



2020

PRINCIPAL'S ANNUAL REPORT

ACADEMIC PERFORMANCE AND CURRICULUM

Despite the challenges of Lockdowns, due to the implementation of a robust and realistic timetable and excellent design of both staff and student wellbeing and learning networks, the overall academic performance of the College at all levels of NCEA was outstanding in 2020. We performed well above the national benchmark achievement rates and the national averages of other co-educational schools of similar decile. Overall, we continue to perform above the averages of higher decile schools.

NCEA Level 1 attainment was at 97% overall, and Level 3 at 95%. Although these were fractionally down on our 2019 results, these stand well above national rates of 82% and 88% for Level 1 and Level 3 respectively.

The most pleasing results came in NCEA Level 2 where we reached 100% attainment for the first time in the school's history. The national rate being 88% indicates what a standout achievement this was.

Another stand-out achievement was our University Entrance rate which stood at 86% for 2020, well above the decile 7 average of 61% and the national average of 62%. Although we did not reach our 2020 target of 100% of our Year 13 Maori students achieving University Entrance (two of seven Maori students did not achieve University Entrance due to low attendance), we did achieve the target of 100% of our Pasifika students attaining University Entrance. These targets were supported by a detailed plan.

In terms of NCEA Endorsement, at Level 1, Sancta Maria College students achieved 82% merit and excellence endorsements, compared with the 61% decile 7 average and 53% nationally. At Level 2 there was an even greater margin, with Sancta Maria College students achieving 79% (up from the 2019 achievement of 69%) compared with 46% and 43% at decile 7 and national average respectively. Finally, at Level 3, Sancta Maria College students achieved 69% merit and excellence endorsements, with the decile 7 average being 46% and the national average 44%. This Level 3 achievement of 69% was a 10% increase on the 2019 figure.

Both Literacy and Numeracy achievement stood at an incredible 100% in all curriculum levels except Level 1 numeracy which was 98%. Literacy has been a school wide focus for the past two years as our intake continues to change, especially with regard to both the falling level of literacy and the growing number of English language learners.

This strategy continues to be supported by a detailed plan to increase the number of students receiving "at or above" curriculum level Overall Teacher Judgements in Year 9 and Year 10 writing. Targets set in 2019 for 2020 were met as we increased literacy levels at these academic levels.

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. Implementation of PaCT testing which is an across school assessment tool continues to support

literacy learning. Further identification and testing of students needing support has been implemented 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 2020 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. Using robust assessment practices, and the implementation of PaCT, we exceeded annual targets, seeing a 17% increase at Year 7 and a 11% increase at Year 10.

Sancta Maria College is a school that seeks continuous improvement through a thorough and vigorous review system. Further targets have been set for 2021 including increasing our Scholarship achievement by 100%. In 2020 six students achieved Scholarship, and we recognise that this is low for a school of our academic standing. Our improvement plan also has targets in the area of junior literacy to extend the positive work that has been done over recent years.

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 strategies for the future. Each department is responsible for undergoing continuous self-review and implementing strategies to persistently improve student/teacher learning and achievement. This is complemented by our strong professional learning programme.

SPECIAL CATHOLIC CHARACTER

Although the pandemic tried to steal our joy, the Special Character team and the students of Sancta Maria College grew stronger. Activities were uploaded onto Schoology daily and students showed their love of God and each other, through completing these activities and participating in all uploaded tasks and activities. School liturgies were live streamed, and the home became the new church.

With the cancellation of retreats and activities that allowed us community with each other, we are looking forward to a 2021 that will bring us together again.

PROFESSIONAL LEARNING AND DEVELOPMENT

Our Professional Learning plan and programme for 2020 were adjusted to meet the needs of both staff and students during the pandemic year.

Under the school's PLD Vision: "To create and sustain an inclusive learning community guided by an embedded culture of inquiry", our plan was to revitalise teachers' inquiry processes by unpacking the Teaching as Inquiry model (Timperley) step-by-step with guiding questions and structures. The outcome was to be the completion of deeper inquiry across the school. This was prompted by both information fed back in the end of year Teacher PLD Evaluation Survey and also the fact that we have had a notable turnover of staff over the past couple of years, meaning the considerable professional learning journey growth that Sancta has undertaken had not been experienced by all teachers.

The plan was to also support the Inquiry process by building the capacity of a group of teachers to be coaches who could facilitate professional growth in colleagues through effective coaching conversations.

