



STRATEGIC ANNUAL PLAN 2024

School Framework



School Vision

A future focussed vision that looks at what could be:

- Our vision is to create a learning culture that empowers our students, so that they can thrive within and beyond our whanau environment.

Mission

A Mission statement that focusses on what is present at the moment:

- **High Quality teaching** and Learning Programmes that drive **engagement** and success for every Ākongā at Kura.
- **Enhanced student Wellbeing** through a deliberately crafted **Pastoral Education** programme.
- **Powerful partnerships** with local community groups and organisations to develop **cultural belonging and growth**.
- **High quality coaching** and development opportunities, that improve **physical health**, across a wide range of **sports**.

School Values

Our school values are collectively known as “Te Awa”. Te Awa (the river) represents the braided rivers that flow from Tiritiri o te Moana (Southern Alps). Each braid of Te Awa represents a value. These values are separate, but ultimately they are also woven together.

- Whānauangatanga – We value everyone in our community as a member of our whānau.
- Rangatiratanga – We value the individual and collective voice equally.
- Kaitiakitanga – We are the guardians of our environment.
- Manaakitanga – We treat others as they want to be treated.
- Pukengatanga – We are skilled, intelligent, and strive for excellence in everything we do.

Principles

Our Principles are the theories of action that outline what we believe.

We believe that high quality teaching and learning practices are the biggest driver of student achievement in the classroom, and that these practices are most effective when a whānau culture that values opportunity and progress is prevalent. We also believe that we can contribute to the future success of our students by building strong connections with local and national groups and organisations. These connections then create engaging cultural experiences as well as potential future pathways into further study and employment.

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 Te Awa. Mountainview graduates will be 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 Dimension

Mountainview continues to develop procedures and practices that recognise New Zealand’s cultural diversity. Paramount to this is the unique position of Māori and Māori culture. In recognising the unique position of Māori, learning opportunities for all are made available that embrace both Tikanga and Te Reo Māori. Alongside these opportunities, we have multiple te reo, tikanga and ta ao Māori courses in our learning programmes and beyond. Māori performing arts is also available throughout our entire curriculum including NCEA approved standards. In addition, significant work continues to be undertaken to develop the connection the school has with its Māori community. We have a purpose built wharenuī which has been designed to create a home for mana whenua in the heart of our kura. The involvement of mana whenua in all aspects of our operations is something that we continue to aim for. Through our Tūhononga pou of our Strategic plan we aim to develop meaningful partnerships with Arowhenua and Te Aitarakihī so that our tamariki thrive.

- Build partnerships with local community groups so our students benefit from their expertise.
 - build Kaiako confidence to incorporate Mana ōrite mō te mātauranga māori in their classroom.
 - Celebrate our bicultural heritage by improving the quantity and quality cultural taonga around the kura.
- KPI**
1. 80% NCEA Achievement rate for Māori and Pasifika Students.
 2. All Kaiako have at least 1 Mātauranga context in their junior units.
 3. 95% fidelity on Cultural Walkthrough Document.



- Kahui Ako within school collaborators will continue to raise awareness of the RBL coaching framework by upskilling middle leaders to become coaches.
 - All Kaiako will become familiar with using SOLO Taxonomy for Assessment and Feedback in the Junior School.
 - Implement the new NCEA Level 1 Achievement Standards
- KPI**
1. 80% HOLAs accredited coaches.
 2. 0.4 – 1.0 progress on MidYis9
 3. 75% - 80% Achievement Rate

- Implement the pastoral care curriculum to be delivered by all Kaiako during Ako time.
 - Refresh the Te Awa student celebration and acknowledgments.
 - Introduce and implement a programme for student leadership and development at kura.
- KPI**
1. MyMahi lessons regularly used by 90% Ākonga.
 2. Every child get at least 1 value certificate at Bronze.
 3. All student leaders complete the development programme.

- All Ākonga and Kaiako contribute to the sports and cultural side of the school by participating in an extra-curricular activity.
 - We will support student leaders to demonstrate leadership by organising coaching sessions with local primary schools.
 - We will partner with local clubs to enhance sporting opportunities for our Ākonga.
- KPI**
1. 30% increase in students sporting involvement.
 2. 25% more sporting opportunities added.

Strategic Plan 2024-2026



Implementation Overview Framework

This framework outlines the priority tasks to be completed in 2024. The framework is structured in three categories:

- 1. Review:** These tasks have been identified as needing to be reviewed. The review may be cyclical or an identified area of concern.
- 2. Implement:** These tasks have been reviewed in the last 12 months and are due to be implemented in 2024.
- 3. Monitor:** These tasks are either recently implemented or potentially in need of a review in the next 12 months.

	Teaching and Learning	Pastoral care and Wellbeing	Operational	Strategy	Property
Review	Local Curriculum Design and Mātauranga Māori	School Wide Restorative Practices.	Growth Leadership Programme	BOT Reporting Document. Student Graduate Profile.	ICT Server Heating ICT classroom resources OED Gym Space
Implement	SOLO Learning Plans NCEA Level 1	Ako Curriculum Leadership Development strategies Te Awa Rewards System	School Bridge App 2FA for ICT	Logic Model and implementation plans Cell Phone ban	School Accessibility Water pipes replacement Science Labs
Monitor	RBL Coaching Framework ANZH Lit/Num CAAs	Staff Growth Coaching	Monthly progress tracking		Sports Turf EOL Boiler Agricultural programme
Professional Development	Kahui Ako: • RBL Coaching Internal PD: • SOLO External: • Kalinia Rahui (Leadership Lab)	External: • Restorative Schools	Internal: • 2FA • School Bridge	Internal: • Dept strategy docs	External: • Smartboard PLD

| Empowering to Thrive

Everything we do at Mountainview High School is in the pursuit of empowering our Ākonga to Thrive at school and in life. We have identified 4 strategic objectives that, when accomplished, will empower our young people. These 4 strategic objectives firmly place the learner at the centre of the journey, and ensure that they are in a position to take control of their learning while here at Mountainview.

Our 4 objectives each represent a strategic pou that is needed to provide each student with a holistic educational experience. These pou, although each distinct in its own right, are grouped together into two categories:

Teaching and Tracking

The pou in this categories largely relate to instructional objectives. Essentially, they are objectives which require teaching and learning to take place and be tracked. Student progress in these domains will be assessed regularly and reported on to parents and caregivers on a through a range of medium.

- AKO: To improve the quality of Teaching Practices by increasing the consistency of Teaching and Learning across the school.
- ORA: To develop a pastoral curriculum that promotes our Ākonga to make positive choices in regards to their mental health and wellbeing.

Building and taking action

The pou in this category relate to supporting students to build participation, contribution, and a competitive spirit before taking action, individually or in genuine partnership, to make a difference to themselves, their team, or a local community group. Fundamentally, the pou in this category promote student involvement to create a healthy culture of connection and competition.

- TŪHONOGA: To build a culture of inclusion across the school that celebrates the cultural identities, knowledge, and backgrounds of our Ākonga.
- WHAKATAETAE: To raise the profile of sports at MVHS by increasing the quality of our coaching and development programmes.



Empowering
students to thrive in
our Whānau culture



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