



Sumner School Charter 2022

MOE 3546





Nau mai, Haere Mai! Te Kura o Matuku Takotako

Welcome to Sumner School

Sumner School is a full-primary school catering for children from Years 0-8, and is located in the eastern seaside suburb of Sumner. In 2020 our staffing roll is for 435 students.

We have a non-teaching Principal and Associate Principal, a Deputy Principal, 12 full time teachers, 10 part time teachers, Administration Officer, Librarian, Business Manager, Caretaker and five Learning Support Workers.

Sumner School is in an area with a decile rating of 10. The ethnicity of our students are mainly New Zealand born pakeha, although a significant trend in recent years has been the increasing number of migrants from the United Kingdom and Europe. In 2021, our school was made up of 7% Māori Learners.

Sumner School serves a stable, well-educated community, who are interested in the school and who have high expectations of the school's performance.

Sumner School is an active member of Aupaki Kāhui Ako (our local Community of Learning) along with Mt Pleasant, Heathcote Valley, Our Lady Star of the Sea, Redcliffs, Lyttelton Schools and Linwood College.



Our school is characterised by its commitment to promote;

- ★ A curriculum and learning opportunities that align to our vision of; **Connecting with our people, our learning, our place.**
- ★ A rich and authentic concept based curriculum that is underpinned by quality literacy and numeracy programmes which has our people and place at it's centre.
- ★ Positive Education strategies that focus on Character development and promote positive wellbeing strategies.
- ★ Teaching and learning programmes embedded in 21st century pedagogy and practice.

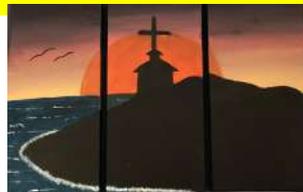
Tūrangawaewae - Our Standing Place



Rapanui - Shag Rock

Ahakoā he iti, he pounamu.

Despite being small, it is of great value.



Tuawera - Cave Rock

Ka ora pea i a koe, ka ora i au.

We are all important to each other.



Te Onepoto - Taylor's Mistake

Haere, mahi kai māu, ka whati te tai, ka pao te tōrea.

Go, get food for yourself; the tide ebbs, and the oystercatcher strikes.



Awaroa - Godley Head

Mā te huruhuru te manu ka rere.

Feathers enable the birds to fly.

A cultural narrative recognises the historical relationship between an area and its Mana Whenua. It describes what is unique about the place and the people your school is part of, and it helps build a common understanding of heritage, traditional and cultural connections, and values.

Our Cultural Narrative was written by a group of Years 3-8 students in consultation with Mana Whenua following a school-wide inquiry about Tūrangawaewae (Our standing place). It recognises the importance Sumner (Ōhikaparuparu - Matuku takotako) had to Māori as a place to gather kaimoana (sea food).

Ōhikaparuparu is the name for the coastal area that the Sumner township sits on. A loose translation of the name is 'place where you may fall in mud'. The name is a warning to people that despite the variety of resources and abundance of flora and fauna in the area, if one was not constantly alert and aware of their surroundings, particularly the tides, they could get stuck in the mud flats.

Our four learning teams, Rapanui, Tuawera, Te Onepoto and Awaroa get their names from the four key landmarks that were used by Māori to identify different areas for gathering kaimoana. Rapanui (Years 0-2) was the entrance point to the fishing grounds and as such is the starting point for our ākonga (learners) as they enter our school.

As our ākonga navigate their way through the school they are guided through the landmarks of Rapanui (Years 0-2), Tuawera (Years 3&4), Te Onepoto (Years 5&6) and conclude their journey at Awaroa (Years 7&8) the highest of the landmarks where they can look out on the wider world just as Māori have done for generations.

Revisoning Process 2019

During 2019 our Board of Trustees undertook a thorough review of our Mission, Vision and Values through a consultation process involving all stakeholders within our community including; staff, students, whānau, parents, iwi and community. Our re-visioning process focused around understanding what our community think the most important skills, attributes and values are which our students should all grow and develop while at Sumner School. As a Board we followed our school curriculum 'Learn - Create - Share' format to lead our revisoning process

Our combined thinking has formed a new Graduate Profile for our ākonga, which outlines what our children will be able to 'know', 'be' and 'do' by the time they leave us as Year 8 Awaroa students.

2021 is our 2nd year within our new Vision, Values and Strategic Aims.

Term 1 2019

BOT internal review of Charter, Vision, Values and Strategic Plan highlighted that 2019 provided us with the opportunity to reflect and celebrate our successes over the past 5-10 years and gather new voice as we work to co-construct new understanding of our school.

Term 3 2019: LEARN

As a community we asked 2 'Think Big' questions to all stakeholders in our community; What are the 5 top skills, knowledge or attitudes that you'd like your child to leave Sumner School being able to 'know' or 'do,' and, What are the top 3 values that you believe are most important for our children to hold and the school to reflect. Answers to these questions were sought via drop in discussions, online surveys, paper surveys, whānau and BOT led hui.

Term 1 2020: CREATE and SHARE

As a staff and BOT we have worked to collate all feedback into our new Vision and Values. This will be communicated with all stakeholders during Term 1. Opportunities for student learning using these will be planned for throughout 2020, as will opportunities for whānau and parent learning.

Term 2 2019: LEARN

As a community we started to LEARN about the recent changes that have occurred within education, what these look like in other schools and thinking about the future for our children. This discussion was facilitated by Janelle Riki-Waaka from Core Education.

She was purposefully provocative to allow all stakeholders the opportunity to think what is important for our children at our school.

Term 4 2019: LEARN

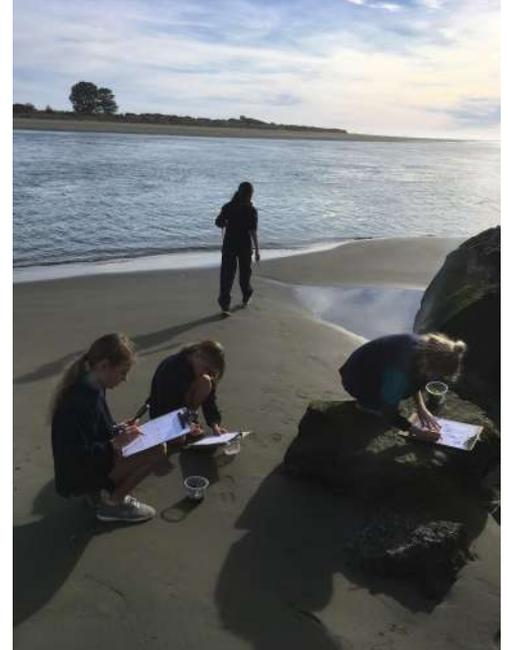
As a BOT we collated the feedback into 6 areas to explore further. These were; **curriculum, learning behaviours, wellbeing, citizenship, communication, self regulation and values.** We held our final revisoning hui with parents and whānau where we explored what these areas meant to them and asked 'what would you see happening at school if we are doing this successfully'.

