



# **Annual Report**

## **2024 for 2023**

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## **Presiding member/principal's report**

2023 saw Carmel complete its first full year under the Leadership of Principal Sarah Kemble, a former Head Girl of the college. From the start of the year, the school was faced with numerous challenges including significant weather events and industrial action by teachers, both of which combined to have a rather disruptive effect on Term 1. Despite this, 2023 was another hugely successful year for our young woman and our wider Carmel community.

### **CURRICULAR AND EXTRACURRICULAR**

#### **Academic achievement**

The school continues to perform well above national averages with its level 1, 2 and 3 NCEA results. The full results are outlined in the analysis of variance summary in this report however to summarise, 95% of students achieved NCEA level 1 with 88 students achieving a merit or excellence endorsement, 98% of students achieved NCEA level 2 with 74 students achieving a merit or excellence endorsement, and 88% of students achieved NCEA level 3 with 71 students achieving a merit or excellence endorsement. 9 scholarships were gained by 7 students.

#### **Sports achievement**

Carmel continues to punch above its weight in the sporting arena with many individual and team successes across a large number of codes. In 2023 over 60% of our students participated in formal organised sport across 26 Codes. Alongside that a large number of students participated in our in-school sports council led lunchtime activities. Sport wasn't just limited to our students however, with the introduction of the fun, and somewhat competitive staff sports competitions; the goal of which is to improve staff wellbeing and camaraderie, while also helping to foster a positive school culture. After a covid enforced hiatus, 2023 also saw the return to overseas sporting opportunities with an equestrian team competing in Melbourne in October and volleyball competing in the Gold Coast in December. 2024 will see the development of a new sports strategic plan aiming to continue to develop the sporting opportunities available to our students in coming years.

#### **Music, Arts and Culture**

The arts and culture space is a developing area at Carmel College with important gains made in 2023 which aim to set the foundations for the future.

The music department had another fantastic year with many opportunities taken to showcase the talent of our students both at school, and to the wider community. There are 10 music groups at Carmel across year 7-13 including a combined Carmel and Rosmini choir which performed at the Big Sing in 2023. Other musical events included the annual Stations of the Cross liturgy performance, The Rosmini Music showcase, the Carmel Music department showcase, and the NCEA performance evening as well as a number of in school events such as prize-givings. We also had a number of talented individuals recognised during the year with successes in 2 Lion Foundation Songwriting competitions, the West Auckland Performing Arts competition and the Starlight Talent showcase.

In the cultural space there have been a number of huge achievements during 2023 including the successful culture and language weeks which both allowed many of our students different cultures to be showcased, giving all of our students an opportunity to learn about, and celebrate other cultures. The Carmel Kapa Haka group continues to grow in numbers and our Tongan group began their preparation for their performance at Polyfest earlier this year. Our student leaders also helped drive the implementation of the Māori and Pacific Sports competition with Rosmini College which was held 3 times in 2023, a fantastic opportunity to bring our students together in a fun and social environment, and once again the Filipino night was a great success. Importantly, 2023 marked the year that the Carmel Haka was introduced to our students and staff. This is an incredible milestone not just for our Māori students but for our whole school and was first performed publicly by our students at leavers mass, followed by some of our teachers performing the haka back to our leaving students. There is no doubt the school haka will enrich our schools culture and we look forward to it becoming embedded for all of our school community.

### **Extra curricular opportunities**

Carmel College offers a number of co-curricular and extracurricular activities for our students to participate in. These provide opportunities for our students to expand their knowledge and skills, develop their passions in a supportive environment and form relationships and connections with others within the school, the wider catholic community, and from other schools. Alongside camps in years 8, 10 and 12, some examples of activities on offer in 2023 include theatresports, debating, legal mooting, book club, save club, human rights group, code club, chess club, astronomy club, photography club, k-pop club, culture club, young vinnies, Spirit of Adventure, and the Faith Cafe.

### **PASTORAL SUPPORT**

#### **Student leadership**

Student leadership is an area of strength at Carmel College. Our students see a diverse group of young women in leadership positions who serve as aspirational role models within our school on a daily basis. There are 28 senior student leadership positions attached to 16 different portfolios representing various aspects of school life. The student leadership team works diligently to create events and organise initiatives across the school year that are student led and remain relevant to students from all year levels.

Leadership opportunities are available not only in Year 13 but in the younger years too. In years 7-9 there are multiple opportunities within our Atawhai system, Service programme, and our learning and sporting programmes to take on responsibility and make a meaningful contribution to school life.

Throughout years 10-12 there are multiple opportunities to develop leadership skills through the many committees that are attached to student-led school events such as Coin Trail, Pink Day, Pink Shirt Day, Culture week, Mental Health awareness week and many more. Programmes such as the Tuakana-Teina programme, student to student GROWTH coaching, Peer Mediation and sports coaching provide further pathways to developing leadership skills such as resilience, conflict resolution, time management, collaboration and organisation.

#### **Pastoral support programmes**

Carmel College has a number of programmes available to support our students' health and well being.

We have a guidance counselling team of 3 trained counsellors and a guidance counsellor is available to students 5 days a week. Our counsellors are also involved in running social and emotional learning programmes both as the need arises and within our year- level well-being days.

Our Atawhai system of 6 House deans and 48 Atawhai teachers supports students' sense of belonging and connections within the school. 30 student Atawhai animators also help to support Atawhai teachers with activities and to build relationships between students, strengthening the positive culture of the pastoral care system.

Deans are available to help students navigate many academic, social and emotional challenges that students may have. They work alongside students to guide them through restorative practices which focus on building and maintaining positive, respectful relationships across the school.

A Tier 2 Referral team made up of key pastoral staff members meets fortnightly. The Tier 2 staff referral form uses key questions to develop a comprehensive understanding of challenges a student may face and for which they may need intervention allowing for a holistic approach to a student's wellbeing.

Student to Student GROWTH coaching takes place for our new Year 8-11 students and for students who might benefit from goal setting and developing self-management skills. These facilitated conversations support student engagement and participation both within and outside the classroom

DBT-STEPS A ( Dialectic Behaviour Therapy- Social and Emotional Problem Solving for Adolescents) Skills in Schools intervention programmes were delivered in certain Year 8 core learning groups. The 10 week programme covered distress tolerance, crisis management and interpersonal effectiveness skills.

The Tuakana- Teina programme welcomes and integrates our new Year 7 students into Carmel College and the House system. It provides a programme based around our Carmel values. It also helps early identification of students who are struggling in order to support them as soon as possible.

Peer Mediation Training took place in Term 2. Year 11-13 Peer mediators have practised and developed their skill set in anticipation of a 2024 implementation focusing on supporting Year 7-8 to negotiate and resolve conflict.

The Travellers Programme in Year 9 Term 3, teaches young people skills to cope with change, loss and transition by building their resilience and life skills. It is an eight-week programme for selected students and is facilitated by our counsellors.

The many pastoral programmes operating at Carmel aim for a whole school approach to wellbeing that is preventative of nature and within which student needs are identified and responded to proactively and in a timely manner.

### **SPECIAL CHARACTER**

Mercy Tradition continues to be at the heart of all that Carmel is. Not only is it evident in the retreats, Masses, Liturgies, Sacramental Program, and Service Program, but it also shines in the day to day activity in the classrooms, sports grounds, playground and the wider school community. In particular, the ongoing focus on wellbeing, respect and courage has been evident in many of the facets of College life, and School Management maintains a commitment to keep Mercy Tradition front and centre into 2024 and beyond.

## **Service Programme**

A new service coordinator was appointed in 2023, with their role being to continue to develop the service programme for our young woman. This includes finding new opportunities for service and by helping our students to participate in a meaningful service programme for the benefit of our wider community or environment. The number of students completing their service programme continues to grow each year with close to 600 students receiving their service badge in 2023.

## **Retreats**

Religious retreats form a core part of the special character programme each year. In 2023 retreats were held across all year levels with the NET Ministries (National Evangelisation Team) facilitating the year 8, 10 and 11 retreats. A summary of the retreats undertaken in 2023 is as follows:

Year 7 and Year 8 retreat was run over 3 days (2 classes each day). The theme was ‘You Do You – do I sometimes feel influenced to do things I don’t want to do? Am I a follower or a leader?’

Year 9 retreat focussed on the early Catholics in NZ, Mercy story. This was a 2-day retreat programme run at school by the RE teachers

Year 10 and 11 retreats were run as part of a 2-day programme with wellbeing/ study skills on one day and the retreat on the other day. The retreat theme was ‘Rewired – Authentic Relationships’.

Year 12 retreat was held as part of the Year 12 Camp with a focus on ‘Journey’.

Year 13 retreat was the final retreat for the year held at Marsden Bay Christian Camp, One Tree Point.

## **Sacramental Programme**

This sacramental programme is an important part of the special character nature of Carmel College. In 2023 102 year 7 girls were identified as not having received all the Sacraments of Initiation (Baptism, Confirmation and First Communion). Lisa Emmanuel (campus minister) ran catholic information classes in conjunction with the year 7 RE teachers. A total of 32 year 7 girls were supported and prepared to receive First Communion and Confirmation at the end of August. As a result of some interest from the senior girls, teaching staff are looking at doing a year 12/13 programme in 2024 for girls who wish to complete their sacraments before leaving school.

## **COMMUNITY ENGAGEMENT**

Community engagement has been a feature of the 2023 year, with numerous events, shows and PTFA functions (culminating in the Christmas Market Day) all being well attended and supported. Some of the many events include our school Masses, Stations of the Cross liturgy, ANZAC day representation, awards evenings, open days, meet the teacher and report evenings, leavers dinners, cultural group dinners, sporting events and tournaments, and many music arts and culture showcase events.

## **School Roll**

After a concerning drop in the school roll in 2018 it is pleasing to report that the upward trend in roll numbers beginning in 2021 has continued. 2023 saw a 7.5% increase in student numbers from 2022, with 2 year levels completely full and as of Feb 2024 our roll numbered 1,038 residential students (64 of these being non-preference) which is 99% of our total capacity. Furthermore there is a waitlist of

more than 60 non preference applicants across the year levels. We have an additional 40 international students from five countries.

### **Strategic Plan**

One of the key priorities for 2023 was the development of a new Strategic Plan for 2024 and beyond. We were thrilled with the exceptional level of staff, student, whanau and wider community engagement with over 1500 survey and focus group respondents and from this there was a very clear and consistent message of what our community expect, both of the culture within our school, and for the future provision of a Carmel College mercy education; a culture of respect - for ourselves, each other and our environment, and a culture that supports the embracing of challenges to build confidence and resilience, a sense of belonging for all, and the importance of wellbeing to achieve personal success. With this in mind a new strategic direction has been developed and the early stages of the implementation of this has begun.

### **CHALLENGES**

#### **Curriculum**

Changes to NCEA (particularly around Level 1) Achievement Standards and to the curriculum for years 7-10 (together with new Common Assessment Activities numeracy and literacy) have provided a background of uncertainty and disruption that the SLT and staff have needed to navigate. It has been reassuring to note the professional and can-do approach to addressing these challenges adopted by the Principal and her team. The school has maintained its standards in academic achievement despite disruptions and upheaval, which is a credit to the teaching staff and our students (see NCEA results in 7. below).

#### **Staffing**

While staff turnover numbers are generally quite low at Carmel College, we like all schools are faced with the consequences of a teacher shortage in NZ and already this is impacting our classrooms. Carmel has a number of teachers heading towards retirement which will increase our number of vacancies over the next few years, both in the year 7/8 team and specialty secondary teachers. Filling tagged roles is also proving to be difficult. Attaining our current teachers and attracting new teachers, while not compromising on quality, is a key area of focus and we are looking at a number of ways to ensure we are able to maintain our staffing levels and ensure that our students are receiving enriched teaching programmes across all areas of the curriculum.

#### **Student mental health**

As it is across the motu, the mental health and wellbeing of our students is of increasing concern as we see an increase in students who are struggling with their mental health. Balancing our core role of teaching and learning, and helping support our students to ensure they are safe, healthy and thriving individuals has many many challenges. Resources are limited, mental health needs are becoming increasingly complex and are affecting our students at younger ages, and complex social situations are impacting significantly on some of our students' ability to reach their potential. As a school we are prioritising this area of need however it is important to highlight the significant challenges that are faced.

