



2025 Strategic Plan

Vision | Moemoeā:

DHS will build a student-centred, values-driven learning culture.

Every student will enjoy their experience and the community will be proud of their school. Students will develop the capabilities, knowledge and values they need to lead healthy, fulfilling lives and to contribute positively to their communities. DHS will do this by:

- recognising our students' strengths and empowering them to grow through a tailored curriculum
- providing a mana-enhancing educational environment where all people feel welcomed, safe, valued as themselves and involved in the school
- ensuring student outcomes drive every decision that we make
- honouring Te Tiriti o Waitangi and the privileges of our rural setting in the Taumutu takiwā.

Manaakitanga: respect and care for others

Kotahitanga: unite our community

Rangatiratanga: become your best you

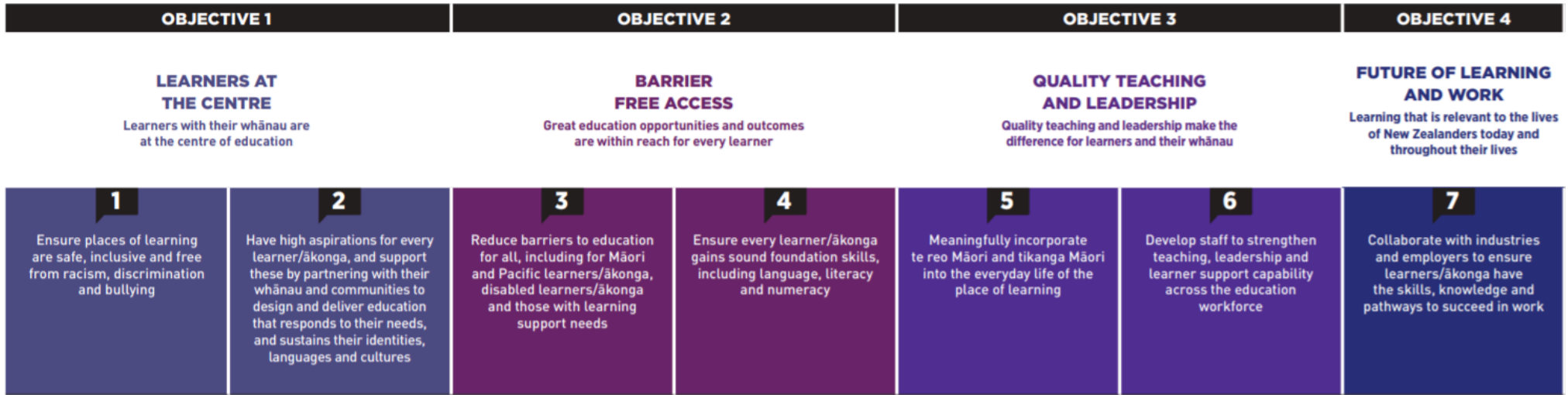
Kaitiakitanga: look after our future

This strategic plan builds on plans from 2022 on. It's based on community (students, whānau, staff) consultation in 2021, 2022 and 2023 which took a variety of forms including focus groups, surveys and phone calls. It aims to balance the needs of students with the reality of change for staff; the requirements for change directed by the Coalition Government via the Ministry of Education with the changes we believe are important for us.

#07/11/2024	2025 Annual Objectives	Desired outcomes for students
Strategic Aims	Refine our culture, up skill, sort our systems	
<p>Strengthen our KAUPAPA (what and how we do things): build a student-centred, values-driven learning culture which recognises our students' strengths and empowers them to grow, provides a mana-enhancing environment, ensures student outcomes drive all of our decisions and honours Te Tiriti o Waitangi</p>	<p>AO1.1 (NELPS 1,2,3,6): Build a positive and restorative school-wide behaviour culture, which includes recognising positive behaviour while tackling bullying and maximising staff capacity for inclusive teaching, with a focus on male learners</p> <p>AO1.2 (NELPS 2,4): Curriculum: add structured literacy and numeracy while also refining recent developments at years 7&8, develop more effective literacy and numeracy teaching schoolwide, adapt to changes in NZC / Te Mātaiaho and the NCEA change programme; ensure boys experience an engaging curriculum and improve achievement levels</p> <p>AO1.3 (NELPs 5,6): Build capacity for mana ōrite mō te mātauranga Māori and our commitment to Te Tiriti o Waitangi and ensure Māori can achieve as Māori; improve Māori achievement at Merit and Excellence levels</p>	<p>Every student enjoys their experience of DHS.</p> <p>Students feel welcomed, safe, valued as themselves and involved in the school.</p> <p>All students develop the capabilities, knowledge and values they need to lead healthy, fulfilling lives and to contribute positively to their communities</p>
<p>Improve our SYSTEMS: Develop our systems, based on our vision and values, to enable the school to operate effectively and efficiently</p>	<p>AO2 (NELPs 1-6): Review outdated or underperforming procedures and establish improved systems:</p> <ul style="list-style-type: none"> • Implement schoolwide evaluation procedure • Curriculum vision, teaching plan and graduate profile • Embed Student attendance procedure • Student data framework • Staff handbook • Revise student enrolment and transition procedure 	<p>Staff, students and their whānau experience systems that maximise efficacy</p>

National Education Learning Priorities (NELPs)

The Board of DHS intentionally aligns its vision, values, strategies and annual actions with the Ministry of Education’s priorities:



Glossary; list of acronyms; colour codes

Not started	Started but less than half done	More than half done but incomplete	Completed
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NZC New Zealand Curriculum NAG National Administration Guideline T teacher S student PP Principal DP Deputy Principal GC Guidance Counsellor BoT Board of Trustees LAL Learning Area Leader SLT Senior Leadership Team (AP, DP, EO, PP) EO Executive Officer PA Principal’s Assistant SENCo Special Educational Needs Coordinator PB4L Positive Behaviour For Learning	10YPP: Ten Year Property Plan 5YA: Five Year Agreement (property plan) NZCER: NZ Centre for Educational Research PAT: standardised testing against curriculum levels in years 1 - 10 e-asTTle: standardised testing against curriculum levels in years 1 - 10 PACT Progress and Consistency Tool (learning progressions framework up to year 10) Kāhui Ako: formal collaboration between schools GAT: Gifted And/or Talented T1w9: term and week number relating to comment PLG Professional Learning Group PLD Professional Learning and Development	
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Darfield High School | Te Kura Tuarua o Tawera **ANNUAL PLAN 2025**

Strategic Aim: Strengthen our KAUPAPA (what and how we do things): build a student-centred, values-driven learning culture which recognises our students' strengths and empowers them to grow, provides a mana-enhancing environment, ensures student outcomes drive all of our decisions and honours Te Tiriti o Waitangi

Annual Objective 1.1: Build a positive and restorative school-wide behaviour culture, which includes recognising positive behaviour while tackling bullying and maximising staff capacity for inclusive teaching, with a focus on male learners

Achievement Target 1:

- Six to Ten students identified as 'at-risk' in each year level from Year 7 to Year 13 will demonstrate increased engagement, as indicated by a reduction in referrals.
- Reduced stand down and referral numbers by 20% in each respective area.

