



# MAYFIELD PRIMARY SCHOOL

## ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

### School Directory

<b>Ministry Number:</b>	1369
<b>Principal:</b>	Meritiana MacShane
<b>School Address:</b>	12 Pearl Baker Drive, Otrara, Auckland
<b>School Postal Address:</b>	12 Pearl Baker Drive, Otrara, Auckland
<b>School Phone:</b>	09 274 9374
<b>School Email:</b>	<a href="mailto:office@mayfieldauckland.school.nz">office@mayfieldauckland.school.nz</a>
<b>Accountant / Service Provider:</b>	Shore Chartered Accountants Limited

### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Trish Anderson	Presiding Member	Elected	Aug-28
Meritiana MacShane	Principal ex Officio		
Len Brown	Parent Representative	Co-opted	Aug-28
Arifa Nazari	Parent Representative	Elected	Aug-28
Meena Sudhakar	Staff Representative	Elected	Aug-28
Gemma Potangaroa	Parent Representative	Elected	Aug-28
Rita Hackett-Leala	Staff Representative	Elected	Sept-25
Andrea Benioni	Parent Representative	Elected	Sept-25
Raumati Wynyard	Parent Representative	Co-opted	Jun-25

# MAYFIELD PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Mayfield Primary School

## Statement of Responsibility

For the year ended 31 December 2025

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 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Pitisa Anderson

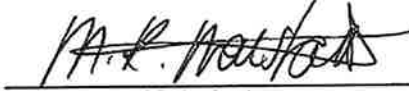
Full Name of Presiding Member

Meritiana MacShane

Full Name of Principal



Signature of Presiding Member



Signature of Principal

5/5/2026

Date

5/5/2026

Date

# Mayfield Primary School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	3,685,052	3,669,379	3,634,371
Locally Raised Funds	3	5,822	23,000	93,596
Interest		74,829	57,600	85,040
Other Revenue		-	-	8,696
<b>Total Revenue</b>		<b>3,765,703</b>	<b>3,749,979</b>	<b>3,821,703</b>
<b>Expense</b>				
Locally Raised Funds	3	976	1,000	117
Learning Resources	4	2,378,114	2,280,588	2,211,916
Administration	5	669,543	626,580	653,833
Interest		4,969	3,500	5,098
Property	6	804,445	878,100	831,701
Loss on Disposal of Property, Plant and Equipment		1,340	-	1,118
<b>Total Expense</b>		<b>3,859,387</b>	<b>3,789,768</b>	<b>3,703,783</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(93,684)</b>	<b>(39,789)</b>	<b>117,920</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(93,684)</b>	<b>(39,789)</b>	<b>117,920</b>

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

# Mayfield Primary School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		2,584,591	2,584,589	2,466,671
Total comprehensive revenue and expense for the year		(93,684)	(39,789)	117,920
Contribution - Furniture and Equipment Grant		21,082	-	-
<b>Equity at 31 December</b>		2,511,989	2,544,800	2,584,591
Accumulated comprehensive revenue and expense		2,511,989	2,544,800	2,584,591
<b>Equity at 31 December</b>		2,511,989	2,544,800	2,584,591

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	482,946	863,582	762,231
Accounts Receivable	8	496,930	176,335	222,472
GST Receivable		-	10,000	1,454
Prepayments		12,187	26,300	24,232
Investments		1,512,384	1,000,200	1,063,119
Funds Receivable for Capital Works Projects	13	2,540	-	-
		<u>2,506,987</u>	<u>2,076,417</u>	<u>2,073,508</u>
<b>Current Liabilities</b>				
GST Payable		14,618	-	-
Accounts Payable	10	254,493	202,500	188,189
Provision for Cyclical Maintenance	11	65,789	63,873	-
Finance Lease Liability	12	55,616	50,752	43,752
Funds held for Capital Works Projects	13	358,046	-	35,833
		<u>748,562</u>	<u>317,125</u>	<u>267,774</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>1,758,425</b>	<b>1,759,292</b>	<b>1,805,734</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	9	999,405	979,740	994,740
		<u>999,405</u>	<u>979,740</u>	<u>994,740</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	11	177,728	161,230	185,881
Finance Lease Liability	12	68,113	33,002	30,002
		<u>245,841</u>	<u>194,232</u>	<u>215,883</u>
<b>Net Assets</b>		<b><u>2,511,989</u></b>	<b><u>2,544,800</u></b>	<b><u>2,584,591</u></b>
<b>Equity</b>		<b><u>2,511,989</u></b>	<b><u>2,544,800</u></b>	<b><u>2,584,591</u></b>

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 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,076,802	1,096,631	1,188,706
Locally Raised Funds		5,822	23,000	103,573
Goods and Services Tax (net)		16,072	(8,548)	26,569
Payments to Employees		(649,778)	(657,854)	(660,261)
Payments to Suppliers		(350,316)	(328,749)	(350,262)
Interest Paid		(4,969)	(3,500)	(5,098)
Interest Received		73,380	68,285	93,768
Net cash from/(to) Operating Activities		167,013	189,265	396,995
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(48,589)	(115,000)	(211,074)
Purchase of Investments		(449,265)	-	-
Proceeds from Sale of Investments		-	62,919	389,702
Net cash from/(to) Investing Activities		(497,854)	(52,081)	178,628
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		21,082	-	-
Finance Lease Payments		(48,930)	(35,833)	(20,578)
Funds Administered on Behalf of Other Parties		79,404	-	35,833
Net cash from/(to) Financing Activities		51,556	(35,833)	15,255
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(279,285)</b>	<b>101,351</b>	<b>590,878</b>
Cash and cash equivalents at the beginning of the year	7	762,231	762,231	171,353
<b>Cash and cash equivalents at the end of the year</b>	7	<b>482,946</b>	<b>863,582</b>	<b>762,231</b>

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

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

# Mayfield Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 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 2025 to 31 December 2025 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 11.

###### **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 9.

**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 12. Future operating lease commitments are disclosed in note 18.

**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	10–50 years
Furniture and Equipment	5–10 years
Information and Communication Technology	3–10 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.

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.

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.

**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 gains 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, and finance lease liability. Financial liabilities are initially recognised at fair value and 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) 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.

**p) Budget Figures**

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

**q) 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**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,042,025	1,049,379	1,128,619
Teachers' Salaries Grants	1,785,368	1,700,000	1,643,381
Use of Land and Buildings Grants	495,491	600,000	534,982
Ka Ora, Ka Ako - Healthy School Lunches Programme	362,168	320,000	327,389
	<b>3,685,052</b>	<b>3,669,379</b>	<b>3,634,371</b>

**3. Locally Raised Funds**

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
<b>Revenue</b>			
Fees for Extra Curricular Activities	130	-	-
Trading	1,951	-	-
Fundraising and Community Grants	596	1,000	80,161
Other Revenue	3,145	22,000	13,435
	<b>5,822</b>	<b>23,000</b>	<b>93,596</b>
<b>Expense</b>			
Extra Curricular Activities Costs	130	-	117
Fundraising and Community Grant Costs	596	1,000	-
Other Locally Raised Funds Expenditure	250	-	-
	<b>976</b>	<b>1,000</b>	<b>117</b>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<b>4,846</b>	<b>22,000</b>	<b>93,479</b>

**4. Learning Resources**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	81,889	69,928	55,998
Information and Communication Technology	37,102	38,860	36,071
Employee Benefits - Salaries	2,102,499	2,021,800	1,981,050
Staff Development	15,135	10,000	3,702
Depreciation	141,489	140,000	135,095
	<b>2,378,114</b>	<b>2,280,588</b>	<b>2,211,916</b>

**5. Administration**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	10,633	7,500	9,922
Board Fees and Expenses	16,339	7,330	5,868
Other Administration Expenses	53,007	43,210	51,350
Employee Benefits - Salaries	231,839	216,700	228,835
Insurance	13,761	14,800	14,342
Service Providers, Contractors and Consultancy	16,575	17,040	16,127
Ka Ora, Ka Ako - Healthy School Lunches Programme	327,389	320,000	327,389
	<b>669,543</b>	<b>626,580</b>	<b>653,833</b>

**6. Property**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cyclical Maintenance	57,636	19,200	42,404
Heat, Light and Water	56,029	47,500	50,661
Repairs and Maintenance	81,206	71,400	65,060
Use of Land and Buildings	495,491	600,000	534,982
Employee Benefits - Salaries	91,514	120,000	104,833
Other Property Expenses	22,569	20,000	33,761
	<u>804,445</u>	<u>878,100</u>	<u>831,701</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**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	482,946	863,582	762,231
Cash and cash equivalents for Statement of Cash Flows	<u>482,946</u>	<u>863,582</u>	<u>762,231</u>

Of the \$482,946 Cash and Cash Equivalents \$358,046 is subject to restrictions for the following reasons:

- \$108,046 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 13.

