



# Halcombe School Annual Plan



## 2023

**Confident, actively involved, connected, life-long learners.**



# 'Today For Tomorrow'



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## Introduction

Halcombe School is a rural full primary school 10 minutes from Feilding, and caters for students in Year 0 – 8. The roll is consistently around 200 students and the introduction of an Enrolment Zone has helped to stabilise the roll.

The school, established in 1877, has enjoyed a long and very positive history. It continues to enjoy excellent support from caregivers and the wider community.

The school is extremely well resourced with large playing fields, heated pool, large adventure playground, sealed court areas, cricket turf, recently refurbished classrooms and a wide range of digital technology.

Traditional values, high expectations and positive relationships are key aspects of the school.

This Charter sets the direction for our school over the next three years. At its heart is our vision for our **students to be confident, connected, actively involved, life-long learners.**

## Procedural

- Strategic Goals and Charter revision 2022-2024, updated December 2022.
- Strategic Plan accepted December 2023
- Annual Plan accepted December 2023
- Student Achievement Targets reviewed May 2022
- 2022 Budget adopted January 2023

*The Halcombe School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this Charter, which has been approved by the Board following full consultation with the community, staff and pupils, and to take full account of the National Education Learning Priorities and all statutory obligations.*

## Consultation

Halcombe School welcomes and encourages ongoing feedback and participation by all stakeholders. Initiatives to seek feedback include, but are not limited to: questionnaires (paper and online), informal get togethers, student surveys/chats, and PTA meetings.

In Term 4 2021, the community and staff were invited to complete an online questionnaire about various aspects of the school. The results were tabled at the February 2022 meeting. Following this we also sought feedback from our student body. The Board of Trustees analysed and discussed the responses. From these we prioritised initiatives, property development, PLD directions, and priorities for the next three years.

It is planned to have an updated community consultation at the end of 2023, ready for the new MoE Schools' Reporting Requirements.

## Our Vision

Our vision is for our children to be: **Confident, connected, actively involved, and life-long learners.**

In achieving our vision, we want our children to be:

### **Confident**

Positive in their own identity  
Motivated and reliable  
Resourceful  
Enterprising and entrepreneurial  
Resilient

### **Connected**

Able to relate well to others  
Effective users of communication tools  
Connected to the land and environment  
Members of communities  
International citizens

### Actively involved

Participants in a range of contexts  
Contributors to the well-being of New Zealand – social, cultural, economic, and environmental

### Lifelong learners

Literate and numerate  
Critical and creative thinkers  
Active seekers, users, and creators of knowledge  
Informed decision makers

Students will be self-directed, independent learners with a love of learning. They will be excited by the learning opportunities provided and will be motivated to become life long learners. They will understand that they can make a positive difference for their own future, with learning being seen as something in which they participate, rather than it being seen as something that is 'done' to them.

They will learn to take a high degree of control over their own learning, setting goals for future learning needs following guidance from teachers. They will become reflective learners, with the thinking and skills required to enable them to learn how to learn.

Students will develop self-awareness and confidence in themselves as learners. They will be proud of their achievements, realising they are unique with their own individual strengths and abilities. They will be confident decision makers, participating in new learning experiences, and freely celebrating their own successes as well as those of others.

Students will become caring future citizens. As well as recognising their own uniqueness they will also recognise and respect the uniqueness of others. They will gain a broader understanding of the multi-cultural nature of New Zealand society. They will develop an awareness of their individual responsibilities as global citizens.

Students will gain an understanding that there are consequences for their choices, decisions and actions at school, just as there are in the community.

Staff will provide the structures, the environment and the support to enable each student to meet with success. They will create a positive school culture based on mutual respect and understanding, inspiring all to strive for their personal best in everything.

It is recognised that for students to be successful we must foster a partnership between students, teachers, parents and whānau, with all working together in the best interests of the children. The school will actively promote this partnership.



