



Dargaville Intermediate School

Strategic Plan

2025, 2026, 2027 (update in progress 08/25)



**Ka tū pakari tatou i to tatou tuakiri
Ka tū māia tatou ki te ao.**

**When we stand strong in our identity,
We stand confident in the world.**

CONTENTS:

- INTRODUCTION
- SCHOOL VISION & VALUES
- TE REO MĀORI AND TIKANGA MĀORI
- STRATEGIC PLAN 2024, 2025, 2026

Introduction:

Dargaville Intermediate school is a small town Intermediate school with a roll of approximately 153 students. We are based in the heart of the Kaipara harbour in Northland New Zealand and lucky enough to have the water in the form of oceans, lakes and pools at our doorstep. Many of our students spend time at or near the water, farming (we are the kumara capital of New Zealand), and enjoying the outdoors. We are blessed that all of our staff have spent a lot of their lives in Dargaville, so are very relatable to the tamariki of our community. They understand the issues that our children and whanau are faced with and can engage with whanau from a lived perspective.

We are in a rebuild/ re-identify stage at our school, where we hope to bring about change in owning who we are as a kura, identifying what is important to us as individuals and what we need to do to ensure that our whole school environment is a safe, healthy, exciting place to be.

In 2024 we will offer some exciting programmes here at our school as well as those that we already cover. Enviro, STEAM, Cooking, Sewing, Band, Kapa Haka, Mau rakau, Pasifika, Music, Showquest & we also have our own full time sports co-ordinator who will ensure that we are entering Northland competitions and that we have structured sport here at school.

We have a diverse staff, who come with various backgrounds and strengths. We are placing focus on building a team environment where our staff feel valued, acknowledged and respected. We are also working on establishing good relationships with whanau, hapu and iwi and through our staff being 'seen' in the community we have been able to set the tone of a kura where whanau feel they can come at anytime, for any reason.

We are establishing a collective approach to the overall wellbeing of our students, where whanau take responsibility to ensure that at home our tamariki are fed, well rested and time is limited with their devices. We also emphasize safety with the use of social media. With the whanau taking ownership of the hauora of the students, it makes our jobs as teachers more purposeful- we can focus on academic achievement rather than behavioural issues.

Dargaville Intermediate schools commitment to Te Tiriti o Waitangi

Te Tiriti o Waitangi, also known as the Treaty of Waitangi, is a founding document of New Zealand that outlines the relationship between the Māori people and the Crown. In education, there is a growing emphasis on honouring the principles of the treaty, which include partnership, protection, and participation.

At Dargaville Intermediate we will establish a commitment to Te Tiriti o Waitangi by incorporating Māori perspectives, language, and cultural practices into our school curriculum and school environment. This commitment involves recognising the unique status of Māori as tangata whenua (people of the land) and promoting a bicultural approach to education.

We will engage in activities such as incorporating Māori language (te reo Māori) into daily school life, we will focus on including Māori perspectives in curriculum design, and fostering partnerships with local iwi (Māori tribes) and communities.

We have policies and practices in place to ensure that the cultural identity of Māori students is affirmed and celebrated.

Māori consultation will include:

- Focus groups of community personnel (including Māori parents). Using performance events to invite whanau into school.
- Teacher network groups, including Kāhui ako.
- Consultation with Māori students. Meet with staff – to discuss leadership opportunities in the school and how they can have a voice in the planning and decision-making in the school.
- Whole staff planning sessions around learning and curriculum development
- Iwi consultation representatives: Snow Tane & Sonny Nesbit – meeting twice a term.
- Kapa haka – waiata and haka with relevance to our area – Anaru will consult with local iwi

SCHOOL WHAKATAUKI INTRODUCED 2024

Ka tū pakari tatou i to tatou tuakiri
Ka tū māia tatou ki te ao.

When we stand strong in our identity,
We stand confident in the world.

Elaboration: When we are confident in who we are, where we come from and where we are going, we are empowered, we are courageous, we are proud; we are MANA MOTUHAKE.

SCHOOL VALUES REVIEWED & UPDATED 2024 -

Ngākau Mahi Tahī (Collaboration)
Ngākau Atawhai (Kindness)
Ngākau Whakaute (Respect)
Ngākau Manawaroa (Resilience)
Ngākau Rangatira (Responsibility)



School logo – Reviewed & updated 2024



DIS Student Graduate Profile TBC

By the time they leave Dargaville Intermediate, our students are confident, well-rounded individuals ready for high school and beyond. They are:

A Skilled Learner

They always try their best and work to improve.

They set goals, reflect on progress, and work towards them.

They take responsibility for their own learning and success.

They take risks, try new things, and see challenges as chances to grow.

They confidently ask for help when needed, showing maturity and a positive attitude to learning and growth.

A Balanced Learner

Physical (Taha Tinana): They take care of their body with exercise and healthy habits.

Mental (Taha Hinengaro): They understand their feelings and learn to solve problems.

Social (Taha Whānau): They build strong relationships with family and friends.

Spiritual (Taha Wairua): They know their values, beliefs, and place in the world.

