



2021

PRINCIPAL'S ANNUAL REPORT

ACADEMIC PERFORMANCE AND CURRICULUM

Throughout 2021, Sancta Maria College students experienced another unsettled year as a result of Covid uncertainty that saw further lockdown periods and heightened anxiety for many approaching the completion of internal assessments and the external examination period. However, with working differently and staff support, NCEA results achieved were again outstanding.

With effective tracking systems, targeted tutorials and programmes in place during Term 4, ensured that senior students were well-supported and prepared for the upcoming examinations. The flexibility and willingness of staff and learners to adapt both learning and assessment practices ensured that we continued to achieve well above the national average of other schools of the same decile.

NCEA Level 1 attainment was at 96%. Compared to the 68% national average and 77% with similar Decile 7 schools. This result shows a marked improvement overall against national norms in other years. NCEA Level 2 results of 98% were lower than the unrivalled 100% achievement of 2020, but remaining well above the national average of 77% and other Decile 7 schools at 85%. Our most exceptional results came in NCEA Level 3 achieving 99% - another unparalleled achievement for this cohort. The national average being 70% and other Decile 7 schools at 78%. This was a superb.

There was a 10% increase in students gaining University Entrance from 2020, achieving an overall 94%, well above the national average of 51% and the Decile 7 average percentage of 61%. 100% of both Year 13 Maori and Pacifica students achieved University Entrance, which was a proud achievement.

The ambitious 2021 target to improve Scholarship outcomes by 100%, especially during uncertain times, was a further achievement met. 12 Scholarships were achieved by Year 12 and 13 students, including three Outstanding Scholarships. While the target was met, work remains to ensure that scholarship results reflect the superb level of academic excellence in NCEA. A 2022 target has been developed to continue making progress in this academic area.

The NCEA Endorsement results reflect efforts to deliver greater adaptive teaching and learning programmes. At Level 1, students achieved 85% merit and excellence endorsements, compared with the 61% in other Decile 7 schools and the 55% national average. Level 2 students achieved 76%, compared with 42 national average and 45% in other Decile 7 schools. Finally, at Level 3, students achieved 78% merit and excellence endorsements, compared with the national average of 44% and Decile 7 schools 48%. Impressively, this Level 3 achievement of 78% was a 9% increase on the 2020 figure.

LITERACY AND NUMERACY

Literacy and Numeracy achievement continues to be excellent. Literacy at Level 2 and 3, and Numeracy at Level 3 continues to be a superb 100%. Disappointingly, Level 1 Literacy dropped a slightly to 98%, a 2% trend also seen in the national and decile statistics. The Level 1 numeracy achievement of 97% at Level 1, and at Level 2, 99% remain well above the national average and similar decile schools. Literacy continues to be a school-wide focus as our intake continues to change, especially with regard to both the falling national level

of literacy and the growing number of English language learners. This ongoing focus should ensure that both staff and students are prepared for the impending changes to NCEA Literacy and Numeracy requirements which are being trialled by our school (Pilot School) in 2022. The school-wide focus continues to be supported by a detailed plan to increase the number of students receiving “at or above” curriculum level results in Overall Teacher Judgements (Year 9 and Year 10 writing). Targets set in 2019 for 2020 were met as we increased literacy levels at these academic levels. Targets set in 2020 for 2021 were met by three of the four-year levels despite significant disruption caused by the extended lockdown.

Sancta Maria College’s focus on literacy at Year 7 and 10 for both our priority learners (Māori and Pasifika) and other students identified as having low-level literacy skills is an important feature of the school’s literacy strategy particularly given the introduction of the Literacy co-requisite for NCEA in 2023. The introduction of PaCT judgements, which has been delayed significantly due to lockdown interruptions, is an across school assessment tool and continues to support literacy learning. The learning that unpins the readiness to make entries has seen increased teacher knowledge and skill in supporting writing across literacy rich learning areas. Further identification and testing of students needing support has been refined, with the support from the Year 7/8, English Language Learning and English departments. Students identified are placed in an accelerated literacy learning programme which enables them to receive smaller classroom-based language support lessons on top of their English subject course.

Strong NCEA Literacy achievement at Levels 1, 2 and 3 affirm our approach. Within the junior school, literacy targets in our 2021 Achievement Target document, supported by a detailed plan, were to achieve a 3% shift in writing attainment in terms of progressing up the curriculum levels via Overall Teacher Judgement at Years 7, 9 and 10. However, we did see some regression over Terms 3 and 4 from the Year 8 cohort. Using robust assessment practices, increased understanding of the Learning Progressions Framework for writing, the annual targets were exceeded, seeing a 4.9% increase at Year 7, a 14% increase at Year 9 and 8.9% increase at Year 10.

