LYNFIELD COLLEGE
Annual Principal's Report 2016

MISSION STATEMENT

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

PART 1 SCHOOL PROFILE 2016

Year levels of students	9 – 15	
March 1st total roll	1878.6	Total FTE of students
MOE Funded roll March 1st	1787	March 1st
Principal grading roll	1820	March 1st
International student roll	91	March 1st
Adult ESOL student roll FTTE	110	March 1st
NESB funded students (T1 & 2)	*Migrants = 77 (63)* *Refugees = 17 (15)*	
Number of nationalities	55	
Size of site	10ha	
Decile	6 (revised Dec 2014)	Reviewed Nov 2007
Board chairperson	*Mrs Kristine Mellor*	May 2013
Principal	Mr. Steve Bovaird	Since April 2002
Enrolment scheme	2nd December 2002	Revised Aug 2004 – adult programme. Revised 2005 – accepted for 2 years Revised 2012, zone extended to Portage Rd. Reviewed 2014
Code of practice for Pastoral Care of International Students	5th of June 2002	Date issued
Individual teachers	126	
Teaching staff (FTTEs)	117	March 1st
MOE Roll based staffing	111.71	March 1st
Management Unit entitlement	147	
MMA entitlement	81	
Support staff roll	48	March 1st
New teaching staff in Feb	5	
Number of Yr 1 staff – Feb	5	
Last ERO review	March 2014	
Next Board of Trustees election	June 2019	
Special Education Students	15 – High 2 – Extension	
10 Year Property plan	Latest, October 2015	

PART 2: SCHOOL ACTIVITIES.

In February 2016 the Board decided to adopt the guidelines from NZSTA regarding their Policy Framework. This altered the number of policies the school now has and the review cycle for these policies.

TEACHING AND LEARNING
- Learning and teaching is the responsibility of Deputy Principal Cath Knell
- Achievement and assessment is the responsibility of Deputy Principal Richard Winn.
- The College is divided into 8 Faculties, one for each of the 7 learning areas and a Student Services Faculty (International Languages remains part of the Languages Faculty).
- A database of student results is stored on KAMAR, the college's SMS. This contains not only assessment results from teachers but also generic tests scores from asTTle and entrance tests. Data is also provided to parents on the "Parent Portal".
- An Achievement Report is produced for the Board. This details student achievement as well as modifications to courses following a close examination of student performance. Representatives from each Faculty accompany the Faculty Leader in presenting their Faculty Achievement Report at a BOT meeting, scheduled between May and August. Faculty Leaders also report back to the senior leadership team on student achievement where the student data from the previous year's results is examined.
- An Academic Advisor assists and monitors students with their academic progress. Particular attention is focused on those who may fall short of literacy, numeracy and credit requirements. A mentoring programme is organised, targeting at-risk senior students. In 2016 special emphasis was placed on Level 2 NCEA. The Ministry of Education also supported the College through its ART programme – see Analysis of variance.
- A large well-resourced library supports student learning, opening from 8.00 a.m. to 3.40 p.m. 117,133 staff and students used the library in 2016. A total of 26,895 resources were issued over the year.
- Assessment, Reporting and Teaching Programme policies were reviewed.
- A learning support unit continues to provide assistance to those who have difficulty adjusting to regular classes. The aim of the unit is to mainstream students with support from teacher aides. It includes both ORS and non-ORS students. Special programmes are offered through the SPC course. In 2016 there was a change of structure in this area with Karen Mitchell becoming HOD Learning Support and Liz Holbrook appointed to the SENCO role.
- The GATE programme identifies gifted and talented students and ensures that their needs are met. Student leaders support this through the Academic Council and Academic Captains.
- E-asTTle testing and monitoring takes place at the start of Yr9, at the end of Yr9 and at the end of Yr10. Subject teachers of all Yr9 classes have access to collated assessment data in order to improve teaching.
- The careers department supports students to move on from their secondary school studies into tertiary study, skills training or employment.
- Lynfield College has a Pacific Island resource worker who liaises with Pasifika families, monitors at risk Pasifika students

STUDENTS
- Total student numbers remained over 1860 for both the March 1st and July 1st roll returns.
- Retention rates dipped from 92% to 89% in 2015 for school leavers being 17 years or older.
- Student welfare is supported by the form teachers, Deans, Faculty staff and Guidance Counselors. Leadership of this area is the responsibility of Deputy Principal Gabrielle Clark.
- Student leadership opportunities are valued and supported throughout each year level of the school. The student executive, Council and BOT rep all work with school management to enhance the student's' high school experience.

