


# Mosston School Strategic Plan



2024-2025 Includes Implementation Plan

# Mosston School Charter

<p style="text-align: center;"><b>Goals</b></p> <ol style="list-style-type: none"> <li>1. Students will have the foundation skills of learning</li> <li>2. Students are prepared to become enthusiastic future learners</li> <li>3. Students are provided with enquiring teachers</li> <li>4. Students are part of quality learning environments</li> <li>5. Effective school leadership systems are in place</li> </ol>		<p style="text-align: center;"><b>Vision</b></p> <p>To nurture positive relationships and create lifelong learners Poipoia te wairua o te tamaiti kia puta aia ki te ao mārama</p> <p style="text-align: center;"><b>Mission</b></p> <p>To Engage Learners through Quality Education Takaia te tamaiti ki ngā hua o te ako</p> <p style="text-align: center;"><b>Values</b></p> <table border="0"> <tr> <td>Confident</td> <td><b>Manaakitanga</b></td> </tr> <tr> <td>Active</td> <td><b>Aroha</b></td> </tr> <tr> <td>Respectful</td> <td><b>Whanaungatanga</b></td> </tr> <tr> <td>Enthusiastic</td> <td><b>Tū Pono</b></td> </tr> <tr> <td>Successful</td> <td><b>Kaitiakitanga</b></td> </tr> </table>	Confident	<b>Manaakitanga</b>	Active	<b>Aroha</b>	Respectful	<b>Whanaungatanga</b>	Enthusiastic	<b>Tū Pono</b>	Successful	<b>Kaitiakitanga</b>
Confident	<b>Manaakitanga</b>											
Active	<b>Aroha</b>											
Respectful	<b>Whanaungatanga</b>											
Enthusiastic	<b>Tū Pono</b>											
Successful	<b>Kaitiakitanga</b>											

<p><b>Compliance</b> Mosston School is obligated and committed to:</p> <ol style="list-style-type: none"> <li>1. Fulfilling all the requirements set out in the National Education Learning priorities</li> <li>2. Administering the School according to the National Administration Guidelines</li> <li>3. Delivering the curriculum to all students in a balanced programme as outlined in the National Curriculum Statements</li> </ol>	<p><b>School Motto</b></p> <p>‘Dare to be wise’</p> <p><b>Ne i kuae whāia kia mārama</b></p>	<p style="text-align: center;"><b>Success For All</b></p> <p>Mosston School is inclusive of all students and cultures and appreciates the diversity of all learners. High expectations are held for all our students. The progress and achievement of all students in their learning is encouraged and celebrated.</p>
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Mosston School’s curriculum statements and policy will recognise the unique position of māori, the dual heritage of New Zealand and its cultural diversity. It will provide students with experiences and understandings in cultural traditions, language and local and national histories including personal experiences where practicable. The Board will continue to consult with the māori community on charter and school development.

This 2024-2025 Charter has been approved by the Mosston School Board.  
This 2025 Annual Plan and been reviewed and endorsed by the Mosston School Board

Signed: **Ryan Carter** Presiding Member      Signed: Michelle Watson Principal      Date: 18.2.25

# ANNUAL AGENDA AND SELF REVIEW 2025

	Strategic Goal Review	Curriculum / Policy / Self Review	Other	Teachers
18 February 4:30pm	Charter/ Strategic Plan 2024 – 2025 review, complete and sign off 2025 Implementation plan	Budget Self Review timetable	Board Roles and Responsibilities Election of Presiding Member Code of Conduct Declaration of Interest Delegations Register	
Community 17 March @ 3:15 pm Finance and Property: 20 March @ 7:30 am				
25 March 4:30pm	2024 Literacy Report 2024 Numeracy report Student Achievement target update	Enrolment scheme Health and safety Sch Doc Health, Safety, and Welfare Policy (board) Safety Management System (board) Risk Management (board) Worker Engagement, Participation, and Representation Healthcare (board) Recording and Reporting Accidents, Injuries, and Illness	Hautu Goals Review	Out and about
Finance: 8 May @ 7:30am				
13 May 4:30pm	Goal 1: All Mosston ākonga/students will progress and achieve to their highest educational potential through high-quality teaching that meets individual learning needs.	Gifted and Talented SENCo PIVOT		Junior Hub
Community 9 June 3:15 pm and Finance and Property 10 June @ 7:30am				
17 June 4:30pm	Goal 2: Akonga will develop positive relationships, confidence and resilience in a safe inclusive school community. Student Achievement target update	Mid year budget review Health and safety Sch Doc: Planning and Preparing for Emergencies, Disasters, and Crises (board) Communication During an Emergency, Disaster, or Crisis (board) School Closure (board) Emergency Management Disaster Management Crisis Management	Mid Year consultation questions Hautu Goals Review	Out and About
Finance: 24 July @ 7:30am				
5th Aug 4:30pm	2025 Mid Year Achievement data	Emergency Handbook	Mid Year consultation responses	Kiwi Hub
Community 25 August 3:15 pm and Finance and Property 28 August @ 7:30am				
2 September	Goal 1: All Mosston ākonga/students will progress and achieve to their highest educational potential through high-quality teaching that meets individual learning needs. Student Achievement target update	Health and Safety Sch Doc: Child Protection (board) Abuse Recognition and Reporting (board) Food and Nutrition Safety Checking (board) Police Vetting Missing Student Procedure	Hautu Goals Review	Out and about
Finance: 16 October @ 7:30am				
21st October 4:30pm	Goal 2: Akonga will develop positive relationships, confidence and resilience in a safe inclusive school community.	Budget review and planning 2025	Whanau / Community Consultation 10 Year property plan and cyclical maintenance review INCL ASBESTOS PLAN	Tui Hub
Community 24 Nov 3:15 pm Finance and Property 27th Nov @ 7:30am				
2nd December 4:30pm	2025 Student Achievement	Health and safety Sch Doc: Bullying and Harassment (board) Behaviour Management (board) Searches, Surrender, and Retention of Property Minimising Physical Restraint (board) Stand-down, Suspension, and Exclusion Staff Wellbeing and Safety	School Docs Assurance Hautu Goals Review	Out and About

