# Te Kura o Mārama - Clearview Primary

## 2023 Charter

*Skilled thinkers and communicators stepping out with confidence*

*Te kura wānanga, te kura takahi puni, te kura mārama*

# Charter and Strategic Plan Contents

# 1. INTRODUCTION

## 1.1 About Clearview

Clearview Primary School is a co-educational full primary school catering for students in Years 1 to 8. In July 2022 there were 828 students enrolled, including 13.4% who identified as Māori, 64.6% as European and 22.0% from a range of other ethnicities.

We are a member of the Ngā Peka o Tauwharekākaho (Rolleston) Kāhui Ako, a learning community of 12 schools and 21 early childhood education providers in Rolleston and it's surrounding areas.   Clearview Primary occupies a large urban space of 4.59ha. 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, sandpits, 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 800 students and over 35 nationalities are represented. Our community is highly supportive, and we have an active Parent Community Group who contribute to the resourcing of many school initiatives.

We begin the 2023 school year with 35 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.**

## 1.2 Charter summary page

# Te Kura o Mārama - Clearview Primary

### "Skilled Thinkers and Communicators Stepping Out with Confidence"

## STRATEGIC GOALS 2021 - 2024

### 1: Learning

Students and staff focus on continued personal growth to achieve to the best of their abilities.

### 2: Belonging

Students, staff, family, whānau and community strengthen their sense of connectedness, responsibility, identity, inclusiveness, culture and pride in our place.

### 3: Innovating

Students and staff are future-focussed problem solvers and effective communicators who develop original ideas for sustained change.

## VALUES

WHANAUNGATANGA
GROWING CONNECTIONS AND RELATIONSHIPS THAT CREATE A SENSE OF BELONGING

AKO
TAKING RESPONSIBILITY FOR OUR LEARNING

MANAAKITANGA
SHOWING RESPECT, GENEROSITY AND CARE

## 1.3 Clearview Primary's logo

# 1.4 Logo description

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 reflects 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 and 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 at the outer rim of our logo are the core principles of teaching and learning which is based on effective pedagogy. These 6 principles include *Planning and Assessing for All, Reflective Thought and Action, Positive Supportive Learning Environment, Relevance of Learning, Shared Learning and Sufficient Opportunities to Learn.*

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 Mārama.

# 1.5 Clearview Values



OUR VALUES

Clearview Primary
Te Kura o Marama

**WHANAUNGATANGA**
GROWING CONNECTIONS AND RELATIONSHIPS THAT CREATE A SENSE OF BELONGING

**MANAAKITANGA**
SHOWING RESPECT, GENEROSITY AND CARE

**AKO**
TAKING RESPONSIBILITY FOR OUR LEARNING

- We include others
- We can connect with others
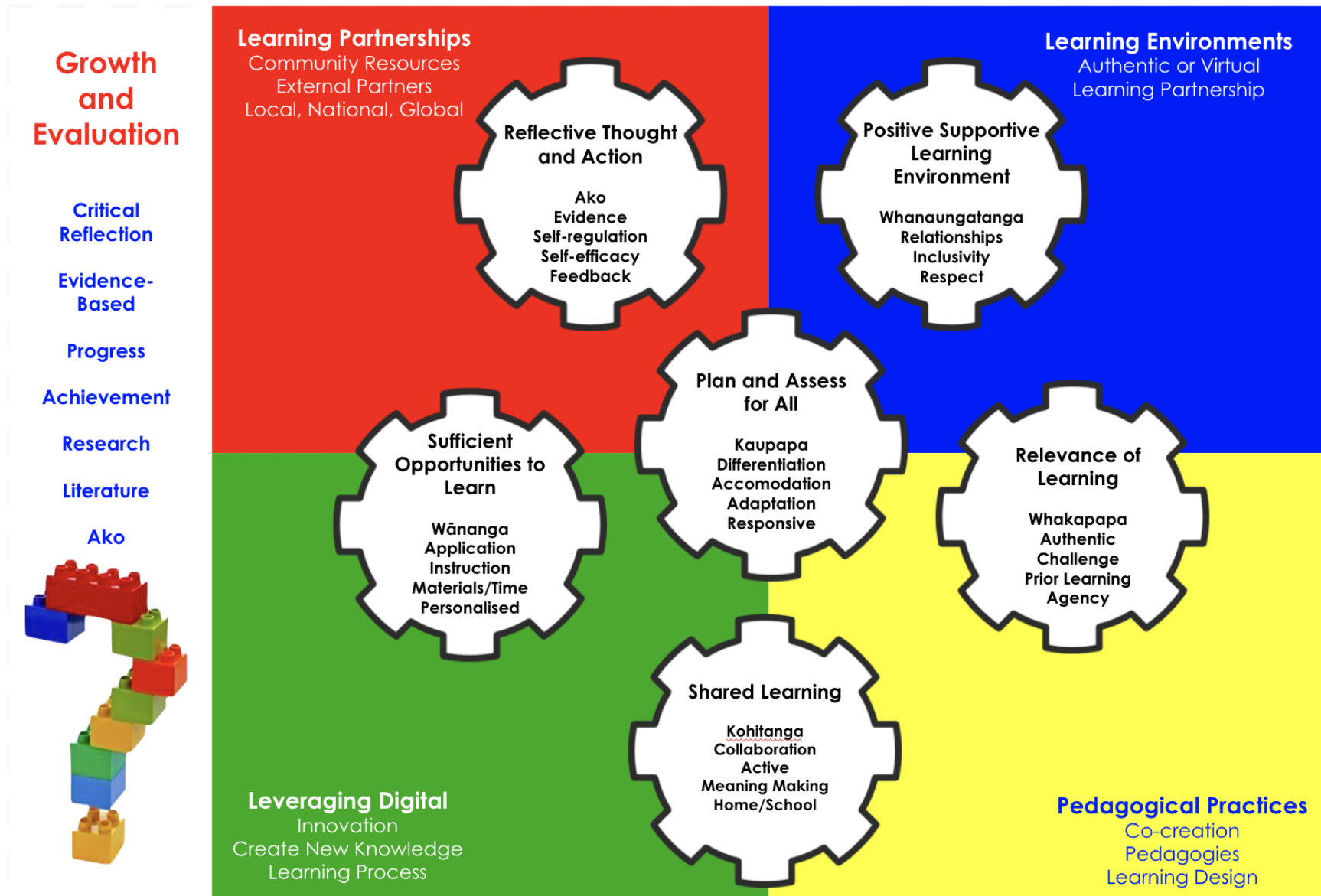- We collaborate well with others
- We are upstanders

