



# Somerfield Te Kura Wairepo

## Community Report

### 2023/2024

*It is a pleasure to share with you some of the events and achievements of 2023 and plans for 2024. 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 2023.*

Denise Torrey

Tumuaki

**Forward Together Smiles Forever, SMART Kids for Life**

# Te Mauri Ō Somerfield

## The life-force of Somerfield



### Introduction

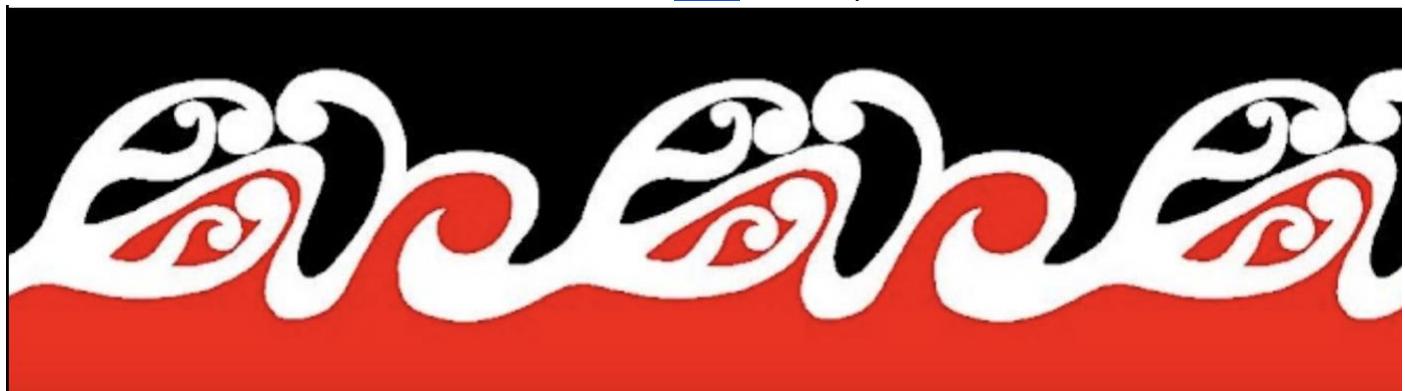
If we thought 2023 action packed at Somerfield te Kura Wairepo looking at the plans for the year ahead fills me with awe. A significant amount of planning has gone into 2024 at the end of last year and the beginning of this one.

We have significant work to undertake with the new curriculum this year and there will be even more changes of government. As usual, we are up for a challenge at Somerfield Te Kura Wairepo!

We are looking forward to working with you all this year to the benefit of all our SMART Kids.

Denise Torrey  
Tumuaki

## **STORY OF TE MAURI O TE KURA WAIREPO- [Read](#) our Story**



### **The SMARTS**

Our Somerfield SMART values have always incorporated the seven Key Competencies from the New Zealand Curriculum. We are confident that our Somerfield SMART values provide a strong 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 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 is committed to providing an inclusive and responsive curriculum that caters to the interests and cultural heritage of all its students. This report highlights the school's approach to curriculum design and implementation, emphasizing its commitment to capturing students' interests, fostering cultural diversity, and promoting engagement across all curriculum areas.

#### **Capturing Interests and Cultural Heritage:**

One of the key strengths of Somerfield Te Kura Wairepo School is its ability to capture the interests and cultural heritage of its students across all levels of the school. Teachers actively engage with students to understand their backgrounds, interests, and learning preferences, using this information to inform their planning and preparation of engaging units of work. By incorporating students' interests and cultural heritage into the curriculum, the school ensures that learning experiences are meaningful, relevant, and accessible to all learners.

#### **Curriculum Coverage:**

At Somerfield Te Kura Wairepo School, students have opportunities to participate in all eight curriculum areas, ensuring a well-rounded education that meets the diverse needs and interests of learners. Whether it's literacy, numeracy, science, technology, the arts, health and physical education, social sciences, or

languages, the school provides a balanced curriculum that fosters holistic development and prepares students for future success.

### **Guiding Principles:**

Teachers at Somerfield Te Kura Wairepo School are guided in their thinking and planning by the Somerfield S.M.A.R.T. values. These values not only align with the Key Competencies of the New Zealand Curriculum (NZC) but also incorporate and exemplify the six underlying concepts of creativity, collaboration, citizenship, character, critical thinking, and communication of the New Pedagogies for Deeper Learning Programme. By integrating these guiding principles into their practice, teachers create learning environments that promote student agency, innovation, and personal growth.

