

STOKE SCHOOL

Est. 1845 – 175 years of educational success



Charter and Strategic plan 2021-2023

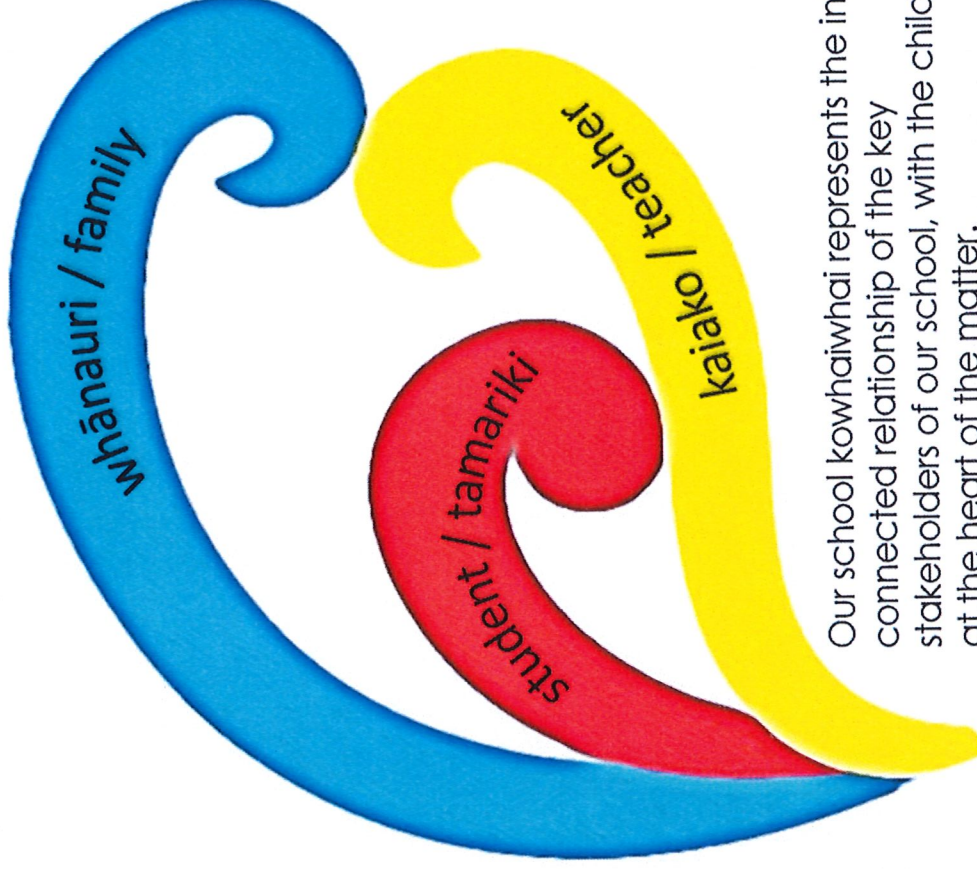
Tumuaki /Principal: Sarah Davies

Board of Trustees: Johnathan McWatt – Chairperson, Sara Jamieson – Deputy Chair, Finance, Holly Ramsay – Health and Safety, Kellie Todd – Property, Craig Logan – Staff Representative, Lucy Jackson – Community Liaison

Next Board of Trustees election date:2022

Stoke School – This is us!

- Stoke School opened on the 28 December 1845 and is the second oldest continuous public school in Aotearoa. In 2020 we turned 175 years old.
- A state funded co-educational contributing school, catering for children from Year 0 to Year 6, our roll has grown over the last few years. Our Teaching staff are well supported by ancillary staff. Due to our rapid roll growth we have had an enrolment scheme put in place from the 17th of December 2016.
- Stoke School is proud of its cultural diversity with 27.7% of our students of Māori descent, 5.1% Pacific Island, 53.2% New Zealand Europeans. The rest of the roll (14% - 31 students) is made up of 16 other ethnic groups.
- Our School is well supported by the community. Parents become involved willingly in classrooms, sporting, cultural and social activities involving children. Stoke School has an active PTA fundraising group and a very proactive Board of Trustees.
- Stoke School is an active member of Community of Learners "Te Kahui Ako o Omaio ki Tahunanui". Member schools are Enner-Glynn School, Nayland Primary, Nelson Christian Academy, Birchwood School, Tahunanui School, Broadgreen Intermediate and Nayland College. Our children interact frequently with these schools through sporting challenges; shared learning, Kapa Haka Festivals and Musical events such as Rock Fest. Our teachers interact regularly within the cluster and are part of a shared learning community as we all develop Teaching as Inquiry around many foci, such as Writing, Reading, Mathematics and Cultural Competency. We welcomed Early Childhood Education to this group in 2018.
- Stoke School has wonderful pre-school centres in our local community and we really enjoy the interaction with each centre. We have regular interaction and we enjoy opening our doors and facilities for their use.
- We are proud of our ever-growing connection to our wider community and we encourage the use of our grounds and facilities by community groups.



