

Analysis of Variance for 2024 year

Area 1: Special Character		
Annual Goals & Targets	Actions to Achieve (How will we know)	Reporting
<p>Goal 1.1 Special Character activities/events and programmes are promoted and celebrated through school media</p>	<ul style="list-style-type: none"> All Special Character events within the life of the college are recorded and written about to highlight their significance to our kaupapa These are promulgated through a range of media 	<ul style="list-style-type: none"> Regular 'reporting' in newsletters, Board reports and college Instagram
<p>Goal 1.2 New Religious Studies standards are implemented alongside the new RE curriculum as mandated by NZ Catholic Bishops</p>	<ul style="list-style-type: none"> The RE standards are implemented New schemes are developed, including lesson sequences, assessment standards, marking schedules and matrices St Bernard's RE curriculum continues to develop incorporating new curriculum at Years 9, 10 and 11 	<ul style="list-style-type: none"> The RE team developed a range of new resources and taught new programmes of learning. This included new standards at Level 1. Planning has been developed and continues for 2025 with new schemes being developed from Years 7 – 10 incorporating the new RE curriculum Tō Tātau Whakapono
<p>Goal 1.3 Liturgy in the school becomes more varied and incorporates greater diversity in music, art/symbols and differentiation to further draw students into the liturgical life of the Church.</p>	<ul style="list-style-type: none"> A broader range of songs are taught, learnt and sung by the college in assemblies and liturgies More symbols are created artistically to visually enrich liturgy When appropriate, some differentiation in the content of liturgies is included to enable greater access to the liturgy of various year levels 	<ul style="list-style-type: none"> Some small efforts were made to teach and learn new waiata to the students for use in Mass and liturgies. Differentiation occurred in a limited fashion through some liturgies at various times in the liturgical seasons, especially in Lent for Ash Wednesday

Goal 1.4 RE staff and Tagged Teachers are provided high quality PD that aligns with our Catholic Special Character.

- Staff take part in PD offered by the Marist Fathers
- Key staff attend the Catholic Convention

- 4 Deans took part in the Marist 2 day forums on pastoral care.
- 2 staff took part in the 2 day forum on Te Tiriti in the context of Marist schools.
- 2 staff are taking part in the 2 year PD on Marist chaplaincy in school

Area: 2. Governance and Community Interaction

Annual Goals & Targets	Actions to Achieve (How will we know)	
<p>Goal 2.1: The College communicates with its wider community in an effective manner.</p> <p><i>The College wishes to ensure that it's wider community is informed and involved.</i></p>	<ul style="list-style-type: none"> • The website/portal management will be reviewed and 'updated' to ensure that it is relevant and useful to our community and easy to use by our staff. • The College will improve its use of social media as a means of communication with the wider community. • Community engagement is gathered through surveys and hui as appropriate. 	<ul style="list-style-type: none"> • A new website was developed however, on review, it offered little beyond the existing site. • The college Instagram was re-activated and used throughout the year regularly to communicate events and the 'story of everyday life of the college' to its community. • Hui was held with Pacifica families and a reporting survey was conducted. Neither provided meaningful/useful information to inform change.
<p>Goal 2.2: The College actively seeks to engage in a positive manner with it's Pacifica community in order to enhance student achievement and wellbeing</p> <p><i>The College wishes to enhance the achievement of it's Pacifica students through enhancing communication and engagement of the wider Pacifica community.</i></p>	<ul style="list-style-type: none"> • Re-establish the Pasifika Parents Group in term one and organise set meetings throughout the year with set foci in order to gather voice and enhance the achievement/wellbeing of our Pasifika students. • To ensure that the college pacifika groups performs to a high standard at HuttFest. • Year 7/8 Pacifica cultural group if formed and mentoring/tutoring is provided with the aim of the group performing. • Trip for Samoan language students and families to Samoa is organized for end of term 3. 	<ul style="list-style-type: none"> • 1 meeting was held however the samoan trip involved significant and meaningful engagement with with large numbers of families. • The senior Polynesian group performed at Huttfest and also at a Fiafia night to engage with families. • A Yr 7/8 pacifica group was formed who practiced regularly and performed at Huttfest. • A successful trip occurred involving 24 students and many family members.

<p>Goal 2.3: The College actively seeks to engage in a positive manner with the Māori community in order to enhance student achievement and wellbeing.</p> <p><i>The College wishes to enhance the achievement, wellbeing and identity of its Māori students and to honour its Te Tiriti commitments through practice of authentic tikanga and</i></p>	<ul style="list-style-type: none"> ● Targeted and authentic events are organized throughout the year in order to engage whānau. <ul style="list-style-type: none"> - Year 7/8 Kapa haka - Year 9/10 performing Arts group 	<ul style="list-style-type: none"> ● A year 7/8 Kapa Haka group was formed and practised regularly and performed at Te Mahuru fest in term 3 ● A year 9/10 Māori performing arts rotation was established and resourced.
<p>Goal 2.4 Board Documentation (Policy and Procedures) is reviewed, amended and communicated as appropriate.</p> <p><i>The Board processes should be consistent, clear, relevant and available to all stakeholders.</i></p>	<ul style="list-style-type: none"> ● Board Policies will be reviewed and updated to ensure relevance and consistency 	<ul style="list-style-type: none"> ● Board delegations were reviewed, updated and approved. ● Board Governance Policy was reviewed, updated and implemented. ● Board policies were reviewed as per the schedule implemented by SchoolDocs.

