

PRINCIPAL'S ANNUAL REPORT

ACADEMIC PERFORMANCE AND CURRICULUM

The first half of 2023 was beset by disruptions for learners and teachers due to industrial action, floods and ongoing Covid-19 infections. However, students continued to show their resilience in utilising the hybrid learning model. With a much more settled Term 3, NCEA results continued to indicate outstanding achievement of the qualifications. Overall NCEA attainment saw pass rates of 97.8 for NCEA Level 1 students, 97.1 for Level 2 students, and 93.5% for Level 3. UE saw an 84.2% success rate. These results rest far above national averages.

Excellence endorsements dropped for the second year in a row, and this remains a key focus for departments in 2024. Level 1 endorsement rates were impacted by the participation of two core subjects, Religious Education and Mathematics, in NCEA Pilots. There was very little indication of examination content prior to the exams, and this made preparation challenging. Statistically, the college would have been ranked against schools still doing the older version of NCEA. The benefits of being a pilot school will be felt in the higher preparedness for those departments in 2024.

NCEA Scholarship was disappointing, with a return to the achievement levels prior to 2023, with only 12 students gaining the award. However, of particular note, Religious Education gained three Scholarships, including an Outstanding. The Art Department gained four, including three for Photography. Three of our Pacific students gained Scholarships this year – an outstanding achievement.

2023 saw the launch of the new Able and Ambitious programme (replacing GATE). A calendar for extension and enrichment events was created by the HODs and the Academic Prefects helped to develop new opportunities. The introduction of the Ethics Olympiad was the first initiative to sit outside of any curriculum area. We entered two teams in the New Zealand competition and both achieved creditably.

A priority in 2023 was addressing the data gap related to Pacific learners. We sought to create more equitable outcomes, especially in literacy and Excellence level results in NCEA. A Fono was held for our Pacific community as part of a long-term Pacific Excellence Plan to achieve this.

LITERACY AND NUMERACY

Current NCEA literacy achievement has continued to be high with 98.5% gaining literacy and 98.5% attaining numeracy at Level 1. By Year 13, this rate had increased to 99.3% for literacy and 98.6% 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 continues to be an area of strategic importance across the school. In 2023, the writing of all students 7-10 was assessed using the PaCT Framework, this informed OTJs. 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. Structured Literacy was also introduced to improve reading in Years 7 and 8.

Students in Year 10 sat one of the two Literacy and Numeracy co-requisite opportunities with 20-30 high achieving students completing Literacy (Reading and Writing) and Numeracy standards in the first opportunity as their 2022 OTJs identified them as already working at Level 5 consistently, all Year 11s who did not attain the co-requisite in 2022 but were deemed to be assessment ready also took part in this opportunity. The remainder of the cohort sat the assessments in the second opportunity. The results continue to be in line with teacher judgements, which is pleasing and shows that OTJs are reliable and robust.

Language support classes and ESOL language classes for Years 7-10 showed success in shifting several students who had been below their curriculum level. This is a long-term intervention that is showing promise.

Data analysis was completed in late November 2022 to inform the 2023 academic year. This process was repeated on the same timeline at the end of the 2023 academic year, and information was shared with the Kahui Ako and HoDs prior to school closure and made available to all staff during 2024 start-up. The data continues to show that boys, particularly Pacific and NZ European are performing below curriculum expectation. Overall, we are still not achieving our 80% at-above expectations for writing with 66% achieving in Year 7, 81% in Year 8, 76% in Year 9 and 75% in Year 10. However, year on year progress is pleasing with the Year 8 cohort making an 8% shift, Year 9 a 9% shift and Year 10 a 4% shift year on year.

CURRICULUM REVIEW

During 2023, 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 being considerate of the National Education Learning Priorities (NELPs), Tapasa, Ka Hikitia and the Learning Support Action Plan.

In 2023, we used data from our staff, HODs, and community to make interim changes to the timetable to support the introduction of **Navigation Time in 2024** and prepare staff for future curriculum developments in 2025. Changes of significance saw prayer and Navigation Time occur and the introduction of longer periods for most senior subjects.

Cross-Curricular Trial (Year 9)

In term two we trialed a cross-curricular unit of work that was connected to our school pepeha and the guiding whakatauki of:

“Piki atu au ki te taumata o tōku maunga, Ka kite au i te mana, i te ihi o te whenua nei nō ōku tīpuna

“I climb to the summit of my mountain to see the lands of my ancestors”

