

# Year 13 Information Evening

The background features a light blue gradient on the left side. On the right, there are several overlapping, semi-transparent organic shapes in vibrant red, magenta, and deep blue. Two small red circles are positioned near the top left of the main red shape.

Level 3 NCEA,  
UE, and  
Hauora

# Introductions



**Ms Whitham-Blackwell**



**Mr Burton**



# Academic Achievement

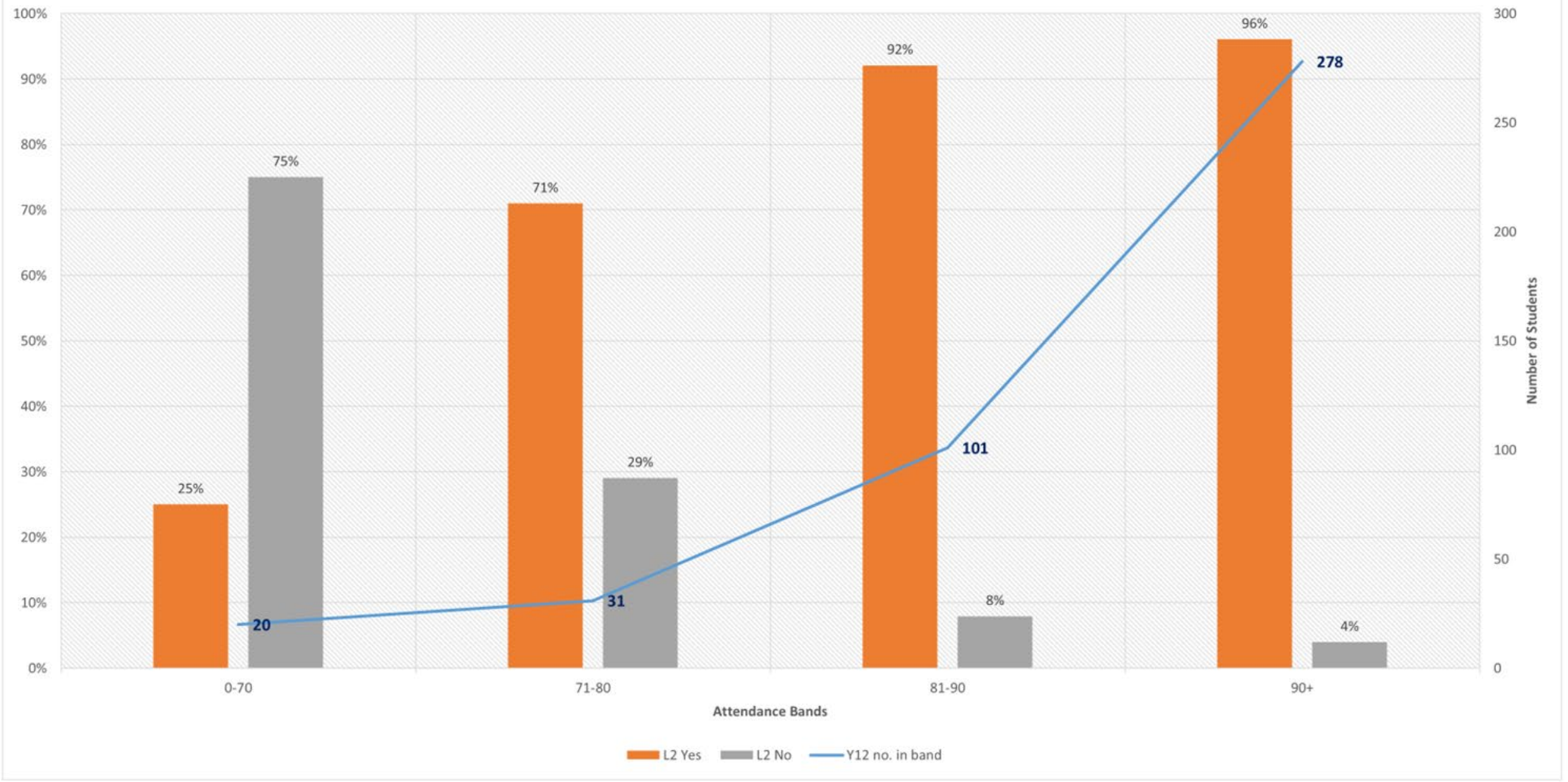
# Baseline academic goals

- 1) Level 3 NCEA
- 2) University Entrance

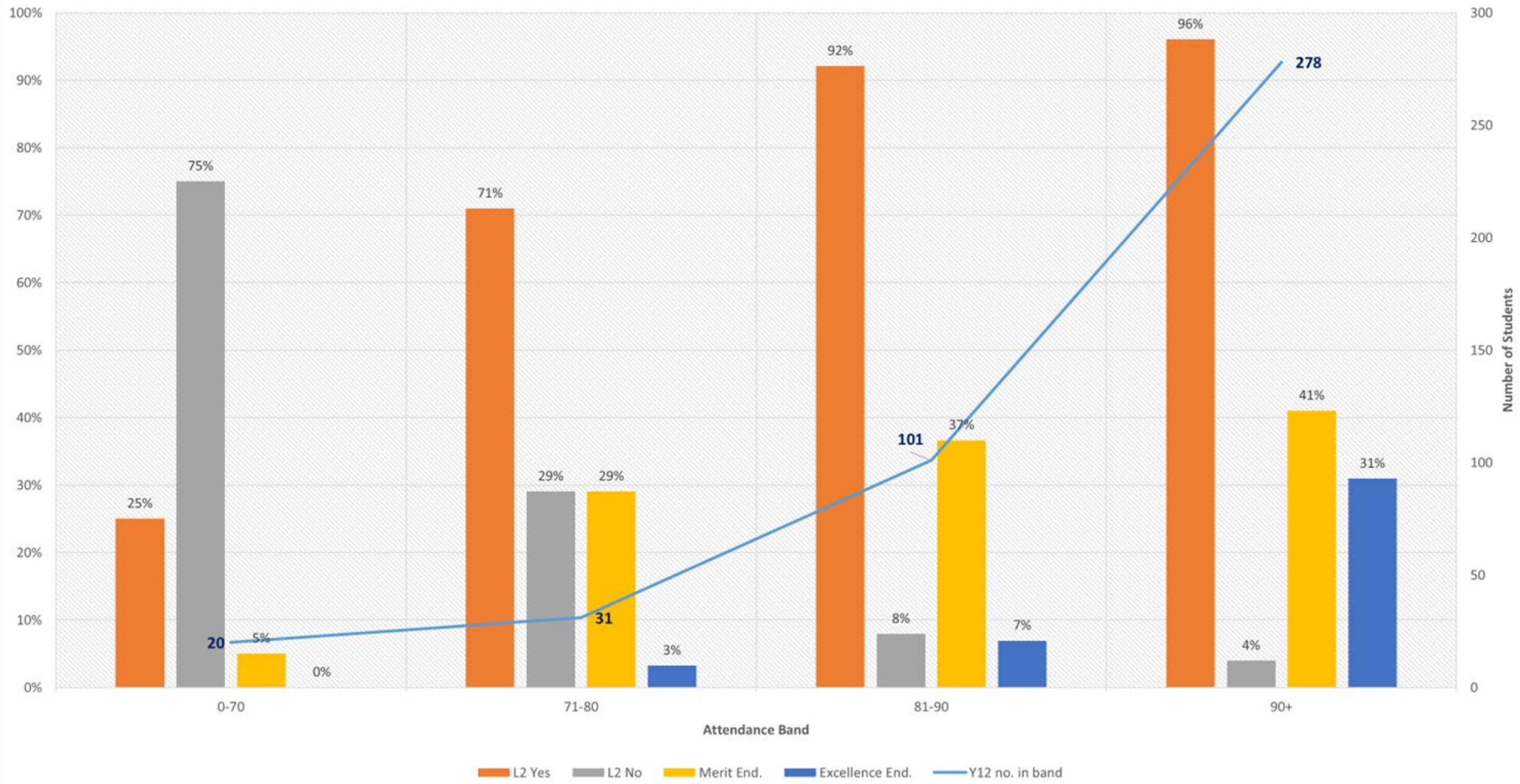
Other potential goals:

- Endorsements (across Level 3, or individual subjects)
- Rank scores for specific tertiary courses
- NCEA scholarships
- Tertiary scholarships
- Dux

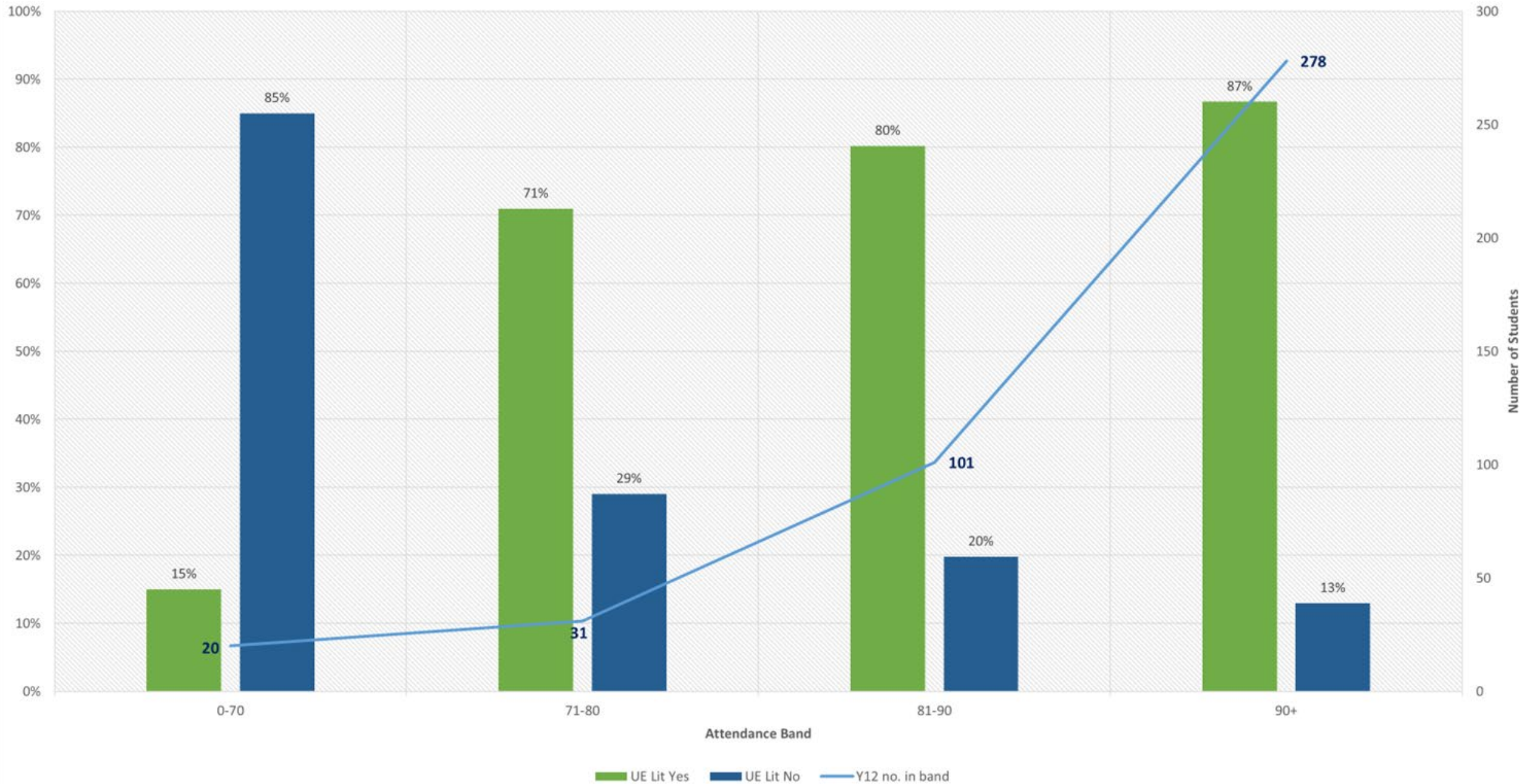
Level 2 NCEA Pass Rates by Attendance Band 2025



# Level 2 NCEA Results (incl. Endorsements) by Attendance Band 2025



Y12 UE Literacy Pass Rate by Attendance Band 2025





Level 3 NCEA

# Level 1 literacy and numeracy

You get this through the Literacy and numeracy co-requisite standards, or the alternative pathway.

