

16 May 2024

Myriam Gros  
William Buck Audit (NZ) Limited  
PO Box 106 090  
**AUCKLAND 1143**

## REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2023

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of **Mayfield School** (the School) for the year ended 31 December 2023 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
  - the financial position as at 31 December 2023; and
  - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

### General representations

To the best of our knowledge and belief:

- the resources and activities under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is, we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (a requirement of paragraph NZ40.1(a) in ISA (NZ) 240).



### **Representations for the financial statements**

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 134 of the Education and Training Act 2020 and, in particular, that the financial statements:
  - present fairly, in all material respects:
    - the financial position as at 31 December 2023; and
    - the financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is attached to this representation letter;
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

### **Representations about the provision of information**

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
  - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and
  - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
  - management;

- employees who have significant roles in internal control; or
- others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements.

#### **Going concern basis of accounting**

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2023. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from today's date, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

#### ***Publication of the financial statements and related audit report on a website***

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully

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Presiding Member

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Principal

# MAYFIELD PRIMARY SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 1369

**Principal:** Dhruhai Rai

**School Address:** 12 Pearl Baker Drive, Otara, Auckland, 2023

**School Postal Address:** 12 Pearl Baker Drive, Otara, Auckland, 2023

**School Phone:** 09 274 9374

**School Email:** [office@mayfielddauckland.school.co.nz](mailto:office@mayfielddauckland.school.co.nz)

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Trish Anderson	Presiding Member	Elected	Jun-25
Dhruba Rai	Principal ex Officio	ex Officio	Jun-25
Raumati Wynyard	Member	Co-Opted	
Rita Hackett-Leala	Staff Trustee	Elected	Jun-25
Len Brown	Member	Co-Opted	
Tereta Rasmussen	Member	Elected	Jun-25
Arifa Nazari	Member	Elected	Jun-25

**Accountant / Service Provider:** Shore Chartered Accountants Limited

# MAYFIELD PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# Mayfield Primary School

## Statement of Responsibility

For the year ended 31 December 2023

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

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Full Name of Presiding Member

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Full Name of Principal

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Signature of Presiding Member

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Signature of Principal

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Date:

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Date:

# Mayfield Primary School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	3,671,665	3,438,993	3,532,122
Locally Raised Funds	3	37,131	7,050	4,819
Interest		79,853	24,000	25,155
<b>Total Revenue</b>		<b>3,788,649</b>	<b>3,470,043</b>	<b>3,562,096</b>
<b>Expense</b>				
Locally Raised Funds	3	1,185	2,100	1,091
Learning Resources	4	2,453,733	2,228,979	2,289,414
Administration	5	279,179	274,010	277,080
Interest		3,604	3,500	1,827
Property	6	785,856	956,400	867,806
Loss on Disposal of Property, Plant and Equipment		-	-	51,993
<b>Total Expense</b>		<b>3,523,557</b>	<b>3,464,989</b>	<b>3,489,211</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>265,092</b>	<b>5,054</b>	<b>72,885</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>265,092</b>	<b>5,054</b>	<b>72,885</b>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



# Mayfield Primary School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		2,188,969	2,188,969	2,116,084
Total comprehensive revenue and expense for the year		265,092	5,054	72,885
Contribution - Furniture and Equipment Grant		12,610	-	-
<b>Equity at 31 December</b>		2,466,671	2,194,023	2,188,969
Accumulated comprehensive revenue and expense		2,466,671	2,194,023	2,188,969
<b>Equity at 31 December</b>		2,466,671	2,194,023	2,188,969

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

# Mayfield Primary School

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	171,353	74,528	209,285
Accounts Receivable	8	280,214	140,000	221,581
GST Receivable		28,021	20,000	23,322
Prepayments		139,347	30,000	28,416
Investments	9	1,452,821	1,300,000	1,253,555
Funds Receivable for Capital Works Projects	14	-	-	65,566
		2,071,756	1,564,528	1,801,725
<b>Current Liabilities</b>				
Accounts Payable	11	162,601	163,000	160,899
Provision for Cyclical Maintenance	12	5,837	6,000	14,060
Finance Lease Liability	13	36,161	10,000	37,346
		204,599	179,000	212,305
<b>Working Capital Surplus/(Deficit)</b>		1,867,157	1,385,528	1,589,420
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	769,453	979,076	760,076
		769,453	979,076	760,076
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	142,332	126,862	112,462
Finance Lease Liability	13	27,607	43,719	48,065
		169,939	170,581	160,527
<b>Net Assets</b>		2,466,671	2,194,023	2,188,969
<b>Equity</b>		2,466,671	2,194,023	2,188,969

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

# Mayfield Primary School

## Statement of Cash Flows

For the year ended 31 December 2023<sup>r</sup>

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,445,998	1,110,072	1,148,451
Locally Raised Funds		35,850	7,050	4,819
Goods and Services Tax (net)		(4,698)	3,322	(6,767)
Payments to Employees		(548,940)	(583,368)	(518,115)
Payments to Suppliers		(764,198)	(323,289)	(326,182)
Interest Paid		(3,604)	(3,500)	(1,827)
Interest Received		60,967	30,527	10,227
Net cash from/(to) Operating Activities		221,375	240,814	310,606
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(58,070)	(363,000)	(29,113)
Purchase of Investments		(199,266)	(46,445)	(753,555)
Net cash from/(to) Investing Activities		(257,336)	(409,445)	(782,668)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		12,610	-	
Finance Lease Payments		(41,690)	(31,692)	(38,692)
Funds Administered on Behalf of Other Parties		27,109	65,566	(289,543)
Net cash from/(to) Financing Activities		(1,971)	33,874	(328,235)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(37,932)</b>	<b>(134,757)</b>	<b>(800,297)</b>
Cash and cash equivalents at the beginning of the year	7	209,285	209,285	1,009,582
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>171,353</b>	<b>74,528</b>	<b>209,285</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

# Mayfield Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Mayfield Primary School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

###### **Financial Reporting Standards Applied**

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

###### **PBE Accounting Standards Reduced Disclosure Regime**

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

###### **Measurement Base**

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

###### **Presentation Currency**

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

###### **Specific Accounting Policies**

The accounting policies used in the preparation of these financial statements are set out below.

###### **Critical Accounting Estimates And Assumptions**

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

###### **Cyclical maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

#### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

#### **Critical Judgements in applying accounting policies**

Management has exercised the following critical judgements in applying accounting policies:

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 19.

##### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

#### **c) Revenue Recognition**

##### **Government Grants**

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

##### **Other Grants where conditions exist**

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

**Donations, Gifts and Bequests**

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

**Interest Revenue**

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

**d) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

**e) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

**f) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

**g) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

**h) Property, Plant and Equipment**

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

**Finance Leases**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

**Depreciation**

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

**i) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

**j) Employee Entitlements***Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

*Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

**k) Funds held for Capital works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**l) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**m) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**n) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**o) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board.

