

# Howick Intermediate

## Charter 2021

- including Strategic and Annual Implementation Plan, Analysis of Variance

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**BOT Chairperson**

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**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

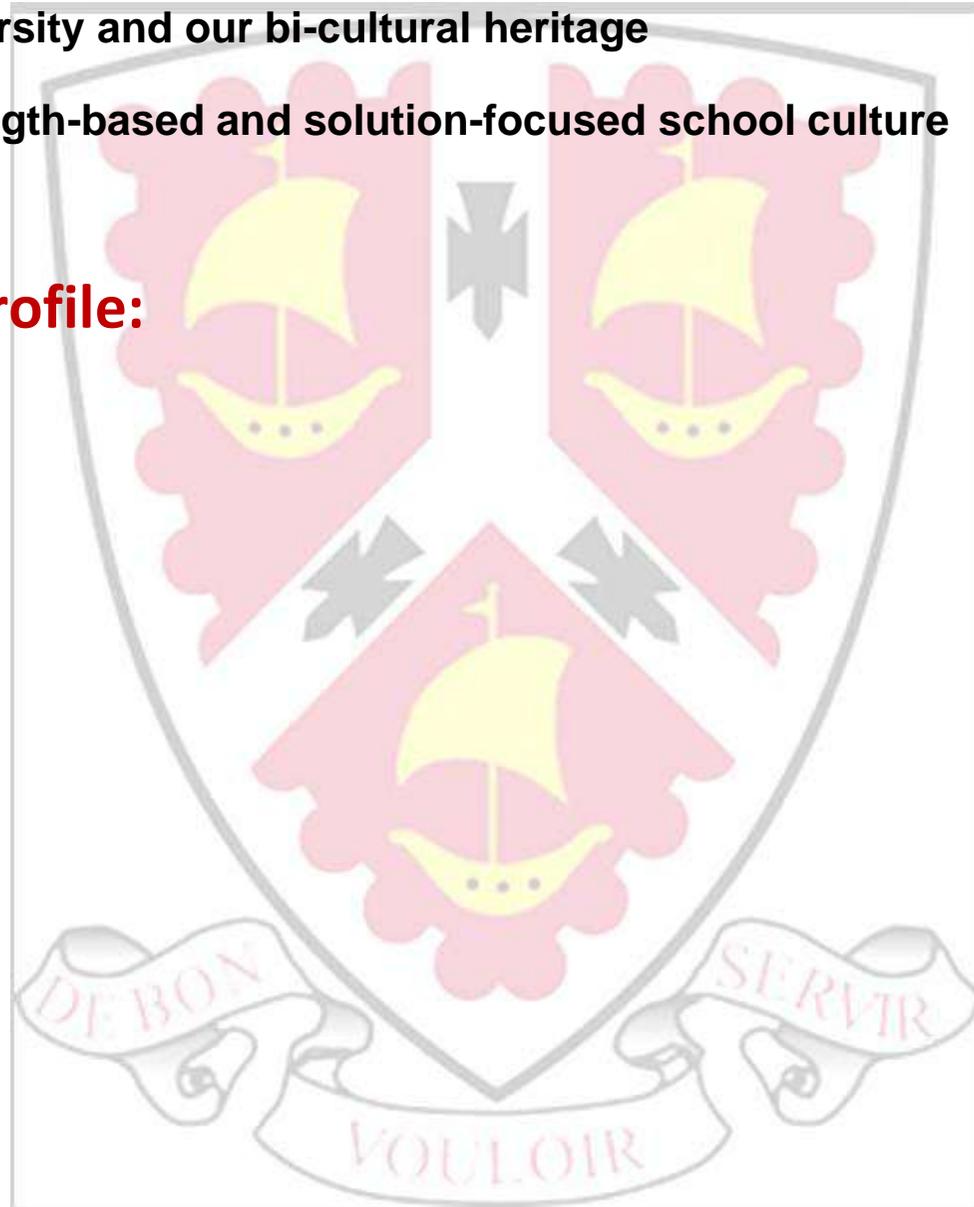
**What we stand for:**

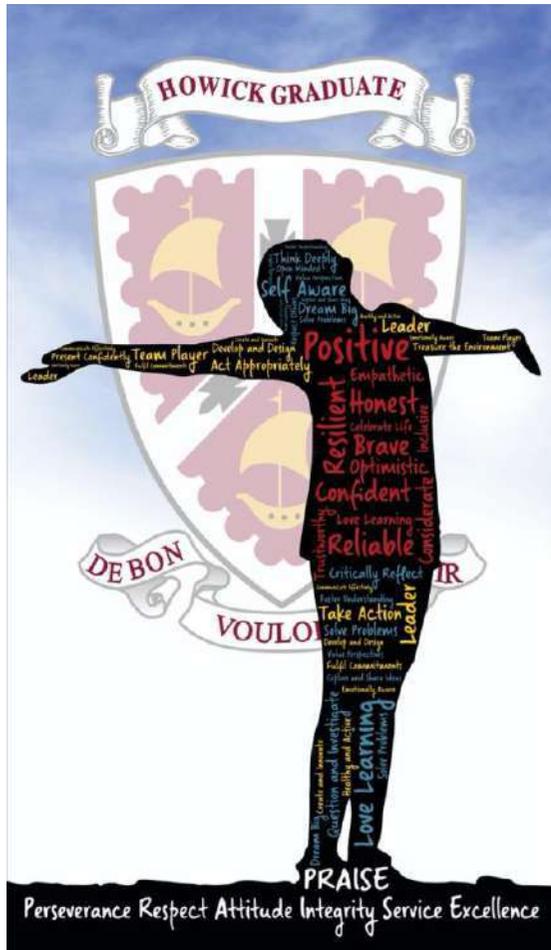
- Excellence in learning and teaching
- Positive virtues, active citizenship and collaboration as global citizens
- Inclusion, a strong connection to the school and with the local community
- Personalised learning and a balanced and broad education
- Creative, innovative and critical thinking



- **Celebration of diversity and our bi-cultural heritage**
  - **A positive, strength-based and solution-focused school culture**

## **Our Graduate Profile:**





### Attributes of a Howick Intermediate School Graduate

 <b>Head</b>	 <b>Heart</b>	 <b>Hand</b>			
<b>Perseverance</b>	<b>Respect</b>	<b>Attitude</b>	<b>Integrity</b>	<b>Service</b>	<b>Excellence</b>
<ul style="list-style-type: none"> <li>• I am a future-focused learner</li> <li>• I am a problem solver</li> <li>• I am a knowledge creator</li> <li>• I am a critical thinker</li> </ul>	<ul style="list-style-type: none"> <li>• I am kind and have integrity</li> <li>• I am resilient and self-aware</li> <li>• I am inclusive</li> <li>• I am respectful</li> </ul>	<ul style="list-style-type: none"> <li>• I am collaborative</li> <li>• I am an innovator</li> <li>• I am a skilled communicator</li> <li>• I am digitally competent</li> </ul>			
<b>Behaviours to demonstrate these attributes....</b>					
<ul style="list-style-type: none"> <li>• Sets goals and reflects on these</li> <li>• Works collaboratively in a group</li> <li>• Forms an opinion using evidence</li> <li>• Uses research skills to develop my own knowledge</li> <li>• Develops creative solutions to problems</li> <li>• Uses different perspectives to solve issues</li> </ul>	<ul style="list-style-type: none"> <li>• Shows kindness at all times</li> <li>• Resolves conflict, forgives and moves on</li> <li>• Know myself / my strengths and weaknesses</li> <li>• Accepts and welcomes everyone</li> <li>• Is polite, considerate and appreciative of others</li> </ul>	<ul style="list-style-type: none"> <li>• Creates new ideas and ways of doing things</li> <li>• Actively listens</li> <li>• Speaks with confidence</li> <li>• Uses technology to improve learning</li> <li>• Uses a range of tools to communicate my ideas and thinking</li> </ul>			

# The People

## Location and context

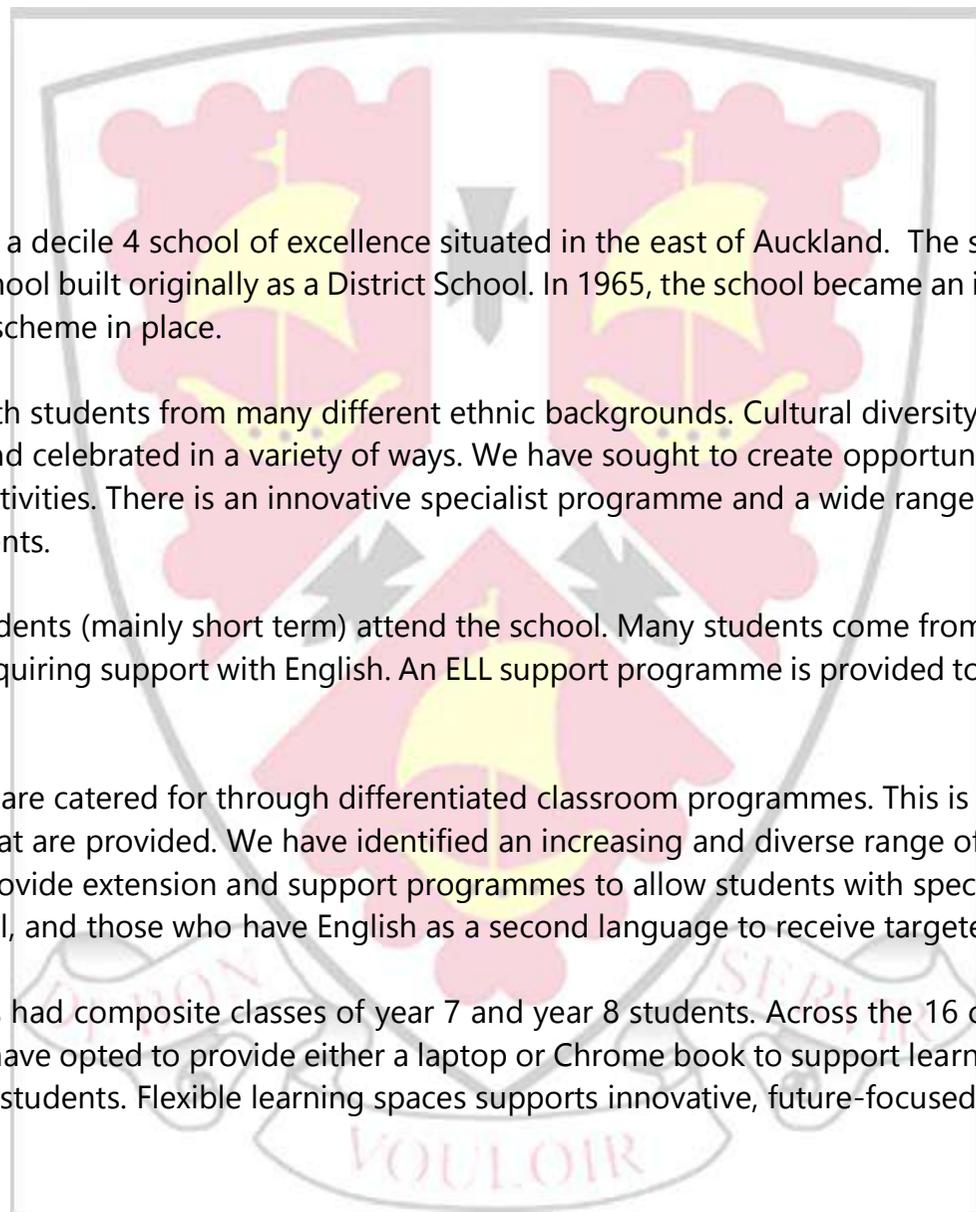
Howick Intermediate School is a decile 4 school of excellence situated in the east of Auckland. The school has a long tradition in the Howick area, being the first school built originally as a District School. In 1965, the school became an intermediate school. The school has a zone and an enrolment scheme 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. Many 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. We have identified an increasing and diverse range of needs in our students. Resources are prioritised to provide extension and support 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.

