



Transforming Communities

Our Mission

To develop transformative learners who collaborate, use ICT as tools for learning, self-regulate, and be innovative problem solvers in the local, wider and global community



Our Values

At Mayfield we value the skills and attitudes of an effective learner as well as these concepts



Collaborative, communicate effectively, work in partnership, connect to the local, wider and global community.

Can do it! Confident and resilient, learn from mistakes, set goals and work actively to achieve them.

Take responsibility for actions, think about and understand consequences, lead by example

Respect for self, others and the environment, listen, help and encourage others, value and respect diversity.

The Strategic Plan for 2024 -2025 will describe the main undertakings of the Board which are that:

- every student at the school can achieve their highest educational standard
- the school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination
- the school is inclusive of and caters for students with differing needs.

The school gives effect to Te Tiriti o Waitangi, including by:

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori and Pasifika students.

SCHOOL DESCRIPTION

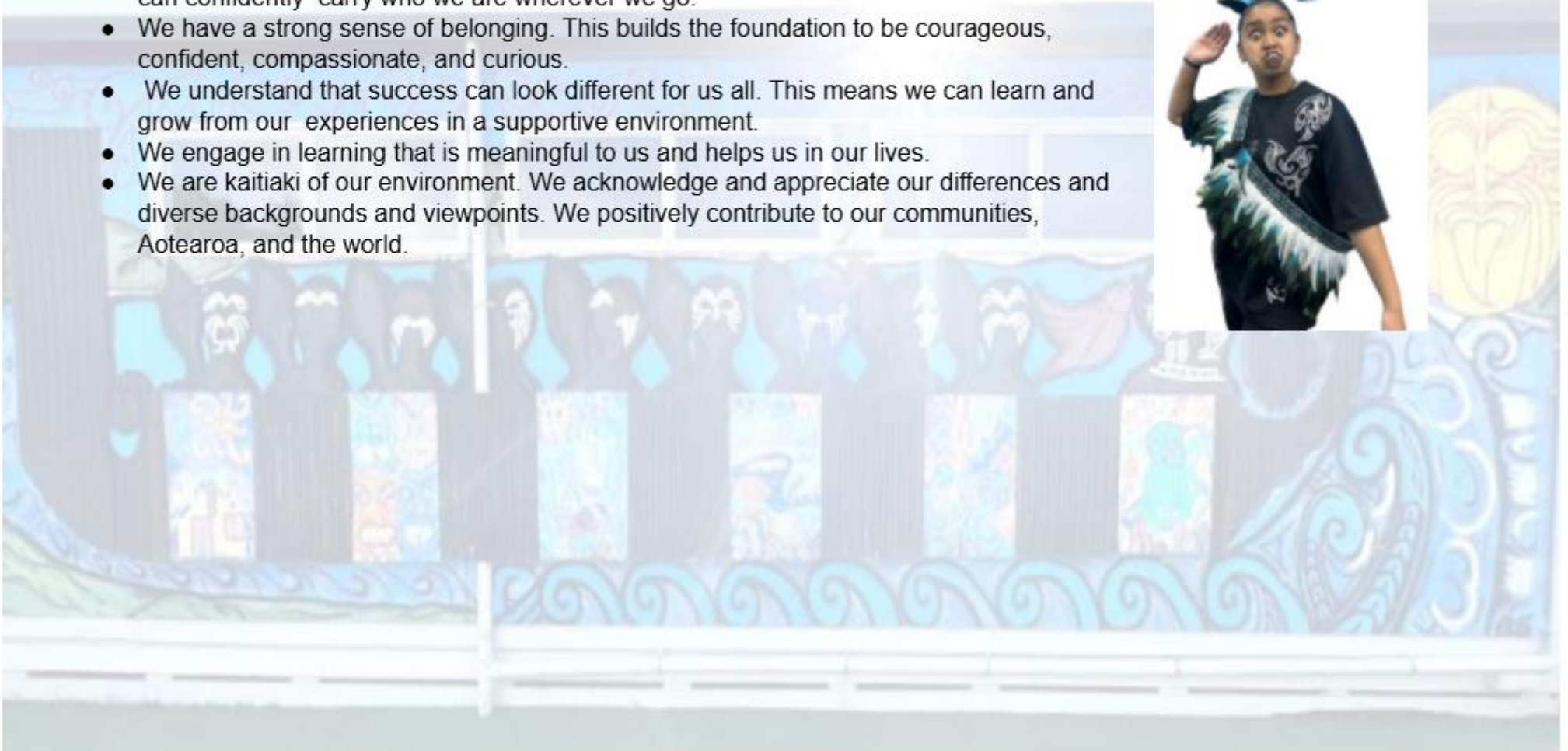
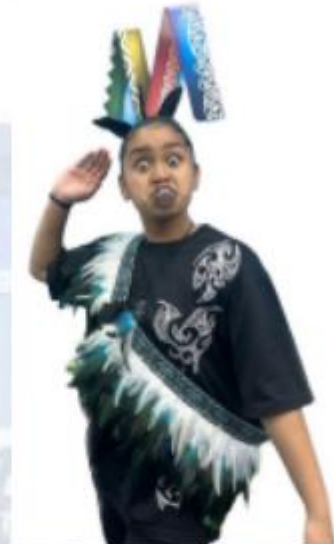
Mayfield School is a “contributing” Primary School catering for Year 1 to Year 6 children. History relates that the Mana whenua of Te Rohe o Tara are the local Iwi/Maori people known as Ngāi Tai, also called Ngāti Tai. According to Ngāi Tai tradition, Te Puke o Tara and Ōtara are named after the Ariki (Paramount Chief) of Ngāi Tai known as **Tara Te Irirangi**, who lived from the late 18th Century until 1852. We have over 27 staff members including teachers, office staff, English Learning Assistants (ELAs), Teacher Aides, and full-time caretaker.

