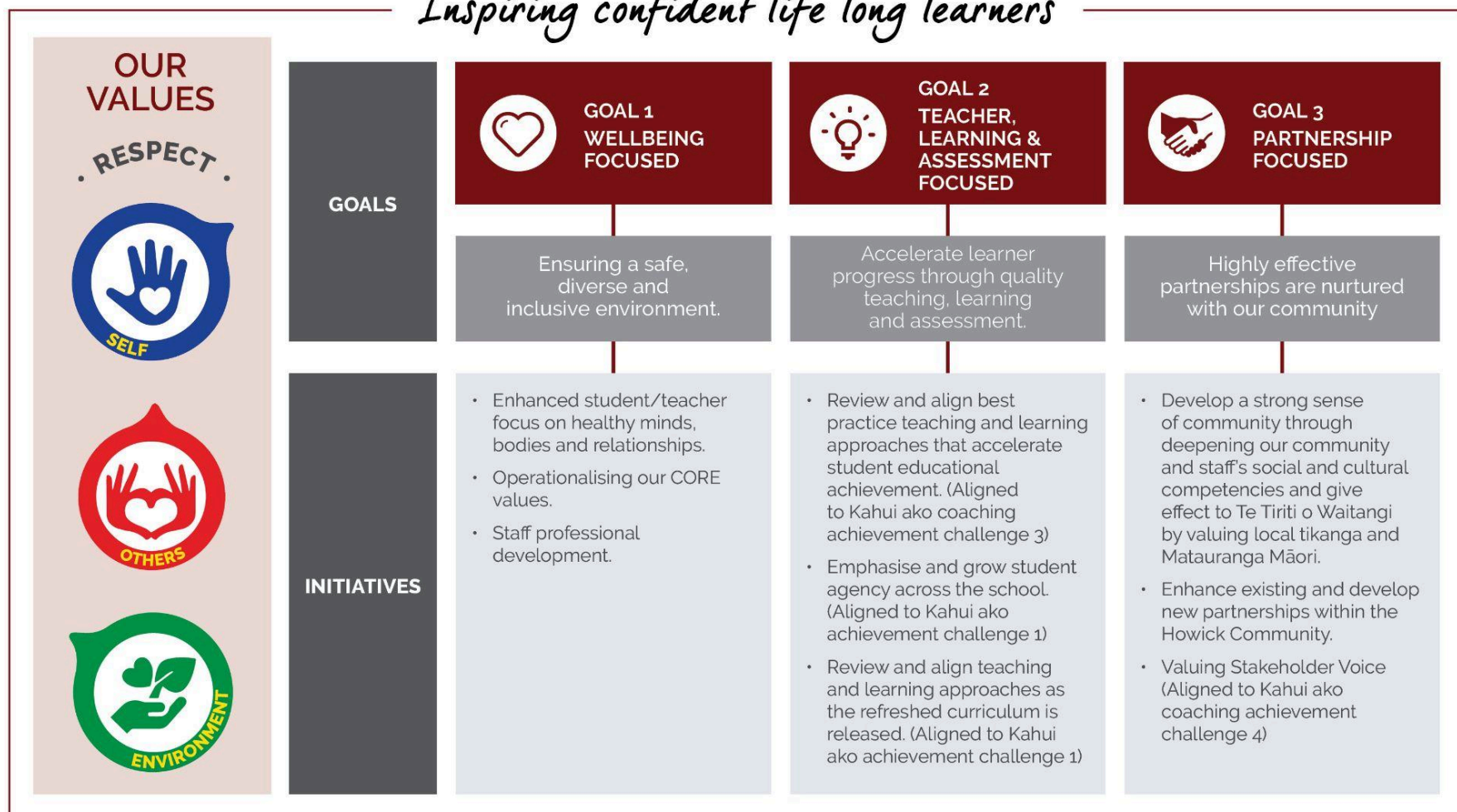




Howick Primary School
Inspiring confident life long learners

HOWICK PRIMARY SCHOOL STRATEGIC PLAN 2024-2025

Inspiring confident life long learners





Link to Board Primary Objective	INITIATIVE	ACTION	RESPONSIBILITIES	RESOURCES	MEASUREMENTS
All of section 127 applies	Enhanced student/teacher focus on healthy minds, bodies and relationships	<ul style="list-style-type: none"> – Introduce Mitey Programme – Staff professional development to develop their wellbeing – Agency Survey – Positive Behaviour 4 Learning (PB4L) lessons taught weekly – Further promotion & education surrounding healthy, balanced and wrapper free lunchbox foods 	<ul style="list-style-type: none"> – SLT – Teachers – TL – Students – TIC Enviro – School Staff 	<ul style="list-style-type: none"> – The Resilience Project – Staff Meetings – Kahui Ako – EnviroSchools 	<ul style="list-style-type: none"> – All staff will be trained to teach the Mitey Program. – All students will be able to discuss strategies taught. – Agency Survey Completed (yearly) – Agency survey results presented to staff and community – Measure healthy lunches and waste
	Operationalising our CORE values	<ul style="list-style-type: none"> – Graduate Profile Developed and implemented aligned to values – Values communicated – Common understanding of values among staff and school Leaders 	<ul style="list-style-type: none"> – SLT – TL – PB4L Leader/Coach 	<ul style="list-style-type: none"> – TOD – Staff Meetings – Team Meeting 	<ul style="list-style-type: none"> – All students to be able to talk about our values - Check ins (termly) – Values displayed in classes – Values integrated into planning
	Staff Professional Development	<ul style="list-style-type: none"> – Provide a viable employee values proposition – Provide bespoke PD for staff team – Staff Professional Development focused on PB4L 	<ul style="list-style-type: none"> – Board – Principal – SLT – PB4L Coach and Lead – Teachers 	<ul style="list-style-type: none"> – Staff Meeting – Post Graduate Scholarship Funding Budgeted – PB4L 	<ul style="list-style-type: none"> – Professional Growth Cycle Conversations (2x Yearly) – Accounted for in Yearly budget – Scholarship report to BOT



Link to Board Primary Objective	INITIATIVE	ACTION	RESPONSIBILITIES	RESOURCES	MEASUREMENTS
