



Lincoln High School

Te Kura Tuarua o Waihora

2021 CHARTER



Foreword

The Lincoln High School charter is the working document of the board of trustees and provides the basis for its operation. The charter sets out the board's strategic leadership expectations for the next 3-5 years. The charter reflects what the board is doing to improve outcomes for Lincoln High School students. There is a major focus on preparing students to be the very best they can be in a future-focused global world.

The charter comprises 5 major sections

1. Introduction (He kupu whakataki)
2. Strategic section (Te mahere rautaki)
3. Annual section (Te whainga a tau)
4. Analysis of Variance 2020 (Te tātari i ngā rerekētanga)
5. Operational section (Te whakatukunga)

The introductory section gives statements to the school's overarching aims for all our students; vision and values.

The strategic section sets out the board's overarching aims for student progress and achievement, and strategic goals for the next 3-5 years. This section is specifically focussed on school improvement, on developing teacher understanding of the impact of their practice on student learning, along with developing student understanding of the learning process. It is this part of the plan that is action-orientated and governs practice at Lincoln High School.

The annual section provides a plan for the 2021 year to improve student achievement and progress. The goals and targets are aligned to the school's strategic aims. The document lists and explains each goal.

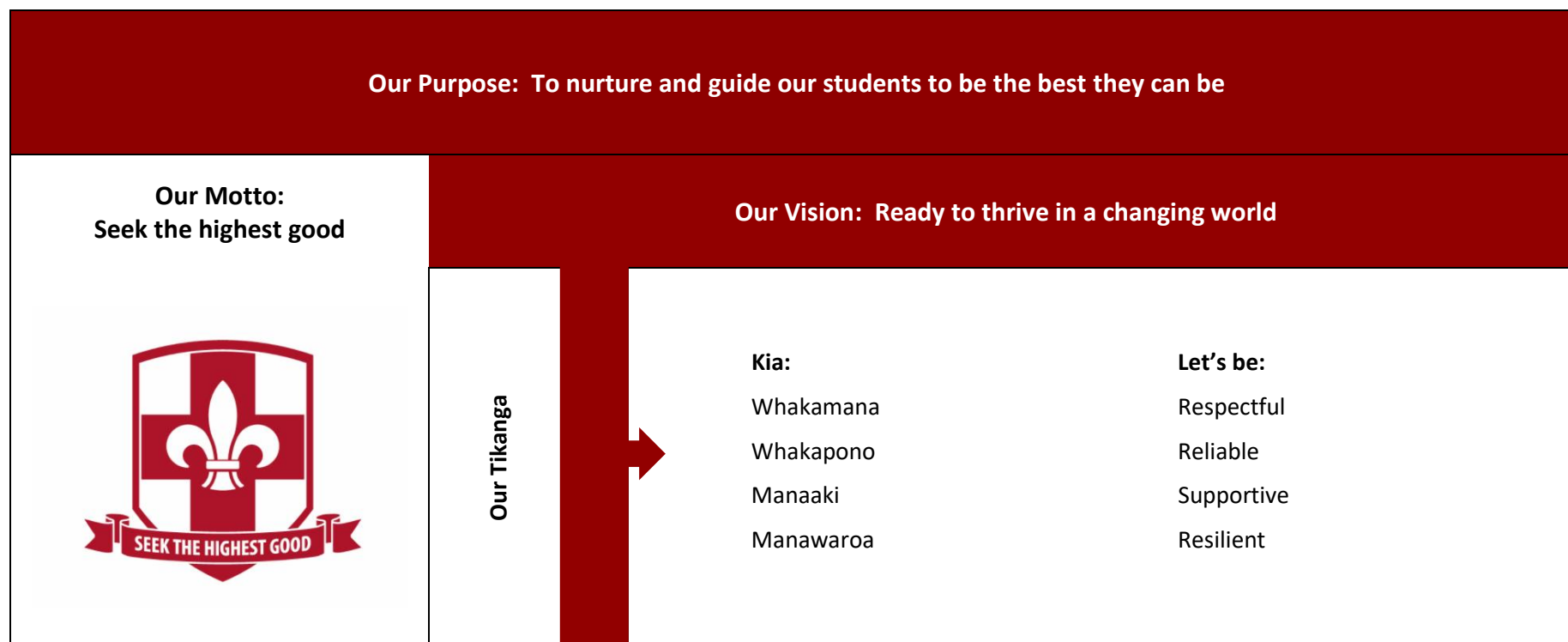
The operational section provides a framework for board operations: planning, review, and reporting processes.

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1 Introduction (He kupu whakataiki)



Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
The Lincoln tikanga is strongly evident in the behaviour and attitude of all members of the school community.	Students achieve their personal best with their academic results.	Our community experiences feeling good and functioning well at Lincoln High School.

1.1 Strategic Goal Overview

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
The Lincoln tikanga is strongly evident in the behaviour and attitude of all members of the school community.	Students achieve their personal best with their academic results.	Our community experiences feeling good and functioning well at Lincoln High School.
<p>The Lincoln tikanga is embedded in the school culture.</p> <p>Staff and students are committed to working effectively within the bicultural context of Aotearoa New Zealand.</p> <p>Students have an understanding of, and respect, the cultures of the diverse peoples of New Zealand.</p> <p>Sustainability: physical, social and economic awareness.</p> <p>Students will develop and use digital literacy strategies and tools to enhance their learning and living.</p>	<p>At the end of Year 9, students will have made significant progress in Mathematics, Reading and Writing.</p> <p>There will be a trend of continual improvement, with results above Decile 10 means.</p> <p>The number of students that complete Year 13 with UE will increase to 84%.</p> <p>The achievement of Māori students will be indistinguishable from the whole school.</p> <p>The achievement of males will be indistinguishable from the females of the school.</p> <p>Year 12 students will achieve well in NCEA L2.</p>	<p>Staff will experience a high level of satisfaction working at Lincoln High School.</p> <p>To be an active and committed partner in the Ngā Mātāpuna o Ngā Pākihi Kāhui Ako, working to enhance learning opportunities for all students.</p>

1.2 Description of School and Community Features

Lincoln High School is a contemporary co-educational high school. For over fifty years it has served communities of the Selwyn District. The school takes advantage of its location in the environmentally-aware township of Lincoln to provide extensive opportunities for students. Local businesses, science and research institutes, as well as a range of activities in Christchurch, are regularly included in programmes to make learning meaningful, enjoyable and challenging for students.

The school roll is becoming increasingly multicultural and reflects the nature of the rapidly-growing residential areas of the town and district. The school has a successful International Student Department which provides a wide range of experiences for our international students. The school is able to offer all the advantages of a city high school in a pleasant and spacious semi-rural environment. Excellent facilities are available for a wide range of sporting and cultural activities.

We pride ourselves on the very wide range of courses we offer, many of which are directly linked to courses in tertiary institutions. A number of our students participate in the Secondary Tertiary Programme and attend tertiary institutions two days a week. Individual counselling is provided for each student to ensure that appropriate courses are selected.

The school is a member of the Kāhui Ako Ngā Mātāpuna o Ngā Pakihi which formed in 2016. The Kāhui Ako includes eight local primary schools, the high school and a number of Early Childhood Centres and provides an excellent transition for students from early childcare to primary and to secondary school alongside a number of other initiatives.

Extensive upgrading of school facilities includes the preparation of students and staff for innovative learning practices with the refurbishment of some learning areas into innovative learning spaces and the development of a master plan for school development over the next 15-20 years. Students have been involved in curriculum design and decision making. Improvements to the school campus increasingly integrate traditional mana whenua values (respect for the land) with future-focused learning requirements.

The school has developed a strong relationship with the local rūnanga and marae, which are both very supportive in promoting the learning and success of Māori students, as Māori.

The school's shared vision and values are contributing to a positive school culture and promote respectful and supportive relationships with the school community.



Community of Learning – Kāhui Ako

Ararira Springs Broadfield Ladbrooks Lincoln Primary Lincoln High Springston Prebbleton Tai Tapu & Local Early Childhood Centres

Lincoln High School is a member of the **Ngā Mātāpuna o Ngā Pākihi** Kāhui Ako/Community of Learning, who collaborate on various programmes, projects and initiatives.

In 2016 the Cluster became a Community of Learning. The goal for each member organisation of the CoL is “to be an active and committed partner in the Ngā Mātāpuna o Ngā Pākihi Kāhui Ako, working to enhance learning opportunities for all students.”

Vision: *Together We Achieve an engaged community of successful learners.*

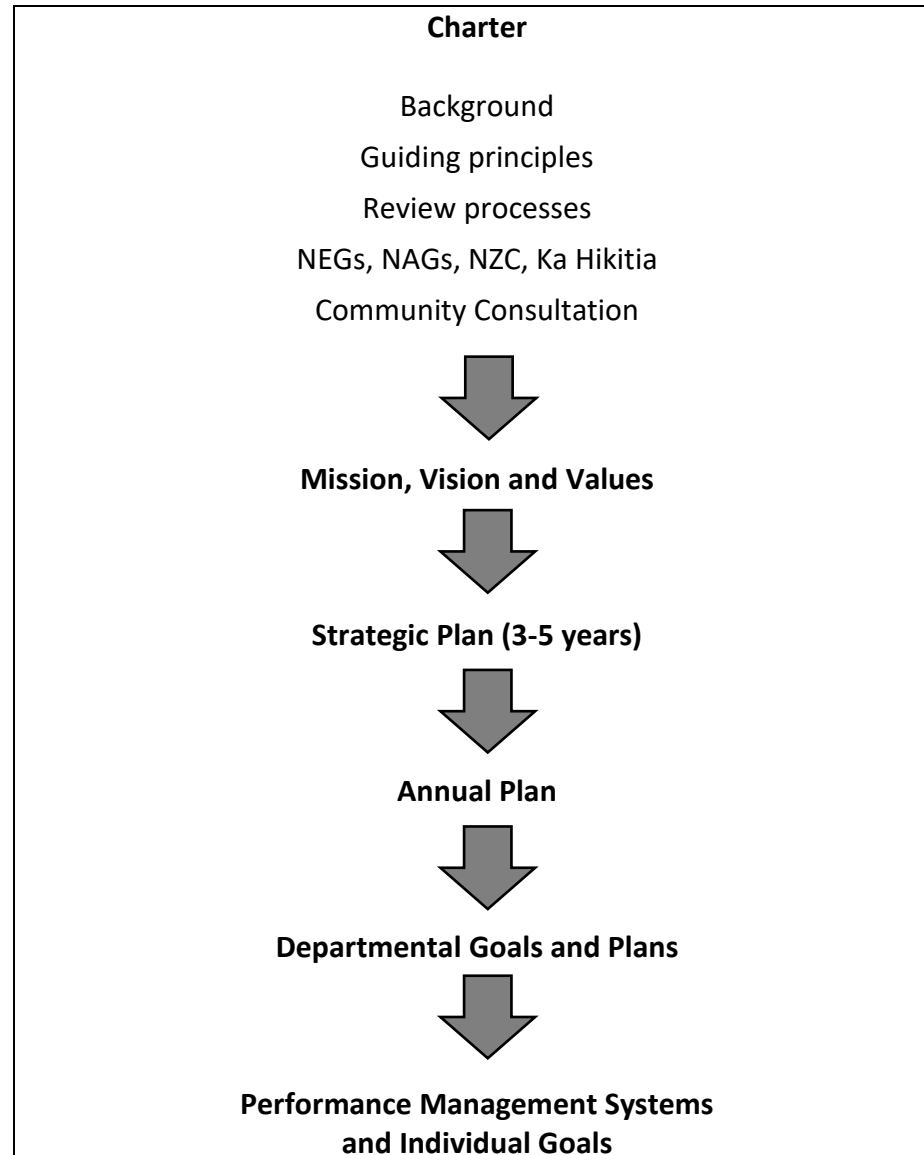
The **Ngā Mātāpuna o Ngā Pākihi CoL** values are:

Innovation
Resilience
Empowerment
Confidence
Reflection
Creativity
Curiosity
Empathy
Sustainability

We have established a Stewardship Group, which includes representation from the Board members and Principals from our schools and an ECC representative. In 2017 the first Lead Principals were appointed, and the first Achievement Challenges were approved by the Minister of Education. In 2018 the first lead-teacher positions were appointed and in 2021 work on implementing the achievement challenge focus areas will continue.

2 Strategic Section 2020 – 2022 (Te mahere rautaki)

This section sets out the board’s overarching aims for student achievement and progress, and the strategic goals for the next 3 years. The following diagram illustrates the strategic alignment of key structures at Lincoln High School.



Strategic Goal 1: The Lincoln tikanga is strongly evident in the behaviour and attitude of all members of the school community.