Somerfield Te Kura Wairepo School stands out for its inclusive and responsive curriculum that celebrates the interests and cultural heritage of its diverse student body. By providing opportunities for students to engage in all curriculum areas and guiding teachers through a set of values that promote deep learning and critical thinking, the school ensures that every student receives a high-quality education that prepares them for success in an ever-changing world.

### **Theme for the Year**

#### **2023 Focus" Sustainability is not something to learn, it's something to live".**

In 2023, our school embraced the theme "Sustainability is not just something to learn, it's something to live." This report outlines our collaboration with EnviroSchools, the development of a long-term sustainability vision, and student-centered action projects within our school and community.

We've partnered with EnviroSchools to integrate sustainability into our curriculum and operations, benefiting from their expertise and resources through workshops and consultations.

We've crafted a comprehensive strategy focusing on infrastructure, curriculum, partnerships, and behavior change to embed sustainability into our school culture.

Our students are leading initiatives like recycling in school, gardens, and community planting, driving positive change and fostering environmental stewardship.

Our efforts have led to reduced resource consumption, increased student engagement, and strengthened community partnerships, contributing to a more sustainable environment.

Despite challenges, such as resource constraints, we've learned the importance of resilience and collaboration in sustainability efforts.

## **2024 Focus**

Our theme for 2024 is, "***Kaitiakitanga, We are the guardians and protectors of our whānau and school environment***". This theme indicates our desire to look forward and continue to grow young citizens who want to take responsibility for sustainably in their community. We look forward to sharing this work with you in 2024.

## **Assessment/ Reporting to Parents**

The purpose of assessment at Somerfield Te Kura Wairpo is multi-faceted, serving various essential functions within our educational ecosystem:

**Monitoring Student Progress:** Assessment serves as a tool to continually monitor and track the progress of our students across various subjects and skill areas.

**Focus Learning and Teaching:** By assessing student performance, we can identify areas of strength and weakness, enabling us to tailor our teaching methods to better meet the needs of our students.

**Identifying Next Steps:** Assessment data allows us to pinpoint areas where students require additional support or challenges, enabling us to formulate targeted strategies for their academic advancement.

**Providing Feedback:** Assessment generates valuable data that can be effectively communicated to both students and parents, facilitating a collaborative approach to academic improvement.

**Supporting Board of Trustees:** Accurate assessment data provides crucial insights into the effectiveness of our teaching and learning programs, aiding the Board of Trustees in their review processes.

### **Assessment Practices:**

Assessment at Somerfield Te Kura Wairpo is an ongoing process that encompasses various methodologies to ensure a comprehensive evaluation of student learning. Our approach includes:

**Observations of Learning:** Regular observations in the classroom environment allow teachers to gauge student engagement, participation, and understanding of concepts in real time.

**Conversations:** Informal discussions and dialogues with students provide valuable insights into their understanding, misconceptions, and areas of interest, contributing to a holistic assessment framework.

**Task Completion:** Students engage in a variety of tasks and assignments designed to assess their comprehension, critical thinking skills, and application of knowledge across different subjects.

**Formal Assessments:** Periodic formal assessments, including tests, quizzes, projects, and examinations, are conducted to evaluate student progress and attainment of learning objectives.

### **Assessment Schedule:**

To ensure coherence and consistency in our assessment practices, an Assessment Schedule has been developed, outlining key assessment activities and timelines across the school. This schedule serves as a roadmap for the implementation of assessments at various levels, including class, team, and rōpū.

| 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<br>12 Snapshots of learning sent out throughout the year |

## School Organisation 2024

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 Kōtahi (NE)**

Waka Kotahi, our new entrant rōpū are a part of our Waka Mōkihi team but also have their 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 construction method 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 Mōkihi 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 learning.

The Rōpū leader for Kōpapa is Daniel Caigou

### **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 were 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 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, and we must lead by example in everything we do and show the way for our teina.

The Rōpū leader for Tētē is Katie Jenkins

### **Learning Support and Wellbeing**

At Somerfield Te Kura Wairepo we are fortunate to have a very experienced learning support team who can 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 well-being initiative implemented in all Canterbury schools.

The Board of Trustees acknowledge and support the learning and wellbeing of our Tamariki and this ensures we can access many additional supports and interventions by extra resourcing provided. This year we have increased our own social worker time.