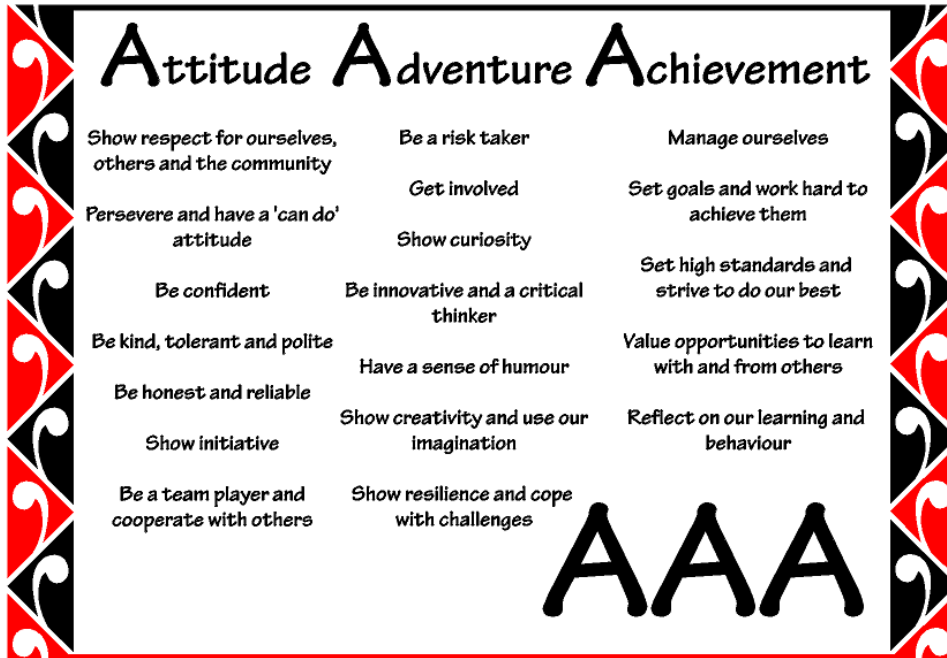
## Guiding Principles

The principles of the New Zealand Curriculum are demonstrated at Halcombe School through our Core Principles and Values (see below):

### Core Principles



Triple A Values



# Attitude Adventure Achievement

Show respect for ourselves, others and the community	Be a risk taker	Manage ourselves
Persevere and have a 'can do' attitude	Get involved	Set goals and work hard to achieve them
Be confident	Show curiosity	Set high standards and strive to do our best
Be kind, tolerant and polite	Be innovative and a critical thinker	Value opportunities to learn with and from others
Be honest and reliable	Have a sense of humour	Reflect on our learning and behaviour
Show initiative	Show creativity and use our imagination	
Be a team player and cooperate with others	Show resilience and cope with challenges	

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# **Recognising New Zealand's Cultural Diversity** **and Te Tiriti Obligations**

## **For our students this means:**

- Understanding and acceptance of all cultures
- Valuing their own heritage and that of others
- Experiencing Te reo Māori and tikanga Māori

## **For our staff this means:**

- Understanding basic Tikanga Māori and having high expectations for Māori students
- All Māori students will have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success
- Analysing and reporting on Māori student achievement

## **For our community this means**

Our Charter will reflect Halcombe School's acknowledgement of New Zealand's cultural diversity and the unique position of Māori.

## **To achieve this, we will**

- offer instruction in te reo which reflects the abilities of our teaching staff.
- develop policies and procedures which reflect New Zealand's cultural diversity and the unique position of Māori.
- develop and maintain a progressive programme in te reo Māori and tikanga Māori for all students
- encourage and support our kapa haka group.
- report to the BOT and community on the achievement of Māori students.
- ensure the inclusion of aspects of te reo and tikanga Māori in the teaching of all areas of the curriculum.
- reflect the bicultural nature of the school programmes and our community in the total school environment and in school-wide practices.

The Board of Trustees will meet the request for the instruction in and through te reo to the best of its ability, dependent upon staffing and financial resources.