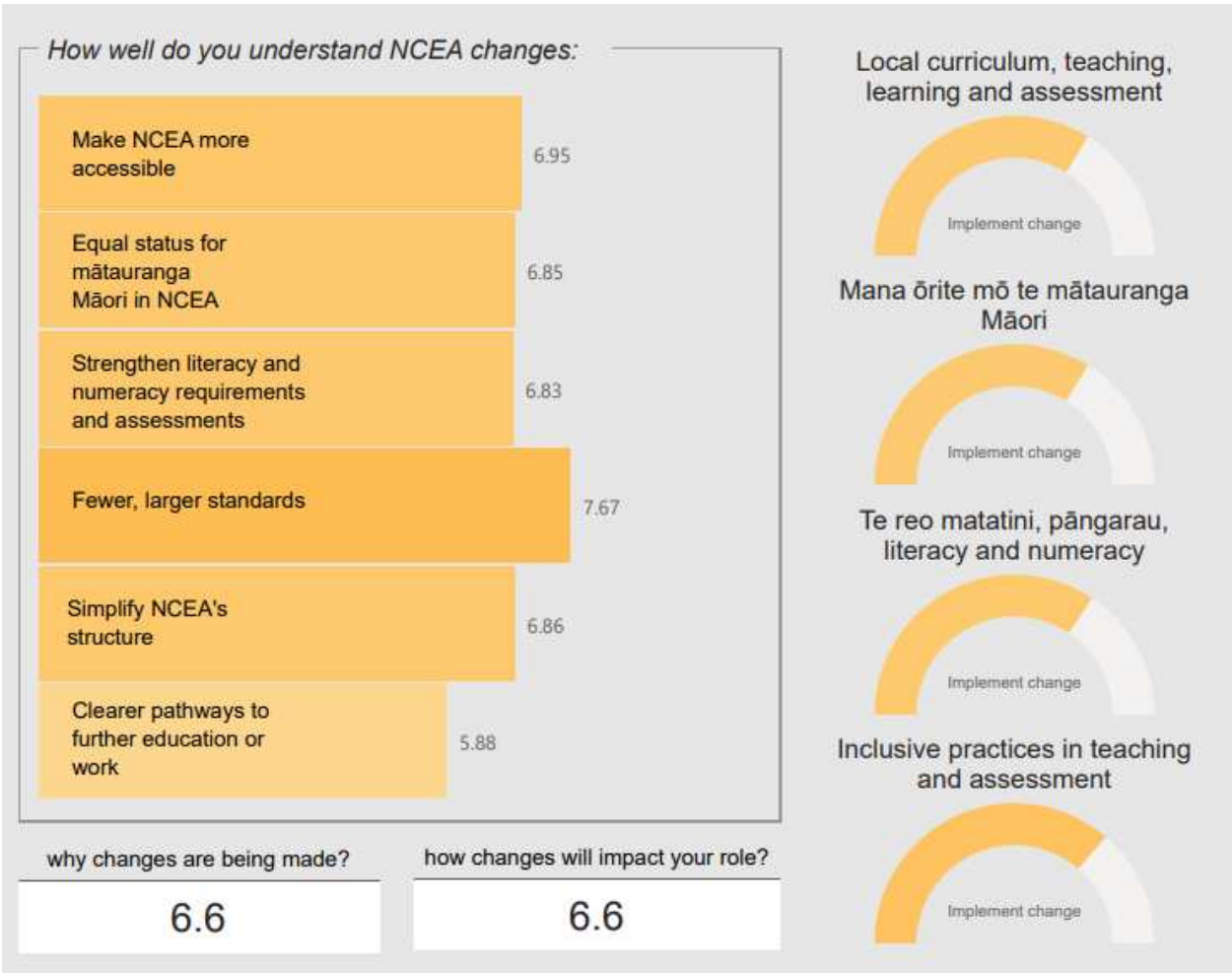
The rollout of this unit was supported by the unpacking of Te Mataiaho and the local curriculum guides from the MoE.

Our teacher and student voice on this trial was mixed as the meetings to support this initiative were impacted heavily by PPTA industrial action. 82% of students saw connections across their learning and 63% found a connection between their learning as valuable and/or enjoyable. The student and teacher voice has been evaluated and we will be actioning the feedback and re-launching the same unit with improvements and further support in term 2 of 2024.

NCEA Curriculum Refresh

Three departments participated in NCEA Level One Pilots in 2023: Religious Education, Mathematics, and Japanese. HODs involved in the pilots reported that while the process was frustrating at times, the focus on teaching and learning, rather than assessment, was a welcome change. They felt that the teachers in their department were re-energised by the changes and the collegiality of building the new courses.

All departments participated in targeted NCEA change professional learning. Teacher Only Days focused on the weaving of Mātauranga Māori and Pacific values throughout their new Level 1 schemes of work. All staff completed an NCEA Implementation Readiness survey from the Ministry of Education. It was pleasing to see that in October, all departments felt prepared for implementation before we had the final Teacher Only Day. Heads of Department had spent significantly more time focused on the change framework and their confidence in the new system was higher again.



Leadership check-in

	Senior leaders	Curriculum leaders
I feel able to successfully implement changes to NCEA	7.8	7.9
I have the information that me and my team will need to successfully implement changes to NCEA	8.0	7.7
I have access to updated school policies and procedures reflecting changes to NCEA	3.0	7.0
I have the tools and understanding to plan and prepare for changes to current systems and processes	7.0	7.0
I have time to plan and prepare for changes to current systems and processes	5.3	4.5

Development of Navigation Time

Navigation Time was developed in 2023 to reinforce our localised Purpose Curriculum, and will focus on supporting our students' spiritual, educational and personal growth in a holistic and purposeful way. Ours is a culture that cares deeply about each and every ākonga and puts them and their wellbeing at the heart of all we do.

Navigation Time supports our students to thrive and succeed, with a strong sense of belonging and connection (whānaungatanga). It should enable students to recognise that as a learner on a learning journey, they are better placed to succeed.

Navigation Time is an opportunity to enhance the sense of whānaungatanga for all ākonga, and is an opportunity to provide an orientation through learning and growth from a broader "overview" perspective. Due to timetable restrictions, in 2024 it will be three times per week for 25 minutes but this will increase in 2025.

All teaching staff will be known as Kaiurungi - a significant adult who acts as a co-navigator for students along their personalised learning and growth journey. They will support and assist in improving students' understanding of themselves as a learner, whilst fostering a nurturing relationship. This will enhance the social, emotional and cognitive growth, build Catholic spirit, cultural competencies as well as an increased understanding of our eight SMC Learning Attitudes (Adaptable, Confident, Curious, Determined, Empathetic, Independent, Resilient and Responsible) that prepare students to be responsible, both as a global and a local citizen.

The Kaiurungi uses a collaborative approach with each student, to take personal responsibility for their own growth, and become self-monitoring, self-regulating, and self-determined learners.

CULTURAL RESPONSIVENESS

The appointment of a Te Pou Arataki, has made a significant difference in the college's cultural responsiveness journey. Practical steps have been taken to continue with the progress in the development of Tikanga and te reo Māori. Staff are being supported to weave Mātauranga Māori throughout their curriculum delivery. Opportunities have enabled Kapa Haka students to attend Te Matatini, the Maori stage at Polyfest, and numerous other performances. They have flourished this year and look toward developing in confidence and skill to be able to compete.

Teacher Only Days focused 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 member of SLT attended a hui with Ngai Tai ki Tamaki as a first step toward building a stronger relationship with our iwi.

A hui for all Māori ākonga occurred in Term 3. This was well attended and was an excellent first step in engaging whānau.

Professional Learning (PL) for teachers in 2023 was focused on engaging our Pacific Peoples. The school used education consultant Caroline Tauripo-Keith from Tui Tuia, The University of Auckland, to facilitate this work. It has been well received by staff.

The college has also held a community Fono to build community, share changes undertaken since 2023's Talanoa evening. This will enable further voice on what our Pasifika aiga (family) would like to see in ways to support their children. A Pacific Specific NCEA event facilitated by the Ministry of Education was hosted and was very well attended.

