



Levin School



School Charter Strategic and Annual Plan for 2019 -21

Ministry of Education Id - 2889

Principals' endorsement	
Board of Trustees endorsement	
Submission date to MOE	13/3/2020

Levin School 2019- 2021

Introductory Section

Levin School was first established in 1890.

Levin School is a contributing state primary school, which holds the claim to being the first school in Levin.

Levin School has played a vital role in the history of education in the town, first as Levin School, then as the Levin District High School. There were only 3 other schools with larger rolls in the entire country. When Horowhenua College opened in 1940, the school was no longer called Levin District High School, but reverted to its original title of Levin School. It was first situated in Queen Street until 1903, when a new six-roomed school was opened in Oxford Street (present day site of the Adventure Park). Then in 1996 it was relocated to its present location.

Levin School has occupied a number of sites within the Levin community. It is presently situated at 67 Tiro Tiro Road, on a site it shares with Levin Intermediate.

The school and district attributes its history to the relationship between the Ngati Raukawa and Muaupoko people. Both iwi have influenced and contributed to the development of the school over time.

Levin School prides itself on the multicultural nature of the school population. The school strives to make people culturally aware so that the children, staff and parents of the school work together to create the best possible learning environment for our students.

Levin School has an environment which is well kept, well maintained and well resourced. Levin School aims to provide a warm and nurturing culture, with full inclusive practises.

The Levin School Motto is:



Levin School delivers sound educational programmes based on the National Curriculum. Emphasis is placed on developing life-skills in the children such as tolerance and acceptance of others, problem solving skills, self-

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confidence and creativity. The extensive use of information technology provides exciting opportunities for students to learn and develop new skills. We are a Wi-Fi enabled school and are keen to develop our students ICT skills and digital literacy.

Teacher's at Levin School aim to provide an environment in which 'learning is fun' and 'interesting' things happen, themes which underpin the entire teaching programme. The joint responsibility of parents and teachers for meeting the learning needs of the child is acknowledged, and the school is developing new systems which allow it to demonstrate and report on the difference the school makes to the learning of the children in our care.

Levin School is proud of its involvement in the community that is Levin. The children are able and encouraged to take part in a wide range of sporting and cultural activities from the Performing Arts group (which represents Levin School to a wide range of community groups, including numerous retirement homes), Kapa Haka and music festivals to Softball, Mini ball, Hockey and Netball. The school has developed a close link with Reevedon Retirement Village and support from the community by local volunteers listening and reading with children.



Vision	Levin School Students will be empowered to become actively engaged lifelong learners.
Mission Statement	The school aims to provide a safe environment with educational opportunities that encourage students to develop sound social values, pride in achievement and respect for self and others.
Values	<p>R RESPECT – MANAAKITANGA We will respect self, each other, our school, our community and our environment</p> <p>E EXCELLENCE –PANEKIRTANGA We will strive to do our best</p> <p>A ATTITUDE – NGAKAU REKA We will strive to have a positive attitude in all that we do</p> <p>C CO-OPERATION – KOTAHITANGA We will work together with adults and with our peers</p> <p>H HONESTY- PONONGA We will be honest in everything we do</p>
Principles	<p>The following principles underpin the Levin School curriculum. (NZC p9)</p> <ul style="list-style-type: none"> ○ High Expectations ○ Treaty of Waitangi ○ Cultural Diversity ○ Inclusion ○ Learning to Learn ○ Community Engagement ○ Coherence ○ Future Focus <p>At Levin School we have chosen to implement the Positive Behaviour for Learning School-Wide (PB4L School-wide) programme and adopt a Restorative Practices approach to conflict resolution. (refer section 1 Positive Behaviour for Learning , School-Wide)</p>
Aspiration	See Graduate profile



Levin School Graduate Profile

The graduate profile describes the skills, knowledge, and attitudes that students will need to develop in order to participate in a range of life contexts beyond school.

The Levin School Graduate Profile was designed by staff, students and whanau, for our learners to reflect on, show their progress, identify goals and strive to achieve through the motto of Levin School –

REACH, LEARN, GROW:

REACH

I can set challenging goals for myself and plan actions that will help me achieve them.

