

Mountview School

Te Kura o Te Maunga I Kitea

Mountview School



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



2024 Annual Plan-Charter

Principal:

Presiding Member:

Date:



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 whānau 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 whānau 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 Māori 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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2024 Annual Plan:

Engaging Community

Mountview School values whānau 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 whānau to ensure that all cultures, aspirations and learning are equally valued. Whānau are engaged in school life with high aspirations for everyone

Whānau 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 whānau and written reports.	Term 1– Week 4	All Teachers/ Kaiako,	Nil
Termly opportunities for whānau to contact teachers to discuss learning and reports.	Termly open days allow students to share their learning with whānau and meet the teacher formally if wanted.	Termly	All Teachers/ Kaiako,	Nil
Teachers/Kaiako are encouraged to use online learning platforms to connect with whānau about learning and student progress	Whānau will be interacting with student learning and messaging Teachers/Kaiako as needed. Students, teachers and whānau will use seesaw, Hapara, google classroom, Hero, email, text and web-site to communicate.	Ongoing	All Teachers/Kaiako Kaela	\$6,000

1.2 Communicating effectively and in a timely and authentic manner

Communication channels are set up for teacher-student, student to student, whānau to teacher, whānau to students.	Communication channels allow for communication to happen in a timely way	Whole year	All staff	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 whānau, peers and teacher—via see saw, hapara or google classroom.	Whole year	Teachers/Kaiako and students	\$6,000
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

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

Work with teachers, MAC Facilitators and Kahui Ako to support the delivery of Ngāti Tūwharetoa Culture Knowledge to inform our localised curriculum	Programmes will be delivered in classrooms that build the knowledge of local Māori history, tikanga and mana whenua	Whole year	All staff —In-school Teacher Wayne and Meralyn and Snow	Kahui Ako MAC
Support the actions of the the Kahui Ako strategic plan and Ngāti Tūwharetoa Education Trust initiative	Students will benefit from culturally responsive PLD and practice identified from the Rongohia Te Hau observations.	Ongoing	All Teachers/Kaiako	Nil
Installation of our Pou—to finish our nature garden.	Art works will be developed on our buildings reflecting tuwharetanga, our mana whenua and tangata whenua.	Ongoing	School and Commu- nity	Nil (pre-paid)
Continue with the Māori Achievement Collaborative (MAC)	Use of last 5 hours to support graduate profile. Attend regional cluster events.	Whole year	Anna and Wayne	\$1,000 (Travel)

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 Māori medium classrooms.

Participate in Te Ahu o te Reo Māori —to grow and strengthen our Teachers/Kaiako ability to integrate te reo Māori into the learning of all akonga and student in New Zealand.	Staff will engage in this PLD as required as per the teaching stand-ards.	Whole year	All Staff	Nil
Regular opening of classrooms to share learning and provide opportunities for whānau to talk with staff	Termly open days allow students to share learning with whānau	Termly	All Teachers/Kaiako	Nil
Deliver the matrix of Ngāti Tūwharetoa, Te Reo Māori and Aotearoa Histories within the Mountview School Curriculum.	Students learning outcomes will reflect their knowledge and under-standing in these areas.	Whole Year	All Teachers/Kaiako Learning Leaders	Nil
Analyse outcomes from the Rongohia Te Hau observation tool to identify next steps.	CRRP pedagogy is monitored throughout the school year via peer observations and coaching conversations. It is part of our the Tikan-ga and behaviour management at our school.	Ongoing	Kate Whole staff	Nil
All students have the opportunity to participate in Kapa Haka and whole school karakia and mihi whakatau.	We have both a senior and junior kapa group	Term 2-3	Kapa Haka Shop, Harata	\$5,500
The curriculum refresh for both Te Marautanga and New Zealand Cur-riculum 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 and encouraged to engage with Te Ahu o te Reo Māori.	Teachers/Kaiako will be upskilled and have a deeper understanding of āoriā, Te Reo Māori and Aotearoa History implemented into classroom inquiry learning.	Ongoing	All Staff, Harata	1 unit
Development of our graduate profile that reflects all learners within the school, particularly Māori. and MOE	This will support the shared understanding, build teacher efficacy of our learners. Meet iwi, hapu, whānau, teacher expectations. Incorporate whānau aspirations. Inform our evolving curriculum and strategic direction	Term 3 2024	Iwi, hapu, staff, whānau, akonga	

