



## Charter and Mahere Rautaki Priorities 2022- 2024 Annual Plan: 2023

### Mission Statement:

We develop people to be people.

**Values:** At Levin North school we encourage and model the values, principles and intent of the New Zealand Curriculum with special emphasis on:

**Manaakitanga** (being kind and hospitalitable), **Kotahitanga** (sense of unity), **Manawanuitanga** (sense of determination)

When developing policies and practices we reflect New Zealand's cultural diversity, the Treaty of Waitangi and the people of Muaūpoko (Manawhenua for our kura).  
This charter has been developed in consultation with the wider school community late 2019

Our school was established in 1954 and over the years the school community has changed significantly. Our roll has fluctuated and while our grading roll for 2021 was 249 we are (this year) experiencing higher than normal enrolments. Taitoko (Levin) has become an affordable destination for young families and the wider township is experiencing considerable growth. We usually finish our year with a roll of between 280 and 300 students.

We have a diverse group of learners with approximately half of them now identifying as Māori from various iwi around Aotearoa. This has steadily increased over the past few years.

As a primary school we value the close partnership with our iwi (Muaūpoko), family and whānau to ensure that every one of our children thrive in their unique pathway of learning. Our school delivers a curriculum that is holistic, personalised and designed to foster curiosity for learning. These foundations are encapsulated in our school vision – 'Kia Ako, Kia Tau Kia Ora' and our school values **Manaakitanga** (being kind and hospitable), **Kotahitanga** (having a sense of unity), **Manawanuitanga** (sense of determination).

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## Mahere Rautaki Priorities 2021- 2023

### At Levin North School:

#### 1. *Education is barrier free, great education opportunities and successful outcomes are within reach for EVERY learner.*

##### We will:

- Continue to develop our personalised approach developing programmes that put each learner at the centre of their learning
- Strengthen teacher capability to understand a personalised approach
- Strengthen transitions for students and whānau coming into the school, between teams and on to further education.
- Continue to work with students and those who support them to develop programmes that meet their needs and foster their success.

#### 2. *Our approach honours Te Tiriti o Waitangi*

At Levin North school we celebrate our culture and unique identity within Aotearoa/ New Zealand.

##### We will:

- Develop educationally powerful connections with whānau and parents to support children's learning
- Levin North will continue to become more culturally sustaining.
- Continue to develop partnerships and connections with local Iwi and marae to facilitate cultural learning opportunities
- Increase staff competency across all areas of Te Ao Māori including having the opportunity to learn/ develop their Te Reo ( PLD)
- Grow Kaitiakitanga through exploring the role of the school in caring for our local environment

#### 3. *Holistic learning for life that is future focused.*

At Levin North School we will prepare our tamariki to adapt and innovate in an ever changing world.

##### We will:

- Develop a better understanding of the rich Aotearoa Histories and their unique place within our country, whilst understanding our place here in Levin.
- Ensure our tamariki develop their understanding of the world and the issues facing them as 'global citizens'.
- Create a safe and nurturing environment that supports and builds resilient and confident tamariki
- Ensure that our school values and the NZC key competencies are at the forefront of everything we do.