[See Also - School Professional Development Plan 2023 \(Te Reo Maori, and Mathematics\)](#)

## **Inclusive Education**

Inclusion relies on presence, participation and achievement as the key aspects for the success of all students, in particular those with special education needs. These special needs include students who have difficulty accessing the curriculum at an age appropriate level or stage, and also for those who exceed expectations.

Halcombe School strives to provide an inclusive environment with opportunities for every student to flourish in all areas of life. We have high expectations and provide a safe and welcoming environment for all students, regardless of their ability, socioeconomic status or family background. We believe that each child



has the right to learn in an environment where they are respected and develop a strong sense of self-worth.

Meeting the needs of all learners involves having effective systems and using data to inform quality teaching practices. Classroom teachers are skilled and used to analysing data to identify strengths and needs and adapting the curriculum to cater for the needs of all students. They teach the curriculum in adaptive and personalised ways. Support and extension programmes are usually provided within the class programme. Teachers use strategies which support all learners.

Teachers, Teacher Aides, LSCs, SENCO and the principal work collaboratively with students, parents and whānau along with outside agencies such as the RTLb, LSC, RTLit, Group Special Education and the MOE to best meet the needs of our students. Staff share ways to support students with learning needs.

Each teacher has analysed classroom data and defined groups of target children, especially in Literacy and Numeracy, that they are working closely with to accelerate progress. Halcombe School maintains a Learning Support Register to ensure that all students who require support are closely monitored.

## **Strategic Goals 2022-2024**

### **Strategic Goal 1: Student Achievement**

***To enable all students to reach their potential in Reading, Writing and Maths, as evidenced by progress and achievement in relation to our Halcombe Learning Expectations.***

#### **Background:**

- Our challenge is to ensure that assessment of individual student progress and achievement is used to provide the best picture of the knowledge, skills and abilities of our students which then enables us to best meet their current and future needs.
- As shown in our Achievement Report data, we have consistently maintained high levels of achievement especially in reading and maths, with writing achievement improving over time.

#### **Intended Outcomes:**

1. A school culture that enhances teaching and learning will be evident.
2. Partnerships and networks which benefit the students in their learning will be developed.
3. Learning in the fundamental areas of Literacy and Maths will have priority.
4. Professional development opportunities will ensure teacher needs are met and they are equipped to deliver best practice in these core areas of learning.
5. High expectations in all aspects of school life, including behaviour, will keep disruptions to class programmes, to a minimum.
6. Moderation will ensure teacher judgments are reasonable, robust, stand up to scrutiny and are evidence based.
7. Assessment data and school reporting will provide a clear picture of student progress and achievement in Literacy and Maths.
8. Learning Goals in Literacy and Numeracy will be relevant, measurable, shared with parents and under constant review.

**Supporting Documents: Halcombe School Learning Expectations, Reading, Writing & Mathematics Achievement Reports, Analysis of Variance, Annual Report & PLD Plan for each year. These documents contain specific target groups, and actions based on good information and analysis.**

## **Strategic Goal 2: Broad Curriculum**

***To provide a broad, future-focused curriculum.***

### **Background:**

The school takes an Inquiry approach to learning through a focus each term which covers aspects of the curriculum beyond Literacy and Maths. These themes are arranged over a two year cycle which while providing curriculum coverage, also allows teachers to explore their own class needs and interests. The development of students' Key Competencies and our Values are a feature of the school and a high priority is placed on these in all aspects of the school. EOTC, including PE, is also a feature of the school and many opportunities are provided for students to enjoy learning outside the classroom.

