STRATEGIC
PLAN 2025 - 2028

Empower to Thrive in our Whānau Culture

| Goals	Initiatives	Success statement
1 **Inspire Excellence** by providing world class teaching and learning opportunities across all areas of the school.	1. Develop skilled impact coaches to facilitate informed teacher reflection using the Teaching to the Northeast Framework. 2. Strengthen our Teaching and Learning programmes using SOLO Taxonomy to inform student progress. 3. Develop a framework for improvement in both Literacy and Numeracy.	Students regularly exceed their potential across academic, sporting, cultural and performing arts while at Mountainview High School.
2 **Nurture Relationships** by promoting positive interactions between staff, students, and their whānau while at school.	1. Build relational trust within the school community by creating clear communication channels (Int and Ext). 2. Embed PB4L practices within school by working towards Tier 2 implementation. 3. Develop knowledge of Tikanga in the classroom by upskilling our staff around Tangata Tiriti.	Students have a strong sense of tūrangawaewae and feel safe, supported, and included while at kura.
3 **Connect Futures** by supporting our community to forge links with Learning groups, potential employers, and tertiary providers.	1. Create a Leadership Growth pathway for staff to be able to progress from PCT to SLT. 2. Develop a culturally responsive Graduate Profile that includes the SLAM Framework. 3. Build student pathways by engaging community and tertiary partners in our careers and gateway programmes.	Students and staff will have a clear sense of direction and purpose when they leave Mountainview High School.

