



## Annual Report 2020-2021

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## Executive Summary

When we made our way into 2020 there was a news item which hit the airwaves surrounding the Huang Province in China about a virus. No-one really could fathom the impact this incident in a faraway land would have on the New Zealand way of life. It did.

Although we made our way through the year with hits and misses, the goals this year are to maximise on the hits, and to learn from the misses so we avoid them, or more importantly know what to do if they creep up on us.

What were the Hits and what were the Misses? The Hits were that we were able to go into Lockdown with confidence our students had technology. We also had a good platform for teachers to ensure we could remote teach over the timeframe. Our communications with the community were inspiring and we became aware of the value of technology as a tool. There were a lot more Hits, but the focus should be on the continuous improvement.

The Misses: these are our learning curves:

- To not give too much work to students in the initial stages of the Lockdown
- To do more 'Checking-In' with the pastoral needs of students and our community
- To capitalise on the independence that the time created
- To utilise the no8 wire mentality more, like what do we do if they do not have access to a sewing machine etc.?
- Wellbeing- we did some work here, but did we ask the right questions?
- New students- how do you settle someone into a space twice?
- Digital learning- we had not trained to be remote teachers when we entered the profession - maybe some PD from Te Kura who do this on a daily basis

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 includes:
  - ❖ 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 2021-2022

### Strategic Goal 1

Improving Academic Achievement through student engagement with learning

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.

Desired outcomes will be:

- Our curriculum is underpinned by the Tiriti o Waitangi.
- Our Curriculum keeps in mind the Wellness of the learner/ākonga.
- 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.
- Family/whānau are partners central to learning and the achievement of the learner/ākonga so timely communications are vital.
- 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.
- NCEA and Junior Levels - achievement maintained and improved where possible. Increase proportion of students gaining endorsed excellence and scholarship.
- The subjects taught at St Matthew’s are reviewed in collaboration with Rathkeale College and a plan developed for implementation.
- A work integrated learning system that unifies the vocational system where possible

		<ul style="list-style-type: none"> <li>• Learners/ Ākongā have a voice and an education free from bias.</li> <li>• Learners'/ākongā information travels with them and they have the information they need to build skills and knowledge they need now and beyond school.</li> </ul>
Strategic Goal 2	<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.</p> <p>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/ākongā.</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> <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.</p> <p>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> </ul>

		<ul style="list-style-type: none"> <li>• Sight is never lost that a teacher’s positive wellbeing impacts their teaching and learners/ akonga positively.</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> <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>



Planning 2021

## Where to next?

**Strategic Goal 1: Improving Academic Achievement through student engagement with learning.**

**Focus Target: The health and Wellbeing of students contribute to achieving this goal.**

Outcome	Objective
<p>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.</p>	<p>Identify and report on target groups</p>
<p>1.2 Family/whānau are partners central to learning timely communications are vital.</p>	<p>To keep parents fully informed of their daughter's progress</p>
<p>1.3 Education is adaptive, effective, inclusive, responsive, and innovative, and consideration be given to space and pedagogical shifts ensuring timely</p>	<p>To review the curriculum to embrace changing educational landscape to grow the school</p>

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.	
2	
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

**Strategic Goal 2: Enhancing and developing school, home and community relationships**

Outcome	Objective
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/ākonga.	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 Kahui 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>Strategic Goal 3: Promoting excellence in teaching and teacher engagement.</b>	
<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
Outcome	Objective
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 in the black
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	Equitable approaches



