



# Annual Report 2019-2020

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## Executive Summary

The 2019 year was by all records an academically successful year with a repeat of the 100% success in National Examinations of the previous two years. Two anomalies at Level Two are as a result of enrolment-based data which is slightly at odds with participation as one individual was unable to complete any part of the year, and another came to St Matthew's from another country. She was however successful in achieving Level Two.

The school has worked very hard to meet all the actions of the 2019 Annual Plan, but I am mindful that trying to achieve too much can lead to achievement in a mediocre way. The objective is to do less better and to focus on those areas of highest need.

I thank the Board of Trustees for their leadership and support of the work we are doing within the school. We are what we are because we know that our learners are at the centre, and our success is also assisted by the staff, parents, and wider community who orbit our world.

I thank finally the input and work of the Board of Trustees, Teachers, Support staff, and DPs Sandie Sherwen -SMCS and Mason Summerfield-RC (NCEA data) in collating this document.

Principal

Kiri Gill



## St Matthew's Collegiate

### Mission Statement

To provide, as part of the Trinity family of schools, an education which will encourage young woman to engage, progress and achieve in every aspect of their lives – academic, spiritual, cultural, social and sporting.

### SCHOOL CHARTER

#### Vision

St. Matthew's Collegiate is a centre of educational excellence, providing a foundation for young women to reach their highest potential through academic, sporting, spiritual and cultural opportunities. It empowers young women to be confident, resilient, connected and successful valued citizens, who are equipped for the future.

St Matthew's Collegiate values:

- The intent of the Curriculum
- A commitment to become life-long learners/ākonga
- Learner/ākonga who are confident, competent, well-prepared, active and organised
  
- Diversity, resilience and adaptability
- Pursuing to your highest in academic, sporting and cultural opportunities
- Innovative and critical learning
- The relationship between Tangata Whenua and the wider school community
- Reflective thinkers, inquiry and curiosity
- Appreciating and celebrating success
- Pride in self, school, community and one's own culture
- The characteristics Christian living which include:
  - ❖ Honesty, compassion, acceptance and integrity
  - ❖ Respect for self, others and the environment
  - ❖ Service to others, school and local and global community
  - ❖ Forgiveness and understanding

Strategic Goals 2020-2021



<p>Strategic Goal 1</p>	<p>Improving Academic Achievement through student engagement with learning</p> <p>Our goal is that all girls can fully access a holistic and inclusive education, which incorporates the intent of the New Zealand Curriculum, and achieve success by progress and achievement in years 7-10 and NCEA levels 1-3. We continue to support 'better together' through our Trinity family to enhance creativity and diversity in learning environments allowing all learner/ākonga to be their best selves</p>	<p>Desired outcomes will be:</p> <ul style="list-style-type: none"> <li>• Ensure every learner/ākonga (which includes the National priority groups of Māori, Pasifika and students with special education need) have been considered in all curriculum targets, feel safe, appreciated and included for who they are, including their identity, language, culture, and learning needs.</li> <li>• Family/whānau are partners central to learning and the achievement of the learner/ākonga so timely communications are vital</li> <li>• Education is adaptive, effective, inclusive, responsive and innovative, and consideration be given to space and pedagogical shifts ensuring timely reviews to the curriculum to ensure it is meeting current and future needs of all students including those below standard and those who need extending in order for all to be their best selves.</li> <li>• NCEA and Junior Levels - achievement maintained and improved where possible. Increase proportion of students gaining endorsed excellence and scholarship.</li> <li>• The subjects taught at St Matthew's are reviewed in collaboration with Rathkeale College and a plan developed for implementation.</li> <li>• A work integrated learning system that unifies the vocational system where possible</li> <li>• Learners/ Ākonga have a voice and an education free from bias.</li> <li>• Learners'/ākonga information travels with them and they have the information they need to build skills and knowledge they need now and beyond school.</li> </ul>
<p>Strategic Goal 2</p>	<p>Enhancing and developing school, home and community relationships.</p> <p>Our goal is for family /whānau, the Trinity family, Iwi and the wider community to be effectively engaged with the school to promote and support student personal development, achievement, and wellness. This will be guided through our Anglican values and enhanced community service.</p>	<p>Desired outcomes will be:</p> <ul style="list-style-type: none"> <li>• Effective and timely communication across the school and wider community.</li> <li>• Ongoing measurement and review of the effectiveness of school activities and communications to engage learners/ākonga.</li> <li>• Senior College continues to be explained to families within the school and connected to St Matthews.</li> <li>• Boosted enrolment of international and boarding numbers.</li> </ul>

