GOLDEN BAY HIGH SCHOOL ANNUAL REPORT 2016

ACHIEVEMENT TARGETS 2016

Goal 1: To provide high quality teaching and learning programmes which engage students and which provide opportunities for success for all students.

Annual Targets 2016:

Target		Outcome
NCEA Achievement rates	Level 1: 85%	Target met
	Level 2: 85%	Target not met 83.8%. The girls brought the statistics down. This cohort was identified with a group of problematic girls and so will be monitored through tracking system in 2017
	Level 3: 75%	Target met
	UE: 70%	Target met although we would very much like to improve these figures and have put down as a focus area for 2017.
NCEA Endorsed results over five years	Level 1: 30% M, 20% E	Target met for Merit level but not excellence. Timetable adjusted in 2017 to try and help with students being able to focus on quality number of credits not quantity.
	Level 2: 25% M, 20% E	Target met for Merit level but not excellence and so our tracking system brought in to try and help improvement for 2017.
	Level 3: 30% M, 15% E	Target met for Merit level but not excellence and so our tracking system brought in to try and help improvement for 2017.
School leavers	Minimum 80% leavers with NCEA Level 2	Significantly above this.
Baseline literacy and numeracy data Years 7 - 10	Median, and upper and lower quartile scores are above national norms for e-asTTle	Year 7 and Year 8 significantly improved in Reading. Year 7 are at national average in Maths but Year 8 are behind. However, we would like to see value added and so new initiatives being brought in to require all staff to have baseline data in 2017.
National Standards Year 7	Reading 40% above; 40% at; 20% below	82% of Year 7 at or above standard compared to the target of 80%.
	Writing 30% above; 50% at; 20% below	64% of Year 7 at or above standard compared to the target of 80%. Targets are not set on the cohort who is coming in. More liaison with primary schools so we can set realistic targets. Whole school literacy focus happening 2017.
	Maths 30% above; 50% at; 20% below	65% of Year 7 at or above standard compared to the target of 80%. Targets are not set on the cohort who is coming in. More liaison with primary schools so we can set realistic targets. Whole school numeracy focus happening 2017. Support of Year 7 and 8 Maths teachers also.
National Standards Year 8	Reading 50% above; 35% at; 15% below	82% of Year 8 at or above standard compared to the target of 85%. Targets were not set on the cohort who is coming in. Whole school literacy focus happening 2017.
	Writing 40% above; 45% at; 15% below	74% of Year 8 at or above standard compared to the target of 85%. Targets were not set on the cohort who is coming in. Whole school literacy focus happening 2017.
	Maths 40% above; 45% at; 15% below	60% of Year 8 at or above standard compared to the target of 85%. Targets were not set on the cohort who is coming I n. Whole school Numeracy focus happening 2017.
Maori Student Achievement	NCEA achievement: as for all students	Yes, we had 100% pass rate for Level 1 and 2 Maori. We only had 3 students in Year 13 and 1 passed. Giving us a 33% pass rate at Level 3. The size of the cohort skews the data. We will focus on our priority learners through new tracking system in 2017.
	National Standards as for all students	National standards show a need for Literacy and Numeracy support needed in Years 7 and 8 in 2017. However, a high proportion of Maori students achieved above the national level in reading, which we attribute to the professional learning inquiry done by SENCO and her team of teachers. This is why we are doing a whole school Literacy focus in 2017.

See analysis of NCEA, E-asttle and National Standards below

NCEA Analysis
GBHS NCEA Levels 1-3 for whole school, girls and boys.

All students	2016 Results GBHS Decile 6	2016 National Decile 4-7	GBHS 2016 Targets met
NCEA Level 1	91.1%	84.3%	[redacted]
NCEA Level 2	83.8%	87.7%	[redacted]
NCEA Level 3	83.3%	79.2%	[redacted]
UE Entry (Yr. 13)	70%	56.6%	[redacted]
Boys	2016 Results GBHS Decile 6	2016 National Decile 4-7	
NCEA Level 1	[redacted]	81.4%	
NCEA Level 2	[redacted]	85.3%	
NCEA Level 3	[redacted]	75%	
UE Entry (Yr. 13)	[redacted]	50.4%	
Girls	2016 Results GBHS Decile 6	2016 National Decile 4-7	
NCEA Level 1	[redacted]	87.3%	
NCEA Level 2	[redacted]	90.2%	
NCEA Level 3	[redacted]	82.9%	
UE Entry (Yr. 13)	[redacted]	62%	

These results are extremely pleasing but do identify areas we need to focus on this year. Areas we need to track in particular are girls in Year 13 and our UE entry requirements. We will be able to do this with our new tracking system aided by Mr Batten (Dean of Year 13) and Principal (Year Level SLT member tracking).

