



Gulf Harbour School

2013 Annual Report (Section A)

and

Financial Statements (Section B)

School Number: 6920

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Principal's Report.

2013 marked a year of consolidation and reflection. The election of a new Board brought fresh perspective and influence. Within this, the Board brought about slight but significant changes in the school vision and priorities. Whilst the intent of the school vision remains the same (the pursuit of creativity, authenticity and quality within learning) the focus on quality will bring a necessary dimension within the school.

Our pursuit of the connected curriculum, the release of both student and staff creativity in learning and the exposure to real life learning situations continues to set the school as future focussed. The introduction of mobile technology within the school leading to 120 children electing to bring and use devices within the school and assisting in their learning was a significant step in 2013.

The goal of seeing our students participate "beyond the harbour" took a step closer with sister school relationships formed with Huashan Primary school (China) and the hosting of students from Japan. Our support programmes for children with English as a second language (ESOL) continues to be recognised as exemplary. Our children have significant and meaningful experiences beyond the walls of the classroom, school camps being a key part of this.

The continued focus around sport as a means of leadership and personal development continued to build in 2013. Significant sporting and personal achievement occurred, particularly through the sports camp our sports academy students attended.

The school enjoys positive support and favour within our community.

Reports on Student Achievement

The schools "Real Life Learning" model aligns well with the New Zealand Curriculum and seeing our New Zealand children confident, connected, actively involved life long learners. The school values of bravery, responsibility, resilience and fun are key parts to our school culture. Seeing children empowered with their learning and desperate to make a difference, sets our school and our children up well for the future.

Our delivery of the core curriculum (ie national standards) has brought a significant level of improved focus and capability within the school. We firmly believe in connecting the aspects of national standards to an authentic learning context. Our focus around achievement data enabled close attention on priority groups and areas for improvement.

Our review and reflection of the year identified a number of next steps:

- to improve further our delivery within literacy

- to see greater student leadership and student led initiatives within the school

- to improve the expectations of quality within our delivery

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2013, the school received total Kiwisport funding of \$5092.43 (excluding GST). The funding was spent on resources and programmes. This assisted in sports equipment, sports extension and leadership opportunities through sports academy. Additional coaching occurred through contracts with North Harbour Sports – Tennis. Class based sports and P.E programmes were complimented by the "KRIC" programmes advanced by Quantum sports. Fitness programmes were promoted. The school employed additional specialist staff to promote and support the programmes with results of our sports teams consistently achieving in the top 3 of local sports events. Resources purchased were primarily upkeep and maintaining class sets. All children were involved with organised sports and demonstrated improved levels of fitness and participation.

Other reports on special and contestable funding

During the year, the school participated in two funded initiatives based around improving the achievement of targeted children in literacy and mathematics. Both proved very successful. ALIM (Accelerating learning in maths) involved a target group of children, specialised teaching support and withdrawal. ALL (Accelerating Literacy) was again targeted children but based within the class. Both approaches made significant progress with the target groups.

Other Information.

Two (2) students were stood down in 2013.
All teachers employed are registered.

Health & safety

The Health and Safety committee meet termly.

All medical incidents are logged with significant / near miss incidents reported and reviewed accordingly.