PLANNING AND REPORTING (Self review)
- All faculties reported to the Board of Trustees during the year.
- All faculties and departments contributed to the Achievement Report for 2016.
- An Achievement Report is prepared for the BOT and builds up as each faculty reports to the Board. The is the main working document for the school.
- Faculties review all courses once results are available.
- The Annual plan is compiled following consultation in term 4 and follows the Strategic Plan.
- In 2015 the Lynfield Community of Learning was established with the 2 main contributing Intermediate schools and 5 local primary schools. Achievement challenges were written for this project and have been incorporated in the school goals.
- A centralised attendance system operates. The Board has upgraded computer access to ensure all staff have live access to electronic attendance rolls. A full-time attendance officer is employed by the College
- The ERO report for 2014 identified Lynfield College as a high performing school. They were particularly impressed with the College's Self Review procedures and are using these as a model for other schools.

PERSONNEL MATTERS
- Personnel matters are the responsibility of the Associate Principal, Lexie Ridling.
- A Personnel Report was delivered to the November Board meeting.
- A comprehensive performance management system operates in the school.
- The school was fully staffed throughout the year.
- No formal complaints about staff were received in 2016. There were a number of informal issues which were dealt with internally and involved providing extra support for staff.
- Provisionally Certificated teachers in March 2016 numbered 4 Year 1 and 1 Year 2 teachers out of a total of 117.
- 4 teachers left at the end of the 2016 school year for the following reasons:

Moved to other schools	2
Retirement	2
Total	*4*

- Staffing numbers by gender

	Male	Female
Teaching staff	35%	65%
MU holders	32%	68%
Support staff	23%	77%

STAFF PROFESSIONAL LEARNING AND DEVELOPMENT
- Staff Professional Learning and Development is overseen by Deputy Principal Richard Winn.
- A full report is provided to the BOT at its March meeting. This focuses on activities in the previous year.
- Jane Grant (SCT), Sharyn Hunt (CoL and Literacy leader), Sarah Parker (CoL) and Bronwen Wilson (Director of e-Learning) work actively to provide teaching and support staff with professional learning opportunities.
- Workshops on a variety of topics were offered during the meeting cycle over the course of the year. Participation rates at these workshops saw 91% of teacher staff and 22% of support staff avail themselves of the on-site expertise offered.
- Professional learning through off-site opportunities totaled 251 in 2016. These were attended

by 105 staff.
- A total of $82,415 of Board funds were spent on Professional Learning and Development throughout the year from the operations budget.
- Associate Principal Lexie Ridling coordinates the orientation programme for all new staff.
- The Professional Learning report for 2016 was presented to the March 2017 Board of Trustees meeting.

FINANCES
- See attached Annual Financial Report.

SAFETY
- The Health & Safety committee met as part of the meeting cycle and is chaired by Deputy Principal Richard Winn
- Each monthly BOT meeting receives a report from the school nurse, providing details of injuries for the previous month.
- A programme of electrical testing continued throughout the year.
- In the middle of 2016 the BOT engaged the services of Harrison Tew to undertake a review and make recommendations about our evacuation procedures. This was completed in March 2017 and resulted in significant changes to streamline procedures and educate staff and students about the new procedures.
- Evacuation drills took place
- A hazard register is maintained by the Business Manager.
- A Health and Safety report is presented to the Board annually. Any policy matters are dealt with at this time.