## List of all school board members

<b>Board members</b>	<b>Date that the board member's term finishes</b>
Julie Scott	2025
Jo Redfern-Hardisty	2025
Michael Chinnery	2025
Kerry Jones	2025
Stuart Houliston	Proprietors rep
Andrew Blewden	2025
Chelsea Brown	2024 Student rep
Catherine Mackisack	2025 Staff rep
Tiana Mioceovich	Proprietors rep
Bernadette Stockman	Proprietors rep
Pravina Singh	Proprietors rep
Sarah Kemble	Principal



## Statement of variance: progress against targets

### 2023 Annual Strategic Plan

Strategic Goals		Annual Plan to Achieve Strategic Goals 2022 - 2025	Actions and Targets for 2023	SLT Responsibility	
<b>Goal 1: Special Character</b>	The Catholic and Mercy values of Carmel College are central to everything we do and who we are.	1.1 Service programme	1.1. Further develop this programme to increase the participation rate of students.	RF	
		1.2 Core Mercy Values	1.2. Promotion of Core Mercy Values - 2023 value is Māia-Courage	RF	
		1.3 Staff Special Character PLD	1.3. Continue to provide Special Character opportunities to staff.	RF	
		1.4 Catholic Special Character review for Development	1.4 Action recommendations in the triennial external Catholic Special Character review.	RF	
<b>Goal 2: Learning and Teaching</b>	Engage all learners in quality learning and teaching programmes to achieve personal excellence in life and be learners for life.	2.1. Wellbeing: students	2.1.a. Support students wellbeing through interventions and programmes as required.	SH	
			2.1.b. Further investigate how we might better support students, staff and parents in online learning	KM/ GA	
		Wellbeing: staff	2.1.c. In collaboration with staff, begin to develop wellbeing plan for staff	SK	
			2.2 Y7-10 Re-imaging the curriculum	2.2.a. Participate in CFPLD to increase staff leadership capability and expertise in change management	KM/ SK
				2.2.b. Plan and implement Y7-10 Carmel Local Curriculum.	KM
			2.2.c. Develop a process for whole cohort standardised testing to show learner progress in Y7-10.	GA	
		2.3 Timetable structures	2.3. Lead Professional Learning Discussions around the move to longer blocks of teaching & learning periods.	GA/ SK	
		2.4 NCEA changes	2.4. Work with HODS to actively engage in NCEA changes and trials as appropriate.	RF	
2.5 Maori strategic plan	2.5 Review current Māori strategic plan	KM/ SK			

<b>Goal 3: Community</b>	Build and enhance effective relationships and partnerships within Carmel College, Carmel College community and the wider community.	3.1.Redevlopment of strategic plan	3.1.a Community engagement and consultation on redevelopment of strategic plan	<b>KM/ SK</b>
			3.1.b Specific focus on engagement of our Maori whanau and Pacific families within our community to explore expectations, student outcomes and future pathways	<b>KM/ GA/ SK</b>
<b>Goal 4: Stewardship</b>	Provide high quality stewardship/kaitiakitanga to protect our legacy and ensure continuous improvement and sustainable success.	4.1.Marketing plan	In collaboration with CCAL and BOT, use brand work undertaken during 2020-21, to develop an implementation plan.	<b>KM/ SK</b>

## 2023 Annual Strategic Plan updates

### Goal 1: Special Character: The Catholic and Mercy values of Carmel College are central to everything we do and who we are.

1. Service programme
2. Core Mercy Value: Māia- Courage
3. Staff Special Character PLD
4. Catholic Special Character review for Development

When	What	Who	Indicators of Progress	Achieved Yes/No/Ongoing																																								
	1.1 To further develop the service programme to increase the participation rate of students.	RF	Increase at all year levels in girls completing service from 2022	<b>Ongoing</b>																																								
Update 1 - 13 March	<table border="1"> <thead> <tr> <th>%</th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td><b>Year 7</b></td> <td>69</td> <td>74</td> <td>84</td> <td>73</td> </tr> <tr> <td><b>Year 8</b></td> <td>73</td> <td>88</td> <td>85</td> <td>63</td> </tr> <tr> <td><b>Year 9</b></td> <td>74</td> <td>74</td> <td>69</td> <td>52</td> </tr> <tr> <td><b>Year 10</b></td> <td>83</td> <td>64</td> <td>60</td> <td>75</td> </tr> <tr> <td><b>Year 11</b></td> <td>65</td> <td>71</td> <td>73</td> <td>66</td> </tr> <tr> <td><b>Year 12</b></td> <td>71</td> <td>78</td> <td>65</td> <td>71</td> </tr> <tr> <td><b>Year 13</b></td> <td>65</td> <td>49</td> <td>42</td> <td>44</td> </tr> </tbody> </table> <p>- Year 7-8 complete 10 hours (reduced to 8 in 2020), Year 9-10 complete 15 hours (reduced to 12 hours in 2020), and Year 11-13 complete 20 hours (reduced to 15 hours in 2020)</p> <p>- Recruitment of new service coordinator is underway - 12 hours per week (CCAL)</p> <p>- Assignments have been loaded into house google classrooms by atawhai teachers</p> <p>- Student leaders have been recruited to go around the atawhai groups to help promote service especially to our new girls</p> <p>- Notification to parents has gone into the newsletter</p> <p>- Some service opportunities have been coming in that have been put up on the year level google classrooms (to be age appropriate) but we will need to source more with the new service coordinator</p>	%	2022	2021	2020	2019	<b>Year 7</b>	69	74	84	73	<b>Year 8</b>	73	88	85	63	<b>Year 9</b>	74	74	69	52	<b>Year 10</b>	83	64	60	75	<b>Year 11</b>	65	71	73	66	<b>Year 12</b>	71	78	65	71	<b>Year 13</b>	65	49	42	44			
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Update 2 - 14 August	<p>Since the last review of goal 1 a new service coordinator has been appointed, Sarah Cox. Sarah works 2 days a week and is very active in sourcing and advertising service opportunities to students across the year levels in google classroom.</p> <p>The deadlines for this year's service hours was week 1 term 3 for seniors, while juniors have until term 4.</p>																																											

	1.2. Promotion of Core Mercy Values - 2023 value is Māia- Courage	RF	<ul style="list-style-type: none"> <li>- All staff and students know and can explain the value of Māia- Courage</li> <li>- Māia- Courage is visible around the school in signage and promotional material</li> <li>- Respect matrix is being used by Deans and teachers in conversations with students</li> </ul>	
Update 1 - 13 March	<p>-This is a new value that has been explored and unpacked during the staff teacher only day at the beginning of the year. Sr Anna Nicholls wrote a piece of writing that staff unpacked around what Māia- Courage was in relation to Catherine McAuley’s writings and other examples that were referenced. The same work was covered with the student leadership team to get their input into the 3 key statements to unpack</p> <ul style="list-style-type: none"> <li>- Each RE class began the year with a focus on the Core Mercy Value of Māia- Courage</li> <li>- consultation with Matua Maurice and Kelly Watts about the use of an appropriate word for Courage - decision was to use Māia</li> </ul> <p>After consultation with staff and students the following key statements have been decided to unpack courage.</p> <p>We act with courage when we:</p> <ul style="list-style-type: none"> <li>- Trust in God.</li> <li>- Advocate for ourselves and others.</li> <li>- Embrace new experiences.</li> </ul> <p>-The school prayer has been updated to include courage</p> <ul style="list-style-type: none"> <li>- Things to update around the school include outside signs, classroom signage, candles, pull up signage for events - we are working through this in stages</li> </ul>			
Update 2 - 14 August	<ul style="list-style-type: none"> <li>- Work has continued around exploring what Māia- Courage looks like for students. For example Māia- Courage continues to be woven into the curriculum and messaging the community</li> <li>- House leaders have introduced a term 3 ‘talent show’ which s being referred to as the ‘Courage concert’ for week 10</li> </ul>			
	1.3. Continue to provide Special Character opportunities to staff.	RF	<ul style="list-style-type: none"> <li>-Opportunities each term for staff to participate in Special</li> <li>-Character PD focussed on both Catholic and Mercy elements</li> <li>-Staff special character day is scheduled in calendar and held</li> </ul>	

			-Tagged and RE staff engaged in logging hours for certification purposes according to diocesan records.	
Update 1 - 13 March	<ul style="list-style-type: none"> <li>- Staff mass held in week 0 to start the year followed by PD on 2023 Core Mercy Value (Māia - Courage). Mass celebrated by Fr Mark.</li> <li>- New staff orientation - Special Character included trip to St Mary's with RF and Sr Anna</li> <li>- Teachers New to Catholic schools course - run by Catholic Diocese hosted at Carmel, run by Phil Mahoney</li> <li>- Catholic Schools Mass - staff invited to join for this annual event - attended by a group of Carmel staff (Christ the King, Owairaka)</li> <li>- scheduled staff Catholic Character day has been taken off the calendar due to ministry TOD in term 2 - no date yet for rescheduled staff Catholic Character day.</li> <li>- Tagged staff being updated for 2023 - getting forms collected / updated</li> </ul>			
Update 2 - 14 August	<ul style="list-style-type: none"> <li>- Staff Special Character PLD is set for term 3 with members of the RE department contributing to this</li> <li>- Multiple PLD workshops and seminars have been attended by members of the RE department in particular. This is related to the new curriculum developments, which has also seen departments collaborating and sharing resources and knowledge, for example Health/ PE with RE.</li> </ul>			
	1.4 Action recommendations in the triennial external Catholic Special Character review.	RF	<p>Indications of progress will be addressing and actioning the following recommendations:</p> <p><b>Dimension 1: Encounter with Christ - Next Steps (recommendations)</b></p> <p>3. Running a complete sacramental programme aimed at 5.2 and 5.3 students in particular then ensuring they are linked back to their Parishes.</p> <p>4. Linking environmental issues more explicitly with Special Character</p> <p><b>Dimension 2: Growth in knowledge - Next Steps - (recommendations)</b></p> <p>1. Pathways to Certification for all RE teachers are continued and encouraged.</p> <p>2. Participation in PLD about the bridging document and new RE curriculum is continued and plans for implementation included in departmental reviews.</p> <p><b>Dimension 3: Christian Witness - Next Steps - (recommendations)</b></p> <p>Focused on Service programme - see Goal 1.1</p>	

			<p>above</p> <p><b>Dimension 4: Safeguarding and Strengthening Catholic Character - Next Steps (recommendations)</b></p> <ol style="list-style-type: none"> <li>1. Consider ways of continuous formation of the Board that could include an opportunity for the longer-serving Board members to share wisdom and best practice in relation to Special Catholic Character.</li> <li>2. Continue efforts towards reducing the number of non- preference students.</li> <li>3. Monitor and plan to increase the number of tagged teachers when the opportunity arises.</li> <li>4. Continue to actively seek suitable space for Chapel or quiet space.</li> </ol>	
<p>Update 1 - 13 March</p>	<p><u>Dimension 1</u></p> <ul style="list-style-type: none"> <li>- Sacramental Programme for 2023 will be focussed on Year 7 only now we have completed catch ups over the last 2 years. There may be some individual exceptions but the focus will be on year 7 to make it manageable. This needs to be considered when enrolling students not into year 7.</li> <li>- New cohort of Year 7 girls working in new approach from 2021 means that all girls in year 7 that have not received all the Sacraments of Initiation (Baptism, Eucharist, Confirmation) will be in the Catholic Information programme which may lead to them receiving the Sacraments.</li> <li>- This is actually the most significant focus for 2023 in Special Character. It is a huge task which takes most of the year to get through. Here is a basic outline of how the programme runs: <ul style="list-style-type: none"> <li>- Term 1: Gathering information about who hasn't completed the sacraments (approx 75 based on previous 2 years)</li> <li>- Term 2: Contacting parents, hosting parents evening, starting classes, planing year 7 reconciliation trip, booking dates, working out who is continuing to receive Sacraments through Carmel.</li> <li>- Term 3: finishing off classes, preparing for sacramental mass, making contact back to parish to update records</li> </ul> </li> </ul> <p>Rosanna will be working with Lisa Emmanuel (new campus minister ) and Fr Mark and possibly Sr Anna to run this programme.</p> <p>This programme is a very important way of helping girls to transition into our catholic school environment, especially when they may have had limited engagement with the Catholic community prior to Carmel. A significant proportion do not come from Catholic primary schools -</p>			

	<p>eg in 2022 there were approx 65/165 in year 7 who did NOT attend a Catholic primary school.</p> <p><u>Dimension 2</u></p> <ul style="list-style-type: none"> <li>- Planning underway for new RE curriculum and new NCEA standards</li> <li>- New RE curriculum days took place in 2022 to introduce RE teachers to the overall plan (day and relief costs were funded by the Diocesan Office). RE staff are engaged in the updates as they come through from NCRS - new HOD Katie Pidgeon and first year teacher Madeleine Murphy are attending a year 11 curriculum day coming up later in Term 1, 2023.</li> </ul> <p><u>Dimension 4</u></p> <ul style="list-style-type: none"> <li>- Current numbers of Catholic teachers stands at 21 - slightly under the requirement <span style="background-color: #e0e0e0; border: 1px solid #ccc; border-radius: 5px; padding: 2px;">☰ Tagged Teachers - updated 2023</span></li> <li>- chapel is in progress now in the homestead and is starting to be used by teachers</li> </ul>
Update 2 - 14 August	<p><u>Dimension 1</u></p> <ul style="list-style-type: none"> <li>- 9 Year 7 students had their baptism on Sunday 30 July</li> </ul> <p><u>Dimension 2</u></p> <ul style="list-style-type: none"> <li>- Ongoing PLD for RE dept staff</li> </ul> <p><u>Dimension 3</u></p> <ul style="list-style-type: none"> <li>- See doc from update 1</li> </ul>

**Goal 2: Learning and Teaching: Engage all learners in quality learning and teaching programmes to achieve personal excellence in life and be learners for life.**

1. Wellbeing - students and staff
2. Y7-10 - Re-imagining the Curriculum
3. Timetable structures
4. NCEA changes
5. Māori strategic plan

