



Somerfield Te Kura Wairepo

Community Report

2022/2023

It is a pleasure to share with you some of the events and achievements of 2022 and plans for 2023. 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 2022.

Denise Torrey

Tumuaki

Introduction

Welcome to 2023, it certainly has a very different feel to the start of 2022!

Last year started with new restrictions and as the year progressed we battled with the impact of COVID on members of our staff and community and then later in the year the flu as well. Winter saw us balancing the learning needs of our tamariki and ensuring we had staff in front of them all the time that they knew and could carry on with learning programmes. Some of the strategies we put in place at the outset ensured we were able to manage this and in fact improve the learning outcomes of our tamariki.

We also welcomed a new Deputy Principal, Nicky Horne, in 2022 and sadly, it was a baptism of fire due to the high number of challenging children enrolled at our school. Our senior leadership team, teachers and learning support were at times running to ensure this large group was supported but also did not impact adversely on other students. This always takes extra resources and not all these challenging children come with the extra resources.

Several projects were undertaken last year in response to our Parent Consultation in 2021 including increased music lessons, employing Sam, our creatives teacher and a big review of our wellbeing and behaviour systems by Nicky. This review is still ongoing but expect to hear from Nicky soon. We also introduced the Aotearoa New Zealand Histories curriculum early than nationally required as we already had our Place Based Learning units to base it on.

Last year we were also supported financially with donations made to support all Year 6 tamariki to attend camp and give extra resources to literacy and sport. Year 6's will attend camp again later in the year and we suspect we will need ongoing community support to ensure they all get this wonderful experience.

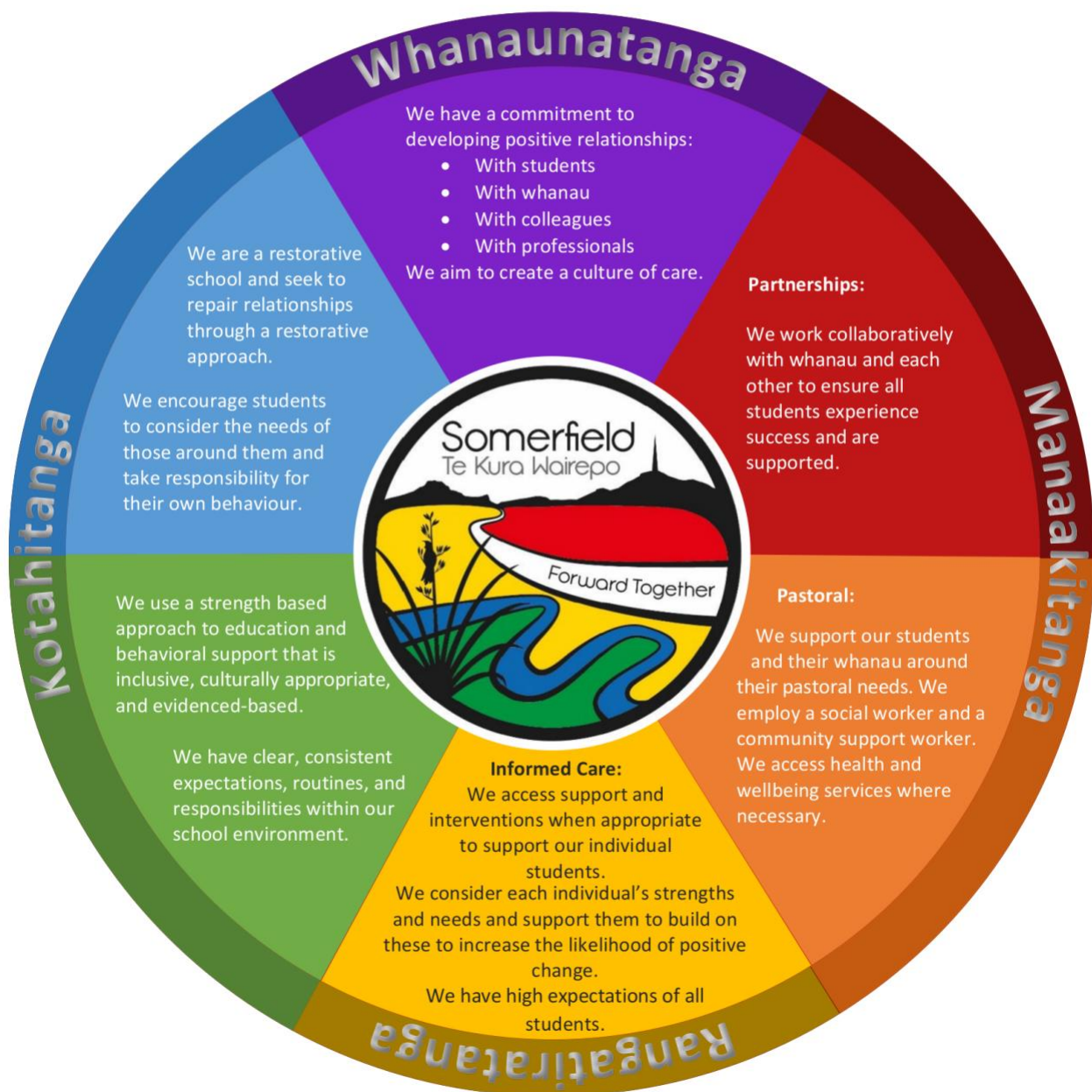
Our kura continues to be supported by a great PTA and we also thank them for the extra resources they continue to provide. Our Board of Trustees support the school behind the scenes as the governors helping set the strategic direction and monitor progress to achieving our goals.