The school has for many years had composite classes of year 7 and year 8 students. Across the 16 classes, most students have their own digital device as parents have opted to provide either a laptop or Chrome book to support learning. This is supplemented by the school to ensure equity for all students. Flexible learning spaces supports innovative, future-focused learning.

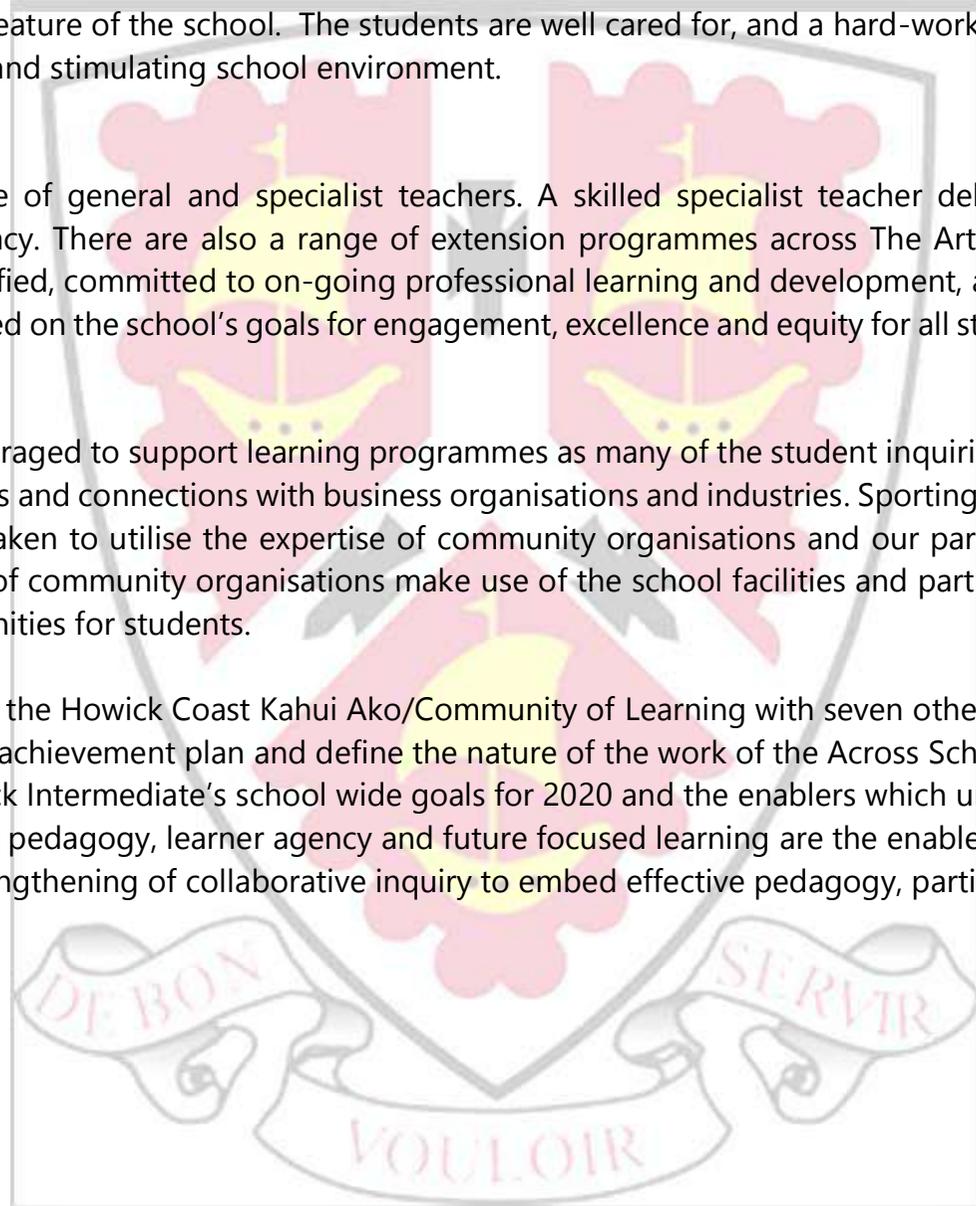


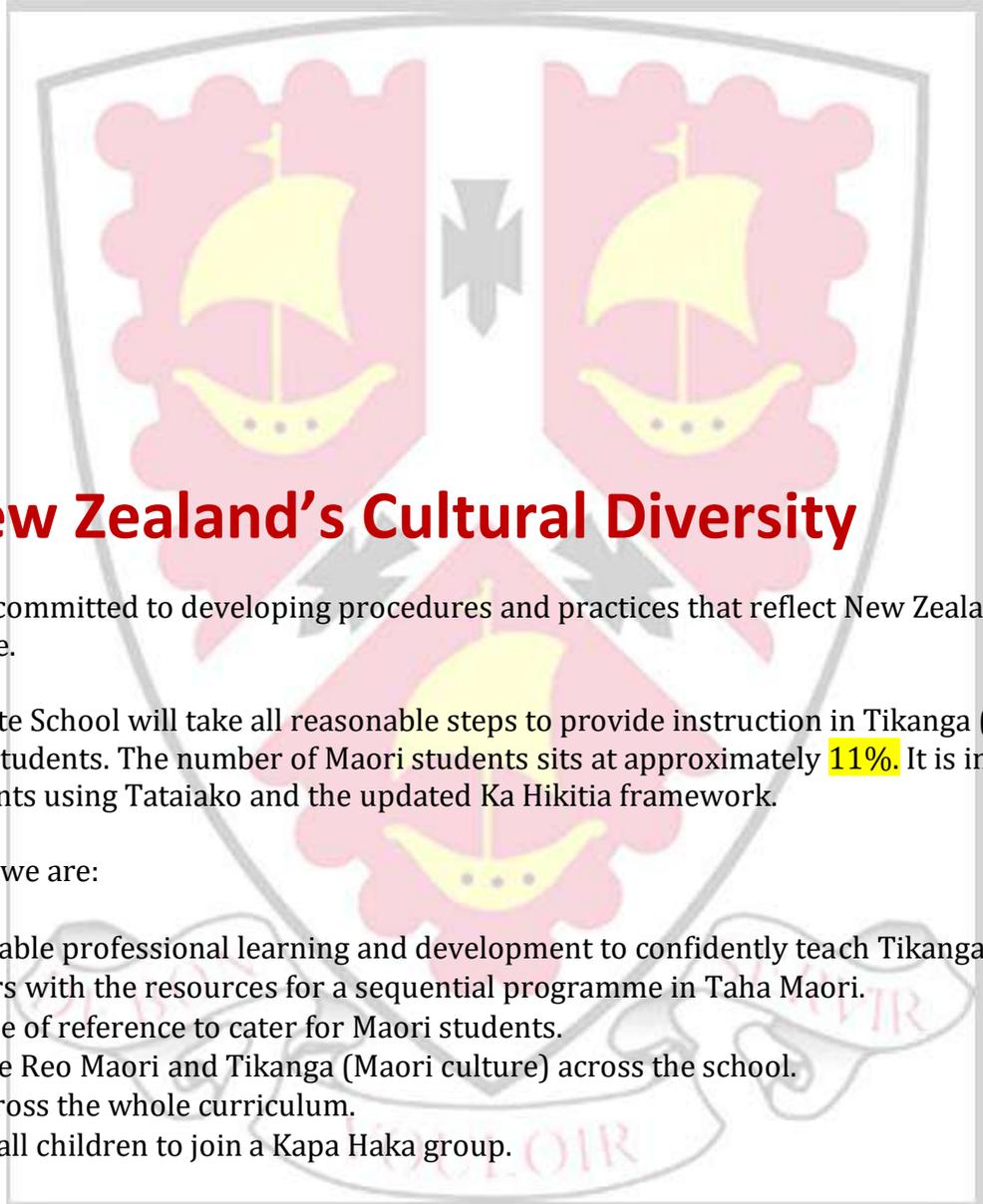
Pastoral care is an important feature of the school. The students are well cared for, and a hard-working and committed staff all contribute to the safe, happy and stimulating school environment.

The staff comprises a mixture of general and specialist teachers. A skilled specialist teacher delivers extension programmes in mathematics and critical 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 as many of the student inquiries 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 seven other schools. The focus for 2020 will be to revisit the endorsed 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 2020 and the enablers which underpin the Community of Learning's objectives; effective pedagogy, learner agency and future focused learning are the enablers that Howick is focusing on in 2020. This focus will see a strengthening of collaborative inquiry to embed effective pedagogy, particularly in Writing.





## Recognising New Zealand's Cultural Diversity

Howick Intermediate School is committed to developing procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

To this end, Howick Intermediate School will take all reasonable steps to provide instruction in Tikanga (Maori culture) and Te Reo Maori (Maori language) for all students. The number of Maori students sits at approximately **11%**. 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 Maori.
- Providing classroom teachers with the resources for a sequential programme in Taha Maori.
- Utilising Ka Hikitia as a frame of reference to cater for Maori students.
- Resourcing the delivery of Te Reo Maori and Tikanga (Maori culture) across the school.
- Integrating Te Reo Maori across the whole curriculum.
- Providing opportunities for all children to join a Kapa Haka group.

- Consulting with the Maori community and reporting on the progress of Maori students as a group. Discussing any issues or concerns, and generally maintaining and furthering our liaison with our Maori community.
- Identifying/monitoring each of our Maori 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.