Baseline Data (what is the student need and what is the evidence of that?)

- 2021 saw fewer stand downs and suspensions but student and staff voice showed the behaviour management system was punitive and very inconsistently applied. A [behaviour systems review](#) conducted by a DP highlighted problems and the ways in which PB4L-SW may address these.
- 2022 was early stages of PB4L, with matrix development and working with staff to align thinking
- 2023 saw a large number of referrals and stand downs (39 Total - 36 male) and suspensions (9 Total - 7 male). A large proportion of these were boys. The PB4L team worked alongside staff to finalise the Major/Minor Behaviours; Behaviour Matrix; Redesigned referral process using PB4L language and strategies; Reward system co designed by student leaders and council that will be implemented via MyMahi.
- 2024 was a higher number of stand downs (43 total - 40 male) and same amount of suspensions (9 - all male). Data has been used and tracked significantly more and is directing the needs of what behaviours are to be focused on and re taught. The team has been consistently running cycles of staff meetings where the behavioural focus is identified, strategies to redirect the behaviour, and how/when the positive behaviour would be acknowledged. Staff have acknowledged students significantly more this year (26,098) compared to last year (7000). 2024 saw 470 referrals from class (as of November). In 2023 there was 283 referrals (667 students total)

Key improvement strategies

Implementation / Action (What we will do)

Evaluation

(How will we know if we are succeeding?)

Action:	Resources:	By when? By whom?	Output: Success criteria/ process or product	Outcome: Success criteria/behaviour	Monitoring: (what's working what isn't and how do we know)
1.1.1: Implementation of PB4L framework that will improve school culture	PB4L training PB4L PD with staff	<ul style="list-style-type: none"> • PB4L Leads (JP/MC) meet regularly to plan (weekly) • PB4L Team, training once a term @ MOE • Team meeting regularly as a Working Group 	<ul style="list-style-type: none"> • Staff meetings that provide opportunities to support staff to embed our values. • PB4L data clearly communicated. • Target Specific minor behaviours using the PB4L framework. 	<ul style="list-style-type: none"> • Fewer pastoral entries, referrals, stand downs and suspensions. • Consistency of how teachers interact with students. • Greater understanding and promotion of the schoolwide values 	<p>T1 W8 - pastoral entries are significantly down in 2025 compared to this time last year Feb 24 13.22 entries per day, Feb 25 15.39 entries per day March 24 22.67 entries per day March 25 15.67 entries per day Referrals 2024 Feb - March - 97 referrals out of class 2025 Feb - March - 37 referrals out of class</p> <p>Data consistently gets used in the planning of PB4L strategies that get rolled out school wide. Behaviours are</p>

			<ul style="list-style-type: none"> • Introduction of positive acknowledgement system 	<ul style="list-style-type: none"> • Higher quality of engagement in classes. • Redirecting attention to the positive behaviours 	<p>targeted and tools and strategies are directed to help those identified. This will be taking place at the end of the term.</p> <p>Higher levels of engagement are noted in staff conversations</p> <p>T2 W9: 2025 April-June 91 referrals out of class 2024 April-June 110 referrals out of class</p> <p>May 2024 - 26 entries per day: June 23 entries per day May 2025 - 21 entries per day: June 17 Entries per day</p> <p>Data shows both referrals and average pastoral entries are down from 2024 - 2025</p> <p>The ongoing tracking of "at risk" students from Years 7-13 has proven highly valuable. Term 1 data provided a baseline for comparison, while Term 2 data is beginning to show whether school-wide initiatives are having a measurable impact on these students. At a surface level, the biggest improvements have been an increase in attendance along with decreases in pastoral entries.</p> <p>Across the school a number of students maintained strong attendance however some dropped below 80%. Several students made a notable increase. Major difficulty for those with low attendance struggle with engagement</p> <p>Moderate engagement across cohorts mostly between 2.8-3.4 average. Some students recorded low engagement T1 were able to increase in Term 2</p> <p>There was a notable drop in Term 2 of pastoral entries across the board compared to Term 1.</p> <p>Notable actions: regular contact with students via check in check out cards, pastoral monitoring, mymahi rewards, attendance monitoring, career conversations</p> <p>T3 W8: Term 3 2025 - 88 referrals out of class Term 3 2024 - 164 referrals out of class</p> <p>It is clear to see that referrals out of class are down significantly from 2024-2025.</p> <p>Ongoing tracking of at risk students is continuing to be valuable. Term 3 has seen more targeted approaches alongside schoolwide initiatives.</p> <p>Across the board, at risk students stayed at a consistent engagement level if only a few students dropping below an average engagement of 2.9 or below. This was noted more often in Year 9 students of which reflects in pastoral entries</p>
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as well. We need to dive further into the strategies that did/did not work for those students and how these could be developed further.

T4w5: Term 4 W1-5 2025 - 46 referrals out of class
Term 4 W 1-5 2024 - 50 referrals out of class.

Term 1 - Term 4 W5 2025 306 referrals -
Term 1 - Term 4 W5 2024 470 referrals

The tracking of “at risk” students by Deans has proven to be a valuable and informative process, providing clear visibility of student progress and engagement across the year. Data showed an overall increase in engagement for many of the students being tracked, indicating that the support and monitoring are having a positive impact. However, it also highlighted the need to strengthen and ramp up intensive interventions for those students who continue to show limited progress. While the process is time-consuming for Deans, it remains a highly useful tool for identifying patterns and guiding targeted support. Moving forward, there is a need to further explore whether the increased engagement observed through this process is also contributing to improved academic outcomes, ensuring that the interventions are leading to both behavioural and learning gains.

