Chairperson's Annual Report
Sancta Maria College

For the year ending 31st December 2018

The Sancta Maria College Board of Trustees undertakes its responsibilities with a high level of commitment mindful of our accountability to the Ministry of Education and for the educational outcomes and well-being of all students at Santa Maria College.
We have a strong united board that are committed to the charter and strategic plan providing the best learning environment for all students to reach their personal potential. The Board is a positive and supportive team that has a strong connection with the Principal and the Senior Leadership Team.

A number of Board members attended NZSTA professional development training in 2018 and this continues to be a focus of the board to maximise our contribution and personal development.This has also built relationships with board members from other schools.

The KahuiAkocommunities of learning cluster is working and advancing well and all schools and teachers are benefitting from this. A website has been setup to keep the community and teachers informed. http://www.secka.ac.nz/

The Strategic Plan progress of achievement, is reported through the principal's report each month. This also highlights student outcomes, student data and monitoring.

The three BOT committees (Finance& Property, Human Resources and Special Character)are working effectively and provide the board with monthly reporting on activity, and governance recommendations for discussion and approval.

Faculty Leaders have presented at board meetings, highlightingstudent achievements, any challenges presenting and giving the Board a view into learning and teaching practices.
The board have been inspired by these presentations and the commitment of our teachers that optimise student learning.This has been evident in the positive academic results for the year.

ERO Review

The Education Review Office completed its fifth External Evaluation at our college at the end of Term 2. We were very proud that for the first time in the history of the college, the Education Review Office made its decision that the next external evaluation process and timing is likely to be carried out in four-to-five years' time.

The purpose of ERO's external evaluation is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students.

ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement.

The Board was very pleased with the ERO report and this evaluation independently affirms the school's direction, decisions, processes and high quality education our students receive.

The ERO report key findings:

1. A very high level of achievement in NCEA for all students with the vast majority achieving NCEA levels 1,2 and 3 for 2018.

2. Students year 7 to 10 achieve well in literacy and mathematics and that students are well supported and prepared to determine their future direction and participate in further education, training and employment.

3. The school has very effective accelerating the learning progress of any children that require extra help.

4. High quality school leadership supports the achievement of equity and excellence through a planned, coherent approach that is well aligned with school strategic goals.

5. To sustain and further support equity and excellence, the school leaders have identified that they will:
   undertake a planned curriculum review for Years 7 to 10 to develop a coherent, authenticcurriculum that reflects the school's priorities and
   continue to use internal evaluation to enhance wellbeing outcomes for students.

6. The Board of Trustees and senior leadership team work collaboratively to develop the school's strategic plan. Trustees bring a range of skills to their school governance and stewardship roles. They are improvement-focused and have high expectations for students' success. Trustees have a clear understanding of their roles and responsibilities and are actively involved in the life of the school.

The Board is very pleased with the report, and this endorses the direction, values and independently affirms that our children are receiving a high quality of education. The Board acknowledges Ms Moore, the Senior Leadership Team, all teachers and administration staff in achieving such an outstanding review.

Student Achievement

The Board is very pleased with outstanding academic results for 2018. The results reflect the conscientious effort our students make, supported by the excellent work of staff and parents.

The Francis Block Opening

The Opening and Blessing of the new St Francis Building in June 2018 was a major milestone for the college. The Building provides teachers and students with a range of flexible learning spaces.

Property

The Board, Principal, and Business Manager have carried out the following work to the Campus in 2018.

- Cyclical maintenance was carried out per the 10 Year Cyclical Painting and Maintenance Plan
- Widening of the main driveway for flow of traffic
- Construction of student waiting area at front of auditorium
- Installation of fencing to enclose Confidence Course
- Installation of student seating along the outside of the auditorium for students to wait for pickup at end of day.

Capital Expenditure

Capital expenditure for the year included the continued upgrade of furniture and fittings in classrooms and resource rooms throughout the college, ICT digital resources, sports equipment, musical equipment and the replacement of one of the school minivans.

Health and Safety

Health and Safety is an area of paramount importance within the College environment where all students and staff play an integral part of this responsibility. The College undertakes full safety audits annually in a number of areas throughout the College and any concerns are addressed immediately to comply with all compliance. Health and Safety representatives are continually being upskilled in their responsibilities to ensure that the College is a healthy and safe environment for the school community.

Financial Contributions

The Board is extremely appreciative for the financial commitment that the parent community are making. While the Business Manager and the accounts team are doing a good job working with parents to collect the financial contributions and all subject and activity charges, we see an increasing trend where some parents are struggling to meet their total financial commitments to the school. Payment plans are in place by a large number of families to ensure that they are meeting their commitment. To enable the school to continue to resource and equip the school to the high standard it currently is at, we have to rely on receiving all of the financial contributions from parents.

The Board is committed to ensuring that we prepare our students for their future career path and give them the tools and every opportunity to succeed, along with giving them life skills and strong values.We are also committed to supporting the principal andthe senior leadership team in providing the best learning environment and resources to maximise the potential of all students.

Warren Brabant
Chairperson
Board of Trustees Sancta Maria College

SANCTA MARIA COLLEGE
STATEMENT OF RESOURCES

FOR THE YEAR ENDED 31 DECEMBER 2018

School Roll :

March 1st: 994 students   (495 male)
                                                    (499 female)

Plus: 36 International students

Days Open: The school was open for 380 half days

Physical Resources: Current Auckland Council revalution :
                              As at 1 July 2014   : $68,050,000

Made up of:
18.1565 Hectares of land
55 permanent classrooms
3 Relocatable classrooms
Library /RE Block
Administration Block
Auditorium
Gymnasium
Chapel
3 Soccer fields
1 Rugby field
1 General Purpose field
5 Synthetic Turf Courts

The school also had access to the Lloyd Elsmore Netball Courts and Hockey Turf

Staff:	Full time:	65	23 Male 45 Female
	Part time:	3	
	Administration staff:	25	
	Curriculum Support:	6	
	Property Staff:	3	
	Itinerant Music:	10	

Sancta Maria College

319 Te Irirangi Drive, Botany South, Manukau 2016, Auckland   P (09) 274 4081   F (09) 274 4082
PO Box 64 437, Botany, Manukau 2163, Auckland   E admin@sanctamaria.school.nz   W www.sanctamaria.school.nz

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SANCTA MARIA COLLEGE
2018 PRINCIPAL'S ANNUAL REPORT

Academic Performance and Curriculum

The overall academic success of the college was again pleasing at all levels of NCEA, maintaining consistency in performance well above the national benchmark data and national averages of other co-educational schools of similar decile. Students gaining NCEA Levels 1 and 2 was at 95% overall, with Level 3 performance slightly down from 2017 but holding at 92% overall. University Entrance was a Target in 2018 and saw a percentage increase of 10% from 2017 (73.1%) to 83.8% in 2018. This performance sitting above the national level (47%) and other schools of similar type (46%). This was especially pleasing as the cohort wasn't particularly strong as in prior years.