Termly Fire evacuation and training occur: 25/2, 20/5, 29/8, 3/11

Analysis of Variance - Reading

<p>Annual aim (2013)</p> <p>To increase the number of students achieving <i>at</i> or <i>above</i> National Standards for Reading</p> <p>Baseline data Year 4-8 Analysis of data for Year 4-8 students in Reading identified some concerns for our Maori students and funded ESOL students in Year 4-8 (Includes students who are at Foundation stage of the ELLP's).</p> <p>While the data showed we have 73% of our Year 4-8 students achieving <i>at</i> or <i>above</i> National Standards in Reading further analysis showed that 47% of our Maori Students in this Year level were <i>below</i> the National Standard for Reading and 58% of our funded ESOL students (Includes students who are at Foundation stage of the ELLP's).</p> <p>Baseline data Year 1-3 Analysis of data for Year 1-3 cohort identified concerns with our boys. While the data showed we have 82% of our Year 1-3 students achieving <i>at</i> or <i>above</i> National Standards in Reading further analysis showed 26% of our boys were <i>below</i> or <i>well below</i> the National Standards for Reading.</p> <p>Analysis of assessment results and observations in classrooms signalled decoding skills, with a particular emphasis on attending to visual detail in words as a particular area for improvement for this group of students. Reading comprehension was also signalled as a particular area for improvement.</p>	<p>2013 Targets</p> <ul style="list-style-type: none"> • The group of ESOL students in Year 4-8 that are at Stage 1 and 2 of the ELLP's in 2012 will be reading at or above the National Standard • The group of ESOL students in Year 1-3 that are at Stage 1 of the ELLP's in 2012 will be reading at or above the National Standard. • The group of Maori students in Year 4-8 <i>below</i> or <i>well below</i> the standard in 2012 will have made more than one year's progress and will be reading at or above the standard. • The group of boys in Year 1-3 achieving <i>below</i> or <i>well below</i> the standard in 2012 will have made more than one year's progress and will be reading at or above the standard. (This target excludes ORR's funded students). <p><u>Analysis of Variance</u></p> <p>We have not met the target around our boys in Reading. 9 Maori students from Year 4-8 who were achieving 'below' or 'well below' the National Standard in Reading in 2012 were part of this target group.</p> <p>Of the 9 students in Year 4-8 33% (3) students are achieving 'at' the standard in Reading and there are no students achieving 'above'. 67% (6) students are achieving below the standard in Reading.</p> <p>15 boys from Year 1-3 who were achieving 'below' or 'well below' the National Standard in Reading 2012 were part of this target group.</p> <p>Of the students 34% (5) are achieving 'at' the standard in Reading. 1 student is in Year 1 and 4 of these students are in Year 2. 53% (8) of students are achieving 'below' the standard and 13% (2) students are achieving 'well below' the standard. 1 student achieving 'Well Below' is in Year 1 and all other students achieving 'Below' or 'Well Below' are in Year 3.</p> <p>Out of our 9 ESOL students in Year 4-8 that were part of this target group 56% (5) of these students are now achieving 'at' the standard for Reading and 44%(4) are still achieving 'below' the standard.</p> <p>There seems to be lack of clarity around 'accelerated progress' for all teachers in Reading and how to get that trajectory shift. There has not been the pace, urgency and expectation you would expect around acceleration. The tracking and monitoring of</p>
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achievement for these students could have been more rigorous at all levels. Support programmes such as Rainbow Reading, Repeated Readings were in place for these students in Terms 1-3 and gap analysis was tool used to identify gaps in student learning. The discussions at year level meetings tended to be more around progress of target students in writing but there was support for teachers in seeing planning links between Reading and Writing. There was not enough moderation of Running Records and Probes to ensure consistency.

Actions undertaken in 2013 to Achieve Targets

1. Review assessment data with staff and determine the particular learning needs of target students. Key resources – Gap analysis, ELLP's
2. Review assessment tools for working with ESOL students
3. Horizontal Meetings every 3 weeks and Visible Days to discuss progress of target students and next steps in learning. Particular focus on 'accelerated progress'
4. Work with parents, families around ways to support students' learning, particularly to inform choice of reading material and tips for helping at home
5. Year 7/8 leaders trained to work with students daily for reading. Other support programmes such as Rainbow Reading, Repeated Readings to continue
6. Running Record/Probe procedures will be moderated to ensure consistency in this area of the school
7. Professional support for teachers in teaching students with particular learning needs
8. Process put in place for teachers to reflect on and improve practice (Teaching as Inquiry model)
9. Student voice considered in reading materials and learning needs
10. Analyse year-end data to inform progress and planning for the following year.