GBHS Endorsements

Endorsements	GBHS Level 1	National Average Decile 4-7 Level 1	GBHS Level 2	National Average Decile 4-7 Level 2	GBHS Level 3	National Average Decile 4-7 Level 3
Merit	[redacted]	33.7%	[redacted]	24.7%	[redacted]	26.1%
Excellence	[redacted]	16.2%	[redacted]	13%	[redacted]	13.1%

One of the reasons for wanting to change our timetable this year was to address the area of under achievement in terms of Excellence Endorsements. This meant by reducing 7 lines to 6 in Year 11, students could work on quality credits rather than quantity. We also found from our students that they just had too much going on! Too many subjects and too many extra-curricular activities. The students requested that they have an overview of the year coming up so they could manage themselves better. Hence why we have introduced student and parent calendar through google. Students can access this anytime and anywhere through the google platform.

GBHS Maori Achievement NCEA Levels 1-3

All students	2016 Results GBHS Decile 6	2016 National Decile 4-7	GBHS 2016 Targets Met
NCEA Level 1	[redacted]	76.4	[redacted]
NCEA Level 2	[redacted]	83.3	[redacted]
NCEA Level 3	[redacted]	71.1	[redacted]
UE Entry (Yr. 13)	[redacted]	39.7	[redacted]

What we would like to encourage is that our students are proud of their culture. Whilst many students are some do not disclose their ethnicity for whatever reason. Therefore, our ethnicity statistics can often be skewed. Out of 15 students who identified as Maori last year 13 of them managed to pass the NCEA level they were sitting. However, we are conscious that small numbers of students also skew data as well. We had a very small cohort of students who identified as Maori and so this does give a skewed impression. We are currently focussing on being a more bi-cultural school and hope we can encourage our students to be proud of who they are and so they can be proud of achieving as Maori. We have a few students who are down on our roll as ethnicity not known.

Whilst we are extremely pleased with our results there is always room for improvement. This year we would like to focus on improving student achievement across the whole school and so we have introduced a whole school approach of tracking all students across the school. To summarise it enables a more collective approach for students, staff and parents to monitor attendance, behaviour and academic signposts with the aim of improving student achievement.

[redacted]

National Standards Data 2016

		Below Expected Level		At Expected Level		Above Expected Level	
		Target	Actual	Target	Actual	Target	Actual
Year 7	Reading	20	18	40	43	40	39
	Writing	20	26	50	53	30	21
	Maths	20	34	50	50	30	15
Year 8	Reading	15	27	35	43	50	39
	Writing	15	24	45	53	40	21
	Maths	15	40	45	40	40	20

Maori		Below Expected Level		At Expected Level		Above Expected Level	
		Target	Actual	Target	Actual	Target	Actual
Year 7	Reading	20	58	40	0	40	42
	Writing	20	42	50	58	30	0
	Maths	20	57	50	28	30	15
Year 8	Reading	15	40	35	40	50	20
	Writing	15	60	45	20	40	20
	Maths	15	60	45	30	40	10

Our targets were not based on the actual cohort's abilities but on what the targets from the year before. By trying to get more accurate tools for testing, over the next year or so we should be able to make better targets for national standards which are realistic. This year we will go on the national trends as a baseline when then come out for 2016.

National trends are:

National Trends 2015		Below Expected Level	At Standard or above
Years 1-8 2015	Reading	22.1	77.9
	Writing	25.4	74.6
	Maths	29.5	70.5

National Standards data was initiated in GBHS in 2015 with data that was different to 2016. Therefore, it is hard to get a real picture of the progress made. Year 7 2015-Year 8 2016 has value added data here as required but as I said because the data inputted to do with the OTJs was different from year to year and so the progress being made is hard to judge. Year 7 2016 did not come in from primary feeder schools with their national standards data and so we cannot measure their progress for 2015-2016.
We would like to ensure this year and over the new few years the data is more accurate and that we can measure progress for years 7-10 not just Year 8 like at present. That is why we have set ourselves some school wide targets with a consistent tool which we can use from Years 7-10 to show our value added. Whilst obviously we will still report National Standards our targets for Literacy and Numeracy will be used from the previous year's e-asTTle data as this is currently a test being used from year to year. Whilst e-asttle is not ideal on its own it is a consistent tool we can use across the different year levels. This way we have specific targets based on actual baseline data. We can also use the data to inform our teaching practice and use it as the diagnostic tool it is supposed to be used as.

