



CHARTER 2023 - 2025

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CHARTER UNDERTAKING

In accordance with section 64 of the Education Act, Howick College Board undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter which have been approved by the full board following consultation with the Howick College community in terms of section 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all the statutory obligations. The board has accepted this charter as its undertaking to the Ministry of Education.

This charter was submitted to the Ministry of Education for the Minister's approval on 31 May 2023.
This Charter will be annually updated in December each year.

Presiding member of the Howick College Board : _____ Date: _____

This Charter establishes the Vision, Values, Strategic Direction and the Targets to raise student achievement.

SECTION 1: VISION SECTION

1.1 Vision Statement

‘Inspiring a community of passionate learners’: **‘Whakamanawhia tētehi hapori o ngā ākonga hihiri’**

whakamanawa(hia)	to inspire, inspiring
tētehi	a
hapori	community
o	of
ngā akonga hihiri	passionate learners

Howick College will be an engaging, empowering and supportive learning environment, underpinned by our values of courtesy, commitment, curiosity and courage. We will inspire life-long learners to make a difference.

1.2 Who are we

Howick College is a decile 8, state co-educational secondary school. It is located in East Auckland and has a current student roll of approximately 2100 students, including 130 international students per-pandemic. Established in 1974, the school will celebrate its 50th anniversary in 2024. It has a very broad curriculum and offers numerous co-curricular and cultural activities. Traditional academic subjects are fundamental to education at the school, but there are a large number of special interest pathways such as ‘Innovation Stream’, ‘Sport in Education’, Dance and vocational courses.

Our students have gained international success in many areas of life and our international students have returned to many countries, succeeding at university and in chosen careers. The school attracts highly qualified and innovative staff.

The college is proud of its past students. Many graduate from various universities around NZ and the world. While many graduate from university, others also succeed in their chosen career pathway that are aligned to their passion.

In sport, Howick College has a fine reputation for winning numerous awards in regional and national secondary school championships and a number of students have been selected for Auckland and NZ representative teams. These awards have been spread over more than forty sports codes offered and range from rowing, golf, table tennis, swimming, softball, tennis, gymnastics and basketball to athletics, football, ten pin bowling and underwater hockey. We believe it is very important for students to participate in activities they enjoy and the school has also attempted to provide a wide range of clubs and cultural activities such as dance groups, bands, orchestras, and debating.

The Howick College crest was redesigned again as part of a rebranding exercise. Originally, the college crest was that of the Howick Borough Council which depicted the area’s connection with early European settlement of the region. In an attempt to modernise the image of a forward looking school and make it more relevant, the crest was changed in 2005 and again in 2019.

The current crest reflects a school that is progressive, innovative, and forward looking. The waves are taken from the old crest and symbolise proximity to the sea. The four paddles symbolise the four key values of the college. The red flashes at the top symbolises the inspiration required to embrace the future and fulfilling its vision.

In its 49 year history, just four principals have served the school. Mr Don Ingham (foundation principal) and his successor, Mr Bill Dimery’s leadership of the college was recognised by having ‘Ingham House’ and the ‘Bill Dimery Performing Arts Centre’ named in their honour. The education provided at Howick College is holistic and encompasses the findings of the revised NZ curriculum whereby students are placed at the centre of all decision making. There is a renewed emphasis on academic achievement heavily supported by cultural and sporting excellence. Our pastoral care programme is underpinned by our ‘House’ system which is well embedded to ensure that every student is cared for in a sensitive and positive environment. Each House is named after a prominent figure in the school’s or region’s history and includes:

- Bacot** - named after John Thomas Watson Bacot, a surgeon who came out to the Howick area with the Fencibles
- Bell** - named after the building Bell House situated at the Howick Colonial Village
- Ingham** - named after the first principal of Howick College, Mr Don Ingham
- Irvine** - named after one of the early English settlers, Captain John Irvine
- MacDonald** - named after Captain Alexander MacDonald, who was voted into the position of Warden of Howick
- Minerva** - named after the one of the first ships which transported the settlers and Fencibles to Howick in 1847

