



Sommerfield Te Kura Wairepo Community Report 2019

It is a pleasure to share with you some of the events and achievements of 2018 and plans for 2019. At Sommerfield Te Kura Wairepo we value the links we have our local community and thank all those who assisted and contributed to our school in 2018.

Denise Torrey
School Principal



Our Vision

Forward together • Smiles Forever • Learning Every Day • SMART Kids for life

Our Strategic Areas

Equity

Ensure that we are responsive to the needs of every learner to enable them to be happy, healthy and successful learners.

Creativity

Learners are given opportunities to develop imagination, innovation, and original ideas that have value.

Relationships

Foster positive relationships within the school, with whanau, our cluster, the community, and beyond.

What Are Our Strategies to Achieve our Goals

Equity

Cultural responsive culture , school metaphor and Kahukura Strategic Plan

All learners have access to resources they need to be successful as evidenced by achievement goals

Inclusive practices

Creativity

Creativity is a process rather than an outcome. The processes we will focus on are:

Critical thinking, self-regulation, and opportunities to solve real life problems
Opportunities to participate in deep learning
Kahukura Strategic Plan
Opportunities to participate in a range of cultural/physical experiences.
Develop musical skills.
(kahukura strategic plan).

Relationships

Learning and teaching pedagogy: collaboration between teachers, teachers and students, teachers and whanau, and teachers across schools.



Strategic Goals

Equity Ensure school built environment caters for all needs.

Ensures cultural responsive programmes align with Kahukura Strategic Plan.

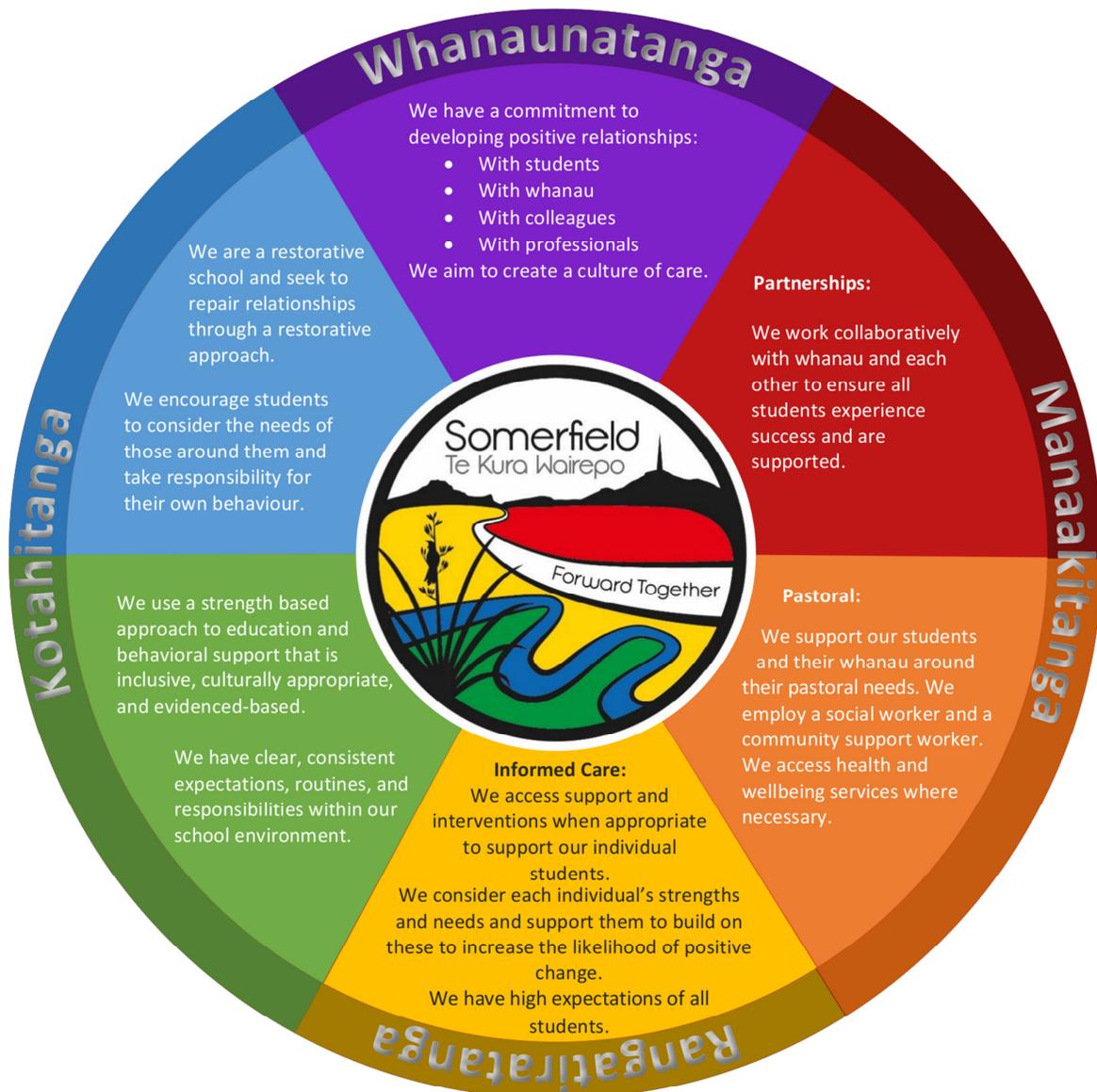
Creativity The curriculum reflects to Six C's of Deep Learning, SMART Kid values and is broad based to provide a platform for creativity.

