

# LYNFIELD COLLEGE CHARTER

2017



## Mission Statement:

Lynfield College will inspire students to achieve educational excellence through a rich learning and social environment.



## Description of the school.

Lynfield College was established in 1958. It is a state, co-educational, Year 9-15 school located in the west of central Auckland. It also provides a wide variety of community and international programmes.

## Contents:

### Part 1. School Objectives

- Curriculum delivery and content
- Student progress and achievement
- Health & Safety
- Leadership
- Community partnership
- Equity
- Personnel
- Finance
- Property and resources
- School self-review
- The Lynfield College Learning Charter

### Part 2. Strategic direction

1. Strategic priorities for Lynfield College
  - a) Lynfield Community of learning: Vision and goals
  - b) Curriculum
  - c) Student priorities
  - d) Management
2. Actioning the priorities
  - a) Reflective
  - b) Responsive
  - c) Effective
3. School leadership and student outcomes
4. Supporting Student Achievement
  - a) Providing appropriate learning programmes.
  - b) Appropriate student pathways
5. Respecting cultural differences
6. National Education Goals
  - a) Ministry of Education; Statement of Intent, 2013-2018.
7. National Administration Guidelines

### Part 3. Annual Section

1. Achievement Goal, School priorities
2. Self-review
3. School Statement

Approved by Board of Trustees .....

S W Bovaird  
Secretary, Lynfield College Board of Trustees.

# PART 1 SCHOOL OBJECTIVES

## Curriculum Delivery and Content

- The Lynfield Learning Charter underpins the learning of a Lynfield student (see below).
- To deliver the New Zealand Curriculum as the Lynfield Curriculum.
- To encourage a love of learning as a lifelong process.
- To provide broad, balanced, appropriate educational programmes.
- To offer optional subjects which meet local curriculum need.
- To prepare every learner for full membership of NZ society.
- To support learning and teaching for the 21<sup>st</sup> century.

## Student Progress and Achievement

- To monitor and report on all students' progress and achievement, both formally and informally.
- To provide for those students with special needs and exceptional talents.
- To support all students' achieve to their full potential, with emphasis on priority learners.
- To foster positive attitudes towards social responsibilities, including respect, responsibility, understanding and compassion.
- To identify for parents and learners any barriers to learning.

## Health & Safety (New in 2016)

- To ensure people who are responsible for an activity and those who are actively involved take steps to ensure their own health and safety and that of others. (*includes all staff, students, volunteers, visitors*)
- To provide a safe physical and emotional environment for students (NAG 5).
- To promote healthy food and nutrition for all students (NAG 5).
- Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees (NAG 5) ie Vulnerable Children's Act 2014, Health & Safety at Work Act (2015).

## Leadership

- To appreciate and promote leadership at all levels throughout the College.
- To provide leadership training for staff and students.
- To support initiatives which help develop leadership skills throughout the College.

## Community Partnership

- To be responsive to the educational needs of the community.
- To work with and support surrounding educational centres. From 2016 this will take place through the "Community of Learning" project with neighbouring schools.
- To honour New Zealand's bicultural heritage, acknowledging the partnership responsibilities of the Treaty of Waitangi.
- To respect and celebrate the diversity within the College and its community.
- To foster a global perspective for all students.
- To foster a sense of belonging where students and staff are encouraged to take opportunities and display innovation ie "give things a go".
- To facilitate educational links between the school, other education providers and industry.

## Equity

- To ensure that the policies, practices and programmes of the school are fair and equitable.

## Personnel

- To be a good employer complying with relevant legislation and contractual agreements, striving to maintain harmonious employment relations and developing sound personnel policies.
- To provide training and professional development for trustees and all staff.
- To support teachers, meet their professional responsibilities as set out by the Education Council (PTCs).
- To promote equal employment goals and objectives.

## Finance

- To ensure the annual budget reflects the school's priorities and needs of the students.
- To monitor and control the school's resources.
- To ensure annual accounts are prepared and audited in accordance with accepted accounting procedures.

