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MAYFIELD PRIMARY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1369

Principal: Dhruhai Rai

School Address: 12 Pearl Baker Drive, Otrara, Auckland

School Postal Address: 12 Pearl Baker Drive, Otrara, Auckland

School Phone: 09 274 9374

School Email: office@mayfieldauckland.school.nz

Accountant / Service Provider: Shore Chartered Accountants Limited

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Trish Anderson	Presiding Member	Elected	Sept-25
Dhruhai Rai	Principal ex Officio		
Raumati Wynyard	Parent Representative	Co-opted	Sept-25
Len Brown	Parent Representative	Co-opted	Sept-25
Tereta Rasmussen	Parent Representative	Elected	Aug-24
Arifa Nazari	Parent Representative	Elected	Sept-25
Rita Hackett-Leala	Staff Representative	Elected	Sept-25
Andrea Benioni	Parent Representative	Elected	Sept-25

MAYFIELD PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Mayfield Primary School

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Full Name of Presiding Member

Full Name of Principal

Signature of Presiding Member

Signature of Principal

Date:

Date:

Mayfield Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	3,634,371	3,602,863	3,671,665
Locally Raised Funds	3	93,596	126,550	37,131
Interest		85,040	45,000	79,853
Other Revenue		8,696	-	-
Total Revenue		3,821,703	3,774,413	3,788,649
Expense				
Locally Raised Funds	3	117	2,100	1,185
Learning Resources	4	2,211,916	2,268,828	2,111,086
Administration	5	653,833	604,510	621,826
Interest		5,098	3,500	3,604
Property	6	831,701	883,400	785,856
Loss on Disposal of Property, Plant and Equipment		1,118	-	-
Total Expense		3,703,783	3,762,338	3,523,557
Net Surplus / (Deficit) for the year		117,920	12,075	265,092
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		117,920	12,075	265,092

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		2,466,671	2,410,607	2,188,969
Total comprehensive revenue and expense for the year		117,920	12,075	265,092
Contribution - Furniture and Equipment Grant		-	-	12,610
Equity at 31 December		2,584,591	2,422,682	2,466,671
Accumulated comprehensive revenue and expense		2,584,591	2,422,682	2,466,671
Equity at 31 December		2,584,591	2,422,682	2,466,671

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	762,231	212,413	171,353
Accounts Receivable	8	222,472	136,600	280,214
GST Receivable		1,454	22,000	28,021
Prepayments		24,232	35,000	139,347
Investments	9	1,063,119	1,400,000	1,452,821
		<u>2,073,508</u>	<u>1,806,013</u>	<u>2,071,756</u>
Current Liabilities				
Accounts Payable	11	188,189	192,500	162,601
Provision for Cyclical Maintenance	12	-	19,200	5,837
Finance Lease Liability	13	43,752	30,000	36,161
Funds held for Capital Works Projects	14	35,833	-	-
		<u>267,774</u>	<u>241,700</u>	<u>204,599</u>
Working Capital Surplus		1,805,734	1,564,313	1,867,157
Non-current Assets				
Property, Plant and Equipment	10	994,740	1,014,870	769,453
		<u>994,740</u>	<u>1,014,870</u>	<u>769,453</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	12	185,881	139,942	142,332
Finance Lease Liability	13	30,002	16,559	27,607
		<u>215,883</u>	<u>156,501</u>	<u>169,939</u>
Net Assets		<u>2,584,591</u>	<u>2,422,682</u>	<u>2,466,671</u>
Equity		<u>2,584,591</u>	<u>2,422,682</u>	<u>2,466,671</u>

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 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,188,706	1,503,237	1,058,739
Locally Raised Funds		103,573	36,831	35,850
International Students		-	-	-
Goods and Services Tax (net)		26,569	6,027	(4,698)
Payments to Employees		(660,261)	(551,816)	(548,940)
Payments to Suppliers		(350,262)	(696,177)	(376,939)
Interest Paid		(5,098)	(3,500)	(3,604)
Interest Received		93,768	44,344	60,967
Net cash from/(to) Operating Activities		396,995	338,946	221,375
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(209,956)	(345,000)	(58,070)
Purchase of Investments		-	-	(199,266)
Proceeds from Sale of Investments		389,702	33,555	-
Net cash from/(to) Investing Activities		178,628	(311,445)	(257,336)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	12,610
Finance Lease Payments		(20,578)	(30,474)	(41,690)
Funds Administered on Behalf of Other Parties		35,833	44,033	27,109
Net cash from/(to) Financing Activities		15,255	13,559	(1,971)
Net increase/(decrease) in cash and cash equivalents		590,878	41,060	(37,932)
Cash and cash equivalents at the beginning of the year	7	171,353	171,353	209,285
Cash and cash equivalents at the end of the year	7	762,231	212,413	171,353

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 2024

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 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 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

The 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 School's 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	10–75 years
Furniture and Equipment	5–15 years
Information and Communication Technology	3–5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

i) Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

j) 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.

k) 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.

l) 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.

m) 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.

n) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gain and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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.

o) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

p) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,128,619	982,863	1,132,646
Teachers' Salaries Grants	1,643,381	1,700,000	1,697,436
Use of Land and Buildings Grants	534,982	600,000	498,936
Ka Ora, Ka Ako - Healthy School Lunches Programme	327,389	320,000	342,647
	<u>3,634,371</u>	<u>3,602,863</u>	<u>3,671,665</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Fees for Extra Curricular Activities	-	550	136
Fundraising and Community Grants	80,161	91,000	1,055
Other Revenue	13,435	35,000	35,940
	<u>93,596</u>	<u>126,550</u>	<u>37,131</u>
Expense			
Extra Curricular Activities Costs	117	1,100	128
Fundraising and Community Grant Costs	-	1,000	1,057
	<u>117</u>	<u>2,100</u>	<u>1,185</u>
	<u>93,479</u>	<u>124,450</u>	<u>35,946</u>

Surplus/ (Deficit) for the year Locally Raised Funds

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	55,998	73,528	44,822
Information and Communication Technology	36,071	51,300	34,284
Employee Benefits - Salaries	1,981,050	1,988,000	1,918,937
Staff Development	3,702	16,000	5,847
Depreciation	135,095	140,000	107,196
	<u>2,211,916</u>	<u>2,268,828</u>	<u>2,111,086</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	9,922	9,000	7,119
Board Fees and Expenses	5,868	9,900	3,892
Other Administration Expenses	51,350	48,710	46,953
Employee Benefits - Salaries	228,835	191,500	196,895
Insurance	14,342	8,600	8,095
Service Providers, Contractors and Consultancy	16,127	16,800	16,225
Ka Ora, Ka Ako - Healthy School Lunches Programme	327,389	320,000	342,647
	<u>653,833</u>	<u>604,510</u>	<u>621,826</u>

6. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cyclical Maintenance	42,404	19,200	28,627
Heat, Light and Water	50,661	36,500	36,862
Repairs and Maintenance	65,060	65,700	47,256
Use of Land and Buildings	534,982	600,000	498,936
Employee Benefits - Salaries	104,833	126,000	123,752
Other Property Expenses	33,761	36,000	50,423
	<u>831,701</u>	<u>883,400</u>	<u>785,856</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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	762,231	212,413	171,553
Credit Cards	-	-	(200)
Cash and cash equivalents for Statement of Cash Flows	<u>762,231</u>	<u>212,413</u>	<u>171,353</u>

8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	-	1,000	1,281
Receivables from the Ministry of Education	50,285	-	-
Interest Receivable	26,685	5,600	35,413
Banking Staffing Underuse	-	-	110,374
Teacher Salaries Grant Receivable	145,502	130,000	133,146
	<u>222,472</u>	<u>136,600</u>	<u>280,214</u>
Receivables from Exchange Transactions	26,685	6,600	36,694
Receivables from Non-Exchange Transactions	195,787	130,000	243,520
	<u>222,472</u>	<u>136,600</u>	<u>280,214</u>

9. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,063,119	1,400,000	1,452,821
Total Investments	<u>1,063,119</u>	<u>1,400,000</u>	<u>1,452,821</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	563,367	-	-	-	(30,737)	532,630
Furniture and Equipment	120,721	298,107	-	-	(45,580)	373,248
Information and Communication Technology	14,321	3,120	-	-	(10,549)	6,892
Leased Assets	65,039	58,961	-	-	(47,454)	76,546
Library Resources	6,005	1,312	(1,118)	-	(775)	5,424
	<u>769,453</u>	<u>361,500</u>	<u>(1,118)</u>	<u>-</u>	<u>(135,095)</u>	<u>994,740</u>
	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	958,785	(426,155)	532,630	958,785	(395,418)	563,367
Furniture and Equipment	1,209,874	(836,626)	373,248	936,880	(816,159)	120,721
Information and Communication Technology	189,007	(182,115)	6,892	230,635	(216,314)	14,321
Leased Assets	160,622	(84,076)	76,546	130,058	(65,019)	65,039
Library Resources	32,278	(26,854)	5,424	35,987	(29,982)	6,005
	<u>2,550,566</u>	<u>(1,555,826)</u>	<u>994,740</u>	<u>2,292,345</u>	<u>(1,522,892)</u>	<u>769,453</u>

11. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	2,105	35,500	3,052
Accruals	14,930	15,000	11,827
Employee Entitlements - Salaries	147,300	130,000	135,582
Employee Entitlements - Leave Accrual	23,854	12,000	12,140
	<u>188,189</u>	<u>192,500</u>	<u>162,601</u>
Payables for Exchange Transactions	188,189	192,500	162,601
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>188,189</u>	<u>192,500</u>	<u>162,601</u>

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	148,169	259,454	278,900
Increase to the Provision During the Year	42,404	19,200	47,594
Use of the Provision During the Year	-	-	(67,040)
Provision at the End of the Year	<u>190,573</u>	<u>278,654</u>	<u>259,454</u>
Cyclical Maintenance - Current	-	19,200	5,837
Cyclical Maintenance - Non current	185,881	139,942	142,332
	<u>185,881</u>	<u>159,142</u>	<u>148,169</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. 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:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	47,551	32,500	16,541
Later than One Year and no Later than Five Years	31,686	17,099	18,050
Future Finance Charges	(5,483)	(3,000)	(2,940)
	<u>73,754</u>	<u>46,599</u>	<u>31,651</u>
Represented by			
Finance lease liability - Current	43,752	30,000	36,161
Finance lease liability - Non current	30,002	16,559	27,607
	<u>73,754</u>	<u>46,559</u>	<u>63,768</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, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE, Block 2 Combined ILE	-	41,263	(5,430)	-	35,833
Totals	<u>-</u>	<u>41,263</u>	<u>(5,430)</u>	<u>-</u>	<u>35,833</u>

Represented by:

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

35,833

-

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Replace Roof	(2,000)	-	-	2,000	-
Window Joinery	212	22,764	(22,976)	-	-
Wall Coverings	(22,976)	-	22,976	-	-
SIP Junior Playground	(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 -

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.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	1,955	2,265
<i>Leadership Team</i>		
Remuneration	619,935	616,981
Full-time equivalent members	5	5
Total key management personnel remuneration	621,890	619,246

There are 6 members of the Board excluding the Principal. The Board has held 7 full meetings of the Board in the year.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
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	2024 FTE Number	2023 FTE Number
100 - 110	6	4
110 - 120	2	1
120 - 130	-	1
	<u>8</u>	<u>6</u>

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:

	2024 Actual	2023 Actual
Total	-	-
Number of People	-	-

18. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

19. Commitments**(a) Capital Commitments**

At 31 December 2024, the Board had no capital commitments (2023:\$nil).

