



Strategic Plan 2020-2022



**LYNFIELD
COLLEGE**

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*Together we **Learn to Live** through:*

Hinengaro wawata

innovative
Learning
experiences

- Active and successful learners
-
- Extensive learning opportunities
-
- Culturally responsive and equitable opportunities

Whanaungatanga tika

effective
Partnerships
for learning

- Parent, whānau and community engagement
-
- Coaching and mentoring for growth
-
- Kāhui Ako collaboration

Wairua kaha

an environment where
Wellbeing
is supported

- Identity and belonging
-
- Student and staff-led wellbeing programmes
-
- Effective communication

Manaakitanga

Strategic Direction

A set of priorities have been identified for the period 2020 - 2022. This three-year Strategic Plan forms the basis for each Annual Plan and is updated for each of the subsequent years. This provides a cohesive sense of continuity while acknowledging the reality of change during the three-year period.

YEAR	2020	2021	2022
INNOVATIVE LEARNING EXPERIENCES			
Active and successful learners	<ul style="list-style-type: none"> Consistency of report levels and assessment reporting 	<ul style="list-style-type: none"> Learning Management System supports learner agency and differentiated learning 	
	<ul style="list-style-type: none"> Development of assessment criteria across multiple curriculum levels 	<ul style="list-style-type: none"> Multi-level assessment trialled 	<ul style="list-style-type: none"> Multi-level assessment integrated
Extensive learning opportunities	<ul style="list-style-type: none"> Integrated curriculum planning initiated 	<ul style="list-style-type: none"> Trial and review of integrated curriculum 	<ul style="list-style-type: none"> Integrated curriculum expanded
	<ul style="list-style-type: none"> Curriculum review progressed with focus on contextualised learning for Juniors 	<ul style="list-style-type: none"> Exploration of alternative learning programmes and assessment 	<ul style="list-style-type: none"> Implementation of revised learning programmes and assessment
Culturally responsive and equitable outcomes	<ul style="list-style-type: none"> Collaborative inquiries focused on equity for Māori students 		
	<ul style="list-style-type: none"> Development of Effective Leadership Practice 	<ul style="list-style-type: none"> ELP integrated 	<ul style="list-style-type: none"> ELP embedded
	<ul style="list-style-type: none"> Place-based curriculum developed using local tikanga and expert advice 	<ul style="list-style-type: none"> Place-based curriculum developed across curriculum 	<ul style="list-style-type: none"> Place-based curriculum developed across curriculum
	<ul style="list-style-type: none"> Implementation of Effective Teacher Profile 	<ul style="list-style-type: none"> ELP integrated 	<ul style="list-style-type: none"> ELP integrated
EFFECTIVE PARTNERSHIPS FOR LEARNING			
Parent, whanau and community engagement	<ul style="list-style-type: none"> Whanau access to Schoology 		
	<ul style="list-style-type: none"> Year 9 Whanau evening using student facilitation 		
	<ul style="list-style-type: none"> Parent-Student-Teacher conference trial 	<ul style="list-style-type: none"> PST reviewed and extended 	<ul style="list-style-type: none"> PST embedded
	<ul style="list-style-type: none"> Action plan informed by 2019 Talanoa feedback and developed by student Pacific Pride leaders 	<ul style="list-style-type: none"> Talanoa process refined; increasingly student led 	<ul style="list-style-type: none"> Talanoa process embedded
	<ul style="list-style-type: none"> Talanoa process explore to strengthen Whanau Hui 	<ul style="list-style-type: none"> Curriculum consultation 	

