



Gulf Harbour School

2015 Annual Report

School Number: 6920

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Principal's Report.

2015 would be marked as a significant year in the steps that school had taken to embrace, reflect and esteem Maori within our school. The year started with a two day retreat on the Marae, consultation, the inclusion of Te Reo school wide, and the formal welcome (Powhiri) to local elders. Students have been involved in raising the profile of Tikanga in the school. A second powhiri was held to welcome all parents into the school. Hapahaka started and a greater sense of authentic inclusion is now evident within the school.

Attention continued with the focus on literacy, the use of data to influence practice. The overall achievement results are recorded in the variance report within this report. Of particular note was the success in Years 7 & 8, the improvement of achievement levels for Maori and the gains from children focussed on within specific support programmes (ALIM & ALL)

The school continues to reflect the increasing diverse cultures. Mandarin is now offered from Year 4, whilst the ESOL programme continues to support children and families joining the school

Wider opportunities continue for students. With camps from Years 2, musical production, technology and rich classroom programmes. Parent involvement and support is strong.

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 2016.

focus on building a strong school culture.

focus on a whole child philosophy to achieve the highest possible individual success, achievement and personal growth.

increase parental involvement and connection with 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 \$5 315 (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. 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 targetted 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 targetted children but based within the class. Both approaches made significant progress with the target groups.

Other Information.

Two (2) students were stood down in 2015.
All teachers employed are registered.

Health & safety

Health and safety procedures are being reviewed in light of the new legislation.

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

Termly Fire evacuation and training occur.

Lockdown procedures practiced.

Gulf Harbour School Variance Report 2015

Reporting commentary on students in years 1 to 8 that use *The New Zealand Curriculum*.

Date :February 2016

School name: Gulf Harbour School

School number: 6920

NAG2A (b)(i) Areas of strength

National Standard subjects:

Writing

Writing	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	
All Students	11	3%	90	25%	234	64%	30	8%	365
Māori	1	5%	7	32%	13	59%	1	5%	22
Pasifika	0	0%	2	20%	7	70%	1	10%	10
Asian	3	11%	6	21%	18	64%	1	4%	28
NZ European/Pākehā/Other European	5	2%	56	21%	174	67%	26	10%	261
Male	7	4%	54	31%	105	60%	9	5%	175
Female	4	2%	36	19%	129	68%	21	11%	190

Writing	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	
After 1 Year	1	2%	11	25%	32	73%	0	0%	44
After 2 Years	0	0%	18	35%	28	54%	6	12%	52
After 3 Years	1	3%	14	37%	23	61%	0	0%	38
Year 4	2	3%	14	23%	43	70%	2	3%	61
Year 5	1	2%	15	24%	43	69%	3	5%	62
Year 6	1	2%	10	18%	35	61%	11	19%	57
Year 7	5	17%	2	7%	17	57%	6	20%	30
Year 8	0	0%	6	29%	13	62%	2	10%	21

The achievement of our Maori students has improved since EOY 2014. We had 11 Maori students achieving 'at or above' (44%) we now have 14 (64%).

Year 6 met the target. They had 80% of students achieving 'at or 'above' the standard in writing. Achievement for this group Year 5 (2014) was only 72%.

There is a match between the Reading and Writing data of the Year 6 students achieving 'above'.

There is a drop in number of students achieving 'below' in writing for Year 5 (2014) to Year 6 (2015) - 25% to 18%. This could be the impact of ALL intervention. Shared knowledge and understanding around practice that gets acceleration rather than remediation. Impact coming through with Year 5 students involved in intervention.

ALL Intervention

Of the 12 Year 5 & 6 students that were part of the ALL intervention 2015 8 (67%) are now writing 'at' the standard. 4 (33%) are still writing 'below'.