## Analysis of Variance for 2023

<b>Priority 1:</b> <i>Education is barrier free, great education opportunities and successful outcomes are within reach for EVERY learner.</i>			Review	
Area	Goal	Detail	What happened...	What happens next?
Reporting student achievement	Continue to develop our personalised approach developing programmes that put each learner at the centre of their learning	<ul style="list-style-type: none"> <li>HERO plan for using reading criteria and student ownership of learning</li> <li>Teachers will continue to develop their understanding of how to use assessment in informing learning programmes for learners- PAT analysis</li> <li>Develop achievement goals for students based on Norm referenced assessment information. Track student progress towards these goals.</li> </ul>	<ul style="list-style-type: none"> <li>We have started to use Hero reading criteria- noticed some 'repeats'</li> <li>We used the maths criteria however there were some issues.... Which we need to address in 2024.</li> <li>Continued development throughout the year, improving from last year</li> <li>Information is being used to support and drive assessment and direction</li> <li>Consistency of assessments across the junior school- all using an excel spreadsheet - which clearly indicates progress.</li> <li>Junior programmes coming through the school</li> <li>PAT results showed the gaps for us to work on and improve the reading</li> </ul>	<ul style="list-style-type: none"> <li>Student agency and straighten up Hero in the background first, then unpack</li> <li>Change maths to use the HERO ones</li> <li>Remove Reading double ups</li> <li>New structured literacy being brought in to our HERO to align with BSLA</li> <li>Seniors to be more informed using RPI programmes to enhance planning, practice and learning</li> <li>Karen and Anna to do the RPI in 2024 and help make the links across the school</li> <li>Upskill new members of staff in BSLA - Bruce, Karen, Merle, Mary</li> <li>Megan to train to be a facilitator</li> <li>Continue developing and working on the skills</li> <li><a href="#">Quality readers link</a></li> </ul>

Manaakitanga (being kind and hospitable), Kotahitanga (sense of unity), Manawanuitanga (sense of determination)

			<p>programme from what was missing</p> <ul style="list-style-type: none"> <li>Quality readers to develop language and vocabulary</li> </ul>	
Pedagogy	Strengthen teacher capability to understand a personalised approach	<ul style="list-style-type: none"> <li>Professional learning will continue to help teachers to develop their understanding of a personalised approach and teaching as inquiry.</li> <li>Professional growth cycle with align with Manaiakalani kaupapa and teacher goals</li> </ul>	<ul style="list-style-type: none"> <li>Elements of personalised learning at various levels</li> <li>Must do/can dos - choices</li> <li>Do it but don't call it this...</li> <li>This became a compliance task as opposed to meaning anything to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Allowing children to engage in contexts they'd like to learn about - balance</li> <li>Sharing their learning - options, choices, within context</li> <li>Students driving their interests</li> <li>Develop skills and student agency, knowing where they're at and develop self management skills</li> <li>Relook at the book, Making Learning Personal</li> <li><a href="#">P&amp;H Triangle MASTER Doc 27...</a></li> <li>Revisit and simplify</li> <li>Looking at asst and looking at progress - what is the gap and why is it there?</li> <li>Use blogs to reflect on Professional growth cycle. Use DFI blogs</li> <li>Goal set</li> <li>Bruce, Mary (term 2), Merle (Term 3) to do DFI</li> </ul>
Well being	Strengthen transitions for students and whānau coming into the school , between teams and on to further education.	<ul style="list-style-type: none"> <li>Transition processes to school ,within school and from our school will continue to be embedded to ensure they meet the needs of learners and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Kindy and Junior transition plan in place. Suited to the families.</li> <li>Swaps with classes - relationships with kids.</li> <li>Plenty of support with regards to kids going to intermediate.</li> </ul>	<ul style="list-style-type: none"> <li>Possibly more visits to intermediate for all kids or those who need it.</li> </ul>

Manaakitanga (being kind and hospitable), Kotahitanga (sense of unity), Manawanuitanga (sense of determination)

		<ul style="list-style-type: none"> <li>• New Entrant teachers to be part of the Kāhui Ako NE/ECE hui( once per term)</li> <li>• Junior team leaders to develop strong relationships with local ECE providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Being attended.</li> <li>• Shared drive</li> <li>• Seniors going to learning links</li> <li>• NE teachers going to other kindy's to meet</li> <li>• Range of preschool teachers coming over to visit.</li> </ul>	<p>Continue</p> <p>Continue</p>
Student voice	Continue to work with students and the wider education community to develop programmes that meet their needs.	<ul style="list-style-type: none"> <li>• Student ownership of learning through the use of HERO criteria will continue to be developed.</li> <li>• Continue to maximise the skills and expertise of our in school resources (Reading Recovery teacher, SENCO and LSC) and those in our wider community (RTLb, GSE)</li> </ul>	<ul style="list-style-type: none"> <li>• Bringing ORs planning in house has been a game changer</li> <li>• Folders for students</li> <li>• Orrs meetings/sharing time with teachers</li> <li>• TA organisation is working well</li> <li>• RR aligning to BSLA</li> </ul>	<ul style="list-style-type: none"> <li>• Change language to Learner Agency</li> <li>• SENCO changed to Inclusive Education Lead (I.E.L)</li> <li>• Tier 2 intervention with a group of children - Bruce and Jen</li> <li>• Review model and refine the ORs process in the school</li> </ul>

