



LYNFIELD
COLLEGE

Strategic Plan 2020–2022 | **FOCUS 2021**

CONTENTS

PART 1 STRATEGIC PLAN 2020 - 2022

Strategic Direction

Annual Plan and Priorities for the 2021 Year

PART 2 DATA AND TRENDS

A. Patterns of Achievement

B. Ethnic Makeup

C. Lynfield Kāhui Ako Strategic Plan 2019 -2021

D. Education Review Office Recommendations

E. Current Research: Core Education

F. Future Influences

PART 3 SCHOOL OBJECTIVES

Curriculum delivery and content

Student progress and achievement

Health and safety

Leadership

Community partnership

Equity

Personnel

Finance

Property and resources

School self-review

APPENDICES Appendix 1 Korowai of Values

Appendix 2 Effective Teaching Profile



OUR VISION
Learn to Live | Ako ki te Oranga



LYNFIELD COLLEGE

MISSION STATEMENT

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

*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"> Junior reporting against curriculum levels 	<ul style="list-style-type: none"> Implementation of My Mahi for Year 9 students to track academic and social goal setting and progress 	<ul style="list-style-type: none"> Rollout of My Mahi for Year 9 and 10 students
	<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
	<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
Extensive learning opportunities	<ul style="list-style-type: none"> NCEA Change package released 	<ul style="list-style-type: none"> Alignment of learning programmes and learners' needs 	<ul style="list-style-type: none"> Implementation of aligned learning programmes
	<ul style="list-style-type: none"> Collaborative inquiries focused on equity for Māori students 	<ul style="list-style-type: none"> Evaluation of current practices around NCEA to drive future curriculum 	<ul style="list-style-type: none"> Programme development for Year 11 students for implementation in 2023
	<ul style="list-style-type: none"> Development of Effective Leadership Profile (ELP) 	<ul style="list-style-type: none"> Evaluation of current courses for Mana Ōrite (equity) using the Mātauranga Māori lens 	<ul style="list-style-type: none"> Mātauranga Māori included in all learning areas
Culturally responsive and equitable outcomes	<ul style="list-style-type: none"> Implementation of Effective Teacher Profile (ETP) 	<ul style="list-style-type: none"> ETP integrated with focus on changing pedagogy 	<ul style="list-style-type: none"> ETP integrated
	<ul style="list-style-type: none"> Whanau access to Schoology 	<ul style="list-style-type: none"> Communication with Whānau procedures reviewed 	<ul style="list-style-type: none"> Communication with Whānau procedures reviewed
	<ul style="list-style-type: none"> Year 9 Innovative Learning Whānau evening using student facilitation 	<ul style="list-style-type: none"> Year 9 Innovative Learning Whānau evening using student facilitation 	<ul style="list-style-type: none"> Yr9 Innovative Learning Programme expanded
Parent, whanau and community engagement	<ul style="list-style-type: none"> Year 9 Innovative Learning Student and whanau consultation in curriculum design 	<ul style="list-style-type: none"> Year 9 Innovative Learning Student and whanau consultation in curriculum design 	<ul style="list-style-type: none"> Yr10 Innovative Learning Programme introduced
	<ul style="list-style-type: none"> Year 9 Innovative Learning Student and whanau consultation in curriculum design 	<ul style="list-style-type: none"> Year 9 Innovative Learning Student and whanau consultation in curriculum design 	<ul style="list-style-type: none"> Yr10 Innovative Learning Programme introduced
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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"> Communication with Whānau procedures reviewed 	<ul style="list-style-type: none"> Communication with Whānau procedures reviewed
	<ul style="list-style-type: none"> Year 9 Innovative Learning Whānau evening using student facilitation 	<ul style="list-style-type: none"> Year 9 Innovative Learning Whānau evening using student facilitation 	<ul style="list-style-type: none"> Yr9 Innovative Learning Programme expanded
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			<ul style="list-style-type: none"> Parent-Student-Teacher (PST) conferences trialed (deferred from 2020) Talanoa process refined; increasingly student led Learning Support Whānau Hui and consultation programme formalised Whānau Hui used to identify 'what success looks like' and curriculum consultation Review role of form teacher Implementation of My Mahi at Yr9 to track progress on academic and social goal setting Transition process reviewed Te Reo Wananga expanded 	<ul style="list-style-type: none"> PST conference model extended Talanoa process embedded Learning Support Whānau consultation used to inform school-wide inclusion practices Whānau Hui used to identify 'what success looks like' and curriculum consultation Include coaching and mentoring time in revised timetable Implementation of career pathways tool at Year 9 and 10 Revised transition process trialed Capacity for leadership in Te Reo is expanded
	<ul style="list-style-type: none"> Action plan, informed by 2019 Talanoa feedback, developed by Pacific Pride leaders 			
	<ul style="list-style-type: none"> Talanoa process expanded to strengthen Whānau Hui Schoolology supporting conversations Investigation of career pathways tool Findings from Wellbeing and Digital Technology inquiries shared Te Reo Wananga established 			
Coaching and mentoring for growth				
Kahui Ako collaboration				
AN ENVIRONMENT WHERE WELLBEING IS SUPPORTED				
Identity and belonging	<ul style="list-style-type: none"> Fixed-term MMAs to support innovation and creativity are offered 	<ul style="list-style-type: none"> Fixed-term MMAs to support innovation and creativity, aligned with school goals, offered Yr9 Innovative Learning student and whānau consultation in curriculum and learning space 	<ul style="list-style-type: none"> Contestable fixed-term MMA application process embedded Student consultation in rebuild 	
Student and staff-led wellbeing programmes	<ul style="list-style-type: none"> Food and care package programmes refocused and supported External mentoring programmes reviewed 	<ul style="list-style-type: none"> Food and care package programmes developing agency Strategic plan for external mentoring programmes developed 	<ul style="list-style-type: none"> Support programmes student-led Sustainable external mentoring partnerships developed 	
Effective communication	<ul style="list-style-type: none"> Efficiency and timeliness of external communication reviewed Communication identifying barriers to learning is acted upon, developed and reviewed 	<ul style="list-style-type: none"> Revised external communication implemented Student-led social media presence developed Proactive, collective identification of dominant barriers 	<ul style="list-style-type: none"> External communication evaluated Student-led social media presence expanded Dominant barriers have been addressed and underlying barriers are being identified 	

