

2025

Analysis of Variance

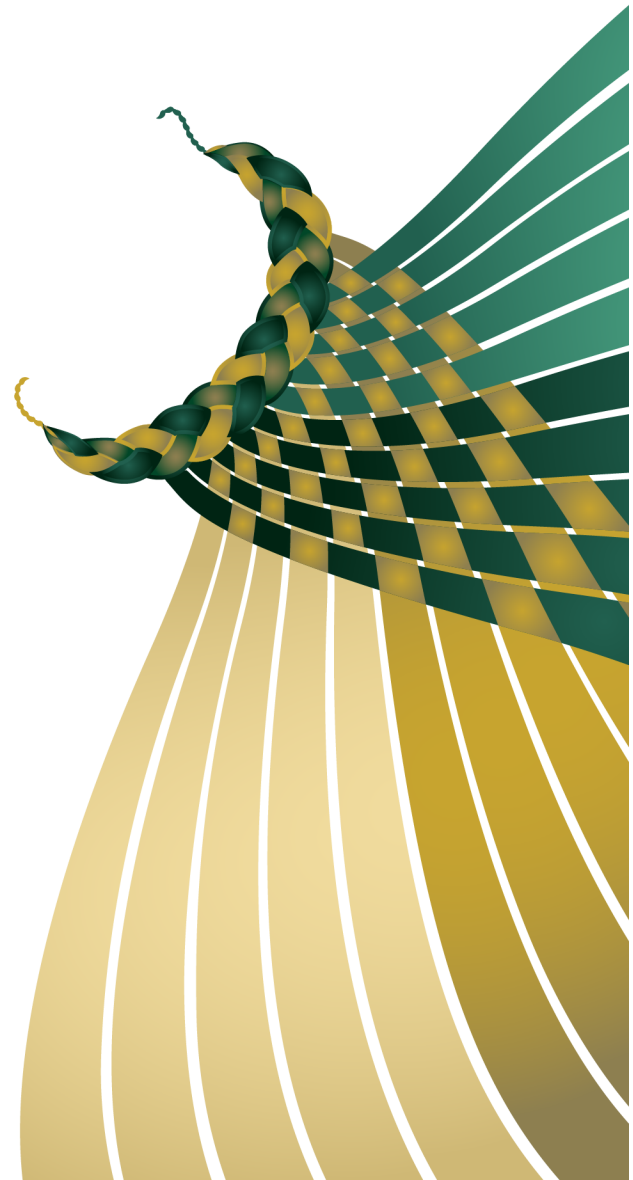


LYNFIELD
COLLEGE

Assessment and Achievement

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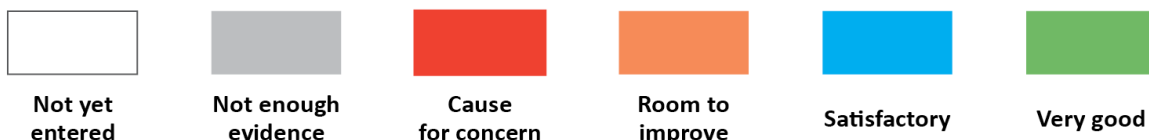















ANALYSIS OF VARIANCE 2025 | Assessment and Achievement

Reporting Engagement and Achievement

The school continued to use a traffic light system (see graphic below) to report on student engagement in weeks 3, 6, and 9 of each term. The information was cumulative and enabled concerns and/or changes in engagement to be clearly visible and for conversations to support positive change to take place quickly. In week 9 of each term, academic progress was reported on.

KEY TO ENGAGEMENT IN LEARNING COLOUR CODING



Stage of the Year	Term 1			Term 2			Term 3			Term 4			
	Early	Mid	End	Early	Mid	End	Early	Mid	End	Early	Mid	End	
Commerce											Teacher Name		
Engagement													

Academic Progress in each subject is included on the last report of each Term. While the senior reports continue to use statements of progress against the expected curriculum levels, junior reports use the new descriptors introduced by the Ministry of Education.

Academic Progress	Well below the expected level	At the expected level	Above the expected level	Well above the expected level
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The descriptors as specified by the Ministry for students up to Year 10 are: Emerging > Developing > Consolidating > Proficient > Exceeding. As with the senior reporting, the junior reports also include a “Not enough evidence” option, which staff can use in appropriate situations. Below is a sample of what a junior report might record each Term for Academic Progress.

Year 12–13 students were also issued with an NCEA Progress Summary in Term 4. This outlined how many credits students were **entered in, still had to sit, earned, and did not achieve** in each subject area, and it also indicated if a student had achieved literacy, numeracy, university entrance, or their NCEA year-level certificate.

In Term 4, Hui mai teachers of all levels wrote an end-of-year summary comment.

Student achievement and academic progress information was published on KAMAR and the parent portal when assessments were completed. Curriculum levels and overall teacher judgments for Years 9-10, a Lynfield Assessment grade for students in Year 11, and NAME (Not Achieved, Achieved, Merit, or Excellent) for Years 12 and 13 were used. The school does not enter students for Level 1 NCEA.

In 2026 all Year 9 and 10 subjects will report against the new progress descriptors.

Parent - Student - Teacher (PST) Conferences

PST Conferences were held on Thursday 6 March from 1.00 pm - 7.00 pm, and Friday 7 March from 9.00 am to 1.00 pm. The next round of PST Conferences will be held in Week 6 of Term 1 and on August 7th and 8th (Week 4) of Term 3.

