



LYNFIELD COLLEGE

2019 CHARTER



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APPROVED BY BOARD OF TRUSTEES

Kristine Mellor
Chairperson, Board of Trustees

Cath Knell
Principal

PART 1 SCHOOL OBJECTIVES

Curriculum Delivery and Content

- 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 New Zealand society
- To support learning and teaching for the 21st century.

The **Lynfield Learner**, **Korowai of Values** and **The Lynfield College Learning Charter** underpin the learning of a Lynfield student (see below)

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 and Safety

- 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 (*this includes all staff, students, volunteers, visitors and others*)
- 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 and 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 particularly the eight other schools that form the Lynfield Kāhui Ako
- 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, i.e. '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
- To work with akonga, whānau, the MOE and supporting agencies to address any barriers to learning

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 in meeting their professional responsibilities as set out by the Education Council (Our Code, Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession)
- 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

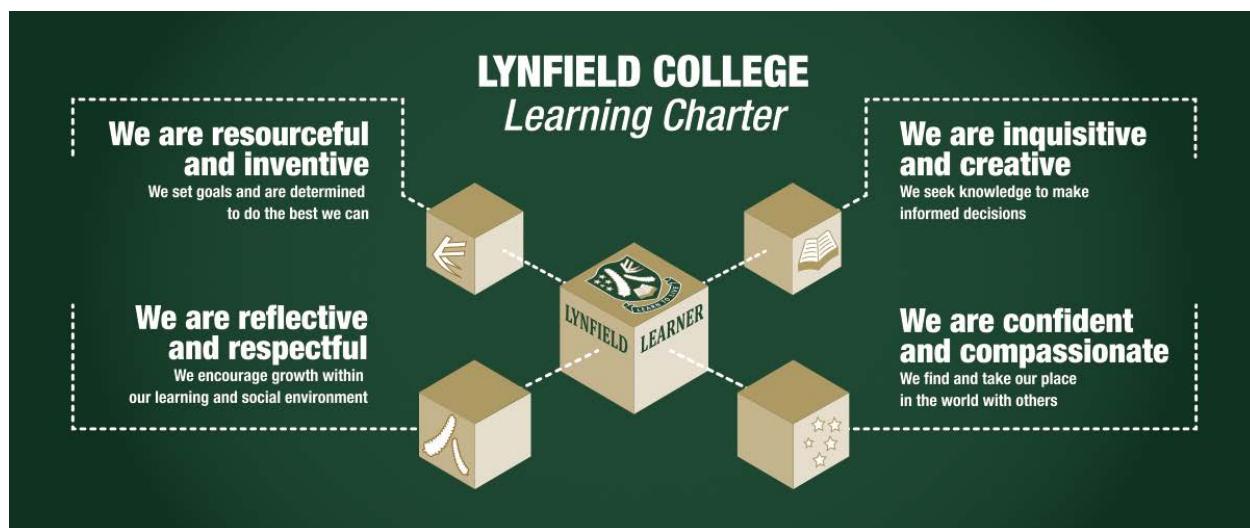
- To maintain buildings and facilities in order to offer students a safe, attractive and appropriate learning environment.
- To ensure that all health and safety requirements are met and that all facilities are well maintained.

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.

