

Annual Report 2019



LYNFIELD
COLLEGE



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PART 1: STATISTICAL PROFILE

Year Levels of Students	Year 9 to Year 15
Total Roll of Students as at 1 March 2020	1842.4 FTE (Full Time Equivalent)
MOE Funded Roll as at 1 March 2020	1739.4
Principal's Graded Roll	U12
International Student Roll as at 1 March 2020	103.0
Adult ESOL Student Roll	110.4 FTTE (Full Time Teacher Equivalent)
NESB (Non English Speaking Background) Funded Students	Migrants = 59, Former Refugees = 21
Number of Nationalities	45
Number of Ethnicities	83
Size of campus	10 hectares
Decile	6N
Board Chairperson	Mark Hewett (Elected May 2019)
Principal	Cath Knell (Appointed May 2017)
Enrolment Scheme (implemented 02/12/2002) Revised August 2004 (Adult ESOL Programme) Revised February 2020 (Kotuitanga Lane)	Reviewed Annually by the Board in May
The Education (Pastoral Code of International Students) Code	Implemented 1 July 2016
Number of Individual Teachers as at 1 March 2020	127 (including part time teachers)
Teaching Staff (FTTEs) as at 1 March 2020	110.09
Roll Based Staffing Entitlement as at 1 March 2020	102.30
Management Unit Entitlement as at 1 March 2020	144
Senior Management Unit Entitlement as at 1 March 2020	4
Middle Management Unit Entitlement as at 1 March 2020	78
Number of Administration Staff as at 1 March 2020	46
Number of Staff New to Lynfield College as at 1 March 2020	9
Number of Beginning Teachers as at 1 March 2020	3
Last ERO Review	September 2018
Next Triennial Board Election	June 2022
Special Education Students	ORS High Needs = 16 ORS Sensory High Needs = 2
Latest 10 Year Property Plan	October 2015

PART 2: LYNFIELD COLLEGE ACTIVITIES

Mission Statement

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

Principal's Report *(delivered at Senior Prizegiving)*

*Nau mai, haere mai, ki te po
kia whaka-nui-tia
nga taonga
o nga akonga,
o te Kareti o Pukewiwi*

Welcome to the Lynfield College Senior Prizegiving where we celebrate the success of our senior students.

*Kia ora koutou katoa
Mihi aroha tenei ki a koutou
I whānau ahau i Katikati
Engari e noho ana au i Te Taatua inaianei
Ko Cath Knell toku ingoa
No reira, tena koutou, tena koutou, tena ra tatou katoa*

Welcome to you all. My name is Cath Knell and it is my pleasure to address you this evening. Joining me on the stage are:

- the Senior Leadership Team,
- representatives from the Board of Trustees,
- Faculty Leaders,
- representatives from the Student Executive, and
- guest presenters

Tonight we are recognising and celebrating the **Academic, Leadership** and **Special** achievements of our senior students for 2019 with the Sports and Cultural awards having already been presented at the celebratory **Festival Awards** evening at Eden Park on the 17th of October.

Learn to Live - Akona te Ara Tika

Learning at Lynfield College is underpinned by the values of:

Manaakitanga: *we are respectful and inclusive*
Hinengaro wawata: *we are creative, critical and innovative*
Wairua kaha: *we are resilient, resourceful and confident*
Whanaungatanga tika: *we work and learn together*

In 2019 our **Korowai of Values** has become increasingly integral to the way we work and relate to others both in and out of the classroom.

Recently we have been fortunate in having two past pupils support the College by sharing their own learning journeys and the **values** they have applied to their own lives.

Wairua kaha

In July of this year we were honoured to host former Lynfield student, the recently appointed **Chief Justice of New Zealand, Dame Helen Winkelmann**. Dame Helen spoke about her disadvantaged background and her personal growth in resilience and confidence - **wairua kaha**.

Dame Helen has been instrumental in establishing the Legal Profession in Schools Programme which has seen 20 of our aspiring lawyers visit the offices of Meredith Connell Law Firm in August. A special Law Open Day was created for these students, plus a newly created Scholarship funding has been made available for them to apply for, if studying law at a NZ University in 2020.

We look forward to the ongoing opportunities that this relationship will provide our students and our community.

Sarai McKay, a former Deputy Head Girl and Kapa Haka leader, spoke at our Festival Awards Evening about the **values** based structure she now works within, in order to take better care of her physical and emotional health - **wairua kaha**.

Taking better care of her physical and emotional health has seen Sarai change her programme of study and subsequently being awarded two scholarships which will allow her to complete her Bachelor of Arts with a focus on Indigenous Studies at the University of Wollongong in Australia.

Manaakitanga and whanaungatanga - A School United

2019 will be remembered with a mixture of feelings including anger and sadness. A Week of Solidarity, for Christchurch and our Muslim community, was organised by our students following the mosque attacks in Christchurch in March. Both students and staff wanted to assure our community that the College promotes and upholds a safe, caring, positive environment. Blue ribbons were handed out at the school gates throughout the week representing peace, harmony, unity and trust; there was a memorial site where College members could leave flowers, messages and chalk drawings of sympathy and support; there was a haka for our Muslim students and one-minute silence at each of the year level assemblies. Two fundraising events, a staff vs students football match and a blue-themed mufti day, raised over \$3,000 for the Christchurch appeal. A memorial service was held on the field a week later with interdenominational prayers and karakia and two-minutes silence at 1.45pm. We can all feel very proud of how our students expressed the **manaakitanga** and **whanaungatanga** of Lynfield College.

This is just one of many examples of **Student Agency** in action at Lynfield. Further events have been scheduled to recognise and celebrate others including our Fiafia / Talanoa Evening next Tuesday 5 November.

GROWING GREAT LEADERS

Not only are we growing great leaders amongst our students, we are growing great leaders amongst our staff. It is with pride in their success and sadness at their departure that we acknowledge the following Deputy Principals who have taken up roles as Principals at other schools.