(b) Operating Commitments

As at 31 December 2024, the Board had no operating commitments (2023: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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	762,231	212,413	171,353
Receivables	222,472	136,600	280,214
Investments - Term Deposits	1,063,119	1,400,000	1,452,821
Total financial assets measured at amortised cost	2,047,822	1,749,013	1,904,388

Financial liabilities measured at amortised cost

Payables	188,189	192,500	162,601
Finance Leases	73,754	46,559	63,768
Total financial liabilities measured at amortised cost	261,943	239,059	226,369

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 Primary School's Financial Statements

For the Year Ended 31 December 2024

The Auditor-General is the auditor of Mayfield Primary 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 17, that comprise the statement of financial position as at 31 December 2024, 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 2024; 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 30 April 2025. 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, How we have given effect to Te Tiriti o Waitangi, Student Achievement report, Members of the Board of Trustees and Analysis of Variance reporting 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 – 2024**

Name	Position	Occupation	Notes
Dubs Rai	Principal	Principal Mayfield School	
Trish Anderson	Presiding Member	Former Parent	Elected 10/08/22
Rita Hackett-Leala	Staff Trustee	Office Manager Mayfield School	Elected 10/08/22
Tereta Rasmussen	Elected Member	Parent	Elected 10/08/22 Resigned 21/08/24
Len Brown	Co-opted member	Consultant	Co-opted 25/08/22
Raumati Wynyard	Co-opted Member	Teacher	Co-opted 25/08/22
Arifa Nazari	Co-opted Member	Former Parent	Co-opted 30/03/23
Andrea Benioni	Elected Member	Grandparent/Caregiver	Elected 17/10/24

Analysis of Variance Reporting 2024



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 READING set for the year in relation to the New Zealand Curriculum achievement expectations.																								
Target:	The target for READING in 2024 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 (2024) 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:</td> <td>100% (n4/4)</td> <td>School-wide:</td> <td>56% (n179/322) 'achieved'</td> </tr> <tr> <td>Year 1:</td> <td>44% (n30/69)</td> <td>Male:</td> <td>46% (n76/164) achieved' / 'advanced'</td> </tr> <tr> <td>Year 2:</td> <td>59% (35/59)</td> <td>Female:</td> <td>65% (n 103/ 158) achieved' /'advanced'</td> </tr> <tr> <td>Year 3:</td> <td>75% (34/45)</td> <td>Maori:</td> <td>53% (n40/76) 'achieved' /'advanced'</td> </tr> <tr> <td>Year 4:</td> <td>48% (30/50)</td> <td>Pasifika:</td> <td>57% (n124/228) 'achieved' /'advanced'</td> </tr> <tr> <td>Year 5:</td> <td>48% (30/52)</td> <td></td> <td></td> </tr> </table>	Year 0:	100% (n4/4)	School-wide:	56% (n179/322) 'achieved'	Year 1:	44% (n30/69)	Male:	46% (n76/164) achieved' / 'advanced'	Year 2:	59% (35/59)	Female:	65% (n 103/ 158) achieved' /'advanced'	Year 3:	75% (34/45)	Maori:	53% (n40/76) 'achieved' /'advanced'	Year 4:	48% (30/50)	Pasifika:	57% (n124/228) 'achieved' /'advanced'	Year 5:	48% (30/52)		
Year 0:	100% (n4/4)	School-wide:	56% (n179/322) 'achieved'																						
Year 1:	44% (n30/69)	Male:	46% (n76/164) achieved' / 'advanced'																						
Year 2:	59% (35/59)	Female:	65% (n 103/ 158) achieved' /'advanced'																						
Year 3:	75% (34/45)	Maori:	53% (n40/76) 'achieved' /'advanced'																						
Year 4:	48% (30/50)	Pasifika:	57% (n124/228) 'achieved' /'advanced'																						
Year 5:	48% (30/52)																								

Year 6: 51% (22/43) Other: 56% (n9/16) 'achieved' / advanced'

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>Stepswebs integrated in Reading programmes on students vocabulary development.(years 3-6)</p> <p>Teaching of phonics on daily basis through Structured literacy approaches in the Junior School.</p> <p>Teaching as Inquiry – Priority students identified, progress tracked and monitored</p> <p>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.</p> <ul style="list-style-type: none"> * Talk about the book, stories and pictures. * Motivation -it helped students to become independent. * Help students with basic decoding skills . * Key skill areas such as decoding, fluency, vocabulary and comprehension. * Vocabulary - flash cards 	<p>Year 0: 100% (4/4)</p> <p>Year 1: 44% achieved 'At/ Advanced a deficit of 10%</p> <p>Year 2: 59%, an increase of 23%</p> <p>Year 3 75% achieved an increase of 10 %</p> <p>Year 4 48% achieved, no change 0% However 2% shifted into Advanced compared with Beginning no students in Advanced</p> <p>Year 5 48% achieved, deficit of 1 %</p> <p>Year 6</p>	<p>Implementation of structured literacy approaches in the Junior School.</p> <p>Routine of an hour a day</p> <p>Focus students identified early and monitored closely throughout the year by the team</p> <p>Focus on reliability of student achievement data</p> <p>PLC across teams</p> <p>Use of more extensive and rich resources including picture books.</p> <p>Continue developing greater reliability and integrity in professional learning and moderation on forming OTJ. ELA assistance support focus students</p>	<p>Continue engaging in structured literacy approach PLD with BSLA</p> <p>Integrate StepsWeb into literacy timetable. Be responsive to students needs through SODA and ELA specific groups</p> <p>Use resources to enhance independent work</p> <p>Identify students needing additional support to respond immediately to needs eg Tier 2 students through RTLit and RTLB support</p> <p>PLC to focus on focus students and collaborate on support to accelerate the learning for these students and monitor closely progress to avoid regress in progress.</p>



Tātaritanga raraunga

<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><u>Use of e-tools to enhance/ support learning</u></p> <p>- Apps (e.g. Seesaw, Studyladder, Bookcreator, Epic)are used daily for the students to practise.</p> <p>-Teaching and revising sight words using Digital Technology - iPads, online and J-Touch.</p> <p><u>Additional Support</u></p> <p>- Students received additional support for reading</p> <p>- Extra support from E.L.A.s to help students who need to additional work on phonics and oral language development</p> <p>- ELAs at reading session, reading with different groups. Making explicit links between reading and writing skills/ strategies</p> <p>Encourage reading at home by checking reading logs daily</p>	<p>51% achieved, no change. 2% of students less at Advanced</p> <p><u>Full School:</u></p> <p>Mayfield did not meet the READING target of 65% achieve/advance by the end of 2024. However there was an increase in variance of 12% in Reading compared to Term 1.</p> <p>Male: Term 1 35% variance increase 11%</p> <p>Female: Term 1 53% variance increase 12%</p> <p>Maori: Term 1 40%, variance increase 53%</p> <p>Pasifika: 12% increase variance 45%</p> <p>Other: Term 1 31% variance 25%</p>	<p>RT Lit referrals for a range of students and and groups</p> <p>Good quality testing and moderation</p> <p>Use of StepsWebs and online resources</p> <p>Quality online PLD for Junior Teachers</p> <p>Targeted and specific small groups</p> <p>Literacy Leader</p>	<p>Using student achievement data and analysis to inform teaching and learning. Share with students and formalise next steps</p> <p>Use informal assessment to provide regular and timely feedback.</p> <p>Year 2, Year 4, Year 5, Year 6 students will be the targeted year level for 2025.</p>
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MINISTRY OF EDUCATION
PĀKĀNGA KĀHAKA

Tātaritanga rāraunga

Front Loading- Introduce Vocabulary related to the text or passage before Reading and 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.

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. 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. daily guided reading

Explicit Instruction: Provides clear and direct instructions explaining reading strategies explicitly. Modelling the strategies.
Scaffolded Reading: Increase the level of support and complexity using

<p>students' zone of proximal development.</p> <ul style="list-style-type: none"> - Having follow ups that are skills/ strategies that the taira already know (from last week or 2 weeks ago) - Ensuring taira have enough time on <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"> - Building on word knowledge by reading picture cards, big books, reading around the room and reading of reading and phonic booklets - Observations during lessons and discussions - Differentiated Instruction - Reading Comprehension Strategies <p>Differentiated Instruction:.</p>			
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Planning for next year: 2025

- Years 3 -6 teachers undertake PLD in structured literacy
- Consolidate teacher pedagogical understanding with structured literacy content.
- Planning and teaching to the needs of students will be closely tracked and monitored
- Closely monitor and track student achievement data termly.
- Continue using e-asTTe as a main assessment tool for Year 4-6
- Use phonics assessment tools Years 1-3 to inform decisions and next steps for and with students
- One hour of Reading daily
- Train another facilitator to work across the school to support teacher capability in implement structure approaches (sustainability)



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 WRITING in 2024 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.

Analysis of Variance Reporting 2024



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>Year 0-2 started their PLD with BSLA, gathering baseline data and begin whole class and group phonics teaching in Term 2</p> <p>Teaching phonemic awareness, making phonological and grapheme links more explicitly.</p> <p>Use of J-Touch to show how ideas are derived and written in sequence.</p> <p>Writing every day.</p> <p>Students learned to use a variety of tools to help practice writing skills</p> <p>Opportunities to write across all subjects. Additionally, supporting</p>	<p>Year 1: 48% deficit of 3%</p> <p>Year 2: 54% deficit 8%</p> <p>Year 3 71% increase 6% met target Mayfield's target 65%</p> <p>Year 4: 60% increase of 1%</p> <p>Year 5: 56% increase of 7%</p> <p>Year 6: 61% increase of 10%</p> <p>Full School:</p> <p>Mayfield was 6% short of meeting our WRITING target of 65% achieve/advance by the end of 2024. However, there is an increase in variance of 19% in the Writing.</p>	<p>Year 1 and 2 started structured literacy learning, teachers adapting and making changes to thinking, approaches. In saying that, BSLA progress data is showing positive signs.</p> <p>Routine of an hour a day daily writing</p> <p>Focus students identified early and monitored closely throughout the year by term</p> <p>Focus on reliability of student achievement data</p> <p>Team moderation for Writing</p> <p>PLC Korero across teams</p> <p>Clear expectations in each classroom of what good writers do</p> <p>Clear weekly plan for curriculum delivery in both the Junior and Senior Schools</p> <p>Focus students identified early and tracked across the year</p>	<p>Continue engaging in structured literacy approach PLD with BSLA with explicit and sequenced lessons</p> <p>Re focus on Oral Language development through BSLA approach</p> <p>Integrate StepsWeb into a literacy timetable. Be responsive to students needs through SODA and ELA</p> <p>Use resources to enhance independent work</p> <p>Identify students needing additional support to respond immediately to needs eg Tier 2 students through RTLit and RTLB support</p> <p>PLC to focus on students and collaborate on support to accelerate the learning for these students</p> <p>Using student achievement data and analysis to inform teaching and learning. Share with students and formalise next steps</p>



<p>ESOL students by making connections to what they are reading to help them communicate better. Committed to working closely with priority learners daily. Having relevant and engaging writing tasks</p> <p>Various text types taught and using exemplars</p> <p>Many opportunities for publishing (Seesaw, book creator, paper) to celebrate writing and increase engagement</p> <p>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</p> <p>Specific writing goals glued into books and reflected on</p> <p>Shared Writing Shared writing activities where the educator and students collaboratively compose a text. This provides an opportunity for</p>	<p>Male: 48% variance increase of 24%</p> <p>Female: 68%, variance increase of 22%. Slightly exceeded Mayfield's expectation.</p> <p>Maori: 56%, variance increase of 27%</p> <p>Pasifika: 58% increase variance of 22%</p> <p>Other: 62%, increase variance of 19%</p>	<p>Start of the day activities</p> <p>Buddy Reading every morning. Increased parent participation.</p> <p>RTLit Referrals and support for a range of students and groups</p> <p>English Language Learning assistance in class</p> <p>Good quality testing and moderation process across the school with support of the RTLit</p> <p>Use of StepsWeb as online learning resource</p>	<p>Use informal assessment to provide regular and timely feedback.</p>
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<p>scaffolding learners. and creates a window to demonstrate the writing process, including brainstorming ideas, organising thoughts, drafting, revising, and editing.</p> <p>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 basic story maps or sequence charts.</p> <p>Encourage Risk-Taking 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)</p>			
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Planning for next year: 2025

- One hour daily of Writing
- Years 3 -6 teachers undertake PLD in structured literacy
- Consolidate teacher pedagogical understanding with structured literacy content.
- Planning and teaching of students to continue to be closely tracked and monitored
- Monitor and track student achievement data termly.
- Continue using e-asTTe as a main assessment tool for Year 4-6
- Moderations as whole staff carried out to ensure consistency
- Curriculum and Structured Literacy PLD
- Planning document review



School Name:	Mayfield Primary School
School Number:	1369

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 MATHEMATICS in 2024 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 style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Year 0:</td> <td style="width: 20%;">100% (n4/4)</td> <td style="width: 20%;"></td> <td style="width: 40%;">School-wide: 60% (n193/322) 'achieved' or 'advanced'</td> </tr> <tr> <td>Year 1:</td> <td>48% (n33/69)</td> <td></td> <td>Male: 52% (n92/164) 'achieved' / 'advanced'</td> </tr> <tr> <td>Year 2:</td> <td>54% (32/59)</td> <td></td> <td>Female: 63% (n100/158) 'achieved' / 'advanced'</td> </tr> <tr> <td>Year 3:</td> <td>71% (32/45)</td> <td></td> <td>Maori: 64% (49/76) 'achieved' / 'advanced'</td> </tr> <tr> <td>Year 4:</td> <td>42% (21/50)</td> <td></td> <td>Pasifika: 59% (134/228) 'achieved' / 'advanced'</td> </tr> <tr> <td>Year 5:</td> <td>46% (24/52)</td> <td></td> <td></td> </tr> </table>	Year 0:	100% (n4/4)		School-wide: 60% (n193/322) 'achieved' or 'advanced'	Year 1:	48% (n33/69)		Male: 52% (n92/164) 'achieved' / 'advanced'	Year 2:	54% (32/59)		Female: 63% (n100/158) 'achieved' / 'advanced'	Year 3:	71% (32/45)		Maori: 64% (49/76) 'achieved' / 'advanced'	Year 4:	42% (21/50)		Pasifika: 59% (134/228) 'achieved' / 'advanced'	Year 5:	46% (24/52)		
Year 0:	100% (n4/4)		School-wide: 60% (n193/322) 'achieved' or 'advanced'																						
Year 1:	48% (n33/69)		Male: 52% (n92/164) 'achieved' / 'advanced'																						
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Year 4:	42% (21/50)		Pasifika: 59% (134/228) 'achieved' / 'advanced'																						
Year 5:	46% (24/52)																								



	Year 6: 58% (25/43)
	Other: 60% (n193/322) 'achieved' or 'advanced'

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>
<ul style="list-style-type: none"> Regular Maths lessons. Coverage of all strands as per requirement Learning Basic facts Use of concrete materials when teaching new concept Real objects such as an apple are used to show fractions. Include maths games to enhance new learning Different strategies were taught in every concept to help students understand the concept better. Every day, follow-up tasks were given to practice what had been taught. use of Seesaw/ Prototec activities to enhance number skills. Extra support from Learning Assistants and class teachers for targeted students (Priority Learners) Regular Feedback and feedforward Personalised learning - GAP analysis to plan for all the students needs 	<p>Year 0 - 100% (4/4) achieved</p> <p>Year 1 : 48% Achieved, a deficit of 13%</p> <p>Year 2: 54 % Achieved, increase of 34%</p> <p>Year 3 - 71% achieved increase of 22 % exceeded our school target of 65%</p> <p>Year 4: 42% achieved increase of 8%</p> <p>Year 5: 46% achieved deficit of 1%</p> <p>Year 6: 61% achieved increase of 18%</p> <p>Full School:</p> <p>Mayfield achieved 60% not quite reach our MATHS target of 65% achieve/advance by the end of 2024 however there was progress made and an increase in variance of 17% in the Maths.</p> <p>Male: 52%, variance increase 15%</p>	<p>Focus on students identified early and monitored closely through the year by each of our teams.</p> <p>Accurate and up to date records kept</p> <p>During PLC, teachers were able to tell the story of each focus learner and what is in place for them.</p> <p>Focused teaching of skills needed to accelerate students by the teachers either individually or in groups as appropriate.</p> <p>A focus on core skill school-wide</p> <p>Lead Maths teacher ensuring that the classes are well-resourced and there is a clear yearly plan for both teams</p> <p>Expectations for the deliberate actions of teaching mathematics consistently across the school including making maths relevant</p>	<ol style="list-style-type: none"> Strengthen content knowledge of PRIME Maths for all teachers Reinforce what works well for Maths. Extension Maths for high achievers in senior school. Professional development on PRIME Mathematics teaching and mentor new teachers through MOE and Providers Start the year with placement tests to ensure the correct levels of student achievement and identify gaps. Continue with observations, coaching and mentoring across the school. Continue to use Maths apps (e.g. prodigy, Prototec, study ladder, Mathletics in teaching and learning. Continue to monitor Working Towards (at risk learners) at Team and School levels. Sign up to Maths Pro so teachers have access to all books to differentiate learning, sequenced and in order to increase exposure to more complex (whole class teaching) concepts to accelerate learning



<ul style="list-style-type: none"> ● Connecting lessons to the real world. ● Have mixed ability grouping when and where it suits. ● - Clear L.I. & S.C. for students to follow. ● Regular assigned work on Mathematics to supplement / consolidate new learning ● Customised as TTle test for Year 4 upwards ● Gaps Identified through formative and summative assessment - Gap analysis done and taught to close the gaps ● Prime Books are the main reference materials ● Prime Practise Books allow students to have further practice, review and revisit new learning 	<p>Female: 63% variance increase 14%</p> <p>Maori: 64%, variance increase 30%,</p> <p>Pasifika: 59%, variance increase 14%</p> <p>Other: 60%, variance increase 32%</p>	<p>Use of PRIME Maths resources</p>	
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Focus areas - Planning for next year 2025

- Compulsory teaching of one hour of maths five days a week
- Focus on mentoring Beginning and new teachers in implement NZC structured maths approach
- Use upgraded version of Prime books and Maths Pro for explicit teaching, scope and sequence
- Assign all students to Maths Pro
- PLD sessions to enhance teacher content knowledge and practice with Cognition Ltd
- 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.



Student Achievement Report



End of Year 2024

Defining Achievement

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.

Achieved (Ach): A student is currently working at the expected level of achievement for their

Year group. Effective teaching and learning should enable them to meet or exceed the end of year expected level of achievement.

Working Towards (WT): A student is currently not achieving at the

expected level. Specific actions in addition to effective classroom teaching will need to be planned and implemented.

Defining Overall Teacher Judgement (OTJ)

An overall teacher judgment (OTJ) involves drawing on and applying the evidence gathered up to a particular point in time, in order to make an overall judgment about a student's progress and achievement.

Overall teacher judgments of achievement and progress involve combining information from a variety of sources, using a range of approaches. Evidence may be gathered in the following three ways:

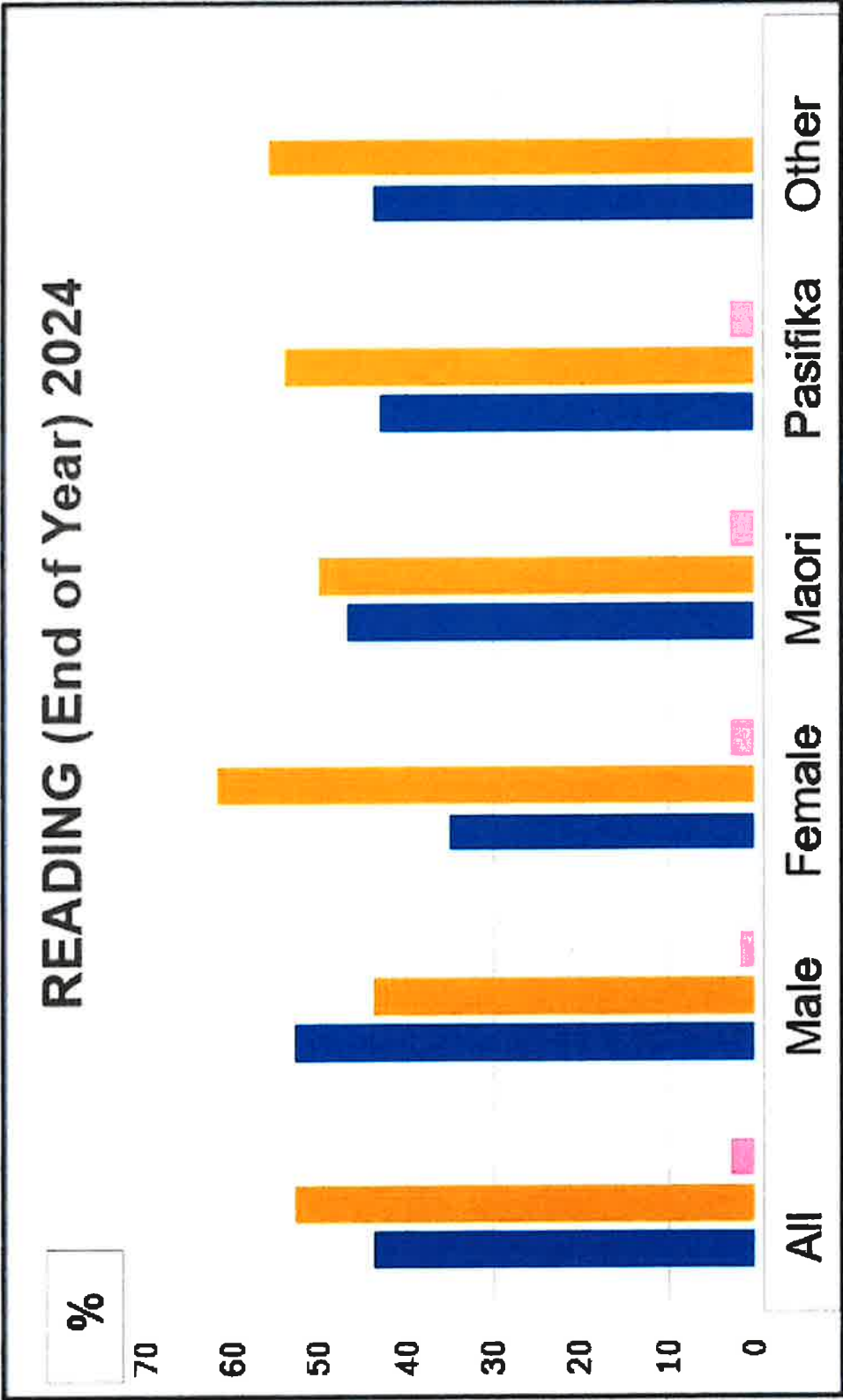
- **Observing** the process a student uses to complete a learning task.
- **Conversing** with the student to find out what they know, understand and can do.
- **Gathering** results from formal assessments, including standardised tools.

This gathering of information from a range of sources increases the dependability of the OTJ.

READING

	WT	Achieved	Advanced
ALL	44% (143/322)	53% (171/322)	3% (8/322)
Male	53% (88/164)	44% (72/164)	2% (4/164)
Female	35% (55/158)	62% (99/158)	3% (4/158)
Maori	47% (36/76)	50%(38/76)	3% (2/76)
Pasifika	43% (100/230)	54% (124/230)	3% (6/230)
Other	44% (7/16)	56% (9/16)	

Working Towards
Achieved
Advanced



End of Year		READING		2024
Level	Working Towards	Achieved	Advanced	
	Number	Number	Number	
Year 0		100% (4/4)		
Year 1	56% (39/69)	44% (30/69)		
Year 2	41% (24/59)	59% (35/59)		
Year 3	25% (11/45)	75% (34/45)		
Year 4	52% (26/50)	46% (23/50)	2% (1/50)	
Year 5	42% (22/52)	46% (24/52)	2% (6/52)	
Year 6	49% (21/43)	49% (21/43)	2% (1/43)	

READING

Across the school, 56% (n179/322) are achieving at the current expected levels. Data indicates that Years 2 and 3 have made significant gains over the year. Year 3 cohorts have met and exceeded the school Reading target of 65% achieved/advanced for their Year Group.

Only a moderate shift is evident with the Year 4 – 6 students.

Across the school, 46% of the boys are at the 'Achieved/Advanced stage of progress.

The girls have achieved the school target of 65% (103/158). This is pleasing to see.

Maori students have achieved 53% (40/76). Pasifika students have achieved 57% (130/230)

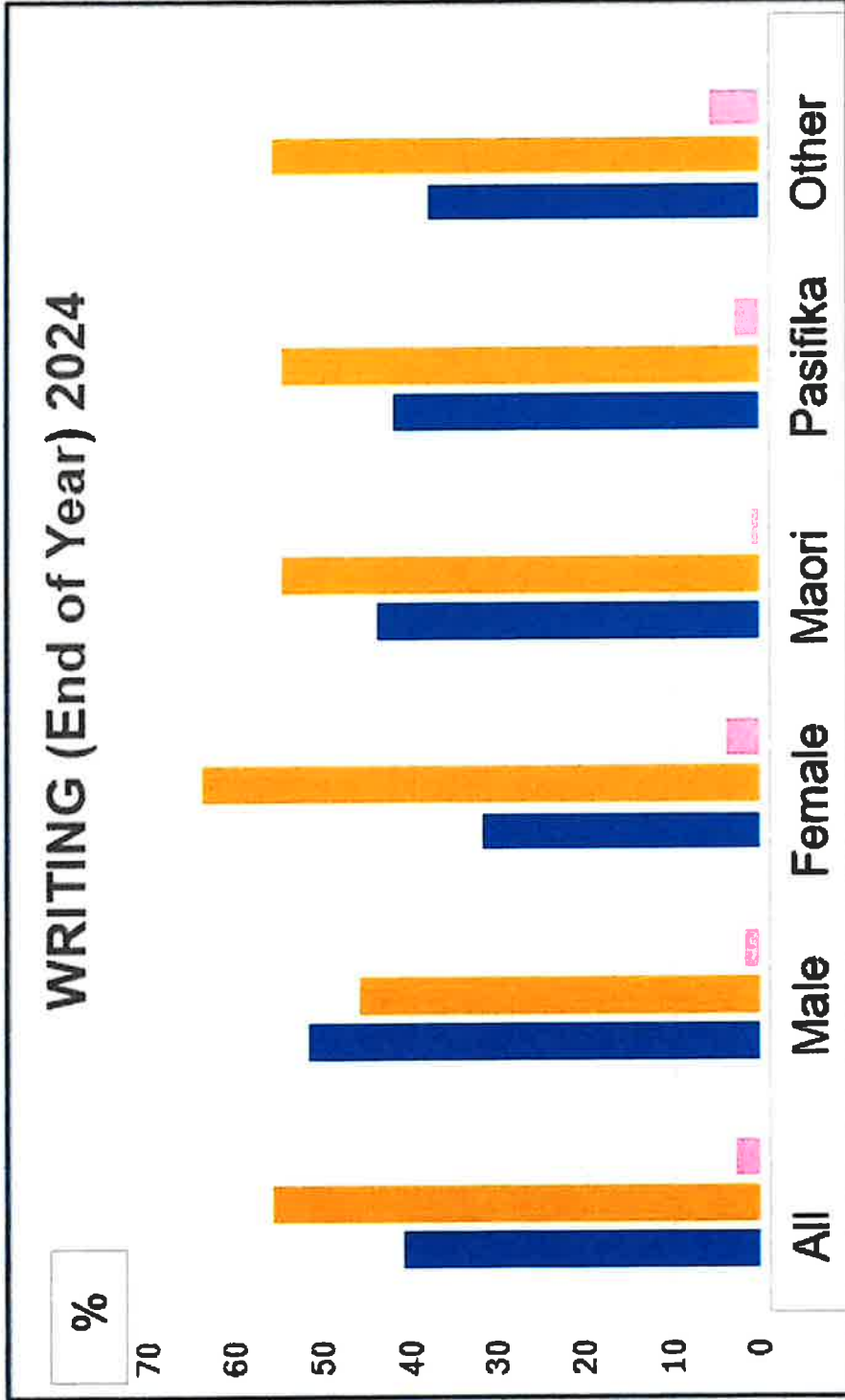
Reasons for Variance in Reading

- Implementation of BSLA in the junior school.
- Routine of an hour of Reading each day
- Focus students identified early and monitored closely throughout the year by the team.
- Focus on the reliability of student achievement data
- PLC korero across Teams.
- Clear expectations in each classroom of 'what good readers do'
- Clear Weekly plan for curriculum delivery in both the junior and senior schools.
- Focus students identified early and tracked across the year.
- Start of Day Activities (SODA).
- Buddy Reading every morning.
- RTLit referrals and support for a range of students and groups.
- English Learning Assistants (ELAs)
- Good quality testing and moderation across the school with the support of the RTLit
- The use of StepsWeb as online learning resources

WRITING

	WT	Achieved	Advanced
ALL	41% (134/322)	56% (179/322)	3% (9/322)
Male	52% (85/164)	46% (76/164)	2% (3/164)
Female	32% (51/158)	64% (101/158)	4% (6/158)
Maori	44% (33/76)	55%(42/76)	1% (1/76)
Pasifika	42% (98/230)	55% (127/230)	3% (5/230)
Other	38% (6/16)	56% (9/16)	6% (1/16)

Working Towards
Achieved
Advanced



End of Year		WRITING		2024
Level	Working Towards	Achieved	Advanced	
	Number	Number	Number	
Year 0		100% (4/4)		
Year 1	52% (36/69)	48% (33/69)		
Year 2	46% (27/59)	54% (32/59)		
Year 3	28% (13/45)	71% (32/45)		
Year 4	40% (20/50)	50% (25/50)	10% (5/50)	
Year 5	44% (23/52)	50% (26/52)	6% (3/52)	
Year 6	40% (17/43)	58% (25/43)	2% (1/43)	

WRITING

Across the school, 57% (n186/322) are achieving at the current expected levels. Data indicates that Year 3, 4, 5 & 6 have made noticeable shifts in Writing this year. This is particularly pleasing as most students find Writing a challenge.

Across the school, the boys achieved 55% (n90/164) Writing.

The girls are close to the target and achieved 61% (96/158).

Maori students have achieved 60% (n45/76).

Pasifika students have achieved 60% (137/228)

Across the school, 55% (90/164) of the boys are at the 'Achieved/Advanced stage of progress.

The girls achieved at 61% (96/158).

Maori students have achieved 56% (43/76). Pasifika students have achieved 58% (132/230)

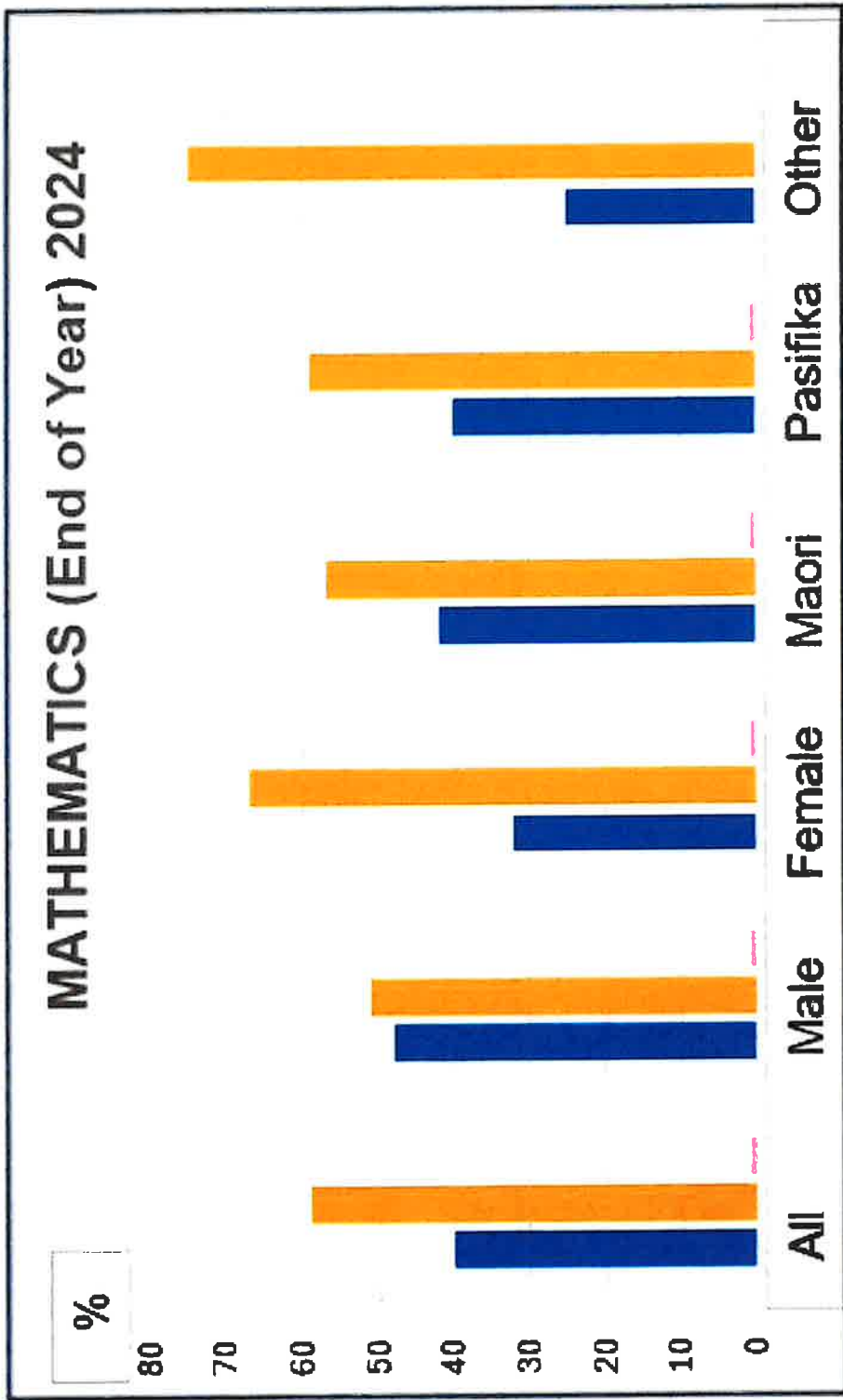
Reasons for Variance in Writing

- Implementation of BSLA in the junior school.
- Routine of an hour of Writing each day
- Focus students identified early and monitored closely throughout the year by the team.
- Focus on the reliability of student achievement data
- Team moderation for Writing
- School-wide PLD on Writing.
- PLC korero across Teams.
- Clear expectations in each classroom of 'what good writers do'
- Clear Weekly plan for curriculum delivery in both the junior and senior schools.
- Focus students identified early and tracked across the year.
- Start of Day Activities (SODA).
- Buddy Reading every morning.
- RTLit referrals and support for a range of students and groups.
- English Learning Assistants (ELAs)
- Good quality testing and moderation across the school with the support of the RTLit
- The use of StepsWeb as online learning resources

MATHEMATICS

	WT	Achieved	Advanced
ALL	40% (129/322)	59% (191/322)	1% (2/322)
Male	48% (79/164)	51% (84/164)	1% (1/164)
Female	32% (50/158)	67% (107/158)	1% (1/158)
Maori	42% (32/76)	57% (43/76)	1% (1/76)
Pasifika	40% (93/230)	59% (136/230)	1% (1/230)
Other	25% (4/16)	75% (12/16)	

Working Towards
Achieved
Advanced



End of Year		MATHEMATICS		2024
Level	Working Towards	Achieved	Advanced	
	Number	Number	Number	
Year 0		100% (4/4)		
Year 1	52% (36/69)	48% (33/69)		
Year 2	46% (27/59)	54% (32/59)		
Year 3	29% (13/45)	71% (32/45)		
Year 4	56% (28/50)	42% (21/50)	2% (1/50)	
Year 5	54% (28/52)	46% (24/52)		
Year 6	39% (17/43)	58% (25/43)	3% (1/43)	

MATHEMATICS

Across the school, 60% (193/322) are achieving at the expected levels. Years 3 is to be commended for their achievement as they have exceeded the expected target of 65% or above for the school.

Years 4 and 5 were a concern but have made noticeable gains towards the target with 44% (22/50) and 46% (24/52) respectively.

Across the school, the boys are achieving at 52% (n85/164) for Reading.

The girls are achieving at 68% (n108/158). They have met and exceeded the Year Level achievement expectation of 65%.

Maori students have achieved 58%(44/ 76).

60%(137/230) of Pasifika students have met the school achievement target of 65% achieved/advanced for their Year level.

Reasons for Variance in Mathematics

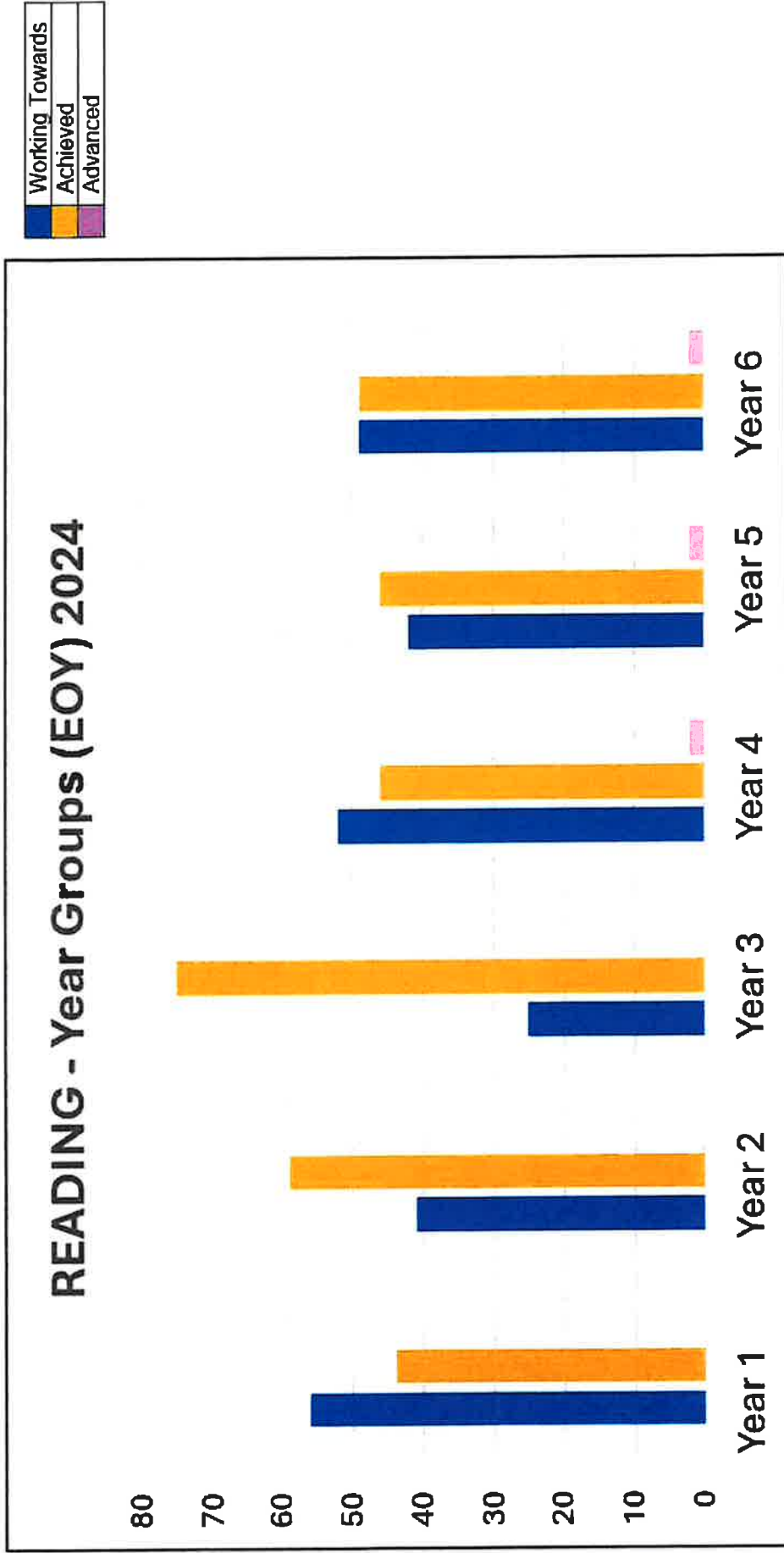
- Focus students identified early and monitored closely throughout the year by the Teams.
- Accurate and up to date records kept.
- Team meetings used to discuss progress and the use of teaching as inquiry as a group to improve teaching approaches for these students.
- During PLC, teachers being able to tell the story of each focus learner and what is in place for them or needs to be put in place for them.
- Focused teaching of skills needed to accelerate students by the teachers either individually or in groups as appropriate.
- A strong focus on core skill school-wide.
- Lead Maths teacher ensuring that the classes are well-resourced and there is a clear yearly plan for both the Teams
- Expectations for the deliberate actions of teaching mathematics consistent across the school including making maths relevant
- Use of PRIME Maths resources

Year Groups

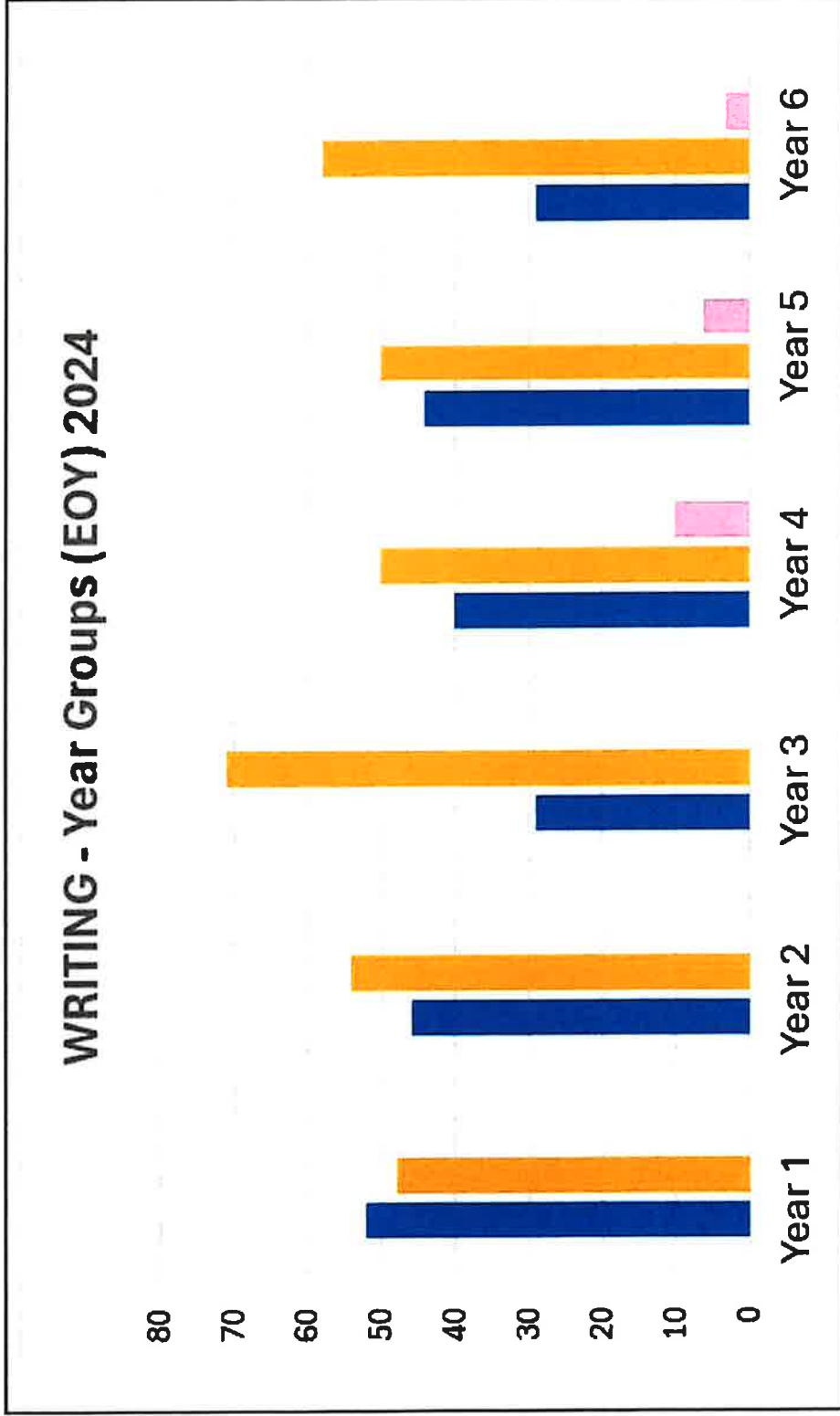


End of Year Student Achievement Report (Term 4) 2024

READING (Year Groups)

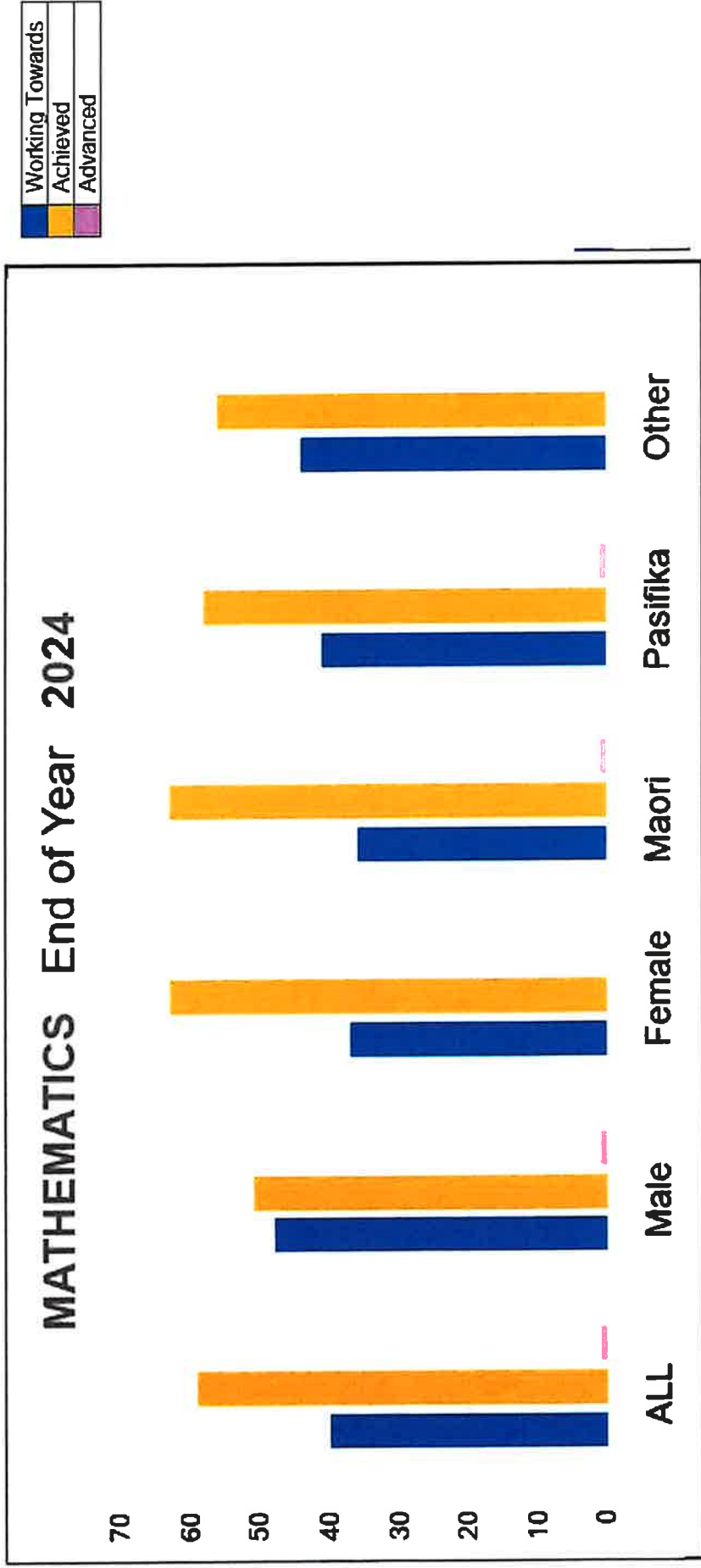


WRITING (Year Groups)

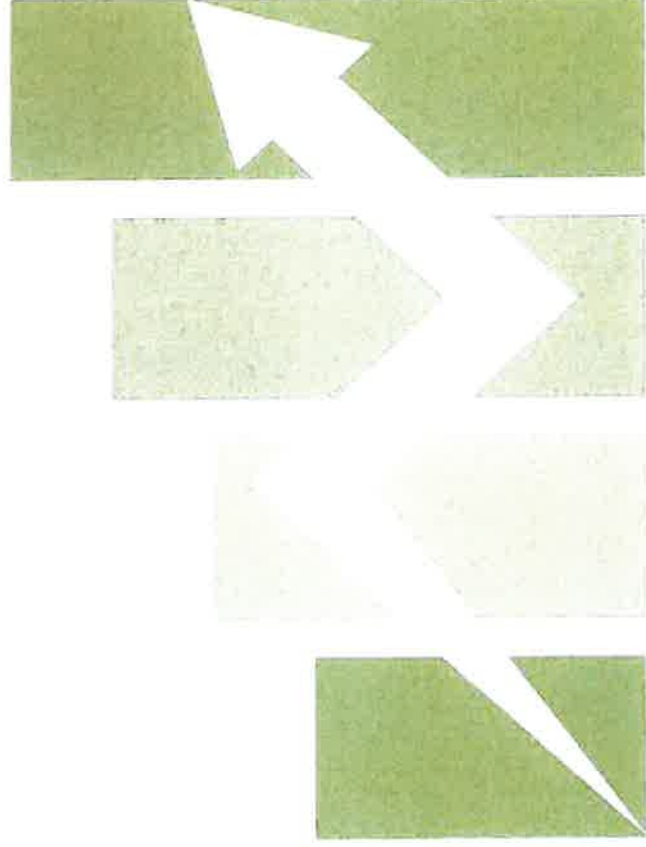


Working Towards
Achieved
Advanced

MATHEMATICS (Year Groups)



SHIFTS

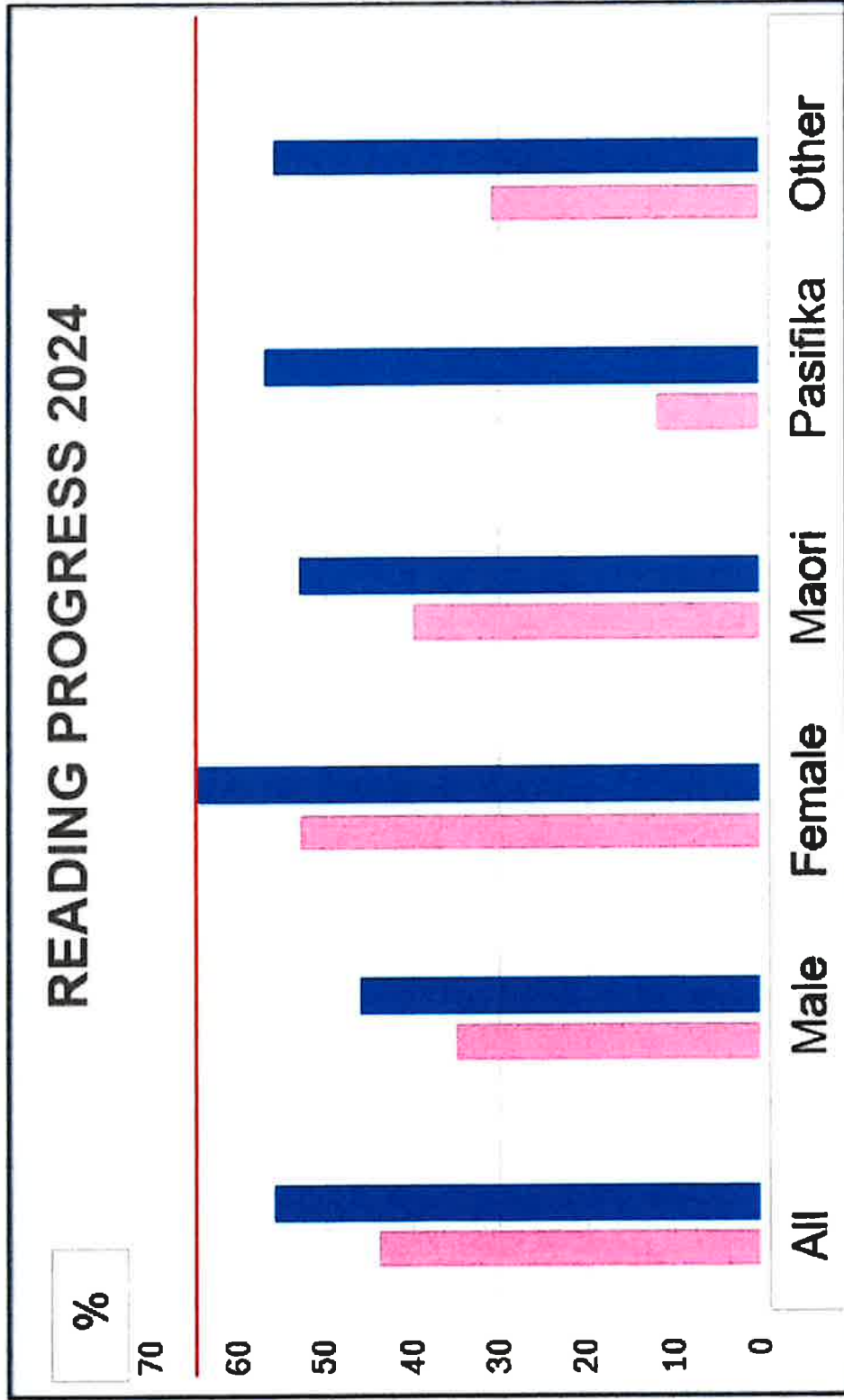


End of Year Student Achievement Report (Term 4) 2024



READING PROGRESS 2024

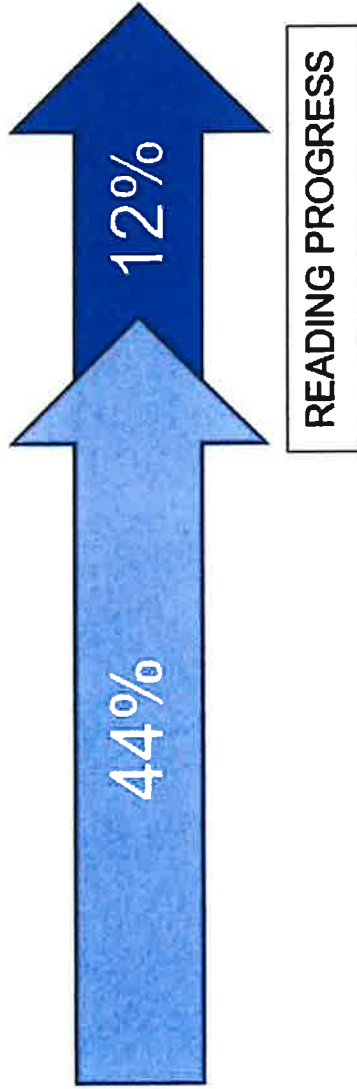
	Working Towards		Achieved		Advanced	
	Term 1	EOY	Term 1	EOY	Term 1	EOY
ALL	56% (155/279)	44% (143/322)	40% (112/279)	53% (171/322)	4% (12/279)	3% (8/322)
Male	65% (95/147)	53% (88/164)	32% (47/147)	44% (72/164)	3% (5/147)	2% (4/164)
Female	47% (62/132)	35% (55/158)	48% (63/132)	62% (99/158)	5% (7/132)	3% (4/158)
Maori	60% (37/62)	47% (36/76)	34% (21/62)	50% (38/76)	6% (4/62)	3% (2/76)
Pasifika	88% (179/204)	43% (100/230)	10% (21/204)	54% (124/230)	2% (4/204)	3% (6/230)
Other	69% (9/13)	44% (7/16)	23% (3/13)	56% (9/16)	8% (1/13)	



Term 1
End of Year



- **In Reading**, 11% of male students made a shift to 'Achieved' and 'Advanced' (from 35% to 46% Achieved/Advanced).
- 12% of female students made a shift to 'Achieved' and 'Advanced' (from 53% to 65% Achieved/Advanced). The female students also achieved the school target of 65% Achieved/Advanced.
- 13% of Maori students made a shift to 'Achieved' and 'Advanced' (from 40% to 53% Achieved/Advanced).
- 45% of Pasifika students made a shift to 'Achieved' and 'Advanced' (from 12% to 57% Achieved/Advanced).
- 25% of Other students made a shift to 'Achieved' and 'Advanced' (from 31% to 56% Achieved/Advanced).
- Across the school there was a shift of 12% to 'Achieved' and 'Advanced' (from 44% in Term 1 to 56% at the end of the year).
- The school is 9% short of the target to have 65% of the students achieving, 'Achieved' or 'Advanced'.





WRITING PROGRESS 2024

	Working Towards		Achieved		Advanced	
	Term 1	EOY	Term 1	Term 1	EOY	Term 1
ALL	60% (168/279)	41% (134/322)	39% (108/279)	56% (179/322)	1% (3/279)	3% (9/322)
Male	76% (112/147)	52% (85/164)	23% (34/147)	46% (76/164)	1% (2/132)	2% (6/164)
Female	54% (71/132)	32% (51/158)	45% (59/132)	64% (101/158)	1% (2/132)	4% (6/158)
Maori	71% (37/62)	44% (33/76)	27% (17/62)	55%(44/76)	2% (1/62)	1% (1/76)
Pasifika	64% (130/204)	42% (98/230)	35% (72/204)	55% (127/230)	1% (2/204)	3% (5/230)
Other	77% (10/13)	38% (6/16)	23% (3/13)	56% (9/16)		6% (1/16)

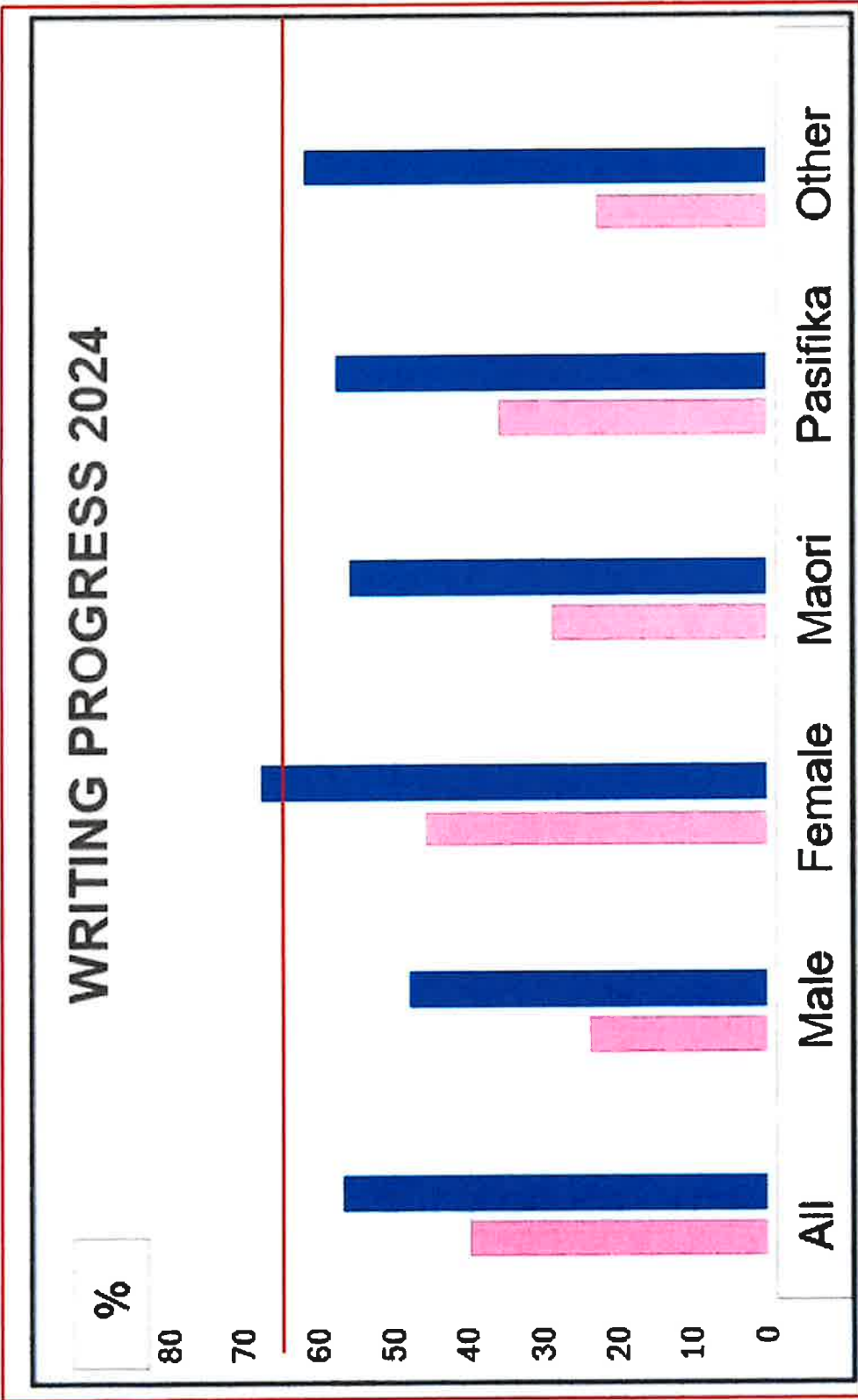
WRITING PROGRESS 2024

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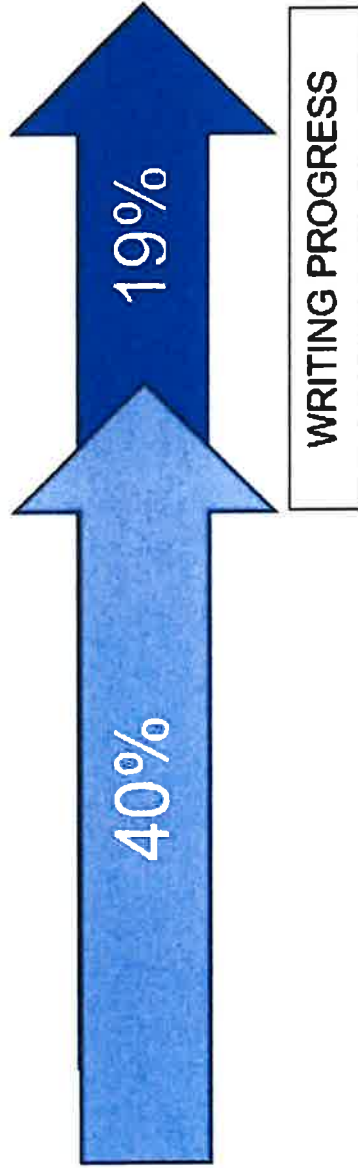
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Term 1
End of Year

