



Annual Report 2020



LYNFIELD
COLLEGE

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Together we **Learn to Live** through:

- Innovative Learning Experiences
- Effective Partnerships for Learning
- An Environment Where Wellbeing is Supported

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	110.08
Roll Based Staffing Entitlement as at 1 March 2020	109.87
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	Special Education Very High Needs = 1 Special Education High Needs = 15 Special Education Sensory Students = 2
Latest 10 Year Property Plan	July 2019

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 as Tumuaki to address you this evening and, even better, to be doing so in person to a live audience! 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 2020 with the Sports and Cultural awards having already been presented at our first ever live-streamed event, our **Festival Awards** evening on Thursday 22 October.

What a year 2020 has been. **Learn to Live**, our school vision, took on a whole new importance and meaning as we all learned things that we didn't expect to be learning:

- *How to wash our hands correctly - and to think we thought we already knew how!*
- *How hand sanitiser, almost overnight, can become such a difficult to locate and expensive commodity*

Our numeracy skills got a workout as we learned:

- *How to visualise 1 and 2 metres with the importance of social distancing*
- *How many credits were actually needed to achieve our goals with Learning Recognition credits being introduced by NZQA for 2020*

Looking further afield we learned:

- *How fortunate we are compared to schools in other countries with some having been learning from home since March*

Within our own community we learned:

- *Not all our families came through lockdown in the same state that they went in, as evidenced by our school donations dropping by over 20%.*

Our focus shifted to **wellbeing** with initiatives such as Kowhai Kai, (providing food onsite for students and distributing food packs during lockdown), being supported. We so appreciate our staff and sponsors in helping fund this. **Student voice** and **student led initiatives** supported connection and were a much needed highlight of the year.

During our time offsite the competitions and challenges coordinated by the Academic Captains, Arts and Culture Captains and Sports Captains kept our brains ticking over and kept us active. Upon our return students coordinated Language Week presentations, Social action and Community engagement with a focus on celebration and growth.

The words in the montage that was played at our Festival Awards Evening sums up their leadership perfectly...

This is OUR year - this is OUR time

Through all of this our **Korowai of Values** informed how we worked. Wairua kaha, **wellbeing** and Whanaungatanga tika, **connection**. More than anything from what we have learned this year may the skills and attributes of resilience, flexibility and kindness remain with us.

LEARN TO LIVE AKONA TE ARA TIKA

At the end of 2019 the Board of Trustees participated in a strategic planning process facilitated by Springboard Trust.

The outcome of this process was a three year focus on ***Together we Learn to Live through:***

- Innovative **Learning** experiences
- Effective **Partnerships** for learning
- An environment where **Wellbeing** is supported

As we navigate the changes in education that lie ahead these goals will help us focus on what is important as we redesign our own localised curriculum, implement the changes to NCEA and address and remove barriers to learning.



STAFFING

The staff at Lynfield are amazing. Their work with our students on a day-to-day basis has the most significant impact on student wellbeing and achievement.

Our time at Alert Levels 3 and 4 saw form teachers, subject teachers, Deans and support staff - messaging, emailing and phoning home to maintain connection and to check on the wellbeing of students.

Teaching staff switched from face-to-face to online delivery and back again. Managing the transitions and supporting the students as they returned at different rates by providing both work in the classroom and work online was exhausting but was managed with good will and the best interests of the students at heart.

Unfortunately not all our staff will be returning next year. Some have made the hard, or maybe after this year, not so hard, decision to retire:

- *Sue Green after 31 years*
- *Barbara Henricksen after 22 ½ years*
- *Jane Prescott after 18 years*
- *Deborah Kevany after 8 years, and*
- *Lynley Airey*

Of these we particularly thank Sue and Deborah for changing their original plans, which had them retiring earlier in the year, in order to stay on and support us through such uncertain times.

Other staff leaving are relocating out of Auckland or taking up opportunities outside of teaching. These include Caitlin Clock, Greg Burne and Estelle Buchan.

The contributions that all these staff have made to Lynfield College have been greatly valued. They leave with our very best wishes for their future.

There is one last group of people who I would like to acknowledge, The Board of Trustees. With all the challenges that 2020 has seen this Board has focused above all on the wellbeing of our students, staff, families and whānau. As representatives of our parent community they are a responsive, caring and active voice.

ACHIEVEMENT

I am constantly impressed by the achievement of our students. Teaching and Learning continues to be in good form at Lynfield and we are held in high regard. You will certainly see why through the achievements of the students being recognised tonight.