After three years at Lynfield College **Steve Mouldley** took over as Principal of the Academy for Gifted Education in Takapuna. This is a private school designed for children from Year 1 to 10. In Term 2 **Kiri Turketo** took on the mantle of Principal at Sir Edmund Hillary Collegiate Senior School, Otara. We are delighted that their contributions to education will continue to influence learners in their new roles.

In their place we have made two new appointments. **Sharyn Hunt**, a current member of staff at Lynfield and Kāhui Ako Across School Leader, joined the Senior Leadership Team in Term 2 and **Lisa Wichman-Kelly**, Deputy Principal from James Cook High School, joins the team on Monday.

Special thanks go to **Russell Christie** who took on extra responsibilities on the Senior Leadership Team, while these appointments were made. Initially thinking that this was going to be a 'one term stint' he was 'persuaded' to allow this to become the whole year! We have appreciated the flexibility and good humour he has brought to this role in supporting our learners.

STAFFING

It is the staff who work with our students on a day-to-day basis in the classroom and in a support role that have the most significant impact on student achievement and wellbeing.

Some of these have left during the course of the year to take up a promotion, to travel or to retire. In addition to Steve and Kiri these have included:

- Karen Hughes and Zona Whyte (Support Staff), Jen Schmidt, (Teacher Aide), Bijendra Prasad (Maths), Holly Abraham and Taylor TuiSamoa (Health and Physical Education) and Karen Mitchell (HOD Learning Support).

Others we are farewelling at the end of the year.

- Dottie Connew is taking parental leave and we look forward to her return in Term 3
- Alannah Morris is relocating to Wellington and has been appointed to another teaching position
- Cathy Feist, Faculty Leader Language and Languages, is stepping down from a full time teaching position after 23 years at Lynfield College, and
- Shelley Harris, Receptionist, is retiring after 26 years.

The contributions that you have made to the wider life of the school during your time here have been greatly valued. It will be a real challenge for the staff taking your place to live up to the legacy that you leave.

There is one more group of people who I would like to acknowledge, The Board of Trustees. This new Board is actively involved in, and commitment to, the life of the school. You will have seen them supporting our sports teams and culture groups and our parents at evening events. They bring professional expertise and knowledge to their stewardship role. Their responsive and strategic thinking is focused on supporting leaders and staff in their work to improve outcomes for students.

ACHIEVEMENT

But back to the focus of this evening:

I am constantly impressed by the achievement of our students.

Teaching and Learning is in good form at Lynfield and we continue to be held in high regard. The review team from ERO, in their confirmed report which was released at the beginning of this year, said:

“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.”

CONCLUSION

As our Year 13 students prepare to head off for the next stage in their lives, there will be mixed feelings - excitement in the face of new challenges and anxiety about the unknown future that lies ahead.

My hope is that you have made the most of the opportunities that the College has provided and that with the support from your family, friends and the school you have equipped yourselves well to face the challenges that lie ahead and to make the most of the opportunities that are before you.

I am extremely confident in saying that you have been provided with the very best opportunities to ensure your success by attending Lynfield College. This is obvious by the large number of success stories that we have shared throughout the year.

This prizegiving is a celebration of your achievement and success. The recognition of targets set and goals achieved. But above all it is a celebration of the hope we invest in you as you leave Lynfield College to make your way in an increasingly complex and challenging world.

Kia kaha

No reira, tena koutou, tena koutou, tena ra koutou katoa

Cath Knell, Principal

Board of Trustees Chairperson's Report *(delivered at Senior Prizegiving)*

I would also like to welcome you all tonight as we celebrate the achievements of our students for 2019. My name is Mark Hewett, the Board of Trustees' Chairperson, and on behalf of our school board I would like to congratulate all the students on their outstanding work this year. As parents and caregivers seeing our young people achieve is a very proud moment. We have watched them grow and learn and discover their talents, and it is so rewarding seeing you, the students, being recognised for your hard work.

Congratulations again to all the Year 12 and Year 13 award winners. When I sit on the stage and see the outstanding achievements you have attained, I feel proud to be part of this successful College.

Reflecting back over the year and the achievements Lynfield College has made in all areas of the school, I would like to thank our Principal, Ms Knell, the Senior Leadership Team, your Year 12 and 13 Deans, Mr Russell Christie/Ms Alannah Morris, and Mrs Raneeta Prasad/Ms Bronwen Wilson, together with all the teachers and support staff who have a vision to see you succeed as students in making sure that you achieve your very best. We also want to thank you for the many hours you have put in with exam preparations, Board presentations, reporting and your passion for teaching, for the hard work and your commitment to the College for another year. Could everyone please join me in a big paki paki.

2019 was a triennial electoral year for Boards of Trustees. We would like to thank the members of the outgoing Board of Trustees - Chairperson Christine Mellor (12 years), Deputy Chairperson Clive Hudson (9 years), Steve Taylor (6 years), Ray Gilbert (3 years), Hinekura Laveaina (3 years), Staff Trustee Robert Skeen (3 years) and Student Trustee Raymond Feng.

Following the elections we welcomed David Barrett as Deputy Chairperson, Kristelle Varney, Bella Tahu, Jonathan Subritzky, Clive Hudson (co-opted for six months), Staff Trustee Tessa Morrison, along with myself who was re-elected. We also welcome our newest member to the Board whom many of the students will know - Simote Funganitao who has been elected as Student Trustee.

This year has also seen more changes around the School and as students you have been able to benefit from these new building projects which the Board have invested for you – the new shade covers over seating near L-Block, upgraded bathrooms and \$60,000.00 now allocated each year to maintenance of the fields which has seen many fantastic sporting events over the last season. We are also working with the Ministry (on the B-Block building). As a Board, we really enjoy serving our school and we always try to do our best for the parents and families of Lynfield College along with this community to ensure that we are doing our utmost not only for Lynfield College, but for all our children as well because at the end of the day, they are the most important part of this school.

Year 13 - when you leave the school tonight, always remember where you 'Learn-t to Live' and grew up to be the young adult you have become today and remember the friends you have made at Lynfield College. In wrapping up, I'd like to leave you with a little quote:

"Every small achievement will soon be one amazing success!"