Reading

Reading	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
All Students	8	2%	53	15%	244	67%	60	16%	365
Māori	0	0%	5	23%	14	64%	3	14%	22
Pasifika	0	0%	1	10%	8	80%	1	10%	10
Asian	2	7%	5	18%	17	61%	4	14%	28
NZ European/Pākehā/Other European	5	2%	30	11%	180	69%	46	18%	261
Male	3	2%	25	14%	121	69%	26	15%	175
Female	5	3%	28	15%	123	65%	34	18%	190

Reading	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
After 1 Year	1	2%	14	32%	26	59%	3	7%	44
After 2 Years	1	2%	7	13%	33	63%	11	21%	52
After 3 Years	0	0%	10	26%	28	74%	0	0%	38
Year 4	2	3%	4	7%	49	80%	6	10%	61
Year 5	2	3%	8	13%	43	69%	9	15%	62
Year 6	1	2%	4	7%	40	70%	12	21%	57
Year 7	1	3%	6	20%	13	43%	10	33%	30
Year 8	0	0%	0	0%	12	57%	9	43%	21

We have not met our target of 87% - currently have 83% of our students achieving 'at' or 'above' school-wide.

We have had a 10% increase in the number of Maori students reading 'at or above' the standard (68%) in 2014 to (78%) 2015.

After 2 years at school we have 85% of our students achieving 'at or above' - close to target.

Year 4 students have exceeded the target in reading - 90% of students reading 'at or above'.

Year 5 were close to meeting the target - 85% of students reading 'at or above' for reading.

Year 6 students exceeded the target - 91% of students reading 'at or above' for reading.

Year 8 students we have 100% reading 'at or above' in Reading.

Year 7 (2014) only 1 student achieving 'above' and (Year 8) we have 9 achieving 'above'.

Year 7 students (2014) 4 were achieving 'below' and Year 8 (2015) there are no students 'below'.

Year 7 & 8 we have the opposite with achievement - nearly half of the students are reading 'above'.

After 1 year students (2014) 13 were achieving 'below' now After 2 years (2015) there are only 7 students achieving 'below'

Maths

Mathematics	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
All Students	7	2%	87	24%	231	63%	40	11%	365
Māori	0	0%	11	50%	10	45%	1	5%	22
Pasifika	0	0%	4	40%	5	50%	1	10%	10
Asian	0	0%	3	11%	17	61%	8	29%	28
NZ European/Pākehā/Other European	7	3%	49	19%	177	68%	28	11%	261
Male	3	2%	40	23%	108	62%	24	14%	175
Female	4	2%	47	25%	123	65%	16	8%	190

Mathematics	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
After 1 Year	0	0%	9	20%	35	80%	0	0%	44
After 2 Years	0	0%	11	21%	33	63%	8	15%	52
After 3 Years	0	0%	11	29%	26	68%	1	3%	38
Year 4	2	3%	10	16%	42	69%	7	11%	61
Year 5	2	3%	21	34%	36	58%	3	5%	62
Year 6	1	2%	16	28%	29	51%	11	19%	57
Year 7	1	3%	5	17%	17	57%	7	23%	30
Year 8	1	5%	4	19%	13	62%	3	14%	21

We did not meet the target - dropped 3% since 2014 - from 77% achieving 'at or above' to 74% achieving 'at' or 'above'.

After 1 year (2014) now After 2 years (2015) achievement has improved from 6% - 16%.

After 2 years (2014) to After 3 years (2015) we had 9% - 3% drop in students achieving 'above'.

NAG2A (b)(i) Areas for improvement

National Standard subjects:

Writing

We have only made 2% difference in writing over the last 2 Years yet the number of boys achieving 'at or above' has increased by 5% to 65%.

After 1 year 2015 - We have nearly a third of our students reading 'below' .

After 3 years we have 26% (10) achieving 'below'.

Year 2 students (2014) 16 students were 'above' now Year 3 (2015) there are no students achieving 'above'.

Year 4 students (2014) 19 were achieving 'above' and Year 5 students (2015) only 9 achieving 'above'.

There is a gap between the achievement of 'After 2 Years' students achieving 'above' in Reading and Writing. Achievement decreases by almost 50% in writing.