Our Values

WHANAUNGATANGA | **KAITIAKITANGA** | **RANGATIRATANGA** | **PŪKENGATANGA** | **MANAAKITANGA**

SPRINGBOARDTRUST
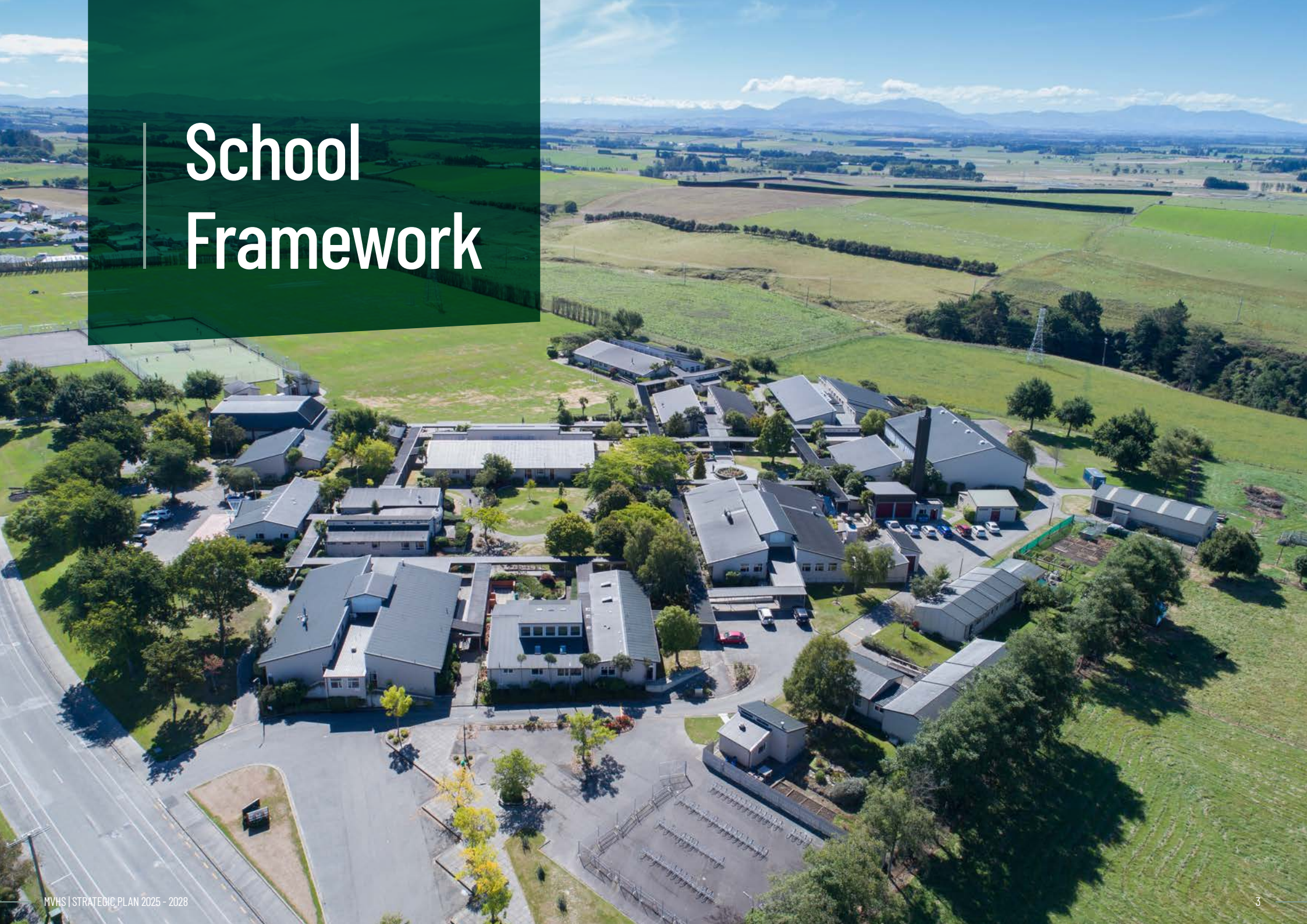
School
Framework

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 Ākonga 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.

- Whānaungatanga – 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 organizations. 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 wharenui 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 Aitarakihi so that our tamariki thrive.

Mountainview High School Measurement Record

Goal 1: Inspire Excellence
by providing world class teaching and learning opportunities across all areas of the school

Initiatives	Key outcome measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success Statement
Develop skilled impact coaches to improve teaching practice	Staff and Students voice collection – Māori students. NCEA Level 2 data. Confidence level of our accredited impact coaches using the tool to observe practice.	Focus Group collection point Term 1, Week 3 2025. 2024 NCEA L2 Data. Coaches survey to establish baseline confidence in the tool.	Focus Group collection point Term 3, Week 8 2025. NCEA L2 Progress T3. Coach Survey after 1 complete round of observations.	Focus Group collection point shows 4 -1 + comments. NCEA L2 data is on par with Decile/Equity. Coaches survey shows 90%+ confidence level.	**Students regularly exceed their potential across academic, sporting, cultural and performing arts while at Mountainview high School.**
Strengthen our teaching and learning programmes.	Staff readiness check to understand the level of implementation confidence. MidYis – progress tracking across years 9 and 10. Feedback and assessment audit of each department.	Survey Week 1 Term 1 2025 to check whole staff understanding of the tool. Midyis Year 9 baseline test Week 4 Term 1. Initial feedback on progress in End of Year LA report.	Survey Week 1 Term 3, 2025 to update on staff confidence on SOLO. MidYis9 value added in Term 4 of 2025 Term 2 2025 department audit of schemes, units, and assessments.	Readiness survey indicates 90%+ confidence in understanding SOLO. MidYis9 EOY10 shows accelerated progress for 75% of students. Fidelity audit of SOLO shows high level fidelity.	
Develop a framework for improvement in both Literacy and Numeracy.	CAAs results eAsttle results UE Literacy MidYis9	CAAs trend results from 2023, 2024, and beginning 2025. eAsttle 9 and 10 during Term 1, 2025. UE Literacy trend data in Year 12 and 13. MidYis9 in Years 9 and 10	CAAs data Term 3 2026. Termly eAsttle will show improvements term on term to end of 2026. UE Literacy end of 2026. MidYis9 to show value added.	CAA data show 90% achievement by end of Year 11. eAsttle will show growth in line with national data. UE Literacy will be in line with decile/equity index. MidYis9 will show that students are making accelerated progress in Literacy and Numeracy.	