- We are kind with our words and actions
- We respect others and property
- We encourage others
- We show empathy towards others
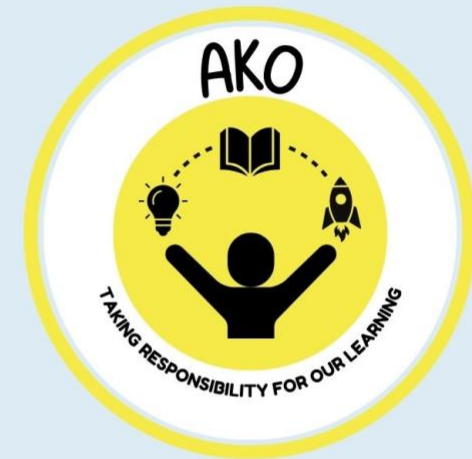
- We have a growth mindset
- We are self-managed
- We actively participate
- We are self-reflective

# 1.6 Clearview principles of effective teaching and learning

**Growth and Evaluation**

Critical Reflection

Evidence-Based

Progress

Achievement

Research

Literature

Ako

**Learning Partnerships**
Community Resources
External Partners
Local, National, Global

**Learning Environments**
Authentic or Virtual
Learning Partnership

**Reflective Thought and Action**

Ako
Evidence
Self-regulation
Self-efficacy
Feedback

**Positive Supportive Learning Environment**

Whanaungatanga
Relationships
Inclusivity
Respect

**Plan and Assess for All**

Kaupapa
Differentiation
Accomodation
Adaptation
Responsive

**Sufficient Opportunities to Learn**

Wānanga
Application
Instruction
Materials/Time
Personalised

**Relevance of Learning**

Whakapapa
Authentic
Challenge
Prior Learning
Agency

**Shared Learning**

Kohitanga
Collaboration
Active
Meaning Making
Home/School

**Leveraging Digital**
Innovation
Create New Knowledge
Learning Process

**Pedagogical Practices**
Co-creation
Pedagogies
Learning Design

*These 6 principles of effective teaching and learning are underpinned by the 4 quadrants of leveraging digital, pedagogical practices, learning environments and learning partnerships.*

# 1.7 Recognising New Zealand's cultural diversity at Clearview

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**, **Tapasā 2018**, **Tātaiako**, ERO's latest report "**Educationally Powerful Connections with Parents and Whānau**" - Nov 2015 and **Hautū** - Māori Cultural Responsiveness Self Review Tool.

**To achieve this, the school will:**
- Continue the development of cultural diversity for students through learning programmes, using appropriate resources
- Provide opportunities for cultural activities and experiences, including Kapa haka, waiata and karakia
- Use elements of Māori protocol as part of any official ceremony
- 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 culturally responsive and relational pedagogy
- 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 Develop and implement a Māori action plan
- Demonstrate awareness of cultural bias and language interpretation challenges due to differing values and experiences.

**If a whānau 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 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
- Use of community expertise (people and places) to help with any of the above
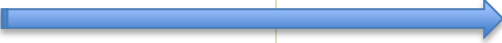- Possible dual enrolment with the correspondence school

**We also celebrate, value and recognising cultural difference as appropriate, for example:**
- Accessing cultural advisers
- Convening parent support groups, regular partnership meetings and hui
- Exploring and enjoying cultural dance/food festivals
- Embedding high impact culturally responsive and relational pedagogies into teaching and learning practice
- Integrating and purposefully exploring cultural perspectives, experiences and language within learning programmes across all levels.
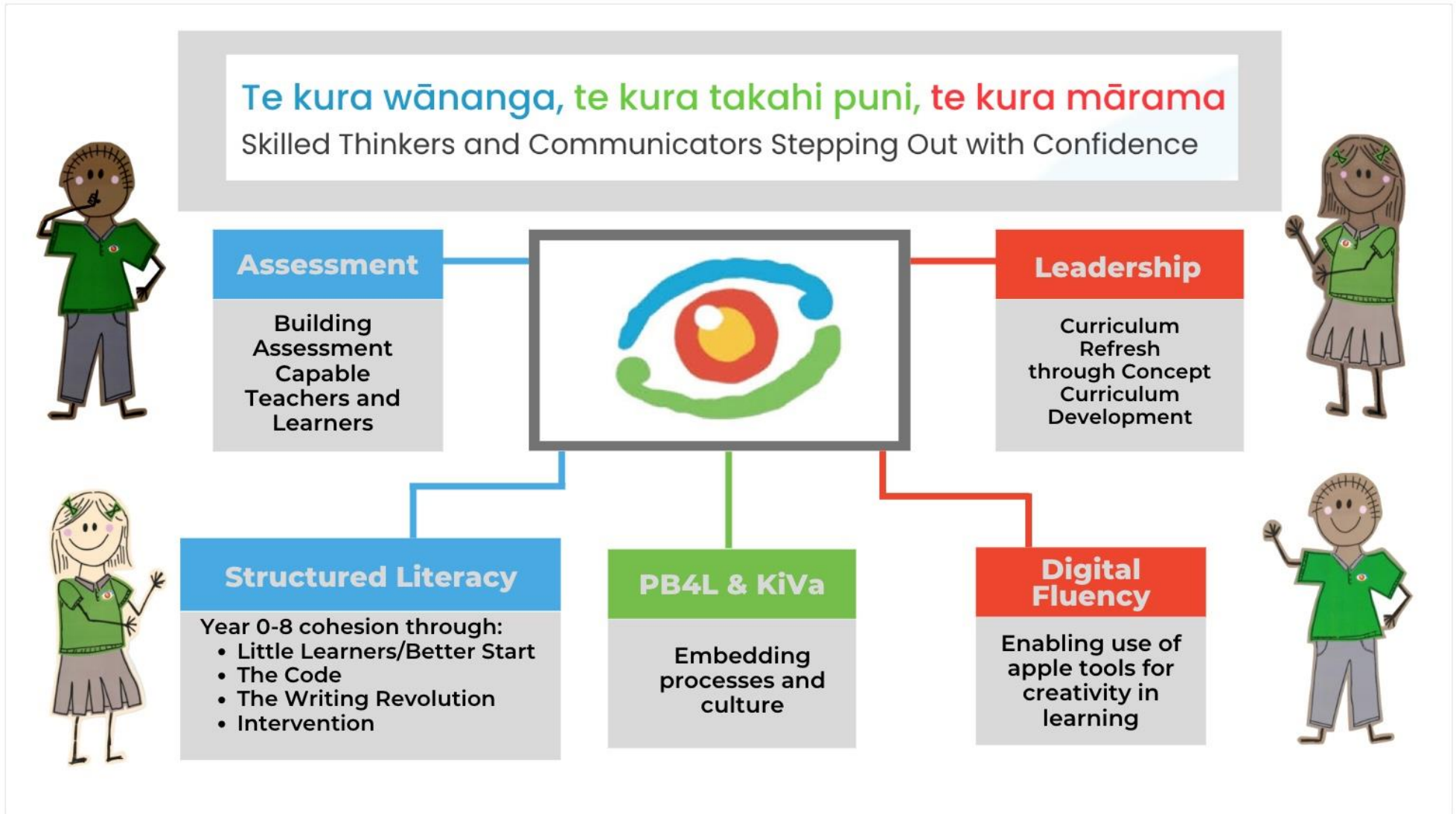
# 2. STRATEGIC VISION

