

# DARFIELD HIGH SCHOOL



## School Goals 2010 – Confirmed

Safe and Supportive Learning Environment				
Goal/Current Situation	Strategies	Indicators	Resp.	NAG
Consistent application of Pastoral and Guidance Systems (Behaviour Mgt, House structure, recognising success, student leadership) <ul style="list-style-type: none"> <li>Staff indicated in 2009 some frustration with lack of consistency of these systems</li> </ul>	<ul style="list-style-type: none"> <li>Annual student survey</li> <li>Teachers attending assemblies</li> <li>Clear behaviour management guidelines and processes, linked to school vision and values, which are consistently applied</li> </ul>	<ul style="list-style-type: none"> <li>Survey conducted</li> <li>Teachers attend assemblies</li> <li>Staff and students indicate higher satisfaction and consistency of systems</li> </ul>	JM  All staff	5
Develop effective systems for communicating with school communities <ul style="list-style-type: none"> <li>New reporting requirement with National Standards</li> <li>Communication between teachers and students inconsistent</li> <li>Feedback that aspects of school reports do not provide useful information</li> </ul>	<ul style="list-style-type: none"> <li>Year 7/8 progress reported against National Standards as per requirements</li> <li>Develop and promote class email contact by teachers</li> <li>Review reporting system</li> </ul>	<ul style="list-style-type: none"> <li>Requirements met</li> <li>More teachers using email to contact home</li> <li>Greater satisfaction with quality of reporting</li> </ul>	BS  ICT Com.tee  BS	2A  2  2
Best Practice EOTC safety processes implemented <ul style="list-style-type: none"> <li>Current practice differs from recommendations in new MOE guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Review and amend EOTC processes</li> </ul>	<ul style="list-style-type: none"> <li>Processes published</li> </ul>	JD, JM	2, 5
BOT Policies and Guidelines accessible and coherent	<ul style="list-style-type: none"> <li>BOT Policy committee formed to consider structure and review of policies</li> </ul>	<ul style="list-style-type: none"> <li>New structure confirmed</li> <li>Review of policies commenced</li> </ul>	Policy Com.tee	

Raising Student Achievement				
Goal/Current Situation	Strategies	Indicators	Resp.	NAG
Level 1 and Level 2 NCEA achievement profiles comparable with Decile 8 schools. <ul style="list-style-type: none"> <li>DHS M and E profiles significantly lower than comparison schools</li> </ul>	<ul style="list-style-type: none"> <li>Departments identify strategies relevant to subject</li> <li>Review feedback to students following assessments</li> </ul>	<ul style="list-style-type: none"> <li>An increased proportion of students achieve M or above at NCEA L1 and L2</li> </ul>	HODs	1
Efficient and effective use of junior achievement data (PAT, asTTle, CEM) <ul style="list-style-type: none"> <li>A large range of data is collected but there is no published coordinated process for its use</li> </ul>	<ul style="list-style-type: none"> <li>Review collection and use of achievement data</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed procedures documented</li> <li>Data easily accessible to teachers</li> </ul>	JM, BS	1, 2
Support effective teacher professional learning <ul style="list-style-type: none"> <li>Funding for RAFA has finished. ICT PD Cluster contract has commenced. New teacher PD structure implemented in 2009 yet to be embedded.</li> </ul>	<ul style="list-style-type: none"> <li>ICTPD Cluster contract</li> <li>RAFA</li> <li>Numeracy contract</li> <li>Thursday morning PD sessions</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers is that they have experienced effective PD</li> </ul>		3

Implementation of the new curriculum • <i>Planning and implementation has taken place at the department level.</i>	<ul style="list-style-type: none"> <li>• Redevelop school Charter to reflect new curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Charter reviewed</li> <li>• School wide systems and expectations reflect new curriculum focus</li> </ul>	BOT JM	2, 6
Improve the achievement of Maori students • <i>Maori students achieve at lower levels than other ethnic groups</i>	<ul style="list-style-type: none"> <li>• Identify and track individual students at risk of failing to attain NCEA Level 1</li> <li>• Te Reo and Tikanga PD for teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking and support documented for individuals</li> <li>• Teachers participate in PD</li> </ul>	HODs JM	1
Increase student participation in sporting, cultural and academic activities	<ul style="list-style-type: none"> <li>• House system reintroduced</li> </ul>	<ul style="list-style-type: none"> <li>• Greater positive participation in school activities</li> </ul>	DW	1
AE Programme meets needs of students • <i>Funding allows programme to run three days per week with teacher</i>	<ul style="list-style-type: none"> <li>• Available five days per week</li> </ul>	<ul style="list-style-type: none"> <li>• Students supported in their transition back to positive work habits</li> </ul>	CS	1
Horizontal and vertical curriculum coherence	<ul style="list-style-type: none"> <li>• 7/8 Syndicate</li> <li>• Cross curricular planning</li> <li>• Homework guidelines developed</li> </ul>	<ul style="list-style-type: none"> <li>• 7/8 Syndicate meetings held to plan and implement coherent curriculum</li> <li>• Homework guidelines published</li> </ul>	FN JM	1

<b>Effective and sustainable use of resources</b>				
<b>Goal/Current Situation</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Resp.</b>	<b>NAG</b>
Improve environmental sustainability of school • <i>Paper recycling</i>	<ul style="list-style-type: none"> <li>• Identify a staff member to lead environmental developments</li> </ul>	<ul style="list-style-type: none"> <li>• Lead person identified and recognised with FTMU</li> </ul>	JM	4
Coordinate fundraising activities undertaken by school and school groups • <i>No coordinated strategy</i>	<ul style="list-style-type: none"> <li>• Appoint fundraising coordinator for whole school</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator appointed</li> </ul>	JM	4
Improve tracking and management of assets • <i>Asset register last updated in 2006</i>	<ul style="list-style-type: none"> <li>• Budget holders review assets they are responsible for</li> </ul>	<ul style="list-style-type: none"> <li>• Asset register updated</li> </ul>	HODs Bev	4
Buildings and grounds support learning • <i>Current 5YPP expires 2010</i>	<ul style="list-style-type: none"> <li>• Develop new 5YPP with wide consultation</li> <li>• Principal and property manager work with project managers to complete student services building</li> </ul>	<ul style="list-style-type: none"> <li>• Plan developed and approved</li> <li>• Student services completed on time and to budget</li> </ul>	BOT, JM, RM	4
Consolidate international marketing strategy • <i>International students come predominantly from one market (Japan)</i> • <i>Numbers of students reduced</i>	<ul style="list-style-type: none"> <li>• Develop Marketing Plan</li> <li>• Develop International relationships strategy</li> <li>• JM attend ODENZ marketing trip</li> </ul>	<ul style="list-style-type: none"> <li>• Plan published</li> <li>• Strategy published</li> <li>• JM attends marketing</li> </ul>	Judy, JM	4