Writing	Yr. 7 2015-Yr. 8 2016							
	2015	2016	2015	2016	2015	2016	2015	2016
Ethnicity	Well below	Well below expected	Below expected	Below expected	At expected level	At expected level	Above expected	Above expected
Maori	4	2	2	4	3	2	1	2
NZ European	4	4	8	5	22	21	7	11
Other	0	0	1	0	1	1	0	1
MELAA	0	0	0	0	1	1	0	0
Asian	0	0	0	0	2	2	0	0
total	8	6	11	9	29	27	8	14
Percentage	14	11	20	16	52	48	14	25

Overall in writing the trend was mostly positive 73% we at or above standard compared to 66%. However, the Year 7 and 8 teachers are going to use e-asTTle writing tests across the Years 7-10 in 2017 to get a better view of the progress being made by individuals across Year levels 7-10. For our Maori students in Year 8 were 40% at or above the standard in 2016 which was the same in 2015.

Reading	Yr. 7 2015- Yr. 8 2016							
	2015	2016	2015	2016	2015	2016	2015	2016
Ethnicity	Well below Expected	Well below expected	Below expected	Below expected	At expected level	At expected level	Above expected	Above expected
Maori	2	2	3	2	3	4	2	2
NZ European	1	12	12	4	23	16	5	9
Other	0	0	1	1	0	0	1	1
MELAA	0	0	0	0	0	1	1	0
Asian	0	0	1	0	1	2	0	0
Total	3	14	17	7	27	23	9	12
Percentage	5	25	30	13	48	41	17	21

According to our national standards data our students in Year 8 had 62% at or above the standard in 2016 compared to 65% from 2015 at or above the standard. We know from our e-asttle data that this is not consistent with our e-aTTle data. Another reason why we want to use the same consistent tool across all the year levels. We will be introducing PACT tool over the next year or two. We would like to use tools such as e-asTTle, PACT and PATS so we can have more accurate data. At present we are very much relying on teacher judgement which varies with the different teachers from year to year. With assessment tools that used nationally we will produce more accurate results and hence give us a more reliant gauge of where our students actually are in their learning. In 2017 all department areas have to make a judgement of baseline data at the start of the year. This will also hope to make our reporting more accurate. Our Maori students were at 60% at or above the standard in 2016 compared to 50% in 2015. Our SENCO did run an intense Professional Inquiry learning group with Year 7 and 8 teachers particularly for our priority learners and so this seems consistent with their findings through e-asTTle.

Maths	Yr. 7 2015-Yr 8 2016							
	2015	2016	2015	2016	2015	2016	2015	2016
Ethnicity	Well below Expected	Well below expected	Below expected	Below expected	At expected level	At expected level	Above expected	Above expected
Maori	0	3	3	3	6	3	1	1
NZ European	1	12	12	4	23	16	5	9
Other	0	0	0	1	2	1	0	0
MELAA	0	0	0	0	1	0	0	1
Asian	0	0	1	0	0	1	1	1
Total	1	15	16	8	32	21	7	12
Percentage	2	27	29	14	57	38	12	21

According to this data our Year 8 2016 had 59% above or at the standard as opposed to 69% in 2015. Again the data being used is inconsistent. Maori have 40% at or above the standard in 2016 compared to 70% in 2015. This highlights the concern I have addressed with the other data around the need for a whole school focus on Numeracy and some work being done with the Year 7 and 8 teachers in Mathematics.

Baseline Literacy and Maths data Years 7-10:

Junior analysis of Year 9 for Reading, Writing and Mathematics have gone up according to Kamar data but it is hard to get consistency with common assessment tests between Years 7-8 and Years 9-10. Need to look into how we can get a more consistent approach for Years 7-10 to show progress as this is based purely on OTJ's (teacher judgement). We really need to show progress for Year 7 all the way through to Year 10. Maths will be easy as they use e-asTTle and e-asTTle writing will be used also. Reading tool needs negotiating.