## 2.1 Strategic plan 2021 - 2024

| Goal #1: | Strategies: | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|
| **_Learning_**<br><br>**Students and staff focus on continued personal growth to achieve to the best of their abilities.** | Embed the Clearview Principles and Practices (CPP) of Effective Teaching and Learning. | Analysis of variance against the 2021 actions and targets are detailed in the 2021 AOV Report | CPP of Supportive Learning Environment is embedded. | CPP of shared learning and relevance of learning is embedded. | All CPP are embedded and well understood across school. |
| | Utilise Clearview's Growth and Evaluation Model to improve teacher practice and meet diverse student learning needs. | | Growth and Evaluation Model incorporates the professional Growth Cycle for teachers. | Teachers are utilising the Growth and Evaluation model to improve teacher practice and student outcomes. | Review the Growth and evaluation model and refine as necessary. |
| | Engage in relevant professional learning and development related to Growth and Evaluation and school priorities. | | Team level shared PLD related to Growth and Evaluation Model. Individual teachers are given the opportunity to engage in personalised PLD. | Staff PLD is a priority to improve professional knowledge and practice. | Ensure PLD budget supports the personal and collaborative growth of teacher practice. |
| | Ensure all students gain sound foundational skills including language, literacy and numeracy, using UDL to meet diverse student learning needs. | | Staff PLD and support with principles of UDL. | →→→→→→→→→→→ | |
| | Ensure that the deep learning framework and competencies are explicitly developed in day-to-day teaching and learning opportunities. | | Signage of Values are displayed and visible around school grounds. | Values are explicitly planned and taught across all levels. | Review of planning and evaluation frameworks of deep learning in the CV curriculum. |
| | Provide rich, integrated and meaningful learning opportunities for students aligned to the Clearview Curriculum Plan contexts. | | Continue to provide rich, integrated and meaningful learning opportunities for students aligned to the Clearview Curriculum Plan contexts. | →→→→→→→→→→→ | |
| | Plan for, teach and engage students in relevant P.E., P.A. and Health learning opportunities, as outlined in school programmes. | | Maximise learning opportunities to engage students in various PE/PA learning – utilise the C.O.L.A structure and school facilities. | Staff will continue with relevant PLD opportunities that promote fundamental movement skills and physical fitness. | Review PE/PA learning programmes, assessment and reporting practices. |

| Goal #2: | Strategies: | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|
| *Belonging*<br><br>**Students, staff, family, whānau and community strengthen their sense of connectedness, responsibility, identity, culture and pride in our place.** | Create a safe and inclusive culture where diversity is valued. | Specific and detailed Analysis of variance against the 2021 actions and targets are detailed in the 2021 AOV Report | Promote Clearview Competencies and celebrate diversity. | Continue to promote Clearview Values and celebrate diversity. | ⟶ |
| | Have high expectations and work with whānau to design and deliver learning that responds to their needs. | | Collaborative Action Plans are utilised to support learning and development. | Students and whānau review their learner profile and update as required. | Updated learner profiles are used and understood by each teacher. |
| | Celebrate, teach, embed and ensure the visibility of Clearview's Cultural Narrative. | | Signage around school is in place and visible. | Review mihi whakatau practices at Clearview. | Ensure Taumutu are consulted with and a positive relationship is maintained. |
| | Foster strong collaboration, professional learning and connections across all stakeholders within Ngā Peka O Tauwhārekaho Kāhui Ako. | | Clearview staff and students are active members of Ngā Peka o Tauwharekakaho Kāhui Ako . | Kāhui Ako Achievement Challenges are reviewed and refined as part of a Kāhui Ako review cycle. | Kāhui Ako resources are well utilised to promote active collaboration. |
| | Honour Te Tiriti o Waitangi through culturally responsive practices, te reo and Tikanga Māori according to school implementation plans. | | BOT are implementing culturally responsive practices during all meetings/huis and operations. | Māori Action Plan is implemented successfully. | Review Clearview's Māori Action Plan and update as required. |
| | Promote Positive Behaviour for Learning (PB4L) and restorative practice. | | Second year involvement in PB4L. Leads and PB4L Team are implementing successful, positive school-wide change. | Third year involvement in PB4L. Leads and PB4L Team are implementing successful, positive school-wide change. | PB4L practices are reviewed and sustained. |
| | Provide opportunities to engage parents, whānau and the local community in student learning and school activities. | | Continue with offering a range of opportunities for families/whānau to engage in the learning journey of their child/ren. | ⟶ | |