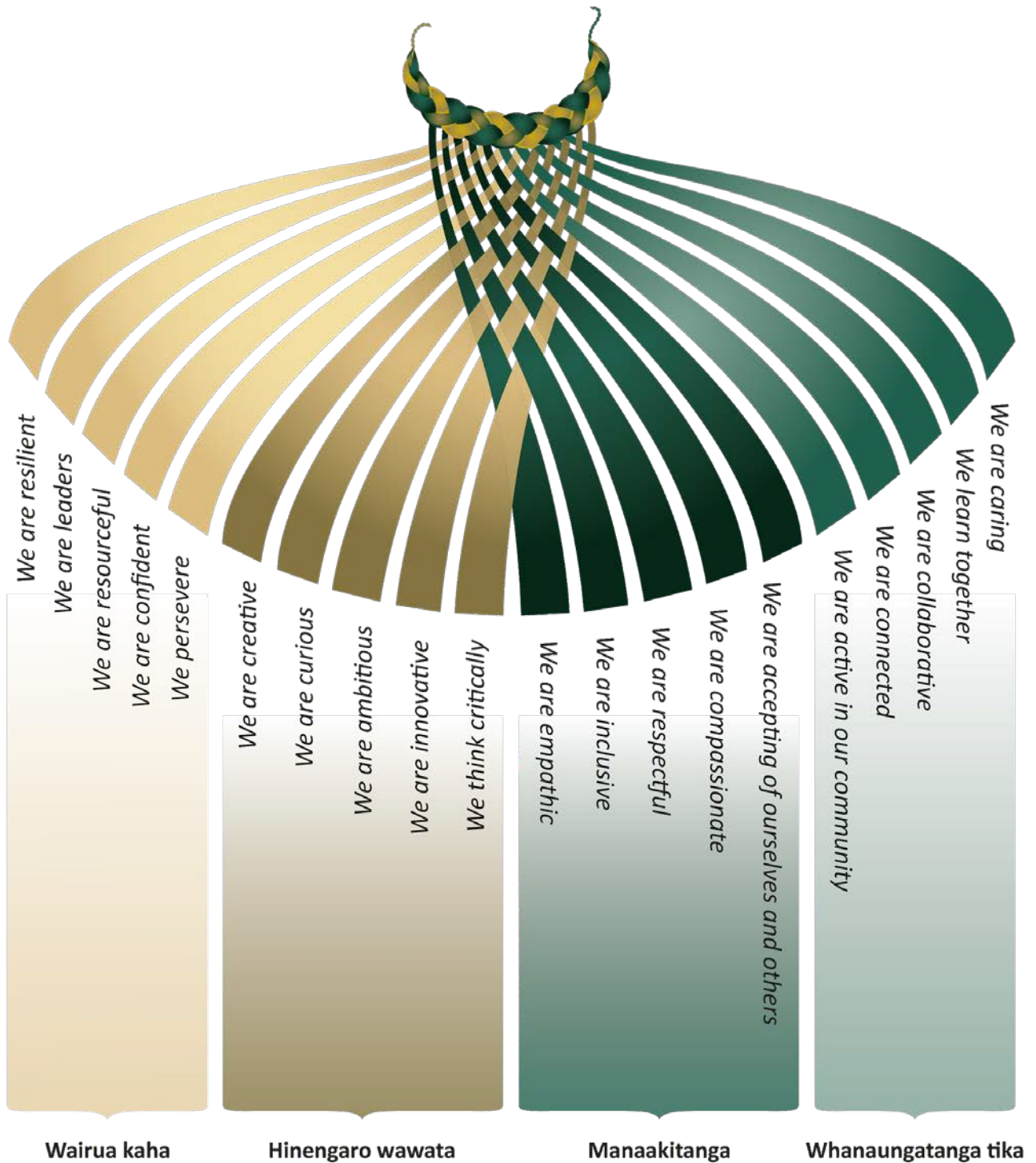
These school objectives are consistent with the National Education Goals

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



LYNFIELD LEARNER KOROWAI *of* VALUES

These values underpin the Lynfield Learning Charter. They have been developed through consultancy with students, staff, whānau and the community.



PART 2 STRATEGIC DIRECTION

1. Strategic Priorities


(a) LYNFIELD COLLEGE

A set of priorities have been identified for the period 2015 - 2019. This five Year Strategic plan forms the basis for each Annual Plan and 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.