School context

School type:	Secondary (Y9 – Y15)
Decile:	8
School roll:	2061
International students:	130* (pre-pandemic)
Gender composition:	Girls 48%
	Boys 52%
Ethnic composition:	NZ European 55%
	Asian 20%
	NZ Maori 14%
	Pasifika 9%
	Other 2%
Kahui ako:	Howick Coast and Waipaparaoa Communities of learning

1.3 What we value at Howick College

Through extensive consultation with our communities, the Howick College staff is committed to ensuring that our learning environment is the best it can be to support our students. We have four key values, commonly known as the 4 C's, which underpin everything we do. They are:

1. Courtesy
2. Commitment
3. Curiosity
4. Courage

In addition to our core values, we have also committed to ensuring we prepare our students for lifelong success through development of the six capabilities listed below:

A successful graduate from Howick College will be a life long learner and be well prepared for challenges.

Together with academic success, we expect to observe key capabilities evident in each individual leaving the college:

- Self-management: build resilience, empathy, confidence, humility and integrity
- Global leadership: Respect others' diverse viewpoints, cultures and ways of thinking by actively listen, understand, and share ideas
- Communication: Develop competent verbal, nonverbal, written, visual and digital skills in a variety of contexts
- Collaboration: Work cooperatively and collaboratively in teams to learn with and from others
- Creativity: Ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions
- Critical thinking: Apply problem solving processes and evaluate data, facts, observations and research findings to solve issues and seek solutions

1.4 **Our curriculum Principles**

To guide our curriculum we adhere to the following principles which underpin our work as a school. They are:

1. Teaching will be innovative, focused on finding new ways to meet student needs.
 - a. Subject boundaries will continue to be explored, for example innovation stream and sport in education
 - b. Assessment practice will be explored so that students all have appropriate levels of challenge and are not over-assessed
2. The key capabilities for successful student living and learning will increasingly be a focus for the school alongside traditional academic achievement indicators
3. All teachers will have high expectations of all students, understand the research that demonstrates the importance of teachers belief in their students
4. Learning will be cooperative and student-centred allowing students to make choices about their learning and to take responsibility for their learning, in partnership with their teachers and cooperatively with their peers.
5. Positive, healthy relationships between staff and students will always be considered fundamental to effective teaching and learning

SECTION 2: STRATEGIC

As a result of community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self- review process the board has identified the following key areas of strategic development to focus on in the next 3 – 5 years. These areas are outlined as broad goals and will generate a number of operational plans and targets that will be reflected in future annual plans for the college.

It is therefore our strategic intent to:

1. Inspire a community of passionate learners by:
 - a. Grow strong leadership
 - b. Enable effective and inspiring teaching and learning
 - c. Engage positively with the wider community
 - d. Develop students' sense of belonging and connection

Goal 1: Grow strong leadership

NAG 1 - Foster student achievement.

NAG 1e – Consult and develop policies, plans and targets for improving achievement of Maori learners.

NAG 2b – Self-review of policies, plans and programmes.

NAG 2c – Report to students, parents and community of student achievement.