Our school kowhaiwhai represents the interconnected relationship of the key stakeholders of our school, with the children at the heart of the matter.

Ko te Tamaiti te Pūtake o te Kaupapa

“Te Tumu Herenga Tangata” (The Stoke/Tahunanui Kāhui Ako)



ACHIEVEMENT PLAN 2019 - 2021

Through collaboration with our community to design our local curriculum, learners in our Kāhui Ako will experience, equitable, rich opportunities to learn and progress. This will be driven by:

- promoting well being for all
- developing cultures of agency
- sharing of practice to help understand best practice
- designing local curriculum that amplify unique identities
- developing coherent learning pathways

Rationale: RATIONALE

Developing a learning community across our cluster will enable us to build capability in leadership and teacher practice across our kāhui ako with students as our focus. It will allow for greater shared pedagogies and a clear focus on priority areas identified by our schools and community, allowing for a more effective approach to professional learning.

Any learning community approach will focus on the attributes of Relationship Based Learning with a shared understanding of distributed, transformational and pedagogical leadership. Our approach will maintain a strong link to our community/school needs, along with the priorities identified by the Ministry of Education

Our work within the Stoke Tahunanui Kāhui Ako will be complementary of the work already undertaken by the schools and early childhood centres in their own settings, drawing on common student achievement needs and identifying resources from within the cluster to address these. We will endeavour to develop a sustainable, responsive approach to ensure future achievement needs continue to be analysed and planned for.

Finally, over the course of this approach, we will build closer ties with our community and involve them more in partnership with education to support the growth of future generations of learners in the Stoke Tahunanui Kāhui Ako.

Whakatauki: He hono tangata e kore e motu.
A connected group of people will never be frayed. Our whakapapa and our relationships with others join us together to make us who we are.

MĀORI DIMENSIONS AND CULTURAL DIVERSITY

Stoke School has, and works to maintain, procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.

At Stoke School we acknowledge the principles of the Treaty of Waitangi, through developing procedures and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture. In recognising the unique position of the Māori culture, and acknowledging that 27.7% of our student population identify themselves as Māori, Stoke School will take all reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language). We will continue to grow an awareness of Tikanga Māori and Te Reo Māori and provide the means of fostering cultural understanding consistent with the Treaty of Waitangi.

To acknowledge the uniqueness of Māori culture, Stoke School will provide learning opportunities in Tikanga (Māori values and practices) and Te Reo Māori.

As part of our Integrated Curriculum, we will also ensure that the students focus on Big Ideas relating to Identity, Belonging, Cultural Diversity and Biculturalism / Multiculturalism.

Stoke School will implement learning programmes that reflect and include reference to New Zealand's cultural diversity. In doing this, we will provide affirmation for each of our 21 different ethnicities.

To achieve this, the school will:

- Provide professional development around cultural competency, in Tikanga Māori /Te Reo Māori.
- Engage our Māori families voice through our whānau hui.
- Incorporate elements of Tikanga and Te Reo into teaching and learning across the curriculum.
- Ensure appropriate reporting on outcomes, tracking progress and achievement each term for our students identified as Māori.
- Continue to build positive relationships with parents of students identified as Māori.
- Celebrate our Kapa Haka group and champion our junior students to engage in a participatory role at Kapa Haka.
- Integrate multi-culturalism in curriculum planning.
- Develop closer relationships with our local Marae, Iwi partners and local Te Tau Ihu o Te Waka-a-Māui Iwi.
- Utilise Ngāti Apa ki te Rā Tō Trust on all appropriate occasions.
- Ensure there are adequate resources to support Tikanga and Te Reo programmes.



Strategic Aims

Ngā Ākonga: Students are our focus.

All students are at the centre of their education by being active participants and displaying student agency. Their well-being is recognised and important.

Aim 1.1 – Develop and improve pedagogy and teaching as inquiry practices to accelerate and support student achievement.

