



# SACRED HEART COLLEGE

2024 NCEA and Scholarship Results and Analysis

2024 Sacred Heart Certificate Results and Analysis

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## Executive Summary:

- University Entrance (UE)
  - The 2024 results are below our target of 90%, but remain consistent, slightly above last year's results. They are still results that we should be proud of given favourable comparison with schools of a similar type.
  - 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.
- Scholarship
  - The 2024 result saw the achievement of 45 scholarships (including four at Outstanding level), 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.
  - While this is a drop from 2023, it does remain close to our target of 50. A drop from 2023 was expected, given that the Y13 cohort was about 40 fewer students in number to most years.
- 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.
  - 2024 saw the introduction of academic trackers at all year levels. This, in part (alongside work with Heads of Department) enabled the College to begin a greater focus on the students in Y7-10.
  - 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 full-time attendance officer is great; it does not however ensure that those targeted students get to school as this is dependent on familial support.
- Literacy and Numeracy
  - 2024 saw the role out of the Common Assessment Activities (CAAs) in Literacy (Reading and Writing) and Numeracy. The passing of these is necessary to be awarded any level of NCEA (L1-3). The Literacy credits required for University Entrance are not replaced by these (those are separately achieved).
  - The standards for passing these are higher than the previous standards for Literacy and Numeracy from the 'old' Level One. Consequently, there are students entering Y12 this year who have yet to pass one or more of these assessments. As it stands, if these students have not achieved both of these standards by the end of Y12 they will not be awarded Level Two (even if they have the required 60 credits).

- The flow on effect of these assessments is that the focus of the teaching, learning and assessments completed in Y7-10 can be and has been modified to both raise standards in these areas and enable students to become more familiar with the type of assessments.
- Literacy and Numeracy remain critical to student success in any qualification system. The Literacy and Numeracy levels of students entering the College (at Y7-9) remain highly variable and present enormous challenges. With have systems and programs to support this, but if these operate in isolation from family support, accelerated programs is usually limited.
- 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 as 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 - 2024 RESULTS

- Yellow shading denotes best result ever achieved for SHC; all percentage statistics are enrolment

	SHC 2020 Scholarship passes/Outstanding passes	SHC 2021 Scholarship passes/Outstanding passes	SHC 2022 Scholarship passes/Outstanding passes	SHC 2023 Scholarship passes/Outstanding passes	SHC 2024 (Prov.) Scholarship passes/Outstanding passes	2024 National (All)	2024 (Fewest Socioeconomic Barriers (SEI) Schools)	SHC 2024 Targets
Scholarship passes	35	53(52/1)	49 (45/4)	56 (55/1)	45 (41+4)			50+
University Entrance	85.6	89.3	84.2	84.5	85.1	48.2	72.7	90.0+
N.C.E.A. Level 3	90.4	92.9	95.2	92.0	91.9	68.2	82.1	95.0+
Level 3 with Merit	41.1	33.1	31.2	35.4	35.3	26.1	35.8	45.0
Level 3 with Excellence	25.8	32.5	22.3	22.7	19.9	14.2	20.8	25.0
N.C.E.A. Level 2	96.8	96.7	94.9	98.2	99.5	72.7	82.1	99.0
Level 2 with Merit	35.6	35.6	31.4	30.9	33.0	25.0	36.6	45.0
Level 2 with Excellence	31.7	29.9	27.7	22.4	20.0	15.1	26.4	30.0
N.C.E.A. Level 1	99.3	98.0	98.3	97.4				
Level 1 with Merit	38.0	37.6	37.6	33.3				
Level 1 with Excellence	28.5	29.9	25.3	26.3				

### **International student results**

International students are not included in these statistics. Below are their results from 2024 (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)).

