



Clearview Primary
Te Kura o Mārama

Charter

2019

Skilled thinkers and communicators stepping out with confidence



This Charter and Strategic Plan Contains:

Introduction Section

- About Us
- Charter Summary Page - Vision, Goals and Clearview Competencies
- Description of Clearview Primary's Logo
- Vision, Values and What Defines our School
- Statement Recognising New Zealand's Cultural Diversity.

Strategic Vision

- Strategic Plan 2018 - 2020.
- The Strategic Goals - Our expectations and how we propose to meet the aspirations of our school's community.

Annual Section

- School Annual Plan 2019
- School Student Achievement Target and action plans
- Documentation and Self review

Procedural Section

- Our consultation plans

About Us

Clearview Primary is a full primary school in Rolleston Canterbury catering for New Entrant - Year 8 students. Our students' learning and wellbeing are at the heart of our school. We are proud to be leading the way with future focused education in the Selwyn District.



Clearview Primary is a decile 10 school, occupying a large urban space of 7.4ha. The community that surrounds our primary school is diverse with a strong sense of family. There is great pride in the community. These characteristics encourage many couples and families to the area.

Our school has a range of playground spaces including spacious fields, a sandpit, vegetable gardens, hard courts, age appropriate adventure playgrounds and a multi purpose hall. These facilities are also used by a range of community groups. As a modern school built in 2010 we have grown to 750 students and over 35 nationalities are represented. Our community are highly supportive, and we have an active Parent Community Group who contribute to the resourcing of many school initiatives.

We begin the 2019 school year with 30 Homebases and we anticipate starting more new entrant classes as the year progresses. We utilise our flexible learning environments across the school for collaborative teaching and learning.

Our vision is for students to be “**skilled thinkers and communicators stepping out with confidence**”. We achieve this vision by providing learning, cultural and social experiences that:

- develop **leadership**
- provide **challenge** and **high expectations** for all students to achieve to a level of **personal best**
- empower students to **create** their own learning pathways, **reflect** on their progress and **plan** their next steps for learning
- support students to take **risks**, having them aware that failure is an important part of the learning cycle
- are **collaborative** and **inclusive**
- utilise **technology** effectively to support and enhance learning
- recognise the Treaty of Waitangi and provide contexts where language, culture and identity are affirmed
- reward **effort** and celebrate **success**, encouraging **innovation** and **creativity**



Clearview Primary

Te Kura o Mārama

“Skilled Thinkers and Communicators Stepping Out with Confidence”

Our School Values

Demonstrating Respect

Being Responsible

Acting with Integrity

Striving for Success

Clearview's Competencies

Clearview Citizens ...

Collaborate

Connect

Climb

Care

Create

And are curious

Strategic Goals 2017 - 2020

Goal 1: Learning – Strive for continued personal growth for students and staff to achieve to the best of their abilities

- Continue to reflect on and refine the collaborative practice that leads to improved learning outcomes
- Empower students and staff to accept and take on new challenges
- Value and incorporate student input into collaborative decision making
- Apply the Clearview competencies at school and beyond
- Promote physical, emotional, social and cultural wellbeing and self worth

Goal 2: Partnerships - Strengthen partnerships with students, staff, family, whānau and community to build on our positive learning culture

- Celebrate and continue to grow our inclusive school environment
- Work in partnership with our Maori community (including Te Taumutu Runanga), and our Pasifika groups
- Further connect and consult with the community
- Establish and build connections on a global scale

Goal 3: Creativity – Provide deep learning experiences to grow innovation and enterprise

- Provide leadership opportunities
- Develop skills to adapt to, connect with and care for our ever changing world
- Promote aspirational forward thinkers with confidence in their own thoughts and abilities
- Foster imagination and pursue novel ideas
- Use a variety of digital tools and resources to enhance creativity and curiosity

WE BELIEVE THAT THROUGH OUR STRATEGIC GOALS OF:

Goal 1: Learning

Strive for continued personal growth for students and staff to achieve to the best of their abilities

Goal 2: Partnerships

Strengthen partnerships with students, staff, family, whānau and community to build on our positive learning culture

Goal 3: Creativity

Provide deep learning experiences to grow innovation and enterprise

AND ACTIONS UNDERWRITTEN BY THESE THEMES: *(Actions are detailed in Annual Plan Section)*

Leadership and Teacher Development	Curriculum Development	Literacy	Mathematics
Inclusive Practice	Culture	Systems	

WHICH EMBED NGĀ PEKA O TAUWHAREKĀKAHO KĀHUI AKO ACHIEVEMENT CHALLENGES OF:

Wellbeing / Hauora	Relationship Management and Learner Engagement / Whānaungatanga
Transitions / Whakawhiti	Communication / Reo ā-waha