YEAR	2015	2016	2017	2018	2019
EFFECTIVE PEDAGOGY AND ACHIEVEMENT					
CoL (Kāhui Ako) Goals	Determined using 2014 data	Implemented	Implement Spirals of Inquiry CoL wide 2 year review	Continue with refinements - pre-identified learners targeted Complete 2 year review	Incorporate the Kāhui Ako 2019-21 Strategic Plan into School Goals
Inquiry	Individual inquiry projects	Mixture of individual and collaborative inquiry projects	Move to collaborative inquiry projects	Collaborative inquiry projects lead by Kāhui Ako WSLs pre-identified learners to be targeted	Findings from 2018 inform collaborative inquiry projects supporting pre-identified learners
Curriculum Review	Cross curricular initiatives supported	Cross curricular initiatives supported	Faculty Leaders investigated length of period	Cross-curricular senior courses offered Digital Technologies	National NCEA review to further inform local review Changes to course structure and design to progress
SKILLS AND WELLBEING					
SEL skills			Baseline data gathered - Tessera trial	Staff focus group trained. Whole school data sourced	Whole school data gathered Response to data determined
Life Skills		Student voice lead to planning	1st iteration and review	2nd iteration and review	Programme embedded
LEARNER AGENCY					
Students setting their own targets	Post ERO reporting against curriculum levels explored	Reporting against curriculum levels implemented in Maths explored in English	Maths: achievement against curriculum levels reported to students and parents English: eWrite	All Faculties working towards reporting against curriculum levels Centrally-funded PLD sourced (2018-19)	Achievement against curriculum levels explained to parents and students Students setting own targets
Mentoring	Teacher led	Predominantly teacher led Some examples of student lead	Predominantly teacher led More examples of student lead	Increased opportunities for student led/driven to be supported	Student led/driven opportunities to be reviewed / supplemented

(b) LYNFIELD KĀHUI AKO: STRATEGIC PLAN (2019-21)

Lynfield College is one of nine schools in the Lynfield Kāhui Ako that contributed to the shared Strategic Plan for the next three year period. This is reflected in the 2019 Annual School Goals.



SPRINGBOARDTRUST
for young New Zealanders

Lynfield Kahui Ako: Strategic Plan

2019 - 2021

Hei Mahi Tahī (To Work as One)

Kia hono; Kia korero; Kia eke; Ki te ta umata teitei

Strategic Goals and Initiatives

Working together within and across schools to build learning, teaching and leadership capability

Building resilience and wellbeing for students and staff

Partnering with parents and whānau to support students learning and wellbeing and to build strong community networks

Measures of Success

- ✓ Collaborative Inquiry Teams working within and across schools
- ✓ Sharing of ideas, resources, staff and skillsets
- ✓ Programmes to build leadership capability and culturally responsive pedagogy

- ✓ Surveys and other methods to identify health and wellbeing issues in schools and across the CoL
- ✓ Initiatives that build resilience and wellbeing for students and staff

- ✓ Culturally inclusive events to activate the community and include families in supporting their children's learning
- ✓ Strategic partnerships with local Iwi, ECE's and faith-based organisations

Enabling Strategy

Sustainable Kahui Ako infrastructure and systems in place and operating effectively

- ✓ Improvements in teaching and learning practices are identified and diffused throughout the Kahui Ako
- ✓ Schools have access to trend data, models and initiatives that look after the health and wellbeing of our people

- ✓ The Kahui Ako has established relationships and partnerships that contribute positively to student achievement

Enabling Strategy

- ✓ Set up infrastructure to support ongoing engagement and sharing of relevant information

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(c) ERO RECOMMENDATIONS

EDUCATION REVIEW OFFICE (ERO)

ERO visited the school in September, 2018. The review team worked with the Senior Leadership Team in identifying the following three priorities for further development in support of sustained improvement and future learner success:

