

MARLBOROUGH BOYS' COLLEGE



MARLBOROUGH
BOYS' COLLEGE
BLENHEIM | NEW ZEALAND

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 288

Principal: John Kendal

School Address: Stephenson Street, Blenheim 7301

School Phone: 03 578 0119

School Email: office@mbc.school.nz

MARLBOROUGH BOYS' COLLEGE

Annual Report - For the year ended 31 December 2022

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Marlborough Boys' College

Statement of Responsibility

For the year ended 31 December 2022

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management, including the principal and others as directed by the Board, accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the School.

The School's 2022 financial statements are authorised for issue by the Board.

Tim Burfoot

Full Name of Presiding Member

DocuSigned by:

CA9EF26304BE4BB...

Signature of Presiding Member

19 July 2023

Date:

John Kendal

Full Name of Principal

DocuSigned by:

687B669DEF0B4DC...

Signature of Principal

19 July 2023

Date:

Marlborough Boys' College

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Tim Burfoot	Presiding Member	Elected	Nov 2023
John Kendal	Principal	ex Officio	
Geoff van Asch	Parent Representative	Elected	Sep 2025
Steve Wilkes	Parent Representative	Elected	Sep 2025
Miriam Raddich	Parent Representative	Elected	Sep 2025
Johnny Joseph	Parent Representative	Co-opted	Dec 2023
Richard Coningham	Parent Representative	Co-opted	Dec 2023
Lindsay McCallum	Parent Representative	Elected	Sep 2025
Joshua Harrison	Staff Representative	Elected	Sep 2025
Lachlan McNabb	Student Representative	Elected	Dec 2022
Michael Loza	Parent Representative	Elected	Sep 2022
Callum Anderson	Parent Representative	Elected	Sep 2022
Debbie Cave-Higgins	Parent Representative	Elected	Sep 2022

Marlborough Boys' College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	10,341,601	8,450,639	9,826,129
Locally Raised Funds	3	392,438	718,361	569,024
Interest Income		6,716	1,500	1,974
Gain on Sale of Property, Plant and Equipment		-	-	167
		10,740,755	9,170,500	10,397,294
Expenses				
Locally Raised Funds	3	335,415	172,780	222,472
Learning Resources	4	8,229,659	7,283,305	8,431,128
Administration	5	951,788	831,635	899,736
Finance		9,293	-	9,578
Property	6	1,142,912	1,067,871	986,697
Loss on Disposal of Property, Plant and Equipment		114	-	-
		10,669,181	9,355,591	10,549,611
Net (Deficit)/Surplus for the year		71,574	(185,091)	(152,317)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		71,574	(185,091)	(152,317)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Marlborough Boys' College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,130,502	1,130,502	1,282,819
Total comprehensive revenue and expense for the year		71,574	(185,091)	(152,317)
Equity at 31 December		1,202,076	945,411	1,130,502
Accumulated comprehensive revenue and expense		1,202,076	945,411	1,130,502
Equity at 31 December		1,202,076	945,411	1,130,502

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Marlborough Boys' College

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	1,138,991	930,714	870,805
Accounts Receivable	8	636,265	605,690	605,690
GST Receivable		66,353	83,413	83,413
Prepayments		43,178	-	-
Funds Receivable for Capital Works Projects	14	17,236	16,504	16,504
		<u>1,902,023</u>	<u>1,636,321</u>	<u>1,576,412</u>
Current Liabilities				
Accounts Payable	10	860,842	667,631	667,631
Revenue Received in Advance	11	302,155	173,201	173,201
Finance Lease Liability	12	70,063	42,222	42,222
Funds held in Trust	13	40,019	-	-
Funds held for Capital Works Projects	14	110,178	112,991	112,991
Funds Held on Behalf of the Alternative Education Cluster	15	-	173,358	173,358
		<u>1,383,257</u>	<u>1,169,403</u>	<u>1,169,403</u>
Working Capital Surplus/(Deficit)		518,766	466,918	407,009
Non-current Assets				
Property, Plant and Equipment	9	748,392	506,178	751,178
		<u>748,392</u>	<u>506,178</u>	<u>751,178</u>
Non-current Liabilities				
Finance Lease Liability	12	65,082	27,685	27,685
		<u>65,082</u>	<u>27,685</u>	<u>27,685</u>
Net Assets		<u>1,202,076</u>	<u>945,411</u>	<u>1,130,502</u>
Equity		<u>1,202,076</u>	<u>945,411</u>	<u>1,130,502</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Marlborough Boys' College

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		3,439,311	2,224,036	2,794,272
Locally Raised Funds		388,986	718,361	553,681
International Students		57,403	-	16,328
Goods and Services Tax (net)		17,060	-	(23,745)
Payments to Employees		(1,742,449)	(1,287,066)	(1,467,973)
Payments to Suppliers		(1,593,042)	(1,596,922)	(1,834,392)
Interest Received		6,716	1,500	1,974
Net cash from/(to) Operating Activities		573,985	59,909	40,145
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	167
Purchase of Property Plant & Equipment (and Intangibles)		(99,874)	-	(146,078)
Net cash (to)/from Investing Activities		(99,874)	-	(145,911)
Cash flows from Financing Activities				
Finance Lease Payments		(69,041)	-	(76,266)
Funds Administered on Behalf of Third Parties		(136,884)	-	130,584
Net cash (to)/from Financing Activities		(205,925)	-	54,318
Net increase/(decrease) in cash and cash equivalents		268,186	59,909	(51,448)
Cash and cash equivalents at the beginning of the year	7	870,805	870,805	922,253
Cash and cash equivalents at the end of the year	7	1,138,991	930,714	870,805

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Marlborough Boys' College

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

Marlborough Boys' College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest whole dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 9.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 12. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

1.3. Revenue Recognition**Government Grants**

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period to which they relate. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and recognised as revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

1.4. Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

1.5. Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

1.6. Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The school's receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

1.8. Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

1.9. Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements funded by the Board to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the Statement of Comprehensive Revenue and Expense over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment, except for library resources, are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	5-15 years
Furniture and equipment	5–20 years
Information and communication technology	3–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	50 years

1.10. Impairment of property, plant and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

1.11. Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

1.12. Employee Entitlements*Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in Statement of Comprehensive Revenue and Expense in the period in which they arise.

1.13. Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

1.14. Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

1.15. Funds held for Capital Works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

1.16. Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the Resource Teachers of Learning & Behaviour programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

1.17. Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as financial assets at fair value through other comprehensive revenue and expense in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investments' fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in the Statement of Comprehensive Revenue and Expense unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to the Statement of Comprehensive Revenue and Expense.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in the Statement of Comprehensive Revenue and Expense.

1.18. Borrowings

Borrowings, on normal commercial terms, are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

1.19. Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

1.20. Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

1.21. Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	3,315,068	2,184,036	2,864,372
Teachers' Salaries Grants	6,423,213	5,705,848	6,504,754
Use of Land and Buildings Grants	520,755	520,755	457,003
Other Government Grants	82,565	40,000	-
	<u>10,341,601</u>	<u>8,450,639</u>	<u>9,826,129</u>

The School has opted in to the donations scheme for this year. Total amount received was \$141,150 (2021: \$143,400).

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	78,696	437,817	281,073
Fees for Extra Curricular Activities	283,262	140,930	203,118
Other Revenue	30,480	139,614	68,543
International Student Fees	-	-	16,290
	<u>392,438</u>	<u>718,361</u>	<u>569,024</u>
Expenses			
Extra Curricular Activities Costs	331,487	170,380	219,404
International Student - Student Recruitment	22	-	1,309
International Student - Employee Benefit - Salaries	-	-	620
International Student - Other Expenses	3,906	2,400	1,139
	<u>335,415</u>	<u>172,780</u>	<u>222,472</u>
	<u>57,023</u>	<u>545,581</u>	<u>346,552</u>

Surplus / (Deficit) for the year Locally raised funds

During the year the School hosted nil International students (2021:1)

4. Learning Resources

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	566,900	626,970	685,062
Information and Communication Technology	118,709	132,500	116,509
Employee Benefits - Salaries	7,258,746	6,246,781	7,300,989
Staff Development	33,087	32,054	46,068
Depreciation	252,217	245,000	282,500
	<u>8,229,659</u>	<u>7,283,305</u>	<u>8,431,128</u>

5. Administration

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	9,113	10,112	10,112
Board Fees	-	1,000	1,540
Board Expenses	23,076	37,980	35,667
Communication	14,615	17,800	20,375
Consumables	21,867	17,749	24,063
Operating Lease	4,020	-	(104)
Legal Fees	1,236	10,000	80,840
Other	83,188	75,786	90,380
Employee Benefits - Salaries	768,664	631,476	608,780
Insurance	21,595	20,812	19,869
Service Providers, Contractors and Consultancy	4,414	8,920	8,214
	<u>951,788</u>	<u>831,635</u>	<u>899,736</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,773	9,000	10,778
Consultancy and Contract Services	155,906	146,260	139,353
Grounds	23,745	16,369	16,513
Heat, Light and Water	166,775	161,000	169,409
Rates	35,583	13,830	16,035
Repairs and Maintenance	111,350	86,000	106,363
Use of Land and Buildings	520,755	520,755	457,003
Security	3,069	-	(43,494)
Employee Benefits - Salaries	120,956	114,657	114,737
	<u>1,142,912</u>	<u>1,067,871</u>	<u>986,697</u>

The Use of Land and Buildings figure represents 5% of the school's total property value. Property values are established as part of the nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	1,088,234	879,957	820,048
Short-term Bank Deposits	50,757	50,757	50,757
	<u>1,138,991</u>	<u>930,714</u>	<u>870,805</u>

Cash and Cash Equivalents for Statement of Cash Flows

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$1,138,991 Cash and Cash Equivalents, \$217,994 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$1,138,991 Cash and Cash Equivalents, \$140,276 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$1,138,991 Cash and Cash Equivalents, \$0,000 is held by the School on behalf of the Alternative Education cluster. See note 15 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	75,830	67,190	67,190
Banking Staffing Underuse	21,894	-	-
Teacher Salaries Grant Receivable	538,541	538,500	538,500
	<u>636,265</u>	<u>605,690</u>	<u>605,690</u>
Receivables from Exchange Transactions	75,830	67,190	67,190
Receivables from Non-Exchange Transactions	560,435	538,500	538,500
	<u>636,265</u>	<u>605,690</u>	<u>605,690</u>

9. Property, Plant and Equipment

	Opening	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	Balance (NBV)					
	\$	\$	\$	\$	\$	\$
Building Improvements	160,657	5,308	-	-	(23,059)	142,906
Furniture and Equipment	359,941	83,893	-	-	(77,879)	365,955
Information and Communication Technology	113,674	17,157	-	-	(51,578)	79,253
Motor Vehicles	39,476	-	-	-	(18,681)	20,795
Leased Assets	73,252	141,846	-	-	(80,344)	134,754
Library Resources	4,178	1,341	(114)	-	(676)	4,729
Balance at 31 December 2022	<u>751,178</u>	<u>249,545</u>	<u>(114)</u>	<u>-</u>	<u>(252,217)</u>	<u>748,392</u>

The net carrying value of furniture and equipment held under a finance lease is \$134,754 (2021: \$73,252)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Building Improvements	619,866	(476,960)	142,906	614,558	(453,901)	160,657
Furniture and Equipment	1,658,276	(1,292,321)	365,955	1,574,382	(1,214,441)	359,941
Information and Communication Technology	1,317,134	(1,237,881)	79,253	1,299,977	(1,186,303)	113,674
Motor Vehicles	180,163	(159,368)	20,795	180,163	(140,687)	39,476
Leased Assets	216,628	(81,874)	134,754	193,982	(120,730)	73,252
Library Resources	114,736	(110,007)	4,729	116,585	(112,407)	4,178
Balance at 31 December	4,106,803	(3,358,411)	748,392	3,979,647	(3,228,469)	751,178

10. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	262,176	50,938	50,938
Accruals	6,100	28,766	28,766
Employee Entitlements - Salaries	557,071	552,431	552,431
Employee Entitlements - Leave Accrual	35,495	35,496	35,496
	<u>860,842</u>	<u>667,631</u>	<u>667,631</u>
Payables for Exchange Transactions	860,842	667,631	667,631
	<u>860,842</u>	<u>667,631</u>	<u>667,631</u>

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	140,276	73,913	73,913
International Student Fees in Advance	59,297	1,894	1,894
Other Revenue in Advance	102,582	97,394	97,394
	<u>302,155</u>	<u>173,201</u>	<u>173,201</u>

12. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	74,986	47,206	47,206
Later than One Year and no Later than Five Years	66,864	29,401	29,401
Future Finance Charges	(6,705)	(6,700)	(6,700)
	<u>135,145</u>	<u>69,907</u>	<u>69,907</u>
Represented by:			
Finance lease liability - Current	70,063	42,222	42,222
Finance lease liability - Non-current	65,082	27,685	27,685
	<u>135,145</u>	<u>69,907</u>	<u>69,907</u>

13. Funds Held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	40,019	-	-
	<u>40,019</u>	<u>-</u>	<u>-</u>

These funds relate to arrangements where the School is acting as an agent. These amounts are not revenue or expenditure of the School and therefore are not included in the Statement of Comprehensive Revenue and Expense.

14. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
East West Toilets		6,559	-	-	-	6,559
Rooms 36-39		(800)	-	-	-	(800)
Rooms 10/11 Language Hub - 216458		(15,704)	30,764	(12,527)	-	2,533
Tennis Court Canopy - 225557		71,292	110,000	(188,952)	-	(7,660)
Tech Block H&S - 230192		34,944	15,577	(48,128)	-	2,393
Fire System, Doors & Fire Walls - 231799		196	116	-	-	312
Security System		-	-	(8,776)	-	(8,776)
Block A Deans & Guidance		-	21,560	(8,777)	-	12,783
Boundary Fence St Marys - 238724		-	27,700	(1,776)	-	25,924
Wharenui Prototype Refurb - 239900		-	83,381	(23,707)	-	59,674
Totals		<u>96,487</u>	<u>289,098</u>	<u>(292,643)</u>	<u>-</u>	<u>92,942</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	110,178
Funds Receivable from the Ministry of Education	(17,236)

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
East West Toilets		6,559	-	-	-	6,559
Rooms 36-39		7,700	-	(8,500)	-	(800)
Rooms 10/11 Language Hub - 216458		13,388	247,720	(276,812)	-	(15,704)
Tennis Court Canopy - 225557		(2,728)	250,000	(175,980)	-	71,292
Tech Block H&S - 230192		-	73,260	(38,316)	-	34,944
Fire System, Doors & Fire Walls - 231799		-	29,070	(28,874)	-	196
Totals		<u>24,919</u>	<u>600,050</u>	<u>(528,482)</u>	<u>-</u>	<u>96,487</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	112,991
Funds Receivable from the Ministry of Education	(16,504)

15. Funds Held on Behalf of the Alternative Education Cluster

Marlborough Boys' College was the lead school and held funds on behalf of the Alternative Education cluster, a group of schools funded by the Ministry of Education to share professional support. The lead school from 2023 is Marlborough Girls' College.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held at Beginning of the Year	173,358	173,358	114,342
Funds Received from Cluster Members	-	-	-
Funds Received from Ministry of Education	160,950	-	175,169
Funds Spent on Behalf of the Cluster	(334,308)	-	(116,153)
Funds Held at Year End	<u>-</u>	<u>173,358</u>	<u>173,358</u>

16. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as: government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies for example, Government departments and Crown entities are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

17. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy and Associate Principals.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	-	1,540
<i>Leadership Team</i>		
Remuneration	785,045	701,565
Full-time equivalent members	6.00	5.50
Total key management personnel remuneration	785,045	703,105

There are nine members of the Board excluding the Principal. The Board had held nine full meetings of the Board in the year. The Board also has Finance (eight members) and Property (seven members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	170 - 180
Benefits and Other Emoluments	0-10	0 -10
Termination Benefits	0 - 0	0 - 0

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 -110	9.00	13.00
110 -120	10.00	6.00
120 - 130	2.00	1.00
	21.00	20.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee members, or employees during the financial year in relation to that cessation and the number of persons to whom all or part of that total was payable was as follows:

	2022 Actual \$	2021 Actual
Total	-	70-80
Number of People	-	2

19. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

Teacher Aide & Support Staff Settlement Wash Up

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The Ministry is in the process of determining wash up payments for the year ended 31 December 2022 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

20. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into the following contract agreements for capital works.

(a) The school has a number of fully funded and approved Ministry of Education property projects. Total funds received this year are \$600,050 and \$528,482 has been spent this year. These projects are approved by the Ministry of Education.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$96,487)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)

21. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	1,138,991	930,714	870,805
Receivables	636,265	605,690	605,690
Total Financial assets measured at amortised cost	<u>1,775,256</u>	<u>1,536,404</u>	<u>1,476,495</u>

Financial liabilities measured at amortised cost

Payables	860,842	667,631	667,631
Finance Leases	135,145	69,907	69,907
Total Financial liabilities measured at amortised Cost	<u>995,987</u>	<u>737,538</u>	<u>737,538</u>

22. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

23. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

24. Marlborough Boys' College Future Site

In November 2015, the Minister of Education announced a plan for the Marlborough Girls' and Marlborough Boys' Colleges to move to a new shared site with separate, co-located schools. On 5 December 2018 the Minister of Education announced that Marlborough Girls' and Marlborough Boys' Colleges will be co-located on the sites currently occupied by Marlborough Girls' College and Bohally Intermediate. In the interim the Ministry of Education will continue to support the School to maintain their facilities with ongoing work such as repairs and maintenance, regardless of indicative timing for relocation.

The Board has an obligation to maintain the buildings in good order until the new College is built. The Board considers that it has adequate funds set aside to meet its property obligations. Currently, no Provision for Cyclical Maintenance is recognised. At some time in the future, when there is more certainty about the details and timing of the Schools' relocation, the Provision for Cyclical Maintenance may need to be reassessed and an adjustment made to the amount provided.

The Board owns leasehold building improvements, within its Property, Plant and Equipment as shown at Note 9. The Board believes that the financial statements adequately reflects their value as at 31 December 2022. At some time in the future, when there is more certainty about the details and timing of the Schools' relocation, the value of Property Plant and Equipment, including Building Improvements owned by the school may need to be reassessed and an adjustment made to the value.

25. Potentially Controlled Entity

In accordance with PBE IPSAS 35 Consolidated Financial Statements it is possible that the related entity of Marlborough Boys College, The Marlborough College Charitable Foundation, could be determined to be a controlled entity for financial reporting purposes which would require consolidation of the entity into the School's financial statements. The entity has not been consolidated into the School's financial statements for the year ended 31 December 2022 because the determination of control is complex and judgement and an assessment and determination of control has not been made at the date of authorising these financial statements.

26. Annual Reporting Deadline

The Board of Trustees did not comply with section 135 of the Education and Training Act 2020 in that the Board did not report by 31 May 2023, the date fixed by the Minister of Education, by which schools were required to have sent their financial statements to the Ministry of Education.

MBC Faculty Annual Report 2022

Please submit by Wednesday 4 March, 2023



The Annual Report must contain the following sections:

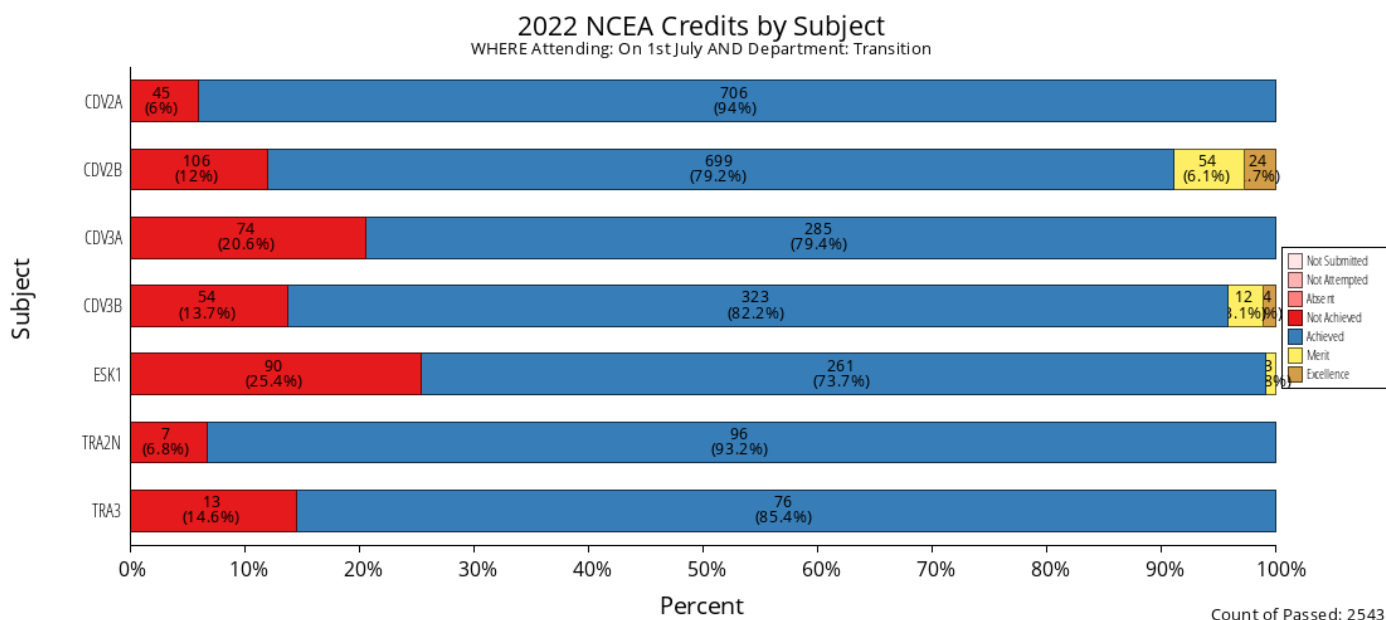
1. Data analysis overview (*template below*)

Review the student achievement data across junior and senior courses in your faculty.

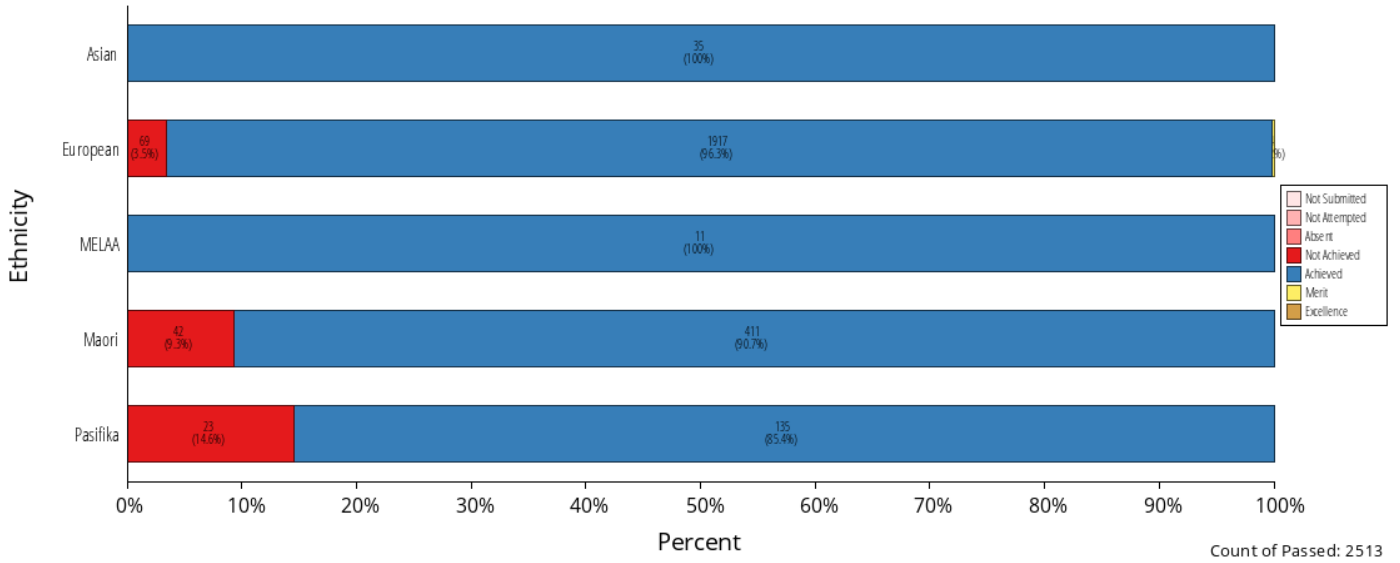
- From your working document and graphs identify **trends and patterns only** across courses in your faculty. (Only identify specific standards/assessments if required to illustrate a point)
- Please comment on
 - Progress in the junior school
 - How Level 1/2/3 tracking in your faculty - make a **general comment** on whether courses have achieved an average of 14 credits or more per student and, where relevant, the following:
 - Literacy
 - Numeracy
 - STEM equity
 - Māori and Pasifika stats
 - GATE
 - The context / reasons why we are seeing these trends and what your faculty plans to do or change.

Please illustrate some of the trends you want to identify using graphs from assay to show the last 3 years

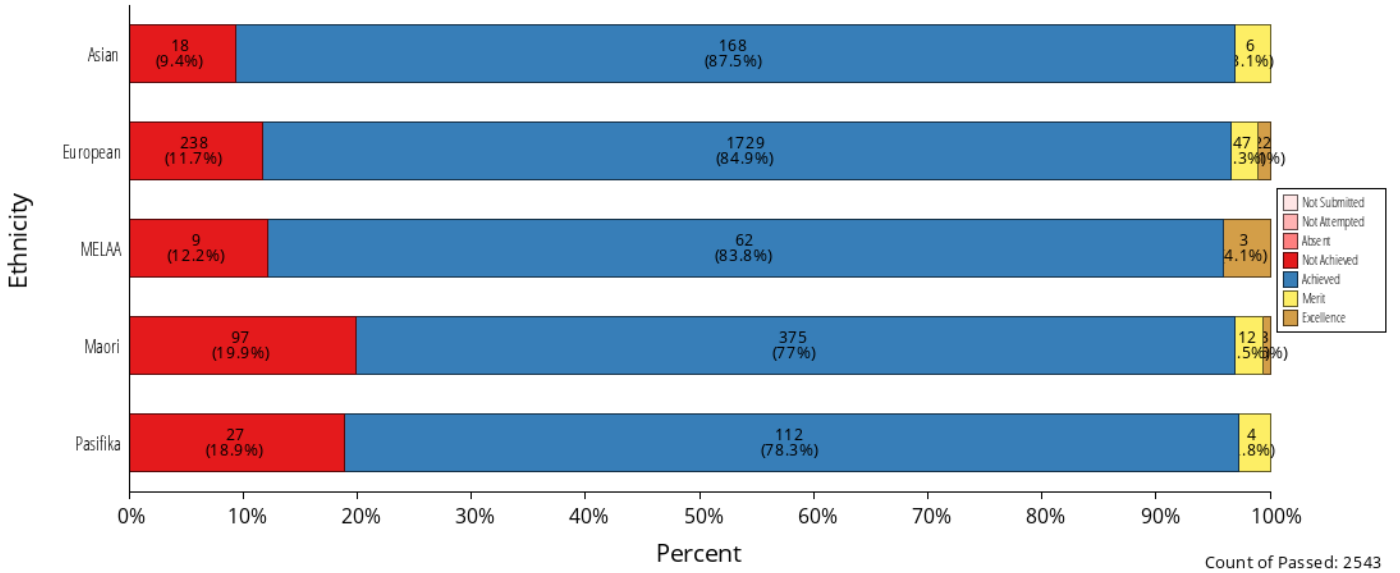
Graph 1



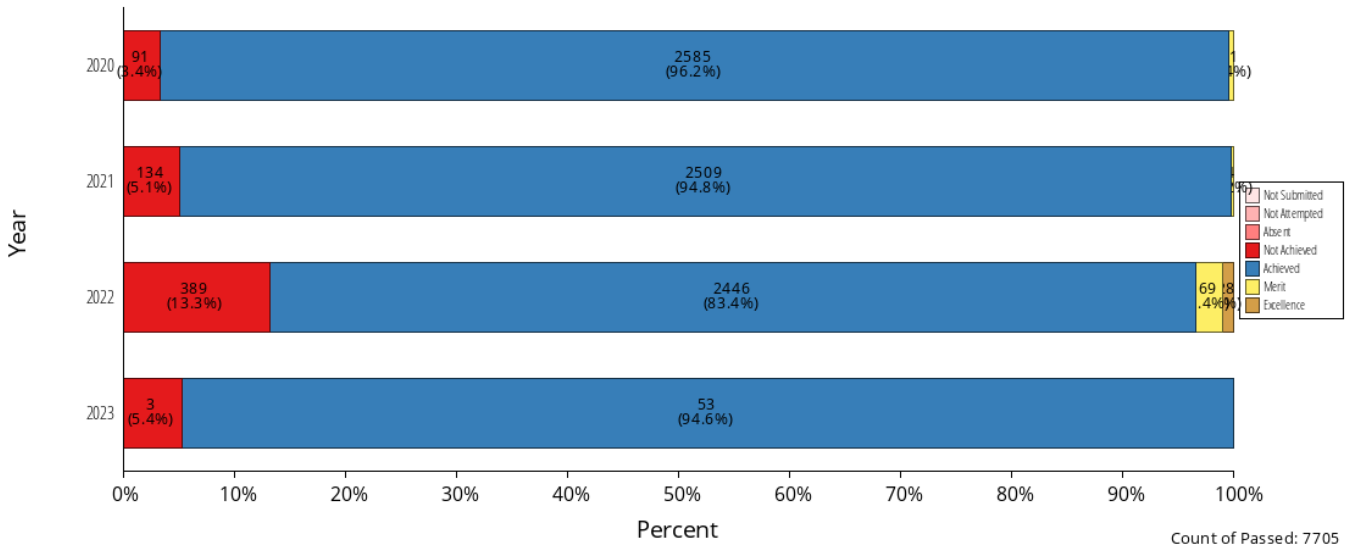
2021 NCEA Credits by Ethnicity
WHERE Attending: On 1st July AND Department: Transition



2022 NCEA Credits by Ethnicity
WHERE Attending: On 1st July AND Department: Transition



NCEA Credits by Year
WHERE Attending: On 1st July AND Department: Transition



1. Data Summary for 2022

Learning Area Name DATA SUMMARY 2022

JUNIOR – TRENDS

** PLEASE NOTE THERE WAS NO ASSESSMENT DATA AVAILABLE FOR OUR YEAR 9 CDV 001 CLASSES IN 2022 AND SO THESE COMMENTS ARE MORE BASED ON MORE HOLISTIC JUDGMENTS RATHER THAN ANY HARD DATA.

- IN 2022 OUR FOCUS WAS ON BROADENING THE HORIZONS OF STUDENTS IN YEAR 9 AS THEY ENTERED SECONDARY SCHOOL. ESSENTIALLY THERE IS NO YEARS 10 CAREERS COMPONENT AND SO THE 20-HOUR COURSE AT YEAR 9 IS THE ONLY EXPLICIT CAREERS-BASED CURRICULUM WORK FOR SOME STUDENTS UNTIL/IF THEY CHOOSE A SENIOR CAREERS SUBJECT LIKE EMPLOYMENT SKILLS 100 OR CAREERS DEVELOPMENT 200 / 300 IN YEARS 11-13.
- THE IDEA ABOUT BROADENING THEIR HORIZONS WAS ABOUT CHALLENGING THE STUDENTS' BELIEFS AROUND WHAT THE 'REAL WORLD OF WORK' IS LIKE AND THAT THERE ARE MANY PATHWAYS SOMEONE COULD TAKE IF THEY HAVE THE RIGHT ATTITUDE AND SUPPORT. STUDENT'S BELIEFS AROUND INCOMES, LIVING EXPENSES AND GENERAL WORKING CONDITIONS, WERE OFTEN QUIETER DISTORTED AND SO WE SPENT A CONSIDERABLE AMOUNT OF TIME WATCHING THE 'A DAY IN THE LIFE' WORK VIDEOS TO ALLOW STUDENTS TO GAIN A BETTER GRASP OF WHAT CERTAIN JOBS INVOLVED FOR SOMEONE WHO WAS NEW TO THE ROLE.
- ON THE BACK OF THIS, JUNIOR (YEAR 9) STUDENTS CONTINUED TO SHOW THEY ARE ENTHUSIASTIC AND INQUISITIVE IN CAREERS DEVELOPMENT CLASS, AND GENERALLY MOST STUDENTS FROM ALL 8 YEAR 9 CLASSES ENGAGED WELL WITH THE PROGRAM OF WORK THAT WAS SET. THE COURSE WAS BROKEN INTO TWO MAIN PARTS WITH THE FIRST SECTION BEING ON SELF-EXPLORATION AND MAKING SOME CONNECTIONS BETWEEN SOMEONE'S; SKILLS, INTERESTS, VALUES, KNOWLEDGE, WITH VARIOUS JOBS. THIS WAS DONE THROUGH THE COMPLETION OF THE NATIONALLY RECOGNISED CAREER KETE RESOURCE.
- IN THE SECOND PART OF THE PROGRAM, STUDENTS EMBARKED ON A JOURNEY THROUGH THE REAL GAME UNIT, A SLIGHTLY DATED, BUT STILL NATIONALLY RECOGNISED PROGRAM WHICH ALLOWED THEM TO ROLEPLAY LIVING AS A YOUNG WORKING ADULT. LEARNING OBJECTIVES WERE AROUND STUDENTS MAKING CONNECTIONS BETWEEN SOMEONE'S EDUCATION AND THEIR JOB, WHILE ALSO CONSIDERING THE IMPACT SOMEONE'S JOB HAS ON THEIR LIFESTYLE CHOICES.

JUNIOR – REFLECTION

You could comment on:

- *What is working and what needs to improve?*
 - *How is your faculty continuing to build capability to provide differentiated approaches to teaching, learning and assessment?*
 - *What are the biggest challenges your faculty faces?*
-
- **WHAT IS WORKING WELL;** STAFFING –HAVING A CAREERS SPECIALIST AS THE TEACHERS IN 2022 HAS ENSURED SOME GOOD COLLABORATION AND A MOVE TO MAKE THE COURSE MORE REAL LIFE AND ENGAGING FOR THE AKONGA. CAREERS SPECIALISTS ARE PASSIONATE ABOUT WHAT THEY DO AND ARE INVESTED IN ATTENDING PROFESSIONAL DEVELOPMENT IN THIS AREA TO ENSURE THE STUDENTS ARE RECEIVING THE MOST UP TO DATE AND RELEVANT LEARNING EXPERIENCES. PREVIOUSLY THIS COURSE HAS BEEN LED BY NON- CAREERS TEACHERS NEEDING MORE HOURS ETC, AND THIS HAS DEFINITELY LIMITED THE SCOPE OF THE COURSE AND IT'S DELIVERY.
 - **WHAT IS WORKING WELL;** STUDENT PARTICIPATION – AS MENTIONED ALREADY, ALL CLASSES ENGAGED WELL WITH THE LEARNING MATERIAL. THIS WAS DEMONSTRATED THROUGH STUDENTS ASKING LOTS OF QUESTIONS AND ACTIVELY PARTICIPATING IN CLASS DISCUSSIONS AND OTHER LEARNING ACTIVITIES. EVIDENCE OF THIS WAS THROUGH THE COMPLETION OF WORK BY THE STUDENTS – WITH OVER 80% OF STUDENTS IN EACH CLASS COMPLETING THE WORK TO A SATISFACTORY STANDARD.

- **WHAT IS WORKING WELL;** SHIFTING THE COURSE WORK ONLINE – WHILE THERE ARE ELEMENTS OF THE PROGRAM THAT ARE DONE IN HARD COPY FORMAT, MOST OF THE COURSE WAS MOVED ONLINE AND THIS HAS HELPED OUR AKONGA AS THEY HAVE BEEN ABLE TO ENGAGE WITH MORE REAL TIME INFORMATION AMONG OTHER THINGS. WE DID THIS THROUGH ONE NOTE WITH BEJ SPENDING SIGNIFICANT TIME AT THE START OF EACH COURSE ENSURING STUDENTS WERE FAMILIAR WITH HOW TO ACCESS THE WORK SO THAT IT BECAME SECOND NATURE AS MOST ARE MORE FAMILIAR WITH GOOGLE CLASSROOM.

