



Howick

Intermediate

Charter 2023

- including Strategic and Annual Implementation Plan, Analysis of Variance & 2023 Student Achievement Goals

M. Dowdell
BOT Presiding Member

S. P. King
Principal:

Our Vision: A school of excellence where every person is enabled to succeed in a safe, happy and stimulating environment

Our Mission: By fostering intellectual, physical, emotional and social development we aim to develop students who demonstrate clear virtues, have a strong sense of purpose and actively collaborate and participate as global citizens.

Our Virtues: PRAISE –Perseverance, Respect, Attitude, Integrity, Service, Excellence

What we stand for:

- Excellence in learning and teaching
- Positive virtues, active citizenship and collaboration as global citizens
- Inclusion, a strong connection to the school and with the local community
- Personalised learning and a balanced and broad education
- Creative, innovative and critical thinking
- A positive, strength-base and solution-focused school culture
- Celebration of diversity and our bi-cultural heritage

Our Graduate Profile:



Attributes of a Howick Intermediate School Graduate

Head	Heart	Hand
<p>Mātauranga (Education, knowledge, wisdom, understanding, aha)</p>	<p>Manaakitanga (Values: trust, sincerity, integrity, equity)</p>	<p>Wānanga (Communication, problem-solving, innovation)</p>
<p>Perseverance</p> <ul style="list-style-type: none"> I am a life-long learner I am solution focused I am adaptable & flexible I am a critical thinker 	<p>Respect</p> <ul style="list-style-type: none"> I am kind and display empathy I am resilient I am inclusive I am respectful I am aware of supporting well-being 	<p>Service</p> <ul style="list-style-type: none"> I am collaborative I am an innovator I am a skilled communicator I am competent in Digital Technology I am creative
<p>Behaviours to demonstrate these attributes.....</p>		
<ul style="list-style-type: none"> Sets goals and reflects on these Works collaboratively in a group Forms an opinion using evidence Uses research skills to develop knowledge Develops creative solutions to problems Uses different perspectives to solve issues 	<ul style="list-style-type: none"> Shows kindness at all times Resolves conflict, forgives and moves on Know myself / my strengths and weaknesses Accepts and welcomes everyone Is polite, considerate and appreciative of others 	<ul style="list-style-type: none"> Creates new ideas and ways of doing things Actively listens Speaks with confidence Uses technology to enhance learning Can communicate my ideas and thinking Works well with a range of people

The People

Location and context

Howick Intermediate School is a school of excellence situated in the east of Auckland. The school has a long tradition in the Howick area, being the first school built originally as a District School. In 1965, the school became an intermediate school. The school has a zone and an enrolment scheme in place.

The school is multi-cultural with students from many different ethnic backgrounds. Cultural diversity broadens the experiences of all students and it is embraced and celebrated in a variety of ways. We have sought to create opportunities for active participation in cultural, social and sporting activities. There is an innovative specialist programme and a wide range of cultural and extracurricular opportunities to engage students.

Some overseas fee-paying students (mainly short term) attend the school (pre-COVID). Some students come from homes where a language other than English is spoken, thus requiring support with English. An ELL support programme is provided to meet the unique needs of these students.

The diverse needs of students are catered for through differentiated classroom programmes. This is supplemented by the support and extension programmes that are provided. Resources are prioritised to provide programmes to allow students with special abilities, those who are close to achieving the expected level, and those who have English as a second language to receive targeted assistance. We have identified an increasing and diverse range of needs in our students.

The school has for many years had composite classes of year 7 and year 8 students. Across the 17 classes, most students have their own digital device as parents have opted to provide either a laptop or Chromebook to support learning. This is supplemented by the school to ensure equity for all students. Flexible learning spaces supports innovative, future-focused learning.

Wellbeing and pastoral care are important features of the school. The students are well cared for, and a hard-working and committed staff all contribute to the safe, happy and stimulating school environment.

The staff comprises a mixture of general and specialist teachers. Skilled specialist teachers delivers extension programmes in Mathematics and Literacy. There are also a range of extension programmes across The Arts and Technology programmes. Teaching staff are highly qualified, committed to on-going professional learning and development, and are dedicated to the welfare of the

children. They are focused on the school's goals for engagement, excellence and equity for all students and provide a supportive learning environment.

The wider community is encouraged to support learning programmes, we encourage visits by experts to enhance learning opportunities and connections with business organisations and industries. Sporting and cultural activities are valued and many opportunities are taken to utilise the expertise of community organisations and our parent community in coaching and teaching students. A number of community organisations make use of the school facilities and partnerships with these groups have also provided further opportunities for students.

Howick Intermediate is part of the Howick Coast Kahui Ako /Community of Learning with six other schools. The focus for 2023 will be to use the refreshed achievement plan and define the nature of the work of the Across School Leaders. There is cohesion and alignment between Howick Intermediate's school wide goals for 2023 and the strategies which underpin the Community of Learning's objectives; effective pedagogy, leadership and pathways & transition are the strategies that Howick is focusing on in 2023. This focus will see a strengthening of collaborative inquiry to embed effective pedagogy, particularly in Writing and data analysis.



Recognising New Zealand's Māori Dimensions and Cultural Diversity

Howick Intermediate School is committed to developing procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture. A culture of respect and celebration of achievement underpins our philosophy as we work in partnership with all members of our community. At Howick Intermediate School we have an inclusive culture and are committed to growing a community of successful lifelong learners; including Māori, Pasifika and Asian students and students with special education needs.

Tangata Whenua

The Howick Coast Kāhui Ako of which Howick Intermediate is a part of, is geographically spread through Howick and the Pohutukawa Coast. It is situated in the very heartland of the Ngāi Tai/Ngāti Tai iwi who have held mana whenua, and mana moana here continuously since their ancestors arrived on the 'Tainui' waka and married into their people that were already residing and maintaining āhi kā roa in this and surrounding districts.

In recognising the unique position of Māori Howick Intermediate School will take all reasonable steps to provide instruction in Tikanga (Māori culture) and Te Reo Māori (Māori language) for all students. We have growing ties to Te Whare o Matariki. The number of Māori students sits at approximately 13%. It is imperative that we continue to cater for the needs of our students using Tataiako and the updated Ka Hikitia framework.

At Howick Intermediate School we are:

- Providing teachers with suitable professional learning and development to confidently teach Tikanga and Te Reo Māori.
- Providing classroom teachers with the resources for a programme in Taha Māori.
- Utilising Ka Hikitia as a frame of reference to cater for Māori students.
- Resourcing the delivery of Te Reo Māori and Tikanga (Māori culture) across the school.
- Integrating Te Reo Māori across the whole curriculum.
- Providing opportunities for all children to join a Kapa Haka group.
- Consulting with the Māori community and reporting on the progress of Māori students as a group. Discussing any issues or concerns, and generally maintaining and furthering our liaison with our Māori community.

- Identifying/monitoring each of our Māori students on databases. We will, however, track and report on their literacy and numeracy progress as a group through each level of the school. We will endeavour to meet their individual needs as we would with all our students.

Howick Intermediate Tikanga and Te Reo Māori Kaupapa

Tikanga and Te Reo Māori Kaupapa

As a school in Aotearoa, we have a commitment to celebrating the bi-cultural nature of our country. It is part of our professional commitment that we, *"understand and recognise the unique status of tangata whenua in Aotearoa New Zealand."*

Our schools Tikanga is aligned with Māori Tikanga therefore:

- The school karakia and karakia whakamutunga are recited at the beginning and closing of each day, to welcome and close the day.
- We welcome new students and staff at the beginning of the year with a whakataua.
- We ask that students do not sit on tables- this is because food may be eaten from the tables.
- We do not allow students to wear hats or hood inside buildings.
- Food is precious and we have a number of considerations when it come to eating at school:
 - Food should not be wasted and we encourage students to take home any uneaten food.
 - During eating times, we encourage students to be aware of not stepping over lunchboxes or other students who are eating.
 - Students in Food Technology and Hospitality say a karakia before eating any prepared food, as well as using correct hygiene when preparing food.
- We treat our school hall as though it is a whare nui during school assemblies. Therefore:
 - No hats or hoods allowed.
 - No food allowed.
 - We enter quietly and respond positively and respectfully to presenters.

As a school we are consistently striving to improve the success for our Māori students. Part of this process is the engagement and connection with our students and their whānau to find out about their stories and how we can best support them. We do this by hosting a whānau hui at our local marae.

Our School Waiata:

He Honore

He hōnore, he korōria
Maungārongo ki te
whenua.
Whakaaro pai e
Kingā tangata katoa
Ake ake, ake ake.
Āmine
Te Atua, te piringa,
Toku oranga.

Honour, glory and
peace to the land.
May good thoughts come
to all men
for ever and ever, for ever and
ever.
Amen.
The Lord is the refuge
and my life.

Māori responsiveness plan

If a Whānau requests a greater level of Tikanga and/or Te Reo than is presently evident in our school's programme, the staff and family will discuss and explore the following options:

- further explain the existing programmes.
- further extend the existing programmes if and as appropriate.
- combine with a neighbouring school for parts of the day/programme.
- provide in school support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom.
- explore other schools who may offer programmes closer to their expectations.
- other negotiated actions.

