



Mountainview High School Annual Plan 2026

VISION

Empowering students to thrive in our
whānau environment



STRATEGIC PRIORITIES

INSPIRE • NURTURE • CONNECT



At a glance



This annual plan sets out Mountainview High School’s key strategic initiatives for 2026. Each initiative is presented using a logic model (inputs → activities → outputs → outcomes → measures → assumptions), followed by practical annual actions and monitoring indicators.

Create a culture of High Expectations with Care

Build a learning culture where students feel supported and challenged, with consistent routines, restorative practice, and strong attendance expectations.

Key success measures:

- Pastoral incidents reduced by 30% by year end.
- 80% of students achieve 90%+ attendance each term.
- ISP-referred students show ~50% attendance improvement over a term.

Develop a framework to improve school-wide Literacy and Numeracy

Ensure consistent assessment, targeted support, and evidence-based classroom practice so all students build strong foundations in literacy and numeracy.

Key success measures:

- 100% of Year 9–10 students have at least one literacy/numeracy data point each term
- 85%+ of students receiving additional support show accelerated progress after two terms.
- Tier 1 literacy and numeracy progress exceeds national averages.

New Curriculum Implementation

Implement Te Mātaiaho-aligned curriculum and reporting across the school through shared language, consistent planning, targeted PLD, and clear assessment and reporting systems.

Key success measures:

- All Year 9–10 students complete SMART assessment in April; data informs June reporting.
- 80–90% of subject reports consistently use refreshed Te Mātaiaho-aligned vocabulary
- Whānau feedback indicates reporting communication is clear; fewer follow-up queries after communications.

Create a culture of North East Teaching by establishing a Professional Practice Team

Build collective efficacy through a shared practice model, coaching, and a digital playbook that makes ‘what great looks like’ visible, consistent and learnable.

Key success measures:

- Playbook analytics show 100% of staff regularly interacting.
- 90%+ staff report high confidence in core practices.
- Feedback loop participation above 90%.



Annual implementation timeline

The timeline below summarises when major actions are expected to occur across Terms 1–4. Detailed logic models follow in the next section.

Initiative	Term 1 (Feb–Apr)	Term 2 (Apr–Jul)	Term 3 (Jul–Sep)	Term 4 (Oct–Dec)
Create a culture of High Expectations with Care	<ul style="list-style-type: none"> Restorative PLD launch. Attendance tiering/ISP systems operational Reset Room processes introduced. 	<ul style="list-style-type: none"> Attendance celebrations (90%+) + values rewards. Monitor incident and attendance trends; adjust supports. 	<ul style="list-style-type: none"> Targeted refreshers; consistency checks. Continue celebrations and early intervention. 	<ul style="list-style-type: none"> Evaluate incident and attendance impact; plan next-year refinements.
Develop a framework to improve school-wide Literacy and Numeracy	<ul style="list-style-type: none"> SMART/SmartLab set-up and training. Baseline data collection (Y9–10). Design tiered interventions. 	<ul style="list-style-type: none"> Implement tiered supports (Term 2 cycle). Structured literacy/numeracy PLD (whole staff). 	<ul style="list-style-type: none"> Review progress and adjust interventions. Embed common techniques; coaching and support. 	<ul style="list-style-type: none"> Evaluate growth against measures; plan next-year resourcing and refinements.
New Curriculum Implementation	<ul style="list-style-type: none"> Assessment calendars created (junior/senior). Department voice + glossary. SMART testing in April. 	<ul style="list-style-type: none"> Report refresh delivered for June. Planning policy delivered. Whānau communication + Q&A. 	<ul style="list-style-type: none"> Timetable consultation (for future build). Early adoption continues (Science/Social Sciences). 	<ul style="list-style-type: none"> End-of-year sharing across learning areas. Consolidate resources and readiness for 2027 rollout.
Create a culture of North East Teaching by establishing a Professional Practice Team	<ul style="list-style-type: none"> Professional Practice Team established. Define ‘core practices’ and coaching capability. Playbook project begins. 	<ul style="list-style-type: none"> Playbook published (beta) and promoted. Feedback loop launched (voice surveys/groups). Coaching cycles begin. 	<ul style="list-style-type: none"> Playbook refinements; practice reviews. Coaching continues; targeted supports based on feedback. 	<ul style="list-style-type: none"> Evaluate coaching + playbook impact; update for next year; embed as business-as-usual.