Aim 1.2 – Review and develop strategies to grow student well-being.

Aim 1.3 – Build the capacity of our students to own and be responsible for their own learning.

Haumāiui: Achievement

Learning is our goal: All students can access The New Zealand Curriculum and make progress and achieve in relation to national curriculum levels.

Aim 2.1 – Develop and improve pedagogy and assessment practices to accelerate and support student achievement.

Aim 2.2 – Encourage multi-level participation in the review of the Stoke School curriculum and consolidate relationships with a growing local curriculum, shared with Kahui Ako.

Ako: Kia Whakaako

Teaching and Learning: Teaching is our craft.

Teachers effectively teach all groups of students so they can learn and achieve:

Aim 3.1 – Develop future focused and innovative learning environments which promote collaborative learning and engagement.

Aim 3.2 – Create a culturally safe learning environment for all learners (staff, whānau, ākonga).

Aim 3.3 – Develop a cultural knowledge (identity) and be critical thinkers who are advocates of change to improve educational outcomes for all learners.

Whānau a Kura: Community - Inclusivity is our foundation

Maintain a responsive and inclusive community culture which believes all students can and will achieve.

Aim 4.1 – Enhance methods of reporting to our community.

Aim 4.2 – Grow our relationships with Māori / Pasifika families and develop their involvement with teaching and learning.

Aim 4.3 – Well-being of our Whānau (students, families and staff) is evaluated and actions taken to support a more positive culture.



Stoke School, Strategic Planning 2021 -2024

Strategic Aim 1: Nga Akonga - Students are our focus

All students are at the centre of their education by being active participants and displaying student agency. Their well-being is recognised and important.

2021

- Aim 1.1 – Develop and improve pedagogy and teaching as inquiry practices to accelerate and support student achievement.
- Aim 1.2 – Review and develop strategies to grow student well-being.
- Aim 1.3 – Build the capacity of our students to own and be responsible for their own learning.

2022

- Aim 1.1 – Embed pedagogy and teaching as inquiry practices to accelerate and support student achievement.
- Aim 1.2 – Establish and embed strategies to grow student well-being.
- Aim 1.3 – Embed and reinforce the capacity of our students to own and be responsible for their own learning.

2023

- Aim 1.1 – Review all teaching as inquiry practices to accelerate and support student achievement and develop future plans.
- Aim 1.2 – Review and consolidate strategies to grow student well-being.
- Aim 1.3 – Review and capture the current capacity of our students to own and be responsible for their own learning.

2024 – the long game...

Teachers know the child by compiling relevant student profiles
School reaches benchmarks at important milestones linked to key competencies
Students are aware of student agency and are active participants in their learning
Student ownership of results is evident through student voice and conferences
All students enjoy academic success across all levels of the National Curriculum

Equity of results achieved across gender and ethnicity
Students enjoy successful transitions from pre-school to school, class to class and from school to Intermediate
with well-being at the forefront of info collated



Stoke School, Strategic Planning 2021 -2024

Strategic Aim 2: Haumāiui, Achievement: Learning is our goal:

All students are able to access The New Zealand Curriculum and make progress and achieve in relation to national curriculum levels.

2021

- Aim 2.1 – Develop and improve pedagogy and assessment practices to accelerate and support student achievement.
- Aim 2.2 – Encourage multi-level participation in the review of the Stoke School curriculum and consolidate relationships with a growing local curriculum, shared with Kahui Ako.

2022

- Aim 2.1 – Implement pedagogy and assessment practices with consistency school-wide, to accelerate and support student achievement.
- Aim 2.2 – Develop multi-level participation in the review of the Stoke School curriculum and consolidate relationships with a growing local curriculum, shared with Kahui Ako.

2023

- Aim 2.1 – Review all teaching as inquiry practices to accelerate and support student achievement and develop future plans.
- Aim 2.2 – Review and consolidate strategies to grow student well-being.
- Aim 2.3 – Review and capture the current capacity of our students to own and be responsible for their own learning.

2024 – the long game...