Strategic goal	Strategic Intentions	Base line data	Leadership Inquires for achieving the goal	Success Indicators
Sub- category		What data do we have? What is current situation?	2023 – 2025	
Grow strong leadership	<p>Develop leaders who are culturally competent and have a deep understanding of Te Ao Māori to honour the bi-cultural partnership when:</p> <p>Identifying potential leaders and providing coaching to develop their leadership</p> <p>Enabling leaders with the capabilities to develop cohesive and strategically focused teams</p>	<p>Currently we have 72 staff members who hold formal leadership positions across the school. These leaders are supported through coaching and workshops. Their performance is reviewed through staff feedback as part of the Professional Growth Cycle. We currently do not identify potential leaders</p> <p>All of our leaders have been trained in coaching skills. Many of leaders identify an aspect of their leadership practice to develop with their coach in fortnightly coaching sessions. The development foci of each leader and three strategies used to evaluate development are captured by the Senior Leadership Team.</p> <p>Those who have trained in coaching collect data about their skill development using the GCI coaching rubric</p>	<p>Develop and implement the new tutor programme so all learners are supported by a significant adult</p> <p>Explore leadership opportunities for junior and international students</p>	<p>Maori leaders are identified nurtured and play an important role in the leadership of the school</p> <p>Leaders across the school are culturally competent and affective in improving outcomes for all staff and students</p> <p>Te Ao Māori is distributed throughout the leadership structures of the school</p>

Goal 2: To enable highly effective teaching and learning

NAG 1a – Develop and implement teaching and learning programmes

NAG 1b – Evaluate student progress and achievement

NAG 1f – Provide appropriate career education and guidance

Strategic goal	Strategic Intentions	Base line data	Leadership Inquiries for achieving the goal	Success Indicators
Sub- category		What data do we have? What is current situation?	2023 – 2025	
<p>Enable effective and inspiring teaching and learning</p>	<p>Develop teachers who are culturally competent and have a deep understanding of Te Ao Māori to honour the bi-cultural partnership when:</p> <p>Planning and delivering learning that gives equal status to Mātauranga Māori.</p> <p>Continuously inquiring into our practice so that our teaching is effective, engaging and innovative.</p> <p>Responding to the diversity of all ākonga</p> <p>Ensuring that all our ākonga graduate with the capabilities and qualifications to be successful global citizens.</p> <p>Supporting quality teaching and learning with targeted resourcing.</p>	<p>6+ years of NCEA data</p> <p>4+ years of junior school literacy and numeracy e-asTTle and PAT data</p> <p>We maintain a tracking document that aligns students' PAT results with their NCEA performance as students move through the school. On-going SLT lesson observation notes</p> <p>At least one observation of every teacher and student feedback collected as part of the Professional Growth Cycle process.</p> <p>Overall, teaching and learning is effective for 90% + of all students, evidenced by current academic results. However, we want to engage ALL learners.</p> <p>We have impressive NCEA data comparative to decile.</p> <p>Some focus areas are UE achievement (especially PI and Māori boys) and excellence endorsement achievement.</p> <p>Our senior school NCEA data show Māori achieve well in comparison to non- Māori (all levels UE being the exception). In the junior school we collect a range of data including e-asTTle and PATs but also analyse core subject data. We do not collect data to show progress in junior subjects.</p>	<p>Explore ways to effectively support Māori and Pasifika students to achieve University Entrance</p> <p>Explore how assessment can be used in the integrated junior curriculum to enhance learning.</p> <p>Design and implement programmes which support all students to achieve the numeracy and literacy -co-requisite qualifications.</p> <p>Design and build a learning hub that is inspiring and encourages students and staff to come together and collaborate in their learning.</p>	<p>Māori learners are achieving excellent and equitable outcomes</p> <p>Our graduating ākonga will have all the capabilities and qualifications to be successful in their lives</p> <p>Teachers across the school are culturally competent and effective in improving outcomes for all students.</p>

Goal 3: To connect positively with community

NAG 1c – Identify learners at risk and curriculum aspects that need attention

NAG 1d – Develop and implement teaching strategies to support learners at risk / curriculum development

