



LEVIN  
INTERMEDIATE  
SCHOOL

Collingwood Street, Levin.

# **SCHOOL CHARTER**

**LEVIN INTERMEDIATE  
SCHOOL (#2887)**

**2011**

## School Vision

Levin Intermediate School will provide a quality caring, learning environment where teachers and students value learning and socialization, celebrating difference in an endeavour to achieve excellence.

## School Mission Statement

To provide for all students a positive climate which develops the intellectual and social skills necessary to participate as a responsible citizen.

## School Philosophy

At L.I.S. **we value** – respect, diversity, whanaungatanga, consistency, resiliency, self discipline, commitment, contributing to our school and beyond, and having a healthy, clean school.

At L.I.S. **we believe** that –

- Quality relationships are the key to achieving quality learning.
- Small class sizes lead to better individual learning opportunities.
- Teaching life skills helps prepare students for life after L.I.S.
- Learning outside the classroom enhances student learning.
- Family support is necessary for effective learning to occur.

At L.I.S. **we strive** to be –



*Respectful*

*Responsible*

*Resourceful*

<b>Tutangata</b>	<b>Matauranga</b>	<b>Kia Kaha</b>
Lead by example Self Manage Compassionate Honest/Honourable Involved	Focused Analytical Diligent Inquisitive Use knowledge effectively	Effort in all things Determined Industrious Courageous Tenacious

### **School Motto**

Our school motto is “**Tutangata – Stand Tall**”.

### **School Emblem**

When the school was built in 1971, money for a sculpture was set aside by the Education Board. Mr. P. Gillespie, from Levin, was commissioned to create a suitable work.

His design is based on the cells as the basic unit of life. The circular shapes represent these cells or “life factories”. In one design there are male and female motifs symbolizing the way cells need contributions from both.

Another part of the sculpture focuses on human ideas and achievements. A Concorde airliner is reproduced amongst electronic symbols and the formula  $E=MC^2$ .

The sculpture is mounted at the school entrance and is reproduced on official documents.

### **Background Information**

Levin is the largest settlement in the Horowhenua which is overlooked by the Tararua Ranges in the east and bordered by the Tasman Sea, in the west. Levin was one of the many towns that sprang up along the main trunk line at the turn of the century and has subsequently grown into a thriving horticulture, manufacturing and commercial/servicing centre.

Levin Intermediate opened in 1971 and is unique to the district as it is the only school that focuses on the pre-adolescent child.

The school is situated to the west of the town adjacent to an international hockey turf and netball courts. It is fortunate to have expansive playing fields, large hard-court area and excellent all weather areas.

Our school offers a well resourced library, large hall, modern administration area, modern canteen, large age-appropriate adventure playground, computer suite, dental clinic and a well equipped technology department.

In addition to a well balanced curriculum, Levin Intermediate also offers students a wide range of extra curricula activities which include an annual school production, Japanese cultural experiences and a diverse range of interschool sporting and cultural opportunities.

**LEVIN INTERMEDIATE STRATEGIC DIRECTION**

**Strategic Area: Teaching and Learning**  
**Curriculum Delivery / Assessment / Reporting / Feedback**

<b>Goals</b>	<b>Strategies</b>	<b>Outcomes/Measures</b>
<p>To provide an environment which stimulates and encourages children's learning and progress by catering for individual needs and abilities</p> <p>To improve learning outcomes for every student through improved teaching, assessment and reporting practices.</p>	<p>Structure learning programmes to encourage children to take increased responsibility and risks in their own learning.</p> <p>Promote competence in all learning areas using a variety of approaches and assessment resources.</p> <p>Give focused feedback to students on the identified learning intentions.</p> <p>Monitor student's progress and achievement to assess the effectiveness of teaching programmes.</p>	<p>Ongoing professional development as stated in the Annual Plan and as school funds allow.</p> <p>Quality assessment which informs practice and reports on progress to the student, teacher and parents.</p> <p>Budgeting which supports quality teaching and resourcing to meet the needs and abilities of students.</p> <p>Students will be confident in taking risks and assessing their own learning, and using technology as a tool to aid learning.</p>

