



# **Gulf Harbour School**

## **2017 Annual Report** (Section A)

**and**

## **Financial Statements** (Section B)

**School Number: 6920**

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## Principal's Report

2017 would be marked as a significant year for Gulf Harbour School with the appointment of a new Principal and the start of a new learning culture. At the beginning of the year the school embarked on the Positive Behaviour for Learning (PB4L) journey that in turn led to a community review of our school values.

Also in 2017 was the continuation of the teaching of Te Reo School wide (teacher led), the appointment of a Cultural Leader and fully embedding Kapa haka within the school.

The curriculum focus was on math, the use of data to influence practice, rich tasks and the math PaCT tool along with BES. The overall achievement results are recorded in the variance report within this report. Of particular note is the progress our Maori learners made in math from mid to end of year – an increase of 20%.

The school continues to reflect the increasing diverse cultures. Mandarin continues to be 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, team sports, a focus on student health and well being and rich classroom programmes. Parent involvement and support is strong.

## Reports on Student Achievement

Through our new school values of :

**Responsibility Tū tika, Respect Manaaki, Resilience Tū kaha, Kindness Atawhai**

our school will be recognised for quality teaching and learning and for having **high expectations for every student**.

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 2018:

- Student Focus on the whole child to achieve the highest possible individual success.
- Increase parental involvement, engagement and connection with the whole School.
- Increase personal development and collaboration, to achieve effectiveness and success of staff.
- To enhance and provide a positive learning culture and environment for all.
- Improve outcomes for our students by ensuring effective and efficient procedures are in place.

## Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017, the school received total Kiwisport funding of \$5 566.73 (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 one funded initiative based around improving behaviour. This proved very successful. We have decided to run with this initiative again this year.

The school also participated in AliM 2 which had a positive impact on math achievement. We will be participating in AliM again in 2018.

### **Other Information.**

Six students were stood down in 2017.  
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 2017**

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

**Date : February 2018**

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

National Standard subjects:

**Writing**

Writing	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
All Students	42	9.7%	123	28.3%	233	53.6%	37	8.5%	435
Māori	6	18.2%	7	21.2%	16	48.5%	4	12.1%	33
Pacific peoples	0	.0%	3	37.5%	5	62.5%	0	.0%	8
Asian	3	5.1%	15	25.4%	35	59.3%	6	10.2%	59
NZ European/Pākehā/Other European	23	8.3%	81	29.1%	148	53.2%	26	9.4%	278
Male	28	12.6%	75	33.6%	111	49.8%	9	4.0%	223
Female	14	6.6%	48	22.6%	122	57.5%	28	13.2%	212

Writing	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
After 1 Year	2	2.2%	32	36.0%	54	60.7%	1	1.1%	89
After 2 Years	8	11.3%	20	28.2%	40	56.3%	3	4.2%	71
After 3 Years	3	7.7%	14	35.9%	21	53.8%	1	2.6%	39
Year 4	4	5.3%	17	22.4%	44	57.9%	11	14.5%	76
Year 5	14	24.1%	12	20.7%	24	41.4%	8	13.8%	58
Year 6	7	10.9%	17	26.6%	30	46.9%	10	15.6%	64
Year 7	3	14.3%	7	33.3%	11	52.4%	0	.0%	21
Year 8	1	5.9%	4	23.5%	9	52.9%	3	17.6%	17

**Summary**

Writing is our lowest curriculum area again this year. Years 1, 2 and 5 show the a highest number of Well Below or Below students showing the correlation between Reading and Writing and how one influences the other.

- 65% seniors Year 4 - 8 at or above at the end of the year.
- 60% Juniors Year 1-3 at or above at the end of the year.
- Maori Students - Strength -Maori in Year 5-8 are achieving at a higher rate than other students
- Concern over the % At or Above for Maori students in Year 1-3 for writing.

**Areas of strength**

Year 4 and 8 have the most positive results and low levels of well below students. Year 4 have the most literacy interventions in the school and there could be a correlation between the two again. (See comments below under Reading strengths.)

