunities to students with a local context.

Continue to explore opportunities with agencies to offer opportunities to students with a local context.

Transition process with students moving from contributing schools.

Transition process with students moving from contributing schools.

Individualised programmes and academies.

Academies offer by Dargaville High School are: The Building Academy, the Police Academy, the Hospitality Academy and PITA. These Academies are reviewed annually.

I.E.Ps are in place for students in alternative programmes, Tutamoe and transitions.

Expanded use of I.E.Ps, looking at Year 13 students. To be included as part of Academic Coaching.

Expanded use of I.E.Ps, looking at Year 13 students. To be included as part of Academic Coaching.

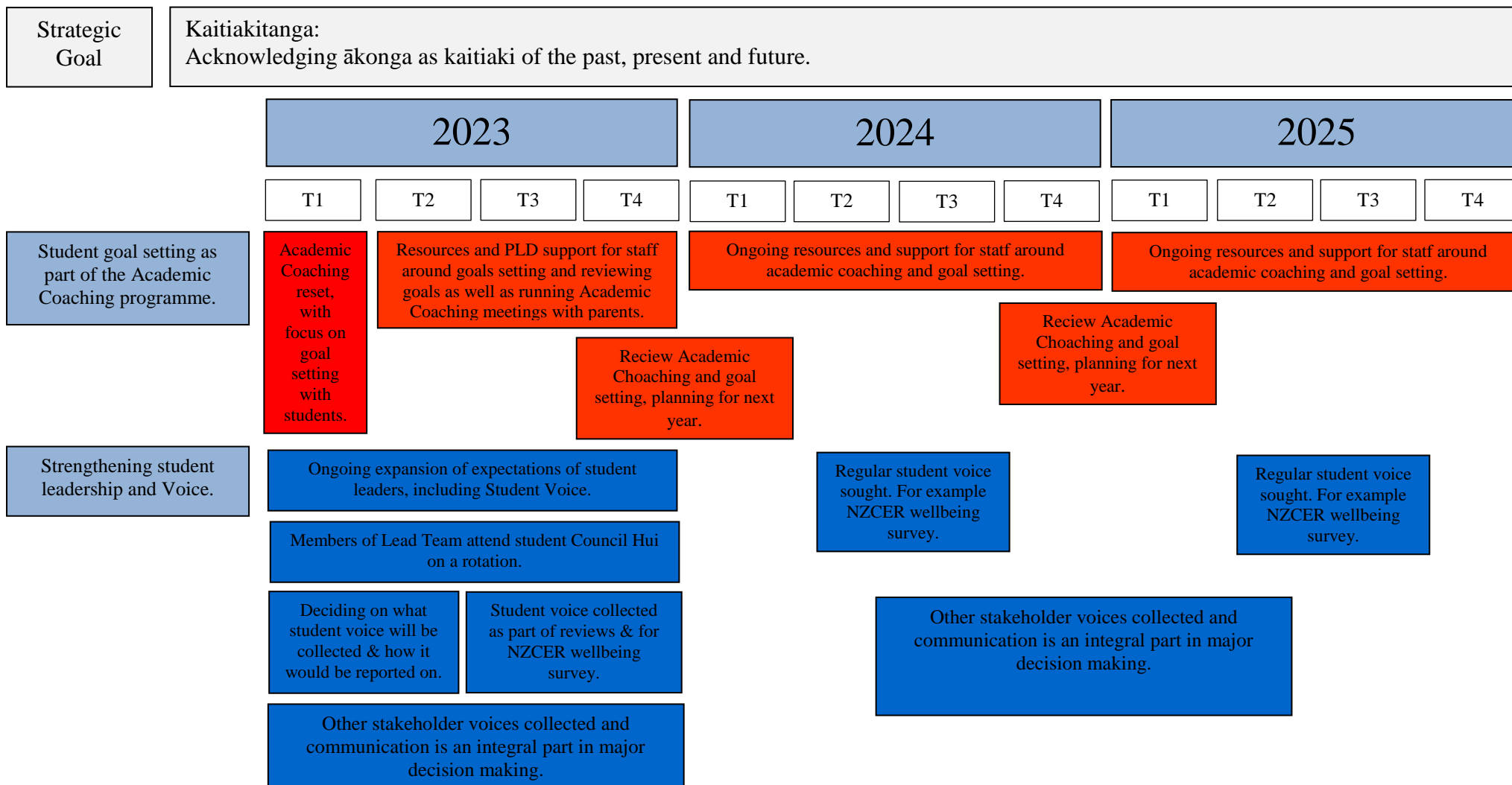
Review the use of I.E.Ps and plan for the following year.

