

Charter: Strategic Plan and Annual 2019

Mission Statement: Levin North School is a positive, caring community, which promotes lifelong learning, celebrates individuality and encourages participation and success for all.

Positive caring community What does this look like?	Life- long learning What does this look like?	Celebrating individuality What does this look like?	Success for all What does this look like?	Encouraging participation What does this look like?
Respecting cultural differences and engaging whanau Welcoming, and being interested in whanau being involved in our school Taking time to get to know the 'whole' child Involving whanau in children's learning Having an open door policy School is part of the community	People managing themselves and their learning Children are Intrinsically motivated and problem solvers with inquiring minds Extending curiosities Developing Key competencies Learners who are Literate and numerate	Promoting and celebrating difference in individual students and their learning Recognising each person has something different to offer and valuing that Ensuring school events and communications celebrate small group and individual achievement Personalising learning	Meeting individual needs Setting personal goals and challenges Celebrating progress as well as achievement Taking an individual approach	Having a 'can do' attitude Supporting everyone Make it fun Creating safe and secure environment for risk taking Role modelling having a go Providing lots of different opportunities Encouraging students to choose their interests

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

- Manaakitanga
- Community
- Wairua auaha Wairua uiui,
- Adaptability
- Kotahitanga
- Responsibility
- Trust
- Mana Motuhake

When developing policies and practices we reflect New Zealand's cultural diversity and the unique position of Māori culture.

This charter has been developed in consultation with the wider school community late 2017

Strategic Aims (2018 – 2020)

1. All students are able to access the New Zealand Curriculum – equity and excellence for all
2. Students are increasingly engaged and taking ownership of their learning.
3. Teachers are learners who critique, reflect and adapt their practice and take collective responsibility to meet the needs of their students.
4. Educationally powerful connections with whanau and parents and other educators are continually being developed to support children’s learning.
5. An environment will be created that supports and encourages quality teaching and learning.

Strategic Aim	2018	2019	2020
All students are successfully able to access the New Zealand Curriculum: Equity and Excellence for all	Annual targets will be identified, based on analysed data, to effect and sustain improvement in Reading, Writing and Mathematics.		
	The progress of identified students and groups of students, including Māori and Pasifika, will be monitored and regularly reviewed.		
	Assessment information will be as, for and of learning.		
	Students will increasingly ‘own’ their learning and access an integrated curriculum that meets their needs		

Strategic Aim	2018	2019	2020
Students are increasingly engaged and taking ownership of their learning.	Students realising their potential to drive their own learning and become lifelong learners will be increasingly evident across the school.	Self-driven learners will be evident across the school.	
	Teachers will continue to develop their practice in terms of their changing role	Teachers’ practice as facilitators will be embedded	

	Teachers and students understanding of opportunities for learning 'anywhere anytime' will continue to be developed	Anywhere, anytime learning will be evidenced in practice	
Strategic Aim Teachers are learners who critique, reflect and adapt their practice and take collective responsibility to meet the needs of their students.	2018	2019	2020
	Continue development in Peer Coaching using video analysis as a tool	Embed Peer Coaching using video analysis as a tool	
	Our approach to teaching in years 0-2 - play based learning will be documented.	Our approach to teaching in years 0-2 (play based learning)will be documented and visible in junior classrooms	
	Evidence of a 'teaching as inquiry' approach and will be included in teacher portfolios. Portfolios will meet the Our Code, Our Standards Criteria		
	Teachers will participate in collaborative partnerships with colleagues to explore and discuss research based ways of enhancing teaching and learning.	Teachers will participate in collaborative partnerships with colleagues within and across schools (Kahui Ako) to explore and discuss research based ways of enhancing teaching and learning	

Strategic Aim Educationally powerful connections with whanau and parents are continually being developed to support children's learning.	2018	2019	2020
	Learner centred relationships that engage and involve the school community will continue to develop.	Learner centred relationships that effectively engage and involve the school community and other educators (Kahui Ako) will be evident.	Communication, collaboration and partnerships will extend and enrich opportunities for students.
Communication opportunities that support and strengthen reciprocal, learning centred relationships will continue to be developed.			
Strategic Aim An environment will be created that supports and encourages quality teaching and learning	2018	2019	2020
	Student-centred, authentic, higher- order, collaborative learning, and digital literacy, is enhanced by digital technologies.		
	Equitable access to reliable technologies and environments (ILE) that meet all needs is sustained.		
	Internal evaluation to inform decisions around curriculum, professional learning and resourcing will be an ongoing part of school operations		
Human resourcing will support the development of an environment that encourages quality teaching and learning.			



Annual Plan 2019

Strategic Goals	Strategic Outcomes	Target	What will we do?	Who	Cost	When
All students are able to access the New Zealand Curriculum – equity and excellence for all	All students are provided with opportunities to succeed	To be confirmed.	Provide a wide variety of curriculum learning opportunities Analyse end of 2018 data to determine target learners.	All teachers	Variable	All year
	To increase teacher curriculum content knowledge and pedagogical capability	Introduce the PACT tool (Kahui Ako PLD focus)	Undertake PLD in the use of the PACT tool - mathematics. (see separate plan	Led by HP for North school but part of CoL PLD	MoE funded	All year
		Reading Recovery- to complete the first year successfully	This year(and next year) MMcK will be training in Reading Recovery. We will then have three teachers in our junior school (of four) who have these skills which can be applied in their classroom teaching too.	MMcK	Travel to Porirua .4 funded from MoE School top up .04	2019, 2020
		To employ a literacy support teacher	PB will again be employed on a part time basis to offer literacy support for students who are too old for RR and who are not making the progress that we would expect. PB completes a report at the end of each term which details the progress of the learners. She will also continue to work with classroom teachers to help them to further develop their skills in teaching literacy.	PB	.4 over and above our staffing allocation	2019
Students are increasingly engaged and taking ownership of their learning.	Self-driven learners will be evident across the school.	To further develop our use of our LMS - Hapara as a LMS in our senior classrooms (years 3, 4,5 and 6)	Teachers will have PLD about using Hapara over the course of the year.	Teachers in years 3-6	\$892 -July to July 150 students	Introduce end of term 1- continue throughout the year

