

# Howick Primary School

*Inspiring confident life long learners*

HOWICK PRIMARY SCHOOL

**Charter**

**2023 - 2025**

## Howick Primary School



Howick Primary School was established in 1964 and is one of the best kept secrets of the Eastern suburbs area. We are a contributing primary school providing education for students in Years 0 – 6, with a current roll of 360 students.

Students have always been at the heart of Howick Primary School. Student learning, student voice and student agency are our passions. Student agency is about giving our students the power to act, to be enabled learners who feel connected to school life and are respected. To achieve this, we focus on student rights. The right to be heard, the right to personalised learning and the right to a comprehensive, future-focused curriculum.

At Howick Primary School we believe that having strong values improves our students' capacity to learn, and their capacity to succeed in life. This message is strongly reinforced through our school community and supported by our school families. In all our vision surveys our community has given a strong message of support for values-based education in our school curriculum.



At Howick Primary School, our students are challenged, supported and inspired by a broad and far-reaching concept-based curriculum that is rich in Literacy, the Arts, Science and Technology, Mathematics, and Physical Education and underpinned by effective E-Learning practice. We believe passionately in a rich schooling experience for our students. Our team of amazing teachers, learning specialists, support staff, committed Board of Trustees and dedicated Parent/Teacher Association are single-minded in our desire to see every student reach their potential.

# Contents

Values..... 4

Strategic Focus Areas 2023- 2024..... 5

Baseline data..... 6

Annual Action Plan..... 8

Analysis of variance (A.O.V.)..... 9

# Values

## Vision: Inspiring confident life long learners

Our vision embodies who we are. *To promote personal well-being so that we prepare our students / akonga so that they are academically, socially, and emotionally ready for their next step in their learning journey.*

### Core Values

### Supporting statements



- Look after my property
- Be on time
- Know my next learning step
- Be prepared and organised
- Use school devices and data appropriately
- Try my best
- Clean up my area



- Look after others property
- Be on time
- Listen to others
- Ask questions
- Play by the rules
- Share with others and take turns
- Show kindness
- Put equipment back in the right place



- Put my rubbish in the right place
- Care for ALL living things
- Try and be wrapper free
- Use water responsibly

