



# Sommerfield Te Kura Wairepo

## Community Report

### 2020/2021

It is a pleasure to share with you some of the events and achievements of 2020 and plans for 2021. At Sommerfield Te Kura Wairepo we value the links we have to our local community and thank all those who assisted and contributed to our school in 2020.

Denise Torrey  
School Principal

## Our Vision

Forward together • Smiles Forever • Learning

### Our Strategic

#### 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

#### 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 need.

Ensures cultural responsive programmes align with Kahukura Strategic Plan.

**Creativity** -The curriculum reflects to Six C's of Deep Learning, SMART Kid

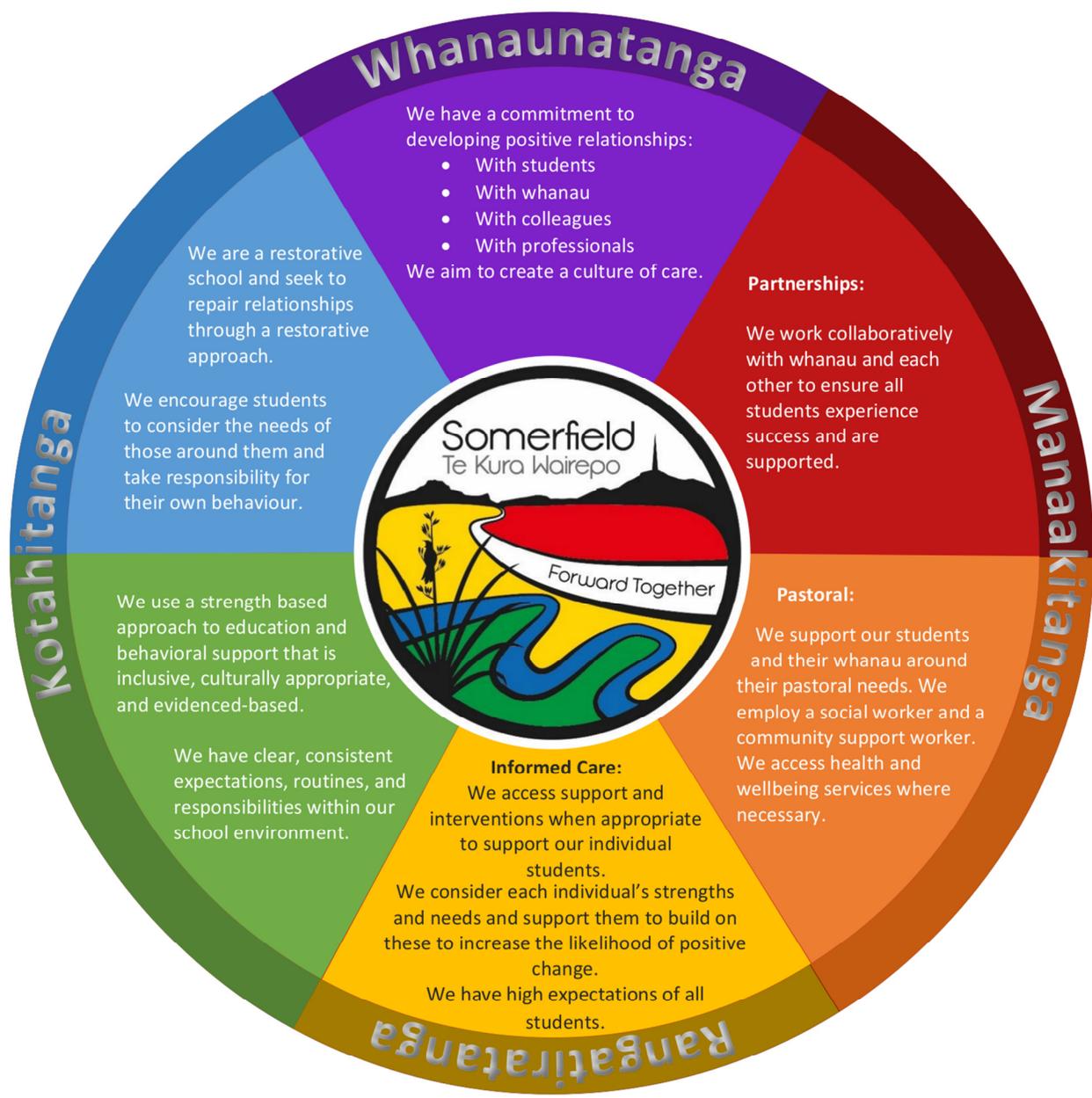
values and is broad based to provide a platform for creativity.