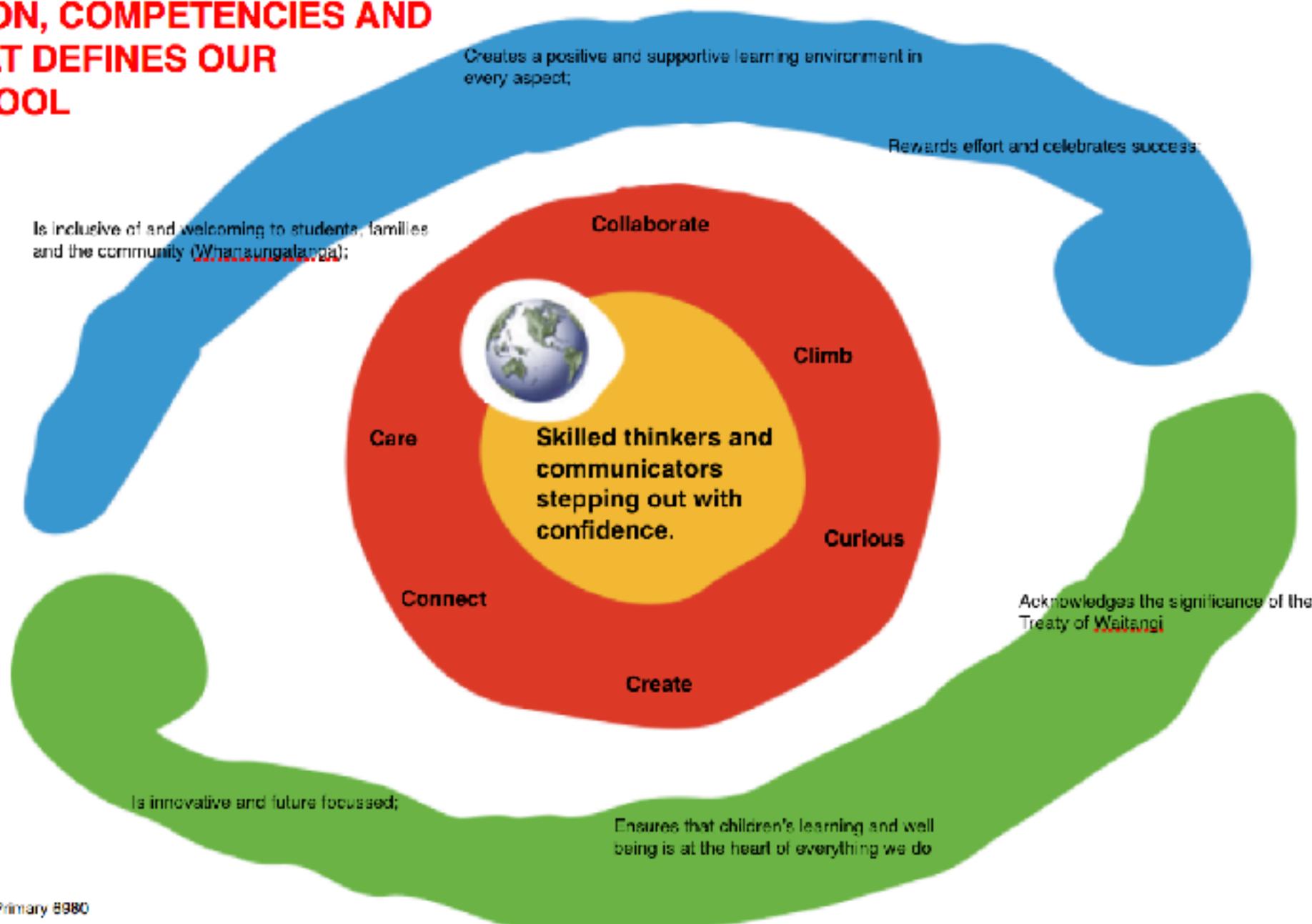
WE WILL IMPROVE LEARNING OUTCOMES FOR ALL LEARNERS, INCLUDING 2019 TARGETED STUDENTS.

TARGET 1: To improve Year 6 student achievement in Mathematics so that their achievement is closer to, at or above the expected curriculum level by the end of the school year (Term 4, 2019).

TARGET 2: To improve Year 4 student achievement in Writing so that their achievement is closer to, at or above the expected curriculum level by the end of the school year (Term 4, 2019).

TARGET 3: To improve the number of learners identified on the 'Care' Competency Rubric achieving at the "Developing" stage or above by 10% school wide (Term 4, 2019)

VISION, COMPETENCIES AND WHAT DEFINES OUR SCHOOL



Clearview Primary - Our Logo

Our logo captures the essence of Clearview Primary in a number of forms.