Area 3: Resourcing		
Annual Goals & Targets	Actions to Achieve (How will we know)	Reporting
<p>Goal 3.1 The College will complete a full Facilities and Resources Management Plan. (Deferred from 2023)</p> <p><i>The College recognises that through the completion of its major building redevelopment over the last 5 years that it has a number of new and improved facilities that our community would like to hire and use.</i></p>	<ul style="list-style-type: none"> ● Develop the Facilities plan. ● Sufficient resources will be allocated to promote and market the Facilities plan once completed. ● Ensure that the facilities booking system is improved to ensure that it is fit for purpose to ensure that the Facilities management Plan can be delivered 	<ul style="list-style-type: none"> * Draft new TAB for website has been completed and is ready for migration to the new web platform. * A Facilities for hire one page flyer will be widely distributed to our community from January 2025. * Facilities booking system improvements remains a work in progress with the resignation of a key employee in August. Full transition to Alex Rice will occur in 2025.
<p>Goal 3.2. To enhance and refurbish learning spaces of the College in compliance with the college's integration agreement.</p> <p><i>The college's staff and students should be able to work and learn in modern and mana-enhancing spaces.</i></p>	<ul style="list-style-type: none"> ● Working with the Te Reo department to design appropriate and welcoming enhancement of the Marae space. ● Providing sufficient resources to incorporate the design objectives within the overall enhancement plan for the Marae space. ● Progress the refurbishment of the Marcelin classrooms in a planned and affordable manner. 	<ul style="list-style-type: none"> * 2 classrooms in Marcelin block were refurbished (painting, ceiling 'recladding', carpeting) * Plans were finalized for the Te Reo Maori space upgrade but costings (around \$250,000) were too prohibitive for this to proceed. The space will be refurbished as part of or cyclical planning in 2025
<p>Goal 3.3 The College will in conjunction with the Parents and Friends and the SBCOBA redevelop its back hardcourt area into all weather artificial turf.</p>	<ul style="list-style-type: none"> ● The College will commit funding to the project along with parents and friends and the Old Boy's Association. ● The College will ensure adequate management of the facility is put in place to safeguard the investment. 	<ul style="list-style-type: none"> * The College has contracted to Think Turf Ltd to provide an artificial turf surface for an all-weather Rugby and Football training area. Work commences on 16th December 2024 and the facility will be ready to use from the start of Term 1 2025

<p>The college recognises that weather events and especially the winter season places huge pressure on our main field space during winter and that often the field is closed because the surface is waterlogged. Artificial turf will allow sports trainings and outdoor education to continue during very wet weather.</p>		
<p>Goal 3.4 The college will promote the use of its facilities throughout its community.</p> <p>The college recognizes that the gym is now a first class sporting complex that enhances the College Community</p>	<ul style="list-style-type: none"> • The College will ensure adequate management of the gym facility is put in place to safeguard the investment. • The college will ensure that the gym is utilized by the wider community without imposing significant restrictions on our own student usage. 	<p>*The new gym floor was completed in April 2024 and has proved a big hit with our community. The gym is mostly fully booked 7 nights a week and we have had to turn potential hirers away such has been the demand on this much improved facility.</p>

Area 4: Pastoral Care		
Annual Goals & Targets	Actions	Reporting
<p>Goal 4.1: To continue to improve Tier 2 PB4L practices and expectations in our classrooms and our school while strengthening whole school Tier 1 and restorative practice.</p> <p><i>Our College wants to implement, promote and embed teaching practices that ensure all our learners, especially those who are 'challenging', are able to be successful.</i></p>	<ul style="list-style-type: none"> All staff have co-constructed Our Spaces expectations with all classes. Our Space expectations targeted to all communal Campus spaces are displayed. Tier 1 and 2 teams are in place and meeting regularly as per best practice guidelines. School wide Pastoral Data is gathered and analysed and shared with all staff as per best practice guidelines. Tier 2 students are identified and best practice Tier 2 planning and intervention(s) occurs. Pastoral, Engagement and "anecdotal" (staff, student, whanau voice) Data is used to inform and monitor efficacy of Tier 2 interventions. 	<ul style="list-style-type: none"> Audit conducted in June – only 2 rooms had no shared space expectations. 2024 shared space expectation displays chapel, toilets, hallways, C Block foyer, changing rooms assigned and to be completed by end of term 4. Tier 1 and 2 teams are in place. Both teams meet 2 times a term. Pastoral Data was gathered and collated every 5 weeks. Analysis and 'next steps' planning occurred at Tier 1 meeting, meeting notes are taken and aims for next 5 weeks set. Data is displayed in staffroom. All staff are emailed relevant information regarding target pastoral entry students, attendance concerns and engagement concerns. All staff then engage target students in support conversations over the next fortnight. Follow-up occurs at weekly Dean – Tutor staff meetings. Engaging target students in support wrap around conversations, sharing data with them and with parents at meetings continues to be a success story. We collect data twice a term

