



School Report

School Name: Mosston School

Profile Number: 2403

Location: Whanganui

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

Every New Zealand state and state integrated school has an ERO review at least once every 4 years to evaluate what is working well for learners and what needs to be improved.

About the School

Mosston School provides education for learners in Years 1 to 6. The roll of 170 students includes 25 percent of students who identify as Māori and 67 percent of students who identify as New Zealand European/Pākeha. The school's motto is 'Dare to be Wise'. The values the children are encouraged to follow are *C.A.R.E.S; Confident, Active, Respectful, Enthusiastic and Successful* alongside Te Ao world values *Manaakitanga, Aroha, Whanaungatanga, Tū pono and Kaitiakitanga*.

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones. educationcounts.govt.nz/home

An explanation of the terms and judgements used in this report can be found here: [Reporting | Education Review Office](#)

What we know about learner success

This section provides a summary of learner success and wellbeing. The judgments are based on the ERO School Improvement Framework and the evidence provided to ERO during the evaluation.

How well are learners succeeding?	The school is working towards high levels of success and progress for all learners.
What is the quality of teaching and learning?	Learners benefit from high quality teaching practice that improves progress and achievement in reading, writing, and mathematics.
How well does the school curriculum respond to all learners needs?	Learners have rich opportunities to learn across the breadth and depth of the curriculum. There is a consistent focus on supporting learners to gain foundational skills in literacy and mathematics. Learners with complex needs are well supported to achieve their education goals.
How well does school planning and conditions support ongoing improvement?	School planning and conditions to support ongoing improvement to the quality of education for learners are well established.
How well does the school include all learners and promote their engagement and wellbeing?	The school successfully promotes learners' engagement, wellbeing and inclusion.
How well does the school partner with parents, whānau and its community for the benefit of learners?	The school reports usefully and accurately to parents / whānau about their child's learning, achievement and progress. The school responds well to a wide range of information gathered through community consultation, to inform strategic planning and curriculum decisions.
Student Health and Safety	The school board is taking reasonable steps to ensure student health and safety.

Achievement in Years 0 to 6

This section is about learner achievement. It outlines how well learners across the school meet or exceed the expected curriculum level of The New Zealand Curriculum in foundational skills.

Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 65%	65 to 79%	80 to 90%	Over 90%

Reading	Most learners meet or exceed the expected curriculum level. Results are not yet equitable for all groups of learners.
Writing	A large majority of learners meet or exceed the expected curriculum level. Results are not yet equitable for all groups of learners.
Mathematics	Most learners meet or exceed the expected curriculum level. Results are equitable for all groups of learners.

Attendance

This section is about school attendance and the progress the school is making towards meeting the Government target of 80% regular attendance.

- Most learners attend school regularly.
- The school is approaching the target of 80% regular attendance.
- The school has a suitable plan in place to improve attendance.
- Regular attendance is improving towards or beyond the target.

Assessment

This section is about how the school assesses learner progress and achievement.

- The school uses an appropriate approach and reliable practices to find out about achievement against the curriculum.
- Assessment information is used well to adjust teaching practices to ensure ongoing improvement in teaching and student progress.

Progress

This section is about how well the school supports all learners to make sufficient progress.

- The school has good quality planning to increase the rate of progress for all groups of students.
- The school has to some extent improved achievement and progress for those learners most at risk of not achieving since the previous review.
- The school has to some extent extended achievement and progress for learners working at or above curriculum levels since the previous review.
- The school is making progress towards meeting Government reading, writing and mathematics targets and/or pānui, tuhituhi and pāngarau targets and is likely to meet them by 2030.

Next steps for improvement

This section provides more detail for the school to include in its strategic and annual planning for ongoing improvement across the school. It outlines what the school is doing well and identifies actions for improvement.

Areas of Strength

- Students report a strong sense of belonging and pride in their school; they experience a positive, inclusive school culture that promotes wellbeing and learning. Staff and whānau work together to improve outcomes for learners.
- Teachers understand their learners well; staff work collaboratively to improve student outcomes through high quality teaching and ongoing professional learning.
- Students are actively engaged in learning and experience a wide range of learning opportunities linked to local contexts.
- Teachers and leaders use reliable data to inform teaching, learning programmes. Leaders regularly review schoolwide systems and processes and work with teachers to ensure consistent curriculum delivery across the school.
- The school consults regularly with students, staff, and whānau to shape future planning, and develop curriculum design and strategic goals from this feedback.
- Structured literacy is well embedded across the school, implementing a similar approach to teaching mathematics is the focus for 2025. Leaders support classroom teachers to implement the refreshed mathematics curriculum through ongoing professional development.
- Professional development aligns directly with strategic goals and targets, and leaders allocate resources effectively to ensure staff have the support they need to improve student outcomes.

Key priorities

- Refine teaching and learning and assessment practices to align with new curriculum requirements.
- Enhance achievement for all students in reading and writing through effective teaching approaches.
- Continue to sustain improvement in regular attendance.

Actions to bring about improvement

Every six months:

- leaders and teachers review the impact of effective teaching practice and approaches on improving student achievement in reading and writing for students
- leaders and teachers monitor regular student attendance to know the impact of systems and processes, informing further actions

Annually:

- leaders evaluate the impact of professional learning in structured literacy and mathematics on achievement outcomes for all learners and plan next steps
- leaders and the School Board review report student achievement and attendance information to guide future action and strategic planning for improvement.

Expected outcomes

- Consistent high-quality teaching, learning and assessment practices in literacy and mathematics.
- The progress and achievement of all learners continues to improve.
- Regular attendance that meets or exceeds government targets.

Regulatory and Legislative Requirements

This section of the report is about how the school meets regulatory and legislative requirements.

Board Assurance with Regulatory and Legislative Requirements

This section of the report reviews the school's policies, procedures, documentation, and checks that it meets all regulations, maintains a safe environment, and supports students' wellbeing.

During this review the Board has attested to meeting regulatory and legislative requirements in the following areas:

Board Administration

Yes

Curriculum

Yes

Management of Health, Safety and Welfare

Yes

Personnel Management

Yes

The next public report on ERO's website will be a School Report and is due within 4 years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki

Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools (Acting)

20 August 2025