All of section 127 applies	Review and align best practice teaching and learning approaches that accelerate student educational achievement (Aligned to Kahui ako coaching achievement challenge 3)	<ul style="list-style-type: none"> – Review lesson design and establish components (consistency/coherence i.e signature practice across school) – Consistent – Develop impact measures – Develop robust moderation – In-class Coaching Support – Grow Middle Leader Capacity 	<ul style="list-style-type: none"> – Teachers – TKH – Team Leaders – School Coaches – LSC 	<ul style="list-style-type: none"> – Standardised Testing (PAT, EastTLe, GLOSS, IKAN, PROBE, JAM, Running Records, Little Learner Loves Literacy (LLLL) assessments, BSLA Assessments) – Learning Progressions – Coaching refresher training (Education Group? Kahui Ako) 	<ul style="list-style-type: none"> – Strong formative assessment processes aligned to assessment for learning – Shared understanding of high quality Teaching Learning and Assessment Practices
	Emphasise and grow student agency across the school (Aligned to Kahui ako achievement challenge 1)	<ul style="list-style-type: none"> – Review how capabilities back map/align to current curriculum/values/graduate profile – Implement engagement sliders used to inform learning design – Develop student use of Progression Framework – Using WALTs based on the Progression Framework language 	<ul style="list-style-type: none"> – WSL – TKH Facilitators – SLT – Teachers – Students 	<ul style="list-style-type: none"> – Kahui Ako – TKH Facilitators – Agency Survey 	<ul style="list-style-type: none"> – Agency Self perception tool administered (Year 4-6) twice yearly – Agency tool used formatively and indicators discussed/evident in learning design (Kahui Ako focus) – Student engagement measured using engagement sliders – Students communicating their learning intentions
	Review and align teaching and learning approaches as the refreshed curriculum is released (Aligned to Kahui ako achievement challenge 1)	<ul style="list-style-type: none"> – Develop rich learning opportunities – Continue to further embed digital technologies into classroom practice – Focus on bringing priority groups into the center to ensure equity – Continue to grow and promote Sustainability 	<ul style="list-style-type: none"> – Facilitator – SLT – Teachers – Enviro Lead – WSL 	<ul style="list-style-type: none"> – Teaching to the Northeast – Literacy & Communication Maths Strategy – Tataiako and Ka hikitia – PEP – Understand, know, do – Aotearoa NZ Histories Curriculum 	<ul style="list-style-type: none"> – Increase achievement for Priority groups – Teachers check-ins (termly) – Teachers use data to Notice, Recognise and Respond – PAT Measure 2 x per year – Planning reflects learning outcomes and terminology from new curriculum releases