Because think about it –

"Who you are tomorrow begins with what YOU do today!"

So ...

Every morning you have two choices:

- **Continue to sleep with your dreams,**
- **OR wake up and chase them.**

Congratulations again to all the prize winners and to everyone who has achieved their own goals this year. Good luck with your exams and we wish you the best of luck for 2020 onwards - have a safe and happy Christmas. Congratulations also to the new Year 13 Student Executives for 2020! We look forward to a great school year next year!

Mark Hewett: Chairperson, Lynfield College Board of Trustees

Teaching and Learning

Teaching and Learning is the responsibility of **Deputy Principal, Richard Winn**. Achievement and Assessment is the responsibility of **Deputy Principal, Sandy Harris**.

The College is divided into eight Faculties, one for each of the seven learning areas and a Student Services Faculty (International Languages remains part of the Language and Languages Faculty).

A database of student results is stored on KAMAR, the college's Student Management System. 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 of Trustees from February until the final faculty reports in August. This details student achievement as well as modifications to courses following a close examination of student performance. Faculty Leaders also report back to the Senior Leadership Team on student achievement where the student data from the previous year's results are examined.

The **Academic Advisor, Neil Waddington**, 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. The Ministry of Education provides funding external providers to support these identified students.

A large well-organised library supports student learning. It provides services to students before and after school, as well as during the holiday breaks. In 2019, a high number of staff and students used the library. Over 9,000 library books and 1300 textbooks were issued throughout the year.

Assessment, Reporting and Curriculum Delivery policies were reviewed.

A Learning Support Department continues to provide assistance to those who have difficulty adjusting to regular classes. The aim of the Department is to mainstream students with support from learning assistants. It includes both ORS and non-ORS students. Special programmes are offered including the South Pacific Education (SPC) course.

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 Year 9, at the end of Year 9 and at the end of Year 10. Subject teachers of all Year 9 classes have access to collated assessment data in order to improve teaching.

The Careers Department supports students as they progress from their secondary school studies into tertiary study, skills training or employment.

Students

Total student numbers were higher in 2019 than in 2018 by over 70 students. Retention rates remained high.

Student wellbeing is supported by the Form Teachers, Deans, Faculty staff and Guidance Counsellors. 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 Student Trustee all work with the Senior Leadership Team to enhance the students' secondary education 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 2019
- An Achievement Report is prepared for the Board of Trustees and builds up as each Faculty reports to the Board. This is a key working document for the College
- Faculties review all courses once results are available
- The Annual plan is compiled following consultation in Term 4 and follows the Strategic Plan
- The ERO report for 2018 identified the capability of its leadership to support a well-considered process of change management.

Personnel

- Personnel is the responsibility of the **Principal, Cath Knell**. The Board of Trustees receives a staffing report each meeting for discussion and approval.
- Personnel policies are reviewed inline with the Policy Review Cycle
- 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 2019. Informal issues were dealt with internally and involved providing extra support for staff
- Provisionally Registered Teachers in March 2019 numbered two Year 1 and six Year 2 teachers out of a total of 127
- One teacher was on refreshment leave, five teachers were on maternity leave
- Twelve teachers left at the end of the 2019 school year for the following reasons:

<i>Travel Overseas</i>	<i>1</i>
<i>Moved to other schools</i>	<i>10</i>
<i>Left the teaching profession</i>	<i>1</i>
<i>Retirement</i>	<i>0</i>
<i>Total</i>	<i>12</i>

Staffing numbers by gender (as at 1 March)	Male	Female
Teaching staff	33%	67%
MU holders	36%	64%
Support staff	18%	82%

Staff Professional Learning and Development

Staff Professional Learning and Development is overseen by **Deputy Principal, Sharyn Hunt**. A report is provided to the BOT at its February meeting which details activities in the previous year and proposals for the following year.

Grant Angus, Specialist Classroom Teacher and **Bronwen Wilson, Director of eLearning** work actively to provide all 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, mostly linked to collaborative inquiry projects.

In 2019 professional learning off-site opportunities were attended by 89 staff. A total of \$78,000 of Board funds were spent on Professional Learning and Development throughout the year from the operations budget.

Deputy Principals, Kiri Turketo and **Sharyn Hunt**, and **Specialist Classroom Teacher, Grant Angus**, co-ordinated the orientation programme for all new staff.

Finances

See attached Annual Financial Report.

Health and Safety

The Health and Safety Committee chaired by **Senior Leader, Russell Newbrook** meets as part of the meeting cycle.

The Board of Trustees receives an Accident Report each month from the **School Nurse, Lee Hieatt**, providing details of injuries for the previous month. A Health and Safety report is presented to the Board annually. Any policy matters are dealt with at this time.

Regular evacuation drills took place (including fire and lockdown).

A programme of electrical testing continued throughout the year. A hazard register is maintained by **Business Manager, Robert Skeen**.

Student Discipline

The school maintains a **Student Discipline Policy and Procedures** as well as the **Code of Conduct** and the **Safe School Policies**. 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 and reviewed at each Board meeting and an annual report is prepared at the end of the year.

In 2019 the number of suspensions increased from 4 to 18 and the number of Stand-downs increased from 62 to 86. The full report is available from the college.

The college accepted enrolments of students who had been excluded from other schools. For 2019 this included a number of MOE directed enrolments. While many of these students made a successful transition the influence and effect that one student had on the school community led to an increase in stand downs and suspensions.

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 through regularly written reports, a progress report, two parent evenings, fortnightly newsletters, special evenings (Yr9 whānau, whānau Hui, Pacific Island Parents evenings, NCEA and Scholarship Information evenings).

Consultation with the Community / whānau Engagement

Consultation with the Māori community took place through the Pounamu vertical form class, Lynfield College and Lynfield Kāhui Ako whānau Hui held throughout the year.

Consultation with Pacific Peoples community took place throughout the year. This was associated with the Pacific vertical form class and Pacific Island parent/Talanoa evenings each term.

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, and parents of students doing NCEA and Scholarship. An extended transition programme for incoming Year 9 students included a parent-focused Welcome Evening at the beginning of the year, and two Taster Mornings where incoming students experienced lessons in different curriculum areas.

