

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. In acknowledgement of the introduction of the STEPPED Attendance system, the 2025 analysis of attendance data will focus on the school's attendance systems in alignment with the new programme. Also, a greater focus on Literacy and Numeracy data in Years 7&8 as an assessment of the introduction of structured approaches in 2025 will also occur.

Goal One (Annual Goals set in Jan 2025)

Academic

- 1. NCEA ENDORSEMENT RATE MERIT AND EXCELLENCE Y11-13 TO MEET THE NATIONAL AVERAGE.**
 - A. YEAR 9 AND 10 CERTIFICATE ACHIEVEMENT RATES MATCH YEAR 11 NCEA.**
 - B. MĀORI A AND PASIFIKA NCEA RESULTS 5% ABOVE THE NATIONAL AVERAGE.**
- 2. NCEA ACHIEVEMENT RATES TO BE ABOVE THE NATIONAL AVERAGE AND ABOVE ALL SOUTHLAND SCHOOLS FOR BOYS.**
- 3. CAA ASSESSMENT ACHIEVEMENT RESULTS ABOVE 75% BY THE END OF YEAR 11.**
- 4. ESTABLISH NEW CURRICULUM MODEL TO ALIGN WITH THE DRIVE TEAM PRESENTATION AND BEST PRACTICE FOR BOYS' EDUCATION IN SOUTHLAND BY DECEMBER 2025.**

Key = Items highlighted in **Blue** show the school meeting an annual goal target. **Yellow** items show the school failing to meet an annual goal target. Yet to be achieved goals will be extended into 2026 Annual Goals.

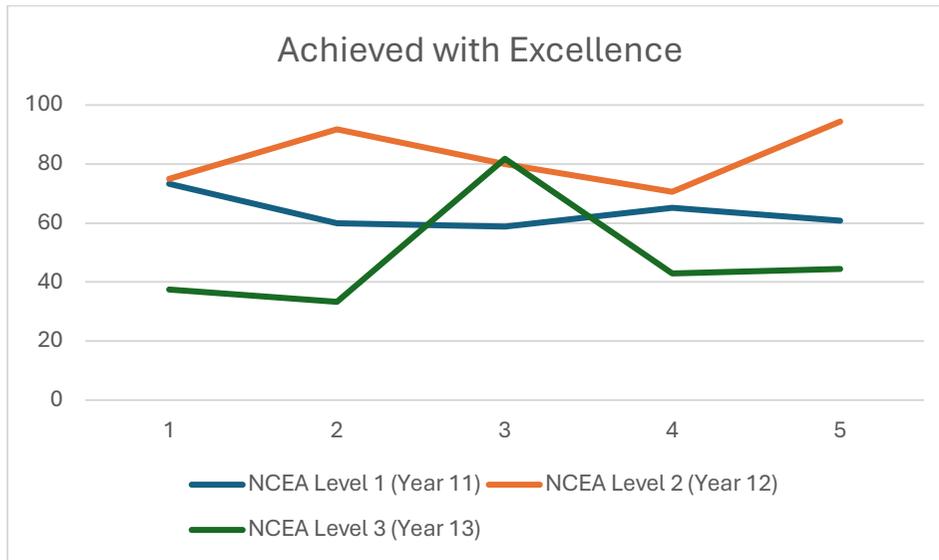
Key Performance Indicators for Target One

NCEA Data 2021-2025 (5-year variance report) showing endorsement rates.

