



Sacred Heart College

AUCKLAND

2023 NCEA and Scholarship Results and Analysis

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Executive Summary:

- University Entrance (UE)
 - The 2023 results are below our target of 90%. They are still results that we should be proud of given the context of the year. Sacred Heart, like all other schools across the country is having to deal with the tail of COVID (the disruptions and the impact on learning and learning habits), which we are not yet over. In addition, a disrupted start to 2023 (Auckland floods and school closures due to Cyclone Gabriel) and the disruption (in term two) due to the teacher industrial action.
- Scholarship
 - The 2023 result saw a record number of scholarship passes from last year (56) indicating that our students and staff are still operating at the higher level within the rigorous (largely) exam-based system. This is an outstanding achievement.
- Academic Tracking
 - The existence of the Academic Tracking roles has allowed dedicated focus of time and energy to be put into supporting the Y11-13 students. There has been further development and refinement of the process as well as a focus on target groups. This is a key resource that supports our students academically to achieve the best they can. In 2024 the College now has academic trackers at all year levels. In addition, lessons are always being learned as to how best to track students and who to prioritise. When students' families are engaged with and supportive of the College gains can be made; without familial support, this becomes very hard.
- Academic sub-committees
 - A key project for improvement is the creation of the Academic sub-committees for the Samoan group and Tongan group and the continuation of the work done by and with the Whanau group. This is necessary to work more effectively with these groups with the goal of making Sacred Heart College the best school in the country for Māori and Pasifika academic achievement.
- Attendance
 - Having a fulltime attendance officer is great; it does not however ensure that those targeted students get to school as this is dependent on familial support.
- Literacy
 - This comment was also in the 2021 BOT report - The overall literacy levels of Pasifika students (as a group) need to improve. This, I believe is the barrier that prevents more of them achieving more of the higher grades and scholarship passes (this does not apply to all subjects, but it does apply to many). Subjects within the Arts and Technology areas are good examples where higher levels of achievement can be gained without necessarily having higher level literacy skills; the language rich subjects and the science subjects and statistics where there are comprehensive subject specific vocabulary requirements are areas where poor literacy limits higher level achievement.
 - As an evolution of a class that was started in 2022 are two classes for Y9 students (selected by the College) to give them extra literacy (one class) and numeracy development (a second class), to try and catch up to be nearer the levels that they really need to be at. There is a significant tail in the Y9 cohort this year, 25 (Reading Comprehension) – 30 (Maths) students with a PAT level of 3 or below (considerably more than in the past). 19 of the weakest students are in the classes (specified above) with 14 of those 19 being new to the school this year.

- Professional development for the staff has a focus of strengthening the learning culture for 2024.
- A focus on improving the number of certificate endorsements gained, with the percentage of students gaining these decreasing at L1 and 2 in 2024. Encouraging and driving students to aspire for higher grades (merits if they are gaining achieves; excellences if they are gaining merits) is necessary.
- Lastly, a focus on improving the number of course endorsements gained as (in almost every subject) this requires external credits to be gained at merit or excellence to achieve such an endorsement. This provides academic rigor and gaining excellence in external assessments is a good indicator for better performance in scholarship examinations.

Note on the statistics from NZQA

All statistics given in this report are enrolment based. This means that:

1. Students who are enrolled at a school for more than 70 days in a given year will be included in that school's statistics by enrolment. Unless the student transfers to another school (provider).
 - What this means in practice is that students who leave school and don't enrol in another school are counted in our statistics, even though they have not had sufficient opportunity to complete that qualification. This includes students who leave school to start an apprenticeship/ enter employment (for example).
2. Figures given for certificate endorsements are given as a percentage of the number that achieved that qualification. So interestingly, if a school's base pass rate is low, but the number of endorsements is reasonable that will 'look' better than a school with a higher pass rate but a similar number gaining an endorsement. This is particularly apparent when comparing SHC with comparable schools, where the pass rate is 30% (Level One) and 20% (Level Two) lower.
3. Results by ethnicity:
 - In the past students who entered more than one ethnicity had their ethnicities prioritised according to the Ministry of Education guidelines (if a student put down both Māori and Pasifika they would be included in the Māori statistics only). This has changed. A student can enter up to three ethnicities and they will be included in the statistics for each of those groups. This does mean that the percentages could well (or will) not add up to 100%.
 - Ethnicity groups are: Māori, Pasifika, NZ European, Asian and MELAA (Middle Eastern, Latin American and African).
4. International students are not included in these figures as per NZQA protocols.
5. Previously comparisons were made against decile 8-10 schools. In 2023 the School Equity Index (SEI) replaced the decile system. For the purposes of comparisons schools have been divided into three SEI bands. Schools that were previously in decile 8-10 are in the group labelled 'fewest' barriers to achievement; while schools that were previously in decile 4-7 are in the group labelled 'moderate' barriers to achievement; and schools that were previously in decile 1-3 are in the group labelled 'more' barriers to achievement.

