HAWERA INTERMEDIATE SCHOOL

2019 ANNUAL REPORT FROM THE CHAIRPERSON AND ACTING PRINCIPAL

Boards of Trustees are required to report to their school community annually on the progress and achievement of students as a whole and in groups, including the achievement of Māori students, on the basis of good quality assessment information.
Following a tumultuous year the Acting Principal and the Board of Trustees prepared this document and presented the same at the May Board Meeting 2020.

SCHOOL

Roll: The year 2019 commenced with 324 pupils. 25 new enrolments entered the school during 2019. 55 students left the school over the year. The year ended with a roll of 294. 133 Year 8 students moved on to high school education at the end of 2019.

General
School Strengths

Sports are an integral part of the Hawera Intermediate operations.

Interschool sport exchanges with North Taranaki Intermediate Schools were undertaken.

Weekend sports saw

- seven netball teams competing in the local competition under the school umbrella
- rugby, rugby league and football, were available under the umbrella of local clubs

In School sports:

- a variety of winter sports were played, catering to two thirds of our school, including the sports above plus hockey, chess, badminton, basketball, and indoor bowls.
- various summer sports were played in Term One including tennis, padder tennis, touch, cricket and nonstop cricket
- Hawera Intermediate was also represented in after school cricket in Terms One and Four.

The school cross country was run around the school grounds and some students went on to achieve places in the Taranaki Cross Country event.

Hawera Intermediate had many students participating in various activities over the sporting year.

Our Kiwi Sport Funding Initiative grant was used to promote involvement with a range of sporting codes, and in 2019 we purchased sports equipment for each classroom so teachers could teach the sport curriculum in their classrooms

A change to the structure of the delivery of learning was made. Academies were set up in Term 2 but dissolved at the end of Term 2.

In 2019 we competed in the Lions Junior Speechmaker Competition. Two students represented Hawera Intermediate School. One student went on to win a third place at the event.

Our Kapahaka group grew in numbers with 25% of the school represented. Performances were held at Puanga, Tatarakihi and Ramanui Festivals as well as school events. They certainly were amazing. It was the first time in several years the group entered as competitive, they were recognised for this.

Three groups entered the Barbara Leydon Junior Drama Festival. Student led groups achieved a high standard performing their one act plays.
During December our Prize Giving Ceremony showcased a number of talents across the school. Awards were given to worthy recipients, and a farewell "formal" social function for Year 8 students followed.

In the later half of the year, much negative media publicity reflected the turmoil the school was to find itself in. Wide-spread, poor and unacceptable student behaviour manifested itself in the classroom and outside in the playground settings. Academic achievement and health and safety of students was severely at risk.

The School Board of Trustees requested support and intervention from the Ministry of Education and a Limited Statutory Manager, was appointed to the independent position in September 2019.

The "Future Education Provision for Hawera Schools" became a discussion at Board level in the later part of the 2019 year. Subsequent discussion with all students, staff, parents and whanau and the wider community was undertaken by an independent consultant for the Ministry of Education. A report of the findings from the consultant is to be forwarded to the Minister of Education late April/ Early May.

Visitors to the school throughout the year included Group Specialist Education Services personnel, Truancy Officers, Resource Teachers of Learning and Behaviour, Social Workers, Police, Taranaki Healthcare personnel, curriculum advisors and visitors invited to participate in staff professional development and curriculum activities.

CURRICULUM (NAG 1)

Identified Areas for Improvement

Areas targeted for 2019 were:

Literacy: All Maori boys who are working below their age and stage in writing will make accelerated progress to an age appropriate level unless they have an IEP or IBP or a diagnosed learning difficulty

Maths: All Maori Boys who are working below their age and stage in maths will develop skills in problem solving that they can transfer across the discipline. They will make at least one stanine improvement unless they have an IEP or IBP or a diagnosed learning difficulty

Growth Mindset: The language of Growth Mindset will be the common language of our stakeholders. This will develop a greater awareness and confidence of students.

End of Year Overall Teacher Judgements suggest that performance for both year groups remain at risk with only a third of all learners working within the expected curriculum levels at the end of 2019 in reading, writing and maths.

Maori student achievement reflects the same findings. Only one third of all Maori students are working within expected curriculum levels.

In Maths the 2019 target was not met. " All Maori Boys will make at least one stanine improvement unless they have an IEP or IBP or a diagnosed learning difficulty"
75% of Maori boys were on lower stanines at the year's start, 69% remained in these stanines at the end of the year.

In Literacy the 2019 target was difficult to quantify due to a lack of data . "All Maori boys who are working below their age and stage in writing will make accelerated progress to an age appropriate level unless they have an IEP or IBP or a diagnosed learning difficulty"

Start and End of Year comparisons were made in PAT Reading Comprehension and Vocabulary, 42% - 43% of students in both year groups made no progress or remained the same.

Planned Actions for Lifting Achievement
Maths and Literacy will be a focus in 2020 as we work to raise achievement levels.
Specific targets will be set in maths as we aim to reach or exceed expected curriculum standards in these areas.

Target groups in 2020

- All students who are at risk of underachieving in mathematics will make accelerated progress (i.e: more than a year's progress with a trajectory of achieving at/above by the end of Year 8)
- Increase the number of students achieving at or above the National Curriculum Levels for mathematics. Our aspirational target is to have at least 85% of students achieving at or above curriculum levels.

