

Principal's Report. 2010



This report is written in three parts.

Section 1	Achievements of 2010
Section 2	School in operation 2010
Section 3	Overview of 2011.

Section 1 Achievements of 2010

Strategic Goals.

In 2010, our focus was on five strategic goals. These goals have been the priority for the last two years and are detailed within the school charter.

The goals were:

- To provide an authentic future focussed approach to learning.
- To provide a balanced, differentiated learning and teaching programme focussed on achievement.
- To build a team of effective and motivated educators.
- To build an informed community focussed on student achievement and engagement.
- To improve our facilities, resources and operations.

Overall, these goals were achieved to a high or satisfactory level. There were significant developments within the schools delivery of real life and authentic learning. These were linked to performance management processes, incorporated school standards in planning and continued to enable high levels of individuality for both students and teachers. External consultants were used extensively in addressing the authentic learning and in support of the more precise explicit teaching within the literacies. High levels of training for staff in data management and interpretation continued from the previous year. The school has embraced the new curriculum confidently and has this now positioned within practice. Data lead conversations, and higher quality analytics around the data was achieved to a very high standard. There is a cohort group of Year 4's who have attracted significant attention over the last two years because of their performance data. The outcomes remain a concern.

There were significant levels of professional development achieved with priority on leadership development, data, incorporating national standards, focus on literacy (writing) and real life learning.

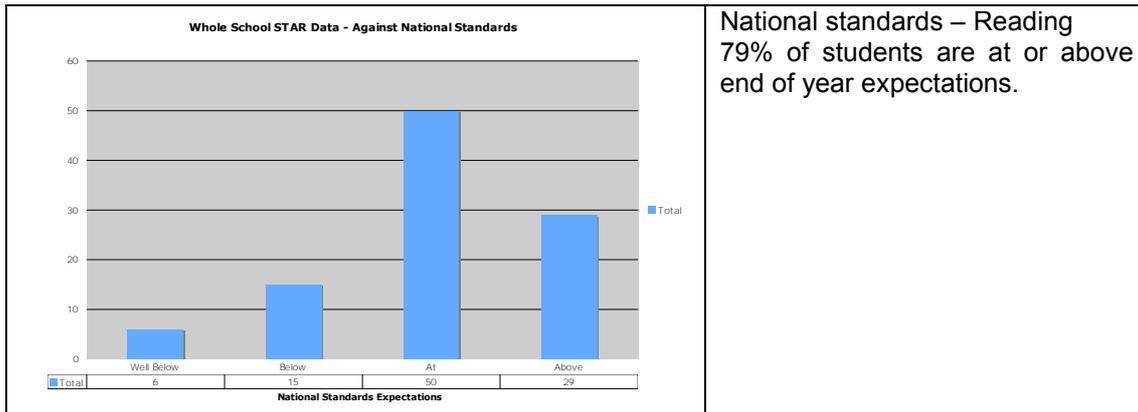
The school completed the school resource centre. The leaky building issues were addressed and will have resolution in 2011 – 2013.

Achievement Targets.

Each year we set targets. These will incorporate National Standards in 2011.

