

Mountview School

Te Kura o Te Maunga I Kitea



Mission:

School, whanau and community will work together to achieve positive inclusive conditions for learning, allowing every student to achieve their full potential

Diverse cultural practices, beliefs and values are recognised and respected by our learning community.

Responsive learning programmes will build on student's strengths and interest and promote learner agency within authentic learning contexts



2023 Variance Report

Principal: Anna Norris

Presiding Member: Alana Delich

Date: 7.12.23



About Us:



At Mountview School we focus on learning programmes where students drive their own learning and are required to problem solve and work collaboratively using an inquiry approach.

All students receive a responsive learning programme that meets their needs as learners. We use formative assessment and culturally responsive practices within our classroom to engage our students in their learning as well as valuing their well-being.

We offer our year 7 and 8 students an on-site technology programme in a purpose built state of the art classroom and specialist teacher. Our large hall allows us to provide specialist sporting programmes and we also have a music specialist based in our music suite. Learning is constantly shared with parents using digital mediums and regular open classrooms. It is important for us to have whanau engage in their students learning and progress throughout their time at Mountview School. It also allows parents to see and comment on their child's progress at any time. We take the time to sit with whanau and ask the aspirations they have for their child so we can integrate these into learning programmes.

We are unique, not just in Taupo but also nationally in that we are one of the few schools that offer classroom instruction in either Te Reo Maori and English mediums. We are dedicated to offering choice to our community in valuing our bi-cultural nation and the importance of this to our students and their citizenship in New Zealand. We are increasingly becoming multi-cultural as our community brings more ethnicities to Taupo. Unique also to Mountview are our digital technologies and the way in which Teachers/Kaiako and students optimize these to make learning engaging, fun and relevant to today's children and the world they live in.

Mountview School staff and students encourage learning dispositions within our Whaia Values.



Strategic Goals 2023-2025

*Learners at the Centre *Barrier Free Access *Quality Teaching and Leadership *Future of Learning and Work
 Will be achieved through the following areas:

<p>Engaging Community</p> <p>Goal One: Mountview School values whanau engagement which embraces a partnership by sharing, skills and knowledge that leads to successful outcomes for student learning.</p>	<p>Innovative and Collaborative Learners</p> <p>Goal Two: Everyone at Mountview school will be successful, life long, independent earners and valuable, contributing members of society.</p>	<p>Future Focussed Curriculum</p> <p>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.</p>
<p>Cultural Responsiveness for Relational Pedagogy <i>Recognising, acknowledging and sustaining our identities, strengths and beliefs as people through a holistic approach. He Tangata, He Tangata, He Tangata.</i></p>		

Strategic Plan 2022—2024 Focus Areas

<p>1.1 Establish relationships with whanau to ensure that all cultures, aspirations and learning are equally valued. Whanau are engaged in school life with high aspirations for everyone.</p> <p>1.2 Communicating effectively and in a timely and authentic manner.</p> <p>1.3 Collaborating with Iwi and Hapu on initiatives they bring to support learning.</p> <p>1.4 Te Reo and Tikanga are a natural part of our school culture. NZC and Te Marautanga are delivered in both English and Maori medium classrooms.</p> <p>1.5 Engages and participates in the Taupo Kahui Ako to action identified achievement challenge across schools.</p> <p>1.6 Provides inclusive and safe learning environment free of racism, discrimination and bullying.</p>	<p>2.1 Students and adults are given authentic opportunities to work cooperatively & collaboratively in ways that allow them to explore, think critically, innovate, create and communicate within local, national and global society.</p> <p>2.2 Formative assessment is embedded into practices that accelerate learning. Personalised and differentiated learning opportunities are responsive to learning needs.</p> <p>2.3 Wellbeing is at the forefront of every school learning opportunity for all children and adults as an essential part of a well balanced curriculum</p> <p>2.4 Integrating the New Zealand Curriculum and Te Marautanga o Aotearoa in a holistic Mountview Localised Curriculum.</p> <p>2.5 Data is collected across the school to support our ability to be culturally responsive to all students.</p>	<p>3.1 Learning via inquiry to understand, participate and celebrate through computational thinking, problem solving and creating using digital and non-digital tools.</p> <p>3.2 Literacy and numeracy are integrated across all curriculum areas.</p> <p>3.3 Students learn within effective and innovative learning spaces which integrate all curriculum areas.</p> <p>3.4 Leadership work within the Maori Achievement Collaborative to establish effective relationships to inform practice and curriculum development?</p> <p>3.5 The use of PACT and Te Waharoa to identify gaps in teaching capability and inform professional learning focus and opportunities.</p>
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2023 Annual Plan:

Engaging Community

Mountview School values whanau engagement which embraces a partnership by sharing, skills and knowledge that leads to successful outcomes for student learning.

ACTIONS

OUTCOMES

TIMEFRAME

RESPONSIBILITY

RESOURCING:

1.1 Establish relationships with whanau to ensure that all cultures, aspirations and learning are equally valued. Whanau are engaged in school life with high aspirations for everyone

Whanau aspiration meeting (Harakeke) to update our aspirations profile and report on these throughout the year.	These are included within the learning profiles and reported on termly by the teacher both orally to whanau and written reports.	Term 1– Week 3	All Teachers/Kaiako,	Nil
Termly opportunities for whanau to contact teachers to discuss learning and reports.	Termly open days allow students to share their learning with whanau and meet the teacher formally if wanted.	Termly	All Teachers/Kaiako,	Nil
Teachers/Kaiako are encouraged to use online learning platforms to connect with whanau about learning and student progress	Whanau will be interacting with student learning and messaging Teachers/Kaiako as needed. Students, teachers and whanau will use seesaw, Hapara, google classroom, Skool loop, facebook and messenger, email, text and website to communicate.	Ongoing	All Teachers/Kaiako Kaela	\$3,000

1.2 Communicating effectively and in a timely and authentic manner

Communication channels are set up for teacher-student, student to student, whanau to teacher, whanau to students.	Communication channels allow for communication to happen in a timely way	Whole year	Anna, Kaela and all Teachers/Kaiako	Nil
Teachers/Kaiako will use a digital platform to share learning and provide students with feedback and feedforward	Students will use digital platforms to receive learning, receive feedback and to share learning with whanau, peers and teacher—via see saw, hapara or google classroom.	Whole year	Teachers/Kaiako and students	\$3,000
Teachers/Kaiako will use text and email	This will be for both positive messages—not just issues that arise	Whole year	Teachers/Kaiako	\$1,500
School messages are sent via Skool loop, Facebook, email, text, messenger and newsletters	Communication is both digital and paper	Whole year	Kaela, Anna, Clare	Nil

We have moved to HERO in Term 3 to make communicating about all aspects of a student school life accessible and timely to whanau. Whanau and teachers communicate through this channel.