Mountainview High School Measurement Record

Goal 2: Nurture Relationships					
by promoting positive interactions between staff, students, and their whānau while at school					
Initiatives	**Key outcome measures**	**Baseline Measures**	**Midpoint Measures**	**Endpoint Measures**	**Success Statement**
Build relational trust within the school community	Staff communication survey and focus group data. Parent survey in Term1 and Term 3.	Term 1 parent survey (2025). Term 1 Staff focus group meeting (2025).	Staff survey in Term 2 (2025). Parent focus group on School Bridge platform Term 2 (2025).	Parent survey shows >80% positive parent approval. Staff survey shows 95% staff communication is clear and timely.	
Embed Relationships 4 Learning practices within school	PB4L big 5 data. PB4L Fidelity Assessment. Attendance Data. Student Voice Survey.	PB4L – Big 5 2024 Trend data (Term 1). 2024 Attendance data. Student Voice Pulse data Term 1.	PB4L – Big 5 Trend Data 2025 (Term 4). 2025 Termly attendance data. Termly Student Voice Pulse data (T2, 3, 4).	Big 5 Trend shows <15% year levels recording Tier 2 behaviours. Every Day Matters Data shows <20% under 80%. Student Voice Pulse shows 80% of students enjoy coming to school.	**Students have a strong sense of tūrangawaewae and feel safe, supported, and included while at school.**
Develop knowledge of Tikanga in the classroom	RBL Student voice data collection. Annual School Cultural Audit. Māori Achievement Data.	RBL student voice focus group to identify trends in student voice. Audit doc from 2024. 2025 Maori Achievement (NCEA, CAAs).	Term 4 2026 RBL voice collection data. 2026 Maori Achievement data (NCEA, CAAs, Jnr Achievement).	RBL voice collection data records a 4-1 positive to negative comment. Maori achievement is on par with European. Cultural Audit = nothing to do.	

Mountainview High School Measurement Record

Goal 3: Connect Futures
by supporting our community to forge links with learning groups, potential employers, and tertiary providers

Initiatives	Key outcome measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success Statement
Create a Leadership Growth Pathway for staff	Staff exit interview. Staff PLD attendance. Future staffing - Staff intention survey.	2024 Staff intention survey. 2024 exit interview data.	2025 Staff intention survey. 2025 exit interview data. Staff attendance in Leadership PLD.	Staff intention survey 80% are either involved in or have completed the leadership pathway programme. Exit interview data shows 85% staff leaving are leaving for promotion.	**Students will have a clear sense of direction and purpose when they leave Mountainview High School.**
Develop a culturally responsive Graduate Profile	NCEA data. Leavers data.	2025 NCEA data including CAA data. Historic student leavers data from 2021 - 2025.	2026 NCEA Data including CAA data. 2026 Leavers data.	NCEA – 80% Level 2 CAA – 94% Achieve. Leavers data – 90%> students leave with a meaningful career pathway.	
Build student pathways	Gateway placement data. STP data. Student leaver data. School attendance data.	2026 data from the following metrics: · Gateway placements · STP numbers · Attendance for at risk students 2026 Student leaver data	2027 Student voice survey for students engaged with: · Gateway · STP Term 3 2027 At risk student data: · Total students · Attendance	Maintain our STP and Gateway numbers. STP and Gateway student attendance over 90%. Less then 6% at risk attendance. 85% school leavers moving to future pathway.	