PROVISIONAL REPORT ON STUDENT ACHIEVEMENT - 2023 RESULTS

- Yellow shading denotes best result ever achieved for SHC

	SHC 2019 Enrolment based	SHC 2020 Enrolment based	SHC 2021 Enrolment based	SHC 2022 Enrolment based Scholarship passes/Outstanding passes	SHC 2023 Enrolment based Provisional Scholarship passes/Outstanding passes	2023 National Enrolment based (All)	2023 Fewest Socioeconomic Barriers (SEI) Schools Enrolment based	SHC 2022 Targets (Results Feb. 2023)
Scholarship passes	26	35	53(52/1)	49 (45/4)	56 (55/1)			50+
University Entrance	77.4	85.6	89.3	84.2	84.0	47.2	71.3	90.0+
N.C.E.A. Level 3	90.4	90.4	92.9	95.2	90.8	66.2	80.6	95.0+
Level 3 with Merit	34.4	41.1	33.1	31.2	35.4	26.0	35.1	45.0
Level 3 with Excellence	15.3	25.8	32.5	22.3	22.7	13.7	20.9	25.0
N.C.E.A. Level 2	97.2	96.8	96.7	94.9	97.2	72.2	81.4	99.0
Level 2 with Merit	40.9	35.6	35.6	31.4	30.9	23.9	35.1	45.0
Level 2 with Excellence	23.3	31.7	29.9	27.7	22.4	14.7	25.1	30.0
N.C.E.A. Level 1	95.8	99.3	98.0	98.3	96.9	60.0	64.4	99.0
Level 1 with Merit	45.6	38.0	37.6	37.6	33.3	32.1	43.9	45.0
Level 1 with Excellence	23.3	28.5	29.9	25.3	25.9	16.8	29.7	30.0

Ethnicity breakdown

Level One – Three and UE pass rates overview (endorsement rates with comparisons follow later in the report).

All values for pass rates given in percentages. Numbers in brackets denotes successful number in the cohort against total count in the cohort. Orange shading to make it easier to distinguish one level from the next.

Ethnicity	NCEA L1	% change (1 year)	NCEA L2	% change (1 year)	NCEA L3	% change (1 year)	UE	% change (1 year)
Māori	94.1 (16/17)	-2.7	96.9 (31/32)	7.2	84.6 (22/26)	-10.9	69.2 (18/26)	1.0
NZ European	92.5 (124/133)	-0.7	96.9 (126/130)	1.6	92.5 (124/133)	-4.1	84.3 (113/133)	-8.0
Pasifika	96.0 (48/50)	-4.0	100 (32/32)	7.3	81.3 (26/31)	-13.7	71.9 (23/31)	11.9
Asian	100 (24/24)	0.0	100 (12/12)	0.0	100.0 (17/17)	4.3	94.1 (16/17)	-1.6
MELAA*	100 (10/10)	0.0	100 (7/7)	0.0	100 (3/3)	0.0	100 (3/3)	0.0

* MELAA – Middle East Latin American or African

International student results

International students are not included in these statistics. Below are their results from 2023 (students eligible for inclusion if at SHC for the whole year (every year SHC has a small number of short term International students, usually for about 8 weeks). For your information 3 Y11 students started during term two or three of 2023; while the remaining students started in either term three of 2022 (when the travel restrictions were lifted) or at the start of 2023.

Level/ Qualification	Pass/%	Merit endorsement/%	Excellence endorsement/%
Level One (15)	53.3	25.0	12.5
Level Two (4)	100.0	25.0	0.0
Level Three (13)	84.6	27.7	18.1
University Entrance (13)	76.9		

University Entrance

Table comparing University Entrance pass rates with SEI 'Fewer' schools

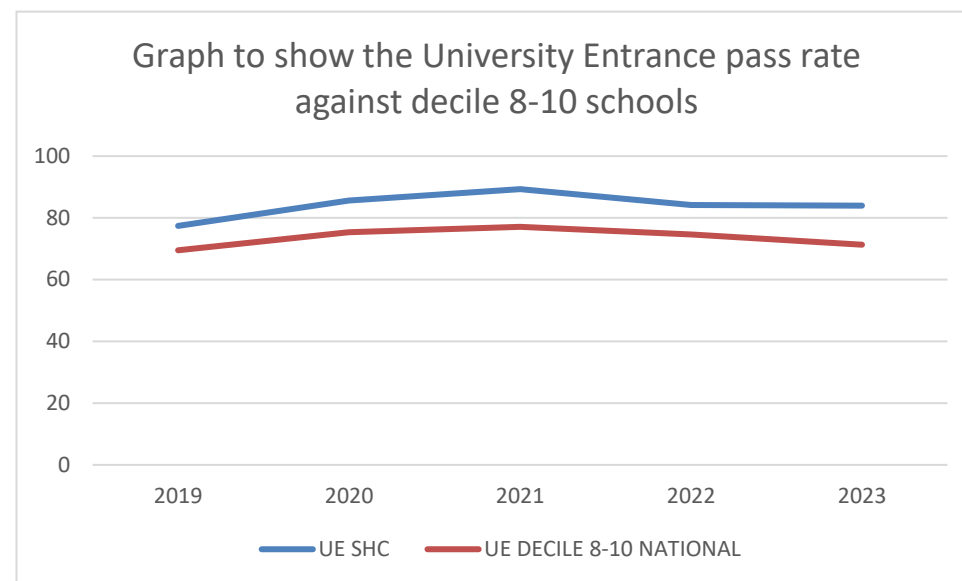
	2019	2020	2021	2022	2023
UE SHC	77.4	85.6	89.3	84.2	84.0
UE DECILE 8-10 NATIONAL	69.5	75.4	77.1	74.6	71.3

Commentary:

- The University Entrance (UE) statistic remained the same as the previous year. 28 boys didn't gain their UE.
- Within that statistic the percentage of Pasifika boys gaining their UE increased by 12% and the percentage of Maori students gaining their UE increased by 1%. The percentage of NZ European boys gaining UE decreased by 7%, while the percentage of Asian students gaining UE increased by 3%.