Overall, the data shows that schoolwide PB4L strategies, after school restorative conversation, targeted interventions, and increased staff focus on engagement and relationships are having a measurable positive impact. Pastoral entries and referrals have decreased term by term, attendance has improved for many students, and engagement levels are stabilising across most cohorts. Continued focus on consistent follow-up, relationship-based practice, and targeted support for lower-engaged year levels (particularly Year 9) will be key next steps moving forward.

1.1.2: Using recommendations from the PB4L handbook and training that gives clear tools and strategies to shift students and staff approaches when targeting attitudes and behaviour.
Teach staff:

SCT
Staff coaching
PLG’s
Student Leaders
facilitating staff meetings

DP Pastoral lead, ongoing
Guidance Team

- Positive relationships and experiences
- Tailored training for staff (in house)

- More positive interactions between students, teachers and whānau
- PB4L to become more visible

PB4L still working on being more visible in the classroom spaces. Staff given PLD on what is used in the classroom spaces around routines and how these are visible
Restorative after school conversations have been put in place when a student is referred from a classroom.

- **De-escalation strategies**
- **Restorative Practice training**
- **Consistent approaches**

T2 W9: ERO walk throughs showed that there was need for greater and more specific feedback in the classroom. There has been a push to develop this further with Walk thoughts taking place by SLT and PB4L leads. Even though PD has focused on this, we are yet to see the shift that we are wanting to take place here. Further PLD will come on this and explicit need for greater focus on feedback in the classroom along with an increase in 4:1 positive/negative feedback ratio.

T3 W8: Despite continued pushes in Term 3, we have not yet seen the level of staff uptake we had anticipated. A more direct approach with PLD will be required moving forward, alongside gaining a clearer understanding of the reasons behind the slower uptake. This has been noted due to response, walk-throughs have been carried out by SLT and PB4L leads, and have not shown the shift we would like to see.

T4w5: With the limited time available in Term 4 and the reduction of staff Hui, the PB4L team has only been able to lead one staff meeting this term. As a result, PB4L has not been as visible or at the forefront of staff focus. With the added pressures and busyness that come with Term 4, it appears that many staff have simply continued with business as usual,

Evaluation

T1 w9

Confirm ASRC going forward as a part of the behaviour management system.

Continue to work in with PB4L giving strategies to reduce behaviours

Consistencies across classroom

Value system still needs to be linked into whānau time

Restorative Practice training still to be further implemented.

T2 W9:

While PB4L strategies were implemented with clear intentions, they have not yet resulted in the consistencies in the classroom along with the level of impact on student outcomes that was expected.

Data is easily used in order to identify next steps

The PB4L team is being used across other working groups as well of which sometimes run concurrently meaning less output and lots relying on the PB4L lead.

T3 W8:

There has been a clear reduction in referrals throughout the year.

Data is used regularly to inform next steps

MyMahi is continued to be used as a positive recognition with positively assemblies taking place Termly

FINAL EVALUATION:

Across 2025, PB4L has continued to provide structure and consistency in promoting positive behaviour and engagement across the school. Overall, the data shows that schoolwide PB4L strategies, after-school restorative conversations, targeted interventions, and increased staff focus on engagement and relationships are having a measurable positive impact. Pastoral entries and referrals have decreased term by term, attendance has improved for many students, and engagement levels are stabilising across most cohorts. Continued focus on consistent follow-up, relationship-based practice, and targeted support for lower-engaged year levels (particularly Year 9) will be key next steps moving forward.

While there has been noticeable progress, PB4L is still working on being more visible and consistently embedded in classroom practice. Staff have received PLD around effective routines and how these should be visible within classrooms; however, consistency across teachers and curriculum areas remains an area for growth. The introduction of restorative after-school conversations has strengthened accountability and reflection for students referred from class, but further alignment and follow-through are needed to maximise impact.

. With no PB4L lead, we need to workout what this is going to look like in 2026 and who will be leading this.

Strategic Aim: Strengthen our KAUPAPA (what and how we do things): build a student-centred, values-driven learning culture which recognises our students' strengths and empowers them to grow, provides a mana-enhancing environment, ensures student outcomes drive all of our decisions and honours Te Tiriti o Waitangi

Annual Objective 1.2

Curriculum: add structured literacy and numeracy while also refining recent developments at years 7&8, develop more effective literacy and numeracy teaching schoolwide, adapt to changes in NZC / Te Mātaiaho and the NCEA change programme; ensure boys experience an engaging curriculum and improve achievement levels

Achievement Target 2:

- 2025 target comment: 6 students, mainly male, in each class in years 7&8, will move 3 Asttle levels from "just below" curriculum level to "at curriculum level"; these same students will also see improved engagement with learning and pastoral experiences
- Using the Common Assessment Activities as a measure of achievement in Year 10
 - Reading Target: 90% achieved (88% in 2024)
 - Writing Target : 75% achieved (60% in 2024)
 - Mathematics Target: 75% achieved (67% in 2024)
- Using E-Asttle Reading - :
 - Year 7 Target: at end of Year 7, students within the band 3a-4b
 - Year 8 Target: at end of Year 8, students within the band 4p-4a
 - Year 9 Target: at end of Year 9, students within the band 4a-5b
- Using E-Asttle Writing:
 - Year 7 Target: at end of Year 7, students within the band 3a-4b
 - Year 8 Target: at end of Year 8, students within the band 4p-4a
 - Year 9 Target: at end of Year 9, students within the band 4a-5b
- Using PAT Mathematics:
 - Year 7 Target: at end of Year 7, students at or above PAT Scale score of 55
 - Year 8 Target: at end of Year 8, students at or above PAT Scale score of 60
 - Year 9 Target: at end of Year 9, students at or above PAT Scale score of 65