Mission Statement embraced by our staff and our Board of Trustees

Nurturing character and empowering learners to navigate their world.

Our Turangawaewae and Cultural Narrative talks of the importance of Rapanui, Tuawera, Te Onepoto and Awaroa. These enduring landmarks and places of deep significance for local iwi acted as signposts, skillfully guiding and pointing them in the direction so that they could locate places that were abundant with kaimoana and other valuable resources.

As our ākonga navigate their way through our kura they gather resources for growth and learning. We use our understanding of our learners and their unique Character Strengths to carefully guide them through the landmarks of Rapanui, Tuawera, Te Onepoto and Awaroa; the highest of the landmarks where they can look out on the wider world while feeling empowered as learners and deeply connected to the whenua (land) beneath them.



Our Vision for Teaching and Learning

Our Vision Statement for our ākonga (learners)

Connecting with our people, our learning and our place.

At Sumner school everything we do is underpinned by the importance of forming strong relationships and utilising our unique location to deliver a high quality education to our school whānau.

At Sumner School our three values of **Whanaungatanga**, **Mōhiotanga** and **Kaitiakitanga** as stepping stones to achieving our vision.

Whanaungatanga

At Sumner School we will **respect**, foster and maintain important **relationships** within our kura, community and iwi.



Mōhiotanga

As ākonga we are immersed in new **learning** opportunities and will work to develop our **knowledge**, **understanding** and awareness of ourselves as **lifelong learners**.



Kaitiakitanga

At Sumner School we are dedicated to working as **guardians of our place** to **actively protect** its people, environment, knowledge, culture and language.



What do our Values mean?



Whanaungatanga

The Māori value of Whanaungatanga is all about developing and maintaining respectful connections and networks with people. This value has whānau (family) at its centre. At Sumner School we understand this as developing a school whānau that actively works to develop and foster respectful relationships.



Mōhiotanga

The Māori value of Mōhiotanga is all about growing knowledge and understanding, and raising awareness and insight. This value focuses on our learning and the value we place on the learning process. Learning is not just about the end product, it is about the pathway that gets us there.



Kaitiakitanga

The Māori value of Kaitiakitanga is all about developing an understanding of our local environment and working actively to look after and protect it. At Sumner School we relate this to both our school environment and also the incredible local environment we are lucky to have on our doorstep.

At Sumner School we will **respect**, foster and maintain important **relationships** within our kura, community and iwi.

What does this value look like in our school?

By the time our Year 8 Awaroa ākongā leave us they will;

- *Have built strong relationships with friends, family and the wider Sumner community
- *Communicate respectfully and effectively in written and oral form
- *Show tolerance, empathy and kindness in their interactions
- *Be confident in sharing their point of view and thinking
- *Embrace Te Reo Māori and understand the tikanga connected to Ngāi Tahu
- * Understand the importance of reciprocity in relationships
- *Know the importance of tuakana teina - Relationships fostered between our oldest and youngest children.



As ākonga we are immersed in new **learning opportunities** and will work to develop our **knowledge, understanding** and awareness of ourselves as **lifelong learners**.

What does this value look like in our school?

By the time our Year 8 Awaroa ākonga leave us they will;

- *Have strong foundations in reading, writing, maths and science
- *Be able to question ideas and think critically
- *Show resilience and grit in their learning
- *Be able to collaborate effectively with others, and also work independently
- *Be able to set personal learning goals and self manage their learning
- *Use digital tools effectively to enhance and share their learning
- *Know where they are on their learning pathway and what they need to do next in order to continue their own progress
- *Feel empowered and excited to continue their learning at High School.
- *Have experienced a variety of learning opportunities to enrich our curriculum which include, STEM, The Arts, sports, environmental education and Education Outside The Classroom.



At Sumner School we are dedicated to working as **guardians of our place** to **actively protect** its people, environment, knowledge, culture and language.

What does this value look like in our school?

By the time our Year 8 Awaroa ākonga leave us they will;

- * Understand that they are kaitiaki (guardians) of Sumner School and their local environment
- * Appreciate and understand the opportunities and needs facing their community and how it can benefit their learning
- * Demonstrate agency in their learning by initiating self directed learning opportunities that serves to protect their place
- * Successfully made links with our community and the wider world which grow authentic reciprocal connections
- * Share their learning effectively to enable other ākonga to continue the mahi (work) that has been started and is important to our place.



Our Curriculum: Learn - Create - Share

At Sumner School we deliver our Concept Based Curriculum using the Manaikalani model of:

Learn. Create. Share.

During this process, we will co-construct rich and authentic concepts to explore. It is important to note that the use of concepts are not intended to replace the teaching of curriculum content but instead provide a context for **learning**. Our learners will then have the opportunity to apply their learning through a Project Based approach in a **creative** way to answer a key question. This new learning will then be **shared** with an audience in order to provide an opportunity for our learners to be connected to the wider world.



LEARN

CREATE

SHARE

We hold a fundamental belief that our students learn best when they are actively engaged in the whole learning process. Our Concept Based Curriculum is driven by curiosity and questions raised by our students.

Equally importantly it also allows our students the opportunity to lead their own learning, while being supported by our teachers. This happens successfully by using our Wave of Inquiry Learning.

Our wave provides a scaffold for our students so that they can successfully navigate their learning pathway. This is underpinned by our understanding of the Learn, Create, Share model.



The Principles of the NZ Curriculum

Te Tiriti o Waitangi – Treaty of Waitangi: Sumner School acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa, New Zealand. As a school we are committed to the continuous development of partnerships and participation in order to protect the principles of Te Tiriti o Waitangi. We are developing strong relationships with our Māori community and are in close consultation with our local Mana Whenua.

We are committed to valuing, validating and protecting local knowledge (place-based learning), normalising te reo Māori, learning and including tikanga school-wide and equity for Māori learners.