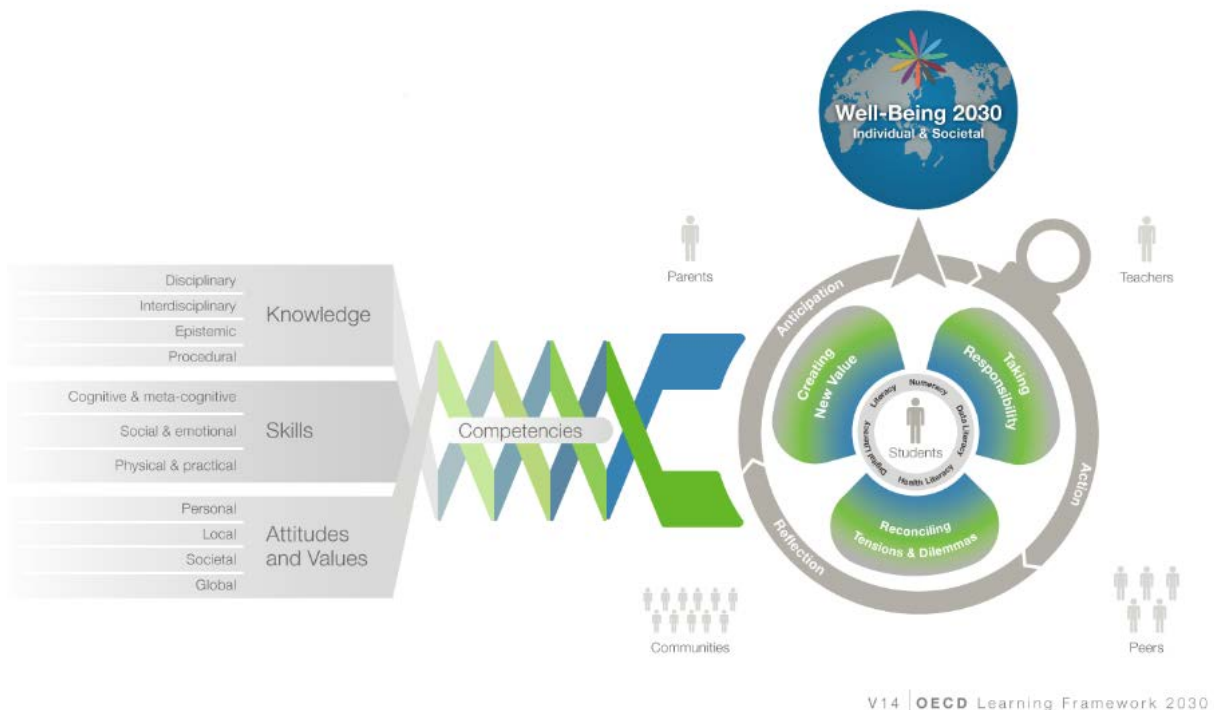
1. Enhancing systems and processes to strengthen teachers' use of data, student achievement tracking and academic mentoring
2. Designing and implementing a responsive and challenging curriculum for all students that reflects NZC principles and promotes equity of outcomes, particularly for students who are at risk of not achieving
3. Strengthening learning partnerships between students, family/whānau and teachers to ensure common understandings about how the qualification system is structured and used to create successful achievement pathways.

(d) FUTURE INFLUENCES

The Review of Tomorrow's Schools and NCEA conducted in 2018 are both likely to have a considerable impact on schooling in New Zealand.

Globally, The Future of Education and Skills 2030 project aims to help countries find answers to what knowledge, skills, attitudes and values are needed for today's students to thrive and shape their world, as well as how instructional systems can effectively develop them.

Outcomes and findings from these reviews will inform future strategic planning.



2. Actioning the Priorities

Lynfield College has an ongoing commitment 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, 'Spirals of Inquiry'.