**Reading**

Reading	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
All Students	28	6.4%	94	21.6%	222	51.0%	91	20.9%	435
Māori	4	12.1%	5	15.2%	16	48.5%	8	24.2%	33
Pacific peoples	0	.0%	2	25.0%	3	37.5%	3	37.5%	8
Asian	4	6.8%	7	11.9%	34	57.6%	14	23.7%	59
NZ European/Pakehā/Other European	16	5.8%	60	21.6%	143	51.4%	59	21.2%	278
Male	16	7.2%	51	22.9%	113	50.7%	43	19.3%	223
Female	12	5.7%	43	20.3%	109	51.4%	48	22.6%	212

Reading	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
After 1 Year	3	3.4%	41	46.1%	35	39.3%	10	11.2%	89
After 2 Years	10	14.1%	11	15.5%	32	45.1%	18	25.4%	71
After 3 Years	3	7.7%	10	25.6%	22	56.4%	4	10.3%	39
Year 4	2	2.6%	13	17.1%	39	51.3%	22	28.9%	76
Year 5	6	10.3%	8	13.8%	28	48.3%	16	27.6%	58
Year 6	2	3.1%	6	9.4%	40	62.5%	16	25.0%	64
Year 7	1	4.8%	4	19.0%	15	71.4%	1	4.8%	21
Year 8	1	5.9%	1	5.9%	11	64.7%	4	23.5%	17

### Summary

The senior school data is much stronger than the junior school for reading except for Year 5.

- 81% seniors Year 4 - 8 at or above standard at the end of year.
- 63% Junior Year 1-3 at or above standard at the end of the year.
- Maori Students - Strength -Maori in Year 5-8 are achieving at a higher rate than many of the senior students
- Concern over the % At or Above for Maori students and all Students in Year 1-3 for reading.

### Target student data for Reading 2017 (77)

- 38% ( 30 students) of the Target Reading students who were below at the end of 2016 are now At standard for Reading.
- Of the remaining 47 Below 22 students 47% have improved a curriculum level since the mid year point.
- And of the 47 Below 30 64% students have improved a curriculum level since the end of 2016
- 47% of the target group also receive ESOL or Literacy interventions (this includes, Toe to Toe, STEPS, RTLb, RTLit, Early words,)
- Of the 17 students remaining below and not shifting a curriculum level 10 receive intervention and have improved their reading level and 6 are Year 1 students who will now be considered for intervention in 2018.
- This data excludes any students who were new to our school in 2017 who may be below standard. These students will also be added to our target students for 2018

### Areas of strength

In general ( apart for Year 2 and 5) our well below students are less than 10% and in many cases less than 5% of the total students in our school. As the students move through the school the data changes to have less students at Well below or Below standard. School interventions have been in place to assist reading. Programs like STEPS, Rainbow Reading, Toe by Toe and Early Words have been focused on the Below students. All students on these interventions have made progress but may remain below standard. Year 4 has had the most students with intervention and it is interesting to note that their data is more positive than

the Year levels around it.

## Maths

Mathematics	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
All Students	25	5.8%	73	16.8%	256	59.0%	80	18.4%	434
Māori	5	15.2%	6	18.2%	20	60.6%	2	6.1%	33
Pacific peoples	0	.0%	1	12.5%	5	62.5%	2	25.0%	8
Asian	0	.0%	2	3.4%	38	64.4%	19	32.2%	59
NZ European/Pākehā/Other European	18	6.5%	45	16.2%	165	59.6%	49	17.7%	277
Male	13	5.8%	32	14.3%	125	56.1%	53	23.8%	223
Female	12	5.7%	41	19.4%	131	62.1%	27	12.8%	211

Mathematics	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
After 1 Year	2	2.3%	9	10.2%	70	79.5%	7	8.0%	88
After 2 Years	3	4.2%	13	18.3%	47	66.2%	8	11.3%	71
After 3 Years	1	2.6%	12	30.8%	21	53.8%	5	12.8%	39
Year 4	2	2.6%	13	17.1%	46	60.5%	15	19.7%	76
Year 5	6	10.3%	10	17.2%	29	50.0%	13	22.4%	58
Year 6	5	7.8%	8	12.5%	23	35.9%	28	43.8%	64
Year 7	5	23.8%	4	19.0%	10	47.6%	2	9.5%	21
Year 8	1	5.9%	4	23.5%	10	58.8%	2	11.8%	17

## Summary

Maths was a focus for 2017 and we also introduced the Pact Math tool ( data for this is yet to be available). Although lower than 2016 End of Year data the data this year is the most reliable data yet. Also see Target Maths data below.

- 72% seniors Year 4 - 8 at or above at the end of the year.
- 83% Juniors Year 1-3 at or above at the end of the year.
- Maori Students - Strength -Maori in Year 5-8 are achieving just lower than their Peers
- Concern over the % At or Above for Maori students in Year 1-3 for Maths who are underachieving.