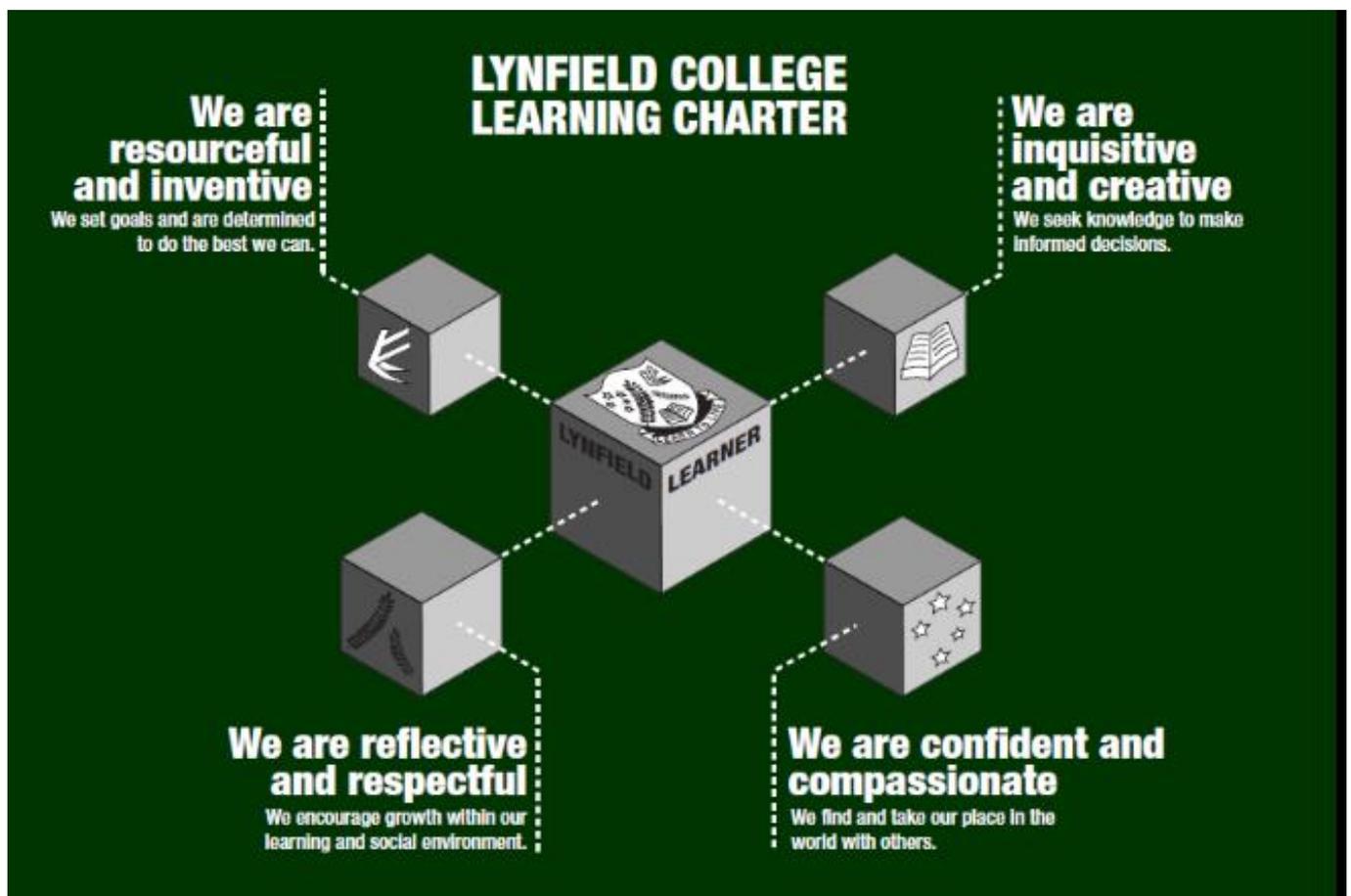
## Property and Resources

- To maintain buildings and facilities in order to offer students an attractive and appropriate learning environment.
- To ensure that all health and safety requirements are met and that all facilities are well maintained.

## School Self Review

- To consistently review all school systems to ensure student achievement is our top priority and barriers to learning are identified and responded to.

**These school objectives are consistent with the National Education Goals**



**Our vision for Lynfield learners is that they are young people who will be confident, connected, actively involved, lifelong learners.**

## **PART 2 STRATEGIC DIRECTION 2013-17**

A set of priorities have been identified for the period 2013-2017. This 5 Year Strategic plan forms the basis for each Annual Plan. The plan will be reviewed in detail this year.

