



School Charter
Strategic and Annual Plan for
Mountainview High School

2019 -22

Principals' endorsement:
Board of Trustees' endorsement:
Submission Date to Ministry of Education:

Mountainview High School School 2019 - 22

Introductory Section - Strategic Intentions

Vision	<p>Mountainview High School will provide an inclusive Whanau environment where our community is valued and committed to the personal excellence of our students and staff.</p> <p>At Mountainview High School we work together, make choices, learn and succeed through a School Wide approach. This ensures that all students and teachers have the right to learn and teach without disruption; be treated courteously and respectfully; work in a safe environment; and feel proud of our school.</p> <p>The inclusive nature of our vision combined with our growing culture of enablement encourages our students to engage in learning, put themselves forward and have a go. This reinforces our central belief that every child has the capacity to succeed and progress. Our students are challenged to take responsibility for their own actions, learning and behaviour in a supportive environment. Mountainview students develop the confidence and self esteem to lead others to do the same. They are challenged to strive across a broad range of subjects and life skills, both inside and outside the classroom. We accept that each child will have its own unique range of talents and that these talents can change over time. Consequently, we review each child with their input on a regular basis.</p> <p>We encourage initiative and innovative ideas at all levels of the school. Our leadership is supportive and encouraging and we share ownership of the results we achieve together. Our students take increased responsibility as they move through the school. In this way our senior students develop into responsible and mature role models. They support each other through our strong whanau system and learn leadership through being given genuine opportunities to lead.</p> <p>Mountainview is an inclusive community which embraces individual difference and tolerance. Its community understands and respects the multicultural character of our country, celebrating our cultural diversity and our commitment to the Treaty of Waitangi.</p>
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Values	<ul style="list-style-type: none"> • Whakaute - Respectful • Takohanga - Responsible • Rite kit e Ako - Ready to Learn • Manahau - Resilient
Principles	Our school community believes in having high expectations of all our students irrespective of ability or background so that we can contribute to a culture of 'Success for All'.
Mountainview Graduate Profile	It is the aim of Mountainview to produce Graduates who are resilient and persistent self-starters who are confident and independent learners. They will be literate, numerate, digitally capable and flexible with good social, research and thinking skills. They will have a good work ethic, be tolerant, honest, reliable and will embody the three 'R's'. Open minded with good life, leadership and communication skills which they use to work well with others. Whilst being enterprising and displaying humility, they are globally connected having a strong understanding of other cultures.
Māori dimensions and Cultural Diversity	Mountainview continues to develop procedures and practices that recognise New Zealand's cultural diversity. Paramount to this is the unique position of Maori and Maori culture. In recognising the unique position of Maori, learning opportunities for all are made available that embrace both Tikanga and Te Reo Maori. In addition, significant work continues to be undertaken to develop the connection the school has with its Maori community. The involvement of our Kura Whanau in all aspects of our operations is something that we continue to aim for. The development of the MVHS Maori Education plan in the latter part of 2017 has provided a framework for further development.



Baseline Data or School Context

Students' Learning

2018 showed an improvement at Levels 2, 3 and University Entrance. 2018 also saw a slight decrease in Scholarships but as a result of students entering University papers instead. The highest grade of which was an A+ in a level 100 Maths paper. 2018 showed a significant decrease in our level 1 results. This was due to a very high student turnover rate at Year 11 – 14% of the year group left during the year and 9 % started well after the start of Semester 1. In addition the 'Teach the Teacher' project that ran during the year also revealed significantly raised levels of actual or perceived mental health / anxiety issues with the Year 11 / Level 1 cohort.