Consistent assessment data is collected and analysed to make decisions about teaching and learning

All teachers' data is current, relevant and used as a basis for inquiry

All students enjoy academic success across all levels of the National Curriculum

Equity of results achieved across gender and ethnicity

Clear goals are set and shared around achievement and staff can talk about the impact they have on these goals

BOT has an up-to-date student achievement data picture and can plan based on this

The Kahui Ako is using our current kura data to inform their practices



Stoke School, Strategic Planning 2021 -2024

Strategic Aim 3: Kia Whakaako

Teaching and Learning: Teaching is our craft. Teachers effectively teach all groups of students so they can learn and achieve

2021

- Aim 3.1 – Develop future focused and innovative learning environments which promote collaborative learning and engagement.
- Aim 3.2 – Create a culturally safe learning environment for all learners (staff, whānau, ākonga).
- Aim 3.3 – Develop a cultural knowledge (identity) and be critical thinkers who are advocates of change to improve educational outcomes for all learners.

2022

- Aim 3.1 – Embed future focused and innovative learning environments which promote collaborative learning and engagement.
- Aim 3.2 – Embed the culturally safe learning environment for all learners (staff, whānau, ākonga).
- Aim 3.3 – Embed a cultural knowledge (identity) and be critical thinkers who are advocates of change to improve educational outcomes for all learners.

2023

- Aim 3.1 – Review our future focused and innovative learning environments which promote collaborative learning and engagement and amend planning
- Aim 3.2 – Review the culturally safe learning environment for all learners (staff, whānau, ākonga).
- Aim 3.3 – Review our cultural knowledge (identity) and as critical thinkers establish a plan to continue to improve educational outcomes for all learners.

2024 – the long game...

Targeted student learning intervention identified through self-review

Teaching as Inquiry informs collaborative change and professional development

Considered risks taken in a supportive learning environment

Whānau are seen as active participants in the learning process and concepts of Ako are embedded

Conversations about change and learning are commonplace across all levels of the school community

BOT has knowledge of current staff development areas and participates in professional learning contracts as appropriate

Curriculum Action Plans are embedded and are a source for teachers to identify target students



Stoke School, Strategic Planning 2021-2024

Strategic Aim 4: Whānau a Kura - Community, Inclusivity is our foundation

Maintain a responsive and inclusive community culture which believes all students can and will achieve

2021

- Aim 4.1 – Enhance methods of reporting to our community.
- Aim 4.2 – Grow our relationships with Māori / Pasifika families and develop their involvement with teaching and learning.
- Aim 4.3 – Well-being of our Whānau (students, families and staff) is evaluated and actions taken to support a more positive culture.

2022

- Aim 4.1 – Embed methods of reporting to our community.
- Aim 4.2 - Acknowledge our relationships with Māori / Pasifika families and support their involvement with teaching and learning.
- Aim 4.3 – Well-being of our Whānau (students, families and staff) is monitored and embedded to maintain a more positive culture.

2023

- Aim 4.1 – Review methods of reporting to our community.
- Aim 4.2 – Continuously review our relationships with Māori / Pasifika families and support their involvement with teaching and learning.
- Aim 4.3 – Well-being of our Whānau (students, families and staff) is monitored and a reciprocal relationship for the benefit of well-being is present.

2024 – the long game...

School will continue to work with supporting agencies to support the whole family from within the school context

Whānau are present at times throughout the day and feel they can contribute

Student and Whānau world views are consistently reflected in school practices and interactions

Students, staff and community feel safe, supported and understood

Māori achieving success as Māori; Pasifika achieving success as Pasifika

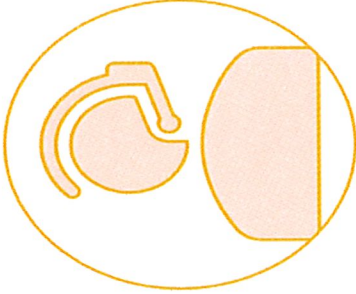
A fully inclusive environment

Our staff and community work collaboratively with students with learning needs

Our BOT reflects our community without the need to co-opt members

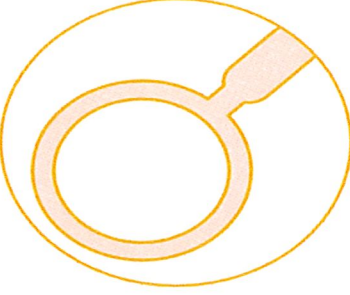


Mission



To provide a respectful,
supportive environment,
where our children strive to
achieve highly and be the
best they can in all they do
as life long learners

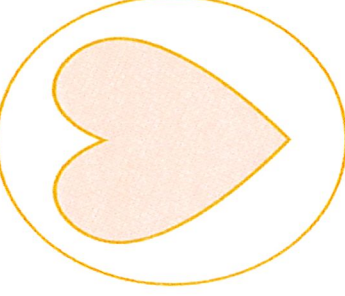
Vision



"Tū ifi tū tonu mai"

**We are proud, humble and
will keep striving.**

Values



"We're STOKED"

Supportive: help each other be friends
and in learning too

Tūturu: to be real, authentic – yourself!