I take advantage of opportunities to broaden my experiences by involving myself in wider school activities.

LEARN

I take responsibility for maintaining my own wellbeing and care about the wellbeing of others.

I have the skills I need to problem solve in a positive way.

I respect the values, beliefs and practices of other cultures.

I place importance on learning Tikanga Maori and Te Reo.

I am confident in the use of digital technologies.

I am persistent and persevere with tasks.

I can work with others co-operatively.

GROW

I know what it means to be a good citizen and contribute positively to my school community.

I care about the future of our environment and show this in the actions I take to look after it.

I am able to make my own informed decisions and choices.

I use technology responsibly and respectfully, particularly when communicating with others through social media.

I am comfortable with who I am, and feel a sense of belonging.

I am a critical and creative thinker.

I am curious about the world and open to new learning.

I am able to take a Leadership role and make informed and responsible decisions.

I have strong literacy and mathematics understanding skills.

Strategic Goals 2019 – 2021

We have identified three strategic goals for the school over the next 3 years. They are:

Strategic Goal 1:

To deliver teaching and learning programmes based on the New Zealand Curriculum which is designed to meet the needs of our Levin School students and the wider Levin School Community.

Strategy	Activities	Expected Outcomes
<i>To develop and deliver the NZ curriculum with regard to the special character of the school, its community and students.</i>	<ul style="list-style-type: none"> • Develop the curriculum across a range of areas that is reflective of identified needs and the special character of the school • Plan for and deliver the curriculum through a variety of challenging and stimulating learning activities which accommodate the diverse needs of students and identified priority groups • Undertake regular curriculum review to ensure that learning and content is effective and appropriate • Regular review of the school environment, property and resources to ensure the health and safety of the students 	<ul style="list-style-type: none"> • An evolving curriculum which accommodates and provides opportunities for the diverse needs of learners and is in keeping with the special character of the school and its community • A stimulating, supportive and safe learning environment • The curriculum is current and well able to meet the needs of diverse learners and where deliberate acts of teaching are an integral part of day to day teaching • The curriculum will reflect the School's local context and utilize where possible the expertise and resources of the local community.
<i>To ensure the BOT, Management and Teaching Staff address their obligations as specified in the National Administration Guidelines to ensure the curriculum is current, aligned with National Education Goals and develops both the academic and social potential of the child.</i>	<ul style="list-style-type: none"> • Regular cycle of reviews of BOT policies ensuring these are in line with requirements under <ul style="list-style-type: none"> ○ NAG 1: Teaching and Learning Programmes ○ NAG 2 and 2a: Planning, Reporting and Self Review ○ Nag 3: Employment and Personnel Matters ○ NAG 4: Financial and Property Matters ○ NAG 5: Safe and Healthy Environments ○ NAG 6: Other Legislative Requirements ○ NAG 7&8: Reporting Requirements • Self-review of teaching to ensure it is consistent with National Educational Goals and the NZ Curriculum • Professional Development for management, teaching staff and BOT • Regular self reviews of the delivery and implementation of the curriculum by management and staff, BOT processes. • Make professional development opportunities available for teachers in order to remain current, relevant and 	<ul style="list-style-type: none"> • Government and Management have self-review practices in place to ensure they are meeting their obligations and responsibilities under the National Education Guidelines • That curriculum is current and well able to meet the needs of diverse learners – this will be done over time, through a full review of the Levin School Curriculum Implementation Plan.

