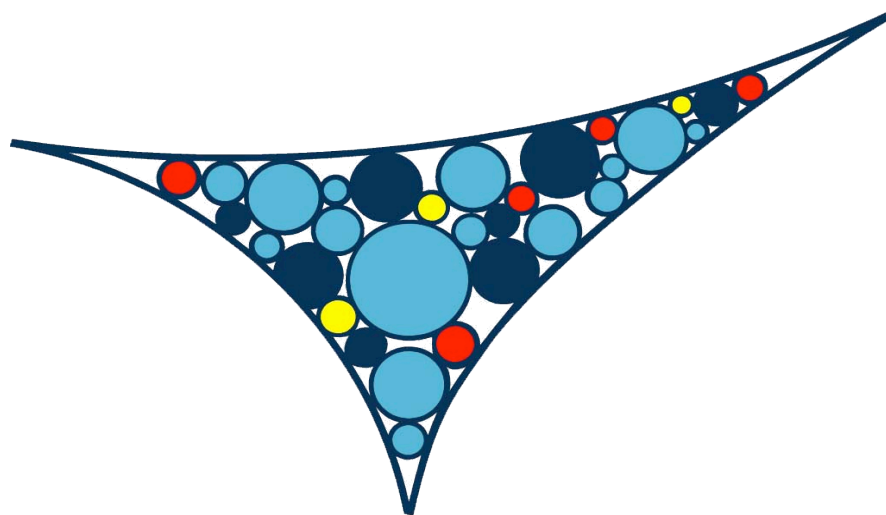
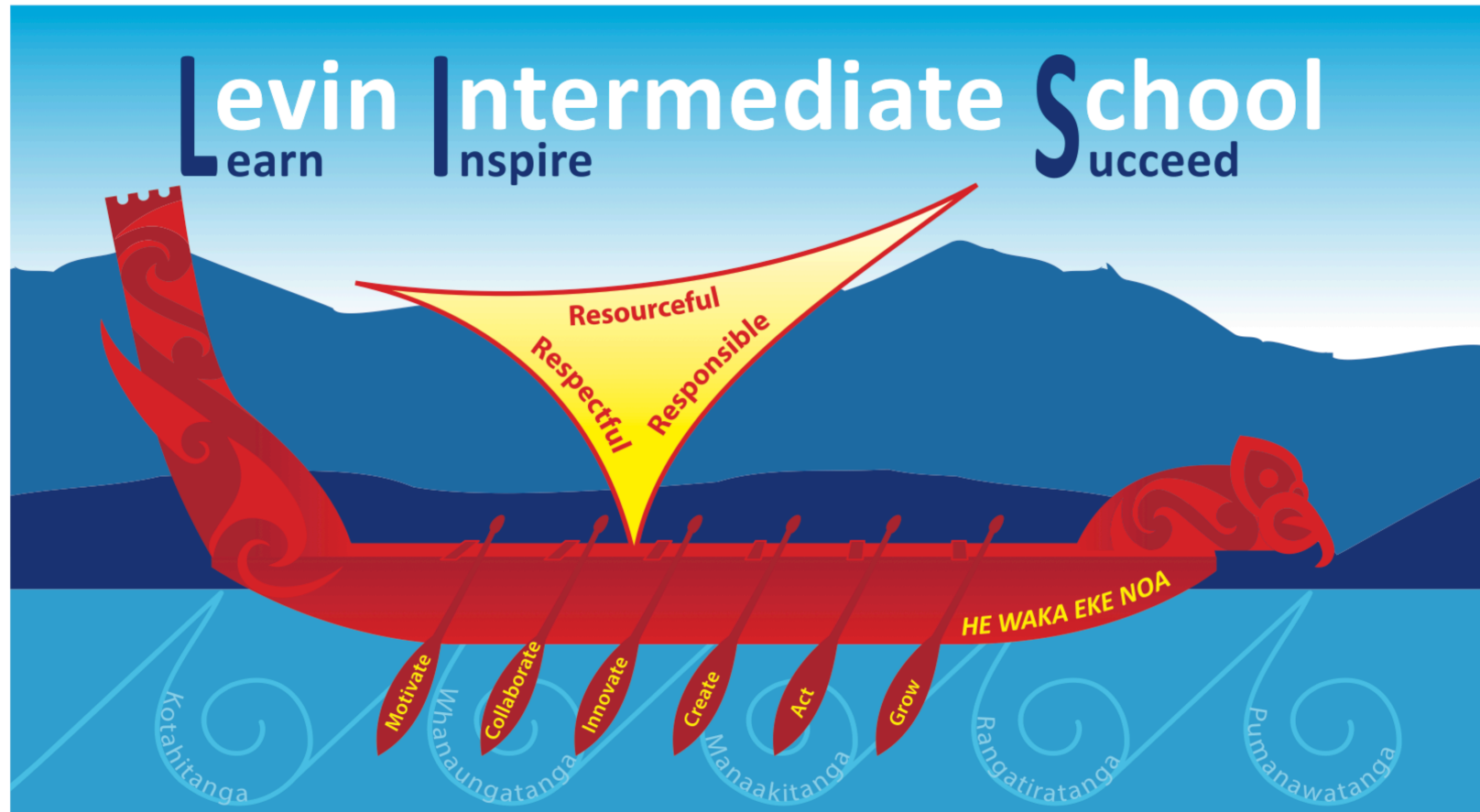