In actioning these priorities, the College will be reflective, responsive and effective. The Strategic Direction is updated each year through the annual plans. This gives a sense of continuity while acknowledging the reality of change during that 5-year period.

Much research has been published about what works and why, in the area of student achievement. The dimensions identified in the BES (*Best Evidence Synthesis, produced by the University of Auckland for the Ministry of Education*) will provide a research based guide for further improving student achievement.

While there will be a full review of Strategic Developments following the appointment of the new principal, it is anticipated that;

- resourcing for e-learning,
- post-Secondary opportunities (Career Pathways etc),
- raising the proportion of students leaving with Level 2 NCEA,
- support for priority learners,
- raising all aspects of student achievement,

will continue to be the key issues in New Zealand Secondary education for the foreseeable future.

### **Strategic Priorities for Lynfield College.**

#### **a) Lynfield Community of Learning; Vision and Goals.**

##### **Our Vision**

A community of confident, connected, actively involved learners

##### **Our Goals**

1. Encouraging greater collaboration between schools
2. Recognising, supporting and using professional expertise across the system where it is needed most
3. Enhancing opportunities for teacher led innovation and inquiry, of new and agreed best practice, to make clearly visible what is possible, effective and exciting

##### **What does Success look like?**

Over time we will see:

- Solid evidence and research driving our collective goals
- Goals firmly focused on accelerating the learning and progress of students most at risk of underachieving
- Greater sharing of consistent assessment data and more effective transitions between schools
- Growth of collective leadership and teaching capability
- Teachers and learners working together across schools
- Sharing of ideas and expertise across our community
- Strategic use of joint resources, skills and capabilities to make a collective positive impact on achievement challenges

## b) Curriculum

- Implementation of the New Zealand Curriculum  
The Lynfield Curriculum will be further developed to underpin and inform learning and teaching programmes.
- Resourcing for e-learning  
The increasing importance of learning that can take place anywhere, any time at any pace through the advent of mobile technologies is becoming an increasingly important aspect of student learning.  
This technological innovation will create the ongoing need to train and resource staff, acquire new equipment and support student and staff interaction with these technologies.
- Effective Pedagogy.  
This will be informed by best practice research and focus on strengthening relationships for learning. "Teaching as Inquiry" activities assist teachers at the classroom level.
- Post-secondary opportunities.  
Every opportunity must be provided to students to support them for their life beyond school. This includes supporting them to leave with the best possible qualifications, as well as scholarships, careers and training advice. Identifying future pathways from school courses provides valuable future pointers.
- Investing in Educational Success.  
In 2015 Lynfield College joined 7 other local schools to form a Community of Learning with a focus on raising student achievement across the schools. Staff were appointed to 2 Across Community Teacher roles and 11 Within School roles in 2016.
- Targets  
Until 2016 targets were determined by a desire to ensure students leave with the best qualifications possible. This remains the case, however from 2016 targets in the junior school have been developed.

*The following data is now based on NZQA provisional, participation rate data as at February and the MOE data is the leavers' data from Education Counts.*

### Interim targets for 2017

	2013	2014	2015	2016	2017	NZ 2016, Decile 4-6
Literacy Level 1	95%	94%	91%	92%		92%
Numeracy Level 1	91.1%	92.9%	92.9%	90%		91%
Level 1 NCEA (Yr11)	81.2%	84.6%	86.2%	79%		84%
Level 2 NCEA (Yr12)	85.1%	84%	83.5%	89%		88%
Level 3 NCEA (Yr13)	73.7%	76.7%%	77.6%	82%		79%
% leaving with Level 2	81.6%	87.9%	84%	*		80% (2015)
Leavers, 17+	86.9%	92.3%	88%	*		83.5% (2015)

\* Not available until May 2017. In 2015, 97% of all Yr13 leavers had level 2.