GOAL 3: PARTNERSHIP FOCUSED

Highly effective partnerships are nurtured with our community (NELP 1,2,3,5,6)



Link to Board Primary Objective	INITIATIVE	ACTION	RESPONSIBILITIES	RESOURCES	MEASUREMENTS
All of section 127 applies	Develop a strong sense of community through deepening our social and cultural competencies and give effect to Te Tiriti o Waitangi by valuing local tikanga and Mātauranga Māori	<ul style="list-style-type: none"> – Te Tiriti o Waitangi and its place in our school – Fono – Promote community engagement in cultural events – Utilise the strengths of our community by growing our knowledge of Te Tiriti o Waitangi – Celebrate achievements and support community initiatives – Regular social and academic – Offer a range of opportunities for whanau and the local to be actively involved in school life 	<ul style="list-style-type: none"> – SLT – Principal – WSL – PTA 	<ul style="list-style-type: none"> – TOD – Maori Education Plan – School Property – Budget for Speakers – Iwi 	<ul style="list-style-type: none"> – Te Tiriti is visible and understood – Community events are regularly scheduled (Termly) – Learning Kiosks – Parent meetings – Celebrations of learning
	Enhance existing and develop new partnerships within the Howick Community (Aligned to Kahui ako coaching achievement challenge 4)	<ul style="list-style-type: none"> – Host events that encourage parents to enter our school – Communicate Howick Primary School values – Signage across our community that promote our values – Board of Trustee communicate purpose and updates – Rebuild relationships with ECE – Develop effective transition into and out of HPS 	<ul style="list-style-type: none"> – SLT – Board – Principal – PTA 	<ul style="list-style-type: none"> – Newsletter – Property – Kahui Ako – Facebook 	<ul style="list-style-type: none"> – Posters/signage visible in community shops – Workshops/Kiosks/Community events reviewed
	Valuing Stakeholder Voice	<ul style="list-style-type: none"> – Organisational Community Survey – Focus Group Conversations (We asked, you said...) – Review/Audit existing platforms and trial/consider alternative platforms of communicating learning to meet meet community information needs 	<ul style="list-style-type: none"> – SLT – Teachers – Board – Principal 	–	<ul style="list-style-type: none"> – Learning/communication developed – Consistent

School Goals		Expected Outcomes	Actions
Review	Review current school programmes or focus areas	<p>All areas of review will be shared with staff, community and BOT where appropriate.</p> <p>School Docs Review</p> <p>T1 Legislation & Administration Policy, Privacy, Official Information Requests</p> <p>T2 Education Outside the Classroom</p> <p>T3 Learning Support</p> <p>T4 Curriculum and Student Achievement Policy</p>	<p>School Internal Review. School personnel to review the following areas in consultation with staff and learners:</p> <ul style="list-style-type: none"> • ESOL Programme • Community Survey • School Health & safety • Health & PE and Sports
Teaching & Learning	<u>Staff Professional Learning</u>	<ul style="list-style-type: none"> • Review and implement progressions to identify scope and sequence in Reading, Writing and Mathematics • Implement The Mitey Programme • Teachers are data literate • In-class support coaching embedded in 2024 	<ul style="list-style-type: none"> • Professional Development in learning progressions of reading, writing and mathematics • Teachers identify, apply deliberate acts of teaching and track all learners • Enhance teacher knowledge and practice in formative assessment practices. • Use of acceleration model of teaching evident in teachers' planning
	Wellbeing	<ul style="list-style-type: none"> • Develop and Implement the school focus on Wellbeing and The Mitey Program • Resilience Project survey results and actions taken • Learners can articulate what it means to have a healthy mind, body and relationships 	<ul style="list-style-type: none"> • A school-wide focus on Wellbeing • Improved Wellbeing practices will be evident
	Collaborative Inquiry	<ul style="list-style-type: none"> • Team inquiries on learning linked to school-wide goals • School-wide inquiry 	<ul style="list-style-type: none"> • Teachers self select professional inquiry groups • Inquiries are collaboratively constructed