		<ul style="list-style-type: none"> <li>• St Matthew’s girls have a clear understanding of the Anglican/Christian values of the school and its Special Character.</li> <li>• Continue to establish restorative practices.</li> <li>• Wellness of our community to be actively monitored and initiatives endorsed to support engagement.</li> <li>• To work with the Kāhui Ako in rising to the Achievement challenges and contributing our resource as required</li> <li>• Develop relationships with local Iwi, hapu, and communities to align aspirations and strategic direction setting</li> </ul>
Strategic Goal 3	<p>Promoting excellence in teaching and teacher engagement</p> <p>Our goal is that learning and e-learning strategies support and enhance student learning across the curriculum. We encourage teaching staff and support staff to be engaged in the learning pathway.</p>	<p>Desired outcomes will be:</p> <ul style="list-style-type: none"> <li>• Fit for purpose tools to support ICT and e-learning purchased/leased.</li> <li>• Digital technologies reviewed and monitored across the school to ensure it continues to enhance the learning experience.</li> <li>• Teachers encouraged to engage in a variety of teaching strategies to enhance the learning experience.</li> <li>• PD actively encouraged, including Trinity wide opportunities.</li> <li>• Compatibility and ease of working with the other Trinity Schools continues to be a priority.</li> <li>• Learning is mindful of the globalisation and equips students for the future</li> <li>• Growth of our staff to strengthen teaching and leadership and contribute to a stronger profession</li> <li>• Incorporate te reo Māori and tikanga Māori in everyday life of school.</li> <li>• Staff will be supported to explore and identify underpinning Anglican/Christian values to be used in curriculum delivery.</li> </ul>
Strategic Goal 4	<p>Creating sustainability and excellence through sound governance and prudent financial practice.</p> <p>Our goal is to create a school ready for tomorrow’s learner/ākonga that remains sustainable over time.</p>	<p>Desired outcomes will be:</p> <ul style="list-style-type: none"> <li>• Barriers removed to provide access to curriculum where possible</li> <li>• We ensure that learning equips learners/ākonga with an understanding of NZ’s cultures and identities, and history</li> <li>• Sound governance through effective support in the leadership and management of the school.</li> </ul>

		<ul style="list-style-type: none"><li>• Prudent Financial Practices incorporated into SMCS.</li><li>• Health and Safety and Wellness practices implemented, monitored and reviewed annually</li><li>• Ensure financial and other barriers for learner/ākonga and their family/whānau do not prevent equitable access to teaching, learning, and participation in the life of school</li></ul>
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# Planning 2020

Annual Plan

Outcome	Objective
1.1 Ensure every learner/ākonga (which includes the National priority groups of Māori, Pasifika and students with special education need) and Internationals have been considered in all curriculum targets, feel safe, appreciated and included for who they are, including their identity, language, culture, and learning needs.	Identify and report on target groups
1.2 Family/whānau are partners central to learning timely communications are vital	To keep parents fully informed of their daughter's progress
1.3 Education is adaptive, effective, inclusive , responsive and innovative, and consideration be given to space and pedagogical shifts ensuring timely reviews to the curriculum to ensure it is meeting current and future needs of all students including those below standard and those who need extending in order for all to be their best selves.	To review the curriculum to embrace changing educational landscape to grow the school
1.4 NCEA and Junior Levels - achievement maintained and improved where possible. Increase proportion of students gaining endorsed excellence and scholarship.	Investigate 9-10 academic potential
	Investigate subject endorsement interest
1.5 The subjects taught at St Matthew's are reviewed in collaboration with Rathkeale College and a plan developed for implementation.	Look at Careers and other programmes to see what direction curriculum needs to take

1.6 A work integrated learning system that unifies the vocational system where possible	
1.7 Learners/ ākongā have a voice and an education free from bias.	Implement a forum and process for getting student voice
<b>Outcome</b>	<b>Objective</b>
2.1 Effective and timely communication across the school and wider community.	Investigate ways to promote practices to communicate to wider community in a timely fashion
2.2 Ongoing measurement and review of the effectiveness of school activities and communications to engage learners/ākongā.	Review best way to communicate to parents
2.3 Senior College continues to be explained to families within the school and connected to St Matthews.	Inform SMCS families about Senior College
2.4 Boosted enrolment of international and boarding numbers.	To review the Boarding situation for Domestic; full and part time, and Internationals
	Investigate opportunities for Growth through marketing etc
2.5 St Matthew's girls have a clear understanding of the Anglican/Christian values of the school and its Special Character.	Act on Special Character action Plan

2.6 Continue to establish restorative practices.	Review current discipline statistics as result of restorative approach
2.7 Wellness of our community to be actively monitored and initiatives endorsed to support engagement.	Monitor and improve wellness of our community
2.8 To work with the Kāhui Ako in rising to the Achievement challenges and contributing our resource as required	Implement plans and utilise PLD of Kahui Ako
2.9 Develop relationships with local Iwi, hapu, and communities to align aspirations and strategic direction setting	Consultation with our Māori community and their expertise called on to provide advice and guidance to assist with strategic direction
<b>Outcome</b>	<b>Objective</b>
3.1 Fit for purpose tools to support ICT and e-learning purchased/leased.	IT hardware and software fit for purpose
3.2 Digital technologies reviewed and monitored across the school to ensure it continues to enhance the learning experience.	
3.3 Teachers encouraged to engage in a variety of teaching strategies to enhance the learning experience	Teachers differentiating to meet all learning needs
3.4 PD actively encouraged, including Trinity wide opportunities.	Ensure PD is advertised and targeted to need