**p) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

## 2. Government Grants

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Government Grants - Ministry of Education	968,346	911,993	941,205
Teachers' Salaries Grants	1,697,436	1,700,000	1,558,530
Use of Land and Buildings Grants	498,936	700,000	556,276
Other Government Grants	506,945	127,000	476,111
	<u>3,671,665</u>	<u>3,438,993</u>	<u>3,532,122</u>

The school has opted in to the donations scheme for this year. Total amount received was \$48,240. (2022: \$52,650)

## 3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	-	3,000	-
Fees for Extra Curricular Activities	136	550	463
Fundraising & Community Grants	1,055	1,000	827
Other Revenue	35,940	2,500	3,529
	<u>37,131</u>	<u>7,050</u>	<u>4,819</u>
<b>Expense</b>			
Extra Curricular Activities Costs	128	1,100	264
Fundraising and Community Grant Costs	1,057	1,000	827
	<u>1,185</u>	<u>2,100</u>	<u>1,091</u>
	<u>35,946</u>	<u>4,950</u>	<u>3,728</u>

Surplus/ (Deficit) for the year Locally Raised Funds

## 4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	387,259	76,139	369,112
Information and Communication Technology	34,284	35,840	39,821
Library Resources	210	500	-
Employee Benefits - Salaries	1,918,937	1,963,000	1,754,295
Staff Development	5,847	9,500	4,949
Depreciation	107,196	144,000	121,237
	<u>2,453,733</u>	<u>2,228,979</u>	<u>2,289,414</u>



**5. Administration**

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	7,119	8,000	5,119
Board Fees	2,265	2,400	2,175
Board Expenses	1,627	5,000	1,228
Communication	4,901	6,200	5,471
Consumables	13,039	10,800	13,458
Other	29,013	17,010	20,963
Employee Benefits - Salaries	196,895	202,000	210,653
Insurance	8,095	7,000	6,543
Service Providers, Contractors and Consultancy	16,225	15,600	11,470
	<u>279,179</u>	<u>274,010</u>	<u>277,080</u>

**6. Property**

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	24,942	12,300	31,195
Cyclical Maintenance	28,627	20,400	55,449
Grounds	18,856	8,500	14,619
Heat, Light and Water	36,862	26,800	29,677
Repairs and Maintenance	47,256	61,200	53,637
Use of Land and Buildings	498,936	700,000	556,276
Security	6,625	4,200	4,747
Employee Benefits - Salaries	123,752	123,000	122,206
	<u>785,856</u>	<u>956,400</u>	<u>867,806</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

**7. Cash and Cash Equivalents**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Bank Accounts	171,553	74,677	210,133
Bank Overdraft	(200)	(149)	(848)
Cash and cash equivalents for Statement of Cash Flows	<u>171,353</u>	<u>74,528</u>	<u>209,285</u>

**8. Accounts Receivable**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Receivables	1,281	-	-
Interest Receivable	35,413	10,000	16,527
Banking Staffing Underuse	110,374	10,000	81,079
Teacher Salaries Grant Receivable	133,146	120,000	123,975
	<u>280,214</u>	<u>140,000</u>	<u>221,581</u>
Receivables from Exchange Transactions	36,694	10,000	16,527
Receivables from Non-Exchange Transactions	243,520	130,000	205,054
	<u>280,214</u>	<u>140,000</u>	<u>221,581</u>

**9. Investments**

The School's investment activities are classified as follows:

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	1,452,821	1,300,000	1,253,555
Total Investments	<u>1,452,821</u>	<u>1,300,000</u>	<u>1,253,555</u>

# 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	594,105	-	-	-	(30,738)	563,367
Furniture and Equipment	55,254	90,749	-	-	(25,282)	120,721
Information and Communication Technology	21,468	4,844	-	-	(11,991)	14,321
Leased Assets	83,319	20,047	-	-	(38,327)	65,039
Library Resources	5,930	933	-	-	(858)	6,005
<b>Balance at 31 December 2023</b>	<b>760,076</b>	<b>116,573</b>	<b>-</b>	<b>-</b>	<b>(107,196)</b>	<b>769,453</b>

## Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	958,785	(395,418)	563,367	958,785	(364,680)	594,105
Furniture and Equipment	936,880	(816,159)	120,721	846,131	(790,877)	55,254
Information and Communication Technology	230,635	(216,314)	14,321	225,791	(204,323)	21,468
Leased Assets	130,058	(65,019)	65,039	142,332	(59,013)	83,319
Library Resources	35,987	(29,982)	6,005	35,054	(29,124)	5,930
<b>Balance at 31 December 2023</b>	<b>2,292,345</b>	<b>(1,522,892)</b>	<b>769,453</b>	<b>2,208,093</b>	<b>(1,448,017)</b>	<b>760,076</b>

**11. Accounts Payable**

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	3,052	5,000	4,044
Accruals	11,827	12,000	11,512
Employee Entitlements - Salaries	135,582	116,000	115,635
Employee Entitlements - Leave Accrual	12,140	30,000	29,708
	<u>162,601</u>	<u>163,000</u>	<u>160,899</u>
Payables for Exchange Transactions	162,601	163,000	160,899
	<u>162,601</u>	<u>163,000</u>	<u>160,899</u>

The carrying value of payables approximates their fair value.

**12. Provision for Cyclical Maintenance**

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	126,522	126,522	86,564
Increase to the Provision During the Year	28,627	20,400	51,909
Use of the Provision During the Year	(6,980)	(14,060)	(11,951)
Provision at the End of the Year	<u>148,169</u>	<u>132,862</u>	<u>126,522</u>
Cyclical Maintenance - Current	5,837	6,000	14,060
Cyclical Maintenance - Non current	142,332	126,862	112,462
	<u>148,169</u>	<u>132,862</u>	<u>126,522</u>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on estimates and quotes.

**13. Finance Lease Liability**

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	38,627	38,000	38,593
Later than One Year and no Later than Five Years	28,580	19,719	52,156
Future Finance Charges	(3,439)	(4,000)	(5,338)
	<u>63,768</u>	<u>53,719</u>	<u>85,411</u>
Represented by			
Finance lease liability - Current	36,161	10,000	37,346
Finance lease liability - Non current	27,607	43,719	48,065
	<u>63,768</u>	<u>53,719</u>	<u>85,411</u>

#### 14. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Replace Roof (202174 and 209635)	(2,000)	-	-	2,000	-
Window Joinery (223950)	212	22,764	(22,976)	-	-
Wall coverings ( 223951)	(22,976)	-	22,976	-	-
SIP Junior Playground (233522)	(40,802)	7,580	(5,235)	38,457	-
Totals	(65,566)	30,344	(5,235)	40,457	-

#### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Receivable from the Ministry of Education

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Replace Roof (202174 and 209635)	(2,000)	-	-	-	(2,000)
Window Joinery (223950)	104,861	-	(104,649)	-	212
Sip Artificial Turf (223954)	88,313	6,184	(94,497)	-	-
Carpet Admin (201090)	10,800	-	-	(10,800)	-
Wall coverings (223951)	33,431	-	(56,407)	-	(22,976)
SIP Junior Playground (233522)	(633)	68,221	(108,390)	-	(40,802)
Totals	234,772	74,405	(363,943)	(10,800)	(65,566)

#### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Receivable from the Ministry of Education

212  
(65,778)

## 15. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

## 16. Remuneration

### Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2023 Actual \$	2022 Actual \$
Board Members Remuneration	2,265	2,175
Leadership Team Remuneration	616,981	579,281
Full-time equivalent members	5	5
Total key management personnel remuneration	619,246	581,456

There are 6 members of the Board excluding the Principal. The Board has held 6 full meetings of the Board in the year. Finance and property matters are discussed monthly with the full board. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

### Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	4	-
110-120	1	2
120-130	1	-
	6	2

The disclosure for 'Other Employees' does not include remuneration of the Principal.

## 17. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

## 18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

### Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2023, a contingent liability for the school may exist.

## 19. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board has not had capital commitments for capital works with all projects been completed.

(Capital commitments as 31 December 2022: -\$65,566)

### (b) Operating Commitments

As at 31 December 2023, the Board has not entered into operating contracts.