Māori	2013	2014	2015	2016	2017
Literacy Level 1	82.6%	90.0%	90.6% (29)	81.5%	
Numeracy Level 1	82.6%	80%	96.9% (31)	81.5%	
Level 1 NCEA (Yr11)	66.7%	82.1%	77.4%	50%	
Level 2 NCEA (Yr12)	64.3%	68.4%	64.3%	76%	
Level 3 NCEA (Yr13)	42.9%	50%	58.3%	70%	
% leaving with Level 2	58.3%	72%	64% (14)	*	
Leavers, 17+	63%	88%	73%	*	

Pacific	2013	2014	2015	2016	2017
Literacy Level 1	95.7%	90.2%	93.5% (43)	90%	
Numeracy Level 1	83%	85.4%	87% (40)	82%	
Level 1 NCEA (Yr11)	69.6%	66.7%	82.9%	69%	
Level 2 NCEA (Yr12)	72.7%	59.5%	72.1%	78%	
Level 3 NCEA (Yr13)	36.4%	71.8%	38.9%	71%	
% leaving with Level 2	68.1%	83.3%	78%	*	
Leavers, 17+	62.5%	84%	90%	*	

#### Other retentions

	2013	2014	2015	2016
Asian	96%	96%	92%	*
European	85%	91%	83%	*
MELA	71%	88%	95%	*

#### c) **Student Priorities** (These are modified each year, depending on circumstances)

Priorities in each of the following areas will promote:

**Careers;** Youth Guarantees, Future pathways will also be an ongoing focus during the course of 2017. The careers department will support students and teaching staff. As further developments emerge regarding Government initiatives for decile 6 schools, Lynfield will work in the best interests of its students.

**Sport;** High participation levels, Student success, Acquisition of adequate external resourcing. In 2012 new staff took over this area of school operations. In 2013 the sports office moved into brand new facilities within the Lynfield College Sports Complex, in a central location. Additional resources have been provided each year since to meet the demands from greater student participation.

**Student Support;** Student wellbeing enables student success. School counsellors and support staff work to ensure that students have the necessary support for their learning.

**Learning support;** Mainstreaming and support for students to function in a school environment are key aspects of this area of school activity. Supporting students with assistive technology and reader/writer provision for NCEA are more recent innovations.

**Cultural activities;** Reflect the multicultural nature of the College.

**The Arts;** Dramatic, musical and visual arts opportunities are provided beyond the classroom.

**Student Leadership;** provides opportunities across all levels and gives students a voice in school activities.

**International Education;** welcomes students from a variety of cultures to provide opportunities for local students and support our objective of developing a global perspective.

#### d) **Management**

Priorities in each of the following areas will promote student achievement:

**Property;** The aim of the Board is to provide a modern, safe, well maintained physical environment which promotes learning. While no rebuilds will now take place, significant remedial work will occur.

**Finance;** To fairly resource College activities in accordance with Board priorities. To comply with internal school documentation regarding financial control. The school retains significant cash reserves.

**Self-review;** A rigorous programme of self-review ensures monitoring of all aspects of school activity (see below).

**Compliance;** The Board and Management will seek to comply with all regulatory frameworks. These are dealt with in the February Board meeting.

## 2. **Actioning the priorities.**

Lynfield College's ongoing commitment is to be reflective, responsive and effective in its engagement with learning.

#### a) **Reflective:**

- Self-review is ongoing and reflective and uses technology, current research and the best local and international practice to inform and improve teaching and learning strategies.
- Professional learning and development for staff focuses on teaching practices which increase and sustain student engagement with learning i.e. effective pedagogy, "Teaching as Inquiry".

#### b) **Responsive:**

- Lynfield College operates in an environment which has undergone significant changes in the past 20 years. We will continue to be responsive to these changes (demographic, political, educational, economic, technological, social) and innovative in dealing with their impact on our students and the wider community.
- The curriculum is adapted and differentiated to meet individual learning needs.
- New technologies provide innovative teaching practices and learning opportunities.

#### c) **Effective:**

- The effectiveness of learning processes is demonstrated by the continued steady improvement in the levels of student engagement and achievement.

- Evidence-based best practice includes teaching as inquiry components such as data gathering, interpretation and action.

### **3. School leadership and student outcomes;** “Identifying what works and why”. (*Best Evidence Synthesis, produced by the University of Auckland for the Ministry of Education.*)

The key message from this BES is that the closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact on students. The following leadership dimensions provide a guide as to how student outcomes can be positively influenced:

- Establishing goals and expectations
- Resourcing strategically
- Planning, coordinating and evaluating teaching and the curriculum
- Promoting and participating in teacher professional learning and development
- Ensuring an orderly and supportive environment
- Creating educationally powerful connections
- Engaging in constructive problem talk
- Selecting, developing and using smart tools

### **4. Supporting student achievement**

Deans keep parents informed of specific barriers to a student’s learning when it becomes evident. The Dean is supported by a network of staff whose purpose is to get students back on track.

