

STRATFORD PRIMARY SCHOOL

(Te Kura Tuatahi o Whakaahurangi)



School CHARTER

Strategic & Annual Improvement Plan for Stratford
Primary School
2026

Board's endorsement	15 September 2025
Submission date to the Ministry of Education	1 March 2026 (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 tamariki 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 tamariki to grow up with a strong sense of who they are and where they have come from (Whakapapa).



We believe our tamariki 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 tamariki 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 ākonga 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 (S.P.S) 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 tamariki.

We also believe that our tamariki 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 tamariki 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 tamariki 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 tamariki 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 tamariki know what the values are, what they look like, and how we can identify if tamariki 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 S.P.S Mission, AIM High 'To be the best I can be', is underpinned by developing Agentic Learners. To be AIM High learners, our ākonga have to be achieving in the core areas of Literacy and Mathematics. They also need to be developing the S.P.S Values that allow them to be lifelong learners across all areas of the curriculum, at school and within the wider community.

The S.P.S VALUES:

Manaakitanga: Underpins the way we are as people at S.P.S. Manaakitanga weaves through everything we do. This is demonstrated by how hospitable we are towards guests. Adults act as role models to ākonga. 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 (ākonga have a strong sense of belonging at S.P.S)

- 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: Ākonga 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: ākonga 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
- ākonga return sports gear and are responsible for their clothing
- Classrooms are tidy at the conclusion of each day
- ākonga care for trees, gardens and animals in our community.

Stratford Primary School has developed four additional learner values. As Learners, S.P.S ākonga 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 S.P.S STRATEGIC GOALS for 2025 - 2026

1. To **'CONTINUALLY'** improve the school's learning culture so ākonga 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 (ākonga) 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 ākonga.

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
- 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: 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 ākonga 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 ākonga and boys) are Proficient/Exceeding the Curriculum Milestones (Reading, Writing and Mathematics) when they leave for high school.
- **Learning Programmes:**
 - Instil the S.P.S Values, and the basics of reading, writing and number into every learner.
 - Provide ākonga with a broader way of learning through Pākiki Inquiry.
 - 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 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 Pākiki Inquiry Units 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 S.P.S 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			
Curriculum Reviews:	2025	2026	2026
• Structured Literacy	Developing	Embedding	Embedding
• Writing	Embedding	Embedding	Embedding
• Mathematics	Developing	Developing	Embedding
• Year 7-8 Tech and Leadership Programme	Reviewed	Redeveloping	Embedding
• Te Reo Māori and Tikanga Māori.	Embedding	Embedding	Embedding
• Health and Physical Education, The Arts, Science, Technology.	N/a	N/a	Reviewing
Community Consultation:	2025	2026	2026
• Annual Plan, Analysis of Variance & Priorities	N/a	N/a	Review
• Charter Direction - Survey	N/a	N/a	Review
• Whānau Day- Questionnaire	Term 1	Term 1	Term 1
• Whakapiri Morning/Book Fair	Term 3	Term 3	Term 3
• Whānau Anti-Bullying Survey -4.5/5 Feel Safe	Term 4	Term 4	Term 4
• Health Education Consultation and Review	Term 4	N/a	Term 4
Personnel:	2025	2026	2026
• Principal Professional Growth Completed	Term 4	Term 4	Term 4
• Review of the S.P.S Standards (Professional Growth Cycle)	Term 3- 4	Term 3- 4	Term 3- 4
Finance:	2025	2026	2026
• Audit recommendations actioned.	Term 2	Term 2	Term 2
Property Projects:	2025	2026	2026
• Enviro Plan - Continuing to work on the concept plan	Blake Award	Term 1-4	Term 1-4
• Enhance the Outside Environment with Literacy	N/a	Term 1-4	Term 1-4
• New Building Project/Block F Removed/Recover Junior Area	Term 4	Term 1-2	N/a
• Whānui Moved to the front of the school - Developed.	N/a	Term 2-4	N/a
• Reorganise Spaces for after the new building have been installed	N/a	Term 1 + Term 3	N/a
• Enclose the space in the Library to create another learning space; redevelop the Enviro Hub into one space.	N/a	Term 1	N/a
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 ākonga 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 ākonga 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 ākonga.

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/ākonga, 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/ākonga, disabled learners/ākonga and those with learning support needs.

Priority 4: Ensure every learner/ākonga 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/ākonga 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 ākonga whose parents request it.