Target	Result																																				
<p>Year 3-8 Reading</p> <p>To increase the number of children in Year 3-4 achieving stanine 6 or above in STAR from the current 64% to 75%.</p> <p>To increase the number of children in Year 5-8 achieving stanines 7 to 9 in PAT Comprehension from the current 19% to 30%</p>	<p style="text-align: center;">Reading Comparison Data</p> <table border="1"> <thead> <tr> <th></th> <th>Star T1</th> <th>Star T4</th> <th>PAT Comp T1</th> <th>PAT Comp T4</th> <th>PAT Vocab T1</th> <th>PAT Vocab T4</th> </tr> </thead> <tbody> <tr> <td>Above</td> <td>27</td> <td>42</td> <td>31</td> <td>49</td> <td>17</td> <td>42</td> </tr> <tr> <td>At</td> <td>57</td> <td>47</td> <td>57</td> <td>44</td> <td>69</td> <td>51</td> </tr> <tr> <td>Below</td> <td>15</td> <td>10</td> <td>10</td> <td>7</td> <td>13</td> <td>7</td> </tr> <tr> <td>Well Below</td> <td>1</td> <td>1</td> <td>2</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table>		Star T1	Star T4	PAT Comp T1	PAT Comp T4	PAT Vocab T1	PAT Vocab T4	Above	27	42	31	49	17	42	At	57	47	57	44	69	51	Below	15	10	10	7	13	7	Well Below	1	1	2	0	1	0	<p>X</p> <p>This target was not achieved. 47.5% of Yr 3 and 63% of Yr 4 students achieved stanine 6 or above.</p> <p>√</p> <p>Year 5 – 8 This target has been achieved well above expectation - 49%.</p>
	Star T1	Star T4	PAT Comp T1	PAT Comp T4	PAT Vocab T1	PAT Vocab T4																															
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<p>Whole School Numeracy</p> <p>To increase the number of children in Years 1-8 achieving above expectation in Gloss from 22% to 35%.</p>	<p style="text-align: center;">Maths Comparison Data</p> <table border="1"> <thead> <tr> <th></th> <th>Ikan T1</th> <th>Ikan T4</th> <th>Gloss T1</th> <th>Gloss T4</th> <th>PAT Maths T1</th> <th>PAT Maths T4</th> </tr> </thead> <tbody> <tr> <td>Above</td> <td>4</td> <td>33</td> <td>22</td> <td>38</td> <td>24</td> <td>49</td> </tr> <tr> <td>At</td> <td>51</td> <td>48</td> <td>56</td> <td>49</td> <td>58</td> <td>47</td> </tr> <tr> <td>Below</td> <td>33</td> <td>16</td> <td>18</td> <td>11</td> <td>17</td> <td>3</td> </tr> <tr> <td>Well Below</td> <td>12</td> <td>3</td> <td>4</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table>		Ikan T1	Ikan T4	Gloss T1	Gloss T4	PAT Maths T1	PAT Maths T4	Above	4	33	22	38	24	49	At	51	48	56	49	58	47	Below	33	16	18	11	17	3	Well Below	12	3	4	2	1	1	<p>√</p> <p>We have achieved above this target - 38%</p>
	Ikan T1	Ikan T4	Gloss T1	Gloss T4	PAT Maths T1	PAT Maths T4																															
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<p>Year 1-2 Reading</p> <p>To have 82% of our 6 year olds (after one year at school) reading at or above their expected level</p> <p>To have 82% of our 7 year olds (after two years at school) reading at or above their expected level</p>	<p>After one year at school: Data gathered through the Observation Survey shows that 83% of children tested in the 2nd half of 2010 are reading at or above the expected level. (Target 82%)</p> <p>In the first half of the year 64% were reading at or above so this represents a 19% increase.</p> <p>After two years at school: At or above expectations 76% (Target was 82%)</p> <p>Closer examination of the data shows that there are some gender differences in this data with 86% of females achieving the target but only 65% of males.</p>	<p>√</p> <p>Achieved</p>																																			
<p>Year 1-8 Writing</p> <p>To have 80% of students achieving at or above expected levels in writing.</p>	<p style="text-align: center;">Whole School Writing 2010</p> <table border="1"> <thead> <tr> <th></th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Term 2</td> <td>12%</td> <td>30%</td> <td>39%</td> <td>19%</td> </tr> <tr> <td>Term 4</td> <td>5%</td> <td>14%</td> <td>47%</td> <td>34%</td> </tr> </tbody> </table>		Well Below	Below	At	Above	Term 2	12%	30%	39%	19%	Term 4	5%	14%	47%	34%	<p>√</p> <p>Based on the Writing Assessment Indicators, 81% of all students are achieving at or above expected levels.</p>																				
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Other Achievement Data



Other achievements.

Real Life Learning

The school is stronger and more consistent in the delivery of authentic learning through Inquiry (branded Real Life Learning). The school hosted four school clusters looking at our practice, with 62 visiting educators visiting the school. Lane Clark continues to work with the staff and now uses our school as a New Zealand reference site.



Outdoor Education

The school continues to lead in this area. With camps consistently offered from Years 4 – 8
This is a testament to the staff and their willingness to offer additional experiences for children. Camps in 2010 involved Kawau Island, Tongariro National Park and Chosen Valley.



Sloop on Line

The continuation of our school media focus, with on site TV production, radio and web site initiatives. All classes now deliver individual class web sites.



Sister School

The school established a sister school relationship with Sum Yook school Wonju, Korea. The school hosted 20 of their students. Additionally the school hosted 20 students from Ritsumeikan Moyama - Japan



Support Programmes.

The school benefits from various support programmes and is recognised as a high performing school in our support for students with special needs. A high light would be the reading dog programme.



Colour

Our school is a very colourful and adventurous place. We enjoy many unique events and school celebrations. Food festivals, theme days, international days, charity focus days and well as many class based initiatives.