We utilised the Kahui Ako Within School Teachers to be these coaches. They were each responsible for coaching around 10 staff through their deep inquiry. We created a coaching programme led by Ray Green (Deputy Principal, Teaching and Learning) to grow capacity in this coaching team. No sooner had we started our 2020 Professional Learning Programme than we were hit with enforced Lockdown and the enforced introduction of Distance Learning.

We immediately identified professional learning needs in our staff (and our students), whilst also being very mindful that the culture we created around this learning needed to be one of shared responsibility - an “all of us” endeavour - and as positive and non-confronting as possible.

We communicated a few key messages both before the Level 4 announcement, and also during the commencement of Distance Learning: positivity, a common sense of purpose, and the supporting key message of “**Prepare and Persist**”, which connected with the professional learning foundation of the adoption of a growth mindset.

In preparation for Distance Learning, and the new professional learning journey we were all about to undertake, we identified key challenges, which were:

- Professional support (teachers)
- Personal / wellbeing support (teachers and students)
- Technical support (students, parents, teachers)

As a staff, we spent the few days before the imminent Lockdown learning the capabilities of our Learning Management System, Schoology. All staff learned how to use the Conference facility, and all professional learning on the many facets of the software was recorded and shared with all staff for ease of access.

As we have a broad spectrum of digital capabilities across the staff, we put into place e-Mentors who would support professional learning through this new landscape. Throughout Lockdown, personal or group conferences were made available with these e-Mentors through a booking system.

In addition, we connected with external professional learning providers who guided teachers through professional learning where it was needed. As well as creating an email address for technical support to both parents and students, we established an online Support Network, which was accessible to all teachers. Additionally, in terms of professional learning support, we put into place the routine of Professional Bubbles meetings which supported both the online professional learning and personal wellbeing.

Maintaining our culture of promoting student agency, all teachers gathered Student Voice during Lockdown for personal and also departmental reflection. Following this, additional professional learning was offered.

On returning to normal school routines, we captured both Student Voice and Teacher Voice on the learning experience. The results of these surveys influenced the way we planned the next steps of the Professional Learning programme.

Student voice highlighted the need for students to be more self-directed / independent / better with digital tools / self-managing, which we have utilised in our future curriculum planning. We also created a “Distance

Learning Recommendations” list from the student voice which we shared with all students and parents when we entered the second Lockdown.

From the Teacher Voice we ascertained that the greatest challenge to successful learning was around engagement and motivation – teachers found it difficult to engage and motivate their students. Based on this information we decided to undertake whole staff learning on Motivational Curriculum Design, based on the work of John Keller, focusing on Attention (How do you get the learners' attention?) Relevance (What is in it for the learner?) Confidence (Can the learner achieve the objectives?) Satisfaction (What is the satisfaction or reward?).

We aimed to capitalise on the willingness to embrace new practices, especially around the utilisation of digital tools, so worked in department areas, pooling digital resources, and re-designing units of work.

Using Keller’s Motivational Curriculum Design, we were able to ensure that teachers not only used new digital tools, but were able to understand and articulate WHY they were using those digital tools with the guiding principle of *‘How can I utilise digital technologies and pedagogies to engage students, to enhance learning experiences and to increase student use of digital tools in a deliberate and meaningful way?’*

Feedback from teachers was very positive, and there was a high degree of praise for our Professional Learning programme and our ability to adapt to challenging circumstances.

PASTORAL AND WELLBEING

It was an interesting year in the pastoral care and well-being of our secondary students. The lockdowns were new to everyone and each student navigated their way through the new changes in their lives. A well-being space was created into the online timetable to ensure that students had time to connect, exercise and look after themselves. The students were able to participate in new initiatives such as online group zoom exercise sessions and be a part of online peer mentoring.

Planned speakers such as John Parsons (internet Safety) for both the parent and student community had to be postponed until 2021 due to covid restrictions. We were able to get Aiono Manu Faaea-Semeatu from the Manukau Institute to speak to our pastoral team about working with our Pasifika learners.

The ‘SMC Parent and Student Handbook’ was updated 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 updated 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 began a school wide review of the school's sexuality education. The focus of the review in to get consistency across the school's sexuality education programme, give it a focus and to realise that it is a school wide responsibility. As part of the review we are looking at the new sexuality curriculum and how this will be implemented across the school.

A series of events and activities were organised for Bullying Free Week. The theme for this year’s week was ‘Speak Up’. 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. 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 continued as part of the Year 7 Health Programme in 2020. The Peer Support Programme continues to work effectively at Years 7 and 8.

The Guidance Counsellor and the senior leadership team have continued to meet the Diversity Committee to discuss current issues, look at future planned initiatives and get feedback from the community. The students organised and carried out a bake sale and raised some money for the mental health foundation.