	innovative with planning and reviewing their teaching practice within classrooms and across the school	
<i>To set and report on, annual student achievement targets</i>	<ul style="list-style-type: none"> • Management and teaching staff develop annual curriculum and achievement targets which are formed using both Formative and Summative assessment data from the previous year. • Staff conduct formative and summative assessments which allow a student's progress to be monitored. • Reporting to parents in plain English at least twice a year on students' progress, as well as their achievement, across the curriculum. • Regular cycle of reviews of BOT policies ensuring these are in line with requirements under <ul style="list-style-type: none"> ○ NAG 1:Teaching and Learning Programmes ○ NAG 2 and 2a: Planning, Reporting and Self Review ○ Nag 3: Employment and Personnel Matters ○ NAG 4:Financial and Property Matters ○ NAG 5: Safe and Healthy Environments ○ NAG 6: Other Legislative Requirements ○ NAG 7&8: Reporting Requirements • Review of teaching through the appraisal process to ensure it is consistent with the practicing teacher criteria (PTC) • Meet practicing teacher criteria. • Professional development for management, teaching staff and BOT 	<ul style="list-style-type: none"> • A clear indication of the progress of the students at Levin School for all relevant stakeholders • Assessment provides useful information on student progress and is used to formulate 'next steps' and deliberate acts of teaching in reaching a target • The development and reporting of student academic progress and achievement across the curriculum • Appraisal processes will be current and documented
<p><i>Taitoko Kahu Ako Focus</i></p> <p>Creating seamless pathways for students</p> <p>Sharing and growing evidence-based culturally responsive best practice</p> <p>Wellbeing and meaningful relationships</p>	<ul style="list-style-type: none"> • Information sharing with all stake holders • Agreement from BOT to membership MOU • Development of achievement objectives across school and schools • Representation at Reference Group and Principal group levels • Participation at information/ workshop sessions • An informed BOT and staff through Community of Learners updates 	<ul style="list-style-type: none"> • Informed BOT and staff • Attendance at appropriate meetings with feedback to BOT/Staff • Active participation in COL activities • Appointment of a WST and identified inquiry

Strategic Goal 2:

To develop a clear shared vision of what success for 'Maori as Maori' looks like at Levin School and implement strategies accordingly.

Strategy	Activities	Expected Outcome
<i>To differentiate classroom programmes to meet the needs of all students. This includes identities, cultures and languages.</i>	<ul style="list-style-type: none"> • Agreement recorded on what differentiation means 	<ul style="list-style-type: none"> • Classroom programmes will be inclusive and tailored to recognise and respond to individual student's cultures, identities, languages, interests and needs.
<i>To enquire why Maori students, especially boys are less successful than other ethnicities</i>	<ul style="list-style-type: none"> • Reading and discussing recent research on Maori succeeding as Maori • More in depth unpacking of Ka Hikitea and Tataiako • Collaborating with Maori students, parents, families, whanau and Iwi. • Unpack Russell Bishop's 'Effective Teacher' model. • Discuss ways that teachers can make their classrooms more culturally responsive and inclusive. • Read and discuss School Evaluation Indicators 	<ul style="list-style-type: none"> • Culturally intelligent teachers who demonstrate on a daily basis that they are responding to every student's identity, culture and languages. • Improvement in the academic outcomes for all our students which include Maori students, especially the boys.
<i>To seek professional and local expertise to develop a clear shared vision of what success for Māori as Māori looks like and implement strategies to address this. Consult with parents, families and whānau.</i>	<ul style="list-style-type: none"> • Work with SWIS worker • Development of Kotahaitanga 	<ul style="list-style-type: none"> • All staff will have an understanding of what success for Māori as Māori means, and promote this success in their classrooms. • Māori students will feel valued and capable.
<i>To develop a Māori Education Plan with the parents, families, whānau and community, based on aspirations for their children.</i>	<ul style="list-style-type: none"> • To develop genuine reciprocal educational partnerships with parents, families, whanau and Iwi through: <ul style="list-style-type: none"> ○ Reading and discussing current research ○ Asking parents for their opinions and ideas ○ Developing student voice/agency ○ Input from SWIS 	<ul style="list-style-type: none"> • Parents feel knowledgeable, empowered and able to be more involved with their child's learning journey • Improved educational outcomes for Māori students

Strategic Goal 3:

To have a fully resourced school that enables children and teachers to participate in the modern world.

