

2011 School Charter

Strategic goals 2007 to 2011
Annual targets/goals 2011

School Name: Stratford High School
School Id Number: 0179
Period: 2011

Stratford High School

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Introduction

The School and its Community

Stratford High is a decile 4 co-educational state secondary school, which serves the communities of Stratford, Eltham and their surrounding districts in Central Taranaki.

Students come predominantly from families associated with local agricultural industries such as dairy farming and related service industries.

The school has a long history and established traditions, having celebrated its centennial in 1997. The roll has been stable at about 540 students for several years. Approximately 24% of the students are Maori.

The school seeks to provide a broad general education as it meets the needs of a diverse range of students. Academic results are of a high standard and a wide range of sporting, cultural and social opportunities are provided.

We offer students:

- A safe and effective learning environment
- A sense of belonging
- A sense of pride and self worth
- A bi-cultural perspective
- A wide range of courses
- A wide range of sporting and cultural activities
- Opportunities for self growth
- The ability to face challenges
- A caring perspective – one that fosters concern for all people

School results for NCEA have shown the school performing consistently around national averages and above other decile 4 schools in level one over recent years., but below for level 2 and 3. Video Conferencing facilities are used by staff and students on a regular basis. The school's buildings and grounds are attractive and well maintained. Teaching facilities include four science laboratories, two computer rooms, a music suite, Maori studies block, wood and metal technology workshops, home economics and fabric technology workrooms, art room, drama studio and other specialist teaching rooms. We have a large community-shared gymnasium, a comprehensive library and an assembly hall capable of accommodating the entire school.

There is a large core of experienced teachers and a group of able young teachers presently at the school. Management of the school is devolved through the Principal to the Deputy Principal(s) then to curriculum leaders. The House system is a vital part of the organisational culture of the school. Healthy competition is a feature of the system. Each year level has two Deans for teaching and learning guidance and pastoral care. A Guidance Counsellor is available to students, a Specialist Classroom Teacher is available to staff and an RTLB is based at the school.

The grounds are extensive, covering some eight hectares and including a swimming pool, four tennis/netball courts, three rugby fields, a soccer field and a permanent

cricket pitch with two practice pitches.

Stratford High School has an attached Teen Parent Unit called Whaimana Ako, to enable the educational needs of young mothers to be met. There is an attached Alternative Education course run by a private provider.

Vision and Mission Statement.

Vision:

Stratford High School
Staying Local – Going Far.

Our vision is to:

- *To be the secondary school of choice for all students within the Central Taranaki community (stay local)*
- *To be an innovative and inspirational school supporting students to be creative, energetic, and enterprising*
- *To be a school where students are able to seize the opportunities offered by new knowledge and technologies*
- *To be responsive to the needs of its students so that they will continue to develop their values, knowledge and competencies that will enable them to live full and satisfying lives*
- *To be nationally respected for the quality of our learning programmes*
- *To be nationally respected for the quality of our students' external qualification results and endorsements (for merit and excellence)*
- *To place an emphasis on supporting students to be confident, connected, actively involved and to be lifelong learners*
- *To encourage and expect members of the school community to develop healthy tolerance, integrity, honesty and a sense of responsibility and a positive productive attitude*
- *To value all cultures for the contributions they bring*
- *To encourage students to have dreams and 'go far'*

Mission Statement:

In partnership with the community, Stratford High School will provide a high quality education and inspire everyone to learn and achieve in a safe and supportive environment

Values Statement:

At Stratford High School we value:

- Respect for individual students, staff and self (this involves being honest, responsible, accountable and acting ethically)
- Diversity (as found in different cultures, languages and heritages)
- Excellence and participation (aim high and persevere)
- Innovation, inquiry and curiosity (think critically, creatively, and reflectively)
- An environment which fosters learning, high achievement, co-operation and a sense of belonging
- Equity (fairness and social justice)
- An effective partnership between the school and community
- Ecological sustainability (care for the environment)

The Stratford acronym summarises these values as follows:

S	Safety	(a safe learning environment for all)
T	Team	(all moving in the same direction)
R	Respect	(for others, for yourself, and for authority)
A	Articulate	(use manners – thank you, please etc)
T	Tradition	(we value effort/ excellence/ never give up)
F	Focus	(your focus determines your reality; Carpe Diem)
O	Order	(firm/ fair and friendly)
R	Restore	(make amends – say sorry/ do the right thing)
D	Dreams	(Hold on tight to your dreams and ‘Follow your bliss’)

Nga Tangata Katoa - Aims for Maori Students

*“Ko te Amorangi ki mua, Ko te Hapai o ki muri”
“Te Amorangi in front and Te Hapai o behind”*

We aim to raise the quality of life for Maori students through education in partnership with iwi, hapu and whanau.