The pastoral team continue to offer regular assemblies to the students around the school values.

The junior students took part in a lifestyles activity week and Year 10 camp which are centred around our school values. The Year 9 students were involved in an interactive day as part of the week with LOGOS learning about Catholic values and working together.

The Year 10's had a great camp focussed around overcoming their fears.

The Year 10 middle school leaders implemented a lunchtime activity programme to engage the students for Term 4. This was led well by the Year 10 middle school leaders.

The sports committee also ran an interhouse volleyball competition and 3v3 basketball competition run at lunch that was successful.

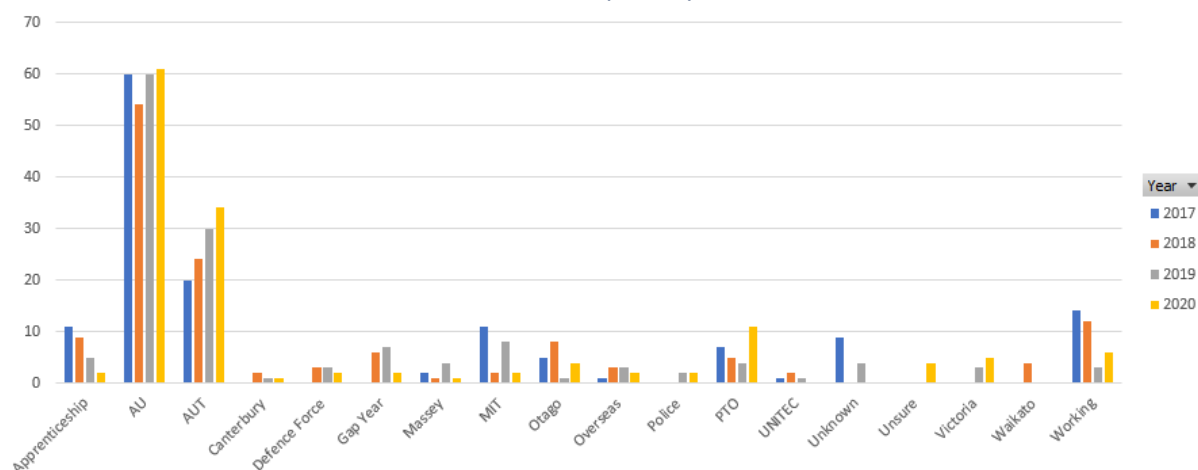
The 'High Pastoral Needs Register' for 2020 has been regularly reviewed by the Pastoral Team. It includes details and current strategies being employed for students who have learning support, guidance, medical, language support and behavioural or family needs.

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 very useful in synthesising the strategies and information to support our at-risk students.

DESTINATION DATA 2020

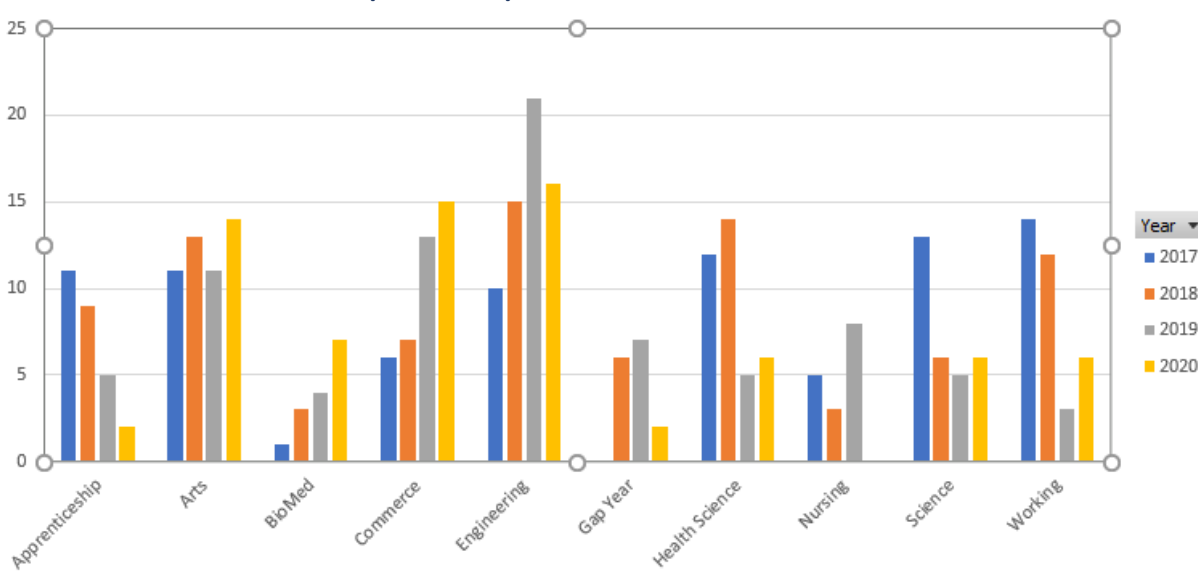
Destinations of our 2020 Year 13 Leavers over the past 4 years