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



# Wellbeing of Students at Somerfield Te Kura Wairepo

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



## **Introduction**

2020 offered a number of challenges to us all. With COVID -19 schools had to adapt quickly to online learning. We used a hapara workspace and zoom to stay connected to our tamariki and their learning. On return to school we developed our “Beacons of Light” which were the principles that guided us on return to school



### **"beacons of light" -**

1. At Somerfield Te Kura Wairepo we continue to ensure tamariki and staff wellbeing to allow them to flourish and succeed (whakapuāwai).
2. Our school strategic goals of equity, creativity and relationships continue to guide our work.
3. The school will focus on
  - reassuring our tamariki to allow them to have a sense of hope
  - recognising and meeting needs
  - reconnecting and reestablishing our school culture of learning and wellbeing

These beacons were underpinned by specific guidelines to teachers to ensure wellbeing and learning and were successful in integrating our tamariki back into the school setting.

I'd like to thank the whānau for their outstanding work in support our tamariki over lockdown and our teachers for working closely with you during and afterwards to ensure positive outcomes for all.

## **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.

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

### **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.

### **Theme for the Year - “ The Show Must Go ON”**

Last year’s theme was “Fun, Fun, Have a Go, FUN” and was disrupted somewhat due to lockdown. We tried to ensure that our lockdown workspaces were fun and on return to school

we all ensured our tamariki had plenty of opportunities to have fun through activity and creativity. It is well researched that creativity and wellbeing are linked.

This year's theme carries on with the theme of wellbeing and creativity, see our annual goals below. We applied for and received special funding for 'creatives' and have hired a part time teacher to support teachers and tamariki in the area of dance, drama and music. We have a new visual arts programme. The 'show' will be a performance or a presentation by collaborations sometime this year as well as an art show in Term 4. Our part time teacher is also designing fun activities for whānau for the workspaces in case we have to go back into lockdown.

### Assessment/ Reporting to Parents

#### **ASSESSMENT**

##### **Purpose:**

- Monitor student progress
- Focus learning and teaching in the school
- Identifying next steps to support student progress
- Generate data that can be used to accurately feedback to students and parents
- Create accurate data to support the Board of Trustees in the review of teaching and learning programmes

**Assessment** is an ongoing process involving observations of learning, conversations, the completion of tasks by students and formal assessments. Opportunities for assessment are developed at a class, team and rōpū level across the school. To ensure coherence in our assessment practices some assessment is undertaken across the whole school and implementation is planned through our Assessment Schedule.

<b>Assessment Schedule</b>	<b>Data Meetings</b>	<b>Writing Moderation</b>
<b>Rōpū Learner Profile</b>	<b>PAT</b>	<b>School Entry Assessment</b>

## REPORTING

### Purpose:

- Provide ongoing opportunities for parents to engage meaningfully in the process of their child's learning.
- Report to parents on the progress of their child against Curriculum levels.
- Provide parents with information about their child's development against Somerfield SMARTs.
- Create opportunities for parents to engage meaningfully in the development of their child's learning goals.