The Stratford High School recognises cultural diversity and provides opportunities in Tikanga and Te Reo in the following ways:

- By providing learning opportunities for all year 9 students within the Tikanga Maori programme.
- By welcoming visitors, new staff and students to the school with a powhiri.
- Offering Maori language classes (Te Reo) up to NCEA level

- By the provision of Te Amorangi as a focal point for Maori students and their whanau and to provide a culturally appropriate environment for wananga and hui
- By providing teacher learning through the provision of staff development in Te Reo and tikanga Maori and through participation in school activities related to tikanga Maori.
- Participation in cultural festivals and competitions such as Manu Korero and Pae Rangatahi.
- Through the promotion of Te Reo at assemblies, in classes, at school events and in school signage.
- By supporting the Kapa Haka group with finances, time to practice and perform and by provision of a tutor.
- By provision of a Head of Department position for the teacher of Te Reo.

National Priorities

The school will determine its priorities by focusing on national priorities and identifying local priorities.

National Priorities are currently determined to be:

- providing a safe physical and emotional environment for students;
- providing opportunity for success in all the essential learning and essential skill areas of the New Zealand Curriculum;
- improving literacy and numeracy;
- developing a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students;
- developing and implementing teaching and programmes aimed at improving outcomes for students who are not achieving, or who are at risk of not achieving or who have special needs;
- improve the achievement of Maori students;
- reporting to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students

Local priorities will be identified through:

- Community, Parents, Students, Staff and Board input.

In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines framework.

Strategic Goals – 2007 to 2011

The goals address the Board's responsibilities under the National Education Priorities, National Administration Guidelines and National Education Goals.

Summary statements

1. **Attitudes and Relationships.**

Staff, students and board members are supported and encouraged to be positive, friendly, enthusiastic, energetic, skilled and motivated.

2. **Communication.**

Priority is given to the promotion and achievement of effective communication between:

- board
- staff
- pupils
- parents and caregivers
- contributing schools
- business
- councils
- the wider community

3. **The School Environment.**

Buildings, grounds and facilities are attractive, well maintained and suitable for learning and teaching. The school environment is secure and safe.

4. **Student Achievement.**

Students gain improved literacy, numeracy and essential learning skills. Senior students attain qualifications on the National Qualifications Framework with a greater focus on the achievement of merit and excellence.

5. **Maori Student Achievement.**

Maori students achieve to their fullest potential.

Strategic Goals 2007 to 2011

Guidelines

Goal

1. Staff, students and Board members are supported and encouraged to be positive, friendly, enthusiastic, energetic, skilled and motivated.

Supporting Actions

A review is carried out of the guidance, discipline and student welfare systems.
School values are frequently promoted and espoused to staff, students, parents and Board members.

Success Indicators

Processes are in place to promote positive attitudes, relationships and behaviours between students, between staff and between staff and students.

2. Priority is given to the promotion and achievement of effective communication between all groups associated with the school.

The Board will continue with a regular programme reviewing policies and procedures related to the National Administration Guidelines and Curriculum areas.

The Board reviews policies and procedures related to NAG 5 (Health and Safety), NAG 4a (Finance) and NAG6 (General Legislation). The Board reviews the Languages, Arts and Sciences curriculum areas.

The Board will receive regular reports on programmes run through the Community Learning Centre.

Community programmes are well administered and effective in meeting community needs.

Closer relationships will be developed between the school and contributing primary schools.

More co-operation and contact between SHS and contributing schools.

Board and management commit to an open collaborative approach to sharing information with staff.

Relationships between staff and Board are open and positive.

3. Buildings, grounds and facilities are attractive, well maintained and suitable for teaching and learning. The school environment is safe and secure.

The Board in consultation with the staff Health and Safety Committee will review all Health and Safety policies and procedures.

Policies and procedures are up to date relevant and well understood by staff and students.

The 10 Year Property Plan is reviewed and a concept plan for the future development of the school is drawn up.

Following consultation and careful planning a 10 Year Property Plan and concept development plan are approved.