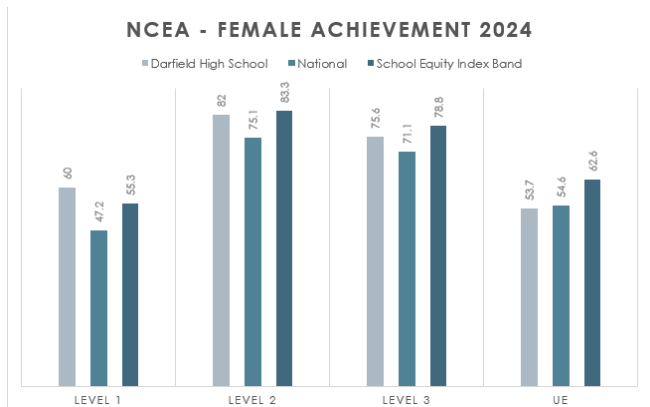
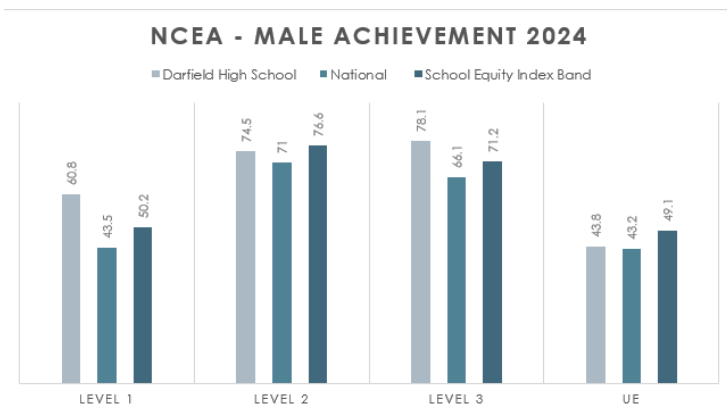
Baseline Data (what is the student need and what is the evidence of that?)

2025: both NCEA tracker for Y11-13 and R/W/M Curriculum Level tracker to be included

- [Curriculum Review](#): led to the [Yr7&8 proposal](#). Student, teacher and parental informal feedback is that it is hard to make relationships with students when they are only seen a few times a week or for short rotations. Curriculum had become compartmentalised and siloed with little connection being made between some areas. Key competencies were not well addressed across all of the learning areas. As students progressed through the school, there was not a lot of student agency shown by students.
- Since 2022, we have been developing year 7&8 teaching plans, in a revised structure, with support from an external PLD provider; ALL and ALiM were engaged with teachers at years 7-10 in 2023 and 2024; Social Science piloted Aotearoa Histories in 2023
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Qualification by Year Level	Darfield High School			National - All Schools			School Equity Index Band		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Level 1	60.5			45.3			52.6		
Level 2		78.2			73.0			79.7	
Level 3			76.7			68.7			74.9
UE			49.3			49.0			55.7
Qualification by Year Level	DHS Male			DHS Female			DHS Māori		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Level 1	60.8			60.0			40.0		
Level 2		74.5			82.0			88.9	
Level 3			78.1			75.6			75.0
UE			43.8			53.7			50.0
Qualification by Year Level	National - Male			National - Female			National - Māori		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Level 1	43.5			47.2			39.9		
Level 2		71.0			75.1			64.7	
Level 3			66.1			71.1			58.3
UE			43.2			54.6			30.9

(Orange boxes show areas where we are below comparable groups)



Key improvement strategies

Implementation / Action
(What we will do)

Evaluation

(How will we know if we are succeeding?)

Action:	Resources:	By when? By whom?	Output: Success criteria/ process or product	Outcome: Success criteria/behaviour	Monitoring: (what's working what isn't and how do we know)
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<p>1.2.1: School wide Curriculum adapt to Te Mātaiaho</p>	<p>Staffing PLD fund Time</p>	<p>DP HOF/LAL in all curriculum areas External PLD provider</p>	<p>Te Mātaiaho at DHS tracking document to be created, looking at ensuring coverage across all dept and year levels as each stage is released (ongoing)</p>	<p>Ākonga need to be working towards/at Level 6 of the curriculum by the time they enter NCEA Level 1 so that they see success</p> <p>For ākonga to be successful, kaiako need to be aware of changes that affect their learning areas</p> <p>For ākonga to be successful, kaiako will know what learning experiences for their ākonga will look like</p> <p>For ākonga to be successful, kaiako need to be familiar/comfortable with effective pedagogies and assessment.</p>	<p>W8T1:</p> <ul style="list-style-type: none"> No update at this time due to MoE in/action <p>T2 W9:</p> <ul style="list-style-type: none"> No update at this time due to MoE in/action All draft curriculum areas are due at the end of T3 <p>T3 W8:</p> <ul style="list-style-type: none"> All departments have been working on consistency, scope and sequence from Years 7-10 <ul style="list-style-type: none"> Some is still a work in progress, based on when new curriculum and MOE expectations are released in Term 4e Tracking document still to be created to capture this <p>T4w7:</p> <ul style="list-style-type: none"> English and Maths have been redeveloping their scope and sequence based on the new curriculum documents All other departments have been looking through their newly released draft curriculum documents and receiving guidance from subject associations where possible
<p>1.2.2: Year 7 & 8 curriculum development and assessment</p>	<p>Staffing Time</p>	<p>DP Year 7 & 8 HoF</p>	<p>Development of a 2 year learning plan</p> <p>Specific planning for literacy and numeracy incorporated across the curriculum</p> <p>Continuation of project development</p>	<p>Year 7 and 8 teachers working together to develop centralised plans and engage with co-operative teaching/learning strategies</p> <ul style="list-style-type: none"> Year plan development showing curriculum coverage Unit plans for each curriculum area <p>Each teacher to relate these shared unit plans to their ākonga - identifying priority learners and strategies</p>	<p>W8T1:</p> <ul style="list-style-type: none"> Specific focus on planning, teaching and learning in Literacy and Numeracy with additional supports in place <ul style="list-style-type: none"> Pr1me Maths has started being used as the schools approach in Y7 and 8 Accelerated Learning in Literacy (ALL) targeted teaching and learning for the students who are just below the level recommended for their age Accelerated Learning in Maths (ALIM) targeted teaching and learning for the students who are just below the level recommended for their age Structured Literacy for all students is in its second year <p>T2 W9:</p> <ul style="list-style-type: none"> Teachers in Year 7 and 8 are still consolidating work undertaken in term 1. <p>T3 W8:</p> <ul style="list-style-type: none"> HoF has been working with SOS to develop plan from Y7-10