CONCLUSION

As our Yr13 students prepare to head off for the next stage in their lives, there will be mixed feelings both 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 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 like to extend a very warm welcome to our parents, families and our senior students here today. My name is Mark Hewett and on behalf of the Board of Trustees, I would like to congratulate all the recipients of awards today – this is an outstanding effort!

2020 has definitely brought with it many disruptions and unprecedented challenges to the school year!

I recently read a quote describing this unusual year which said: ***“We have not all been in the same boat, but we have been in the same storm...”***

This year, in your ‘individual boats’, some of you may have been able to keep up with working from home, while others of you may have been under huge pressure and your boat may have sailed through a particularly rocky patch of sea and this would have been hard BUT like the saying goes ***“a smooth sea never created a skilled sailor...”***

From this year’s situation, you will have gained resilience as you have navigated through this Covid storm and resilience is a such an important skill to learn. So, therefore, it is extremely important for you to take a moment to pause and recognise the unique experiences of this year and that you have survived.

You can be very proud of yourselves for making it through as senior students.

Yes, as we look back at this unique year and the achievements Lynfield College has made in all areas of the school, I would like to take the opportunity to thank Ms Knell for taking the helm and leading us and guiding us through this year of Covid as a school. Thank you also to our Senior Leadership Team, to your Deans, Mr Christie and Mr Braithwaite, to all your teachers and our support staff who have a vision to see you succeed as students in making sure that you achieve your very best. Please join with me in a round of applause.

I would also like to thank our outgoing Board of Trustees Student Representative, Simote Funangitao, who has been awesome in representing you as students. Thank you Simote! We would also like to welcome our new Board Student Rep, Sophie Yang and we look forward to working with you Sophie over the next year.

This year, the Board has been able to complete a few projects which you have enjoyed – one being the new turf. We also look forward to completing other projects originally scheduled for 2020, now scheduled for 2021 such as another turf over the Asphalt Courts and upgrade of the digital sign at Gate 1, replacing the L Block shade sails, the upgrade of F Block and the security gates to protect these investments. We also look forward to construction of our new teaching block.

Next year, you will be sailing a new adventure and, looking ahead, there are no limits to what you can accomplish. It’s never too late to set a goal or to dream a new dream!

So congratulations again senior students - you can be very proud of finishing another year at Lynfield College.

To our Year 13 and our Year 12 leavers, when you leave this school tonight always remember where you Learn-t to live and grew up to be the young adults that you have become today and remember the friends you have made at Lynfield College.

Thank you and all the best for 2021!

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 2020, as a result of COVID, borrowing was down on 2019. Library book issues dropped from 9,000 to 4,499. However textbook issues throughout the year increased from 1,300 to 1,383.

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 2020 than in 2019 by 8 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)

- An Achievement Report for 2020 was prepared for the Board of Trustees with contributions from all Faculties and Departments. 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
- Provisionally Registered Teachers in March 2020 numbered two Year 1, and two Year 2 teachers out of a total of 132
- No teachers were on refreshment leave, three teachers were on maternity leave
- Thirteen teachers left at the end of the 2020 school year for the following reasons:

<i>Travel Overseas</i>	<i>0</i>
<i>Moved to other schools</i>	<i>10</i>
<i>Left the teaching profession</i>	<i>2</i>
<i>Retirement</i>	<i>1</i>
<i>Total</i>	<i>13</i>

Staffing numbers by gender (as at 1 March)	Male	Female
Teaching staff	38%	62%
MU holders	33%	67%
Support staff	23%	77%

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.

Whole staff professional learning focused on culturally responsive pedagogy. External facilitators led staff meetings, met with small groups of staff including senior leaders, and supported inquiry leaders. This work was part of a Ministry of Education funded PLD project, for which the school was awarded 200 hours.

The school is expected to match the provided hours, therefore the costs associated with relief for professional learning increased.

In 2020 professional learning off-site opportunities were attended by 49 staff. Many events did not occur because of Covid 19. A total of \$38,000 of Board funds were spent on Professional Learning and Development throughout the year from the operations budget.

Deputy Principal, 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 Ryan**, 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 2020 the number of suspensions decreased from 18 to 6 and the number of stand-downs decreased from 76 to 51. The full report is available from the college.

The College accepted enrolments of students excluded from other schools. For 2020 this included a number of MOE directed enrolments. While many of these students made a successful transition, others required significant additional time and care from staff.

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 the Pacific Island parent/Talanoa evening in Term 4.

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

Two wellbeing Hui were held involving Yr5-10 students from the 10 Kāhui Ako schools. One of these was done virtually and the other was held at Lynfield College. The results of the student projects and next steps were discussed in meetings with those participating schools.