In summary, Sancta Maria College is a school that seeks continuous improvement through a thorough and rigorous review system. Further targets in 2022 will include will have a focus on improving scholarship achievement. Our improvement plan includes junior literacy targets, with a continued focus on improving writing, to build on the extensive work of previous years. Departments and HOD meetings continue to be focused on reviewing data that formulate evidence and informs inquiry. Department reporting details progress through the year and HODs attend BOT meetings to discuss achievement, progress, key competencies, current challenges and strategies for the future. Every department remains responsible for self-review and implementing strategies to improve student/teacher learning and achievement. This is all complemented by a strong professional learning programme.

PROFESSIONAL LEARNING 2021 REVIEW

The key focus of our 2021 Professional Learning Programme was “Thinking”: critical thinking, creativity and curiosity.

To create and uphold a culture of thinking in our classrooms, we need to consider eight factors: Time, Opportunities, Routines and Structures, Modelling, Interactions and Relationships, Physical Environment, Expectations, and Language. Through collaborative inquiry, we looked at ways to encourage, recognise and celebrate a culture of thinking.

In professional learning groups we built teacher capacity to nurture critical thinking by presenting key thinking routines, based on the work of Harvard’s *Project Zero*, which were introduced into our everyday classroom practice.

The response from all staff was very positive as they each had practical pedagogical strategies that they saw deepen thinking in their classrooms.

We furthered our theme of “Thinking” by looking at “creativity”, not just as artistic creativity but as “problem-solving”. Again, we looked at ways to introduce this into our curriculums and spent time on planning collaborative inquiries.

The final focus for the theme of “Thinking” was curiosity. We looked at the work of Peter Gamwell (*Wonderwall*) and also Bryan Goodwin (Australian Educational Leadership). We explored ways to stimulate, cultivate and reward curiosity in our classrooms in practical and workable ways.

Professional Learning in the second part of the year was focused on Distance Learning, and tools to assist engagement and motivation. Teachers had seminars on our Learning Management System Schoology, also personalised tutorials on aspects of the *Office 365* suite which enhance the learning experience.

SPECIAL CATHOLIC CHARACTER

Sancta Maria College is now part of the Catholic Schools Youth Ministry International Programme and with the support of Aquinas College, Tauranga, the first retreat held this year was with Year 10 students. This was well-received during a further disruptive covid year.

There has been increased understanding by staff and students of St Mark’s Gospel. Supporting this work has been associated readings, daily scripture, reflection and associated prayers. This came at a time when it could support students learning from home. Unfortunately, Assumption Mass had to be cancelled for the second year because of lockdown. This is a significant event in the Catholic Church and in our school as we look to Mary as our guide and role model, reflected in living our school values and virtues daily.

Our Christmas drive to support the vulnerable, brought in hundreds of cans that we give to St Vincent de Paul food bank where senior students again attended the kitchen facility to cook and prepare food parcels for distribution to those in need. This is an example of servant leadership.

PASTORAL CARE AND WELLBEING

Students developed steady routines for the first half of 2021. The second half of the year, saw a significant surge in responding to pastoral care and wellbeing issues for students. However, we were able to still engage the students in various initiatives while they continued to learn from home.

A variety of student groups were able to continue meeting during distance learning. These groups included the diversity committee, student well-being committee and peer support groups who were strengthening peer to peer relationships. Regular meetings occurred to consider areas for improvement.

During the year, there were several parent evenings to work through challenges facing families and teens such as the light project (pornography), internet safety (John Parsons), revolution tour, smashed, Jake Bailey, Banquer, I am Hope and Life education. This was supported by the health curriculum that had completed the 'Friends for Resilience' programme as well as other units focussing on other key aspects of wellbeing. The school has also celebrated several mental health and positive relationship awareness days, such as Gumboot Friday and Pink Shirt Day. These were enthusiastically received.

Work has begun to explore a range of well-being models. At the same time, we are beginning some preparatory work on our curriculum review. The wellbeing model will be responsive to new needs and will be considered as part of the curriculum review process. Staff wellbeing was also prioritised with periods of staff and student isolation periods and where learning from home is necessary. We have implemented the staff weekly wellbeing programme which has enabled an aspect to focus on each week. This has included activities to connect in evenings during lockdown periods. A buddy system was implemented and connections have been made throughout the year between staff. It has created an opportunity for getting to know others outside of departments and has been a positive experience.