Our theme for 2023 is, "Sustainability is not just something to learn, it's something to live." This theme indicates our desire to look forwards and continue to grow young citizens who want to live sustainably in their community. We look forward to sharing this work with you in 2023.

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 continued to more fully integrate the 6C's from the Deeper Learning work into our SMART values. We have included 24 character traits from the Positive Schools work that are the focus of our fortnightly school wide goals.

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 and on the website, and above the SMART Certificate award display in the school office.

SMART values are reinforced constantly with students receiving House Points who demonstrate these values.

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 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.

2022 Focus - "Past, Present, and the Future. Celebrating Somerfield Te Kura Wairepo Diversity"

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 -" Sustainability is not something to learn, its something to live".

Our theme for 2023 is, "Sustainability is not just something to learn, it's something to live." This year our teams will be working with the personnel from EnviroSchools by

- Engaging with the support provided for the Enviro School program
- Develop a long term vision and strategy to become more sustainable
- Engaging in student centered action projects in the school and community,

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 2023

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

Waka Kōtahi (NE)

Waka Kotahi, our new entrant rūpū are a part of our Waka Mōkihi team, but also have their own unique character. Their name, Waka Kōtahi, 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. After all, being grounded and having a sense of belonging is essential as they, and their whānau, start their educational journey with us.

The Ropu leader for Kotāhi is Gillian Cree.

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.

The Ropu leader for Kotāhi is Karen Haines.

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.

The Ropu leader for Kotāhi is Natasha Todd.

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.

The Ropu leader for Kotāhi is Katie Jenkins

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.

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 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

2023 will have new challenges ahead with kapa haka. As all our Somerfield tamariki participate in kapa haka we have had to find new ways to practice and perform. This year kapa haka will be taught in our 3 waka rōpū and led by our teachers. We will be learning a new waiata to support our Aotearoa NZ histories work, composed specifically for the kaupapa. With matariki ahead we will be looking to bring back some of our performances at te tau hou, to help celebrate. This will be a highlight as once again 2022 gave us limited ability to perform. We are looking forward to it!

Mauri ora ki a tātou katoa.

Transition to School

The transition to school programme in 2022 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. All of our Staff and students are in houses.



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

2022 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 students to be involved in the following:

- Basketball, football and touch

Many of our students represented Somerfield Te Kura Wairepo at Zones or Centrals in football, hockey, netball, rugby, swimming, athletics and cross country. Throughout the year we have had various sports organisations and clubs come to school to teach skills.

Our teachers follow the SportStart programme for weekly PE sessions. Each term our daily fitness focus changes and includes Jump Jam, skipping, Māori 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 – skipping, hula hoops, football, tag games, 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 and City Council EnviroSchools
- Junior students were actively involved in tending the garden during Investigative Learning in 2022.
- In 2021 several fruit trees were planted in the Greenville area. Ongoing support for this project is provided by Orchards in Schools.

Library

It was very pleasing to see the library being able to be used more with 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. Two teams were entered in the Christchurch South Literacy Quiz. We had great success with our teams being placed first and fourth. A wonderful achievement for the children as they worked very hard during the year preparing for the competition.