Discussions were focused on goal setting, next steps, academic progress, and course options. The conferences were student-led. Students and their whanau met with Hui mai teachers, and conferences were offered both online and physically. Those who were unable to attend the onsite meetings on the were contacted for an online meeting.

In Term 3 subject teachers entered brief notes about each student into KAMAR for Hui mai teachers to refer to. The notes focused on attendance/punctuality, equipment, contribution, commitment, and what might need to be improved. These aspects, along with the students' option choices for 2026, formed the basis of a discussion between the student, the caregiver, and the Hui mai teacher.

A talanoa and hui were also held on the same night as the August conferences with parents from our Pacific and Maori Hui mai groups. The Careers Advisors and Academic Advisor presented on career pathways and scholarships that were available.

Table 1: Parent-Student-Teacher Conference Attendance %

	OVERALL			MAORI			PACIFIC		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
MARCH	42%	50.5%	48.3%	47%	58.2%	55.5%	64%	59.7%	51%
AUGUST	43%	43.8%	46%	34%	42.5%	48%	58%	35.6%	42%

Table 2: Parent-Student-Teacher Conference Year Level Attendance for March

MARCH	Thursday	Friday	Non Schoolbridge Follow Ups	TOTAL
Year 9	218	83	3	304
Year 10	204	84	0	288
Year 11	158	71	0	229
Year 12	135	49	1	185
Year 13	104	42	1	147

Table 3: Parent-Student-Teacher Conference Year Level Attendance for August

AUGUST	Thursday	Friday	Non Schoolbridge Follow Ups	TOTAL
Year 9	213	80	20	310
Year 10	165	55	1	221
Year 11	150	50	10	210
Year 12	98	38	0	136
Year 13	88	30	2	120

Attendance is usually higher for the March conferences; it is likely the summer weather and longer evenings play a part in this. Thursday afternoon/evening continues to record the highest attendance, but we continue to hold conferences on a Friday morning, as this allows many of our parents who do shift work to make a booking.

asTTle Testing

asTTle Reading and Maths tests were used to measure all Year 9 and 10 student achievement against the New Zealand Curriculum levels. Two testing events are used to compare results for the same cohort: at the start of Year 9 and the start of Year 10. Year 9 and Year 10 students were tested in early March. The results were used to identify if Year 10 students were ready to attempt the Literacy/Numeracy (LITNUM) exams. Testing took place early in Term 2.

Table 4: 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 5: asTTle Reading Data 2021–2025 Showing Curriculum Level Achievement (Median Score)

MEDIAN READING LEVEL AT TIME OF TESTING			
	Start of Year 9	Start of Year 10	% of cohort Achieving Level 1 NCEA in Year 11
2021	4A	N/A Covid	77%
2022	4A	5B	72%
2023	4A	4A	67%
2024	4A	5B	L1 = n/a (Literacy = 44.4%)
2025	4A	5P	Literacy = 46.4%)

➤ The same coloured boxes flowing diagonally down the table follow a cohort from Year 11-13

The 2025 cohort increased two sublevels on average, a bigger increase than in recent times, possibly as a result of increased emphasis on the Literacy required as the NCEA co-requisite. Literacy achievement at Level 1 shows a small increase, possibly reflective of the work put into preparing students for the Common Assessment Activities (CAA) being countered by the increased difficulty of the CAAs.

Table 6: asTTle Maths Data 2021–2025 Showing Curriculum Level Achievement (Median Score)

MEDIAN MATHS LEVEL AT TIME OF TESTING			
	Start of Year 9	Start of Year 10	% of cohort Achieving Level 1 NCEA in Year 11
2021	4A	N/A Covid	77%
2022	4P	4A	72%
2023	4A	N/A	67%
2024	4B	4A	L1 = n/a (Literacy = 66.7%)
2025	4A	5B	Literacy = 68.2%)

➤ The same coloured boxes flowing diagonally down the table follow a cohort from Year 11-13

The 2025 cohort increased achievement by a full level (4B to 5B, three sublevels) over Year 9, possibly reflecting increased focus on Numeracy due to the NCEA co-requisites. As with literacy, there was a small increase in Level 1 Numeracy achievement as described above.

In 2024 and 2025, Lynfield College did not enter students for the NCEA Level 1 Certificate. asTTle results are compared to the Year 10 Literacy and Numeracy CAA results.

In 2026, asTTle testing will be replaced with the new SMART testing tool.

Adult ESOL

In 2025, there were five graded morning classes: Survival (EM5), Lower Beginner (EM4), Upper Beginner (EM3), Intermediate (EM2), and Advanced (EM1).

Compared to the rest of the school, the Adult ESOL rolls are quite fluid. There was a lot of movement between classes in 2025, as students who had made sufficient progress were promoted throughout the year when spaces became available due to people leaving or were promoted to higher classes.

More so than previous years, the Adult ESOL department saw a marked increase in enrolment of students on work visas or who are the partners of someone on a work visa. Many live locally and have children who attend Lynfield College. They tend to be younger students and many work in the afternoons or evenings and study in the morning. Despite juggling work and study, these students progressed well and demonstrated a strong desire to get ahead. As work opportunities for these students either arose or changed, there was some departure of students throughout the year and subsequent enrolment of new students.

The results of continual assessment throughout the year in Speaking, Listening, Reading and Writing were used to inform report writing and help with class placement for 2026.

Below is the data for the 2024 and 2025 end-of-year testing. A direct comparison cannot be made, as there is constant student movement and they are not the same students.

