



2019 PRINCIPAL'S ANNUAL REPORT

ACADEMIC PERFORMANCE AND CURRICULUM

Overall, the academic achievements of the college were again pleasing at all levels of NCEA. The college continues to perform well above the national benchmark data and performing above the national averages of other co-educational schools of similar decile and type, as well as performing above the averages of higher decile schools. At level 1, 2 and 3 we had our highest level of achievement for each level with over 95% of our students achieving NCEA level 1,2,3. We also celebrated 16 scholarships including one outstanding scholarship.

There was a decrease of 3.3% in entry to University from 2018 to 2019. This cohort group had 26/144 not achieve in 2020 and did not attain the University Entrance qualification. We are extremely pleased to report that all Māori and Pasifika students who identified as their destination being university in 2020, achieved the University Entrance qualification.

While the college is proud of its academic achievements overall, it recognises the challenge it is for some students moving from NCEA Level 2 to Level 3 where they have low levels of literacy. Discussion and reflection led to specific changes within targets being put in place for 2019 with a focus on literacy at Year 7 and 10 for our priority learners (Māori and Pasifika) and other students identified as having low level literacy skills. Strategies and outcomes were implemented as set out in the analysis of variance and next steps for further improvement/development identified. This has led to a Year 7-10 writing target being set in 2020 that includes the implementation of PaCT testing which is an across school assessment tool. Further identification and testing of students needing support has been implemented with the support from the Year 7/8, ESOL and English department. Students identified are placed in an accelerated literacy learning programme which enables students to receive smaller classroom-based language support lessons on top of their English subject course. This is seeing real success with students being accelerated and then being placed back into mainstream English programmes after only 1-3 years of intense literacy/language support. These students have all had proven success in NCEA level 1, 2 and 3 which demonstrates the positive effect these programmes are having on improving student literacy capabilities.

Students meeting the Literacy and Numeracy requirements at Levels 1, 2 and 3 again continue to perform at an extremely very high level. In 2019, our NCEA endorsements were well above the various national levels across the indicated strands in the provided table, particularly at Levels 1 and 2. When we track particular cohorts of students, across the three years from Level 1 to Level 3, our results are impressive as we manage to maintain the high percentage levels of Excellence and Merit Endorsements. It signals that as the academic demands of each subject develops level on level, so do the academic skills, analysis, and critical thinking skills required of our students. This is achieved by the positive and high motivation levels of our learners, the thorough academic tracking mentoring that occurs with all our students and complements, the high-quality teaching and learning our students receive from a dedicated teaching staff who continue to have a strong commitment to our 'growth mindset' professional learning and development.

School leaver qualification data indicates that students remain at school until the end of their formal Year 13 year, with most students obtaining a Level 3 NCEA qualification and University Entrance. However, we have

had a small increase of students (7 in total) leaving at the end of NCEA Level 2 (Year 12 or during their level 3 year 13 to begin tertiary training or apprenticeships. Included in this number of students leaving were students who began mid-year intake courses at MIT.

NZQA completed its Managing National Assessment (MNA) Review in May 2019 and we are extremely proud of receiving a 4-year review. This recognition was a wonderful achievement and recognises the robust and thorough systems the school has in place where staff collegially moderate work and have a collective and shared understanding of all NZQA procedures. It is an endorsement of our responsibility to accurately have authority to assess. Sancta Maria College is a school that seeks continuous improvement through a thorough and vigorous review system. Further targets have been set for 2020 including increased focus on writing skills within Year 7-10 students and targets towards increasing the schools University Entrance achievement so all students intending to complete a tertiary course achieve this qualification.

Departments and HOD meetings continue to be focused on reviewing data that formulate evidence and inquiry. Department reporting details progress through the year and HODs attend BOT meetings to discuss achievement, progress, key competencies, current challenges and towards the future. Each department is responsible for undergoing continuous self-review and implementing strategies to persistently improve student/teacher learning and achievement.

SPECIAL CATHOLIC CHARACTER

There was a Special Catholic Character Review carried out on behalf of the Bishop for the Auckland Diocese. The last review was in 2015. The review commended the College on the significant progress made since the 2015 review acknowledging many aspects of how it is building a Catholic tradition that exemplifies the ethos and philosophy of Catholic education of which the students, staff and families are proud. The College will be reviewed again in four years.