3.5 Compatibility and ease of working with the other Trinity Schools continues to be a priority.	To live Together As One
3.6 Learning is mindful of the globalisation and equips students for the future	Investigate if we are equipping students for the future
3.7 Growth of our staff to strengthen teaching and leadership and contribute to a stronger profession	Promote an environment that has wellbeing at its core, so all staff feel valued, informed and respected.
3.8 Incorporate te reo Māori and tikanga Māori in everyday life of school.	Review and grow extent of te reo and tikanga use
3.9 Staff will be supported to explore and identify underpinning Anglican/Christian values to be used in curriculum delivery	Investigate how to promote a holistic education which is underpinned by the Anglican character
<b>Outcome</b>	<b>Objective</b>
4.1 Barriers removed to provide access to curriculum where possible	Make curriculum completely accessible

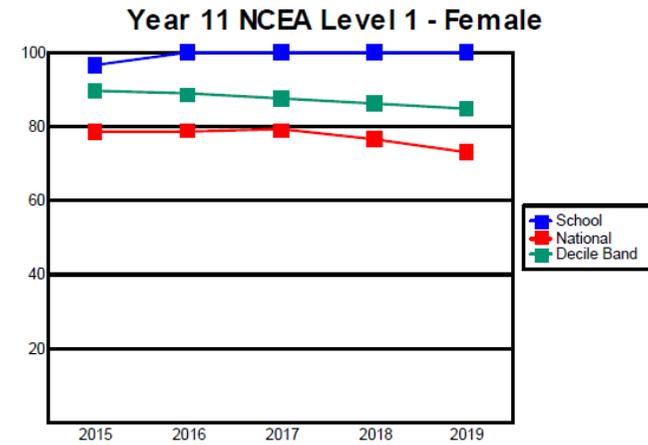
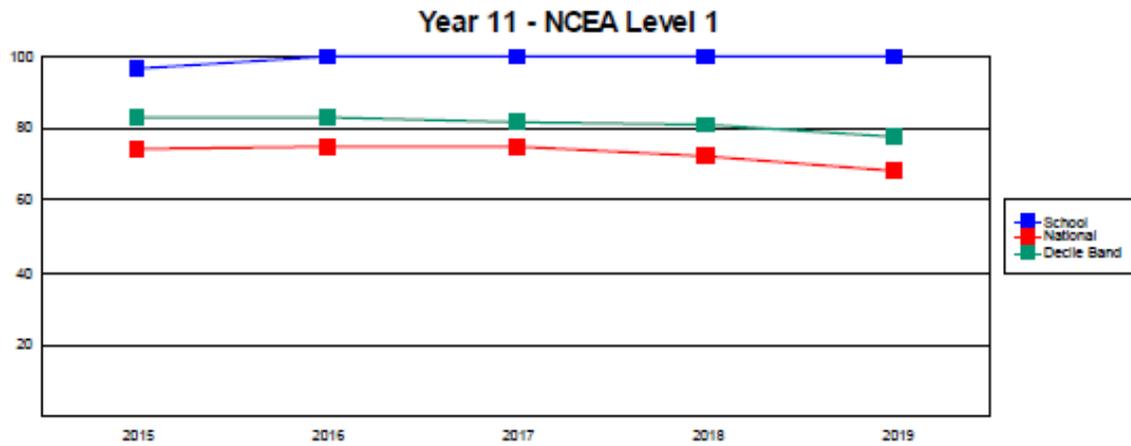
4.2 We ensure that learning equips learners/ākonga with an understanding of NZ's cultures and identities, and history	Investigate current programmes of study
4.3 Sound governance through effective support in the leadership and management of the school.	Board supportive of Operational decisions
4.4 Prudent Financial Practices incorporated into SMCS.	To keep School finances working capital
4.5 Health and Safety and Wellness practices implemented, monitored and reviewed annually	To utilise the Wellbeing plan
4.6 Ensure financial and other barriers for learner/ākonga and their whānau do not prevent equitable access to teaching, learning, and participation in the life of school	



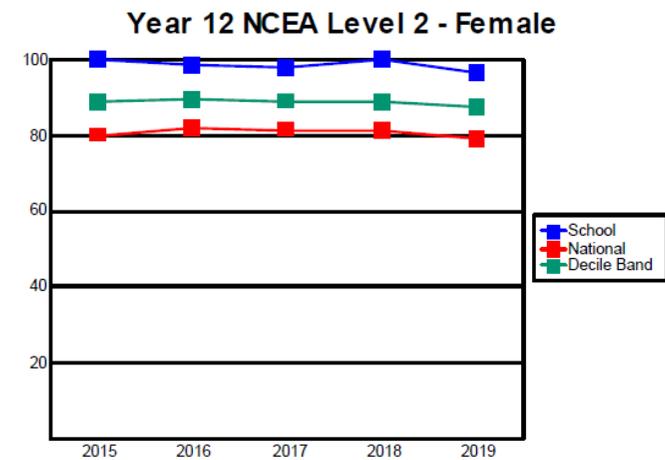
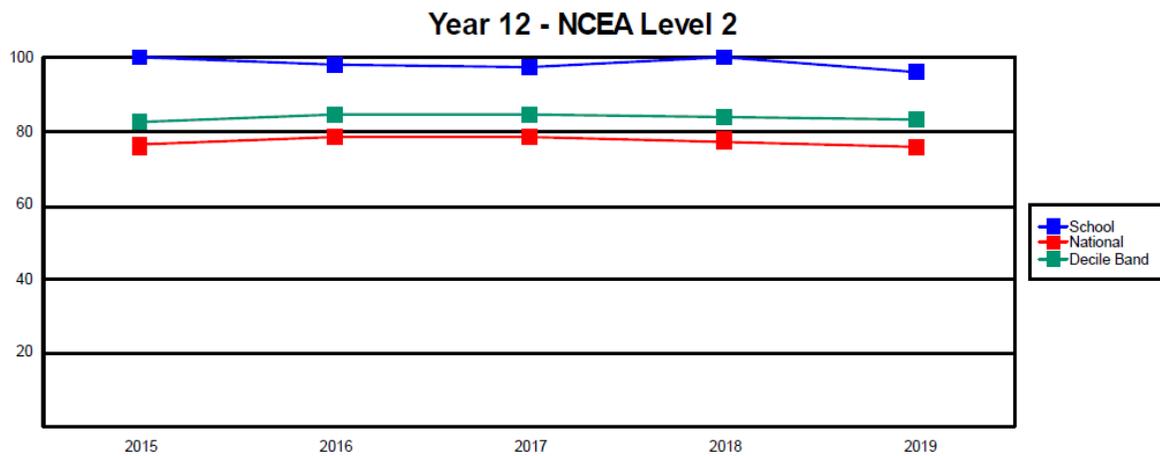
Achievement in NCEA and UE: St Matthew's Collegiate (Masterton)  
 Enrolment Based Cumulative Overall Results