b) RESPONSIVE

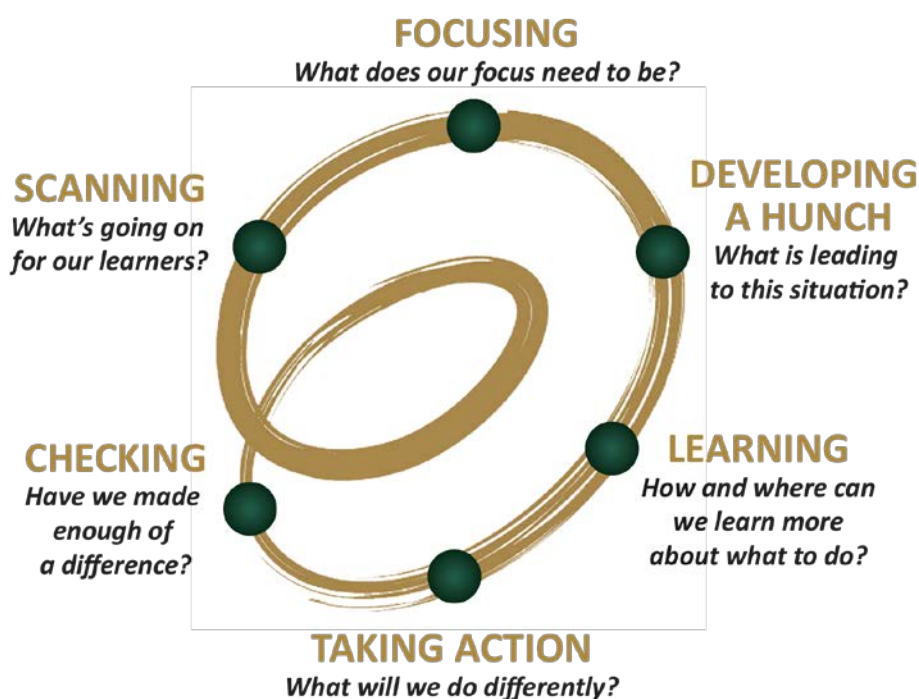
- Lynfield College operates in an environment which has undergone significant changes in the past 20 years. We will continue to be responsive to these changes (demographic, political, educational, economic, technological, social) and innovative in dealing with their impact on our students and the wider 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.

Effective Pedagogy

This will be informed by best practice research and focus on strengthening relationships for learning. Timperley, Kaser, and Halbert's 'Spiral of Inquiry' is the framework being used across the Lynfield Kāhui Ako schools to create an inquiry-based professional learning culture in support of transforming learning and assisting teachers at the classroom level.



3. **School Leadership and Student Outcomes**

'Identifying what works and why'. (*Best Evidence Synthesis (BES), 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 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 three written reports. At the end of Year 13 students who have completed at least three years at the College are entitled to a Principal's Testimonial. Parents are free to contact Deans at anytime.

An online parent portal is linked to 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. Along with the Deans he also identifies students at risk and puts interventions in place to provide assistance.

b) **PROVIDING APPROPRIATE STUDENT PATHWAYS**

- Students are encouraged and supported to understand how their courses of study can lead to future career opportunities.
- 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 Sciences 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