<b>Priority 2:</b> <i>Our approach honours Te Tiriti o Waitangi</i> At Levin North school we celebrate our culture and unique identity within Aotearoa/ New Zealand.			Review	
Area	Goal	Detail	What happened	What happens next...
Cultural capability	There will be meaningful incorporation of te reo me ona tikanga Māori .	<ul style="list-style-type: none"> <li>All teachers will learn Te Reo Māori as part of their PLD ( Term 2 Te Ahu o Te Reo)</li> <li>Kapa Haka specialist will be employed to offer kapa haka to all tamariki - two groups - junior and senior</li> </ul>	<ul style="list-style-type: none"> <li>Very little happening- as we were waiting for Iwi to Iwi conversations.</li> <li>It has been fantastic having the junior kapa haka up and running, huge difference</li> </ul>	<ul style="list-style-type: none"> <li>Has started term 1 2024- runs for two terms ( level 1)</li> <li>Continue but split juniors into little and medium sized</li> </ul>
Cultural capability	Levin North will continue to exhibit more culturally sustaining practice.	<ul style="list-style-type: none"> <li>Teachers will be challenged to acknowledge and recognise unconscious bias ( unteach racism Teachers Council)</li> <li>Continue to embed culturally responsive transition and powhiri processes</li> <li>We will continue to work with and learn from local Iwi as part of the Kāhui Ako mahi.</li> </ul>	<ul style="list-style-type: none"> <li>Connecting with the kids cultures</li> <li>HUGE Jandal Jam involvement</li> <li>Kapa Haka for junior and senior school - Muaūpoko tutors. Seniors performed at local events.</li> </ul>	<ul style="list-style-type: none"> <li>Pōwhiri to welcome new tamariki and whānau T1 and T3</li> <li>Continue</li> <li>Continue</li> <li>Local resources will be made by the iwi. AST to support in that space</li> <li>Muaūpoko are PLD providers for creating the cultural legacy</li> </ul>
Learning	Develop educationally powerful connections with whānau and parents to support children's learning	<ul style="list-style-type: none"> <li>Renew parent information evenings to encourage whānau to connect with their child's learning</li> <li>Continue to develop the use google sites for classrooms</li> </ul>	<ul style="list-style-type: none"> <li>We tried but weather postponements stopped these from happening successfully this year.</li> </ul>	<ul style="list-style-type: none"> <li>2 per year particularly around BSLA</li> <li>T only day to start the year to get these going...</li> </ul>

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		<ul style="list-style-type: none"> <li>Kanohi te Kanohi opportunities (Covid willing) will continue to be provided.</li> </ul>	<ul style="list-style-type: none"> <li>Great communication and relationship</li> </ul>	
Connections	Continue to develop partnerships and connections with local Iwi and marae to facilitate cultural learning opportunities	<ul style="list-style-type: none"> <li>Continue to embed culturally responsive transition and powhiri processes</li> <li>Integrate learning from our Iwi days and other learning events into our school programmes and ways of being as a school.</li> </ul>		<ul style="list-style-type: none"> <li>Restarted powhiri in terms 1 and 3</li> </ul>
Curriculum	Grow Kaitiakitanga through exploring the role of the school in caring for our local environment	<ul style="list-style-type: none"> <li>Further develop our kaitiakitanga presence in the local community by actively seeking opportunities for our young people to contribute in a meaningful way.</li> </ul>	<ul style="list-style-type: none"> <li>Clean up planned for local parks but weather</li> </ul>	<ul style="list-style-type: none"> <li>Re-visiting retirement villages...</li> <li>Explore other options</li> </ul>

