

2007 School Charter

Strategic goals 2007 to 2010
Annual targets/goals 2007

School Name: Stratford High School
School Id Number 0179
Period: 2007

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Introduction

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

School results for NCEA have shown the school performing consistently above both National averages and other decile 5 schools in all three levels over recent years. 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 Principals and Assistant Principal 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.

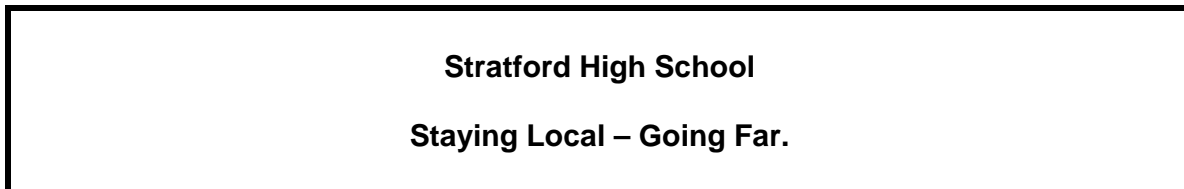
The grounds are extensive, covering some eight hectares and including a swimming pool, four tennis/netball courts, three rugby fields, a soccer field and a permanent

cricket pitch with two practice pitches.

Stratford High School has an attached Teen Parent Unit, 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.

Vision and Mission Statement.

Vision:



Central to our vision is our desire to:

- Be the school of choice for students in this community (stay local)
- Be an innovative and inspirational school in which to study and work
- Be responsive to the needs of students
- Be nationally respected for the quality of its learning programmes
- Be nationally respected for the quality of its students' external qualification results
- Actively prepare students to meet the demands of life
- Place an emphasis on students valuing learning
- Encourage and expect members of the school community to develop tolerance, integrity, honesty and a sense of responsibility and positive attitudes with themselves and towards others
- Encourage students to have dreams and 'go 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

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.

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 are 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 2010.

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
- 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.

Strategic Goals 2007- 2010

Guidelines

Goal	Supporting Actions	Success Indicators
1. Staff, students and Board members are supported and encouraged to be positive, friendly, enthusiastic, energetic, skilled and motivated.	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.	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 will receive regular reports on programmes run through the Community Learning Centre. Closer relationships will be developed between the school and contributing primary schools. Board and management commit to an open collaborative approach to sharing information with staff.	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. Community programmes are well administered and effective in meeting community needs. More co-operation and contact between SHS and contributing schools. 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. The 10 Year Property Plan is reviewed and a concept plan for the future development of the school is drawn up. The Board and Ministry agree on the next 5 Year property funding entitlement and work begins on implementing the property plan.	Policies and procedures are up to date relevant and well understood by staff and students. Following consultation and careful planning a 10 Year Property Plan and concept development plan are approved. 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 2005.

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 2006

IMPROVEMENT TARGETS 2007

Strategic Goal: Target/Goal 1

Target:	A consistent united approach to improving language and dealing with bullying
Student Level(s):	All years
Curriculum Area:	All areas
Student Group(s):	All

Strategic Goal: Target/Goal 2

Target:	The various levels of student transgressions and consequences, in class and out of class behaviour processes
Student Level(s):	All with specific focus on Y10
Curriculum Area:	All areas
Student Group(s):	All

Strategic Goal: Target/Goal 3

Target:	Refurbishment projects centering on classroom environments
Student Level(s):	-
Curriculum Area:	Mathematics and old technology block
Student Group(s):	-

Strategic Goal: Target/Goal 4

	Learning support for all students (not just Year 9, also G & T)
Student Level(s):	All with specific focus on Y9, Y11, Y12
Curriculum Area:	Literacy and numeracy
Student Group(s):	All

Strategic Goal: Target/Goal 5

	Build relationships between school and parents and students, including employing mentoring systems
Student Level(s):	All levels
Curriculum Area:	Work and Study
Student Group(s):	All

Action Plan 2007
Target/Goal One

Strategic goal: Staff, students and Board members are supported and encouraged to be positive, friendly, enthusiastic, energetic, skilled and motivated.	Target area: Years 9-13
	Student group: Gender <input type="checkbox"/> All Ethnicity <input type="checkbox"/> All Total: ___546___
Annual Target: To have a consistent united approach to improving language and dealing with bullying	
Historical position: A perceived problem with inter-student relationships and language that has not been adequately.	

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?
Ongoing staff professional development on strategies to deal with improving language and dealing with bullying.	Ongoing	All teachers	Staff and Department meetings
Develop a restorative meeting culture for dealing with individual cases of bullying or harassment.	Ongoing	SMT/ Deans/ Students	RTL/ Guidance network
Explore strategies used at other secondary schools in the Taranaki region to deal with language and bullying.	Term 2	Guidance Network	Travel costs, relief for visiting staff.
Literature search on strategies employed and research conducted into these areas.	Terms 2 and 3	Staff interest/ Guidance network/SMT	Time allocation or possible MMA for second half of the year.

Interim data:
 BCD, Stand Down and suspension data – ongoing
 Deans' referrals

Final data:
 Final year data in term by term breakdowns

Discussion/Recommendations:
 Report to the Board.

