



# **Gulf Harbour School**

## **2014 Annual Report**

**School Number: 6920**

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# Principal's Report.

2014 was a year of real movement. Board initiatives and focus saw significant improvement in parental involvement, financial income streams and attention to students learning opportunities. The formation of the school PTA outworked in various minor fund raising projects and the inaugural school gala were strong indicators of this. Parent increase in school donations from 42 % to 63% again are good indicators of success and influence. Retention of Years 7 & 8 lifting significantly (the majority now stay at GHS), the focus on school priorities and staff development highlight the influence and focus of the Board.

Within 2014 close attention was given to managing the data around student learning and lifting the teacher knowledge and delivery within literacy. Whilst the results are disappointing, the shifts in teacher practice, the level of review and questioning around student performance and shifts needed in students progress and achievement were significant. The now more solid and consistent understanding within and across the school sets this up for better outcomes in the coming year.

The vision of providing our students with quality, authentic and creative learning opportunities, building from the interests and strengths has seen a redevelopment of the school learning model (now in "kid speak"). The use of technology has been strengthened with all students being trained and supported in the use of mobile technology. Our outdoor education programme continues to be recognised as significant and highly influential.

The school has become a lot broader in our appreciation of the diversity of cultures within the school and beyond. The school has made some positive (and tentative steps) in raising the schools commitment to Maori as learners and within their culture. This will continue to build. This is evident through our introduction of Te Reo Maori, formal Mandarin language in Years 5 – 8 and the relationships through sister school, host groups and short term visitors from China.

The school ESOL programme continues to support what is a significant and developing aspect to the schools population. Connection points with various ethnicities and support to new arrivals to NZ is a key aspect to this.

Wider opportunities continue for students. With students participating in a wide variety of sporting opportunities (including sports camp), musical production (J Rock) and leadership development. The school is fortunate to have such willing and strong level of commitment and support from our parent community.

The school commitment to professional development continues to be strong, with the school involved in two Ministry of Education contracts ALIM & ALL, (accelerating learning in maths, accelerating learning in literacy). This has included facilitators working with all staff on literacy (writing). The school has also looked at student personality profiling, boys education, Real life learning and data management.

## Reports on Student Achievement

The schools "Learnit" model aligns well with the school vision and philosophy. It also aligns well with the national curriculum of 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.

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 of improvement.

Our review of the year identified the following major goals for 2015.

To build a strong school culture - focussing on learning and quality

To focus on a whole child philosophy to achieve the highest possible individual success, achievement and personal growth. This is to involve the focus further on our delivery within literacy strand maths, PE sport and developing staff capability within science

To seek to increase parental collaboration and connection within the school

## **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2014, the school received total Kiwisport funding of \$4887 (excluding GST). The funding was spent on resources and programmes. This assisted in sports equipment, sports extension and leadership opportunities through the sports academy. Additional coaching occurred through contracts with North Harbour Sports – Tennis and cricket. Fitness programmes were promoted. The school employed additional specialist staff to promote and support the programmes. 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 2014.

Two (2) students were suspended in 2014.

All teachers employed are registered.

## **Health & safety**

The school Health and safety procedures will comprehensively reviewed and rewritten in 2014

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

Termly Fire evacuation and training occur.

Lockdown procedures were developed and implemented

## Gulf Harbour School Variance Report 2014

### Reading

Key Achievement Target To have 85% of our students reading 'at' or 'above' the National Standards in Reading.

### Base Line Data

- 76% of our Year 1-8 students were achieving 'at' or 'above' the National Standards in Reading – 74% Boys, 79% Girls.
- Analysis of school-wide reading data showed identified some concerns in the Year 1 cohort and the Year 7 cohort and with our Maori students.
- Year 1 – 59% (2013) of students achieving 'at' or 'above' then National Standards in Reading – 50% Girls, 68% Boys
- Year 7 – 46% (2013) of our Boys are achieving 'at' or 'above' the National Standard in Reading.
- Maori students – 60% of our Maori students are achieving 'at' or 'above' the National Standard in Reading
- Year 5 cohort – 50% (2013) of our Maori students are achieving 'below' the standard in Reading.

### Variance

<b>Base Line Data</b>	76% reading at or above	(74% Boys, 79% Girls).
<b>Target</b>	85% reading at or above	
<b>Result</b>	83% reading at or above	(81% Boys, 84% Girls).