(Operating commitments as 31 December 2022: nil)

## 20. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

### Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	171,353	74,528	209,285
Receivables	280,214	140,000	221,581
Investments - Term Deposits	1,452,821	1,300,000	1,253,555
Total financial assets measured at amortised cost	<u>1,904,388</u>	<u>1,514,528</u>	<u>1,684,421</u>

### Financial liabilities measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Payables	162,601	163,000	160,899
Finance Leases	63,768	53,719	85,411
Total financial liabilities measured at amortised cost	<u>226,369</u>	<u>216,719</u>	<u>246,310</u>

## 21. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

## 22. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.



## Independent Auditor's Report

### To the Readers of Mayfield School's Financial Statements

For the Year Ended 31 December 2023

The Auditor-General is the auditor of Mayfield School (the School). The Auditor-General has appointed me, Myriam Gros, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2023; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 16 May 2024. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

#### Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report. We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### **Responsibilities of the Board for the financial statements**

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, arise from section 134 of the Education and training Act 2020.

### **Responsibilities of the auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our

opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Mayfield Primary School - Kiwisport, Statement of Compliance with Employment Policy, Members of the Board of Trustees, Mayfield School Improvement Framework Te Tiriti o Waitangi, Analysis of Variance Reporting 2023 and Term 1 Student Achievement Report 2024, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



**Myriam Gros**  
**William Buck Audit (NZ) Limited**  
On behalf of the Auditor-General  
Auckland, New Zealand

# MAYFIELD SCHOOL

## BOARD OF TRUSTEES – 2023

<b>Name</b>	<b>Position</b>	<b>Occupation</b>	<b>Notes</b>
Dubs Rai	Principal	Principal Mayfield School	
Trish Anderson	Presiding Member	Parent	Elected 10/08/22
Rita Hackett-Leala	Staff Trustee	Administration and Learning Coordinator Mayfield School	Elected 10/08/22
Tereta Rasmussen	Elected Member	Parent	Elected 10/08/22
Len Brown	Co-opted member	Consultant	Co-opted 25/08/22
Raumati Wynyard	Co-opted Member	Teacher	Co-opted 25/08/22
Arifa Nazari	Elected Member	Former Parent	Co-opted 30/03/23



## Analysis of Variance 2023



School Name	MAYFIELD PRIMARY SCHOOL	School Number	1369
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### READING

Mayfield's Reading goal continues to be that all students make meaningful progress within and across years through the effective use of assessment to target learning and teaching. There is regular tracking and consistent monitoring of student achievement.

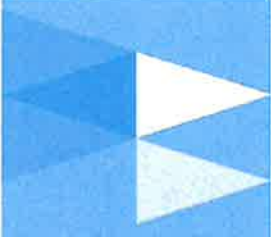


Strategic Aim:	Mayfield's strategic aim is that all students who are working towards the achievement level for their Year group in Reading will accelerate their progress, reflected in (OTJ) overall teacher judgements in relation to the New Zealand Curriculum (NZC).														
Annual Aim:	Mayfield students will achieve or exceed the targets in <b>READING</b> set for the year in relation to the New Zealand Curriculum achievement expectations.														
Target:	The target for <b>READING</b> in 2023 was that by the end of the year 65% of the students will achieve or exceed the expected New Zealand Curriculum level for all Year groups.														
End of Year (2023) data for 'achieved' and 'advanced'	<p>New . These are students who are 'achieving' or 'advanced' against the relevant national Year level expectations. This forms the baseline data for next year.</p> <table> <tr> <td>Year 0: 100% (n11/11)</td><td></td></tr> <tr> <td>Year 1: 46% (n21/46)</td><td></td></tr> <tr> <td>Year 2: 63% (32/51)</td><td><u>Male:</u> 48% (n76/168) 'achieved' / 'advanced'</td></tr> <tr> <td>Year 3: 56% (30/54)</td><td><u>Female:</u> 58% (n87/149) 'achieved' /'advanced'</td></tr> <tr> <td>Year 4: 30% (16/53)</td><td><u>Maori:</u> \52% (33/64) 'achieved' /'advanced'</td></tr> <tr> <td>Year 5: 48% (20/42)</td><td><u>Pasifika:</u> 53% (127/239) 'achieved' /'advanced'</td></tr> <tr> <td>Year 6: 60% (36/60)</td><td><u>School-wide:</u> 52% (n165/317) 'achieved' or 'advanced'</td></tr> </table>	Year 0: 100% (n11/11)		Year 1: 46% (n21/46)		Year 2: 63% (32/51)	<u>Male:</u> 48% (n76/168) 'achieved' / 'advanced'	Year 3: 56% (30/54)	<u>Female:</u> 58% (n87/149) 'achieved' /'advanced'	Year 4: 30% (16/53)	<u>Maori:</u> \52% (33/64) 'achieved' /'advanced'	Year 5: 48% (20/42)	<u>Pasifika:</u> 53% (127/239) 'achieved' /'advanced'	Year 6: 60% (36/60)	<u>School-wide:</u> 52% (n165/317) 'achieved' or 'advanced'
Year 0: 100% (n11/11)															
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Year 6: 60% (36/60)	<u>School-wide:</u> 52% (n165/317) 'achieved' or 'advanced'														

# Analysis of Variance Reporting 2023



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>1. Introduction of StepsWeb programme is improving students' vocabulary.</p> <p>2. Double dose teaching of Priority Learners</p> <p>3. Teaching as Inquiry – Priority students identified, progress tracked and monitored</p> <p>4. Customised e-asttle tests to enable students to get used to answering questions online which also require them to use multiple strategies to understand the text fully and respond appropriately every day</p> <p>* Practice phonics every morning. * Talk about the book, stories and pictures. * Motivation -it helped students to become independent. * Help students in basic decoding skills .</p>	<p>Year 1: 46% Achieved, a deficit of 19%</p> <ul style="list-style-type: none"> <li>Some students who started Year 1 this year did not have the foundation skills of reading last year.</li> <li>Some students are special needs, and may have different developmental stages when compared to the expectation.</li> </ul> <p>Year 2: 63%, a deficit of 2%</p> <ul style="list-style-type: none"> <li>This a big shift from 2022 data. There is an increase of 24 %</li> <li>Compared to the Mid-term data, 30% of students</li> </ul>	<p>Continuous and unjustified absences from school affected learning and engagement especially younger readers.</p> <p>Increase in the number of special learning needs and new students to NZ(ESOL).</p> <p><u>Successfully strategies used:</u></p> <p>SODA (Start Of Day Activity) provided students another opportunity to read for fluency. Reading mileage is an important part of being a successful reader. Children practice their reading strategies with a buddy. SODA continues to be an effective programme of support for emergent readers.</p>	<ol style="list-style-type: none"> <li>1. Consolidate pedagogical practice and awareness of achievement expectations</li> <li>2. Use more extensive and rich resources including picture books.</li> <li>3. Continue developing greater reliability and integrity in professional learning and moderation on forming OTJ.</li> <li>4. Align Gap Analysis with planning.</li> <li>5. Track and monitor LI's for coverage</li> <li>6. Continue with mixed ability grouping and monitor progress through this methodology</li> <li>7. Front loading of vocabulary before lessons eg with ELA</li> </ol>