## Year 3 target students 2017

- 45 started the year below
- 63% (28) are now At or Above standard
- 17 remain below standard - 11 of these 65% have made curriculum shift in the year but remain below.
- Of the 6 remaining below students 3 have external agency interventions at present.
- Of the 44 Target students for Math 2016 - 2017
- 27 % (12 student) are now At standard
- 48% (19) have made curriculum shift but remain below standard
- 23% (10) made 1 level shift
- 18% (8) made a 2 level shift but remain below
- 1 student made a 3 level shift and one a 4 level shift but still remain below.
- 25% 11 students have made no shift - of these- 9 are leaving and the other 2 have high needs funding applications in place

## Areas of Strength

The junior school has enjoyed the creative tasks encouraged by the PACT tool for gathering evidence of student's abilities rather than just pen and paper tests. The teachers have improved the tasks created to

evaluate the students abilities by making them “low floor to high ceiling tasks” where all students can engage and show their capability. The PLG focus in Term 3 driven by readings from the book (Learning in the fast lane) has encouraged the development of Maths vocabulary, the use of materials and front loading the lower students so they can participate with more confidence in the class activities. These 3 focus areas were also used in the successful ALIM intervention in our school this year. The SIT (supplementary inquiry team) team hopes to use their findings to develop school wide consistencies and sustainability in these areas. The latest round of teacher observations had a Maths focus so that teachers could receive constructive insight into how they were using key Maths features including Talk Moves, Maths Vocabulary, and materials to name a few. This observation session also looked at the use of the Maths unit plans and their connection to weekly plans and target student groups. These observations allowed staff to have feedback on their progress against the Math focus and provided the Senior Leadership Team with areas that need attention and development across the curriculum in 2018, including the explicit use of success criteria for the students to peer and self assess against and improved teacher to student feedback through formative assessment practices. The literacy team are using this feedback as they create workshops and goals for 2018.

In summary the Year 5 ALIM success was 66% with an overall Math stage shift and 33% with no overall shift but progress in their multiplicative thinking.

In the Year 3- 4 group

All 100% of students made shift over the 7 domains tested

40% made shift in all 7 domains tested

40% made shift in 5 or 6 domains tested

20% made shift in 4 domains tested

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

National Standard subjects:

##### **Reading - Areas of concern**

The Year 1 cohort with 49.5% of students sitting below or well below standard\*.

Year 2 cohort with 29.6% below or well below.

Year 3 cohort with 33.3% below or well below

##### **Writing - Areas of concern**

The same areas of concern for Reading are apparent for Writing with the addition of Year 5. It will be interesting to see if Year 5's more successful reading data in 2017 becomes more successful writing data in 2018.

##### **Math - Areas of concern**

Year 3 students and Year 5 students are the cohorts of concern.

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

##### **Discussion:**

Reading:

- \*Most external/internal interventions are not considered until a student is 6 years old and for many students they reach standard by 40 weeks of school (as we can see in the Year 1 to Year 2 this year - 49.5% drops to 29.6%) . The OTJ data recorded at 20 weeks is too early for many students as they are still learning school wide behaviour expectations and how to be a learner.
  
- Both Year 1 and 2 have our highest number of ESOL funded students in the school which will impact the data.



- One of the main concerns from teachers is the limited oral language that many children have when they start school and how slowly this develops and progresses over time.

Math:

The two identified year groups are the year groups when the students start a new curriculum level. The higher expectations and broader band of knowledge and skills that are required to achieve these levels mean it can take two years for the students to achieve the required learning. Initially this can look like they are below. Moderation of PACT to Teachers OTJ's will need to be a focus with some results needing further evaluation. This is a positive of the PACT tool in that it will generate more professional discussions amongst staff about OTJ results. There is a need for teachers to use it as a tool rather than the test in some instances.

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

#### **Reading – Actions**

The teachers are using developmental play sessions to front load students with vocabulary they may meet in the readers to help grow and expand the abilities of the junior school in both reading and writing.

The phonics PD that has started this year will continue into 2018. The idea is to upskill teachers across the school to help struggling readers with phonic skills to help them decode and encode words more effectively. This whole school phonics approach will also assist students in the senior school who may have gaps in this area, including Year 5 where 24.1% of the cohort are well below or below standard. (This cohort has been tracking as low throughout their time at GHS.)