### **Kapa Haka**

At Te Kura Wairepo, we strive to allow all students to learn Te Reo Māori and build on their bi-cultural knowledge of Aotearoa. Kapa haka is a strength at our school and we are proud that each of our tauira (students) participates. Kapa haka also provides opportunities for our Māori students to take the lead as

Māori. Our Year 6 leadership council acts as kaiāwhina supporting Daniel, Jacob, Kiri and Latiesha who lead the weekly kapa haka lessons in their teams.

This year our first performance will be at Matariki where we will invite our local ECE centres into our kura to help celebrate the Māori New Year. We will also have our premiere performance at the end of the year as part of the Kahukura Maunga Teitei festival with other schools from our rohe. We look forward to seeing you there!

Mauri ora ki a tātou katoa.

## **Transition to School**

Renewed contact with our local early childhood centres was a highlight of 2023. Visits by the New Entrant Team Leader were made to local early childhood centres to support the transition of children to school. We had several centres bringing groups of children to experience our afternoon "Investigation Learning" sessions where the children learn through free and guided play. These children quickly gained a sense of belonging when they started school. Close communication between centres and schools also helped us to support children with high needs as they gradually transitioned to school. We continue with cohort entry at the beginning and middle of each term. This allows both parents and the school to plan for successful transitions to school.

## **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**

2023 has marked yet another successful year for our leadership programme at Somerfield Te Kura Wairepo. With a steadfast focus on fostering leadership qualities and providing enriching opportunities for our Year 6 students, we've witnessed remarkable growth and innovation. Rooted in the principle of 'rangatiratanga', we've expanded our initiatives to include seven councils and introduced new avenues for student involvement. *Expansion of Leadership Opportunities:*

Central to our mission is the development of leadership 'rangatiratanga' opportunities. In 2023, we amplified this vision by establishing seven councils: House Captains, Māori, Eco, Community, Nurture, Active and Media. Each council is headed by two dedicated student leaders.

### ***Innovative Initiatives:***

Throughout the year, our students demonstrated unparalleled creativity and initiative. Weekly council meetings served as incubators for innovative ideas, nurtured by the guidance of our supporting teachers. The outcomes were nothing short of extraordinary, with a diverse range of activities and events enriching our school environment. Notable highlights include "Somerfield's Got Talent", student-teacher sports games, fundraising events, themed dress-up days, and a plethora of clubs catering to various interests.

### ***Community Engagement:***

Our commitment to community service remained unwavering throughout the year. Through fundraisers, charity events, and collaborative initiatives, we actively contributed to local causes and charities. These endeavours not only reinforced our sense of social responsibility but also fostered meaningful connections within our broader community.

## **2024 Focus**

In 2024, we aim to build upon the foundation laid in the previous year and take our leadership programme to new heights. The following goals outline our aspirations for the year ahead:

**Enhance Council Effectiveness:** Strengthen the functioning of each council by providing specialized training for student leaders and fostering greater collaboration among councils.

**Introduce Leadership Workshops:** Implement workshops focused on leadership skills, communication, and problem-solving to further empower our student leaders.

**Expand Community Partnerships:** Forge new partnerships with local organizations and businesses to enhance our community engagement initiatives and broaden the impact of our contributions.

**Promote Inclusivity:** Ensure that the leadership programme is inclusive, representing the diversity of our student body, and actively seek input from all students.

## **Sport/PE**

At Somerfield TeKura Wairepo we pride ourselves in being an ‘active’ school. We provide opportunities for our tamariki to be involved in multiple sports.

Over the past year, we provided opportunities for our tamariki to be involved in the following:

- Basketball, football and touch

Many of our tamariki represented Somerfield Te Kura Wairepo at Zones or Canterbury Championships in football, hockey, netball, rugby, swimming, athletics and cross country. Waka Tētē (Year 5 & 6) have the opportunity to learn a variety of new and alternative sports during Terms 2 and 3.

Our teachers follow the SportStart programme for weekly PE sessions, focussing on fundamental movement patterns and skill development. Each term our daily fitness focus changes and includes Jump Jam, skipping, Māori Movement and cross-country practice.

## **Active Schools**

It is exciting to watch 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. 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 several organised sports 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 many of our tamariki who play rugby for Sydenham Rugby Club, 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.