One Whānau: we're all in this together!

Kaitiakitanga: Guardians of our
tūrangawaewae

Enthusiastic: Positive, motivated and
happy in our learning

Diverse: We are all unique and this is
valued and celebrated in our learning



Respect

Rules:



Responsibility



Safety



Goals for Learning 2021

Reading

2021 Strategic Goal 1: *Learning is our goal: All students can access The New Zealand Curriculum and make progress and achieve in relation to national curriculum levels.*

Aim 2.1 – Develop and improve pedagogy and assessment practices to accelerate and support student achievement.

Baseline data: Analysis of school-wide data in December 2020 identified that:

57% (32/56) of Māori students not achieving acceleration in pace of progress – and 66% (12/18) of Pasifika students are not achieving acceleration in pace of progress.

We have used this data to inform target setting.

Target:

- Improve outcomes for particularly Māori and Pasifika students, who are achieving Below or Well Below the curriculum expectation.
- Accelerate progress of all students performing below expectation within each class who meet these criteria.

Writing

2021 Strategic Goal 1: *Learning is our goal: All students can access The New Zealand Curriculum and make progress and achieve in relation to national curriculum levels.*

Aim 2.1 – Develop and improve pedagogy and assessment practices to accelerate and support student achievement.

Baseline data: Analysis of school-wide data in December 2020 identified that:

76% (43/56) of Māori students not achieving acceleration in pace of progress, – and 55% (10/18) of Pasifika students are not achieving acceleration in pace of progress. Our male student's data tells us that 32% (42/ 131), over a third of all boys do make sufficient progress in writing.

We have used this data to inform target setting.

Target:

- Improve outcomes for particularly male, Māori and Pasifika students, who are achieving Below or Well Below the curriculum expectation.
- Accelerate progress of all students performing below expectation within each class who meet these criteria.

Math

2021 Strategic Goal 1: *Learning is our goal: All students can access The New Zealand Curriculum and make progress and achieve in relation to national curriculum levels.*

Aim 2.1 – Develop and improve pedagogy and assessment practices to accelerate and support student achievement.

Baseline data: Analysis of school-wide data in December 2020 identified that:

75% (42/56) of Māori students not achieving acceleration in pace of progress – and 77% (14/18) of Pasifika students are not achieving acceleration in pace of progress.

We have used this data to inform target setting.

Target:

- Improve outcomes for particularly Māori and Pasifika students, who are achieving Below or Well Below the curriculum expectation.
- Accelerate progress of all students performing below expectation within each class who meet these criteria.

These goals have been discussed and explored by the Stoke School Board of Trustees, who also identify these as areas for development and improvement in 2021.

Annual Plan – 2021:

Ngā Ākonga: Students are our focus.

All students are at the centre of their education by being active participants and displaying student agency. Their well-being is recognised and important.

Initiative	<u>Aim 1.1</u> – Develop and improve pedagogy and teaching as inquiry practices to accelerate and support student achievement.		
2021 development			
What?	How?	Who?	Measures of success?
Develop staff understanding of data literacy	Etap as a tool for holding assessment and interpreting data	Etap – Andy McFarlane, Angela Jonston All teaching staff	AREA data sheets are accompanied by in-depth class level data analysis Programme effectiveness is based on data use and knowledge in relation to tamariki performance
All teachers analyse student achievement data to determine effectiveness of programmes and adapt or change teaching strategies through the Spirals of Inquiry programme and our Knowing our Learners programme	AREA data sheets are annotated with notes and data driven responses to what is happening for students at Stoke School	All teachers	Students make accelerated progress – achievement data is improved Student monitoring term by term (AREA data) reflects progress increments over time Tracking and monitoring records discussions regularly about improving student achievement
All teachers engage in professional development through the RBL (relationship-based learning) profile	Develop understanding of co-construction and GPILSEO model	Lead teacher in school X-CoL liaison teacher All class teachers	Teachers are co-constructing and problem solving together Teachers have student goals and can talk about how they are achieving them
	<u>Aim 1.2</u> – Review and develop strategies to grow student well-being.		
2021 development			
What?	How?	Who?	Measures of success?
Restorative practices training Professional Learning Development completed	Delivered by trained facilitator through MOE professional learning development	Sheridan Gray Delivered to all staff	Restorative practices are used in all behavioural incidents There is continuity and a clear criterion used in this practice
Restraint Training (UBRS) delivered and practices embedded in school context	Teacher only day professional development	Bernadette – MOE Staff – teachers and teacher aides	Policy and procedure is articulated by staff Procedures and policy are followed De-escalation strategies are priority for managing behaviour

