

ANALYSIS OF VARIANCE 2022

INTRODUCTION

For the third year in succession we were still dealing with the effects of Covid. Term one was particularly challenging. Although the government had ruled out further lockdowns, we were still dealing with significant staff and student absences. Rostering home was a last resort, but there were occasions when we had to roster year levels home as we were not able to staff the school. Fortunately as the year progressed, the effects of Covid became less extreme. However the damage had been done. The effects on student achievement, school culture and staff and student wellbeing had certainly taken its toll. On the bright side we were able to resume many of our previous activities such as sport, performances, EOTC, assemblies and meetings. One of our greatest challenges was student attendance. There were still students reluctant to come to school, while some had developed poor habits during lockdowns and rostering home

The following provides a summary of the school's performance in relation to the school's 2022 Annual Plan. There is also a summary and details (provided through a link) of our end of year asTTle testing for Year 9 and 10, the 2022 NCEA and Scholarship results, plus a link to a comprehensive report from the Career Pathways Faculty.

STRATEGIC GOAL 1: MEET THE NEEDS OF ALL LEARNERS

1.1 Ensure that the principles of Te Tiriti o Waitangi (partnership, participation and protection) are embedded in our curriculum.

Specific Objectives

To implement strategies to better achieve Mana Orite mo te Maatauranga Maaori

1. All faculties completed the Cultural Audit and created an action plan to implement strategies in their classrooms.
2. Teacher Only Day December 2nd 2022, included workshops on
 - Decolonising our histories
 - Powhiri protocols
 - Culturally Responsive Pedagogy
 - Pronunciation Skills
 - Waiata
3. May 9 TOD - Lisa Campbell and Nicola Gammon presented on local history and the impact of Te Tiriti
4. Thursday morning PD session (10 February), Te Reo for beginners
5. Two PLD Groups operating on a Thursday morning (PD time 8:30 to 9:30) based on Mana Oriti
6. March 10th (Thursday morning) PD
 - Beginners Te Reo

- Maaori Games
7. Regular staff briefings - Waiata and Karakia

Integrate Te Reo and Tikanga for all junior students through all subjects

Throughout 2022 the Social Science Faculty has continued with its Yr 9 Social Studies programme integrating Te Reo Maaori and Tikanga. This is the second year of this program. Overall the program has been well received by staff, students and whanau and it is pleasing to see the positive impacts of the program in our current Year 10s. Our Year 10 program has also been further developed to include more elements of Te Ao Maaori.

Term 1:

In Term One, we repeated the same program with some changes from 2021. We assessed students on their understanding of concepts such as whakawhanaungatanga, kaitiakitanga and kotahitanga. From the assessment results it was clear that students had a good working knowledge of these ideas. Changes from 2021 also gave us more time to examine Mana Whenua and Ngaati Hauaa. The significance of Waikato-Tainui and Ngaati Hauaa as Mana Whenua was emphasised and students will move into Year 10 and the senior school with a base understanding of this.

Term 2: (Integration)

The term two program was largely unchanged from 2021 and students again focussed on Te Puea and her actions during the 1918 influenza epidemic.

Term 3/4:

Lisa's work in developing this unit to focus on Tainui Group Holding's focus on Moo Teenei Raa Haaere Ake Nei has, again, brought a Tikanga Maaori perspective to the unit. The writing assessment in Term Three required students to write to a MP about an issue in society. Many students chose issues related to Te Ao Maaori.

Feedback from students:

Students have provided lots of positive feedback on the program. It is clear that our junior students are more and more confident using Te Reo. Participation in Haka and Karakia by our students was pleasing to see.

Where to from here?

The Social Science Faculty have developed their confidence and capability in this area. However, an ongoing goal for our faculty is to further incorporate the explicit teaching of Tikanga. Going forward, it will be important for other faculties to work with Te Roopu Whakaruruhau to create similar programs in their learning areas to ensure that it is further normalised for our students.

1.2 Ensure that teaching and learning is student-centred, recognises individual difference and extends all students, to ensure equity and excellence.

Specific Objectives

Provide equitable outcomes at Year 9 and Year 10

Provide excellent outcomes at Year 9 and 10

Provide meaningful pathways at Year 9 and 10

This was a focus in faculty goal setting. Process/system trailed for identifying and rewarding junior student success through our Rapid Awards. This is being further developed in 2023.

Junior students who require extra support are identified via our asTTle testing, subject assessments and information from contributing schools (information from contributing schools has been strengthened through the Kaahui Ako).

We reviewed the role of the Hauora teacher so junior students get better guidance about their future pathways.

AsTTle Results

AsTTle testing for our Year 9 and 10 students took place at the end of the year with the results presented at the BOT meeting on December 13. Staff were also presented with a summary at our teacher only day on 26th January 2023. The new 2023 students will be tested February/March 2023.

Literacy and numeracy is a major focus for the school as we move towards the new Level 1 requirements in 2024.