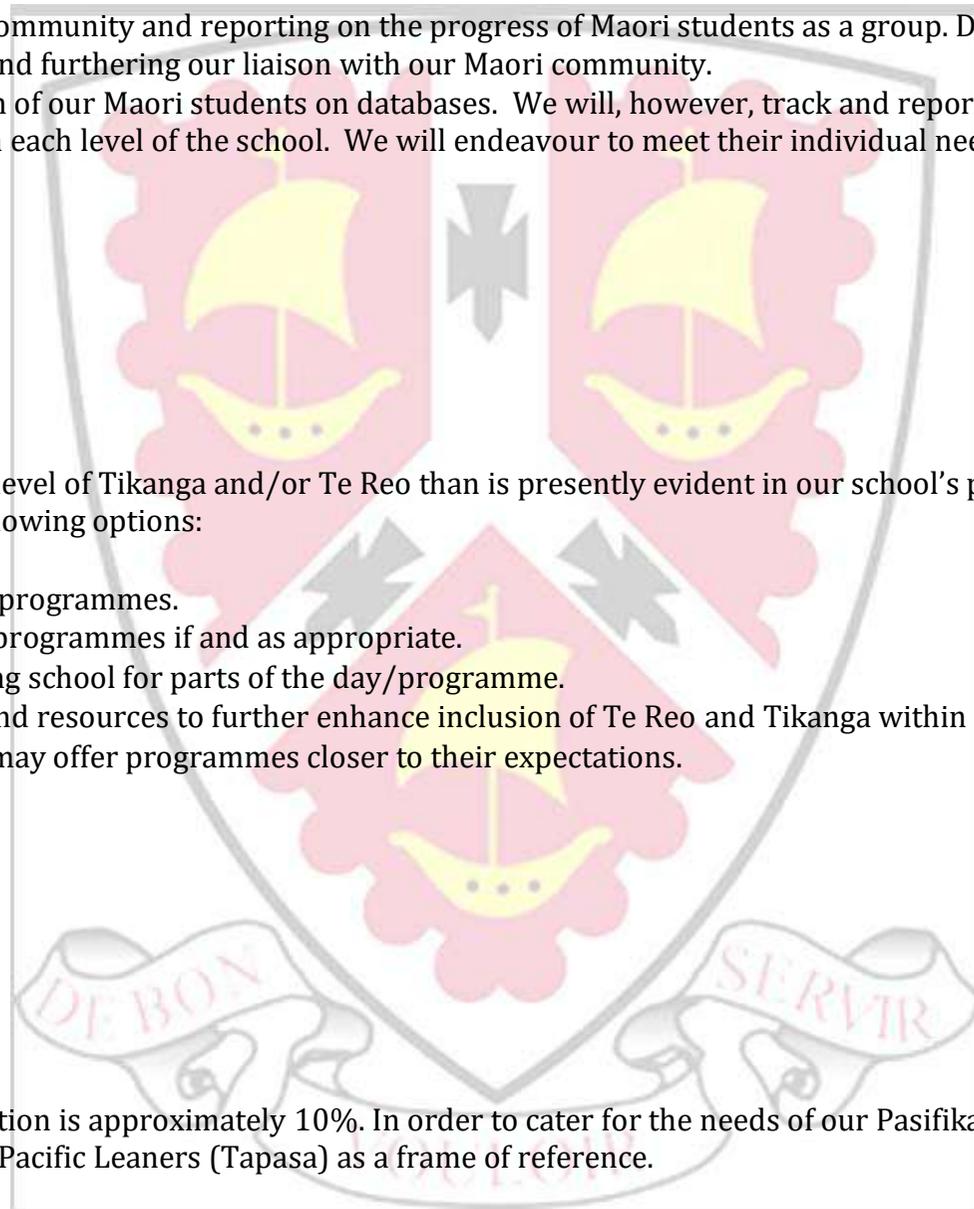
### **Maori responsiveness plan**

If a whanau 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.

### **Other cultures plan ...**

- Our Pasifika student population is approximately 10%. In order to cater for the needs of our Pasifika students, we utilise the Cultural Framework for Teachers of Pacific Learners (Tapasa) as a frame of reference.

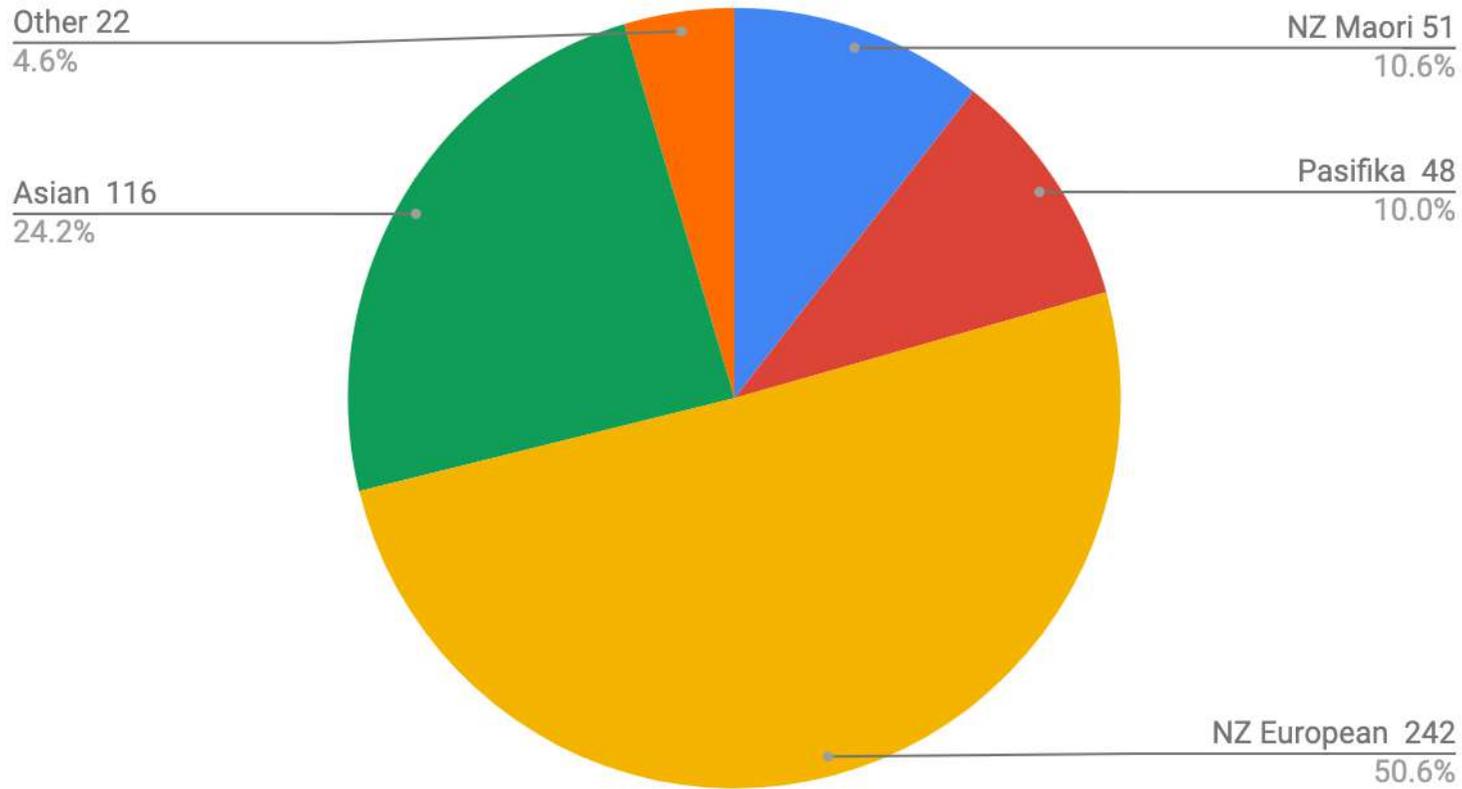


- Our Asian student population is approximately 24%. Through our ESOL staff we provide extensive, in-depth language and/or experiences for our speakers of other languages.
- A sister school relationship has been established with a Japanese middle school in Fukuoka, Japan. The programme is in its fifth 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 2021



## 2020 BOY Ethnic Groups



<b>EOY Ethnic Comparisons 479</b>	<b>NZ Maori 51</b>	<b>Pasifika 48</b>	<b>NZ European 242</b>	<b>Asian 116</b>	<b>Other 22</b>
	10.60%	10%	51%	24%	4.60%

VOULOIR

## Summary of Achievement (EOY 2019):

### Reading:

From a big picture perspective we have 398 of the 480 students meeting or exceeding expectations for reading which is 83%

### Writing:

From a big picture perspective we have 378 of the 480 students meeting or exceeding the expected level for writing which is 79%

### Mathematics:

From a big picture perspective we have 387 out of 480 students who are meeting or exceeding expectations for maths, which is 81%.

## Student Engagement – Attendance data:

Attendance for 2019 – approximately 92%

## 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 idea/s has been reported through an Appreciative Inquiry lens.

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

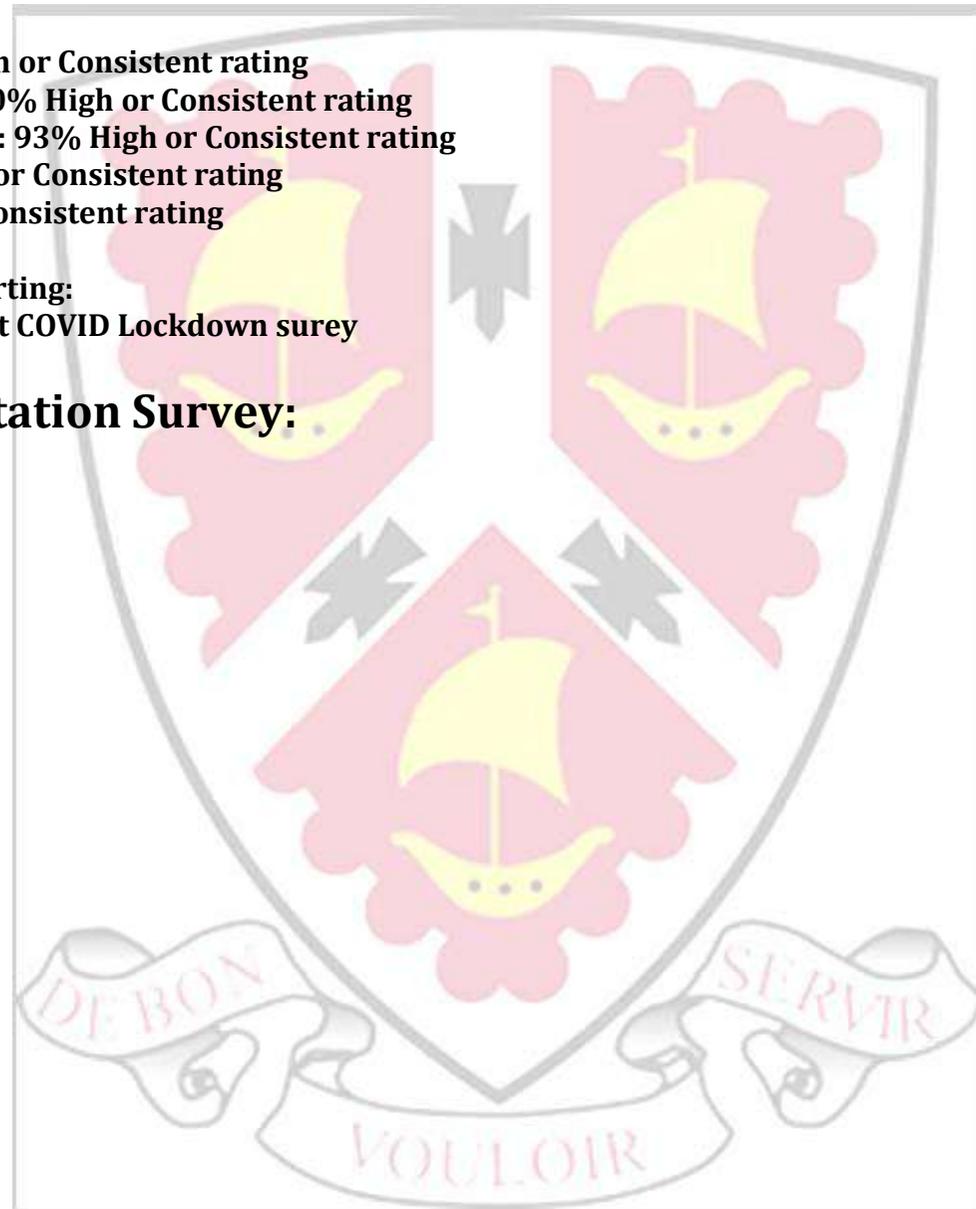
**Parent Feedback:**

**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:**

Key Area	Satisfaction
School Communication	4.19
Teaching Standards	4.16
Leadership + Direction	4.14
Curriculum	4.14
Resources + Facilities	4.11
Learning Environment	4.10
Values + Culture	4.08
Reporting	4.06
Co-curriculum	4.03
Parent Engagement	4.01
General	3.97
Learning + Extension	3.93
Student Engagement	3.92
Pastoral Care/Wellbeing	3.75
Homework	3.73
Student Transition	3.73
Average Score	4.00