2018 Performance (Expected final data)	Level 1	Level 2	Level 3	University Entrance
Overall Pass Rate / %	65.4	64.2	57.1	35.2
Maori Pass Rate / %	45.0	45.5	16.7	16.7
Female Pass Rate / %	73.2	63.7	55.9	35.3
Male Pass Rate / %	47.6	55.6	55.6	35.2

Student Engagement

One of the key factors in ensuring effective learning is supporting students to attend school on a regular basis. The 2018 attendance rates for students show that overall Mountainview has an attendance rate of 82% approx. Despite an increase in student attendance across the board there remains a negative differential between our Maori students (77.9%) and the whole school cohort. This is a substantial improvement on previous years. There was no detectable difference between Boys and Girls.

In addition to frequent attendance the duration of a student's stay at school improves their chances of a suitable outcome. In 2018 105 students left before completing their year 13 studies – a continuation of an increasing trend. Whilst a number transitioned into full tertiary programmes as a result of our STP partnership with ARA we still have a notable number that leave school for seasonal employment, move out of the area, change schools or other unknown destinations.

School

In addition to the usual hierarchical structures associated within a school eg Board, Principal and Senior staff,

Organisation and Structures	<p>middle management etc, Mountainview has a number of advisory groups that provide advice and guidance on various aspects of the day to day operations. The key committees are:-</p> <p>Operations H&S - Wellbeing - Curriculum - Growth Team - PB4L / Restorative - Staff Development</p> <p>2018 saw Mountainview commence a contracted period of being the Managing school for the Aoraki Alternative education centre. This role will continue until the end of the 2020 academic year. Consequently we have seen the number of Alternative Education enrolments on the Mountainview school roll increase.</p> <p>2019 will see Mountainview playing a central role in the North Timaru Kāhui Ako. The school will provide the lead Principal in addition to 1 of the 3 across school roles.</p>
Review of Charter and Consultation	<p>The school Charter is prepared and reviewed annually by the Board of Trustees and School Staff. In addition the Board periodically consult the wider school community about the Charter direction contents and targets. 2019 will be a strategic planning year post Board elections.</p>



Strategic Direction

Strategic Goals		Core Strategies for Achieving Goals 2019 - 2022
<p>Student Learning – Teaching for Learning</p>	<p><i>To enhance a pedagogical culture of ‘success for all’ through encouraging innovative teaching practice, power sharing and quality relationships and the facilitation of relevant and personalised learning experiences</i></p>	<ul style="list-style-type: none"> • Further develop a programme of learning coaching that nurtures the metacognitive skills of the students promoting reflective and enabled thinkers. • Embed and extend the pilot project of ‘Teach the Teacher’ to be part of an increasing range of tools used for gaining student voice and promoting student agency. • Identify other key approaches for gathering student beliefs and experiences that can be used for informing teacher practice. • Recognise the unique place of Maori in New Zealand and embed culturally responsive practice into teacher pedagogy. • To build an in-depth and robust formative review framework of pedagogical practice that focuses on the development of proven key effective classroom strategies. • To utilise the appraisal system incorporating the adopted Kura Kopapa inquiry model provided by the Kāhui Ako for supporting staff with the development of teacher inquiry. • Identifying and developing key areas of pedagogical practice for professional development. • Identify key curriculum and learning pathway adaptations that further embed the developing responsive Mountainview Curriculum. • Support all staff in developing the concept that all teachers are teachers of Literacy. • Support the redevelopment of the Mathematics learning area and the provision of numeracy in the years 9&10 • Increase the participation of Mountainview staff in the North Timaru Kāhui Ako to ensure the development and sharing of best practice between and within schools. • Continue to develop the capacity of the Teaching staff in using PB4L and Restorative practices so elevating Mountainview to a Tier 2 school • Implement a staff development team that is embedded within the Kāhui