Annual Plan and Priorities for the 2021 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.

2021 FOCUS

*Extensive Learning
Opportunities*

*Parent, whānau and
community engagement*

*Effective
Communication*

We will be focusing on these three specific areas as part of our **CURRICULUM REVIEW** using the Innovative Learning pilot at Year 9 as the theme that connects these. The learnings from this pilot will inform the structure for 2022.

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 2021), and
2. Ministry of Education data (Leavers' data from Education Counts).

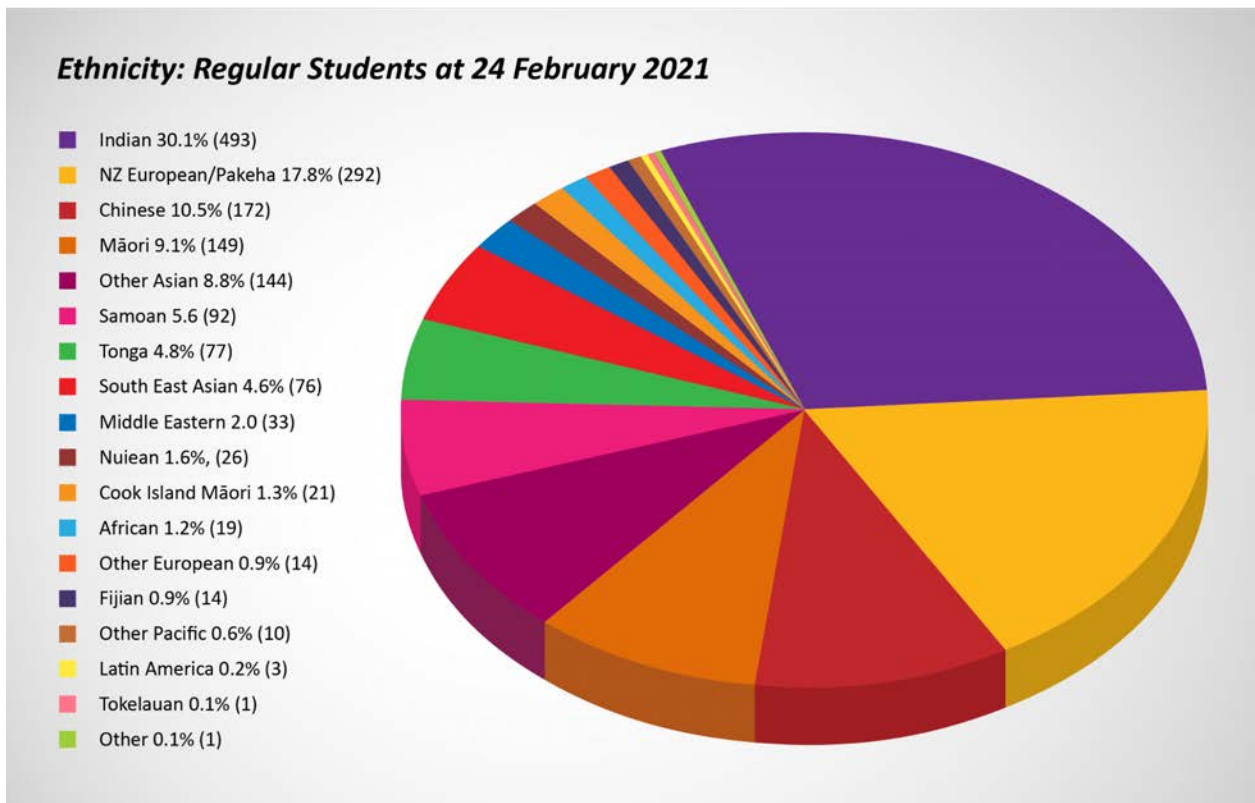
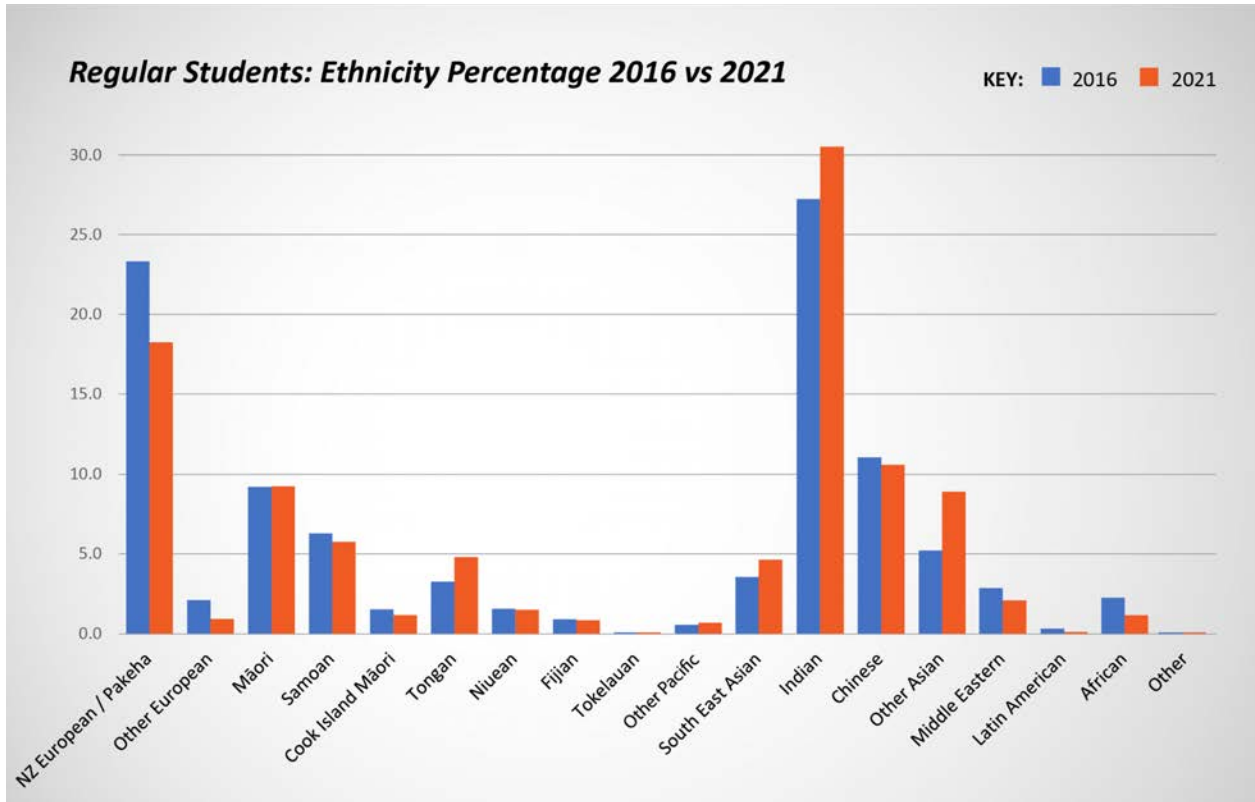
All Learners	2016	2017	2018	2019	2020
Literacy Level 1	93	91	93	99	97
Numeracy Level 1	90	93	93	99	97
Level 1 NCEA (Yr11)	78	80	81	72	78
Level 2 NCEA (Yr12)	86	84	79	82	84
Level 3 NCEA (Yr13)	78	78	72	77	82
% Leaving with L2	91	88	87	89	91
Leavers, 17+ (Yr12-13)	93	93	94	93	96