<b>Priority 3:</b> <i>Holistic learning for life that is future focused.</i> At Levin North School we will prepare our tamariki to adapt and innovate in an ever changing world.			Review	
Area	Goal	Detail	What happened	What happens next...
Learning	Ensure learners gain sound foundation skills including language, literacy and numeracy.	<ul style="list-style-type: none"> <li>Academic data based on norm referenced assessments ( TMP ) will be gathered, analysed and evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>Stepsweb is working well</li> <li><a href="#">Assessment Summary 2023</a></li> </ul>	<ul style="list-style-type: none"> <li>Continue with Stepweb</li> <li>Work on teacher practice in reading - years 4-6</li> </ul>

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		<p>Focus - students will also be identified and their progress closely monitored - assessment for learning.</p> <ul style="list-style-type: none"> <li>BSLA - schools (Better Start Literacy Approach) will be embedded in our years 0-3</li> </ul>	<p>The focus on reading highlighted several areas that we could improve in terms of our practice:</p> <ul style="list-style-type: none"> <li>Understanding critical literacy</li> <li>Using extended discussions as part of practice</li> <li>Utilising much variety in reading material</li> </ul> <p>The BSLA approach was used in the junior school and in analysing the data it was evident that some teachers were using the approach with more fidelity than others.</p> <p>We still have the year level hiccup between 'learning to read' and 'reading to learn'.</p> <p>This was hugely informative for teachers and once again if used with fidelity showed dramatic results.</p> <p>Learner voice has been impacted by the criteria in HERO - so these need to be sorted first! Learner voice as a focus also came through from the Manaiaikalani Classroom Observations.</p> <p>Steps web was not always used as it should have been-- this was evident in student progress that can be gleaned from the steps web site.</p>	<ul style="list-style-type: none"> <li>PLD to focus on these aspects of practice</li> </ul> <p>Address the fidelity issue by:</p> <ul style="list-style-type: none"> <li>Training one of our teachers to be a BSLA facilitator</li> <li>Using the BSLA website as a repository for our results( in that way forcing teachers to use the approach as intended.)</li> <li>Training three new teachers to the programme to ensure consistency across the junior school</li> <li>Creating a 'middle team' with a new leader who has experience in the year 5 6 team ( reading to learn and learning to read)</li> </ul> <p>Ensure it is used with fidelity - part of team checking processes.</p>
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Curriculum	Students and teachers will develop a better understanding of the Curriculum Refresh, including the rich Aotearoa Histories and their unique place within our country, whilst understanding our unique place here in Levin.	<ul style="list-style-type: none"> <li>PLD will include beginning to unpack the Curriculum Refresh</li> <li>Umbrella learning contexts will reflect the content and intent of the Aotearoa NZ histories document.</li> <li>Learning contexts will also explore our immediate community environment.</li> </ul>		<ul style="list-style-type: none"> <li>Big focus this year and through the Aotearoa Histories lens</li> <li>Learn create share</li> </ul> <p>The rest will be on hold...</p>
Curriculum	Ensure our tamariki grow their understanding of their world and the issues facing them as 'global citizens'.	<ul style="list-style-type: none"> <li>Manaiakalani Outreach programme involvement- Learn Create Share - will include authentic and meaningful learning contexts (age appropriate)</li> <li>Cybersmart curriculum (Manaiakalani) will be a consistent part of learning programmes across the school.</li> </ul>	<ul style="list-style-type: none"> <li>This was in the early stages this year as it was the first year we had really engaged with the LCS kaupapa.</li> <li>90% of teachers have completed their DFI</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and literacy - create and share focus next year</li> <li>Link to: Learn Create Share</li> <li>Cybersmart curriculum to be visible</li> </ul>
Well being	Create a safe and nurturing environment that supports and builds	<ul style="list-style-type: none"> <li>Me and My School survey (end of 2022) - Information will be analysed to identify areas for improvement</li> <li>The Healthy Active Schools initiative</li> </ul>	<ul style="list-style-type: none"> <li>Google form.. Rod to give this a go</li> </ul>	<ul style="list-style-type: none"> <li>To be done, create our own for this year - relevant and simplify</li> <li>To continue next year</li> </ul>

