



SOCIAL SCIENCES FACULTY REPORT 2023/2024

Learning Areas: Social Studies, Money Matters, Media Studies, Junior History, Social Science Geography, Social Science History

Staffing:

NAME	RESPONSIBILITIES	LAR	9SST	10SST	OTHER	OTHER DEPT
Chloean [redacted]	HOF Social Sciences	[redacted]	[redacted]	[redacted]	[redacted]	
Anna Neal	AMHS Social Sciences / JIC Media	[redacted]	[redacted]	[redacted]	[redacted]	
Yarelah Hunt		[redacted]	[redacted]	[redacted]	[redacted]	
Ellen Fada		[redacted]		[redacted]	[redacted]	
Diploma Duncanson		[redacted]	[redacted]	[redacted]		ENGLISH
Az Knowles		[redacted]	[redacted]		[redacted]	MATHS
Jenny Rauma		[redacted]	[redacted]	[redacted]		ENGLISH
Daane Neal	Year 9 LAR Champion	[redacted]	[redacted]		[redacted]	
Wendie Heath	Mahi Whanau Head				[redacted]	CAREER
Nicola Brown		[redacted]	[redacted]		[redacted]	

PREAMBLE

Naenae College's Social Science Faculty dealt with extreme changes throughout 2023. ~~Almost all of the staff have left our school, with only two remaining faculty members. Limited information has been left on our Google Drive, and there are inconsistencies in our markbooks.~~ Due to this, this report is primarily forward-focussed. We are excited to grow professional capacity within our faculty this year and promote a culture of cohesion and excellence in all Social Science subjects.

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EXECUTIVE SUMMARY

Vision and 2024 Goals:

*He waka eke noa.
We are all in this together / We got this, fam!*

Social Sciences at Naenae College aims to be a space that fosters lifelong learning. Students will be scaffolded to achieve at a high-level specific to them, where every person's differences are valued and celebrated. Particular focus is placed on progress and assisting the goals of Māori achieving success as Māori (MASAM) and applying the Pasifika success compass to achievement. Students should gain academic understanding in their subjects and be able to apply them to everyday contexts locally, nationally and globally. Special consideration should be given to local histories, with a focus on upholding our Te Tiriti o Waitangi obligations.

Our primary focus this year is to develop our staff to be professional and capable teachers. We have two second-year teachers, two primary-trained teachers and ~~two Ake Mārama teachers~~. We are also working on creating a faculty where all staff members feel valued and supported—the pūmanawatanga of our faculty is the key goal for 2024.

New Teachers	
Nicola Brown	Ake Mārama
Joanne Neal	Ake Mārama
Micalah Hunt	2012
Tullien Egan	2012
Tenny Bauma	Experienced teacher, primary trained, teaching junior subjects
Al Knowles	Experienced teacher, primary trained, teaching junior and senior subjects

~~Regular mentoring with these teachers is paramount.~~ [Start of year processes](#) and [mentor guidelines](#) inform this.

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2024 Faculty Goal	School Strategic Goal this links to	Specific Strategies to achieve the goal	Who is responsible	Time Frame
PRIMARY GOAL: Increase overall competency of staff, support training teachers on track to achieve registration, and ensure staff wellbeing and subsequent retainment.	3.1 To ensure all staff receive the professional development and resources to play their part in delivering on the annual plan.	<ul style="list-style-type: none"> ★ Clear faculty procedures ★ Unified Social Studies units ★ Accessibility to others' work for collaboration ★ Joining professional associations for each subject ★ Seeking PD from NZQA for news teachers ★ Ensuring we meet the professional teaching standards 	<p>HOF/AHOF to oversee culture</p> <p>All staff to participate</p>	Check on track end of each term and overall target end of Term 4
<p>Year 9 students to be performing at Level 4 (or above) of the NZC.</p> <p>Year 10 students to be performing at Level 5 (or above) of the NZC.</p>	3.2 To improve Literacy Skills in the key areas of Reading and Writing through a targeted approach across all curriculum areas in Years 9 - 11 and within the LAR curriculum.	<ul style="list-style-type: none"> ★ Explicit literacy activities built in to flying fives, content where applicable and assessment 	<p>HOF</p> <p>currently creating Social Studies units</p>	Start of each term as units are finalised
<p>Year 9 students to be performing at Level 4 (or above) of the NZC.</p> <p>Year 10 students to be performing at Level 5 (or above) of the NZC.</p>	3.3 To ensure all ākonga in the junior school are taught the necessary numeracy skills to achieve the NCEA numeracy CAA requirements.	<ul style="list-style-type: none"> ★ Explicit numeracy activities built in to flying fives, content where applicable and assessment 	<p>HOF</p> <p>currently creating Social Studies units</p>	Start of each term as units are finalised
Students to attempt every internal standard offered to provide opportunities for	3.6 To promote and celebrate excellence at every level in the school in culturally appropriate ways.	<ul style="list-style-type: none"> ★ Refinement of standards offered in each course ★ Regular contact with whānau in regards to 	<p>HOF/AHOF to oversee TiCs</p> <p>AHOF to</p>	Start of Term 1 for course outlines and throughout the year as

