

# Mayfield Primary School Annual Plan 2026



Mayfield  
PRIMARY SCHOOL



## Summary:

A new Principal was appointed at the beginning of Term 3, 2025 following the retirement of the former Principal. School-wide review informed the Principal's de-implementation of some initiatives to re-prioritise ākonga, staff and school community Curriculum needs.

We are proud of the 2025 PLD opportunities and initiatives that have served ākonga needs, resulting in targeted professional development for teachers and support staff and in particular leadership growth through external providers and review of all job descriptions.

Staff are optimistic about another year of four consecutive Terms, and the reviewed Annual priorities (Reading, Writing and Mathematics implementing the NZC. While there may be national instability, our staffing has stabilised for 2026. Developing staff capability and leadership capacity, including staff and ākonga wellbeing, remain areas of priority.



Relationships  
Whanaungatanga



Resilience  
Manawarua



Responsibility  
Takohanga



Respect  
Whakaute



**Motto: “We work better when we work together.”**

**Mayfield**  
PRIMARY SCHOOL

## **MAYFIELD PRIMARY SCHOOL SONG**

**Ko tenei matou te kura o Meiwhira e tu atu nei (hi, ha)**

**Karakia, Himene, Korero te reo Rangatira (hi, ha)**

**Te Kaupapa, whakapono, tumanako me te aroha (me te aroha)**

**te Atua (te Atua), te Ariki (te Ariki), Wairua Tapu (Wairua Tapu) x2**

**Nga putiputi puawai, o tenei ku...ra**



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Mayfield Primary School Karakia...

E te atua o te rangi me te whenua

Arahina tāku mahi

Ki roto i tenei wa

Manaakitia mai o mātou me o mātou whānau

Homai ngā take e pā ana ki nga tamariki o tenei kura

Ki runga i to wairua tapu

Ake, ake, ake, AMINE



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## How will our targets and actions give effect to Te Tiriti o Waitangi?

**Mayfield Primary School celebrates the cultural richness of our community as well as all that is unique about New Zealand's bicultural heritage. In recognising the unique position of Māori as tangata whenua of New Zealand and te reo Māori as an official New Zealand language, we will...**

- be guided by the principles of Te Tiriti o Waitangi in our relationships and interactions with our Māori community.
- acknowledge and respect the values, traditions and history of Māori, observing cultural sensitivity to Tikanga Māori.
- provide instruction to ensure that all learners/ākonga have the opportunity to acquire basic Te Reo and understanding of everyday conversational language.

**In reflecting the cultural diversity in New Zealand, we will...**

- respect the place of Māori/Pasifika people and culture in New Zealand and foster it through integrating Te Ao Māori and Tikanga into curriculum areas.
- encourage students to understand and respect the many different cultures that make up New Zealand society.

**We will deliver a curriculum that...**

- affirms students' different cultural identities.
- incorporates students' cultural contexts into teaching and learning programmes.
- responds to diversity within ethnic groups, for example, diversity within Pākehā, Māori, Pasifika, and Asian students.
- helps students understand and respect diverse viewpoints, values, customs, and languages.
- provides opportunities for parents of different cultural origins to share their valued knowledge and expertise at the school as vital components of student learning.

**To reduce barriers to education and achieve equitable outcomes for Māori and Pasifika ākonga we will:**

- identify learners/ākonga who are at risk of not achieving or have learning needs so that programmes and resources can be targeted for individual needs.
- work with whānau and families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them.

**In addition, we will...**

- seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.
- consult with the community in order to seek their views and advice on the programmes offered at Mayfield Primary School.
- follow the school wide implementation plan on Te Reo and tikanga Māori and use appropriate resources to support these programmes.
- continually strive to improve our knowledge and understanding of the languages, cultures, and identities of students who come to our school.
- celebrate and participate in events that are important to the cultural communities of our school, providing opportunities for parents of different cultural origins to share their valued knowledge and expertise at the school as vital components of ākonga learning.
- provide opportunities for all ākonga to visit the local marae, experience a powhiri and to belong to the Kapa Haka group.

Responsive pedagogies include the use of formative assessment practices that assist teachers to modify their practices in response to the impact of their teaching on students' learning (Bishop, p.37, 2023).

At MPS we follow this framework, so we can be a high-performing team.

### Where we are at currently:

2025 End of Year (EOY) schoolwide overall teacher judgement (OTJ 's) data indicated the following percentages where we are at and above:

**Reading** - At/Above: 181 / 322 = 57%

**Writing** - At/Above: 178/ 322 = 55%

**Maths** - At/Above: 189/ 322 = 59%

This indicates that the school target of 65% was not met for many students overall.

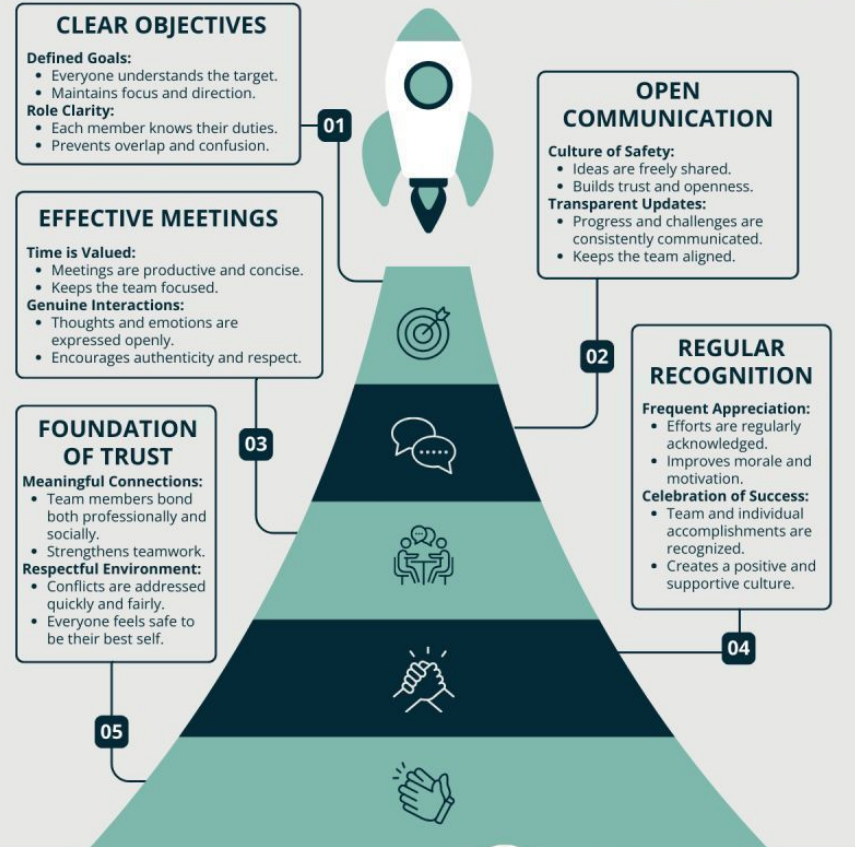
2025 End Of Year data shows that in **Year 4, 40%** (17/43) were at or above in **reading** and **44%** (19/43 **in maths**)

This cohort, Year 5 will be our target area for reading & mathematics in 2026.

**Year 1** made the least progress in writing schoolwide **47%** (30/64) were at and above in writing. Therefore this cohort Year 2, will be our target area for writing in 2026.

# 5 SIGNS OF A HIGH-PERFORMING TEAM

By Dr. Christian Poensgen





Motto: “We work better when we work together.”

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## Target Groups for 2026: Year 2 Writing and Year 5 Reading and mathematics.

### Year 2:

- Teacher model writing everyday
- Use of modeling books to strengthen writing processes and collect student data
- Daily handwriting for students, to enable them to form letters correctly
- Introduce exemplars in classes so ākonga know what good writing looks like
- Use Learning intentions and success criteria for students to deeply understand the writing process
- Provide specific feedback based on the SC daily
- Provide language experiences to encourage engagement for writing

### Year 5:

- Select culturally responsive texts that are relevant and engage ākonga.
- Teachers will read to students everyday (novel) to encourage a love of reading and a great model of language.
- Provide incentives for reading - pizza wheel.
- Utilise the school library - weekly visits.
- Targeted planning that develops meaning in text through a rich variety of tasks (comprehension)
- Provide a purpose for reading, research, reading to learn.
- Vocabulary building tasks through fun games and competitions.
- Provide rich learning tasks for maths that encourage collaboration, creativity and problem solving.
- Ensure that materials and resources are provided for ‘hands on’ tasks.
- Manipulatives are used to strengthen understanding of concepts taught.
- Provide incentives such as maths games and other competitions to strengthen automaticity and enjoyment of learning maths.
- Deliberate acts of teaching (DATS) that support a positive maths mindset.



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## Teaching and Learning Strategies:

The school will implement mandated 60-minute daily instructional blocks for Literacy and Numeracy.

We will consolidate the use of **Better Start Literacy Approach (BSLA)** to address foundational reading needs and utilise the PLD and resources at our disposal.

We will also Acknowledge and implement concepts from Kōwhiri Whakapae Framework, which aligns to Te Whāriki and will strengthen effective teacher pedagogy and practice at Mayfield Primary School.

## Kōwhiri Whakapae Framework

Te Whāriki alignment

Child's potential learning journey

Notice, recognise and respond

Increasingly capable

Lay the groundwork

Enabling environment

Foundations for Kōwhiri Whakapae

Te Tiriti o Waitangi

Principles of Te Whāriki

Inclusion

Identity, language and culture



# Strategic Goals

## Attendance & Engagement

Improving student daily attendance.

ANNUAL TARGET/GOAL:

60% of students attending school at least 80% of the time.

## Curriculum Excellence (Te Mātaiaho Refresh)

Growing teacher capabilities in reading, writing & maths.

ANNUAL TARGET/GOAL:

Full implementation of the NZC to accelerate progress in core subjects.

65% of students achieving at/above OTJ in reading, writing & maths.

## Cultural Responsiveness

Strengthen school wide responsiveness in culture, language & identity.

ANNUAL TARGET/GOAL:

All teachers integrate culturally responsive strategies that increase student voice, representation, and belonging.

# Goal 1: Attendance and Engagement

**Strategic Goal:** Improving student daily attendance.

**Annual Target/Goal:** 60% of students attending school at least 80% of the time.

**What do we expect to see by the end of the year?** A shift in “at risk” students (those currently at 70–80% attendance) into the irregular attendance of 80–90% bracket and established whānau feedback loops.

Actions	Who is responsible?	Resources Required	Timeframe	Success be measured by:
Implement a 3-tier attendance response system	Principal Teachers Attendance Officer Attendance Services Parents and Whanau	SMS tracking Data	Terms 1-4 ongoing	60% schoolwide attending 80%+ Positive Shifts: Termly Report “ Attendance everyday Matters report”
Strengthen whānau partnerships via frequent contact with home & positive postcards (celebrating)	Classroom teachers: During Soda (Start of the day activities) Daily conversations before and after school Parent interviews Family hui events	Communication Budget	Terms 1-4 ongoing	Increased positive parent engagement - data School communication: <ul style="list-style-type: none"><li>• Monthly Principal reports</li><li>• SkoolLoop</li><li>• Website</li><li>• Newsletters</li><li>• Emails</li><li>• Text Messages/ Phone Calls</li></ul>

## Goal 1: Attendance and Engagement

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Actions	Who is responsible?	Resources Required	Timeframe	Success be measured by:
Utilise 'School Ready' programme to remove cost barriers for year 1 students.	LSC/SENCO Year 1 TL	Principal/ Board of Trustees Teacher Ted Manson Foundation funding	Term 2 onwards	High Attendance rates for Year 1 cohort
Attendance Trophy per week for class with the highest attendance rate Termly Hub competitions Staff Competitions	Principal Attendance Officer	SMS tracking	Term 1-4 Weekly	Students acknowledged publicly at assembly - positive incentive.

## Stepped Attendance Response (STAR)

### Step 1 – Universal & Early Support (90–85%)

- Classroom teacher discussion with student.
- Positive reinforcement and encouragement.
- Informal communication with whānau.

### Step 2 – Emerging Concern (85–80%)

- Team leader or senior leader contacts whānau.
- Talanoa / hui to identify barriers.
- Short-term monitoring and classroom support.

### Step 3 – Moderate Concern (80–70%)

- Senior leadership meeting with whānau.
- Individual Attendance Plan (IAP) developed collaboratively.
- Referral to in-school or community support.

### Step 4 – Chronic Absence (Below 70%)

- Referral to Ministry of Education Attendance Services.
- Ongoing collaboration with external agencies.
- Continued relational support and monitoring.

## Attendance Codes:

**P** - Present

**L** - Late

**J** - Explained & approved

**M** - Illness/medical absence

**E** - Explained but not approved

**T** - Unknown absence

**NB: T = within 3 consecutive days, if there has been no contact made by parent, refer to Principal**

*If a student is not present when the roll is called a ? is entered (temporary code). If a student arrives late, the teacher must replace the ? with L. If this is not done, the Office staff will follow their process.*

### Attendance Team @ MPS:

Attendance Leader: Meritiana

Attendance Officer: Teia

Attendance Services: Selah & Loseli

Attendance monitoring: Teachers/Leadership Group

Attendance monitoring: Whānau/School Board:

Our whole-school attendance target for 2026 is for 60% of our students to attend school 90% of the time or more.

This aligns with the government's national target of 80% of students attending school 90% of the time by 2030. **In Term 4, we were at 41%, which shows there is significant work to be done.**

Daily Actions				Weekly Actions	
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Teachers mark roll before 9.15am  And before 2pm	A.O (attendance officer) checks all rolls schoolwide Check if notes have been added by the teacher.	A.O contacts parent; phone/txt/ email via SMS- reason for absence.	A.O amends attendance via SMS once reason is given. <b><i>By 3.15pm all students should have a code on SMS. Teachers follow up.</i></b>	Orange/Red absences are noted via class tracking sheets, teacher contacts A.O via email.	The principal monitors weekly attendance ie: patterns and trends.
Consistent T code for students will be referred to Hāpai Tūhono (attendance services), via office staff.					
Teachers should email the Attendance Officer (Teia) <a href="mailto:office@mayfieldauckland.school.nz">office@mayfieldauckland.school.nz</a> when a student has exceeded 10 days absent in total (code E), then AO will make a referral. If you are not sure, please check with the principal.					

Student Categories	Student with	Equivalent to
Regular attendance	over 90% attendance	missing fewer than 5 days across a term
Irregular absence	more than 80% and up to 90% attendance	absent for between 5 and 9 days across a term
Moderate absence	more than 70% and up to 80% attendance	absent for between 10 and 14.5 days across a term
Chronic absence	70% attendance or less	absent for 15 days or more across a school term

## Goal 2: Curriculum Excellence (Te Mātaiaho Refresh)

**Strategic Goal:** Growing teacher capabilities in reading, writing and mathematics.

**Annual Target/Goal:** Full implementation of the NZC to accelerate progress in core subjects.

**Target:** 65% of students achieving at/above OTJ in reading, writing & maths.

**What do we expect to see by the end of the year?** 100% of teachers provide one-hour daily instructional blocks for core subjects and increased achievement schoolwide.

Actions	Who is responsible?	Resources Required	Timeframe	Success be measured by:
Consolidate Literacy teaching and implement mandated 2026 Phonics Checks for Years 1-2.  (Literacy = Reading and Writing)	Literacy Lead PLD Facilitator: Education Group	Decodable texts; MoE Phonics tools, BSLA BSLA webinars & PLD  Tracking targeted students through a monitoring/review process via team meetings	Terms 1-2  Terms 1-4	Phonics Check data used for targeted intervention.  Monitoring progress & achievement will show improvement in reading.  Twice yearly student progress to the Board of Trustees (easTTle, PATs, Phonics)
Deploy the <b>2026 Maths Scope &amp; Sequence</b> focusing on Number fluency and continue to use the Prime workbooks across the school.	Mathematics and Statistics Lead	Refreshed Maths resources PLD provider Sharp/Kinane unpack NZC	Terms 1-4	Teachers will have stronger efficacy for planning & teaching maths