With the support of the DRS and HOD of RE, departments have been supported in the integration of Catholic World View into department units of work. Retreats for all year levels were held involving Tagged Teachers and Logos. Again, there was a Deus Tempus Retreat for senior students.

PROFESSIONAL LEARNING AND DEVELOPMENT

Professional Learning at Sancta Maria College during 2019 can be divided into four areas: our The Professional Learning Group (PLG) Programme (run in-house and involving all staff), Personal Inquiry (the strategic, needs-based engagement of external providers by individuals or departments to further personal or departmental goals), a Leadership Programme (using both in-house expertise and external collaboration) and the Kahui Ako Programme (provided by the Kahui Ako or working towards Kahui Ako goals).

The Professional Learning Group (PLG) Programme for 2019 consisted of six Professional Learning Groups (PLGs) with 11 teachers in each. Membership was self-selected with a strategy to ensure that each PLG contained teachers from all areas of the curriculum.

Each of the six PLGs had a distinct learning focus and inquiry lens, each based on sound pedagogical research for best practice in future-focused teaching and learning. The focus of each was also linked to either college goals or Kahui Ako focuses. These were: *Curiosity and Creativity* (Kahui Ako), *Collaboration and Connections* (Kahui Ako), *Key Skills for Life* (Kahui Ako), *Literacy* (SMC strategic plan), *e-Learning* (SMC strategic plan), and *Cultural Diversity* (SMC strategic plan).

The intention of the PLG Programme was for each group to be self-directed with an encouragement to undertake *collaborative* as well as individual inquiries with the aim of both progressing our culture of reflective

practice and also establishing increased teacher collaboration. We continued to work hard to reinforce a positive culture of collaboration across curriculum areas.

All professional learning was based around robust Inquiry, using Timperley's *Teaching as Inquiry* model. It is essential that all teaching and learning practices are responsive to student needs, and we continue to promote Timperley's model as this enhances collaboration, reflective practice and effective teaching and learning practices.

All teachers presented their 2019 Inquiries – in small groups, pairs or individually.

In the end of year anonymous evaluation of the PLG programme, teacher voice was overwhelmingly positive about the key structure of professional learning at SMC. The sense of collegiality and collaboration was at the heart of the positive feedback, with teachers valuing:

- *“Professional discussions with teachers I would not have connected with. Sharing new thinking. Having a voice and being able to share my learning journey with others.*
- *I enjoyed the freedom to bring to the group our own findings and ideas. I also found it helpful that we had time to discuss ideas and have debates about pedagogy etc. I found that I made connections with people I would not ordinarily engage with on that level.*
- *Great collaboration with staff from other departments. Inspiring to hear about their inquiries and the aspects and/or challenges that they experience.”*

Some teacher inquiries led to engagement with external providers, particularly within the field of culturally responsive pedagogies, as well as with subject-specific professional learning. Several members of staff were successful in applying for study grants and sabbaticals for 2020, some of them to continue to deepen their knowledge within the area of their 2019 PLG inquiry. Furthermore, a Literacy workshop – *Academic Writing* was attended by select Heads of Department for whom literacy is a major factor in student success.

A further area of professional learning occurred within the field of leadership. Heads of Department continued to build their leadership capacity, attending the Eastern Learning Network's leadership sessions which run twice a month. This was complemented by our in-house Leadership Programme which was undertaken by all Heads of Department.

The final aspect of professional learning was around our Kahui Ako goals and focuses. Kahui Ako Within School Lead Teachers (WSLs) presented their inquiries to the whole staff, with focuses on transition, key competencies, literacy and project-based learning. PaCT Assessment workshops were attended by key staff with a view to creating uniformity in assessment and progress data tracking. Also, three senior leaders attended workshops on *Learning Maps* and planned how these could be used to positively impact student learning in 2020.