	Well Below standard	Below standard	At Standard	Above Standard
Year 9 2016				
Reading 2016	7%		52%	42%
Reading 2015	**25%**		**37%**	**37%**
Writing 2016	7%		75%	19%
Writing 2015	**32 %**		**33%**	**35%**
Mathematics 2016	3%		43%	54%
Mathematics 2015	**15%**		**83%**	**5%**

Based on National Standards Data Year 8 needs to focus on mathematics and reading, however improvement has been made in writing since the previous year. Year 7 needs to focus on writing and mathematics. We will focus on whole school Literacy focus in 2017. We will need to work with the Mathematics department on using e-asTTle data to show improvement from year to year.

Literacy and Numeracy is a whole school focus for 2017 and has been put in the annual plan. Also accuracy of data concerns me as it has previously been teacher judgement. I have attached e-asTTle data as this gives a snapshot but more consistency across cohorts.

e-asTTle Norms and Curriculum Expectation by Quarter: Reading

Quarter	Year	Mean Score	Mean Curriculum Level	Curriculum Expectation	GBHS
1	4	1301	2P	2P	
2	4	1306	2P	2P	
3	4	1317	2P	2P	
4	4	1333	2P	2P	
1	5	1346	2P	2P	

2	5	1360	2A	2A	
3	5	1372	2A	2A	
4	5	1390	3B	3B	Year 7 T1 1401 (5 terms behind NA)
1	6	1403	3P	3B	
2	6	1416	3P	3P	
3	6	1425	3A	3P	
4	6	1426	3A	3P	
1	7	1430	3A	3P	
2	7	1436	3A	3A	
3	7	1447	4B	3A	
4	7	1453	4B	4B	[redacted] Year 8 T1 1455 (1 term behind NA)
1	8	1462	4B	4B	
2	8	1474	4P	4P	
3	8	1489	4P	4P	
4	8	1494	4P	4P	
1	9	1497	4P	4P	
2	9	1499	4P	4A	[redacted]
3	9	1507	4A	4A	Year 9 T1 1514 (2 terms ahead NA)
4	9	1519	4A	5B	
1	10	1529	4A	5B	
2	10	1539	4A	5P	
3	10	1545	4A	5P	[redacted]
4	10	1567	5B	5A	Year 10 T1 1582 (4 terms ahead of NA)
1	11	1590	5P	5A	
2	11	1612	5P	6B	
3	11	1621	5A	6B	
4	11	1628	5A	6P	
1	12	1636	5A	6P	
2	12	1643	6B	6P	
3	12	1652	6B	6A	
4	12	1657	6B	6A	

From e-asTTle reading you can see Year 7 were five terms behind national average when they came to us. By Term 4 they were only four terms behind national average. In Year 8 they were one term behind national average at start of the year by the end of the year they were 2 terms ahead of national average. These gains were significant with the literacy Inquiry being led by Margaret Chisholm with Year 7 and 8 English teachers. Hence a drive for whole school literacy due to the success.

Year 9 were 2 terms ahead of national average at the start of the year by the end they were three terms ahead of national average.

Year 10 were 4 terms ahead of national average and 1 term behind national average at the end of the Year. This really concerned us but problems can be attributed to students having teachers who split their classes regularly out of choice and the content being taught by the teachers. 2017 sees us with a new HOD of English who is adapting programmes accordingly.

2016 E-asTTle Mathematics NA vs GBHS

Quarter	Year	Mean Score	Mean Curriculum Level	Curriculum Expectation	GBHS
1	4	1358	2P	2P	
2	4	1364	2P	2P	
3	4	1375	2P	2P	
4	4	1389	2A	2P	
1	5	1400	2A	2P	
2	5	1410	2A	2A	
3	5	1420	3B	2A	
4	5	1430	3B	3B	
1	6	1441	3P	3B	Year 7 1443 T1 (4 terms behind NA)
2	6	1451	3P	3B	
3	6	1460	3P	3P	
4	6	1466	3P	3P	[redacted]
1	7	1472	3P	3P	
2	7	1479	3A	3P	[redacted]
3	7	1489	3A	3A	Year 8 T1 1499 (2 terms behind NA)
4	7	1500	3A	4B	
1	8	1512	4B	4B	[redacted]
2	8	1521	4B	4B	
3	8	1529	4P	4P	
4	8	1535	4P	4P	
1	9	1540	4P	4P	
2	9	1545	4P	4A	
3	9	1554	4A	4A	Year 9 T1 1560 (2 terms ahead of NA) [redacted]
4	9	1567	4A	5B	Year 10 1569 T1 (1 term behind NA) [redacted]
1	10	1579	5B	5B	[redacted]
2	10	1590	5B	5P	
3	10	1593	5B	5A	
4	10	1601	5P	5A	
1	11	1608	5P	5A	
2	11	1622	5P	5A	
3	11	1636	5A	6B	
4	11	1650	5A	6P	
1	12	1664	5A	6P	
2	12	1678	5A	6P	