**LEVIN INTERMEDIATE
SCHOOL CHARTER
STRATEGIC AND ANNUAL PLAN
2014 - 2017**



L. I. S.

Learn Inspire



OUR WHAKATAUKI - MISSION

“HE WAKA EKE NOA – A CANOE WE ARE ALL IN WITH NO EXCEPTIONS”

OUR VALUES

Respectful (*Tutangata*) - is an attitude of caring about people and treating them with dignity. Respect is valuing ourselves and others. Respect includes honouring the rules of our family or school.

Responsible (*Kia Kaha*) – means that others can depend on you. You are willing to be accountable for your actions, you keep your agreements, and you give your best to any job.

Resourceful (*Matauranga*) – means that you are capable, imaginative, inventive, creative and you use your wits to solve problems. You can think outside the square, use resources wisely, and you find ways to meet your needs.

CULTURAL CONCEPTS

KOTAHITANGA	(BONDING)
WHANAUNGATANGA	(RELATIONSHIP BUILDING)
MANAAKITANGA	(AN ETHIC OF CARING)
RANGATIRATANGA	(LEADERSHIP)
PUMANAWATANGA	(CLASSROOM MORALE)

ACTIONS

MOTIVATE COLLABORATE INNOVATE CREATE ACT GROW

OUR PRINCIPLES

Our Charter informs the way we approach everything in our school including how we provide a safe and effective learning environment (whakatauki, values, cultural concepts).

We have chosen to implement the **Positive Behaviour for Learning School-Wide (PB4L School-Wide)** programme and adopt a **Restorative Practices** approach to conflict resolution.

“The PB4L programme helps schools to develop a social culture that supports learning and positive behaviour. It is an evidence-based framework that looks at behaviour and learning from a whole-of-school as well as an individual child perspective.

PB4L School-Wide takes the approach that opportunities for learning and achievement increase if:

- the school environment is positive and supportive
- expectations are consistently clear
- children are consistently taught desired behaviours
- children are consistently acknowledged for desired behaviours and responded to in a fair and equitable way.

The principles behind PB4L

- Positive Behaviour for Learning (PB4L) represents a major shift in managing disruptive behaviour by students in our education system.
- Positive behaviour is a prerequisite to improving the engagement and achievement of our children and young people.
- Positive behaviour can be learnt, and difficult and disruptive behaviour can be unlearnt.
- Individual children are not a ‘problem’ – we need to change the environment around them to support positive behaviour.
- Punishing and isolating children doesn’t bring about long-term and sustainable changes in behaviour.
- We need to concentrate on a small number of evidence-based programmes and frameworks that we know work.
- There are no quick fixes. Behaviour change takes time.