Table 7: EM1 Achievement 2024 to 2025

STRANDS	Below Expected Level		At the Expected Level		Above Expected Level	
	2024 #21	2025 #19	2024 #21	2025 #19	2024 #21	2025 #19
Reading	3	0	5	7	13	12
Writing	0	0	8	7	13	12
Speaking	0	0	5	2	16	17
Listening	1	0	10	5	10	14

All of the EM1 (Advanced class) students performed *At* or *Above* the level in the four strands: Writing, Reading, Speaking and Listening. Speaking is the one strand where there was the most marked *above* result. This is probably because there was extra focus on it through our PLG. Students completed the NCEA Unit Standard 31026, *Present information on a familiar topic in English*. This proved to be an invaluable opportunity to improve their speaking skills.

The weakest student in the class, who was promoted from EM2 in 2024, improved considerably in all strands during 2025. Speaking is his weakest area, but the positive, supportive class culture meant he felt safe enough to participate orally and take chances despite his proficiency level.

Students wrote in the end-of-year feedback that they want to do two speeches in 2026. It was pleasing to see that they appreciated the extra speaking practice focus.

Table 8: EM2 Achievement 2024 and 2025

STRANDS	Below Expected Level		At the Expected Level		Above Expected Level	
	2024 #20	2025 #22	2024 #20	2025 #22	2024 #20	2025 #22
Reading	4	0	7	13	9	9
Writing	6	1	7	14	7	7
Speaking	2	0	5	10	13	12
Listening	2	0	8	14	10	8

There is a marked difference between the proficiency level of students in EM1 (Advanced class) and EM2 (intermediate class).

Again, the high number of students above the expected level in Speaking was a success. Writing continued to be the area that students found most difficult. Although many EM2 students have lived in New Zealand for a long time and are adept at navigating New Zealand life, writing is not something they have had to focus on. The co-operative and supportive culture within the class helped those who struggle more with reading and writing to make progress. Only one student was not at the level for Writing.

Table 9: EM3 Achievement 2024 and 2025

STRANDS	Below Expected Level		At the Expected Level		Above Expected Level	
	2024 #21	2025 #22	2024 #21	2025 #22	2024 #21	2025 #22
Reading	0	0	8	14	13	8
Writing	0	0	11	14	10	8
Speaking	0	0	11	13	10	9
Listening	0	0	1	5	20	17

This class had the biggest range of students from different cultures, with students from Ethiopia, Myanmar, Afghanistan, China, Iran, and the Philippines. This had a positive impact on students' spoken English as they worked in multilingual groups. There wasn't a great range in ability levels in this class group. EM3 (upper beginner level) tends to be the level at which students plateau, so there was less upward movement out of this class throughout the year. The students need to be very motivated and do a lot of self-study to transition to Intermediate level. Some of the students in this class were not academically inclined and opted for comfort over stretching themselves. This is an area to focus on in 2026.

Table 10: EM4 Achievement 2024 and 2025

STRANDS	Below Expected Level		At the Expected Level		Above Expected Level	
	2024 #18	2025 #16	2024 #18	2025 #16	2024 #18	2025 #16
Reading	0	0	10	10	8	6
Writing	1	0	9	9	8	5
Speaking	1	0	10	10	7	9
Listening	0	0	8	8	10	8

This was a highly engaged and motivated class. It was pleasing to note that all sixteen students achieved *at* and *above* the expected level in all strands in EM4. This included students who had not long been promoted to that class from EM5. The students were conscientious and responded well to regular testing. There was also a strong willingness to help those less able than themselves. A high number of 2025's EM4 students were promoted to EM3 this year.

Table 11: EM5 Achievement 2024 and 2025

STRANDS	Below Expected Level		At the Expected Level		Above Expected Level	
	2024 #11	2025 #11	2024 #11	2025 #11	2024 #11	2025 #11
Reading	4	2	3	4	4	5
Writing	4	2	5	5	2	4
Speaking	2	2	5	4	4	5
Listening	1	1	4	5	6	5

Of the eleven students who finished the year in EM5, six enrolled late, one in May and five in Semester 2. Despite this, most managed to achieve *at* the level in most strands. Well-established routines and scaffolded material gave students the confidence to take risks. They became confident about trying to speak in another language. We have identified students who were below the expected level in more than one strand. Our goal in 2025 is to identify the barriers to these students' learning and develop strategies that can help them progress. Regular attendance is definitely very important at this survival stage, as is self-study at home.

Learning Support

All Learning Support students are placed into Hui mai classes and curriculum classes based on option lines for their year group. ORS-funded students can stay until they are 21, so they may spend several years in different Yr 13 Hui mai classes. Teacher aide support is provided based on the funding allocation. Ministry-funded students with learning and behavioural needs are required to have at least two IEPs a year.

In Years 9 and 10, students whose ability in Literacy or Numeracy is compromised or whose behaviour is deemed to be at risk to themselves or others, can be referred (through the SENCo) to the RTLb service.

Achievement is assessed by looking at intermediate transition data, asTTle results, school assessments, and, in some cases, PROBE reading assessments, which are carried out by the SENCo. The SENCo attends case conference meetings at all levels. Information from Years 9 and 10 can inform referrals to the RTLb service. It can also inform knowledge of students who may need special assessment conditions. Testing and data entry for SAC is carried out by the SENCo.

Intermediate transition data is used to place Year 9 students into a literacy class (LDV) for a 2-term programme (run during language option times). It runs in Terms 1 and 2 for one group and Terms 3 and 4 for the other. These classes are smaller, and teacher-aide support can be provided if a student is funded.