				to be used to engage and develop learning progress	<ul style="list-style-type: none"> After a review of the Pr1me maths MOE Structured Maths resource, and in consultation with the Maths dept, the decision has been made to change supplier to Oxford Maths. This follows the scope and sequence of the new NZ Maths curriculum. The current year planning and unit plans are completed and follow the original scope and sequence of NZC, however the Hof and the teachers in Y7/8 are working on the development in SOS, ENG, MATH for 2026 under the new curriculum with other learning areas to follow as per MOE timelines. <p>T4w7:</p> <ul style="list-style-type: none"> Year plan and units of teaching and learning have been developed for 2026 based on the new curriculum documents in English and Maths Student success and acceleration of learning has been noticed in Reading, Writing and Maths with more progress expected in 2026
1.2.3: NCEA change programme	MOE subject advisors Time	DP Curriculum Leadership Team	Curriculum hui <ul style="list-style-type: none"> Shared understanding Clear timelines Pilot LALs sharing experiences PLG NCEA Change NCEA days LALs with their LAs	Kaiako have plans in place to effectively deliver Level 1 Ākonga achieving new NCEA Level 1 standards	<p>W8T1</p> <ul style="list-style-type: none"> Level 2 and 3 phases of the NCEA change programme are on hold until 2027 Kaiako are looking at how they can improve on 2024s results now that moderation analysis is back <p>T2 W9:</p> <ul style="list-style-type: none"> Level 1 planning and implementation confirmed No further change in L2 and 3 <p>T3 W8:</p> <ul style="list-style-type: none"> Level 1 standards completed in terms of AQ1.2.3 <p>T4w7:</p> <ul style="list-style-type: none"> No further action while NCEA change programme on hold from MOE
1.2.4: Literacy and Numeracy plan Achievement Tracking	MOE subject advisors Time	DP Curriculum Leadership Team	PD for kaiako with an emphasis on lit/num opportunities within LAs Targeted teaching of Lit/Num alongside programme (2024)	Literacy and Numeracy across years 7-10 development plan created, ensuring consistency of teaching approaches and language used	<p>W8T1</p> <ul style="list-style-type: none"> A School-Wide Literacy plan for Years 7-10 is being developed School-Wide Literacy Assessment plan is in place <ul style="list-style-type: none"> Including Moderation Unpacking student needs to provide data for targeted teaching and learning A School-Wide Numeracy/Mathematics plan for Years 7-10 is being developed School-Wide Numeracy/Mathematics Assessment plan is in place

			<p>LALs need to have access to reliable data (WST gather).</p> <p>Kaiako need to be identifying the gaps (in LA time)</p>	<p>Ākongā successfully completing the CAA in either May or Sept</p> <p>Pathway/back up for current Year 10s to continue with Lit/Num in Level 1</p> <p>2025 - look to remove programme as Lit/Num fully embedded in LAs</p> <p>Consistent data across the school. E-asttle and PAT.</p> <p>LAs making sense of the data and identifying priority learners.</p> <p>Responsive/fluid/student centered/engaging learning experiences</p> <p>Evidence of interventions</p>	<ul style="list-style-type: none"> ○ Including Unpacking student needs to provide data for targeted teaching and learning from the PAT data ● MOE Literacy/Numeracy Advisors visit in W9 <p>T2 W9:</p> <ul style="list-style-type: none"> ● School-wide Literacy plan still being developed ● School-wide Literacy Assessment plan and monitoring in place ● School-wide Numeracy/Mathematics plan still being developed ● School-wide Numeracy Assessment plan and monitoring in place ● MOE Literacy/Numeracy Advisors visit in W8 <p>T3 W8:</p> <ul style="list-style-type: none"> ● Investigation has taken place into support and upskilling of year 9 and 10 English and Social Science teachers to deliver Structured Literacy to Years 9 and 10. <ul style="list-style-type: none"> ○ These programmes at this stage don't exist ○ DP has investigated with external PLD providers to create a plan to enable this ○ <p>T4w7:</p> <ul style="list-style-type: none"> ● Structured Literacy and Maths has been developed in house for years 9 and 10 as no resources currently exist ● Structured Literacy and Maths in Years 7 and 8 has enabled greater student success ● PLD has been applied for to support teachers with how to use the data being gathered to inform practice
1.2.5: Engaging Boys in Learning	Staffing PLD fund Time	Whole staff External PLD provider (?)	Increase in achievement of boys	Kaiako to ensure they are keeping up to date with best practice strategies when teaching boys	<p>W8T1</p> <ul style="list-style-type: none"> ● NCEA data from 2024 shows Boy's achievement at DHS is above National Averages and relative to Female achievement. ● Work is being looked at around consistent engagement of Boys in their learning <p>T2 W9:</p> <ul style="list-style-type: none"> ● No further changes <p>T3 W8:</p> <ul style="list-style-type: none"> ● WSL Pedagogy has held staff hui looking at strategies to engage boys in learning ● Staff have started looking at programme delivery

Evaluation

W8T1:

CLT are working hard to ensure consistency across departments for all year levels with the main focus area being years 7-10 in Term 1. While planning has begun for school-wide approaches, there is still significant work left in regards to increasing all staff knowledge around effective teaching and learning strategies.

T2 W9:

CLT and the Reporting working group have been working hard to ensure consistency regarding reporting to Parents. Year 7 and 8 staff are working hard learning the new approaches in Structured Literacy and Pr1me maths.

T3 W8:

Looking to 2026,

- AO1.2.3 is completed in terms of the named output, the next step for development is looking more at Year 7-10 programmes to ensure a scope and sequence is documented and followed.
- Upskilling staff with effective literacy and numeracy strategies
- Curriculum planning incorporating vocational pathways, and new curriculum documents as they are released by the MOE

FINAL EVALUATION:

The 2025 academic data indicates the school is in a position of stability with specific pockets of high growth - see Nov and Dec BOT reports for analysis documents.

In the Junior School (Years 7–10), we are seeing strong value-added progress. Reading results have improved across every year level, with Years 7 and 9 showing the most significant gains. Mathematics data identifies a clear strategic opportunity for 2026: while we have a distinct high-achieving group, a large cohort sits "just below" curriculum expectations. Targeted intervention here offers the highest potential for lifting overall achievement next year.

In the Senior School, NCEA completion rates remain healthy (83% of standards completed), and we have successfully reduced "Not Achieved" rates by 5%. Year 11 has emerged as a standout cohort for progress and retention. However, a concerning trend is the "flattening" of Excellence results at Year 13 (down 7% since 2022).

Looking ahead to 2026, the strategic focus must shift from *completion* to *quality*. Priorities include reviewing credit volumes to encourage depth over breadth, implementing academic mentoring to sustain Year 13 momentum, and using high-impact teaching strategies to lift boys' achievement from "Achieved" to "Merit."