We did not meet target.

On review we have identified that there needs to be a greater focus on effective practice in reading and the connect between reading and writing. There also needs to be a greater focus on data literacy and moderation of our assessments. Consistency in the marking and analysis of reading assessments to give us more reliable data is needed. There has also been a lack of quality evidence that supports teachers judgements in Reading.

Focus Area	Variance
The group of Year 2 (2014) students reading 'below' the standard will have made more than one year's progress and will be reading 'at' or 'above' the Standard at the end of the year.	<b>Year 2 Boys</b> Of the Year 2 group 2 remain 'Below' in Reading We had leavers at this year that were part of our target group.
The group of Year 2 (2014) students reading 'well below' the standard will make at least one year's progress towards being at the reading standard at the end of the year.	
The group of Year 8 boys (2014) reading 'below' the standard will have made more than 1 years progress and will be reading 'at' or 'above' the Standard at the end of the year.	<b>Year 8 Boys</b> We did not meet target - there remain (7) students 'Below' in Reading.
The group of Year 8 boys (2014) reading 'well below' the standard will make at least more than one year's progress towards being at the reading standard at the end of next year.	
The group of Year 6 Maori students (2014) reading 'well below' Standard will make at least more than one year's progress towards being at the reading standard at the end of next year.	<b>Year 6 Maori students</b> 40% (2) students 'At' in Reading 40% (2) students 'Well Below' in Reading 20% (1) student 'Below' in Reading We had leavers within this group during 2014.

## Writing

Key Achievement Target To have 80% of our students reading ‘at’ or ‘above’ the National Standards in Writing.

### Base Line Data

- 71% of our Year 1-8 students are writing ‘at’ or ‘above’ the standards – 77% girls and 66% boys.
- Analysis of school-wide writing data in November identified some concerns in the Year 5, Year 6, Year 7 and our Maori students.
- Year 5 – Only 54% of students are achieving ‘at’ or ‘above’ National Standard Writing.
- Year 6 – 66% of students are achieving ‘at’ or ‘above’ the National Standard Writing.
- Year 7 – 56% of students are achieving ‘at’ or ‘above’ the National Standard in Writing.
- Maori Students – 52% of students are achieving ‘at’ or ‘above’ National Standard in Writing.

### Variance

<b>Base Line Data</b>	71% writing at or above	(66% Boys, 77% Girls).
<b>Target</b>	80% writing at or above	
<b>Result</b>	71% writing at or above	(60% Boys, 82% Girls).

We did not meet target.

There was significant discrepancy between mid year data and end of year data in Year 4-8. On self review several factors were considered – dependability and reliability of data, consistency in evidence used when making judgements, and the lack of moderation systems that were in place - frequency and across the year levels. Moderation at the year levels around e-AsTTle was in place but not the rigour with moderation around teacher judgements.

Teacher content knowledge has improved particularly around e-AsTTle. Teachers are more confident with the rubrics and are using this tool alongside other pieces of students writing. This data does not reflect the shifts we have had in specific areas of writing. The shift to using the e-asTTle assessment tool, building on content knowledge, establishing our moderation processes and the focus on effective practice has had an impact.

We have had students move between sublevels and some students that have shifted 1-2 curriculum levels but because the gap was so significant for some students, particularly in the senior end of the school they are still achieving below. There has been accelerated progress for students in writing although the greatest shifts were down at Year 3.

Focus Area	Variance
The group of Year 6 students writing ‘below’ the standard will have made more than one year’s progress and will be writing ‘at’ or ‘above’ the Standard at the end of the year.	Year 6 Target group 10 students 20% (2) of students achieving ‘At’ 70% (7) students achieving ‘Below’ 10% (1) student achieving ‘Well Below’
The group of Year 6 students writing ‘well below’ the standard will make at least one year’s progress towards being at the writing standard at the end of the year.	
The group of Year 7 students writing ‘below’ the standard will have made more than 1 years progress and will be writing ‘at’ or ‘above’ the Standard at the end of the year.	Year 7 Target group 6 students 100% (6) students achieving ‘Below’
The group of Year 7 students writing ‘well below’ the standard will make at least more than one year’s progress towards being at the writing standard at the end of next year.	