1.3 Collaborating with Iwi and Hapu on initiatives they bring to support learning.

Work with Snow (Geoff) Rameka to support the delivery of Tuwharetoa Culture Knowledge to inform our localised curriculum	Programmes will be delivered in classrooms that build the knowledge of local Maori history, tikanga and mana whenua	Whole year	All staff—In-school Teacher	Kahui Ako Staffing
Support the actions of the the Kahui Ako strategic plan and Tuwharetoa Education Trust initiative	Students will benefit from culturally responsive PLD and practice identified from the Rongohia Te Hau observations.	Ongoing	All Teachers/Kaiako	Nil
Using the Creative Arts Grant from MOE to continue the ‘Whaia Te Mana’ via our local hapu Tutetawha. We are working with the artist from this local hapu.	Art works will be developed on our buildings reflecting tuwharetanga, our mana whenua and tangata whenua.	Ongoing	All Staff, students, whanau and Kristy Northcroft	\$15,000
Continue with the Maori Achievement Collaborative (MAC)	Build capacity of the school in delivering initiatives that support learning—from a strategic level to the classroom delivery	Whole year	Anna, Wayne & PLG Principal group	\$1,000 (Travel)

Teachers have not been able to work with Snow this year due to his availability and commitments across the Kahui Akō. Leaders and teachers have attended Tuwharetoa Mana Whenua PD twice termly to deepen their understanding of the aspirations of Iwi for their Tamariki. We have completed CRRP obs across the school with reflective conversations and feedback that support next step goal setting for teachers and learners. Our MOE Creative Arts Grant has been used to employ Whaea Kristy Northcroft, a local Iwi artist to work with senior students throughout the year on a project creating 4 large murals representing our Manu Māori. Our school values and whanau names have been woven into the art work and this will be proudly displayed along the front of our kura. Principal, D.P and A.P have engaged with MAC wānanga and attended the national conference. Teachers have participated in PD with MAC advisors/leaders to develop their pedagogy around Te Ao

1.4 Te Reo and Tikanga are a natural part of our school culture. The New Zealand Curriculum and Te Marautanga are delivered in both English and Maori medium classrooms.

Participate in Te Ahu o te Reo Māori —to grow and strengthen our Teachers/Kaiako ability to integrate te reo Maori into the learning of all akonga and student in New Zealand.	Staff will have the opportunity to engage in this PLD as an option	Whole year	All Staff as	Nil
Regular opening of classrooms to share learning and provide opportunities for whanau to talk with staff	Termly open days allow students to share learning with whanau	Termly	All Teachers/Kaiako	Nil

We have implemented Monday morning hui for the whole school to begin our week with school karakia, waiata and haka. We also end our week in the same way on a Friday afternoon. This is building capacity across the school around Te Reo Maori and tikanga, lifting the profile of Te Reo and instilling the joy of the language in our students from New Entrants right through to Y8. Our entire staff committed to learning how to perform Pōwhiri and we welcomed manuhiri to our kura as a team following the appropriate tikanga. This was a proud moment for our staff and we look forward to building on this strength moving forward. Across the year, we have held a range of events where whanau have been welcomed into our kura to share in their child’s learning, sporting, creative and cultural achievements. In Term 3 we had a huge community turn out for our Tuakāna and Tēina Kapa haka rōpū performances in the school hall.

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Deliver the matrix of Tuwharetoatanga, Te Reo Maori and Aotearoa Histories within the Mountview School Curriculum.	Students learning outcomes will reflect their knowledge and understanding in these areas.	Whole Year	All Teachers/Kaiako Snow Rameka AST) Dominique—(IST)	Nil
Analyse outcomes from the Rongohia Te Hau observation tool to identify next steps	CRRP matrix will be updated with staff to support outcomes becoming the Tikanga within the school.	Term 1 PLD Whole year T4 obs/snapshot	Kate Whole staff and BOT	Nil
All students have the opportunity to participate in Kapa Haka	We have both a senior and junior kapa group	Term 2-3	Kapa Haka Shop, Harata and Jess	\$5,500
The curriculum refresh for both Te Marautanga and New Zealand Curriculum will be included in our localised curriculum and updated.	Using our Teacher Only Days to integrate both curriculum into our localised Mountview Curriculum.	Term 1 and 3 TOD’s	Team leaders Whole staff	Nil
Teachers/Kaiako have access to Te Ahu o te Reo Māori and we have two Te Ao Maori Leaders and in-school teacher focused on Aotearoa Histories Curriculum	Teachers/Kaiako will be upskilled and have a deeper understanding of Ngāti Tūwharetoa, Te Reo Maori and Aotearoa History implemented into classroom inquiry learning.	Ongoing	All Staff, Dom (inschool col teacher)	\$Nil 0.1 staffing

All students had the opportunity to join our Tuakāna or Tēina kapa haka rōpū and represent our kura at Tiaopenga. This year we have had increased engagement and participation in Kapa Haka across the school. We held two T.O.Ds around the curriculum refresh and implementation of Te Mataiaho—and the Common Practice Model. Teachers have begun unpacking the documents, identifying implications for their pedagogy and practice.

Team leaders have been upskilled in the systems to measure the CR+RP at our kura. This has included the Kia Eke Panuku observation / conversation process and the Rongohia te Hau data gathering snapshot. This has strengthened our leaders understanding which will then be used by them to support team members.

Data has been gathered from whanau, students and staff to guide actions for 2024.

Our school wide CR + RP indicator matrix has been updated to align with our WHAIA values.

