



# 2024 NCEA ACHIEVEMENT ANALYSIS

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## SENIOR SCHOOL CURRICULUM REVIEW PREAMBLE

This report summarises St Bede's College's achievement statistics in relation to 2024 NCEA results.

This analysis uses the enrolment-based cumulative data as at 28th April 2025.

## SCHOOL PROFILE

### WHAT HAPPENED?

In 2024, St Bede's College continued to maintain strong NCEA performance across all year levels, with overall results remaining well above national averages and comparable schools. While our Level 1 rate declined slightly to 91.8%, this aligns with broader national trends and still represents a high level of achievement, it is also not surprising given that this was the first cycle of teaching the new standards. Level 2 achievement increased to 95.6%, showing a notable gain from 2023, while Level 3 remained strong at 85.9%.

University Entrance (UE) achievement saw a modest decline from 64.9% in 2023 to 61.7% in 2024. Despite this, our performance remains ahead of national and Canterbury averages, although we continue to remain behind other schools in our Equity Index Group.

The Equity ratios show that our Pacific students are achieving at a lower rate than other groups for all levels at NCEA and their equity ratio for UE remains low at 0.58. NCEA achievement for other ethnicities is largely equitable. UE, however, shows some discrepancies with our priority learners achieving more poorly than their Asian and European peers.

### WHOLE SCHOOL – HOW DO WE KNOW?

The data presented below shows the breakdown of achievement for all NCEA levels at St Bede's College compared to the national average and comparable schools.

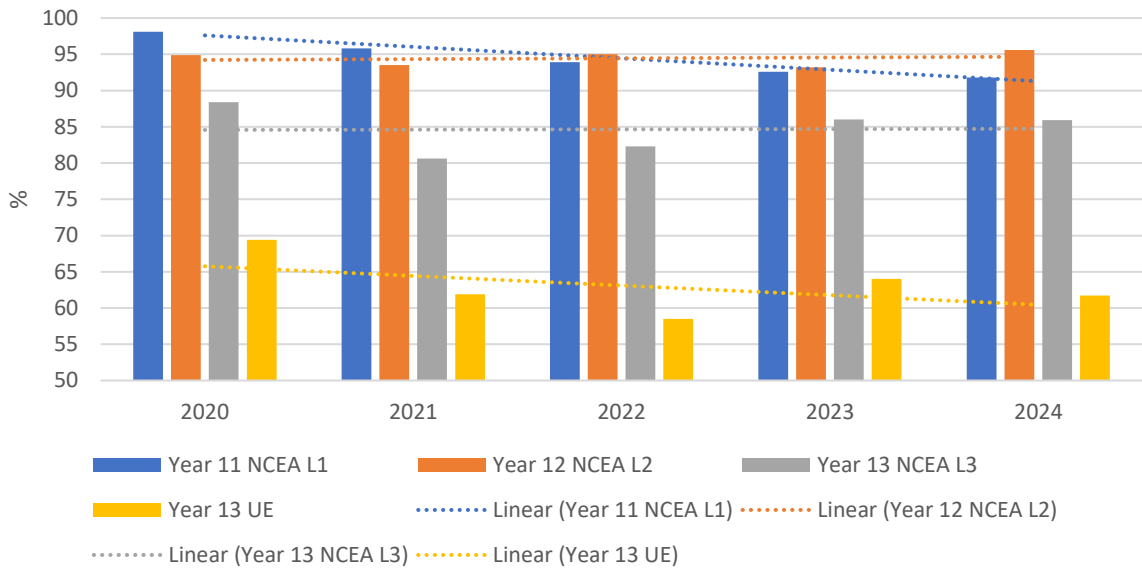
OVERALL NCEA ACHIEVEMENT

Enrolment Based Cumulative Data				
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019	91.7	95.1	78.6	58.4
2020	98.1	94.9	88.4	69.4
2021	95.8	93.5	80.6	61.9
2022	93.9	95.0	82.3	58.5
2023	92.6	93.1	87.3	64.9
<b>2024</b>	<b>91.8</b>	<b>95.6</b>	<b>85.9</b>	<b>61.7</b>
Average	94.0	94.6	83.6	62.3

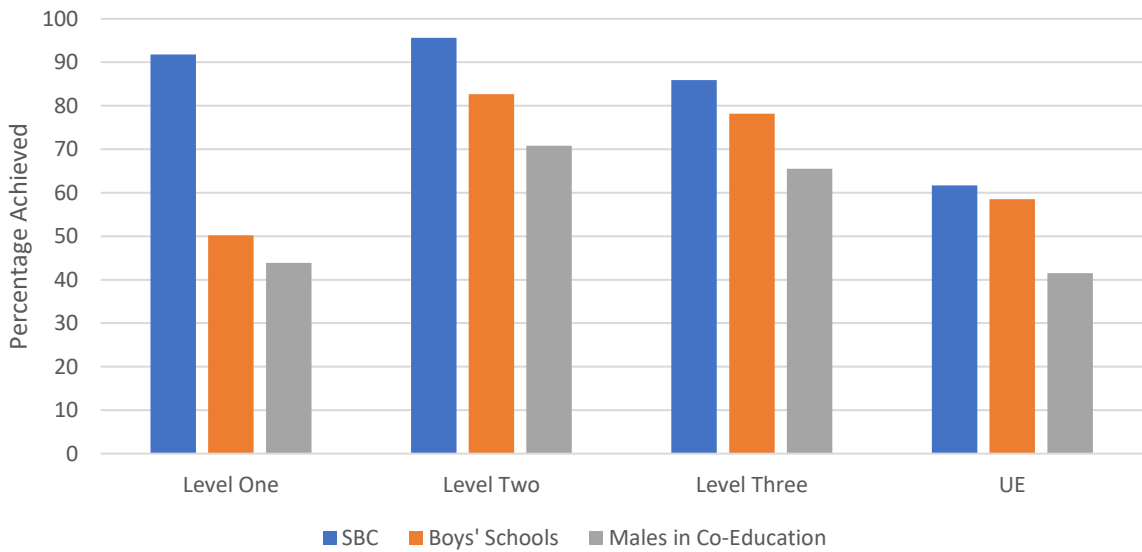
Qualification by Year Level	St Bede's College			National - All Schools			Canterbury - All Schools		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Level 1	91.8	98.1	100.0	45.9	83.7	89.7	62.8	88.6	94.0
Level 2		95.6	98.7		75.2	86.7		80.3	92.2
Level 3			85.9			69.4			75.1
UE			61.7			50.6			56.9
Qualification by Year Level	National Boys' Schools			Boys in Co-Education			Equity Index Group - Fewer		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Level 1	50.2	89.0	93.1	43.9	81.1	87.7	37.9	90.1	94.3
Level 2		82.7	92.1		70.8	84.4		84.7	93.0
Level 3			78.2			65.5			83.0
UE			58.5			41.5			71.7

(Orange boxes show areas where we are below comparable groups)