Staff and Student Wellbeing

A successful, well attended Year 9 Parent Course was held over six weeks in Term 1. Two wellbeing Hui were held involving students from all the Kāhui Ako schools. The results were discussed in ongoing meetings with those participating schools.

Mental Health Week activities were held for example, random acts of kindness, exams stress packs, shared morning tea, Assembly presentations. mindfulness strategies were posted on Schoology.

The Safe Schools Committee and PSSP conducted Pink Shirt Day activities around 'kindness to others'. Staff Safe School's Committee meetings continued with the focus of staff and student wellbeing with two anti bullying programmes considered, STYMIE and 'Sticks and Stones', the latter confirmed for 2020.

PART 3: ANALYSIS OF VARIANCE

Assessment and Achievement 2019

Entrance Testing

At the end of 2018 data was collected for Year 9 students enrolling at Lynfield College for 2019, from our contributing Intermediate Schools. Students also sat an entrance test, and this was entered into Lynfield's student management system (KAMAR). The data was used for student placement in classes. Classroom teachers also used this data to help identify student learning needs and it was archived for future tracking of student achievement and analysis. Data was available to subject leaders, who created markbook summaries for teachers to which teachers can refer.

Live auditions were held for students seeking to attend the Music Academy. From the 35 students who auditioned for the Academy 24 were selected.

Reporting Achievement

Student achievement was reported to parents at the end of Term 1 (progress report) as follows:

- 5 Outstanding achievement**
- 4 Achieving to a very good standard**
- 3 Achieving to an acceptable standard**
- 2 Achieving below standard**
- 1 Achieving well below standard**

Achievement grades were given for Senior Mid - Year and End - Year Reports as follows:

Not Achieved | Achieved | Merit | Excellence

In 2019 Lynfield College began reporting student achievement against curriculum levels for Year 9 and 10 mid and end of year reports. Teachers also commented on a student's strengths and possible next steps for progress to be made. Comments focussed on the curriculum of each subject area and the school's values of wairua kaha, hinengaro wawata, manaakitanga and whanaungatanga tika. Data used for reporting on levels included class and assignment work, tests, exams and overall teacher judgements.

Student achievement information was published through KAMAR and available on the Portal for students, parents/caregivers to view. Year 9 -11 reports were emailed or posted upon request, to parents/caregivers. Two report evenings during the year – April and August, allowed teachers to discuss achievement grades and student progress with parents/caregivers.

Teachers continued to develop and use common tests to enable tracking, and to make comparisons between groups, within groups and from year to year. By the end of the year the data from testing enabled staff to make valid recommendations as to which Level 1 course in the core subjects would be appropriate for each student. Achievement data also guided the planning / staffing of the option structure for the following year's timetable.

asTTle Testing

asTTle Reading and Maths tests were used to measure all Year 9 and 10 student achievement against the New Zealand Curriculum levels. Three testing events are used to compare results for the same cohort – the start of Year 9, at the end of Year 9 and at the end of Year 10.

In 2019 testing at the beginning of the year was moved from week one to the first week in March to avoid the ‘summer slump effect’ and at the end of the year it was part of the exam timetable.

asTTle Levels Guide and Expected Levels at Year 9, 10 and 11

4B	Level 4 Basic	Year 9	5B	Level 5 Basic	Year 10	6B	Level 6 Basic	Year 11
4P	Level 4 Proficient		5P	Level 5 Proficient		6P	Level 6 Proficient	
4A	Level 4 Advanced		5A	Level 5 Advanced				

Table 1: asTTle Reading Data 2014 – 2018 Showing Curriculum Level Achievement

MEDIAN READING LEVEL AT TIME OF TESTING				
	Start of Year 9	End of Year 9	End of year 10	% of cohort Achieving Level 1 NCEA in Year 11
2015	4B	4A	4A	83%
2016	4P	4A	4A	79%
2017	4A	4A	4A	80.9%
2018	4P	4A	5B	81%
2019	4P	4A	5B	70.3%

The 2019 Year 9 cohort shows improvement in reading commensurate with previous cohorts.

The 2018 Year 9 made similar progress to previous years, with 20.4% at level 5B or higher at the start of Year 9 and 44.8% at this level by the end of Year 10.

The lower than previous achievement at NCEA Level 1 in 2019 highlights how a single indicator such as an asTTle Reading test cannot be used as a tool to predict more general achievement in NCEA, as the 2017 cohort achieved well compared to the general picture of achievement over the last few years.

Table 2: asTTle Maths Data 2015 – 2019 Showing Curriculum Level Achievement

MEDIAN MATHS LEVEL AT TIME OF TESTING				
	Start of Year 9	End of Year 9	End of year 10	% of cohort Achieving Level 1 NCEA in Year 11
2015	4A	5B	5B	83%
2016	4A	5B	5P	79%
2017	4A	5B	5P	80.9%
2018	4A	5B	5P	81%
2019	5B	5B	5P	70.3%

The 2019 Year 9 cohort shows a cohort achieving well at the start of Year 9 and achieving at a similar level by the end of the school year.

The 2018 Year 9 cohort made sound progress, in line with expectations. 56% were at level 5B or higher at the start of Year 9, increasing to 70.9% at this level by the end of Year 10.

Again, the 2017 cohort’s overall achievement rate in NCEA L1 shows the weak relationship between a single test result and overall achievement.

Writing

We continue to use eWrite testing (an assessment tool developed by the Australian Council for Educational Research) with all Year 9 and 10 students, one at the start of the year and one at the end. The tests are limited as they identify areas of strength and weakness in surface feature use, but not the more complex parts of writing. Year 9 and 10 students keep a portfolio of writing they have worked on throughout the year in their English programme. They submit their best piece which is then assessed against the English curriculum levels.