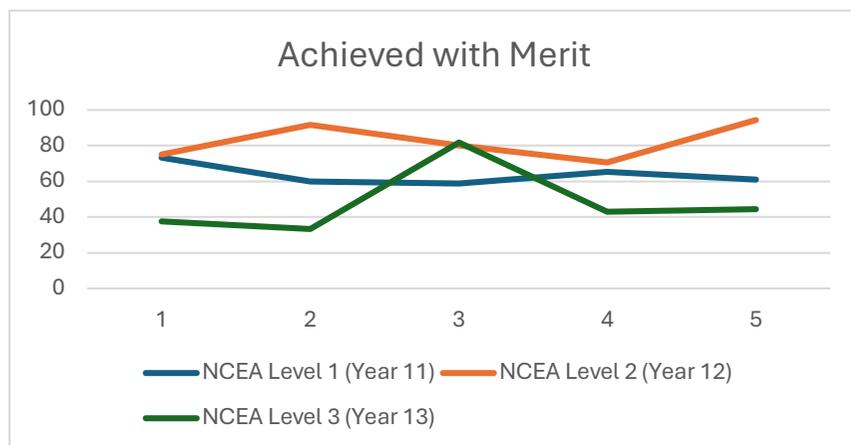
Relates to Annual Goal 1

1. NCEA ENDORSEMENT RATE MERIT AND EXCELLENCE Y11-13 TO MEET THE NATIONAL AVERAGE.

Achieved with Excellence (Overall endorsement)			
Academic Year	NCEA Level 1 (Year 11)	NCEA Level 2 (Year 12)	NCEA Level 3 (Year 13)
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)
2025	5.9%	12.3%	17.5%
Variance over 5 years	-9.3	+2.3	+3



Achieved with Merit (Overall endorsement)			
Academic Year	NCEA Level 1 (Year 11)	NCEA Level 2 (Year 12)	NCEA Level 3 (Year 13)
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)
2025	20.3	18.1	14.0
Variance over 5 years	-7.0	-6.0	-11.8



Endorsement Rates compared to National Average (Male Learners)

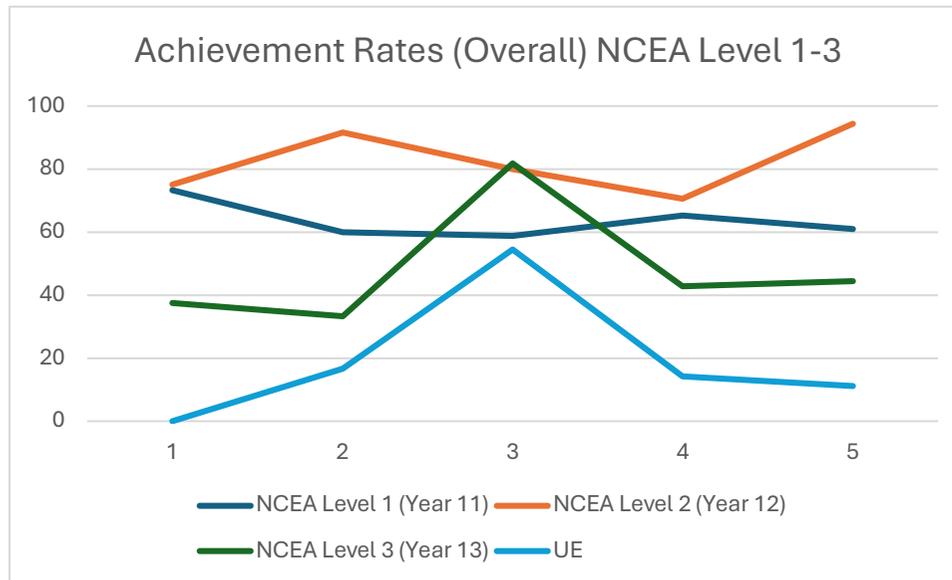
	L1 Merit	L1 Excellence	L2 Merit	L2 Excellence	L3 Merit	L3 Excellence
SBHS	20.3	5.9	18.1	12.3	14.0	17.5
National avg (males)	21.5	7.6	20.7	11.1	22.2	11.5
Variance	-1	-1.7	-2.6	+1.2	+2.5	-4.7

Achievement Rates (overall) NCEA L1-3.