When	What	Who	Indicators of Progress	Achieved Yes/No/Ongoing
	2.1.a. Support students wellbeing through interventions and programmes as required.	SH		
Update 1 - 3 April	<ul style="list-style-type: none"> <li>- DBT, student coaching and tukana-tiena initiatives have been ongoing during term 1. There were some challenges and changes that occurred due to the delay to the beginning of the school year.</li> <li>- Fortnightly Pastoral Care Team (PCT) meetings have been ongoing throughout the term and the related work streams from these around identifying and supporting students</li> <li>- Meetings with information around GoodSpace and training with members of the PCT has begun</li> </ul>			
Update 2 - 11 September	<ul style="list-style-type: none"> <li>- No new interventions or programmes from previous update or since SH presentation to BOT</li> <li>- Term 2: School wide PLD on restorative practices, facilitated by University of Waikato. Deans and pastoral care team supporting and assisting across the school from working with staff on conversations to assisting with KAMAR entries</li> <li>- Academic tracking for students in Yr 11-13 focussing on students at risk of not gaining their NCEA qualification. During assessment week opportunities for some students to gain credits through a barista course.</li> <li>- Focus on mental health in week 10 term 4, for staff and students. Student leaders have created a range of activities for Atawhai time, specific staff activities spread throughout the week.</li> </ul>			
	2.1.b. Further investigate how we might better support students, staff and parents in online learning	KM/ GA		
Update 1 - 3 April	<ul style="list-style-type: none"> <li>- Staying Safe on Social Media: A nation-wide campaign to raise awareness of how everyone can stay safe on our Catholic social media platforms ran for a week starting on Monday, 20 March.</li> <li>- Information from the Auckland Diocese was provided and posted on Facebook, Instagram and other social media each day from Monday for tips on how to keep yourself safe.</li> </ul>			
Update 2 - 11 September	<ul style="list-style-type: none"> <li>- Netsafe evening, August 30. SH initiated the presentation with Netsafe. AO planned and facilitated the evening through the Kahui Ako. PTFA also supported the evening. Successful evening, North Shore Catholic primary school principals would like to see this evening run again.</li> <li>- Staying Safe on Social Media information included regularly in newsletters</li> </ul>			
	2.1.c In collaboration with staff, begin to develop wellbeing plan for staff	SK		
Update 1 - 3 April	<ul style="list-style-type: none"> <li>- No progress to report on. There have been discussions through the Health and safety committee.</li> </ul>			



	<ul style="list-style-type: none"> <li>- The PPTA branch chair and treasurer have met with SK regarding contract allowances (\$15 meal provision) along with information pertaining to the ongoing PPTA industrial action- internal relief ban, meetings outside of school hours, and the impact of strikes on staff.</li> </ul>		
Update 2 - 11 September	<ul style="list-style-type: none"> <li>- No progress on a cohesive wellbeing plan</li> <li>- Range of activities for staff have been run throughout the term, focus on lunchtime activities</li> </ul>		
	2.2.a. Participate in Centrally Funded Professional Learning Development to increase staff leadership capability and expertise in change management	<b>KM/ SK</b>	
Update 1 - 3 April	<ul style="list-style-type: none"> <li>- Planning is ongoing around the use and implementation of a plan with regards to a facilitator, and incorporating restorative practices into PLD time.</li> </ul>		
Update 2 - 11 September	<ul style="list-style-type: none"> <li>- Restorative practice PLD throughout Term 2, facilitated by University of Waikato (<i>mentioned above</i>).</li> <li>- Centrally funded professional learning development has focused on the Year 7-10 local curriculum with Tabitha Leonard (<i>see below</i>)</li> </ul>		
	2.2.b. Plan and implement Y7-10 Carmel Local Curriculum.	<b>KM</b>	
Update 1 - 3 April	<ul style="list-style-type: none"> <li>- Planning is ongoing due to the New Zealand Curriculum refresh. Full implementation 2027.</li> <li>- Implementation of the refreshed NZC is to be started in 2023, with full implementation expected in 2026 when all learning areas of the curriculum are refreshed.</li> <li>- Teacher Only Days have been mandated through the Ministry of Education for term 2 and 4.</li> </ul>		
Update 2 - 11 September	<ul style="list-style-type: none"> <li>- Through CFPLD Tabitha Leonard is working with year level teams and Heads of Department to 'deconstruct' the curriculum in Year 7-10 before planning and implementing the refreshed NZ Curriculum, Te Mataiaho to ensure a cohesive plan is developed.</li> <li>- Te Mataiaho is still being refreshed, timeline for full implementation up until 2027</li> </ul>		
	2.2.c. Develop a process for whole cohort standardised testing to show learner progress in Y7-10.	<b>GA</b>	
Update 1 - 3 April	<ul style="list-style-type: none"> <li>- e-asTTle standardised testing has taken place for students in Y7-10.</li> <li>- There is discussion around exploring PAT's due to recent developments in this testing that align with the literacy and numeracy co-requisite that takes effect in 2024. Further research is required should a change be made for 2024.</li> </ul>		
Update 2 - 11 September	<ul style="list-style-type: none"> <li>- Analysis of student success in the NCEA co-requisite pilot is underway as students in Year 11 sat the literacy pilot in term 2, with students in Year 10 attempting the co-requisite pilot in term 4. The analysis will look at the correlation between e-asTTle and readiness of students to sit, and achieve, the co-requisite.</li> </ul>		
	2.3. Lead Professional Learning Discussions around the move to longer blocks of teaching & learning periods.	<b>GA/SK</b>	
Update 1 - 3 April	<ul style="list-style-type: none"> <li>- No progress to report on as formal work has not begun.</li> </ul>		
Update 2 - 11 September	<ul style="list-style-type: none"> <li>- No progress</li> <li>- <i>Future considerations: Revised NCEA that is underway- Level 1 now has 27 subjects, which will increase to 57 subjects in Level 2 and 3</i></li> </ul>		

	2.4. Work with HODS to actively engage in NCEA changes and trials as appropriate.	<b>RF</b>	
Update 1 - 3 April	<ul style="list-style-type: none"> <li>- Term 2 week 8 Year 11 students will sit the pilot literacy co-requisites for the reading and writing standards (5 credits per standard)</li> <li>- Term 4 week 4 Year 10 students will sit the pilot numeracy co-requisite for numeracy (10 credits)</li> <li>- Learning areas have written BOT reports which have been presented to SLT. This format has allowed for discussions to take place around the work departments have been involved in, provided an opportunity to share successes, and concerns/ challenges moving forward due to the pieces of work currently occurring around the NZC refresh and the revised NCEA achievement standards. Staffing has also been discussed with regards to individuals who undertake marking and/ or moderation of NCEA, along with noting staff involvement with curriculum associations.</li> </ul>		
Update 2 - 11 September	<ul style="list-style-type: none"> <li>- In term 2 industrial action meant that union members were not able to engage in PLD for the NCEA change programme. During the second half of term 3 some NCEA implementation workshops were held.</li> <li>- Departments are planning the implementation of NCEA Level 1. Standards are not being registered until Term 4, 2023.</li> <li>- Term 4 Teacher Only Day, 17th November</li> </ul>		
	2.5 Review current Māori strategic plan	<b>KM/ SK</b>	
Update 1 - 3 April	<ul style="list-style-type: none"> <li>- Formal work on this is yet to begin.</li> </ul>		
Update 2 - 11 September	<ul style="list-style-type: none"> <li>- No progress</li> </ul>		

<b>Goal 3: Community: Build and enhance effective relationships and partnerships within Carmel College, Carmel College community and the wider community.</b>				
3.1.Redevlopment of strategic plan				
<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b>	<b>Achieved</b> Yes/No/Ongoing
	3.1.a Community engagement and consultation on redevelopment of strategic plan	<b>KM/ SK</b>		<b>Ongoing</b>
Update 1 - 8 May	BOT and members of SLT meet over two evenings in April to begin the process of understanding the new requirements of a strategic plan (due to changes from the Education and Training Act 2020. A terms of reference was developed along with a draft timeline. SK approached two education consultants who are presenting proposals to support the BOT and SLT in the redevelopment of the strategic plan. Proposals to be presented and discussed in the May BOT meeting.			

Update 2 - 9 October	Community consultation on strategic planning areas was carried out by Dr Gabrielle Wall, D&G Consulting. Survey was sent to the community 19 July, closed 2 August. There was a high response rate to the survey with 897 students, 82 staff members, and 392 members of the community completing the surveys. Following the survey results from 22-25 August there were focus group meetings (5 student groups, 4 parent groups, 7 teacher groups and 1 old girl group). Currently ongoing work is continuing with Gabrielle around the strategic areas and the enablers of these.			
	3.1.b Specific focus on engagement of our Māori whanau and Pacific families within our community to explore expectations, student outcomes and future pathways	KM/ GA/ SK		Ongoing
Update 1 - 8 May	Has not started. Will be explored in detail during strategic plan redevelopment and community consultation.			
Update 2 - 9 October	During the focus group week Gabrielle had the opportunity to meet with some Pacific students' families (a cultural concert was held during cultural week at lunch time). Although no explicit feedback from the strategic planning consultation processes/ discussions was presented in the findings, the continued focus on engaging our Māori whanau and Pacific families will remain an area of development and improvement in the annual and implementation plan once the strategic plan is confirmed.			

<b>Goal 4: Stewardship: Provide high quality stewardship/kaitiakitanga to protect our legacy and ensure continuous improvement and sustainable success.</b>				
1. Marketing Plan				
When	What	Who	Indicators of Progress	Achieved Yes/No/Ongoing
	In collaboration with CCAL and BOT, use brand work undertaken during 2020-21, to develop an implementation plan.	KM/ SK		
Update 1 - 12 June	<ul style="list-style-type: none"> <li>- New electronic sign installed</li> <li>- BOT Excellence award advertised via Channel and school newsletter</li> </ul>			
Update 2 - 13 November	<ul style="list-style-type: none"> <li>- Review and alignment required moving into new strategic plan/ framework</li> </ul>			

## **Evaluation and analysis of the school's students' progress and achievement**

### **YEAR 7- 10 LEARNING PROGRESS: BoT REPORT (EoY 2023)**

#### **What is e-asTTle?**

e-asTTle is an online assessment tool, developed to assess students' achievement and progress in reading, mathematics, writing. The reading and mathematics assessments have been developed primarily for students in years 5–10, but because they test NZ curriculum levels 2–6 they can be used for students in lower and higher year levels. The e-asTTle writing tool has been developed for the assessment of students in years 1–10.

#### **How is e-asTTle used at Carmel?**

Since the beginning of 2019 all Year 7-10 students completed e-asTTle assessments in Maths and Reading. Students usually complete these tests at the beginning of the year and the end of the year.

In Maths they look at 2 assessments covering the NC strands of Number & Algebra and Measurement and Geometry. In English they do Reading assessments covering different elements of the English curriculum. In years 9 and 10 they do two different reading tests and the scores are averaged.

In the early years of this data collection, some teething issues meant that not all students were assessed correctly and further PD was provided to help ensure the correct assessments were given to each individual student.

We had no reported issues with the collection of data in 2023. This data was collected between weeks 6 & 9 of term 1 (later than normal), and the end-of-year data was collected in weeks 3 to 5 of term 4.

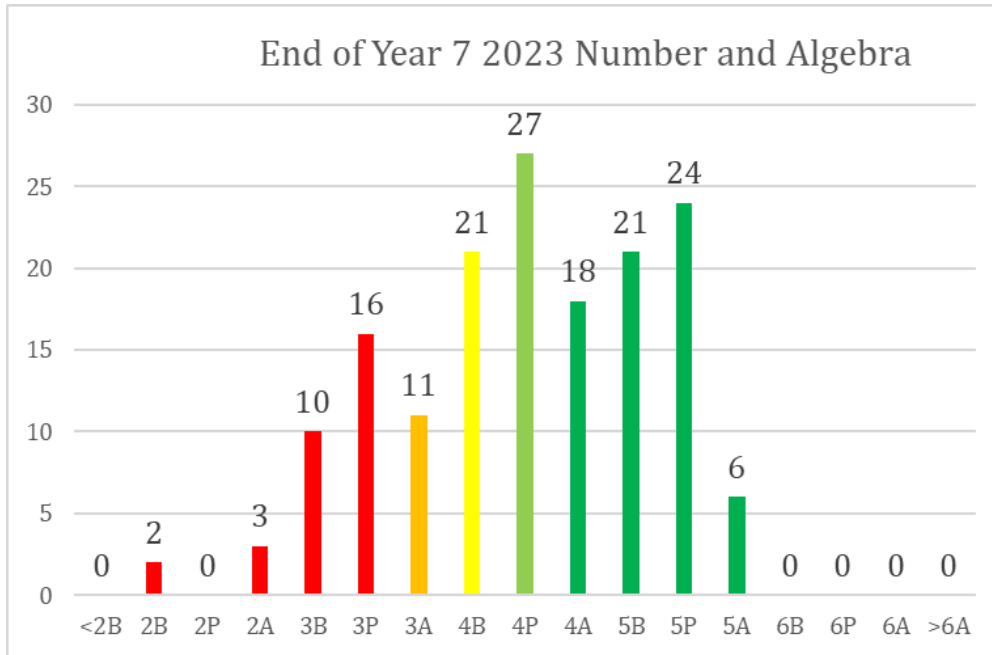
## Curriculum Progress Indicators for Profiling of Students

The following table shows the expected curriculum levels for students to be on track to engage with NCEA in Year 11. The colours in the table have been used in the graphs that follow to clearly identify where students should be working at each year level. Because the data was gathered at the beginning of the year the students have been measured against the 'end of year' expectations eg Year 7 2022 is measured against the expectation for students at the end of year 6.

