



# Southland Boys' High School

*Te Kura Tuarua o ngā Taitama Tāne ki Murihiku*

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## SBHS Analysis of Variance 2025

Preamble: This document is a generative report that analyses the key areas of academia at Southland Boys' High School over a 5-year period. It assesses measurable trends and measures them against the school's Strategic Plan as well as current governmental expectations. The objective of the analysis is to show positive and/or negative progress towards meeting stated goals and look at barriers and enablers.

### Goal One (Stated as Target One in the Charter)

#### Teaching and Learning

Goal explanation points

- Overall increase in the number of students achieving Merit and Excellence Grades in NCEA assessments.
- Increase in the number of students with Merit and Excellence Endorsements in NCEA Level 1-3.
- Clear tracking of students via their GPA with support and acceleration as required.

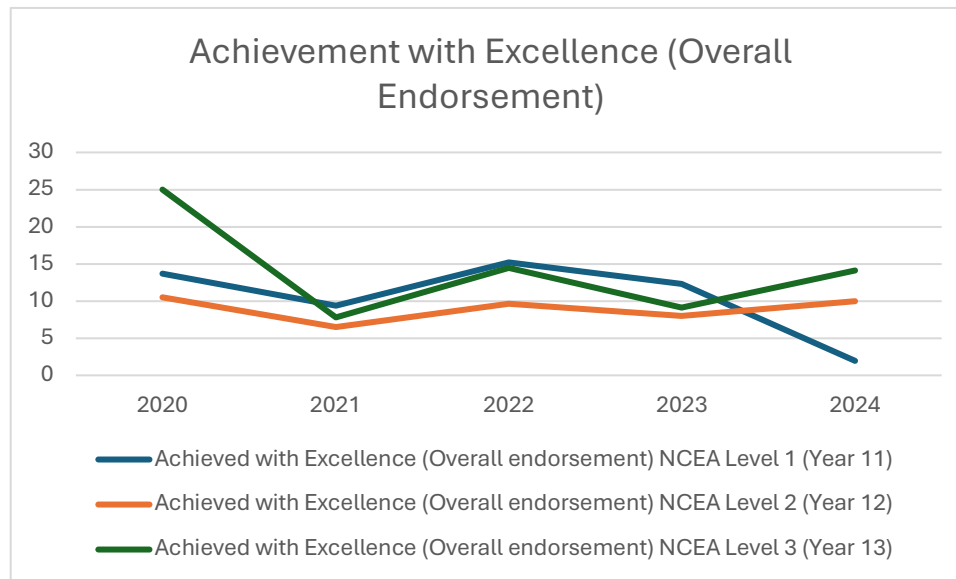
#### Key Performance Indicators for Target One

1. Teaching and learning focused at Merit and Excellence levels remains a focus. High expectations will be set within classrooms and a targeted improvement of 10% in the number of Merit and Excellence endorsements will be sought.
2. Individualised teaching and learning programmes in Years 9 and 10 focused around need and collaboration.
3. Students in Years 7&8 will be tracked using their GPA with the expectation that they achieve at this level or above. Acceleration and support will be a key focus to support students.

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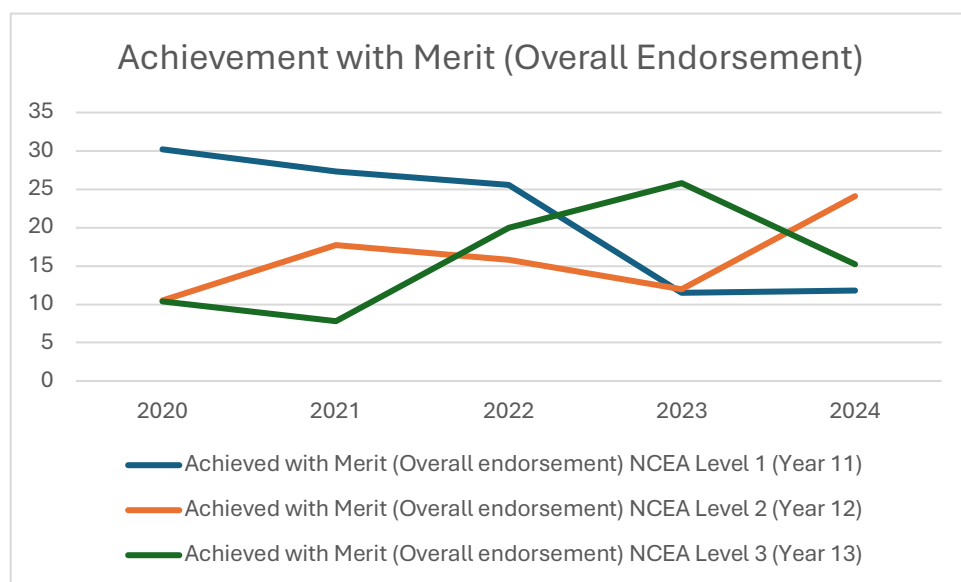
## NCEA Data 2020-2024 (5-year variance report) showing endorsement rates KPI 1