<p>The group of Year 8 students writing 'below' the standard will have made more than 1 years progress and will be writing 'at' or 'above' the Standard at the end of the year.</p> <p>The group of Year 8 students writing 'well below' the standard will make at least more than one year's progress towards being at the writing standard at the end of next year.</p> <p>All Maori students writing 'below' the standard will have made more than 1 years progress and will be writing 'at' or 'above' the Standard at the end of the year.</p> <p>All Maori students writing 'well below' Standard will make at least more than one year's progress towards being at the writing standard at the end of next year.</p>	<p>Year 8 Target group 9 students 67% (6) students achieving 'Below' 33% (3) students achieving 'At'</p> <p>Maori Children 8% improvement (60% was 52%).</p>
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## Maths

Key Achievement Target To have 85% of our students reading 'at' or 'above' the National Standards in Maths.

### Base Line Data

- 80% of our students are achieving 'at' or 'above' the national standard for Math.
- 82% of Boys are 'at' or 'above' – 77% of Girls indicating the traditional gender difference.
- Year 4 This cohort has a marked gender difference with 83% of boys 'at' or 'above' standard but only 67% 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 25% of NZ/European boys being below.
- Year 8 70% of students are 'at' or 'above' the standard.

### Variance

**Base Line Data** 80% Maths at or above (82% Boys, 77% Girls).

**Target** 85% Maths at or above

**Result** 78% Maths at or above (78% Boys, 78% Girls).

We did not meet target.

Focus Area	Variance
The group of Year 4 (2014) girls achieving 'below' or 'well below' the standard will have made accelerated progress and will shift 2 or more sub levels within Math.	The ALIM inquiry team and the focus on Gender differences during the inquiry proved to be successful raising the achievement for the ALIM Year 4 cohort from 67% of the girls achieving 'at' or 'above' the standard to 76% of them achieving an 'at' or 'above'.
The group of Year 6 (2014) boys achieving 'below' or 'well below' the standard will have made accelerated progress and will shift 2 or more sub levels within Math.	The Year 6 cohort has improved its data from 69% to 73% however the Maori male students still remain 'below' standard and the NZ European males show only slight improvement. The cohort however has a more even gender distribution with the below and well below students with 50% being of each gender. Teaching Maths in different ways to different ethnicities will continue to be a focus in 2015.
Consideration to be given to the extension of students achieving 'above' standard across the school.	14% of students school wide are 'above' the standard for Maths in 2014 compared with 14% in 2013. The focus on our priority learners has been to the detriment of students achieving 'above'. This is an area the Maths inquiry team will explore in 2015 through development of the curriculum achievement plan for Maths in the school.
Discussion around improving Math results for girls across the school.	The Maths inquiry team who were working across the year levels to diminish the gender difference were successful in closing the gap on gender difference across the school. With Yr 4 - 8 having females 74% 'at' or 'above' and 75% males 'at' or 'above' and in Years 1-3 80% of females 'at' or 'above' and 84% of males 'at' or 'above'. School wide this equates a move from 2013 males 82% and females 77% to 2014 79% males and 77% females 'at' or 'above' the standard. The gender gap has closed.



## National Standards NAG2A(b) reporting

Gulf Harbour School 6920

### NAG2A (b)

Schools are required to report school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:

- School strengths and identified areas for improvement
- The basis for identifying areas for improvement
- Planned actions for lifting achievement
- How students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.

### NAG2A (b)(i) Areas of strength

#### Reading – Schoolwide

Target – 85%

Achievement – 82%

#### All Students

Reading	Well		Below		At		Above		Total
	Below								
All Students	11	3%	53	15%	223	61%	76	21%	363

#### Ethnicity

	Well		Below		At		Above		Total
	Below								
a. Maori	2	8%	6	25%	8	33%	8	33%	24
b. Pasifika	0	0%	0	0%	8	89%	1	11%	9
c. Asian	2	11%	3	16%	10	53%	4	21%	19
d. NZ European/Pakeha/ Other European	6	2%	35	13%	171	64%	57	21%	269

#### Gender

	Well		Below		At		Above		Total
	Below								
Male	5	3%	28	16%	113	65%	29	17%	175
Female	6	3%	25	13%	110	59%	47	25%	188