Numeracy

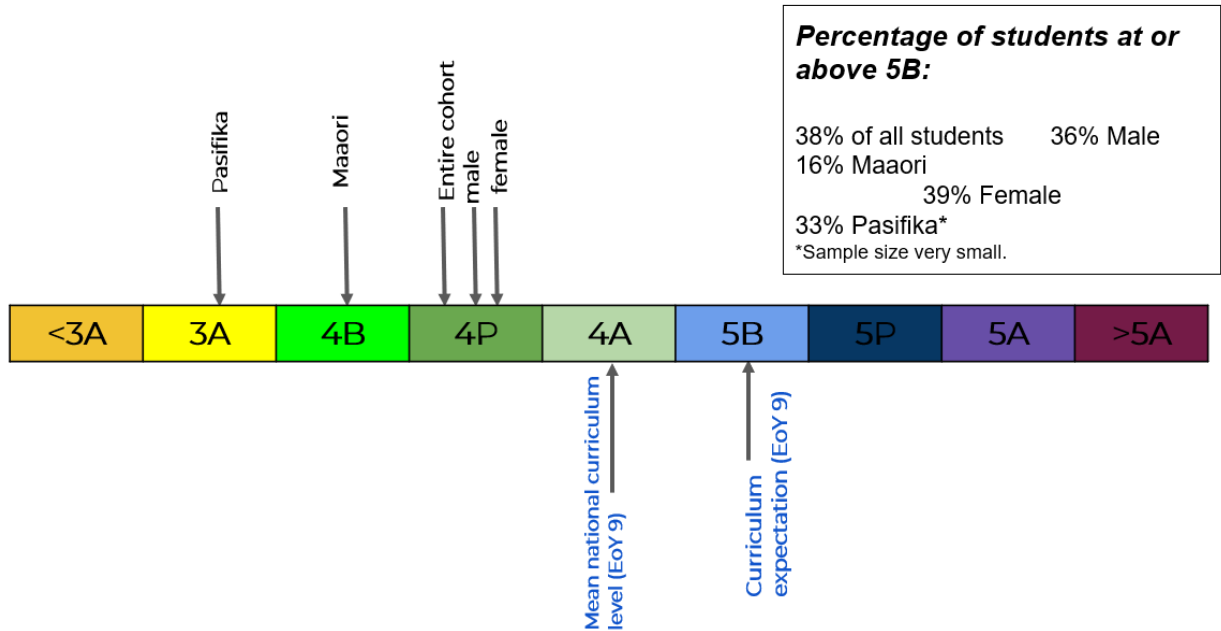
The entire numeracy report can be found on: [Numeracy Report 2022](#)

The conclusion from the report is shown below, together with graphs depicting the 2022 summaries

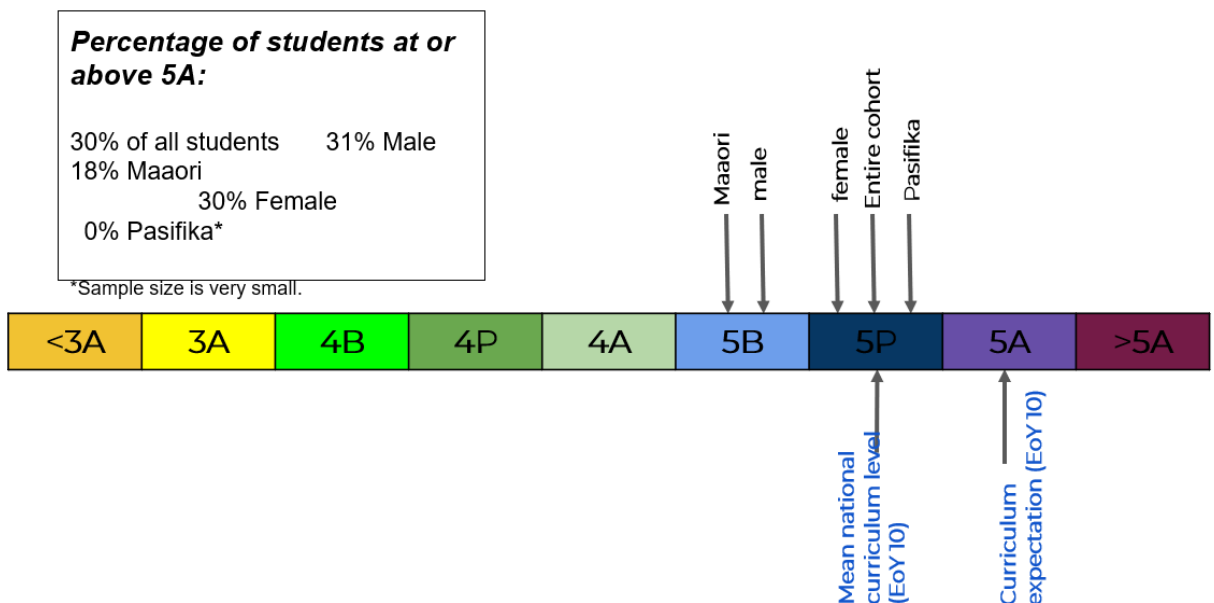
Conclusion: Numeracy levels at Year 9 lag behind the expected level for the end of Year 9 for the entire cohort and for all subcohorts of interest however results are similar to those found in the last five years of testing. In the case of Maaori and Pasifika, this lag is worse than for the rest of the cohort with both subcohorts at least one whole CL below the expected level. The percentage of students who are below the expectation is high for the cohort as a whole (62%), but is substantially worse for Maaori at 84%. Median movement in CSL is lower than the expected progression across all subcohorts, indicating that less than half of the cohort are making progress at the expected rate. At Year 10, the situation is also concerning. Once again all subcohorts tested with median levels below the expectation, with the lowest results for Maaori and males, whose average levels are 2 CSLs below the expected level. The percentage of the cohort below the expected level is worse than Year 9 at 70%, but again the situation is worst for Maaori and Pasifika, where 82% and 100% of each cohort respectively, are below the expected level. Median movement in curriculum sublevel is at the expected rate across all subcohorts except Maaori. While the cohort as a whole is not meeting the expected levels, because Māori and Pasifika come in to each year level at lower numeracy levels than the rest of