Achieved with Excellence (Overall endorsement)			
Academic Year	NCEA Level 1 (Year 11)	NCEA Level 2 (Year 12)	NCEA Level 3 (Year 13)
2020	13.7	10.5	25.0
2021	9.4	6.5	7.8
2022	15.2	9.6	14.5
2023	12.3	8.0	9.1 (+4.8)
2024	1.95 (-10.4)	10.0 (+2.0)	14.1 (+5.0)
Variance over 5 years	-11.75	-0.5	-10.9



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Achieved with Merit (Overall endorsement)			
Academic Year	NCEA Level 1 (Year 11)	NCEA Level 2 (Year 12)	NCEA Level 3 (Year 13)
2020	30.2	10.5	10.4
2021	27.3	17.7	7.8
2022	25.6	15.8	20.0
2023	11.5 (-9.7)	24.1 (+5.7)	25.8 (+19.3)
2024	11.8 (+0.3)	12.0 (-12.1)	15.2 (-10.6)
Variance over 5 years	-18.4	+1.5	+4.8

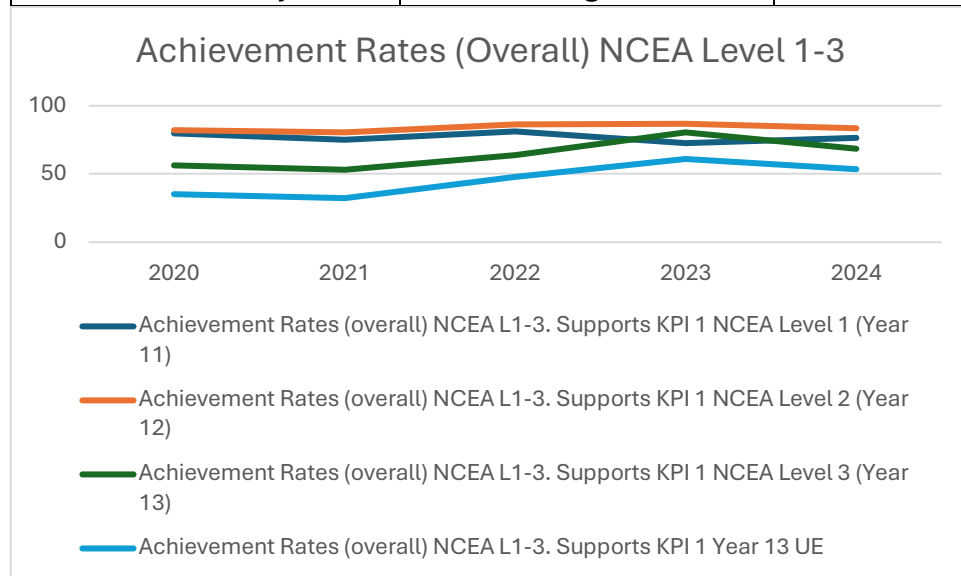


## Achievement Rates (overall) NCEA L1-3. Supports KPI 1

Academic Year	NCEA Level 1 (Year 11)	NCEA Level 2 (Year 12)	NCEA Level 3 (Year 13)	Year 13 UE
2020	79.9	82.0	56.5	35.3
2021	74.9	80.5	53.1	32.3
2022	81.2	86.4	64.0	47.7
2023	72.6	86.8	80.5 (+25.1)	61.0 (+33.3)

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2024	76.6 (+4.0)	83.5 (-3.3)	68.3 (-12.2)	53.7 (-7.3)
Variance over 5 years	-3.3% growth	+1.5% growth	+11.8% growth	+18.4% growth

