

Achievement in NCEA and UE: Lincoln High School

Generated 9-Feb-2023

PR2 - Enrolment Based Cumulative Overall Results **Red Values = highest results in the last 5 years**

Academic Year	Lincoln High School				National				Decile 8-10			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2018	90.4	91.7	84.2	57.5	72.4	77.6	66.1	48.9	81.0	84.2	76.5	65.3
2019	95.6	91.4	84.4	56.5	70.6	77.5	67.3	49.3	78.8	84.2	76.9	65.4
2020	0.4	97.7	85.1	61.3	71.8	80.1	72.1	53.4	75.5	86.0	80.9	69.9
2021	0.4	98.8	87.8	60.8	69.2	77.9	70.5	51.9	73.6	85.1	80.7	68.8
2022	0.3	91.6	81.2	61.9	64.0	74.2	67.6	49.1	69.7	83.5	78.7	66.3

NCEA Certificate Endorsement: Lincoln High School

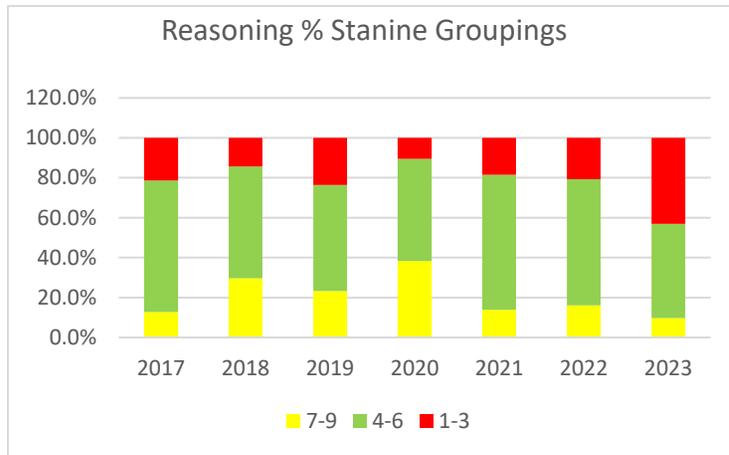
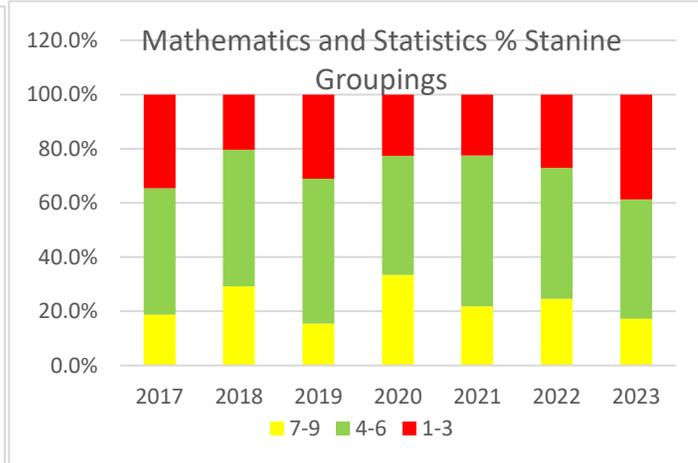
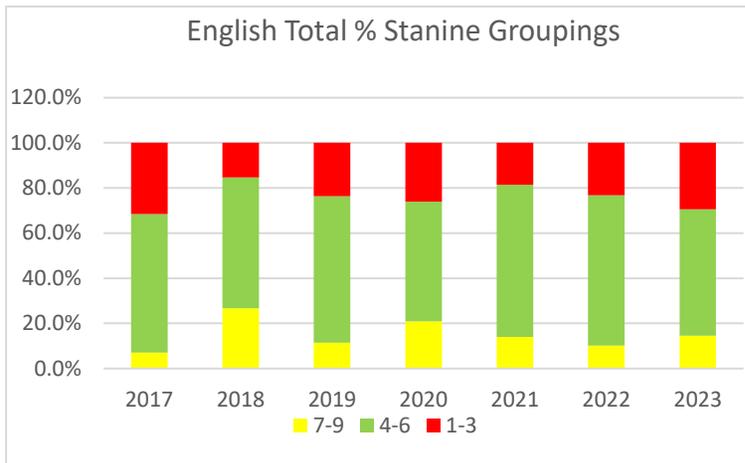
PR4 - Cumulative Results by Percentage **Red values = highest in the last 5 years**

