

Analysis of Variance of 2022

<p style="text-align: center;">Priority 1: <i>Education is barrier free, great education opportunities and successful outcomes are within reach for EVERY learner.</i></p>				
Area	Goal	What we planned to do	What did we do and how did it go?	What 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"> A revised development plan for the use of our SMS (HERO) will be developed to include student voice and reflect the breadth of learning opportunities in our learning spaces. Teachers will continue to develop their understanding of how to use assessment in informing learning programmes for learners. (NZCER Assist) Reading Criteria in HERO will be finalised and aligned to the New Zealand Curriculum Framework. Develop achievement goals for students based on Norm referenced assessment information. Track student progress towards these goals. 	<p>The plan was revised and altered as we went along. Once again a Covid interrupted year. The posts have been modified to celebrate the breadth of learning and continue to develop more student voices.</p> <p>Continues to improve</p> <p>These were finalised late in the year but we haven't used them for reporting yet.</p> <p>Summative Assessment 2022</p> <p>Our students have made great progress in writing and maths but reading in years 4-6 needs work.... (same across all Manaiaakalani schools)</p>	<p>Intense focus on reading for 2023.</p> <p>Trialling online (NZCER assist) assessments in years 5 - 6 for those students who would like to use this version . These do away with marking (marked in real time)</p> <p>Reporting against criteria will start in term 1 2023- PLD around reading to align</p> <p>Intensive focus on the reading of reading in years 5 -6 to start with</p> <p>One teacher in the senior team doing the RPI - team leader is the mentor and all</p>

				discussed at team meetings. Separate Self review for reading to be developed Reading Self Review BSLA PLD continues and includes teachers in year 3 (so that they understand)
Pedagogy	Strengthen teacher capability to understand a personalised approach	<ul style="list-style-type: none"> Teachers will know their learners as people and foster their strength and interests. Professional learning will continue to help teachers to develop their understanding of a personalised approach and teaching as inquiry. Professional growth cycle with align with Manaiakalani kaupapa and teacher goals 	<p>PLD for 2022 has largely been focussed on the Manaiakalani DFI. 7 staff completed this in 2022. This has meant that our use of technology to enhance personalised learning has had a HUGE jolt. Hapara has been introduced.</p> <p>Professional Growth cycle meetings for 2021 were held in 2022 (term 1) and will happen for the 2022 year at the end of term 1 2023. Teachers are in a continuous cycle of professional growth.</p>	<p>Four teachers complete this in 2023.</p> <p>All classes from year 3 up will use Hapara as a LMS (PLD from the Manaiakalani facilitator to maximise use)</p>
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"> Transition processes to school ,within school and from our school will continue to be developed to ensure they meet the needs of learners and their families. New Entrant teachers to be part of the Kāhui Ako NE/ECE hui(once per term) Junior team leaders to develop strong relationships with local ECE providers. 	This has all happened and will continue to improve as the KA now has a shared drive for schools to upload their school information.	Continue
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"> Student ownership of learning through the use of HERO criteria will continue to be developed. Continue to maximise the skills and expertise of our in school resources (Reading Recovery teacher, SENCO and 	<p>This is at the forefront of our professional learning for 2023.</p> <p>DP in the role of SENCO has done amazing things</p>	<p>Really focus on student ownership at classroom levels. Ensure the student voice is front and centre in everything we do.</p> <p>Trial a new way of supporting our ORs</p>

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

		LSC) and those in our wider community (RTL, GSE)	and liaised well with our LSC. Our kids are very well supported - the strength of our inclusive practice was acknowledged in our ERO review.	kids. No longer using an outside provider... in house using our LSC and upskilling teachers. ORs management time to be used to release teachers.
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<p style="text-align: center;">Priority 2: <i>Our approach honours Te Tiriti o Waitangi</i> At Levin North school we celebrate our culture and unique identity within Aotearoa/ New Zealand.</p>				
Area	Goal	What we planned to do	What did we do and how did it go?	What next?
Cultural capability	There will be meaningful incorporation of te reo me ona tikanga Māori .	<ul style="list-style-type: none"> All teachers will learn Te Reo Māori as part of their PLD Kapa Haka specialist will be employed to offer kahapaka to all tamariki 	Muaupoko were not PLD accredited and as a Muaupoko school we should be using their expertise, so in the KA space we worked on them becoming accredited. This happened late in 2022.	We are doing a PLD application for schools who would like Te Reo PLD in term 1 2023. PLD will start in Term 3 (applications not accepted for term 1)
Cultural capability	Levin North will continue to exhibit more culturally sustaining practice.	<ul style="list-style-type: none"> Teachers will be challenged to acknowledge and recognise unconscious bias (unteach racism Teachers Council) Continue to embed culturally responsive transition and powhiri processes We will continue to work with and learn from local Iwi as part of the Kāhui Ako mahi. Integrate any changes identified as part of our involvement in the MAC (Māori Achievement Collaborative) initial survey. 	<p>Had some PLD staff meetings but this process was very interrupted...</p> <p>Powhiri alongside Mūaupoko have been held to start 2022 and 2023... partnership in action</p> <p>Kapa Haka for years 3-6 has been very successful...</p> <p>I pulled out of the MAC group - just had too much to do!</p>	<p>Continue to develop our practices</p> <p>Continue this involvement</p> <p>Offer this to NE - year 2 also this year</p>
Learning	Develop educationally powerful connections with whānau and	<ul style="list-style-type: none"> Continue to hold parent information evenings to encourage whānau to connect with their child's learning through the HERO portal - monitor usage Maximise the use of our facebook page to 	No meetings held this year - covid challenges but posts through HERO continued all year. Usage(parents and whanau connecting with posts) varies considerably.	Keep trying!!!

