

STRATFORD PRIMARY SCHOOL

(Te Kura Tuatahi O Whakaahurangi)



School CHARTER

Strategic & Annual Plan for Stratford Primary School

2024

Board's endorsement	30 October 2023
Submission date to the Ministry of Education	1 March 2024 (Reg 6)

SECTION 1: The Stratford Primary School VISION (Reg: 7.1a)

The Board, parents, whānau and staff have developed a vision and strategic goals where we hope our tamariki grow up to be the best person they can be. We want our children to be outstanding young adults who demonstrate confidence in themselves, are resilient to cope with life challenges and want to keep learning. We also want our Māori children to grow up with a strong sense of who they are and where they have come from (Whakapapa).



We believe our children can develop into community minded people who display empathy for other people and the environment. Where they have an awareness to consider and act on what is best for their local community and a connected world. We have a vision that all our children will have lots of choices when they enter the workforce so they can achieve their aspirations and contribute to the community they live in. We hope that our tamariki display the values, skills and dispositions to be the best they can be (AIM High) in all their life experiences.



Our community believes if students learn through Big Idea concepts they will be better prepared to find solutions to problems that have no obvious answer in their future. Therefore, learning at Stratford Primary School (SPS) will be shaped around citizenship that values New Zealand's bicultural heritage and embraces an ever changing diverse society. We believe Citizenship concepts should be interwoven with relevant concepts (such as globalisation, enterprise, sustainability and financial literacy) that will affect children.

We also believe that our children must have the core basics around reading, writing and mathematics if they are going to be able to contribute in a future society. They are the foundation skills that underpin learning. We will aim for our children to be fit and healthy to support their learning, while sport will also be an important feature of our school curriculum as it helps them to cope with successes and failures in life.

As a community, we understand that we live in a digital age and how this will impact our tamariki's future. We see digital technology as a tool to improve communication and connect to a global society. This is the vision we have for our children and their future.



AIM High...To be the best I can be

AIM High: To be the best I can be... is what we want all children to know and value at Stratford Primary School. The values should be evident in everything we do in class, in the playground, and in the community. This will mean all children know what the values are, what they look like, and how we can identify if children are using/respecting these values. As a result, teaching time is maximised. PB4L is the name of the strategy that is used to support positive behaviour for learning in our tamariki.

Our SPS Mission, AIM High 'To be the best I can be', is underpinned by developing Agentic Learners. To be AIM High learners, our students have to be achieving in the core areas of Literacy and Mathematics. They also need to be developing the SPS Values that allow them to be lifelong learners across all areas of the curriculum, at school and within the wider community.

The SPS VALUES:

Manaakitanga: Underpins the way we are as people at SPS. Manaakitanga weaves through everything we do. This is demonstrated by how hospitable we are towards guests. Adults act as role models to students. As a community, we show kindness, support and generosity towards ourselves, each other and the environment. This is what Manaakitanga means to us.

Respect for self: Whakapapa (students have a strong sense of belonging at SPS)

- Positive self talk that leads to positive actions
- Hauora: Mental wellbeing, regular exercise, good sleeping habits, healthy eating habits
- Perseverance and resilience to take risks, and keep working on their personal goals
- Integrity/pride in how they dress, time management and presentation of their learning.

Respect for others: Students' ideas are encouraged and their voice is heard when decisions are made that affect them. We respect, value and empathise with other people and different cultures. We work towards understanding and accommodating differences. We collaborate together as a school team, and with other people in the Stratford Community. Relationships are valued and we focus on restoring issues through restorative practices. We are like a family, looking after all animals, plants and people in our environment.

Respect for the environment: The Enviroschools five guiding principles are part of who we are as a community.

- Māori Perspective: Students learn about Māori culture, remember it, share it and bring it into our school.
- Empowering Learners: Tamariki have ideas of ways to do things and get to make decisions.
- Sustainable Community: We work together with the school and other people in Stratford, to look after all animals, plants and people in our environment.
- Learning for Sustainability: We learn about how our environment works, and how to look after it.
- Respect for Diversity of People and Culture: We respect other people and different cultures, and we look after their needs.

We show respect for the environment through our daily actions:

- Rubbish free environment → we reuse, reduce and recycle
- Students return sports gear and are responsible for their clothing
- Classrooms are tidy at the conclusion of each day
- Students care for trees, gardens and animals in our community.

Stratford Primary School has developed four additional learner values. As Learners, SPS students learn to be.

Respectful: Make good choices; are a team player; accept diversity and difference; are flexible and adaptive; and they negotiate and compromise.