### St Bede's College - NCEA 2024



### NCEA Male Achievement 2024



**SCHOOL PROFILE – ACHIEVEMENT BY ETHNICITY (2024)**

	St Bede's College			National			Boys' Schools Nationally		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
<b>Level One (Ethnicity followed by number of students in Year 11 cohort and % of cohort)</b>									
Asian (11 - 7%)	100	100	100	40.6	77.2	83.6	33.8	76.7	81.9
European (132 - 84%)	91.7	98.6	100	51.9	87.9	92.0	55.0	92.4	95.4
Māori (14 - 9%)	87.5	100	100	42.3	80.2	89.9	48.2	90.8	97.1
Middle Eastern/Latin American/African (2 - 1%)	100	100	100	41.8	80.2	86.7	45.4	86.7	91.0
Other Ethnicity (4 - 3%)	100	100	100	42.7	82.0	82.0	46.2	94.8	94.8
Pacific Peoples (9 - 6%)	75.0	91.7	100	38.9	80.2	80.2	42.4	95.6	95.6
<b>Level Two (Ethnicity followed by the number of students in Year 12 cohort and % of cohort)</b>									
Asian (12 - 8%)		100	100		70.7	81.1		72.2	81.4
European (133 - 90%)		95.7	98.5		80.1	89.0		86.8	94.5
Māori (21 - 14%)		95.5	100		68.6	85.6		81.8	95.5
Middle Eastern/Latin American/African (3 - 2%)		100	100		70.8	84.0		76.2	88.2
Other Ethnicity (3 - 2%)		100	100		75.5	87.7		83.8	94.8
Pacific Peoples (10 - 7%)		83.3	100		67.7	87.3		76.9	94.8
<b>Level Three (Ethnicity followed by the number of students in Year 13 cohort and % of cohort)</b>									
Asian (10 - 6%)			90.9			70.6			72.4
European (118 - 75%)			86.1			74.5			81.2
Māori (18 - 11%)			81.8			62.3			73.1
Middle Eastern/Latin American/African (0 - 0%)			n/a			68.8			77.0
Other Ethnicity (3 - 2%)			100			73.5			79.3
Pacific Peoples (7 - 4%)			77.8			66.5			77.0
<b>University Entrance (Ethnicity followed by the number of students in Year 13 cohort and % of cohort)</b>									
Asian (9 - 6%)			81.8			58.7			62.8
European (84 - 54%)			61.3			57.0			63.2
Māori (12 - 8%)			54.5			33.9			43.4
Middle Eastern/Latin American/African (0 - 0%)			n/a			53.8			61.2
Other Ethnicity (2 - 1%)			66.7			57.4			67.2
Pacific Peoples (3 - 3%)			33.3			33.1			40.7

(Orange boxes show areas where we are below comparable groups)

Equity Ratio for St Bede's College (Group total, divided by college total)

The equity ratio is the percentage of successful students in the target group expressed as a percentage of the successful general cohort.

Ethnicity	Level One	Level Two	Level Three	UE
Asian	1.00	1.05	1.07	1.10
European	1.00	1.00	1.02	1.02
Māori	0.96	1.00	0.97	0.87
Pacific Peoples	0.82	0.87	0.92	0.58

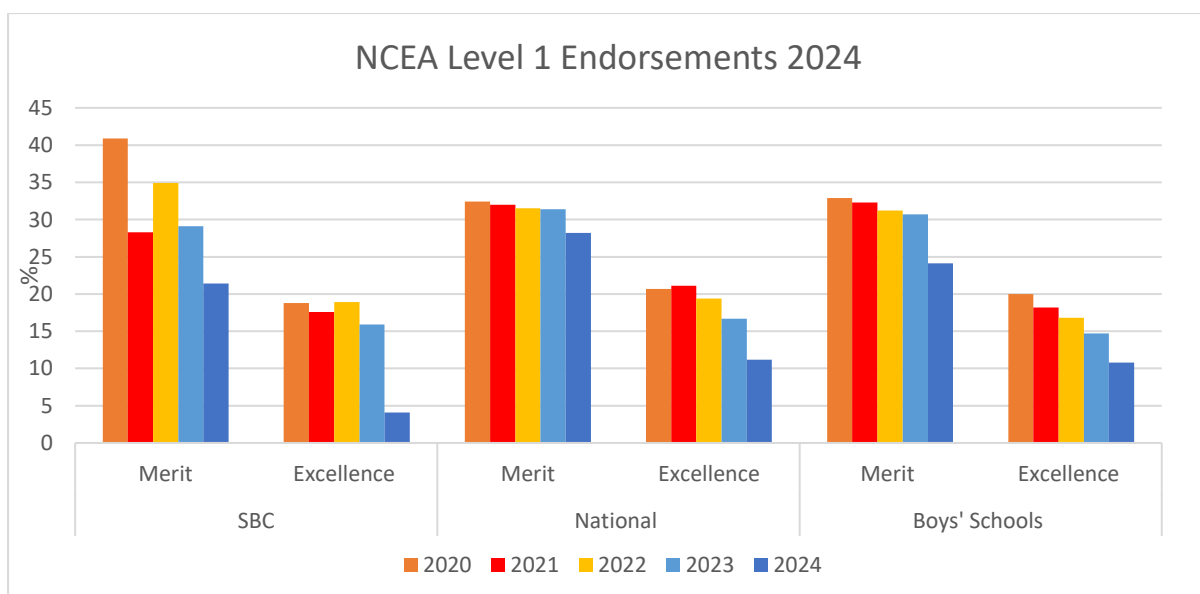
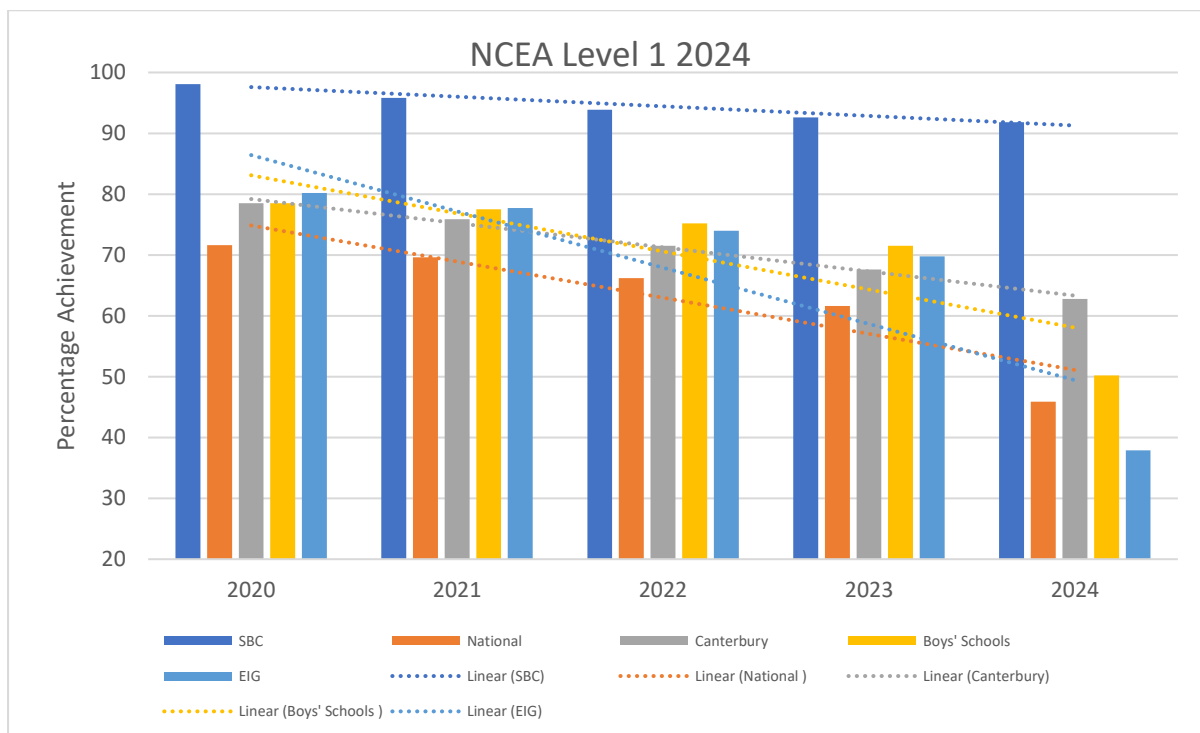
## LEVEL 1

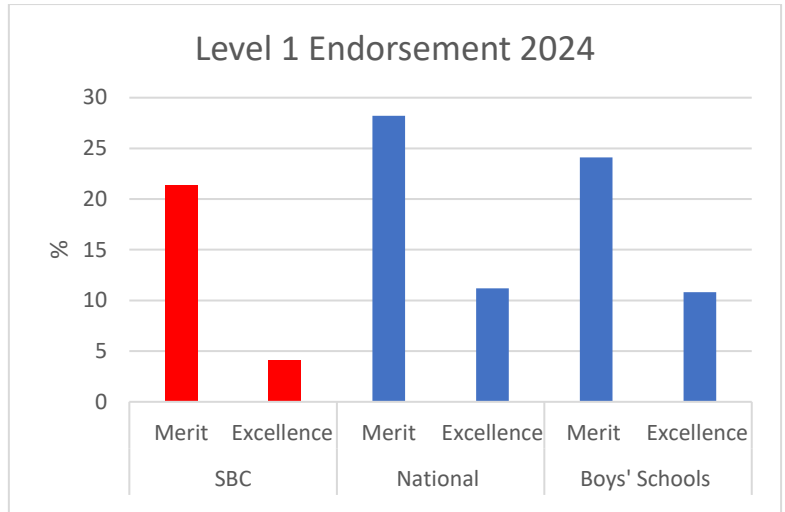
### LEVEL 1 - WHAT HAPPENED?

Endorsement rates still lag behind both the national average and comparable schools and remains a long-term focus for the school; in particular there was also a significant drop in the Level 1 Excellence from 15.9% in 2023 to 4.1% in 2024. This trend was not mirrored nationally and an analysis of each faculty's achievement was undertaken.

### LEVEL 1 – HOW DO WE KNOW?

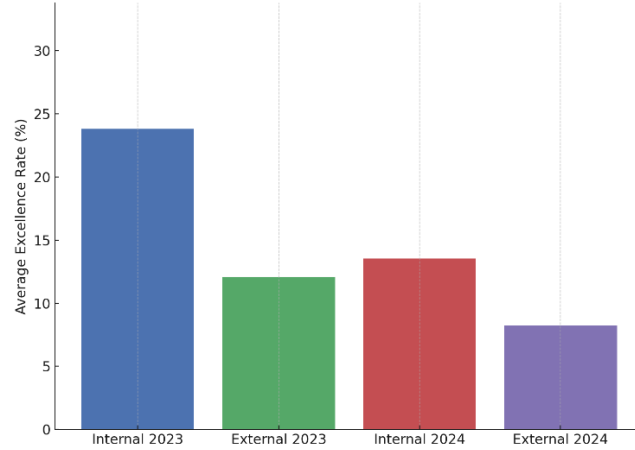
The data presented below, shows the breakdown of achievement and endorsement for NCEA Level 1 at St Bede's College compared to the national average and comparable schools.





## LEVEL 1 – EXCELLENCE ENDORSEMENT ANALYSIS

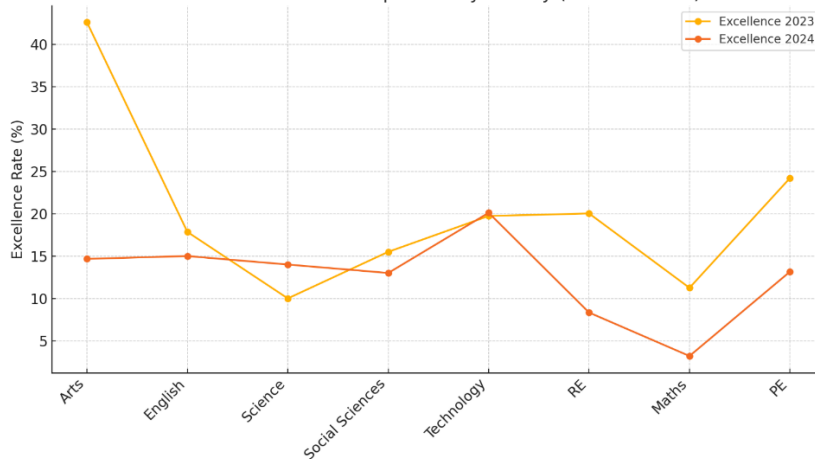
Comparison of Excellence Achievement by Assessment Type (2023 vs 2024)



Historically, our students have always fared better in internal assessment, but with fewer of these credits now available in each course and all of the assessment being taught for the first time, we have seen a significant impact on the Level 1 endorsement rates.

It was also interesting to note that the declines in Excellence rates were varied across the different faculties, with some making modest gains.

Excellence Rates Comparison by Faculty (2023 vs 2024)



As part of the analysis, all faculties have been asked to adjust their teaching programmes where possible to focus on completing internal assessments first with a focus on the external assessment later in the year, closer to the examinations.

Recurring concerns were expressed by faculties about:

- Unclear expectations and exemplars from NZQA.
- Difficulty of new standards, particularly externally assessed ones.
- A sense that teachers were teaching and assessing for the first time without sufficient national guidance.

## LEVEL 1 – WHAT ARE WE LEARNING?

In 2024, 91.8% of our Year 11 students gained NCEA Level 1, a slight decline from 92.6% in 2023. While this drop is modest, it reflects a broader national pattern of decreasing Level 1 attainment as schools adjust to curriculum reforms.

Our achievement remains well above national (45.9%) and Canterbury (62.8%) averages, and also compares favourably to boys' schools nationally (50.2%) and within our Equity Index Group (37.9%). It is, however, more difficult to make comparisons this year as significantly more schools opted out of the reformed NCEA Level 1.

The drop in Level 1 Excellence endorsements is an anomaly and faculties were asked to complete a review and analysis of their respective programmes. This has shown that there were drops in both internal and external assessments for our students, but with a more pronounced decline in internal assessment excellence, likely reflecting both structural changes in assessment design and adjustments to the new standards.

## LEVEL 1 – NEXT STEPS

Faculties have been asked to adjust their teaching programmes to focus on completing the internal assessments at the start of the year and focus on the external assessments at the end of the year.

With 2025 being the second cycle of the new NCEA Level 1 standards, with clearer exemplars and learnings from the moderation process, one of the college's strategic aims is to see Level 1 Excellence endorsement rates increase to 10%.

Andrew Jones has been appointed to the role of GATE coordinator and one of his focuses is creating a register of students aiming for endorsements and working with them to remove barriers to them achieving them.

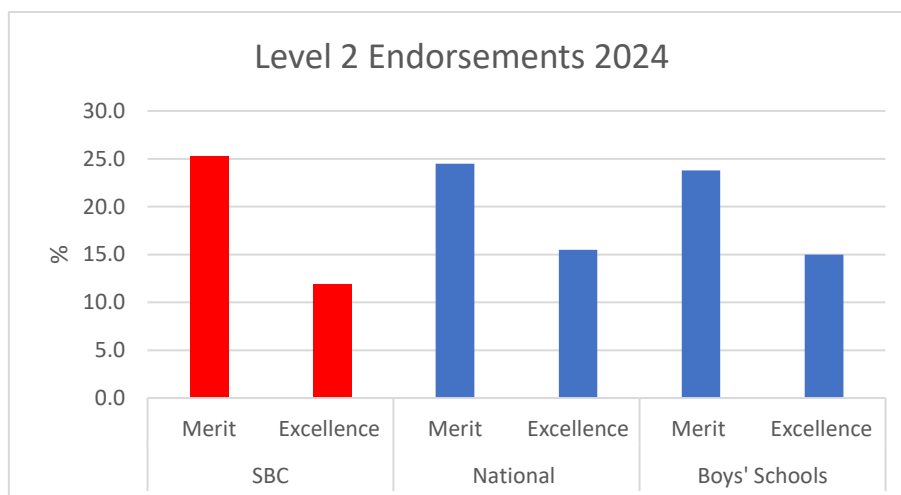
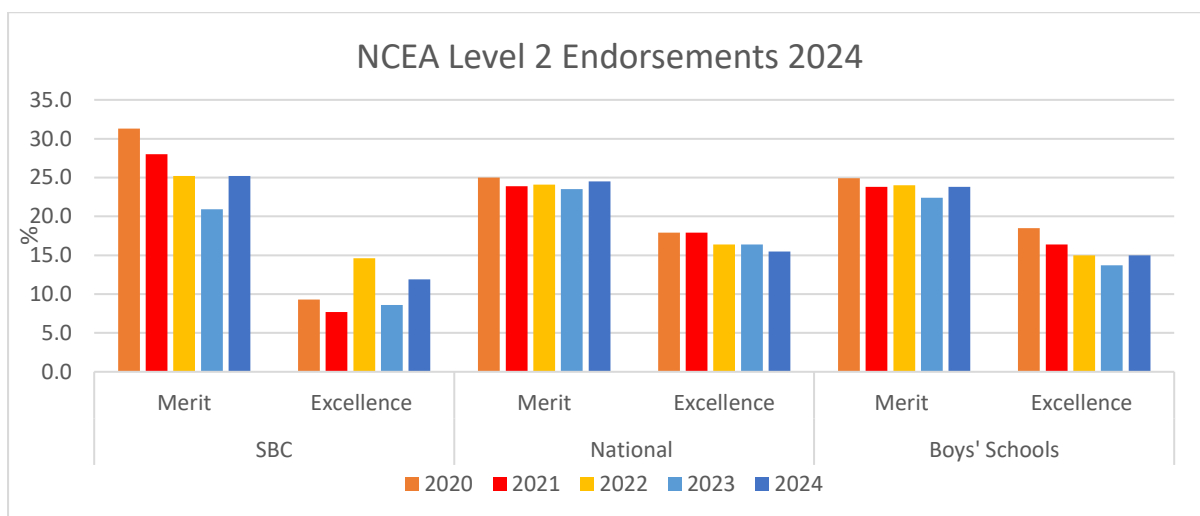
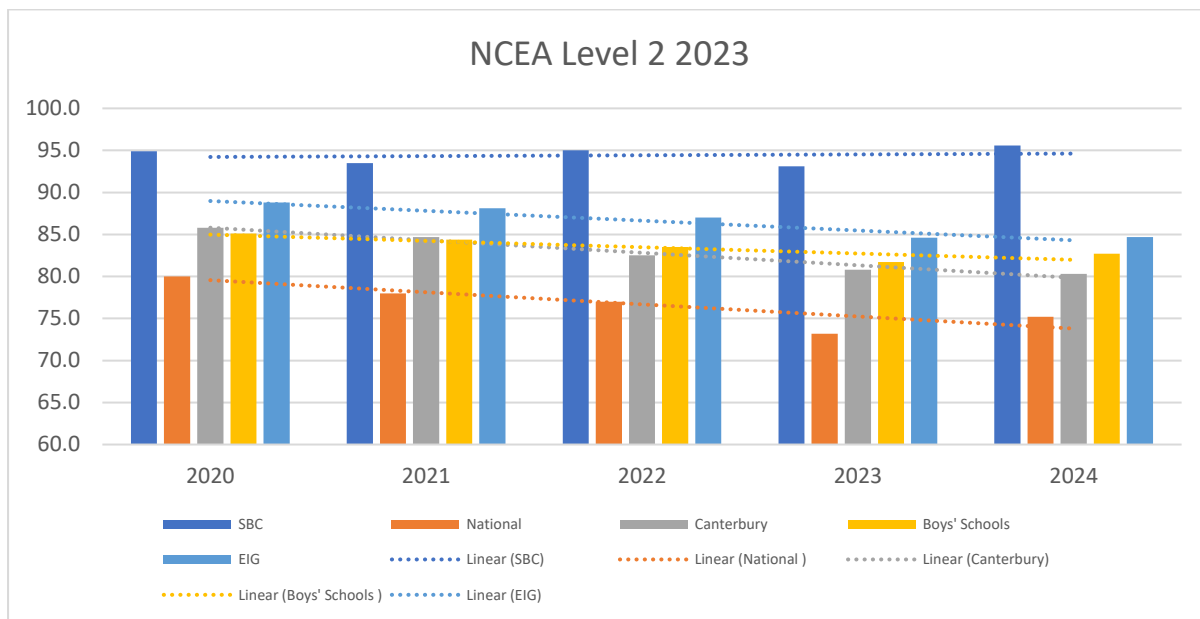
## LEVEL 2

### LEVEL 2 - WHAT HAPPENED?

In 2024, 95.6% of our Year 12 students achieved NCEA Level 2, an improvement from 93.1% in 2023 and the highest results since 2020. This result is well above national (75.2%) and Canterbury (80.3%) averages, and compares strongly with boys' schools (82.7%) and our Equity Index Group schools (84.7%).

LEVEL 2 – HOW DO WE KNOW?

The data presented below, shows the breakdown of achievement and endorsement for NCEA Level 2 at St Bede’s College compared to the national average and comparable schools.



## LEVEL 2 – WHAT ARE WE LEARNING?

Our achievement levels continue to remain high and, while our endorsement levels have shown encouraging improvement at Level 2, at Excellence our students still lag behind comparable schools.

## LEVEL 2 – NEXT STEPS

As with Level 1, Andrew Jones will be working with students looking to achieve endorsements to help remove barriers.

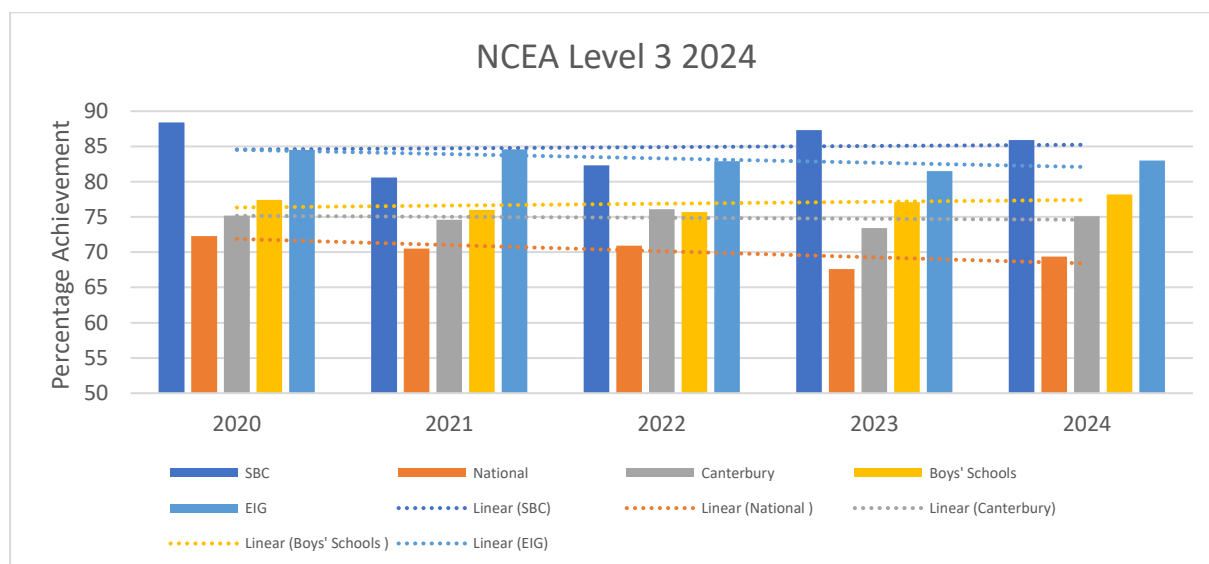
## LEVEL 3

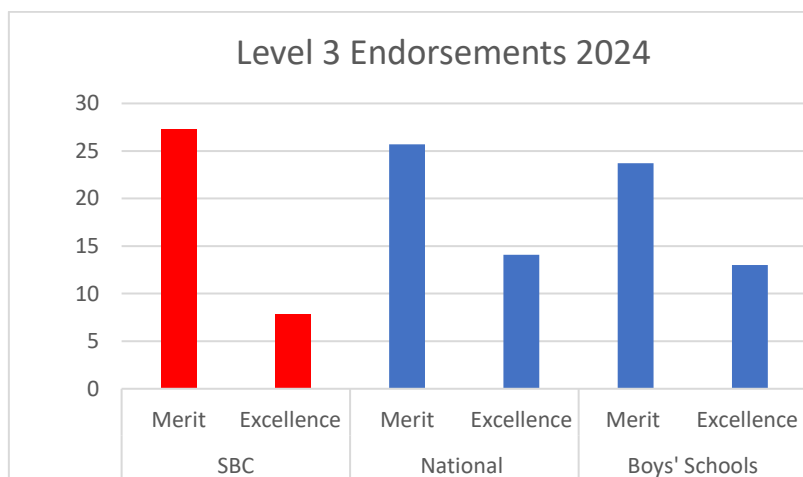
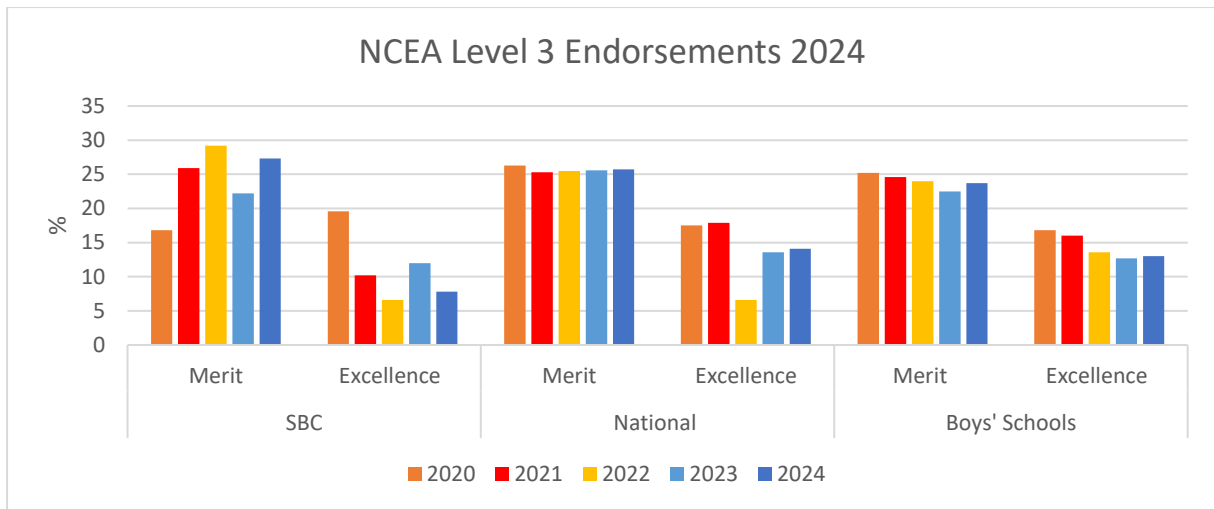
### LEVEL 3 - WHAT HAPPENED

In 2024, 85.9% of our Year 13 students achieved NCEA Level 3, a small drop from 87.3% in 2023. While this represents a slight dip, it still marks a continuation of a three-year trend of strong outcomes at Level 3 and remains well above national (69.4%) and Canterbury (75.1%) averages. Compared to boys' schools nationally (78.2%) and our Equity Index Group (83.0%), St Bede's continues to perform well.