Target performance objectives	Indicators	Priorities		
		2020	2021	2022
Target 1: The Lincoln tikanga is embedded in the school culture.	Our Lincoln tikanga is strongly evident in all aspects of school life. The Principal will report on the following: 1. The strategies and programmes in place aiming to integrate our tikanga into staff, student and whānau experiences. 2. The effectiveness of the strategies and processes.	The Lincoln tikanga will be taught to all students through Linc, subject lessons and in staff student conversations. We will focus on acknowledging students and staff who demonstrate the Lincoln tikanga. The Lincoln tikanga will be promoted in school assemblies, awards ceremonies, etc and communications to whānau. The school council will promote and model the Lincoln tikanga. Outstanding examples of tikanga will be acknowledged via the School Council recognition awards. Support the 2020 House initiatives to promote greater participation and engagement. The Junior Linc classes will embrace “doing good for others” with their end of year activities. The junior council will focus on one major project that will promote the Lincoln tikanga.	The Lincoln tikanga will be continue to be taught and acknowledged in all aspects of school for students, staff and whānau. Tier 2 is being introduced in two learning areas. The PB4L team will continue to upskill themselves in Tier 1 and 2.	The Lincoln tikanga will be continue to be taught and acknowledged in all aspects of school for students, staff and whānau. Tier 2 will be introduced to all areas of the school.
Target 2: Staff and students are committed to working effectively within the bicultural context of Aotearoa New Zealand.	1. Te Reo and tangata whenua tikanga will continue to be more visible around the school.	A review with the BOT will be held to measure progress with the knowledge and understanding of the Treaty of Waitangi.	Development of School Tikanga knowledge and our School Waiata with the school council. With the support of the WSL facilitator, the Māori Bicultural Development Strategy will be	Explore extensions to the Te Taumutu marae visits for our school community. The Māori Bicultural Development Strategy embedded, and an essential

	<p>2. The Māori and Bicultural Development Strategy will be implemented.</p> <p>3. Te Reo will be used more in teaching and learning across the school.</p> <p>4. Staff will learn the school waiata.</p> <p>The Principal will report on the effectiveness of programmes and provide evidence of staff and students' developing bi-cultural competence.</p>	<p>With the support of the WSL facilitator, the Māori Bicultural Development Strategy will be reviewed and supported within the school.</p> <p>Staff will be supported to deepen their knowledge and understanding of the importance of pronunciation and the Treaty of Waitangi.</p> <p>The staff will continue to learn the school waiata and will sing the waiata in appropriate settings. The staff will develop and extend their kete of Waiata for all occasions.</p> <p>All formal occasions will include and support Te Ao Māori and will have expected level of Te Reo Māori used throughout.</p> <p>Development of school Tikanga knowledge and unpacking of the Te Reo Māori.</p> <p>Development of Culturally responsive pedagogy through WSL role and guest speaker – Marcus Akuhata Brown.</p> <p>Year 9 will learn the School Waiata and deeper understanding of School Tikanga.</p> <p>Embed Year 9 student visits to Te Pā o Moki as part of their Social Studies programme – greater focus on Taumutu values and School Waiata.</p> <p>School Council and SLT will visit Te Pā o Moki and develop a</p>	<p>reviewed and supported within the school.</p> <p>Continue to embed Year 9 student visits to Te Pā o Moki as part of their Social Studies programme – greater focus on Taumutu values and School Waiata. A representative from the Science Learning Area will attend with their Year 9 class.</p> <p>Extensions to Te Pā o Moki visits to include weaving and use of harakeke as part of Science work.</p> <p>Staff will be supported to deepen their knowledge and understanding of the importance of pronunciation and the Treaty of Waitangi.</p> <p>The staff will continue to learn the school waiata and will sing the waiata in appropriate settings. The staff will develop and extend their kete of Waiata for all occasions.</p> <p>All formal occasions will include and support Te Ao Māori and will have expected level of Te Reo Māori used throughout.</p> <p>Development of school Tikanga knowledge and unpacking of the Te Reo Māori.</p> <p>Development of Culturally responsive pedagogy through WSL role and guest speaker – Marcus Akuhata Brown.</p> <p>School Council, SLT, HOLA's will visit Te Pā o Moki and develop a</p>	<p>part of Learning Area plans and expectations.</p> <p>Further development of Culturally responsive pedagogy.</p> <p>Continual embedding of the Year 9 students visits Te Pā o Moki as part of their Social Studies programme – greater focus on Tikanga and School Waiata. A representative from the Maths Learning Area will attend with their Year 9 class.</p> <p>Extensions to Te Pā o Moki visits to include weaving and use of harakeke as part of Science work.</p> <p>Development of Culturally Responsive Pedagogy.</p>
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		<p>greater understanding of the history of the area.</p> <p>Year 9 Science programme to have Te Ao Māori weaved through topics.</p>	<p>greater understanding of the history of the area.</p> <p>Year 9 Science programme to have Te Ao Māori weaved through topics.</p> <p>Development of Culturally Responsive Pedagogy.</p>	
<p>Target 3:</p> <p>Students have an understanding of, and respect, the cultures of the diverse peoples of New Zealand.</p>	<ol style="list-style-type: none"> 1. Development of a Pasifika Development Strategy. 2. The Principal will report on the values outcomes of the programme for becoming a more Asia Aware school, and final outcomes from the Asia NZ longitudinal research. <p>The Principal will report on the effectiveness of programmes and provide evidence of students' understanding of, and respect for the culture of the diverse peoples of New Zealand.</p>	<p>Analyse the achievement data for our Pasifika students for 2019 and create baseline data.</p> <p>Look for ways for our Pasifika students to celebrate their culture at events within Canterbury and beyond.</p> <p>Consult Pasifika whānau to develop a Pasifika Development Strategy.</p> <p>Attend 2020 SpacPac Events including Academic Awards, Leaders breakfast and Careers Expo.</p>	<p>Analyse the achievement data for our Pasifika students for 2020 and create baseline data.</p> <p>Look for ways for our Pasifika students to celebrate their culture at events within Canterbury and beyond.</p> <p>Consult Pasifika whānau to develop a Pasifika Development Strategy.</p> <p>Attend 2021 SpacPac Events including Academic Awards, Leaders breakfast and Careers Expo.</p> <p>Utilise studying opportunities offered from the University of Canterbury for our Pasifika students.</p>	<p>Analyse the achievement data for our Pasifika students and compare to the baseline data developed in 2021.</p> <p>Continue to make the most of external programmes and opportunities offered for Pasifika students.</p>
<p>Target 4:</p> <p>Sustainability: physical, social and economic awareness.</p>	<ol style="list-style-type: none"> 1. Developing the concept and practice of sustainability. 2. Raising increased awareness of sustainability within LHS in the future. 3. Developing a workable framework. <p>The Principal will report on the development and implementation of programmes that provide</p>	<p>Development of a heightened awareness of sustainability through educating students of the benefits.</p> <p>Continue to support BOT goal of including sustainability into any BOT decisions.</p> <p>Audit current recycling processes and energy management through the Sustainability Council.</p>	<p>The WSL staff member will do an audit of our practices. They will work with staff, the Sustainability Council and students to improve our understanding and practices.</p> <p>Continue to look at sustainability around the school – enhance environmental areas with student voice.</p> <p>Set up effective system for recycling.</p>	<p>Embed sustainability practices into learning programmes.</p> <p>Continue to improve our sustainability practices.</p>

	evidence of the school's sustainable practices.	Reduce the need for litter management and continue to educate students on the benefits of the Mahoe Reserve through the curriculum and the Sustainability Council.	Utilise additional \$400k government property grant to reduce need for boiler.	
Target 5: Students develop and use digital literacy strategies and tools to enhance their learning and living.	The Principal will report on the following: 1. Further development on the ICT Strategic Plan. 2. Successful integration of BYOD. 3. Report on the progress on the Digital Citizenship across the school. Review the digital technologies curriculum across Year 9 - 10. Implement Digital Curriculum at progress outcome 2 across Year 9-10	Embed BYOD with all classes ensuring devices are a tool for engaging and motivating learners giving students a heightened global awareness. Review the ICT Strategic plan, through the support of New Era and update and embed changes. Utilise the expertise of WSLs to support staff in Teams development and Kamar use. Embed Teams into learning programmes for students across all learning areas. Utilize Teams for staff use – incorporate a staff Teams site moving the staff handbook to Teams and reducing emails. Further development of the use of the KAMAR portal for students and parents. Refine the School App. Further development of Edsmart as a tool for communication of trips etc. The digital curriculum is beginning to be implemented and all staff maintain a focus on a digital environment that	Embed BYOD with all classes ensuring devices are a tool for engaging and motivating learners giving students a heightened global awareness. Continue to review the ICT Strategic plan, through the support of New Era and update and embed changes. All members of the school community exhibit responsible digital citizenship. Lincoln High School Student and Staff Digital Use Agreement implemented throughout the school. Utilise the expertise of WSLs to support staff in Teams development and Kamar use. Further embed Teams into learning programmes for students across all learning areas. Utilise Teams for staff use – incorporate a staff Teams site moving the staff handbook to Teams and reducing emails. Further development of the use of the KAMAR portal for students and parents.	Further embed BYOD across the school community. All members of the school community exhibit responsible digital citizenship. The digital curriculum is implemented and all staff maintain a focus on a digital environment. Further development of Edsmart as a tool and fully utilised to its full potential.

		includes digital citizenship as part of this programme.	Revisit the use of the School App. Further development of Edsmart as a tool and fully utilised to its full potential.	
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Strategic Goal 2: Students achieve their personal best with their academic results

Target performance objectives	Indicators	Priorities		
		2020	2021	2022
Target 1: At the end of Year 9, students will have made significant progress in Mathematics, Reading and Writing.	<p>1A: At the end of Year 9 in Mathematics, using a SOLO rubric:</p> <ul style="list-style-type: none"> Supported learning class will be at Level 3 relational. Core classes will be at Level 4 relational. Enrichment classes – 90% will be at Level 5 multistructural in each of Number knowledge, Number operations, and Algebra. <p>1B: At the end of Year 9 in English, using AsTTle:</p> <ul style="list-style-type: none"> Supported learning class will be at 3P. Core classes will be at 4P. Enrichment classes – 90% will be at 5B in literacy. <p>Trend of increasing levels of progress in Reading, Writing and Mathematics.</p>	<p>The CEM English, Mathematics and Reasoning tests will be evaluated with Year 9 cohort to provide better triangulation of data from contributing schools.</p> <p>Continue to report on SAC detection for students.</p> <p>Use SOLO and levels of the curriculum for analysis of the mathematics data at the junior level and implement moderation of SOLO data at the junior level.</p> <p>Use AsTTle levels for analysis of the reading and writing data at the junior school. English to investigate alternatives to AsTTle.</p> <p>Use SOLO rubrics across the curriculum, where appropriate, for all junior students to ensure quality data for measuring levels of attainment in line with curriculum levels/reports.</p> <p>Review of the impact of streaming for student success in the junior school by tracking the data for 2019 Year 13 cohort from Year 9 enrichment classes.</p> <p>Measure and monitor achievement in AsTTle or other testing methods for</p>	<p>Look at the effectiveness of the junior enrichment programme., including placement of students in classes - provide recommendation.</p> <p>Further review of the impact of streaming for student success in the junior school by tracking the data for 2020 Year 13 cohort from Year 9 enrichment classes. - provide recommendation.</p> <p>Plan for semesterised courses to be implemented 2022 for Yr 9 and 2023 for Yr 10 as per six-year curriculum plan.</p> <p>Use SOLO rubrics across the curriculum, where appropriate, for all junior students to ensure quality data for measuring levels of attainment in line with curriculum levels/reports.</p> <p>Monitor our literacy and numeracy goals with the achievement challenges in the Kāhui Ako.</p> <p>Decide if AsTTle is still needed as a testing method, but continue with CEM testing.</p>	<p>Ensure all learners are engaged and achieving.</p> <p>Review recommendations regarding the effectiveness of the enrichment programme and streaming in the junior school.</p>