**Reporting** is about fostering learning partnerships between students, parents and teachers. As part of our approach to Reporting a range of processes are implemented schoolwide

<b>Getting Connected</b>	<b>Reporting Schedules</b>	<b>Learning Journeys</b>
<b>Parent Partnerships</b>	<b>Overall Teacher Judgement</b>	<b>Spotlight</b> 12 Snapshots of learning sent out throughout the year

### School Organisation

Our school is divided into three levels that reflect the New Zealand Aotearoa Curriculum Levels. The three groups are called rōpū and each has been given a name of a Waka.

#### Rōpū 1 - Waka Mōkihi ( NE- Year 2)

A waka mōkihi is a form of raft, fashioned mainly from Raupō reeds and Harakeke woven together. It is not for going in big waves or open oceans, rather it's used for going short distances in calm waters. These simple vessels are excellent for crossing lakes and rivers. While not the most ornately decorated or long lasting as other styles of waka, they are practical, useful and can be made quickly with easily accessible materials. Waka mōkihi were a simple but versatile vessel made fit for purpose.

For us at Somerfield Te Kura Wairepo, a waka mōkihi symbolises coming together, working as a team to achieve our goals and taking the first steps towards increased responsibility and independence. When a waka mōkihi was needed a whānau would come together to construct

it. Everyone would work together as a team, while at the same time, the method of construction was passed down from parent to child, from tuakana to teina. In our Waka Mōkihi team we aim to do the same; coming together as one, working as a team, learning from our parents, teachers and one another so that we can cast off onto our awa and begin our voyage of new learning.

### **Rōpū 2 - Waka Kōpapa ( Year 3/4)**

A waka kōpapa was carved out of a single dug out tree trunk. Their thin short hulls made them maneuverable and fast on the water. Capable of transporting many people as well as some cargo, waka kōpapa were often used for transportation up and down rivers or across harbors. Their improved capacity, reliability and speed meant that they were some of the most common waka to be built. As they were practical vessels they usually were not as ornately carved or decorated as waka tētē, but still held an important role.

For us at Somerfield Te Kura Wairepo, a waka kōpapa symbolises increased resilience and independence. The waka is quick on the water - many new skills have now been mastered and our students' learning is accelerating into deeper waters. The waka is more sturdy - foundations of resilience have been laid and students are becoming more capable of riding the waves and rapids. The waka is maneuverable - students are taking onboard increasing responsibility for driving their own learning.

### **Rōpū 3 - Waka Tētē ( Year 5/6)**

Waka tētē were larger waka often carved from more than one log joined together. They were more stable on the water and could carry a heavier load. Their haumi (hull joints) allowed them to flex and take on rougher seas. They were paddled by a team of people, where unity and discipline was needed to hold their course. Their hull carvings represent the story of Māui. The bow piece is the start of his life, the koru patterns represent all the things that he did during his life, such as slowing down the sun and fishing up Te Ika a Māui, and the stern post represents his end when he tried to become immortal. On our waka tētē, the carved figure on the bow represents Tūmatauenga - the god of war and human activity. He takes on the challenges of the sea facing him head first with grit and determination.

For us at Somerfield Te Kura Wairepo, a waka tētē symbolises increasing collaboration and leadership, reliability and mana. A waka tētē can not be paddled alone; each member of the team must work together effectively in order to succeed. Some will take the lead while others will follow but we must all work as one to keep moving forward together. A waka tētē is stable in a choppy sea; we need to be able to weather the ups and downs, learn from our mistakes

and continue on our education journey out to sea with grit and determination. A waka tētē has mana; we are the tuakana of our school, we must lead by example in everything we do and show the way for our teina.

### **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.

During 2020 we introduced the early Quick 60 “Big Book’ phonological intervention for those students in New Entrant /Y1. This was a very successful intervention.

We continued the Quick 60 intervention with several groups of year 1/ 2 students. This was trialled in 2019 and also proved very successful.

Ms Cree and Mrs Lockton began researching the new Structured Literacy approach to teaching early literacy. This was trialled in the later parts of 2020. This evidence based approach to literacy will be introduced further during 2020.

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.

