



Levin Intermediate School Strategic Plan 2019-2022

Our motto

Tu tangata

Our vision

Beside our Lake Punahau, between the Tararua Ranges and the sea, our students will have high expectations for themselves and for their futures.

We want our students to be strong in their individual, family and cultural identity, and to be successful, respectful and contributing members of our community.

Our commitment

We will:

- have high expectations of one another
- support good choices
- create opportunities
- encourage effort and perseverance
- celebrate success.

Our core values

- We will be respectful
- We will be responsible
- We will be resilient.

What is important at Levin Intermediate School

The Treaty of Waitangi

The Treaty of Waitangi is the founding document of our nation, forming a relationship between Māori and all other people in New Zealand.

Levin Intermediate School will respect and honour the Treaty by:

- Whanaungatanga – fostering a relationship with our Māori community
- Kotahitanga – connecting with our students and celebrating our cultures
- Kawa – ensuring Māori language, customs, practices and culture are reflected in our school
- Tātaiako – offering culturally responsive teaching.

Restorative Practice

Restorative practice focuses on putting things right when they have gone wrong. It is an approach to improve and repair relationships between people and groups when those relationships have been damaged.

Restorative practice is not 'soft on crime'; it holds students accountable for unacceptable behaviour, shows them the harm that their behaviour has caused to others and creates an opportunity for them to take actions to help put things right.

Working with our community

Educating young people is a partnership between home and school. At Levin Intermediate we want to work with you to understand what you want the school to deliver for your student, to ensure we are on the same page in what behaviour we expect, and to support one another in providing what our students need.

An inclusive environment

We value the diversity of our students. We welcome students from many cultural backgrounds to work alongside those with different abilities and others with special learning needs.

Education for the middle years

Students from 11-14 are emerging from childhood into the next stage of their development. At Levin Intermediate School teachers understand the educational needs of this age group and have developed programmes which respond to students in the middle years. We offer programmes and activities that interest and engage this age-group, we look for a balance between teacher-directed and student-directed learning and we encourage collaboration and co-operation in learning.

Annual plan 2019

Raised Student Achievement

Goals	Actions/Who	Outcomes	Timeframe
1. Student achievement data in literacy and numeracy is robust and reliable.	<ul style="list-style-type: none"> PaCT/whole school moderation in reading, writing and mathematics. L.I.S Poutama developed alongside COL network/lead teachers. 	<ul style="list-style-type: none"> Robust and reliable data across reading, writing and mathematics. Students are able to use Poutama to guide learning and set goals. 	<ul style="list-style-type: none"> As per L.I.S assessment overview 2019.
2. Students at risk of not achieving are identified, tracked, monitored and supported.	<ul style="list-style-type: none"> Teacher Inquiry into best practice. Focus students – class teachers will track, monitor and report on students in reading, writing and mathematics. During Term 2 Teachers and Teacher aides will complete a set of modules developed to strengthen working relationships, improve role clarity and build knowledge of inclusive practices that support student learning. Pasifika students are supported through Tapasa 	<ul style="list-style-type: none"> Focus students make accelerated progress in Mathematics and Literacy. 'Clarity in the Classroom' is referred to in teachers' inquiry documentation and strategies are trialled and documented. RTLb PLD for Teacher aide modules presented, workbooks and activities – learning put into practice. 	<ul style="list-style-type: none"> Terms 1, 2 and 3.

	PLD and employment of Pasifika staff for Pasifika culture and learning support.		
3. Māori students are supported to achieve success as Māori.	<ul style="list-style-type: none"> • Kapa Haka/Powhiri/ whole school Kawiu Marae noho. • Tataiako/cultural competencies PLD term 1. • Monthly Noho for Kapa haka students. • Kapa haka perform at community and school events. • Kotahitanga in each classroom daily – with whole school Monday. • Opportunities for Kapa haka students to lead in the Powhiri process. 	<ul style="list-style-type: none"> • Targeted engagement of Focus students. • Kapa haka perform across the community. 	<ul style="list-style-type: none"> • Term 1 Powhiri for all new students and whanau, with Kaumatua and Tutiri Muaupoko elders. • Powhiri for special visitors, including Japanese students. • Kapa haka perform termly for community events.
4. Students engaged in rich learning.	<ul style="list-style-type: none"> • L.I.S continues to offer extensive sporting, cultural, academic and enriching options. • COL and Literacy/Mathematics leaders use staff meetings to provide support and ideas for staff to enhance programmes using MOE provided resources including 'Figure it out, Connected series, Journals, and Science learning hub'. 	<ul style="list-style-type: none"> • These options and more...ARTS, Japanese exchange, sporting options (local and distant), EOTC, Waka social and competitive events, house events, Kapa haka, Pasifika, SPEC (extension and enrichment), and STEM. • Sign-up sheets at office reflect high numbers of students taking up rich learning opportunities. 	<ul style="list-style-type: none"> • All year.