Action points (same APs as 2022/3):

- Continued refinement of Academic tracking for Y13 to monitor progress and work with the students and staff.
- Regular messaging as to the minimum school leaver qualification expectation.
- Continued refinement of Level Three courses. Ensuring that where possible every Level Three course gives all students fair and reasonable access to gaining their 14 credits. This is done by getting the best balance of internal and external credits for each course.
- Removing students from their timetable in term four to concentrate their efforts on the work that they need to do to get over the line for their UE qualification.
- Employing, retaining and developing the best teachers. The 'developing' aspect of this action point is a strategic project in the current Strategic Plan. In addition, and where possible we are looking give more ownership and leadership in specific areas to our best teachers in an effort to retain them at the College.



- Medium to long term – improving literacy levels across the school so that students are more easily capable of achieving UE literacy (once they reach that age) and have the level of literacy required to complete other literacy heavy courses to gain their 14+ credits. This year we are targeting selected Y8 and Y9 students for additional literacy and Maths (by removing them from their option subjects) to give them extra support.

Table comparing University Entrance pass rates with decile 8 schools; broken down by ethnicity

Ethnicity (2023 cohort #)	2019		2020		2021		2022		2023	
	SHC	D. 10	SHC	D. 10	SHC	D. 10	SHC	D. 8-10	SHC	SEI (F)
NZ Maori (26)	71.4	65.6	100.0	70.4	94.4	74.7	68.2	71.4	69.2	64.2
NZ European (133)	78.8	74.4	88.1	79.6	86.8	81.3	91.5	78.6	84.3	74.6
Pasifika Peoples (31)	61.1	59.1	80.6	60.5	72.7	63.6	60.0	55.6	71.9	55.8
Asian (17)	71.4	61.9	100.0	70.5	95.7	71.9	91.3	70.7	94.1	68.6
MELAA (3)	75.0	62.3	100.0	75.6	75.0	75.9	100.0	71.0	100.0	66.9

Specific action points to address the differences seen in this table and the whole school averages for each statistic:

- The two action points below have been carried over from the 2022/3 report.
 - The creation of a parent Academic sub-committee for Samoan and Tongan groups (as part of a wider Samoan/ Tongan group) that works directly with the school and the wider parent groups to improve understanding of qualifications/ school processes/ student engagement/ parent engagement/ raise parental expectations (where necessary).
 - The overall literacy levels of Pasifika students (as a group) need to improve. This, I believe is the barrier that prevents more of them achieving more of the higher grades and scholarship passes (this does not apply to all subjects, but it does apply to many). This year we are

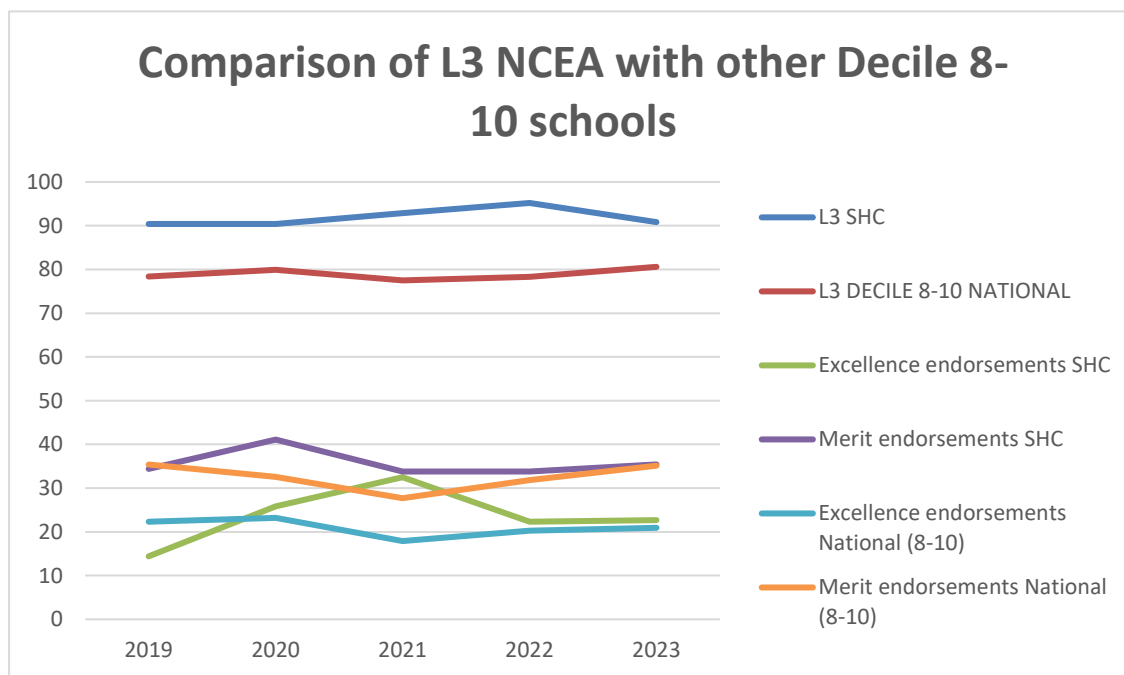
targeting selected Y8 and Y9 students for additional literacy (by removing them from their language option) to give them extra support and utilising the Across School Literacy teacher to help with this.