Innovation is valued and risk taking encouraged in teaching and learning.

Educationally powerful connections where stakeholders all collaborate to focus on students' learning and progress.

Wellbeing of Students at Somerfield Te Kura Wairepo

At Somerfield Te Kura Wairepo we have a commitment to the wellbeing of all our students.



Learning Support

At Somerfield Te Kura Wairepo we are fortunate to have a very experienced learning support team who are able to support our students in their learning with evidence based interventions. In total 168 students received learning support.

We continued the Accelerated Learning Programme in literacy and maths – taken by Ms Cree – and developed this further to focus on early literacy skills. The benefits of having a trained specialist teacher have been recognised and demonstrated in our intervention data. Ms Cree worked closely with the teams from which her intervention groups came from to ensure that the skills targeted were communicated clearly to teachers. This collaboration has been identified by the teams as being one of the key factors in successfully raising the achievement of our students.

Ms Cree also began the Quick 60 intervention with a group of year 1 students – this will continue in 2019 as part of our targeted actions to raise literacy in our junior school.

We also continued to focus on early intervention – with Early Words and the Talk to Learn oral language programme as these are seen as pre-requisites to literacy success.

In the other areas of the school interventions included Rocket Reading and STEPS to literacy and using digital to leverage learning.

Another important focus has been ensuring the wellbeing of our students. Our pastoral care team is made up of members of the school leadership team, Public Health Nurse, RTLB liaison, at times a member from the Child and Family Mental Health Team, our Social Worker and Community Support worker.

Our students have been well supported by our Social Worker and Community Support worker from the Methodist Mission. The Community Support Worker has worked mentoring individual students or taking group social skills interventions in Teams 3 and 4.

During Term 4 the Spreydon Baptist Church Youth Workers joined our team and worked in class and in the playground with targeted pupils or groups. This was very successful with obvious differences being noted by teachers and leadership.

The Board of Trustees acknowledge and support the learning and wellbeing of our Tamariki and this ensures we are able to access many additional supports and interventions.

Somerfield School Responsive Curriculum

Somerfield School provides an inclusive and responsive curriculum. The interests and cultural heritage of the children at all levels of the school are captured by the teachers to inform their planning and preparation of engaging units of work. Opportunities to participate in all eight(digital technology was added in 2018) curriculum areas are included.

Teachers are guided in their thinking and planning by the Somerfield S.M.A.R.T. values, which incorporate and exemplify the Key Competencies of the NZC and the six underlying concepts of creativity, collaboration, citizenship, character, critical thinking, and communication of the New Pedagogies for Deeper Learning Programme.