A Digital Citizen

They understand and practice digital citizenship, using technology in a responsible, respectful, and safe manner.

A Community Contributor

They actively contribute to school and local communities.

They feel a strong sense of belonging and work to make their community better.

They respect Te Tiriti o Waitangi, embracing both Māori culture and a bicultural Aotearoa.

They value identity, treat others kindly, and celebrate diversity.

2024 start

CURRENT SCHOOL PROFILE:

153 STUDENTS

82 YEAR 7'S

71 YEAR 8'S

3.3% ASIAN

27.2% NZ EUROPEAN

60.3% MĀORI

2.6% OTHER

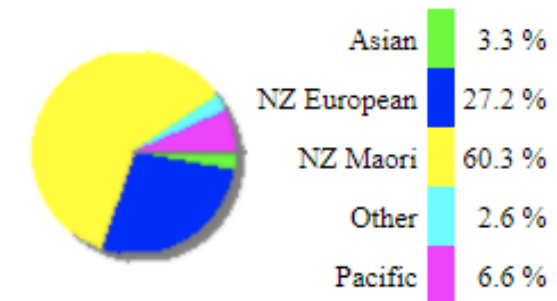
6.6% PASIFIKA

6 CLASSROOMS

2 TECHNOLOGY CLASSROOMS

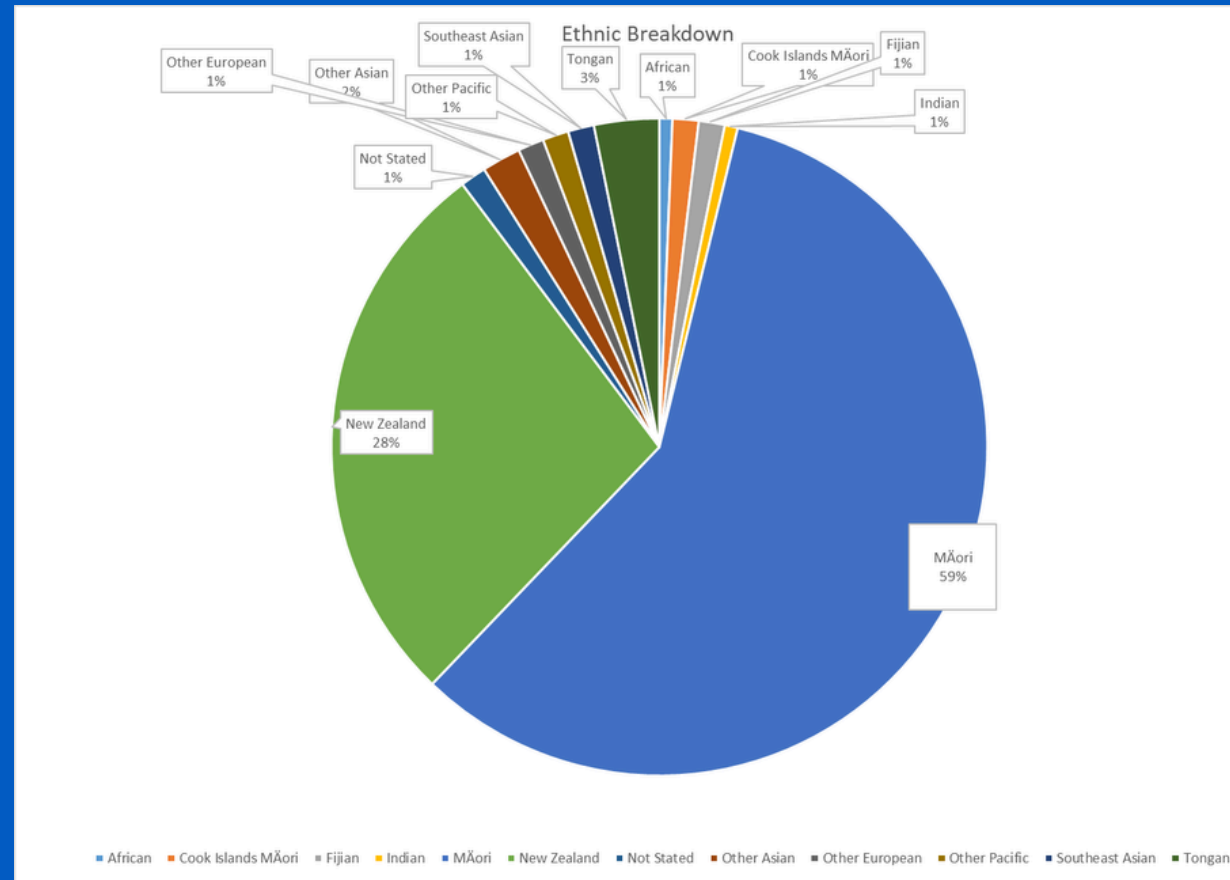
1 SPECIALIST TEACHER

4 TEACHER AIDES

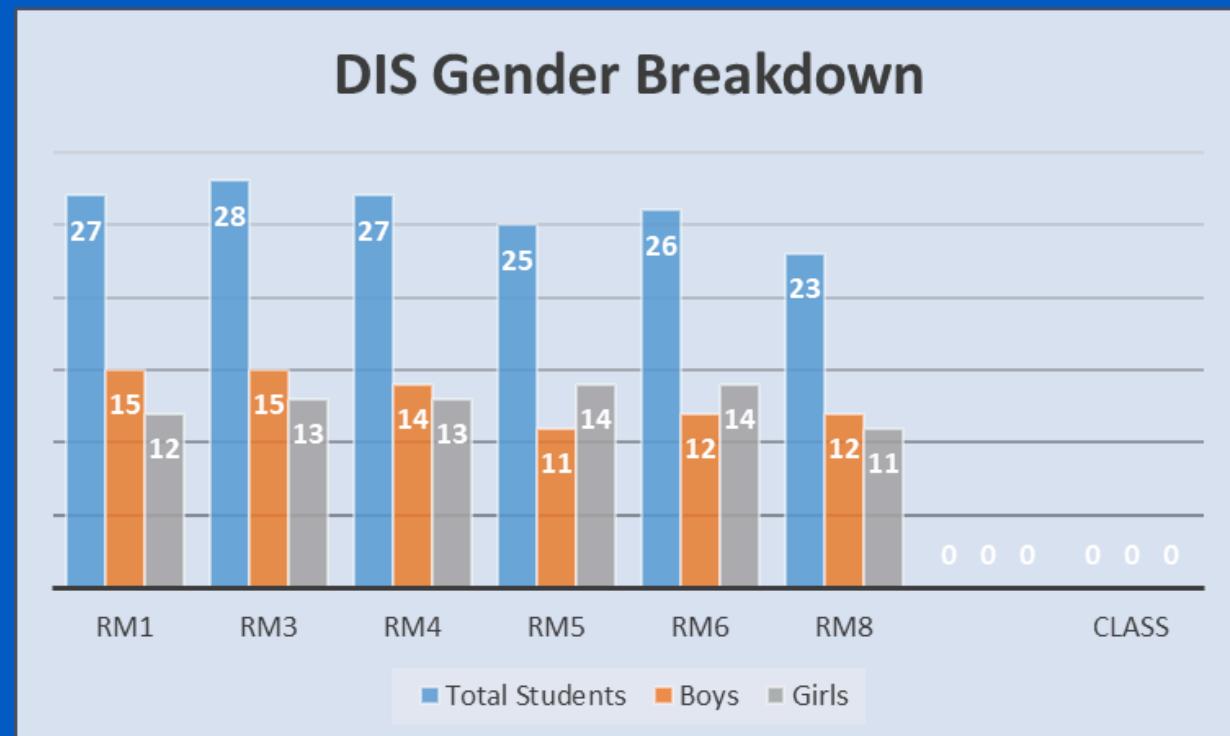


Asian	1 Males	4 Females	5	or 3.3%
NZ European	20 Males	21 Females	41	or 27.2%
NZ Maori	46 Males	45 Females	91	or 60.3%
Other	3 Males	1 Females	4	or 2.6%
Pacific	5 Males	5 Females	10	or 6.6%

