

Strategic Plan 2020 - 2022

Mission

To grow people who care, know themselves, question and make things happen through collaboration to become relentless learners and global citizens.

Vision

Choose to be more
Whiriwhiria kia eke panuku

Values

Boldly Me



Know, accept and respect myself

Be bold and bright

Have a voice

Act with integrity

Reflect and grow

Self-belief, self-knowledge

Positive Relationships



Seek to understand and accept others

Be kind and caring

Respect others

Be effective collaborators

Relationships

Agents of Change



Lead others by modelling the way

Make a difference in my world

Look for opportunities to serve others

Role model, leadership, taking action, service

Experts at Discovery



Develop a growth mindset to take risks

Harness my curiosity for inquiry

Think deeply to solve problems

Be a creator

Communicate effectively

Learning

Strategic Goal: Learning

Articulate and embed a Clarkville model of learning to enable deep knowledge, complex thinking and transferrable skills.



Strategic Target: Learning

85% of students are meeting the expected curriculum level in Reading, Writing, Maths and Science.

75% of students are relational or above on SOLO Taxonomy in Inquiry.

Strategic Goal: Wellbeing

Actively engage students, staff and parents to produce a respectful, safe and caring schoolwide climate.



Strategic Target: Wellbeing

The Wellbeing@School Survey reflects a growing positive school climate. The Ariki teacher survey reflects an effective professional community of learning.

Planning is the result of consultation with the school leadership team, staff, students and whānau to identify shared vision and goals.

Strategic goal: Learning

Articulate and embed a Clarkville model of learning to enable deep knowledge, complex thinking and transferrable skills.

	Learning Model	Assessment	Self-directed Learning	STEM
What we wish to see...	Learning through authentic contexts that allows for the transfer of knowledge and skills across disciplines	Assessment capable teachers and students who can articulate and reflect on learning processes	Time and space for curiosity, playful experimentation and iterations	Students who are creators and thinkers in Science and Technology
What we wish to do...	<ul style="list-style-type: none"> Distinguish between explicit skill development and deep learning Structure learning opportunities through concepts Identify and teach relevant skills Develop higher order thinking skills 	<ul style="list-style-type: none"> Increase effective use of data Review how we meet the needs of priority learners (included gifted students) Further develop use of SOLO Taxonomy for assessment Develop writing moderation and engagement across the Kahui Ako Continue to embed the Little Learners Literacy programme 	<ul style="list-style-type: none"> Develop a learning framework that scaffolds and supports students in self-directed learning 	<ul style="list-style-type: none"> Continue to develop Science and Digital Technologies capabilities in teachers and students across the school Develop skills in Science investigations
By the end...	Learning outcomes will reflect authentic skill development and deeper understandings that can be applied across contexts	Consistent schoolwide language for assessment and learning is understood by all stakeholders	Students can self-direct their learning, individually and collaboratively	Science and Technology have pride of place in our curriculum

Annual Plan 2020

Planning is the result of consultation with the school leadership team, staff, students and whānau to identify shared vision and goals.

Strategic goal: Wellbeing

Actively engage students, staff and parents to produce a respectful, safe and caring schoolwide climate.

	Emotional Regulation	Values	Te Ao Māori	The Arts
What we wish to see...	Our Clarkville community manage their wellbeing and can support others	Our school values promote a respectful learning culture and a connected community	By understanding our past and the Māori world view we can build a sustainable future	A playful school culture lives alongside our learning culture
What we wish to do...	<ul style="list-style-type: none"> All teachers undertake professional learning in and implement the Pause, Breathe, Smile programme 	<ul style="list-style-type: none"> Provide regular opportunities for students to express their learning and for parents to share in celebrations of learning School values are explicitly taught PB4L practices provide consistent expectations for behaviour Restorative practice supports social learning and promotes respect 	<ul style="list-style-type: none"> Work with Mana Whenua Education Facilitators to support growth in cultural practice Develop a cultural narrative for Clarkville School 	<ul style="list-style-type: none"> Prioritise the arts through explicit teaching and opportunity
By the end...	Students and staff can regulate their emotions and can give and receive manaakitanga, aroha and kaitiakitanga	Students, parents and staff value the learning process and the learning process connects our community	The school community can articulate the story of our cultural heritage, increasing our sense of belonging and respect for our place	Students gain a sense of enjoyment through self-expression