Strategic Aim: Strengthen our KAUPAPA (what and how we do things): build a student-centred, values-driven learning culture which recognises our students' strengths and empowers them to grow, provides a mana-enhancing environment, ensures student outcomes drive all of our decisions and honours Te Tiriti o Waitangi

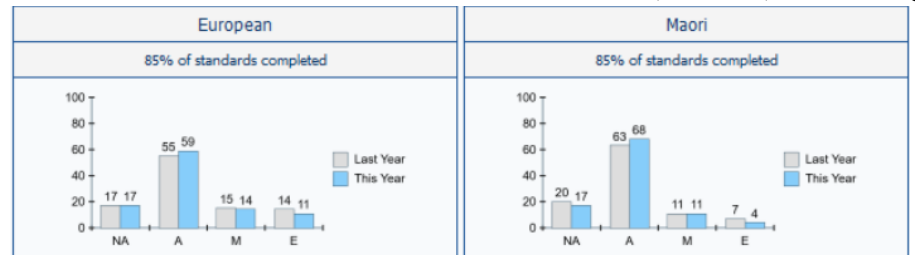
Annual Objective 1.3:
Build capacity for mana ōrite mō te mātauranga Māori and our commitment to Te Tiriti o Waitangi and ensure Māori can achieve as Māori

Achievement Target 1.3:

- 10 tauira Māori will experience improvements in their experience of DHS in terms of our vision and plans, monitored through engagement indicators (achievement, pastoral, engagement notes) and student/whānau voice.
- Māori students at NCEA Level 2 will achieve Merit and Excellence at the same rate as non-Māori

Baseline Data (what is the student need and what is the evidence of that?)

- Teachers' self review against the Teaching Council Standards in 2021 showed a low self-perception of capacity but high willingness to address this
- NCEA changes prioritise mana ōrite mō te mātauraka Māori yet there is patchy support available; more recent education system changes appear to have deprioritised Māori but our staff and Board remain committed to building on the progress we have made
- An external [review of school Cultural Competencies](#) in 2021 showed deficiencies and outlined actions; it outlined student and whanau perceptions and needs
- We currently have no identified profile of "success as Māori";
- Achievement data shows lower rates of Merit and Exc vs NZE (see below) and lower engagement in STEM (NZQA Principal's Report 2021 - 2024)



Key improvement strategies

Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)		
Action:	Resources:	By when? By whom?	Output: Success criteria/ process or product	Outcome: Success criteria/behaviour	Monitoring: (what's working what isn't and how do we know)

Continue to enact recommendations from 2021 review of Cultural Capabilities as itemised below:

<p>1.3.1. Students / curriculum:</p> <p>Explore options of strengthening the current offering of Te Reo Māori programmes for all students.</p> <p>Work with Ara Te Pūkenga and/or others to develop access to kaupapa Māori secondary-tertiary programmes</p>	<p>Teacher time</p> <p>Mau rākau and kapa haka tutors</p> <p>WIO Manaaki Tapoi \$??</p>	<p>Principal lead responsibility</p> <p>Kaiako Māori</p> <p>Other leads as identified during the year</p> <p>Need to tread carefully with class development to avoid overloading training kaiako so may be a slow process</p>	<p>Māori (and other) students can access reo Māori and other culturally located learning</p> <p>Tauira Māori achieve endorsements at the same rate as non-Māori</p>	<p>Māori students engage in more aspects of te ao Māori and feel connected</p>	<p>W8T1</p> <ul style="list-style-type: none"> Te reo Māori offerings expansion stalled pending completion of kaiako T training (and progression as PCT) Ara useless in this aspect; worked with NTA but they declined Activities for rangatahi Māori continue to develop eg Mairangatia te Angitū All kaiako reminded of expectations and offered support in fortnightly drop-in; progress towards M/E target being sought currently
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<p>Explore opportunity for a multi levelled whānau class for Māori students at DHS where a higher level of Te Reo Māori instruction as well as opportunities for learning immersed in, and about the Māori culture.</p> <p>Create opportunities for Māori students to see other Māori students outside of their community engaging in activities that are culturally empowering and that celebrates and showcases their language, culture and identity (Success AS Māori.)</p> <p>Ensure all teachers know who their Māori learners are, know their whānau, co-construct high expectations and provide quality academic guidance. Ensure targets to improve the M/E endorsement rate student by student as well as engagement in STEM at NCEA Level 2 or above</p>	<p>Ara Te Pūkenga</p> <p>Teacher time, staff hui (AE, NM, LB, MG lead TBC)</p>					<p>T2 W9: responses from HoFs show positive indicators about knowing rangatahi Māori but no visibility of CRRP in classes; several rangatahi Māori to attend Whenua Iti programmes through WCTA in place of Ara</p> <p>T3 W8: Manaaki Tapoi piloted successfully through WCTA; AE working on localised pilot for 2026; Te reo Māori, raranga, te ao haka all available for seniors in 2026; AE to request update on taura Māori from faculties</p> <p>T4w7: we've struggled to maintain all aspects - eg mau rakau - due to availability and we had no hard base data. Overall, Māori students are reporting more opportunities to engage as Māori and it was great to get Manaaki Tapoi to happen.</p>
<p>1.3.2. Whānau / engagement Support the establishment of a Whānau Rōpū Whakahaere for whānau of Māori students that is empowered to:</p> <ol style="list-style-type: none"> meet together regularly contribute to decision making at school <p>provide cultural advice and guidance</p> <p>Find a new Te Reo Māori programme for staff, whānau and the wider community</p>	<p>\$600 kai</p>	<p>Principal lead by end term 2</p>	<p>Whānau Rōpū Whakahaere</p> <p>Reo and tikanga Māori plus kapa haka and mau rākau classes for whānau Māori and wider community</p>		<p>Greater engagement and better quality sustainable guidance for DHS leadership on aspects Māori</p>	<p>W8T1</p> <ul style="list-style-type: none"> BoT member (NP) picking up Whānau Rōpū Whakahaere PLD for staff cut by govt and too expensive to do privately in most cases <p>T2 W9: no further progress; guidance reliant on AE who leans on NM, LHT and 2 BoT members</p> <p>T3 W8: BoT member who was to lead whānau rōpu whakahaere not standing again. Need to find new person</p> <p>T4w7: stalled - need to work more with whānau; TRM learning programmes not so available currently</p>
<p>1.3.3. Staff / PLD: Provide a cultural capability, Te Tiriti o Waitangi and critical consciousness professional learning and development programme for all staff</p>	<p>\$ unknown</p>	<p>AE with JP, end t1</p>	<p>PLD Plan, staff upskilled</p>		<p>Staff using new learning to examine approaches and develop practices</p>	<p>W8T1</p> <ul style="list-style-type: none"> See above. This may emerge as a practicable priority for 2026, as it would greatly improve all teaching therefore all learners, but it may not especially as it now costs so much