- The University of Auckland remains as our top tertiary destination.
- AUT continues to be our second most prevalent tertiary provider. Our enrolments for AUT are continuing to increase.
- Note: PTO is a Private Training Organisation

MOST POPULAR COURSES OF STUDY IN 2020

INCLUDING APPRENTICESHIPS/GAP YEAR/WORKING



- Engineering is still our students most popular degree, followed by Commerce and the Bachelor of Arts.
- There has been an increase from the 2019 figures of 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. COVID related job losses may also have pushed more students into study directly from school instead of taking a Gap Year/Working.

2020 Year 13 Leavers

Destination Data Māori and Pasifika

Destination/Area of Study	Overall	Maori	Pasifika
Apprenticeship	2	0	0
AU	61	1	3
AUT	34	3	3
Canterbury	1	0	0
Defence Force	2	0	0
Gap Year	2	0	1
Massey	1	1	0
MIT	2	0	1
Otago	4	0	0
Overseas	2	0	0
Police	2	0	1
Private Training Organisation	6	0	1
UNITEC	0	0	0
Victoria	5	2	0
Working/Gap Year/Unknown	9	0	3
Total	133	7	13

- In 2020 the Maori/Pasifika cohort totalled 20 students. Out of these 20 students 4 studying at the University of Auckland.
- In 2019 the Maori/Pasifika cohort totalled 17 students. Out of these 4 studying are at the University of Auckland.
- In 2018 the Maori/Pasifika cohort totalled 19 students. Out of these 19, the largest majority of 4 are enrolled at the University of Auckland.
- In 2017 our Maori/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.

- *Due to COVID some events that were planned had to be cancelled/postponed including our annual Career Expo for Year 10 and above students and parents. This included various tertiary presentations and an NCEA information presentation.*

- Tertiary liaison talks 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. These include Pacific Islands Leaders of Tomorrow (PILOT) and KATTI.
- 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/Cabinetry, Hospitality, Baking, Retail opportunities including supermarkets and fast-food outlets.
- Year 9 Career Day at AUT University.
- 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.
- 9 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.
- Year 13 applications and tertiary scholarship workshops.
- Experience days 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 Level 3 Photography

The highlights for 2020 NCEA results were Level 3 Photography. There was a large cohort with many students who had not taken level 2 photography. There was 100% pass rate for internal standards and 96% pass rate for the external standard. 40% of the class was made up of Pasifika and International students. 81% of the entire cohort achieved at Merit or Excellence level and 50% of that was made up of Pasifika and International students.

Scholarship Visual Art

Three Visual Art students achieved the NZQA Scholarship qualification this year in three different disciplines. Sophia Ibbetson in Photography, Joshua Meyer in Design and Francesca Adams in Painting.

ART AND ABOUT

Mural

At the start of 2020 the Rosary Bead mural was installed on the outside wall of the auditorium. It transforms the look of the building and can be seen easily from the field and Te Irirangi Drive. It highlights the special character of our school.

The mural has been produced by the collaboration and hard work of students and teachers in the Art Department. Twenty three large beads and twenty five small beads together with a cross make up a giant rosary. This artwork meanders its way across the wall and celebrates our special character and the creativity of students and staff.