At Years 10–13, the South Pacific Education Course (SPEC) option enables mainstream students to work on individual programmes to gain independent work skills and knowledge within an integrated curriculum. There are topics related to transition into the work force, e.g., writing a CV, form filling, interview techniques, and telephone etiquette. Supported SPEC is also available to ORS-funded students.

ORS-Funded Students

For some ORS-funded students, the mainstream experience is overwhelming. However, the school is committed to ensuring as many students as possible attend classes with their peers. For some, this requires initial teacher-aide support to get to class until they are confident to get to class alone. Providing an ideal learning scenario for every student with learning or behaviour needs is not always possible. Our goal is to support students, their whanau, and teachers to ensure there is equitable access to the curriculum.

Achievement for ORRS-funded students who have classes in the Learning Support Department focuses on participation and engagement through the development of literacy, numeracy, and life skills. The aim is for students to feel confident and competent in supported and independent learning situations.

ORS-funded students learning at Levels 1-2 of the NZ Curriculum attend English and Maths in the LearningSupport classroom. Unfunded students who are at this level and have significant neurodivergent challenges can be included in this group. IEPs focus on the key competencies.

Students are mainstreamed for their options and core subjects. They will usually have teacher-aide support, dependent on student need and the requirement to provide a safe environment for learning. For example, a student may go to PE unassisted but have support in Technology.

As students with considerable learning needs get older and the NCEA academic demands increase, the effectiveness of mainstream classes reduces for most. To ensure students continue to access the curriculum at their level, specialist-supported learning classes are provided. These classes are differentiated to provide opportunities for the students to master skills and concepts related to the cross-curricular theme. Lynfield College offers supported PE classes, supported food technology, and supported music.

As students with ORS funding move towards the end of their schooling, a transition service is employed for their final year. This is a free service for ORS-funded students. Whanau are given a choice of what transition service would best suit their child's needs for the last year of their schooling. We have worked with Emerge and Hohepa Trust more recently.

Table 12: Results are based on Overall Teacher Judgement from literacy and numeracy levels based on NZ Curriculum Teaching and Learning years 1-13.

Student Year level Needs Funding	Year	CL Literacy	CL Numeracy	Key Competency Managing Self	Reading age (Running records from Probe Testing)	Gen Progress at end of year
KM Year 13 ORS, very high needs, Supported	2024	Emergent	Emergent	Rating: 1 Needs 1-to-1 support at all times, help to manage personal care, and a communication device.	Does not recognise letters	Rating: 1 Same level
	2025	Emergent	Emergent	Rating: 1 Needs 1-to-1 support at all times, help to manage personal care, and a communication device.	Does not recognise letters	Rating 1 Same level, although progress was made in independence. On Tuesdays he went with the outreach teacher to a dance class and Kings Plant Barn, where he had a small job.

KC Year 11 ORS High needs Supported	2024	Level 2	Level 3	Rating: 1 Needs 1-to-1 support, manages personal care. Does not always follow rules; has difficulty in coping with change. Rigid thinking patterns. Seldom initiates conversation.	Can decode at 12 years but only comprehends at 7 years	Rating: 2 Much improved self-management of 'ant social' behavioral impulses still needs 1 to 1.
	2025 Year 13	Level 2	Level 3	Rating 1 Needs 1-to-1 support to manage behaviour and focus. Did become more vocal due to speech-language therapy on-site.	Can decode at 13 years but still only comprehends at 7 years.	Rating 2 Impulse management slightly improved. Still requires 1-to-1 support.
A F-J Year 13 ORS High needs Mainstream	2024	Level 2	Level 2	Rating: 4 TA for learning, manages personal care, uses public transport, seeks help, engages in learning, and initiates conversation.	Can decode at 13 years but comprehends at 8 years	Rating: 4 Independent, gregarious, and ready to leave school for the Life Skills Course at Unitech.
	2025					Left school for Unitech Life Skills Course
MG Year 13 ORS High needs Supported	2024	L1	L1	Rating: 2 Needs TA for learning and behaviour management, finds following rules challenging, low learning and engagement.	5 yr decoding.	Rating: 2 Remaining at school for one more year.
	2025 Year 13	L1	L1	Rating: 2 Needs TA for learning and behaviour management, finds following rules challenging, and has low learning and engagement.	5 yr decoding	Rating 2 This is his last year at school, as he is 21
SS Year 13 ORS High needs Mainstream	2024	L2	L3	Rating: 4 Needs TA for learning, manages personal care, uses public transport, seeks help, engages in learning, and initiates conversation.	Decoding Yr 11 comprehension in Year 8.	Rating: 4 Independent, gregarious, and ready to leave school for the Life Skills Course at Unitech.
	2025					Attending Life Skills Course at Unitech