The 2 COL 'in school representatives' are working with Mrs Goodall, our literacy lead, on an action plan to raise achievement in Literacy 2018. The unit plans that have been created by the literacy team, and have been used by the teachers to plan and work with consistency and agreed direction, in the second half of 2017 will continue to be used and be developed in 2018. The staff feedback around these plans, the collaboration, and learning dialogue they promote has all been positive.

PLG (Professional learning groups) in 2018 will also continue with a focus on Literacy with a strong emphasis on coaching and teacher inquiries.

#### **Writing – Actions**

We are using a literacy focus in 2018 to address this by focusing on reading to inspire writing. Without new knowledge and ideas, that can be found in books, students often struggle to know what to write about. A good written text can inspire students how and what to write about. A focus on Reading vocabulary can also give students opportunities to use new words, which can help create more interesting and more successful texts. The school wide phonic PD focus will assist students with writing unknown and longer vocabulary.

The COL focus on writing and our two 'in school COL representatives' working alongside Mrs Goodall as our literacy lead are creating an action plan. The unit plans that were started from Term 3 have been successful in having teachers planning and collaborating on teaching and learning for all students with consistency. We are working on sustaining and improving these in 2018.

#### **Math - Actions**

Continue PACT tasks in 2018 and check the alignment with the standards depending on the new government instructions around them. Use more 'low floor and high ceiling tasks' to accommodate all students potential. Moderate more intently when the PACT tool and the teacher OTJ differ. Continue the Maths SIT team and key actions from ALIM 2018

#### **ESOL - Action**

In 2018 it would be good to track these students as a target group on Assembly our School Management system (see data below).

### Maori Achievement – Action

- Continue Whanau hui and engagement on a face to face basis. Ask the SIT teams for Math and Literacy to investigate Maori barriers to learning and the impact of rich tasks being more culturally responsive.
- Our school wide focus on Literacy should support all students including our Maori students.
- The COL focus on Maori math achievement and Writing should influence and guide our understanding from a broader platform across the coast.

### NAG2A (b) (iv) Progress Statement

**Discussion:** An area of improvement has been Maori achievement in Year 5-8 are achieving in line and higher than their Peers in math, reading and writing. We believe that this has been achieved through improved home school communication and rigorous monitoring at student review meetings.

Our area of concern is our Year 1 - 4 maori learners in Reading, Writing and Math.

Of significance is the number of ESOL students (15% of the roll ) affecting our data.

As the mid year data suggested the Funded ESOL (English Second Language Learners) students do affect the overall data position. They have two years to meet expectations of their cohort and yet the NAG2 data includes them against National Standards from day one. We have seen an increase again this year in the number of students enrolling with English as a second language.

	Excluding below students who are ESOL funded Mid 2017	End of Year NAG 2017 (435)	Excluding below students who are ESOL funded End of Year 2017
Writing	63%	62%	70%
Reading	67%	72%	82%
Math	72%	77%	82%