		Ako structures and focuses on developing collaborative pathways and networks.
Student Learning- Pathways for Learning	<i>To support all students to develop the skills and attributes of effective learning by developing strategies and programmes that are responsive to need and are supportive of all priority learners</i>	<ul style="list-style-type: none"> • To develop a culture where all students are valued as individuals and can achieve in a culturally appropriate and culturally responsive environment. • To continue to support and encourage the growth and development of Te Reo Maori as a part of the curriculum at all levels of the school. • Review and adapt the structure and programme offerings of the Senior School (with a particular emphasis on Year 11 / Level 1 of NCEA) so that the programmes of study remain relevant and contextualised to further tertiary study or employment. • Further develop a framework of tools that allow for the early identification and intervention support of students at risk of not achieving. • Identify students in years 9 & 10 who struggle with learning and / or behaviour in the large combined classes and develop appropriate support strategies to ensure learning remains effective. • Review and amend programme provision to ensure that students of all academic levels are provided with rich, valued and appropriate programmes of study. • Further develop and embed the Mountainview Learning model at all levels.
Student Learning – Assessment for Learning	<i>To develop a culture of scaffolded formative and summative assessment focusing on enhancing student readiness, agency, ownership and confidence to build successful learning outcomes that focus beyond basic achievement and aim for excellence and understanding</i>	<ul style="list-style-type: none"> • To continue to develop a common understanding of innovative learning approaches for students, staff and families to support enhanced learning outcomes. • To develop a coherent assessment approach in non NCEA year levels that has a common vocabulary, culture and drive to promote student success. • To investigate methods of assessing and reporting individual growth in addition to cohort reporting. • To rationalise assessment opportunities at NCEA levels so that they are part of a whole school coherent plan, the value of which is recognised by students and their whanau.

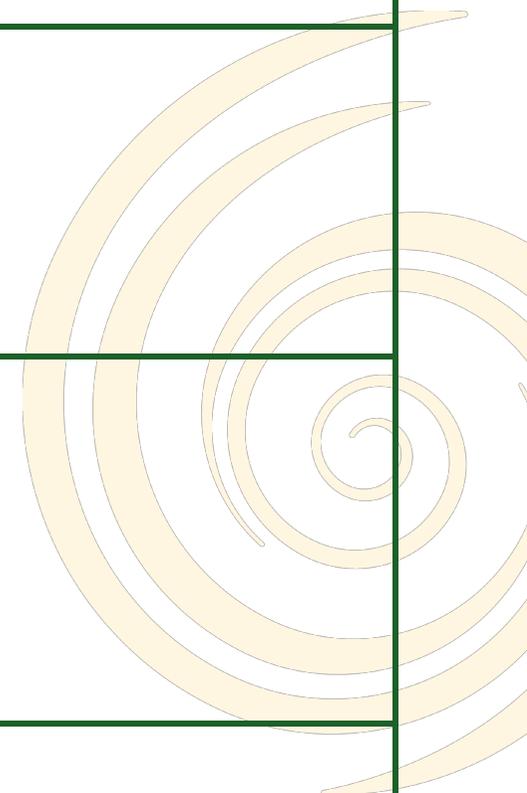
		<ul style="list-style-type: none"> • To explore and develop a wide range of individualised assessment opportunities and techniques. • Explore models of recognition of prior learning. • To continue to work actively to encourage student learners to progress beyond knowing to understanding and applying learning
Student Engagement - Wellbeing for Learning	<i>To develop an organisational culture that promotes the engagement of all students and allows them together with teachers, parents and whanau to operate in a highly inclusive, restorative and learning focused community.</i>	<ul style="list-style-type: none"> • To develop and embed a culture is focused on building effective learning relationships within the classroom • To continue to develop and embed a restorative practice culture focused on building individual and collective capacity to resolve relational issues building strong and focused learning relationships • Ensure student and whānau voice is utilised in informing teaching, programme and school wide developments. • Explore the range of opportunities for student, whanau and teacher conferencing that focuses on developing positive learning relationships that are focused on maintaining high aspirations that are individually based. • Identify and adopt key support strategies that holistically contribute to supporting individual students in meaningful learning. • To actively participate in the Kāhui Ako strand on school wellbeing. • Further develop programmes that overtly celebrate the successes of students and teachers alike. • Explore and respond to the issues highlighted in the 2018 ‘Teach the Teacher’ about student wellbeing • Participate fully in the Kāhui Ako programme provision for staff and student wellbeing. • Provide development for key members of the Pastoral network.
School Finance and Property – Environment for Learning	<i>To develop a rich and flexible environment that can be fully engaged with ensuring that innovative practices are fully supported in promoting deep and effective learning.</i>	<ul style="list-style-type: none"> • Investigate and develop a school Marae that promotes a culture of inclusiveness and that recognises the unique place of Maori culture in New Zealand • Develop a new 10 Year property plan that focuses on extending the further development of innovative and flexible learning spaces. • Ensure that all flexible learning spaces are equipped appropriately to