excellence		<p>completion</p> <ul style="list-style-type: none"> ★ Implementation of the Pacific Values Framework where applicable into planning ★ Forward-thinking, in our planning, to incorporate aspects of a Te Ao Māori/ Mātauranga Māori lens, as per the upcoming NCEA and curriculum changes, and cultural competencies for teachers ★ Implementation of TWT values into teaching and planning 	include learnings from the Waikato-led Te Kotahitanga and Poutama Pounamu courses	assessments are submitted
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Te Whānau Tahī

Te Whānau Tahī is at the heart of Social Sciences, with the values modelled in our classrooms by our teachers. Our subjects are about connecting with others and seeing beyond your own experiences and ideologies. Students are encouraged to bring their culture into our content, and teachers cater learning experiences to students' backgrounds.

There is a need to further entrench Te Whānau Tahī values in our Social Sciences programmes through an academic lens. Rangatiratanga amongst our students particularly needs fostering, with a no-opt out culture for senior assessments needing to be created. Input of Te Whānau Tahī values should also be done in our junior programmes, through explicitly attaching values to our units.

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SENIOR RESULTS ANALYSIS

Note: Courses that are not running in 2024 have not been reflected on, as the staff involved are no longer at Naenae College, and therefore the reflections would not be fruitful. ~~This includes Senior Money Matters and Indigenous Art History.~~

Credit counts available at each level can be found [here](#).

~~Level 1 History~~

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
Year 11	30	87	120	76	60	256	348	73.6	8.5
Year 12	10	34	40	36	32	108	136	79.4	10.8
Year 13	20	53	80	40	28	148	212	69.8	7.4
Year 14	7	23	40	12	28	80	92	87.0	11.4
Year 15	11	23	12	24		36	92	39.1	3.3
Year 16	6	20	28	20	12	60	80	75.0	10.0
Year 17	4	12	28	8	8	44	48	91.7	11.0
Year 18	2	9	12	12	12	36	36	100.0	18.0

~~Level 1 History~~ had a high number of students in 2023, with majorities of female and Māori students. Other, Pasifika and European students had the highest percentage of credits earned/attempted. ~~37.5% of our Māori students earned excellence credits~~, which is significantly higher than the ~~15.4% national average~~. Going forward, we want to ensure our ~~Māori students~~ are attempting all credits available.

~~Level 2 History~~

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
Year 11	22	68	84	53	23	160	321	49.8	7.3
Year 12	12	35	51	24	14	89	165	53.9	7.4
Year 13	10	33	33	29	9	71	156	45.5	7.1
Year 14	4	15	19	19		38	71	53.5	9.5
Year 15	6	19	28	19	14	61	89	68.5	10.2
Year 16	8	25	28	15	9	52	118	44.1	6.5
Year 17	3	7	4			4	33	12.1	1.3
Other	1	2	5			5	10	50.0	5.0

~~Level 2 History~~ had a mostly even spread of genders in 2023. This is reflected in the similar percentages of earned/attempted credits and average credits earned. ~~The overall percentage of credits earned/attempted is low, at 49.8%. Increasing this should be a focus in 2024.~~

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Level 3 History

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
	16	45	93	58	55	206	220	93.6	12.9
	11	33	63	53	35	151	161	93.8	13.7
	5	12	30	5	20	55	59	93.2	11.0
	4	15	19	9	30	58	72	80.6	14.5
	5	11	25	25	5	55	55	100.0	11.0
	4	10	40	10		50	50	100.0	12.5
	1	4		4	15	19	19	100.0	19.0
	2	5	9	10	5	24	24	100.0	12.0

Level 3 History in 2023 was significantly weighted towards males, with a gender ratio of 11:5 to males. It is pleasing to see the credit percentage earned/attempted is relatively high across all areas. However, there were no excellence credits achieved for Pasifika students, so we will work on this for 2024.

Level 1 Geography

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
	27	147	130	64	76	270	510	52.9	10.0
	13	70	69	31	23	123	243	50.6	9.5
	14	77	61	33	53	147	267	55.1	10.5
	9	51	52	44	19	115	177	65.0	12.8
	11	57	56	3		59	197	29.9	5.4
	3	18	10		17	27	63	42.9	9.0
	2	9	8	13	10	31	31	100.0	15.5
	1	6	4		13	17	21	81.0	17.0

Level 1 Geography saw a low percentage of credits earned/attempted and most of these were gained at achieved. Going forward, students will be expected to submit assessments and scaffolded to higher results.

Level 2 Geography

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
	28	106	106	67	61	234	405	57.8	8.4
	14	43	49	25	9	83	163	50.9	5.9
	14	63	57	42	52	151	242	62.4	10.8
	8	28	35	11	13	59	109	54.1	7.4
	8	24	34	23		57	90	63.3	7.1
	8	36	30	19	24	73	136	53.7	9.1
	4	18	7	14	24	45	70	64.3	11.3

Level 2 Geography had an equal number of males and females, however, females gained on average almost double the amount of credits, with 10.8 credits to males' 5.9. In 2024, raising male achievement in this subject should be a goal.

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Level 3 Geography

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
1	16	65	77	33	87	197	226	87.2	12.3
2	8	34	60	16	17	93	119	78.2	11.6
3	8	31	17	17	70	104	107	97.2	13.0
4	10	41	44	19	59	122	142	85.9	12.2
5	1	4	3	11		14	14	100.0	14.0
6	1	4	8			8	14	57.1	8.0
7	2	8	12		14	26	29	89.7	13.0
8	1	3	6	3		9	9	100.0	9.0

Level 3 Geography had a relatively small class in 2023 with 16 students. There were an equal number of males and females. The percentage of credits earned/attempted by students was overall high, though low for Pasifika students at 57.1%. This will be a focus in 2024.

Level 2 Psychology

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
1	27	84	107	121	70	298	385	77.4	11.0
2	11	31	38	53	35	126	142	88.7	11.5
3	16	53	69	68	35	172	243	70.8	10.8
4	8	24	23	36	32	91	110	82.7	11.4
5	10	30	46	35	12	93	138	67.4	9.3
6	2	8	18	5		23	36	63.9	11.5
7	5	17	20	32	21	73	77	94.8	14.6
8	1	1					6	0.0	0.0

Level 2 Psychology was a popular course in 2024 with 27 students. Ideally there would be a higher number of average credits earned by students, however, these are higher than some other subjects. This is also reflected in the total credits earned (298) against the possible credits (385), which is also higher than other Social Sciences.

Level 3 Psychology

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
1	13	47	73	49	54	176	218	80.7	13.5
2	3	10	18	25	6	49	49	100.0	16.3
3	10	37	55	24	48	127	169	75.1	12.7
4	5	18	18	15	39	72	84	85.7	14.4
5	2	6	12	9		21	27	77.8	10.5
6									
7	2	7	18			18	33	54.5	9.0
8	3	13	19	15	15	49	58	84.5	16.3

Level 3 Psychology had a small class in 2023, at 13 students. As a result, ideally there would be a higher number of earned/attempted credits - this is only at 80.7%. However, it is pleasing to see the male students earned/attempted all credits.

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Level 2 Media Studies

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
1	18	42	52	54	19	125	181	69.1	6.9
2	10	21	28	29	19	76	88	86.4	7.6
3	8	21	24	25		49	93	52.7	6.1
4	6	18	22	19	19	60	76	78.9	10.0
5	6	13	24	14		38	56	67.9	6.3
6	5	8	6	17		23	35	65.7	4.6
7	1	3		4		4	14	28.6	4.0

Level 2 Media Studies faced disruption after their teacher left at the start of Term 3. Of the 18 students enrolled, achievement was spread fairly evenly across genders, with the Pākehā boys achieving at the highest level. The percentage attempted was highest amongst Pākehā, Māori and Pasifika, in that order, with an even split of five or six students from each ethnicity, one Asian student, and three Other. The average percentage of credits, per student, was just under seven, so a 2024 goal is to increase this and to raise the girls' achievement to that of the boys.

