



Annual Report 2021



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 2021	1748.0 (full time equivalent)
MOE Funded Roll as at 1 March 2021	1784.0
Principal's Graded Roll	U12
International Student Roll as at 1 March 2021	36
Adult ESOL Student Roll	108
NESB (Non English Speaking Background) Funded Students	Migrants = 78, Former Refugees = 17
Number of Nationalities	48
Number of Ethnicities	84
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 (Te 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 2021	128 (including part time teachers)
Teaching Staff (FTTEs) as at 1 March 2021	110.65
Roll Based Staffing Entitlement as at 1 March 2021	108.62
Management Unit Entitlement as at 1 March 2021	148
Senior Management Unit Entitlement as at 1 March 2021	4
Middle Management Unit Entitlement as at 1 March 2021	78
Number of Administration Staff as at 1 March 2021	47
Number of Staff New to Lynfield College as at 1 March 2021	14
Number of Beginning Teachers as at 1 March 2021	5
Last ERO Review	September 2018
Next Triennial Board Election	September 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

My name is Cath Knell and it is my pleasure as Tumuaiki | Principal to welcome you to this Lynfield College Prizegiving.

Tonight we recognise the **Academic, Leadership** and **Special** achievements for 2021. With all the unexpected changes we have faced this year there was no way that we were going to let our students achievements go unrecognised. I thank you all for joining us in this virtual celebration of their successes.

The word **virtual** has appeared more frequently in our vocabulary recently. Especially during this second COVID-19 affected year with **26%** of our senior students' school year having been spent learning at home. Other terms have also increased in familiarity including **LRC - Learning Recognition Credits** and **UEG - Unexpected Event Grades**. These became a focus for students as they further revised their learning goals once able to return to onsite learning.

The school Board set a **Strategic Plan** for **2020 - 2022** with a focus on:

- ***Innovative Learning Experiences***
- ***Effective Partnerships For Learning***
- ***An Environment Where Wellbeing Is Supported***

While progressing these in 2021 has not always been as expected, or as straightforward, these three strands, along with our school **Korowai of Values**, continue to guide teaching and learning experiences. One highlight for each over the past three months has included:

Innovative Learning Experiences

Lynfield College still managed to offer Senior English and Classical Studies students the opportunity to do their practice exams on the NZQA Digital Platform and have increased the number of courses being assessed in this way. Over 100 students made use of this option to provide more evidence, improve their Unexpected Event Grade or become familiar with the experience. Only a few students were physically in the room with the rest completing this at the same time at home. Teacher supervisors were able to 'see' and monitor 'live' what each student was working on.

Effective Partnerships For Learning

Thank you for letting us into your homes, 'virtually', to allow the learning to continue as form teachers contacted students and families to see what barriers needed to be addressed. Their "*what can we do to support you*" questions gave us a much needed insight on what to include in our planning. Feedback from both students, whānau and staff will continue to inform our curriculum review as we grow our own localised Lynfield Curriculum. This will be reflected in modifications to our learning programmes and timetable for next year.

An Environment Where Wellbeing Is Supported

Throughout the year our **Korowai of Values** has informed how we worked:

Wairua kaha, wellbeing and Whanaungatanga tika, connection.

When we first were required to go into self-isolation earlier in the year we had to reach out to our wider Auckland community. We needed their assistance so food and supplies could be delivered to students, whanau and staff who were unable to leave their houses or have items delivered. Allowing ourselves to be vulnerable, as we focused on wellbeing, has been a valuable lesson as we have learned to open our eyes, look out for and anticipate the needs of others.

We know the importance of friendships and connection and were delighted with our initial return rate of over 75% of senior students.

Student achievement requires support so now for some acknowledgements and thanks:

STAFFING

The staff at Lynfield have been amazing - keeping the best interests of our students in mind. It is a real credit to our teachers in how they have managed the pivots between face-to-face and online learning, and at times a blend of both, while gathering evidence to demonstrate achievement. This has been while managing their own children's learning and family responsibilities.

Changes to staffing are a natural part of each school year with some occurring during the year and others at the end. We thank all the staff members listed for their contributions to Lynfield College and wish them all the very best for their future.

BOARD

The support of the school Board has made navigating our way through this year so much easier than it could have been. Their acknowledgement of the extra work done and checking in on staff and students wellbeing has meant more than can be expressed. Thank you for always keeping the interests of our school and community forefront.

