



Gulf Harbour School

2012 Annual Report (Section A)

and

Financial Statements (Section B)

School Number: 6920

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Principal's Report.

Gulf Harbour school is a vision based school. Our vision of pursuing authenticity, creativity and excellence in learning is a clear statement of our intention. We enable and celebrate learning that is connected, real and engaging. Our students and staff carry high levels of creativity, expectations and (with students) ownership producing the excellence and quality that is apparent in our school.

The definition of this vision is in statements such as "being significant and highly influential" – not only within the lives of our children but also within the education market. Our school is marked as "different, creative", being bold in our pursuit of this goal. We have a mission statement of "Be the difference".

Our school is committed to bringing excellent results, through engaging programmes that are relevant and carry student ownership. We promote innovation through high levels of staff and student engagement, provoking a culture of "above and beyond".

Reports on Student Achievement

The outworking of the schools "Real Life Learning" model brings the possibilities of the New Zealand Curriculum through authentic and connected curricula. Our students were involved in numerous authentic learning situations in 2012. Highlights of the year would be the development of the school theme "Volunteers – the art of giving". Through this theme we had numerous examples of the creativity and authenticity we seek. In particular was the connection made with our local Regional Park, retirement homes, a village school in Samoa and a bird café.

Powerful learning occurs when students lead, have relevant and valuable contribution. Connecting the curriculum to this makes powerful learning. The model the school pursues, produces the quality and depth we are looking to see evident. It was pleasing to have ERO (Education Review Office) identified our school as adventurous, and our students as articulate and confident learners.

Specific learning opportunities we are particularly proud of include, the musical for our senior students, camps for students at Years 3 – 8, sports programmes, exchanges, sports academy programme, and second language (Years 7 & 8).

Support programmes for our priority learners is a strength of our school. It is noted the proportion of students involved in support programmes for English as a second language (ESOL) is significant and reflective of our changing school community. Our achievement results have been impacted by this, with the proportion of students unable to reach an expected achievement level purely because of adjustment to the English language. Our overall results is less than expected but consistent with what is fair and reasonable given the number of ESOL students involved.

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2012, the school received total Kiwisport funding of \$5972.61 (excluding GST) The funding was spent on resources and programmes. A sports academy was established for extension and leadership opportunities, 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, emphasis was placed on Hockey and Tennis equipment. All children were involved with organised sports. We are looking to track and report on participation rates more accurately in 2013.

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 and Compliance reporting.

One (1) student was stood down in 2012.
All teachers employed are registered.

Health & safety

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: 24/2, 22/5, 24/8, 1/11

The school in action.



Analysis of Variance for 2012 Targets

Historical Position	2012 Target
<p>2011 data shows that: November data shows that 88% of all students were achieving at or above National Standards.</p> <p>Term 1 GLOSS data showed we had 65% at or above National Standards. This increased to 84% Term 4</p> <p>In IKAN Term 1 we had 10% achieving at or above National Standards and this increased to 26%</p> <p>Closer examination of the data showed that Year 5 & 7 students did not meet the target of 85%. Year 5 – 76% Year 7 - 75%</p> <p>72% of our Maori students met this target.</p> <p>100% of our Pasifika students met this target, this being 9 students</p> <p>Of our boys we have 91% at or above National Standards</p> <p>Of our girls we have 85% at or above National Standards</p>	<p>Mathematics To increase the number of students in Years 5-8 achieving 'at' or 'above' National Standards specifically in the area of Proportions and Ratios</p> <p>The group of Year 5 and 7 students achieving 'below' or 'well below' in the area of Proportions and Ratios will have made at least one year's progress in relation to the numbers strands (Proportions Ratio part of this).</p>

Actions to Support Target	Responsibility	Timeframe	Resourcing
<p>Data analysis and moderation days to continue and student's differentiated learning needs in Mathematics will be discussed.</p> <p>As part of our Visible Learning Strategy our teachers and students will be equally aware of the data, the next steps in their learning goals and the explicit teaching that</p>	<p>Visible Learning Team - Fiona - Jane - Kirsten</p>	<p>Week 3 or every Term On-going BAU.</p>	<p>Release for Staff for moderation day 1x day each</p>