Coaching and mentoring for growth	• Schoology supporting conversations			
	• Investigation of career pathways tool	• Implementation of career pathways tool		
	• Whole school professional learning on coaching conversations	• Coaching conversations integrated into mentoring/form time	• Coaching conversations and mentoring embedded	
	• Findings from Wellbeing and Digital Technology inquiries shared	• Trial of career coaching conversations in appraisal		
Kahui Ako collaboration	• Te Reo Wananga established	• Te Reo Wananga expands	• Capacity for leadership in Te Reo is expanded	
	AN ENVIRONMENT WHERE WELLBEING IS SUPPORTED			
Identity and belonging	• Fixed-term MMAs to support innovation and creativity are offered	• Innovative and creative projects continue in support of school goals	• Student consultation in rebuild	
		• Student consultation in curriculum		
Student and staff-led wellbeing programmes	• Food programmes refocused and supported	• Food programmes increasingly student-led and developing agency	• Food programmes student-led	
	• Modified and spread assessment dates to support student wellbeing trialled	• Integrating assessment into timetable periods	• Assess students when ready	
	• External mentoring programmes reviewed	• Strategic plan for external mentoring programmes developed		
	• Efficiency and timeliness of external communication reviewed	• Revised external communication implemented	• External communication evaluated	
Effective communication	• Communication identifying barriers to learning is acted upon, developed and reviewed	• Proactive, collective identification of dominant barriers	• Dominant barriers have been addressed and underlying barriers are being identified	

Annual Plan for the 2020 Year

INNOVATIVE LEARNING EXPERIENCES

Active and successful learners know where they're at and what they need to do to move forward. They are supported by staff who are growing in their confidence to be culturally responsive and including authentic, collaborative learning opportunities in their curriculum planning. Across the school, leaders are committed to identifying practices which support achievement of Maori students. Once these practices are embedded, innovative learning experiences can be explored.

- Expanded use of multi-level curriculum assessments
- Place-based curriculum developed
- Effective Leadership Practice developed
- Effective Teacher Profile implemented.

EFFECTIVE PARTNERSHIPS FOR LEARNING

Effective partnerships are ongoing, wide-ranging and learner-focused. Tools to support these partnerships are developed through professional development and reflection, and can be kanohi ki te kanohi or online.

- Parent-teacher-student conferences trialled
- Talanoa process explored for different contexts
- Whole school professional learning in coaching conversations.

AN ENVIRONMENT WHERE WELLBEING IS SUPPORTED

Systems need to be regularly reviewed to ensure they are achieving their intentions. Working smarter, not harder, is vital for healthy hauora. We also recognise that positive community engagement and two-way communication encourages a wider sense of wellbeing for our students, staff and whanau.

- Information to the community is distributed in a timely and effective manner
- External mentoring programmes are reviewed
- Fixed term MMAs for innovation and creativity.

PART 2 DATA AND TRENDS

A: PATTERNS OF ACHIEVEMENT

The Strategic Plan and Annual Plan are informed by the following data presented in percentages (actual numbers provided in brackets as relevant) and is based on:

1. NZQA participation rate data (as at March 2020), and
2. Ministry of Education data (Leavers' data from Education Counts).