The students continue to learn about their own wellbeing from a variety of different people and agencies. Prefect Leaders have begun to speak to younger student year levels during assemblies to reinforce messages, school values and virtues.

A review as to how often restorative practices are being used and shared with other staff members is being undertaken by Deans. The Deans have used restorative conferences in their work, especially when managing student issues and student/teacher conflicts. The Friends for Resilience programme has continued in Year 7 with a focus on positive relationships and the Peer Support Programme has continued with senior student involvement with the Year 7/8 cohort.

The online house points system was created and implemented to encourage students and reinforce positive behaviour. This was based on the PB4L model and students can earn akonga pai cards which also contributes to their house points tally. This was put in place to strengthen the house system within the school. It also is having a positive influence on interactions and behaviour. As part of this initiative, prefect leaders have been rostered on to lunchtime duty to implement the positive behaviour initiatives and give house points and create opportunities for all students to build greater positive connections throughout the student body.

Planning was carried out for a Māori and Pasifika parents evening as a dress rehearsal for the Koanga festival held at SMC (Planned for Week 9 Term 3). This was to be a celebration of Māori and Pasifika success, a whanau connection opportunity and a chance to talk about teaching and learning. We have made several steps in making connections with our Kapa Haka tutor who teaches at the Primary school. Through this connection the students have opportunities to learn more Tikanga and culture. We have also had Tom Ruki in to assist us in the beginning of our journey of the authentication of matauranga Maori. Tom taught staff basic te reo and tikanga lessons every Wednesday leading into lockdown. Our first NCEA teachers only day focussed on Matauranga Māori and enabled staff to experience how matauranga Māori can be integrated into their current teaching practice authentically. We were also able to connect as a staff by finding our connections as a community through bringing together our individual whakapapa to bind us as a whanau.

During Te Wiki O te reo Maori 13-19th September students met with other Catholic kura from around the mutu (Carmel, Rosmini and St Marys) to discuss opportunities for Māori students within their schools and to plan

activities for Te wiki of te reo Māori. The plan had to change slightly due to lockdown but we worked together to ensure both students and staff had the opportunity to engage. There were planned educational activities and resources shared with the community to develop knowledge and use te reo. There was also a competition run for practicing and sharing your mihi.

The focus for this year's Mental Health Awareness Week (MHAW) 27th September- 3rd October was a little chat can go a long way. We were able to prioritise mental health and take stock of where we're at. The student wellbeing committee and prefects modified plans to share the daily challenges and create a video for the student body. The committee talked about the importance of erasing the stigma around mental health and staff were also given daily challenges and resources to think about how wellbeing can be integrated into the classroom.

The 'High Pastoral Needs Register' for 2021 has been regularly reviewed by the Pastoral Team. It includes details and current strategies being employed for students who have learning support, guidance, medical, language support and behavioural or family needs. Deans continued to support students online or through contact with families during lockdown. We continued to have 'Curriculum/Dean's Support' meetings.

Junior and Senior College Curriculum DPs and Senior Leader of Pastoral Care and Wellbeing regularly met with Deans and other members of the Pastoral Team, to identify, discuss and develop plans and strategies to support students who are academically and pastorally at risk. They have been particularly useful in synthesising the strategies and information to support our at-risk students.