<p>to support them to better meet the needs of diverse learners and be Tiriti-honouring in intent and practice.</p> <p>Pedagogical practice: Teaching to the North-East, Tātaiako.</p> <p>Provide Te Reo Māori programmes for all staff to support them to confidently and correctly pronounce names and terms correctly, integrate Te Reo Māori into their everyday interactions with students as well as their various curriculum areas.</p>						<p>T2 W9: some staff are behaving as hoped but very few; investigating suitable PLD for 2026/27 start but current MoE / govt settings are a roadblock</p> <p>T3 W8: looking to build into year 2 and 3 of strategic plan (2027/28)</p> <p>T4w7: stalled - MoE reprioritisation away from Māori; overload for teachers in other areas; investigated but hard to access and very expensive; not ruled out for future as we can see real benefit but currently not going to happen</p>
<p>1.3.4. Staff / curriculum:</p> <p>Work alongside HoFs and teachers to explore how Te Ao Māori (Te Reo Māori and Mātauranga Māori) might be better integrated into all curriculum areas across the school.</p> <p>Build understanding of Te Whare Mauri Ora (Wiremu Gray).</p> <p>Work alongside mana whenua to develop a place-based, localised curriculum that is reflective of local narratives, Aotearoa history, and that supports students to understand, and connect to their place.</p>	<p>Koiā to Mātauranga</p> <p>Kāhui ako (ASL)</p> <p>Time</p>	<p>Principal, DP Cclm, Kāhui Ako ASL and WSL</p> <p>Ongoing</p>	<p>Evidence in curriculum documents and observations in classes</p>		<p>Teachers learn this approach as a new norm;</p> <p>All students learning a enriched curriculum that effectively expresses our bicultural society and specifically the importance of tangata / mana whenua</p>	<p>W8T1</p> <ul style="list-style-type: none"> Ongoing work with Koiā te Mātauraka in departments. 2 call back days for 7&8 <p>T2 W9: progress being made, with Koiā te Mātauraka support, in a few areas (7&8, Soc Sci). Definitely not the focus it once was</p> <p>T3 W8: as above; poutama reo established but not yet implemented</p> <p>T4w7: Koia Te Mātauraka kaimahi have continued to work with our staff to localise part of our curriculum and we will continue this; other aspects are getting choked out currently in cclm updates but we must keep them to front of our minds</p>
<p>1.3.5. Relationship / representation:</p> <p>Strengthen the school's relationship with mana whenua empowering them to contribute to, and provide advice and guidance to, the school that supports their aspirations.</p> <p>Embed He Māngai Māori (a Māori Student Advisory group), that should meet with leaders regularly to share the experiences of their peers at</p>	<p>Time</p> <p>\$400 kai</p>	<p>Principal, kaiako Māori (and/or support role)</p> <p>Engagement with mana whenua ongoing</p> <p>He Māngai Māori meet with principal by end t1</p> <p>Mana whenua role on BoT dependant on capacity at Taumutu</p>	<p>Evidence of relationship with Taumutu Rūnanga (comms, hui)</p> <p>He Māngai Māori</p> <p>Māori role on BoT</p> <p>Evidence of Māori in school leadership</p>		<p>Decision-making at DHS informed by relationships with, and representation from, Māori; stronger decisions leading to better experience of education for Māori (and others)</p>	<p>W8T1</p> <ul style="list-style-type: none"> Working closely with Liz H-T of Koiā tM representing mana whenua He Māngai Māori meeting regularly (CC) Māori staff PLG dissipated due to end of PLD contracts but need to find way to offer again <p>T2 W9: no change but the desired behaviour largely does happen now</p> <p>T3 W8: hui with mana whenua about BoT set for 9 Sept</p>

<p>school as well as suggest strategies and solutions to enhance Māori student success.</p> <p>Explore opportunities for Mana Whenua representation on the Board of Trustees.</p> <p>Plan for and work towards having a more equitable representation of Māori within the leadership team, and wider staff at the school.</p>		<p>Māori staff as opportunities arise</p>				<p>T4w7: several staff attended wānaka at Ngāi Tuāhuriri, and mana whenua led karakia for Kākāpōtahi, and we feel confident of our relationship with mana whenua.</p> <p>Mana whenua do not typically do Board representation but we do have a possibility we are working with.</p> <p>Hē Māngai Māori is meeting regularly.</p> <p>Decisions are definitely informed with Māori</p>
<p>1.3.6. Explore ways Māori culture can be reflected in the physical environment at school so that it better represents the dual culture and heritage of Aotearoa, New Zealand.</p> <p>Develop a bigger and more contemporary learning space for Māori</p>	<p>\$ from 5YA and property maintenance</p>	<p>Principal with guidance from Mana whenua/ Koia te Mātauraka; He Māngai Māori and Whānau Rōpu Whakaere</p> <p>Ongoing</p>	<p>Visible authentic Māori cultural representation at a level reflective of mana orite; a space for our Māori community to gather which reflects kaupapa Māori</p>		<p>Māori and others experience a school which is located in te ao Māori and this influences thinking, feeling, behaviours</p>	<p>W8T1</p> <ul style="list-style-type: none"> • Good progress made with Ara Tawhito, A block, admin and commitments with project managers; signage project underway (t2 completion) • Whare project approved for late 2025 <p>T2 W9: signage nearly completed; work on departmental understanding of cultural narrative under way (but may be limited by MKA ASL leaving her role). Pou whenua project initiated with kāhui through KTM</p> <p>T3 W8: signage completed, missed opportunity for internally-led process with staff about using gifted names; building work on track for term 4</p> <p>T4w7: opening of Kākāpōtahi and poutama in Hall will further improve . work to do yet on naming around school</p>
<p>1.3.7. Ensure data monitoring considers Māori both in disaggregated data but also in the nature of data gathered and monitored</p> <p>Conduct an external review of the school's cultural competencies relating to Māori</p>	<p>Time, training</p>	<p>Principal, Board set out expectations</p> <p>DP Cclm and HoFs</p> <p>From start term 2</p> <p>Review by end t3</p>	<p>Reports clearly indicate Māori vs non-Māori and link to plans to address inequities (if any); reports show evidence of different data gathering</p>		<p>Staff thinking differently about data (using it to drive practice)</p>	<p>W8T1</p> <ul style="list-style-type: none"> • Data monitoring does include Māori although work to be done on analysis due to low numbers obscuring conclusions • JRW contacted about review but no progress yet <p>T2 W9: some staff do, some don't; data monitoring still variable for disaggregation</p> <p>T3 W8: external review mothballed currently</p> <p>T4w7: data use still needs to improve</p>

Evaluation

W8T1

- Further work with Ara
- Keep working on PLD opps
- Reconvene Māori staff PLG
- JRW re review

T2 W9: need to find place for CRRP in strat plan; build on presence of Māori in school language (data, cultural narratives, knowing ākongā)

T3 W8:

- complete WiO MT local pilot for 2026 (AE)
- See through Kākāpōtahi extension
- Staff / data on tauira Māori
- Whānau rōpu whakahaere
- Co-opted mana whenua rep on BoT?