There is a regular hui held for parents and whanau of our Māori ākonga. The purpose of our hui is for connection, as well as providing an ongoing opportunity for the school to discuss the achievement and educational success of our students who identify as Māori, to demonstrate the school's commitment and honouring of Māori culture, and to explore and co-construct ways of encouraging Māori success as Māori.

As a school we have an active Student Whānau Group who meet termly to connect and provide opportunity to learn Te Reo and Te Ao Māori.

The school has an active and prominent kapa haka group consisting of approximately 100 students. The group performs at many events including our termly mihi whakatau to welcome new students and staff and in the Aupaki Cultural Festival. Our kapa haka is taught by a specialist tutor and supported by Sumner teachers.

All children will learn a basic level of tikanga and Te reo Māori at Sumner School. Our school policy 'Recognition of Cultural Diversity' includes a statement of response for any parents or whānau who may request further levels of Māori language teaching.

Reports to the Board of Trustees on student achievement include analysis of Māori student achievement, where practicable and not likely to unavoidably identify a child due to a small group size.

Our Cultural Narrative is a living story within our school. Created in response to the property development work undertaken at the school as part of the Christchurch Education Renewal Plan, our narrative has given the school an opportunity to consider how the narrative of the Sumner area could be woven into our buildings, curriculum, vision and learning opportunities, thus maintaining an important cultural link to our Māori tuku iho (heritage).

Cultural Diversity: Sumner School is a linguistically and culturally diverse community, with many of our students coming from multi-lingual homes, with strong connections to their cultural identities. Teachers at Sumner School take pride in having an in-depth knowledge of each student within their class and value the unique cultural identity that each child brings to our school.

As a school we are committed to ensuring that our students see themselves reflected throughout our school curriculum and that the concepts we choose enable them to share their identities within the classroom environment and in the wider school context.

Through the contexts within our 'Concept based' curriculum, students are encouraged to express themselves culturally and linguistically, e.g. during our 'Communication' Inquiry our students learnt, taught and shared their linguistic knowledge within the classroom environment, as well as at wider school events such as school assemblies. Our 'Diversity' Inquiry enabled our junior team to learn about different cultural festivals and develop deeper connections with our student's diverse ways of celebrating. As a school we work to create opportunities to celebrate the diverse and rich backgrounds of our students, enabling them to develop a strong identity of self.

Our Sumner School Kapa Haka group provides an opportunity for all of our students to learn, perform and celebrate te reo Māori waiata, poi and haka.



The Principles of the NZ Curriculum

High Expectations: Sumner School has developed a curriculum which supports and empowers all students to learn and achieve personal excellence, regardless of their personal circumstances. The Board provides staffing and resources to support extra programmes of learning support and enrichment for a range of students. Special needs, and Gifted and Talented registers are maintained and students are tracked and monitored as they move throughout the school. Student data is carefully analysed to ensure that all learners are progressing well and do not require additional interventions to ensure continued progression.

The school has a school-wide behaviour management plan which we use to support consistent practices across the school to ensure that the culture and atmosphere within the school is one where children feel cared for, secure, happy and at the maximum capacity to learn.

The parent community is one that has high expectations that children will achieve success through stimulating learning programmes that relate to our children, their learning needs and their place.

Inclusion: Sumner School aspires to develop a curriculum which is non-sexist, non-racist, and non-discriminatory; which ensures that students' identities, languages, abilities, and talents are recognised and affirmed, and that their learning needs are addressed.

Learning to learn: Our curriculum encourages all students to reflect on their own learning processes and learning how to learn. Formative assessment practices are used, and teachers include regular individual student goal setting as part of teaching and learning programmes. We aim for students to have ownership of their learning, including knowing and understanding where they are in their learning pathway, what they have done and what their next steps are.



The Principles of the NZ Curriculum

Community Engagement: Sumner School has developed a local curriculum which has our people and place at its centre. This focus allows us to provide meaningful contexts for learning which engage the community and enables learners to make connections to their families, whānau, New Zealand and the wider world.

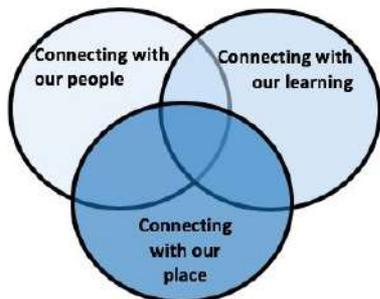
Parents are active participants in the daily school life and levels of voluntary help from parents are good. The parent community is regularly consulted and informed through newsletters, surveys, parent meetings, open forums, information evenings, and social activities. Goal-setting and learning conferences are held twice yearly, and parents receive written reports on their children's progress twice yearly.



Future Focus: Our curriculum encourages our students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise and globalization. At Sumner School we do this by utilising our place and creating explicit links between our learning inquiries and our place. Our curriculum also prepares our learners for the future by promoting and teaching the skills of collaboration, creativity, critical thinking and communication. This is delivered using the Manaiaakalani model of; **Learn. Create. Share**

Coherence: Our curriculum model is concept based and driven by 'Big Ideas' rather than subject specific content. Its horizontal connectedness allows for a seamless integration across learning areas. This means that our learners will be engaged in inquiries that lead them to consider the context in which they will *use* their learning. The concept based learning approach ultimately elevates 'real world' meaning and the application and transference of curriculum content, knowledge and skills from within the classroom to the real world. This transference ensures that we are supporting our learners to become future focused critical thinkers who communicate and collaborate effectively and are creative in their approach to solving problems.

Our Strategic Aims linked to our Vision



Our Strategic Aims align to our Vision of Connecting with our people, our learning and our place. Our ākongā sit at the centre of our vision, surrounded by our Vision and Values. As the intersecting circles illustrate, our Strategic Aims do not stand alone, instead they complement and support each other to ensure we are holistic in meeting the needs of our tamariki and community.