New Zealand's Cultural diversity

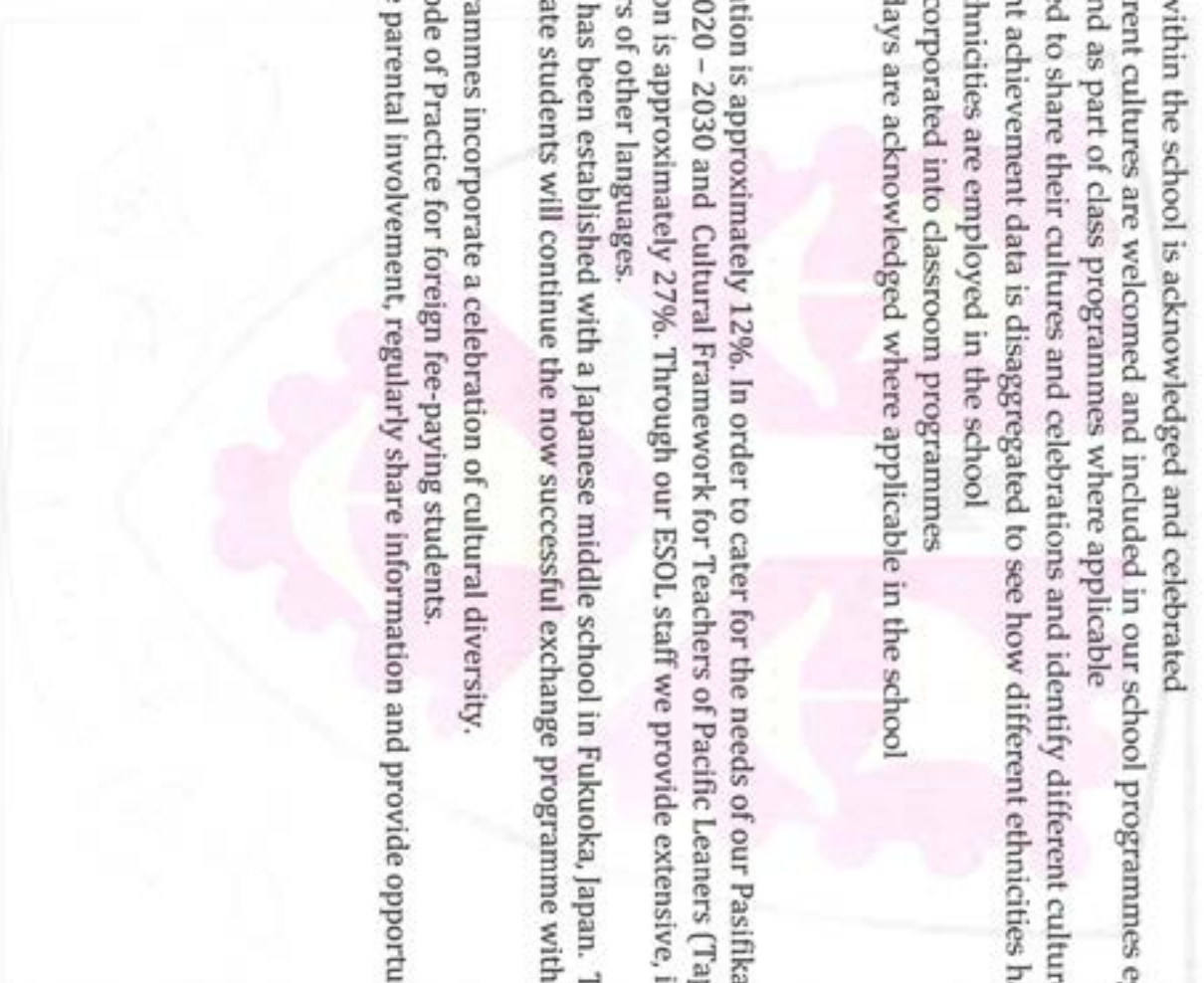
All cultures within the school community will be valued and accepted through active engagement of a non-racist school culture and ethos, emphasising the acceptance of difference.

Staff members will ensure that students and families of all cultures are treated with respect and dignity and will actively work towards high standard of achievement from all students irrespective of cultural backgrounds.

- The cultural diversity within the school is acknowledged and celebrated
- Role models from different cultures are welcomed and included in our school programmes eg PE, Sports, invitational speakers at assembly and as part of class programmes where applicable
- Students are encouraged to share their cultures and celebrations and identify different cultures within the classrooms
- When analysing student achievement data is disaggregated to see how different ethnicities have performed
- Teachers of differing ethnicities are employed in the school
- Cultural diversity is incorporated into classroom programmes
- Customs and cultural days are acknowledged where applicable in the school

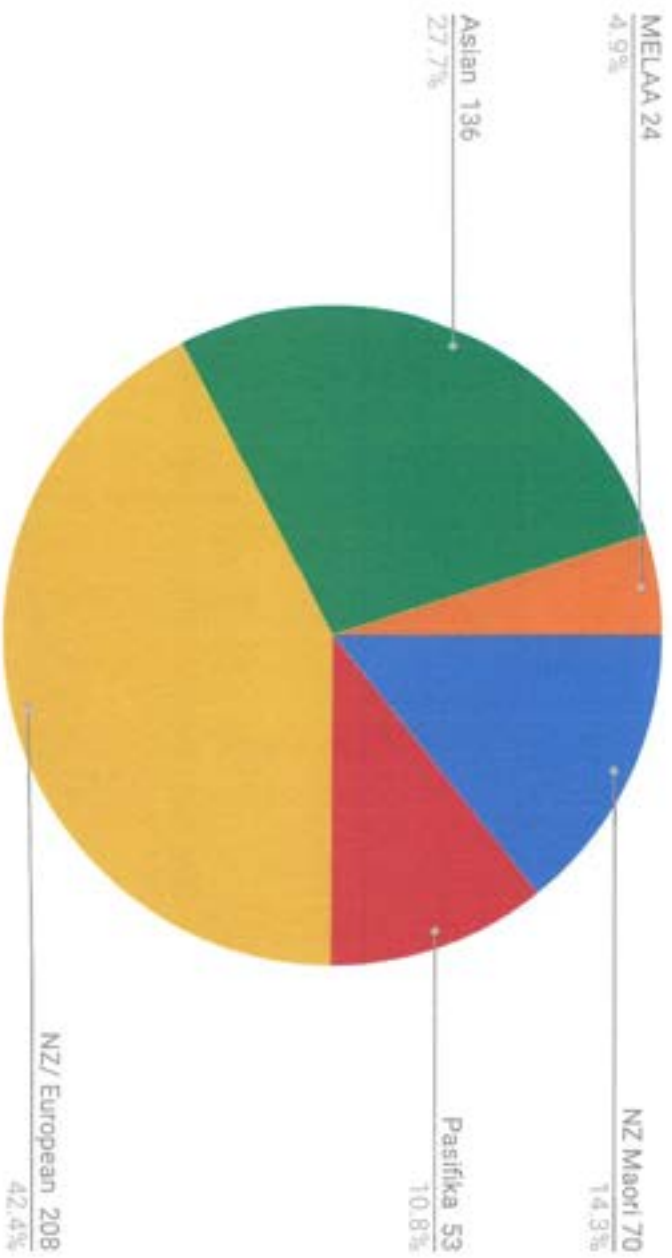
Other cultures ...

- Our Pasifika student population is approximately 12%. In order to cater for the needs of our Pasifika students, we utilise the Action Plan for Pacific Education 2020 – 2030 and Cultural Framework for Teachers of Pacific Learners (Tapasa) as a frame of reference.
- Our Asian student population is approximately 27%. Through our ESOL staff we provide extensive, in-depth language and/or experiences for our speakers of other languages.
- A sister school relationship has been established with a Japanese middle school in Fukuoka, Japan. The programme is in its sixth year and Howick Intermediate students will continue the now successful exchange programme with a visit from Japanese students this year.
- Classroom integrated programmes incorporate a celebration of cultural diversity.
- We are signatories to the Code of Practice for foreign fee-paying students.
- We encourage and facilitate parental involvement, regularly share Information and provide opportunities to interact socially.



Our Community Ethnic Data for 2023

2023 BOY Ethnic Comparisons



2023 BOY Ethnic Comparisons	491	NZ Māori	70	Pasifika	53	NZ/ European	208	Asian	136	MELAA	24
		14.3%	10.8%	42.4%	27.7%	4.90%					

Summary of Achievement (EOY 2022):

Reading:

From a big picture perspective we have 400 of the 486 students meeting or exceeding expectations for reading which is 82.3%

Writing:

From a big picture perspective we have 361 of the 486 students meeting or exceeding the expected level for writing which is 74.2%

Mathematics:

From a big picture perspective we have 371 out of 486 students who are meeting or exceeding expectations for maths, which is 76.3%.

- All EOY data must be analysed through the lens of COVID - 19 and the global pandemic that has disrupted our planet. The Pandemic is ongoing. This equates to three years of disrupted learning.



Student Engagement – Attendance data:

Attendance for 2022 – approximately 84% (remembering that 2022 was affected by COVID)

Community Consultation:



Howick Intermediate Discovery Visit Report : This Discovery visit was conducted with a number of focus groups: The discussion during each session was recorded and a succinct summary of the key ideals has been reported through an Appreciative Inquiry lens.

- Teachers
- School leadership
- Parents
- Māori parent
- Students
- Māori students.