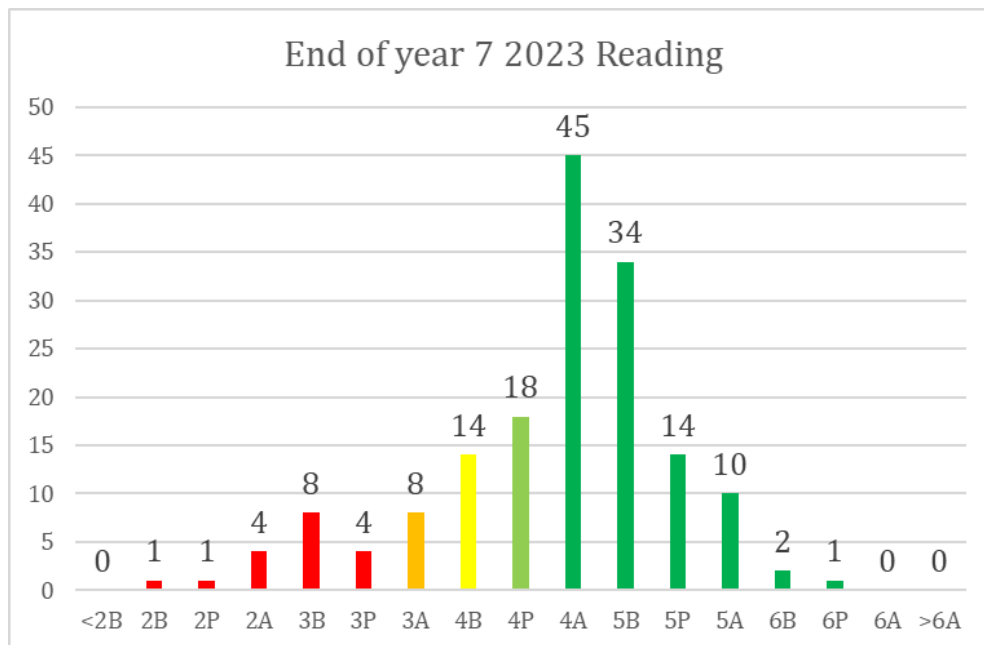
The NZC framework is designed so that students are expected to make progress of, on average, 1 curriculum level every 2 years under the current framework. *NB there were some overlaps in the old version of this table. This has been corrected in this document.*

<b>B = Beginning P = Proficient A = Advanced</b>	<b>Year 6 (EOY)</b>	<b>Year 7 (EOY)</b>	<b>Year 8 (EOY)</b>	<b>Year 9 (EOY)</b>	<b>Year 10 (EOY)</b>	<b>Implications for NCEA Year 11</b>
Working Well above	4P +	4A +	5P +	5A +	6P +	
Working Above	4B	4P	5B	5P	6B	
By the end of the year students should have...	Mastered Level 3 3P - 3A	4B	Mastered Level 4 4P - 4A	5B	Mastered Level 5 5P -5A	Able to work at NZC Level 6 And will be able to engage in NCEA
Working Below (1 year)	3B	3A	4B	4A	5B	Learning support is needed. Acceleration intervention required. Individuals to be monitored.
Working Well below (2 year)	2	3P or less	3A or less	4P or less	4A or less	Individual Learning Plan needed.

## Year 7 2023 End of Year data

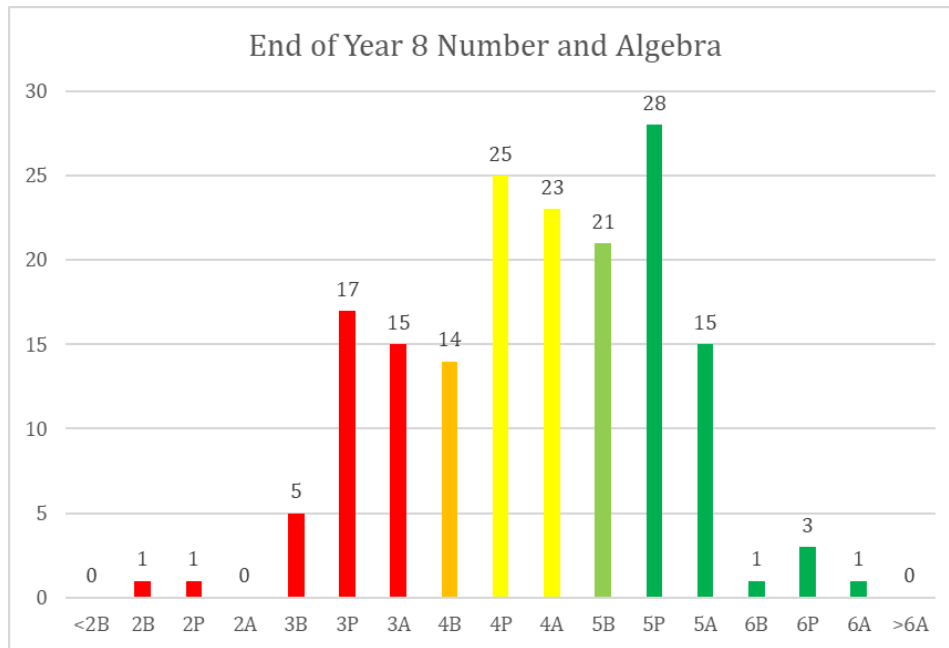


**Maths Comment:** Most students (117) end the year At standard or better. 11 students are working 1 year Below where they are expected to be and a further 31 Well below. On average the students went up by 0.56 of a curriculum level in Year 7 which is more than the expected 0.5.

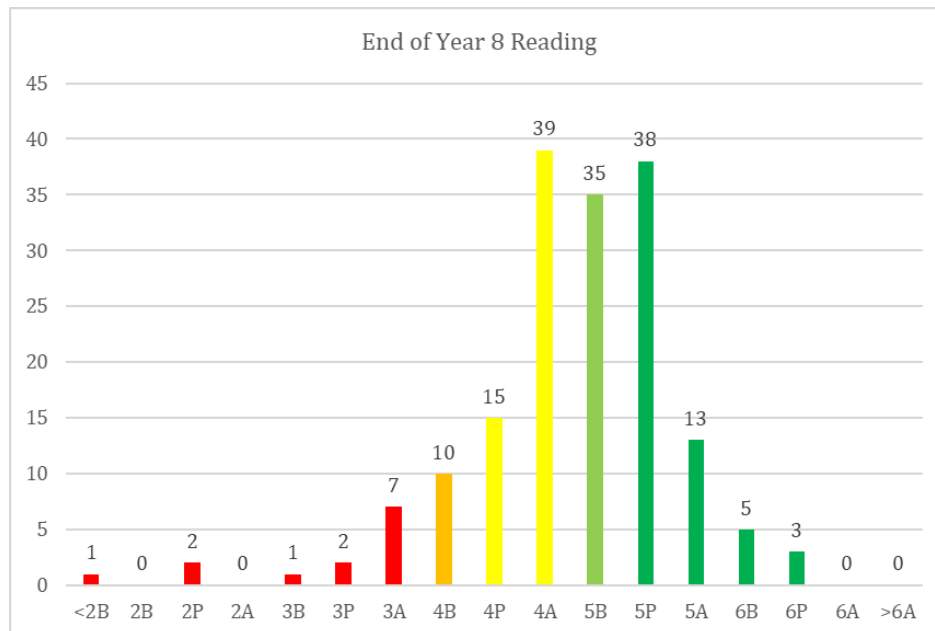


**Reading Comment:** Most students (138) end the year At standard or better, with a large number (124) higher than the required level for the end of Year 7. 8 students are working 1 year Below where they are expected to be and a further 18 Well below. The average student made an increase of 0.38 of a curriculum level which is less than the expected 0.5.

## Year 8 2023 End of Year data

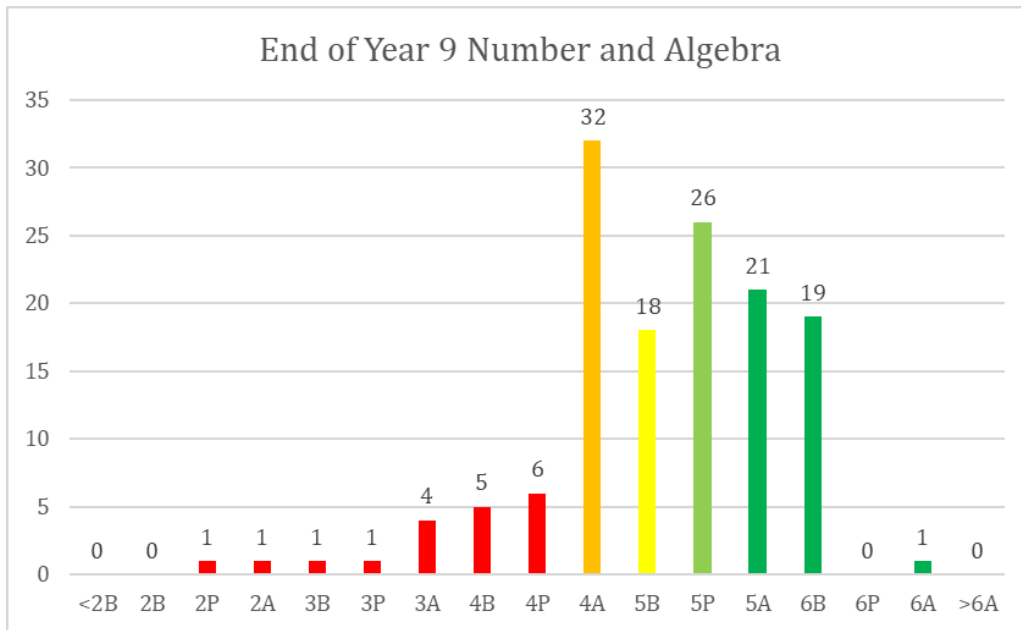


**Maths Comment:** The average student went up 0.37 of an NC level between the beginning of Year 8 and the end of Year 8, which is lower than the expected improvement. Many students (39) are Well Below, this has been reduced since the start of the year (43). Most of the students (117) are at the expected level or better with a large number (69) at Above or Well above.

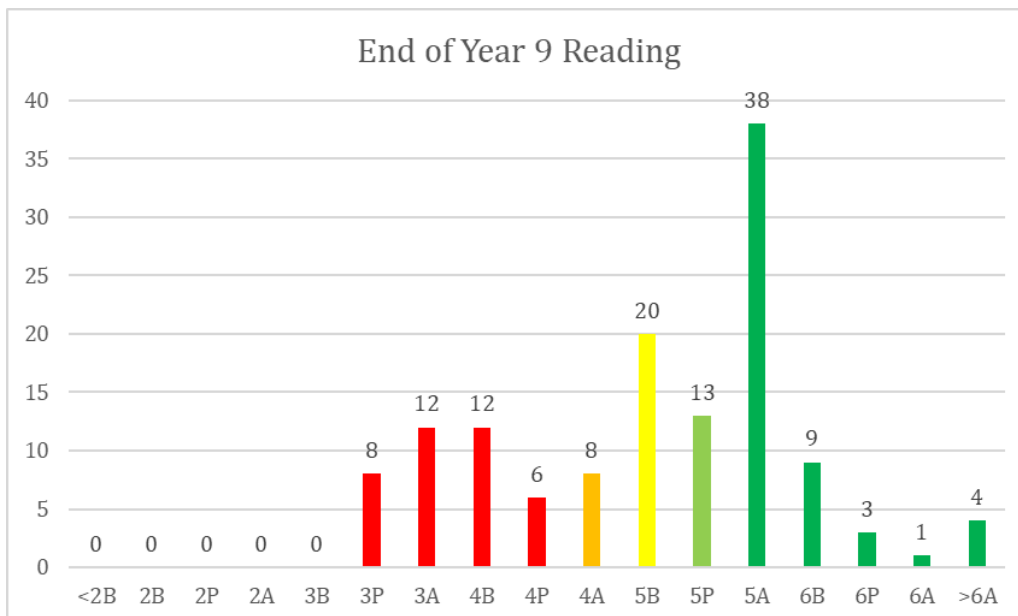


**Reading Comment:** The average student's reading increased by just over 15% of an NC level which is much lower than expected. The majority of students (148) have reached the expected level for the end of Year 8 (mastered level 4) and a number (59) are working two years or more above that expected curriculum level. There is a number who are working one year below (10) and another group (13) who are working two years or more below the expected level.

## Year 9 2023 End of Year data



**Maths Comment:** The average student went up just under a 0.26 of an NC level in the year between the beginning of Year 9 and the end of Year 9. This is half the expected improvement of 0.5. The majority of students (85) are working at, above or well above the expected curriculum level and a large number (67) are working at Above or Well Above. At the same time, quite a number (32) are still working one year below or two or more years below (19) the expected level. This is a shift from 25 Well below at the beginning of Year 9.