Mountainview High School Road Map

Goal	Initiative	2025				2026				2027	2028
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1 - 4	Term 1 - 4
Inspire Excellence by providing world class teaching and learning opportunities across all areas of the school	Develop skilled impact coaches to improve teaching practice	Wk 3 – Voice collection NCEA L2 Data 2024 WK1 – Staff Survey		Wk 1 – NCEA L2 Data Wk 8 – Voice Collection	Coaching confidence survey	2025 NCEA L2 Data Wk 8 – Voice Collection					
	Strengthen our teaching and learning programmes	Wk 1 – Staff readiness survey MidYis9 Data	Wk 9 - Audit	Wk 1 – Staff survey	Midyis9 Progress Data	Wk 1 – Staff survey		Wk 3 – Staff Survey	Midyis9 Growth Data		
	Develop a framework for improvement in both Literacy and Numeracy.	Base line collection of CAA trend data from pervious years, eAsttle, UE Literacy, and MidYis9 testing.		eAsttle 9 and 10 CAA tests	eAsttle 9 and 10 MidYis9	Midyis 9 (Year 9) UE Lit eAsttle 9 and 10	eAsttle 9 and 10 CAAs	eAsttle year 9 and 10	eAsttle 9 and 10 MidYis9 UE Lit		
Nurture Relationships by promoting positive interactions between staff, students, and their whānau while at school	Build relational trust within the school community	Baseline Parent survey Wk 4 – Focus group staff		Staff survey Parent focus Group							
	Embed Relationships 4 Learning practices within school	2024 - Big 5 and Attendance data Term 1 Student pulse	Term 2 student pulse data	Term 3 student pulse data Big 5 data	Term 4 student pulse data Attendance	Term 1 student pulse data Big 5 Data	Term 2 student pulse data	Term 3 student pulse data Big 5 Data	Term 4 student pulse data Attendance		
	Develop knowledge of Tikanga in the classroom					2025 CAA, NCEA data Wk 8 – Voice collection			Wk 8 – Voice collection	2026 NCEA, CAA data	
Connect Futures by supporting our community to forge links with learning groups, potential employers, and tertiary providers	Create a Leadership Growth Pathway for staff	2024 staff intention data			Exit data	2025 Staff intention data			Exit data		
	Develop a culturally responsive Graduate Profile					NCEA Achievement data Leavers data			Leavers data	NCEA Achievement Data	NCEA Achievement Data
	Build student pathways										
Business as usual		NCEA and Curriculum Refresh Growth Coaching									

Mountainview High School Annual Plan RBL

Initiative: Develop skilled impact coaches to improve teaching practice							
Outcome: All HOLAs accredited Impact Coaches and Impact coaching is used as a primary tool of the Professional Growth Cycle.		**Measures:** Staff and Students voice collection – Māori students. NCEA Level 2 data Confidence level of our accredited impact coaches using the tool to observe practice.					
Key Actions	**Accountable**	**Responsible**	**Resources**	**Term 1**	**Term 2**	**Term 3**	**Term 4**
On-board the HoLA's as impact coaches	GB	In school team	PLD time Full TOD	Big Projects	Big Projects		
Create a MVHS training manual to support the development and upskilling of new coaches as needed	GB	SLT and In school team	Time (Relief)	Big Projects			
Develop Staff voice Document (to assess fidelity)	In school team	In school team	Nil	Low Hanging Fruit			Low Hanging Fruit
Develop Student voice Document (to monitor impact of RBL)	In school team	In school team	Nil	Low Hanging Fruit			
Regular PLD Staff Sessions to ensure staff are on the waka	Ops DP	SLT	$500 Kai	Quick wins	Quick wins	Quick wins	
Full cycle of 1 on 1 Impact Coaching.	GB/DK	HOLAs	Nil		Quick wins	Quick wins	Quick wins
Moderation Sessions to assess fidelity and accuracy.	GB	In school team	$500 Kai	Quick wins			