Parent Feedback:

Effective pedagogy: 77% High or Consistent rating

Community Engagement: 100% High or Consistent rating

Future Focus and Innovation: 93% High or Consistent rating

Learner Agency: 100% High or Consistent rating

Transitions: 100% High or Consistent rating

Parent Focus Group on Reporting:

Parent, Teacher, Student Post COVID Lockdown survey

Community Consultation Survey:

Strategic Planning for Howick Intermediate School:

What are the THREE things that you consider should be the focus for Howick Intermediate over the next 3 years?
Results were collated and fed into our strategic plan for 2023

Coffee with SLT each term





Howick

Intermediate

Strategic Plan 2020 to 2023

Strategic Focus: Ako (Learning)	Strategic Focus: Kaitiakitanga (Guardianship)
<ul style="list-style-type: none">• A future focused curriculum with a focus on learner agency, capabilities and key competencies. Includes introduction of refreshed curriculum• Implement and share our local curriculum, including our language of learning to ensure all stakeholders have a common understanding• Grow staff professional and leadership capability through planned, targeted professional learning• High expectations for continuous improvement for student achievement	<ul style="list-style-type: none">• Embrace our bicultural heritage and be fully identifiable as a school of Aotearoa• Māori students will enjoy educational success and achievement as Māori• Contribute as active and engaged citizens of the world• Understand and extend cultural understanding and opportunities and their effect on student outcomes• Provide a safe, up-to-date and attractive school environment that meets the needs of our students and staff
Strategic Focus: Hauora (Well-being)	Strategic Focus: Mahitahi (Collaborating)
<ul style="list-style-type: none">• Support the well-being (<u>hauora</u>) of all students and staff• School culture of being kind which is underpinned by our school virtues of PRAISE• Foster the Head, Heart and Hand attributes of Graduate Profile• Vision supports wellbeing	<ul style="list-style-type: none">• Strengthen partnerships with families/<u>whānau</u>, <u>BoT</u> and the wider community (including <u>iwi</u> and <u>industry</u>) to support and enhance student learning• Achievement of Howick Coast Kahui <u>Ako</u> achievement objectives



Howick

Intermediate

Plan-on-a Page for 2023 Annual Implementation Plan

<p>Strategic Focus: Ako (Learning)</p> <p><u>Strategic Goal One: A future focused curriculum with a focus on learner agency</u></p> <ul style="list-style-type: none"> Implement and share our local curriculum, including our language of learning to ensure all stakeholders have a common understanding <p><u>Strategic Goal Two: Staff Capability</u></p> <ul style="list-style-type: none"> Deliver Professional learning to grow professional capacity in Writing, knowledge & use of LPF, data analysis & Relationships & Sexuality Ed. Continue to grow the leadership capabilities of middle leaders Inform teachers about the updated NZC and implement as appropriate Strengthen Coaching culture through CI Professional Growth Cycle <p><u>Strategic Goal Three: Student achievement</u></p> <ul style="list-style-type: none"> Target ELL, Target and Priority Students through collective responsibility High expectations for all learners (equity & excellence) Learning Support Coordinator & teachers to support wellbeing, learning support, and behaviour Continue to build assessment & reporting capabilities 	<p>Strategic Focus: Kaitiakianga (Guardianship)</p> <p><u>Strategic Goal Five: Bicultural Context</u></p> <ul style="list-style-type: none"> Embrace our bicultural heritage and be fully identifiable as a school of Aotearoa Māori students will enjoy educational success and achievement as Māori Embed and extend Taha Bero (Māori identity, character, heritage, ancestry, descent) /Bi-cultural perspective Staff to use knowledge from Level 3 Te Papa Tikanga with students Understand and extend cultural understanding and opportunities and their effect on student outcomes Provide a safe, up-to-date and attractive school environment that meets the needs of our students and staff
<p>Strategic Focus: Hauora (Well-being)</p> <p><u>Strategic Goal Four: Support the well-being (Hauora) of all students and staff.</u></p> <ul style="list-style-type: none"> Continue to implement the Mitey Programme Implement Pause, Breathe, Smile programme in all classes Wellbeing - Use data from surveys to respond to needs Provide PL and eap to staff for their own wellbeing Communicate and support parents & whānau with wellbeing Continue with a positive, collective responsibility for student behaviour 	<p>Strategic Focus: Mahitahi (Collaborating)</p> <p><u>Strategic Goal Six: Community (Whānauāra) Kinship between people</u></p> <ul style="list-style-type: none"> Strengthen partnerships with families/whānau, BōT and the wider community (including iwi and industry) to support and enhance student learning <p><u>Strategic Goal Seven: Howick Coast Kahui Ako</u></p> <ul style="list-style-type: none"> Within School Leaders to lead areas of focus and work across Kahui Ako as appropriate

Howick Intermediate 2023 Annual Implementation Plan

Update on Outcomes (Bullet points & phrases)

Fill this column/row with Achievement Colour Code

Red = Not yet started

Yellow = Begun

Orange = Well on the way

Green = Achieved

Strategic Focus: Ako (Learning)

Strategic Goal One: A future-focused, culturally responsive curriculum with a focus on learner agency

Continue to design, implement and share our local curriculum including our language of learning

Key Improvement Strategies/Actions	Responsibility	Update on Outcomes
<ul style="list-style-type: none"> • Expand awareness of Howick's Local curriculum so that staff, students and community have an understanding of it • Share, including digital booklet on our website, our local curriculum and ensure that all stakeholders have access to it • Develop teachers and students understanding of Howick's Language of Learning • Ensure a shared understanding of Graduate Profile and updated attributes with teachers, students and community • Ensure that NELP Priorities are a focus of our strategic planning and conversations • All classes will have the H.I.S wall displays to support the school vision and culture • Update and unpack the Curriculum Delivery book with all teachers, especially new staff • Continue to be informed and share the information with the update of the NZC 	<p>Sara, & LTs & teachers</p> <p>LTs & Michelle</p>	

Mathematics

<ul style="list-style-type: none"> • Identify, from the 2022 data, every year 8 student at the beginning of 2023 who is in the just below standard for mathematics and make these our target group for 2023 • Build teacher capability by increasing their content knowledge in mathematics • Use learning progressions more effectively for students taking agency to be showing progress over time. • Use materials to support the students who need them to develop conceptual understanding. • Cross Whānau mathematical discussions. • Maths moderation across the school so that there is consistency in OTJs • Teachers work closely in whānau on moderating students work • Giving new teachers PD in maths - a variety of strategies and tools. • Upskilling of teachers who need it - ongoing • Make better use of assessment data - how will the data improve teaching and learning • Utilise open learning space with flexible grouping and teaching across the Whānau • Opportunities to observe practice of teachers with effective pedagogy • Mathematics curriculum team to stay abreast of changes within the New Curriculum which will be implemented in 2023 	<p>All staff</p> <p>Dayalan Lead Teachers</p> <p>All teachers</p>	
Literacy		
<ul style="list-style-type: none"> • Identify, from the 2022 data, every year 8 student at the beginning of 2023 who is in the 'below/well below' band for writing and set an achievement target for each student (what curriculum level does the student need to reach by the end of 2023)? 	<p>All teachers Tess & LTs</p>	

- Ensure teachers have decided on teaching approaches/actions that the teacher needs to undertake in order to help the students reach their targets/goals and are clear about what expectation for each cohort actually looks like for writing and share these expectations with students as appropriate, maybe as annotated examples of expected outputs and/or as lists of writing skills and strategies required.
- Ensure that the actual writing skills are being taught are appropriate to addressing the needs of students.
- Ensure that in Literacy programmes actual reading skills are being taught to address the needs of students.
- Develop and strengthen students Oral literacy skills through a variety of speaking and listening skills
- Discuss and analyse the progress of targeted and all students regularly at the team level. What is going well? What do we need to do differently?
- Build teacher capability with Murray Gadd as a facilitator for writing professional development.

Michelle & LTs

Social Sciences

- Developing teachers' capabilities and knowledge through PD opportunities to enable effective teaching of NZ histories across the year
- Support whānau with planning for Social Sciences.
- Ensure all Whānau have Social Sciences wall display Introduce teachers to new resources purchased and Whānau kits
- Create, consult, share, and implement Student Learning Progressions for Social Sciences
- Use of the Capabilities and Key competencies, depth and complexity in the planning, learning and reporting

Amanda, Michelle & Social Sciences curriculum team

Specialist Areas

- Develop exciting and engaging lessons.
- Ensure all students experience resources ie kin, 3D printers, laser cutter, cooking most sessions, iPads, practical Science experiments
- Use of Student Learning Progressions to track progress and next steps ensuring that students at working within Level 4
- Use Student Learning Progressions as part of the assessment process
- Introduce moderation for technology and arts grades mid and EOY
- Clear links to careers and industry
- Build teacher capability
- Develop collaboration across the Specialist Team.

Amanda & Specialist teachers

Digital Technologies

- Use PD's to showcase DT (resources) in HIS
- Create Level based tasks for teachers to identify student levels and capabilities in DT more effectively.
- Ensure all Whanau incorporate DT into their LTP (Either with cross-curricular links or One off lessons)
- LTs to ensure lessons are being taught throughout the year with an integrated approach. Showing teachers 'how' to integrate DT across the curriculum.
- DT lead to get into classes and do some observations and modeled lessons for less engaged teachers
- Movie making continued and greater use of the green screen and editing skills. Encourage the sharing of videos within assemblies and daily notices.
- Unpack computer science with students and possibly lunchtime extension club up and running again.
- Linewizze, Hapara training for all staff.