| Goal #3: | Strategies: | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|
| *Innovating*<br><br>**Students and staff are future-focused problem solvers and effective communicators who develop original ideas for sustained change.** | Capture and report learning, progress and achievement in meaningful ways to increase student, parent and whānau engagement in the learning process. | Analysis of variance against the 2021 actions and targets are detailed in the 2021 AOV Report | Hero SMS is utilised to share learning in plain, clear language that is well understood by parents/whānau. Students are making regular posts about their learning. | Reporting to parents across broader curriculum areas is implemented with well established systems of reporting and tracking. | Review our school-wide reporting procedures. |
| | Strengthen networks and partnerships with the wider school community, including those across national and global contexts. | | Global connections are established and thriving. | Explore possibility of teacher/student exchanges with Global Youth Ambassador Project – school in China. | Review our global connections and refine/improve as required. |
| | Promote students and staff to be active uses and creators of future-focused technologies. | | The Digital Curriculum is implemented across all levels. | Continued staff PLD on various technologies. | Review Clearview's Digital Curriculum implementation plan. |
| | Seek alignment and coherence in school systems, practices, teaching and leadership structures to ensure sustainability. | | Ensure stability in leadership practices through utilising a distributed leadership model. | → | Review the documented systems that are in place to ensure sustainability of practice. |

Te kura wānanga, te kura takahi puni, te kura mārama
Skilled Thinkers and Communicators Stepping Out with Confidence

**Assessment**
Building Assessment Capable Teachers and Learners

**Leadership**
Curriculum Refresh through Concept Curriculum Development

**Structured Literacy**
Year 0-8 cohesion through:
- Little Learners/Better Start
- The Code
- The Writing Revolution
- Intervention

**PB4L & KiVa**
Embedding processes and culture

**Digital Fluency**
Enabling use of apple tools for creativity in learning

# 3.1 Clearview 2023 annual plan, targets and actions

**Strategic Goal 1: Learning** - Students and staff focus on continued personal growth to achieve to the best of their abilities.

**Priority Focus Area for 2023:** Implementation of effective assessment practices and structured literacy from Year 0-8.

| Aim | Action | Timeline | | | | Outcomes |
|-----|--------|----------|---|---|---|----------|
| | | Term 1 | Term 2 | Term 3 | Term 4 | |
| **Building Assessment Capable Teachers and Learners - Assessment PD** | 1.1 Engage all staff in our vision for assessment for learning. Develop school wide ownership and understanding of our assessment for learning action plan. | | | | | • Staff are engaged in the visions for assessment for learning<br>• There is ownership in the schools assessment and reporting framework.<br>• Teachers have a great pedagogical knowledge around assessment for learning.<br>• There is a collective, shared vocabulary of assessment<br>• Assessment bridged learning, teaching and the curriculum.<br>• Assessment is used to inform teaching of specific needs.  Greater learning design<br>• Parents and students are well informed of next steps in their learning and progress made.<br>• There are consistent and coherent assessment practices across the school. |
| | 1.2 Build and embed teacher pedagogical content knowledge around assessment for learning. Ensure a collective 'vocabulary of assessment' is developed within the staff. | | | | | |
| | 1.3 Ensure that assessment in the classroom is integrated with, and acts as the bridge between, learning, teaching and curriculum. | | | | | |
| | 1.4 Support students and teachers to trust and use effective assessment practices to guide learning and teaching and to make improvements. This will initially focus on the introduction of some consistent assessment for learning tools that will support our teachers to do this. | | | | | |
| | 1.5 Build leader and teacher capability to engage in practice conversations that critically reflect on teaching and learning at our school. | | | | | |
| **Year 0-8 cohesion and implementation of Structured Literacy** | 2.1 Develop School wide ownership and understanding of Structured Literacy for improved student learning outcomes | | | | | • Increased teacher knowledge and capacity for teachers to design and respond to student literacy needs. |

| Goal | Action | | | | | Outcomes |
|---|---|---|---|---|---|---|
| | 2.2 Build teacher knowledge and pedagogy in the explicit teaching of Writing: Year 0-2 - The Writing Teacher approach and Years 3-8 The Writing Revolution | ■ | ■ | ■ | ■ | • Consistency of teaching quality literacy across the school.<br>• Students experience success through explicit teaching.<br>• Improved student outcomes.<br>• Whanau are well informed and are supportive of this pedagogy.<br>• All learners' needs are catered for through multi sensory and structured approach to teaching literacy. |
| | 2.3 Ensure The Code is taught daily for spelling across the School with a focus on impact and transference | ■ | ■ | ■ | ■ | |
| | 2.4 Whole class Structured Literacy approach in Reading Year 0-2. | ■ | ■ | ■ | ■ | |
| | 2.5 Continue to build teacher capacity and responsiveness to student needs | ■ | ■ | ■ | ■ | |
| | 2.6 Intervention using a SL Reading approach for dyslexic learners across the school | ■ | ■ | ■ | ■ | |
| | 2.7 Build whanau understanding of Structured Literacy and best ways to support at home | ■ | ■ | ■ | ■ | |
| | 3.2 Use formative assessment strategies to flexibly adjust learning activities and resources | ■ | ■ | ■ | ■ | |
| **Refine our schools Professional Growth Cycle model to best meet the needs of staff and students.** | 4.1 Review our Coaching model and adjust to incorporate peer-coaching for self improvement | | | | | • Our Coaching model is fit for purpose<br>• Staff are empowered and motivated to improve their practice<br>• Staff will develop a deeper understanding of the theory of coaching, it's benefits and how to grow and develop professionally.<br>• Staff will feel empowered with the tools to hold O2L conversations with confidence. |
| | 4.2 Build on 2022 PLD in Open to Learning Conversations and embed into Powerteam Ways of Working. | ■ | ■ | ■ | ■ | |
| | 4.3 Staff will set a personal development goal based upon coaching conversations and agreed next steps during their 2022 PGC meetings. | ■ | ■ | ■ | ■ | |
| **Provide rich, integrated and meaningful learning opportunities for students aligned to the Clearview Curriculum Plan contexts.** | 5.1 Include students as partners in the learning design process by focusing on their strengths, needs, styles and interests | ■ | ■ | ■ | ■ | • Evidence of student voice and direction in planning and implementation of deep learning tasks.<br>• Students participate in a range of relevant, authentic learning opportunities based on curriculum overview and events.<br>• Regular time allocated in team meetings or stand ups to discuss the direction of teaching and learning, with |
| | 5.2 Seek authentic and real life learning opportunities | ■ | ■ | ■ | ■ | |
| | 5.3 Plan for increased coherence and coordination by explicitly integrating teaching and learning across the curriculum with meaning and purpose | ■ | ■ | ■ | ■ | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 5.4 Use strategies which build on students prior knowledge and experience and anticipate student learning needs, contextual or task demands | | | | | big ideas and concepts are interwoven through experiences.<br>• Use of tracking documentation to build on prior knowledge and student experiences year on year. |
| **Plan for, teach and engage students in relevant P.E., P.A. and Health learning opportunities, as outlined in school programmes.** | 6.1 P.E, and Sport team to lead teachers in PLD . | | | | | • Teachers have a clear understanding of PE, Health and Wellbeing support across the school.<br>• Teachers understand expectations of PE Programme and how to implement this into their timetable effectively.<br>• Students experience a range of sports, they are active and healthy.<br>• PE resources and expert's knowledge shared.<br>• Teachers feel more confident about their ability to plan and implement PE and PA. |
| | 6.2 Refine the P.E and P.A, Health and Wellbeing programme/long term plan through professional conversation and consultation | | | | | |
| | 6.3 Plan for and coordinate a range of sporting opportunities for students. | | | | | |
| | 6.4 Provide Teacher Professional Development opportunities | | | | | |
| | 6.5 Utilise the Activator from the Selwyn Sport Trust for resourcing, planning and developing student activity leaders. | | | | | |