DIS School Profile 2024 End



CURRENT SCHOOL PROFILE:
 155 STUDENTS
 85 YEAR 7'S
 70 YEAR 8'S
 6 CLASSROOMS
 2 TECHNOLOGY CLASSROOMS
 1 SPECIALIST TEACHER
 4 TEACHER AIDES
 1 SPORT CO-ORDINATOR
 1 MUSIC TEACHER





2025

CURRENT SCHOOL PROFILE:

164 STUDENTS

80 YEAR 8'S

79 YEAR 7'S

60% MAORI STUDENTS

25% NZ EUROPEAN

1% OTHER EUROPEAN

1% FIJIAN

4% TONGAN

2% SAMOAN

2% OTHER PACIFIC

2% ASIAN

1% AFRICAN

1% CHINESE

1% COOK ISLAND

7 CLASSROOMS

2 TECHNOLOGY CLASSROOMS

4 TEACHER AIDES

2 SPECIALIST TEACHERS



2026

CURRENT SCHOOL PROFILE:

164 STUDENTS

88 YEAR 8'S

76 YEAR 7'S

82 MALE

82 FEMALE

58% MAORI STUDENTS

26% NZ EUROPEAN

11% PACIFIC PEOPLES

5% ASIAN

7 CLASSROOMS

2 TECHNOLOGY CLASSROOMS

4 TEACHER AIDES

2 SPECIALIST TEACHERS



DARGAVILLE INTERMEDIATE
STRATEGIC GOALS

- CULTURAL EXCELLENCE
- STAFF DEVELOPMENT &
RETENTION
- PB4L
- HAUORA
- **ASSESSMENT FRAMEWORK**
DEVELOPED (ADDED 09/24)



Strategic Plan 2025, 2026, 2027 (updated 09/24)