End of Year data for ESOL FUNDED STUDENTS 65 students with OTJ data (54 with comparable data)	<p>Reading 38% (25 students) At or Above standard</p> <p><b>AND</b> 63 % (34 students of the 54 with comparable data) have had curriculum level shift from <u>mid to the end of the year</u> from when we first considered the impact they were having.</p>	<p>Writing 25% ( 16 students) AT or Above Standard</p> <p><b>AND</b> 61% (33 students of the 54 with comparable data) have had curriculum shift from <u>mid to the end of the year</u> when we first considered the impact they are having.</p>	<p>Maths 66% (42 students) At or Above standard</p> <p><b>AND</b> 59%( 32 students of the 54 with comparable data) have had curriculum shift from <u>mid to the end of the year</u> when we first considered the impact they are having.</p>
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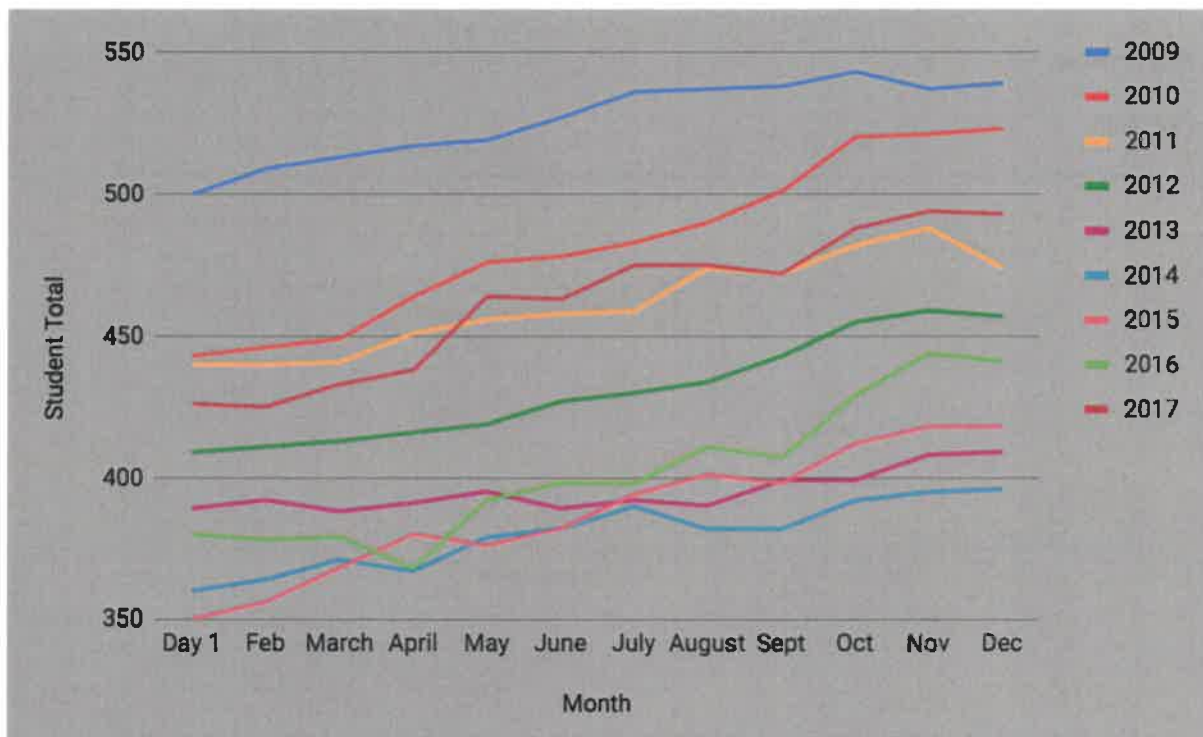
When ESOL funded students were withdrawn for our data our % of At and Above students in Reading, Writing and Math improved significantly.

Mel Crosbie

Principal

## **Statement of Resources**

School roll and days open



The school roll at:	1 March 2017	433	December 2017	493
	1 March 2016	379	December 2016	441
	1 March 2015	364	December 2015	418
	1 March 2014	371	December 2014	395

The school was open for 384 half days in 2017

### Physical resources

During 2017 the school upgraded furniture in some junior classrooms and replaced all toilets. Some minor health and safety improvements – stairs to lower field, Technology room doors (on going from 2016).

### Staffing –

In managing staff the following occurred (in brackets 2016):

172.5 (178.5) Medical days (sick days).

1 (10) Bereavement days.

3 (28.5) Leave without pay days.

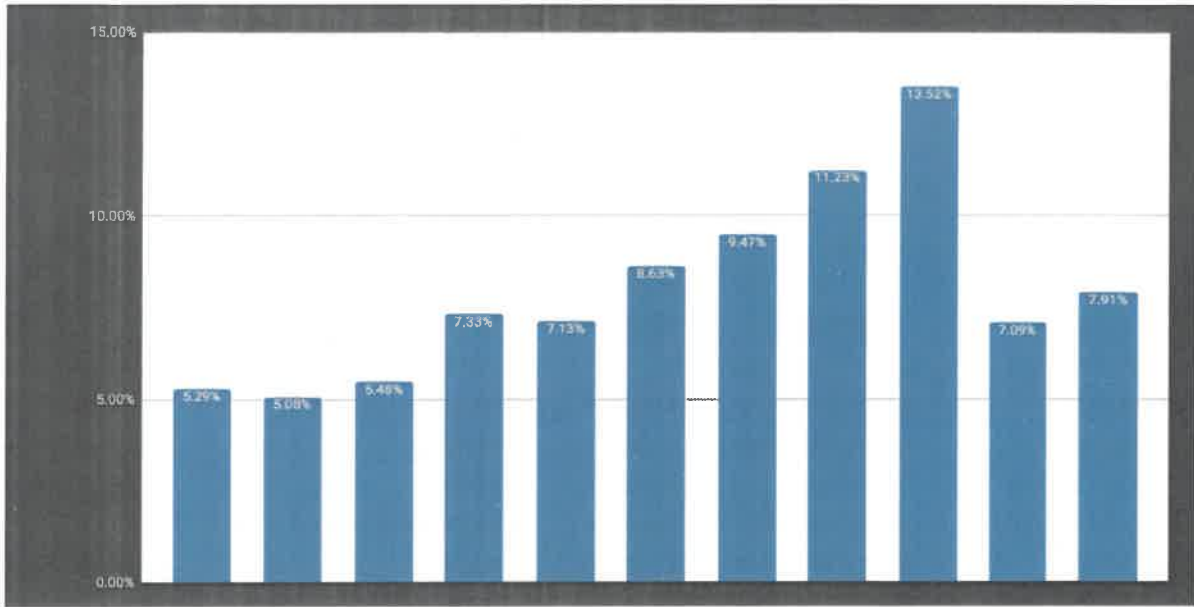
13 (1) Discretionary days.