## **Bikes in Schools**

It was great to see more of the Tamariki making their way to school on bikes last year. Hopefully, the number of children using bikes, scooters, or walking to school this year will increase. Last year's walk or wheel to school week was a big hit and lots of children took up the opportunity to do this every day. This year the walk or wheel to school week will be Monday 4th March to Friday 8th March. There will be lots of

prizes on offer for those children who manage to walk or wheel every day. Last year Waka Tete had a group of leaders leading the way on the bike track, encouraging children to do the right thing and follow the rules of the school bike track. It was great to see so many of the tamariki being responsible and following instructions carefully. The Y6 leaders will be at the track again this year and running bike maintenance training for our younger tamariki. A new event has been created for 2024 for all the children at Somerfield Te Kura Wairepo. Each class will be participating in a bike workshop called 'Exploring Active Travel'. The purpose of the workshops is to understand what active travel is, why it is good for you, and the importance of road safety.

## **Enviro Schools**

Greenville Gardening Club is at the forefront of promoting environmental stewardship and sustainability within the school community through its active participation in the EnviroSchools program. As part of its ongoing commitment to environmental education, the club is embarking on an initiative to develop a comprehensive three-year vision for sustainability, with input from the entire school community.

### **Key Activities and Initiatives:**

The club's involvement in the EnviroSchools program encompasses a range of activities aimed at fostering environmental awareness and action among students. From organizing weekly gardening sessions to running a worm farm and promoting sustainable practices such as waste reduction and energy efficiency, the club provides students with hands-on learning experiences that emphasize the importance of environmental responsibility. Collaborations with external organizations, such as Orchards in Schools, further enhance students' learning experiences and reinforce the importance of community engagement in environmental conservation efforts.

### **Whole School Vision:**

In recognition of the need for a cohesive and strategic approach to environmental sustainability, Greenville Gardening Club is undertaking the development of a three-year vision for sustainability. This vision will outline the school's environmental goals, strategies, and action plans for the next three years, serving as a roadmap for guiding the club's initiatives and activities.

### **Community and Student Consultation:**

Central to the development of the three-year vision is the active involvement of the entire school community. A comprehensive consultation plan will be implemented to ensure that students, teachers, parents, and local stakeholders have the opportunity to contribute their ideas and perspectives. This consultation process will involve a variety of engagement activities, including surveys, focus groups, workshops, and community forums, designed to gather input and feedback from all stakeholders.

### **River planting**

Somerfield Te Kura Wairepo initiated a collaborative effort with Karatine rōpū to support environmental conservation and community engagement through tree planting along the River.

#### **Objectives:**

- To contribute to the restoration and preservation of the Ōpāwaho River ecosystem.
- To foster a sense of environmental stewardship and community involvement among students.
- To establish a long-term partnership with Karatine Ropu for ongoing environmental initiatives.

#### **Activities Undertaken in 2023:**

- Each class from Somerfield Te Kura Wairepo participated in the tree planting initiative.
- Students walked down to the Ōpāwaho River, where they engaged in planting trees, weeding the area, and watering the plants.
- The collaborative effort involved hands-on learning experiences, allowing students to understand the importance of river ecosystems and their role in conservation.

#### **Outcomes Achieved:**

**Environmental Impact:** The planting of trees contributes to the restoration of the riparian zone along the Ōpāwaho River, enhancing biodiversity and habitat for local fauna.

**Educational Benefits:** Students gained practical knowledge about environmental conservation and the significance of preserving natural habitats.

**Community Engagement:** The partnership with Karatine rōpū facilitated meaningful engagement with the local community, fostering a sense of shared responsibility for environmental stewardship.

#### **Plans for 2024:**

**Continued Collaboration:** Somerfield Te Kura Wairepo intends to maintain its collaboration with Karatine rōpū for ongoing environmental initiatives.

**Expansion of Activities:** In addition to tree planting, we aim to introduce educational workshops and seminars focusing on topics such as river ecology, sustainable practices, and biodiversity.

**Monitoring and Evaluation:** Regular monitoring of planted trees and the overall ecosystem health will be conducted to assess the impact of our efforts and inform future strategies.

#### **Library**

With Julie Welbeloved retiring from teaching, the responsibility of the library has been taken by Jacob Katsipis.

The library will continue to be open for class and lunchtime sessions where the children can borrow books. This year, we aim to provide more explicit instruction to the learners about skills used in the library e.g.

alphabetising, ordering numbers as part of the Dewey Decimal, note-taking skills, Information and Digital Literacy. Our librarian, Anne, will be working with a keen group of year 4s to be trained as Librarians, who will be rostered on to issue books during the lunch hour and assist with other library duties.

This year, Somerfield Te Kura Wairepo will again be entering the literacy quiz. Last year, one of our teams narrowly missed out on a podium place, missing out by a mere 3 points! The initial part of our literacy quiz will take place during class time, making it accessible to more of our learners.