<p>will support this. Monitoring student's progress in the area of Proportions and Ratio's will be more consistent and worked within set timeframes. Create expectations for Interim Achievement to closer align with National Standards so we can more accurately monitor progress and achievement towards standards Unpack Proportions and Ratio part of GLOSS and IKAN to highlight specific gaps in teaching and the development stages student's work through. In-class observations and workshops with Numeracy Consultant around explicit teaching of proportions and ratios. Strategy Teaching Gaps between Knowledge/Strategies Consistency of required Knowledge Ongoing support for teachers on Visible Learning Team Ongoing support on making and moderating Overall Teacher Judgement Explore outside agency support around teaching of Proportions, Ratios Regular reporting to BOT around Student Achievement against National Standards and targeted groups. Individual performance goals in Literacy will be Incorporated into Performance Management / Job Descriptions</p>	<p>Jane/Fiona Teachers supported by Visible Learning Team Jane/Fiona and contracted person Jane Visible Learning Team</p>	<p>Early Term 1 Term 1 moderation day Ongoing but will follow on as outcome from Termly moderation Mid Year/End of Year</p>	<p>staff \$ for Contracted Facilitators Release for Teachers from Visible Learning Team</p>
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Results against the targets.

In Year 5 there were 32 students (60%) who were achieving 'Below' or 'Well Below' who have improved at least 1 stage over the year.

In Year 7 there were 17 students (77%) who were achieving 'Below' or 'Well Below' who achieved at least 1 stage over the year.

Data shows an increase in the students achieving 'At' or 'Above' in proportions and ratios from 29% in Term 1 to 62% in Term 4 – a shift of 33%. This improvement is due to concentrated teaching by the staff on proportions and ratios.

At the start of the year the list of these priority learners was given to teachers, some workshops to support the teaching of proportion and ratios were offered, as were "online" PD links and learning objective sites. This made the difference in student's progress.

<p>Regular reporting to BOT around Student Achievement against National Standards and targeted groups. Individual performance goals in Literacy will be Incorporated into Performance Management / Job Descriptions.</p> <p>Year 5 Students (Year 4 – 2011) Students will be tested on Probe (Fiction/Non-Fiction). Reading record needs to be at their instructional level (analysed fully) Based on information from STAR, Probe and other assessments specific needs for these students will be identified and addressed through effective classroom teaching Regular feedback/observations to support effective practice in class. Continue with moderation days and focus discussions and PD around Overall Teacher Judgements and Visible Learning Rainbow Reading will continue for these students and progress will be fed back to teachers on a regular basis. Regular reporting to BOT around Student Achievement against National Standards and targeted group. Individual performance goals in Literacy will be Incorporated into Performance Management / Job Descriptions</p>	<p>Karyn Doocey</p> <p>Jane/Daphne</p> <p>John</p> <p>Classroom Teachers Jane Matson</p> <p>Jane</p> <p>John</p>		
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Results against the targets - Year 5 Students

17 students from Year 5 (2012) were part of this target group. 3 students have since left the school. Therefore 14 have been part of target since beginning of year. Of these students 4 are funded ESOL students (2 male, 2 female). There are no Maori students in this target group. There is 1 female Pacific Island student.

We have met our target with 12 (85%) of these students.

Of these students 7 have moved 1 year in Reading Age (3 female, 4 male).The other 5 students have moved 2+ years in Reading Age (2 female, 3 male)
For the 2 students that have not met target they only progressed 6 months in Reading Age.
5 of these students are now reading within their chronological age – some just within. The other students are stilling achieving slightly below.
2 of the ESOL students (female) progressed 1year in Reading Age and 1 of the ESOL students (male) progressed 2 years in Reading Age.