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

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	Anna All Teachers/ Kaiako	Nil
Principal continues to be a supporting Principal for Kahui Ako Principal Lead	Anna to continue to do this role.	2024 school year	Anna	Nil



ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
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
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 and Kaiako	MOE Learning Support, OT, RTL, SLT, Lakes DHB
Consistently deliver Trauma informed practice to be more in tune with brain development as we will have a better understanding of the function and antecedents of behaviour.	Staff will utilise their knowledge and build on their capacity to support all learners requiring extra emotional support for behaviour and learning.	Ongoing	Lead by Anna and all staff	Nil
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
Use a PB4L refresh to align visuals with curriculum, inquiry and Ngāi Tūwharetoa.	All of our school documents—whether teacher related, curriculum related or school related will align with the same visuals/graphics.	Term 1-4 2024	Anna to lead with staff	\$5,000

Innovative and Collaborative Learners

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 whānau 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



ACTIONS

OUTCOMES

TIMEFRAME

RESPONSIBILITY

RESOURCING:

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 Learning Leaders Teachers/Kaiako	0.2 staffing
Student achievement will be regularly collected, analysed and actioned	Learning leaders will meet regularly to plan actions based on student achievement data. Teachers expectations will be monitored for consistent practice across the school via snapshots and triangular observation tool.	2 x Termly	Anna, Clare, Kate, Pani, Marianne, Hayley, Dominique	0.2 staffing
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	Learning Leaders Leaders and teachers/kaiako	0.2 staffing
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.	Ongoing	Led by Clare and learning leaders.	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) (Whānau 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 Learning 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.	Working with Emma Nahana to implement Dibels to identify next step actions within classes, across teams and school.	Ongoing	Lorna , Clare, Emma and Kaiako	Unit
Coaching technique is used to support each other in PLG—Learning Leaders are engaging with Dare to Lead PLD in Wellington.	Leaders will build teacher capacity through coaching techniques.	May 2024	All staff	PLD \$16,500
Foundation literacy practice will be the focus for all literacy programmes across the school	Students will have their foundation literacy needs met so they can access the curriculum at higher levels.	Ongoing	All staff	
Students will have daily opportunities to read and write, eg buddy reading, reading aloud and daily 10 minute handwriting practice. Teachers	Learning leaders will monitor our consistent progress of delivery and outcomes via snapshots of the school. Learning leaders will meet regularly to discuss next steps as a result of findings.	Ongoing	Learning leaders, Kaiako	Staffing



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:
Actions need to be established based on the data gathered in 2023	Teachers will analyse the 2023 Rongohia te hau surveys. The CR+RP rubric will be reflected on and edited to suit 2024	Teacher Only Day January 2024	Phillipa Simmonds, Kate and all Staff	
With support teachers will be able to effectively analyse an observation through CR + RP lense	Learning groups will meet with Pip to unpack how the tool is used. They will observe Kate using the tool and then work alongside Pip learning how to analyze the observation.	During Term 1	Phillipa Simmonds Kate and kaiako	
With support teachers will be able to use an observation as a starting point to engage in a learning / coaching conversation	Groups will meet with Pip to discuss what a follow up conversation looks like. They will then observe Kate either in real time or by watching a video and analyze the observation. The follow up conversation will then be practiced on Kate when she joins the group	Term 2 Specific dates TBC	All full-time teachers, Philippa Simmonds and Kate	
With minimal support teachers will independently participate in the Kia Eke Panuku observation / conversation cycle	In the day prior to the CRT day, individual teachers will observe their partner and then analyze the observation. On the day of CRT partners will meet to have their follow up conversations. Pip will be there as a shadow coach to support these conversations.	Term 3 Specific dates TBC	All full-time teachers, Philippa Simmonds and Kate	
Some teachers will participate in the Rongohia Te Hau data gathering process	A small group of teachers will upskill their CR + RP understanding using the Rongohia Te Hau data gathering process. Pip and Kate will facilitate this learning.	Term 4 Specific dates TBC	Selected kaiako	
All teachers will engage in CR + RP actions	Pip will organise Steph from Taupo Nui a Tia College to support our rumaki teachers to engage in the same process as our English medium kaiako	Ongoing from Term 1	Pip, Steph and our Rumaki Kaiako	

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

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
Continue to strengthen the pedagogical leadership and curriculum documentation within our Māori 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, WayneLouise Keepa-PLD Facilitators, Learning 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, whānau 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.