The College trialed a Pacific peer mentoring space, Le Vā, during homeroom time. The success of this vertical system has informed some of the thinking around the introduction of Navigation Time in 2024.

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 the 2023 Professional Learning was Collaborative Inquiry (*we are co-workers in God’s service* (1 Corinthians 3 v 9)).

This is progressing the earlier work of “*Embedding and sustaining a culture of Inquiry*” (the key driver of our Professional Development journey 2016 - 2020).

A more intentional approach to Collaborative Inquiry brings increased benefits for every teacher at Sancta Maria College towards strengthening and enriching our *learning* culture, while at the same time further developing a more *collegial* culture that allows one’s own reflective practice to occur. Adopting reflective practice is one of the key and constant messages of our collective professional learning journey.

The central focus of our Professional Learning in 2023 was Pacific Education. The key supporting document for this work was the *Tapasā* framework.

We engaged with *Tui Tuia* from the University of Auckland, and worked alongside Caroline Taripo-Keith to design a bespoke plan for our 2023 Professional Learning programme.

We started this journey by spending time connecting our school’s Core Values and our school’s Learning Values (*SMC Learning Framework*) with Pacific Values, and identified the clear overlap and connection to: Respect, Spirituality, Service, Belonging, Inclusion, and Reciprocal Relationships that are connected to our Core Values: Aroha / Faith / Respect/ Hope, and our culture of service and Whānaungatanga.

We also tied this important work to Russell Bishop’s *Teaching to the North East* – adopting not only culturally-aware approaches and building connection within our classrooms, but also adopting best practice, effective, culturally-responsive pedagogical approaches.

Focusing on Turu 1 and 2, the staff spent a large amount of time learning about the diverse Pacific cultures and practices. We sang songs, said prayers, and experienced Talanoa in various Pacific languages.

The feedback we received from this part of the professional learning was very positive, with teachers feeling better-equipped to connect authentically – to build the *va* - with their Pacific students.

The core focus for our work with Turu 3 was on *Talanoa* and the adoption of the principles of discursive curriculum.

We took advantage of utilising the cultural expertise of Tui Tuia, and explored how oral history has a special place in both Māori and Pacific cultures and is regarded as being a high form of giftedness in these cultures.

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.
- 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.
- At the end of the year, all teachers presented their Inquiry to a different group of teachers.
- We must be courageous and flexible.

Teacher Only Days

There were further Professional Learning opportunities during 2023 during the 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 in 2023 has been on the integration of Mātauranga Māori into an Integrated Curriculum.

For Teacher Only Day 1, 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 identified and unpacked when in 2022 we took a 'tiki-tour' of the significant sites related to our school pepeha, using these 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 2024 following our evaluation of the 2023 iteration.

Teacher Only Day 1 (May 2023) - Cross Curricular Overview for Term 3 Project (*Te Mātaiaho*)



This Whakatauki will help guide us on our journey as we navigate our way through our teaching and learning completed in Term 2. Each Learning Area will be able to connect to the idea and make reference to it throughout the term.

Throughout the planning process, it was important that there was always a need to take an ‘All of Us’ approach to the delivery of the Aotearoa NZ Histories curriculum and preparing students for the Numeracy and Literacy Co-requisite.

Social Science	<p>Lead subject: Will unpack the legend of Hunua and Waitakere as part of their local history component.</p> <p>Context: Aotearoa New Zealand in the 19th and 20th century. Unit Title: Who are New Zealander? Our Nation; Our Contested Identities</p> <p><i>Refer to the unit plan attached to the email. You will see the ‘Big Idea’ curriculum links for Social Science and the local curriculum links have been explicitly made and planned for. You can see how the myth of Hunua</i></p>
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	<i>and Waitakere has been incorporated into the learning and is unpacked but the learning has a huge amount of breadth and depth beyond this.</i>
English	<p>A text study of 'Romeo and Juliet' or 'West Side Story' will be completed. A comparison between either of these stories and the legend of Hunua and Waitakere can be completed as a lesson or a 'Do Now' (<i>it could be useful to look at this legend as a comprehension activity and get students to do things like infer the meaning of any Te Reo Māori words they don't know – this is something students struggle with in the co-req and need to practice</i>).</p> <p>Speeches will need to be completed by students. Connect to prior learning but talk to students about oratory being high form of giftedness in Māori (and Pacific) culture. Students could use a whakataukī that reflects a theme from their text study OR that relates to learning in another subject as their speech topic, eg – something like "Toitu te marae a Tane, Toitu te marae a Tangaroa, Toitu te iwi" - If the land is well and the sea is well, the people will thrive" relates to the learning in RE and/or Sci (this would also be an opportunity for them to bring in a proverb from their own cultures).</p> <ul style="list-style-type: none"> - <i>Science is covering research skills and validity of information which will help prepare students to undertake research for speeches</i> - <i>Mathematics will have completed some stats work which again will be helpful in preparing students for speeches</i>
Mathematics	<p>Will firm up context once information comes through from other subjects areas but can tie in with Stats and Social Sciences.</p> <p>Could look at collecting and analysis data or work under the numeracy banner and look at measurement, number etc.</p>
Religious Education	Will study on 'Creation and Co-Creation' with a focus on Stewardship/Kaitiakitanga
Science	<p>Will be looking at pest control in Hunua:</p> <ul style="list-style-type: none"> - Introduced pests, eg possums (can make reference to immigrants and the pests these groups brought with them and why – link to Social Science) - 1080 v trapping <p>Students will be looking into this taking using a Socio Scientific POV. As part of their learning students will be looking into the research process and the validity of information.</p>
Health & PE	<p>Health classes will investigate grief and loss. This will be looked at through both a Catholic and a Māori lens. It will also provide opportunities for students to share traditions and rituals associated with grief and loss from their own cultures.</p> <p>PE classes will incorporate Māori movement.</p>

For Teacher Only Day 2, the focus was on the special place of Mātauranga Māori within *Te Mātaiaho* and also the new NCEA changes.

