

# Halswell School Charter Strategic and Annual Plan for 2020-2025



*Preparing for lifelong success – by inspiring every child to: imagine, create, learn and believe.*

# Introductory Section

<p><b>Purpose</b></p>	<p>Preparing for lifelong success – by inspiring every child to imagine, create, learn and believe.</p>	
<p><b>2021 Vision Statement</b></p>	<p>A caring environment for enjoyable learning experiences that nurtures each and every child to the realisation of their individual talents and potential. A balanced, creative and individualised approach to learning is evident, encouraging collaborative learning , while creatively developing the skills and knowledge for life.</p> <p>The belief that keeping curiosity alive is the key to transforming learning, underpins all we do. To be fit for 21st century living, all ākongā will be supported to develop greater: self-awareness; self-confidence; persistence; patience; perceptiveness; communication skills; teamwork skills; interpersonal and relationship skills in a safe, sustainable and attractive physical environment. A strong focus on values will assist ākongā to exhibit: resilience; resourcefulness; reflectiveness and reciprocity.</p>	
<p><b>Values</b></p>	<p>Halswell School is committed to fostering and promoting all values in the New Zealand Curriculum through children becoming ACTIVE learners and with a particular focus on</p> <ul style="list-style-type: none"> <li>● Care</li> <li>● Respect</li> <li>● Honesty</li> <li>● Resilience</li> </ul>	
<p><b>Graduate Profile</b></p>	<p>A Halswell graduate is equipped for success in the 21st century.</p> <p>A Halswell graduate...</p> <ul style="list-style-type: none"> <li>● is an enthusiastic and self-directed learner</li> <li>● can apply what they have learned to real life situations</li> <li>● can think critically, communicate effectively and work collaboratively.</li> <li>● is confident and respectful in dealing with a wide range of interpersonal relationships</li> <li>● is a divergent thinker: inquisitive, creative and open minded</li> <li>● is a proactive, future focussed, globally aware citizen</li> <li>● confidently interacts with a variety of tools including ICTs to support their learning</li> <li>● possesses core academic skills and the ability to access, synthesize and apply new knowledge</li> <li>● possesses the personal qualities needed to be a self-assured, responsible and empathic young person who acts with integrity</li> <li>● knows that learning involves taking risks, making mistakes and accessing support when needed</li> <li>● open-minded and reflective</li> </ul>	

	<ul style="list-style-type: none"> <li>• is environmentally aware and consciously reducing their impact on the environment for future generations.</li> </ul> <p>These attributes are developed from Year 0-8 through our ACTIVE curriculum and our school values and therefore students are inspired to imagine, create, learn and believe.</p>
<p><b>Principles</b></p>	<p>Halswell School incorporates and strives to achieve the following principles:</p> <p><b>Learning for life:</b> The Halswell Curriculum promotes inquiry as a state of mind across all curriculum areas. It connects with children’s lives, interests and prior knowledge. It offers a broad curriculum that makes links across learning areas, explores significant future focussed issues and values New Zealand’s cultural diversity and traditions. It enables children to become self-managers and emphasises ‘learning to learn.’</p> <p><b>Community Partnership:</b> Halswell School is engaged in delivering the curriculum through continuous consultation and with the support of the families and the wider community.</p> <p><b>Excellence:</b> The Halswell Curriculum encourages all children to achieve, to recognise success, extend themselves in areas of strength and do their best in areas of need.</p> <p><b>Treaty of Waitangi:</b> The Halswell Curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of New Zealand. Te reo Māori me ona tikanga and Maori culture is incorporated into all curriculum areas where appropriate.</p> <p><b>Inclusion and Diversity;</b> The Halswell Curriculum seeks opportunities to embrace diversity and multicultural contexts. The curriculum promotes an inclusive culture where we value those who have different learning needs, welcome international students and visitors, and encourages inclusive practices in all we do.</p>
<p><b>Our School and Community</b></p>	<p>Halswell School is a large full primary on the edge of Christchurch, uniquely placed to benefit from being a semi-urban, semi-rural school. We are fortunate to have a large supportive community and be placed close to the Halswell Quarry Park. It is close to a number of contributing early learning centres and is zoned, in the main, for Hillmorton High School.</p> <p>Halswell School is a Decile 10, full primary school, catering for children from Year 0 - 8, with a 2019 grading roll of 727 and a staffing roll of 34. It has a non-teaching Principal and two largely non-teaching Associate Principals. This Senior Leadership Team is supported by four Team Leaders. The teaching staff are supported by two office staff, a very experienced group of Teacher Aides and a librarian. The school also has three part time specialist Arts teachers who provide half of the classroom release entitlement. The Director of International Students teaches E.S.O.L as well as undertaking some general classroom teaching responsibilities. We also employ two caretakers.</p> <p>It is a school with approximately 594 families. The school’s student ethnicity comprises 79% New Zealand European, 2% New Zealand Māori, 6% Chinese, 2% African and 2% Korean. No other ethnicity is greater than 1%.</p> <p>An inclusive culture is evident at Halswell School where we value those who have different learning needs, welcome international students and visitors, and encourage inclusive practices in all we do.</p> <p>The school has excellent parent support with classroom help, school trips, camps and fundraising ventures and has an active and enthusiastic PTA.</p> <p>The school underwent a complete rebuild as a result of the 2010-11 earthquakes. Students transitioned into their new modern learning environments in mid 2014 and the last of the rebuild (administration building, staff room, hall, library and performing arts suite) being completed in mid 2015. The</p>