Generated 9-Feb-2023

Academic Year	Lincoln High School			National			Decile 8-10		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Achieved with Excellence									
2018	14.7	16.0	15.9	20.5	16.5	15.0	29.5	24.2	19.2
2019	20.2	11.4	9.8	19.9	16.7	14.8	28.3	23.9	19.4
2020		14.8	8.3	20.7	17.9	17.5	30.2	25.7	23.1
2021		14.7	9.6	21.1	17.9	17.9	30.6	25.8	23.4
2022		14.6	10.4	19.5	16.2	15.4	28.2	23.4	20.4
Achieved with Merit									
2018	43.9	26.3	15.9	34.3	25.2	27.0	40.4	32.1	33.8
2019	35.4	26.5	26.4	33.9	25.1	26.2	40.6	32.5	32.2
2020		24.1	22.3	32.3	24.9	26.3	37.9	31.1	32.2
2021		22.9	18.3	31.9	23.8	25.3	37.6	29.7	30.5
2022		27.5	23.8	31.9	24.5	25.8	38.2	30.9	31.7

Consideration of a cohort factor in our analysis.

Stanine Levels are a way to scale scores to standardised nine-point scale. The Stanines use a Normal Distribution model and graphically are unimodal and symmetrical. If a student is scoring a stanine level of 1 -3, they are in the bottom 23% of their cohort. If a student scores a stanine level of 7 – 9 this indicates, they are in the top 23% of their national cohort. Below are the graphs for our CAM (Centre for Assessment and Monitoring (University of Canterbury) entrance tests results over the last 7 years.



Summary

1. 2022 proved to be another challenging year with COVID-19. In 2022, students experienced rostering home and periods of absence from school or from their teachers.
2. Our 2022 Year 12 cohort had entrance tests scores from 2019 (see above) which indicated a lower ability level (a larger number of students in the Stanine 1-3 group) as compared to our 2018 cohort which performed very well in NCEA Level 2 in 2021.

3. A number of students were able to leave school during the year in 2022 as apprenticeships and job opportunities presented as a Segway out of school for some of the less engaged students. This meant that for some students, completing the NCEA Level 2 was not a priority. In 2021 we did not see students leaving school in this way due to the impact of COVID.
4. Our pass rates for NCEA Level 2 were 17.4% higher than the national average (which was 3.7% lower than in 2021) and 8.1% higher than the Decile 8-10 average (which was 1.6% lower than in 2021).
5. The implementation of a Year 12 Diploma has been a positive move with students aiming to achieve the diploma throughout the year. 85% of the cohort gained the Year 12 Diploma in 2022. 19 students who were unsuccessful with the Year 11 Diploma in 2021 obtained the Year 12 Diploma in 2022.
6. Our combined Level 2 endorsement rate (merit and excellence) for 2022 was 42.1% which is 4.5% higher than in 2021.

Evaluation and where to from here:

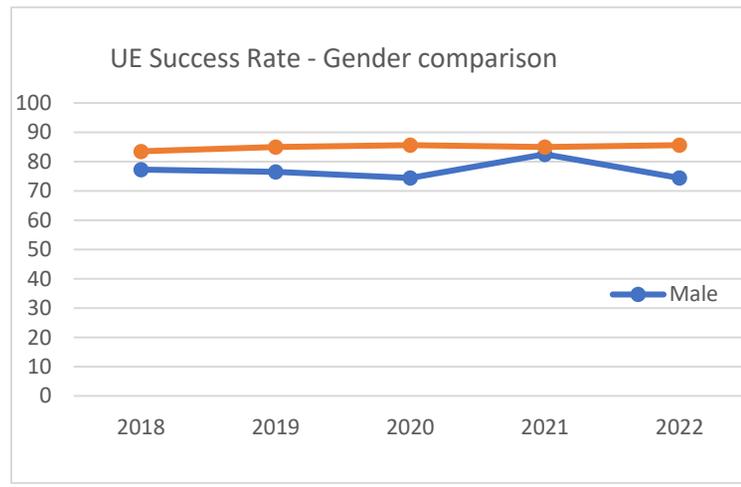
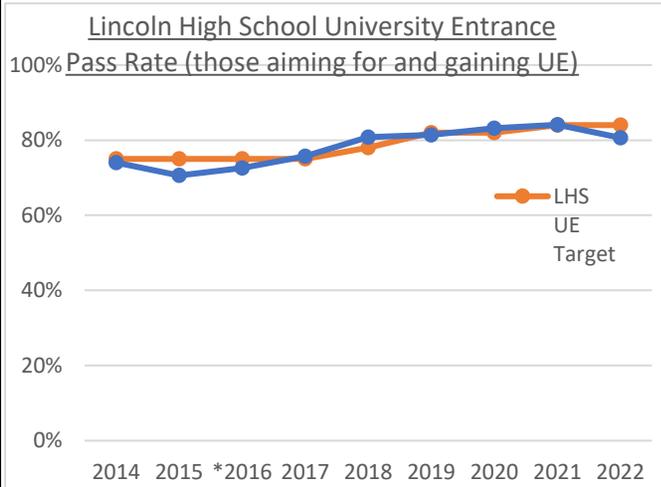
1. We will continue with the mentoring and tracking of student achievement and engagement through Linc class as well as the continuation of the Year 11 & 12 Diploma and the Year 13 Graduation Diploma for our students.
2. The endorsement rates for Level 2 were pleasing but there is still room for improvement and focus for 2023.
3. Our aim is to get every student NCEA Level 2 and the focus will be on achieving this.