the cohort, almost all of the members of these subcohorts will exit the junior school without the skills required to successfully tackle the new Level 1 NCEA numeracy standard (which becomes compulsory in 2024). Accelerated improvement of more than 2 CSLs was modest for both Year 9 (20%) and Year 10 (25%) cohorts, however far higher levels of acceleration are needed if we are to improve our cohorts' readiness for the senior school and situations requiring numeracy proficiency in life beyond high school.

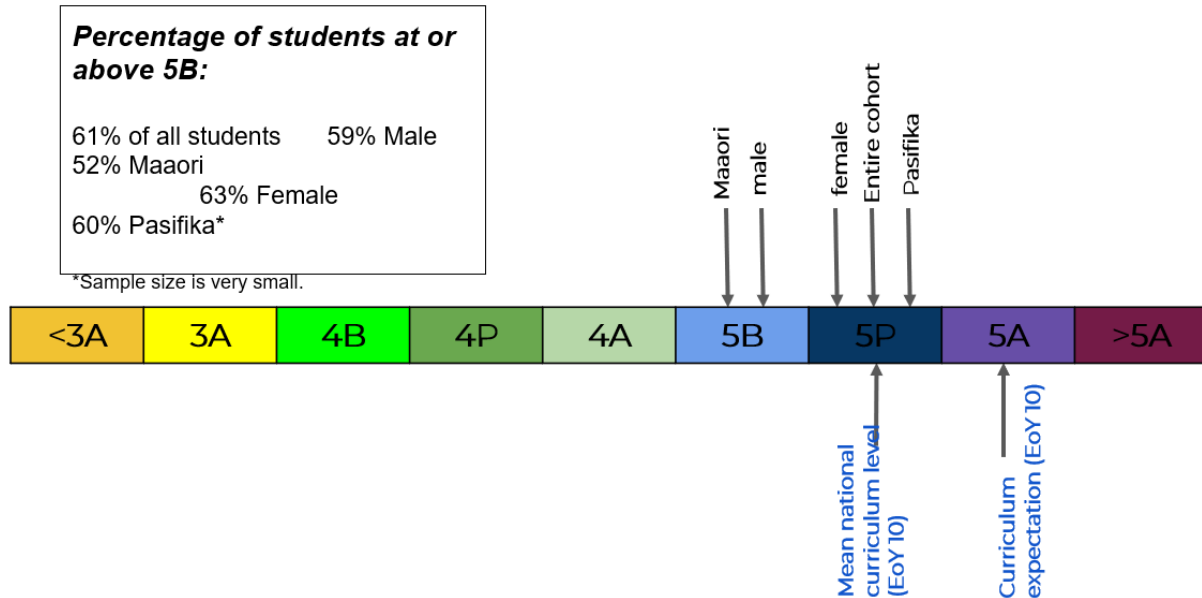
2022 Year 9 numeracy AsTTle at a glance



2022 Year 10 numeracy AsTTle at a glance



2022 Year 10 numeracy AsTTle relative to 5B



Literacy

The entire literacy report can be found on: [Literacy Report 2022](#)

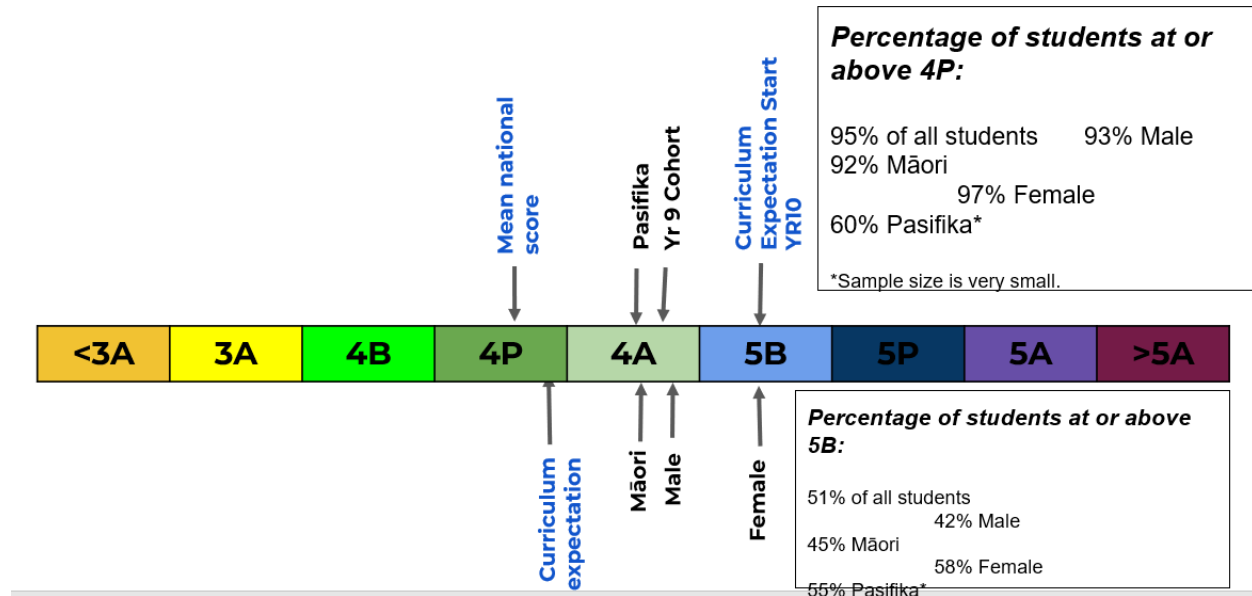
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Conclusions