As the demographic changes, there is an increasing number of students transitioning into the trades, employment and vocations, some of which do not end up completing Level 3 but most leaving with the Level 2 NCEA qualification.

Literacy levels were maintained across Years 11 to 13 at a similar percentage rate (98%) or higher as in the previous year. Numeracy also maintained a high percentage level of success as in the prior year (98%).

In 2018, NCEA endorsements was at an increased number of those achieving at Merit Level especially Levels 1 and 3 compared to 2017. At the excellence level, there was a drop in the overall percentage for Levels 1 and 2 but a similar percentage being achieved at Level 3 in the previous year. All three levels are performing well above the national average and other schools of similar type.

The Maori and Pacific Peoples are achieving well above the national average and schools of similar type. Pacific Peoples are showing improvement in Year 13 achieving UE compared with 2017. Maori were slightly down at Level 3 and UE. Overall, very pleasing outcomes.

Last year, the Education Review Office (ERO) conducted its usual cycle of review. This follows the three-year period since the last review. The college has been given a four-five year return visit.
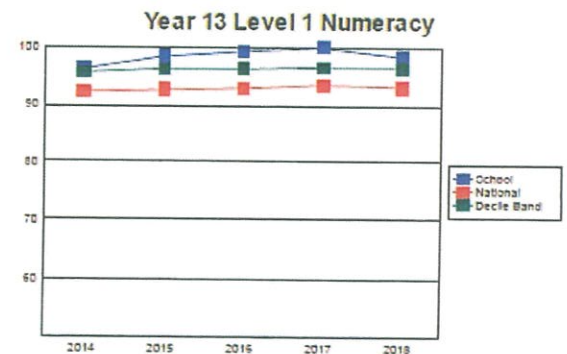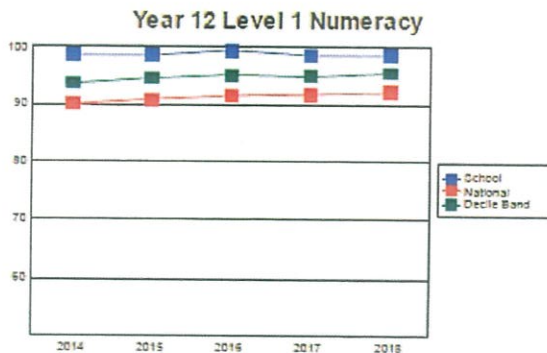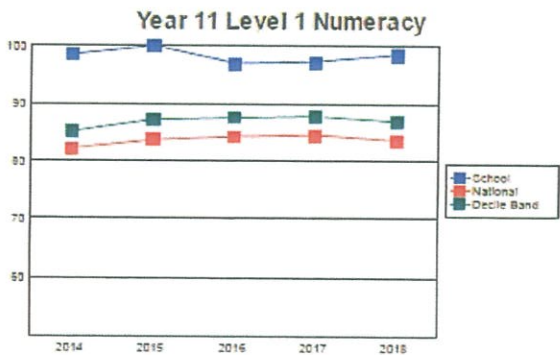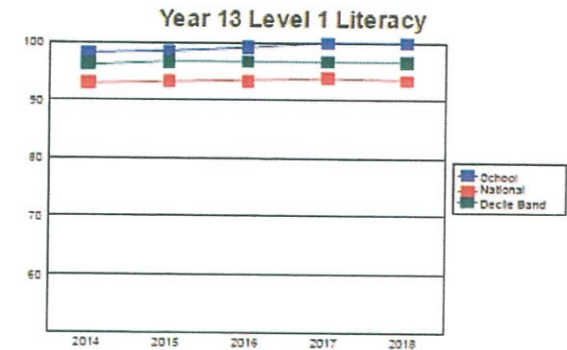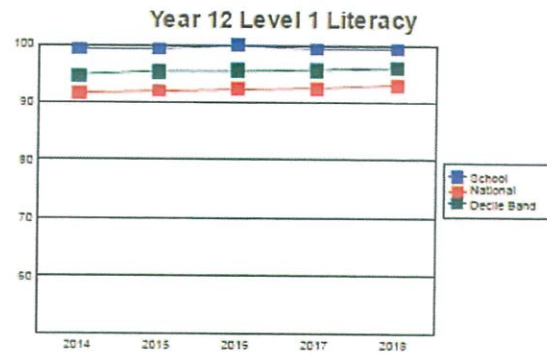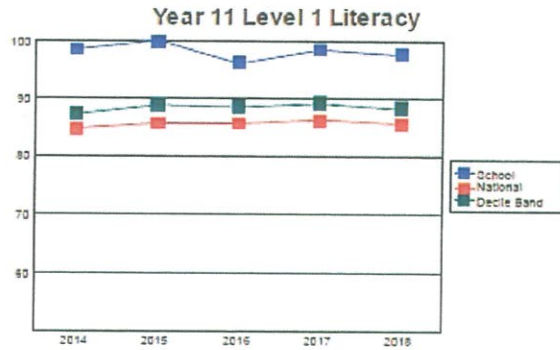
Our MNA review will be held in Term 2, 2019 to review the systems the school has in place for moderation work, related policies and procedures.