Legend: Quick wins · Low Hanging Fruit · Big Projects · Time Sinks

Mountainview High School Annual Plan PB4L

Initiative: Embed Relationships for Learning Practices within school							
Outcome: Students are engaged in their learning and attending regularly so that teachers are spending more time on Teaching and Learning.			**Measures:** PB4L big 5 data / Attendance Data / PB4L Fidelity Assessment / Student Voice Survey				
Key Actions	Accountable	Responsible	Resources	Term 1	Term 2	Term 3	Term 4
Review major and minor behaviours	SE	SLT	Visuals $800	🟩			
Audit school for school visuals (Values and Expected Behaviours)	SLT	SLT	Nil	🟩			
Review of school wide systems and procedures, behaviour and PB4L	SE	Whānau Leads	Time	🟦	🟦	🟦	
PLD to ensure staff understand the school-wide systems and procedures.	Ops DP	SE	$600	🟦	🟦	🟦	
Establish PB4L Tier 1 and Tier 2 teams (Including Teaching Practice Team).	SE/DK	SE	Nil	🟩			
Refresh school capacity around restorative practices.	SE	SE, DK, Whānau leads	Ext PLD	🟪	🟪	🟪	🟪
Provide PLD around the function of behaviour analysis.	SE	SE, DK, Whānau leads	Ext PLD			🟦	🟦
Embedding effective Tier 2 strategies and interventions to support students displaying tier 2 behaviours.	SE	SE, DK, Whānau leads	Nil			🟦	🟦
Review attendance systems	DK SE	SE, DK, Whānau leads	Nil	🟩			
Develop a stepped framework to provide early intervention of irregular and chronic truancy.	DK SE	Whānau leads	Time		🟪	🟪	🟪

Legend: Quick wins (blue) · Low Hanging Fruit (green) · Big Projects (pink) · Time Sinks (orange)

Mountainview High School Annual Plan Building Relational Trust

Initiative: Build Relational Trust within the School Community

Outcome:
Staff, students, and parents will report high levels of confidence in being informed of school decisions, events, and student related information.

Measures:
Staff and parent survey and focus groups by week 4 of each term.

Key Actions	Accountable	Responsible	Resources	Term 1	Term 2	Term 3	Term 4
Parental confidence survey and focus group created to track progress across the year.	DK	DP – Ops, WL, DK	Time – ½ day	🟩			
Staff confidence survey and focus group created to track progress across the year.	DK	DP – Ops, WL, DK	Time – ½ day	🟩			
Parent survey sent out by week 4 of terms 1 and 3.	DP – Ops	DP ops, Admin office		🟩		🟩	
Staff survey sent out by week 4 of terms 2 and 4.	DP – Ops	DP ops, Admin office			🟩		🟩
Parent focus groups set up by week 4 of terms 2 and 4.	DP – Ops	DP ops, Admin office	Kai for group		🟩		🟩
Staff focus group set up by week 4 of terms 1 and 3.	DP - Ops	DP ops, Admin office	Kai for group	🟩		🟩	
Fortnightly newsletter home to parents set up and operational	DK	DK, DPs, Admin	Hail programme	🟦			
Absence information streamlined on School Bridge	Admin	DP Pastoral, WL, Admin HK				🟪	🟪
Develop a system to track student wellbeing and engagement in learning	DP Pastoral	Whānau Leads	Software costs		🟪	🟪	
Initiate Teach the Teacher Programme	DP Pastoral		Kai for Meeting		🟪	🟪	
Develop a staff/student evaluation survey for providing feedback	Principal	DP Curric, HOLAs		🟦			
Framework for Communication home created.	Principal	DP Ops Office		🟦			
Plan for regular Media story in local paper	Principal	PA		🟧	🟧	🟧	🟧

