

# Mayfield School (2912) Annual Plan 2025



## Strategic Goal 1

**Manaakitanga:** Develop effective teaching, assessment and monitoring practices that respect cultural identity and engage all learners.

### Annual Target:

- 80% of year 3, 4, 5 and 6 **students (2025)** achieving below their expected level in writing at the end of 2024 will make more than one years progress and will be achieving at their expected level or above in the NZC by the end of 2025.
- 80% of year 6 **students (2025)** achieving below their expected level in maths at the end of 2024 will make more than one years progress and will be achieving at their expected level or above in the NZC by the end of 2025.

### Baseline Data (quantitative data) from Curriculum Level OTJ reporting 2024.

#### Whole School data - all students as at EOY 2024

	Working Toward	Achieving	Exceeding	Total Achieving/Exceeding
<b>Mathematics</b>	<b>32%</b>	<b>55.5%</b>	<b>12.5%</b>	<b>68%</b>
<b>Reading</b>	<b>31%</b>	<b>50%</b>	<b>19%</b>	<b>69%</b>
<b>Writing</b>	<b>48.5%</b>	<b>48%</b>	<b>3.5%</b>	<b>51.5%</b>

#### Analysis of assessment results (qualitative data):

From analysis of the data, the following cohorts of most concern have been identified targeted attention for 2025.

Cohorts of concern - % of Students achieving At or Above in **writing** - as at the end of 2024

Yr 2 - 23%, Yr 3 - 47.5%, Yr 4 - 44%, Yr 5 - 21.5%

Cohorts of concern - % of Students achieving At or Above in **maths** - as at the end of 2024

Yr 5 - 31%

Regular attendance - over 90% attendance - missing fewer than 5 days across a term - 50% of students in 2024.

Irregular absence - more than 80% and up to 90% attendance - absent for between 5 and 9 days across a term - 29.5% of students in 2024.

Moderate absence more than 70% and up to 80% attendance absent for between 10 and 14.5 days across a term - 9.5% of students in 2024.

Chronic absence 70% attendance or less, absent for 15 days or more across a school term - 14% of students in 2024.

Transience of our student roll is an ongoing issue, with new students being inducted throughout the year, and families relocating due to family pressures or housing. Transience for 2024 was 35%.

We will continue our focus on the teaching of emotional literacy to develop student skills such as self regulation. Staff development will continue on trauma informed approaches, becoming competent in working with the three R's when supporting students who are dysregulated - Regulate - Relate - Reason, and to use the restorative conversation script prompts in our interactions with students.

Cycle of Regular Self-Review

Term 1:  
Week 5 - Target students identified.  
Week 9 – Writing Moderation  
Week 9 - Report to BoT on targets for 2025  
Week 9 - Learning Maps updated

Term 2:  
Week 5 - Parent Hui  
  
Week 8 - Learning Maps updated

Term 3:  
  
Week 9 – Writing Moderation  
  
Week 9 - Learning Maps updated

Term 4:  
Week 9 - Learning Maps updated  
  
Week 9 - Summary report to BoT on targets for 2025

**Implementation  
What will we do?**

**Monitoring and Evaluation  
How will we know we are succeeding?**

**What needs to be done to reach our goal and achieve our objective?**

**Resources**

**By who?  
By when?**

**What do we expect to see during the year, and at the end of the year, and what are the measurements we'll use to check on our progress.**

**Monitoring**

Identify target students from EOY data - writing and maths: Analysis of OTJ data (Hero) and teacher evaluations.

Staff meeting.  
Learning Maps.

**Teachers / DP /WSL/SENCo/ Principal** - Week 8 Term 1.

Learning maps are completed and updated each term. Supplementary supports identified, implemented, and recorded.

Develop and implement writing programmes that target student needs and strengths, including BSLA training for yrs 1-6 teachers and teacher aides, and delivery of tier 2 SLS.	Sharing of best practice. ASL's and WSL support from Kahui Ako. SLS specialist teacher/BSLA facilitator (Renee) BSLA teacher kits Release	<b>Teachers / SENCo / Principal / SLS specialist / WSL and ASL's</b> Throughout 2025	Teachers have identified and implemented strategies and teaching practices to raise achievement in writing. Teachers and teacher aides are effectively implementing the BSLA approach in their classroom.	
Develop and implement maths programmes, in line with the refreshed maths curriculum, and supported by Maths No Problem resources, that target student needs and strengths.	Maths No Problem Textbooks and workbooks; Maths Staff Only Days x 2;	<b>WSL</b>	Maths No Problem PLD completed and new learning implemented. Mathematics teaching approaches have been shared and best practice developed and implemented, including planning formats and assessment tools.	
Conduct goal setting meetings with students and parents to share learning goals and engage parents in their child's learning.	Learning Maps IEPs	<b>Teachers</b> Term 1 - week 5	Parents engaged in their child's learning and know/understand their child's learning goals.	
Review and strengthen the use of the Learning Maps to monitor and track student progress, and	Learning Maps	<b>WSL Principal Teachers</b> Term 1 Term 3	Completed evaluation and next steps in Learning Maps	

formulate next steps for individuals and groups.				
Tracking and progress meetings led by SLS and WSL to discuss writing and maths progress of target students and impact of strategies. Tracking of BSLA approach.	Learning Maps Tracking sheets  SLS specialist WSL	SLS specialist WSL  SLS specialist - termly	All teachers focused on discussing target students' progress. SLT is aware of strengths and areas for development. Updated Learning Maps Tracking conversations Tracking meeting minutes	
Continue to implement new practice from Better Start Literacy (BSLA) PLD in the yr 1-3 classes, and phonics PLD. Share and implement best practice in writing for yr 4-6, including phonics teaching.  Writing moderation - own, and with the Kahui Ako	Appraisal Connector - reflections. Staff meetings Spirals of Inquiry framework. ASLs.  Better Start PLD - Renee/Ingrid	<b>WSL</b> <b>All teachers</b> <b>ASLs</b>	Teachers have developed a deeper understanding of the stages of their spirals inquiries. Tracking conversations. Meeting minutes. Reflections on AC include next steps in their practice.  Writing programmes further developed and implemented, and shared in staff meeting.  Moderation of writing provides consistency of OTJs, and analysis of next steps.	
Implement the new curriculum.  Implement the use of Maths No Problem resource to support our maths programmes	Appraisal Connector - reflections. WSL lead maths and assessment staff meetings. ASLs.		Teachers have developed a deeper understanding of the new maths curriculum and the Understand, Know, Do approach. Reflections on AC include next steps in their practice.  Maths programmes further developed and implemented, and shared in staff meetings.	
Reporting systems are reviewed to ensure we share pertinent information with students, parents and	Hero SMS	<b>SLT / Teachers</b> - Term 1	Updated Assessment and Reporting Programme. Improved student progress and achievement report format. Formative reporting to parents using the Hero SMS.	

whanau to support success.				
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<b>Strategic Goal 2</b>				
<b>Manaakitanga:</b> Develop effective teaching, assessment and monitoring practices that respect cultural identity and engage all learners.				
<b>Annual Target:</b> Implement the refreshed English and Maths Curriculum.				
<b>Implementation What will we do?</b>			<b>Monitoring and Evaluation How will we know we are succeeding?</b>	
<b>What needs to be done to reach our goal and achieve our objective?</b>	<b>Resources</b>	<b>By who? By when?</b>	<b>What do we expect to see during the year, and at the end of the year, and what are the measurements we'll use to check on our progress.</b>	<b>Monitoring</b>
<ul style="list-style-type: none"> <li>Staff continue to research the new English and Maths documents and develop their knowledge and understanding of the refreshed curriculum, following on from MoE led PLD in 2024.</li> </ul>	New Maths and English curriculum documents	Maths lead (WSL) - term 2 and 3.  Literacy lead/BSLA facilitator - ongoing throughout the year.	<ul style="list-style-type: none"> <li>Teachers are confident in the understanding of the new curriculum documents, the Know Understand Do approach, and the change from levels to phases in the curriculum.</li> </ul>	

			<ul style="list-style-type: none"> <li>Staff will complete BSLA training appropriate to their role, and will be implementing the programme with fidelity.</li> <li>Teachers are planning their english and maths programmes based on the new curriculum.</li> <li>Staff will implement their new learning from the two MoE Maths Staff Only Days in 2025.</li> </ul>	
<ul style="list-style-type: none"> <li>Staff will participate in Maths PLD for the new maths curriculum with our cluster, through Evaluation Associates</li> </ul>	2 x MoE Maths TOD (Evaluation Associates)	Evaluation Associates PLD provider - 17 March and 12 May.	<ul style="list-style-type: none"> <li>The refreshed curriculum is evident in maths programmes and assessment of maths</li> </ul>	
<ul style="list-style-type: none"> <li>Staff will become familiar with the Maths No Problem resource, and implement this in the maths programme planning.</li> </ul>	MNP resources. MNPPLD workshops (online / face to face 14 April)	All teachers WSL MNP trainers	<ul style="list-style-type: none"> <li>MNP resources have been fully investigated and implemented in our maths programmes.</li> </ul>	

## **Strategic Goal 2**

**Manaakitanga:** Develop effective teaching, assessment and monitoring practices that respect cultural identity and engage all learners.

### **Annual Target:**

Develop evaluative processes within the school including our assessment, monitoring and reporting procedures.

**Implementation**  
**What will we do?**

**Monitoring and Evaluation**  
**How will we know we are succeeding?**

What needs to be done to reach our goal and achieve our objective?	Resources	By who? By when?	What do we expect to see during the year, and at the end of the year, and what are the measurements we'll use to check on our progress.	Monitoring
Review and update our assessment and reporting procedures, informed by best practice.	MoE Evaluation Associates - PLD - e-AsTTle; PATs	SLT / teachers Term 2	Agreed assessment and reporting programme, that includes agreed assessment tools, recording systems, reporting formats, and timing of assessments and reporting. All teachers implementing the Assessment and Reporting Programme with fidelity.	
Data analysis staff meetings held to deep dive into our data.	Staff meetings	SLT WSL Termly	Will be able to report on progress, and information gathered and changes in programmes are reflected in teaching and planning	
Use the ERO SIF as part of our ongoing tracking and monitoring of progress and improvement.	ERO SIF ERO partner	SLT BoT Staff ERO Partner	Areas for improvement identified. Evidence shows we are achieving 'embedding' and /or 'excelling' in the SIF core domains.	

## **Strategic Goal 2**

**Whakawhanaungatanga:** Develop powerful, inclusive, responsive and reciprocal partnerships that support tamariki and their whānau's identity, self-belief, engagement and educational achievement.

### **Annual Target:**

Develop attendance procedures and whānau engagement plan to increase student engagement in learning.

**Implementation**  
What will we do?

**Monitoring and Evaluation**  
How will we know we are succeeding?

What needs to be done to reach our goal and achieve our objective?	Resources	By who? By when?	What do we expect to see during the year, and at the end of the year, and what are the measurements we'll use to check on our progress.	Monitoring
Identify at risk students (based on evidence from achievement data and attendance data).	Learning Maps. Hero daily attendance register.	Teachers / WSL / SLT Term 1	-Each teacher will identify their below students related to the Student Achievement Target. -Target students included in tracking. -Target students identified on class Learning Maps (tracking sheets)	
Application to MoE for the Younger Provision fund to put in place support for driving our attendance procedures, to meet the demand of the STEP approach.	MoE funding	Principal / MoE	Funding application is successful, and funding is applied effectively to reduce chronic and moderate non-attendance.	
With support from the MoE and Marlborough Attendance Service, develop our plan for increasing attendance of 'at risk' students.	Marlborough Attendance Service	David Attendance officers Term 2	Plan is in place and is being actioned. Students with attendance below 90% will be attending school at or above 90%	
Develop and implement our whanau engagement plan.	Whanau engagement plan	SLT / BoT	Whanau engagement plan is documented and shared with the school community. Whanau are accessing planned opportunities to engage with their school, and contribute to school life in a positive way. Whānau participate positively as team members to support their tamariki to be safe and successful at school.	
Re-establish the Mayfield School Whanau Community Hub.	Tautoko Trust Suitable meeting space	Tautoko Trust members DP / Principal Term 2	Whanau have access to a weekly facilitated opportunity to meet. Whanau have access to outside providers onsite at school.	