Advanced Learner Classes

A total of 63 Year 10 students from the two advanced learner classes were entered for external NCEA standards as part of their Science and Social Studies courses. The students in these two classes are extended in their learning and achieve high levels of success at Level 1 in Year 10. Students are selected for the advanced Year 9 class based on their entry test results. Coursework and exam results during Year 9 determine their placement in Year 10. Faculty Leaders have been asked to review entry into this class in terms of equity for Māori and Pacific students.

Table 3: Science (10SCN) Results 2019 – Across Five Achievement Standards

	Number Students	Number Results	Credits Achieved	Credit Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
TOTAL	63	313	140	780	320	1240	1252	99.0	19.7
Male	26	129	64	328	120	75.1	516	99.2	19.7
Female	37	184	76	452	200	76.3	736	98.9	19.7
European	15	74	48	208	40	78.4	296	100.0	19.7
Māori									
Pacific	1	71.55	4	16		20	20	100.0	20.0
Asian	46	229	88	536	280	904	916	98.7	19.7
Other	1	5		20		20	20	100.0	20.0

Table 4: Social Studies (10SSN) Results 2019 – Across Two Achievement Standards

	Number Students	Number Results	Credits Achieved	Credit Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
TOTAL	63	117	76	156	232	464	468	99.1	7.4
Male	26	47	36	52	96	184	188	97.9	7.1
Female	37	70	40	104	136	280	280	100.0	7.6
European	15	26	12	40	48	100	104	96.2	6.7
Māori									
Pacific	1	2		4	4	8	8	100.0	8.0
Asian	46	87	60	108	180	348	348	100.0	7.6
Other	1	2	4	4		8	8	100.0	8.0

Five other curriculum areas also offered a range of level 1 standards to Year 10 students.

Table 5: All Year 10 Students Doing Level 1 in Other Subjects

	No. of standards	No. of students in each standard	No. Students achieving each standard
10BUS	1	112	98
10DAN	1	18	8
10DTG	2	76 + 71	70 + 67
10FOT	1	37	24
10MAA	3	30 + 29 + 30	30 + 29 + 30

NCEA Results

Data was taken from the NZQA website February 2020 using the new enrolment-based measure (on LC roll for 70 or more calendar days)

Table 6: Comparisons Enrolment-Based Results Year 11 - 13 (percentage)

	Year 11 Level 1 Certificate			Year 12 Level 2 Certificate			Year 13 Level 3 Certificate			Year 13 University Entrance		
	LC	Dec 4-7	Nat	LC	Dec 4-7	Nat	LC	Dec 4-7	Nat	LC	Dec 4-7	Nat
2015	83.9	77.2	74.5	81.3	79.8	75.1	73.4	64.5	62.5	58.7	48.3	48.0
2016	78.0	78.1	75.3	85.6	81.5	76.3	78.7	65.2	64.0	60.0	47.8	48.6
2017	80.5	78.2	74.5	83.8	81.3	78.4	77.7	66.1	65.2	61.8	47.2	48.5
2018	81.1	75.2	70.0	80.5	80.1	78.0	72.5	66.3	64.4	63.4	47.2	46.9
2019	70.3	71.5	0.0	81.9	78.7	0.0	76.9	65.4	0.0	60.0	44.2	0.0

Summary:

- The same coloured boxes diagonally down the table follow a cohort from Year 11-13
- In 2019, Lynfield College for the first time in 3 years was below the decile 4-7 (1.2% - 2016 decile variation of 0.1%) but is still above national achievement results
- Year 11 and University Entrance starting to track down
- Year 12 13 and University Entrance starting to track back up
- Similar to decile and national cohorts Lynfield cohorts have shown variations at each level of up to 7% over the five years, however, the decrease of 10.8% at Year 11 from 2018-2019 is significant compared to the decile decrease of 3.7% and the national decrease of 1.8%
- Nationally, the overall numbers of students achieving year level certificates has been trending down over the past five years, apart from in Year 11, 12 and University Entrance in 2016 and Year 13 in 2017.

Table 7: Level Achievement Based on Ethnicity (percentage)

	Level 1 (Year 11)			Level 2 (Year 12)			Level 3 (Year 13)			University Entrance		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Māori	75.0	62.5	45.8	52.0	67.6	63.6	69.6	57.1	56.0	39.1	35.7	36.0
Pacific	53.0	59.3	48.6	66.1	63.5	67.3	61.7	44.7	52.0	27.7	23.4	30.0
Asian	94.0	86.5	83.8	93.8	91.6	84.9	86.0	82.4	89.7	74.9	76.4	76.6
European	79.5	85.1	75.3	80.8	79.3	80.9	75.0	75.6	71.8	55.8	65.4	55.5
TOTAL	80.5	81.1	70.3	83.8	80.5	81.9	77.7	72.6	76.9	61.8	63.4	60.0

Table 8: Lynfield College and National Percentage Comparisons for Māori and Pacific

	Level 1 (Year 11)			Level 2 (Year 12)			Level 3 (Year 13)			University Entrance		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
LC Māori	75.0	62.5	45.8	52.0	67.6	63.6	69.6	57.1	56.0	39.1	35.7	36.0
Nat Māori	62.9	58.4	54.8	70.7	68.6	67.1	52.6	52.9	52.9	29.3	29.3	27.5
LC Pacific	53.0	59.3	48.6	66.1	63.5	67.3	61.7	44.7	44.7	27.7	23.4	30.0
Nat Pacific	67.1	62.8	58.4	73.9	72.1	69.1	58.9	58.9	58.1	29.3	28.6	27.4

In 2019 NZQA Stats identified:

11 Māori students and 35 Pasific in Year 11

14 Māori students and 37 Pasific in Year 12

14 Māori students and 27 Pasific in Year 13

Summary:

