



**STANHOPE**

**Friends, Learners, Guardians**  
**Whakahoahoa, Akonga, Kaitiaki**

**STANHOPE ROAD SCHOOL**  
**MOE Number 1511**

**CHARTER AND STRATEGIC PLAN**

**2019**

# Introduction

STANHOPE ROAD SCHOOL	STORY BEHIND OUR LOGO	OUR TEAM AND WHO WE ARE
<p>Stanhope Road School opened on February 4th 1958 with a roll of 300 students to cater for an increase in numbers at the neighbouring Ellerslie and Panmure schools. The school opened with four classrooms and a newly developed grass field. Currently the school has over 500 students and 24 classrooms with a Performing Arts Centre, a Hall, an Art room, a Library and a warm welcoming staff room and office area.</p> <p>The first Parent Teachers' Association had the 'ambitious' goal of holding a school fair with the specific aim of raising enough money to purchase a school piano and a film strip projector. Move forward almost 6 decades and the current Parent Support Group raises money for digital learning technologies which connect to wireless</p>	<p><b><i>E nga mana, e nga reo, e nga iwi katoa</i></b> <b><i>Tena koutou, Tena koutou,</i></b> <b><i>Tena koutou katoa</i></b> <i>(To the powers above, to all languages, to all people represented here. Greetings, Greetings, Thrice Greetings to you all)</i></p> <p><b>FRIENDS:-</b> The 8 school levels that children go through at school (Year 1-8) are represented in the 'tail' of the logo (part of the 8 limbed Taniwha)- and the Koru next to the tail portrays a baby fern slowly unwinding over its adolescent lifetime as it grows into a mature frond. All components work harmoniously together.</p> <p><b>LEARNERS:-</b> The "S" shape within the mountain which is Maungarei (at the</p>	<p>At Stanhope Road School we have:</p> <p><b>WHAKATŌTANGA - Years 1-2 students</b> This team consists of 7 classes who are currently teaching our Junior students in the "Discovery" part of learning. Being a very diverse community, we believe in providing programmes to enrich the oral language capabilities of our early learners, front loading them with the development of their Key Competencies and working actively to strengthen educative relationships with our local early childhood community to promote strong, effective transitions to school.</p> <p><b>TUPURANGA - Years 3-4 students</b> This team consists of 5 classes who are currently teaching our Middle school students in the "Inquiry Learning" model of learning. Being a very diverse community, we believe in building on</p>

internet allowing for our living local, learning global society we are now living in.

At our last Cultural Parade at the end of 2018, there were 60 nations represented - a very diverse and multicultural community.

Our families demonstrate a healthy support to the school and work strongly in partnership with the school, progressing children's learning goals.

Our staff demonstrate a solid work ethic and a genuine love of the children in planning to progress children's learning goals with harmonious collaborative relationships.

Our school is currently part of the Maungakiekie Community of Learners and Stanhope School is represented in this Kāhui Ako by having the Lead Principal, and an Across School Mentor as part of their staff.

We are a unified, collaborative team of professionals who are dedicated to celebrating success in all forms, being good Friends, Learners and Guardians.

top) portrays the spirit of fresh beginnings.

The students are the climbers of the mountain, striving to achieve school goals and life skills required on a student's journey through life. They climb the "S" for STANHOPE which is also like a road.

**GUARDIANS:-** A Taniwha called Te Moko Ika ā Hikuwaru with 8 limbs came to Aotearoa with the Tainui waka, and settled in the Panmure Basin. It has influenced the logo as it was also the Guardian of the sacred spring which feeds the spring known as Te Waipuna o Raiatea (we know it as Waipuna).

Our logo was developed in 2014 by a group of students working with our Art Teacher capturing the 'essence' of the consultation with all students who provided input of ideas and meanings for what it means to be a successful "Stanhope" student

the strengths of our students as they move from the "Discovery" learning into the "Inquiry Learning" model of teaching by introducing them to their responsibilities for being good kaitiaki for the world in which they live.

#### **PUĀWAITANGA - Years 5-6 students**

This team consists of 5 classes who are currently teaching our Senior school students in an Innovative Learning space, how to become more independent learners and explore good leadership opportunities as they progress within our school.

#### **HAUTŪTANGA - Years 7-8 students**

This team consists of 4 classes who are currently teaching our Intermediate school students in a soon to be completed Innovative Learning space, how to lead our school, and demonstrate quality Leadership which will prepare them for their transition to college.

We celebrate our leaders in all aspects of school life and enjoy the strengths and capabilities of our great students.

# OUR VALUES AND WHAT WE BELIEVE IN AT SRS

*By demonstrating our School Values  
Friends, Learners and Guardians  
In all we say and do!*

we will promote the message that  
*"Everyone has the right to come to school each day and be safe and happy!"*

## School Vision

By the end of their journey at Stanhope Road School, each Friend, Learner and Guardian will have a strong sense of identity and purpose.