	<p>playground space became fully functional in late 2016.</p> <p>The school website is <a href="http://www.halswell.school.nz">www.halswell.school.nz</a></p>
<p><b>Māori dimensions and Cultural Diversity</b></p>	<p><b>CulturalResponsive Practice</b></p> <p>Halswell School’s curriculum recognises the unique position of Māori within New Zealand society and acknowledges Taumutu Rūnanga as the mana whenua for our school. It provides students with experiences and understandings in cultural traditions, language and local and national histories. It also acknowledges the diversity of cultural heritages that make up our school community and the special place that our International Fee paying students hold.</p> <p><b>Tikanga Māori and Te Reo Māori</b></p> <p>Halswell School will take all reasonable steps to provide learning opportunities in tikanga Māori and Te Reo Māori for full time students whose parents ask for it. For parents indicating their intention to enrol their children at Halswell School, a discussion is held to inform the parents of the current level of teaching of tikanga Māori and Te Reo Māori and possible financial, human and physical resourcing.</p> <p><b>Consultation With Māori</b></p> <p>An annual hui is attended with local iwi. Annual questionnaires are distributed to all families with a Māori child/ren attending Halswell School. Māori families are encouraged to contribute ideas to our learning programmes e.g. inclusion of Te Reo lessons</p> <p><b>Celebrating our growing Cultural Diversity</b></p> <p>Through our caring and respectful environment, with enjoyable learning experiences, we will nurture pride in every child’s cultural identity, so that Halswell children will develop an appreciation that it is not the differences that divide us. It is our ability to recognise, accept and celebrate those differences.</p> <p>We will continue to foster two-way cultural exchanges for staff and children and warmly welcome children of all nationalities, so that Halswell children develop greater: self-awareness; self-confidence; persistence; patience; perceptiveness; communication skills; teamwork skills; interpersonal and relationship skills.</p>

# Our School

<b>Students' Learning</b>	<p><b>Our Halswell Curriculum</b></p> <p>We believe that...</p> <p>Children perform best when enjoying themselves. Their learning is likely to advance more significantly when challenged by appropriate stimulating experiences, and when they have trusting relationships with excellent teachers. We aim to develop young literate learners, capable of working cooperatively, who are ACTIVE, who dare to ask multifaceted questions, and have mastered the skills to create workable solutions to complex problems.</p> <p>A key philosophy of our school is that we want the children to enjoy their school life and develop the love of learning. To be successful in life we have to be ACTIVE in our approach to life, our learning and our pursuits. Each ACTIVE attribute is connected to one of the five Key Competencies that the New Zealand Curriculum states children need for life: <i>Managing Self, Relating to Others, Participating and Contributing, Thinking, and Using Language symbols and Text.</i></p> <p>To achieve our curriculum vision and principles, the key characteristics for our Halswell learners are:</p> <div data-bbox="929 782 1527 922" data-label="Image"></div> <p><b>Achievers</b> <b>Communicators</b> <b>Thinkers</b> <b>Interactors</b> <b>Versatile Players</b></p> <p><b>Enjoying lifelong success through learning</b></p> <p><a href="#">Halswell School Curriculum</a></p>
<b>Student Engagement</b>	<p><b>Student Achievement</b></p> <ul style="list-style-type: none"><li>● 91% of students were at or above school expectations for mathematics in 2018</li><li>● 82% of students were at or above school expectations for writing in 2018</li></ul>