Resilience: Preserve; use initiative; problem solve; manage distractions; have a growth mindset; and a sense of humour.

Self Confident: Actively participate; are reflective and seek feedback; take risks and try new things; have high standards; and they acknowledge their unique identity, strengths and weaknesses.

Be a Curious Learner: Ask challenging questions; inquire and research; set goals and make plans; create, justify and evaluate ideas; notice links, patterns and make connections; and find the fun.



SECTION 2: The SPS STRATEGIC GOALS for 2024 - 2025

1. To 'CONTINUALLY' improve the school's learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging.
2. 'Ki Runga Rawa (Aim HIGH)': To support all ākonga to be the best they can be and to develop a love and passion for learning.
3. To 'BUILD' teachers capability by embedding schoolwide best practice, which is aligned to the New Zealand Curriculum and supports each ākonga AIM High to be the best they can be.

1. To 'CONTINUALLY' improve the school's learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging.

WHAT WE WILL DO:

The Board will review relevant policies as part of the Annual Work Plan, with the aim of always providing a physically, emotionally safe and inclusive environment for all tamariki.

This includes eliminating racism, stigma, bullying and any other forms of discrimination, whilst ensuring all tamariki feel included (Reg: 127.1 (a, b, c).

As a school community, we give effect to [Te Tiriti o Waitangi](#) by:

- Working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori;
- Taking all reasonable steps to make instruction available in Tikanga Māori & Te Reo Māori;
- Achieving equitable outcomes for Māori students.

WHAT WE HOPE TO ACHIEVE:

Board Policies will provide a framework to support ākonga and staff wellbeing. The Board will use reviews to evaluate the effectiveness of relevant policies. This includes:

- PB4L Trends, including how any targeted PB4L interventions are successfully implemented whilst strengthening classroom practices
- Attendance Trends
- Wellbeing: Ākonga, whānau and staff surveys
- Tracking counselling support offered to ākonga and staff through successful stories.

Sense of belonging: Continue to create a learning environment that engages and develops a sense of belonging in all ākonga. Senior ākonga are leading school tikanga. Whānau also have a strong sense of belonging, including Education around school tikanga.

Te Reo Māori: Continue to provide opportunities for tamariki and staff to learn Te Reo Māori. Continue to build a common set of Te Reo Māori words and phrases that are naturally used as part of the daily school and classroom culture.

Tikanga Māori: Continue to provide opportunities for ākonga to lead and strengthen Tikanga Māori.

2. Ki Runga Rawa (Aim HIGH): To support all ākonga to be the best they can be and to develop a love and passion for learning.

WHAT WE WILL DO:

- a. *Ensure New Entrant ākonga, new ākonga who enrol through the year, and Year 8 ākonga have positive learning transitions.*
- b. *Continually evaluate, adapt and strengthen learning opportunities for ākonga, so they are supported to AIM High and be the best they can be. This includes:*
 - a. *Attaining their educational potential.*
 - b. *Developing abilities and attributes to be resilient, determined, confident, creative and have the ability to think critically about the community and world they live in.*
 - c. *Developing good social skills and having the ability to form good relationships.*
 - d. *Participating in community life and fulfilment of civic and social responsibilities.*

WHAT WE HOPE TO ACHIEVE:

- *Junior School pre-visit programme, supports a positive transition, whilst gathering whānau feedback on their hopes and dreams for their tamariki Education experience.*
- *Junior Targeted Programmes supports New Entrant students to make accelerated progress when they arrive at school below expectations. Whānau are also being Educated around their role as their child's first teacher (**Mutukaroa**).*
- *The Leadership Team will enrol all new ākonga through the year to see where support maybe needed, to ensure a smooth transition and to gather feedback on whānau hopes and dreams for their tamariki Education experience.*
- *Year 8 high school transition plans cater for individual learning needs and set ākonga up for a positive transition to high school.*
- *Most Year 8 learners (with a focus on Māori students and boys) are meeting/exceeding the Stratford Primary School Curriculum Milestones (Reading, Writing and Mathematics) when they leave for high school.*
- **Learning Programmes:**
 - *Instil the SPS Values, and the basics of reading, writing and number into every learner.*
 - *Provide ākonga with a broader way of thinking around sustain practices, citizenship, globalisation, enterprise and financial literacy.*
 - *Provide opportunities for all learners to experience success with their learning including learners with learning needs and/or gifted and talented traits.*
 - *To continue to involve whānau all in aspects of their child's learning journey.*
 - *Provide ākonga with rich learning experiences that enable them to identify their interests and passions across the New Zealand Curriculum.*

3. To 'BUILD' teachers capability by embedding the Stratford Primary School Teaching Approach, which is aligned to the New Zealand Curriculum and supports each ākonga AIM High to be the best they can be.