## ACADMIC RESULTS

2020

Our results 2016-2020

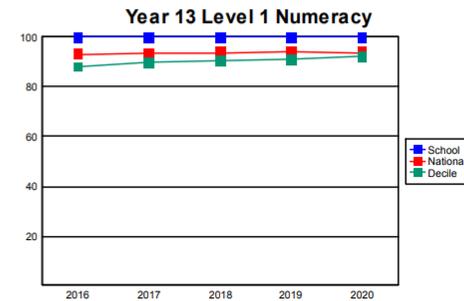
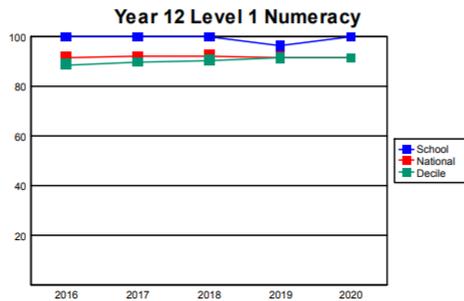
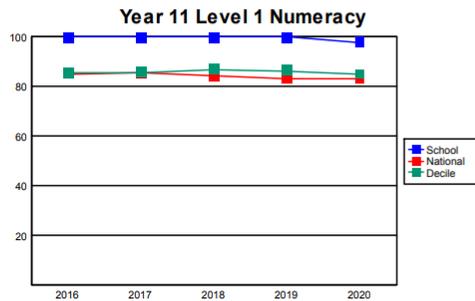
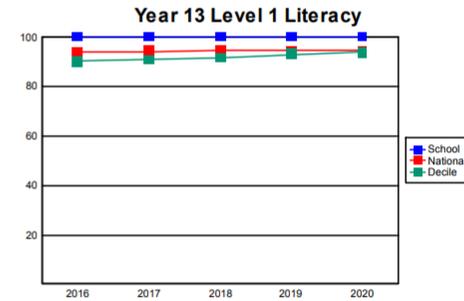
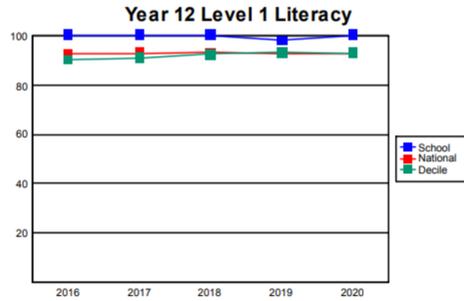
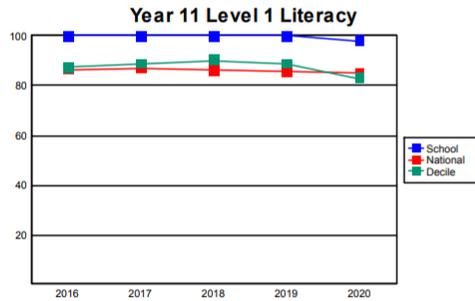
St Matthew's Achievement NCEA and UE												
Enrolment Based Overall Results												
	St Matt's				National				Decile 9			
Academic Year	Y11 Level 1	Y12 Level 2	Y13 Level 3	Y13 UE	Y11 Level 1	Y12 Level 2	Y13 Level 3	Y13 UE	Y11 Level 1	Y12 Level 2	Y13 Level 3	Y13 UE
2016	100	100	98	90	75	78	64	49	79	83	74	64
2017	100	100	98	84	75	79	66	49	79	83	75	64
2018	100	100	100	86	72	78	66	49	79	82	74	64
2019	100	100	100	91	71	78	67	49	78	83	76	64
2020	100	100	100	92	71	80	72	52	71	85	81	68

# Level 1 Literacy and Numeracy: St Matthew's Collegiate (Masterton)

Generated 11-Feb-2021

## PR 3 - Cumulative Results by Percentage

St Matthew's Collegiate (Masterton)					National			Decile 9		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2016	Literacy	100.0	100.0	100.0	86.5	92.6	93.9	87.4	90.2	90.0
2017	Literacy	100.0	100.0	100.0	87.1	92.8	94.2	88.7	90.9	90.8
2018	Literacy	100.0	100.0	100.0	86.2	93.3	94.4	90.1	92.3	91.4
2019	Literacy	100.0	98.1	100.0	85.5	92.8	94.6	88.7	93.1	92.8
2020	Literacy	98.0	100.0	100.0	84.9	92.6	94.5	83.0	92.8	93.7
2016	Numeracy	100.0	100.0	100.0	85.1	91.8	93.1	85.5	88.8	88.2
2017	Numeracy	100.0	100.0	100.0	85.5	92.0	93.7	85.9	89.7	89.7
2018	Numeracy	100.0	100.0	100.0	84.4	92.4	93.8	87.0	90.5	90.4
2019	Numeracy	100.0	96.2	100.0	83.4	91.8	94.0	86.5	91.4	91.0
2020	Numeracy	98.0	100.0	100.0	83.2	91.5	93.8	85.0	91.5	92.2