Relates to Annual goal 2

2. NCEA ACHIEVEMENT RATES TO BE ABOVE THE NATIONAL AVERAGE AND ABOVE ALL SOUTHLAND SCHOOLS FOR BOYS.

Academic Year	NCEA Level 1 (Year 11)	NCEA Level 2 (Year 12)	NCEA Level 3 (Year 13)	Year 13 UE
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	61.0
2024	76.6	83.5	68.3	53.7
2025	67.8	92.6	68.7	45.8
Variance over 5 years	-3.6	+16.1	+15.6	+13.5



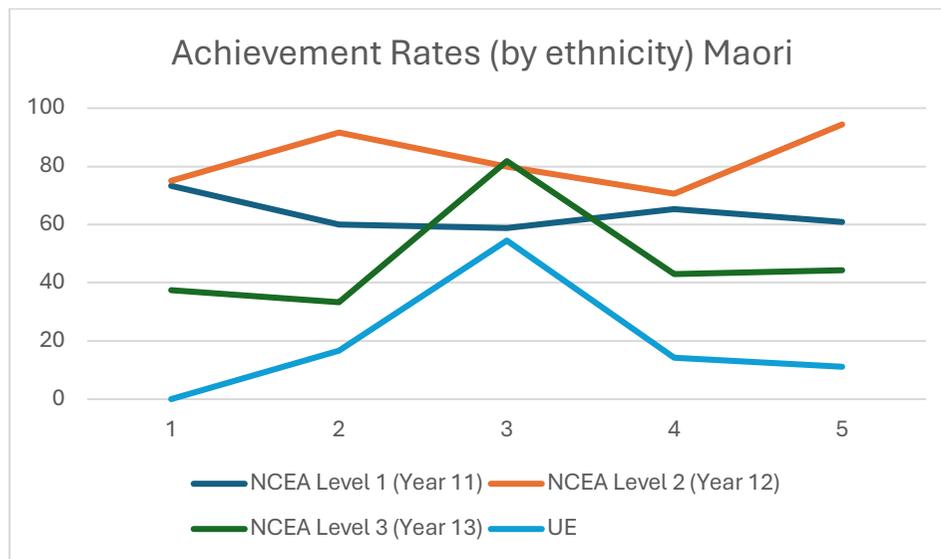
Achievement Rates (by Ethnicity)

Relates to Annual Goal 1B

B. MĀORI A AND PASIFIKA NCEA RESULTS 5% ABOVE THE NATIONAL AVERAGE.

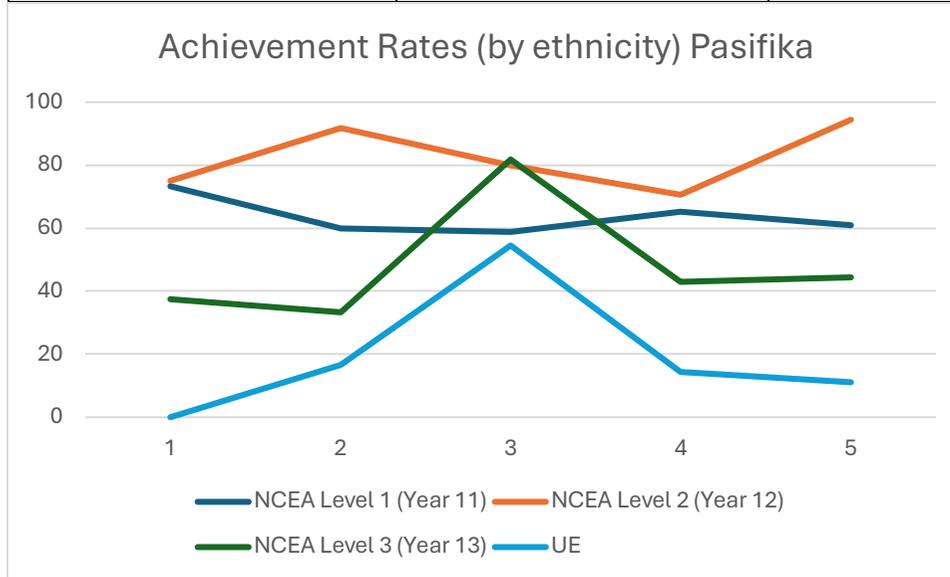
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Academic Year	NCEA Level 1 (Year 11)	NCEA Level 2 (Year 12)	NCEA Level 3 (Year 13)	Year 13 UE
2021	69.2	69.8	46.4	17.9
2022	71.1	77.8	57.1	38.1
2023	66.2	73.3	77.8	44.4
2024	57.1	82.2	55.6	55.6
2025	51.8 (16% below school avg)	92.6 (At school avg)	63.6 (5.1% below school avg)	33.3 (12.5% below school avg)
Variance over 5 years	-17.4	+22.8	+2.3	+30.0