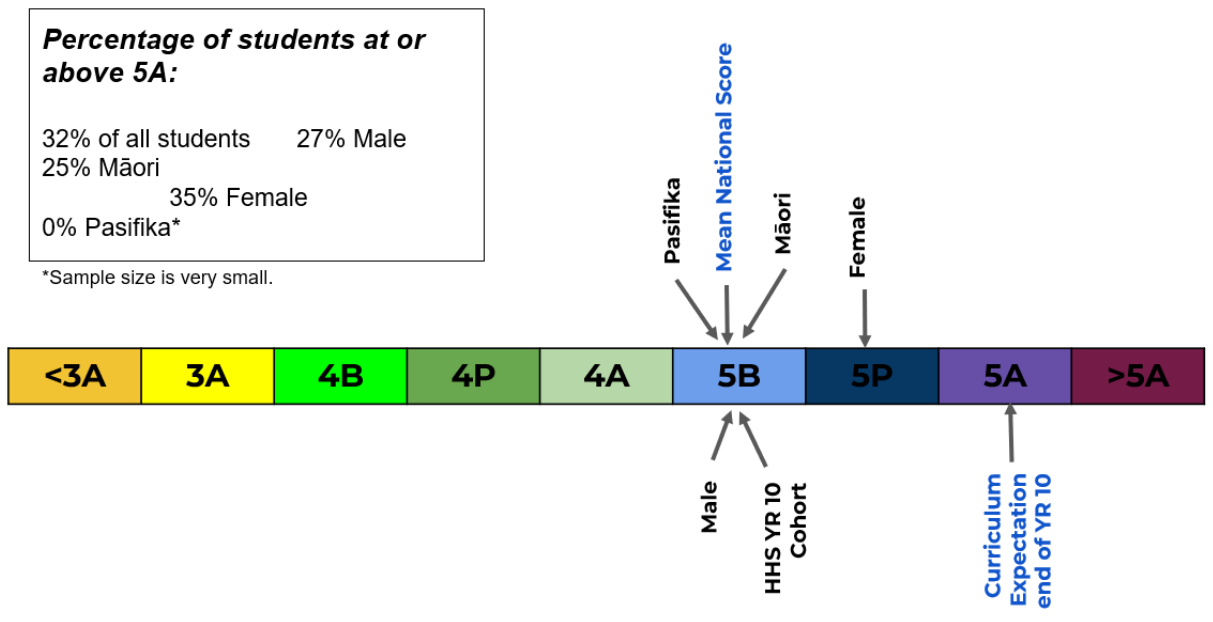
- Junior students at Hillcrest High are mostly meeting the Mean National Score at year 9 and 10, with females surpassing this.
 - Year 9 is performing well with a large majority of students reaching the expected level of Literacy or higher.
 - Year 10 is performing poorly with a large majority of students who are below their expected level of literacy.
 - The rate of progress between Curriculum Sublevels is slower than it needs to be. There is a disparity in the rate of progress between Year 9 and Year 10, with Year 10 showing slower rates of improvement.
 - In general, there is less of a tail in our data, suggesting that our lower ability students are being supported and empowered to close the gap between their ability and the national average.
 - Māori students (especially at Year 9) have made progress and in some cases have made significant improvements in their literacy levels.
 - The sample sizes (shown above) show that all data included in this report will have a lower degree of accuracy than normal. They also show the disparity of attendance

and engagement between Māori and Pasifika students compared to the cohort as a whole.

2022 Year 9 LITERACY e-AsTTle at a glance



2022 Year 10 LITERACY e-AsTTle at a glance



1.3 Redesign the Junior Curriculum and timetable to reflect an innovative learning environment, which will enable collaborative learning, using technology, inquiry-based approaches and community-school partnerships

Specific objectives

Continue to trial and review our Junior Curriculum programme.

A second trial of integrated learning with English / Social Studies and Maths / Science took place in Term 2 for our Year 9 and 10 students. A significant amount of planning took place at the end of 2021 and Term 1 2022 led by the four HOFs and Linda Hirst (Maths) with Sarah Collett overseeing the process. Joint Faculty PLD sessions also took place. An external facilitator from CORE Education, Steve Savile, worked with us for 18 months on planning, implementing and reviewing integrated learning. (This was funded by regionally allocated PLD hours.) Steve was in school for several days during Term 2, observing lessons, interviewing students and teachers, and running focus groups. From this, Steve provided a learner perspective report.