	Budget for coffee/tea/milk/kai		SLT and BoT have access to a group of whanau for consultation.	
Draft and implement a plan for consultation processes.		David BoT	Effective, timely communication with the school community regarding what's on. Local curriculum informed by community.	
Use Ngā Kawatau to initiate improved consultation processes with local Iwi and our school community.	Ngā Kawatau	David / SLT	Relationships developed with local Iwi, and we have Iwi kaumatua supporting us.	
Evaluation and next steps :				

<p><b>Strategic Goal 2</b>  <b>Whakawhanaungatanga:</b> Develop powerful, inclusive, responsive and reciprocal partnerships that support tamariki and their whanau's identity, self-belief, engagement and educational achievement.</p> <p><b>Annual Target:</b>  Develop a restorative practice kete to build and maintain sustaining relationships and strengthen our Whakapuāwai approach.</p>	
<b>Implementation</b> <b>What will we do?</b>	<b>Monitoring and Evaluation</b> <b>How will we know we are succeeding?</b>

<b>Actions - What needs to be done to reach our goal and achieve our objective?</b>	<b>Resources</b>	<b>By who? By when?</b>	<b>What do we expect to see during the year, and at the end of the year, and what are the measurements we'll use to check on our progress.</b>	<b>Monitoring</b>
All staff engage in Restorative Practice PLD, and ongoing Restorative Practice PLD in 2025. Staff implement new learning in restorative practice.	PB4L Restorative Practice PLD – Greg Jansen PB4L Restorative Practice Booklets	Greg Jansen – Tuesday 11 Feb 2025	All staff present and participating in the PLD.  Staff competently using the restorative conversation script prompts to guide students through the restorative process.  Students able to use the restorative conversation framework to work through issues.	
Staff identify skills they need to develop and practice these skills in their class and in the school.	PB4L Restorative Practice PLD – Greg Jansen. PB4L Restorative Practice Booklets. Trauma Informed Practice Staff meetings	Staff SLT Cultural Leader	He Poutama inquiry - interwoven approach combining educational neuroscience, culturally relational pedagogies and restorative practice	
Document Restorative Practice within our Whakapuāwai approach.	Greg Jansen PB4L Restorative Practice resources.	SLT Greg	Mana potential - all staff contributing	
All staff will use Appraisal Connector to reflect on their progress and actions in regard to their Restorative Practice development.	InterLead - Appraisal Connector. PB4L Restorative Practice Booklets.		Sharing and commenting professionally: providing constructive feedback on reflections.	
Evaluation and next steps :				

### **Strategic Goal 3**

**Hauora:** Improve wellbeing and engagement through understanding and implementation of educational neuroscience, quality pedagogical practices and trauma informed practice.

**Annual Target:**

Embed trauma-informed and neuro-science aware practices.

<b>Implementation What will we do?</b>			<b>Monitoring and Evaluation How will we know we are succeeding?</b>	
<b>What needs to be done to reach our goal and achieve our objective?</b>	<b>Resources</b>	<b>By who? By when?</b>	<b>What do we expect to see during the year, and at the end of the year, and what are the measurements we'll use to check on our progress.</b>	<b>Monitoring</b>
Access further PLD for all staff on trauma informed practice and the neuroscience of trauma.	PLD providers	David Term 2 - ongoing	Professional growth cycles show a record of PLD. Staff meetings reflect a focus on TIP and neuroscience strategies are embedded.	
Staff supported to implement TIP strategies and restorative practices, via staff meetings, observations, feedback.	Staff PLD meetings Greg	SLT Renee	Staff are effectively using trauma informed practices to support individuals, and whole class, to participate and engage safely. Students beginning to discuss and practise TIP strategies independently.	
<b>Evaluation and next steps :</b>				