Pasifika

Academic Year	NCEA Level 1 (Year 11)	NCEA Level 2 (Year 12)	NCEA Level 3 (Year 13)	Year 13 UE
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	70.6	42.9	14.3
2025	60.9 (6.9% below school avg)	94.4 (1.8 above school avg)	44.4 (24.3% below school avg)	11.1 (34.7% below school avg)
Variance over 5 years	-10.4	+19.4	+6.9	+11.1



Year 9 and 10 Certificate

Relates to Annual Goal 1A

A. YEAR 9 AND 10 CERTIFICATE ACHIEVEMENT RATES MATCH YEAR 11 NCEA.

2025	Cohort %	2024	Cohort %		2023	Cohort %	Variance
Not Achieved	20%	Not Achieved	7.5%		Not Achieved	10.5%	+9.5% (negative growth)
Achieved	80%	Achieved	92.5%		Achieved	89.5%	-9.5%
Merit	36.6%	Merit	49.0%		Merit	45.0%	-8.4%
Excellence	10.8%	Excellence	9.9%		Excellence	11.5%	-0.7%
Legion	5.1%	Legion	1.9%		Legion	2.6%	+2.5%



Year 10 Certificate

2024	Year 10 Cert 2024	Year 9 Cert 2024	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
2025	Year 10 Cert 2025	Year 9 Cert 2025	Variance
Not Achieved	22.3%	20%	+2.3
Achieved	77.7%	80%	-2.3
Merit	43.9%	36.6%	+7.3
Excellence	10.8%	10.8%	0
Legion	4.8%	5.1%	-0.3



Year 8 GPA Assessment

Literacy	2023	2024	2025	Variance
Below	27.4%	25.3%	31.4%	+4 (negative growth)
At Level	6.8%	16.1%	42.8%	+36
Above	63.7%	42.6%	11.3%	-52.4
No Data	0%	12.9%	14.5%	+14.5

Year 8 GPA Assessment

Numeracy	2023	2024	2025	Variance
Below	26.8%	28.4%	42.8%	+16 (negative growth)
At Level	23.6%	31.1%	23.3%	-0.3
Above	42.7%	27.7%	17.0%	-25.7
No Data	0%	11%	15.1%	+15.1

Year 7 GPA Assessment

Literacy	2023	2024	2025	Variance
Below	7.6%	21.8%	57.6%	+50 (negative growth)
At Level	1.9%	16.7%	9.6%	+7.7
Above	76.4%	50.0%	24.9%	-48.5
No Data	14.0%	11.5%	7.3%	-9.7

Year 7 GPA Assessment

Numeracy	2023	2024	2025	Variance
Below	12.7%	27.6%	6.8%	-5.9 (positive growth)
At Level	19.1%	34.1%	25.4%	+6.3
Above	57.3%	27.6%	62.7%	+5.4
No Data	10.8%	10.9%	5.1%	-5.7

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. The educational landscape has undergone significant change over the last 7 years. From 2019-2021, during the COVID 19 outbreak, students received additional credits to compensate for the time lost in classes due to lockdowns, this impacts the reliability of the data during this period. In 2024 the Ministry of Education introduced new standards and assessment systems at NCEA Level 1 leading to a reduction in NCEA Achievement rates nationwide, this is a direct correlation to the introduction of the CAA assessments in Numeracy, Reading and Writing. In 2025 the Ministry adapted the NCEA Level 1 assessment systems again and announced a major overhaul of the NCEA assessment system to be phased in between 2028 and 2030. These fluctuations can be seen in the data, with particular emphasis on NCEA Level One.