Māori Learners	2016	2017	2018	2019	2020
Literacy Level 1	79 (22)	93 (37)	88 (22)	79 (19)	80 (20)
Numeracy Level 1	79 (22)	95 (38)	84 (21)	79 (19)	68 (17)
Level 1 NCEA (Yr11)	46 (13)	75 (30)	60 (15)	46 (11)	56 (11)
Level 2 NCEA (Yr12)	73 (22)	52 (12)	68 (25)	64 (14)	52 (14)
Level 3 NCEA (Yr13)	64 (14)	70 (16)	57 (8)	56 (14)	58 (14)
% Leaving with L2	83 (23)	78 (27)	52 (25)	77 (31)	62 (16)
Leavers, 17+ (Yr12-13)	83	84	82	90	90

Pacific Learners	2016	2017	2018	2019	2020
Literacy Level 1	87 (48)	80 (52)	85 (46)	78 (55)	87 (46)
Numeracy Level 1	78 (43)	79 (51)	87 (47)	78 (55)	77 (41)
Level 1 NCEA (Yr11)	64 (35)	54 (35)	59 (32)	59 (35)	55 (35)
Level 2 NCEA (Yr12)	74 (42)	66 (37)	63 (40)	67 (37)	75 (37)
Level 3 NCEA (Yr13)	64 (33)	62 (29)	45 (21)	54 (27)	64 (27)
% Leaving with L2	84 (43)	83 (41)	83 (52)	75 (56)	84 (36)
Leavers, 17+ (Yr12-13)	90	90	88	93	95

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 ten schools in the Lynfield Kāhui Ako that contributed to the shared Strategic Plan for the next three year period. This is reflected in the 2021 Annual School Goals.



Lynfield Kahui Ako: Strategic Initiatives 2021 -2023

1

Strengthen Learning, Teaching and Leadership Capability

- 1.1. Complete a draft across schools Learner Profile and investigate ways in which it might be used, including transition
- 1.2. Run writing moderation sessions to help ensure consistency of judgement across the Kāhui Ako
- 1.3. Continue to develop a culture for sharing learnings, resources and celebrating success
- 1.4. Cultivate ways of including more members of staff in across school initiatives
- 1.5. Collaborative Inquiry Teams working within and across schools.

2

Strengthen Resilience and Wellbeing

- 2.1. Implement initiatives that define and build wellbeing and resilience for students, staff and Principals.

3

Strengthen Community Partnerships

- 3.1. Plan and implement culturally inclusive community events
- 3.2. Strengthen partnerships with Community for example: whanau, local iwi.
- 3.3. Develop and implement a Communication plan for the Kahui Ako (website, social media)