- **CHALLENGES;** THERE ARE STILL SOME CONCERNS THAT YEAR 10 ARE THE ONLY YEAR GROUP IN THE SCHOOL WHO HAVE NOT RECEIVED ANY DIRECT CAREERS EDUCATION. THERE IS CURRENTLY NO CAREERS COMPONENT IN OUR YEAR 10 SOCIAL SCIENCES PROGRAM. AS WE EXPLORE MORE CONNECTED CURRICULUM OPPORTUNITIES – THERE COULD BE SCOPE TO EMBED SOME CAREERS WORK IN AT YEAR 10, AS OTHERWISE MANY STUDENTS WON'T DO ANY MORE EXPLICIT CAREERS LEARNING UNTIL YEAR 12 WHEN THEY HAVE THE OPPORTUNITY THEY TO DO A CAREERS DEVELOPMENT COURSE.

- **CHALLENGES CONT** GETTING ACCESS TO UP-TO-DATE RESOURCES. WHILE THERE IS THE NZ CURRICULUM REFRESH AND ROVE (REFORM OF VOCATIONAL EDUCATION) IS A PART OF THIS, THERE IS STILL LIMITED INFORMATION ON WHAT CHANGES THERE WILL BE FOR CAREERS AND TRANSITION CLASSES AT SECONDARY LEVEL. IT DOES APPEAR THAT ALL 'UNIT STANDARDS WILL BE EVENTUALLY REPLACED BY 'SKILLS STANDARDS' AT NCEA LEVEL AND SO NATURALLY THIS COULD AFFECT WHAT WE DO WITH THE YEAR 9 CAREERS COURSE. FURTHER TO THIS IS THE SIGNIFICANT WORK GOING ON TO REPLACE THE CAREERS NZ WEBSITE AND LAUNCH THE NEW TAHATŪ PLATFORM WHICH THE TEC DESCRIBE AS;

- *"Tahatū is a core initiative in TEC's national careers system strategy. It will help people in Aotearoa New Zealand confidently make career plans that work for them. Tahatū is designed for all New Zealanders, aged 7 to 70+, with the following key audiences in mind:*

primary audience: 13–19-year-olds

secondary audience: adults not in employment, education, or training (NEETs); career advisors; parents and whānau; and organisations helping people into work.

priority audience: Māori, Pacific people, women, and disabled people. There is a focus on these audiences as they have tended to have higher rates of unemployment, underutilisation, and lower wages than the general population"

SENIOR – TRENDS

SEE INDIVIDUAL GATEWAY REPORT [Gateway Report 2022.docx](#)

- **GRAPH 3:** STATISTICALLY CAREERS DEVELOPMENT (CDV) 200/300 CONTINUED TO GROW AS A SUBJECT IN 2022 WITH NUMBERS GETTING TOO A PEAK OF 145. THIS IS AN INCREASE OF 9 STUDENTS FROM 2021 AND LED TO AN EXTRA CLASS BEING OFFERED AFTER MOST OF THE CLASSES WERE ABOVE 30, IN 2021. THIS INCREASES INCLUDED SEEING MORE STUDENTS FROM ACHIEVEMENT STANDARD BASED COURSES, WHO WERE OPTING TO TAKE CAREERS DEVELOPMENT COURSES, RATHER THAN JUST SEEING STUDENTS FROM OTHER VOCATIONAL PATHWAY COURSES SUCH AS CONSTRUCTION, OUTDOOR EDUCATION ETC.

WHILST NUMBERS ARE DEFINITELY INCREASING – THE CREDITS ACHIEVED IN 2022 (2446) WAS MARGINALLY LOWER THAN THE TOTAL NUMBER ACHIEVED IN 2021 (2509) OR ALTERNATIVELY **PASS RATES WERE DOWN FROM 94.9% TO 86.7%**. THIS SMALL DECLINE COULD BE ATTRIBUTED TO A COUPLE OF FACTORS. FIRSTLY, THERE WERE SOME NEW UNIT STANDARDS (28100 & 28099) PURCHASED IN 2022 AND STAFF WERE DELIVERING THESE FOR THE FIRST TIME WITH MORE LIMITED SUPPORTING RESOURCES. SECONDLY, WE HAVE MOVED TO A MORE TEACHER LED MODEL, THIS HAS REDUCED THE ABILITY OF THE STUDENTS TO BE WORKING INDEPENDENTLY FOR SUCH LONG PERIODS AND TRYING TO HARVEST CREDITS BY QUICKLY COMPLETING THE LEARNER GUIDES SO THEY CAN GET ON TO THE ASSESSMENT AND 'GAIN CREDITS'. TEACHERS ARE ENCOURAGED TO GO THROUGH

UNITS MORE SLOWLY – THROUGH THE USE OF MORE REAL-LIFE CASE STUDIES. THIS ALSO REINFORCES THE IDEA OF ‘QUALITY OVER QUANTITY’.

ANOTHER THING TO CONSIDER IS MORE ACCURATE RECORDING AND A SHIFT TO TIGHTEN UP ON DEADLINES FOR STUDENTS. PRIOR TO 2022 IN CAREERS DEVELOPMENT, SOME STUDENTS MAY HAVE STARTED ASSESSMENTS BUT NOT FINISHED THESE AND WERE UNENTERED FROM THE UNIT STANDARD. IN 2022 I INSTRUCTED THE CAREERS STAFF TO SET MORE DEADLINES FOR THE STUDENTS AND TO ENTER A ‘NOT ACHIEVED’ GRADE FOR ANY STUDENT WHO HAD NOT FINISHED WITHIN THAT DEADLINE, RATHER THAN UN-ENTERING AS WE HAVE DONE IN THE PAST. WHILST THIS HAS UNDOUBTEDLY INFLATED OUR ‘NOT ACHIEVED’ GRADE NUMBERS -IT HAS PROVIDED A MORE HONEST REFLECTION OF THE STUDENT ACHIEVEMENT IN OUR FACULTY.

LASTLY, THE GRAPH ALSO INDICATES A SIGNIFICANT INCREASE IN MERIT AND EXCELLENT GRADES. TO CLARIFY THIS, THE TWO BUDGETING BASED UNIT STANDARDS WE PURCHASED (28100 & 28099) BOTH ALLOWED FOR STUDENTS TO GAIN THE ENDORSED GRADES. TRADITIONALLY UNIT STANDARDS DO NOT ALLOW FOR THIS, BUT THESE TWO STANDARDS DID AND A NUMBER OF STUDENTS WERE ABLE TO PRODUCE WORK THAT WAS AT THESE HIGHER LEVELS, IN THEIR ASSESSMENTS.

- **GRAPH 2A & B:** THESE INDICATES THAT THERE ARE STILL SOME CONCERNS AROUND OUR ACHIEVEMENT FOR BOTH MĀORI AND PASIFIKA STUDENTS. WHILE THE PERCENTAGE OF ‘NOT ACHIEVED GRADES’ (19.9% FOR MĀORI) AND (18.9% FOR PASIFIKA) IN 2022 MAY LOOK WORSE THAN 2021, BUT THIS IS SOMETHING THAT WE ARE WORKING TO IMPROVE. **PASS RATES FOR MĀORI WERE EFFECTIVELY 80.1 % AND 81.9% FOR PASIFIKA.** TO IMPROVE THESE PASS RATES FUTURE CONSIDERATION WAS GIVEN ON HOW MULTI-LEVEL CLASSES WERE BEING DELIVERED, AS THE NATURE OF THE 2022 COURSES OFTEN SAW STUDENTS HAVING TO WORK INDEPENDENTLY FOR INCREASED PERIODS OF TIME, WHICH WAS NOT ALWAYS BEEN CONDUCIVE TO HIGHER ACHIEVEMENT. IN 2023 THE YEAR 13 STUDENTS ARE ONLY ALLOWED ENTRY INTO A MULTI-LEVEL CLASS IF THEY HAVE A PROVEN HISTORY OF BEING ABLE TO COMPLETE WORK ACADEMICALLY. THE STUDENTS THAT DO NOT MEET THIS CRITERIA, WILL BE PLACED IN A SPECIFIC LEVEL 3 CLASS TO ENSURE THEY ARE IN A TEACHER LED SITUATION, RATHER THAN BEING EXPECTED TO WORK INDEPENDENTLY ALL YEAR.

OTHER THINGS TO CONSIDER WILL BE HOW WE ARE TRACKING AND TRACING ACHIEVEMENT OF THESE PRIORITY LEARNERS? THERE HAS ALSO BEEN A PUSH TO GET MORE MĀORI AND PASIFIKA ON GATEWAY AND OTHER TRADES PROGRAMS SUCH AS MANAAKI TĀPOI. THESE MORE SPECIALISED LEARNING OPPORTUNITIES SHOULD PROVIDE GREATER ENGAGEMENT AND MORE MEANINGFUL LEARNING OPPORTUNITIES FOR THESE GROUPS. WE DID ALSO RUN AN INTENSIVE DRIVING PROGRAM FOR AROUND 7-8 STUDENTS, WHO WERE MOST PASIFIKA OR MAORI TO HELP GIVE THEM THE CONFIDENCE TO GO AND COMPLETE THEIR LEARNERS DRIVERS LICENCE.

- FURTHER TO THIS INCREASE IN CAREERS DEVELOPMENT CLASS NUMBERS – BUT NOT MENTIONED IN THE GRAPHS WE ALL HAVE ALSO SEEN A RISE IN ENROLMENTS FOR THE TOP OF THE SOUTH TRADES ACADEMY COURSES (AUTOMOTIVE, WINE CELLAR AND MANAAKI TĀPOI). UNDOUBTEDLY STUDENTS ARE SEING REAL VALUE WITH THESE OPPORTUNITIES, AND ALONG WITH OUR ESTABLISHED GATEWAY PROGRAM – THESE OPPORTUNITIES IN GENERAL SEEM TO BE A MAJOR REASON FOR THE INCREASE IN INTEREST IN VOCATIONAL PATHWAYS.
- **GRAPH 1:** THIS INDICATES THAT ACHIEVEMENT IS RELATIVELY SIMILAR ACROSS EACH OF THE FOUR SENIOR CAREERS CLASSES. WHILE IT APPEARS THAT THE CDV200 CLASS ARE MOST SUCCESSFUL, THIS CAN BE MISLEADING AS THERE IS SIGNIFICANTLY MORE STUDENTS DOING IN THESE CLASSES DOING NCEA LEVEL 2, COMPARED TO ESK100 AND CDV300. AS MENTIONED, THERE ARE FAR LESS STUDENTS DOING ESK 100, AND THIS HAS ALSO BEEN A CLASS THAT HAS TRADITIONALLY BEEN USED TO SUPPORT SOME LESS ACADEMIC BOYS WHO WERE PERHAPS STRUGGLING IN ACHIEVEMENT STANDARD BASED COURSES SUCH AS SCIENCE 100. THAT HAS THEREFORE LIMITED THE NUMBER OF CREDITS OFTEN BEING ACHIEVED IN THIS COURSE.

THE OTHER THING TO NOTE IS THAT CDV2 AND CDV3 WERE RUN AS MULTI-LEVEL CLASSES AND DUE TO THE LARGE NUMBER OF STUDENTS IN THESE (ALL 25+) IT BECAME VERY DIFFICULT TO DO ANY SUSTAINED TEACHER LED ACTIVITIES WITH THE YEAR 13’S IN THE ROOM. THIS IS BECAUSE WHEN YOU’VE GOT A CLASS OF 28 CDV2

STUDENTS AND ONLY 5 CDV3, YOU NATURALLY SPEND THE MAJORITY OF THE TIME TEACHING TO THE WORK THE CDV2 CLASS WERE DOING. SO RATHER THAN A GENUINE MULTI-LEVEL CLASS WHERE THE TEACHER HAS A MANAGEABLE NUMBER OF AROUND 12-15 STUDENTS WITH A RELATIVELY EVEN SPLIT – CDV CLASSES EFFECTIVELY HAD A 5-10 STUDENTS DOING AN ‘OUT OF LINE ARRANGEMENT’. THIS IS VERY DIFFERENT TO HAVING A MULTI-LEVEL CLASS IN THAT THE STUDENTS NEED TO BE ABLE TO WORK WELL INDEPENDENTLY, AND BE CAPABLE OF COMPLETING SELF-DIRECTED LEARNING. UNFORTUNATELY, OUR CDV3 STUDENTS WERE NOT SCREENED FOR THIS AT THE END OF 2021 WHICH LED TO A NUMBER OF STUDENTS IN THESE LARGE, COMBINED CDV CLASSES WHO WERE NOT CAPABLE OF LEARNING IN THIS WAY. GOING FORWARD AS MENTIONED IN GRAPH 2 SUMMARY - THIS IS SOMETHING THAT WE WILL BE IMPROVING THROUGH A BETTER SCREENING PROCESS OF THE STUDENTS ABILITY TO SELF-DIRECT THEIR LEARNING, AND ALSO SET UP A STAND ALONE CDV 3 CLASS FOR THE STUDENTS THAT CANNOT. THIS WILL HAVE AN IMPACT ON SOME STUDENT TIMETABLES AND REDUCE OUR OVERALL NUMBERS GIVEN SOME YEAR 13 STUDENTS WILL BE RESTRICTED TO PICKING CDV FROM 1 LINE, RATHER THAN THE 5 THEY HAD TO CHOOSE FROM IN THE PAST.

SENIOR - RELECTION

You could comment on:

- *What is working and what needs to improve?*
- *How is your faculty continuing to build capability to provide differentiated approaches to teaching, learning and assessment?*
- *What are the biggest challenges your faculty faces?*

- **WHAT IS WORKING:** WHILE STUDENT NUMBERS CONTINUED TO GROW ACROSS BOTH CAREERS DEVELOPMENT AND EMPLOYMENT SKILLS COURSES – SO TOO IS THE LEVEL OF ENGAGEMENT AND ACHIEVEMENT WITHIN THESE COURSES. THIS CANNOT BE EXPLICITLY MEASURED BY THE NUMBERS OF CREDITS GAINED, AS THIS DOES NOT ACCOUNT FOR HOW WE HAVE BROADENED OUR PROGRAMS TO INCLUDE A MORE DIVERSE RANGE OF TOPICS. AN EXAMPLE OF THIS WAS THROUGH OUR ADDITION OF AN ADVANCED DRIVING PROGRAM. THIS ALLOWED FOR A SIGNIFICANT NUMBER OF OUR STUDENTS TO COMPLETE 13 LEVEL 3 BASED DRIVING CREDITS THAT THEY WOULD NOT OTHERWISE HAVE BEEN ABLE TO ACHIEVE THROUGH OUR ‘ONE SITS FITS ALL’ APPROACH TO DRIVER EDUCATION. THE ADVANCED COURSE WAS DELIVERED BY OUR QUALIFIED TEACHER AND FORMER AA DRIVING INSTRUCTOR – EDDIE VAN DER WESTHUIZEN AND ALLOWED FOR STUDENTS TO COMPLETE A RANGE OF ADVANCED PRACTICAL CREDITS – SUCH AS HOW TO DRIVE A VEHICLE IN A FUEL EFFICIENT MANNER. STUDENTS THAT EITHER DIDN’T HAVE A LICENCE OR WERE NOT CONSIDERED EXPERIENCED ENOUGH LEARNER DRIVERS – WERE ABLE TO COMPLETE A MORE BASIC THEORY BASED PROGRAM WITH THEIR CLASSROOM TEACHER.

- **WHAT IS WORKING CONTD:**

AS A FACULTY WE ARE NOW ESTABLISHING A GROUP OF EXPERIENCED STAFF WHO ARE PASSIONATE ABOUT TEACHING CAREERS, WHEREAS IN THE PAST THERE MAY HAVE BEEN A TEMPTATION TO FILL STAFFING REQUIREMENTS FOR THIS FACULTY WITH WHOEVER WAS LEFT OVER AND/OR NEEDING EXTRA HOURS.

- **HOW ARE WE BUILDING CAPACITY TO DIFFERENTIATE?** AS WE HAVE MOVED TO ONLINE LEARNING PLATFORMS FOR OUR COURSES – THIS HAS ALLOWED FOR MORE COLLABORATION AND SHARING OF RESOURCES BETWEEN STAFF – AND ALSO MORE CONTEXTUALISED LEARNING OPPORTUNITIES AROUND REAL TIME CASE STUDIES. AN EXAMPLE OF THIS IS OUR REVIEW INTO WHAT HAPPENED AT PIKE RIVER MINE AND TYING THIS IN AS PART OF OUR HEALTH AND SAFETY UNITS. FURTHER TO THIS WE ARE CONTINUE TO PURCHASE ADDITIONAL UNIT STANDARDS THROUGH THE LINES OF INSTANT EDUCATION SOLUTIONS AS WE SEE THE NEED, WHILE LOOKING TO CONSOLIDATE THE LEARNING IN OUR COURSE THROUGH THE TEACHING OF SOME KEY THEMES. THESE THEMES INCLUDE BUDGETING AND FINANCIAL PLANNING, PATHWAY EXPLORATION AND DEVELOPMENT, HEALTH AND SAFETY AND JOB APPLICATION PREPARATION.

- THE ADDITION OF NEW UNITS OF WORK SUCH AS THAT OF UNIT STANDARD 28100 AND 28099 BUDGETING AND FINANCIAL PLANNING HAS ALLOWED FOR NOT ONLY MORE DIFFERENTIATION ACROSS CAREERS DEVELOPMENT CLASSES, BUT IT HAS ALSO ALLOWED OUR AKONGA TO GAIN THOSE CREDITS AT MERIT AND EXCELLENCE.

2. Review of Curriculum plans from 2022 (*template below*)
 - Reflect on the outcomes of your self-reviews/ emergent reviews and any goals set in 2022
 - Identify possible solutions and next steps

3. Curriculum Area Action Plan for 2023 (*template below*)
 - What are the priorities, goals and strategies for the following year with particular attention being given to student engagement, priority and target learners, achievement outcomes, student learning needs and possible barriers to learning in the classroom?
 - Align the Curriculum Area Action Plan to the school's Strategic Plan - How can the school-wide initiatives be included in the action plan?
 - What professional learning is needed?

4. Optional - If there are one or two (at most) key points relevant to your faculty that you would like to raise, please bullet them here:
 -
 -

2. Review of 2022 Faculty Action Plan

Faculty Name ACTION PLAN 2022

Review	Goal(s)	Success Criteria	Outcomes
	<p>Junior Re-write Year 9 Careers Development Program and modernise it with a strong online learning component. This includes purchasing an updated version of 'The Real Game' unit and embedding this in the course program.</p> <p>Get junior students more confident with recognising their own strengths, interests and qualities and then making connections with how these could transfer into careers.</p>	<p>BEJ to upload MBC Careers Kete PDF resources to ONE Note and unlock documents to ensure accessibility for all students.</p> <p>Careers staff teaching this program (BEJ and KIA) to explore way to differentiate this work to ensure all akonga are challenged suitably.</p>	<p>BEJ contacted the TEC (Tertiary Education Commission) and arranged for an online copy of 'The Real Game' to be shared with MBC. This was then downloaded into ONE Note for the students to access online as required in the second half of the Year 9 course.</p> <p>Student learning activities were revamped to allow them to get a greater understanding of self. More time was spent profiling themselves at the start of the unit.</p>
	<p>Senior Make the Driver Education Program more effective by splitting the program into 2 separate programs (Basic & Advanced).</p> <p>See all CDV students gain more (8+) credits through the Driver Education Program which will lead to more confidence and knowledge when they are driving and going for their next stage of their licence.</p>	<p>CDV classroom teachers to provide details of driver's licence category to BEJ so they can split appropriately into either 'Basic' or 'Advance'.</p> <p>BEJ to create an MOU with Eddie Van der Westhuizen around how Driving program will be delivered. BEJ to seek support from HEM & KIA with this.</p> <p>BEJ to upload MITO Driving Unit Standards into One Note to ensure students have the option of completing work digitally.</p>	<p>Classroom teachers provided BEJ with the licence info of their students and this allowed for a timetable to set up with Eddie the Driving Educator.</p> <p>BEJ completed an MOU that made Eddie a contractor with the school and paid for some 90 hours of driver education.</p> <p>Several MITO unit standards were uploaded to ONE Note to make student work more accessible.</p>

	<p>Produce 'Display Boards' which highlight our 'Graduate Profile'. These could be in noticeboards in the Careers and Transition area, with a graduate being highlighted each week on our new TV in the entrance to the area. We would look to profile ex-students who have started their own business or those who have gained further qualifications following their time at MBC. Profiling these people will help create more of a link with our Old Boys and help foster more aspiration amongst our current rangatahi.</p> <p>BEJ to create large posters of all of our Careers Banners – like the graduate profiles – it is planned that these will be displayed in the classrooms in the Careers and Transition area.</p>	<p>BEJ to work with Peter Baker on interviewing some recent graduates of the MBC Gateway program. One of the first of these will be former MBC and Gateway student Corey Hebbard, who is now the General Manager of Rangitāne o Wairau</p> <p>Interviewing ex-students will include the production of some short videos and the creation of hardcopy 'Graduate Profile Posters' The plan is to line the Careers corridor with these along with having an area that acknowledges former staff who have completed considerable service in the Careers faculty at MBC.</p> <p>BEJ to speak to Fiona about getting copies of photos taken of staff wearing the scrolls they were presented with – BEJ to then get these framed and mounted.</p>	<p>Interviews were completed with several former Gateway students and images were taken of them at work, that were then proudly displayed on our Careers TV as 'Digital Graduate Posters'. BEJ was working with Riley Neal to complete the editing of the video interview with Corey Hebbard so this could be played on the Careers TV as well. To cost cut this digital option was favoured over hardcopy posters – although as money is available we would still like to line the corridors with a Gateway 'Hall of Fame' type look.</p> <p>BEJ still needs to speak with Fiona to gain access to the photos of staff in their leaving scrolls to be displayed in the Careers area.</p>
	<p>Help set up career related contextual learning opportunities and build these into our programmes using some of our local business partners. Example- CDV or ESK classes to be able to visit a live work site as part of a Health and Safety standard. These contextualised learning opportunities have already been discussed with the likes of Symcox Construction and would provide a wonderful chance for our students to be making more connections with the mahi they are doing in school and how that is relevant in the real world.</p>	<p>BEJ to speak to company bosses at Symcox Construction around when a field trip could be practicable and what this might look like re the delivery of students to and from the work site.</p> <p>BEJ to complete appropriate EOTC paperwork in timely manner.</p>	<p>This goal of creating more contextualised learning opportunities for both Senior and Junior careers classes was not completed in 2022, but changes have been made to ensure this happens in early 2023. This has been done through BEJ meeting with Chris Shaw from the Marlborough Chamber of Commerce to put together a series of worksite visits for senior careers classes, while trying to initiate the MOE's new program of 'Inspiring the Future', for our junior Year 9 classes.</p>

Next Steps

As mentioned in the 'outcomes' above, we need to provide more contextualised learning opportunities for both senior and junior careers classes. At a senior level - planning is well underway to have **all 7 careers-based classes (1x CDV3, 4x CDV2/3 & 2x ESK1) to complete multiple worksite visits**. This will expose students to some of the careers opportunities that exist locally, while helping broaden their horizons around what is available to them. As stated, earlier BEJ will be working with Chris Shaw from the Marlborough Chamber of Commerce to help build contacts with local industry that will see our 160+ seniors careers students complete at least 2 worksite visits.

An 'Inspiring the Futures' pack has been ordered from the MOE and so the next step is to use the contents of this to facilitate a multi-employer visit to school. The idea of this concept is to bring industry into schools to help 'contextualise the learning for the students. For example, it might be that junior Science class is looking at chemical reactions and we then organise for a wine maker, a chemist, and a water treatment specialist etc to come into school and speak to students about how they incorporate that knowledge and learning in their everyday work. This is a fantastic initiative, that appears to be having success in other school so we looking forward to seeing that here to.

Develop a 'Sporting and cultural Academy'. Create a 2-day a week learning program that is separate from the 6 lines of the senior timetable that would allow for 10-15 students who are 16 years and over to stay at school and continue their academic studies while pursuing either a mix of Top of the South Trades Academy courses and/or a Gateway placement(s). This could be for Year 13 or 14 students. **Why is this needed?** It has become apparent that several students would like to stay at school to pursue cultural and/or sporting ambitions along with some academic study, yet they are also wanting to establish a pathway into either the workforce or further training. At present all these students are required to take 5-6 subjects across 6 lines of the timetable, and essentially with extra-curricular commitments, many are away for at least 2 days of the week missing half of their subject learning time. This effectively restricts their ability to achieve, and in my view is a catalyst for them giving up academically and starting to attend less. This academy concept would fit our school learning strategic goal of "Improve student 'learning opportunities' in our Careers and Transition faculty by providing more differentiated study options".

Further streamline the STAR funding allocation process. Whilst improvements were made in 2022, there were still issues with the allocation of Star funds and the payment of invoices tagged as STAR expenses. This wasn't helped by the lack of a 'MBC Finance Manager' for an extended period, and frankly created a lot of unnecessary stress and anxiety for all of those involved because of the continued uncertainty. The next steps here are to ensure that there is more accuracy with reporting and that accounts are paid in a timely manner. New staff also need to be educated around the STAR process.

3. Faculty Action Plan for 2023

Improvement Plan for a Learning Faculty			
School Strategic Learning Goal 1. Improve student ‘learning opportunities’ in our Careers and Transition faculty by providing more differentiated study options. 2. Improve outcomes for students to ensure they are all leaving MBC with an established pathway.		School Annual Learning Target <i>Where do we want to be at the end of 2023?</i> Completing our strategic goals and evolving our faculty to ensure we are meeting the needs of a diverse range of learners.	
Baseline data and Target Faculty <i>What measurable outcome does this Faculty want to achieve at the end of 2023?</i> Achieve our Gateway target of putting 60 students into meaningful work experience placements. Get priority learners (Māori and Pasifika) NCEA Pass rates above 90% in our Careers Development subject.			
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
			By the end of term one, leaders will....
			By the end of term one, teachers will...
			By the end of term one, learners will...
Monitoring <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i>			
Resourcing <i>How much money and time is needed? Who will help us?</i>			

Mathematics Faculty Annual Report 2022



Staffing.

Team members.

Name	Responsibilities	Training and experience	Classes
Mr. Rob Thornley	Head of Faculty	Secondary trained, mathematics, calculus and statistics	4
Mrs. Lara Bowater	Assistant HOF (junior)	Primary trained, junior specialist.	4.75
Mr. James Bowater	Data manager, timetable	Secondary trained, mathematics, calculus and statistics	3
Mr. Philip Kotze	WSL Numeracy shared with technology	Secondary trained, mathematics, calculus and statistics	2.5
Mr. Simon Hurley		Secondary trained, mathematics.	5
Mr. Richard Hill	Dean	Secondary trained, mathematics.	3
Mrs. Kalala Raeli	WSL Pasifika shared with Pasifika dance	Primary trained, junior specialist	3.5
Mrs. Caro Vinnicombe	Literacy/Numeracy support	Primary trained, junior specialist with special educational needs training and experience.	4
Mr. Warren Love	Shared with English	Primary trained, junior specialist with high behavioural needs training and experience.	2.25
Mrs. Jenny Thomas	Shared with Social Sciences	Secondary trained, mathematics.	1
Mr. Paul Molyneux	Shared with Physical Education	Secondary trained, physical education and outdoor education.	1

Our team remains strong and stable with a varied but extensive experience mix. There is a high level of collegial support and our behaviour management and faculty referral system is robust. Our biggest challenge is the very small number of the team who are teaching 100% Mathematics. This makes administration, meetings, planning etc. all more challenging. Caro Vinnicombe has resigned to take up a position at Nayland College. Reasons cited for her leaving (in no particular order); to be closer to family, new position is more her area of expertise, increasingly aggressive, threatening behaviour from students and a bigger client base for tutoring. I am currently looking for an SLT position anywhere in the top of the south island as options in Blenheim are limited. Warren is looking at reducing his workload as he gets older and I suspect there may be at least two other staff members looking casually at what's out there.

Secondary trained Mathematics teachers are extremely rare and it is my view that we should be advertising for a full time Mathematics specialist to replace Caro even though she only teaches four classes. If we are fortunate enough to have a good candidate apply the short term inconvenience of being slightly over and moving staff around will be more than made up for over the long term by having a secondary trained mathematics specialist.

Junior.

Overview.

We continue to operate our “stage not age” flexible grouping program in the junior school as parent and student voice continue to support it. This is backed up by what our teachers as experts know and see every day in the classroom. We are due to send out the parent and student surveys for 2023 this term, given initial feedback from parents and students we have no reason to expect different results this year.

We have removed calculators from the junior program until they are required in year ten for Trigonometry as well as dramatically reducing our reliance on devices and online learning platforms. We have made these decisions to help address the poor presentation, penmanship and mathematical communication most of our students arrive with. We have continued to try to engage the primary sector through the Piritahi Kahui Ako to address this without success. It is so bad that this year we have had students blatantly refuse to follow the teachers request to show working to the point where they are defiant and are referred to me, we have never experienced this before.

Another interesting piece of data that supports what we have thought for some time is the lack of maintenance or progress completed over the summer break outside of school. We retested the 2023 year ten cohort at the end of term one this year on Number and very, very few increased on their end of 2022 results, most stayed within one sub level and some even dropped an entire curriculum level over the summer break/term one. What makes this a significant problem is that Mathematics is a cumulative subject i.e. knowledge at each subsequent curriculum level requires mastery of the previous curriculum level. If “homework or independent study” is completed then progress is made and benefits are cumulative over time, conversely if not then the deficit is cumulative and the gaps become bigger year on year making it harder and harder to catch up. This is a school wide problem and is having significant impact on student achievement at all levels in Mathematics. The majority of students are not putting in the time out of class required to succeed in Mathematics and unless this societal attitude changes it doesn't matter how good our teachers are or how long we spend on topics in class our results will continue to drop.

Behaviour management is a significant concern and learning barrier in the junior school, this year being the worst I have experienced in my 16 years of teaching. This year we have had staff abused, threatened and intimidated in class to the point where a staff member would not come to work when I was away on professional development as she did not feel safe. Just last week I was called a “bi..ch” and a “c..t” by two different students when I was asked by the classroom teacher for support to get the students to go to faculty referral (a senior room for them to work in when they are disruptive). Parents are contacting us with concerns about their son's learning and safety in class due to this poor behaviour. We continue to follow the school behaviour management system however this breaks down when the student flat out refuses to comply and becomes aggressive and abusive.

Poor attendance continues to be an issue, it is not as bad in the junior school as it is in the senior school however it continues to be an issue. The overall issue is made up of; truancy, parent assisted absences (minor medical, anxiety, term time holidays), school activities (sport and cultural) and then genuine medical absences on top of all that. It impacts our priority learners in particular as Kapa Haka, cultural activities (wananga, hui, etc.) and Polyfest continue to take priority students out of class to practice rather than practice outside of school hours.

Year nine.

2022 was the first year we implemented the focus on Number theory without calculators and limited device, online platform use in year nine. By the end of the year more of the year nine cohort were at CL 5P (curriculum level five proficient) than the year ten cohort (who had experienced the old program in 2021 as year nine students). This supported our “gut feeling” that front loading CL4/5 in year nine would be beneficial.

We did however find that four terms was too much and the students were bored and ready for something else by the end of term three. So as part of the review we have adjusted the program for 2023 and will teach statistics and probability in term four, this also fits well with the adjustments required in preparation for the roll out of the national Numeracy assessment in 2023.

Progress was made by students across the school including across our priority learner groups. In general we are adding value to all students however due to class sizes, poor behaviour and lack of learning support we are not able to accelerate progress of those students below CL4 as much as we would like.

In 2022 we reintroduced the end of year exam (one hour) for year nine to give them experience of the expectations and how to behave as well as providing a detailed piece of written work across the curriculum levels.

Year ten.

Our 2022 year ten cohort experienced the most disrupted transition due to Covid with their year seven/eight and nine year's all being impacted by lockdowns and rolling absences as waves of Covid went through school impacting students and teachers.

During 2022 we conducted a review of our year ten program as a continuation of our review into year nine in 2021. This also tied in well with the pending 2024 Numeracy assessment that we are trialling in 2023. As we are a little ahead of the curriculum refresh we haven't written anything in stone yet and will give both year nine and ten a final overview once the curriculum refresh is finished. This will give us a robust junior program in line with the new curriculum, compatible with the new Numeracy assessment that meets the needs of our students.

This year we are bringing back the year ten exam (two hours) in 2023 to continue to “teach” exam skills and gather data in preparation for NCEA level one.

Progress is harder to measure in year ten as cover many sub-topics and reporting one grade for “Mathematics” is difficult. It would be like giving a student who took Physics, Biology and Chemistry one overall mark in Science as a reflection of their learning. So we have reported year ten progress based on the Number strand of the curriculum as it provides the base for all other mathematics. Progress was made by students across the school including across our priority learner groups. In general we are adding value to all students however due to class sizes, poor behaviour and lack of learning support we are not able to accelerate progress of those students below CL5 as much as we would like.

GATE.

As mentioned already the majority of our students arrive with a very superficial knowledge of Mathematics and poor presentation, penmanship and mathematical communication skills, including those testing high and those selected for the GATE class. This is due a combination of factors but mostly stems from the style of testing used, how much time is

spent on practice and repetition of basic skills, non-specialist teachers and the reliance on devices.

The most widely used testing methods are based on multiple choice to provide quick and easy results. The downside is that they tend to overscore, particularly for more capable students. Students are able to eliminate the obvious incorrect answers and then without completing the problem in its entirety they can work out the correct answer. This results in students scoring higher than their actual ability and reduces the need for them to present their work in a tidy, logical and coherent manner.