		<ul style="list-style-type: none"> Teachers use MOE shared resources to provide rich learning tasks. 	
5. Increase students' digital literacy.	<ul style="list-style-type: none"> Digital Learning MOE PLD with AISCORP. Work alongside Te Hinaki to increase the number of students with access to devices at home and at school. Parents/whanau are supported to provide safe home environments for students who use devices at home. STEM teacher works across the school with all students as part of SPEC rotation. 	<ul style="list-style-type: none"> Teachers are supported to include eLearning opportunities in their teacher through PLD. Students have equitable access opportunities to digital technology in a safe environment. Staff are given opportunities to learn alongside students in the STEM classroom. 	<ul style="list-style-type: none"> All year.
Increased teacher effectiveness			
1. Curriculum expectations in reading, writing and maths are clear to teachers and guide practice.	<ul style="list-style-type: none"> Poutama for Level 4 are drafted with student input. 	<ul style="list-style-type: none"> Teachers and students plan next learning steps using levels 2-4 Poutama. 	<ul style="list-style-type: none"> Terms 2, 3 and 4.
2. Teachers actively engage in whole school PLD in digital learning and the PACT tool.	<ul style="list-style-type: none"> PaCT tool PLD provided by COL and Literacy/Mathematics leaders. 	<ul style="list-style-type: none"> Reading, writing, mathematics results are gathered using moderation and PaCT. 	<ul style="list-style-type: none"> Terms 2, 3 and 4.
3. Every teacher has an appraisal which provides useful feedback for development.	<ul style="list-style-type: none"> Focus student documents are modified as per the feedback from 2018. 	<ul style="list-style-type: none"> Teacher appraisals completed. 	<ul style="list-style-type: none"> By the end of the year.

4. Teachers' understand and demonstrate culturally responsive practice.	<ul style="list-style-type: none"> PLD Term 1 – Gaye McDowell and Jerry – unpacking Tapasa and Tataiako. 	<ul style="list-style-type: none"> Targeted engagement of priority students. 	<ul style="list-style-type: none"> All year.
Positive, respectful relationships across the school			
1. Increased visibility of school expectations across the school.	<ul style="list-style-type: none"> Student council/restorative team, work with Deputy Principal to establish specific expectations for areas i.e. 'Canteen' expectations. 	<ul style="list-style-type: none"> PB4L expectations are displayed (posters) in the hall, library, spec/stem areas, and other areas as decided by student group or as data suggests. Students are taught the expectations in classrooms and reminders shared at Kotahitanga time – preferably student led. 	<ul style="list-style-type: none"> Student council/restorative meetings 2 x per term.
2. Systems for supporting students to meet school expectations are clear and consistently applied.	<ul style="list-style-type: none"> Reward systems are set up in classrooms, waka and around the school. Students have expectations explicitly taught in PB4L sessions. Tier 2 strategies are known to staff. Tier 1 Universal strategies are implemented well across the school. 	<ul style="list-style-type: none"> Teachers are supported in developing learning and behavioural plans with RTLB/SENCO/SE, parents, and sufficient support is provided to implement those plans. CICO is used for students who are needing extra support. A PB4L team meets monthly. 	<ul style="list-style-type: none"> All year.
3. Restorative principles and practices are used to address	<ul style="list-style-type: none"> Students are given opportunities to have restorative conversations 	<ul style="list-style-type: none"> SLT are trained facilitators for Restorative circles and meetings. 	<ul style="list-style-type: none"> Terms 2-4.