*NZQA removed the option of 'Decile 8-10' in 2019.

Level 3 Results and Analysis

Table and graph to show Level 3 overall pass rates, endorsement pass rates compared against decile SEI – F schools.

	2019	2020	2021	2022	2023
L3 SHC	90.4	90.4	92.9	95.2	90.8
L3 DECILE 8-10 NATIONAL	78.4	79.9	77.5	78.3	80.6
Excellence endorsements SHC	14.4	25.8	32.5	22.3	22.7
Merit endorsements SHC	34.4	41.1	33.8	33.8	35.4
Excellence endorsements National (8-10)	22.3	23.2	17.9	20.3	20.9
Merit endorsements National (8-10)	35.4	32.6	27.7	31.8	35.1



Commentary:

- The percentage of boys gaining their Level Three decreased to 90%, which is frustrating.
- Excellence endorsement rates remain the same as 2022; while merit endorsements are slightly increased.

Action points:

- Regular messaging to students.
- Academic tracking of all students.
- Tracking of attendance.
- Employing*, retaining, and developing the best teachers. The 'developing' aspect of this action point is a strategic project in the current Strategic Plan. In addition, and where possible we are looking give more ownership and leadership in specific areas to our best teachers to retain them at the College.

*Recruitment is currently a significant challenge. 18 new teaching staff started this term, on top of those who joined the College during 2023. In total 41 (teaching and non-teaching) staff have joined the College since the 2023 Powhiri. The market for teachers is difficult and we are fortunate to be fully staffed at the time of writing.

Level 3 breakdown of pass rates and endorsement rates by ethnicity

Commentary and analysis of Level 3 – Level 1 pass rates and endorsement rates by ethnicity is given in summary on page 19. 2023 cohort # given in brackets.

NZ Maori (26)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D.10	SHC	D.10	SHC	D.8-10	SHC	SEI - F
Level Three pass rate	100.0	76.1	96.4	79.6	100.0	76.3	95.5	71.3	84.6	79.1
Excellence Endorsement	14.3	10.0	18.5	20.0	16.7	14.2	4.8	10.1	13.6 (3)	13.6
Merit Endorsement	28.6	28.4	40.7	27.1	66.7	31.7	33.3	22.5	40.9 (9)	31.9

NZ European (133)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D.10	SHC	D.10	SHC	D.8-10	SHC	SEI - F
Level Three pass rate	90.2	81.1	96.4	79.6	91.7	83.2	96.6	80.8	92.5	84.2
Excellence Endorsement	15.1	21.5	18.5	20.0	27.0	25.6	25.7	16.7	23.4 (29)	19.6
Merit Endorsement	38.7	36.2	40.7	27.1	39.6	35.1	27.4	28.3	35.5 (44)	35.2

Pasifika Peoples (31)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D.10	SHC	D.10	SHC	D.8-10	SHC	SEI - F
Level Three pass rate	83.3	65.7	96.4	79.6	78.8	74.3	95.0	66.2	81.3	73.9
Excellence Endorsement	3.3	7.5	18.5	20.0	11.5	11.4	13.2	8.1	3.8 (1)	7.8
Merit Endorsement	26.7	19.4	40.7	27.1	26.9	29.0	28.9	20.6	38.5 (10)	24.2

Asian (23)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D.10	SHC	D.10	SHC	D.8-10	SHC	SEI - F
Level Three pass rate	92.9	74.0	96.4	79.6	95.7	72.0	95.7	74.8	100.0	74.9
Excellence Endorsement	30.8	32.2	18.5	20.0	36.4	38.0	13.6	21.9	23.5 (4)	27.9
Merit Endorsement	38.5	33.0	40.7	27.1	54.5	35.3	45.5	32.5	47.1 (8)	37.4

MELAA (4)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D.10	SHC	D.10	SHC	D.8-10	SHC	SEI - F
Level Three pass rate	75.0	69.2	96.4	79.6	100.0	81.6	100	71.1	100.0	77.5
Excellence Endorsement	0.0	17.6	18.5	20.0	50	15.1	25.0	17.1	0.0	17.6
Merit Endorsement	33.3	32.4	40.7	27.1	25	32.3	50.0	26.1	0.0	38.9

Students who did not gain University Entrance.

An analysis of the 28 students who didn't gain their University Entrance is given below.

- **Ethnicity:**
 - Of the 28 students, 7 identified as Māori, 12 identified as NZE and 9 as Pasifika, of that Pasifika group seven identified as Samoan, one as Tongan and one as Niuean.
- **Hostel students:**
 - A full analysis of L3 Hostel students is given on the following page.
 - Of the 28 students, 3 were boarders/ lived in the Hostel.
- **Leaving date:**
 - Of the 28 students, 1 left school earlier than the end of the year (term three).
- **Eligibility:**
 - Of the 28 students, all but one student was completing courses that technically made it possible to achieve UE.
- **Start date:**
 - Of the 28 students, 18 started in Y7; 9 started in Y9 and one in Y10. Approximately 30% of our students in Y13 start in Y9.
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- **Previous school:**
 - The 28 students came from 19 different schools. Two schools have four and three students respectively, but historically this has not been the case (no trend).
- **Attendance:**
 - 28 of the 28 students had an attendance below 90%.
 - 19 of the 28 students had an attendance below 80%
- **Pastoral:**
 - 9 of the 28 students had significant, known and ongoing pastoral issues.

