



STRATFORD HIGH SCHOOL

Te Kura Tuarua O Whakaahurangi

2006 School Charter

School Name: Stratford High School

School Id Number 0179

Period: 2006

1. INTRODUCTION

1.1 The School and its Community

Stratford High is a decile 5 co-educational state secondary school, which serves the communities of Stratford, Eltham and their surrounding districts in Central Taranaki.

Students come predominantly from families with backgrounds in dairy farming and 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 17% 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

The schools 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.

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, Second Chance Education, to enable the educational needs of young mothers to be met. Through its association with the Community Learning Centre the school supports a variety of community based programmes including ACE Taranaki which co-ordinates adult community education in several parts of the region, Playhouse Educare, a childcare centre, a TEC youth training programme and an Alternative Education course.

1.2 Vision and Values.

Vision:

Stratford High School
Staying Local – Going Far.

Mission Statement:

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

Values Statement:

At Stratford High School we value:

- Respect for individual students
- Respect for staff
- Excellence and participation
- An environment which fosters learning, high achievement, co-operation and a sense of belonging
- An effective partnership between the school and community

1.3 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 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 in 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.

2. STRATEGIC SECTION

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

2.1 Strategic Goals – 2006 to 2010.

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
- 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 full potential.

3. ANNUAL SECTION

3.1 Annual Goals 2006

Goal	Supporting Actions	Success Indicators
<p>1. Staff, students and Board members are supported and encouraged to be positive, friendly, enthusiastic, energetic, skilled and motivated.</p>	<p>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.</p>	<p>Processes are in place to promote positive attitudes, relationships and behaviours between students, between staff and between staff and students.</p>
<p>2. Priority is given to the promotion and achievement of effective communication between all groups associated with the school.</p>	<p>The Board will continue with a regular programme reviewing policies and procedures related to the National Administration Guidelines and Curriculum areas.</p> <p>The Board will receive regular reports on programmes run through the Community Learning Centre.</p> <p>Closer relationships will be developed between the school and contributing primary schools.</p> <p>Board and management commit to an open collaborative approach to sharing information with staff.</p>	<p>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.</p> <p>Community programmes are well administered and effective in meeting community needs.</p> <p>More co-operation and contact between SHS and contributing schools.</p> <p>Relationships between staff and Board are open and positive.</p>
<p>3. Buildings, grounds and facilities are attractive, well maintained and suitable for teaching and learning. The school environment is safe and secure.</p>	<p>The Board in consultation with the staff Health and Safety Committee will review all Health and Safety policies and procedures.</p> <p>The 10 Year Property Plan is reviewed and a concept plan for the future development of the school is drawn up.</p> <p>The Board and Ministry agree on the next 5 Year property funding entitlement and work begins on implementing the property plan.</p>	<p>Policies and procedures are up to date relevant and well understood by staff and students.</p> <p>Following consultation and careful planning a 10 Year Property Plan and concept development plan are approved.</p> <p>Funding is available and work is underway on the property development plan.</p>

<p>4. Junior students attain improved literacy, numeracy and essential learning skills.</p> <p>Senior students attain qualifications on the NQF with a greater focus on the achievement of merit and excellence.</p> <p>Assessment information is collected and used to improve student achievement.</p>	<p>Students develop social and co-operative skills, self management skills, work and study skills and curriculum skills.</p> <p>The Numeracy development project is carried out in terms of the contract with the Ministry.</p> <p>Teachers undertake professional development in how to improve senior student achievement.</p> <p>The focus of student achievement is on the quality of credits achieved.</p> <p>Assessment information is collected and presented in a clear, consistent and useful manner.</p>	<p>In the Junior Graduation Program 97% of students achieve the graduation standard.</p> <p>Student reading and numeracy levels improve during the year.</p> <p>The percentage of students achieving NCEA at Levels 1, 2 and 3 is greater than at other schools of the same decile.</p> <p>There is an increase in the proportion of merit and excellence credits gained by students compared to 2005.</p> <p>Assessment information is available to inform the Board, staff, parents and students on levels of achievement.</p>
<p>5. Ensure that Maori students achieve to their full potential</p>	<p>Develop policies and procedures to address concerns related to student achievement, attendance and retention in consultation with families and community leaders, where available</p>	<p>Policies are developed and implemented by the end of 2006</p>

3.2 IMPROVEMENT TARGETS 2006

Strategic Goal:	Goal 4
Target:	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.
Year(s):	2006
Student Level(s):	Yr9,Yr10
Curriculum Area:	Work and Study
Student Group(s):	All

Strategic Goal:	Goal 4
Target:	Student reading levels improve during the year.
Year(s):	2006
Student Level(s):	Yr9
Curriculum Area:	Literacy
Student Group(s):	All

Strategic Goal:	Goal 4
Target:	The percentage of students achieving NCEA at Levels 1, 2 and 3 is greater than at other schools of the same decile.
Year(s):	2006
Student Level(s):	Yr11, 12 and 13
Curriculum Area:	Work and Study
Student Group(s):	All

Strategic Goal:	Goal 4
Target:	There is an increase in the proportion of merit and excellence credits gained by students compared to 2005
Year(s):	2006
Student Level(s):	Yr11,Yr12,Yr13
Curriculum Area:	Work and Study
Student Group(s):	All

4. 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: _____