Restorative Practices - provide a collaborative and constructive approach. It focuses on the harm caused to a relationship and the subsequent repairing through ownership by the parties involved- victim and wrongdoer. It is a positive way of dealing with inappropriate behaviour and attitude that results in improved behaviour and higher levels of student engagement in learning, academic achievement and attendance.

The corner stone to Restorative Practice is the rebuilding of positive relationships between all members of the learning community when things have gone wrong- students need to feel safe and connected (belonging) at school whether they are the victim or wrongdoer.

Restorative Practice is a (fair) process where the needs of the victim and wrongdoer are met:

- An apology and commitment not to repeat the harm/hurt is given;
- It has a plan about how we will treat each other in the future;
- And if you are part of the problem (wrongdoer) then you are part of the solution (to repair and rebuild the hurt/harm caused to the relationship).

Our Philosophy Of Education

At LIS we apply a middle school philosophy when educating our students. Middle schooling is an intentional approach to teaching and learning that is responsive and appropriate to the full range of needs, interests and achievements of middle years' students (11 – 14 years old) in formal and informal schooling contexts.

Middle schooling has the following elements.

1. Clear philosophy relevant to the context.
2. Comprehensive range of signature practices to engage young adolescents in relevant, meaningful and challenging learning, along with organisational initiatives to facilitate their implementation, such as:
 - higher order thinking strategies
 - integrated and disciplinary curricula that are negotiated, relevant and challenging
 - heterogeneous and flexible student groupings
 - cooperative learning and collaborative teaching
 - small learning communities that provide students with sustained individual attention in a safe and healthy school environment
 - emphasis on strong teacher–student relationships through extended contact with a small number of teachers and a consistent student cohort
 - authentic and reflective assessment with high expectations
 - democratic governance and shared leadership
 - parental and community involvement in student learning.
3. Evidence-based approach with clearly articulated outcomes, such as:
 - developing current and lifelong learning attributes
 - enhanced academic outcomes
 - creation of a love of learning.

[Taken from the New Zealand Ministry of Education 'Education Counts' and the Australian Middle Years Schools Association]

CONSULTATION

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

- Consultation and input from all the school staff.
- Hosting a Q & A forum for the parent community with a feedback questionnaire about the new pictorial vision.
- Meeting with local iwi to discuss the Maori concepts and future co-operation/support opportunities for the school and BOT.
- Representatives of the current student body.
- Discussion with contributing schools and colleges.
- As a component of the BOT's self-review cycle.

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:

- Consulting 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.
- Implementing *Ka Hikitia – Accelerating Success 2013 – 2017*.
- Providing all students with experiences and understandings in cultural traditions, language and local history.
- Biannual visits by students to a local marae
- The development of a long term plan for the incorporation of Te Reo and Tikanga Maori into the teaching programme.
- Staff using commands and language in everyday communication as and when appropriate.
- Continuing to install bi-lingual signage in the school environment.

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 Resource Teacher 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.

Strategic Goals		Core Strategies for Achieving Goals 2016 - 2017
Teaching and Learning	To deliver a teaching and learning programme based on the New Zealand Curriculum and which is specifically designed to meet the needs of our pre-adolescent students.	<ul style="list-style-type: none"> • Embed our Inquiry Learning model which emphasises relevance, awareness, engagement and competence. • Construct a timetable which encourages greater integration of specialisation and breadth in the teaching and learning programme. • Embed e.learning opportunities and pedagogy through the teaching programme and develop a professional learning programme to support this. • Actively promote and teach our 3Rs and model the Restorative approach to manage conflict across our school.
Student Achievement	To improve learning outcomes for every student and raise the achievement of students performing Below or WELL BELOW expectations in reading, writing and mathematics.	<ul style="list-style-type: none"> • Develop an effective and sustainable curriculum action plan in maths and literacy(CAP) to accelerate progress for specific target groups. • Provide an inclusive learning environment which uses a mix of adult support, digital opportunities and specialist advice.
Collaboration and Transitions	To work with our contributing schools and local colleges to align curriculum expectations, share achievement data and management strategies to ensure our students have every opportunity to reach their potential.	<ul style="list-style-type: none"> • Participate in Community of Learners with local schools to investigate achievement opportunities and challenges within Horowhenua • Engage in inter and intra school moderation of student performance and analysis of achievement data. • Create systems which enable the sharing of student data and pastoral information to achieve successful transitions between schools.