Analysis of Variance - Writing

<p>Annual aim:</p> <p>To raise the rate of progress for all students deemed at risk of not achieving at the level of the National Standard for Writing</p> <p>Baseline data School-wide data identified concerns with our boys.</p> <p>Analysis of Year 4-8 data showed that we had 37% of our students below or well below the National Standards in Writing.</p> <p>We had 48% of our boys below or well below the standard.</p> <p>In the Year 4-8 further analysis showed concerns with our Maori boys and male funded ESOL students (Includes students who are at Foundation stage of the ELLP's).</p> <p>40% of our Maori students were below or well below National Standard in writing and 74% of our funded ESOL students were below or well below National Standard in Writing students (Includes students who are at Foundation stage of the ELLP's).</p> <p>Analysis of Year 1-3 data showed that we had 24% of our students below or well below the National Standards in Writing.</p> <p>We had 32% of our boys below or well below the standard.</p> <p>There was not a significant number of male ESOL and Maori students in this cohort.</p> <p>Teachers' reflections indicated that students wrote better in some contexts than in others and student engagement, audience and purpose needed to be the motivator. Students needed more opportunities to write and learning needed to be connected.</p>	<p>2013 Targets</p> <ul style="list-style-type: none"> • The group of ESOL students in Year 4-8 that are at Stage 1 and 2 of the ELLP's in 2012 will be writing at or above the National Standard • The group of ESOL students in Year 1-3 that are at Stage 1 of the ELLP's in 2012 will be writing at or above the National Standard. • All the boys who were below the standard in 2012 will make more than one year's progress (accelerated progress) in relation to the writing standards. • All the boys who were well below the standard will make one year's progress or more in relation to the writing standard. <p><u>Analysis of variance</u></p> <p>ESOL Students – Year 4-8 We did not meet this target for all students but there have been shifts in achievement for some students.</p> <p>11 students from Year 4-8 fall into this target group. Out of the 11 students 8 (72%) are now achieving 'at' the standard for writing and 3 (23%) are still achieving 'below' the standard. It is of interest to note that of these 'below' students 2 students have moved 1, 2 sublevels but one student has dropped back a sublevel. It was an expectation on teachers that the progress and achievement of these students be tracked and monitored closely. The teachers have been tracking against sublevels in writing but the rates of progress towards standards have not been tracked as closely. Teacher judgments have not been moderated rigorously and evidence to support the judgments looked at closely.</p> <p>ESOL Students – Year 1-3</p> <p>Target met. 9 students from year 1-3 fall into this target group. All students are now achieving 'at' the standard for writing. Their progress over the next 18 months will need to be tracked closely to ensure they continue to make the expected progress in writing.</p> <p>Year 4-8 Boys We have not met our target with this group of boys. 37 students fall into this target group. Of these students</p>
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6 (16%) are achieving 'well below'. Of these students 2 are ORR's funded and 1 student is receiving supplementary support with HLN teacher.

17 (46%) students of the boys who were achieving 'below' (some of which were 'below') the standard are now achieving 'at' the standard and 11 (30%) Although we have 11 (30%) of boys now achieving 'at' the standard they have not all made accelerated progress (18 months). Some of these boys are only just achieving 'at' the standard and their individual progress and achievement will need to be tracked and monitored closely in 2014.

Year 1-3 Boys

23 students fall into this target group. Of these students 3 (13%) are achieving 'well below', 4 students (17%) are achieving 'below' standard and 16 (70%) are now achieving 'at' the standard in writing. Although there have been some good shifts for the students now achieving 'at' the standard they have only made 1 years progress and have not necessarily made accelerated progress. Again they will need to be closely monitored in 2014.

We have identified an area of need within our Year 4-8 area and teachers' lack of understanding around accelerated progress and how to get that trajectory shift. Teacher content knowledge is still an identified need in this area of the school – not only around the 'what' but the 'how' and 'why' of what we teach in writing. There are also some concerns around teacher judgments – inconsistencies in evidence gathered and moderation around these judgments. There has not been the shifts we would have expected at the senior end of the school and the pace and urgency, high expectations have not been evident. Factors identified are around lack of content knowledge, particularly with students achieving 'below' the standard and teachers level of experience and their understanding around acceleration.

Actions undertaken in Achieve Targets

1. Teachers identify which students need priority support – targeted instruction to accelerate progress
2. Professional development Year 4-8 staff regarding writing across the curriculum
3. School-wide professional development around rates of progress – How to accelerate learning. Expectations around change in practice.
4. 3 weekly meetings to discuss progress of target students, change in practice.
5. Student voice considered in writing topics
6. Moderation process developed further using school-based exemplars.
7. Work with parents, families around ways to support students' learning, so parents are confident in helping their children and communicating with teachers (particularly ESOL) and so teachers gain a deeper understanding of their students and use this knowledge to

differentiate their teaching programmes

8. Analyse and reflect on mid & year end data to inform progress and planning for the following year.

Annual aim:

To raise the rate of progress for all students deemed at risk of not achieving at the level of the National Standard for Math.