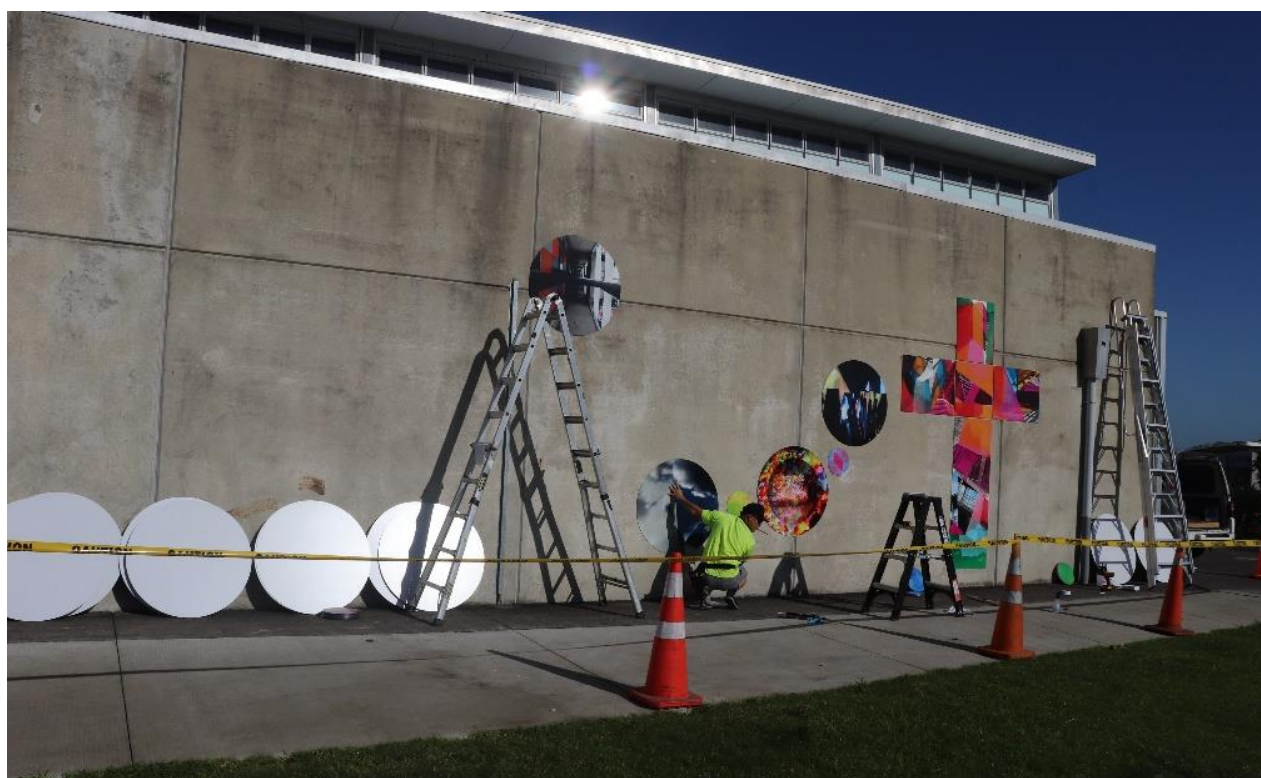
Student work from across all year levels were selected. The work consists of photography, sculpture, drawing, painting and printmaking. Each bead includes either one or several art works.

The work has been printed onto a durable material and has a UV coating to help prevent the work from fading, it should last 20 years. The cross is made up of five pieces that fit together to create the 3.5 metre tall work. When everything had been printed it was time to install it. This took most of the day, two ladders and a very clever installer.

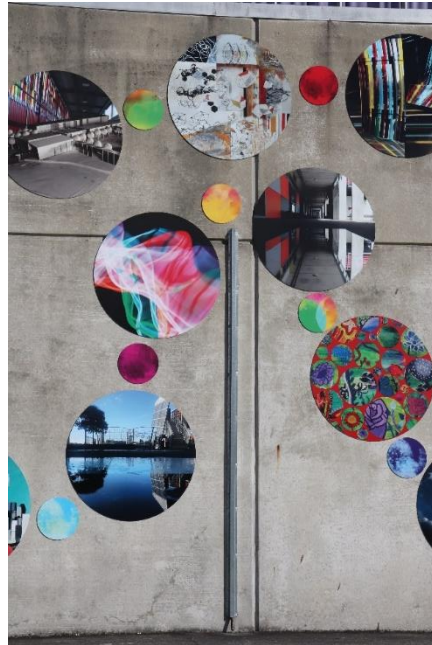
Beads and Panels around the school

The rosary theme has been continued throughout the rest of the school with a new series of work comprising of 10 new beads and another 11 related works in a rectangular format. The work is installed on the outside walls of the courtyards giving them a high profile within the school. Each panel showcases either artwork by a year level or art work by an individual student which is indicated in text at the bottom together with the year it was produced. The Art Department plan to add further panels as we continue to build on this distinctive feature within our school, which celebrates the creativity and inventiveness of students from all year levels. This Mural was generously sponsored by Fuji Xerox.

MURAL INSTALLATION (March 2020)



DETAIL OF MURAL INSTALLED (March 2020)



MURAL FULLY INSTALLED (March 2020)



BEADS AND PANELS INSTALLED (November 2020)



Generously sponsored by
Fuji Xerox

PERFORMING ARTS (MUSIC)

Despite enduring cancellations galore, our Music Department has spent 2020 taking the Covid bull by the horns and made as much music as possible. Here is what we got up to.