	<ul style="list-style-type: none"> <li>● 83.5% of students were at or above school expectations for reading in 2018</li> </ul> <p>High student achievement is enhanced and maintained through inclusive practice, home / school partnerships, effective enrichment programmes, GAT programmes, our ACTIVE curriculum and a culture that values high performance.</p> <p>Key features are:</p> <ul style="list-style-type: none"> <li>● high levels of engagement enhanced by learning programmes based on needs and student interest and a wide variety of extracurricular opportunities</li> <li>● modern learning environments that promote the development of students self-directed learning capabilities</li> <li>● Student voice is encouraged in a variety of ways including 3 way conferences, goal setting, student surveys</li> <li>● Student leadership is encouraged through student council and a variety of leadership roles for senior students</li> <li>● Student learning is well supported by parents and this is evidenced in high rates of school attendance.</li> </ul>
<p><b>School Environment</b></p>	<p><b>Health and Safety</b></p> <p>Halswell School is committed to ensuring the safety and wellbeing, as far as is practicable, of students, employees and visitors both at school and when away from the school on school business. Our health, safety, and welfare policy enables us to:</p> <ul style="list-style-type: none"> <li>● provide a safe physical and emotional environment for students and staff and visitors</li> <li>● meet our legal requirements to ensure the safety of students, employees, and visitors</li> <li>● promote healthy food and nutrition for all students</li> </ul> <p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>● the school is fortunate to have a well-established and stable staff of teachers and support staff with a range of experiences and backgrounds including several beginning teachers</li> <li>● a number of job shares exist in the school both among classroom teachers and support staff</li> </ul> <p><b>Property</b></p> <p>Halswell School was rebuilt as a Modern Learning Environment in 2015. The BoT and staff have embraced this opportunity to provide the pupils with diverse learning spaces. Our extensive research on Modern Learning Environments has satisfied the BoT that our pupils have the best learning opportunities in a MLE. The building configuration creates easy interaction between all of the year groups. This benefits the pupils and the respective support staff. The newly created structures are built to 5 star green star certified rating (score 60-74) which signifies 'New Zealand Excellence. This rating signifies well-insulated spaces with building materials selected for their durability, sustainability and aesthetic value. The new Hall complex provides multiple facilities including, arts suite, library, radio station, tech area and a large kitchen for teaching and practical use. Over all the completed school provides the best environment to promote quality teaching and learning.</p>

**Review of  
Charter and  
Consultation**

**Consultation**

The Halswell School Board consults frequently with the school community and wider community. Processes for consultation include school newsletters and Board meetings, parent teacher interviews, curriculum evenings, regular school questionnaires (SurveyMonkey, Google forms), June parent conferences (face to face with parents and family).

**Planning Year**

Halswell School's planning year is 1 November to October 31. The implementation of the school's plans is from the beginning of the new school year.

**School's Charter**

The Halswell School Board sends a copy of the School Charter to the Ministry of Education annually by March 1.

**Annual Report**

The Board sends copies of the relevant sections of the Annual Report to the Auditor, and the full report to the Ministry of Education annually by March 1.