3	12	1692	5A	6A	
4	12	1699	6B	6A	

In Years 7 the students came to us 4 terms behind national average after two terms they were at national average. Unfortunately, by term 4 they had gone backwards again. I believe that in Term 1 and 2, mathematics staff had the numeracy coordinator helping teachers. We lost one of these teachers and the new staff member did not get access to the same support. In Year 8 the students were 2 terms behind national average by end of the year they were 3 terms behind national average. Coralie our new DP has been put in Junior Maths area to help develop teachers and schemes of work and more specialised maths teachers have been placed in this area. In Year 9 students were 2 terms ahead of national average and by end of year were one term behind. Students appear to have been tested on topics that were done at start of year but not at end. The focus for assessments to show value added after specific teaching based on gaps and weaknesses. Year 10 also went backwards in progress. This will be also one of our focuses for 2017.

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GOAL 2: TO STRENGTHEN THE SCHOOL WIDE SELF-REVIEW AND REPORTING PROGRAMME

	Outcomes	Variance
2.1	All curriculum areas report annually and most areas presented this year to the BOT. This will continue each year.	This year we introduced that each HOD would present their reports to the BOT, as the BOT commented how they found that it was nice to hear one department at a time and have face to face time with them. I know this was appreciated by the BOT members and the HODs also felt they had been listened to and valued. However, BOT members still have access to read all departmental reports after March. All departments linked goals to the strategic goals and staff did their own personal Learning Inquiry on one of the strategic goals also. Annual goals that were given in 2016 were not that specific. However, we believe that by providing equity that all students should be able to access Excellence grades. One of our goals for 2017 is to be more inclusive of all students by further developing the key concepts of Manaakitange, Ako, Mahi Tahi and Whanaungatanga. We also believe it is really important to show value added for all students and so we have introduced the concept of traffic lights tracking for academic, pastoral and attendance. Departmental documents were identified as an area of focus in 2017 as they were inconsistent across the school. As a result, our meeting structure was reviewed in 2016. We agreed we needed a better focus on Curriculum and Assessment. Hence a new group was created to further develop the HODs across the school. The BOT continue to review policies at each BOT meeting. All departments will provide analysis of variance for their subject areas by 1st March to be tabled at March BOT Meeting and will meet all the necessary requirements
	Department goals are linked to strategic goals and are reported to the Board	
	Annual goals are related to student achievement and include Maori student and Special Needs student achievement	
	All department management documents are up to date	
	GBHS Policy Framework Review completed	
	Annual report is presented to the March Board meeting and includes statement of variance	
	Annual report meets all the requirements of NAGs 2 and 2A	
2.2	Two written reports are completed each year: Years 7-10 in Terms 2 and 4; Years 11-13 in Term 2 and after school exams in Term 3	Reports were completed. It was noted however, that errors are plentiful after several proof checking runs. Also comments were made by some parents about the format. A report review will be part of discussions in 2017. (This has already been initiated in the C and A meeting with HODs. Next it will go to staff for feedback). Our main aim is that we are able to justify what equates to a Merit, Excellence grade and ensure consistency across the school. Data was provided in Term 1 and Term 4 for Juniors as there were some delays
	The board receives student achievement data for all year groups in Annual report in Term 1 and for Years 7 – 10 in Term 3	
	Parent/Teacher interviews are conducted: Years 11-13 at the end of Term 2; Years 7 – 10 at the beginning of Term 3; Years 10-12 in September	