Firstly, the logo takes on the shape of an eye which depicts the clear view of the school site and the Southern Alps. The building design and outdoor areas have clean crisp lines and create a feeling of clarity and openness. The koru design on the outer parts of the logo represent our New Zealand heritage symbolising new beginnings, growth and learning as well as our desire to care for our natural resources and environment. The koru also reflect the connectedness of our students to their learning and to the global world beyond our school as they engage with their local community >New Zealand >wider global community.



Secondly, the logo encapsulates the vision, values and core beliefs of Clearview Primary. At the centre of the logo, is the vision we have for our students and all that we do should always link back to this. The next outer layer are the future focused competencies we deem important for Clearview. We have CLEAR competencies that we will model to each other, our students, parents and wider community. Finally the outer rim of our logo are the core beliefs we have about teaching and learning which is based on effective pedagogy.

Vision: Skilled thinkers and communicators stepping out with confidence

Competencies: Collaborate, Climb, Connect, Create, Care and Curiosity

Core Beliefs about teaching and learning: create a supportive learning environment, encourage reflective thought and action, provide sufficient opportunities to learn, facilitate shared learning, make connections to prior learning and experiences and enhance the relevance of new learning

Finally, from a Māori perspective the logo design links to the 5 stones blessed and buried at the school site. The four river stones are dedicated to one of the four cardinal elements and to the guardian Atua of each element. These have influence over the four 'bodies' of the human person:

Fire: Io-matua-kore (the Creator) - the Spiritual Body

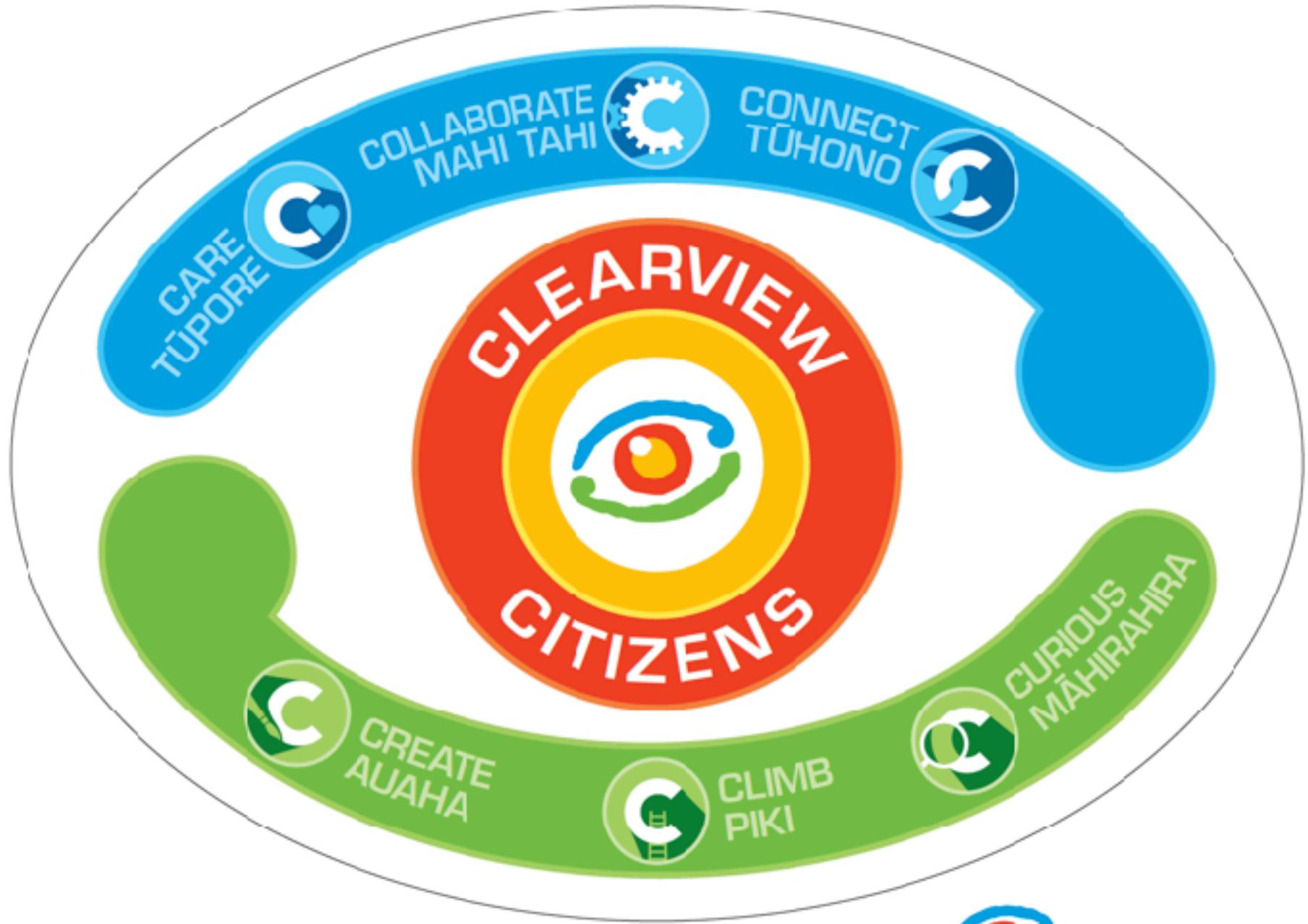
Air: Rakinui (Sky Father) - the Mental Body

Water: Takaroa (the God of the Seas and Oceans) - the Emotional Body

Earth: Papatuanuku (Earth Mother) - the Physical Body

The fifth stone, of pounamu, is the 'mauri stone'; The central stone in the configuration into which the mauri (the physical life force of the Creator) was named. It holds the name Te Kura o Marama.

CLEARVIEW COMPETENCIES



<p>Clearview Citizens are skilled thinkers and communicators stepping out with confidence.</p>		
<p>Collaborate</p> <p>Working together – making it work Building on others’ strengths Combining ideas Accountability – everyone has a role Goal in mind Sharing and listening to ideas Helping and including others</p>  <p>COLLABORATE</p>	<p>Climb</p> <p>Set goals and work to achieve these Can do attitude Growth mindset Persevere in challenging situations Aiming high for success Self-motivated</p>  <p>CLIMB</p>	<p>Connect</p> <p>Celebrating differences Positive role model for other Making the most of learning time Equal opportunities for all Communicating Decision making Make connections</p>  <p>CONNECT</p>
<p><i>Thinking</i> Using Language, Symbols and Texts Managing Self</p>	<p>Clearview Citizens:</p>	<p><i>Relating to Others</i> Participating and Contributing</p>
<p>Care</p> <p>Treating others how you would like to be treated Appreciate Courteous and using manners Showing consideration for others Looking after property and our environment Being fair and honest</p>  <p>CARE</p>	<p>Create</p> <p>Creative, critical and reflective thinking Use a variety of thinking tools and strategies to problem solve Generate – ideas and solutions Design, make, do</p>  <p>CREATE</p>	<p>And are curious!</p> <p>Life-long learners Eager to know or learn something Innovative thinking Question ideas</p>  <p>CURIUS</p>
<p>Values – Excellence, Innovation, Inquiry and Curiosity, Diversity, Equity, Community and Participation, Ecological Sustainability, Integrity and Respect</p> <p>Principles – High expectations, Treaty of Waitangi, Cultural Diversity, Inclusion, <u>Learning to Learn</u>, Community Engagement, Coherence, Future Focus</p>		

CULTURAL DIVERSITY

Recognising New Zealand's Cultural Diversity

Clearview Primary – Te Kura o Mārama, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity. The three broad principles of The Treaty of Waitangi (Partnership, Protection and Participation) will provide the foundation for learning.

Clearview Primary will take all reasonable steps to cater for the needs of all diverse learners, including Māori and Pasifika students. Clearview is committed to ensure that our Māori and Pasifika learners enjoy educational success. To achieve this, we will use the guiding principles of the following key resource documents to support effective practice across our school: **Ka Hikitia** - Accelerating Success Strategy 2013-2017, **Pasifika Education Plan 2013-2017**, **Tātaiako**, ERO's latest report "**Educationally Powerful Connections with Parents and Whanau**" - Nov 2015 and **Hautū** - Māori Cultural Responsiveness Self Review Tool.

To achieve this, the school will:

- Continue the development of cultural diversity for all staff and students through learning programmes
- Provide opportunities for cultural activities and experiences, including Kapahaka
- Sing waiata in assembly, and in classroom singing and music sessions
- Use elements of Māori protocol as part of any official ceremony
- Use resources in the curriculum which recognise New Zealand's bi-cultural heritage
- Embed Māori language and culture through all curriculum areas by using integrated planning approaches
- Consult with the Māori and Pasifika communities as specified in the school procedural section
- Be committed to developing and strengthening staff capabilities and understandings of cultural diversity
- Continue with regular and ongoing contact with the local marae – Ngāti Moki Marae at Taumutu
- Utilise local experts and resource people within our Clearview community to help support the practices of our school
- Develop student achievement targets for priority learners

If a whanau requests a higher level of tikanga and/or te reo than is at present evident in our school's Māori programme, the staff and family will discuss and explore the following options:

- Further explanation of existing programmes
- Further extend the existing programmes if and as appropriate
- Combine with a neighbouring school for parts of the day/programme
- Provide in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the child's learning environment
- Explore other schools which may offer programmes closer to their expectations
- Use of community expertise (people and places) to help with any of the above
- Possible dual enrolment with the correspondence school

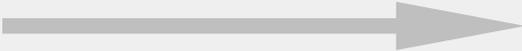
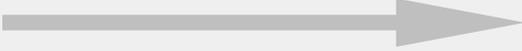
We also celebrate and value a variety of cultures by recognising cultural difference as appropriate, for example:

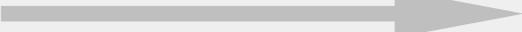
- Integration of cultural perspectives throughout learning programmes across all levels
- Convening parent support groups and meetings
- Accessing cultural advisors
- Exploring and enjoying cultural dance/food festivals

STRATEGIC PLAN



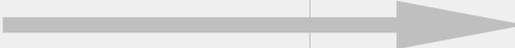
2018 - 2020

Strategic Goal 1	Strategies	2018	2019	2020
<p>Learning:</p> <p>Strive for continued personal growth for students and staff to achieve to the best of their abilities</p>	<ul style="list-style-type: none"> Continue to reflect on and refine the collaborative practice that leads to improved learning outcomes 	Embed Clearview Competencies into curriculum planning	Review Clearview Competencies and reflect / review upon their effect	Continue to utilise Clearview Competencies for future focussed education
		School Vision and Values will be visible around the school		
		ICT - BYOD will be promoted for Year 4-8 students	ICT - BYOD is operating effectively	ICT - Review BYOD and consult with community
		Grow student leadership opportunities across school		
	<ul style="list-style-type: none"> Empower students and staff to accept and take on new challenges 	Grow staff leadership capacity and promote opportunities that arise through COL.	COL will be utilised to grow staff leadership capability. Promote TLIF opportunities also.	Review staff leadership roles and look to refine.
		Enhance student agency by empowering our learners	Inquire into ways to further enhance student agency	
		Inquire into effective new entrant transition programmes and work with stakeholders to adjust clearview transition programme accordingly	Implement relevant changes to transition programme in a manageable and sustainable way.	Review effectiveness of the new entrant transition programme.
	<ul style="list-style-type: none"> Value and incorporate student input into collaborative decision making 	Provide Staff PLD funding in annual budget to reflect needs of school.		
		<ul style="list-style-type: none"> Apply the Clearview competencies at school and beyond 	NPDL Framework will be embedded as part of our participation in our second year in the project	NPDL Framework will be embedded as part of our participation in our third year in the project
	Utilised Staff expertise and share knowledge across and within our school and cluster			

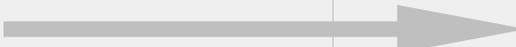
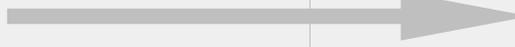
Strategic Goal 1	Strategies	2018	2019	2020
	<ul style="list-style-type: none"> Promote physical, emotional, social and cultural wellbeing and self worth 	Utilise Collaborative Inquiry model to strengthen teacher practice and improve student outcomes		
		Review Curriculum and Learning Programmes		
		Ensure that BOT members have access to training and professional learning opportunities		

Strategic Goal 2	Strategies	2018	2019	2020
Partnerships Strengthen partnerships with students, staff, family, whānau and community to build on our positive learning culture	<ul style="list-style-type: none"> Celebrate and continue to grow our inclusive school environment Work in partnership with our Maori community (including Te Taumutu Runanga), and our Pasifika groups 	Rolleston COL is established and functioning under a robust and sustainable leadership framework	Achievement Challenges of the Rolleston COL are reviewed and adjusted as appropriate	Rolleston COL is operating effectively across the cluster and is adjusted to any new schools have started
		Consult with parents/whanau and refine how we report to parents and ensure they are reviewing timely and accurate information about the achievement of their child/ren	Maintain our effective reporting system to parents and adjust or refine if / when required.	
		Explore possibility of Maori Immersions classes to promote Te Reo Maori.	If need and demand arises, look to increase Te Reo opportunities for our students	Maori immersion classes are operating effectively and in a sustained manner.
		Increase cultural opportunities for our students	Showcase our Kapahaka and Pasifika groups at various school, cluster, community or regional events.	Continue to showcase our cultural groups and explore opportunities to expand to other cultural groups.

Strategic Goal 2	Strategies	2018	2019	2020	
	<ul style="list-style-type: none"> Further connect and consult with the community 	NPDL - share knowledge and learnings with Rolleston Cluster (COL)	Invite other Rolleston Cluster Schools to join NPDL and work collaboratively with them.	Share new learnings and effective future focussed school practices with other schools across NZ and the globe.	
		Promote our facilities to the Rolleston Community and encourage the use of our school grounds and buildings			
	<ul style="list-style-type: none"> Establish and build connections on a global scale 	Explore opportunities for our students to make Global Connections with students/schools from around the world	Sustain open and positive links with students in other countries and build these networks for learning		
		Ensure that our communication with our families/Whanau is positive, open and fully inclusive.	Regularly consult with our families/whanau to ensure we are working in partnership.		
		Hold the Clearview Fete at the end of Term 1 (Easter time) to bring our community together again and raise funds for learning purposes.	The Clearview fete will be held at easter time on an annual basis as a way of bringing our school and wider community together.		
		Learn and explore the Leadership Pipelines as part of PLD for SMT.	Leadership Pipelines will be used to understand leadership roles and hierarchy of thinking. expand to leaders within COL.	Look for other SMT and COL leaders PLD opportunities for professional leadership growth	
		Refine Collaborative Practices as a school and strengthen across each team	Explore physical spaces across school and ensure our teaching pedagogy is collaborative and utilises each learning space.	Continue to reflect and review our collaborative practices for teaching and learning.	

Strategic Goal 2	Strategies	2018	2019	2020
		Maintain ongoing consultation with our school Community and respond to the needs and feedback accordingly.		
		Curriculum Over Coffee sessions will be used to educate and support our parents. Sessions will be responsive to needs and interests of our parents	Review the effectiveness of our Curriculum Over Coffee Sessions and look for ways to improve. Explore days and times each session is held to meet parental and cultural needs.	Curriculum over coffee sessions will continue to be an integral method of partnering with our parents.
		Consult with our local Marae to ensure our protocols for Clearview Mihi Whakatau align with Te Taumutu Runanga tikanga (traditional values) and kawa (protocols)	Termly Mihi Whakatau will be used to welcome new members to the Clearview when	Continue to use Mihi Whakatau as a way of welcoming new students, staff, VIPs and whanau to Clearview Primary
		Explore options for community focussed project for students		
		Review and update website		

Strategic Goal 3	Strategies	2018	2019	2020
Creativity Provide deep learning experiences to grow innovation and enterprise	<ul style="list-style-type: none"> Provide leadership opportunities 	Utilise the Deep Learning framework of NPDL	Refine shared understandings of the Deep Learning Framework	
		Leverage ICT to enhance creativity and Innovation	Ensure all staff have PLD support to ensure ICT is used to enhance creativity and innovation.	Adapt pedagogy to suit the shift in technology/devices

Strategic Goal 3	Strategies	2018	2019	2020
	<ul style="list-style-type: none"> Develop skills to adapt to, connect with and care for our ever changing world 	Connect with local businesses and look for opportunities to work together	Maintain positive links with business community for sustained opportunities	
		Encourage students to utilise the Clearview fete as an opportunity to implement their enterprise ideas/projects.		
		Utilise the Clearview Integrated Learning programme to enhance creativity and promote curiosity.		
	<ul style="list-style-type: none"> Promote aspirational forward thinkers with confidence in their own thoughts and abilities 	Encourage and support teacher innovation through use of MUs and Innovations fund in annual budget	Resources such as funding and MUs will reflect our strategic goals and annual plan	Resources such as funding and MUs will reflect our strategic goals and annual plan
		Leadership opportunities will be available for students to grow leadership capability.	Continue to offer a range of leadership opportunities for our students	
		Engage with and educate parents/whanau about the use of technology	Be responsive to the needs of our students and community and utilise technology as appropriate.	Consult with parents/whanau to ascertain future direction with use of technology.
	<ul style="list-style-type: none"> Foster imagination and pursue novel ideas 	Utilise our flexible learning spaces and furniture to grow collaboration and creativity	Ensure learning spaces are flexible and resources are being utilised to meet the needs of all students.	Consult with our students regarding their experiences with learning in our learning spaces.
		<ul style="list-style-type: none"> Use a variety of digital tools and resources to enhance creativity and curiosity 	Hold regular celebrations of learning post-topics.	
	Students will create a video for parents/community educating them about how the "Kiss and Go" zone works on Broadlands Drive.			

ANNUAL PLAN 2019

ANNUAL PLAN 2019

THEME	ACTION	Action Timeline												Links with Strategic Goals				
														Learning	Partnerships	Creativity	Kahui Ako ACs	
		F	M	A	M	J	J	A	S	O	N	D						
Curriculum Development	Review and adapt opportunities to engage with learners and whānau about learning goals and progress (e.g learning progressions)														✓	✓		
	Review assessment processes and update reporting practices to ensure parents are receiving relevant on learner progress.														✓			
	Promote Deep Learning and share learner inquiries through school-wide and across cluster celebrations.														✓	✓	✓	
	Utilise PLD, learning frameworks and tools to build coherence through the 3rd year of engagement in the the global NPDL project.														✓	✓	✓	
	Plan, teach and evaluate whole-school Deep Learning tasks and submit exemplars for global moderation.														✓	✓	✓	
	Promote NPDL with the BOT and wider community by sharing exemplars of deep learning tasks.														✓	✓	✓	
	Provide increased opportunities for students to engage with a broad range of external learning challenges (e.g EPro 8 challenge, Tournament of Minds etc)														✓		✓	
	Identify and promote increased opportunities for learners to explore robotics, coding and augmented reality.														✓		✓	
	Review BYOD practices for Years 4-8 learners and implement for Year 3, looking for ways to promote learning opportunities.														✓	✓	✓	
	Upskill staff on the newly revised Digital Technologies curriculum.														✓	✓	✓	
Strengthen the use of the SAMR model to leverage digital learning opportunities promoting rich engagement, innovation and creativity.														✓				

THEME	ACTION	Action Timeline												Links with.....						
														Learning	Partnerships	Creativity	Kahui Ako ACs			
		F	M	A	M	J	J	A	S	O	N	D								
Culture	Establish and provide a range of events and activities to promote Clearview culture (e.g open afternoon)																			
	Ensure Clearview Competencies are visible, modelled and promoted through the school.																			
	Continue to strengthen manaakitanga towards whānau, students and staff by providing a welcoming and inclusive environment (e.g Five to Nine Cafe, New Entrant morning teas etc).																			
	Explore and establish ways to increase engagement with whānau within Clearview and across organisations, (e.g Pasifika fono, cultural celebrations etc)																			
	Hold termly Mihi Whakatau ceremonies to welcome new students, whānau and staff to Clearview while ensuring these align to the tikanga of Te Taumutu.																			
	Strengthen links with Te Taumutu through ongoing engagement (e.g Teacher Only Day, Curriculum Design, Cultural Narrative).																			
	Finalise the development of the new Clearview Cultural Narrative and embed this into the daily learning programme and environment.																			
	Explore options to provide more cultural opportunities for learners (e.g Madarin classes, Pasifika group, Te Reo enrichment).																			

Strategic Goal		Target Cohort								
Learning: Strive for continued personal growth for students and staff to achieve to the best of their abilities.	Gender		All			Boys		Girls		
	Ethnicity		All			Māori		Other		
	Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Specific Group
Annual Target		Historical Position								
To improve Year 6 student achievement in Mathematics so that their achievement is closer to, at or above the expected curriculum level by the end of the school year (Term 4, 2019).		Analysis of school-wide mathematics data in December 2018 identified concerns in the Year 5 cohort of students. Data analysis revealed that 36% (40 students) were working below the curriculum expectations. Further investigation of assessment information indicates that refining student understanding of mathematical vocabulary, interpreting questions, verbalising what they thinking, using "Talk Moves" and increasing number knowledge are key priorities for the learning team. Continuing to embed mathematical mindsets and showing connections with real-life experiences will also be a focus.								

Action Plan

WHAT WILL THE SCHOOL DO TO ACHIEVE THIS TARGET?	Time Management											Personnel Responsible	Resource Allocation
	F	M	A	M	J	J	A	S	O	N	D		
Teachers identify which students need priority support - targeted instruction to accelerate progress.												Quest team, TL, SENCO, AP	
Sufficient time allocated in team meetings to discuss progress of target students as part of the Collaborative Teaching As Inquiry process.												Quest team, TL, SENCO, AP	
Use the ALiM approach to intervention support and empower teachers within school and across the Kāhui Ako to be mentoring support for members of the Quest Team.												Quest team, TL, SENCO, AP, Kahui Ako Leads	
Analyse and reflect on mid and end of year data, learning progressions and student engagement to inform progress and practice. Databoards and progressions used to track individual student progress.												Quest team, TL, SENCO, AP	
Strengthen the mathematics teaching and learning programme for all students using a range of relevant practices - rich tasks, deep learning experiences, Talk Moves, STEAM, EPro8.												Quest team, TL, SENCO, AP	Challenge registration fees - \$400 Maths300 subscription - \$300
Leverage digital to promote engagement and make relevant learning connections via Google Classroom, Mathletics, Prototec, Linc-Ed. Explore links with the revised Digital Technologies curriculum such as coding, augmented reality.												Quest team, TL, SENCO, Leveraging Digital Team, AP	
Provide opportunities to strengthen partnerships around maths teaching and learning programmes with parents and members of our Kāhui Ako. Curriculum Over Coffee sessions, open mornings to be held so parents can see maths in action.												Quest team, TL, SENCO, AP	
Maths timetabling for 5 days a week, at optimal learning time. Teachers to work collaboratively to provide rich learning experiences and exploration time.												Quest team, TL, SENCO, AP	