ACHIEVEMENT

And now the focus rightly returns to our students. As always, your achievements are SO inspiring. Congratulations for believing in yourselves, in each other and for making the most of the opportunities on offer.

Kia kaha

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

Cath Knell, Tumuaki | Principal

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

I would like to extend a very warm welcome to our senior students, parents and whanau. My name is Mark Hewett, the Board Chair, and on behalf of all the Board of Trustees, I would like to congratulate all the award recipients – this is an amazing effort considering the year we have had!

2021 has definitely brought with it many disruptions and unprecedented challenges to the school year.

As we look back on this year, I would like to take the opportunity to thank Ms Knell for leading our school once again through another year of Covid. Thank you also to our Senior Leadership Team, to your Deans, Mr Braithwaite and Ms Arthur, to all your amazing teachers, and to all our support staff who all have a vision to see you succeed as students in making sure that you achieve your very best.

I would also like to thank each member of the Board of Trustees, Cath Knell, David Barrett, Bella Tahu, Kristelle Varney, Tess Morrison (Staff Representative), Sophie Yang (Student Representative) - who we thank for this year's work and, due to Covid, will extend her time with us into next year, Richard Winn and Lee Bullinga. The Board has continued to meet virtually throughout this year as we govern the school, working towards upgrading the school buildings and grounds. We have also worked towards completing projects such as a new digital sign, security gates, turf and asphalt courts, air-conditioning in A-Block and upgraded fencing around the Astroturf. Under construction are the new Reading Room and the commencement of A-Block in next month or so.

I would like to again congratulate all the Lynfield College students - from this year's situation, you will have gained much resilience. Resilience is such an important skill to learn. 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.

And just in case no one has told you lately – mindset is everything! Don't let COVID define you. It is often during the most challenging times that there is the greatest opportunity to define yourself.

As I once heard: ***"You define your own life. Don't let other people write your script."***

You can be very proud of yourselves for making it through this far as senior students, and we wish you all the best for your upcoming exams.

To all those leaving Lynfield College, we would like to wish you well on your future journey. Always remember where you Learned 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 2022!

Mark Hewett | Chairperson, Lynfield College Board of Trustees

Teaching and Learning

The College has 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* 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 large well-organised library supports student learning. It provides services to students before and after school. In 2021 borrowing of library and textbooks remained stable at 6988 with an increase in library book loans offset by a reduction in textbooks. This was despite the library being only partially open due to renovations and covid restrictions/lockdowns.

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 Gifted Learner 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 lower in 2021 than in 2020 by 47 due to the reduced number of International Students.

Student wellbeing is supported by the Form Teachers, Deans, Faculty staff and Guidance Counsellors.

Student leadership opportunities are valued and supported throughout each year level of the school. The Student Executive, Council and BOT Student Representative all work with the Senior Leadership Team to enhance the students' secondary education experience.

Planning and Reporting (Self Review)

- An Achievement Report for 2021 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*. 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, including a Professional Growth cycle for teaching staff.
- The school was fully staffed throughout the year
- Provisionally Registered Teachers in March 2021 numbered four Year 1, and one Year 2 teacher out of a total of 128
- No teachers took refreshment leave, two teachers were on study leave and one teacher was on maternity leave
- Nineteen teachers left at the end of the 2021 school year for the following reasons:

<i>Travel Overseas</i>	<i>0</i>
<i>Moved to other schools</i>	<i>11</i>
<i>Left the teaching profession</i>	<i>1</i>
<i>Retirement</i>	<i>7</i>
<i>Total</i>	<i>19</i>

Staffing Numbers by Gender (as at 1 March)	Male	Female
Teaching staff	38%	62%
MU holders	42%	58%
Support staff	23%	77%

Staff Professional Learning and Development

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.

Finances

See attached Annual Financial Report.

Health and Safety

The Health and Safety Committee 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 the *Business Manager*.

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 2021 the number of suspensions increased slightly from 6 to 8 and the number of stand-downs decreased from 51 to 44. The full report is available from the College.

The College accepted enrolments of students excluded from other schools. For 2021 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 first meeting of the Board meeting of the year in February. 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 (Year 9 whānau, whānau hui, Pacific Island Parents evenings, NCEA and Scholarship Information evenings).