Property and Finance	To enable the school to achieve its goals through the strategic and efficient management of available resources.	<ul style="list-style-type: none"> • Implement a new 10Year Property Plan based on the current and future needs of the school • Maintain a Capital Asset Replacement Plan which supports our e.learning strategy. • Work with Accounting for Schools to further refine monthly reporting
Community Engagement	To ensure Parents and Whanau feel welcomed, respected, well informed, and well-resourced to support their child's education.	<ul style="list-style-type: none"> • Regular communication with parents and our school community, using a variety of methods, about what is happening in the school and what is planned for the future. • Provide opportunities for parents and whanau to contribute to the direction and plans of the school. • Agencies used to support parents/whanau. • Seek feedback from our school community on aspects of our school to inform our self-review cycle.
Self-Review Cycle of Continual Improvement	To gather data and seek feedback on the all elements of the strategic and annual plans for analysis and forward planning.	<ul style="list-style-type: none"> • Review school policies and procedures in line with the school Docs schedule to ensure they continue to reflect current and future needs. • Ensure staff performance agreements are aligned with the strategic and annual goals of the school.

ANNUAL TARGETS

Focus: MATHS
Strategic Aim: To better engage all students in the core curriculum learning area of Mathematics through developing a localised curriculum.
Annual Aim: To focus on improving the teaching and support of priority learners.
Target: To increase the % of Year 7 students achieving AT or ABOVE the National Standards in Maths to more than 75% and 60% in Year 8
Baseline data: 2016 data = 61% of Year 7 and 45% of Year 8 students are achieving AT or ABOVE the National Standards in Maths.
Focus: LITERACY – READING
Strategic Aim: To better engage all students in the core curriculum learning area of Reading through developing targeted teaching of comprehension strategies.
Annual Aim: To focus on improving the teaching and support of priority learners.
Target: To increase the % of Year 7 students achieving AT or ABOVE the National Standards in Reading to more than 70% and 65% in Year 8
Baseline data: 2016 data = 58% of Year 7 and 52% of Year 8 male students are achieving AT or ABOVE the National Standards in Reading.
Focus: LITERACY – WRITING
Strategic Aim: To better engage all students in the core curriculum learning area of writing through developing targeted teaching of writing strategies.
Annual Aim: To focus on improving the teaching and support of priority learners..
Target: To increase the % of Year 7 students achieving AT or ABOVE the National Standards in Writing to more than 65% and 60% in Year 8
Baseline data: 2016 data = 54% of Year 7 and 51% of Year 8 male students are achieving AT or ABOVE the National Standards in Writing.

ANNUAL PLAN 2016			
GOAL – To deliver a teaching and learning programme based on the New Zealand Curriculum and which is specifically designed to meet the needs of our pre-adolescent students.			
ACTION: Embed our Inquiry Learning model which emphasises relevance, awareness, engagement and competence.	OUTCOME: A new Inquiry Learning model has been developed, trialed and reviewed by teachers and students.	RESPONSIBILITY: Management, IL Leader and Teachers	TIMEFRAME: All Year
Construct a timetable which encourages greater integration of specialisation and breadth in the teaching and learning programme.	Timetable developed, trialed and reviewed by teachers, parents and students.	Management and Teachers	All Year
Embed e.learning opportunities and pedagogy through the teaching programme and develop a professional learning programme to support this.	Teachers are supported to include e.learning opportunities in their teaching programme. Students have equitable access opportunities to digital technology in a safe environment.	Board of Trustees, Management and Teachers	All Year
Actively promote and teach our 3Rs and model the Restorative approach to manage conflict across our school.	All members of our school community know what our 3Rs are through an induction process.	Entire School Community	All Year (with an emphasis at the start of the school year)
GOAL – To improve learning outcomes for every student and raise the achievement of students performing Below or WELL BELOW expectations in reading, writing and mathematics.			
ACTION: Develop an effective and sustainable curriculum action plan in maths and literacy(CAP) to accelerate progress for specific target groups.	OUTCOME: Targeted students have achieved accelerated progress in maths and literacy. Teachers are coached in the delivery of the CAP. Learning design creates team opportunities to deliver CAP	RESPONSIBILITY: Management, Unit Holders, Teachers	TIMEFRAME: All Year

