



2022

PRINCIPAL'S ANNUAL REPORT

ACADEMIC PERFORMANCE AND CURRICULUM

Throughout 2022, Sancta Maria College students experienced its third unsettled Covid-19 year, where isolation restrictions and absences by both staff and students continued to occur. Returning to the classroom for learning meant embracing a hybrid model that would enable learners to work from home when required. Staff and students adapted positively to this approach and the overall excellent NCEA results convey this. Overall NCEA attainment saw pass rates of 95.1% for NCEA Level 1 students, 97.4% for Level 2 students, 92.4% for NCEA Level 3 students. UE saw 83.3% success.

A general trend was noted of students choosing not to complete externally assessed standards. This had a negative impact on subject endorsements, especially at Level 3, and is likely a response to both the unsettled year and due to the greater assessment flexibility provided through the Covid-19 lockdown years. 2022, was the first examination experience for many students in Years 11 and 12. This is something that will be a focus in 2023. Despite this trend, endorsement results remain well above the national average and decile 7 average for all NCEA levels. Overall, 80.2% achieved a Level 1 Merit or Excellence Endorsement, at Year 11, 68.9% a Level 2 Merit or Excellence Endorsement and at Year 12, 57% achieved a Level 3 Merit or Excellence Endorsement at Year 13.

Targeted tutorials took place in Term 4 for identified students in Year 12 who were at risk of not gaining the University Entrance Writing pre-requisite. Most who participated in this opportunity went on to achieve the writing credits.

NCEA Scholarship was a focus for development in 2022 with a 20% improvement target. HODs formed a working group to develop an Academic Excellence Pathway that would support this. A parent/whānau community information evening was held, and a system created to track and support our top academics. In 2022, SMC gained 16 NCEA Scholarships – an improvement of 33% from 2021.

In 2022, the Deputy Principals (Curriculum) began investigating GATE models to support our top learners. From this investigation, the Academic Excellence Pathway has been developed together with an implementation plan. This has been renamed the 'Able and Ambitious' Programme which will be enacted in 2023.

In 2022, a priority was addressing the data gap related to Pasifika learners at the Excellence Level. Traditionally, the focus has been on the 'Below' to 'At the Standard' level in the junior school. In 2022, emphasis was placed on building strength at the upper end – Merit to Excellence. This has long been a data gap – our results are exemplary when compared to other schools but not statistically commensurate at the Excellence Level. Mid-last year we held a Talanoa Evening for the parents of our top Pasifika academic students. We hosted approximately 30 families (80 people) and this elicited a lot of information in our school and Pasifika consultation, which has been used in the development of a Pasifika Excellence Plan. Although

still in the early stages, last year's data shows promising results for the senior cohorts improving their top-level results. The Talanoa Evening was led by students who had been supported by school and University of Auckland staff to assist in facilitating the evening.

LITERACY AND NUMERACY

Current NCEA literacy achievement has continued to be high with 98.6% gaining literacy and 97.9% attaining numeracy at Level 1. By Year 13, this rate had increased to 100% for literacy and 98.5% for numeracy. The incoming literacy and numeracy co-requisites are more rigorous, and it is these changes that have been informing our approach so far.

Writing has continued to be an area of strategic importance across the school. A whole-staff approach to literacy was adopted in early 2022, raising awareness of the conventions of writing and gaining skills to support learners to improve their writing. This staff professional learning was undertaken in our Professional Learning Groups in Terms 1 and 2.

In 2022, PaCT Writing continued to be implemented fully in Years 7 and 8, whilst in Years 9 and 10 it was trialled by the Social Sciences, English, Religious Education, and Science Departments for specified learners below the expected curriculum level. In 2023, the writing of all students 7-10 will be assessed using the PaCT Framework. The explicit assessment of both the mechanics and process of writing will help our students significantly, when meeting the demands of the new co-requisite.

The co-requisite was initially tested in June with 20 high achieving students completing Literacy (Reading and Writing) and Numeracy standards. Assessing this group early meant that the school was better prepared for end-of-year testing of the full cohort. The results of the cohort (mid-70s for all three standards) were significantly higher than the publicised (albeit unofficial) national average around 33%. This was pleasing. The data shows that teacher judgements are reliable and robust given that the Year 10 OTJs reflect the foundational literacy co-requisite.

Timetable measures were put in place in 2022 to ensure language support classes and ESOL language classes were offered from Years 7-10. This included ensuring all Year 7 and 8 English was on at the same time, enabling students to attend language support lessons during specified timetabled hours.

Data analysis was completed in late November 2022, and information was shared with the Kahui Ako and HoDs. Students reported as being at or above the standard are as follows: Year 7, 73%; Year 8, 67%; Year 9, 71%; Year 10, 75%. This data is pleasing given the Covid-19 interruption experienced over the last three years, however, it does show that our target goal of 80% is still a way off.

PROFESSIONAL LEARNING - *Me Ako Tonu*

Me Ako Tonu / keep learning - be curious and seek out new experiences.

'We are co-workers in God's service; What makes the work worth doing is the God we are serving.'

(1 Corinthians 3 v 9)

The main vehicle for our 2022 Professional Learning was Collaborative Inquiry (*we are co-workers in God's service* 1 Corinthians 3 v9). This is progressing the earlier work of "*Embedding and sustaining a culture of Inquiry*" (the key driver of our Professional Development Journey 2016 - 2020).

Every teacher at Sancta Maria College undertook an Inquiry to strengthen our learning journey and culture as well as their reflective practice, one of the key and constant messages of our collective professional learning journey. With a more intentional approach to Collaborative Inquiry, would bring increased benefits for strengthening our learning culture while at the same time further developing a more collegial culture.