<p>* Key skill areas such as decoding, fluency, vocabulary and comprehension.</p> <p>* Vocabulary - flash cards</p> <p>Teaching and revising sight words using Digital Technology - iPads, online and J-Touch.</p> <p>* Reward and praise students whenever the students read fluently and with understanding.</p> <p>* Reading to students has helped students visualise and understand and see how to read interestingly.</p> <p>- Meaningful independent and follow up activities to help the students consolidate their new learning</p> <p>- Apps (e.g. Seesaw, Studyladder, Bookcreator, Epic) are used daily for the students to practise what they have learnt</p> <p>- Extra support from E.L.A.s to help students who need to work on phonics</p> <p>- Teach phonics specifically and on daily basis</p> <p>- Encourage reading at home by checking reading logs daily</p> <p>Front Loading- Introduce Vocabulary related to the text or passage before Reading and</p>	<p>achieved their curriculum level.</p> <p>.....</p> <p>Year 3</p> <p>56% achieved a deficit of 9 %</p> <p>-</p> <p>Year 4</p> <ul style="list-style-type: none"> <li>30% achieved, deficit of 35%</li> </ul> <p>.....</p> <p>Year 5</p> <ul style="list-style-type: none"> <li>48% achieved, deficit of 17%</li> </ul> <p>.</p> <p>Year 6</p> <ul style="list-style-type: none"> <li>60% achieved, deficit of 5%</li> </ul>	<p>Teaching high frequency words, chunks, blends, suffixes, prefixes, alphabet knowledge have all helped to improve reading.</p> <p>Students who were below and well below the end of year expectation have made sub-level shifts across the school</p> <p>Transient students have altered the data for the the year.</p> <p>Eleven students have advanced in Reading in 2023.</p>	<p>or SODA (Start of Day Activity)</p> <p>8. Assimilate, analyse and action new initiatives by the Ministry of Education that is consistent with new pathways for Reading.</p> <p>9. Teachers effectively transferring concepts of the Common Practice Model in Reading.</p> <p>10. Teachers will be familiar with the Learning Areas of Te Mataiaho – Reading and implementing the progressions effectively in their classrooms.</p>
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<p>comprehension. In Front Loading Vocabulary students were given time to explore vocabulary before reading the whole information related to the text. This exercise helped them to read the text fluently, as well as make sense of their reading.</p> <p>DATs of Teaching Modelling-Modelling is used to great effect in shared reading. Questioning-The use of effective questions, placed in a discussion. Deeper levels of texts help students develop the habit of reflecting critically by asking themselves questions as they read.</p> <p>ESOL activities. Choosing texts that are from the Level 3 Journals but the text ideas are familiar or the story is not too complex. Reading the text over 2 or 3 days and focusing on comprehension. Matching meanings to words to help develop their understanding of the text.</p> <p>daily guided reading</p> <p>- Daily use of apps such as Epic, Studyladder, Seesaw for reading tasks</p>	<p><b><u>Full School:</u></b></p> <p>Mayfield did not meet the READING target of 65% achieve/advance by the end of 2023. There is a variance of -13% in the Reading Target.</p>	
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<ul style="list-style-type: none"> <li>- ELAs at reading session, reading with different groups. Making explicit links between reading and writing skills/ strategies</li> <li>- Having follow ups that are skills/ strategies that the taura already know (from last week or 2 weeks ago)</li> <li>- Ensuring taura have enough time on</li> </ul> <p>Developing reading skills by planned reading activities and getting students who are not achieving, to work with buddies.</p> <ul style="list-style-type: none"> <li>- Building on word knowledge by reading picture cards, big books, reading around the room and reading of reading and phonic booklets</li> <li>-Using Yolanda Soryl's phonic programm</li> <li>- Observations during lessons and discussions - Differentiated Instruction</li> <li>- Reading Comprehension Strategies</li> </ul> <p>Explicit Instruction: Provides clear and direct instructions explaining</p>		
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<p>reading strategies explicitly. Modelling the strategies. Scaffolded Reading: Increase the level of support and complexity using students' zone of proximal development.</p> <p>Differentiated Instruction:.</p>		
Planning for next year:		
<ul style="list-style-type: none"> <li>Planning and teaching to the needs of students will be closely tracked and monitored</li> <li>Closely monitor and track student achievement data termly.</li> <li>Continue using easTTe as a main assessment tool</li> <li>Year 2 and Year 5 students will be the targeted year level for 2024.</li> <li>Closely monitor absences and lateness of students. These have been identified as barriers to learning and progress.</li> <li>STEPSWEB from Y3 - Y6</li> <li>One hour Planning embedded for Reading (Doing the basics brilliantly).</li> </ul>		



School Name	MAYFIELD PRIMARY SCHOOL	School Number	1369
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## WRITING

Mayfield's Writing goal continues to be that all students make meaningful progress within and across years through the effective use of assessment to target learning and teaching. There is regular tracking and consistent monitoring of student achievement.

Strategic Aim:	Mayfield's strategic aim is that all students who are working towards the achievement level for their Year group in Writing will accelerate their progress, reflected in (OTJ) overall teacher judgements.			
Annual Aim:	Mayfield students will achieve or exceed the targets in WRITING set for the year in relation to the New Zealand Curriculum achievement expectations.			
Target:	The target for <b>WRITING</b> in 2023 was that by the end of the year 65% of the students will achieve or exceed the expected New Zealand Curriculum level for all Year groups.			
End of Year (2023) data for 'achieved' and 'advanced'	Year level for 2023. These are students who are 'achieving' or 'advanced' against the relevant national Year level expectations. This forms the baseline data for next year.			
	Year 0: 91% (n10/11) Variance +26%			
	Year 1: 48% (n22/46)			
	Year 2: 59 % (30/51)	Male:	38% (n64/168) 'achieved' / 'advanced'	
	Year 3: 46% (25/54)	Female:	59% (n87/149) 'achieved' /'advanced'	
	Year 4: 28% (15/53)	Maori:	44% (28/64) 'achieved' /'advanced'	
	Year 5: 45% (19/42)	Pasifika:	50% (119/239) 'achieved' /'advanced'	



Year 6: 52% (31/60)	<u>School-wide</u> : 48% (n151/317) 'achieved' or 'advanced'
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# Analysis of Variance Reporting 2023



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Reading out some good writers' short stories</p> <p>Showing samples of good writings before starting their own. Point out the important features of writing such as where and when to use a capital letter, full stop and other punctuations.</p> <p>Use of J-Touch to show how ideas are derived and written in sequence.</p> <p>Brainstorm. Note down the students' responses and ask them to put them in sentences.</p> <p>Lots of free writing. Writing diary, Writing stories of their own choice in draft/practice books.</p>	<p>Year 1: 48% (n22/46) deficit of 17%</p> <p>Children are;</p> <ul style="list-style-type: none"> <li>• enjoying their writing.</li> <li>• engaged</li> <li>• cooperate</li> <li>• come up with individual ideas.</li> <li>• gaining confidence.</li> </ul> <p>A few boys do not like writing.</p> <p>-A few move themselves away from the writing session when they do not like the subject.</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Topics chosen for them were related to their interest and something that they have experienced.</li> <li>• Support given to them.</li> <li>• Rewarding them with stickers, stamps and Dojo Points.</li> <li>• Praising them for their efforts.</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Students showed regular attendance.</li> <li>• Students who were needing extra support at the beginning of the year worked with the ELAs.</li> <li>• Chosen topics are aligned with students' interests.</li> <li>• Students have made a shift of one sub- level and that is not enough to place</li> </ul>	<ol style="list-style-type: none"> <li>1. Create interest and enthusiasm to Writing especially for boys</li> <li>2. Writing mileage to improve fluency in writing</li> <li>3. Continue to develop teachers' skills and knowledge in planning and teaching priority through Team PLC/ cross school observations</li> <li>4. Sharing data and setting of Reading goals for students</li> <li>5. Observe other teachers in the Team and across the school.</li> <li>6. Handwriting, dictation and grammar across the Year levels</li> <li>7. Provide individualised and effective feedback to students - including next steps</li> <li>8. Planning to include shared Writing and Buddy Writing</li> <li>9. Have exemplars for students to refer too.</li> <li>10. Strengthen Reading and Writing links</li> <li>11. Provide authentic contexts for writing.</li> </ol>