**Strategic Goal 2: Belonging** - Students, staff, family, whānau and community strengthen their sense of connectedness, responsibility, identity, culture and pride in our place.

**Priority Focus Area for 2023:** Positive Behaviour for Learning and KIVA (Bullying Prevention)

| Aim | Action | Term 1 | Term 2 | Term 3 | Term 4 | Outcomes |
|---|---|---|---|---|---|---|
| **1. Create a safe and inclusive culture where diversity is valued.** | 1.1 Acknowledge and celebrate diversity in our Clearview community | ■ | ■ | ■ | ■ | • Improved awareness and understanding of the diversity of our Clearview community. |
| | 1.2 ESOL Teacher to engage with parents and establish positive home-school partnership | ■ | ■ | ■ | ■ | • Inclusive practices and processes. |
| | 1.3 Continued promotion and explicit understanding and teaching/learning of Clearview Values <br> • teachers and students | ■ | ■ | ■ | ■ | • Planning and teaching that is reflective of needs and values. |
| | 1.4 Embed UDL across all levels | ■ | ■ | ■ | ■ | • Students have increased opportunity to connect to and celebrate their identity, culture and language. |
| | 1.5 Implement school wide Curriculum Learning Plan/Overview | ■ | ■ | ■ | ■ | |
| **2. Have high expectations and work with whānau to design and deliver learning that responds to their needs.** | 2.1 Utilise parent - teacher conferences | ■ | ■ | ■ | | • Strengthened home and school learning/understanding. |
| | 2.2 Work with parents/whānau to develop CAPs (collaborative action plans) to support student learning and development | ■ | ■ | ■ | ■ | • Increased community and family involvement. |
| | 2.3 Refine learner profiles in collaboration with parents/whānau/learner and teacher | ■ | | | | • Collective teacher knowledge and expectations. |
| | 2.4 Continue to seek community/family feedback e.g surveys. | ■ | ■ | ■ | ■ | • Shared understanding in managing and practising positive behaviour throughout the school. |
| | 2.5 Continue PB4L framework / matrix to be embedded across school – PB4L third year | ■ | ■ | ■ | ■ | |

| | Actions | | | | | Outcomes |
|---|---|---|---|---|---|---|
| | 2.6 Implement second year of KIVA – bullying prevention programme schoolwide. | ▨ | ▨ | ▨ | ▨ | • Incidents of bullying are reduced.<br><br>• Greater emphasis on prevention of bullying and responding effectively and monitoring incidents through regular student surveys. |
| **3. Introduction of the Cultural Capability and Arts Leads** | 3.1 Evolution of the Cultural Capability Portfolio to focus on continuing development of practice.<br><br>  - Coordinate termly Mihi Whakatau<br>  - Raise Culturally Responsive Practice across the school<br>  - Re-establish and host regular whanau hui<br><br>3.2 Establishment of the Arts Lead<br><br>  - Coordination of the Jump Jam coaches, Kapahaka, Choir, Fiafia etc with admin- entering competitions, fundraising, logistics etc, as well as working with the itinerant teachers and organising the Showcase.<br>  - Raise the profile of all the Arts including visual with our displays across the school, potentially having an art exhibition<br>  - Create more performance opportunities across the school (in and outside) | ▨ | ▨ | ▨ | ▨ | • Mihi whakatau is used as a way of building whanaungatanga and connectedness.<br>• Teachers grow their leadership capabilities.<br>• Students are exposed to more opportunities in the Arts.<br>• Arts co-ordination is more streamlined. |
| **4. Foster strong collaboration, professional learning and connections across all stakeholders within Ngā Peka O Tauwhārekaho Kāhui Ako.** | 4.1 Access opportunities afforded by the Kāhui Ako and engage in Kāhui Ako implementation to achieve shared achievement challenges | ▨ | ▨ | ▨ | ▨ | • Increased consistency in practice across the Kāhui Ako and support for students at different stages of Kāhui Ako learning pathway.<br>• A sense of belonging to our Kāhui Ako is established and strengthened. |
| | 4.2 Attendance and involvement in Kāhui Ako events as a staff | ▨ | ▨ | ▨ | ▨ | |
| | 4.3 Improved communication and connections with Kahui Ako - WSLs and ASLs | ▨ | ▨ | ▨ | ▨ | • Improved understanding of and connections with Kāhui Ako leaders and communities of learning. |
| **5. Honour Te Tiriti o Waitangi through culturally responsive practices, te reo and Tikanga Māori** | 5.1 Approaching staff PD sessions with a cultural lens | ▨ | ▨ | ▨ | ▨ | • Increased cultural diversity and opportunity for student learning at Clearview.<br>• Increased teacher confidence and capability in culturally responsive and relational pedagogy.<br>• Visual representation of our cultural narrative. |
| | 5.2 Making progress with the level of te reo Māori used in classroom programmes and practices | ▨ | ▨ | ▨ | ▨ | |