Academic Year	St Matthew's Collegiate (Masterton)				National				Decile 8-10			
	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
2015	96.6	100.0	96.5	86.0	74.5	76.3	62.6	48.1	83.2	82.8	74.6	64.9
2016	100.0	98.2	97.4	89.5	75.3	78.4	64.2	48.8	83.2	85.0	75.8	66.4
2017	100.0	97.8	96.4	83.9	75.0	78.5	65.5	48.9	81.9	84.7	76.4	66.2
2018	100.0	100.0	97.7	86.0	72.4	77.6	66.1	48.9	81.0	84.2	76.5	65.3
2019	100.0	96.2	100.0	85.5	68.6	76.1	65.5	46.8	77.6	83.4	75.3	62.4

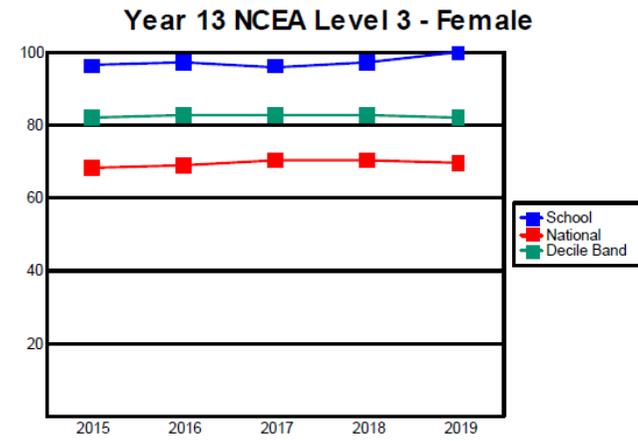
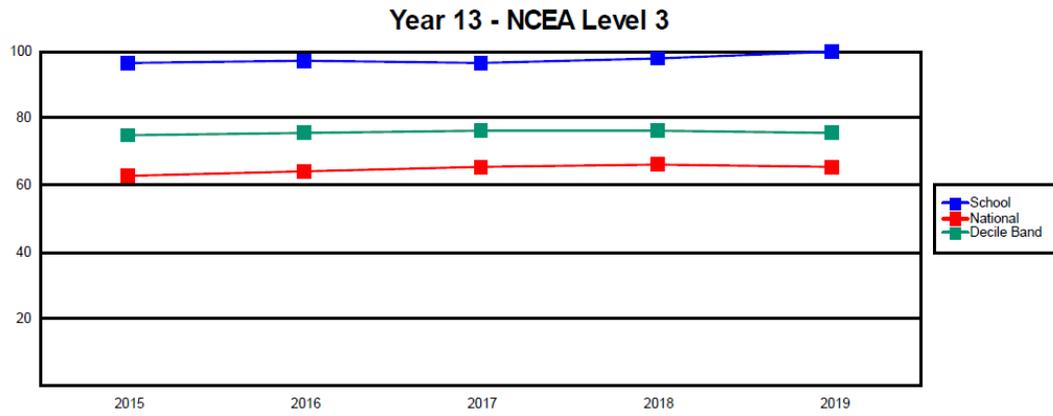
## LEVEL 1 NCEA 2019 RESULTS ANALYSIS