Ryan, LTs & all teachers

Enviro/Sustainability

- Work toward becoming a Silver Enviro school
- Share the School Enviro vision with the school and community
- Build a collective responsibility for our school environment
- To reduce our school waste, leading towards becoming a zero-waste school
- To create green living spaces/vegie boxes

Hayley & Enviro team

Curriculum Achievement Goals

- Ensure Curriculum leaders are creating measurable, and aspirational goals with actions for achievement statements that either strengthen teacher capabilities or improve student achievement.
- Ensure Curriculum Achievement goals are linked to the strategic direction of the school
- Curriculum leaders to lead & develop their team members to enable goals to be actioned in Whānau
- Curriculum teams to meet at least twice a term to action & assess progress towards meeting goals

Michelle & curriculum leaders

Student Leadership

<ul style="list-style-type: none"> • Develop student leadership skills during weekly student councillor meetings • Develop a peer mediation program using the professional learning from the Peace foundation model to support the schools culture of students being an "Upstander" • Provide leadership opportunities for student councillors to lead and model the Howick Intermediate vision- including Contributing school visits, open days and school celebrations. • Develop and apply a student councillors contract that is aligned with our school PRAISE attributes. • Develop a relationship with an external facilitator to deliver a programme to grow student leadership skills • Continue to foster a leadership project-based idea that includes a range of student leaders ie- School councillors, School Librarians, Sports Captains, Enviro group, Travel wise, and road patrols 	Michelle and Jess	
Health		
<ul style="list-style-type: none"> • Share and unpack the Relationship and Sexuality Education Book with staff • Update the planning units to reflect the Relationship and Sexuality Education • Ensure that Health plans are updated and relevant and support learning 	Sarah I	<ul style="list-style-type: none"> - Miley includes plenty relationship and sexuality education aspects. - Guidelines have been unpacked with staff members at our staff-only day
Strategic Goal 2: Staff Capability		

Value and build leadership and professional capabilities of all staff. Hautūtanga | Leadership

Deliver PD to grow professional capacity

<ul style="list-style-type: none"> Continue to develop staff capability in Writing through PD with Murray Gadd and Within School Leader Develop staff capability in assessment and moderation of writing through PD with Jude Parkes Continue to develop DPs through PLG, external appraisal Continue to grow all staff in terms of Learner Agency inc L.P.Fs & Writing using Within School Leaders Board PD as needed to support understanding of governance and management and the strategic direction Develop Professional Learning workshops on Thursday afternoons, utilising internal expertise 	<p>Michelle Tess Dayalan</p>	<p>Writing action plan has been devised and followed</p>
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Middle Leaders

<ul style="list-style-type: none"> Continue to grow middle leaders including Lead Teachers, curriculum leaders and Within School leaders Create a support network for new Lead Teachers with their support DP using coaching as the vehicle Provide PL through Kahui Ako with Roween Higgie for L.Ts and Within School Leaders Grow middle leaders in data & analysis capabilities through PL provided Implement updated L.T Norms Implement the Quality Leadership Practice at Howick 	<p>SLT & Roween Sam, DPs & LTS</p>	
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- Encourage and support Middle Leaders to read widely to develop their professional knowledge



Coaching

- Strengthen coaching culture in school supported by Roween Higgin
- Clear link between CI in writing and use of L.P.F & data analysis with coaching
- L.T to have ongoing recorded coaching conversations with team members
- All teachers to have coaching conversations within their team meetings twice a term

Sara, SL.T

[Coaching at Howick Intermediate School](#)
[GROWTH Coaching Pt. Completed](#)

PCT

- Provide professional learning twice a term through the Kahui Ako
- PCT Coordinator to work closely with 2 new to the school PCTs to support their progress
- Provide ongoing support and guidance through observations/feedback and coaching using mentors, PCT Coordinator and professional growth cycle

Michelle & PCTs

Professional Growth Cycle

- Ensure all teachers are observing others and being observed supported by coaching conversations as part of their Professional Growth Cycle
- Each Whānau to develop a Collaborative inquiry around writing as a focus, ensuring that reflects the data gathered at Whānau level.
- Use observations and PGC supporting documents to grow teachers' practice
- Use Hikaoro Schema to guide discussion and actions at Whānau level for Bi-cultural practice
- Ensure that Code of Responsibility and Standards are at the heart of discussions
- Support L.Ts to write summary statements at EOY
- Updated summary statements and linking documents are used at EOY

SLT,
Michelle
LTS & all
teachers

Strategic Goal Three: Student achievement

Initiative: Set high expectations of progress and achievement for all students

ELL Programme

- Continue to identify, track and report on ELL and target students.
- Ensure a robust ELL programme, both with classroom teachers and with ESOL programmes
- Utilise PL with Jude to enhance our programmes
- Upskill all staff with regards ELL through our PLD contract for 2023.
- Offer meetings for parents of ELL parents each term to build a

Devaian,
Heather &
teachers

- partnership
- ESOL. Teacher to join a cluster for support and growth

Target & Priority Learners

- Implement our updated programme to cater and support our target students (Year 8 students nearly meeting expectation), ANLs and priority learners (All students working towards and our Māori/Pasifika students)
- Track progress of these students to inform next steps and as part of our reporting process
- Report to Board showing strategies that are successful and why they are
- Teachers to connect with parents & Whānau of target and ANLs students to form a true partnership to allow for accelerating progress (LT Whānau to lead this)
- SENCO and LSC will support and track target, ALNs & priority learners

Dayalan,
LSC, LTs

Dayalan &
LSC

Assessment & Reporting

- Update our curriculum achievement levels and all documents, share this update as widely as needed
- Continue to build a more robust moderation process to have confidence in OTJs utilising Jude and the PL on LPP
- Hold Whānau moderation sessions before school moderation sessions so that L.Ts can build teacher capabilities
- L.T's to monitor teachers OTJs more closely so that teachers understand the why of the process
- Implement updated assessment plan for 2023 - L.Ts to monitor that this is used and data entered
- All Whānau to hold data discussions and link to CI and target & Additional Needs learners and show link in their minutes
- Student Learning Progressions used cohesively across the classes
- All SLP on Google Drive, in folder & hard copies if needed
- Parent learning around curriculum levels & student learning progressions

SL.T, L.Ts & all teachers

Strategic Focus: Hauora (Well-being)

Strategic Goal Four: Support the well-being (hauora) of all students and staff.

Wellbeing



- Induct new staff in Health and Safety expectations e.g. physical restraint
- Use baseline measurement of student wellbeing data and respond to findings, involving students in problem-solving
- Ensure all staff understand the updated Wellbeing booklet and know the pro-social preventative strategies for modifying student behaviour
- Continue to implement the agreed plan to build resilience in staff and students using NZIWR Bite Sized Learning at staff meetings
- Embed the Pause, Breathe, Smile programme into our curriculum.
- Introduce phase 2 of the Miley programme and the establishment of a Miley team.
- Hauora - including digital and cyber awareness
- Make good use of newsletters for communicating positive relationships, digital safety and social media, and wellbeing messages
- Continue to use the Hauora space to support the wellbeing of our tamariki
- Parent education on social media through speakers and newsletters
- Update our Health curriculum to include the Relationships & Sexuality Education and to support wellbeing and social media concerns

Dayalan,
Michelle
Dayalan

SLT

LSC

Miley team

LSC

Dayalan

LSC

Dayalan
Sarah I

Student Behaviour Modification

- Build collective responsibility for behaviour modification
- Exploring building staff knowledge and resources so that we consider the needs of each student, why they act as they do and what a carefully considered response looks like
- Elimination of bullying, including cyberbullying
- Engage in conversations about what bullying is and isn't
- Enlist the whole student body as partners, in an effort to eliminate bullying, racism and discrimination ie Upstanders
- Embed the cyber and phone agreements, unpack and have them signed and implemented
- Ensure teachers are consistently distinguishing and appropriately responding to minor and major problem behaviours

SLT & staff

Health and Safety procedures

- Implement Health and Safety systems and practices within the school as per SchoolDocs
- Share procedures with staff
- Encourage a collective responsibility for Health & Safety in school

Sara

Strategic Focus: Kaitiakitanga (Guardianship)

Strategic Goal Five: Bicultural Context

Embrace our bicultural heritage and be fully identifiable as a school of Aotearoa

Bi-cultural perspective/ Te Ao Māori

- As per the Ka Hikitia strategy, 'Māori achieving and enjoying educational success, as Māori', which includes attendance, engagement, participation and achievement data."
- Track Māori students in relation to achievement, participation, and attendance- report to Board
- Continue to accelerate learning for Māori students when needed
- Build staff and student understanding of Te Tiriti o Waitangi
- Support for staff learning and implementing of Te Reo and Tikanga Māori
- Sharing the learnings from Te Papa Tikanga course with new staff and students
- Tap into the expertise of parents and local community where appropriate e.g. Howick College, Te Whare o Matariki
- Celebrate Matariki
- Ensure the CDP has content that is relevant to the inclusion of Māori students
- Include Māori language in signage.
- All staff to commit to a block of time each week to teach Te Ao Māori/Te Reo and Tikanga
- Create meaningful displays to enhance the school environment.
- Research Māori history of the local area and share this with the community
- Provide support in the budget to ensure equity - wifi before school/lunchtimes, devices, no payments for trips etc

SLT & LTs

Embed and extend cultural understanding and opportunities and understand their effects on student outcomes

- Whānau connections through 'Meet-the-Whānau' evening in February
- Encourage Asian and families from other cultures to come into school
- Investigate forming Cultural groups and share at School Hui
- Hold Māori Hui and Pasifika Fonu

All staff

- Tapasa -teacher education using booklet
- Talanoa-Staff sharing on SODs and BOY interviews -does our school reflect their aspirations?
- Identify and track the progress of Pasifika students - report to Board
- Provide support in the budget to ensure equity - wifi before school/lunchtimes, devices, no payments for trips etc

Strategic Goal Six: Environment

Provide a safe, up-to-date and attractive school environment that meets the needs of our students and staff

School Ground Improvements

- Gardens
- Playground
- Begin process for another Dome

Sara
Steph
Jon

Tree Maintenance

- Mansfield & Ngata areas
- Pakuranga Highway

Sara
Steph
Jon

Strategic Focus: Mahtahi (Collaborating)

**Strategic Goal Seven: Community - Whānaungatanga [kinship between people] or talanoa [dialogue]
Strengthen partnerships with families/Whānau and the wider community to support and enhance student learning**

Community engagement

- Increase opportunities to extend learning partnership between home and school eg share Google Drive login with parents
- Showcase talent within the school at hui and special events and 'give back' to the community
- Strong partnerships with Whānau, iwi and community – including industry
- Create authentic audiences for students by connecting with local community groups (Kindergarten/ retirement homes)
- Newsletters
- SLT coffee mornings
- Plan events to encourage families/Whānau into school eg Grandparents Day, Māori Hui, Pasifika Fono, Literacy mornings etc. (if COVID allows)
- Consult with our community - each teaches phones/emails a Whānau to seek feedback on a question or topic eg Year 7 student - how did you find the transition to Howick?