Goal 1: Cultural Excellence

Goal 2: Staff Development & Retention

Goal 3: Hauora

Goal 4: PB4L

Goal 5: Assessment framework developed

Strategic Initiatives:	So that	2024	2025	2026
Goal 1: Cultural Excellence (Nelp Objective 1:2, 2:3, 3:5)				
Whanau are regularly consulted, they give feedback & feedforward.	Students stand as knowledgeable, skilled & confident cultural learners & leaders			
Whanau attend school events and feel confident to have a voice				
Staff & students can proudly talk about their whakapapa & acknowledge their ancestry				
Exploring traditions and values of other cultures through curriculum contexts.				
Goal 2: Staff Development & Retention (Nelp Objective 3:6)				
Teachers work hard to meet all standards set for the teaching profession in New Zealand	Teachers feel valued ,supported and respected by colleagues & students & want to remain at DIS			
Staff set goals & undertake professional development aimed at bettering their teaching practice.				
Goal 3: Hauora (Nelp Objective 1:1, 1:2)				
Taha hinengaro (mental and emotional wellbeing)	To collaboratively build a school culture which supports our staff & ākonga to thrive in all four hauora dimensions			
Taha whānau (family wellbeing)				
Taha tinana (physical wellbeing)				
Taha wairua (spiritual wellbeing)				
Goal 4: PB4L (Nelp Objective 1:1, 1:2, 3:5)				
Creating positive spaces/ activities for break times- having more staff visible in the playground	DIS practices PB4L through a School-wide framework in a way that aligns with our school context and the needs of our learners.			
Creating and supporting change to timetables for learners in need				
Anger, anxiety & stress management support with mentors				
Acknowledging & rewarding good behaviour. Incentives driven by students				
Staff establish good relationships with all learners				
Goal 5: Assessment framework developed (Nelp Objective 1:2, 2:3, 2:4, 3:6)				
Assessment will be used purposefully to inform teaching and learning.	Our teaching and learning programmes are best designed to suit our learners			
Collaborate with contributing schools to align assessment practices.				
Include whanau voice when adopting assessment practices				

DIS Whakatauki

Ka tū pakari tatou i to tatou tuakiri. Ka tū māia tatou ki te ao. When we stand strong in our identity, We stand confident in the world.

STRATEGIC GOAL ONE

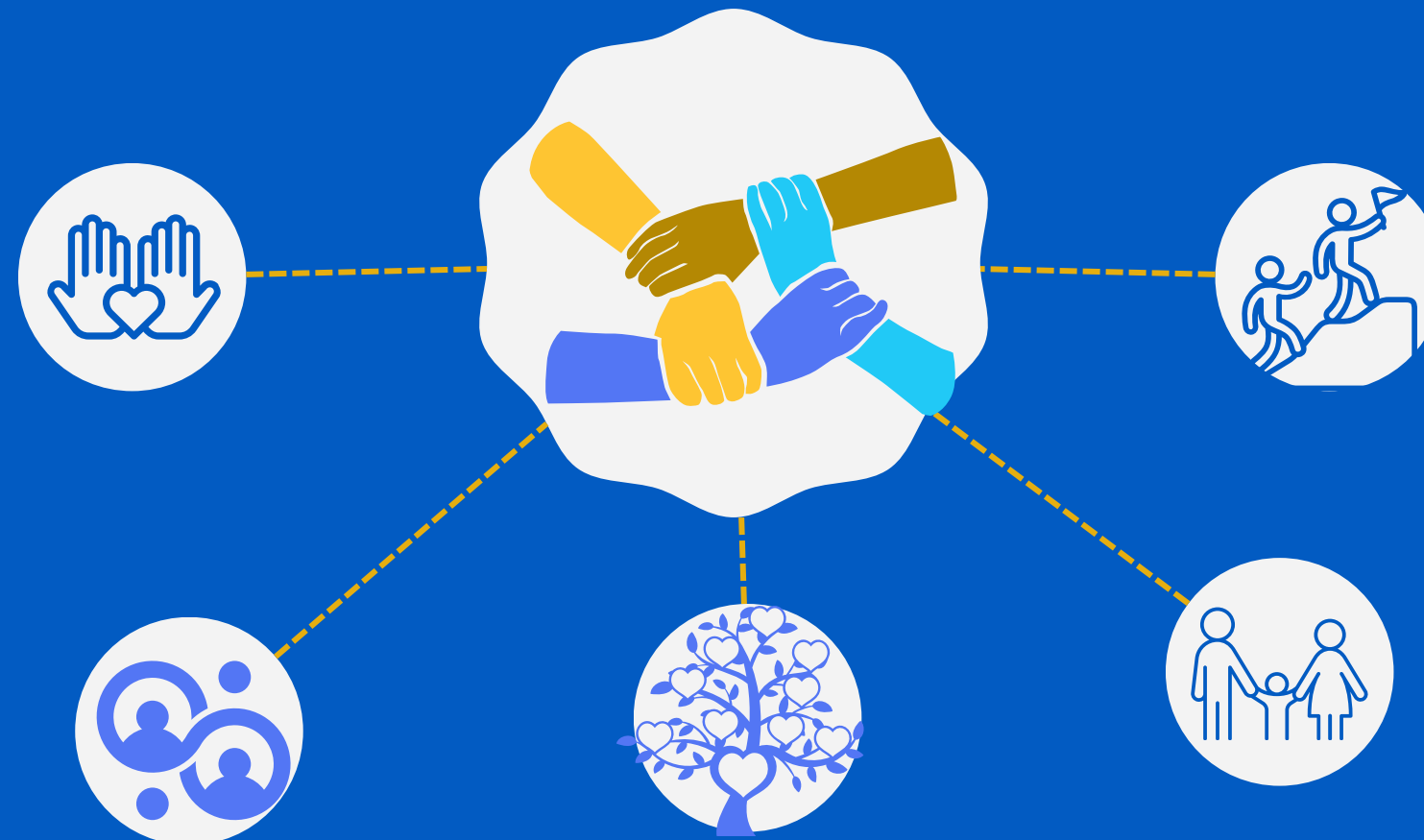
TO ESTABLISH A LEARNING CENTRE OF CULTURAL EXCELLENCE.
INCLUSIVENESS OF ALL CULTURES; PLACING PARTICULAR EMPHASIS ON TE AO
MĀORI.