Level 1 Literacy and Numeracy: Sancta Maria College

PR 3 - Cumulative Results by Percentage

Academic Year	Achievement	Sancta Maria College Year 11	Sancta Maria College Year 12	Sancta Maria College Year 13	National Year 11	National Year 12	National Year 13	Decile 4-7 Year 11	Decile 4-7 Year 12	Decile 4-7 Year 13
2014	Literacy	98.6	99.3	98.2	84.8	91.5	93.1	87.4	94.6	96.2
2015	Literacy	100.0	99.3	98.5	85.9	92.0	93.5	89.0	95.2	96.6
2016	Literacy	96.3	100.0	99.2	85.8	92.4	93.6	88.7	95.5	96.7
2017	Literacy	98.6	99.3	100.0	86.4	92.5	94.0	89.3	95.5	96.7
2018	Literacy	97.8	99.3	100.0	85.7	93.1	93.7	88.3	95.9	96.6
2014	Numeracy	98.6	98.6	96.4	82.1	90.1	92.3	85.3	93.6	95.7
2015	Numeracy	100.0	98.6	98.5	83.8	90.8	92.7	87.3	94.5	96.2
2016	Numeracy	97.0	99.3	99.2	84.3	91.5	92.9	87.7	95.0	96.3
2017	Numeracy	97.3	98.5	100.0	84.6	91.6	93.4	87.9	94.9	96.5
2018	Numeracy	98.5	98.6	98.3	83.6	92.2	93.1	86.9	95.4	96.4

Year 11 Level 1 Literacy

Year 12 Level 1 Literacy

Year 13 Level 1 Literacy

Year 11 Level 1 Numeracy

Year 12 Level 1 Numeracy

Year 13 Level 1 Numeracy

NCEA Certificate Endorsement: Sancta Maria College

PR4 - Cumulative Results by Percentage

	Sancta Maria College			National			Decile 4-7		
Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Achieved with Excellence									
2014	38.3	20.3	22.5	17.9	14.4	12.7	14.2	12.0	11.2
2015	36.8	39.3	20.7	18.8	15.0	13.8	15.4	12.4	12.6
2016	43.0	33.8	31.2	19.7	16.0	14.5	16.1	13.3	12.8
2017	42.3	37.4	27.6	20.1	16.3	15.5	16.9	13.5	13.6
2018	32.0	29.6	26.9	20.9	16.4	15.1	16.9	13.1	13.3
Achieved with Merit									
2014	44.0	46.6	48.0	34.7	26.7	28.5	32.4	23.8	25.0
2015	43.4	37.1	42.1	34.1	26.2	28.0	32.5	24.1	25.7
2016	46.9	33.8	41.6	34.1	26.1	27.4	32.7	23.7	24.8
2017	35.2	29.0	26.8	31.7	22.4	23.3	30.3	20.3	21.4
2018	45.3	30.4	40.7	34.6	25.6	27.4	33.0	23.0	24.7
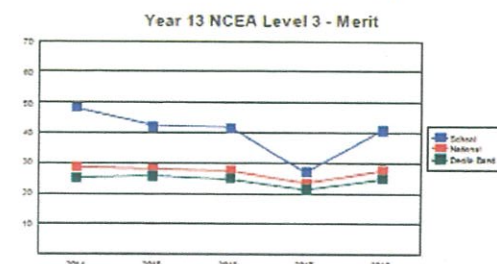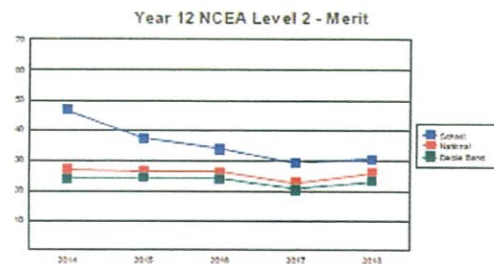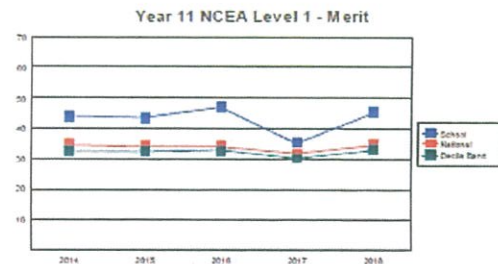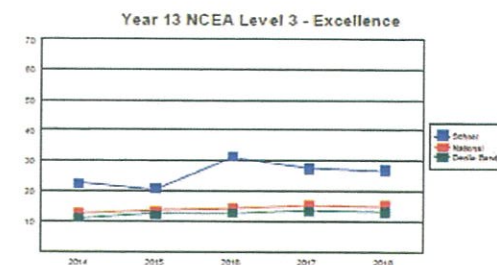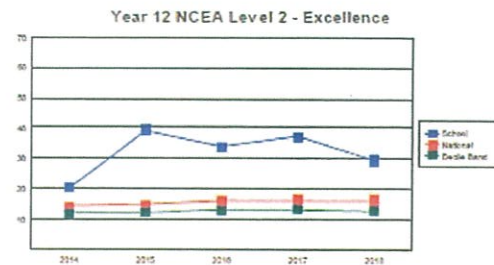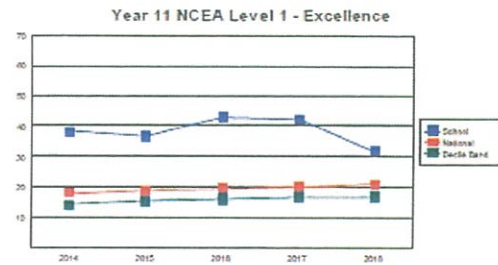
Year 11 NCEA Level 1 - Excellence