### **Intended Outcomes:**

- We will make use of the local community to enhance our curriculum, for example an annual school picnic, visits, trips, camps, visitors to the school etc. These resources in the wider community will be used to enhance and support class programmes.
- Well rounded, creative, energetic and enterprising young people will be able to contribute in positive ways to their community.
- A broad future focused curriculum, which is based in student inquiry, will challenge and engage students while they will also learn transferable skills to enable them to become independent learners.
- Students will not be disadvantaged through attending a rural school or through a lack of personal funds.
- Flexible programmes, timetables and budgets will allow teachers to take advantage of learning opportunities which may arise at short notice.
- Meaningful links across learning areas will be made whenever possible.
- A focus on the Key Competencies and our Values across the curriculum will support students to be better equipped to cope with the world beyond our school.
- Including visual art, drama and music in the curriculum helps to develop well- rounded students.

**Supporting Documents:** [Halcombe School Learning Expectations, Reading, Writing & Mathematics Achievement Reports, Halcombe School Curriculum Development Plan, Teacher Planning, and Assessment outcomes, Mathematics and Te Reo PLD plans..](#)

## **Strategic Goal 3: Community**

**To build our Community through attending to Hauora** (workload, wellbeing and relationships, mental, social and physical needs)

### **Background:**

Teacher workload is an issue of current national interest. Our school works hard to ensure that workload is manageable and that teachers have the time to teach and enjoy their profession. This is done through such things as rostering duty so that duty times are shared with all staff members, allocating extra release time, and keeping meetings to a minimum. We are proud of the strength of the positive relationships that exist at all levels of the school community.

### **Intended Outcomes:**

- The school will value positive relationships between all stakeholders and make these a priority in all we do.
- The school will look beyond the walls of Halcombe School, to involve others in building the school community.
- We will provide pastoral care and support for those in need.
- We will go above and beyond to meet the needs of our school community, for example, by providing pie warmers, having the grounds and pool available for after school.
- We will support, where our timetable and resources allow it, community events and activities (e.g. Community Triathlon).

- Parents will receive information about their child which provides a clear picture of their progress and achievements, goals they are working on and how they can help at home.
- We will feel a sense of pride in our school, our students and ourselves.
- Students and their families are proud to attend and belong to Halcombe School.
- Teacher workload will be addressed in multiple ways, so teachers will not feel overwhelmed by their work.
- Meetings are kept to a minimum - they are well planned, meaningful and provide appropriate PLD.
- The staffroom is a place to relax and enjoy each other's company. There is an expectation that all will be present for the morning tea break.
- The T drive (teaching resources for our school) is added to regularly by staff.
- Through the excellent reputation of the school, the professional development and the way we support our staff, we will attract the best people for any vacancies.
- The school will value diversity through an inclusive environment

Supporting Documents: Halcombe School Learning Expectations, Reading, Writing & Mathematics Achievement Reports, Target Group analysis from each teacher.

#### **Strategic Goal 4: Property**

*To provide school systems, resources and facilities conducive to an environment which supports modern learning.*

##### **Background:**

The school is proud of the way it is maintained, the resources available and the quality of the environment it provides. Recent projects have included the painting of the Admin block, movement of the Construction Area, covered deck area outside Room 1, garden enhancements. The school has entered into a new Five Year Property Plan. We have a very supportive community which fundraises to provide the best we can for our students. Examples include the fitness track, extending the Adventure Playground, heating the school pool, a new pool cover and digital technology equipment. The importance we place on EOTC and the development of our Triple A Values are able to be enhanced through an environment which fosters modern learning.

The school is extremely well resourced with digital technology, robotics, its own Year 7 – 8 Technology programme (sewing machines, workshop, cooking facilities etc), a modern, well maintained library, reading resource rooms, new furniture and personnel.

##### **Intended Outcomes:**

- The school environment is vibrant, motivating and functional.
- Areas of play involve risk-taking, creativity and innovation for example the construction playground and hedge.
- There is a wide range of play options to include all age groups.
- Places and spaces are flexible, encourage collaboration and enable both whole class and small group teaching and learning.
- The teaching space is adequate and as far as possible, future proofs the school to manage further roll growth.
- Storage space is functional, accessible and appropriate for our needs.
- Rubbish is kept to a minimum with the frequent removal of recycling and the use of a skip bin on site.
- Teachers have the resources they need to deliver a quality teaching and learning programme.
- Staff feel valued through having an input into the annual budget through submitting requests.
- The school is clean, organised and uncluttered.

