

HAWERA INTERMEDIATE SCHOOL

2020 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 2019 year an Acting Principal was appointed permanently in Term 4 2020. The Principal and the Board of Trustees prepared this document and presented the same at the May Board Meeting 2021.

SCHOOL

Roll: The year 2020 commenced with 297 pupils. 21 new enrolments entered the school during 2020. 30 students left the school over the year. The year ended with a roll of 306. 163 Year 8 students moved on to high school education at the end of 2020.

General

School Strengths

The newly reinstated Positive Behaviour 4 Learning system reinstated in Term 4 2019 and newly developed “Kauri Values” has shown to have had an enormous positive impact on school culture. At the end of 2020 we now have one third less incidents reported than this time last year. Students are using school values as part of everyday conversation and the behaviour management system wrapped around these values is effective.

Many positive reinforcements are used to celebrate the good behaviours displayed by the majority and we can now boast a stabilized infrastructure.

The Life Education Trust Trailer visited again in Term 4 with further emphasis placed on Well - Being. A number of ERO surveys of student, whanau and staff well being following COVID lockdown showed that Hawera Intermediate is addressing these areas proactively receiving favourable response.

Sports continue to be an integral part of the Hawera Intermediate operations.

Covid limited the number of Interschool sport exchanges with North Taranaki Intermediate Schools but we did manage to compete on a couple of occasions.

Weekend sports saw

- 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, including the sports above plus hockey, basketball, and indoor bowls. Our indoor bowls team competed in the finals of the New Plymouth Taranaki Top 10 Bowls competition.
- various summer sports were played including tennis, touch, and cricket. Hawera Intermediate won the Touch Tournament and the Vern Betts Cricket Trophy.

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 2020 we purchased sports equipment for each classroom so teachers could teach the sport curriculum in their classrooms

In 2020 we competed in the Lions Junior Speechmaker Competition. Two students represented Hawera Intermediate School. One student went on to win the event.

Our Kapahaka group has reduced in numbers over the year. COVID 19 impacted on showcasing student talent. We look forward to seeing more participation next year.

A very successful unit around the “Economy” had students selling their wares at the A&P Show and then later at a school market day during Term 4. Our school Float entered in the A&P Show and won first prize.

Camps were curtailed due to the uncertainty of the COVID environment but are planned for 2021. A day trip to Patea was held in December.

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.

At the end of Term 3, our Limited Statutory Manager left the school, the school deemed strong enough to determine its pathway going forward.

In November the “Future Education Provision for Hawera Schools” became a discussion point once again at Board level. The Ministry Of Education released its findings from the Consultative Report and subsequent requests for submissions to the report from staff, parents and whanau and the wider community was promoted. A statement from the findings from the Minister of Education is expected late March/ Early April.

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 2020 were:

Maths: All students working below their age and stage in maths will make accelerated progress.

Three groups of students were identified.

Our target to have all three student groups meeting standard was partially met with 2 of the 3 groups achieving this.

However we do continue to have a large number of students yet to meet standard.

We have also delved into rates of progress.

Maori progress shows 43% are failing to make expected progress, our New Zealand European students have 50% showing insufficient progress.

Achievement data reflects the same findings. 78% of all Maori students are not working within expected curriculum levels. 52% of New Zealand European students are not working within expected levels.

In Literacy 40% of our students were reading at or above expectation , 29% Maori and 50% NZ European.

End of Year Overall Teacher Judgements suggest that performance for both year groups remain at risk with only 30-48% of all learners working within the expected curriculum levels at the end of 2020 in reading, writing and maths.

Planned Actions for Lifting Achievement

Maths and Literacy will be a focus in 2021 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 2021

- 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.