Year 12 NCEA Level 2 - Excellence

Year 13 NCEA Level 3 - Excellence

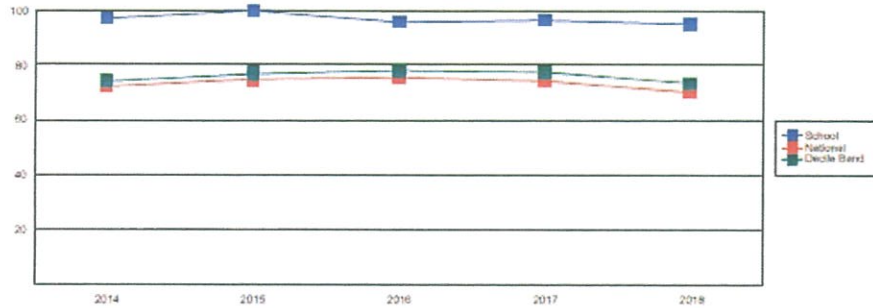Year 11 NCEA Level 1 - Merit

Year 12 NCEA Level 2 - Merit

Year 13 NCEA Level 3 - Merit

Achievement in NCEA and UE: Sancta Maria College

PR2 - Enrolment Based Cumulative Overall Results

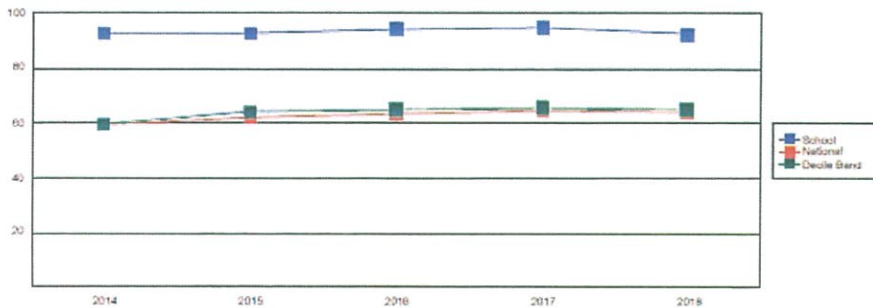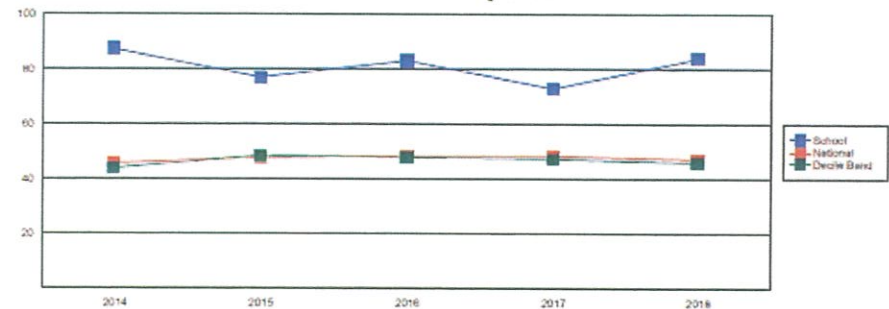|	Sancta Maria College				National				Decile 4-7			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2014	97.2	95.7	92.7	87.3	72.4	75.1	59.6	45.7	74.5	77.6	59.8	43.5
2015	100.0	97.9	92.4	77.1	74.5	76.3	62.5	48.0	77.2	79.7	64.3	48.2
2016	95.5	97.8	94.0	82.7	75.3	78.4	64.0	48.6	78.1	81.4	65.1	47.7
2017	96.6	97.8	94.6	73.1	74.5	78.0	65.2	48.5	77.5	80.8	65.8	46.9
2018	94.8	94.4	92.3	83.8	70.5	76.4	64.4	46.9	73.3	78.9	65.3	45.8

Year 11 - NCEA Level 1
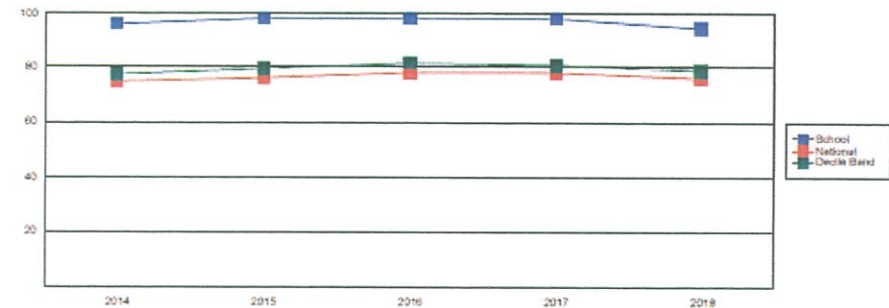
Year 12 - NCEA Level 2

Year 13 - NCEA Level 3

Year 13 - University Entrance
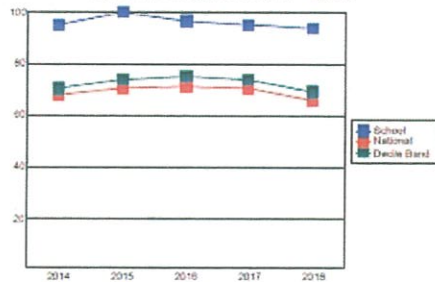
Achievement in NCEA and UE: Sancta Maria College
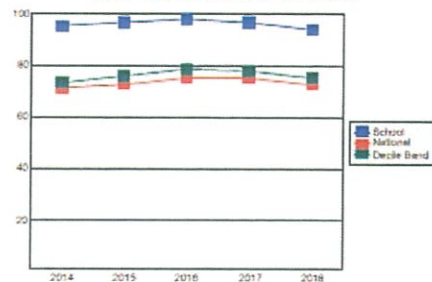
PR2 - Enrolment Based Cumulative Results by Gender

|	Sancta Maria College				National				Decile 4-7			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2014	95.3	95.3	92.2	88.2	68.0	71.0	52.9	38.9	70.7	73.1	51.5	35.6
2015	100.0	96.7	89.8	72.9	70.3	72.6	56.2	41.3	73.8	76.2	56.7	40.6
2016	97.0	98.4	89.7	79.3	71.5	75.1	58.6	42.2	75.0	78.4	58.9	40.9
2017	95.8	97.0	96.6	70.7	70.4	74.9	59.8	41.8	74.2	77.9	59.5	39.4
2018	94.4	94.2	92.5	83.0	66.1	72.8	59.3	40.6	69.4	75.3	59.3	38.9
Female												
2014	98.8	96.0	93.2	86.4	77.2	79.2	65.9	52.1	78.4	81.9	67.4	50.8
2015	100.0	98.8	94.4	80.6	79.0	80.1	68.4	54.3	80.8	83.6	71.6	55.6
2016	94.1	97.3	97.3	85.3	79.3	81.8	69.0	54.7	81.4	84.6	71.1	54.4
2017	97.4	98.5	93.1	75.0	78.7	81.1	70.2	54.8	81.1	83.7	71.9	54.1
2018	95.3	94.6	92.2	84.4	75.1	80.0	69.1	52.8	77.6	82.8	70.9	52.3