		<p>enrichment classes at Year 9 and 10.</p> <p>Align our literacy and numeracy goals with the achievement challenges in the Kāhui Ako.</p>		
<p>Target 2A:</p> <p>There will be a trend of continual improvement, with results above Decile 10 means.</p>	<p>Improvements in school leaver and endorsement results compared with 2015.</p> <p>Trend line still going up.</p>	<p>HOLAs to use Learning Area reports on NCEA to discuss with their staff the goals for 2020.</p> <p>Further development of Linc class mentoring programmes to enable students to achieve at the highest level possible.</p> <p>Continue to explore ways to improve the UE pass rate through Linc classes and better educating of why UE is important.</p> <p>Linc classes at Year 11-12 will engage students early with how to find NCEA individual summary data for goal setting, striving for each student to achieve their personal best.</p> <p>Review effectiveness of Flexible Learning Room for at risk students.</p> <p>Implementation of semester courses in 2020.</p> <p>Discuss, seek feedback and develop a six-year academic plan with all teachers.</p> <p>HOLAs report to the BOT a summary of Department data.</p>	<p>HOLAs to use Learning Area reports on NCEA to discuss with their staff the goals for 2021.</p> <p>Learning area reports must align with teacher goals and individual evaluation of their results.</p> <p>Maintain use of “recommendations” in place of “entry requirements” to broaden the range of subjects and increase flexibility of choice for students.</p> <p>HOLAs report to the BOT a summary of Department data.</p> <p>Further develop phase 3 of the six-year academic plan with all teachers.</p> <p>Continue to review semesterised senior courses.</p> <p>Introduce a Year 11 Diploma – attendance, academic success and literacy and numeracy completion requirements.</p>	<p>HOLAs to use Learning Area reports on NCEA to discuss with their staff the goals for 2022.</p> <p>Ensure individual teacher analysis of senior NCEA results is in line with HOLA analysis.</p> <p>HOLAs report to the BOT a summary of Department data.</p> <p>Further develop the six- year academic plan with all teachers.</p> <p>Introduce a Year 12 Diploma – attendance, NCEA success and literacy and numeracy completion requirements</p>
<p>Target 2B:</p> <p>The number of Year 13 students leaving school with UE will increase to</p>	<p>We will measure the percentage of students (also consider the males and</p>	<p>Baseline data has been established – share this data with HOLAs.</p>	<p>Linc teachers of Year 13 students will closely monitor student achievement throughout the</p>	<p>Linc teachers of Year 13 students will closely monitor student achievement throughout the</p>

84% (i.e. those who are intending to gain UE – not the NZQA measure of those eligible for Level 3) and the number of males will increase to 78%.	females separately) who leave school with UE. The trend for the number of students gaining UE will increase.	Look at the projected UE results for males and females separately. Discuss UE targets with parents and students – communicate relevance of the qualification and the external exams.	year to ensure Level 3 and UE goals are attainable and that students are aware of criteria.	year to ensure NCEA Level 3 and UE goals are attainable and that students are aware of criteria.
Target 3: The achievement of Māori students will be indistinguishable from the whole school.	3A: Trend of improving NCEA results for Māori school leavers, compared with 2019 and previous years, continues. 3B: Year 9 Māori students <ul style="list-style-type: none"> Supported learning class will be at Level 3 relational (SOLO) or 3P (AsTTle). Core classes will be at level 4 relational (SOLO) or 4P (AsTTle). Enrichment classes – 90% will be at Level 5 multistructural (SOLO) or 5B (AsTTle) in each of Number knowledge, Number operations, and Algebra and literacy. Achievement of Māori students will be indistinguishable compared to whole school.	Māori students will be monitored by DP responsible for our priority learners throughout the year. Māori students will continue to be supported in all pathways that they may pursue. The WSL for Diversity and Inclusion to lead staff. Ethnicity check of all coming new students to ensure correct Ethnicity is listed. Linc teachers will identify and support all Māori students to succeed. Use report data to monitor progress for all students. SOLO rubrics will be clearly identified for progress against these targets. More support will be provided to Linc teachers by DP, HOD Te Reo Māori and WSL for Diversity and Inclusion. Second year of Māori Performing Arts course to be evaluated in the success that it ensures for our Māori students.	Māori students will be monitored by DP responsible for our priority learners throughout the year. Māori students will be mentored and supported by their Linc teacher throughout the year. Māori students will continue to be supported in all pathways that they may pursue. Students will be fully encouraged and supported to participate in external Māori development programmes. Evaluation of Maori Performing Arts Course. Ethnicity check of all coming new students to ensure correct Ethnicity is listed. SOLO rubrics will be clearly identified for progress against these targets. More support will be provided to Linc teachers by DP, HOD Te Reo Māori, WSL Culturally Responsive Pedagogy and Teacher Leader Culturally Responsive Pedagogy.	Māori students will be monitored by DP responsible for our priority learners throughout the year. Māori students will be mentored and supported by their Linc teacher throughout the year.

		<p>Students will be fully encouraged and supported to participate in all external Māori development programmes and opportunities that are offered.</p> <p>LHS will continue to encourage and support Year 10 Science students to participate in He Puna Pūtaiao in partnership with the University of Canterbury.</p> <p>Scholarship opportunities will be offered and supported for all Māori students.</p>		
<p>Target 4:</p> <p>The achievement of males will be indistinguishable from the females of the school.</p>	<p>Trend of improving NCEA results for male school leavers compared with 2020 and previous years continues.</p> <p>Achievement of male students will be raised to the level of females.</p>	<p>Introduction of further new courses for increased engagement for boys.</p> <p>HOLAs will report to the Principal on the progress of males in their department report.</p> <p>Review 2020 new courses, which had a heightened focus for engagement of boys. e.g. English in the Outdoors.</p> <p>Review progress of boys in the semester courses.</p> <p>Linc teachers monitor the progress of boys throughout the year.</p> <p>Review appropriateness of using AsTTle data to measure progress for boys.</p>	<p>HOLAs will report to the Principal on the progress of males in their department report.</p> <p>Review impact on progress of males in the newly created courses from 2020 semester courses.</p> <p>Linc teachers monitor the progress of boys throughout the year.</p>	<p>Linc teachers monitor the progress of boys throughout the year.</p> <p>HOLAs monitor progress of males as assessments are completed.</p>

Strategic Goal 3: Our community experiences feeling good and functioning well at Lincoln High School.

Target performance objectives	Indicators	Priorities		
		2020	2021	2022
Our community experiences feeling good and functioning well.	<ol style="list-style-type: none"> 1. A survey involving staff may be used by the Principal's appraiser. 2. Informal feedback and Principal self-reflection. 3. Improved teaching practices through support of, and access to professional development. 	<p>Further support the staff with the new timetable and creation of Linc time within the teaching programmes and WSL roles.</p> <p>Aspire to be a deep professional learning community through growth in the HOLA (Heads of Learning Areas) and TAL (Teaching and Learning) groups within the school.</p> <p>Development of key projects in TAL – Digital Curriculum and Digital Citizenship.</p> <p>All teaching staff meet with the Principal or a designated member of SLT for a Professional Development Cycle meeting once a year – usually in terms 3-4.</p> <p>Provide opportunities for staff to interact outside of formal curriculum work.</p> <p>Continue to support PD opportunities for all staff each year.</p> <p>Continue with the development of the Wellbeing Model which the Grow Waitaha group developed in 2018-19.</p> <p>Work closely with Rolleston College, Ellesmere College and Darfield High School for the</p>	<p>Aspire to be a deep professional learning community through growth in the HOLA (Heads of Learning Areas), TAL (Teaching and Learning) groups within the school.</p> <p>All teaching staff meet with the Principal or a designated member of SLT for a Professional Growth Cycle meeting once a year – usually in Term 3-4.</p> <p>Provide opportunities for staff to interact outside of formal curriculum work.</p> <p>Work closely with Rolleston College, Ellesmere College and Darfield High School for the betterment of all students in the Selwyn District.</p> <p>Further development of the Kāhui Ako.</p> <p>Continue to build upon the Wellbeing model which the Grow Waitaha group developed in 2018-9.</p> <p>Integrate Staff wellbeing model with a student wellbeing model vision. Seek external expertise to work with Student Executive.</p> <p>Work towards alignment of the staff model with student input for a full school model in 2022.</p> <p>Select two students from the Student Executive to be LHS</p>	<p>Aspire to be a deep professional learning community through growth in the HOLA (Heads of Learning Areas), TAL (Teaching and Learning), and other groups as needed within the school.</p> <p>All teaching staff meet with the Principal or a designated member of SLT for a Professional Growth Cycle meeting once a year – usually in Term 3-4.</p> <p>Further development of the Kāhui Ako and lead teachers across and within schools.</p> <p>Have fully aligned wellbeing model for school community.</p> <p>Work on communication and education around wellbeing at LHS and 'what this looks like.'</p>

		<p>betterment of all students in the Selwyn District.</p> <p>Support for the LHS Wellbeing Team.</p> <p>Promote LHS Wellbeing model throughout the school.</p> <p>Formalise Student Executive model and integrate in LHS student engagement/leadership programme.</p> <p>LHS Wellbeing Team to provide PD of wellbeing to staff.</p> <p>Establish a Student Executive Working Group to explore student wellbeing at LHS.</p> <p>Review student leadership and participation opportunities to provide better access.</p> <p>Establish a programme focussing on boys and achievement. "Building Awesome Young Men."</p> <p>Support and integrate 2020 School Council vision of Doing Good for Us.</p> <p>Provide Synergy Health digital platform for staff.</p> <p>Continue to consult with community and stakeholders. eg. Uniform changes etc</p>	<p>Wellbeing Advocates to attend relevant wellbeing forums.</p> <p>Review student leadership and participation opportunities to provide better access.</p> <p>Continue establishment and development of BAYM (Building Awesome Young Men) programme throughout 2021.</p> <p>Complete Strategic Plan for BAYM and use to apply for funding through charitable organisations.</p> <p>2021 Wellbeing Leader to oversee relevant PD for staff and students at LHS.</p> <p>Continue to consult with community and stakeholders where applicable.</p> <p>Provide opportunities for staff to interact outside of formal curriculum work.</p> <p>Continue to support PD opportunities for all staff each year.</p> <p>Continue development of Student Executive and clarify roles in relation to student voice and student wellbeing.</p> <p>Student Leadership Team to formalise complete structure of school leadership with clear pathways and role descriptions.</p>	
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<p>Target 2:</p> <p>To be an active and committed partner in the Ngā Mātāpuna o Ngā Pākihi Kāhui Ako, working to enhance learning opportunities for all students.</p>	<p>The principal will report on the progress of the Kāhui Ako each term.</p>	<p>WSL roles will be active in our school.</p> <p>Active participation in the Kāhui Ako initiatives including SOLO, Science and Conference (TOD).</p> <p>Active engagement with the levers: Authentic curriculum in Science, Wellbeing, and School/student culture.</p> <p>Engage and review the achievement challenges.</p>	<p>Engage with the achievement challenges.</p> <p>Active participation in the Kāhui Ako initiatives including SOLO, Conference Day and any other new initiatives.</p> <p>WSL roles active in our school.</p> <p>Active engagement with the achievement challenges: Literacy; Cultural responsiveness, Environmental Sustainability & Connections.</p> <p>Continue to work with the primary schools to ensure the smooth transition to high school.</p> <p>Further development of the digital curriculum across the Kāhui Ako.</p>	<p>Engage and review the achievement challenges.</p> <p>Active participation in the Kāhui Ako initiatives including SOLO, Science and TOD.</p> <p>WSL roles active in our school.</p>
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3 Annual Section (Te whainga a tau)

Strategic Goal 1: The Lincoln tikanga is strongly evident in the behaviour and attitude of all members of the school community.

Annual Goal	Actions	Personnel	Resource	Timeline
1.1 PB4L will enable LHS to develop more consistency with our tikanga across the school.	<ul style="list-style-type: none"> • PB4L team will work with and support staff to embed PB4L. • Linc teachers will work closely to support PB4L initiatives. • PB4L will be clearly communicated to the school community. • Target specific behaviours using the PB4L framework. • Introduction of Tier 2 practices. 	PB4L team.	Time. Training.	2021 ongoing sessions.
1.2 Student Leadership	<ul style="list-style-type: none"> • Monitor the progress of boys across all areas and levels. • Continue to grow the BAYM programme. Complete the strategic plan for the next three years and gain charitable funding to support initiatives. • Junior council. Focus on one major programme for the first three terms then work with House system to introduce new system for Term 4. • Continue to offer opportunities for student voice via the Student Executive. • Consult with past and current School Council leaders and wider student body as to potential structure for leadership from 2022. 	DP in charge School Council. WSL – Student Leadership	Time.	Ongoing.
1.3 House System	<ul style="list-style-type: none"> • House Co-ordinator oversees management of House Leaders (staff and students). Key for 2021 is to lead creatively and innovatively to increase opportunities for students to connect across year levels. • Publish House Calendar so everyone is aware of the timing for events. • Co-ordinate House events with wider school and staff activities. • Liaise with WSL for Student Leadership to look at potential structure for 2022 on. 	DP in charge School Council. House Co-ordinator.	Time.	Ongoing.
1.4 Completion of the Māori Bicultural Development Strategy	<ul style="list-style-type: none"> • Present Development Strategy to staff and BOT. • Present Development Strategy to whānau. • Work with WSL Role in looking at the implementation of the strategy. 	Principal. DP in charge- Māori. HOD Māori.	Time.	Term 1. Term 1-2.
1.5 School Waiata	<ul style="list-style-type: none"> • Continue with staff development of the waiata making authentic settings work. • Introduce waiata to Year 9 students and the School Council to begin working with students. 	HOD Māori.	Māori staff.	Ongoing.