Level/ Qualification	Pass/%	Merit endorsement/%	Excellence endorsement/%
Level Two (14)	50.0	42.8	0.0
Level Three (3)	100.0	66.6	33.3
University Entrance (3)	66.6		

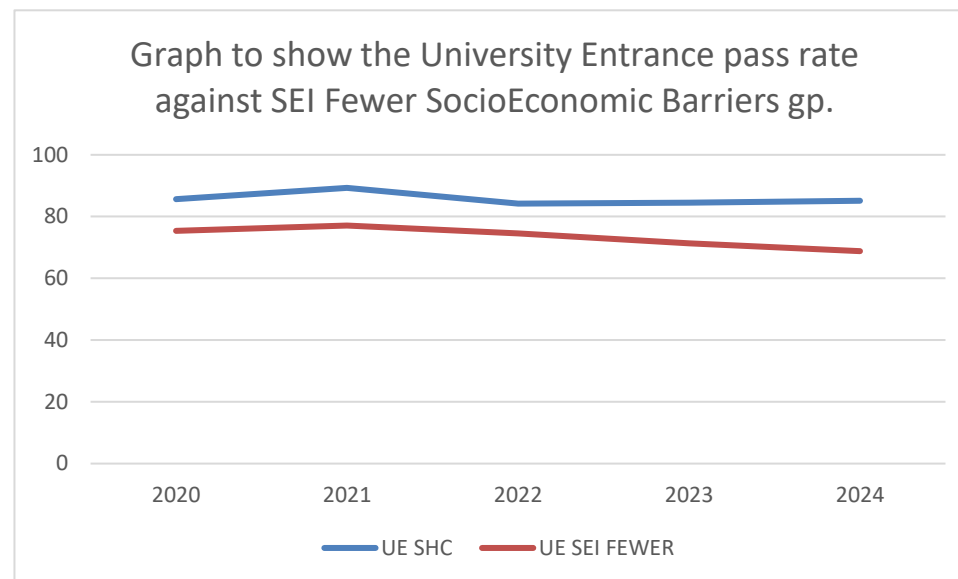
## University Entrance

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

	2020	2021	2022	2023	2024
UE SHC	85.6	89.3	84.2	84.5	85.1
UE SEI 'FEWER' SSEB gp.	75.4	77.1	74.6	71.3	68.8

### Commentary:

- The University Entrance (UE) statistic remained very similar to the previous year. 23 boys didn't gain their UE.
- Within that statistic the percentage of Pasifika boys gaining their UE remained the same and the percentage of Māori students gaining their UE increased by 13.4%. The percentage of NZ European boys gaining UE increased by 2.7%, while the percentage of Asian students gaining UE increased by 5.9%.



### Action points (same APs as 2024):

- 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 SEI Fewer SSEB schools; broken down by ethnicity**

Ethnicity (2024 cohort #)	2020		2021		2022		2023		2024	
	SHC	D. 10	SHC	D. 10	SHC	D. 8-10	SHC	SEI (F)	SHC	SEI (F)
NZ Māori (23)	100.0	70.4	94.4	74.7	68.2	71.4	69.2	64.2	82.6	56.9
NZ European (88)	88.1	79.6	86.8	81.3	91.5	78.6	84.3	74.6	87.0	71.7
Pasifika Peoples (21)	80.6	60.5	72.7	63.6	60.0	55.6	71.9	55.8	72.0	49.0
Asian (15)	100.0	70.5	95.7	71.9	91.3	70.7	94.1	68.6	100.0	69.1
MELAA (7)	100.0	75.6	75.0	75.9	100.0	71.0	100.0	66.9	100.0	61.4