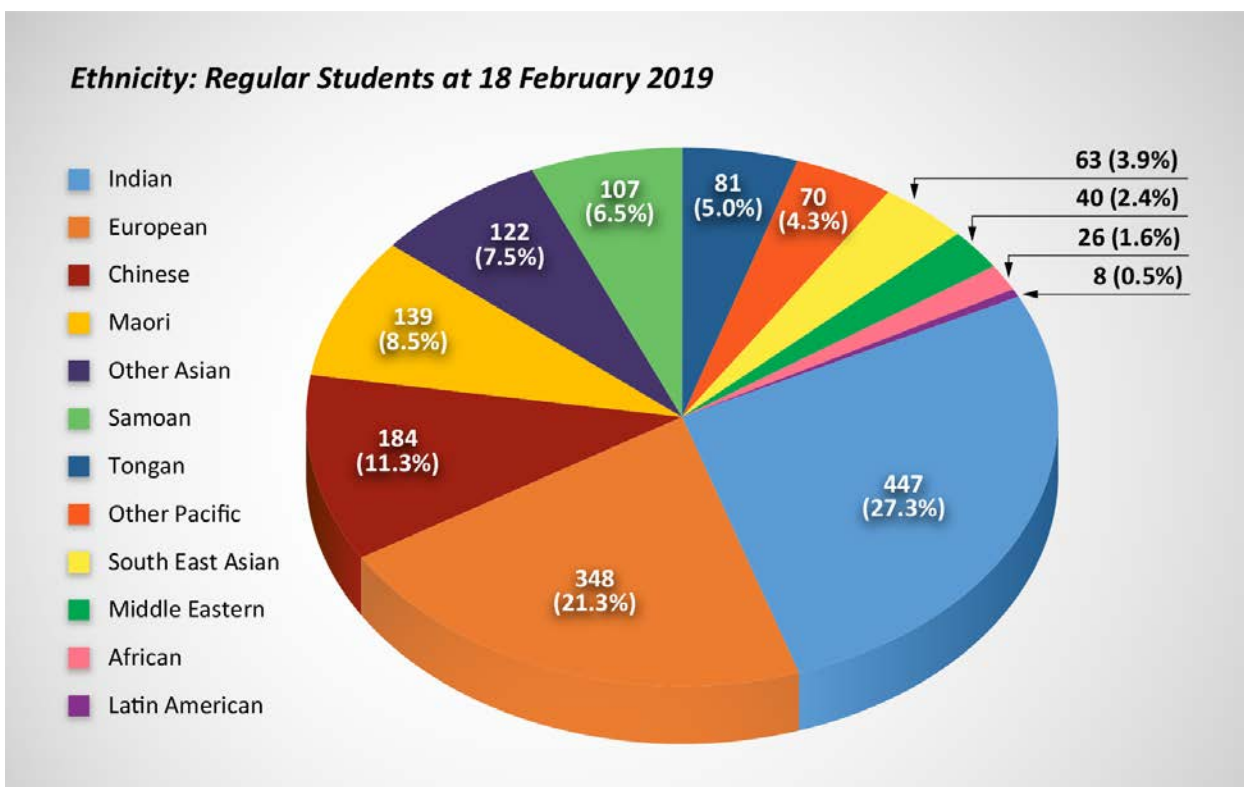
In February 2019, there were 139 students who identified as Māori on the roll (8.5%). All reasonable steps are taken to provide access to instruction in tikanga Māori and te reo Māori for full time students across all five levels.

- 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 'fulfill the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage'.
- Training staff to meet the Code of Professional Responsibility and Standards for the Teaching Profession in Te Tiriti o Waitangi partnership through increasing use and awareness of Te Reo Māori, cultural protocols and cultural practice.
- Ensuring Te Reo Māori 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 and Suspension Report', reports separately on Māori students.
- All Yr 9 form classes undertake a formal course in Māori Tikanga in the MCC, Te Ao Māori, during the course of the year. This ensures that all students, particularly those Māori not studying Te Reo Māori are exposed to Māori culture and values.



MULTICULTURAL DIMENSIONS

Lynfield College is a highly multi-cultural school with students representing over 60 different ethnicities (February 2019).



LYNFIELD COLLEGE ETHNICITY

- Supporting the Pacific vertical form class for Pacific Island students wishing to join
- Having regular parent meetings for the benefit of Pacific Island 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, e.g. Supporting an Islamic club, providing a space for Friday prayers on site for Muslim students and staff, participation in the annual Māori and Pacific Island Cultural Festival (POLYFEST), Diwali celebration by the Indian club etc
- Presenting a cultural week, where the school celebrates the diverse traditions and integrates the curriculum and social activities at the end of term 1
- Strongly supporting the College's International perspective through International student exchanges (both staff and students) and welcoming visitors from around the world
- Sister school relationships with Ernst-Haeckel Gymnasium, Werder, Germany and Greentown Yuhua and Qinqin schools in Hangzhou, China
- Student exchanges with schools in Germany, Japan and China.
- Relationship with Shinagawa Friendship Group (SIFA) and Shinagawa Education Board, Tokyo in support of the annual Shinagawa Summer School (NZ) and Shinagawa Teacher Programme (Japan).
- Welcoming guests from around the world, especially educators
- Supporting MOE, Council and University cultural initiatives

6. **The National Education Goals (NEGs)** [National Education Goals](#)

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.