61 (11) Professional development days occurred for all staff

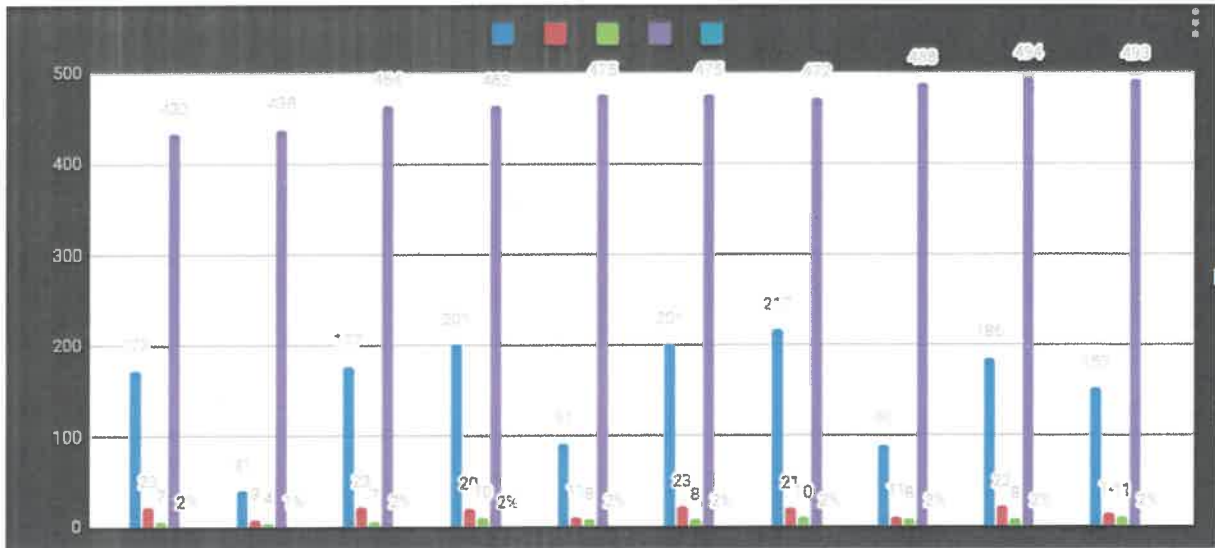
2 Teacher only days occurred within the school year.

### Monitoring attendance and lateness

Attendance 92.71% average attendance rate (91.29% in 2015, 95.90% in 2016).



**Lateness** 1.8% late daily (1.8% in 2016).



**GULF HARBOUR SCHOOL**  
**Members of the Board of Trustees**  
**(elected 16<sup>th</sup> May 2016)**

**As at 31 December 2017**

<u>Name</u>	<u>Position</u>	How position on Board <u>Gained</u>	<u>Occupation</u>	<u>Term Expiry</u>
Tony Naidu	Chairperson	Election	Executive Director	2016
Mel Crosbie	Board Member	N/A	Principal	N/A
Dagmar Goodall	Staff Rep	Election	Teacher	2016
Rachel McDonald	Board Member	Election	Patent Attorney	2016
Doug Muller	Board Member	Election	Teacher	2016
Dave Saunders	Board Member		Accountant	2016
BJ Wilson	Board Member	Election	Parent	2016