#### Year Level Breakdown

	Well		Below		At		Above		Total
	Below								
1 Year	1	2%	15	29%	28	55%	7	14%	51
2 Years	1	2%	7	13%	31	56%	16	29%	55
3 Years	2	5%	3	7%	34	77%	5	11%	44
Year 4	1	2%	7	11%	38	59%	18	28%	64
Year 5	2	4%	4	7%	34	61%	16	29%	56
Year 6	4	8%	6	12%	30	59%	11	22%	51
Year 7	0	0%	4	20%	15	75%	1	5%	20
Year 8	0	0%	7	32%	13	59%	2	9%	22

We have met target at **Year 2** and **exceeded our target of 85%** in Reading in **Years 3, 4 and 5**.

We have **achieved close to the target in Year 6 and 7** – with **achievement around 80%**

There is no significant gender difference in reading achievement between 'at/below', however **65% of our students achieving 'above' are girls** and this **gender difference is stronger in the Year 1- 3 data**.

The ALL contract and the roll out within the Year 5 team may have impacted on the reading achievement of this particular cohort. The **position of this cohort mid year was 85%** of students achieving 'at/above' and we now have **90% of students achieving 'at/above'**.

The **ALL teacher** who focused her inquiry on students in her Yr 5 class **Term 3/4 now has 93% of her students at/above standard**. This contract is specifically focused on accelerated progress for students achieving below N.Standards.

The **87% of students achieving 'at/above'** in Year 4 **may be attributed to a Year 4 teacher** who was also **part of the ALL** contract two years ago. This particular teacher **has 88% of her students 'at/above'** in reading and a lot of the conversations within this team have been based around teacher practice in Literacy – connect between reading and writing.

33% of our Maori students are achieving 'Below/Well Below in Reading and 27% of our Asian students.

**Most students achieving 'above'** the standard in reading are In **Year 2,4,5 cohorts**. Interesting to note the change in students achieving 'above' in Years 7/8. Our teachers need to put names to the students achieving 'above' in these cohorts and start to track their achievement more closely and test our theories as to why we have this drop off at Year 7/8.

The position **mid year** for our Year 7 cohort was significantly different.:

**Year 7 – 94%** students 'at/above'

**Year 8 – 86%** students 'at/above'.

Several factors need to be considered here – dependability and reliability of data, consistency in evidence used when making judgements, whether moderation occurred and the opportunities students have had to apply reading skills and strategies across curriculum

## Writing – Schoolwide

**Target – 80%**

**Achievement – 71%**

### All Students

Writing	Well Below	Below	At	Above	Total				
All Students	13	4%	93	26%	<b>214</b>	<b>59%</b>	<b>43</b>	<b>12%</b>	<b>363</b>

### Ethnicity

	Well Below	Below	At	Above	Total				
a. Maori	2	8%	12	50%	6	25%	4	17%	24
b. Pasifika	0	0%	0	0%	8	89%	1	11%	9
c. Asian	1	5%	3	16%	14	74%	1	5%	19
d. NZ European/Pakeha/Other European	8	3%	63	23%	165	61%	33	12%	269

## Gender

	Well Below		Below		At		Above		Total
Male	9	5%	60	34%	94	54%	12	7%	175
Female	4	2%	33	18%	120	64%	31	16%	188

## Breakdown Year Levels

	Well Below		Below		At		Above		Total
1 Year	0	0%	16	31%	32	63%	3	6%	51
2 Years	0	0%	13	24%	38	69%	4	7%	55
3 Years	2	5%	9	20%	33	75%	0	0%	44
Year 4	4	6%	11	17%	36	56%	13	20%	64
Year 5	2	4%	14	25%	29	52%	11	20%	56
Year 6	5	10%	15	29%	22	43%	9	18%	51
Year 7	0	0%	7	35%	12	60%	1	5%	20
Year 8	0	0%	8	36%	12	55%	2	9%	22

## Discussion

**The target was not met.** We have **69% students achieving 'at or above' standard in writing.**

**Year 2 & Year 4 are achieving close to the target –76%, 77% % students currently 'at or above' standard.**

**A Year 2 teacher has exceeded the target in writing – 89% 'at or above' standard**

Of the **'above'** students **70% are females.**

Again there is a significant discrepancy between mid year data and end of year data in Year 4-8

The position mid year for our Year 7 cohort was significantly different.