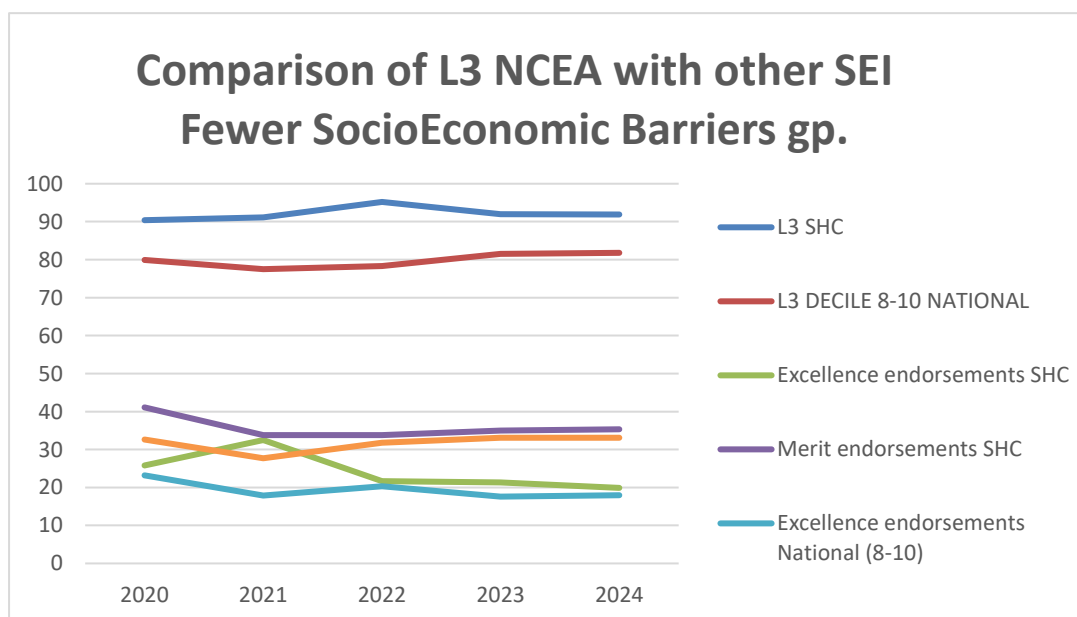
Specific action points to address the differences seen in this table and the whole school averages for each statistic:

- The two action points below have been carried over from the 2024 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.

### Level 3 Results and Analysis

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

	2020	2021	2022	2023	2024
L3 SHC	90.4	92.9	95.2	92.0	91.9
L3 DECILE 8-10 NATIONAL	79.9	77.5	78.3	81.5	81.8
Excellence endorsements SHC	25.8	32.5	22.3	21.3	19.9
Merit endorsements SHC	41.1	33.8	33.8	35.0	35.3
Excellence endorsements National (8-10)	23.2	17.9	20.3	17.6	18.0
Merit endorsements National (8-10)	32.6	27.7	31.8	33.1	33.1



#### **Commentary:**

- The percentage of boys gaining their Level Three remains the same.
- Excellence and merit endorsement rates remain comparable to similar schools.

#### **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 continues to be a significant challenge. 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 2 pass rates and endorsement rates by ethnicity is given in summary on page 15. 2024 cohort # given in brackets.

NZ Maori (23)	2020		2021		2022		2023		2024	
	SHC	D.10	SHC	D.10	SHC	D.8-10	SHC	SEI - F	SHC	SEI - F
Level Three pass rate	96.4	79.6	100.0	76.3	95.5	71.3	84.6	79.1	87.0	82.1
Excellence Endorsement	18.5	20.0	16.7	14.2	4.8	10.1	13.6 (3)	13.6	5.0 (1)	10.9
Merit Endorsement	40.7	27.1	66.7	31.7	33.3	22.5	40.9 (9)	31.9	50.0 (10)	31.3

NZ European (88)	2020		2021		2022		2023		2024	
	SHC	D.10	SHC	D.10	SHC	D.8-10	SHC	SEI - F	SHC	SEI - F
Level Three pass rate	96.4	79.6	91.7	83.2	96.6	80.8	92.5	84.2	93.9	86.4
Excellence Endorsement	18.5	20.0	27.0	25.6	25.7	16.7	23.4 (29)	19.6	21.3 (23)	20.1
Merit Endorsement	40.7	27.1	39.6	35.1	27.4	28.3	35.5 (44)	35.2	35.2 (38)	35.6

Pasifika Peoples (21)	2020		2021		2022		2023		2024	
	SHC	D.10	SHC	D.10	SHC	D.8-10	SHC	SEI - F	SHC	SEI - F
Level Three pass rate	96.4	79.6	78.8	74.3	95.0	66.2	81.3	73.9	88.0	82.6
Excellence Endorsement	18.5	20.0	11.5	11.4	13.2	8.1	3.8 (1)	7.8	4.5 (1)	6.9
Merit Endorsement	40.7	27.1	26.9	29.0	28.9	20.6	38.5 (10)	24.2	40.9 (9)	25.4