Reflection on NCEA Level 1 (2025)

A close analysis of the NCEA Level 1 data shows that our assessment processes are robust in regard to completion of assessment work throughout the year, however, major work will need to be undertaken over the next 36 months on embedding the importance of sitting exams and how to adequately prepare for them. This is evident in the disparity between Achievement and Endorsement results between 2024 and 2025. This will be a point of focus for the Academic Deans as we work towards the introduction of the New Zealand Certificate in 2028. As a school we are not pleased with the overall achievement rate at Level 1, however, when analysing comparative National and Southland data for male learners it shows that our achievement rates are highly competitive.

Relates to Annual Goal 2

2. NCEA ACHIEVEMENT RATES TO BE ABOVE THE NATIONAL AVERAGE AND ABOVE ALL SOUTHLAND SCHOOLS FOR BOYS.

2025 Certificate Achievement

	SBHS	National Avg for Males	Southland Male Learners
Level 1	67.8%	44.9%	38.3%
Level 2	92.6%	70.4%	76.2%
Level 3	68.7%	67.4%	61.9%
UE	45.8%	43.4%	40.9%

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 a 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 2025 SBHS had 30% of Level 2 students and 31% 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. Continued work on University Entrance and exam preparation over the next 3 years will ensure that this trajectory continues. NCEA Level 2 accreditation is exceptionally high, this is a reflection of diligent work by the Academic Deans as well as a higher retention rate of senior students remaining at school throughout the academic year.

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.

Year 9 and 10 Certificate have been added to the school’s assessment programme over the last three 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 entered NCEA Level 1 last year, the increase in Level 1 Caps could point toward a better understanding of the importance of assessment completion at the beginning of the year. The introduction of Structured Literacy and Numeracy approaches in the Junior school will bolster this initiative ensuring that our boys are better prepared for the CAA assessments, evidence of this will begin to filter through in 2028.

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 2026-2028 SBHS Strategic Plan.

Analysis of Variance

Strategic Focus Area One (Raising student achievement – Target One of Strategic Plan)			
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 (2025) Year 13 cohort were the</i>	2025 was the last Year for the Hub system at SBHS. Due to changes in the national curriculum structure, we made the decision in late 2024 to investigate alternatives. In 2026 we will launch the new 9-10 curriculum system.	In 2026 we will launch the new Curriculum model at 9-10. This new system aims to engage our learners by making them the key component of their educational journey. The aim is to further increase engagement by offering multi-tiered pathways to learning broken into Semesters. Students select their courses based on their areas of interest/passion and potential career pathway.

	<i>first to go through the full Hub system.</i>		Through 2025 this system has been honed and is ready for introduction in 2026. Community feedback has been supportive, and advice has been taken throughout the process to ensure that timetable construction and selection is constantly improved.
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.
Establishment of Academic Dean	Student mentoring became more widespread and whanau understanding of the intricacies of the educational journey for their Tamariki has been heightened.	This alteration has come as an evolution of improvement made to the pastoral system that engaged HoFs in the pastoral management of the classes within their Faculty, this gave pastoral Deans more time to focus on our At-Risk students. Greater data on these students identified the need to have staff work closely with them to support their educational journey. So in July	These Deans will work with students within Targeted year groups throughout the year in 2026. Year 10 A Dean – focus on Year 10 Certificate, CAA preparation and subject selection into Year 11. Year 11 A Dean – focus on Level 1 NCEA progress, CAA resits, endorsements and subject selection into Year 12.