Mid year we had:

**Year 7 – 82% students predicted to be 'at/above'**

**Year 8 – 82% students predicted to be 'at/above'.**

Again several factors need to be considered here – dependability and reliability of data, consistency in evidence used when making judgements, whether moderation occurred. Also whether teachers have given students the opportunity to embed the new learning and apply this across curriculum.

There is a concern that when we focus on acceleration of our priority students that we tend to wallow in the levels below and do not teach in the level students should be achieving at.

## Mathematics – Schoolwide

**Target – 85%**

**Achievement – 71%**

Maths	Well Below		Below		At		Above		Total
All	11	3%	72	20%	232	64%	48	13%	363

Students

### Ethnicity

	Well Below		Below		At		Above		Total
a. Maori	2	8%	6	25%	15	62%	1	4%	24
b. Pasifika	0	0%	0	0%	8	89%	1	11%	9
c. Asian	0	0%	3	16%	11	58%	5	26%	19
d. NZ European/Pakeha/ Other European	9	3%	48	18%	174	65%	38	14%	269

### Gender

	Well Below		Below		At		Above		Total
Male	6	3%	32	18%	107	61%	30	17%	175
Female	5	3%	40	21%	125	66%	18	10%	188

### All Students

	Well Below		Below		At		Above		Total
1 Year	1	2%	8	16%	39	76%	3	6%	51
2 Years	1	2%	8	15%	41	75%	5	9%	55
3 Years	2	5%	10	23%	30	68%	2	5%	44
Year 4	2	3%	11	17%	37	58%	14	22%	64
Year 5	2	4%	12	21%	28	50%	14	25%	56
Year 6	3	6%	11	22%	30	59%	7	14%	51
Year 7	0	0%	9	45%	11	55%	0	0%	20
Year 8	0	0%	3	14%	16	73%	3	14%	22

### Discussion

**Target was not met – 77% students 'achieving 'at/above' standard.**

Gender difference not significant schoolwide - although for those students above 63% of them are boys

#### Cohort close to hitting target

Year 1 – 82%

Year 2 – 84%

Year 4 – 80%

#### Year 8 exceeded target – 87%

ALIM Impacts – Focus of the ALIM Inquiry was around teaching to gender differences In Year 3 (2103) only 67% of girls were 'at or above' standard but 83% of the boys were 'at or above' After the inquiry focus on the Year 4 girls (2014) we now have 89% now 'at or above' and the boys have 91% now 'at or above'. There were also all girls group also operating in Year 3/4 class (mainly Year 3 girls in the group now has 71% 'at and above'), a Year 6 class - 75% 'at or above' and a Year 1 class 100% 'at or above'.

### NAG2A (b)(i) Areas for improvement

National Standard subjects:

#### Reading

Discussion:

The **Year 1** and **Year 8** cohorts are showing a significant number of students achieving 'below/well below'

standards. The achievement of our Year 1 students may have changed as some students would have had their anniversary first half of the year.

Earlier identification (20 wks) of our Year 1 students achieving 'below/well below' in reading is an important next step.

Closer tracking of progress and achievement and an inquiry into accelerated learning and teacher practice needs to happen sooner.

Our Year 7-8 cohort has impacted on our data at this end of the school.

There is still a gap in the achievement of our Maori students in Year 4-8 cohort. We have 45% achieving below/well below.

On our special needs register we have identified students working within SN 1-3.

**SN 1** refers to students achieving 'at' the standard but have assistive technology to support them.

**SN 2** refers to students who need Tier 2 support beyond classroom programme – RTLb, RTLit, SLT, HLN or remedial support/programme such as Rainbow Reading.

**SN 3** refers to our ORR's students/any students that will never achieve beyond Level 1 of the curriculum. In Year 1-3 cohort we have **80% of SN 2 are achieving 'below/well below'**.

The **majority of their support** has been via **SLT, RT Lit and remedial support**.

Some students have made significant progress but are still not achieving 'at' the standard.

Now that these students have been identified **it is important that their progress and achievement is closely tracked and monitored by the classroom teacher and Year level leaders not just leadership**.