SN Year 13 ORS High needs Mainstream	2024	L2/3	L3	Rating: 4 TA for learning, manages personal care, mostly follows rules, seeks help, and initiates conversation. Not yet independent when using public transport.	Decoding Year 13 Comprehension year 8.5years	Rating: 4 Independent and ready to leave school for the Life Skills Course at Unitech.
	2025					Left school and attending Life Skills Course at Unitech.
MK Year 13 ORS High Supported	2024	L1	L1	Rating: 2 TA for learning, manages personal care, initiates conversation, and is not yet independent using public transport.	Decoding 5 years Comprehension 5 years.	Rating: 3 Leaving school to attend the Life Skills Course at Unitech.
	2025					Left School to attend Life Skills Course at Unitech
JC Year 12 ORS High needs Supported and Mainstream	2024	L2	L2	Rating: 3 TA for learning. Follows rules, seeks help, initiates conversation, finds coping with change difficult, and is not yet independent re public transport.	Decoding 14 years Comprehension 7 years.	Rating: 3 Returning to school.
	2025 Year 13	L2	L2	Rating: 4 Attended dance class once a week with an outreach teacher, followed by a small job at Kings Plant Barn. Also completed a short-term position at Hell's Pizza with support from TA.	Decoding 14 years Comprehension 7 years.	Leaving school at the end of year to attend Life Skills course at Unitech.
IT Year 13 ORS High needs Mainstream	2024	L2	L3	Rating: 3 TA for learning, follows rules, manages personal care, is anxious about learning, perseveres, can walk to school independently, and seldom initiates conversation.	Decoding 14 years Decoding 7.5 years	Rating: 3 Lacking in confidence. Returning for one more year.
	2025 Year 13	L2	L3	Rating: 3 TA for learning, follows rules, manages personal care, and is anxious about learning. Very hard working. Grew in ability to initiate conversation and interact with adults and peers.	Decoding 14 years Decoding 7.5 years	Attending Unitech Life Skills in 2026

NN Year 11 ORS High needs Supported and mainstream.	2024	L2	L2/3	Rating: 2 TA for learning, manages personal care, is able to use public transport, seeks help, engages in learning, and initiates conversation.	Decoding 7.5 years Comprehension 6 years	Rating: 3 Ready for more mainstream next year.
	2025 Year 12	L2	L2/3	Rating: 2 TA for learning. Seeks help, engages in learning, and initiates conversation. Attended ball.	Decoding 7.5 years Comprehension 6 years	Rating: 3 Ready for more Mainstream next year.
SH Year 9 ORS High needs Supported	2024	L1	L1	Rating: 2 TA for learning, manages personal care but needs direction. Finds it hard to engage with learning, initiates conversation.	Emergent. Cannot recognise letters	Rating: 3
	2025 Year 10	L1	L1	Hygiene is an issue. Still finds it hard to engage in learning but is very sporty. Has done well in Special Olympics.	Emergent. Does recognise most letters but only knows a few sight words	Rating 3.
HR Year 13 No funding Mainstream and supported	2024	L2	L2	Rating 5 Manages personal care, uses public transport, seeks help, initiates conversation, and shows leadership.	Decoding 12 years Comprehension 7 years	Rating 5 Leaving school to attend the Life Skills Course at Unitech.
	2025					Left school. Attended Unitech Life Skills course.
DB Year 10 IRF application every term Supported	2024	L2	L2	Rating 2 TA for learning, manages personal care, is difficult to engage in learning but will seek help, and initiates conversation.	Decoding 7 years Comprehension 7 years	Rating 2
Has 3 failed ORS applications so still dependent on IRF and BOT top-up	2025 Year 11	L2	L2	Rating 2. Needs TA for learning. Attempted mainstream Maths and English but failed to engage.	Decoding at 12 years but comprehension at 7 years.	Rating 2

YH Year 9 overseas IRF funding app made every term Supported.	2024	L2	L2	Rating: 1 TA for learning and behaviour management needs 1-to-1 support at all times, manages personal care, follows rules, engages in learning challenges, initiates conversation rotely, and has rigid thinking patterns.	Decoding 10 years Comprehension 6 years.	Rating 1
Referred to MoE for behaviour. Is funded for 7.5 hours per week	2025 Year 10	L2	L2 Some skill in basic facts but unable to solve problems	Rating: 1 TA for learning and behaviour management needs 1-to-1 support at all times for safety. Manages personal care but is very difficult to engage in learning. has rigid thinking patterns.	Decoding 10 years Comprehension 6 years.	Rating 1
JW	2025 Year 10	L3	L2	Rating 3. Has a TA but is very hard- working. Trialled Mainstream, but he was too anxious.	Decoding 10 years Comprehension 7 years	Rating 3
HC	2025 Year 10	L2	L2	Rating 3 Was moved into M block because he was unable to cope in Mainstream. Easily distracted, so needed a smaller class to focus.	Decoding 8 years Comprehension 6 years	Rating 3


Key competency: Managing Self (rating scale 1-5. 1 is the lowest and 5 is the highest). **Numeracy:** the programme follows Mathematics 3 Ministry of Education (Primary test book). **Literacy:** Read and Write Book from Supported Learning Units.

NCEA Results 2025

Data was taken from the NZQA website (February 2025) using the enrolment-based measure (on LC roll for 70 or more calendar days). Comparison tables now display the Equity Index Band comparison that replaces the decile system.

Table 13: Comparisons Enrolment-Based Achievement Results Years 11-13 (percentage)

	Year 12 Level 2 Certificate			Year 13 Level 3 Certificate			Year 13 University Entrance		
	LC	EQB	Nat	LC	EQB	Nat	LC	EQB	Nat
2021	80.7	80.9	77.2	75.4	71.6	69.8	59.8	49.7	50.3
2022	71.2	78.1	74.2	63.0	69.3	67.6	50.5	48.0	49.1
2023	65.5	84.6	73.2	58.9	81.5	67.7	48.3	70.6	49.7
2024	74.3	84.1	72.7	65.8	81.8	68.2	49.3	68.8	48.2
2025	62.4	86.2	73.2	70.1	85.2	71.2	54.6	69.9	51.0

 The same coloured boxes flowing diagonally down the table follow a cohort from years 12–13. In 2023, the decile system moved to the Equity Index System, indicating fewer socio-economic barriers (EQB).