	Parent survey on effectiveness of reporting and interviewing schedule	with Junior Teacher data. Feedback was given by our DP around NCEA data through the year and was presented as predicted results for 2016. We did better than predicted. We held a successful parent hui that reviewed many aspects of the school and we used this information to set goals for this year. This is why reports came up for discussion with HODs. Moderation was checked by an MNA visit in 2016 and we had great feedback. They supported our idea of going from 7 lines to 6 at Year 11 to try and improve endorsements and encouraged more in the vocational pathway area. This is something to focus on in 2017. However, we have already identified that we need more practical subjects for all our students and are trying to work with Whenua Iti and Trades courses in Nelson this year. We already have at least 3 interested students. Phoning home is an area we identified as mostly being done by our Deans and Dps in 2016. This year with the introduction of our traffic lights system it encourages all staff to communicate more regularly with students in the form and subject classes. Parents were surveyed about many areas including their preferred form of contact. This varied from email, text messages, phone, fb, web, Goldie and newspapers. We are currently looking at having a board at front of school to keep us more in contact as well. We conducted several surveys during the year and had a consultation hui. This data was collated to inform our planning this year. We noted that we really also wanted a Maori consultation hui but despite attempts from our BOT reps in 2016 they struggled to make this happen. Bev Purdy our new Manawhenua rep is going to make this happen this year. Staff have made good connections with the local community for a number of areas including Marae visits for Art. Robin slow educated our students about the culture of the school. 'What If' also encouraged many connections in our community including sporting, local media and much more. Gateway placements also ensured many connections with local employers. A few staff did Te Reo Maori classes at the Marae but in 2016 mostly Phil worked with staff on trying a new Maori word in briefing as often as possible. In regards to newspaper articles, the GB Weekly started charging for articles and so we started putting in a big section termly and encouraged them to do student
	Moderation across classes in the same year group is reported in Department reports to the Board	
2.3	Teachers encouraged to email or phone parents to check in and raise any concerns if necessary	
	Parents surveyed on frequency and usefulness of contacts	
	Use of portals, website and facebook page encouraged	
2.4	Surveys completed and used to inform strategic planning, curriculum review and other board and management planning	
2.5	Teachers are encouraged to involve community expertise where relevant in learning programmes	
	Encourage whanau to help in Te Reo Maori classes and seek to involve the wider Manawhenua Ki Mohua community in helping to develop further opportunities such as kapahaka and taiaha	
	Aim for at least one newspaper story each month	

		related articles as they came up. SLT had name tags put in bi-cultural terms. @017 are Deans and form teachers were also given bi-cultural names.

GOAL 3: TO ATTRACT, RETAIN AND DEVELOP THE BEST PERSONNEL RESOURCE AVAILABLE TO SUPPORT HIGH QUALITY TEACHING AND LEARNING.

	Actions	
3.1	Appraisal processes are reviewed	We identified many appraisals had not been done for the last three years by the SLT and so we changed the people who did appraisals. The appraisal process was reviewed to include an extended leadership team. This was quite challenging as many HODs did not see it as part of their job description. We had to financially give relief cover where needed and give the appraisers time and a choice of who they wanted to work with. The most successful groups were either a department group or an Inquiry focussed group. This will be again reviewed in 2017 as Education Council will change registration requirements and so this will alter after July. In terms of appraisers we will continue to develop our middle leaders. This did become challenging at the end of the year as the Principal had to complete 12 appraisals because a DP left. All staff did an Inquiry so at least one goal was linked to the strategic plan. Professional Development appeared to be that everyone expected to go on whatever course they wanted over the years. For 2017 a budget was put aside with everyone having equal access. There will be more vigilance around the needs of the staff this year to link with their specific goals. We now have a DP who is actively overseeing the budget. Principal requested external appraiser and supervisor as first time principals mentoring programme was stopped. BOT agreed. Job Descriptions identified as a real issue in the school. Most do not exist. BOT informed and audit to be done. Meanwhile SLT have been updating steadily. Jonny Anderson is available through his SCT for all staff to access over individual needs on technology. Professional Learning Inquiry was discovered as an area that had not been completed by most teachers over the last couple of years. This was really pushed in 2016 and will continue in 2017. Staff are now presenting weekly to each other their Inquiries. Middle leaders will continue to be used in the appraisal process for 2017. Support staff appraised by executive officer in 2017. Appraisal completion for 2016 to be shared with BOT in March meeting.
	All staff to receive an annual appraisal which is linked to job descriptions and professional development	
	Informal internal appraisal process for new principal	
	At least one staff appraisal goal is linked to strategic goals, vision and values	
3.2	Focus on technology; all staff are given opportunity to upskill	
	Focus on teaching as inquiry Focus on Bicultural Communication	
	Opportunities are explored for creating time for PD. All staff set goals which are supported by relevant PD	
3.3	Continue to develop middle manager skills, including greater involvement in appraisal process	
3.4	Support staff surveyed as to the effectiveness of this objective	
3.5	Reports received by the Board	

GOAL 4: TO BE ABLE TO MAXIMISE THE EFFECTIVENESS OF RESOURCES, INCLUDING BUILDINGS.