D: EDUCATION REVIEW OFFICE (ERO) RECOMMENDATIONS

ERO last 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*

F: FUTURE INFLUENCES

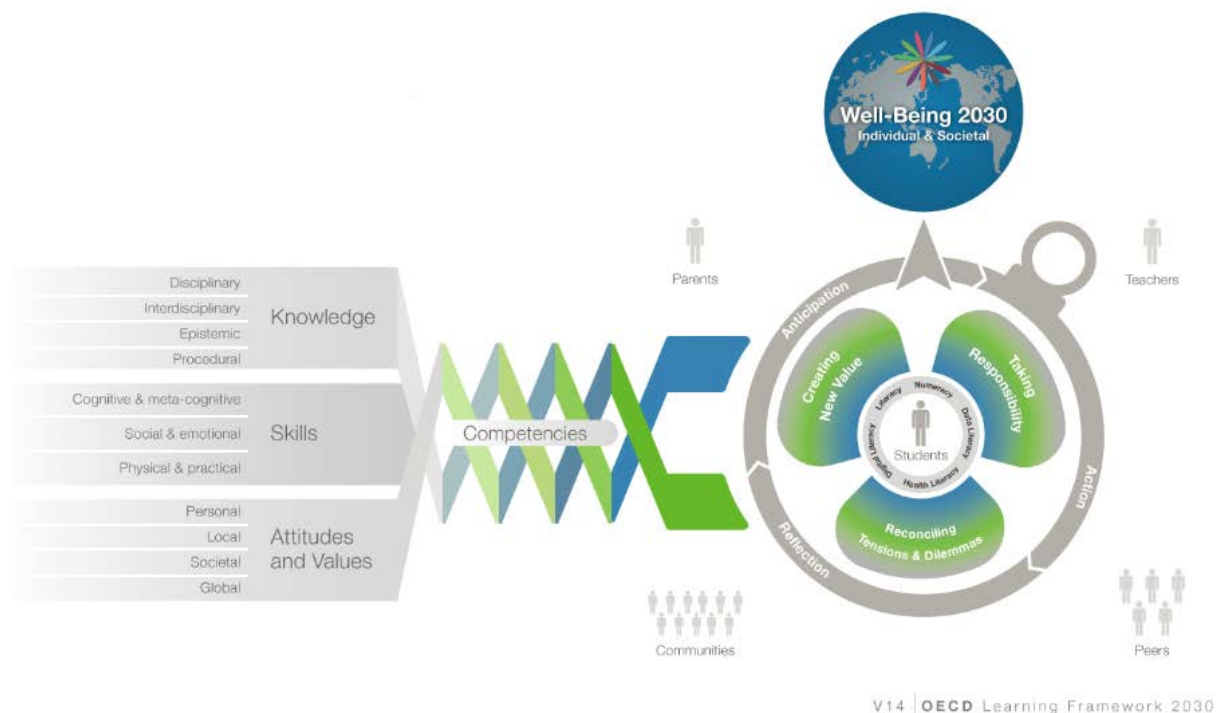
The Review of Tomorrow’s Schools (Kōrero Mātauranga), and NCEA conducted in 2019 are both likely to have a considerable impact on schooling in New Zealand.

The [NELP](#) (National Education Learning Priorities), 2020, will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. Therefore, they encourage all places of learning to focus on:

- Ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- Ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- Strengthening the quality of teaching our learners receive to giving our learners the skills they need to succeed in education, work and life
- Collaborating more with whānau, employers, industry and communities
- Taking account of learners’ needs, identities, languages and cultures in their practice, and
- Incorporating te reo Māori and tikanga Māori into everyday activities.

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. 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.



THE OECD LEARNING COMPASS

The [OECD Learning Compass 2030](#) is an evolving learning framework that sets out an aspirational vision for the future of education. It provides points of orientation towards the future we want: Individual and collective wellbeing. The metaphor of a learning compass was adopted to emphasise the need for students to learn to navigate by themselves through unfamiliar contexts.



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) i.e. 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.