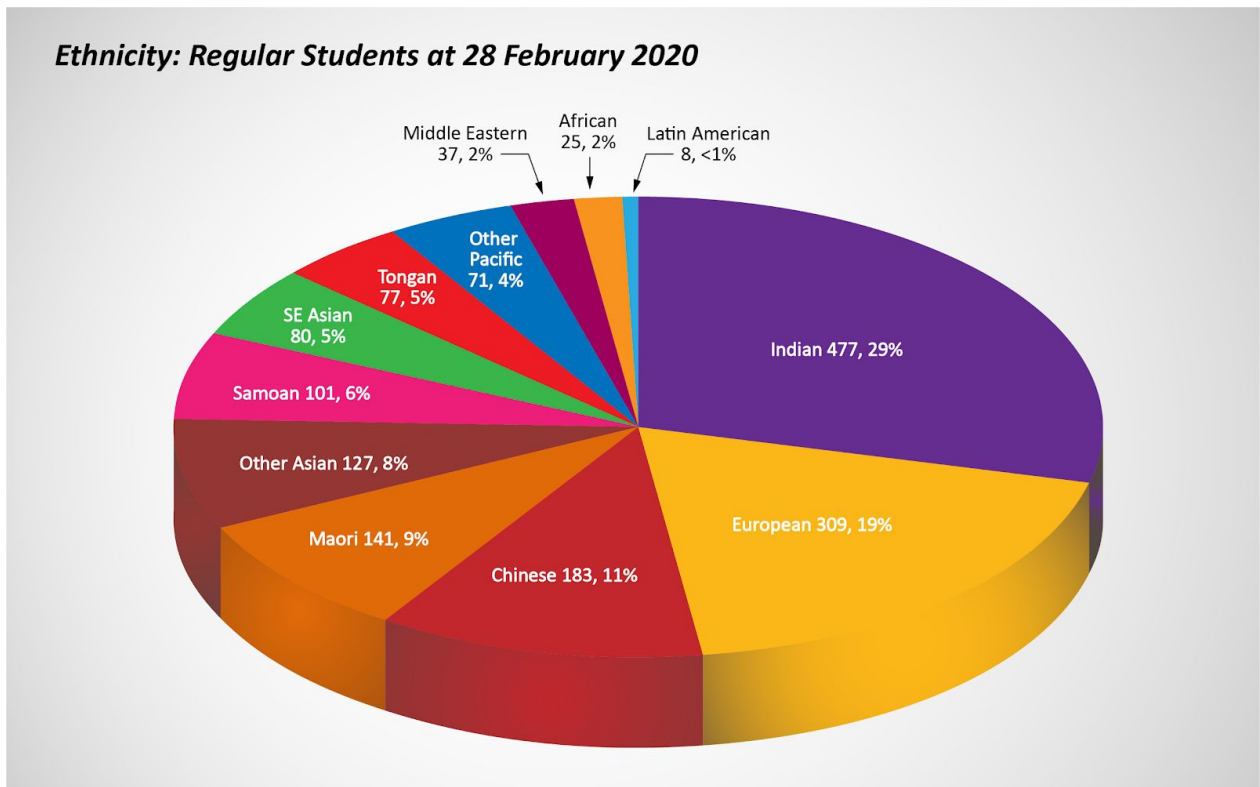
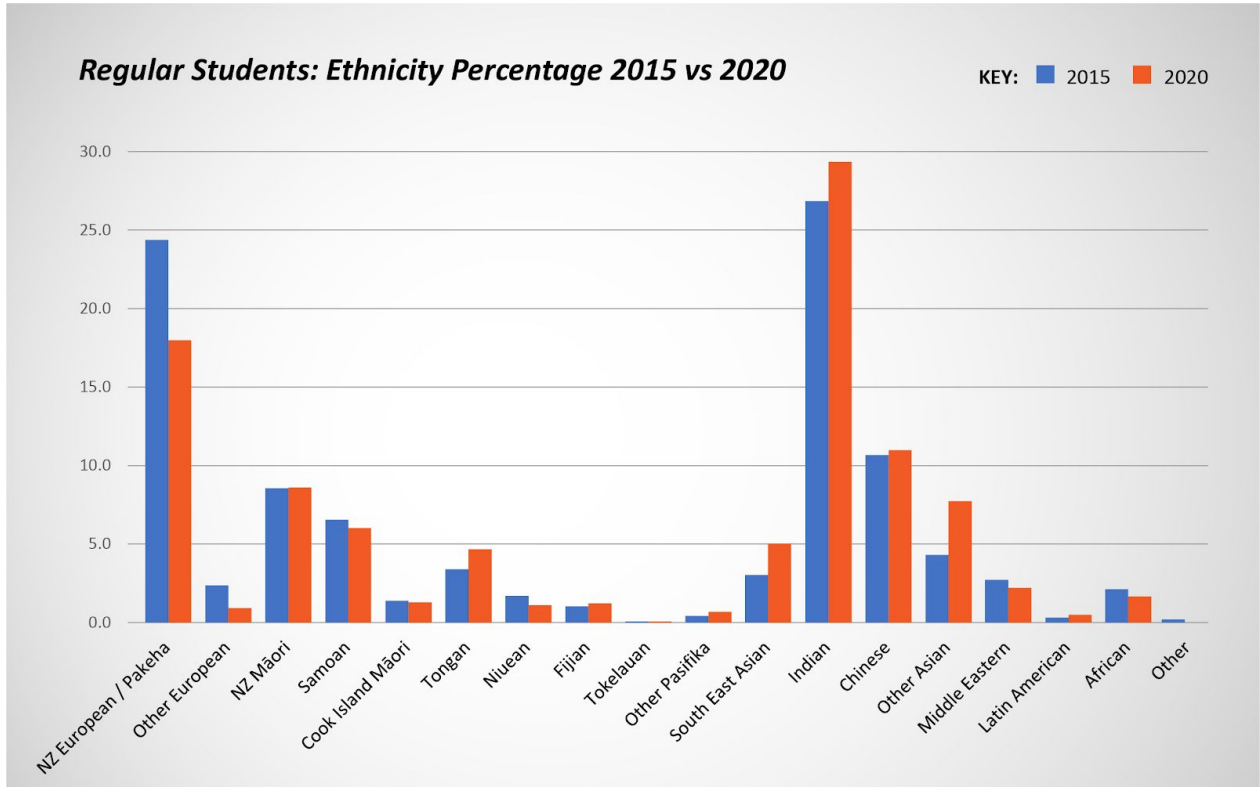
All Students	2015	2016	2017	2018	2019
Literacy Level 1	93	93	91	93	90
Numeracy Level 1	94	90	93	93	90
Level 1 NCEA (Yr11)	84	78	80	81	71
Level 2 NCEA (Yr12)	81	86	84	79	82
Level 3 NCEA (Yr13)	73	78	78	72	77
% Leaving with L2	84	91	88	87	89
Leavers, 17+	88	93	93	94	93