Consultation with the Community / Whānau Engagement

Consultation took place with parents of the Innovative Learning Programme, Pacific and Pounamu vertical form classes after the first iteration of three-way conferences. This consultation informed the format of the school-wide Parent-Student-Teacher conferences in 2022.

Instead of an onsite evening for all Year 9 parents, an online presentation was held as part of the Transition process.

A parent meeting for the Innovative Learning Programme was held in Term 2.

NCEA and Scholarship information was shared through online meetings rather than in-person.

Consultation with the Māori community took place through the Māori Focus Group inviting whānau to a hui. There was a BOT representative at the hui.

Consultation with the Pacific community took place through a number of talanoa, including one with external experts on pathways and connections such as universities and employers. This included former students sharing their experiences. Another talanoa focused on NZQA and NCEA.

Consultation with parent representatives on the Board, staff and students focused on wellbeing of students returning from lockdowns. Engagement with the community in supporting students with food and groceries continues.

Staff and Student Wellbeing

Pink Shirt Day activities were hosted by PSSP and Safe Schools committees, and online activities were held during Mental Health Awareness Week.

The Hauora Committee was established by students to streamline the communication between student groups and students.

The Skittles Club participated in Cultural Day and presented at a staff meeting about gender and pronouns.

The Staff Wellbeing Committee focused on communication. It developed the Restorative Practices flowchart to support staff. It also advocated for more streamlined communication and emails, and an infographic to show the use and purpose of the various school platforms.

Three wellbeing hui were held involving Year 5-10 students from the 10 Kāhui Ako schools. Two of these were done at Lynfield College and one was held virtually. These hui were supported by the Staff Wellbeing committee.



PART 3: ANALYSIS OF VARIANCE

Assessment and Achievement 2021

Entrance Testing

Year 9 enrolments were not asked to sit an entry test in 2021 as the College moves away from streaming to fully mixed ability classes. (Advanced Learner classes no longer exist at Year 9). We continued to work closely with our feeder schools to collect achievement data, (including asTTle) as well as pastoral, learning support and ESOL information to ensure we can support our students as much as possible.

Live auditions were held for students seeking to attend the Music Academy. Of the 54 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 the progress a student had made against a number of key competencies during the first four weeks back at school.

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***

Year 9 and 10 were issued with a written report in July. Subject teachers reported on a student's achievement against curriculum levels (towards, precinct and advanced options). Teachers also provided a written comment on a student's strengths in a subject and possible next steps for both *thinking and learning* and the *Lynfield values* (wairua kaha, hinengaro wawata, manaakitanga and whanaungatanga tika). Data used for reporting against curriculum levels was gathered from class and assignment work, tests, exams and overall teacher judgements.

Due to the disruption of Covid 19 and the challenge of remote learning and assessing achievement during lockdown, there was no written report for the end of the year. Alternatively, a progress report was issued that reported against the key competencies (the same format as in Term 1). One overall OTJ was reported on the parent portal for each subject to indicate academic progress.

Year 11 -13 students were issued with a written report in August. Subject teachers gave a grade of 1-5 (5 being the highest) for ***Academic Progress, Effort, and Organisation***. Teachers were encouraged to write a comment that focussed on a subject strength and next step in order to make progress. 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. Most courses have open entry for 2022 as the school phases out streaming.

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.

A Report evening was held in April for parents/caregivers to discuss their child's progress with subject teachers. We continued our 3-way conference trial with our Year 9 Innovative Learning classes

We were unable to hold our August Report Night, due to Covid restrictions, however, dean's form teachers and subject teachers were in contact with parents/caregivers via email and phone during lockdown to provide updates on a students engagement and progress.

In 2022 as part of our restructure of the timetable and localised curriculum review, 3 three-way conferencing will be the format we follow for Report Conferences. An online and physical option will be offered in 2022.

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.

2021 testing was completed in early March by Year 9 students. We were unable to complete our usual November testing of either Year 9 and 10 students due to the disruption of Covid 19.

Testing usually takes place for both year 9 and 10 students at the end of February - early March 2022

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 2017 – 2021 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
2017	4A	4A	4A	80.9%
2018	4P	4A	5B	81%
2019	4P	4A	5B	70.3%
2020	4B	4A	4A	77%
2021	4A	NA Covid	NA Covid	77%

The Covid lockdowns meant that time with Year 9 and 10 focused on reconnection and achievement in curriculum areas, so asTTle testing was not carried out.