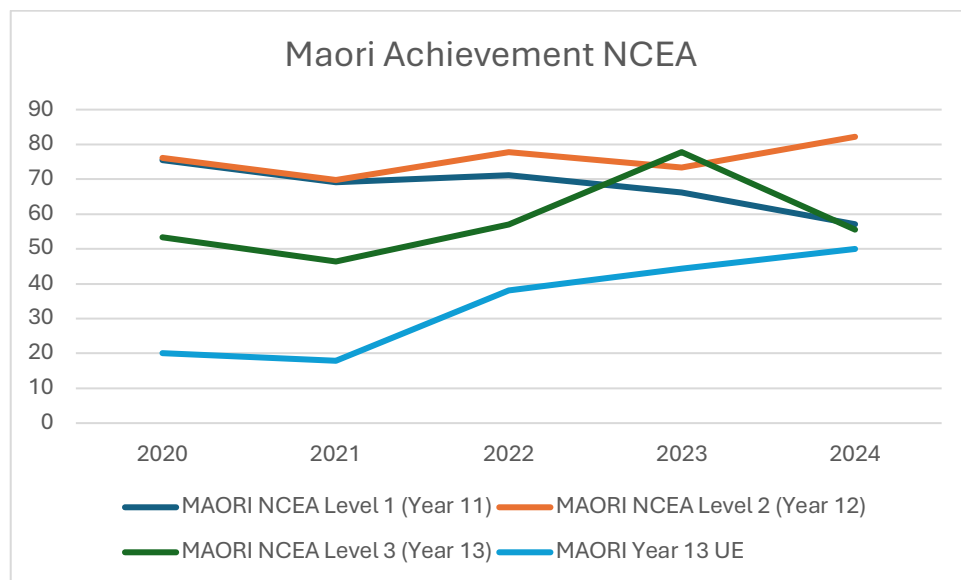


## Achievement Rates (by Ethnicity) Supports KPI 1.

### MAORI

Academic Year	NCEA Level 1 (Year 11)	NCEA Level 2 (Year 12)	NCEA Level 3 (Year 13)	Year 13 UE
2020	75.5	76.2	53.3	20.0
2021	69.2	69.8	46.4	17.9
2022	71.1	77.8	57.1	38.1
2023	66.2	73.3	77.8	44.4
2024	57.1 (19.5% below school avg)	82.2 (1.3% below school avg)	55.6 (12.7% below school avg)	50.0 (3.7% below school avg)
Variance over 5 years	-18.4%	+6.0	+2.3	+30.0

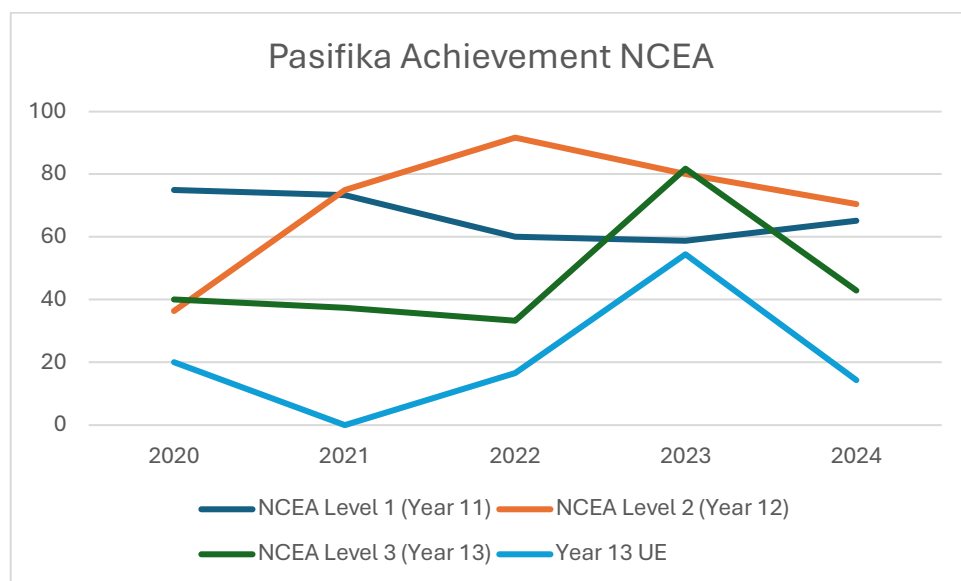
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## Pasifika

