

Mountainview High School

Next review: Term 4 2026

Curriculum and Student Achievement Policy

We strive to provide a curriculum that is future focused, innovative, inclusive, and responsive to the needs of our students.

The paramount objective of the board of Mountainview High School is to ensure that every student at the school is able to attain their highest possible standard in educational achievement (Education and Training Act 2020, s 127). To meet the paramount objective, the board complies with relevant supporting objectives and other regulations and guidelines about the curriculum and student achievement.

We recognise the importance of regular attendance in helping students achieve their educational potential, and follow our attendance policy and plan as required to improve attendance levels. See [Student Attendance](#).

National curriculum statements

The board gives effect to its obligations in relation to any [national curriculum statements](#) (Education and Training Act, s 127 (f)).

The board, through the principal and staff:

- ensures national curriculum statements are reflected in our teaching and learning
- ensures that students develop knowledge, understanding, and skills in each area of The New Zealand Curriculum or Te Marautanga o Aotearoa.

We use the principles of the New Zealand Curriculum as a foundation for our curriculum decision-making, including inclusion, cultural diversity, and the bicultural foundations of Aotearoa New Zealand.

Teaching and learning programmes

The board gives effect to its obligations in relation to teaching and learning programmes, including giving students access to a nationally and internationally recognised qualifications system (Education and Training Act, s 127 (f), s 164).

Teaching and learning is guided by our strategic goals and based on The New Zealand Curriculum or Te Marautanga o Aotearoa. We regularly review our curriculum plan and programmes.

To help us ensure that every student at the school is able to attain their highest possible standard in educational achievement, we ensure that our teaching and learning programmes are inclusive of, and cater for, students with differing needs. We also seek to achieve equitable outcomes for Māori students and take all reasonable steps to provide for students to be taught and to learn in te reo Māori when requested by their parents or caregivers.

We use learning resources that support student progress and achievement, are up to date and accurate, and are relevant to the curriculum. We ensure that resources are [age-appropriate](#) and accessible to their intended audience. Teachers encourage open and respectful discussion within the classroom and ensure the classroom is a safe and inclusive environment.

Home learning

At Mountainview High School, we provide home learning as an extension of our teaching and learning programme. Teachers set home learning that is appropriate to each year level. We communicate expectations to students and follow up with parents and caregivers as required.

Support and guidance

As required by the Education and Training Act (s 103), we ensure that students receive good guidance and counselling, and provide students with appropriate career education and guidance. We inform parents about matters that are preventing or slowing the progress of their child at school, or harming their relationships with teachers or other students (Education and Training Act, s 103).

We involve the student, their parents/caregivers, and others as needed, to best support student learning and achievement. If needed, we work collaboratively to create individual education plans to support students to attain their highest possible standard in educational achievement. See [Learning Support](#).

Parents are welcome to contact the school to discuss teaching and learning programmes and student progress, and any additional support that may be needed. The school may contact parents if a student is identified as needing additional support or not achieving. See [Communicating with Parents and Whānau](#).

Monitoring and reporting on student progress and achievement

The board gives effect to its obligations in relation to monitoring and reporting on student progress (Education and Training Act, s 127 (f), s 165).

- The principal and staff monitor and evaluate the performance of students and our teaching programmes through [good quality](#) assessment or aromatawai information – see [Assessing Student Learning](#).
- We share information about student progress and achievement with students and their parents/guardians/caregivers – see [Reporting about Student Progress and Achievement](#).
- We report to the Ministry of Education and the school community on the performance of all students in our annual report – see [School Planning and Reporting](#).

We celebrate student progress and achievement with students, their whānau, and our wider school community through school awards and events. See [Public Sharing of Personal Information](#).

The principal assures the board that:

- every student is able to attain their highest possible standard in educational achievement
- the school gives effect to board obligations in relation to any national curriculum statements and teaching and learning programmes
- the principal and staff have developed and implemented teaching and learning programmes that give effect to any national curriculum statements and give students access to a nationally and internationally recognised qualifications system.

See [Review Schedule and Board Assurances](#).

Release history: [Term 3 2026](#), [Term 2 2026](#), [Term 4 2025](#), [Term 3 2024](#), [Term 2 2024](#), [Term 3 2019](#)

Requirements

- Education and Training Act 2020
- Education (School Boards) Regulations 2020

Related Policies

- [Health Curriculum](#)
- [Career Guidance and Learning Pathways](#)
- [Māori Educational Achievement](#)
- [Learning Support](#)
- [Student Attendance](#)
- [Assessing Student Learning](#)
- [Reporting about Student Progress and Achievement](#)

IN THIS SECTION

- Assessing Student Learning
- Academic Authenticity
- Reporting about Student Progress and Achievement
- Distance Learning
- Learning Support
- Māori Educational Achievement
- Religious Instruction Not Offered
- Career Guidance and Learning Pathways
- Health Curriculum

Last review	Term 4 2025
Topic type	Core