Commentary and action points:

- The analysis above highlights the need to be dynamic and nimble with the Academic Tracking progress. Students can fall into the 'borderline group' (and equally, can be removed from this group) as the year progresses. An appreciation and quick response to changing student circumstances is vital.
 - To give his comment some context; two students who did not gain their UE were absent from school for two months representing NZ in rowing; three more students spent their September holidays on the Kapa Haka trip to Europe (undoubtedly a wonderful experience, but for an academically borderline student, not helpful to results); one student spent the whole of term one in Sydney playing rugby league; and two other students were called up to NZ representation for rugby during the end of term three and the September holidays. Parents and the school need to understand the impact of these things, notwithstanding the other benefits to these students. Many other students were a part of these events, but for academically borderline students it makes gaining these qualifications difficult.

Hostel students (University Entrance and Level Three NCEA analysis)

The Y13 hostel student group was made up of 31 students, 26 domestic and 5 International students.

Results:

- 26 of the 31 (84%) all students gained their University Entrance qualification.
- 28 of the 31 (90%) gained their Level Three NCEA.
- 7 of the 31 (22.5%) gained a Merit endorsement for Level Three.
- 6 of the 31 (19.4%) gained an Excellence endorsement for Level Three.

Commentary and action points

- A 5% increase from 2022; A pleasing number of students gaining Excellence endorsements at Level Three.
- Three of the five International students gained their University Entrance.

Level 2 Results and Analysis

Table and graph to show Level 2 overall pass rates, endorsement pass rates compared against decile 8-10 schools (2014-2018) and decile 10 schools (2019 onwards). *

	2019	2020	2021	2022	2023
L2 SHC	97.2	98.4	96.7	94.9	97.2
L2 DECILE 8-10 NATIONAL	82.5	85.1	84.6	84.4	81.4
Excellence endorsements SHC	23.3	31.7	29.9	26.6	22.4
Merit endorsements SHC	40.9	35.6	35.6	32.4	30.9
Excellence endorsements National (8-10)	29.9	32.4	34.3	29.7	25.1
Merit endorsements National (8-10)	35.9	34.9	33.1	34.0	35.1

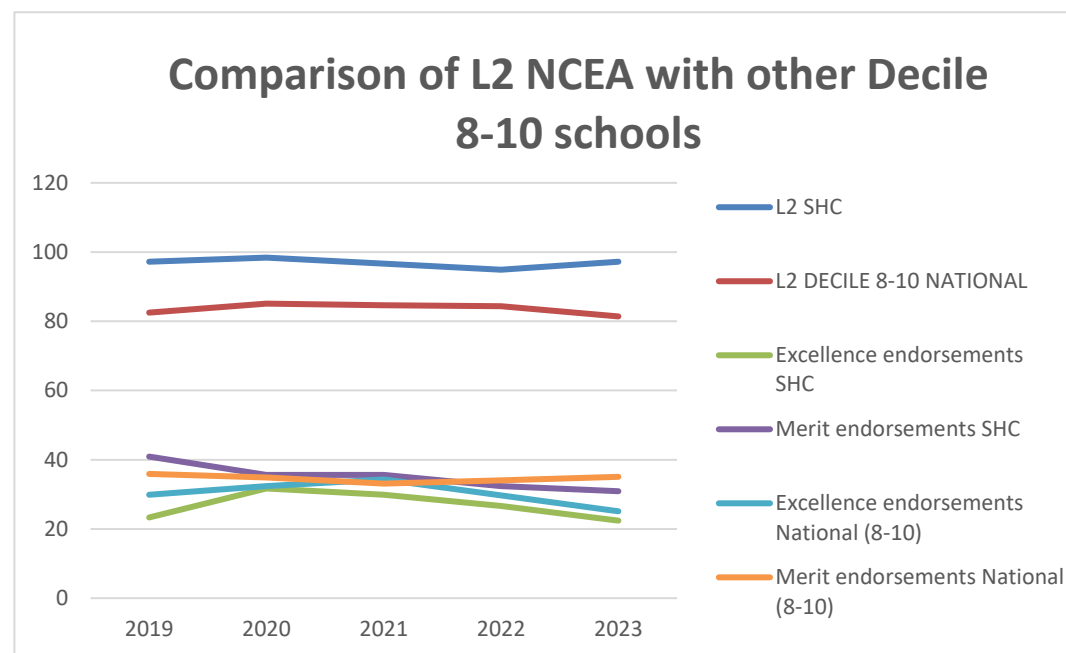
Commentary:

- An increase in the pass rate from last year to 97.2 (equal highest ever result) 4 students did not gain their Level Two, two of these students left the College during term three of 2023.
- Excellence and merit endorsement rates have decreased from 2022, which is a concern, as the scholarships generally come from students who gain excellence endorsements.

Action points:

- Regular messaging to students
- Academic tracking of all students.
- Tracking of attendance
- Employing, retaining and developing the best teachers. Please see comment above in the UE and L3 section pertaining to this.

*NZQA removed the option of 'Decile 8-10' for 2019.



Level 2 breakdown of pass rates and endorsement rates by ethnicity

Commentary and analysis of Level 3 – Level 1 pass rates and endorsement rates by ethnicity is given in summary on page 19. 2023 cohort # given in brackets.