As in previous years, there were six Professional Learning Groups, each with a particular focus. These focus related to the college's strategic plan, to ensure our teachers were best able to provide our learners with the best possible learning experiences that support future-focused readiness. The intent being to prepare young people for evolving opportunities and associated challenges in the workplace. Being adaptable, creative, and having self-direction, whilst also possessing effective communication and interpersonal skills to work both independently as well as collaboratively. Instilling Catholic values at the heart of their purpose was also of value.

Overview of Professional Learning Groups (PLGs)

Our PLGs are cross-curricular groups of ten teachers.

1. **Scholarship** – to both support our new *Able and Ambitious Programme*, and enhance the achievement opportunities for our most able students. This group of teachers collaborated on designing scholarship programmes in their respective learning areas.
2. **Literacy** – building on our prior work in both implementing PaCT and the design of a writing model, the SMC Writing Model, used across the whole curriculum.
3. **Cultural Responsiveness** – with a particular lens on Pasifika learners, this PLG designed three collaborative inquiries across the curriculum.
4. **Curriculum Design** - building on the NCEA Change Programme, and the introduction of the Curriculum Refresh (and new model of curriculum design), this group focused on Universal Design for Learning, Rich Task Design, and overall engaging Curriculum Design.
5. **Digital Learning** - digital fluency and the adoption of appropriate and engaging digital tools are a large part of future-focused curriculum, to complement our newly designed Purpose Curriculum and SMC Learning Framework.
6. **Thinking** – this group had a pedagogical focus on extending and embedding thinking routines in our classrooms, and was a group purposely designed for teachers new to SMC to support them to focus on best practice teaching and learning.

Guidance for each PLG and Teacher Inquiry

- All teachers were required to complete a Collaborative Inquiry (or, at least, but less preferably, an individual inquiry).
- The ideal is that all teachers will work with others who have similar issues / common students / same desired outcomes.
- The Facilitator of the PLG will not necessarily direct all sessions – they are there as a guide. There will be SOME occasions when they lead, especially in the beginning, but this will vary, depending on the focus of the PLG (ie “Thinking” will be more facilitator-led).
- There is flexibility. Some teachers will do more than one iteration of an Inquiry. Some may even do more than one inquiry with a different focus.

- Some teachers will want to work on a particular focus, and where possible, flexibility will allow for this.

However, not every preference for teachers can be met. For example, some Y7&8 teachers will want to work on a scheme of work for the new Histories curriculum. This is ideal for the Curriculum Design PLG. Another department wants to send their teachers to the Curriculum Design PLG to do L1 NCEA work. This isn't what we desire as it isn't equitable, and there is other time dedicated to that. However, one teacher from that department is more than welcome. We want departments to have a wide experience as we want to build breadth of capacity *within* each department – so each department has Digital skills, a Cultural lens, etc.

- At the end of the year, all teachers will present their Inquiry to a different group of teachers.
- To a degree we are going into the unknown! We have a starting point – introducing “Collaborative Inquiry” / giving materials that will help teachers learn; and we have an end point – Inquiry presentations. In between we want to oversee work which *makes a discernible and positive difference to learning* at our college.
- This “unknown” means we must be courageous and flexible.

Teacher Only Days

There were further Professional Learning opportunities during 2022 during our Accord Days. This work complemented our PLG Professional Learning Programme.

Mindful of both the Curriculum Refresh and our Localised Purpose Curriculum which we designed during 2021, our main work this year has been on the integration of Mātauranga Māori into an Integrated Curriculum.

We formed cross-curricular groups and embarked on collaborating to create a robust scheme of work that took account of our school's whakapapa and our school pepeha. We took a 'tiki-tour' of the significant sites related to our school pepeha and used the sites as inspiration for activities led by each curriculum area. We built upon this work by creating contextualised learning projects, working collaboratively with both teachers and students to design rigorous, creative, and engaging cross-curricular projects which we will implement in 2023.

SPECIAL CATHOLIC CHARACTER

The Special Catholic Character continues to underpin the special nature of Sancta Maria College. As part of the Curriculum Change, SMC was a trial school for the new Religious Education curriculum. The College continues to nurture spirituality and helps students to discover God's love and purpose in every aspect of daily living. Gospel and special character values and virtues pervade every aspect of the College's culture.

With a Special Catholic Character Review in 2023, the work that will underpin this review will be reflected in the ways in which students will demonstrate an encounter with Christ, growth in knowledge, and the development of Christian witness.

PASTORAL CARE AND WELLBEING

2022 pastoral care and wellbeing at Sancta Maria College has presented several challenges. It has seen the transition of students settling back into the school as well as navigating the ongoing impact of covid-19 for students, staff, and the school community in general.

A significant part of Term one in 2022 was spent reporting our daily case numbers to the Ministry as well as keeping up-to-date with the ongoing changes. There was a significant period of time involved in contacting close contacts of cases and requesting students to learn from home. We spent time developing the process of reporting cases and updating changes to our covid health and safety plan. Also, with the changes to the traffic light system and the changes to mandates and vaccine passes this was a constantly evolving process. This also involved ensuring that teachers were confident in implementing health and safety plans.

Alongside this the Pastoral Team was navigating the loss of two students to suicide. The team worked closely alongside the Ministry appointed traumatic incident team to navigate and support students and their families. This was a significantly challenging time for the school community. The response to these events has seen significant support placed around the Year level and those most closely affected. These have included the trial of the Orah wellbeing application that monitors students through consistent mood checks using student friendly applications. The Leader of Pastoral Care and Wellbeing also began exploring the Ministry funded good space screening tool. Alongside this, Year 11 students worked with Youthline and completed a programme around hope and resiliency. The students also took part in a wellbeing day to rainbows end with a focus around hope and life. Throughout this process the DHB has worked closely with the school to continue supporting vulnerable students.