Participation in the Kahui Ako led to greater opportunities for collaboration as teachers engaged with colleagues from other member schools at the end of year presentations at Elim College. Four of our teachers presented at the evening celebration, and two more Within School Leaders (WSLs) were appointed to extend our involvement in the Kahui Ako. These teachers, along with the four existing WSLs will lead impactful learning projects across our college next year.

PASTORAL AND WELLBEING

During March, John Parsons (a highly regarded internet safety expert) provided his Internet Health and Wellbeing workshops. He facilitated educational workshops with teachers, staff, students and parents and dealt with internet safety and wellbeing issues. Sancta Maria College also became a 'Netsafe School' this year. Being a Netsafe School, Netsafe provides the College with a level of assurance that systems, processes and people are in place to support a safe online environment where citizenship and wellbeing are included. It

demonstrates our college's ongoing commitment to support students to use technology responsibly and safely.

The 'SMC Parent and Student Handbook' was developed and shared with students and the parent community to increase a shared understanding of the college's values, standards and expectations. The Senior Leader of Pastoral and Wellbeing also completed the 'SMC Staff Pastoral Manual'. The manual gives clarity and consistent information for all staff. It also clarifies staff accountability with the different roles people have within the college.

The Senior Leader Pastoral Care and Wellbeing reviewed and updated the College's existing Behaviour Management Plan. KAMAR was also updated to make the reporting and reviewing of lower level behavioural issues more streamlined. Data such as the type of incidents, their occurrence and the responses being used by staff will be able to be reviewed. The Senior Leader of Pastoral Care and Wellbeing and Head of Guidance delivered PD to the staff with the theme 'When things go wrong'. The Senior Leader of Pastoral Care and Wellbeing also went through the College's updated Behaviour Management Plan. This included clarifying what to do, who to go to and some suggested strategies when dealing with lower level issues. As well, it sets out who to go to for more severe incidents and what is involved in such cases. The Head of Guidance went through what to do, who to go to and how to help members of the school community who are experiencing mental health issues and how we would respond to a traumatic incident.

A series of events and activities were organised for Bullying Free Week during May. The theme for this year's week was 'put a stop to bullying ... be an upstander'. There was a highly successful Pink Shirt Day on the Friday. The student-led Wellbeing Committee supported by the Senior Leader of Pastoral Care and Wellbeing had a successful Wellbeing Week in September. During Wellbeing Week, over 600 students completed the NZCER wellbeing@schools survey. We now have base-line data from 2018 and comparative data from this year. This data and information is currently being used as a part of a self-review of current wellbeing initiatives and helps to develop an action plan for the future.

The 'Friends for Life' programme has been fully integrated into the Year 7 Health Programme in 2019. The programme has been self-reviewed and an action plan for 2020 has been developed. The Peer Support Programme continues to work effectively at Years 7 and 8. During July, students from the college participated in the Youth19 series of health and wellbeing surveys. A copy of the report summarising results and explaining the results for SMC was received by the Senior Leader of Pastoral Care and Wellbeing. The school environment and student data included in the report, explores how aspects of our school environment affect student health, behaviour and influence wellbeing. Findings will be used to develop initiatives and interventions to improve student wellbeing going forward.

The 'High Pastoral Needs Register' for 2019 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. There was also the introduction of new '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 very useful in synthesising the strategies and information to support our at-risk students.

The Director of Pastoral Care and Wellbeing, Guidance Counsellor and Deputy Principal of Teaching and Learning have continued to regularly meet the Diversity Committee to discuss current issues, look at future planned initiatives and get feedback from the community.

SCHOOL SELF-REVIEW

A programme of self-review enables reflective practice to occur at all levels in the College. This is part of 'business as usual'. It enables thinking on the current situation, considers the 'why' an aspect has gone well or not, provokes dialogue on what improvements can look like going into the future.

At the Governance level, the Board reviews its strategic plan at the half-year and again at the end-of-year. The Senior Leadership Team also carries out regular review with its annual plan and progress being made on targets. At every Board of Trustees Meeting, the Senior Leadership report on progress of school goals month-to-month. This is collaboratively achieved with all members of the Senior Leadership Team and DRS participating. There are three committees that meet at regular times throughout the year, to have reflection and discussion on progress being made and contributing to the collaborative group environment. This consists of identified board trustees, school leaders and staff. It enables rich discussions, shared and increased understandings and is helpful to engaging in a genuine way the goals and aspirations that impact on student outcomes across the school. It is also an opportunity to monitor compliance and bring parent and community voice to the discussion. Decisions are not made in these committees, but rather, recommendations are made from each committee to the Board of Trustees at monthly meetings.