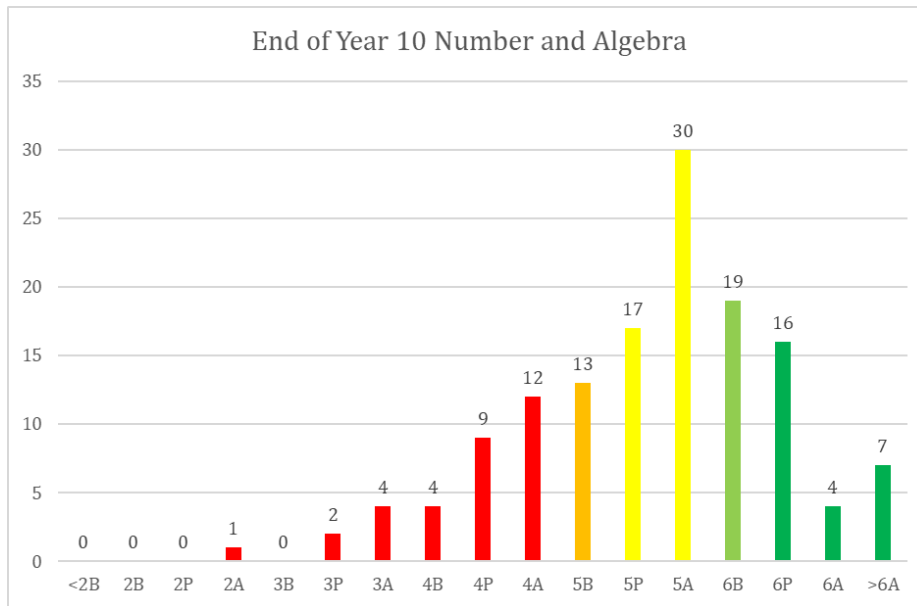


**Reading Comment:**

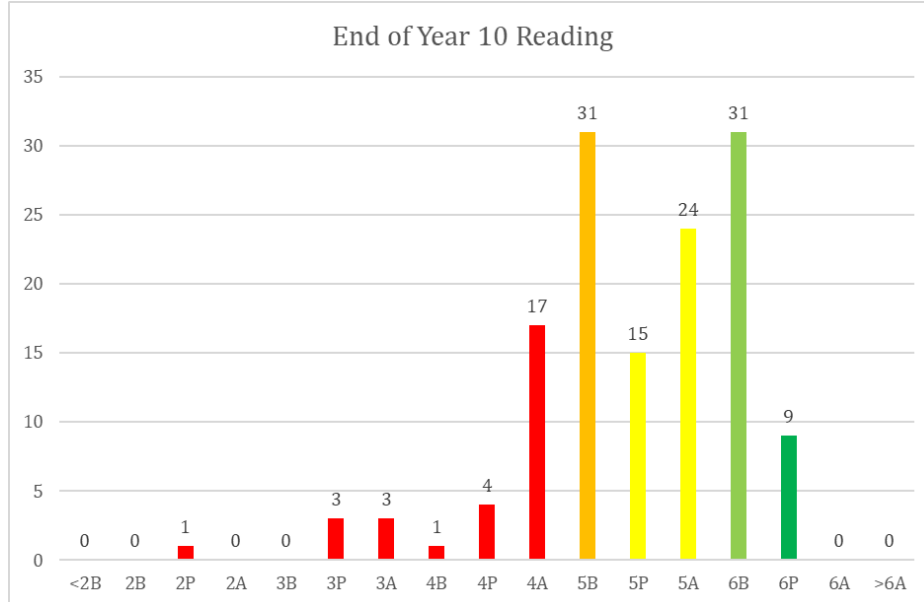
Comparing the reading scores from the beginning of 2023 and the end of 2023 the average student improved by just over 1/5 of a curriculum level during Year 9, this is much less than expected. The majority of students (88) are working at, above or well above the expected curriculum level and a large number (68) are working at Above or Well Above. 8 Students are operating 1 year Below the expected level while 38 are Well Below.



## Year 10 2023 End of Year data



**Maths Comment:** The average student made 1/4 of an NC level progress between the beginning of 2023 and end of 2023. This is half the expected improvement. The majority of students (93) are working at or above the level expected for the end of Year 10 and a significant number (46) are working above the level for Year 10 (mastered level 5). There are still a number of students (13) who are working Below the required level and (32) students are well below, of these 7 have not reached Level 4.



**Reading Comment:** The average year 10 went up 10% of an NC level between the beginning and end of Year 10, this is much less than expected. The majority of students (88) are working at or above the level expected for the end of Year 10 (mastered level 5). There are still some students (31) who are working one year below the expected level for the beginning of Year 10 with (29) working two or more years below. Only 17 students in Year 10 scored lower than they did at the end of Year 9.

## Linking E-asTTle to the CAA (common assessment activity) or Literacy and Numeracy assessments for Level 1

From analysing the results for the Literacy Reading, Writing and Numeracy assessments in 2023, a student who got a Number and Algebra Level of 5B had a 69% chance of passing the numeracy test. This chance of passing the numeracy test increased as the student's score in E-asTTle increased.

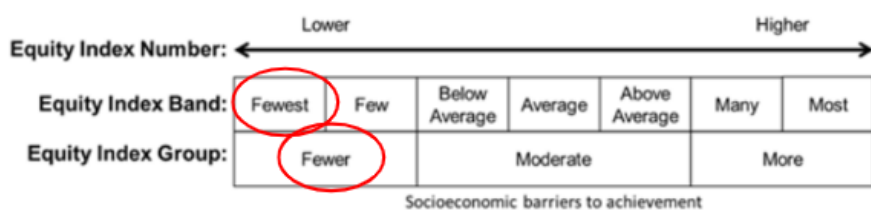
In Reading an E-asTTle result of 4A gave a 76% chance of passing the reading assessment and again this chance increased with every level the student's score in E-asTTle increased.

Writing is the hardest to predict as it is hard to use reading skills to predict writing. An E-asTTle of 4A gave a 65% chance of passing again this chance increased with every level the student's score in E-asTTle increased however unlike reading and numeracy which by the time the student was 6B gave 100% chance of passing, this was never achieved with Writing.

The effective pass rates (of those students who sat the numeracy or literacy assessments)

	Literacy Common Assessment Activity		Numeracy Common Assessment Activity	
	U.32403.1 - Read written texts to understand ideas and information	U.32405.2 - Write texts to communicate ideas and information	U.32406.2 - Use mathematics and statistics to meet the numeracy demands of a range of situations	
Achieved	117	113	101	
Not Achieved	14	19	33	
Pass rate	89.31%	85.61%	75.37%	

## Equity Index (EQI)



In 2023 the decile system was replaced by the equity index.

NCEA results have been reported according to EQI band and group:

- EQI Bands:  
Each EQI Band contains around the same number of schools
- Equity Index Groups:  
There are three groups of schools formed by collapsing the seven Equity Index Bands.  
The two end Equity Index Groups contain the two Equity Index Bands from each end of the EQI scale, and the middle group contains the middle three Equity Index Bands.

Carmel College 'fits' into the equity index band of 'fewest', and the equity index group, 'fewer'.

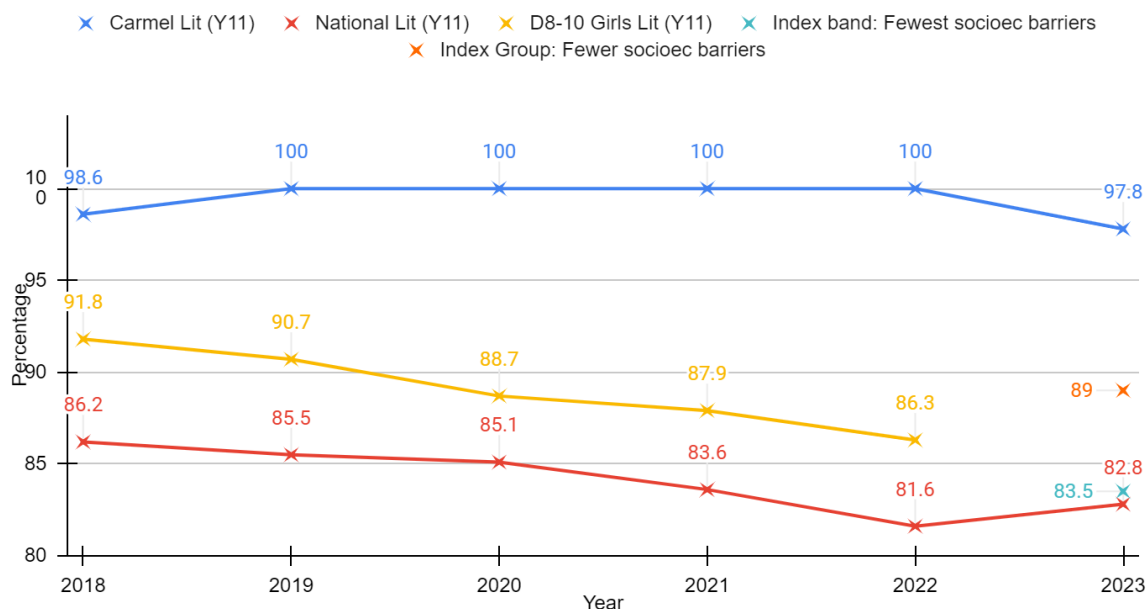
## Level 1 NCEA results for 2023

Factors of the cohort which has impacted the 2023 results as students results:

- 3 students left Carmel during the year
- 1 student was under dual enrollment with Northern Health Schools
- 2 students had attendance concerns
- 1 student was working on an individual plan to achieve her best

NCEA Level 1 Literacy						
	2018	2019	2020	2021	2022	2023
<b>Carmel Lit (Y11)</b>	98.6	100	100	100	100	97.8
<b>National Lit (Y11)</b>	86.2	85.5	85.1	83.6	81.6	82.8
<b>D8-10 Girls Lit (Y11)</b>	91.8	90.7	88.7	87.9	86.3	
<b>Index band: Fewest socioec barriers</b>						83.5
<b>Index Group: Fewer socioec barriers</b>						89

### Literacy percentage pass rates 2018-2023

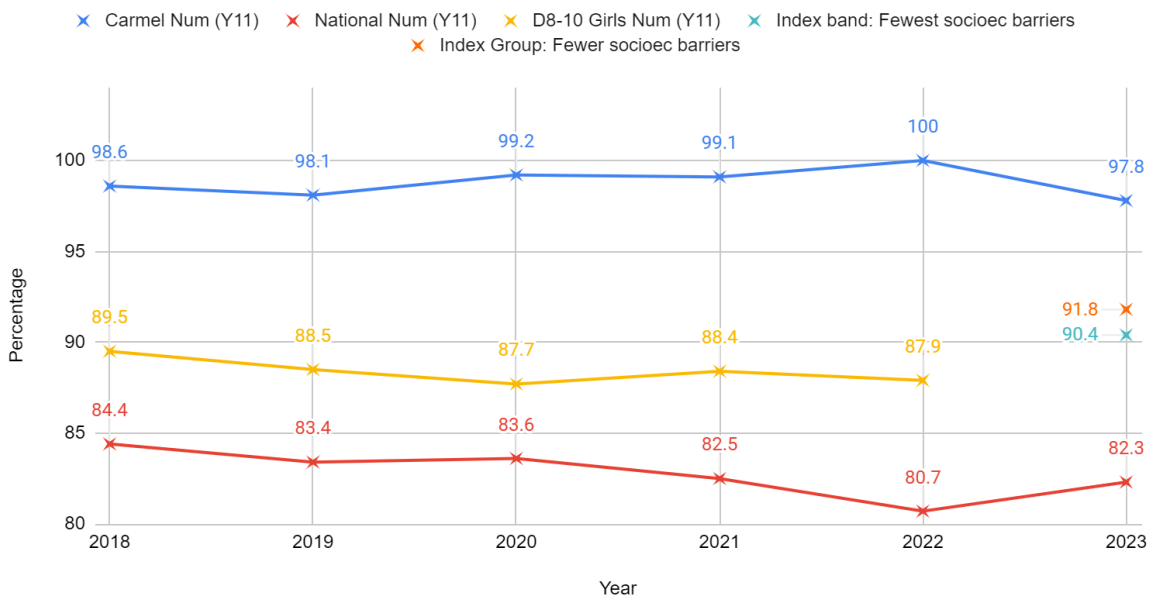


**Literacy:** Carmel has continued to maintain very high levels of literacy attainment at Level 1. Whilst there has been a decrease from the 100% pass rate in previous years this is the eighth consecutive year that the L1 literacy pass rates have been above 97%.

Although there has been a decrease in student literacy rates at Carmel they remain significantly above national results by 15%, although nationally there was a 1.2% increase, and above those in comparable equity index bands and groups by 14.3% and 8.8% respectively.