As a result of covid-19 our traditional Athletics day couldn't go ahead. As an alternative, 'A have a go Wellbeing Day' was organised for the students to get active and have an increased focus on mental, emotional, and spiritual growth. The students were able to have fun in a social setting and enjoy being back at school with friends.

The Guidance Counsellor Team has undergone change of personnel as the HOD moved into retirement. This paved the way for new guidance staff. Having two full-time Guidance Counsellors has meant a number of programmes have evolved that students have been able to be involved in. These included The Peace Symposium, Seasons for Growth, and the start of the Traveller's Programme. The Traveller's Programme has been successfully working with Year 9 students. The Peer Support Programme was online during Covid-19 and has been well received by our Year 7 and 8 students. Having the Peer Support Programme and the Friends for Resilience Programme running alongside each other, is having a positive influence on the Year 7 and 8 cohort.

There have been several student groups that have met and are making a significant impact in the life of the college (diversity committee, student well-being committee and peer support groups) and are strengthening peer relationships. Regular meetings occurred to consider areas for enhancing student wellbeing. Two of our diversity committee leaders were on a panel that contributed to the Guidance for Catholic Schools document as well as the Deputy Principal, Junior School Curriculum, and The Principal. (Aroha and Diversity in Catholic Schools).

During the year, there were several parent evenings to support families raising teens such as staying connected in the teen years (parenting place), internet safety (John Parsons), revolution tour, smashed, I am Hope, attitude and Life education. This was supported by the Health Curriculum that had completed the 'Friends for Resilience' programme as well as other units focussing on other key aspects of wellbeing. The school has also celebrated several mental health and positive relationship awareness days, such as Gumboot Friday and Pink Shirt Day. These were enthusiastically received.

Restorative practice is being embedded in the school through the development of new deans and work with the HODs and their departments. There has been an emphasis on building relationships with challenging students and using restorative questions to address changes in behaviour they would like to see.

The akonga pai system has been embedded with the prefects using the system and promoting positive behaviour in the playground. The application has been updated with more information about the houses and has been adapted with changes to make it more functional for users. Alongside these posters, regular communication has been created to get more teachers using the application and awarding students for positive behaviour. It is well received and enthusiastically entered into by the students.

CULTURAL RESPONSIVENESS

There have been several developments taking place in support of Māori and Pasifika students as well as the further developments for NCEA curriculum changes. Practical steps have been taken to continue with the progress in the development of Tikanga and Te reo Māori. Staff are being supported in the evolving development of te reo Māori. The school also hosted the Kahui Ako Kapa Haka Festival and led the opening of this in Te Reo for other Kura.

HOD's have been provided with the Hikairo schema to begin a review of what is being done to support this space. A senior leader attended 'Implementing Te Tiriti o Waitangi in Education' led by Dr Keri Milne-Ihimaera in July 2022. The supporting documentation was shared with SLT for review and the learning from these to be woven through the ongoing curriculum changes. This supported the development of our Cross-Curricular Teacher Only Days that focussed on Mātauranga Māori and the local curriculum. This included a navigation of the schools pepeha linked to learning activities in several different curriculum areas.

A staff member carried out research as part of his WST role looking at Māori students in our kura, their success and what it meant for them to be Māori in our school context. This created useful data for teachers to use in supporting our Māori learners. Alongside this, the students also participated in activities for matariki and te wiki o te reo Māori. Cultural responsiveness became a professional learning group where teachers explored different ways to support students in their learning and cultural identity. Much discussion led to the review of languages at the college and the move towards advertising a leader of Māori within the College.

The school also held a Talanoa evening in support of Pasifika students and their learning to build community and gather voice on what our Pasifika aiga would like to see in ways to support their children.

CAREER EDUCATION AND GUIDANCE

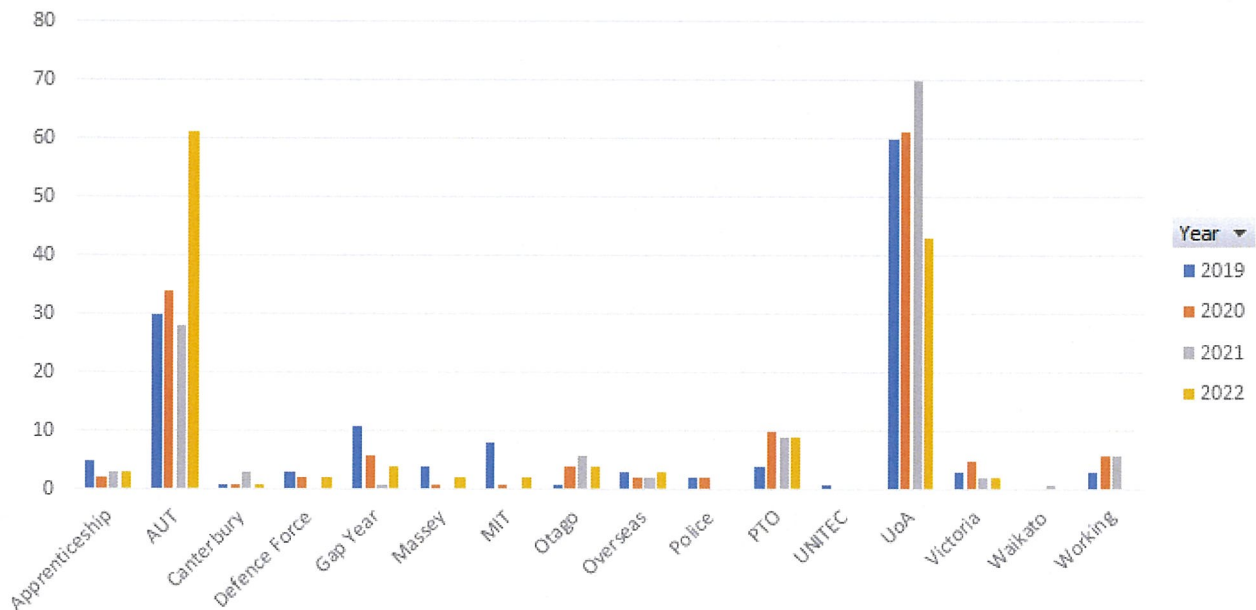
The Careers Department is responsible for managing the delivery of the Careers Education Programme throughout the College that includes information and guidance to all students at all levels. The Department staff includes a full time Careers Coordinator/Head of Department, Gateway and Vocational Pathways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