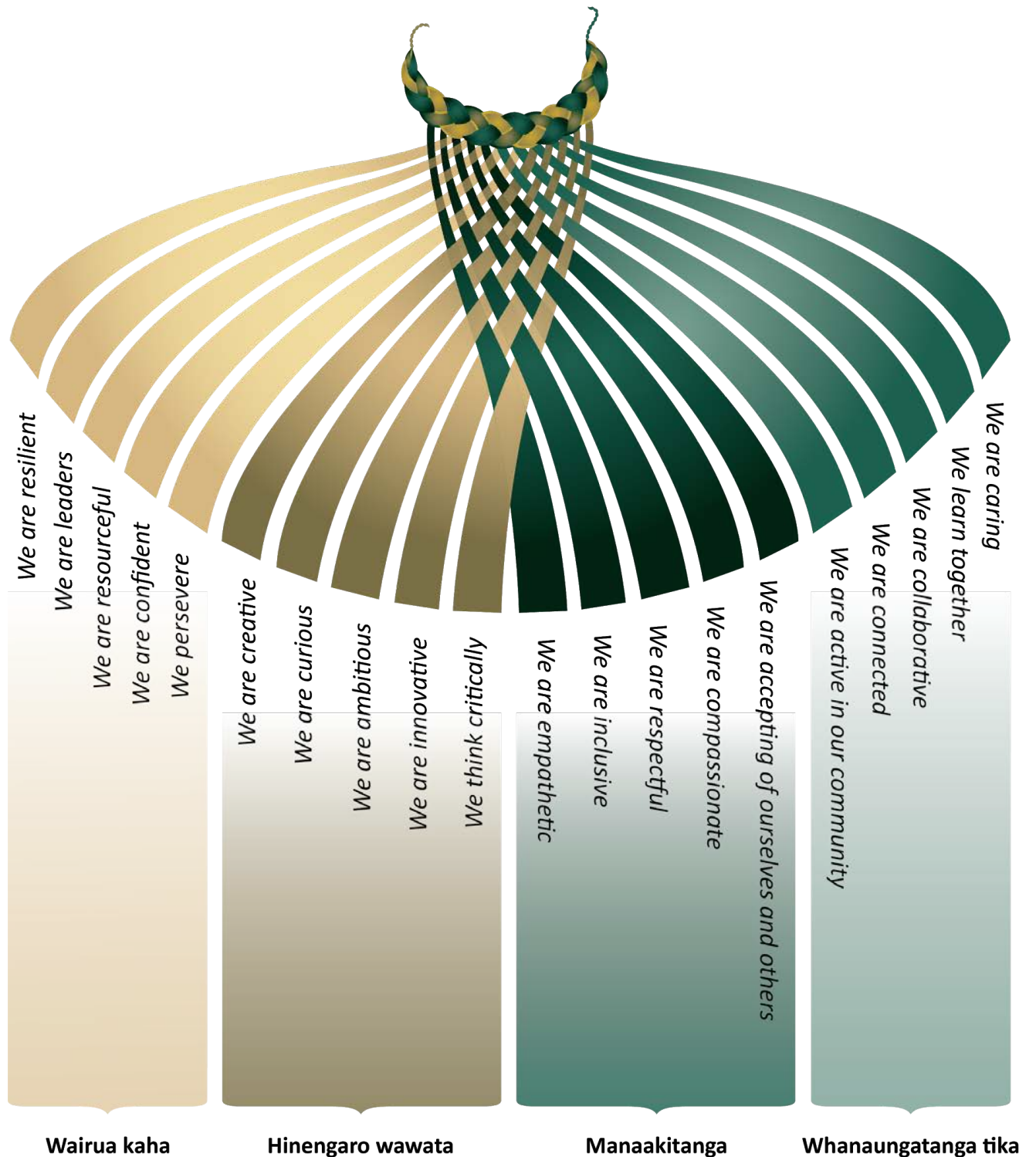
School Self Review

- 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.



Effective Teaching Profile

What quality teaching looks like in our learning environments

<p><i>Wairua kaha</i></p> <p>Contexts for learning where power is shared and learners have the right to equity and self determination</p>	<p><i>Hinengaro wawata</i></p> <p>Contexts for learning where culture counts and learners' understanding form the basis of teacher pedagogy</p>	<p><i>Manaakitanga</i></p> <p>Contexts for learning where the teacher and students recognise and affirm the identity of each learner in open and trusting relationships</p>	<p><i>Whanaungatanga tika</i></p> <p>Contexts for learning where relationships of care and connectedness are fundamental</p>
<ul style="list-style-type: none"> • Teachers and students share power. Students as experts share their knowledge and/or learning strategies with others. • Teacher includes both collaboration and independent learning with a range of resources. • Learning is challenging, and high expectations are seen and voiced. • Learning is visible, and feedback and feedforward ensure learners are challenged and know their next steps. • Teachers support students to persevere when learning difficult concepts and to use a range of techniques to help their learning. 	<ul style="list-style-type: none"> • Teacher uses students' and whānau prior knowledge, experiences, interests and values to connect with the learning and learner. • Teacher ensures there are relevant, authentic learning opportunities that link learning to self, others and society, and spark curiosity to lead learning. • Both teacher and student co-construct learning. Students are constructing their own success criteria. Teachers use individualised learning plans. • Teachers encourage students to think critically and creatively by challenging bias and perspectives. 	<ul style="list-style-type: none"> • Learning builds on the cultural capital of learners (language and identity). • Te Ao Māori and other cultural world views are visible and normalised within the context of learning and environment. • The teaching and learning is responsive and adaptable to the needs of the students. • Teacher actively seeks feedback from students and acts upon it. • Positive learning relationships are paramount. Restorative practices are used to strengthen and support these relationships. 	<ul style="list-style-type: none"> • Teachers are Kaitiaki of the content knowledge. They facilitate learning where and when needed to guide students' learning. • Teachers remain agentic, and reflect and adapt on the needs of the learner. Teacher ensures a culturally inclusive learning environment. • A range of learning and assessment opportunities are offered including community-based projects. • Students are encouraged to lead learning. Class routines are co-constructed and support both teaching and learning. • Learning and success is shared, for example students share learning strategies and connect learning with other subjects.