Our kura nurtures the whole well being of the student. This encompasses:

Te oranga katoa o te tinana, hinengaro, wairua, tangata- Physical, spiritual & mental, as well as family, language & customs.

Students & their whanau feel a connection to our kura

EXPLORING TRADITIONS AND VALUES OF OTHER CULTURES THROUGH CURRICULUM CONTEXTS.



Students stand as knowledgeable, skilled & confident cultural learners & leaders

Whanau are regularly consulted, they give feedback & feedforward. Whanau attend school events and feel confident to have a voice

Staff & students can proudly talk about their whakapapa & acknowledge their ancestry

* NATIONAL EDUCATION AND LEARNING PRIORITIES:

Objective 1= Learners at the centre.

-Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

-Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures.

Objective 2 = Barrier free access.

-Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Objective 3= Quality teaching and leadership.

-Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

-Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

STRATEGIC GOAL TWO

STRONG TEACHERS & STRONG LEADERS STAFF DEVELOPMENT & RETENTION

Teachers are given opportunity to lead in areas of expertise



Staff set goals & undertake professional development aimed at bettering their teaching practice.

Staff enjoy their place of work & want to stay



Teachers work hard to meet all standards set for the teaching profession in New Zealand



Teachers feel valued supported and respected by colleagues & students

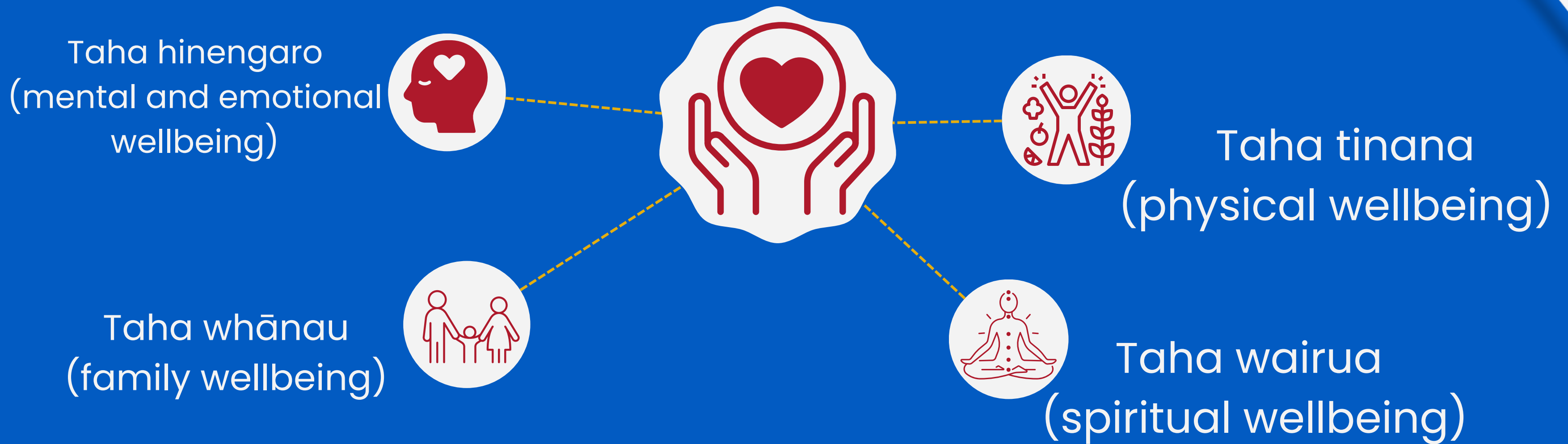
* NATIONAL EDUCATION AND LEARNING PRIORITIES:

Objective 3: Quality teaching and leadership

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

STRATEGIC GOAL THREE

TO COLLABORATIVELY BUILD A SCHOOL CULTURE WHICH SUPPORTS OUR STAFF & ĀKONGA TO THRIVE IN ALL FOUR HAUORA DIMENSIONS



* NATIONAL EDUCATION AND LEARNING PRIORITIES:

Objective 1: Learners at the centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Objective 2: Barrier-free access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

STRATEGIC GOAL FOUR

PB4L: POSITIVE BEHAVIOUR FOR LEARNING

IMPLEMENT THE PB4L SCHOOL-WIDE FRAMEWORK IN WAYS THAT ALIGN WITH OUR SCHOOL CONTEXT AND THE NEEDS OF OUR LEARNERS.