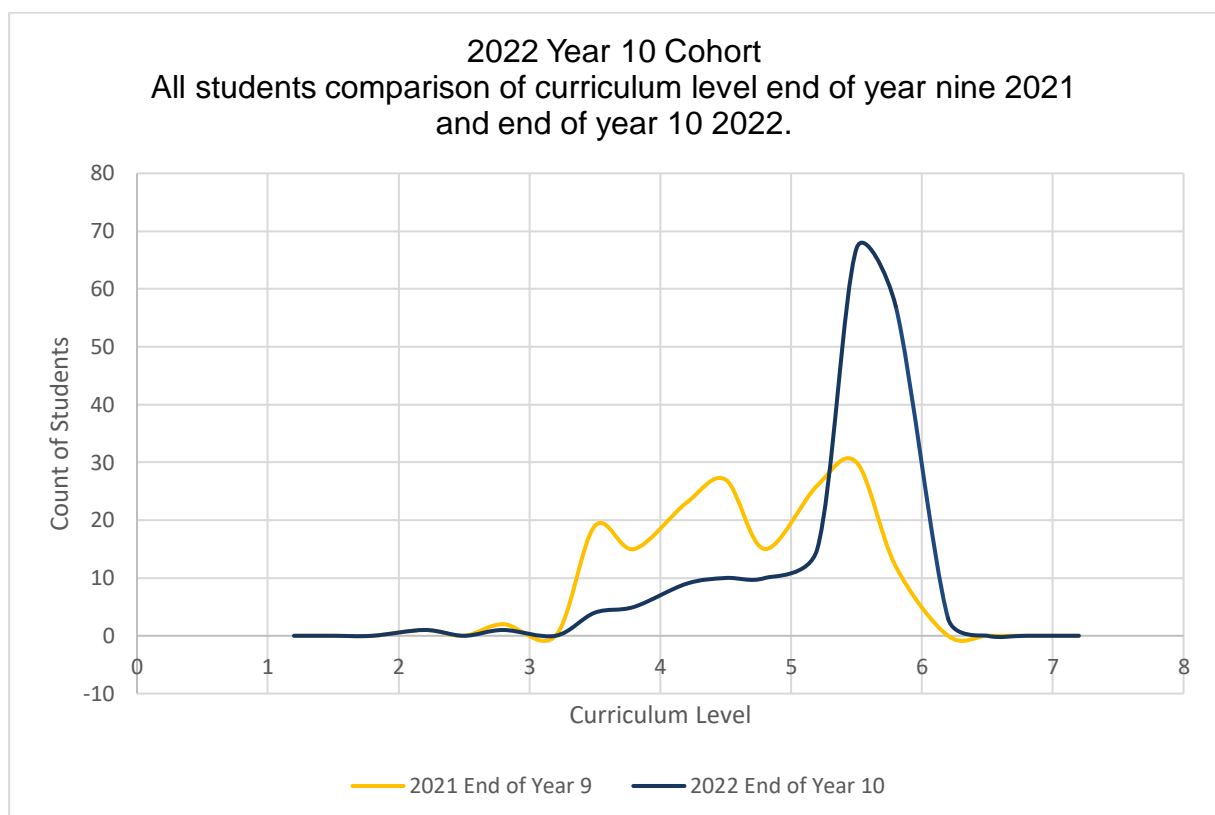
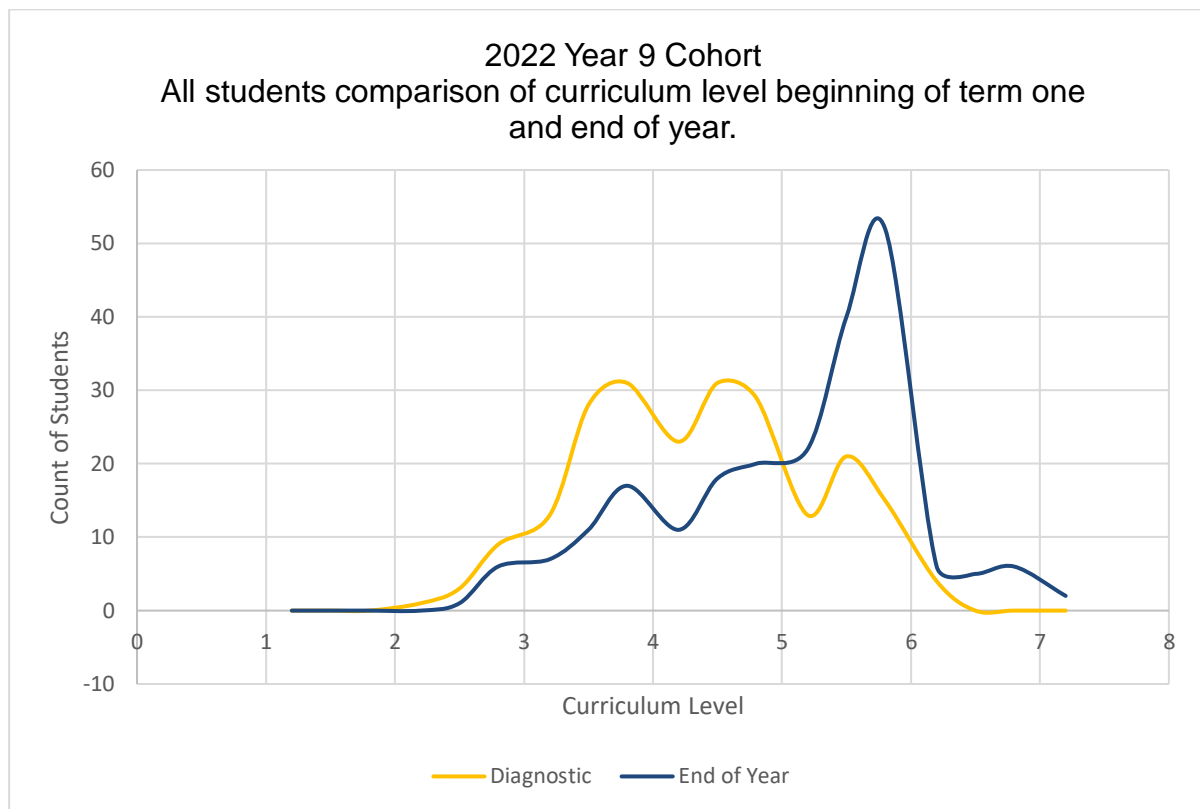
In addition to this the GATE program at MBC is not subject specific so students may be in the GATE class but not gifted in Mathematics or the opposite.

Therefore in year nine the GATE class does not travel together in year nine and they are placed in flexible groups based on their curriculum level. At the moment in year ten they do travel as a group and focus on NCEA level one. This is however problematic for the reasons listed previously as they are not all "gifted" mathematicians.

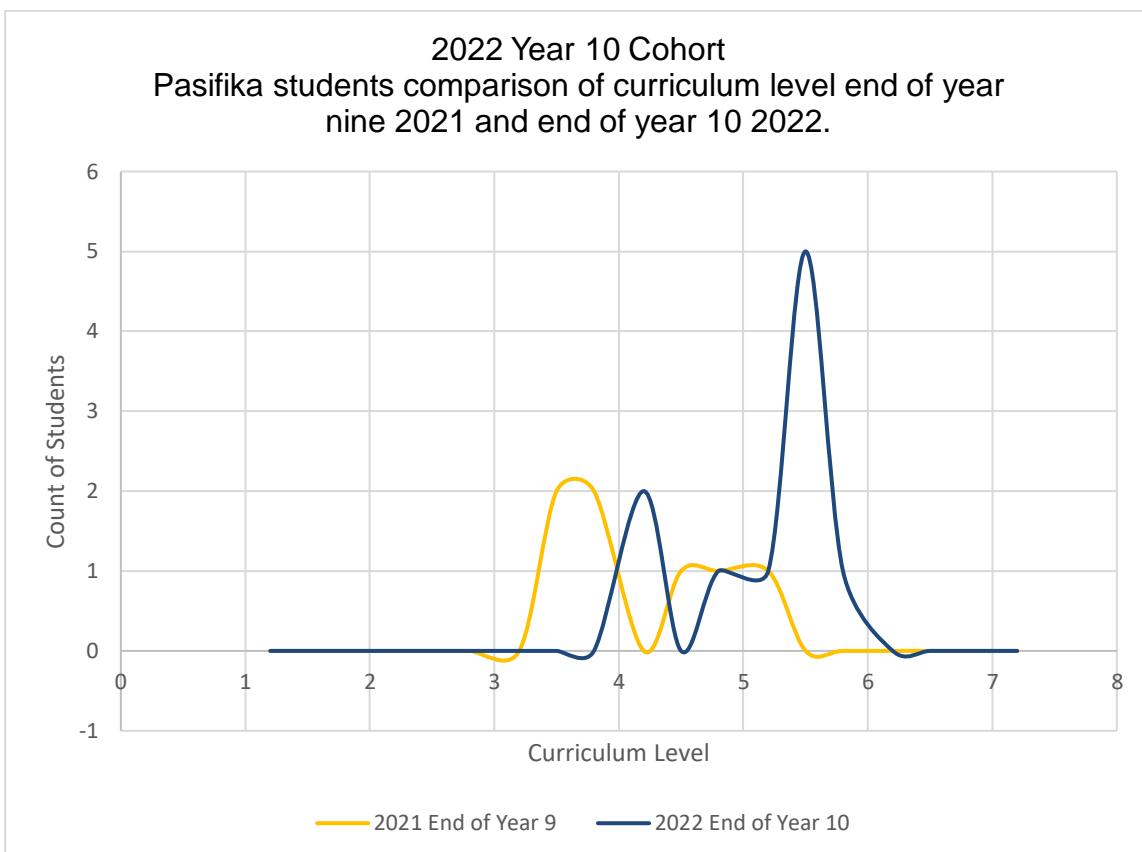
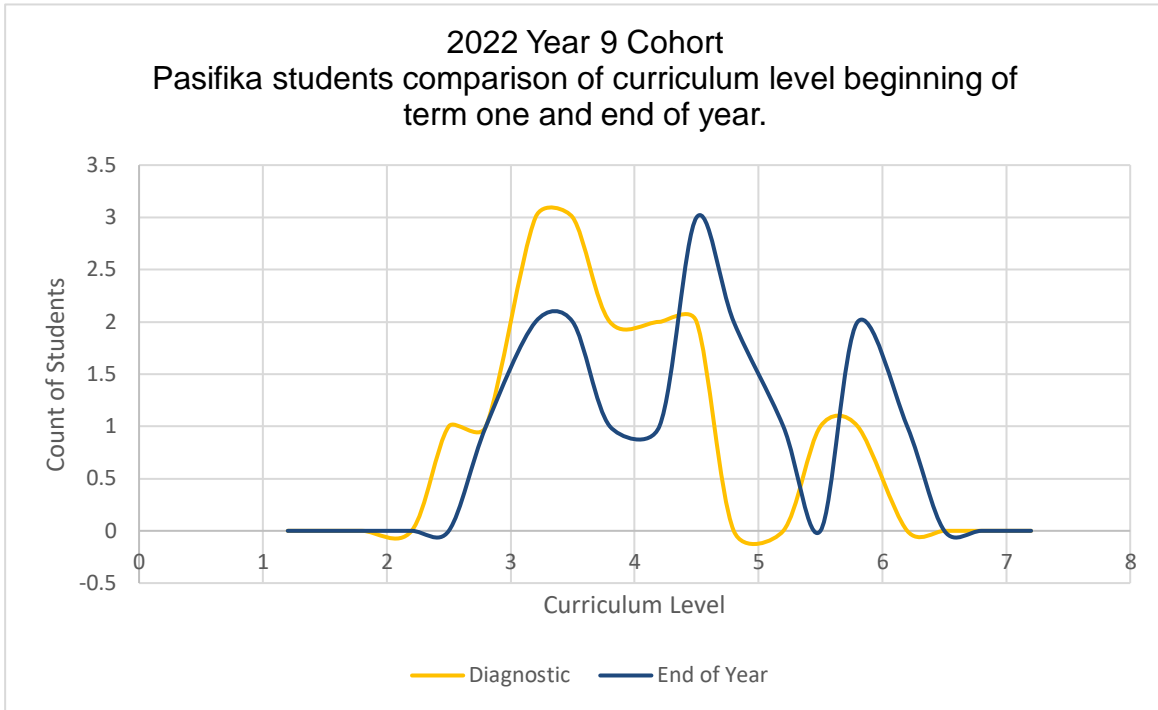
We would prefer to extend and accelerate gifted and talented mathematicians within the faculty rather than the current system.

Data.

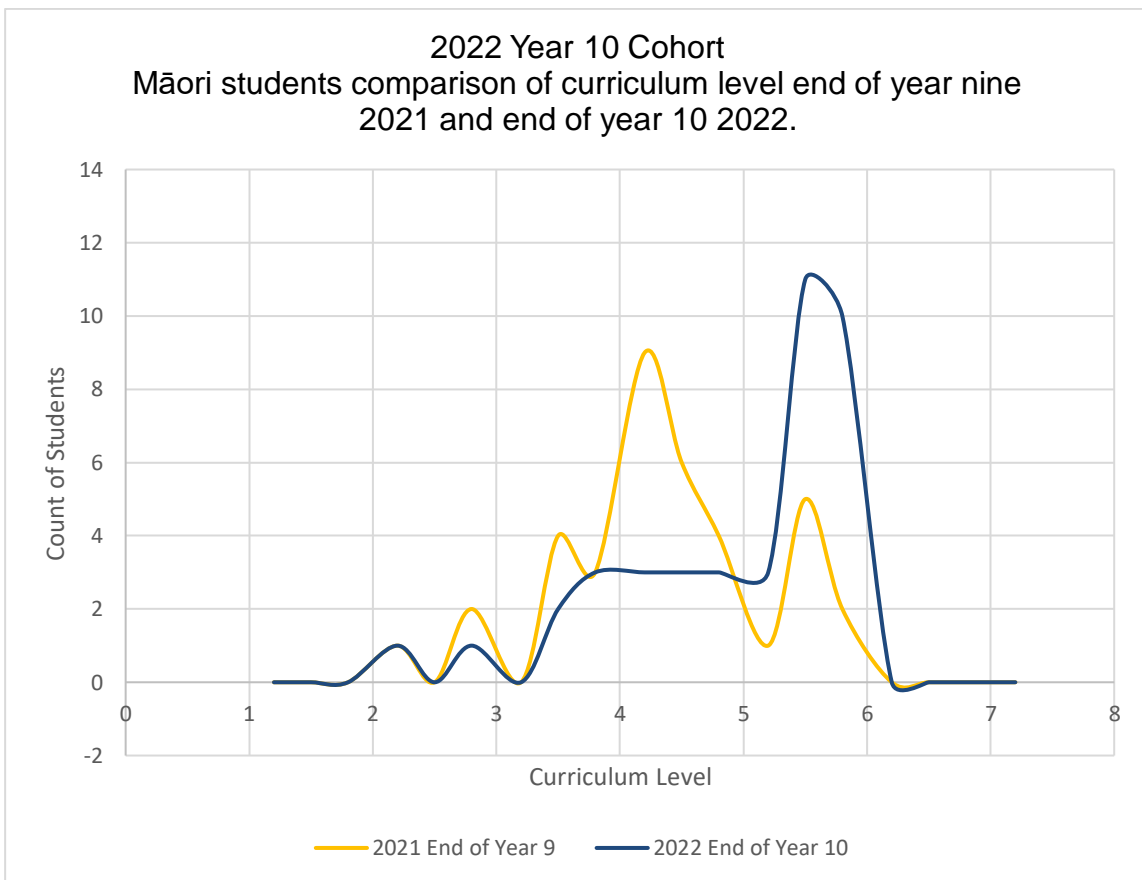
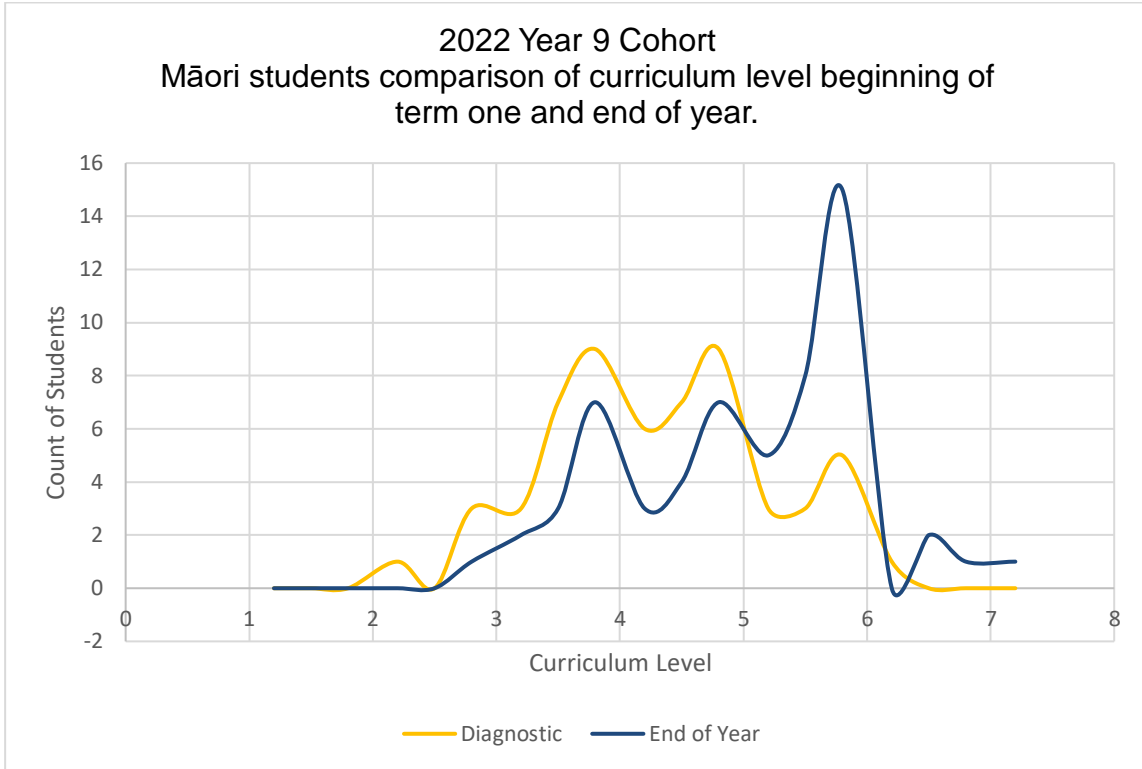
All students.



Pasifika.



Māori.



Senior.

Overview.

The senior school continues to be impacted by Covid, absences (justified and unjustified), students making unwise choices and the students poor work ethic. We also find ourselves in a position of limbo waiting for changes to NCEA to flow through. While we are constantly reflecting and refining our courses we are also mindful that change will be forced upon us over the coming years as new standards and a new curriculum are finalised. Therefore we have taken a minimal approach to change for the time being with anything that can be delayed waiting until the NCEA roll out.

We are ready to go for NCEA level one next year offering one course in Mathematics which will go “back to the future” and teach all of NZCL6 and students can choose their pathway to NCEA level two and three by opting in or out of different standards. We will continue to offer our Integrated Outdoor Education course for those who need more time to achieve their Numeracy, this course does not progress to NCEA level two.

The trial of semester courses has not proved as successful as we had hoped, from what I can gather from talking to the students the problem is a lack of semester options and short courses to provide a large enough “menu” for students to mix and match from.

We continue to battle to get students to accept the amount of time and effort required for success in mathematics. Students are genuinely shocked when we tell them they need to compete two to three hours of independent study every week to achieve in senior mathematics, more for merit or excellence. This has been exaggerated by the opening up of the general mathematics classes at NCEA level two and three with many students liking the idea of taking mathematics but not having the drive or the time to put in the effort required to succeed. It is our hope that with Covid over and the changes we have made in the junior school this work ethic will improve.

Justified absences from school are negatively impacting our results across all three levels with students having up to 45% justified absences in their calendar before the year even starts. By mid-year we have students sitting on 50% to 60% absences and very few on less than 10%. Research indicates that attendance of 85% plus is required for success. There is no one particular group or area of the school that is any worse than others, but rather the cumulative impact.

These absences disproportionately impact our priority learners as Pasifika and Māori cultural events and activities take students out of class frequently. Kapa haka and Polyfest practice remain the only two co-curricular activities that I am aware of that allow students to practice during timetabled classes. This makes it very challenging to address our goals of STEM equity for priority learners.

Scholarships in Mathematics, Calculus and Statistics continue to elude us and will keep doing so as long as our current GATE program and model of vertical extension remains in place. We need to be identifying talent early in year nine and putting a plan in place at that point for these students and extending them horizontal across the curriculum rather than allowing them to skip an entire year at year 11.

The last couple of years have seen trials and changes due to semesters and opening up of new pathways for mathematics. Tracking courses is difficult and often meaningless as they are not the same from one year to the next. Moving forward we are looking at a few years of

unsettled review and implementation of new standards, courses will not look the same from one year to the next and tracking progress will not make sense as we will not be comparing the same courses.

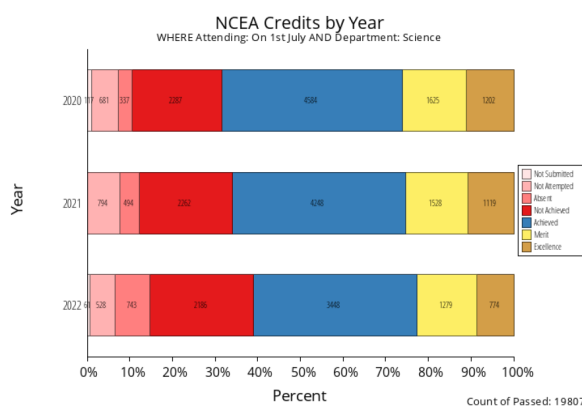
It is also not beneficial or meaningful to compare different cohorts to each other. Once the new standards have been rolled out we will begin tracking cohorts from year to year. This will be much more meaningful and allow us to identify if we are experiencing any slippage from year to year.

MBC Science Faculty Annual Report 2022



Headlines

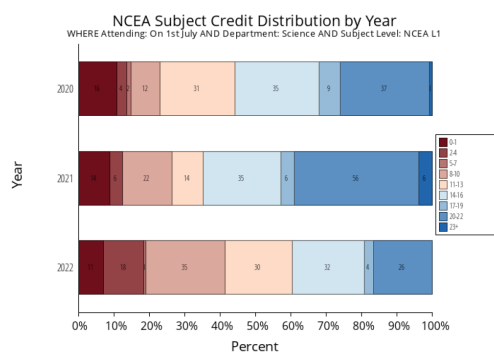
Overall



There was a slight reduction in the percentage of credits passed by students in sciences compared to previous years. The number of students taking sciences (particularly at level 1) had dropped compared to previous years.

Level 1: As with Languages and Maths (core subjects) there was a significant drop in the number of credits achieved by students at level 1. A significant number (30 students) missed achieving in the subject by just 1-3 credits, whilst a further 35 missed by 5-6 credits. This may be due to Covid and the impact of the learning credits. Staff need to track progress better and ensure students are aware of their likely outcomes.

The science standards did contribute to the success with numeracy at level 1.



Level 2: The numbers taking Biology dropped (due to the introduction of Psychology). No students reached the excellence level. However, the percentage of students getting endorsements increased compared to previous years. The number of Māori and Pasifika students taking Biology is very low. There was a slight drop in endorsements in Chemistry compared to the previous year. In part, this can be attributed to new teachers taking the subject and the impact from Covid-19.

In Physics, students continued to choose level 2 physics. However, there are still students choosing Physics who do not have the mathematics skills to achieve.

Agriculture is a non-endorsed subject and provided students internally assessed credits. There are a number of successful students in this subject (including 2 students from MGC). A small number fail to get credits. Electronics, only offered at level 2, was taught by a teacher new to the subject. Nonetheless, the results were on par with previous years. Some students are still being placed in electronics when they do not want to study the subject, which causes behaviour issues.

Level 3: The number of passes in Biology was significantly lower than in previous years (25% v 65%) There was also a drop in pass rate for Chemistry (36% v 76%). A similar picture occurs with Physics – (20% v 41%). Māori and Pasifika students were not eligible for endorsement in Biology and Chemistry, either through not taking the subject or through being entered into unit standards with Chemistry (not an option in 2023). In physics, the two Pasifika students and one Māori student did not get endorsement. In Agriculture, results were similar to previous years – we only get one or two students getting endorsement each year. With SMS most of the class left school for employment before the end of the year, but those that remained picked up 10 or more credits (this is a unit standard course).

Data Summary for Sciences 2022

Junior – Trends

Year 9:

The results in year 9 are similar to those of previous years, but there is a noticeable difference at the lower end of the ability range with a greater number of students operating lower than level 4 at the end of the year. This is confirmed by STWE (Science Thinking With Evidence Testing) that we have re-started as a means of tracking. This cohort will be tested again in term 4 2023 and we aim to see an improvement as we focus on science capabilities.

Year 10:

In year 10, topics introduced two new trial topics: Natural Events and Epidemic – both with the inclusion of Mātauranga Māori activities. This proved a success with students with engagement being high for those topics. Looking at top level figures, students achieved similarly compared to the 2021 cohort with 65% achieving level 5 or higher over the course of the year compared to 70% in 2020. However, with the new courses there is a larger tail with students *not* achieving at level 5 or even level 4. This is borne out with the STWE data as described in Year 9.

Junior – reflection

What is working:

From NZCER data, students perceive that they are given many opportunities to observe and share their observations with others. Students are given opportunities to interpret and critique data and are given many different contexts to communicate their findings. Students know what science is and have chosen to study sciences further at level 1. The current program does prepare students well for NCEA.

On the whole staff are working together as a team.

What needs to improve:

- 1) Evidence from the STLP review from HRO indicates that we need to increase engagement in science, with a clear demand for more practical work (and relevant contexts- this is also part of the new Graduate Profile).
- 2) The schemes of work have veered from the original intention of inspiring students to having too many elements of being NCEA-Lite. The graduate profile and the findings of the STLP review mean that we need to have a full review and rewrite of the junior science curriculum.
- 3) We need to be able to make connections with local industry and our local environment. We need more field trips and visits from outside institutions. This would help students to see relevancy in the learning and make connections.
- 4) STWE and level data shows that we have a longer tail than in previous years. We need to look at ways to enable students to 'catch-up'.

Building Capability to provide differentiated approaches to teaching, learning and assessment

- 1) Every faculty meeting is mainly focused on PLD- with staff sharing strategies.
- 2) We have started a science library- with books to build knowledge and understanding of learning sciences, behaviour, thinking skills, Mātauranga Māori, assessment etc.
- 3) Some staff need behaviour management training- without good behaviour students cannot learn effectively. Others need to make improvements in curriculum knowledge – being able to get students to achieve with endorsements.

The biggest challenges the Science Faculty Faces:

- 1) Commitment from all staff to implementing curriculum change- both at NCEA, revised national curriculum and preparing for the co-location.
- 2) The need to differentiate appropriately, including meeting the needs of Māori and Pasifika students, is greater than ever. Staff need to rapidly adapt teaching methods to inspire and empower students in science classes.
- 3) The faculty has been disrupted nearly a year by a personnel issue. This has impacted trust and working relationships. Regardless, we must re-group and work better together as a team. In 2022 into 2023 I worked with Brooke Trenwith on leadership in science and, together with RTU, we have strategies that should help 'reset' the faculty.
- 4) Staff leaving continues to be an issue as students have different staff taking classes whilst we wait for someone to be employed or take over the class. This is also evidenced through the STLP report. Students taking sciences need consistency and science specialists taking them.

Senior – Trends

Level 1:

There was a slight reduction in the percentage of credits passed by students in sciences compared to previous years. The number of students taking sciences (particularly at level 1) had dropped compared to previous years.

As an action, in 2023, science at level 1 has been made compulsory again. The students now have options to ensure that the chosen subject meets their needs (ESP1 and BCS1).

As with Languages and Maths (core subjects) there was a significant drop in the number of credits achieved by students at level 1. A significant number (30 students) missed achieving in the subject by just 1-3 credits, whilst a further 35 missed by 5-6 credits. This may be due to Covid-19 and the impact of the learning credits which affected the student view of what is available.

As an action, staff need to track progress better (ensuring that they know how many credits students were on target for) and ensure students are aware of their likely outcomes. The science standards did contribute to the success with numeracy at level 1- both through the heat internal and the mechanics external.

Level 2:

The numbers taking Biology dropped (due to the introduction of Psychology), which meant we only ran a single Bio2 class this year. No students reached the excellence level. However, the percentage of students getting endorsements increased compared to previous years. The number of Māori and Pasifika students taking Biology is very low- see discussion in STEM Equity.

There was a slight drop in endorsements in Chemistry compared to the previous year. In part, this can be attributed to new teachers taking the subject and the impact from Covid-19. The number of Māori and Pasifika students taking Chemistry is also very low- see discussion in STEM Equity. The class had a number of teacher changes over the course of the year, which will not have helped.

In Physics, students continued to choose level 2 physics (it is a popular subject but also one where the pass rate is lower than the other sciences. However, there are still students choosing Physics who do not have the mathematics skills to achieve.

Agriculture is a non-endorsed subject and provided students internally assessed credits. There are a number of successful students in this subject (including 2 students from MGC). A small number fail to get credits. Electronics, only offered at level 2, was taught by a teacher new to the subject. Nonetheless, the results were on par with previous years. Some students are still being placed in electronics when they do not want to study the subject, which causes behaviour issues.

Level 3:

The number of passes in Biology was significantly lower than in previous years (25% v 65%) due to the change in level 3 teacher and the impact of Covid-19 on the cohort. We needed to have teachers who had not taught level 3 start teaching the subject as we need to ensure succession can take place when staff eventually leave. There was also a drop in pass rate for Chemistry (36% v 76%) – partly due to a new teacher taking a level 3 class and the impact of Covid-19. A similar picture occurs with Physics – (20% v 41%); once again we have a new teacher taking the class. With level 3 sciences in 2023, staff need to apply their learning from 2022 and aim to increase attainment back to pre-2022 levels. Māori and Pasifika students were not eligible for endorsement in Biology and Chemistry, either through not taking the subject or through being entered into unit standards with Chemistry (not an option in 2023). In physics, the two Pasifika students and one Māori student did not get endorsement.

STEM Equity

Of the 11 eligible Māori students, 2 students studied at least one level 3 science subject. Of those students, 2 passed 1 or more and 1 passed 2 or more. There were 3 other Māori students who left earlier in the year.

Of the 17 eligible Pasifika students, 8 studied at least one level 3 science subject. 2 studied 2 science subjects. No students passed (nor did they pass any other STEM subjects).

The STEM equity measure is clumsy – it shows all enrolled students and does not indicate the % success rate of the students who took sciences. However, it highlights that there is a disparity between Māori and Pasifika (Māori students doing better in sciences than Pasifika) and it also indicates that there are too few Māori students taking sciences and (more Pasifika students take sciences).

It is possible that with Pasifika boys they are overloaded with extra-curricular activities in and outside of school. We need to look at how we meet the needs of both groups in 2023.

Senior - Reflection

What is working:

- 1) We have a range of subjects that are suited to a range of interests and pathways, including Psychology for the first time in 2022. Students continue to choose sciences at level 2 and 3.
- 2) Staff have engaged with curriculum change and worked in 2022 on preparing new courses that incorporate Mātauranga Māori and aspects of the new Graduate Profile.
- 3) Science makes a big contribution to the school's numeracy credits.

What needs to improve:

- 1) The number of students taking level 1 sciences in 2022 dropped significantly. Changes implemented to prepare for 2024 NCEA mean that science is compulsory again at level 1, but there are choices in the type of science. This should help in making the subject more relevant to students.
- 2) The success of Māori and Pasifika students is still not as as it could be. All staff teaching senior classes need to be committed to finding/implementing ways to enable success.
- 3) We have teachers teaching senior classes for the first time- level 2 Psychology, level 2 and 3 Physics and level 3 Biology – results should improve as the staff become more confident.
- 4) New teachers in chemistry need to be supported and welcomed – otherwise we will only have one chemistry teacher.
- 5) We don't have expertise in teaching scholarship sciences.

Building Capability to provide differentiated approaches to teaching, learning and assessment

- 1) Every faculty meeting is mainly focused on PLD- with staff sharing strategies.
- 2) We have started a science library- with books to support building knowledge and understanding of learning sciences, behaviour, thinking skills, Mātauranga Māori, assessment etc.
- 3) Staff are willing to work towards improving results.

The biggest challenges the Science Faculty Faces:

- 1) As with Junior, the need to differentiate appropriately is greater than ever – staff need to rapidly adapt teaching methods to inspire and empower students in science classes. The advent of AI tools to support teaching and learning will need to be introduced.

Changes in science curriculum (and NCEA) have been reset (and delayed)– which is difficult to deal with along with other necessary changes. This is in addition to the additional stressor of co-location, which means that there are (and will be) more work taking place than in other schools in the motu.

- 2) Subject pedagogy and curriculum knowledge of new Level 3 teachers needs to improve.
- 3) We need to meet the needs of Māori and Pasifika students – staff need to upskill in this area (not just senior teachers).

2. Review of 2022 Science Faculty Action Plan

NOTE: AS A FACULTY WE HAVE AN ACTION PLAN FOR EACH SUBJECT. THE GOALS BELOW ARE SELECTED FROM THE WHOLE SET OF GOALS IN 2022

School Strategic Goal	Goals	Success Criteria	Professional Learning & Development Required (in 2022)
<ul style="list-style-type: none"> To raise expectations and achievement for all; with a focus on priority learners including Māori, Pasifika and students with special education needs. 	<p>We need to increase the use of Te Reo Māori in science. Resources created should incorporate Te Reo Māori. Staff will need support and PLD for this. Staff are encouraged to learn simple Te Reo Māori. Within the faculty there is an increasing number of staff learning Te Reo Māori. These staff will be able to support the rest of the faculty.</p> <ul style="list-style-type: none"> We will have Te Reo Māori as a standing PLD item in faculty meetings We support staff learning Te Reo Māori We will use simple, effective phrases in the lab to practice the language and model for students 	<p>This goal will be measured by:</p> <ul style="list-style-type: none"> Classroom observations Numbers of staff attending / passing Te Reo Māori courses Feedback from students (questionnaire) about implementation <p>Review: we have increased the use of Te reo Māori in science, although there is still a way to go.</p> <p>In faculty, DCO passed level 1 and 2 Te Reo Māori, ATN and ATE passed level 3 and 4 Te Reo Māori. Staff did access Education Perfect's Te Reo Course – but in person classes are far more effective.</p>	<p>Support with learning Te Reo Māori – e.g. through Education Perfect course, Te Wananga O Aotearoa in person courses.</p>

<ul style="list-style-type: none"> • To raise expectations and achievement for all; with a focus on priority learners including Maori, Pasifika and students with special education needs. • To plan for a seamless transfer to a new site with inspirational learning programmes complementing state of the art facilities that recognise both our long history and bicultural & multicultural facets of our school. 	<p>Make changes to the 2022+ Junior curriculum for Science (Year 9 and 10).</p> <p>This involves incorporating the learning from the RSNZ Science Teacher Leadership programme as well as the ongoing work with Core Education & Brooke Trenwith and BEANZ. It includes developing a local connected curriculum, science strategies to enhance the science learning capabilities implementing UDL and utilising gamified learning strategies to ensure that students have a more personalised learning programme that ensures we are:</p> <ul style="list-style-type: none"> • Implementing the computational thinking and design and delivery of digital outcomes section of the new digital technology curriculum • Incorporating mātauranga Māori and Pasifika needs • Incorporating literacy and numeracy • Improving engagement in science by students <ul style="list-style-type: none"> • Meeting the requirements of the 'top' of the curriculum – the science learning capabilities 	<p>This goal will be measured through:</p> <ul style="list-style-type: none"> • Creation of new schemes of work • Engagement feedback from students, staff and caregivers / whānau • Tracking progress through Overall Teacher Judgements • Engagement reports from Accredible <p>Review:</p> <p>We have modified some schemes of work, which were effective with the trial classes. Engagement feedback over the year suggests that we need to make the courses more locally relevant, which matches the goals of the Graduate Profile. We are in a good place to incorporate Mātauranga Māori into schemes, following PLD over the course of 2022.</p>	<p>Support for HRO from school and RSNZ</p> <p>PLD on different software solutions</p> <p>PLD / Time on new schemes & implementation</p>
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<ul style="list-style-type: none"> To raise expectations and achievement for all; with a focus on priority learners including Maori, Pasifika and students with special education needs. To plan for a seamless transfer to a new site with inspirational learning programmes complementing state of the art facilities that recognise both our long history and bicultural & multicultural facets of our school. 	<p>Implement full mixed ability science classes in 2022 and ensure that each student has their learning needs met for the externals.</p> <p>This will be a challenge as staff have been used to a Sci102 / Sci 103 system. There will need to be effective tracking of student progress and tracking credits to ensure that students have options within class to meet their long term aims and goals.</p>	<p>This will be measured by:</p> <ul style="list-style-type: none"> Data from regular credit tracking on KAMAR Student results at end of 2022 Student feedback <p>Review:</p> <p>The results suggest that we lost a significant number of students from science in 2022- many of whom would (and should) have passed Science.</p> <p>Tracking took place, but Covid-19 did put a lot of pressure on students. We hope 2023 will show an improvement.</p>	<p>PLD on effective differentiation</p> <p>PLD on different software solutions</p>
<ul style="list-style-type: none"> To raise expectations and achievement for all; with a focus on priority learners including Maori, Pasifika and students with special education needs. 	<p>Improve results in Physics</p> <p>We need to ensure that students taking Physics succeed in the subject. We will do this by:</p> <ul style="list-style-type: none"> revising the Physics programme Looking at whole school timetabling to see if we could move to fixed option lines (and controlling student uptake numbers) 	<p>This will be measured by:</p> <ul style="list-style-type: none"> New SoW implemented Data from regular credit tracking on KAMAR Student results at end of 2022 Student feedback 	<p>PLD on Physics teaching & learning</p> <p>PLD with Physics subject association?</p>

<ul style="list-style-type: none"> To plan for a seamless transfer to a new site with inspirational learning programmes complementing state of the art facilities that recognise both our long history and bicultural & multicultural facets of our school. 	<ul style="list-style-type: none"> Liaise with Maths to see if we can implement maths prerequisites for Physics 	<ul style="list-style-type: none"> Revised timetable options in place for 2023 <p>Review: We had new teachers teaching Physics for the first time. The results reflect this. As with other subjects, Covid-19 had an impact. Students clearly did enjoy the subject, leading to significant numbers optinfor level 3 in 2023.</p>	
<ul style="list-style-type: none"> To raise expectations and achievement for all; with a focus on priority learners including Māori, Pasifika and students with special education needs. To plan for a seamless transfer to a new site with inspirational learning programmes complementing state of the art facilities that recognise both our long history and 	<p>Introduce semesterisation and aim to increase subject endorsements.</p> <p>Semesterisation has the potential to enable students to succeed in a number of different ways. However, it provides a challenge as students only taking semester A may have a disadvantage.</p> <p>There will need to be effective tracking of student progress and tracking credits to ensure that students have options within class to meet their long term aims and goals.</p> <p>There will also need to be planning for systems to support students taking exams at the end of a year from a Semester A course</p>	<p>This will be measured by:</p> <ul style="list-style-type: none"> Data from regular credit tracking on KAMAR Student results at end of 2022 Student feedback New distance learning systems in place for 2022 exam revision <p>Review: The jury is still out with respect to semesterisation. Too many subjects outside of science did not offer it, which means it is not as open as intended. Most students stay for the whole year in a course. Feedback suggests that the few students who <i>did</i> choose to change classes enjoyed the subject change.</p>	<p>PLD on effective differentiation</p> <p>PLD on different software solutions</p>

bicultural & multicultural facets of our school.			
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3. Faculty Action Plan for 2023

Improvement Plan for a Learning Faculty	
School Strategic Learning Goal <i>Hauora:</i> Develop a culture of belonging and engagement for all stakeholders with a focus on well being	School Annual Learning Target <i>Where do we want to be at the end of 2023?</i> <i>Increased Engagement</i> – through improved schemes & celebrating involvement and success – we have staff using RIPR and also the new GP values: Navigators, Life-Long Learning, Innovators and Leaders. Students will see these in SchoolBridge, Records of these are in SchoolBridge and surveys report use and engagement.
Baseline data and Target Faculty <i>What measurable outcome does this Faculty. want to achieve at the end of 2023? Using the SchoolBridge APP, data from classes shows that staff are engaging with the GP (tracking Ka Pai Rewards)</i>	
Key Improvement Strategies	

<i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
T1 Wk9	Staff shown how to award Graduate Profile related Ka Pai Rewards and staff know how the GP relates to sciences	ATE	By the end of term one, leaders will have demonstrated the links between the GP and the science curriculum offering and shown how to recognize and report
T2	Staff regularly use Ka Pai Rewards for RIPR and the GP principles	Faculty	By the end of term two, teachers will have regularly issued Ka Pai rewards and are able to explain the reason why
T2-3	Students are nominated for faculty awards for meeting values in science	Faculty	By the end of terms 2 and 3, teachers will nominate students to be given a faculty award for their values in science
T4	Students report through engagement surveys that they are engaged in science	All	By the end of mid term 4 students feedback on engagement
Monitoring <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i>			
Resourcing <i>How much money and time is needed? Who will help us? We may need funds to pay for prizes. Should be achievable in school hours.</i>			

Improvement Plan for a Learning Faculty	
School Strategic Learning Goal	School Annual Learning Target <i>Where do we want to be at the end of 2023?</i>

<i>Being the best we can be:</i> Ākonga are given an equitable opportunity to excel in their learning		Our NCEA endorsed rates are higher in sciences than they were in 2022 at all levels. Key Māori and Pasifika groups show improvement compared to 2022.	
Baseline data and Target Faculty NCEA pass rates increase for all groups of Ākonga, with Māori and Pasifika learners in particular showing an increase in endorsements (Achieved+).			
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
T1W5	Identification of key target students (Pasifika & Māori) and	All Staff	By the middle of term one, teachers will have identified key students in classes and have
T1W8	Interested staff join the Pāsifika PLG	ATE, Interested Colleagues	By the end of term one teachers in the PLG will feed back into the faculty ideas for how to increase Pasifika engagement in science
T2	Monitoring of Pasifika (and Māori) credits and interviews with ākonga to get student voice	ATE	By the end of term two, leaders will have a picture of the needs of Pasifika and Māori learners and shared with staff
Monitoring <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i>			

Resourcing *How much money and time is needed? Who will help us?* Need PLD (thorough PLG?) on successful strategies. Time needed to share and prepare for 2024 curriculum changes

MBC Technology Faculty Annual Report 2022

Please submit by Wednesday 4 March, 2023



The Annual Report must contain the following sections:

1. Data analysis overview (*template below*)

Review the student achievement data across junior and senior courses in your faculty.

