



2008 School Charter

Strategic goals 2007 to 2010
Annual targets/goals 2008

School Name: Stratford High School
School Id Number 0179
Period: 2008

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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 19% 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 4 schools in all three levels over recent years, although there was a dip below these averages for level 2 and 3 in 2007. 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.

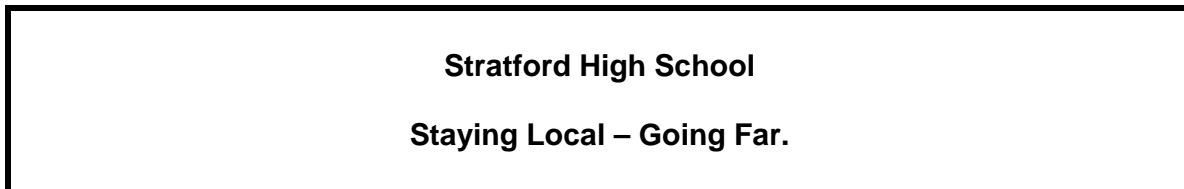
There is a large core of experienced teachers and a group of able young teachers presently at the school. Management of the school is devolved through the Principal to the Deputy Principals and Assistant Principal to curriculum leaders. The House system is a vital part of the organisational culture of 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 our learning programmes
- Be nationally respected for the quality of our students' external qualification results and endorsements (for merit and excellence)
- 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.
- 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

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 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 2008

Strategic Goal: Attitudes and relationships

Target:	To have a consistent united approach to improving aspects of school life like duty, the behaviour flow chart, improving relationships (with a particular focus on Maori students and whanau)
Student Level(s):	All years
Curriculum Area:	All areas
Student Group(s):	All

Strategic Goal: Student achievement

Target:	To recognise, encourage, and celebrate success.
Student Level(s):	All years
Curriculum Area:	All areas
Student Group(s):	All

Strategic Goal: Student achievement

Target:	To emphasise extending each student to reach their potential (particular emphasis on pass rates and endorsements)
Student Level(s):	L 1, 2, 3
Curriculum Area:	All areas
Student Group(s):	Senior students

Strategic Goal: Student achievement

Target:	To continue to focus on differentiated learning (particular emphasis on junior gifted and talented programme)
Student Level(s):	All years, emphasis on Y9 and 10
Curriculum Area:	All areas
Student Group(s):	Gifted and talented

Strategic Goal: Student achievement

Target:	To offer literacy/ numeracy credits to Y10
Student Level(s):	Y10
Curriculum Area:	English, mathematics
Student Group(s):	All in Y10

Action Plan 2008			
Target One			
Strategic goal: Attitudes and relationships.		Target area: Years 9-13	
Annual Target: To have a consistent united approach to improving aspects of school life like duty, the behaviour flow chart, improving relationships (with a particular focus on Maori students and whanau)		Student group:	
Historical position: A perceived lack of consistency and united approach on aspects of school life.		Gender All	
		Ethnicity All	
		Total: 526	
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 year	All teachers	Staff and Department meetings
Develop a restorative meeting culture for dealing with individual cases of bullying or harassment.	Ongoing – all year	SMT/ Deans/ Students	RTLb/ Guidance network
Review duty procedures and review behaviour flow chart Duty Team Meetings	Term 4	SMT	
Improve contact between school and parents and students	Ongoing – all year	BOT, All teachers	Noho invitations, RTLb, parent teacher meetings, Deans contact, form teacher contact. Te Maunga Tuu improvement plan
Interim data: BCD, Stand Down and suspension data – ongoing Deans' referrals SMT call outs for serious disruptions			
Final data: Final year data in term by term breakdowns			
Discussion/Recommendations: Report to the Board.			

Action Plan 2008 Target Two			
Strategic goal: Student achievement		Target area: Years 9-13	
Annual Target: To recognise, encourage, and celebrate success.		Student group:	
Historical position: A culture of achievement without extending oneself		Gender All	Ethnicity All Total: 526
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?
Maintain junior badge system and Develop badge system into senior school	Term 2	All teachers in Houses	House meetings/ assembly presentation
Departments develop (and maintain) specific markers of success – certificates/ cards/ reward days/...	Term 2	All teachers	Department meetings
Regular news of success to community	Throughout the year	Support staff/ teaching staff	News stories (high school corner/ Stratford Press)
Interim data: Records of achievement published; badge presentations			
Final data: Records of achievement published, department reports			
Discussion/Recommendations: Annual report			

Action Plan 2008 Target Three			
Strategic goal: Student achievement		Target area: Years 11-13	
Annual Target: To emphasise extending each student to reach their potential (particular emphasis on pass rates and endorsements)		Student group: Gender All Ethnicity All	
Historical position: Poor results in 2007 endorsements for merit and excellence in NCEA.		Total: 266	
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
Department review of externals and number of credits available	Review throughout the year	Individual departments	Department meetings
Have a term 4 emphasis on externals (settled term 4 programme without unnecessary distraction)	Term 4	All staff	Assemblies
A selected senior student focus group for excellence endorsement/ mentoring meetings and tracking progress	Term 2, 3, 4	Department heads/ SMT	Form times
Interim data: Internal results/ tracking achievement in departments			
Final data: 2008 results – we exceed % of level passes and endorsements for similar schools			
Discussion/Recommendations: Report to the Board.			

Action Plan 2008			
Target four			
Student achievement		Target area: Years 9-13	
Annual Target: To continue to focus on differentiated learning (particular emphasis on junior gifted and talented programme)		Student group: Gender All Ethnicity All	
Historical position: Poor results in 2007 endorsements for merit and excellence in NCEA.		Total: 526	
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?
Professional Development focus on differentiating the curriculum	Ongoing – all year	Phil Keenan, Wayne Smith, RTLB, SCT, Margaret Ross	RTLB, SCT, staff PD, Teacher only days, department work with Margaret Ross
Review and develop more differentiated teaching and learning materials.	All year	All teachers	Curriculum meetings Literacy coordinator
Review and plan for gifted and talented programme for students within individual departments	Term 2, 3, 4	Department heads and department staff	Department meetings
Interim data: Graduation and other internal results.			
Final data: Graduation and NCEA results			
Discussion/Recommendations: Staff and curriculum meetings Report to the Board.			

Action Plan 2008 Target Five			
Strategic goal: Student achievement		Target area: Year 10	
Annual Target: To offer literacy/ numeracy credits to Y10		Student group: Gender All	
Historical position: Students not gaining any NCEA credits prior to Y11 and therefore a large number of NCEA Level 1 credits offered in English and mathematics.		Ethnicity All Total: 130	
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?
English department offers literacy credits to Y10	From term 1	English staff	Within teaching programmes
Mathematics department offers numeracy credits to Y10	From term 1	Mathematics staff	Within teaching programmes
Learning centre to work with English and mathematics departments to deliver suitable credits.	From term 1	Learning support	Within teaching programmes
Interim data: Middle Year results.			
Final data: End of year results			
Discussion/Recommendations: Department reports 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: _____