Creating positive spaces/ activities for break times- having more staff visible in the playground



Staff establish good relationships with all learners

Creating and supporting change to timetables for learners in need



Anger, anxiety & stress management support with mentors



Acknowledging & rewarding good behaviour. Incentives driven by students

* NATIONAL EDUCATION AND LEARNING PRIORITIES:

OBJECTIVE 1: LEARNERS AT THE CENTRE

PRIORITY 1: ENSURE PLACES OF LEARNING ARE SAFE, INCLUSIVE AND FREE FROM RACISM, DISCRIMINATION AND BULLYING

PRIORITY 2: HAVE HIGH ASPIRATIONS FOR EVERY LEARNER/ĀKONGA, AND SUPPORT THESE BY PARTNERING WITH THEIR WHĀNAU AND COMMUNITIES TO DESIGN AND DELIVER EDUCATION THAT RESPONDS TO THEIR NEEDS, AND SUSTAINS THEIR IDENTITIES, LANGUAGES AND CULTURES

STRATEGIC GOAL FIVE 2025 (ADDED 09/2024)

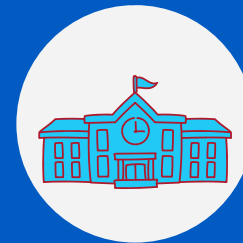
ASSESSMENT FRAMEWORK DEVELOPED

Assessment will be used purposefully to inform teaching and learning.

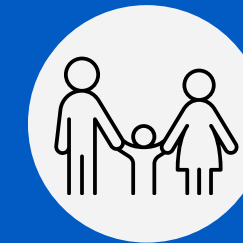


We will have a focus on continuous academic improvement and utilise quality assessment practice to monitor progress.

Analyse current assessments and add/take away as necessary



Collaborate with contributing schools to align assessment practices.



Include whanau voice when adopting assessment practices

* NATIONAL EDUCATION AND LEARNING PRIORITIES:

Objective 3: Quality teaching and leadership

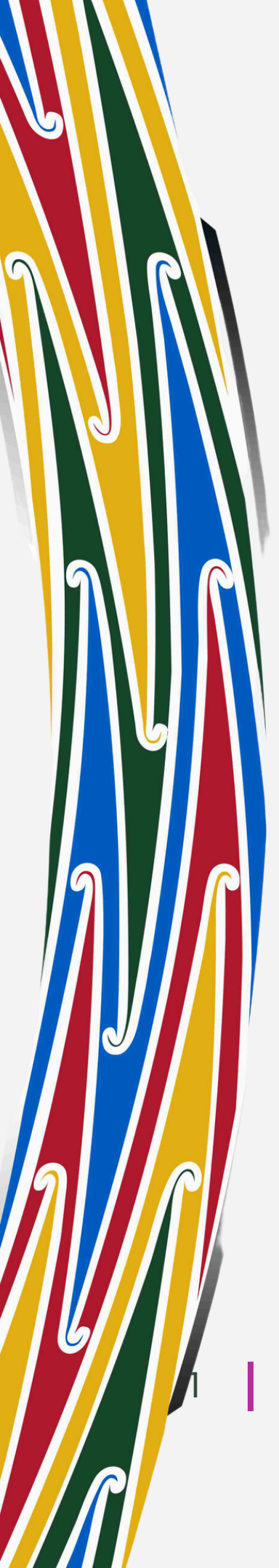
Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 1: Learners at the centre