	<ul style="list-style-type: none"> • Classroom Practice Team is in place, well-understood and well-utilized. • Behavioural data and staff voice is gathered on interventions and used to inform review and improvement of practice. • Specific PD and well understood actions such as use of whole class restorative meetings and 'no-blame' bullying actions will be provided to specific staff 	<ul style="list-style-type: none"> • throughout the year with data that proves this as a successful strategy. Classroom practices team and processes are in place. Led by SCT and supported by DP (junior school). It's advertised as a tool. It works well but also in the mix are lots of other interventions done by deans, Hods, DPs, SENCOs, counsellor; parent meetings, check in and out, period by period monitoring cards, contracts, counselling, learning support, IEPs, learning and behaviour support plans. Call back meetings and check in with staff and target students and their students are part of the process. • Whole staff PD with Catherine Foster at the start of the year. CL attended circles course, HO attended managing neuro diverse restoratively, deans participated in circles training, CO attended clusters and online PB4L meetings. CO/BR attended the last Hut Valley cluster meeting and were the only college to attend. ST attended Trauma conference in Australia. • RM – WA, BR, KL, BN attended a full-day Restorative Circles workshop.
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<p>Goal 4.2 The efficacy of the existing tutor-based pastoral system is strengthened.</p>	<ul style="list-style-type: none"> • Effective IT systems for accessing and regularly summarising core student data for staff (attendance, engagement grades, achievement) will be investigated and implemented where possible. • Tutor teaching and the effective use of pastoral tools will be a focus of staff Professional Development throughout the year. • The Deputy Principals will meet with individual Deans regularly to assist them in being proactive in ensuring their tutor teachers fulfil their roles within the pastoral framework. 	<ul style="list-style-type: none"> • KAMAR still our core system regarding entering and gathering student data. Seniors use ASSAY for student conversations. DH introduced PAROT to assist tutor teachers with addressing attendance question marks BUT we continue to issues with keeping a clean real time database. We have strong processes in place but they are let down by subject teachers who do not do their class rolls at the start of each lesson, do not change question marks when a student arrives late. Not doing these things creates a work load issue for tutors and office staff. RM – PAROT was useful for tracking attendance in the Senior School and helped make attendance issues much more visible. RM will continue to use PAROT in the Senior School for attendance tracking. RECOMMENDATION 2025 – a human being needs to be employed to address staff period by period face to face to tell them to do their roll until a norm is established. RM – Helix (new student data management system) forces staff to complete their last roll before than can do their next roll. This should help complete the rate of roll completion. Set as a goal that we wanted to achieve and we started the year out doing well but then other professional development needs take over. Having 2 staff meetings a term meant we didn't have a proper allocated time that we needed to address tutor teaching PLD RECOMMEND we put in 1 staff meeting a term to address teacher voice
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<p>Goal 4.3 School-specific, systematic interventions that specifically target Wellbeing will be designed, resourced and implemented.</p> <p><i>The College wishes to ensure it is continuously improving in how it supports the wellbeing of our individual students and whanau.</i></p>		<ul style="list-style-type: none"> regarding what they need to be upskilled as a tutor teacher. Senior DP did this well (RM – The effective pastoral work in the junior school over previous years allowed this system to work well in the senior school). Junior DP found this more challenging, and this happened regularly but informally and formally rather than a set a time each fortnight. Junior school is much more hands on and high needs, they have larger year level numbers to manage, less tutors to assist them with the workload, and are heavily loaded with tutor teachers that are assistant teachers who teach a lot of Junior classes. RM – HA, and RM are going to extend this system to the Y10s in 2025 to see if it can be applied to the junior school.
	<ul style="list-style-type: none"> Data on bullying behaviours is collected regularly, analysed and shared and trends identified. Specific planned responses are enacted if required. Wellbeing Program will be developed and trialled by Unit holder for Year 7/8 health classes. Unit will focus on self identity, friendship, dealing with conflict and will target bullying. 	<ul style="list-style-type: none"> Annual bullying survey was completed by end term, staff were reported back too. Report provided guidelines for tutors and deans. Bullying programme run in 2023 was rerun in term 1 2024. Teachers were more confident addressing and calling out racist/misogynistic terms and jokes encouraged by media influencers and platforms having run this programme in 2023. Unit holder CE left during the year, however, programme resources were left to support health teachers and reflected the unit foci. Hauora programme ran at Year 10 with a focus on Māori students with some non-Māori included. The 10 week

<p>programme was sponsored and well received by the students involved. It was supported by Level 3 credits and students were able to gain between 5 and 15 credits. All students gained at least 5 credits. The providers will be providing the college with a report for its BOT and community.</p>		
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Area 5: Student Achievement, Teaching and Professional Learning

Goal	Actions	Reporting
<p>Goal 5.1: Student NCEA achievement is enhanced through a co-ordinated, school-wide process of monitoring and tracking progress and achievement.</p> <p><i>Educational targets are based on individual student achievement data as well as staff knowledge of these individuals. Barriers that limit the success of our students are identified and actions taken to improve the learning outcomes for these students.</i></p>	<ul style="list-style-type: none"> • Targets are set with realistic expectations of student performance based on past performance of the cohort. • Individual target students are selected as 'touchstones' for monitoring student achievement. • Develop staff in the use of tracking tools such as P.A.R.O.T. • Progress towards achieving targets is monitored through evaluation of achievement at regular intervals and interventions are made as appropriate. 	<p>Refer Targets below</p> <ul style="list-style-type: none"> • PD was provided for Deans/curriculum leaders in use of P.A.R.O.T • On-going throughout the year. This was strengthened by the regular meetings of DP with year level Deans to monitor individual students.
<p>Goal 5.2 Year 12/13 Students who did not achieve Level 1 or 2 NCEA in 2023 will receive targeted support in order to accelerate their achievement in 2024</p>	<ul style="list-style-type: none"> • Individual students are identified and the reasons for their failure to achieve understood. • Individual students will be placed into 'support groups' based on their level of underperformance and level of required support. • Clear achievement goals will be set for these groups and pathways to achieving these goal explicitly identified. • Support groups will meet fortnightly with their staff mentor and their progress towards the relevant achievement goals monitored and supported. • Interventions will be initiated where required. Interventions might include whanau involvement, learning and or pastoral support, identification of alternative pathways. 	<p>BU met with all 26 students individually to chat to them about not achieving L1 and to make a plan.</p> <p>These 26 students were grouped into small groups based on how close they were to achievement and their needs.</p> <p>Each small of 5 - 7 students had an allocated fortnightly 30 minute check in with FA or BU during Tutor time. These were simply check ins to see how the boys were tracking, what upcoming assessments they had, looking at their credits etc and to establish if they needed further support and if we need to help support the facilitation of this. The focus was accountability not academic support.</p>