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	resilient and confident tamariki and staff	<p>with Sport Manawatu will start in 2023.</p> <ul style="list-style-type: none"> <li>• Our restorative/ educative approach to behaviour management will be embedded ( Pick a path)</li> <li>• Activities that enhance staff wellbeing/team building and relationships will be established through staff conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Going well - time consuming but so worth it</li> <li>• Teachers are great with the timing of when to have these conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Building on restorative practice looking at Trauma Informed Practice. - professional learning plan to be developed. ( link to KA mahi)</li> <li>• New teachers' understanding of restorative practice.</li> <li>• Update restorative chat document to include values Megan, Anna</li> </ul>
Curriculum	Ensure that our school values and the NZC key competencies are at the forefront of everything we do.	<ul style="list-style-type: none"> <li>• Values integration will continue as a team focus each term ( <b>Manaakitanga</b>( being kind and hospitable), <b>Kotahitanga</b> ( sense of unity), <b>Manawanuitanga</b> ( sense of determination)</li> <li>• Values to be more visible through artworks around the school, celebrated at team and school assemblies</li> <li>• A Key competency focus will be indicated by the use of 'tags' attached to each HERO post</li> </ul>	<ul style="list-style-type: none"> <li>• The artworks created as part of the Creatives in schools project have made these much more visible. <a href="#">MC Final creatives report</a></li> <li>• HERO tags were used but were they meaningful?</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency, on top and keeping these highly visible.</li> <li>• Revise use of HERO tags</li> </ul>

Other			Review	
Area	Goal	Detail	What happened	What next

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Performance Management	Continue to strengthen the school staff	<ul style="list-style-type: none"> <li>Allocation of units to support school direction</li> <li>Coaching framework ( video and peer coaches) to align with the Manaiakalani mahi and inform teacher goal setting and the professional growth cycle.</li> <li>Principal PLG TBC</li> <li>Performance appraisal completed for all TAs</li> <li>PLD as determined by need for our Teacher Aides</li> </ul>	<p>Units were fully allocated and supported the school direction</p> <p>This was the first time we had used the Manaiakalani Observation framework and it was a very useful tool for highlighting the next stages of development in teacher practice.- Reading practice focused ( see document above for areas for development). This will inform our PGC goals for 2024.</p> <p>Principal PGC confirmed performance goals determined.Principal attending PLG group - minutes kept</p> <p>Completed <a href="#">Summary of TA appraisals</a></p>	<p>Reallocate - revise Role descriptions of some...</p> <p>Re do same format to see if there is a difference....( improvement)</p> <p>New/ revised goals for 2024</p> <p>Targeted PLD to continue ( using google in term 1)</p>
Finances and property	Continue to manage the school in a financially prudent manner.	<ul style="list-style-type: none"> <li>Work with the board to ensure financial systems are followed.</li> <li>Scope the next projects in the 5YA programme of maintenance</li> <li>Continue to ensure our technology capability in terms of infrastructure is fit for purpose.</li> </ul>	<p>Yes</p> <p>What a nightmare to navigate Painting has been completed</p> <ul style="list-style-type: none"> <li>Roofing project</li> <li>Mahinawa</li> <li>Still waiting on fencing</li> </ul> <p>Big technology shakeup needed - Now that we have developed our teaching capability our resources are strained and there are very few systems in place.</p>	<p>Mahinawa looks set to go ahead...</p> <p>Lease of devices to replace the very old almost unusable devises</p> <p>Develop systems</p>

		<ul style="list-style-type: none"><li>Continue to ensure that the 2024 budget reflects the school direction and priorities.</li></ul>		
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