STUDENT DISCIPLINE
- The school maintains a Student Discipline policy as well as a Code of Conduct and Safe School policy. Students are made aware of the expectations of a safe school through form-time and pastoral care, school assemblies and the Prospectus.
- At the time of enrolment, students sign the enrolment form which includes sections on "Taking Responsibility for Safety" and an "ICT Code of Conduct" form.
- Students are offered emotional and behavioural support through the Guidance network in the school.
- Stand downs and suspensions are reported regularly at Board meetings with an annual report at the start of the year. The 2016 report was discussed by the Board in March 2017. This was also reported to the Guidance staff at the College.
- In 2016 the number of suspensions was 13. The number of Stand downs was 75. These numbers were consistent with the previous year. The full report is available from the college.

COMPLIANCE
- Compliance issues are discussed by the BOT at the February meeting. Delegations to the Principal and Senior Leadership team are made at this meeting.
- Information on student progress is provided to parents regularly through 2 written reports, a progress report, 2 parent evenings, fortnightly newsletters, special evenings (Yr9 parents, NCEA, Scholarship).

CONSULTATION
- Consultation with the Māori community took place through the Pounamu form class. This included 3 Whanau Hui during the year.
- Consultation with Pasifika community took place throughout the year. This was associated with the Pasifika vertical form class. A Pacific Island parent support group is now functioning at the college.
- Consultation with parent representatives on the Board, staff and students on the Student

Council regarding the Learning Charter development.
- Parent meetings were held for new Yr 9 parents, NCEA and Scholarship parents of students.
- A staff Wellbeing survey (2013) and a student Wellbeing survey (September 2015) were conducted by Student Services. The results were subsequently presented to the staff. A Lynfield College Community Wellbeing survey was also undertaken in Term 3, 2015).

PART 3: ANALYSIS OF VARIANCE

Goals and Priorities.

Focus 1: Raising Achievement in the Junior School:

Strategic Aim: "Lynfield College will inspire students to achieve educational excellence through a rich learning and social environment." Mission Statement

Annual Aim:

To identify Year 9 students testing below curriculum level 4P in February, 2016, 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 2016 cohort operating at curriculum level 5B by the end of Year 10 (2017) to 85%.

Numeracy:

Increase the number of students in the 2016 cohort operating at curriculum level 5B by the end of Year 10 (2017) to 85%.

Reading Yr9

We have 248 students at 4A or below.
We have 60 students at 5B or above.
We need to increase this to 261 by the end of 2017.

2B	2
2P	2
2A	8
3B	7
3P	8
3A	21
4B	18
4P	63
4A	119
5B	47
5P	9
5A	0
6B	4
6P	0
6A	0
Total	**308**

Target:

8

Actions
- To increase student engagement and achievement through the inclusion of relevant e-learning opportunities
- To continue to develop innovative learning environments that offer differentiated learning pathways for students
- To 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
- To continue to develop a school wide approach to Digital Citizenship.
  (Guided by the "e-learning framework" document, MOE)

Focus 2: Improving the prospects and qualifications of our Lynfield Leavers
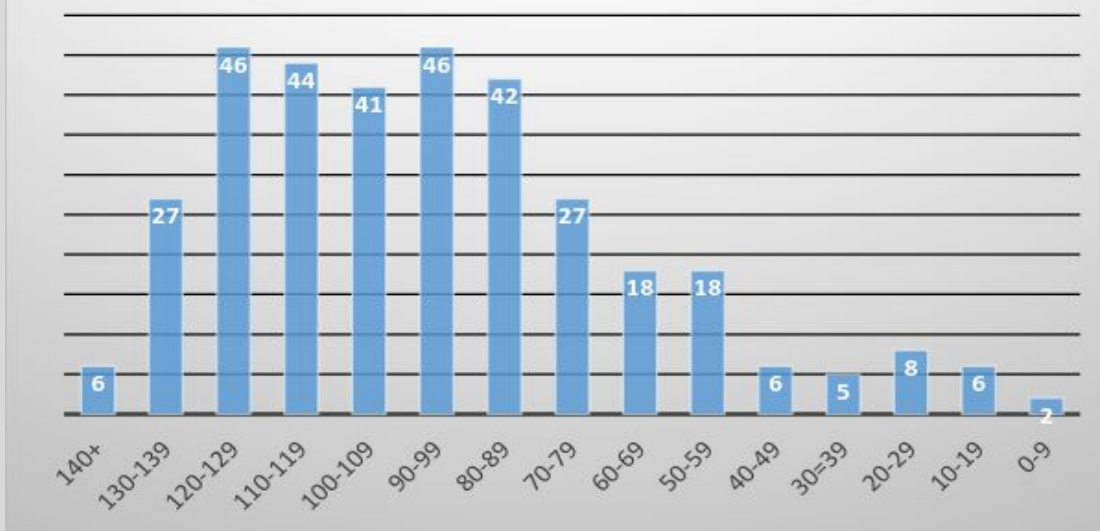
Strategic Aim:
"Lynfield College will inspire students to achieve educational excellence through a rich learning and social environment." Mission Statement.