SUMMARY:

- Level 2 saw an 11.9% decrease and was below the national and the EQB achievement. There is a significant difference in the result comparison to 'like' schools using the new EQB in comparison to the old decile system 'like' schools. The school is asking for a review of our EQB grouping in light of significant barriers many of our school community face.
- Level 3 saw a 4.3% increase. This was slightly below national achievement but well below the EQB percentage. (Note: when the Year 13 cohort was in Year 12, 74.3% gained Level 2, and when in Year 13, 70.1% gained Level 3 and 54.6% UE). This was an improvement from the previous year's cohort.
- University Entrance has improved by 5.3%. This was above national achievement but well below the EQB percentage. (Note: 23 students left school in August or earlier, and 28 were in a course that did not have enough UE-approved subjects).
- To gain a level certificate, a student must have the literacy and numeracy co-requisites. The new Literacy and Numeracy requirements continue to be a challenge for a growing number of students, particularly English Language Learners (ELL).

Table 14: Level Achievement Based on Ethnicity (percentage)

	Level 2 (Year 12)			Level 3 (Year 13)			University Entrance		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Māori	43.8	54.8	54.8	52.6	50.0	42.9	47.4	31.3	19.0
Pacific	37.5	64.0	41.5	44.4	27.8	38.1	19.4	11.1	19.0
Asian	73.3	75.1	67.0	59.9	71.6	73.6	52.0	57.2	58.0
European	66.0	80.7	74.2	60.6	64.8	76.9	49.3	40.8	63.5
ME/Latin/ African	47.4	55.6	23.8	41.7	53.3	50.0	41.7	40.0	38.9

SUMMARY:

- Level 2 for all ethnicities apart from Māori has decreased and significantly for Pacific and MELA
- Level 3 for Māori (note: small roll numbers can lead to a high % change) and MELA decreased, and for European, Asian and Pacific, it increased, significantly for Pacific
- UE decreased for Māori, MELA, and Pacific, and Asian and European saw an increase
- Māori, Pacific and ME/Latin/African are underperforming at all levels compared to national achievement. (Māori and Pacific data is broken down in the following table.)

Table 15: Lynfield College and National Percentage Achievement Comparisons for Māori and Pacific

	Level 2 (Year 12)			Level 3 (Year 13)			University Entrance		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
LC Māori	43.8	54.8	54.8	52.6	50.0	42.9	47.4	31.3	19.0
Nat Māori	64.6	64.3	65.0	56.3	57.9	62.2	31.2	29.9	32.9
LC Pacific	37.5	64.0	41.5	44.4	27.8	38.1	19.4	11.1	19.0
Nat Pacific	65.0	64.9	65.0	60.4	63.4	67.3	29.8	30.1	34.4

Table 16: 2025 March Return Regular Students

Year Level	Cohort No.	Māori No.	Māori %	Pacific No.	Pacific %
12	342	32	9.4	47	13.7
13	376	21	5.6	52	13.8

SUMMARY FOR MĀORI/PACIFIC ACHIEVEMENT:

- Level 2 Māori achievement was static compared to the previous year and is 7.6% overall Level 2 achievement
- Level 3 Māori achievement continued to drop, with a 7.1% decrease and was well below the national percentage
- There was again a significant drop in Māori students gaining UE compared to the previous year, and it was also significantly below the Māori achievement for UE nationally. (There were 21 students in Year 13, and the number following a UE pathway was small. Note: 2 less Māori students achieved UE than the year before)
- All measures except UE for Māori students are below the national pass rates for Māori
- Level 2 Pacific achievement decreased by 22.5% compared to 2024, a significant drop. However, it was on par with of what Pacific students achieved nationally
- Pacific student achievement for Level 3 was 10.3% higher than in 2024. This was below Pacific achievement nationally, which also saw a slight increase
- There was a small increase. In the Pacific, students are gaining UE, and this is still continues to be significantly below the national achievement rate
- (There were 52 Year 13 Pacific students in 2024, 14 more than the previous year and not all were following a university pathway.)

Table 17: Lynfield College and National Percentage Comparisons Based on Gender


	Level 2 (Year 12)			Level 3 (Year 13)			University Entrance		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
LC Boys	60.7	73.6	64.2	49.1	62.1	64.4	38.5	40.7	48.2
Nat Boys	71.8	70.7	70.9	64.8	65.7	68.1	44	42.5	44.5
LC Girls	70.7	75.1	60.4	70.2	68	76.5	59.60	57.1	61.8
Nat Girls	74.7	74.8	75.6	70.3	70.6	74.2	54.9	53.6	57.3

SUMMARY:

- Boys' achievement at Level 2 decreased by 10.6 % compared to 2024
- Girls' achievement at Level 2 improved by 14.7% compared to 2024
- Both girls and boys at Level 2 performed below the national achievement rate
- Boys' achievement at Level 3 dropped by 2.3% compared to 2024
- Girls' achievement at Level 3 dropped by 8.5% compared to 2024
- Girls performed 4.3% above national achievement for Level 3 and boys 3.7% below
- Girls saw a drop of 4.7% for UE; however, they performed 4.5% above UE achievement nationally
- Boys improved for UE by 7.5% in comparison to the previous year, and 3.7% higher than UE achievement nationally.

Table 18: Year Level Achieving Endorsed Certificates 2022 (percentage)

		Level 2 (Year 12)		Level 3 (Year 13)	
		Merit	Excellence	Merit	Excellence
2021	Lynfield College	29.7	24.3	28.8	21.5
	National	24.2	17.7	25.6	17.8
2022	Lynfield College	28.4	15.9	34.6	17.0
	National	24.5	16.2	25.8	15.4
2023	Lynfield College	28.3	20.4	31.5	10.7
	National	23.5	15.0	25.6	13.6
2024	Lynfield College	29.4	15.2	32.6	12.6
	National	25.0	15.1	26.1	14.2
2025	Lynfield College	32.6	16.7	36.8	9.90
	National	25.6	15.1	26.8	14.6

 The same coloured boxes flowing diagonally down the table follow a cohort from Years 11–13.