## Achievement in NCEA and UE: St Matthew's Collegiate (Masterton)

Generated 11-Feb-2021

### PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	St Matthew's Collegiate (Masterton)				National				Decile 9			
	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>												
2016	100.0		100.0	100.0	77.7	76.9	68.9	58.8	62.3	66.2	62.0	57.2
2017		100.0			77.3	77.6	70.2	60.1	62.3	67.6	64.6	59.7
2018	100.0		100.0	100.0	76.9	77.3	70.5	60.1	68.1	68.6	65.8	59.9
2019		100.0			73.9	78.3	71.3	59.3	64.9	73.8	65.7	58.5
2020	100.0		100.0	100.0	72.4	79.4	76.1	62.8	56.8	74.1	75.1	68.0
<b>European</b>												
2016	100.0	98.1	97.1	88.2	80.8	82.2	68.6	55.6	84.7	87.5	77.9	67.5
2017	100.0	97.5	96.2	82.7	80.5	82.3	69.2	55.0	83.9	87.2	78.2	66.5
2018	100.0	100.0	97.4	89.5	78.0	81.5	69.9	55.0	84.1	85.9	78.0	66.3
2019	100.0	96.1	100.0	90.4	76.0	81.1	70.8	55.1	83.0	86.6	79.1	67.1
2020	97.8	100.0	100.0	91.8	75.1	82.7	74.2	57.9	76.2	89.0	83.8	70.3
<b>Māori</b>												
2016	100.0	100.0	100.0	100.0	63.2	70.9	50.2	28.1	78.1	84.8	68.4	55.0
2017	100.0	100.0	100.0	100.0	62.9	70.7	52.6	29.3	76.3	83.6	72.3	55.3
2018	100.0	100.0	100.0	50.0	58.4	68.6	52.9	29.3	73.4	79.3	70.0	53.2
2019	100.0	100.0	100.0	100.0	57.7	68.9	55.1	29.9	74.2	79.9	73.6	58.1
2020		100.0	100.0	100.0	59.3	71.0	60.4	33.3	67.8	85.2	76.5	56.9
<b>Middle Eastern/Latin American/African</b>												
2016					74.5	76.0	63.8	52.0	73.6	79.8	74.5	67.3
2017					76.5	76.5	64.6	51.0	75.4	77.2	81.1	70.4
2018					74.0	78.4	66.5	50.2	75.6	79.7	76.4	68.7
2019					67.5	75.5	68.3	52.0	70.1	80.0	75.0	61.6
2020					71.3	76.8	72.5	56.2	66.0	77.1	78.8	68.5
<b>Other Ethnicity</b>												
2016		100.0			76.6	80.4	57.3	45.8	82.1	87.5	71.8	64.1
2017			100.0	100.0	73.8	77.5	68.1	52.9	62.5	74.2	82.1	76.9
2018	100.0				72.9	75.9	63.6	50.8	76.7	80.0	76.2	76.2
2019		100.0			74.4	75.1	67.4	52.9	75.7	75.6	86.4	63.6
2020	100.0		100.0	100.0	74.2	80.5	74.7	55.6	70.2	83.9	75.0	55.6
<b>Pacific Peoples</b>												
2016					66.8	73.3	54.2	27.7	74.4	84.6	68.6	47.8
2017					67.1	73.9	58.9	29.3	74.9	84.1	68.7	49.5
2018	100.0				62.8	72.1	58.9	28.6	73.7	78.4	66.6	46.9
2019	100.0	50.0			61.8	71.3	60.3	30.3	70.9	80.6	67.5	42.7
2020	100.0		100.0	50.0	66.8	76.3	68.2	32.2	61.1	83.4	75.5	50.5