Asian (15)	2020		2021		2022		2023		2024	
	SHC	D.10	SHC	D.10	SHC	D.8-10	SHC	SEI - F	SHC	SEI - F
Level Three pass rate	96.4	79.6	95.7	72.0	95.7	74.8	100.0	74.9	100.0	74.5
Excellence Endorsement	18.5	20.0	36.4	38.0	13.6	21.9	23.5 (4)	27.9	25.0 (3)	26.6
Merit Endorsement	40.7	27.1	54.5	35.3	45.5	32.5	47.1 (8)	37.4	50.0 (6)	38.2

MELAA (7)	2020		2021		2022		2023		2024	
	SHC	D.10	SHC	D.10	SHC	D.8-10	SHC	SEI - F	SHC	SEI - F
Level Three pass rate	96.4	79.6	100.0	81.6	100	71.1	100.0	77.5	100.0	77.0
Excellence Endorsement	18.5	20.0	50	15.1	25.0	17.1	0.0	17.6	28.6 (2)	13.9
Merit Endorsement	40.7	27.1	25	32.3	50.0	26.1	0.0	38.9	28.6 (2)	31.8

### **Students who did not gain University Entrance.**

An analysis of the 23 students who didn't gain their University Entrance is given below.

- **Ethnicity:**
  - Of the 23 students, 4 identified as Māori, 13 identified as NZE and 6 as Pasifika, of that Pasifika group four identified as Samoan and two as Tongan.
- **Hostel students:**
  - A full analysis of L3 Hostel students is given on the following page.
  - Of the 23 students, 4 were boarders/ lived in the Hostel.
- **Leaving date:**
  - All of the 23 students left school at the end of the academic year.
- **Eligibility:**
  - Of the 23 students, all students were completing courses that technically made it possible to achieve UE.
- **Start date:**
  - Of the 23 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 23 students came from 18 different schools. One school had three students; three schools had two students.
- **Attendance:**
  - 13 of the 23 had significant attendance issues.
- **Pastoral:**
  - 12 of the 23 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.
  - The attendance issues with 13 of these 23 students is significant and telling. Students need to be at school and on time. Some students can manage/ get by with higher level of absences, but for those who are academically borderline, many can't.
  - Data analysis by student to see if we can identify any patterns in subjects

### **Hostel students (University Entrance and Level Three NCEA analysis)**

The Y13 hostel student group was made up of 24 students, 2 domestic and 2 International students.

#### **Results:**

- 20 of the 24 (83.3%) all students gained their University Entrance qualification.
- 22 of the 24 (91.6%) gained their Level Three NCEA.
- 9 of the 22 (41%) gained a Merit endorsement for Level Three.
- 4 of the 22 (18%) gained an Excellence endorsement for Level Three.