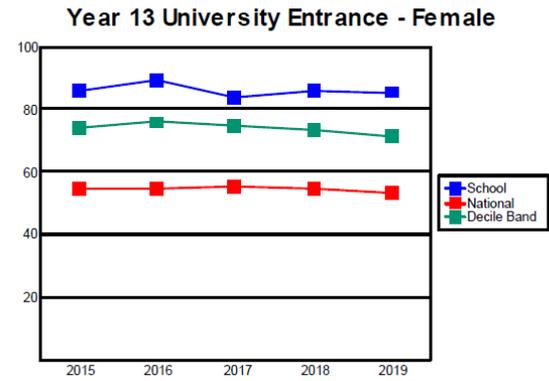
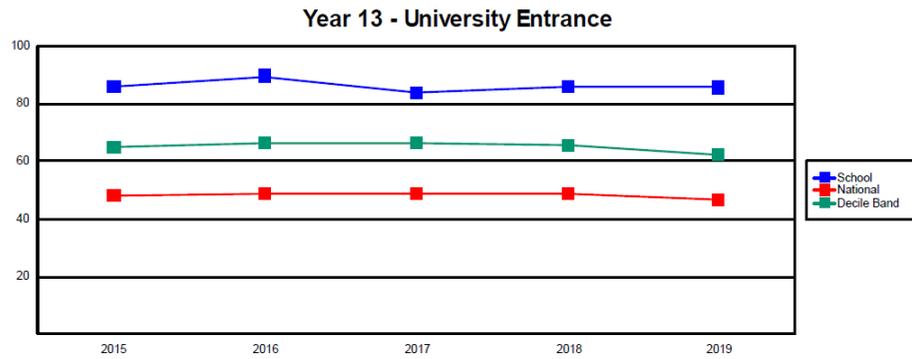
## LEVEL 2 NCEA 2019 RESULTS



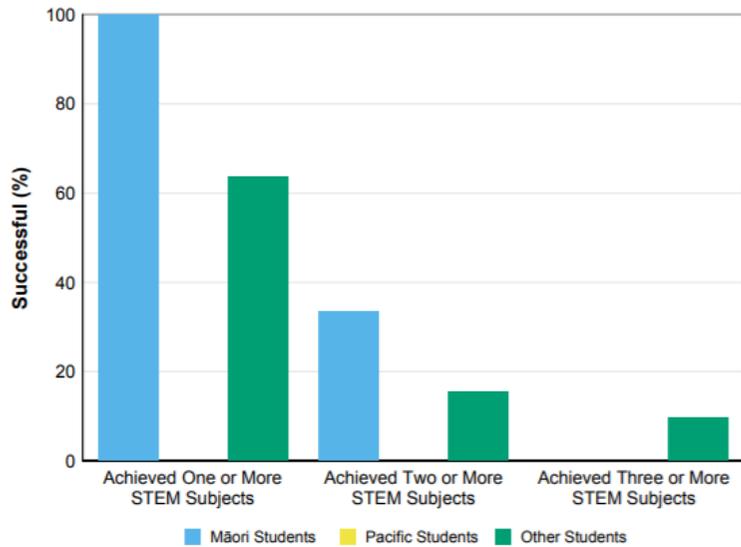
# LEVEL 3 NCEA 2019 RESULTS



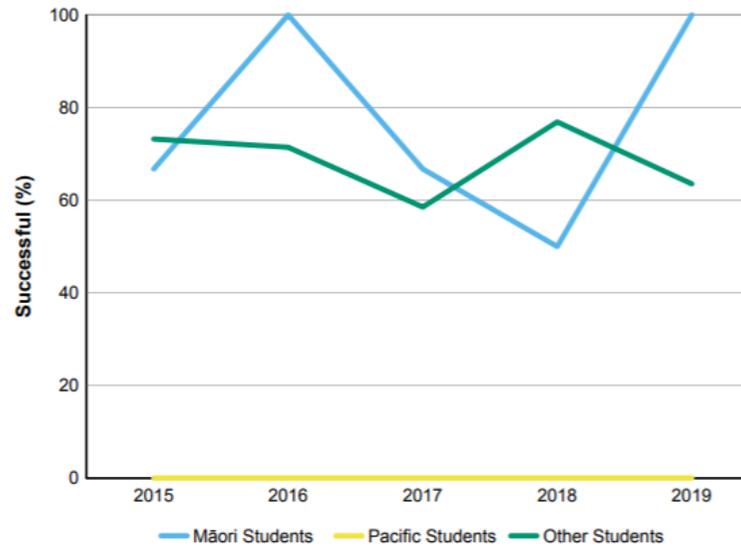
# YEAR 13 UNIVERSITY ENTRANCE 2019 RESULTS



**Year 13 Equity in STEM Level 3 Subject Achievement for St Matthew's Collegiate (Masterton) (2019)**



**Year 13 Equity in STEM Level 3 Subject Achievement for St Matthew's Collegiate (Masterton) (Achieved One or More STEM Subjects)**



**Who is included?**

Consistent with the enrolment-based NCEA statistics measure, all Year 13 students in the New Zealand Domestic Student population with an enrolment of more than 70 calendar days. A student who identifies as both Māori and Pacific will be included in both ethnic groups. "Other Students" only includes students who identify as neither Māori nor Pacific.

**Who counts as successful?**

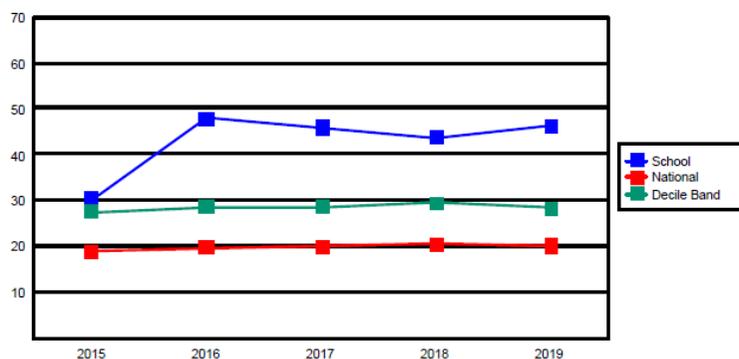
Students who achieve 14 or more credits in any of the following UE approved subjects:  
 Biology, Chemistry, Physics, Earth and Space Science, Calculus, Statistics and Technology (Hangarau, and Digital Technologies).  
 Composite subjects (Science/Pūtaiao, Mathematics/Pāngarau, and Technology) built from the UE Approved list of subjects, are also included.  
 Credits achieved in, or prior to, the academic year specified are included.