# Strategic Plan: Timeline 2020-25

**Purpose:** Preparing for lifelong success – by inspiring every child to imagine, create, learn and believe

**Values:** Honesty, Respectful, Caring, Resilience

Strategic Actions	2020	2021	3-5 Years
<p><b>Learning:</b> all learners are inspired to be A.C.T.I.V.E. and have a positive impact</p>	<p>Strengthen the enrichment programme to ensure that high priority learners are identified early and their needs are catered for</p> <p>Strengthen GAT programmes across the school</p>	<p>Teachers work with students to develop high expectations of academic performance through goal setting and a personalised approach to learning</p>	<p>All teachers use flexible learning spaces to enable students to reach their full potential in all areas of the curriculum</p> <p>Embed a school culture that actively prepares all students for lifelong success – by inspiring every child to imagine, create, learn and believe</p>
	<p>All staff are up-to-date with and knowledgeable about the teaching of rich-based maths tasks and Positive Education</p>		<p>Future-focused engaged professionals continuously reflect and improve their practice in line with collaborative teaching pedagogy and positive education.</p>
	<p>Update the Halswell School Curriculum (including mathematics) to ensure clarity and to incorporate all recent improvements to teaching and learning programmes</p>	<p>The Halswell School Curriculum ensures that all staff and students are engaged in high interest and collaborative practice to accommodate a wide range of learning levels, styles and activities</p>	<p>All students are actively engaged in a rich curriculum that caters for their individual learning needs. The use of digital technologies and computational thinking is embedded across the Halswell School Curriculum</p>
	<p>Staff continue to embed the language of our ACTIVE learning muscles in everyday classroom life.</p>		<p>ACTIVE learning muscles are included in planning and through a "split screen" approach to teaching.</p>

Strategic Actions	2020	2021	3-5 Years
<p><b>Well Being: our school community has the strategies, skills, experience and attitudes to flourish</b></p>	<p><b>Stage 1: Introduce Positive Education</b></p> <p>All staff engage in professional development designed to raise their awareness of Positive Education and wellbeing</p>	<p><b>Stage 2: Implement Positive Education</b></p> <p>Teachers implement a range of initiatives related to Positive Education in their teaching and learning programmes</p>	<p><b>Stage 3: Embed Positive Education</b></p> <p>A sustainable Positive Education Programme has begun to be embed in the school’s culture that empowers all students to be confident of their own character strengths and have the tools and strategies to maintain their mental and physical well-being</p>
	<p>Build upon the Mana Ake programme to support student wellbeing</p>		

Strategic Actions	2020	2021	3-5 Years
<p><b>Community: we cultivate strong whānau, school and community partnerships</b></p>	<p>A growing sense of tikanga Māori has been embedded in the day-to-day life of the school</p>	<p>All staff improve their knowledge and understanding of culturally responsive practice</p>	<p>Te reo and tikanga Māori is fully embedded in a range of authentic contexts</p>
	<p>Raise our students and staff awareness, interest and understanding of other cultures through international relationships,international students and student travel opportunities</p>	<p>Develop a “Diversity Panel” to ensure inclusivity and engagement with all community members</p>	<p>Culturally responsive practice and inclusive are embedded across the school</p>

	Review our current <i>Vision for Teaching &amp; Learning</i> and Strategic Plan in consultation with the staff, students and community	Parent Education opportunities are offered for parents around how they can grow their knowledge of the curriculum and support learning at home	All parents are fully invested in the Vision for Teaching & Learning and embrace the vital role they play in their children's education
	Implement improvements to reporting practices based on parent feedback		Parents are invested in and fully informed about their children's progress and achievement
	Review reporting to the Board across the curriculum		The Board and community are fully informed about the progress and achievement of the student population across the curriculum
	Develop stronger connections with colleagues from across the South West Cluster		Teachers work with colleagues from the cluster on a number of leadership initiatives and pilot programmes designed to enhance learning across the cluster

# Halswell School Annual Plan 2020

Links to Strategic Plan	Goal	Key actions	Responsibility	Resourcing	Timeframe	Reviewed Monthly in Principal's Board Report
<p><b>Learning: all learners are inspired to be A.C.T.I.V.E. and have a positive impact</b></p>	<p>Strengthen the enrichment programme to ensure that high priority learners are identified early and their needs are catered for</p>	<p>Continue to develop systems for the early identification of priority learners</p>	<p>SENCO</p>	<p>SEG grant Enrichment Budget</p>	<p>Ongoing</p>	
		<p>ORS and Enrichment programmes are based on identified student needs and regular monitoring of effectiveness of programme (see Student Achievement Target 2020)</p>	<p>SENCO and Team Leaders</p>	<p>SEG grant Enrichment Budget</p>	<p>Week 3 Term 1 and then reviewed termly</p>	
		<p>Trial new enrichment initiatives:</p> <ul style="list-style-type: none"> <li>● phonics readers with at risk NE students,</li> <li>● PPP-C (Pause, Prompt, Praise for Comprehension)</li> <li>● Introduce “The Five Minute Box” as an enrichment programme in Year 0-2</li> </ul>	<p>Years 0-2 teachers  SENCO and teacher aides</p>	<p>SEG grant Enrichment Budget</p>	<p>Mid Term 1 and then ongoing PD for teacher aides week 2 Term 1 and then implemented and monitored throughout year</p>	