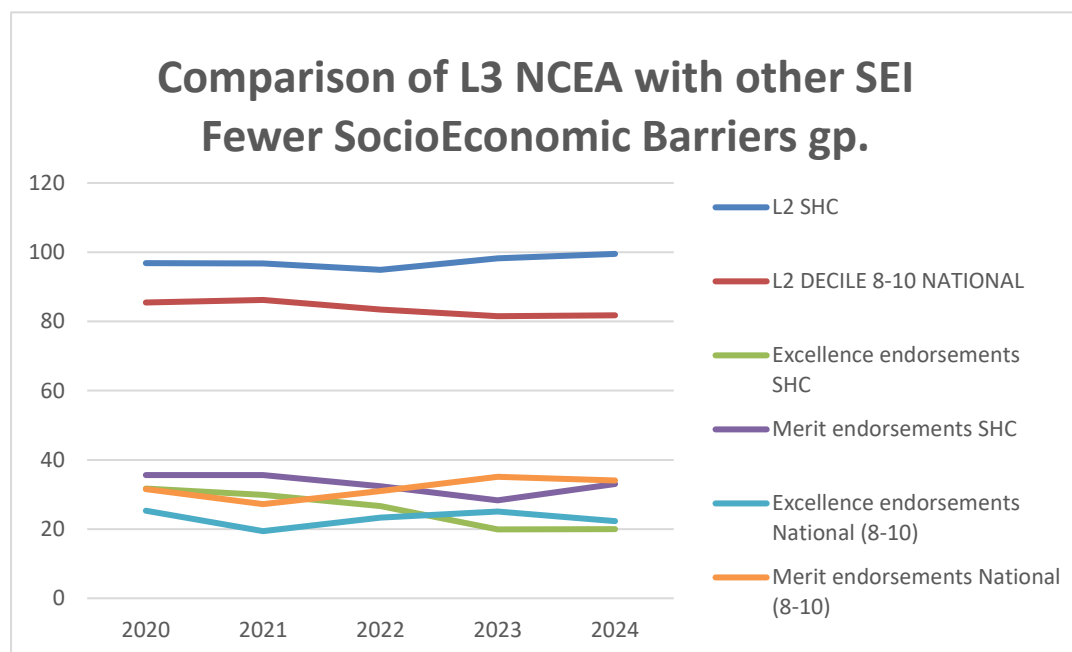
### **Commentary and action points**

- These results are broadly in line with the whole school averages for the Y13 cohort, with the Merit endorsements slightly higher than the whole school average.

## Level 2 Results and Analysis

Table and graph to show Level 2 overall pass rates, endorsement pass rates compared against decile SEI – Fewer group of schools.

	2020	2021	2022	2023	2024
L2 SHC	98.4	96.7	94.9	98.2	99.5
L2 DECILE 8-10 NATIONAL	85.1	84.6	84.4	81.5	81.8
Excellence endorsements SHC	31.7	29.9	26.6	19.9	20.0
Merit endorsements SHC	35.6	35.6	32.4	28.3	33.0
Excellence endorsements National (8-10)	32.4	34.3	29.7	25.1	22.3
Merit endorsements National (8-10)	34.9	33.1	34.0	35.1	34.0



Commentary:

- An increase in the pass rate to a record of 99.5% (1 student did not gain their Level Two, he left to go overseas at the start of Term Two).
- Excellence endorsement rates have not rebounded (from 2022); while merit endorsements have improved.

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.

## **Level 2 breakdown of pass rates and endorsement rates by ethnicity**

Commentary and analysis of Level 3 – Level 2 pass rates and endorsement rates by ethnicity is given in summary on page 15. 2024 cohort # given in brackets.

NZ Maori (15)	2020		2021		2022		2023		2024	
	SHC	D.10	SHC	D.10	SHC	D.8-10	SHC	SEI - F	SHC	SEI - F
Level Two pass rate	95.5	84.9	100.0	80.0	89.7	77.5	96.9	80.9	100.0	88.7
Excellence Endorsement	4.8	18.6	14.3	14.0	19.2	11.9	9.7 (3)	13.9	6.7 (1)	15.9
Merit Endorsement	61.9	32.2	50.0	29.9	23.1	22.9	25.8 (8)	30.8	40.0 (6)	32.9

NZ European (131)	2020		2021		2022		2023		2024	
	SHC	D.10	SHC	D.10	SHC	SHC	SHC	SEI - F	SHC	SEI - F
Level Two pass rate	95.5	84.9	99.3	86.7	95.3	86.2	96.9	86.4	100.0	88.6
Excellence Endorsement	4.8	18.6	18.6	24.3	28.7	19.0	19.8 (25)	24.4	19.8(26)	25.1
Merit Endorsement	61.9	32.2	39.3	32.4	31.5	29.2	31.7 (40)	34.7	34.4(45)	37.1

Pasifika Peoples (50)	2020		2021		2022		2023		2024	
	SHC	D.10	SHC	D.10	SHC	SEI - F	SHC	SEI - F	SHC	SEI - F
Level Two pass rate	95.5	84.9	100.0	79.6	92.7	77.2	100.0	79.4	98.0	84.1
Excellence Endorsement	4.8	18.6	2.5	7.6	13.2	11.4	3.1 (1)	6.9	8.3(4)	7.8
Merit Endorsement	61.9	32.2	32.5	25.0	34.2	23.7	40.6 (13)	27.0	33.3(16)	30.2