## **The Arts**

2023 was a successful year at Somerfield Te Kura Wairepo regarding the arts programme. There were several opportunities for the children to share their talents with live audiences and I know both the tamariki and school community enjoyed these moments. Some of these included the Waka Tētē choir and the Ukelele Orchestra performing at the Kahukura Music Festival at Cashmere High School in Term 2, our ukelele students performing alongside children from across Canterbury at the Strum Strike and Blow Festival, the Waka Tētē choir performing at the Christchurch Schools' Music Festival in term 4 at the Town Hall and to the local Somerfield Rest Home, the Kōpapa choir performing at Julie Welbeloves Retirement Assembly, as well as class and rōpū choirs and assembly singing continuing as usual.

Itinerant music lessons also continued to be available to tamariki as ukelele and keyboard lessons were on offer. It was wonderful to see a growing intake of children and in 2023 the Somerfield Ukelele orchestra and junior classes saw the largest number of children taking part on record! This is exciting for the future of our music programme as we anticipate that many of our younger children will develop their skills over time and that the talent and experience within the school will grow over the coming years.

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.

This year, Sam will continue to develop this integrated approach with a particular focus on weaving the drama concepts through Literacy. Drama in 2024 sees the trial of a new programme in that Sam will work with classes for a shorter number of weeks, but will then work with the same classes later in the year to build on and consolidate the learning that has taken place. Samples of writing and photographs of the students working in drama and literacy will be shared with parents.

The children also had the opportunity to experience live theatre as the Court Theatre show 'O La Toa' visited the kura. This multi-lingual show was created using inspiration from a variety of myths and legends from around the Pacific and gave the children a chance to interact with the actors and see acting and singing come to life.

The visual art plan that has been developed for the school in 2023/2024 means that teachers can explore a wide range of art techniques and mediums in their classrooms. The 2023 Art Exhibition was a success and it was wonderful to see tamariki from across the kura working with a range of media and coming together towards a common goal. The theme for the exhibition tied in with our school's focus on Sustainability and each rōpū reflected this theme through the lens of different Māori Atua (gods). The turnout from the

community was wonderful and it was brilliant to see the children so proud to share their art. This year also sees the continuation of our school diversity mural. The design and planning have now been completed and we aim to work with our community, through working bees to bring this wonderful vision to life.

Looking forward to 2024, 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 lessons for both of these instruments have already begun. Choirs will continue to take place in each rōpū, with the Year 5 & 6 choir taking part in the Kahukura Music Festival in Term 2 and the Christchurch Schools' Music Festival in Term 4. The Chorale will again be open to keen Year 5 & 6 and we have a large number of keen students who are willing to take part in this 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, Thorrington and Cashmere Primary Te Pae Kererū. Our vision is - to support 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 Cashmere High School Performing Art Centre. The second is the Maunga Teitei Cultural Festival These two events are becoming highlights in the Kahukura calendar.

In 2024 the focus of the Community of Practice will be Mathematics and other aspects of the Curriculum Refresh

### **Achievement Information 2023**

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 an exact science.

#### **All Students**

| At/Above %         | 2022 | 2023 |
|--------------------|------|------|
| <b>Reading</b>     | 85%  | 82%  |
| <b>Writing</b>     | 75%  | 78%  |
| <b>Mathematics</b> | 84%  | 83%  |

**Māori Students**

| At/Above %         | 2022  | 2023 |
|--------------------|-------|------|
| <b>Reading</b>     | 75%   | 70%  |
| <b>Writing</b>     | 74.6% | 67%  |
| <b>Mathematics</b> | 77.9% | 85%  |

**Pasifika Students**

| At/Above %         | 2022 | 2023 |
|--------------------|------|------|
| <b>Reading</b>     | 75%  | 70%  |
| <b>Writing</b>     | 62%  | 60%  |
| <b>Mathematics</b> | 75%  | 60%  |

**Somerfield Te Kura Wairepo School****2024 Valued Outcomes and Annual Goals**

Check our website for our Strategic Plan 2024-2025 and the full action plan for the goals.

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

- 85% of 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 identified some students show a lack of respect towards other students Wellbeing@ school indicators

**Goal One:** *To improve learning through teacher knowledge of the curriculum and level content, teaching skills and increased student engagement.*

**Goal Two:** *Ensure an orderly learning environment so tamariki can flourish and succeed.*

**Goal Three:** *Celebrate diversity of the tamariki at Somerfield Te Kura Wairepo*