Detailed initiatives and logic models

The following pages provide a visual logic model snapshot for each strategic initiative, followed by the full logic model table (activities, inputs, outputs, outcomes, measures, assumptions).

Create a culture of High Expectations with Care



Build a learning culture where students feel supported and challenged, with consistent routines, restorative practice, and strong attendance expectations

Full logic model (detailed)

Activities	Inputs	Outputs	Outcomes	Measures	Assumptions
Full staff professional development on Restorative Practices in the classroom.	Professional learning time; potential external facilitator (cost dependent on MoE funding).	All staff are confident using restorative practices at all levels of intervention.	Reduced risk of recurring behaviours in classrooms and across the school.	Reduction in pastoral incidents; teacher confidence measures/surveys.	Restorative practices prompt students to reflect on actions; over time reflection supports behaviour change.
STAR attendance plan operational in school (tiered intervention and tracking).	In-School Practice (ISP) for attendance (~\$50,000; mostly MoE-funded); systems for tracking and follow-up.	Tiered intervention system in place to monitor attendance and trigger support early.	Earlier intervention reduces chronic absenteeism and lifts overall attendance.	MoE KPI: ~50% improvement over a term for students referred to ISP; school-wide attendance trends.	If absence trends are identified early and support is coordinated, attendance improves for individuals and across the school.
Acknowledgements for strong attendance at whole-school level.	~\$1,000 for badges/certificates; assembly time and communications.	Assemblies celebrate 90%+ attendance each term.	Students and whānau receive consistent messaging that attendance matters for learning.	80% of students attend regularly each term (90%+).	Attendance improves when positives are celebrated as well as concerns addressed.
Implement a structure for using the Reset Room as a mechanism to	~\$500 promotional material; staffing cost ~1.2 FTE; shared processes	All staff understand the purpose of Reset Room and use the system	Classroom disruption is addressed quickly; combined with	Reduction in pastoral incidents by 30% by end of year.	Reset Room provides space for student and teacher so learning



Activities	Inputs	Outputs	Outcomes	Measures	Assumptions
change behaviour.	and training.	correctly.	common routines reduces pastoral incidents.		continues for others while behaviour is reset and restored.
Highlight school values through increased acknowledgement and celebration.	~\$4,000 rewards per year; shared routines and acknowledgement tools.	Desired behaviours are acknowledged at least 7 times per class (consistent practice).	Clear expectations and stronger classroom culture through frequent reinforcement of desired behaviours.	Positive acknowledgement frequency; staff confidence surveys; incident/engagement data.	Promoting positive behaviour supports it to move into long-term memory and develop automaticity.

Investment (resources and funding)

- Restorative Practices PLD (cost dependent on MoE funding).
- Attendance ISP (~\$50,000; mostly MoE-funded).
- Attendance badges/certificates (~\$1,000).
- Reset Room promo materials (~\$500) + staffing (~1.2 FTE).
- Rewards for values/positive behaviour (~\$4,000).



Develop a framework to improve school-wide Literacy and Numeracy



Ensure consistent assessment, targeted support, and evidence-based classroom practice so all students build strong foundations in literacy and numeracy.