NZ Maori (32)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D.10	SHC	D.10	SHC	D.8-10	SHC	SEI - F
Level Two pass rate	70.6	82.0	95.5	84.9	100.0	80.0	89.7	77.5	96.9	80.9
Excellence Endorsement	0.0	14.9	4.8	18.6	14.3	14.0	19.2	11.9	9.7 (3)	13.9
Merit Endorsement	25.0	24.0	61.9	32.2	50.0	29.9	23.1	22.9	25.8 (8)	30.8

NZ European (130)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D.10	SHC	D.10	SHC	D.10	SHC	SEI - F
Level Two pass rate	98.1	87.5	95.5	84.9	99.3	86.7	95.3	86.2	96.9	86.4
Excellence Endorsement	21.8	23.4	4.8	18.6	18.6	24.3	28.7	19.0	19.8 (25)	24.4
Merit Endorsement	32.7	30.9	61.9	32.2	39.3	32.4	31.5	29.2	31.7 (40)	34.7

Pasifika Peoples (32)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D.10	SHC	D.10	SHC	D.10	SHC	SEI - F
Level Two pass rate	85.3	82.0	95.5	84.9	100.0	79.6	92.7	77.2	100.0	79.4
Excellence Endorsement	10.3	10.6	4.8	18.6	2.5	7.6	13.2	11.4	3.1 (1)	6.9
Merit Endorsement	0.0	21.1	61.9	32.2	32.5	25.0	34.2	23.7	40.6 (13)	27.0

Asian (12)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D.10	SHC	D.10	SHC	D.10	SHC	SEI - F
Level Two pass rate	100.0	74.3	95.5	84.9	100.0	74.1	100	75.3	100.0	72.1
Excellence Endorsement	14.3	33.7	4.8	18.6	46.7	33.0	50.0	29.7	50.0 (6)	31.4
Merit Endorsement	50.0	30.7	61.9	32.2	20.0	33.7	37.5	33.2	33.3 (4)	38.6

MELAA (7)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D.10	SHC	D.10	SHC	D.10	SHC	SEI - F
Level Two pass rate	100.0	78.9	95.5	84.9	100.0	78.9	100	76.3	100.0	73.9
Excellence Endorsement	50.0	17.7	4.8	18.6	25.0	18.5	25.0	17.4	57.1 (4)	19.0
Merit Endorsement	50.0	31.1	61.9	32.2	75.0	33.3	75.0	26.1	0.0	30.7

Level 1 Results and Analysis

Table and graph to show Level 1 overall pass rates, endorsement pass rates compared against decile 8-10 schools (2014-2018) and decile 10 schools (2019).

	2019	2020	2021	2022	2023
L1 SHC	95.8	99.5	98.0	98.3	96.9
L1 DECILE 8-10 NATIONAL	77.3	71.8	68.4	65.9	64.5
Excellence endorsements SHC	23.3	28.5	29.9	25.3	25.9
Merit endorsements SHC	45.6	38.0	37.6	37.6	33.3
Excellence endorsements National (8-10)	34.3	37.9	40.3	34.5	29.7
Merit endorsements National (8-10)	42.8	39.6	39.1	40.1	43.9

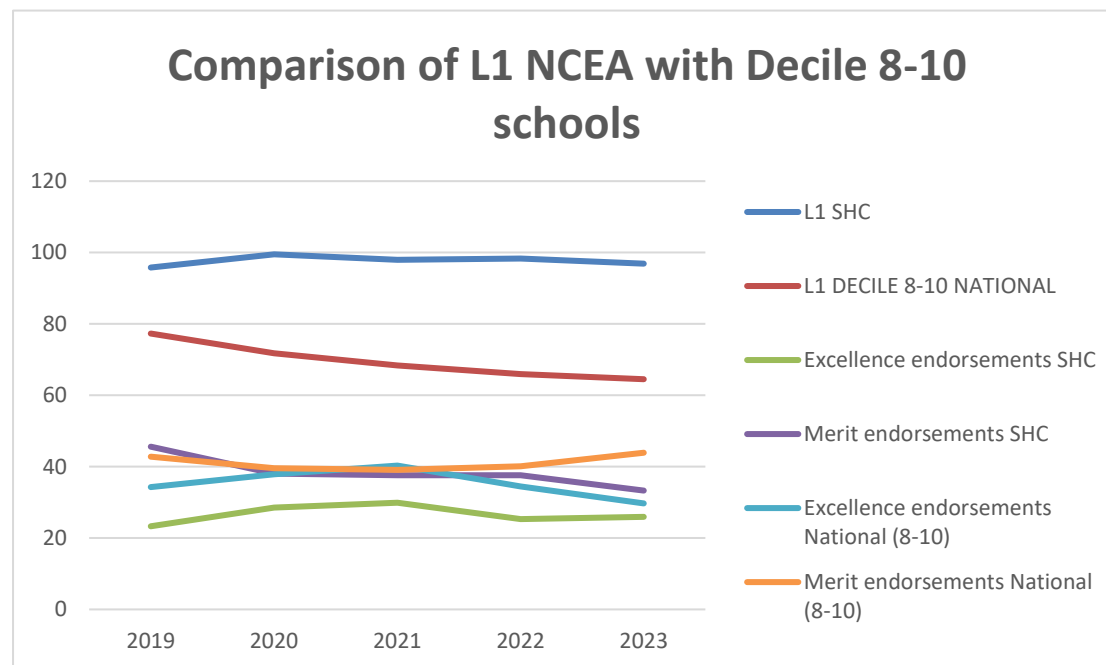
Commentary:

- Six boys did not pass Level One; one of these has left the College. This is a concern moving forward and will require hard work from both these students and the college to rectify this for Level Two.
- Excellence endorsement rates have remained static, while the merit endorsements have decreased.

