



**Broomfield School**  
**Te Kura Onepunga**

*Active - Innovative - Collaborative*

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# **BROOMFIELD SCHOOL**

# **TE KURA ONEPUNGA**

## **3303**

# **ANNUAL REPORT**

## **2025**

*Te Kura Onepunga, he punga tamariki, mai i te papa ki te rangi!*  
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## Analysis of Variance Reporting



<b>School Name:</b>	Broomfield	<b>School Number:</b>	3303
<b>Strategic Aim:</b>	To focus upon improving school-wide achievement in the areas of Literacy and Numeracy with an emphasis on accelerating identified priority learners . Developing a holistic/ balanced teaching & learning programme at Broomfield School to ensure every learner and whānau has foundational skills in all areas of the curriculum incl: Social Sciences: NZ Histories, Science and The Arts, with strong links to our localised curriculum.		
<b>Annual Aim:</b>	Through a process of self-review, identify and address the needs of cohorts of learners by way of utilizing effective Teaching as Inquiry processes in relation to Numeracy and Literacy. Aiming to accelerate the number of students achieving within or above their appropriate curriculum levels.		
<b>Target:</b>	<p><b>Target 1: Literacy ,(Writing)</b> <i>To move (make progress or accelerate) an identified cohort of 22 (Year 4-8) students identified as working below their stated NZC Level to 'At' or 'Above' their expected NZC Level in writing by the end of the 2024 school year.</i></p> <p><b>Target 2: Giving Effect to Te Tiriti o Waitangi</b> <i>Broomfield School, will be 'Giving Effect to Te Tiriti o Waitangi' through teacher professional development (Te Ahu o Te Reo) to strengthen Te Reo/ Mātauranga Māori &amp; Tikanga Māori knowledge &amp; confidence across all staff in order to embed Te Ao Māori into the everyday life of Broomfield School, Te Kura Onepunga.</i></p>		

## Baseline Data:

### Target 1: EOY Achievement Data 2023:

#### Literacy: (Curriculum Level Writing)

Year 3 students (15 total): *Above: 7% (1 student) At: 46 % (7 students) Below: 40% (6 students)*

*Well Below: 7% (1 student)*

Year 4 students (14 total): *Above: 0% (0 students) At: 64 % (9 students) Below: 36% (5 students)*

*Well Below: 0% (0 students)*

Year 5 students (15 total): *Above: 13% (2 students) At: 74% (11 students) Below: 13% (2 students)*

*Well Below: 0% (0 students)*

Year 6 students (11 total): *Above: 18% (2 students) At: 18% (5 students) Below: 46% (3 students)*

*Well Below: 18% (1 students)*

Year 7 students (13 total): *Above: 23% (3 students) At: 31% (4 students) Below: 31% (4 students)*

*Well Below: 15% (2 students)*

**Total student cohort (68 total):** *Above: 12% (8 students) At: 53 % (36 students) Below: 29% (25 students)*

*Well Below: 06% (4 students)*



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><b>Target 1: Literacy</b></p> <p>Broomfield School introduced “The Writers Toolbox’ at the middle-senior level of the school to encourage real-time feedback and feedforward writing assessment and goal setting.</p> <p>Teachers across the school have continued to implement teaching and learning strategies from <i>The Code</i> ‘Structured Literacy’ Writing (‘Sheena Cameron’).</p> <p>The staff lead teacher was also a key member of our Kahui Ako Literacy (KIG) <i>Kahui Innovation Groups</i>.</p>	<p>The <i>second semester</i> EOY(end-of-year) NZC Writing Levels illustrate the following: Year 4--8 students (68 in total):</p> <p><i>Above: 15% (10 students)</i></p> <p><i>At: 64% (44 students)</i></p> <p><i>Below: 15% (10 students,)</i></p> <p><i>Well Below: 6 % (4 students).</i></p> <p>15/25 students who were identified as ‘Below’ the NZC level made substantial sub-level shifts by the end of the year to meet their required NZC level in writing.</p> <p>Structure, spelling, and punctuation were all areas of focus for the identified cohorts.</p>	<p>Explicit acts of teaching identified skills and concepts Though it appears that little progress has occurred with our pre-identified <i>Well Below</i> students, a large percentage of the students were classified as ‘Below’ the NZC expected level, did make progress &amp; sub-level shifts towards both the target and their respective NZC levels by the EOY through small number cohort teaching and the introduction of the shared newly introduced resources.</p>	<p>Continue to implement the writing teaching tool ‘The Writers Toolbox’ in 2025: to our middle- senior students. Writer’s Toolbox is an educational writing programme powered by patented AI. Designed to help students master writing—without doing the work for them—Writer’s Toolbox gives real-time, individualised feedback at scale: in every topic, for every student, at their most teachable moments. Continue to utilise standardised tests/ testing to ensure data accuracy is consistent, meaningful and of use for planning specific needs based teaching.</p> <p>Continue to build upon student self-efficacy.</p> <p>Use of ‘The Code’ with explicit teaching and a repetitive structure will also help to improve spelling skills.</p> <p>The continued use of visual prompts, with a focus on short, sharp pieces of writing that have a focus and structure will be planned and taught.</p>