[Hillcrest Observation Report 2022](#)

Feedback from the trial was generally positive with definite improvements being made from 2021. There will now be a process of refining and planning for next year.

Schoolwide Project Based Learning with the junior students took place in the last 3 weeks of term 4. This was based on the Design Thinking Framework and was led by Kath Langman (COL in School Leaders) and Jodie Kennedy (Specialist Classroom Teacher) overseen by Sarah Collett (Assistant principal). This type of Project Based Learning also took place in 2020, but was canceled in 2021 due to Covid. Professional Learning sessions were run for all staff so they felt confident with Design Thinking Framework.

STRATEGIC GOAL 2: ENHANCE EFFECTIVE TEACHING PRACTICES

2.1 Embed the Hillcrest High School Effective Teacher profile

Specific Objectives

Enhance staff understanding of the *Profile of the Effective Hillcrest High School Teacher*.

The Profile of the Effective Hillcrest High School Teacher is used in classroom observations and in appraisal discussions with teachers. Faculties have run PLD sessions on understanding the key concepts in the ETP.

2.2 Staff will engage in regular and effective, coherent school-wide professional development to strengthen equity and excellence.

Professional Learning Overview 2022

Focus: [Mana Oorite moo te Maatauranga Maaori](#)



Thursday mornings 8.30 - 9.35 a.m All Staff PLD
 9.35 a.m. - 10.00 a.m. Self-directed PLD

Term 1

Week	Date	What	Who
0	27 - 28 Jan	Teacher Only Days	
1	3 Feb	Faculty	
2	10 Feb	Selected Workshops	Volunteer leaders
3	17 Feb	Faculty	
4	24 Feb	PL Groups	PL Group Leaders
5	3 March	Faculty	
6	10 March	Selected Workshops	Volunteer Leaders
7	17 March	Faculty	
	18 March	Teacher Only Day Postponed	Margaret Ross Behaviour management strategies, motivation
8	24 March	Well-being	Staff Well-being Committee (Online)
9	31 March	Faculty	
10	7 April	PL Groups	PL Group Leaders
11	14 April	Faculty	

Term 2

Week	Date	What	Who
1	5 May	Hauora Programme	Smart Waikato Achievement Team
	9 May	NCEA Teacher Only Day	
2	12 May	Faculty	
3	19 May	PL Groups	
4	26 May	Faculty	

5	2 June	Faculty	
6	9 June	Hauora	Smart Waikato
7	16 June	Project Based Learning	
8	23 June	Faculty	
9	30 June	PL Groups	
10	7 July	Faculty	

Term 3

Week	Date	What	Who
1	28 July	Hauora Programme	Smart Waikato and PB
2	4 Aug	Faculty	
	5 Aug	Teacher Only Day	Margaret Ross Behaviour management strategies, motivation Project Based Learning - LA and KJ
3	11 Aug	Hauora Programme	Smart Waikato and PB
4	18 Aug	Faculty	
	23 Aug	NCEA Teacher Only Day Literacy and numeracy	BB, SN and team
5	25 Aug	PL Groups	COL Leaders
6	1 Sep	Faculty	
7	8 Sep	Wellbeing	Wellbeing Committee
8	15 Sep	Faculty	
9	22 Sep	PL Groups	Senior Practice Exams
10	29 Sep	Faculty	Senior Practice Exams

Term 4

Week	Date	What	Who
1	20 Oct	Professional Learning Groups	COL Leaders
2	27 Oct	Faculty	
3	3 Nov	Wellbeing	
4	10 Nov	Faculty	
5	17 Nov	Project Based Learning	LA, KJ and team
	21 Nov	NCEA Teacher Only Day	
6	24 Nov	Faculty	
7	1 Dec	Professional Learning Groups	COL Leaders
	2 Dec	NCEA Teacher Only Day	
8	8 Dec	Faculty	
9	12 - 13 Dec	Teacher Only Days	

Specific Objectives

Engage in NCEA review in preparation for 2023/2024

Four professional learning days were provided by the MOE throughout 2022 to work on NCEA planning. The theme's throughout the TOD's focused on a combination of Mana Oorite moo te Maatauranga Maaori, literacy and numeracy and working in Faculties/Departments reviewing standards and course design. A summary is as follows:

May 9th - 3 areas covered - Mana Oorite (staff presentation on local history and the impacts of Te Tiriti, literacy and numeracy requirements including strategies in the junior school, and working in Faculties on review of standards and course design.

23 August - Literacy and numeracy and then a series of workshops staff chose and rotated through

- Google Read and Write
- Supporting Struggling Readers
- You Can Teach Numeracy

- Literacy Strategies
- Incorporating Numeracy in your Programmes of Learning

These were all well received by the staff

21 November - staff worked in Faculties. Some staff spent time on other schools and Hillcrest hosted maths teachers from the region

December 2nd - Real focus on Mana Oorite beginning with staff focus at the beginning of the day (waiata and special quests from our local playcentre) followed by a series of workshops

- Decolonising Our Histories
- Poowhiri Protocol
- Culturally Responsive Pedagogy
- Pronunciation Skills
- Waiata

Again, like the 23 August TOD these workshops were really enjoyed by staff

Normalise tikanga and te reo across all Faculties

Refer to Mana Oorite above.