The Careers Department provided the following opportunities to students throughout the year:

- Individual career planning interviews for all of year 13 and most of year 12 (and other levels on request)
- Tertiary liaison talks by Auckland University, Otago University, AUT, Massey University and Victoria University and the Defence Force – general course and degree planning sessions (some via zoom)
- Careers Expo for year 10 and above students and parents. Over 35 different exhibitors in attendance
- Year 10 Careers Day including career and tertiary workshops

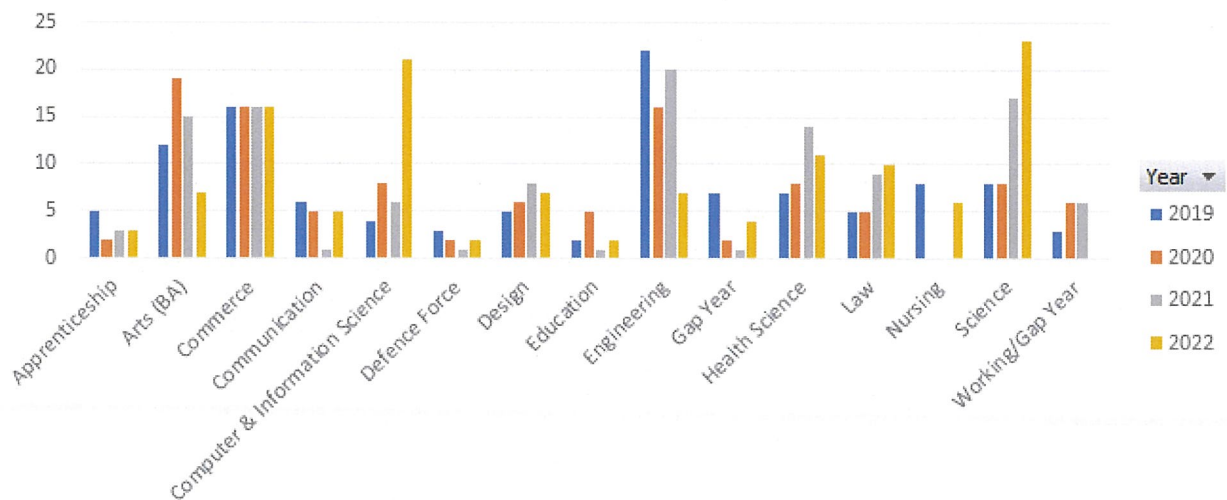
- Subject selection workshops for Year 11 during curriculum classes
- Work experience placements throughout the year under the Gateway programme – 52 students across a range of occupational areas – Aviation, Early Childhood Teaching, Building/Cabinetry, Hospitality, Baking, Retail opportunities including supermarkets and fast-food outlets
- STAR placements throughout the year at tertiary course providers – in areas including Design and Animation, Hospitality/Barista, Travel & Tourism, Computing, Workplace Health & Safety, Beauty and Radio Broadcasting.
- 6 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. 7 students participated in the Trades Academy at Techtorium
- Year 13 applications and tertiary scholarship workshops
- Other identified off-site careers events. Careers Education – Timetabled Subject: World of Work class for identified Year 12 students.

DESTINATION DATA 2022 (Destinations of our 2022 Year 13 Leavers over the past 4 years)



- AUT University is now our most popular tertiary destination with the University of Auckland second most popular destination.
- This is the first time that AUT University has overtaken the University of Auckland

MOST POPULAR COURSES OF STUDY IN 2022 (Including Apprenticeships, Gap Year/Working)



- Science is now our most popular degree; this includes students who will major in Biomedical Science.
- Previously, Engineering was our most popular degree – this has dropped considerably.
- Bachelor of Arts (BA) has also had a considerable decline.
- Computer and Information Sciences is now our second most popular course of study with Commerce remaining strong.

THE ARTS

VISUAL ARTS

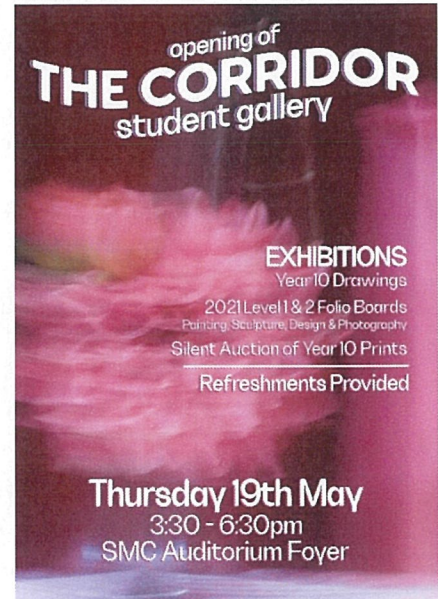
The Corridor – Student Gallery

Grand Opening Night

On 19 May 2022, the BOT Chairperson and Principal officially opened The Corridor – Student Gallery which was met with huge delight and enthusiasm.