NAG 5a – Provide a safe physical and emotional environment for students

NAG 5b – Promote healthy food and nutrition

Strategic goal	Strategic Intentions	Base line data	Leadership Inquiry for achieving these goals	Success Indicators
Sub- category		What data do we have? What is current situation?	2021 – 2023	
<p>Engage positively with the wider community</p>	<p>Develop relationships with the wider community through a deep understanding of Te Ao Māori to honour the bi-cultural partnership when:</p> <p>Fostering and nurturing productive partnerships with Ngāi tai ki Tāmaki</p> <p>Growing positive relationships with our contributing schools and Kāhui Ako</p> <p>Developing strong relationships with our parents, caregivers, alumni, and the wider community</p>	<p>Recent community surveys have shown parents to be highly satisfied with the College.</p> <p>Principal Newsletters and Subject information documents have been introduced and strengthened in order to connect with the community. Online meetings have been introduced to connect with parents in Covid times.</p> <p>The Howick Coast Kahui Ako and LSC cluster are functioning effectively, evidenced by end of year reviews regarding work towards the achievement targets.</p> <p>The CDO has captured and reached out to 20,000+ alumni.</p> <p>The CDO team have fostered positive relationships with local iwi with who they are progressing the Po project</p>	<p>Explore, define and align the identity of Howick College. Who we are, what we value and what we offer. Consider how to communicate our identity to the community.</p> <p>Design and implement programmes that create a culture of aspiring towards excellence at NCEA.</p> <p>Develop and implement an effective communication and engagement strategy that will enhance relationships and generate support from the wider community.</p>	<p>Māori whanau, hapu and iwi are participating in and making decisions about the education of learners at Howick College</p> <p>Our community are inspired by Howick College, appreciate our vision and are actively involved.</p>

Goal 4: To strengthen school wide culture

NAG 3a – Develop and implement policies that promote high levels of staff performance, use resources effectively and recognise needs of students.

Strategic goal	Strategic Intentions	Base line data	Leadership Inquiry for achieving these goals	Success Indicators
Sub- category	What data do we have? What is current situation?		2023 – 2025	
<p>Develop students’ sense of belonging and connection</p>	<p>Develop and embed Te Tiriti O Waitangi and Mātauranga Māori throughout the school by:</p> <p>Providing a school culture in which Māori students can thrive as Māori.</p> <p>Providing a culture of extraordinary care for all staff and students.</p> <p>Developing strong self-efficacy in our junior ākonga.</p>	<p>We have created and defined the mission statement, values and capabilities and embedded these in a cycle of Principal assemblies and school wide documentation.</p> <p>Annual community surveys have established what our community believe is important for our students. Each time we have met with and addressed the community we have shared the story of the Howick values.</p> <p>A cultural audit has taken place to establish where ‘Te Tiriti o Waitangi’ and Matauranga are evident throughout the school. Two teacher only days have explored the concept of ‘Te Tiriti o Waitangi’ and Matauranga in terms of the new NCEA standards for level 1</p> <p>A leadership inquiry approach, created using the ERO aspects of self-review has been embedded across the school.</p> <p>The LSC and youth worker centre and programmes have been implemented and are now embedded in the school culture. Suspensions have reduced 40% from 2021 to 2022. Recorded pastoral incidents in 2022 continue to be high for males</p>	<p>Explore how we can strengthen the capability of students, teachers and parents to promote positive behaviours to enhance student outcomes.</p> <p>Consider how we can support Pasifika learners to have high levels of attendance and positively participate in education.</p>	<p>Māori learners and their whanau have a strong sense of belonging at Howick College.</p> <p>All students feel able to express their own identity and feel connected to the Howick College community.</p>