Regular meetings are held within the school to ensure this information is passed on.

Parents have an opportunity to meet with staff at parent conferences twice during the year. They also receive 3 written reports. At the end of Yr13 students who have completed at least 3 years at the College are entitled to a Principal’s Testimonial. Parents are free to contact Deans at anytime.

An online parent portal is now linked into the student management system, enabling parents to see student attendance, achievement results and contact details.

#### **a) Providing appropriate learning programmes**

- Appropriate learning opportunities are provided through a range of courses suited to the individual needs of our students. For those with special learning difficulties, the Learning Support Department prepares IEPs to support the learning process. For other students a wide range of options are available. These are selected by students in consultation with their parents and College staff.
- An academic advisor, with the status of a Dean supports and coaches students in their choice of subjects. He also along with the Dean identifies students at risk and puts interventions in place to provide assistance.

#### **b) Appropriate student Pathways.**

- Students are encouraged and supported to understand how their courses of study can lead to future career opportunities. As more information regarding “Vocational Pathways” becomes available it will be incorporated into the school programme.
- Each faculty has responsibility for educating students about the relevance of the standards they teach.
- The school's Careers office is well staffed and resourced in an area in the centre of the Student services block. Opportunities for student to learn about, participate in and discuss future opportunities are available.

- A Gateway programme offers work opportunities for 50 students each year. There is an in school manager for this programme.
- STAR plays a key role in providing students with vocational opportunities. Most of these are provided through the Technology faculty as well as Physical education, Social Science and tasters organised through careers.
- The school participates in the various expos and work choice opportunities that are available in Auckland.

## 5. Respecting cultural differences.

The Board recognises the cultural diversity of the College by:

### Māori dimensions

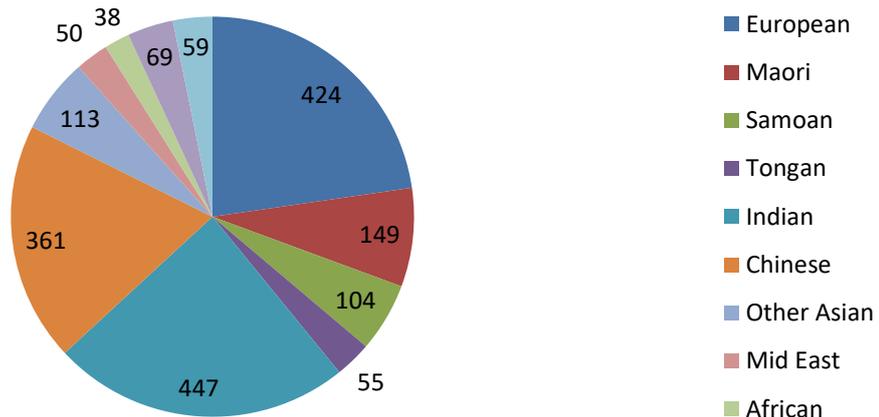
In July 2016, there were 149 students who identified as Māori on the roll (8.3%). All reasonable steps are taken to provide instruction in tikanga Māori and te reo Māori for full time students across all 5 levels.

- The “Māori Focus Team” comprises Māori and non-Māori staff with a passion for supporting Māori students. They meet weekly to consider all matters related to Māori students in the College.
- Recognising National Education Priority 6 and its commitment to improving the learning outcomes of Māori.
- Implementing the school objective to “fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage.
- Training staff to meet the Professional Standards and Registered teacher criteria in Te Reo, cultural protocols and cultural practice.
- Ensuring Te Reo classes are maintained at all levels of the College (NB. The College does not offer Māori immersion classes).
- Supporting of the Pounamu vertical form for Māori students wishing to join.
- Monitoring Māori achievement and reporting specifically in the Achievement Report on it.
- The annual “Stand down & Suspension Report”, reports separately on Māori students.
- All Yr 9 form classes undertake a formal course in Māori Tikanga in the MCC, during the course of the year (Te Ao Māori). This ensures that all students, particularly those Māori not studying Te Reo are exposed to Māori culture and values.

### Multicultural

Lynfield College is a highly multi-cultural school (July 2016).