<p>BU contacted the whanau of all the students to explain the mentoring programme in place and gave updates when appropriate and a congratulatory email once students had reached their goal.</p> <p>BU also informed tutor teachers and other staff members to ensure we could offer wrap around support as required.</p> <p>From this process 19 Achieved L1 12 Achieved L1 & L2 4 Achieved L1 & are within 5 credits of L2 (this doesn't include results from current external exams being sit) 3 have over 60 L1 credit but still need to pass the co-requisite – results soon. 2 are within 6 credits of L1 2 students are within 20 NOTE – these 4 students have individual circumstances as to why L1 has not been achieved.</p> <p>Moving forward 7 students are leaving SBC to pursue further study. Students who do not yet have level 1 all have been flagged and plans are in place or they have been flagged for early intervention in 2025.</p> <p>The result data will be reviewed after exams results have been released and intervention plans will be put in place for those who did not complete their L2 in 2024.</p>	
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<p>Goal 5.3 Through targeted learning support programmes and PLD, juniors students with identified needs will be given assistance to accelerate their progress.</p> <p><i>Student achievement and engagement across the school can be enhanced by providing targeted intervention when specific barriers to learning are identified.</i></p>	<ul style="list-style-type: none"> • The additional 0.8 FTE Staffing allocated to the Learning Support Department (LSP) for dedicated junior SENCo role will be continued. • Targeted programmes provided: <ul style="list-style-type: none"> ○ Year 8 and 9 students working in 'withdrawal' groups based on need (not year level) to develop key literacy skills. ○ Junior SENCo timetabled into Y7/8 INT classes to support provide support to students/teachers. ○ Identifying Y9s in need of writing support and creating a workshop intervention for them once per week. • Supporting Staff <ul style="list-style-type: none"> ○ Creating and providing Learning Profiles and/or Individual Education Plans for students. ○ Coordinating year level and Tier 2 meetings. • Connection with feeder schools / SENCo / outside agencies <ul style="list-style-type: none"> ○ Visiting all schools over Term 3/4 to gain an understanding of students who are transitioning to SBC, creating profiles for students to share with deans/tutor teachers. ○ Liaison with specialist services (MoE Specialist Education, Intensive Wraparound Services, Central Health School and RTLB to support students (including referrals). ○ Liaison with above agencies, whanau and students to create IEPs where necessary and sharing with stakeholders. 	<p>NOTE → Tier 1 = good classroom practice from teacher Tier 2 = intervention from TA Tier 3 = withdrawal support with Junior SENCo</p> <p>Targeted Programmes</p> <ul style="list-style-type: none"> • In 2024, withdrawal groups happened for Year 7, 8 and 9 in order to support their learning (Tier 3 intervention). • Junior SENCo was timetabled into and supported Y7/8 INT classes with their literacy practice through the year. This was especially vital when during teacher absences. Working towards developing good Tier 1 practice with teachers. • Supporting Y7/8 students with TA intervention (Tier 2) to continue our work with structured literacy intervention. • Supported Y9 teachers to continue to use Writer's Toolbox for everyone in their classes to improve writing outcomes – PLD organised by Senior SENCo and supported by Junior SENCo. <p>Supporting Staff</p> <ul style="list-style-type: none"> • Twice annually, or more if the situation required, created and provided Learning Profiles and Individual Education Plans for students. • To follow that up, working with deans, tutor teachers and whanau to ensure plans understood and followed (amended when needed) was key. <p>Connections</p> <ul style="list-style-type: none"> • Liaison with specialist services as always was key – more support sought from RTLB this
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<p>Goal 5.4 To support our students in being able to be successful in the New Numeracy and Literacy assessments implemented in 2024.</p> <p><i>Systematic support of students will be enacted. Clarity of communication will be prioritized.</i></p>	<ul style="list-style-type: none"> Assistant Principal will oversee process of identification of student progress and assessment and communication with key leaders, students and whānau. SENCo will co-ordinate literacy assessment and support across the Year level. HOD Mathematics will co-ordinate numeracy assessment and support across the Year level. 	<p>year, continuing to improve relationship with the service to affect student outcomes is vital.</p> <ul style="list-style-type: none"> Developed relationship with other colleges in the areas to support development of literacy starting at Year 7 with a particular focus on how to improve outcomes as we continue with the new CAA assessments – this is work that Junior SENCo is working on with Literacy Lead at St Orans to create a group within the Hutt Valley to support all teachers to improve literacy practice. <p>Structured Literacy</p> <ul style="list-style-type: none"> Looking forward to 2025, Junior SENCo and another teacher are developing scripted lesson plans for all levels of structured literacy (using Liz Kane's <i>The Code</i> in order to fulfil the mandate for this to happen in every classroom. With some difficulty, an application was made to MoE for structured literacy PLD next year involving learning support and integrated studies staff. The deadline for MoE to let the school know was extended, and we are unaware if we have been successful at this time. Despite the outcome of the PLD for Term 1 2025, Junior SENCo is committed to supporting the implementation of SL with fidelity in the Y7/8 programme, with plans to move this into Y9 as well. 	<p>Selection process for Y10s for May assessment revolved around identification through PAT Comprehension and Mathematics scores. Students who were at stanine 4 or above were the target group. Some refinement to final entries was required to ensure that students were likely to be successful.</p>
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<ul style="list-style-type: none"> • Whole staff will understand the process through information being shared by relevant HODs. 	<p>Communication with parents of those selected occurred through email and students were also asked to join a digital Google Classroom. The purpose was to ensure there was consistent messaging relating to the process of sitting (eg use of a laptop) and how we would support the learners to be successful.</p> <p>Alongside this all Y11 students (and parents) who had not been successful (or who had not sat) in 2023 were communicated with. Their respective teachers in literacy and numeracy (or English and Mathematics depending on what option choices they selected) worked closely with those students to ensure they were supported to attempt these assessments.</p> <p>A small group of Y12 and 13 students who did not have the requisite were identified and communicated with about the requirements.</p> <p>The SENCO and HoD Mathematics organised a large number of out of class support tutorials. These were well attended.</p> <p>Staff were kept informed of the process during staff briefings and staff meetings.</p> <p>Attendance and engagement in the May assessments was high.</p> <p>On receiving the results of the May assessment groups were then identified of those who were not successful in the May assessments. Analysis was done to identify to issues with teaching and learning. The group of students who did not attempt in May were identified and most were selected for the September session. A small group of students did not attempt all assessments as it was felt that they were not adequately prepared.</p> <p>Communication with all students took place during this time and families were provided with information via email.</p>
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<p>Goal 5.5 A cross-curriculum review of reporting and assessment in the junior school will occur,</p> <p><i>The college wishes to ensure that whānau have consistent, understandable and meaningful information on their son's achievement and progress in order to enhance that achievement</i></p>		<p>In August we ran a very well attended parents evening where we outlined the requirements of NCEA with a focus on literacy and numeracy. We provided copies of the information sheets provided by NZQA. After the meeting we sent out a copy of the presentation along with the information from NZQA to all families. The particular evening was also targeted at Year 9 parents so that they were able to see first hand the process that is needed to support their sons to achieve the corequisite.</p> <p>The September assessment event was once again well attended and engagement was high.</p>
	<ul style="list-style-type: none"> • Cross curricula review group will be formed with representatives of all learning areas. • Whānau and student voice will be gathered along side that of staff. • Examples of best practice in other similar schools will be identified and understood. • Learning and recommendations will be shared. 	<ul style="list-style-type: none"> • Whānau were surveyed to determine the "effectiveness" of our current reporting system in terms of clarity and timeliness of information being provided. • This information was communicated to, and discussed by, HODs along with a wider discussion on the purpose(s) of reporting. HODs led discussions with their departments before further meeting to determine possible 'next steps'. This meeting agreed to support the implementation of the new SMS as its reporting functions allowed for clearer communication of achievement data in a more consistent format and simplified explanations for whānau. • The review of assessment in the junior school was not prioritised after it became apparent during initial discussions that a 'one size fits all' approach would not be useful in providing meaningful data that would enhance student achievement.