Review the use of I.E.Ps and plan for the following year.



DARGAVILLE HIGH SCHOOL

Triennial Overview



Annual Aims and Objectives - Annual Plan

Strategic Aim: Ākonga All ākonga are given an equitable opportunity to excel in their learning and in their community.					
Annual Objective: Raise and Sustain academic achievement.		Annual Targets: 70% of Year 13 students eligible for University Entrance qualification will attain the qualifications.			
Baseline Data: NCEA University Entrance data for last 3 years					
		Year	%age of UE	Adjusted %age of UE*	
		2019	25.3%	56.25%	
		2020	37.1%	65%	
		2021	32.3%	67%	
		2022	37.3%	76%	
When		What		Who	Indicators of Progress
Term 1		Initial academic interviews with students to ensure their programme is appropriate.		Careers Advisor and Year 13 Dean.	Interviews are completed and notes from these are loaded onto KAMAR.
Term 1		Having a plan in place for senior form teachers to work through to set and monitor progress of students towards their goal(s).		Form Teachers, Principal, Lead Team, Careers Advisor and Year 13 Dean.	Goals are developed and reviewed regularly. The plan forms part of the documentation to use with parents as part of Academic Coaching interviews.
Term 1		Initial contact made with families / whanau of students to develop communication channels.		Dean and Form Teachers.	Attendance of parents to the Academic Coaching hui as well as other activities organised for the parents.
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 included as part of the planning for form periods.		Form Teachers, Principal, Careers Advisor and Year 13 Dean.	Updates made to the goals that students have made.
Term 1 and ongoing		Regularly reminding students about completing all assessment and aiming for excellence.		Form Teachers, Principal and Year 13 Dean.	Information shared.
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		Ongoing tracking of student progress towards NCEA and particularly students considering University Entrance.		Lead Team and Year 13 Dean.	Tracking ongoing and considering follow up actions for students 'of concern'.
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.		Using credit 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.
Term 3		Close analysis of student progress towards the goals. Reported to Lead Team and other groups. Discussion on whether any change is needed.		Lead Team (particularly Principals Nominee), Heads of Department and NCEA subject teachers.	Analysis completed and presented. Review and changes that may need to be implemented.
Terms 3 and 4		Revision / catch-up classes and study available during school and NCEA examinations.		Lead Team, HODs and subject teachers.	Revision / catch up classes timetabled during these 'exam' times/.
Term 1 2024		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: Ākonga All ākonga are given an equitable opportunity to excel in their learning and in their community.			
Annual Objective: Raise and Sustain academic achievement.		Annual Target: <i>For the Year 12 cohort, NCEA Level 2 endorsements to be at least 15% achieving a Merit endorsement and 10% achieving an Excellence endorsement.</i>	
Baseline Data: NCEA Year 12 Endorsement Rates for last 3 years (enrolment-based results)			
	Merit Endorsements	Excellence Endorsements	
	2019	17.2%	3.1%
	2020	13%	0%
	2021	21.2%	1.9%
	2022	11.5	0%
When	What	Who	Indicators of Progress
Term 1	The Year 12 cohort will be the focus group to use for progress towards	Principal, Lead Team, and Year 12 Dean.	Focus group identified and finalised.
Term 1	Form Teachers work with the students to develop academic goals for the year, to be reviewed on a regular basis.	Form Teachers, Principal, Lead Team, Careers Advisor and Year 12 Dean.	Personalised goals are developed and reviewed regularly.
Term 1	Initial contact made with families / whanau.	Form Teachers.	Either by phone contact or be e-mail contact.
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 Senior Deans.	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	Providing assistance to students about time management and other skills useful for academic success.	Lead Team, Form Teachers, Careers Advisor and Senior Deans.	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 Senior Deans.	Updates made to goals and learning plans.
At least once each term, from Term 2.	Academic interview / Parent Teacher Meetings. 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 Senior Deans.	Form teacher communication with students and parents. Attendance of Parents to Academic Coaching Interviews or 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.
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 2024	Analysis of results presented to Lead Team, CDF, Staff and Board.	Principal and Principals Nominee.	Report and analysis presented.
Term 1 2024	Achievers Morning tea for students gaining endorsements.	Principal and Principals Nominee.	Morning Tea for students gaining endorsements completed.
Term 1 2024	Annual monetary gift to acknowledge students gaining endorsements.	Principal and Principals Nominee.	Monetary gifts presented.