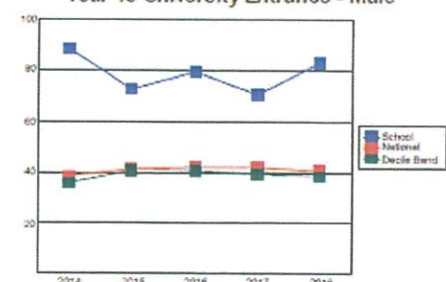Year 11 NCEA Level 1 - Male
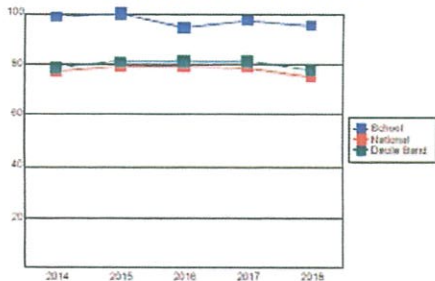

Year 12 NCEA Level 2 - Male
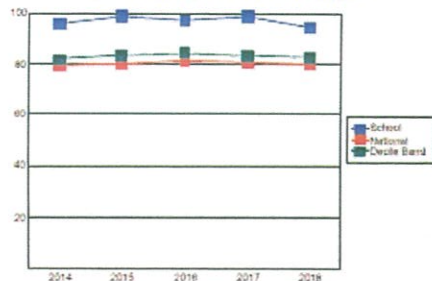

Year 13 NCEA Level 3 - Male
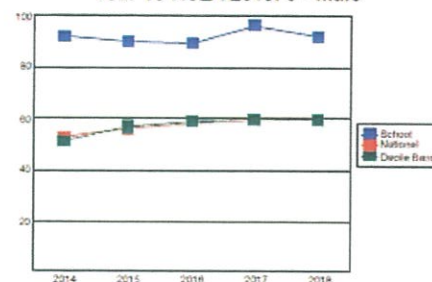
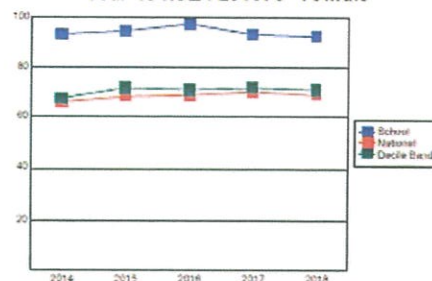Year 13 University Entrance - Male