2020 Annual Targets:

To accelerate Year 8 students achievement levels from below to achieving at:

- To have 15% (24/160) Level 3P Year 8 students achieving at Level 4P at the end of the 2020 year. (Accelerate 3 levels)
- To have 12% (29/160) Level 3B Year 8 students achieving at Level 4B at the end of the 2020 year. (Accelerate 4 levels)
- To have 19% (30/160) Level 3A Year 8 students achieving at Level 4P at the end of the 2020 year. (Accelerate 2 levels)

To accelerate all Year 8 Maori Boys achievement levels from below to achieving at

DOCUMENTATION AND SELF- REVIEW (NAG 2)
Strategic Plan:
The board's intention was to implement the school's existing strategic plan by giving priority to maths and literacy development, providing financial resources to promote high levels of staff performance, maintaining and developing a safe physical and emotional learning environment, and continuing to improve the achievement of Maori students.

Student behaviour and personnel issues became front and centre stage and the Board was unable to implement their intention.

Self Review:
A new Board of Trustees took over governance in June 2019 .

Self-review processes were not embedded and Board of Trustees members were uncertain as to where their responsibilities lay in systematic review of portfolios. New Zealand School Trustees Association support was requested to begin the building of knowledge in these areas.

Subsequent review is proving to be successful in helping the board to identify areas working well and those areas that require development.

The board complied fully with the personnel policy on being a good employer including the Equal Opportunities programme.

From 2020 onwards the Board has opted into "School Docs" an on-line portal for housing school policies and procedures. All policies now meet the current regulatory and legislative requirements. The Board also has an Annual and 3 year Self-review Schedule in place.

PERSONNEL (NAG 3)

The year 2019 saw six new teaching appointments made.

Over the year seven teachers resigned their positions.
One teacher took leave without pay for Term 4.

A new Principal started at Hawera Intermediate before taking sick leave from July and subsequently resigned. A recently retired Principal, took over the Acting Principal role from October 2019 and currently remains in this position.

Looking ahead the Acting Principal remains in place until a permanent appointment is made to the Principal role. The Deputy Principal remains in her management role and Assistant Principal remains in her management role too.

A Property Manager/Caretaker and 8 teacher aides worked in the school, assisting class teachers by working with groups and individuals in need of extra assistance.

The school has an experienced school administrator. She is further supported by an office assistant.

The Board complies with the State Sector Act, 1988 and acts in good faith as a good employer.

FINANCIAL AND PROPERTY MANAGEMENT (NAG 4)

Finance

The Annual Management Report of Financial Responsibility and Position, compiled by Silks Auditors on behalf of the Controller and Auditor General, is not included at this time of reporting. Recent discussion with our financial service provider shows that the school is in a sound financial position and that we comply with generally accepted accounting practices.

Property

The Board kept the school buildings and grounds in good order. The total effect indicates good management on the part of the Board.
The 5YA/10YPP are currently on hold following a major fire at school on October 13, 2015. The school is currently housed in prefab classrooms that were placed on site after the fire. No new 5YA/10YPP has been resourced by the MOE. The school awaits redevelopment to follow the community consultation process.

SAFE PHYSICAL AND EMOTIONAL ENVIRONMENT (NAG 5)

Well maintained buildings, grounds and play areas ensured that a safe physical learning environment was provided.

The school began its fourth year in the "Positive Behaviour For Learning" contract. This programme was replaced with the Mana Potential but this change of programme was never embedded through the school infrastructure and PB4L thus was reinstated in Term 4.

Term 4 saw very firm behavioural guidelines reinstated and followed consistently by staff. This has ensured a safe and secure environment is provided for all. A sound foundation for a safe emotional learning environment exists.

GENERAL LEGISLATION (NAG 6)

The board complied with the legislation concerning attendance, the length of the school day, and the length of the school year.

FUTURE DIRECTIONS

The focus for 2020 will be on deepening teacher knowledge in curriculum areas and accelerating student achievement in all areas. Mathematics and Literacy professional development, and understanding curriculum content will take place.

In 2020 the school will have a heightened involvement in the "Positive Behaviour For Learning Contract". Attending Ministry led development around Behaviour Strategies will also be priority.

We continue as a member school in our "Kahui Ako - Community of Learning" engaging in a project around "Relationship Based Learning" – a programme to further improve learning outcomes and in particular Maori learning outcomes. Excitedly we look forward to seeing where this leads us in 2020 and beyond.

Assessment policies and practices will underpin all curriculum development.

Developing a school culture, underpinned with shared beliefs by both home and school will also be a priority in 2020. Our school charter, vision and values will be revisited.

THANKS

Hawera Intermediate School has had a very tumultuous 12 months and will continue to evolve with the changes that inevitably take place within the education system of today.

As Acting Principal my sincere thanks is extended to all teaching staff members for their commitment to learning and teaching. Through trying times they focused on trying to make sense of the upheaval they found themselves in, stayed on the pathway, and now have headspace to once again focus on the learning needs of every child in their care.

Thanks to the members of the support staff for their hard work and co-operation. Their input constituted a very important component in assisting in the running of the school.

To the Leadership Team, my sincerest thank you for your support and hard work you have brought to your roles daily. You are a vital cog that makes this school a superb environment and there is a light at the end of the tunnel.

Thanks to the Board of Trustees. Board members are continuing to work to provide the best possible learning and working environment for both students and staff. Priority is being placed on providing curriculum resources and professional development to enable teachers to deliver the curriculum effectively.

To the most important people in the school, the children, thanks for being unique and sharing your uniqueness with us all.

The year 2020 promises to be a progressive year.

Kimiora Te Wiki
CHAIRPERSON
BOARD OF TRUSTEES

Neryda Sullivan
ACTING PRINCIPAL