Annual Aims and Objectives - Annual Plan

Strategic Aim: Ākonga			
All ākonga are given an equitable opportunity to excel in their learning and in their community.			
Annual Objective: Raise and Sustain academic achievement.		Annual Target: 75% of Year 11 Māori students will achieve NCEA Level 1.	
Baseline Data:			
NCEA Level 1 Achievement for Māori Students			
2018 56.1%			
2019 46.3%			
2020 53.5%			
2021 65%			
2022 47.5%			
	What	Who	Indicators of Progress
Term 1	Utilising 2022 subject results, and AsTTle results to identify a focus group of Māori at risk of not achieving the NCEA Level 1.	Lead Team and Senior Dean.	A group of students is identified from the 2022 Year 11 cohort to form the focus group.
Term 1	Making use of “Loss of Learning” funding to support students in their learning towards NCEA Level 1.	Lead Team	Students assisted, with a focus of progress towards Literacy and Numeracy.
Term 1	Establish a method to regularly track the progress of the focus students towards their academic progress.	Lead Team, Deans and HODs	A tracking method is in place and utilised.
Term 1 and ongoing	Ngā uri a Tane in place and includes a cross-curricula approach and Individualised Learning Plans.	MSE, and associated staff. Lead Team.	Pastoral roll of the tracking students towards their established goals.
Term 1 and ongoing	Opportunity for students in Ngā uri a Tane to visit and undertake programmes to inspire students.	MSE, KYL and ‘providers’	Worthwhile trips and visits for students in Ngā uri a Tane.
Term 1 and ongoing	He Maara Hou programme of mentoring to involve several Year 11 students.	He Maara Hou mentor, Lead Team and Deans.	Mentoring and ongoing support underway.
Term 1 and ongoing	Literacy Support provided for students who are struggling to meet the Literacy requirement.	Lead Team and CDH, MSE, with other support.	Professional development on culturally responsive pedagogy is delivered.
Terms 1 and ongoing	Staff will foster high expectations that all students will achieve success.	All staff.	Improving academic results and increased success of meeting literacy requirement.
Term 1 onwards	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 each term from Term 2.	Academic interviews / Parent Teacher Meetings with each student and their whānau to discuss progress on their achievement targets and learning plan.	Form Teachers, Subject Teachers, Principal, Careers Advisor and Māori Strategic Education Plan coordinator.	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. 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.
Term 3	Ngati Whatua Tertiary Symposium.	H.O.D Māori, Deans and Careers Advisor	Students attending the tertiary Symposium.
Term 4	BEAMs trip to Auckland University.	Careers Advisor	Students considering university as a pathway beyond school.
Term 4	Students needing extra support are offered the support. Some students may not go on study leave to completed work.	Senior Deans and Senior Management. Relevant classroom teachers.	Alternate programme in place.
Term 1 2024	Analysis of results presented to SMT. CDF. Staff and Board.	Principals Nominee.	Report and analysis presented.