*Note: 2019 data is currently based on provisional data as at 03 Feb 2020.*

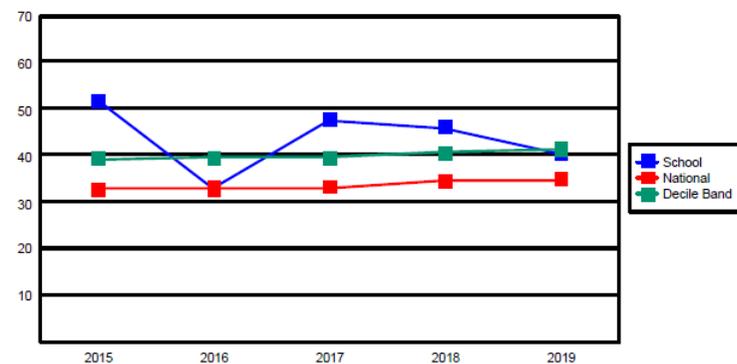
# ENDORSEMENTS

## LEVEL 1 ENDORSEMENT

Year 11 NCEA Level 1 - Excellence



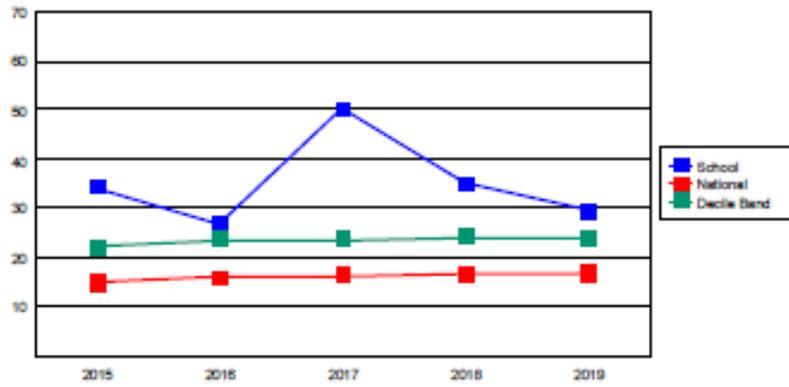
Year 11 NCEA Level 1 - Merit



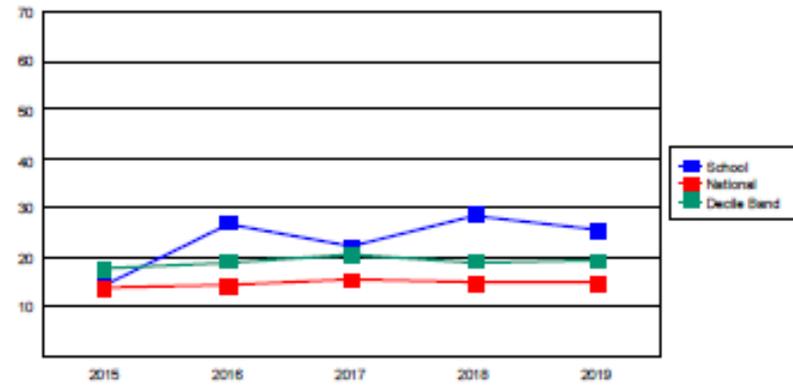
		PASS RATE %	ACHIEVE %	MERIT %	EXCELLENCE %
2019	St. Matts	100	13.4	40.4	46.2
	National	68.6	13.7	34.8	20.1
	Dec 8-10	77.6	8.2	41.2	28.2
2018	St. Matts	100	10.4	45.8	43.8
	National	70.4	15.6	34.3	20.5
	Dec 8-10	80	10.1	40.4	29.5
2017	St. Matts	100	3.3	50	46.7
	National	84.2	31.2	33	20
	Dec 8-10	89.4	21.5	39.4	28.5
2016	St. Matts	100	18.8	33.3	47.9
	National	86.5	34	32.8	19.7
	Dec 8-10	91.2	23.2	39.3	28.7
2015	St. Matts	96.6	14.2	55.4	30.4
	National	83.7		32.8	18.8
	Dec 8-10	91		39.3	27.5
2014	St. Matts	92.6	24	42	34
	National	85.9		35.7	17.8
	Dec 8-10	92.6		41.8	25