		<p>fully support innovative learning practices.</p> <ul style="list-style-type: none">• Connect the programmes of study to our learning spaces both within and beyond the classroom ensuring that our students and staff are connected to the wider environment.• Provide students with opportunity and space to take ownership of their learning environment.
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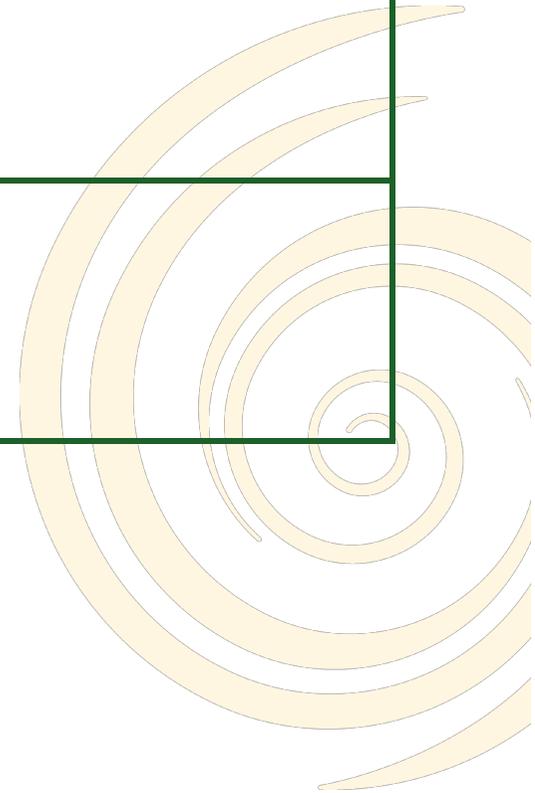


Annual School Improvement Plan 2019 – SUMMARY

Domain	Strategic Goal	2019 Targets	Short Report
Student Learning – Teaching for Learning	To develop increased pedagogical capacity through review and development that is effective at supporting the educational growth of all learners whilst celebrating the uniqueness of the individual.	All students who leave MVHS at the end of Y13 have NCEA L2 Achievement disparity between Maori and Whole Cohort is reduced to 10% at NCEA L1 and L2	
Student Learning – Teaching for Learning	To develop and implement a widespread and in depth approach for improving student numeracy skills.	90% of all students in Y9 and Y10 to be above the 25 th percentile for Decile 6 schools in easttle diagnostics. For all students to demonstrate improved numeracy skills.	
Student Learning – Teaching for Learning	To further develop the system of 'Student Voice' that provides rich and constructive feedback and feed forward information that can be used to further develop staff pedagogical practice.	Student surveys are developed with student input and used at all levels at least twice. A programme of in-depth student feedback is developed in which at least 10% of all students participate.	
Student Learning- Pathways for Learning	Incorporate appropriate elements of Te Reo and Tikanga into learning programmes and methods of assessment in Years 9-10 as part	For the majority of Maori students to make achievement gains in eastTtle greater than the	



