

# Mossburn School

*Communication*

*Honesty*

*Attitude*

*Responsibility*

*Manners*

“Students will develop knowledge, attitudes and skills to confidently make valuable contributions.”

Mossburn school is a two-teacher, contributing, rural school in Northern Southland and is in the centre of a mixed farming community with sheep, deer, dairying and crop farming.



## Success for Māori as Māori

We recognise the unique position Māori have within NZ. We aim to ensure all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) so that Māori students experience success as Māori through our plans, policies and local curriculum.

**‘Attitude is Everything’**  
**Waiaro te nga mea katoa**

## Strategic Goal One

All students will be given the opportunity to continually develop their skills in Literacy and Numeracy through quality teaching and learning

## Strategic Goal Two

To embed and strengthen teaching and learning practice.

## Strategic Goal Three

The school will provide reliable access to technology to staff and students allowing the development of digital literacy to support their teaching and learning.

## Strategic Goal Four

The school will provide quality, relevant resources and facilities to enhance and provide a safe and secure learning

*Thinks outside the square*    *Relates to others*    *Understands messages*    *Self-manages*    *Team Player*

2021- 2023

Use progress and achievement data to identify needs, trends and patterns, compare progress over time and to inform future decisions.

**Goal 1**

All students will be given the opportunity to continually develop their skills in literacy and numeracy through quality teaching and learning programmes.

2021

Particular focus on consistent progress for 2 students in Year 3.  
Consistent progress for all Year 3's moved into the enlarged senior room.  
Consistent progress for all Year 2's moved into the enlarged Junior room.

2022

Develop teaching skills in writing, especially for boys.  
Strengthen community and environmental links within the school curriculum, making meaningful contexts for learning.  
Continue to monitor and challenge students with special abilities and provide opportunities to enhance learning opportunities.

2023

Continue to build students numeracy and literacy.  
All staff to be trained in Better Start to Literacy approach.  
Develop whole school literacy approach.

2021- 2023

Review 2020 Annual aims to prioritise resourcing and professional learning to ensure teaching and learning needs are being met through existing initiatives and school-wide processes.

**Goal 2**

To embed and strengthen teaching and learning practice

2021

Further develop teaching skills in writing using upgraded equipment and apps.  
Strengthen community and environmental links community within the school curriculum, making meaningful contexts for learning.  
Continue to monitor and challenge students with special abilities and provide as many opportunities to enhance learning opportunities.  
Teachers engage in professional readings and learning conversations which lead to personal reflection and development of professional practice.

2022

Develop and Review Professional Growth Cycles and Inquiry as Teachers to support learning and personal/professional development.  
Teachers continue to engage in professional readings and learning conversations which lead to personal reflection and development of professional practice.

2023

Implement and Review Professional Growth Cycles and Inquiry as Teachers to support learning and personal/professional development.  
Work collaboratively with the COL to support teachers and learners.  
Teachers engage in professional readings and learning conversations which lead to personal reflection and development of professional practice.

2021- 2023

Review impact of current and future needs around development in the classroom programme. Consolidate e-learning pedagogy, practice and integration across the school

**Goal 3**

The school will provide reliable access to technology for staff and students allowing the development of digital literacy to support teaching and learning

2021

Develop staff knowledge and use of new technology hardware  
Develop staff knowledge and usage of new writing apps.  
Continue to build staff confidence with the use of google docs/drive  
Investigate the use of electronic tools to store student progress data.

2022

Review the impact of current and future needs around development in the classroom programme.  
Consolidate e-learning pedagogy, practice and integration across the school.  
Increase SMS use to record student achievement data and pastoral notes.  
Design school report on SMS.

2023

Create and implement a plan that supports identified needs for classroom programmes.  
Fully implement use of SMS to record student Achievement data, pastoral notes and reports.

2021- 2023

Review 2020 annual aims to prioritise resourcing to the specific areas of need in teaching and learning health and safety. School resources to be allocated to priority areas as identified in the 10year property plan. Complete School modernisation project

**Goal 4**

The school will provide quality, relevant resources and facilities to enhance and provide a safe and secure learning environment

2021

Continue the 5 year school external environment rejuvenation.  
Continue fundraising to complete the development of the sports complex.

2022

Develop staff knowledge and use of new technology hardware  
Develop staff knowledge and usage of new writing Apps.  
Continue to build staff confidence with the use of google docs/drive  
Engage in Professional Development to enable teachers to incorporate ICT into the normal class programme.

2023

Increase the number of digital tools in each class to support teaching and learning.  
Purchase equipment to store devices safely and securely.  
Monitor student attendance and wellbeing

## Annual Targets for 2023

### Strategic Goal:

The school will provide quality, relevant resources and facilities to enhance and provide a safe and secure learning environment

### Annual Target:

That 75% of students will attend school at least 90% of the time.

**Baseline Data End of Year 2022** Current students only included in the data to monitor throughout 2023.

	96-100%	90-95%	85-89%	<85%	Total
Boys	0	7	9	5	21
Girls	3	8	5	5	21
<b>Total</b>	<b>3</b>	<b>15</b>	<b>14</b>	<b>10</b>	<b>42</b>
Māori	0	2	3	3	8
Asian		2	4		6
NZ	3	12	6	6	27
Other			1	1	2
Year 1	1	1	0	4	6
Year 2	1	3	5	2	11
Year 3	0	3	4	1	8
Year 4	1	4	2	1	8
Year 5	0	2	2	1	5
Year 6	0	3	0	1	4
<b>Total</b>	<b>3</b>	<b>16</b>	<b>13</b>	<b>10</b>	<b>42</b>

Overall: 57% of all students attended school less than 90% of the time.

67% of boys attended school less than 90% of the time.

47% of girls attended school less than 90% of the time.

This is broken down into ethnicity groups where:

44% NZ European students attended school less than 90% of the time.

75% Māori students attended school less than 90% of the time.

67% Asian students attended school less than 90% of the time.

100% Other students attended school less than 90% of the time.

Year levels of concern –Year 1, Year 2, Year 3 and Year 5. (These students were in Years 0, 1, 2, and 4 2022)

- Develop policy and procedure around school attendance.
  - o Highlight the responsibility of parents, caregivers and whānau to support ākongā to attend school and increase ākongā motivation to attend school.
  - o Set clear expectations to prioritise attendance.
  - o Review the regulatory settings for responding to chronic non-attendance.
    - » Work with Regional Public Service Leads to take actions to understand and raise levels of attendance and support the social and economic needs of ākongā and whānau.
- Staff to monitor and note patterns of absence, especially students below 85% attendance
  - o Use attendance data to identify and respond to issues.
  - o Attendance regularly discussed in teacher hui/board meetings.
- Provide a welcoming environment where ākongā feel safe.
  - o through use of incredible years training (IYT).
- Provide engaging learning that reflects the identity, language and culture of their ākongā.
  - o Planning the reflects students' voice.
  - o Use of Te Reo and Tikanga Māori
- Develop educationally powerful connections with ākongā and whanau.
  - o Identify barriers to attendance, engage support as necessary.

