

# CHARTER & STRATEGIC PLAN 2020



**Mission Statement**

**Forward together,  
Smiles forever,  
Learning everyday  
S.M.A.R.T Kids for Life**



**This Charter is the  
Property of**

**TE KURA WAIREPO SOMERFIELD BOARD OF TRUSTEES**



**On behalf of the parents and community of  
Somerfield Te Kura Wairepo**

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## DESCRIPTION OF THE SCHOOL



### Location and Context

Somerfield Te Kura Wairepo is situated at the base of the Cashmere Hills and is a contributing school.

The grounds are park like with many historical trees. The grounds include well-kept gardens and good quality playground equipment which includes three adventure playgrounds, and a fitness circuit. Extensive work has been carried out in landscape development in the past.

In 2010 a new hall was completed which incorporates teaching areas, staff workroom and an extensive kitchen for use by students. In 2009 and 2010 two classrooms were completed and are fully functional. Significant resources have been allocated to keeping the environment welcoming. Classrooms have been updated. We are currently refurbishing buildings as part of our renewal plan.

### General Information

Somerfield School is a Grade U5, state, co-educational school. The opening school roll for 2019 was and is expected to reach a maximum of approximately 500 by the end of the year. The school presently operates 20 classrooms, which are divided into three learning teams based on curriculum levels. At the start of the year there will be 18 classrooms operating. Somerfield School has several part-time teachers; including Reading Recovery, Beginning Teacher release, ORS, Special Needs teachers and Learning Support teacher targeted to school achievement goals. The school has a focus on learning support and the DP with SENCO duties undertakes this role. Our Assistant Principal is responsible for curriculum, assessment and achievement and reporting to parents. Teachers are supported by a dedicated group of support staff which includes Secretary, Office assistant, Finance Officer, Caretaker and Teacher Aides.

Somerfield Te Kura Wairepo has a strong commitment to the Treaty of Waitangi and offers many programmes that reflect this. There is 11% Maori population and these students have first option to enter dedicated Te reo and kapahaka programmes. 50 students are withdrawn weekly to learn specialised Te Reo in 2019. The School has a large Kapahaka group of 250 students from new entrants to Year 6.

Significant resources are provided to support students in their learning at Somerfield Te Kura Wairepo and to raise achievement. The last few years' significant resources have been put into Middle Leader Professional Development to reduce variance in student's outcomes across the school. Somerfield School operates a comprehensive professional development programme and teaching inquiry programme that looks at best practice. ***"best practice comes from not handing resources to people it comes from teachers thinking differently about teaching and learning, having professional conversations about their practice, and carefully interpreting what they do". (Hattie 2009)***

There is a very clear focus of pastoral care at Somerfield Te Kura Wairepo, focused on the needs of the Whānau and raising student achievement, foster 21<sup>st</sup> century learning skills and competencies for our children. One teacher also trained in the Accelerated Learning in Mathematics (ALIM programme). Somerfield School has clear guidelines in teaching and learning pedagogy based on the Maori values of Kotahitanga (belonging) Whanaungatanga (relationships), Marakitanga (learning) and Rangatiratanga (self-determination and leadership).

In 2018 staff undertook professional development in mathematics, Writing, SOLO and Deep Learning.

Our ethos of the SMART Somerfield Kid pervades all our work. We are an evidence based school and know that giving children learning experiences in a culturally responsive environment, focussed on wellbeing, individual needs and providing a rich curriculum with authentic learning experiences in all learning areas raises student achievement. Our children get opportunities to participate in a wide variety of activities outside the classroom including sport, choirs and kapahaka.

Somerfield is part of a cluster of schools who work together on major projects. These schools are Cashmere, Thorrington, Addington, Sacred Heart, West Spreydon and South Intermediate. We also work at times with Cashmere High School. We are involved with a national project which is "Maori Achievement Collaboratives (MAC)" where we work together to support each other in improving our programmes for Maori students and engaging with whānau. The other is an international project called "New Pedagogies for Deep Learning". This programme is based on the work of international renown educationalist, Michael Fullan, requires us to work with schools across the world developing powerful models of teaching and learning, supported by digital tools but with a focus on learning that is focused on creating and "doing". The clusters strategic plan also focuses on music and developing leadership capacity.

Our staff work collaboratively in well-resourced learning environment. Our beliefs about collaboration are:

- Is supported by recent research into the way the children learn best
- Caters for individual needs more effectively and encourages greater child engagement
- Effectively uses teachers strengths and facilitates ongoing teacher professional development
- Prepares students for the 21<sup>st</sup> Century workplace where workers need to work in diverse teams

***Collaboration supports our SMART vision and links to the Key Competencies of the New Zealand Curriculum.***

The school is supported by a well-informed Board of Trustees and an active PTA who fundraises to support the purchase of resources as well as playing a welcoming role within our school for new parents.

# SMART Somerfield Kids Speak

## Introduction

Somerfield Te Kura Wairepo is a Primary school located in Somerfield, Christchurch. It has 20 classes from Year 0 to Year 6 and there are around 483 friendly students, 25 hardworking teachers make sure there is quality learning. Somerfield was built in 1911 and over the next 100 years has grown and is developing in many ways.