- From your working document and graphs identify **trends and patterns only** across courses in your faculty. (Only identify specific standards/assessments if required to illustrate a point)
- Please comment on
 - Progress in the junior school
 - How Level 1/2/3 tracking in your faculty - make a **general comment** on whether courses have achieved an average of 14 credits or more per student and, where relevant, the following:
 - Literacy
 - Numeracy
 - STEM equity
 - Māori and Pasifika stats
 - GATE
 - The context / reasons why we are seeing these trends and what your faculty plans to do or change.

Please illustrate some of the trends you want to identify using graphs from assay to show the last 3 years

1. Data Summary for 2022

Technology DATA SUMMARY 2022

JUNIOR – TRENDS

Given the situation in the faculty in 2022 it is fair to say that junior assessment took a back seat. However, assessment was carried out in junior Graphics and DTY as well as some junior Tec classes. One specific note is that all these subject have assessments that target students curriculum level in the subject rather than an arbitrary assessment system like AME or 123.

JUNIOR – REFLECTION

You could comment on:

- What is working and what needs to improve?*
- How is your faculty continuing to build capability to provide differentiated approaches to teaching, learning and assessment?*
- What are the biggest challenges your faculty faces?*

What needs to improve is our ability to provide junior Technology to year 9s and 10s. We cannot continue like this. I am aware that this is something that SLT are already aware of, but it is timely to add this to the report here.

It remains very very difficult to show any sort of value added in our junior subject areas when they last for such a short amount of time. Pre-testing and Post testing or some form of continuous assessment that might allow a teacher to show how a students mastery of a skill has changed over time is simply not feasible under and option class system that sees changovers occurring every term and certainly each semester. This is coupled with a lack of tech based data arriving from feeder schools. The data at senior level speak for itself. Our boys tend to do well in our senior classes. They are generally engaged and complete the work we offer them (where out of class activity level allow them to (see below)). But this is not mirrored in the junior school.

In 2022 our junior classes were thrown into disarray by staffing issues. While we have planned for this in 2023 what have basically done is reduce our junior classes due to staffing issues. With the constraints already placed on these classes but the semesterisation of Tech that began in 2015, coupled with ongoing staff retention issues we need change. Not from

our current staff but from the systems and processes they operate under. We need more time in tech classes in the junior school. However, that requires two things

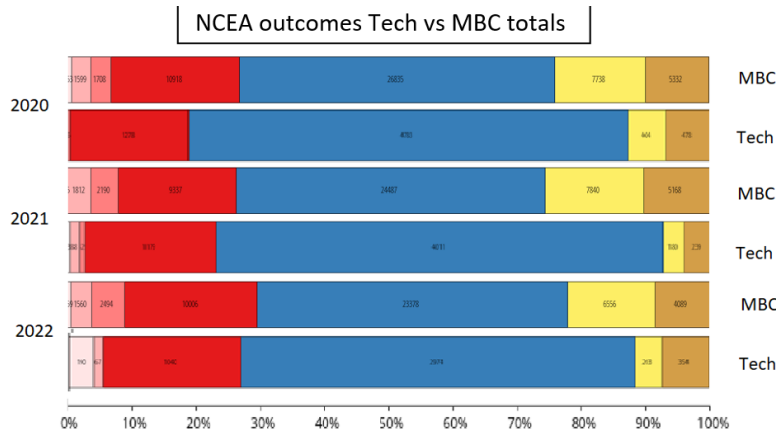
- 1. More staff, or more current MBC staff teaching tech subjects*

Not an easy thing to solve admittedly

- 2. More time devoted to tech on our junior timetables and consequently, less time spent in other subject areas*

The current MBC junior timetable is outdated and was never properly reviewed when it changed in 2015. Tweaks have been made to allow for things like vertical WT and extended WT to be added but it is simply not acceptable that a year 9 student can have 160 periods of Maths in a year, 80 periods of social studies, and as little as 40 periods of technology. And those 40 periods will be within one technology subject (DTY, GRA or AIR) rather than a good cross section over time. It's a complicated issue but one that we need to assess and solve.

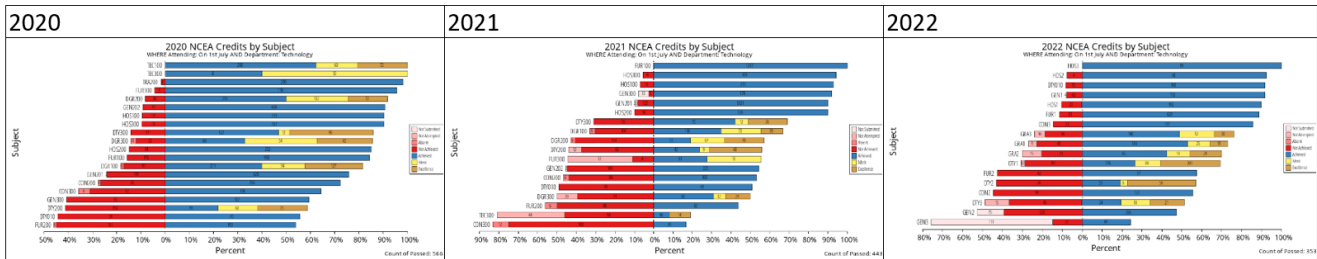
SENIOR – TRENDS



There are four clear patterns to the technology NCEA outcomes over the last three years.

1. Tech sees a lower % NA/SNA grades than the school as a whole
2. Tech also sees lower % M/E grades than the school as a whole. NB 75% of all standards in Tech are Unit Standards.
3. The % NA/SNA for tech changes roughly in line with overall MBC statistics.
4. There seems to be no longitudinal correlation between Tech and MBC M and E grade percentages.

Outcomes by subject over the last three years.



SEE GATEWAY REPORT AND STAR REPORT

SENIOR - REFLECTION

You could comment on:

- What is working and what needs to improve?
- How is your faculty continuing to build capability to provide differentiated approaches to teaching, learning and assessment?
- What are the biggest challenges your faculty faces?

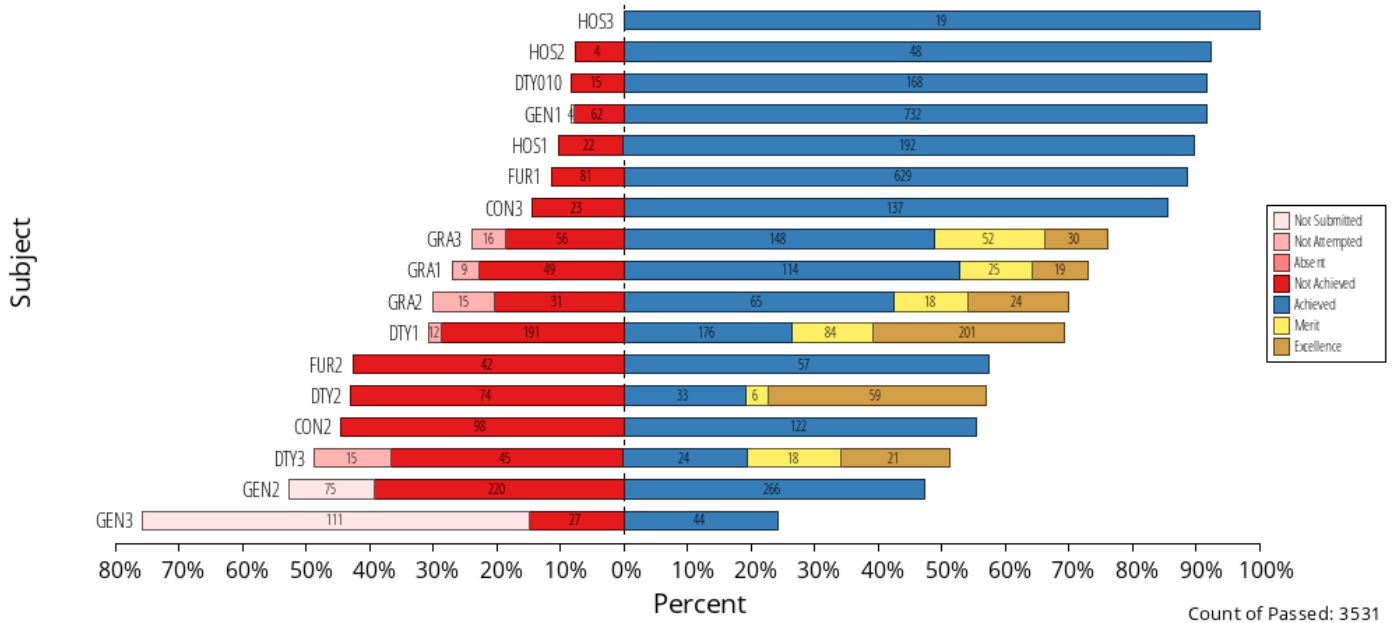
The senior Tech subject areas have varied over the last three years as staff have been found for different subject areas or not. However, as noted in the graphic above there are 4 key trends we can identify.

1. Tech sees a lower % NA/SNA grades than the school as a whole
2. Tech also sees lower % M/E grades than the school as a whole. NB 75% of all standards in Tech are Unit Standards.
3. The % NA/SNA for tech changes roughly in line with overall MBC statistics.
4. There seems to be no longitudinal correlation between Tech and MBC M and E grade percentages.

In 2022 all four of these trends were true,

2022 NCEA Credits by Subject

WHERE Attending: On 1st July AND Department: Technology



We can see from the chart above the predominance of A grades in this faculty. The reasons for this are varied but it is important to remember many of the standards our learners complete are Unit Standards and A or N are the only available grades. Though we do get a fair quantity of M and E grades in DTY and GRA.

The graphs above show that our N grade % is fairly low, certainly lower than the whole school totals/averages. Looking more closely we can see that our % of N grades is roughly similar to that of 2020 and 2021, what we did see in 2022 was a rise in students not attempting work, particularly in GEN3. Having spoken to the teacher this was a difficult situation where the class/line fell on a line where many students had significant draws on their time outside of class and in terms of missing class for other events and trips. This means that they were unable to devote the time required to completing the project. With so many credits tied up in one big project many chose not to attempt rather than to fail. Hence the clear pattern at the bottom of the graph above. This was not seen in previous years and is therefore an anomaly rather than something that needs to be looked at in more detail. Having said that, there has been much discussion at HoF level about the effect of absences on classroom activities/credits and I would like to add my 2 cents worth here.

Attendance and Attainment

Emergent review of whole school attendance – GRC 2023

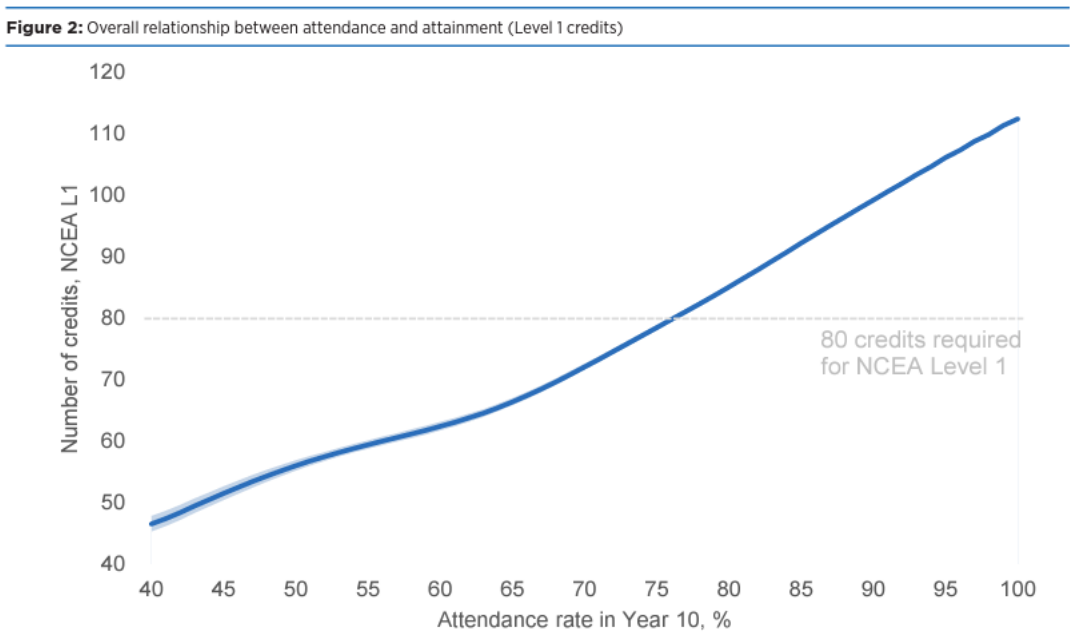
Earlier this year the MoE placed their findings of the 2019 attendance project online here - https://www.educationcounts.govt.nz/_data/assets/pdf_file/0004/198013/He-Whakaaro-What-is-the-relationship-between-attendance-and-attainment.pdf

I have referenced this research several times over the last 3 years and it is now freely available which is excellent.

Key messages and findings.

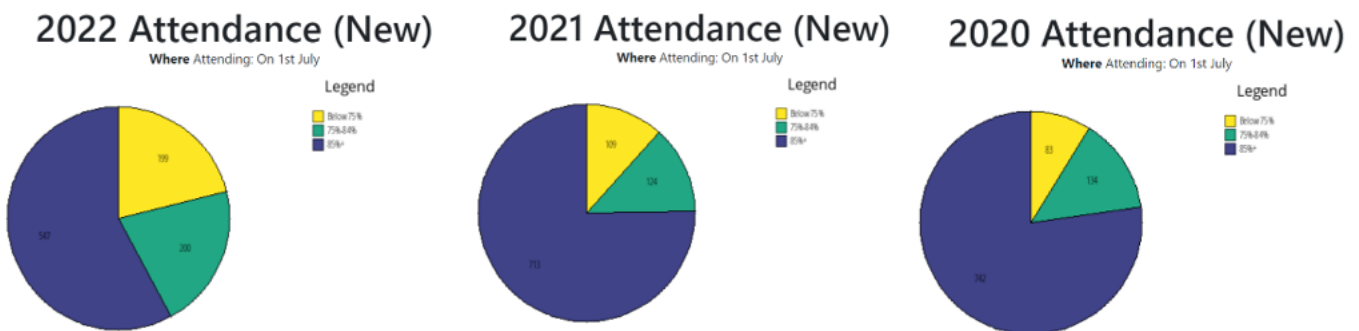
1. There is a clear statistically significant relationship between attendance and NCEA attainment.

Data was gathered from 86.6 percent of all high schools and represents 92.5 percent of enrolled students in New Zealand (Ministry of Education, 2019). The data that was gathered included term 2 attendance data over several years and student credit data at NCEA level over the same years. When regression analysis was applied to this student data, the following graph was created



There is a clear mathematical relationship between the number of credits gathered in year 11 and attendance in year 10. What is more the data showed that a student is essentially incapable of passing NCEA level 1 if their year 10 attendance dropped below around 75%. This data varies slightly depending on a student’s gender, ethnicity and whether the absence was justified or not. However, the variation is a few % points at most (see full report link above)

Our own school attendance data over the last 3 years looks like this (ASSAY data full school, attendance not just yr 10)



In 2021 around 11.5% of our learners had an attendance below 75% (Justified and Unjustified). Given the report above, if that was the year 10 stat then that would mean that before they even began NCEA level 1 in 2022 their attendance would make them mathematically incapable of gaining enough credits to pass. So therefore 11.5% of our NA rate for level 1 last year is explained through attendance alone. In 2022 our below 75% attendance group made up 21% of the school. Nearly double that amount. I worry that this will be reflected in this years (2023) level 1 results and we should be planning for this now (term 1).

I have only been in the faculty a month, and I know I am only scratching the surface. A more full report on the needs of the faculty will follow in due course. In the meantime I would summarise it as follows.

- 1. Our students are achieving more highly than the overall school NCEA outcomes. What is happening is amazing given the obvious issues we have with our teaching spaces and staff retention rates. Our teachers are amazing.*
- 2. The faculty needs to see real change to what is happening in the junior school if we hope to make the most of the opportunities out boys are given in the senior school.*
- 3. We must create a vibrant and happy environment (physical and in terms of wellbeing) for all our students and staff.*

GRC

2. Review of Curriculum plans from 2022 (*template below*)
 - Reflect on the outcomes of your self-reviews/ emergent reviews and any goals set in 2022
 - Identify possible solutions and next steps

I am unable to comment on this as I was not involved. However, I think it is fair to say that over the last 2 to 3 years, the Tech department has been focussed on the following things

1. Moving staff through the PRT process
2. Staffing the department
3. Providing meaningful Tech work for junior students who do not have Tech staff in front of them

There has been significant change in the faculty during this time and while I have some of the information and understanding, I do not know half of what has been happening.

3. Curriculum Area Action Plan for 2023 (*template below*)
 - What are the priorities, goals and strategies for the following year with particular attention being given to student engagement, priority and target learners, achievement outcomes, student learning needs and possible barriers to learning in the classroom?
 - Align the Curriculum Area Action Plan to the school's Strategic Plan - How can the school-wide initiatives be included in the action plan?
 - What professional learning is needed?

This is also hard for me to comment on. I can tell you what I have learned in my short time from the staff in the faculty, but I am also aware I am a caretaker HoF only and SLT have plans for this faculty in the short to long term that I will not be a part of. As I stated earlier. I have a more full report on some of this in process. More information to come soon.

4. Optional - If there are one or two (at most) key points relevant to your faculty that you would like to raise, please bullet them here:

1. *Our students are achieving more highly than the overall school NCEA outcomes. What is happening is amazing given the obvious issues we have with our teaching spaces and staff retention rates. Our teachers are amazing.*
2. *The faculty needs to see real change to what is happening in the junior school if we hope to make the most of the opportunities our boys are given in the senior school.*
3. *We must create a vibrant and happy environment (physical and in terms of wellbeing) for all our students and staff.*

2. Review of 2022 Faculty Action Plan

I do not have access to a 2022 action plan and I would expect that given all the upheaval in the faculty during that period the planning would be subject to significant pressure and change.

However, several important documents have been created that should be referenced here

<https://docs.google.com/document/d/1tTIkE73cxE5ZOPVDs-V11-dbZkGBnJLXJLtk9pBnOz4/edit#heading=h.2uga9h5qa6qu>

This document is the report that was written by Catherine Frost in November of 2022. There are several key points that were raised following Catherine's review of the faculty.

KEY POINTS	2023 situation
<p>Ensure specialist spaces are fit for purpose:</p> <ul style="list-style-type: none"> • The health & safety in specialist spaces is not up to expected standards • fitness for purpose of rooms and connecting spaces - corridors etc. • their ability to support and enable high quality teaching and learning. 	<p>Work has begun but there remains much work to do. Work has been done on the electrical systems in room 26, the extractors in room 21 and 22 and some machinery/tools.</p> <p>Over the next few weeks we hope to get rooms 21 and 22 fully cleaned.</p> <p>We are looking to complete a full overhaul of room 23 this year</p> <p>I have been in conversation with HEM regarding the state of the entrance hall and main corridor</p> <p>HEM is chairing a full faculty meeting on 7th March to look again at further issues.</p>
<p>Support for existing (LAT and early career/new to school and specialist) staff required</p>	<p>In November Catherine wrote " the existing team needs specialist subject specific support. Ben, Maisie, Cory and Phil have the skills and knowledge to be a successful team."</p> <p>This remains true. CHD and ATN have worked hard with our staff but we need subject specialists to help. Corey and Bruce hope to attend a PLD session in Auckland in May and there is the possibility of several</p>

	trips to see schools in CHCH etc as well as a TENZ conference in Cristchurch in October. But we need more.
Year 9 & 10 materials/foods courses not operational/functional	As discussed above. Staffing and timetable changes required
Trades(ITO) courses at senior level, no Achievement Standards (AS's)	Again. More staff required to action this item.
Ventilation Rooms 12, 22 is severely substandard.	This remains a massive issue in rooms 21 and 22. The dust is terrible and the ventilation is poor.

<https://drive.google.com/drive/folders/1HzNfQ03JqjgrQ2fPPCak5at1W2vCM5u>

This document is the 16th March safety audit from 2022. Lots has happened since then but there remains several key items outstandin here and other issues have been identified since then. For example

- Warning Signage to be created/purchased – Corey is working through this currently
- Crimpy is working to solve issues with the extraction system on the belt sander
- Ventilation remains an issue throughout
- etc

https://docs.google.com/presentation/d/1RibujHYx3ela0QHsZB_r493pxXa2c_NR2uDpcrnmyuM/edit#slide=id.g1849033d97f_0_0

I am genuinely stumped by this document. There seems to have been some intention for a 2023-2025 change program that encompassed our Tech faculty along with thse at MGC and the Tech cente. I would like to know what this is and where we are at with it.

The following email arrived from Catherine Frost in October and this seems to link to the google slides above but I am not sure. Nonetheless it has some good ideas in it.

From: Catherine Frost <catherine.frost@core-ed.ac.nz>

Sent: Monday, October 10, 2022 6:30 PM

To: Michael Heath <michael.heath@mbc.school.nz>; Nicki Attridge <Nicki.Attridge@mbc.school.nz>

Subject: Technology Faculty @MBC Support Follow Up

Kia ora Nicki and Michael

I hope that you are both enjoying a well deserved break?

I wanted to follow up on my visit with a summary from my notes of our discussion and my advice regarding your Technology Faculty next steps.

Vision/aims

Given that we have some outstanding learning happening at Year 7&8 at MTC, for coherence of student learning experience, our aim should be for that provision and quality to continue from Year 9 at high school.

Year 7 to 10 Local Technology Curriculum

A great start is to look at how the connection from Year 7 to 10 can be developed and strengthened. As discussed, a good first step is to connect your current LAT Cory in a deliberate and formal way (MU/time maybe) to scope what learning at MTC could look like at Years 9&10. As we discussed, looking at how the nearby rooms could accommodate a 'product design' course.

To incorporate the areas and learning within;

- DVC,
- electronics (connect teacher with Science and Maths concepts maybe),
- Digital Technologies; coding (CTDT) and physical computing (DDDO) using Microbits Year 9, and Arduino boards Year 10 (<https://microbit.org/get-started/first-steps/introduction/> <https://www.arduino.cc/en/Tutorial/HomePage>)
- DT room (where Ngairé was) set up for CAD- high spec desktops) digital 3D printing and laser cutting,
- have a 'junior workshop/maker space' (ag room, Michael's form room retain high-spec desktops for CAD, Fusion/Archicad), and additional outside space for seniors) equipped with hand tools and small machinery such as power tools, scroll saws, table drills, etc
- with easy access to a technician/caretaker support person to use the over 18's machinery over in the workshops.

This junior course could incorporate the required skill development for specialist senior courses for the future growth of the faculty.

Recommendations for considering within strategy

For the immediate future, I would advise SLT to develop a plan of improvement strategy looking to include the following milestones and measurable outcomes:

- Year 1 develop coherence of a Year 7 to 10 Local Technology Curriculum, trial and develop Year 9 courses
- Year 2 Develop a Year 10
- Year 3 develop a Year 11 Achievement standard course AND trades Tools4Work engineering and BCITO unit standards courses concurrently
- Year 4 develop the Year 12 course as above
- Year 5 develop the Year 13 course as above
- A full faculty of 5 specialist teachers including an experienced HOF.

Of course the students currently attending require teaching and courses.

In order to attract an experienced HOF there would ideally be a strategy in place for the re-development of the faculty, and importantly, utilising the Health & Safety report completed recently by Neville Myers to ensure safe process, correct numbers of students in particular rooms etc. All staff teaching should be clear and confident using this report in daily practice as you transition from current facilities to the new building some time in the future.

Resourcing / Staffing the strategy

Also to attract a suitably experienced and quality candidate, I'd suggest to take a lead from MTC recent appointing process (of allocating 6MU's for their centre lead) offering 5 / 6MU's for HOF role, have x3 leadership roles with 1/2MU's for Junior Y7-10 curriculum, and a lead for AS's and ITO courses. The 1:120 staffing ratio for high hazard Technology learning provides for classes to be 16-20 in size for seniors and high hazard areas, for junior classes to be capped at 20-24 and for more MU's to be available.

With this vision, strategy to implement and an attractive package for quality specialist educators, there is a good chance at reviving what was once a key resource for the region, the community and local industry, and of course providing the expected standard of teaching in an essential learning area for ākonga.

Logistically, there are about 22 hours of this RA PLD remaining.

Regarding your request to have me involved with the specialist aspect of the education brief Michael, I am happy to support as & where required to support the thinking and mahi of Mary Anne Mills and Gabrielle Wall.

Please advise what you would like my support with as our next steps.

Ngā mihi nui

Catherine

Technology ACTION PLAN 2022

Review	Goal(s)	Success Criteria	Outcomes

Next Steps

--

3. Faculty Action Plan for 2023

Incomplete as of March 4th 2023

This needs to be completed alongside SLT as I think that there are plans for the faculty that are being dealt with at higher levels than me and communication between us and SLT has not been as good as it could be in 2023.

Improvement Plan for a Learning Faculty			
School Strategic Learning Goal		School Annual Learning Target <i>Where do we want to be at the end of 2023?</i>	
Baseline data and Target Faculty <i>What measurable outcome does this Faculty. want to achieve at the end of 2023?</i>			
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
			By the end of term one, leaders will....

			By the end of term one, teachers will...
			By the end of term one, learners will...
Monitoring <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i>			
Resourcing <i>How much money and time is needed? Who will help us?</i>			

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Technology Data Analysis 2022

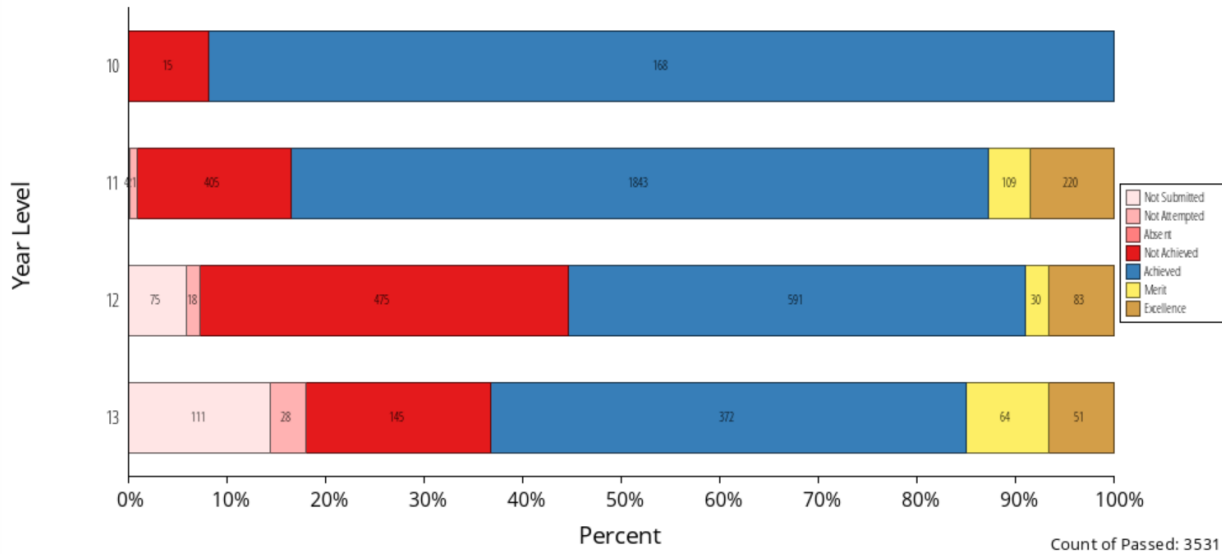
Areas to consider as you evaluate your data and find trends:

Overall Faculty Results

1. Faculty NCEA credits by year

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2022 NCEA Credits by Year Level
WHERE Attending: On 1st July AND Department: Technology

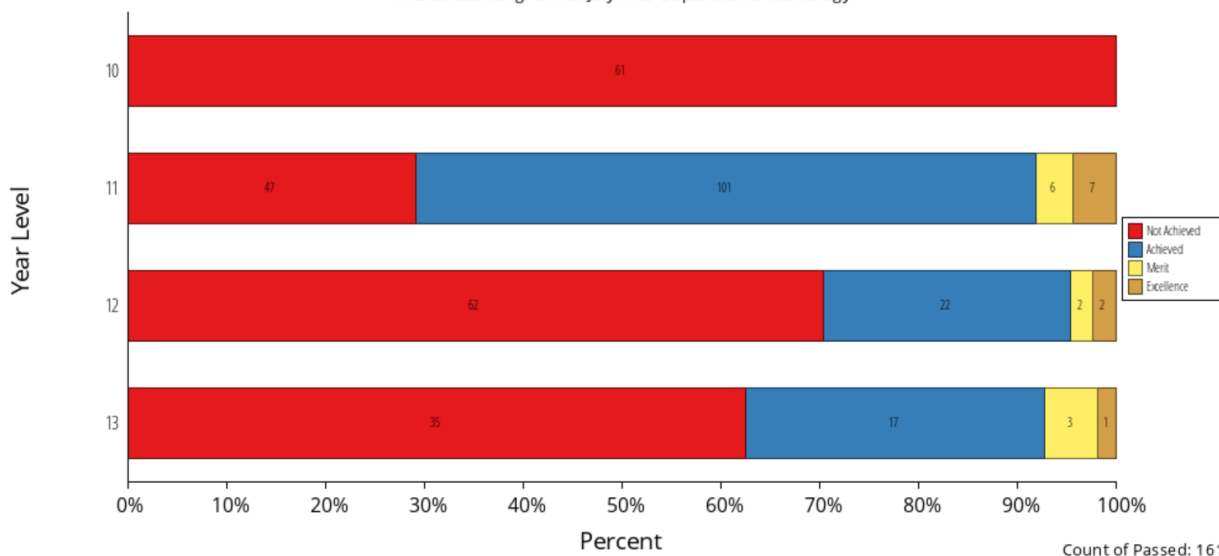


See discussion above. Issues with students voting with their feet in GEN saw a steep rise in SNA grades. FUR2, DTY2 and CON2 saw a significant group of NA grades that must be a focus for 2023. Work has already begun to make sure that FUR2 and CON2 are structured differently in 2023

2. Faculty NCEA passes/endorsements by year

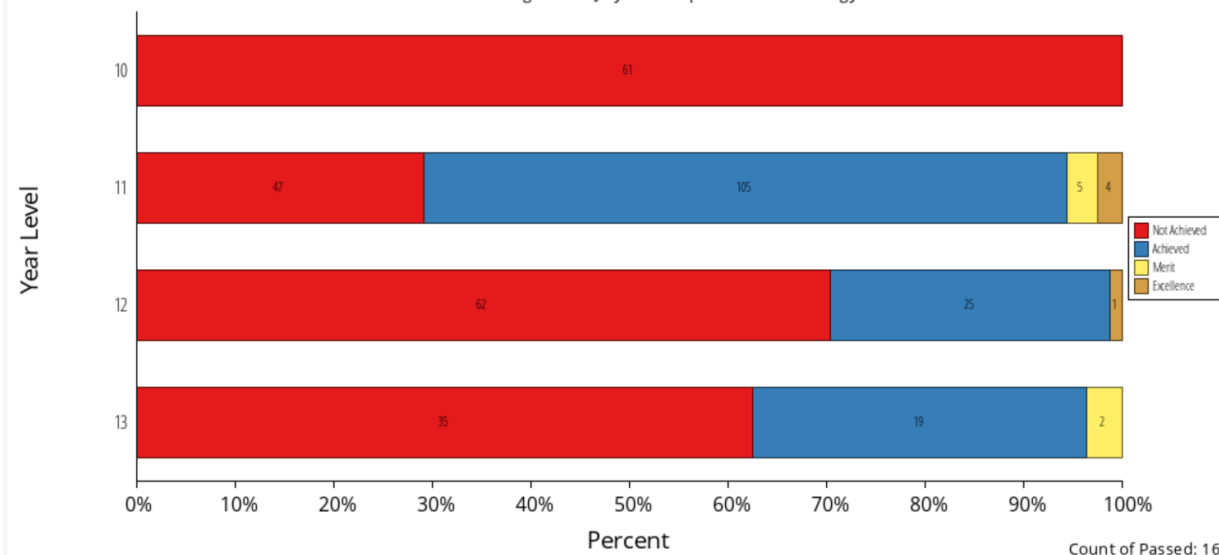
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2022 NCEA Subject Pass by Year Level
WHERE Attending: On 1st July AND Department: Technology



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2022 NCEA Subject Endorsement by Year Level
WHERE Attending: On 1st July AND Department: Technology



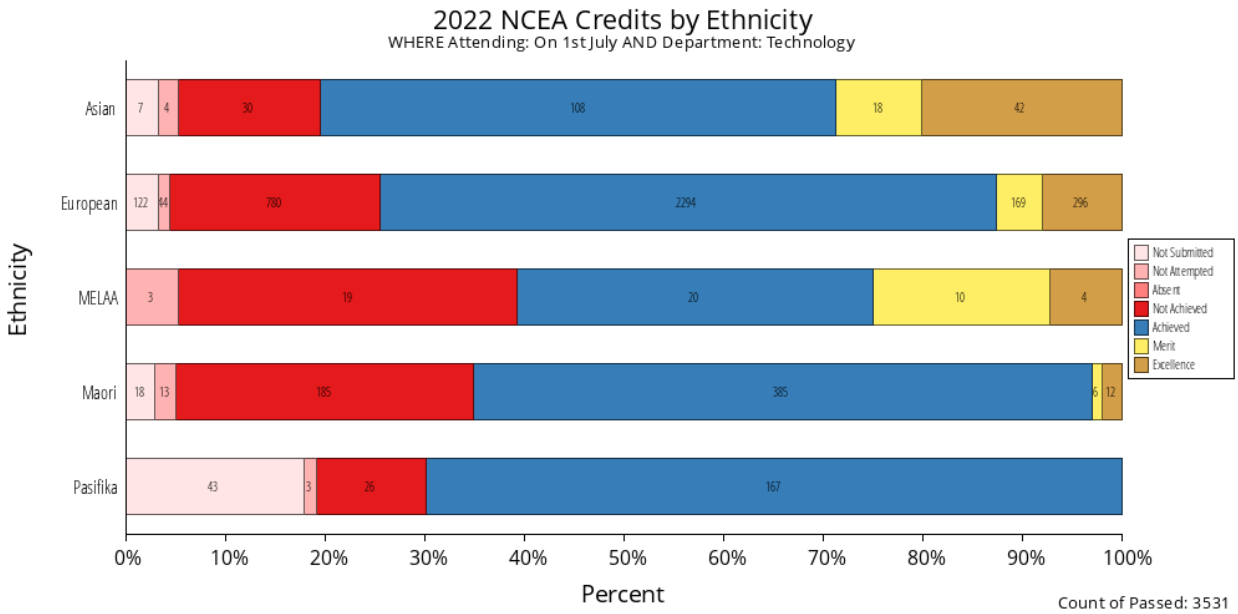
Endorsements are hard to get in Unit Standard courses. And subject endorsements require 3 credits in an external assessment which we do not have. Having said that, this data must be part of ongoing developmental discussions in the faculty.