Action points:

- Regular messaging to students
- Academic tracking of all students, the focus at this level is on those students presenting as concerns from Y10.
- Tracking of attendance
- Employing, retaining and developing the best teachers

In 2024 all Y11 students will be completing the Sacred Heart Certificate (not the revised NCEA Level One).



Level 1 breakdown of pass rates and endorsement rates by ethnicity

Commentary and analysis of Level 3 – Level 1 pass rates and endorsement rates by ethnicity is given in summary on page 19. 2023 cohort # given in brackets.

NZ Maori (31)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D. 8-10	SHC	D.10	SHC	D.8-10	SHC	SEI - F
Level One pass rate	100.0	75.0	89.5	72.1	89.5	72.1	96.8	62.7	94.1	65.3
Excellence Endorsement	20.0	16.9	11.8	17.0	11.8	17.0	6.7	14.6	6.3 (1)	17.1
Merit Endorsement	40.0	39.1	58.8	38.6	58.8	38.6	43.3	34.0	25.0 (4)	45.2

NZ European (134)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D. 8-10	SHC	D.10	SHC	D.10	SHC	SEI - F
Level One pass rate	99.3	85.0	89.5	72.1	99.2	83.6	97.8	72.2	97.1	70.3
Excellence Endorsement	28.5	28.3	11.8	17.0	22.9	29.0	24.4	22.3	26.7 (36)	26.5
Merit Endorsement	45.3	40.0	58.8	38.6	48.9	40.0	38.9	36.9	34.8 (47)	45.5

Pasifika Peoples (32)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D. 8-10	SHC	D.10	SHC	D.10	SHC	SEI - F
Level One pass rate	95.2	75.6	89.5	72.1	100.0	73.4	100	60.0	96.0	61.0
Excellence Endorsement	10.0	10.7	11.8	17.0	8.6	13.4	12.5	10.5	12.5 (6)	13.4
Merit Endorsement	42.5	35.9	58.8	38.6	25.7	36.4	37.5	36.4	35.4 (17)	40.1

Asian (24)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D. 8-10	SHC	D.10	SHC	D.10	SHC	SEI - F
Level One pass rate	100.0	73.3	89.5	72.1	96.2	75.2	100	62.8	100.0	52.4
Excellence Endorsement	53.3	40.0	11.8	17.0	20.0	41.9	54.5	33.6	45.8 (11)	44.5
Merit Endorsement	13.3	37.9	58.8	38.6	60.0	38.2	36.4	40.5	29.2 (7)	39.0

MELAA (7)	2019		2020		2021		2022		2023	
	SHC	D.10	SHC	D. 8-10	SHC	D.10	SHC	D.10	SHC	SEI - F
Level One pass rate	100.0	78.0	89.5	72.1	100.0	74.5	100	63.1	100.0	65.8
Excellence Endorsement	50.0	26.1	11.8	17.0	25.0	28.7	71.4	20.4	40 (4)	26.9
Merit Endorsement	50.0	33.2	58.8	38.6	25.0	40.4	14.3	36.7	40 (4)	44.4

Commentary and analysis of University Entrance, Level 3 – Level 1 pass rates and endorsement rates by ethnicity are against the whole school averages.

Māori

- UE pass rates remain the same as 2022; Level Three pass rate has decreased while the Level Two and One pass rates pretty much in line with the whole school average. Excellence endorsement rates at all three levels below the school average, while merit endorsements at Level Three are higher, at Level Two and One are lower than the whole school average.
- Target for improvement – raising the number of students gaining an Excellence endorsement across all three levels. To bring these in line with the whole school average, this would mean 2 more students at L3; four more students at L2 and 5 more students at L1.

NZ European

- The statistics are in line with the whole school averages, some slightly above.
- Target for improvement – raising the number of students gaining their University Entrance qualification (95%).

Pasifika

- University Entrance:
 - Significant increase although remains above SEI - F comparison.
- Level Three to One:
 - Excellence endorsement rates are below the school average and the Merit endorsement rates are either similar or above the school average.
- Target for improvement – raising the number of students gaining their University Entrance qualification (90%).
- Target for improvement – raising the number of students gaining an Excellence endorsement across all three levels. To bring these in line with the whole school average, this would mean five more students at L3; six-seven more students at L2 and six more students at L1.

Asian

- Significantly above the whole school average across most metrics.
- Target for improvement – maintain these numbers.

MELAA: There are very few students in this group (between 1-4 in most cohorts). Not commentary made for this reason.

Specific action points to address the differences detailed above and to make further improvements:

- Academic tracking for all Y11-13 students – this has been very successful. Trackers working with students, academic tracking evenings involving the parents and students and the overall profile raised through this focus. Further refine and develop this in 2024.
- The creation and maintenance of a parent Academic sub-committee for Māori, Samoan and Tongan groups (as part of a wider Whanau/ Samoan/ Tongan group) that works directly with the school and the wider parent groups to improve understanding of qualifications/ school processes/ student engagement/ parent engagement/ raise parental expectations (where necessary).
- A focus on improving the number of course endorsements gained as (in almost every subject) this requires external credits to be gained at merit or excellence to achieve such an endorsement. This provides academic rigor and gaining excellence in external assessments is a good indicator for better performance in scholarship examinations.