	School Goals	Expected Outcomes	Actions
	Priority and Targeted Learners	<ul style="list-style-type: none"> Enhanced learner engagement Positive shifts in learner achievement Improved teacher's sense of efficacy with learners who need to accelerate their performance 	<ul style="list-style-type: none"> Identify and develop appropriate monitoring tools and processes Share successful teaching and learning practice
	Local Curriculum Design	<ul style="list-style-type: none"> Teachers to be assessment capable; to value formative assessment, and to understand the progressions of learning Common language of learning to be developed, so that teachers can recognise learning and assessment opportunities across the curriculum Shared understanding of common practice model developed, used and measured across the school 	<ul style="list-style-type: none"> Improve teacher curriculum content knowledge through collaboratively planning, administering, adapting, and assessing learning opportunities for our students that seamlessly integrate all aspects of the curriculum Plan rich learning tasks that incorporate our people and our place. (Anecdotal notes through staff, team meetings will help to gather evidence of change, and professional growth cycle conversations will enable teachers to reflect on individual practice and to identify areas for further professional development)
	Learning Leaders Professional Development	<ul style="list-style-type: none"> Strengthen the understanding and value of leadership learning 	<ul style="list-style-type: none"> Research Enhance teacher knowledge and practice
Property	Property Develop property to meet the needs of our learners	<ul style="list-style-type: none"> Continue to improve property and grounds at Howick Primary School Implement 5YA for 2024/2025 as per plan 	<ul style="list-style-type: none"> Investigate further shade and outdoor seating options Continue to modernise classrooms Investigate outdoor classroom options
Community	International Connections Continue to develop international links, networks, exchanges and connectedness	<ul style="list-style-type: none"> Develop stronger links with all of our community groups locally, nationally, internationally. 	<ul style="list-style-type: none"> Connection with Kahui Ako schools Promotion and development of our International learners connection and market

School Goals	Expected Outcomes	Actions
Māori Whānau Connections Continue to develop relationships with parents and whānau of Māori learners	<ul style="list-style-type: none"> • Strengthened relationships with parents and whānau of Māori learners • Development of the Howick Primary School Māori Education Plan (MEP) • Development relationships with Ngāi Tai ki Tāmaki to reflect local tikanga, matauranga and te ao Māori 	<ul style="list-style-type: none"> • Whānau Hui - Term 3: further consultation and celebration of Māori learners at Howick Primary School • MEP developed and student achievement tracked - focus area = writing • Develop a relationship with Ngāi Tai ki Tāmaki
Pasifika Community Connections Continue to develop relationships with parents and community of Pasifika learners	<ul style="list-style-type: none"> • Pasifika culture is positively promoted at Howick Primary School. • Strengthened relationships with parents and whānau of Pasifika learners • Pasifika Education Plan (PEP) developed and implemented 	<ul style="list-style-type: none"> • Fono - Terms 4: further consultation and celebration of Pasifika learners at Howick Primary School • Pasifika language weeks promoted and celebrated • PEP Developed and student achievement tracked - focus area = writing
Asian Community Connections Continue to develop relationships with parents and community of Asian learners	<ul style="list-style-type: none"> • Strengthened relationships with parents and whānau of Asian learners • Knowledge, Understanding and valuing of others' cultures 	<ul style="list-style-type: none"> • Meeting - Terms 2: further consultation and celebration of Asian learners at Howick Primary School • Asian language weeks promoted and celebrated • Links made with local schools to celebrate cultural awareness and community