THE S.P.S CHARTER WILL INCLUDE:

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

As part of the Charter obligations, the S.P.S Board will include, on an annual basis, a Work Plan in the S.P.S 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 S.P.S.
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 S.P.S Charter:

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

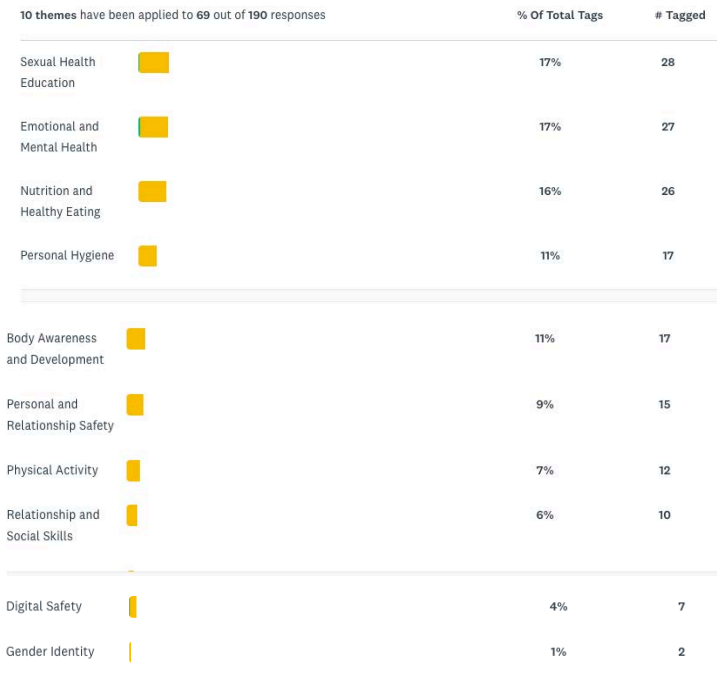

Requirements for 2024-2026:

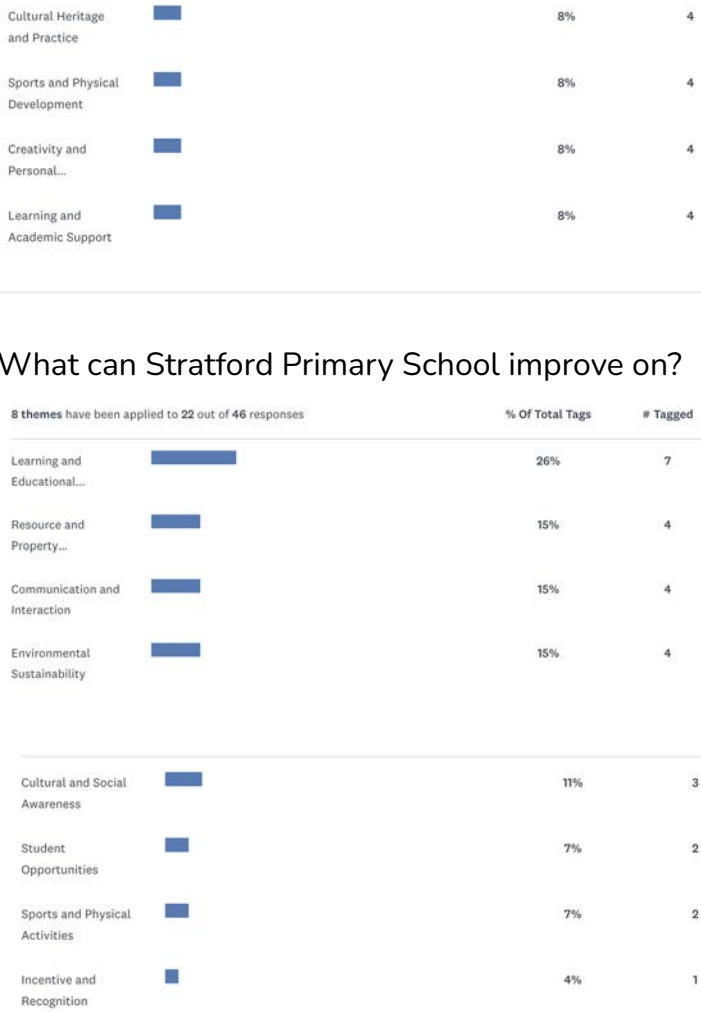
- By 1 March: Publish and submit your strategic plan (in effect from 1 January 2024–31 December 2025).
- By 31 March: Publish your annual implementation plan for the current school year. Send your annual financial statements to your auditor.
- By 31 May: Publish and submit your annual report.