		Investigate best practice in maths enrichment programmes	SENCO UC Ed Plus	SEG grant Enrichment Budget	Start week 4 TTerm 1 and then ongoing	
	Strengthen GAT programmes across the school	Action recommendations from previous year including: Keeping the ACTIVATE Register up to date. Ensuring appropriate extension opportunities are offered to children identified. Informing our community of GAT @ Halswell Developing extension opportunities within class settings	AP (R Naysmith) TLs	GAT, Curriculum & Team budgets	By the end of Term 3	
	All staff are up-to-date with and knowledgeable about the teaching of rich-based maths tasks and Positive Education	All staff actively participate in PLD in the areas of mathematics and Positive Education	Lead Team Maths Team Pos Ed Team 100% Project UE Education Plus	MoE PLD funding Unit allocation for Pos Ed & Maths Team \$40,000 PD budget Staff Innovation Fund	By the end of Term 4	
		Apply for MoE PLD funding to continue work on mathematics PD	AP (R Naysmith) & Maths Team	None	By the end of Term 1	
		Engage with 100% Project to facilitate Positive Education PLD	Principal	\$40,000 PD budget MoE PLD Funding	By the end of Term 1	

		Review appraisal systems based on latest information from the Teaching Council	Lead Team	None	By the end of Term 4	
	Update the Halswell School Curriculum (including mathematics) to ensure clarity and to incorporate all recent improvements to teaching and learning programmes	All mathematics curriculum documents completed and evident through teaching practice including agreed assessment tools. Update Linc-Ed to reflect changes	AP (R Naysmith) & Maths Team	None	By the End of Term 4	
		Develop a concept based curriculum that combines all updated curriculum documentation into one cohesive document	AP (R Naysmith)	None	By the end of Term 3	
<b>Well Being: our school community has the strategies, skills, experience and attitudes to flourish.</b>	All staff engage in professional development designed to raise their awareness of Positive Education and wellbeing	Engage with 100% Project to facilitate PLD for staff	Lead Team Pos Ed Team 100% Project	\$40,000 PD budget	By the end of Term 4	
		Offer a range of PLD opportunities for all staff including visiting schools and attending workshops/conferences	Lead Team	\$40,000 PD budget Staff Innovation Fund (\$5,000)	On-going	
		Establish a Positive Education team to help support and drive PLD	Principal	Unit allocation for Pos Ed Team \$40,000 PD budget	By the end of Term 1	

		All staff will take part in Restorative Practice PLD	Staff Restorative Schools	PD Budget	By the end of Term 1	
		All staff complete first aid training	First Training	PD Budget	By the end of Term 1	
	Build upon the Mana Ake programme to support student wellbeing	Staff work closely with the Mana Ake team and SWC colleagues to provide increased support for student wellbeing including utilising resources on Leading Lights	AP (C. Zelas)	Mana Ake funding	On-going	
<b>Community:</b> we cultivate strong whānau, school and community partnerships	A growing sense of tikanga Māori has been embedded in the day-to-day life of the school	Explore further opportunities to integrate Te Ao Maori authentically across the curriculum	Lead Team Te Ao Maori Team Staff	Kapa haka budget Team budgets	By the end of Term 4	
		Establish regular whānau hui with our Māori Community	Te Ao Maori Team	Team budgets	By the end of Term 4	
		Students know and understand the school cultural narrative	Lead Team Te Ao Maori Team	Team budgets	By the end of Term 1	
	Raise our students and staff awareness, interest and understanding of other cultures through international relationships, international students and student travel opportunities	Develop a consistent Overseas Learning Experience programme to help our students awareness and appreciation of different cultures	Lead Team International Director	Student fundraising	By the end of Term 4	