Baseline data

Analysis of Year 4-8 data showed that we had 25% of our students **below** or **well below** the National Standards in Math.

We had 27% of our Girls **below** or **well below** the standard.

Years 6 had 25% and Year 7 had 37% of students **below** or **well below** and is the biggest cause for concern.

Analysis of Year 1-3 data showed that we had 17% of our students **below** or **well below** the National Standards in Math.

30% of our Maori students were **below** or **well below** National Standard in Math over all year groups

Teachers' reflections indicate that students performed better in some domains than in others and there was a noticeable difference in results for place value and fraction based number and algebra than other domains. Teachers have also highlighted that their improved assessment of Number and Algebra alongside Strand math may have contributed to some of the lower results for some students.

2013 Targets

- All the students in Year 7/8 who were below or **well below** the standard will make one year's progress or more in relation to the Math standard.
- All the students in Year 3 who were below or **well below** the standard will make one year's progress or more in relation to the Math standard.
- The group of Maori students in Year 1-8 **below** or **well below** the standard in 2012 will have made more than one year's progress in Math.

We have not hit the target for Year 7/8 students making progress by more than a year. Only 3 students (23%) have shown accelerated learning of more than a year. For the rest individual progress within the 'below' or 'well below' standard is hard to ascertain with an OTJ but all these students have maintained the standard they began with.

We have not hit the target for all Year 3 students who were below or well below to make one years progress. Only 6 students (55%) have made more than one years progress. The others have maintained the standard they began at.

We have not hit target for the Maori students who are below or well below moving more than one years progress. Only one student has had accelerated their learning more than a years progress. The other students have all maintained their position and not dropped back further. The generalised nature of OTJ's means it is hard to see individual progress and if any were close to meeting standard or not.

Improvement in strand data from PAT test was evident between Term 2 and Term 4. The target students were tabled by the numeracy facilitator, and feedback given to the staff concerned about their progress on a termly basis, when data was available. PD was offered for improving knowledge through COSMODBRICS and a staff meeting held for understanding curriculum levels and moderation of students work by the individual

	<p>teacher. The accountability and ability to accelerate learning then falls to the staff themselves and they may require more knowledge to help the lower students achieve. More in-depth analysis for each student lies with the teaching staff. Esol students perform well in Maths with many being above standard, however their ability to problem solve using their knowledge and strategies is an area that needs improvement. Student next learning steps and goals are evident in most classes, with student voice stronger about those goals in the senior school.</p>
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Actions to Achieve Targets
<ol style="list-style-type: none"> 1. Teachers identify which students need priority support – targeted instruction to accelerate progress 2. Professional development Year 1-8 staff regarding Strand Math opportunities and moderation. 3. School-wide professional development around rates of progress – How to accelerate learning. Expectations around change in practice. 4. Termly assessment of progress of target students, change in practice. 5. Work with parents, families around ways to support students’ learning, so parents are confident in helping their children and communicating with teachers (particularly ESOL) and so teachers gain a deeper understanding of their students and use this knowledge to differentiate their teaching programmes 6. Analyse and reflect on mid & year end data to inform progress and planning for the following year.

NAG2A (b)(i) Areas of strength

National Standard subjects: Reading / Writing / Mathematics

Reading

78% of our Year 1-8 students are achieving 'at' or 'above' the National Standards in Reading - 76% Boys, 80% Girls

Year 4

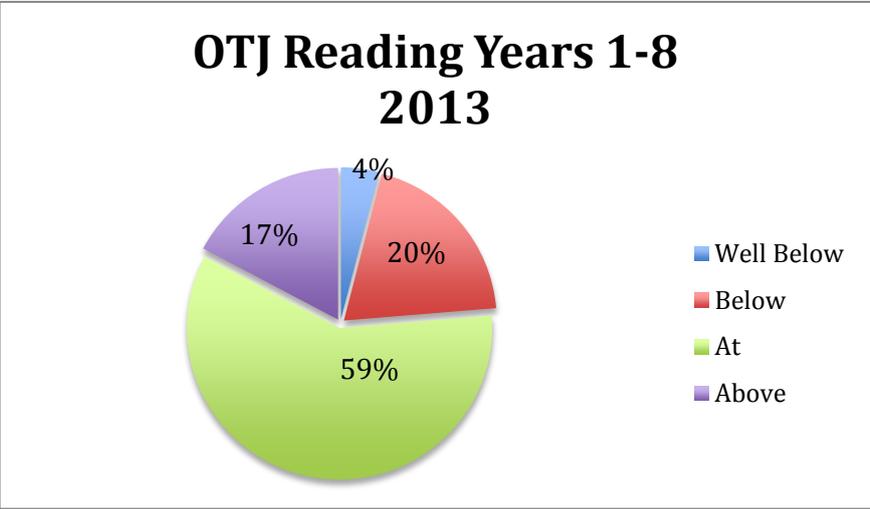
91% of our students are achieving 'at' or 'above' the National Standard in Reading – 90% Girls, 90% Boys. Would be of interest to look at evidence that supported teachers judgements at this Year level and to track these students in Year 5 to see if they continue to be achieving 'at' or 'above' the standard in Year 5.