Stratford Primary School Board Consultation: 2023 - 2024 - 2025

Group	Area of Consultation/Outcome	Number consulted	2024	2025	2026																														
Anti Bullying Survey Term 4 (24/10/2025)	<p>Question: How safe do your tamariki (tamariki) feel at Stratford Primary?</p> <div><p>Q3</p><p>Question: How safe do your tamariki (children) feel at Stratford Primary?</p><p>Answered: 200 Skipped: 0</p><div><div>★ 4.5/5</div><div>Average Rating</div></div><div><div>5</div><div>4</div><div>3</div><div>2</div><div>1</div></div></div> <p>What does the school do well to keep your tamariki safe at school?</p> <div><p>Answered: 191 Skipped: 9</p><div>RESPONSES (191)WORD CLOUDTAGS (0)THEMATIC ANALYSISBeta</div><div>How people feel:</div><div><div></div><div></div><div></div><div></div></div><div>Positive: 83%Neutral: 14%Negative: 1%Undetected: 2%</div></div> <p>What does the school do well to keep your tamariki safe at school? What could the school do better to keep your tamariki safe at school? (Please remember to contact your classroom teacher as soon as possible if you have any concerns about the wellbeing of your tamariki).</p> <div><p>9 themes have been applied to 35 out of 183 responses</p><table><thead><tr><th></th><th>% Of Total Tags</th><th># Tagged</th></tr></thead><tbody><tr><td>Student and Staff Support</td><td>19%</td><td>9</td></tr><tr><td>Bullying Prevention and Response</td><td>19%</td><td>9</td></tr><tr><td>Physical and Environmental...</td><td>15%</td><td>7</td></tr><tr><td>Parent and Event Communication</td><td>15%</td><td>7</td></tr><tr><td>Classroom and Playtime...</td><td>13%</td><td>6</td></tr><tr><td>Social-Emotional Learning</td><td>6%</td><td>3</td></tr><tr><td>Risk and Incident Reporting</td><td>6%</td><td>3</td></tr><tr><td>Parent Involvement and Policy</td><td>4%</td><td>2</td></tr><tr><td>Online and Technology Safety</td><td>4%</td><td>2</td></tr></tbody></table></div>		% Of Total Tags	# Tagged	Student and Staff Support	19%	9	Bullying Prevention and Response	19%	9	Physical and Environmental...	15%	7	Parent and Event Communication	15%	7	Classroom and Playtime...	13%	6	Social-Emotional Learning	6%	3	Risk and Incident Reporting	6%	3	Parent Involvement and Policy	4%	2	Online and Technology Safety	4%	2	200 whānau completed the survey		✓	
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Health Ed.	Health Education Consultation: The Stratford Primary	200		✓																															

Term 4 (24/10/2025)	<p>School Board must, at least once every two years, consult the school community about the Health Curriculum. The purpose of the consultation is to: Ascertain the wishes of the school community regarding the way in which the Health Curriculum should be implemented given the views, beliefs, and customs of the members of that community. We are currently waiting for the revised Health and Physical Education Curriculum from the Ministry of Education. However, we are seeking whānau input into the design of our 2026-2027 Health Education Programme. Question: What Health Education topics do you believe ākonga should learn at school? Do you have any worries around the Health Education topics?</p> 	whānau completed the survey			
Group	Area of Consultation/Outcome	Number consulted	2024	2025	
Whakapiri Welcome Term 3 (4/9/2025)	<p>What does Stratford Primary School do well?</p> 	48 responses		✓	

	 <p>What can Stratford Primary School improve on?</p> <p>8 themes have been applied to 22 out of 46 responses</p> <p>% Of Total Tags # Tagged</p> <p>Learning and Educational... 26% 7</p> <p>Resource and Property... 15% 4</p> <p>Communication and Interaction 15% 4</p> <p>Environmental Sustainability 15% 4</p> <p>Cultural and Social Awareness 11% 3</p> <p>Student Opportunities 7% 2</p> <p>Sports and Physical Activities 7% 2</p> <p>Incentive and Recognition 4% 1</p>				
Group	Area of Consultation/Outcome	Number consulted	2024	2025	
Whānau Day Term 1 (5/2/2025)	<p>What areas are our strengths as a school?</p> <ul style="list-style-type: none"> Positive school culture (Inclusive, pride, family values, manaakitanga, well organised) = 18 Staff (Amazing, friendly/approachable) = 10 Community (Tight/close) = 6 <p>Other themes included:</p> <ul style="list-style-type: none"> Positive communication Opportunities (Sports/other) SENCO support <p>What areas could we develop further as a school?</p> <p>The following main themes emerged:</p> <ul style="list-style-type: none"> Everything is going great/doing well = 23 <p>Other themes included:</p> <ul style="list-style-type: none"> Property (Bigger fence, more class space) Keep improving Environmental Education 	32 responses		✓	