<ul style="list-style-type: none"> <li>writing every day. Activities that focus on helping students learn their spelling words are completed in Reading.</li> <li>Students have learned to use a spelling guide and a junior dictionary. Resources like big books and poems to build vocabulary and understand punctuation. To ensure writing skills are growing,             <ul style="list-style-type: none"> <li>Opportunities to write across all subjects. Additionally, supporting ESOL students by making connections to what they are reading to help them communicate better. Committed to working closely with priority learners daily.</li> <li>Having relevant and engaging writing tasks</li> <li>various text types taught</li> <li>many opportunities for publishing (Seesaw, book creator, paper) to celebrate writing and increase engagement</li> </ul> </li> </ul>	<p>Year 2: 59 % (30/51) Deficit 6%</p> <p>Year 3: 46% (25/54) deficit 19%</p> <p>Year 4: 28% (15/53) deficit 37%</p> <p>Year 5: 45% (19/42) deficit 20%</p> <p>Year 6: 52% (31/60) deficit 13%</p> <p><b>Full School:</b></p> <p>Mayfield did not meet the WRITING target of 65% achieve/advance by the end of 2023</p> <p>There is a variance of -17% in the Writing Target.</p>	<p>them at the expected level.</p> <p>.....</p> <p>Most Working Towards students were well below and Writing at 1B or early 1P due to inconsistent learning in the past two years. In Time 2, some of them have shifted from 1B to 1A which normally takes two years.</p> <p>Progress to Achievement from Working Towards difficult to attain, especially with low attendance due to ongoing illness, and student fatigue from illness.</p> <p>OTJs more accurate in Term 4 - knowledge of the learner, more evidence for triangulation.</p> <p>Most Working Towards students were well below and Writing at 1P or 1A due to inconsistent learning in the past two years. Normally it takes two years to move from 1A to 2A. In Time 2, some of them have made shifts but not enough</p>	<p>12. PLD with Jacqui to strengthen Teacher Content Knowledge and Practice.</p> <p>13. Teachers effectively transferring concepts of the Common Practice Model in Writing.</p> <p>14. Assimilate, analyse and action new initiatives by the Ministry of Education that is consistent with new pathways for Writing.</p> <p>15. Teachers will be familiar with the Learning Areas of Te Mataiaho – Writing and implementing the progressions effectively in their classrooms.</p>
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- small group and whole class teaching of skills identified in Gap Analysis- buddy writing opportunities for students to learn from each other writing opportunities present across the curriculum Specific writing goals glued into books and reflected on

#### Shared Writing

Shared writing activities where the educator and students collaboratively compose a text. This provides an opportunity for scaffolding learners. and creates a window to demonstrate the writing process, including brainstorming ideas, organising thoughts, drafting, revising, and editing.

#### Graphic Organisers

Introduce simple graphic organisers to help students organise their ideas before writing. Graphic organisers provide a visual framework that assists students in structuring their thoughts. This includes

to reach the threshold to sit in the 'achieved' column

.....

Improved attendance .

Regular teaching and learning -

Gap analysis done- priority learners identified and extra support was given to the students working towards



<div> <div>           basic story maps or sequence charts.              <b>Encourage Risk-Taking</b>             Creating a supportive environment where students feel comfortable taking risks in their writing. Emphasise that it's okay to make mistakes and that writing is a process of improvement. Model a willingness to take risks in writing and teacher demonstration. (Think alouds)         </div> </div>			
Planning for next year:			
<ul style="list-style-type: none"> <li>One hour daily of Writing</li> <li>PLD with Jacqui Sharp - Modelling, Observation and Feedback</li> <li>Planning document review</li> <li>Whole school format</li> </ul>			



School Name	MAYFIELD PRIMARY SCHOOL	School Number	1369
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## MATHEMATICS

Mayfield Maths goal that all students make meaningful progress within and across years through the effective use of assessment to target learning and teaching. There is regular tracking and consistent monitoring of student achievement.

Strategic Aim:	Mayfield's strategic aim is that all students who are working towards the achievement level for their Year group in Maths will accelerate their progress, reflected in (OTJ) overall teacher judgements in relation to the New Zealand Curriculum (NZC).																	
Annual Aim:	Mayfield students will achieve or exceed the targets in Mathematics set for the year in relation to the New Zealand Curriculum achievement expectations.																	
Target:	The target for <b>MATHEMATICS</b> in 2023 was that by the end of the year 65% of the students will achieve or exceed the expected New Zealand Curriculum level for all Year groups.																	
Baseline Data:	<p>New Year level for 2023. These are students who are 'achieving' or 'advanced' against the relevant national Year level expectations. This forms the baseline data for next year.</p> <table><tr><td>Year 0: 100% (n11/11)</td><td></td><td></td></tr><tr><td>Year 1: 61% (n28/46)</td><td></td><td></td></tr><tr><td>Year 2: 71% (36/51)</td><td><u>Male:</u> 51% (n85/168) 'achieved' / 'advanced'</td><td></td></tr><tr><td>Year 3: 50% (27/54)</td><td><u>Female:</u> 51% (n76/149) 'achieved' / 'advanced'</td><td></td></tr><tr><td>Year 4: 43% (23/53)</td><td><u>Maori:</u> 48% (31/64) 'achieved' / 'advanced'</td><td></td></tr></table>			Year 0: 100% (n11/11)			Year 1: 61% (n28/46)			Year 2: 71% (36/51)	<u>Male:</u> 51% (n85/168) 'achieved' / 'advanced'		Year 3: 50% (27/54)	<u>Female:</u> 51% (n76/149) 'achieved' / 'advanced'		Year 4: 43% (23/53)	<u>Maori:</u> 48% (31/64) 'achieved' / 'advanced'	
Year 0: 100% (n11/11)																		
Year 1: 61% (n28/46)																		
Year 2: 71% (36/51)	<u>Male:</u> 51% (n85/168) 'achieved' / 'advanced'																	
Year 3: 50% (27/54)	<u>Female:</u> 51% (n76/149) 'achieved' / 'advanced'																	
Year 4: 43% (23/53)	<u>Maori:</u> 48% (31/64) 'achieved' / 'advanced'																	

Year 5: 36% (15/42)	<u>Pasifika:</u> 50% (120/2396) 'achieved' /'advanced'
Year 6: 50% (30/60)	<u>School-wide:</u> 51% (n160/317) 'achieved' or 'advanced'

