

# School Charter Strategic and Annual Plan for Mountview- Te Maunga I Kitea School





2019 -2021

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	March 1 <sup>st</sup> , 2019

# Mountview School 2019 - 2021

## Introductory Section - Strategic Intentions

<b>Mission Statement</b>	Developing students with the skills and values to be successful, lifelong, independent learners and valuable, contributing members to society.							
<b>Vision</b> 	Mountview School: <ul style="list-style-type: none"> <li>School, whanau and community will work together to achieve positive, inclusive conditions for learning to allow every student to achieve their full potential</li> <li>Diverse cultural practices, beliefs and behaviours are valued, recognised and respected by our learning community.</li> <li>Responsive learning programmes will build on student's strengths and interest within authentic learning contexts.</li> <li>Learning programmes promoting learner agency will build on student's strengths and interests within collaborative authentic learning contexts.</li> </ul>							
<b>Values</b>	WHAIA- Whakaute-Respect, Hauora-Wellbeing, I am responsible-Haepapatanga, All together-Kotahitanga, Angitu- Excellence 							
<b>Principles</b>	As per the NZC and Te Marautanga o Aotearoa							
	High Expectations	Treaty of Waitangi	Future Focussed	Inclusion	Learning to Learn	Community Engagement	Coherence	Cultural Diversity
<b>Māori Dimensions and Cultural Diversity</b>	<p>At Mountview School-Te Maunga I Kitea many students who are Maori, are achieving education success as Maori. Mana Whenua identity and the identities, cultures and languages of all learners are generally reflected in “the way we do things around here”.</p> <p>Rongohia Te Hau is the tool used throughout the school year at Mountview School to give the schools picture of our pedagogy and regularly review how the teaching is being done in the school. Rongohia te Hau is used to co-construct the process for understanding classroom practice across the school and gather evidence in how we continually monitor and change our pedagogy to make more of a difference for all our students.</p> <p>SAF rubrics for assessing kura capability. “Significant numbers of Maori students learn Te Reo and Tuwharetoa tikanga, but availability may not be consistent across the school. The teachers and leaders will continue to building capability over the next three years in this area. Leaders and the BOT are actively working to create and sustain a culturally and linguistically responsive and inclusive environments particularly for Maori, Pacific and learners with special needs”.</p> <p>Mountview School is part of the Taupo Community of Learning (CoL) and within its Memorandum of Agreement it, states, “Schools in the CoL will develop school specific Kawenata agreements with Ngati Tuwharetoa Iwi. These agreements ensure elements of</p>							

	<p>Tuwharetoa are alive in local school curriculum”. From the submission to become a CoL, it states, “The Community will work together with Tuwharetoa iwi and the Tuwharetoa Education Plan to engage and accelerate achievement for this group and all learners with their parents, family and whānau. We believe that what benefits Māori learners’ benefits all learners.”</p> <p>ERO July 2015: “Tūwharetoa tikanga is promoted and integrated throughout the curriculum. Teachers in all classes are expected to continually integrate te reo and tikanga Māori into their learning programmes. Learning environments and curriculum contexts reflect Te Ao Māori. Teachers are continuing to strengthen their use of te reo Māori”.</p> <p>All classes will instruct using He Reo Tupu, He Reo Ora and integrate Te Reo Maori across learning areas. Tuwharetoa and Tikanga will be evident within Curriculum delivery. Our school policies relating to the Treaty of Waitangi and Recognition of Cultural Diversity are indicative of Mountview practices in this area.</p>
<b>Special Character/ Māori Medium status</b>	<p>Te Kura o Te Maunga I Kitea has a level 1 Rumaki class where students are delivered their curriculum in Te Reo for the whole day. Growing the Rumaki is a priority in 2019 and beyond and whānau, the BOT and staff continue to support its development.</p> <p>ERO July 2015: “Students in Rumaki classes benefit from high standards of te reo Māori along with very good modelling and instruction, in te reo, tikanga, cultural performance and the curriculum. Parents and whānau are invited to engage in meaningful learning partnerships with their students and to share aspirations for their Tamariki with kaiako and school leaders”.</p>
<b>Learning Emphasis</b>	<p>At Mountview School our expectations are high for all students. Through a culturally responsive inquiry approach, students are engaged, inspired and encouraged to be innovative within their learning. Students work cooperatively and collaboratively within a world that allows them to think critically, respond to and create. Our holistic approach supports our students to be successful, lifelong, independent learners and valuable, contributing members to our local, national and global society.</p>