The three committees (Finance and Property; Human Resources and Special Character) are working effectively for our school and contributes to the monthly reporting on its activities as well as governance recommendations for discussion and approval.

Trustees attend NZSTA and/or relevant Diocese Training throughout the year on various aspects of governance. From time-to-time, the Board has engaged in the services of the Education Group (Dr Kay Hawk) to provide relevant training on identified areas such as understanding the processes around Stand-downs and Suspensions etc.

The Board of Trustees engages in consultation when planning towards the development of a new strategic plan. Consultation with its school community occurs and with the support of the Education Group engages in strategic planning with the Senior Leadership Team.

Departments and identified Leaders of specific learning (International Students, Special Catholic Character etc) report at regular intervals that includes self-review on goals and achievement data. The departmental operational plan is aligned to the school's strategic and annual plan.

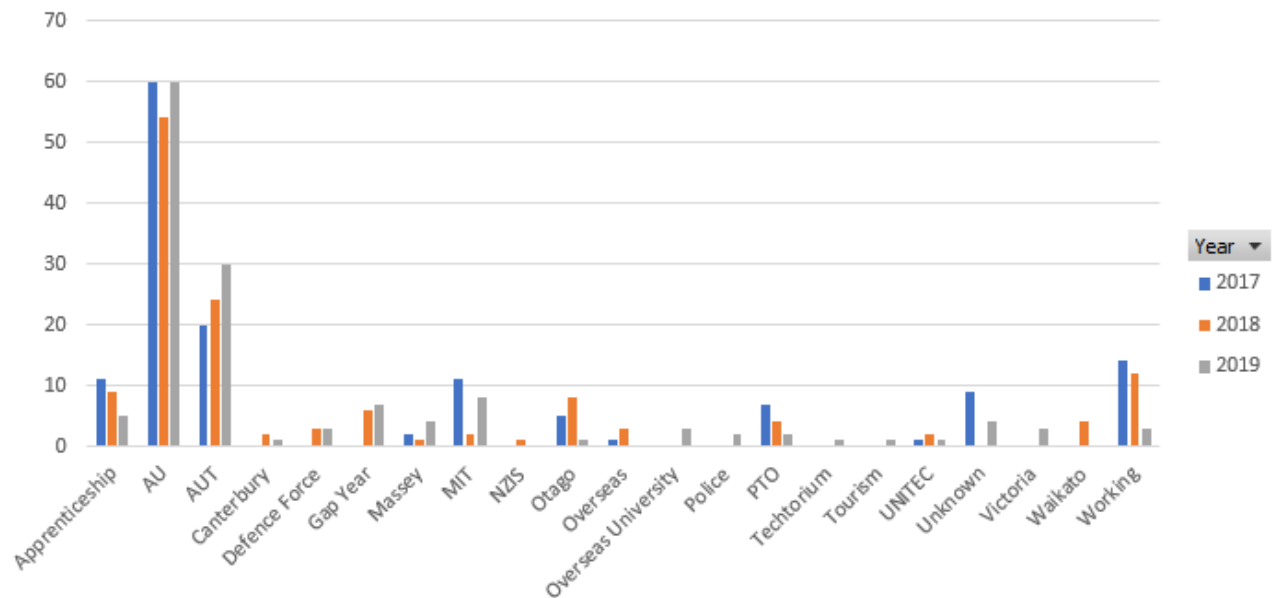
During the year, other school-wide areas are identified for self-review and undertaken by those staff members with a view to making continuous school improvement.

HODs present at board meetings, giving the Board insights into achievements and successes as well as any challenges. The board appreciate these presentations and the opportunity to acknowledge the commitment of our teachers that optimise student learning and make them feel valued.

Staff appraisal is a further opportunity for the Appraisee and Appraiser to have rich conversations and review what has gone well and areas for improvement.