These NEGS are to be read in conjunction with the *Strategic Direction section of the [Ministry of Education: Statement of Intent, 2018-2023](#)*

7. The National Administration Guidelines (NAGs) [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:

- a. 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.
- b. 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;
- c. 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, Pasifika, 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 2019

LYNFIELD COLLEGE ACHIEVEMENT GOALS FOR 2019

<h3>1</h3> <h4>Increase learner agency</h4> <ul style="list-style-type: none">• Achievement against curriculum levels (Year 9 and 10) is explained to students and parents• Ākonga are supported in setting their own achievement targets.	<h3>2</h3> <h4>Improve student achievement through effective pedagogy</h4> <ul style="list-style-type: none">• Progress the Curriculum Review including a review of the effectiveness of reducing the number of credits offered• Target pre-identified priority learners using the strategies that were effective in 2018.	<h3>3</h3> <h4>Focus on learner skill development and wellbeing</h4> <ul style="list-style-type: none">• Identify and strengthen social and emotional learning skills• Partner with parents and whānau to support students' learning and wellbeing and to build strong community networks.
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These Achievement Goals are derived from:

- The Lynfield Strategic Plan (2015-19)
- The Lynfield Kāhui Ako Achievement Challenge and Strategic Plan (2019-21)
- ERO recommendations
- Better public service targets, and
- Areas identified by staff, the Senior Leadership Team and the Board of Trustees.

‘We want our young people to be; confident, connected, actively involved and lifelong learners’.
(*New Zealand Curriculum, page 8*)



SCHOOL PRIORITIES

The following data is in percentages (actual numbers provided in brackets as relevant) and is based on:

1. NZQA participation rate data (as at March 2019)
2. MOE data (Leavers' data from Education Counts).

Interim targets for 2019

(numbers provided are percentages, except for those in brackets which represent the actual number of students)

All Students	2014	2015	2016	2017	2018
Literacy Level 1	95	93	93	91	93
Numeracy Level 1	93	94	90	93	93
Level 1 NCEA (Yr11)	86	84	78	80	81
Level 2 NCEA (Yr12)	79	81	86	84	79
Level 3 NCEA (Yr13)	71	73	78	78	72
% leaving with L2	88	84	91	88	87
Leavers, 17+	92	88	93	93	94

Māori	2014	2015	2016	2017	2018
Literacy Level 1	90 (27)	94 (29)	79 (22)	93 (37)	88 (22)
Numeracy Level 1	80 (24)	100 (31)	79 (22)	95 (38)	84 (21)
Level 1 NCEA (Yr11)	77 (23)	77 (24)	46 (13)	75 (30)	60 (15)
Level 2 NCEA (Yr12)	59 (13)	64 (18)	73 (22)	52 (12)	68 (25)
Level 3 NCEA (Yr13)	43 (12)	50 (7)	64 (14)	70 (16)	57 (8)
% leaving with L2	72	90 (20)	83 (23)	78 (27)	52 (25)
Leavers, 17+ (Yr12-13)	88	73	83	84	82

Pacific Peoples	2014	2015	2016	2017	2018
Literacy Level 1	87 (45)	95 (58)	87 (48)	80 (52)	85 (46)
Numeracy Level 1	83 (43)	90 (55)	78 (43)	79 (51)	87 (47)
Level 1 NCEA (Yr11)	64 (33)	75 (46)	64 (35)	54 (35)	59 (32)
Level 2 NCEA (Yr12)	57 (30)	66 (38)	74 (42)	66 (37)	63 (40)
Level 3 NCEA (Yr13)	59 (32)	34 (16)	64 (33)	62 (29)	45 (21)
% leaving with L2	83	83 (53)	84 (43)	83 (41)	83 (52)
Leavers, 17+ (Yr12-13)	84	90	90	90	88

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

Careers: Youth Guarantees, Future pathways will also be important during the course of 2019. 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, adequate external resourcing. Additional resources have been provided each year to meet the demands from greater student participation. In 2019 this will include working to address the increased challenge of sourcing coaches and managers for all teams.