Full logic model (detailed)

Activities	Inputs	Outputs	Outcomes	Measures	Assumptions
Implement a common assessment tool for tracking student progress in Literacy and Numeracy.	Professional development time for SMART tools; ~\$3,000 for SmartLab formative assessment tool.	Accurate progress data available; teachers can make consistent judgement statements for reporting; early identification of students needing support.	Parents/whānau receive clearer information about progress; interventions can be triggered earlier and more confidently.	100% of Year 9 and 10 students have at least one data point entered each term.	Reliable data enables better judgement and more targeted support to accelerate learning.
Develop a tiered intervention system for students struggling with Literacy and Numeracy.	Professional development as needed; Literacy Coordinator and Numeracy Coordination Team roles with time and remuneration.	A 3-tier system is in place for identifying needs and implementing appropriate support responses.	Support is equitable and proportionate; students receive the right intensity of help without overloading teachers or systems.	At least 85% of students receiving additional support show accelerated progress after two terms of intervention.	A structured tiered approach improves outcomes while keeping support sustainable and fair.
Use structured Literacy techniques across the school to improve whole-school literacy.	Structured Literacy PLD for literacy leads; whole-staff PLD and follow-up coaching.	All teachers use commonly agreed, evidence-based literacy techniques in their classrooms.	High-fidelity implementation increases effective exposure to literacy learning and accelerates progress for Tier 1 students.	Tier 1 students show accelerated progress against national averages; staff consistency checks and student data trends.	Common evidence-based tools, used consistently, will lift literacy outcomes school-wide.
Use school-wide structured numeracy resources in Year 9 and 10 to improve junior Numeracy.	Structured Numeracy PLD for numeracy leads; whole-staff PLD and agreed resources.	All teachers use commonly agreed numeracy techniques in Year 9-10 programmes.	High-fidelity implementation increases effective exposure to numeracy learning and	Tier 1 students show accelerated progress against national averages; staff consistency checks and Year	Common evidence-based tools, used consistently, will lift numeracy outcomes school-wide.



Activities	Inputs	Outputs	Outcomes	Measures	Assumptions
			accelerates progress for Tier 1 students.	9-10 numeracy data trends.	

Investment (resources and funding)

- SmartLab formative assessment tool (~\$3,000).
- Professional learning time for SMART tools and assessment use.
- Literacy Coordinator & Numeracy Coordination Team resourcing (time + remuneration).
- Structured Literacy PLD (leads + whole staff).
- Structured Numeracy PLD (leads + whole staff).



New Curriculum Implementation



Implement Te Mātaiaho-aligned curriculum and reporting across the school through shared language, consistent planning, targeted PLD, and clear assessment and reporting systems.

Full logic model (detailed)

Activities	Inputs	Outputs	Outcomes	Measures	Assumptions
Assessment calendar created (Seniors).	Calendar resource (KAMAR calendar; student access via KiWi / Outlook integration to be confirmed).	A complete calendar listing departmental assessment times and modes.	Staff can see student workflow and respond to workload; students gain overview of assessment timelines; moderation deadlines are supported.	Students talk confidently about timelines; whānau leaders can track progress; moderation deadlines are met; staff report calendar is used in planning.	Shared visibility of assessment workload enables responsive teaching and better student time management.
Assessment calendar created (Junior).	Calendar resource (KAMAR calendar).	A complete calendar listing departmental assessment times and modes.	Teachers can be responsive to junior workload; students develop time-mapping skills and experience appropriate assessment modes for NCEA preparation.	Students use diaries/calendars effectively; staff report improved coordination of assessment timing and modes.	Shared visibility of assessment workload supports responsive teaching and balanced junior assessment experience.
Gather feedback on departments' strengths, beliefs and needs in relation to the new curriculum.	Time to gather staff voice through a variety of modes (written, notes of verbal, surveys, etc.).	A range of staff voice is collected and evidenced.	Targeted support is provided; implementation strengthens what already works within learning areas.	Evidence of multiple voice modes; staff feedback indicates voice influenced implementation plan.	Valuing staff voice and culture improves buy-in and success of change.
Staff handbook vocabulary glossary.	Time to write and integrate a glossary section into the handbook.	A completed handbook section with relevant curriculum vocabulary.	Staff confidently use and understand common language.	HOLAs check understanding through meetings, planning documents, and reporting; consistent	Shared language improves coherence and consistency across teaching, planning, and reporting.