All Male Female Maori Pasifika Other



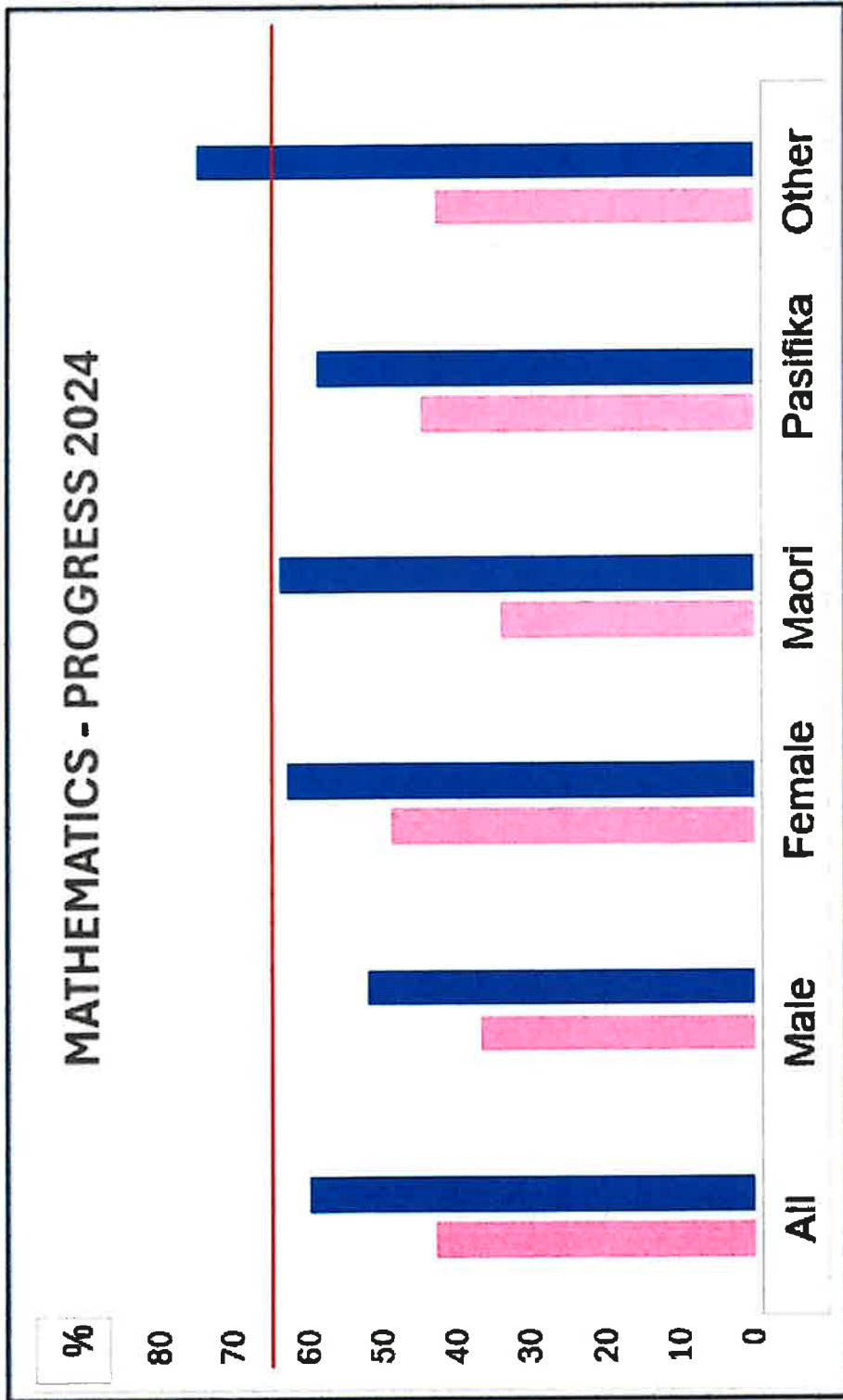
- **In Writing**, 24% of male students made a shift to 'Achieved' and 'Advanced' (from 24% to 48% Achieved/Advanced).
- 22% of female students made a shift to 'Achieved' and 'Advanced' (from 46% to 68% Achieved/Advanced). The female students also exceeded the school target of 65% Achieved/Advanced.
- 27% of Maori students made a shift to 'Achieved' and 'Advanced' (from 29% to 56% Achieved/Advanced).
- 22% of Pasifika students made a shift to 'Achieved' and 'Advanced' (from 36% to 58% Achieved/Advanced).
- 39% of Other students made a shift to 'Achieved' and 'Advanced' (from 23% to 62% Achieved/Advanced).
- Across the school there was a shift of 19% to 'Achieved' and 'Advanced' (from 40% in Term 1 to 59% at the end of the year).
- The school is 6% short of the target to have 65% of the students achieving at 'Achieved' or 'Advanced'.





MATHEMATICS PROGRESS 2024

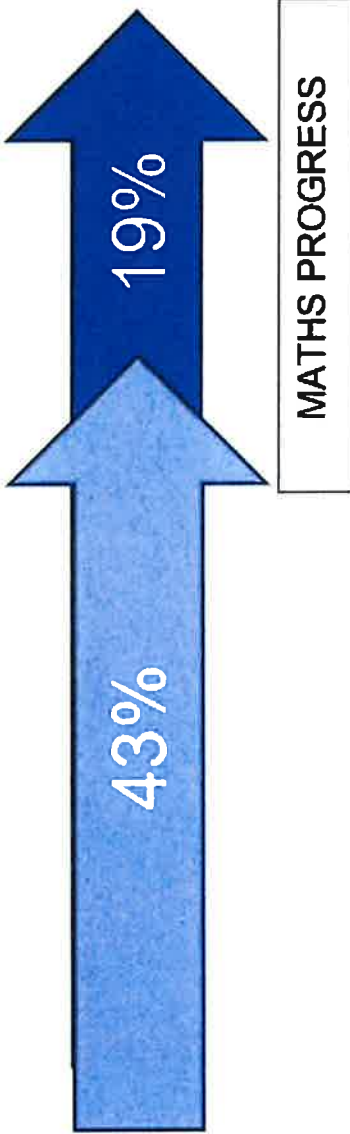
	Working Towards		Achieved		Advanced	
	Term 1	EOY	Term 1	EOY	Term 1	EOY
ALL	57% (159/279)	40% (129/322)	41% (115/279)	59% (191/322)	2% (5/279)	1% (2/322)
Male	63% (92/147)	48% (79/164)	37% (55/147)	51% (90/164)		1% (2/164)
Female	51% (67/132)	32% (50/158)	45% (60/132)	63% (100/158)	4% (5/132)	
Maori	66% (41/62)	42% (32/76)	32% (20/62)	63% (48/76)	2% (1/62)	1% (1/76)
Pasifika	55% (112/204)	40% (93/228)	44% (89/204)	58% (133/228)	1% (3/204)	1% (1/228)
Other	46% (6/13)	25% (4/16)	41% (115/279)	75% (12/16)	2% (5/279)	



Term 1
End of Year



- **In Mathematics**, 15% of male students made a shift to 'Achieved' and 'Advanced' (from 37% to 52% Achieved/Advanced).
- 14% of female students made a shift to 'Achieved' and 'Advanced' (from 49% to 63% Achieved/Advanced). The female students were 2% short of the target of 65% Achieved/ Advanced.
- 30% of Maori students made a shift to 'Achieved' and 'Advanced' (from 34% to 64% Achieved/Advanced).
- 14% of Pasifika students made a shift to 'Achieved' and 'Advanced' (from 45% to 59% Achieved/Advanced).
- 32% of Other students made a shift to 'Achieved' and 'Advanced' (from 43% to 75% Achieved/Advanced).
- Across the school there was a shift of 19% to 'Achieved' and 'Advanced' (from 43% in Term 1 to 60% at the end of the year).
- The school is 5% short of the target to have 65% of the students achieving at 'Achieved' or 'Advanced'.





Reasons for Variance in Mathematics

- Focus students identified early and monitored closely throughout the year by the Teams.
- Accurate and up to date records kept.
- Team meetings used to discuss progress and the use of teaching as inquiry as a group to improve teaching approaches for these students.
- During PLC, teachers being able to tell the story of each focus learner and what is in place for them or needs to be put in place for them.
- Focused teaching of skills needed to accelerate students by the teachers either individually or in groups as appropriate.
- A strong focus on core skill school-wide.
- Lead Maths teacher ensuring that the classes are well-resourced and there is a clear yearly plan for both the Teams
- Expectations for the deliberate actions of teaching mathematics consistent across the school including making maths relevant
- Use of PRIME Maths resources



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

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 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>Early steps to give effect to Te Tiriti o Waitangi are underway to improve learner outcomes and the curriculum, inclusive of equitable and sufficient opportunities to learn through tikanga Māori, te reo Māori me ōna tikanga, mātauranga Māori and te ao Māori for all learners</p>	<p>Further actions to give effect to Te Tiriti o Waitangi are evident in and impacting positively on learner outcomes and the curriculum. This includes using tikanga Māori, applying learning progressions in te reo Māori me ōna tikanga and broader mātauranga Māori and te ao Māori learning for all learners.</p>	<p>Giving full and systematic effect to Te Tiriti o Waitangi is integral to learner outcomes and the curriculum, which includes well-enacted progressions in te reo Māori me ōna tikanga and local dialects, mātauranga Māori and te ao Māori for all learners</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>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 31st December 2024

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: Joyce Joseph

Title: Acting Principal

Date: 17 February 2025

Signed: _____

Name: Trish Anderson

Title: Presiding Member

Date: 17 February 2025



Mayfield Primary School - Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024 the school received total Kiwisport funding of \$4,824.08 (excluding GST). The funding was spent on sporting engagement fees, transport to sporting tournaments, sports uniforms and sporting equipment.

Joyce Joseph
Acting Principal

13/02/2025