- 24% of the students are Maori,
- 71% Pasifika and
- 5% other ethnicities.

The range of socio-economic and ethnic groups in the community is wide. In the previous system, Mayfield School was categorised as decile 1A. The new Equity Index system places Mayfield School at 520 EI.

Mayfield 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.



The school enjoys an increasing degree of positive relationships with the local community and the school actively encourages a strong home/school partnership.

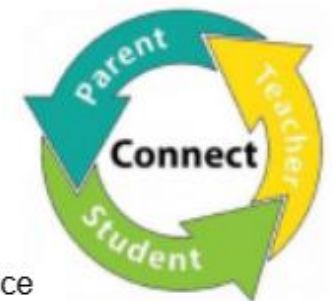
We have te Piringa Kohanga Reo next door and a number of ECE centres nearby. The majority of our graduates transition to Sir Edmund Hillary Collegiate (SEHC) middle and Ferguson Intermediate School. Secondary schooling is served by schools outside the immediate area, SEHC senior, Tangaroa College, Edgewater College and Ormiston College.

Mayfield School belongs to the **Ōtara ō te Rererangi Kāhui Ako** in collaboration with Sir Edmund Hillary Collegiate, MIT Senior High, Barnardos, Mt Richmond School and ECE schools.

The aim of our hapori partnership is to enhance learning relationships between our school and our community. Our aim is to strengthen collaborative teaching and learning Approaches between parents, children and teachers, whilst embracing cultural diversity.

We celebrate the pivotal role of the family / whanau and aim to strengthen learning approaches between parents, children and teachers, whilst embracing cultural diversity. Intervention programmes for students at risk are supported by strong home-school partnerships.

Students' reports are shared with parents twice a year on their learning, progress and achievement, sharing evidence of their learning from a range of sources. This provides an opportunity for parents/caregivers to meet with teachers formally. Reporting also occurs in the school newsletters, through korero and online platforms such as Dojo, Seesaw, Skool Loop and School Links.

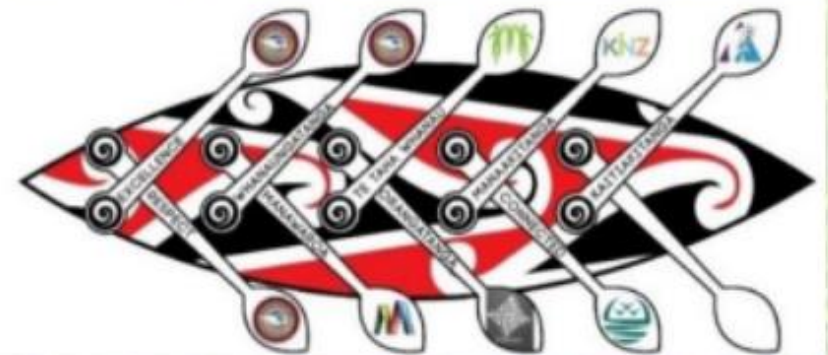




We acknowledge and are continually developing the five Cultural Capabilities needed accelerate student achievement: Cultural Responsiveness and Inclusiveness: The Board of Trustees recognises the bi-cultural nature of New Zealand's society, and the importance of the Treaty of Waitangi, and will ensure the delivery of Te Reo and Tikanga Maori at Mayfield School in the following manner:

- 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 seek 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.
- Students with diverse needs catered for
- Community involvement to reflect reciprocal responsiveness
- Knowledge and understanding of other cultures is enhanced through Social Science and other Curriculum programmes.
- Involvement of wider community through Otara o te Rererangi Kahui Ako
- Cultural diversity reflected in governance roles.





Evaluative Capability:

We are focused on developing co-leadership and co-coaching in a variety of contexts. Team and Curriculum Leaders, with their roopu will continue to develop a community of learning in their areas. Teachers use critical inquiry and problem-solving in professional practice and collaboratively inquire into the impacts of teaching practice on student learning and achievement.

It enables the teachers to be informed and responsive practitioners who **know, understand** and implement (**do**) effective teaching and learning. Students' progress is tracked and monitored on a regular basis in relation to curriculum progressions. The Board receives comprehensive student achievement data, allowing targets and budgeting to be directed to the identified areas of need and strengths.

Organisational Capability:

Diversity and difference are acknowledged and celebrated in an inclusive school environment.

External support services (e.g. RTLB, RTLIT, MoE, SWISS, health and dental nurses) are often sought. Identified students benefit from programmes that address their learning strengths and individual learning needs.

We recognise, value and cater for the diverse abilities and needs through our special needs, accelerated, cultural and ESOL programmes. Ministry funding is used to develop programmes for students with moderate special education needs. Students verified with high or very high needs receive Ongoing Resourcing (ORS). Some of our Learning Assistant (LA) components are also used for Literacy and Mathematics Support groups.

Annual Overview 2025

Curriculum			
Goal	Initiative	NELP	Actions
<p>Nurturing in our learning environment through future-focused teaching and learning</p>	<p>Ministry of Education Refreshed Curriculum in Reading, Writing and Maths through Structured Literacy and Maths approaches</p>	<p>Tahi - Learners and their whānau are at the centre of education Wha – Every akonga/ learner gains sound foundation skills including literacy and numeracy Meaningfully incorporate te Reo Māori and tikaanga Māori into the everyday life of learning SIF – Learning, Learning Progress and achievement, Responsive Curriculum Planning, Effective teaching, Evaluation and Improvement</p>	<p>Consolidate structured literacy approaches Years 1-3, and establish in Years 4-6 Establish Maths approaches (scope and sequence) across the whole school. Plan, implement and commit to One hour Explicit teaching approaches used Monitoring progress and achievement through the use and analysis of student achievement data. Use new assessment processes to collect information and data. Me Reo Māori me ona tikaanga is taught daily and used in our everyday life at MPS</p>
Attendance			
Goal	Initiative	NELP	Actions
<p>Ensure 80% of students attending 90% regularly daily, weekly and termly.</p>	<p>Ministry of Education Stepped Attendance Response (STAR)</p>	<p>Toru - Reduce barriers to education for all, including Maori and Pacific learners/akonga, disabled learners/ akonga and those with learning support needs SIF – Partnerships, Effective teaching, Leadership and Capability</p>	<p>Identify irregular attendance and take immediate action.</p>

Community			
Goal	Initiative	NELP	Action
Fostering our community bonds through cultural responsiveness and community voice	Kahui Ako – ōtara o te Rererangi Kāhui Akō Painga Project	Rua – Have high aspirations for every learner/ akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their language, culture and identity. SIF- Partnerships	Whanau Days Goal Setting Whanau voice Kahui Ako led events Painga Project – Hearing and Vision
Hauora Wellbeing			
Goal	Initiative	NELP	Action
Ensuring we nurture our staff and students by building wellbeing and resilience at Mayfield School.	Student Led activities with support from CLM and Kia Ora Ake Leaders. Whare Tapa Wha Model and values programme strengthened with in school Te Mara/ Garden – Peace garden Peer Mediation	Toru - Reduce barriers to education for all, including Maori and Pacific learners/akonga, disabled learners/ akonga and those with learning support needs SIF – Environment, Inclusive Learning, Wellbeing and Safety, Leadership and Capability	Lunchtime sports and activities Peer Mediation support Establish a peace garden to honour past and present students and staff