# LEVEL 2 and 3 ENDORSEMENT

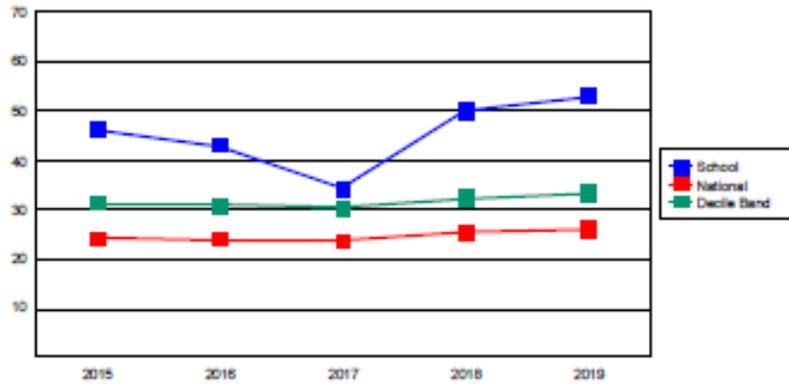
Year 12 NCEA Level 2 - Excellence



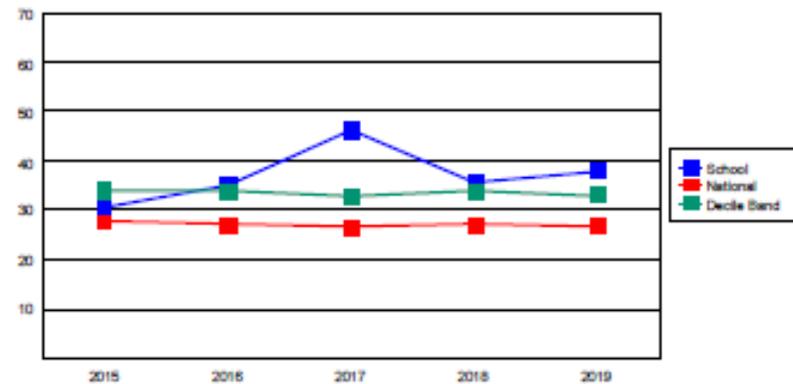
Year 13 NCEA Level 3 - Excellence



Year 12 NCEA Level 2 - Merit

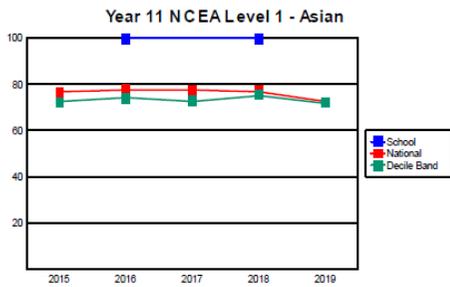
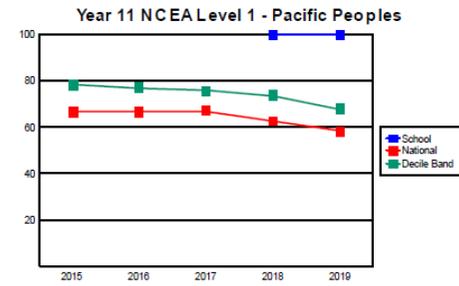
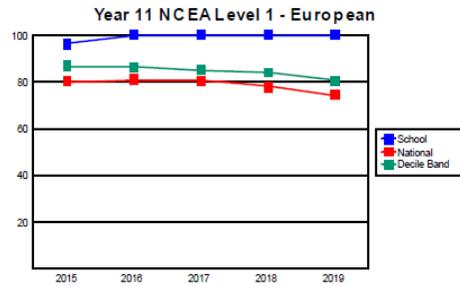
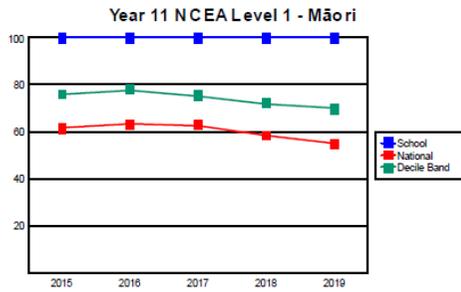


Year 13 NCEA Level 3 - Merit

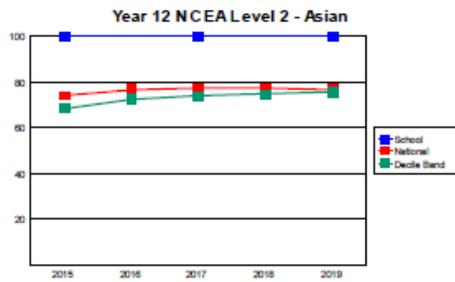
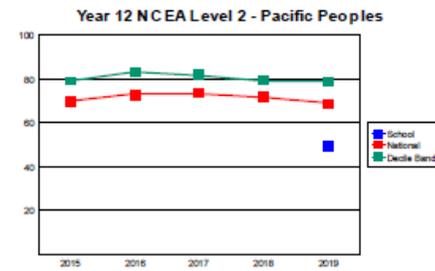
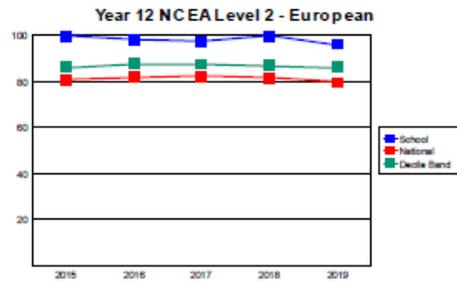
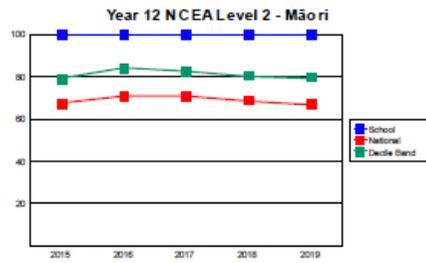