Māori	2015	2016	2017	2018	2019
Literacy Level 1	94 (29)	79 (22)	93 (37)	88 (22)	79 (19)
Numeracy Level 1	100 (31)	79 (22)	95 (38)	84 (21)	79 (19)
Level 1 NCEA (Yr11)	77 (24)	46 (13)	75 (30)	60 (15)	46 (11)
Level 2 NCEA (Yr12)	64 (18)	73 (22)	52 (12)	68 (25)	64 (14)
Level 3 NCEA (Yr13)	50 (7)	64 (14)	70 (16)	57 (8)	56 (14)
% Leaving with L2	90 (20)	83 (23)	78 (27)	52 (25)	77 (31)
Leavers, 17+ (Yr12-13)	73	83	84	82	90

Pacific Peoples	2015	2016	2017	2018	2019
Literacy Level 1	95 (58)	87 (48)	80 (52)	85 (46)	78 (55)
Numeracy Level 1	90 (55)	78 (43)	79 (51)	87 (47)	78 (55)
Level 1 NCEA (Yr11)	75 (46)	64 (35)	54 (35)	59 (32)	49 (35)
Level 2 NCEA (Yr12)	66 (38)	74 (42)	66 (37)	63 (40)	67 (37)
Level 3 NCEA (Yr13)	34 (16)	64 (33)	62 (29)	45 (21)	54 (27)
% Leaving with L2	83 (53)	84 (43)	83 (41)	83 (52)	75 (56)
Leavers, 17+ (Yr12-13)	90	90	90	88	93