Annual Aims and Objectives - Annual Plan

Strategic Aim: Ākonga All ākonga are given an equitable opportunity to excel in their learning and in their community.			
Annual Objective: Raise and Sustain academic achievement.		Annual Targets: <ul style="list-style-type: none">75% of students in Year 9 and 10 will improve their E-AsTTle results by at least 2 sub-levels by the end of the year.60% of all Year 11 students entered for the NCEA Literacy and Numeracy assessments (piloted in 2023), will achieve them by the end of the year.	
Baseline Data: Analysing contributing school data (end of Year 8) 2022: Mathematic results against expected level: 77% of students were below; 6% were at the level; 17% were above the level. Reading results against expected level: 62% of students were below; 16% were at the level; 22% were above the level. Writing results against expected level: 83% of students were below; 3% were at the level; 15% were above the level.			
When	What	Who	Indicators of Progress
Term 1	Year 10 students will complete e-AsTTle tests as well as Year 9 students not tested at the end of 2022.	LSK, BES, NYP, associated staff and Francis McClennan.	Tracking of students towards achieving the Literacy requirements.
	E-AsTTle results collected / collated and shared with staff. Analysis of results and further suggestions for strategies.	LSK and supporting staff.	The results shared and available to staff
Term 1 and ongoing	Consistent message of Literacy and Numeracy as school wide priorities	Principal and LSK.	Strategies ad
Term 1 and ongoing	Continuing professional development on e-AsTTle and supporting / developing Literacy and Numeracy strategies across curriculum.	LSK and supporting staff.	Professional development delivered and evidence of strategies being utilised.
Term 1 and ongoing	Specific E-AsTTle training including OTJ's for marking the writing. Possible Teacher Only Day on Day 1 of Term 2.	LSK and professional development facilitators.	Professional development delivered and Teacher Only Day completed.
Term 1 and ongoing	Specific Programmes / strategies implemented to help individuals and cohorts.	Teachers undertaking PLD.	Write That Essay. Numicon. AVAILLL.
Term 2	First NCEA Literacy and Numeracy assessments.	Year 11 and selected Year 10 students. PN, LSC and other staff.	Analysing the results and reviewing strategies and support needed for students.
Term 2 / Term 3 (Middle of the year)	Year 9 and Year 10 Middle of the Year e-AsTTle testing	LSK and supporting staff.	The results shared and available to staff.
Term 2 / Term 3 (Middle of the year)	Analysis of E-AsTTle and other assessment data to assess impact of strategies.	LSK, Lead Team and relevant HODs.	Review of strategies and making changes if necessary.
Term 3	Second NCEA Literacy and Numeracy assessments.	Year 11 and selected Year 10 students. PN, LSC and other staff.	Analysing the results and reviewing strategies and support needed for students.
End of Term 3 / Term 4	End of Year e-AsTTle testing for students in Year 9 and 10 as well as Year 8 students in contributing schools.	LSK and supporting staff.	The results shared and available to staff.
Term 4	Marking and analysing the e-AsTTle results. Sharing the results with the contributing schools.	LSK, Lead Team and relevant HODs.	Targets set are reviewed and reported on. Utilising the data to inform planning for 2024.
Term 4	Reviewing the pilot programme for the Literacy and Numeracy NCEA assessments for area that worked well and areas that need attention.	Lead Team and relevant HODs. Board of Trustees.	Report to Board of Trustees. Feedback on the NCEA pilot.
Term 4	Incorporate changes needed to programme for NCEA Literacy / Numeracy as well as Year 9 and 10 Literacy / Numeracy strategies.	Lead Team and relevant HODs. Board of Trustees.	Refined planning and preparation for the Literacy and Numeracy priorities.

Annual Aims and Objectives - Annual Plan

Strategic Aim: Hauora: All ākonga have a sense of belonging and hauora, feeling connected with their identity, language and culture.			
Annual Objective: Belonging and hauora of ākonga are enhanced through strong relationships.		Annual Target: 80% of responses for the School wide Climate and Practices section of the NZCER Wellbeing Survey are either agree or strongly agree.	
Baseline Data: Percentage of Agree or Strongly Agree Responses for Schoolwide Climate and Practices Section of NZCER Wellbeing Survey. 2019 74.0%. 2020 69.7%. 2021 The survey was not undertaken due to Covid-19 disruptions. 2022 77.9%.			
When	What	Who	Indicators of Progress
Ongoing	Ara Tātou / PB4L Team continue to meet. Regular feedback is provided to staff.	Ara Tātou Team.	PB4L Meeting Minutes in correct format. Data supplied to staff.
Ongoing	Promoting Pride and the Ara Tātou 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 and Year 13 Deans and Transition Team.	Successful transition into our school.
Term 1	Relationships First. Key staff meeting with provider to decide on PLD moving forward.	Principal and PD provider.	A plan is generated for the Relationships First PLD moving forward
Term 1 and ongoing	Embed us of the Behaviour Response System.	Principal and Ara Tātou Team.	Behaviour Response System being used.
Term 1 and ongoing	School expectations and Behaviour Response System with school community.	Ara Tātou Team.	Staff meeting minutes, newsletter, website and other forums.
Term 1	Relationships First PLD.	Principal and PD provider.	PLD delivered.
Term 1 and ongoing	Ongoing Peer Support programme delivered by Year 13 students to Year 9 students.	Peer Support Facilitator, Year 13.	Peer support in place and Peer support is ongoing.
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 1 and ongoing	Ongoing opportunities for professional development for the staff.	Ara Tātou Team, Guidance Counsellor and staff trained in circles.	All staff have an understanding of the restorative script and are making use of it.
Term 1 and ongoing	Embed positive reinforcement systems that support the school expectations.	Ara Tātou Team, Lead Team and Deans.	Reinforcement systems are in place. GKs and ABC Postcards.
Term 3 or Term 4	Wellbeing survey and action stemming from the survey.	Ara Tātou Team and Lead Team.	Wellbeing survey results and action stemming from results.
Term 4 and Term 1 2023	Reporting against the set targets.	Principal and Lead Team.	Reporting against target completed and presented to the Board of Trustees.