- At Year 11 there was a significant decrease of 16.7% for Māori students compared to 2018. (There was a 12.5% drop the previous year). 2019 was only slightly better than 2016, 2017 having been a particularly strong cohort. There was a decrease of 10.7 for Pacific students compared to 2017 - disappointing as that year there had been a 6.6% increase. In Year 11, 2 (2018 = 6) Māori students and 12 (2018 = 11) Pacific students Achieved with Merit and 1 Pacific student Achieved with Excellence (2018 = same). 0 (2018 = same) Māori students Achieved with Excellence
- At Year 12 there was a decrease of 4% compared to 2018, disappointing as in 2018 we saw a 15.6% increase. (62.5 % of this cohort achieved Level 1 in 2018). The number of Pacific students gaining Level 2 continues to track up with an increase of 3.8% compared to 2018. In Year 12, 4 (2018 = 9) Māori students and 9 (2018 = 11) Pacific students Achieved with Merit. 0 (2018 = same) Māori and 0 Pacific (2018 = 1) students Achieved with Excellence
- At Year 13 there was a slight decrease of 0.9 % for Māori students compared to 2018 (the lowest in the past 4 years). There was an increase of 7.3 % for Pacific students compared to 2018 after a significant fall in 2018 (17%). In Year 13, 4 (2018 = 2) Māori students and 2 (2018 = 8) Pacific students Achieved with Merit and 1 (2018 = 0) Pacific student Achieved with Excellence. 0 (2018 = 2) Māori students Achieved with Excellence
- There was a 0.3 increase for Māori students (after a 3.4 % decrease in 2018 but generally fluctuating in the mid 30's) and a 7.3% increase for Pacific students (the highest in four years and after a 4.8% decrease in 2018) gaining UE compared to 2018. Nationally there was a slight decrease of all students gaining University Entrance apart from Māori students
- 9 (2018 = 5) Māori and 16 (2018 = 11) Pacific students achieved University Entrance

- Asian and European achievement at Lynfield College was above the national results in all areas 2019
- Māori and Pacific achievement at Lynfield College was below the national results in all areas 2019.

Table 9: Lynfield College and National Percentage Comparisons Based on Gender

	Level 1 (Year 11)			Level 2 (Year 12)			Level 3 (Year 13)			University Entrance		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
LC Boys	75.9	78.0	65.5	79.7	79.7	75.4	73.2	73.2	69.0	56.1	57.5	51.7
Nat Boys	70.4	66.1	64.1	74.9	74.9	73.3	59.8	59.3	60.4	41.8	40.6	39.8
LC Girls	86.4	84.4	76.3	88.0	88.0	89.0	82.7	79.7	84.8	8.0	68.8	68.3
Nat Girls	78.7	75.1	73.2	81.8	81.1	78.9	70.2	69.1	70.1	54.8	52.8	53.1

Summary:

- In 2019 both boys and girls across all levels and for UE achieved above the national results
- At Year 11 the number of boys achieving Level 1 decreased in 2019 by 12.5% - they had been tracking up over the past three years. A decrease of 8.1% for girls who continue to track down over the past three years
- At Year 12 the number of boys achieving Level 2 in 2019 has continued to track down with a decrease of 3.4% compared to 2017. Girls have increased by 6.0% after tracking down for the past two years
- At Year 13 the number of boys achieving Level 3 in 2019 decreased by 5.8% compared to 2018 (the lowest in four years). There was a slight decrease of 0.5% for girls
- For UE the number of boys achieving Level 3 decreased by 5.8% - a 4.4% drop in the past two years. There was a slight decrease for girls of 0.5%.

Table 10: Year Level Achieving Endorsed Certificates 2019 (percentage)

		Level 1 (Year 11)		Level 2 (Year 12)		Level 3 (Year 13)	
		Merit	Excellence	Merit	Excellence	Merit	Excellence
2015	Lynfield College	39.5	20.6	31.8	16.4	35.7	15.1
	National	31.9	13.5	22.9	12.0	23.7	11.1
2016	Lynfield College	31.5	25.0	29.6	17.2	27.9	13.9
	National	31.5	15.9	22.2	12.5	21.9	11.5
2017	Lynfield College	37.7	18.9	25.2	20.5	33.6	13.5
	National	32.0	15.4	20.2	13.6	22.1	11.8
2018	Lynfield College	40.5	20.4	28.9	19.0	33.9	22.6
	National	34.6	20.9	25.6	16.4	27.4	15.1
2019	Lynfield College	37.0	20.9	32.7	119.6	26.5	15.2
	National	34.6	20.0	25.6	16.5	26.7	14.8

Summary:

- *Endorsement provides recognition for students who perform exceptionally well in NCEA*
- *Students are encouraged to do their best at Lynfield College and excellence in achievement is recognised and celebrated at assemblies, in school newsletters, on the College’s Facebook page and at events such as the Scholarship Breakfast*
- *Excellence and Merit endorsements were above the national result at all levels in 2019 apart from Merit at year 13 which saw a slight decrease of 0.2%. This has generally been the trend over the past five years*
- *If the Merit and Excellence endorsements are added together, apart from Year 12 the numbers of endorsements have declined for the first time in three years.*

Table 11: Level 1 Literacy Results Year 11 - 13 (percentage)

	Year 11 Level 1 Certificate			Year 12 Level 2 Certificate			Year 13 Level 3 Certificate		
	LC	Dec 4-7	Nat	LC	Dec 4-7	Nat	LC	Dec 4-7	Nat
2015	93.2	89.6	86.4	95.7	95.5	92.2	97.9	96.8	93.6
2016	92.5	89.3	86.5	97.1	95.7	92.6	97.7	96.8	93.9
2017	91.4	90.0	87.1	95.1	95.8	92.8	97.8	96.9	94.2
2018	92.7	88.8	86.2	97.1	96.0	93.3	97.0	96.9	94.4
2019	89.3	88.4	85.4	94.5	95.4	92.8	99.3	96.9	94.6

Summary:

- *Lynfield College continues to be above the decile and national percentage of students gaining Level 1 Literacy at all year Levels with over 94% of students gaining their Level 1 literacy by Year 13.*

Table 12: Numeracy Results Year 11 - 13 (percentage)