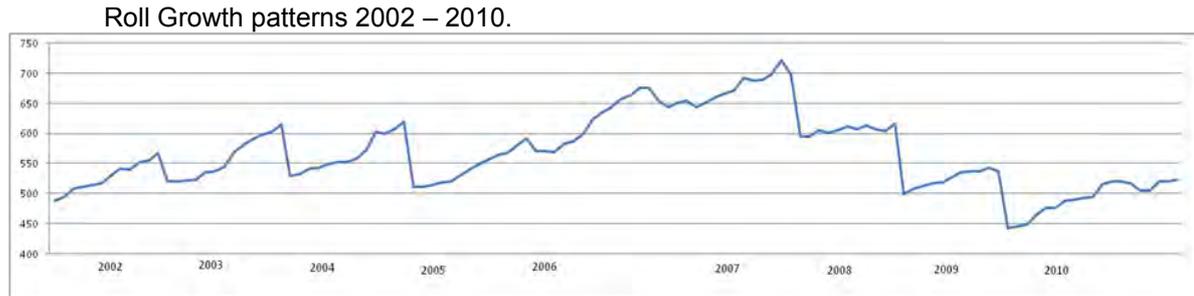
Section 2. School in operation.

Challenges.

In 2010 the four most significant challenges the school faced were:

1. Roll

It is a well known fact that the managing of a reducing roll is one of the hardest challenges for a school. The impacts in finance, service and human resources is significant. The roll in 2010 shows a more stable environment.



2. National Standards.

The school choose to incorporate National standards into our practice early. The reality of this being an untested and poorly administered process at a national level has caused a significant amount of work in clarifying interpretation and adjusting measures as they become more appropriate and standardised. The gap between what has been marketed to the community and the reality of what is currently in place and operational is a challenge we have had to confront. The school remains committed to a transparent and easier to understand reporting. The now recognised importance of "OTJ" (overall teacher judgement) is one element we dare not lose.

3. Finance

The Financial Statements for the year reflects a deficit of \$70,836 versus a budgeted surplus of \$6,500. Included in this deficit though are several extraordinary amounts that have significantly impacted the 2010 figures, namely

- a. Board Contribution of \$18,142 to completion of the Resource room construction. As this is an asset that will benefit the school for many years to come, it would be usual to capitalise the amount and amortise it over the life of the Building. Ministry of Education policy however requires us to expense the amount in the year it occurs.
- b. A review of Fixed Assets was undertaken at the end of the year, with the decision to write off many assets that still had a book value. These assets either no longer existed or it was felt should not have been capitalised in the first instance. The loss arising as a result of this write off as reflected in the Statement of Comprehensive income total \$49,862. Depreciation on these assets for the 2010 year had they not been written off, would have been approximately \$13,000. Net impact on current year income therefore totalled \$36,862.
- c. The school in carefully managing staffing for the 2010 year under used its staffing entitlement by \$36,491. As it is entitled up to 31 March 2011, the bulk of this credit was able to be used to fund 2011 staffing, with the remaining to be reimbursed to the school in cash. Normal accounting principles would dictate that this amount be recognised as an asset in the 2010 Financial Statements. Ministry of Education policy however has required us to treat this only as a contingent asset with a consequent material impact on the level of comprehensive income for the year.

If the above extraordinary amounts were to be added back the Comprehensive income for the year would amount to a Surplus of \$20,659

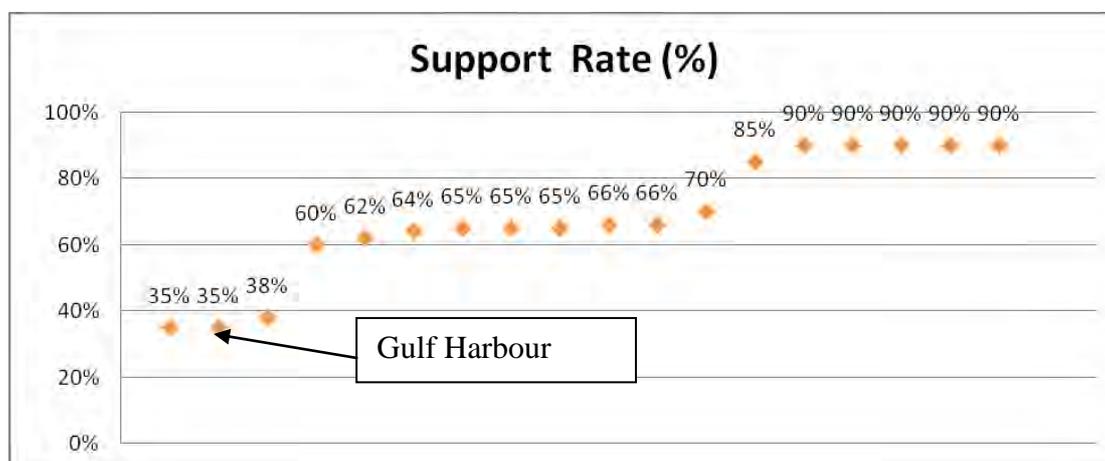
4. Parent Donations

As a decile 10 school we are expected to be able to self fund many of the school initiatives and support programmes. The school delivers well above normal in resourcing, programming and wider opportunities. The continuation of reduced parent donation, increased sponsorship of certain children and programmes and non payment of fees positions the school well below national average. This is a major challenge and one that will requires re education, marketing or reduction in service.