	of the Culturally responsive pedagogy work of the Kāhui Ako	cohort average. For 50% of Maori Students to make positive added value gains in MidYIS.	
Student Engagement - Wellbeing for Learning	To develop and embed a positive relational culture using both PB4L and restorative practice that values all the participants in the learning process.	Student Attendance increases to 87%	
Student Engagement - Wellbeing for Learning	To participate in the Kāhui Ako Teacher only day focusing on wellbeing and to use the tools provided to support Student and staff mental wellbeing	All teachers participate in Teacher only Day.	
School Finance and Property – Environment for Learning	Redevelop the Whenua Whānau block to incorporate the ILE designs used elsewhere within the school campus to allow for flexible patterns of learning	Block redesigned and redeveloped by Term 3 2019	



Improvement Plan - Domain: Student Learning – Teaching for Learning**AP 01/19****Strategic Goals:**

1. To develop increased pedagogical capacity through review and development that is effective at supporting the educational growth of all learners whilst celebrating the uniqueness of the individual.
2. To develop and implement a widespread and in depth approach for improving student numeracy skills.

Annual Targets:

100% of students who leave in Year 13 have NCEA Level 2 or higher

The differential between Maori and whole cohort to be less than 10% at NCEA Level 1 and 2

90% of all students in Y9 and Y10 to be above the 25th percentile for Decile 6 schools in easttle diagnostics

For all students to demonstrate improved numeracy skills.

Baseline data: Expected finalised data 2018

	L1	L2	L3
Whole Cohort %	65.4	64.2	57.1
Maori %	45.0	45.5	16.7

AsTTle Data

	Year 9 2018 Cohort			Year 10 2018 Cohort		
	Overall	Surface	Deep	Overall	Surface	Deep
Mathematics	4B	4B	4P	4P	4P	4A
Reading	4P	4P	4A	4A	5B	5P

Key Improvement Strategies:			
When:	What: (examples)	Who	Indicators of Progress
Term 1	<p>Setting up the “Te Piki Nga Runga” CIP for all students at risk of disengaging from education. This will include students whose credit totals have shown significant variance between their projected and actual totals in 2018.</p> <p>Mathematics teachers will be provided with additional support to gain an understanding on how to use Easttle as a formative assessment tool.</p>	<p>Learning coaches</p> <p>DK</p>	<p>All learning coaches will have completed the initial sections of the form and there will be evidence of goal tracking.</p> <p>Easttle will be used on a regular basis in maths classes to inform “next steps”</p>
Term 2 ongoing	<p>Cultural pedagogy sessions run in correspondence with the Kāhui Ako to help staff create a more culturally inclusive environment for students.</p> <p>School-wide numeracy programme will be implemented across the entire junior school.</p>	<p>Kāhui Ako</p> <p>HOLA & DK</p>	<p>More culturally inclusive practices will be visible in the learning areas. An increase in attendance rates of Maori learners.</p> <p>School-wide numeracy techniques will be visible in every classroom where numeracy is an important skill. We would hope to see sub-level rise in Numeracy at this point.</p>
Term 3	<p>Additional study/catch up opportunities available for students who are not tracking as projected.</p> <p>“Te piki nga runga” students will have a goal review meeting at the beginning of Term 3.</p>	<p>MLT & SLT</p> <p>Learning coaches</p>	<p>Students working in the library during the available timeslots. Increase of projected credit totals for those at risk students.</p> <p>Increasing parental involvement in the students’ school experience. A significant decrease in pastoral incidents and an increase in</p>

			attendance rates of students.
Term 4	<p>Students still not tracking at or above their projected level will meet with their learning coach and an individual study plan will be created.</p> <p>The library will be set up as an individual study space for students working towards their certificate.</p>	<p>Learning coaches</p> <p>LF</p>	<p>The gap between Students' projected credit total and their actual total will narrow.</p> <p>Student numbers in that space should decrease as they gain the credits needed to achieve the qualification.</p>
Monitoring & Reporting: DP Learning Design			



Improvement Plan - Domain: Student Learning- Pathways for Learning AP 02/19

Strategic Goals:

1. Incorporate appropriate elements of Te Reo and Tikanga into learning programmes and methods of assessment in Years 9-10 as part of the Culturally responsive pedagogy work of the Kāhui Ako

Annual Targets:

For 50% of Maori students who complete year 9 and 10 to demonstrate that have made an 'added value' gain using Midyis.
 For the majority of Maori students to make achievement gains in eastTtle greater than the cohort average.