### LEVEL 3 – HOW DO WE KNOW

The data presented below shows the breakdown of achievement and endorsement for NCEA Level 3 at St Bede's College compared to the national average and comparable schools.





#### LEVEL 3 – WHAT ARE WE LEARNING?

Merit endorsements have increased from 2023 (22.2%) to 2024 (27.3%), however, there has been a dip in Excellence endorsements from 12.0% to 7.8%. There is a similar pattern to Level 2, where our Merit endorsement level compared favourably to other schools, but we lag behind at Excellence level. This highlights a broader challenge in the final year of school, where students often prioritise achievement over endorsement goals.

#### LEVEL 3 – NEXT STEPS

As with other NCEA levels, we will work with students identified as aiming for endorsements to help them achieve their goals.

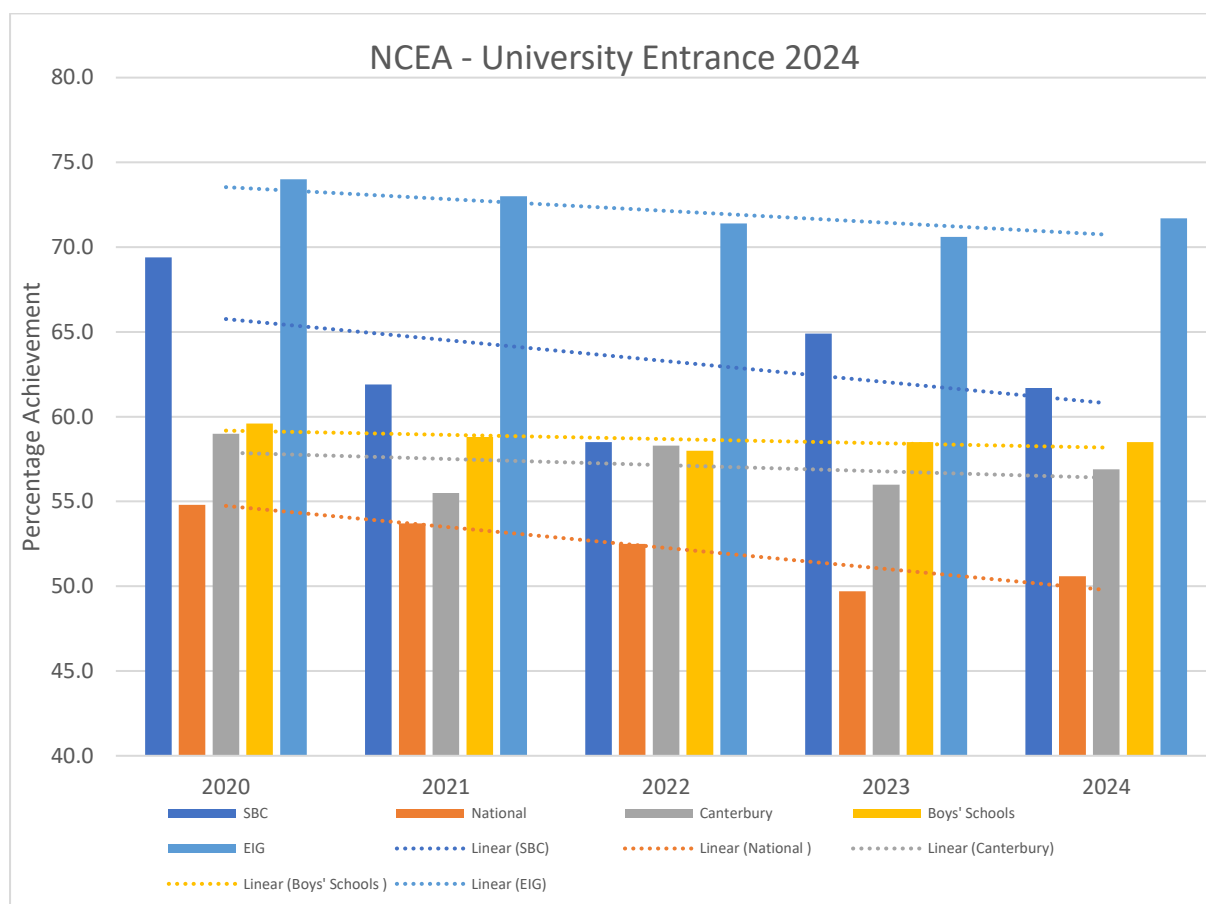
## UE

#### UE - WHAT HAPPENED?

In 2024, 61.7% of our Year 13 cohort achieved University Entrance, a decline of 3.2% from 64.9% in 2023. This drop returns us closer to the five-year average of 62.3% and, while slightly disappointing, it still places St Bede's above the national average (50.6%) and Canterbury schools (56.9%). Compared to boys' schools nationally (58.5%), our UE achievement remains competitive, but once again, we are outperformed by schools within our Equity Index Group.

## UE – HOW DO WE KNOW?

The data presented below shows the breakdown of achievement and endorsement for UE at St Bede's College compared to the national average and comparable schools.



## UE – WHAT ARE WE LEARNING?

UE achievement continues to be lower than we hope for. It remains difficult to get some students to value UE as it is not necessary for their pathways. The vast majority of students that are aiming to get UE do so. There are still a number of students who do not select courses, or do not attempt assessments both in Year 12 or 13 that hinder their ability to gain UE.

## UE – NEXT STEPS

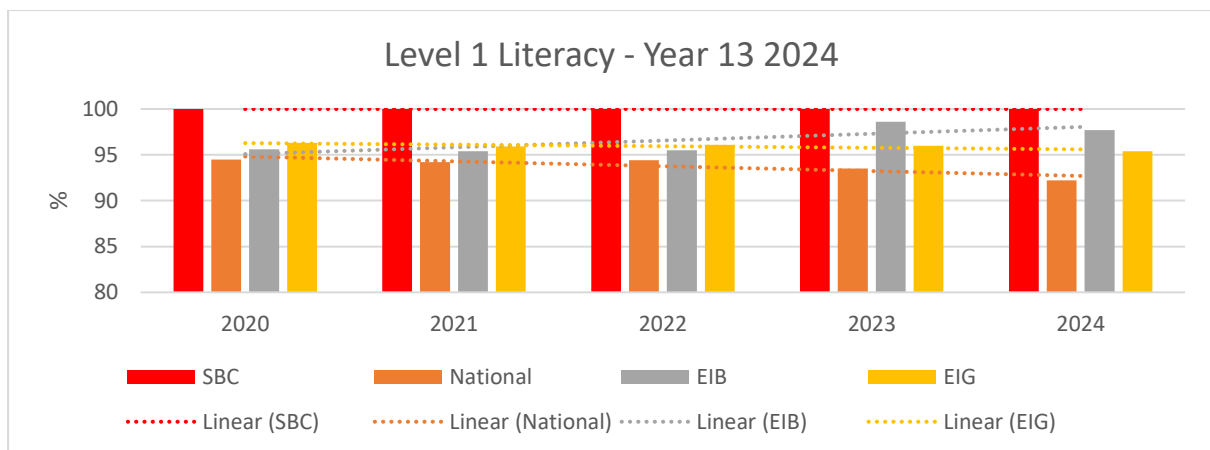
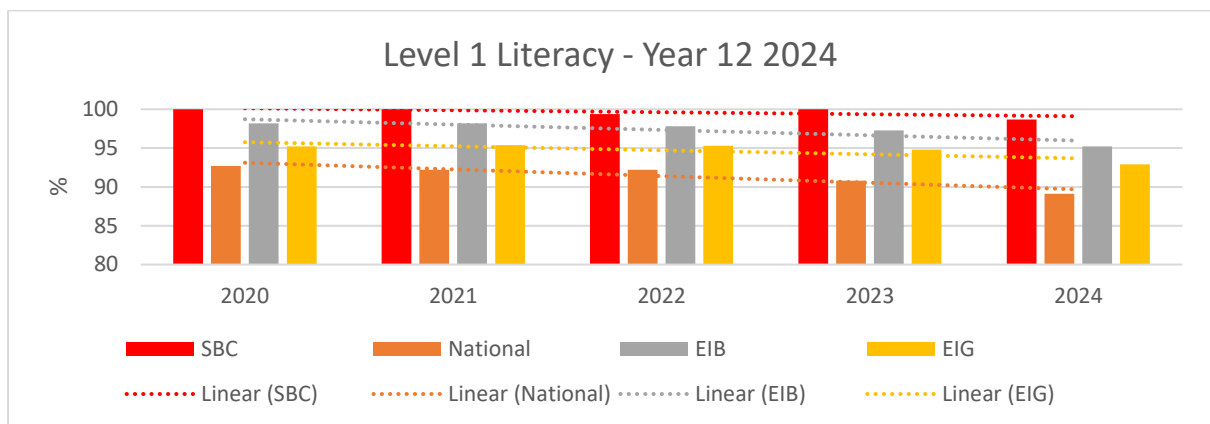
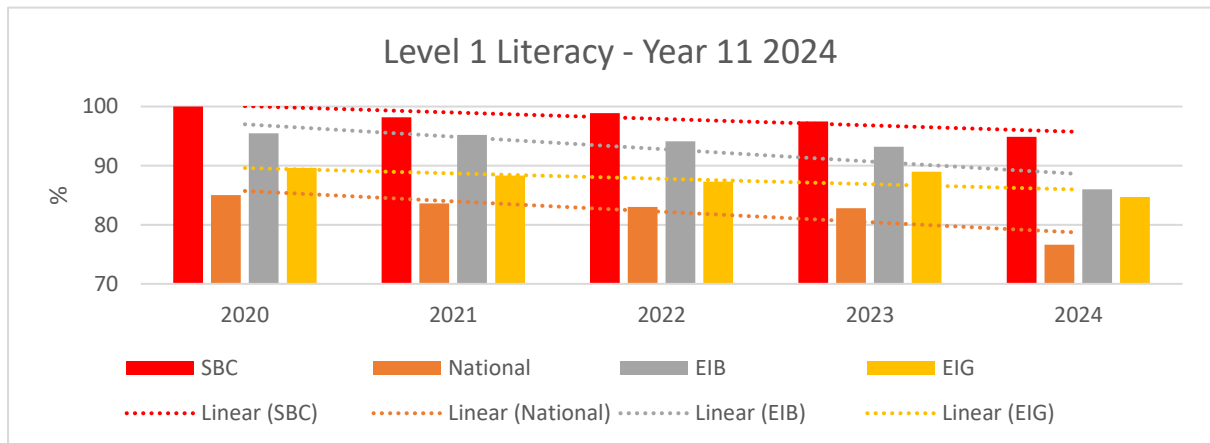
There needs to be better education for students in Year 11 or Year 12 about the importance of choosing courses that allow them to gain UE and which assessments they need to complete in Year 12 to allow them to do so.

One option being considered is making sure that Year 13 students choose courses that give them a route to UE as we find a number change their minds late in the day and wish to keep the UE route open.

Robyn Warburton, as Head of Year 13, will continue to work with students and track those trying to gain UE to ensure they have a pathway to success.

It is a strategic aim this year and beyond to improve UE achievement to 70% and is part of a broader initiative to get students to value academic excellence.

## LITERACY – CUMULATIVE COMPARATIVE DATA

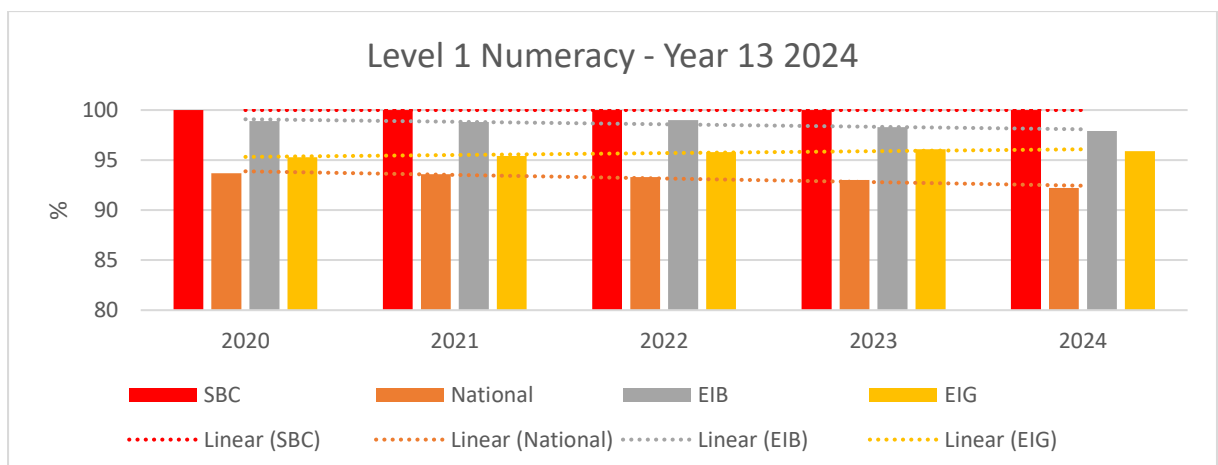
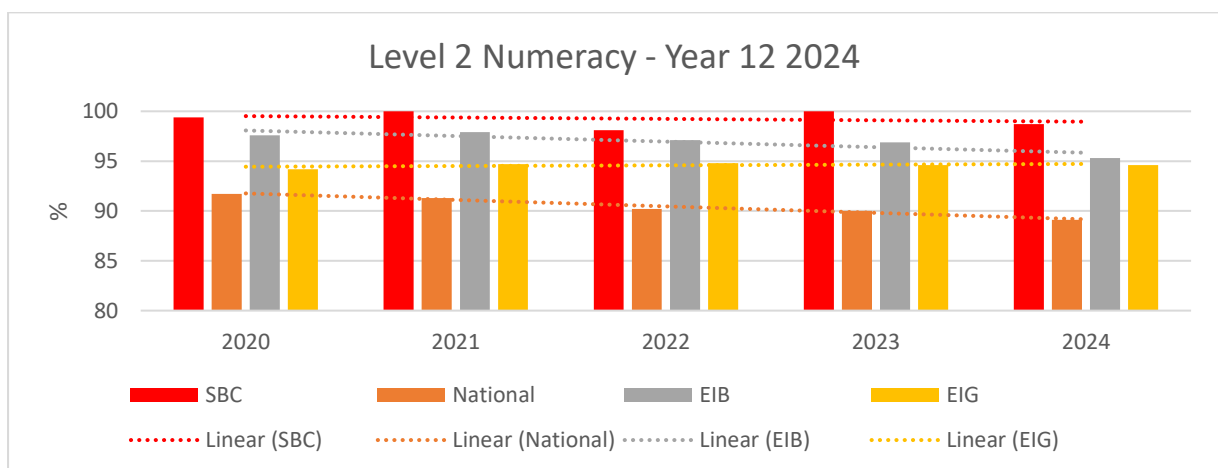
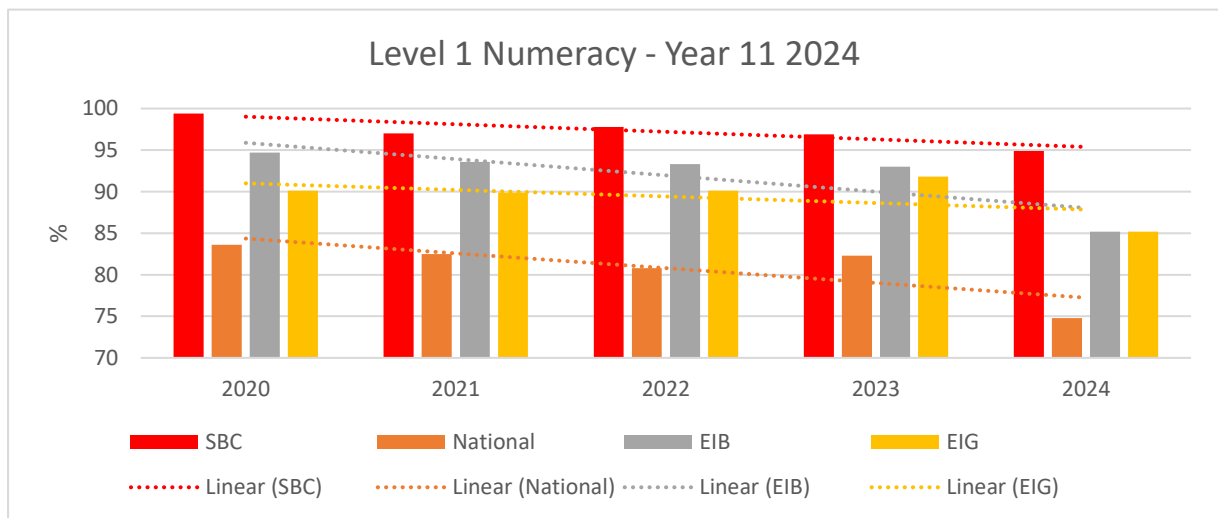


## COMMENTARY

The impact of the introduction of the co-requisites is seen as a decrease in Year 11 Level 1 literacy rates between 2023 and 2024 and is mirrored across all comparable groups. However, our achievement rate of 94.9% is significantly higher than the national (76.6%) and EIG (84.7%) averages; it is also only a modest drop of 2.6% from the 2023 level (97.5%).

This again shows the benefits of the literacy programmes we are running for our most at risk students, which allow them to achieve at comparable rates to their peers.

## NUMERACY – CUMULATIVE COMPARATIVE DATA



## COMMENTARY

Our Level 1 Year 11 numeracy rate of 94.9% compares well to the national (74.8%) and EIG (85.2%) averages, as was the case with literacy. While this is a decrease of 2% on the 2023 value, the introduction of the co-requisites has seen more pronounced drops in our comparable groups and shows our students have been prepared well for the new assessment.

## SCHOLARSHIP

Two of the five students entered for scholarship exams in 2024 were successful in gaining a scholarship, with one of them gaining an Outstanding Scholarship, both were in Religious Education.

Scholarship entries continue to be very student led, or at the goodwill of staff, as under the current model we are unable to allocate any teaching time to scholarship lessons. Uptake is, therefore, quite low and many students see the financial benefits that can be gained from university-awarded scholarships to be more important.

Scholarship Statistics				
2020	2021	2022	2023	2024
6	0	2	1	2

	Assessed	Gained	Success Ratio
2020	27	6	22%
2021	18	0	0%
2022	5	2	40%
2023	5	1	20%
<b>2024</b>	<b>5</b>	<b>2</b>	<b>40%</b>

## GLOBAL SUMMARY

The changes to Level 1 NCEA have had an impact on our achievement rates 2024, as was mirrored nationally. However, the Level 1 Excellence endorsement rate stands out as an anomaly and we have taken steps to address this for 2025.

Our equity ratios show that most ethnicities are making equitable achievement, however, the achievement of our Pacific students is lower and we are looking to address this by building engagement with our Pacific families through Abi King the Pasifika Education Co-ordinator.

Our achievement rates at each respective level compare well to the national trend and comparable schools, however, we are continuing to work on addressing our endorsement levels. This ties into the work we are doing to get students to put a higher value on academic excellence through both our GATE co-ordinator Andrew Jones and the Heads of Faculty.

Year 11 Literacy and Numeracy rates have dropped slightly with the introduction of the new co-requisite assessments, but we still compare very favourably to other schools.

## GLOBAL NEXT STEPS

- We have a whole school focus this year on improving pedagogy through high impact teaching strategies. This is tied into the focus on academic achievement and excellence.
- We are looking to set higher expectations for students in the classroom and part of this has been through having a 're-set' of both the Weekly Notes system and our Learning to Learn reports.
- We now need to act on the findings of the faculties' Level 1 analyses and work with HoFs to improve the classroom experience for students so they are able to achieve at the highest level.
- Abi King, in her role as the Pasifika Education Co-ordinator, has been asked to investigate how we can improve engagement of our Pacific families with school events such as conferencing, with a longer-term aim of raising the achievement of these students.
- Emma-Louise Cooper will be working with the Head of Year 13, Robyn Warburton, to track the achievement of students to make sure they have a pathway that allows them to achieve UE.