Mental Health Week activities were held for students with a focus on wellbeing during assessment weeks. The Safe Schools Committee and PSSP conducted Pink Shirt Day activities around 'kindness to others'. Staff Wellbeing Committee meetings continued with the focus of staff and student wellbeing with an emphasis on resilience through times of change. With this in mind, a shared morning tea was held for all staff in support of connectedness following the Covid lockdowns.



PART 3: ANALYSIS OF VARIANCE

Assessment and Achievement 2020

Entrance Testing

At the end of 2020 data was collected for Year 9 students enrolling at Lynfield College for 2021, 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 46 students who auditioned for the Academy 25 were selected.

Reporting Achievement

Parents and caregivers received a Progress Report for Year 9 - 13 students at the end of Term 1.

The report focused on **Academic Progress, Effort, Organisation**.

A grade was given by each subject teacher for each focus area as follows:

- 5 **Excellent**
- 4 **Very Good**
- 3 **Satisfactory**
- 2 **Having Difficulty**
- 1 **Unsatisfactory**

Due to the disruption of Covid 19, we replaced our mid-year written report for senior and junior students, with a modified progress report at the end of Term 2. This Report focused on the progress a student had made against a number of key competencies during the first four weeks back at school, post lockdown.

The key competencies were **Managing Self, Participating and Contributing and Relating to Others**

A grade was given by each subject teacher, for each competency as follows:

- 1. **Well Developed**
- 2. **Developed**
- 3. **Developing**
- 4. **More Evidence Required**

A single written report was issued for Year 9 and 10 students at the end of year, due to the disruption caused by Covid 19. We continued to report student achievement against curriculum levels for Year 9 and 10 on this report. Data used for reporting on levels included class and assignment work, tests, exams and overall teacher judgements. Teachers commented on a student's strengths and possible next steps. Comments also focussed on how well a student showed the school's values of wairua kaha, hinengaro wawata, manaakitanga and whanaungatanga tika.

Year 11 -13 students were issued with a written report in September. Subject teachers gave a grade of 1-5 (5 being the highest) for **Achievement, Effort, Behaviour and Personal Organisation**. Teachers were encouraged to write a comment that focussed on a subject strength and next step in order to make progress. In 2021 there will be no grade given for behaviour, to be consistent with Junior reporting.

In November Year 11-13 students were issued with a NCEA Progress Report. This was a summary of how many credits were **Entered, Still to Sit, Earned and Not Achieved** in each subject area and also indicated if a student had achieved Literacy, Numeracy, University Entrance or their NCEA Year Level certificate.

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.

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.

We were unable to hold our planned report evenings in April and August, due to Covid restrictions however, parents were given the opportunity to discuss achievement grades and student progress with subject teachers and deans via email and phone.

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.

2020 testing was completed in early March by Year 9 students and in November by both Year 9 and 10 students.

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		6A	Level 6 Advanced	

Table 1: asTTle Reading Data 2014 – 2020 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
2016	4P	4A	4A	79%
2017	4A	4A	4A	80.9%
2018	4P	4A	5B	81%
2019	4P	4A	5B	70.3%
2020	4B	4A	4A	77%

The 2020 Year 9 cohort shows improvement in reading commensurate with previous cohorts.

The 2019 Year 9 made similar progress to previous years, with 19% at level 5B or higher at the start of Year 9 and 39.7% at this level by the end of Year 10.

The NCEA Level 1 results improved significantly from 2019, possibly with the help from Learning Recognition credits. The data shows there is not a close casual relationship between asTTle success and achievement of NCEA credits.

Table 2: asTTle Maths Data 2015 – 2020 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
2016	4A	5B	5P	79%
2017	4A	5B	5P	80.9%
2018	4A	5B	5P	81%
2019	5B	5B	5P	70.3%
2020	4A	4A	5P	77%

The 2020 cohort of Year 9's was similar to previous years, showing no significant improvement in Maths achievement.

The 2019 Year 9 cohort made sound progress, in line with expectations. 49% were at level 5B or higher at the start of Year 9, increasing to 66.1% at this level by the end of Year 10.

Again, the 2018 cohort's overall achievement rate in NCEA L1 shows the weak relationship between a single test result and overall achievement, with the asTTle results similar to other years but NCEA Level 1 achievement results significantly lower than previous years.

Writing

We used eWrite (an assessment tool developed by the Australian Council for Educational Research) at the start of 2020 to help diagnose areas of interest in student's writing. This helps identify areas of strength and weakness in surface feature use, but not the more complex part of writing. All Year 9 and 10 students complete this. We weren't able to fit this in at the end of the year but are looking to continue this from the beginning of 2021.