# Howick

## Intermediate

# Strategic Plan 2020 to 2022

Strategic Focus: Ako (Learning)	Strategic Focus: Kaitiakitanga (Guardianship)
<ul style="list-style-type: none"><li>• A future focused curriculum with a focus on learner agency, capabilities and key competencies</li><li>• Grow staff professional capability</li><li>• High expectations for continuous improvement for student achievement</li></ul>	<ul style="list-style-type: none"><li>• Embrace our bicultural heritage and be fully identifiable as a school of Aotearoa</li><li>• Maori students will enjoy educational success and achievement as Maori</li><li>• Contribute as active and engaged citizens of the world</li><li>• Understand and extend cultural understanding and opportunities and their effect on student outcomes</li></ul>
Strategic Focus: Hauora (Well-being)	Strategic Focus: Mahitahi (Collaborating)
<ul style="list-style-type: none"><li>• Support the well-being (hauora) of all students and staff</li><li>• School culture of being kind which is underpinned by our school virtues of PRAISE</li><li>• Foster the Head, Heart and Hand attributes of Graduate Profile</li><li>• Vision supports wellbeing</li></ul>	<ul style="list-style-type: none"><li>• Strengthen partnerships with families/whanau, BoT and the wider community (including iwi and industry) to support and enhance student learning</li><li>• Achievement of Howick Coast Kahui Ako achievement objectives</li></ul>

## Plan-on-a Page for 2021 Annual Implementation Plan

<p><b>Strategic Focus: Ako (Learning)</b></p>	<p><b>Strategic Focus: Kaitiakitanga (Guardianship)</b></p>
<p><b><u>Strategic Goal One: A future focused curriculum with a focus on student agency</u></b></p> <ul style="list-style-type: none"> <li>Expand awareness of Howick’s Local Curriculum so that staff, students and community have an understanding of it</li> <li>Develop teachers and students understanding of Howick’s Language of Learning</li> </ul> <p><b><u>Strategic Goal Two: Staff Capability</u></b></p> <ul style="list-style-type: none"> <li>Deliver Professional Development to grow professional capacity, including middle leaders</li> <li>Ensure all staff have a deep understanding of learner agency</li> <li>Strengthen Coaching culture</li> <li>Introduce Professional Growth Cycle</li> </ul> <p><b><u>Strategic Goal Three: Student achievement</u></b></p> <ul style="list-style-type: none"> <li>Target ELL, Target and Priority Students</li> <li>High expectations for all learners (equity &amp; excellence)</li> <li>Use Learning Support Coordinator to support learning support</li> <li>Continue to build assessment &amp; reporting capabilities</li> </ul>	<p><b><u>Strategic Goal Five: Bicultural Context</u></b></p> <ul style="list-style-type: none"> <li>Embrace our bicultural heritage and be fully identifiable as a school of Aotearoa</li> <li>Maori students will enjoy educational success and achievement as Maori</li> </ul> <p><b>Embed and extend Taha Reo ( Māori identity, character, heritage, ancestry, descent) /Bi-cultural perspective</b></p> <ul style="list-style-type: none"> <li>Staff to complete Level 3 Te Papa Tikanga</li> <li>Understand and extend cultural understanding and opportunities and their effect on student outcomes</li> <li>Continue to develop and upgrade the physical environment</li> </ul>
<p><b>Strategic Focus: Hauora (Well-being)</b></p>	<p><b>Strategic Focus: Mahitahi (Collaborating)</b></p>
<p><b><u>Strategic Goal Four: Support the well-being (hauora) of all students and staff.</u></b></p> <ul style="list-style-type: none"> <li>Wellbeing -Use data from surveys to respond to needs</li> <li>Provide PD and eap to staff for their wellbeing</li> <li>Communicate and support parents &amp; whanau with wellbeing &amp; social media</li> <li>Continue with a positive, collective responsibility for student behaviour</li> </ul>	<p><b><u>Strategic Goal Six: Community (Whanaungatanga Kinship between people)</u></b></p> <ul style="list-style-type: none"> <li>Strengthen partnerships with families/whanau, BoT and the wider community (including iwi and industry)to support and enhance student learning</li> </ul> <p><b><u>Strategic Goal Seven: Howick Coast Kahui Ako</u></b></p> <ul style="list-style-type: none"> <li>Within School Leaders to lead areas of focus</li> </ul>



# Howick Intermediate 2021 Annual Implementation Plan

**Strategic Focus: Ako (Learning)**

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

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

<b>Key Improvement Strategies/Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Update on Outcomes</b>
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Mathematics			
<ul style="list-style-type: none"> <li>• Build teacher capability to add depth and complexity of teaching maths at level 4.</li> <li>• Use learning progressions more effectively for students taking agency to be showing progress over time.</li> <li>• Use materials to support the students who need them to develop conceptual understanding.</li> <li>• Cross whanau mathematical discussions.</li> <li>• Giving new teachers PD in maths - a variety of strategies and tools. Upskilling of teachers who need it - ongoing</li> <li>• Effective pedagogy suggests that students who are struggling shouldn't be withdrawn. A change to teaching of target students to be implemented in 2021.</li> <li>• Utilise open learning space with flexible grouping and teaching across the whanau</li> <li>• Opportunities to observe practise of teachers with effective pedagogy</li> </ul>	Angela All staff Angela Lead Teachers LT/Angela Amanda Alison LT All teachers	Ongoing	
Specialist Areas			
<ul style="list-style-type: none"> <li>• Programme continued development- Making changes rotation by rotation to keep students engaged.</li> <li>• Develop a focus on quality to ensure all work completed is Level 4 or above</li> <li>• Use of Learning progressions to track progress and next steps</li> <li>• Share the students learning and work with parents</li> <li>• Clear links to careers and industry</li> <li>• Develop Hard Materials extension programme to create 'medals' for school events eg swimming/speech</li> </ul>	Amanda & Specialist teachers	Ongoing	
Sustainability			

<ul style="list-style-type: none"> <li>• Become a Bronze Enviroschool</li> <li>• Share the School Enviro vision with school and community</li> <li>• Build a collective responsibility for our school environment</li> <li>• To reduce our school waste, leading towards becoming a zero waste school</li> <li>• To create green living spaces/veggie boxes</li> </ul>	Averil	Ongoing	
<b>Curriculum Achievement Goals</b>			
<ul style="list-style-type: none"> <li>• Focus on creating measures to determine the success of goals</li> <li>• Report to Board using these measures</li> <li>• Develop a way to report progress of target students with updated curriculum achievement levels</li> <li>• Achievement goals linked to strategic direction of school</li> </ul>	Michelle	Ongoing	
<b>Student Leadership</b>			
<ul style="list-style-type: none"> <li>• Develop a relationship with an external facilitator to deliver a programme to grow student leadership skills</li> <li>• Hold weekly student leader meetings</li> <li>• Provide leadership opportunities for student leaders - Contributing school visits etc</li> <li>• Introduce and develop a leadership project based idea that includes a range of student leaders ie- School councillors, School librarians, Sports Captains, Enviro group, Travel wise, and Recycling teams.</li> <li>• Introduce student leaders TShirts</li> </ul>	Michelle	Ongoing Term 1,2 3 and 4  Start of Term 2	

## Strategic Goal 2: Staff Capability

**Value and build leadership and professional capabilities of all staff. [Hautūtanga | Leadership](#)**

### Deliver PD to grow professional capacity

- Develop staff capability in writing through PD with Murray Gadd
- Continue to develop DPs through PLG, external appraisal
- Continue to grow all staff in terms of Digital Technologies, Writing & learner agency using Within school Leaders
- Te Reo/tikanga course for all staff
- Board PD as needed to support strategic direction
- Introduce Professional Learning workshops on Thursday afternoons, utilising internal expertise
- Use external expert to build knowledge of self, wellbeing and personal responsibility

Michelle  
Tess

Jane

Steven Colligan

Ongoing

January

### Middle Leaders

- Continue to grow middle leaders including Lead Teacher, curriculum leaders and Within School leader
- Grow middle leaders data & analysis capabilities
- SLT Collaborative Inquiry: How might we lead our middle leaders to ensure that Lead Teachers and teachers have a clear understanding of the process used to form robust OTJs and that Howick's moderation processes are fit for purpose and valid to ensure that we can have confidence in the achievement levels collected at Mid and EOY
- Create relational trust & Norms for LT meetings
- Update job description for LTs after feedback from strategic planning weekend

SLT &  
Roween  
Sara, DPS &  
LTS

January &  
Ongoing

January  
January

Ensure all staff have a deep understanding of learner agency			
<ul style="list-style-type: none"> <li>Refine teacher understanding of student agency and unpack in team meetings               <ul style="list-style-type: none"> <li>Model lessons then observe and provide feedback to teachers</li> </ul> </li> <li>CoL Within school teacher to drive student agency across the school</li> <li>Track teacher progress over year with Learner Agency capabilities</li> <li>Differentiated workshops in Student Agency for teachers</li> <li>Embed Student Learning Progressions to support student agency</li> <li>Model &amp; observe using Student Learning Progressions to set personalised learning goals</li> <li>Introduce Student Voice Indicators and unpack with teachers, then students</li> </ul>	Sangeeta, LTs, Teachers & students	Ongoing	•
Coaching			
<ul style="list-style-type: none"> <li>Strengthen coaching culture in school</li> <li>Provide opportunities for teachers to coach and be coachees</li> </ul>	Sara, SLT	Ongoing	
PCT			
<ul style="list-style-type: none"> <li>Provide professional learning through the Kahui Ako</li> <li>Differentiated level of engagement for PCT's</li> <li>Provide ongoing support and guidance through mentors, PCT Coordinator and professional growth cycle</li> </ul>	Angela & PCTs	Ongoing	
Professional Growth Cycle			