Strategy	Activities	Expected Outcome
<i>To develop classrooms as modern learning environments, and to use ICT technologies in teaching and learning</i>	<ul style="list-style-type: none"> • Undertake where possible modifications to classrooms to ensure they are modern learning environments • Obtain necessary equipment and software to support blended learning. • Ensure staff have the opportunity to participate in professional development for e-learning • Enable all students to have access to ICT devices which support their learning • Provide one on one devices throughout the senior school • Development and implementation of an ICT Plan Goals and Actions 	<ul style="list-style-type: none"> • Classroom design and furnishings support blended teaching and learning • Teachers are confident and well equipped to deliver e-learning • ICT technologies are fully integrated into the teaching and learning activities of Levin School • Student learning and achievement is improved • Students are able to access the internet for their learning •
<i>Actively manage school finances and resources so they support the Charter in an appropriate way</i>	<ul style="list-style-type: none"> • Sound financial management including regular monitoring and reporting, and the preparation of an annual budget • Apply for external grants • Keep Home and School informed of financial needs and resourcing plans • Maintain accurate inventories of existing equipment and resources and develop a schedule for upgrading and replacing • Encourage care and maintenance of resources by students, staff and community 	<ul style="list-style-type: none"> • Awareness of the financial position • Strive for break-even budgets • A good working relationship with the Home and School • Resources are well maintained, looked after and replacement is planned for • Community working bees will encourage pride of ownership for the community at large
<i>To develop a property management and grounds maintenance programme</i>	<ul style="list-style-type: none"> • Implementation of the 5YA and 10 year property plan • Completion of regular compliance checks and planned maintenance • Consult with school community Bi-annually to canvas their ideas and input for the development of the school facilities • Develop and sustain an organic school garden 	<ul style="list-style-type: none"> • Compliance with MoE Directives • The school environment is an asset to school users and the local community • Well maintained buildings, infrastructure, and grounds which are safe for children, teachers and community users • School garden and produce integrated into the curriculum

	<ul style="list-style-type: none"> Plan for future development of the school hall – acoustically and for extension. 	<ul style="list-style-type: none"> A hall that does not echo and can be used for community events
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Annual Strategic Goals 2020

To deliver teaching and learning programmes based on the New Zealand Curriculum which is designed to meet the needs of our Levin School students and the wider Levin School Community .

Overarching Goal: Through the inquiry process raise achievement for all learners, with a particular focus on accelerating Māori boys' progress and achievement.

Cultural and Linguistic Responsiveness and Inclusiveness	Educationally Powerful Connections with Parents, Families & Whānau	Instructional Capability	Evaluative Capability	Organisational Capability
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Expected Outcome 1: All staff will make relevant, evidence-based changes to their teaching practice, so that learners are engaged, progress and achieve.

Issues	Actions to meet the outcome	Resources and Time frame and Personnel	Evidence of Effectiveness	What we will see happening differently
Data gathered for supporting progress and achievement needs analysing to identify patterns and trends across and within groups, This process needs to be embedded consistently school-wide.	1. Leaders and teachers will collectively gather and deeply analyse achievement data to identify the most at risk cohort of students that will then become the Target Students. They will identify trends, issues, strengths and weaknesses and develop a plan to act on these findings.	Syndicate/Team Meetings. Term 1 2020 onwards as per assessment schedule. Leadership Team with staff. Further PLD on SMS (Edge) entering of data Use of PaCT tool NZCER	Tools used to gather evidence include: STAR data analysis PAT data analysis e-asTTle analysis Six Year Obs analysis JAM data analysis PaCT	Data analysis will determine next learning steps for our students. Using our SMS system more effectively. <i>A consistent process that is embedded across the school, for analysing data and taking action. Data gathered will be used to support progress and achievement.</i> <i>This will result in accelerated student achievement.</i>