Annual Aim:
 NCEA Level 2
- 90% students leaving will have achieved NCEA Level 2 by the end of 2017
- 65% will have gained UE by the end of 2017
- 95% will have achieved UE and / or a VP award by the end of 2017

Yr12 Level 2 credit spread. 2016

Range	Count
140+	6
130-139	27
120-129	46
110-119	44
100-109	41
90-99	46
80-89	42
70-79	27
60-69	18
50-59	18
40-49	6
30=39	5
20-29	8
10-19	6
0-9	2

% of Yr 12	2012	2013	2014	2015	2016
Male	82%	80%	78%	81%	84%
Female	89%	90%	90%	88%	94%
Total	85%	85%	84%	84%	89%

Leavers with Level 2+ in 2015

	Male	Female	Total
Asian	93%	97%	146
European	78%	83%	105
MELAA	67%	86%	16
NZ Maori	50% (5)	82%	21
Pasifika	70%	92%	49
Total	81%	91%	337

Leavers data is no longer collected in the 1 March return. It is not available until May when sent out by the MOE.

- These goals were set at the end of 2015 and were for a 2 year period.
- The overall goal of increasing Level 2 NCEA to 90% required an increase of 6% based on the 2015 figure. By the end of 2016 there had been an increase of 5%.

Actions
- To increase student engagement and achievement through the inclusion of relevant e-learning opportunities
- To continue to develop innovative learning environments that offer differentiated learning pathways for students
- To 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
- To continue to develop a school wide approach to Digital Citizenship.(Guided by the "e-learning framework" document, MOE)
- Involvement in the ART programme with the Ministry of Education. Richard Winn, Neil Waddington and Meagan Jowsey were very focussed on students at risk and put supports in place for these students.

Focus 3: School Priority groups for 2016

Strategic Aim:
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Annual Aim:

Improving educational outcomes for Māori students, Pacific Island students, students with special learning needs and students from low socio-economic backgrounds remains a focus.

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.

Baseline data:

Māori

	2014	**2015**	**2016**
Literacy L1	91%	92%	82%
Numeracy L1	80%	97%	82%
NCEA 1	82%	77%	50%
NCEA 2	68%	67%	76%
Leavers with L2	72%	66%	NA
Female leavers with L2	80%	82%	NA
NCEA 3	32%	36%	70%. (95% had L2)
% leaving 17+	88%	73%	
% of females leaving 17+	100%	75%	

Pasifika Students

	2014	**2015**	**2016**
Literacy L1	90%	94%	90%
Numeracy L1	85%	87%	82%
NCEA L1	67%	83%	69%
NCEA L2	60%	72%	78%
Leavers with L2	83%	84%	NA
Female leavers with L2	85%	92%	NA
NCEA L3	7%	39%	71%
% leaving 17+	92%	90%	NA
% of females leaving 17+	94%	94%	NA

Target:

Actions
- To increase student engagement and achievement through the inclusion of relevant e-learning opportunities
- To continue to develop innovative learning environments that offer differentiated learning pathways for students
- To 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
- To continue to develop a school wide approach to Digital Citizenship.
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April 2017