## Ethnicity 2016



### LYNFIELD COLLEGE ETHNICITY

- Supporting the Pacific Island vertical form class for Pacific Island students wishing to join it.
- Having a well-functioning Pacific Island parent support group which meets regularly for the benefit of students and parents.
- Appointing staff who represent the ethnic diversity of the College, including bilingual workers who support the ESOL classes.
- Affirming the diverse needs of the community eg. supporting an Islamic club, providing a space for Friday prayers on site for Muslim males, participation in the annual Māori and Pacific Island cultural Festival, Diwali celebration by the Indian club.
- Presenting a cultural week, where the school celebrates the diverse traditions and integrates the curriculum and social activities. This takes place at the end of Term 1.
- Strongly supporting the College's International perspective through International students, exchanges (both staff and students) and welcoming visitors from around the world.
- Welcoming guests from throughout the world, especially educators.
- Supporting MOE & University cultural initiatives.
- Relationship with Shinagawa Friendship Group and Shinagawa Education Board in Tokyo.
- Sister school relationship with Jin Chen school in Kunming & Greentown school in Hangzhou, China.
- Student exchanges with schools in Germany, Japan and China.

## 6. The National Education Goals (NEGs)

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

### NEG 1

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

### NEG 2

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

### NEG 3

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

### NEG 4

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

### NEG 5

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

### NEG 6

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

### NEG 7

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

### NEG 8

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

### NEG 9

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

### NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

The NEGS have largely been superseded by the Strategic Direction section of the Ministry of Education "Statement of Intent 2013-18"

## 7. The National Administration Guidelines

### National Administration Guideline 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

1. develop and implement teaching and learning programmes:
  - i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
  - ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
  - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
2. through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
  - i. student achievement in literacy and numeracy, especially in years 1-8; and then to
  - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;
3. on the basis of good quality assessment information, identify students and groups of students:
  - i. who are not achieving;
  - ii. who are at risk of not achieving;
  - iii. who have special needs (including gifted and talented students); and
  - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

### National Administration Guideline 2

Each board of trustees, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for

- curriculum, Ngā Whanaketanga Rumaki Māori and/or National Standards\*, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
  - c. report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

### **National Administration Guideline 2A**

Where a school has students enrolled in years 1–8, the board of trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, use Ngā Whanaketanga Rumaki Māori and/or National Standards to:

- a. report to students and their parents on the student's progress and achievement in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
- b. report to the Secretary for Education by 1 March school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:
  - i. school strengths and identified areas for improvement;
  - ii. the basis for identifying areas for improvement;
  - iii. planned actions for lifting achievement; and
  - iv. how students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.
- c. report to the Secretary for Education by 1 March on the numbers and proportions of students achieving Manawa Toa, Manawa Ora, Manawa Āki, Manawa Taki in relation to Ngā Whanaketanga Rumaki Māori and/or at, above, below or well below National Standards, including by Māori, Pacific Island, European/Pākehā, Asian, gender, and by year level.
- d. report the NAG 2A (b) and NAG 2A (c) Ngā Whanaketanga Rumaki Māori and/or National Standards information in the format prescribed by the Secretary for Education from time to time.

### **National Administration Guideline 3**

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and

- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

#### **National Administration Guideline 4**

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- c. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

#### **National Administration Guideline 5**

Each board of trustees is also required to:

- a. provide a safe physical and emotional environment for students;
- b. promote healthy food and nutrition for all students; and
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

#### **National Administration Guideline 6**

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

#### **National Administration Guideline 7**

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

#### **National Administration Guideline 8**

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in years 1-8 from the 2013 school year, and all schools from the 2014 school year.

\*Schools that have students in years 1–8 that use The New Zealand Curriculum must use National Standards for those students and schools that have students in years 1–8 that use Te Marautanga o Aotearoa must use Ngā Whanaketanga Rumaki Māori for those students.

## 1. Achievement Goals for 2017

“We want our young people to be; confident, connected, actively involved and lifelong learners” (New Zealand Curriculum, pg 8).

Lynfield College is a member of the “Lynfield Community of Learning”. This CoL had its “Shared achievement challenge plan” accepted by the Minister of Education in November 2015. The shared achievement challenges of this cluster are included in the school goals for 2017.

The following goals are derived from the Achievement Challenge, Better Public Service targets, ERO recommendations and issues identified by staff, senior leadership team and Board.