Knowledge topics from Aotearoa Histories curriculum have been incorporated into long term overviews and weaved in our 2023 inquiry topics and planning. The understand, know, and do already unpacked the ANZH assisting with our understanding and unpacking of new curriculum.

1.5 Engages and participates in the Taupo Kahui Ako to action identified achievement challenge across schools.

Support the collection of data for the purpose of showing evidence and identifying next steps.	Some cohesion to the collection of data will be made as a Kahui Ako.	Ongoing	Anna with Kahui Ako leader	Nil
Attend monthly Kahui Ako Governance meetings	Keep up to date with developments and contribute advice and guidance when needed	Ongoing	Anna and Clare	Nil
Attend PLD opportunities	Participate in the Oral Language development throughout the sector	Ongoing	Lorna and Anna	Nil
Attend any meetings in regards to strategic direction and supporting strategic directions	Teachers/Kaiako will work collaboratively with other schools and share knowledge and expertise	Ongoing	All Teachers/ Kaiako	Nil

All school within the Kāhui Ako completed PAT maths assessment for Y4-8. This data has been collated and analysed by teachers and leaders within the Kahui Ako to identify trends, aptterns and next steps. The Prinicipal and Deputy Principal have participate in these reflective conversations. Teachers have engaged in a range of Kāhui Ako wide PLD opportunities including trauma informed practices, Tūwharetoa Mana Whenua, Strategic plan review. School representation/Kaiako also attended the CRRP and Tūwharetoa knowledge Kāhui ako PLD.

1.6 Provides inclusive and safe learning environment free of racism, discrimination and bullying.

Cultural responsive pedagogy is a shared norm across the school. Specific indicators are used to provide clear expectations of behaviours of Teachers/Kaiako towards students.	Teachers/Kaiako receive PLD within cultural responsive practice and are observed for the reason of collecting whole school data.	Ongoing	Anna, Kahui Ako members	Nil
The school used PB4L practices consistently across the school. A shared language provides students with clear expectations that are valued by all members of our school community.	Our school culture is based on positive outcomes. Students understand positive and negative consequences and classrooms are free of bias and discrimination .	Ongoing	All staff	Nil
Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective.	Students will have Learning Profiles and or Individual Learning plans that show how strategies will be implemented to achieve these actions.	Ongoing	Anna, Clare as SENCO all staff	MOE Learning Support, OT, RTLB, SLT, Lakes DHB
Across the school we are learning about Trauma informed practice and spending a call back day with Kathryn Berkett, a Neurosequential Model of Therapeutics practitioner and the other with facilitators of the Pause, Breathe, Smile programme. Following this we will align our PB4l practices to be more in tune with brain development as we will have a better understanding of the function and antecedents of behaviour.	we will be looking at how this aligns with out PB4L practices and change what we identify will strengthen, improve our ability to implement positive strategies to develop students ability to change negative behaviours and give students the support they need when they are stressed.	Call back day 24th January and Ongoing	Lead by Anna, team leaders so all staff can develop.	\$6,000
Spend a call back day with facilitators of the Pause, Breathe, Smile programme.	Teachers will be more aware of using a whare tapa wha approach Teachers will teach strategies of mindfulness as a life-skill.	Call Back Day 25th January and ongoing	All staff	\$1,500
Revisit Tier 1 and 2 systems and practices.	Consistent approaches to supporting students in positive ways that are specific to the supporting the desired behaviour.	Term 1—4 2023	Anna to lead with team leaders	
Use a PB4L refresh to aligh visuals with curriculum, inquiry and tuwharetoatanga.	All of our school documents—whether teacher related, curriculum related or school related will align with the same visuals/graphics.	Term 1-4 2023	Anna to lead with staff	\$5,000

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At the beginning of the year we had a day with Kathryn Birkett which supported teacher’s developing understanding of trauma informed practices. This was a pivotal step in our journey around improving our ability to respond effectively to student need and understand what behaviours are communicating. As a result, leaders attended a 2 day conference in Auckland with various renowned experts in the field of trauma and brain development. Teachers have commented that they are less re-active and more pro-active in supporting students to manage and regulate their emotions. With the insight they have gained, teachers recognise their own triggers and how to manage or avoid them so that they are not easily heightened by student behaviour. We have all noticed a definite shift in the culture of our kura.

Through engaging in the Pause Breathe Smile programme daily with student’s teachers have built students capacity to recognise their emotions, increase emotional literacy and acquire strategies to self regulate, calm and de-escalate. Beginning the day with a 15 minute meditation and mindfulness programme has resulted in many positive outcomes including fewer behaviour incidents in the classroom and playground. Increased engagement in learning and better social interactions and relationships between students. Our SENCO, LSC and RTLB Liaison formed a PLG to inquire into the effects of PBS across our school and collated data along with both student and teacher voice to share with staff. This will be reflected on collaboratively to establish our strengths and next steps in 2024.

As a result of our journey into trauma informed practices and mindfulness this year, we have found that our PB4L needs have changed considerably. Currently we are revising our PB4L practices and systems to better reflect our current student culture so we can continue to respond to our students need in the most effective way. PB4L data analysis has shown that referrals for behaviour incidents have reduced by over 30% over the course of the year.

Innovative and Collaborative Learners

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
2.1 Students and adults are given authentic opportunities to work cooperatively and collaboratively in ways that allow them to explore, think critically, innovate, create and communicate within local, national and global society				
PLD will focus on the ‘Power of Inquiry’ pedagogy to support them to plan in ways that allow students to explore concepts and think critically	Teachers/Kaiako will plan integrating learning where students are given opportunities to explore big concepts within the Mountview Localised Curriculum.	Ongoing	Anna and Team Leader Leaders to lead. Dom (COL)	Nil
Students will action their learning in ways that affect the community—either locally or globally. They will share learning outcomes at termly whanau events.	Students will demonstrate increased student agency and will share their learning outcomes with an audience and explain be able to explain how they got to the outcome.	Ongoing	Anna and Teachers/ Kaiako	Nil
Teachers/Kaiako will be encouraged to plan collaboratively to deliver the Mountview Localised Curriculum	Students will receive learning that is responsive to their needs, authentic and allows them to collaborate.	Ongoing	Leaders , Teachers/ Kaiako Dom – InScCOL	Nil

Collaborative planning across some teams (Kiwi) and collaborating learning students moving between classes to access expertise and experiences. EOTC Experiences that have taught/ exposed students to wider knowledge and community and world and students understand how they can contribute (eg Kelly Tarlton’s, NZ Army Museum, noho Marae stays, trout hatchery, supporting Green Taupo planting days.

