



SUMMARY REVIEW AGAINST WHOLE SCHOOL GOALS 2023

The Whole School Goals, identified in October 2022, have been well met. These goals resulted from the publication of our 2019–2023 Strategic Framework, [click here to view](#).

Thanks to the planning, focus and attention of the staff responsible, significant progress has been made in all areas.

Dimension 1: Values and Culture

Student Voice and Well-being: In 2023 rangatahi were encouraged to give their voice to social and environmental issues including sustainability, gender identity, equity, diversity, climate change and well-being.

The Well-being Committee, representing both students and staff, promoted a healthy life balance between work and study, leisure and social connection. Ākonga voice was represented through the *Ask Your Team* engagement survey. Our commitment to our College value of inclusivity was highlighted in our emphasis on Pride Week, Pink Shirt Day, and Mental Health Awareness and Well-being assemblies which emphasised character awards and diversity. Students once again nominated those amongst them to receive the Mahia te Aroha awards and St Andrew's participated in cross-school collaborative events.

Sports Development: Co-curricular commitments for each student were reviewed to better guide individual choices and prevent burnout. A collaborative process led to the development of a Sports Framework which will better connect students, coaches, teachers and parents with a shared understanding of values and processes for selecting, training, encouraging and challenging our athletes whatever their abilities and aspirations.

Te Ao Māori: The Preparatory School Kapa Haka, Tikanga, Aotearoa Histories Curriculum and Mātauranga Māori were important in kaiako development and experience for all rangatahi. The Year 9 programme for all ākonga included introductory te reo Māori, Karakia, waiata and Te Tiriti principles and how these have affected events in Aotearoa history.

Dimension 2: Teaching and Learning

Innovative Strategy and Practice: A whole school programme developed ideas for teaching and learning partnerships, new technologies and real-world contexts for learning. In English, podcast recording skills were integrated into persuasive writing tasks and the 'Writers Toolbox' was used to give real-time feedback to students and teachers on the development of writing skills for those in the Accelerated Learning programme.

Year 13 Digital Technologies: A number of projects explained real-world contexts through developing a website including the creation and sharing of recipes, Pure Nature Pasture Farms, interactive cheeseboards, and organisation of Pipe Band music resources.



Use of Artificial Intelligence: Students become familiar with the benefits and pitfalls of AI through Year 9 Digital Literacy classes and Year 10 Digital Technologies.

Engagement with community projects included Girls in Coding and Programming, and Māori and Pasifika ākonga collaboration with Ara in exploring digital tools to devise solutions for social challenges. Ākonga also participated in a number of competitions with Year 7 and 8 Future Problem Solving teams placing first, second and third in the national finals and a Year 10 team placed first in the South Island final of the South Island Ethics Olympiad.

Literacy and Numeracy Review (Years 7–10): Student data PAT and MidYIS were used to analyse areas of strength and work ons for ākonga. Students at risk were identified and supported. In the Preparatory and Junior Schools, structured literacy techniques strengthened early reading and writing efficacy for our youngest ākonga. By the end of Year 10, all ākonga had completed the NZQA Literacy and Numeracy examination and assessed whether they had achieved the requisite benchmark for NCEA accreditation.

NCEA changes: Agriculture and English report increased clarity and understanding of the Level 1 changes. The updated 2024 curriculum book and professional development gave clear guidelines to teachers and parents. Responsibility for Literacy and Numeracy efficacy lies with all teachers. Greater understanding was developed of Te Tiriti, Tikanga and Te Reo Māori and all teachers' responsibility to reflect these principles in their programmes.

Department Review: External reviews by Evaluation Associates provided effective feedback for teachers and departments of Commerce, Mathematics and Languages.

Aotearoa, New Zealand Histories Curriculum and Te Reo Māori:

- 33 teaching staff and 12 support staff signed up for Education Perfect's Te Reo Māori course.
- Year 9 and 10 Social Studies and History courses were developed to meet the expectations of the curriculum refresh including Chinese migration, and New Zealand's participation in war and environmental protest in the context of sustainability.

Dimension 3: Leadership and Governance

Policy Development: The SchoolDocs framework was successfully implemented and aligned with our best practices. Visibility and review of policies will be streamlined under this new model.

Te Ao Māori: Ngāi Tahu representation on the Board and commitment from senior leadership saw further strengthening of commitment to Te Tiriti principles including Whanaungatanga, Manaakitanga, Kaitiakitanga, Te Reo Rangatira, Mātauranga Māori and Rangatiratanga.



The Cultural Narrative was completed, the cultural design was completed for Ngā Toi, we had a strong representation at Polyfest, and the cultural integration into a five-year landscape design was completed. The use of Tikanga was strengthened throughout the College including Karakia, Waiata, Hangi, Haka, Kapa haka and Manu Korero.

Community Feedback: Leadership responded to feedback from staff engagement survey. A strong parent response to McCrindle satisfaction survey indicated a high level of parent satisfaction with St Andrew's College indicating a 97% satisfaction with the offering overall, and a 97% response that parents believe their child has a sense of belonging at St Andrew's.

Senior and Middle Leadership Development (staff): Outside resources gave the staff the opportunity to reflect upon and further develop their leadership capability. Self-awareness increased which will in turn positively strengthen team dynamics and effectiveness – particularly in areas of strategic focus.

Ākonga Leadership: A review and overarching document on student leadership captured best practices across the College. A character strength and leadership programme was developed and will be introduced in a timetabled slot for all Year 12 ākonga in 2024.

Dimension 4: Resources and Environment

Sustainability: Progress was made in measuring our carbon footprint. A rubbish and recycling initiative was introduced with a new rubbish bin system to be introduced in 2024. The grounds and maintenance team have been using sprays, chemicals and fertilizers which are sympathetic to the environment. The kitchen has used recycling practices for some time. The student Sustainability Council have continued with tree planting, beach clean-up, Earth Hour participation and the College plant nursery, and has this year initiated paper recycling bins in classrooms. A new secure staff bike shed has been built to encourage staff to bike to school, reducing traffic and carbon emissions.

Performing Arts Centre: This major project is due for completion in early 2024. A Theatre Manager has been appointed to begin in February 2024.

Human Resources: A focus on best practices has continued to improve staff employment processes and management. Documentation has been reviewed and policies updated.

Health & Safety: A new position was created, and a Health & Safety Manager was appointed in July 2023. Planning, reporting of events, and campus safety and EOTC activities have been a focus.

Comms Review and Future Strategy: A new, cleaner website has been designed and will launch in early 2024. The College continues to focus on effective storytelling which reflects our College brand of "Together, building better people, for life".



Development, Alumni and Foundation: The Alumni office hosted nine official reunions throughout the year with ever-increasing engagement for each event. The generosity of our community, parents, grandparents, staff and Old Collegians resulted in \$146,874 raised for the College, and \$300,000 raised for the Foundation, with a total of \$446,874 throughout 2023.

Digital Transformation: The College continued to review data processes, operational insight, standardisation of information gathering and cyber safety across the College.

So They Can: This year the College has once again supported the students of Mwikanski Primary School through the charity we support *So They Can*. Our annual donation has been made to the school totalling \$21,451, which has been raised through a combination of student fundraising, community donations, The One Human Race appeal, and 3% of donations gifted to StAC through our Development office. Please [click here](#) to read a message from the students of Mwikanski Primary School.

Conclusion

These initiatives, deliberately introduced throughout 2023, made further improvements towards our strategic purpose of operating as a top quality, well-resourced organisation which is "Together, Building Better People, for Life".