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. This is from a range of written tasks.

Advanced Learner Classes

59 Year 10 Science and 112 Social Studies from the two advanced learner classes were entered for external NCEA standards as part of their courses. The students in these two classes are extended in their learning and achieve high levels of success at Level 1 in Year 10. The Academic Advisor and the Dean selects students for these programmes based on data gathered in Year 9 and teacher recommendation.

Table 3: Science (10SCN) Results 2020 – Across **FOUR** Achievement Standards

	Number of Students	Achieved	Merit	Excellence	Total Credits	Possible Credits	% Earned/ Attempted	Average Credits/ Student
Male	28	144	208	92	444	448	99	15.84
Female	31	84	244	160	488	496	98	15.68
European	10	68	64	24	156	160	97.5	15.6
Māori	1	4	8	4	16	16	100	16
Pacific	4	12	44	8	64	64	100	16
Asian	44	144	336	216	696	704	99	15.84

Table 4: Social Studies (10SSN) Results 2020 – Across **One** Achievement Standard

	Number of Students	Achieved	Merit	Excellence	Total Credits	Possible Credits	% Earned/ Attempted	Average Credits/ Student
Male	27	16	40	20	76	108	70.37%	2.81
Female	29	28	32	40	100	116	86.21%	3.44
European	8	4	4	8	16	32	50%	2.00
Māori	1	0	4	0	4	4	100%	4.00
Pacific	4	8	4	4	16	16	100%	4.00
Asian	43	32	60	48	140	172	81.40%	3.26

One student in Social studies attempted a second standard for which he achieved an Excellence. 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

	Number of Standards	Number of Students in each standard	Number of Students achieving each standard
10BUS	1	139	129
10DAN	0	0	0
10DTG	2	65 + 69	45 + 48
10FOT	1	101	61
10MAA	5	31	31

NCEA Results

Data was taken from the NZQA website (February 2020) using the enrolment-based measure (on LC roll for 70 or more calendar days). All Lockdown days were counted as present and for some students this meant they had on paper, been present for 70 days when they had not been attending school, therefore are counted in our statistics.

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
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	72.7	73.7	70.6	82.2	80.2	77.5	77.2	67.5	67.3	64.1	46.6	49.3
2020	78.4	75.5	70.9	84.0	83.2	79.5	82.0	72.5	71.7	62.7	50.3	52.4

Summary:

- The same coloured boxes diagonally down the table follow a cohort from Year 11-13
- Year 11 has begun to track up again (5.7%) and was above national and decile 4-7
- Year 12 continued to track up (1.8%) and was above national and decile 4-7
- Year 13 continued to track up (4.8%) and was above national and decile 4-7
- All year level certificate results improved despite the impact of Covid 19. This may have reflected the increased support students had from Learning Recognition Credits, how the school modified programmes and assessment opportunities and prioritising student wellbeing rather than assessment during lockdowns
- University Entrance continued to drop with a 1.4% decrease but remains in the early 60% range. This was above national and decile 4-7 in 2020 (nationally national and decile 4-7 tracked up)
- Nationally the number of students achieving Year Level Certificates and University Entrance, improved compared to 2019, as did Decile 4-7.

Table 7: Level Achievement Based on Ethnicity (percentage)

	Level 1 (Year 11)			Level 2 (Year 12)			Level 3 (Year 13)			University Entrance		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Māori	62.5	45.8	56.0	67.6	63.6	52.4	57.1	56.0	57.9	35.7	44.0	31.6
Pacific	59.3	50.0	54.7	63.5	67.3	75.4	44.7	54.0	63.8	23.4	32.0	29.8
Asian	86.5	85.9	85.5	91.6	84.9	92.7	82.4	90.3	86.0	76.4	82.1	69.8
European	85.1	76.4	76.9	79.3	81.8	77.8	75.6	71.8	79.2	65.4	58.2	63.5
TOTAL	81.1	72.7	78.4	80.5	82.2	84.0	72.6	77.2	82.0	63.4	64.1	62.7

Summary:

- Compared to 2019, European achievement improved at all year levels apart from Year 12 which saw a 4% drop
- Asian achievement decreased at all levels apart from Year 12 which saw an increase of 8.8%. This group also saw a significant drop of 12.3% for University Entrance
- Asian and European achievement was above national results for ethnicity at all levels in 2020, apart from European students in Year 12
- Nationally, the achievement rate for all ethnicities improved for University Entrance in 2020.