# ANNUAL AGENDA AND SELF REVIEW 2024

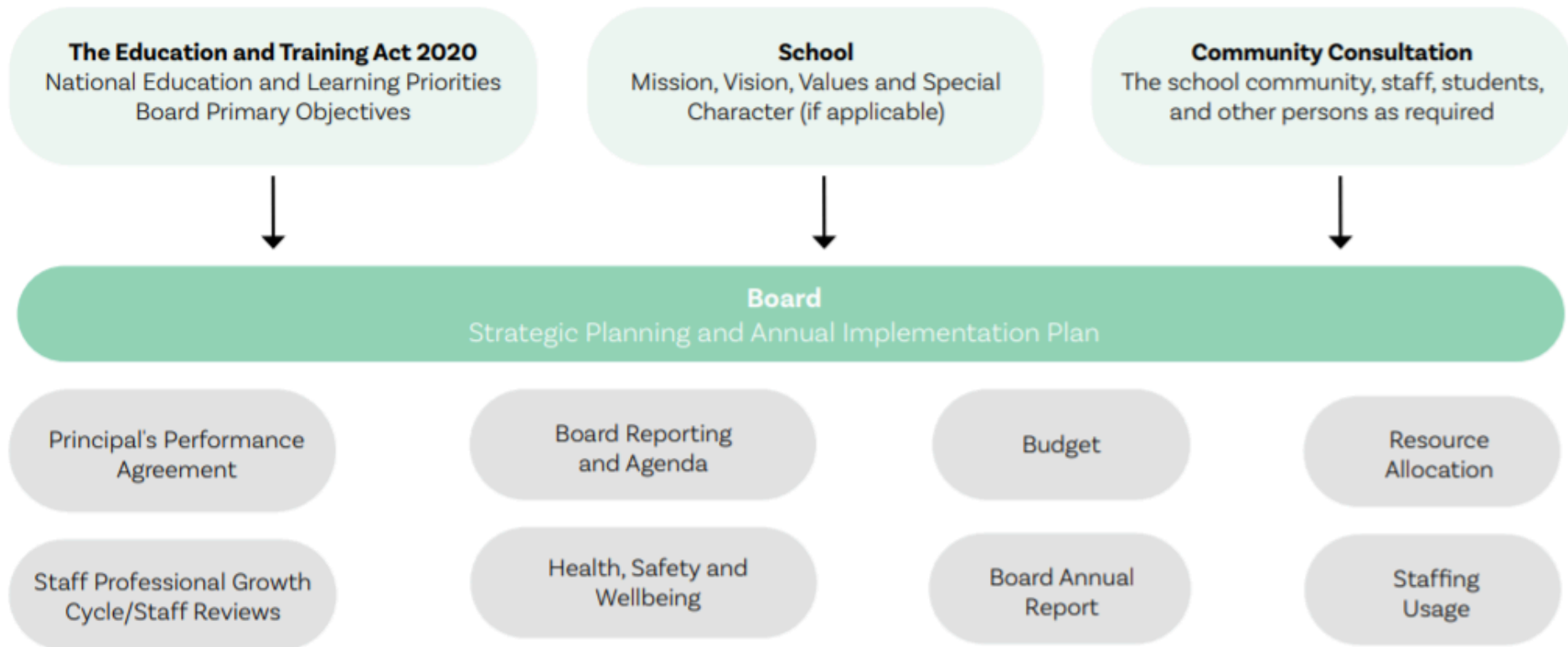
	Strategic Goal Review	Curriculum / Policy / Self Review	Other	Teachers
13 February 4:30pm	Charter/ Strategic Plan 2024 – 2025 review, complete and sign off	Budget Self Review timetable	Board Roles and Responsibilities Election of Presiding Member Code of Conduct Declaration of Interest Delegations Register	
Community 4 March @ 4 pm Finance and Property: 14 March @ 7 30 am				
19 March 4:30pm	2023 Literacy Report 2023 Numeracy report Student Achievement target update	Enrolment scheme Health and safety Sch Doc Te Tiriti o Waitangi Board Responsibility Parent Involvement Communicating with Parents Community Conduct Expectations Documentation / self review School Planning and Reporting Reporting to Parents on Student Progress and Achievement		Out and about
Finance: 9 May @ 7 30am				
14 May 4:30pm	Goal 1: All Mosston ākonga/students will progress and achieve to their highest educational potential through high-quality teaching that meets individual learning needs.	Gifted and Talented SENCo PIVOT		Junior Hub
Community 10 June 4 pm and Finance and Property 4 June @ 7 30am				
11 June 4:30pm	Goal 2: Akonga will develop positive relationships, confidence and resilience in a safe inclusive school community. Student Achievement target update	Mid year budget review Health and safety Sch Doc: Employer Responsibility, Appointment procedure, Equal Employment Opportunities, Teacher Relief cover, Safety Checking, Police vetting, Classroom Release time	Mid Year consultation questions	Out and About
Finance: 1 August @ 7 30am				
6 Aug 4:30pm	2024 Mid Year Achievement data	Emergency Handbook	Mid Year consultation responses	Kiwi Hub
Community 2 Sept 4 pm and Finance and Property 5 Sept @ 7 30am				
10 Sept	Goal 1: All Mosston ākonga/students will progress and achieve to their highest educational potential through high-quality teaching that meets individual learning needs. Student Achievement target update	Health and Safety Sch Doc: Concerns and complaints, Media, Performance management, Professional development, Protected disclosure, Staff conduct, staff leave		Out and about
Finance: 24 October @ 7 30am				
29th Oct 4:30pm	Goal 2: Akonga will develop positive relationships, confidence and resilience in a safe inclusive school community.	Budget review and planning 2025	Whanau / Community Consultation 10 Year property plan and cyclical maintenance review INCL ASBESTOS PLAN	Tui Hub
Community 25 Nov 4 pm Finance and Property 28th Nov @ 7 30am				
3rd Dec 4:30pm	2024 Student Achievement	Health and safety Sch Doc: Finance and Asset management, Managing Income and expenditure, Financial conflicts of interest, School donation and student activity, Expenditure, Property planning and maintenance, Prevention of bribery, corruption theft and fraud	School Docs Assurance	Out and About