<ul style="list-style-type: none"> <li>• Introduce Professional Growth Cycle</li> <li>• Unpack Quality Practice template and what that looks like at Howick</li> <li>• Each whanau to develop a Collaborative inquiry around writing as a focus, ensuring that reflects the data gathered at whanau level.</li> <li>• Use observations and feedback cycle to grow teachers practice</li> <li>• Use Hikaoro Schema to guide discussion and actions at Whanau level for Bi-cultural practice</li> <li>• Ensure that Code of Responsibility and Standards are at heart on discussions</li> </ul>	SLT, Michelle LTS & all teachers	Jan SOD & Ongoing	
<b>Strategic Goal Three: Student achievement</b>			
<b><u>Set high expectations of progress and achievement for all students</u></b>			
<b>ELL Programme</b>			
<ul style="list-style-type: none"> <li>• Continue to identify, track and report on ELL and target students.</li> <li>• Ensure a robust ELL programme, both with classroom teachers and withdrawal programmes</li> <li>• Utilise ELL audit to enhance our programmes</li> <li>• Offer meetings for parents of Chinese parents each term to build partnership</li> </ul>	Angela, Kate & teachers	Feb then Ongoing	
<b>Target &amp; Priority Learners</b>			
<ul style="list-style-type: none"> <li>• Implement our updated programme to cater and support our target (Year 8 Boys not meeting and nearly meeting expectation) and priority learners (All students Well below, Maori/Pasifika)</li> <li>• Track progress of these students to inform next steps and as part of our reporting process</li> <li>• Report to Board showing strategies that are successful and why they are</li> <li>• Teachers to connect with parents &amp; whanau of target and priority students to form a true partnership to allow for accelerating progress (LT whanau to lead this)</li> <li>• SENCO and LSC will support and track target &amp; priority learners</li> </ul>	Angela, Amanda, LTs  Angela & Alison		

LSC			
<ul style="list-style-type: none"> <li>• LSC to identify, track and monitor tier 2 and 3 students.</li> <li>• LSC to identify, track and monitor students who are not yet meeting expectations.</li> <li>• LSC to identify, track and monitor students who are exceeding expectations.</li> <li>• LSC to identify, track and monitor diverse learners.</li> <li>• LSC to work with external agencies to provide interventions for students with specific learning differences</li> <li>• LSC to work with classroom teachers to design and implement programmes for students with specific learning differences</li> <li>• LSC to work with classroom teachers to design and implement programmes for tier 2 and 3 students as well as those working well below expected level.</li> <li>• LSC to meet regularly with SENCO to discuss students.</li> <li>• LSC to work across Kahui Ako.</li> <li>• Keeping in school and cluster register up to date</li> <li>• Monitor TA's/observe and ensure needs of the students are being met</li> <li>• Work with RTLB service and ensure resources and provided are used as intended</li> <li>• TA timetables are adjusted as required</li> </ul>	<p>Angela Alison</p> <p>Alison Angela</p> <p>Alison</p> <p>Angela Alison</p> <p>Alison Angela</p>	<p>January then ongoing</p>	
Assessment & Reporting			
<ul style="list-style-type: none"> <li>• Unpack updated curriculum levels with staff and community</li> <li>• Build a more robust moderation process to have confidence in OTJs</li> <li>• Complete training on PaCT and share learning</li> <li>• Student Learning Progressions used cohesively across the classes</li> <li>• All SLP on Drive in folder &amp; hard copies if needed</li> <li>• Parent learning around curriculum levels &amp; student learning progressions</li> </ul>	<p>Angela &amp; SLT</p>	<p>Term 1 &amp; ongoing</p>	

**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
- Update the Wellbeing booklet to include pro-social preventative strategies for managing student behaviour
- Develop a plan to build resilience in staff and students
- Introduce Pause, Breathe, Smile programme
- Hauora - including digital and cyber awareness
- Make good use of newsletters for communicating positive relationships, digital safety and social media, and wellbeing messages
- Parent education on social media through speakers and newsletter
- Update our Health curriculum to support wellbeing and social media concerns
- Update documentation around behaviour guidelines, cell phone use and digital communications at school

Angela, Sara

January

SLT

Angela

Term 1

SLT  
LSC

Ongoing

Angela  
Jane

**Student Behaviour**

<ul style="list-style-type: none"> <li>• Build collective responsibility for behaviour</li> <li>• Exploring building a trauma informed staff so that we consider the needs of each student, why they act as they do and what a carefully considered trauma informed response looks like</li> <li>• Elimination bullying, including cyberbullying</li> <li>• Engage in conversations about what bullying is and isn't</li> <li>• Enlist the whole student body as partners, in an effort to eliminate bullying, racism and discrimination</li> <li>• Introduce the updated cyber agreements, unpack and have them signed and implemented</li> <li>• Introduce new phone agreements</li> <li>• Call out racism - using Give Nothing to Racism resources</li> <li>• Ensure teachers are consistently distinguishing and appropriately responding to minor and major problem behaviours</li> </ul>	Angela & staff	January Ongoing	
<b>Health and Safety procedures</b>			
<ul style="list-style-type: none"> <li>• Implement further Health and Safety systems and practices within the school as per SchoolDocs with an initial focus on Reverse evacuation, Evacuation, use of Hazards Register and pandemic response</li> <li>• Share these procedures with staff</li> <li>• Review Keeping Ourself Safe planning and teacher training</li> </ul>	Sara	Ongoing	
<b>Strategic Focus: Kaitiakitanga (Guardianship)</b>			
<b>Strategic Goal Five: Bicultural Context</b> Embrace our bicultural heritage and be fully identifiable as a school of Aotearoa			

Bi-cultural perspective/ Te Reo			
<ul style="list-style-type: none"> <li>As per the Ka Hikitia strategy, 'Māori achieving and enjoying educational success, as Māori', which includes attendance, engagement, participation and achievement data."</li> <li>Track Maori student in relation to achievement, participation, attendance</li> <li>Build understanding Te Tiriti o Waitangi</li> <li>Increase support for staff learning of Te Reo and Tikanga Maori</li> <li>Staff to complete Level 3 Te Papa Tikanga</li> <li>Tap into the expertise of parents and local community e.g. Howick College, Matariki</li> <li>Continue to accelerate learning for Maori students</li> <li>Review CDP to ensure inclusion of content that is relevant to Maori students</li> <li>Include Maori language in signage.</li> <li>All staff to commit to a block of time each week to teach Maori language and culture</li> <li>Create meaningful displays to enhance the school environment.</li> <li>Research Maori history of area and share this with the community</li> <li>Use Seven Steps - Audit Your White Spaces Dr Ann Milne</li> </ul>	SLT & Amanda & staff	Ongoing	
Embed and extend cultural understanding and opportunities and their effective on student outcomes			
<ul style="list-style-type: none"> <li>Whanau connections through 'Meet-the-Whanau' evening in February</li> <li>Encourage Chinese and families from other cultures to come into school</li> <li>Investigate Cultural groups and share at assemblies</li> <li>Hold Maori Hui and Pasifika Fono</li> <li>Tapasa -teacher education using booklet</li> <li>Talanoa-Staff sharing on SODs and BOY interviews -does our school reflect their aspirations?</li> <li>Histories - allow Pasifika students to investigate their own history in BOY My Story, Our Place</li> <li>Don't group all Pasifika together</li> <li>Identify and track progress</li> </ul>	All staff	February  ongoing	

**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****Signage**

- Te Reo signs
- Whanau flags
- Whanau signs

Sara &amp; Amanda

Term 1

- Pool Area
- Car park markings
- Gardens
- Around Dome

Sara  
Steph  
Jon

Ongoing

**Tree Maintenance**

- Pool area
- Pakuranga Highway undergrowth

Sara  
Steph  
Jon

Ongoing

**Strategic Focus: Mahitahi (Collaborating)**

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

**Community engagement**

- Increase opportunities to extend learning partnership between home and school eg share Goggle Drive login with parents
- Showcase talent within the school at assemblies and special events and to 'give back' to the community
- Strong partnerships with whanau, iwi and community – including industry
- Create authentic audiences for students by connecting with local community groups (kindergarten/ retirement homes)
- Newsletters
- SLT coffee mornings

SLT  
All staff

Term 1

**Board**

- Introduce, refine and use the HowickSchool Docs Policies and procedures
- Provide Board training to support Board members
- IBoard members to attend NZSTA conference and report to Board

Sara  
BoT

### Strategic Goal Eight: Howick Coast Kahui Ako

<ul style="list-style-type: none"> <li>Align the CoL Achievement Challenge with our strategic plans and collaborate purposefully to benefit all students in the CoL</li> <li>Appoint 1 new WithIn School leaders and continue with DT &amp; Student Agency Within school leaders</li> <li>Communicate to Staff, Board and community developments as they occur</li> <li>LSC to work across the Kahui Ako as needed</li> </ul>	SLT  Sara  SLT, within school Alison	Ongoing	
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**Update on Outcomes (Bullet points & phrases)**

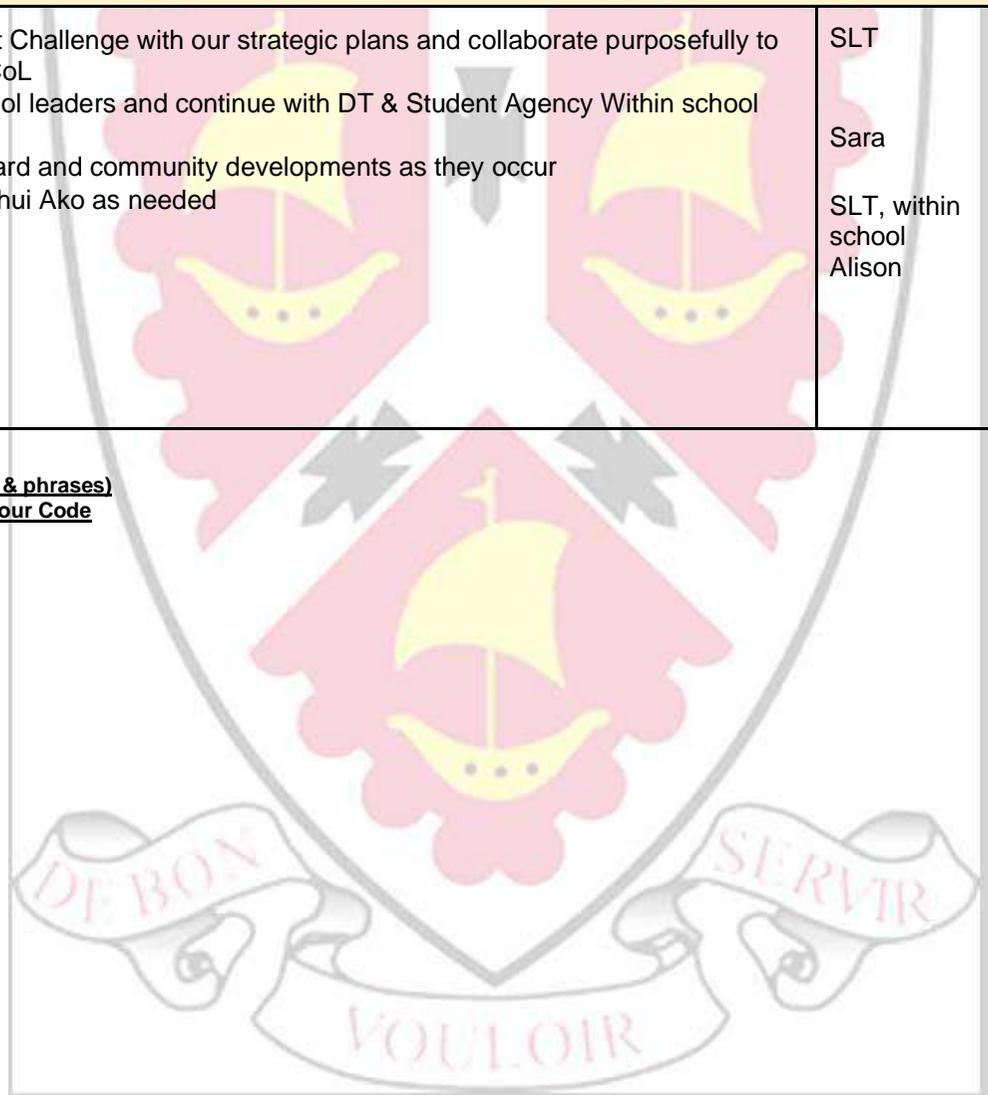
**Fill this column/row with Achievement Colour Code**