Caritas

Our school has submitted songs for the Caritas Sing Out For Justice song writing contest every year for the past five years – frequently gaining praise and finishing in the top five. 2020 was the year that our students came in first. Alofa Lahi, which comprises of Trinity Tuineau, Yalaina Tubu, Aloyze Tafu, Marina Jones and Olivia Selemaia, won the years 7 to 10 category with their delightful composition, Love & Light.

APO & June Fisher Trust mentoring

We were lucky to get some extra mentoring from members of the Auckland Philharmonia Orchestra, who mentored players from our Symphonia and Primo Orchestra. Further to that, our Symphonia was able to capitalise on the mentoring award that they won at last year's KBB Festival, which allowed us to fund a mentoring session for the orchestra which helped us further still – we would like to thank both the APO and the Joyce Fisher Trust for their support.

Classics at 12

One of the few opportunities for live performance fell very kindly for us in June and we grabbed it with both hands. Our Symphonia, Sanctus Choir and Elan Chamber Ensemble, along with some of our other solo

performers, gave a forty-minute set at Howick's Uxbridge Centre to a full house who were just as thrilled as we were to be in a live music situation.

The Symphonia played their KBB Festival set of Prokofiev's Waltz No.2 and Hovhanness' Prayer of Saint Gregory; Sanctus sang a piece entitled Sanctus and followed it with Gershwin's Nice Work If You Can Get It.

Elan Chamber Ensemble

Our Elan Chamber Ensemble (Alanna Santoso, Novyna Tolentino, Quintin Wong, Ana Gantias and Kres Bosales) started the year working hard to rehearse two songs from the musical Hamilton (Burn and That Would Be Enough) which they submitted in video form for the NZCT Chamber Music Contest. They received mentoring from violinist Lydia Sewell and it helped shape them in to a promising outfit.

The ensemble followed this with a live performance at Lewis Eady's showroom as part of the Lewis Eady Chamber Music Showcase, giving Elan the distinction of actually giving two live performances in the year of Covid – no mean feat!

KBB Festival

Video entries were recorded by our Big Band, Symphonia, Junior Jazz Orchestra and Primo Orchestra. One positive was that we all got to improve our skills in terms of working in a studio environment and using sound recording technology.

Festival Choir

Without the chance to sing live, our Festival Choir weighed in with some important recording sessions for the whole school, giving us audio files of hymns to sing along with in our virtual school assemblies.

Stand Up Stand Out

Again, this important annual event became a video only competition and we fielded eight entries: two pop bands (year 10s Alofa Lahi and year 7s The Jazz Ducks), the Elan Chamber Ensemble and five solo singers. Despite the cancellation, it was good to see our students maintain the school's strong presence in Stand Up Stand Out.

Bandquest

Moved back to November, this gave our youngest pop performers of years 7 and 8 a chance to get out and play. Once again, The Jazz Ducks strutted their stuff, this time playing two rhythm and blues classics, Green Onions and Hold On, I'm Coming.

APO Play In South

In a final musical fling for the year, our youngest orchestral players from years 7 to 10 combined to form our 35-strong Junior Orchestra. They formed part of the Play In South project with the Auckland Philharmonia Orchestra, performing at the Vodafone Events Centre in Manukau. They performed Wagner's Ride of the Valkyrie and Prokofiev's Montagues & Capulets as part of a mass orchestra comprised of the APO and players from several other schools.

Departing students

As ever, we bid farewell to some exceptional Year 13s in 2020. Samantha Bottom became only our second Music Prefect at Sancta Maria College – a thoroughly deserved accolade after she worked her way up to become both first trumpet in the Big Band and orchestra leader/principal violin in the Symphonia, whilst also being an integral member of the Concert Band and Jazz Combos.

Aidan Chan has been a constant factor in so much of our musical life at school, playing clarinet and trombone for our Symphonia, Big Band, Concert Band, Primo Orchestra, Festival Orchestra and Jazz Combos, as well as mentoring a great many of our younger students.

Lorenzo Cruz has been a solid double bassist for the Symphonia and trumpeter for the Big Band and Concert Band, whilst also proving himself as a fine lead singer for the Big Band.

All three students were year 7s in 2014 when our current music teachers, Head of Department Mr Gibbs and Mr Cho, first arrived at Sancta Maria College and they both can state what a pleasure it has been to share their musical journey with them and see our school's Music Department grow so wonderfully in that time. Their contributions have helped to make us what we are and we firmly thank them for all that they have given us.

