



TE KURA O TE TAUAWA

HALSWELL

SCHOOL

Learning To Thrive

Strategic and Annual Plan for 2022-2026

Introductory Section

Our Vision and Values

Our Vision for Teaching and learning at Halswell School Te Kura o te Tauawa is “Learning to Thrive”. At Halswell School Te Kura o Te Tauawa we value:



Principles

Halswell School Te Kura o Te Tauawa incorporates and strives to achieve the following principles:

Learning for life: 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.’

Community Partnership: Halswell School is engaged in delivering the curriculum through continuous consultation and with the support of the families and the wider community.

Excellence: 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.

Treaty of Waitangi: 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.

Inclusion and Diversity; 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.

Our School and Community

Halswell School Te Kura O Te Tauawa 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 Halswell Quarry Park. It is close to a number of contributing early learning centres and is zoned, in the main, for Hillmorton High School.

Halswell School is a Decile 10, full primary school, catering for children from Year 0 - 8, with a 2022 grading roll of 700 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.

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%.

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.

The school has excellent parent support with classroom help, school trips, camps and fundraising ventures and has an active and enthusiastic PTA.

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) was completed in mid 2015. The playground space became fully functional in late 2016. The school website is www.halswell.school.nz

Māori dimensions and Cultural Diversity

Culturally Responsive Practice

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.

Tikanga Māori and Te Reo Māori

Halswell School will take all reasonable steps to provide learning opportunities in tikanga Māori and Te Reo Māori for full time students whose parents request 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.

Consultation With Māori

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

Celebrating our growing Cultural Diversity

Through our caring and respectful environment, and with enjoyable learning experiences, we will nurture pride in every child's cultural identity. 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.

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.

Our School

Students' Learning: Our Halswell Curriculum

We believe that 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 dare to ask multifaceted questions, and have mastered the skills to create workable solutions to complex problems.

A key philosophy of our school is that we want the children to enjoy their school life and develop a love of learning. To be successful in life we have to be developing the five Key Competencies that the New Zealand Curriculum states children need for life: Managing Self, Relating to Others, Participating and Contributing, Thinking, and Using Language symbols and Text.

Student Engagement and Achievement

In 2021, our student achievement data in reading, writing and mathematics was as follows:

- 92% of students were at or above school expectations for mathematics
- 85% of students were at or above school expectations for writing
- 88% of students were at or above school expectations for reading

High student achievement is enhanced and maintained through inclusive practice, home / school partnerships, effective enrichment programmes, GAT programmes, our concept-based curriculum and a culture that values high performance.

Key features are:

- high levels of engagement enhanced by learning programmes based on needs and student interest and a wide variety of extracurricular opportunities
- modern learning environments that promote the development of students self-directed learning capabilities
- student voice is encouraged in a variety of ways including 3 way conferences, goal setting, student surveys
- student leadership is encouraged through student council and a variety of leadership roles for senior students
- student learning is well supported by parents and this is evidenced in high rates of school attendance.

School Environment: Health and Safety

Halswell School Te Kura o te Tauawa 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:

- provide a safe physical and emotional environment for students and staff and visitors
- meet our legal requirements to ensure the safety of students, employees, and visitors
- promote healthy food and nutrition for all students

Personnel

- 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
- a number of job shares exist in the school both among classroom teachers and support staff

Property

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 an arts suite, library, radio station, tech area and a large kitchen for teaching and practical use. Overall, the completed school provides the best environment to promote quality teaching and learning.

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, Whānau hui, curriculum evenings, regular online surveys, engagement with Ngāti Moki Marae and mid year Learning Conferences (face to face with parents and family). In 2022, the Board of Trustees completed a comprehensive community consultation process that resulted in the development of a new Vision for Teaching and Learning and school Values.

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 1 March.

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 1 May.

EEO Equal Employment Opportunities

The Halswell School Board of Trustees is compliant with the personnel policy on being a good employer (including the equal employment opportunities programme) [s 77A State Sector Act 1988].

The Principal as EEO officer has ensured that the following practices have been upheld:

- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, and conditions of service
- recognises the value of attracting people from all possible sources of talent
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, hours of work, etc.) and the employment requirements of diverse individuals/groups
- ensures that employment and personnel practices are fair and free of any bias.