**Red** = Not yet started

**Yellow** = Begun

**Orange** = Well on the way

**Green** = Achieved



# 2021 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: Reading

To accelerate the learning and achievement of 61 (50%)\* Year 8 males who were nearly meeting and working towards expectation in Reading (of which 4 students are Pasifika and 3 students are NZ Maori) at the end of Year 7 2020 (122 males), so that 80% of Year 8 males are meeting and/or exceeding expectations at the end of 2021.

### Baseline data:

Analysis of the 2020 data showed that 50% (61) of the Year 7 males (2021 Year 8 cohort) were nearly meeting and working towards expectations in Reading. This group includes 4.9% (3) of the 9 Year 8 NZ Maori male students and 6.5% (4) of the 13 Year 8 Pasifika male students.

This appears to be a large percentage of students. As of 2021 we have changed the levels of achievement for meeting expectations at the end of the Year 7 from working at level 3 to working at early level 4. Hence, these 34 males (27%) were moderated as working at level 3 and hence were meeting expectations in the 2020 moderation process. We expect this number to be smaller in the 2022 data.

Actions to achieve targets

Led by

Timeframe

- |  |   |                      |
|--|---|----------------------|
| <ol style="list-style-type: none"> <li>1. Analysis of previous EOY Year 7 report data to identify target students</li> <li>2. Liaise with the homeroom and lead teachers to ensure that a differentiated programme is being implemented in each classroom.</li> <li>3. Establish fluid in class support groups using additional staffing.</li> </ol> | <p>Principal/DP (Literacy leader/DP(SENCO)<br/>Principal/DP (Literacy leader/DP(SENCO)<br/>Class and in class support Teachers/ DP and Literacy leaders</p> | <p>End of Term 1</p> |
| <ol style="list-style-type: none"> <li>4. All staff to use a research based approach to effectively Literacy (Reading and writing) teaching.</li> </ol>  | <p>Teachers</p>   | <p>Ongoing</p>       |
| <ol style="list-style-type: none"> <li>5. Moderation of achievement through OTJ's will be a school wide professional learning goal.</li> </ol>   | <p>Principal/DP (Literacy leader)/DP(SENCO) Term 2</p>  | <p>Term 2</p>        |
| <ol style="list-style-type: none"> <li>6. Work with students and parents to build partnerships using the Howick Intermediate Student Learning Progressions.</li> </ol>   | <p>Classroom teachers/ Literacy leader/ staff meetings</p>  | <p>Ongoing</p>       |
| <ol style="list-style-type: none"> <li>7. Review resources and equipment to meet curriculum needs</li> </ol>   | <p>DP/ Literacy Leaders</p>   | <p>Ongoing</p>       |
| <ol style="list-style-type: none"> <li>8. Review EOY student achievement data</li> </ol>   | <p>DP/ Teachers and Senior Leaders</p>  | <p>End of Term 4</p> |



## 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:

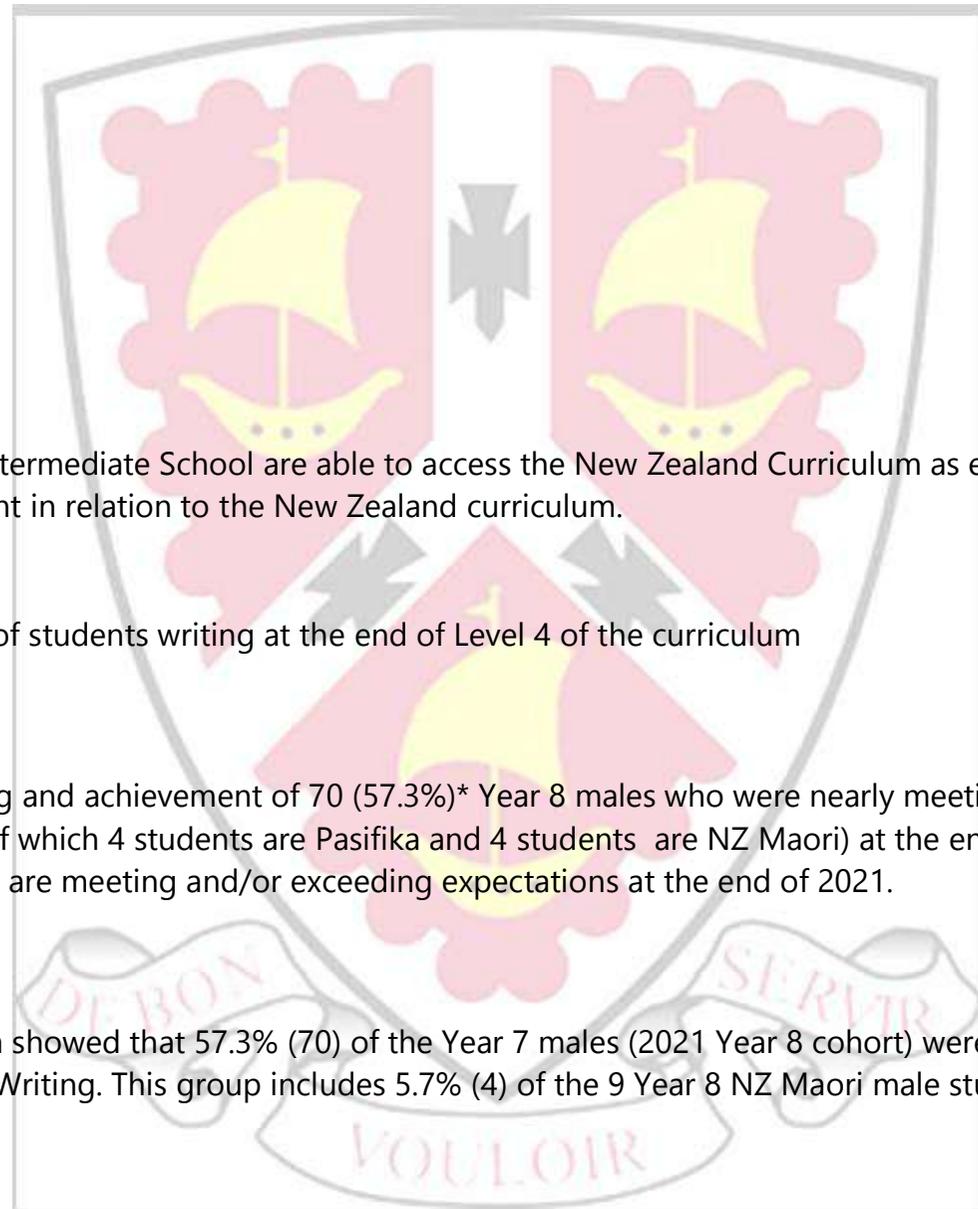
To increase the number of students writing at the end of Level 4 of the curriculum

### Target:

To accelerate the learning and achievement of 70 (57.3%)\* Year 8 males who were nearly meeting and working towards expectation in Writing (of which 4 students are Pasifika and 4 students are NZ Maori) at the end of Year 7 2020 (122 males), so that 80% of Year 8 males are meeting and/or exceeding expectations at the end of 2021.

### Baseline data:

Analysis of the 2020 data showed that 57.3% (70) of the Year 7 males (2021 Year 8 cohort) were nearly meeting and working towards expectations in Writing. This group includes 5.7% (4) of the 9 Year 8 NZ Maori male students and 5.7% (4) of the 13 Year 8 Pasifika male students



This appears to be a large percentage of students. As of 2021 we have changed the levels of achievement for meeting expectations at the end of the Year 7 from working at level 3 to working at early level 4. Hence, of these 45 males (36%) were moderated as working at level 3 and hence were meeting expectations in the 2020 moderation process. We expect this number to be smaller in the 2022 data.

Actions to achieve targets	Led by	Timeframe
1. Analysis of previous EOY Year 7 report data to identify target students	Principal/DP (Literacy leader) / DP(SENCO)	End of Term 1
2. Liaise with the homeroom 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	
4. All Staff to use a research based approach to effective literacy (Reading and Writing) teaching.	(assessment and reporting)	Ongoing
5. Moderation of achievement through OTJ's will be a school wide professional learning goal.	Teachers and literacy support teachers	Term 2
6. Work with students and parents to build partnerships using the Howick Intermediate Student Learning Progressions.	Classroom teachers/ Literacy leader/ staff meetings	Ongoing
7. Review resources and equipment to meet curriculum needs	DP/ Literacy Leaders	
8. Review EOY student achievement data	DP/ Teachers and Senior Leaders	End of Term 4



## 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 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 54 (44%)\* Year 8 males who were nearly meeting and working towards expectation in Mathematics (of which 7 students are Pasifika and 3 students are NZ Maori) at the end of Year 7 2020 (122 males), so that 80% of Year 8 males are meeting and/or exceeding expectations at the end of 2021.

