

# Mountview School

## Te Kura o Te Maunga I Kitea



*Mountview School Vision:*

- School, whanau and community will work together to achieve positive inclusive conditions for learning to allow every student to achieve their full potential.*
- Diverse cultural practices, beliefs and behaviours are valued, recognised and respected within our learning community.*
  - Responsive learning programmes will build on student's strengths and interest within authentic learning contexts.*
- Learning programmes promote learner agency to build on student's strengths and interests within collaborative authentic learning contexts.*



*MISSION:*

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

## 2020 Charter

Principal:

Board Chair:

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 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 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 2020-2022

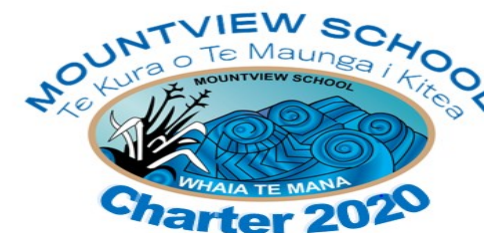
Community Engagement	Innovative and Collaborative Learners	Future Focussed Curriculum
<p><b>Goal One:</b> Mountview School values whanau engagement which embraces sharing, skills and knowledge that leads to successful outcomes for student learning.</p>	<p><b>Goal Two:</b> All students at Mountview School will 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 we place importance on developing key competencies that allow students to successfully function in an ever changing global community.</p>

## 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.*

## Strategic Plan 2019-2021 Focus Areas

<p>1.1 Establishing relationships with whanau which develops their ability to support their child's learning .</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 Working through whanau learning plans to ensure that all cultures are equally valued . Whanau are encouraged to participate in school life. Te Reo and Tikanga are a natural part of our school culture.</p> <p>1.5 Engages and participates in the Taupo Kahui Ako to action identified achievement challenge across schools.</p>	<p>2.1 Students 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.</p> <p>2.2 Formative assessment is embedded into practices that develop accelerated learning. Personalised and differentiated learning opportunities are developed and responsive to learning needs.</p> <p>2.3 Wellbeing is at the forefront of all school learning opportunities as an essential part of a well balanced curriculum.</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 innovated learning spaces which integrate all curriculum areas.</p> <p>3.4 Integrating the New Zealand Curriculum and Te Marautanga o Aotearoa in a holistic Mountview curriculum</p>
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# 2020 Annual Plan:

## Community Engagement

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

### 1.1 Establishing relationships with whanau which develops their ability to support their child's learning.

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
Whanau aspiration meetings and reporting on these throughout the year	These are included within the learning profiles and reported on termly by the teacher	Term 1, 2 and 4	All teachers	Nil
Regular opening of classrooms to share learning and provide opportunities for whanau to talk with staff	Termly open days allow students to share their learning with whanau	Termly	All teachers	Nil

### 1.2 Communicating effectively and in a timely and authentic manner

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
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, Lynette and all teachers	Nil
Teachers will use seesaw to share learning and provide students with feedback and feedforward	Students will share learning with whanau, peers and teacher.	Whole year	Jodie (leader) Teachers	\$1,200
Teachers will use text by way of school funded phone		Whole year	Teachers	\$1,500
School messages are sent via Skoolbo, Facebook and newsletters	Communication is both digital and paper	Whole year	Lynette, Kate, Anna and Clare	Nil

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

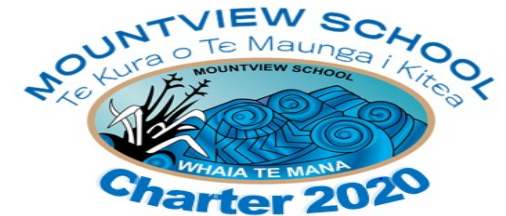
ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
Work with Tuwharetoa Education to implement Ka Ora Kainga Rua, Te Porere and The Tuwharetoa Culture Knowledge Project	Programmes will be delivered in classrooms that build the knowledge of local Maori history, tikanga and mana whenua	Whole year	All teachers	Nil
Support the actions of the the Kahui Ako strategic plan	Students will benefit from culturally responsive PLD and practice identified from the Rongohia Te Hau observations.	Ongoing	All teachers	Nil
Teachers have access to monthly PLD about Ngati Tuwharetoa	Teachers will be upskilled and have a deeper understanding of Ngāti Tūwharetoa that they can implement into their classroom programmes.	Monthly	Miriama Prentice— Tūwharetoa Education, All Staff	Nil
Join 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, Leaders, Anaru Morgan	Nil