The achievement of Year 4 students (2014) now Year 5 (2015) has dropped from 14 students 'above' in writing to 3 'above'.

Students 'After 3 years' (2014) now in Year 4 (2015) - there is an increase in number of students achieving 'below'.

Students 'After 2 years' (2014) we had 4 students achieving 'above' in Writing - this year 'After 3 years' we have no students achieving 'above' in writing.

School wide there is a gap between the number of student achieving 'above' in Reading and Writing. 50% difference between the 'above' readers and writers.

The cohorts showing concern are:

'After 2 years' we have only 67% achieving 'at' or 'above' standard - 13% off target

'After 3 years' we have only 61% achieving 'at' or 'above' standard - 19% off target

Year 7 we have 70% achieving 'at or above' standard

Year 2, 3 nearly a third of the students are achieving 'below' in Writing 2015.

Year 8 - There are only 2 students achieving 'above' for writing yet there are 9 students achieving 'above' for reading.

Funded ESOL students

14/30 funded students achieving 'below or well below' in Writing. 4 funded ESOL students excluded from data as they have not reached anniversary.

Reading

After 1 year 2015 - We have nearly a third of our students reading 'below' .

After 3 years we have 26% (10) achieving 'below'.

Year 2 students (2014) 16 students were 'above' now Year 3 (2015) there are no students achieving 'above'.

Year 4 students (2014) 19 were achieving 'above' and Year 5 students (2015) only 9 achieving 'above'.

Maths

Boys - achievement has dropped 77% to 76%.

Girls - achievement has dropped from 76% - 73%

Year 4 (2014) to Year 5 (2015) 15 students (23%) down to 3 students (3%) achieving 'above'.

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

Reading.

On review there is a hunch that the reading OTJ's have been based on Reading Age and students ability to decode text rather than their ability to think critically and use reading as a tool to access information across all areas of the curriculum. There was not enough of a focus on teacher practice, particularly around teaching of comprehension strategies and students ability to think critically. There was not the emphasis on data literacy and moderation of our assessments in reading did not take priority.

Running record and Probes were the only assessment tools used and moderation processes were not in place to give us consistent reliable data. New assessment tools that will provide us with more information on students' ability to decode and comprehend text need to be explored in Reading for 2016.

Writing.

Although we did not meet the target of 80% our mid year prediction for achievement was fairly accurate. Leaders pushed for greater dependability and reliability of data, more consistency in evidence used when making judgements, and moderation did happen within the year levels.

More robust moderation systems still need to be put in place and greater moderation across the different year levels. There are significant gaps in achievement for the 'below' students. Moderation needs to continue at two levels – moderation of e-asTTle marking and at OTJ level with a particular focus on evidence gathered and some consistency in this school-wide.

OTJ data does not reflect the shifts we have had in specific areas of writing. We did have some significant shifts between sublevels for some students and shifts in curriculum levels for some students also. This was a result of gap analysis and focused planning and teaching to meet these needs. We did have some shifts backwards also – again it is important that we continue to develop our moderation processes around e-asTTle.

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

- Teacher based strategies to be employed in 2016:
- Increase focus on learning culture to include greater emphasis on evidencing progress and learning conversations.
- Increased focus on shifting student identified "at" to "above"
- Deliberate approach of tracking everyone student (Names to data).
- Six (6) weekly review of priority groups and targets children.
- Moderation processes to include greater cross year level and cross neighbouring schools.

NAG2A (b) (iv) Progress Statement

The area of greatest movement and accelerated learning was in the Years 7 & 8 area of the school. This we believe is attributable to the connected curricula approach promulgated by this area of the school. The area of greatest concern is the low numbers of students in the first four years operating above the national standard.

Of significance is the roll movements during the year, 87 students were enrolled from other schools (53 new entrant enrolments) during the year. 98 students left the school during the year. This equates to a 25% turnover of students. Critical to accurate improvement measures is the establishment of cohort tracking in 2016

JG Petrie
Principal

GULF HARBOUR SCHOOL

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

As at 31 December 2015

<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	Teacher	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