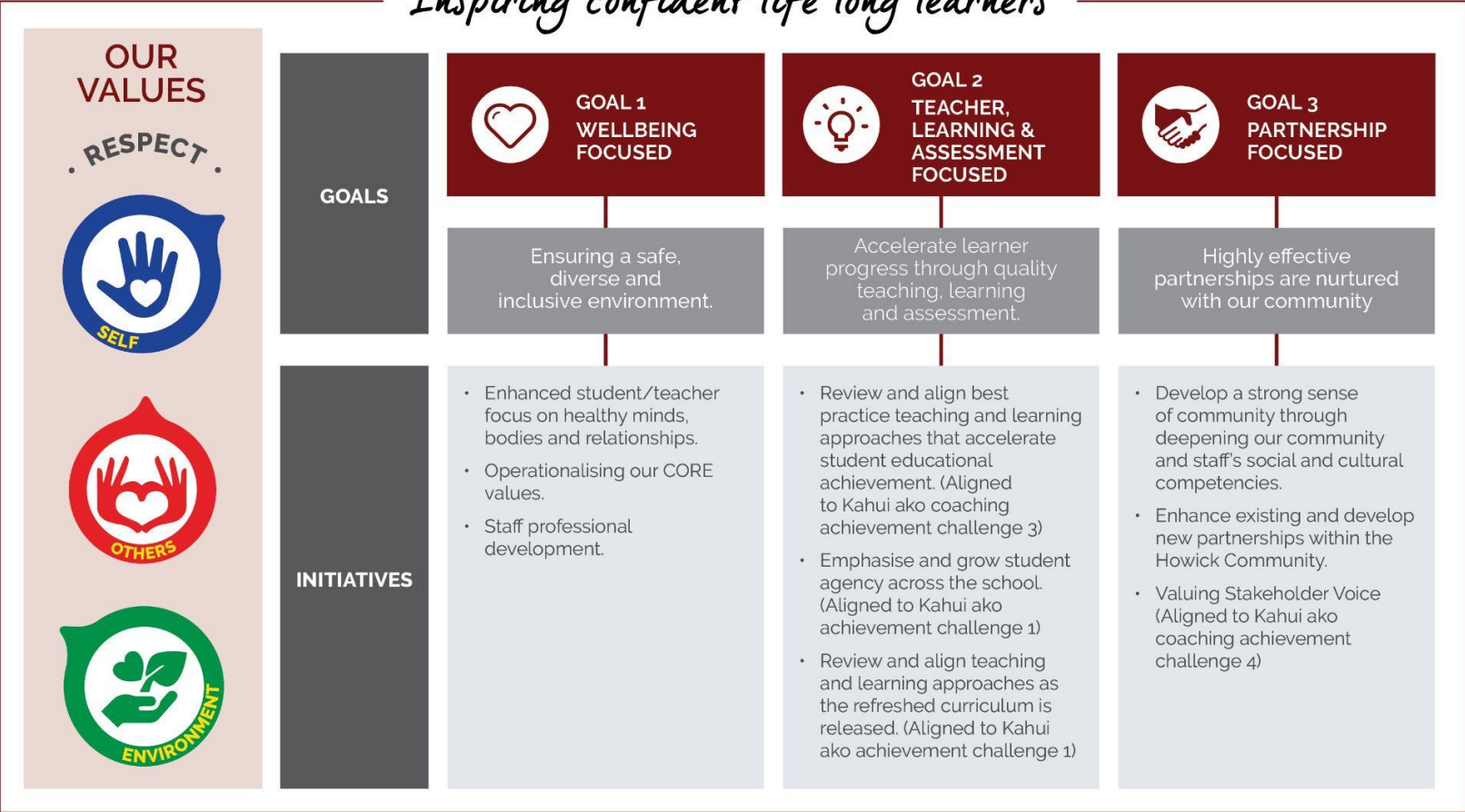
# Strategic Focus Areas 2023- 2024



**Howick Primary School**  
*Inspiring confident life long learners*

# HOWICK PRIMARY SCHOOL STRATEGIC PLAN 2023

*Inspiring confident life long learners*



# Baseline data

Baseline data: Assessment data			
Achievement by Year Level – Proportion of students ‘at’ or ‘above’ expectation at the end of 2022.	Mainstream (including Montessori students)	% at/above	
	Reading	73%	The data shows excellent progress in students achieving at Howick Primary School. Reading achievement has increased from 56% to 73%
	Writing	63%	The data shows excellent progress has been made moving from 47.4% to 63%.
	Mathematics	76%	The data shows excellent progress has been made moving from 63.7% to 76%

# Annual Action Plan

## Annual Learning Target for 2023

### Reading: By the end of 2023

---

Reading Target 1	To show accelerated progress for the 43 students who are identified as Below the expected curriculum level for their year.
Reading Target 2	To show accelerated progress for the 4 Maori and 5 Pasifika students who are identified as Below the expected curriculum level for their year.
Reading Target 3	To show accelerated progress for the 16 Year 3 students who are identified as Below the expected curriculum level for their year.

### Writing: By the end of 2023

---

Writing Target 1	To show accelerated progress for the 57 students who are identified as Below the expected curriculum level for their year.
Writing Target 2	To show accelerated progress for the 5 Maori and 6 Pasifika students who are identified as Well below or Below the expected curriculum level for their year.
Writing Target 3	To show accelerated progress for the 23 Year 3 students who are identified as Below the expected curriculum level for their year.

### Mathematics: By the end of 2023

---

Mathematics Target 1	To show accelerated progress for the 48 students who are identified as Below the expected curriculum level for their year.
Mathematics Target 2	To show accelerated progress for the 8 Maori and 8 Pasifika students who are identified as Below the expected curriculum level for their year.
Mathematics Target 3	To show accelerated progress for the 17 Year 3 students who are identified as Below the expected curriculum level for their year.

## Review Schedule for Board

<b>Term 1</b>	March meeting - Annual Report of progress 2022 Baseline data; Targets and goals for 2023.
<b>Term 2</b>	10 week progress whole school.
<b>Term 3</b>	Mid year report.

# Analysis of variance (A.O.V.)

## Reading

### Analysis of Variance: READING

#### STRATEGIC AIM

All students can access The New Zealand Curriculum as evidenced by achievement in relation to the expected curriculum level for their year.

