



Somerfield Te Kura Wairepo

Community Report

2021/2022

It is a pleasure to share with you some of the events and achievements of 2021 and plans for 2022. At Somerfield 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 2021.

Denise Torrey
School Principal

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
- 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.

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.

Introduction

2021 saw schools across the nation pivot once again in response to the impacts of COVID and the need to protect our population. Many things we normally do and are the very fabric of our school life were canceled, postponed or changed to meet new requirements. This was always going to impact and have unintended, although not always negative, consequences. Here in Canterbury we did not see the full impact of these restrictions and other than a short lockdown were able to carry on with many of the activities planned, just differently. I want to acknowledge our staff who are amazing problem solvers, always looking for an alternative solution to ensure our tamariki get the very best.

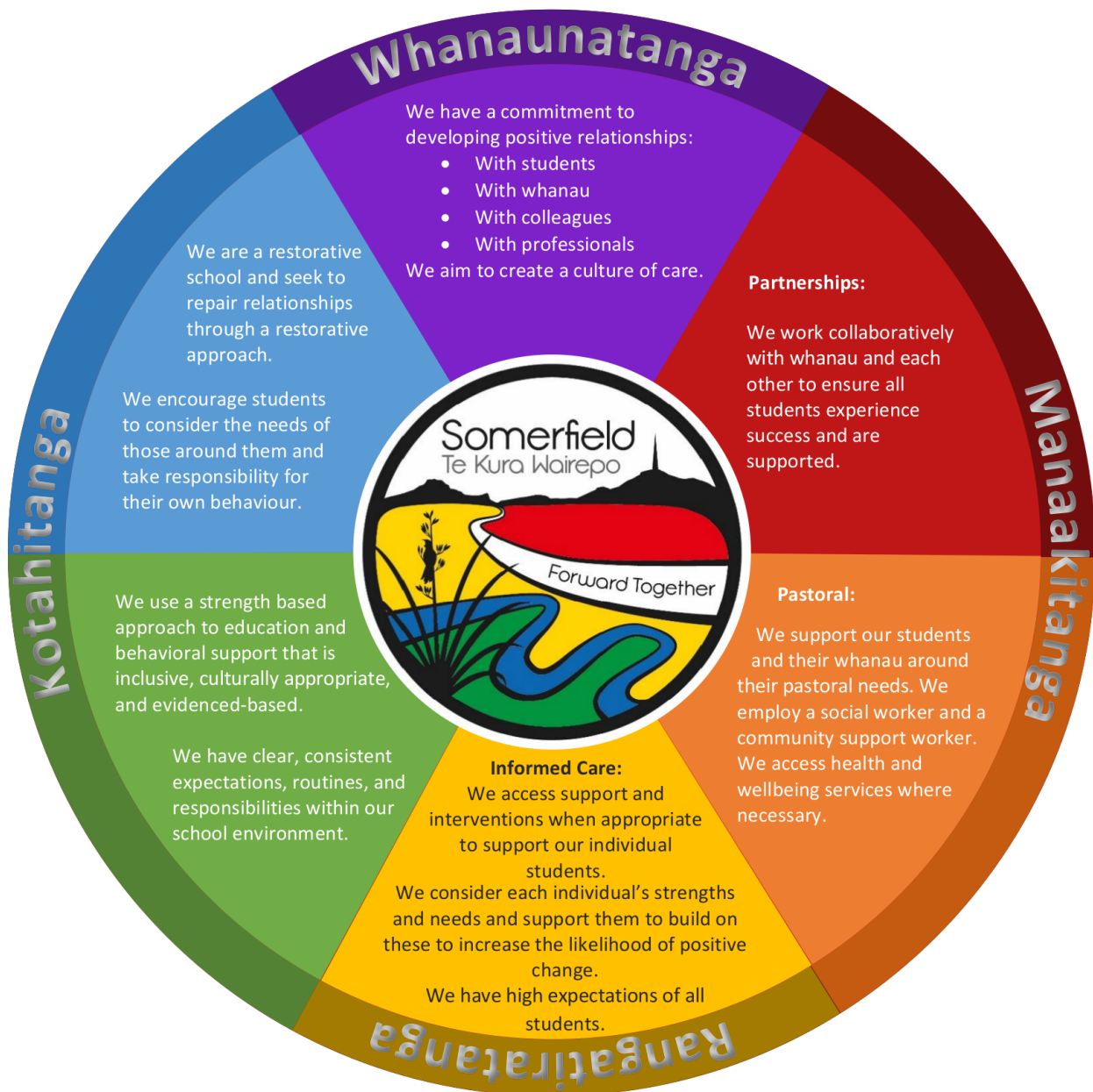
This year we started in the Red setting of the Covid Protection framework(CPF) or traffic light system. Not ideal but we were able, for the most part, see everyone on zoom at the beginning of the year and inside the school we are getting on with it! We are in groupings, adhering to new guidelines but the focus remains the wellbeing and learning of our tamariki. We are also well prepared if and when COVID impacts us and we need to move groups of tamariki online. For you at home we realise what goes on in school is a bit abstract at this time. We started virtual assemblies last year and even with groupings this year adding a few new complications we will be having assemblies every fortnight online. We will also use the newsletter to keep you up to date with class, colab, rōpū and school goings on.