**8. Accounts Receivable**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables from the Ministry of Education	290,554	3,033	50,285
Interest Receivable	28,134	16,000	26,685
Teacher Salaries Grant Receivable	178,242	157,302	145,502
	<u>496,930</u>	<u>176,335</u>	<u>222,472</u>
Receivables from Exchange Transactions	28,134	16,000	26,685
Receivables from Non-Exchange Transactions	468,796	160,335	195,787
	<u>496,930</u>	<u>176,335</u>	<u>222,472</u>

**8. Investments**

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,512,384	1,000,200	1,063,119
Total Investments	<u>1,512,384</u>	<u>1,000,200</u>	<u>1,063,119</u>

**9. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings	532,630	-	-	-	-	532,630
Furniture and Equipment	373,248	17,101	-	-	(30,737)	501,893
Information and Communication	6,892	-	-	-	(54,885)	335,464
Technology	6,892	25,001	-	-	(5,181)	26,712
Leased Assets	76,546	98,905	-	-	(49,361)	126,090
Library Resources	5,424	5,147	-	-	(1,325)	9,246
	994,740	146,154	-	-	(141,489)	999,405

The following note can be used for each class of asset that are held under a finance lease:  
The net carrying value of furniture and equipment held under a finance lease is \$126,090 (2024: \$76,546)

*Restrictions*

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	958,785	(456,892)	501,893	958,785	(426,155)	532,630
Furniture and Equipment	1,227,005	(891,541)	335,464	1,209,874	(836,626)	373,248
Information and Communication	166,202	(139,490)	26,712	189,007	(182,115)	6,892
Technology	169,470	(43,380)	126,090	160,622	(84,076)	76,546
Leased Assets	36,143	(26,897)	9,246	32,278	(26,854)	5,424
Library Resources						
	2,557,605	(1,558,200)	999,405	2,550,566	(1,555,826)	994,740

**10. Accounts Payable**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors			
Accruals	45,683	3,000	2,105
Employee Entitlements - Salaries	14,210	15,900	14,930
Employee Entitlements - Leave Accrual	180,118	159,300	147,300
	14,482	24,300	23,854
	254,493	202,500	188,189
Payables for Exchange Transactions			
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	254,493	202,500	188,189
Payables for Non-exchange Transactions - Other	-	-	-
	254,493	202,500	188,189

The carrying value of payables approximates their fair value.

**11. Provision for Cyclical Maintenance**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Provision at the Start of the Year	\$	\$	\$
Increase/(decrease) to the Provision During the Year	185,881	185,881	148,169
Provision at the End of the Year	57,636	39,222	37,712
	<u>243,517</u>	<u>225,103</u>	<u>185,881</u>
Cyclical Maintenance - Current	65,789	63,873	-
Cyclical Maintenance - Non current	177,728	161,230	185,881
	<u>243,517</u>	<u>225,103</u>	<u>185,881</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.

**12. Finance Lease Liability**

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
No Later than One Year	\$	\$	\$
Later than One Year	59,788	73,754	47,551
Future Finance Charges	72,062	13,500	31,686
	(8,121)	(3,500)	(5,483)
	<u>123,729</u>	<u>83,754</u>	<u>73,754</u>
Represented by			
Finance lease liability - Current	55,616	50,752	43,752
Finance lease liability - Non current	68,113	33,002	30,002
	<u>123,729</u>	<u>83,754</u>	<u>73,754</u>

**13. 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 9, and includes retentions on the projects, if applicable.

	2025	Opening Balances	Receipts/Receivables from MOE	Payments	Board Contributions / Transfers	Closing Balances
MOE, Block 2 Combined ILE		\$ 35,833	\$ 330,104	\$ (29,046)	\$ -	\$ 336,891
MOE, 5YA Switchboard Replacement		-	22,347	(1,192)	-	21,155
MOE, 5YA Boiler Upgrade		-	-	(1,154)	-	(1,154)
MOE, 5YA Roof, Gutter Clearlite Replacement		-	-	(1,386)	-	(1,386)
Totals		35,833	352,451	(32,778)	-	355,506

**Represented by:**

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

358,046  
 (2,540)

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

**Represented by:**

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

35,833

**14. 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.

**15. Remuneration**

*Key management personnel compensation*

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

	<b>2025 Actual \$</b>	<b>2024 Actual \$</b>
<i>Board Members</i> Remuneration	2,865	1,955
<i>Leadership Team</i> Remuneration Full-time equivalent members	700,277 6	619,935 5
<b>Total key management personnel remuneration</b>	<b>703,142</b>	<b>621,890</b>

There are 5 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year.

*Principal 1*

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

	<b>2025 Actual \$000</b>	<b>2024 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	170 - 180
Benefits and Other Emoluments	2 - 3	-
Termination Benefits	-	-

*Other Employees*

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

<b>Remuneration \$000</b>	<b>2025 FTE Number</b>	<b>2024 FTE Number</b>
100 - 110	1	6
110 - 120	4	2
140 - 150	1	-
	<b>6</b>	<b>8</b>

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

**16. 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:

	<b>2025 Actual</b>	<b>2024 Actual</b>
Total Number of People	-	-

## 17. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: 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 for specific individuals. As such, this is expected to resolve the liability for school boards.

## 18. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$663,177 (2024:nil) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
MOE, Block 2 Combined ILE	335,670
MOE, 5YA Boiler Upgrade	84,724
MOE, 5YA Roof, Gutter Clearlite Replacement	200,300
<b>Total</b>	<b>620,694</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 13.

### (b) Operating Commitments

As at 31 December 2025, the Board had no material operating commitments (2024:nil).

## 19. 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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Cash and Cash Equivalents	\$	\$	\$
Receivables	482,946	863,582	762,231
Investments - Term Deposits	496,930	176,335	222,472
	1,512,384	1,000,200	1,063,119
<b>Total financial assets measured at amortised cost</b>	<b>2,492,260</b>	<b>2,040,117</b>	<b>2,047,822</b>

### Financial liabilities measured at amortised cost

Payables	254,493	202,500	188,189
Finance Leases	123,729	83,754	73,754
<b>Total financial liabilities measured at amortised cost</b>	<b>378,222</b>	<b>286,254</b>	<b>261,943</b>

## 20. Events After Balance Date

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

## Independent Auditor's Report

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

For the Year Ended 31 December 2025

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 pages 2 to 16, that comprise the statement of financial position as at 31 December 2025, 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.

#### Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
  - its financial position as at 31 December 2025; 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 the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 13 May 2026. This is the date at which our opinion is expressed.

#### 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 audit 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 the Board intends to close or merge the School, or has 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 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 arise from the Public Audit Act 2001.

### **Other information**

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Kiwisport Report, Statement of Compliance with Employment Policy, Members of the Board of Trustees and Analyses of Variance.

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 Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as the auditor, 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

# Analysis of Variance Reporting 2025



Updated: Thursday 26th February 2026

<b>School Name:</b>	MAYFIELD PRIMARY SCHOOL	<b>School Number:</b>	1369
<b>Reading:</b>	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.		
<b>Strategic Aim:</b>	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).		
<b>Annual Aim:</b>	Mayfield students will achieve or exceed the targets in READING set for the year in relation to the New Zealand Curriculum achievement expectations.		
<b>Target:</b>	The target for <b>READING</b> in 2025 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.		
<b>End of Year (2025) data for 'achieved' and 'advanced'</b>	These are students who are 'achieving' or 'advanced' against the relevant national Year level expectations. This forms the baseline data for next year.		
	<p><u>Year 0:</u> 0% achieved (n12/12) &amp; advanced 0%</p> <p><u>Year 1:</u> 59% achieved (n38/64) &amp; 0% advanced</p> <p><u>Year 2:</u> 57% achieved (26/46) &amp; 0% advanced</p> <p><u>Year 3:</u> 64% achieved (36/56) &amp; 0% advanced</p> <p><u>Year 4:</u> 37% achieved (16/43) &amp; 3% advanced</p> <p><u>Year 5:</u> 52% achieved (25/48) &amp; 3% advanced</p> <p><u>Year 6:</u> 58% achieved (31/53) &amp; 10% advanced</p>	<p><u>School-wide:</u> 54% achieved (n170//322) &amp; 3% advanced (n12/322)</p> <p><u>Male:</u> 55% achieved (n92/169) &amp; 1% advanced (n3/169)</p> <p><u>Female:</u> 60% achieved (n91/ 153) &amp; 4% advanced (n6/153)</p> <p><u>Māori:</u> 56% achieved (n41/73) &amp; 3% advanced (n2/73)</p> <p><u>Pasifika:</u> 50% achieved (n114/229) &amp; 3% advanced (n8/229)</p> <p><u>Other:</u> 45% achieved (n9/20)</p>	

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>Strengthen decoding skills such as: key skill areas such as decoding, fluency, vocabulary and comprehension. Provide word banks, wow words etc.</p> <p>Reward and praise students whenever the students read fluently and with understanding.</p> <p>Reading to students has helped students visualise and understand and see how to read interestingly.</p> <p>Meaningful independent and follow up activities to help the students consolidate their new learning</p> <p>Tried Phonics Check assessment in Year 0-1</p> <p>Use of e-tools to enhance/ support learning: - Apps (e.g. Seesaw and Epic) are used daily for the students to practise. -Teaching and revising HFW, CVC words using Digital Technology - iPads, online and J-Touch.</p>		<p>2024 -Year 0: 100% (4/4) <b>2025 - Year 0:</b> 0% achieved (n12/12) &amp; advanced 0%</p> <p>2024 -Year 1: 44% achieved <b>2025 - Year 1:</b> 59% achieved (n38/64) &amp; 0% advanced <b>59% increase of 15%</b></p> <p>2024 - Year 2: 59% <b>2025 -Year 2:</b> 57% achieved (26/46) &amp; 0% advanced <b>decrease of 2%</b></p> <p>2024 - Year 3: 75% achieved <b>2025 - Year 3:</b> 64% achieved (36/56) &amp; 0% advanced <b>decrease of 11%</b></p> <p>2024 - Year 4: 48% <b>2025 - Year 4:</b> 37% achieved (16/43) &amp; 3% advanced <b>40% decrease of 8%</b></p> <p>2024 - Year 5 48% achieved, <b>2025 - Year 5:</b> 52% achieved (25/48) &amp; 3% advance <b>55% increase of 7%</b></p> <p>2024 -Year 6 51% achieved <b>2025 -Year 6:</b> 58% achieved (31/53) &amp; 10% advanced <b>68% increase of 17%</b></p>	<p>Transient student population and an increase of ESOL students.</p> <p>Noticed that new teachers to MPS needed further induction re: reading teaching/assessing students.</p> <p>Developing structured literacy approaches in the Junior School.</p> <p>Reading routine of an hour a day.</p> <p>Focus students identified early and monitored closely throughout the year by the team - ongoing</p> <p>PLC within teams</p> <p>Use of more extensive and rich resources including picture books.</p> <p>Use of StepsWebs and online resources</p> <p>2025 - the roll out of BSLA (processes) took place before the refreshed curriculum was finished and ready to implement.</p>	<p>Continue engaging in structured literacy approach PLD with BSLA</p> <p>Be responsive to students needs through SODA and LA specific groups</p> <p>Use resources to enhance independent work (games, activities, google clips etc)</p> <p>Identify students needing additional support to respond immediately to needs eg Tier 2 students through LSC process, samples of work/assessments required.</p> <p>PLC in teams, continue to focus on students and collaborate on the support required to accelerate the learning for these students.</p> <p>Continue to closely monitor the progress of students at risk.</p> <p>Using student achievement data and analysis to inform teaching and learning. Share with students and formalise next steps - either PAT or easTTle.</p>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>L.A.s helped ESOL students on phonics and oral language development.            Making explicit links between reading and writing skills/ strategies.            Teachers reflecting on daily and weekly plans for improvement.</p> <p>Front Loading- Introduce Vocabulary related to the text to help students read the text fluently, as well as make sense of their reading.</p> <p>Being explicit in planning by highlighting DATs (deliberate acts of teaching)            Shared reading - modelling.</p> <p>Questioning-The use of effective questions, placed in a discussion.            Promoting critical thinking.</p> <p>Support ESOL students by selecting text that is familiar to them when introducing new concepts.</p> <p>Reading text over 2-3 days and focusing on comprehension.            Providing follow up tasks that support comprehension of text.</p> <p>Guided reading daily.</p>		<p>Transient student population and an increase of ESOL students.</p> <p>Noticed that new teachers to MPS needed further induction re: reading teaching/assessing students.</p> <p>Developing structured literacy approaches in the Junior School.</p> <p>Reading routine of an hour a day.</p> <p>Focus students identified early and monitored closely throughout the year by the team - ongoing</p> <p>PLC within teams</p> <p>Use of more extensive and rich resources including picture books.</p> <p>Use of StepsWebs and online resources</p>	

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>Explicit Instruction: using BSLA (juniors T4, 2024 first year), (seniors T3, 2025). RTL liaison trained as a facilitator to support teachers. Follow BSLA with guided reading of small groups.</p> <p>Whānau hui - community engagement, reading strategies (junior school).</p> <p>Visiting the school library. Open during lunchtimes x3 days for activities &amp; games.</p> <p>'Caught being good' Duffy Books provided schoolwide for students who display MPS values.</p> <p>SODA: daily reading to a buddy in the library (juniors). Supported by the community.</p> <p>Whole School writing observations followed up with discussions.</p> <p>Juniors BSLA assessments (no running records administered) Senior School - eastTtle and STAR assessments (no running records administered) BSLA assessments done -Term 4</p> <p>PLD for teams to support BSLA roll out in the senior school. Goal setting - with parents for each student in reading.</p>	<p><u>Full School:</u></p> <p>Mayfield Primary School did not meet the READING target of 65% achieve/advance by the end of 2025.</p> <p><b>2025 - School-wide:</b> 54% achieved (n170/322) &amp; 3% advanced (n12/322) <b>57%</b></p> <p><u>Male:</u> 55% achieved (n92/169) &amp; 1% advanced (n3/169) <b>56%</b></p> <p><u>Female:</u> 60% achieved (n91/153) &amp; 4% advanced (n6/153) <b>64%</b></p> <p><u>Maori:</u> 56% achieved (n41/73) &amp; 3% advanced (n2/73)</p> <p><b>2024 Reading Data</b></p> <p>Male: Term 1 35%</p> <p>Female: Term 1 53%</p> <p>Maori: Term 1 40%</p> <p>Pasifika: 12%</p> <p>Other: Term 1 31%</p>		<p>Use informal assessment to provide regular and timely feedback.</p> <p>Teachers realise that junior students Y1 -Y3 are LEARNING TO READ and senior students Y4-6 are READING TO LEARN.</p> <p>The importance of reading mileage, our students need to read every night at home - books that they can read independently, if students do not read at home, the teacher needs to listen to them reading at school in the morning before lessons begin.</p>

## PLANNING FOR NEXT YEAR: 2026

- ALL students are to take a bookbag home each day, for home learning
- A literacy box for each class - literacy games, resources for teaching and learning - such as dictionaries, editing tools, checklists for what each class should have such as a library corner, writing table, flash cards, butterflies cards etc.
- New teachers to train for BSLA and Y3-6 teachers to have additional support to strengthen processes.
- Strengthening reading processes and expectations at MPS, to ensure consistency and effective practice.
- Year 4-6, develop a love for reading through the Duffy Books in school initiative, operating classroom libraries
- Year 4-6 teachers to create a reading challenge to encourage students to read (treasure box, pizza, ice blocks etc)
- Term 2, provide reading sessions (junior and senior) to our community that supports them to support their child with reading
- Literacy leader to create a library team to organise events and fun ways to use the library.
- Organise a 'Lunchtime in the Library' process that utilises the pukeko room for games/activities and a teacher in the library space to supervise the students - all students are welcome to come.
- Book Week organised for Term 2.
- Consolidate teacher pedagogical understanding with structured literacy content.
- Planning and teaching to the needs of students.
- Closely monitor and track student achievement data termly.
- Continue using e-asTTe as a main assessment tool for Year 4-6
- Use phonics check assessment tool Years 0-2 to track and monitor student progress
- One hour of Reading daily using the refreshed NZC
- Provide students with necessary tools to access reading (seniors) such as tips and tricks when they are absent or need further support with reading concepts (using SODA time, Google classroom and Seesaw).
- Targeted and specific small groups Literacy Leader
- Literacy workshops provided by teachers for teachers to support effective classroom teaching of reading (organised by Literacy Lead)