Connecting with our people - Whanaungatanga		
<p>1. Reciprocal Community Learning: <i>Established meaningful and reciprocal connections with our community to enhance learning opportunities for our students.</i></p>	<p>2. Inclusiveness: <i>Sumner School has a culture of inclusion where all tamariki and their identities and individual needs are acknowledged, supported and valued.</i></p>	<p>3. Whānau/parental engagement: <i>Transparent and clear communications between home and school enable parents and whānau to be informed and involved in the life of our school.</i></p>
Connecting with our learning - Mōhiotanga		
<p>1. Responsive Curriculum: <i>A high quality student centered and future focused curriculum underpins all decisions relating to teaching and learning.</i></p>	<p>2. Staff Development: <i>High quality Professional Development opportunities for staff reflect the diverse needs of our learners and ensure staff competency in effectively meeting them.</i></p>	<p>3. Whānau/parental learning partnership: <i>Parents and whānau understand our school curriculum and are engaged as partners in learning.</i></p>
Connecting with our place - Kaitiakitanga		
<p>1. Cultural Responsiveness: <i>Sumner School is committed to the protection of the principles of Treaty of Waitangi and the bicultural foundations of Aotearoa, New Zealand and actively celebrates the diversity of culture.</i></p>	<p>2. Local environment: <i>Sumner School utilises the extensive resources within our local environment to ensure that all students have an understanding of their Tūrangawaewae (place to stand) and understand the need to be Kaitiaki (guardians) of our place.</i></p>	<p>3. School learning environment: <i>Sumner School provides an inviting and engaging learning environment that effectively promotes the present and future needs of our school and community.</i></p>

1. Reciprocal Community Learning: *Established meaningful and reciprocal connections with our community to enhance learning opportunities for our students.*

Success Indicators:

- The skills and expertise of our community are being effectively planned for and fully utilised to provide a breadth and depth to our curriculum and increased learning opportunities to our children.
- Trusting relationships have been built alongside iwi and whānau. They are an integral part of our school community as we work to provide opportunities for connection and collaboration towards a shared purpose
- Aupaki Kāhui Ako is well established within our school, providing effective Professional Development opportunities and authentic opportunities for collaboration in a model that promotes a tuakana-teina relationship.
- Sumner School has developed a strong sense of global awareness in our learning programmes which ensures our ākonga have a world conscience and understand their role as a member of a global community.
- All interactions support and strengthen reciprocal, learning centred relationships - between and across akonga, whanau, staff and our local community.
- As a school we regularly consult and listen to our Māori community's aspirations for the education of their tamariki and our communities aspirations for the education of their tamariki.

Strategic Priorities

Achieved in 2020/2021

- Professional Learning Groups (PLGs) in Aupaki Focus on providing opportunities for connection and collaboration within the areas of Culturally Responsive Practice and wellbeing and enable a clear insight into our current practice and next PD steps in these areas.
- Student Whānau hui occurs termly, with opportunities for whānau to attend and connect with our ākonga.
- Pre-existing relationships with local community groups/organisations are strategically planned for within learning inquiries.
- Local iwi and our school develop a stronger connection and reciprocal relationships allowing authentic teaching and use of Te Reo Māori and Tikanga Māori throughout the year (ongoing focus in 2021).
- Reciprocal nature of relationships within our community are explored with the explicit aim of seeing how Sumner School and its students can benefit our community.

2022 Focus

- Opportunities to develop pathway links from ECE to Linwood College are further developed.
- Increased visibility of Aupaki within our school enables increased community understanding of our Kāhui Ako and its role.
- All students have a strong sense of belonging to Sumner School and our local community and look for ways to contribute to those around them
- School engages with Healthy Active Learning (via Sport NZ and MOH) to scope how the programme can support needs of our School
- Tikanga Māori and Cultural practices are embedded within the school through strong reciprocal relationships and ongoing professional development.
- Whānau involved in driving the direction of Student whanau hui alongside the school to ensure connection and reciprocity.

2023

- Shared learning practices cross Aupaki are in place that enable effective collaboration at all levels to maximise resources and learning opportunities.
- Already established relationships with schools across the globe are strengthened. Our Global awareness programme has been developed to ensure programmes meet our students needs and reflect our communities aspirations and our growing International Students Programme. (COVID dependent)
- Sumner School offers a national and global focus both in languages and experiences that reflect both our geographical location and national identity .

2. Inclusiveness: *Sumner School has a culture of inclusion where all tamariki and their identities and individual needs are acknowledged, supported and valued.*

Success Indicators:

- Positive Education strategies are used as a lens in all teaching and learning programmes and is an integral part of our day-to-day culture at Sumner School.
- Our school values of Whanaungatanga, Mōhiotanga and Kaitiakitanga are at the heart of akonga and kaiako practice.
- Every child has a sense of belonging and connection to Sumner School and feels a valued part of our school whānau.
- Teachers have high levels of knowledge about the children in their care; they know their unique identities, their whakapapa, their learning needs and have effective strategies to engage and motivate their akonga to learn.
- Students participate and learn in caring, collaborative, inclusive learning communities.

Strategic Priorities

Achieved in 2020/2021

- Positive Education (including wellbeing and language of Character Strengths) is embedded within teaching and learning programmes (ongoing in 2021).
- New Vision and Values for our school are embedded and become part of the shared language, culture and systems of our school.
- Collaborative Teaching practices have been developed, ensuring that connections with students and families have been maintained.
- The parents, whānau and wider school community of Sumner School have clear understanding of the language of Character Strengths and how and why Positive Education Strategies including wellbeing and mindfulness are delivered at Sumner School.

2022

- Teachers have high levels of knowledge about the children in their care; they know their unique identities, their whakapapa, their learning needs and have effective strategies to engage and motivate their akonga to learn.
- Our Vision for teaching and learning is a 'living document' that embodies Sumner School.
- All students have a strong sense of belonging to our school and local community and see their identity celebrated and reflected in our school and learning programmes.
- Positive Education strategies are reflected upon and updated within our restorative processes and Positive Behaviour Plans.

2023

- Sumner School promotes a national and global focus both in terms of languages and experiences that reflect both our geographic location and national identity.
- Positive Education strategies are embedded within our restorative processes and Behaviour Management Plans
- Students have agency in using Restorative Practices within our restorative behaviour programmes.

3. Whanau/parental engagement: *Transparent and clear communications between home and school enable parents and whānau as partners in learning.*

Success Indicators:

- Parents and whānau are actively involved in their child(ren)'s learning.
- Clear communication systems enable transparent communication concerning day-to-day school related news events.
- Parents are aware of their children's progress, achievement and next step learning goals, and are aware of what is being done within school to support their child.
- Learning is visible throughout our school and regularly shared with parents in 'real-time.'
- Our Student Management System provides a platform which is easy for parents to use and which provides a breadth of information about learning.