We are looking forward to another positive and busy year.

Denise Torrey
Tumuaki

Wellbeing of Students at Somerfield Te Kura Wairepo

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



The SMARTS

Our Somerfield SMART values have always incorporated the seven Key Competencies from the New Zealand Curriculum. We have begun 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

Somerfield Te Kura Wairepo Responsive Curriculum

Somerfield Te Kura Wairepo 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.

2021 Focus - “The Show Must Go On”

And it did! We weren't going to let COVID get in the way of a wonderful celebration of creativity in our school. This included employing Sam Bates as our creatives teacher to teach tamariki and teachers. Each colab then participated in a programme with Sam and their teachers and was celebrated with whānau either live or virtually (a bit of a new norm for us). We also had a wonderful visual arts show, once again virtually but this did not take away from the fact the skills learned and the imagination of our tamariki.

Theme for the Year - “Past, Present, and the Future. Celebrating Somerfield Te Kura Wairepo Diversity

Our school goals, programme and professional development in 2022 are focussed on the Aotearoa New Zealand Histories as part of the Social Sciences curriculum refresh as well as celebrating the other cultures that are represented at our school. We will celebrate our learning in Term 4 with Aotearoa NZ Histories week. This will provide our tamariki with the opportunity to immerse themselves in their new learning and create opportunities for them to share their knowledge with others.

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.

Assessment Schedule	Data Meetings	Writing Moderation
Rōpū Learner Profile	PAT	School Entry Assessment

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

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

School Organisation 2022

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

Waka Kotahi (NE)

Waka Kotahi, our new entrant rōpū are a part of our Waka Mōkihi team, but also have their own unique character. Their name, Waka Kotahi, symbolises the first steps onto our waka, joining the team and gathering together as one.

For us at Somerfield Te Kura Wairepo, this waka draws symbolism from the value of kotahitanga, and is derived from the whakatauki 'he waka eke noa' meaning a waka we are all on with no exception. As our new tauira join our school, as they and their whānau are getting aboard the waka so to speak, we aim to help them feel the kotahitanga we know so well here at Somerfield. Afterall, being grounded and having a sense of belonging is essential as they, and their whānau, start their educational journey with us.

Waka Mōkihi (Year 1/ 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.

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.

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 Tūmataunga - 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 2021 we ran a number of extra programmes and employed an extra teachers to support learning.

Again wellbeing was a focus . Much of this work is done in classes and supported by a large number of professionals including our own social and community workers employed by the Board of Trustees. Our tamariki also had access to Mana Ake ,a wellbeing initiative being implemented in all Canterbury schools.

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 by extra resourcing provided. This year we have increased our own social worker time.

Kapa Haka

2021 saw big changes for kapa haka, as the school moved to make this part of our curriculum for all. 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. We were able to perform around Matariki where we invited many local ECE centres for a performance and also our Year 3-4 students performed at a local retirement village. Our tamariki did us all proud. We really missed some of our other events for the year, but look forward to a time where we are able to perform again. Until then, we'll keep practicing!

Mauri ora ki a tātou katoa.

Transition to School

The transition to school programme in 2021 was a hive of activity with many enrolments through the year. Cohort entry at the beginning of the term and approximately halfway through each term has made group transitions for pre-entry visits possible. Grouping new entrant children in this way has often allowed us to make class placements that incorporate existing early childhood friendships. Visits by the New Entrant Team Leader were also made to local early childhood centres in order to support the transition of children to school. We enjoyed having visits from some of these local centres, giving children about to start school an opportunity to experience the classroom environment.

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

2021 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 2022. 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 House Captains, Māori, Eco, Community, Nature 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, student teacher basketball and netball games, fundraisers and dress up days to support community charities, skip offs, tug of war, dance and drawing clubs 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.

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, athletics and cross country (although some of these events were impacted by Covid). Throughout the year we have had various sports organisations and clubs come to school to teach skills.