Baseline Data or School Context	
Students' Learning	<p>In February 2019 the school context in terms of ethnicity for NZ Maori is 72.56% a decrease of 4.25% 21.43% NZ European, a increase of %2.59 and 6.01% other.</p> <p>The school is unzoned and draws its students from Waitahanui in the south to Wairakei in the north and from western Taupo, mainly urban areas.</p> <p>ERO 2015, "This 2015 ERO review finds that the positive features identified in the previous 2012 ERO report have been sustained and enhanced. Many aspects of the school's welcoming culture and context are immediately visible to visitors. Playground areas include colourful pou and incorporate colourful presentations of the school's values and expectations. The school-wide environment and protocols reflect a sense of te Ao Māori, with an emphasis on Tūwharetoa tikanga, "A strong focus on student wellbeing and learning is evident at all levels of the school. Students are confident and articulate in discussing their progress and achievement".</p> <p>PLD in 2019-2020 will continue to focus on formative assessment practice, well-being, cultural responsive pedagogy and practice and the integration of the Digital Technology Curriculum across learning programmes.</p> <p>English Medium:</p> <p>We track our progress in two ways.</p> <p>We track students progress in cohorts as they move through the school. This way we can are better able to see the effects of the implementation of our strategic goals on individual student performance as they move through the school. We are better able to identify cohorts that are not making significant shifts and prioritise them with our targets.</p> <p>Comparing cohort to previous years cohorts percentage allows us to see the impact of our strategic goals on that year level during that year, however the students differ. The highlighted areas will make up our targets for 2019.</p> <p>At the end of 2018, out of a total of 276 students assessed against the New Zealand Curriculum</p> <p>78.2% (195 Maori out of 218) were At and Above for Reading</p> <p>70 % (195 Maori out of 218) At and Above for Writing</p> <p>81% (195 Maori out of 218) At and Above for Maths</p> <p>At the end of 2018 19 students assessed against Te Marautanga o te Aotearoa:</p> <p>58% were Manawa Ora and Toa for Panui</p> <p>58% were Manawa Ora and Toa for Tuhituhi</p> <p>100% were Manawa Aki and Taki for Te Tau</p>

## Maths

Cohort Tracking (2017 year level)			1	2	3	4	5	6	7	8
End 2017 – AT & Above			35%	48%	32%	92%	72%	72%	80%	65%
Cohort Tracking (2018 year level)		1	2	3	4	5	6	7	8	9
End 2018 – AT & Above		88%	88%	70%	81%	98%	73%	63%	76%	N/A
Increase/Decrease/Decrease			151%	46%	153%	6.5%	1.3%	-12.5%	-5%	
Cohort Tracking (2019 year level)	1	2	3	4	5	6	7	8	9	
End 2019 – AT & Above									N/A	

Year Level Comparison		1	2	3	4	5	6	7	8
End 2017 – AT & Above		35%	48%	32%	92%	72%	72%	80%	65%
End 2018 – AT & Above		88%	88%	70%	81%	98%	73%	63%	76%
Increase/Decrease		151%	83%	119%	- 12%	36%	1.9%	- 21%	17%
End 2019 – AT & Above									

## Writing

Cohort Tracking (2017 year level)			1	2	3	4	5	6	7	8
End 2017 – AT & Above			23%	35%	32%	46%	34%	44%	52%	34%
Cohort Tracking (2018 year level)		1	2	3	4	5	6	7	8	9
End 2018 – AT & Above		92%	95%	73%	62%	60%	49%	45%	64%	N/A
Increase/Decrease			313%	109%	94%	30%	44%	2%	23%	
Cohort Tracking (2019 year level)	1	2	3	4	5	6	7	8	9	
End 2019 – AT & Above									N/A	