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		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
LC Māori	62.5	45.8	56.0	67.6	63.6	52.4	57.1	56.0	57.9	35.7	44.0	31.6
Nat Māori	58.4	57.7	59.3	68.6	68.9	71.0	52.9	55.1	60.4	29.3	29.9	33.3
LC Pacific	59.3	50.0	54.7	63.5	67.3	75.4	44.7	54.0	63.8	23.4	32.0	29.8
Nat Pacific	62.8	61.8	66.8	72.1	71.3	76.3	58.9	60.3	68.2	28.6	30.3	32.2

In 2020 NZQA Stats identified:

26 Māori students and 44 Pacific in Year 11

21 Māori students and 58 Pacific in Year 12

20 Māori students and 39 Pacific in Year 13

Summary for Māori Achievement:

- Year 11 there was a significant increase of 10.2% for Māori achievement compared to 2019. This was much higher than the national increase for Māori of 1.6% despite being below the overall national result. It is pleasing to see achievement is now tracking back up after the significant decrease for the 2019 cohort of 16.7%
- Year 12 Māori achievement dropped 11.2% compared to 2019 and has continued to trend down over the past 4 years. It should be noted that when in Year 11, this cohort dropped significantly compared to the 2018 cohort and there is a 6.6% increase in achievement from L1 to L2 achievement. Year 12 Māori achievement was 18.6% lower than Year 12 Māori achievement nationally
- Year 13 Māori achievement improved by 1.9%
- Māori achievement at Lynfield College was below Māori national results at all year levels in 2020
- In Year 11, 5 (2019 = 2) Māori students achieved Certificate Endorsement with Merit, and 1 (2019 = 0) Achieved Certificate Endorsement with Excellence
- In Year 12, 7 (2019 = 6) Māori students achieved Certificate Endorsement with Merit, and 0 (2019 = 0) achieved Certificate Endorsement with Excellence
- In Year 13, 9 (2019 = 10) Māori students achieved Certificate Endorsement with Merit, and 0 (2019 = 0) achieved Certificate Endorsement with Excellence
- 6/20 (2019 = 9) Māori achieved University Entrance. 12.4% fewer Māori students gained University Entrance compared to 2019. 10 of the students indicated they were not following a University Entrance pathway. This was the lowest level over the past three years.

Summary for Pacific Achievement:

- Year 11 Pacific achievement at Year 11 increased by 4.7%, compared to 2019. This was slightly lower than the national improvement of 5%
- Year 12 Pacific achievement has continued to track up and saw an increase of 8.1% compared to 2019
- Year 13 Pacific achievement has continued to track up and saw an increase of 9.8% compared to 2019
- Pacific achievement was below Pacific national results at all year levels in 2020
- In Year 11, 6 (2019 = 12) Pacific students achieved Certificate Endorsement with Merit, and 3 (2019 = 1) Achieved Certificate Endorsement with Excellence
- In Year 12, 19 (2019 = 15) Pacific students achieved Certificate Endorsement with Merit, and 1 (2019 = 2), achieved Certificate Endorsement with Excellence
- In Year 13, 19 (2019 = 11) Pacific students Achieved Certificate Endorsement with Merit, and 2 (2019 = 2), achieved Certificate Endorsement with Excellence
- Pacific students continue to track up with an increase of 9.8 % compared to 2019 after a significant fall in 2018 (17%)
- 13/39 (2019 = 16) Pacific students achieved University Entrance. Pacific students had a 2.2% decrease compared to 2019 after tracking up from 2018. 16 indicated they were not following a University Entrance pathway.

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		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
LC Boys	78.0	69.1	73.9	79.7	75.4	80.7	73.2	69.0	76.5	57.5	53.8	53.7
Nat Boys	66.1	66.5	68.7	74.9	74.7	77.1	59.3	62.3	67.9	40.6	42.2	45.6
LC Girls	84.4	77.0	83.6	88.0	89.6	88	79.7	85.5	87.7	68.8	74.5	70.1
Nat Girls	75.1	74.9	73.2	81.1	80.2	81.9	69.1	71.9	75.3	52.8	55.8	58.8

Summary:

- In 2020 both boys and girls across all levels and for University Entrance achieved above the national results
- At Year 11 the number of boys achieving Level 1 increased in 2020 by 4.8 % and has begun to track after a fall in 2019. Girls showed a similar trend with an increase of 6.6%
- At Year 12 the number of boys achieving Level 2 in 2020 has progressively improved with a 5.3% increase compared to 2019. Girls have dropped by 1.6% after tracking up for the past two years
- At Year 13 the number of boys achieving Level 3 in 2020 is now tracking back up with an increase of 7.5% compared to 2019 (the lowest in four years). Girls continue to track up with an increase of 2.2%
- The number of boys achieving University Entrance was slightly down with a 0 .1% change. Girls saw a 4.4% decrease from 2019 but this was still higher than 2018.