### 1. Raising Achievement in the Junior School:

To identify Year 9 students testing below curriculum level 4P in February and develop programmes of support in facilitating an increase to at least curriculum level 5B by the end of Year 10, 2017.

#### Literacy (reading and writing):

Increase the number of students in the junior cohorts operating at curriculum level 5B by the end of Year 10 (2017) to 85%.

#### Numeracy:

Increase the number of students in the junior cohorts operating at curriculum level 5B by the end of Year 10 (2017) to 85%.

### 2. Improving the prospects and qualifications of our Lynfield Leavers

#### NCEA Level 1

To raise male achievement to 80% (2014 level) from 69% in 2016.

#### NCEA Level 2

To raise the % of students leaving with Level 2 by the end of 2017 to 90%

#### University Entrance and Vocational Pathways Awards.

65% will have gained UE by the end of 2017 (2016; 60%)

95% will have achieved UE and / or a VP award by the end of 2017

### 3. School Priority groups for 2017

Improving educational outcomes for Māori students, Pacific Island students, students with special learning needs and students from low socio-economic backgrounds remains a focus. When examining the data for priority learners, it should be noted that there are significant gender differences within each group of students.

The achievement of these Priority Learners is enhanced using data informed strategies for;

- enhancing the relevance of learning by relating courses to future pathways.
- building student capacity to demonstrate the characteristics required of an autonomous learner at Level 2.

#### **Actions:**

- Exercise your duty of care.
- Know your learners. Start with your form class. –cultural, academic, social, activities & goals.
- Know where to get data. Ron, Neil, Richard a Dean can all help.
- Ensure that your data is logged on KAMAR asap so that staff, students and parents can monitor progress based on evidence.
- Undertake step 1 of the Timperley “Inquiry Cycle”. – Identify goals for student learning. What knowledge and skills do students need to close between what they know and can do

currently, and what they need to know and do to satisfy the requirements of the curriculum, or the desired outcomes.

- Increase student engagement and achievement through the inclusion of relevant e-learning opportunities. Continue to develop a school wide approach to Digital Citizenship.
- Support staff through the Professional Learning and Development programme so they can develop learning activities that integrate technologies appropriately to support authentic, higher-order, collaborative learning
- Ensure your pedagogy enhances literacy, numeracy as well as your subject specific skills and content.
- Constantly monitor the achievement status of students in your care.

## **2. Self-Review.**

To support Lynfield College's commitment to continuous improvement, a comprehensive self-review programme operates in the following ways:

### **CURRICULUM REVIEW**

- Faculty Leaders report to the BOT annually on progress, achievement and goals. Learning support and other student support services are included in this reporting process.
- All courses at all levels are reviewed annually and reported in the Achievement Report, which is presented to the BOT at the time of the Faculty reporting.

### **PERFORMANCE MANAGEMENT & TEACHER APPRAISAL**

- All teaching and support staff are appraised annually.
- The Principal is appraised annually as organised by the BOT chairperson.

### **COMMUNITY CONSULTATION:**

- Our parent community is surveyed annually at the start of term 2 about an aspect of school performance, and may be further surveyed depending on need.

### **OPERATIONAL REVIEWS**

- Student academic and pastoral needs are reviewed weekly in case conferences with Senior Leaders and Student support staff.
- Faculty Managers meet with the Principal to review Faculty matters each term.
- Safety in the school grounds is reviewed and monitored by the Safe School Committee in an on-going manner.
- The rate of and reasons for stand downs and suspensions are reviewed annually.
- Student attendance is reviewed throughout the year and annually.

### **POLICY and PROCEDURE REVIEWS**

- All policies relevant to the NAGS are reviewed by the BOT either annually or bi-annually.
- In-school policies and procedures are reviewed as the need arises. For example, in 2016, the policy process is being reviewed to comply with NZSTA recommendations on Board policy and reporting.

### **PLANNING AND REPORTING REVIEWS**

- The Principal provides an Annual Report to the April BOT meeting and to the parent community. This Report reviews both general and financial matters as required by the MOE.
- The school charter is reviewed within the framework of strategic and annual planning.

- The Strategic Plan is reviewed and adapted each year and has a medium to long term perspective.
- The Annual Plan is prepared and reviewed within the annual planning cycle.
- The ten-year property plan is reviewed when necessary by the BOT (new plan 2015)
- Student progress is reported to parents in one progress and two achievement reports. Opportunities for review of and discussion about student achievement are provided in two parent evenings each year.
- ERO reviewed Lynfield College in August 2009 and indicated a 3-5 year cycle for the next review.