	Year 11 Level 1 Certificate			Year 12 Level 2 Certificate			Year 13 Level 3 Certificate		
	LC	Dec 4-7	Nat	LC	Dec 4-7	Nat	LC	Dec 4-7	Nat
2015	94.6	88.0	84.6	95.2	94.7	91.0	97.6	96.4	92.8
2016	89.9	88.3	85.1	97.1	95.2	91.8	97.1	96.5	93.1
2017	92.6	88.8	85.5	95.5	95.2	92.0	97.8	96.7	93.7
2018	92.7	87.6	84.4	96.8	95.5	97.4	98.1	96.7	93.8
2019	89.3	86.8	83.1	96.2	94.9	91.7	99.3	96.7	94.0

Summary:

- *Lynfield College continues to be above the decile and national percentage of students gaining Level 1 Numeracy at all year levels with over 99% of students achieving their numeracy requirements by Year 13.*

Table 13: STEM Equity (Total versus Successful)

	Māori			Pacific			Other		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
1 or more STEM subjects*	7/23 30.4%	4/14 28.6%	6/25 24.0%	8/47 17%	7/47 14.9%	8/50 16.0%	174/278 62.6%	146/228 64.0%	158/260 60.8%
2 or more STEM subjects*	3/23 13.0%	2/14 14.3%	2/25 8.0%	2/47 4.3%	3/47 6.4%	1/50 2.0%	126/278 45.3%	106/228 46.5%	118/260 45.4%
3 or more STEM subjects*	1/23 4.3%	2/14 14.3%	1/25 4.0%	1/47 2.1%	1/47 2.1%	1/50 2.0%	77/278 27.1%	70/228 30.7%	78/260 30.0%

* 14 or more credits in any of the following University Entrance approved subjects: Biology, Chemistry, Physics, Earth and Space Science, Calculus, Statistics and technology.

Summary:

- National and comparative data is not shared with schools but success for Māori and Pacific students in STEM is lower nationally than other students.

Students Achieving Scholarship in 2019

- 2019 saw 27 Scholarships awarded to 13 students (two students achieved Outstanding Scholarships in two subjects, Raymond Feng in Geography and Alex Zhang in Accounting)
- The 27 Scholarships were spread across 12 different subjects indicating success over a broad range of subjects
- One student was awarded 6 Scholarships including one Outstanding (Raymond Feng)
- One student was awarded four Scholarships (Nene Matsuki)
- One student was awarded three Scholarships (Rachel Ling)
- Four students were awarded two Scholarships
- one student in Year 12 achieved two Scholarships (Julien Verzyde)
- 116 entries for Scholarship
- 31 students were absent for 39 entries
- 50 students attempted 77 papers and received Not Achieved
- 26 students were entered for one subject, 14 students for two subjects, 6 students for three subjects, 4 students for 4 subjects, 1 student for five subjects, 2 students for six subjects and one student for 10 subjects
- Outstanding Scholarships were gained in Accounting and Geography.

Gender

11 females were awarded Scholarships

16 males were awarded Scholarships

Ethnicity

Five European students were awarded at least one scholarship

Seven Asian students were awarded at least one scholarship

One Indian student was awarded at least one scholarship

Table 14: Student Absence from Scholarship Exam by Subject 2019

Subject	No.	Subject	No.
Biology	2	German	1
Calculus	3	Geography	2
Chemistry	2	Health and Physical Education	2
Classical Studies	2	History	3
Design	2	Music	2
Design and Visual Communication	3	Painting	3
Earth and Space Science	4	Physics	1
Economics	3	Statistics	1
English	1	Technology	1

Table 15: NZ Scholarships 2014 - 2019

Year	Outstanding	Scholarship	Total
2019	2	25	27
2018	4	23	27
2017	3	33	36
2016	8	23	31
2015	0	37	37
2014	5	39	44

Table 16: Cumulative Subject Achievement

2014	2015	2016	2017	2018	2019	Subject
1	1	1	2	2	1	Accounting
15	7	9	6	3	3	Biology
2	5	3	4	3	3	Calculus
5	3	3	5	4	3	Chemistry
	4	2	1	1	2	Classical Studies
		1		1	1	Drama
	1	2		2	2	Economics
		2	2	0	2	Geography
				0	1	Japanese
1		1	3	1	2	Media Studies
7	4	1	1	6	5	Physics
4	5	2	4	0	1	Statistics

2020 SCHOOL GOALS

Strategic Aim (MISSION STATEMENT)

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

LYNFIELD COLLEGE ACHIEVEMENT GOALS FOR 2019



Focus 1 : Increase learner agency

ANNUAL AIM

- Achievement against curriculum levels (Year 9 and 10) is explained to students and parents*
- Ākonga are supported in setting their own achievement targets.*

RESULTS (1.1) Achievement against curriculum levels (Year 9 and 10) is explained to students and parents

Junior reports that measured progress and achievement against curriculum levels and the school's values, were issued in August and December.

Reports were made available on the school portal and emailed to parents. Printed copies were issued on request and posted to parents/caregivers who did not have access to email.

ACTIONS

- All junior curriculum areas now report using curriculum levels. Most faculties are marking assessments using the curriculum levels
- Science have been using KAMAR scripts to help ensure there is consistency between teachers and their recording of curriculum levels for students
- Comment banks were used that reflected students strengths and next steps. These focused on curriculum areas of learning in and school values
- A Teacher How to Guide was developed to support teachers with the new format

- Student feedback was gathered in Term 3 from various groups, including Māori and Pacific students, students taking a foreign language and a mainstream mixed class
- Feedback was gathered from parents via response sheets that were distributed on Report Evening and through an online survey
- Comprehensive feedback was also gathered from departments, deans and form teachers
- Comment banks were fine tuned to ensure quality learning and next step comments
- End of year reports included statements about expected curriculum levels for foreign languages
- An extra option was made available for form teachers to use for punctuality and uniform in Term 4 to ensure consistency
- The generic values comment bank was added to and refined and specific subject areas developed or expanded their own values comment banks.