	Review our current <i>Vision for Teaching &amp; Learning</i> and Strategic Plan in consultation with the staff, students and community	Review Vision and update graphics for ACTIVE & school values	BoT & Lead Team	BOT Expenses	By the end of Term 4	
	Implement improvements to reporting practices based on parent feedback	Action the recommended from the 2019 Reporting Survey to Learning Conferences time slots, written reporting, access to Linc-ed, exploring student voice and communication between home and school	Lead Team	SMS Budget	By the end of Term 4	
		Manage the seamless transition from Linc-ed to HERO	Lead Team Linc-Ed support	SMS Budget	By the end of Term 4	
	Review reporting to the Board across the curriculum	Update Board Work Plan to ensure that all Learning Areas are reported upon over a two-year cycle	Lead Team BoT Curriculum Subcommittee	None	By the end of Term 4	
	Develop stronger connections with colleagues from across the South West Cluster	Establish networks at various levels across the South West Cluster	SWC Principals SENCO APs	Relieving budget	By the end of Term 4	

# Student Achievement Target 2020

Reading Year 2	
<p><b>Strategic Goal/s</b></p> <ul style="list-style-type: none"> <li>To meet the needs of all learners</li> </ul>	<p><b>Annual Goals</b></p> <ul style="list-style-type: none"> <li>Strengthen the enrichment programme to ensure that high priority learners are identified early and their needs are catered for</li> </ul>
<p><b>Baseline data:</b></p> <ul style="list-style-type: none"> <li>There are 8 Year 2 students who are reading below Halswell School Expectations.</li> </ul> <p>Details of the children are:</p> <p>Child A - Lack of fluency/speed, lack of recall of HF words. Home support is possibly lacking. Attendance issues in 2019.</p> <p>Child B - Reading Recovery (starting Term 1). Home support is possibly lacking.</p> <p>Child C - Reading Recovery (started term 4 2019). Lack of focus, tracking, confidence, phonics, using strategies. Behaviour. Home support is possibly lacking.</p> <p>Child E - Reading Recovery. Lacks confidence</p> <p>Child F - Attitude - oppositional defiance. Engagement and focus are a problem. Struggles with noise. Home support is possibly lacking</p> <p>Child G - Reading Recovery (starting). Difficulty accessing memory (sounds). Lack of focus.</p> <p>Child H - Sound knowledge, writing falling into place. Lacks confidence and fluency, not using strategies when she gets stuck. Blending, segmenting - next step.</p> <p>Child J - ESOL. Attention/focus. Lack of understanding of concept of reading. Speech? Vision?</p>	<p><b>Annual Targets</b></p> <p>By the end of Term 4, eight Year 2 students who are currently achieving 'below' the Halswell School Expectations in Reading will be achieving 'at' the Halswell School Expectations.</p>

### Key Improvement Strategies

When	What	Who	Resourcing	Monitoring
ongoing	Regular monitoring and discussion about progress of the group at learning team meetings. Adaptations to planned approaches made as needed dependent on student needs	Year 0-2 Team leader and Huritini teachers		
ongoing	Participation in Enrichment programmes dependent on student needs e.g Reading Recovery, Quick 60, PPP	AP/Teacher aides/Reading Recovery teacher	SEG grant	
Term 1	Trial new decodable readers during guided reading sessions with Child D, Child B and Child I.	Huritini teachers	\$1000	
Term 1 week 3 and then ongoing as needed	Meet with parents of each target group child, inform them that reading is a target for 2020 and discuss ways they can support at home.	Huritini teachers		
Early Term 1	RTLb support for Child I (TE.). LSF funding used to implement HPP programme with teacher aide  IEPs for child D (ET ) and and IBP for Child F (GM)	RTLb, Teacher Aide  Class Teacher	LSF funding through RTLb	
Early Term 1	RT Lit referral for child D	AP		
Late Term 1	RTLb referral for Child F if IBP is proving ineffective in improving engagement levels			

Term 2	Organise a peer reading programme with the Y5/6 Learning Team. Reading buddies to be trained in 'Pause/Prompt/Praise'. Child A/C/G/H/J.	Year 0-2 Team Leader		
Ongoing	Weekly poetry lesson linked to literacy programme to target and consolidate phonics sounds learnt in phonics groups.	Huritini teachers		