NCEA Level 1 Numeracy						
	2018	2019	2020	2021	2022	2023
<b>Carmel Num (Y11)</b>	98.6	98.1	99.2	99.1	100	97.8
<b>National Num (Y11)</b>	84.4	83.4	83.6	82.5	80.7	82.3
<b>D8-10 Girls Num (Y11)</b>	89.5	88.5	87.7	88.4	87.9	
<b>Index band: Fewest socioec barriers</b>						90.4
<b>Index Group: Fewer socioec barriers</b>						91.8

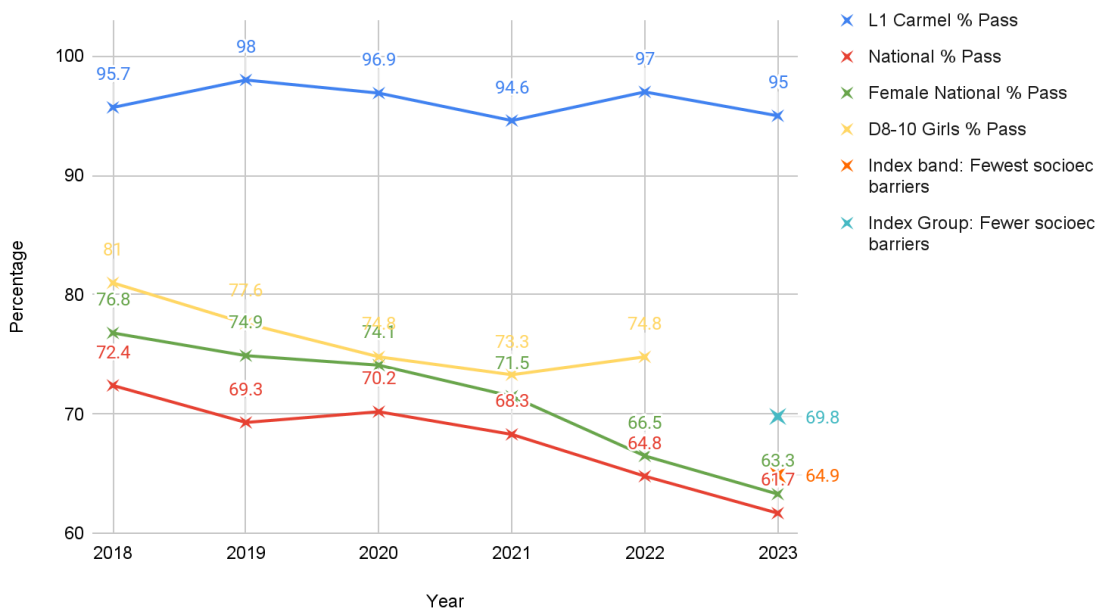
Numeracy percentage pass rates 2018-2023



**Numeracy:** Again a slight decrease on previous years, however Carmel has continued to maintain very high levels of numeracy attainment, sitting 15.5% above the national numeracy level, and above those in comparable equity index bands and groups by 7.4% and 6% respectively.

NCEA Level 1 Attainment						
	2018	2019	2020	2021	2022	2023
<b>L1 Carmel % Pass</b>	95.7	98	96.9	94.6	97	95
<b>National % Pass</b>	72.4	69.3	70.2	68.3	64.8	61.7
<b>Female National % Pass</b>	76.8	74.9	74.1	71.5	66.5	63.3
<b>D8-10 Girls % Pass</b>	81	77.6	74.8	73.3	74.8	
<b>Index band: Fewest socioec barriers</b>						64.9
<b>Index Group: Fewer socioec barriers</b>						69.8

NCEA Level 1 Percentage Pass Rate, 2018-2023



**Level 1:** Over the past six years, Carmel, with a 95% pass rate has continued to exceed national levels of achievement. Although a decrease in the 2023 Carmel results, it reflects the national decrease. The 2023 results are 33.3% higher than the national level, 31.7% higher than the female national level and above those in comparable equity index bands and groups by 30.1% and 25.2% respectively.

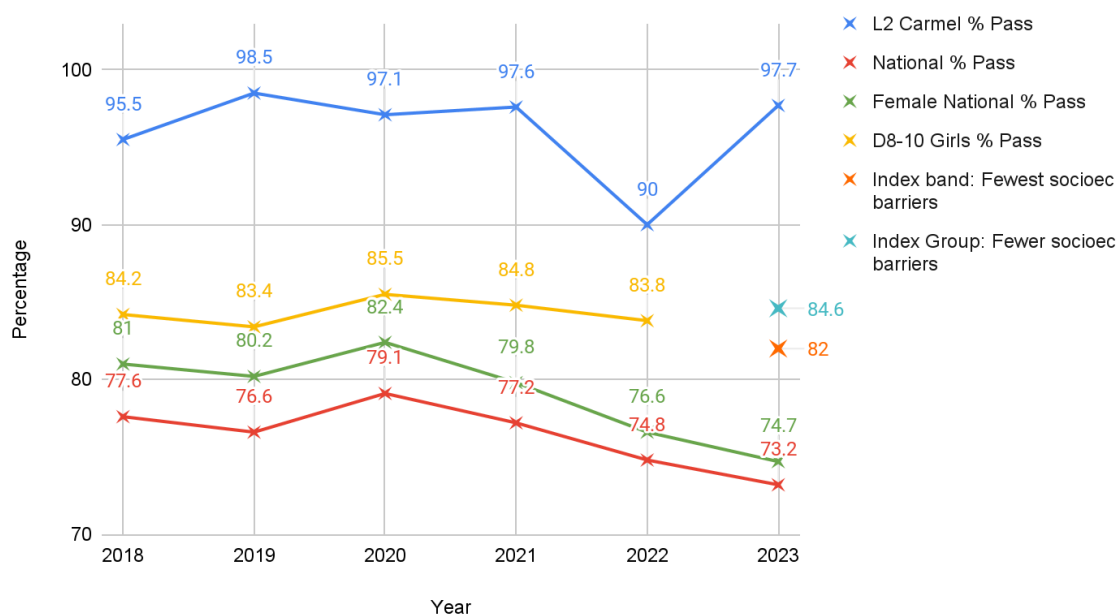
## Level 2 NCEA results for 2023

Factors of the cohort which has impacted the 2023 results as students results:

- 2 students left Carmel during the year
- 1 student began in September, a domestic student from overseas
- 2 students had significant attendance concerns with rates at 60%

NCEA Level 2 Attainment						
	2018	2019	2020	2021	2022	2023
<b>L2 Carmel % Pass</b>	95.5	98.5	97.1	97.6	90	97.7
<b>National % Pass</b>	77.6	76.6	79.1	77.2	74.8	73.2
<b>Female National % Pass</b>	81	80.2	82.4	79.8	76.6	74.7
<b>D8-10 Girls % Pass</b>	84.2	83.4	85.5	84.8	83.8	
<b>Index band: Fewest socioec barriers</b>						82
<b>Index Group: Fewer socioec barriers</b>						84.6

NCEA Level 2 Percentage Pass Rate, 2018-2023



**Level 2:** The 2023 results at level 2 highlight an increase in attainment of Level 2. Carmel remains well above all other comparable groups which saw a decreasing trend in results. Carmel results are above the national, female national and equity index bands and groups by 24.5%, 23%, 15.7% and 13.1% respectively.

Whilst these results are very pleasing, they are comparable to the Level 1 results this cohort achieved in 2022 at Level 1.

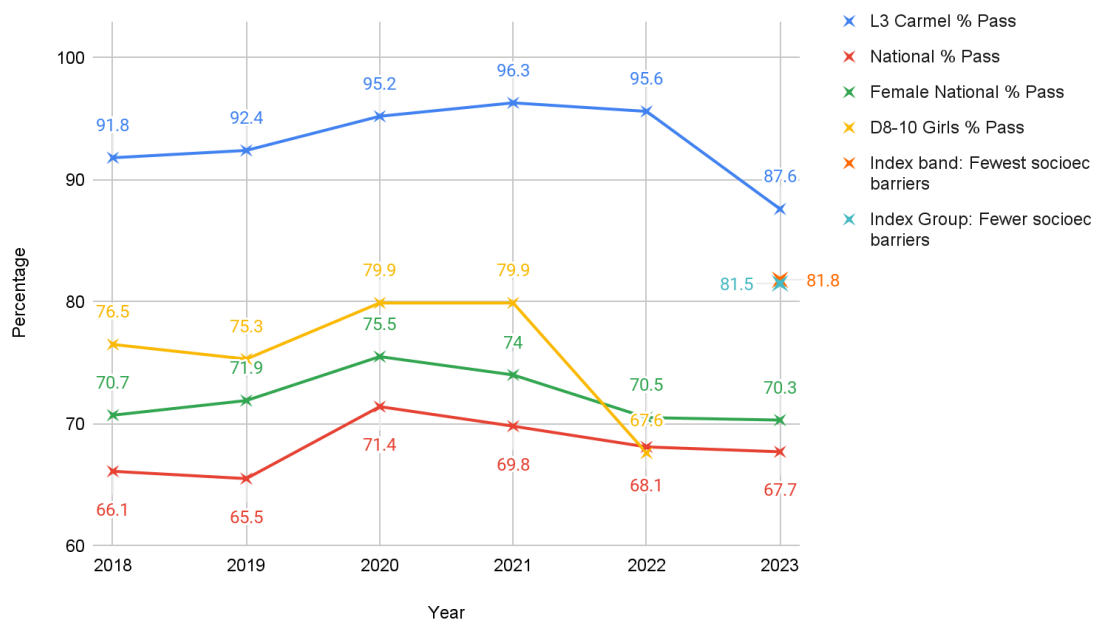
### Level 3 NCEA results for 2023

Factors of the cohort which has impacted the 2023 results as students results:

- 3 students left Carmel during the year
- 10 students had attendance rates under 70%, with 8 students under 55%

NCEA Level 3 Attainment						
	2018	2019	2020	2021	2022	2023
<b>L3 Carmel % Pass</b>	91.8	92.4	95.2	96.3	95.6	87.6
<b>National % Pass</b>	66.1	65.5	71.4	69.8	68.1	67.7
<b>Female National % Pass</b>	70.7	71.9	75.5	74	70.5	70.3
<b>D8-10 Girls % Pass</b>	76.5	75.3	79.9	79.9	67.6	
<b>Index band: Fewest socioec barriers</b>						81.8
<b>Index Group: Fewer socioec barriers</b>						81.5

NCEA Level 3 Percentage Pass Rate, 2018-2023



**Level 3:** Whilst the 2023 results at level 3 show a decrease in attainment of NCEA Level 3, they remain well above all other comparable groups which also experienced a decreasing trend in results. Carmel results are above the national, female national and equity index bands and groups by 27.9%, 17.3%, 5.8% and 6.1% respectively.

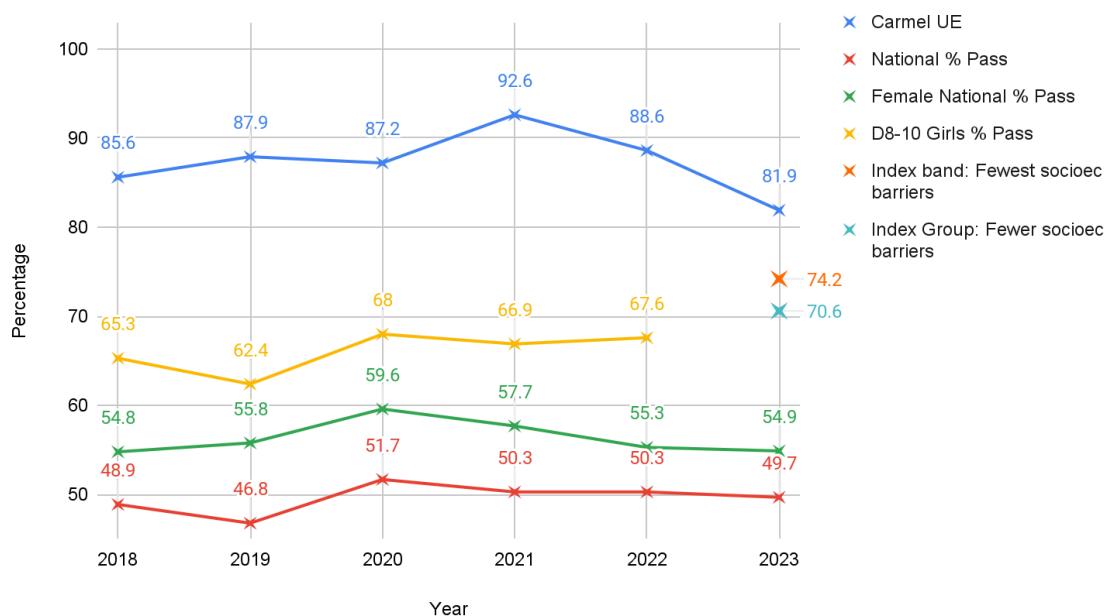
Whilst a decrease in attainment is not ideal, there are factors noted above in relation to the number of students in the cohort completing the academic year and others with attendance concerns, however the Level 3 attainment is reflective of the cohort's Level 2 results in 2022, which was 90%.