Tier 2 PB4L (positive behaviour for learning)	Delivered by a team led by Craig Logan and MOE	Paul Jonstone Delivered to all staff	Tier 2 interventions support behaviour and tamariki behaviour
<u>Aim 1.3</u> – Build the capacity of our students to own and be responsible for their own learning.			
2021 development			
What?	How?	Who?	Measures of success?
Board of Student lead conversations about learning with their peers	Train BoS to have voice collection conversations with their peers	Class elected representatives and older tuakana teina	Our tamariki are able to engage in conversations about learning Children initiate conversations about their learning
Engage class teachers and teacher aides in developing a co-construction model to be used in class	Use tools and resources from the RBL profile to support the development of the co-construction model	Lead teacher in school X-CoL liaison teacher All class teachers	Tamariki know "what a good one looks like" and can articulate what they are doing next (next steps) in learning.

Haumāuiui: Achievement

Learning is our goal: All students can access The New Zealand Curriculum and make progress and achieve in relation to national curriculum levels.

Initiative	<u>Aim 2.1</u> – Develop and improve pedagogy and assessment practices to accelerate and support student achievement.		
2021 development			
What?	How?	Who?	Measures of success?
Develop data literacy for teachers	Etap as a tool for holding assessment and interpreting data will be developed to allow teachers to better understand their data	Etap – Andy McFarlane, Angela Jonston All teaching staff	AREA data sheets are accompanied by in-depth class level data analysis
Senior Leadership Team (SLT) has increased capacity to lead the school BOT further develops policy for focusing on achievement (e.g. budgets) and focuses on best practice governance to make a difference to student progress, achievement and well-being	Participation in PLD opportunities have given the SLT the skills and knowledge to function as an effective management team SLT members know how to manage staff issues effectively SLT members know how to manage student behavioural issues effectively SLT members know how to action and evaluate teaching as inquiry plans BOT attends PLD to support their roles and uses this new learning to govern the school	SLT BOT	The SLT understands, monitors and implements effective evaluation of teaching programmes The Board of Trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement, and well-being, as outlined in governance policies
2021 development			

	<u>Aim 2.2</u> – Encourage multi-level participation in the review of the Stoke School curriculum and consolidate relationships with a growing local curriculum, shared with Kahui Ako.		
2021 development			
What?	How?	Who?	Measures of success?
Community consultation processes are reviewed at BOT and SLT level	The Hautū tool focuses conversation on community consultation	BOT SLT	Ideas to engage community are facilitated into action to collate community voice and voice is used to inform decisions about change in practices
Stoke School develop further the local curriculum alongside Kahui Ako work	Engage with Kahui Schools in sharing practice and development of the local curriculum	Within school SLT	Continuity of curriculum developing across Kahui
Engage further in developing a closer relationship with Ngati Apa (settlement partnership) in order to integrate their local stories into Stoke School local curriculum	Invite iwi representation at discussion about Stoke School curriculum	Tumuaki Ngati Apa representatives	Increased reporting and sharing of information between parties Local stories and versions of are told within local curriculum

Ako: Kia Whakaako

Teaching and Learning: Teaching is our craft.

Teachers effectively teach all groups of students so they can learn and achieve:

Initiative	<u>Aim 3.1</u> – Develop future focused and innovative learning environments which promote collaborative learning and engagement.		
2021 development			
What?	How?	Who?	Measures of success?
Co-construction teams	Integrated within staff and syndicate meetings throughout the year Shared goals are discussed and connect to local curriculum	Class teacher X-col teachers In school Col teacher SLT	Teachers are using the RBL profile to develop collaborative learning environments Classes co-construct at multiple levels
Work with colleagues, within school and across kahui, and with resource teachers to identify successful ways of approaching the difficulties in learning faced by children.	Attend Kahui Ako workshops Lead others in engaging with the RBL (relationship-based learning) profile Identify all tamariki with learning challenges and find pathways for success through the RBL profile	Class teachers Curriculum leaders Kahui Ako teachers RTLB SENCo	Accelerated pace of learning (faster than previous progress) for these learners Equity in education for these learners can be identified, tracked and monitored
Develop learners who are: collaborative culturally connected	Embed both parts (PT1 and PT2) of the RBL profile in class practices	SLT Class teachers Curriculum leaders Kahui Ako teachers	Students can articulate their learning and next steps