Table 10: Year Level Achieving Endorsed Certificates 2020 (percentage)

		Level 1 (Year 11)		Level 2 (Year 12)		Level 3 (Year 13)	
		Merit	Excellence	Merit	Excellence	Merit	Excellence
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	35.8	20.2	32.6	19.5	26.3	14.7
	National	33.9	19.9	25.1	16.7	26.2	14.8
2020	Lynfield College	30.7	31.9	31.6	16.5	23.9	17.8
	National	32.7	20.8	25.3	17.7	26.6	17.6

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
- Merit endorsements were above national results at all levels in 2020 compared to 2019, apart from a 2.7% drop at Year 11 and a 2.6% drop at Year 13. Excellence endorsements were above national results apart from a 1.2% drop at Year 12. However, at Year 11 there was an increase of 1.2% from Merit to Excellence and at Year 13, a 3.1% increase from Merit to Excellence indicating more students were gaining Excellence rather than Merit. At Year 12 both Merit and Excellence saw a small shift downwards.

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
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	89.7	88.7	85.8	94.8	95.5	92.8	99.3	96.9	94.6
2020	92.4	88.7	84.9	96.7	95.9	92.6	97.2	96.8	94.5

Summary:

- Although dropping 2.1%, Lynfield College continues to be above the decile and national percentage of students gaining Level 1 Literacy at all year Levels with 97% 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
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	87.2	83.4	96.2	94.9	91.8	99.3	96.7	94.0
2020	89.9	87.3	83.2	95.3	95.2	91.5	97.2	96.6	93.8

Summary:

- Although dropping 2.1%, Lynfield College continues to be above the decile and national percentage of students gaining Level 1 Numeracy at all year levels with 97% of students achieving their numeracy requirements by Year 13.

English Language Learners Achievement in 2020

Year 11 ELL Students 2020	No.	Out of	%	Overall School %
Entered > 80 L1 Credits	27	30	90.0	
NCEA L1 Cert	22	30	73.3	78.4
L1 Literacy	26	30	86.7	92.4
L1 Numeracy	26	30	86.7	89.9
L1 Excellence Endorsement	5	30	16.7	31.9
L1 Merit Endorsement	5	30	16.7	30.7

Year 12 ELL Students 2020	No.	Out of	%	Overall School %
Entered > 80 L2 Credits	21	24	87.5	
NCEA L2 Cert	17	24	70.8	84.0
L1 Literacy	23	24	95.8	96.7
L1 Numeracy	21	24	87.5	95.3
L1 Excellence Endorsement	0			
L1 Merit Endorsement	7			
L2 Excellence Endorsement	0	24	0	16.5
L2 Merit Endorsement	4	24	16.7	31.6

Students Achieving in STEM Subjects for 2020

Table 13: STEM Equity (Total versus Successful)

	Māori			Pacific			Other		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
1 or more STEM subjects*	4/14 28.6%	6/25 24.0%	1/19 5.3%	7/47 14.9%	8/50 16.0%	10/47 21.3%	146/228 64.0%	158/260 60.8%	140/283 49.5%
2 or more STEM subjects*	2/14 14.3%	2/25 8.0%	0/19 0%	3/47 6.4%	1/50 2.0%	8/47 17%	106/228 46.5%	118/260 45.4%	97/283 34.3%
3 or more STEM subjects*	2/14 14.3%	1/25 4.0%	0/19 0%	1/47 2.1%	1/50 2.0%	3/47 6.4%	70/228 30.7%	78/260 30.0%	60/283 21.2%

* 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:

- Māori and Pacific students in STEM is significantly lower than other students
- Participation of Māori students continues to fall from previous years
- Participation of Pacific students at Lynfield is generally increasing from previous years
- National and comparative data is not shared with schools and success for Māori and Pacific students in STEM is lower nationally than other students.