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Regular Maths lessons.</li> <li>Coverage of all strands as per requirement Learning Basic facts</li> <li>Use of concrete materials when teaching new concept</li> <li>Using real objects such as an apple to show fractions.</li> <li>Include maths games to enhance new learning</li> <li>Different strategies were taught in every concept to help students understand the concept better.</li> <li>Everyday follow up tasks were given to practice what's been taught.</li> <li>use of Seesaw/ Prototec activities to enhance number skills.</li> <li>Extra support from Learning Assistants and class teacher for targeted students ( Priority Learners)</li> <li>SPRING into Maths NZMaths programme)</li> <li>Regular Feedback and feedforward</li> </ul>	<p>Year 1 : 61% Achieved, a deficit of 4%</p> <p>Year 2: 71% Achieved, increase +7%</p> <p>Year 3. 50% achieved deficit of 15%</p> <p>Year 4: 43% achieved deficit of 22%</p> <p>Year 5: 36% achieved deficit of 29%</p> <p>Year 6: 50% achieved deficit of 15%</p> <p><b>Full School:</b> Mayfield did not meet the WRITING target of 65%</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Proper use of materials.</li> <li>Regular Maths Lessons.</li> <li>Support and motivation helped them.</li> <li>Teacher modelling to them.</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>Students were coming to school regularly.</li> <li>Different strategies and materials supported their understanding.</li> <li>Students have started making sense of numbers and applying their previous knowledge in solving problems.</li> </ul> <p>.....</p> <p>Year 3</p> <p>Professional Learning Conversations</p> <p>Assessment for learning</p> <p>Early assessment to identify priority students working just below. Student learning</p>	<ol style="list-style-type: none"> <li>School commits to updating PRIME Maths resources early in 2024 and consolidating in 2025.</li> <li>Strengthen content knowledge of PRIME Maths for all teachers</li> <li>Reinforce what works well for Maths.</li> <li>Supplement and reinforce Maths learning concepts with appropriate online/digital programs.</li> <li>Extension Maths for high achievers in senior school.</li> <li>Professional development on PRIME Mathematics teaching and mentor new teachers.</li> <li>Start the year with Placement tests to ensure correct levels of students' achievement and identify gaps.</li> <li>Continue with observations, coaching and mentoring across the school.</li> <li>Continue to use Maths apps (e.g. prodigy, Prototec, study ladder, Mathletics in teaching and learning.</li> <li>Continue to monitor Working Towards (at risk learners) at Team and School levels.</li> </ol>

<ul style="list-style-type: none"> <li>Personalised learning - GAP analysis to plan for all the students needs</li> <li>Connecting lessons to the real world.</li> <li>Have mixed ability grouping when and where it suits.</li> <li>- Clear L.I. &amp; S.C. for students to follow.</li> <li>Regular assigned work on Mathematics to supplement / consolidate new learning</li> <li>Customised asttle test for Year 4 upwards</li> <li>Gaps Identified through formative and summative assessment - Gap analysis done and taught to close the gaps</li> <li>Prime Books are the main reference materials</li> <li>Prime Practise Books allow students to have further practise, review and revisit new learning</li> </ul>	<p>achieve/advance by the end of 2023 There is a variance of -14% in the Maths target.</p>	<p>needs/gaps identified. These students were made priority learners and supported to achieve using the strategies and actions listed.</p> <p>Year 4</p> <p>Expected Curriculum Level is 2B for T1 and then shifts to 2A for EOY. Throughout the year, some children have shifted from 2B to 2P. They've made shifts, but not enough to reach the threshold to sit in the 'achieved' column.</p> <p>.....</p> <p>Improved attendance .</p> <p>Regular teaching and learning -</p> <p>Gap analysis done- priority learners identified and extra support was given to the students working towards</p> <p>Prime books used fully - Practice books provide students with extra support / review learning .</p> <p>Students can work independently</p>	<p>11. Assimilate, analyse and action new initiatives by the Ministry of Education that is consistent with new pathways for Mathematics.</p> <p>12 Teachers will be familiar with the Learning Areas of Te Mataiaho – Mathematics and Statistics and implementing the progressions effectively in their classrooms.</p> <p>13. Teachers effectively transferring concepts of the Common Practice Model in Maths.</p>
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- Compulsory teaching of one hour of maths five days a week
- Focus on mentoring Beginning and new teachers in PRIME Maths
- Use upgraded version of Prime Maths Resource books
- Every teacher is well equipped to implement best Maths teaching and learning at all times.
- Ensure that every student has Prime Practice Book (Year 3-6)
- Mixed ability grouping in class (advance high achievers) using Prime Books at student's progress level.
- Te Mataiaho – Mathematics and Statistics in action.



## Our Strategic Expectations

(School Charter 2023 – 2025)

Progressing student achievement through:

- ❖ effective and high-quality teaching practice in all classrooms
- ❖ Robust evaluative capability lifts individual and collective capacity
- ❖ Integrated Mayfield Primary School Curriculum through learn to Learn
- ❖ Celebration of cultural diversity enhancing success
- ❖ Learning partnerships with parents/whanau
- ❖ Leadership continues to build capacity to effective evaluation practices raising student achievement
- ❖ Increased learning opportunities for all teachers to maximise their use of the data to identify gaps and needs
- ❖ Ongoing reviews re approach to assessment to maintain consistency and clarity

## Defining Achievement

### **Working Towards**

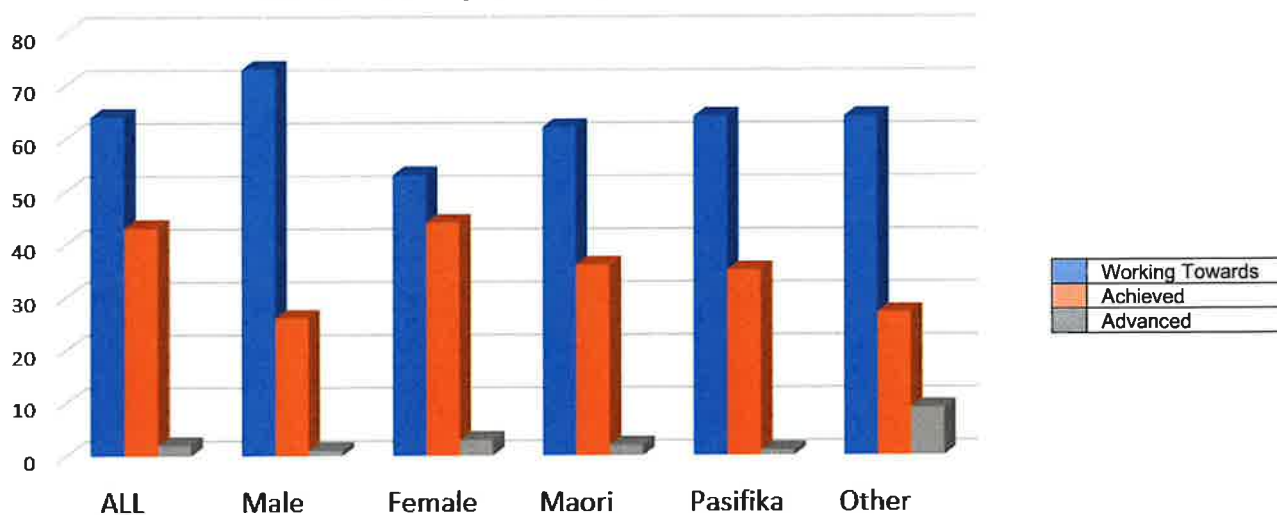
(WT): A student is currently not achieving at the expected level. Specific actions in addition to effective classroom teaching

**Achieved** (Ach): A is currently working at the expected level of achievement for their Year group. Effective teaching and learning should enable them to

**Advanced** (Adv): A student's current level of achievement is at a standard above their Year group. Special consideration will need to be given to provide them with sufficient challenge to continue their accelerated rate of progress.