Assay Graph and comment – 14 credits for a pass

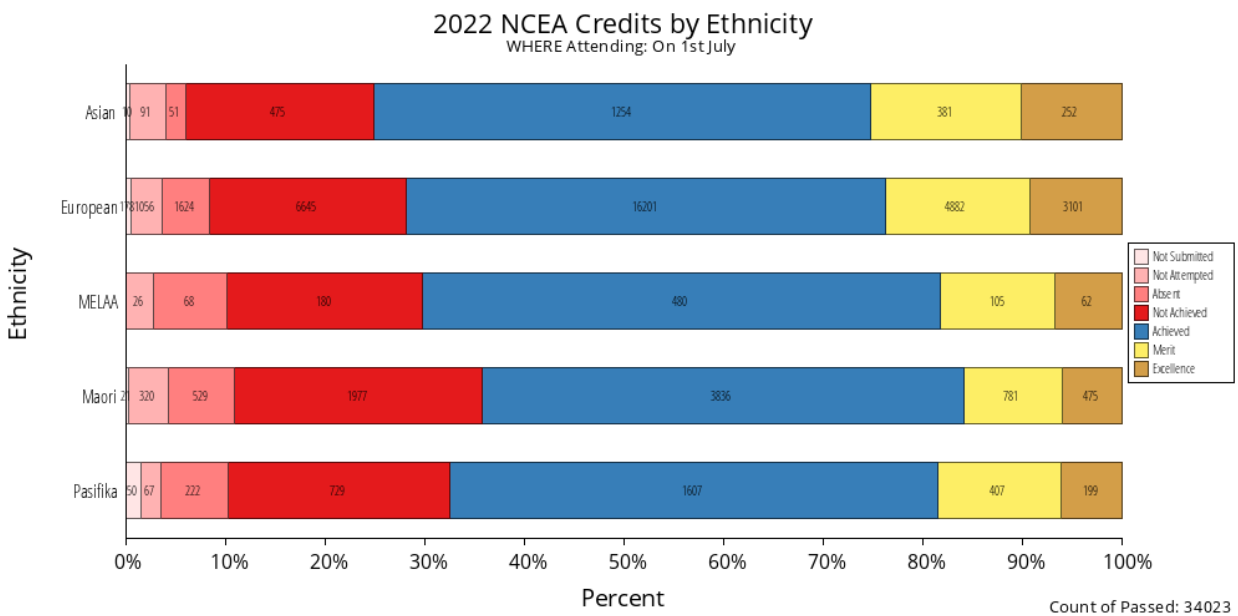
3. Faculty Priority groups performance by year

Maori/Pasifika

Technology Faculty



Whole School data



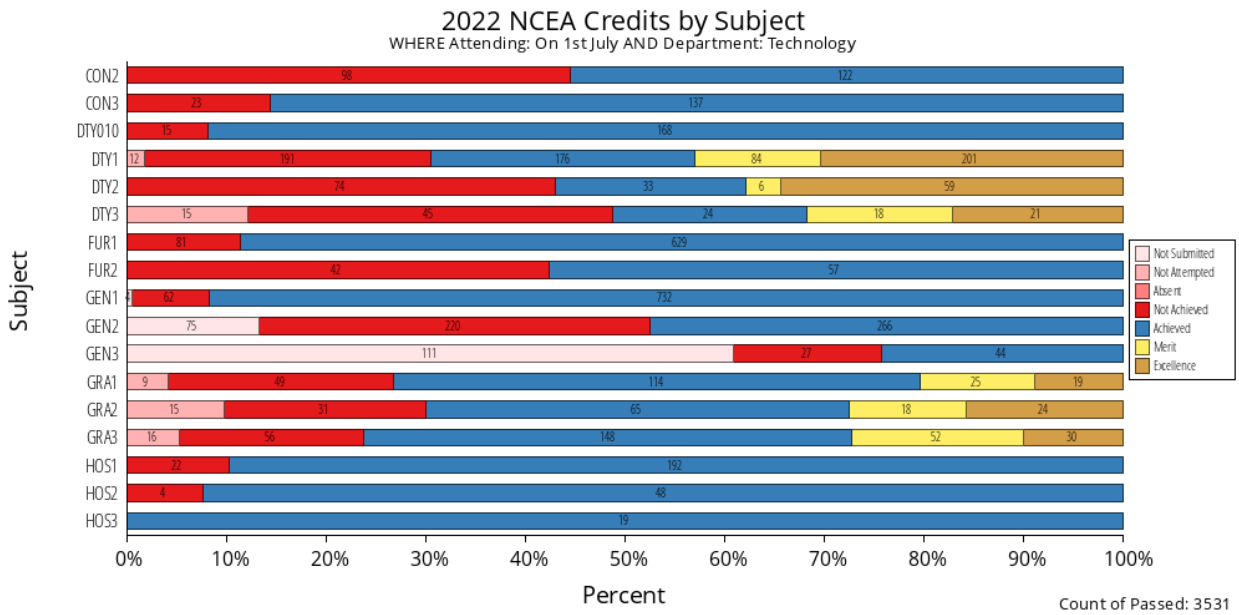
We can see here that our maori and Pasifika learners saw attainment slightly better than the whole school average. This is the case indeed or all ethnicities except MELAA who did significantly worse in tech than they did across the school.

We had significant issues with Pasifika learners not completing assessed work in the senior school.

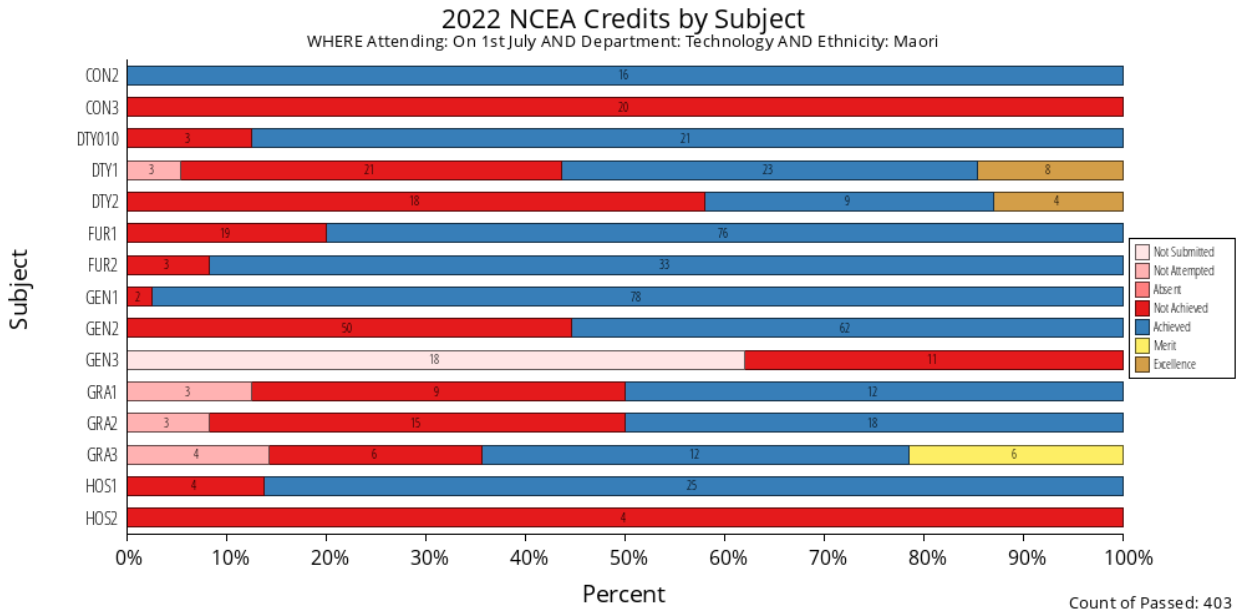
It is hard to compare M and E grades with so many unit standards in the faculty. But overall attainment was better than the whole school data except for MELAA students.

Individual Course Results

Whole Tech Cohort



Maori learners only



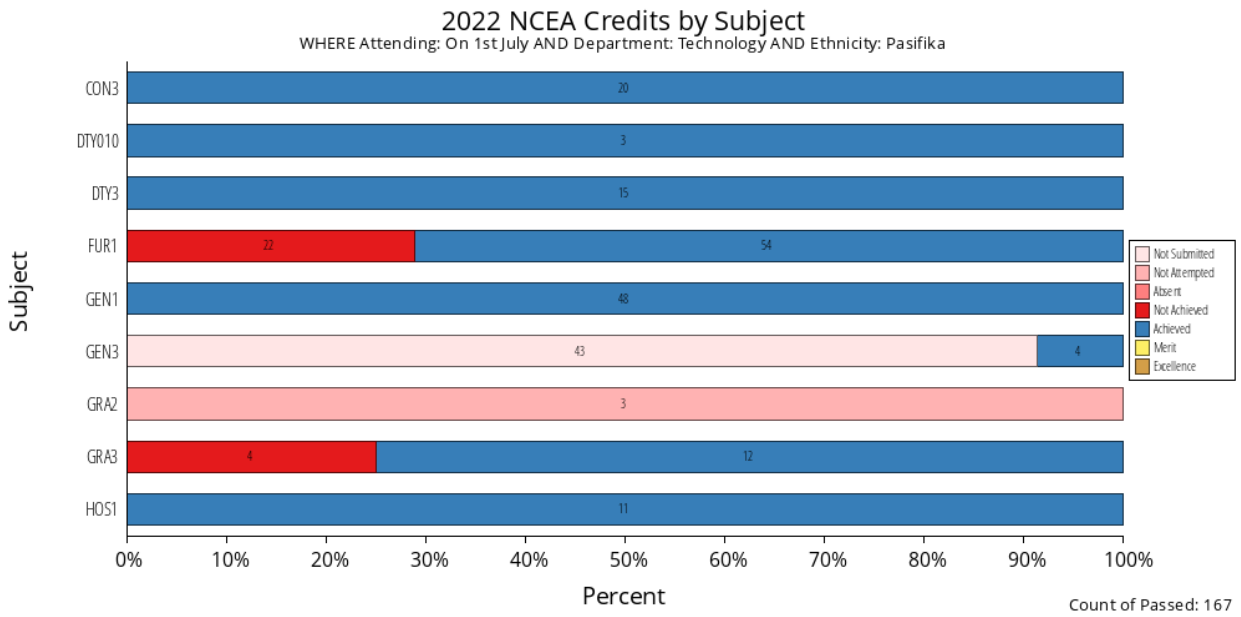
There are significant differences between the attainment rates per subject of our whole cohort and those of maori learners.

For example we had no NA grades in CON2 for our Maori learners. But no Maori student passed in CON3. Maori learners did better in GEN1 but not as well in GEN3. And we had no Maori learners at all in HOS3 or DTY3

Further discussion at faculty level is required on this.

Pasifika Learners only

This graph above all shows the IoT

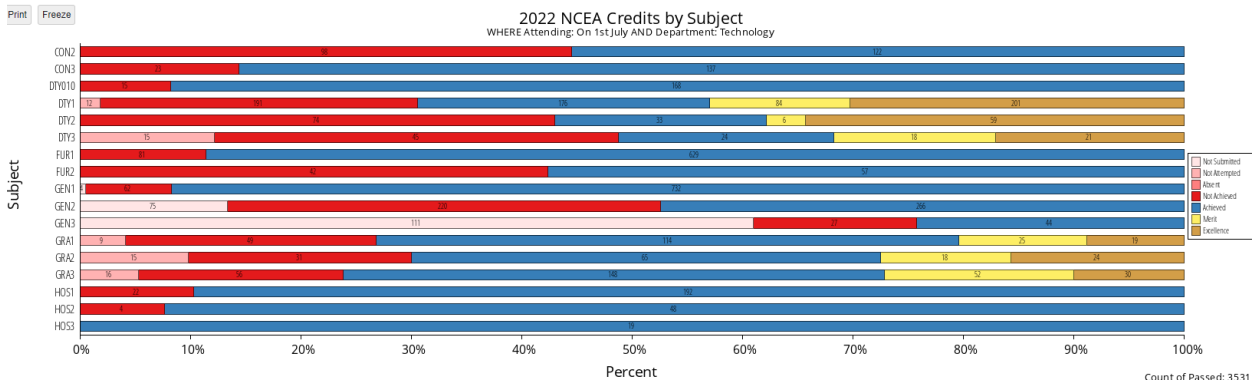


This graph above all shows the low numbers of Pasifika learners in our classrooms. No Pasifika learners at all in HOS2, HOS3, GRA1, GEN2, FUR2, DTY1, DTY2, and CON2.

Having said that, while we see no M or E grades, attainment is overall positive for our faculty's Pasifika learners.

We should make mention of the high numbers of Pasifika learners who did not complete work in GEN3 and GRA2. This is discussed elsewhere in this report.

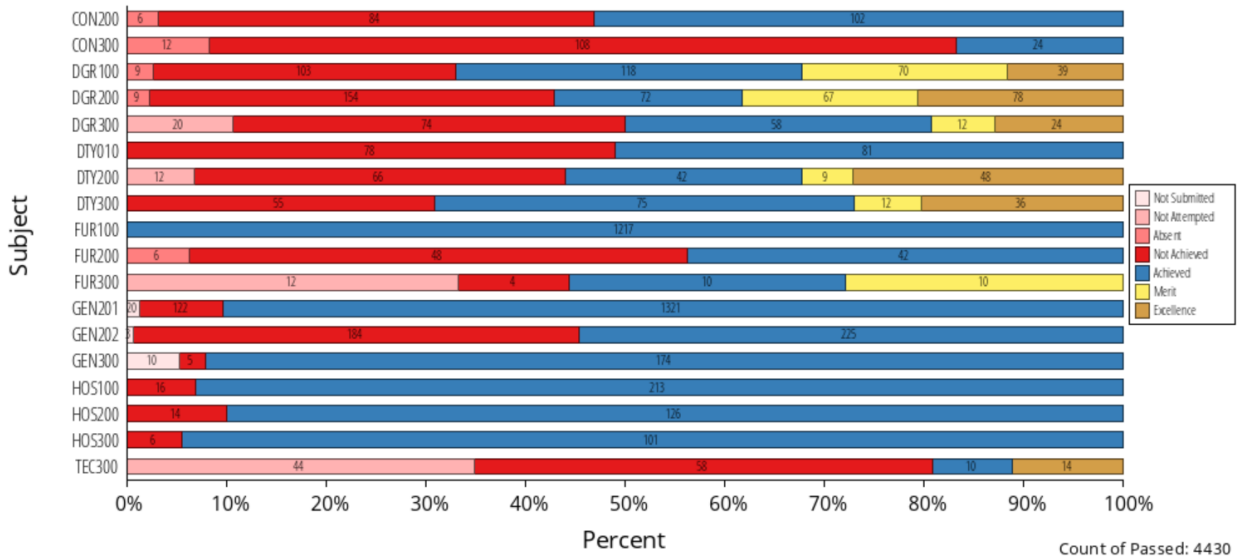
4. NCEA credits by course L1/2/3 and compared to previous years



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2021 NCEA Credits by Subject

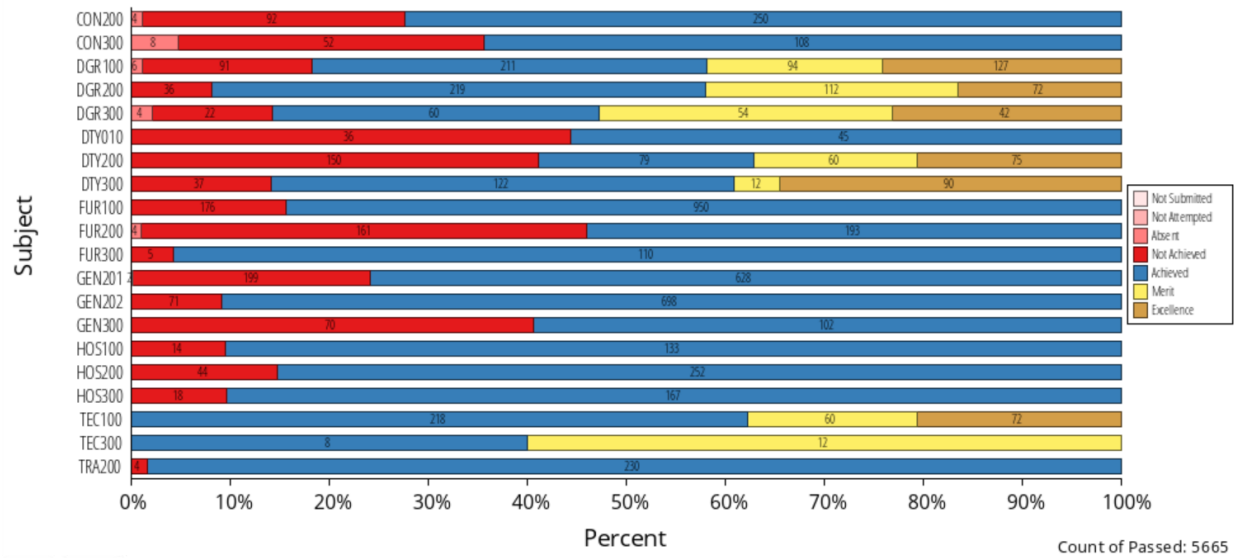
WHERE Attending: On 1st July AND Department: Technology



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2020 NCEA Credits by Subject

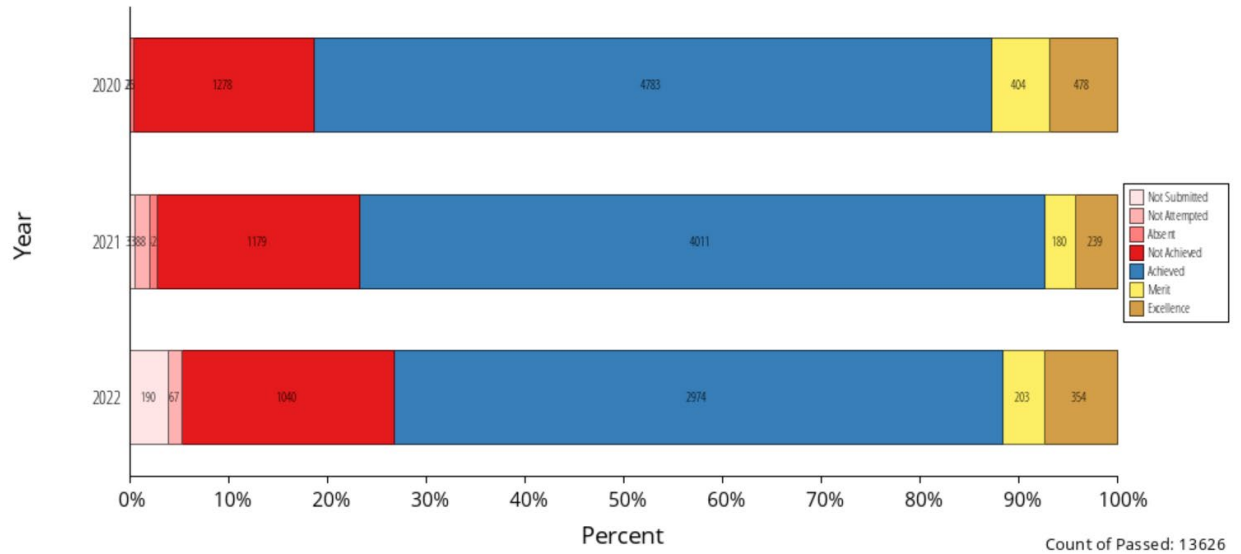
WHERE Attending: On 1st July AND Department: Technology



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NCEA Credits by Year

WHERE Attending: On 1st July AND Department: Technology



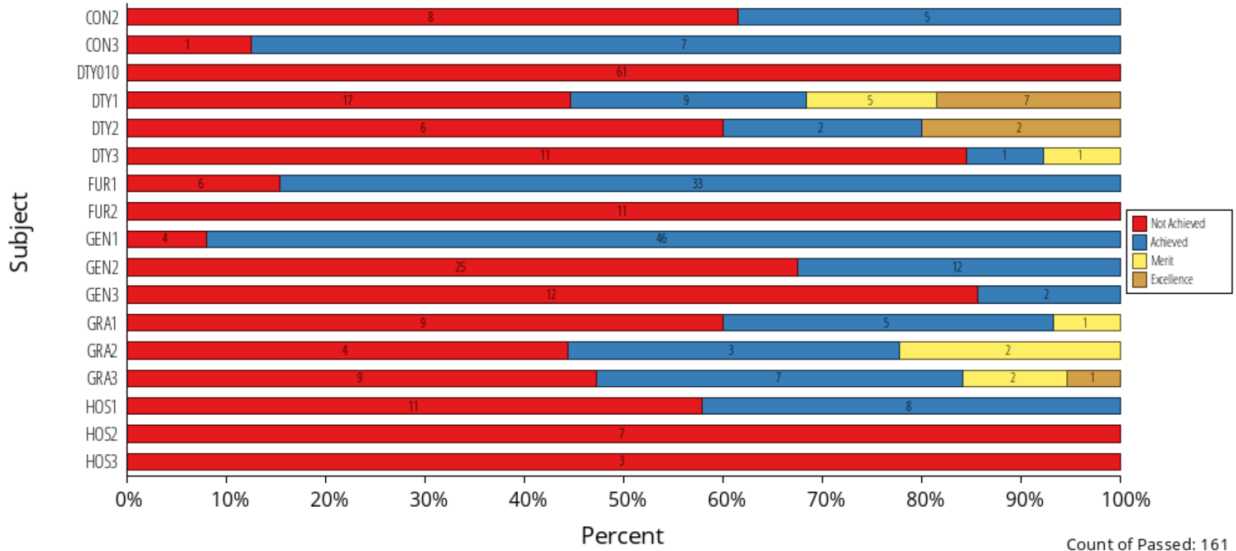
Significant change in our staff, courses and numbers of students over the last 3 years make longitudinal analysis very difficult. However, we can see a gradual decline in our AME grades over time.

The 2021-22 change is largely one of SNA grades not NA grades however (discussed above). I would reiterate that in all three years our pass rates have been above the whole school rate (also see above). There is work to do in this space however.

5. NCEA subject pass/endorsement by course L1/2/3 and compared to previous years

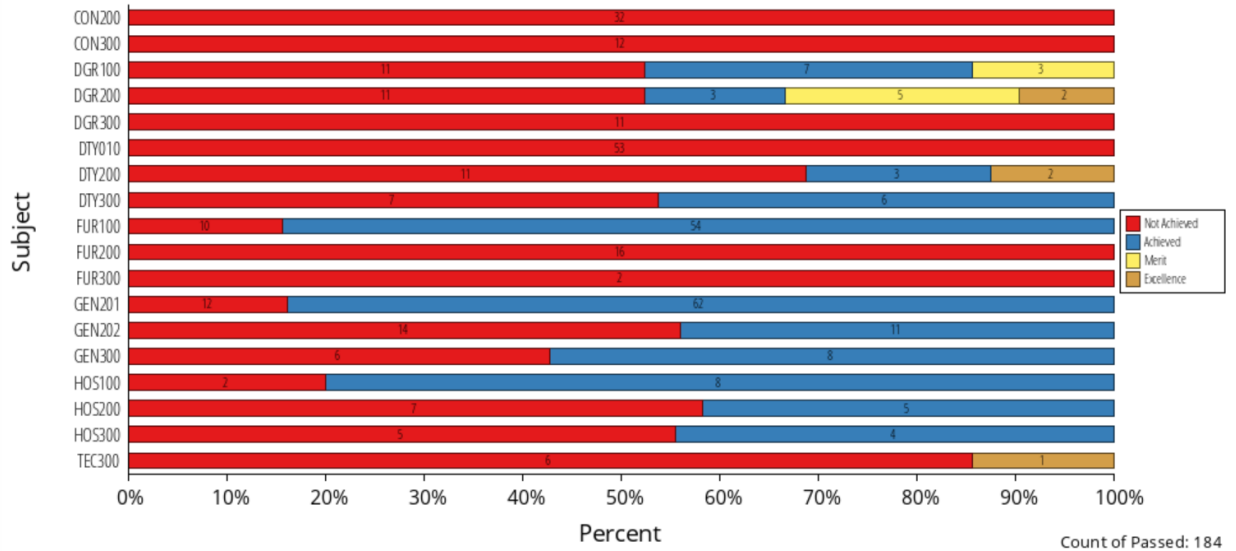
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2022 NCEA Subject Pass by Subject
WHERE Attending: On 1st July AND Department: Technology



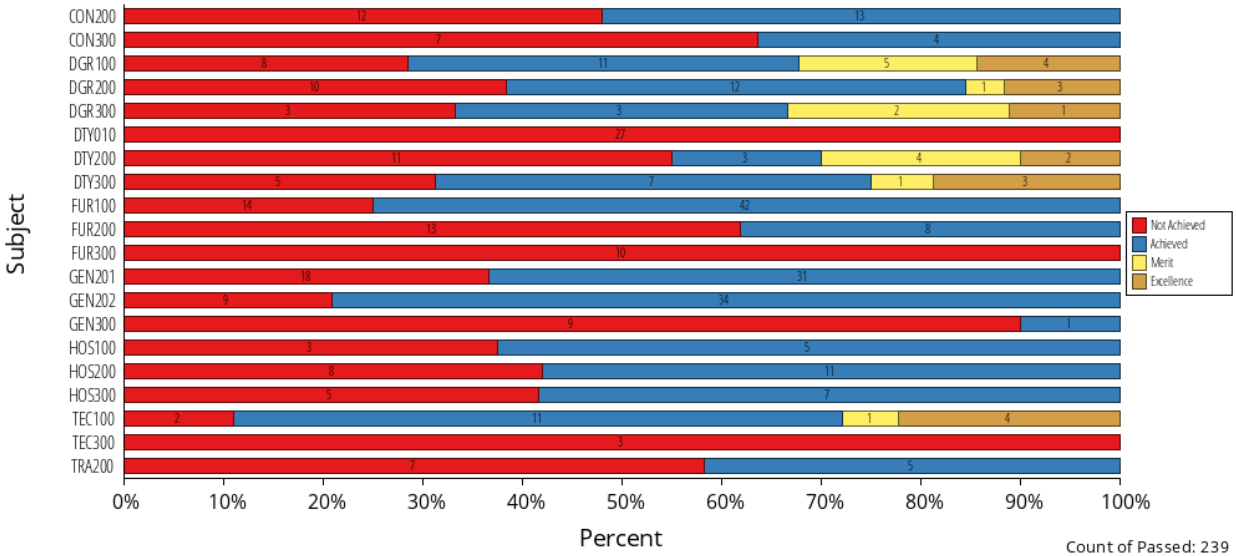
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2021 NCEA Subject Pass by Subject
WHERE Attending: On 1st July AND Department: Technology



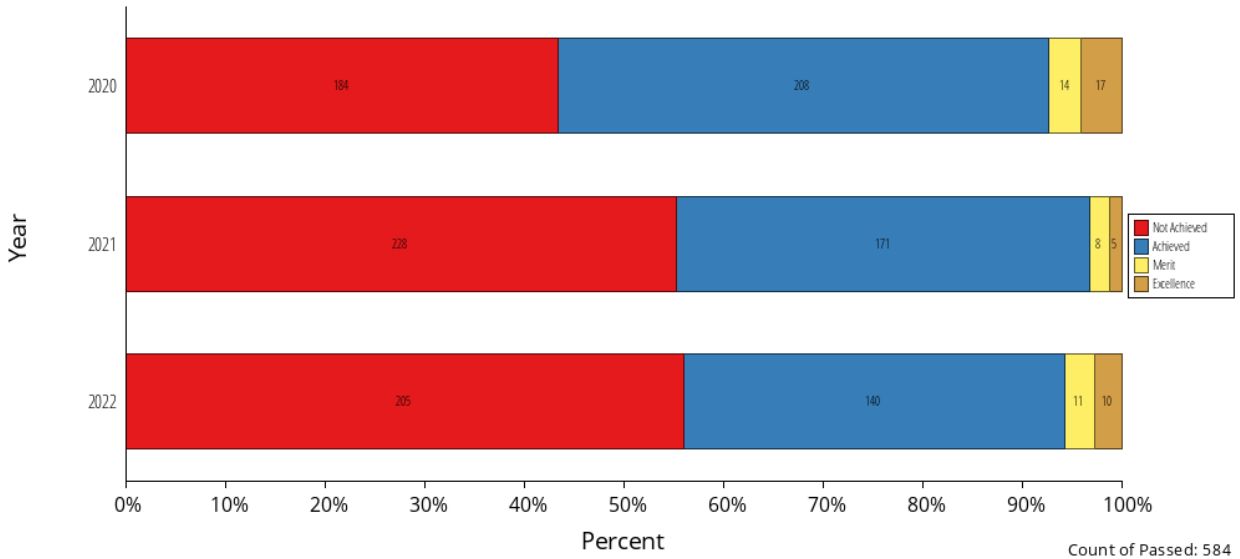
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2020 NCEA Subject Pass by Subject
WHERE Attending: On 1st July AND Department: Technology



NCEA Subject Pass by Year

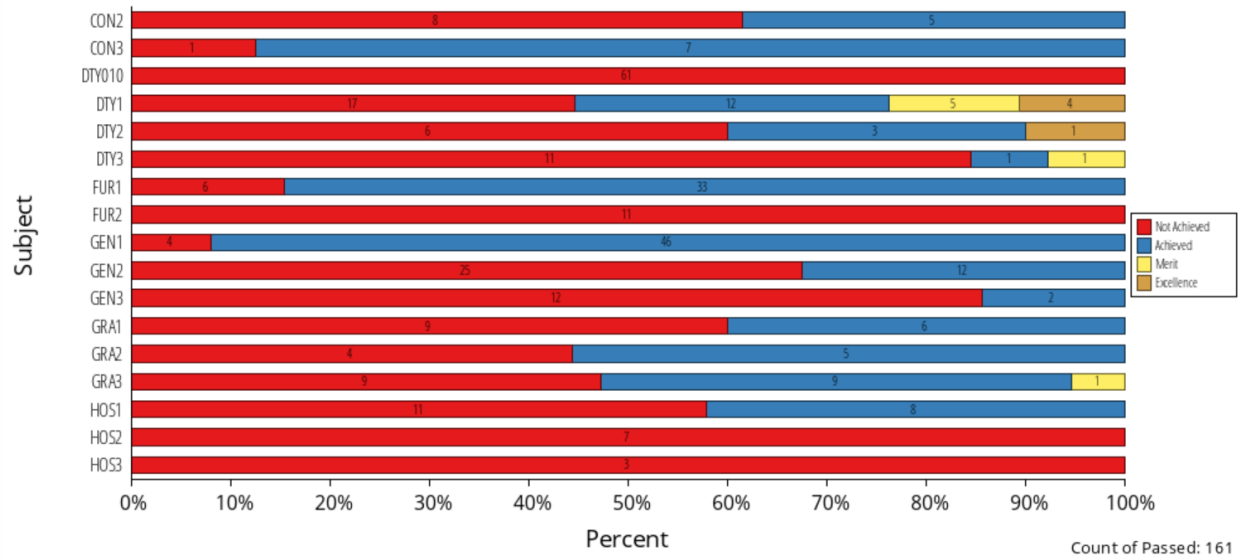
WHERE Attending: On 1st July AND Department: Technology



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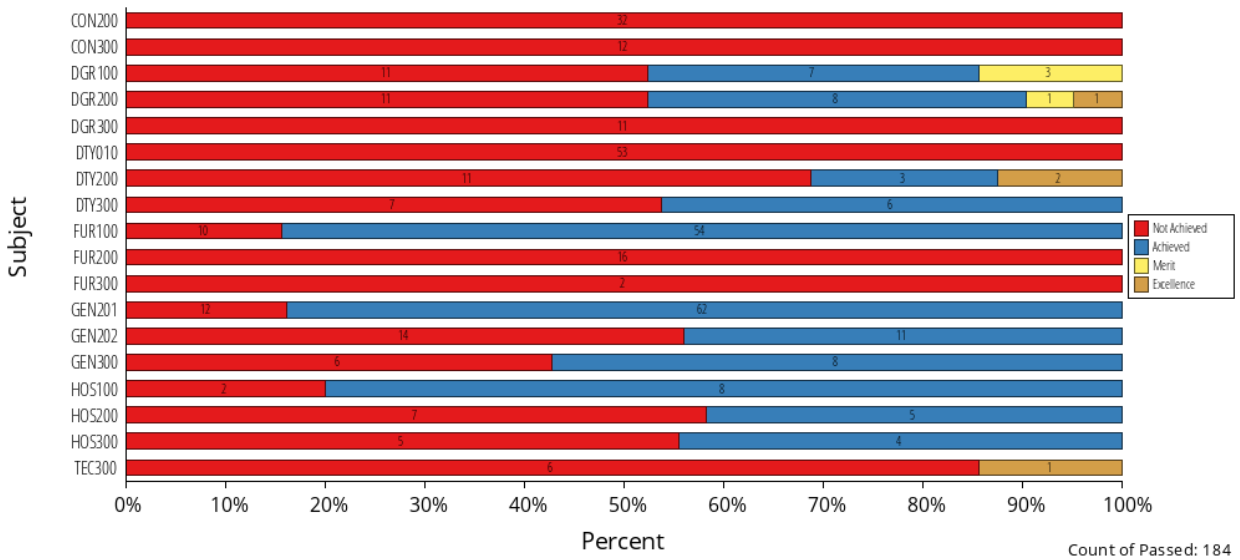
2022 NCEA Subject Endorsement by Subject