**Our Vision:** To nurture positive relationships and create lifelong learners  
**Poipoia te wairua o te tamaiti kia puta aia ki te ao mārama**

**Mission** To Engage Learners through Quality Education  
**Tākaia te tamaiti ki ngā hua o te ako**

At our school we value:

**Confident, Active, Respectful, Enthusiastic and Successful Learners**  
**Manaakitanga Aroha Whanaungatanga Tū Pono Kaitiakitanga**



## Vision Statement

To nurture positive relationships and create lifelong learners

**Poipoia te wairua o te tamaiti kia puta aia ki te ao mārama**

## Summary of the information used to develop this plan

We consulted with our community and received 83 responses. This was made up of 20% Maori 6% ESOL 4% Indian along with 12% Neuro divergent 7% Priority learners and 16% Gifted learners. Students in years 4 to 6 were consulted along with our Student Leader team.

Responses were grouped and key themes identified.

Data from November 2023 was analysed to ascertain students who required additional resourcing. Staff feedback indicated support was needed with implementing the new refreshed curriculum Te Mātaiaho.

Strategic Goal 1	Board Primary Objectives	Links to Education Requirement	What do we expect to see?	How will we achieve or make progress towards our goals?	How will we measure success?
<b>All Mosston ākonga/students will progress and achieve to their highest educational potential through high-quality teaching that meets individual learning needs.</b>	All of section 127(1) applies	NELP Priorities: 1-6  Te Mātaiaho and the Common Practice Model  The Te Mātaiaho Implementation pack  The Literacy and Communication and Maths Strategy  Attendance and Engagement Strategy  Wellbeing in Education Strategy  The New Zealand Child and Wellbeing Strategy	Kaiako will design and plan learning programmes that provide all ākonga with access to knowledge, understandings, and practices that are relevant to them and that promote excellence, inclusion, and equity  Priority students will be provided with learning programmes to meet individual needs  Teaching As Inquiry with a focus on Structured Literacy and writing (ALL)	Plan, analyse and respond to student achievement information to meet learner needs and accelerate ākonga progress  Design ANZH progressions and coverage across the school  Whānau & tamariki voice through learning conversations and maps	Mid and end of year data  Priority monitoring  Whānau & tamariki voice & feedback to measure satisfaction  Learning Maps will reflect knowledge and an understanding of how tamariki learn  Pivot reports that measure ākonga perceptions around classroom programmes and learning  Discussions at team and staff meetings
		Equitable partnerships with	We will engage in	Ongoing, reciprocal and	

		<p>Ka Hikitia - Ka Hāpaitia</p> <p>Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>NZSTA's guidance for Giving effect to Te Tiriti o Waitangi</p>	<p>whānau and the community supporting, informing and improving the curriculum.</p>	<p>ongoing MOE professional development opportunities about Te Mātaiaho</p>	<p>transparent communication through consultation and korero</p>
			<p>Updated school curriculum delivery plan reflecting the new phases of Te Mātaiaho, pedagogy, localized curriculum and whānau priorities for their tamariki</p>	<p>Staff will collaboratively update the Literacy and then Numeracy curriculum delivery plans</p> <p>Whānau hui</p> <p>Whānau korero</p> <p>Input from local iwi and other significant focus groups i.e. Takatini, Nga Rauru and Whanganui Iwi</p>	<p>Curriculum delivery plan will reflect new pedagogy, the phases and the common practise model in literacy and numeracy</p> <p>The Mosston curriculum will reflect the tikanga and stories of our local rohe</p> <p>Kaiako will inquire into their teaching practices to notice, recognise and respond to ākonga</p>
			<p>Educational Barriers and inequalities are removed - particularly at risk learners</p>	<p>Programmes will be put in place and monitored to allow all ākonga to achieve success</p>	<p>Mid and end of year data</p> <p>Priority monitoring</p> <p>Attendance data will be monitored</p> <p>SENCO minutes, data and monitoring</p>
<b>Strategic Goal 2</b>	<b>Board Primary Objectives</b>	<b>Links to Education Requirement</b>	<b>What do we expect to see?</b>	<b>How will we achieve or make progress towards our goals?</b>	<b>How will we measure success?</b>
<b>Akonga will develop positive relationships, confidence and</b>	All of section 127(1) applies	NELP Priorities: 1-6 Te Mātaiaho and the Common Practice Model	Staff will be better equipped with strategies for engaging students with diverse learning styles	Staff PLD on neuro diverse learning styles Referrals to agencies	Engagement of those previously less engaged will be improving Referrals and incident

<b>resilience in a safe inclusive school community.</b>	The Te Mātaiaho Implementation pack			reports - fewer incidents and at a lower level
	The Literacy and Communication and Maths Strategy			Classroom observations and Ka pai kids data Acceleration for those needing additional support
	Attendance and Engagement Strategy	Learning programmes will support ākonga cognitive, social and emotional growth	Implement Zones of Regulation in the Junior and Middle school	Children will be able to identify their feelings / zones and self regulate
	Wellbeing in Education Strategy		Use PIVOT to track and develop well being in the senior school	Pivot reports that measure ākonga resilience, belonging and safety
	The New Zealand Child and Wellbeing Strategy			
	Ka Hikitia - Ka Hāpaitia	All ākonga can connect to their culture / iwi and know purakau of our area	Culture days, culture clubs, cultural weeks	Consultation will show ākonga feel proud and confident in who they are
	Tau Mai te Reo			
	The Action Plan for Pacific Education 2020-2030	Refresh our school vision with ākonga, whānau and kaiako to ensure it describes high aspirations and what success looks like for them	Consultation with all stakeholders	A new Mosston vision that is reflective of our community
	NZSTA's guidance for Giving effect to Te Tiriti o Waitangi			
	Te Ao Maori values and Mosston CARES are embedded	Regular discussions around each value and CARES. Celebrating ākonga who model these values. Sharing with the community	Whānau consultation and student voice  Students being able to speak to the value and what they mean for them  Certificates in assembly to acknowledge students who show the CARES and Te Ao values	
	Opportunities for ākonga to nurture and grow their	Provide opportunities for gifted and talented.	ICAS opportunities	



			strengths	Teachers recognise the strengths ākonga bring and use them to spark and sustain engagement in learning	Leadership roles Students taking part in GATE programmes
			Students knowing their pepeha and showing progress through the school	Students will have pepeha (na wai au) stories into their learning map book which show progression over time  Whole school whakanui wall in admin area	Teacher will use this knowledge to build on - make the whakapapa wall live
			Ākonga's identities cultures, interests and strengths are visible in learning and school environments	Display student learning  Equitable representation of different cultures within classrooms	Classroom environments will reflect our diverse cultures

# 2025 Annual Implementation Plan

**Strategic Goal 1:** All Mosston ākonga/students will progress and achieve to their highest educational potential through high-quality teaching that meets individual learning needs.

Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?
<p><b>Action 1</b> Unpack and deliver Te Mātaiaho with a focus on the new literacy and numeracy curriculums.</p> <p>Implement new MOE aromatawai (assessment tools) expectations along with Structured Literacy on the IDEAL platform.</p> <p>Access professional learning development program for school leaders and kaiako.</p>	<p>Senior Leadership Team</p> <p>Maths and Literacy curriculum leaders</p> <p>All staff</p>	<p>Leadership unit allocation</p> <p>PLD Budget staffing</p> <p>Resource budget</p> <p>Te Mātaiaho Curriculum Document incl Maths and English curriculum documents</p> <p>Resource time to complete class observations and give feedback</p> <p>Resource time to visit other schools to look at resources being used.</p> <p>MOE structured literacy staffing</p> <p>Phonics check guidelines and implementation</p> <p>Aromatawai tools</p> <p>Priority Monitoring data</p> <p>Accelerating progress - Leadership guidance (Tahurangi)</p>	<p>Term 1 - 4</p>	<ul style="list-style-type: none"> <li>• New Learning progressions are being used in long term and daily planning</li> <li>• Feedback from staff that they have an understanding of the new phases</li> <li>• Curriculum lead teachers will support staff and provide feedback</li> <li>• Students will have phonics check after 20 and 40 weeks at school and data will be analysed to ensure the best outcomes</li> <li>• Teachers will not be duplicating the placement of data. The new Mosston data analysis sheets will be used to show individual, Year group data and for moderating</li> <li>• The iDeaL platform will show individual progress over time, as well as whole school data over time.</li> </ul>

<p><b>Action 2</b> Take part in Professional Learning to familiarise staff with new learning progressions and phases in Literacy and Mathematics.</p> <p>Look at resources that best meet the needs of Mosston learners</p>	<p>Board (Resourcing)  Principal  All staff</p>	<p>Accelerating learning in Oral Language, Reading, Writing and Mathematics. July 2024 Report from University of Canterbury (Tahurangi)</p> <p>Resource Teacher of Literacy to hold a parent Information workshop on the Structured Literacy approach.</p>	<p>Term 1 - 4  Teacher Only Day 14 March</p>	<ul style="list-style-type: none"> <li>• New Learning progressions are being used in long term and daily planning</li> <li>• Staff will feel confident in making curriculum judgments</li> <li>• Resources have been chosen to meet the needs of Mosston learners</li> </ul>
<p><b>Action 3</b> Identify a group of priority learners and develop a structured literacy programme to accelerate their achievement</p> <p>New priority learner monitoring format is in place to maintain a focus on these learners and provide support for both staff and students with their next steps</p>	<p>Literacy curriculum leads  All staff</p>		<p>Term 1 - 4</p>	<ul style="list-style-type: none"> <li>• Progress for selected students has been accelerated. Analyse acceleration rates in literacy and numeracy.</li> <li>• Monitoring of Priority learners each term will show targeted programmes are in place with positive outcomes for students.</li> <li>• A parent workshop to learn more about Structured Literacy will be well attended.</li> </ul>

**Strategic Goal 2** Akonga will develop positive relationships, confidence and resilience in a safe inclusive school community.

Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?					
<p><b>Action 1</b> Increase the overall % of students attending regularly</p> <p>2024 Data</p> <table border="1" data-bbox="78 1300 439 1469"> <tr> <td></td> <td>% attending regularly &gt; 90 %</td> <td>Irregular absence</td> <td>Moderate absence</td> <td>Chronic absence</td> </tr> </table>		% attending regularly > 90 %	Irregular absence	Moderate absence	Chronic absence	<p>Michelle  Office Manager  Class teachers</p>	<p>ETAP SMS attendance</p> <p>Attendance letters when students are absent more than 15%</p> <p>Staff to pick up students when no vehicle is available.</p>	<p>Terms 1 - 4</p>	<ul style="list-style-type: none"> <li>• MOE Every day Matters attendance data will show an increase in attendance</li> </ul>
	% attending regularly > 90 %	Irregular absence	Moderate absence	Chronic absence					

<table border="1"> <tr><td>T 1</td><td>81</td><td>15</td><td>3</td><td>1</td></tr> <tr><td>T 2</td><td>72</td><td>23</td><td>5</td><td>1</td></tr> <tr><td>T 3</td><td>71</td><td>25</td><td>3</td><td>1</td></tr> <tr><td>T 4</td><td>72</td><td>21</td><td>7</td><td>0</td></tr> </table> <p>Begin to implement the MOE STAR (Stepped Attendance Response)</p>	T 1	81	15	3	1	T 2	72	23	5	1	T 3	71	25	3	1	T 4	72	21	7	0		<p>School newsletter to remind parents about importance of attending school everyday</p> <p>Reporting to parents will include attendance percentage at mid and end of year</p> <p>Include Attendance concerns in SENCo meetings that are held three times a term and have the MOE in attendance</p>		
T 1	81	15	3	1																				
T 2	72	23	5	1																				
T 3	71	25	3	1																				
T 4	72	21	7	0																				
<p><b>Action 2</b> Monitor attendance daily and follow up all absences.</p> <p>Celebrate a week of full attendance in a class.</p>	<p>Principal</p> <p>Office manager</p> <p>Class teachers</p>		<p>Terms 1 - 4</p>	<ul style="list-style-type: none"> <li>• All absences will be followed up with whānau and support offered when absences are not justified.</li> <li>• Classes will know attendance is being monitored and rewarded</li> </ul>																				
<p><b>Action 3</b> Encourage attendance at school every day and discourage families from taking holidays in term time.</p> <p><b>2024 -</b> <b>40/176 students have taken holidays of 3 or more nights 22.7%</b> <b>28/176 students have taken holidays of one to two days 15.9%</b> <b>67/176 students have been off school on holiday for one day or more in 2024 38%</b></p>	<p>Principal</p> <p>Office Manager</p>		<p>Terms 1 - 4</p>	<ul style="list-style-type: none"> <li>• Decrease in percentage of students taking holidays in term time</li> <li>• Open conversations with parents who are taking their children out of school for the purposes of a holiday in term time</li> </ul>																				

# 2024 Annual Implementation Plan

**Strategic Goal 1:** All Mosston ākonga/students will progress and achieve to their highest educational potential through high-quality teaching that meets individual learning needs.

Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?
<p><b>Action 1</b> Establish and deliver our Te Mātaiaho, local school curriculum and cultural competence professional learning development program for school leaders and kaiako</p>	<p>Senior Leadership Team</p>	<p>Leadership Unit Allocation</p> <p>PLD Budget Staffing (FTTE) allocation</p> <p>Te Mātaiaho Curriculum Document</p> <p>Maths and Stats Refresh Document</p> <p>English Refresh Document</p> <p>Common Practice Model</p> <p>The Te Mātaiaho Implementation supports pack</p> <p>Curriculum Implementation Supports Document</p> <p>Science, Technology &amp; Arts Refresh Documents (when released)</p> <p>Literacy &amp; Communication and Maths Strategy Te</p>	<p>Term 1 - 4</p>	<ul style="list-style-type: none"> <li>● Evaluation of our Te Mātaiaho professional development plan for school leaders and kaiako</li> <li>● Kaiako surveys and feedback on Te Mātaiaho and local school curriculum PLD</li> <li>● Kaiako feedback on cultural competency PLD e.g. Tātaiako: cultural competencies for teachers of Māori learners</li> <li>● Curriculum lead teachers will support staff and provide feedback on next steps</li> <li>● Professional Growth Cycle which identifies current focus, progress, new learning and next steps</li> <li>● Mid and End of Year Achievement Data</li> <li>● Priority monitoring</li> <li>● Refreshed Mosston localised curriculum - ANZH and English and Maths</li> </ul>

<p><b>Action 2</b> Partner with our school community including whānau Māori, tangata whenua, iwi and hapū to develop their understanding of Te Mātaiaho and the school curriculum, including how it is delivered and by whom</p>	<p>School Board Principal Senior Leadership Local iwi</p>	<p>Takatini WSL Allocation 2024 Budget Te Mātaiaho Curriculum Document</p>	<p>Term 1 - 4</p>	<ul style="list-style-type: none"> <li>Whānau feedback</li> <li>Mosston Curriculum and progressions will be localised ,in use and with a shared understanding across the school</li> </ul>
<p><b>Action 3</b> Learn about our rohe and tangata whenua as part of our strategy to give effect to Te Tiriti o Waitangi</p> <ul style="list-style-type: none"> <li>Whanganui Hikoi</li> <li>Exit pōhaere</li> <li>Niho Taniwha PLD</li> </ul>	<p>Principal Kahui Ako WSL</p>	<p>Takatini WSL Allocation 2024 Budget  Published documents and research about our rohe and tangata whenua and all information we have about tangata whenua aspirations for their ākonga Identified local community connections and expertise</p>	<p>Term 1 - 4</p>	<ul style="list-style-type: none"> <li>Powhiri, mihi whakatau, ruruku, whakapapa and whakanui wall, kapa haka, Takitini, learning map scrapbook</li> <li>Student and whānau voice</li> <li>See and hear Te Ao Values in our school environment</li> </ul>

**Strategic Goal 2** Akonga will develop positive relationships, confidence and resilience in a safe inclusive school community.

<b>Actions</b>	<b>Who is responsible?</b>	<b>Resources required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
<p><b>Action 1</b> Use the Ko wai au sheet to support a successful transition between hubs</p>	<p>All staff</p>	<p>Ko wai au sheets - adapted for different levels</p>	<p>Term 1 to share information Term 4 to record information</p>	<ul style="list-style-type: none"> <li>Teachers will know their learners &amp; supports will be in place</li> <li>Student voice/Pivot</li> </ul>
<p><b>Action 2</b> Build a progression of students pepeha and stories throughout their time at Mosston</p>	<p>All staff</p>	<p>Ko wai au sheets - adapted for different levels  Pepeha formats</p>	<p>Term 1 Term 4</p>	<ul style="list-style-type: none"> <li>Pepeha, ko wai au, stories in student learning map books</li> <li>Pepeha shows progression</li> <li>Student voice</li> </ul>

<b>Action 3</b> Create a whole school Whakapapa wall by Michelle's office	Michelle	Photos and information from etap	Week 5	<ul style="list-style-type: none"> <li>• Display visible</li> </ul>
<b>Action 4</b> Undertake clear and authentic engagement (in ways that whānau report work for them) with our school's whānau to understand their aspirations for their ākonga	School Board  Principal  Senior Leadership Team	Leadership Unit Allocation  2024 Budget  Ministry of Education's Toolkit on school planning and reporting for school boards, principals, and staff NZSTA's guidance for community engagement	Week 7 Ongoing - Seesaw	<ul style="list-style-type: none"> <li>• Community consultation</li> <li>• Meet the whānau &amp; learning conversations attendance</li> <li>• Seesaw engagement data</li> <li>• Whānau Hui attendance / engagement</li> </ul>

## 2025 Student Achievement Targets

- The group of twelve Year 1 students **reading** below curriculum level will make accelerated progress and be meeting the expected curriculum levels.
- The group of nine Maori students **reading** below curriculum level will make accelerated progress and be meeting the expected curriculum levels.

### **Actions**

### **Budget**

\$3600 plus TA staffing and teacher release

- Continue to upskill teachers in Structured Literacy through MOE PLD
- Review and evaluate the effectiveness of our assessment data collected and use the iDeaL platform for data collection.
- Implement the fluency reading programme
- Implement the school entry and 20 weeks phonics assessments
- Fund a teacher to reduce numbers in the Junior Hub
- Tier two interventions across the school

- The group of twelve Year 2 and 3 students **Writing** below curriculum level will make accelerated progress and be meeting the expected curriculum levels.

- The group of 18 males **writing** below curriculum levels will make accelerated progress and be meeting the expected curriculum levels.

**Actions**

**Budget**

\$3600 plus TA staffing and teacher release

- Continue to upskill teachers in Structured Literacy through MOE PLD
- Use the iDeaL platform schoolwide for the teaching of Phonics
- All teachers to complete a teaching as Inquiry based on Structured Literacy
- A parent evening to inform whānau about the Structured Literacy approach.

- The group of 13 female students working below curriculum levels in **maths** will make accelerated progress and be meeting the expected curriculum levels.
- The group of 5 Year 5 and 6 male students working below curriculum levels in **maths** will make accelerated progress and be meeting the expected curriculum levels.