**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.

<b>Strategic Aim:</b>	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.	
<b>Annual Aim:</b>	Mayfield students will achieve or exceed the targets in WRITING set for the year in relation to the New Zealand Curriculum achievement expectations.	
<b>Target:</b>	The target for <b>WRITING</b> in 2025 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.	
<b>End of Year (2025) data for 'achieved' and 'advanced'</b>	These are students who are 'achieving' or 'advanced' against the relevant national Year level expectations. This forms the baseline data for next year.	
	<p><u>Year 0:</u> 50% achieved (n6/12) &amp; 0% advanced</p> <p><u>Year 1:</u> 47% achieved (n30/64) &amp; 0% advanced</p> <p><u>Year 2:</u> 59% achieved (27/46) &amp; 0% advanced</p> <p><u>Year 3:</u> 57% achieved (32/56) &amp; 0% advanced</p> <p><u>Year 4:</u> 44% achieved (19/43) &amp; 10% advanced</p> <p><u>Year 5:</u> 50% achieved (24/48) &amp; 10% advanced</p> <p><u>Year 6:</u> 57% achieved (30/53) &amp; 0% advanced</p>	<p><u>School-wide:</u> 52% achieved (n169/322) &amp; 3% advanced (n9/322)</p> <p><u>Male:</u> 46% achieved (n78/169) &amp; 1% advanced (n1/169)</p> <p><u>Female:</u> 59% achieved (n91/153) &amp; 5% advanced (n8/153)</p> <p><u>Maori:</u> 49% achieved (n36/73) &amp; 3% advanced (n2/73)</p> <p><u>Pasifika:</u> 53% achieved (n122/229) &amp; 3% advanced (n7/229)</p> <p><u>Other:</u> 50% achieved (n10/20)</p>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Juniors followed BSLA writing approaches</p> <p>Seniors introduced to BSLA approaches term 3 onwards</p> <p>Writing one hour each day.</p> <p>Students learned to use a variety of tools to help practice writing skills such as word banks, vocabulary lists, story books, diary writing, handwriting etc.</p> <p>Opportunities to write across all subjects. Supporting ESOL students by making connections to what they are reading to help them communicate their ideas confidently.</p> <p>Committed to working closely with priority learners daily. Having relevant and engaging writing tasks</p> <p>Various text types taught and use of exemplars</p> <p>Many opportunities for publishing (Seesaw, Google docs, Google slides, Canva, paper &amp; pens) to celebrate writing and increase engagement</p>	<p>2024 - Year 0: 100%  <b>2025 - Year 0:</b> 50% achieved (n6/12)  <b>decrease 50%</b></p> <p>2024 -Year 1: 48%  <b>2025 - Year 1:</b> 47% achieved (n30/64)  <b>decrease 1%</b></p> <p>2024 -Year 2: 54 %  <b>2025 - Year 2:</b> 59% achieved (27/46)  <b>increase 5%</b></p> <p>2024 - Year 3 71%  <b>2025 - Year 3:</b> 57% achieved (32/56)  <b>decrease 14%</b></p> <p>2024 -Year 4: 60%  <b>2025 - Year 4:</b> 44% achieved (19/43) &amp; 10% advanced  <b>54%total decrease 6%</b></p> <p>2024 - Year 5: 56 %  <b>2025 - Year 5:</b> 50% achieved (24/48) &amp; 10% advanced  <b>increase 4%</b></p> <p>2024 - Year 6: 61%  <b>2025 - Year 6:</b> 57% achieved (30/53)  <b>decrease 4%</b></p>	<p>Transient student population and an increase of ESOL students.</p> <p>Noticed that new teachers to MPS needed further induction re: writing teaching/assessing students.</p> <p>Year 1 and 2 continued 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>PLC Korero with a buddy</p>	<p>Provide regular feedback and feed forward for students (written), Year 0-1 orally with a note ie: O.F (oral feedback) written in the student's book indicates that oral feedback was given.</p> <p>Continuation of assessment processes and making an accurate judgement of assessments.</p> <p>Targeted 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>Clear expectations in each classroom of what good writers do</p> <p>Strong focus on Oral Language development</p> <p>Create and implement rich languages effectively</p> <p>Using student achievement data and analysis to inform teaching and learning. Share with students and formalise next steps.</p>

<b>Actions</b> <i>What did we do?</i>		<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Small group and whole class teaching of skills identified in Gap Analysis- buddy writing opportunities for students to learn from each other</p> <p>Specific writing goals glued into books and reflected on</p> <p><b>Shared Writing</b>            Shared writing activities where the educator and students collaboratively compose a text. This provides an opportunity for scaffolding learners. and creates a window to demonstrate the writing process, including brainstorming ideas, organising thoughts, drafting, revising, and editing.</p> <p><b>Graphic Organisers</b>            Introduce simple graphic organisers. Graphic organisers provide a visual framework that assists students in structuring their thoughts. This includes basic story maps or sequence charts.</p> <p><b>Encourage Risk-Taking</b>            Creating a supportive environment where students feel comfortable taking risks in their writing. Emphasise that it's okay to make mistakes and that writing is a process of improvement. Model a willingness to take risks in writing and teacher demonstration.            (Think aloud)</p>		<p><b>Full School:</b></p> <p>Mayfield was 10% short of meeting our WRITING target of 65%</p> <p>Male: 48% variance <b>increase</b> of 24%</p> <p>Female: 68%, variance <b>increase</b> of 22%. Slightly exceeded Mayfield's expectation.</p> <p>Maori: 56%, variance <b>increase</b> of 27%</p> <p>Pasifika: 58% <b>increase</b> variance of 22%</p> <p>Other: 62%, <b>increase</b> variance of 19%</p>		

## Planning for next year: 2026

- One hour daily of Writing everyday 5x days a week
- Provide regular feedback and feed forward for students (written), Year 0-1 orally with a note ie: O.F (oral feedback) written in the student's book indicates that oral feedback was given.
- Continuation of assessment processes and making an accurate judgement of assessments.
- Targeted students identified early and tracked across the year
- Continue engaging in structured literacy approach PLD with BSLA with explicit and sequenced lessons
- Clear expectations in each classroom of what good writers do
- Strong focus on Oral Language development
- Create and implement rich languages effectively
- Support pedagogical understanding with structured literacy content and the science of learning and the English Curriculum standards.
- Planning and teaching of students 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
- Review MPS Curriculum handbook
- Cluster WritingLeadership group for Writing School Leader

**Mathematics:** Mayfield's Maths 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.

<b>Strategic Aim:</b>	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).	
<b>Annual Aim:</b>	Mayfield students will achieve or exceed the targets in Mathematics set for the year in relation to the New Zealand Curriculum achievement expectations.	
<b>Target:</b>	The target for <b>MATHEMATICS</b> in 2025 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.	
<b>End of Year (2025) data for 'achieved' and 'advanced'</b>	These are students who are 'achieving' or 'advanced' against the relevant national Year level expectations. This forms the baseline data for next year.	
	<p><u>Year 0:</u> 0% achieved (n0/12) &amp; 0% advanced</p> <p><u>Year 1:</u> 69% achieved (n44/64) &amp; 0% advanced</p> <p><u>Year 2:</u> 70% achieved (32/46) &amp; 0% advanced</p> <p><u>Year 3:</u> 59% achieved (33/56) &amp; 5% advanced</p> <p><u>Year 4:</u> 33% achieved (14/43) &amp; 11% advanced</p> <p><u>Year 5:</u> 50% achieved (24/48) &amp; 4% advanced</p> <p><u>Year 6:</u> 55% achieved (29/53) &amp; 1% advanced</p>	<p><u>School-wide:</u> 55% achieved (n176/322) &amp; 4% advanced (n13/322)</p> <p><u>Male:</u> 45% achieved (n75/169) &amp; 5% advanced (n9/169)</p> <p><u>Female:</u> 66% achieved (n101/153) &amp; 3% advanced (n4/153)</p> <p><u>Maori:</u> 49% achieved (n36/73) &amp; 3% advanced (n2/73)</p> <p><u>Pasifika:</u> 54% achieved (n125/229) &amp; 4% advanced (n8/229)</p> <p><u>Other:</u> 76% achieved (n13/20)</p>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>● One hour a day of mathematics</li> <li>● Coverage of all strands</li> <li>● Learning Basic Facts (Protec)</li> <li>● Use of concrete materials when teaching new concept</li> <li>● Specific maths games to enhance new learning, relevant to strands</li> <li>● Differentiating learning</li> <li>● Every day, follow-up tasks were given to practice what had been taught.</li> <li>● Use of online tools to strengthen learning of concepts eg: Maths Pro</li> <li>● Prime &amp; Maths Pro texts introduced to learners</li> <li>● In class support from learning assistants</li> <li>● PLD on the refreshed curriculum</li> <li>● Regular Feedback and feedforward from leaders to teachers and teachers to students</li> <li>● Teacher observations by SLT with PLD provider</li> <li>● Teacher analysis after each assessment to track &amp; monitor progress</li> <li>● Being explicit when connecting lessons to the real world.</li> </ul>	<p>2024: Year 0 - 100% (4/4) achieved  <b>2025: Year 0:</b> 0% achieved (n0/12) &amp; 0% advanced</p> <p>2024: Year 1 : 48% Achieved,  <b>2025: Year 1:</b> 69% achieved (n44/64) &amp; 0% advanced <b>Increase of 21%</b></p> <p>2024: Year 2: 54 % Achieved,  <b>2025: Year 2:</b> 70% achieved (32/46) &amp; 0% advanced <b>Increase of 16%</b></p> <p>2024: Year 3 - 71% achieved  <b>2025: Year 3:</b> 59% achieved (33/56) &amp; 5% advanced <b>decrease of 7%</b></p> <p>2024: Year 4: 42% achieved  <b>2025: Year 4:</b> 33% achieved (14/43) &amp; 11% advanced <b>increase of 2%</b></p> <p>2024: Year 5: 46% achieved  <b>2025: Year 4:</b> 33% achieved (14/43) &amp; 11% advanced <b>decrease of 2%</b></p> <p>2024: Year 6: 61% achieved <b>increase of 18%</b>  <b>2025: Year 6:</b> 55% achieved (29/53) &amp; 1% advanced <b>decrease of 6%</b></p>	<p>Professional development</p> <p><b>Teacher Inquiry:</b> focus on students identified early and monitored closely through the year by each of our teams. Teachers were able provide a narrative for each focus learner and next steps.</p> <p>Accurate and up-to-date records kept</p> <p>Modeling books used to highlight the learning process and track progress.</p> <p>Focussed teaching of skills needed to accelerate students by the teachers either individually or in groups as appropriate.</p> <p>Lead Maths teacher created a yearly overview, ensuring that the classes are well-resourced and there is a clear plan for both teams</p> <p>Use of PRIME Maths resources</p> <p>Change in curriculum - delivery and assessing</p> <p>Year 3 students may not have been exposed to formal assessments in 2025.</p>	<ol style="list-style-type: none"> <li>1. Professional development and a stronger implementation of the refreshed mathematics curriculum.</li> <li>2. Whole school Maths Leader supporting teaching, programmes and pedagogy.</li> <li>3. Maths Leader attending cluster maths each term.</li> <li>4. School board reporting on whole school maths progress throughout the year</li> <li>5. Implementing whole school tracking sheets</li> <li>6. Possible referral to RTLB for gifted and talented and target students</li> <li>7. Maths curriculum community evening</li> <li>8. Review of textbooks being used schoolwide by Maths Leader.</li> <li>9. Ensure that a range of materials are being used effectively</li> <li>10. Ensuring that the learning is pitched at the correct level/ability.</li> <li>11. Supporting teachers to differentiate learning.</li> </ol>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>● Have mixed ability grouping when and when applicable.</li> <li>● Customised asTTle test for Year 4 upwards</li> <li>● Teams work together to analyse OTJ data</li> <li>● Prime Practise Books allow students to have further practice, review and revisit new learning</li> <li>● whole school materials purchased - schoolwide</li> <li>● Mathex - middle/senior school</li> <li>● Maths Week - community engagement &amp; focus areas</li> <li>● Maths leader attended PLD - Prime</li> <li>● Staff MOE PLD - Mathematics, Effective Practice</li> <li>● Purchased chromebooks &amp; iPads for students to strengthen concepts taught</li> <li>● Goal setting - with parents for each student in reading.</li> </ul>	<p><b>Full School:</b></p> <p>OTJ Achievement of 59% achieved/advanced in 2025, not reaching our MATHS target of 65%.</p> <p>Analysis of variance 6% between goal and achievement.</p> <p>There was a 1% variance in the Maths data between 2024 and 2025.</p> <p>2024:</p> <p>Male: 52%, variance <b>increase</b> 15%</p> <p>Female: 63% variance <b>increase</b> 14%</p> <p>Maori: 64%, variance <b>increase</b> 30%,</p> <p>Pasifika: 59%, variance <b>increase</b> 14%</p> <p>Other: 60%, variance <b>increase</b> 32%</p>	<p>Junior exposed more to number knowledge as opposed to other strands - 2026 teaching number through measurement.</p> <p>Problem solving skills may not have been explicitly taught</p> <p><b>2025</b></p> <p><u>Male:</u> 45% achieved (n75/169) &amp; 5% advanced (n9/169)</p> <p><u>Female:</u> 66% achieved (n101/153) &amp; 3% advanced (n4/153)</p> <p><u>Maori:</u> 49% achieved (n36/73) &amp; 3% advanced (n2/73)</p> <p><u>Pasifika:</u> 54% achieved (n125/229) &amp; 4% advanced (n8/229)</p> <p><u>Other:</u> 76% achieved (n13/20)</p>	<p>12. Maths leader will focus on maths one day a week: including observations, supporting practice, modelling for teachers, staff meetings, feedback and feed forward, organising and monitoring of all assessments.</p> <p>13. Supporting teachers to implement formal assessments for Y3 students</p> <p>14. Term 2 &amp; 4 introducing PAT maths for Y3-6.</p> <p>15. Juniors taught in phases of refreshed curriculum eg: teaching number through measurement. Teaching number through algebra.</p>

## Planning for next year: 2026

- Implement refreshed Mathematics and Statistics NZC
- easTTle twice annually Y4-6, JAM assessment for Y0-3
- PAT assessment tool introduced for Y3-6 twice yearly
- School Board reports provided, showing schoolwide progress
- Compulsory teaching of one hour of maths five days a week
- review use of Prime books and Maths Pro for explicit teaching, scope and sequence
- Introducing and implementing SMARTLab Y3-6
- PLD sessions to enhance teacher content knowledge and practice with MOE & Sharp/Kinane
- Cluster Maths Leadership group for Maths School Leader
- Review and replenish maths resources and materials schoolwide (every classroom should have a maths box with everything they need to teach eg: number fans, tens frames, 100s board, number games etc).



**List of all school board members (optional)**

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes	Occupation	Notes
<b>Joyce Joseph (Acting Principal)</b>	January 2025 - July 2025	Acting Principal Mayfield School	
<b>Meritiana MacShane (Principal)</b>		Principal Mayfield School	July 2025
<b>Pitisa (Trish) Anderson (Presiding Chair)</b>	June 2028	Former Parent	Term expired Jun 2025 - Re-elected August 2025
<b>Len Brown (Co-opted Member)</b>	June 2028	Consultant	Co-opted 25/08/2022 Re-elected August 2025

<b>Arifa Nazari (Elected Member)</b>	June 2028	Former Parent	Term Expired June 2025 Co-opted August 2025
<b>Gemma Potangaroa (Parent Representative)</b>	June 2028	Former Parent	Elected August 2025
<b>Andrea Benioni (Elected Member)</b>	Resigned June 2025	Grandparent/Caregiver	Elected 17/10/2024
<b>Rita Hackett-Leala (Staff Representative)</b>	Resigned February 2025	Office Manager Mayfield School	Elected 10/08/2022
<b>Meena Sudhakar (Staff Representative)</b>	June 2028	Teacher	Elected August 2025
<b>Donna Peek (Business/Finance Manager)</b>	Resigned April 2025	Business / Finance	
<b>Brenda Soole (Finance Officer)</b>	Resigned January 2026	Finance	



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

### **Mayfield School : Strategic Plan 2024 - 2026**

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.

*[Handwritten Signature]* - 27/11/2026

*[Handwritten Signature]* - 27/11/2026

Mayfield Primary School

## STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

For the year ended 31<sup>st</sup> December 2025

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: Meritiana MacShane

Title: Principal

Date: 23<sup>rd</sup> March 2026

Signed:



Name: Trish Anderson

Title: Presiding Member

Date: 23<sup>rd</sup> March 2026



**Mayfield**  
PRIMARY SCHOOL

**Mayfield School**  
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NEW ZEALAND

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## ANNUAL REPORT FOR Mayfield PRIMARY SCHOOL 2025

### PRINCIPAL REPORT

### KIWISPORT FUNDING DECLARATION.

During the 2025 school year, the school received targeted funding to strengthen sport and increase student participation in a wide range of sporting opportunities. The school received the Kiwisport funding total amount of \$4,805.00 excluding GST.

These funds were strategically invested into enhancing our school sports programme and promoting positive sporting pathways and experiences for our students.

#### Funding supported:

- Participation fees for the Otara Sports Association, including entry into tournaments and inter-school competitions throughout 2025
- The maintenance, replacement, and purchase of sporting equipment
- Transportation costs to enable students to attend fixtures and events
- The upgrade of school sports uniforms

This investment ensured greater access, improved resources, and increased opportunities for our students to engage in sport and represent our school with pride.

Meritiana MacShane  
Principal  
Mayfield Primary School



**Mayfield**  
PRIMARY SCHOOL

# Student Achievement Report



End of Year EOY Term 4 (2025)

## Defining 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.

**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.

**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.

# 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



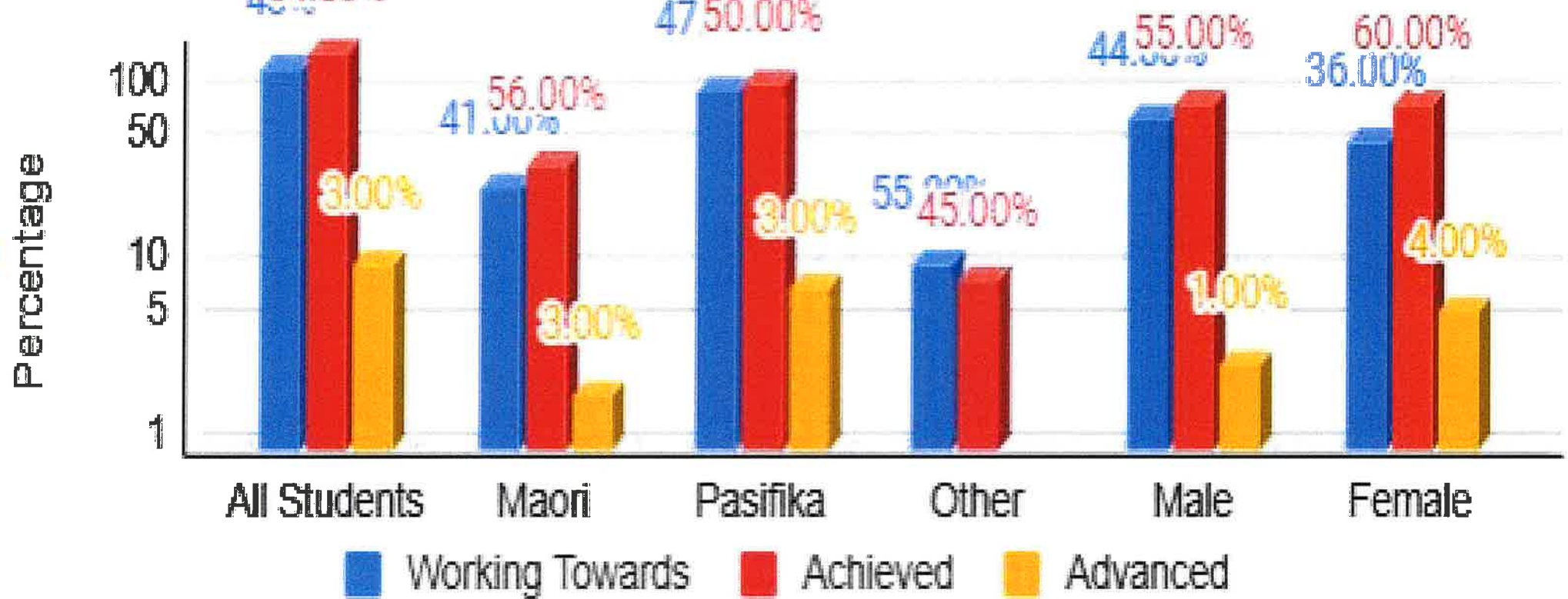
**Working Towards**

**Achieved**

**Advanced**

<b>Male</b>	54% 44%(74/169)	37% 55% (92/169)	1% 1% (3/169)
<b>Female</b>	43% 36% (56/153)	55% 60%(91/153)	2% 4%(6/153)
<b>Maori</b>	53% 41% (30/73)	47% 56%(41/73)	3% (2/73)
<b>Pasifika</b>	54% 47%(107/229)	44% 50% (114/229)	2% 3%(8/229)
<b>Other</b>	44% 55% (11/20)	54% 45% (9/20)	
<b>All</b>	<b>53% 43%</b> (140/322)	<b>46% 54 %</b> (170/322)	<b>1% 3%</b> (11/322)

# Reading Whole School EOY 2025

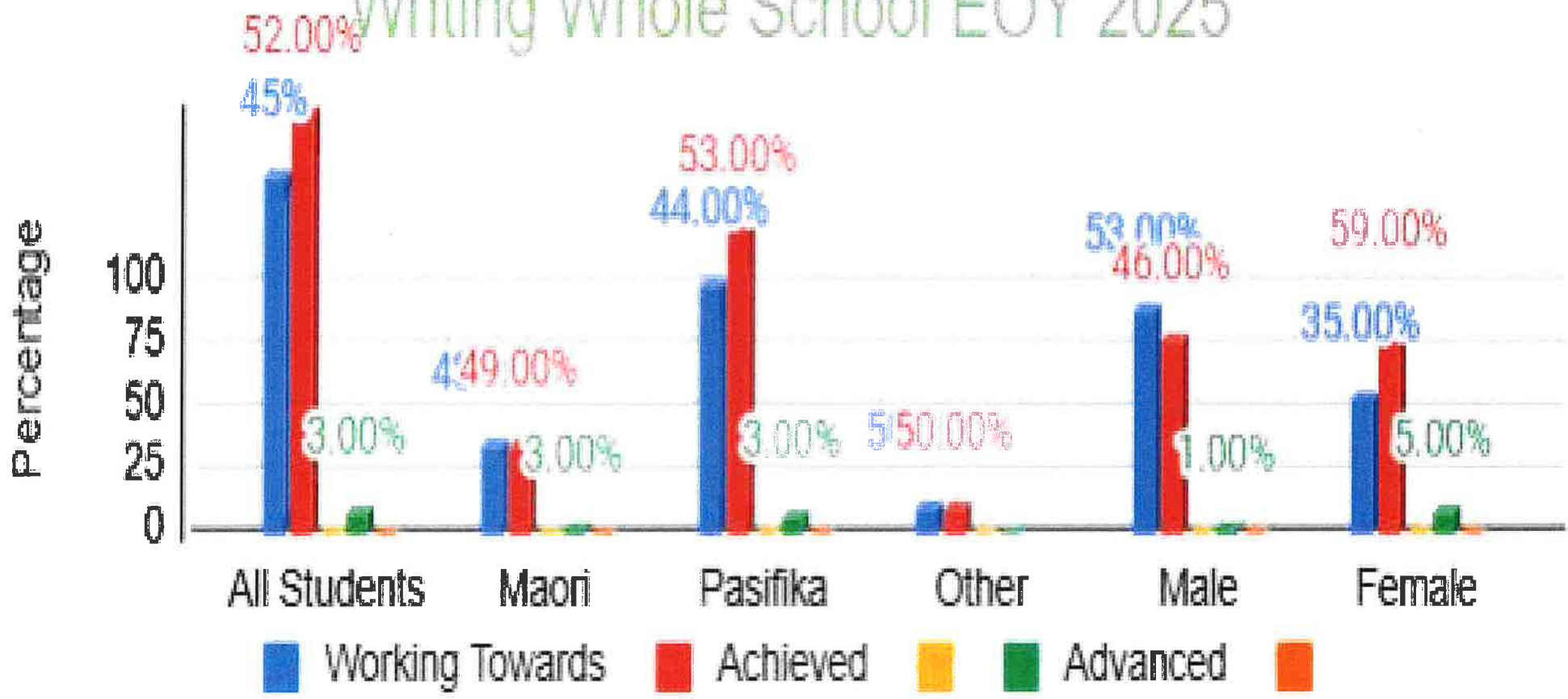


# Writing



	<i>Working Towards</i>	<i>Achieved</i>	<i>Advanced</i>
<i>Male</i>	77% 53% (90/169)	23% 46% (78/169)	1% (1/169)
<i>Female</i>	57% 35% (54/153)	43% 59% (91/153)	1% 5% (8/153)
<i>Maori</i>	73% 48% (35/73)	27% 49% (36/73)	1% 3% (2/73)
<i>Pasifika</i>	64% 44% (100/229)	36% 53% (122/229)	1% 3% (7/229)
<i>Other</i>	81% 50% (10/20)	19% 50% (10/20)	
<i>All</i>	67% 45% (144/322)	33% 52% (169/322)	3% (9/322)

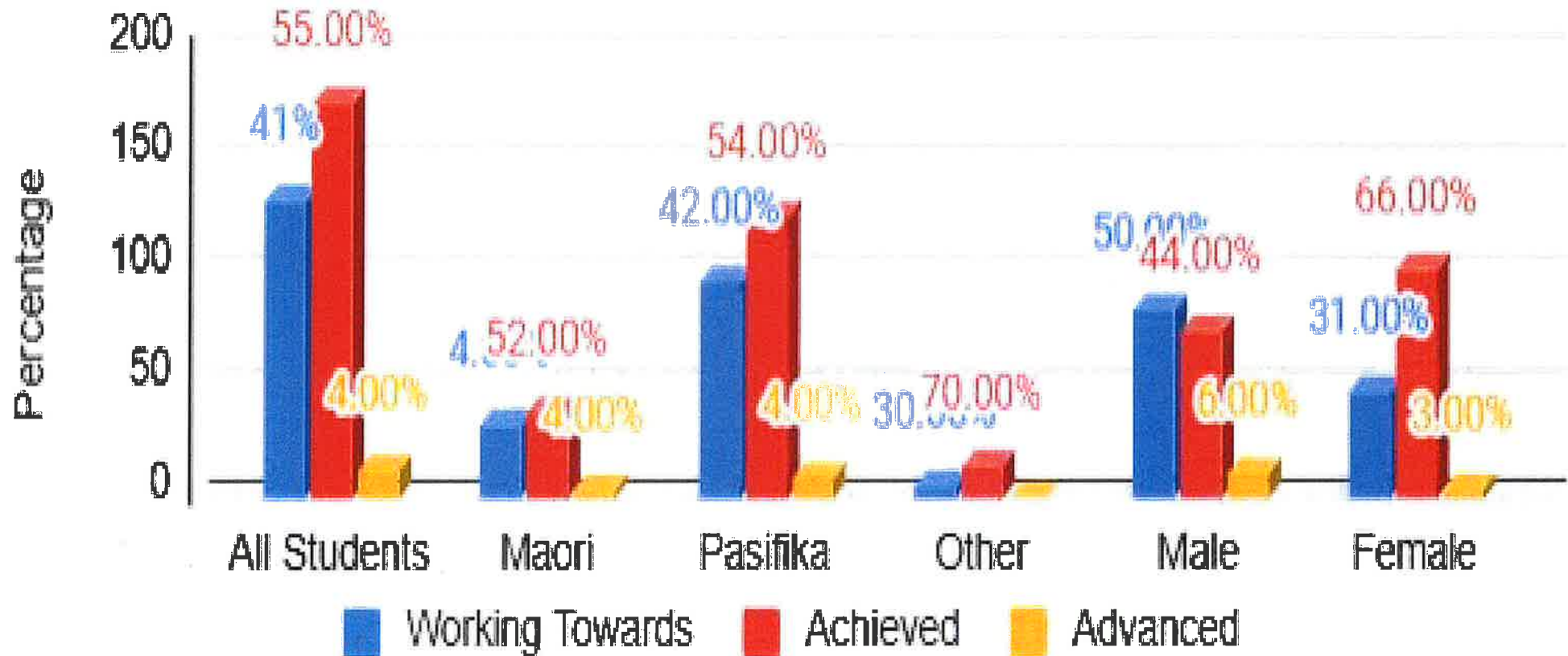
# Writing Whole School EOY 2025



# Maths

	<i>Working Towards</i>	<i>Achieved</i>	<i>Advanced</i>
<i>Male</i>	62% 50% (85/169)	38% 45% (75/169)	5% (9/169)
<i>Female</i>	43% 31% (48/153)	57% 66% (101/153)	3% (4/153)
<i>Maori</i>	53% 44% (32/73)	47% 52% (38/73)	4% (3/73)
<i>Pasifika</i>	55% 42% (96/229)	45% 54% (125/229)	1% 4% (8/229)
<i>Other</i>	31% 24% (4/20)	69% 76% (13/20)	
<i>All</i>	53% 41% (133/322)	47% 55% (176/322)	1% 4% (13/322)

# Maths Whole School EOY 2025



## Reading Analysis

- ❖ Our school roll has grown since the beginning of the year (322)
- ❖ Positive shifts across the board in Reading with a decrease in students Working Towards. More students are at ACH or ADV
- ❖ Students identified as OTHER, WT has increased and ACHIEVED decreased. This is largely due to new students with ESOL or refugee backgrounds.
- ❖ Students at Year 0 (started school end of June) are Working Towards, they are on track to achieving Curriculum level by the end of their first year at school.
- ❖ Year 3 and Year 6 have made significant progress.
- ❖ Year 4 has a high proportion of students Working Towards

## Reading Next Steps

- ❖ Lift achievement for students identified as OTHER with tailored literacy and English Language Support
- ❖ Additional literacy support for students identified not reaching expectation
- ❖ Develop Structured Literacy approaches and bring together all year levels for cohesiveness
- ❖ Develop rich tasks to accelerate reading
- ❖ Increase 'readiness to school' through Ted Manson Initiative
- ❖ Aim to support Year 4 through targeted support
- ❖ Raise expectation levels to match National Norms (80%)

## Writing Analysis

- ❖ Overall, students have made positive shifts with an increasing number of students now at Advanced level 3% (9)
- ❖ There is a decrease in the number of students Working Towards by at least 20%
- ❖ Females outperform the males however Males as well as Females have made shifts positive shifts towards achieving AT and ADV levels
- ❖ Maori have attained ADVANCE level (3%) increased by 2% since Baseline Data
- ❖ Students identified as OTHER Working Towards has decreased by 31% difference. Those who are now ACH has increased by 50%

## Writing Next Steps

- ❖ Continue with PD with Structured Literacy approaches
- ❖ Embed rich tasks and authentic experiences into writing
- ❖ Increase readiness to school through Ted Manson Initiative
- ❖ Feedback and Feed forward strategies to support self regulation and student voice
- ❖ Use refreshed curriculum progressions to track and monitor students progress and achievement at team level
- ❖ Raise achievement expectations to National Norms (80%)

## Maths Analysis

- ❖ Overall, positive shifts increasing across the board from Working Towards to Ach and ADV levels
- ❖ Boys, Girls and Maori shifted to ADV level (B (1%), G (3%))
- ❖ Maori (4%) shifted ADV, first time
- ❖ Shift in Pasifika at ADV from 1% to 4% (a 3% difference).
- ❖ Years 1, Year 2, Year 3 and Year 6 have ACH or are ADV
- ❖ Year 0 (100% WT) are tracking towards achieving Curriculum Level 1

## Maths Next Steps

- ❖ Include a range of Maths rich tasks to supplement teaching and increase student interest and motivation
- ❖ Embed Structured Maths approaches and continue professional development for teachers
- ❖ Classroom support via Jacqui Sharp PLD facilitator to refine teaching practise
- ❖ Build student and teacher resources to deliver rich tasks and support ALL students including those with diverse backgrounds.
- ❖ Raise expectational levels to National norms in Maths (80%)



EOY Student Achievement Report (Term 4) 2025

## Year Groups Reading EOY 2025

	Reading Term 4 EOY							
Level	Working Towards		Achieved		Advanced		TOTAL	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
<b>Year 0</b>	12	100%	0		0		<b>12</b>	100%
<b>Year 1</b>	26	41.00%	38	59.00%	0		<b>64</b>	100.00%
<b>Year 2</b>	20	43.00%	26	57%	0		<b>46</b>	100.00%
<b>Year 3</b>	20	36%	36	64.00%	0		<b>56</b>	100%
<b>Year 4</b>	26	60.00%	16	37.00%	1	3.00%	<b>43</b>	100.00%
<b>Year 5</b>	19	40.00%	25	52.00%	4	8.00%	<b>48</b>	100.00%
<b>Year 6</b>	17	32.00%	31	58.00%	5	10.00%	<b>53</b>	100.00%

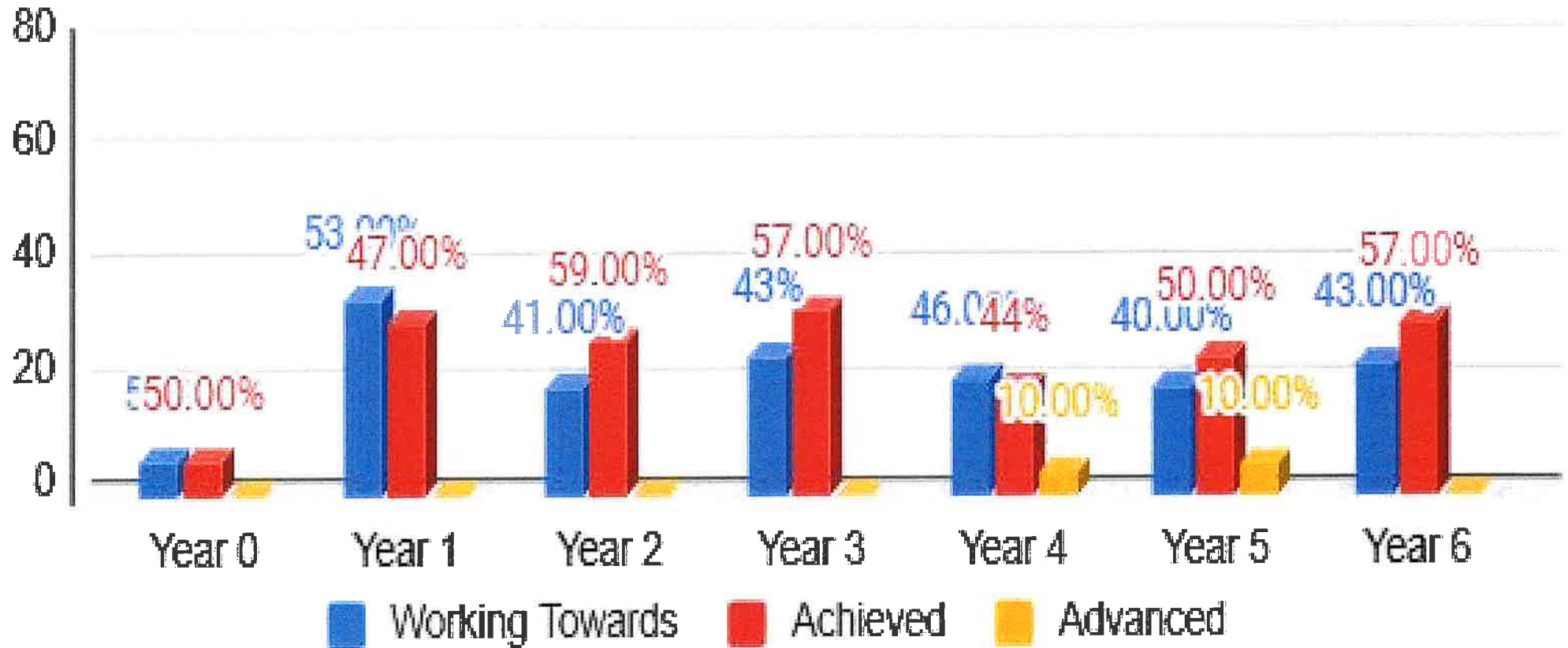
# Reading Year Levels EOY 2025



## Year Groups Writing EOY 2025

	Writing Term 4 EOY							
Level	Working Towards		Achieved		Advanced		TOTAL	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
<b>Year 0</b>	6	50%	6	50.00%	0		12	100%
<b>Year 1</b>	34	53.00%	30	47.00%	0		64	100.00%
<b>Year 2</b>	19	41.00%	27	59.00%	0		46	100.00%
<b>Year 3</b>	24	43%	32	57.00%	0		56	100%
<b>Year 4</b>	20	46.00%	19	44%	4	10.00%	43	100.00%
<b>Year 5</b>	19	40.00%	24	50.00%	5	10.00%	48	100.00%
<b>Year 6</b>	23	43.00%	30	57.00%	0		53	100.00%