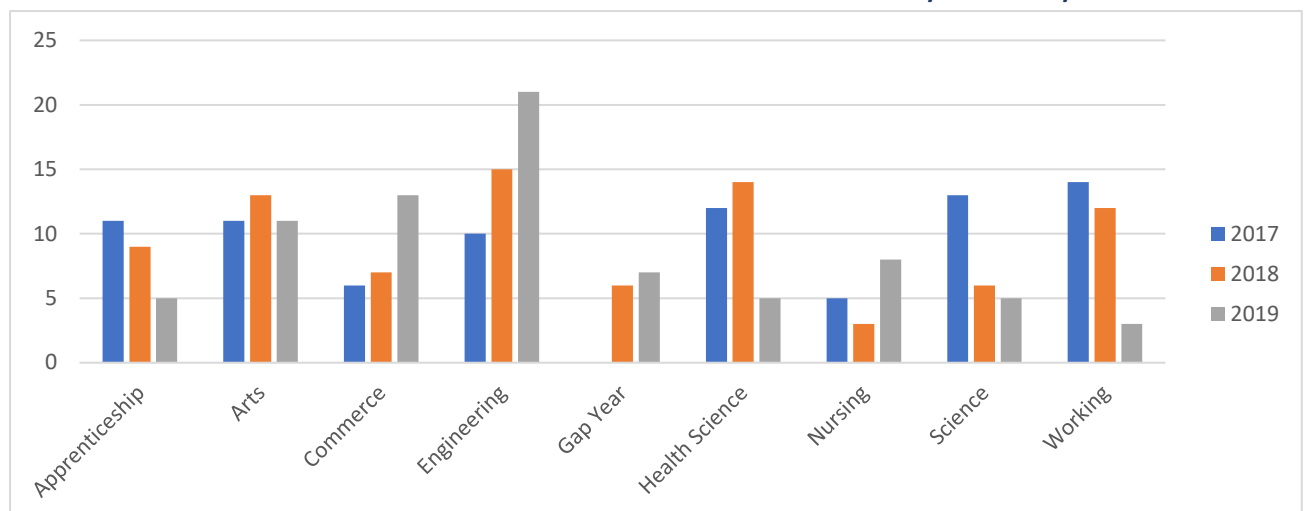
DESTINATION DATA 2019

Destinations of our 2019 Year 13 Leavers over the past 3 years



- The University of Auckland is still our most prevalent tertiary provider.
- AUT continues to be our second most prevalent tertiary provider. Our enrolments for AUT have increased for our 2018 and 2019 leavers.
- Note: PTO is a Private Training Organisation

MOST POPULAR COURSES OF STUDY IN 2019 INCLUDING APPRENTICESHIPS/GAP YEAR/WORKING



- Engineering is still our most popular degree, however Commerce has had an increase for our 2019 leavers.
- There has been a decrease in students going directly into work. It has been noted that having a 'Gap Year' before deciding on future study or permanent work is becoming increasingly popular.

2019 Year 13 Leavers

Destination Data Māori and Pasifika

Destination/Area of Study	Overall	Māori	Pasifika
Apprenticeship	4	0	0
Auckland University	60	1	3
AUT	28	0	2
Canterbury	1	0	0
Defence Force	3	0	1
Gap Year	7	1	2
Massey	4	0	0
MIT	8	0	1
Otago	1	0	0
Overseas	3	0	0
Police	2	0	0
Private Training Organisation	2	0	0
UNITEC	1	0	0
Victoria	3	0	2
Working/Gap Year/Unknown	12	2	2
Total	139	4	13

In 2019 the Māori/Pasifika cohort totalled 17 students. Out of these we have 4 studying at the University of Auckland.

In 2018 the Māori/Pasifika cohort totalled 19 students. Out of these 19, the largest majority of 4 are enrolled at the University of Auckland.

This follows our 2017 data where the Māori/Pasifika cohort was a total of 20 and 6 were studying at the University of Auckland.

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 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 and these were in addition to the Careers counselling interviews provided by the Careers Advisor.