The Corridor was originally a modest, underutilized space that sits between the Auditorium and International Department, which has now been given a huge injection of colour, light and creativity. The Corridor has been illuminated and designed to showcase student's artwork throughout the year.

The Art Department are to be acknowledged for their creative thinking (and seeing through the project to the end) and the BOT and Principal who eagerly endorsed and facilitated the transition of the Corridor. We look forward to seeing The Corridor transform with our student's artwork.

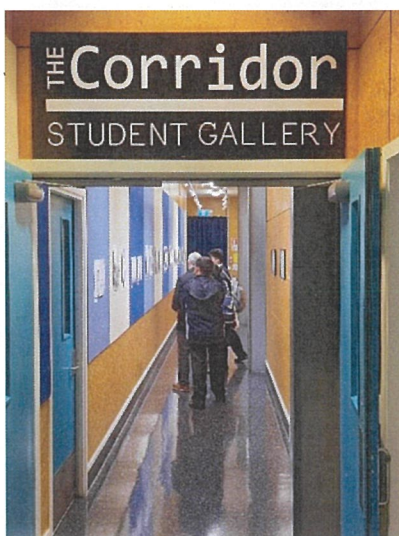


Silent Auction of year 10 Printmaking

This year was the first time we have organised and had a silent auction from the Art Department. It was organised by a staff member from the Art Department, and it was a huge success. All the prints were sold.

Level 1 and 2 Art Folio Show

It was not possible to have the Level 1 and 2 folio boards show in 2021 because of covid-19 and the decision was made to showcase the work in conjunction with the opening of The Corridor – Student Gallery. It was a wonderful celebration of student work.



The Corridor-Student Gallery



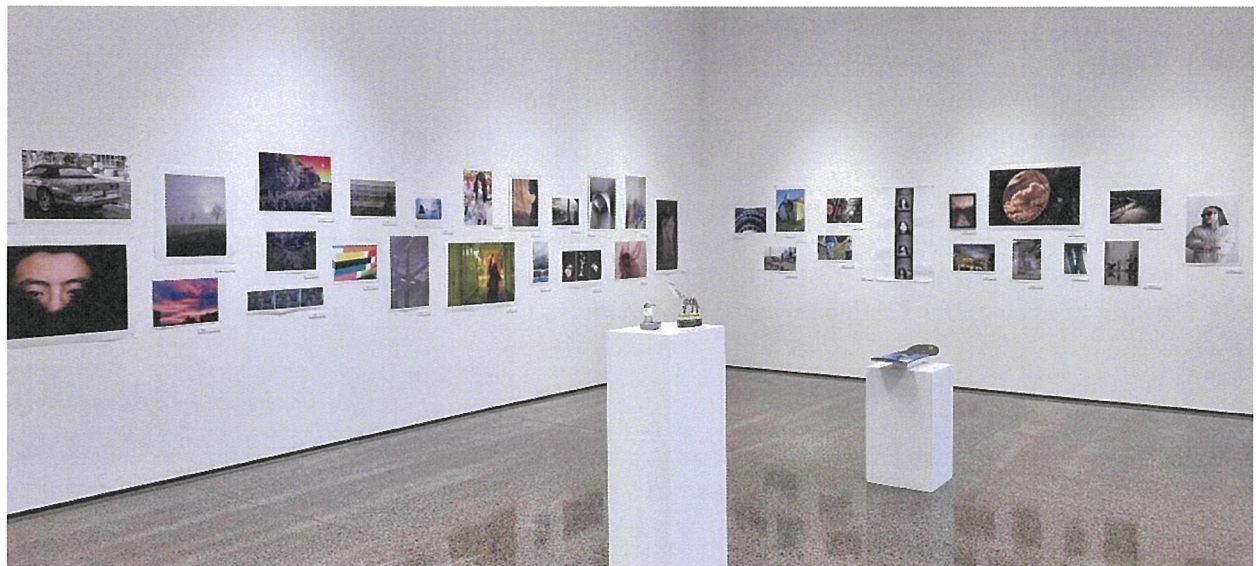
Silent Auction and Folio Show

East Auckland Visual Arts Showcase

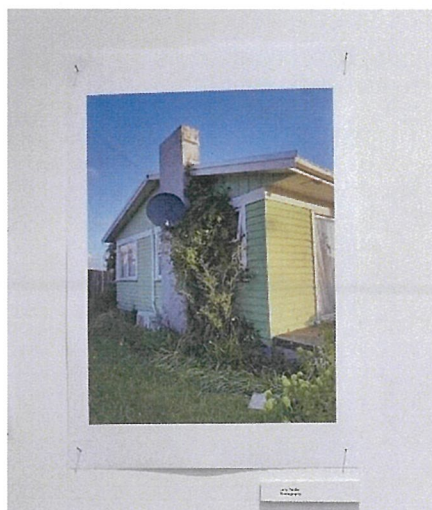
The East Auckland Visual Arts Showcase is an opportunity for young people living in the local East Auckland area to have their artwork shown in an actual gallery. Each year during June, artwork is on show at the Malcolm Smith Gallery at the Uxbridge Arts & Culture Centre. The artwork can be any visual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

34 SMC students had work on display at the Malcom Smith Gallery, Uxbridge. All SMC entries were accepted and the work on display was of an excellent standard.

One of our Photography students was the winner of the photography section, and another was runner-up.