NCEA University Entrance (UE) Attainment						
	2018	2019	2020	2021	2022	2023
<b>Carmel UE</b>	85.6	87.9	87.2	92.6	88.6	81.9
<b>National % Pass</b>	48.9	46.8	51.7	50.3	50.3	49.7
<b>Female National % Pass</b>	54.8	55.8	59.6	57.7	55.3	54.9
<b>D8-10 Girls % Pass</b>	65.3	62.4	68	66.9	67.6	
<b>Index band: Fewest socioec barriers</b>						74.2
<b>Index Group: Fewer socioec barriers</b>						70.6

**Those that did not gain UE:**

- 13 did gain NCEA L3, so could not attain UE
- Course selection meant 3 did not have enough approved subjects for UE
- 4 did not sit their external examinations, and did not have sufficient internal credits for UE

University Entrance Percentage Pass Rate, 2018-2023



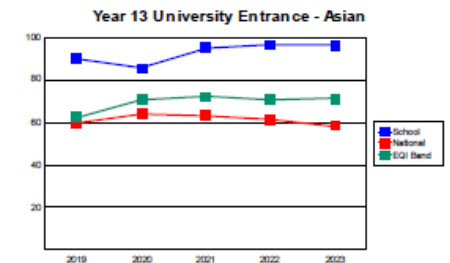
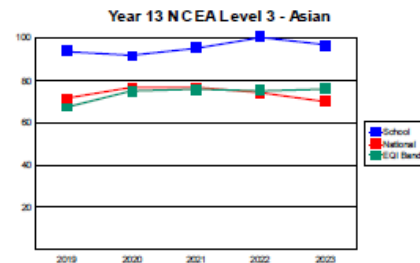
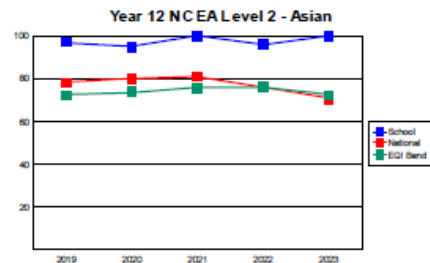
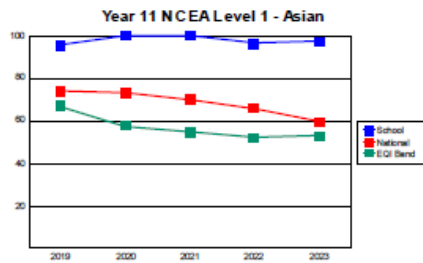
**UE:** Although the UE attainment results declined for the second year at Carmel, students achieved a 81.9% pass rate for UE which continues to exceed all other comparable groups which also experienced a decreasing trend in results. Carmel results are above the national, female national and equity index bands and groups by 32.2%, 27%, 7.7% and 11.3% respectively.

**Next steps:** The focus on ensuring students who are planning to enrol in a university in the following year and suitable courses and standards that enable them to gain UE remains a priority. Actions are to continue monitoring Y12 and Y13 students early in 2024 and put learning programmes in place by the end of T1 to enable them to gain UE, if that is part of their learning pathway.



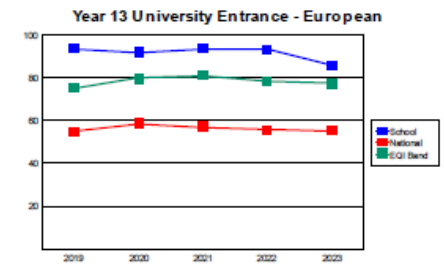
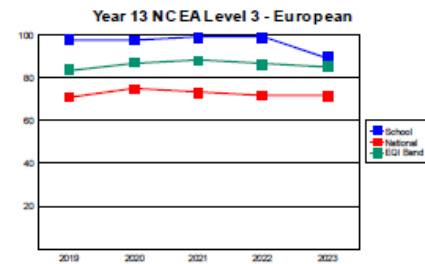
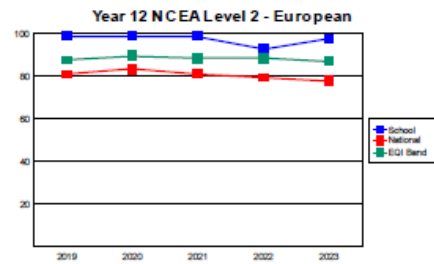
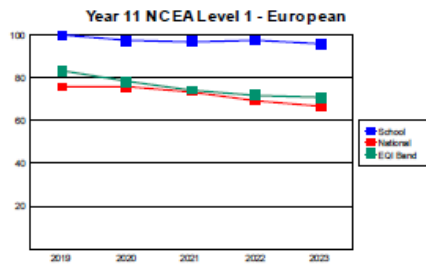
## Analysis of Achievement by Ethnicity:

Academic Year	Carmel College				National				Fewest Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Asian</b>												
2019	95.5	97.1	93.3	90.0	73.9	78.3	71.3	59.3	66.9	72.6	67.2	62.4
2020	100.0	95.1	91.2	85.3	73.1	80.0	76.5	64.1	57.5	73.8	74.7	70.6
2021	100.0	100.0	95.1	95.1	70.0	81.1	76.2	63.4	54.6	75.8	75.3	71.9
2022	96.4	96.2	100.0	96.4	65.9	76.0	73.6	61.3	52.0	76.1	75.0	70.7
2023	97.1	100.0	96.2	96.2	59.5	70.7	70.1	58.1	52.9	72.4	75.7	71.3



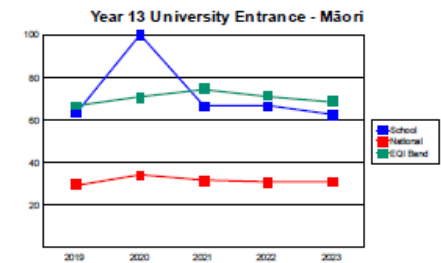
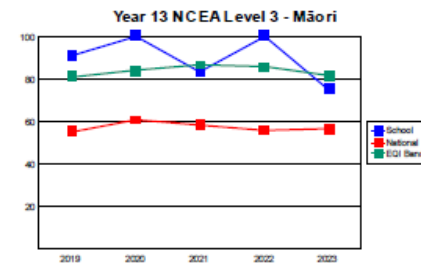
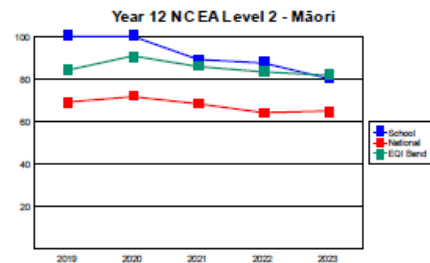
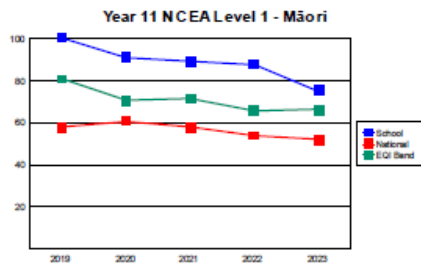
Based on the MOE supplied data and graphs, the pass rates for our Asian students at NCEA Level 1, 2, 3 and UE exceed comparative national and decile based pass rates by more than 26%, with level 1 achievement being 37.6% higher than national rates. In comparison to Asian students in a similar equity index band, Asian students at Carmel achievement rate is at least 20% higher.

Academic Year	Carmel College				National				Fewest Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>European</b>												
2019	100.0	98.8	97.5	93.8	76.0	81.1	70.8	55.1	83.4	87.8	83.5	75.4
2020	97.6	98.8	97.4	92.1	75.8	83.2	74.6	59.0	78.4	89.8	86.8	79.9
2021	97.2	98.8	98.8	93.9	74.0	81.2	73.2	57.2	74.4	88.3	88.0	81.3
2022	97.7	92.9	98.6	93.2	69.7	79.4	71.6	56.0	72.0	88.4	86.4	78.6
2023	96.0	97.7	89.2	86.2	67.2	78.0	71.4	55.5	70.8	87.1	85.2	77.4



Based on the MOE supplied data and graphs, our European students' pass rates remain above National and EQ band levels of achievement. Whilst European Carmel students exceed national achievement rates by at least 18%, the gap between Carmel students and other students who identify as European in the EQ band of schools is narrower., particularly at Level 3 with a margin of 4%. Previously impacts on the Level 3 cohort data was identified to explain the decrease at Level 3.

Academic Year	Carmel College				National				Fewest Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Māori</b>												
2019	100.0	100.0	90.9	63.6	57.7	68.9	55.1	29.9	80.7	84.4	80.7	67.0
2020	90.9	100.0	100.0	100.0	60.8	71.9	60.7	34.1	70.3	90.5	83.8	70.7
2021	88.9	88.9	83.3	66.7	57.7	68.3	58.5	31.7	71.5	85.8	86.5	74.7
2022	87.5	87.5	100.0	66.7	53.9	64.1	55.7	30.9	65.8	83.6	85.2	71.4
2023	75.0	80.0	75.0	62.5	51.9	64.6	56.3	31.2	66.4	81.7	81.1	68.7

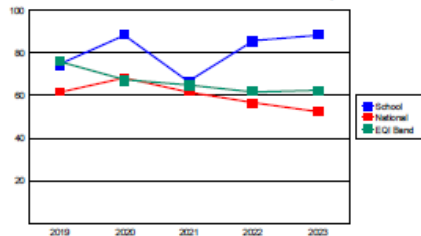


Based on the MOE supplied data and graphs, our Māori students are achieving at higher rates than the comparison data at National levels, however the margin is narrower at Level 2 and at Level 3 and UE achievement rates Māori students in other schools in a similar EQ band fare better.

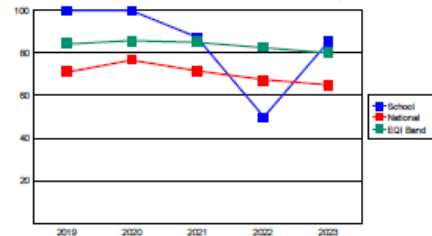
The fluctuations in percentages over the years are partly due to the very low numbers of students of this ethnicity. [L1 = 7; L2 = 5 L3 = 8]

Academic Year	Carmel College				National				Fewest Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Pacific Peoples</b>												
2019	75.0	100.0	42.9	42.9	61.8	71.3	60.3	30.3	76.4	84.7	79.3	59.2
2020	88.9	100.0	90.9	45.5	68.2	77.1	68.9	33.7	67.4	85.8	79.5	60.8
2021	66.7	87.5	100.0	50.0	62.3	71.5	64.9	33.0	65.1	85.2	79.3	63.6
2022	85.7	50.0	66.7	41.7	56.6	67.3	59.4	28.7	62.0	83.0	80.1	55.6
2023	88.9	85.7	62.5	37.5	52.7	65.0	60.4	29.8	62.5	80.5	77.5	61.4

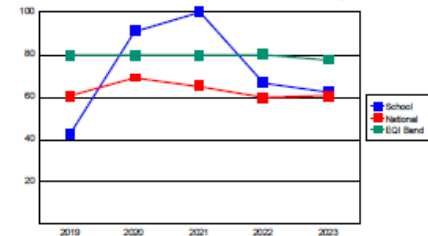
Year 11 NCEA Level 1 - Pacific Peoples



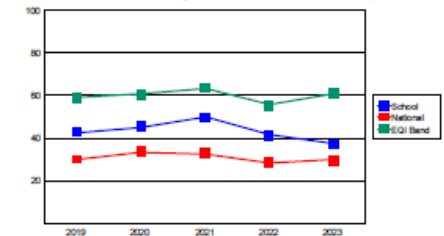
Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



Year 13 University Entrance - Pacific Peoples



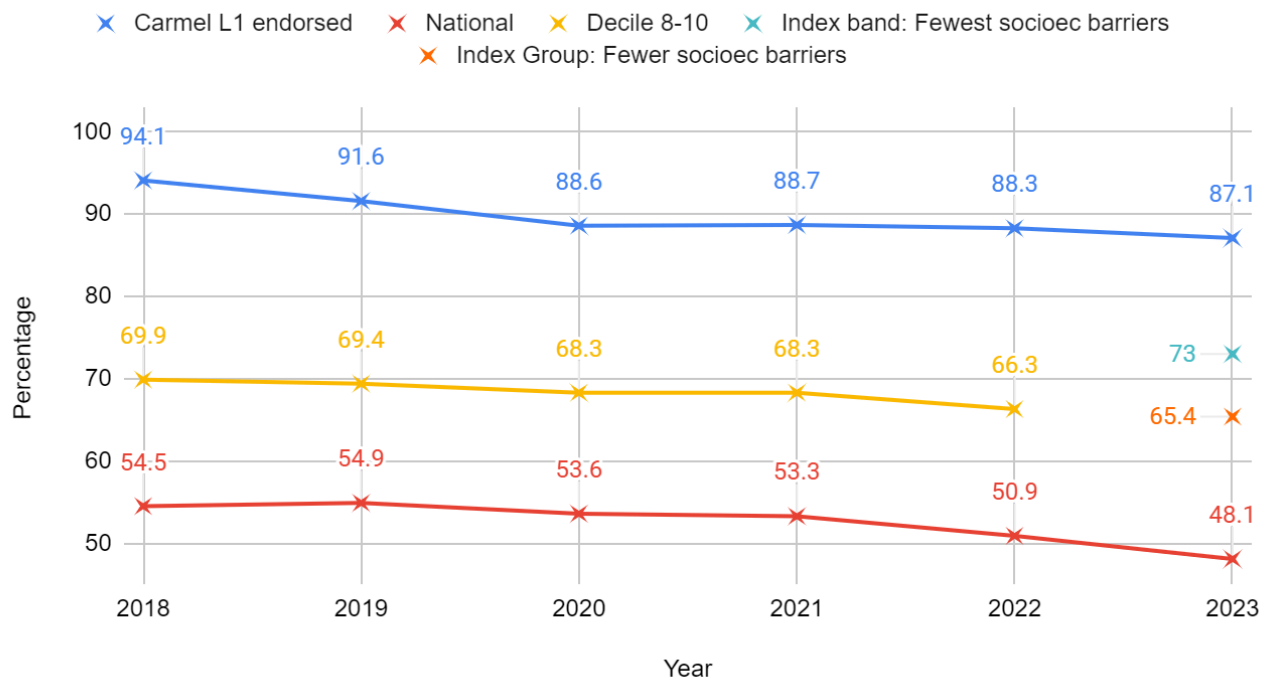
Based on the MOE supplied data and graphs, our Pacific Peoples students at Level 3 achieved marginally higher than Pacific Peoples nationally, but below other Pacific Peoples in similar EQ band school. UE attainment for Pacific People at Carmel was well below those at similar EQ band schools.