#### PERIODIC REVIEWS:

- As and when needed.

### 3. THE SCHOOL STATEMENT 2017.

Founded in 1958, Lynfield College is a state, co-educational Year 9 – 13, secondary school, situated in west-central Auckland.

The community, however, is characterised by considerable population movement, immigration and a wide range of socio-economic groups.

The College has an Enrolment scheme in place and enjoys strong support from parents, who are keen for their children to graduate after 5 years into further tertiary education and training.

In 2017, the March 1<sup>st</sup> roll will be approximately 1840 students. A noticeable trend over the past 6 years has been the increased retention of students. In 2016 89% of all Lynfield leavers were 17+ years old.

There has been a significant change over the past 20 years to the ethnic composition, which mirrors the change in the wider community. While Māori, Pacific and Asian groups have remained constant, there has been a rise in the percentage of students from other ethnicities. The College has students from 52 different nationalities. For nearly half the students English is not their first language. The parents are generally well educated and there is a high level of technology available in the homes.

The school's philosophy is summed up in its motto *Disce Vivere* which means "Learn to Live", and that involves the qualities of growth, activity, change and tolerance. Diversification, innovation and harmony are key words in describing the character of Lynfield College

The aims of the College are set out in the Charter. The first is the encouragement of a love of learning and striving for excellence, and, second, the provision of broad, balanced, educational programmes. There is constant reinforcement for the students to set goals and achieve to the best of their ability. The importance of learning and achievement is reflected in the establishment of a learning and achievement portfolio, under the responsibility of a Deputy Principal.

Student development and achievement requires highly skilled teachers and support staff. The Associate Principal for Human Resources is responsible for all matters concerning staff employment, quality and performance management. All Lynfield teachers are registered by the New Zealand Teachers' Council.

The school fosters scholarship, self-esteem, positive interpersonal and communication skills and the importance of leisure and recreation as part of a well-balanced lifestyle. Respect and concern for family, other individuals and the environment are expected and encouraged. The Safe School policy aims to ensure a safe physical and emotional environment for learning and development.

Student leadership is encouraged and fostered through a variety of strategies. A strong Student Executive and Council manage student affairs. Leadership camps, peer support and mediation opportunities, provide students of all ages with leadership opportunities.

Lynfield College is organised and managed on a faculty system. It runs an excellent broad-based junior school programme and the highly flexible senior school course structure allows students to do multi-level studies and graduate with relevant qualifications. The “National Certificate of Educational Achievement” qualifications are offered to students at Year 10 – 13. A wide variety of exams and competitions are offered. An annual Achievement Report is prepared for the Board of Trustees and presented at the meeting in May.

The school is very community minded offering programmes and services to a wide range of groups and individuals, including special needs and special education students, refugee students, adult students (in particular new migrants) and international students. At the end of each year the junior school gives back to the community, through its “Caring for our Community Programme”. This enables 700 Yr9-10 students to go into the community and work for 2 days, to give back to the community which supports the school during the rest of the year.

At a professional level there is ongoing engagement and collaboration with contributing primary and intermediate schools. Over the past few years the school has worked with local schools on a Network for change project.

The College is a member of the Lynfield Community of Learning and is working with 7 other local schools to progress student achievement.

Lynfield College is financially sound, well equipped and effectively governed, with its buildings, grounds, infrastructure and information systems being constantly upgraded. This includes a 5 year modernisation programme, focusing on Music, Hall and remedial work due to weather tightness issues.

In March 2014 the Education Review Office held a review of the College. Its findings were highly complementary.

“Both the 2003, 2006 and 2009 ERO reports described the school as high performing. The good practices outlined in these reports have been sustained and further developed since 2009.”

Comments in the 2014 report included;

“Students at Lynfield are confident, friendly and proud of their school”

“High quality teaching is evident”

“Lynfield College is very well placed to sustain good practices and continue to grow its performance”.

“ERO will carry out the next review in 4-5 years”.

This year marks the 59<sup>th</sup> year of Lynfield College as the secondary education provider in this area. The community can be justifiably proud of the contribution the College makes to the young people in its catchment.