

Principal's Report 2011



Executive summary:

Gulf Harbour School is a school that is different. It has a strong focus around authentic learning and making deliberate cross curricula connections. Notwithstanding this, the schools' overall academic achievement against national standards sits above average. This report gives further information supporting this statement.

This report is written in three parts.

Section 1	School Charter Goals
Section 2	School in Operation 2011
Section 3	Statement of Variance

Section 1 Achievements of 2011

Strategic Goals.

In 2011, our focus was within three strategic areas.

Goal	Key Strategic Area	Strategic Goal
1	Student Achievement	Focus on student learning outcomes with a 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.

At Gulf Harbour we believe a “connected curriculum” promotes the understanding, depth and ownership we like to see in our students. Whilst not questioning the value add of solid teaching and support that we offer our students, we also appreciate the positioning of students for their future and giving the skills of being a lifelong learner, as really critical and is the basis of the school reflecting the New Zealand curriculum.

The schools' approach (Real Life Learning) is our strategy in promotion of both explicit teaching and the implicit learning that occurs within this. Our pursuit of authenticity in our approach and programmes continues to release the creative, the innovative and the possibilities we value.

Whilst it is not easy to measure student ownership, creativity and innovation, our programmes, classrooms and the outcomes of 2011 highlighted just how strong and evident this is within Gulf Harbour School. Our theme “Entrepreneurs” was a leading example of this with student ownership and engagement as a stand out feature of the school. This truly reflected our ideals, values and vision of being a school committed in the pursuit of authenticity,

creativity and excellence in learning. Many of our classes and student stood up as the difference (our motto) and exemplified the school values of bravery, fun, responsibly and resilience.

Achievement Targets.

The school in tracking against (and incorporating) the National Standards in our assessment and achievement practices has had overall, very positive results. Pleasing also, was the level of analysis and focus on areas for improvement. The school sets targets and these have been reported within our analysis of variance. In 2011 (the introduction of the National standards) – the school targets were reasonably generic i.e. 85% of children achieving at or above the National Standard. As National Standards become embedded into sound profession practice our ability to become more specific will increase.

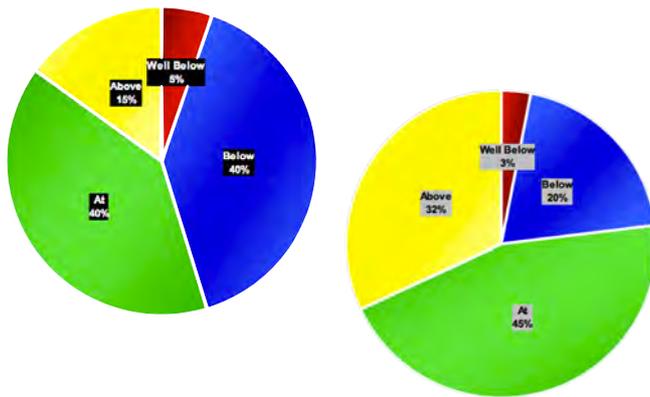
National Standards - writing.

Our target: To have 85% of our students at or above the national standard.

Outcome: We had 78% of our students at or above the national standard.

Results										Commentary
Percentage of Students: Gulf Harbour Writing plotted against National Standards Expectations Term 4										<p>This chart tracks the achievement of students by year and against the National Standard expectations.</p>
Level 4a					2	6	0	40	Above Expectation	
Level 4p					0	4	14	30	At Expectation	
Level 4b					2	9	30	15	Below Expectation	
Level 3a				2	5	34	32	5		
Level 3p				0	13	31	24	10		
Level 3b			10	4	18	8		5	Well Below Expectation	
Level 2a			16	9	43	6				
Level 2p		16	23	52	14	1				
Level 2b	1	13	13	18	3	1				
Level 1a	30	52	29	8						
Level 1p	48	17	9	7						
Level 1b	21	2								
	1	2	3	4	5	6	7	8		
Whole School Writing										<p>In summary form this graph shows the entire school.</p> <p>I.e. 78% of our children were operating at or above the National Standard.</p>
<p>A pie chart titled 'Whole School Writing' showing the distribution of student achievement. The chart is divided into four segments: a large green segment for 'At' (45%), a yellow segment for 'Above' (32%), a blue segment for 'Below' (20%), and a small red segment for 'Well Below' (3%).</p>										

Writing - Whole School



These graphs show the improvement between terms 2 data collection point and term 4 data collection point.