Annual Plan 2025

Strategic Goal 1 –Curriculum Culturally Responsive/Inclusive, Rich Knowledge based			Nurturing in our learning environment through future-focused teaching and learning	
Annual Target			All students have access to the refreshed Maths and Literacy Curriculum, foundation skills and knowledge to accelerate students learning.	
Links to Board Targets and Education Requirements			NELP 1 &4 MPC SIF	
What do we expect to see by the end of the year?			ALL students achieve and experience success gaining the foundational literacy and numeracy knowledge required. Te Reo Māori is embedded in our everyday language across the school Greater understanding by leaders and teachers of the structured approaches to learning in Reading, Writing and Maths	
Actions	Responsibility	Resources	Timeframe	How will we measure and evaluate success?
Structured Literacy Approaches established Years 4-6 Consolidate structured literacy approaches Years 1-3	Teachers Senior Leaders Tumuaki	Curriculum	Term 2 – 4 Term 1 - 4	Foundations skills and knowledge Significant shifts in achievement for all students Achievement data and analysis Planned for and implemented daily (hour) Structured Literacy Phonics data Years 0-3
Structured Maths approaches and curriculum used across the school Years 1-6	Teachers Senior Leaders Tumuaki	Curriculum	Term 2 -4	Planning in Maths links to new curriculum, effective teaching strategies grounded in the science of learning. Progress and shifts for all students Achievement data and analysis Planned and implemented daily (hour)

Te Reo Māori me ona tikaanga is deliberately planned for and taught daily. Language and identities are recognised and celebrated across all cultures	School Leader All teachers Tumuaki	Ka Hikitia Te Arataki marau mō te āko o te reo Māori Tapasa	Terms 1-4	Student engagement is visible and demonstrated through the the Treaty Principles partnerships, powhiri term by term Leader/ appointed teacher supports staff and students and liase with mana whenua Evaluations and reflections per term Achievement information and data
NZAquabots Introduction to STEM	Student Councillors Ministry of Inspiration Tumuaki	MOI	Term 2	Participation Auckland based underwater robotics competition Student Journal
Strategic Goal 2 – Attendance			Improve overall attendance and reduce absenteeism in line with Stepped Attendance Response (STAR)	
Annual Target			Ensure 90% of students attend school regularly daily, weekly and termly 80% of the time	
Links to Board and Education Requirements			NELP 3 MPC SIF	
What do we expect to see by the end of the year?			Shift in attendance rates and student achievement	
Actions	Responsibility	Resources	Timeframe	How will we measure and evaluate success?
Establish an Attendance Plan Tracking form improved to track and monitor attendance each day, weekly and term.	Teachers Office Staff SLT	Attendance Officer Attendance MOE, SMS system	Term 1 -4	Termly Attendance Reports MOE School Attendance Data daily, weekly, term. Demographics

Celebrate and recognise improved attendance	Teachers Tumuaki		Terms 1-4	Newsletters – class and whole school attendance for the week and term 100% Attendance Certificates end of each term
Community Evening	Tumuaki EWS		Term 1, Term 3	Improved attendance data Attendance
Strategic Goal 3 – Community/Hapori				
Annual Target			Fostering our community bonds through cultural responsiveness and community engagement	
Links to Board and Educational Requirements			NELP 2 MPC SIF	
What do we expect to see by the end of the year			Greater whanau engagement and participation. Whanau work collaboratively with school to enhance the learning of all students	
Actions	Responsibility	Resources	Timeframe	How will we measure and evaluate success?
Various school, local events	Tumuaki Leaders Teachers Kahui Ako		Terms 1-4 Term 2	Participation and attendance (numbers) Whanau Voice
Engagement in sports and cultural events	Tumuaki HAL Advisor Kia Ora Ake Leaders	Healthy Active Learning (HAL) Kia Ora Ake Initiative	Terms 1-4	Coaching specific events Whanau Voice
Access various agencies to support learning	Swiss, RTLB, RTLit, Mana Health,	Painga Ora	Term 1- 4 Term 2	
Strategic Goal 4 – Hauora Wellbeing				
Annual Target			Ensuring we nurture our staff and students by building wellbeing and resilience at Mayfield School.	
Links to Board and Educational Requirements			NELP 3 MPC SIF	
What do we expect to see by the end of the year?			Students feel confident to take calculated risks when facing learning and social challenges.	

			Teachers persevere in the face of change and understand the change to lead change within school. School culture reflects a safe, happy and confident learners	
Actions	Responsibility	Resources	Timeframe	How will we measure and evaluate success?
Student Lunchtime Sports/Activities led by Student leaders. Values programmes including PB4L	Tumuaki HAL Advisor Kia Ora Ake Leaders Lead Teacher	Healthy Active Learning (HAL) Kia Ora Ake Initiative	Terms 1-4 Term 2	Student Participation and engagement. Student Voice Parent/ Whanau Voice Community Feedback