The 2018 Year 9 achieved a higher level in NCEA, following their improvement in asTTle. The 2019 year 9 group showed significantly less improvement in asTTle but only dropped a little in NCEA achievement. This could reflect a poor casual relationship between asTTle performance and NCEA success, but the Covid disruptions, with Learning Recognition Credits and the chance for students to achieve Unexpected Event Grades for the externals makes it difficult to isolate any one variable as more significant than others.

Table 2: asTTle Maths Data 2017 – 2021 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
2017	4A	5B	5P	80.9%
2018	4A	5B	5P	81%
2019	5B	5B	5P	70.3%
2020	4A	4A	5P	77%
2021	4A	NA Covid	NA Covid	77%

End of year asTTle testing was not able to be carried out with Years 9 and 10 in 2021, so progress from the start of 2021 for Year 9 and end of 2020 for Year 10 cannot be compared.

The 2019 Year 9 cohort achieved reasonably well in NCEA Level 1, but with Covid lockdowns, Learning Recognition Credits and Unexpected Event Grades, it is difficult to make comparisons to NCEA results and asTTle results as have been done in previous years.

Writing

Year 9 and 10 students keep a portfolio of writing they have worked on throughout the year in their English programme. They submit their best piece which is then assessed against the English curriculum levels. This is from a range of written tasks.

Advanced Learner Classes

Two Year 10 Science Advanced Learner classes were entered for external NCEA standards as part of their courses. The Academic Advisor and the Dean selects students for these programmes based on data gathered in Year 9 and teacher recommendation. In 2022 there will be no Advanced learner classes as the school moves away from streaming.

Table 3: Science (10SCN) Results 2021 – Across **FOUR** Achievement Standards

	Number of Students	Achieved	Merit	Excellence	Total Credits	Possible Credits	% Earned/ Attempted	Average Credits/ Student
Male	26	32	43	47	488	520	93.8	18.8
Female	33	34	35	90	636	660	96.4	19.3
European	10	13	15	21	196	200	98.0	19.6
Māori	2	1	1	6	32	40	80.0	16.0
Pacific	5	12	6	6	96	100	96.0	19.2
Asian	41	38	54	103	780	820	95.1	19.0

Table 4: 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	104	91
10DTG	2	83	US 25659 73 students Achieved US 18743 80 students Achieved
10FOT	1	100	17

NCEA Results

Data was taken from the NZQA website (February 2021) 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 5: 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
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
2021	77.8	74.3	68.3	80.7	80.9	77.2	75.4	71.6	69.8	59.8	49.7	50.3

SUMMARY:

- The same coloured boxes diagonally down the table follow a cohort from Year 11-13
- Year 11 saw a slight decrease from 2020 (0.6%) and was above national and decile 4-7
- Year 12 dropped (3.3%) from 2020, was above national and (0.2%) below decile 4-7
- Year 13 dropped (6.6%) but was above national and decile 4-7
- All year level certificate results dropped compared to 2020, with Level 3 being the most significant. This was also the case nationally, indicating the probable disruption to learning from Covid Lockdowns
- University Entrance continued to drop with a further 2.9% decrease and this year fell below 60% however, UE was still above national and decile 4-7 percentages (nationally national and decile 4-7 also tracked down)
- Nationally the number of students achieving Year Level Certificates and University Entrance, dropped compared to 2020, as did Decile 4-7.

Table 6: Level Achievement Based on Ethnicity (percentage)

	Level 1 (Year 11)			Level 2 (Year 12)			Level 3 (Year 13)			University Entrance		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Māori	45.8	56.0	45.2	63.6	52.4	58.3	56.0	57.9	41.2	44.0	31.6	29.4
Pacific	50.0	54.7	50.0	67.3	75.4	59.2	54.0	63.8	56.4	32.0	29.8	29.1
Asian	85.9	85.5	87.9	84.9	92.7	87.2	90.3	86.0	85.3	82.1	69.8	75.7
European	76.4	76.9	72.1	81.8	77.8	78.4	71.8	79.2	78.5	58.2	63.5	61.5
TOTAL	72.7	78.4	77.8	82.2	84.0	80.7	77.2	82.0	74.6	64.1	62.7	54.9

SUMMARY:

- Compared to 2020, European achievement decreased at all year levels apart from Year 12 which saw a 0.6% increase
- Asian achievement saw some small decreases for Year 12 and 13, slightly improved for year 11 and picked up again for UE with a 5.9% increase after having dropped by 12.3% in 2020
- Asian and European achievement was above national results at all levels in 2021
- Nationally, the achievement rate for all ethnicities decreased for University Entrance apart from Asian, in 2021.