They will be:  
respectful of diversity  
confident, curious, creative and collaborative  
resilient and adaptable with growth mindsets and grit  
capable and confident to lead themselves and others

Values at Stanhope Road Primary School are closely linked to those of the NZC and are practised by staff and students:

**Excellence:-** *by aiming high, by persevering in the face of difficulties and by celebrating progress and achievement.*

**Innovation, inquiry and curiosity:-** *by thinking critically and by learning creatively and reflectively.*

**Diversity:-** *as found and valued in our different cultures, languages and heritage.*

**Equity:-** *through fairness and social justice.*

**Community and participation:-** *leading to a strong sense of Ako.*

**Ecological sustainability:-** *which includes care for the environment.*

**Integrity:-** *which involves being honest, responsible, and accountable and acting ethically.*

## NATIONAL ADMINISTRATION GUIDELINES (NAGS)

The Spiral of Inquiry model will be used to help Leaders and Teachers gain “IMPACT” to their pedagogy by rigorously analysing achievement data to find out what is contributing to the results they are seeing. In this way we can focus on changes and improvements that will lift outcomes in student learning and celebrate a quality learning environment.

<b>NAG 1</b> National Curriculum Teaching and Learning	<b>ACTION</b> <i>“Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the Curriculum”</i>
<b>Build capability to use digital technologies to enhance current practice and open up new and different ways of teaching and learning</b>  <b>Build capability and support to accelerate achievement for student</b>	<ul style="list-style-type: none"><li>● <b>Continue to grow the expertise of our teachers in Puāwaitanga and Hautūtanga to explore current successful teaching practice in Innovative Learning Environments - Puāwaitanga and Hautūtanga</b></li><li>● <b>Launch and develop the Digital Technologies Curriculum at Teacher Only Day with expert facilitation from Steve Voissey, on-going Professional Development throughout 2019. Apply for Ministry Funding to help facilitate this and ensure facilitation throughout the year.</b></li></ul>

<p><b>learning in all classes</b></p>	<ul style="list-style-type: none"> <li>● Continue to purchase appropriate resources to ensure this occurs.</li> </ul>
<p><b>Build capability and support for teachers improve mathematics achievement</b></p>	<ul style="list-style-type: none"> <li>● Continue to work with Fiona Fox Consultant in teaching of mathematics. 75 hours free professional development allocated for 2019 to be used working with staff, observations.</li> </ul>
<p><b>Introduce a Mindfulness Programme implemented across all classrooms</b>  <b>Continue a focus on Future Learning Technologies and begin to document new learnings as a future curriculum development</b></p>	<ul style="list-style-type: none"> <li>● Two teachers attended Mindfulness Training in Term 4 2018. Staff completing readings and discussions around Mindfulness. Whole School Professional Development booked for all teaching staff and teachers aides in July 2019.</li> <li>● Continue to support the development of our new “Discovery” learning programme for Juniors with emphasis on the Key Competencies and integrated curriculum</li> <li>● Continue to support the development of our “Inquiry Learning” model for Middle, Senior, Intermediate students with emphasis on leading our own learning; student goal setting and peer assessment</li> </ul>
<p><b>Continue to focus on improving Maori student achievement outcomes school-wide</b></p>	<ul style="list-style-type: none"> <li>● Incorporate Te Ao Maori into Inquiry planning to provide a Maori world view with each inquiry plan (context specific)</li> <li>● Employment of Te Reo support teacher 0.4 for 2019</li> </ul>
<p><b>Build Cultural Responsiveness capability to recognise and respond to cultural diversity in our community</b></p>	<ul style="list-style-type: none"> <li>● Continue to build capability in the learning process with Whānau by prioritising celebrations of children’s learning in the school overview</li> <li>● Whanau evenings scheduled Term 1 &amp; term 3 with Maori/Pasifika families, share curriculum, achievement, nexts steps, working together.</li> </ul>

	<ul style="list-style-type: none"> <li>● Continue to provide Culturally Responsive programmes celebrating the cultural diversity we have among our students and whānau.</li> <li>● Complete documentation that describes SRS Culturally Responsive pedagogy <ul style="list-style-type: none"> <li>- review and amend our Maori achievement plan</li> <li>- continue to prioritise our Cultural celebrations of our diverse community</li> <li>- maintain the 'Stanhope Welcome' assemblies for honouring visitors and newcomers to our school via the use of our diverse range of languages</li> </ul> </li> </ul>
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<p><b>NAG 2</b> Strategic Planning, Reporting, and Evaluating School Programmes</p>	<p><b>ACTION</b></p>
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<p>Maintain an ongoing programme of Self-Review of school policies, plans and programmes, including evaluation of good quality assessment information on student progress and achievement</p> <p>Report student progress and achievement to students, parents and community on the basis of good quality assessment information</p> <p>Increasing engagement with the community and reporting on</p>	<ul style="list-style-type: none"> <li>● On-going review of documentation throughout the year to ensure we are catering for all students <ul style="list-style-type: none"> <li>- Curriculum Document</li> <li>- Assessment Management Plan</li> <li>- Social Curriculum</li> <li>- Digital Learning with Technologies and Purchasing Plan</li> </ul> </li> <li>● Continue to refine assessment practices and how we report to parents and the community.</li> <li>● Scope and implementation of the Learning Progressions Framework and the PACT tool for monitoring student achievement and reporting to parents</li> <li>● Scheduled consultation with Maori and Pasifika Parents in Term 1 and Term 3. Curriculum evenings to be scheduled and more curriculum information</li> </ul>
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student achievement and next steps	circulated to the community
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<p style="text-align: center;"><b>NAG 3</b> <b>Employment and Personnel</b></p>	<p style="text-align: center;"><b>ACTION</b></p>
<p><b>Develop and implement personnel policy and procedural frameworks which promote high levels of staff performance and recognise the needs of students</b></p>	<ul style="list-style-type: none"> <li>● <b>Introduce new school-wide appraisal system (Arinui) from Evaluation Associates, specific focus of teachers being reflective into their practice, improving student achievement levels and policies and procedures to introduce and embed the 6 Practising Teachers' Criteria within the Code of Professional Responsibility with the Education Council of Aotearoa NZ</b>  <a href="#"><u>Our Code, Our Standards - EDUCANZ</u></a>            Deputy Principals and Assistant Principal attend Professional Development and lead this school-wide</li> </ul>
<p><b>Continue to expand capability in the school's Leadership team and develop succession planning for key positions if or when leaders exit</b></p>	<ul style="list-style-type: none"> <li>● <b>Prioritise Leadership PLD opportunities to build capabilities in the MaCOL Team / Team Leaders / Curriculum Leaders and others as needs arise</b></li> </ul>