2.2 Formative assessment is embedded into practices that develop accelerated learning. Personalised and differentiated learning opportunities are responsive to learning needs.

Teachers/Kaiako will be provided opportunities to engage in PLD as part of their own professional growth. Teachers/Kaiako will use the professional growth cycle to inquire into their practice.	Teachers/Kaiako will have opportunities to engage in professional learning that aligns with their teaching goals and annual aims within the strategic direction of the school. This aligns with the Professional Growth cycle that builds teacher agency.	Termly	Anna, Clare and Kate Team Leaders Teachers/Kaiako	Nil
Student voice is collected by leadership with a focus on formative assessment being used to promote learning outcomes. Asking students if they know what it means to be a great learning in their class and school? What signs of engagement do students show for deep learning?	We can identify strengths and gaps within the effective teaching practice critical success factors—feed forward and feed back to teachers	Termly	Anna and Clare	Nil

We are seeing evidence of our Pause Breath Smile and trauma informed approaches impact on the engagement of students. As a school we have have reflected on the specific practice that we are using to make this difference and encouraging the consistency of delivery across the school.

2.2 Formative assessment is embedded into practices that develop accelerated learning. Personalised and differentiated learning opportunities are responsive to learning needs.

Observation relating to the Mountview School Effective Teaching	Leaders will observe practice and have conversations around the consistency of this happening across the school and the impact on student achievement. All teachers will self-reflect on their ability to integrate these into their teaching and learning programme.	Ongoing	Team Leaders and teachers/kaiako	Nil
Student achievement data is collected and analysed (refer to targets)	Identification of accelerated learning and progress and gaps within teaching to action and next learning steps for students.	Term 2 and 4	Anna, Clare Teachers/Kaiako BOT	PACT PLD for new staff
Priority learners are identified and monitored. All students receive a learning profile identifying next steps in learning and teaching (refer to targets) (Whanau aspirations are also woven into these)	Learning profiles are updated to show accelerated progress against next learning goals. Learning goals are transferred to planning.	Termly	Anna, Clare and Kate Team Leaders Teachers/Kaiako	Nil ICS
All teachers/Kaiako will build on their understanding and skill to use into use Structured Literacy strategies into their daily literacy programme.	Data will reflect that students who are not achieving at their Reading/Panui level will receive specific strategies teaching sequence to lift their achievement.	Ongoing	Lorna (term 1) Clare Teachers/Kaiako	0.4 staffing
All Teachers/Kaiako will use summative assessment to identify next steps in order to teach specific phonemic awareness that have been identified as gaps.	Students will be taught next steps, or gaps in learning to support their Reading/Panui development. Some Teachers/Kaiako will continue to work with Lorna to develop their understanding, skill and confidence to teach this new method	Ongoing	Clare and specific Teachers/Kaiako	\$3,500
Anna will be spending time in classrooms to find evidence of the effectiveness of: The implementation of the Mountview Curriculum on learning outcomes. Teachers use of learning progression frameworks and PACT information and their impact on student achievement Differentiated planning How lessons are designed to teach strategies in learning How does the teacher align teaching with phases on inquiry	Will allow some insight for leaders to identify why our student achievement is like it is. Answer questions like: Does our curriculum fit with our learners? Does the NZC and Te Marautanga actually meet the needs of our students? Are teachers explicitly teaching strategies that allow our students to learn? What strategies are most powerful and how do we know if our students can use these strategies independently?	Ongoing	Anna—sharing at weekly leaders meetings.	
Coaching technique is used to support each other in PLG—teachers are coaches for each other	Teachers come to a PLG with a challenge and are coached by their peers to identify the real issue, challenge and up to 3 next steps they can work on before their next PLG/Coaching Session	PLG twice termly. Ongoing	All staff	Coaching PLD if needed (\$2,500)

Schoolwide student achievement data has been gathered in Term 1 and 3 with OTJ data in Terms 2 and 4. Teachers collaboratively analyse the OTJ data across the school and have reflected on what it is showing and identified next steps. Classroom based leaders presented the OTJ data analysis to The Board in Term 2 and 4 which provided an insight from teachers into their strengths and challenges in relation to student achievement.

All priority learners have an individual profile with specific goals and actions that guide teacher’s practice and support their reflection and next steps. The profiles are only based on learning needs and challenges as we have our PB4L systems and practices to support behaviours. The Deputy Principal has supported teachers to develop their ability to identify specific gaps in students learning so that they can improve their ability to implement effective interventions.

All teachers have worked with our literacy facilitator Emma Nahna to develop their structured literacy practices. Some have worked collaborative and others individually. Our D.P and structured literacy leader have worked alongside Emma to tailor her support in response to specific teacher need. All teachers have been given time with Emma to inquire into their practice, explore new strategies, implement practices, observe effective practice and engage in coaching conversations.

The Principal, D,P and Literacy Leader engaged in a 2 day PD around DIBELS literacy assessment tools which we will be implementing with Emma’s support in 2024. This will support the strategic collation and analysis of student data which teachers will analyse collaboratively and plan for specific targeted interventions.

All teachers and leaders have engaged in twice termly PLG groups where they share their professional growth cycle and support each other to inquire into their teaching practice.

2.3 Wellbeing is at the forefront of every school learning opportunity for all children and adults as an essential part of a well balanced curriculum.