Students Achieving Scholarship in 2020

- Despite the disruption to learning due to Covid 2020 the school achieved 28 Scholarships awarded to 14 students (one student achieved an Outstanding Scholarship in one subject (Baylee Verzyde)
- The 28 Scholarships were spread across 9 different subjects indicating success over a broad range of subjects
- One student was awarded 6 Scholarships including one Outstanding (Baylee Verzyde)
- One student was awarded four Scholarships (Sharjil Kazi)
- One student in Year 12 was awarded three Scholarships (You Ting Lei)
- Four students were awarded two Scholarships
- 127 entries for Scholarship
- Students were absent for 43 exams
- 99 papers were attempted and received Not Achieved
- 23 students were entered for one subject, 15 students for two subjects, 11 students for three
- Subjects, 3 students for four subjects, 2 student for five subjects, 2 students for six subjects and one student for seven subjects
- An Outstanding Scholarship was gained in Calculus.

Gender

- 3 females were awarded Scholarships
- 11 males were awarded Scholarships

Ethnicity

- 4 European students were awarded at least one Scholarship
- 3 Asian students were awarded at least one Scholarship
- 7 Indian students were awarded at least one Scholarship

Table 14: Student Absence from Scholarship Exam by Subject 2020

Subject	No.	Subject	No.
Biology	5	Geography	1
Calculus	4	Health and Physical Education	5
Chemistry	3	History	3
Classical Studies	4	Physics	1
Design	3	Statistics	2
Design and Visual Communication	1	Te Reo Māori	1

Table 15: NZ Scholarships 2016 - 2020

Year	Outstanding	Scholarship	Total
2020	1	27	28
2019	2	25	27
2018	4	23	27
2017	3	33	36
2016	8	23	31

Table 16: Cumulative Subject Achievement

2016	2017	2018	2019	2020	Subject
1	2	2	1	0	Accounting
9	6	3	3	4	Biology
3	4	3	3	5	Calculus
3	5	4	3	2	Chemistry
	1	0		0	Chinese
2	1	1	2	2	Classical Studies
0	0	2	0	0	Design
0	1	0	0	0	Design and Visual Communication
1	0	1	1	0	Drama
2	0	0	0	0	Earth Space Science
2	0	2	3	0	Economics
2	2	1	0	0	English
2	2	0	2	1	Geography
	0	1			German
		0	0	0	Health and Physical Education
0	2	0	0	2	History
0		0	1	0	Japanese
1	3	1	2	0	Media Studies
1	0	0	0	1	Music
0	0	0			Painting
0	0	0			Photography
1	1	6	5	8	Physics
2	4	0	1	3	Statistics
0	0	0	0		Technology
				0	Te Reo Māori

2020 SCHOOL GOALS

Strategic Aim (MISSION STATEMENT)

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

Together we Learn to Live through:



Innovative Learning experiences

ACTIVE AND SUCCESSFUL LEARNERS

- *A Schoology Innovators group developed resources for teachers to use Schoology in a way which enhanced learner agency*
- *External PLD facilitators supported Kāhui Ako Within School Leaders and Inquiry Group facilitators in sharing learning with the teachers in the inquiry groups with a focus on Māori achievement*
- *Students in the Creative Arts and Technology were explicitly supported in understanding their achievement against curriculum levels*
- *Health and Physical Education assessments were combined into one task to deepen student understanding of the topics covered.*
- *Language and Languages are investigating ways to deliver the Year 9 and 10 curriculum that reflect student identity and learning needs*
- *Technology introduced templates to collect evidence of student work during lockdowns*
- *In 2020, 12 classes were given the opportunity to sit their external NZQA exams digitally. The subjects involved were Level 3 Classical Studies, Level 2 and 3 English, Level 1, 2 and 3 History, Level 3 Japanese, Level 3 Chinese and Level 3 German. Overall, students continue to be very positive about completing exams digitally if given the opportunity. This was a significant increase from 2019 when only Level 3 History sat their external NZQA exams digitally*

- *The inaugural BOT funded 'Sports' and 'Creative and Innovative' Scholarships were awarded to 11 students.*

EXTENSIVE LEARNING OPPORTUNITIES

- *An Integrated Learning Group was established, tasked with developing an integrated curriculum and learning programme for a pilot for ~56 students in Year 9, 2021*
- *A revised Year 10 Health and Physical Education course was implemented in 2020 following trials in 2019*
- *Extra opportunities for students to gain their literacy credits were offered at the start and end of the year.*
- *Cross curricular opportunities for English and Physical Education were investigated for 2021*
- *The LynC-ed integrated learning opportunity, for all Year 9 and 10 students, ran for 2 weeks in Week 7-8 of Term 4. Many of the modules offered included community connections*
- *Maths and Statistics joined with Health and Physical Education in providing cross-curricular learning during the Softball tournament in Term 4.*