Teacher Only Day 2 (November 2023) - Mātauranga Māori, *Te Mātaiaho* and NCEA changes

The following is an outline of the Teacher Only Day held in November:

- Mātauranga Māori (Ngāi Tai ki Tāmaki)
- NCEA Changes
 - Sharing new units across departments
- Literacy and Numeracy
 - Co-requisite
 - Common Practice Model
- Universal Design for Learning
- Introduction / links to *Te Mātaiaho*
- Discussion on the four foundational components of *Te Mātaiaho* and NCEA refresh.
- Review of junior units literacy or numeracy, Mātauranga Māori.
- Action plans and next steps.
- Pacific Values explored.

SOUTH EASTERN CHRISTIAN KĀHUI AKO

Sancta Maria College has continued to actively work with the South-Eastern Christian Kāhui Ako at the wider leadership level and in 2023 had four staff in 'Within School Teacher' roles completing inquiries in the Literacy and Numeracy workstreams. WST projects reflected the key focus areas for the Kahui but were also reflective of the strategic focus of the school.

Literacy:

Literacy, in particular written literacy, has been a major focus in the college over the past four years. Three of our four WSTs completed inquiries in the Literacy workstream. Their inquiries looked at:

- What happens to students' writing if we explicitly teach creative writing and English language skills? How does this affect student agency?
- * How does implementing the writing process model into teaching and learning sequences lead to improvements in student writing outcomes, specifically in Science?
- * How does explicit teaching of image analysis techniques and subject specific vocabulary impact students ability to confidently explain, analyse and critique visual images both orally and written.

While all inquiries had success and helped support and lift the achievement and progress of student writing, all teachers noted that many students continue to struggle to implement structures and strategies even when explicitly taught.

The inquiry supporting student writing in Science was arguably the most successful as the WST completing this work is a Year 7 and 8 teacher with a literacy background so supported the Science Department with the incorporation of writing rich tasks into their curriculum and helped them to evaluate and make their PaCT judgements. The Science team felt it was incredibly valuable to have someone with specialty literacy knowledge guide and support them while upskilling them.

Numeracy:

A Year 7&8 teacher worked in the Numeracy stream. She investigated: “How does the implementation of the concrete, pictorial, and abstract approach deepen student understanding of strategies in mathematics. How does this improve student self-efficacy?”.

Each of the eight target students demonstrated substantial advancements in Algebra, the primary focus of the ‘CPA’ intervention in mathematics. Although, the Self-Efficacy survey data did not indicate significant changes.

The inquiry has been shared at Department level and some key learnings were taken away from this. Moving forward into 2024 discussions have been taking place with departments about how teachers can enhance students’ comprehension of mathematical strategies to improve efficacy, agency and outcomes.

In addition, to the involvement at a wider leadership level and the WST inquiries all staff were involved in the annual Kahui Ako Teacher Only Day for professional development, held onsite following the King’s Birthday break. The 2023 focus for this day was around the ‘Resilience’ driver. Staff heard from Dr Lehan Stemmet specifically about resilience, Rosina Wikaira on building culturally embedded practice and the ‘4 C’s’ (connections, confidence, character and culture) were introduced by the AST team. Further work has been undertaken to further unpack the 4 C’s and look at how we can implement them within our curriculum and pastoral programmes.

Special Catholic Character

The Special Catholic Character of Sancta Maria College continues to be at the centre of the holistic formation of everyone. The College had its Special Character Review

undertaken by the Diocese during the year and has been identified to be an exemplar of spiritual and academic performance.

The College is committed to continuing the development of each person's spirituality through Religious Education and the provision of opportunities for spiritual growth through liturgies and outreach programs that develop their sense of responsibility towards one another. The Special Character Groups in school has developed into different sectors: Spiritual, Service and Environment. Students were highly encouraged to be part of these groups that would develop their responsibility towards others and their personal well-being.

The College is not limited to providing opportunities to the students but has extended these to its stakeholders – the parents, by inviting them to several liturgical services and spiritual development activities such as prayer groups that aim to listen and support the families in many ways.

The Special Character of the College has pushed for an awareness of the situation of the people within and outside the community. The College has supported different families through feeding programs and food collections that have been provided to the needy in our local south Auckland community.

The Special Character is evident also in different subject areas as they relate their lessons to Catholic Social Justice – caring for the dignity of humanity. The students are taught how to put into practice the lessons that they are learning inside the classroom.

Pastoral Care and Wellbeing

The acronym 'SPIRIT' (Standard, Participation, Initiative, Responsibility, Innovation, Thinking) was introduced at the Teacher Only Day and continues to be referred to by SLT regularly. House assemblies have been the driver for increased house competitions and activities. Examples include sing-offs, SPIRIT week, Feast Day Quiz, Mathex week, 7 & 8 swimming sports. These types of activities created and engendered school spirit as well as enhanced staff and student relationships. There was greater emphasis placed on the House Prefect Selection and ensuring student leaders exhibited presence and would be influential in supporting the pastoral and wellbeing as part of their role within the House structure.

The 'Good Space' screening tool was implemented with targeted year levels with data being shared in pastoral meetings and has informed support for students. This work has

also been shared with the Kahui Ako who are interested in using the tool to assess student wellbeing.

The Year 9 cohort was screened through the completion of the Traveller's survey and several Year 9 students took part in the programme and received support. Three new staff completed Traveller's Training and are now able to teach the programme. The peace Foundation has worked with Peer Support leaders to develop their leadership and mentoring of young students and the Year 7 & 8 Seasons for Growth programme is helping students who have experienced significant challenges.

The college has implemented STYMIE, an anonymous self-reporting tool that is making a positive impact on our inclusive school culture. The Deans are worked with the Homeroom Teachers on tracking attendance more closely and staff have been shown how to track student attendance and check student attendance codes. Pink Shirt Day promoted mental health awareness week and this an opportunity to educate students in the pastoral care and wellbeing space.