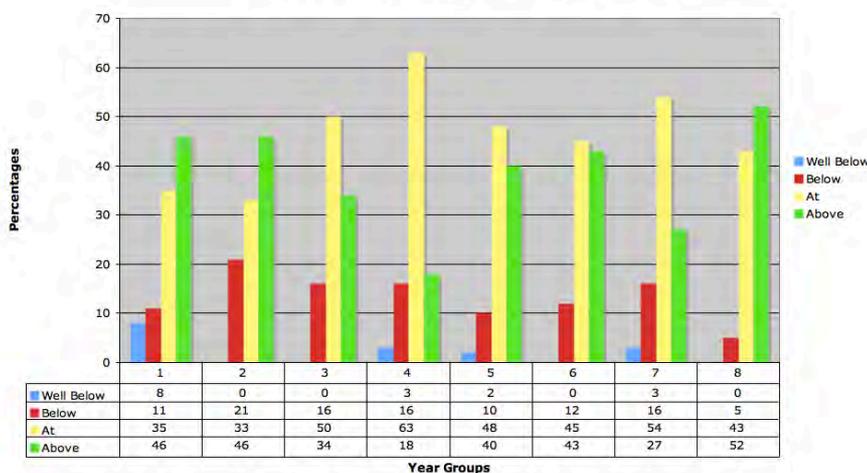
National Standards - Reading

Our target: To have 85% of our students at or above the national standard.

Outcome: We had 84% of our students at or above the national standard.

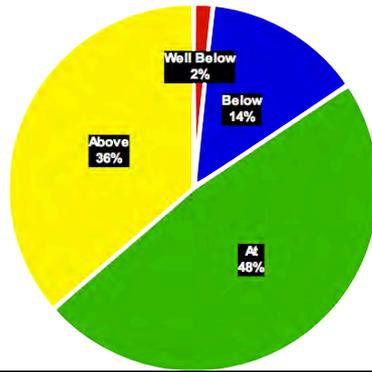
Results								Commentary
Stanine 9	13	3	11	11	5	0	Above Expectation	This chart tracks the achievement of students by year (Yrs 3 - 8) and against Star – one of the reading tests used.
Stanine 8	14	7	3	19	16	35		
Stanine 7	23	19	28	24	14	15		
Stanine 6	13	18	25	26	30	20	At Expectation	
Stanine 5	13	28	11	9	16	25		
Stanine 4	9	12	10	5	16	0		
Stanine 3	9	7	8	1	3	5	Below Expectation	
Stanine 2	5	3	2	4	0	0		
Stanine 1	1	3	2	1	0	0	Well Below Expectation	
	3	4	5	6	7	8		

Year Levels End of Year Reading OTJ - Percentages 2011



This graphs shows the overall teacher Judgement (OTJ) using various tests and observations (Star, Probe and 1:1 observations).

Whole School Reading OTJ



This graph shows overall OTJ achievements against the national standards.

National Standards - Mathematics

Our target: To have 85% of our students at or above the national standard.

Outcome: We had 88% of our students at or above the national standard.

Results

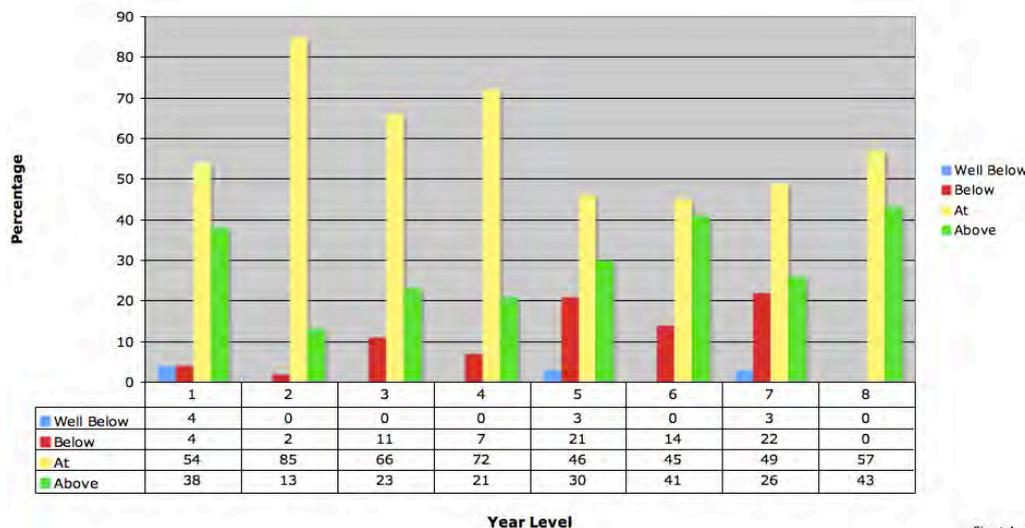
Percentage of Students: Gulf Harbour GLOSS plotted against Curriculum Expectations

STAGE	YEAR	0/1	2	3	4	5	6	7	8	At Expectation	Well Below Expectation
5	8 Advanced Proportional			2	4	8	13	14	48	At Expectation	
	7 Advanced Multiplicative			7	4	18	18	54	52	At Expectation	Well Below Expectation
	6 Advanced Additive		3	16	46	41	54	32		At Expectation	Well Below Expectation
	5 Early Additive		35	50	40	28	15			At Expectation	Well Below Expectation
	4 Advanced Counting	35	55	16	6	3				At Expectation	Well Below Expectation
1	3 Counting from One by Imaging	46	5	9		2				At Expectation	Well Below Expectation
	2 Counting from One on Materials	16	2							At Expectation	Well Below Expectation
	1 One to One Counting	3								At Expectation	Well Below Expectation
	0 Emergent									At Expectation	Well Below Expectation