STRATEGIC GOAL 3: HAUORA - We will care for the well-being of all staff and students

3.2 Acknowledge and respond to the demands placed on staff and students

Specific Objectives

Identify and act on trends emerging from the NZCER survey regarding staff wellbeing

A staff Hauora survey (NZCER) was undertaken in 2021 and a comparison made with 2019 and 2017.

A summary of those comparisons are shown below.

Physical Working Environment

Comments

Staff feel much safer in 2021 than they did in 2017 but not as safe as in 2019.

While the perception of sharing resources has not changed much there has been some marked decrease in feeling able to access resources that support teaching such as photocopying and ICT since 2017.

Staff are less satisfied with their physical environment since 2017 and the past two surveys show this perception is worse than the national surveys.

Satisfaction with the School

Comments

Staff feel increasingly valued at our school.

More staff feel we have good processes for making decisions than those who don't but figures are similar over the years.

The overall atmosphere conducive to student learning has declined and this is the same as the national average, where we used to be above the national average.

The morale question findings are similar to previous years and are still better than the national average.

School Leadership

Comments:

Staff are very clear about what the school expects of them and this is stable over the years.

In each of the three surveys we remain higher than the average for staff being very dissatisfied over the rate of new initiatives being introduced.

Effective communication between school management is slightly higher than the average at the positive end but slightly worse at the negative end which means we have a very large spread of opinion. Certainly the number of people who strongly disagree has increased.

We have significantly improved protecting the time for teaching since 2017 and this is now much better than the average.

There is more concern around the relationship we have with our community since 2017 but not much difference since 2019.

Professional Development

Comments

Our feedback to teachers remains higher than the average, as does the ability to progress in our careers.

There has been marked improvement in the support for use of ICT but it remains below the average.

Professional learning opportunities to help teachers be effective in the classroom is below average but has not changed dramatically since 2017.

School Organisation

Comments

There are far less teachers concerned about time for teaching and this is much better than the average.

Teachers are very happy with the size of their classes.

People feel they have less work stress compared to the national average and this is much better than in previous years.

Teachers feel they have more time to work together on teaching programmes.

Staff feel they receive regular feedback on their teaching.

Teachers feel much more supported when there are issues with students than in 2017.

Staff are much happier with the paperwork demands than in 2017 and 2019 and this prescription is a lot lower than the national average.

The SLT identified those areas which had not shown improvement since the last survey in 2019. We gathered further feedback from staff with suggestions on how things could be improved. We have incorporated those into our planning and practice.

Identify any issues of concern regarding the wellbeing of students

A well being survey was undertaken with our students in 2022. A summary of the results are as follows:

Student Wellbeing Survey 2022

School-wide climate and practices:

There are clear expectations regarding cultural acceptance and interaction, and staff and students are doing a good job of meeting those expectations. However, students feel there has been a lack of student voice in the setting of these expectations and staff need to take cultural sensitivity to the next level by showing genuine interest in their students' cultures.

Teaching and learning:

While students feel teachers are respectful to each other and there is clear understanding and learning of respectful relationships, there would appear to be a lack of consistency in classroom delivery and student interaction from teachers, with many students feeling they disenfranchised in the classroom.

Community partnerships:

Overall the school has good community partnerships but could look to working more closely with parents.

Pro-social student culture & strategies:

While most students feel comfortable about their coping mechanisms when in non-respectful situations, around half of the students who responded feel there is a lack of respect in inter-student relationships. Many reported being the target of anti-social behaviours on a regular basis (while interestingly only half of these consider the behaviour to be classified as bullying).

This would suggest work needs to be done in this area to create a safe and happy school environment.

Overall:

Roughly one third of the student population have given feedback to the questions and of these there are a significant number (up to a half) of students who feel they are 'on the outside' in many situations – be it anti-social behaviour displayed towards them or interest in them as individuals.

While there are clear expectations set by the school and these are widely understood by all groups, they are not always being modeled at the level required. Work needs to be done to create a greater feeling of a safe inclusive environment for all students.

Inter-student relationships are the area of greatest concern. Teaching staff are doing well at being respectful of students, but steps need to be taken to achieve more consistency and greater personal interest from all teaching staff.

The other thing to note is there are no dramatic differences in any area from the 2017 survey which suggests any intervention we have put in place since the 2017 survey to address any issues has not had an impact as yet.

3.4 Provide a range of learning opportunities and experiences to build resilience

Specific Objectives

Continue to refine the Hauora programme

The Hauora programme has been very successful this year. With SMART Waikato, Attitude, Amped4Life, Richie Hardcore and The Waterboy getting onboard we have delivered a wide range of content suited to better prepare our juniors for school and our seniors for NCEA and their lives beyond school. This year the Hauora programme ran three times a week on Monday, Wednesday and Friday. The first two sessions were 30 minutes and the third session was 20 minutes.

2022 Successes:

- The delivery of the Career Hauora programme in partnership with SMART Waikato. Hillcrest High and SMART Waikato have worked together to create the Career Hauora resource. The first pilot for this was carried out during Term 2 and 3.
- Incorporating haka and karakia into the programme has been more successful in 2022.
- End of year junior challenges were a great way to finish off the year and positive feedback was given by both teachers and students.
- Guest speakers (Attitude, Amped4Life, Richie Hardcore and The Waterboy) were all effective at delivering important messages.