PERFORMING ARTS (DRAMA)

Together we weave our stories from one generation to another. We grow, we learn, we live, opening ourselves to celebrate the true us, exactly where we are at this moment, where we come from, and where we are going.

NCEA

The highlights for 2020 NCEA results was the fact that Although we were hit with lockdown and a completely different way of life, our students were resilient and worked at achieving in all their Internals and Externals. It was particularly difficult with a subject like Drama, but our NCEA results showed that the students still tried to do their best. Year 11 had for 87.5% pass in Internals and 95.83% pass for Externals. The Year 12's had 85.71% pass for Internals and 85.71% pass for Externals. And even though the year was disruptive, and we could not view live theatre, we still gained 1 Excellence in Year 13, with 88.89% pass for Internals and 88.89% pass for Externals.

Senior Drama Productions:

- Year 11: Stuff Images
- Year 12: To Kill a Mockingbird
- Year 13: Inky Pinky Ponky

Although we were in lockdown for most of the preparation for the senior production assessments, the students showed how resilient they are and how creative they are in finding new ways to rehearse and connect to perform these assessments after the lockdown. These were performed at the Uxbridge Theatre. The Year 12s performed at school.

School Major Production: 'Footloose'

- Unfortunately, the major production had to be postponed to 2021. This was a huge blow to the cast as the students were rearing to go. There were approximately 40 cast and band members.
- We had to choose a new cast at the beginning of the year and the production will run this year from the 19th – 22nd May.

"We gather to weep and to remember; to laugh and to contemplate; to learn and to affirm and to imagine".

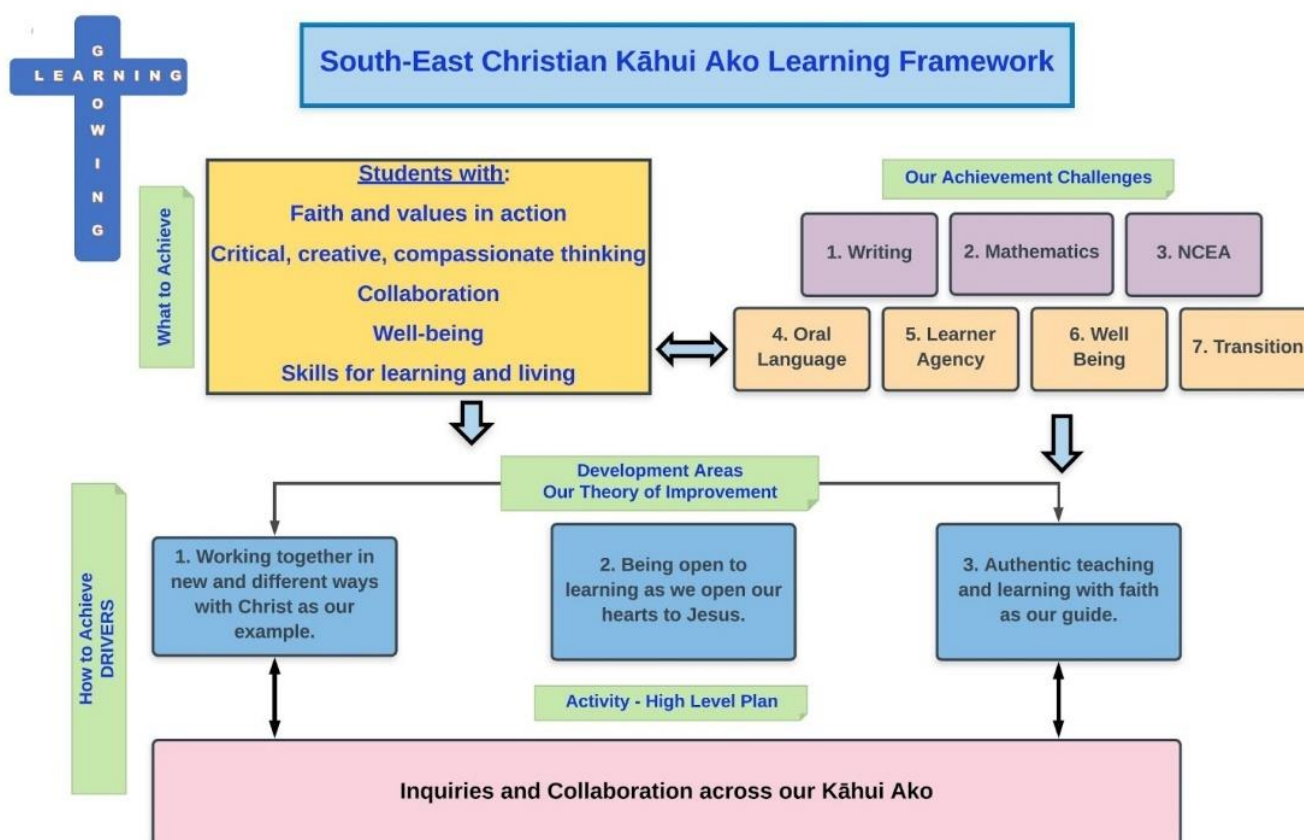
- Brett Bailey, Stage Director from South Africa, World Theatre Day Message Author 2014