Year 5

71% of our students are achieving 'at' or 'above' the National Standard in Reading – 67% Girls, 73% Boys

Year 7

100% (11) girls are achieving 'at' or 'above' the National Standard in Reading. Again it would be of interest to look at evidence that supported teachers judgements at this Year level and track these students in Year 7 to see if they continue to achieve 'at' or if there is greater % achieving 'above' the standard and to support teachers in teaching 'above' the standard.

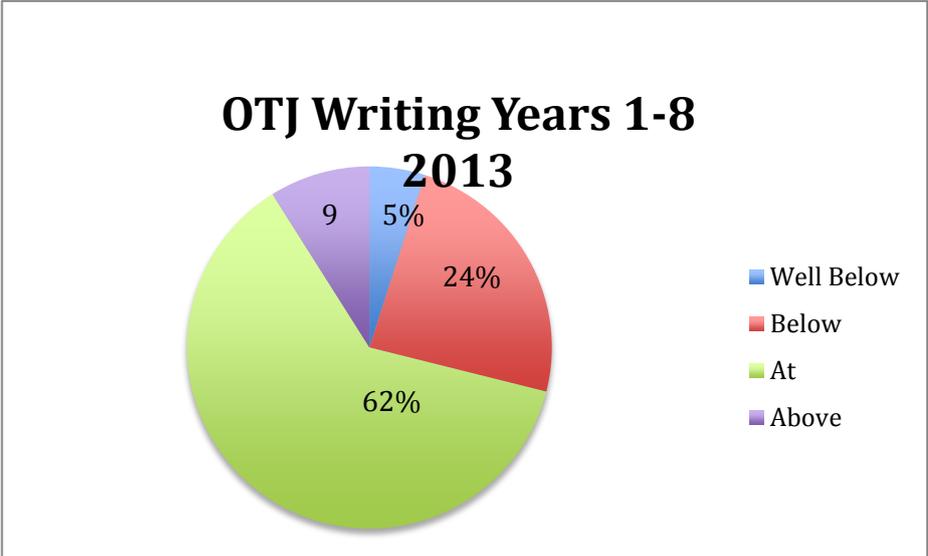


Writing

72% of our Year 1-8 students writing 'at' or 'above' the standard – 81% girls, 65% boys.

What is interesting to note is that mid year data showed that only 63% of our Year 4-8 students were likely to be at National Standard in Writing.

The focus around accelerated learning had not had impact on teaching we would have expected mid



year and there was a lack of evidence that supported teaching for 'accelerated progress' for this group of students. As there was no moderation and evidence to support judgments there is level of subjectivity.

Year 1

86% of our students are achieving 'at' or 'above' the standard in Writing – 88% Boys, 85% Girls,

Year 2

87% of our students are achieving 'at' or 'above' the National Standard in Writing – 79% Boys, 93% Girls

Year 3

73% of our students are achieving 'at' or 'above' the National Standard in Writing – 66% Boys, 81% Girls

Year 4

79% of our students are achieving 'at' or 'above' the National Standard in Writing –72% Boys, 88% Girls

Year 8

71% of our students are achieving 'at' or 'above' the National Standard in Writing –71% Boys, 70% Girls

Maori Students

Year 3 – 75% (3) of students achieving 'at' or 'above' the standard.