WHERE Attending: On 1st July AND Department: Technology



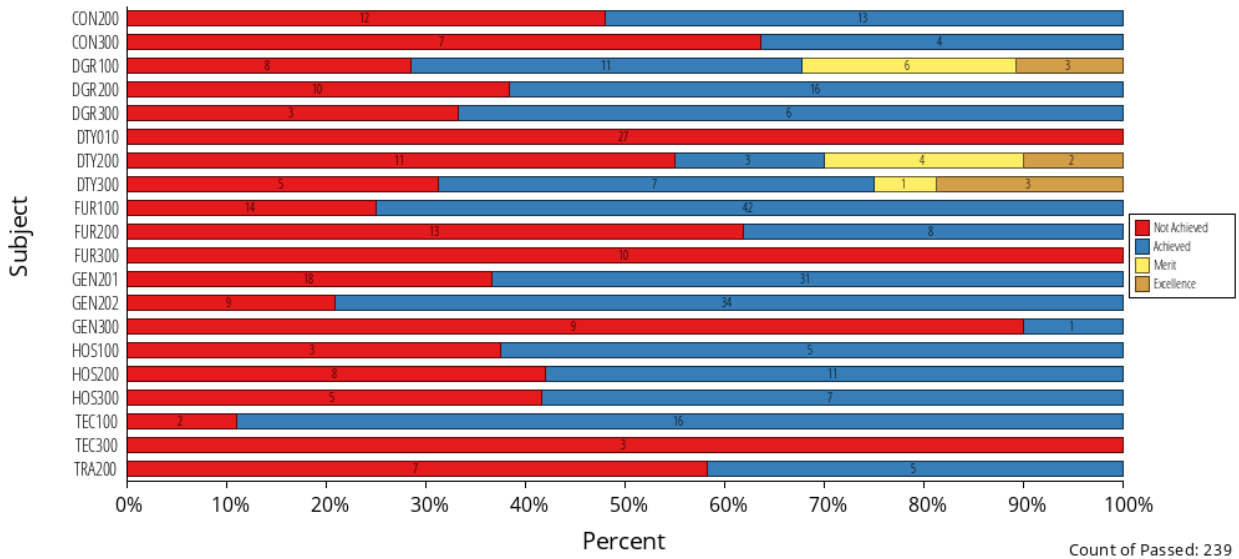
2021 NCEA Subject Endorsement by Subject

WHERE Attending: On 1st July AND Department: Technology



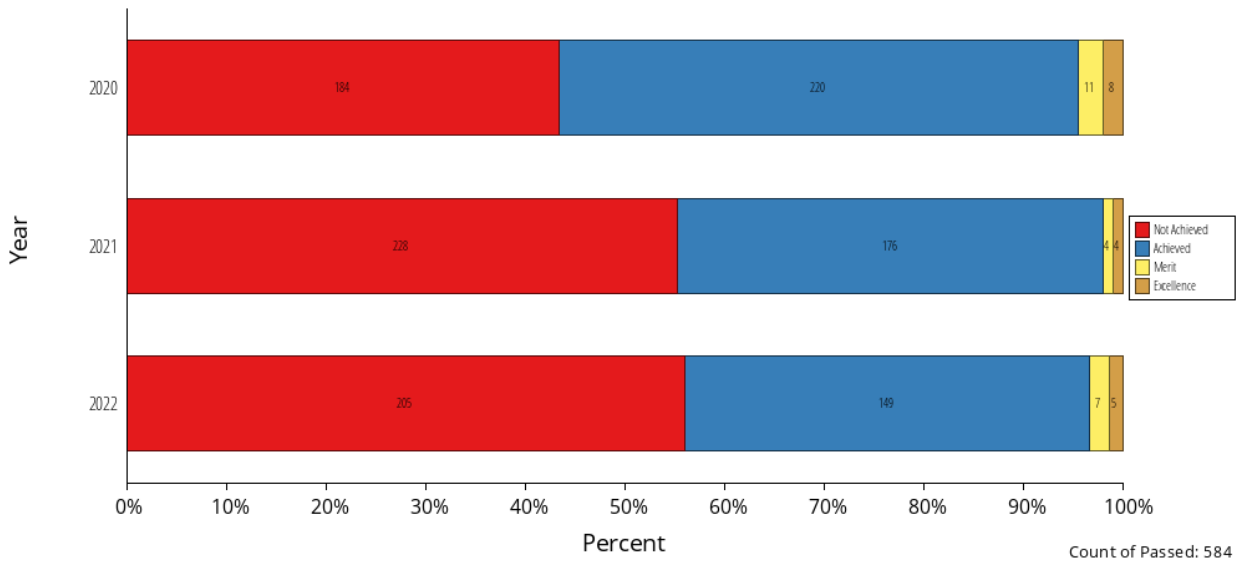
2020 NCEA Subject Endorsement by Subject

WHERE Attending: On 1st July AND Department: Technology



NCEA Subject Endorsement by Year

WHERE Attending: On 1st July AND Department: Technology



Subject passes and endorsements are difficult to comment on. Many of our courses are US only and also many of our courses are portfolio or large project based and credits arrive in large amounts all at once. More discussion is needed on this data within the faculty in 2023

6. Course Priority groups performance by year

Assay Graphs and comment

Longitudinal analysis here is unnecessary as the numbers and availability of course varies to greatly as we move year to year.

7. Literacy/numeracy/STEM equity contribution/ success (if applicable) by year
Assay Graphs and comment

I cannot put together any data on this but it is fair to say all our subjects fall under STEM and there are significant numeracy requirements in all subjects also.

Questions to consider for each faculty course

- a. Do course results show significant variance from the overall Faculty results? How do they compare to decile/ National statistics (Above or below).

Course	Comment
FTY	
CON	
FUR	
DTY	
GEN	<i>Issues with students voting with their feet on assessed work due to time out of class.</i>
Misc	

- b. Has anything changed from previous years?

Course	Comment
FTY	<i>New teacher</i>
CON	<i>New teacher</i>
FUR	<i>New teacher</i>
DTY	
GEN	
Misc	

- c. What goal(s)/actions will you/have you set this year to address points / issues you have identified?

This is discussed more fully above. This is a complex question for the Tech Faculty.

- d. Re: priority learning groups identified in strategic and annual plans.

- Can you quantify achievement results of these groups?
- Were initiatives undertaken with these groups successful?
- What plans do you have to raise achievement levels (and retainment) of these groups this year?

Unknown

More discussion required on this

NCEA change

Describe progress as a faculty towards NCEA change; what PD, plans made/needed

Much more work to do here and this too is discussed further above.

Junior School

Results and progress data

Graph(s) and comment

As discussed above this is hard to calculate as many subjects were not assessed in 2022. But is is great that those that were have now got curriculum level assessments in place.

Questions to consider

- Did your last years end of year assessments / continual assessment in the junior school allow comparison with previously collected baseline data and allow comparison with achievement levels of different year groups? *unknown*
- If YES, how did last years end of year junior assessments compare with the preceding year?
- Reflecting on junior end of year assessments / continual assessment – what changes will occur in your junior programmes this year.

This is not an ideal question for this faculty. Our junior classes are few and far between. DTY has a solid presence in the junior school but other subjects require a much larger bite of the cake. More work to be done here

- Describe initiatives and practices that are impacting positively on Māori and Pasifika engagement and achievement in your faculty.

Unknown. But Maori and Pasifika NCEA grades were more favourable than while school data in 2022. See above

- Describe progress as a faculty around NZ curriculum refresh, Mātauranga Māori and literacy/numeracy coverage/inclusion in the junior school as prep for the common assessment tasks 2024

Our junior program is too limited in scope and time

The inclusion of Mātauranga Māori is also limited and work must be done in this space

Our role in common assessment tasks in 2024 should be extremely limited given the short time juniors are in our subject areas.

Overall final comments

The direction for the faculty in the future is complex. There is work to be done. I have a full report on this coming soon. From my short interaction with this department and from discussions I have had with them I believe we need a short term roadmap to get the department humming in the next 12 months.

The staff are awesome. *They are however doing hard work under conditions that are not optimal. Here are 5 things MBC can do to help our staff to meet the needs of our kids in the next 12 months.*

1. *Building interior – rooms and services are sub optimal*
2. *PLD – provision outside of ITT has been extremely limited and this must change*
3. *Equipment – the addition of 3D printers is good but late. Much more work to be done here*
4. *Fully realise the recommendations of the reports that were written in 2022.*
5. *School Support – The faculty MUST feel SLT and MBC as a whole have their back. This is not the case currently. Communication has been limited. Decisions are being made without notification, let alone discussion let alone consultation with current Tech staff. We have significant wellbeing issues and this has to change. Much more work to do here.*

This is my personal opinion after 1 month of working in the faculty and while I have been in discussion with many members of the faculty much more work and consultation needs to be done. As I say a more full report on this will arrive soon.



1. Data Summary for 2022

Languages DATA SUMMARY 2022

JUNIOR – TRENDS

English

We continue to celebrate the successes in our junior programmes. The changes we have made are a direct response to the continued decline in literacy skills which are a national issue as identified in the *State of Literacy in Aotearoa* report by The Education Hub. This has been supported in the significant changes to the NCEA literacy corequisite that is a mandatory requirement from 2024.

We tested our Year 10 cohort utilising the new reading and writing literacy standards at the end of 2022 and found our results exactly matched national averages.

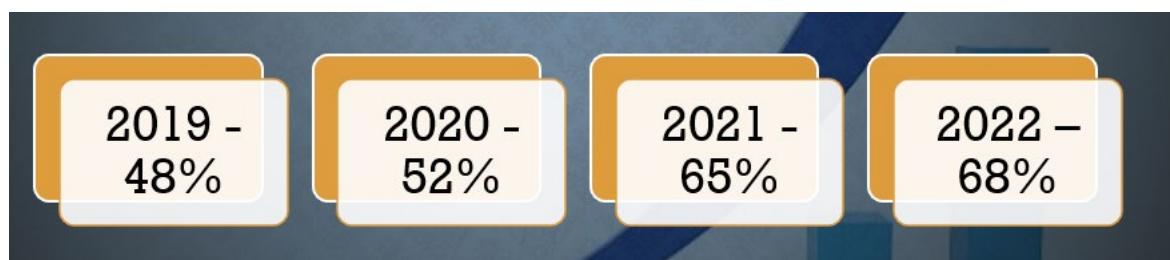
- 61% of boys passed the reading test
- 36% of boys passed the writing test

These are scary numbers. And to that end, I have developed a writing rubric for all faculties to use to support improving writing standards (and provide additional data) plus written a reading strategies guide book for other faculties to use to improve the explicit teaching of reading. It is hoped that these programmes will significantly improve literacy skills in coming years.

COVID had a significant impact on teaching and learning programmes in 2022. Much more so than the previous two years, including the lockdowns. High levels of absenteeism (both justified and unjustified) meant that learning momentum was lost. We expect this to have an impact in senior classes going forward.

However, as you can see from the infographic and graph below, the number of Year 9 students at the end of 2022 who were at curriculum level 4B or higher was 68%. This supports the hard work and programmes (such as a targeted reading programme) we are offering at year 9 and is particularly gratifying after such a tough year. This data is obtained by averaging a range of summative assessments that focus on the core skills of critical thinking, reading for meaning, purpose and structure, the use of language and technical accuracy.

Attainment at Year 9 of curriculum level 4B or higher

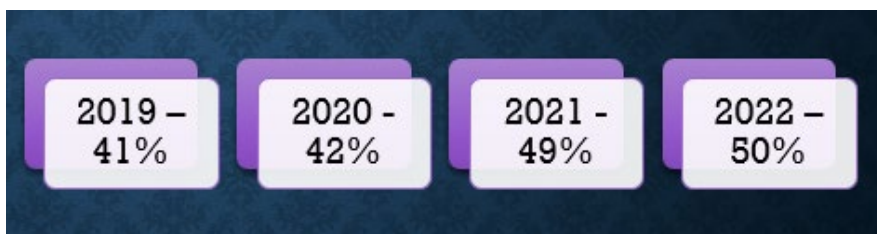


At Year 10 the programme also focuses on core reading and writing skills, as well as developing the critical thinking required for future NCEA assessments. We continue to note a general drop off around engagement and have spent a number of faculty meetings considering how we can continue to improve

our learning programmes to better reflect the learners in front of us. Most of us are now using theme-based learning as a way to improve engagement.

Curriculum level progress did occur in 2022 which once again indicates that the learning tasks and focus we have introduced into our programmes is producing successful outcomes, but the rate of progress is slower than we would like and will be a core focus of 2023.

The infographic below represents the number of students at curriculum level 5B and higher by the end of year 10 in 2022. It is interesting to note that the Literacy Co-requisite is set at curriculum level 5B.



Te Reo Māori

The Year 9 'taster' course is designed to gently introduce the boys, to the reo, in a friendly and safe environment, that emphasises tikanga as well as respect for one another in a mana enhancing space. To that end, whilst it is imperative that kaiako continue to reflect upon any course design, in this instance, the formula has evolved organically with close adherence to the aspirations and expectations embedded within the document 'Ngā Kawatu me ngā Tūmanakotanga o Te Taihū', which provides a guide for education settings within Te Tau Ihu to ensure kaupapa Māori and critical consciousness are embedded into all aspects of education.

In 2022 we also had two Year 10 Reo classes which is fantastic in terms of subject growth. Whaea Jan reported a wide spread of abilities and motivations which produced mixed results. Those that were focused and interested did extremely well, but those that were impacted by significant absences, made a lot less progress. Some high flyers have expressed interest in continuing in Year 11 which bodes well for 2023.

ESOL

Having a dedicated space for ESOL teachers to work has been beneficial to the students in terms of well being and belonging. Data is difficult to assemble across students with varying needs and abilities, but in general, we have seen a significant improvement in the language and communication skills of these students. Having a 'wrap-around' system of tuakana teina with junior and senior classes as well as a tutoring programme (ELRC classes) has also helped significantly.

JUNIOR – REFLECTION

Pluses

We know that multiple opportunities to practice core skills in different contexts works. We know that empowering our learners through engagement and agency works. We know that fostering belief and self-belief in a co-constructed environment, works. And these are the things that we have been and are

continuing to focus on in the Languages Department. While we do not have the perfect model just yet, the lack of streaming, the theme-based programmes and the differentiation we offer has meant both an increase in student achievement and a decrease in negative student behaviour. Our ability to track progress across a wide range of contexts through curriculum level reporting and OTJs could and should be used school-wide.

Research continues to promote core elements in terms of teaching success:

- Passionate teachers who build respectful relationships with learners
- Quality resources and innovative teaching methods
- Multiple opportunities for learners to connect learning
- Multiple assessment opportunities

Our focus on 2023 is a stripped back programme that will use exercise books and offer multiple opportunities for our learners to practice their newly developed skills. This also reflects the very recent changes in the NCEA Level 1 standards that are being implemented in 2024.

Minuses

The faculty remains challenged by the very low academic ability that many students who arrive at the college at Year 9 exhibit. Because the skill levels of these arrivals is so much lower than it should be (many are reading at the equivalent of an 8 year old), we are required to play 'catch-up' for much of the first, if not the entire two year junior programme. This means that we struggle to focus on the refinement of language (patterns, structures etc) and critical thinking that is required for senior assessment when so much time has to be spent on literacy demands. We have already noted the flow-on effect of this in terms of lower endorsement numbers and lower pass rates for the writing standards, particularly at Level 3. Additional support would be welcome and will become a necessity going forward and this is something that the Board will need to consider when allocating funding.

Our biggest challenge also remains in how to engage the 'hard core' bottom 5% that remain resistant to anything we have previously tried.

This group features large absenteeism and a lack of work ethic and focus in class. Many of our students also struggle to complete work and this is a significant problem for us as these poor work habits deteriorate over time and cause issues with NCEA assessment later on. We have tried a number of things such as home contact, extra support and lunchtime tutorials, but currently the boys all think these things are a punishment rather than a support mechanism and network.

Interesting

The impact of the new curriculum(s), NCEA changes and in particular the new literacy corequisite, will have a significant impact on the shape of teaching and learning programmes moving forward. While the Ministry of Education remains focused on flexible learning environments (FLEs), connected curriculum, semesterisation and other adaptations, these elements all detract from the basic skills that many of our young men are missing. I sometimes think that unless we have very clear foundations in place, we should not attempt to start tinkering with the plans.

SENIOR – TRENDS

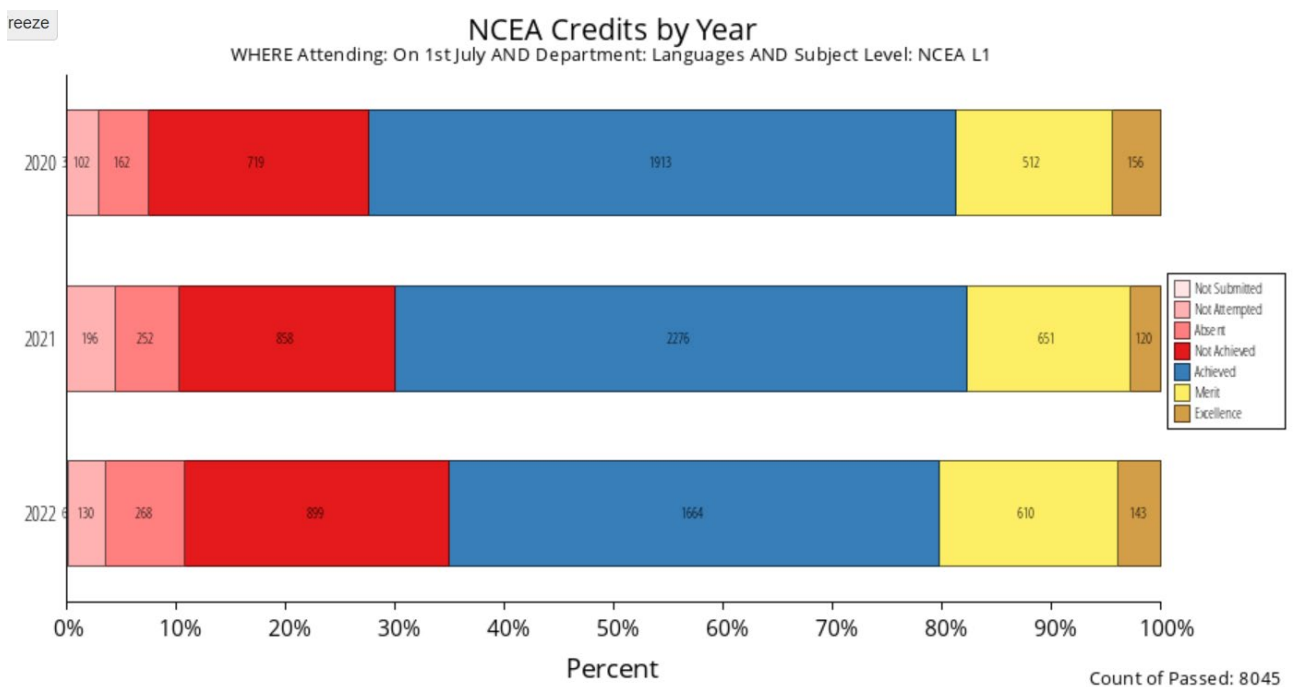
LEVEL 1 OVERALL

The number of Level 1 students successfully passing English, Te Waharoa and Te Reo Māori courses dipped in 2022. This matches the national average.

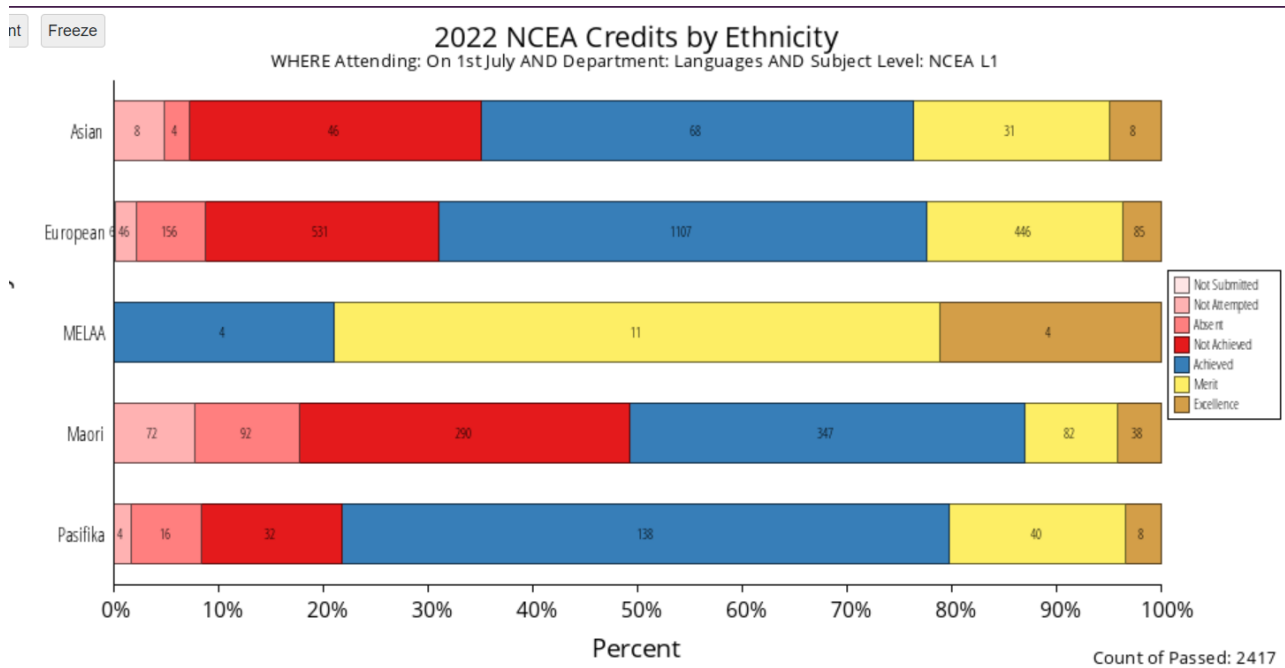
However, 80% of the English classes had very successful achievement with both internal and external assessments – the exception being two classes that considerably lowered the pass rate across the cohort. Reflections and discussions have been conducted with the classroom teacher concerned.

We continue to note a considerable absentee rate for external assessments. But when students reach the magical 80 credit pass rate, they fail to see the value in continuing to develop their skills through examinations. Covid credits did not help this either.

We have also noted a deepening trend in students at Level 1 only focusing on attaining 10 credits to fulfil the literacy requirement. While they are present and engage in all learning programmes, they often consciously chose not to complete any additional assessments, including the external assessments.



The graph above indicates a 65% pass rate in 2022 which is down from the 70% from 2021. This is based on a pass rate of 14 or more credits in either English, Te Reo, ESOL and Te Waharoa.



The success our Māori learners dipped significantly in 2022 with only 51% successfully 'passing' NCEA Level 1 in Languages. This is a drop from 61% in 2021. There are a number of factors that have influenced this result and it largely reflects significant periods of time out of the classroom for a variety of reasons.

Level 1 Waharoa was successful once again with a pass rate of 88% overall. This is a popular course and suits a wide variety of learners from all academic backgrounds largely due to the flexibility that Whaea Jan provides in terms of assessments. Running the class almost as individual learning pathways significantly improves engagement and success.

The Level 1 Te Reo course had a disappointing result largely caused by the external assessments and the fact that a large number of students had not previously studied Te Reo. Many under-estimate the level of language required to pass NCEA but we predict that the results will continue to improve under Whaea Jan's tutelage.

Only twelve students in English or Te Reo Māori classes did not achieve their required literacy credits. This represents 0.06% of all languages students. The biggest commonality is lack of attendance with 5 boys attending school less than 45% of the time. Two boys also had high learning needs and 2 boys only need two additional credits to be successful. This indicates that whatever we are doing in terms of literacy, is working.

Course endorsements however, were abysmal. This reflect the general attitude of 'c's get degrees' that the boys had last year. Many view Level 1 as a year to 'get through' and have decided that course endorsement is not important at Level 1. We will continue to work on this.

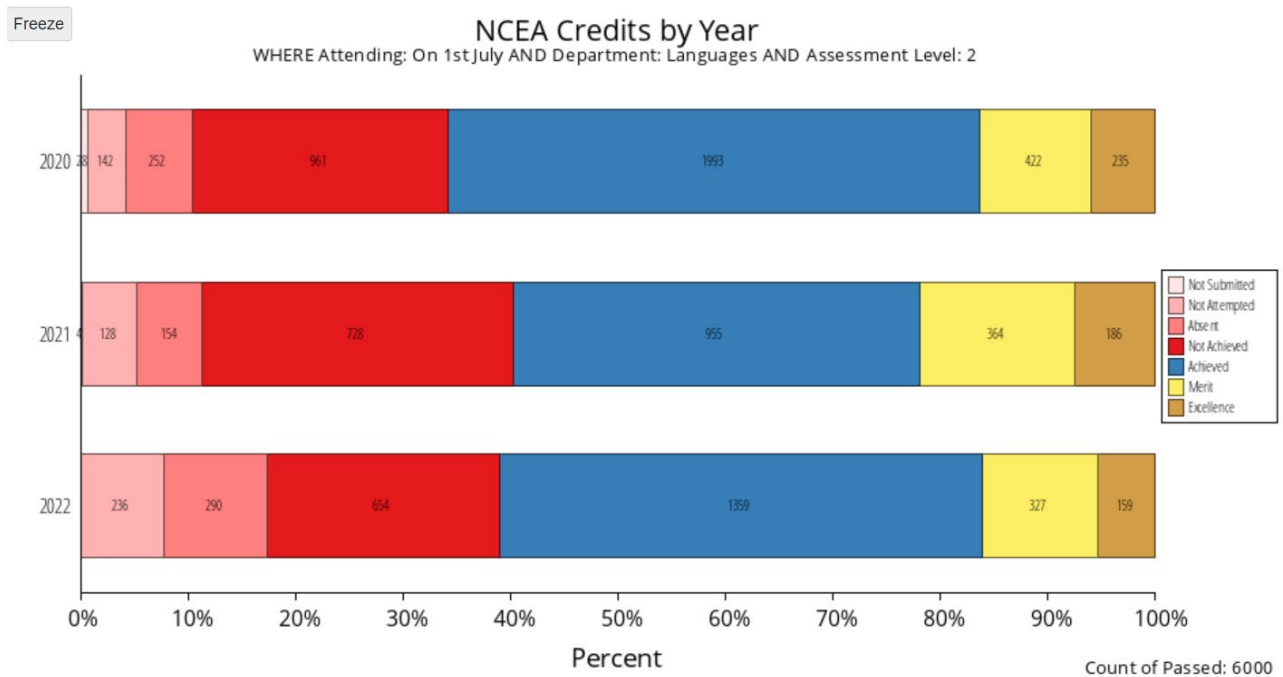
LEVEL 2

There was a slight increase in achievement over 2021. However, very large level 2 classes made it difficult to extend learners as the very significant differentiation levels required for the wide range of learners in these mixed ability classes meant we simply had less time to spend with each learner. Students who had the required credit numbers also signalled their disinterest in external examinations and ultimately

endorsement as most do not go on to tertiary study and seemed to lack the personal pride and engagement to do their best.

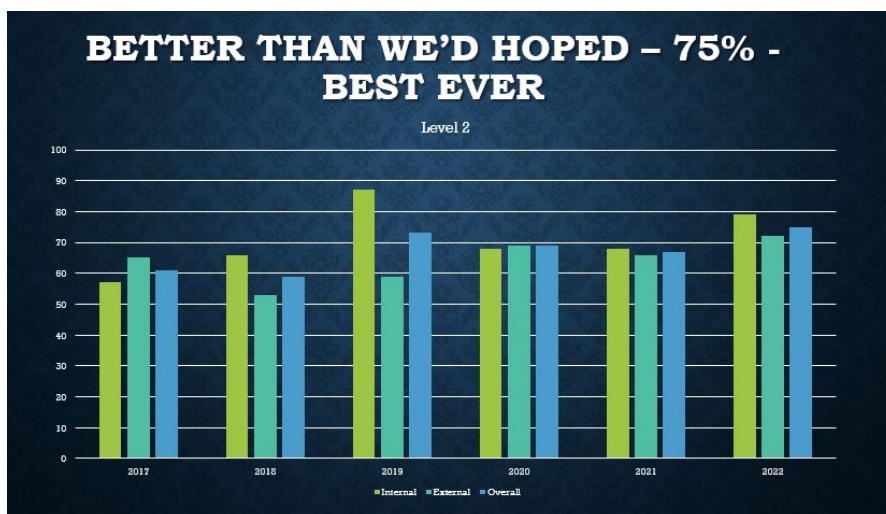
We tried semesterisation at Level 2 and quickly realised that this was not a workable option going forward. When coupled with Covid issues it meant having to rush through portfolio's and other internal assessments. This significantly impacted our results and our endorsements. We are not semesterising in 2023.

LEVEL 2 OVERALL

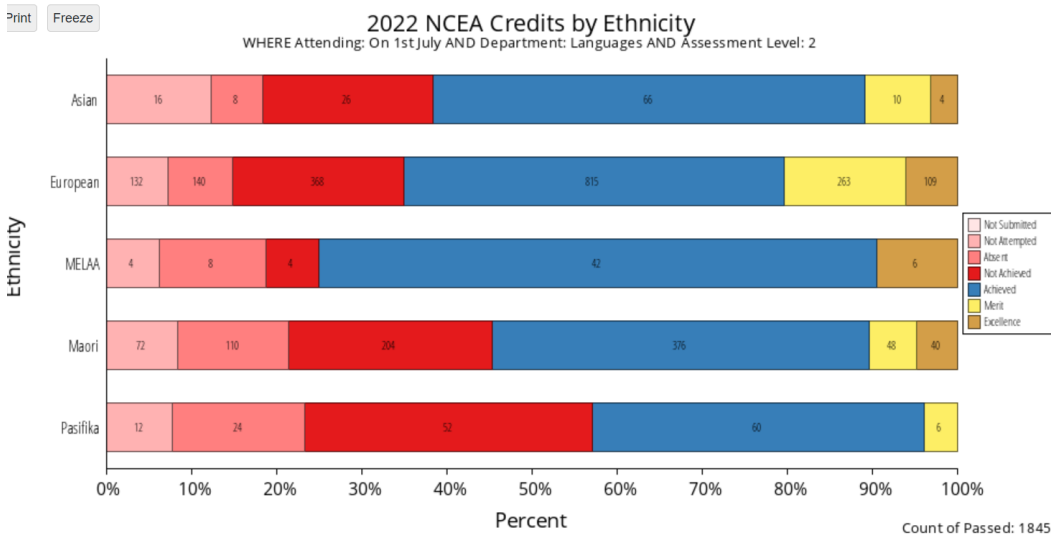


The graph above from Assay indicates a 61% pass rate which is 1% more than 2021.

If we analyse the number of students who successfully passed standards they attempted – then the results are significantly different. Perhaps we need to consider learner needs over data ‘needs’:



Pass rates for Māori and Pasifika students were consistent with previous years although there were more students in the absent and not attempted columns than we would like.

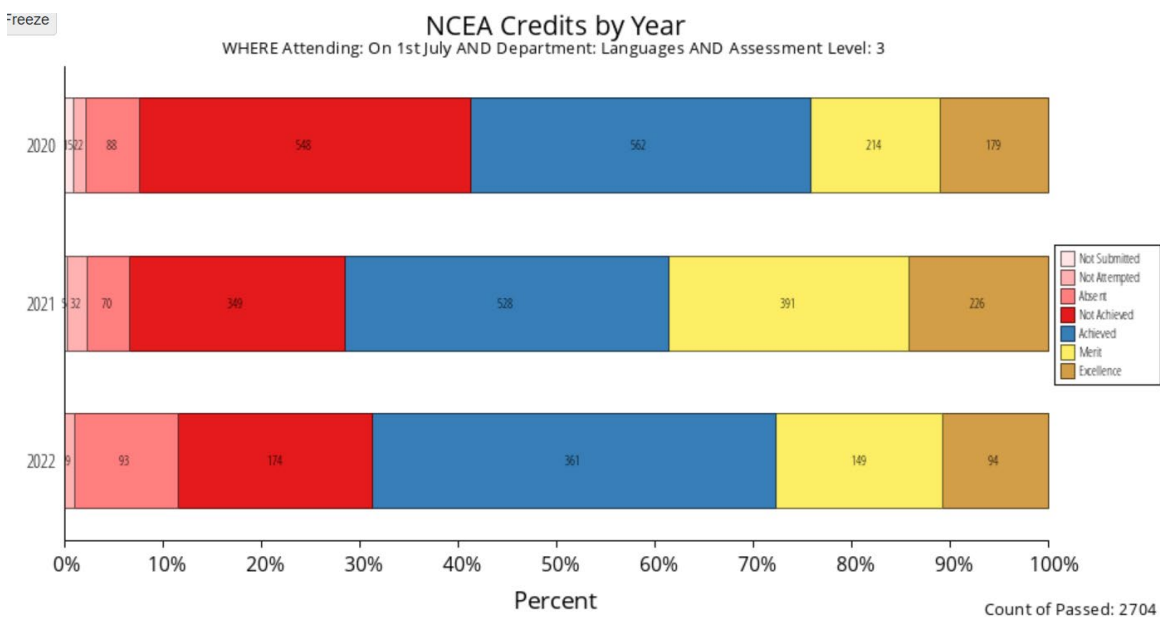


The Te Waharoa course is a combined level 2 and 3 which once again, come through with an 85% pass rate once again, largely due to the student choice available. The Level 2 Te Reo course was outstanding with one student receiving an excellence in an external assessment – the resulting 74% pass rate overall is gratifying considering the very high academic nature of this course.

LEVEL 3 OVERALL

There was again a clear split between the novel and visual courses at Level 3 in English which is something that needs to be addressed in 2023. The novel course is consistently achieving pass rates around 90% for internal and external assessments, but the visual courses are 61% and 52% largely due to the writing standards. In 2023 we have moved into theme based courses like the other two levels.