Clearview Primary Student Achievement Action Plan 2019

Strategic Goal	Target Cohort									
Learning: Strive for continued personal growth for students and staff to achieve to the best of their abilities.	Gender		All			Boys			Girls	
	Ethnicity		All			Māori			Other	
	Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Specific Group
Annual Target	Historical Position									
To improve Year 4 student achievement in Writing so that their achievement is closer to, at or above the expected curriculum level by the end of the school year (Term 4, 2019).	Analysis of school-wide writing data in December 2018 identified concerns in the Year 3 cohort of students. Data analysis revealed that 31% (29 students) were working below the curriculum expectations. Further investigation of assessment information indicates that surface features such as spelling, punctuation and grammar are limiting factors to moving students forward. Continuing to strengthen deeper features, maintaining students' motivation for writing and making connections with other aspects of Literacy will also be a focus.									

Action Plan

WHAT WILL THE SCHOOL DO TO ACHIEVE THIS TARGET?	Time Management											Personnel Responsible	Resource Allocation
	F	M	A	M	J	J	A	S	O	N	D		
Teachers identify which students need priority support - targeted instruction to accelerate progress.												Spark team, TL, SENCO, AP	
Sufficient time allocated in team meetings to discuss progress of target students as part of the Collaborative Teaching As Inquiry process.												Spark team, TL, SENCO, AP	
Analyse and reflect on mid and end of year data, learning progressions and student engagement to inform progress and practice. Databoards and progressions used to track individual student progress.												Spark team, TL, SENCO, AP	
Student voice and choice to be a driver for deep learning and integrated literacy programmes building on personal experiences, common interests and cultural backgrounds.												Spark team, TL, SENCO, AP	
Leveraging digital tools to help support and motivate students with their writing such as StepsWeb, Google Classroom, relevant apps. Explore links with the revised Digital Technologies curriculum such as coding, augmented reality.												Spark team, TL, SENCO, ICT Team, AP	
Take part in the StepsWeb research project to support the development of surface features and apply these to writing tasks.												Spark team, TL, SENCO, AP	
Continue to strengthen partnerships with Literacy learning with parents and members of our Kāhui Ako (including visits to schools to see their learning landscapes in action). Provide opportunities for with families to see learning in action, BYOD benefits and Curriculum Over Coffee sessions.												Spark team, TL, SENCO, AP, Kāhui Ako Leads	

Clearview Primary Student Achievement Action Plan 2019

Strategic Goal	Target Cohort									
Learning: Strive for continued personal growth for students and staff to achieve to the best of their abilities.	Gender		All				Boys		Girls	
	Ethnicity		All				Māori		Other	
	Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Specific Group
Annual Target	Historical Position									
To improve the number of learners identified on the Care competency rubric achieving at the developing stage or above by 10% across the school (Term 4, 2018)	Clearview Primary is into its third year of a three year journey with this global, collaborative and future-focused project called New Pedagogies for Deep Learning (NPDL). The project aims to strengthen 4 quadrants (learning partnerships, learning environment, new pedagogies and leveraging digital) to encourage and promote deep learning. We have resisted our original school competencies to be more future-focused and include student voice and direction in light of this. Our school wide focus this year is the competency care, due to the nature of our learning programmes and environments.									

Action Plan

WHAT WILL THE SCHOOL DO TO ACHIEVE THIS TARGET?	Time Management												Personnel Responsible	Resource Allocation
	F	M	A	M	J	J	A	S	O	N	D			
Develop the Care competency rubric using student speak													Curriculum Team, Lead Teacher, Teachers, TL, AP	
Use the Care competency rubrics to collect baseline data and establish specific progress targets.													Teachers, TL, AP	
Identify ways to strengthen Care across the school, sharing resources and ideas within and beyond our wider learning community													Lead Teacher, TL, AP, Teachers	
Provide time and support to teams when planning, delivering and evaluating rich learning tasks which promote the Care competency.													Lead Teacher, Team Leaders and AP	
Gather and analyse data gathered from Care competency rubrics to measure progress towards achieving the annual target.													Curriculum Team, Lead Teacher, Teachers, TL, AP	

CONSULTATION TIMELINE

During the development of our Charter the following consultation was and will be undertaken.	2019												2020											
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
Consultation with parent community through surveys, newsletters and meetings	█	█									█		█	█									█	
Consultation with staff through questionnaires , staff meetings and teacher only days	█	█								█	█		█	█									█	█
Senior Management Team meetings		█			█					█	█						█						█	█
Consultation with the Māori community community through surveys, newsletters and meetings on targets for Māori student achievement. Direct contact with Te Taumutu Runanga.				█						█						█							█	
Consultation, discussion and development of the strategic plan with members of the Board of Trustees	█	█								█			█	█									█	