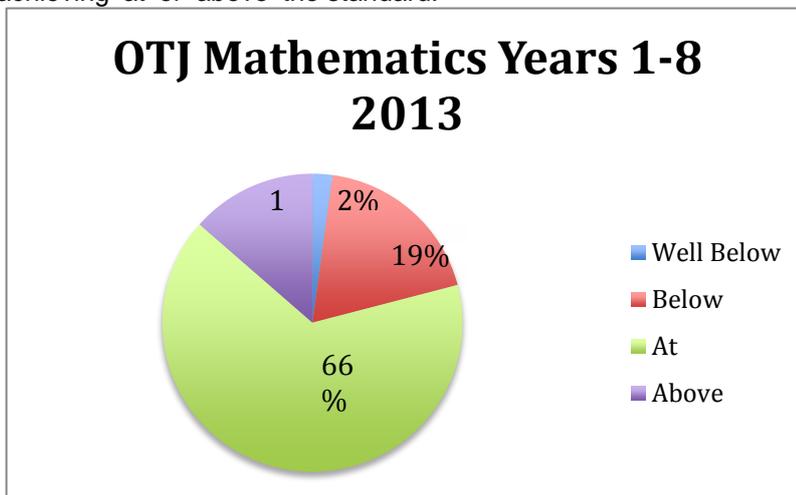
Maths

School wide data indicates,

80% of our students are achieving 'at' or 'above' the national standard for Maths. 82% of Boys are 'at' or 'above' – 78% of Girls indicating the traditional gender difference.

These results are positive but as a school we have

some way to go to ensure a more effective and in depth moderation system. Ethnic minorities in our school have had greater success than their NZ/European counterparts.



Maori girls have 92% 'at' or 'above' the standard

Pacifika students have 85% 'at' or 'above' the standard.

Asian students have 92% 'at' or 'above' the standard.

Year 1 students have 91% 'at' or 'above' the standard and 100% of the Maori students.

Year 2 students have boys 87% and the girls 86% of students 'at' or 'above' the standard.

Year 4 83% of students are 'at' or 'above' standard.

Year 6 87% of students are 'at' or 'above' standard

NAG2A (b)(i) Areas for improvement

National Standard subjects:

Reading

Boys achieving 'Below' or 'Well Below' Standard in 2012 were part of target group in Reading. Although overall we have 74% of our boys achieving 'at' or 'above' the standard in Reading we still have one cohort where boys achievement in Reading is still a concern.

Year 7 – 54% (7) of our boys are achieving 'below' or 'well below' in Reading.

Year 1

66% of our students are achieving 'at' or 'above' the National Standard in Reading - 62% Girls, 72% Boys

This cohort will be target group and their progress and achievement tracked and monitored closely in 2014. Acceleration and rates of progress will be major focus at Year level meetings and possibility of ALL intervention at this Year level.

Year 7

Although all our girls were achieving 'at' or 'above' the National Standard in Reading only 41% of our boys are achieving 'at' or 'above' the Standard – 53% are achieving 'below' the standard and 6% are achieving 'well below'. Within this cohort there were 17 boys, 11 girls.

Maori Students

60% of our Maori Students are achieving 'at' or 'above' the National Standard in Reading, 40% are achieving 'below'.

Year 5 - 60% are achieving 'below' and 20% are achieving 'well below' the standard in Reading.

Writing

Year 5

51% of our students are achieving 'at' or 'above' the National Standard in Writing – 47% Boys, 57% Girls.

39% of Year 5 students are achieving 'Below' and 10% are achieving 'Well Below'.

Year 6

69% of our students are achieving 'at' or 'above' the National Standard in Writing – 56% Boys, 79% Girls.

29% of Year 6 students are achieving 'Below' and 2% are achieving 'Well Below'.

Year 7

50% of our students are achieving 'at' or 'above' the National Standard in Writing – 35% Boys, 73% Girls.

43% of Year 7 students are achieving 'Below' and 7% are achieving 'Well Below'.

Maori Students

54% of our Maori Students in Years 1-8 are achieving 'at' or above' the National Standard in Writing. 36% (10) are achieving 'below' and 11% (3) are achieving 'Well Below' the standard.

Year 5

60% (3) students achieving 'below' the standard and 40% (2) achieving 'Well Below'

Maths

Year 3

This cohort has a marked gender difference with 87% of boys 'at' or 'above' standard but only 70% of girls.

Year 5

69% of students are 'at' or 'above' standard with Maori and NZ/European boys being of concern. 75% of Maori boys and 23% of NZ/European boys being below.