Provide an inclusive learning environment which uses a mix of adult support, digital opportunities and specialist advice.	Teachers are supported in developing learning and behavioural plans with parents, and sufficient support is provided to implement those plans.	Management, SENCO, Teachers	All Year
GOAL – To work with our contributing schools and local colleges to align curriculum expectations, share achievement data and management strategies to ensure our students have every opportunity to reach their potential.			
ACTION: Participate in Community of Learners with local schools to investigate achievement opportunities and challenges within Horowhenua	OUTCOME: LIS is a member HCoL working to provide better student outcomes through e.learning opportunities.	RESPONSIBILITY: Management, Teachers, BOT	TIMEFRAME: Ongoing
Engage in inter and intra school moderation of student performance and analysis of achievement data.	Our assessment practices align with those of our contributing schools.	Management, Literacy leader, Maths Leader	All Year
Create systems which enable the sharing of student data and pastoral information to achieve successful transitions between schools.	All schools understand each other's assessment practices and have agreed on what data should be shared on transition.	Management, SENCO, Teachers	All Year (with emphasis in T1 and T4)
GOAL – To enable the school to achieve its goals through the strategic and efficient management of available resources.			
ACTION: Implement a new 10Year Property Plan based on the current and future needs of the school	OUTCOME: Plans for the projects are approved by the MOE and entered into our new 10YP.	RESPONSIBILITY: Property Committee	TIMEFRAME: Ongoing
Maintain a Capital Asset Replacement Plan which supports our e.learning strategy.	Asset register is updated to include replacement date	Property Committee	Ongoing
Work with Accounting for Schools to further refine monthly reporting	Board has access to reliable financial data to inform decision making	Management and Finance Committee.	Ongoing

GOAL – To ensure Parents and Whanau feel welcomed, respected, well informed, and well-resourced to support their child's education.			
ACTION: Develop more innovative ways of communicating with parents and our wider school community to further engage them in both schooling and learning Develop strategies and actions which ensure the school becomes more culturally responsive to its community. Seek feedback from our school community on aspects of our school to inform our self-review cycle.	OUTCOME: Greater use of social media to connect with our parents and wider community. Targeted engagement of priority learner families	RESPONSIBILITY: Staff, Management and Board.	TIMEFRAME: Ongoing
	Whanau hui established and meets regularly.	Staff, management and Board.	Ongoing
	Channels for data collection include whanui hui, student perception data, meet the teacher evenings	Board of Trustees	Ongoing
GOAL – To gather data and seek feedback on the all elements of the strategic and annual plans for analysis and forward planning.			
ACTION: Review school policies and procedures in line with the school Docs schedule to ensure they continue to reflect current and future needs. Ensure teacher performance agreements are aligned with the strategic and annual goals of the school.	OUTCOME: The Board has completed the policy reviews scheduled by SchoolDocs and any other policies as deemed necessary with opportunity for input from the school community and staff.	RESPONSIBILITY: Board Policy sub committee	TIMEFRAME: Ongoing
	All staff have a current performance agreement which is reviewed as part of their annual appraisal and reflects our strategic goals	Senior Management	Mid-year

Signed: _____ D. HOLLOWS. Chairperson
for the Levin Intermediate School Board of Trustees

Date: _____