Our English as a second language programme has also continued to grow with 36 students receiving support in 2020.

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, 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 increased our contract with the Methodist Mission to meet the wellbeing needs of our students to 1.5 days a week.

As part of the Mana Ake project - a wellbeing initiative being implemented in all Canterbury schools- the Kahukura cluster worked closely with the Mana Ake Team to support our tamariki and whanau during 202 with individual, group and family intervention. We also had a group of year 6 students participate in a transition to Intermediate programme.

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

### **Māori**

2020 saw our highest numbers yet involved with kapa haka. Unfortunately many of our regular performances and practices were unable to happen under restrictions. That didn't stop us making the most of things where practices moved more into our collaborative teams. This has led to our collaborative teams deciding in 2021 that all children and staff would participate in kapa haka, for the first term at least.

2020 also saw the Year 6 lead Māori students undertaking a leadership project aimed at publicising and making visible our 3 waka - Mōkihi, Kōpapa and Tētē. The team researched the meaning behind these waka and with the help of Matua Tairoa, they carved and painted 2 model waka which are now displayed in the hall entrance way. The aim of their mahi was to make the meaning behind our waka more visible for all to see and help spread the word about their part of our cultural narrative here at Somerfield.

We look forward to a new year in 2021 and the return of many of our programmes to keep building up our knowledge and practice of Te Ao Māori. Mauri ora ki a tātou katoa.

### **Transition to School**

Our transition to school programme looked a little different in 2020 with New Entrant children being introduced to school through zoom sessions and activities suggested on the New Entrant workspace during lockdown. Unfortunately we were not able to hold a prospective parents meeting for the community but a slideshow introducing the school to new parents was displayed on the school website. We were pleased to welcome three local pre-schools to our new entrant team with a small group of children who were nearly ready to start school later in the year. 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. Cohort entry at the beginning of the term and approximately halfway through each term has made group transitions for pre-entry visits possible.

### **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*

## Ōpāwaho



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

2020 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 addition of a new council in 2021. 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
- Tētē 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 (although some of these events were impacted by Covid). Students were able to develop leadership through sport by being a House Captain or being a member of the Active Council. Throughout the year we have had various sports organisations and clubs come to school to teach 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, maori movement and cross country practice.

### **Active Schools**

It is exciting watching the continued growth of physical activity in our school. Our Y5 Physical Activity Leaders (PALs) do an outstanding job providing a range of lunchtime activities – rough play, skipping, hula hoops, football, tag games, sand play, dress ups, music and playground games. 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. 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.

### Greenville Garden and Sustainable School

- Greenville Gardening Club runs every week -weather permitting during the lunch hour for all students to tend the garden
- Runs a worm farm
- Implements a Pack it in, pack it out school
- Implements Recycle- Reuse – Reduce Initiative
- Promotes sustainable schools-turn off the light campaign
- Supports and works with the Garden to Table Project

### Library

The library was used for 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. Unfortunately the Christchurch South Literacy Quiz was not able to be held in 2020. However, we look forward to defending the winner's title this year as we will be entering two teams. We have continued to expand our collection purchasing new titles and increasing our nonfiction area and graphic novels. We continue to foster the love of reading and promote the library as a place to support learning in classes.

### The Arts

The Arts are alive this year in the school, with our Creatives focus developing both teachers' and students' knowledge and skills in dance and drama, as well as a term focus for each rōpū on Visual Art.

We have many fantastic musical opportunities on offer for 2021 and we encourage our tamariki to challenge themselves to get involved. Our choirs are open to all, and have a trial period of a couple of weeks before children are expected to commit. Practices are held in class time.

**Mōkihi Choir:** This choir performs at the Kids in Town event at Tūranga Library in Terms 3 or 4, as well as other community performances.

**Kōpapa Choir:** This choir performs at the Kahukura Schools Music Festival in June held at the Aurora Performing Arts Centre, Burnside High School. This is a fantastic opportunity for the children to be involved in our cluster musical event.