<p><b>Target 2: Giving Effect to Te Tiriti o Waitangi</b></p> <p>Broomfield School, ‘Gave Effect to Te Tiriti o Waitangi’ through teacher professional development (Te Ahu o Te Reo) to strengthen Te Reo/ Mātauranga Māori &amp; Tikanga Māori knowledge &amp; confidence across all staff in order to embed Te Ao Māori into the everyday life of Broomfield School, Te Kura Onepunga.</p>	<p>5x teaching staff participated in the weekly Māori professional development on offer for the first semester in 2024.</p> <p>Staff were then able to offer greater learning opportunities for all Tamariki across all areas of the NZ Curriculum due to their increased knowledge and self-confidence gained through the free PLD.</p> <p>Examples of learning opportunities provided by staff included: new karakia, vocabulary extension, digging into Broomfield School’s <i>‘Cultural Narrative’</i> and it’s meaning, correct pronunciation of vocabulary, kapahaka, Mihi, taonga, ancestry and Te Tiriti o Waitangi’.</p>	<p>Staff felt empowered to deliver a more thorough and exact Māori programme across the school.</p> <p>Staff worked closely with colleagues to help support the learning journey.</p> <p>Staff learned and utilised the concept of <i>‘Ako’</i> to learn and teach.</p>	<p>Utilise the DIBELS assessment tool (Dynamic Indicators of Basic Early Literacy Skills) to measure and monitor the early literacy skills of Broomfield School tamariki.</p> <p>Many staff who completed the Level 1 certificate would now like to continue their learning journey in this area and enrol in the Level 2 course in 2025.</p>
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#### Planning for next year:

Broomfield School will continue to focus on identified cohorts across the school in both Literacy and Mathematics. The Maths resource 'Numicon' and its implementation will be a schoolwide major PLD focus in 2025 for Broomfield School! This will coincide and segway into our revision of Broomfield School's localised *refreshed* curriculum as part of the (Te Mātaiaho) process.

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# Evaluation of Broomfield School's Students' Progress & Achievement EOY 2024:

## Senior Management Points of Interest 2024/ Recommendations & Future Foci for 2025

- School-wide achievement data is reliably gathered from a range of sources including the use of recognised standardized tests to help identify more accurately all student's OTJ's.
- Broomfield School uses the collated data to identify areas for improvement within both literacy and numeracy to identify specific next steps in teaching and learning incorporating deliberate acts of teaching.
- Data has been collated after two very in-depth full school moderation exercises focussed on both Literacy and Numeracy.
- Broomfield School's 2023 End of Year achievement information above illustrates that the majority of students achieve 'At' or 'Above' the *New Zealand Curriculum Levels* in literacy; 87%, 89% (92%) in Reading & 76%, 78% (82%) in Writing. In Numeracy, the percentage sits at 80%, 75% (80%). *(Please Note: a continued negative shift across all 3 curriculum areas due to the regular new enrolments during the 2022 school year is a clearly evident phenomenon that Broomfield School continues to experience).* Black illustrates 2022 data, (Red % illustrate 2021 data Blue % illustrate 2020 data).
- These academic results though slightly down in reading on recent years, illustrate our continued focus on developing these essential particular curriculum areas within the school curriculum through targeted professional development and the implementation of up-to-date programmes of work and resources & deliberate acts of teaching.
- Sub-level shifts across all year levels has been positive however, observable lack of sub-level shifts can be attributed to:
  - Covid absenteeism effects
  - Students with particular physical, social or academic needs
  - Consolidation of skills & knowledge within particular sub-levels