Strategic Plan: Timeline 2022-26

Vision: *Learning to Thrive*

Values: *Kaitiakitanga, Manaakitanga, Kotahitanga, Whanaungatanga, Manawanuitanga*

Strategic Actions (Pou)	2022	2023	3-5 Years
<p>Learning Experiences: Through our values, all ākonga are inspired to make a positive impact</p>	<p>Continue to develop systems for the early identification and acceleration of priority learners</p>		<p>All teachers use flexible learning spaces to enable students to reach their full potential in all areas of the curriculum Future-focused engaged professionals continuously reflect and improve their practice in line with collaborative teaching pedagogy and positive education.</p>
	<p>Staff work with all students to unpack our new school values in a range of authentic contexts</p>		<p>Our school values are embedded and celebrated across the school, forming the foundation for all learning activities</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>

Strategic Actions (Pou)	2022	2023	3-5 Years
Wellbeing: our school community has the strategies, skills, experience and attitudes to flourish	Teachers implement a school wide positive education programme that improves the wellbeing and engagement of all learners.		A sustainable Positive Education Programme has been embedded 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
	Build upon the Mana Ake programme to support student wellbeing		
	Implement the Positive Behaviour for Learning (PB4L) Programme across the school	Embed PB4L practices across the school	

Strategic Actions (Pou)	2022	2023	3-5 Years
Community: we cultivate strong whānau, school and community partnerships	In partnership with Te Taumutu, a growing sense of tikanga Māori has been embedded in the day-to-day life of the school	All staff improve their knowledge and understanding of culturally responsive practice	Te reo and tikanga Māori are fully embedded in a range of authentic contexts
	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
	Develop stronger connections with colleagues from across the South West Cluster		Teachers work with colleagues from the SWC on a number of leadership initiatives and pilot programmes designed to enhance opportunities

Halswell School Annual Plan 2022

Links to Strategic Plan	Goal	Key actions	Responsibility	Resourcing	Timeframe	Reviewed Monthly in Principal's Board Report
Learning Experiences: Through our values, all ākonga are inspired to make a positive impact	<i>Continue to develop systems for the early identification and acceleration of priority learners (see Student Achievement Target 2022)</i>	ORS, Enrichment & GATE programmes are based on identified student needs and regular monitoring of effectiveness of programme	APs SENCO Team Leaders	SEG grant Enrichment Budget	Ongoing	
	<i>Staff work with all students to unpack our new school values in a range of authentic contexts</i>	School-wide focus on values in Term 1. Integrate concepts into PB4L settings	Lead Team	PD Budget	By the end of Term 4	
	<i>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</i>	Lead Team work with colleagues to develop rich and authentic learning opportunities across the curriculum	Lead Team AP (tTracey Mora)	Team budgets PD Budget	By the end of Term 4	
Well Being: our school community has the strategies, skills, experience and attitudes to flourish	<i>Teachers implement a school wide positive education programme that improves the wellbeing and engagement of all learners</i>	All staff engage in professional development designed to raise their awareness of Positive Education and wellbeing	Lead Team Pos Ed Team	\$30,000 PD budget	By the end of Term 4	
	<i>Build upon the Mana Ake programme to support student wellbeing</i>	Staff work closely with the Mana Ake team and SWC colleagues to provide increased	AP (C. Zelas)	Mana Ake funding	On-going	

		support for student wellbeing including utilising resources on Leading Lights				
	<i>Implement the Positive Behaviour for Learning (PB4L) Programme across the school</i>	Continue with Year 2 of the PB4L PLD programme	PB4L Team MoE			
	<i>All staff are up-to-date with and knowledgeable about Positive Education for Learning (PB4L) and Positive Education</i>	All staff actively participate in PLD in the areas of PB4L and Positive Education	Lead Team PB4L Team Pos Ed Team	MoE PLD funding Unit allocation for Pos Ed & PB4L \$30,000 PD budget Innovation Fund	By the end of Term 4	
Community: we cultivate strong whānau, school and community partnerships	<i>In partnership with Te Taumutu, a growing sense of tikanga Māori has been embedded in the day-to-day life of the school</i>	Implement the Te Ao Māori Action Plan	Te Ao Māori team Te Taumutu Runanga	Taha Māori budget PD budget	By the end of Term 4	
	<i>Parent Education opportunities are offered for parents around how they can grow their knowledge of the curriculum and support learning at home</i>	Develop online resources and distance learning programmes to support parents	Lead Team DigiTech Team	ICT budgets	By the end of Term 4	
	<i>Develop stronger connections with colleagues from across the South West Cluster</i>	Strengthen networks at various levels across the South West Cluster & Selwyn schools	SWC Principals SENCO APs SPA	Relieving budget Cluster funds	By the end of Term 4	