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
PB4L will continue to be integrated across the school and naturally into learning programmes where values and behaviour are explicitly taught	Allows for strength based and positive interventions to be integrated into classrooms, cohorts or individual learning plans.	Ongoing	All staff	Nil
Data is analysed	The interventions that are put in place are based on evidence and behaviour modification can be specifically identified to need.	Ongoing	All staff	Nil
Wellbeing surveys carried out for both staff and students	Information is shared with staff and a collaborative action plan is made based on identified strengths and gaps.	Term 1 and 3	All staff	Nil
The school used PB4L practices consistently across the school. A shared language provides students with clear expectations that are valued by all members of our school community.	Our school culture is based on positive outcomes. Students understand positive and negative consequences and classrooms are free of bias and discrimination.	Ongoing	All staff	Nil

PB4L practices and systems are fully embedded across the school. Data is collated for each 3 week period and analysed by year level teams, Tier 1 and Tier 2 PB4L teams. Schoolwide actions are determined by the Tier 1 team. Year level teams focus on team wide behaviours as well as individuals. Teachers support each other to develop intervention plan for specific student and monitor them regularly for fidelity of implementation. Our Tier 2 team supports teachers with students for whom Tier 1 interventions have been unsuccessful. PB4L expectations have a consistent language with our WHAIA values being the foundation from which all other expectations evolve. We regularly revisit our systems and process to reflect on their effectiveness and ensure we have a shared understanding and continued commitment. We are currently going through the process of a PB4L refresh as our branding and visuals are dated (over 10 years old) and they do not relate authentically to our students today.

2.4 Integrating the New Zealand Curriculum and Te Marautanga o Aotearoa in a holistic Mountview localised curriculum

Strengthen the pedagogical leadership and curriculum documentation within our Maori Medium classes. The Te Marautanga and New Zealand Curriculum refresh days will support this.	Build Teachers/Kaiako capacity and understanding in delivering Te Marautanga and New Zealand Curriculum and be able to assess confidently using Te Waharoa and PACT for guidance.	Ongoing	Anna, Wayne, Pani, Ros Bartosh and Louise Keepa -PLD Facilitators, Leaders	Nil
Teachers/Kaiako will be planning learning programmes based on the Mountview Localised curriculum	Weekly planning will show evidence of our localised curriculum being delivered in authentic and meaningful contexts. Students will produce outcomes in relation to the curriculum and share these with the community, whanau and those impacted as a result	Ongoing	All staff	Nil

2.5 Data is collected across the school to support our ability to be culturally responsive to all students.

Via observations of classroom practices as well as staff, whanau and student surveys we collect data that allows us to measure our CRRP across the school. Outcomes will also be discussed in teacher PLG's.	This data is analysed and with staff to identify strengths and create and action plans for identified gaps. Rongohia Te Hau is a sustained self-review tool in our school	Term 1 and ongoing	Kate—all staff	Part of 0.2 of staffing
Refresh our rubric and use these as part of the conversations we have in our PLG's and in our follow up conversations from our observations	Rubric will be updated and kept relevant	Term 1 and ongoing	Kate—all staff	Part of 0.2 of staffing
Observe how our questioning is impacting on students engagement and responsiveness and how it can be more intense across the school	Identify what questions are most powerful and how do we know they are having and impact on our learners	Ongoing	Anna, Kate—All staff	Part of 0.2 of staffing
Look at how our classroom environments can be more child focussed and used as a tool for learning	Classroom environments will show evidence of teacherless prompts and tools for learning. They will show examples of students work and learning outcomes	Ongoing	Teachers	Part of 0.2 of staffing
We are going to look at how we can integrate our CRRP into our set routines / expectations into our current PB4L practices	Routines and expectations will become the tikanga of our school	Term 1 and 2	Anna, Kate, Wayne (MAC)	Part of 0.2 of staffing

Initial CR+RP observation and conversation goals that were set helped to guide TAI for staff. Conversations developed teacher understanding of how CR+RP is naturally integrated within teaching and learning rather than an add-on. Our matrix of CR+RP indicators was aligned with our WHAIA values as a whole staff. As a staff we looked at what we would see students actioning within a fully integrated CR+RP classroom environment and aligned this with the actions of a fully integrated teacher.

Future Focussed Curriculum

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 to understand, participate and celebrate through computational thinking, problem solving and creating using digital and non-digital tools.

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
Work with Tupoutama Paki, Hinana Media to bring our inquiry learning model into a visualised format within a Tuwharetoatanga lense. The aim is to visualise our curriculum via oral stories, appropriate visuals and align them with the characteristics and dispositions of ancestors that correlate with our learners.	Progress would be made towards making a visual inquiry model that is specific to Mountview School and tuwharetoatanga.	Ongoing	All Staff MAC	\$30,000
Teachers will develop their knowledge, understanding and capability of delivering the digital curriculum and strategies of learning within the inquiry model.	Student will be taught the specific skills with the phase of learning within our inquiry learning model. Students will show increased independency in using these strategies within their learning as they progress through the school.	Ongoing	Anna, Leaders and Teachers	Nil

This is a continuing process and we have a plan for 2024 for the making of our visual inquiry model. We realised that we need to work on our graduate profile first which has a timeline of delivery to community, whanau and iwi for feedback. We are hoping to get it completed the end of term 1 to begin our Localised Curriculum and work with Māori Achievement Collaborative round strategies to do this effectively.

3.2 Literacy and (numeracy) maths/pangarau are integrated across all curriculum areas.

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
Finish the Learning Progression Framework so they reflect what the teachers will teach within each framework	This will be form the basis of all teachers planning so they can differentiate	Term 1	Leaders—all teachers	Team meeting times
Teachers/Kaiako will be supported to integrate learning areas across the curriculum. Students will receive daily teaching of tuhituhi/panui/literacy and maths/Pangarau within inquiry.	Planning will reflect, Reading/Panui, Writing/Tuhituhi and Maths/Pangarau being taught across the curriculum.	Ongoing	Anna, Dom Leaders All teachers	NIL
Target oral language interventions for identified at risk students	Accelerated learning in Reading/Panui and Writing/Tuhituhi for at risk learners	Ongoing	Clare, Lorna, Anna and Support Staff	0.1 staffing
Enabling Teachers/Kaiako to understand and make effective use of the learning progressions framework and Te Reo Matatini to identify and respond to student learning needs	Teachers/Kaiako will use effective use of the learning progressions framework and Te Reo Matatini Planning will be responsive to learning needs of every student.	Ongoing	Anna, Clare and Leaders	Nil
Continue to deepen understanding of ways in which students are empowered to take greater responsibility for their own learning and progress	Increased learner agency identifiable by learning outcomes and increased student achievement. Feedforward and feedback. Teaching of specific inquiry outcomes.	Ongoing	Steph, Anna and Teachers/Kaiako	Nil
Teachers/Kaiako planning will show differentiation of success criteria and learning outcomes based on student needs	Student achievement will increase—particular focus in Writing/Tuhituhi	Ongoing	Teachers/Kaiako	Nil
Teachers/Kaiako will use write that essay and learning progressions to increase knowledge and understanding of the Maths/Pangarau and Literacy curriculum	Planning will be more specific in relation to these and reflect student outcomes with increased student achievement.	Ongoing	Clare, Anna Team Leaders	Nil

Panui

What have we been focusing on to Improve outcomes for students in this curriculum subject?