CAREER EDUCATION AND GUIDANCE

The Careers Department is responsible for managing the delivery of the Careers Education Programme throughout the College that includes information and guidance to all students at all levels. The Department staff includes a full time Careers Coordinator/Head of Department, Gateway, and Vocational Pathways Co-ordinator (40 hours/week 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
- Careers Expo for year 11 & 12 and students combined with east Auckland schools, Howick Leisure Centre, July 2023. Over 35 different exhibitors in attendance
- Careers Event at school. 15 speakers (mostly alumni) shared their career journeys with current students and their whanau
- Year 10 Careers Day including career and tertiary workshops (term 4)
- Subject selection workshops for Year 11 during curriculum classes
- Work experience placements throughout the year under the Gateway programme – 50 Plus students across a range of occupational areas – Aviation, Early Childhood

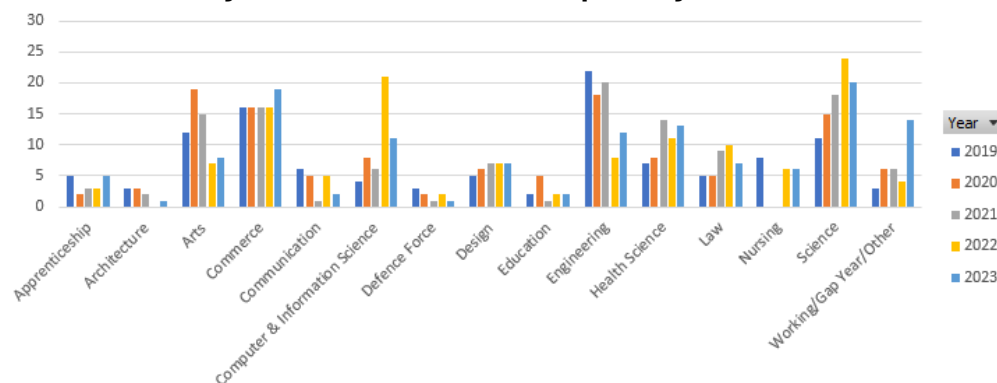
Teaching, Building/Cabinetry, Hospitality, Baking, Retail opportunities including supermarkets and fast-food outlets

- 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.
- 15 Students participated in the Trades Academy programme at Manukau Institute of Technology where areas of study included: Building, Electrical, Plumbing and Early Childhood Education. 4 students participated in the Trades Academy at Techtorium
- Year 13 applications and tertiary scholarship workshops
- Other identified off-site careers events. Careers Education – Timetabled Subject: World of Work class for identified Year 12 students.

Destination Data 2023

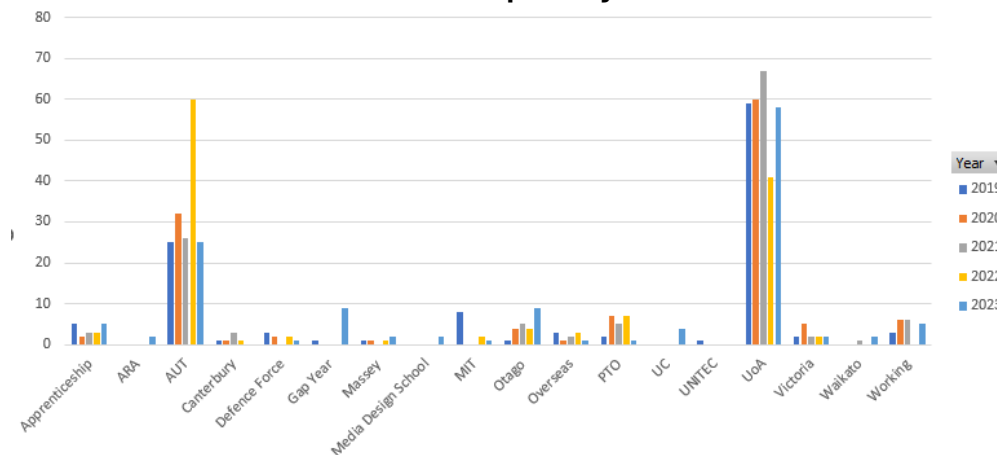
Year 13 Leavers

Course of study - Year 13 leavers of the past 5 years:



Science continues to be a very popular degree with our students, Commerce remains steady and is our second most popular pathway. Science includes the specialization of Bio Medical Science which is the intermediate year for Medicine.

Destinations – Year 13 leavers the past 5 years:



The University of Auckland (UoA) is our most popular destination for our 2023 cohort, last year (2022 cohort) AUT was the most popular university for our students.

Destination Data Māori and Pasifika

Destination	Overall	Māori	Pasifika
Apprenticeship	5	0	0
ARA Canterbury	2	0	0
Athlete	3	1	2
AUT	26	2	2
Canterbury	4	0	1
Defence Force	1	1	0
Massey	3	0	0
MIT (Te Pukenga)	2	1	0
Otago	10	0	3
Overseas	3	0	1
Private Training Organisation (PTO)	5	0	0
UoA	58	0	3
Victoria	2	1	1
Waikato	2	0	1
Working/Gap Year/Unsure	14	1	4
TOTAL	140	7	18

- In 2023, the Māori/Pasifika cohort comprised 25 students. Out of these 25 students four will be studying at AUT and three at the University of Auckland.
- Three students are athletes with two going overseas on scholarships as student athletes and 1 focused on her sport full time in Auckland.
- Notably, we also have three Pasifika students studying at Otago university this year and both of our students going to Victoria University are Māori/Pasifika.