#### Reflective Comment:

All students were able to access the NZC in reading. Students received a well-balanced, regular reading programme in line with Howick Primary School Curriculum documentation. Structured literacy was implemented in Years 0-2.

#### ANNUAL AIM

To increase the number of students who will be Reading at or above the expected curriculum level for their year.

#### Reflective Comment:

The overall number of students working at or above the appropriate curriculum level for their age in Reading is 73%. This is an increase of 17%.

#### BASELINE DATA

- **All students:** At the end of 2021, 79/366 were identified as Well Below and 82/366 as Below the expected curriculum level for their year to end of 2022 53/378 Well Below and 49/378 Below.
- **Maori students:** At the end of 2021, 13/42 were identified as Well Below and 10/42 were identified as Below the expected curriculum level for their year to end of 2022 13/42 Well Below and 7/42 Below.
- **Pasifika students:** At the end of 2021, 13/43 as Well Below and 10/43 as Below the expected curriculum level for their year to end of 2022 9/42 as Well Below 6/42 Below.

#### 2022 TARGETS

- **Reading Target 1:** To show accelerated progress for the 73 students who are identified as Below the expected curriculum level for their year.
- **Reading Target 2:** To show accelerated progress for the 9 Maori and 9 Pasifika students who are identified as Below the expected curriculum level for their year.
- **Reading Target 3:** To show accelerated progress for the 33 Year 2 students who are identified as Below the expected curriculum level for their year.



ACTIONS What did we do?	OUTCOMES What Happened?	REASONS Why did it happen?	EVALUATION What next?
<p><b>Staff and personal professional development:</b></p> <ul style="list-style-type: none"> <li>- School-wide professional development</li> <li>- e-asTTLe workshops</li> <li>- OTJ moderations</li> <li>- Structured Literacy PL&amp;D</li> </ul> <p><b>Teaching and learning programme development and/or focus:</b></p> <ul style="list-style-type: none"> <li>- Learning Communities guided teachers to focus on effective practice and pedagogy, and a sharing of successful strategies. This included the development of a kahui ako set of exemplars.</li> <li>- Regular team meetings were student achievement focused and tracked 'at risk' students. This focused on reading/panui twice a term to track and monitor priority students.</li> </ul>	<p><b>READING TARGET 1:</b></p> <ul style="list-style-type: none"> <li>- 6/73 moved from Below to Well Below;</li> <li>- 12/73 remained the same</li> <li>- 33/73 moved from Below to At</li> <li>- 12/73 moved from Below to Above</li> <li>- 10/73 students left the school</li> </ul> <p><b>READING TARGET 2:</b></p> <p><b>Maori Students</b></p> <ul style="list-style-type: none"> <li>- 1/9 moved from Below to Well Below</li> <li>- 3/9 moved from Below to AT</li> <li>- 5/9 left the school</li> </ul> <p><b>Pasifika Students</b></p> <ul style="list-style-type: none"> <li>- 1/9 moved from Below to Well Below</li> <li>- 3/9 remained the same</li> <li>- 4/9 moved from Below to AT</li> <li>- 1/9 moved from Below to Above</li> </ul>	<ul style="list-style-type: none"> <li>- High expectations were set so that all students can achieve.</li> <li>- Clear identification and review processes of targeted students.</li> <li>- Board of Trustees have a clear focus on improving student outcomes.</li> <li>- Use of e-Tap has been a significant tool to monitor, track and record student data.</li> <li>- Teachers' professional development based on the Structured Literacy Approach.</li> </ul>	<ul style="list-style-type: none"> <li>- Using school and community resources to create specific targeted interventions to address learning needs of target students.</li> <li>- Continue to make reference to our student targets within our documentation and schedule systematic self-review opportunities through our team meetings.</li> <li>- Regular reporting to the Board of Trustees.</li> <li>- Greater support for teacher through in-class support and targeted development.</li> <li>- Better engagement of parents in the learning journey of their children through upskilling and involvement.</li> <li>- Provide more teaching sessions to Below students through our newly formed learning support department.</li> <li>- Develop student agency of their learning through the use of SchoolTalk to measure their progress against the progressions.</li> <li>- Review the Structured Literacy Programme and Whole Language literacy programme currently delivered at Ōrākei School and investigate how they can work concurrently within our school.</li> <li>- Systematic and in-depth observations of teacher practice and delivery of new teaching methods.</li> </ul>

## Writing

### Analysis of Variance: WRITING

#### STRATEGIC AIM

All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to the expected curriculum level for their year.