Academic Year	NCEA Level 1 (Year 11)	NCEA Level 2 (Year 12)	NCEA Level 3 (Year 13)	Year 13 UE
2020	75.0	36.4	40.0	20.0
2021	73.3	75.0	37.5	0
2022	60.0	91.7	33.3	16.7
2023	58.8	80.0	81.8	54.5
2024	65.2 (11.4% below school avg)	70.6 (12.9% below school avg)	42.9 (25.4% below school avg)	14.3 (39.4% below school avg)
Variance over 5 years	-9.8	+34.2	+2.9	-5.7

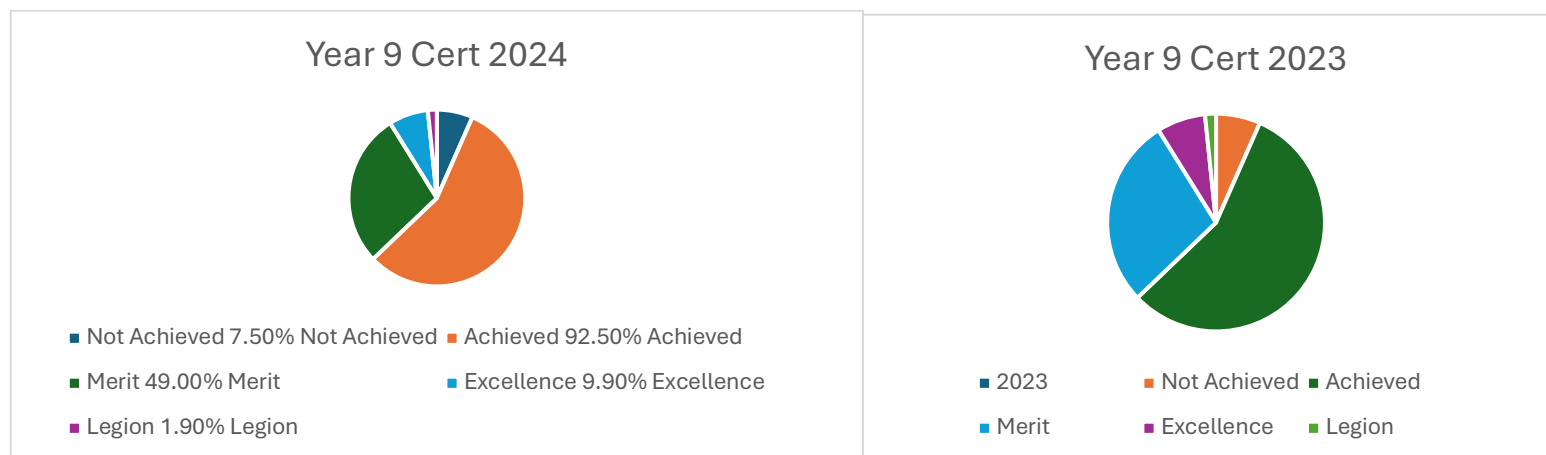
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Year 9 (2023 and 2024) measured over 2 years as the inception of the Year 9 certificate allows for trackable academic data.