CAREER EDUCATION AND GUIDANCE

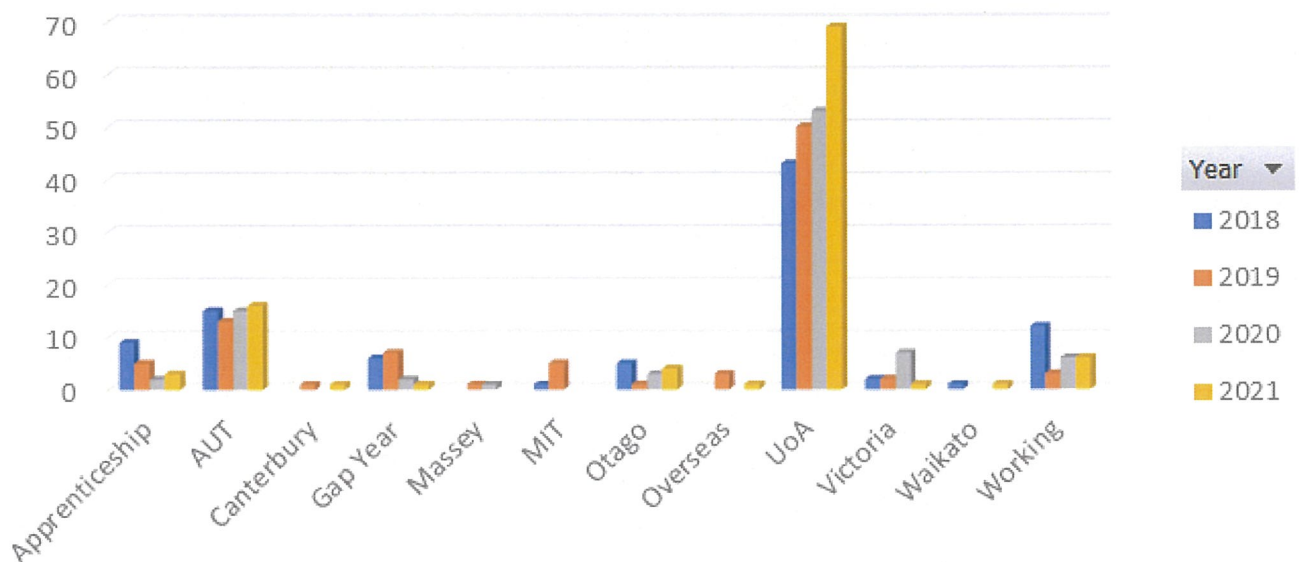
The Careers Department is responsible for managing the delivery of the Careers Education Programme throughout the College that includes information and guidance to all students at all levels. The Department staff includes a full time Careers Coordinator/Head of Department, Gateway and Vocational Pathways Co-ordinator (40 hours/week) and the Careers Administrator and Star Coordinator (13 hours/week).

The Careers Department provided the following opportunities to students throughout the year, however, as a result of Covid, some events planned had to be postponed or cancelled:

- Individual career planning interviews for all of year 13 and most of year 12 (and other levels on request)
- Tertiary liaison talks by Auckland University, Otago University, AUT, Massey University and Victoria University – general course and degree planning sessions (some via zoom)
- Careers Expo for year 10 and above students and parents. Over 35 different exhibitors in attendance
- Year 10 Careers Day including career and tertiary workshops
- Subject selection workshops for Year 11 during curriculum classes
- Work experience placements throughout the year under the Gateway programme – 28 students across a range of occupational areas – Aviation, Early Childhood Teaching, Building/Cabinetery, Hospitality, Baking, Retail opportunities including supermarkets and fast-food outlets
- STAR placements throughout the year at tertiary course providers – in areas including Design and Animation, Hospitality/Barista, Travel & Tourism, Computing, Workplace Health & Safety, Beauty and Radio Broadcasting.
- 10 Students participated in the Full year Trades Academy programme at Manukau Institute of Technology where areas of study included: Building, Electrical, Plumbing and Early Childhood Education. 4 students participated in the Trades Academy at Techtorium
- Year 13 applications and tertiary scholarship workshops
- Other identified off-site careers events. Careers Education – Timetabled Subject: World of Work class for identified Year 12 students

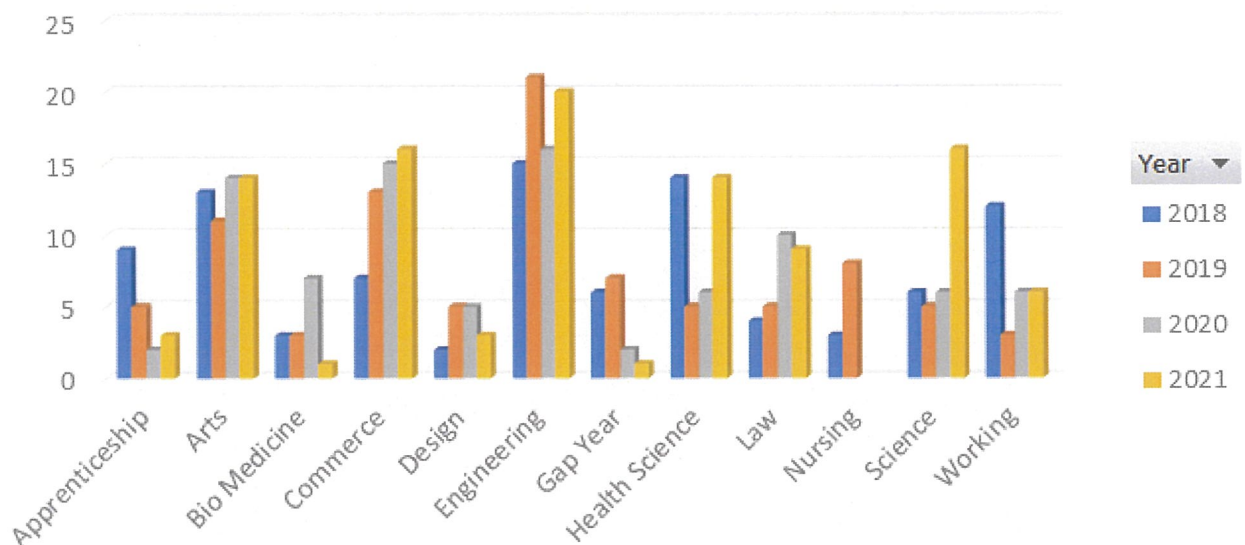
DESTINATION DATA 2021 (Destinations of our 2021 Year 13 Leavers over the past 4 years)