Table 7: Lynfield College and National Percentage Comparisons for Māori and Pacific

	Level 1 (Year 11)			Level 2 (Year 12)			Level 3 (Year 13)			University Entrance		
	2019	2020	2020	2019	2019	2020	2019	2019	2020	2019	2019	2020
LC Māori	45.8	56.0	45.2	63.6	52.4	58.3	56.0	57.9	41.2	44.0	31.6	29.4
Nat Māori	57.7	59.3	56.4	68.9	71.0	67.3	55.1	60.4	57.6	29.9	33.3	30.3
LC Pacific	50.0	54.7	50.0	67.3	75.4	59.2	54.0	63.8	56.4	32.0	29.8	29.1
Nat Pacific	61.8	66.8	60.8	71.3	76.3	70.3	60.3	68.2	63.9	30.3	32.2	31.3

In 2021 NZQA Stats identified:

30 Māori students and 50 Pacific in Year 11

24 Māori students and 42 Pacific in Year 12

17 Māori students and 55 Pacific in Year 13

Summary for Māori Achievement:

- Year 11 there was a significant decrease of 10.8% for Māori achievement compared to 2020 (2020 it had seen a real positive move upwards of 10.2%. This was much lower than the national decrease for Māori of 2.9%)
- Year 12 Māori achievement improved by 5.9% compared to 2020 however, it was still 9.0% lower than Year 12 Māori achievement nationally. Maori achievement nationally did drop 3.7%
- Year 13 Māori achievement after improving in 2020 saw a significant decrease of 16.7%. Nationally Year 13 Maori only dropped 2.8%.
- Māori achievement at Lynfield College continued to be below Māori national results at all year levels in 2021
- In Year 11, 5 (2020 = 5) Māori students achieved Certificate Endorsement with Merit, and 2 (2020 = 1) Achieved Certificate Endorsement with Excellence

- In Year 12, 4 (2020 = 7) Māori students achieved Certificate Endorsement with Merit, and 0 (2020 = 0) achieved Certificate Endorsement with Excellence
- In Year 13, 3 (2020 = 9) Māori students achieved Certificate Endorsement with Merit, and 0 (2020 = 0) achieved Certificate Endorsement with Excellence
- 5/17 students (2020 = 6) Māori achieved University Entrance. 6.4% fewer Māori students gained University Entrance compared to 2020. 13 of the students indicated they were not following a University Entrance pathway.

Summary for Pacific Achievement:

- Year 11 Pacific achievement at Year 11 decreased by 4.7%, compared to 2020. Nationally, this declined by 6%
- Year 12 Pacific achievement saw a significant decrease of 18.2% compared to 2020. Nationally, this declined by 1.4%
- Year 13 Pacific achievement saw a decrease of 7.4% compared to 2020. Nationally this declined 4.3%
- Pacific achievement was below Pacific national results at all year levels in 2021
- In Year 11, 11 (2020 = 6) Pacific students achieved Certificate Endorsement with Merit, and 3 (2020 = 3) Achieved Certificate Endorsement with Excellence
- In Year 12, 4(2020 = 19) Pacific students achieved Certificate Endorsement with Merit, and 2 (2020 = 1), achieved Certificate Endorsement with Excellence
- In Year 13, 3 (2019 = 19) Pacific students Achieved Certificate Endorsement with Merit, and 1 (2020 = 2), achieved Certificate Endorsement with Excellence
- 16/55 (2020 = 13) Pacific students achieved University Entrance. As a percentage the number of Pacific students in Year continued to track down with a 2.8% decrease compared to 2020. 35 indicated they were not following a University Entrance pathway.