Malcom Smith Gallery – 34 SMC Art works displayed



Focus 22 – Student Competition

Seven very talented Art students represented SMC in the Focus Art Competition held at Howick College. Four SMC students received Highly Commended awards and One student gained 2nd Overall in the Photography category - with Sancta Maria College receiving the Best School Trophy which is held for one year.

Our students are to be acknowledged for their courage to enter and receive awards.



Prizegiving



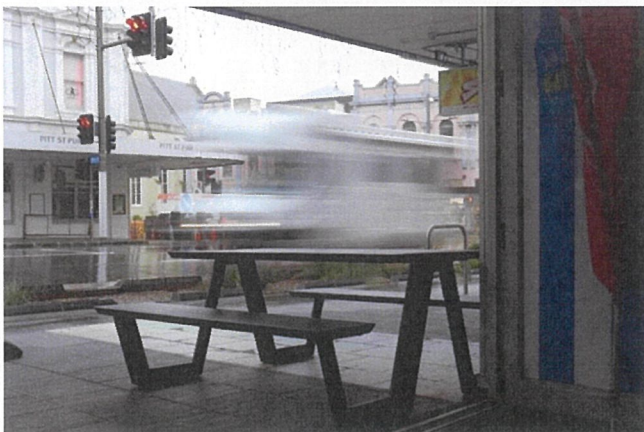
Trophy Awarded to SMC



Installed work by SMC students

Auckland Secondary School Art Awards.

The Secondary School Art awards recognise and celebrate emerging artistic talent in Aotearoa. These are the young people to look out for in the future. One of our students had her work accepted into this prestigious show that was held at the Pah Homestead.



The Pat Hanly Creativity Awards

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

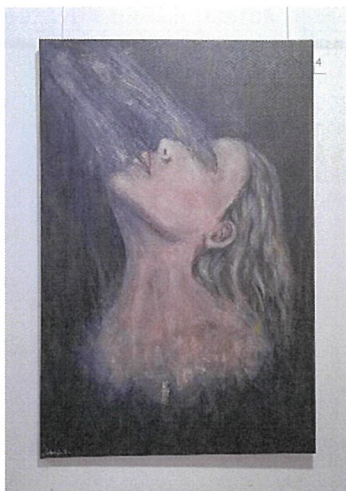
This year the SMC Art Department nominated two Year 13 students, a Photography student and Sculpture student.

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



The Pat Hanly Awards

Our student took the opportunity to work alongside other students from East Auckland Schools to create a painting at The Art Lounge, a gallery in Howick. All the materials were provided, and students gave up three days of their holiday to participate in this event. It ended with an exhibition of the work. Raine appreciated the opportunity to participate and produce a wonderful painting.



Light and Dark Photography Competition at SMC

The Art Department organised a photography competition for all levels of students. There were many submissions and prizes provided by Photolife and the Art Department. All submissions went on display in The Corridor – Student Gallery



Some of the submissions

Sancta Maria College Art Students get their folios chosen for Top Art Exhibition

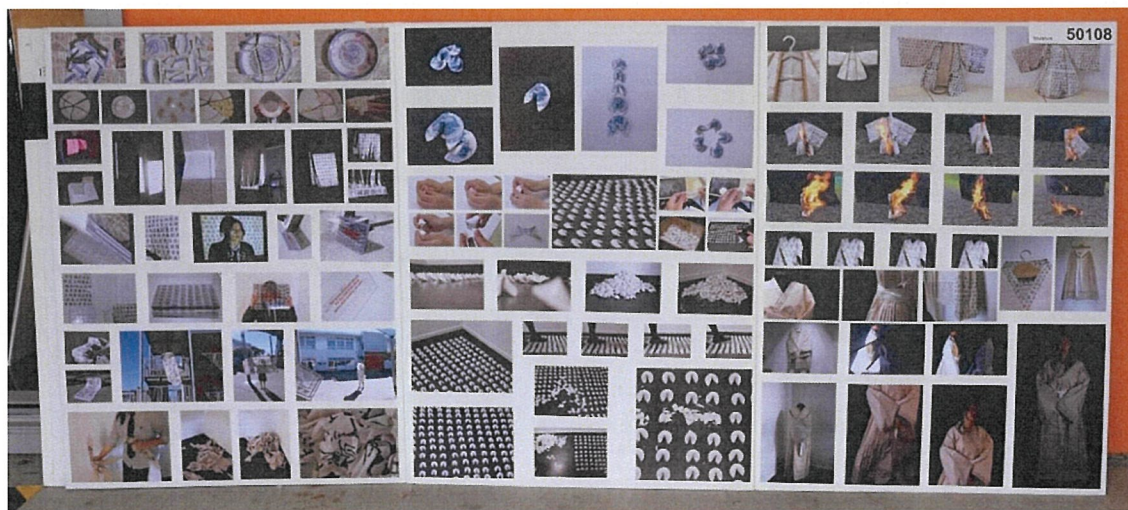
Every year 75 NCEA Level 3 Folio boards are chosen by NCEA markers, from thousands, to be displayed in the Top Art National Touring Exhibition starting in Wellington.

This year two students had their folio boards chosen to be part of this sculpture and photography exhibition. This is exceptionally commendable, and Sancta Maria College Art Department are extremely impressed and proud of them both. In addition to this triumph, both students also achieved Scholarship Visual Art, of which one was Outstanding. Amazing and hardworking young people.

Work with others could be seen at Te Tuhi Gallery for Contemporary Art, Pakuranga.

Three Visual Art students achieved the NZQA Scholarship qualification this year in three different disciplines.