Baseline data: Participation data

Of the 18 Year 10 students of Maori descent that were on the school roll at the end of year 10, 9 completed both the start and final MidYIS assessments. Of this 9 only 2 made or exceeded the expected gain that is 22.2%

Key Improvement Strategies:

When:	What: (examples)	Who	Indicators of Progress
Term 1	The Kāhui Ako within school staff participate in the planned culturally responsive pedagogy workshop provided by the Kāhui Ako. The staff in Kāhui Ako roles together with the SCT	Kāhui Ako facilitator (Across School) and collaborators (within School) Staff	Kāhui Ako staff participate and engage in the workshop.

	<p>commence the work of the staff development team.</p> <p>All staff are reintroduced to culturally responsive pedagogy.</p>	<p>development team</p> <p>Staff development team</p>	<p>Staff development team in place</p> <p>Workshop provided at staff meeting to highlight cultural responsiveness and the benefits for MVHS students.</p>
Term 2	<p>Selected staff begin their teaching inquiry under the leadership of the within school practitioner associated with CRP.</p> <p>Readjust PB4L to better reflect the restorative approach.</p> <p>Implement a programme of regular Cultural responsiveness for all teaching staff.</p>	<p>Staff development team</p> <p>DP Wellbeing</p> <p>LC</p>	<p>A cluster of staff who are engaged in CRP are able to work with other staff.</p> <p>PB4L is rebranded.</p> <p>Staff are provided with regular advice and guidance.</p>
Term 3	<p>Increase the obvious use of Te Reo and Tikanga in the Mountainview Environment. This will be initiated through the use of CRP decals in the Whenua redevelopment.</p> <p>Further work with the Ngai Tahu Education advisor on engaging students and Whanau.</p> <p>Whanau Hui planned for early term 3 following the BOT elections.</p> <p>Ongoing use of the Te piki nga runga approach together with the development of a Whanau Education Action Plan (WEAP) to identify and support key students and Whanau.</p>	<p>LC & SV</p> <p>Principal</p> <p>Principal / BOT</p> <p>DP Learning design</p>	<p>Appropriate decals are identified and applied in Whenua.</p> <p>The education advisor visits regularly.</p> <p>Kura Whanau meets the new BOT and participates in consultation.</p> <p>WEAP is developed and used.</p>
Term 4	<p>Introduction of a Maori awards night.</p>	<p>HU</p>	<p>Awards night held.</p>

	Review and readjust resourcing to ensure the needs of the Kura Whanau are met.	Principal	Needs are reflected in the Charter and Budget.
Monitoring & Reporting: Principal			



Improvement Plan - Student Learning – Teaching for Learning AP 03/19

Strategic Goals:

To further develop the system of ‘Student Voice’ that provides rich and constructive feedback and feed forward information that can be used to further develop staff pedagogical practice.

Annual Targets:

Student surveys are developed with student input and used at all levels at least twice.