Table 8: Lynfield College and National Percentage Comparisons Based on Gender

	Level 1 (Year 11)			Level 2 (Year 12)			Level 3 (Year 13)			University Entrance		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
LC Boys	69.1	73.9	74.1	75.4	80.7	76.2	69.0	76.5	72.8	53.8	53.7	55.9
Nat Boys	66.5	68.7	66.1	74.7	77.1	75.3	62.3	67.9	65.9	42.2	45.6	43.9
LC Girls	77.0	83.6	82.5	89.6	88	85.9	85.5	87.7	76.7	74.5	70.1	63.3
Nat Girls	74.9	73.2	70.7	80.2	81.9	79.2	71.9	75.3	73.3	55.8	58.8	56.1

SUMMARY:

- In 2021 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 continued to increase albeit slightly in 2021 by 0.4 %. Girls dropped slightly with a 1.1% decrease. Nationally both boys and girls saw small decreases
- At Year 12 the number of boys achieving Level 2 in 2021 decreased by 4.5% compared to 2020. Girls have dropped a further 2.1%
- At Year 13 the number of boys achieving Level 3 in 2021 decreased by 3.7% compared to 2020. Girls saw a significant drop of 11%. Both had been tracking up in 2020

- The number of boys achieving University Entrance was up with a 2.2% increase. Girls continued to track down with a 6.8% decrease from 2020
- All years nationally tracked down in 2021.

Table 9: Year Level Achieving Endorsed Certificates 2021 (percentage)

		Level 1 (Year 11)		Level 2 (Year 12)		Level 3 (Year 13)	
		Merit	Excellence	Merit	Excellence	Merit	Excellence
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
2021	Lynfield College	34.5	26.2	29.7	24.3	28.8	21.5
	National	32.2	21.1	24.2	17.7	25.6	17.8

SUMMARY:

- Endorsement provides recognition for students who perform exceptionally well in NCEA
- Students are encouraged to do their best at Lynfield College and excellence in achievement is recognised and celebrated at assemblies, in school newsletters, on the College's Facebook page and at events such as the Scholarship Breakfast
- Merit and Excellence endorsements were above national results at all levels in 2021.

Table 10: 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:

- Lynfield College continues to be above the decile band (apart from Year 2 with 0.5% decrease) and national percentage of students gaining Level 1 Literacy at all year Levels with 94.2% of students gaining their Level 1 Literacy by Year 13 (2.8 decrease compared to 2020). Nationally achievement of Level 1 Literacy dropped at every year level.

Table 11: 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
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
2020	87.2	86.2	82.1	94.4	94.9	91.3	96.5	96.7	93.5

SUMMARY:

- Lynfield College continues to be above the national percentage of students gaining Level 1 Numeracy at all year levels with 93.5% of students achieving their numeracy requirements by Year 13 (93.2% drop from 2020). We were slightly lower for the decile band at Year 12 and 13).

In 2022 Lynfield College will participate in the pilot for the new Literacy and Numeracy standards.

English Language Learners Achievement in 2021

Table 12: Year 11 ELL Student Achievement

Year 11 ELL Students 2021*	No.	Out of	%
Entered > 80 Credits	31	34	91.2
NCEA L1 Certificate	26	34	76.5
L1 Literacy	33	34	97.1
L1 Numeracy	28	34	82.4

*Students as recorded by the Ministry at ENROL. May be current or recently former ELL. LSP students excluded.

Table 13: Year 12 ELL Student Achievement

Year 12 ELL Students 2021*	No.	Out of	%
Entered > 80 Credits	19	23	82.6
NCEA L2 Certificate	20	23	87.0
L1 Literacy	23	23	100.0
L1 Numeracy	22	23	95.7

*Students as recorded by the Ministry at ENROL. May be current or recently former ELL. LSP students excluded.

Table 14: Year 13 ELL Student Achievement

Year 13 ELL Students 2021*	No.	Out of	%
Entered > 80 Credits	20	23	87.0
NCEA L3 Certificate	14	23	60.9
L1 Literacy	22	23	95.7
L1 Numeracy	20	23	87.0
UE Literacy	14	23	60.9

*Students as recorded by the Ministry at ENROL. May be current or recently former ELL. LSP students excluded.