These students will continue to be monitored next year and there needs to be more discussions with teachers around accelerating learning and what the progress should look like for these students now that they reading within their reading age. Also teaching to the 'gaps' in comprehension and how this needs to be explicitly taught in Guided Reading sessions. The learning will always be connected to Real Life contexts wherever possible.

Analysis of Variance – Year 2 Students

At the end of 2011 we had 17 students as part of this target group but 2 left early 2102. Another of our students left at the end of Term 3 but was 'on track' to meeting the Year 2 standard.

Of the 14 students that were part of our target group 11 (79%) were 'On Track' as they approached their 2nd year anniversary. Of these students 8 are now working within the standards against time at school (2 years, some interim 3 years) but some are only 'Just Within'. This is 4 female, 4 male. These students will need to be closely monitored next year to ensure the rate of progress continues to ensure they do not fall behind again. One of these students (female) is female.

3 of the students still working below standard are only 'Just Below' – reading a level below and the progress they have made has been significant. This is 2 male, 1 female. 1 of the students (male) is Maori. The other 3 students are still 'Below' – 1 of which is still 'Well Below'.

Most of these students have received some level of Remedial Support.

One student has been part of LLI – New Ministry Initiative.

1 student has been on Rainbow Reading, had RTLB group support and has recently been part of the ALL initiative.

8 students have small group remedial support, some time on Repeated Readings and have now gone onto our Rainbow Reading Programme which they will continue with next year.

The other students made the expected progress without any intervention. They will also continue to be monitored next year.

There have been high levels of support around effective practice in class. Data has been shared with teachers during moderation days and focus discussions and PD around Overall Teacher Judgements and Visible Learning. Rates of progress for these students have also been discussed. The wedge graphs have been a very useful tool for the teachers and students and the new Reading Indicators that are being trialed are working well for students and teachers that are using them.

<p>2011 data showed that: 78% of all students are achieving at or above National Standards</p> <p>Term 2 data showed 55% of all students are achieving at or above National Standards. This is an increase of 23%.</p> <p>Girls – 86% of girls reached National Standards Boys – 68% of boys reached National Standards</p> <p>Maori students – 66% at or above National Standards Pasifika students – 100% at or above National Standards</p> <p>It is of interest to note that we have 32% of our boys who are not achieving 'at' National Standards. Surface features and writing structure have been identified as areas that are holding back achievement for our boys.</p> <p>Within writing we have 34% Maori not meeting National Standards and of these 6 students, 5 are boys. (Important that of these students only 2 are remaining at school for 2012 and 1 of these students is ORR's funded).</p>	<p>Writing 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>All boys who were 'below' National standard in 2011 will be on track to meeting National Standards by the end of Term 3</p>				
	Focus Area	Year Groups	Ethnicity	Gender	Ethnicity
	Writing	Years 1 to 8		Boys	All

Actions to Support Target	Responsibility	Timeframe	Resourcing
<p>Through Termly moderation days, analysis of boys writing will be used to target their differentiated learning needs and the skills teachers need to be explicitly teaching (Purposeful). Investigate strategies to engage and motivate boys in the writing process. As part of our Visible Learning Strategy teachers will be made aware of the variety of assessment tools and observations that are needed when making OTJ's. As part of our Visible Learning Strategy our boys</p>	<p>Classroom teachers supported by Visible Learning Team</p> <p>Classroom teachers supported by Visible Learning Team</p>	<p>Termly moderation Days</p> <p>Term 1 Moderation Day</p> <p>Ongoing</p>	<p>Release for Staff for moderation day 1x day each staff</p> <p>Literacy Advisor</p>

As part of our Visible Learning Strategy teachers have been made aware of the different assessment tools and observations that are needed when making OTJ's in writing and they have been introduced to the 'gap analysis' as another tool for identifying what shift in learning needs to happen and what explicit teaching needs to happen. Teachers had been reminded about the importance of connecting the learning, making it real but still allowing for guided instruction.

It is of interest to note that the Year 4-8 teachers did not have the consistency of tools used during moderation, and this may have impacted.