| Goal | Actions | T1 | T2 | T3 | T4 | Outcomes |
|---|---|---|---|---|---|---|
| **according to school implementation plans.** | 5.3 SMT Leadership Retreat in Russel and Treaty Grounds for an authentic learning experience to deepen understanding of TOW and Aotearoa NZ history. | ■ | | | | • Increase in staff understanding of, and progress towards, the Māori action plan.<br>• Updated planning templates that reflect Māori values, understanding and knowledge.<br>• Shared expectations.<br>• Culturally inclusive learning and environments. |
| | 5.4 Include a Māori dimension/reference in planning eg: values, themes, knowledge, understanding | ■ | ■ | ■ | ■ | |
| **6. Promote Positive Behaviour for Learning (PB4L) and restorative practice.** | 6.1 PB4L and KiVa are embedding the frameworks and procedures developed to date through review and refinement | ■ | ■ | ■ | | • School wide behaviour and learning plan.<br><br>• Shared focus.<br><br>• Common values and expectations. |
| | 6.2 Analysing our KiVa data and continuing on with its implementation across the school | ■ | ■ | | | |
| | 6.3 Refining current PB4L Tier 1 (Whole School) systems and practices | ■ | ■ | | | |
| | 6.4 Striving to move to Tier 2 PB4L for a more targeted approach for students who require additional behaviour and learning support. | | ■ | ■ | | |
| | 6.5 Staff and Wellbeing initiatives eg Clash of Clearview, staff lunches | | ■ | ■ | | |
| **7. Provide opportunities to engage parents, whanau and the local community in student learning and school activities.** | 7.1 Host regular opportunities for parents, family and community to connect (COVID restrictions permitting) | ■ | ■ | ■ | ■ | • Improved parent understanding and knowledge.<br><br>• Strengthened relationships and connections with family. |
| | 7.2 A range of opportunities will be offered throughout the year eg open days, NE morning teas, new family orientation meetings, twilight picnic etc | ■ | ■ | ■ | ■ | |

**Strategic Goal 3: Innovating -** Students and staff are future-focused problem solvers and effective communicators who develop original ideas for sustained change.

**Priority Focus Area for 2023: Utilise School SMS (HERO) to communicate effectively with parents/whanau regarding school wide notices and student achievement and progress reporting.**

| Aim | Action | Term 1 | Term 2 | Term 3 | Term 4 | Outcomes |
|---|---|---|---|---|---|---|
| 1. **Capture and report learning, progress and achievement in meaningful ways to increase student, parent and whānau engagement in the learning process.** | 1.1 SMT will review current reporting via Hero with a focus on progressions and posts | ■ | | | | • SMT will develop a deeper understanding of what needs to be improved. <br>• Parents are fully informed about the progress and achievement of their child/ren. <br>• Hero capabilities are utilised. <br>• Parent voice is heard and acknowledged. <br>• Parents are fully informed. <br>• All parents can access and use Hero to engage in learning process. |
| | 1.2 Ensure parents and whānau have a clear statement about how their child is progressing and achieving | | ■ | ■ | ■ | |
| | 1.3 Utilise the functionality of Hero - PLD for staff and parents. | ■ | ■ | ■ | ■ | |
| | 1.4 Develop a system to ensure 'no surprises' for parents in regards to their child's progress | ■ | ■ | ■ | | |
| | 1.5 Host regular parent/whānau Hero info and insight sessions | ■ | ■ | ■ | ■ | |
| 2. **Enabling use of apple tools for creativity in learning - Digital Fluencies PD** | 2.1 Grow digital fluency across the school and support teachers to implement innovative learning programmes through weaving the digital technologies curriculum through all subject areas. | ■ | ■ | ■ | ■ | • Teachers will have an increased confidence with and a heightened awareness of how different tools can be utilised to enhance their learning. As they grow their toolkit, they will have more agency in choosing the right tool for the job. |
| | 2.2 Develop teacher capability and knowledge of Apple creativity tools in order to maximise student learning and engagement across the curriculum. | ■ | ■ | ■ | ■ | |
| | 2.3 Revisit prior PLD around Universal Design for Learning. Explore and utilise the extensive range of Accessibility tools that are built into the student devices. | ■ | ■ | ■ | | |
| | 2.4 Teacher planning will have meaningful integration of digital technologies across the curriculum. This will be evident through | ■ | ■ | ■ | | |

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| | collaborative planning and the delivery of rich and engaging learning experiences for their learners. | | | | | |
| | 2.5 Opportunities will be provided for students to engage in more meaningful and authentic contexts for using and creating with digital technologies in their learning. | | | | | |
| **3. Promote students and staff to be active users and creators of future-focused technologies.** | 3.1 Technology and Innovation Team will lead staff PLD in conjunction with centrally funded PLD provider. | | | | • | • Allow staff to continue to explore ways to leverage digital to support student learning and engagement.<br>• Improve student learning and engagement.<br>• Teachers integrating the digital technology curriculum with increased confidence. |
| | 3.2 Technology and Innovation Team will have representation from across all levels of the school | | | | • | |
| | 3.3 Teachers will be educated about the Digital Technologies curriculum so that they can continue to explore ways to leverage digital to support student learning and engagement | | | | | |
| **4 Curriculum Refresh through Concept Curriculum Development** | 4.2 Establishing the topics that we can then teach the know, understand, do framework. ie: What topics are we using to develop the knowledge and skills across the curriculum for our tamariki? | | | | | • Stakeholders feel a sense of agency in the design of curriculum concepts.<br>• Teachers have a deeper knowledge and understanding of the refreshed curriculum.<br>• Students are provided with rich, authentic and engaging learning experiences. |
| | 4.2 Consultation with all stake holders to develop annual themes/concepts | | | | | |
| | 4.3 Grow staff understanding of the Curriculum Refresh and how that connects to what we do at Clearview | | | | | |