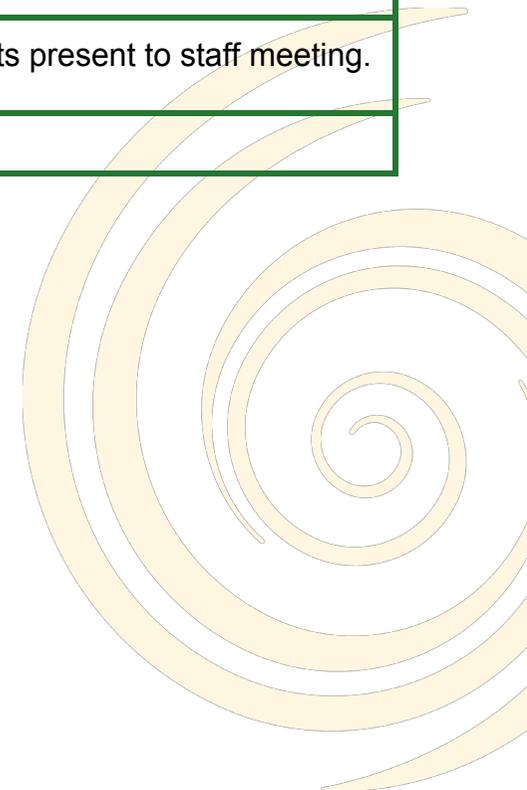
A programme of in-depth student feedback is developed in which at least 10% of all students participate.

Baseline data: A small number (5%) of students participated in the Pilot ‘Teach the Teacher’ in 2018

Key Improvement Strategies:

When:	What: (examples)	Who	Indicators of Progress
Term 1	Year level specific Student surveys for well being developed for all year levels and provided to students to complete. Students identified and asked to participate in the teach the teacher project.	DP Wellbeing Dn	Surveys are developed and applied. Teach the teacher and involves 45+ students
Term 2	Year level specific Student surveys for learning developed for all year levels and provided to students to complete for the end of semester 1. ‘Teach the Teacher’ students identify the areas of interest	DP Learning Dn	Surveys developed and applied. Students meet regularly with staff

	to look at by using survey data and interviewing other students.		guides
Term 3	<p>Teach the Teacher students carryout widespread surveying, interviews and data capture to highlight areas for improvement for staff including proposed changes to Year 11 / NCEA level 1.</p> <p>Other vehicles for school improvement using student voice are investigated by the Teach the Teacher students.</p>	<p>Dn</p> <p>Dn</p>	Student voice information is gathered.
Term 4	Teach the teacher students present their findings and suggestions to the staff.	Dn	Students present to staff meeting.
Monitoring: Principal			



Improvement Plan - Student Engagement - Wellbeing for Learning AP 04/19

Strategic Goals:

To develop and embed a positive relational culture using both PB4L and restorative practice that values all the participants in the learning process.

To participate in the Kāhui Ako Teacher only day focusing on wellbeing and to use the tools provided to support Student and staff mental wellbeing

Annual Targets:

Student Attendance increases to 87%

PB4L revamped and used widely

Full participation in Kāhui Ako day

Baseline data:

Student attendance currently sitting at 82% for 2018.

Key Improvement Strategies:

When:	What: (examples)	Who	Indicators of Progress
Term 1	<p>Rebuild the PB4L team and refocus on restorative practice and Culturally Responsive pedagogy.</p> <p>Liaise with the Kāhui Ako Leads and staff to ensure that all teachers are prepared for the Wellbeing TOD.</p>	<p>DP Wellbeing / LC</p> <p>Principal</p>	<p>Team restructured and meeting regularly.</p> <p>TOD held</p>

	Develop and apply a staff wellbeing survey at the end of term.	DP Wellbeing	Survey data gathered and analysed
Term 2	<p>Continue to build upon the 'strengths based' approach to wellbeing developed on the wellbeing teacher only day.</p> <p>Utilise the survey data to highlight areas to focus on for both staff and students.</p> <p>Work with the PB4L practitioner to engage all staff in developing their understanding of restorative practice.</p>	<p>DP Wellbeing / Staff development Team</p> <p>DP Wellbeing</p> <p>DP Wellbeing / LC</p>	<p>Material from the teacher only day is revisited regularly.</p> <p>Staff development work is focused and differentiated.</p> <p>Staff participate regularly in staff development.</p> <p>Student engagement increases through improved relational pedagogy. Attendance increases</p>
Term 3	Investigate and develop strategies to engage and support students at risk of not achieving because of behavioural or social issues.	DP Wellbeing	Fewer students leave school
Term 4	Liaise with the Y8 students and their families to ensure that they are engaged with the culture and values of MVHS prior to the start of the 2020 academic year	DP Wellbeing	Y8 students and families feel well prepared.

Monitoring: Deputy Principal – Well Being

Improvement Plan - School Finance and Property – Environment for Learning AP 05/19

Strategic Goals:

Redevelop the Whenua Whānau block to incorporate the ILE designs used elsewhere within the school campus to allow for flexible patterns of learning

Annual Targets:

Block redesigned and redeveloped by Term 3 2019

Baseline data:

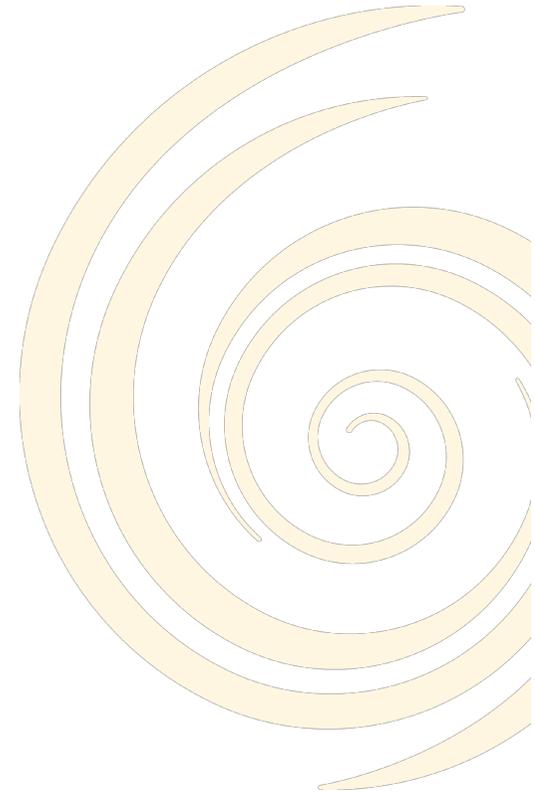
Hiwi and Moana already redeveloped.

Redevelopment of Whenua block included in 10YPP

Key Improvement Strategies:

When:	What: (examples)	Who	Indicators of Progress
Term 1	Prepare tender documentation and seek registrations of interest for the redevelopment project.	Prin / BC / Logic	Documentation is prepared and provided to the market.
Term 1	Run the tender process and identify the chosen provider.	Prin / BC / Logic	Identified builders participate in the tender process.
Term 1	Apply for appropriate planning consents	Logic	Consents for the new design are gained.
Term 2	Decommission whenua. Empty the Whenua block of all	Prin / BC /	Block is emptied and handed

	resources and furniture. Redesign the timetable to ensure all classes can fit onto the reduced site.	Teachers	over to the developers in a timely manner.
Term 2	Redevelop the block	Logic	Block is developed within the planned timeframe.
Term 3	Recommision the Whenua block and make available for teaching.	Prin / BC / Teachers	Block is back on stream as a learning environment.
Monitoring: Principal			



Other 2019 Key Improvement Strategies to Achieve Strategic Vision			
Property	Short Report	Finance	Short Report
Replace the school Boiler with an effective heating solution.		Adopt and enact the recommendations from the 2018 Audit report re financial control processes	
Personnel	Short Report	Community engagement	Short Report
Implement a staff development team that is embedded in the development work of the Kāhui Ako		<p>To continue to actively engage the local Maori community as a function of developing cultural renaissance and support and celebrate the growth of cultural understanding, awareness and learning success in regard of Treaty of Waitangi principles.</p> <p>To consult the community with respect to the Strategic plan (post Trustee election) and Uniform pre election.</p>	