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

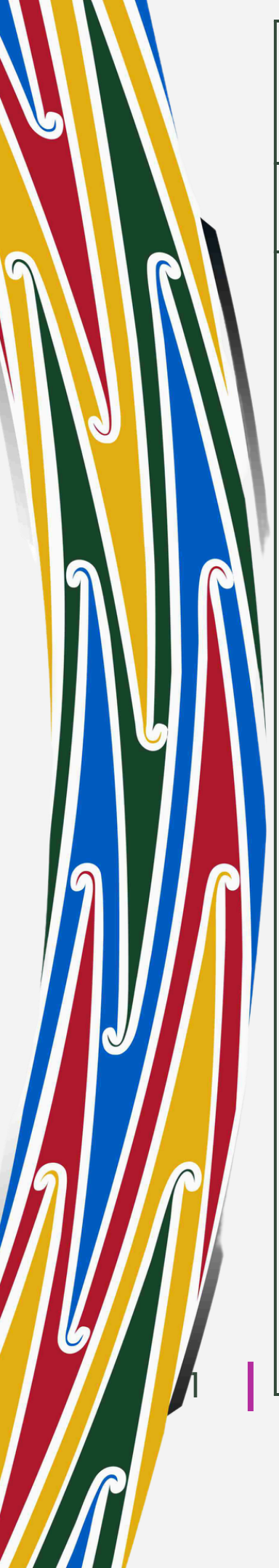
Annual Planning 2024-2027

STRATEGIC GOAL	Objectives	Actions	LED BY	BUDGET	TIMELINE
<p style="text-align: center;">Cultural Excellence Students stand as knowledgeable, skilled, confident, successful, cultural learners & leaders.</p>	<ul style="list-style-type: none"> • Communication is understood and appropriate when speaking to whānau of children who have English as a second language. • School and whanau have access to external agencies. • New whānau are welcomed to the school in a culturally appropriate manner for them. • School curriculum themes reflect the needs of learners in our community • Iwi and whanau contribute to the development of our school curriculum. • Provide opportunities for whānau to come together in informal, friendly, community contexts. • Open door policy - visitors always welcome. • Staff to enrol at North Tec to complete Level 2 - Te Reo ki Ruakākā • We provide a range of opportunities for our ākonga to live and experience te ao Māori. 	<p>2024:</p> <ul style="list-style-type: none"> • <u>Whole school waiata & haka</u> • Interpreter welcomed to whanau meetings • <u>Parent consultation twice per year</u> • <u>Agencies available & referral support given to staff & whanau: Jigsaw North, Mana ake,</u> • <u>Developing plan for schoolwide implementation of Te reo Māori</u> • Begin to develop plan for bi-lingual unit • <u>Te reo Māori used in everyday classroom settings.</u> • Student evaluations show that they feel a connection to our kura • Leadership programme developed • <u>School uniform worn with pride</u> <p>2025:</p> <ul style="list-style-type: none"> • <u>New whanau welcomed with whole school: Powhiri</u> • Marae visit for each class • <u>Leaders marae visit</u> • Māori commands used throughout school. • <u>Implement Te reo Māori plan</u> • <u>Review plan for bi-lingual unit</u> • Leadership programme implemented <p>2026:</p> <ul style="list-style-type: none"> • Leadership course for all leaders early 2026 • Year 6 powhiri continued term 4 2025 • <u>Whanau meet and great night term 1</u> • Continuation of whole school kapa haka, kapa haka group & pasifika group • DIS Carnival continued • <u>Marae visit for each class</u> • <u>Review plan for bi-lingual unit</u> 	<p>Terrienne Mereama Chris</p> <p>North Tec</p>	<p>Free</p>	<p>2024-2026</p>



Annual Planning 2024-2027

STRATEGIC GOAL	Objectives	Actions	LED BY	BUDGET	TIMELINE
<p style="text-align: center;">Staff retention & development <i>Strong teachers & leaders</i></p>	<ul style="list-style-type: none"> • Enrol into Professional development that will help towards improvement of teaching • Create an inviting workspace • Build a team culture- having staff events and offering incentives • Better working conditions-reduce stress and demands • Create Opportunities for Recognition and Support • Strengthen the planning and implementation of the new curriculum refresh that aligns with our DIS curriculum • Teachers voice is heard- involved in decision making and resource acquisition 	<p>2024:</p> <ul style="list-style-type: none"> • One individual & one school focus per year teacher • Complete individual PGC • Planning is in depth and relevant to the learners • Writers toolbox & maths whizz implemented • School Talk implemented • Staff confidently meet all teaching standards. • Staff involved in annual planning • PD reports presented to BoT • Classroom programmes & furniture purchased <p>2025:</p> <ul style="list-style-type: none"> • Programmes not in use or not benefitting learning of students are stopped • School talk demo • Classroom teacher observations • Structured literacy PD • Structured maths PD • Teacher only days with whole staff learning and contribution to school overview <p>2026:</p> <ul style="list-style-type: none"> • Upgrades to classroom furniture and learning tools in order to help enhance teaching and learning • PD completed prior to the school year beginning • Whole staff planning • Reporting on HERO • Development of HERO - student use • Leadership roles encouraged • School talk continued to develop • Staff given feedback re teaching and learning programmes 	<p>Terrianne Tane</p> <p>Chris Donald</p> <p>All teaching staff</p>	<p>\$1000</p>	<p>2024-2026</p>