WHAT WE WILL DO:

- *Continually review and evaluate the effectiveness of our Core Teaching Approaches.*
- *To embed a collaborative teaching pedagogy (way of teaching) based on the principles of learner agency, differentiation and our school values.*
- *Continually review the SPS Teacher Hub (Local Curriculum) with the aim of aligning to the key principles of the New Zealand Curriculum.*

WHAT WE HOPE TO ACHIEVE:

- ❑ *There is consistent teacher knowledge and practice in Literacy, Mathematics and PB4L.*
- ❑ *Teachers continue to reflect against the SPS Standards of Teaching with the aim of improving their teaching.*
- ❑ *The Teaching Team continues to build on a Curriculum Design that embodies the Stratford Primary School vision and provides ākonga with broad curriculum experiences.*
- ❑ *Teachers are referring to the Teacher Hub to guide their programmes.*



Supporting Improvement Actions

<i>Curriculum Reviews:</i>	2022	2023	2024	2025
• <i>Writing</i>	✓	✓	✓	✓
• <i>Mathematics</i>	✓	✓	✓	✓
• <i>Health and Physical Education + Social Science (NZ History)</i>	✓	✓	✓	✓
• <i>Year 7-8 Tech and Leadership Programme</i>	✓	✓	✓	✓
• <i>The Arts, Science, Technology.</i>	-	-	✓	✓
<i>Community Consultation:</i>	2022	2023	2024	2025
• <i>Annual Plan, Analysis of Variance & Priorities</i>	✓	✓	✓	✓
• <i>Charter Direction - Survey</i>	✓	✓	✓	✓
• <i>Me and My School</i>	✓	✓	✓	✓
• <i>Whānau Anti-Bullying Survey</i>	-	✓	-	✓
• <i>Health Education Consultation and Review</i>	-	✓	-	✓
<i>Whānau Engagement:</i>	2022	2023	2024	2025
• <i>Whānau Day (Hangi, Term 1) - Questionnaire</i>	✓	✓	✓	✓
• <i>Whānau (Term 1) and ākonga feedback (Kapa Haka - Term 1/4)</i>	✓	✓	✓	✓
• <i>Whakapiri Morning/Book Fair (End of Term 3)</i>	✓	✓	✓	✓
• <i>Celebration/Thank you (Sharing successes - Term 4)</i>	-	-	✓	✓
<i>Personnel:</i>	2022	2023	2024	2025
• <i>Principal Professional Growth Appraisal</i>	✓	✓	✓	✓
• <i>Review of the SPS Standards (Professional Growth Cycle)</i>	✓	✓	✓	✓
<i>Finance:</i>	2022	2023	2024	2025
• <i>Audit recommendations actioned.</i>	✓	✓	✓	✓
<i>Property Projects:</i>	2022	2023	2024	2025
• <i>Enviro Plan - Continuing to work on the concept plan</i>	✓	✓	✓	✓
• <i>Junior Outdoor Area; Yr 7-8 Rooms/Corridor</i>	✓	✓		
• <i>Yr 3-4 Block, Roof Work (Toilets Block A + Block C, D, E, & G).</i>	-	-	✓	TBC
• <i>Cover the Junior Outdoor Area</i>	-	✓		
• <i>Carving display → promoting the story of the carvings</i>	✓	✓		
• <i>Panel for the Wharenui + hangi area re-developed, Improved the interior of the Wharenui</i>	-	-	-	✓

[Education and Training Act 2020: 145 Boards to monitor performance against the strategic planning documents.](#)

LEGAL REQUIREMENTS: Education and Training Act 2020

In line with the Tomorrow School's recommendations, clause 127 of the Education and Training Act refocuses Boards on a wider range of objectives, with educational achievement sitting alongside three other, equally as important, primary objectives. These are for schools to ensure that:

1. Every student is able to attain their highest possible standard in educational achievement;
2. The school is a physically and emotionally safe place for all students and staff, and gives effect to relevant student rights and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;
3. The school is inclusive and caters for students with differing needs;
4. The school gives effect to Te Tiriti o Waitangi by:
 - a. Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.
 - b. Taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori; and
 - c. Achieving equitable outcomes for Māori students.

Education and Learning Priorities: (National Education & Learning Priorities (NELP): Source: Ministry of Education, 2021)

OBJECTIVE 1: LEARNERS AT THE CENTRE

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Priority 2: Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

OBJECTIVE 2: BARRIER-FREE ACCESS

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs.