	Actions to meet the outcome	Resources and Time frame and Personnel	Evidence of Effectiveness	What we will see happening differently
	<p>2. As a staff, develop consistency using the tracking and monitoring process. Discuss, analyse and record students' progress during team/staff/ leadership /BOT meeting times. Ensuring consistency across all staff.</p>	<p>Term 1 onwards. Twice a Term. Leadership Team with staff. Whanau collaboration and support.</p>	<p>Students will know next learning steps.</p> <p>Consistency in recording of target student tracking sheets.</p> <p>Deliberate Acts of Teaching.</p>	<p>There is now a school wide process for the identification of target students and frequent monitoring of their progress and achievement.</p> <p>Teachers will choose the effective and appropriate deliberate acts of teaching in a timely manner.</p> <p>Collaboration Learning Talk Puzzles of Practice – Learning Conversations</p> <p>Accelerated learning</p>
	<p>Actions to meet the outcome</p>	<p>Resources and Time frame and Personnel</p>	<p>Evidence of Effectiveness</p>	<p>What we will see happening differently</p>
	<p>3. Teachers will discuss and share successes and challenges focused on deliberate acts of teaching/ teaching as inquiry/ effective mathematical and literacy practices.</p> <p>Evaluative capability will be strengthened by:</p> <ul style="list-style-type: none"> Professional Conversations with colleagues Improving practice around teaching as inquiry <p>Through school-wide and syndicate/team professional development, teachers will have a shared view of what accelerated progress is. They will have a good working knowledge of expected learning progressions and outcomes. They will use supporting documents to inform learning and teaching pathways.</p>	<p>Ongoing</p> <p>Resources: NZC ,curriculum levels Literacy Learning Progressions.</p> <p>All teachers</p> <p>PLD with a Reading focus</p> <p>Literacy within school Leaders</p> <p>Outside agencies</p> <p>Parents/ Whanau</p>	<p>Target Student Tracking sheets</p> <p>Evidence of syndicate Team minutes</p> <p>Assessment Data</p> <p>Internal curriculum reviews</p>	<p>Systems and processes will ensure quality thinking and teaching to meet the needs of individual students.</p> <p>Students will demonstrate accelerated learning and achievement.</p> <p>Evidence of inputs that are making a difference for student outcomes.</p> <p>Change in teacher practice and curriculum delivery</p> <p>Student ownership</p> <p>Whanau engagement in students learning - greater engagement resulting in accelerated student progress.</p>

To develop a clear shared vision of what success for 'Maori as Maori' looks like at Levin School and implement strategies accordingly.				
Actions to meet the outcome	Resources and Time frame and Personnel	Evidence of Effectiveness	What we will see happening differently	
<p>4. School wide teaching inquiry 2020 - Our Environment - Taiao Tatou</p> <p>This includes identities, cultures and languages.</p> <ul style="list-style-type: none"> • Agreement recorded on what differentiation means. • Discuss, reflect and implement 'inclusive practice. • Further unpacking Ka Hikitia and Tātaiako • Further Unpacking Russell Bishop's 'Effective Teacher' model. • Collaboration with Maori Students / Whanau / Community. <p>Have a clear shared vision of what success for Māori as Māori looks like and implement strategies to address this.</p>	<p>Ongoing Inclusion Survey results All teaching staff.</p> <p>Teacher inquiry into practice embedded across school</p> <p>Deliberate acts of teaching.</p> <p>Parents, families and whānau.</p>	<p>Student participation</p> <p>Student engagement</p> <p>Parent / whanau engagement</p>	<p>Examples of Tuakana teina more evident</p> <p>Classroom programmes will be inclusive and tailored to recognise and respond to individual student's cultures, identities, languages, interests and needs.</p> <p>Culturally responsive and inclusive teacher practice.</p> <p>Student efficacy</p> <p>All staff will have an understanding of what success for Māori as Māori means, and promote this success in their classrooms.</p>	
Actions to meet the outcome	Resources and Time frame and Personnel	Evidence of Effectiveness	What we will see happening differently	
<p>5. Strengthen the teacher appraisal system (that includes cultural competencies,) using Our Code, Our Standards.</p> <ul style="list-style-type: none"> • Include evidence of the difference teachers have made through teacher evidence. • Appraisal document to be reviewed • Appraisal cycle to be implemented school wide 	<p>Leadership Team</p>	<p>Evidence that best demonstrates the standards.</p>	<p>Teachers will have a clear appraisal process and expectations. The process will be more focused and robust so that the school can resource and support areas of need.</p> <p>Summary reflection to be more in depth on inquiry.</p>	