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- Broadening of the curriculum as it moves up through the levels
- Staff encouraged by senior management to mark students 'hard/ firmly' and err on the side of caution!
- Priority learners are identified by teachers and appropriate programmes of work/ deliberate acts of teaching have been and will continue to be implemented.
- A continued focus on planning units of work that are an identified need not just a stated curriculum focus at that point of time.
- Increased funding for Teacher Aide support has been very beneficial helping encourage: '*Acceleration, Progress & Achievement*' ('**Progress** refers to the rate of growth over time 1-2 sub-levels expected progress. For every student to achieve educational success, they need to be well supported to progress as far as possible, in the best way possible & **Acceleration** signifies 3 or more sub-levels which is extremely difficult to achieve in a calendar year. **Achievement** refers to the level of progress students make in building the knowledge, skills and capabilities they need to meet the demands of the national curricula at each stage of their learning.').
- Smaller class sizes identified and provided for by the BOT's in 2023 will continue to help/ aid students and staff to maintain these on-going pleasing results that are evident within this document.
- Teachers will identify and carry out personal & professional needs based 'Inquiries' to help meet the recognised needs of their future 2023 cohorts within their classrooms.
- Mathematics PLD and teachers Te Reo has been pinpointed as a major focus by all staff for 2024 at Broomfield School. These curriculum areas of PLD will concentrate on best practise and up-to-date pedagogy through the newly devised and future facilitated 'Refreshment of the NZ Curriculum.

Andrew Kemp

Principal

01-12-2024

# Broomfield School

## Giving Effect to Te Tiriti o

### Waitangi:

- cultural narrative and dual name gifted *Te Kura Onepunga*
- teaching staff attending Te Ahu te Reo Māori Level 1 for professional development
- meet standard 1 of our growth cycle and teaching standards
- include daily karakia, Waiata, teaching children different ones, which are displayed
- weekly kiwaha and use throughout the week when learning, which are displayed
- daily recite our pepeha
- learn Kapa Haka and have planned a whole school performance at our Matariki celebration
- school haka practised and performed at celebrations
- planned Matariki celebration with whole school community hangi
- read and teach Māori myths and legends
- have accessed and will implement use te reo readers and BUBS
- create Māori art
- use and make poi, also rakau sticks in class
- have implemented whole school te reo signage
- identify Māori tamariki on our class description to ensure they are achieving, experiencing success and their cultural needs are being met.

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- all teachers are aware of ti kanga Māori practices and marae protocol after visit Tuahiwi Marae.
- bi-annual community/ whānau hāngī experience provided
- develop understandings of local significant Māori places and events incl: local rock drawings, maunga and awa



March 2024

# Statement of Compliance 'Employment Policy'

**Broomfield School Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.**

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	The Broomfield School Board of Trustees regularly review our Policies as per the schedule. They are kept up-to-date and implemented to provide good and safe working conditions for all employees.
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	Applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes without bias or discrimination.  Yes.

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How do you practise impartial selection of suitably qualified persons for appointment?	We follow NZSTA advice and guidelines for employment.
How are you recognising, <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	Broomfield School provides a safe and inclusive environment for all staff, and students. We seek advice from local iwi tanga whenua and have a commitment to providing a culturally aware teaching and learning environment.
How have you enhanced the abilities of individual employees?	Broomfield School provides individualised professional growth cycles to enhance the abilities of individual employees in a strength based approach to grow staff capabilities.
How are you recognising the employment requirements of women?	Broomfield School provides a flexible workplace to accommodate female employees.
How are you recognising the employment requirements of persons with disabilities?	Broomfield School has full mobility access and will endeavour to meet any specific additional needs of any staff if the need arises.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

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# Kiwisport Funding Report 2024

## Broomfield School

**28-04-2025**

Kiwisport is a Government funding initiative to support students participation in organised sport. In 2024, the school received total Kiwisport funding of \$1900.00 (excluding GST).

The funding was spent on employing coaches from the North Canterbury Sports and Recreation Trust for our swimming lessons programme and entry into the 2024 Top Team event.

The number of students that participated in organised sport was: 127 pupils.

**Andrew Kemp**  
**Broomfield School Principal**  
**28.04.2025**

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