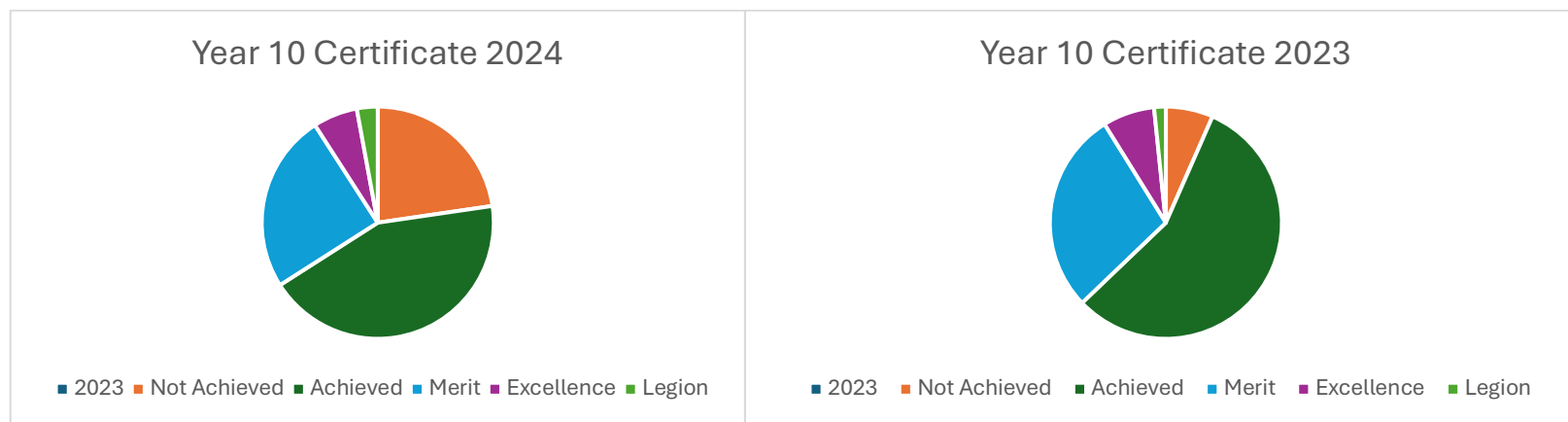
2024	Cohort %		2023	Cohort %	Variance
Not Achieved	7.5%		Not Achieved	10.5%	-3.0
Achieved	92.5%		Achieved	89.5%	+3.0
Merit	49.0%		Merit	45.0%	+4.0
Excellence	9.9%		Excellence	11.5%	-1.6
Legion	1.9%		Legion	2.6%	-0.7

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Year 10 Certificate (Single Year Data as 2024 was the inception year. Comparison is made between the same cohort in regard to Year 9 Cert data from 2023).

2024	Year 10 Cert 2023	Year 9 Cert 2023	Variance
Not Achieved	34.4%	10.5%	+23.9
Achieved	65.6%	89.5%	-23.9
Merit	37.8%	45.0%	-7.2
Excellence	9.4%	11.5%	-2.1
Legion	4.4%	2.6%	+1.8



#### Year 8 GPA Assessment

Literacy	2023	2024	Variance
Below	27.4%	25.3%	-2.1
At Level	6.8%	16.1%	+9.3
Above	63.7%	42.6%	-21.1
No Data	0%	12.9%	+12.9

#### Year 8 GPA Assessment

Numeracy	2023	2024	Variance
Below	26.8%	28.4%	+1.6
At Level	23.6%	31.1%	+7.5
Above	42.7%	27.7%	-15.0
No Data	0%	11%	+11

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### Year 7 GPA Assessment

Literacy	2023	2024	Variance
Below	7.6%	21.8%	+14.2
At Level	1.9%	16.7%	+14.8
Above	76.4%	50.0%	-26.4
No Data	14.0%	11.5%	-2.5

### Year 7 GPA Assessment

Numeracy	2023	2024	Variance
Below	12.7%	27.6%	+14.9
At Level	19.1%	34.1%	+15.0
Above	57.3%	27.6%	-29.7
No Data	10.8%	10.9%	+0.1

### Analysis of Assessment Data

The analysis of any data stream must consider the variables that contributed to the result. In the case of education, the main variables are the 'dynamic' of each cohort group and the direction and impact of Ministry of Education mandates during a measurement period. In the case of 2024 the introduction of new NCEA systems and standards have resulted in the alteration of the five-year assessment pattern at NCEA Level 1. The initial result has seen a sizeable drop in endorsement levels (Excellence -11.75 and Merit -18.75 drop from the 2020 results). The next layer of variable is the alteration to the NCEA system during the Covid pandemic. During the years from 2020 to 2021 students received additional credits to compensate for time lost in class due to isolation and lockdown periods.

Therefore, it is easiest to view two sets of data as 'initial sets' and allow the tracing of data to begin at 2024. These two sets are NCEA Level 1 and Year 10 Certificate.

NCEA Level 2 and 3

The five-year trend following NCEA Level 2 and 3 data continues to show the positive impact of certain initiatives that have been running at SBHS since 2020. The introduction of the Academic Cap has given students at target to work towards that is in excess of the quota required for NCEA Certification. In pursuit of the Cap many of our students receive course and certificate endorsement. In 2024 SBHS had 22% of Level 2 students and 29% of Level 3 students gain either a Merit or Excellence endorsement.