Asian (24)	2020		2021		2022		2023		2024	
	SHC	D.10	SHC	D.10	SHC	SEI - F	SHC	SEI - F	SHC	SEI - F
Level Two pass rate	95.5	84.9	100.0	74.1	100	75.3	100.0	72.1	100.0	70.2
Excellence Endorsement	4.8	18.6	46.7	33.0	50.0	29.7	50.0 (6)	31.4	33.3(8)	34.6
Merit Endorsement	61.9	32.2	20.0	33.7	37.5	33.2	33.3 (4)	38.6	41.7(10)	36.5

MELAA (10)	2020		2021		2022		2023		2024	
	SHC	D.10	SHC	D.10	SHC	SEI - F	SHC	SEI - F	SHC	SEI - F
Level Two pass rate	95.5	84.9	100.0	78.9	100	76.3	100.0	73.9	100.0	79.5
Excellence Endorsement	4.8	18.6	25.0	18.5	25.0	17.4	57.1 (4)	19.0	30.0(3)	21.5
Merit Endorsement	61.9	32.2	75.0	33.3	75.0	26.1	0.0	30.7	40.0(4)	37.8

**Commentary and analysis of University Entrance, Level 3 – Level 2 pass rates and endorsement rates by ethnicity are against the whole school averages.**

**Māori**

- UE pass rates increased; Level Three and Two pass rates have increased. When compared to the whole school average the UE rate and Level Three rate sit just below, while the Level Two pass rate is just above. Excellence endorsement rates at both levels below the school average, while merit endorsements at both levels 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.

**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:
  - Remained the same as 2023, 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.

**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). No 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.
- Targeting of specific Māori and Pasifika students (identified through the data), to support and encourage more to achieving Excellence.
- Use of data to identify subject areas where Māori and Pasifika students are gaining excellence credits and where they are not, then looking at why that is.
- Identify and encourage more Māori and Pasifika students to attempt scholarship, and support them to do so.
- 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 2024

In 2024 there were 45 Scholarships gained by 27 students in 14 subjects.

Students who achieve NZ Scholarship receive a monetary award towards tertiary study in NZ. This ranges from a one-off \$500 payment for a single subject award to \$10,000 per year for up to 3 years for premier award winners.

Last Name	Year	Biology	Calculus	Chemistry	Classical Studies	Drama	Economics	English	Geography	History	Music	Religious Studies	Spanish	Statistics	Technology	Total
Student #1	13				S				S			S			S	4
Student #2	13							S		O		S				3
Student #3	12								S			S	S			3
Student #4	13	S						S				S				3
Student #5	12	O						S				S				3
Student #6	13									S					O	2
Student #7	13	S					S									2
Student #8	13	S		S												2
Student #9	13	S												S		2
Student #10	12										S	S				2
Student #11	13			S	S											2
Student #12	12							S			S					2
Student #13	12					S										1
Student #14	11														O	1



Student #15	13				S											1
Student #16	13								S							1
Student #17	12							S								1
Student #18	13											S				1
Student #19	11							S								1
Student #20	12				S											1
Student #21	11							S								1
Student #22	12											S				1
Student #23	12								S							1
Student #24	12							S								1
Student #25	13	S														1
Student #26	11		S													1
Student #27	13									S						1
		5 + 1	1	2	4	1	1	8	4	2+1	2	8	1	1	1+2	45

### Historical scholarship data

Year	# of Scholarships	# of students
2024	45	27
2023	56	32
2022	49	29
2021	53	27
2020	35	19