- Photography (outstanding)
- Sculpture
- Design



Level 3 and Scholarship Sculpture



Level 3 and Scholarship Photography



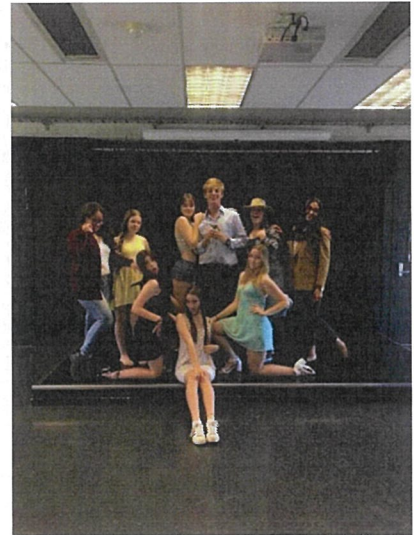
Level 3 and Scholarship

PERFORMING ARTS (DRAMA)

Celebrating NCEA Success

Year 11

Once again in 2022 we received 100% pass in the NCEA external examination for Year 11. 80% achieved with Merit or Excellence. The students really enjoy this course, and we are working on the new standards for 2024.



Year 12

The year 12's has achieved well in their NCEA external examination. They achieved an 83% pass rate. We will be working on making this 100% for Year 13 in 2023.



Year 13

This was a very small class of 6 students. They received an 67% pass rate in the NCEA External Examination.



Drama



Junior Drama:

Our junior Drama program enables the Year 9 students to perform for an audience of new entrants from Sancta Maria Catholic Primary School. The Primary school enjoy coming to the College to do their show. One show happens at the end of the semester and the second show is at Christmas held at the end of the school year.



The senior productions are performed at the Uxbridge Theatre in Howick. These productions have become a great way of bringing families and the community together to celebrate our students and the work they do in this subject.

The year 10 students have four different tasks over the semester, but by far their favourite is the storytelling unit. In this unit students interview their families about the stories that have been passed down from generation to generation. These are cultural stories that they share with their groups. They then choose a story to revamp and perform. These have been great in teaching and learning about the diverse cultures that make up the drama class. Here we celebrate who we are and share ourselves in a safe and fun environment.

PERFORMING ARTS (MUSIC)

Caritas Sing Out4Justice

In 2022, two students performed their song, 'Let's Talk About Faith' which proved to be the winner in the Years 7 to 10 category, whilst our older students performed Guerrero's song, 'The Lord is my Light' and received a commendation from the Judges in the years 11 to 13 category.

Classics at 12

The first major foray into public performance this year was at the Uxbridge Centre in Howick for the Classics at 12 concert series. It was an opportunity for the new Big Band leader, to present a new-look Big Band, whilst new combo, The Tanukis, also made their debut performance, alongside the experienced combo 'The Street Bugs'. Along with them, the Symphonia aired some of their repertoire for the first time and all performers were well received, giving them vital experience for the performances to come.

National Youth Jazz Competition

'The Street Bugs' and 'The Tanukis' travelled to Tauranga to bring home a silver and bronze medal respectively from this prestigious event.

40 Hour Famine Fund Raiser

The annual fund-raising concert for World Vision was a significant event. Botany Downs Secondary College were special guests and brought along with them their Orchestra and Jazz Band, who performed along with our Big Band, Symphonia, Concert Band, Senior Choir, Festival Choir, Festival Orchestra, and ensembles. We raised a fair amount of money for a most worthwhile cause.

APO Fund Raiser

Our school enjoys a wonderful relationship with the Auckland Philharmonic Orchestra, and the opportunity to give back to them enabled us to raise funds by having a concert. Our large ensembles perfected their repertoire in readiness for our annual frenzy of performances in August. Edgewater College's Jazz Band were our special guests this year.

Auckland Schools' Jazz Competition

Our Big Band, The Street Bugs and The Tanukis received silver medals.

KBB Festival

Our Symphonia achieved a silver medal, as well as being awarded a Joyce Fisher Mentoring Award, whilst our Principal violinist was shortlisted for the Outstanding Soloist Award. There were two more fine performances from our Concert Band and the Big Band, both of whom received silver medals.

The KBB Festival Honours Orchestra featured two of our violinists and the KBB Festival Honours Concert Band were selected but as a result of Covid, a key player had to miss out on the performance.

Stand Up Stand Out

Seven singers attended the Otara Music and Arts Centre, for the solo vocal heats, all of whom received high praise from the judges.

Nine ensembles went to the Band Heats: The Street Bugs, The Tanukis, new jazz combo 'The Vargassians', the Year 9 heavy rock band 'Cesura' and The Jazz Ducks, the Cello Ensemble, The Bow Belles, the SMC Chamber Ensemble, the pop group Modesty Blaise and the SMC Guitar Ensemble.

The judges were again impressed by the great diversity of styles that were offered and three groups made it to the semi-finals: Cesura, The Tanukis and The Street Bugs. Our school was represented at the Aotea Centre, and Cesura made it through to the final at the Town Hall.

Jazz Night

This was our last major event of the year. The Big Band, The Tanukis, The Street Bugs, The Vargassians, The Jazz Ducks and solo vocalists raised funds towards a trip to the 2023 Jazz Festival in Wellington.

Play In South Concert

Our year came to a close with the Play In South Concert, in which 12 of our youngest players joined with the Auckland Philharmonia Orchestra at the Vodafone Events Centre in Manukau to form another mass orchestra along with students from several other schools. They received mentoring from the APO members and performed Strauss's 'The Beautiful Blue Danube' and Rossini's 'William Tell Overture'.