Belonging and connection	I feel like my teachers and peers are there for me when I need them I can be myself and am valued for who I am
Achieving	Whaia te iti kahurangi ke te tohou koe he maunga tei tei We reach for the stars and don't give up We set learning goals and know where we are at with our learning
Resilient	We like challenges and bounce back when things go wrong
Sense of identity	We move forward together, Have smiles forever, We are SMART kids for life
SMART	We are socially adept Motivated Articulate Resilient thinkers We are role models and guiding lights for the younger kids
Active	We give things a go We get involved in everything – lunchtime activities, sports, playing games and climbing trees
Nurtured and cared for	We make sure everyone is safe and the younger people are involved and having fun

**Conclusion** – Somerfield Te Kura Wairepo is an adventurous school where learners are happy, safe and excited! The kids love to learn and to be at school.





# STRATEGIC PLANNING 2020 Fun, Fun Have a Go Fun



# Our Vision

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

## SMART Values

Socially Adept – Motivated – Articulate – Resilient - Thinkers

### 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
- Kahuhura 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.

#### Creativity

Ensures cultural responsive programmes align with Kahukura Strategic Plan.

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.

#### Relationships

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

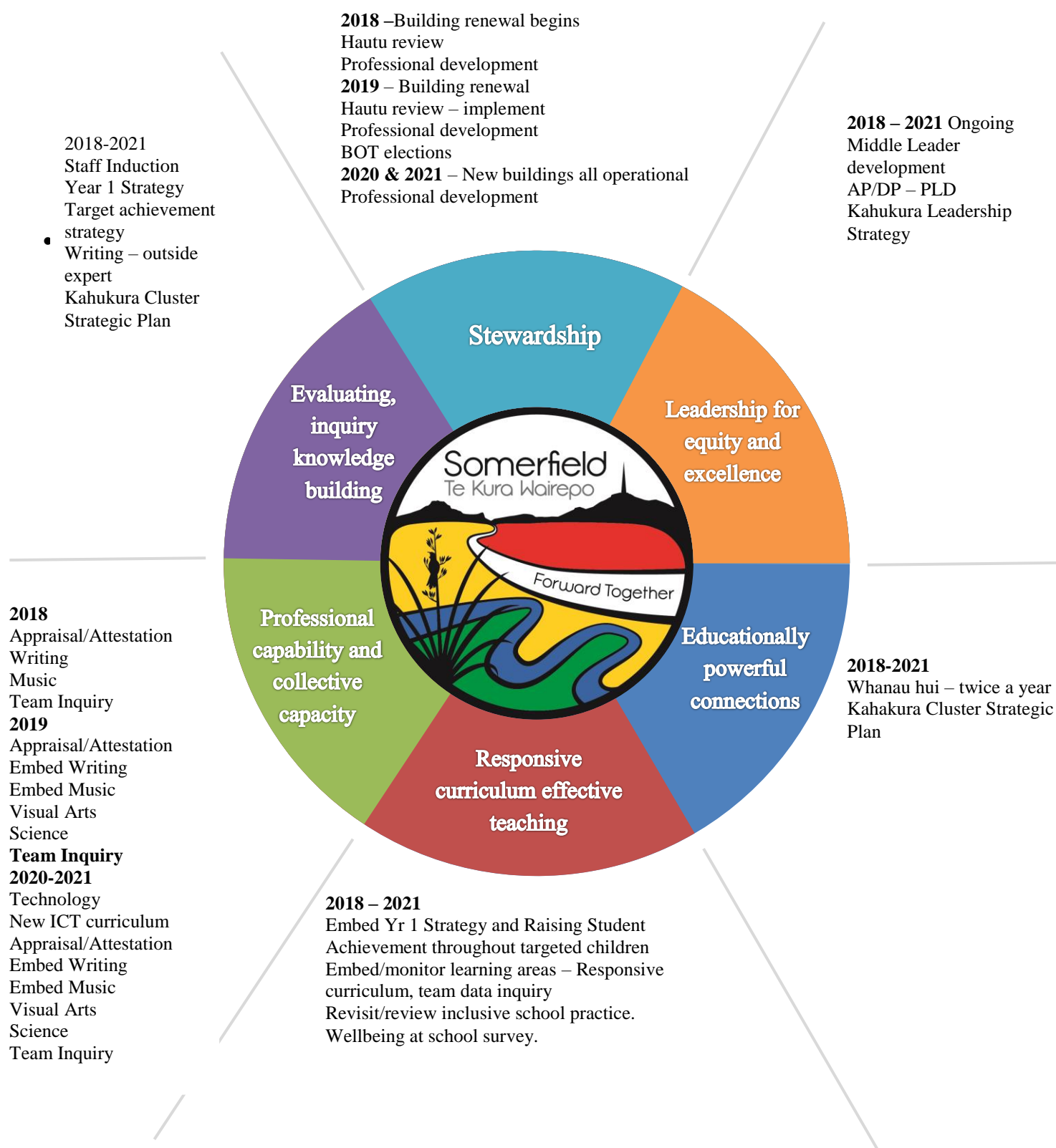
Provide a positive school culture that is focussed on desired outcomes for students' wellbeing.



# Somerfield Te Kura Wairepo

## Strategic Goals 2019 – 2021

### Overview



# Somerfield Te Kura Wairepo

## Strategic Plan 2019-2021

Vision: Forward together, smiles forever, learning every day, SMART kids for life.



### Strategic Goals

### Our Strategic Initiatives

### Our Success Measures

Ensure an Excellent Learning Environment

School narrative developed pictorially and put on school hall wall.  
Landscapes plan after redevelopment implemented.  
Ongoing development of the use and availability of ICT.