<p align="center"><b>NAG 4</b> <b>Property and Finance</b></p>	<p align="center"><b>ACTION</b></p>
<p><b>Continue to allocate funds to reflect the school's priorities with the SRS Charter</b></p> <p><b>Monitor and control school expenditure to ensure annual accounts are prepared and audited successfully</b></p> <p><b>Implement a maintenance programme to ensure school buildings and facilities provide a safe, healthy environment for students</b></p> <p><b>Upgrading the Harris Road drive way as it is in major need of and upgrade</b></p> <p><b>Implement landscape design plan to enhance school grounds</b></p> <p><b>Develop a plan for improving swimming school pool environment</b></p>	<ul style="list-style-type: none"> <li>● <b>Continue to strengthen the school's financial position by analysing monthly budget reports and making decisions based on current projections</b></li>   <li>● <b>Maintain the Staffing Entitlement balance within the Operations Grant allocation</b></li>   <li>● <b>Complete a 2019 Property Maintenance plan to be reported against at fortnightly meetings between the Caretaker/Principal</b></li> <li>● <b>Prioritise 2 hours per week for the Caretaker to contribute to the technical support of ICT equipment</b></li>   <li>● <b>Obtain quote to resurface driveway and develop a plan to for a smooth and more attractive surface for students, staff and community</b></li>   <li>● <b>Employment of Landscape Gardener (3 days per week) to enhance and beautiful school surroundings (see attached plan)</b></li>   <li>● <b>Work with the Parent Support Group to support them with applying for funding grants</b></li> </ul>

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<p align="center"><b>NAG 5 Health and Safety</b></p>	<p align="center"><b>ACTION</b></p>
<p><b>Continue to build capability within the school to be fully compliant with current legislation to ensure the safety of students and employees</b></p> <p><b>Continue to maintain emphasis on the school values of Friends, Learners, Guardians in all programme planning, documentation and marketing of the school at all times</b></p> <p><b>Introduce SchoolDocs to ensure all of our policies and procedures are thorough and up-to-date</b></p>	<ul style="list-style-type: none"> <li>● <b>Follow our our Health and Safety plan with Harrison Tew which was implemented in 2018- Lock Down Drill in Term One - Fire Drill in Term One and Term Three</b></li>   <li>● <b>Continue to promote the SRS Social Curriculum throughout the year amongst students, driven by teams.</b></li>   <li>● <b>SchoolDocs site went live at end of 2018. Introduce and share with all staff beginning of 2019. Share with school community login details and put link on new website and launch in Term 1. Update policies as needed via review cycle</b></li> </ul>

<p align="center"><b>NAG 6,7,8 Legislation</b></p>	<p align="center"><b>ACTION</b></p>
<p><b>Comply with all general legislation</b></p>	<ul style="list-style-type: none"> <li>● <b>Continue to maintain the steady roll growth developed over the past 3 years</b></li> </ul>

**concerning Attendance; Charter;  
Analysis of Variance**

- **The SRS Charter and Annual Plan is completed and in to MOE by March 1st**
- **The 2018 Analysis of Variance is completed and in to MOE by March 1st**
- **New legislations are actioned as the new government unfolds new policies, procedures and practices for NZ**
- **Plan and prepare for a successful ERO review (most likely Term 4 2019)**
- **BoT elections raise the BoT profile in the community and plan for successful election of members**

## **2019 Student Achievement Targets**

**Based on 2018 Analysis of Variance we have set the following student achievement targets for 2019:**

**Mathematics: 75% of all Stanhope Road School students will be at or above the school expectations**

**Reading: 80% of all Stanhope Road School students will be at or above the school expectations**

**Writing: 75% of all Stanhope Road School students will be at or above the school expectations**