1.6 Development plan for Pasifika students	<ul style="list-style-type: none"> • Consult with Pasifika whānau. • Celebrate Pasifika successes. • Develop Pasifika Development Plan in consultation with whānau. 	Principal. DP in charge Pasifika.	Time. Connection to whānau outside of school.	Term 1-2.
1.7 Sustainability	<ul style="list-style-type: none"> • WSL leading sustainability initiatives in 2021. • Audit recycling processes and increase what we are currently doing. 	Associate Principal. WSL sustainability. Sustainability Council.	Time.	Term 1.
1.8 Review ICT Digital Strategies Strategy	<ul style="list-style-type: none"> • Teams development for 2021 – continue to develop and provide professional learning opportunities for teachers using Teams. • Ensure students have sufficient information to use Teams from home. 	Principal. DP ICT SLT. WSL Teams.	Time. Relief for teachers.	Term 2.
1.9 Digital Curriculum & Citizenship	<ul style="list-style-type: none"> • Further Development of the Digital curriculum understanding across all learning areas. Include a programme for Digital Citizenship to be implemented through Linc classes or other methods as defined in the TAL review. • Student Digital Use agreement to be taught/explained/read in Linc classes. • Staff Digital Use Agreement to be circulated to staff. 	TAL. WSL TAL. HOLAs. SLT	Time.	Term 1-4.

Strategic Goal 2: Students achieve their personal best with their academic results.

Annual Goals	Actions	Personnel	Resource	Timeline
2.1 Review use of AsTTle for summative analysis of student progress at Year 9-10	<ul style="list-style-type: none"> CEM Numeracy, Literacy and Reasoning assessment to be used to expand on the data we have available to measure student levels for class placement and quicker diagnosis of learning needs. Link progress on assessing against curriculum levels with SOLO to develop a more robust measuring tool for student progress with Mathematics. English will review the use of AsTTle. Specific goals around the banded classes for improvement in SOLO levels/AsTTle levels have been set. Ensure templates are in place for measuring SOLO at curriculum levels 3-5 for Year 9 students in Mathematics and 3P – 5B AsTTle in English. 	HOD Learning Support. WSL Teams. HOLA English & Mathematics. DP curriculum. Principal.	Staff. Time. Software applications.	Ongoing.
2.2 Academic achievement for senior students	<ul style="list-style-type: none"> Linc teachers of Year 11-13 students to work with students to regularly review progress and check levels of achievement and attendance. Complete collation of Baseline data for Year 12 2020 NCEA results for certificate endorsements. Track and monitor 2021 NCEA Level 2 results. Introduction of a Year 11 Diploma in 2021 	DP in charge Linc & curriculum. Senior Linc teachers. KAMAR expert. HOL Year 11-13. All teachers.	Time. PD sessions.	Ongoing.
2.3 Semesterisation	<ul style="list-style-type: none"> Monitor Year 11 2021 data in the following areas: averages for 4 assessments; transfer rates; attendance rates. Monitor L1 Numeracy and literacy progress for Year 11. Monitor and review programme for students not planning to complete Year 12. Planning and preparation for semesterisation of Year 9 courses in preparation for Year 9 semesterisation in 2022. 	Principal. HOLAs HOL Year 11-13. WSL Linc. Senior Linc teachers.	Meetings with DP Curriculum and HOLAs and Principal.	Ongoing.
2.4 Achievement of Māori and Pasifika students	<ul style="list-style-type: none"> Monitor Māori and Pasifika students and set clear pathways for success. 	DP in charge Māori/Pasifika students. Linc teachers + teachers.	Time.	Ongoing

2.5 Increase UE attainment levels for Year 13 students	<ul style="list-style-type: none"> Analyse 2020 data including males and females separately to look for trends to explain discrepancy with our UE data. Continue to monitor expectations by students each term. 	Linc teachers. Tutors. DP Curriculum.	Time	Ongoing. Term 1
2.6 Lead school in SOLO	<ul style="list-style-type: none"> Review the partnership with Pam Hook (distance). Provide SOLO leadership across the Kāhui Ako. Continue to review SOLO use across all Learning Areas. 	Principal. SOLO lead. SCT. Teachers.	Time. Money.	Ongoing.
2.7 Ngā Mātāpuna o Ngā Pakihi Kāhui Ako	<ul style="list-style-type: none"> Continue to play a lead role in the Kāhui Ako through SOLO, BYOD, and providing professional development opportunities for all teachers. Full participation in the Kāhui Ako Conference day in Term 2. Continue to offer Mandarin through our MLT in 2021. 	Principal. Kāhui Ako Leaders. Teachers. HOLA Languages.	Time . Money Leadership.	Ongoing.

Strategic Goal 3: Our community experience feeling good and functioning well at Lincoln High School

Annual Goals	Actions	Personnel	Resource	Timeline
3.1 Staff Professional Growth Cycle	<ul style="list-style-type: none"> PGC to include te reo or tikanga Māori goal; observations; engagement in PLD sessions and PLT meetings. Staff are still encouraged to do an Inquiry and capture student voice. All teaching staff to meet with their HOLA/HOD before meeting with the Principal or a designated SLT member. 	All teaching staff and Principal, SLT. SCT. WSL Cultural.	Interview times.	Goals set Term 1 Term 3 and 4.
3.2 Professional Learning Teams	<ul style="list-style-type: none"> Professional learning teams will operate 5-6 times a year to facilitate learning for teachers. Teachers will work in Learning areas with a focus on semesterisation at Year 9. Use SCT to provide support for teachers to complete effective Inquiry Cycles. 	HOLAs, SLT & SCT.	Meeting times. Costs for PD.	Term 1-4.
3.3 Wellbeing Survey/ Teaching and School Practices Tool (TSP)	<ul style="list-style-type: none"> All staff will complete a wellbeing/TSP survey by the end of Term 2. The NZCER survey will be used for teachers and modified for support staff. The student NZCER wellbeing survey will be completed in Term 2. 	Principal. SLT.	Time and cost to NZCER.	Term 3. Term 2
3.4 LHS Wellbeing	<ul style="list-style-type: none"> Wellbeing Leader provide PD of wellbeing to staff and students. Wellbeing Leader to liaise with Student Leadership WSL and Student Executive Working Group for Student Wellbeing. All activities and PD scheduled annually with consideration of other events and activities going on within the school. Attend relevant Wellbeing PD and training as required. Feed this back to staff and students. Embedding of Wellbeing model across school and staff. Wellbeing Leader to lead all activities and seek help from staff and students in various areas. Key liaison with ASL Connections in the Kāhui Ako. 	DP in charge Pastoral. LHS Wellbeing Leader.	Relief for days out at courses. Money. Time.	Term 1-4.
3.5 TAL projects	<ul style="list-style-type: none"> Continue to engage in the DT PLD in the Kāhui Ako. Support the development of the Digital Curriculum in 2021 across the curriculum. 	TAL. SCT. Principal. WSL TAL.	Time.	Term 1-4

3.6 Ngā Mātāpuna o Ngā Pakihi Kāhui Ako engagement	<ul style="list-style-type: none"> • Implementation of the achievement challenges through the appointment of within school leaders and involvement in the across school leader roles. • Active participation in the Kāhui Ako initiatives including SOLO, 4 achievement challenges and TOD conference in June. • WSL roles actively used in 3 curriculum areas + 6 other roles. 	Kāhui Ako Leads. SLT. ASL, WSL.	Time. Resources for within and across school roles.	Term 1-4.
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2021 Annual Targets

Student Achievement Target 1

Strategic Goal 2	Students will achieve excellent academic results.
Target 1	All students achieve NCEA Level 2 with meaningful grades (i.e. an increase in certificate endorsement rates at Level 2).
Baseline data	<p>Students did not do NCEA Level 1 in 2020. We want to track their progress to ensure they are achieving well at Level 2.</p> <p>We will monitor wellbeing for these students to see if it has made a difference not doing NCEA Level 1. We have developed base line data for attendance, transfers and achievement with the 2020 Year 12 cohort and will make comparisons with the 2021 cohort.</p> <p>2020 Certificate Endorsement: Level 2: Excellence Endorsement 14.5% Merit Endorsement 24.3%</p> <p>While these are in line with previous years' results, we would expect an increase with the increased content being taught at Year 11 in 2020 due to not doing NCEA Level 1.</p> <p>Pass rate for NCEA Level 2 in 2020 was 97%.</p>

Action Plan Target 1 2021

What?	Who?	How?	Timeframe
HOLAs review and update of Level 2 courses	HOLAs. SLT.	Department reports and meetings with BOT and Principal.	Term 1
Weekly review of attendance, transfers and achievement data	HOL + DP Curriculum + Linc teachers.	Data is collated by DP Curriculum and circulated to Linc Teachers.	From Week 6, Term 1
Monitoring and mentoring of students	Year 12 Linc Teachers.	Linc lessons each week.	Weekly all year.
Wellbeing@school data review	SLT + HOL team for Year 12.	Survey conducted in Term 2 in Linc class.	Term 2-3
Comparison of 2021 Year 12 data with 2020 Year 12 (these students did NCEA Level 1)	DP Curriculum + Principal.	Review of achievement data from KAMAR.	Term 3-4

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 increase to 78%.																	
Baseline data	<p>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.</p> <p>All students were surveyed and Linc teachers monitored the students UE progress as a way of addressing the expected target for our UE success rate. Our statistics are based on our students’ intentions/goals and are therefore specific to our school which is more meaningful.</p> <p>Based on a school survey:</p> <table><tr><td>• In 2014 74% of cohort surveyed, 85% were planning to gain UE</td><td></td></tr><tr><td>• In 2015 72% of cohort surveyed, 82% were planning to gain UE</td><td>Result: 71%</td></tr><tr><td>• In 2016 72% of cohort surveyed, 83% were planning to gain UE</td><td>Result: 73%</td></tr><tr><td>• In 2017 100% cohort surveyed. 78% were planning to gain UE</td><td>Result: 76%</td></tr><tr><td>• In 2018 100% cohort surveyed 84% were planning to gain UE</td><td>Result: 80.8%</td></tr><tr><td>• In 2019 100% cohort surveyed 82.6% were planning to gain UE</td><td>Result: 81.4%</td></tr><tr><td>• In 2020 100% cohort surveyed 85.7% were planning to gain UE</td><td>Result: 83.2%</td></tr><tr><td>• In 2020 74.4% of males achieved UE</td><td></td></tr></table>		• In 2014 74% of cohort surveyed, 85% were planning to gain UE		• In 2015 72% of cohort surveyed, 82% were planning to gain UE	Result: 71%	• In 2016 72% of cohort surveyed, 83% were planning to gain UE	Result: 73%	• In 2017 100% cohort surveyed. 78% were planning to gain UE	Result: 76%	• In 2018 100% cohort surveyed 84% were planning to gain UE	Result: 80.8%	• In 2019 100% cohort surveyed 82.6% were planning to gain UE	Result: 81.4%	• In 2020 100% cohort surveyed 85.7% were planning to gain UE	Result: 83.2%	• In 2020 74.4% of males achieved UE	
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Action Plan 2021

What?	Who?	How?	Timeframe
Teachers made aware of UE requirements	Linc Teachers Tutors & DP Curriculum	Linc Meetings. Staff meeting & summary information.	Term 1
HOLA discussion of UE requirements	Principal & HOLAs	Meeting times.	Term 1
Review of 2020 data to highlight areas of concern	DP Curriculum & HOLAs & Principal	HOLA meeting & department reports.	Term 1-2
Review student courses for Year 13 to ensure there is a clear understanding of UE requirements	DP Curriculum & Tutors Year 13 Linc teachers & Year 13 students	Staff meeting on Linc Class or Linc teacher Friday meetings. Wednesday Linc lessons.	Term 1

Check progress for UE for all students	Linc Teachers DP Māori/Pasifika students	Resources emailed or presented to teachers. Completed in Linc class each term via shared spreadsheet.	Term 1-4
Survey students on intentions for UE This will be a collection of data from all students in Year 13 at the end of Term 3	Linc teachers	Linc class time	Term 1-4
Provide interventions for those not meeting UE requirements – use literacy and numeracy teachers if needed	DP curriculum Flexible Learning Room Teachers Linc teachers	Linc Class time. Use Flexible learning time for students. Flexible Learning Room to be used for numeracy and literacy needs in 2021.	Term 3-4