	<ul style="list-style-type: none">More Bullying Education, outside opportunities, opportunities with Arts/Drama, Te reo Māori, Mathematics Programmes. <p>What is the best way to let you know your child/tamariki are making progress with their reading, writing, and mathematics?</p> <table><caption>Data for Progress Monitoring Methods</caption><tr><th>Method</th><th>Percentage</th></tr><tr><td>Interview</td><td>~28%</td></tr><tr><td>Learning Journey Report/IEP</td><td>~12%</td></tr><tr><td>Informal catch up</td><td>~10%</td></tr><tr><td>Email</td><td>~15%</td></tr><tr><td>Phone call</td><td>~15%</td></tr><tr><td>Through sharing learning on...</td><td>~15%</td></tr><tr><td>Other</td><td>~1%</td></tr></table>	Method	Percentage	Interview	~28%	Learning Journey Report/IEP	~12%	Informal catch up	~10%	Email	~15%	Phone call	~15%	Through sharing learning on...	~15%	Other	~1%				
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Group	Area of Consultation/Outcome	Number consulted	2024	2025																	
Enrolment Survey shared over the year with new whānau (2024).	<p>What learning experiences do you think your tamariki should experience at school? The following main themes emerged:</p> <ul style="list-style-type: none">Social, emotional (self confidence, social skills, family values) = 11PE, Health, EOTC, The Arts, History = 8Academic (Reading, writing, mathematics, science) = 7 <p>Other themes included:</p> <ul style="list-style-type: none">SportsPractical learning for BoysEnvironmentThe current programmes are workingBudgetingMusicCritical thinking. <p>What skills, programmes, should we offer our Year 7-8 ākonga in the Technology and Arts Programme? The following main themes emerged:</p> <ul style="list-style-type: none">Cooking (nutritional focus) = 17Woodwork skills (carpentry) = 83D Printing/Coding/Robotics = 7Gardening/Environment (Learning to grow food) = 6Sewing skills = 5	28	✓																		