Assessment

A report format and goal setting process with parents receiving a full school report both mid and end of year. The report clearly shows student progress in reading, writing and mathematics, and combines reporting on National Standards. The report also covers learning areas such as Science and Technology and our Somerfield key competencies known as SMARTs. In 2019 we are undertaking a review of our reporting formats and processes.

Māori

Ki ngā mātua katoa o Somerfield Te Kura Wairepo, tēnā koutou katoa.

2018 had some successes and a few challenges for our kaupapa Māori. With new building underway and our hall out of action for the start of the year our kapa haka programme was slower to start than usual. As a result we managed fewer performances than we would've liked, not to mention our premier performance for the year, Maunga Teitei, the Kahukura kapa haka festival had to be cancelled due to poor weather. This was a big disappointment, however in true Somerfield style we were resilient and made the most of things with a performance at our kura. Our senior rōpu showed their talents and enthusiasm well despite the setback and delivered an excellent, and complex, performance set. In 2018 we hit a new high for kapa haka attendance which continues to go from strength to strength; this is a testament to the mana our kapa haka students hold in our school.

Sadly, we had to farewell Whaea Jen in 2018. Whaea Jen had been an active member of our schools Te Reo and kapa haka programmes and brought with her a wealth of knowledge and expertise. She had taken study leave completing a Masters degree at Canterbury University and was offered a job lecturing which she accepted. We'd like to thank Whaea Jen for her involvement at input at our kura and wish her all the very best in her future career.

Our kura works with others in the Kahukura Community of Practice and this year undertook a project to align our schools general Te Reo Māori programmes for greater consistency, accuracy and depth across each year level. Somerfield took part in the project and have begun implementing these changes in 2019. This Te Reo programme is taught to all students and will give a strong base for all of our tamariki ahakoa ko wai, ahakoa nō hea.

Finally, the lead teachers of Māori with our cluster as well as the principals attended the national MAC (Maori Achievement Collaboration) hui held in Ōtepoti (Dunedin). Here we learnt more about how the story of Parihaka ties in with the local histories of Ngāi Tahu. We returned refreshed and inspired to keep developing Te Ao Māori in the hearts of our local community.

Whāia te iti kahurangi, ki te tuohu koe, me maunga teitei.

Theme for the Year - "Deepening the Learning"

Lasts year's theme was "Positively SMART" and we made every effort to celebrate the many academic, social and cultural successes of our tamariki and school.

With the building project during the year and learning how to use our new spaces, this was an opportunity to practise our resilience skills. We have a "Positive Education" focus. Positive Education is, "the bringing together of the science of wellbeing with best teaching, to support individuals, schools and whanau to flourish."

This year our theme is "Deepening the Learning". As children extend their skills in writing, mathematics and Deep Learning, our teachers are also deepening their understanding and practices to help improve outcomes for our tamariki.

The New Smarts

Our Somerfield SMART values have always incorporated the seven Key Competencies from the New Zealand Curriculum. Last year we began to more fully integrate the 6C's from the Deeper Learning work into our SMART values. We have now also included 24 character traits from the Positive Schools work. We are confident that our Somerfield SMART values provide a good framework of key skills and competencies, that when developed in our learners, allow them to become connected, engaged, and curious learners. You will see these SMART values displayed around our school, in the learning spaces, on the website, and above the SMART Certificate award display in the school office. Character Strengths are used to explicitly teach the SMART school values.

| | | | | | | |
|----------------------------|-----------------|----------------|------------------|------------------|-------------------|------------|
| S Socially Adept | Honesty | Kindness | Friendship | Fairness | Leadership | Teamwork |
| M Motivated | Persistence | Enthusiasm | Love of Learning | Pursuer of Goals | Change-maker | Focused |
| A Articulate | Coherent | Problem Solver | Questioning | Listener | Respectful | Confident |
| R Resilient | Self-Controlled | Hope | Courage | Bravery | Grateful | Risk-Taker |
| T Thinker | Curious | Creative | Humour | Modesty | Divergent Thinker | Inquirer |

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Teachers are guided in their thinking and planning by the Somerfield S.M.A.R.T. values, which incorporate and exemplify the Key Competencies of the New Zealand Curriculum and the six underlying concepts of creativity, collaboration, citizenship, character, critical thinking, and communication of the Deeper Learning Programme.