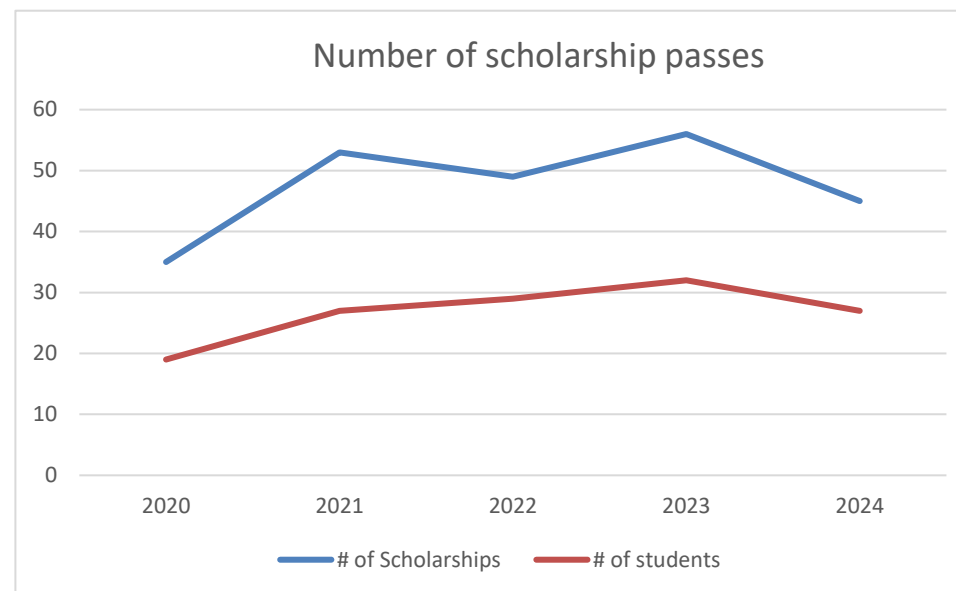
### **Commentary and analysis:**

#### Highlights

- Close to target of 50+ with 40 less students in the year group in 2024
- 4 scholarships at the Outstanding level, two in Technology, one in Biology and one in History
- 8 scholarships in English, taught by HOD English Mr. Don Harland, Mr Chris Nairn and Ms Susan Brunton
- 6 scholarships in Biology which is taught by Mr. Jason Cornford
- 4 scholarships in Classical Studies (Ms Stephanie Ioka) and 4 in Geography (Ms Natazia McKee)
- 3 in Technology taught by Mr Chris Edey and Mr Devan Ganess and 3 in History with Ms Lucy Stone
- 13 boys in Year 13 gained scholarships, 10 in Year 12 and 4 in Year 11
- 2020 saw the introduction of a targeted scholarship program where students were provided with information early in the year, regular meetings, mentoring and communication. This has resulted in consistently good scholarship results
- Momentum and appetite amongst the boys to attempt and gain scholarships is now evident from the beginning of each year.
- Small number of boys who were targeted and mentored in year 10 a couple of years ago gained good scholarship results in 2024.

#### 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.
- Target further boys at Year 10 –to build confidence, practice scholarship



## Sacred Heart Certificate and Common Assessment activities 2024 results analysis

This is the first year of results from the Sacred Heart Certificate. Four different metrics have been used:

1. Average course percentage – this is a bit crude as students who have done very poorly or very well in one or two subjects compared to the rest of their subjects will have results that are skewed up or down. It does however, give a bit of ‘a feel’ of the big picture.
2. Number of courses passed by a student – students require 50%+ to pass a course.
3. Number of courses passed at the merit level by a student.
4. Number of courses passed at the excellence level by a student.

Data:

1. Average percentage across all courses

The number in brackets is the number of students in that cohort.

	0-49% (NA)	50-64% (A)	65-79%(M)	80-100%(E)
All students (210)	24% (51)	36% (75)	31% (66)	9% (18)
Asian (34)	38% (13)	26% (9)	24% (8)	12% (4)
Māori (28)	29% (8)	36% (10)	36% (10)	0% (0)
NZE (104)	12% (12)	38% (40)	38% (40)	12% (12)
Pasifika (36)	47% (17)	39% (14)	11% (4)	3% (1)
MELAA (5)	20% (1)	40% (2)	40% (2)	0% (0)
Other (3)	0% (0)	33% (1)	33% (1)	33% (1)

SHC Certificate requires students to achieve 50% to pass. This is part of a medium-to-long-term strategy to raise achievement. In many subjects/ courses in NCEA students require the equivalent of ~35% to pass. The college has raised the pass mark, with the desirable knock-on effect of raising student achievement over time (especially once students reach Level Two and Three NCEA). It is worth noting that 16% of All students (33) gained an average course percentage of 40-49%.