SUMMARY:

- Merit endorsement was above national results for Level 2 and Level 3 in 2025
- Excellence endorsement was above national results for Level 2 but below nationally at Level 3
- Endorsement provides recognition for students who perform exceptionally well in NCEA, Students are encouraged to excel at Lynfield College, and excellence in achievement is recognised and celebrated at assemblies, in the school's NewsLink, and at events such as the Scholarship Breakfast.

Literacy and Numeracy

Lynfield College did not enter students into the Level 1 Certificate in 2025. National and EQB data includes schools that did. Prior to 2024, Level 1 Literacy could also be gained from a wider range of standards, including Level 1, and across a variety of subject areas. Therefore, comparing Year 11 Literacy results to other years and other schools is problematic and is likely to explain the significant decrease in Year 11 literacy and numeracy achievement in 2024 and 2025.

Table 19: Level 1 Literacy Results Years 11-13 (percentage)

	Year 11			Year 12			Year 13		
	LC	EQB	Nat	LC	EQB	Nat	LC	EQB	Nat
2021	90.7	81.1	83.4	95.0	95.5	92.2	97.3	97.1	94.2
2022	88	86.4	81.6	92.6	94.9	91.2	96.2	97.0	93.9
	LC	EQB	Nat	LC	EQB	Nat	LC	EQB	Nat
2023	87	82.4	93	93	94.8	90.8	96	96	93.5
2024	*43.5	86.6	94.5	86.6	92.8	89	94.5	95.4	92.2
2025	46.8	89.8	78.8	71.2	94.5	87.7	90.9	98	92.1

➤ The same coloured boxes flowing diagonally down the table follow a cohort from Years 11–13. In 2023, the decile system moved to the Equity Index System, indicating fewer socio-economic barriers (EQB).

Table 20: Numeracy Results Years 11-13 (percentage)

	Year 11			Year 12			Year 13		
	LC	EQB	Nat	LC	EQB	Nat	LC	EQB	Nat
2021	87.2	86.2	82.1	94.4	94.9	91.3	96.5	96.7	93.5
2022	84.1	84.7	80.7	89.3	94.1	90.2	96.5	96.7	93.3
	LC	EQB	Nat	LC	EQB	Nat	LC	EQB	Nat
2023	86.2	81.5	92.5	93.3	94.6	90	93.7	96.1	93.0
2024	65.9	88.9	97.9	88.9	94.6	89.1	97.9	95.9	92.2
2025	68.2	90.3	78.2	79.4	94.7	87.7	95.3	98.5	92.7

➤ The same coloured boxes flowing diagonally down the table follow a cohort from Years 11–13. In 2023, the decile system moved to the Equity Index System, indicating fewer socio-economic barriers (EQB).

SUMMARY:

- 90.9% of students DID achieve Literacy by Year 13. A 3.6% drop from 2024. This was also 1.1% below the national level and 7.1% compared to the EQB
- 95.3% of students DID achieve Numeracy by Year 13, a 2.6% drop compared to 2024. There was a 0.5% difference compared to the national % and 2.6% compared to the EQB
- Year 12 Numeracy saw a 9.5% decrease from 2024. There was also a slight drop nationally, with the EQB remaining relatively the same.

- Year 12 Literacy saw a significant drop of 15.4%. This was 16.5% lower than the national % and the EQB achievement of 94.5%. The school continues to face a dramatic roll growth in the number of English Language Learners (ELL). Many ELL students operate at a level significantly below the that required to pass these exams and therefore need extra support and time to catch up.
- Some students may have gained one out of the two Literacy exams and will be re-entered for both CAA exam sessions in 2026. They must achieve both to achieve Literacy and cannot double dip between credits gained in english courses

Table 21: Overall Year 10 LITNUM Student Achievement of those identified as at standard and entered

Year 10 Literacy and Numeracy	2022	2023	2024	2025
Reading	76.0%	73.0%	70.0%	83.9%
Writing	61.5%	62.0%	89.6%	89.2%
Numeracy	78.0%	76.0%	81.7%	89.1%

NOTE: Students were only entered for the Level 1 Literacy and Numeracy exams if they were operating at asTTle 4A or CL 5 in their course assessments. In 2026 students will be entered if they are operating at the Year 10 proficiency level of the NZ curriculum, to align with the new curriculum for English and Maths.

English Language Learners (ELL) Achievement

Table 22: ELL from ENROL as at October 2025 (Attending Regular students)

	Active ELL	Ceased ELL	Year Level Roll	% Active ELL
Year 12	38	109.0	348.0	10.9
Year 13	43	126.0	365.0	11.8

Table 23: Year 11 ELL Students' Literacy and Numeracy Student Achievement

Year 11 ELL Students 2025	No.	Entered	Number achieved of those entered	% Achieved
L1 Literacy Reading	50	0	0	0.0%
Literacy Writing	50	0	0	0.0%
L1 Numeracy	50	50	21	42.0%

SUMMARY:

Most year 11 ELLs have reading and writing ages of between 8 and 10 years, so they are still building their literacy skills and require at least one more year of learning. Consequently, they are not entered for CAA Reading or Writing until year 12.