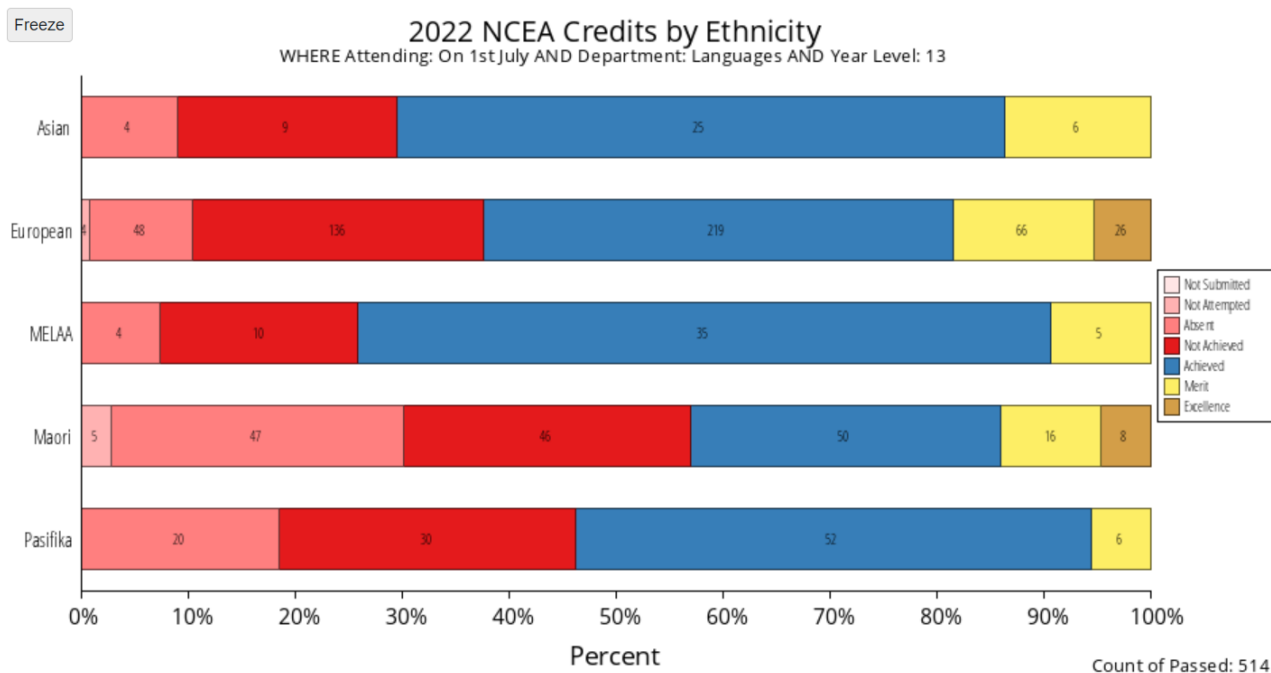
The graph below represents a pass rate at 14 or more credits and includes all branches of the Languages Faculty.



The 69% pass rate at Level 3 is particularly gratifying considering the tough year we had with Covid and absenteeism over a smaller cohort.

The Level 3 Te Reo Māori and Te Waharoa courses only had two students who dropped out midway through the school year.

There was a significant drop in the achievement of both Māori and Pasifika students in 2022. Clearly this is disappointing but there are number of factors contributing to this decline such as absenteeism, conclusion of the rugby season, students electing not to complete all assessments and so on. We hope to mitigate some of this in 2023.



Course endorsement was also down but this was unsurprising considering the lack of engagement with the external assessments that many boys showed.

SENIOR - RELECTION

You could comment on:

- What is working and what needs to improve?
- How is your faculty continuing to build capability to provide differentiated approaches to teaching, learning and assessment?
- What are the biggest challenges your faculty faces?

LEVEL ONE COURSES

The theme based courses were popular and we had high levels of engagement in learning programmes. The decision to remove the problematic 101 course did not significantly impact pass rates in the mainstream classes although there were issues with the Pathways course and this was also disbanded at the end of 2022. Instead the focus will be on literacy as a whole.

The Level 1 Te Waharoa courses were hugely successful with a number of students producing some outstanding results in both internal and external assessments. It is exciting to see our boys engaging with local curriculum and knowledge in a meaningful way.

LEVEL TWO COURSES

The Level 2 results were much lower than expected and after lots of discussion and reflection, we have come to the following conclusions.

- Semesterisation does not work with the current English NCEA standards
- Significant absenteeism (for a variety of reasons) significantly impacted our learning programmes and then consequently, our pass rates.

The Level 2 classes in 2022 were over-loaded with 2 being over 30. Larger classes are not helpful in terms of addressing specific learners needs and create a large marking load which are both stressful for the classroom teacher. This will also inevitably have a flow on effect for UE Literacy rates and is something that we need to monitor as a school. The usual expectation that an English teacher will provide an additional standard outside of the classroom environment has become a significant time demand when it is no longer one or two students and the teacher already has 32 assessments to mark.

The quality of written work has deteriorated over the last 5 years and this has been extremely problematic for the writing portfolio standard. While we are attempting to address this at a junior level, it is going to be at least two years before this work can filter through. This is also corroborated by the report published by The Education Hub on literacy practices in NZ communities. The lack of basic writing skills and the sheer number of changes to curriculums we must now adhere to, are not necessarily allowing us to focus on language skills (to contribute to the writing portfolio). With a tough three years due to the impact of Covid, we are not expecting a significant improvement in Merit and Excellence grades for Level 2 portfolio's in 2023 as a consequence. However, we will continue to push for excellence and do our best.

LEVEL THREE COURSES

Any Level 3 course in Languages requires a level of expertise. These courses focus on higher order thinking, demands well-developed language and writing skills and expects learners to be self-disciplined and focused. And for some of our learners, this is what we received. However, there are an increasing number who are 'forced' into a course due to lack of timetable options who lack the appropriate core skills to ensure success at this level.

We like to give all students a chance to prove themselves however, setting them up for failure is not useful or kind. With the change in NCEA limiting our options in terms of connected curriculum, the way forward lies in packaged courses rather than forced connection. For example, re-invigorating the Wine School with one English standard at Level 3 would be useful for those intending university study in that field.

TE REO MĀORI AND TE WAHAROA COURSES

The Te Waharoa courses are an integral part of re-invigorating cultural connection for many of our Māori students, but these courses are also gaining increasing popularity with students of other ethnicities and cultures. These courses need to be made a priority going forward for all students. The growth of the Te Reo Māori classes is pleasing, and with expert teaching and learning programmes, we will continue to go from strength to strength.

ESOL

The continued growth in terms of new students requiring ESOL support has meant extremely big classes. Having to revert to splitting the students into Senior and Junior, rather than into three groups based on ability, has resulted in classes that range from very low levels of English to very high levels. This means a lot of differentiation is required and this can result in the lower level students getting less attention than they need. ESOL (and other language) teaching requires intensive input for each student. With classes of 15 students whose levels vary dramatically, it is difficult as a teacher to meet the needs of all the students equally. Re-instating the three classes that we had previously would mean we could cater to our ESOL students language needs more comprehensively. It would also mean we could revert to placing the students according to ability rather than year level.

GENERAL COMMENT

As a staff, we are now expected to teach primary level reading and writing skills to our junior students. Most of us are not trained in these skills and this is an ongoing issue which we need to address. While Caro Vinnicombe is doing a fantastic job with some of the lower ability students in both year 9 and 10, the level of differentiation required for our classes is significant and requires a lot of time and effort to construct. Ministry guidelines presume that differentiation will occur across 2 curriculum levels, however many of our classes require differentiation across 4 curriculum levels. We will need more support going forward if this trend continues.

We were pleased to have a reprieve on the new NCEA standards and assessments last year. The changes mooted here are significant and in my opinion, offer a step backwards for most of our learners. Fundamentally these standards are not easily 'connected' with other subject areas and are limiting in terms of student agency around the content and mode of assessment. The faculty will be doing PD this year on modes of assessment to continue to find workable solutions for our lower level learners going forward.

The *Write that Essay* system is a programme that the school adopted a number of years ago to help develop our akonga into confident writers. We received PD on it and at the time, I was a WSL and spent time in all faculties implementing it. However, there have been a significant number of staff changes and I believe that we need to re-focus on this excellent programme to ensure consistency around our writing in all subject areas. I believe that we need a school-wide focus on writing to ensure that our students pass the literacy test being implemented in 2024, otherwise our NCEA pass rates will be significantly impacted. This is also something that the Board can fund in terms of online resourcing.

Education Perfect is another tool that the entire school can use – it has just developed an on-line literacy tool and also has all other foundational skills (such as Maths, Science, Te Reo etc) as part of its learning programmes. Funding this for all students in the school would be a significant and incredibly beneficial learning tool.

Finally, students with attendance rates over 90% were largely successful in their learning goals. This needs to be a major focus of 2023 if we are to improve overall pass rates.

3. Review of Faculty Action Plan for 2022

Languages ACTION PLAN 2022

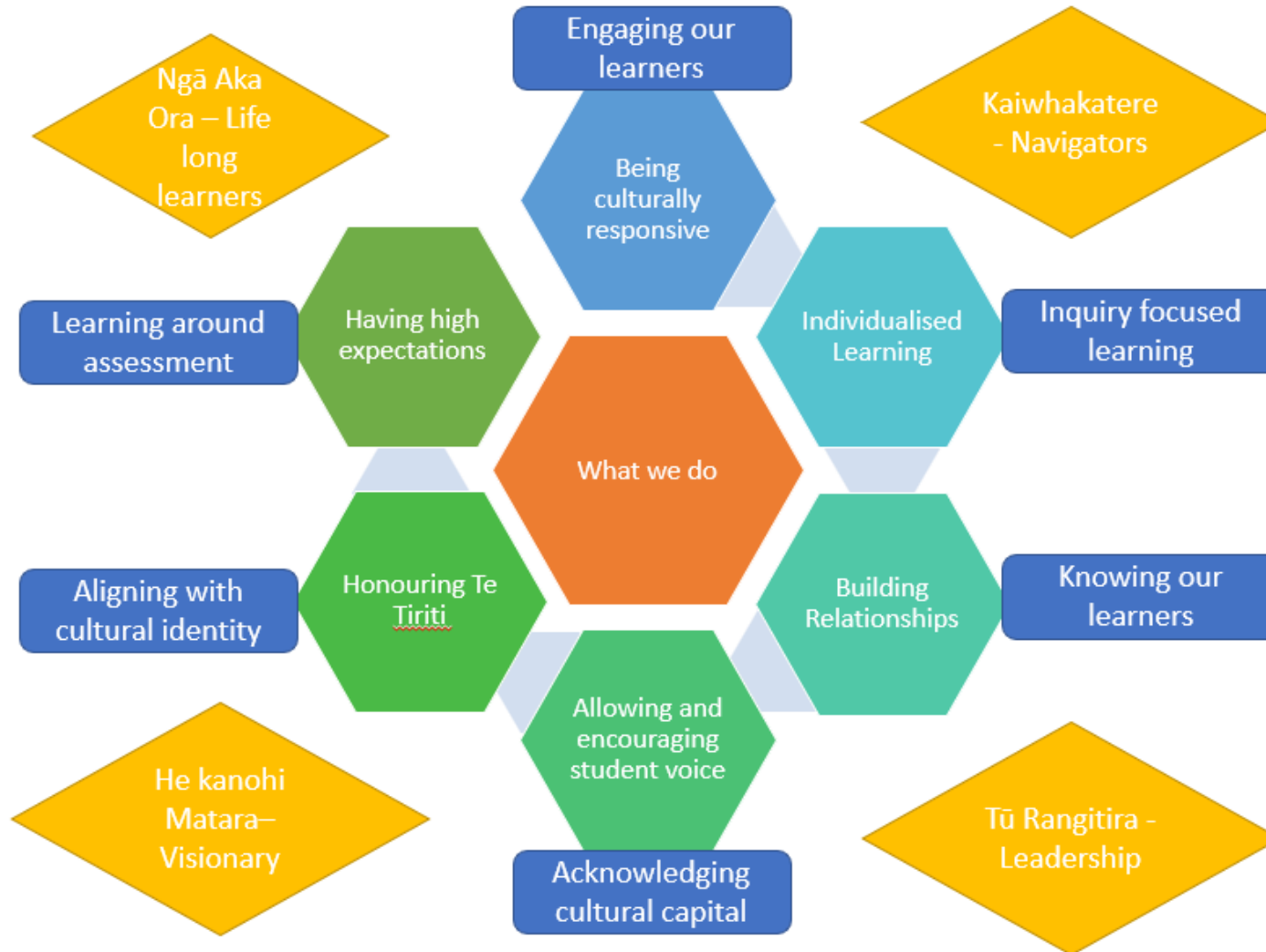
School Strategic Goal	Goals	Success Criteria	Professional Learning & Development Required (in 2022)
Academic – raising expectations and achievement for all	Knowing our learners – junior goal	Using incoming data to help inform our learning programmes. By developing good relationships with our students, we strengthen and deepen learning opportunities.	Using Assay and KAMAR to inform practice – E-AsTtle and OTJ grades were also beneficial and can be used school wide. We also run a two-year programme which forms meaningful working relationships. Behavioural incidents reduced significantly in 2022.
Academic – raising expectations and achievement for all	Engaging our learners – junior goal	Developing theme-based and connected curriculum opportunities around student interest to engage and promote learning opportunities.	Faculty professional development around course construction. The year 9 programme is largely followed by all teachers and as we continue to modify it, we are creating a rich teaching and learning resource bank. Results indicate that what we are doing is working.

<p>Academic – raising expectations and achievement for all</p>	<p>Acknowledging cultural capital – junior goal</p>	<p>Allowing students the autonomy to choose how they will complete and present learning through their own unique world view.</p>	<p>Online professional development through NZATE and Putake (NZQA website) and focus on UDL.</p> <p>We had a number of students taking ownership over their learning and presenting in a range of different mediums were practicable. Great to see a number of our Māori learners using their mihi in speeches and focusing on local curriculum for research projects.</p>
<p>Academic – raising expectations and achievement for all</p>	<p>Learning around assessment – senior goal</p>	<p>Focus on learning; on skills and innovation rather than focusing on the assessment or the credits gained. Allowing students to drive their own learning will ultimately improve the assessment in the long run.</p>	<p>Faculty PD.</p> <p>Unfortunately Covid impacted the real development of this goal. And now the new NCEA and curriculum changes are stalling progress. We will keep this goal going forward.</p>
<p>Academic – raising expectations and achievement for all</p>	<p>Aligning with cultural identity – senior goal</p>	<p>We need to approach texts from multiple viewpoints to deepen connections to and beyond the texts. By allowing students to bring their own perspective, we foster critical thinking and creativity.</p>	<p>Aligning this with the new History Curriculum to develop a local curriculum will enrich and empower our learners.</p> <p>We are developing a resource bank of our local stories and different ways we can use a Māoritanga lens when approaching texts.</p>

<p>Academic – raising expectations and achievement for all</p>	<p>Inquiry focus – senior goal</p>	<p>Inquiry should drive learning not assessment. By focusing on the 'why' element, students are creating their own learning programmes and developing deeper critical thinking skills.</p>	<p>Faculty PD. We have switched to a number of assessment standards that focus on inquiry learning and are really driving through the 'why' in everything we do.</p>
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3. Faculty Action Plan for 2023

Hauora



Being the best

This model represents and reflects:

- The schools strategic goals
- The graduate profile
- Our faculty goals
- Mātauranga Māori values and aspirations

This is our Faculty PLG this year (2023) as we work towards the new literacy assessment, NCEA changes and the new curriculum and all of our professional development contexts feeding into it. It will be our appraisal document, professional growth cycle and living evidence of student-focused collaborative learning.

MBC Social Sciences Faculty Annual Report 2022

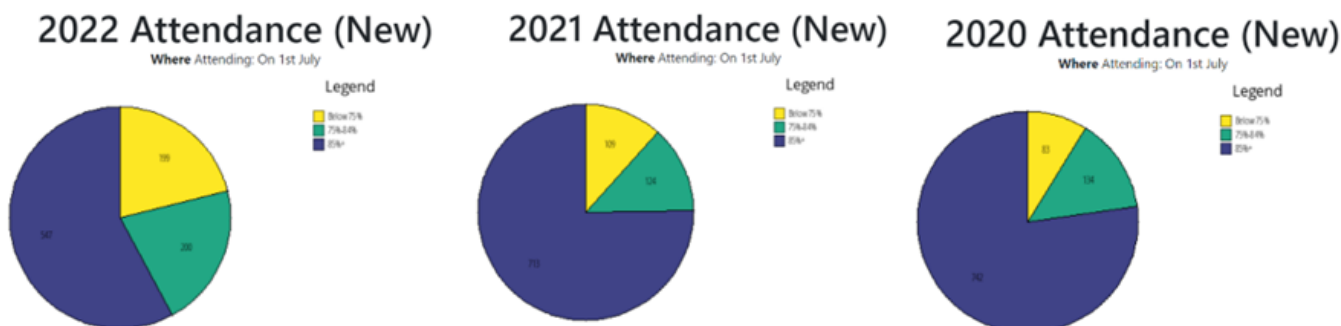
Please submit by Wednesday 4 March, 2023



The Annual Report must contain the following sections:

1. Data analysis overview (*template below*) [2022 HOF Data Analysis - SOS.docx](#)
Review the student achievement data across junior and senior courses in your faculty.
 - From your working document and graphs identify **trends and patterns only** across courses in your faculty. (Only identify specific standards/assessments if required to illustrate a point)
 - Please comment on
 - Progress in the junior school
 - How Level 1/2/3 tracking in your faculty - make a **general comment** on whether courses have achieved an average of 14 credits or more per student and, where relevant, the following:
 - Literacy
 - Numeracy
 - STEM equity
 - Māori and Pasifika stats
 - GATE
 - The context / reasons why we are seeing these trends and what your faculty plans to do or change.

Please illustrate some of the trends you want to identify using graphs from assay to show the last 3 years



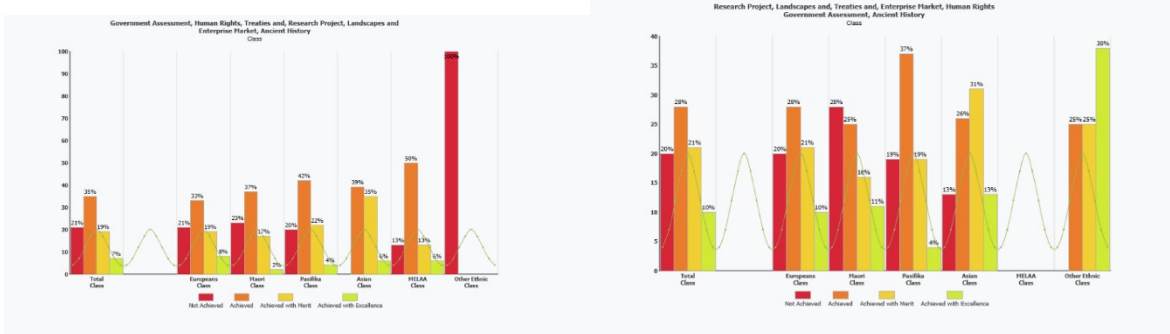
Yellow is below 75% and turquoise is 75-85%. Blue is 85%+

Attendance

Attendance was noticeable down in 2022. It is reasonable to hypothesis that lower attendance relates to lower levels of attainment.

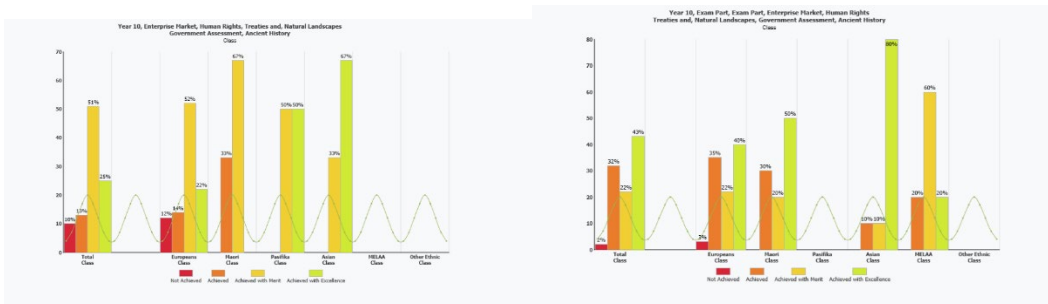
1. Data Summary for 2022

JUNIOR – TRENDS



Above: Year 10 Results 2022 by Ethnicity (Excluding GATE) Year 10 2021

It is interesting to note a lower proportion of Excellence results in 2022. This may be related to significant absences due to Covid-19. Our results by ethnicity show that Māori and Pasifika students had similar proportions gaining Not Achieved grades to the whole group. The numbers were more varied when considering Merit and Excellence grades, with Excellence grades in a slightly lower proportion for Māori and Pasifika students in 010 classes. There were **outstanding results for the Pasifika** students in the GATE class in 2022, seen in the graphs below, though admittedly from a small sample.



Above: Year 10 Results 2022 by Ethnicity GATE 2021

JUNIOR – REFLECTION

You could comment on:

At Year 10, student who opt to take the Te Reo course cannot take Social Studies. These boys are missing an important learning area of the curriculum. While I'm sure the staff of the Te Reo course will include some contexts relevant to Social Sciences and the **mandatory teaching of the ANZHC in 2023**, it is unfair to expect that they would cover a sufficient amount of the curriculum given their important primary role of teaching Te Reo. **I don't believe that MBC is meeting its obligations to teach those students the Aotearoa New Zealand Histories Curriculum.**

Year 9 and Year 10 Research Assessments were marked using curriculum level progressions in 2022. This was made possible due to the work of faculty members creating a marking rubric based on the 1997 and 2007 Social Studies NZC documents. It would seem that this will be a largely wasted effort as the curriculum refresh has come into effect in 2023.

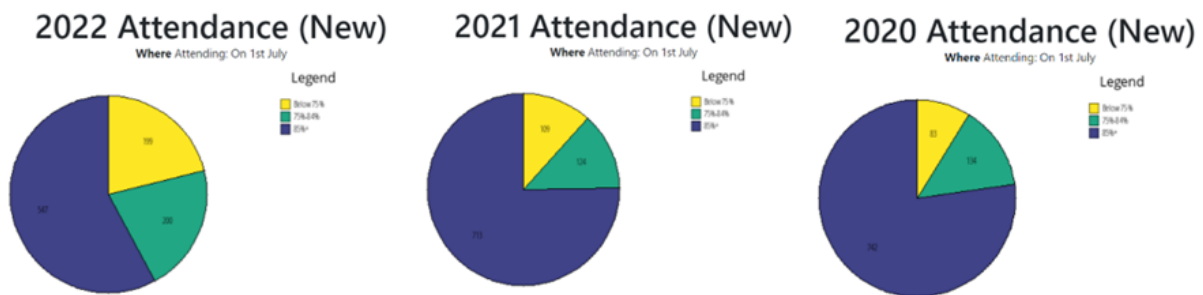
We will begin adjusting our programme, and consequently, our assessments, to meet the requirements of the ANZHC and the curriculum refresh. We will base our contexts on the "Know", which will cover the broad "understand" concepts. The assessment tasks will be based on the "Do" part of the curriculum.

The curriculum refresh, including ANZHC, explicitly encourages more Māori and Pasifika contexts. In the Year 9 SOS programme, our overall plan includes more emphasis on local people, including the iwi of Te Tau Ihu, and local places such as the Wairau Bar – Te Pokohiwi. We plan to incorporate more Māori history into our town walk, organised in conjunction with Heritage Education.

Describe progress as a faculty around NZ curriculum refresh, Mātauranga Māori and literacy/numeracy coverage/inclusion in the junior school as prep for the common assessment tasks 2024 – See above.

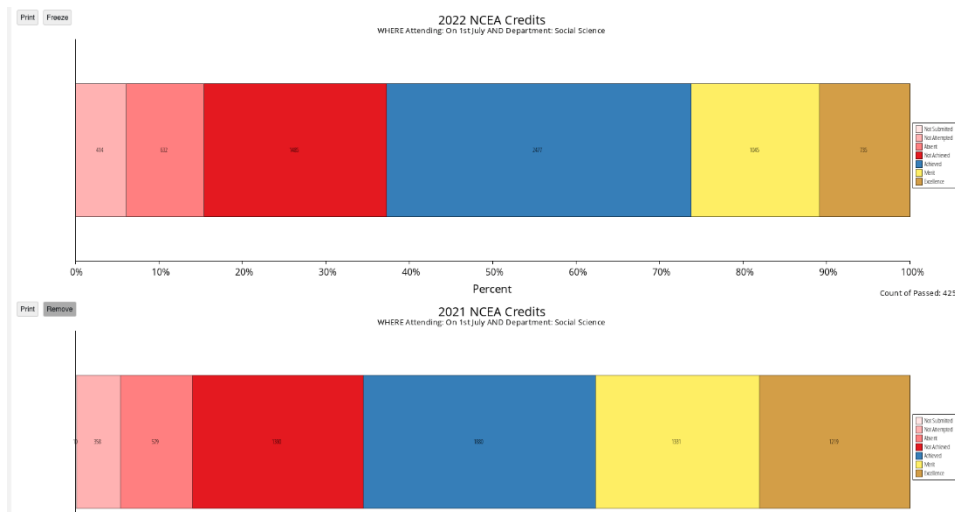
SENIOR – TRENDS

Overall Faculty Results



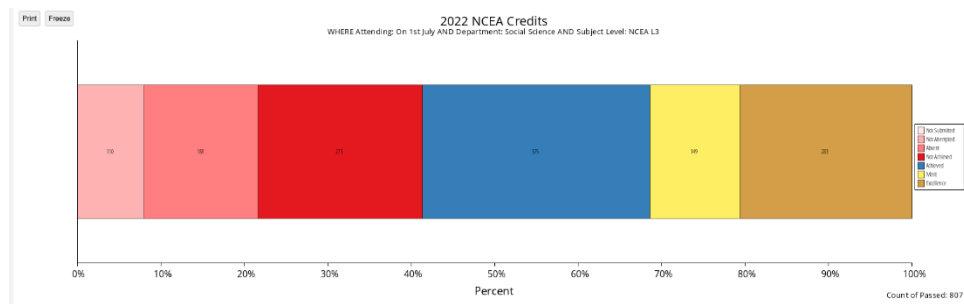
Yellow is below 75% and turquoise is 75-85%. Blue is 85%+

1. Faculty NCEA credits by year

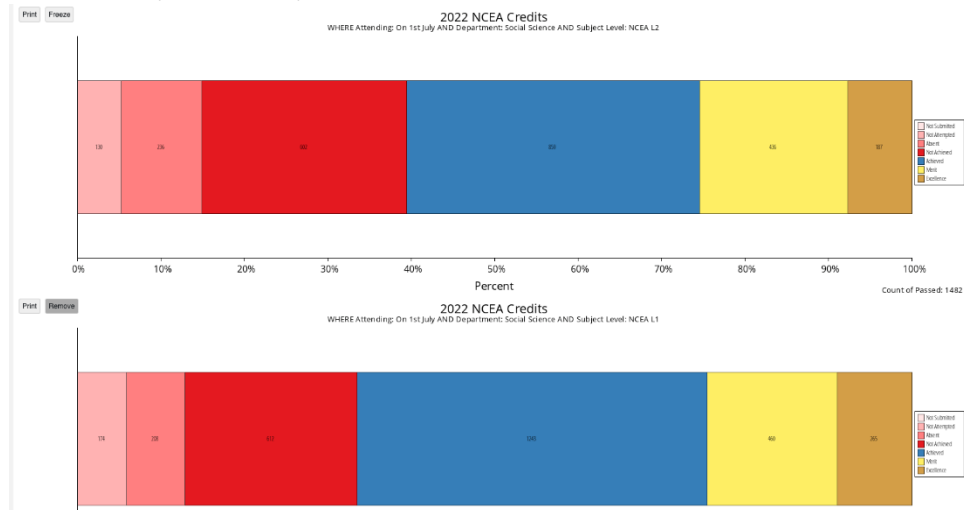


Assay Graph and comment: The results across the Social Sciences faculty were generally in keeping with the results of the school as a whole. [0288_ncea-cert-endorsement-2022.pdf](#) In 2022, there was a marked decrease in the number of Merit and Excellence grades recorded and an increase in Achieved grades, both in terms of total numbers and as percentages. Given the disruption to student studies, one could postulate that students having less direct teacher contact caused this pattern. The data, seen in the graphs, (see [2022 HOF Data Analysis - SOS.docx](#) for more analysis) indicate the impact of the many Level 1 Achieved grades. Level 3 was, comparatively, much better.

Level 3 2022



Level 2 2022, and below, Level 1 2022



SENIOR - RELECTION

You could comment on:

- Economics, Geography and History continue to be popular options for students. Success was had in cooperating with Richmond View School, MGC and QCC during 2022 with joint PLD for staff and joint activities with students on various occasions. The field trip to the USA with MGC was organised, set to depart in September 2023.
- *What are the biggest challenges your faculty faces?* Upcoming NCEA changes pose a significant challenge in Social Sciences. In 2024, Commerce will come into effect as a new subject at Level 1, with Accounting ceasing to be assessed by NZQA at Level 1, instead beginning at Level 2. We have had challenges in recruiting and retaining an Accounting teacher. Our teacher of several years resigned in the 2021 Christmas break. We were fortunate to secure the services of a new teacher for 2022 but she resigned in January 2023. Classics will cease to be assessed by NZQA at Level 1 in 2024. The number of students opting for Classics has fallen over the last few years. The decline in popularity has continued into 2023. Geography will see significant changes in 2024, with far fewer Achievement Standards, offered. History will face some changes, though they are less challenging than the other subjects.

Reflecting on the History Courses at MBC in 2022

Level 1 – Results were down for Level 1 in 2022 compared with 2021. As we had the same teachers, teaching largely the same programme, we can consider the obvious external factor of Covid-19 disruptions as a likely reason for the difference. The students were at school less often.

Several students suffered from Long-Covid or took several weeks to recover. A decline in Level 1 attainment was seen nationally with NCEA results as a whole.

Regarding 14+ credits as success is only true when considering endorsements. In 2022, 12 credits in each of their 6 subjects would have seen a student gain 72 credits. They would have received 10 additional credits from NZQA, taking their total to 82.

Level/Year	Endorsement	14+	
L1 2021	20A/3M/4E	60% 14+ credits at least 4 of 5 Achievement Standards)	78% 12+ credits (at least 3 of 5 AS)
L1 2022	12A/2M/1E	41% 14+ credits	66% 12+ credits
L2 2021	6A/1M	48% 14+ (at least 3 of 5 AS)	71% 8+ (at least 2 of 5 AS)
L2 2022	6A/3M/1E	53% 14+ (at least 3 of 5 AS)	75% 8+ (at least 2 of 5 AS)
L3 2021	7A/2M	78% 14+ Credits (at least 3 of 5 AS)	78% 8+ Credits (at least 3 of 5 AS)
L3 2022 *Small Sample	1 A/2M	44% 14+ Credits (at least 3 of 5 AS)	58% 8+ Credits (at least 3 of 5 AS)

Level 2 and 3

The experiment with 6 Level 2 boys being present in the HIS3 class saw some benefits but some costs too. The benefits included better exposure to the Scholarship programme, which may bring results in 2023. The costs were that those boys did not share their knowledge with the rest (18) of the year 12s doing Level 2, and that managing both Level 2 and Level 3 in the same room saw the teacher having to deliver two high quality programmes at a time. Overall, the Level 2 results bucked the trend in being better in 2022 than in 2021. Perhaps giving special attention to the boys had helped.

Initially 7 boys, and later 6, Level 3 students shared the classroom with the 6 Level 2 boys previously mentioned. There was a wide range of ability within the small group. Some pleasing personal results were achieved in this context.

Scholarship

A scholarship programme was run on Thursday lunchtimes. No Scholarships were gained. The programme was voluntary and included 5 of the 6 year 12 boys, and 1 of the Year 13 boys. It is hoped the experience may result in success in 2023.

Priority groups

GATE – The experiment with the talented Year 12 boys mentioned above is unlikely to be repeated in the same format. Boys will continue to have the opportunity to be placed in a more advanced class than their year group, when appropriate, being in the best interest of the student.

Māori and Pasifika – Programmes continue to offer opportunities for students to study Māori contexts. However, the number of Māori and Pasifika students across the senior history classes is very small. The results were lower than for the cohort as a whole. **Pasifika** results look especially disappointing for those two students. Some Māori students had more success, gaining 14+ credits.

Recommendation - Given the small number of students, more can be done to target Māori and Pasifika success in 2023.

Coming up

NCEA Change – The change to four Achievement Standards in 2024 will have a limited impact on the history courses compared with other Social Science subjects. We have made a conscious effort to include New Zealand history in the courses for many years at MBC, including some explicitly Maori contexts. More emphasis on matauranga Māori will need to be included by 2024.

Accounting

Multi-level classes are not a good idea, they do not work well in my subject areas for student's and they give the teacher double the workload of their peers which creates unfairness amongst colleagues. Ryan also struggled to get through the workload he kept being given each year. You will not retain good staff if they are made to do workloads like this. Multilevel classes are unfair on students as they really shorten the amount of teaching time, hence their results cannot be accurately compared nationally to other students in other schools who only have one year level classes.

Business Enterprise Studies

Year 12 Business Enterprise

Most students passed the internals and external exam. This year group had more academic students in it who put in the work required. This was again a multi-level Year 12/13 class, the internal and external results would have been better if it was only a year 12 class.

Year 13 Business Enterprise

Most students passed their internals. They chose not to complete the external due to workload issues in and out of school and NZQA altering credit requirements to enter university so I allowed them to withdraw

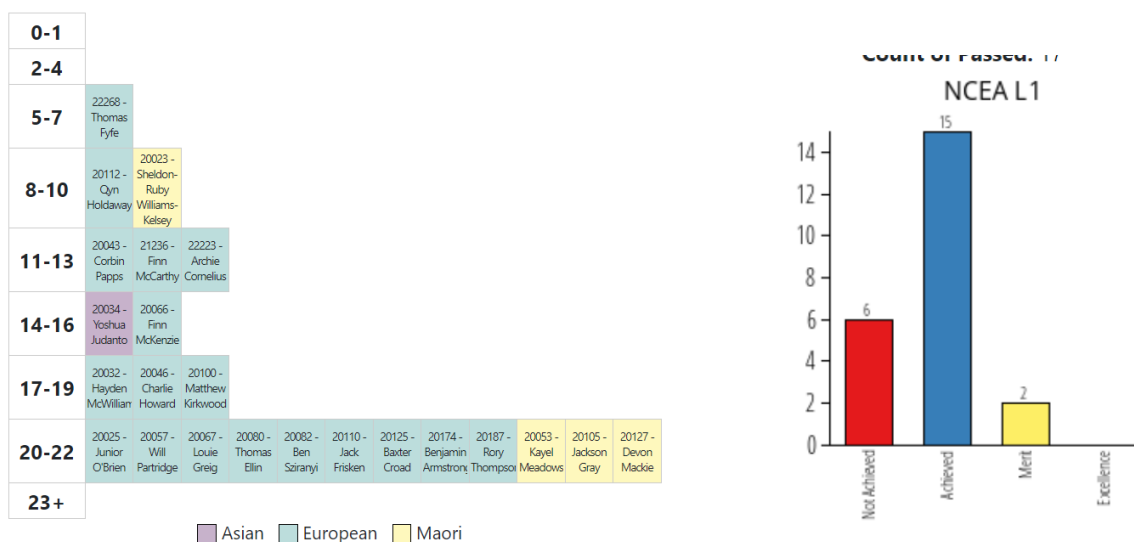
from the external as well as 1 internal because I was aware of how big some of their workloads were. There was also a lot of absence due to covid, sport activities, prefect activities and camps. This was again a multi-level class, the results would have been better if it was only a Year 13 class.

Reflecting on the Economics Courses at MBC in 2022

TIC Jenny Thomas

Level one

The introduction of the circular flow internal worked well with most students gaining these credits. However, this cohort of students were still unable to grasp the concept of depth and breadth required for higher grades. The same was true for the external exams, with no excellence gained which is concerning. Covid definitely played its part in lower-than-expected outcomes. Students in 2021 had the option of 3 external standards, not 2 and therefore chose to only do 2 of the 3. Whereas students in 2022 had to sit the 2 we studied in class.

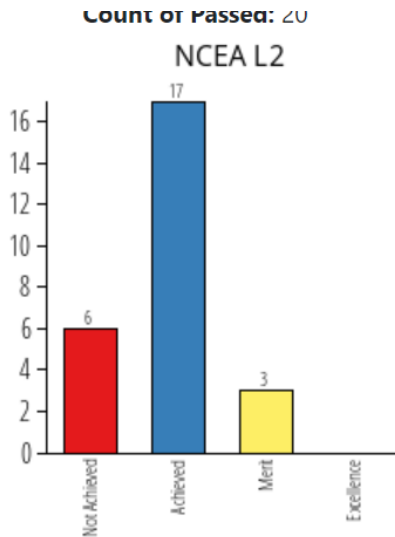


There were 22 credits in this course, and we can see that most students gained an endorsement in this subject with at least 14 credits.

This is where my concern is.