NAG 1
How we intend to review our progress: 2023 - 2025

Focus Area	2023	2024	2025
Student Achievement – NCEA / UE	<ul style="list-style-type: none"> ● To maintain a NCEA L1 pass rate of greater than 90% ● To maintain a NCEA L2 pass rate of greater than 92.5% ● To maintain a NCEA L3 pass rate of greater than 90% ● To maintain a UE pass rate of greater than the national decile 8 rate (66.1%) 	<ul style="list-style-type: none"> ● To maintain a NCEA L1 pass rate of greater than 90% ● To maintain a NCEA L2 pass rate of greater than 92.5% ● To maintain a NCEA L3 pass rate of greater than 90% ● To maintain a UE pass rate of greater than the national decile 8 rate (66.1%) 	<ul style="list-style-type: none"> ● To maintain a NCEA L1 pass rate of greater than 90% ● To maintain a NCEA L2 pass rate of greater than 92.5% ● To maintain a NCEA L3 pass rate of greater than 90% ● To maintain a UE pass rate of greater than the national decile 8 rate (66.1%)
Maori Achievement	<ul style="list-style-type: none"> ● To achieve NCEA pass rates equal to or greater than all other student groups at Howick College at all levels of NCEA. 	<ul style="list-style-type: none"> ● To achieve NCEA pass rates equal to or greater than all other student groups at Howick College at all levels of NCEA. 	<ul style="list-style-type: none"> ● To achieve NCEA pass rates equal to or greater than all other student groups at Howick College at all levels of NCEA.
Pasifika Achievement	<ul style="list-style-type: none"> ● To achieve NCEA pass rates equal to or greater than all other student groups at Howick College at all levels of NCEA. 	<ul style="list-style-type: none"> ● To achieve NCEA pass rates equal to or greater than all other student groups at Howick College at all levels of NCEA. 	<ul style="list-style-type: none"> ● To achieve NCEA pass rates equal to or greater than all other student groups at Howick College at all levels of NCEA.
Aiming for Merit and Excellence	<ul style="list-style-type: none"> ● To maintain merit endorsements: <ul style="list-style-type: none"> ○ L1 35% L2 30% L3 30% ● To maintain excellence endorsements: <ul style="list-style-type: none"> ○ L1 20% L2 20% L3 15% 	<ul style="list-style-type: none"> ● To maintain merit endorsements : <ul style="list-style-type: none"> ○ L1 35% L2 30% L3 30% ● To maintain excellence endorsements: <ul style="list-style-type: none"> ○ L1 20% L2 20% L3 15% 	<ul style="list-style-type: none"> ● To maintain merit endorsements : <ul style="list-style-type: none"> ○ L1 35% L2 30% L3 30% ● To maintain excellence endorsements: <ul style="list-style-type: none"> ○ L1 20% L2 20% L3 15%
Meeting needs of boys	<ul style="list-style-type: none"> ● To achieve boys’ NCEA pass rates that are comparable to girls’ achievement rates at HC 	<ul style="list-style-type: none"> ● To achieve boys’ NCEA pass rates that are comparable to girls’ achievement rates at HC 	<ul style="list-style-type: none"> ● To achieve boys’ NCEA pass rates that are comparable to girls’ achievement rates at HC

SECTION 3: ANNUAL PLAN and NCEA ACHIEVEMENT TARGETS 2023

3.1 Annual Plan 2023 (Attached)

3.2 NCEA Achievement Targets 2023

Overarching vision – Inspiring a community of passionate learners.

Progress and Achievement Targets

- The college will continue to aspire to achieve NCEA results that are equal to or better than comparable schools achievement rates at all levels of NCEA.
- **NCEA Achievement Targets.**
 1. To maintain a NCEA L1 pass rate greater than 90%
 2. To maintain a NCEA L2 pass rate greater than 92.5%
 3. To maintain a NCEA L3 pass rate greater than 90%
 4. To maintain a UE pass rate greater than the national decile 8 rate (66.1%)
 5. To maintain merit endorsements of L1 35% L2 30% L3 30%
 6. To maintain excellence endorsements of L1 20% L2 20% L3 15%
- **Maori and Pasifika Achievement Targets**
 7. To achieve NCEA pass rates equal to or greater than all other student groups at Howick College at all levels of NCEA.
- **Boys Achievement**
 8. To achieve boys' NCEA pass rates that are comparable to girls' achievement rates at HC.

All NAG's and Strategic Intentions are being used collectively to address and achieve the targets above.

Annual Plan 2023

Overarching VISION 'To inspire a community of passionate learners'.