The 29 ELL students who did not achieve L1 Numeracy did not do so because of delayed numeracy skills in some cases but because of lower-level English skills, which impeded their ability to understand the text in the CAA exam questions.

Table 24: Year 12 ELL Student Achievement

Year 12 ELL Students 2025	No.	Entered	No. achieved of those entered	% Achieved
NCEA L2 Certificate	70	70	16	23.0%
L1 Literacy	70	45	14	31.0%
L1 Numeracy	70	70	40	57.0%
University Entrance	2	0	0	Not relevant

SUMMARY:

NCEA L2 Certificate

Some year 12 ELL students are in Year 11 or mixed year 11 and 12 programmes. Of the students following the full Level 2 programme, 65% have 80 or more credits but do not have Level 1 Literacy or Numeracy yet, so they cannot be credited with Level 2.

Level 1 Literacy

Of the 31 who were entered and did not gain all the Level 1 Literacy requirements. 13 achieved 5 credits towards Level 1 Literacy in *either* the Reading CAA *or* the Writing CAA. These 31 students had reading and writing ages of than 9 to 11 years. 35 students were not entered for the CAA exams because their reading and writing ages were less than 9 years and they scored low on pre-testing, both of which indicated that the CAA exams would be too difficult.

University Entrance Literacy

Year 12 ELLs do not attempt UE Literacy until year 13.

Table 25: Year 12 ELL Student Achievement

Year 13 ELL Students 2025	No.	Entered	No. achieved of those entered	% Achieved
NCEA L2 Certificate	49	49	29	59%
NCEA L3 Certificate	40	40	25	63%
L1 Literacy	49	49	32	65%
L1 Numeracy	49	49	38	78%
University Entrance	34	34	28	82%

SUMMARY:

NCEA Level 3 Certificate

Some year 13 students were not entered into the Level 1 Literacy or Numeracy exams because they were still completing the Level 2 Certificate. Most of this group will complete the NCEA L3 Certificate in an additional year of learning in 2026.

Level 1 Literacy

Of the 17 students who did not achieve L1 Literacy, 13 were in 2EAP or 2EFS/2ELS and had reading and writing ages of between 9 and 11 years. Four of the 17 achieved 5 credits towards Literacy 1, *either* the Reading CAA *or* the Writing CAA.

University Entrance Literacy

Only the 34 year 13 students in 3EAP attempted UE Literacy. The other 15 year 13 ELLs had reading and writing ages of between 9 and 12 years. They studied in 2EAP or 2EFS/2ELS, where they were still developing Literacy 1 skills and early academic English skills to prepare them for 3EAP in 2026.

Students Achieving in STEM Subjects for 2025

Table 26: STEM Equity (Total versus Successful) (percentage)

	Māori			Pacific			Other		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
1 or more STEM subjects*	7/19 36.8	7/16 43.0	10/21 47.6	9/36 25.0	5/36 13.9	11/42 26.2	152/271 56.1	177/269 65.8	221/331 66.8
2 or more STEM subjects*	1/19 5.3	4/16 25.0	4/21 19.0	4/36 11.1	4/36 11.1	5/42 11.9	96/271 35.4	123/269 45.7	138/331 41.7
3 or more STEM subjects*	1/19 5.3	2/16 12.5	2/21 9.5	1/36 2.8	2/36 5.6	3/42 7.1	59/271 21.8	73/26 27.1	76/331 23.0

* 14 or more credits in any of the following university entrance-approved subjects: Biology, Chemistry, Physics, Earth and Space Science, Calculus, Statistics, and Technology.

SUMMARY:

- Māori students succeeding in achieving at least one STEM subject is generally improving, but we are seeing a drop for two or more
- Achievement of Pacific students improved for one STEM subject but fell for two or more STEM subjects, albeit slightly for two or more.
- Achievement of non-Māori and non-Pacific improved slightly for one or more STEM subjects and saw small drops for achievement of two more or three more
- National and comparative data is not shared with schools.

Students Achieving Scholarship in 2025

GENDER

- Three females were awarded Scholarship
- Two males were awarded Scholarship.

ETHNICITY

- Two European students were awarded at least one Scholarship
- Three Asian students were awarded at least one Scholarship.

Table 27: NZ Scholarships 2021-2025

YEAR	OUTSTANDING	SCHOLARSHIP	TOTAL
2025	1	5	6
2024	0	15	15
2023	0	21	21
2022	1	14	15
2021	2	4	6

Table 28: Cumulative Subject Achievement

2021	2022	2023	2024	2025	SUBJECT
0	0	0	0	0	Accounting
1	1	4	4	1	Biology
0	1	1	3	1	Calculus
0	4	2	1	0	Chemistry
0	0	0	0	0	Chinese
0	1	0	0	0	Classical Studies
2	1	2	0	0	Design
0	0	0	0	0	Design and Visual Communication (DVC)
0	0	0	0	0	Drama
0	0	0	0	0	Earth Space Science
1	1	1	0	0	Economics
0	1	3	3	1	English
0	0	0	0	0	Geography
0	0	0	0	0	German
1	0	1	0	0	History
0	0	0	0	0	Health and PE
0	0	2	0	1	Japanese
0	0	0	0	0	Media Studies
0	0	0	0	0	Music
0	0	0	0	0	Painting and Photography
0	2	3	2	1	Physics
0	3	1	1	0	Statistics
0	0	1	1	1	Technology

Entering in Scholarship is optional, and teachers support students out of class time to prepare. Teachers of Biology, Calculus, English, Physics, and Technology continue to be the most successful Scholarship subjects. The number of scholarships gained fluctuates each year, although there was a significant reduction in 2025.