		of 2025 3 Academic Deans were appointed to work with the Deputy Principal with oversight of curriculum.	Year 12 A Dean – focus on NCEA Level 2, final CAA resits, career pathway alignment and subject selection into Year 13. NCEA Level 3 (Deputy Principal) – focus on NCEA Lev3l 3 progression and UE, Career pathway navigation, University course selection and Scholarship.
Introduction of new option subjects 7-13	Greater range was required due to roll growth and curriculum changes.	Introduction of Te Ao Haka Textiles Agriculture into Year 9 Media Studies at Year 9 General Science at Level 2 Outdoor Education Years 9, 11, 12 and 13. Social Studies at Year 12 and 13.	A restabilisation of the school roll will occur at the end of 2026. This is needed as the school is over capacity and is prevented from growth due to a restrictive enrolment zone. This restabilisation will see the school maintain 6 classes at Year 7 and six at Year 8 (rather than the current 7/6 split).
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)

Annual Goals Assessment

Academic

1. NCEA ENDORSEMENT RATE MERIT AND EXCELLENCE Y11-13 TO MEET THE NATIONAL AVERAGE. **Failed to achieve this goal.**

SBHS achieved this goal at Level 2 Excellence and Level 3 Merit, the remaining endorsement levels results were within a 3% margin. This goal will remain a key focus moving into 2026.

- a. YEAR 9 AND 10 CERTIFICATE ACHIEVEMENT RATES MATCH YEAR 11 NCEA. **Goal achieved**

Pleasing results are coming as a result of this initiative, our Merit and Excellence students are learning the importance of working throughout a year (which can be seen in the increase in Academic Caps at NCEA Level 1 between 2024 and 2025). All students are learning the language of NCEA prior to beginning. As we introduce the new curriculum in 2026, we will work diligently to ensure we can map this system into the new structure.

- b. MĀORI A AND PASIFIKA NCEA RESULTS 5% ABOVE THE NATIONAL AVERAGE. **Goal achieved Level 1 and Level 2. Failed to achieve goal at Level 3.**

Whilst this is a pleasing result (NCEA Level 3 within a 3% deviation) future goals will continue to focus on closing the gap between all cultures within the school.

- c. NCEA ACHIEVEMENT RATES TO BE ABOVE THE NATIONAL AVERAGE AND ABOVE ALL SOUTHLAND SCHOOLS FOR BOYS. **Goal Achieved**

This has been a focus for several years, we are exceptionally pleased at how well our students are performing in comparison to National averages, however, we will need to evolve this goal to aim at extension learning and assessment to be able to build towards endorsement and scholarship improvement.

2. CAA ASSESSMENT ACHIEVEMENT RESULTS ABOVE 75% BY THE END OF YEAR 11. **Failed to reach goal**

Current levels are at 70% by the of Year 11 and 95% by the end of Year 12. Continued focus on Literacy strategies and exam preparation techniques will ensure that the results continue to improve (as has been the case over the last three years).

3. ESTABLISH NEW CURRICULUM MODEL TO ALIGN WITH THE DRIVE TEAM PRESENTATION AND BEST PRACTICE FOR BOYS' EDUCATION IN SOUTHLAND BY DECEMBER 2025. **Goal achieved**

New Curriculum model (Year 9-10) due to launch in 2026. Student outline book has been included in the appendix document.

Target Two

Pastoral Goals (annual goals set in Jan 2025)

100% OF STUDENTS WEARING THE SCHOOL UNIFORM CORRECTLY. SBHS WILL OFFER SUPPORT TO STUDENTS AND WHĀNAU TO ENABLE THEM TO MEET THIS GOAL.

2. REDUCTION IN SUSPENSION NUMBERS FROM 2024.

3. ALL STUDENTS TO HAVE A CLEAR UNDERSTANDING OF CAREER SPECIFIC PATHWAY BY YEAR 10 HAVING COMPLETED CAREER CENTRAL PROGRAMME AND THE RESULTS ENTERED INTO KAMAR.

4. CONTINUED RISE IN STUDENT ATTENDANCE RATES, TOWARDS 90%.

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.