<p>Goal 5.6 Targeted initiatives will be put in place that enhance achievement and identity for Māori</p> <p><i>With additional support involving strong role models, student achievement will be improved. The college will continue to normalize Te Ao Māori in its day-day actions.</i></p>	<ul style="list-style-type: none"> Strengthen the use of the pouama pouamu observation tool through regular professional development and practice across the school to enhance cultural competence of teachers. Form and meet regularly with student sample group(s) to identify areas of growth and best practice and areas in need of development. Continue to fully resource and support the Māori performing Arts course into Year 10. 	<ul style="list-style-type: none"> The Professional Growth tool was used for all new staff who had not taken part in this initiative. Not actioned. Completed
<p>Goal 5.7 Targeted initiatives will be put in place that enhance achievement for Pasifika students.</p> <p><i>With additional support involving strong role models, student achievement will be improved.</i></p>	<p>Programmes planned for 2024:</p> <ul style="list-style-type: none"> Separate Pasifika Mentoring programme are continued for junior and senior students. Student wellbeing and therefore achievement is enhanced through the Tama Pasifika workshop programme. Targeted opportunities for senior Pasifika students into tertiary and/or trades are utilized. 	<ul style="list-style-type: none"> Not actioned Completed Completed

Targets

NCEA Achievement Targets

Summary:

This report is broken into various sections. The first section is a general overview of performance across each level of NCEA.

Overall the results produced were fairly consistent with our predictions apart from Level 2 where are prediction was well below what was ultimately achieved.

Level	Predicted Pass rate overall	Actual Pass rate overall
1	59%	61%
2	70%	83%
3	67%	75%

These figures are all above the national and similar schools (equity index) results but care must be taken in relation to this comparison given the national figures are based on the assumption that all students are entered for NCEA. This (particularly at level 1) is no longer the case.

Detailed comments are made in the first section to unpack the above results and put them into the wider context. Ethnicity data is presented at the end of this report. Commentary is also provided in relation to endorsement rates. These continue to be below the national and similar schools (equity index).

In the final section a range of recommendations are made.

General Observations about Overall Achievement

Level 1

The pass rate for 2024 was 61% which was a 8% drop from 2023. The national pass rate continues to decline – the decline was approx. 16% in 2024. Only 65% of students at Level 1 attempted the qualification and only 70% gained the qualification. Over a third of students are either not doing NCEA at all or they are doing very much reduced programme or they are doing international qualifications. The national pass rate is now meaningless until such time that NZQA reinstate the participation statistics. To give some meaning we can look longitudinally. From 2011 through to 2022 our pass rate has been very consistently around 80% (apart from one year). In 2023 we saw a drop of around 10% and again this has occurred in 2024.

We predicted that this would be the case but it is an area that the College should focus on in 2025.

The reduction was predicted given the cohort's strength and the significant change to NCEA Level 1. The College made the decision to only offer 15 credits per subject therefore slightly reducing the number of opportunities available to students.

A detailed evaluation of each student's results indicated very few students who failed to gain the qualification were within 5 credits of success. Analysis of results is now far more difficult with the new literacy and numeracy requirements. The significant drop in numeracy achievement has impacted our overall pass rate.

Once again there were very few students who gained a low amount of credits. In 2023 only 5 students gained less than 40 credits. In 2024 there were only 9 and this is a lot less than in the years before 2023.

The average number of credits gained by students has decreased by 9 credits compared to 2023. Due to the changes to NCEA (now only 60 credits is required) SBC reduced the number of credits on offer. A reduction would be expected.

The level of endorsement continues to drop. Historically SBC gained around a 40% endorsement level. In 2023 this dropped to around 30%. In 2024 it dropped to just above 20%. This is an area of significant concern. Historically Level 2 and 3 endorsement sits around 35%. The pool of students achieving endorsement is quite static. The students who gain endorsement in Level 2 invariably are the students who gain it in Level 2 and 3. It can be anticipated that this cohort will not achieve well in relation to endorsement.