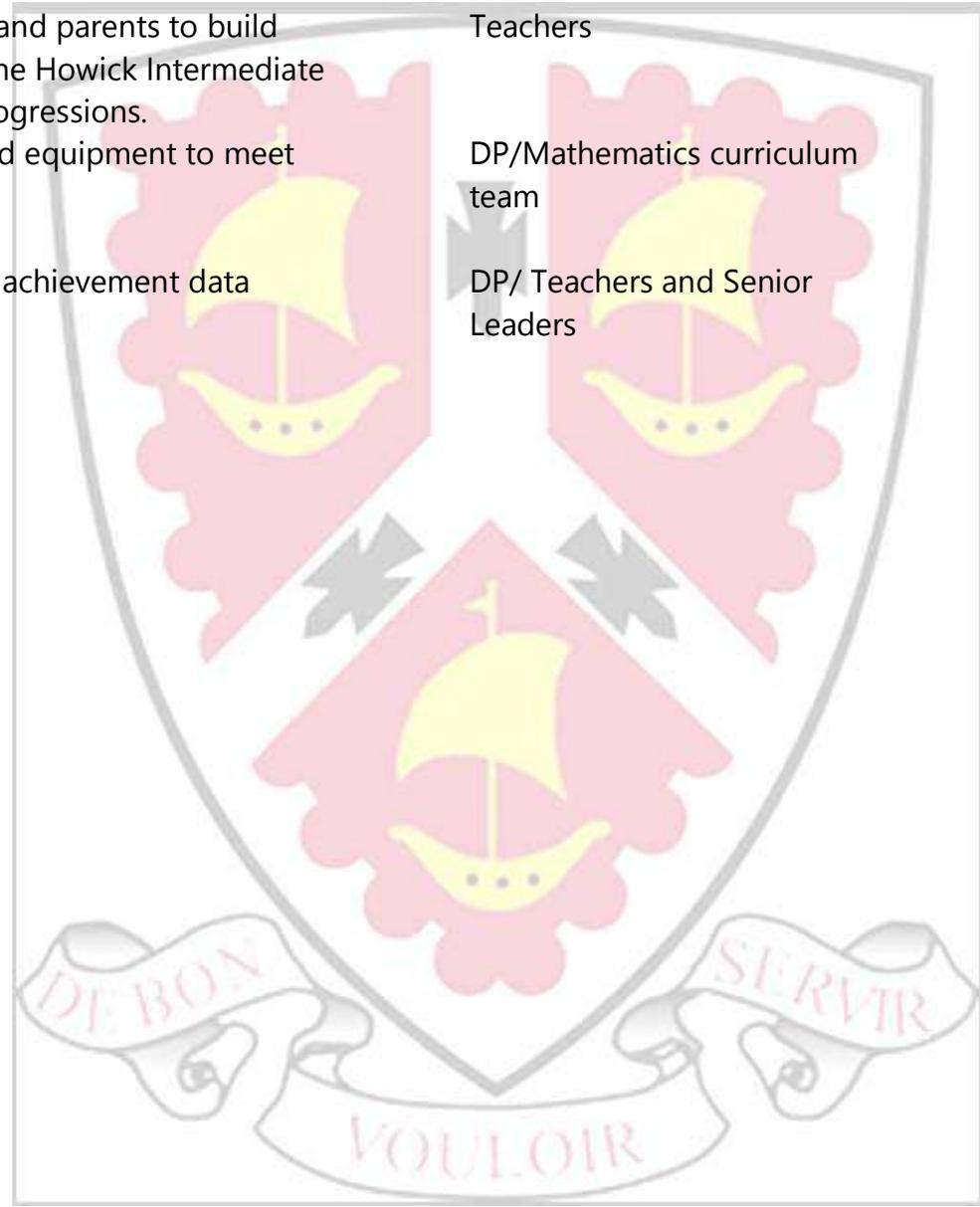
**Baseline data:**

Analysis of the 2020 data showed that 44% (54) of the Year 7 males (2021 Year 8 cohort) were nearly meeting and working towards expectations in Mathematics. This group includes 5% (3) of the 9 Year 8 NZ Maori male students and 13 % (7) of the 13 Year 8 Pasifika male students.

\*This appears to be a large percentage of students. As of 2021 we have changed the levels of achievement for meeting expectations at the end of the Year 7 from working at level 3 to working at early level 4. Hence, of these 52 males 27 (22%) were moderated as working at level 3 and hence were meeting expectations in the 2020 moderation process. We expect this number to be smaller in the 2022 data.

Actions to achieve targets	Led by	Timeframe
1. Analysis of previous EOY 7 report data to identify target students	Principal/DP/ Mathematics leaders)	By end of Term 1
2. Liaise with appropriate class teachers to communicate identified group and determine strategies	Principal/DP/ Mathematics leaders	By end of Term 1
3. Establish fluid in class support groups using additional staffing.	Lead Teachers, LSC	
4. All staff to use a research based approach to effective mathematics teaching.	Teachers	Ongoing
5. Moderation of achievement through OTJ's will 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.
- 7. Review resources and equipment to meet curriculum needs
- 8. Review EOY student achievement data



Teachers

Term 2, 3, 4

DP/Mathematics curriculum team

Term 1

DP/ Teachers and Senior Leaders

End of Term 4

# Analysis of Variance Reporting



<b>School Name:</b>	Howick Intermediate School	<b>School Number:</b>	1318
<b>Strategic Aim:</b>	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		
<b>Annual Aim:</b>	To increase the number of students at or above the expected levels of the New Zealand Curriculum		
<b>Target:</b>	To accelerate the learning and achievement in reading of the group of 12 (4.9%) Year 8 students of which (0) students are Pasifika and (0) NZ Maori who are working just below Level 4 of the curriculum, so that they are achieving at end of level 4 by the end of 2020. This group includes 7 males and 5 females.		
<b>Baseline Data:</b>	Analysis of the 2019 end of year data showed that 4.9% (12) of the Year 7 students (2020 Year 8 cohort) were nearly meeting the expectation of level 4 of the curriculum. This group included 0% (0) of the 28 Maori cohort and 0% (0) of the 27 Pasifika cohort.		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Target Students:</p> <p>All teachers analyse reading and writing data (e-asttle/Probe /OTJ).</p> <p>Teachers identify target students for reading, those students who are working just below the expected level of NZ curriculum.</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 SMART tool and Effective Literacy Practice to implement effect programmes and identify and provide targeted PD that upskills teachers' practice to close the learning gap/accelerate learning.</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 whanau representatives to monitor planning to identify links between</p>	<p><b><u>Analysis of Reading Target Group Y8 - End of Year:</u></b></p> <p>There are 12 students in the Year 8 Reading target group.</p> <ul style="list-style-type: none"> <li>• 1 of the 12 students has left Howick Intermediate</li> <li>• 4 (33%)of the 12 students have shifted by 1 sub level.</li> <li>• 6 (50%) of the 12 students have shifted by 2 sub levels.</li> <li>• 1 student has shifted by 3 sub levels. This one student is a</li> </ul> <p><b>Maori (0 Male)</b> There are no Maori students in the Year 8 Reading target group</p> <p><b>Pasifika- (0 Female)</b> There are no Pasifika Students in the Year 8 Reading target group</p>	<p>Of the 12 Year 8 target only 1 student has not made any progress this year.</p> <p>While there are some of the target students who have not achieved the accelerated gains, most students have made some progress.</p> <p>10 of the 12 have not achieved the accelerated progress and are still not working at the expected curriculum level for Year 8.</p> <p>1 of the 12 target students are now working at or above the expected curriculum level for EOY Year 8.</p> <p><b>Barriers to learning that have been identified as limiting progress:</b></p> <p>Students that go to acceleration are getting extra support in acceleration class, but are often difficult to keep in touch within class because they are not in class as much.</p> <p>For many of the students in this group there are diagnosed learning needs, such as dyslexia, visual/auditory processing, and autism, ADHD.</p> <p>Some of the students have been disengaged with their learning for several years.</p> <p>The consistent attendance of several students has been an issue</p>	<p>Continue to have more focused integration between reading, writing and inquiry so students more engaged in their learning and more authentic programmes being delivered - will need PD for some teachers in planning for this</p> <p>Building observations of quality reading programmes need to be built into appraisal systems - literacy leaders need to make the connections to support teachers observing best practice</p> <p>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 students next learning steps.</p> <p>Ongoing and continued development for teachers in forming evidence based OTJ's and having greater moderation across the school</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 a deliver a balanced and varied reading programme</p>

# Tātaritanga raraunga

planning, teaching and outcomes.

Teachers have tracked the achievement of Maori and Pasifika students as a subset of the target group

A large number of reading resources, which are high interest and engaging have been purchased. Many of these resources support specific reading skills that need to be taught across the curriculum

Whole staff PD from Murray Gadd around 'what level 4 looks like?', evidence to form OTJs and moderation discussions have been carried out. These have been built upon by Lead Teachers in whanau.

Ongoing focus on using evidence to for OTJs and the moderation process, both whole school and in whanau

Several students are ESOL or past ESOL students

Due to two lockdowns, many students did not keep up with their learning from home and fell further behind.

**Strategies being used to accelerate learning:**

More focussed integration between reading, writing and inquiry so students more engaged in their learning and more authentic programmes being delivered.

There has been a greater focus deliberate teaching of reading strategies as a part of a varied reading programme

Acceleration Classes - We have resourced an experienced teacher to work with these students 4 days a week.

Students have a clear understanding of what they are learning and the purpose for the learning

Introduced PROBE as an assessment tool and for planning next learning steps, especially for our lower ability readers.

Clear links made with their Year 9 learning needs i.e. creating a purpose for the students to engage

Classroom teachers continue to have ownership of the target students and be able to talk to their progress and needs

We have identified the target students for 2021 based on EOY 2020 data.

Students' self esteem seems to be low after being withdrawn from their regular classes. There will be some changes to our acceleration programme in 2021 to combat this. 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.

Selecting relevant resources to meet the interests of this group of diverse learners

Developing relational trust with individuals

## Planning for next year:

All data from EOY 2020 will be analysed and reported on to form a school wide picture of achievement, it will be used to identify the 2021 target group.

Classroom teachers need to be able to identify their target student, including Maori 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 students next learning steps.

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

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 Reporting



<b>School Name:</b>	Howick Intermediate School	<b>School Number:</b>	1318
<b>Strategic Aim:</b>	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		
<b>Annual Aim:</b>	To increase the number of students at or above the expected levels of the New Zealand Curriculum		
<b>Target:</b>	To improve the writing achievement of a group of 20 Year 8 students (NZ Maori and no Pasifika) who are just below level 4 of the curriculum, so that they are achieving at the end of level 4 of the curriculum, by the end of 2020. This group of 20 includes 13 males and 7 females.		
<b>Baseline Data:</b>	Analysis of the 2019 data showed that 8.2% (20) of the Year 7 students (2019 Year 8 cohort) were nearly meeting the expectation of level 4 of the curriculum.. This group included 1 (3.5%) of the 28 NZ Maori students and 0% (0) of the 27 Pasifika cohort.		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Target Students:</b>  <b>Making expected progress (EP) means advancing by 1-2 curriculum sub-levels during the year.</b></p> <p><b>Making accelerated progress (AP) means advancing 3+ curriculum sub-levels during the year.</b></p> <p><b>It is desirable for target students to accelerate their progress if they are to 'catch up' with other students.</b></p> <p>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</p>	<p><b>School Target Goal:</b>  To improve the writing achievement of a group of 20 Year 8 students who are just below level 4 of the curriculum, so that they are achieving at the end of level 4 of the curriculum, by the end of 2020. This group of 20 includes 13 males and 7 females.</p> <p><b>By the End of Year 7 (n=17)</b></p> <p><b>Did not make EP</b>-5.9% (n=1/17)</p> <p><b>Made expected progress</b>- 76.5% (n=13/17)</p> <p><b>Made accelerated progress</b>17.6% (n=3/17)</p> <p><b>By the End of Year 8 (n=15)</b></p> <p><b>Did not make EP</b>13.3% (n=2/15)</p> <p><b>Made expected progress</b>-60%(n=9/15)</p> <p><b>Made accelerated progress</b>- 26.7% (n=4/15)</p>	<p>This target goal was not met, but significant progress was noted by these students.</p> <p>Although only 4 out of 20 students (20%) met the Year 8 target goal, 13 out of 20 (65%) are now working within Level 4.</p> <p>There are many reasons for this, as all the students have a story with their learning from; including dyslexia, ADHA, Autism, ASD</p> <p><b>Barriers to learning that have been identified as limiting progress:</b></p> <p><i>Students need to be involved in the writing process from planning - drafting - writing - publishing and putting work on e-portfolios</i></p> <p><i>For many of the students in this group there are diagnosed learning needs, such as dyslexia, visual/auditory processing, and autism, ADHD.</i></p>	<p>Running workshops to address diverse needs</p> <p>Organising a programme to account for different needs</p> <p>Enhancing feedback so that it relates to criteria</p> <p>Encourage students to share and celebrate more widely</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</p>

# Tātaritanga raraunga

progressions tool and Effective Literacy Practice to implement effect programmes and identify and provide targeted PD that upskills teachers' practice to close the learning gap/accelerate learning.