- Careers Fair for Year 10 and above students and parents. This included various tertiary presentations and an NCEA information presentation.
- Tertiary liaison talks at the College by Auckland University, Otago University, AUT, Massey University and Victoria University – general course and degree planning sessions.
- Year 10 Careers Day including career and tertiary workshops.
- Careers Experience Days (off-site) for targeted student groups. e.g. Pasifika Careers, Fono and Māori Careers Hui.
- Subject selection workshops for Year 11 during curriculum classes.

- Work experience placements (all year) under the Gateway programme – 24 students across a range of occupational areas – Aviation, Early Childhood Teaching, Building, Banking, Automotive, Hospitality, Computer Engineering and the Trades.
- STAR placements (all year) at tertiary course providers – a total of 9 different courses in areas including Aviation, Hospitality, Travel & Tourism, Computing, First Aid, Hairdressing and Beauty and Audio Engineering. A total of 86 student placements.
- 9 Students participated in the Full year Trades Academy programme and Manukau Institute of Technology where areas of study included: Building and Electrical, Plumbing, Automotive, Tourism and Early Childhood Education.
- Year 13 applications and tertiary scholarship workshops.
- Industry visits to targeted curriculum areas within school including Media Studies, English, Technology and Tourism.
- Experience days at Middlemore Hospital, Manukau Institute of Technology, AUT University and Star of the Sea Primary School.
- Other identified off-site careers events.

Careers Education – Timetabled Subject: World of Work class for identified Year 12 students. Special focus on those interested in the Trades/Apprenticeships and Early Childhood Education.

THE ARTS

Visual Arts

NCEA

The highlights for 2019 NCEA results were Level 3 Sculpture and Photography. For Sculpture the results for both internal and external standards were all Merit or Excellence and for the external standard alone results showed 55.6% achieved Excellence. There were two large photography classes for the first time at SMC and the subject attracted a higher percentage of Māori and Pasifika students than in previous years. There was 100% pass rate for all students for all standards. The external results showed 34.3% of students achieved at Excellence level.

Level 3 and Top Art

Two Level 3 Sculpture Students were selected to present their Sculpture folio boards in the Top Art 2020 touring exhibition. This is a national exhibition that tours the North and the South Island of Aotearoa. It showcases the top 5% of all Level 3 external submissions across all art disciplines.

Special Character Review

The Art Department has done a tremendous job of helping to prepare the school for this review. Students of all year levels were encouraged to participate in creating artwork that depicted our special character and the walls around the school were used to demonstrate this. Students reported that they enjoyed this challenge, particularly Year 10 who played a significant part. One of the SCR team visited the Art Department and seemed to enjoy chatting to the students and seeing the art.

Art and About Installation

A beautiful artwork was installed above the Deans offices, titled *Love, Culture and Humanity*. The work is by a Year 12 sculpture student, Kristel Balatero. (Please see the photograph below). Initially, she created the work using paper and installed it in the Art Department. Together with Speedy Signs the Art Department was able to enlarge the design using aluminum composite material, (ACM), and vinyl.

Below is the abstract that Kristel wrote for her work. This is on a plaque and is about to be installed below the work.



“Each element represents the differences between people, skin tone, shape, size, race and direction. Every shape is important and fits together perfectly to make a whole. This symbolises the richness that every individual brings to a community and reflects the diverse culture of Aotearoa.”

Virtue photographs

The Art Department together with a Year 7 Art Class worked tirelessly to produce photographs for the Virtue Art Works that are currently displayed in each classroom. The work was fun to produce and provided opportunities for students to be creative and energetic. (Please see photographs below).





Mural

The mural design for the auditorium wall was finalised and is now currently being printed. The design depicts a rosary and each bead is made up of either one or more students works. This has been a mammoth project that the Art Department are looking forward to finally seeing it installed. (Please see photographs below)

Performing Arts (Music)

The music programme continues to grow and experienced increased awards and recognition throughout the year. Student participation has seen increased numbers taking up mentoring roles to beginning players. There is increased parent, community and itinerant support which has been encouraging.

Concert Band

They again received a Silver Award from the KBB Festival performing in many concerts (evening events and for our Primary School) and our prizegiving ceremony.