Level 2

The overall achievement rate increased to just over 80% - a strong result. The national average dropped again. This is aligned with the national cohort reducing in terms of who is using NCEA (as per the comments in the Level 1 commentary).

The average number of credits gained is almost unchanged compared to 2023.

Very few students who failed to gain Level 2 were on the boundary of achievement.

The level of endorsement has reduced compared to 2023. The drop is not as significant to that seen in Level 1 but it is an area that should be investigated to see if there are strategies to improve performance.

It is worth noting that that this cohort's level 1 result was significantly worse than the above result. The Level 2 qualification is more accessible for many given the many pathways especially in terms of unit standards available.

Level 3

The overall achievement rate has improved significantly (by close to 10%). This particular cohort had showed strong performance in previous years. However, our Level 3 results continue to fluctuate more than the other levels. Taking a long term average view then the typical value should be in the range of 60 to 65%.

A detailed evaluation of each student's results indicated that very few students who failed to gain Level 3 were on the boundary of achievement.

The average number of credits improved by 16 on 2023 and was well above the historical average of around 70.

The level of endorsement was very similar to 2023 and still sits below the national performance.

UE entrance showed solid improvement - inconsistent with the drop in UE performance nationally.

Trends Based on Externals when looking across individual student results

Level 1 Externals Comparison

2022 876 external entries

2023 845 external entries

2024 717 external entries

Result	2022 Number of results	2022 Percentage	2023 Number of results	2023 Percentage
ABS	40	5%	18	2%
SNA	86	10%	76	9%
N	263	30%	269	32%
A	258	29%	311	37%
M	164	19%	126	15%
E	65	7%	43	5%

Result	2024 Number of results	2024 Percentage
ABS	14	2%
SNA	31	4%
N	231	32%
A	304	42%
M	113	16%
E	24	3%

General Observations for 2024 Results:

External results comparable to recent years with some reduction to ABS and SNA rates.

M and E absolute amounts reduced compared to recent years – aligns with significant reduction in endorsement rates. (The 2022 cohort were particularly strong in comparison to other years.) Subject/Domain Analysis

Positive results compared to typical performance	Negative results compared to typical performance
Commerce	Geography
English	Music (small numbers)
DVC	Mathematics
Samoan	
Japanese	

Level 2 Externals

2022 558 external entries

2023 484 external entries

2024 444 external entries

Result	2022 Number of results	2022 Percentage	2023 Number of results	2023 Percentage
ABS	97	17%	36	7%
SNA	37	6%	35	7%
N	135	24%	99	20%
A	166	30%	144	30%
M	99	19%	118	25%
E	23	4%	52	11%

Result	2024 Number of results	2024 Percentage
ABS	32	7%
SNA	26	6%
N	126	28%
A	149	34%
M	85	19%
E	26	6%

Observations:

Similar ABS/SNA rate.

The rate of M and E was reduced significantly. The rate of N has increased somewhat. (The 2023 cohort were particularly strong in comparison to other years.)

Positive results compared to typical performance	Negative results compared to typical performance
Chemistry	Media Studies – also with high SNA and ABS rates
DVC	Geography
Bio	History
Physics	Drama
Level 3 Externals	Science

2022 431 external entries

2023 354 external entries

2024 402 external entries

Result	2022 Number of results	2022 Percentage	2023 Number of results	2023 Percentage
ABS	66	15%	38	11%
SNA	84	19%	57	16%
N	91	21%	68	19%
A	133	31%	124	35%
M	43	11%	54	15%
E	14	3%	13	4%

Result	2024 Number of results	2024 Percentage
ABS	33	8%
SNA	58	14%
N	78	19%
A	134	33%
M	69	17%
E	30	7%

Observations:

Increased number of entries.

Significant reduction in ABS/SNA rate.

The rate of M and E was increased.

This group consistently performed strongly throughout their three years of NCEA.

Positive results compared to typical performance	Negative results compared to typical performance
Chemistry	Media Studies - also with high SNA and ABS rates
Biology	History - also high SNA and ABS rates
Physics	Geography
Calculus	Maths with Stats - also very high SNA rate
	Science - also very high SNA and ABS rates

The areas of strength namely calculus and the sciences were dominated by the most capable students who had consistently performed well over the three year period – in effect those results were absolutely expected. Subjects like maths with stats and science continue to perform poorly.

Analysis of Target Setting

The benchmark students were selected to monitor our performance. They were selected on the basis of reliability. The process is to use those students' performance to show that there is no major issues with our target setting process. If the results of the benchmark group differ markedly from actual results this then brings into question the process of target setting in general. Those students are then separated from the target students ie. Total cohort = benchmark + target students. Level 1

Number of benchmark students	Number of benchmark students who achieved the target	Number of benchmark students who did NOT achieve the target	Total number of target students	Number who achieved the target	Number who got more than the target	Number who did not achieve the target
11	7	4	98	69	7	22

Number predicted to not achieve	Number who actually did not achieve	Number predicted to achieve	Number who actually achieved	Number predicted to get Merit	Number who actually got Merit	Number predicted to get Excellence	Number who actually got Excellence
45	41	46	51	18	16	0	1

Comment:

The benchmark students were selected to monitor our performance. The fact that 4 of the 11 did not reach the expected target indicated somewhat of a fault in the tracking system.

However, the predictions in an overall sense were considerably improved on the previous year. The issue is more to do with the individual predictions rather than as a cohort.