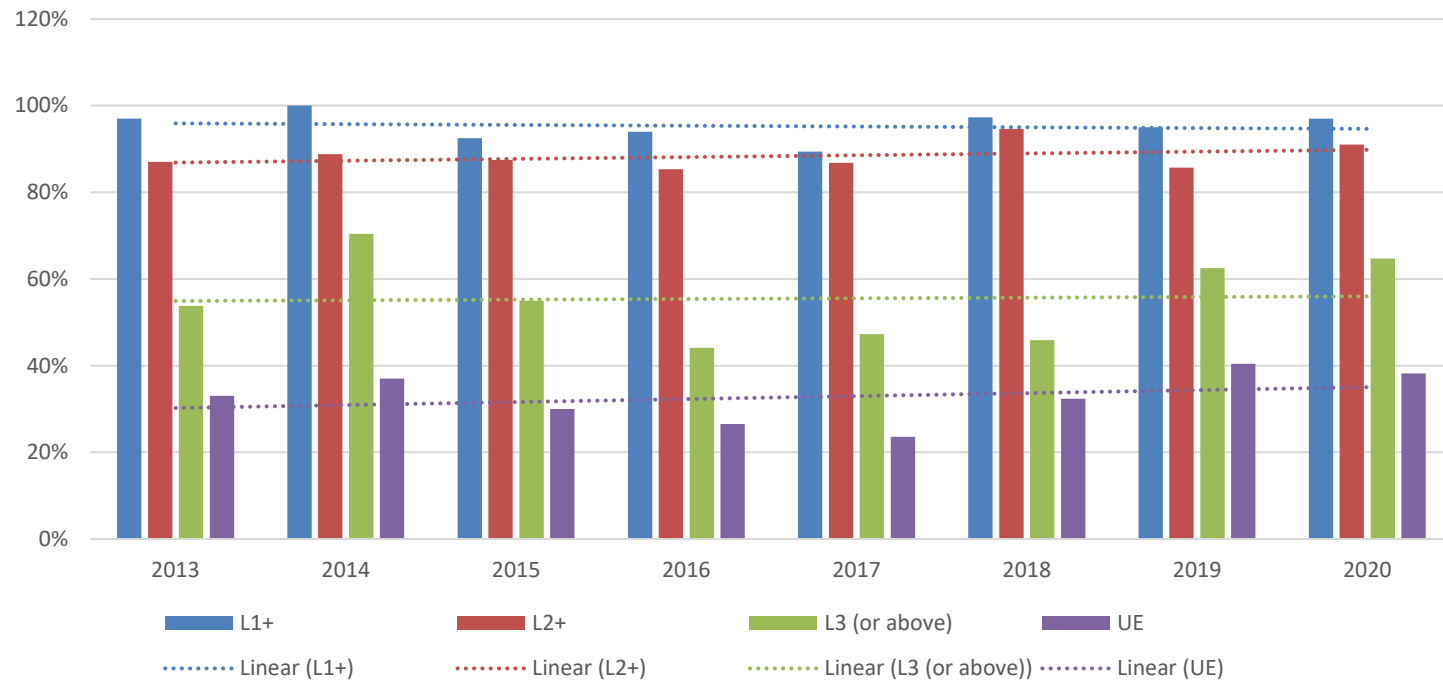
4 Analysis of Variance 2020 (Te tātari i ngā rerekētanga)

Student Achievement Target 1

Strategic Goal 3	Students will achieve excellent academic results																																																																		
Target 1	The highest qualifications of Māori school leavers will continue to grow.																																																																		
Baseline Data	<div><div><div>Te Kura Tuarua o Waihora Māori Leaver Results</div><table><caption>Estimated data from Te Kura Tuarua o Waihora Māori Leaver Results chart</caption><thead><tr><th>Year</th><th>L1+</th><th>L2+</th><th>L3 (or above)</th><th>UE</th></tr></thead><tbody><tr><td>2013</td><td>95%</td><td>85%</td><td>55%</td><td>35%</td></tr><tr><td>2014</td><td>95%</td><td>85%</td><td>65%</td><td>35%</td></tr><tr><td>2015</td><td>95%</td><td>85%</td><td>55%</td><td>30%</td></tr><tr><td>2016</td><td>95%</td><td>85%</td><td>45%</td><td>25%</td></tr><tr><td>2017</td><td>95%</td><td>85%</td><td>45%</td><td>25%</td></tr><tr><td>2018</td><td>95%</td><td>95%</td><td>45%</td><td>30%</td></tr><tr><td>2019</td><td>95%</td><td>85%</td><td>60%</td><td>40%</td></tr><tr><td>2020</td><td>95%</td><td>90%</td><td>65%</td><td>38%</td></tr></tbody></table></div><div><div>Māori leaver data 2020</div><table><thead><tr><th></th><th>Whole Cohort</th><th>Māori</th></tr></thead><tbody><tr><td># Leavers</td><td>319</td><td>34</td></tr><tr><td>No Formal Achievement</td><td>1</td><td>0</td></tr><tr><td>L1+</td><td>86.8%</td><td>97.1%</td></tr><tr><td>L2+</td><td>85.0%</td><td>91.2%</td></tr><tr><td>L3 (or above)</td><td>67.1%</td><td>64.7%</td></tr><tr><td>UE</td><td>50.4%</td><td>38.2%</td></tr></tbody></table></div></div>	Year	L1+	L2+	L3 (or above)	UE	2013	95%	85%	55%	35%	2014	95%	85%	65%	35%	2015	95%	85%	55%	30%	2016	95%	85%	45%	25%	2017	95%	85%	45%	25%	2018	95%	95%	45%	30%	2019	95%	85%	60%	40%	2020	95%	90%	65%	38%		Whole Cohort	Māori	# Leavers	319	34	No Formal Achievement	1	0	L1+	86.8%	97.1%	L2+	85.0%	91.2%	L3 (or above)	67.1%	64.7%	UE	50.4%	38.2%
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Analysis for 2020																
	2013		2014		2015		2016		2017		2018		2019		2020	
	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori
# Leavers	326	30	314	27	300	40	343	34	331	38	333	37	401	42	319	34
No Formal Attainment	0	0	2	0	2	0	2	1	2	0	1	0	2	1	0	0
L1+	96.9%	97.0%	97.4%	100%	96.6%	92.5%	95.6%	94.1%	95.1%	89.4%	94.9%	97.3%	96.0%	95.2%	86.8%	97.1%
L2+	89.0%	87.0%	92.3%	88.8%	88.6%	87.5%	87.1%	85.3%	91.5%	86.8%	89.8%	94.6%	89.8%	85.7%	85.0%	91.2%
L3 (or above)	57.1%	53.8%	61.4%	70.4%	53.0%	55.0%	54.8%	44.1%	61.9%	47.3%	58.3%	45.9%	63.6%	62.5%	67.1%	64.7%
UE	44.8%	33.0%	46.4%	37.0%	38.0%	30.0%	38.2%	26.5%	41.9%	23.6%	41.5%	32.4%	41.6%	40.4%	50.4%	38.2%
Analysis: <ul style="list-style-type: none"> The Level 1 result has stayed consistent with 2019 and it is pleasing to see an improvement in students obtaining NCEA Level 2. Two of the three students who left without NCEA Level 2 have gone on to study. Only 1 student left Lincoln High School without NCEA Level 1 in 2020. The number of students leaving with NCEA Level 3 continues to improve and is a long way from 2005 when this was only 7%. An area of concern is still the percentage of our Māori student leavers obtaining University Entrance. We will continue to focus on what is happening with regard to University Entrance for our Māori students. 																

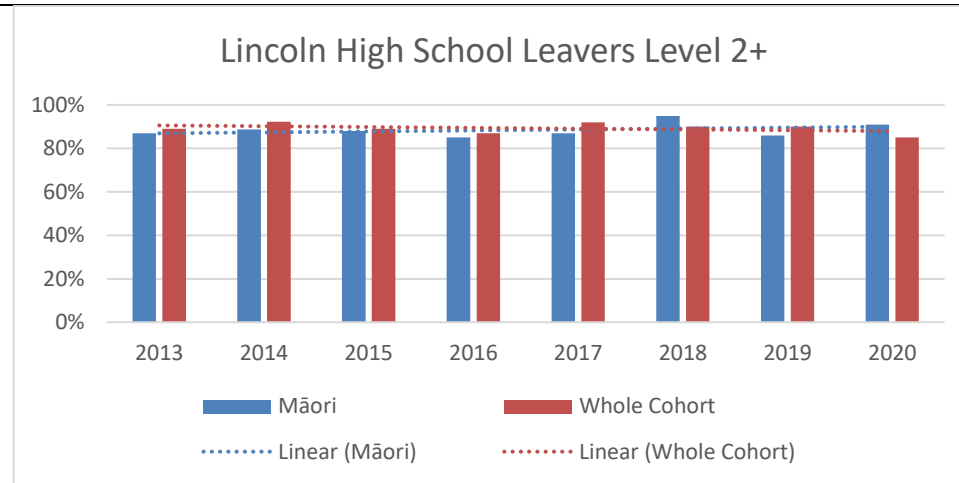
Te Kura Tuarua o Waihora Māori Leaver Results



Māori School leavers with at least NCEA Level 2 or equivalent

One of the goals of Ka Hikitia – Accelerating Success 2013-2018 states:

- Of the Māori students who turn 18 in 2017, 85% will achieve at least NCEA Level 2 or an equivalent qualification
- Lincoln High School Māori students leaving school with at least Level 2 is at 92.1% which is above the national long-term goal.



Analysis:

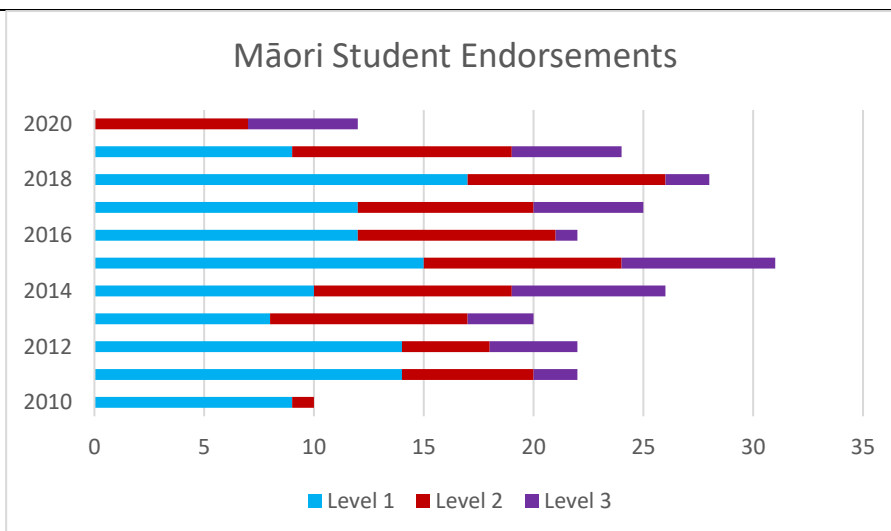
For the last seven years, we have achieved the goal of Ka Hikitia of 85% of students who turn 18 achieving NCEA Level 2.

Evaluation & where to from here:

We will continue to monitor the progress of our Māori school leavers. While positive to see that 91% of our Māori school leavers have achieved at least NCEA Level 2, it is important to note that some of our leavers although leaving without Level 2 are going on to further tertiary study.

Māori Student Endorsements

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Level 1	9	14	14	8	10	15	12	12	17	9	0
Level 2	1	6	4	9	9	9	9	8	9	10	7
Level 3	0	2	4	3	7	7	1	5	2	5	5



We feel it is important to continue to have high expectations (Mana Motuhake) for our Māori students, so have included data on our endorsements for Māori students.

Through conversations with a number of our Māori students, they are simply hoping to pass and not worried about an endorsement.

Nga ākonga Māori - Te Kura Tuarua o Waihora 2020

Year Level	Number of Māori Students
9	29
10	30
11	23
12	22
13	32
Total:	136

School Leaver Information

During 2020, out of the 34 school leavers, 22 left with Level 3 or higher, which is a slight improvement from 2019. We are continuing to have conversations with our Māori students to ensure that a “strong pathway” – Te Arārira is taking place. This is also being supported by the LINC teacher who will work in a one on one mentoring capacity with all students.

A continued area of concern is students leaving with University Entrance with only 12 of the 34 Māori student leavers having achieved this.