To have a fully resourced school that enables children and teachers to participate in the modern world.				
Goals	Key Focus for 2020	Expected Outcomes		
<p><i>To develop classrooms as modern learning environments, and to use ICT technologies in teaching and learning</i></p> <p><i>Actively manage school finances and resources so they support the Charter in an appropriate way</i></p> <p><i>To develop a property management and grounds maintenance programme.</i></p>	<p>To better integrate ICT into teaching and learning programs.</p> <p>Continued upskilling of staff with the use of chrome casting, and the use of TV monitors as opposed to data projectors</p> <p>Students to have access to ICT devices which support their learning.</p> <p>Review new furniture in senior rooms in order to meet the learning needs/styles of students in an ILS.</p> <p>Monitor and manage the 2020 budget.</p> <p>Implement the updated 5YA and 10 YPP with an emphasis on health and safety.</p>	<ul style="list-style-type: none"> • ICT technologies are used effectively in the delivery of classroom programs. • Students have the opportunity to access personal devices. • Expenditure is kept within the budgetary restraints for 2020. • 5YA plan is implemented in order to address the Health and Safety issues and improvements in regards to ILS's. • Amendments to 5YA to address the issues with the capacitors in the lights • Work towards completing the reroofing the school instead of repairing (Ashbys Property and MOE Property advisor) 		

Target for Raising Student Achievement		Year: 2020	
Strategic Goal: Through the inquiry process raise student achievement for all learners in reading.			
Strategic Objective: Students will demonstrate improvement in levels of achievement in Reading.			
Curriculum Area: Reading		Key Competencies: All	
Identified Target Group: target students as identified in each of the year levels, 1, 2, 3, 4, 5, 6		Annual Target: To raise Target student's achievement in Reading through accelerated progress.	
Baseline Data: Our end of year data and analysis as gathered in forming Overall Teacher Judgements in order to report to parents (using a variety of assessments eg STAR Running Records) was used to identify our target students, as was teacher's knowledge of each of the individual students from formative assessments Feb 2020. 25 students from year 1-6 have been identified (Jan 2020)			
Planned Actions:	Timing	Responsibility	Resourcing
<ul style="list-style-type: none"> • School wide inquiry: How does the environment affect us and how do we affect the environment. Taiao Tatou, Our Environment. • Target students identified individually/ listed on Special Needs Register and target student folder. Collective ownership of target students • Specific identification of target students within these groups • Shared identification and discussion of target students from staff collectively. • Discussion and reading around 'accelerating student achievement', having a shared understanding of what acceleration means and looks like for us here at Levin School • Specific focus of teaching target students in two 10 week intensive blocks. Block 1 : last 5 weeks of term 1and the first 5 weeks of term 2. Block 2 : last 5 weeks of term 3 and the first 5 weeks of term 4 • Monitoring of target students using Target Student tracking sheet , consistently applied across the groups of students, staff to use Google docs to enable sharing of data and close monitoring by team leaders • Revisit (formally) target students both in team and staff meetings twice termly. Am I making a difference? How do I know? Do I need to change my approach? What has worked for my students? Discussions around expected progress of target students • 'Puzzles of Practice' tool to be used for collaborative problem solving between teachers for improved outcomes for students. Puzzle of Practice' monitoring meetings to be used if student not progressing as expected • Target specific areas of weakness as identified through formative assessment • Deliberate acts of teaching over and above the normal reading programme, to be noted in planning • The use of the PACT, STAR , Running Records , BURT reading test, Ready to Read, Sight Words • Shared collaboration with whanau, regular updates, celebrations/next learning steps • Investigate opportunities for staff development, gap analysis • Professional Learning and Development Action Plan, key goal; Improve learning and achievement for all students • Unpacking of 'The reading Book' by Sheena Cameron and Louise Dempsey • Reading together programme 	March – November	Principal Team leaders Classroom teachers Outside PD provider	BOT funds Professional development budget
End of year result:	Further considerations / recommendations		