Achievement rates for both certificates are also continuing to sit well above the National Average. Targeted instruction towards the importance of University Entrance qualification has led to more of our students working towards and achieving this qualification. This has led to an 18% rise in accreditation since 2020.

Māori and Pasifika achievement has risen over the 5 years period of measurement. It is acknowledged that far more work needs to be put into this area and several initiatives are currently being trialed (see section titled new initiatives).

Year 9 and 10 Certificate have been added to the school's assessment programme over the last two years (Year 9 in 2023 and Year 10 in 2024). The result of this at ground level has been pleasing, our students are now targeting levels of achievement and 'speaking the language of NCEA' prior to sitting it. Our first cohort to go through two years of certificate education are entering NCEA Level 1 this year, so it will be interesting to see if the process of going through the certificate has better set them up for the rigors of NCEA study.

On the whole the school is happy but not satisfied with the academic results. We have become very adept at teaching our students in ways that enable them to successfully gain accreditation at NCEA Level. Our focus must now shift to better align with the school Strategic Plan and focus on extending our learners and lift our endorsement rates (especially at NCEA Level 1) to match the expectations of the 2023-2025 SBHS Strategic Plan.

## Analysis of Variance

<b>Strategic Focus Area One (Raising student achievement – Target One of Strategic Plan)</b>
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Actions (what did we do/introduce?)	Outcomes (What happened?)	Reasons for the variance (why did it happen?)	Evaluation (Where to next?)
Introduction of Hub Learning at Year 9 & 10 in 2021	In 2021 The Learning Hubs were introduced which removed Streaming and Banding form Y9&10 at SBHS. The impact was immediate in regard to pastoral management. There has also been a measurable lift in the baseline of our achievement statistics. However, the upper end of the achievement spectrum has stagnated. <i>Our current (2024) Year 12 cohort are the first to go through the full Hub system.</i>	To be completed in 2025 (following the graduation of the first Hub Year group) <ul style="list-style-type: none"> <li>NOTE: In 2025 we have the largest ever group of students competing for Gold Caps – these students all went through two years of Hub Learning.</li> </ul>	In recognition of the demands of the CAA assessments and the slow progress of our accelerant learners we established an accelerant Hub at Year 10 (all other Hubs remaining mixed banded). <ul style="list-style-type: none"> <li>2025 will see a more targeted educational package for the accelerant Hub which will use assessments from the old NCEA L1 standards.</li> </ul>
Development of SBHS Club	Achievement was elevated (evident at increase in Merit Endorsement) this lift is most evident at Year 13 as students attempt to ‘Cap’ prior to graduating.	Boys like targets and the establishment of a lofty (but manageable) target has seen an increase at the top which drags the middle higher (hence the elevation at Merit.	Level 1 Cap has been adjusted to 60 credits in reflection of the new L1 standards. Level 3 cap threshold has risen from 40 to 50 in recognition of the numbers of students gaining L3 Cap.
Entry into CAA trials 2023	High levels of anxiety from students, staff and community. Further analysis has added appropriate context to results. What was originally a ‘pre-requisite’ is now a co-requisite. Resits in Year 11 (2024) should	Lack of information and clarity from MoE. This led to huge difficulties in ensuring that Tamariki were adequately prepared.	CAAs will now be sat at Year 10 (at the end of the academic year) this will assist us in ensuring that they are capable of working at curriculum level 6.

	therefore, see a greater elevation in attainment.		Resits for Year 11s will be held in May. Resourcing has been added to English and Mathematics Faculty. Literacy and Numeracy can still be gained through a students standard NCEA course (until 2026).
Management of the CAA assessment and student preparation	SBHS has averaged a 64% pass rate for first attempts at Year 10.	This highlighted the need for strategic alignment of the curriculum from Y7-10 to ensure that key skills are taught and embedded across the school prior to students sitting the assessment.	Leadership positions have been set up in each of the Core Faculties which are specifically mandated with alignment and development of the Year 7-10 curriculum with key focus on the CAA. The establishment of BYOD in 2025 will also better prepare our learners for these on-line assessments.
Establishment of an Attendance Dean	Monitored attendance with increase in whanau meetings and early intervention has seen an increase in attendance rates and subsequently an increase in achievement.	Greater effort has been made to ensure that a full wrap around service is added to SBHS which has seen a much greater relationship building platform between school and community/whanau. This relationship makes it far easier to manage inclusive relationships with our Tamariki.	Extension to Coaching conversations (see next points)