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

	parents to support children's learning	<p>keep whānau and community involved in wider school events and communications</p> <ul style="list-style-type: none"> Continue to develop the use of 'see-saw' in our junior and middle teams Kanohi te Kanohi opportunities (Covid willing) will continue to be provided. 	<p>This is working quite well!</p> <p>The capability of HERO has seen the use of see-saw drop away.</p> <p>Teachers are very good at front footing opportunities to chat with families - formal and informal</p>	<p>We intend to keep using our LMS (HERO) and try to include video content.</p>
Connections	Continue to develop partnerships and connections with local Iwi and marae to facilitate cultural learning opportunities	<ul style="list-style-type: none"> Continue to embed culturally responsive transition and powhiri processes Integrate learning from our Iwi days and other learning events into our school programmes and ways of being as a school. 	<p>Mūaupoko day was held again to start 2023 - this really underpins the work in schools all year.</p>	<p>Teachers to attend Ngati Raukawa day in 2024.</p>
Curriculum	Grow Kaitiakitanga through exploring the role of the school in caring for our local environment	<ul style="list-style-type: none"> Further develop our kaitiakitanga presence in the local community by actively seeking opportunities for our young people to contribute in a meaningful way. 	<p>This fell away to almost nothing due to covid. We did a couple of lake clean ups and that was it!</p>	<p>Re-starting this connection with the community in some way.</p>

<p style="text-align: center;">Priority 3: <i>Holistic learning for life that is future focussed.</i> At Levin North School we will prepare our tamariki to adapt and innovate in an ever changing world.</p>				
Area	Goal	Detail	What did we do and how did it go	What next
Learning	Ensure learners gain sound foundation skills including language, literacy and numeracy.	<ul style="list-style-type: none"> Academic data based on norm referenced assessments (MoP) will be gathered, analysed and evaluated. Focus students will also be identified and their progress closely monitored - assessment for learning. BSLA - schools (Better Start Literacy Approach) will be implemented in our junior school (PLD 2022) 	<p>This was all gathered and analysed - see above for further comment.</p> <p>This has been a game changer for us. We have struggled for so long to address 'spelling'. The capability in this particular area has tended to skew our E-asttle data over the year - helping kids</p>	<p>Continue- TMP (and school) analysis of data informs our practice</p> <p>Continue to develop teacher capability in this area.</p>

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

		<ul style="list-style-type: none"> All students will be screened for Dyslexia and programmes will be in place to address needs (Steps web). All data will be regularly analysed to inform next steps in learning. Self review in Teaching to the North East : Mathematics lens (with ERO) to determine the impact of the use of our LMS on student engagement and achievement with mathematics. An integrated holistic student driven approach to learning will be developed. 	<p>to get the letter sound relationships right from the start has given kids confidence as well as the skills they need to TRY to read and write. Our SEAs however make for salutary reading!!!!</p> <p>This action has also been good for our learners... all students do steps web every day and the same result has been observed as above- this gives kids confidence in writing! ... and because everyone is doing it there is no stigma attached!</p> <p>Maths results are pretty stunning! (see above) Use of HERO criteria, teaching to NEEDS has impacted this</p> <p>This continues to underpin everything we do.. A child is not just a head on shoulders. If kids are asking for it - we will find a way to do it!</p>	<p>Continue</p> <p>Continue</p> <p>Continue</p>
Curriculum	Students and teachers will develop a better understanding of 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"> Umbrella learning contexts will reflect the content and intent of the Aotearoa NZ histories document. Learning contexts will also explore our immediate community environment. 	Not much progress here to be fair. We are having an area wide teacher only day on April 24th to hopefully kick start this mahi.	Get our heads around the curriculum refresh and Aotearoa histories to start the year in 2024.
Curriculum	Ensure our tamariki grow their understanding of their world and the issues facing them as 'global citizens'.	<ul style="list-style-type: none"> Manaiakalani Outreach programme involvement- Learn Create Share - will include authentic and meaningful learning contexts (age appropriate) Talanoa to hear the voices of pacific nations people will be held as part of our Kāhui Ako 	Cybersmart curriculum sessions are being taking by our In Class facilitators from manaiakalani (alongside our teachers) PLD focusses on developing this approach to learning and teaching.	<p>Continue</p> <p>Continue</p>