Strategic Priorities

Achieved in 2020/2021

- Development of increased opportunity for connection and communication with parents, caregivers and whānau.
- Practices and platforms developed in 2020/2021 to increase visibility of learning are embedded and all families have the opportunity to connect with learning.
- Hero Student Management System is rolled out across the school and is successfully used to bi-annually report to parents on their child(ren)'s learning, progress.
- Development of documentation that explains to parents what they can expect to see (in terms of curriculum, assessment and learning opportunities) in each collaborative teaching team and the progression across the school.

2022

- Embedded and consistent practices across the school ensure that parents and whānau understand the learning practices, procedures and curriculum that is taught within each teaching team.
- A new school website has been developed with updated documentation to support parents and prospective enrollments.
- Hero learning goals are shared with parents in real time and reflected upon at Learning Conferences.

2023

- Students have agency in their learning by reviewing and setting personalised learning goals alongside their teacher, which are shared with parents and whanau which is shared through Hero.

Connecting to our learning

1. Responsive Curriculum: *A high quality student centered and future focused curriculum underpins all decisions relating to teaching and learning.*

Success Indicators:

- Our curriculum is student centered and provides rich authentic inquiries which are driven by our students' passions and questions and is underpinned by high quality teaching and learning programmes that ensure the teaching of relevant skills that empower our children to learn.
- Our ākonga are future focused, critical thinkers who communicate and collaborate effectively and who are creative in their approach to solving problems.
- Our ākonga have agency in their learning; they are able to reflect on their learning, set learning goals and have understanding of their growth and progress.
- Relevant and useful assessment and student voice data is regularly collected and used to personalise children's learning through differentiated teaching.
- Assessment information is regularly monitored, reviewed and acted upon to ensure ongoing understanding of the learning needs of our students and timely interventions to support learning.
- Additional enrichment opportunities provided to our tamariki provide breadth and depth to our curriculum.
- Digital Technologies are effectively used as a vehicle to enable students to develop skills of innovation, critical thinking and creativity.

Strategic Priorities

Achieved in 2020/2021

- Teachers ensure high expectations for progress and achievement.
- Digital technologies Professional Development and shared understandings from 2020 are embedded and used by teachers to develop digital fluency, and as creative tools.
 - All teaching teams embed our Concept Based Curriculum providing rich place based inquiries which are driven by our students passions and questions, reflecting increased agency and choice and utilise the feedback from community consultation as part our revisioning process.

2022

- Teams undertake timely assessments to inform teaching and learning programmes, reporting to parents and goal setting.
- Focus learners have been identified and are regularly tracked, (with whānau informed of interventions in place) with the aim of accelerating progress.
- Maths and literacy practices continue to be reviewed to ensure they are in line with best practice and are cumulative and systematic in approach throughout the school.
- Senior Leadership Team continue to be to date with developments within the Government's Curriculum Refresh, including any recommendations and related actions.

2023

- Hero SMS used to enable student agency in learning; students self-reflecting on their learning and setting new learning goals based on progress with learning.
- Continued review of Maths and literacy practices ensure consistency of practice across the school.
- Our Graduate profiles for each year level are created and guide planning for teaching and learning opportunities within each learning team.

Connecting to our learning

2. Staff Development: *High quality Professional Development opportunities for staff reflect the diverse needs of our learners and ensure staff competency in effectively meeting them.*

Success Indicators:

- Sumner School staff are involved in the identification of Professional Development needs based on their understanding of our students and our capacity as a school to meet them.
- All teachers engage in high quality Professional Development which reflects the learning needs of our akonga.
- Teaching as Inquiry is used as an effective tool to enable the identification of successful approaches to improving learning outcomes for all students; It provides an ongoing opportunity to focus on identifying successful approaches for improving learning outcomes for all learners, in particular those that may be target students (including those who need extension).
- Teachers Appraisal is used effectively as a tool to ensure teachers are regularly reflecting on their practice, setting new Professional Development goals and ensuring their practice is aligned to the Teachers Council Code and Standards.

Strategic Priorities

Achieved in 2020/2021

- All students are being taught within a flexible learning space.
- Teaching and learning programmes continue to be successfully adapted across new learning spaces to utilise a range of approaches to learning (ongoing).
- All teachers engage in Hero Professional Development as part of our Change Management plan for 2020.
- Based on analysis of assessment of 2019 data and scoping within school, Professional Development for 2020 focuses on developing aligned practices in maths across our school (ongoing 2021).
- In line with Aupaki Achievement Challenge and our data analysis of 2019, Professional Development related to engagement strategies for boys writing continues to be a need for us.

2022

- Maths Professional Development continues to build teacher knowledge, capability and understanding through the development of shared norms for teaching and learning, and increased assessment capabilities.
- All teachers engage in Professional Development in line with our Structured Literacy approach, with Years 0-2 completing Better Start Literacy PD and Years 3-8 implementing The Code.
- The Leadership Team have undertaken tailored Professional Development facilitated by RTLB that supports Universal Design for learning (UDL) Principles and how collaborative teaching practices can support us in meeting our children's needs.
- Learning from UDL is disseminated through Team Meetings to ensure that our flexible learning spaces and programmes meet the needs of our ākonga.

2023

- Reflection on Professional Development from previous year and establishment of next phase of learning.

Connecting to our learning

3. Whānau/parental engagement: *Parents and whānau understand our school curriculum and are engaged as partners in learning.*

Success Indicators:

- Parents have a clear understanding of the learning outcomes and Graduate Profile at each year level of the school.
- Whanau workshops are readily available to support the arising needs of our community.
- Community education workshops are available to enable parents and whanau to support their child in their learning.
- Regular communication ensures parents and whanau are kept up to date with the latest developments within education.

Strategic Priorities

Achieved in 2020/2021

- Termly whānau workshops facilitates by Mana Ake are provided for our community alongside other Aupaki schools.
- Educational workshops and hui are provided for parents and whānau based on feedback from consultation during revisioning.
- The School Vision and Values are communicated carefully with our community to ensure that parents and whānau understand what this looks like in action at our school (ongoing 2021).

2022

- Regular whānau workshops are established and shared with parents involving Mana Ake and wider teaching and learning programmes at our school, with contingency in place for Covid disruptions.
- Parent workshops are provided in literacy and maths to create a learning partnership alongside parents in line with our new curriculum developments.
- Regular communication via newsletters and the website ensures parents and whānau are kept up to date with the latest curriculum developments within our school.

2023

- Sumner School is used by the community as a facility to support community education and opportunities to build these connections are explored.
- Needs led whānau workshops are provided based on feedback and feedforward from our community.
- Parents are supported with understanding what curriculum expectations and teaching and learning opportunities look like within each learning team through carefully planned hui.