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

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.

Teachers have tracked the achievement of Maori and Pasifika

This means that **9.4% (n=3/32) of all year 7-8 target students did not make expected progress during the year.**

This means that **68.8% (n=22/32) of all year 7-8 target students made expected progress during the year.**

This means that **21.9% (n=7/32) of all year 7-8 target students made accelerated progress during the year.**

Some of the students have been disengaged with their learning for several years.

The consistent attendance of several students has been an issue

Several students are ESOL or past ESOL students

**Strategies being used to accelerate learning:**

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

We have a more robust moderation process.

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

their goals and next steps in writing

# Tātaritanga raraunga

students as a subset of the target group.

Showing greater confidence in sharing

Showing greater enthusiasm/effort/passion

Using peer feedback more effectively

Using better vocabulary

Having a better understanding of the writing processes

Using self-evaluation better in relation to the criteria

Making writing more purposeful

Thinking more about the reader

Demonstrating greater proficiency in recrafting

Demonstrating greater proficiency in sentence/text formation skills

Writing indicators are being used more consistently for assessment



# Tātaritanga raraunga

Using criteria more effectively			
Using better language features			
Using show not tell better			
Coming up with topics more easily			

## Planning for next year:

Continuing writing PLD with Murray Gadd will help teachers understand what effective writers do and how to motivate and engage students.

Ensuring that the excellent progress made by Year 7s in 2020 is maintained in 2021. This will involve teachers continuing to enhance the instructional practices they have identified as ‘making a difference’.

Working at narrowing the achievement gap between boys and girls. Although this gap is slightly less than it was 2019, it is still too wide at 12.3%. Narrowing this gap (to 10% or less) will be addressed through our writing target goal for 2021 and further PLD.

Increasing the proportion of all students sitting within the at/above achievement bands to at least 80%.

Lessening the proportion of students sitting within the ‘below’ and ‘well below’ achievement bands. A reasonable target for 2021 would be to have 15% or less students achieving within these bands.

## Tātaritanga raraunga

Increasing the proportion of students sitting within the 'above' achievement band. A reasonable target for 2021 would be to have at least 25% of students achieving within this band.

Increasing the proportion of target students who make accelerated progress. A reasonable target for 2021 would be to have at least 50% of target students making accelerated progress by the end of the year.

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

Collaborative Inquiry will be a school wide goal for 2021 and teachers will be able to use this to inquiry into their practice

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

Teachers have identified the following points with regard to what they will continue to implement in 2021 to ensure students writing needs are met-

- Running workshops to address diverse needs
- Organising a programme to account for different needs
- Enhancing feedback so that it relates to criteria
- Encourage students to share and celebrate more widely

## Tātaritanga raraunga

- Modelling in a more targeted way
- Using more diverse approaches to motivation eg picture books
- Providing greater topic choice to enhance engagement
- Co constructing success criteria with students
- Being a writer in the classroom
- Questioning in a way that leads to deeper thinking about writing
- Ensuring that the student voice is to the fore.

# Analysis of Variance Reporting



<b>School Name:</b>	Howick Intermediate School	<b>School Number:</b>	1318
<b>Strategic Aim:</b>	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.		
<b>Annual Aim:</b>	To increase the number of students working at or above the expected levels of the New Zealand Curriculum in mathematics		
<b>Target:</b>	To accelerate the learning and achievement in mathematics of the group of 25 Year 8 students (of which 1 student is Pasifika and 1 is NZ Maori) who are achieving just below level 4 of the curriculum, so that they are achieving at expectation (4P) by the end of 2020. This group of 25 includes 16 males and 9 females.		
<b>Baseline Data:</b>	Analysis of the 2019 data showed that 11% (27) of the Year 7 students (2020 Year 8 cohort) were achieving just below level 4. This group includes 3% (1) of the 28 Maori students and 3% (1) of the 27 Pasifika students.		

# Tātaritanga raraunga

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Used end of 2019 data to identify the students sitting just below standard and put them into a priority target group.</p> <p>These students were put into a small group that had specific and modified programmes to ensure achievement was gained.</p> <p>Acceleration classes were held for these students four days a week during their mathematics classes. A specialist primary trained mathematics teacher taught this withdrawal class.</p> <p>Students were closely monitored throughout the year and the teacher applied regularly analysed the data to ensure progress and achievement and that the correct programme was in place.</p> <p>Barriers were identified and addressed, these were responded to, using a variety of strategies.</p>	<p><b><u>End of Year summary:</u></b> Of the 25 students, 1 has left the school</p> <p>Analysis:</p> <ul style="list-style-type: none"> <li>1 student has made no progress. This student has had a low self-efficacy within this subject area, struggles to retain facts taught and does not listen carefully to instructions.</li> <li>6 of the 24 (25%) students have shifted by 1 sub-level. Of these students, 1 student was an ESOL student, he has struggled to engage with this subject and has had difficulties with word problems, despite this he has made 2 sub level gains since Year 7. One student has learning difficulties and has a low cognitive ability,</li> </ul>	<p>This was a large target group with a vast range of diverse needs. While not all students made the desired accelerated gains, all but 1 made some improvement.</p> <p>Out of the 25 students, only 1 made no shift - the reasons around are due to her low self efficacy and engagement with this subject. Her attendance at acceleration classes was not regular and the lockdown exacerbated her engagement levels.</p> <p>7 out of the 24 (29%) that made the 3 or 4 sub-level shift responded to the programmes and when their barriers were addressed, these students felt empowered to learn and progress.</p> <p>Important to note that there are still 10 students sitting just below where we would expect them to be (41%), but they did experience progress within the realms of their</p>	<p>There has been some discussion around target students. As part of the school's strategic planning process, our mathematics support programme will be changed in 2021.</p> <p>Acceleration/support programmes will now be run in the whanau using additional resourcing. Target students will be closely monitored through rigorous data analysis . Year 8 target students will be identified through end of year data and students will receive a 20 minute additional boost in small group teaching within the whanau.</p> <p>The learning support co-ordinator and the 2020 acceleration mathematics teacher have been involved in developing this programme.</p> <p>The 2021 mathematics support programme will be closely monitored over the year using</p>

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

Within the classroom, 2020 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.

During the lockdown, all students were communicated with on a daily basis, differentiated mathematics tasks were set for all

despite this, he has also made 2 sub level gains since Year 7. The other four students have struggled with engagement and motivation in this subject area, despite this they have shown some progress over 2 years. Of these 6 students, five attended acceleration classes. The acceleration teacher felt that their lack of progress was due in part to their level of engagement and unwillingness to put any additional effort into practicing outside of classroom as well as to the disruption that COVID - 19 has had on their learning.

- 10 of the 24 (42%) students have shifted 2 sub-levels, but are still working just below the curriculum level they

ability which is also a reflection and confirmation of the support programme that had been put in place.

For some students, basic number knowledge as well as understanding what is being asked of them (mathematical vocabulary) is a continuing obstacle for achievement.

### **Barriers to learning that have been identified as limiting progress:**

Most students found it demotivating to be withdrawn from the mainstream classes. This did not contribute positively to their self esteem or their sense of self-efficacy within this subject area.

Many of the students are extremely quiet and shy and will therefore not ask questions or seek support when needed.

Several students in this group struggle with learning needs such as ADHD and dyscalculia.

data, student and teacher voice. The success of this programme should be reflected in the data.

Continue to use effective formative assessment and assessment tools, eg. Gloss.

Moderation will be an ongoing focus for teachers 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.

Strengthening and valuing the triangular approach between student, teacher and parent.

We will continue to embed the learning from the three years of PD funding (2016 to 2019) that has assisted a shift in pedagogy and how to deliver an effective maths programme.

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

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students and particularly our target students.

- should be at for the end of year 8.
- 5 of the 24 students (21%) of the group shifted 3 sublevels and are now working at expectations for their year group.
  - 2 of the 24 (8%) students have shifted by 4 sub-levels, having made really pleasing progress.
  - 23 of the 24 students (95%) showed an improvement

Maori: (1 student - 1M)

- 1 has made 1 sub level progress since the beginning of the year. This student did not regularly access online learning during the lockdowns. This, as well as his engagement with the subject area impeded his progress.

Pasifika: (1 Student - 1F)

Some of the students have been disengaged with their learning for several years and this has led to challenging behaviour and motivation in learning.

Several students are ESOL or past ESOL students and struggle with english as their second language.

### Strategies being used to accelerate learning:

There has been a huge shift in teaching pedagogy in maths and teachers are using more mathematical inquiries and maths talk to engage students in authentic learning problems that have students talking and explaining their understanding and learning from each other. There has also been a greater focus on developing conceptual understanding of concepts through real life contexts rather than developing just the procedural knowledge. All of this has enhanced the student engagement in maths.

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 a deliver effective maths lessons and programmes, leading learning conversations and facilitating inquiry into how to further lift student achievement in maths throughout the year.



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	<ul style="list-style-type: none"> <li>• 1 has made 2 sub levels progress since the beginning of the year . She is now working just below the expected level for her age group</li> <li>•</li> </ul>	<p>Specific time has been spent on developing the students' knowledge of mathematical vocabulary.</p> <p>Acceleration Classes - Terms 1 to 4 target students attended acceleration class 4 days a week during their mathematics period.This provided them with targeted mathematics instruction at their specific level.</p> <p>There is more use of hands on materials and new resources that help with student focus and engagement</p>	
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### Planning for next year:

Consistency across classrooms is to be a focus and accessibility to evidence.

School staff who release homeroom teachers should be well informed and trusted to deliver quality lessons from robust planning. The weekly planning needs to be transferable. Clear communication and alignment needs to happen.

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.

Continue to focus on Teacher Practice and how this is changing. This should be measurable through observations and learning conversations.

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### Active reflection.

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. Revisit the use of Talk Moves also to avoid IRE type questioning.

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.