Student Achievement Target 2

Strategic Goal 2	Students will achieve excellent academic results.
Target 4	The percentage of Year 13 students leaving school with UE will increase to 84% (i.e. those who are intending to gain UE – not the NZQA measure of those eligible for Level 3) and the percentage of males will be the same as for females.
Baseline data	NZQA's statistics on UE pass rates are not meaningful as they do not take in to account the students that are not eligible to obtain UE due to the courses being studied (not UE approved subjects). UE is not part of the academic pathway for all students. What is important is that we ensure they are aware of the pathways.

Description	Total	All	Male	Female
Total students surveyed:	194	-	89	105
Amount aiming for UE (% of cohort)	150	77.3%	71.9%	81.9%
Amount eligible to gain UE (% of cohort)	181	93.3%	88.8%	97.1%
Proportion aiming for UE that are eligible	-	82.9%	81.0%	84.3%
Actual number gaining UE (% wanting UE)	121	80.7%	78.1%	82.6%

LHS UE pass rate target	126	84%	84%	84%	
LHS UE pass rate - those aiming & gaining UE		80.7%	78.1%	82.6%	2022
		84.1%	82.5%	85.0%	2021
		83.2%	74.4%	85.6%	2020
		81.4%	76.5%	85.0%	2019
		80.8%	77.3%	83.5%	2018
		75.7%	-	-	2017
		72.6%	-	-	*2016
		70.6%	-	-	2015
		74.0%	-	-	2014



Notes:

1. 100% of Yr 13 students surveyed at the end of Term 4
2. *2016 Graduation Diploma introduced
3. 2017 was the first year to have 100% of cohort surveyed by Linc teachers
4. UE Target increased from 75% to 78% in 2018 and progressively increased to 84% in 2021 and 2022
5. Gender data collated as of 2018

6. Total number of students includes those enrolled at the start of Term 3

Analysis

1. Our analysis found that 82.9% of eligible students were aiming to get UE. 80.7% of the students who were aiming to get UE achieved this (as of February 22, 2023) which is below the target of 84%. Some students left school during the latter part of the year and were not focused on achieving UE.
2. Comparing this data with the NZQA data as at 9 February 2023, there are some pleasing results:
 - a. Our rate of students attaining UE as of 9 February 2023 was 61.9% which was our highest rate recorded at this time (in the last 5 years).
 - b. The national rate for UE was 49.1% which is 2.8% down from 2021 and 12.8% below the LHS rate.
 - c. The rate for UE for Decile 8-10 schools was 66.3% which was down 2.5% from 2021 and 4.4% above the LHS rate.
3. The male UE pass rate of 78.1% was below our goal of being the same as the females but was better than the 2018-2020 results. We have narrowed the gap between our males and females which is our goal. Of note: we had a goal of 78% success for males in 2021 but increased this goal in 2022 to expect male and female success rates to be equal.
4. Our students continue to have a wide range of courses to select from and some prioritise enjoyment and engagement ahead of gaining UE.
5. We note that NZQA data does not reflect the percentage of students who are eligible to gain UE but rather compare with the number of students who are eligible for NCEA Level 3. These are distinct differences when comparing success rates.
6. COVID has again created challenges during 2022 which have presented many challenges for staff and students.

Evaluation and where to from here

1. Some students are choosing not to sit externals if they have NCEA Level 3 or they have gained UE internally in a course. Hence it is challenging to instil in the students the need to challenge themselves to get UE as well.
2. We do a lot of work to track, monitor and evaluate UE rates during the year and wish KAMAR would record and summarise this information instead of having to do it manually.
3. Having a goal for attainment at this level has meant that we have raised the bar for UE but we still need to focus on continued improvement, so every student continues to seek the highest good with their studies.
4. While our focus with this goal is to increase the number of students who gain UE, it is important to acknowledge the work that is done to provide meaningful pathways for our students that may not include university study.