Connecting to our place

1. Cultural Responsiveness: *Sumner School is committed to the protection of the principles of Treaty of Waitangi and the bicultural foundations of Aotearoa, New Zealand and actively celebrates the diversity of culture.*

Success Indicators:

- Tikanga Māori and cultural practices are embedded within the school and are part of our day-to day practices
- Te Reo Māori is used authentically by all staff members in their greetings, instructions and as part of conversations.
- The Treaty of Waitangi and the principles of Ka Hikitia are reflected in our school wide curriculum.
- Effective, culturally responsive pedagogy supports student learning, and responds to and builds on the diverse identities, strengths and needs of all akonga.
- Our school is a positive and safe place where all students, families, whānau and the wider community feel welcomed and included.

Strategic Priorities

Achieved in 2020/2021	2022	2023
<ul style="list-style-type: none"> • Scoping of our Cultural Competences has been completed and a plan for Professional Development and alignment of shared practices in 2021 has been established alongside other Aupaki kura. • Staff have regular opportunities to practice and develop new understandings related to tikanga Maori. • Transition from ECE to Rapanui have been explored to ensure we effectively build on the learning as ākonga transition to school. 	<ul style="list-style-type: none"> • Continuation of the development of an Aupaki wide Language Acquisition plan that supports Kaiako (teacher) Professional Development, ākonga (learners), whānau and Kura (school) Leadership and Boards of Trustees. • Kā Hikitia (Māori Education Strategy) used to guide development of Culturally Responsive Practice within school, in line with Aupaki mahi and Professional Development. 	<ul style="list-style-type: none"> • Professional Development and alignment of shared practices related to scoping during 2021 is delivered to all staff over a planned cycle. • Tikanga Māori practices across the school are embedded by all staff and reflected in all learning spaces.

Connecting to our place

2. Local environment: *Sumner School utilises the extensive resources within our local environment to ensure that all students have an understanding of their Tūrangawaewae (place to stand) and understand the need to be Kaitiaki (guardians) of our place.*

Success Indicators:

- Our authentic 'place based' local curriculum effectively utilises our local environment as the starting point for our inquiries.
- Our Cultural Narrative and its relevant whakatauki are known and understood by all members of Sumner School.
- Planned for and sustainable opportunities have enabled our ākonga to contribute to the protection, redevelopment and sustainability of our local environment.
- Our school environment is the centre of our community and our students actively work to look after it.

Strategic Priorities

Achieved in 2020/2021

- Our Place Based Curriculum utilises our local environment to develop our students' understanding of tūrangawaewae.
- Understanding of our place and our Cultural Narrative is used to design and create an authentic outdoor learning environment that is a place to learn, relax and play.
- Opportunities to make links with sustainability projects within our community have been continued and explored further through connection with our concept based inquiry.
- Our outdoor learning environment and landscaping has been finalised and phase 1 has been completed, demonstrating connections to our Cultural Narrative, local environment and our students' needs.
- Projects for 2021 and longer term have been agreed so that they can be mapped out and sustained across the school.

2022

- Long term sustainability and environmental projects for each teaching team that link to our Cultural Narrative have been finalised and begun.
- Creatives in School funding has been applied for to help design, carve and install Pou Whenua that link to our tūrangawaewae.
- Explicit inquiry linked to Kaitiakitanga has taken place across the school which is place based.

2023

- Cultural Narrative has become embedded in all areas of our school.
- Landscaping and outdoor learning environments have been delivered which fully utilise our communities skills and passions in adding breadth and depth to the learning opportunities for our ākonga.

3. School learning environment: *Sumner School provides an inviting and engaging learning environment that effectively promotes the present and future needs of our school and community.*

Success Indicators

- Our school is a safe place which physically and emotionally meets the needs of all of our children.
- Our learning Spaces are of high quality and effectively meet the needs of our ākonga and their teachers.
- Learning resources meet the needs of our students.
- Our outdoor learning environment provides opportunities for our children and community to learn, connect and play.
- All learning spaces visibly reflect our school vision and values.

Strategic Priorities

Achieved in 2020/2021

- All building projects related to the Christchurch Renewal Project have been completed.
- Our new Vision for teaching and learning is visible in all learning areas across the school.
- All stakeholders have been involved in the design process for new outdoor learning environments that reflect our place and the needs of our children.
- Phase One of Landscaping project has been completed

2022

- New 5 Year Property Plan has been established alongside the Ministry of Education.
- Phase Two of our landscaping Plan has been planned and fundraising planned for.
- Engage with MOE for our 10 Year Property Plan.
- PTA are approached to support school with fundraising for Structured Literacy resources and Phase 2 of our Landscaping Master Plan.

2023

- Phase Two of our landscaping Plan has been completed and next stage priorities have been planned for.
- New 5 Year Property Plan has been established alongside the Ministry of Education.

Connecting with our people - Whanaungatanga

Strategic Aim	2022 Priorities	Who	When	Funding
1. Reciprocal Community Learning: <i>Established meaningful and reciprocal connections with our community to enhance learning opportunities for our students.</i>	<ul style="list-style-type: none"> Opportunities to develop pathway links from ECE to Linwood College are further developed. Increased visibility of Aupaki within our school enables increased community understanding of our Kāhui Ako and its role. 	Leadership WSLs	Throughout 2022	Aupaki Funding PD Budget
	<ul style="list-style-type: none"> All students have a strong sense of belonging to Sumner School and our local community and look for ways to contribute to those around them. School engages with Healthy Active Learning (via Sport NZ and MOH) to scope how the programme can support needs of our School 	Team Leaders Leadership Team	Throughout 2022	Team Budgets
	<ul style="list-style-type: none"> Tikanga Māori and Cultural practices are embedded within the school through strong reciprocal relationships and ongoing professional development. Whānau involved in driving the direction of Student whanau hui alongside the school to ensure connection and reciprocity. 	WSL - Cultural Lead SLT Whānau	Termly Hui Throughout 2022	Maori Curriculum Budget
2. Inclusiveness: <i>Sumner School has a culture of inclusion where all tamariki and their identities and individual needs are acknowledged, supported and valued.</i>	<ul style="list-style-type: none"> Teachers have high levels of knowledge about the children in their care; they know their unique identities, their whakapapa, their learning needs and have effective strategies to engage and motivate their akonga to learn. 	All staff	Throughout 2022	-
	<ul style="list-style-type: none"> Our Vision for teaching and learning is a 'living document' that embodies Sumner School. All students have a strong sense of belonging to our school and local community and see their identity celebrated and reflected in our school and learning programmes. 	All staff BOT	Throughout 2022	--
	<ul style="list-style-type: none"> Positive Education strategies are reflected upon and updated within our restorative processes and Positive Behaviour Plans. 	All staff SLT Pos Ed Leader	Throughout 2022	--
3. Whānau/parental engagement: <i>Transparent and clear communications between home and school enable parents and whānau to be informed and involved in the life of our school.</i>	<ul style="list-style-type: none"> Embedded and consistent practices across the school ensure that parents and whānau understand the learning practices, procedures and curriculum that is taught within each teaching team. 	All staff SLT	Throughout 2022	
	<ul style="list-style-type: none"> A new school website has been developed with updated documentation to support parents and prospective enrollments. 	All teachers SLT	Throughout 2022	Subscriptions Budget
	<ul style="list-style-type: none"> Hero learning goals are shared with parents in real time and reflected upon at Learning Conferences. 	All teachers	Throughout 2022	Subscriptions Budget