Scholarship Results 2023

In 2023 there were 56 Scholarships gained by 32 students in 15 subjects.

The stand-out performances were from our 2023 dux, gaining 7 scholarships and our Proxima Accessit who gained 5. Also, noteworthy is a Year 10 student who gained a Calculus scholarship.

Students who gain 3 or more scholarships in a year achieve annual monetary awards for university study. As well as this, as a college we recognize them by inscribing their names on our Scholars' Honours board. This year five students' names will be added to the board.

Student #	Year	Accounting	Biology	Calculus	Chemistry	Classics	Drama	Economics	English	Geography	History	Media	Physics	Religious Education	Statistics	Tech	
Student 1	13		S	S		S			S				S		S	S	7
Student 2	13		S						S		S			S	S		5
Student 3	13							S						O	S		3
Student 4	13				S				S						S		3
Student 5	13							S	S					S			3
Student 6	13					S								S			2
Student 7	13		S						S								2
Student 8	12					S			S								2
Student 9	13								S					S			2
Student 10	13			S												S	2
Student 11	13					S								S			2

Student 12	13								S			S					2
Student 13	12		S							S							2
Student 14	12												S				1
Student 15	10			S													1
Student 16	13										S						1
Student 17	13						S										1
Student 18	11		S														1
Student 19	13								S								1
Student 20	13	S															1
Student 21	13														S		1
Student 22	11												S				1
Student 23	13												S				1
Student 24	13												S				1
Student 25	13												S				1
Student 26	12												S				1
Student 27	11												S				1
Student 28	13		S														1

Student 29	12										S							1
Student 30	12		S															1
Student 31	12															S		1
Student 32	12		S															1
			1	8	3	1	4	1	2	9	1	3	1	1	13	4	4	56

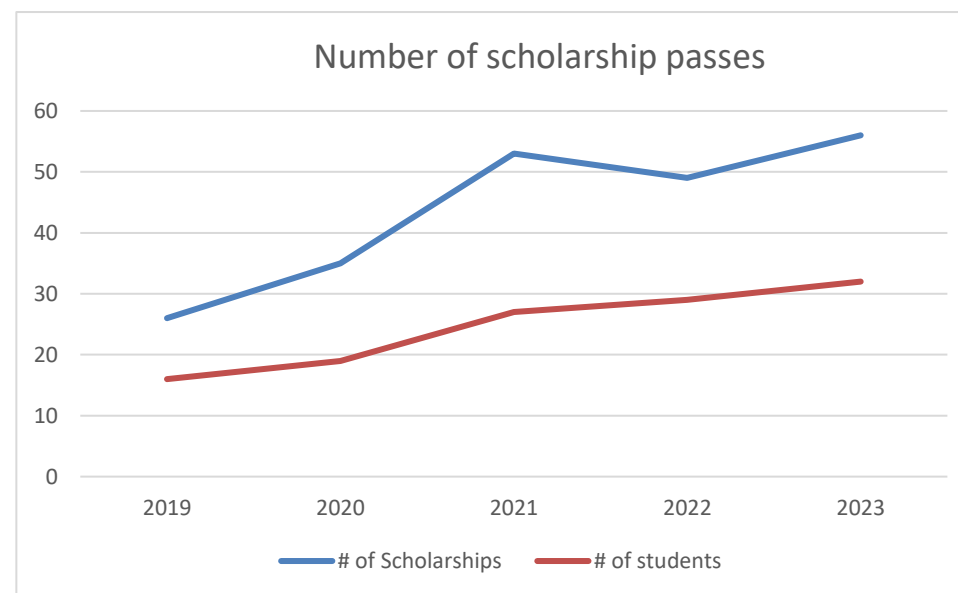
Historical scholarship data

Year	# of Scholarships	# of students
2023	56	32
2022	49	29
2021	53	27
2020	35	19
2019	26	16

Commentary and analysis:

Highlights

- Achieved our target of 50+.
- 13 Scholarship in Religious Studies including 1 at Outstanding. This course is taught by Aidan Kavanagh and Vincent O'Connor
- 9 scholarships in English, taught by HOD English Mr. Don Harland
- 8 scholarships in Biology which is taught by our Deputy Headmaster, Academics, Mr. Jason Cornford.



- 4 scholarships in Classical Studies (Ms. Ioka), Statistics (Mrs Hurring and Mrs Vaughan) and Technology (Mr. Ganess and Mr. Edey)
- 3 in Calculus (Mr. Lee) and History (Ms. Stone)
- 8 students were from Year 12, 3 from year 11 and one from Year 10
- 2020 saw the introduction of a targeted scholarship program where students were provided with information early in the year, regular meetings, mentoring and communication.
- Momentum and appetite amongst the boys to attempt and gain scholarships continues to grow and is now being seen from Year 10 upwards.
- Increased numbers of students setting high academic goals.
- Dedicated scholarship classes reintroduced for English and Calculus in 2021 with the addition of Biology and Physics in 2022.

Action points:

- Explore ways to improve outcomes in some subjects.
- Early sign-up and commencement of scholarship classes/ tutorials.
- Employing, retaining, and developing the best teachers.