Level 3 Media Studies

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
1	19	46	82	32	22	136	175	77.7	7.2
2	7	14	36	3	3	42	54	77.8	6.0
3	12	32	46	29	19	94	121	77.7	7.8
4	6	12	26	10	6	42	45	93.3	7.0
5	7	18	30	12	10	52	67	77.6	7.4
6	2	3					10	0.0	0.0
7	1	2					7	0.0	0.0
8	3	11	26	10	6	42	46	91.3	14.0

Level 3 Media Studies faced disruption after their teacher left at the start of Term 3. Of the 19 students enrolled, achievement was spread higher amongst girls, as they were the majority of the class, with the Māori girls achieving at the highest level, followed by Pākehā and Other girls. The percentage attempted was highest amongst Pākehā and "other", with Māori 20% lower than these groups and Pasifika and Asian at zero, though the credits available to these four students were less than 11, indicating they either joined late or left the class early. The average percentage of credits, per student, was just above 7, so a 2024 goal is to increase this and to raise the boys' achievement to that of the girls' and raise Asian and Pasifika achievement. Another goal is to have an average of 10 credits per student awarded.

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Commentary on 2023 Externals

As per the table below, the biggest takeaway from our 2023 Externals data is the number of absent candidates. ~~Unsurprisingly, our worst subject for this was Media Studies~~, which is likely due to a lack of a consistent subject-expert teacher, ~~as the primary teacher left mid-year~~. Level 3 History had zero absences, which is great, ~~however only three students were actually entered into this assessment, which skews the data~~. Overall, this data informs our goal to create a no-opt out culture in 2024, where all students are aiming for personal excellence, with that starting with attempting assessments.

Detailed data can be found [here](#).

Course	Entries	Not Achieved	Achieved	Merit	Excellence	Absence
SSH100	23	4	13	4	0	3 (13%)
SSG100	25	12	6	1	0	5 (24%)
SSH200	20	3	4	3	0	11 (55%)
SSG200	23	6	6	1	0	10 (43%)
MDS200	11	12	1	1	0	7 (63%)
PSY200	Externals are not available for Level 2 Psychology					
SSH300	3	1	2	0	0	0 (0%)
SSG300	11	2	2	1	0	5 (45%)
MDS300	16	N	1	0	0	14 (87%)
PSY300	10	1	5	1	0	3 (30%)

JUNIOR RESULTS ANALYSIS

~~Note: There appears to be discrepancies with how these courses were run versus assessed.~~ Some work found has been assessed to the new Aotearoa New Zealand histories curriculum and some to the old New Zealand curriculum. ~~Grades entered in the markbook may not be accurate.~~ Therefore, this data is limited in its informing our 2024 courses. Going forward, the faculty will be following strict processes to ensure consistency and equity in our junior programmes.

Year 9 Social Studies

In 2023, students completed assessments on turangawaewae, war and identity, human rights and migration stories. Of the ~~174 (average)~~ students who sat these assessments, ~~49%~~ of these were achieving at the ~~Level 4 NZC level~~, we would like them ~~at in Year 10~~.

Year 10 Social Studies

In 2023, students completed assessments on Te Tiriti o Waitangi, sustainability, government and civics, human rights. ~~Students also completed a NZQA Level 1 Senior Social Studies standard.~~ Of the ~~141 (average)~~ students who sat the non-NZQA assessments, ~~24%~~ were achieving at the ~~Level 5 NZC level~~ we would like them ~~at in Year 10~~. Going forward, we will not offer an NZQA standard, as the Level 1 standards are new this year. The efforts involved in this should instead be focussed on raising ~~the Level 5 NZC achievement~~.

Year 9 Media Studies*

In 2023, students completed assessments on designing a television series and animation. Of the ~~15~~ students who sat these assessments, ~~54%~~ of these were achieving at the ~~Level 4 NZC level~~, we would like them ~~at in Year 9~~.

~~Year 10 Media Studies*~~

Data is unavailable for this course due to lack of access to the former teacher's markbook

~~Year 9 Money Matters*~~

Data is unavailable for this course due to lack of access to the former teacher's markbook.

~~Year 10 Money Matters*~~

Data is unavailable for this course due to lack of access to the former teacher's markbook.

~~Year 10 History*~~

Data is unavailable for this course due to lack of access to the former teacher's markbook.

**Half-year course, resulting in skewed data, as students are naturally at a lower NZC level in Term 1 and 2, and the same cohort is not measured throughout the year.*