2021 Annual Targets:

In Mathematics By the end of 2021 we aim to have

ALL

(29) 22% Yr 7, 2020 students working in Level 3P accelerating progress by 3 sub levels to achieve 4P

(42) 32% Yr 7, 2020 students working in Level 3A accelerating progress by 2 sub levels to achieve 4P

MAORI

(12) 16% Yr 7, 2020 NZ Maori Male students working in Level 3P will accelerate by 3 sub levels to achieve 4P

(9) 12% Yr 7, 2020 NZ Maori Female students working in Level 3P will accelerate by 3 sub levels to achieve 4P

(10) 13% Yr 7, 2020 NZ Maori Male students working in Level 3A will accelerate by 3 sub levels to achieve 4P

(16) 21% Yr 7, 2020 NZ Maori Female students working in Level 3A will accelerate by 3 sub levels to achieve 4P

In Reading by the end of 2021 we aim to have

ALL

(20) 15% Yr 7, 2020 students working in Level 3P accelerating progress by 3 sub levels to achieve 4P

(42) 31% Yr 7, 2020 students working in Level 3A accelerating progress by 2 sub levels to achieve 4P

MAORI

(11) 14% Yr 7, 2020 NZ Maori Male students working in Level 3P will accelerate by 3 sub levels to achieve 4P

(2) 3% Yr 7, 2020 NZ Maori Female students working in Level 3P will accelerate by 3 sub levels to achieve 4P

(8) 11% Yr 7, 2020 NZ Maori Male students working in Level 3A will accelerate by 3 sub levels to achieve 4P

(18) 24% Yr 7, 2020 NZ Maori Female students working in Level 3A will accelerate by 3 sub levels to achieve 4P

Professional Development emphasis has been on Relationship Based Learning pedagogy and subsequent implementation. We have utilised the NZ Curriculum to understand assessment expectations for Year 7 & 8 students and all teachers have used assessment to understand rates of progress and next step learning.

Teachers have begun collaborative planning of high interest units of work and tracking of student engagement when away from teachers has started. Student, whanau and teacher voice is collected to assist in recognition of enablers and barriers to student achievement.

Professional development in 2021 focussing on Relationship Based Learning, Assessment for Learning and the Localised Curriculum will build further teacher capacity.

DOCUMENTATION AND SELF- REVIEW (NAG 2)

Strategic Plan:

The board's intention in 2020 was to create a strategic plan giving priority to a responsive curriculum, which focused on well being. This guiding document was ratified at the December Board Meeting and shared with whanau in February. The newly developed charter gives direction for professional 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 all students.

Self Review:

As part of the cyclic nature of the school's Board of Trustee Elections, two members were re-appointed in November 2020. Continuing Board members Kimi Te Wiki and Elise Soothill gave stability to the same Board of Trustees which took over governance in June 2019 .

Self-review processes are embedded, the Board of Trustees members are aware of where their responsibilities lie in systematic review of portfolios. New Zealand School Trustees Association support was utilised to build 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.

The Board opted into "School Docs" an on-line portal for housing school policies and procedures at the start of 2020. 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 2020 proved to be tremendously difficult to appoint teaching staff.

The school operated with two less staff all year meaning extra workload on teachers. The Board supported staff by appointing five new learning assistants bringing a total of 9 support staff in place.

Over the year three teachers resigned their positions.

An Acting Principal took over the role in October 2019 and then was permanently appointed in Term 4 2020.

The Deputy Principal remains in her management role and at the end of 2020 we farewelled the Assistant Principal after 10 years in the school.

A Caretaker, 3 cleaners and learning assistants 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. The school administrator was further supported by an office assistant who left in November.

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 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 continue to be 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 continued into its fifth year in the “Positive Behaviour For Learning” contract. This programme was replaced with the Mana Potential in 2019 but this change of programme was never embedded through the school infrastructure and PB4L thus was reinstated in Term 4, 2020.

Term 4, 2019 and 2020 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 2021 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.

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 further developing this in 2021 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 continue to be a priority in 2021. Our school charter, vision and values will lead our way.

THANKS

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

As newly appointed Principal my sincere thanks is extended to all teaching staff members for their commitment to learning and teaching. Through a trying year following Covid Lockdown, staff stayed on the pathway, and focused on the learning and well-being 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.

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 2021 promises to be a progressive year.

Kimiora Te Wiki

CHAIRPERSON

BOARD OF TRUSTEES

Neryda Sullivan

PRINCIPAL