RESULTS (1.2) Ākongā are supported in setting their own achievement targets

Next steps in learning areas and school values were identified by teachers in the new Junior report format

ACTIONS

- Teachers discussed next steps with students in class and had the opportunity to do this at two report evenings during the year. Systems to encourage students to have these conversations with teachers is a next step at both Junior and Senior levels
- In Junior Technology students assessment sheets are linked to curriculum levels and students have time to set their own learning goals. Student voices are regularly gathered to determine programmes of learning
- In Music area Year 9 students are given choices of music to learn on the guitar according to their level and they are supported in working to their level. This is reflected in the other junior Arts programmes
- In Social Studies and Maths, students are assessed against multiple curriculum levels. Students are able to set learning goals to reach the next curriculum level
- Year 9 and 10 Health classes using self assessment and checklist targets to see how they are progressing
- L2 and 3 Health, English and ESOL students are able to self select their pathway through the course from a range of assessments through which students are supported
- Student services supported students in setting their own goals through counselling, safe schools committee, IEP's for students accessing learning support. The careers advisor helps students set targets to take action with their career direction.

Focus 2 : Improve student achievement through effective pedagogy

ANNUAL AIM

1. *Progress the curriculum review including a review of the effectiveness of reducing the number of credits offered*
2. *Target pre-identified priority learners using the strategies that were effective in 2018.*

RESULTS (1.1) Achievement against curriculum levels (Year 9 and 10) is explained to students and parents

All NCEA courses have a maximum of 20 credits on offer unless it has been agreed to by all Faculty Leaders.

ACTIONS

- Year 12 and 13 Health courses have created personalised learning programmes. All students have the opportunity to attain at least 14 credits. Students can choose the make up of the standards they are assessed against, external and internal
- In year 9 and 10 Science the courses were reviewed and re written to ensure latest practices and ideas are incorporated

- Alongside reducing credits English started to offer students different modes of assessment in Technology.

RESULTS (2.2) Target pre-identified priority learners using the strategies that were effective in 2018

Collaborative groups of teachers used the Spiral of Inquiry model to develop strategies focused on the needs of a group of pre-identified priority learners.

ACTIONS

- In Languages there has been more of a focus on peer to peer feedback and reflections to build on deeper understanding of the curriculum
- A number of faculties focussed on their priority learners through providing opportunities outside of the classroom
- The Library has expanded its dyslexia-friendly book collection
- Careers supported Māori and Pasifika students to be mentored by University of Auckland faculty groups throughout the year
- 364 students were initially identified and prioritised from achievement in the previous year, referrals from previous teachers, and the reporting traffic light analysis. From this scanning, nine themes became the focus, with each theme being a collaborative inquiry group: learner agency, growth mindset, next steps, engagement, scaffolding, literacy, organisation, goal setting, peers. A further group focusing on attention to detail in Year 9 classes was also added
- 178 students were tracked by teachers through their inquiry groups (several students were tracked by multiple groups)
- Of the 178 students, 32 achieved NCEA Level 2, 52 achieved NCEA Level 1, and 2 are now at the expected level in Asttle Reading. Another 26 students made at least two sub-levels of progress in Asttle Reading.
- The next step is a school-wide focus on Māori learners.

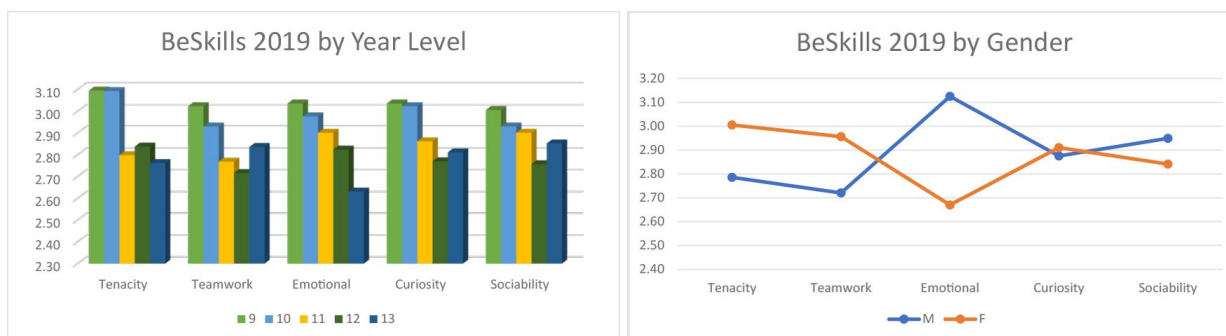
Focus 3 : Focus on learner skill development and wellbeing

ANNUAL AIM

1. Identify and strengthen social and emotional learning skills
2. Partner with parents and whānau to support students' learning and wellbeing and to build strong community networks.

RESULTS (3.1) Identify and strengthen social and emotional learning skills

Data was gathered on student Social and Emotional Learning Skills (BeSkills Programme) and analysed.



Junior reports that measured progress and achievement against curriculum levels and the school's values, were issued in August and December.

Reports were made available on the school portal and emailed to parents. Printed copies were issued on request and posted to parents/caregivers who did not have access to email.

ACTIONS

- Yr 9 and 10 Health and PE courses redeveloped to integrate school values. This is also evident in English lessons
- Student services continued it's Travellers Programme and social skills and life skills are taught in Learning Support
- In Science students are encouraged to work in a range of different social groups throughout the year with their learning.

RESULTS (3.2) Partner with parents and whānau to support students' learning and wellbeing and to build strong community networks

Opportunities to share information on assessment and achievement and collect whānau voice continue to be developed.

ACTIONS

- Successful students, their families and teachers, were invited to the Scholarship Breakfast in March, to celebrate the high level of achievement in Scholarship exams
- A NCEA Information Evening was held in March with over 120 people attending this year.
- Talanoa evenings were held in Terms 1 - 3 for our Pacific students and their families (facilitated by Jeremiah Tauti, MOE/MANA Connections Ltd). A Fia Fia evening led by students in Term 4, celebrated Pacific student success.
- Student services ran a parenting course for Year 9 whānau in Term One. There were also individual parent meetings
- Learning Support held its own prizegiving assembly where whānau are invited to the celebration along with staff
- Life-story career counselling sessions are provided for refugee students
- Career counselling that involves students and whānau
- Bilingual support was offered for ESOL students and whānau during parent teacher conferences
- The annual drama productions allow for stronger school/whānau connections.