- The University of Auckland remains as our top tertiary destination.



- AUT continues to be our second most popular tertiary provider.
- Students going directly into work has held steady with students taking a Gap Year dropping.

MOST POPULAR COURSES OF STUDY IN 2021 (INCLUDING APPRENTICESHIPS/GAP YEAR/WORKING)



- Engineering is still our students most popular degree – holding the top spot for 3 years.
- Science has had an increase along with Commerce steadily increasing over the last 4 years.
- Bio Medicine has dropped - this may be related to the increase in those taking Science and Health Science.

2021 Year 13 Leavers (Destination Data Māori and Pasifika)

Destination	Overall	Maori	Pasifika
Apprenticeship	3	0	0
UoA	70	2	3
AUT	28	1	5
Canterbury	3	0	0
Defence Force	0	0	0
Massey	0	0	0
MIT	0	0	0
Otago	6	1	0
Overseas	2	0	0
Police	0	0	0
Private Training Organisation	9	0	0
UNITEC	0	0	0
Victoria	2	0	0
Waikato	1	1	0
Working/Gap Year/Unsure	7	0	1
Total	131	5	9

- In 2021, the Maori/Pasifika cohort totalled 14 students. Out of these 14 students, 5 will be studying at the University of Auckland.
- In 2020 the Maori/Pasifika cohort totalled 20 students. Out of these 20 students, 4 will be studying at the University of Auckland.
- In 2019 the Maori/Pasifika cohort totalled 17 students. Out of these 17 students, 4 studying are at the University of Auckland.

THE ARTS

VISUAL ARTS

East Auckland Visual Arts Showcase

The East Auckland Visual Arts Showcase is an opportunity for young people living in the local East Auckland area to have their artwork shown in an actual gallery. Each year during June, artwork is on show at the Malcolm Smith Gallery at the Uxbridge Arts & Culture Centre. The artwork can be any visual form including painting, sculpture, photography, or mixed media.

This year we had several Y12 and Y13 students from Sancta Maria College who were part of the visual arts show case. Two Photography students and the painting student received awards for their submissions



East Auckland Visual Arts Showcase opening night

East Auckland Visual Arts Showcase at Sancta Maria College

More art works were added to these submissions and shown in the International Student area at SMC

A generous donator give three prizes and these were awarded on the opening night. Unfortunately, this night was the start of the second lockdown so the show was not seen by as many people as we had hoped.

East Auckland Visual Arts Showcase at SMC opening night



The Pat Hanly Creativity Awards

These distinguished awards are one of Auckland's longest-standing creative youth art awards. All Auckland secondary schools are able to nominate up to two senior students by their HOD Art and Art teachers. To receive a nomination the student must have demonstrated outstanding creativity, imagination and commitment to the visual arts.



This year the SMC Art Department nominated two students - Ivy Olivia, year 12 Painting and Design student and Lance Zuniga year 13 Painting student.

They attended a gala event at Auckland Art Gallery Toi o Tāmaki. The students were invited to meet with the other nominees and get to know them over some kia and ice breakers. The awards ceremony took place afterwards and all nominees received a generous goody bag with a voucher for art materials from Gordan Harris and an annual membership to the Auckland City Art Gallery – Toi o Tamaki. It truly was an exciting and celebratory event for the nominees, parents, whanau and art teachers.

Art Lounge – Howick



The same students who were awarded the Pat Hanly Creativity Awards were given the opportunity, alongside other students from East Auckland Schools to create a painting at The Art Lounge, a gallery in Howick. All the materials were provided and students gave up 3 days of their holiday to participate in this event. It ended with an exhibition of the work. Lance received the people's choice award for his painting.