	<ul style="list-style-type: none">● Practical skills = 4● Budgeting = 4● Creative - Art/Drama = 4. <p>Other themes included:</p> <ul style="list-style-type: none">● Sports● Student interests● Problem solving● Metal skills (Intro to engineering)● Survival skills.																																																																																																				
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Whakapiri Survey Term 3 (25/9/2024)	<p>What parent education would you like around how ākonga learn to write?</p> <table><thead><tr><th></th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>TOTAL</th><th>SCORE</th></tr></thead><tbody><tr><td>How do teachers run writing workshops?</td><td>25.53% 12</td><td>25.53% 12</td><td>14.89% 7</td><td>17.02% 8</td><td>17.02% 8</td><td>47</td><td>3.26</td></tr><tr><td>What is Structured Literacy?</td><td>21.28% 10</td><td>31.91% 15</td><td>27.66% 13</td><td>6.38% 3</td><td>12.77% 6</td><td>47</td><td>3.43</td></tr><tr><td>What are the stages of writing development?</td><td>23.40% 11</td><td>12.77% 6</td><td>25.53% 12</td><td>29.79% 14</td><td>8.51% 4</td><td>47</td><td>3.13</td></tr><tr><td>How can I help my tamariki to become a successful writer?</td><td>17.02% 8</td><td>12.77% 6</td><td>19.15% 9</td><td>31.91% 15</td><td>19.15% 9</td><td>47</td><td>2.77</td></tr><tr><td>What does writing look like in the classroom?</td><td>12.77% 6</td><td>17.02% 8</td><td>12.77% 6</td><td>14.89% 7</td><td>42.55% 20</td><td>47</td><td>2.43</td></tr></tbody></table> <p>What parent education would you like around how ākonga learn Mathematics concepts?</p> <table><thead><tr><th></th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>TOTAL</th><th>SCORE</th></tr></thead><tbody><tr><td>How do teachers teach Maths?</td><td>43.18% 19</td><td>15.91% 7</td><td>20.45% 9</td><td>9.09% 4</td><td>11.36% 5</td><td>44</td><td>3.70</td></tr><tr><td>What basic facts to tamariki need to know?</td><td>27.27% 12</td><td>36.36% 16</td><td>15.91% 7</td><td>9.09% 4</td><td>11.36% 5</td><td>44</td><td>3.59</td></tr><tr><td>What are the stages of Mathematics development?</td><td>9.09% 4</td><td>20.45% 9</td><td>34.09% 15</td><td>20.45% 9</td><td>15.91% 7</td><td>44</td><td>2.86</td></tr><tr><td>How can I help my tamariki to become a successful Mathematician?</td><td>11.36% 5</td><td>18.18% 8</td><td>15.91% 7</td><td>27.27% 12</td><td>27.27% 12</td><td>44</td><td>2.59</td></tr><tr><td>What does Maths look like in the classroom?</td><td>9.09% 4</td><td>9.09% 4</td><td>13.64% 6</td><td>34.09% 15</td><td>34.09% 15</td><td>44</td><td>2.25</td></tr></tbody></table>		1	2	3	4	5	TOTAL	SCORE	How do teachers run writing workshops?	25.53% 12	25.53% 12	14.89% 7	17.02% 8	17.02% 8	47	3.26	What is Structured Literacy?	21.28% 10	31.91% 15	27.66% 13	6.38% 3	12.77% 6	47	3.43	What are the stages of writing development?	23.40% 11	12.77% 6	25.53% 12	29.79% 14	8.51% 4	47	3.13	How can I help my tamariki to become a successful writer?	17.02% 8	12.77% 6	19.15% 9	31.91% 15	19.15% 9	47	2.77	What does writing look like in the classroom?	12.77% 6	17.02% 8	12.77% 6	14.89% 7	42.55% 20	47	2.43		1	2	3	4	5	TOTAL	SCORE	How do teachers teach Maths?	43.18% 19	15.91% 7	20.45% 9	9.09% 4	11.36% 5	44	3.70	What basic facts to tamariki need to know?	27.27% 12	36.36% 16	15.91% 7	9.09% 4	11.36% 5	44	3.59	What are the stages of Mathematics development?	9.09% 4	20.45% 9	34.09% 15	20.45% 9	15.91% 7	44	2.86	How can I help my tamariki to become a successful Mathematician?	11.36% 5	18.18% 8	15.91% 7	27.27% 12	27.27% 12	44	2.59	What does Maths look like in the classroom?	9.09% 4	9.09% 4	13.64% 6	34.09% 15	34.09% 15	44	2.25	55	✓		
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Anti Bullying Survey to the Community (Term 4)	<p>How safe do you think your tamariki (tamariki) feel at Stratford Primary School = 4.5/5 average (4= Most of the time; 5 = all the time).</p> <p>What does the school do well to keep tamariki safe at school? Themes were:</p> <ul style="list-style-type: none">● Communication from teachers, office team, Leadership team = 55● The environment: Safe, inclusive, caring, manaakitanga, programmes that support having a safe school, positive behaviour strategies and rules etc... = 54● Positive relationships with teachers/staff who are caring, positive, solution focused to problems with tamariki = 52● Active supervision from teachers and	220	✓																																																																																																		

	<p>support staff = 40</p> <ul style="list-style-type: none">• Safety Processes in place: Expectations, Safety Processes, Anti Bullying, Road Patrol, Cameras etc... =35 <p>What could the school do better to keep your tamariki safe at school? Themes were:</p> <ul style="list-style-type: none">• Most felt the school was going well in this area.• Some suggestions were:<ul style="list-style-type: none">○ Continue to Educate through Programmes.○ Continue to review and build on systems, processes.○ Property: Fencing, road speed, more crossings, walking school bus. <p>Yr 7-8 Camp Question:</p> <ul style="list-style-type: none">• Continue at Forest Lake = 9%• Find an alternate venue = 27%• Explore North Island Campsites = 49%• Explore campsites around Taranaki = 15%				
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[Ed & Training Act 139](#) - Preparing Strategic Plan: 3. The board must consult with the school community, school staff, and where appropriate school’s ākonga, and other other persons required by the regulations.