The Arts

Visual Arts 2022 Scholarships

Three students gained Photography

One student gained Sculpture

2023

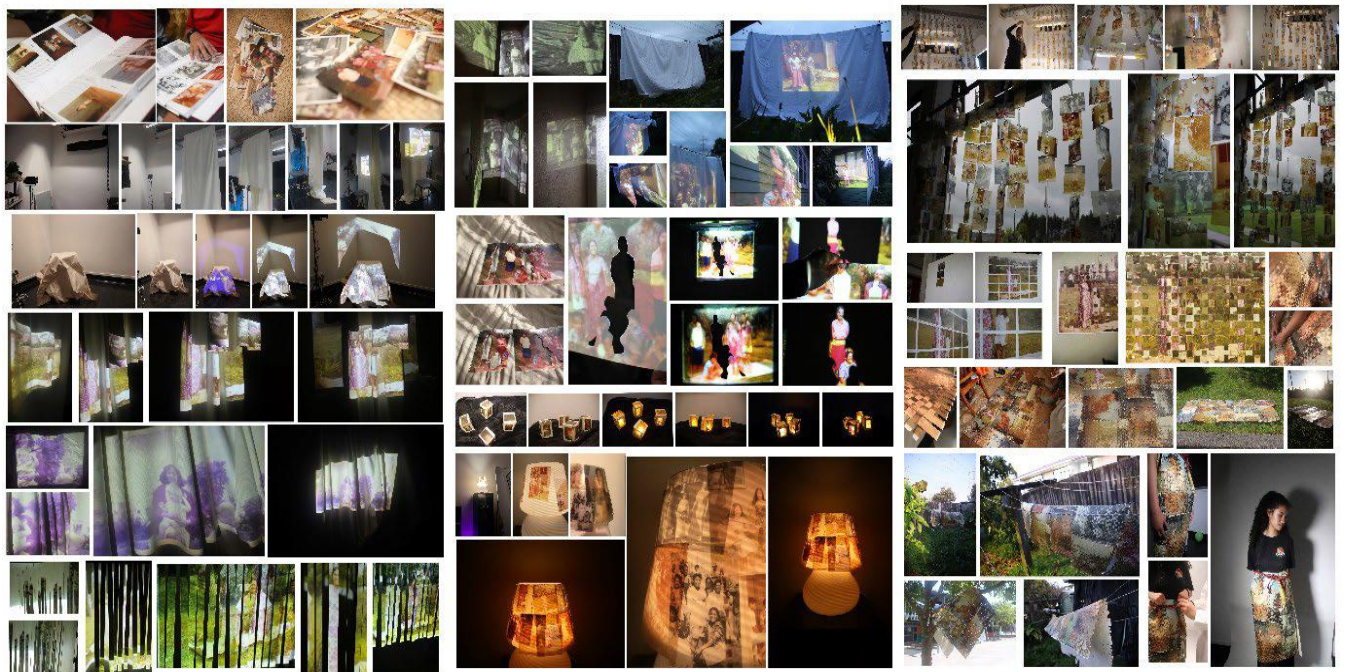
This year the Art Department achieved four out of the total of 14 scholarships for the whole school and three of those scholarships were achieved by Pasifika students. One of the

students was in her third year of being a senior student in the Art Department taught by the same staff. They had built trust in the philosophy of the Art Department and were able to freely express who they are through their art.

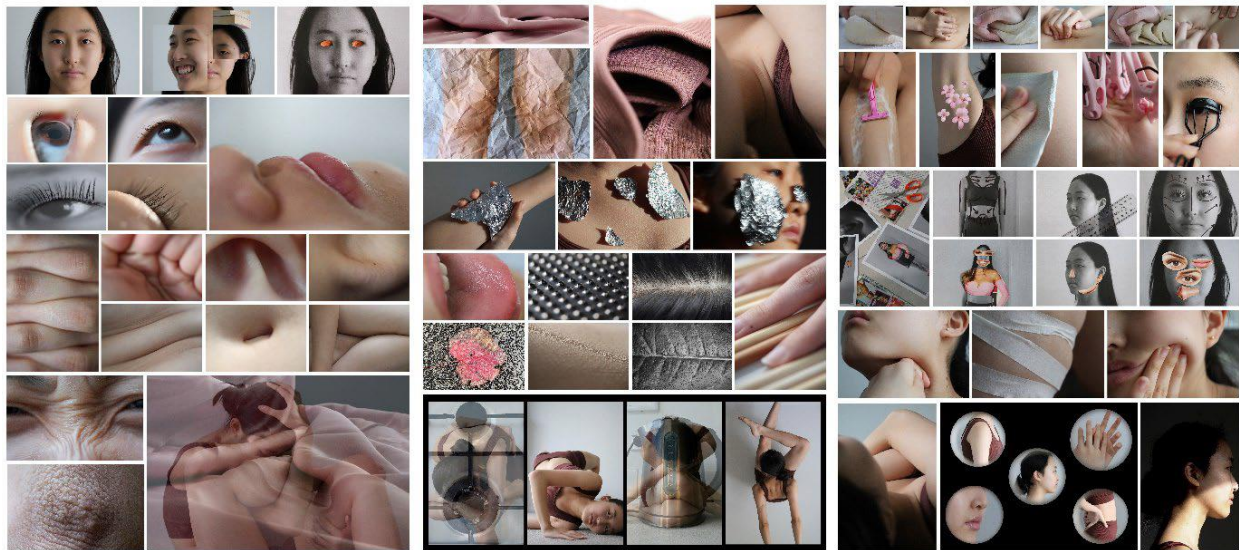
The Wednesday after school scholarship sessions were rich, open, and honest with students confidently sharing their personal ideas about family and culture. Jules Turner is currently working on her own art project “Still Lives” which covers similar concerns and students and staff worked with reciprocity sharing work and ideas. This year’s PL was predominantly unpacking the Tapasa document with a member of staff who is Pasifika and plays a very important role in supporting cultural understandings and learnings. I believe this PL together with positive student/teacher relationships and the subject matter that the students choose all contributed to the success of gaining the scholarship qualification.

The Art Department are particularly proud of this year’s results. More Pasifika students are choosing to join us in the department so we will aim to encourage them to sit scholarship.