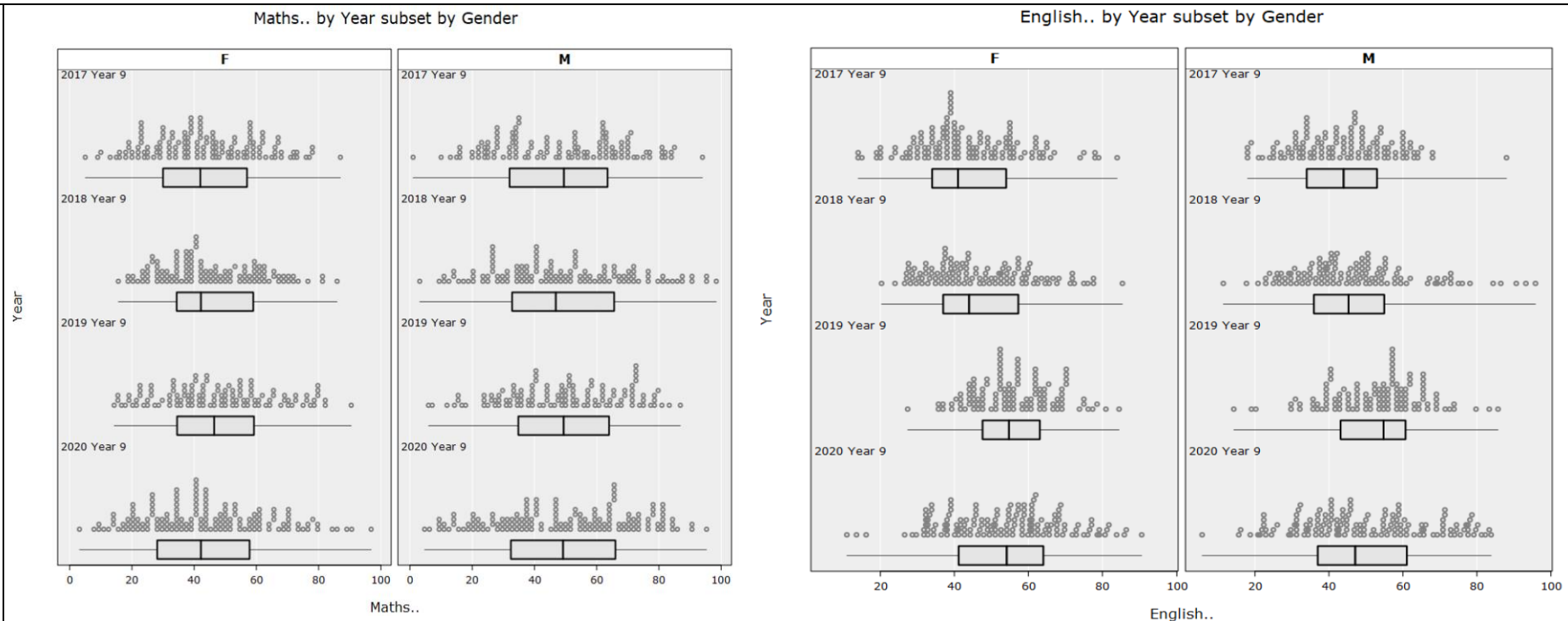
Analysis

It was pleasing that the number of school leavers with NCEA Level 2 or NCEA Level 3 continues to improve from 2019.

	<p>Evaluation and Where to from here</p> <p>We will continue to monitor the progress of our Māori school leavers and mentor where necessary. An important step of this will be to look at University Entrance and student's eligibility for this.</p>
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Student Achievement Target 2

Strategic Goal 3	Students will achieve excellent academic results
Target 2	<p>Year 9 Male students will achieve as follows:</p> <ul style="list-style-type: none"> Supported learning class will be at Level 3 relational (SOLO) or 3P (AsTTle) Core classes will be at level 4 relational (SOLO) or 4P (AsTTle) Enrichment classes – 90% will be at Level 5 multistructural (SOLO) or 5B (AsTTle) <p>in each of Number knowledge, Number operations, Algebra and Literacy. (NB: Mathematics learning area are using SOLO and English Learning Area are using AsTTle)</p>
Baseline Data	<p>We have identified a tail in our male data from the entrance testing for Year 9 students in 2020.</p> <p>In English the males' median of 47% is considerably lower than the females at 54%</p> <p>While the males' Math results overall yield a median of 49% compared with 42% for the females, the lower half of the data is more widely spread in males.</p> <p>Below are the CEM Entrance Test results for the 2020 Year 9 cohort.</p>



Analysis for 2020

Year 9 2020 cohort
FROM WWW.EDUCATIONCOUNTS.GOV.T.NZ based on 1 July 2020 return

GENDER	MĀORI	PASIFIKA	ASIAN	OTHER	PĀKEHĀ/ EUROPEAN	INTERNATIONAL STUDENTS	TOTAL
FEMALE	18	1	9	8	120	0	156
MALE	10	2	10	6	124	4	156
TOTAL	28	3	19	14	244	4	312

We apply some streaming for our students: Three bands for learning exist which include Enrichment, Core and Supported Learning.

Our Supported Learning classes in English and Mathematics have two teachers working to provide a quality curriculum for the students who are selected on the basis of learning needs.

2020 Data (From KAMAR Term 4, 2020) Number of students in each grouping

	ENRICHMENT	CORE	SUPP. LEARNING	Total
COHORT	53	235	15	303
MĀORI	7	19	1	27
Males	29	111	9	149
Females	24	124	6	154

The percentage of students who entered Year 9 with a stanine score from 1-3 was 21% in English; 33.4% in Mathematics and 38% in Reasoning.

English 2020

Reading Term 3– Enrichment (AsTTle)

2020	4A %	5B %	5P %	5A %	6B %	6P %	6A %	>6A %	Target 5B/>
CLASS	4	13	13	40	21	8	0	0	95
MALE	3	14	10	45	21	7	0	0	97
FEMALE	4	13	17	35	22	9	0	0	96
PĀKEHĀ	0	11	11	47	19	11	0	0	100
MĀORI	14	29	43	14	0	0	0	0	86
PASIFIKA									

Writing Term 3 – Enrichment (AsTTle)

2020	3A %	4B %	4P %	4A %	5B %	5P %	5A %	6B %	>6B %	Target 5B/>
CLASS	2	19	17	11	28	4	6	0	13	51
MALE	3	31	17	10	31	3	3	0	0	37
FEMALE	0	4	17	13	25	4	8	0	29	65
PĀKEHĀ	3	19	22	14	19	5	5	0	14	43
MĀORI	0	43	0	0	43	0	0	0	14	57
PASIFIKA										

Reading Term 3 – Core (AsTTle)

2020	<2B/2B %	2P %	2A %	3B %	3P %	3A %	4B %	4P %	4A %	5B %	5P %	5A %	6B %	6P %	6A %	Target 4P/>
CLASS	1	1	2	1	5	3	7	10	39	23	5	1	2	0	0	80
MALE	2	0	3	4	3	5	5	8	10	37	17	4	1	2	0	79
FEMALE	1	0	0	0	5	1	6	9	41	29	5	1	2	1	0	88
PĀKEHĀ	1	2	1	2	6	2	9	8	37	24	5	1	1	1	0	77
MĀORI	0	0	0	0	0	5	0	20	45	25	5	0	0	0	0	95
PASIFIKA	0	0	0	0	0	50	0	0	0	50	0	0	0	0	0	50

Writing Term 3 – Core (AsTTle)

2020	<1P/1P %	1A %	2B %	2P %	2A %	3B %	3P %	3A %	4B %	4P %	4A %	5B %	5P %	5A %	6B %	>6B %	Target 4P/>
CLASS	1	0	0	2	1	3	5	6	10	14	21	23	3	4	4	4	73
MALE	3	0	0	2	2	4	8	10	11	16	17	19	3	4	1	2	62
FEMALE	0	0	0	2	0	1	2	2	9	12	25	26	4	5	7	6	85
PĀKEHĀ	1	0	0	2	1	3	4	7	10	16	20	22	3	5	3	4	73
MĀORI	0	0	5	0	0	0	5	0	5	0	50	25	0	5	5	0	85
PASIFIKA	0	0	0	0	0	0	50	0	0	0	0	50	0	0	0	0	50

Reading Supported Learning - Term 3 (AsTTle)

2020	<2B %	2B %	2P %	2A %	3B %	3P %	3A %	4B %	4P %	4A %	Target 3P/>
CLASS	0	6	24	6	18	12	12	18	6	0	48
MALE	0	0	30	10	20	0	30	10	0	0	40
FEMALE	0	14	14	0	14	29	29	0	0	0	58
PĀKEHĀ	0	7	21	7	21	14	7	14	7	0	42
MĀORI	0	0	0	0	0	0	0	100	0	0	100
PASIFIKA	0	0	100	0	0	0	0	0	0	0	0

Writing Supported Learning - Term 3 (AsTTle)

2020	<1P/1P %	1A %	2B %	2P %	2A %	3B %	3P %	3A %	4B %	Target 3P/>
CLASS	0	0	0	12	18	18	24	6	24	54
MALE	0	0	0	20	30	20	30	0	0	30
FEMALE	0	0	0	0	0	14	14	14	57	85
PĀKEHĀ	0	0	0	14	21	14	21	7	21	49
MĀORI	0	0	0	0	0	0	100	0	0	100
PASIFIKA	0	0	0	0	0	100	0	0	0	0

Analysis - Reading

1. Supported Learning

- The reading target of all male students working at 3P or above was not reached. Only 40% of students were at or above 3P.
- While the writing target was not achieved 0% males were at 3P at the start of the year but this increased to 30% by the end of Term 3.

2. Core

- The reading target of all male students working at or above 4P was not reached with 79% working at or above 4P. An improvement from Term 1 to Term 3 was noted for male students.
- While the writing target was not achieved 42% males were at 4P at the start of the year but this increased to 62% by the end of Term 3.

3. Enrichment –

- The reading target was reached with 95% students achieving 5B or above both Term 1 and Term 3; however, 6B or above has increased from 22% to 29%.
- The writing target was not reached and the results were very disappointing with a drop from 72% males achieving the target in Term 1 to 37% achieving the target in Term 3. The fall in achievement has been baffling and teacher feedback has been around the student reticence about using the photo starters provided for the writing test.

Next steps:

The Learning area is not convinced that AsTTle is providing the best testing tool for students and will look to explore other ways of assessing progress. For 2020 we were offered a one term trial of the Reading Plus online programme (run by LUCID) that promises significant results. Unfortunately, due to the challenges of 2020 we did not trial this in Year 9 and 10 in 2020. We will follow up in 2021 and see if this can be implemented through the Learning Support Department. The HOLA English will work with the WSL Data person to better understand the CEM data to have more analysis of the Year 8 students as they start in Year 9.

We are excited to have an ASL Literacy in 2021 based in our school who will work across the Kāhui Ako to improve Literacy levels.

MATHEMATICS:

As a department we have moved from AsTTle Mathematics, as we believe there are issues with the accuracy of that data and are focusing on reporting on curriculum levels (based on NZC) and depth of thinking (based on SOLO). This is more in line with what students face in the NZC.

Overall summary of progress in 2020

2020	CURRICULUM LEVEL	MAO/PAS	MALE	OVERALL	OTHER		No. of ākonga
10MAT	5-6 64% ³ level	MAO: poor 37% ³ level <i>PAS: Only 1 ākonga so cannot report</i>	Okay 62% ³ level On par with overall result	Okay	Good 75% ³ level		273
9MAT	4-5 93% ³ level	MAO: Very Good 96% ³ level <i>PAS: Only 3 ākonga so cannot report</i>	Good 89% ³ level	Very Good	Very good 97% ³ level		315

NB: Proportions are based on students' grade point average.

Year 9 Cohort 2020

Class	Target	% Below Target	% At or Above Target	Comment
Supported Learning	Working at 3R	18	82	Lower than previous years
Core	Working at 4R	21	79	Lower than previous years
Enrichment	90% at or above 5M	20	80	Lower than previous years

Year 9 Males 2020

Class	Target	% Below Target	% At or Above Target	Comment
Supported Learning	Working at 3R	20	80	Lower than previous years
Core	Working at 4R	30	70	Lower than previous years
Enrichment	90% at or above 5M	57	43	Lower than previous years

Analysis

- 1. CEM Data:** The 2020 Year 9 cohort seemed to be much lower than the 2019 Year 9 cohort in terms of Numeric Reasoning and also slightly lower than the 2018 and 2017 cohorts.
2. Once again with the GPAs for males we see that they are performing well with 89% at or above the expected level. However, when you look at the individual topic breakdowns, it is very noticeable that in Statistics, Measurement and Algebraic Thinking the females are outperforming the males quite significantly. We do need to continue to work to keep both boys and girls engaged and succeeding at a high level and we are looking to scaffold assessment at Level 3 more to encourage students to make a start and have greater success.
3. CEM data suggests this cohort is just slightly lower than the 2019 cohort, though much more spread out. Despite this our numbers at or above the target are way down. Is this the result of COVID19 lockdown and the ongoing implications or is there something else involved? One of our foci is addressing the poor work habits we are seeing in some of our core Year 9's and 10's (and in Year 11), where students do not seem to have the organisational skills or desire to take work through to completion. This is a concerning trend and needs addressing urgently.

Evaluation and where to from here:

This is the third year we have operated with a reduced level of streaming in the junior school. The SOLO method of evaluating progress in Mathematics at the junior level is providing the data and analysis we feel can reliably report on progress. The learning area feels confident that it is able to monitor and review progress against the curriculum levels as well as plan for higher order thinking activities to improve learning outcomes for all learners. Our male students have performed reasonably well as compared to females in Supported Learning and Core classes. Our Enrichment class males have performed very poorly which needs looking at with urgency as this mirrors what was found in the Writing assessment for the Enrichment males.

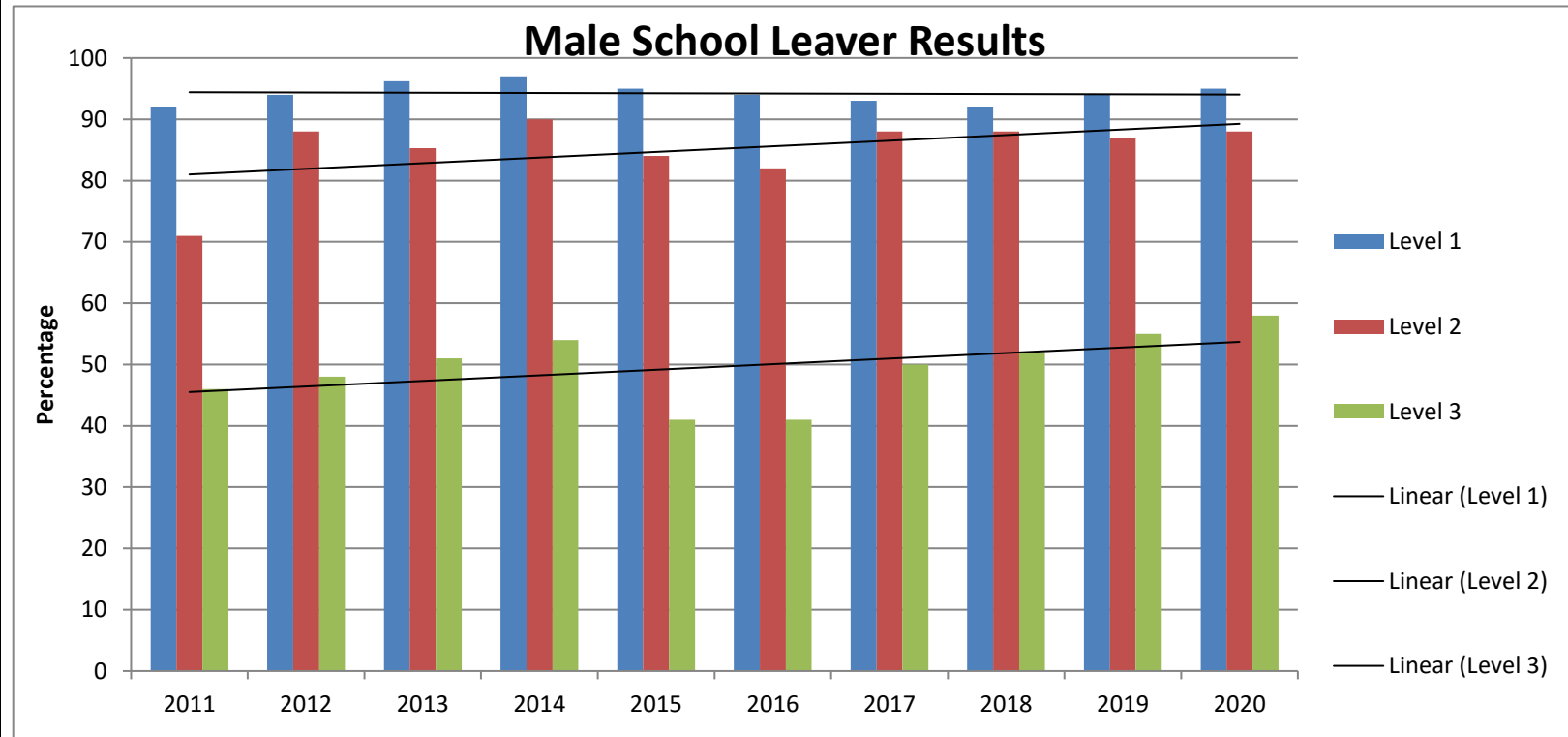
There remains a big question over the success or otherwise of streaming classes. We have a Deputy Principal who is tracking progress from Year 9 and this year they are in Year 13 so a full evaluation/review of value-added will be completed in 2021.

We will continue to monitor the progress of our students using SOLO in Mathematics and in particular monitor male student progress.

Student Achievement Target 3

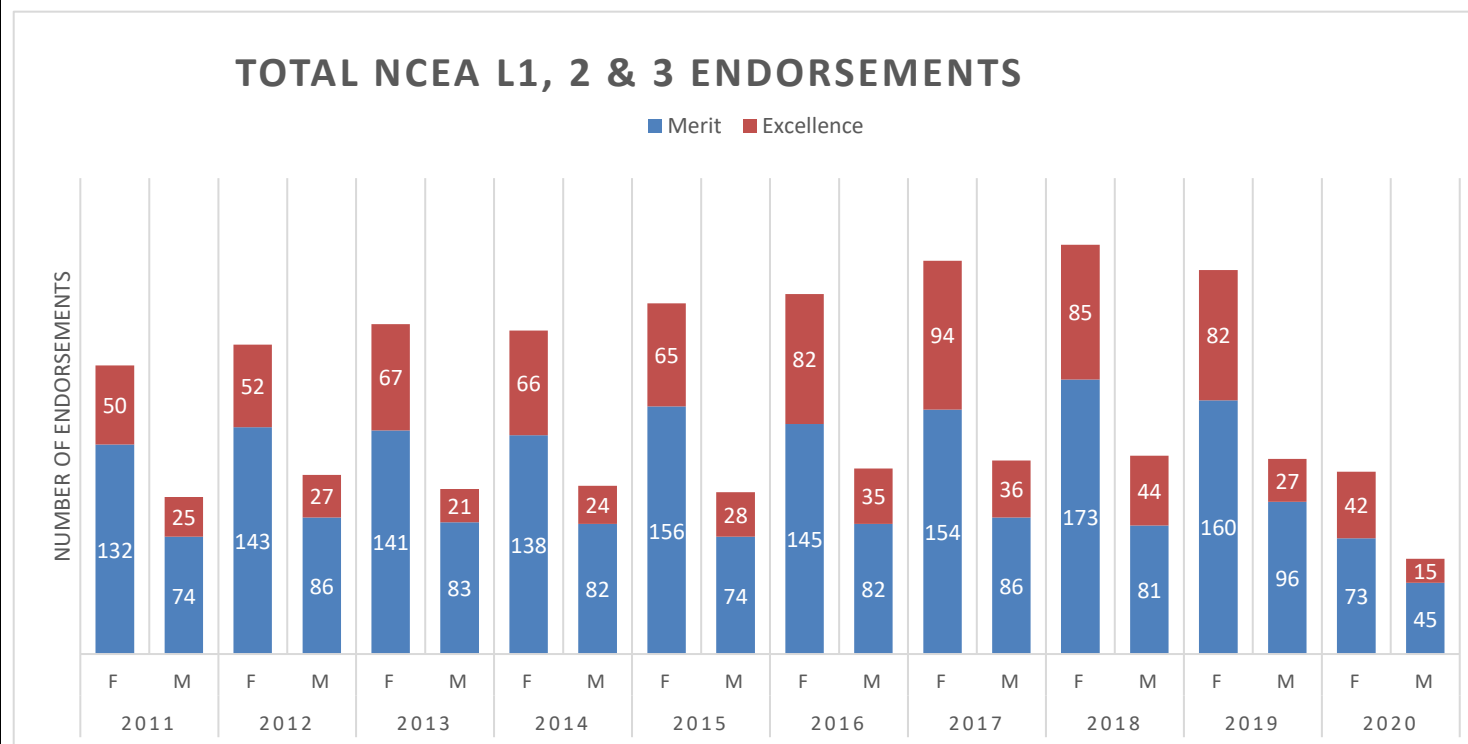
Strategic Goal 3	Students will achieve excellent academic results												
Target	The highest qualifications of male school leavers will continue to improve.												
Baseline Data	Longitudinal Boys data												
	Leaver Data 2010 – 2017 (2017 data provisional from school calculated results)												
		2010	2011	2012	2013	2014	2015	2016	2017				
	Level 1+	91	92	94	96	97	95	94	93				
	Level 2+	75	71	88	85	90	84	81	88				
	Level 3+	36	46	48	51	54	41	40	50				
	* new UE requirements as of 2014												
	** data inaccuracy rectified with Kamar leaver data												
Analysis for 2020	Male leaver results (%)												
		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020		
	Level 1	92	94	96	97	95	94	93	92	94	96		
	Level 2	71	88	85	90	84	82	88	88	87	91		
	Level 3	46	48	51	54	41	41	50	52	55	67		
		2015**		2016		2017***		2018		2019		2020	
		Whole Cohort	Boys	Whole Cohort	Boys	Whole Cohort	Boys	whole cohort	Boys	whole cohort	Boys	whole cohort	Boys
	# Leavers	300	152	345	180	331	173	333	176	401	203	319	148
	No Formal Attainment	2	1	2	1	1	1	1		2	2	0	0
L1+	96.6%	95.3%	95.3%	94.4%	95.1%	93.0%	94.9%	92.6%	96.0%	94.1%	96.2%	95.4%	
L2+	88.6%	83.5%	87.5%	81.6%	91.5%	88.4%	89.8%	88.1%	89.8%	86.7%	91.2%	88.1%	
L3 (or above)	53.0%	40.7%	55.6%	41.1%	61.9%	50.2%	58.3%	52.8%	63.6%	54.7%	67.0%	58.3%	
UE	38.0%	28.9%	38.2%	24.4%	42.3%	28.3%	41.5%	33.0%	41.6%	32.5%	tbc	tbc	

* new UE requirements as of 2014
 ** data inaccuracy rectified with Kamar leaver data
 *** Following ERO visit in 2017, Education Counts “Leaver status” criteria followed, see below



- Our Learning Area reports have a focus of progress for the achievement of boys.
- A number of courses were offered specifically to increase engagement for boys and the semesterisation at Year 11 has enhanced these choices.
- Heads of Levels and the Year 11-13 tutors monitor progress and support and intervention were offered for boys through the Flexible Learning Room which has proved to be highly successful again in 2020. Students work on a variety of individual learning plans and set clear goals for achievement.

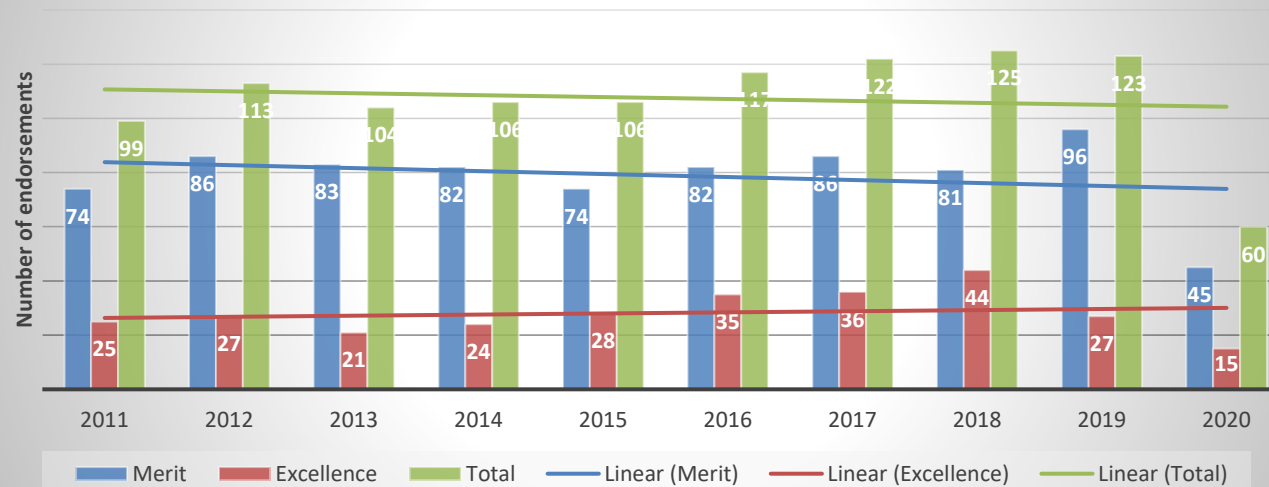
Male v Female endorsements



Comparison between male and female endorsements

	2014		2015		2016		2017		2018		2019		2020	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Merit	138	82	156	74	145	82	154	86	173	81	160	96	73	45
Excellence	66	24	65	28	82	35	94	36	85	44	82	27	42	15
Total	204	106	221	102	227	117	248	122	258	125	242	123	115	60

Male Endorsements



Analysis

A comparison with previous years is not valid as our students did not complete NCEA Level 1 in 2020. The 2020 data will form a baseline for reviewing the data from this point forward.