Priority 4: Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy.

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

OBJECTIVE 4: FUTURE OF LEARNING AND WORK

Priority 7: Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work.

OBJECTIVE 5: WORLD-CLASS INCLUSIVE PUBLIC EDUCATION

Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only).

STRATFORD PRIMARY SCHOOL BOARD WILL:

1. Develop, for the school, policies and practices that reflect New Zealand’s cultural diversity and the unique position of Māori culture.
2. Ensure that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents request it.

THE SPS CHARTER WILL INCLUDE:

Strategic aims, an annual plan and learning priority targets for the current year.

As part of the Charter obligations, the SPS Board will include, on an annual basis, a Work Plan in the SPS Charter that...

1. Aims to meet general government policy for all schools as stated in the NELPS and Education and Training Act (2020), as well as specific policy objectives applying to SPS.
2. Sets the board’s directions, priorities and targets for the management of the school and the board’s capability, resources, assets, and liabilities. This includes human resources (being a good employer), finances, property, and other ownership matters. The Board aims to align the above points to the strategic growth and improvement of teacher practice and student learning outcomes.

The following key documents support the implementation of the SPS Charter:

- SPS Board meetings, Finance, Audit, SUE reports, Property, and Health & Safety and Policy and Procedures folders.
- SPS professional development folder that includes reference to leadership, team leaders and staff meetings as well as associated professional development.
- SPS Personnel folders link the Standards of Teaching to teachers' professional growth, annual performance agreements that are aligned to the SPS Charter, and child protection practices.
- SPS Principal files, which includes all historical personnel and stand down/suspensions files.
- The Stratford Primary School website, <https://stratfordprimary.school>.

Requirements for 2024-2025:

- By 1 March: Publish and submit your strategic plan (in effect from 1 January 2024–31 December 2025).
- By 31 March: Publish your annual implementation plan for the current school year. Send your annual financial statements to your auditor.
- By 31 May: Publish and submit your annual report.



Stratford Primary School Board Consultation: 2023 - 2024

Group	Area of Consultation/Outcome	Number consulted	2023	2024
Kapa Haka Ākonga (Term 1)	<p>Tamariki want to have the choice of doing Kapa Haka in Term 1-2 and then deciding if they attend Puanga. For example, some tamariki feel performance anxiety.</p> <p>Tamariki want Puanga to be mainly be for Year 5-8, unless Year 3-4 can also meet the performance expectations.</p> <p>Tamariki want Kapa Haka to be in the afternoon slot so they do not miss core learning work.</p> <p>All the ākonga attending Kapa Haka agree to model manaakitanga.</p>	38	✓	
Māori Community (Term 1)	<p>Most of the whānau wanted to attend the mural unveiling or see a video of the unveiling.</p> <p>86% of whānau support the Te Reo Māori Strategy. 14% misunderstood the question.</p> <p>Whānau rated the school at being 3.8 out of 5 for valuing them as Māori. They rated the school as being 4.1 out of 5 for valuing their children’s unique identity. Note: Some questions have distorted answers. Re-do similar questions in 2024.</p>	32	✓	
School Community (Term 3)	<p>Key themes from this consultation were:</p> <ul style="list-style-type: none"> ● The community agrees with the current vision for the school (123). ● Social, emotional and relationships skills are important areas tamariki need support to learn about (83). ● Academic achievement is important to our community, specially in Literacy, Mathematics, Science and extension opportunities (59). ● Tamariki need to experience a broad curriculum e.g. The Arts, Sports, Cultural Activities (38). ● Different learning styles need to be catered for (14). ● A safe school culture based around manaakitanga values is essential for learning to occur (14). ● It is important for our tamariki to learn about their history and Te Reo (8). <p>Whānau were also consulted on Health Education and the</p>	204	✓	

	Anti-Bullying Policy. Whānau rated the school as being 4.4 out of 5 for being safe for their kids.			
School Community (Term 3)	During the Whakapiri Morning, whānau were interviewed by tamariki around the questions shared in the Term 3 newsletter. Themes were reaffirmed by the survey, including offering more support around how whānau can support their tamariki with learning at home.		✓	
Ākonga Writing Survey (Term 4)	The Deputy Principal interviewed 121 ākonga around their thoughts on writing. She used trends from this data to compare girls versus boys with the aim of raising boys' writing achievement. Next steps: This information will be used as part of the writing review for 2023 and the 2024 Writing Improvement Plan.	121	✓	

[Ed & Training Act 139](#) - Preparing Strategic Plan: 3. The board must consult with the school community, school staff, and where appropriate school's students, and other other persons required by the regulations.