Students Achieving in STEM Subjects for 2021

Table 15: STEM Equity (Total versus Successful)

	Māori			Pacific			Other		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
1 or more STEM subjects*	6/25 24.0%	1/19 5.3%	3/17 17.6%	8/50 16.0%	10/47 21.3%	11/55 20.0%	158/260 60.8%	140/283 49.5%	131/208 63.0%
2 or more STEM subjects*	2/25 8.0%	0/19 0%	3/17 17.6%	1/50 2.0%	8/47 17%	4/55 7.3%	118/260 45.4%	97/283 34.3%	92/208 44.2%
3 or more STEM subjects*	1/25 4.0%	0/19 0%	1/17 5.9%	1/50 2.0%	3/47 6.4%	1/55 1.8%	78/260 30.0%	60/283 21.2%	66/208 31.7%

* 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 choosing STEM subjects continues to be significantly lower than other students
- Participation of non-Māori and Pacific fell in 2021
- Participation of Māori students continues to fall from previous years
- Participation of Pacific students at Lynfield continues to increase each year
- Achievement for Maori students taking STEM subjects has improved slightly
- Achievement for Pacific students taking STEM subjects has generally declined (apart from 1 student who gained 1 or more)
- 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 2021

- Despite the disruption to learning due to Covid 2020 the school achieved 6 Scholarships awarded to 4 students. (Two students achieved an Outstanding Scholarship in Design and Biology, including top in NZ for Biology)
- The 6 Scholarships were spread across 5 different subjects
- One student was awarded 3 Scholarships including one Outstanding (Biology)
- 114 entries for Scholarship
- Students were absent for 97 exams (in 2020 students were absent for 43 exams)
- 41 papers were attempted and received Not Achieved
- 27 students were entered for one subject, 19 students for two subjects, 7 students for three subjects, 3 students for four subjects, 1 student for five subjects, 0 students for six subjects and 1 student for seven subjects

Gender

- 2 females were awarded Scholarships
- 2 males were awarded Scholarships

Ethnicity

- 1 European student was awarded at least one Scholarship
- 1 Filipino student was awarded at least one Scholarship
- 2 Indian students were awarded at least one Scholarship

Table 16: Student Absence from Scholarship Exam by Subject 2021

Subject	No.	Subject	No.
Biology	9	English	1
Calculus	9	ESS	4
Chemistry	9	Geography	1
Classical Studies	3	Health and Physical Education	2
Design	2	Music	3
Design and Visual Communication	6	Painting	2
Drama	1	Physics	4
Economics	6	Statistics	5

The number of students who entered but chose not to sit Scholarship exams in 2021 was significantly higher because of Covid lockdowns and the disruption to learning.

Table 17: NZ Scholarships 2017 - 2021

Year	Outstanding	Scholarship	Total
2021	2	4	6
2020	1	27	28
2019	2	25	27
2018	4	23	27
2017	3	33	36

Table 16: Cumulative Subject Achievement

2017	2018	2019	2020	2021	SUBJECT
2	2	1	0		Accounting
6	3	3	4	1	Biology
4	3	3	5	0	Calculus
5	4	3	2	0	Chemistry
1	0		0		Chinese
1	1	2	2	0	Classical Studies
0	2	0	0	2	Design
1	0	0	0	0	Design and Visual Communication
0	1	1	0	0	Drama
0	0	0	0	0	Earth Space Science
0	2	3	0	1	Economics
2	1	0	0	0	English
2	0	2	1	0	Geography
0	1				German
2	0	0	2	1	History
	0	1	0		Japanese
3	1	2	0		Media Studies
0	0	0	1	0	Music
0	0			0	Painting and Photography
1	6	5	8	0	Physics
4	0	1	3	0	Statistics
0	0	0		0	Technology

Unexpected Event Grades

UEG grade distribution for 2020 and 2021, compared with our final 2020 exam grades, shows an overall reduction in N and increase in E reported for UEG /DG's . There was a 13.7% decrease for Not Achieved in 2021 compared to 2020 (2020 15.9% UEG and 19.2% gained in exam) and a 6.5% increase for Excellence in 2021 compared to 2020 (2020 30.2% UEG and 19.2% gained in exam).

Note: NZQA asked school to explain variations and accepted ours were valid. They are undertaking a national review of the UEG process in 2022.

Table 19: UEG grade distribution for 2020 and 2021, compared with our final 2020 exam grades (data supplied by NZQA, December 2021).

	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2021 UEG	16.5%	31.4%			29.7%			22.4%		
2020 UEG	30.2%			29.1%			24.8%			15.9%
2020 FINAL	19.2%	35.0%			28.9%			16.9%		

KEY: ■ Not Achieved ■ Achieved ■ Merit ■ Excellence

2021 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.*