Level 2

Number of benchmark students	Number of benchmark students who achieved the target	Number of benchmark students who did NOT achieve the target	Total number of target students	Number who achieved the target	Number who got more than the target	Number who did not achieve the target
20	18	2	78	56	19	3

Number predicted to not achieve.	Number who actually did not achieve	Number predicted to achieve	Number who actually achieved	Number predicted to get Merit	Number who actually got Merit.	Number predicted to get Excellence	Number who actually got Excellence
30	15	48	61	13	14	7	8

Comment:

At Merit and Excellence level the target setting was very accurate. The overall achievement level i.e students get Level 2 without endorsement is higher than the targets indicated. In many cases this was as a result of just gaining the minimum (or near) number of credits required for the qualification.

Level 3

Number of benchmark students	Number of benchmark students who achieved the target	Number of benchmark students who did NOT achieve the target	Total number of target students	Number who achieved the target	Number who got more than the target	Number who did not achieve the target
9	7	2	64	51	9	4

Number predicted to not achieve	Number who actually did not achieve	Number predicted to achieve	Number who actually achieved	Number predicted to get Merit	Number who actually got Merit	Number predicted to get Excellence	Number who actually got Excellence
16	16	24	33	9	13	2	2

Comment:

A much better performance in terms of predicting the final outcome. This is had been the case for many years. We have a much better knowledge of how students will perform by the time they arrive in Year 13. The target setting does show improvement in not overestimating the higher levels of achievement.

Other General Observations and recommendations:

SNIA/ABS rates increase as the students get older, from 6% at L1 to 22% at L3. However, this is, once again, a significant reduction on historical figures. The change to reducing the number of externals sat in Level 2 and 3 had an impact on this. The performance in external assessment is still not overly strong. The Level 3 results are pleasing but this was a strong performing group. In Year 7 they were the top ranked group in terms of PAT performance for many years. That dropped when new students joined them in Year 9. However, a number of the weaker students left school before reaching Year 13. The other cohorts are not as strong and PAT data shows that this is the fact across the rest of the College.

A sample analysis (at Level 2 and 3) has shown that around 15 to 20 students would not have gained the qualification without the use of external providers. Clearly it is appropriate for students to gain access to credits from providers which offer credits beyond what we can offer. There is though, a growing number of students who gain credits from their workplace eg McDonalds, KFC, supermarkets etc. These have questionable educational benefits in many cases. Our Careers Advisor has repeatedly stated that our students should be aiming to gain qualifications through us either directly from our staff or from our external providers. Clearly it is a motivation to be able to gain credits from your workplace but the long term educational and social benefits need to be carefully considered. It is likely that there are cases where students become disengaged at school as a result. It would be worthwhile to track some of these students when they leave SBC to see the pathways they went into.

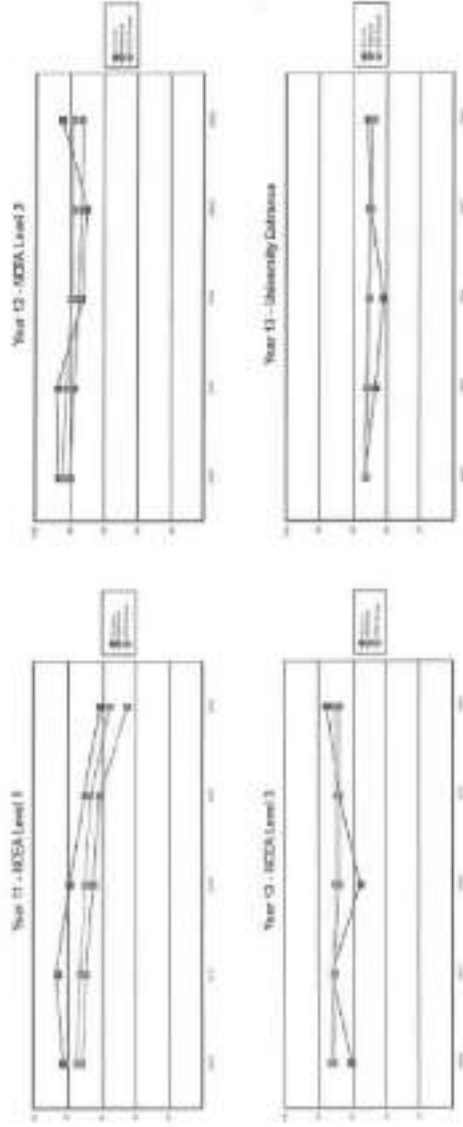
That may well mean that the way we deliver our senior curriculum could change especially for those students who are not gaining much success from the courses we currently offer. The aim should be to ensure that each student gains the appropriate qualification for their next step in life.

General Recommendations

- Enhance the focus on numeracy and Level 1 achievement in 2025
- Need to continue to change the feedback process to students – they need to be encouraged to submit work and have the teacher advise them about what they now need to do in a general sense. This was inconsistent across teachers based on student feedback.
- More information needs to be exchanged between teachers and students to ensure the teaching matches the course outcomes that students require.
- Continue to review and enhance the tracking process especially at Level 1 and 2– this will need to involve far more monitoring especially given the reduction in assessment at this level. Tracking was more effective in 2024 but there is still room for improvement.
- A continued focus on attendance would assist in improving results. The correlation between attendance and achievement is well known.
- Look for interventions and strategies to enhance our students' opportunities to gain Merit and Excellence grades.
- Review the more vocational subjects to ensure they are meeting the needs of students.

Appendix

Overall results compared to national and equity grouping (moderate socioeconomic barriers).



Attendance Target

To achieve in class attendance rates across the whole school that is equal to or better than 90% of school using P.A.R.O.T Individual P.A.R.O.T school data is unavailable due to privacy requirements.

A comparison of means has been used to compare performance of P.A.R.O.T schools vs SBC.