Commentary

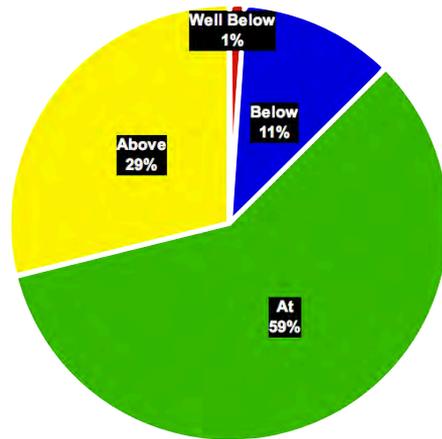
This chart demonstrates one type of test results (Gloss). A variety of tests are used to form the basis of our overall Teacher judgement (OTJ) against the national standards.

Year Levels - End of Year OTJ Percentages



This graph shows the overall teacher Judgement (OTJ) using various tests and observations (gloss / Ikan, PAT and teacher observation).

Whole School Maths OTJ



These graphs show overall OTJ achievements against the national standards.

Gulf Harbour School - National Standards as at December 2011 - 440 students

Writing	Well Below		Below		At		Above		Total
All	7	2.00%	89	20.00%	254	58.00%	90	20.00%	440
Male	5	2.00%	59	30.00%	117	55.00%	27	13.00%	208
Female	2	1.00%	30	13.00%	137	59.00%	63	27.00%	232
Maori	1	6.00%	5	27.00%	11	61.00%	1	6.00%	18
Pasifika	0		0		7	78.00%	2	22.00%	9
Reading	Well Below		Below		At		Above		Total
All	10	2.00%	62	14.00%	201	46.00%	167	38.00%	440
Male	7	3.00%	33	15.00%	86	44.00%	82	38.00%	208
Female	3	1.00%	29	13.00%	115	52.00%	85	35.00%	232
Maori	1	6.00%	4	22.00%	9	50.00%	4	22.00%	18
Pasifika	0		1	11.00%	5	56.00%	3	33.00%	9
Mathematics	Well Below		Below		At		Above		Total
All	7	2.00%	48	11.00%	258	59.00%	127	29.00%	440
Male	3	1.00%	17	8.00%	116	57.00%	72	34.00%	208
Female	4	1.00%	31	14.00%	142	61.00%	55	24.00%	232
Maori	0		5	28.00%	11	61.00%	2	11.00%	18
Pasifika	0		0		8	89.00%	1	11.00%	9

The above is a detailed summary of achievement against the National Standards.

NB Refer the appendix for an analysis of variance and greater detail.

Charter Goal: Community engagement.

In terms of improving communication, parent engagement and connection the following actions occurred;

- Upgrade the school web site
- Introduce twitter and text messaging
- Electronic absence and attendance monitoring – connected to parents via e-mail and text
- Real Life learning festival
- International presenter (Lane Clark)
- Parenting seminars
- Communication (oral language) parent seminars
- Formation of Parents@School (replacing historic PTA model)
- Increased promotion of fundraising, donations and activities
- Increased events: Princess Ball, disco's, movie nights, festivals (rippa, Coast challenge)
- Increased parent volunteers working in the resource centre, food days and class-based support
- Sporting events i.e. cross country, athletics, swimming, and sports exchanges
- Creative arts events: musicals (2) animation festival, dance and choirs
- Class web sites and increased digital communication

Charter Goal: School Culture.

To encourage a culture that promotes risk taking, creativity and innovation.

This was evident and promoted through the following:

- Education outside of the classroom (trips and camps)
- School themes i.e. entrepreneurs
- Class based programmes
- Multi media opportunities
- Leadership opportunities for staff and students
- Refining of the school values

Section 2 The school in operation

Real Life Learning

The school continues to lead and attract attention for our approach within Real Life learning. The school is a reference site for Lane Clark and hosts a number of schools as they inquire into this approach.



Outdoor Education

The school continues to lead in this area with camps consistently offered from Years 4 – 8. The depth and commitment brought to this area reflects the school values of authentic learning environments and promoting personal growth. Camps were held at Peter Snell, Kawau Island, Green Bay (Auckland West) and Tongariro.



International students & ESOL

The school hosts our sister school in Korea and students from Japan. Homestays form part of this. Additionally, the number of student attracting ESOL (English second language support) continues to be a significant part of the school.



School with a heart

Our school is a school that is not afraid to be different, we celebrate the uniqueness and individuality of our children and staff. The willingness and openness of our staff and school is a quality we are all very proud of.



Specific Compliancy / Assurance Reporting

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

Three (3) students were stood down in 2011.

The school participated in termly Fire evacuation training.

All teachers employed are registered.

All staff have medical 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 and Kiwisports programmes within the school. These programmes involve resources, staff training and leadership training by staff. Additionally the school participated in a number of sports initiatives into the school. These included North Harbour sports programmes.

The school charter identifies the goals, targets and intention for the coming year. This is available on the schools web site.

JG Petrie
Principal