Our Year 4-8 cohorts have **62% of students in SN 2** – A good proportion of these students have had remedial support through **Rainbow Reading**.

Although some students are now reading at their chronological age or close to their reading age the ability to locate, evaluate, and synthesise information and ideas within and across a range of texts appropriate to this level is the area they are falling down. They do not have the ability to meet the specific learning purposes across the curriculum.

### Writing

**We did not hit the target of 80% in Writing** although our Year 2 & Year 4 are achieving close to the target –**76%, 77%** % students currently 'at or above' standard.

Year 5-8 cohort is still our area of concern. The **achievement of students in Years 6-8 is impacting on our data. Achievements range between 77 – 61%**.

Ethnicity - The data shows the following:

**43% African students** are achieving 'below/well below' standard

**25% British/Irish students** are achieving 'below/well below' standard

**58% Maori students** achieving 'below or well below' standard

**21% Other European** achieving 'below or well'.

It would be interesting to inquire more into data to see how many of these students are ESOL funded students.

This would be a good link into our ALL contract 2015, given that our ESOL teacher has been part of this contract. The inquiry could be around the barriers in writing for these ethnic groups and what teaching practices will have the greatest impact on accelerated learning. **A key factor here would be the impact on teacher practice also.**

Our achievement data is highlighting the importance of **going into 2015 names/faces to the data and ensuring that at all levels (class/team/) not just schoolwide**, the progress/achievement of these students is closely tracked.

Teachers will need to continue to inquire into their practice and look more closely and data and what gets shifts for students.

**Of the 'below' students in writing – 65% are boys. Of the 'well below' students – 69% are boys.**

	Well Below		Below	
After 1 Year	0	0%	16	<b>31%</b>
After 2 Years	0	0%	13	24%

After 3 Years	2	5%	9	20%
Year 4	4	6%	11	17%
Year 5	2	4%	14	25%
Year 6	5	10%	15	29%
Year 7	0	0%	7	35%
Year 8	0	0%	8	36%

The cohorts that have impacted most on the Year 1-3 data are **Year 1 – 31%, Year 6 - 39%, Year 7 - 35% and Year 8 -36%**. Again it is important to note that The achievement of our Year 1-3 students may have changed as some students would have had their anniversary first half of the year.

This data does not reflect the shifts we have had in specific areas of writing. The shift to using the e-asTTle assessment tool, establishing moderation processes, building on content knowledge and the focus on effective practice has had an impact.

We have had student move between sublevels (2-4) and some students that have shifted 1-2 curriculum levels but because the gap was so significant for some students, particularly in the senior end of the school they are still achieving below. There has been accelerated progress for students in writing and the greatest shifts have been in our Year 3 cohort.

Our priority students (Writing) were identified schoolwide. **In the Year 3 we know have 30% of the target group achieving at a level that puts them ‘at’ expectation against e-asTTle** but the transfer of knowledge/skills and independence is not consistent.

**42% of our students moved from being ‘well below’ to ‘below’** and 6 of these students are now only one sublevel from achieving ‘at’ against e-asTTle expectations. **75% have moved at least one sub level.**

#### **Maths**

##### Discussion

Year 7 cohort – 55% of students achieving at/above. The prediction mid year for this cohort was 94% to be achieving at/above standard. There was questions behind the dependability and reliability of this data mid year and moderation processes around OTJ discussed. As a leadership we questioned the range of evidence that was being looked at when making teacher judgements – particularly across curriculum and highlighted the complexity around making judgements at this end of the school. We looked at having more consistency around this evidence and ensuring there was some moderation around these judgement end of year. The judgements made by our teachers in Year 4-8 would seem to be more realistic given the consideration of strand also.

The achievement in Year 4-8 ranged between – 66% - 84% achieving below/well below standard.

Ethnicity - The data shows the following:

African students – 32% are achieving below and well below

Maori students – 41% are achieving below and well below.

Year 5/6 – 73% of students achieving at/above

31% of our funded ESOL students are achieving ‘below/well below’

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

As a school we have had a significant change in culture – we have been more focused on the implicit in the past and the shift in focus to explicit behaviours and shifts in student achievement is quite significant. **There has been a stronger focus on improving teacher practice for and with priority students.**

Identified gaps in teachers’ content knowledge and practice in writing has been addressed throughout this year and data is becoming a a key driver/evidence at leaership level around effectiveness of teaching and progress in students learning. **This needs to filter down to classlevel. Teachers need to be owning their class data more.**

The focus on data literacy needs to continue in 2015. This has been a focus area with our middle leaders but we need to move towards more rigourous and challenging conversations with teachers around their practice and what the data is telling us. This needs to be a key link into performance management at leadership and teacher level.