FINAL EVALUATION:

We are holding true to our values in the face of a racist government and their influence on the MoE; this has had a negative effect, for example stopping some PLD provision that was having a real benefit to staff and whānau and therefore tauira.

We have made good progress in most aspects although core aims - equitable results (at M&E) and a bi-cultural environment based on solid staff training are eluding us and probably cannot advance again until there is more MoE support (and less 'noise' taking energy in other directions)

Ākongā and whānau voice is positive.

Strategic Aim: Improve our SYSTEMS: Develop systems, based on our vision and values, that enable the school to operate effectively so that we can meet our aims

Annual Objective 2.1	Review outdated or underperforming procedures and establish improved systems: <ul style="list-style-type: none"> • Implement schoolwide evaluation procedure • Curriculum vision, teaching plan and graduate profile • Embed Student attendance procedure • Student data framework • Staff handbook • New student enrolment and transition procedure
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Baseline Data (what is the student need and what is the evidence of that?)	<ul style="list-style-type: none"> • In 2022, the Board implemented the SchoolDocs policy framework to ensure currency and improve sustainability of policy management BUT staff have not received training in its use and it does not yet link to all active procedures • Old procedures exist on the school network and many of the current staff and community do not yet fully utilise SchoolDocs • The staff handbook is out of date/unwieldy but really needed
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Key improvement strategies

Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)		
Action:	Resources:	By when? By whom?	Output: Success criteria/ process or product	Outcome: Success criteria/behaviour	Monitoring: (what's working what isn't and how do we know)
2.1.1. Ensure procedures match policies and are easily accessible to staff; SLT adopt a habit of reviewing procedures linked to their portfolio areas; Develop a template for procedures Ensure Staff Handbook is available to staff in an accessible to use format and is current	Time Website/Drive; May require visits to schools/PLD	SLT: procedures sitting with portfolio areas to systematically be clarified / reviewed / updated and linked to relevant policies AE develop template by end T1	Current, appropriate and effective procedures linked to policies through SchoolDocs; Staff handbook	Staff clarity on and shared ownership of procedures	W8T1 <ul style="list-style-type: none"> • Timetable Procedures reviewed and updated by GC and AE. This document has been shared with staff for consultation to gain feedback. Once feedback is collected and collated, it will be considered in light of the original procedures and may be used to adapt, modify or redevelop the procedure. The redeveloped procedure will then be shared with staff for final feedback and then decide whether it can be adopted. • 2025 Staff handbook developed by SLT and shared with staff for implementation and review throughout the year. T2 W9: still not full ownership of procedures based on what I see of use; need clearer folder and systems led by SLT. SD doesn't help in this respect T3 W8: no change T4w7: need template for procedures and better internal filing system to make them more accessible
2.1.2. Complete development of DHS Curriculum Document with vision, Teaching (pedagogical) Plan and Graduate Profile	Staff time	DP Cclm By end of t3 (elements dependant on MoE direction)	Cclm Doc Teaching Plan Graduate Profile	Teaching staff know what they are working towards and start to work towards it; also	W8T1 <ul style="list-style-type: none"> • Year 7-10 strategic planning in ENG and Maths have begun to be established

				how they should be teaching for maximum effectiveness	T2 W9: no progress but is scheduled to be part of 2026-28 strat plan T3 W8: T4w7:
2.1.3. Student enrolment and transition procedure to be reviewed and updated with kāhui ako and DHS input	Time	NT lead and AE liaise with kāhui ako End term 1	Procedure	Staff at all schools understand and use procedure resulting in better experience for students and staff	W8T1 <ul style="list-style-type: none"> Enrolment and Transition meeting held W7T1, dates confirmed and to be sent to contributing schools T2 W9: T3 W8: T4w7:
2.1.4. Student data framework is developed so that staff, leadership and Board are appropriately informed and students can experience more reliable timely supports, promoting equitable outcomes	Time Platform \$X??	NT lead End t2 latest	Regular data that meets users' needs	Data is used to identify and respond to needs in a timely manner	W8T1 <ul style="list-style-type: none"> NCEA school-wide data analysis to be included in EOY reports to BOT HQFs are starting to use EdPotential to create consistent data analysis T2 W9: T3 W8: T4w7:
2.1.5. Staff handbook is developed and utilised	Time	SLT lead By t1	Handbook (digital)	Staff use handbook to ensure awareness of system, procedures. Fewer mistakes!	W8T1 2025 Staff handbook developed by SLT and shared with staff for implementation and review throughout the year. T2 W9: seems to be well used T3 W8: no change
2.2.6. Student attendance procedure ...	Time	SLT, DP attendance, Deans, Whānau teachers	Attendance issues followed up with in a timely manner, contact home is made quickly unjustified absences and further supports actions when percentages drop	Staff understand procedure, regularly tracked by whānau teacher/dean/SLT	W8T1 <ul style="list-style-type: none"> Attendance procedure has been created and staff have been working through. Some specific areas still need to be monitored and staff need support in doing EG 3 day, 5 day letters plus 3 day Medical follow up. Plan in place to get better at completing this T2 W9: Staff using the systems and consistently monitored. Some procedures in the school making it harder for staff to have to follow up with eg rolls being completed, school groups having rolls updated ie music and kapahaka. Will need to look at Stepped Attendance Response for 2026 during Term 3 and Term 4.

					T3 W8:
					T4w7:

Evaluation

W8T1

- Template for procedures to be developed

T2 W9:

T3 W8:

FINALEVALUATION: