



Mauku School ANNUAL REPORT



2024

Statement of Variance - Mauku School - 2024 School Year

Strategic Goal: Be a sustainable school

Initiative: Embed the Mauku Way in everything we do at Mauku School				
Action	What did we achieve?	Evidence?	Reasons for variances:	Where to next?
Have an induction procedure for new staff	Created an induction booklet, and implemented with new staff members	Induction booklet, new staff members understand processes or how to find out about them.	N/A	Business as usual
Develop a student induction to school procedure	Created documentation for new to school & Mauku (year 0 & 1) students. New students and their families have a documentation explaining more about school and what their children will be learning	Parent and staff feedback	Created documentation for year 0 & 1 students, but not older students, had a low amount of older students joining the school, and consideration to different options needs to be given.	Continue to develop Junior induction as needed. Look into the development of induction for older students.
Develop an environmentally friendly and sustainable learning environment	Joined and participated in local Enviro Cluster. Continued trees for survival growing and planting. Improved practices around rubbish and recycling.	Received good feedback from parents and students about environment. Changes in how we deal with rubbish and recycling evident at Mauku. Parent participation in enviro events. Enviro audit results.	Staff are active in embedding and taking on this mahi. Connecting with local Enviro group has had good benefits.	Continue to build with local Enviro group. Build an enviro group at school - find local initiatives (i.e. bats) that we can get involved with.
Improve our behaviour management practices with a focus on student and staff wellbeing	More time and consideration given to 'The Mauku Way' & PB4L day to day. Began Mitey programme. Improved behaviour, atmosphere and less incidents in general at Mauku. Introduced one on ones for staff members.	Observations of classes by LT. PB4L data shows less incidents. Positive staff feedback about wellbeing weeks and events. Community feedback mentions a visible change around behaviour	Mauku policies implemented consistently by all staff. Changing management structure, having a mostly released deputy principal.	Implement Mitey approach in classrooms. Continue to work with other agencies and organisations to improve wellbeing of our school. Linewize wellbeing tool to be introduced.

	Wellbeing week focusing on lifting staff wellness	management at Mauku.		
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Initiative: Develop a Year 0 - 3 schooling model and procedure				
Action	What did we achieve?	Evidence?	Reasons for variances:	Where to next?
Have an understanding of the new enrolments at Mauku School and what that means for class rolls and staffing.	Better understanding of our zone and how to implement our zone and ballot. Understanding about ideal class and year group numbers for Mauku.	Balanced classes, effective ballot process.	N/A	Business as usual
Have a new entrant programme based on good practice and research	Built an understanding of what we would like new entrant teaching to look like	Changed programmes in junior classes	2025 changes to staffing meant that this goal was not fully completed in 2024	New teacher in new entrant class for 2025 - structured programs. Introduce structured literacy.
Develop consistency of practice across junior classrooms	The Code spelling programme in all classes throughout the school. Maths and writing progressions used. Assessment for learning practices PD	Teacher feedback, observations, assessment for learning observations and teacher self assessments	Was decided that it didn't need to be a main focus for 2024.	Continue to develop consistency of practice, but focus on the whole school.

Initiative: Improve connections with the community				
Action	What did we achieve?	Evidence?	Reasons for variances:	Where to next?
Develop a plan for consultation and feedback to support with strategic planning	Calendered and completed consultation and feedback around the annual plan.	Feedback from community and staff for annual plan	Was not a key focus for 2024.	Create a one pager overview of events that need to happen yearly. Discuss in LT meetings.
Etap parent app to streamline communication	Trialled Etab parent app with two classes. Decided not to	Feedback from staff and community.	Feedback demonstrated it was not achieving much.	Focus on current communication and continue

	use the app. Invested in Kindo.			to work on this. Build consistency of communication for predictability.
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Initiative: Develop marketing process and zone process				
Action	What did we achieve?	Evidence?	Reasons for variances:	Where to next?
Build an understanding of roll trends at Mauku	Zone process implemented. Ballot successful	Ballot was successful, and the school roll number is good.	Was not a focus for 2024.	Business as usual
Ensure Mauku School is known as a school students can attend	Little School to Big School ECE event held in Pukekohe, Mauku attended.	Good roll numbers for 2025	N/A	Business as usual

Strategic Goal: Grow teacher capability

Initiative: Develop our understanding of assessment for learning				
Action	What did we achieve?	Evidence?	Reasons for variances:	Where to next?
Embed our understanding of assessment for learning and how it can be used in teacher practice through ongoing teacher development	Wide understanding of assessment for learning practices and what they look like. Consistency of practice across classrooms (use of learning intentions and success criteria). The 'why' of learning is shared more by teachers when teaching. Teachers are moving towards providing more effective	Several observation points throughout the year. Observations with PLD facilitators that followed a model of pre and post observations discussions, as well as the formal observation. Student voice gathered throughout the year. Some variance between the level of quality of practices in	Some variation in the initial pedagogies of teachers - some not so fast to adapt new approaches. Changes to culture around accountability and formal observations in the school.	Active consolidation plan to be established for 2025 to ensure practices are continued. Continued observations that look for assessment for learning practices.

	feedback on learning (based on success criteria) and providing opportunities for students to self assess.	classrooms.		
Improve learning outcomes for boys	Some minor progress with some students. Small group targeted lessons with a different teacher to raise achievement.	Schoolwide data shows that there is still a disparity between achievement of boys and girls.	Was not a primary focus for the year. Had less focus on target students in 2024.	Improved teacher knowledge and delivery of structured approaches to Maths and English. Targeted groups to raise achievement.

Initiative: Develop teacher understanding of Te Tiriti obligations and tikanga				
Action	What did we achieve?	Evidence?	Reasons for variances:	Where to next?
Develop Mauku School procedures that align with local tikanga	Some practices and tikanga embed and some introduced.	Karakia to open all school assemblies. Karakia to open and close staff meetings. Staff learning new karakia and waiata. Blessing of new classroom by iwi.	Not a primary focus for the year.	More focus here to continue to embed cultural practices throughout the school.

Initiative: Ensure our progressions are kept up to date with curriculum changes				
Action	What did we achieve?	Evidence?	Reasons for variances:	Where to next?
Use links with Kahui Ako to keep up to date with new curriculum changes	Better understanding of the impact of the curriculum changes in our school. Continuity of approaches across Franklin - due to Kahui Ako links	Updated Writing & Maths progressions. Better staff understanding about curriculum changes. Considerations of how to use the curriculum going forward.	As expected	Continue to monitor how changes to the curriculum impact our school, what these impacts are, and how we can ensure staff are best prepared for changes.

Strategic Goal: Embed Aotearoa New Zealand Histories curriculum

Initiative: Create a localised curriculum that tells our story				
Action	What did we achieve?	Evidence?	Reasons for variances:	Where to next?
Start to investigate how Mauku School came to be in this area, with stories that can be shared with students	Some understanding about Mauku School in our area.	Local school trips, using our knowledge of the area. Iwi visiting.	Not a main focus for 2024.	Continue to work on this.
Know about our connections to the whenua	<i>As above</i>	<i>As above</i>	<i>As above</i>	<i>As above</i>

Initiative: Build cultural awareness				
Action	What did we achieve?	Evidence?	Reasons for variances:	Where to next?
Engage with our community around different cultural practices	New cultural experiences and opportunities for students. More involvement in local cultural activities	One third of the school was involved in kapa haka group that performed at local cultural festival. Introduction of Pasifika group led by experts from Pukekohe Int. The Pasifika group attended Cook Island week at Pukekohe Int.	Connections with other schools led to Pasifika - demonstrates the importance of relationships.	Business as usual.
Teach, learn and lead in ways that reflect the language, culture and needs of our local hāproi	NZ Histories taught in classes, Maori achievement plan established. Niho Taniwha PLD for senior leaders.	Community and student surveys reflect more students and whanau feel their culture is reflected at Mauku School.	N/A	School staff taking place in Te Rito cultural competency PLD in 2025.
Develop Mauku School powhiri	Better understanding about what a powhiri might look like	Better understanding amongst some staff	Not a key focus area for 2024, focused on Kapa Haka	Consider implementing it in 2025.

	at Mauku.	members.		
Develop partnerships with local iwi through the Kahui Ako	Continued to strengthen connections with Ngati Tamaoho and key personnel.	Mauku students attending a Ngati Tamaoho sports and cultural day. Key staff attended Ngati Tamaoho day to learn a Franklin Haka	N/A	Continue to build relationships with Ngati Tamaoho and mana whenua.

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End of Year Data Report 2024

Below is a summary of achievement data at the middle of the year in Reading, Writing, and Mathematics. The judgement of 'below, at, and above' is made by classroom teachers in the form of Overall Teacher Judgments (OTJs) as to where the children best fit according to the expectation for their year level and age. These judgements are informed by

1. Teacher knowledge of the learning progressions in the 3 measured areas of Reading, Writing, and Mathematics.
2. Teacher observations and anecdotal notes as the children are working
3. The student's own assessment of their learning (assessment for learning).
4. Formal testing using standardised tools

Percent of Students At or Above Expectations: School-Wide

	End of 2020	Mid 2021	End of 2022	Term 4 2023	Term 1 2024	Mid 2024	Term 3 2024	Term 4 2024
Reading	69.4%	70.8%	65.8%	75%	66.9%	71%	72.3%	74.6%
Writing	68.6%	68.6%	66.4%	68%	63.2%	67%	64.9%	68.7%
Maths	75.4%	68.6%	72.2%	75%	63.9%	69%	69.4%	70.0%

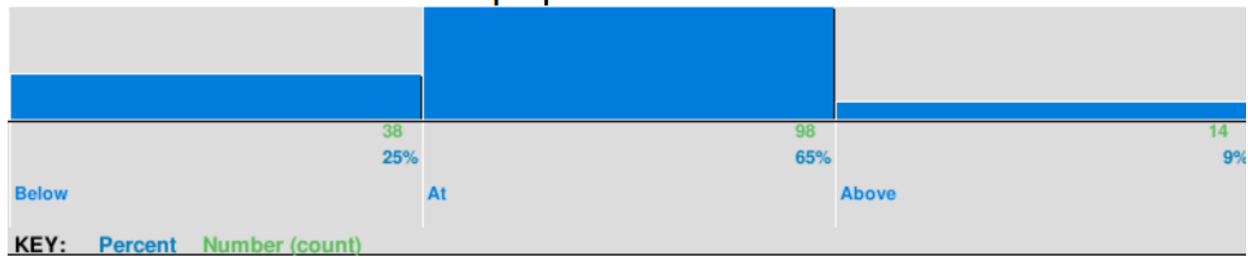
Percentage of students below expectations

	Reading			Writing			Maths		
	Term 2 2024	Term 3 2024	Term 4 2024	Term 2 2024	Term 3 2024	Term 4 2024	Term 2 2024	Term 3 2024	Term 4 2024
Year 1	27%	35%	35%	40%	48%	43%	20%	22%	26%
Year 2	44%	26%	22%	36%	25%	15%	32%	35%	30%
Year 3	27%	32%	26%	27%	39%	36%	30%	29%	33%
Year 4	37%	37%	32%	52%	52%	46%	37%	37%	32%
Year 5	22%	22%	22%	33%	28%	28%	44%	44%	44%
Year 6	0%	0%	7%	0%	0%	7%	13%	13%	9%

Key: Red is an increase of below students for that cohort and green is a decrease of below students for that cohort from Term 3 2024.

Reading

Total pupils at each level



	Below	At	Above	Total Below
Y1	35% (8)	61% (14)	4% (1)	35% (8)
Y2	22% (6)	78% (21)		22% (6)
Y3	26% (10)	62% (24)	13% (5)	26% (10)
Y4	32% (9)	64% (18)	4% (1)	32% (9)
Y5	22% (4)	67% (12)	11% (2)	22% (4)
Y6	7% (1)	60% (9)	33% (5)	7% (1)
Total pupils	25 % (38)	65 % (98)	9 % (14)	25% (38)

School-wide

- **74.6 % of students at Mauku are achieving At or Above expectations in Reading. This is 3.6% more than Mid 2024.**
- 69.7% of boys are achieving At or Above expectations in Reading (4.7% more than Mid 2024) and 78.5% of girls are achieving At or Above expectations in Reading (1.9% more than Mid 2024).

From years 4 to 6

- 79.6% of Year 4 to 6 students at Mauku are achieving At or Above expectations in Reading. (This was 80.3% at Mid 2024).

Māori Students (52 students)

- **67.3% of Māori students at Mauku are achieving At or Above expectations in Reading.** (This was 58% at Mid 2024).
- 55.6% of Māori boys (18 students) are achieving At or Above expectations in Reading (11.2% more than at Mid 2024) and 73.5% of Māori girls (34 students) are achieving At or Above expectations in Reading (7.8% more than at Mid 2024).

Pasifika Students (13 Students)

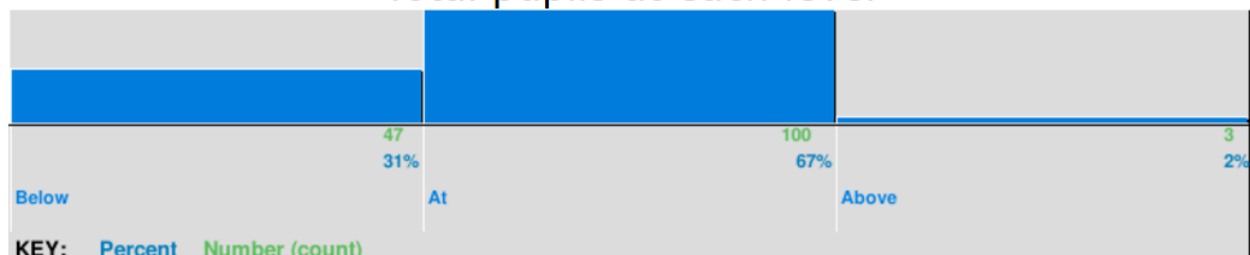
- **76.9% of Pasifika students at Mauku are achieving At or Above expectations in Reading. This is 6.4% less than at Mid 2024**
- 80% of Pasifika boys (*5 students*) are achieving At or Above expectations in Reading (this is the same as mid 2024) and 75% of Pasifika girls (*8 students*) are achieving At or Above expectations in Reading (10.7% less than at Mid 2024).

Summary and Statement of Variance/Analysis

- Reading percentages steadily improved from Term 1 (71%) to Term 4 (74.6%), suggesting effective interventions or programs.
- Sitting about the same as this time last year, which, on average, is 6% higher than the 3 years prior.
- Our Year 4 cohort continues to have lower levels of achievement in Reading in comparison to the rest of the school.
- Improvement for Maori since mid-year, especially for boys (over 10% improvement)
- 5.4% away from meeting our Reading targets
- Equitable outcomes
 - Girls are still outperforming boys in Reading.
 - The disparity between our whole school data and our Maori learners has decreased.
 - We are achieving equitable outcomes for Pasifika students.

Writing

Total pupils at each level



	Below	At	Above	Total Below
Y1	43% (10)	57% (13)		43% (10)
Y2	15% (4)	85% (23)		15% (4)
Y3	36% (14)	62% (24)	3% (1)	36% (14)
Y4	46% (13)	50% (14)	4% (1)	46% (13)
Y5	28% (5)	67% (12)	6% (1)	28% (5)
Y6	7% (1)	93% (14)		7% (1)
Total pupils	31 % (47)	67 % (100)	2 % (3)	31% (47)

School-wide

- **68.7% of students at Mauku are achieving At or Above expectations in Writing. This is 1.7% more than Mid 2024.**
- 62.1% of boys are achieving At or Above expectations in Writing (2.1% more than Mid 2024) and 73.8% of girls are achieving At or Above expectations in Writing (1.1% more than Mid 2024).

From years 4 to 6

- 73% of Year 4 to 6 students at Mauku are achieving At or Above expectations in Writing. (This was 71.6% at Mid 2024).

Māori Students (52 students)

- **65.4% of Māori students at Mauku are achieving At or Above expectations in Writing. This is 7.4% more than at Mid 2024.**
- 50% of Māori boys (18 students) are achieving At or Above expectations in Writing (11.1% more than at Mid 2024) and 73.5% of Māori girls (34 students) are achieving At or Above expectations in Writing (4.7% more than at Mid 2024).

Pasifika Students (13 Students)

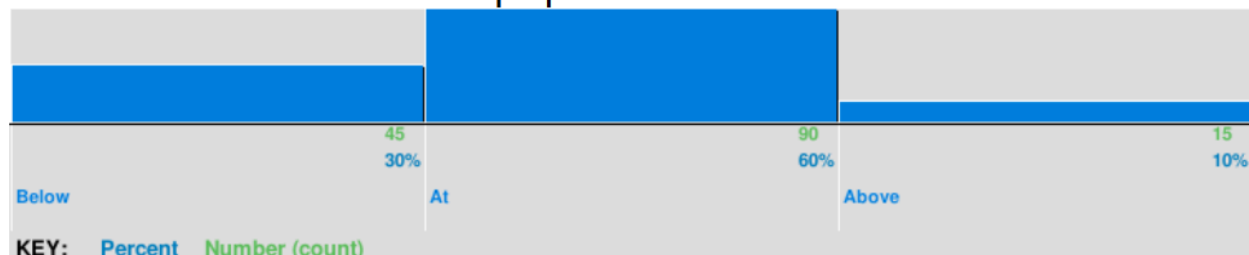
- **69.2% of Pasifika students at Mauku are achieving At or Above expectations in Writing. This is 5.8% less than at Mid 2024.**
- 40% of Pasifika boys are achieving At or Above expectations in Writing (20% less than in Mid 2024) and 87.5% of Pasifika girls are achieving At or Above expectations in Writing (1.8% more than at Mid 2024).

Summary and Statement of Variance/Analysis

- Long-Term Trend: Writing has seen consistent challenges, hovering around mid-60% with a slight peak in Term 4, 2024 (68.7%).
- 2024 Focus: While writing began with a low 64.9% in Term 1, growth is seen in Term 4, indicating some improvement strategies taking effect, but results are not yet robust.
- 6.3% away from meeting our Writing targets
- Equitable outcomes
 - Girls are continuing to outperform boys in Writing.
 - We are seeing equitable outcomes for Māori girls but not for Māori boys.
 - We are achieving equitable outcomes for Pasifika girls but not for Pasifika boys. There are only 5 Pasifika boys and the 20 decrease in achievement is due to one student not making expected progress.

Maths

Total pupils at each level



	Below	At	Above	Total Below
Y1	26% (6)	74% (17)		26% (6)
Y2	30% (8)	59% (16)	11% (3)	30% (8)
Y3	33% (13)	56% (22)	10% (4)	33% (13)
Y4	32% (9)	64% (18)	4% (1)	32% (9)
Y5	44% (8)	39% (7)	17% (3)	44% (8)
Y6	7% (1)	67% (10)	27% (4)	7% (1)
Total pupils	30 % (45)	60 % (90)	10 % (15)	30% (45)

School-wide

- **70% of students at Mauku are achieving At or Above expectations in Maths. This is 0.6% more than Mid 2024.**
- 75.8% of boys are achieving At or Above expectations in Maths (2.4% more than Mid 2024) and 65.2% of girls are achieving At or Above expectations in Maths (1% less than Mid 2024).

From years 4 to 6

- **72.3% of Year 4 to 6 students at Mauku are achieving At or Above expectations in Maths. (This was 68.7% at Mid 2024).**

Māori Students (52 students)

- **65.4% of Māori students at Mauku are achieving At or Above expectations in Maths. This is 0.6% less than at Mid 2024.**
- 61.1% of Māori boys are achieving At or Above expectations in Maths (0.1% less than at Mid 2024) and 67.6% of Māori girls are achieving At or Above expectations in Maths (2.2% less than at Mid 2024).

Pasifika Students (13 Students)

- **53.8% of Pasifika students at Mauku are achieving At or Above expectations in Maths. This is 3.8% more than at Mid 2024.**
- 40% of Pasifika boys are achieving At or Above expectations in Maths (This is the same as at Mid 2024) and 62.5% of Pasifika girls are achieving At or Above expectations in Maths (This is 5.4% more than at Mid 2024).

Summary and Statement of Variance/Analysis

- Long-Term Trend: After dropping significantly from 75% (2020) to 63.9% (Term 1, 2024), Maths shows gradual recovery throughout 2024, reaching 70% in Term 4.
- 2024 Focus: Steady improvement through the year may reflect our targeted progression documents, however, more work is needed to bring our achievement data in Math back up to the levels seen at the end of 2020 and 2023.
- 10% away from meeting our Maths targets.
- Equitable outcomes
 - At the end of 2023, girls were outperforming boys, however, this has currently switched around to boys outperforming girls in Maths.
 - We are close to achieving equitable outcomes for Māori students as a whole in Maths, but not for Māori boys, who are slightly lower in Maths.
 - We are not achieving equitable outcomes for Girls, or Pasifika students in Maths

School-wide Achievement results excluding students who are either on our Identified Needs Register or who are English Language Learners

When the achievement data for these students who are extracted from the whole school data, the results are as follows:

83.2% of students at Mauku are achieving At or Above expectations in Reading. (This was 77% at Mid 2024).