Teachers are feeling fairly confident around the assessment side of writing but there is still the need for more support/development around the content knowledge - teaching of writing skills in an authentic context and around motivation for our boys. Continued focus on integrating writing skills in authentic and purposeful learning situations needs to be a priority in 2013.

2012 National Standards Reporting

Number:	6920
Name:	Gulf Harbour School

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	18	5.3%	93	27.6%	176	52.2%	50	14.8%	337
Māori	1	4.5%	7	31.8%	11	50.0%	3	13.6%	22
Pasifika	0		1	10.0%	7	70.0%	2	20.0%	10
Male	13	7.9%	57	34.8%	80	48.8%	14	8.5%	164
Female	5	2.9%	36	20.8%	96	55.5%	36	20.8%	173
<i>Check Row: male+female = total</i>									

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	0		5	16.7%	24	80.0%	1	3.3%	30
After 2 years at school	1	3.2%	4	12.9%	26	83.9%	0		31
After 3 years at school	3	6.7%	12	26.7%	20	44.4%	10	22.2%	45
End of Year 4	4	7.1%	19	33.9%	16	28.6%	17	30.4%	56
End of Year 5	2	3.4%	20	34.5%	36	62.1%	0		58
End of Year 6	5	9.4%	13	24.5%	28	52.8%	7	13.2%	53
End of Year 7	1	2.9%	13	37.1%	13	37.1%	8	22.9%	35
End of Year 8	2	6.9%	7	24.1%	13	44.8%	7	24.1%	29

78% of our students achieved at or above National Standards in Mathematics. This data is for all students in Year 4-. 8 Due to the changes in reporting format we have only been able to include students from Year 1-3 that had an anniversary the second half of the year.

2012 National Standards Reporting

Number:	6920
Name:	Gulf Harbour School

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	11	3.3%	65	19.3%	191	56.7%	70	20.8%	337
Māori	0		7	30.4%	13	56.5%	3	13.0%	23
Pasifika	0		0		7	70.0%	3	30.0%	10
Male	5	3.0%	24	14.6%	95	57.9%	40	24.4%	164
Female	6	3.5%	41	23.7%	96	55.5%	30	17.3%	173
<i>Check Row: male+female = total</i>									

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	0		2	6.7%	26	86.7%	2	6.7%	30
After 2 years at school	3	9.7%	6	19.4%	20	64.5%	2	6.5%	31
After 3 years at school	1	2.2%	6	13.3%	31	68.9%	7	15.6%	45
End of Year 4	1	1.8%	9	16.1%	26	46.4%	20	35.7%	56
End of Year 5	0		13	22.4%	39	67.2%	6	10.3%	58
End of Year 6	3	5.7%	10	18.9%	24	45.3%	16	30.2%	53
End of Year 7	1	2.9%	12	34.3%	12	34.3%	10	28.6%	35
End of Year 8	2	6.9%	7	24.1%	11	37.9%	9	31.0%	29

78% of our students achieved at or above National Standards in Mathematics. This data is for all students in Year 4-8. Due to the changes in reporting format we have only been able to include students from Year 1-3 that had an anniversary the second half of the year.

NAG2A (b)(i) Areas of strength

National Standard subject:

Mathematics

In Year 4-8 cohort we have a higher number of boys achieving or National Standard than girls in Mathematics

82% of our Year 4-8 boys are achieving or National Standard in Mathematics

All our Pasifika students in Year 4-8 are achieving or National Standards in Mathematics

83% of our Year 1-3 students are achieving or National Standards in Mathematics

82% of our Year 1-3 boys are achieving or National Standard in Mathematics

84% of our Year 1-3 girls are achieving or National Standard in Mathematics

Reading

In Year 4-8 cohort we have 75% of our boys and girls achieving or National Standards in Reading

In Year 1-3 we have 82% of our students achieving at or above National Standards in Reading

We have a higher number of girls achieving or Standard than boys

90% of our girls are achieving or Standard in Reading

74% of our boys are achieving or Standard in Reading

NAG2A (b)(i) Areas for improvement

National Standard subject:

Mathematics

Only 68% of our Year 4-8 girls are achieving or National Standard in Mathematics

Only 68% of our (Ministry funded) ESOL students are achieving or National Standard in Mathematics.