**1.4 Working through whanau learning plans to ensure that all cultures are equally valued . Whanau are encouraged to participate in school life. Te Reo and Tikanga are a natural part of our school culture.**

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
Participate in Te Ahu o te Reo Maori—to grow and strengthen our teachers ability to integrate te reo Maori into th elearning of all akonga and student in New Zealand.	Teachers will use the knowledge and skills gained in their teaching programmes and assist their relationships with ākonga, students, their parents and whānau. We will have an improved understanding of our school community to the region and iwi where the be able to nurture opportunities for all staff, ākonga and students, to use te reo Māori every day.	2020-2021	All teachers  Resource Teacher for Maori.	Nil
Regular opening of classrooms to share learning and provide opportunities for whanau to talk with staff	Termly open days allow students to share their learning with whanau	Termly	All teachers	Nil
Develop a matrix that sits within the localised curriculum of Te Reo and Tikanga expectations.	Students, as they move through the school, will have learning programmes that enhance prior learning. We will have a sequential approach to te re Māori across the whole school	Whole Year	All teachers	Nil
Analyse outcomes from the Rongohia Te Hau observation tool to identify next steps	Continue to move teachers on the cultural responsive matrix from some evidence to fully integrated.	Whole year	Pip Simmonds and Scott Sargison and Whole staff and Board of Trustees	Nil

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

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
Representation as Chair of the Learning Advisory Governance Group. Overseeing the delivery of the Learning Support Delivery Model within Central Plateau schools.	Support the effective delivery of the learning support model to teachers and students. Advocate on behalf of Principals and teachers to overcome issues, challenges and barriers.	Ongoing	Anna, Kahui Ako members	Nil
Representation on the Pathway Panel	Support the effective allocation of requests for services within schools	Ongoing	Clare	Nil
Attend monthly Kahui Ako meetings	Keep up to date with developments and contribute advice and guidance when needed	Ongoing	Anna and Clare	Nil
Attend all PLD opportunities for oral language	Participate in the Oral Language development throughout the sector	Ongoing	Lorna and Anna	Nil
Attend all PLD opportunities for oral language	Teachers will work collaboratively with other schools and share knowledge and expertise	Ongoing	All Teachers	Nil



# Innovative and Collaborative Learners

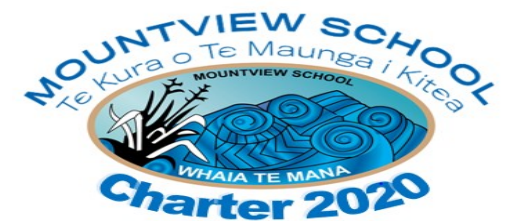
All students at Mountview School will be successful, life long, independent learners and valuable contributing members of society.

## 2.1 Students 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

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
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 will plan intergrating learning where students are given opportunities to explore big concepts.	Ongoing	Anna and Teachers Sherryl –in-school COL role	Nil
Students will action their learning in ways that affect the community— either locally or globally.	Students will share their learning outcomes with an audience and explain be able to explain how they got to the outcome.	Ongoing	Anna and Teachers	Nil
Teachers will be encouraged to plan collaboratively within the Mountview Curriculum	Students will receive learning that is responsive to their needs, authentic and allows them to collaborate	Ongoing	Leaders , Teachers Sherryl –in-school COL role	Nil

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

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
Critical success factors are co-constructed against the Instruction and Formative Assessment expectations in the effective teaching practice	Teachers will co-construct a checklist to support clarity and their understanding of what effective teaching practice looks like in the classroom. Building teacher understanding of how to increase students learning to learn capabilities (Ero)	Term 1 and 2	Stephanie Geddes, Anna	Nil—Facilitation via Te Whai Toi Tangata.
Student voice is videoed and reflected on by leaders and teachers	We can identify strengths and gaps within the effective teaching practice critical success factors. Teachers can reflect on these to identify next steps.	Termly	Anna and Clare Teachers	Nil
Observation relating to the Mountview School Effective Teaching Practice Critical Success Factors	Leaders will observe practice and have a conversations around the consistency of this happening across the school.	Term 3	Anna and Leaders	Nil
Student achievement data is collected and analysed (refer to targets)	Identification of accelerated learning and progress. Gaps within teaching to action and next learning steps for students.	Term 2 and 4	Anna, Clare Teachers	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 Teachers	Etap update \$500



# 2020 Targets

## English Medium

**Oral Language:** Continues to be seen as a major target and identified students at entry benefit from a targeted intervention. All Teachers will plan for oracy across the school.