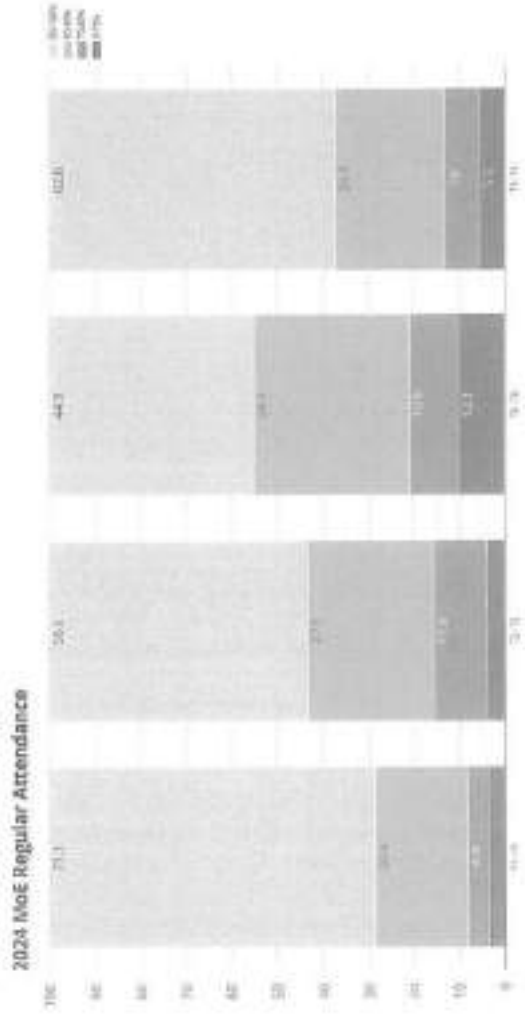
Two attendance measurements were used:

Half Day attendance (MoE defined – were they involved in a school based activity)

In-Class attendance (were they actually in class)

	Half Day	In-Class
SBC	89%	83%
P.A.R.O.T	83%	69%

Given the above figures there is a approx. a 90% confidence that the SBC data for half day attendance ranks in the top 10% of the sample schools. Given the above figures there is a approx. a 95% confidence that the SBC data for in-class attendance ranks in the top 10% of the sample schools. The MoE have set a target of: by 2030 80% of all students will attend regularly. Regularly means a 90% attendance rate. In 2024 SBC achieved the following against that target

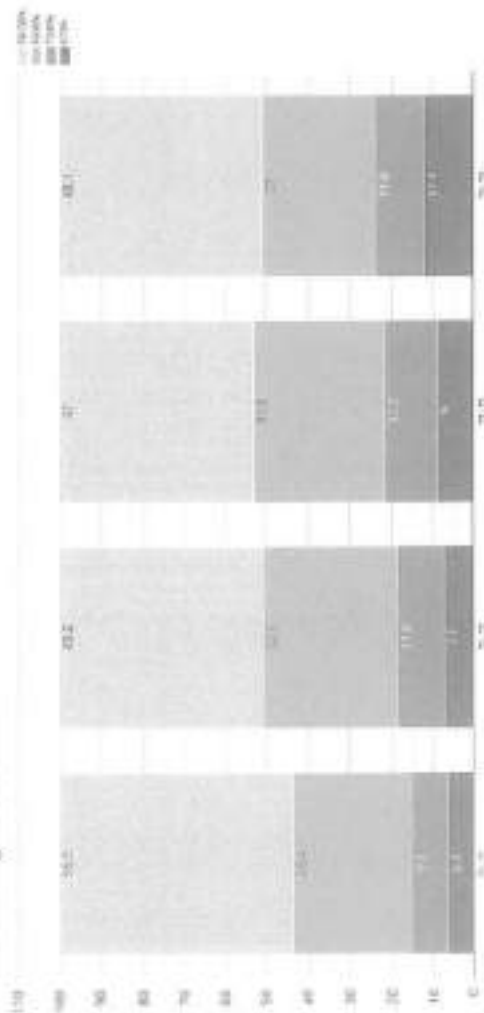


Overall

Overall that equates to a figure averaged across all four terms of around 60%.

Compared to 2023 below where the rate is around 50%. So a significant increase from 2023.

2023 MoE Regular Attendance



Giving effect to the Treaty of Waitangi.

The Board adhered to the guiding Principles of Ka Hikitia through ensuring that relational practice and PB4L were entrenched, funded and reported on in 2024. This is a whole school approach and built on the work in 2022/23 around whakapapa and a continuation of the whole focus on each student as an individual.

The Board received monthly reports on specific initiatives relating to ensuring that the identity and wellbeing of Māori is enhanced within the college.

- Specific initiatives in 2024 relating to creating a sense of belonging for Māori were:

- Use of Te Reo in regular karakia across the whole school.
- Use of Te Reo in Waiata at all school liturgies.
- Use of pōwhiri and mihi whakatau as intrinsic to school culture as appropriate.
- Additional funding for a FMU for a position focussed on mentoring Māori and teaching of Waiata and Kapa Haka across the whole school.
- Introduction of Māori performing arts course.
- Introduction of a Māori performing Arts option
- Participation in Regional Kapa Haka competition
- Introduction of Year 7/8 Kapa Haka.
- All students in Year 7 – 8 receiving formal classroom teaching in Te Reo Māori.

- The college continued its primary PD focus on cultural responsive and relational pedagogy through its on-going work with Poutama pounamu and engagement with the Kahui Ako. Formal whole staff PD occurred throughout the year and the growth tool was used throughout terms 3 and 4.

- The college had met with whānau in 2022 to discuss better ways of engagement. As a consequence of this the program of parent/teacher interviews was changed to introduce tutor/whānau interviews across the whole school in the second week of the year. The purpose was to build relationships and hear from whānau about their sons and their hopes. Formal feedback was gathered and the impact on whānau sense of belonging and 'ownership' was very positive. Continued into 2024.

Statement of compliance with employment policy

The Board has

- Developed, implemented, and reviewed personnel policies, within our policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.

- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to the skills, qualifications, and abilities, without bias or discrimination. • Meets all Equal Employment Opportunities requirements.