# 4. Clearview Primary's Growth and Evaluation Model

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| **Goal**<br><br>**What do you need to achieve?** | • What is the goal or challenge you/we are thinking about addressing to ensure better progress and outcomes for our learners?<br>• How big is the change you/we have in mind and what is the projected timeframe for getting the outcomes you/we are seeking?<br>• How is this of value or importance to you/us and your/our learners?<br>• If this was achieved, what would it look like (future perspective)?<br>• What would be the result of this?<br>• How does this relate to our principles and practices of effective teaching and learning?<br><br>*School Level Growth and Evaluation will consider the 5 Capabilities Schools and Kura need to accelerate student achievement which are:*<br>    ○ *Culturally Intelligent, Inclusive Learning Environments*<br>    ○ *Educationally Powerful Connections with Parents, Families and Whanau*<br>    ○ *Instructional Capability*<br>    ○ *Evaluative Capability*<br>    ○ *Organisational Capability* |
| **Reality**<br><br>**What is happening now?** | • What does the range of data, information and evidence tell you/us about what is going on and for learners?<br>• What is the problem or issue?<br>• What could be some different interpretations to this data, information or evidence?<br>• Which learners do you/we think are best to target with this goal and why?<br>• On a scale of 1-10 where would you/we be in relation to this goal at the moment? How do you/we know? What would get you/us to...? |
| **Options**<br><br>**What could you/we do?** | • What could you/we do and how do we know these could be relevant options?<br>• What do I/we already know or do that could be useful and what else do we need to find out?<br>• What have you/we already considered or put in place to help you/us to achieve this goal?<br>• What else could you/we use or draw on that will assist you/us to plan next steps?<br>• What else might you/we need to inquire into, explore or understand to determine what we could do? |
| **Will**<br><br>**What will you/we do?** | • What is the most important and valued action you/we will take and why?<br>• What support and resources might you/we need to achieve this?<br>• What relevant data/evidence will we gather, how will we do this to support your/our goal?<br>• What will success look like for you/us and for student learning (performance indicators)? |

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| **Tactics**<br><br>**How and when will you/we do it?** | • What would be a realistic timeframe to achieve…?<br>• How will you/we keep track of your/our steps?<br>• If I checked in by…?  Where do you/we think you/we might be? |
| **Habits**<br><br>**How will you/we sustain success?** | • Is there anything you/we think that could get in the way of….?<br>• What might be some potential barriers or challenges? How could you/we address these?<br>• What might support you/us in achieving your actions?  How could you/we go about this?<br>• What support/structures might you/we be able to seek? Where or who could you/we seek this from? |
| **Evaluation**<br><br>**What has been the outcome?** | • What is or is not happening? What changes might you/we need to make and why?<br>• What shifts have been made to student learning progress and what evidence and data support this?<br>• Which of your/our students are not benefiting from this intervention and why might this be?<br>• What specific actions do you/we think led to the shifts in student learning progress and achievement? Why?<br>• What could or will we try / change / develop now?<br>• How has this inquiry made a difference to your/our teaching practice and the continued progress or achievement of all students? |

The Clearview Primary  Growth and Evaluation model combines key aspects of Teaching as Inquiry (NZC), Growth Coaching and the Effective School Evaluation Indicators (ERO).  This model is used at an individual, collaborative and school level of internal evaluation.

# 5. Annual Achievement Targets

## Targets and Planned actions for 2023 Mathematics

**Kahui Ako Strategic Goal /Achievement challenge**
By the end of 2025, we will:
- have increased teacher capability, practice and confidence
- school boards report increased/specific progress in student outcomes within the kura's chosen aspects of the New Zealand Curriculum and Te Marautanga o Aotearoa.

Vision: *We support and encourage effective, capable leaders who collaborate within and across our Kāhui Ako to lift practice and build capability. We will create cross-kura opportunities to engage ākonga in future focused and innovative learning, using the revised curriculum to engage all.*

**School Strategic Goal**
Learning - Students and staff focus on continued personal growth to achieve to the best of their abilities.

| **Mathematics annual aim:** | **Mathematics annual target:** |
|---|---|
| To increase the percentage of students achieving at or above their expected curriculum levels in mathematics. To identify and accelerate the progress of those students (including priority students) who are not achieving at their expected curriculum level. | To shift the percentage of all students (total number of students at the school) working towards curriculum expectations from 29% to 20%. |
| **Definition of Accelerated Progress:** A student's progress is accelerated when it shows a noticeably faster upward movement than might otherwise have been expected from the trends of their own past learning and is faster than that of their own classmates, who are progressing at expected rates. This means the student has made more than one year's progress over a year. *(RT Lit Professional Practice Manual 2016 Page 5)* | To shift the percentage of all Māori students working towards curriculum expectations from 36% to 25%. |

**Baseline data:**
**Whole School:**
At the end of 2022 we had 29% of all students (256/881) identified as working towards the expected curriculum expectation. These students were spread across the school as shown below.

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 |
|---|---|---|---|---|---|---|---|
| 0% - 0/107 | 8% - 7/84 | 30% - 30/101 | 34% - 33/97 | 47% - 48/102 | 35% - 36/103 | 54% - 67/125 | 36% - 35/98 |

**Maori Students:**
At the end of 2022 we had 36% of all Maori students (41/114) identified as working towards the expected curriculum expectation. These students were spread across the school as shown below.

| Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 |
|---|---|---|---|---|---|---|---|---|
| 0% 0/13 | 0% 0/13 | 0% 0/10 | 33% 4/12 | 26% 4/15 | 63% 7/11 | 62% 5/8 | 77% 14/18 | 50% 7/14 |

| School wide Target Groups | |
|---|---|
| Uranga | All Year 1 students will use number sense to solve and explain a simple number problem<br>• 95% of Yr 1 students will solve and explain logically a number problem in the 1-10 range<br>• 80% of Yr 1 students will solve and explain logically a number problem in the 1-20 range |
| Āria | 85% of Year 2 students will achieve end of Stage 4 in Maths |
| Matatea | 85% of Year 4 students will be 'at or above' in Maths |
| Tāiri | Move 16 students across Year ⅚ from below to at over the 2023 year |
| Tiramaroa | Move 16 students across year 7 and 8 from Below to At over the 2023 year |

| Planned actions | | |
|---|---|---|
| **What** | **Who** | **Indicators of progress** |
| Conduct a deep dive into quality assessment practices through external support. | SMT<br>Kaiako | Assessment capability survey shows a shift in knowledge and practice. |
| Review and implement a robust Assessment Framework that details clear purpose of assessment practices at CV. | SMT | Framework is implemented and evaluated at the end of 2023. |
| Utilise centrally funded PLD to support leaders and teachers with effective use of formative assessment information to shape future learning. | SMT | Teachers use a range of formative assessment to future shape learning design. |
| Staff will participate in specific PLD to support their knowledge and practices with teaching Mathematics. | Kaiako | Consistency of OTJs across the school. |
| Provide additional resources to support classroom teaching and learning programmes. Ensure there are multi-sensory resources available. | Tumuaki | Budget reflects and supports this as a priority |
| Team Leaders will facilitate specific team targets with their teachers with a focus on impact and refinement of strategies. | Team Leaders | PGCs align with Team targets and show accelerated learning for targeted students. |
| Teams and teachers will develop specific actions to accelerate the learning of targeted students. | Team Leaders and Kaiako | Documented actions and ongoing review of actions in meeting minutes. |
| Host whanau hui and invite whanau to input into school wide actions for our Maori learners. Share targets and discuss these at each hui. | SLT | Whanau attendance and engagement is high. Strong sense of whanaungatanga is established and maintained. |

# Targets and Planned actions for 2023 Writing

| Kahui Ako Strategic Goal /Achievement challenge |
|---|

By the end of 2025, we will:

- have increased teacher capability, practice and confidence
- school boards report increased/specific progress in student outcomes within the kura's chosen aspects of the New Zealand Curriculum and Te Marautanga o Aotearoa.

Vision: *We support and encourage effective, capable leaders who collaborate within and across our Kāhui Ako to lift practice and build capability. We will create cross-kura opportunities to engage ākonga in future focused and innovative learning, using the revised curriculum to engage all.*

**School Strategic Goal**

Learning - Students and staff focus on continued personal growth to achieve to the best of their abilities.

| Writing annual objective (aim): | Writing annual target: |
|---|---|
| To increase the percentage of students achieving at or above their expected curriculum levels in writing. To identify and accelerate the progress of those students (including priority students) who are not achieving at their expected curriculum level. | To shift the percentage of all students (total number of students at the school) working towards curriculum expectations from 31.5% to 25%. |
| **Definition of Accelerated Progress:** A student's progress is accelerated when it shows a noticeably faster upward movement than might otherwise have been expected from the trends of their own past learning and is faster than that of their own classmates, who are progressing at expected rates. This means the student has made more than one year's progress over a year. *(RT Lit Professional Practice Manual 2016 Page 5)* | To shift the percentage of all Māori students working towards curriculum expectations from 44% to 35%. |

**Baseline data:**

**Whole School:**

At the end of 2022 we had 31.5% of all students (278/880) identified as working towards the expected curriculum expectation. These students were spread across the school as shown below.

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 |
|---|---|---|---|---|---|---|---|
| 2% - 2/107 | 7% - 6/84 | 34% - 34/101 | 40% - 39/97 | 51% - 52/102 | 28% - 29/103 | 65% - 80/124 | 37% - 36/98 |

**Maori Students:**

At the end of 2022 we had 44% of all Maori students (50/114) identified as working towards the expected curriculum expectation. These students were spread across the school as shown below.

| Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 |
|---|---|---|---|---|---|---|---|---|
| 0% 0/13 | 0% 0/13 | 0% 0/10 | 42% 5/12 | 53% 8/15 | 82% 9/11 | 50% 4/8 | 89% 16/18 | 57% 8/14 |

| School Wide Target Groups | |
|---|---|
| Uranga | 90% of Year 1 students will independently form all lower case letters correctly |
| Āria | 85% of Year 2 students will achieve Level 1A or above in Writing |
| Matatea | Year 4 boys: Target to decrease the percentage of Year 4 boys who are below from 48% to 17% |
| Tāiri | Move 16 students across Year 5/6 from below to at over the 2023 year |
| Tīramaroa | Move 16 students across year 7 and 8 from Below to At over the 2023 year |

| Planned actions | | |
|---|---|---|
| **What** | **Who** | **Indicators of progress** |
| Conduct a deep dive into quality assessment practices through external support. | SMT | Assessment capability survey shows a shift in knowledge and practice. |
| Review and implement a robust Assessment Framework that details clear purpose of assessment practices at CV. | SMT | Framework is implemented and evaluated at the end of 2023. |
| Utilise centrally funded PLD to support leaders and teachers with effective use of formative assessment information to shape future learning. | SMT | Teachers use a range of formative assessment to future shape learning design. |
| Staff will participate in specific PLD to support their knowledge and practices with teaching Writing. | Kaiako | Consistency of OTJs across the school. |
| Further to the above action, 9 teachers and senior leaders will undertake PLD in The Writing Revolution.  2023 Budget will support this. | Kaiako | Students enjoy writing and the success of their progress.  Captured through student voice surveys. |
| Roll out a Structured Literacy approach up to Year 8. | SMT | Whanau feel engaged and knowledgeable about how to support from home. |
| Host Parent/Caregiver information evenings and learning opportunities for whanau to learn more about structured literacy. | SMT | Budget reflects  and supports this as a priority |
| Provide additional resources to support classroom teaching and learning programmes.  Ensure there are multi-sensory resources available. | SMT | PGCs align with Team targets and show accelerated learning for targeted students. |
| Team Leaders will facilitate specific team targets with their teachers with a focus on impact and refinement of strategies. | SMT | Documented actions and ongoing review of actions in meeting minutes. |
| Teams and teachers will develop specific actions to accelerate the learning of targeted students. | Kaiako | Students will be a face to the data and will benefit from targeted actions to accelerate their progress. |
| Host whanau hui and invite whanau to input into school wide actions for our Maori learners.  Share targets and discuss these at each hui. | SLT | Whanau attendance and engagement is high.  Strong sense of whanaungatanga is established and maintained. |