Despite the lingering shadow of Covid-19, 2022 has been a successful year for the young musicians of Sancta Maria College.

SOUTH EASTERN CHRISTIAN KĀHUI AKO

As in previous years the work undertaken by Within School Teachers has a strong overlap to the strategic focus of the college. Teachers have been working across a range of Kahui Ako workstreams with a focus on – Cultural Narrative, Pasifika Learners, and Boys Leadership – under the umbrella of Agency and Literacy.

Cultural Narrative

The focus of this Kahui Ako project was to evaluate the work the college has done in supporting cultural narrative and present possible future directions and initiatives, as well as examine how the cultural narrative of the college could be strengthened and enhanced?

The data gathered through this workstream underpinned a lot of the professional development for staff as part of our NCEA teacher only accord days. It also provided significant student voice to inform the decision to create the role of Te Pou Arataki. The school has appointed a staff member to this position for the start of 2023.

Agency - Boys Leadership

There has been a focus on two projects looking at 'Boys Leadership'. The first, with a focus on Year 12 and the second, with a focus on Year 7. The Year 12 project focused on developing leadership capability (self-concept) and asked how leadership coaching can be used to foster agency (self-concept) in year 12 Boys?

There was an identification process for students who would benefit from the mentoring and opportunities available via this workstream. Identified students received mentoring and were provided with opportunities such as the overnight hike to the Pinnacles to develop leadership, teamwork skills and resilience. Several of the students who took part in this programme have gone on to be selected as 2023 prefects and school leaders.

The Year 7 project had a focus on how to build boys agency from primary to college and asked the questions, how does the pathway for boys learning help them to develop/grow as leaders/learners? What can we put in place to foster agency from school to school?

Through observation with other Year 7 teachers, we have noticed that the transition from primary school education to college education does not gather evidence of learners using a 'holistic' lens. Academic results

are tracked and used. However, student voice and maximising learner agency is not present. The big-picture vision of the New Zealand Curriculum says it is important to foster students' dispositions to learn and to contribute as active members of society. The key competencies directly support this vision. NZC describes them as "capabilities for living and lifelong learning." Recommendations have been made and will be incorporated into the transition process in 2023 for 2024.

Literacy

The Literacy project was aligned closely to the Term 1 professional learning programme. This project allowed our Year 7 & 8 teachers to work with their colleagues in our feeder schools to moderate and norm writing data to ensure continuity of tracking of students. It also provided further support to staff in making PaCT judgements and unpacking the SMC writing process that came out of 2020/21 literacy projects. We are seeing that there is a robustness to our school tracking of writing progress against curriculum levels with strong correlation between our internal judgements and the externally marked writing co-requisite results.

CURRICULUM REVIEW

During 2022, the Senior Leadership Team continued to review and develop curriculum in line with the Ministry of Education direction by working with the documents and resources that support the refresh of the NZC, the NCEA change programme, the Literacy & Communications and Maths strategy and action plans while also giving consideration to the NELPs Action Plan for Pacific Education, Ka Hikitia and the Learning Support Action Plan. This work was reviewed together with the work we undertook with the Curriculum Leadership Team from the MoE that informed the design and roll-out of our SMC Learning Framework.

The Learning Framework was launched to staff at the start of 2022 and was unpacked and refined over the course of the year. Staff will continue to receive professional development around the framework and its implementation throughout 2023.

Significant progress has been made in the reshaping of curriculum in Years 7&8 between 2020-2022. This continues to be reviewed. With the appointment of a new Head of Department for Māori, our mahi in this space will continue to be strengthened with the incorporation of Mātauranga Māori.

How we plan and develop curriculum for Years 9 and 10 has been discussed and student voice on learning has been collected and analysed. This was the focus of our Teacher Only Days during the year. Heads of Department worked with the Deputy Principal of Junior Curriculum to look at how each Learning Area could lead rich learning tasks and connect between learning areas. To demonstrate this, as a staff we visited significant sites connected to our school pepeha. Staff used student voice and the plans modelled to them from this opportunity, to plan their own cross-curricular units which were then presented to a panel of students for feedback. The unit with the most student support has been revisited, refined, and aligned to the framework of the NZC refresh and will be trialled in 2023.

The college was involved in the piloting of the Literacy and Numeracy Co-requisite in 2022, this pilot gave us valuable information and data that informed our 2023 planning and practice. It also demonstrated that the work we have undertaken with the implementation of PaCT and tracking of OTJs is accurate. We must continue to reflect on this and design and develop curriculum content that equips our students with the foundation skills and knowledge necessary to be successful in attaining this part of their qualifications.

With curriculum review, the decision was made to discontinue French at the college at the end of 2022. A decline in numbers made the viability of the subject near impossible. Student, parent and staff voice together with the future vision supported by the Ministry of Education, informed us that there was the need

for Te Reo Māori to be introduced. The successful appointment of a teacher into the role of Te Pou Arataki, Te Reo Māori would be introduced in 2023.

SPORTS HIGHLIGHTS

The Sports Department continues to provide multiple opportunities for students and is participating in a broad range of codes. The school sent two teams to the Aims Games and had two teams compete successfully at winter tournament week in Hockey and Netball. The Premiere Netball Team won their division in Auckland. The Restricted Boys Rugby team lost their final game against a much larger school than SMC.

The school continues to support individual athletes who compete successfully on a regional, national and international level. These have outstanding performances in athletics, weightlifting, swimming, ice skating and mountain biking. These students remain supported in their development through the Pullman Sports Academy.

The Department has seen the appointment of a new Director of Sport, a new Sports Co-ordinator that will complement the work of a second Sports Co-ordinator.



Louise Moore
Principal/Tumuaki

30 May 2023