Year 7

65% of students are 'at' or 'above' the standard.

Year 8

59% of students are 'at' or 'above' the standard and 60% of girls are below the standard and all are NZ/European female.

NAG2A (b)(ii) Basis for identifying areas for improvement

Writing

Writing was school-wide target and our boys who were achieving 'below' the standard in 2012 and our ESOL students were part of this target group.

We have not met our target with our boys in Year 4-8. Although we now have 30% of this target group achieving 'at' the standard they have not all made accelerated progress (18 months). Some of these boys are only just achieving 'at' the standard and their individual progress and achievement will need to be tracked and monitored closely in 2014.

We contracted a team solutions facilitator to work in our school with focus around writing and acceleration of our students achieving 'below', 'well below' National Standard. What has surfaced is: Year 4-8 still an area of need in writing. Teacher content knowledge is still identified need – Not only around the 'what' but the 'how'. Not seeing the connection between the Reading and Writing that you would expect. Concerns around Teacher Judgments – inconsistencies in evidence gathered and moderation around judgments. There has not been shifts we would have expected at the senior end of the school and the pace and urgency, expectations have not been evident. Lack of understanding around 'accelerated progress'

Maths

Many of the target children for Maths do not seem to have made progress when looking at OTJ results from beginning, to mid, to end year and the target to improve at least one year against national standards has not been met. However for some they have maintained their 'below' position. They have not made accelerated progress but have not dropped back further.

The school aim this year was to improve strand maths within the school in terms of teacher knowledge and integration of strand into our Inquiry process at school. The need for authentic learning opportunities to learn through problem solving and word problems was recognised from the first round of PATS analysis. The improvement of the student scores for the PATS and especially for the strand elements of the test has reflected the teachers efforts. However there are some concerns about the other moderation processes used for OTJ's and that there may be consistencies in opinion. The move to E-ASStle and consideration of size effect on this data may help with the individual assessments and progress monitoring of students.

NAG2A (b)(iii) Planned actions for lifting achievement

Ministry Contracts 2014 – ALL Intake 2, ALIM Intake 1, ELL Support & PLD in Writing Facilitator – Jenny Thompson. Action plan to show how support will look at different levels – student, teacher, middle leaders, senior leaders, whanau/family.

Roll out of E-ASStle writing assessment tool. PD around this across the school – greater clarity around content, assessment literacy and moderation.

Continuation of support that we have had end of 2013. There is still an identified need particularly in Year 4-8 area of the school. Areas of focus will be around:

- Teacher Content Knowledge – LLP's, Standards, Data analysis
- Effective practice in writing
- Accelerated Progress – Rates of progress, close tracking and monitoring of progress and achievement.

Greater support to our middle leaders who will be leading staff in above areas.

Maths

Our school has secured an ALIM contract for next year to focus on the groups of children who need accelerated learning.

We are introducing E-ASStle for maths next year after a year of trialling this standardised test by the Years 7 – 8 teachers.

We intend to improve our moderation processes particularly within the Strand Maths in our school.

National Standards and Ng• Whanaketanga Rumaki M• ori 2013 Reading

All Students Reading Levels 1-8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All Students	Male	6	3%	39	22%	106	59%	30	17%	181
	Female	8	4%	29	15%	121	63%	33	17%	191
	Total	14	4%	68	18%	227	61%	63	17%	372
Maori	Male	2	13%	6	40%	7	47%	0	0%	15
	Female	0	0%	4	31%	7	54%	2	15%	13
	Total	2	7%	10	36%	14	50%	2	7%	28
Pasifika	Male	0	0%	0	0%	1	33%	2	67%	3
	Female	0	0%	0	0%	4	100%	0	0%	4
	Total	0	0%	0	0%	5	71%	2	29%	7
Asian	Male	1	14%	3	43%	3	43%	0	0%	7
	Female	1	14%	0	0%	4	57%	2	29%	7
	Total	2	14%	3	21%	7	50%	2	14%	14
MELAA	Male	0	0%	4	31%	8	62%	1	8%	13
	Female	1	13%	1	13%	5	63%	1	13%	8
	Total	1	5%	5	24%	13	62%	2	10%	21
Other	Male	0	0%	3	21%	11	79%	0	0%	14
	Female	0	0%	3	27%	6	55%	2	18%	11
	Total	0	0%	6	24%	17	68%	2	8%	25
NZ/European	Male	3	2%	23	18%	76	59%	27	21%	129
	Female	6	4%	21	14%	95	64%	26	18%	148
	Total	9	3%	44	16%	171	62%	53	19%	277