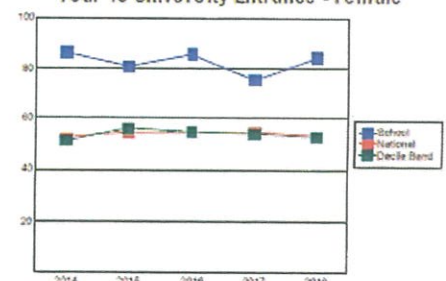Year 11 NCEA Level 1 - Female

Year 12 NCEA Level 2 - Female

Year 13 NCEA Level 3 - Female

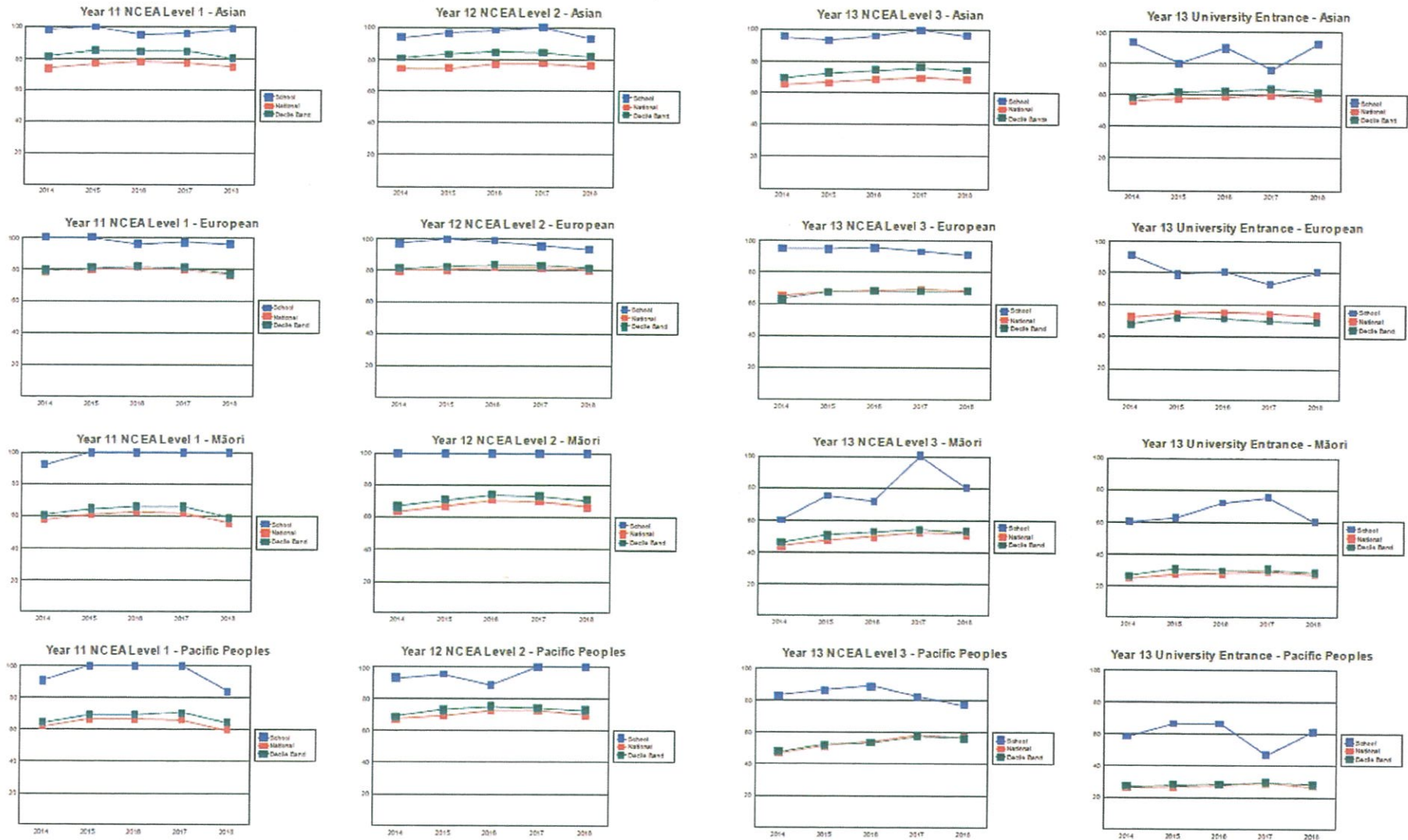
Year 13 University Entrance - Female

Achievement in NCEA and UE: Sancta Maria College

PR2 - Enrolment Based Cumulative Results by Ethnicity

	Sancta Maria College				National				Decile 4-7			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2014	98.1	93.5	95.3	93.0	74.0	74.1	65.1	55.8	81.3	80.8	69.6	57.7
2015	100.0	96.3	93.3	80.0	76.8	74.4	66.5	57.4	85.2	83.2	72.8	61.6
2016	94.6	98.3	96.0	90.0	77.9	77.2	68.8	58.7	84.8	84.9	74.7	62.3
2017	95.8	100.0	100.0	75.9	77.3	77.4	70.1	59.9	84.7	84.4	76.2	63.6
2018	98.4	93.0	96.2	92.3	74.8	76.1	68.7	57.7	80.3	81.8	74.4	61.5
European												
2014	100.0	97.5	94.8	91.4	78.8	79.8	64.5	52.1	79.2	81.3	63.1	47.7
2015	100.0	100.0	94.4	79.2	80.1	80.5	67.2	54.5	80.7	82.4	67.1	51.7
2016	95.8	98.5	95.6	80.9	80.6	82.0	68.1	55.1	81.6	83.6	67.5	51.2
2017	97.0	95.7	93.2	72.9	79.8	81.6	68.7	54.3	80.7	83.0	67.6	49.7
2018	95.8	93.8	91.1	80.4	76.3	80.5	68.2	53.0	76.9	81.5	67.7	49.0
Māori												
2014	92.3	100.0	60.0	60.0	57.9	63.6	43.8	25.1	61.1	66.8	45.9	26.2
2015	100.0	100.0	75.0	62.5	61.2	66.9	47.5	27.7	64.8	70.7	50.7	30.4
2016	100.0	100.0	71.4	71.4	62.8	70.6	49.9	28.0	66.1	73.7	52.5	29.8
2017	100.0	100.0	100.0	75.0	62.0	69.8	52.4	29.3	65.8	73.0	53.8	30.1
2018	100.0	100.0	80.0	60.0	55.8	66.8	51.5	27.6	59.3	70.4	52.9	28.4
Middle Eastern/Latin American/African												
2014	100.0	100.0	100.0	100.0	71.8	73.9	60.1	45.4	73.2	71.3	56.9	40.8
2015	100.0	100.0	85.7	71.4	76.4	73.1	64.0	51.9	74.7	73.1	63.1	48.6
2016	100.0	100.0	85.7	85.7	75.3	76.0	62.2	50.7	77.5	76.8	60.0	45.7
2017	100.0	90.0	100.0	85.7	76.5	75.7	64.3	50.9	79.6	76.6	62.0	44.4
2018	83.3	100.0	90.0	80.0	74.4	76.0	64.5	47.2	78.2	79.8	63.9	43.3
Other Ethnicity												
2014					63.5	61.5	51.0	41.4	66.2	64.8	53.7	36.1
2015					70.7	67.1	53.8	45.5	76.6	79.6	58.3	44.3
2016					73.4	74.0	54.3	44.0	77.8	80.1	58.8	46.6
2017					72.4	76.3	64.0	49.6	77.6	79.0	69.6	49.7
2018	100.0				71.7	68.6	56.8	43.2	75.7	74.1	60.0	43.3
Pacific Peoples												
2014	90.9	92.9	83.3	58.3	61.9	67.3	47.0	26.0	64.4	69.1	47.8	26.8
2015	100.0	95.2	86.7	66.7	66.4	69.6	51.5	26.4	69.6	73.2	52.3	27.9
2016	100.0	88.9	88.9	66.7	66.5	72.8	53.9	27.7	69.6	75.4	53.7	28.0
2017	100.0	100.0	82.4	47.1	66.2	72.9	58.4	29.0	70.6	74.3	57.7	29.4
2018	84.2	100.0	76.9	61.5	59.4	69.9	57.1	27.0	64.6	72.7	56.4	28.3

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Sancta Maria College

Year 11 NCEA Level 1 - Asian

Year 12 NCEA Level 2 - Asian

Year 13 NCEA Level 3 - Asian

Year 13 University Entrance - Asian

Year 11 NCEA Level 1 - European

Year 12 NCEA Level 2 - European

Year 13 NCEA Level 3 - European

Year 13 University Entrance - European

Year 11 NCEA Level 1 - Māori

Year 12 NCEA Level 2 - Māori

Year 13 NCEA Level 3 - Māori

Year 13 University Entrance - Māori

Year 11 NCEA Level 1 - Pacific Peoples

Year 12 NCEA Level 2 - Pacific Peoples

Year 13 NCEA Level 3 - Pacific Peoples

Year 13 University Entrance - Pacific Peoples

REVIEW
UNIVERSITY ENTRANCE ACHIEVEMENT TARGET 1 2018

QUALIFICATION: NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT LEVEL 3

STRATEGIC GOAL: To continue to pursue excellence and raise the overall level of academic performance across the College.

SUB GOAL: To ensure the national priorities for identified groups (Maori, Pasifika and special needs) are met as part of supporting and encouraging students to strive for excellence and their very best academic performance.

BASE DATA: In 2017:

(a) 72.3% of Sancta Maria students achieved University excellence. This was down in comparison to 2016 where 82.7% of students achieved university entrance.

(b) 85.7 of Pasifika and 100% of Maori achieved Level 3. However only 42.9% of Pasifika students and 75.0% of Maori students achieved University Entrance.

In comparison: National Statistics Participation Based: 2017 Level 3 Maori 75.3%, Pasifika 73.5%, European 86.5%, Asian 86.8%

In comparison National Statistic's Participation Based 2017 University Entrance Maori 40.0, Pasifika 35.1%, European 69.2%, Asian 71.8%

TARGET SET: **That 100% of Year 13 Sancta Maria students who identify as attending University in their future career pathway will achieve NCEA Level 3 and University Entrance at the end of 2018.**

That 100% of Year 13 Sancta Maria Maori and Pasifika students who identify as attending university in their future career pathway will achieve NCEA Level 3 and University Entrance at the end of 2018.

QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
• Maori and Pasifika students in Year 12 & 13 identified	Deputy Principal (Curriculum)	Term One	• Students identified
• Students' NCEA 1 & 2 results are reviewed to identify current pattern of achievement	Deputy Principal (Curriculum)	Term One	• Current achievement identified
• Other AREA data examined to identify patterns and students at risk	Deputy Principal (Curriculum) HOD Careers Deputy Principal Pastoral Guidance Deans Year 12,13 Principals Nominee	Term One	• Patterns and students at risk are identified from AREA data
• All Level 3 students career pathways are identified	HOD Careers	Term One	• Students Level 3 career pathways identified
• All Level 3 student's career pathways are compared with current NCEA courses and university literacy entrance to ensure University Entrance and Level 3 achievement is obtainable for students who have been identified as attending university in the future.	HOD Careers	Term One	• Students Level 3 career pathways are compared to Level 3 courses to ensure Level 3 and University Entrance is obtainable under current course options
• Year 13 Mentoring Programme between Homeroom teachers and students is established to work with and monitor progress for each individual student	Yr 13 Dean Homeroom Teachers HOD Careers Deputy Principal – Curriculum Deputy Principal - Pastoral	Term Two	• Meaningful dialogue with each student in their homeroom class about their achievement progress and pastoral needs

QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
• Parents are informed of the achievement target and the strategies to help their children	Deputy Principal (Curriculum)	Term Two	• Parents informed
• Relevant people involved are consulted on their role	Teachers Year 13 Dean Deputy Principal – Curriculum HOD Careers	Term Two	• Relevant people have a clear understanding of their role
• On-going review of progress occurs so that it can be assessed whether student achievement credit milestones have been met	Teachers Year 13 Dean Deputy Principal – Curriculum	Terms 1 - 4	• On-going reviews occur and further interventions put in place if milestones are not being met
• Staff inform Deputy Principal – Curriculum of every student who fails NCEA achievement standard. Parents and Yr 13 Deans notified of all students who have Not Achieved in each standard	Teachers Year 13 Dean Deputy Principal – Curriculum	Terms 1 - 4	• Teachers inform DP Curriculum of students who have not achieved a standard
• Deputy Principal – Curriculum monitors and tracks student achievement and non-achievement.			• Tracking system generated to monitor student achievement or non-achievement
• Parents informed of progress at parent interviews	Year 13 Dean Teachers	Term 2 and 3	• Personal Invitation is sent to parents • Interviews take place
• Students at risk are identified and parents of at risk students are contacted and informed that their child is at risk.	Year 13 Dean	Term 2 and 3	• Parents informed if child is at risk
• Identify those students at risk of not meeting the target and determine interventions while other students are on study leave	Deputy Principal (Curriculum) Curriculum Leaders HOD Careers	End of Term 3	• Students identified. Interventions developed by targeting specific standards for students to attempt

ANALYSIS of VARIANCE

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
• **TARGET 1** 100% of Sancta Maria students who identify as attending University in their future career pathway will achieve NCEA Level 3 and University Entrance at the end of 2018. That 100% of Year 13 Sancta Maria Maori and Pasifika students who identify as attending university in their future career pathway will achieve NCEA Level 3 and University Entrance at the end of 2018.		
• **RESULT** • 22 out of 127 did not achieve University Entrance. 83.8% Pass rate. • Out of the 22 students who did not achieve university entrance, 9 of these students had planned on a University Destination. 92.3% (9/127) Pass rate • 9 out of 127 did not achieve Level 3. 92.3% Pass rate • Out of 18 Maori and Pasifika students, 5 students did not achieve university entrance and had planned on a university destination. 72.3% Pass rate • Out of 18 Maori and Pasifika students, 3 students did not achieve level 3 and had planned on a university destination. 83.4% Pass rate	This was achieved. For our Maori and Pasifika students this was achieved.	Further next steps should include greater focus on Maori and Pasifika students and greater support and mentoring. Meeting with Maori and Pasifika parents and collectively working with teachers to ensure teachers are aware of each of their student's university pathways.

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
• The Deputy Principal (Curriculum and Year 13 Dean identified all Maori and Pasifika students in Year 12 & 13.		
• Students' NCEA 1 & 2 results were reviewed to identify current pattern of achievement. All staff were given results and analysis of Level 1 and 2 results focussed on students who were at risk of not achieving level 3.		Focus on student timetables and options needs to be reviewed to include assurances that all students have got multiple options to gain NCEA level 3 and University entrance. Some students had a higher amount of risk due to taking multiple subjects that were only Unit standards so therefore did not offer the opportunity to achieve 14 university approved Credits in their subject. Example: Students who choose, Mandarin, Travel and Tourism and Technology (Fashion and Food)
• Other AREA data was examined to identify patterns and students at risk. This included attendance, High pastoral needs register, Learning support and ESOL data.		
• All Level 3 students were interviewed and future career pathways were identified.		This feedback needs to be fed to Deputy Principal, Dean and Homeroom Teachers so multiple people are aware of student destinations.
• All Level 3 student's career pathways are compared with current NCEA courses and university literacy entrance to ensure University Entrance and Level 3 achievement is obtainable for students who have been identified as attending university in the future.		This feedback needs to be fed to Deputy Principal and Homeroom Teachers so multiple people are aware of student destinations. Course Option choices need to be checked to ensure students have chosen correct options for destination.