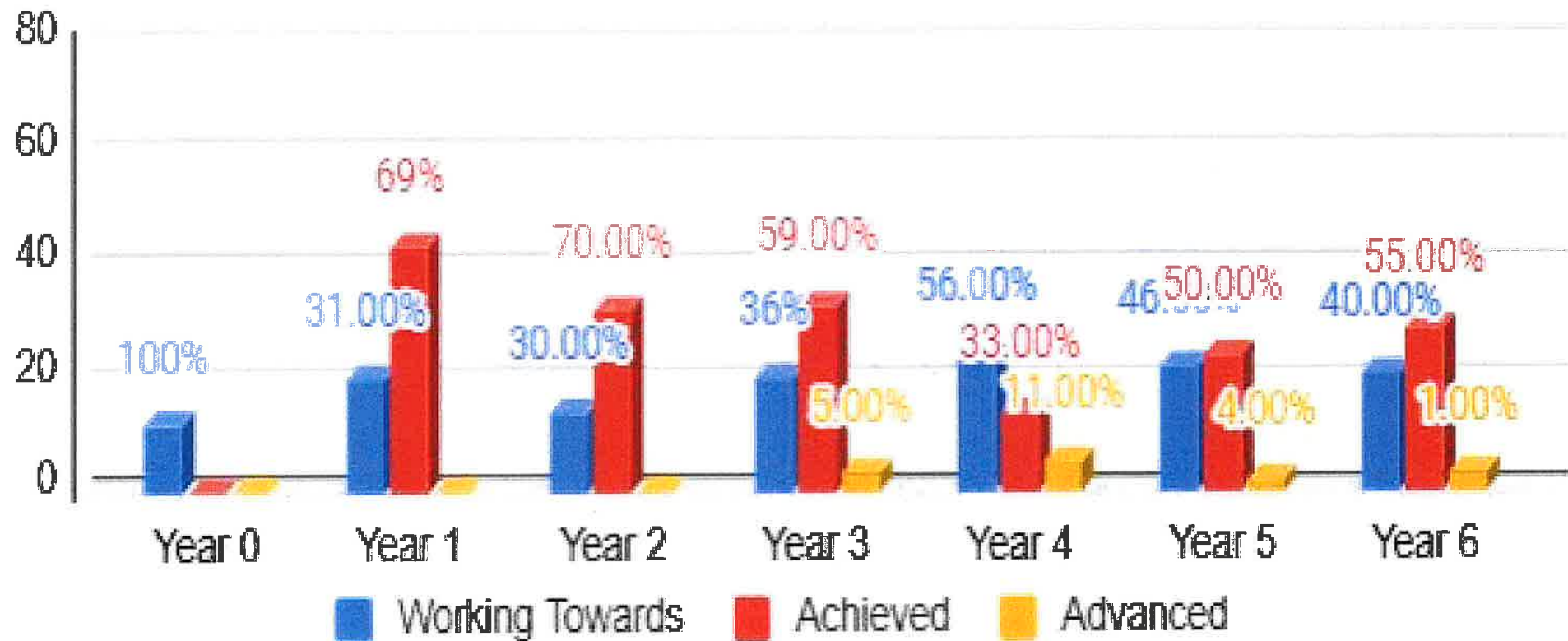
# Writing Year Level EOY 2025



## Year Groups Maths EOY 2025

	Maths Term 4 EOY							
Level	Working Towards		Achieved		Advanced		TOTAL	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
<b>Year 0</b>	12	100%	0		0		<b>12</b>	100%
<b>Year 1</b>	20	31.00%	44	69%	0		<b>64</b>	100.00%
<b>Year 2</b>	14	30.00%	32	70.00%	0		<b>46</b>	100.00%
<b>Year 3</b>	20	36%	33	59.00%	3	5.00%	<b>56</b>	100%
<b>Year 4</b>	24	56.00%	14	33.00%	5	11.00%	<b>43</b>	100.00%
<b>Year 5</b>	22	46.00%	24	50.00%	2	4.00%	<b>48</b>	100.00%
<b>Year 6</b>	21	40.00%	29	55.00%	3	1.00%	<b>53</b>	100.00%

## Maths Year Levels EOY 2025



## Junior (Team Te Papa) End of Year OTJ Summary

What have you noticed about the results in Reading, Writing and Mathematics in the individual year levels and then as an overall Junior Team.

### Junior Team Summary:

Reading (End of Year OTJ)		
Year 1	50% (28/52) achieving	59% (38/64) achieving
Year 2	62% (26/42) achieving	57% (26/46) achieving
Year 3	52% (27/52) achieving	64% (36/56) achieving

Writing (End of Year OTJ)		
Year 1	42% (22/42) achieving	47% (30/64) achieving
Year 2	52% (22/42) achieving	59% (27/46) achieving
Year 3	50% (27/54) achieving	57% (32/56) achieving

Maths (End of Year OTJ)		
Year 1	64% (33/52) achieving	69% (44/64) achieving
Year 2	60% (25/42) achieving	70% (32/46) achieving
Year 3	54% (29/54) achieving	64% (36/56) achieving

As a team: *Junior*

What are the key strengths?

SS

### Reading

- Students who began at the start of the year have received more than 30 weeks of BSLA instruction. As a result, the students have developed confidence in using their phonological knowledge to help decode words
- Increasing students' reading mileage significantly enhances their overall reading achievement by building fluency, confidence, and comprehension. This has been achieved through regular home reading (checking reading logs) and buddy reading and

reading.

- Building oral language skills through discussions, storytelling, and language-rich activities.

### Writing

- BSLA helps some students improve their spelling.
- Link Reading with Writing by making connections clear for students.
- Students write every day
- Clear Learning Intentions and Success Criteria
- Specific feedback and feed forward, so students build their efficacy.
- Short, focused mini-lessons are designed to introduce and model specific writing skills, helping students clearly understand how to apply these skills in their own writing. Students' personal experiences are used as meaningful prompts to inspire and support their writing.

### Maths

- Prime Maths books are used to support structured Mathematics teaching.
- The Concrete-Pictorial-Abstract (CPA) approach is consistently used across the team, making Maths learning accessible for all learners, including those who find abstract concepts challenging.
- Digital tools such as Seesaw and Maths Pro are used to engage students and support their independence during Maths activities.
- Hands-on activities in maths lessons help deepen students' understanding by allowing them to explore concepts through practical, engaging experiences.

As a team: *Junior*

What areas of student support are needed?

### Reading

- Tier 2 teaching
- Tier 2 readers (Boston books to be purchased)
- Teacher aide support for each class, specific students who need 1-1 support (non ORS)
- A variety of decodable texts
- Explicit teaching of Concepts About Print for New Entrants
- ESOL support for specific students (withdrawal groups)

### Writing

- Teacher aide support for each class, specific students who need 1-1 support (non ORS)
- More focused support on sentence structure, punctuation and vocabulary
- Support to develop oral language skills
- ESOL support for specific students (withdrawal groups)

### Maths

- Teacher aide support for each class, specific students who need 1-1 support (non ORS)
- Focus on number knowledge e.g. basic facts
- Opportunities for rich tasks
- ESOL support for specific students (withdrawal groups)

As a team: **JUNIOR**

What areas of Teacher support are needed?

- PLD for tier 2 teaching
- Support for reluctant and struggling learners
- Other summative assessment tools for Reading, Writing and Maths

As a team: **JUNIOR**

What are our team's focus areas/ Next teaching steps?

### Reading

- Continue to use BSLA assessment data to identify next steps for students
- Provide Tier 2 support whenever possible.
- Use tracking sheets to track progress regularly
- Keep track of students' home reading and provide incentives

### Writing

- Continue to engage students in daily writing practices
- Continue to use writing exemplars and mini-lessons to teach writing explicitly
- Tailor writing tasks to students' abilities to foster motivation
- Monitor progress regularly through the scope and sequence of the new Curriculum
- Explore strategies to support students in applying phonological knowledge to writing

### Mathematics

- Continue using formative assessment to guide effective teaching and learning
- Incorporate more culturally relevant problems to boost engagement and allow students to be creative thinkers
- Use tracking sheets to monitor and identify gaps and reteach
- Focus on basic facts, e.g. number bonds and times table.

## **What does the data show?**

Years 4 and 5 did not meet the 65% school target.

Year 6's scored above the 65% school target with 68% reaching the End of Year Achievement Level.

## **READING TTR**

### **Next Steps**

BSLA

Consolidate and continue using BSLA. Review progress of students and view data as a team and next steps. (10 Weeks)

Team Meetings: review students progress

Align our programme across the team

Tracking of students progress.

Use Culturally Responsive resources

UDL: Universal Design for Learning

Mentoring programmes using knowledge of the team

## **What does the data show?**

All Year Groups did not reach the school expectations. The Year 5 and 6's were close to the school target.

## **Writing Next Steps**

Tracking Sheets

### **Team Planning**

- Overview for topics to be covered
- Share resources
- collaborative planning
- Discuss data and next steps for the whole group

Students knowing what they are learning and next steps.

Resources: Culturally Responsive

Modelling Books:

PM Text type books

The Writing Book (as a resource)

Variety of lessons

## **Maths Next Steps Team Te Rangi**

Use Concrete Pictorial Abstract

Combining topics e.g. Measurement and Place Value

Reviewing topics covered

Review data in Team Meetings

Share resources

Use of materials in lessons.

Tracking sheets consistent for each year level.

Collaborative Planning / Sharing / Observations