	Actions	
4.1	Review progress of MOE support 5YA plan implemented	Although we got approval to employ a project manager and had plans drafted this year. We have hit the MOE red tape again. The BOT chair was to liaise with the MOE over this. None of the upgrades were implemented. We have budgeted in 2017 for cyclic maintenance but this still has to get BOT approval.
	Literacy House upgrade implemented Staffroom/library upgrade implemented	
	Cycle of exterior painting and maintenance continued	
4.2	Financial recovery plan monitored	Home and School long standing members left end of 2016. Fundraising was not easy in 2016 with many students requiring hardship fund which is nearly completely depleted.
	The board works closely with the Home and School Association to prioritise and support fundraising	
	$15,000 to be raised	
4.3	Funding to ensure ICT hardware purchases	ICT purchases made as required and ICT plan to be reviewed with new DP.
4.3	ICT plan reviewed	

GOAL 5: TO PROVIDE AN ENVIRONMENT CONDUCIVE TO LEARNING IN WHICH THE PHYSICAL AND EMOTIONAL WELL BEING OF THE STUDENTS IS A HIGH PRIORITY FOR THE SCHOOL

	Actions	
5.1	Student survey of bullying	NZCER survey to happen Term 1 2017. Students have been monitored through Kamar and anti-bullying campaigns in force 2016 including big brother and sister programme, bully busters. John Parsons was approached because of cyber issues in 2016 but cannot come until late 2017. Staff given PD by Principal to keep themselves and students safe after NZSTA conference training. IEPs were put in place by MC in consultation with agencies and whanau, we are working on getting this information in Kamar in 2017 but it is already accessible in team share.
	Anti-bullying strategies and guidelines are reaffirmed	
	Student-led anti-bullying group supported and resourced	
	Continue emphasis on cyber-bullying	
5.2	IEPs are in place for at risk students	
	Department management document guidelines fully	

	integrated into teaching and learning programmes	Departmental programmes vary from subject area, continued PD needed in this area. Abbey continues to be an excellent counsellor and training occurred for all mentors/ big brothers/ big sisters/ bully busters. Student council projects worked well in 2016 with a successful introduction of lockers and research into water fountains. Students supported many service areas including Anzac service, project janszoon, earth guardians etc. Behaviour guidelines supported with the aim of restorative training introduced through the COL. TOD planned with COL for end of term 1.
5.3	Big/Brother /Big Sister training	
	Mentors appointed	
	Student-led lunchtime activities occur	
	Student council leads student-centred projects	
	Students are encouraged to be involved in a service to the school or wider community	
5.4	Review effectiveness of rights and responsibilities in our behaviour guidelines and philosophies	
	Student leader roles with UNESCO ASP net, Project Janszoon, Enviro-schools, developed	

GOAL 6: TO COMPLY WITH ALL RELEVANT LEGISLATION.

	Actions	
6.1	Attendance procedures are clearly documented and followed	Attendance was not as good as it should be, with a lot of reliance from staff for admin staff having to chase up. DPs and Deans will be monitoring this more 2017 with more expectations on the form teachers. We believe a collaborative approach with more staff chasing up it will improve attendance. All compliance matters were dealt with appropriately. EOTC had huge overhaul to update with new health and safety legislation. Auditor confirmed new updates were good.
	Accurate attendance records are maintained	
	Conditions for continued approval for electronic attendance are met	
6.2	MOE circulars are responded to as appropriate and a file maintained	
	Access to student and staff information is appropriate and complies with Education Act/Privacy Act/Bill of Rights	
	Storage of personal information is secure	
	EOTC compliance followed through	

National Standards Data

Appended to this report

NZQA RESULTS

Appended to this report is an analysis of NCEA results.

K. Hutton

02/03/2017.