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
• Year 13 Mentoring Programme between Homeroom teachers and students is established to work with and monitor progress for each individual student	Homeroom teachers interviewed each Year 13 student, created a destination, and highlighted the 3 key subjects that will allow them to gain University entrance. However further mentoring and consistent support was not given to Year 13 students from homeroom teachers.	Year 13 Homeroom teachers need to be taught how to mentor and support Year 13 students. Including focus data/goals from each student. Monitoring of attendance and communication face to face with parents Deans taking more active role in supporting homeroom teachers. Deputy Principal monitoring and supporting dean. Teachers made aware of which students are relying on UE 14 credits from their course. Regular meetings between mentors and students Questions that delve deeply into student performance.
• Parents were informed of the achievement target and the strategies to help their children	This was not completed. Only some parents of our most at risk were communicated with.	Deans need to have greater focus on Curriculum achievement rather than just Pastoral support. This can be achieved by having regular academic tracking meetings every 3 weeks with Senior deans, Careers, International and DP Curriculum. Deans need to receive data regularly that allows them to focus on students with highest needs so parents and mentors can be contacted. Careers department needs to have greater involvement with students that are at risk in terms of supporting them with HOD's and Teachers need to offer students flexibility within their courses so students with greater risk of failure are offered full internal course to support and guide learning rather than relying on external results.

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
• Relevant people involved were consulted on their role	Needed to occur more regularly. Staff and parents were consulted at the beginning and end but not regularly during.	Deans need to have greater focus on Curriculum achievement rather than just Pastoral support. This can be achieved by having regular academic tracking meetings every 3 weeks with Senior deans, Careers, International and DP Curriculum. These meetings will allow for tracking of student progress. HOD's and Teachers need to have greater ownership and responsibility of each of their students not achieving university entrance in their course. Teachers need to identify students most at risk and contact parents and deans weeks in advance before internals of practice exams if students are showing signs of risk.
• On-going review of progress occurred so that it can be assessed whether student achievement credit milestones have been met	Needed to occur more regularly. Staff and parents were consulted at the beginning and end but not regularly during.	Deans need to have greater focus on Curriculum achievement rather than just Pastoral support. This can be achieved by having regular academic tracking meetings every 3 weeks with Senior deans, Careers, International and DP Curriculum. These meetings will allow for tracking of student progress.
• Staff inform Deputy Principal – Curriculum of every student who fails NCEA achievement standard. Parents and Yr 13 Deans were notified of all students who had Not Achieved in each standard	Inconsistent. Some teachers would inform dean and Deputy Principal however, some teachers were erratic with correspondence and tracking.	Greater training with staff and HOD is regarding contact with parents. Teachers must have on-going reminders that they need to be in regular contact with parents regarding a student's progress.
• Deputy Principal – Curriculum monitors and tracks student achievement and non-achievement through data analysis via KAMAR	Data tracking was created where deans and Deputy principal were notified if any student had a not achieved, not submitted entered into KAMAR against their name.	Next step will be parents being informed of not achieved and not submitted assessment so parents are kept informed of achievement.

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
• Parents were informed of progress at parent interviews in May and September.	Teachers who had identified students at risk in their courses made direct contact with parents to invite them and their child to these parent interviews.	Parents need to be regularly communicated to by teachers and HOD is regarding progress. Greater consistency from teachers regarding contact of parents of at risk students
• Students at risk are identified and parents of at risk students are contacted and informed that their child is at risk.	Teachers who had identified students at risk in their courses made direct contact with parents to invite them and their child to these parent interviews.	Parents need to be regularly communicated to by teachers and HOD is regarding progress. Greater consistency from teachers regarding contact of parents of at risk students
• Identify those students at risk of not meeting the target and determine interventions while other students are on study leave	Interventions and summer school was offered to students who were showing signs of not meeting UE and Level 3 target.	Deans need to have greater focus on Curriculum achievement rather than just Pastoral support. This can be achieved by having regular academic tracking meetings every 3 weeks with Senior deans, Careers, International and DP Curriculum. These meetings will allow for tracking of student progress. Greater intervention options need to be put in place for students that are not achieving within course. This can be done via students attending school holiday workshops and catch-ups.

Surname	First name	Ethnicity	UE (14 x 3) subjects	Level 3	UE Lit	Reasons for no UE/Level 3	Did they Need UE for Future pathway	Proposed	Category	What	Where
		Maori	No UE	Yes L3	Yes Lit		Yes	Massey Music	Bachelor	Commercial Music	Massey
		Pasifika	No UE	No L3	Yes Lit		No	AUT Science & Technology	Certificate	Science/Technology	AUT
		Filipino	No UE	No L3	Yes Lit		Yes	AU Engineering	Bachelor	Engineering	AU
		Filipino	No UE	Yes L3	Yes Lit		Yes	AUT Computer Science	Bachelor	Computer Science	AUT
		NZ Euro	No UE	Yes L3	Yes Lit		No	Working	Working	Ski Instructor	Working
		NZ Euro	No UE	No L3	No Lit		No	Gap Year	Gap Year	Gap Year	Gap Year
		NZ Euro	No UE	Yes L3	Yes Lit		No	QRC Tourism	Diploma	Adventure Tourism	QRC
		NZ Euro	No UE	Yes L3	Yes Lit		No	unsure	unsure	unsure	unsure
		NZ Euro	No UE	Yes L3	Yes Lit		No	Working	Working	Working	Working
		Chinese	No UE	Yes L3	Yes Lit		No	Gap Year	Gap Year	Gap Year	Gap Year
		NZ Euro	No UE	No L3	Yes Lit		No	Apprenticeship	Apprenticeship	Apprenticeship	ETCO
		NZ Euro	No UE	Yes L3	No Lit		No	Working	Working	Working	Working
		Filipino	No UE	No L3	Yes Lit		No	MIT Logistics	Diploma	Logistics	MIT
		Maori	No UE	No L3	Yes Lit		No	Gap Year	Gap Year	Gap Year	Gap Year
		Pasifika	No UE	Yes L3	Yes Lit		Yes	AUT Commerce	Bachelor	Commerce	AUT
		Maori	No UE	No L3	Yes Lit		Yes	unsure	Bachelor	Nursing	AUT / MIT OR AU
		Pasifika	No UE	No L3	Yes Lit		Yes	AUT Science	Bachelor	Science	AUT
		Pasifika	No UE	Yes L3	Yes Lit		Yes	Otago Arts	Bachelor	Arts	Otago
		NZ Euro	No UE	Yes L3	No Lit		No	unknown	unknown	unknown	unknown
			No UE	No L3	Yes Lit		Yes	AUT Design	Bachelor	Fashion Design	AUT
			No UE	Yes L3	No Lit		No	MIT Building	Diploma	Building	MIT
			No UE	Yes L3	No Lit		Yes	Overseas University	Bachelor	Fashion Design	Overseas