Pastoral Reporting 2025

Stand Downs/Suspensions

Relates to Annual Goal 2

2. REDUCTION IN SUSPENSION NUMBERS FROM 2024.

	Number of students (2024)	Number of students (2025 year to date)	Number of days (2024)	Number of days (2025 year to date)
Stand Downs	100	35	205	84
Suspensions	16	4		

Outside Agencies

	Number of students (currently attending)
ISSN	2
Activity Centre	0
Alternative Education	2
YMCA	1
Health School	1

Attendance

Relates to Annual Goal 4

4. CONTINUED RISE IN STUDENT ATTENDANCE RATES, TOWARDS 90%.

	Term 1 2024	Term 1 2025	Term 2 2024	Term 2 2025	Term 3 2024	Term 3 2025	Term 4 2024	Term 4 2025	Year to date 2025	Year 2024
Year 7	93.0%	94.4%	92.7%	90.1%	88.9%	88.4%	88.2%	92.9%	91.1%	90.5%
Year 8	89.7%	92.3%	89.7%	90.4%	86.2%	85.8%	87.2%	91.6%	89.5%	87.8%
Year 9	91.7%	91.1%	91.4%	89.4%	89.2%	85.6%	88.2%	88.5%	88.0%	89.4%
Year 10	89.6%	90.4%	89.3%	90.2%	86.1%	85.0%	86.9%	90.7%	88.6%	86.6%
Year 11	91.0%	89.8%	91.2%	88.8%	87.4%	87.0%	87.8%	91.4%	89.0%	88.8%
Year 12	91.2%	91.9%	91.5%	88.2%	89.1%	88.1%	89.5%	85.9%	89.0%	90.2%
Year 13	89.9%	88.3%	85.7%	86.7%	85.2%	82.6%	86.1%	79.2%	85.1%	88.5%
Overall	90.8%	91.4%	90.9%	89.3%	87.6%	86.3%	88.6%	90.4%	89.0%	88.6%

Attendance data 2025: Week 1 to 40 - Southland Boys' High School - 1103 students.								
	Regularly attending (Attending more than 90%)		Irregular absence (Attending more than 80% and up to 90%)		Moderately absent (Attending more than 70% and up to 80%)		Chronically absent (Attending 70% or less)	
Year Level	Number	%	Number	%	Number	%	Number	%
Level 7	118	67%	49	28%	8	5%	2	1%
Level 8	80	50%	63	40%	13	8%	3	2%
Level 9	82	47%	67	38%	15	9%	12	7%
Level 10	75	45%	67	40%	18	11%	6	4%
Level 11	90	51%	59	34%	18	10%	8	5%
Level 12	85	54%	42	27%	20	13%	11	7%
Level 13	25	27%	36	40%	13	14%	17	19%
Male	555	50%	383	35%	105	10%	59	5%

Sport

Participation Rates

	% of students representing SBHS (Years 9-13)	% of staff involved in sport at SBHS
2024	59%	56%
2025	73%	74%

Guidance

	Guidance Appointments				
	Term 1	Term 2	Term 3	Term 4	Total
2024	87	82	93	74	336
2025	109	61	126	125	421

Analysis of Variance

'Own it-Fix it'

This process was launched in 2025. Led by the Pastoral Deans and supported by classroom and tutor teachers, our boys are coached on how to analyse the impact of pastoral issues on the people involved. Part of this is a thought process the boys are taught to follow through;

Who was affected?

Identify those impacted.

How do you think they felt?

Reflect on their emotions.

Think outside yourself.

Then

Consequences still exist

Students are given the chance to connect their behaviour with the consequence.

FIX IT Goal: Repair the harm and learn from the experience. What needs to happen to make things right? Come up with ways to repair the damage (e.g. apologise, restore/repair the relationship). What does the other person need from you?

Show accountability through actions or words. How will you act differently next time? Plan changes to prevent repeating the behaviour.

Appendix Documents

- A. Own it Fix it (Pastoral approach)
- B. Pastoral Care Process (escalation model)

C. Stepped Attendance model

Strategic Focus Area Two – Maintaining and enhancing student attendance. Target two of Strategic Plan)			
Actions (what did we do/introduce?)	Outcomes (What happened?)	Reasons for the variance (why did it happen?)	Evaluation (Where to next?)
Establishment of Attendance Dean position	A 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 (2022-25)	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 our Tamariki who are not able to access regular meals.	This helps manage our attendance concerns as there is a space for students to congregate in the mornings.	
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.	The programme has become very popular, with senior boys seeing it as a pathway to leadership development. 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.	In 2026 we will evolve this programme moving towards leadership mentoring with our Year 12 B2M mentors working directly with Year 7 students who display leadership potential. In doing so, we hope to foster the B2M concept within the year group allowing them to practice mentoring and support within their own year group.

Review of 2025 Pastoral Goals.

1. 100% OF STUDENTS WEARING THE SCHOOL UNIFORM CORRECTLY. SBHS WILL OFFER SUPPORT TO STUDENTS AND WHĀNAU TO ENABLE THEM TO MEET THIS GOAL. [Goal met](#)

SBHS invested heavily in a supply of uniform items for the Pastoral team, these were used on a short-term lease to ensure that all students had access to correct uniform items at all times. The finance and guidance staff also worked with whanau in need to support to supply them with adequate, warm uniform items using the CTOS fund.

2. REDUCTION IN SUSPENSION NUMBERS FROM 2024. **Goal met**

Several years of running a robust pastoral system and growth in the network of staff groups directly involved in pastoral management has seen a drastic drop in stand down and suspension numbers. A secondary outcome is the increase in Hauora within the student body and staff. Building off this success we have invested in Academic Deans to support our Tamariki through their academic journey.

3. ALL STUDENTS TO HAVE A CLEAR UNDERSTANDING OF CAREER SPECIFIC PATHWAY BY YEAR 10 HAVING COMPLETED CAREER CENTRAL PROGRAMME AND THE RESULTS ENTERED INTO KAMAR. **Goal not reached (see notes)**

We reassessed this goal during the year and invested the careers resource into developing a robust system for trades and services connections within the local community. This decision is based on the growing need for employment opportunities for our Year 12 and 13 students looking at transitioning out of school. In 2026 we have invested a further 0.4 staffing into careers and will use this investment to support the career specific pathway goal.

4. CONTINUED RISE IN STUDENT ATTENDANCE RATES, TOWARDS 90%. **Goal met**

Significant investment (staffing and financial) into our attendance monitoring systems has yielded pleasing results. The addition of the Stepped Attendance monitoring system will ensure that this remains a key focus as we continue to work towards the government expectation of 90% regular attendance.

Appendix A

Curriculum Alignment Staffing

Faculty	HoF	2iC	Year 8	Year 7
Math	JME	CLN	JCN	HJN
Eng	SCN	KTL	JCK	RFN

Sci	SGY	MBF	MBF	FGE
Soc Sci	HDS	AHT	TBT	TBT
HPW	SMR	SGE	BTS	RCN
Technology	ABS	ABS		

2026 Annual Goals

Teaching and Learning

1. Endorsement rates for NCEA Level 1, 2 and 3 to exceed the National average for male learners.
2. Year 9 and 10 certificate achievement rates to meet or exceed the following levels. Achieved = 80%, Merit = 40%, Excellence = 10%.
3. NCEA achievement rates to be 10% above all Southland Schools for male learners.
4. CAA achievement rates to exceed 70% by the end of Year 11.
5. Implementation of Reading and Spelling components of the Ministry of Education accredited Structured Literacy programme at Year 7&8 and the use of a data rich assessment system that will enable staff to track the efficacy of each component of the programme.

Pastoral

1. 100% of students wearing the school uniform correctly.

2. Stand Down and Suspension numbers to stay under the 5-year average for SBHS (2021-2025 average).
3. Attendance rates across all year levels to climb by 2%.
 - a. Development and implementation of an 85% regular attendance rate expectation for school representatives.

Hauora

1. Participation rates in extra-curricular activities to exceed 75%.
2. Average student engagement rates to exceed 2.5
3. Implementation of the schoolwide STEPPED Attendance plan.
4. Development and implementation of an end of year camp programme for Year 9 students.