Actions	Who is responsible?	Resources Required	Timeframe	Success be measured by:
Deploy the <b>2026 Maths Scope &amp; Sequence</b> focusing on Number fluency and continue to use the Prime workbooks across the school.	Mathematics and Statistics Lead	<p>Providing multiple rich tasks that engage ākonga, games, working in small groups</p> <p>Tracking targeted students through a monitoring/review process via team meetings</p>	Terms 1-4	<p>Students will enjoy maths and be engaged in tasks</p> <p>Monitoring progress &amp; achievement will show improvement in maths.</p> <p>Twice a year report students progress to the School Board assessments(PAT's)</p>
Implement mandated <b>1-hour daily instructional blocks</b> for Literacy and Numeracy.	SLT All staff	<p>Professional Learning Development, PGC</p> <p>Access to current practice &amp; pedagogy through staff meetings and PGC</p>	Ongoing	<p>100% of staff following the Common Practice Model-CPM.</p> <p>Team Leaders will monitor and report back to the Leadership Group on targeted students' progress &amp; achievement.</p>
<p>Actively support &amp; monitor curriculum roll out.</p> <p>Term 2 and Term 3 "Curriculum Fono Evenings"</p>	<p>Principal Teachers</p> <p>Parents and Caregivers (Whanau)</p>	<p>Ongoing PLD</p> <p>PLG</p> <p>Professional readings</p> <p>Collaboration</p> <p>Coaching of lead teachers Literacy/Maths</p>	Term 1 -4	<p>Curriculum leads will have a strong understanding of their role and how to attain best practice of teachers.</p> <p>Curriculum leads will observe &amp; provide Feedback for improvement.</p>

## Goal 3: Cultural Responsiveness

**Strategic Goal:** Strengthen school wide responsiveness in culture, language & identity.

**Annual Target/Goal:** All teachers integrate culturally responsive strategies that increase student voice, representation, and belonging.

**What do we expect to see by the end of the year?** Ākonga see themselves as successful learners with their culture sitting at the forefront.

Actions	Who is responsible?	Resources Required	Timeframe	Success be measured by:
<p><b>Establish Baseline &amp; Data Systems:</b></p> <p>Administer beginning of year student climate and belonging survey</p>	Principal/SLT	<p>Student climate &amp; belonging tool</p> <p>Other examples to refer to as a model</p>	<p>Beginning of Term 2</p> <p>Mid Term 4</p>	Results from pre and post survey data
<p><b>Professional Learning:</b></p> <p>Provide staff PLD for culturally responsive practices</p>	Principal TOLM	<p>TOLM, Tātaiako, Tapasa</p> <p><a href="#">"Responding to Diverse Cultures" (ERO Report, 2022)</a></p>	Ongoing Term 2-4	<p>Discussions during PLD will reflect a deeper understanding of CRP</p> <p>CRP strategies evident through teaching practice</p> <p>End of Year Cultural Concert</p>
<p>Facilitate PLCs focused on embedding culture, language &amp; identity into instruction</p>	Leadership Group	<p>Time provided for PLCs</p> <p>TOLM</p>	Ongoing Term 2-4	<p>Discussions during PLCs will reflect a deeper understanding of CRP</p>

Actions	Who is responsible?	Resources Required	Timeframe	Success be measured by:
Conduct classroom walkthroughs with a cultural responsiveness lens	Leadership Group	MPS template	Term 2 and Term 4	Results from pre and post walk through data
<b>Curriculum &amp; Instruction:</b> Audit curriculum for representation & inclusivity	SLT	TOLM MPS Template	Term 2 and Term 4	Curriculum that reflects CRP will be reviewed and improved through PLCs and PLD.
Increase student voice opportunities in classroom discussions and projects	Leadership Group Teachers	PLC involvement Readings		Observations of pedagogy & practice of each teacher will reflect student voice
<b>Student voice &amp; leadership</b> Establish & strengthen student leader group and sports leaders group	Principal	Leadership resources PLD	Term 1 - 4 Ongoing	Student leaders have strong efficacy about their role at MPS.
Create opportunities for SL to organise and implement school events	Principal	Time set aside for SL workshops	Term 1 - 4 Ongoing	SL will display skills and abilities of a leader.
Conduct student focus groups (mid year)	SLT	Time set aside to create student focus groups and to collect data	Terms 2 and 4	Data collected will show information about SL, their role and their progress in 2026.