\$34 924 generated from school donations in 2010 showing 45 % participated in some way or the equivalent of 33% paying the requested donation of \$200.

Historical status

Year	Income	Student Number	Average per head	Support rate
2010	\$34 924	523	\$66	33%
2009	\$40 525	537	\$75	37%
2008	\$62 622	617	\$101	50%
2007	\$61 870	702	\$88	51%



Comparative review with other Auckland decile 9 & 10 schools indicates our school is in the lowest support rate, whilst requesting the average donation.

5. Political and economic environment.

The current economic pressures experienced in all sectors and the conservative educational direction and initiatives undertaken at a national level and the rapidly changing local environment make for an interesting environment. The school initiatives and strategies of being future focussed bold in innovation and committed to creative expression is against the tide and a challenge.

Opportunities.

1. Vision and direction.

The school undertook a review and repositioning process around school vision and values. These are now documented in the 2011 charter. This has been primarily a clarifying further process with increased focus on the vision, values and culture within the school. The new curriculum is our opportunity to align the school vision and the national vision for a connected curriculum outworked through inquiry and authentic learning situations.

2. Our students.

The consistently high quality of our students, their character and attitude towards learning is impressive. The benefits of the schools approach, relationships and tone in the school are evident in our student's willingness to lead and influence, to try new things and their creativity.

3. Positioning.

It is my belief that the current educational environment is fluctuating between conservatism and a real desire to see schools and learning push into authentic and meaningful learning. There is a need and rising awareness within schools that we must raise up against the centralisation of education and influence learning at the “chalk front”. This is a huge opportunity of the school to continue what we are doing and do it better.

Successes.

1. Connected Real Life Learning

The onsite capability in delivering powerful learning in a real life setting is very high. The scaffolding is in place and being used confidently. These frameworks are now evident in planning, review and performance management.

2. Leadership.

The school continues to evolve and trial various models of leadership and structure. This is strength in the school. The leadership development pathways, succession planning and engagement by staff is extremely high. This is reflected in the positive tone within the school, the willingness to contribute and influence outcomes and the innovative practice demonstrated by staff.

3. Achievement.

The school is consistently delivering above average, there is more room for improvement here, however the delivery in the soft measures is (in my view) extremely high. The ability to track and report in terms of student’s curiosity, their creativity, ownership of their learning and their ability to lead and influence is confirmed through anecdotal and observations. Visiting educators, parents and various environments our children work in give consistent positive comment of our student’s interest, skills and character.

4. On site fund raising and community initiatives.

The school has had to generate income from within the organisation to operate. These initiatives have involved increased trading, international students and on site fund raising initiatives. Strategies to engage and bring higher levels of connection with the community have been a priority.

Compliance.

The school was open for the required and gazetted half days (390 half days)

Two (2) students were stood down in 2010.

The school participated in termly Fire evacuation training.

All teachers employed have current practicing certificates

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

Kiwi sport.

The funding for Kiwi sport of \$6 911.88 was used for the training and support of Quantum sport within the school. This programme involved resources, staff training and leadership training by staff. Additionally the school contracted a number of sports initiatives into the school these included North Harbour sports programmes

Section 3 Overview 2011

The schools strategic planning (recorded in the schools charter) will continue to drive the schools direction. The strategic goals (as set by the Board of Trustees) for 2011 and beyond are:

To achieve the school vision of authenticity, creativity and excellence in learning, the Board will...

Goal	Key Strategic	Strategic Goal
1	Student Achievement	focus on student learning outcomes with view to high achievement and quality learning opportunities.
2	Community Engagement	place priority on parent engagement, understanding, support and participation in the school.
3	School Culture	promote a culture that values creativity and innovation.

The key driving strategies in achieving these goals in 2011 will involve:

- Permissioning innovation and risk taking more in classroom practice
- Higher levels of distributed leadership.
- Greater expectation and priority towards a fully connected real life learning curriculum.
- More explicit focus on school values and culture.
- Increased income streams.

In summary.

2010 saw repositioning, restructuring and refocus. The year was very much a time of consolidating and strengthening up ready for the push of 2011. This coming year will see significant movement and influence from the school in powerful and meaningful learning. Our priorities will be about strengthening up the connections between school and community, engaging and explain why we do what we do and the promoting of the creative.

I remain absolutely convinced that Gulf Harbour school has a voice of influence well beyond the harbour and anticipate this will be evident in 2011.

I continue to honour and acknowledge the calibre and willingness of our staff to align so strongly with the school vision and their willingness to put themselves out there as both brave and innovative in their practice.

JG Petrie
Principal