Level 2

This was a large cohort with 8 of them in a multi-level with 12 level 3 students. There were not supposed to be so many level 3 students which changed the dynamic of this class. However, as per the level 1's, the endorsement grades were not so good, I feel for similar reasons. The merits and achieved's good but lacking the detail for those excellence grades.



0-1	19063 - Tyler Gillespie	19213 - Jacob Kerr								
2-4	19028 - Max Williams									
5-7										
8-10	19043 - Kris Tanchev	19118 - William Poff	19145 - Joe Coldwell							
11-13										
14-16	19069 - Max Hancock-Riggins	19157 - Luke Pannell	19169 - Oliver Hunter	19007 - Luke Hamilton						
17-19	19012 - Cameron Anderson	19027 - Hamish Young	19116 - Flynn Hawtin							
20-22	19031 - Finn Pickens	19087 - Oscar Molony	19041 - Eri Spice							
23+	19096 - Alvin Loo	19005 - Toby Baker	19052 - Tim Petrie	19059 - Corban Mitchell	19122 - Aidan Conroy	19138 - Blair Milham	19150 - Will Struthers	19163 - Anthony Davis	19209 - Luke Langley	19211 - Lukas Schroeder

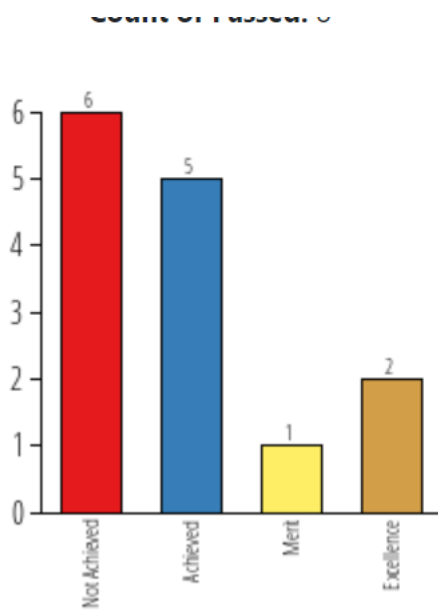
Asian European Maori

Happy though that all students in the mixed class achieved 14 credits or more. Many of them sat the level 3 macroeconomics paper which worked very well for those students.

Level 3

Students who turned up to the external exam gained their university entrance of 14 credits. Those students who did not get their 14 was because they chose not to go to the exam.

Number of subject endorsements



0-1	18168 - Michael Gallop					
2-4						
5-7	19235 - Art Blom					
8-10	18100 - Ethan McLeish	18138 - Flynn Ritchie	19019 - Oskar Meeten	17126 - Raymond Potts		
11-13						
14-16	18009 - Samuel Bugler	18016 - Liam Clamp	18037 - Dom Henry	18070 - Finn Mayerick	18090 - Joseph Sandford-Jury	18106 - George Wylie-Gregg
17-19	18030 - J P Alviar	21255 - Ben Johnson				
20-22						
23+						

Asian European MELAA Maori

Top students did well. However, still a lot of students picking and choosing which papers to sit.

Next year

We have new Commerce subject at level 1 that will be implemented in 2024. This replaces the EBS100 course with new NCEA standards. There is a strong emphasis on matauranga Māori that will need to be included in 2024.

Reflecting on the Classics Courses at MBC in 2022

TIC Beulah Leitupo

Level 1 Classics

In 2022, there were a total of 21 students with varying knowledge and abilities who took Classical Studies in Level 1. This course offers 20 credits, 2 externals and 2 internals. 90% of students completed and passed both internal assessments while the 10% achieved a 'Not Achieved' grade due to incomplete work or not handing it in. For externals, AS91021: Demonstrate understanding ideas and values of the classical world, 9 students did not attempt the standard, 5 did not show up for the exam, which meant only 7 students attempted the standard – with only 4 passing the standard. This was the Oedipus Rex topic which we studied in the beginning of Term 2 for 6 weeks. Students struggled with obtaining and remembering information for this topic as it was so early in the year. AS 91022: Demonstrate understanding of the significance of features of work(s) of art in the classical world. 16 students attempted this standard. Of these 16 students, 13 students passed. This topic was our Greek Art topic, with a focus on Greek Vases. This topic was taught near exam time and was a lot easier for students to maintain information as there was visual aid provided in class to accompany the details. Students were given information on one vase they had to be familiar with – this was a lot easier for these students to grasp and understand, hence the success rate of this standard.

Level 2 Classics.

in 2022, there were 11 students who took Level 2 Classics. Majority of the students had no prior knowledge of Classical Studies and this was their first time taking this subject. This course offered 18 credits through four standards – two externals and two internals. 95% of students attempted both internal standards and passed. AS91200: Examine the ideas and values of the Classical World; one student did not show up to the exam which meant that ten students attempted the standard. Five students passed this standard. This topic was Antigone, and was a topic that was covered in Term 2. Students struggled to maintain information and study sessions during lesson were held at the end of the year to cover this topic and its content. AS91201: Examine the significance of features of work(s) of art in the classical world. Seven students attempted this standard and only one student passed this standard. This topic was Athenian Art and Architecture. We focused on The Parthenon and the Diskobolos. For future, we will focus one piece of art work, like the Greek Vase topic so that it is easier for students to retain that information and content and to make connection with the visual aid. This topic will also be given more time to go through as well. This topic might have to be taught earlier so that it can be included in the derived grade exams as well.

Level 3 Classics

There were six students who took Level 3 Classics and only one student in this class had prior knowledge or had taken Classical Studies in their previous years of study. This course offered 22 credits, two internals and two externals. This course was a lot easier to teach with only two topics, each covering one internal and one external. With the internals, all students had attempted the standards with only 3 students obtaining the full credits from both standards. AS91394: Analyse the idea and values of the classical world; four students attempted this standard and only one student passed. This was The Aeneid topic and a topic covered in the beginning of the year. The content for this topic was extensive matching and plenty of resources were created. Looking back, this topic needs to be revised throughout the year to ensure that students are comfortable and confident in this topic. AS91396: Analyse the impact of a significant historical figure in the classical world. Two students attempted this topic. No one passed. The topic was Alexander the Great. This was a great topic and students made great contributions in class to this topic. Students in the class only did the bare minimum to get the 14 credits needed for University Entrance, hence the lack of numbers of those who attempted the exam. This is one course that needs to be refined to ensure that students are confident with these topics for both internals and externals.

Reflecting on the Geography Courses at MBC in 2022

TIC Chris Grage

IN 2022 Geography, like other subjects, was affected by students and staff missing school due to Covid. Likewise we were unable to run our usual field trip to Wellington or a year 11 trip to CHCH due to travel restrictions that were linked to Covid.

Our level 3 Geo class was 80% made up of students who had not studies Geo before and ended up needing something on that line. We also had significant numbers in that group who had sports trips and the like.

Meanwhile, we had a significant number of year 12s and year 13s who dropped out or voted with their feet in terms of completing and handing in internals as well as not attending externals. Our results speak for themselves

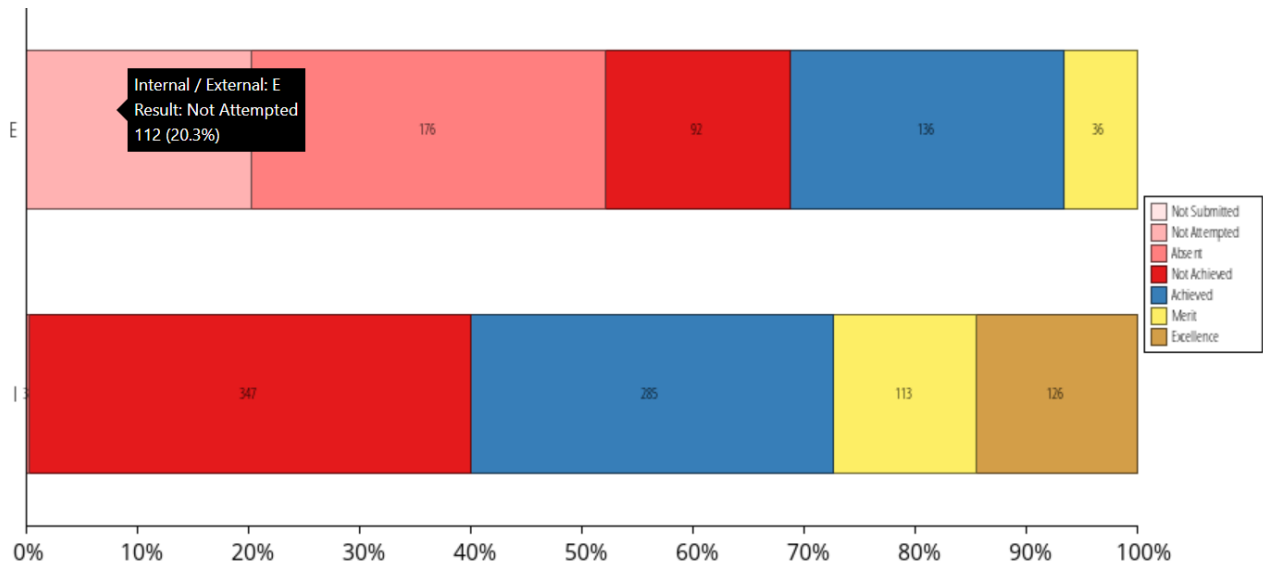


Year 11 grades were slightly better than school averages

Year 12 were slightly worse than school averages

Year 13 were below what we expected

For year 12 and 13 there was a marked difference between externals and internals and this alone accounts for the level 2 and 3 results.



2. Curriculum Area Action Plan for 2023 (*template below*)

- What are the priorities, goals and strategies for the following year with particular attention being given to student engagement, priority and target learners, achievement outcomes, student learning needs and possible barriers to learning in the classroom?
- Align the Curriculum Area Action Plan to the school's Strategic Plan - How can the school-wide initiatives be included in the action plan?
- What professional learning is needed?

3. Optional - If there are one or two (at most) key points relevant to your faculty that you would like to raise, please bullet them here:

-
-

2. Review of 2022 Faculty Action Plan

Faculty Name ACTION PLAN 2022

Review	Goal(s)	Success Criteria	Outcomes
<i>Junior Social Studies</i>	<ul style="list-style-type: none"> • Begin implementation of Aotearoa/NZ Histories Curriculum • Review and update material used in lessons to be contemporary and relevant. This will apply to assessments also. • Populate the Social Science Shared Drive with resources for lessons using Google Classroom. 	<ul style="list-style-type: none"> • Scheme of work amended, and resources provided to staff (Google Classroom, OneNote etc) • Student engagement and completion of work. • At least one new assessment reported in Curriculum Level style implemented for Year 9 e.g. ANZHC • Google Drive outcomes 	<p>Work was begun on new a new scheme of work meeting the requirements of the curriculum refresh.</p> <p>2023 Social Sciences Curriculum Planning</p> <p>Research Assessments written, administered and recorded in Curriculum Level format.</p> <p>Done – more to come with the curriculum refresh</p>

<p><i>Junior Options (Geography, History, EBS)</i></p>	<p>Social Sciences Goals 2022.docx</p>	<p>Social Sciences Goals 2022.docx</p>	
<p>Senior Courses</p>	<p>Social Sciences Goals 2022.docx</p>	<p>Social Sciences Goals 2022.docx</p>	<p>Course reviews were collected via informal feedback, google and Microsoft forms.</p> <p>Generally the feedback was good, showing student satisfaction. However, the level of engagement was, in reality, down due to:</p> <ol style="list-style-type: none"> 1. Less contact time in class. 2. Fewer of the more engaging aspects were able to be held, such as field trips. <p>It was amazing to see the enthusiasm generated by the planning of the trip to the USA in 2023, even from the majority of boys who are not going. The prospect of an exciting adventure was attractive to staff, students and the community.</p> <p>History – less progress on the NCEA changes than anticipated. Level 2 has yet to be presented. Staff had greater</p>

			<p>experience sharing with iwi, Peter Meihana and other schools.</p> <p>Geography – GIS PLD was completed by staff, resulting in an exciting new learning activities and assessments for students. This was a great collaboration between Marlborough schools and an outside provider. We plan to follow up in 2023.</p> <p>Economics and Business Studies – A new staff member was supported in beginning at MBC. Whilst successful for the students, as they had a professional to teach them, the teacher resigned at the end of the year, seeking employment closer to their home-town. The BP Business challenge was a success.</p> <p>Accounting – The Level 3 class was retained but numbers from Level 1 to Leel 2 for 2023 were not, meaning no Level 2 class. As noted above, the teacher has since resigned to be closer to home.</p> <p>*Planning documents for Commerce are underway, with collaboration between Blenheim high schools.</p> <p>Classics – numbers have continued the declining trend. There is no Level 1 Classics in 2023. The Level 1 course</p>
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			will not exist nationally in 2024. Rather than create a new Level 1 course, we are revamping the way classics is presented in Year 10 Social Studies, in conjunction with the curriculum refresh.
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Next Steps

Noted above.

3. Faculty Action Plan for 2023

Improvement Plan for a Learning Faculty	
School Strategic Learning Goal	School Annual Learning Target <i>Where do we want to be at the end of 2023?</i>

Being the best we can be – engaging learners in our learning area.			
Baseline data and Target Faculty <i>What measurable outcome does this Faculty. want to achieve at the end of 2023?</i> <i>At least 12 lessons in Junior Social Studies where we can identify the ANZHC or New Zealand Curriculum refresh.</i>			
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
Term 1	Create Mighty Marlborough lessons Create Human Impact on the Environment lessons and assessment Anzac lessons and assessment	CLM, GRC, MAH, MAM	By the end of term one, leaders will... Have developed a plan to work towards delivery of ANZHC and the NZC refresh. This could include delegating the creation of specific lessons to specific staff. The basis of this will be: New Year 9 Social Studies Course Outline 2023.docx New Year 10 Social Studies Cours Outline 2023.docx
Term 2	World Views plans and lessons	LEB	By the end of term one, teachers will... Have taught relevant new lessons and given feedback.
			By the end of term one, learners will... Have learned material relevant to ANZHC and the NZC refresh
Monitoring <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i>			
Resourcing <i>How much money and time is needed? Who will help us?</i>			

Improvement Plan for a Learning Faculty

School Strategic Learning Goal

Being the best we can be – engaging learners in our learning area

School Annual Learning Target *Where do we want to be at the end of 2023?*

Baseline data and Target Faculty

What measurable outcome does this Faculty want to achieve at the end of 2023?

Preparation for NCEA Changes 2024

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing

When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
Term 2	Outline of plans for redeveloped Level 1 courses for 2024		By the end of term two, leaders will... Have given staff time to prepare, this may include access to relevant PLD, faculty meeting time on Tuesdays, shared time with colleagues at MGC.
			By the end of term two, teachers will... Have created course outlines for their Level 1 courses, suitable for publication on School Point.
			By the end of term two, learners will... Be able to see the new courses on School Point, ask teachers questions about the courses, add them to their liked courses.

Monitoring <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i>			
Resourcing <i>How much money and time is needed? Who will help us?</i>			

Improvement Plan for a Learning Faculty			
School Strategic Learning Goal		School Annual Learning Target <i>Where do we want to be at the end of 2023?</i>	
Baseline data and Target Faculty <i>What measurable outcome does this Faculty. want to achieve at the end of 2023?</i>			
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
			By the end of term one, leaders will....
			By the end of term one, teachers will...
			By the end of term one, learners will...

Monitoring	<i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i>		
Resourcing	<i>How much money and time is needed? Who will help us?</i>		

Welcome to
THE HOME OF THE FALCONS
 Nau mai ki te kāinga o Ngā kārearea



MBC Faculty Annual Report 2022 – Health and Physical Education

Staff	Faculty Responsibilities	Others roles at School	Extras within school	Extra Curricular Involvement
AVM	Year 10 PE		Runs House Athletics	Waka ama Kayaking
DUJ	PED200	Assistant Principal		Manager Senior Touch team Lawn Bowls, Skiing
FBE	Year9 Health and PE	Dean of Waihopai		2 nd XV Rugby coach, Junior Volleyball Pacifica
HJO	PED300 HOF 2022	Student leadership overseeing the House competition 2022	PB4L group	Touch Rugby Rugby
MHU	PED100	Assistant Dean	Health and Safety rep	Senior Basketball Sevens
MKH	RAC and Awata	Teacher in Charge of Sport		Head of Rugby 1 st XV Coach Sevens Coach Rugby committee

MMC	Assistant HOF SPS200/300 Hono		Runs House Cross Country	1 st XI Cricket coach TIC Basketball School spearing fishing group
MPA	OED200 OED300		House Swimming Sports	Mountain Biking School spearing fishing group
PGA		Back into PE dept 2023		First XI Football Coach Junior XI Football Coach

Data Summary for 2022

HEALTH AND PHYSICAL EDUCATION DATA SUMMARY 2022

JUNIOR – REFLECTION AND TRENDS

Year 9

Working

- Year 9s get a great start to the year with the Nydia Bay camps. We attempt to work with the camp organiser to get the PE teacher of each class on their specific camp. This makes a big difference to building positive relationships, especially as we have over 90% (2022) go on Nydia Bay camps
- As we have a full line for Year 9 PE and Health we see more progress in curriculum levels for this cohort. Coincidentally there is also a larger uptake of students doing sport in year 9. I think that this is due to having a full line which allows the teacher to work closer with the class.
 - *Topics covered – Hauora, Warrant of Fitness, Relationships, Social Responsibility, Invasion games, backyard and beyond games (Māori and international games) and Mates and Dates.*

Improvement

- *Review the units as we finish them rather than at the end of the year. Put each staff member in charge of a unit so they can review them.*

Year 10

Working

Core Health and Physical Education

- Even though we only have half a line in Year 10 we still got over 125 boys choosing to take PED100 in 2023, which is 5 classes.
- Topics covered – Hauora, Sexuality, Social Responsibility, Drugs and Alcohol and Games Sense.

Option courses

- Awata Course – Sport passion half year course focussing on developing the physical and mental skills required for performing in your chosen sport
- Sport and Fitness – termly option extremely popular with students, improving the fitness in a range of contexts.

Improvements

- Having the new turf area open in term 4 2022, has been really positive for the staff and students.
- The last couple of years have been difficult with our Year 10s due to covid. With only half a line boys get very little PE or Health/Hauora and this was further reduced during lock down.
- We see a drop out in sport in Year 10 and we put that partly down to not having a full line of Health and PE in Year 10.
- Curriculum progress is also limited in Year 10 due to timetabling.
- Continue to grow the subject in 2023.
- Introduce EOTC for 2023 (camp, could we make it that all Year 10s are expected to be on either winter or summer camp)

How is your faculty continuing to build capability to provide differentiated approaches to teaching, learning and assessment?

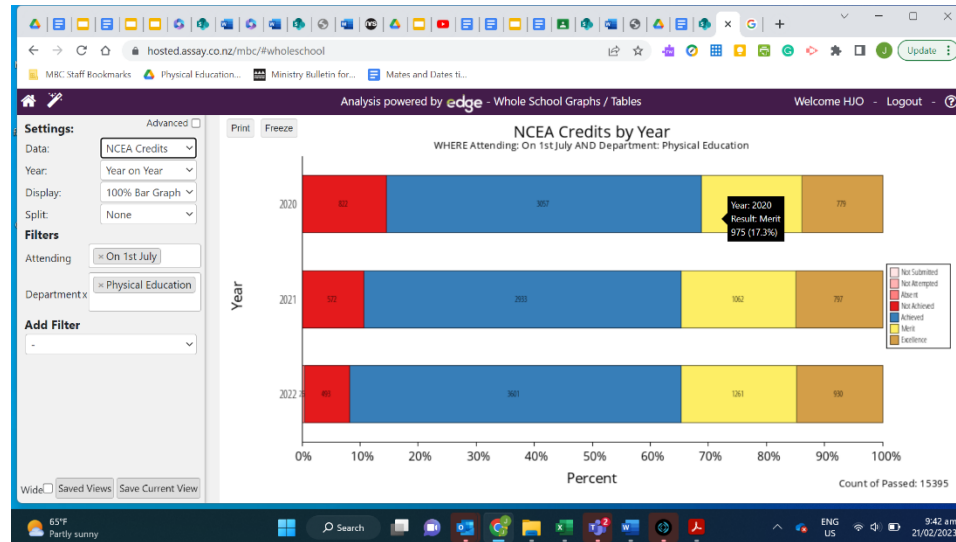
- In Health and PE we naturally use differentiated approaches to teach physical skills,
- We draw on capable students to help demonstrate and lead different activities and skills.
- For students who find PE difficult we modify the rules or activities to find the right level of challenge.
- We use a range of assessments from written, practical, verbal presentation, and group assessments

What are the biggest challenges your faculty faces?

- Getting the line structure right so that we have maximum usage of the faculties we have. More input is needed when organising the line structure.
- Review of the junior timetable so PE and Health can be given a full line or more time.

SENIOR – TRENDS

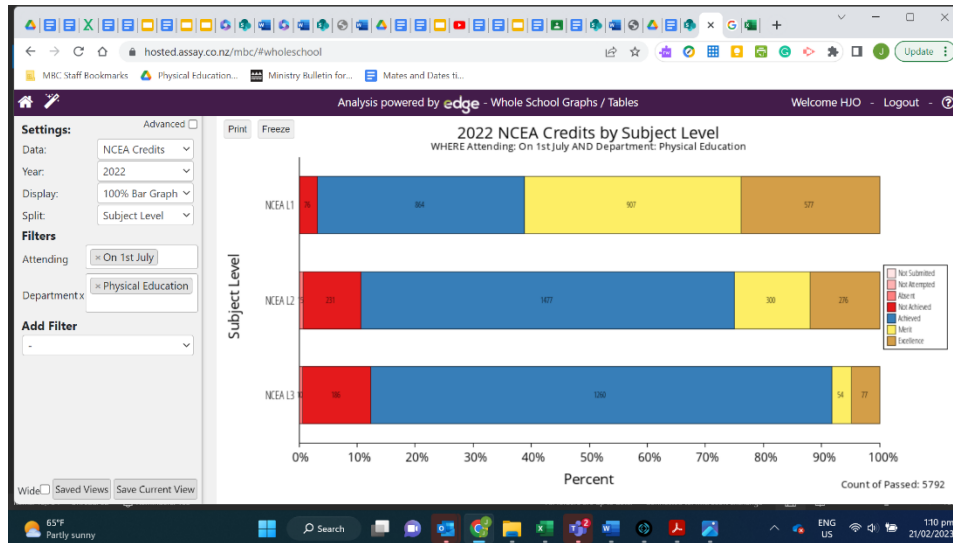
YEAR ON YEAR GRAPH FOR PHYSICAL EDUCATION.



Passed rates for MBC Health and Physical Education Faculty

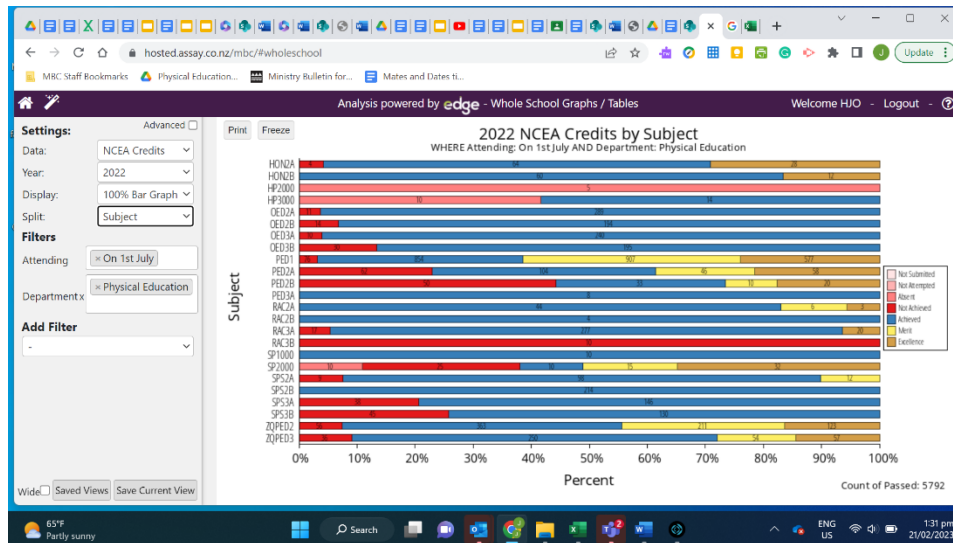
- 2020 85% achieved
 - 2021 90% achieved
 - 2022 92% achieved
-
- 2020 Merit or higher 31%
 - 2021 Merit or higher 35%
 - 2022 Merit or higher 35%

Senior Level results graph – Physical Education Faculty



Note – Starting at Level 2, 3 out of 4 courses are predominantly Unit standard-based assessments, which impacts the amount of Merit and Excellence we can achieve.

Senior Physical Education course results – Physical Education Faculty



Level 1 results

- Absolutely outstanding results and its fully Achievement standards course
- Pass rates - MBC 65%, National 64%, Decile 6 schools 72%
- **MBC PED100 - 95% passed**
- MBC student getting Merit or Excellence - 60% (24% Excellence)
- In 2022 we had PED100 6 classes. This course would have to be one of the most successful courses in the school.

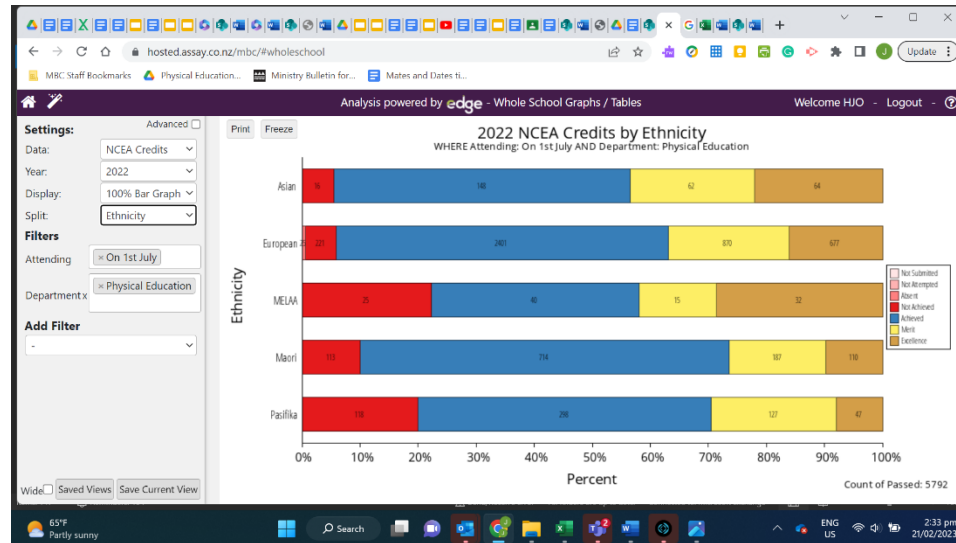
Level 2 results

- Impressive results across the subjects, especially OED200 and PED2. RAC and SPS had a few students left during the year, which impacted results.
- Pass rates - MBC 76%, National 74%, Decile 6 schools 78%
- **Overall MBC Level 2 PE courses 90% passed**
- MBC Subject break down:
 - OED200 - 94%
 - PED200 - 88%
 - RAC200 - 90%
 - SPS200 - 90%
 - Hono all achieved their drive certificate
- PED2 (Achievement standard course) had a 35% Merit or Excellence pass rate.
- 8 classes at Level 2 in the Physical Education dept for 2022.

Level 3 results

- Again, Impressive results across the subject especially in comparison to MBC level 3 pass rates. . Our PED3 (achievement standard based) and to achieve 88% pass rate in a UE approved subject is great result as well.
- Pass rates - MBC 60%, National 67%, Decile 6 schools 66%, MBC UE 28%.
- **Overall MBC Level 3 PE courses had a 89% pass rate.**
- MBC Subject break down:
 - OED300 90%
 - PED300 85%
 - RAC300 95%
 - SPS300 80%
- PED3 (Achievement standard course) had a 28% Merit or Excellence pass rate. (14% Excellence)

Ethnicity - Physical Education Faculty



Māori

- We are proud of our Māori Achievement.
- There is only a small difference in all achievement results compared to Māori achievement results in PE.
- 90% of Māori students at MBC passed Physical Education (MBC Māori overall 65% pass rate)
- 27% of Māori students in Physical Education achieved a Merit or Excellence pass.

Pasifika

- We are proud of our PE Pasifika results against our MBC Pasifika results but we are actually a bit disappointed in these results.
- 80% of Pasifika students passed Physical Education (MBC Pasifika overall = 42% pass rate)
- 30% of Pasifika students in Physical Education achieved Merit or Excellence Pass.
- One of our goals for PE dept for 2022 is to get Pasifika pass rate over 85% and increase the Merit and Excellence pass rate. We increased the M/E results but we didn't improve the overall pass rate. This was down to attendance.

SENIOR – RELECTION

Review of 2022 Faculty Action Plan

Health and Physical Education ACTION PLAN 2022

Review	Goal(s)	Success Criteria	Outcomes
Junior Akoranga – Teaching and Learning <i>Increasing engagem ent</i>	<p>To convince SLT that Health and Physical education needs a full line on the timetable for Year 10.</p> <p>We believe that having a full line will increase student engagement in our subject.</p>	2023 Year 10 has a full line	Unfortunately, we were unable to get this across the line. Have been promise that TT review in happening 2023.

<p>Junior Hauora <i>Values</i></p>	<p>More explicit teaching of our school values through the PE and Health program.</p>	<p>Planning would include the inclusion of RIPR values and how these are included in the teaching of these units.</p> <p>Students have a better understanding of what the values look like in PE and Health.</p>	<p>Yes we have made some process with this, still got a bit to go though</p>
<p>Junior Akoranga – Teaching and Learning <i>Pedagogy</i></p>	<p>As a faculty we are going to investigate ways we can have connected curriculum in our junior school within our normal timetable. Need to visit other schools to see what they are doing</p>	<p>Year 9 core classes are lined up.</p> <p>Two teachers are working across the curriculum, report back to dept</p>	<p>It got started but covid had impact and was not made a priority</p>
<p>Senior Akoranga – Teaching and Learning <i>All Round excellence</i></p>	<p>Maintain high level of student achievement with the semester changes</p> <p>Want to see assessment completion rate increase with semesters</p>	<p>Comparing statistics</p>	<p>Yes achieved our results are very good.</p> <p>All year levels are 90%</p>

Senior Akoranga – Teaching and Learning <i>NCEA result</i>	85% pass rate for Pacifica students	85% pass rate for Pacifica Students	Not achieved, we achieved 80% across the year groups. Attendance was a factor we thought had an impact on success.
Senior Hauora	A student wellbeing focus, enjoyment, practical aspect to our senior courses.	Student feedback	We got good student feedback about this, still we have some work to do in our PED2 and PED3 courses
Te Tatoru o Wairau	Getting staff to visit recent gym builds/developments	Getting our dept to see other new gyms this year.	Asked all year but were unable too go. On our own some of us went through Shirley Boys set up during an exchange
Staff Well Being/Ha uora/wor k morale	Failed goal in 2021, 2022, need to look at how we can improve this.	Continue to create opportunities for staff to enjoy working in the dept Working with the Principal to ensure that we value our coaches and look after them, by looking after work life balance Staff talk positively about the school, not just the dept	On going
Next Steps			

Faculty Hauora Not achieved need to look at this again in 2022. We are very good at looking out for each other, real team environment in the dept. Need to try work closer with Principal around shape of school day and meetings so that those who coaching are still able to get better Work Life balance. At moment those who coach are been seen as not pulling their weight.

Opportunity to visit new gym spaces would be awesome

Pacifica goal 85%, working closer with Kalala

Continue celebrating Old Boys and celebrating students who display the school values. Need to continue making it visible.

3. Faculty Action Plan for 2023

Improvement Plan for a Learning Faculty			
School Strategic Learning Goal		School Annual Learning Target <i>Where do we want to be at the end of 2023?</i>	
Baseline data and Target Faculty <i>What measurable outcome does this Faculty. want to achieve at the end of 2023?</i>			
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
			By the end of term one, leaders will...
			By the end of term one, teachers will...
			By the end of term one, learners will...

Monitoring <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i>			
Resourcing <i>How much money and time is needed? Who will help us?</i>			

Summary

We are really proud of our achievements in 2022. The dept continues to set the standard in terms of results and staff fully involved in doing extras in a range of things across the school. We have an awesome dept full of top people. At the end of 2022 we sent a survey to the Junior and Senior students who had taken part in PE based subjects.

We had a total of 115 responses and received some amazing feedback. Click [here](#) for a closer look at what our student body think of the PE department.

Our Senior courses are working well. Our challenge here is to maintain our consistent results and slowly try to improve them more.

Year 9s program has had a full revamp. The Year 10 PE situation continues, which we find very frustrating.

Needs Improvement - Giving members of the PE dept the opportunity to visit new rebuilds or new schools. We have to make sure we get the new school facilities right. When is this going to happen?

What are the biggest challenges your faculty faces?

Facilities: These continue to be a challenge for us. This problem was exaggerated by the new timetable design and we have 2 lines where our largest facility is not being used. It also obviously makes the other 4 lines very difficult to manage. On the positive we are getting plenty of use out of our new tennis courts.

Year 10 PE: Even after the review in 2020 we are no closer to returning PE to a full subject in 2023.

We still hear of students been told not to take PE because it is not an academic subject, we try to challenge this all the time, but we need support with this and why would deans/HOF/SLT not support this, with the results that we are able to achieve.

Due to a combination of factors that make a teacher's life so much busier than it was in past, we are seeing less and less teachers putting their hand up for co/extra-curricular activities. The pressure is building on a smaller pool to try to cover the gaps. There is a danger some may burn out and walk away. It would be good to discuss this and possibly come up with ways to help reduce this pressure. This needs to happen ASAP as it is having an impact on Hauora of PE dept.



MBC Statement


Learners at MBC are actively involved in sports and leisure programmes. They are involved in all levels from beginner to elite.

Kiwisport Funding

- Kiwisport is a government funding initiative to support students' participation in organised Sport. In 2022 the school received total Kiwisport funding of \$23,010.98 (excluding GST). The funding contributed to employing a Sports Coordinator and assistant.
- 793 students represented MBC in 29 codes.
- Approximately 82 staff, students and community members volunteered as coaches, managers, and liaison personnel.
- House competitions continue to play an important role in school life. Year 9-13 students are actively involved in these events.

Signed


Principal


Signature

JOHN KENDAL
Name

2/6/23
Date

Board Chair


Signature

STEVE WILKES
Name Date

2/6/23
Date

[OPTIONAL TEMPLATE] Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 20XX.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Free Text Comment Regular HR meetings BOT Level.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Free Text Comment Following our school policies and procedures.
How do you practise impartial selection of suitably qualified persons for appointment?	Free Text Comment Declare conflict of interests : Iwi invited to process.
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	Free Text Comment Ongoing development. Working with Iwi to implement their cultural narrative. Ngā Kawātan me nga Tumanakotanga. o te Taihū.
How have you enhanced the abilities of individual employees?	Free Text Comment On going PLD/Kahui Ako
How are you recognising the employment requirements of women?	Free Text Comment We are aware of our need to increase diversity - 50.94 female staff 49.06 male
How are you recognising the employment requirements of persons with disabilities?	Free Text Comment Do ask at the interview stage of disability factors

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	

Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		✓
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	✓
Does your EEO programme/policy set priorities and objectives?		✓

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MARLBOROUGH BOYS' COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Marlborough Boys' College (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 19 July 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Kiwisport and Statements of Compliance with Employment Policy but does not include the financial statements, and our auditor's report thereon.

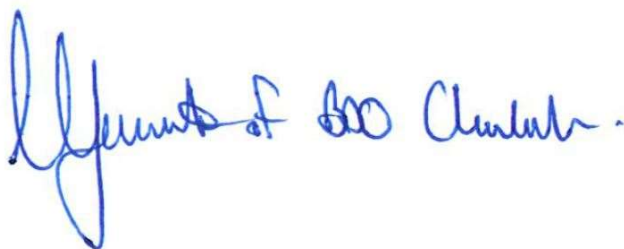
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Warren Johnstone,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand