

Mayfield School

Evaluation and analysis of student progress and achievement – December 2025

EOY 2025 - Student Achievement Data Analysis

Comparison Data

	EOY 2024			Mid Yr 2025			EOY 2025		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
All	68.5%	51.38%	67.9%	75.76%	44%	74.67%	72.22%	50.56%	75.29%
Māori	65.3%	44.9%	65.96%	74%	34%	66%	70%	42.50%	69.23%
Pacific	72.73%	50%	63.64%	80%	40%	70%	80%	53.34%	66.67%
Other (all)	85.71%	64.28%	71.42%	71%	71%	86%	60%	50%	80%
Pākehā/NZ European	64.71%	55.88%	70.59%	86%	57%	86%	76%	62.50%	88%
Boys	64%	43.55%	72.88%	70%	25%	82.5%	70.84%	42.56%	77.08%
Girls	74.5%	61.71%	61.7%	82%	66%	66%	73.80	59.52%	73.17%

Data Commentary and Analysis for EOY 2025

Mid Year Data	EOY Data
Reading: The cohorts of concern at the mid-year point were: Whole school - Yr 3 and Yr 6 Boys – Yr 3, 5 and 6 Girls – Yr 6 Māori – Yr 3 and 6	Reading: The cohorts of concern at the EOY were: Whole school - Yr 3 and Yr 6 Boys – Yr 3 and 6 Girls – Yr 6 Māori – Yr 3 and 6
Writing: The cohorts of concern at the mid-year point were: Whole school – Yr, 3, 4, 5, 6 Boys – Yr 3, 4, 5, 6 Girls – Yr 3, 5, 6 Māori – Yr 2, 3, 4, 5, 6 Asian – Yr 3, 5, 6 NZE – Yr 2, 3, 5	Writing: The cohorts of concern at the EOY were: Whole school – Yr, 3, 4, 5, 6 Boys – Yr 3, 5, 6 Girls – Yr 3, 5, 6 Māori – Yr 3, 5, 6 Asian – Yr 5, 6 NZE – Yr 3, 5
Maths: The cohorts of concern at the mid-year point were: Whole school – Yr 6 Boys – Yr 6	Maths: The cohorts of concern at the EOY were: Whole school – Yr 6 Boys – Yr 6

Girls – Yr 3, 5, 6 Māori – Yr 3, 6 Pasifika – Yr 6 NZE – Yr 5	Girls – Yr 3, 6 Māori – Yr 3, 6 Pasifika – Yr 6
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Analysis:

Staff changes impacted the flow and effectiveness of teaching and learning over 2025. One teacher left the school at the beginning of term 4 (yr 5/6). The Yr 5/6 students had a long term reliever in term 4.

We introduced the Better Start Literacy Approach in our year 1 cohort in 2022, with great success. In 2024 it was identified that the BSLA trained teachers in years 2 and 3 required additional support to implement the BSLA approach with fidelity. In 2025 we put in place further support for all teachers, and the delivery of the BSLA structured literacy approach across the school. Our trained BSLA facilitator also delivered tier two structured literacy support to groups of students. This teacher also covered CRT across the school, and modelled and supported the BSLA approach across the school during these release time slots. Some teachers demonstrated resistance to change and this has impacted our continuing effective implementation and development of our structured literacy approach.

We have continued to develop and implement programmes to support student transition to Mayfield School, and also to transition students to increased self-management and positive engagement in the classroom and playground. We have continued to develop our Whakapuāwai approach (Education Neuroscience, Trauma Informed Practice, PB4L, Restorative Practice), and induct new staff, students and whānau into this approach to supporting student wellbeing and engagement, and staff wellbeing.

Despite the negative impacts of non-attendance, dysregulated students and staff changes, we recorded improvement in student achievement across reading, writing and maths throughout 2025. The most significant negative impacts on student achievement in 2025 have been non-attendance, disruption to learning by behaviour of students, changes to staff, and teacher efficacy and commitment to agreed approaches to teaching and learning, for some teachers.

At the end of 2025 several teaching staff moved on from Mayfield School. Most of these departures will have a positive impact on the team and on teaching and learning. One departing staff member will be a significant loss to the school, taking with her the BSLA facilitator and SENCo expertise, and expertise in our Whakapuāwai approach. However, this teacher has moved to the RTLB service, and we will access to her support through the service as required.

We have structured our staffing for 2026 so that our new Deputy Principal is fully released from having a class of their own. The role will focus on supporting a beginning teacher and ORS students, along with responsibilities as SENCo/LSC and co-leadership of development and implementation of the new english and maths curricula and assessment changes over 2026.

We have been accepted for PLD with Evaluation Associates, focusing on the new assessment changes, using PATs and the SMART tool. As the Kahui Ako has now been wound up, we have formed a cluster with other schools to provide PLD opportunities and facilitate collegial relationships for the ongoing development and support of our staff.

Many of our tamariki have had adverse childhood experiences, and the cost of living crisis and ongoing family incidents continues to impact the stress and anxiety that our tamariki and their whānau experience.

Attendance: We will continue to employ an Attendance Liaison Support person, as this role has had a positive impact on attendance over term 3 and 4 in 2025. The MoE has supported us with this role through additional funding. Transport initiatives are also on the table, with the possible implementation of a walking school bus and van transport for some students.

Attendance Data - 2025

Attendance is a contributing factor when analysing student progress and achievement. The Everyday Matters attendance data for 2025 shows notable variation in regular attendance (students attending 91–100% of the time) across the year.

Term 1: 46% of students met the regular attendance threshold.

Term 2: Regular attendance remained steady at 47%.

Term 3: Rates declined significantly to 26%, indicating a substantial drop in consistent attendance during this period, this was mainly due to high rates of illness throughout the school.

Term 4: Regular attendance improved to 58%, the highest rate recorded this year.

Overall, the data indicates a mid-year decline followed by a strong recovery in Term 4. This upward trend suggests that recent attendance initiatives and supports may

be having a positive impact, although ongoing monitoring and targeted strategies will be essential to sustain and further improve attendance levels for 2026.

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