**Action Plan 2007
Target/Goal Two**

Strategic goal:

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

Target area: Years 9-13

Student group:

Gender **All**

Ethnicity **All**

Total: 546

Annual Target:

To focus on the various levels of student transgressions and consequences, in class and out of class behaviour processes

Historical position:

Lack of consistency with applying sanctions and a problem with communicating actions from management to guidance and classroom teachers.

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?
Ongoing staff development in actions and consequences for various misdemeanors	Ongoing	All teachers	Staff and Department meetings
Develop a behaviour flow chart for actions inside and outside the classroom	Term 2	SMT/ All teachers	SMT meetings/Staff meetings
Systems from the SMT for communicating with guidance and teachers be trialed and evaluated	Term 2	Principal and SMT	Teacher briefings, written notification of sanctions.
Creation of the Behaviour check day for students	Term 2	Senior Learning Centre/SMT	Staffing of SLC
Explore further ways of creating effective behaviour modification systems	Ongoing	Guidance network	Professional development focus
Evaluate existing sanctions for effectiveness	Term 3	Whole staff	Staff meetings

Interim data:

Collation of data from BCD students who reoffend.

Final data:

BCD, Stand Down and Suspension data in term by term breakdown

Discussion/Recommendations:

Report to the Board.

**Action Plan 2007
Target/Goal Three**

<p>Strategic goal: Buildings, grounds and facilities are attractive, well maintained and suitable for teaching and learning. The school environment is safe and secure.</p>	<p>Target area: Years 9-13</p>
	<p>Student group:</p> <p>Gender <input type="checkbox"/> All</p> <p>Ethnicity <input type="checkbox"/> All</p> <p>Total: ___546___</p>
<p>Annual Target: Refurbishment projects centering on classroom environments</p>	
<p>Historical position: Staff concerns about the state of some classrooms and their suitability for teaching and learning</p>	

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?
Approval for the 10 year property plan from the Ministry of Education	Term 2	BOT and MoE	BOT meetings, contact with property division of MoE
Ongoing meetings with Architect Gary Brown over plans for C Block and T block	Ongoing	Principal, mathematics staff, Junior/Senior Learning Centre, T block staff	Regular meetings with Gary Brown, reports to BOT, departmental staff meetings
Tendering process	Ongoing	Gary Brown, Principal, BOT, MoE	BOT meetings
Planning for building works in C block and T block, including contingency for time delays.	Ongoing	SMT	SMT meetings

Interim data:
MoE approval and ongoing preparations

Final data:
Review of process at end of 2007

Discussion/Recommendations:
Report to the Board. Discussion on priorities of projects within the 10 year property plan

**Action Plan 2007
Target/Goal four**

Junior students attain improved literacy, numeracy and essential learning skills.
Senior students attain qualifications on the NQF with a greater focus on the achievement of merit and excellence.

Target area: Years 9-13

Student group:

Gender **All**

Ethnicity **All**

Total: 546

Learning support for all students (not just Year 9, also G & T)

Historical position:

A lack of focus on students with an inability to attain literacy and numeracy skills/credits. The inability for some students to cope with six subjects.

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?
Creation of a Senior Learning Centre	Term 2	Principal, Joan McLellan, SMT	Staffing for the centre, management for the Centre
Creation of a Year 9 Learning Centre	Term 1	Principal, Joan McLellan, SMT	Staffing for the centre, management for the Centre
Professional Development focus on differentiating the curriculum	Ongoing	Phil Keenan, Wayne Smith, RTLB, SCT	RTLB, SCT, staff PD, Teacher only days, visiting speakers
Explore teaching and learning materials.	All year	All teachers	Curriculum meetings Literacy coordinator
Students gain rewards for academic excellence	Ongoing	Badge committee/ PTA/BOT	PTA financial support and commitment from school budget
Teachers appraisal and professional development focus on achievement of merits and excellences	All year	All teachers	Appraisal meetings
Review gifted and talented programme for students	Term 3	Anne Howison, SMT	Staff meetings, SMT strategic meetings

Interim data:

Middle Year results.

Final data:

NCEA data, review of students in the SLC.

Discussion/Recommendations: Staff and curriculum meetings Report to the Board.			
Action Plan 2007 Target/Goal Five			
Strategic goal: Ensure that Maori students achieve to their full potential		Target area: Years 9-13	
Annual Target: Build relationships between school and parents and students, including employing mentoring systems		Student group: <input type="checkbox"/> Gender All but specifically male	
Historical position: A performance gap that emerges between Pakeha and Maori achievement from Year 9 to Year 11		<input type="checkbox"/> Ethnicity Maori	
		Total: ___122___	
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?
Focus on data to identify needs	Term 1 and ongoing (Maori Achievement initiative cluster meetings)	Principal, Wayne Smith, Phil Keenan, all staff	Attending Maori Achievement initiative cluster meetings, preparation of data and reflection on NZCER data
Improve contact between school and parents and students	Ongoing	BOT, All teachers	Noho invitations, RTLB, parent teacher meetings, Deans contact, form teacher contact.
Older students and staff to mentor younger students	Ongoing	Tina O'Carroll, All teachers RTLB, senior students	RTLB, Guidance network meetings
Specific guidance to ensure correct subject placement	Term 3 and 4	Guidance network	Individual meetings between student and guidance.
Interim data: Middle Year results. Comparison of Y9 entry data with NCEA data, NZCER data analysis			

Final data:

NCEA data

Discussion/Recommendations:

Whole school meetings, Maori Achievement initiative cluster discussions,
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: _____