empowered and active learners critical, creative and reflective thinkers digitally literate curious and adaptable	Engage in impact coaching Use voice to inform changes Embed the digital tech curriculum Build student agency		Whānau can talk about what their tamariki are learning School provides an environment in teaching and learning which is exciting for learners
<u>Aim 3.2</u> – Create a culturally safe learning environment for all learners (staff, whānau, ākonga).			
2021 development			
What?	How?	Who?	Measures of success?
Develop 5YP plan to ensure learning environments allow opportunities for collaboration and play based learning provocations	Develop relationship with Onus – new project manager 2021 Ensure planned learning environments cater for a range of learners	Principal BOT	Learning environments allow opportunities for collaboration and play based learning provocations
Identify whakawhanaungatanga (the process of building relationships) as a key tikanga (culturally responsive approach) for improving behaviour and learning outcomes for Māori students	Use the RBL profile to establish tikanga and protocols for new staff to engage Use AREA data to share knowledge of tamariki with other educators Collaborate in building a local curriculum	All staff	Students feel connected to school and whānau feel heard and listened to - a collaborative partnership increases equity for students
<u>Aim 3.3</u> – Develop a cultural knowledge (identity) and be critical thinkers who are advocates of change to improve educational outcomes for all learners.			
2021 development			
What?	How?	Who?	Measures of success?
Develop effective culturally responsive pedagogy that supports and promotes tamariki, whānau and staff learning	The curriculum makes connections to learners' lives, prior understandings, out-of-school experiences and real-world contexts.	Class teachers Teacher Aide SLT	Student's feel engaged in the school context Students express a belief that teachers listen to their needs and wants – student voice
	The cultural competencies for teachers of Māori students – tātaiako: manaakitanga, ako, whanaungatanga, wānanga and tangata whenuatanga – can be observed in teacher practice.	Class Teachers SLT	Cultural competencies are visible and heard in all classes There is increased continuity across the school around practices carried out
	Students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency.	Technology leader SLT Class Teachers	The agreement between tamariki and staff, and whānau expectations for use of digital devices align further and tamariki become digital fluent in both home and school contexts

Whānau a Kura: Community – Inclusivity is our foundation

Maintain a responsive and inclusive community culture which believes all students can and will achieve.

Initiative	<u>Aim 4.1</u> – Enhance methods of reporting to our community.		
2021 development			
When?	What?	Who?	Measures of success?
Reporting to whānau about their tamariki achievement in a way that is clear and feeds forward Goals are co-constructed with tamariki and their whānau	Continue to refine our student report template, ensuring it covers achievement, values and learning assets. Continue to encourage and use the online real-time communication provided by ClassDojo, to report regularly to Parents/whānau and Mailchimp (newsletter) for whole school success and updates	Principal Class Teachers Teacher Aides BOT PTA – information and events that unite the community	Whānau report knowing what is happening in their tamariki's lives at school Whānau and tamariki are proud and can articulate success about their time, academic achievement and relationships at Stoke School
	<u>Aim 4.2</u> – Grow our relationships with Māori / Pasifika families and develop their involvement with teaching and learning.		
2021 development			
When?	What?	Who?	Measures of success?
Establishing and maintaining productive partnerships with iwi, hapū and whānau that can contribute to our Māori students enjoying education success as Māori is a priority	Continue to build staff capability, and embed language, culture and identity into our programmes and resources. Teachers will have high expectations of Māori students. Continue to drill down into our data to identify areas requiring targeted interventions and to learn from our successes	Principal BOT All staff Kahui Ako	AREA data sheets will reflect our growing knowledge of our Māori and Pasifika whānau
Building relationships with Māori / Pasifika families and communities, and partnerships with schools and providers to support Pasifika identities, languages, culture and achievement	Develop new approaches to engage parents, families and communities in our kura Connect and survey – use Pasifika voice to inform ways to move forward and form an educational plan	Staff Principal BOT	Māori and Pasifika whānau have a visible presence in school and seek opportunities to share and engage within all the mahi (work) of Stoke Kura
Develop new views of equity, diversity and inclusivity at Stoke School	Have multiple community events during the year	Class teachers SLT Principal BOT	There is increased engagement of students, whānau and