## Target Two

### Pastoral Wellbeing

*Strengthening and building on the growing school culture is a key component to the wellbeing of all. Continued work to further reduce the number of stand downs and suspensions will be targeted through intervention and engagement. Whanau and community support will continue to be welcomed and encouraged.*

### Key Performance Indicators

1. Deans and Tutors will be a House based team to further develop the tracking of attendance and inclusion.
2. A targeted increase in attendance rates of 5% across the school.
3. Stand down and Suspension rates reduced by 10% with the development of within school intervention programmes.

### Improving Student Attendance – Supports KPI 2

	Attendance Rate 2020	Attendance Rate 2021	Attendance Rate 2022	Attendance Rate 2023	Attendance Rate 2024
Term One	89.0	89.7	78.9	88.2	90.8%
Term Two	93.2	88.0	83.2	85.3	88.4%
Term Three	89.4	88.4	83.5	86.5	87.6%
Term Four	87.7	85.5	83.9	86.8	87.6%
Overall	89.8	87.9	82.4	86.7	<b>88.6%</b>

### Analysis of Variance

#### Attendance Incentive Plan 2024

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The attendance incentive plan, initially launched in 2023 following funding approval from the Ministry of Education, continued in 2024 with a focus on fostering student engagement and improving attendance rates. Our objective was to utilise these funds not only to support students at risk but to encourage all ākonga to prioritise their attendance. A clear 'slump' can be seen off the tail end of covid, and we wanted to combat this issue and get ākonga back to school, regularly.

The initiative aimed to raise awareness of attendance-related issues and motivate students through a structured incentive system. The slogans "bums on seats" and "know your percentage" reinforced the importance of attendance while providing students with the opportunity to be rewarded. We decided that it had to be an initiative that the students would want to be a part of and was instantaneously thrilling.

Funding was allocated in the form of Prezzy cards, which were distributed through a series of assemblies both in Years 7/8 and 9-13 assemblies. The reward structure was as follows:

1. **100% Attendance:** Students who achieved full attendance automatically received a \$100 Prezzy card, without needing to enter a draw.
2. **90%+ Attendance:** Students with an attendance rate exceeding 90% were entered into a secondary draw, with winners selected randomly.
3. **Attendance Awareness Challenge:** A final draw involved selecting a random student, who then had to state their attendance percentage. If they answered correctly, they received a Prezzy card. This aspect of the initiative was designed to encourage students to engage with their tutor teachers regarding their attendance and maintain an ongoing awareness of their progress.

The competition proved to be highly effective. The assemblies were well-attended and generated significant enthusiasm among students. Notably, attendance at these assemblies was consistently strong, highlighting the positive impact of the initiative.

Overall, this incentive programme has contributed to an increase in attendance rates from 2023 into 2024. Given its success, we are optimistic about continuing this initiative in the future, as it has played a valuable role in fostering school spirit and reinforcing the importance of regular attendance.

<b>Strategic Focus Area Two – Maintaining and enhancing student attendance. Target two of Strategic Plan)</b>			
<b>Actions (what did we do/introduce?)</b>	<b>Outcomes (What happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (Where to next?)</b>
Establishment of Attendance Dean position	I direct link has been established between the school and the community with one focus (Attendance). The result is the maintenance of a steady attendance rate.	This is an acknowledgement of a national growth in truancy (one that we attempted to avoid)	The Attendance Dean now works with the attendance monitor to actively engage with whanau prior to escalating attendance issues. Incentive programmes (funded by the MoE up till 2024) have also been running with a key purpose of raising students' awareness of their own attendance rates.
Creation of Student Services facilities	This centralised all our pastoral support network into one facility allowing for ease of community access and a cumulative approach to pastoral care.		Working exceptionally well. Staff and Deans have an active space for students and whanau to manage pastoral issues, concerns and needs.
Incentive Programme (2022-23)	Using MoE contestable funds, an incentive/reward programme was established that was only accessible to students who had over 90% attendance.		2025 application is currently 'pending'.
Kickstart breakfast programme	An acknowledgement that nutritious food in the morning is a way to make school a more manageable place for those of	This helps manage our attendance concerns as there is a space for students to congregate in the mornings.	