**READING**

	WT	Achieved	Advanced
ALL	64% (174/273)	34% (95/273)	2% (4/273)
Male	73% (106/147)	73% (106/147)	73% (106/147)
Female	53% (68/132)	53% (68/132)	53% (68/132)
Maori	62% (33/53)	36% (19/53)	2% (1/53)
Pasifika	64% (134/209)	35% (73/209)	1% (2/209)
Other	64% (7/11)	27% (3/11)	9% (1/11)

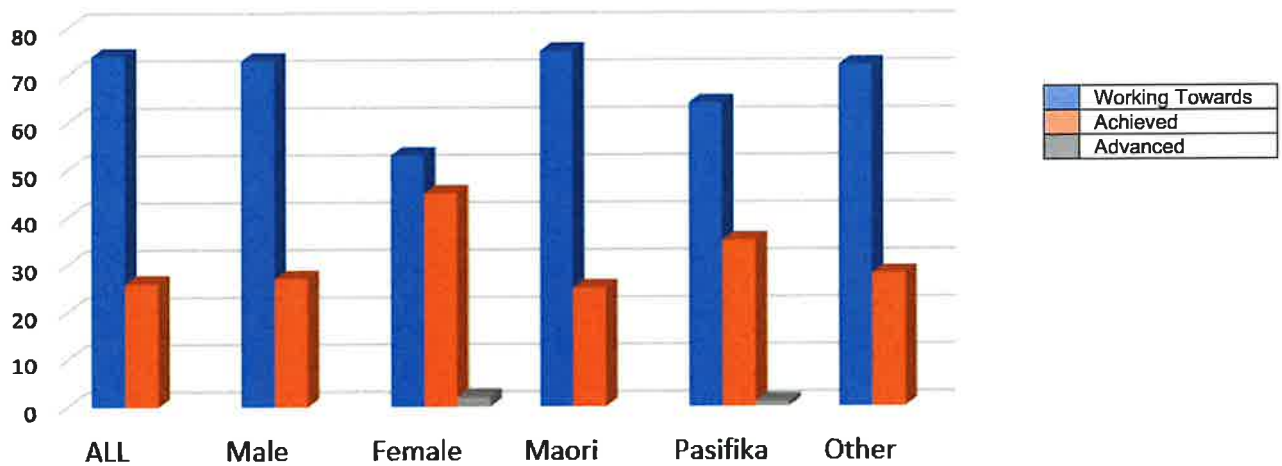
**READING - (Term 1) 2023**



## WRITING

	WT	Achieved	Advanced
ALL	74% (202/273)	26% (71/273)	
Male	73% (106/145)	27% (39/145)	
Female	53% (68/128)	45% (57/128)	2% (3/128)
Maori	75% (40/53)	25% (13/53)	
Pasifika	64% (134/209)	35% (73/209)	1% (2/209)
Other	72 % (811)	28% (3/11)	

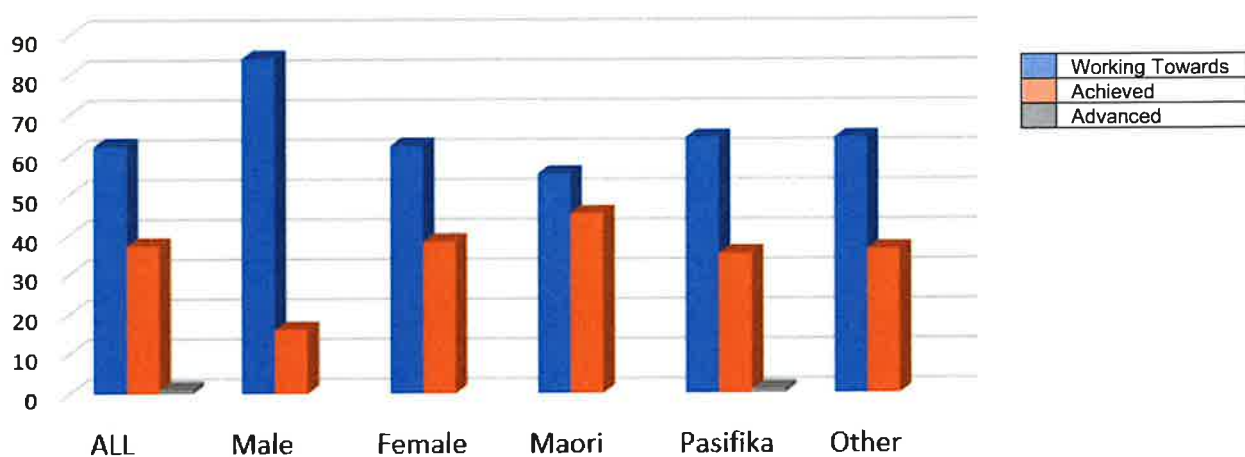
### WRITING - (Term 1) 2023



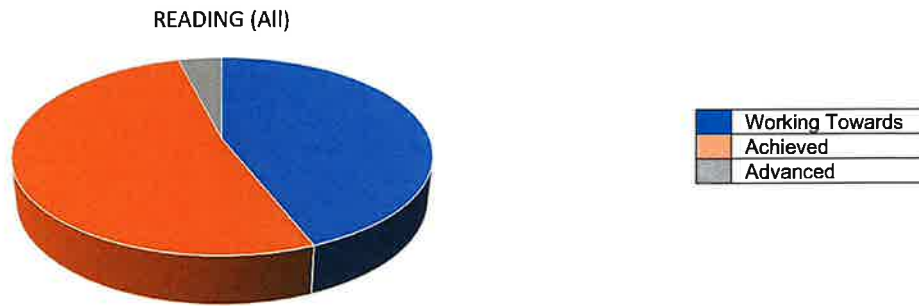
## MATHEMATICS

	WT	Achieved	Advanced
ALL	62% (171/273)	37% (100/273)	1% (2/273)
Male	84% (122/145)	16% (23/145)	
Female	62% (80/128)	38% (48/128)	
Maori	55% (29/53)	45% (24/53)	
Pasifika	64% (135/209)	35% (72/209)	1% (2/209)
Other	64% (7/11)	36% (4/11)	

## MATHEMATICS (Term 1) 2023



## Reading Analysis



### School wide

Across the school, 56% (n209/372) are achieving at the current expected levels. Data indicates a positive start for Years 1, 3 and 4 with 69% (33/48), 68% (42/62) and 68% (41/61) achieved or advanced.

Years 5 and 6 are a concern with only 43% with 43% (26/60) and 42% (27/65) achieving at the expected Year level.

Across the school, the boys are achieving at 48% (n90/181) for Reading in Term 1. The groups that are of concern are Year 5 boys achieving just 23% (7/31) and Year 6 achieving only 34% (n11/32).

The girls are achieving at 61% (n119/191) for Reading in Term 1. The achievement level for Year 6 girls will require careful monitoring 48% (n16/33).

Maori students have achieved slightly higher than school wide level. 59% (n53/88) of Maori students are achieving at the expected level for Reading in Term 1. Year 1 and Year 4 Maori students are achieving well; 73% (n8/11) and 66% (n10/15) respectively. Only 46% (n7/15) of Maori students in Year 6 are achieving at the expected level for Reading.

Pasifika students have achieved slightly lower than school wide level. 54% (n146/269) of Pasifika students are achieving at the expected level for Reading in Term 1. Year 1, Year 3 and Year 4 Pasifika students are achieving well; 67% (n22/33, 70% (30/42) and 66% (n30/45) respectively.

Years 2 and 6 Pasifika students need careful teaching/ learning/ monitoring with just 47% (25/53) and 38% (18/48) respectively.

## Writing Analysis



### School wide

Across the school, 44% (n162/372) are achieving at the current expected levels. Except for Year 1, the level of achievement will require significant progress to achieve the end of year target for other Year levels. Year 5 is of particular concern with only 24% (14/60) of students achieving at the expected level.

Across the school, the boys are achieving at 32% (n58/181) for Writing in Term 1. The groups that are of great concern are Year 5 boys achieving just 6% (n2/31) and Year 6 achieving only 25% (n8/32).

The girls are achieving at 65% (n104/191) for Reading in Term 1. The achievement level for Year 2 and Year 6 girls will require careful monitoring 47% (n17/36) and 41% (n12/29) respectively.

Maori students have achieved slightly higher than school wide level. 45% (n40/88) of Maori students are achieving at the expected level for Writing in Term 1. Year 1 Maori students are achieving well; 64% (n7/11). Year 3 and Year 5 Maori students require close teaching and monitoring with just 39% (7/18) of and 29% (2/7) achieving at the expected level for Writing.

Pasifika students have achieved slightly lower than school wide level. 41% (n111/269) achieving the expected level for Writing in Term 1. Year 1 Pasifika students are achieving well; 73% (n24/44).

Years 2, 5 and 6 Pasifika students need careful teaching/ learning/ monitoring with just 38% (20/53) in Year 2, 26% (n14/50) in Year 5 and 43% (28/65) in Year 6).

# Mathematics



## School wide

Across the school, 59% (n221/372) are achieving at the current expected levels. Data indicates a positive start for Years 1 and 4 with 90% (p43/48), and 66% (p40/61) achieved or advanced.

Years 5 and 6 are a concern with only 47% (p28/60), 42% and 37% (p24/65) achieving at the expected Year levels.

Across the school, the boys are achieving at 55% (p99/181) for Maths in Term 1. The groups that are of concern are Year 5 boys achieving just 37% (p10/31) and Year 6 achieving only 37% (p11/32).

The girls are achieving at 64% (n122/191) for Maths in Term 1. The achievement level for Year 6 girls will require careful monitoring 42% (n14/33).

Maori students have achieved lower than school wide level. 46% (n40/88) of Maori students are achieving at the expected level for Maths in Term 1. Year 1 and Year 4 Maori students are achieving well; 91% (n10/11). Close teaching and monitoring of student progress are required for Year 5 Maori students 28% (n2/7).

Pasifika students have achieved higher than school wide level. 60% (n161/269) of Pasifika students are achieving at the expected level for Maths in Term 1. Year 1, Year 3 and Year 4 Pasifika students are achieving well; 88% (n29/44), 67% (n28/42) and 63% (n26/45) respectively.

Year 6 Pasifika students need careful teaching/ learning/ monitoring with just 35% (17/48) achieving at the expected level for the Year group.

## Curriculum Expectations 2024

		Term 1	Term 2	Term 3	Term 4
Year 1	READING				
	WRITING	1B	1B	1P	1P
	MATHS	Stage1/2	Stage1/2	Stage 3	Stage 3
Year 2	READING				
	WRITING	1P	1P/ 1A	1A	1A
	MATHS	Stage 3	Stage 3	Stage 4	Stage 4
Year 3	READING	1A	1A	2B	2B
	WRITING	1A	1A	2BN	2B
	MATHS	Stage 4	Stage 4	Early Stage 5	Early Stage 5
Year 4	READING	2B	2B	2P	2P/ 2A
	WRITING	2B	2B	2P	2P/ 2A
	MATHS	Early Stage 5	Early Stage 5	Stage 5	Stage 5
Year 5	READING	2A	2A	3B	3B
	WRITING	2A	2A	3B	3B
	MATHS	Stage 5	Stage 5	Early Stage 6	Early Stage 5
Year 6	READING	3B	3P	3P	3P/3A
	WRITING	3B	3P	3P	3P/ 3A
	MATHS	Early Stage 6	Early Stage 6	Stage 6	Stage 6

Student Achievement Data – as @ 28 March 2024

From OTJ by Teachers on Team Drive

*Dubs Rai*

Principal



## Mayfield Primary School Improvement Framework

### Te Tiriti o Waitangi

<p>The school is establishing ways to support Māori learners to achieve success with a strong, secure sense of their cultural identity.</p> <p>Foundations to give effect to Te Tiriti o Waitangi are clear and established to improve learner outcomes and the curriculum. This includes how the school gives learners opportunities to learn through tikanga Māori, providing access to te reo Māori me ōna tikanga, mātauranga Māori and te ao Māori for all learners</p>	<p>Māori learners are supported to achieve success with a strong, secure sense of their cultural identity.</p>	<p>Māori learners are well supported to achieve success with a strong, secure sense of their cultural identity.</p>	<p>Māori learners are consistently well supported to achieve success with a strong, secure sense of their cultural identity.</p>
<p>To promote learner outcomes, Māori whānau, hapū and iwi aspirations are established and valued, views are sought, and information about student learning is shared. Relationships to support learners' language, culture and identity are established to promote learner outcomes</p>	<p>To promote improved learner outcomes, the aspirations and views of Māori whānau, hapū and iwi are responded to, and improved consultation processes are progressing</p>	<p>Learning outcomes are becoming well promoted through Māori whānau, hapū and iwi partnerships for learning that are strengthening through a range of strategies.</p>	<p>Learner outcomes are well promoted through Māori whānau, hapū and iwi partnerships, which are sustained through a strategic and planned approach. Collaborative approaches enhance trust and nurture respectful interactions between home and school to deliver whānau aspirations.</p>
	<p>The strategic plan is well aligned with improvements reflecting whānau consultation. Relationships to support learners' language, culture and identity are progressing to promote learner outcomes.</p>	<p>The strategic plan implementation is delivering the improvements that whānau wish to see. Relationships to support learners' language, culture and identity continue to strengthen to promote learner outcomes.</p>	<p>Relationships to support learners' language, culture and identity enhance learner outcomes.</p>



## How we have given effect to Te Tiriti o Waitangi

### *Mayfield School : Strategic Plan 2024 - 2025*

The Board identifies with the educational vision for young people as outlined in Te Mataitipu (Te Mataiaho)

- “We understand our roles in giving effect to Te Tiriti o Waitangi and its principles.
  - We are strong in our identities, languages, cultures, beliefs, and values. This means we can confidently carry who we are wherever we go.
  - We have a strong sense of belonging. This builds the foundation to be courageous, confident, compassionate, and curious.
  - We understand that success can look different for us all. This means we can learn and grow from our experiences in a supportive environment.
  - We engage in learning that is meaningful to us and helps us in our lives.
  - We are kaitiaki of our environment. We acknowledge and appreciate our differences and diverse backgrounds and viewpoints. We positively contribute to our communities, Aotearoa, and the world.”
- .....
- Tikanga Maori and Te Reo Maori integrated into all appropriate aspects of the School Curriculum.
  - Students are encouraged to participate in daily karakia .
  - Maori origin stories incorporated into all areas of the curriculum
  - Social Science: When focusing on New Zealand's settings, value is placed on the heritage of the Tangata Whenua.
  - Actively search out expertise in the community to enhance delivery of Te Reo and Tikanga.
  - Annual consultation to determine community aspirations for Maori student achievement.
  - Appointment of a staff member to develop Tikanga Maori and Te Reo programmes.



## Mayfield Primary School

### STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

For the year ended 31<sup>st</sup> December 2023

The Mayfield Primary School Board:

- Has Developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identifies best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to the skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Signed: \_\_\_\_\_

Name: Dubs Rai

Title: Principal

Date: 20 February 2024

Signed: \_\_\_\_\_

Name: Trish Anderson

Title: Presiding Member

Date: 20 February 2024



## Mayfield Primary School - Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023 the school received total Kiwisport funding of \$4,951.72 (excluding GST). The funding was spent on sporting engagement fees, transport to sporting tournaments, sports uniforms and sporting equipment.

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Dubs Rai  
Principal

16/02/2024

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