Art Wall



SMC Art Department – getting student outside making art after a long lockdown

Art Scholarships

Two Visual Art students achieved the NZQA Scholarship qualification this year in two different disciplines.

- Min Ju Kim – Art / Design
- Lance Zuniga – Art / Painting

PERFORMING ARTS (MUSIC)

During 2021, students entered enthusiastically into a range of musical competitions, projects, festivals, rock quest and big sing events performing all different styles of music, using vocal and instrumental work. These were performed by a diversity of young players and many of whom were acknowledged, were recipients of awards, received medals and gained placings. The Sancta Maria College Big Band gained a Gold Award at the Jazz Band Competition and the Jazz Orchestra, directed by a student, gaining a Silver Award. Student leadership is evident in a number of musical group performances as identified students take a lead role to conduct.

PERFORMING ARTS (DRAMA)

“It isn’t always about what they do on the stage. It’s about them growing and working together. Appreciating each other and respecting each other and realizing that true talent is in the heart.”

Celebrating NCEA Success

Sancta Maria College students completing NCEA in 2021 can be very proud of their academic success:

Year 11: 100% pass rate in Internals and Externals.

Year 12: 100% pass for Internals and Externals.

Year 13: 86.7% pass for Internals and 57% pass for Externals.

Senior Drama Productions

Year 11: The Single Man by Don Zolidis

Year 12: The Revenge of the Amazons by Susan Beatte

Year 13: Too much Punch for Judy – Mark Wheeler

The Year 11 and 12 productions were staged at the Uxbridge Theatre and were overwhelmingly successful. Both were comedic in nature and the response from the audience was very positive. The Year 13 production had to be rescheduled due to students becoming unwell with Covid.

“Somewhere over the rainbow the dreams that you dare to dream really do come true.”
The Wizard of Oz.

SOUTH EASTERN CHRISTIAN KĀHUI AKO

Digital Learning / Boys’ Leadership and Learning / Cultural Responsiveness

The focus areas (“streams”) for our work with the South Eastern Christian Kāhui Ako cross-over with focus areas for our college. Data analysis has revealed a need to deepen and broaden the capacity of our teachers to adopt digital tools to improve student outcomes, the need to close the gap between girls and boys in both leadership capacity and achievement, and to further our inquiry into the effectiveness of implementing our Cultural Responsiveness plan both in terms of college-wide adoption of Mātauranga Māori, and improve learning outcomes for both Māori and Pasifika learners.

Digital Learning (WSLs)

One of the things teaching through the lockdown of 2020 exposed is that a significant number of students were not well enough equipped to be agents of their own learning through digital/distance learning.

Findings from surveys found that students were becoming disengaged from their learning, with a preference for being back at school learning.

Our assumption was that staff were not digitally fluent enough to be able to design and deliver online distance learning courses to be able to best support learner agency. We tested our assumptions by surveying students to find out what their experience of digital learning was like at school. We also surveyed teachers across a variety of curriculums to find out their levels of digital fluency.

Over the course of the year, workshops were scheduled on a 6 weekly basis where a small group of teachers from across departments met to look at a variety of different digital tools that could be used to help support learner agency. The intention was that what was learnt was taken back to departments to be disseminated for wider use so that the college could collectively improve in its digital fluency. By increasing a teacher’s digital fluency, this should help them to have a wider range of options at their disposal to support a learner’s agency.

At the conclusion of the workshops we surveyed those involved with our inquiry with much positive feedback given.

Links with schools within the Kāhui group were established to help generate collegial discussions on how to improve learner agency through digital learning with the implementation of the inaugural Breakfast Bytes.

Boys’ Leadership and Learning – (WSLs)

The Boys’ Leadership and Learning Stream of Kāhui Ako was two pronged. We ran a Boys Learning Professional Development Group that focused on 4 areas over the course of the year. We offered evidence-based strategies

that enhanced teachers' abilities to build relationships, utilise active learning, incorporate storytelling and employ real world learning to engage boys in an authentic manner.

The second part of our journey was running a leadership group with approximately 20 of the boys from our respective year levels. We met with our groups weekly to break down relevant topics such as relationships, learning/studying, finances, career pathways, drugs and alcohol, motivation, wellbeing and hands on practical skills.

Throughout the year we arranged guest speakers, trips to various workplaces and have arranged an overnight tramping experience that was sadly delayed by COVID this year. The evidence that we have gathered suggests that we have helped grow strong male leaders who support the character of our school and feel confident and able to go on and live joyful and meaningful lives.