Student Achievement Target 2022

Ōrongomai Teaching and Learning Target

Strategic Goal

Implement a school wide positive education programme that improves the wellbeing and engagement of all learners.

Annual Goals

Continue to develop systems for the early identification and acceleration of priority learners.

Baseline data

14 Year 4 students were below SE in numeracy at the end of 2021

- 7 x boys
- 7 x girls

Ethnicity

- 9 x NZ European
- 2 x Pacific
- 3 x Other

Break down of sublevels within cohort

Add/sub strategy	Basic Facts	FNS	BNS	Place value
9x 1 level below	11x 1 level below	1 at level	6x 1 level below	4x 1 level below
4x 2 levels below	2x 2 levels below	8x 1 level below	7x 2 levels below	9x 2 levels below
2x 3 levels below	2x 3 levels below	5x 2 levels below		1x 3 levels below

Annual Targets

By the end of Term 4, 14 Year 4 students who are currently below the Halswell School Expectations for Mathematics will be achieving 'at' expectation.

Enrichment support history

2 students have had numeracy support in 2021
10 students have had literacy support in 2021

Other information

1 student has had constant absences in 2021
3 students are EAL

History of Below SE

5 x students have been below SE since Y2
3x students below SE 2021 (no previous records)
2x students below SE 1 year
4x students below SE 6 months (half year)

Key Improvement Strategies

When	What	Who	Resourcing	Monitoring
Early Term 1	In depth look at each child's breakdown of specific learning needs in numeracy and any barriers to learning. Collaborative discussion about possible interventions and programmes.	Learning Team		
Mid Term 1	JAM assessment completed	T group teacher		
Ongoing	JAM results collated and tracked to show accelerated progress and gaps in knowledge and discussed at every team meeting. Progress and teaching approaches reviewed and adjustments made where necessary.	Learning Team		
Mid Term 1 and then ongoing	Liaise with Maths Leader and Maths Curriculum Team to get innovative ideas to support target students.	Ōrongomai Team Leader and Maths Team member		
Term 1 and ongoing	Teacher aide support at maths time to be used in the following ways: <ul style="list-style-type: none"> A teacher aide will release one teacher each day at maths 	TA/ T group teacher	Enrichment 5 Hours TA	

	<p>time day in each studio to work specifically on their target children. (preferred option)</p> <ul style="list-style-type: none"> • A teacher aide will work alongside target students at maths time using Halswell School Maths Enrichment Programme resource to build number knowledge (if Covid restrictions mean preferred option can't be done) • Teacher Aide 2 days a week will take the target group for knowledge games to reinforce the basic facts and knowledge gaps (regardless of Covid level) 		time per week	
Term 1 and ongoing	Buddy system in class to support and develop confidence. Each target student will be buddies with a peer who is at least one maths level above them.	T group teacher		
Term 1 and ongoing	Matific groups specifically levelled for practice of the numeracy levels specific for each target student. Matific will be used independently in the studio and available for home learning.	T group teacher		
Early Term 1	Communicate with parents re accessing Matific at home	T group teacher		
Term 1 and ongoing	Pre-teach problems and scaffold the knowledge required for success before group instruction to develop confidence and pre-emp any barriers to learning for target students. Teacher aide to specifically teach number knowledge required for the rich task prior to the task	Teacher Aide and T group teachers	Enrichment budget	
Term 1	Investigate Numicon training for teachers and talk to the Principal about accessing professional development funding.	Team Leader		
All year	Teachers will focus on student wellbeing by encouraging a growth mindset in mathematics as well as making deliberate links to our new school values.	T group teachers		
Terms 2-4	Participate in Numicon training	T group teachers	PD budget	