In 2018 we delved deeper into the concept of Wellness in our community. In 2019 we are working on our Kakukura Cluster themes of Enterprise and Growth and look forward to developing our science teaching capabilities throughout the year.

Assessment

As is the case for many schools in New Zealand, we are in a transition phase for our assessment processes. In 2018 we explored ways to share real time learning with whanau using the platform Seesaw. As our capabilities and understanding grows we continue to use Seesaw in some year groups in 2019 and are working closely with our Student Management System to look at a more competency based assessment process going forward. All students still receive two written reports a years, with learners in our YO-Y2 classes receiving these around their Birthday Anniversary timings. Across the rest of the school we are maintaining our mid and end of year reporting as well as supporting this information with digital items shared with whanau.

ICAS Competitions

In 2018 we opened up our ICAS competition to any student who wished to take part. Although these tests are aimed at students performing highly in the areas of reading, writing and mathematics, many children took up the opportunity to give these tests a go. In 2019 we will again be offering these tests as an additional option for any child who wishes to take part. The costs for these tests are met by parents and caregivers and the results are purely for personal interest and do not feed into any judgement against NZ curriculum expectations. All children who take part receive a certificate, and some who gain the required level of achievement receive merit, distinction or high distinction certificates.

Team 1 - Kōpapa

A Kōpapa is a small carved out canoe. Used for transport down river. It's a simple waka for the start of a journey. You get on-board and move with the flow of water. This links with learning to move forward together, a key part of our school's Team 1 learning. People come from all around our area (using the metaphor of the Opawaho River from our kowhaiwhai) and come together to begin moving forward together as one.

Team 2 - Taurua

A Taurua is a fishing waka usually used in pairs or groups as a team to pull a fishing net. In Team 2 our students are beginning to learn to work as a team to achieve common goals. This takes teamwork, emerging leadership and SMART skills in order to have a successful catch; the learning outcomes within Team 2.

Team 3 - Tāwai

A Tāwai is a raft like waka where many people come together to fish rather than being used for transport. Where a waka can be unstable a Tāwai is not. It has a larger base and those on-board have a clearer outlook on their surroundings. With a more solid base on which to stand the people can move around more freely helping one another out to increase the 'catch'.

Team 4 - Mōkihi

A Mōkihi is the beginnings of independence. This is likely the first waka one would make for themselves as they become more independent. Woven from reeds, the construction of this waka will be taught by their parents/elders once they have grown in maturity and have earned the right to travel out on their own. While certainly not the most elaborate waka, this represents an intermediate step and moving towards independence and trust.

Learning Support and Wellbeing

At Somerfield Te Kura Wairepo we are fortunate to have a very experienced learning support team who are able to support our students in their learning with evidence based interventions. We also work closely with many other professionals to support our students with learning differences.

We continued the Accelerated Learning Programme in literacy – taken by Ms Cree – and developed this further to focus on early literacy skills. The benefits of having a trained specialist teacher have been recognised and demonstrated in our intervention data. Ms Cree worked closely with the teams from which her intervention groups came from to ensure that the skills targeted were communicated clearly to teachers. This collaboration has been identified by the teams as being one of the key factors in successfully raising the achievement of our students.

Ms Cree also began the Quick 60 intervention with several groups of year 2 students – this will continue in 2019 as part of our targeted actions to raise literacy in our junior school.

We also continued to focus on early intervention – with Early Words, Visual and Auditory Memory training and the Talk to Learn oral language programme as these are seen as pre-requisites to literacy success.

Another important focus has been ensuring the wellbeing of our students. Our pastoral care team is made up of members of the school leadership team, Public Health Nurse, RTLB liaison, Child and Family Mental Health Team, Ministry of Education Psychologist and our Social Worker and Community Support worker.

Our students have been well supported by our Social Worker and Community Support worker from the Methodist Mission. They have been mentoring individual students, supporting families and taking group social skills interventions.

The Board of Trustees recognised in the strategic plan the importance of the family wellbeing and contracted an outside provider to train a group of parents as mentors. These parents will then support others in their journey as a parent through our school.

As part of the Mana Ake project - a wellbeing initiative being implemented in all Canterbury schools- the Kahukura cluster began their preparation for when we have our Mana Ake Team of Mental Health and Wellbeing professionals supporting our tamariki and whanau in 2019.

The Board of Trustees acknowledge and support the learning and wellbeing of our Tamariki and this ensures we are able to access many additional supports and interventions.

Transition to School

Our transition to school programme included 2 prospective parent meetings. These were held in March and September to inform parents about what to expect when their child first starts school. Three local pre-schools came to visit our new entrant team each term with a small group of children who are nearly ready to start school. Not only did this give the children an insight into school life but it also gave our teachers the chance to communicate with these pre-schools. It's part of the team leaders role to visit pre-schools in the community as time allows.

Houses:

Our school logo incorporates the design of our 4 school houses which in turn underpin our school's goals, values and ethos. This document outlines how our schools logo, houses and values fit together.

Rāpaki



At Somerfield we are motivated and keep ourselves on the path to success. We help our peers along the way recognising we are all on the same journey. If we stumble or get off track we are resilient, we bounce back and keep moving forward. We recognise that a journey may have its ups and downs but choose to persevere with grit and tenacity.

Values

Resilience, Tenacity, Unity, Motivation, Goal Setting

Whakatauki

Kaua e mate wheke mate ururoa

Don't die like an octopus, die like a hammerhead shark

Opāwāho



At Somerfield we aspire to be effective leaders, communicators and collaborators in our school, community and in the world. A river is constantly flowing, adapting to changes as it follows its path towards its goal. So too must we as leaders learn to adapt and change as we cut out our own path, focussing on solutions, not problems.

Values

Leadership, Being Articulate, Collaboration, Teamwork

Whakatauki

He aha te kai ā te rangatira? He Kōrero, he kōrero, he kōrero.

What is the food of the leader. It is knowledge. It is communication.

Harakeke



At Somerfield we recognise the importance of being well rooted. We are a community of learners and each one of us brings something unique to the team. We are connected to the land and are responsible guardians of it. We are also members of a local community, a wider community and indeed, citizens of the world and so we value and treasure these relationships.

Values

Socially Adept, Relationships, Community, Global citizenship

Whakatauki

Mā tō rourou, mā tōku rourou, ka ora ai te iwi

By your food basket and mine, we will all thrive

Kahukura



At Somerfield we aspire to greatness. We aim high, setting ourselves lofty goals - never settling for mediocrity. We recognise and celebrate the achievement of others in its many forms across our school while also challenging ourselves to be the very best we can be. We have a growth mindset, knowing both our strengths and our weaknesses, so we can act. We value effort and determination equally to achievement and excellence.

Values

Aiming high, Thinking, Achievement

Whakatauki

Whāia te iti kahurangi, ki te tuohu koe me maunga teitei

Seek the treasure you value most dearly. If you bow your head, let it be to a lofty mountain

Student Leadership

2018 was another successful year for our leadership programme. We are focussed on providing more leadership '*rangatiratanga*' opportunities to our senior students through the development of five councils. We are hoping to extend this group with the additional of a new council in 2019. These groups are overseen by two council leaders who are responsible for a team of students to plan and bring change around the school. These areas include the Active, Eco, Social, Creative and Media councils. We also had students take on new areas of responsibility in caring for and looking after the school and property. New ideas are generated by the students through weekly meetings with their council and with the help of a supporting teacher. They worked each term to bring their ideas into reality. This year we have seen amazing ideas such as Somerfield's Got Talent, basketball and football tournaments, fundraisers and dress up days to support community charities, dance and drawing clubs, painting and murals and much, much more. We are also excited to provide other leadership opportunities through road patrol, wet day monitors, librarians, PE shed and equipment monitors, bike shed lock up, PALs and SMART playground mediators. Wow! We have active tamariki.

Sport/PE

At Somerfield we pride ourselves in being an 'active' school. We provide opportunities for our students to be involved in multiple sports such as Cross Country, athletics and swimming.

Over the past year we provided opportunities for our older students to be involved in the following:

- Basketball, cricket, football and touch rugby
- Mokihi students also competed in hockey, netball, football and rugby through the Primary Sport weekly competition on Fridays.

Many of our students went on to represent Somerfield School at Zones or Centrals in football, hockey, netball, rugby, swimming, and athletics and cross country. Students were able to develop leadership through sport by being a House leader or being a member of the Active Council. Throughout the year we have had various sports organisations and clubs come to school to teach softball, tennis, netball and football skills.

Our teachers follow the Canterbury Sports Start programme for weekly PE sessions. Each term our daily fitness focus changes and includes jump jam, skipping and cross country practice.



Greenville Garden and Sustainable School

- Greenville Gardening Club runs every week weather –permitting during the lunch hour for all students to tend the garden
- Eco- Councillors and leaders organise meetings and implement eco- friendly ideas
- Runs a worm farm
- Implements a Litter Free Somerfield School
- Implements Recycle- Reuse – Reduce Initiative
- Promotes sustainable schools-turn off the light campaign
- Supports and works with the Garden to Table Project



Active Schools

It is exciting watching the continued growth of physical activity in our school. Our Y5/6 Physical Activity Leaders (PALs) do an outstanding job providing a range of lunchtime activities – wheelies, jump jam, rough play, skipping, hula hoops, football, tag games, sand play, dress ups, music and playground games. In 2018 we had 54 Year 5 tamariki who volunteered to be PALs. Our PALs are trained to have restorative discussions in the playground and do a great job of helping resolve the small disputes that are part of playground life in a school

In addition to having an active playground, Somerfield Te Kura Wairepo provides a number of organised sport opportunities for our tamariki. We have created links with Cashmere Technical Football Club, Sydenham Cricket Club and Pioneer Basketball Club that allow for our tamariki to play with their friends in Somerfield teams. We also have a number of tamariki who play rugby for Sydenham, along with kids involved in local clubs for hockey, tennis and softball. We recognise those who have success in other sports through our weekly newsletter. All of these sporting opportunities are made available due to the tremendous volunteer coaching efforts we receive from our parent community. Last year we had approximately 50 parents involved in coaching and managerial roles with our sports teams. As well as organised sport we provide opportunities for other physical activities where possible, such as the Weetbix Tryathlon.



Library

The library was used continually throughout the year for coding club, Team Hui's, class sessions and small group teaching. Children were able to borrow books during the lunchtime on Monday to Thursday, as well as during their class session. A small group of dedicated student librarians helped our Librarian issue and return books, shelve and repair books and keep the shelves and library tidy. Pop up activities also took place throughout the year. There were also regular displays about topical themes and children's work displayed.

Once again two teams were entered in the South Christchurch Literacy Quiz. Each team had six members and there were 12 titles to be read. The children competed against approximately 20 other teams. Both teams competed well and enjoyed the experience.

With the assistance of the National Library we culled our non-fiction section, deleting out of date titles and damaged books. We have purchased a number of new titles and the non-fiction area will continue to be a focus. We will also increase the graphic novels and early chapter books for boys.

We had a very successful Scholastic Book Fair and it was great to see so many families enjoying looking at and sharing the many books that were for sale.

We will continue to develop our library website and focus on developing a library procedures manual for teachers.

We continue to foster the love of reading and promote the library as a place to support learning in classes.

The Arts

The three school choirs were again very busy in 2018 with over 200 children throughout the school participating.

The choirs are split into ropu.

The Taurua Choir forms in term 2 and works towards a performance at the Kids in Town event in term 3. Jane Brittenden runs this choir with the support of Kim Radcliffe-Price.

The Tawai Choir forms at the start of the year and rehearses for the performance in the Kahukura Schools Music Festival in June. This is held at the Aurora Centre at Burnside High School. This choir is run by Kim Radcliffe-Price with Jane Brittenden supporting.

This year the Mokihi Choir will be forming in term 1. Kim Radcliffe-Price and Sanchia Paterson will be running the Mokihi Choir which are working towards their main performance at the Christchurch Schools Music Festival in October. This year the festival will be returning to the Town Hall venue.

The Kahukura schools also have a Chorale singing group which consists of students from years 5-8 from across the cluster schools auditioning to be in the chorale and participating in a number of performances during the year including the Kahukura School's Music Festival. Chorale rehearsals are run at Christchurch South Intermediate on Thursdays after school by Kate Revell.

The cluster schools also have a Junior Orchestra. Years 5-8 students from across the cluster schools are invited to join the orchestra which will begin in term 2, 2019. Students must be receiving music lessons in their chosen instrument. The orchestra focus will be for students to experience and learn how to be part of an orchestra with the goal to learn and perform pieces later in the year. Junior Orchestra rehearsals will be held at Christchurch South Intermediate.

The school has music lessons in ukulele, violin and recorder on-site run by the Christchurch School of Music. Tutors come to the school to run these lessons during lunchtimes or after school. The ukulele group has the opportunity to perform at the Strum, Strike and Blow event held at the Horncastle

Arena in August. This is also open to some recorder students who can attend alongside the Thorrington School group.

Kahukura Community of Practice (COP)

Kahukura is a Community of Practice consisting of seven schools - Addington School Te Kura Taumatua, West Spreydon, Sacred Heart, Christchurch South Intermediate, Somerfield Te Kura Wairepo, Thorrington and Cashmere Primary Te Pae Kererū. Our vision is - supporting responsive, collaborative learning connecting students, teachers and communities across the cluster. We work together on a strategic plan that includes - Cultural responsiveness, Deep learning, inclusive education and leadership.

Somerfield Te Kura Wairepo and the other schools of the COP joined together for several activities in 2017 including new initiatives. The Kahukura music festival was highly successful with all schools performing at the Aurora Centre. In 2017 we also held our first Kahukura festival with picnic and kapahaka performance. These two events are becoming highlights in our calendar. The major deep learning unit on “ Changemakers” was a learning highlight for all children across the cluster.

Achievement Information 2018

Children’s achievement is measured against expectations for their age. Teachers make an overall judgement against these expectations from multiple sources- class assessments, observations, student work and norm referenced tests. As it is a judgement, it is not exact science. This data includes all children not the children in 2018 with the same children in 2019.

All Students

| At/Above % | 2017 | 2018 |
|--------------------|-------------|-------------|
| Reading | 84 | 80 |
| Writing | 67 | 69 |
| Mathematics | 79 | 76 |

Maori Students

| At/Above % | 2017 | 2018 |
|-------------------|-------------|-------------|
| Reading | 80 | 67 |
| Writing | 56 | 56 |

| | | |
|-------------|----|----|
| Mathematics | 74 | 65 |
|-------------|----|----|

Boys - Boys were a target group for 2018

| At/Above % | 2017 | 2018 |
|-------------|------|------|
| Reading | 79 | 76 |
| Writing | 55 | 54 |
| Mathematics | 79 | 75 |

Girls

| At/Above % | 2017 | 2018 |
|-------------|------|------|
| Reading | 89 | 85 |
| Writing | 80 | 85 |
| Mathematics | 79 | 78 |

Somerfield Te Kura Wairepo School

2019 Annual Goals

Goal One: *To ensure the learning environment at Somerfield te Kura Wairepo is welcoming, reflects the culture of the school and serves the needs of the learner.*

Goal Two: *Ensure a well school community*

Goal Three: *Somerfield Te Kura Wairepo will have a responsive curriculum delivered by effective teachers*

Goal Four: *Ensure consistent and effective assessment practices and reporting to parents using digital platform*

2019 Achievement Target

In 2018 we worked with Murray Gadd on developing our writing programmes to raise achievement in this area. Across the country many schools grapple with how to raise writing achievement, particularly that of boys. We continue to work with Murray in 2019, in the area of Non-Fiction writing, with a particular focus on boys' writing.

Our writing achievement targets in 2019 were developed in consultation with Murray Gadd and aim to build on our existing cohort data this year. We aim to increase each cohorts percentage of students achieving at or above curriculum expectations by 5%. The following table shows our targets in each area of the school.

| 2019 Achievement Target - Raise Boys' achievement in writing to the national norms | |
|--|-----|
| Year 2 | 80% |
| Year 3 | 76% |
| Year 4 | 70% |
| Year 5 | 66% |
| Year 6 | 75% |