CULTURALLY RESPONSIVE AND EQUITABLE OPPORTUNITIES

- *Removing barriers to learning was a focus with school chromebooks being loaned to students while they worked from home at Alert level 4. Modems and devices were also secured from the MOE. All students were supported in having a device to use throughout the year*
- *The Senior Leadership Team worked with external providers to create an Effective Leadership Profile*
- *Collaborative inquiries during 2020 focussed on equity for Māori students*
- *An increasing number of staff modelled and shared their pepeha with their classes. The use of Te Reo Māori in everyday teaching has also increased*
- *The school values are explicitly included in and referred to during assemblies in classes, particularly in the junior school*
- *Language weeks were celebrated throughout 2020 with students sharing their language and culture with staff at Staff Briefings and with students at Assemblies: Samoan Language Week (25-29 May); Cook Islands Language Week (3-7 August); Tongan Language Week (7-11-September); Te Reo Māori Language Week (14-18 September); Chinese Language Week (21-25 September); Niuean Language Week (19-23 October).*

Effective Partnerships for learning

PARENTS, WHĀNAU AND COMMUNITY ENGAGEMENT

- *Regular contact was made with whānau to check on wellbeing and connection with learning*
- *Schoolpoint for course selection was shared with students and parents during Level 3 so that conversations could be held at home. Parental approval was required for all selections and communication with Teachers in Charge of subjects was made available*
- *Online enrolment was made available to build whānau engagement during Level 3*
- *Festival Awards evening was held at school and live streamed with a video recording to be made available. Students enjoyed the sense of belonging as it was at school not at an off site venue.*

COACHING AND MENTORING FOR GROWTH

- *Mentoring of Māori and Pacific students at risk of leaving school without NCEA L2 was facilitated by Village Trust Mentoring services*
- *Pasifika male students at risk of leaving school were mentored. Mentoring included regular contact with families*
- *Urgent Response Fund (URF) applications for additional funding were made in support of reconnecting our Māori and Pacific students with their learning post COVID-19*
- *Students identified from report grades as being at risk of not achieving a level certificate in 2020 were supported by SLT and Faculty Leaders.*

KĀHUI AKO COLLABORATION

- *The Lynfield Kāhui Ako website shared activities and progress with the nine schools*
- *Wananga Reo and professional learning in culturally responsive pedagogies was hosted at Lynfield College and opened to all staff in the Kahui Ako*
- *Video responses were collated on: How have our students dealt with lockdown? What have they missed about school? What have they struggled with? What have they learnt? And what aspects of their learning do they want to keep as we return to school?*
- *Within School Leaders and Across School Leaders visited other secondary schools to see culturally responsive pedagogy, integrated learning, and extended learning blocks*
- *Video responses from our Within School Leaders showcased the 'gems' from 2020.*

An environment where Wellbeing is supported

IDENTITY AND BELONGING

- *A record number of groups were entered in Polyfest (cancelled due to COVID-19)*
- *Alternative performance opportunities were explored subsequent to this cancellation. Extra-curricular Dance credits were assessed and awarded*
- *Students spoke about and responded to racism*
- *Cultural Dress Day was rescheduled*
- *Pink Shirt Day and fundraiser.*

STUDENT AND STAFF-LED WELLBEING PROGRAMMES

- *Wellbeing of staff and students was our first priority during lockdowns. Students, staff and whānau were surveyed in support of this*
- *Zoom pop-in sessions were scheduled for staff during Alert Levels 3 and 4*
- *Teaching and Learning and assessment programmes were adjusted*
- *There was a reduction in staff meetings (no after school meetings scheduled)*
- *The Kowhai Kai initiative was established in response to student/whānau hardship and need. Food was made available for students and care packages were assembled and delivered during lockdowns*
- *Student Agency:*
 - *Academic Council: Weekly boredom buster quizzes during lockdowns, catch-up programmes upon return*

- *Safe Schools: Pink Shirt Day and affirmations, Random Acts of Kindness week.*
- *Skittles: Appreciation of Teachers*
- *Student Wellbeing Hui involving students from all nine Kāhui Ako schools, were held*
- *A series of online seminars on Unconscious Bias: Racism and Wellbeing were offered to all staff. Over 60 staff attended the first seminar and 30 staff attended the second. The third focused on systemic racism and wellbeing.*

EFFECTIVE COMMUNICATION

- *The timeliness of communication for whānau re COVID-19 matters was a focus and included emails and texts via KAMAR*
- *Enrolment was offered online to accommodate time spent in lockdown*
- *Course Selection for 2021 moved to an online course selection platform*
- *Work has begun with an external provider to redesign the school website to increase the website's visual appeal and improve its functionality and relevance.*