Cultural Responsiveness – (WSLs)

We were very keen to take on the task of promoting culturally responsive pedagogies amongst a group of our colleagues simply because both of us are very aware (through extensive research that we have both been involved in) that a clear understanding of culturally responsive pedagogies can reduce the gaps between the highest and lowest achievers, while at the same time raising overall levels of achievement.

Our inquiries are focused around **Improving student outcomes for Pacific learners through the strengthening of knowledge and pedagogic capabilities of teaching staff through culturally responsive practices.**

Research shows that culturally responsive pedagogies raise student achievement for all cultural groups, ensuring that all students are given the encouragement and support to realise their educational potential regardless of their social, economic, or cultural background or individual needs. In our surveys with staff, we found that many of our colleagues were not "culturally responsive" enough to be able to engage successfully with our students also be able to best support learner agency from the various cultural backgrounds that differ from the dominant culture represented at Sancta Maria College.

During Tongan Language Week in September of this year we shared the following: It's Tonga Language Week the theme for this year being "Enriching Aotearoa with holistic education". What does 'holistic education' mean to you? There were key phrases that were shared with staff as well so that we could have a go at using these phrases and sentences with our students. This did not mean that staff were to only use these during Tongan Language Week but to try to use them as much as we possibly can. We believe that staff took this on board whole-heartedly.

Over the course of the year, workshops were scheduled on a 6-weekly basis. We met with a group of about 15 teachers from across departments to engage in meaningful discussions, looking at a variety of ways (including unpacking of TAPASA) that could be used to help support learner agency.

The plan for both WSL's in this field, was that all members within this team would gain valuable experience and knowledge (from the making of lei's to a thorough understanding of kakala) so that the various departments can implement this so that the college could collectively improve in becoming "culturally responsive", which in turn would serve to support a learner's agency.

Both WSLs acknowledge that this project is still a work in progress, and much is still to be done in this field at Sancta Maria College.

CURRICULUM REVIEW

Late 2020 and 2021, the Senior Leadership Team engaged with members from the Curriculum Leadership Team, MoE Auckland (Anuja Singh, Shawn Cooper and Shaun Hawthorne) to discuss recent research from the OECD 2030 project and the Key Competencies Framework. At the same time, the NCEA Refresh Programme in Years 11-13 was getting underway.

It became evident that a curriculum review was going to be necessary. Discussions led to learning in Years 7-10 and the potential of adaptability of the curriculum to include greater authentic contexts for deep and rich learning experiences. We acknowledged that the curriculum framework goes beyond knowledge and skills and the importance of attitudes, values, competencies and dispositions are increasingly integrated into curriculum frameworks. All of these, bringing strength and high impact practices being encouraged in the NZC Framework.

Our work and dialogue continued and work got underway to develop a Learning Framework and a Learner Profile. This work has led to begin designing a localised curriculum and continues to be developed and will still be work in progress in 2022. Covid has been hugely disruptive, however, 2022 will create opportunities for further collaboration and engagement.

The Principal had a Ministry sabbatical that was also connected to this piece of work and was able to visit some schools and community groups to investigate the role of citizenship as a learning disposition, connecting and creating communities through authentic learning contexts.

The Curriculum Review and the Curriculum Refresh/Change Programme remains work in progress.

SPORTS HIGHLIGHTS

Throughout the pandemic disruption to the 2021 sporting calendar, Sancta Maria College was able to enjoy a great number of school sport events, displaying our students' athleticism and morale.

Our students participated in the full spectrum of sporting opportunities, ranging from social games, weekly competitions and one-day tournaments, to interzone, regional and national championships.

We bid farewell to our former Director of Sport after five and a half years of service. He had overseen significant growth and achievement in the area of sport during his tenure, especially for our basketball programme.

During lockdown, we were pleased to welcome our new Director of Sport. Who brings with him a wealth of knowledge in the areas of sports administration, vision and coaching, and we look forward to the continued growth in sport at Sancta Maria College.



Kiwisport Funding for 2021

SPORT

Sancta Maria College: 2021 Sports Report

We recorded our school's annual sports census in November 2021, as per the School Sport New Zealand Reporting. This census displays participation data of students, staff and community volunteers who are involved in the Sancta Maria College sports programme. Only sports or activities where participation of a five-week period or more were included in our census. This means that we did not record data from recreational or casual sport, school cross-country or school athletics events. This data also counts multi code athletes as a single engagement.