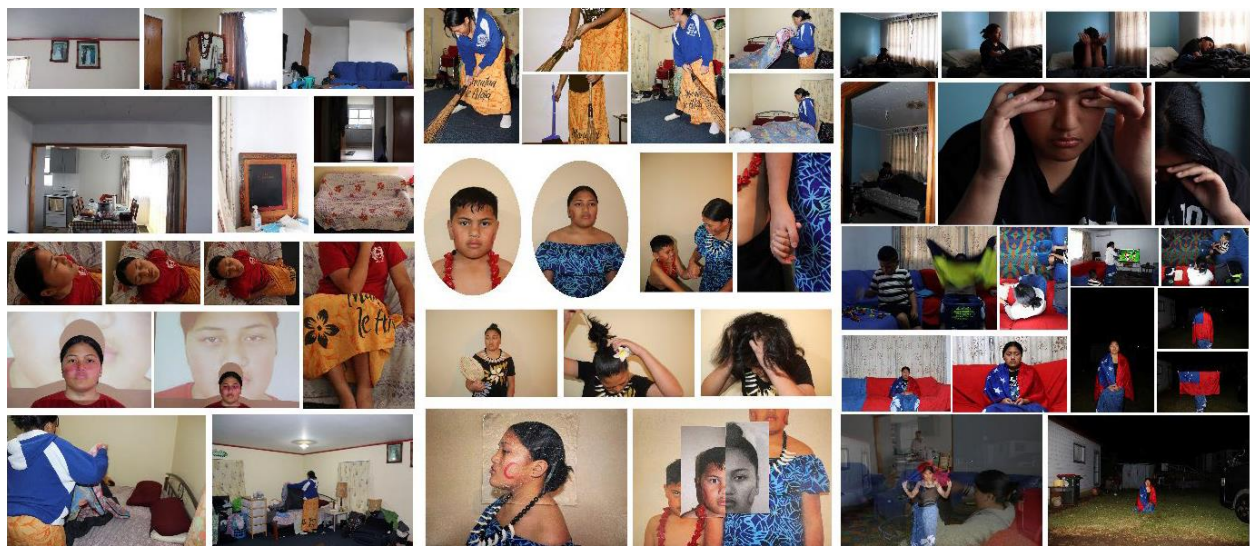
A successful Scholarship Sculpture submission



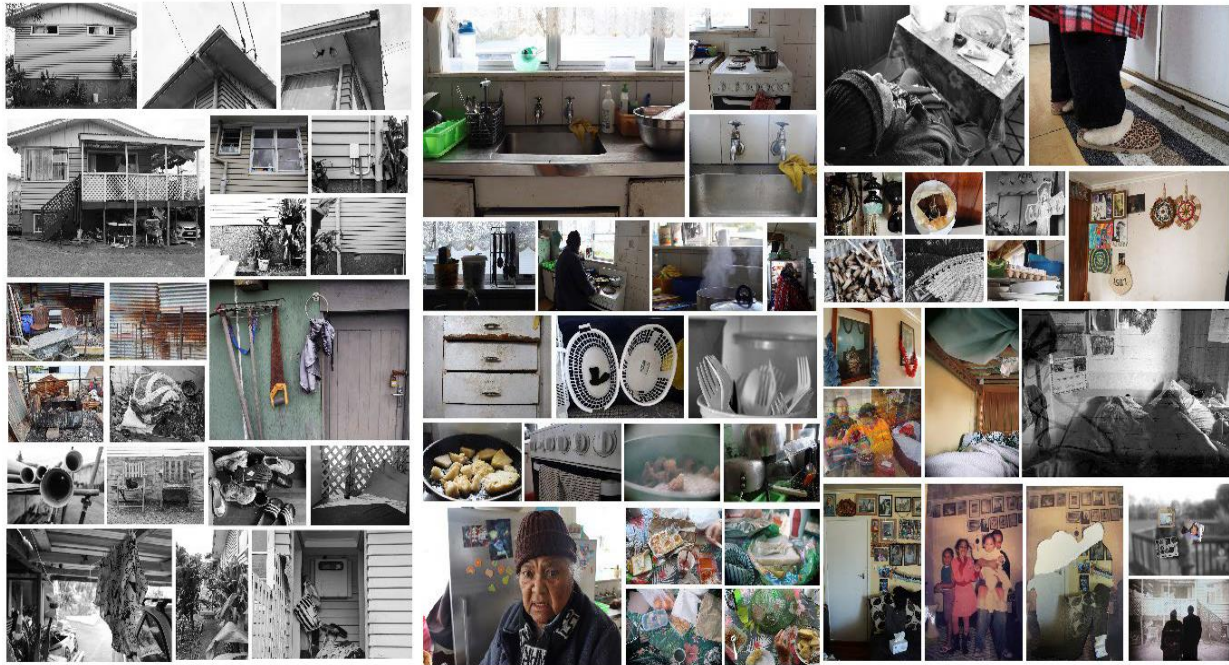
A successful Photography Scholarship submission



A successful Photography Scholarship submission



A successful Photography Scholarship submission



Performing Arts – School Production and Drama

The school light-hearted musical comedy stage production ‘Mamma Mia’ based on the popular songs of ABBA, showcased the amazing student talent we have at SMC.

The Drama and Media trip to Sydney and the Gold Coast enabled students to attend several related workshops.

“Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe tea o katoa.”

“Artistic excellence makes the world sit up in wonder.”

Celebrating NCEA Success 2023

Year 11

Internals:

Overall, we have achieved above the National Achievement for all standards. Our Excellence level achievement jumped from 34.1% in 2022 to 57.1% in 2023.

Externals:

The externals were more challenging especially for the students who struggle with literacy, putting their ideas and deeper thinking on the page. This is still a work in progress.

2023: Not Achieved – 1, Achieved – 3, Merit – 4, Excellence - 5

Year 12***Internals:***

Overall, we have achieved above the National Achievement for all standards. Our Excellence level achievement is 48.7 compared to the National Statistics for 2023 which is at 27.3%

Externals:

The externals are more challenging especially for the students who struggle with literacy, putting their ideas and deeper thinking on the page. This is still a work in progress.

2023: Not Achieved – 0 Achieved – 5, Merit – 2, Excellence - 1

Year 13***Internals:***

Overall, we have achieved above the National Achievement for all standards. Our Excellence level achievement is 41.7% in contrast to the National Statistic for 2023 which is 32.9%.

Externals:

The externals are more challenging especially for the students who struggle with literacy, putting their ideas and deeper thinking on the page. This is still a work in progress.

2023: Not Achieved – 2, Achieved – 2, Merit – 3, Excellence – 2, Not Attempted – 1, Absent - 1

Senior Drama Productions:

The senior productions form part of the Drama program for senior students and are assessed. These are performed at the Uxbridge Theatre in Howick at the end of Term 1. These productions have become a great way of bringing the families and the community together to celebrate our students and the work they do in this subject.

Year 11 – Nooses off

Year 12 – Niu Sila

Year 13 – The Crucible

Junior Drama:

Our junior Drama program starts with an Improvisation unit and ends with a show that the Year 9s perform for an audience of the new entrants into Sancta Maria Catholic Primary School. The little ones really love coming across to the College for their show. One show happens at the end of the semester and the second one is a Christmas Show at the end of the school year.