Katrina Hutton
Principal

Andy Williams
Board of Trustees Chairperson

BOARD OF TRUSTEES - GOLDEN BAY HIGH SCHOOL
The Common Seal Of

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

National Standards NAG2A(b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

Important please note: Do not include any information in this template that will result in an individual student or their achievement being identified. In cases where a cohort is less than four students **you should not** specify ethnic groups or group breakdowns in order to prevent breaching the privacy of individuals.

Date:	**1/03/2107**

School Name:	**Golden Bay High School**	**School Number:**	**292**

NAG2A (b)(i) Areas of Strength
National Standard area(s): Maths, Reading and Writing
Discussion: Maths: e-asTTle data shows that we made real progress in Mathematics in Terms 1-2 when we had a Maths facilitator training the teachers. Writing shows a 7% increase with Maori students who are above national average in writing after a year of school with us from 7 to 8. Reading in Year 7 was higher than expected due to professional learning that our teachers did on an inquiry on improving literacy skills.
NAG2A (b)(i) Areas for Improvement
National Standard area(s): Maths, Reading, Writing
Discussion: In general, all of the above need significant improvement and so we have highlighted on the strategic plan as a whole school focus for 2017. Maths in particular is a concern as the students who come to us from the feeder schools are significantly behind national average and we need to look at how to close the gaps. Currently they are not making much progress. We did lose a valuable maths teacher in Term 3 as her husband got a job in Christchurch. Her classes results did significantly drop when she left. She had been trained by the maths coordinator and the new teacher had not been fortunate enough to get the same training.

NAG2A (b)(ii) Basis for Identifying Areas for Improvement
Discussion: E-asTTle has given us a gauge of where our Year 7 students sit when they come to us and where they are at the end of the year. The lack of progress made concerns us and so we have used the data as baseline data for 2017 and set targets in e-asTTle to measure the progress.
NAG2A (b)(iii) Planned Actions for Lifting Achievement
Discussion: E-asTTle is a very good diagnostic tool and gives a good overview of where the gaps in knowledge are. These will be targeted with the Literacy co-ordinator's help through our professional learning slot which we have included into a school week in 2017.
NAG2A (b) (iv) Progress Statement
Discussion: Our Year 8 made 7% progress in writing for those students at or above the standard. Our Year 8 went back 3% in Reading at or above the level. In Maths our students went down 10% during the year for those students at or above the standard. We are hoping with more accurate data we can see exactly what progress is being made. At present the data collected for OTJs in 2015 was not consistent with data collected in 2016 and so with using one tool specifically for Literacy and Numeracy will help us get consistency from year to year. We cannot show progress for our Year 7s as the feeder schools do not supply us with their national standard data at present. We are hoping we can change that with the development of the COL.

2016 National Standards Reporting

Date:	1-3-2017
Number:	292
Name:	Golden Bay High School

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	14	10.2%	17	12.4%	59	43.1%	47	34.3%	137
Māori	4	23.5%	3	17.6%	7	41.2%	3	17.6%	17
Pasifika	0		0		0		1	100.0%	1
Asian	0		0		3	100.0%	0		3
European/Pākehā/Other European	10	8.8%	13	11.4%	48	42.1%	43	37.7%	114
All other ethnicities including MELAA (not published)	0		1	50.0%	1	50.0%	0		2
Male	10	13.0%	10	13.0%	33	42.9%	24	31.2%	77
Female	4	6.7%	7	11.7%	26	43.3%	23	38.3%	60

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	8	11.1%	5	6.9%	31	43.1%	28	38.9%	72
End of Year 8	6	9.2%	12	18.5%	28	43.1%	19	29.2%	65

2016 National Standards Reporting

Date:	1-3-2017
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Writing	Well below		Below		At		Above		Total
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All students	11	8.0%	24	17.5%	72	52.6%	30	21.9%	137
Māori	4	23.5%	5	29.4%	6	35.3%	2	11.8%	17
Pasifika	0		0		1	100.0%	0		1
Asian	0		0		3	100.0%	0		3
European/Pākehā/Other European	7	6.1%	18	15.8%	61	53.5%	28	24.6%	114
All other ethnicities including MELAA (not published)	0		1	50.0%	1	50.0%	0		2
Male	10	13.0%	16	20.8%	41	53.2%	10	13.0%	77
Female	1	1.7%	8	13.3%	31	51.7%	20	33.3%	60

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Pasifika	0		0		1	100.0%	0		1
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