**Actions**

**Budget**

\$2000 plus TA staffing

- Continue SPRING across the school for our priority learners
- Maths Lead Teacher PLD and feedback to teachers
- Participate in maths PLD (MOE funded)
- Begin to implement the new maths curriculum/phases
- Consider which MOE funded maths resources will best suit the needs of Mosston learners.
- Use PACT judgements to plan balanced classroom programmes



## 2024 Student Achievement Targets

- To accelerate progress for our male students to decrease the number of males **reading** below the expected curriculum and increase the number of males reading above curriculum level.
- The group of four Year 6 students **reading** below curriculum level will make accelerated progress and be meeting the expected curriculum levels.

### **Actions**

### **Budget**

\$3600 plus TA staffing

- Upskill beginning teacher in Structured Literacy
- Provide teacher aide support across the school in structured literacy including online workshops
- Focus on phonics (Yolanda and Heggarty) and the code
- Review and evaluate the effectiveness of our assessment data collected
- Implement the fluency reading programme in the Senior Hub

- The group of four Year 3 students **writing** below curriculum level will make accelerated progress and be meeting the expected curriculum levels.
- The group of 11 boys **writing** below curriculum levels will make accelerated progress and be meeting the expected curriculum levels.

### **Actions**

### **Budget**

\$3600 plus TA staffing

- Take part in the MOE Accelerated Literacy Learning PLD to Upskill new teachers in Structured Literacy
- Provide beginning teacher and teacher aide support
- Focus on phonics (Yolanda and Heggarty)
- Literacy Lead Teacher PLD and feedback to teachers
- Use Spelling Code across the school
- Use the Syntax Project for structured writing
- All teachers to complete a teaching as Inquiry based on writing

- The group of six Year 3 and 4 students working below curriculum levels in **maths** will make accelerated progress and be meeting the expected curriculum levels.
- The disparity between all students and Māori students working below curriculum level in **maths** will decrease.

### **Actions**

### **Budget**

\$2000 plus TA staffing

- Implement SPRING programme for children working below in Year 3 and up with teacher aide support
- Maths Lead Teacher PLD and feedback to teachers
- Consolidate best practise from PLD including, flexible groupings and rich tasks
- Use PACT judgements to plan balanced classroom programmes
- Upskill beginning teacher on the Learning Progressions Framework/PACT

# National Education and Learning Priorities 2024 - 2025

<u>Objective</u>	<u>Priority</u>	<u>Deliberate Actions</u>
<p><b>Learners at the centre – Learners with their whānau are at the centre of education</b></p>	<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<ul style="list-style-type: none"> <li>● Carry out PIVOT well being baseline survey in Term 1 with Rooms 5 and 6 and plan teaching programmes in response to data collected.</li> <li>● Use PLD opportunities and professional readings and videos to upskill practise</li> <li>● Develop knowledge in revised Ka Hikitia</li> <li>● Further develop our Cultural Competencies (Tataiako - Tangata Whenuatanga)</li> <li>● Participate in Takitini Kahui Ako and continue with our WSL</li> <li>● Explore places of significance for Māori in Whanganui - Hikoi with Mike Paki</li> <li>● Pōwhiri for new students &amp; visitors (Prepare a new select group)</li> <li>● Students encouraged to progress from the maunga to the moana as they become more self managing</li> <li>● Whakanui / whakapapa wall</li> <li>● Student Rangatira encouraged to put their names forward. Staff and students to select</li> <li>● Celebrate Māori Language Week and Puanga (Shared lunch?)</li> <li>● Celebrate <b>all</b> significant cultural events and language weeks that represent our diverse school community</li> <li>● Ensure knowledge of new Te Ao values is evident across the school and in the community</li> <li>● Include and integrate cultural elements across the curriculum</li> <li>● Unpack the meaning of the new Ruru symbol and make this learning progressive throughout the school</li> <li>● Promote strong whānau / school partnerships</li> <li>● All staff to complete PLD on NZ histories</li> <li>● Develop a timeline to show concepts to be covered across the school in ANZ histories that encourages tamaiti to develop and grow in their understandings i .e pepeha and Te Tiriti o Waitangi</li> <li>● Collaborate and consult with the community (whānau hui each term)</li> <li>● Create class treaty and or korowai and keep these 'live' throughout the year</li> <li>● Students to complete learning maps and share these at Meet the whānau Conversations</li> <li>● Unpack Niho Taniwha - Improving Teaching and Learning for Akonga Māori and take part in Tikatini funded PLD (Teacher only Day on 15 April)</li> <li>● Leadership team to work with Evaluation Associates on Niho Taniwha model</li> </ul>