National Standards and Ng• Whanaketanga Rumaki M• ori 2013 Writing

All Students Writing Levels 1-8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All Students	Male	9	5%	56	30%	105	58%	12	7%	181
	Female	6	3%	32	17%	131	69%	22	12%	191
	Total	15	4%	87	23%	236	63%	34	9%	372
Maori	Male	3	20%	8	53%	4	27%	0	0%	15
	Female	0	0%	2	15%	10	77%	1	8%	13
	Total	3	11%	10	36%	14	50%	1	4%	28
Pasifika	Male	0	0%	0	0%	2	67%	1	33%	3
	Female	0	0%	0	0%	4	100%	0	0%	4
	Total	0	0%	0	0%	6	86%	1	14%	7
Asian	Male	1	14%	1	14%	5	71%	0	0%	7
	Female	1	14%	1	14%	5	71%	0	0%	7
	Total	2	14%	2	14%	10	71%	0	0%	14
MELAA	Male	1	8%	5	38%	7	54%	0	0%	13
	Female	1	13%	1	13%	4	50%	2	25%	8
	Total	2	10%	6	29%	11	52%	2	10%	21
Other	Male	0	0%	5	36%	9	64%	0	0%	14
	Female	0	0%	4	36%	5	45%	2	18%	11
	Total	0	0%	9	36%	14	56%	2	8%	25
NZ/European	Male	4	3%	36	26%	78	60%	11	9%	129
	Female	4	3%	24	16%	103	70%	17	11%	148
	Total	8	3%	60	22%	181	65%	28	10%	277

National Standards and Ng• Whanaketanga Rumaki M• ori 2013 Mathematics

All Students Mathematics Levels 1-8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All Students	Male	1	1%	31	17%	113	62%	36	20%	181
	Female	5	3%	37	19%	137	71%	14	7%	193
	Total	6	2%	68	18%	250	67%	50	13%	374
Maori	Male	1	7%	8	53%	6	40%	0	0%	15
	Female	0	0%	1	8%	10	77%	2	15%	13
	Total	1	4%	9	32%	16	57%	2	7%	28
Pasifika	Male	0	0%	0	0%	2	67%	1	33%	3
	Female	0	0%	1	25%	3	75%	0	0%	4
	Total	0	0%	1	14%	5	71%	1	14%	7
Asian	Male	0	0%	0	0%	4	57%	3	43%	7
	Female	1	14%	1	14%	3	43%	2	29%	7
	Total	1	7%	1	7%	7	50%	5	36%	14
MELAA	Male	0	0%	3	23%	9	69%	1	8%	13
	Female	0	0%	3	38%	5	63%	0	0%	8
	Total	0	0%	6	29%	14	67%	1	5%	21
Other	Male	0	0%	2	14%	11	79%	1	7%	14
	Female	0	0%	5	38%	7	54%	1	8%	13
	Total	0	0%	7	26%	18	67%	2	7%	27
NZ/European	Male	0	0%	18	14%	81	63%	30	23%	129
	Female	4	3%	26	18%	109	74%	9	6%	148
	Total	4	1%	44	16%	190	69%	39	14%	277

GULF HARBOUR SCHOOL

Members of the Board of Trustees (elected 16th May 2013)

As at 31 December 2013

<u>Name</u>	<u>Position</u>	How position on Board <u>Gained</u>	<u>Occupation</u>	<u>Term Expiry</u>
Neille Bonner	Chairperson	Election	Business Operations Manager	2016
John Petrie	Board Member	N/A	Principal	N/A
Fiona Southgate	Staff Rep	Election	Teacher	2016
Vanessa Bennett	Board Member	Election	Homemaker	2016
Dave Verkade	Board Member	Election	Immigration Consultant	2016
Riian Wilson	Board Member	Election	Mobile Mortgage Manager	2016
Tony Naidu	Board Member	Election	Executive Director	2016
Vanessa Bradley	Board Member	Election	Sales & Market Development Mgr	2016
Vaughn Summerton	Board Member	Election	Barrister & Solicitor Snr Associate	2016