situations where harm has been done.	<p>that include the process of telling the story, exploring the harm, repairing the harm and reaching an agreement.</p> <ul style="list-style-type: none"> Deputy Principal attends Restorative principles trainings and meetings. 	<ul style="list-style-type: none"> Deputy Principal leads PLD. 	
<h2>Strong connections with families, whānau, iwi and community</h2>			
1. Connections with students, family, whanau and iwi are increased in range and depth across the school.	<p><u>Report to the community</u></p> <ul style="list-style-type: none"> Meet the teacher evening Mid-year conferences End of year written report Monthly newsletters Facebook posts Kapa haka and Pasifika performances House evenings Inquiry learning <p><u>Gathering community voice</u></p> <ul style="list-style-type: none"> Bi-Annual Health Survey Face to face at mid-year conferences MTA partnership – Tungia Te Koingo 	<ul style="list-style-type: none"> Pasifika and Kapa haka perform at community events Learning celebrations each term House events – fun/free Whanau group for Kapa haka Fundraising groups 	<ul style="list-style-type: none"> Termly.

	<ul style="list-style-type: none"> • PMI for major school events 		
2. Student attendance is closely monitored and supported.	<ul style="list-style-type: none"> • Admin provide weekly attendance records for each classroom • Teachers phone home when attendance is a concern • Termly MOE attendance report is shared with whole staff and strategies shared for improvement/concerns noted • Life to the MAX involvement • RAAYS process followed 	<ul style="list-style-type: none"> • Students are referred to Life to the MAX when attendance falls below 80% and school interventions have not shown improvement 	<ul style="list-style-type: none"> • From week 5, Term 1 – then weekly.
3. Community support for school governance is fostered.	<ul style="list-style-type: none"> • Community Governance group meetings held every month from 28th February til election • School Powhiri at the beginning of the year and for Manuhiri • Principal commits to WISPA, HPA, FTP, Te Hinaki, MOE Senior Advisor and Commissioner. 	<ul style="list-style-type: none"> • Powhiri first day and to welcome important visitors and overseas guests • LIS is a member of C.O.L working to provide better student outcomes and opportunities • Kaumatua and Iwi representation at school led community events 	<ul style="list-style-type: none"> • Term 1 and then as timetabled.
People and other resources are well managed			

1. The school is managed well and within its resources	<ul style="list-style-type: none"> Budget set and used to guide spending Budget holders are clear on spending needs related to student outcomes Grants are applied for to support student needs 	<ul style="list-style-type: none"> Financial position of the school remains within budget School is well kept and maintained – significant areas of improvement – whole school painting, whole school fencing, library re roof, rationalisation of rooms 17/18, and garden area revamped within budget restraints. 	<ul style="list-style-type: none"> All year.
2. All staff are provided with clear expectations, good support and feedback on performance.	<ul style="list-style-type: none"> Appraisal system in 2nd year with changes being made to 'target student/focus student' documentation as per 2018 review Strategic planning, annual plan, annual targets are created with staff. 	<ul style="list-style-type: none"> Appraisal folders contain all documentation Principal appraisal reflects staff voice and indicate staff are provided with clear expectations. 	<ul style="list-style-type: none"> End of year.

Annual targets 2018

Focus: Mathematics

Strategic Aim: Students at risk of not achieving are identified, tracked, monitored and supported.

Annual Aim: Raised student achievement.

Target:

- The 6 Year 8 Maori boys working well below in the term 1 Mathematics Easttle assessment will progress to stage 7 by the end of the year.
- The 4 Year 8 Pasifika students working below in the term 1 Mathematics Easttle assessment will progress to stage 7 by the end of the year.

Focus: Literacy – Reading

Strategic Aim: Students at risk of not achieving are identified, tracked, monitored and supported.

Annual Aim: Raised student achievement.

Target:

- The 6 Year 8 Pasifika students, working below in the term 1 Reading OTJ will progress to level 3p/3a towards level 4 by the end of the year.
- 15 Year 7 students working below in the term 1 Reading OTJ will progress to working in level 3a/4b by the end of the year.

Focus: Literacy – Writing

Strategic Aim: Students at risk of not achieving are identified, tracked, monitored and supported.

Annual Aim: Raised student achievement.

Target:

- The 9 Year 7 girls working below (2a) in the term 1 Writing OTJ will progress to 3b/3p by the end of the year.
- The 7 Year 8 Maori students working below to move to 4p by the end of term 3.

Signed: _____
the Levin Intermediate School

Helena Barwick, Commissioner.

Date: _____

for