		<ul style="list-style-type: none"> <li>● School trip to the Marae or Pakaitore</li> <li>● Aim for 100% attendance at Meet the Whānau and Learning Conversations</li> <li>● Monitor student absences and remove barriers to attending where possible</li> <li>● Remove barriers for school activities - costs, uniforms, required items</li> <li>● Share Kapa Haka with community groups i.e alzheimer's group, prize giving</li> </ul> <p><i>In 2025 we want to further develop:</i></p> <ul style="list-style-type: none"> <li>- <i>Our knowledge of Ka hikitia</i></li> <li>- <i>Whanganui History Hikoi</i></li> <li>- <i>Our attendance plan for students who are absent more than 15%</i></li> <li>- <i>A sensory garden for our neuro diverse learners</i></li> </ul>
<p><b>Barrier-free access – Great education opportunities and outcomes are within reach for every learner</b></p>	<p>Reduce barriers to education for all, including for Māori and Pasifika learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<ul style="list-style-type: none"> <li>● Review class timetables to ensure we are teaching an hour a day of the basics</li> <li>● Utilize teacher Aide support for ESOL, priority learners, speech and in class support.</li> <li>● Provide specialist support for all learners with a focus on our Māori learners through the Teaching as Inquiry process</li> <li>● Real time reporting</li> <li>● Source interventions and make referrals to meet individual needs</li> <li>● Review ‘Meet the Whānau’ format</li> <li>● Collaborative and regular priority Learner discussions at team and whole school level</li> <li>● Promote inclusiveness through class meetings, PIVOT discussions and Circle Time</li> <li>● Opportunity to participate in Kāhui Āko kapa haka PLD opportunities</li> </ul> <p><i>In 2025 we want to further develop:</i></p> <ul style="list-style-type: none"> <li>- <i>Hold an evening with Mandy Thacker looking at building resilience, anxiety</i></li> </ul>
<p><b>Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau</b></p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<ul style="list-style-type: none"> <li>● Normalise the use of Te Reo Māori in school environment</li> <li>● Weekly Tikanga, waiata, Te Kupu ō te wiki and Kapa haka</li> <li>● All students and staff will be able to recite their pepeha (to various levels of ancestry)</li> <li>● Host a Pae Tamariki for the West Cluster</li> <li>● Include Te Reo in school communication and translation where necessary</li> <li>● Staff Improvement goal from Tataiako - Cultural Competency</li> <li>● Pōwhiri for new students and visitors (Prepare 2024 group with leaders)</li> <li>● Continue to use learning maps to identify goals and provide a framework for learning conversations</li> <li>● Include place based learning inquiry topics</li> <li>● Distribute leadership across the school</li> <li>● Use Te Kotahitanga to scaffold classroom observations</li> </ul>

		<ul style="list-style-type: none"> <li>● Continue to familiarise staff with the new Aotearoa New Zealand Histories curriculum.</li> <li>● Integrate Te Kooiwi-roa o Ngaa Rauru Kitahi Education Curriculum</li> <li>● Explore options for a korowai to go in the case in the office foyer</li> </ul> <p><i>In 2025 we want to further develop:</i></p> <ul style="list-style-type: none"> <li>● <i>Develop relationship with Te Aroha marae to foster integration of Ngaa Rauru education plan</i></li> <li>● <i>Prepare 2025 Powhiri rōpū leaders</i></li> <li>● <i>Continue to explore options for korowai</i></li> <li>● <i>Trial the Education Review Office class observation feedback form</i></li> </ul>
<p><b>Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives</b></p>	<p>Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> <li>● Develop leadership skills in our senior school (school leaders, Rangatira, Tikanga, sport, library, enviro monitors, peer mediator and cultural)</li> <li>● Utilise community expertise to share knowledge and skills</li> <li>● Develop transferable skills with the learning maps (Senior School)</li> <li>● Reignite tuakana/teina across the school</li> </ul> <p><i>In 2025 we want to further develop:</i></p> <ul style="list-style-type: none"> <li>● <i>Develop a tuakana/teina programme with Year 6 and Hihi learners.</i></li> <li>● <i>Schoolwide inquiry into NZ Agricultural industry.</i></li> </ul>

## Mosston School Annual Plan

### Procedural Information

- Community and Student Consultation Term 4 2023
- 2023 data collated and analysed in November 2023
- BoT discuss the Consultation responses and school data in November 2023
- Strategic goals reviewed
- 2024 targets set November 2023
- Board approve the Charter/Annual Plan in Feb 2024
- March 2023 Strategic Goals shared to community
- Staff meeting to invite staff input

### Supporting Documentation

- 10 yr Property Plan / Maintenance 2021- 2031
- BoT Annual agenda and Self Review Plan
- New Zealand Curriculum
- National Education and Learning Priorities
- National Administration guidelines
- Ka Hikitia
- Tātaiako
- Takitini Strategic Plan
- Whanganui Iwi Education Plan

- 2023 Charter, Strategic and annual plan submitted to MOE prior to March 2023
- 2022 Annual report and analysis of Variance sent to MOE – March 2023
- BoT, Leadership, staff and team meetings monitor progress towards targets and goals and provide interim data on student achievement
- Annual review of 2023 Strategic/annual plan with staff, BoT and school community

#### **Board Review**

- Triannual review of the charter with the school community, students, staff and BoT to reflect the school's vision.
- School Docs Policy review schedule

- Te Kooiwi-roa o Ngaa Rauru Kiitahi Education Curriculum
- Board Self Review Plan
- Community Consultation and student voice
- Community Engagement Plan
- Curriculum Delivery Plan
- Mosston School Policies and Procedures - School Docs
- Budget and Asset Register
- Year and Term Overviews
- SENCO / Gifted and Talented documentation
- Staff, Leadership and Team minutes
- Teaching as Inquiry
- Professional Growth Cycle
- Professional Learning and Development Plan
- Teacher Planning and assessment
- Emergency Plan
- Assessment and Real Time Reporting Timetable

**Notes...thoughts...reflection and ideas going forward**