	Teachers' practice as facilitators will be embedded	Assessment and reporting review Refine reporting so that it is more centred on student voice	We will review with teachers and the community and develop a model that meets all needs. Details will be on the self review plan.		Nil	Terms one and two
Teachers are learners who critique, reflect and adapt their practice and take collective responsibility to meet the needs of their students.	Teachers will participate in collaborative partnerships with colleagues within and across schools (Kahui Ako) to explore and discuss research based ways of enhancing teaching and learning	This will be evidenced in their professional portfolios	Coaching PLD - meetings scheduled as part of meeting cycle. The detailed action plan is part of the MoE documentation. portfolios	Led by MC and HP and team leaders	MoE funded	2019
	Our approach to teaching in years 0-2 (play based learning)will be documented and visible in junior classrooms	Documentation will be in place	Document play based learning with reference to relevant research.	MC	Nil	Term 3
	Embed Peer Coaching using video analysis as a tool	See PLD plan	Continue with our professional learning schedule to develop skills in this area. Provide scaffolding for those who need it and regular meeting times to validate and give time for the process.	All teaching staff	Cost will be for teacher relief days - PLD is MoE funded	2019
Educationally powerful connections with whanau and parents and other educators are continually being developed to support children's learning.	Learner centred relationships that effectively engage and involve the school community and other educators (Kahui Ako) will be evident.		Within School Teachers Inquiry The WST will regularly share progress with other teachers in our own school and with teachers in other schools	EH	Nil	Terms 1,2,3
	Communication opportunities that support and strengthen reciprocal,	Offer a breakfast club to tamariki at our school	Breakfast will be offered at our school for any child that wants to come. This will also be an opportunity for children to learn tikanga related to kai and to socialise with each other. It will also be an opportunity to build	LSC and member of BOT	Kids can and kelloggs funded	Start term 1 - all year.

learning centred relationships will continue to be developed.		relationships with families.			
	Reading Together	We will offer reading together again however in partnership with iwi Raukawa/ Muaupoko - perhaps in an offsite facility. Could link to CoL work.	EH to explore possibilities	Cost covered by RT payment	Term 2 /3 but a modified programme.
	Rebel Writers To be offered to targeted students based on achievement information.	another group of writers for 2019 - male writers as they appear in our 'below' statistics more frequently than our female writers; The group chosen should be no more than 10 writers; The members of the group should be 'just below' where they should be as determined by the whole school assessment schedule; Respondent writers should initially be drawn from those who wish to be involved for a second term but then the community should be asked through a range of communications; The time frame - 11 weeks for 45 minutes on a Monday. The process is more effective if 2 teachers can be involved but if it is only 10 writers then 1 teacher would suffice; Parents of the chosen writers should have an initial meeting to give an overview of the programme; Respondents should remain as anonymous as possible so that the focus is on the writing rather than the writer.	RD to lead	Nil	Term 2
	Whole School production	The whole school production is called Mysteries of Muaupoko and has been written by two of our teachers to help our students(and families to understand their area. It is celebrating Muaupokotanga. The teachers have also met with Muaupoko elders to	MD and MB developing Whole school involved	Costs to be offset by ticket sales	Terms 1,2 and 3

			make sure it is factually correct. It will be held at the local college rather than our own school hall - yet another community connection.			
		Transition to Intermediate To build on what we learned from the revised transition process to LIS in 2018 and continue to improve the transition of our students and their families.	Work with the liaison RTLB to apply for funding for the process (teacher release days). Develop a transition programme relevant to the needs of our learners but fundamentally to help them to build relationships with the teachers at LIS.		RTLB funding will be sought to cover teacher release as per 2018	Preparation early term 3 and process term 3 and 4.
	Community Hui - Values Part of curriculum review	To review our strategic plan and curriculum values	A community hui will be towards the end of term 1 as part of gathering their views and ideas.	MC		Term 1
An environment will be created that supports and encourages quality teaching and learning.	Student-centred, authentic, higher- order, collaborative learning, and digital literacy, is enhanced by digital technologies.	Support staff working with their classroom teachers	Nine modules which will focus on developing more effective working relationships between the Teacher Aides and their teachers.	RD RTLB liaison	Five TA hours per fortnight.	All year
	Equitable access to reliable technologies and environments (ILE) that meet all needs is sustained.	ILE upgrade and other minor works in block 4 Spend the FYA money and extra that has been given as requested by the MoE by June 2020 . New amount 340,088 (increase of \$128,000).	More money has been added to the FYA funds by the government		See 5 YA	End of 2019
		Sensory Room guidelines	We need clarity of purpose for use of this room.	RD	Nil	Term 3
	Internal evaluation to inform decisions around curriculum, professional learning and resourcing will be an ongoing part of school operations	Play based Learning documentation	See above	MC	Nil	By the end of 2019
	Human resourcing will support the development	In school referral form	Develop an in a school referral form so that teachers recognise and work with a system for asking for	RD RTLB Liaison	Nil	Term 2

	of an environment that encourages quality teaching and learning.		support for students with special needs. This part of a development across all schools in the area.			
		Assembly (SMS)	To maximise the functions of our School Management system. These are not being used to their full potential yet. Areas to be developed include: tracking the ongoing progress of our target learners Keeping better records or any behaviour incidents and actions	HP	Ongoing subscription	ongoing