ANNUAL PLANNING 2024 - 2027

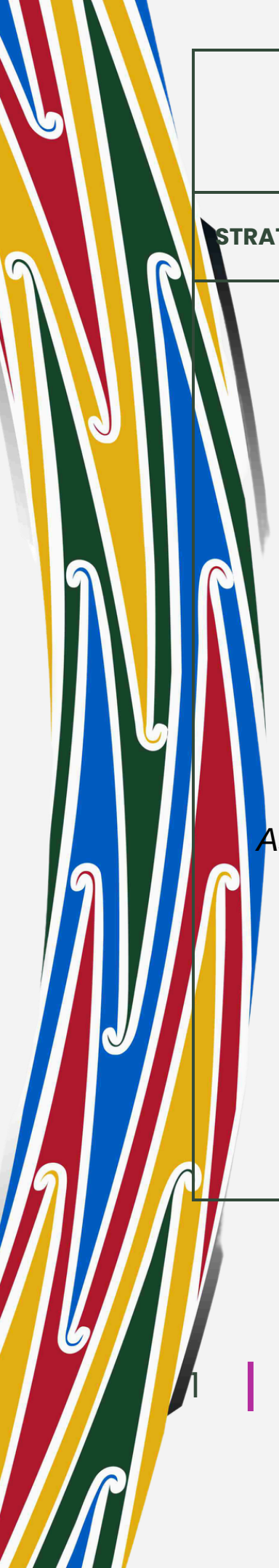
STRATEGIC GOAL	Objectives	Actions	LED BY	BUDGET
<p>Hauora</p> <p>Actively plan and implement activities to support wellbeing (physical, spiritual, mental, whānau, and environmental).</p>	<ul style="list-style-type: none"> • Access to mental health support when needed. • Balanced work/ life • Refine our whole school language around wellbeing • Grow the confidence and capabilities of our students to articulate their own needs, support and advocate for others and contribute to hauora initiatives • Board given opportunities to be actively involved in school events 	<p>2024:</p> <ul style="list-style-type: none"> • Te whare tapa wha completed by staff • Mana ake support worker employed by Arataki Ministries- working Fridays • Daisy employed by (Jigsaw North) school counsellor Mondays - annual report given • Whanau week (WK5, termly) • Terrianne cover one day per staff member (whanau day) <p>2025:</p> <ul style="list-style-type: none"> • PB4L strategies implemented • Te whare tapa wha completed by staff & review of 2024 • Implement systems & strategies for behaviour management • Lessen meeting times • Classroom dynamics / changes made where not working to ensure less behavioural issues • Stand downs lessen <p>2026:</p> <ul style="list-style-type: none"> • Work/ life balance continued • CRT given to allow for planning and PD • Communications kept live and in real time- limiting the need for long staff meetings. • More team building activities • Coffee shout replaced with coffee machine 	<p>Mana Ake Terrianne Individual staff Jigsaw North</p>	<p>\$1000</p>

ANNUAL PLANNING 2024 - 2027

STRATEGIC GOAL	Objectives	Actions	LED BY	BUDGET
<p>PB4L Positive behaviour 4 Learning</p>	<ul style="list-style-type: none"> • Implementation of positive rewards- acknowledging good behaviour • Involve whanau in celebrations of successes • Utilise PB4L strategies to enhance student wellbeing and safety 	<p>2024:</p> <ul style="list-style-type: none"> • <u>PB4L strategies developed</u> • <u>Staff developed systems & strategies for behaviour management</u> • <u>Stand down report analysed</u> • <u>Celebration of success- socials, muftis, juicies</u>, ka pai cards • <u>Creating inviting spaces for our tamariki to enjoy their break times.</u> <p>2025:</p> <ul style="list-style-type: none"> • PB4L strategies implemented • Te whare tapa wha completed by staff & review of 2024 • Implement systems & strategies for behaviour management • Celebrating positives- Ka Pai cards, Attendance <p>2026:</p> <ul style="list-style-type: none"> • Ka Pai card rewards continued • Values symbols created • Student graduate profile created and ready for implementation • Certificates celebrated - juicies 	<p>ALL STAFF Terrienne</p>	<p>\$10k</p>

Annual Planning 2025-2027

STRATEGIC GOAL	Objectives	Actions	LED BY	BUDGET	TIMELINE
<p style="text-align: center;"><i>New Assessment Framework Developed Assessment that informs teaching & learning</i></p>	<ul style="list-style-type: none"> • To eliminate older assessment frameworks that no longer serve our teaching and learning programmes. • To align with what feeder schools are assessing • To prepare our tamariki for high school through formative and summative assessments that align with DHS. • To have clearer learning outcomes • To have clear data that will inform our teaching and learning programmes • To be able to create groupings for learning areas based on assessment data 	<p>2024</p> <ul style="list-style-type: none"> • Analyse current assessments - only keep those that we deem to be informing teaching and learning • Meet with contributing schools to align assessment practices <p>2025:</p> <ul style="list-style-type: none"> • Meet with DHS to ensure we are assessing in a way that informs us in order to get our students ready for high school • HERO for whanau learnt and implemented • New school report format • Student voice included • Whanau voice included • Investment into assessment tools that will benefit our teachers and learners • Student graduate profile created - what do we want our year 8s to leave DIS with. • Staff upskilled on assessments <p>2026-2027: Consolidation Implementation of SMART Assessment tools as instructed by MOE</p>	<p>Mr Donald Mrs Takulua</p>	<p>\$2000</p>	<p>2025-2026</p>



Ministry of Education Targets

	Attendance				Structured Literacy	Structured Maths
	Term 1	Term 2	Term 3	Term 4		
2025 Targets	70%	50%	50%	70%	Whole staff PD through IDEAL	Whole staff PD and implementation of Oxford Maths
Actions	<u>STAR</u> - Stepped Attendance Response 2025 development of DIS attendance programme 2026 implementation of attendance programme				2025/2026 PD continued 2 teachers at a time	2025/2026 whole teaching staff/ teacher aides and teaching students PD NZ Maths curriculum

