



Levin East School

Switched on Learners

Strategic Plan 2022 - 2024

Mission Statement:

To provide foundation education for all our learners to be successful citizens

Vision: To be Switched on Learners

- Learners engaged in authentic experiences
- Learning that is successful
- Learning in and with local and global communities
- Learning that is personalised and develops ownership, responsibility and resilience
- Learning will be culturally rich and inclusive
- Learning through the use of 21st Century technologies



Strategic Aims 2022 - 2024

STRATEGIC AIM 1: ENGAGED LEARNERS

- *Positively focussed, actively involved learners*

STRATEGIC AIM 2: CONNECTED COMMUNITIES

- *Actively engaged through authentic, quality partnerships*

STRATEGIC AIM 3: ADAPTIVE LEADERSHIP

- *Developing and empowering future-focussed, reflective leaders*

STRATEGIC AIM 4: INCLUSIVE CULTURES

- *Celebrating and valuing diversity and difference*

STRATEGIC AIM 5: WELLBEING/ HAUORA

- *A state of complete physical, mental, social and spiritual wellness*



National Education and Learning Priorities (NELP)

The Statement of National Education and Learning Priorities (NELP) sets out the Government's priorities for education that will ensure the success and wellbeing of all learners. The statement of NELP was issued by notice in the Gazette and took effect from 13 November 2020. They are in place for 5 years. The five priorities align well with the strategic direction of Levin East School, as noted below;

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|---|--|---------------------------------------|
| • Learners at the centre | Strategic Aim 1 - Engaged Learners | Strategic Aim 5 – Wellbeing/ Hauora |
| • Barrier-free access | Strategic Aim 1 - Engaged Learners | Strategic Aim 4 - Inclusive Cultures |
| • Quality teaching and leadership | Strategic Aim 3 – Adaptive Leadership | |
| • Future of learning and work | Strategic Aim 2 -Connected Communities | Strategic Aim 3 – Adaptive Leadership |
| • World class inclusive public education | Strategic Aim 4 – Inclusive Cultures | |

SCHOOL VALUES

- 1. WHAKAUTE/ RESPECT:** for ourselves, others and our environment are essential
- 2. AUAHATANGA/ CREATIVITY:** renewing, changing or creating more effective ways of doing things together
- 3. MANAWANUI/ COURAGE:** the willingness to have a go, even in the face of uncertainty
- 4. KOTAHITANGA/ COLLABORATION:** the process of working with others to produce something special
- 5. TARARUATANGA/ EXCELLENCE:** the quality of being outstanding and achieving to your potential
- 6. MANAHAU/ RESILIENCE:** the ability to positively step up and move on from challenging situations

SCHOOL COMMUNITY CONNECTIONS

Levin East School staff and Board of Trustees focus on engaging with the community through connections with our many whānau groups, including:

- Muaūpoko Tribal Authority (MTA)
- Iwi associated with the school
- FundTogether
- Tamariki Ora
- Pasifika
- Tapasā
- Whānau Group
- Inclusive Education Parent Group
- Early Childhood Centres
- Waiopehu and Horowhenua College
- Horowhenua Kāhui Ako

MĀORI COMMUNITY

The Board recognises

- The special status of Māori as tangata whenua of Aotearoa New Zealand
- Te Reo Māori as an official language of New Zealand
- Te Tiriti o Waitangi as the founding document of Aotearoa New Zealand as a nation

The Board of Trustees acknowledges their responsibility for Māori to achieve success as Māori.

The Board of Trustees recognise Muaūpoko in their role as mana whenua and all iwi who are represented in our school community.

Under the principles of Te Tiriti o Waitangi (protection, partnership and participation), the Board will consult with its community, including its Māori community, involving local iwi, to ensure that the cultural uniqueness is celebrated and recognised.

This means that student achievement and policies will be part of the Māori consultation and reporting process. In recognising the unique position of Māori, Levin East School will take all reasonable steps to provide guidance and instruction in tikanga and to deliver te reo Māori programmes.

Te reo me ona tikanga Māori

Te reo me ona tikanga Māori are an integral part of every school day.

Should the Board receive an application request for instruction in te reo Māori they will respond by:

- In partnership with iwi, ascertaining its ability to meet the request on site
- Advising the parents of the current level of te reo and tikanga Māori available at Levin East School
- Offering to explore possibilities for extending the current provisions through dual enrolment at Te Aho o te Kura Pounamu/ The Correspondence School
- Consulting with local Resource Teachers of Māori (RTM)

CHARTER CONSULTATION

Our Board of Trustees will use a range of ideas to undertake rigorous charter consultation with our community to support opportunities for genuine partnerships between all members of the Levin East School community.

STUDENTS ACHIEVEMENT AND SUCCESS

The Levin East School Board of Trustees (BOT) acknowledge that current research highlights the roles of play-based learning and brain development in supporting student progress, achievement, success, and wellbeing, so all learners can achieve to their potential. Equity and excellence continue to underpin all that we do. The BOT will continue its focus on teaching and learning through these lenses.

Annual targets for student achievement will be identified through consultation with staff, and the Board of Trustees. They will be linked to the New Zealand Curriculum levels and the Learning Progressions Framework.

Students' interests and community expectations will guide programmes in the school's endeavour to lift students' achievement. Assessment information will be used to support and monitor progress and achievement, including the Levin East School School's mindset poutama.

MONITORING AND REPORTING

Teachers will report to parents, at least twice a year, in writing. The BOT acknowledge the progress toward online, 'real-time' reporting through the use of the school's Student Management System, Linc-Ed Hero. The availability of snapshots of student learning online is seen as meeting the reporting requirement as well as acting as another strategy to increase community connection.

PROCEDURAL INFORMATION

The school's planning cycle will be the calendar year: January – December. At this time the Principal, the Senior Leadership and the Board of Trustees will identify the Strategic Goals for the development of the Annual Plan.

WHO ARE WE/ KO WAI TATOU:

Levin East School, Te Kura o Taitoko ki te Rawhiti, is a multicultural contributing school catering for Year 1 – 6 students, with wellbeing underpinning an ethos that enables us to celebrate diversity through an inclusive culture of personalising learning for all students.

The school was opened in 1953 and has been modernised over the years, including the development of some Innovative Learning Environments (ILE).

The school is situated on large, attractive grounds on Bartholomew Road, under the backdrop of the Tararua Ranges. The school has a grading roll of 363 pupils. They are supported by between 20 – 25 permanent staff who utilise outside expertise for specialist curricula and support. The Board of Trustees, as an Equal Employment Opportunities employer, employ a range of support staff to further strengthen the care and education of all students.

Levin East School is a member of the Taitoko Kāhui Ako (KA). The Kāhui Ako work is underpinned by culturally sustaining practice.

There are 4 agreed levers of change:

1. Seamless Pathways:

- To create pathways into, through and out of schools in the Kāhui Ako, by providing quality education within students' local geographic area, and by supporting strong transition relationships between Early Childhood and primary and between primary and secondary.

2. Adaptive, innovative teaching and learning strategies:

- To develop and sustain teachers' knowledge and use of innovative teaching and learning strategies to increase student agency in their learning.

3. Meaningful Relationships:

- To develop collaborative meaningful relationships between home and school.

4. Holistic Well-being:

- To support whānau and families to nurture their children's wellbeing through an ongoing focus on holistic wellbeing.

STRATEGIC AIM 1 - EFFECTIVE TEACHING, ENGAGED LEARNERS

- Positively focussed, actively involved learners*

ACTI ONS	1. Students' passions and interests will underpin all programmes, with these being reflected in class planning, environments and teaching pedagogy.
	2. Interventions will be provided to support student success.
	3. Staff will participate in literacy (specifically reading) professional learning. A schoolwide shared understanding of effective practice for reading, planning, assessment, overall teacher judgements, and moderation will be developed.
	4. Staff will be supported to develop and utilise their passions and interests.
	5. Staff will embed a shared understanding of what engagement is, and develop and use our poutama to increase student engagement.
	6. School leadership will have a deliberate focus on students' attendance and lateness, through a lens of student wellbeing and engagement.
	7. The Board will grow their pedagogy through class visits, readings and attendance at Professional Learning.

STRATEGIC AIM 2 - CONNECTED COMMUNITIES

- *Actively engaged through authentic, quality partnerships*

ACTI ONS	<i>1. Students will maximise access to local environments and communities and include these in their learning.</i>
	<i>2. Staff will collaborate and work across the takiwā/ region in the interest of all students:</i>
	<i>3. Parents will be supported with strategies to support their child's learning at home.</i>
	<i>4. Community members will be encouraged and invited to be regularly and actively involved in student learning and to participate in and have an authentic voice in school direction and affairs.</i>
	<i>5. The Board will strengthen their engagement with the school and community.</i>
	<i>6. The Board will strengthen their partnership with iwi, e.g MTA bus tour – staff/board.</i>

STRATEGIC AIM 3: GROWING LEADERS

Developing and empowering future-focussed, reflective leaders

ACTI ONS	<i>1. Excellence will underpin all that we do and promote for all learners.</i>
	<i>2. Leadership opportunities will be provided to grow all staff and students.</i>
	3. Staff will contribute to education across the takiwā/ region through a range of connections.
	<i>4. Staff will be actively involved in collaborative inquiries.</i>
	<i>5. Leaders will work with staff to develop and implement Professional Growth Cycles (PGC) for teachers and support staff.</i>
	<i>6 The Principal will undertake a professional growth cycle (PGC) programme</i>
	<i>7. The Board will work adaptively and collaboratively to ensure the school's Vision and Strategic Aims drive decisions.</i>

STRATEGIC AIM 4: INCLUSIVE CULTURES

- *Celebrating and valuing diversity and difference*

ACTI ONS	<i>1. Students will share and celebrate their stories.</i>
	<i>2. Staff will give effect to students' rights.</i>
	<i>3. Staff and students will celebrate diversity.</i>
	<i>4. The staff and Board will take all reasonable steps to eliminate any forms of discrimination.</i>
	<i>5. The Board will allocate financial and personnel resources to support equitable outcomes.</i>
	<i>6. The Board will support the involvement of whānau and support groups through consultation and decision-making.</i>

STRATEGIC AIM 5: WELLBEING/ HAUORA

- *A state of complete physical, mental, social and spiritual wellness*

ACTI ONS	<i>1. Students and staff will develop resilience as they grow in confidence.</i>
	<i>2. Students and staff will develop positive relationships with others.</i>
	<i>3. Staff will focus on the students and their own holistic wellbeing.</i>
	<i>4. The staff and Board will ensure a physically and emotionally safe place.</i>
	<i>5. The Board and staff will focus on excellence, equity and wellbeing for all.</i>
	<i>6. The Board will support Wellbeing initiatives (eg. Nurture Space/ 7a, EAP, staffing).</i>
	<i>7. The staff and the Board will consider all factors to ensure equitable decisions and outcomes for all.</i>

2023 SCHOOLWIDE TARGETS:

MATHEMATICS TARGET:

- That Year 2 – 6 students' dispositions to Mathematics will improve (measured by the LES Maths Mindset poutama)

LITERACY TARGET:

- That Year 2 – 6 students' dispositions to Literacy will improve (measured by the LES Literacy Mindset poutama)

CURRICULUM TARGET:

- That Year 2 – 6 students' progress and achievement in Literacy (particularly reading) and Mathematics will improve, showing more students are progressing at typical curriculum levels. Measured by teachers' Overall Teacher Judgements through targeted professional learning, collaborative professional inquiries and Professional Growth Cycles.

These targets are informed by the Learning Progressions Framework.