

HAWERA INTERMEDIATE SCHOOL

2021 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.

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

SCHOOL

Roll: The year 2021 commenced with 297 pupils. 21 new enrolments entered the school during 2021. 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

Our Positive Behaviour 4 Learning system and “Kauri Values” has shown to have had an enormous positive impact on school culture. At the end of 2021 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, Body Image and Puberty . A number of NZCER surveys of student, and staff well being show 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. Our Basketball Team won the local competition.
- fewer summer sports were played due to COVID, touch was cancelled, cricket continued.

The school cross country was run around the school grounds, the Taranaki Cross Country event was cancelled.

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 2021 we purchased sports equipment for each classroom so teachers could teach the sport curriculum in their classrooms

In 2021 we competed in the Lions Junior Speechmaker Competition. Three students represented Hawera Intermediate School. One student went on to win the event.

Our Kapahaka group grew in strength earlier in the year but COVID impacted on showcasing student talent. We look forward to seeing more participation next year.

A very successful unit around “Science for Science Sake” in Terms 3 and then Term 4 had students involved in ‘hands on’ activity. A COVID lockdown late Term 3 meant this topic continued into the following term.

Camps came under scrutiny due to the uncertainty of the COVID environment but went ahead in 2021. Amazing experiences that only Education Outside The Classroom provides were undertaken. Camps went to Whakamaru, Taupo/ Rotorua, Wellington, Around Taranaki and a Technology Camp was held here at school. All students were given the opportunity to attend a camp of their choice. In such trying times within the COVID environment it was fabulous to see these camps going ahead.

During December our Prize Giving Ceremony was live streamed. Awards were given to worthy recipients, and a farewell “formal” social function for Year 8 students followed.

In November the “Future Education Provision for Hawera Schools” decision was finally made. A decision from the Minister of Education was expected late March/ Early April, COVID impacting on this.

Both the Intermediate and High Schools are to close at the end of 2022 and a new school be established.

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 2021 were:

Maths: All students working below their age and stage in maths will make accelerated progress. Two groups of students were identified.

Our target to have both 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.

Reading : All students working below their age and stage in maths will make accelerated progress. Two groups of students were identified.

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

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

End of Year al 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.

The Progressive Achievement Consistency Tool has been used in the area of reading to measure performance against signposts, set next steps and write reports. This is proving to be a useful tool for teachers.

Teachers have collaboratively planned high interest units of work and tracking of student engagement when away from teachers. Our hands-on unit based around science had students engaged. 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 2021 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:

One Board member, Lyndsey McPhail was appointed in June 2021. Continuing Board members gave stability to the Board of Trustees.

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 personnel came in and audited all personnel records over the year to ensure all were in line with collective employment contracts, an important element going forward into closure.

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

“School Docs” an on-line portal for housing school policies and procedures has been operating since the start of 2020. All policies 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 2021 was much more settled having the same teaching staff on board all year. Whilst relievers are scarce to be found and we have closure looming all teaching staff continue into the 2022 school year.

The Board supported staff by appointing five learning assistants bringing a total of 9 support staff in place.

A permanent Principal was appointed in Term 4 2020. The Deputy Principal remains in her management role and we appointed Kylie Surgenor as our Assistant Principal at the start of 2021.

A Caretaker, 2 cleaners, one cleaning contract firm 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 ably 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 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.

SAFE PHYSICAL AND EMOTIONAL ENVIRONMENT (NAG 5)

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

Our Kauri Values underpinned with “Positive Behaviour For Learning” philosophy and Relationship Based Learning ensures a safe and secure environment is provided for all. A sound foundation for a safe emotional learning environment exists.

Recently the school has joined the Healthy Active Learning Contract which will further support well-being in the school.

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 2022 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 2022.

Assessment policies and practices will underpin all curriculum development.

Further promotion of school culture, underpinned with shared beliefs by both home and school will continue to be a priority in 2022. Our school charter, vision and values will lead our way.

Closure events and activities will now doubt impact on administration and we envisage this to be time consuming over the forthcoming year.

THANKS

Hawera Intermediate School has had a settled 12 months.

2022 promises to be a year of fun filled experience for our students, with teachers and support staff enjoying our last year in a unified manner.

My sincere thanks is extended to all teaching staff members for their commitment to learning and teaching. Through a trying year following a Covid Lockdown and events postponed, cancelled or changed up, staff have 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 2022 promises to be a progressive year.
We plan on going out with a bang!

Kimiora Te Wiki

CHAIRPERSON

BOARD OF TRUSTEES

Neryda Sullivan

PRINCIPAL