The Year 10 students begin with a Mime and Movement piece and end the semester with a storytelling unit. In this unit students interview their families, who make up a diverse cultural community, about traditional stories that have been handed 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 manaakitanga and whanaungatanga in the Drama space. Here we show respect and celebrate who we are and share our heritage and stories in a safe and fun environment.

Mamma Mia





Mamma Mia was our full school production for 2023. There were approximately 50 students involved in the show. The show was held in the school auditorium and ran for 4 nights and 2 matinee performances, all to full houses.

We also gave the senior students the opportunity to gain NCEA dance credits for the work they put into the show.

Australia Drama/Media Tour



The senior Drama students had an opportunity to participate in a Drama/Media Tour to Australia, Sydney, and Gold Coast.

Students participated in acting workshops, design workshops, theatre shows, musical theatre shows, and film workshops.

This, together with the full school production of Mamma Mia, was the highlight for 2023.



Performing Arts (MUSIC)

Flood Relief Fund Raiser

The year commenced with a fund-raising concert to help those who suffered during the Cyclone Gabrielle floods. It was put together in just a couple of weeks and featured the Symphonia, Big Band, Senior Choir, Junior Choir (put together with year 7s after only one rehearsal), jazz combos, ensembles and bands. We raised approximately \$1,500 which was given to Caritas, to pass on to those in need of support.

APO Discovery Concert

As part of our relationship with the Auckland Philharmonia Orchestra, we were asked to provide singers to join them in a mass choir/orchestral performance at Auckland's Town Hall of Six60's Don't Forget Your Roots, which was translated into Maori.

Classics at 12

This was our first formal performance of the year, featuring the Symphonia, Senior Choir and Big Band, as well as a debut performance for our student-led Stage Band (our junior jazz band, led by a Music Prefect and a Year 12 student).

40 Hour Famine Fund Raiser

This was a warm-up concert before the KBB Festival and Auckland Schools' Jazz Competition, featuring the Symphonia, Big Band, Stage Band, Concert Band and our guests, Botany Downs College Jazz Band (conducted by Hamish Arthur, who also conducts our Concert Band).

Auckland Schools' Jazz Competition

This proved to be very successful, with the Big Band winning the gold award, the Stage Band earning a silver, our senior combo won a gold and our other two combos both won silver awards.

KBB Festival

Our intermittent start to the year (cyclones and strike action) meant that we were cautious with our new Stage Band and only made them a non-competitive entry. This is because the entries were done much earlier in the year, so we were not sure if they would be ready in time. Ironically, the entries for the Auckland Schools' Jazz Competition were later in the year and by then we knew that they would be good enough! However, the Concert Band brought home a bronze medal, the Symphonia a highly commended award, whilst the Big Band earned another gold medal and were selected to perform at the prestigious Gala Concert.

We also enjoyed our presence in the Festival's Honours concerts, with several students who played the flute, viola, cello, double bass and all representing our school in the Honours Orchestra, whilst another student playing the trombone represented us in the Honours Jazz Band.

Stand Up Stand Out

We took over 50 students to perform in the band heats, from year 8s to 13s. Last year's finalists, Cesura, again made it through to the semi-finals. In the vocal heats, another student also made it to the semi-finals – a reward for her persistence, as she has been a regular performer in this competition since she was a year 9. We now have a very good reputation in this competition, reaching the semi-finals in almost every year since 2016 and having been in the grand finals on three occasions since 2014. It also proves to be a great way to give our youngest performers a chance to experience a professional performing environment and gain valuable experience.

Big Play In

In September, we were invited to perform again at the Town Hall in a huge session with the Auckland Philharmonia Orchestra. Members of our Symphonia, junior Festival Orchestra, Senior Choir and junior Festival Choir all spent the afternoon learning to perform four pieces, along with students from many other schools.

Jazz Night

The Jazz night was led by a Music Prefect and was a big success, again taking place in the Whare Manaaki.

Rock Quest

Again, we had the girl-band Modesty Blaise perform, along with our ever-wonderful Jazz Ducks, whilst another student enjoyed further success by making it through to the Manukau Finals.

Band Quest

Our Year 8 all-girl band, VI of Hearts, made their debut performance and earned an award for their performance.

The Big Sing

This was an opportunity to allow our re-built choir to perform. Since the interruptions of Covid, many school choirs have dwindled in numbers and we have had to bring in new members. We gained a lot of experience, and the choir is now in a stronger position.

The Kids Sing

This was our first performance in the event – it was non-competitive, and it was just about having a presence. We were well received by the adjudicators and look forward to taking what is a much bigger junior choir in 2024.

Lewis Eady Junior Music Contest

This rounded off the year. VI of Hearts took the chance to represent us and again got valuable experience of performing at a major event.

Sports

All individuals and teams involved in sport during 2023, must be commended for their attitude, demonstrating enthusiasm and spirit, as well as representing the college and themselves in a proud, competitive, and appropriate manner. Post Covid-times, there has been increased participation with individual and respective grade recognition as well as students competing at international, national, and regional events. We are especially proud of those who achieved top performances. There were also several successful within school events during the year, including a Year 7 & 8 swimming sports event that took place for the first time. Several highlights were celebrated at the annual Sports Awards.

2023 saw an increase in participation throughout the school, in competitive and recreational sport. In term two we welcomed a new Sports Coordinator to the department which enabled us to offer further sporting opportunities to our students.

Many of our seasonal teams performed well in their respective competitions. Three of our netball teams won their grade at Auckland Netball Centre and our Premier team improved on the previous year's placing at the Upper North Island Secondary Schools tournament. Three of our basketball teams qualified for the Auckland Boys Championships Playoffs. Sancta Maria College was one of only two schools to be represented by teams in each age group at this tournament. We also had seasonal teams place in the top three for their grade in badminton, football, hockey and rugby.

There was a significant increase of events on our Year 7 and 8 sporting calendar, with teams attending more South Eastern Zone tournaments than the year before. We also ran our first ever swimming sports carnival for our Year 7 and 8 students at the Massey Park outdoor pool. A big highlight for this age group was four teams and four individual athletes attending the AIMS Games in Tauranga. This was our largest contingent in history to attend the event.



Louise Moore

Principal/Tumuaki

30 May 2024