78.1% of students at Mauku are achieving At or Above expectations in Writing. (This was 75% at Mid 2024).

75.6% of students at Mauku are achieving At or Above expectations in Maths. (This was 75% at Mid 2024).

We have made consistent progress in Literacy throughout the year for these students. Notably, Maths stands out as an area of focus with the lack of progress for these students since Mid 2024.

Areas of Focus and Review

Percentages of Students Below Expectations

1. Year Group Insights:

Year 1:

- High variability, with significant challenges in Writing (peaking at 48% below expectations in Term 3).
- Reading and Maths show some stabilisation, but end-of-year percentages remain high (35% in Reading and 26% in Maths).

Year 2:

- Great improvement across the board, especially in Writing (from 36% in Term 2 to just 15% by Term 4).
- Reading shows a drop from 44% to 22%, demonstrating effective interventions.

Years 3 & 4:

- Writing remains a consistent area of struggle, with over 35% of students below expectations across terms.
- Maths and Reading show gradual improvement but remain areas for targeted support.

Year 5:

- Performance is stable, with Writing percentages notably lower than other groups (28% below expectations in Term 4).
- Reading and Maths show minimal change, suggesting additional support is required.

Year 6:

- This cohort stands out with the strongest performance: very low percentages of students below expectations across all areas (all below 10% in Term 4).

Next Steps / Annual Plan Improvement Focus

Giving Effect to Te Tiriti o Waitangi - - For the 2024 school year

1. Strategic Commitment to Te Tiriti o Waitangi

The Mauku School 2024 Annual plan included a number of initiatives relating to the improved outcomes of Maori learners at Mauku School;

- Develop Mauku School procedures that align with local tikanga.
- Know about our connections to the wheneua.
- Engage with our community around different cultural practices.
- Develop partnerships with local iwi through the Kahui Ako.

We have made considerable effort to engage and build relationships with Ngāti Tamaoho, this led to the official blessing and opening of a new classroom, and the sharing of a Franklin Haka with our staff and students. This relationship is good and both iwi and Māori students shared that having the iwi, 'my people' on the school grounds was wonderful.

2. Māori Student Success and Achievement

To ensure ākonga Māori achieve educational success as Māori;

- 68% of ākonga Māori met or exceeded expected levels in Reading (↓1% from 2023).
- 65% of ākonga Māori met or exceeded expected levels in Writing (↑10% from 2023).
- 65% of ākonga Māori met or exceeded expected levels in Mathematics (↓3% from 2023).

3. Strengthen Te Reo Māori and Tikanga Māori

Linked to our strategic initiatives and our professional standards, the entire staff has made efforts to improve understanding and use of te reo and tikanga at Mauku School. This has included;

- Formally opening and closing all meetings with karakia.
- Beginning development of te reo Māori learning progressions.
- Supporting staff to learn more te reo Māori to use in day-to-day practice.
- Receiving a Cultural Leadership Allowance (unit) and having a teacher recognised for leading staff and student learning and development of te reo Māori and tikanaga Māori.

4. Community and Whanau Engagement

We have continued to build our relationship with our local iwi by attending events they host, and ensuring we provided our community with opportunities to engage with our iwi at these events.

5. Future Focus: 2025 and Beyond

- Raise Māori achievement levels, especially boys.
- Embed and regularly use te reo Māori and tikanaga learning progressions.
- Raise staff awareness and understanding te reo Māori and tikanaga Māori by completing professional learning in this area.

Principal - James Christie

389 Union Road, Rd3, Mauku, 2678

MAUKU SCHOOL

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KiwiSport Report

For the year ended 31st December 2024

Mauku School's 2024 KiwiSport funding of \$2,366.52 directly boosted student participation in sports.

Funds purchased essential equipment, ensuring quality resources for all. Additionally, the funding enabled students to attend enriching sports trips and competitions. This support covered entry fees and travel costs, removing financial barriers.

The funding's impact fostered more active and engaged students.

Principal - James Christie

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MAUKU SCHOOL

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Statement of Compliance with Employment Policy

For the year ended 31st December 2024

The Mauku School Board of Trustees:

- Has developed and implemented personnel policies within policy and procedural frameworks to ensure employees' fair and proper treatment 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 in the employment contracts of all staff employed by the Board of Trustees.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Principal - James Christie

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