Big Band

After years of Silver Awards, a Gold Award was received at the KBB Festival, placed in the top four schools. They were also the recipients of a Gold Award from the Auckland Secondary Schools' Jazz Competition.

Symphony Orchestra

The upgraded Symphony Orchestra won a Bronze Award and a Joyce Fisher Mentoring Award at the KBB Festival. They also performed at the Uxbridge Centre's Classics At 12 series, along with many evening concerts, assemblies and prizegiving ceremonies.

Sanctus (Senior Choir)

A very successful year continued with Sanctus, conducted by Mr Roberson, earning the Spirit of the Festival Award at The Big Sing. The choir also performed at Auckland's Botanical Gardens during their open day, in evening concerts and prize giving.

Festival Orchestra & Festival Choir

Last year's Light Orchestra and Junior Choir took part in Point View School's Join Together Festival, in tandem with Mission Heights Primary School. Our students formed a combined orchestra of 70 students and a mass choir of well over 250. The concerts at Point View were very well received. Both choir and orchestra also performed at prizegiving and evening concerts.

Jazz Combos

Combos earned a plethora of awards at the Auckland Secondary Schools' Jazz Competition – earning 2 golds, a silver and 2 bronze awards to go with the gold for the Big Band.

Primo Ensemble

Our youngest players returned to the Lewis Eady Junior Music Contest and brought home another Bronze Award, as well as performed in assemblies and end-of-year prizegiving ceremonies.

Chamber Ensembles

We returned to the NZCT Chamber Music Competition with our clarinet quintet, who performed two Scott Joplin pieces, receiving praise from the judges. We had one other chamber group perform pieces from the musical Hamilton when we played at the Uxbridge Centre.

Rock and Pop Groups

At Stand Up Stand Out, there was a significant number of solo singers in attendance. Our senior band impressed the most, with their string quartet/rock band rendition Alexander Hamilton from the musical Hamilton, which earned them a place in the semi-finals and saw them perform live on Māori TV. At Band-Quest, the junior pop group 'Spoiler Alert' earned the award for Best Bass Guitarist.

Piano Fundraising Concerts

All musical performers were involved at some stage, in the three concerts that we gave to raise money for St Luke's new church, with all proceeds going towards the purchase of a grand piano.

Performing Arts (Drama)

Senior Drama Productions:

- Year 11: Jigsaw by Susan Battye
- Year 12: Cool Gangs by Stuart Hall
- Year 13: The incomplete life and random death of Molly Denholtz by Ian McWethy

Junior School Musical: 'High School Musical'

- This was the school's first junior production and it was a huge success. There were approximately 40 junior cast and band members. This was a great experience for the junior school, and they are looking forward to auditioning for the Major School Production when they are senior students. This was their time to shine.
- Two Year 13 students, Ella Flores and Mary Colmenar won the Howick Youth Performing Arts Competition for 2019.

THE SOUTH EASTERN KAHUI AKO (COMMUNITIES OF LEARNING)

2019 has seen rich and meaningful learning taking place. Charles Fadel (Boston, USA) inspired and challenged us to working in new and more meaningful ways by working with transparency, building new support systems, using an appreciative lens, the value that comes from collective energy, collaboration, challenging each other and Teacher Inquiries.

Professional development opportunities saw us focus on:

- Leadership Growth
- Learner Agency
- Future Focused
- Digital Technologies

Dr Alison Davis enabled us to focus on building and sustaining student agency by providing an overview of agentic teaching and learning and workshops led by the Vision Education Team on knowing the learner, self-efficacy and student agency, as well as practices to build a concept of Value gave insights into what we can do

as a Kahui Ako that we can't do as an individual school, what we could achieve through partnership and how learning opportunities can be strengthened for our students.

COMMUNITY

There is a noticeable increase in parent engagement with the school during this year and across all areas in the school. Events and activities are increasingly supported by parents with increased levels in attendance. The Māori and Pasifika hui/fono has increased in numbers attended and our Cultural Day event saw larger than usual numbers attending. There was community consultation that informed the development of a new strategic plan, it's revisiting of vision, mission, values and virtues. The Board looks forward to communicating what their focus is for the next four years with its wider school community.



Louise Moore
Principal