SLT

All staff

Board

- Provide Board training to support Board members
- Board members to attend NZSTA conference and report to Board as appropriate
- Make connections with the community to encourage nominations for EOY Board election

Sara
BoT

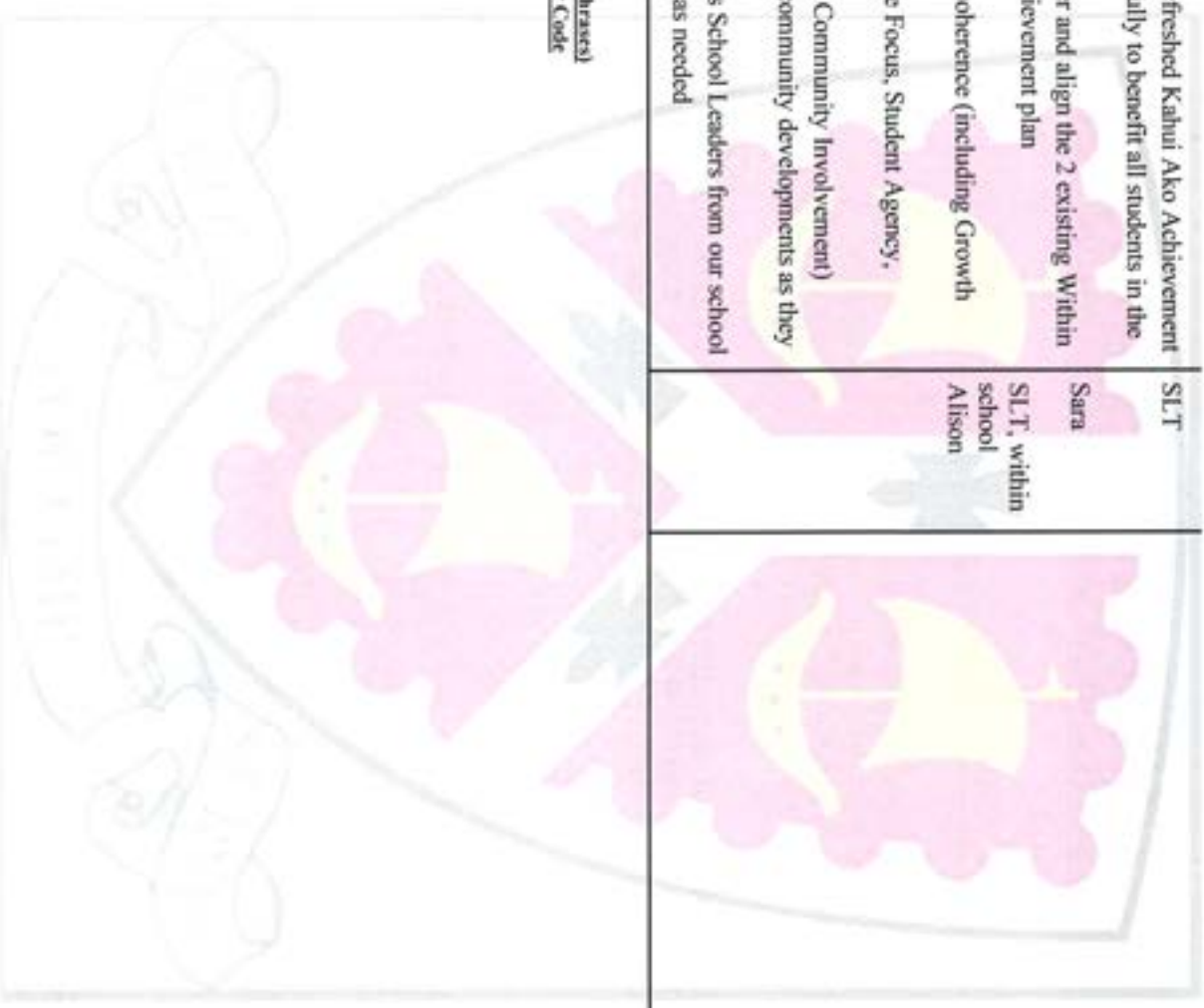
Strategic Goal Eight: Howick Coast Kahui Ako

<ul style="list-style-type: none"> Align our strategic plans with the refreshed Kahui Ako Achievement Challenge and collaborate purposefully to benefit all students in the Kahui Ako Appoint 1 new Within School leader and align the 2 existing Within School Leaders to the refreshed achievement plan <p>Our Strategies:</p> <ol style="list-style-type: none"> Leadership with collaboration and coherence (including Growth Coaching) Effective Pedagogy (includes Future Focus, Student Agency, Culturally Responsive Practices) Pathways and Transitions (includes Community Involvement) <ul style="list-style-type: none"> Communicate to Staff, Board and community developments as they occur Support the newly appointed Across School Leaders from our school LSC to work across the Kahui Ako as needed 	SLT Sara SLT, within school Alison	
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Update on Outcomes (Bullet points & phrases)

Fill this column/row with Achievement Colour Code

- Red = Not yet started
- Yellow = Begun
- Orange = Well on the way
- Green = Achieved



Analysis of Variance: Maths 2022

School Name: Howick Intermediate School		School Number: 1318	
Strategic Aim:	All students at Howick Intermediate School are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.		
Annual Aim:	To increase the number of students working at or above the expected levels of the New Zealand Curriculum in mathematics.		
Target:	<p>Goal 1: To accelerate the learning and achievement of 36 (16%) Year 8 students who were nearly meeting expectation in Mathematics (of which 6 (2%) students are Pasifika and 3 (1%) students are NZ Māori) at the end of Year 7 2021 (225 students), so that at least 80% of our Year 8 students are meeting and/or exceeding expectations at the end of 2022.</p>		
Baseline Data:	<p>Baseline data: Analysis of the 2021 data showed that 18 males (15.8%) of 114 male students and 18 females (16.2%) of 111 students (2021 Year 7 cohort) were nearly meeting expectations in Mathematics. This group includes 11.5% (3) of the 26 Year 7 2021 NZ Māori students and 22 % (6) of the 27 Year 8 2021 Pasifika students.</p>		
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>

Used the end of 2021 data to identify the students sitting just below where we would expect them to be and put them into a priority target group.

These students were placed on a register at the beginning of the year after staff looked through data to identify students.

Students were closely monitored throughout the year and the teachers regularly analysed the data to ensure progress and achievement and that adaptation to programmes was being made.

Barriers were identified and addressed with discussions happening at leadership meetings and at learn level. Student needs, were responded to, using a variety of strategies.

During the middle of the year, data was analysed again and strategies implemented to accelerate progress.

Within the classroom, 2022 was a year where the PLD from the past three years was embedded into the programme. Teachers implemented a questioning culture in maths programmes which encouraged and addressed identified barriers of students not being able to articulate their thinking.

SLT worked with lead teachers about having inquiry conversations about these students, with their teams, and analysing and responding to the data.

Students had access to the online maths resource, MathsBuddy, which supported what was taught in class and allowed students to use this at home to consolidate their learning.

End of Year summary:

At the end of the year 2021 we had 36/ however 3 have since left) students working at level 3 of the Mathematics curriculum.

These students were our target students as they were nearly meeting expectations. Staff were involved in analysing the data at the beginning of the school year to identify these students.

Additional staff resourcing was planned for to support staff in targeting these students. However, in Week 2 the school continued to be impacted by the Pandemic with the Omicron variant. This led to ongoing and sustained staff and student disruption. The end of year results for target students is still pleasing in the light of these challenges.

Progress Analysis:

- 3 of our target students have left the school
- 19 of the 33 (57.5%) students are now meeting and / or exceeding expectations
- 32 of the 33 (96.9%) students have made progress since EOY 2021
- 3 of the 33 (9%) are now exceeding expectations
- 16 of the 33 (48.4 %) are now meeting expectations as they are working at level 4 of the curriculum.
- 1 of the 33 (3%) has not shifted a level since EOY 2021. The one student that has not moved was home-schooled for most of her life. English is her second language and she has slow processing speeds, however we are very pleased with the progress she has made at Howick Intermediate over the past 2 years.

96.9% of target students have made a shift since the EOY 2021. This is an extremely positive result for HIS.

9% have made more than expected progress and are now exceeding expectations.

All of the students who are not yet meeting expectations are known to staff.

Overall data shows that 79.7% of our Year 8 cohort are meeting and/or exceeding expectations in Mathematics. This is just below our target of 80%.

40.7% of our Year 8 cohort is exceeding expectation which is very exciting for HIS.

Barriers to learning that have been identified as limiting progress:

Lasting effects of COVID including a high number of absences in both teachers and learners this year. This has made it challenging to ensure consistency in classroom programmes.

There are students in this group who have learning differences such as ADHD and dyscalculia.

Some of the students are ESOL or past ESOL students and struggle with English as their second language.

To build teachers confidence in the teaching of maths by improving their content knowledge.

To make sure there is differentiation in maths lessons For teachers to know what an effective maths programme looks like.