During term 3 we had a Scholastic Book fair. It was a huge success with the school earning \$2881.00 for our school library. It was great to see children and whanau getting together to look at and purchase books. 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

2022 saw the reintroduction of a number of events as we began to perform to our community again! It was wonderful to see the children sharing their talents to live audiences. One particular example of this was the Kahukura Kapa Haka Festival at Te Ara Koropiko West Spreydon in term 4 where a large number of our tamariki sang and performed for other schools, whanau, and the community. During term 3 the Waka Tētē (year 5/6) choir lead by Jane Brittenden and Danielle Thomson also took part in the Christchurch Schools' Music Festival. Class and rōpū choirs also continued during class time.

Itinerant music lessons continued to be available to tamariki as ukelele and keyboard lessons were on offer. We had a strong uptake for both of these instruments and in term 4 the ukulele orchestra, made up of students from Years 3-6, performed to the school community a range of music they had been learning throughout the year. The Strum, Strike, Blow performance was once again a great success for our tamariki to showcase their talent!

Last year, Sam Bates, our Creative teacher, worked across the whole school, working with each year group to develop an integrated Drama Creatives programme. She worked alongside the classroom teachers to develop their knowledge around ways to use Drama to inspire Literacy and ways to explore Deep Learning topics through the Arts.

Some of the stories and key understandings we explored together included:

- New Entrants - Aoraki's Canoe (Place names - NZ histories)
- Y1/2 - The Day the Crayons Quit (Wellbeing - Colours and Emotions)
- Y3 Herb the Vegetarian Dragon (Celebrating our diversity)
- Y4 The Lost Bag (A mystery inspired writing)
- 5/6 Mr Linden's Library (A mysterious image inspired working in Literacy)

This year, Sam will continue to develop this integrated approach with a particular focus on the new Aotearoa NZ histories curriculum, Deep Learning topics and Literacy. At the end of each term, this learning will be shared with the community in the Celebrations of Learning. It is great to be able to share learning in this format with the community once again.

The visual art plan that has been developed for the school in 2022/2023 means that teachers can explore a wide range of art techniques and mediums in their classrooms. We are looking forward to our bi-annual Art Exhibition that is being held in term 4, where tamariki will be able to showcase their artistic talents. In 2022 the concept of the Somerfield Te Kura Wairepo mural was created through the gathering of ideas from our students. Our goal was to represent the over 40 cultures of our school in some way through an overarching theme of nature and the environment. We consulted a number of artists to begin the planning for this and in 2023 we will begin creating this special piece of art.

Looking forward to 2023, our Creatives will continue with Sam employed to work with each year group across the school. Our itinerant music teachers are in place for keyboard and ukulele, and some lessons have already begun. Choirs will continue to take place in each rōpū, with the Year 5 & 6 choir taking part in the Christchurch Schools' Music Festival and Year 3 & 4 choir participating in the Kahukura Music Festival. The Chorale will again be open to keen Year 5 & 6 singers through an audition process.

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, Thorrlington 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 2023 the focus of the Community of Practice will be Mathematics , Poutama reo and the Curriculum Refresh

Achievement Information 2022

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.

All Students

At/Above %	2021	2022
Reading	80%	85%
Writing	68%	75%
Mathematics	75%	84%

Māori Students

At/Above %	2021	2022
Reading	70%	75%
Writing	59%	74.6%
Mathematics	73%	77.9%

Pasifika Students

At/Above %	2021	2022
Reading	65%	75%
Writing	53.3%	62%
Mathematics	70%	75%

Boys -

At/Above %	2021	2022
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Reading	74%	80.7%
Writing	60%	66.2%
Mathematics	74%	86.2%

Girls

At/Above %	2021	2022
Reading	86%	88.7%
Writing	75%	84.2%
Mathematics	71%	82.7%

Somerfield Te Kura Wairepo School

2023 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.*

- 85% all tamariki meet expectations in foundation skills of literacy and mathematics.
- There is parity for Māori and Pasifika Students
- Staff, whānau and tamariki identify we need to move towards more fully embracing our diversity.
- Tamariki identify there are some students who show a lack of respect towards other students Wellbeing@ school indicators

Goal One: *Ensure parity of achievement for all students in literacy and mathematics.*

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

Goal Three:*Ensuring quality learning in a responsive curriculum is implemented consistently across the school by quality teaching as set out in the Relationship Based Learning Matrix.*

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