Student and Teacher Feedback:

- [Career Hauora Feedback summary](#)
 - Whole class discussions and collaborations were beneficial.
 - CV and Interview skills lessons were valuable and timely.
 - A chance to explore important ideas which aren't addressed in other areas of school.
 - There is a huge range of experiences between different classes.
 - Some of the content is just given or posted to Schoology - not very interactive.
 - Lots of theoretical activities, more hands on would be great.
 - Time is often lost with other things e.g. assemblies or notices.
 - Could we bring in different speakers or presentations?
 - NCEA/Tertiary information would be better earlier.
- EndorseMe Feedback
 - Clearer job descriptions and training for the Year 12 Endorsers
 - Exemplar activities and progressions to indicate what "good" looks like
 - A more consistent focus (proposed Monday sessions) which are structured in such a way to increase participation and involvement in lessons.
 - An organisational structure which is 'live' and shared with all participants.

Recommendations for 2023

- Continue our relationship with SMART Waikato through EndorseMe and Careers Hauora.
- Allocate time for admin, assemblies and catch up on Friday lessons. No content written for Fridays to ease load on teachers.
- EndorseMe programme to run every Monday through Term 2. This will be facilitated by Year 12 Peer Support students. Training for this will take place at the end of Term 1.
- Differentiated PD for staff instead of "one size fits all" approach.
- Career Hauora programme to have less content to make load more manageable.
- Provide more opportunities for guest speakers to present. This could be during Hauora or themed assemblies.
- Create more 'hands on' and interactive content.

STRATEGIC GOAL 4: WHAKAWHANUNGATANGA - Build culturally meaningful relationships with students, staff and whaanau

4.2 Implement an inclusive curriculum

Specific Objectives

Continue to trial and review the Junior Curriculum

See above

To improve relationships with whaanau

Some improvements were made to the Schoology live reporting process. Teachers are now providing feedback comments on students' work every term and updating Key Competencies once per term. (In 2021 comments were provided twice a year.) Work is also being done on the

quality of the feedback comments through Faculty Professional Learning. Schoolwide Professional Learning on providing high quality feedback took place in 2021. Parents are being encouraged to log onto Schoology via our regular newsletters and emails. Video and written instructions have been sent to parents. Although there are more parents accessing Schoology it is still a work in progress. A face to face "How to use Schoology" evening is planned for new Year 9 parents in term 4.

Throughout this year we have attempted to engage with our students, whaanau and the community on a more frequent basis through the following ways:

- Newsletters - 2 per term
- Updated website news section
- Reconnecting with alumni
- Re launching the schools Instagram account
- Increased use of Facebook

Newsletters each term are action packed with what is happening in school and through extra curricular activities. These are emailed to all parents and staff. From this term they will also be emailed to all alumni who attended the school reunion.

All news items are now uploaded onto the school website along with the newsletters. It is visually appealing and easy to access for our community.

As part of following on from the reunion we have been focussing on engaging and reconnecting with our alumni. The focus of the next year is to highlight successes, profile former students, continue to connect before we try and seek financial support from alumni.

The school's instagram was relaunched and has increased its following by over 1000 followers. The aim of instagram is to connect with students and those under the age of 30. Facebook is also aimed at connecting at those and the more older audience.

SENIOR STUDENT RESULTS FOR 2022

NCEA 2022

NCEA results are shown below. I have included the results (as at 5 April 2023) for 2022 for Hillcrest, national, and decile 4 to 7 schools, and compared with the previous 4 years.

The results are calculated by NZQA by student roll and not participation based as happened a few years ago. Although NZQA have recalculated previous results according to the school's roll numbers so the comparisons are the same. In order for a student to be included in the calculations they need to be enrolled at the school for at least 70 days in that year level. This means that if any student leaves after the end of Term 1, then they still count in our numbers, even if they didn't complete and/or sit NCEA. The numbers also include our ELL, ORS and

Alternative Education students. If students enroll at the school after the beginning of Term 2, then they also count.

Covid has not only had an impact on our results but also across the nation. Last year's Year 11's appear to be the most affected. Remember that they have experienced Covid since they arrived at secondary school.

Over the last 3 years Learning Recognition Credits (LRC's) were awarded to students, therefore reducing the impact of the effects of Covid (lockdowns and rostering students home, and overall absences). In 2021 UEG's were also used to support learning. This meant that teachers could award a grade (A, M or E) for a standard if the student proved they had achieved that standard/level. This meant that a lot of students took advantage of this and did not sit the exams. In many cases they would have done better than if they had sat the exam. The high percentage of endorsements in 2021 would have been a reflection of that.

This year restrictions on reassessments have also taken place. Students could only seek a reassessment (if it was offered by the teacher/department) if they had a non achieved. In the past students could seek a reassessment if they already had an achieved or merit. A number of students took advantage of this and achieved an endorsement for that standard. Endorsements nationally, like the overall results have declined as a result. Hillcrest is no exception to this.