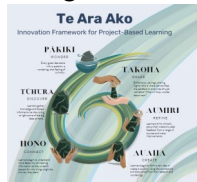
ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
Via observations of classroom practices as well as staff, whānau and student surveys we collect data that allows us to measure our CRRP across the school. Outcomes will also be discussed in teacher PLG's.	This data is analysed and with staff to identify 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, PIP	Part of 0.2 of staffing
Reading/Panui, Maths/Pangarau, Writing/Literacy will each be taught for an hour every day	Student achievement in Reading/Panui, Maths/Pangarau, Writing/Literacy will lift	Ongoing	All staff	
Student achievement will be regularly collected, analysed and actioned	Learning leaders will meet regularly to plan actions based on student achievement data. Teachers expectations will be monitored for consistent practice across the school via snapshots and triangular observation tool.	2 x Termly	Anna, Clare, Kate, Pani, Marianne, Hayley, Dominique	0.2 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
Revisit the strategic plan	To make sure the focuses and actions align with whānau and student needs/aspirations—ever evolving document	Ongoing	Learning Leaders, Kate, Anna, Clare	Staffing release

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 Ngāti Tūwharetoatanga 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 Ngāti Tūwharetoatanga.	Ongoing	All Staff	\$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, Learning-Leaders and Teachers	Nil



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

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
Teachers/Kaiako will be supported to integrate learning areas across the curriculum. Students will receive daily teaching of tuhituhi/panui/literacy and maths/Pangarau for one hour each.	Planning will reflect, Reading/Panui, Writing/Tuhituhi and Maths/Pangarau being taught across the curriculum. Student achievement will be increased	Ongoing	All staff	NIL
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

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.	2024-2030	MOE, Anna, Board	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	\$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	BOT and MOE	MOE Funded

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

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
To work with the Māori Achievement Collaborative to lessen the barriers to strong Māori 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
Carry out TOD's that are based around the curriculum refresh and 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 Ngāti Tūwharetoa Cultural Knowledge Project and respectful of iwi initiatives. To honour the Kawenata.	Our Mountview Curriculum and student learning outcomes will reflect knowledge, understanding and actions that benefit Ngāti Ngāti Tūwharetoa	Ongoing	Ngāti Tūwharetoa Trust Board	Nil

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 in Reading/Panui, Writing/Tuhituhi and Maths/Pangarau	Ongoing	Teachers/Kaiako	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 Mountview School effective teacher success criteria (teacher standards)	Identify gaps in teacher practice. Identify consistency of effective teaching practice. Identify areas of what support is needed and guide PLD.	Ongoing	Anna and Clare	Nil

2024 Targets

2024 Targets- English Medium

Reading

In 2023 we have enrolled 34 new students who are not reading at their expected curriculum level

Accelerate progress for the 108 students not reading at their expected curriculum level

Accelerate progress for the 60 boys not reading at their expected curriculum level

Accelerate progress for the 69 Māori students (38 Māori Boys) not reading at their expected curriculum level

Writing

In 2023 we have enrolled 39 new students who are not writing at their expected curriculum level

Accelerate progress for the 139 students not writing at their expected curriculum level

Accelerate progress for the 74 boys not writing at their expected curriculum level

Accelerate progress for the 86 Māori students (45 Māori Boys) not writing at their expected curriculum level

Maths

In 2023 we have enrolled 26 new students who are not achieving at their expected curriculum level for maths

Accelerate progress for the 71 students not achieving at their expected curriculum level

Accelerate progress for the 33 boys not achieving at their expected curriculum level

Accelerate progress for the 46 Māori students (23 Māori Boys) not achieving at their expected curriculum level

2024 Targets- Māori Medium

Panui

Accelerate progress for the 41 students not reading at their expected curriculum level

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

Tuhituhi

Accelerate progress for the 22 students not writing at their expected curriculum level

Accelerate progress for the 13 boys not reading at their expected curriculum level

Pangarau

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

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