SOUTH EAST CHRISTIAN KAHUI AKO (SECKA)

Sancta Maria College is a committed partner in the South East Christian Learning Community. Our Kahui Ako nurtures a faith-based education across south and eastern schools and provides a strong pathway of achievement for our learners. With our common foundation of faith, we work collaboratively together, sharing ideas, best practice and teacher and leadership inquiries to ensure best outcomes for the futures of our tamariki. We continue to build on pre-existing relationships formed through moderation processes, professional learning and the Eastern Learning Network to engage our communities and strengthen partnerships.

The 2020 focus areas of literacy, transitions and extending student agency were impacted by Lockdowns, but we continued to network remotely, accessing targeted professional learning with our partner schools. We provided one Across-School Teacher and six Within School Leaders to support the work of the Kahui Ako. These teachers built their professional capacity through networking and professional learning facilitated in-house.

The work in the second part of the year was focused on implementing the PaCT assessment tool, with the intention of strengthening formative assessment, and providing a consistent assessment metric through the whole learning journey. We introduced this to various curriculum areas in 2020 with a view to extending it further through 2021.



SPORT

Sancta Maria College: 2020 Sports Report

We recorded our school's annual sports census on 5 November 2020, 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.

2020 Participation & Performance Data

	2016	2017	2018	2019	2020
Year 9-13 school roll	732	745	730	753	755
Year 9-13 school rep students	359	428	364	353	324
Year 9-13 % of school rep students	49%	57%	50%	47%	44%
Year 7&8 school roll	298	295	299	279	299
Year 7&8 School rep students	167	232	215	183	177
Year 7&8 % of school rep students	56%	79%	72%	66%	59%
Total school rep students	526	660	579	536	507
Overall % of student reps in school	51%	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	\$21,660
Additional Operational funding	\$29,840
Student Sports Fees	<u>\$70,810</u>
Total 2020 operational budget	\$122,310

2020 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.

▪ Administration	\$10,000	▪ Hockey	\$0.00
▪ Athletics	\$2,000	▪ National Tournaments	\$10,000
▪ Badminton	\$0.00	▪ Netball	\$0.00
▪ Basketball	\$0.00	▪ Other Sport	\$0.00
▪ Coaches	\$2,000	▪ Orienteering	\$500
▪ Cricket	\$0.00	▪ Professional Development	\$2,000
▪ Equipment	\$4,000	▪ Recreational Sport	\$2,000
▪ Football	\$0.00	▪ Rowing	\$0.00

▪ Rugby	\$0.00	▪ Tag Football	\$0.00
▪ Softball	\$0.00	▪ Tennis	\$0.00
▪ Sports Awards	\$4,000	▪ Touch Rugby	\$0.00
▪ Sport Contingency	\$0.00	▪ Ultimate Frisbee	\$0.00
▪ Staff Relief	\$10,000	▪ Volleyball	\$0.00
▪ Sport Uniforms	\$5,000		

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

New Initiatives in 2020

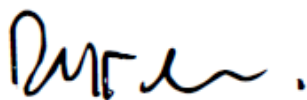
- Bringing the Sancta Maria College Netball Club back under the full management and coordination of the school's sports department – This was a mutual decision by the Club and Director of Sport. The Club sought additional administrative support from the school, and the school wanted to align the netball programme with our other sports codes to provide consistency across the programme. This change meant that all Netball Club fees, financial records and reports fell under the school's sports budget. This is the reason why the 2020 operational budget increased significantly from 2019.
- Whanau Sports 3X3 Basketball Championships – Monday night in-school basketball competition that was played over the course of 8 weeks and involved more than 80 students across 18 teams. This competition was established to provide students the opportunity for semi-competitive basketball after their normal interschool competitions were cancelled due to a series of COVID-19 Level 3 and Level 4 lockdowns.
- Sailing have a go day with Bucklands Beach Yacht Club – Involved a group of 20 Year 7/8 students who visited Little Bucklands Beach for a variety of on and off water activities.

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 of the links we made in 2019.

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 Ltd
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
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
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



Ray Green
Acting Principal