2022 NCEA results (as at 5 April 2023) and a comparison with the previous 4 years (overall, Maori, Pasifika, Male and Female) confirmed results

		2022	2021	2020	2019	2018
Level 1	All	69.6	77.7	82.0	85.3	80.8
Level 2	All	82.0	85.6	87.1	82.0	83.1
Level 3	All	69.1	64.3	66.4	66.1	68.3
UE	All	56.4	53.7	54.4	54.7	52.5
Level 1	Maori	54.7	61.5	64.2	72.7	71.2
Level 2	Maori	78.2	75.4	84.4	73.5	70.0

Level 3	Maori	46.2	63.6	46.9	37.5	62.5
UE	Maori	33.3	48.5	34.7	22.5	40.6
Level 1	Pasifika	52.2	64.0	66.7	71.4	75.0
Level 2	Pasifika	81.3	66.7	64.3	73.7	76.2
Level 3	Pasifika	31.3	50.0	42.1	37.5	64.7
UE	Pasifika	31.3	25.0	31.6	31.3	17.6
Level 1	Male	62.2	73.1	72.7	85.1	71.2
Level 2	Male	77.8	78.5	85.8	75.4	76.6
Level 3	Male	59.3	53.8	53.4	58.0	58.1
UE	Male	44.2	43.2	40.6	44.2	41.1
Level 1	Female	76.6	81.3	88.7	85.5	88.1
Level 2	Female	85.6	90.6	88.2	86.6	88.9
Level 3	Female	75.3	72.8	76.4	72.5	75.9
UE	Female	64.0	62.3	64.9	62.9	60.9

Level 1 Literacy - 2022 85.3. Higher than national and similar to decile 4 to 7. Compared to 88.8 in 2021

Level 1 Numeracy - 2022 86.1. Higher than national and decile 4 to 7. Same as 2021

Endorsements

	Level 1	Level 2	Level 3
Excellence			
2018	17.1	22.1	26.1
2019	20.3	19.1	24.9
2020	20.7	21.1	18.6
2021	24.7	25.6	28.0
2022	14.0	21.6	22.9

	Level 1	Level 2	Level 3
Merit			
2018	29.3	24.7	28.0
2019	29.3	20.2	25.8
2020	30.0	22.5	25.5
2021	29.8	20.9	26.5
2022	30.5	18.7	24.9

Comments about the 2022 NCEA results

Covid has certainly had an effect on NCEA results across the nation. Interestingly though our Level 1 results have been the students most affected, which is also a national trend. These students have experienced the effects and challenges associated with Covid for their entire secondary schooling.

- Level 1 well down from 2021, but higher than national and comparable with decile 4 to 7.
- Gap still exists between male and females at each level, although the gap at Level 2 has been reduced by 5%. Male comparable with national but below decile 4 to 7 at Level 1, but higher than national and decile 4 to 7 at level 2.
- Females continue to perform well at all levels compared to national and decile 4 to 7

- Interesting Level 2 results are not dissimilar to 2021 and Level 3 and UE results are above the previous 4 years, which goes against the national trend.
- Level 2 results are encouraging. They are showing the least disparity amongst all the year levels and ethnicity. Maori Level 2 78.2 (75.4 in 2021) and Pasifika 81.3 (66.7 in 2021) are both considerably above national and decile 4 to 7. No gap between Pasifika and rest of the school at level 2, while 4% gap between Maori and rest of school in same year level.
- Changes to reassessment opportunities (as mentioned above), have had an effect on endorsements. Excellence down at all 3 levels, particularly significant at level 1. Excellences at Level 2 and 3 still significantly higher than national and decile 4 to 7. Overall 47.8 of students in Level 3 gained an endorsement, 40.3 in Level 2 and 44.5 in Level 1

SCHOLARSHIP RESULTS 2022

The school gained 24 Scholarships including 5 outstanding. Janet Guo contributed half of the scholarships with 12 including 4 Outstanding. Interestingly, Janet gained some scholarships in subjects she hadn't suited during the year. This followed Janet's success in Year 12 with 9 Scholarships including 3 Outstanding. Janet has gained a Premier Award as one of the top 11 Scholars in New Zealand for the second year in succession. An amazing achievement.

A full list of Scholarships is as follows;

English (4) including 1 Outstanding

Statistics (3)

Calculus (3)

Biology (2) including 1 Outstanding

Chinese (2)

Classical Studies 1 Outstanding

Geography 1 Outstanding

Accounting 1 Outstanding

Agriculture and Horticulture 1

Chemistry 1

Earth and Space Science 1

Health and Physical Education 1

Physics 1

Painting 1

Technology 1

CAMBRIDGE ENGLISH AND MATHEMATICS

English - 17 students marks recorded, all above 50% with marks ranging from 52% to 92%

Mathematics - 23 students marks recorded, with marks ranging from 44% to 88%

CAREERS PATHWAYS CENTRE ANNUAL REPORT

The Careers Pathways Centre has a significant role to play in our school. The faculty offers a range of courses and programmes to meet the needs of our students.

Courses include:

- Secondary Tertiary Partnerships (STP) - Waikato Trades Academy (Wintec) and Primary ITO - Agriculture
- STAR courses
- Gateway programmes
- Technical Vocational Education and Training (TVET)
- Individual Pathway Programmes (IPP)
- Careers
- Secondary School Integrated Career Pathways
- Secondary School Employment Partnerships (SSEP)

A detailed report, prepared by Scott Barry Head of Faculty: Career Pathways, can be found on the following link [2023 TVET Report](#)

Kelvin Whiting
Principal