Closer monitoring by deputy principals that there is ongoing discussions around target students at whararua meetings.

Additional support will be provided in the whararua using additional resourcing. Target students will be closely monitored through rigorous data analysis.

The 2023 mathematics support programme will be closely monitored over the year using data, student and teacher voice. The success of this programme should be reflected in the data.

Moderation will be an ongoing focus for teachers and the SLT so that students will know what success looks like at level 4 and will know how to cater and extend students already working at level 5.

Continue to focus on developing students' conceptual understanding of concepts through mathematical inquiries (investigations) and authentic contexts.

Continue to focus on developing students' mathematical vocabulary.

Continue to encourage and facilitate teacher's observations of good practice within the school in order to lift all teachers practice and pedagogy in the delivery of effective maths lessons and programmes.

Continue to purchase quality, engaging and appropriate resources to support teaching and learning at the right levels in maths.

Support lead teachers to work with their teams to plan for and to deliver effective maths lessons and programmes, leading learning conversations and facilitating inquiry into how to further lift student achievement in maths throughout the year.

Monitor any changes or developments that are happening within the redesign of the Curriculum and ensure that we are making adaptations or modifications.

NZ Maori: (3 students EOY)

- 1 (33%) is now meeting expectations. This student has shown progress since EOY 2021.
- 1 (33%) is nearly meeting expectations. All 3 Maori students have made progress since EOY 2021. One of these students has significant pastoral and behavioural issues. He has received MOE funding for severe behaviour and was one of our students who struggled to engage during the Pandemic lockdown. He receives ongoing and intensive support has made progress since MOY and is now working at early level 4.

Pasifika: (8 students EOY)

- 3 (50%) are now meeting and or exceeding expectations for EOY
- 1 (17%) is now exceeding expectations for the EOY
- All Pasifika students (6 (100%)) have made some progress since EOY 2021.

Year 8 Priority Learners(EOY):

There are 29 year 8 students who were identified as Priority Learners (working at early Level 3 and below at EOY 2021)

- 27 (93%) have shown improvement since EOY 2021.
- 9 (31%) students are still working towards expectations
- 11 (38%) are nearly meeting expectations
- Of the 5 students who have shown no progress, all are known to us and have specific learning and/or pastoral needs that have hindered their progress. At least 3 of those 5 learners will not make any further significant progress due to their learning differences. Two of these students have had significant absences during and post the Pandemic.
- 7 (24%) are meeting expectations so have shown significant improvement.
- 2 (7%) are now exceeding expectations and have therefore shown 3 sublevel improvements (E3 to A4) since EOY 2021.
- All students were closely tracked and monitored this year

Strategies being used to accelerate learning: Student Learning progressions are being used by whanau as a teaching tool.

Maths moderation staff meeting was robust and teachers were more confident. Evidence packs contained a variety of evidence.

Teachers are more confident about what samples of work to bring moderation meeting. They also had a variety of work to show.

During a walkthrough, it was evident that there was inquiry teaching of maths taking place. Students were working in mixed ability groups and there was evidence of talk moves. Good low floor/high ceiling examples being used.

Good differentiation in planning is evident

High ability students that don't make the extension class are catered for and extended when their class.

Planning for next year.

Embedding the use of learning progressions as a tool for targeted teaching and planning

Active monitoring of target students

Embedding the "how we do Mathematics at HIS" document.

Actively engage as a team with any new research emerging regarding the New Curriculum. Continue to focus on Teacher Practice and how this is changing. This should be measurable through observations and learning conversations.

School staff who release homeroom teachers should be well informed and trusted to deliver quality lessons from robust planning.

Learner Agency will continue to be a focus next year. Students need to understand and use the learning progressions and their next steps. Staff and students will be actively Identifying what progress looks like at Howick Intermediate School. This will be a focus for our Within School leader leading Learner Agency across the school.

Further support could be provided to the teachers by engaging in collaborative planning - whilst teachers share their planning, it is difficult for a teacher to pick up a task and know exactly what the thinking is behind the task. By collaboratively engaging and solving tasks together the teachers gain a deeper understanding of how to use the task and to consider questions they may while students are working on the tasks. Teachers need to continue to develop their questioning skills, so that the students are doing thinking and to further support students in productive struggle.

When planning lessons using the "Curriculum Elaborations" on NZMaths is a good resource to use to ensure units of work are planned at Level 4 with extension tasks at Level 5.

Select tasks which support a conceptual understanding. Resources to do this include Mindset Mathematics as on NZMaths, under "Units of Work" as these provide lesson sequences which include investigations and exploration.

Analysis of Variance –Reading 2022

School Name:	Howick Intermediate School	School Number:	1318
Strategic Aim:	All students at Howick Intermediate School are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the New Zealand Curriculum		
Annual Aim:	To increase the number of students at or above the expected levels of the New Zealand Curriculum		
Target:	Target Reading Goal- To accelerate the learning and achievement of 33 (14.2%) Year 8 students who were nearly meeting expectation in Reading at the end of Year 7 2021 (225 students), of which 6 (22.2%) students are Pasifika and 2 (7.6%) students are NZ Māori at the end of Year 7 2021 so that 80% of students are meeting and/or exceeding expectation at the end of 2022.		
Baseline Data:	Baseline data: Analysis of the 2021 data showed that 17 males (14%) of 114 male students and 16 females (14%) of 111 students (2021 Year 7 cohort) were nearly meeting expectations in Reading. This group includes 7.6% (2) of the 26 Year 7 2021 NZ Māori students and 22.2 % (6) of the 27 Year 7 2021 Pasifika students.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
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<p>Used end of 2021 data to identify the students sitting just below where we would expect them to be and put them into a priority target group.</p> <p>These students were placed on a register at the beginning of the year after staff looked through data to identify students.</p> <p>Students were closely monitored throughout the year and the teachers regularly analysed the data to ensure progress and achievement and that adaptation to programmes was being made.</p> <p>Barriers were identified and addressed with discussions happening at leadership meetings and at team level. Teachers identify reasons why students are not making progress/barriers and identify strategies that will accelerate progress or what other teachers were having success with. What strategies were being used to accelerate these students?</p> <p>During the middle of the year, data was analysed again and strategies implemented to accelerate progress. SLT worked with lead teachers about having inquiry conversations about these students, with their teams, and analysing and responding to the data.</p> <p>Literacy curriculum leaders and whānau representatives led PLD to showcase the large number of reading resources, which are high interest and engaging. Many of these resources support</p>	<ul style="list-style-type: none"> • 33- Year 8 students of which 3 of these students have left from Whānau Cooper • (30 Target students by the EOY) • All of our 30 reading target students have made a shift from the BOY 2022 where these students were working at level 3 • 3 of our 33 target students in this group who have left • Howick Intermediate=1 was a Māori student and 2 were Pasifika. • Our 2 Māori students have made a shift from the BOY 2021 at Level 3 to EOY 2022 At level 4 (1 of our Māori students has left in 2022) • Our 4 Pasifika students have all made a shift- • 2 of the Pasifika students shifting from Early Level 3 at BOY 2021 to Early level 4 at EOY 2022 • The other 2 Pasifika students shifting from Early Level 3 BOY 2021 to At level 4 at EOY 2022. <p>Our strengths</p> <ul style="list-style-type: none"> • 8 of the 33 (24.2% %) target students are working at early Level 4 	<p>Barriers to learning that have been identified as limiting progress:</p> <p>Lasting effects of COVID including a high number of absences in both teachers and learners this year. This has made it challenging to ensure consistency in classroom programmes.</p> <p>There are students in this group who have learning differences such as ADHD and dyscalculia.</p> <p>Some of the students are ESOL or past ESOL students and struggle with English as their second language.</p> <p>Strategies being used to accelerate learning:</p> <p>There is more use of engaging reading material and new resources that help with student focus and engagement. Literacy boxes are updated and available with up-to-date Literacy materials in each classroom.</p> <p>Ongoing robust moderation conversation at Whānau and school wide level.</p>	<p>Continue to have a focus on integration between reading, writing and concept so students are more engaged in their learning and more authentic programs being delivered - will need PD for some teachers in planning for this</p> <p>Continue developing teacher practice to use all the reading assessment tools such as PROBE, ARB's etc. as a formative assessment tool to plan for student's next learning steps</p> <p>Ongoing and robust moderation sessions both as a whole school and at whānau meetings to ensure that teachers are confident at providing OTJ's in Reading</p> <p>Continue to purchase quality, engaging and appropriate leveled resources to support reading at all levels and for teachers to be aware of what resources are available</p> <p>Support lead teachers in working with their teams to plan for the delivery of a balanced and varied reading program.</p> <p>Ensure that there is consistency across the whānau with the</p>
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<p>specific reading skills that need to be taught across the curriculum.</p> <p>Teachers have tracked the achievement of Māori and Pasifika students as a subset of the target group</p> <p>Ongoing focus on using evidence to form OTJs and the moderation process, both as a whole school and in whanau.</p>	<ul style="list-style-type: none"> • 19 of the 33 (57.5%) target students are working at Level 4 • 1 of the 33 (3.0%) target students are working at working Level 5 • 17 of our 33 (51.5%) of our target student have made a shift from the BOY • Only 7 of the 28 (21.2%) target students have made no shift from MOY 2022-EOY 2022 <p>Achievements-</p> <ul style="list-style-type: none"> • 33- Year 8 students of which 3 Māori: 3 NZ Māori students (1 has left) • These 2x NZ Māori students (1x male and 1x female) from the MOY 2022 both these students have made a shift and are now with both students working At level 3 to now EOY working At Level 4 <p>Pasifika: 6 Pasifika students- (2 male and 2 female)</p> <ul style="list-style-type: none"> • 2 of this students have left HIS • 2 students have made a shift from At Level 3 EOY 2021 to Early L4 at EOY 2022. 	<p>teaching and learning of our target students through a robust and engaging acceleration program.</p>
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Planning for next year:

All data from EOY 2022 will be analysed and reported on to form a school wide picture of achievement, it will be used to identify the 2023 target group.