The Board and Ministry agree on the next 5 Year property funding entitlement and work begins on implementing the property plan.

Funding is available and work is underway on the property development plan.

4. Junior students attain improved literacy, numeracy and essential learning skills.

Students develop social and co-operative skills, self management skills, work and study skills and curriculum skills.

In the Junior Graduation Program 97% of students achieve the graduation standard.

The Numeracy development project is carried out in terms of the contract with the Ministry.

Student reading and numeracy levels improve during the year.

Senior students attain qualifications on the NQF with a greater focus on the achievement of merit and excellence.

Teachers undertake professional development in how to improve senior student achievement.

The percentage of students achieving NCEA at Levels 1, 2 and 3 is greater than at other schools of the same decile.

The focus of student achievement is on the quality of credits achieved.

There is an increase in the proportion of merit and excellence credits gained by students compared to 2010.

Assessment information is collected and used to improve student achievement.

Assessment information is collected and presented in a clear, consistent and useful manner.

Assessment information is available to inform the Board, staff, parents and students on levels of achievement.

5. Ensure that Maori students achieve to their full potential

Develop policies and procedures to address concerns related to student achievement, attendance and retention in consultation with families and community leaders, where available.

Policies are developed and implemented by the end of 2011

Action Plan 2011

Target One

Strategic goal: Maori student Achievement	Target area: Years 11 - 13
Annual Target: To improve NCEA level 1 achievement for Maori students from 2010 data (to be comparable with other decile 4 schools).	Student group: Gender: All
Historical position: An underperformance of Maori students at NCEA level 1 has shown slow/ gradual improvement. The gap between Maori and non-Maori is still marked and needs addressing.	Ethnicity: Māori Total: 80 students

Action Plan:

What will the school do to meet the target?	When will it be done by?	Who is involved/ Responsible?	What resources will be allocated to meet target?
Engage/consult with Maori students and whanau to learn about and understand their needs and build a stronger relationship	Ongoing – all year	All teachers, BOT	Poutama meetings, engagement tools, Deans contact, form teacher contact, parent teacher meetings
Increase use of Te Reo Maori	Ongoing – all year	All staff	Staff meetings and staff briefings
Set goals relating to data	Terms 1 and 2	Curriculum coordinators , SMT	SMT strategic meetings
Inclusive use of resources	Terms 1 and 2	Curriculum coordinators	Department meetings
Use a wide range of teaching methods	Ongoing – all year	All teachers led by curriculum coordinators	SCT
Cultural differentiation of the curriculum to suit Maori students	Ongoing – all year	All teachers led by curriculum coordinators	Professional development
Recognition of success	Ongoing – all year	House/ form teachers, SMT	Various assemblies and certificates
Interim data: Ongoing collection of data			
Final data: NCEA level 1 data			
Discussion/Recommendations: Report to the Board.			

Action Plan 2011

Target Two

Strategic goal: Student achievement	Target area: Years 11 - 13
Annual Target: Endorsements with Merit and Excellence are comparable with Decile 4 schools.	Student group: Gender: All
Historical position: A lack of focus on endorsements and results below the national average have contributed to a culture of achievement without extending oneself	Ethnicity: All Total: 280 students (approximately)

Action Plan:

What will the school do to meet the target?	When will it be done by?	Who is involved/ Responsible?	What resources will be allocated to meet target?
Departments to develop and use exemplars of excellence/ merit to raise expectations	Ongoing – all year	Individual Departments	Previous benchmarks of excellence/ merit
Poutama: following goals / checking on progress	Two Poutama meetings in the year	Form teachers, Pm and committee	Form meetings, two days off timetable for Poutama review days
Selected focus groups for activities throughout the year for excellence endorsement and tracking progress	Term 2, 3, 4	Department heads	Form times, staffing time
Interim data: Internal results/ tracking differentiation, departments			
Final data: 2011 results – we have comparable % of endorsements for similar schools			
Discussion/Recommendations: Report to the Board.			

Procedural Information

The Stratford High School planning year will be from 1 January to 31 December. We will lodge a copy of the annual report and updated charter with the Ministry of Education by 31 May each year. This will include the school's annually updated targets and the Variance report.

Stratford High School will consult the community, including its Maori community, on a regular basis as part of its three year cycle of review.

Targets for student achievement will be identified by:

- Analysis of school wide assessment data.
- Information gathered through staff discussion.

Chairperson: _____

Principal: _____

Date: _____