Our teachers follow the SportsStart 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
On Monday lunchtime for all students to tend the garden
- Runs a worm farm
- Promotes a Pack it in, pack it out school
- Promotes sustainable practices
- Works with the Garden to Table Project
- In 2021 new planter boxes were added to the Greenville area
- Junior students were actively involved in tending the garden during Investigative Learning in 2021.
- In 2021 several fruit trees were planted in the Greenville area. Ongoing support for this project is provided by Orchards in Schools.

Library

The library was not able to be used as often for class sessions and small group teaching this year. When possible 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 2021 face to face so each school ran their own competition. This worked very well and the children really enjoyed the experience. Unfortunately Somerfield was unable to defend the winners title.

During term 3 we had a Scholastic Book fair. This was very successful and it was great to see children and whanau getting together to look at and purchase books. We were able to raise over \$500 to purchase books for the library. We have continued to expand our collection purchasing new titles and increasing

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

The Arts

It was wonderful that many plans for The Arts for 2021 were still able to go ahead despite the year we had. Our Creatives in Schools projects ran across all levels of the school, led by Sam Bates and our classroom teachers. We were able to invite the community in for a celebration of Eekily, Sneakily from the Year 1s, and Little Kiwi's Matariki from the Year 2s, and share celebrations of My Many Coloured Days from Year 3s, The Places we Go from Year 4s and Stomp inspired performances by Waka Tete digitally. The tamariki developed not only skills in dance and drama, but a growth in confidence was also evident. Teachers benefited from ongoing professional development working alongside Sam to build our knowledge and expertise in drama and dance.

A visual art plan developed for the school in 2020/2021 meant that teachers explored a wide range of art techniques and mediums in their classrooms over the year. This was showcased in a vibrant and varied display in our bi annual Art exhibition, which still went ahead and was shared to the community via video.

Choir opportunities were limited in 2021 however the 60-strong Kopapa choir led by Sanchia Paterson represented the school at the Kahukura festival. The Kahukura chorale also included 14 Somerfield representatives from Year 5 & 6. Other choirs continued throughout the school in class time.

Ukulele continued to be an option for students in 2021, with a small group taught by Paul Lee being part of Strum Strike Blow in June. Ukulele took on a new strength growing to 50 students in the 2nd half of the year when The Ukulele Orchestra was started on Tuesday lunchtimes. Keyboard lessons were also on offer for 2021 with a strong uptake.

Looking forward to 2022, our Creatives will continue with Sam employed to work with each year group across the school, focusing on drama. Itinerant teachers are in place for keyboard and ukulele, ready to get started when possible. Choirs will continue to run once this is again possible. This year the Year 5 & 6 choir will take part in the Kahukura festival and the Chorale will be open to keen Year 5 & 6 singers through an audition process. We will be looking for performance opportunities for the other year group choirs, depending on how the year progresses.

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, Thornington

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 the past including the Kahukura music festival, a highly successful festival with all schools performing at the Aurora Centre. Unfortunately due to COVID our popular Kahukura Cultural festival and picnic had to be canceled. These two events are becoming highlights in the Kahukura calendar.

In 2022 the focus of the Community of Practice will be Mathematics and Aotearoa Histories.

Achievement Information 2021

Children's achievement is measured against expectations for their age. Teachers make an overall judgment against these expectations from multiple sources- class assessments, observations, student work and norm referenced tests. As it is a judgment, it is not exact science. This data is comparing the same group of students from 2020 to 2021.

All Students

At/Above %	2020	2021
Reading	83%	80%
Writing	79%	68%
Mathematics	79%	75%

Maori Students

At/Above %	2020	2021
Reading	75%	70%
Writing	67%	59%
Mathematics	78%	73%

Boys -

At/Above %	2020	2021
Reading	78%	74%
Writing	71%	60%
Mathematics	79%	74%

Girls

At/Above %	2020	2021
Reading	88%	86%
Writing	88%	75%
Mathematics	78%	71%

Somerfield Te Kura Wairepo School

2022 Valued Outcomes and Annual Goals

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

VALUED OUTCOME: *Tamariki at Somerfield Te Kura Wairepo will continue to flourish and succeed. Whakapuawai.*

- 80% tamariki meet expectations in foundation skills of literacy and numeracy.
- Staff, whānau and tamariki identify we need to move towards more fully embracing our diversity.
- Tamariki identified in a survey that some students showed a lack of respect to fellow students and their teachers. This is a focus for our prosocial teaching.

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

Goal Two: *Ensuring quality learning in a responsive curriculum is implemented consistently across the school by quality Teaching*

Goal Three: *Biculturalism to Multiculturalism - Teaching and learning programmes and practices will be inclusive of and celebrate diversity at Somerfield Te Kura Wairepo*