Year Level Comparison		1	2	3	4	5	6	7	8
End 2017 – AT & Above		23%	35%	32%	46%	34%	44%	52%	34%
End 2018 – AT & Above		92%	95%	73%	62%	60%	49%	45%	64%
Increase/Decrease		300%	171%	128%	35%	76%	11%	-13%	88%
End 2019 – AT & Above									

### **Reading**

Cohort Tracking (2017 year level)			1	2	3	4	5	6	7	8
End 2017 – AT & Above			7%	38%	48%	70%	65%	78%	72%	36%
Cohort Tracking (2018 year level)		1	2	3	4	5	6	7	8	9
End 2018 – AT & Above		78%	84%	82%	69%	83%	76%	60%	84%	N/A
Increase/Decrease			1110%	115%	43%	19%	17%	-23%	16%	
Cohort Tracking (2019 year level)	1	2	3	4	5	6	7	8	9	
End 2019 – AT & Above									N/A	

Year Level Comparison	1	2	3	4	5	6	7	8
End 2017 – AT & Above	7%	38%	48%	70%	34%	44%	52%	34%
End 2018 – AT & Above	78%	84%	82%	69%	83%	76%	60%	84%
Increase/Decrease	1014%	121%	71%	-1.4%	144%	73%	15%	147%
End 2019 – AT & Above								

### **Rumaki Maori Medium:**

	Manawa taki	Manawa Äki	Manawa Ora	Manawa toa
Panui	21%	21%	11%	47%
Tuhituhi	21%	21%	11%	47%
Te Tau	60%	40%	0%	0%

NB Maori medium student numbers are too low to put in due to privacy reason.

Equity Values	<p>At Mountview School we do not expect all students to reach the same point in their learning at the same time, every student is expected to make excellent <i>progress</i> in their learning, regardless of their starting point. We pride ourselves on an equitable school system where students with special needs and unequal socioeconomic backgrounds are recognised and resources (for example, expertise of support staff) are distributed in an attempt to redress disadvantage due to personal and social circumstances. Our 2018 student Achievement data reflects the equity values at Mountview School:</p> <p style="text-align: center;"><b><u>Maths (end 2018) At and Above 100% Equity</u></b></p> <table><tr><td>Maori</td><td>80%</td><td>196 students</td><td rowspan="3">80 ÷ 80% = 100 % of equity</td></tr><tr><td>Pasifika</td><td>100%</td><td>3 students</td></tr><tr><td>Other</td><td>80%</td><td>65 students</td></tr></table> <p style="text-align: center;"><b><u>Writing (end 2018) At and Above 102% Equity</u></b></p> <table><tr><td>Maori</td><td>69.3%</td><td rowspan="3">69.3 ÷ 68.1% = 102 % of equity</td></tr><tr><td>Pasifika</td><td>100%</td></tr><tr><td>Other</td><td>68.1%</td></tr></table> <p style="text-align: center;"><b><u>Reading (end 2018) At and Above 98% Equity</u></b></p> <table><tr><td>Maori</td><td>76.9%</td><td rowspan="3">76.9 ÷ 78.4% = 98 % of equity</td></tr><tr><td>Pasifika</td><td>100%</td></tr><tr><td>Other</td><td>78.4%</td></tr></table>	Maori	80%	196 students	80 ÷ 80% = 100 % of equity	Pasifika	100%	3 students	Other	80%	65 students	Maori	69.3%	69.3 ÷ 68.1% = 102 % of equity	Pasifika	100%	Other	68.1%	Maori	76.9%	76.9 ÷ 78.4% = 98 % of equity	Pasifika	100%	Other	78.4%
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Review of Charter and Consultation	<p>The development of the 2019 and 2021 strategic plan began in Term 3 of 2018. Starting with the leadership team in considering the strategic direction of the school then brought for staff input in January 2019 to further develop goals and specific actions. In February 2019 consultation with the Board and School community took place and during the 2019 staff will be given one of the specific goals to continually review our progress and strategic direction. It continues to be a challenge to get information from parents and whanau. Over the next three years, as a staff, we are committed to keeping community consultation at the forefront to get stronger whanau and student voice. We will continue to keep strengthening Te Reo me Nga Tikanga, especially relating to Tuwharetoa educational aspirations. In 2019, a Community Consultation on the Charter will have occur, both using on-line and face to face mediums. This will begin Term one and throughout the year via social media and website. Using Facebook we reached 169 people and had 30 engagements, 4 likes and 2 shares. We didn't get any feedback via messenger. 2018 saw a significant increase in student achievement and this is evidence of our strategic direction being effective. The use of the PACT Tool has been crucial for more accurate OTJs and consistency across the school.</p>																								



# Mountview School

## Te Kura o Te Maunga I Kitea



### Mountview School Vision

School, whānau and community will work together to achieve positive inclusive conditions for learning so where every child set to achieve their full potential.  
 • Develop a culture of respect for us, whānau and future where we respect, recognise and feel supported in both our learning community.  
 • Independent learning programmes will build on students' strong skills and talents while equip with learning strategies.  
 • Learning programmes provided to meet our ongoing to build on students' strengths and interests while collaborative with other learning centres.



Developing students' skills and values to be successful, lifelong, independent learners and valuable contributing members to society.

## Strategic Plan 2019-2021

will be achieved through the following areas:

Community Engagement	Learners	Future Focused Curriculum	Innovation and Collaboration
<p><b>Goal One:</b> Mountview School values whānau engagement which enhances learning skills and knowledge that leads to successful outcomes for student learning.</p>	<p><b>Goal Two:</b> At Mountview School our expectations are for all students to be successful life long independent learners and valuable contributing members of society.</p>	<p><b>Goal Three:</b> At Mountview School through our teaching pedagogy workplace importance on developing key competencies that allow students to successfully function in an ever changing global community.</p>	<p><b>Goal Four:</b> Innovation and collaboration is encouraged, valued and celebrated at Mountview School. The values of school, the New Zealand Curriculum and the <del>Wānanga</del> Wānanga are integrated within school curriculum that supports collaboration and innovation.</p>

### Cultural Responsiveness for Relational Pedagogy

Recognising and acknowledging our identities, strengths and beliefs as people through a holistic approach. ~~We~~ ~~Wānanga~~ ~~Wānanga~~ ~~Wānanga~~

### Strategic Plan 2019-2021 Focus Areas

<p>1.1 Establishing relationships with whānau which develops the ability to support the child's learning.</p> <p>1.2 Constructing student learning effectively.</p> <p>1.3 Constructing in a timely and authentic manner the learning the children are engaged in.</p> <p>1.4 Collaborating with whānau on how they try to support learning in the home through Whānau Learning Plan that reflect whānau aspirations.</p> <p>1.5 All children are equal valued and are encouraged to participate in school life. <del>Te</del> <del>Wānanga</del> <del>Wānanga</del> <del>Wānanga</del> and <del>Te</del> <del>Wānanga</del> <del>Wānanga</del> <del>Wānanga</del> are a natural part of our school culture.</p> <p>1.6 Engage and participate in the <del>Wānanga</del> <del>Wānanga</del> <del>Wānanga</del> <del>Wānanga</del> action plan identified achievement challenges across a school.</p>	<p>2.1 The Mountview Curriculum is holistic in nature allowing for a responsive inquiry approach with a authentic, meaningful learning contexts.</p> <p>2.2 Students work cooperatively and collaboratively in ways that allow them to think critically, create and communicate within local, national and global society.</p> <p>2.3 Formative assessment practice is embedded into practice that develop accelerated learning, personal and differentiated learning opportunities are developed.</p> <p>3.1 Utilising the time from or all school learning to promote a learning a natural part of a well rounded curriculum.</p>	<p>3.1 Use an inquiry approach to learning understanding, participate and collaborate through problem solving and creating using digital and non-digital to do.</p> <p>3.2 Digital tools are used to develop communication and communication.</p> <p>3.3 Learning and innovation are integrated across the curriculum areas.</p> <p>3.4 Students learn with in authentic and innovative learning spaces which integrate all curriculum areas.</p>	<p>4.2 Students are given many collaborative opportunities to explore, innovate, create allowing them to become effective contributors and innovators.</p> <p>Students are given many opportunities to explore, innovate and create through their learning journey.</p> <p>4.3 Students are given a range of collaborative opportunities to become effective contributors and innovators.</p> <p>4.4 The digital curriculum is integrated within learning programmes to develop thinking, producing and creating.</p>
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### Success Measures

<p>Parent aspirations included in learning plans and reflected in annual learning plan or strategic goals.</p> <p>Whānau present and taking an active role in the school's partners.</p> <p>Services will be a platform for student driven change.</p> <p>Collaborative learning will be well supported by</p>	<p>Increased student achievement with time a lot of all students reaching or above in learning.</p> <p>Students learning actions will be effective collaboration and innovation. They will communicate their learning to make a difference.</p> <p>Increased learner agency.</p> <p>Students and whānau well being surveys will reflect positive well being.</p>	<p>Students will solve problems and action their learning.</p> <p>Students who work collaboratively and independently.</p> <p>Students and their own learning.</p> <p>Digital knowledge are used a natural part of learning.</p>	<p>Students will be confident in taking risks.</p> <p>Students will collaboratively solve problems.</p> <p>Students will access learning through teaching, peers, local, national and global communities.</p> <p>Students will use digital resources to communicate their learning.</p>
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The ~~Wānanga~~ ~~Wānanga~~ ~~Wānanga~~ ~~Wānanga~~ vision consists a consistent and major part of school life for students, staff and the community. Our students are encouraged to develop the expectations of each other, to work explicitly with each other. The focus on how our values support students learning at school and our values are modified and innovation by means of all who work and learn at Mountview.

These form a "learning language" and a common expectation of everyone. The measures are students to develop the expectations to becoming life long learners.



Strategic Goals	2019-2021
<p style="text-align: center;"><b>Community Engagement</b></p> <p style="text-align: center;"><u><b>Goal One:</b></u> Mountview School values whanau engagement which embraces sharing, skills and knowledge that leads to successful outcomes for student learning.</p>	<p>1.1 Establishing relationships with whanau which develops their ability to support their child's learning</p> <p>1.2 Communicating students learning effectively</p> <p>1.3 Communicating in a timely and authentic manner the learning the children are engaged in</p> <p>1.4 Collaborating with Iwi on initiatives they bring to support learning in the home through Whanau Learning Plans that reflect whanau aspirations</p> <p>1.5 All cultures are equally valued and are encouraged to participate in school life. Te Reo and Tikanga are a natural part of our school culture.</p> <p>1.6 Engages and participates in the Taupo Kahui Ako to action identified achievement challenge across schools.</p>
<p style="text-align: center;"><b>Learners</b></p> <p style="text-align: center;"><u><b>Goal Two:</b></u> At Mountview School our expectations are for all students to be successful life long independent learners and valuable contributing members of society.</p>	<p>2.1 The Mountview Curriculum is holistic in nature allowing for a responsive inquiry approach within authentic meaningful learning contexts.</p> <p>2.2 Students work cooperatively and collaboratively in ways that allows them to think critically, create and communicate within local, national and global society</p> <p>2.3 Formative assessment practice is embedded into practices that develop accelerated learning. Personalised and differentiated learning opportunities are developed</p> <p>2.4 Well being is at the fore front of all school learning opportunities as an essential part of a well balanced curriculum.</p>

## Future Focussed Curriculum

### Goal Three:

At Mountview School through our teaching pedagogy we place importance on developing key competencies that allow students to successfully function in an ever changing global community.

- 3.1 learning via inquiry and o understand and participate and celebrate through problem solving and creating using digital and non-digital tools
- 3.2 Digital tools are used to develop computational thinking, problem solving, creativity, innovation and communication
- 3.3 Literacy and numeracy are integrated across all curriculum areas.
- 3.4 Students learn within effective and innovated learning spaces which integrates all curriculum areas

## Innovation and Collaboration

### Goal Four:

Innovation and collaboration is encouraged, valued and celebrated at Mountview School. The values of school, the New Zealand Curriculum and Te Marautanga o Aotearoa are integrated within a local curriculum that supports collaboration and innovation.

- 4.1 Students are given many collaborative opportunities to explore, innovate, create allowing them to become effective communicators and innovators.
- 4.2 Students are given many opportunities to explore, innovate and create through their learning journey
- 4.3 Students are given a range of collaborative opportunities to become effective communicators and innovators.
- 4.4 The digital curriculum is integrated within learning programmes to develop thinking, producing and creating.

### **Annual Implementation Plan – Mountview School Target Groups:**

**Strategic Goals:** At Mountview school our expectations for all students are to be successful lifelong independent learners and valuable contributing members of society.

**Annual Objective:**

Students who are achieving Well Below and Below for reading, writing, maths and oral language will progress to be at or above in reading.

**Target – English Medium:**

The identified 22% (45) students will increase to at or above in reading.  
The identified 30% (63) students will increase to at or above in writing.  
The identified 19% (38) students will increase to at or above in maths

**Target – Maori Medium:**

100% of students will be Manawa Ora or Toa for Te Tau

The identified 42% of students will be Manawa Ora and Toa for Panui

The identified 42% of students will be Manawa Ora and Toa for Tuhituhi

### Baseline Data:

		All		Maori Boys	Maori Girls
Reading	Below	27		10	13
	Well Below	18		10	3
	Total Students	45		20	16
	Particular Focus on Year 7's				
	Below	6			
	Well Below	7			
		15 out of 29			

		All		Maori Boys	Maori Girls
Writing	Below	30		13	12
	Well Below	33		14	6
	Total Students	63		27	18
	Particular Focus on Year 7's				
	Below	4			
	Well Below	12			
		16 out of 29			

	Rumaki - (Maori Medium)	
Panui	Manawa Āki (Below)	4
	Manawa taki (WB)	4
Tuhituhi	Manawa Āki (Below)	4
	Manawa taki (WB)	4
Te tau	Manawa Āki (Below)	6
	Manawa taki (WB)	9

		All		Maori Boys	Maori Girls
Maths	Below	23		6	10
	Well Below	15		6	4
	Total Students	38		12	14
	Particular Focus on Year 7's				
	Below	1			
	Well Below	10			
		11 out of 29			

**Through the Integration of the Mountview Curriculum (NZC and TMA):**

<i>When</i>	<i>What</i>	<i>Who</i>	<i>Indicators of Progress</i>
Term 1 and 3	Term 1 Conferences will take place with parents to capture Whanau Aspirations for the basis of Individual Learning Plans and review in Term 3 based on mid year OTJ	All teachers	Individual Learning plans will have special DAT's for our priority learners in relation to learning need and reflect whanau aspirations

Twice a term	Teachers have 1-1 coaching sessions with leaders to support Teacher As Inquiry. Teachers are encouraged to critical reflect on progress and identify next steps. This is then shared in Professional Learning groups. Focus is on Formative Assessment Practice.	All teachers and leaders	Effective practice is shared with colleagues. Teachers carry out reflective and critical discussions. Formative assessment is evident in planning and student learning. Arinui will be used to record teacher evidence of effective practice
Term 2 and 4	Mid and end PACT OTJ's recorded on etap for all students. Year 3-8 have PACT judgements at this time year 0-2 after/on 20, 40 60 and 80 weeks at school	All teachers, DP and Principal Leaders will carry out review for next steps purposes.	Increased student achievement
Weekly	Team and Leaders Meeting	Teachers engaged in team meetings with focus on strategic direction Leaders engage in weekly team meetings focused on strategic direction	Meeting agendas will record conversation, discussion and actions of strategic direction.
Twice a term	Collection of student voice for the purpose of self-review and next step planning. Teachers will also use this as evidence within their appraisal	Anna and Clare	Students will reveal increased learner agency
Ongoing	Formative Assessment PLD delivered from PLD providers within Pangarau, Tuhituhi, Panui and TeReo Matatini	Stephanie Geddes, Ros Bartosh and Louise Keepa	Formative assessment is evident in planning and student learning.
Term 1:	Revisit and review Curriculum Action Plans for Reading, Writing, Maths and Oral Language. Begin to develop for Rumaki	Team Leaders, Anna and Clare	CAP's will align with NZC levels not 'national standard' language. Students will receive Tier 1, 2 and 3 supports/interventions.