Community has a sense of ownership and belonging  
School environment meets needs of all  
Somerfield kids have access to quality technology to enhance learning

Ensure a well School community

Mana Ake  
Restorative practices  
Wellbeing and emotional regulation

Mild moderate mental health improved  
Support whanau to support their own children.

Ensure a responsive curriculum, planned, implemented and assessed by effective teachers

Embedding of maths, writing, Deep learning, technology  
Digital technology incorporated in Deep Learning Planning

Consistent planning, implementing and assessing of the curriculum to improve outcomes for learners.

Report to parents in all learning areas using 'Spotlight'

Spotlight reporting,  
Solo assessment  
Assessment Practice

Greater understanding by teachers of demands of curriculum levels  
More effective system of assessing across all learning areas

Motivated  
Articulate  
Resilient  
Thinkers

EQUITY

PARTNERSHIPS

CREATIVITY





**Somerfield Te Kura Wairepo**

*Forward together; smiles forever; learning every day; SMART kids for life.*

**Annual Plan**

# **‘Deepening the Learning’**

**EQUITY**

**PARTNERSHIPS**

**CREATIVITY**

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# Somerfield Te Kura Wairepo

Forward together; smiles forever; learning every day; SMART kids for life.

## Annual Plan

### Goal One

Fun, Fun, Have a go, Fun

Goal One: Ensure a quality learning environment

Initiative	Outcomes 2020	Actions	Who	Resources	Key Measures of Success
<b>Redevelopment YO-2 block</b>  <b>Baseline data:</b> No block on site Design completed	Block completed and YO-2 safely moved in and collaborating in the new spaces	<ul style="list-style-type: none"> <li>Build completed before end Term 1 2020</li> <li>Move end of T1</li> <li>Ropu revisits conditions of collaboration</li> <li>Sandpit time to adjust to new spaces and collaborating with each other</li> </ul>	Denise/Craig	MOE funded	Block completed and classes moved in  Collaboration guidelines implemented
<b>Landscaping</b>  <b>Baseline data:</b> Children, BoT rep and principal met with designer to give ideas for the landscape plan  No funds put aside	Landscaping completed according to plan and incorporates children wishes to ensure a child centred	<ul style="list-style-type: none"> <li>Plan referred to BoT to approve</li> <li>Funding approved</li> <li>Funding applications</li> <li>Tenders let?</li> <li>Some work carried out by Greg</li> </ul>	Denise/Craig	\$50,000-\$100,000	Landscape completed and fully utilised by tamariki
<b>School Narrative completed</b>	School narrative is completed and incorporates our cultural	<ul style="list-style-type: none"> <li>Commission designer for waka design</li> <li>Carry out work term 1</li> </ul>	Daniel/Denise	\$5-6,000	Narrative is known and understood by the tamariki and whanau

EQUITY

PARTNERSHIPS

CREATIVITY

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# Somerfield Te Kura Wairepo

## Annual Plan

*Forward together; smiles forever; learning every day; SMART kids for life.*

<b>Baseline data:</b> <i>Hall, windows and name on outside completed</i>	narrative, <u>kowhaiwhai</u> and houses				
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### Goal Two

Ensure a well school community.

Initiative	Outcomes 2020	Actions	Who	Resources	Key Measures of Success
<b>Wellbeing/Emotional Regulation</b>  <b>Baseline data:</b> <i>Inconsistent awareness of the importance of emotional regulation plays in wellbeing</i>	<p>Teachers will develop an understanding of the importance of emotional regulation on wellbeing</p> <p>Develop consistent practices across the school for improving wellbeing and emotional regulation</p>	<ul style="list-style-type: none"> <li>Professional development - to improve teacher knowledge of Wellbeing/Emotional regulation and of practices for use in classroom</li> <li>Ropu - well being focus in pastoral care meeting / proactive classroom strategies identified</li> <li>Teachers will use Leading Lights - coaching teachers/teams on effective use of LL</li> </ul>	<p>DP</p> <p>DP/Ropu Leaders</p> <p>DP/Ropu Leader</p>		<p>Consistent practices across the school for improving emotional regulation</p> <p>Requirements uploaded to admin site</p>



Initiative	Outcomes 2020	Actions	Who	Resources	Key Measures of Success
<b>Restorative Practice</b>  <b>Baseline data:</b>  <i>Inconsistent use of RP across the school</i>	<p>Consistent use of restorative practices across the school</p> <p>Increased understanding within the school community of RP</p> <p>Behavioural management systems reflect trends identified through accurate data</p>	<ul style="list-style-type: none"> <li>Professional development - RP</li> <li>PD - Clarification of reporting systems</li> <li>Behavioural data reported to staff and BOT <b>each term</b>.</li> <li>Staff refining management of behaviour systems and RP to reflect trends</li> <li>Messaging to parents on RP at meetings, newsletter and website</li> </ul>			<p>Consistent restorative practices used across the school</p> <p>Consistent strategies used to meet behavioural needs</p> <p>Requirements uploaded to admin site</p>



# Somerfield Te Kura Wairepo

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## Annual Plan

### Goal Three

Ensure a responsive curriculum planned, implemented and assessed by effective teachers.