Legend: 🟦 Quick wins 🟩 Low Hanging Fruit 🟪 Big Projects 🟧 Time Sinks

Mountainview High School Annual Plan Leadership Growth Structure

Initiative: Develop Leadership Growth Pathway							
Outcome: Our staff will be continuously upskilling to take on more demanding roles and responsibilities.			**Measures:** Staff exit interview Staff PLD attendance Future staffing - Staff intention survey				
Key Actions	Accountable	Responsible	Resources	Term 1	Term 2	Term 3	Term 4
Complete a SCOT and PESTLE for our current leadership pathways	DK	SLT	SCOT, PESTLE	■ (blue)			
Look into external programmes to support leadership pathways	DK	DK	NA	■ (green)			
Develop a Graduate Profile for our staff at varying levels of leadership.	DK	SLT	Release time	■ (pink)	■ (pink)		
Review the leadership pathways already in place.	DK	DK	NA	■ (green)			
Look at other schools to see if any existing models could be useful.	DK	DK	Release time Travel $500		■ (blue)		
Develop a leadership coaching framework to support staff leadership development.	DK	DK	PLD to train SLT		■ (green)		
Build a series of PLD sessions based on Leadership lessons PLD	DK	SLT	Resources $500	■ (pink)	■ (pink)	■ (pink)	■ (pink)
Develop staff celebration event to recognise staff progression.	Ops DP	SLT	Kai and certificates $500			■ (pink)	■ (pink)

Legend: Quick wins (blue) | Low Hanging Fruit (green) | Big Projects (pink) | Time Sinks (orange)

Mountainview High School Annual Plan Literacy and Numeracy

Initiative: Develop a framework for improvement in both Literacy and Numeracy							
Outcome: Students will be at the appropriate level to pass the CAAs by the end of Year 11		**Measures:** CAAs results eAsttle results UE Literacy MidYis9					
Key Actions	Accountable	Responsible	Resources	Term 1	Term 2	Term 3	Term 4
Develop a Literacy and Numeracy Data Tracking document to identify trend data in student achievement.	WL	GB, SE	Release Time	🟦			
Develop a school wide Action plan with EA to support the development of Literacy and Numeracy in the school.	LO	GB, LF, DT	25 Release Days	🟪	🟪	🟪	🟪
Develop an intensive acceleration programme for students who are at significant risk.	LO	LO, SD		🟪	🟪		
Review each learning area's Lit/Num documents to identify where strengths and weaknesses currently exist.	GB	GB, LF, DT, LO		🟩			
Build a kete of deliberate acts of teaching that can be used to teach Lit/Num in each Learning Area.	LO	GB, LF, DT, LO	Kai for Meeting	🟦	🟦	🟦	
Plan assessments to track student progress and identify at risk students.	LO	GB, LF, DT, DK		🟩			

Quick wins	Low Hanging Fruit	Big Projects	Time Sinks

Mountainview High School Annual Plan SOLO

Initiative: Strengthen our teaching and learning programmes							
Outcome: Students will be confident in their academic ability with the knowledge that they understand their next learning steps.				**Measures:** Staff readiness check to understand the level of implementation confidence. MidYis – progress tracking across years 9 and 10. Feedback and assessment audit of each department.			
Key Actions	Accountable	Responsible	Resources	Term 1	Term 2	Term 3	Term 4
Review SOLO practices across the school to identify areas of strength and areas for improvement.	GB	HOLAs					
Develop a staff readiness survey to check for individual levels of readiness within the staff.	DK	SLT	Staff TOD				
Schedule and deliver regular PLD to learning areas with at least 1 expert led session per term.	Ops DP	SLT	$500 Kai				
Build a Kete of SOLO resources that are generalised in nature and can be used by a range of learning areas.	GB, DK	HOLAs	Time 2 full release days per term				
Create a student committee to support with student understanding of SOLO	GB, SE	SLT	Kai $500				
Build a Teaching for Learning (T4L) pyramid to support teachers address learning needs in the classroom.	SLT	SLT	SLT Release $1000 PWB?				
Map SOLO Taxonomy to the new Level 1 Achievement Standards so that teachers can use SOLO in Years 11-13	GB	HOLAs	PLD Costs				

Quick wins · Low Hanging Fruit · Big Projects · Time Sinks

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