Reading

In Year 4-8 53% of our Maori students achieved or National Standard in Reading.

In Year 4-8 23% of our ESOL students (Ministry funded) achieved or National Standard in Reading

Writing

Writing has been identified as an area of concern, particularly with our boys.

In the Year 4-8 we had 48% of our boys or the standard.

Further analysis showed concerns with our Maori boys and male ESOL students (funded) 40% of our Maori students were or National Standard in writing and 74% of our funded ESOL students were or National Standard in Writing.

Analysis of Year 1-3 data showed that we had 24% of our students or the National Standards in Writing. We had 32% of our boys or the standard. There was not a significant number of male ESOL and Maori students in this cohort.

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

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.

Key messages around change in practice coming through – expectations on teachers.

Teachers understanding around accelerate learning – what the expected rate of progress is.

Content knowledge – particularly in Year 4-8. What needs to be taught and how teach it – professional development will focus around this.

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

Discussion:

School-wide professional development – Writing (External facilitator)

1. How to accelerate learning, rates of progress. Expectations around change in practice
2. Writing across curriculum. Developing staff knowledge, skills and capability
3. Work with parents, families around ways to support students' learning, so parents are confident in helping their children and communicating with teachers (particularly ESOL)
4. Develop further staff skills, knowledge in content, assessment and differentiation strategies

Maths

5. Focus on strand Maths with view to greater depth, cross curricula links and differentiation
6. How to accelerate learning, rates of progress. Looking at COSMDBRICS – Knowledge
7. Using previous ALIM experience to up-skill teachers.

Additional information:

Due to the changes in reporting format and not being aware of these changes at the beginning of the year, we do not have all the data needed for those students whose anniversary was in the first half of the year. The data is for all students second half of the year.

Statement of Resources

School roll and days open

The school roll at: 1 March 2012 1 March 2011

 411 440

The school was open for 394 half days in 2012 (2011: 394).

Physical resources

During 2012 the school was involved in refurbishment of the school administration block, replacement of walls and roof of the Administration block under Leaky Building repairs. This continues in 2013 and involves the refurbishment and resolution of leaky buildings of 8 classrooms. Six (6) classrooms had carpet replaced under a mix of Insurance (flooding) and 5YA funds for refurbishment.

Staffing

In managing staff the following occurred:

158 Medical days (sick days).
5 Bereavement days.
18 Leave without pay days.
8 Discretionary days.
141 Professional development days.

Other resources

'Parents@school' support the school through events, community building and fund raising ventures. Within 2012 this was in the form of minor fund raising such as quiz nights, arts festivals calendars etc, Major Fund raisers such as our readathon and Food days held weekly. Funds generated from this amounted to \$48,145.65 in 2012.

Various trips, school based initiatives and school based events generated \$11,155.04 in 2012

Parents assist in classroom, on site reading and support programmes, working bees and attendance on trips, events and camps. The school is very fortunate to have such strong support and engagement from our community.

Members of the Board of Trustees

Name	Position	How position on Board gained	Occupation	Term expired/expires
Vanessa Bennett	Parent rep,	Elected May 2010	Teacher	May 2013
Neille Bonner	Parent rep.	Seconded 2011	Business Manager	May 2013
Adam Doocey	Parent rep.	Elected May 2010	Retailer	May 2013
Julian Heath	Chairperson	Re elected May 2010	Educator	May 2013
Carlene Martin	Parent rep.	Re-elected May 2010	Self Employed	May 2013
Pren Pillay	Parent rep.	Seconded 2011	Sales Manager	May 2013
John Petrie	Principal	Appointed August 1997	Principal	
Fiona Southgate	Staff rep.	Elected January 2012	Teacher	May 2013