Term 3 and 4	Review Mountview School Curriculum – school and school community consultation.	Anna	Mountview Curriculum will be reviewed to reflect the aspirations of Staff, BOT, whanau and students. A Key Competency Matrix will be developed.
Twice a term	Data of specific learning areas will be collected of our priority learners	All teachers. Clare to analyse and report on progress.	Priority learners will have increased student achievement
Term 1 – ongoing	Establish oral language intervention groups specific to phonological needs	Lorna	Increased student achievement
Term 1 – ongoing	Introducing Seesaw as a way to capture learning to support stronger whanau relationships between home and school	Term 1 and 2 – Jodie as Seesaw Facilitator (unit position) All teachers	Increased whanau engagement around learning through seesaw Feedback to students through comments Increased learner agency through use of digital platform to share learning that is student driven
Term 1 – ongoing	Work with Across-School teachers within the COL to develop staff pedagogy and build teacher capacity within Cultural Responsive Pedagogy.	Kate (unit position) All teachers and Leaders	Increased student achievement and well being.
Term 1 – ongoing	Establish sustainable gardens across the school working with Greening Lake Taupo and school whanau groups	Theresa	School will be composting, using worm farm and have begun a vegetable garden.
Term 4	Rongohia Te Hau and NZCER Well being survey	Kate, Anna and Clare	Self-review of culturally responsive pedagogy and student, staff and

			whanau well being. Identify our strengths and identifying areas for development in 2020
Term 4	Arinui is used as platform appraisal. Evidence is uploaded to Arinui and TAI is recorded on this programme.	Teachers as Appraisees Leaders as Appraisers	Appraisals, teacher portfolio's and TAI all recorded using the one programme
Term 2-4	PLD for new Digital Technology Curriculum	Stephanie, Anna and Clare	Integration of this curriculum across the Mountview Curriculum focus/inquiry learning
Twice a term	Analysis of PB4L data (4 weekly data) to identify trends and allow for directed positive interventions. Identifying when Tier 1, 2 and 3 interventions are needed.	Anna and Clare	Data will reflect decrease in referrals and increased positive engagement from learners with behaviour difficulties.
Ongoing	Te Reo and Tikanga practices will be naturally integrated within school curriculum.	All teachers Pani (unit position)	Planning will reflect natural integration of Te Re and Tikanga
Ongoing	Literacy Leaders will support development in identified PACT aspects. Work with COL across-school teachers	Sherryl (unit position) Clare	COL literacy goals reflected in teachers planning (Ian Hunter strategies) Literacy planning and teaching will address identified student achievement gaps Student achievement outcomes
Ongoing	Maths leader will support development in identified PACT aspects. Work with COL across-school teachers	Helen(unit position) Clare	Maths planning and teaching will address identified student achievement gaps Student achievement outcomes
Ongoing	Literacy leaders will facilitate a process for moderating PACT overall teacher judgements	Sherryl Clare	Teachers will have a shared understanding of the PACT tool. OTJ's will be consistent and accurate.



## Cultural Responsiveness for Relational Pedagogy

*Recognising and acknowledging our identities, strengths and beliefs as people through a holistic approach. He Tangata, He Tangata, He Tangata.*

*The WHAIA values remain a constant and regular part of school life for students, staff and the community. Our students are encouraged to develop the expectations of each value ; we teach explicitly the skills within them. We focus on how our values support students learning at school and our values are modelled and consistently required of all who work and learn at Mountview.*

*These form a “common language” and a common expectation of everyone. This encourages our students to develop the dispositions to becoming life long learners.*

Success Measures:				
Parent aspirations included in learning plans and reflected in annual implementation of strategic goals	Increased student achievement with the aim of all students reaching at or above in learning	Students will solve problems and action their learning	Students will be confident in taking risks	
Whanau present and taking an active role in the school as partners	Students learning actions will reflect collaboration and innovation. They will communicate their learning to make a difference	Students who work collaboratively and independently	Students will collaboratively solve problems	
Seesaw will be a platform for student driven sharing	Increased learner agency	Students plan and direct their own learning	Students will access learning through teacher, peers, local, national and global communities	
Celebrations of learning will be well attended by	Student and whanau wellbeing surveys will reflect positive wellbeing	Digital technologies are used as tools to support learning	Students will use digital mediums to communicate their learning.	