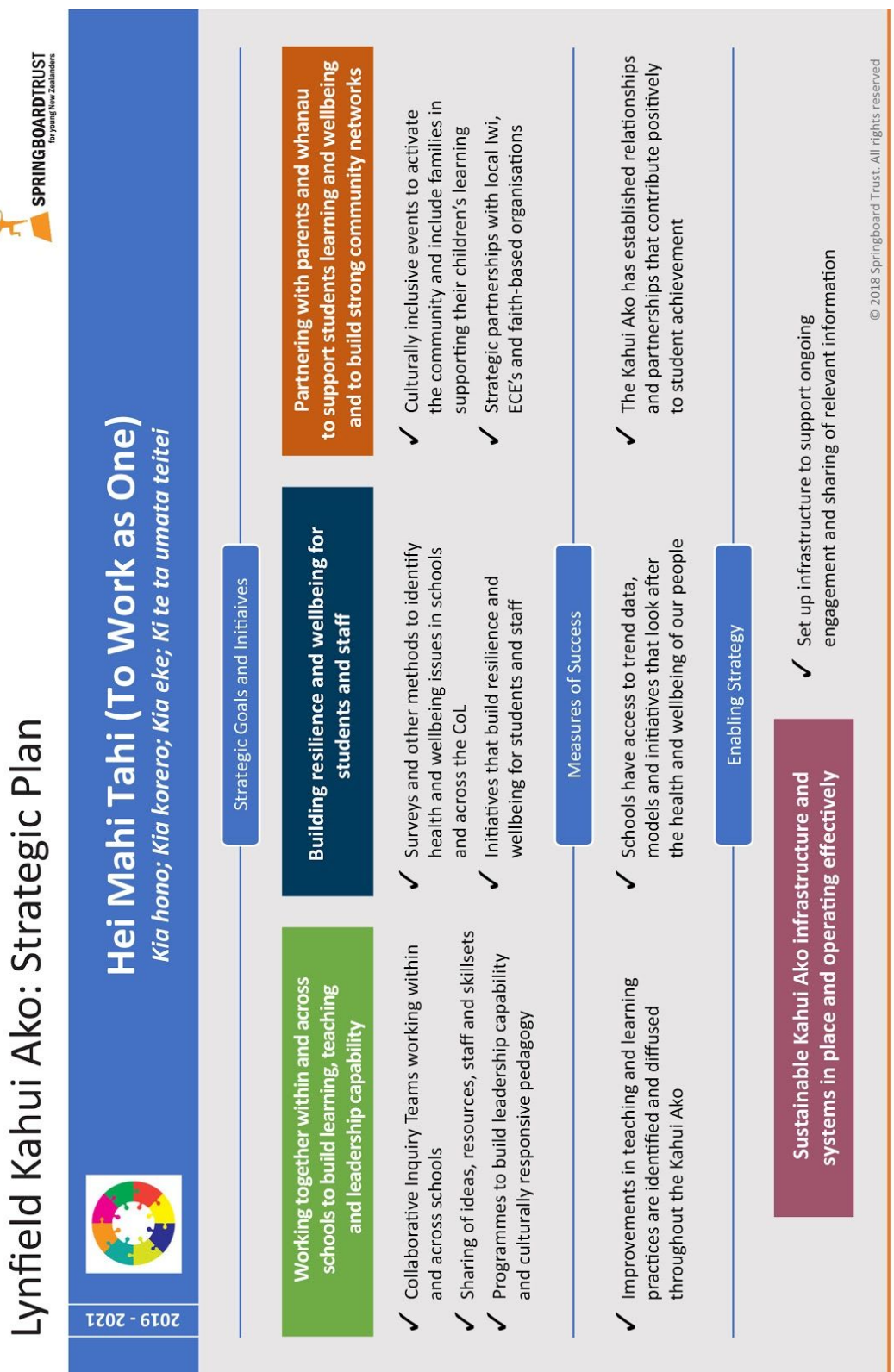
B: ETHNIC MAKEUP

Lynfield College is a highly multicultural school with students representing over 60 different ethnicities (February 2020).



C: LYNFIELD KĀHUI AKO: STRATEGIC PLAN 2019 - 2021

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 2020 Annual School Goals.



D: EDUCATION REVIEW OFFICE (ERO) RECOMMENDATIONS

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.

E: CURRENT RESEARCH

BEST EVIDENCE SYNTHESIS (BES)

'Identifying what works and why'. (*Best Evidence Synthesis (BES)*, produced by the University of Auckland for the Ministry of Education.)