**Tete Choir:** This choir participates in the Christchurch Schools Music Festival at the Town Hall in Term 4.

**Kahukura Chorale:** Year 5 and 6 students can audition early in Term 1 to be part of this special group, performing at the Kahukura festival in June. This group practices after school from Term 1.

**Itinerant Music lessons:** Paul Lee from the Christchurch School of Music continues to run ukulele lessons this year. The ukulele group has the opportunity to perform at the Strum, Strike and Blow event held at the Horncastle Arena in August. Keyboard lessons will also be available later in Term 1.

### **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, Thorrrington 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 in the past including the Kahukura music festival, a highly successful festival with all schools performing at the Aurora Centre. We have a Kahukura Cultural festival with picnic and kapahaka performance. These two events are becoming highlights in our calendar. In 2019 Kahukura was a case study for the Evaluation unit in the Education Review Office. This was highly successful with the finding saying, "***It highlights critical lessons which can guide national policy and support others looking to improve teaching practice***" high praise indeed! Associate Minister of Education, the Honourable Jan Tanetti was so impressed she asked to launch it before it was published. She will do this at a special event on 3 March after that we will share the report with you.

### **Achievement Information 2020**

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 is comparing the same group of students from 2019 to 2020.

**All Students**

<b>At/Above %</b>	<b>2019</b>	<b>2020</b>
<b>Reading</b>	<b>84%</b>	<b>83%</b>
<b>Writing</b>	<b>73%</b>	<b>79%</b>
<b>Mathematics</b>	<b>74%</b>	<b>79%</b>

**Maori Students**

<b>At/Above %</b>	<b>2019</b>	<b>2020</b>
<b>Reading</b>	<b>62%</b>	<b>75%</b>
<b>Writing</b>	<b>62%</b>	<b>67%</b>
<b>Mathematics</b>	<b>69%</b>	<b>78%</b>

**Boys -**

<b>At/Above %</b>	<b>2019</b>	<b>2020</b>
<b>Reading</b>	<b>69%</b>	<b>78%</b>
<b>Writing</b>	<b>62%</b>	<b>71%</b>
<b>Mathematics</b>	<b>76%</b>	<b>79%</b>

**Girls**

<b>At/Above %</b>	<b>2019</b>	<b>2020</b>
<b>Reading</b>	<b>82%</b>	<b>88%</b>
<b>Writing</b>	<b>85%</b>	<b>88%</b>
<b>Mathematics</b>	<b>75%</b>	<b>78%</b>

# Somerfield Te Kura Wairepo School

## 2021 Annual Goals

Check our website for the full action plan for the goals.

**Goal One:** *Ensure tamariki, staff wellbeing to allow them to flourish and succeed. Whakapuawai*

**Goal Two:** *Ensure a responsive curriculum planned, implemented and assessed by effective teachers and reported to whānau.*

**Goal Three:** *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.*

### 2021 Achievement Target

**VALUED OUTCOME:** *Tamariki at Somerfield Te Kura Wairepo will continue to flourish and succeed. Whakapuawai.* (wellbeing is the foundation of improved reading, writing and mathematics)

#### Measures of Success:

##### **Students**

- Snapshot reflections
- Show progress against key competency ( SMART/Character Strengths) foci using SOLO rubrics
- Improvement in reading, writing and mathematics data over time

##### **Teacher Shifts in Practice**

- Incorporate more creatives in classroom programme as a result of Professional Learning and Development
- Wellbeing strategies from the framework, based on Te Whare Tapa Wha, are consistently implemented across the school

##### **Whanau**

- Consultation - All
- Foci Group - Reporting
- Whānau Hui feedback

##### **Context**

For several years we have had an achievement target in reading, writing or mathematics. Little progress has been made to shift the % in these targets. We are now shifting our focus to a wellbeing framework that incorporates creatives, regular physical activity as well as wellbeing strategies.