#### Reflective Comment:

All students were able to access the NZC in writing. Students received a well-balanced, regular writing programme in line with Howick Primary School Curriculum documentation.

#### ANNUAL AIM

To increase the number of students who will be writing at or above the expected curriculum level for their year in Writing.

#### Reflective Comment:

The overall number of students working at or above the appropriate curriculum level for their age in writing is 63%. This is an increase of 18%.

#### BASELINE DATA

- **All students:** At the end of 2021, 89/366 were identified as Well Below and 103/366 as Below the expected curriculum level for their year to end of 2022 53/378 Well Below and 49/378 Below.
- **Maori students:** At the end of 2021, 19/42 were identified as Well Below and 7/42 were identified as Below the expected curriculum level for their year to end of 2022 13/42 Well Below and 10/42 Below.
- **Pasifika students:** At the end of 2021, 13/43 as Well Below and 13/43 as Below the expected curriculum level for their year to end of 2022 9/42 as Well Below 9/42 Below.

#### 2022 TARGETS

##### Discussion

- **Writing Target 1:** To show accelerated progress for the 95 students who are identified as Well Below or Below the expected curriculum level for their year.
- **Writing Target 2:** To show accelerated progress for the 6 Maori and 11 Pasifika students who are identified as Well below or Below the expected curriculum level for their year.

ACTIONS What did we do?	OUTCOMES What Happened?	REASONS Why did it happen?	EVALUATION What next?
<p><b>Staff and personal professional development:</b></p> <ul style="list-style-type: none"> <li>- Leadership and Assessment school-wide professional development</li> <li>- e-asTTLe workshops</li> <li>- OTJ moderations</li> </ul> <p><b>Teaching and learning programme development and/or focus:</b></p> <ul style="list-style-type: none"> <li>- Learning Communities guided teachers to focus on effective practice and pedagogy, and a sharing of successful strategies.</li> <li>- Regular team meetings were student achievement focused and tracked 'at risk' students.</li> <li>- Teachers kept in-depth assessment evidence of targeted students and included reference to them throughout their planning.</li> </ul>	<p><b>WRITING TARGET 1</b></p> <ul style="list-style-type: none"> <li>- 10/95 moved from Below to Well Below</li> <li>- 26/95 remained Below</li> <li>- 41/95 moved from Below to AT</li> <li>- 4/95 moved from Below to Above</li> <li>- 14/95 left the school</li> </ul> <p><b>WRITING TARGET 2</b></p> <p><b>Māori</b></p> <ul style="list-style-type: none"> <li>- 1/6 moved from Below to Well Below</li> <li>- 1/6 remained Below</li> <li>- 1/6 moved to AT</li> <li>- 3/6 left the school</li> </ul> <p><b>Pasifika</b></p> <ul style="list-style-type: none"> <li>- 1/11 moved from Below to Well Below</li> <li>- 3/11 remained Below</li> <li>- 4/11 moved to AT</li> <li>- 1/11 moved from Below to Above</li> <li>- 3/6 left the school</li> </ul>	<ul style="list-style-type: none"> <li>- High expectations were set so that all students can achieve.</li> <li>- Clear identification and review processes of targeted students.</li> <li>- The Board of Trustees has a clear focus on improving student outcomes.</li> <li>- Use of e-Tap has been a significant tool to monitor, track and record student data.</li> </ul>	<ul style="list-style-type: none"> <li>- Using school and community resources to create specific targeted interventions to address learning needs of target students.</li> <li>- Review targeted actions on a five week 'sprint-cycle' to understand the impact that changes to our practice is having for our students.</li> <li>- Continue to make reference to our student targets within our documentation and schedule systematic self-review opportunities through our team meetings.</li> <li>- Regular reporting to the Board of Trustees.</li> <li>- Continue to develop our 'Celebrate and Adapt' PLC designed to inform our PD and budget allocation for the following term.</li> <li>- Greater support for teacher through in-class support and targeted development.</li> <li>- Better engagement of parents in the learning journey of their children through upskilling and involvement.</li> <li>- Regular small group sessions utilising our Learning Support Department to accelerate the students identified as Below the standard.</li> <li>- Develop student agency of their learning through the use of SchoolTalk to measure their progress against the progressions.</li> <li>- Introduce and review The Code Structured Literacy spelling programme.</li> </ul>

## Mathematics

### Analysis of Variance: MATHEMATICS

#### STRATEGIC AIM

All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to the expected curriculum level for their year.