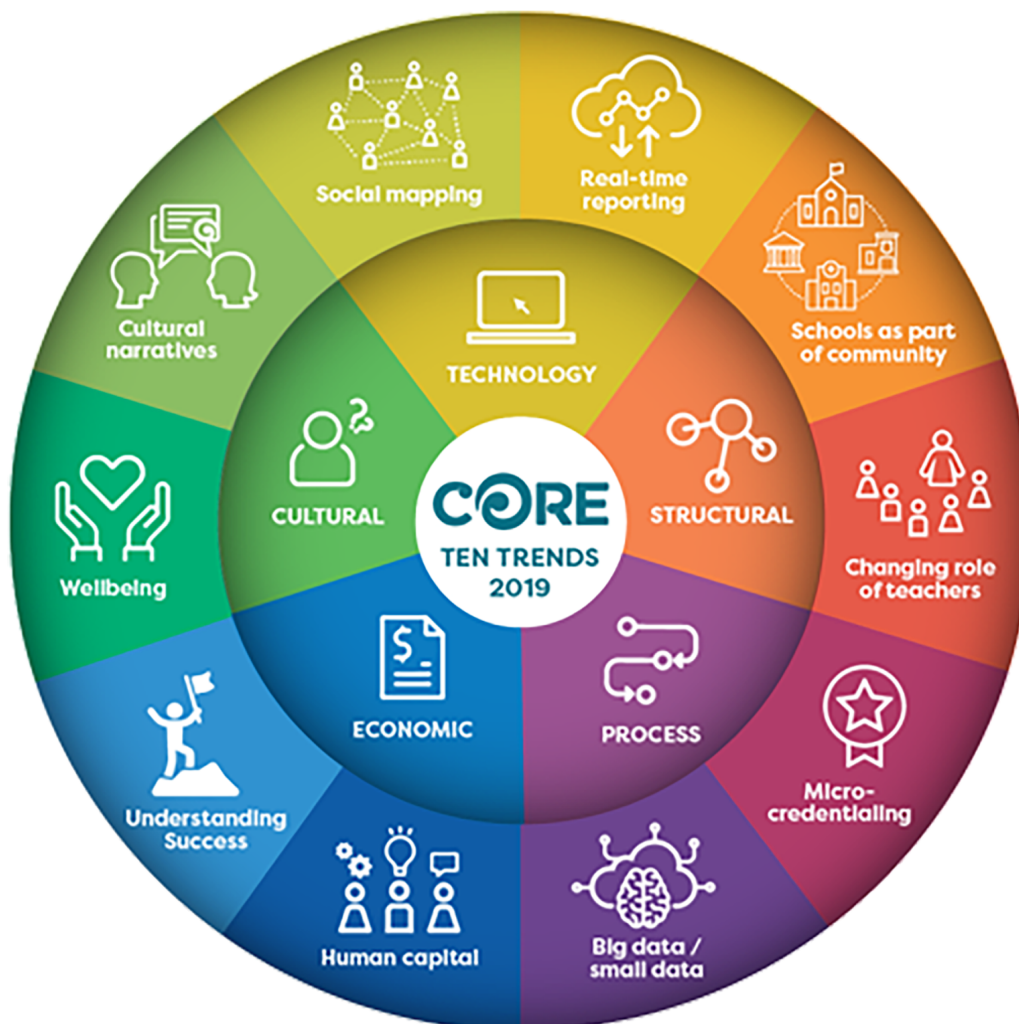
The key message from this **BES** is that the closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact on students. The following leadership dimensions provide a guide as to how student outcomes can be positively influenced:

- 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

CORE EDUCATION: 10 FUTURE-FOCUSSED TRENDS

1. **WELLBEING** As technology pervades every part of our lives, and as the impact of exponential change affects us all, the impact on our health and wellbeing is significant.
2. **CULTURAL NARRATIVES** Cultural narratives are increasingly recognised as powerful enablers in connecting our past to the present. They situate us in the context of the places we co-inhabit, and recognise the influences of people, places, time and events in shaping who we are.
3. **SOCIAL MAPPING** Technology is being used to allow a re-discovery and preservation of the connections we have with 'our place' - preserving the notion of place as an important part of identity.
4. **REAL-TIME REPORTING** Focus on the technological solutions that help connect parents/whānau with learners in a more timely, personalised way with emphasis on the human **connection**.
5. **SCHOOLS AS PART OF COMMUNITY** What happens when we create more permeable boundaries to our classrooms and schools, and regard them as being more integrally a part of the rest of what happens in the community - no longer a 'walled garden'?

6. **CHANGING ROLE OF TEACHERS** We've explored the notion of the shift in ownership to the learner - but what about the teacher? What are the new roles and responsibilities of teachers as we move to a different, more learner centred and learner driven paradigm in education?
7. **MICRO-CREDENTIALING** Historically our ability to have our learning recognised has depended on completing large 'chunks' of learning that are determined and packaged up by the providers of that learning. Micro-credentialing returns the ownership to the learner, and allows them to map their own pathway through the things of interest to them, and have it recognised in a transferrable way.
8. **BIG DATA / SMALL DATA** The super abundance of data, and the ability of AI to process this is driving a lot of decision making at all levels. But what about the small data that relies on the knowledge and judgements that are made by people on an instance by instance basis?
9. **HUMAN CAPITAL** Recognising the changing nature of work makes it difficult to know what specifically we ought to be preparing people for, and that we must be continually learning and changing to acquire skills and dispositions - the shift is to investing in people and recognising that human capital as essential.
10. **UNDERSTANDING SUCCESS** New ways of talking about being successful along with traditional ways of measuring success, personally and as a nation, are often linked with economic outcomes and social status. In a world where these things may no longer hold the value they once did, we need to consider new ways of thinking about success.