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Strategic Aim: Kaitiakitanga. Acknowledging ākonga as kaitiaki of the past present and future.															
Annual Objective: A phased approach to developing and designing a local curriculum, acknowledging and utilising local knowledge people and skills.		Annual Targets: (1) 90% of Year 9 students will gain the end of Year Junior Diploma with an achieved or higher. (2) Attendance rate for Year 9 students is at least 80% for each term.													
Baseline Data: <ul style="list-style-type: none">In 2019 73% of Year 9 students gained a Junior Diploma with achieved or higher.In 2020 80% of Year 9 students gained a Junior Diploma with achieved or higher.In 2021 71% of Year 9 students gained a Junior Diploma with achieved or higher. <p>Year 9 Termly Attendance 2022:</p> <table><tr><td>Term</td><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr><tr><td>%age Attendance</td><td>64.6%</td><td>63.7%</td><td>76.14%</td><td>73.73%</td></tr></table>						Term	Term 1	Term 2	Term 3	Term 4	%age Attendance	64.6%	63.7%	76.14%	73.73%
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When		What		Who		Indicators of Progress									
Terms 1 and ongoing		Continued involvement with the Kāhui Ako and involvement in Kāhui Ako initiatives of local curriculum.		Principal and In-School Teachers.		Progress in Kāhui Ako initiatives.									
Terms 1 and ongoing		Teacher planning to include access to local people, places, activities and events.		Teachers and HODs.		Trips planned and undertaken. Local speakers and presentations.									
Terms 1 and ongoing		Ongoing encouragement of staff to develop local curriculum opportunities.		Principal. Teachers and HODs.		More evidence in Local Curriculum in the curriculum.									
Terms 1 and ongoing		Ngā Uri a Tane planning for Wednesday programme to include local places and resources.		Ngā Uri a Tane staff and other staff.		Trips planned and undertaken. Local speakers and presentations.									
Terms 1 and ongoing		School processes for attendances reviewed and refined.		Staff responsible for attendance		Timely responses to attendance trends and data									
Terms 1 and ongoing		Te Uri o Hau have been awarded the Attendance Contract and will be providing the Truancy Service.		Staff responsible for attendance and Truancy Service.		Students considering university as a pathway beyond school.									
Terms 1 and ongoing		Increasing opportunities for students voice to be used in the decision making process.		Lead Team		Seeking student voice through Student Council and other focus groups.									
Term 1 and ongoing		Making contact with parents of students with attendance concerns and following the school procedures or reporting.		Form Teachers, Deans, senior management and Attendance staff.		Having a good knowledge of attendance trends and patterns as well as actions.									
Term 1 and ongoing		Making referrals to the Truancy Service in a timely manner to enable action to be put into place.		Staff responsible for attendance and Truancy Service.		Having a good knowledge of attendance trends and patterns as well as actions.									
Term 1 and ongoing		Regular tracking of the attendance and working through strategies to address trends. Focus on Year 9 attendance.		Senior Deans and Senior Management. HODs and teachers.		Alternate programme in place.									
Term 1 and ongoing		Reminding parents of the importance of attending regular and on time.		Senior Deans and Senior Management. HODs and teachers.		Alternate programme in place.									
Term 2		NZCER Wellbeing Survey		Principal and Principal PA		Analysing the responses and working relevant parts into the school planning.									
Termly (end of each term)		An Attendance Report is compiled and shared with the Lead Team, Deans. Teachers and Board.		Lead Team.		A decision on the direction of the curriculum is made and communicated.									
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