#### Reflective Comment:

All students were able to access the NZC in mathematics. Students received a well-balanced, regular mathematics programme in line with Ōrākei School Curriculum documentation.

#### ANNUAL AIM

To increase the number of students who will be working at or the expected curriculum level for their year in Mathematics.

#### Reflective Comment:

The overall number of students working at or above the appropriate curriculum level for their age in mathematics is 76%. This is an increase of 12%.

#### BASELINE DATA

- **All students:** At the end of 2021, 57/366 were identified as Well Below and 76/366 as Below the expected curriculum level for their year to end of 2022 34/378 Well Below and 57/378 Below.
- **Maori students:** At the end of 2021, 15/42 were identified as Well Below and 11/42 were identified as Below the expected curriculum level for their year to end of 2022 9/42 Well Below and 12/42 Below.
- **Pasifika students:** At the end of 2021, 7/43 as Well Below and 16/43 as Below the expected curriculum level for their year to end of 2022 6/42 as Well Below 12/42 Below.

#### 2022 TARGETS

##### Discussion:

The following targets have been set based on our current achievement data:

- **Mathematics Target 1:** To show accelerated progress for the 67 students who are identified as Well Below or Below the expected curriculum level for their year.
- **Mathematics Target 2:** To show accelerated progress for the 10 Maori and 15 Pasifika students who are identified as Well Below or Below the expected curriculum level for their year.

ACTIONS What did we do?	OUTCOMES What Happened?	REASONS Why did it happen?	EVALUATION What next?
<p><b>Staff and personal professional development:</b></p> <ul style="list-style-type: none"> <li>- Leadership and Assessment school-wide professional development</li> <li>- e-asTTLe workshops</li> <li>- OTJ moderations</li> </ul> <p><b>Teaching and learning programme development and/or focus:</b></p> <ul style="list-style-type: none"> <li>- Learning Communities guided teachers to focus on effective practice and pedagogy, and a sharing of successful strategies.</li> <li>- Weekly team meetings were student achievement focused and tracked 'at risk' students.</li> <li>- Teachers kept in-depth assessment evidence of targeted students and included reference to them throughout their planning.</li> </ul>	<p><b>MATHEMATICS TARGET 1</b></p> <ul style="list-style-type: none"> <li>- 2/67 moved from Below to Well Below</li> <li>- 11/67 remained Below</li> <li>- 19/67 moved from Below to At</li> <li>- 8/67 left the school</li> </ul> <p><b>MATHEMATICS TARGET 2</b></p> <p><b>Maori</b></p> <ul style="list-style-type: none"> <li>- 1/10 moved from Below to Well Below</li> <li>- 1/10 remained Below</li> <li>- 3/10 moved from Below to At</li> <li>- 5/10 left the school</li> </ul> <p><b>Pasifika</b></p> <ul style="list-style-type: none"> <li>- 2/10 moved from Below to Well Below</li> <li>- 1/10 remained Below</li> <li>- 3/10 moved from Below to At</li> <li>- 5/10 left the school</li> </ul>	<ul style="list-style-type: none"> <li>- High expectations were set so that all students can achieve.</li> <li>- Clear identification and review processes of targeted students.</li> <li>- Board of Trustees has a clear focus on improving student outcomes.</li> <li>- Use of e-Tap has been a significant tool to monitor, track and record student data.</li> <li>- Teachers' professional development based on the Leadership and Assessment principles.</li> <li>- Use of SchoolTalk has been a significant tool to monitor, track and record student data.</li> <li>- Development of ALiM trained leader and teachers across the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Using school and community resources to create specific targeted interventions to address learning needs of target students.</li> <li>- Continue to make reference to our student targets within our documentation and schedule systematic self-review opportunities through our team meetings.</li> <li>- Regular reporting to the Board of Trustees.</li> <li>- Continued 'Celebrate and Adapt' PLC designed to inform our PD and budget allocation for the following term.</li> <li>- Greater support for teacher through in-class support and targeted development.</li> <li>- Better engagement of parents in the learning journey of their children through upskilling and involvement.</li> </ul>