	<p>Informal meetings and interviews are offered and attended – kanohi ke ti kanohi</p> <p>Offer community workshops around curriculum, planning and relationships over the school year</p>		<p>communities in co-shaping education to address their individual needs, strengths, interests and aspirations, while also ensuring that all students have opportunities to develop and succeed according to the high-level educational aspirations set</p>
<p><u>Aim 4.3</u> – Well-being of our Whānau (students, families and staff) is evaluated and actions taken to support a more positive culture.</p>			
<p>2021 development</p>			
When?	What?	Who?	Measures of success?
<p>The Board of Trustees actively represents and serves the school and education community in its stewardship role</p>	<p>Develop use of aspects of the Hautū tool</p> <p>From the tool BOT develops an understanding of where the school sits in relation to community and cultural connectivity to community</p>	<p>BOT</p>	<p>The school curriculum is inclusive and responsive to local needs, contexts and the environment, and enables all students to become confident, connected, actively involved, lifelong learners</p> <p>Trusting and culturally responsive relationships have been built with the school community to ensure active, reciprocal communication with, and participation in, the life of the school</p> <p>Student learning, wellbeing, achievement and progress is the Board's core concern.</p>
<p>The well-being of students, staff and whānau is monitored and actively improved</p>	<p>Students consulted about their well-being at school</p> <p>Whānau are consulted about the well-being of students at school – surveys and kanohi ki te kanohi</p> <p>Staff are consulted about their well-being at school by BOT</p> <p>The PB4L Team use this consultation to implement and review schoolwide initiatives to improve the well-being of students at school</p> <p>Students know, understand and action our school vision and values</p>	<p>PB4L team</p> <p>SLT</p> <p>Class teachers</p> <p>Representative groups within the community – invited and self-selected</p> <p>BOT</p>	<p>Caring for staff well-being means:</p> <ul style="list-style-type: none"> - Staff are able to communicate their well-being without judgment - There is adequate and timely support for all staff - The SLT and BOT are committed to enhancing staff well-being <p>Caring for student and whānau well-being means that barriers for learning are known, monitored and supported for everyone</p>

Develop a school wide goal to improve well-being outcomes for all tamariki based on NZCER survey results

Student and whānau voice is gathered formally and informally to measure student well-being.
Student and whānau voice is used by staff to implement initiatives that improve student wellbeing.
Staff voice will be gathered formally and informally to implement initiatives to improve well-being
Behaviour Management data is analysed and reviewed regularly to search for trends and to implement suitable strategies for improvement
Restorative Practices training is completed through MOE
UBRS training will be completed
NZCER results are compared and analysed to support development of programmes

PB4L team
Tier 2 team facilitators
SLT

Well being is at the forefront of positive engagements with all parties in the school context
Restorative processes are embedded and as a result conflicts are well managed and negotiated
All staff will favour de-escalation strategies to support interpersonal relationships between tamariki



The Board of Trustees will...

Lodge a copy of its annual updated Charter including our Annual Targets/Annual Analysis of Variance including NAG2a data to the Ministry of Education by the required date at the start of the school year.


We will comply with all legislation regarding NAG 6.

- Identify targets for student achievement through annual assessment against the National Curriculum.
- Report to students and parents on their achievement at least twice a year. Ensure opportunities for reporting to be unpacked through face-to-face engagement – kanohi ki te kanohi.
- Consult regularly with its community, including the school's Māori and Pasifika community, discussing student achievement.
- Act as a good employer to teaching and non-teaching staff by following appropriate personnel and industrial relations policies.
- Prepare a budget to monitor and control school expenditure.
- Allocate funds to meet the school's priorities so that student achievement is enhanced.
- Implement the 5/10 Year Property Plan to ensure the schools facilities provide a safe, healthy, attractive learning environment.

A copy of this Charter is available to the community online at www.stoke.school.nz or at the school office.

The Board of Trustees must ensure the School has a clear sense of purpose by establishing its strategic objectives, documenting these objectives in a school charter, and monitoring progress in achieving these objectives. Our Charter documents these goals. It is a document that we update and review regularly. It is a public statement to our parents, staff and students of our commitment to achieving these goals. We can also use it to measure, review and report on our progress to meeting these goals. It is forward looking and it reflects the uniqueness of our School and our community. The Board of Trustees at Stoke School agree that this is the set direction for 2021.

Signed:


Chairperson, Board of Trustees


Principal

19.02.2021
Date