Connecting with our learning - Mōhioitanga

Strategic Aim	2022 Strategic Priorities	Who	When	Funding
<p>1. Responsive Curriculum: A high quality student centered and future focused curriculum underpins all decisions relating to teaching and learning.</p>	<ul style="list-style-type: none"> Teams undertake timely assessments to inform teaching and learning programmes, reporting to parents and goal setting. Focus learners have been identified and are regularly tracked, (with whānau informed of interventions in place) with the aim of accelerating progress. 	All Teachers Leadership Team SLT	Throughout 2022	-
	<ul style="list-style-type: none"> Maths and literacy practices continue to be reviewed to ensure they are in line with best practice and are cumulative and systematic in approach throughout the school. 	SLT Maths Leader Literacy Leader	Throughout 2022	PD Budget
	<ul style="list-style-type: none"> Senior Leadership Team continue to be to date with developments within the Government's Curriculum Refresh, including any recommendations and related actions. 	SLT	Throughout 2022	-
<p>2. Staff Development: High quality Professional Development opportunities for staff reflect the diverse needs of our learners and ensure staff competency in effectively meeting them.</p>	<ul style="list-style-type: none"> Maths Professional Development continues to build teacher knowledge, capability and understanding through the development of shared norms for teaching and learning, and increased assessment capabilities. 	Teachers Maths Leader Sarah Cobb (UC)	Throughout 2022	PD Budget
	<ul style="list-style-type: none"> All teachers engage in Professional Development in line with our Structured Literacy approach, with Years 0-2 completing Better Start Literacy PD and Years 3-8 implementing The Code. 	Caroline Morritt Teachers Literacy Leader	Throughout 2022	PD Budget
	<ul style="list-style-type: none"> The Leadership Team have undertaken tailored Professional Development facilitated by RTLB that supports Universal Design for learning (UDL) Principles and how collaborative teaching practices can support us in meeting our children's needs. Learning from UDL is disseminated through Team Meetings to ensure that our flexible learning spaces and programmes meet the needs of our ākonga. 	Leadership Team Paulette Newton and Ann Edmundson	Throughout 2022	--
<p>3. Whānau/parental learning partnership: Parents and whānau understand our school curriculum and are engaged as partners in learning.</p>	<ul style="list-style-type: none"> Regular whānau workshops are established and shared with parents involving Mana Ake and wider teaching and learning programmes at our school, with contingency in place for Covid disruptions. 	SENCO Network Mana Ake Kaimahi	Throughout 2022	Aupaki Budget
	<ul style="list-style-type: none"> Parent workshops are provided in literacy and maths to create a learning partnership alongside parents in line with our new curriculum developments. 	All Staff BOT PD facilitators	Throughout 2022	--
	<ul style="list-style-type: none"> Regular communication via newsletters and the website ensures parents and whānau are kept up to date with the latest curriculum developments within our school. 	SLT	Throughout 2022	--

Connecting with our place - Kaitiakitanga

<u>Strategic Aim</u>	<u>2022 Strategic Priorities</u>	<u>Who</u>	<u>When</u>	<u>Funding</u>
<p>1. Cultural Responsiveness: <i>Sumner School is committed to the protection of the principles of Treaty of Waitangi and the bicultural foundations of Aotearoa, New Zealand and actively celebrates the diversity of culture.</i></p>	<ul style="list-style-type: none"> Continuation of the development of an Aupaki wide Language Acquisition plan that supports Kaiako (teacher) Professional Development, ākongā (learners), whānau and Kura (school) Leadership and Boards of Trustees. 	WSL - Cultural Responsiveness Leader SLT	Throughout 2022	Aupaki Budget Māori Budget
	<ul style="list-style-type: none"> Kā Hikitia (Māori Education Strategy) used to guide development of Culturally Responsive Practice within school, in line with Aupaki mahi and Professional Development. 	WSL - Cultural Responsiveness Leader SLT All staff	Throughout 2022	Māori Budget Aupaki Budget
<p>2. Local environment: <i>Sumner School utilises the extensive resources within our local environment to ensure that all students have an understanding of their Tūrangawaewae (place to stand) and understand the need to be Kaitiaki (guardians) of our place.</i></p>	<ul style="list-style-type: none"> Long term sustainability and environmental projects for each teaching team that link to our Cultural Narrative have been finalised and begun. 	Kaitiakitanga Kaimahi	Throughout 2022	-
	<ul style="list-style-type: none"> Creatives in School funding has been applied for to help design, carve and install Pou Whenua that link to our tūrangawaewae. 	WSL - Cultural Responsiveness Leader SLT Kaitiakitanga Kaimahi	Start of 2022	Creatives in Schools
	<ul style="list-style-type: none"> Explicit inquiry linked to Kaitiakitanga has taken place across the school which is place based. 	All teachers	Term 3, 2022	Curriculum Budget
<p>3. School learning environment: <i>Sumner School provides an inviting and engaging learning environment that effectively promotes the present and future needs of our school and community.</i></p>	<ul style="list-style-type: none"> New 5 Year Property Plan has been established alongside the Ministry of Education. Engage with MOE for our 10 Year Property Plan. 	BOT MOE Principal	By end 2022	Opps Grant
	<ul style="list-style-type: none"> Phase Two of our landscaping Plan has been planned and fundraising planned for. 	BOT MOE Principal	By end 2022	Opps Grant
	<ul style="list-style-type: none"> PTA are approached to support school with fundraising for Structured Literacy resources and Phase 2 of our Landscaping Master Plan. 	PTA	By end of 2022	PTA Fundraising