**Reading:** To raise all students achievement in Reading by the end of 2019, in particular:

Accelerate progress for the 56 students not reading at their expected curriculum level

Accelerate progress for the 36 boys not reading at their expected curriculum level

Accelerate progress for the 44 Māori students (29 Māori Boys) not reading at their expected curriculum level

**Writing:** To raise all students achievement in Writing by the end of 2019, in particular:

Accelerate progress for the 72 students not writing at their expected curriculum level

Accelerate progress for the 43 boys not writing at their expected curriculum level

Accelerate progress for the 55 Māori students (35 Māori Boys) not reading at their expected curriculum level

**Maths:** To raise all students achievement in Maths by the end of 2019, in particular:

Accelerate progress for the 52 students not maths at their expected curriculum level

Accelerate progress for the 28 boys not maths at their expected curriculum level

Accelerate progress for the 44 Māori students (24 Māori Boys) not reading at their expected curriculum level

## Māori Medium

**Panui:** To raise all students achievement in Panui by the end of 2019, in particular:

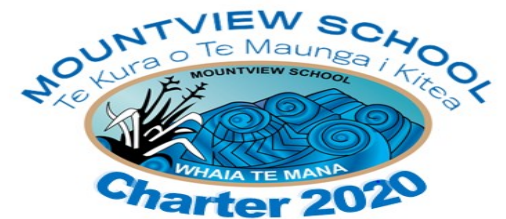
Accelerate progress for the 12 students not reading at their expected curriculum level

**Tuhituhi:** To raise all students achievement in Tuhituhi by the end of 2019, in particular:

Accelerate progress for the 16 students not writing at their expected curriculum level

**Pangarau:** To raise all students achievement in Maths by the end of 2019, in particular:

Accelerate progress for the 7 students not maths at their expected curriculum level



### 2.3 Wellbeing is at the forefront of all school learning opportunities 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

## 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:
Learning will happen around big ideas and concepts within the Mountview Curriculum	The Mountview Curriculum will reflect the local, national and global goals which will be used to teach the curriculum through	Ongoing	All Staff	Nil
PLD via Stephen Ross, Te Whai Toi Tanagata to integrate the Digital Curriculum across the school	Teaches will receive 1-1 regular modelling and guidance to support their ability to integrate the digital curriculum effectively.	Ongoing	All Staff	Nil

### 3.2 Literacy and numeracy are integrated across all curriculum areas.

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
Teachers will be supported to integrate learning areas across the curriculum	Planning will reflect, reading, writing and maths being taught across the curriculum.	Ongoing	Sherryl—in-school COL role Anna and Teachers	NIL
Target oral language interventions for identified at risk students	Accelerated learning in reading and writing for at risk learners	Ongoing	Lorna, Anna and Support Staff	\$6,000
Enabling teachers to understand and make effective use of the learning progressions to identify and respond to student learning needs	Teachers will use the critical success criteria of effective practice. Planning will be responsive to learning needs of every student.	Ongoing	Steph and Anna	Nil
Continue to deepen understanding of ways that 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	Ongoing	Steph, Anna and Teachers	Nil



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

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
School is in the process of a 10 year property plan update. The school will undergo an assessment.	Will be advised on the areas where learning spaces can be improved.	2020-2030	MOE, Anna, Board of Trustees	10YPP 5YPP
New furniture in years 3 and 4	New furniture	Term 1	Anna	\$12,000
Students provided with flexible learning spaces	Plan to make outside areas appropriate learning spaces	Ongoing	Anna, Board of Trustees	\$50,000
ICT will be distributed equally across the school	Students will be more able to produce digital outcomes	Term 1	Anna	\$30,000

### 3.4 Integrating the New Zealand Curriculum and Te Marautanga o Aotearoa in a holistic Mountview curriculum

ACTIONS	OUTCOMES	TIMEFRAME	RESPONSIBILITY	RESOURCING:
Strengthen the pedagogical leadership and curriculum documentation for the Rūmaki section of the school.	Build teachers capacity and understanding in delivering Te Marautanga and assess confidently using Te Waharoa.	Ongoing	Anna, Anaru, Pani, Ros Bartosh and Louise Keepa-PLD Facilitators	Nil
Review how the Mountview localised curriculum will respect the integrity of both the New Zealand Curriculum (NZC) and the Te Marautanga o Aotearoa (TMOA) under a common set of valued outcomes.	Mountview School Curriculum will reflect both documents and share the same mission and vision.	Term 1 and 2	Anna	Nil