	our Tamariki who are not able to access regular meals.		
Boys to Men Programme (Mentoring)	Creating connection to the SBHS brotherhood for new Year 7 students who are at risk on not engaging in school life. In 2024 we had 33 Year 12 mentors, and 24 Year 7 students' part of the programme, these numbers up again from 2023.	The programme has become very popular, with senior boys seeing it as a pathway to prefect. Development of an annual student leadership camp improved leadership skills in Year 12 mentors. For year 7 we are able to reduce pastoral incidents, reduce anxiety, create belonging and connection, model and live our school values. create relationships and build our brotherhood.	Due to popularity, mentors are now by application. Further opportunities through the year for leadership and mentor training. RBR will take Year 7 boys for additional mentoring of Year 7s 1 hour per week. Continuation of leadership and celebration camp.
Achievement letters (Teacher to Whanau)	All teachers and tutor teachers are to contact home at the start of each year. All assessments are to be signposted to whanau prior to and following the assessment to ensure that parents are informed as to the expectations and performance of their sons.	Increased awareness of student progress across school and community.	This will be tightened and formalized in 2025.



## 2025 Student experience projects under investigation

Project	Purpose	Timeframe	Lead Staff
Super 11	To form a sporting network amongst 11 South Island Boys' Schools. Initial focus is on Rugby with intention of widening the focus area to all sport and culture over a 10 year period.	2025 will be the year where logistics and financial management are established.	RLN (initial) MBF construction
SBHS Building Academy	Create a building academy for Year 12 and 13 students who would normally leave school without a trade ready qualification. The academy will be focused on building houses and housing structures.	2025 is the year of investigation and assessment. SOHS has a similar system running and an assessment of this has grown the initial network of potential construction firms. The project is being assisted by Ivan Hodgetts from the MoE.	RLN (Initial)
Drive Team curriculum framework investigation	Investigate student centred curriculum structure options for middle school at SBHS which will improve engagement, allow student agency/choice, reduce pastoral incidents, and reinvigorate curriculum delivery. Students will choose subjects where they feel seen, engaged and excited to come to school.	Collection of teacher, student, and whanau voice complete by Term 3 2024. Investigation into other curriculum models by term 4 2024. A working model ready to be delivered to staff by Term 2 2025. Implementation of new curriculum structure in 2026.  Student subject choice information evenings	JSN Communicate information to Year 8-12 students and whanau regarding learning pathways, options, NCEA facts, and subject pre-requisites. Intention to also hold an NCEA information evening for Year 11 parents in Term 1 2025.  Timeframe NCEA information evening in term 1 2025. Year level meetings to discuss the importance of their next year of

			NCEA and guide subject pathways in term 3 2025. Subject choice and option expo for students and whanau in term 3 2025.
Kia Tu Pathways education	MoE initiatives to start students investigating pathways to career at Year 10 and then using these pathways to select subject and assessments.	Ivan Hodgetts is the initial reference point from the MoE	RLN (initial)
Master-in-Charge of Coldstream Hostel	SFN has been appointed as the MiC of the Hostel. This has gone extremely well and steps are being taken to establish a clearly budgeted restoration plan for the premises.		SFN
Director of Sport	CMK has been appointed as director of sport. Initial tasks include communications overhaul, trip planning and cost management.	This is a fixed-term position based around the retirement plans of the long serving Head of Sport PST.	CMK
Curriculum Leads and alignment positions	As stated earlier, the focus is on building student capacity towards the CAA.	List of appointments is in Appendix A.	See Appendix A
Creation of robust asset registers across the school and Hostel with budgeted renewal plans	Furniture register and asset plan is complete. PLD and Conference budgeting is complete for 2025. Depreciation asset replacement is in place for 2025.		RLN (initial) MSR

	<p>In room asset plan is being built and will be in place by end of March 2025. Property asset register will be in place by end of April.</p> <p>Asset management software is being investigated.</p>		
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## Appendix A

### Curriculum Alignment Staffing

Faculty	HoF	2iC	Year 8	Year 7
Math	JME	CLN	JCN	HJN
Eng	LHN		JCK	RFN
Sci	IWH	SGY	LSA	LSA
Soc Sci	HDS	HDS	TBT	TBT
HPW	SMR	SGE		RBR
Technology	ABS	ABS		