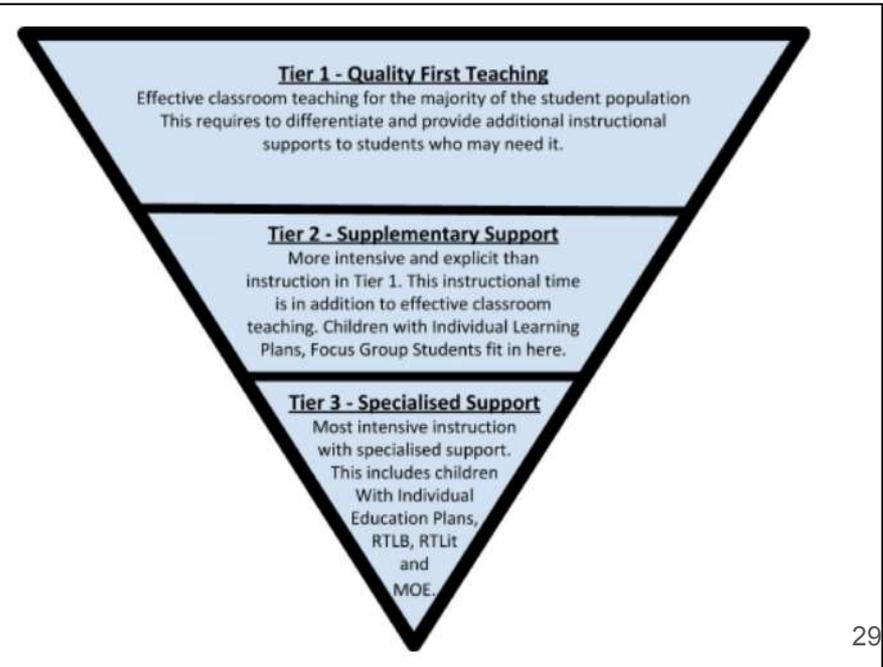
Student Achievement Targets

At Sumner School we assess and review students learning progress and achievement on a regular basis. This process involves both formative assessments (ongoing 'informal' assessments that inform teaching and learning programmes) and summative assessments (more 'formal' assessments that enable teachers to gain an oversight of learning in relation to NZ National Curriculum age expectation). We report to the Board of Trustees termly about school-wide achievement and emerging trends across a range of learning areas. We report regularly to parents and the community regularly about student achievement, learning progress and next steps.

As part of our assessment processes we regularly reflect on the progress and achievement data of all of our students. We use the data collected to identify whether students are already performing 'at' or 'above' the curriculum level we would expect at the end of the year, whether they are 'on track' to achieve this or whether they require additional interventions from us to support their learning and progress. We also use this information to set learning goals for students.

Our data is analysed thoroughly at a Leadership, Team and whole staff level to ensure that interventions and support are provided to any student who is not making the progress expected. For some of our learners who have specific learning needs these interventions will already be in place as Individual Education Plans (IEPs) or Individual Learning Plans (ILPs). For others this could mean that they are identified as students who would benefit from intervention within our Focus Groups.

The following diagram explains the tiers of teaching and support we use at Sumner School and where our Focus Groups sit:



Student Achievement Targets - Focus Groups

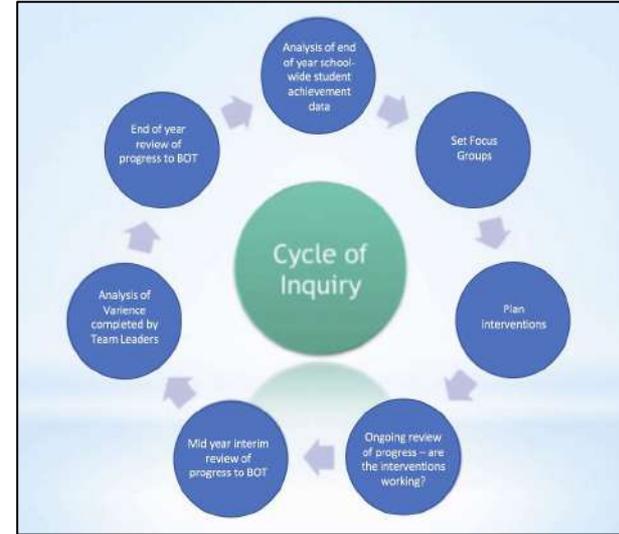
Our Focus Groups form part of our self-review processes and we have implemented a cycle of inquiry to support our Teaching Teams through this process. The cycle begins with each teaching team closely analysing data from the end of the previous year. As a team they identify trends occurring for their students and identify Focus Groups in the areas of reading, writing or maths. Teams then work to set targets for learners in relation to their need. These can either be to support learning where progress is below that which is expected for their age (accelerating student achievement to meet our school specific benchmarks), or for extension (accelerating student achievement beyond our school specific benchmarks).

This year one focus group has been selected as the MOE Achievement Target.

Interim Reports on whole school data and Focus Groups are created and submitted to the Board of Trustees mid-year.

Teaching Teams reflect regularly on the progress and achievement of students, as well as the impact of current interventions. Changes to interventions within Focus Groups are made as needed, following discussion and reflection. Regular discussions also occur on the progress of the focus groups at Leadership Meetings. Formal reflections occur mid year and are reported to the BOT.

Senior Management meet with the BOT Curriculum Committee and review the findings at both mid and end of year. This is then reported back to the BOT at the next meeting. End of year analysis by teams measure the impact of interventions throughout the year in the form of an Analysis of Variance.



The target selected for submission to the Ministry of Education in 2022 is as follows:

In 2022 we will be working to accelerate the progress of an identified group of Years 7 and 8 ākonga in writing.

Sumner School will lodge a copy of its annually updated Charter to the Ministry of Education by the beginning of March. This Charter will include the school's annually updated targets for improvement. The Annual Report will also be lodged with the Ministry of Education by the end of May.

Sumner School will consult with its community, including its Māori community, on a regular basis as part of its self-review process.

Targets for student achievement will be identified by:

- ★ Analysis of school wide assessment data
- ★ Information gathered from staff meetings and teacher inquiries
- ★ National priorities
- ★ Aupaki Kāhui Ako Achievement Challenges