There are currently 14 students in Year 13 who don't have Level 1 numeracy, and 31 students who don't have Level 1 literacy.

# 60 credits at Level 3 or above

This can be a mixture of both Achievement Standards and Unit Standards.

# Endorsements

1. To earn an overall endorsement for Level 3 you need to attain 50+ credits at a particular grade level.
2. Subject endorsements - you must earn 14+ credits in a particular subject at a particular grade level.



# University Entrance

# Level 1 literacy and numeracy

You get this through the Literacy and numeracy co-requisite standards, or the alternative pathway.

# 60 credits at Level 3 or above

This can be a mixture of both Achievement Standards and Unit Standards.

# University Entrance literacy

- Certain Level 2 and above Achievement Standards have literacy credits attached to them. They can apply for reading, writing, or both.
- To attain UE literacy, students must have 5 reading credits, and 5 writing credits.
- Reading credits come from a wide variety of standards in different subject areas.
- Writing credits are harder to come by, and mostly come from English, or other writing heavy standards that are mostly external assessments.
- Standards that have UE literacy credits attached to them are easily identifiable in the course information for each subject. Next to the standard it will have a little 'R', 'W', or 'B'.
- There are currently 23 students in Year 13 without UE literacy.

# 3 x 14

- The final requirement is 14+ credits in three UE approved subjects.
- The vast majority of our Level 3 courses are UE approved.
- Courses that aren't UE approved are mostly our Unit Standard courses, such as Hospitality, Careers, Child Development, and Travel and Tourism.

# Entry requirements for tertiary courses

When applying for tertiary institutions this year, each credit that is earned will convert into a points system that the Universities use:

1 x Achieved credit = 2 points

1 x Merit credit = 3 points

1 x Excellence credit = 4 points

NZ Universities look at your top 80 credits across a maximum of 5 subjects.

If you are looking at studying overseas, the requirements will vary.

# NCEA Scholarship information evening

When: Thursday 5th of March

Time: 6pm

Where: WGHS Events Centre

# Tertiary information evening

When: Tuesday 10th of March

Time: 6:30pm

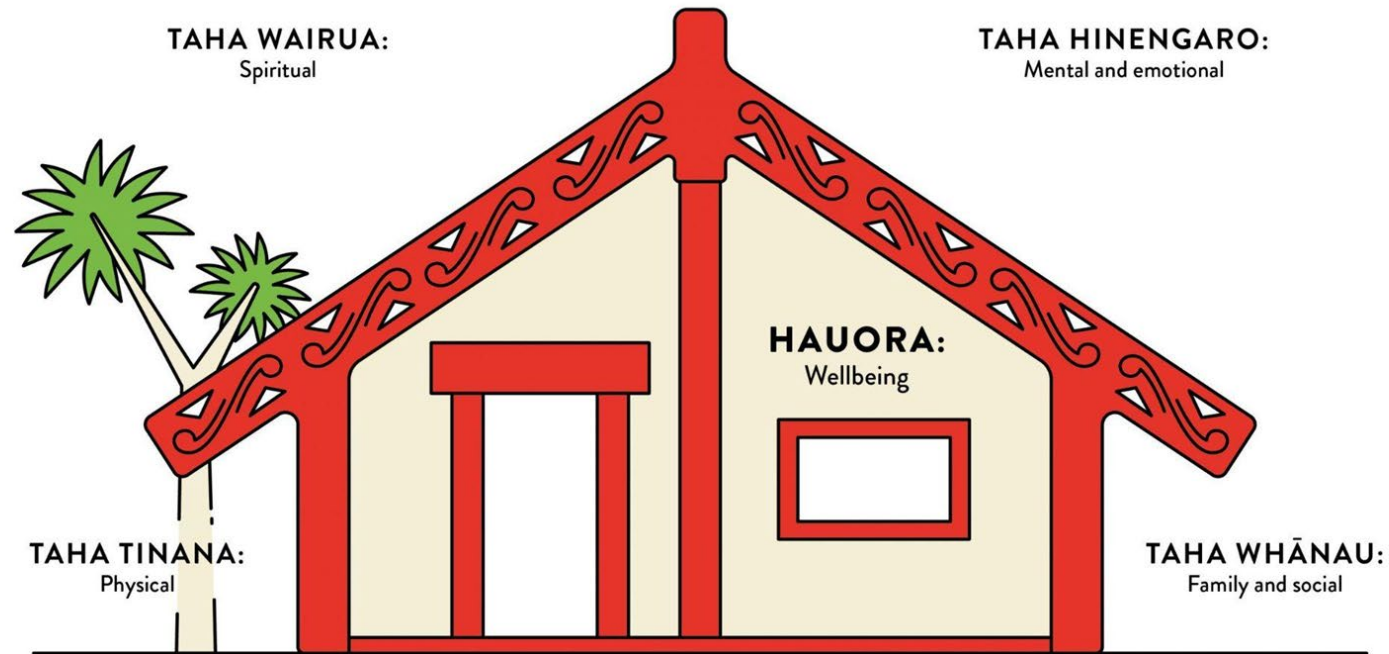
Where: WGHS Events Centre

# Hauora

A Holistic Approach to Wellbeing through  
Te Whare Tapa Whā

# Te Whare Tapa Whā

## Te Whare Tapa Whā



Ngā mihi to Professor Sir Mason Durie,  
who was instrumental in the development  
of the Te Whare Tapa Whā model.



## A collage of images related to food safety and quality. It includes a hand writing 'ideas' on a notepad, a notepad with 'ideas' written vertically, a notepad with 'SUSTAINABLE' written vertically, a globe icon, and a bowl of green apples on a scale.

## A kitchen scale with a white base and a silver bowl. The scale's dial is visible, showing a weight of approximately 1.5 kg. The bowl is filled with several green apples.



- Managing the nervous system: Moving from "Fight or Flight" to "Rest and Digest."
- The role of deep breathing, consistent sleep, and hydration in maintaining a steady internal state.

## A collage of images representing different aspects of business. It includes a hand writing on a notepad, a globe icon, a scale with apples, and various sticky notes with the word 'ideas'.

## A kitchen scale with a metal bowl containing several green apples. The scale is white with a circular dial on the front. The dial has markings from 0 to 1000, with '500' and '1000' clearly visible. The needle points to approximately 400. The bowl is silver and filled with about six green apples. The background is a plain white wall.



- Building the mental "muscle" to navigate setbacks.
- *Motto*: "I am not what happened to me; I am who I choose to become."

# Taha Whānau (The Social Wall)

**Core Focus:** Who we belong to and how we connect.

## **Key Component: Relationships**

- Human beings are "wired for connection."
- The importance of *Whanaungatanga*: Building and maintaining deep, meaningful bonds.

**Practical Tip:** Identify your "Pillars"—the people who support your house when the wind blows.



# Taha Wairua (The Spiritual Wall)

**Core Focus:** Our sense of meaning, identity, and values.

**Key Component: Bravery (Moral Courage)**

- The courage to live in alignment with your true self.
- Speaking up for your values even when it is uncomfortable.

**Key Component: Purpose**

- Connecting to something larger than yourself (culture, nature, or a calling).



# Conclusion

## – Taking Care of Your

# Whare

**Balance is Key:** You don't need a "perfect" house; you need a "balanced" one.

**Check-in Question:** Which of your four walls needs a little maintenance today?

*"He oranga ngākau, he pikinga waiora."*

(A healthy heart is the foundation of wellbeing.)





# We Belong. We Thrive.

## Student Growth Profile

Westlake Girls High School  
Te Kura Tuarua o ngā Taitamawāhine o Ururoro

Adorn the bird with feathers so it can fly

Respect • Integrity • Fairness  
Compassion • Excellence  
Manākitanga • Whanaungatanga • Kaitiakitanga

YEAR 13 - WE LEAD

- I am a proud citizen of Westlake Girls High School, leading with integrity and kindness.
- I wholeheartedly embody the value of respect for self, community, and environment.
- I am future-focused, determined and motivated to explore life after school.
- I nurture my self-awareness, vision, and confidence. I soar.

Mā te huruhuru ka rere te manu