Initiative	Outcomes 2020	Actions	Who	Resources	Key Measures of Success
<b>Spelling</b>  <b>Baseline data:</b>  <i>Inconsistent delivery and understanding of spelling instruction throughout the school</i>	<p>Teachers have a clear understanding of why and how to deliver effective spelling instruction within their literacy programmes</p> <p>Explicit and implicit spelling instruction is evident in classroom planning, teaching and assessment</p>	<ul style="list-style-type: none"> <li>School resources reviewed and organised</li> <li>Develop school-wide spelling requirements that are accessed through the school admin site</li> <li><u>Ropu</u> to review their understanding and practice of spelling instruction</li> <li>Professional development sessions (whole staff and <u>ropu</u>) on the theory and practice of effective spelling instruction</li> <li>Review use of spelling testing procedures: Identify most appropriate spelling assessment tools for different <u>ropu</u></li> </ul>	<p>Gillian</p> <p><u>Ropu</u> Leaders</p>	<p>Joy Alcock</p> <p>Switch on spelling</p> <p>Neil Mackay - SPELD Resources</p> <p>Literacy Guidelines</p> <p>Testing resources</p>	<p>Consistent and effective spelling instruction within literacy programmes.</p> <p>Data shows a raise in spelling knowledge</p>



Initiative	Outcomes 2020	Actions	Who	Resources	Key Measures of Success
<b>Implement Maths Requirements</b>  <b>Baseline data:</b> <i>Inconsistent delivery of maths across the school identified through teacher and student survey</i>	<p><u>Ropu</u> collaborate to deliver maths requirements in the most effective way for their <u>ropu</u></p> <p>Teachers across the school consistently deliver a maths programme where the maths requirements are clearly evident</p>	<ul style="list-style-type: none"> <li>Maths requirements shared with teachers at TOD</li> <li><u>Ropu</u> leaders work with team to decide how maths will be delivered collaboratively across the <u>ropu</u></li> <li>Coaching provided where required to support teachers in the delivery of maths requirements</li> <li>Student and teacher survey carried out annually</li> <li>Maths requirements uploaded to admin site</li> <li>Planning and assessment completed on Spotlight</li> </ul>	<p>Dave</p> <p><u>Ropu Leaders</u></p> <p>Dave/<u>Ropu Leaders</u></p>	<p>Maths requirements</p>	<p>Improved student achievement data.</p> <p>Teacher and student survey shows consistent delivery of maths requirements</p>

Initiative	Outcomes 2020	Actions	Who	Resources	Key Measures of Success
<b>Embed Deep Learning</b>  <b>Baseline data:</b> <i>As part of TLIF Kahukura cluster project we used the evaluation tool to shape our planning and assessment of two Deep Learning units - staff found the evaluation tool overly prescriptive</i>	Deep Learning is seen as a cross-curriculum learning objective	<ul style="list-style-type: none"> <li>• Template and planning requirements for Deep Learning developed</li> <li>• Ropu plan for and implement one Deep Learning theme across Terms 2 and 3</li> <li>• Celebration of learning with whanau</li> <li>• Upload to the Admin site</li> <li>• Backwards mapping with a focus on Science</li> </ul> <p>Review implementation Term 4</p>	Ropu leaders/teachers		Teachers will use planning template and will see it as a teacher-friendly document that supports quality teaching and learning
<b>Digital Technology</b>  <b>Baseline data:</b> <i>Teachers have an awareness of the New digital technology curriculum.</i>  <i>Some experimenting in classroom occurred in 2019</i>	Teachers have skills to embed the Digital technologies curriculum into Deep Learning	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Planning for digital technologies in Deep Learning</li> <li>• Share at team meetings</li> </ul>	Kellie		Teachers plan for Digital technology in Deep Learning



Initiative	Outcomes 2020	Actions	Who	Resources	Key Measures of Success
<b>Embed writing strategies</b>  <b>Baseline data:</b> <i>Inconsistent delivery of effective writing instruction across the school</i>	Teachers across the school deliver a consistent and effective writing programme that reflects the eight Murray Gadd effective teaching practices	<ul style="list-style-type: none"> <li>• Writing Requirements shared with staff at T</li> <li>• All teachers to implement Writing requirement</li> <li>• Ropu Leaders to lead effective collaborative planning, teaching and assessing of writing</li> <li>• Teachers are supported to effectively use spotlight planning and assessment within their writing planning and teaching</li> <li>• Online resources and requirements are organised into the shared drive - curriculum - writing folder.</li> <li>• Review implementation Term 4.</li> </ul>		Murray Gadd professional development resources	Effective and consistent writing instruction is evident throughout teams.
<b>Embed Te Reo</b>  <b>Baseline data:</b> <i>Maori review information 2019</i>	Staff confidently implement the te reo programme	<ul style="list-style-type: none"> <li>• Professional learning session to introduce changes to programme (timing of Placed Based Learning and merging of this unit with mihi)</li> </ul>	Daniel		New programme embedded across the school



