



Charter and Strategic Plan 2018

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 - Respect cultural differences and engage whanau - Welcoming, and are interested in whanau being involved in our school - Take time to get to know the 'whole' child - Involve whanau in children's learning - Have an open door policy - School is part of the community	Life- long learning - People managing themselves and their learning - Intrinsically motivated - Problem solvers with inquiring minds - Extend curiosities - Key competencies developed - Literate and numerate	Celebrating individuality - Promote difference in individual students and their learning - Recognise each person has something different to offer and valuing that - Ensuring school events and communications celebrate small group and individual achievement - Personalising learning - Children excelling in their talent	Success for all - Meeting individual needs - Setting personal goals and challenges - Celebrate progress as well as achievement - Taking an individual approach	Encourage participation - Have a 'can do' attitude - Support everyone - Make it fun - Create a safe and secure Environment for risk taking - Role model having a go - Provide lots of different opportunities - Encourage students to choose their own 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

Strategic Aims (2018 – 2020)

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

Strategic Aim	2018	2019	2020
1. 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
	2. 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.	
	Teachers will continue to develop their practice in terms of their changing role	Self-driven learners will be evident across the school.	
	Teachers and students understanding of opportunities for learning ‘anywhere anytime’ will continue to be developed	Teachers’ practice as facilitators will be embedded	
Strategic Aim			
	3. Teachers are learners who critique, reflect and adapt their practice and take collective responsibility to meet the needs of their students.	Anywhere, anytime learning will be evidenced in practice	
	Continue development in Peer Coaching using video analysis as a tool		
	Our approach to teaching in years 0-2 - play based learning will be documented.	Embed Peer Coaching using video analysis as a tool	
	Evidence of a ‘teaching as inquiry’ approach and will be included in teacher portfolios. Portfolios will meet the Our Code, Our Standards Criteria	Our approach to teaching in years 0-2 (play based learning)will be documented and visible in junior classrooms	
	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 4. 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 5. 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.		

Levin North School Annual Plan 2018					
Strategic Goals	NAG: Area	Goal	Breakdown	Who	When
All students are able to access the New Zealand Curriculum – equity and excellence for all Students are increasingly engaged and taking ownership of their learning. Teachers are learners who critique, reflect and adapt their practice and take collective responsibility to meet the needs of their students. Educational ly powerful connections with whanau and parents and other educators are continually being developed to support children’s learning. An environment will be created that supports and encourages quality teaching and learning	NAG 1: Student Achievement and Curriculum	<i>lift student achievement for at promise learners in mathematics, reading and writing</i>	- Set Achievement Targets for priority learners for 2018 - Priority Learners Identified using 2017 National Standards results and PAT assessment information - School wide Targets set for Priority Learners as per MoE and Charter requirements, with year group and ethnic cohorts showing actions and interventions. - Reporting to focus on progress of selected cohort using of a variety of assessment tools. Focus students for each teacher Short term goals and expectation (Linda Bendikson: Auckland University) Analyse assessment information (PATS, running records, E-asttle) - Develop tracking on SMS - Science curriculum focus terms 2 and 3 - A wide range of external interventions are actioned for those relevant priority learners. (writing and responding, reading together, literacy enrichment, authentic contexts) - Explore and Seek opportunities for whanau engagement – e.g. family science day...	Leadership Team	Beginning Term 1
				Teachers Teachers	First 4 weeks First 4 weeks First 6 weeks
		<i>Continue to investigate and apply innovative learning pedagogy based on the concept of personalising learning</i>	<u>Commentary:</u>	Leaders, teachers	Tms 1,2,3,4 Tm 1
				EH RD, CM PB KD, KV	Tm 2,3 Term 3
	NAG 2: Reporting and Self Review	<i>Review our assessment and reporting mechanisms (to parents)</i>	- Continue to further develop our understanding and expectations of personalised learning as learners move through our school (Levin North Curriculum 2016) - Further develop student voice in learning - Assist with design of Rooms 5-8 as 4 class ILE/MLE space. - Minor adaptations to Rooms 10 – 13 to suit a more ILE pedagogy - Continue to explore play based learning in the junior school and articulating our philosophy of how this links to personalising learning - Research and explore the establishment of a ‘sensory’ room for some of our challenged leaners	Leaders	Terms 1,2,3,4
				Princ, DP Ashby	Term 1
		<i>Identify areas for internal self-review from assessment information</i>	Determine focus for internal self-review for 2018	Princ, DP	All year
				Princ	Feb
Nag 3: Employment and Personnel		<i>Strengthen our two Teaching Teams.</i>	<u>Commentary:</u>		
		<i>Strengthen our Leadership Team.</i>	- Continue to embed new teaching teams. - Allocation of Units to support the development related to our Strategic Plan Refine appraisal processes. Formal self-analysis of videos of practice (one per term) and evidence of professional discussion with critical friend to be included in teacher portfolios Team Goal Action Plans. Teams to focus on professional development foci and reflective thinking, - All teachers to be part of the Coaching professional development focus.	RD, AC	Term 1
				All teachers HP HP	Terms 1,2,3, 4 Reporting 2x per term
			- Continue to develop and strengthen our Leadership Team through the Coaching Focus - Maintain and strengthen the focus of Leading Learning as opposed to day to day management of teams	HP RD ,AC	All year

			- Leadership roles further embedded. Refine Job Descriptions and delegation of duties as necessary for DP, team leaders and unit holders Principal Appraisal. Bill Sutton Principal Performance Agreement developed between Board Chair and Principal with regular ‘check-up’s’ on progress etc. - Teacher portfolios to be aligned to Our Code Our standards (2017)	MH	Term 1
				MH	Term 2,3,4
	<i>To strengthen the capability of our Teacher Aides</i>			MH, RE	Term 2
				All teachers	All year
			<u>Commentary:</u>		
			- Teacher Aide roles further embedded. Refine Job Descriptions and delegation of duties - Relevant and regular professional development opportunities provided through whole school PD and TA team meetings	GS, HP	Term 1
				GS, RD	All year
	<i>NAG 4: Finance and property</i>	<i>To continue to investigate and apply innovative learning environments and pedagogy</i>			
			- Continue to examine the ILE/MLE pedagogy, property and adapt our practice and environment. - Assist with design of rooms 5 -8 as a 4 class ILE/MLE space. - Create a more open space concept in rooms 10 – 13 - explore the concept of a sensory room for some of at exceptional needs students - Continue with property maintenance as described in 5YA.	MH	All year
				MH, HP	Term 1
				GS	Term 1
				MH, DM	All year
			<u>Commentary:</u>		
	<i>NAG 5: Health and Safety</i>	<i>To continue to operate Levin North School within the current Health and safety in employment guidelines</i>	Health and safety log assign staff responsibility - Regularly check policies and procedures as per schedule	MH, HP	Term 1 – on-going input
				MH, HP	