# ETHNICITY BREAKDOWN 2019

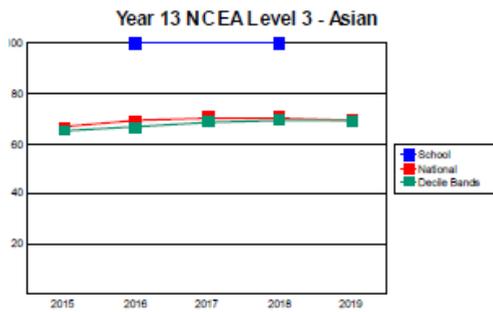
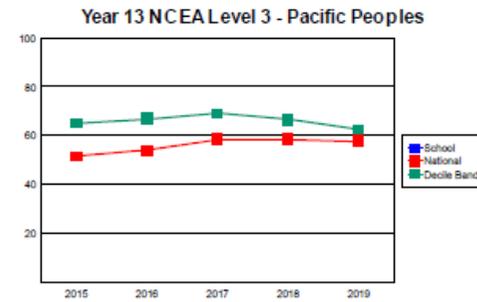
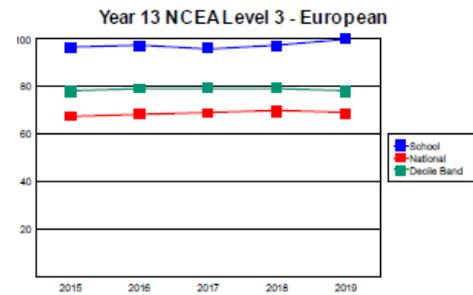
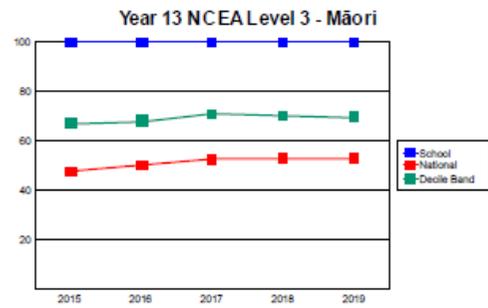
## Level 1



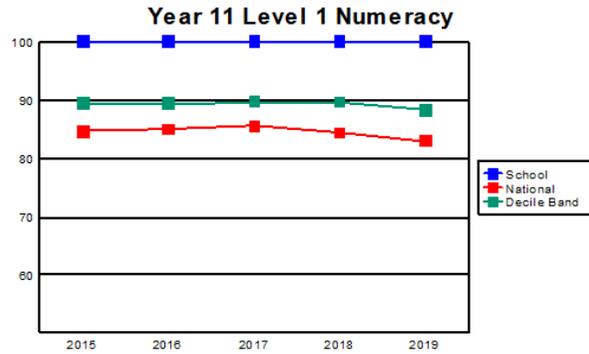
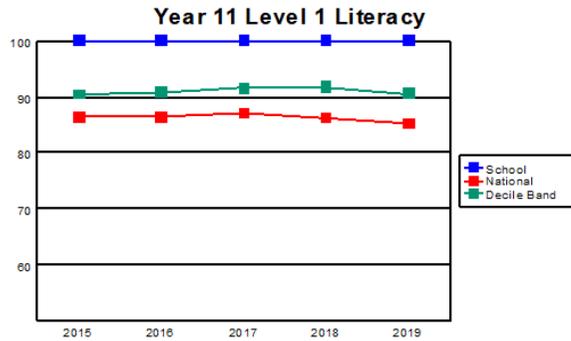
## Level 2



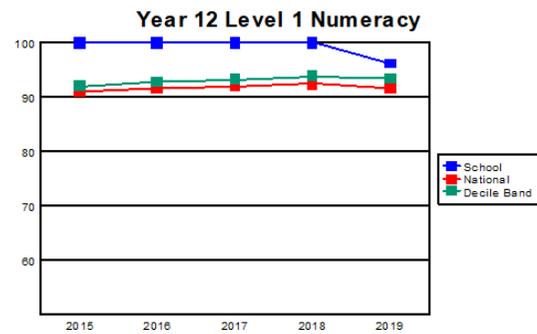
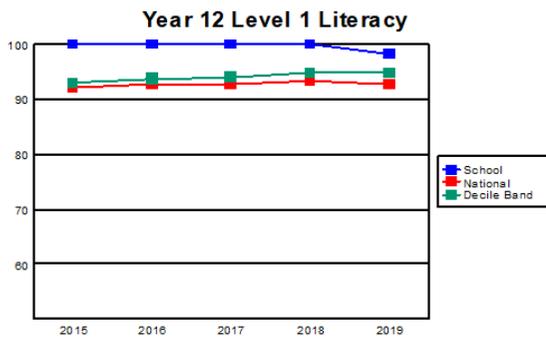
## Level 3



## Literacy and numeracy



## Level 2 Literacy and Numeracy



# Level 3 Literacy and Numeracy