- Shared reading with Kaiako, Kaiako teaching tamariki to point to each word as they have been read too and following from left to right to sweep back again.
- Tamariki are continuing to follow this process on a daily basis as part of their routine to become familiar with oro, kupu and rerenga korero.
- Our focus for this term is identifying main points in the story and being able to follow the punctuation in the book. What do we need to do when we reach a full stop, commas and exclamation mark? We are also practicing on how our voice should sound when we ask a question while reading.
- Tuakana are learning to read a variety of text forms, a variety of punctuation features and to be able to identify a sequence of events.
- To be able to use sentence structure, picture cues and context to help decode unfamiliar words.

• Encouraging all our tamariki to read for enjoyment rather than a chore.

What are the impacts on student achievement:

- Our Tamariki are second language learners
- Lack of interest in text/maybe finding the context difficult to understand because of minimal knowledge of Te Reo Māori.
- Enjoyment for reading isn't considered a high priority of need for our tamariki

Next Steps:

- Continue to expose tamariki in everyday context to build on their vocab, understanding and knowledge of what they are reading.
- Ask questions about what they comprehend about the story they are reading.
- Ask open ended questions during conferencing

Tuhituhi

What have we been focusing on to Improve outcomes for students in this curriculum subject?

- Improving knowledge for basic writing:
- Write my name, hold a pencil properly and be able to re-tell a story.
- Write left to right
- Start with capital letter and end with a full stop.
- Using different sentence starters when writing a new idea.
- Consolidated using tairongo as part of creating their story and use descriptive language in their writing
- Sequencing their ideas correctly
- Use correct punctuation in their writing
- Add more kiwaha and detail in to their writing
- Follow resource of Taki Akina
- Improve think, pair and share tactic.

What are the impacts on student achievement:

- Attending to different level of needs in our writing programme
- We are being clear in our expectation during writing
- Tamariki rely on Kaiako to do all the writing modelling and thinking.
- Actively teaching tamariki to read, edit and share writing.

Next Steps:

- Continue to set examples of writing
- Conference with tamariki “how do you make it better”
- Look at mixed ability groups across the rūmaki to lessen the work load of all Kaiako
- Share and model writing as a whole class
- Model and repeat process by creating a recount or descriptive example of writing.

Pangarau

What have we been focusing on to Improve outcomes for students in this curriculum subject?

- Focussing on number knowledge
- Introducing different strategies within strand
- Basic facts and strategies which make use of resources
- Problem solving
- Place value learning
- Learning to identify the use of compass and the language around this strand.

What are the impacts on student achievement:

- Students are learning the curriculum Language of mathematics. This is a challenge still as the specific and technical language associated with strand maths needs to be explicitly fed in.
- Students are learning strategies to help assist their learning

Next Steps:

- Use tip charts to support students to acquire the language of mathematics
- Focus on skip counting forwards and backwards to 20.
- Specific teaching of basic facts knowledge up to level 3: Strategy to help with basic facts.
- Plan for strand one day a week and number knowledge every other day.

3.2 Literacy and (numeracy) maths/pangarau are integrated across all curriculum areas.

Reading

What have we been focusing on to Improve outcomes for students in this curriculum subject?

- This year English Medium teachers have worked intensively with Emma Nahna, literacy facilitator to explore effective structured literacy practices for learners of all curriculum levels. Teachers have had 1:1 coaching sessions and n class observations of their practice. Emma has also modelled for individual teachers and teams.
- In Terms 3 & 4, we have had several whole staff PD session with Emma .
- We purchased UFLI, a structured literacy programme with an explicit lesson sequence for 3 teachers who have experienced success with their students in developing their phonemic awareness and foundational literacy skills.
- Teachers in kereru and Kiwi teams have begun using DIBELS assessment tools to screen their students and inform their next step planning for deliberate instructional practice.
- Panui tahi– buddy reading is in place across the school. Students have enjoyed learning the skill of paragraph shrinking.
- Who team have been focussing on exploring concepts about print, phonemic awareness, comprehension/retelling through shared texts.
- Kiwi team have been using Lexia, a phonic programme aimed at older students as an intervention for 17 students.
- Students across the school experience being read to by teachers. This fosters a love for reading and also models fluency and expression.
- In senior classes choral reading– reading aloud in unison– is building student’s confidence, motivation and fluency.
- All junior classes and some senior classes use Heggerty within their reading programme, This is a phonemic awareness programme focusing on oral language.
- There has been a deliberate focus on developing reading fluency, comprehension and expression/ tone.
- Teachers integrate reading within their inquiry learning to make it an authentic experience that has a clear purpose.
- Classroom displays reflect the learning
- Independent reading activities are purposeful and linked to a focus

What are the impacts on student achievement?

- Increased reading fluency and improved results using Dibels assessments—especially in the amount of words tested per minute
 - Lexia online learning has been engaging and worked well to individually target student needs (categories of word study, grammar and comprehension)
 - Readers theatre has helped the students gain confidence in their reading, speak with expression and overall more seem willing to share and speak up.
 - Students ability to comprehend what they are reading has improved through the coral reading so they can follow written instructions and comprehend more when reading questions in maths etc.
 - Student engagement and motivation in reading has increased.
 - Increased collaboration and support between students in reading session is supporting reading progress and achievement.
 - Teacher competence and confidence has increased through the targeted support of our PD with Emma Nahna.
- Year 0—2: Student achievement results reflect the positive outcomes and classroom programme

Writing

What have we been focusing on to Improve outcomes for students in this curriculum subject?