See also: [Five Year Property Plans](#), [School Maintenance Plans](#), [School Budget](#)



## Strategic Plan & Self Review

Halcombe School has developed a set of Policies and Procedures to guide the operation of the school and the delivery of a quality teaching and learning programme. To keep policies relevant the BOT will review all policies and procedures over a three year timeframe, or sooner if legislation changes.

In 2022, the Ministry of Education requires each school to integrate the NELPS (National Education Learning Priorities). We have begun this work, through a local network of schools, and with help from the local MoE office.

NELP	Description	2023	2024
<b>1: LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.  Have high aspirations for every learner/ākonga, partnering with their whānau and community.	Curriculum & Initiatives <ul style="list-style-type: none"> <li>Local Curriculum: Curriculum Progress Tools: Writing</li> <li>Digital Technologies</li> <li>Aotearoa NZ Histories: Local curriculum design</li> </ul> Policies: <ul style="list-style-type: none"> <li>Achievement of Māori Learning Support</li> <li>Special Needs</li> <li>Sunsmart</li> <li>Health &amp; Safety</li> <li>Promoting Positive Behaviour</li> <li>Blood-borne Diseases</li> </ul>	Curriculum & Initiatives <ul style="list-style-type: none"> <li>Curriculum Progress Tools: Reading</li> <li>Inquiry Learning (Science, Social Studies, Technology and The Arts)</li> <li>Special Education</li> <li>Health, PE and Sexuality Education programme</li> </ul> Policies: <ul style="list-style-type: none"> <li>Self Review</li> <li>Crisis Management</li> <li>Vulnerable Children</li> </ul>
Supporting Documentation: Annual Professional Development Plan, Staff Meeting minutes, Board of Trustees minutes, Community Consultation documents, Curriculum Delivery Plan, Informal-Review notes.			
<b>2: BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	Reduce barriers to education for all. Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy.	Initiatives <ul style="list-style-type: none"> <li>Student Progress and Achievement (Begin, Mid and End of Year Reports).</li> <li>ANZ Histories PLD. Local curriculum design. Iwi liaison for local stories.</li> <li>5YPP Continues</li> <li>Minor property items continued</li> </ul> Policies:	Initiatives <ul style="list-style-type: none"> <li>Student Progress and Achievement (Begin, Mid and End of Year Reports).</li> <li>5YPP Continues</li> <li>Minor property items continued</li> </ul> Policies: <ol style="list-style-type: none"> <li>Swimming Pool</li> <li>Valuing Diversity</li> </ol>