Moderation will be an ongoing focus for teachers and the SLT so that students will know what success looks like at level 4 and will know how to cater and extend students already working at level 5.

Classroom teachers need to be able to identify their target student, including Māori and Pasifika students and discuss their learning and progress

Continue developing teacher practice to use all the reading assessment tools such as PROBE, ARB's etc. as a formative assessment tools to plan for student's next learning steps.

Continue to encourage and facilitate teacher's observations of good practice within the school in order to lift all teachers practice and pedagogy in the delivery of balanced reading lessons and programmes.

Continue to purchase quality, engaging and appropriate leveled resources to support reading at all levels and for teachers to be aware of what resources are available and how to use them

Support lead teachers in working with their teams to plan for a deliver a balanced and varied reading programme, including specific teaching of strategies and critical thinking

Classroom teachers need continued ownership of the target students and be able to talk to their progress and needs

Support Lead Teachers in their ability to lead discussions around data and what it means for teaching and students learning

Ensure that we have quality reading programmes, that are differentiated and develop critical literacy skills across the curriculum

To continue to embed formative assessment, so that students are aware of what they are learning, why they are learning it, how will they know if they have been successful and what their next steps will be

Continued PLD with Murray Gadd to help teachers make clear links between Reading and Writing.

Analysis of Variance – Writing 2022

School Name:	Howick Intermediate School	School Number:	1318
Strategic Aim:	All students at Howick Intermediate School are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the New Zealand Curriculum		
Annual Aim:	To increase the number of students at or above the expected levels of the New Zealand Curriculum		
Target:	To accelerate the learning and achievement of 37 (16%)* Year 8 students who were nearly meeting expectation in Writing (of which 2 students are Pasifika and 2 students are NZ Māori) at the end of Year 7 2021 (225 students), so that 80% of Year 8 students are meeting and/or exceeding expectations at the end of 2022.		
Baseline Data:	Analysis of the 2021 data showed that 26 males (22.8%) of 114 male students and 11 females (9.9%) of 111 students (2021 Year 7 cohort) were nearly meeting expectations in Writing. This group includes 7.6% (2) of the 26 Year 7 2021 NZ Māori students and 14.8% (4) of the 27 Year 7 2021 Pasifika students.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Target Students: Making expected progress (EP) means advancing by 1 curriculum level during the year. Making accelerated progress (AP) means advancing 2+ curriculum levels during the year. It is desirable for target students to accelerate their progress if they are to 'catch up' with other students. Teachers identify target students for writing, those students who are working just below the expected level 4 of the NZ curriculum for Year 8.</p> <p>Throughout the year teachers identify reasons why students are not making progress/barriers and identify strategies that will accelerate progress or what other teachers were having success with</p> <p>The staff use the Student learning progressions tool and Effective Literacy Practice to implement effect</p>	<p>School Target Goal To accelerate the learning and achievement of 37 (16%)* Year 8 students who were nearly meeting expectation in Writing (of which 2 students are Pasifika and 2 students are NZ Māori) at the end of Year 7 2021 (225 students), so that 80% of Year 8 students are meeting and/or exceeding expectations at the end of 2022.</p> <p>By the End of Year 8 (n=35) Did not make EP - 8.5% (n=3/35) Made expected progress - 42.8% (n=15/35) Made accelerated progress - 48.5% (n=17/35)</p> <p>Furthermore, of the 35 target students who made accelerated progress, 17 (48.5%) are now achieving 'at' or 'above' national expectations for Year 8 writing.</p> <p>This means that 8.5% (n=3/35) of our Year 8 target students did not make expected progress during the year.</p>	<p>This target goal was not met, but significant progress was noted by these students.</p> <p>2 of our target students have left HIS and now we are tracking 35 target students.</p> <ul style="list-style-type: none"> 32 of the 35 (91%) students have made progress since EOY 2021. 17 of the 35 (48.5%) have made accelerated progress and are now meeting expectations as they are working at level 4 of the curriculum. 15 of the 35 (42.8%) have made progress since EOY 2021, but are still nearly meeting expectations as they are now working at early level 4 of the curriculum. 3 of the 35 (8.5%) have not shifted a level since EOY 2021, they are working towards expectations as they are working at level 3 of the curriculum. However, they have all stayed within the same level of learning that they were assessed at the end of 2021. 	<p>Using the Learning Progressions Framework alongside our moderation process</p> <p>Continue to work alongside Jude Parkes to ensure teachers are familiar with the LPFs</p> <p>Running workshops to address diverse needs</p> <p>Organising a programme to account for different needs</p> <p>Ensuring teachers are aware of where students have come from in terms of writing and how to address basic needs in writing</p> <p>Encourage students to share and celebrate more widely</p>

<p>programmes and identify and provide targeted PD that upskills teachers' practice to close the learning gap/accelerate learning. Teachers work alongside Murray Gadd for PD in an effective and engaging writing programme.</p> <p>Target students to be included as a standing item on agendas for whanau meetings. Professional learning discussions centered around what is making a difference to students' progress. LTs to feedback to Literacy leader/AP/DP</p> <p>Literacy curriculum leader and within school literacy leaders monitored planning to identify links between planning for target students, progress and next steps for these students. Also provides feedback on observations alongside Murray Gadd.</p> <p>Teachers have tracked the achievement of Māori and Pasifika students as a subset of the target group.</p>	<p>This means that 42.8% (n=15/35) of our Year 8 target students made expected progress during the year.</p> <p>This means that 48.5% (n=17/35) of our Year 8 target students made accelerated progress during the year.</p>	<p>The proportion of target students (Year 8 students who were under-achieving in 2021) who have made accelerated progress is very good. Not only have 48.5% (n=17) of these students made accelerated progress but they are now achieving 'at' national achievement expectations for Year 8 writing.</p> <p>Despite the school's best efforts, 3 of these target students did not make any progress since EOY 2021. Of these 3 students, 2 have behavioural/ pastoral issues that are impeding their progress, and 1 has learning differences including slow processing speed.</p> <p>Barriers to learning that have been identified as limiting progress: Lasting effects of COVID including a high number of absences in both teachers and learners this year. This has made it challenging to ensure consistency in classroom programmes.</p> <p>There are students in this group who have learning differences such as ADHD and dyscalculia.</p>	<p>Modelling in a more targeted way</p> <p>Using more diverse approaches to motivation eg picture books</p> <p>Providing greater topic choice to enhance engagement</p> <p>Co constructing success criteria with students</p> <p>Being a writer in the classroom</p> <p>Questioning in a way that leads to deeper thinking about writing</p> <p>Ensuring that the student voice is to the fore.</p> <p>Use of " student learning progressions to inform students of their goals and next steps in writing</p>
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Professional Development with Jude Parkes on the LPF and aspects of these to aid planning, analysis and moderation of Writing.
Ongoing focus on using evidence to form OTJs and the moderation process, both as a whole school and in whanau.

Some of the students are ESOL or past ESOL students and struggle with English as their second language.

Strategies being used to accelerate learning:

Jude Parkes working with teachers to upskill their pedagogical knowledge in the Learning Progression Framework and their understanding of Level 4 and 5 of the curriculum.

Students are being given more opportunities to write through teachers planning for 'quick writes'

Students are being given more opportunity to select their writing purpose, and thus are more engaged with the topic

Regular and ongoing analysis of data is a focus for all staff and is a senior leadership goal - assessment and moderation alongside curriculum planning has been a focus.

Teachers are more aware of level 4 expectations and are planning to meet these and assessing according to these

<p>Planning for next year</p>	<p>Writing indicators are being used more consistently for assessment</p> <p>Continued support by Murray Gadd and resources to build teacher and student capability in Writing</p>
<p>Continuing writing PLD with Murray Gadd will help teachers understand what effective writers do and how to motivate and engage students.</p> <p>Continue writing PLD with Jude Parkes with the Learning Progression Framework and aspects of these to help inform our teaching, assessment and moderation of Writing.</p> <p>To be very clear about what expectation for each cohort actually looks like for writing and to share these expectations with students as appropriate, maybe as annotated examples of expected outputs and/or as lists of writing skills and strategies required.</p> <p>Ensuring teachers continue to implement workshops within their Writing programme focusing on the needs of their learners.</p> <p>Topic Teachers need to recognise that merely 'doing more of the same' will not accelerate under-achieving students, especially students who have a history of under-achievement.</p> <p>Increase the overall achievement of both Year 7 and 8 students by at least 6%, with a target of 80% of all students meeting or exceeding expectations.</p>	

Continue to increase the engagement and achievement of boys in writing across to school, so the achievement gap between boys and girls is no more than 12%.

Continue to decrease the proportion of all students in the working towards band to no more than 5%.

Continue to increase the proportion of all Māori and Pasifika learners across the school so that there is a minimal gap (no more than 2%) between their achievement levels and those achieved by NZE students.

Ongoing and continued development for teachers in forming evidence based OTJ's and having greater moderation discussions, including challenging conversations across the school.

Support lead teachers in working with their teams to plan for a deliver a balanced and varied Writing programme.

Support Lead Teachers in their ability to lead discussions around data and what it means for teaching and students learning.

To continue to embed formative assessment, so that students are aware of what they are learning, why they are learning it, how will they know if they have been successful and what their next steps will be.

Students are being given more opportunity to write every day across the curriculum, to select their writing purpose, and thus are more engaged with the topic.