- Writing is integrated into inquiry learning with real life contexts/hands on experiences for students to write about.
- Across the school daily handwriting focus to improve writing fluency.
- Data has been collected around students writing fluency and will continue to be monitored.
- Teachers use structured literacy practices to explicitly teach spelling rules and when to use them
- Daily dictation supports student to improve their automaticity and fluency in writing
- Teachers have been focussing on giving purpose to writing— understanding why we are writing
- Junior teachers are focusing on the foundations of writing e.g. holding a pencil, writing left to right, drawing a picture of their idea, orally sharing their idea
- Some students have access to success criteria so they know what effective writing looks like.
- Teachers use models and exemplars so students know what a good writer does. They make deliberate mistakes when modelling writing so that students can identify them and suggest improvements.
- Some teachers use Sheena Cameron mini lessons in their programmes.
- Teachers in Karearea team have worked with our LSC and RTLB to develop universal design for learning (UDL) practices that support neurodiverse learners to engage successfully in their learning.
- Across the school teachers are taking a more holistic approach in order to meet the needs of individual learners.
- Some teachers continue to teach specific sentence types using the WTE tools.
- Students in senior classes have access to co-constructed success criteria on Google slides that they can refer back to.
- We have moderated students writing across the school as a staff twice during the year.

What are the impacts on student achievement?

- Students can select form a range of different sentence types and apply them affectively in their writing.
- Students have developed greater knowledge of spelling rules and can apply them more effectively to encode words they want to write. This is leading to them being more adventurous with their vocabulary choices.
- Writing fluency is improving with daily handwriting exercises.
- Students who use the WTE tool are enngaging with the feedback they get as they are writing, This allows them to edit and make improvements to their writing as they go.

Maths

What have we been focusing on to Improve outcomes for students in this curriculum subject?

- Junior teachers have been focussing on building students number knowledge so that they can apply strategy skills.
- Whio and Karearea team have been using Ochre Maths Daily Slides.
- Teachers integrate maths concepts into their inquiry learning and provide authentic contexts to apply their maths knowledge and skills.
- Teachers facilitate workshops for explicit teaching of maths skills and strategies.
- Classroom displays reflect learning across the maths curriculum.
- Independent activities are purposeful and linked to a focus
- Teachers use a range of assessment tools to inform their planning and practice.
- In Y7/8 classes teachers cross-group their students according to need and next step learning.
- EOKO maths application is used in Y7/8 to target knowledge building across the maths curriculum.
- Students have the opportunity to work collaboratively and learn form each other.
- Student shave multiple opportunities for problem solving and are able to share their thinking and look for different ways to solve the same problem.
- Some teachers integrate daily basic facts warm ups into their programmes.
- Teachers are deliberately planning to provide opportunities for students to explore all strands of the maths curriculum.

What are the impacts on student achievement?

- Our maths data indicates that this in area of strength for both teachers and students.
- Using Ochre has improved teacher confidence in using mixed ability groupings. This promotes student confidence and greater collaboration.
- Students are showing leadership in their learning and are supportive of each other.
- Our ESOL students experience greater success in this subject as language does not provide the same barrier in maths as literacy.

3.3 Students learn within effective and innovated learning spaces which integrate all curriculum areas.

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
The 10YPP projects will continue	AMS projects will continue to be completed.	2023-2030	MOE, Anna, Board of Trustees	10YPP 5YPP
Weathertightness projects will begin	Building remediation will begin on blocks K, F and A	Term 1	Anna	MOE Funded
Students provided with flexible learning spaces	Plan to make outside areas appropriate learning spaces.	Ongoing	Anna, BOT, Teachers, Jess (Leader)	\$10,000
ICT will be distributed equally across the school	Students will be more able to produce digital outcomes	February	Anna	\$40,000
Buildings will be free of leakage	MOE will fund for learning spaces to be watertight	Ongoing	Board of Trustees and MOE	MOE Funded
Learning Support Coordinators office will be completed	Another teacher and learning space provided for our LSC	Term 4	MOE and BOT	\$85,000
The school will participate in the Creative in Schools Project	School outdoor murals will be created to represent Tuwharetotanga and reflect mana whenua	Term 1 –2	Kristy Northcroft, Anna	\$18,000

With the Ministry of Education and in the process of our 5YA being reviewed due to weathertightness. LSC work being completed by Term 1 2024.

3.4 Leadership work within the Maori Achievement Collaborative to establish effective relationships to inform practice and curriculum development

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
To work with the Maori Achievement Collaborative to lessen the barriers to strong Maori student achievement.	Anna's own knowledge and understanding will continue to increase to support Māori achievement and be guided to engage Māori within the school.	Ongoing	Anna	Nil
The Principal, as part of a PLG of 5 other principals engages in the online course offered by Anne Milne. Identifying our white spaces, Decolonising the Curriculum, beyond 'culturally responsive', Reframing Success and achievement: Developing and assessing your graduate profile.	That Anna continues to develop an understanding of culturally responsive, critical, social justice pedagogy. In order to advocate for change to parts within the education system that better supports Māori achievement in their own right. Encouraging leaders to do the same.	Term 1– 4	Anna	MOE funded PLD
Continue to be supportive of Tuwharetoa Cultural Knowledge Project and respectful of iwi initiatives. To honour the Kawenata.	When Tuwharetoa have given the 'green light' for their resources to be used they will be integrated into the strategic planning and direction of Mountview School documentation.	Ongoing	Tuwharetoa Trust Board	Nil
To carry out the necessary PLD within the curriculum refresh. To advocate for four TOD's considering we implement two official New Zealand Curriculums—NZC and Te Marautanga.	Spend two MOE TOD's with staff unpacking it so we can align our Mountview Curriculum with the refreshed curriculums.	Ongoing	MOE—senior leaders	2x TOD's (should be 4)

Refer to previous outcomes within other actions.

3.5 The use of PACT and Te Waharoa to identify gaps in teaching capability and information professional learning focus and opportunities

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
Teachers/Kaiako planning will show differentiation of success criteria and learning outcomes based on student needs.	Student achievement will increase—particular focus in writing/tuhituhi.	Ongoing	Teachers/Kaiako	Nil
Teachers/Kaiako will use write that essay and learning progressions, Te Reo Matatini , Te Waharoa to increase knowledge and understanding of the Maths/Pangarau and Literacy Curriculum.	Planning will be more specific in relation to these and reflect student outcomes with increased student achievement.	Ongoing	Clare, Anna Team Leaders	Nil
Continue to use PaCT and Te Wharoa to help teachers/kaiako make dependable judgments about student achievement that can be used to track progress in Reading/Panui, Writing/Tuhituhi, and Mathematics/Pangarau.	Teachers locate students on the Learning Progression Frameworks (LPFs) as they make judgments in PaCT. PaCT guides teachers to make best-fit decisions about student achievement in each of the aspects of the Reading/Panui, Writing/Tuhituhi, and Mathematics/Pangarau frameworks. Te Waharoa reflects Pangarau and He Ara Ako I te Reo Matatini.	Ongoing	All leaders and teachers/kaiako	Nil
Termly self-review will be completed against the effective success criteria.	Identify gaps in teacher practice. Identify consistency of effective teaching practice. Identify areas of what support is needed and guide PLD.	Onoging	Anna and Clare	Nil

Refer to page 12 and 13.

2024 Targets

Māori Medium

Panui:

To raise all students achievement in Panui by the end of 2023, in particular:
Accelerate progress for the 40 students not reading at their expected curriculum level

Accelerate progress for the 23 boys not reading at their expected curriculum level

Tuhituhi:

To raise all students achievement in Tuhituhi by the end of 2023, in particular:
Accelerate progress for the 14 students not writing at their expected curriculum level

Accelerate progress for the 6 boys not writing at their expected curriculum level

Pangarau

To raise all students achievement in Pangarau by the end of 2023, in particular:
Accelerate progress for the 40 students not achieving at their expected curriculum level

Accelerate progress for the 19 boys not achieving at their expected curriculum level

Outcomes based on end of year Te Waharoa judgements

Panui

Accelerate progress for the 40 students not reading at their expected curriculum level:

6 students have left
14 students have not moved
2 students WB to At
4 students B to At
4 students B to AB
9 students WB to B
1 student B to WB

Tuhituhi

Accelerate progress for the 14 students not writing at their expected curriculum level

2 students have left
7 students have not moved
1 student B to At
1 student WB to B
3 students B to WB

Pangarau

Accelerate progress for the 40 students not achieving at their expected curriculum level

7 students have left
23 students have not moved
7 students B to At
2 students WB to B
1 student B to WB

2024 Targets—English Medium

Reading:

In 2023 we have enrolled new students who are not Reading at their expected curriculum level
To raise all students achievement in Reading by the end of 2023, in particular:

Accelerate progress for the 90 students not Reading at their expected curriculum level

Reading

Accelerate progress for 90 students not reading at their expected curriculum level

22 students have left, 42 students have not moved, 13 students B to At, 3 students B to WB
10 students WB to B

Accelerate progress for the 51 boys not Reading at their expected curriculum level

Accelerate progress for 51 boys not reading at their expected curriculum level

14 students have left, 20 students have not moved, 7 students B to At
3 students B to WB, 7 students WB to B

Accelerate progress for the 66 Maori students (38 Maori Boys) not Reading at their expected curriculum level

Accelerate progress for 66 Maori students not reading at their expected curriculum level

14 students have left, 35 students have not moved, , 10 students B to At
7 students WB to B

Accelerate progress for 38 Maori boys not reading at their expected curriculum level

8 students have left, 18 students have not moved, 7 students B to At
5 students WB to B

Writing:

In 2023 we have enrolled new students who are not writing at their expected curriculum level
To raise all students achievement in Writing by the end of 2023, in particular:

Accelerate progress for the 105 students not writing at their expected curriculum level

Accelerate progress for 105 students not writing at their expected curriculum level

22 students have left, 46 students have not moved, 16 students B to At
4 students WB to At, 11 students B to WB, 6 students WB to B

Accelerate progress for the 62 boys not writing at their expected curriculum level

Accelerate progress for 62 boys not writing at their expected curriculum level

14 students have left, 28 students have not moved, 11 students B to At,
2 students WB to At, 4 students B to WB, 3 students WB to B

Accelerate progress for the 80 Maori students (50 Maori Boys) not writing at their expected curriculum level

Accelerate progress for 80 Maori students not writing at their expected curriculum level

15 students have left, 35 students have not moved, 13 students B to At
3 students WB to At, 10 students B to WB, 4 students WB to B

Accelerate progress for 50 Maori boys not writing at their expected curriculum level

13 students have left, 22 students have not moved, 9 students B to At
1 students WB to At, 3 students B to WB, 2 students WB to B

2024 Targets—English Medium

Maths:

In 2022 we have enrolled 9 new students who are not achieving at their expected curriculum level for maths
To raise all students achievement in Maths by the end of 2023.

Accelerate progress for the 61 students not achieving at their expected curriculum level

Accelerate progress for 61 students not achieving at their expected curriculum level

16 students have left, 26 students have not moved, 14 students B to At, 2 students B to Ab
2 students B to WB, 1 students WB to B

Accelerate progress for the 31 boys not achieving at their expected curriculum level

Accelerate progress for 31 boys not achieving at their expected curriculum level

9 students have left, 13 students have not moved, 6 students B to At
2 students B to Ab, 1 students WB to B

Accelerate progress for the 48 Maori students (24 Maori Boys) not achieving at their expected curriculum level

Accelerate progress for the 48 Maori students not achieving at their expected curriculum level

15 students have left, 20 students have not moved, 9 students B to At
1 student B to Ab, 2 students B to WB, 1 student WB to B

Accelerate progress for the 24 Maori boys not achieving at their expected curriculum level

8 students have left, 10 students have not moved, 4 students B to At
1 student B to Ab, 1 student WB to B