Activities	Inputs	Outputs	Outcomes	Measures	Assumptions
				vocabulary appears in school documentation.	
English & Mathematics PLD on progression, using SMART tool and OTJs.	PLD resource; time in the school calendar to implement SMART.	A core group of staff can run SMART tool assessment; all Year 9 and 10 students complete SMART testing in April.	Teachers can use data and progression language to make consistent judgements for June reporting.	SMART tool data used in reporting; teachers demonstrate accuracy and confidence using progression language and OTJs.	If teachers understand progressions and have reliable assessment data, reporting judgements become more consistent and useful.
Subject report refresh.	Time for DP Curriculum and IT Manager to trial and design report templates; communication time with staff.	New report template and guidance published; June reports use the refreshed format and progression wording.	Staff understand expectations; whānau receive clearer, curriculum-aligned information about progress.	80-90% of subject reports consistently use refreshed Te Mātaiaho-aligned vocabulary; teacher confidence increases; whānau feedback shows improved understanding.	Transparent consultation and clear templates support consistent, high-quality reporting.
Policy document for planning at Mountainview.	Time for DP Curriculum to gather voice, draft, and deliver the planning policy in professional learning.	Planning policy sits alongside staff handbook and is delivered through PD.	Shared understanding of planning expectations; improved continuity across learning areas.	HOLAs can check staff planning against policy and guide consistency; departmental plans are transparent and align to policy.	Clear planning expectations improve coherence, quality, and alignment of curriculum delivery.
Alignment of English and Mathematics to progress markers.	PLD and time to unpack progress markers and reporting with these departments.	English and Mathematics confidently use progress markers in parent communication and reporting.	Reports use consistent language; teachers and students can identify progress and next steps more clearly.	Evidence of progress marker language in reports; department moderation indicates consistency; identification of at-risk students improves.	Progress markers provide a shared reference point for consistent judgements and next-step teaching.
Targeted PLD: Science of Learning & SOLO.	PLD resourcing and time; survey tools.	Targeted PLD is delivered to meet staff needs; progress surveys occur across the year.	Science of Learning and SOLO are visible in planning and classroom practice.	Staff surveys show growth; classroom walk-throughs and planning checks show SOLO/Science of	Targeted, responsive PLD improves practice when monitored and supported over time.



Activities	Inputs	Outputs	Outcomes	Measures	Assumptions
				Learning integration.	
HOLAs mapping to their lead SLT identifying gaps and alignment.	Time for HOLAs and supporting DPs to meet; curriculum documents for each learning area.	Highlighted curriculum copies showing alignment to current planning and gaps; clear outline of what needs development.	Departments understand what to retain, adapt, and develop; clearer pathway for change management.	Each department has a documented gap analysis; HOLAs communicate a shared plan with staff.	A clear picture of 'what aligns' and 'what's missing' reduces uncertainty and strengthens implementation.
PLD for SMART tool for stakeholders & testing of all Year 9 and 10s in April.	PLD for HOLA English, HOLA Mathematics, and Deputy Principal Teaching & Learning.	PLD delivered; SMART tool assessment delivered by trained staff to all Year 9 and 10 students in April.	SMART data is available on reports; teachers can interpret, compare, and speak to results.	All Year 9–10 students tested; data quality checks completed; reporting includes SMART data where appropriate.	With trained staff and clear processes, assessment is implemented consistently and data is reliable.
Communicate curriculum and reporting changes to whānau.	Time for DP Curriculum to create communication and Q&A opportunities.	Letter/update to whānau and opportunities for questions about new curriculum language and June reporting.	Whānau understand reporting language and how learning aligns with curriculum change; stronger engagement with learning conversations.	Whānau report communication is clear and timely; engagement with updates increases; fewer clarification queries following communication.	Clear, timely communication supports whānau confidence and partnership during curriculum change.
Timetable consultation.	Time for feedback from HOLAs and departments; facilitation time for DP Curriculum.	Staff consulted on timetable requirements to deliver curriculum needs; staff voice documented.	Staff understand how and why timetable decisions are made; equitable curriculum coverage is supported.	Consultation evidence; post-consultation feedback indicates understanding of decisions; timetable meets documented requirements where possible.	Meaningful consultation improves timetable quality and trust in decision-making.
Early adoption – Social Sciences & Science.	Department time and resourcing across 2026 to trial early adoption of new curriculum.	Teachers trial aligned units and approaches; HOLAs lead change through choice and evidence.	Teaching aligns sooner to Te Mātaiaho; high-quality practice embeds earlier; pressure reduces ahead of full implementation.	Staff confidence and consistency in curriculum use; student engagement and achievement trends; readiness of aligned resources and	Early adoption provides time to embed practice, learn, and adjust before full roll-out.



Activities	Inputs	Outputs	Outcomes	Measures	Assumptions
				assessment.	
End-of-year sharing: English & Mathematics (and other early adopters) feedback to other learning areas.	Time for sharing sessions and documentation of learnings.	Staff share strategies, resources, and insights from early adoption and implementation work.	Wider staff are informed and better prepared for 2027 adoption; shared leadership and collective capability.	Staff feedback shows increased readiness; shared resources and notes are accessible; adoption plans reference shared learnings.	Transparent sharing of experience accelerates school-wide learning and reduces duplication.
MVHS planning document journey (sustained implementation).	Ongoing staff professional learning; updated teaching and assessment resources; curriculum-aligned exemplars; collaborative planning time; communication tools.	Staff understand and use the planning policy and consistent planning values across learning areas; planning documents are consistent within departments.	Teachers are confident and consistent delivering the new curriculum; students experience clearer pathways; change is implemented smoothly and sustainably.	Teacher confidence is high; collaborative planning is embedded; student engagement and learning improve; curriculum changes are integrated and sustained across subjects.	If teachers have time, resources and PLD—and whānau are engaged—then teaching becomes more consistent, learning pathways clearer, and implementation sustainable and impactful.

Investment (resources and funding)

- PLD and implementation time for SMART tool + progression/OTJ work.
- DP Curriculum + IT design time for report refresh and templates.
- Planning policy development and delivery time.
- Targeted PLD: Science of Learning & SOLO.
- Department curriculum mapping time (HOLAs + SLT).
- Communication resources and events for whānau.
- Early adopter resourcing (Science + Social Sciences).



Create a culture of North East Teaching by establishing a Professional Practice Team



Build collective efficacy through a shared practice model, coaching, and a digital playbook that makes ‘what great looks like’ visible, consistent and learnable.

Full logic model (detailed)

Activities	Inputs	Outputs	Outcomes	Measures	Assumptions
Establish a Professional Practice Team (PPT) to build collective efficacy.	Staff non-contact time; nominal budget for meetings/food; ~ \$2,500 PLD with Dr Kevin Knight.	PPT roles are filled; team meets regularly; staff are trained to coach teachers around best practice.	Common understanding of best practice; mechanism exists to lift practice school-wide.	PPT established with all duties filled; shared description of best practice developed and used.	A consistent team with a shared model enables higher fidelity of high-yield teaching practices.
Create an MVHS Playbook (kete of classroom practices) for teachers.	Playbook project PLD (~\$3,000); PPT release days; time to develop a Google Site for the playbook.	Playbook is digitised and accessible; staff regularly use written and visual ‘core plays’; classroom visual prompts are present.	Shared resources support teacher growth; increased fidelity of practice through consistent classroom tools.	Practice reviews show fidelity across classrooms; analytics show 100% of staff regularly interacting with playbook; staff confidence surveys show 90%+ high confidence.	A shared practice model with written and visual examples builds efficacy and confidence for consistent classroom practice.
Create a feedback loop to collect student and teacher voice.	Development time; staff and student time for surveys and focus groups.	Regular confidence surveys and focus groups run; feedback informs PPT actions and responsiveness.	PPT actions align to culture and student needs; decisions are informed by direct impact evidence.	Feedback loop operational; participation above 90%; adjustments to playbook and support plan are evidenced.	Ongoing feedback is essential to ensure practices developed align with school culture and student need.
Develop a coaching and support growth cycle to drive teacher professional growth cycles (PGC).	Relief throughout the year for coaching conversations; coach training (educational coaching).	All staff engage with a coach; semi-regular coaching sessions occur; all coaches trained; each staff member completes a full	Teachers have safe support to work through goals and strengthen best practice; improved teaching	All staff complete a coaching cycle; staff satisfaction survey shows 85%+ satisfaction.	Coaching is evidence-based for improving teaching; engaging every teacher with an effective coach increases



Activities	Inputs	Outputs	Outcomes	Measures	Assumptions
		coaching cycle.	performance across the school.		likelihood of improved performance.

Investment (resources and funding)

- PPT meeting resourcing (nominal) + staff non-contact time.
- PLD with Dr Kevin Knight (~\$2,500).
- Playbook project PLD (~\$3,000) + release days + Google Site development time.
- Survey/focus group tools and time.
- Relief and training for coaching programme.



Monitoring and reporting cycle

To ensure implementation stays on track, progress should be reviewed and reported regularly using the measures outlined in each initiative.

- Termly: review attendance, engagement, pastoral incident trends, and literacy/numeracy data; identify students needing tiered support.
- Mid-year (June): confirm curriculum reporting refresh is implemented; gather staff and whānau feedback; adjust supports and PLD.
- Ongoing: PPT gathers teacher and student voice, reviews playbook analytics, and monitors coaching cycle participation and satisfaction.
- End-of-year: evaluate impact against headline measures; identify what to embed, scale, or redesign for the following year.

Whole-school investment summary (indicative)

The table below consolidates the main resourcing items referenced in the logic models. Costs marked 'indicative' may be refined during budgeting.

Strategic initiative	Key investments	Notes
Create a culture of High Expectations with Care	<ul style="list-style-type: none"> • Restorative Practices PLD (cost dependent on MoE funding). • Attendance ISP (~\$50,000; mostly MoE-funded). • Attendance badges/certificates (~\$1,000). • Reset Room promo materials (~\$500) + staffing (~1.2 FTE). • Rewards for values/positive behaviour (~\$4,000). 	Costs and resourcing to be confirmed through annual budgeting and staffing allocations.
Develop a framework to improve school-wide Literacy and Numeracy	<ul style="list-style-type: none"> • SmartLab formative assessment tool (~\$3,000). • Professional learning time for SMART tools and assessment use. • Literacy & Numeracy Coordinator resourcing (time + remuneration). • Structured Literacy PLD (leads + whole staff). • Structured Numeracy PLD (leads + whole staff). 	Costs and resourcing to be confirmed through annual budgeting and staffing allocations.
New Curriculum Implementation	<ul style="list-style-type: none"> • PLD and implementation time for SMART tool + progression/OTJ work. • DP Curriculum + IT design time for report refresh and templates. • Planning policy development and delivery time. • Targeted PLD: Science of Learning & SOLO. • Department curriculum mapping time (HOLAs + SLT). 	Costs and resourcing to be confirmed through annual budgeting and staffing allocations.



Strategic initiative	Key investments	Notes
	<ul style="list-style-type: none">• Communication resources and events for whānau.• Early adopter resourcing (Science + Social Sciences).	
Create a culture of North East Teaching by establishing a Professional Practice Team	<ul style="list-style-type: none">• PPT meeting resourcing (nominal) + staff non-contact time.• PLD with Dr Kevin Knight (~\$2,500).• Playbook project PLD (~\$3,000) + release days + Google Site development time.• Survey/focus group tools and time• Relief and training for coaching programme.	Costs and resourcing to be confirmed through annual budgeting and staffing allocations.