2023 Annual Student Achievement Goals

Focus: Reading

Strategic Aim:

All students at Howick Intermediate School are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the New Zealand curriculum.

Annual Aim:

To increase the number of students reading at the end of Level 4 of the curriculum.

Target: To accelerate the learning and achievement of 28 (12%) Year 8 students who were nearly meeting expectations in Reading at the end of Year 7 2022 (238 students), of which 7 (3%) students are Pasifika and 5 (2%) students are NZ Māori at the end of Year 7 2022 so that 80% of students are meeting and / or exceeding expectation at the end of 2023.

Baseline data: Analysis of the 2022 data showed that 17 males (61%) and 11 females (39%) of target students were nearly meeting expectations in Reading. This group includes 18% (5) NZ Māori students and 25 % (7) Pasifika students of the 28 target students for 2023.

Actions to achieve targets

1. Analysis of previous EOY Year 7 assessment data to identify target students
2. Liaise with the classroom and lead teachers to ensure that a differentiated programme is being implemented in each classroom.
3. Establish fluid in class support groups using additional staffing.

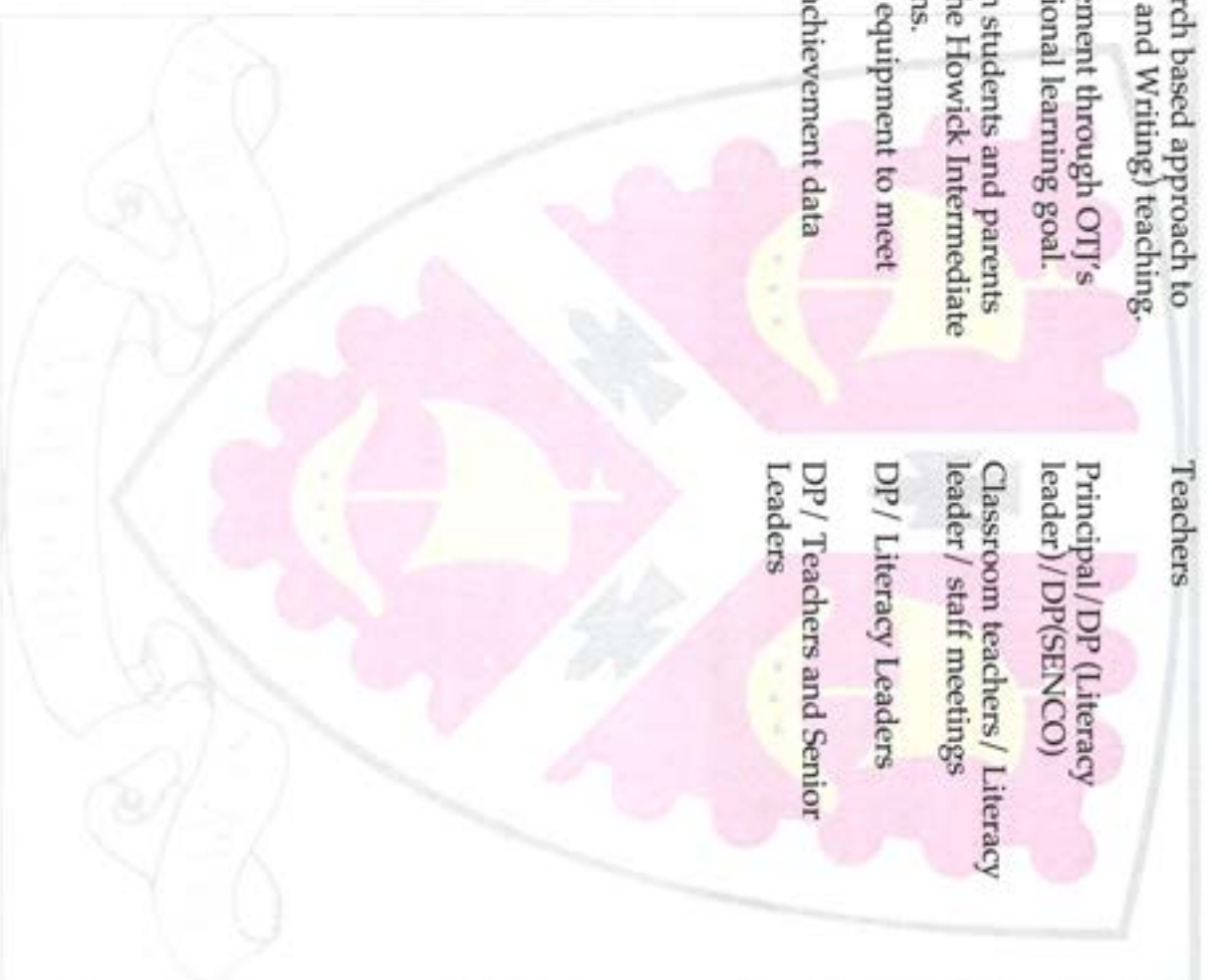
Led by

- Principal/DP (Literacy leader /DP(SENCO)
Principal/DP (Literacy leader /DP(SENCO)
Class and in class support Teachers/ DP and Literacy leaders

Timeframe

Beginning of Year 2023- Staff only day

4. All staff to use a research based approach to effectively Literacy (Reading and Writing) teaching.
5. Moderation of achievement through OTY's will be a school wide professional learning goal.
6. Continue to work with students and parents to build partnerships using the Howick Intermediate Student Learning Progressions.
7. Review resources and equipment to meet curriculum needs
8. Review EOY student achievement data



Teachers

Principal/DP (Literacy leader)/DP(SENCO)

Classroom teachers/ Literacy leader/ staff meetings

DP / Literacy Leaders

DP / Teachers and Senior Leaders

Ongoing

Term 2

Ongoing

End of Term 4

2023 Annual Student Achievement Goals

Focus: Writing

Strategic Aim:

All students at Howick Intermediate School are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the New Zealand curriculum.

Annual Aim:

To increase the number of students writing at the end of Level 4 of the curriculum

Target: To accelerate the learning and achievement of 44 (18%)* Year 8 students who were nearly meeting expectations in Writing (of which 10 students are Pasifika and 4 students are NZ Māori) at the end of Year 7 2022 (238 students), so that 80% of Year 8 students are meeting and /or exceeding expectations at the end of 2023.

Baseline data: Analysis of the 2022 data showed that 30 males (68%) and 14 females (32%) of the 44 target students (2022 Year 7 cohort) were nearly meeting expectations in Writing. This group includes 9% (4) NZ Māori and of the Year 7 2022 students and 23% (10) of the 44 target students for 2023.

Actions to achieve targets	Led by	Timeframe
1. Analysis of previous EOY Year 7 assessment data to identify target students	Principal/DP (Literacy leader) / DP(SENCO)	End of Term 1
2. Liaise with the classroom and lead teachers to ensure that a differentiated programme is being implemented in each classroom.	Principal/DP (Literacy leader) DP(SENCO)	End of Term 1
3. Establish fluid in class support groups using additional staffing.	In Class support teachers DP (Literacy leader)/DP (assessment and reporting)	Ongoing
4. All Staff to use a research based approach to effective literacy teaching.	Teachers and literacy support teachers	Ongoing
5. Ongoing PLD with Murray Gadd.		Ongoing

6. PLD with Jude Parkes in the Learning Progression Framework.
7. Moderation of achievement through OTJ's will be a school wide professional learning goal.
8. Work with students and parents to build partnerships using the Howick Intermediate Student Learning Progressions.
9. Review resources and equipment to meet curriculum needs
10. Review EOY student achievement data.



Teachers and literacy support teachers

Teachers and literacy support teachers

Classroom teachers / Literacy leader / staff meetings

DP / Literacy Leaders

DP / Teachers and Senior Leaders

Term 2

Ongoing

End of Term 4

2023 Annual Student Achievement Goals

Focus: Mathematics

Strategic Aim:

All students at Howick Intermediate School are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the New Zealand curriculum.

Annual Aim:

To increase the number of students achieving at the end of level 4 of the Curriculum.

Goal 1: To accelerate the learning and achievement of 45 (19%) Year 8 students who were nearly meeting expectations in Mathematics (of which 9 (20%) students are Pasifika and 4 (9%) students are NZ Māori) at the end of Year 7 2022 (238 students), so that at least 80% of our Year 8 students are meeting and/or exceeding expectations at the end of 2023.

Baseline data: Analysis of the 2022 data showed that 23 males (51%) and 22 females (49%) of the 45 target students (2022 Year 7 cohort) were nearly meeting expectations in Mathematics. This group includes 20% (9) NZ Māori students and 9 % (4) of the 45 target students for 2023.

Actions to achieve targets	Led by	Timeframe
1. Analysis of previous EOY 7 assessment data to identify target students	Principal / DP / Mathematics leaders / All staff	By end of Week 1 Term 1
2. Liaise with appropriate class teachers to communicate identified group and determine strategies	Principal / DP / Mathematics leaders / Lead Teachers	By end of Term 1
3. Establish fluid in-class support groups using additional staffing.	DP / Lead Teachers / LSC	

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| 4. All staff uses a research-based approach to effective mathematics teaching. | Teachers | Ongoing |
| 5. Moderation of achievement through OTJ's will continue to be a Schoolwide professional learning goal. | DP /Lead teachers | Term 3 |
| 6. Work with students and parents to build Partnerships using the Howick Intermediate Student Learning Progressions. | Teachers | Term 2, 3, 4 |
| 7. Review resources and equipment to meet curriculum needs | DP /Mathematics curriculum team
DP / Teachers and Senior Leaders | Term 1 |
| 8. Review EOY student achievement data | | End of Term 4 |