2. Number of courses passed (50%+ in that course), by student.

a. Explainer: The first box of data shows that 2% of All students (4 boys) did not pass any of their courses.

	Number of courses passed (50%+)						
	0	1	2	3	4	5	6+
All students (210)	2% (4)	5% (11)	8% (17)	9% (19)	10% (20)	12% (26)	54% (113)
Asian (34)	3% (1)	12% (4)	9% (3)	18% (6)	6% (2)	9% (3)	44% (15)
Māori (28)	4% (1)	7% (2)	18% (5)	0% (0)	4% (1)	21% (6)	46% (13)
NZE (104)	1% (1)	(1% (1)	4% (4)	9% (9)	10% (10)	11% (11)	65% (68)
Pasifika (36)	3% (1)	11% (4)	11% (4)	11% (4)	19% (7)	17% (6)	28% (10)
MELAA (5)	0% (0)	0% (0)	20% (1)	0% (0)	0% (0)	0% (0)	80% (4)
Other (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)

The 11MAX course is not included in this data as they completed a full L2 NCEA course.

3. Number of courses passed with Merit (65-79%), by student.

a. Explainer: The first box of data shows that 20% of All students (43 boys) did not pass any of their courses at the merit level.

	Number of courses passed at the Merit level						
	0	1	2	3	4	5	6
All students (210)	20% (43)	25% (53)	23% (48)	19% (39)	8% (17)	3% (7)	1% (3)
Asian (34)	32% (11)	26% (9)	24% (8)	12% (4)	3% (1)	3% (1)	0% (0)
Māori (28)	29% (8)	25% (7)	29% (8)	11% (3)	7% (2)	0% (0)	0% (0)
NZE (104)	13% (13)	22% (23)	25% (26)	22% (23)	13% (13)	4% (4)	2% (2)
Pasifika (36)	30% (10)	33% (12)	17% (6)	11% (4)	3% (1)	6% (2)	3% (1)
MELAA (5)	0% (0)	20% (1)	0% (0)	80% (4)	0% (0)	0% (0)	0% (0)
Other (3)	0% (0)	20% (1)	0% (0)	20% (1)	0% (0)	0% (0)	0% (0)

The 11MAX course is not included in this data as they completed a full L2 NCEA course.

4. Number of courses passed with Excellence (80-100%), by student.

- a. Explainer: The first box of data shows that 59% of All students (123 boys) did not pass any of their courses at the excellence level.

	Number of courses passed at the Excellence level						
	0	1	2	3	4	5	6
All students (210)	59% (123)	20% (42)	10% (21)	2% (4)	5% (11)	1% (3)	3% (6)
Asian (34)	53% (18)	18% (6)	15% (5)	3% (1)	9% (3)	0% (0)	3% (1)
Māori (28)	46% (13)	35% (10)	14% (4)	0% (0)	4% (1)	0% (0)	0% (0)
NZE (104)	53% (55)	22% (23)	11% (11)	1% (1)	7% (7)	3% (3)	4% (4)
Pasifika (36)	92% (33)	3% (1)	0% (0)	6% (2)	0% (0)	0% (0)	0% (0)
MELAA (5)	0% (0)	20% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Other (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	33% (1)

The 11MAX course is not included in this data as they completed a full L2 NCEA course.

**Commentary:**

- At this stage, with no data for comparison, these results stand alone.
- All assessments in Y7-10 will be percentage marked from the start of 2025.

**Literacy and Numeracy Common Assessment Activity results (CAAs)**

CAA	Sacred Heart College Year 11	National comparison	SEI comparison group
Literacy	86.2%	76.5%	83.0%
Numeracy	88.4%	74.5%	85.2%

**Commentary:**

- Favourable results against comparisons.
- Literacy will be a focus for all students who have yet to achieve it, through their English lessons (in Y12 English is compulsory).
- 30 students in Y12 have not yet achieved their Numeracy (20 of these students are not completing a Math's course this year – there will be a targeted approach to support these students in the lead up to the two assessment windows.
- In addition, 64% of Y10 students achieved their Literacy CAA and 73% of Y10 students achieved their Numeracy CAA.