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 a focus here.

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.

Property: The aim of the Board is to provide a modern, safe, well maintained physical environment which promotes learning. Water tightness issues continue to be of considerable concern. 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. 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 Board of Trustees 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 Board of Trustees at the time of the faculty reporting.

PERFORMANCE MANAGEMENT AND TEACHER APPRAISAL

In accordance with the College's policies and procedures for performance management:

- All teaching and support staff are appraised annually
- The Principal is externally appraised annually.

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 if there is a need for further clarification.

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
- 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 *governance* policies relevant to the NAGs are reviewed by the Board of Trustees annually, bi-annually or tri-annually.
- All *management* policies and procedures are reviewed as the need arises in accordance with the New Zealand School Trustees Association recommendations on Board policy and reporting.

PLANNING AND REPORTING REVIEWS

- The Principal provides an Annual Report to the Board of Trustees and to the parent community This report reviews both general and financial matters as required by the Ministry of Education
- The College's 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 Board of Trustees
- 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/student evenings held each year
- Education Review Office reviewed Lynfield College in September 2018. The next review is expected to occur in 2021.

PERIODIC REVIEWS

- As and when needed.



3. *The School Statement 2019*

Founded in 1958, Lynfield College is a state, co-educational Year 9 – 13, secondary school, situated in central-west 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 five years into further tertiary education and training.

In 2019, the March 1st roll was 1842 students. This has seen an increase on the 2018 roll by 75 students.

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. Indian is now the dominant ethnicity. The College has students from over 60 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 College's philosophy is summed up in its motto *Disce Vivere* which means 'Learn to Live', which encompasses 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 the desire to strive for excellence, and, second, the provision of broad, balanced educational programmes. There is constant reinforcement for students to set goals and achieve to the best of their ability.

Student development and achievement requires highly skilled teachers and support staff. The Senior Leadership Team is responsible for all matters concerning staff employment, quality and performance management. All Lynfield teachers are registered by the New Zealand Teaching 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 policies aim to ensure a safe physical and emotional environment for learning and development.

Student leadership and voice 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' (NCEA) qualifications are offered to students from Year 10 to 13. A wide variety of exams and competitions are offered. An annual Achievement Report is prepared for the Board of Trustees with Faculty Leaders presenting their sector report in Term 2 of each year.

The school is very community oriented, 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.

Additionally, at the end of each year the junior school gives back to the community, through its '*Caring for our Community Programme*'. This enables approximately 700 Year 9 - 10, and Adult ESOL students, to engage with the community by working with and for them on a broad range of projects for two days to thank the community for their valued support throughout the year.

At a professional level there is ongoing engagement and collaboration with contributing primary and intermediate schools. Lynfield College is a member of the 'Lynfield Kāhui Ako'. This Community of Learning had its 'Shared achievement challenge plan' first accepted by the Minister of Education in November 2015. Nine schools from the local area are working collaboratively on improving student outcomes.

Lynfield College is financially sound, well equipped and effectively governed, with its buildings, grounds, infrastructure and information systems being constantly upgraded. The current focus is on addressing water tightness issues in five of the blocks.

In September 2018 the Education Review Office held a review of the College. Its findings were highly complimentary.

COMMENTS IN THE 2018 REPORT INCLUDED:

'Students are confident and thoughtful young people and have high levels of participation in co-curricular activities.'

'student voice increasingly contributes to school decision making'

'The school's settled and inclusive environment creates a good foundation for students' learning. Respectful relationships between staff and students underpin the culture of the school. This promotes positive, purposeful expectations for teaching and learning. Students have opportunities in their learning to make links and connections to authentic and real world contexts.'

'Students are being positioned to achieve well in national qualifications.'

'Students' sense of compassion is reflected in the way in which many are involved in service to the school and to the wider community.'

The community can be justifiably proud of the contribution the College makes to the young people in its catchment.