NELP	Description	2023	2024
<b>1: LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.  Have high aspirations for every learner/ākonga, partnering with their whānau and community.	Curriculum & Initiatives <ul style="list-style-type: none"> <li>Local Curriculum: Curriculum Progress Tools: Writing</li> <li>Digital Technologies</li> <li>Aotearoa NZ Histories: Local curriculum design</li> </ul> Policies: <ul style="list-style-type: none"> <li>Achievement of Māori Learning Support</li> <li>Special Needs</li> <li>Sunsmart</li> <li>Health &amp; Safety</li> <li>Promoting Positive Behaviour</li> <li>Blood-borne Diseases</li> </ul>	Curriculum & Initiatives <ul style="list-style-type: none"> <li>Curriculum Progress Tools: Reading</li> <li>Inquiry Learning (Science, Social Studies, Technology and The Arts)</li> <li>Special Education</li> <li>Health, PE and Sexuality Education programme</li> </ul> Policies: <ul style="list-style-type: none"> <li>Self Review</li> <li>Crisis Management</li> <li>Vulnerable Children</li> </ul>
		1. Health Curric (Community) 2. Protected Disclosures	
<b>Supporting Documentation: Academic Achievement Reports, Target Group notes, Appraisal processes, Board of Trustees minutes, Five Year Property Plan, Curriculum Plan, Annual Budget, Monthly Accounts, Finance Audit.</b>			
<b>3: QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	Meaningfully incorporate te reo Māori and tikanga Māori. Develop staff to strengthen teaching, leadership and learner support.	Initiatives <ul style="list-style-type: none"> <li>PLD IN CPTools Writing</li> <li>PLD Plan in Te Reo Maori - continues</li> <li>Reading and Assessment minor focus</li> <li>Local Marae relationships built</li> </ul> Policies: <ol style="list-style-type: none"> <li>Concerns &amp; Complaints</li> <li>Staff Leave</li> <li>Performance Management</li> </ol>	Initiatives <ul style="list-style-type: none"> <li>PLD in CPTools - Reading</li> <li>PLD Plan in Te Reo Māori - continues</li> <li>Local Marae relationships built</li> </ul> Policies: <ol style="list-style-type: none"> <li>Allocation of Units</li> <li>Harassment</li> <li>Police Vetting</li> <li>Appointments</li> <li>Evacuation</li> </ol>
<b>Supporting Documentation: PLD Plan, Principal Monthly Report to BoT, BoT Minutes, Performance Management, 5YPP.</b>			
<b>4: FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.	Curriculum & Initiatives <ul style="list-style-type: none"> <li>Enrolment Zone</li> </ul> Policies: <ol style="list-style-type: none"> <li>Alcohol at School</li> <li>Community Consultation including Te Tiriti O Waitangi</li> </ol>	Curriculum & Initiatives <ul style="list-style-type: none"> <li>Enrolment Zone</li> </ul> Policies: <ol style="list-style-type: none"> <li>Careers Development</li> </ol>
<b>Supporting Documentation: Manual Technology Planning, Enrolment Scheme operation, Roll and Projected Roll Numbers.</b>			

## **Appendix**

The Statement of National Education and Learning Priorities (NELP) set out the Government's priorities for education that will ensure the success and wellbeing of all learners. They are statutory documents issued under the Education and Training Act 2020 that direct government and education sector activities towards the actions that will make the biggest difference, and ensure that we are able to strengthen the education system to deliver successful outcomes for all learners/ākonga.

The NELP and TES priorities will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. Therefore, they encourage all places of learning to focus on:

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to giving our learners the skills they need to succeed in education, work and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners' needs, identities, languages and cultures in their practice, and
- incorporating te reo Māori and tikanga Māori into everyday activities.

The NELPs are:

1. Learners at the Centre
2. Barrier Free Access
3. Quality Teaching and Leadership
4. Future of Learning and Work
5. World Class Inclusive Public Education

The NELPS are included in our policy and curriculum review.

## **Code of Conduct for Trustees**

Effective governance is a blend of professional expertise and community involvement. This co-operation should lead to effective and positive relationships between the trustees and staff and ensure that the educational well-being of students is maintained. Members of the Halcombe School Board of Trustees agree to adhere to the following Code of Conduct:

- 1 Ensure the needs of the children and their learning are given full consideration when planning, developing, resourcing and implementing the school curriculum. Student learning shall be the focus for all that we do.
- 2 Ensure all students are provided with an education which respects their dignity and individuality and which challenges them to reach the highest standards of personal achievement.
- 3 Serve their school and their community to the best of their ability and be honest, reliable, trustworthy and loyal .
- 4 Be diligent and attend BOT meetings prepared for full and appropriate discussion and decision making.
- 5 Continually monitor their individual performance as trustees.
- 6 Be prepared to undertake appropriate training in order to be more effective as a trustee.
- 7 Respect the integrity of the staff, the principal, parents and students.
- 8 Maintain the confidentiality and trust vested in them.
- 9 Ensure strict confidentiality of papers, and information related to the BOT.
- 10 Ensure individual trustees do not act independently of the BOT and its decisions.
- 11 Exercise their powers of governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.