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		<p>mahi - with ideas and practices evident in our own school (Pasifika Education plan)</p> <ul style="list-style-type: none"> • Cybersmart curriculum (Manaiakalani) will be a consistent part of learning programmes across the school. 	See above	
Well being	Create a safe and nurturing environment that supports and builds resilient and confident tamariki and staff	<ul style="list-style-type: none"> • Teaching and school practices survey- findings from 2021 survey to inform school development (the primary finding was around the need to further develop student agency in directing learning) • Me and My School survey (end of 2021) - Information will be analysed to identify areas for improvement • The Healthy Active Schools initiative with Sport Manawatu will start in 2022. • Our restorative/ educative approach to behaviour management will be embedded (Pick a path) • Activities that enhance staff wellbeing/team building and relationships will be established through staff conversations. 	<p>This started but was very slow in term 4...</p> <p>We don't use pick a path but our actions are restorative. -'talking card' developed after teachers attended a wananga pakupaku session - which provides very clear pathways.</p>	<p>Kick start with more 'time' again in 2023.</p> <p>Continue to follow this process.</p>
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"> • Values integration will continue as a team focus each term (Manaakitanga (being kind and hospitalitable), Kotahitanga (sense of unity), Manawanuitanga (sense of determination) • Values to be celebrated at team and school assemblies (Covid willing) • A Key competency focus will be indicated by the use of 'tags' attached to each HERO post 	<p>To further strengthen the presence of our values... we applied for a creative (through the creatives in schools process) to work in our school for 2023..</p> <p>We had very few assemblies in 2022.</p> <p>Using tags</p>	<p>Wendy Hodder will start towards the end of term 1 and work through the year to develop 'values' artworks around our school. Student developed and prepared</p> <p>Assemblies to start again in term 2</p> <p>We need to review the use of HERO in the areas that we have been using for the last two years (including tags)- consistency across the school</p>

Other				
Area	Goal	Detail	What did we do and how did it go	What next
Performance Management	Continue to strengthen the school staff	<ul style="list-style-type: none"> Continue to embed role of the Acting DPs with specific emphasis on term one organisation (Principal sabbatical) Allocation of units to support school direction Coaching framework (video and peer coaches) to align with the Manaiakalani mahi and inform teacher goal setting and the professional growth cycle. Principal Appraisal: Paddy Sannazaro (Principal Colleague) Principal performance agreement developed with regular check ups. Performance appraisal completed for all TAs (Acting Principal term 1) - PLD as determined by need for our Teacher Aides 	<p>Term one went well and the Acting DPs are now Acting Aps</p> <p>Done The coaching framework never managed to get off the ground... We need to rethink this for 2023</p> <p>Appraisal was completed by another Colleague: Maine Curtis (Waitohu School)</p> <p>DP appraisal being completed by ABC consulting- outside lens. Performance appraisals for teachers and TAs completed.</p>	<p>Appoint a permanent AP in 2023.</p> <p>Start classroom observations again by senior leaders - particularly in reading (see self review)</p> <p>Move to PLG requirements from Feb 2023. ABC consulting - starts March.</p>
Finances and property	Continue to manage the school in a financially prudent manner.	<ul style="list-style-type: none"> Work with the board to ensure financial systems are followed. Complete the external painting of buildings. Scope the next projects in the 5YA programme of maintenance 	<p>These have gone from strength to strength as a result of having an accountant (and auditor) on our board. We are still using AFS to ensure that someone outside our school looks over things but we have a much closer eye and understanding regarding monthly reports</p> <p>External painting work was done however it is still not completed - contractor challenges.</p> <p>This is a mess - projects that should have been started are not started and to complicate matters Mahinawa is looking at taking over three of our unused classrooms as a satellite school late in 2023. The scope of works (roofing) which included these 3 classrooms had to be</p>	<p>Continue</p> <p>Hopefully completed by the end of term 2 2023???</p> <p>Have requested a re prioritisation meeting with our property manager.</p> <p>Continue to work with MoE designers and Mahinawa- should be operational by the end of 2023.</p>

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		<ul style="list-style-type: none"> Continue to ensure our technology capability in terms of infrastructure is fit for purpose. Continue to ensure that the 2022 budget reflects the school direction and priorities. 	<p>reorganised. LSC spaces have not yet been done.</p> <p>We are still waiting to be 'snapped' apparently there are problems with the 'chips'.</p> <p>We have continued to purchase chromebooks to keep the stock up to scratch and to ensure we have sufficient. All students in years 3 up use chromebooks and students in the junior school now use Ipads.</p> <p>We continue to create a silk purse out of a sow's ear! Yes the budget did reflect the priorities.</p>	<p>We are working with Norrcom to try to find a solution....</p> <p>This is a continual process.</p>
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