<p>Develop skills and abilities in using assessment data through participation in Ministry funded EHSAS contract.</p> <p>Develop teacher expertise in using e.asTTle to improve student reading.</p> <p>Develop the collection, collation and analysis of individual student achievement data and the reporting of student progress to students and parents.</p> <p>Develop school wide planning and teaching documents to align with the new curriculum.</p>	<p>Continue developing a collaborative approach between schools in the Levin EHSAS project to analyse areas of strength and weakness and improve student outcomes.</p> <p>Develop teacher expertise in using e.asTTle to improve student writing.</p> <p>Foster a culture of sharing professional practice between teachers to assist with implementing the new curriculum.</p>	<p>Work with the schools in the EHSAS project and other local schools to develop a sustainable approach to professional collaboration.</p>
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**LEVIN INTERMEDIATE STRATEGIC DIRECTION**

**Strategic Area: Administration**  
**Personnel / Finance / Property**

<b>Goals</b>	<b>Strategies</b>	<b>Outcomes/Measures</b>
<p>To enable the school to achieve its short and long term goals through efficient management of our school resourcing.</p>	<p>Recruit, develop and empower quality personnel.</p> <p>Prudent financial management (balanced / responsible).</p> <p>Develop and maintain effective property programmes, balancing and organising the long and short term needs of the school.</p>	<p><b>Personnel</b>                      Quality, empowered personnel.                      High morale / job satisfaction.                      Professional standards maintained.                      Commitment to ongoing professional development.</p> <p><b>Finance</b>                      Annual Budget supports Strategic Plan.                      Annual Accounts meet audit requirements.                      Compliance with all statutory requirements.                      School remains financially viable.</p> <p><b>Property</b>                      Safe, aesthetically pleasing school environment which enhances student learning and welfare.</p>

<p><b>Personnel</b> Ensure overall efficiency and effectiveness of staffing framework</p> <p>Continue to develop a collaborative culture of ongoing professional development – linked to staff needs, strategic direction and national priorities.</p> <p>Continue to seek collaborative opportunities to work with local schools.</p> <p><b>Property</b> Develop new 10-year Capital Works plan. Deliver Capital Works projects as described in the Annual Plan. Review 5yr Cyclical Maintenance plan Deliver Cyclical Maintenance items Manage compliance with Health &amp; Safety in Employment Act.</p> <p><b>Finance</b> Develop new Asset Replacement Plan. Source new revenue streams. Establish and manage budget. Seek improvements in processes and management of school finances.</p>	<p><b>Personnel</b> Ensure overall efficiency and effectiveness of staffing frameworks</p> <p>Continue to develop a collaborative culture of ongoing professional development – linked to staff needs, strategic direction and national priorities</p> <p>Continue to seek collaborative opportunities to work with local schools.</p> <p><b>Property</b> Sign off new 10-year Capital Works Programme. Deliver Capital Works projects as described in the Annual Plan. Deliver Cyclical Maintenance items Manage compliance with Health &amp; Safety in Employment Act.</p> <p><b>Finance</b> Implement Asset Replacement Plan. Establish expenditure plan for new revenue streams. Establish and manage budget. Seek improvements in processes and management of school finances.</p>	<p><b>Personnel</b> Ensure overall efficiency and effectiveness of staffing frameworks</p> <p>Continue to develop a collaborative culture of ongoing professional development – linked to staff needs, strategic direction and national priorities</p> <p>Continue to seek collaborative opportunities to work with local schools.</p> <p><b>Property</b> Deliver Capital Works projects as described in the Annual Plan. Review 5yr Cyclical Maintenance plan Deliver Cyclical Maintenance items Manage compliance with Health &amp; Safety in Employment Act.</p> <p><b>Finance</b> Monitor Asset Replacement Plan. Monitor expenditure plan. Establish and manage budget. Seek improvements in processes and management of school finances.</p>
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**LEVIN INTERMEDIATE STRATEGIC DIRECTION**