2021 Participation & Performance Data

	2017	2018	2019	2020	2021
Year 9-13 school roll	745	730	753	755	743
Year 9-13 school rep students	428	364	353	324	262
Year 9-13 % of school rep students	57%	50%	47%	44%	35%
Year 7&8 school roll	295	299	279	299	
Year 7&8 School rep students	232	215	183	177	
Year 7&8 % of school rep students	79%	72%	66%	59%	
Total school rep students	660	579	536	507	
Overall % of student reps in school	63%	56%	52%	48%	

Kiwi Sport funding

The funding we receive each year is essential to enabling our school to run an effective sports programme that meets the needs, expectations and demands of our students and wider school community.

This funding goes towards creating sporting opportunities for our students across a variety of codes and platforms including weekly competitions and tournaments; casual, recreational and social sport; professional development and support for volunteers; and expert training for individual athletes and teams.

School Funding & Fees Breakdown

KiwiSport Funding	\$22,108
Additional Operational funding	\$16,517
Student Sports Fees	<u>\$70,810</u>
Total 2020 operational budget	\$109,435

2021 Sports Ledgers

Funding helps to supplement the total fees that students need to pay each season. This paid for team entries (local competitions only), equipment and some apparel items. The difference in funding allocation between codes is due to their respective expenses and popularity at our school, i.e., some codes have higher operating costs than others and some receive their own government funding which reduces their overall expenses. The budget for 2021 Sports was as follows:

▪ Administration	\$10,000	▪ Netball	\$34,275
▪ Basketball	\$12,440	▪ Other Sport	\$17,860
▪ Coaches	\$500	▪ Recreational Sport	\$500
▪ Equipment	\$3,125	▪ Sports Awards	\$4,000
▪ Football	\$7,305	▪ Staff Relief	\$1,000
▪ Hockey	\$4,290	▪ Sport Uniforms	\$3,000
▪ National Tournaments	\$7,000	▪ Volleyball	\$4,140

Sporting Opportunities

- Inter-school competitions
- Regional, North Island and National Tournaments
- Inter-House competitions
- Student leadership groups
- Inter-home room lunch time sport
- One day and overnight tournaments
- Intra-school sport competitions
- Sport specific have-a-go days
- Year 7&8 morning casual sport
- Casual lunch time recreational sport

Initiatives

In addition to the inter-school program, the Sports Department consistently runs the following initiatives to increase sports participation and physical activity of our students:

- Athletics training (throwing/jumping/sprints)
- Badminton training + social competitions
- Speaking at the New Students welcome evening and completing pre-registrations
- Staff vs. Prefects/student sports games
- University student work placement (assisting the sports department)
- Year 7/8 Orienteering have-a-go days
- Year 7/8 Tabloid Sports Day
- Year 7/8 "Late Start" social sports mornings
- Casual after school basketball hangouts (In the off-season)
- Girls Got Game Basketball sessions
- Increased compulsory participation for school cross country to Year 7-10 and optional for all senior students
- International Student Social Sports Evening
- Junior boys and girls football academy training
- Table Tennis training + social competition
- Tennis training + social competition

Community Links

Connecting with the wider school community allows us to provide our students with greater opportunities and improved expertise in sport. Below is the full list continued and newly connected links.

Auckland Association of Intermediate and Middle Schools
Association of Intermediate and Middle Schools (AIMS)
Aktive Auckland
AMMI Athletics Club

ASB College Sport Auckland
Auckland Basketball Services
Auckland City Basketball
Auckland Council
Auckland Cricket Association
Auckland Football Federation

Auckland Hockey Association
Auckland Rugby Union
Auckland Table Tennis Association
Auckland University of Technology
Basketball New Zealand
Blues Rugby Franchise
Bucklands Beach Yacht Club
Counties Manukau Athletics
Counties Manukau Orienteering Club
Counties Manukau Sport
Cycling New Zealand
Eastern Basketball Association
Eastern Dragons Basketball Club
Equestrian Sports New Zealand
Howick Gymnastics Club
Howick/Pakuranga Netball Club
New Zealand Rugby
Northern Mystics Netball
Pakuranga Rugby Club
Pakuranga Tennis Club
Paladin's Basketball Association
Pulman Park Sports Academy
Sancta Maria College Netball Club
School Sport New Zealand (formerly NZSSSC)
Sport Auckland
Swimming New Zealand
Tennis Auckland
Underdog Basketball Club



Louise Moore
Principal
1 June 2022