E-AsTTle writing tool has been used schoolwide. This has ensured greater consistency in the marking of writing and has given us more reliable assessment data than we have had previous years. Teachers

content knowledge has developed quite significantly as part of this process. Teachers are not just using data summatively but are starting to use the data formatively with students and are starting to see the need to link this to practice. There is a growing awareness/understanding around rates of progress and the need to back map progress.

**These are all areas that need to be embedded in 2015.**

**Maths** – Trialled e-assTTle Strand Maths test introducing the staff to a base line data for their strand maths. An extension of this next year will see further use of this as a means of judging students needs and then this impacting on the teachers practice. PD links for teachers own use have been given out this year with an expectain that next year there can be more discourse in this area.

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

Discussion:

Continue with the Ministry contracts 2015 – ALL Year 3 (2 teachers) and development of inquiry team with roll out schoolwide. Focus on achievement of ethnic groups identified above.

ALIM continuation for Year 2 teacher and Year 1 teacher – continuation of inquiry team.

Continuation of Literacy contract in writing with Jenny Thompson. Charter highlights detail around data focus, continued inquiry into teacher practice and how this will impact on improved student achievement.

Focus is at all levels – leaders, teacher, students and whanau/family.

More rigourous moderation processes in all curriculum areas – particularly with teacher judgements.

Moderation will happen within and across year levels and the goal is to have Year 5-8 teachers moderating with other schools.

Embed effective practice from 2014 – continue to develop content knowledge across levels, inquiring into effective practice in writing – videoing practice and deeper inquiry into acceleration – particularly around rates of progress, close tracking and monitoring of progress and achievement. Self review needs to be part of our practice at leadership level

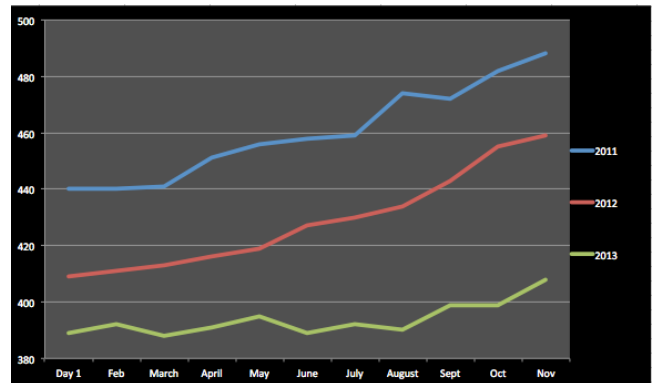
Continued support to our middle leaders who will be leading staff in above areas.

**Maths** – The ALIM project this year has provided an inquiry focus and an inquiry team whose role is to improve the Mathematics school wide through their findings. The creation of a CAPP plan to be developed further in 2015 gives the school a focus for a support system for students in school who are under achieving in Maths. This could involve support programs both in and out of class. A second application for ALIM 2 would see further inquiry into improving Maths teaching practice through the school.

## Statement of Resources

### School roll and days open

The school roll at:        1 March 2014    364  
                                      1 March 2013    389



The school was open for 386 half days in 2014

### Physical resources

During 2014 the school continued with the upgrade of Rooms 7 – 14 was completed. The upgrade of school heating Blocks 1 – 4 was completed.

### Staffing

In managing staff the following occurred:

102 Medical days (sick days).  
4 Bereavement days.  
13 Leave without pay days.  
2 Discretionary days.  
30 Professional development days (paid)  
76 Professional development days (during holidays)  
102 Professional development days (call back) ie Teacher only days

### Monitoring attendance and lateness

Attendance                    91.86% average attendance rate (92.4% in 2013).

Lateness                        3.1% late daily (2.2% in 2013).



# GULF HARBOUR SCHOOL

## Members of the Board of Trustees (elected 16<sup>th</sup> May 2013)

### As at 31 December 2014

<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
Riaan 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