**Strategic Area: Community Relations**

<b>Goals</b>	<b>Strategies</b>	<b>Outcomes/Measures</b>
<p>To be held in high regard by our school and local community.</p>	<p>Inform our community</p> <p>Consult our community &amp; other local schools.</p> <p>Involve our students in the community.</p> <p>Involve community in the school</p> <p>Promote (marketing strategy)</p>	<p>Facilitate regular interaction between parents and teachers</p> <p>Take every opportunity to interact with parents (eg arrival/departures)</p> <p>Support / acknowledge agencies that assist the school.</p> <p>Positive parent and community surveys.</p> <p>Regular use made of ICT to promote, communicate and inform our school community.</p>

<p>Effective consultation in developing School Strategic Plan with all stakeholders.</p> <p>Find effective ways to include all stakeholders in our school with special emphasis on involving Maori and Pasifika.</p> <p>Communication with school and local community through</p> <ul style="list-style-type: none"> <li>• Board input to school Newsletters</li> <li>• Regular School Newsletters</li> <li>• School website.</li> </ul>	<p>Find effective ways to include all stakeholders in our school with special emphasis on involving Maori and Pasifika.</p> <p>Develop a plan to promote our school.</p> <p>Communication with school and local community through</p> <ul style="list-style-type: none"> <li>• Board input to school Newsletters</li> <li>• Regular School Newsletters</li> <li>• School website.</li> </ul>	<p>Find effective ways to include all stakeholders in our school with special emphasis on involving Maori and Pasifika.</p> <p>Implement the plan to promote our school.</p> <p>Communication with school and local community through</p> <ul style="list-style-type: none"> <li>• Board input to school Newsletters</li> <li>• Regular School Newsletters</li> <li>• School website.</li> </ul>
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## L.I.S. Annual Plan 2011

<b>Area: TEACHING AND LEARNING</b>			
<b>Focus</b>	<b>Outcomes</b>	<b>Evidence</b>	<b>Commentary</b>
<p><b>LOCALISING OUR SCHOOL CURRICULUM</b> (to be implemented from 2010)</p>	<p>Teachers</p> <ul style="list-style-type: none"> <li>- Continue to develop the structure of our Inquiry Learning model and can link it to the NZC and the Key Competencies.</li> <li>- The Key Competencies have been linked to teaching and assessment practices.</li> <li>- Use individual student assessment data and classroom observation to inform teaching and to report to parents on their child's progress and achievement.</li> <li>- We have developed our own curriculum in all of the learning strands and as Y7 and Y8 teaching programmes.</li> </ul>	<p>Teachers have been fully involved in the planning and delivery of Inquiry Learning as part of the school wide programme.</p> <p>Teachers are becoming confident in teaching and assessing the Key Competencies across all learning strands.</p> <p>The Key Competencies are featured in planning and assessment of all teaching programmes.</p> <p>Targeted teaching programmes have been developed from the data and student retested to help determine progress.</p> <p>Student achievement has been linked to NZC expectations.</p> <p>The school has published and implemented a two year, structured teaching programme for all NZC learning strands.</p>	
	<p>Students</p>		