Whilst the fluctuations in percentages over the years are partly due to the very low numbers of students of this ethnicity [L1 = 9; L2 = 13; L3 = 7] this downtrend of achievement particularly at Level 3 and UE remains a key priority for 2024. Attendance remains a key area of focus as our Pacific Peoples attendance rates across Year 7-13 are lower.

## Analysis of Achievement by percentage of endorsement passes

NCEA Level 1 Endorsed, Merit and/ or Excellence						
	2018	2019	2020	2021	2022	2023
<b>Carmel L1 endorsed</b>	94.1	91.6	88.6	88.7	88.3	87.1
<b>National</b>	54.5	54.9	53.6	53.3	50.9	48.1
<b>Decile 8-10</b>	69.9	69.4	68.3	68.3	66.3	
<b>Index band: Fewest socioec barriers</b>						73
<b>Index Group: Fewer socioec barriers</b>						65.4

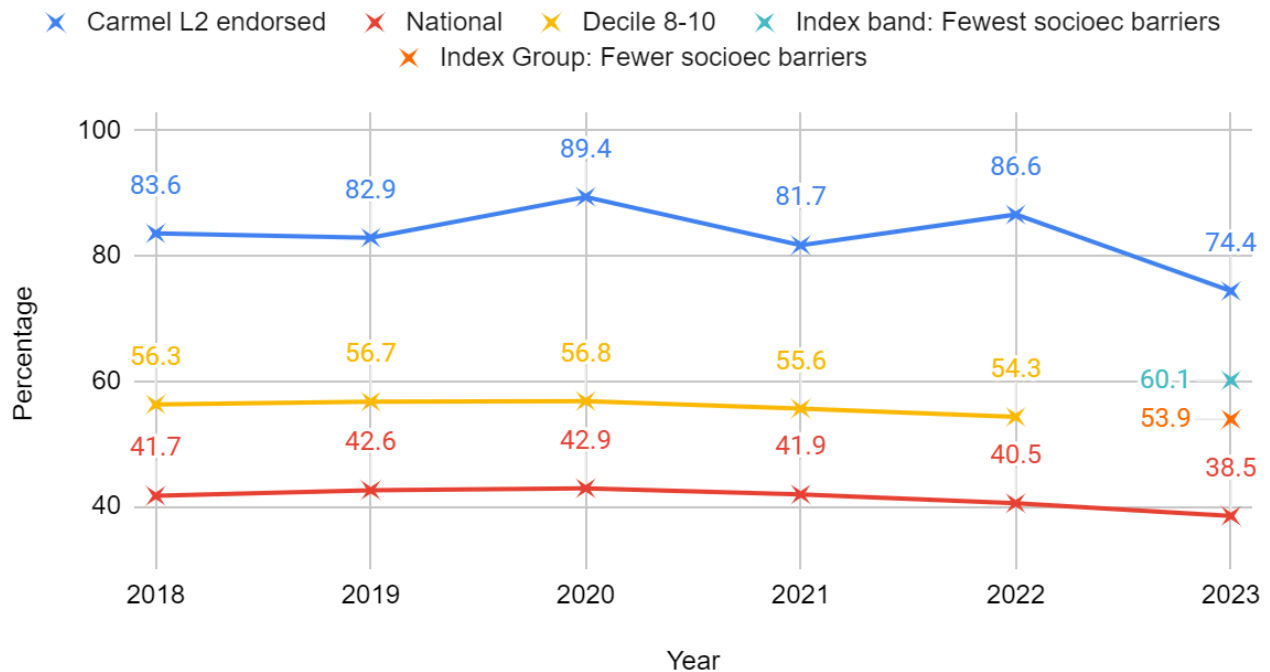
### NCEA L1 Merit and Excellence endorsement , 2018-2023



**Level 1:** Whilst there was a small decrease in the number of endorsements at L1 it is still truly impressive when we have nearly 9 out of 10 students gaining endorsements at this level. This is 14% higher than students in a school in a similar EQ band and 38.9% higher than national endorsement rates.

NCEA Level 2 Endorsed, Merit and/ or Excellence						
	2018	2019	2020	2021	2022	2023
Carmel L2 endorsed	83.6	82.9	89.4	81.7	86.6	74.4
National	41.7	42.6	42.9	41.9	40.5	38.5
Decile 8-10	56.3	56.7	56.8	55.6	54.3	
<b>Index band:</b> Fewest socioec barriers						60.1
<b>Index Group:</b> Fewer socioec barriers						53.9

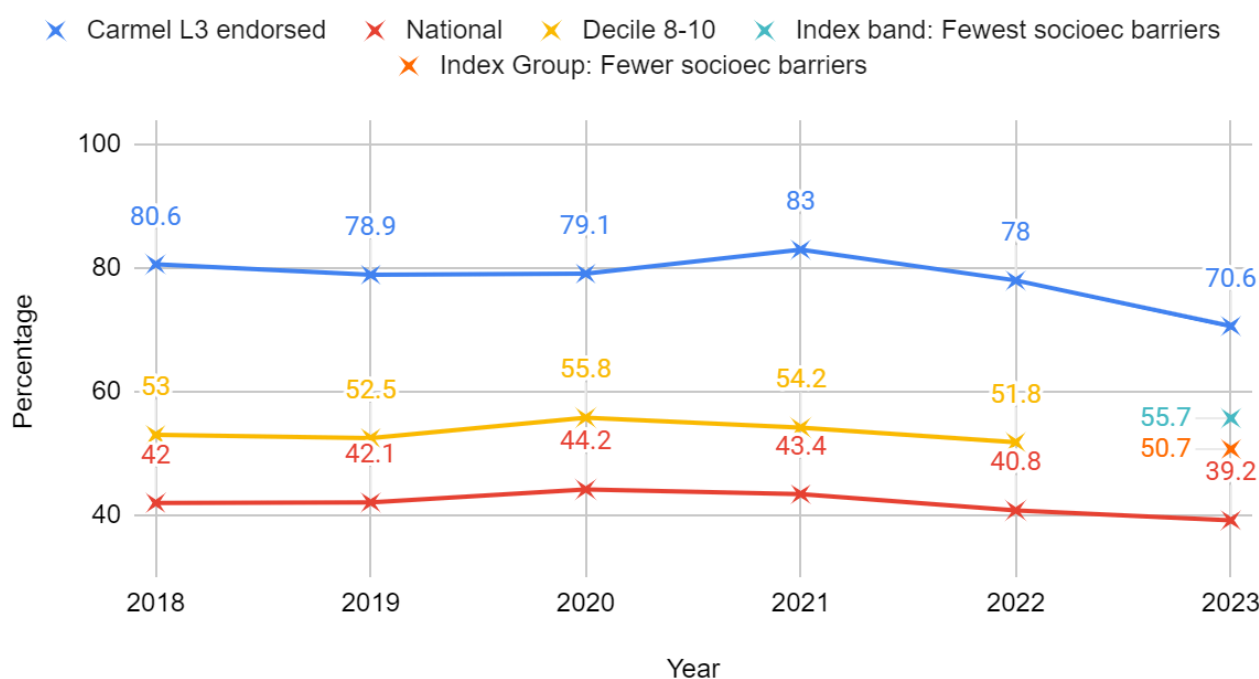
## NCEA L2 Merit and Excellence endorsement, 2018-2023



**Level 2:** Whilst there is a decrease in endorsement rates (12.2%) for L2 in 2023, the L2 endorsement rates are 14.3% higher than students in a school in a similar EQ band and 35.9% above national comparisons.

NCEA Level 3 Endorsed, Merit and/ or Excellence						
	2018	2019	2020	2021	2022	2023
<b>Carmel L3 endorsed</b>	80.6	78.9	79.1	83	78	70.6
<b>National</b>	42	42.1	44.2	43.4	40.8	39.2
<b>Decile 8-10</b>	53	52.5	55.8	54.2	51.8	
<b>Index band: Fewest socioec barriers</b>						55.7
<b>Index Group: Fewer socioec barriers</b>						50.7

### NCEA L3 Merit and Excellence endorsement, 2018-2023



**Level 3:** There has continued to be a decrease in the endorsements of 7.4% at Carmel whilst nationally the decrease was 1.6%. In comparison to students from a school in a similar EQ index band Carmel endorsement levels are 14.9% higher.

**General observations/ comments:**

All students who did not achieve were on the pastoral care teams 'At risk list'. The PCT meets fortnightly to review students progress, attendance and other factors that may be impacting students. Deans and the counselling team engage, where possible with parents, caregivers and whānau.

**Next steps:**

For all levels, the focus will continue to be on monitoring students attendance and credit attainment with deliberate and intentional focus on assessment task design, the amount of assessment students are undertaking and the number of credits for which students are entered

## How we have given effect to Te Tiriti o Waitangi

Our school is committed to the three principles of Te Tiriti o Waitangi- partnership, participation and protection. We want to achieve equitable outcomes for Māori students at Carmel College and foster the success of Māori to attainable their personal expense.

Whilst noted in the strategic and annual plan, and feedback on progress towards these in the earlier section of the annual report, little formal progress was made in 2023 towards the development of a strategic plan for Māori.

However, there are actions and processes in place that were continued in 2023 from previous years, building on the foundations, with improvements and developments continuing to be at the forefront in the new strategic plan.

- Timetabling policy: Te Reo classes are timetabled first to ensure students wanting to take Te Reo are not at risk of having this option line clash with another subject.
- School haka: 2023 marked the year that the Carmel Haka was introduced to our students and staff. This is an incredible milestone not just for our Māori students but for our whole school and was first performed publicly by our students at leavers mass, followed by some of our teachers performing the haka back to our leaving students. There is no doubt the school haka will enrich our schools culture and we look forward to it becoming embedded for all of our school community.
- Whānau hui: During 2023 there were two whānau hui. These were well attended and a place for whānau to come to discuss their desires and aspirations for our young wahine. Speakers were invited from the community to speak.
- Celebration of graduating Year 13 students: This was the first time a specific evening had been arranged to acknowledge and celebrate our graduating wahine. It was a fantastic event where whānau came together to acknowledge our young wahine as they prepared to leave Carmel College, and teachers and whānau had the opportunity to pass on words of advice, support and messages to celebrate them.
- Staff professional learning opportunities: Over the course of the year all staff attended various PLD opportunities to gain further understanding and insight into te ao Māori and matauranga Māori. Staff also undertook the learning of a school haka which was performed at the end of year assembly to our Year 13 leavers.



## Statement of compliance with employment policy

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

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<ul style="list-style-type: none"> <li>- HSE Connect: platform where staff trainings are uploaded and completion is recorded and reported to the health and safety committee, and the BOT through meeting minutes.</li> <li>- Staff wellbeing group: continual development of initiatives run throughout the year</li> </ul>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	No specific programme in operation in 2023. However, with regards to equal employment opportunities, all middle and senior leadership positions advertised through internal communication, the Education gazette and school website.
How do you practise impartial selection of suitably qualified persons for appointment?	Appointment committees are formed according to Board delegations, which varies according to position, and if a tagged teacher is required (which carries further delegations with respect to a proprietor board member being on the appointment panel). All candidates CV's, cover letters and supporting material is made accessible in a shared folder, which is deleted once an appointment is made.
How are you recognising, <ul style="list-style-type: none"> <li>- The aims and aspirations of Māori,</li> <li>- The employment requirements of Māori, and</li> <li>- Greater involvement of Māori in the Education service?</li> </ul>	<ul style="list-style-type: none"> <li>- Actively supporting the growth and leadership development aspirations.</li> <li>- Regular meetings are held with the Associate Principal.</li> <li>- Support of all initiatives, and the attendance of SLT at hui, events, activities</li> </ul>
How have you enhanced the abilities of individual employees?	Extensive internal and external PLD opportunities are provided. There is an internal google form for staff to apply for external PLD, and a PLD committee reviews applications to ensure a level of equity among staff accessing external PLD opportunities. The PLD committee comprises the Associate Principal, Assistant Principal who oversees relief, Specialist classroom teacher, SENCO, and an administration support staff member. The principal is included in all communications. Furthermore, following PGC completion, if areas of support are requested/ identified, these are noted.
How are you recognising the employment requirements of women?	Majority of staff at Carmel College are female. We proactively support staff leave applications that relate to supporting family i.e. staff that have requested leave to be at the birth of a grandchild to support their daughter/ son.

How are you recognising the employment requirements of persons with disabilities?	NA
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
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?		✓

***NOTE:** This is a recent area of development as Carmel College is moving policies to the School Docs platform and we are therefore undertaking procedure reviews to align with policies.*