# Somerfield Te Kura Wairepo

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## Annual Plan

### Goal Four

#### Report to parents in all learning areas using 'Spotlight'

Initiative	Outcomes 2020	Actions	Who	Resources	Key Measures of Success
<b>Spotlight Reporting</b>  <b>Baseline data:</b> <i>Parents receive a report twice a year about their child's progress.</i>  <i>No reporting to parents in other curriculum areas besides reading, writing and maths</i>	All parents receive ongoing updates on their child's learning throughout the year	<ul style="list-style-type: none"> <li>Professional development for teachers</li> <li>Planning guidelines</li> <li><u>Assessment schedule and requirement</u></li> <li>Evidence upload timelines</li> <li>Parents informed about Spotlight at Getting connected meetings</li> <li>Communication with parents about reporting change</li> <li>Reporting to parents in all curriculum areas</li> </ul>	Kellie	Training	All parents using the Spotlight app  Parents receiving updates on their child's learning in all curriculum areas.
<b>SOLO</b>  <b>Baseline data:</b> <i>Inconsistent use of SOLO for planning learning</i>	Teachers use SOLO to plan and show progress with Deep Learning Tasks  Teachers use thinking maps to deepen thinking in Literacy	<ul style="list-style-type: none"> <li>Professional development on using SOLO maps and creating Rubric</li> <li><u>Ropu</u> time to share maps and best practise</li> </ul>	Kellie and Jane R		Teachers use the SOLO rubrics to show progress in Deep Learning Tasks.  Teachers use SOLO thinking maps to deepen thinking in Literacy



Initiative	Outcomes 2020	Actions	Who	Resources	Key Measures of Success
<b>Assessment Practice</b>  <b>Baseline data</b> <i>Standardised testing</i>	SOLO is used to show progress in other key learning areas other than reading, writing and maths	<ul style="list-style-type: none"> <li>Professional development</li> <li>Sharing best practices at staff meeting</li> </ul>	Kellie		Teachers assessing key learning areas using SOLO.

## Somerfield Te Kura Wairepo Annual Implementation Plan

## Design

## Review

PLD

[illegible]



## Area: Achievement Targets for 2020

Writing: Overall from 73% to 78%

Further targets noted under noticing

## Context

Although some gains writing continues to be a concern. We have had two years of PLD with Murray Gadd and 2019 extra PLD for teachers on the structure of writing. Murray Gadd and Abby Blanch (DP) have constructed some writing requirements and given guidelines on text types for teachers for 2020.

## Noticing

2019 Data

Group	2019	2020 Target	2018
Overall	73	78	69
Maori	62	70	56
Boys	62	Reduce disparity between boys and girls from 23% to the nationally reported gap of 16.5%	31% disparity between boys and girls (Girl: 85%)

## Actions

Teachers will implement [requirements](#)  
 Teachers follow [text type guidelines](#)  
 Spelling programmes reviewed and spelling PLD  
 Term 1 samples to EA for external moderation  
 Writing Moderation incorporated into data meeting and then carried out by [ropu](#) leaders  
 Increased funding into Quick 60's  
 20 week data collection system to activate interventions sooner  
 Boys and Maori targeted and prioritised in interventions  
 Writing interventions in Year 2-4 (data dependent)  
[Ropy leader coaching](#) based on the implementation of writing requirements and text types  
 Each [ropu](#) have a long term plan overview [eg](#)  
 Two assessment against [easttle](#)

## Prioritising to take Action

- Getting good external moderated information for a comparison and for teachers to use as moderation exemplars
- Term 1 sample of writing at each level to EA for moderation
- Understanding boys writing
- Investigate with teachers what makes a difference to boys writing and share practices - [ropu](#) leaders
- Consistent practices across the school
- Sharing the requirements with the teachers - [ropu](#) leaders

## Investigating

- What works for boys? Sharing best practice?
- What were the lessons from the ERO report, "Keeping Children engaged and achieving in writing"?
  - [Easttle](#) 2-3 times a year
  - Parent meeting
  - More teaching of structure of writing

## Collaborative Sense-making

- Analysis of intervention data showed shifts in achievement for groups of students participating in the Quick 60's programme.
- Further investigation found we didn't have enough information at 20 weeks to put in interventions earlier.
- It was also found in the writing intervention with the Year 4 group had 'too wider focus' using the 'booster group' approach to the classroom writing programme. In 2020 we propose to have a far more targeted intervention focusing on sentence construction – unique features and punctuation. This decision has been reached following our own professional learning and reading best practice interventions outlined in the recent Education Review Office publication.
- We will also use [easttle](#) as a measurement tool as it will provide us with data on specific elements of writing.

## Shifts in Practice

Current:

Use of Murray Gadd systems of planning and implementing

New: Desired

Consistent implementation of writing requirements. Teachers follow text type guidelines

## Outcomes for Learners

Increase overall achievement from 73% to 78%.

Reduce the disparity between boys and girls to 16.5%.

## Monitoring and Evaluation

Mid-year achievement information

Intervention data for boys and Maori

End of Year Achievement and Intervention report

# **SOMERFIELD TE KURA WAIREPO**

## **Improving Education Outcomes for Māori Students**

Somerfield Te Kura Wairepo will improve education outcomes for Māori students by:

- Carrying out regular consultation with the school's Māori community to develop policies, plans and targets for improving the achievement of Māori students. Whanau Hui twice a year.
- Every teacher in collaborative teams will be aware of who our Maori students are and will work collaboratively to ensure the progress is being made.
- Maori students will be identified in Team profiles and their achievement will be tracked through the regular collection of achievement data, identification of next steps and collaborative planning of strategies to reach these steps.
- Teams will identify and use evidence based strategies that are known to meet the needs of Maori students e.g. Tuakeina teina, co-operative language creating and doing.
- Implementing a consistent, school wide Te Reo Māori and Tikanga Māori programme in all classrooms by team whanau hui.
- Recognise different Learning Styles therefore teachers use a variety of strategies, with a focus on creating and doing.
- Promoting Tikanga Māori across the school by the employment of a staff member who has expertise in this area.
- Developing a Kapahaka group to perform at the Kahukura and Cultural Festival (3 group's 250 children 2018).
- Resourcing teacher release time to take Kapahaka.
- Providing extension te Reo/Tikanga classes to Māori students in the first instance (50 places – 2018)
- Resourcing teacher release time to teach extension Te Reo.
- Providing an ongoing programme of Professional Development for staff in Te Reo and Tikanga. This will be provided by staff and external providers.
- The school community understand "Te Mauri o Somerfield".
- As part of our cluster initiatives Somerfield participates in the "Māori Achievements Collaboratives" – MAC.

## **Somerfield Te Kura Wairepo – An Inclusive School**

### **Rationale:**

Inclusion means valuing all students in all aspects of school life. It involves removing the barriers to presence, participation and achievement.

Through embracing the value of kotahitanga, manaakitanga, whanaungatanga and rangitiratanga, each child will experience belonging and success.

Ko te tamaiti te putakeo te kaupapa  
The child is the heart of the matter.

### **Guidelines:**

Teachers at Somerfield School work collaboratively to ensure all students experience successful, meaningful learning.

At Somerfield School all teachers will practice:

**Manaakitanga** – the culture of care

Differentiation of the physical environment to meet the needs of the individual

Differentiation of the curriculum to meet the needs of the curriculum

Developing an understanding of all student's 'footprints' in order to support their social and emotional growth

**Whanaungatanga** – build and value relationships

Collaboration with whanau

Collaboration with professionals

Encourage positive relationships within our teams and across our teams

Use restorative practices when supporting students through conflict situations

**Rangatiratanga** – protect and build the mana of the child through effective teaching

Plan for meaningful learning experiences relevant to the students' needs

Scaffold learning experiences to ensure students achieve success

Utilise a variety of best evidence based inclusive practices

**Kotahitanga** - create a sense of belonging

All children will have equal opportunities to belong to the school community

Work alongside families to remove barriers to learning and ensure the wellbeing of all students

**Pumanawatanga** – recognise that our students are at the heart of our school community

Uphold the belief that supporting students is the responsibility of the whole school community.

Ehara taku I te toa takitahi  
Engari taku I te toa takitahi  
My strength is not as an individual  
But in the combined strength of the team

We are for difference  
For respecting difference  
Form valuing difference  
Until difference no longer makes a difference

How will we ensure we are inclusive at Somerfield Te Kura Wairepo



<b>Manaakitanga</b> – The Culture of care	<p>Differentiation of the physical environment to meet the needs of the individual</p> <p>Differentiation of the curriculum to meet the needs of the curriculum</p> <p>Developing an understanding of all student's 'footprints' in order to support their social and emotional growth</p>
<b>Rangatiratanga</b> – protect and build the mana of the child through effective teaching	<p>Plan for meaningful learning experiences relevant to the students' needs</p> <p>Scaffold learning experiences to ensure students achieve success</p> <p>Utilise a variety of best evidence based inclusive practices</p>
Differentiation of the physical environment to meet the needs of the individual	<p>Provide appropriate seating arrangements / furniture</p> <p>Ensure students have the support needed to access the physical environment and learn in comfortable surroundings</p> <p>Be aware of sensitivities to light/sound/movement and provide appropriate support</p> <p>Ensure students have access to specialist equipment – Move and sit cushions, choroals, raised seating, magnifying screens, hearing systems etc</p> <p>Provide safe and accessible environments – entry and exits to all buildings</p> <p>Provide safe access to appropriate playground equipment / activities</p>



<p>Differentiation of the learning curriculum to meet the needs of the individual</p>	<p>Use visual timetables – displayed and used for all classes          Provide visuals/prompts for individual students to support their learning          Use social stories to help students make sense of the world they are in and to understand expectations          Scaffold learning experiences – adapted tasks/ organisational templates, colour coding          Divide tasks into manageable chunks          Use assessment tools that are sensitive to the student's needs          Set clear meaningful learning goals - that demonstrate what their next step in learning will be and that reflect an understanding of the broad based curriculum          Use methods of feedback relevant to the student's developmental level          Provide multisensory learning opportunities- listen to student voice to determine preferred learning methods          Use evidence based support programmes          Seek other professional support for students as and when is appropriate          Keep up to date with developments in inclusive education          Use the resources the school has available to support students learning and wellbeing          Identify and track the progress of students with learning and social needs through the Team profile.</p>
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<p><b>Whanaungatanga</b> – build and value relationships</p>	<p>Collaboration with whanau          Collaboration with professionals</p> <p>Encourage positive relationships within our teams and across our teams          Use restorative practices when supporting students through conflict situations</p>
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Collaboration with whanau	<p>Use home school communication books/ emails to keep parents informed about happenings at school</p> <p>Share student goals with whanau</p> <p>Meet promptly to discuss concerns</p> <p>Celebrate successes with parents regularly</p> <p>Include parent voice in IEPs – for students with long term individualised needs</p> <p>Work collaboratively with parents to develop behaviour management plans</p> <p>Plan for successful transitions that ensure successful entry to school</p> <p>Work with whanau to assist them in making an informed decision about their next steps in the education of their child</p> <p>Provide opportunities for families to be actively involved in the life of the school</p>
Collaboration with professionals	<p>Liaise in a professional manner with specialists and support staff to ensure the needs of students are met</p> <p>Work collaboratively to ensure successful transitions – to school – to intermediate – to new schools</p> <p>Follow the school procedures for referring and liaising with other professionals</p>
<b>Kotahitanga</b> - create a sense of belonging	<p>All children will have equal opportunities to belong to the school community</p> <p>Work alongside families to remove barriers to learning and ensure the wellbeing of all students</p>
	<p>ensure that students are able to safely and successfully engage in:</p> <ul style="list-style-type: none"> <li>classroom activities</li> <li>playground experiences</li> <li>choir</li> <li>kapahaka</li> <li>swimming/gymnastics</li> <li>sport</li> <li>camps</li> <li>field trips</li> </ul> <p>When this is not possible, provide an alternative that protects the mana of the student and ensures they are engaged in a meaningful learning opportunity – in consultation with their whanau</p> <p>Actively promote a classroom culture that promotes a sense of unity/belonging/ako/tukana-teina</p> <p>Ensure the values of SMART are acknowledged through class treaties and in all aspects of the school programme.</p>

# ANALYSIS OF VARIANCE 2019



## Analysis of Variance Reporting



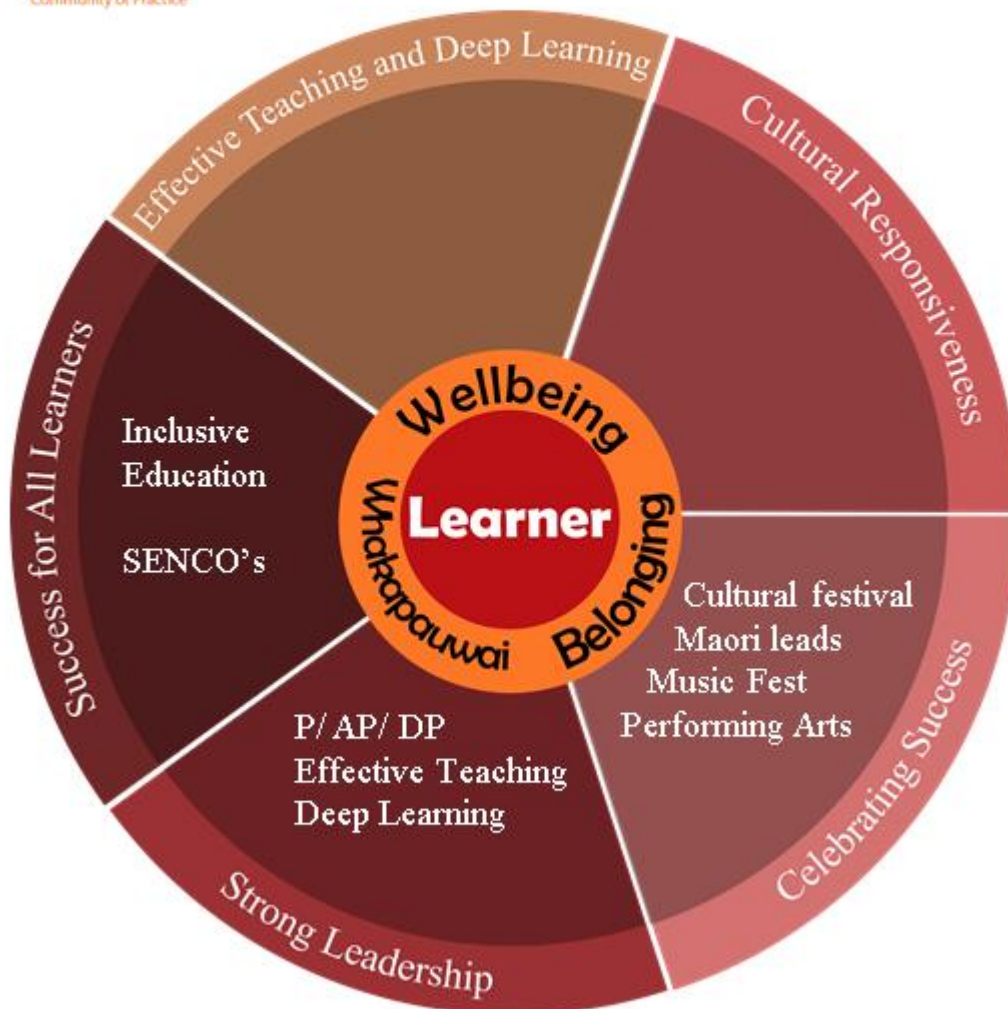
<b>School Name:</b>	Somerfield <u>Te Kura Wairepo</u>	<b>School Number:</b>	3506
<b>Strategic Aim:</b>	Strategic Goal: Ensure an Excellent Learning Environment Ensure a responsive curriculum, planned, implemented and assessed by effective teachers Report to Parents in all Learning areas using Spotlight		
<b>Annual Aim:</b>	Through effective teaching programmes, increase the number of students who are achieving at or above the curriculum expectation in writing. Continue to decrease the disparity between boys and girls achievement in writing. Continue to decrease the disparity between Maori and NZ Pakeha learners in writing.		
<b>Target:</b>	Writing Increase the number of children achieving at or above in writing to 75% Decrease the disparity between boys and girls from 32% to at least the national average reported level of 16.5%		
<b>Baseline Data:</b>	Baseline Data 2018: 69% of learners were achieving at/above in writing 56% of Maori learners were achieving at/above in writing 54% of boys were achieving at/above in writing (in comparison to 85% of girls)		



# **Kahukura Cluster Structure and Strategic Plan 2020**



## Kahuhura Strategic Areas





# REVIEW SCHEDULE 2020



3-YEAR REVIEW SCHEDULE					2019				2020				2021			
	WHO TO CONSULT?	TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3	TERM 4			
MAG 1: CURRICULUM	Curriculum and Student Achievement		REVIEW											REVIEW	Review the policy / procedure and advertise it to relevant stakeholders so they can also provide their feedback.	
	Education Outside the Classroom				REVIEW											
	Health Education/Curriculum consultation		Consult											REVIEW	Consult	
	Home Learning															
	Improving Educational Outcomes for Māori													REVIEW	Assure the board that proper steps and actions have been taken regarding the policy/procedure, and that they are up to date.	
MAG 2: DOCUMENTATION AND SELF-REVIEW	Learning Support													Assurance	Assurance	
	Reading Recovery/Literacy Support				Assurance				Assurance					REVIEW	REVIEW	
	Recognition of Cultural Diversity															
	Religious Instruction/Religious Education															
	Documentation and Self-Review	Board								REVIEW						
MAG 3: EMPLOYER RESPONSIBILITY	Reporting to Parents	Board / staff / parents														
	School Planning and Reporting		Submit											Submit		
	Appointment Procedure	Board														
	Appraisal of the Principal			Assurance	Assurance			REVIEW	Assurance			Assurance	Assurance	Assurance	Assurance	
	Attestation			Assurance				Assurance				Assurance		Assurance		
	Classroom Release Time/Timeable	Board / staff / parents							Assurance			REVIEW			REVIEW	
	Complaints															
	EEO Policy		Assurance							Assurance				Assurance		
	Employer Responsibility	Board / staff														
	Performance Management	Board / staff		REVIEW						REVIEW						
	Police Vetting for Non-Teachers		Assurance						Assurance					Assurance		
	Protected Disclosure	Board / staff														
	Provisionally Certificated Teachers (PCTs)				Assurance											
	Salary Units/Management Allowances	Board / staff				REVIEW			Assurance	REVIEW				Assurance		
	Staff leave	Board / staff			Assurance				Assurance							
MAG 4: FINANCE AND PROPERTY MANAGEMENT	Teacher Certification and Police Vetting															
	10 Year Property Plan (10 YPP)															
	Finance and Property Management	Board	Assurance			Assurance				Assurance				Assurance	REVIEW	
	SUE (Staff Usage and Expenditure)		Assurance		Assurance				Assurance					Assurance		
			Assurance							Assurance				Assurance		
MAG 5: HEALTH, SAFETY, AND WELFARE	Abuse Recognition and Reporting	Board / staff / parents	REVIEW													
	Alcohol, Drugs, and Other Harmful Substances	Board / staff / parents		Assurance					Assurance					Assurance		
	Behaviour Management	Board / staff													REVIEW	
	Child Protection															
	Digital Technology and Cybersecurity	Board / staff	Assurance						Assurance					Assurance		
	Emergency Planning and Procedures	Board / staff	REVIEW											Assurance		
	Evacuation Procedure/Emergency Kit		Assurance		Assurance				Assurance					Assurance		
	Harassment	Board / staff														
	Health, Safety, and Welfare	Board / staff		REVIEW												REVIEW
	Medicines, Minor/Moderate Injury or Illness		Assurance						Assurance					Assurance		
	Physical Restraint		Assurance	Assurance					Assurance					Assurance		
	Risk Management		Assurance	Assurance	Assurance				Assurance					Assurance	Assurance	
	Safety Management System		Assurance	Assurance					Assurance					Assurance		
	Separated Parents, Day-to-Day Care, & Guardianship	Board / staff														
	Sun Protection	Board / staff / parents		REVIEW					REVIEW							
	Surrender & Retention of Property and Searches	Board / staff / parents														
	Swimming Pool	Board / staff	REVIEW		Assurance				Assurance					Assurance		
	Visitors														REVIEW	
MAG 6: LEGISLATION AND ADMINISTRATION	International Students													Assurance	Attestation	
	Legislation and Administration	Board / staff	REVIEW							Assurance				Assurance		
	Length of School Year		Assurance						Assurance					Assurance		
	Privacy															
	Student Attendance	Board	Assurance						Assurance					Assurance		



SchoolDocs

See Implementation Audits and Reports and Policy Review on your SchoolDocs site for more information.

No actions required this year – check 3-year schedule for when action is due.

Update your charter & forward to the Ministry. Prepare annual report for auditor.

Consult with the school community and adopt a statement about the consultation process/results.

Assure the board that proper steps and actions have been taken regarding the policy/procedure, and that they are up to date.

Consult

Assurance

REVIEW

Assurance

Attestation

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# EEO POLICY



# Equal Employment Opportunities



The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without ► bias or discrimination. All schools are required by the State Sector Act to be “good employers”, that is:

- to maintain, and comply with their school's Equal Employment Opportunities policy, and
  - to include in the Annual Report a summary of the year’s compliance.
- To achieve this, the board:
- appoints a member to be the EEO officer. This role may be taken by the principal.
  - shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion and conditions of service
  - maintains an EEO database, such as a folder of [EEO surveys](#).
  - recognises the value of attracting people from all possible sources of talent
  - selects the person most suited to the position in terms of skills, experience, qualifications and aptitude
  - recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, hours of work, etc) and the employment requirements of diverse individuals/groups
  - ensures that employment and personnel practices are fair and free of any bias.