	<ul style="list-style-type: none"> <li>- Have had input into the development of our School Curriculum through the Inquiry Learning model.</li> <li>- Are fully involved in monitoring their own learning progress in the Key Competencies and can discuss it with others, including their parents.</li> </ul>	<p>Student voice is included when constructing learning contexts and success criteria.</p> <p>Students are using a variety of media including electronic and digital to record their learning in their Individual Learning Portfolios.</p> <p>Students are able to talk about their learning experiences.</p>	
	<p>Resources</p> <ul style="list-style-type: none"> <li>- PD provided for staff through support service contracts and annual budget.</li> <li>- Budget allows for purchase of teaching resources to support NZC initiatives.</li> </ul>	<p>Staff have been released to conduct assessments, analyse data and observe others.</p> <p>Resources have been purchased to support NZC initiatives.</p>	
	<p>Management</p> <ul style="list-style-type: none"> <li>- Have organized and coordinated PD plan for staff.</li> <li>- Kept BOT and school community informed of progress and new curriculum developments.</li> </ul>	<p>PD plans delivered. Staff meetings and release time allocated equitably and strategically.</p> <p>Newsletters, meetings, reports and consultation has occurred.</p>	

<b>Area: TEACHING AND LEARNING</b>			
<b>Focus</b>	<b>Outcomes</b>	<b>Evidence</b>	<b>Commentary</b>
LITERACY – Writing.	<p>Teachers</p> <ul style="list-style-type: none"> <li>- Increased pedagogical knowledge about teaching writing;</li> <li>- Teaching of writing is targeted and deliberate.</li> <li>- Frequency of student writing and feedback has increased.</li> <li>- Participation in PD on use of e.asTTle Writing assessment tools.</li> <li>- Teachers will make links with other curriculum area when teaching writing skills.</li> </ul>	<p>Teachers use strong pedagogical knowledge to design teaching programme.</p> <p>Teachers are able to state next teaching steps for their students based on sound assessment data.</p> <p>Teachers are involved in developing consistent school wide moderation practices in writing.</p> <p>Teachers continue to develop Effective Literacy Practices (ELP) through the ‘effective inquiry process’.</p>	
	<p>Students</p> <ul style="list-style-type: none"> <li>– Have developed a positive attitude and are fully engaged in writing;</li> <li>- Are scoring better in their assessments over the course of the year and are comparing better against national norms.</li> <li>- Know their writing strengths and weaknesses and are working on targeted areas for improvement.</li> </ul>	<p>Student confidence and attitude to writing has improved across the school.</p> <p>Students can demonstrate and talk about using the correct text type for different audiences.</p> <p>Students will be able to identify and apply the concepts of root words and their derivations.</p> <p>Students can develop a plan to write for a specific audience.</p>	

	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>- Professional Development texts on teaching writing available for staff.</li> <li>- Staff meeting time and release time allocated for PD in reading.</li> </ul>	<p>Focus on developing units for the school's teaching scheme which are accessible in digital form on DC1.</p> <p>Resources purchased and in use across the school.</p> <p>Teachers able to access resources at appropriate level for individual students.</p> <p>E.asTTle available to all teachers via the school network.</p>	
	<p><b>Management</b></p> <ul style="list-style-type: none"> <li>- Developed and reviewed PD delivery to all teachers around improving knowledge and teaching of writing.</li> <li>- Developed and reviewed assessment tools for writing and established baseline data.</li> </ul>	<p>Teachers have included this professional learning in their appraisal goals and received feedback on development.</p> <p>Assessment and reporting structures are in place for writing.</p>	

<b>Area: ADMINISTRATION</b>			
<b>Focus</b>	<b>Outcomes</b>	<b>Evidence</b>	<b>Commentary</b>
PERSONNEL	<p>The staff Professional Development Plan has been fully implemented.</p> <p>Staff have established collegial networks with staff at other schools in our region.</p>	<p>All staff have had the opportunity to participate in the Professional Development Plan.</p> <p>The Board has provided resourcing to enable staff to meet with staff from other schools in order to develop a collaborative approach to education in our region.</p>	
FINANCE	<p>The planned budget deficit has been reduced by the end of the financial year.</p>	<p>Actions are identified at the monthly Finance Committee meetings to increase income, reduce expenditure and manage expectations.</p>	
PROPERTY	<p>The first stage of the new 5YP has been completed within budget.</p> <p>The new 'modern learning environment' design has been trialed and reviewed.</p>	<p>Upgrade of classrooms in 'A' and 'B' blocks are completed.</p> <p>Staff and students have trialed and reviewed the new furniture in the upgraded classrooms.</p>	