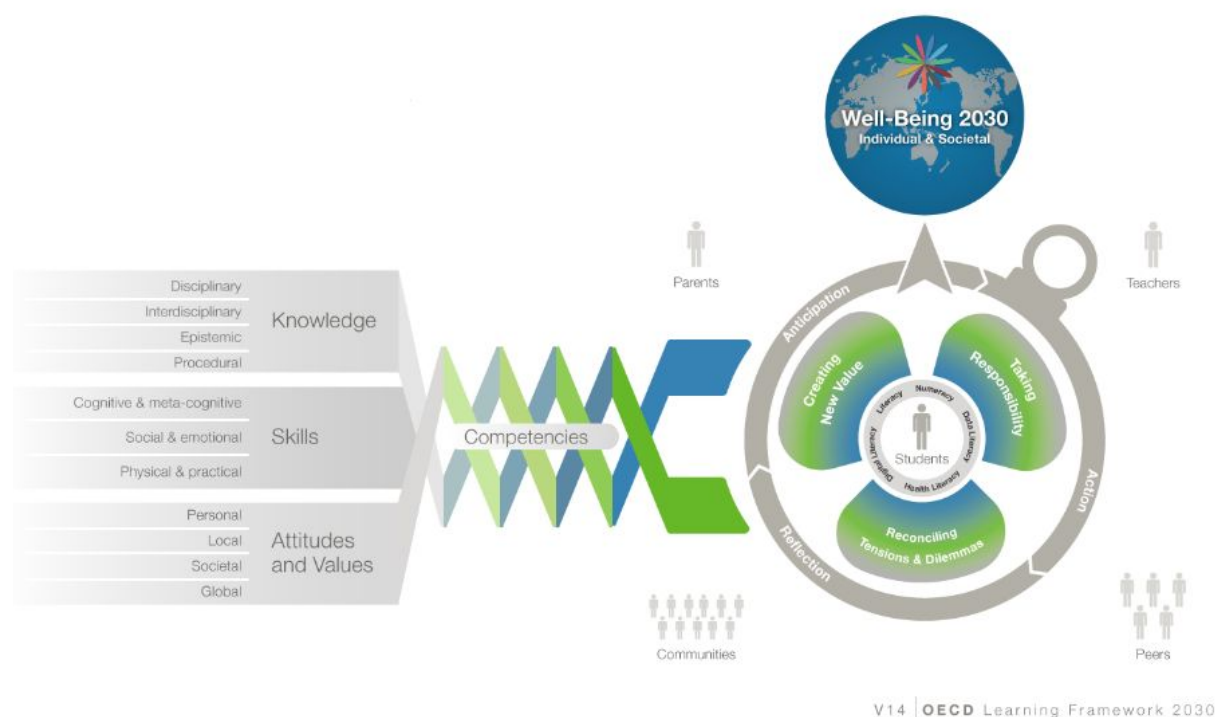
F: FUTURE INFLUENCES

The Review of Tomorrow’s Schools (Kōrero Mātauranga), and NCEA conducted in 2019 are both likely to have a considerable impact on schooling in New Zealand.

The College monitors and reflects on the trends and influences that have been identified and predicted as having a growing impact on learners and education in New Zealand (*Core Education*)

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 continue to inform future strategic planning.



PART 3 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 option 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 **Korowai of Values** and **The Lynfield College Learning Charter** underpin the learning of a Lynfield student

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' in achieving their full potential, with emphasis on priority learners and removing barriers
- To foster positive attitudes towards social responsibilities including Wairua kaha, Hinengaro wawata, Manaakitanga, Whanaungatanga tika.

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 resolved.

These objectives are consistent with the National Education Goals

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.