<b>Area: COMMUNITY RELATIONS</b>			
<b>Focus</b>	<b>Outcomes</b>	<b>Evidence</b>	<b>Commentary</b>
REPORTING	<p>Parents have a clear understanding of their child's progress against the NZC.</p> <p>Students have a clear understanding of their progress against the NZC.</p>	<p>Individual Learning Pathways and 'next learning steps' have been reported to students and parents in 'plain language'.</p> <p>Parents attend 3 way conferencing and can talk about the evidence in their child's portfolio.</p> <p>Parents understand their child's performance and progress.</p>	
COMMUNITY ENGAGEMENT	<p>Families/whanua feel welcome and included at our school.</p> <p>Efforts have been successful to involve our Maori community in supporting our Maori students to reach their full potential.</p>	<p>A community consultation model has been developed which suits the needs of our school community.</p> <p>A marae has been established in our school.</p> <p>Maori representation has been sought on the Board of Trustees.</p>	

**STUDENT ACHIEVEMENT TARGETS FOR DECEMBER 2011**

<b>LEARNING AREA</b>	<b>TARGET (DECEMBER)</b>	<b>BASELINE</b>	<b>ANALYSIS (COMMENTARY)</b>
READING	50% of Year 8 Maori students will be reading at or beyond L4P.	Nov. 2010 e.asttle Y7 data – 32%.	
WRITING	50% of Year 8 students will be writing at or beyond L4P.	No assessment data available as at April.	
NUMERACY	70% of Year 8 students will be working at or beyond Stage 6.	53% averaged over add/sub, mult/div and basic facts.	
NUMERACY	70% of Year 8 Maori students will be working at or beyond Stage 6.	51% averaged over add/sub, mult/div and basic facts.	
KEY COMPETENCIES	50% of students will have assessed their performance against the LIS matrix in “SELF MANAGEMENT”.	No students have assessed their performance as at April.	

**CHARTER AMMENDMENT 27<sup>TH</sup> September 2011**

**MOE TARGET for 2011**

Levin Intermediate School will collect base-line student achievement data against National Standards for all year levels for Reading, Writing and Mathematics.

**MOE AIM for 2011**

Levin Intermediate School will continue to build the capability of its teaching staff to assess achievement in relation to National Standards.

### **Consultation:**

In developing the charter/updated charter for Levin Intermediate School the board has consulted with the school community through/by:

- A questionnaire to the parent community and student body seeking information about the Health and Wellbeing of our students
- Meeting with iwi to discuss student Maori student performance and co-operation/support opportunities
- As a component of the board's self review cycle and charter development

### **Recognising New Zealand's Cultural Diversity:**

Levin Intermediate School recognises the importance of New Zealand's cultural diversity and the unique position of Maori culture. The board demonstrates its recognition of New Zealand's cultural diversity through:

- Consultation with our Maori community on charter development
- Reflecting the unique place of Maori within our policy documentation and curriculum statements
- The continuing development of policies and practices that reflect New Zealand's cultural diversity
- Providing all students with experiences and understandings in cultural traditions, language and local history
- Biannual visits by students to the local marae
- The development of a long term plan for the incorporation of Te Reo and Tikanga Maori
- Staff using commands and language in the classroom as and when appropriate.

### **How the board will respond to a request for instruction in Te Reo Maori:**

The board will respond to any request for instruction in Te Reo Maori by:

Advising the parent of the current level of Te Reo and Tikanga Maori available at the school

Offering to explore possibilities for extending the current provision including:

Dual enrolment with The Correspondence School

Consulting with the School Adviser Maori

Consulting with another school able to provide a higher level of Te Reo and Tikanga Maori

Advising parents where the nearest school is that provides a higher level of instruction in Te Reo and Tikanga Maori