- Our male endorsement rates for 2020 in Level 2 and 3 indicate that males performed at just over 50% of the rate of females which was a positive increase from previous years.
- Our Level 1 male leaver rates for 2020 are slightly higher than in previous years continuing the positive trend (approx 95%).
- Our Level 2 male leaver rate in 2020 (88%) is trending positively from earlier years.
- Our Level 3 male leaver rate has shown a steady increase to 58% in 2020 which is the highest rate since we started collecting the data.

For the first time our males outperformed the females in the NCEA Level 3 pass rates of 81.1% for males and 78.9% for females. This is impressive when compared to 2019 where the pass rates were 77.3% for males and 90.6% for females.

Evaluation and where to from here

These achievements for our male students continue to be a focus for us. The department reports highlight male statistics including UE, NCEA pass rates, certificate endorsements, pass rates for individual standards and in the global summary of results. The male statistics form a key part of the presentation the HOLAs give to the BOT and the 'one on one' department report meeting with the Principal.

We will move to analysing certificate endorsement in the future as our focus for school awards and student engagement has been around measuring certificate endorsement rather than subject endorsement.

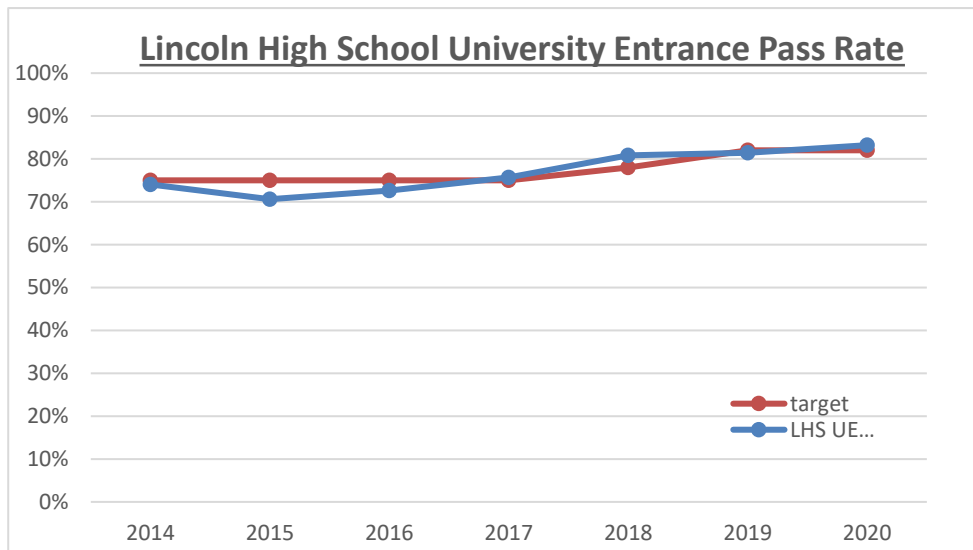
Student Achievement Target 4

Strategic Goal 3	Students will achieve excellent academic results					
Target 4	The number of Year 13 students leaving school with UE will increase to 78% (i.e. those who are intending to gain UE – not the NZQA measure of those eligible for Level 3). We will also obtain baseline data for the difference between males/females for UE attainment.					
Baseline Data	<p>NZQA's statistics on UE pass rates are not meaningful. 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). In 2017 11% of the Yr 13 cohort were not eligible for UE (not studying 3 or more UE approved courses). A further 11% of the cohort did not plan to obtain UE as it was not part of their academic pathway.</p> <p>All students were surveyed and Linc teachers monitored the students UE progress as a way of addressing the expected target for our UE success rate. Our statistics are based on our students' intentions/goals and are therefore specific to our school which is more meaningful</p> <p>Based on a school survey:</p> <ul style="list-style-type: none"> • In 2014 74% of cohort surveyed, 85% were planning to gain UE • In 2015 72% of cohort surveyed, 82% were planning to gain UE • In 2016 72% of cohort surveyed, 83% were planning to gain UE • In 2017 100% cohort surveyed. 78% were planning to gain UE <p>Result 2014: 74% Result 2015: 71% Result 2016: 73% Result 2017: 76%</p>					
Analysis for 2020	Description		Total	All	Male	Female
	Total students surveyed:		259	-	118	141
	Amount aiming for UE (% of cohort)		197	76.1%	72.9%	78.7%
	Amount eligible to gain UE (% of cohort)		230	88.8%	84.7%	92.2%
	Proportion aiming for UE that are eligible		-	85.7%	86.0%	85.4%
	Actual number gaining UE (% wanting UE)		164	83.2%	74.4%	85.6%
	LHS UE pass rate target		162	82%	-	-
	LHS UE pass rate - those aiming & gaining UE			83.2%	74.4%	85.6%
				81.4%	76.5%	85.0%
				80.8%	77.3%	83.5%

75.7%	-	-	2017
72.6%	-	-	2016
70.6%	-	-	2015
74.0%	-	-	2014

Notes:

1. 100% of Yr 13 students surveyed throughout the year and the end of Term 4.
2. Graduation Diploma introduced in 2016.
3. 2017 was the first year to have 100% of cohort surveyed by Linc teachers.
4. Approx. 80% of cohort surveyed in 2014 & 2015.
5. Target increased from 75% to 78% in 2018.
6. Target increased from 78% to 82% in 2019.
7. Gender data collated as of 2018.



Analysis

- We exceeded the target of 82% with the highest success rate (83.2%) since recording this data. This could be in part due to the COVID-19 revised UE requirements. The accuracy of the data collection depends on a number of teachers collating data at the end of term 3. The Mentoring programme in the school continues to strengthen and provide more opportunities to discuss goals and progress with students in Year 13.
- Students continue to opt for courses which they are interested in and are not always focused on whether or not they are UE approved. Some of our students do not see University as a future pathway, which is entirely appropriate for them.
- The Graduation Diploma is an established motivator for students that were challenged by NCEA Level 3. All students that want to attend graduation met the graduation criteria, in particular the 70% success rate with their internals.
- Investigating gender UE success rates has proved helpful in analysing the data. While our NZQA data for UE success remains lower than expected when compared to other Decile 10 schools, we find that 74.5% of boys and 85.6% of girls that wanted to achieve UE did achieve it which is very similar to the result in 2019.

Evaluation and where to from here

- The challenge is to get more students to complete external examinations. Many will stop once they have Level 3 through internals. We will continue to support Linc teachers to monitor the goal for all Year 13 students but in particular our male students.
- It continues to be a concern for us that UE success is one measure that can't be directly read of the KAMAR system or the parent portal and hence the importance of closer monitoring and discussion on the goal.
- We will extend our goal for 2021 and develop more analysis of the difference between the male and female successes in UE as there is still a disparity between the two results at present.
- It is very evident that we started with a goal of 75% achievement in UE 5 years ago and have increased this to 82% in 2020 so the goal has enabled us to focus on improvement for our male learners.

5 Operational Section (Te whakatukunga)

Governance

The Board of Trustees at Lincoln High School emphasises strategic leadership rather than involving itself in administrative detail or the day to day running of the school, which is delegated to the principal. As stated in the goals, both strategic and annual, its concentration is on enhancing and improving student achievement. At the same time the Board of Trustees recognises that it has the responsibility to implement and undertake all aspects of the NAGs, as well as the strategic and annual goals within these.

The Board of Trustees will review the school's progress in accomplishing its stated goals and receives regular reports on such progress, confirming that practices within the school are aligned to board policies and strategy.

Board committees exist in the areas of finance, property, health & safety and sustainability.

The Lincoln High School Board of Trustees is obligated and committed to:

- Fulfilling all the requirements set out in the National Education Goals
- Administering the school according to the National Administration Guidelines
- Delivering the curriculum to all students in a balanced programme as outlined in National Curriculum Statements
- Acting as a good employer to teaching and non-teaching staff
- Preparing a budget to monitor and control school expenditure
- Allocating funds to meet the school's priorities so that student achievement is enhanced
- Implementing the 5-year property plan to ensure the school's facilities provide a safe, healthy learning environment.

Examples of key priorities in 2021 to fulfil the National Administrative Guidelines (NAGS)

NAG 1

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa

NAG 1: LHS Curriculum – student achievement

- Continue to evaluate the usefulness of the CEM entrance testing data for our students coming into Year 9.
- Maintain and review systems to monitor students who are at risk learners including SAC students
- Continue specific monitoring of Māori and Pasifika students for all targets through Deputy Principal
- Use Linc Class to effectively mentor students to achieve personal best – thorough goal setting and monitoring progress
- Programmes are in place for enrichment and for those at risk of not achieving
- Review enrichment programmes in Year 9-10.
- Changes to reporting to increase information for parents – relating to tikanga and academic progress.
- Analysis of Year 11 progress and achievement with changes to semesterisation and not entering students for NCEA Level 1.
- Introduce a Year 11 Diploma in 2021
- Prepare for semesterisation at Year 9 (2022) and Year 10 (2023)

NAG 2

Each Board of Trustees, with the principal and teaching staff is required to:

- Develop a strategic plan
- Maintain ongoing self-review
- Report to students, whānau and the school community

NAG 2: LHS Strategic planning and review

- Continue to develop robust self-review processes.
- Complete the ERO self-review audit

- Increased achievement data presented in Principal's reports
- Work with ERO under their new model.

NAG 3

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- Develop and implement personnel and policies
- Be a good employer (as defined in State Sector Act 1988)

NAG 3: LHS Personnel

- Emphasis on being a good employer and valuing staff
- Staff satisfaction a strategic goal
- Staff policies and procedures in place
- Ongoing support of developing a professional learning community a priority
- Development of the Wellbeing Team for staff & students

NAG 4

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- Allocate funds to reflect charter priorities
- Monitor and control expenditure and ensure annual accounts are prepared and audited

NAG 4: LHS Finance and Property

- Financial and property strategies align with strategic plan
- Finances monitored and managed effectively and within the law
- Prioritise resources to support the priorities of the strategic and annual plans

NAG 5

Each Board of Trustees is also required to:

- Provide a safe physical and emotional environment
- Promote healthy food and nutrition
- Comply with all legislations to keep students and staff safe

NAG 5 – LHS Health and Safety

- BOT priority is to provide a safe environment
- NZCER Wellbeing survey completed by students
- NZCER Teaching and School Practices survey completed by teaching staff
- School wellbeing survey completed for support staff
- Review all Health and Safety policies and procedures
- Regular meetings for Health and Safety committee
- First Aid training provided for staff.

NAG 6

Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day and the length of the school year.

NAG 6: LHS Policies and procedures

- All relevant legislation complied with
- Ensure the school is open for the required number of half days
- Annual self-review audit undertaken by BOT
- Regular Review cycle for all policies and procedures to ensure they reflect current practice and legislative compliance

Property Strategies 2020 to 2022

The goals of the Lincoln High School Property Strategies are to support the Board of Trustees Strategic Plan.

- Goal 1:** Maintain buildings and grounds to a high standard and ensure that any health and safety related projects are prioritised.
- Goal 2:** Work collaboratively with MOE to follow the strategic direction for the school and in line with the National School Redevelopment Programme (NSRP).
- Goal 3:** Undergo MOE approved, and funded building improvement projects directly linked to improving teaching and learning and in line with best practice learning environment requirements.
- Goal 4:** Undergo BOT approved and funded upgrade projects to support the improvement in teaching and learning objectives and initiatives within the school.

Principles which underpin decision making:

1. In implementing the outcome of the National School Redevelopment Programme (NSRP), and in consultation with local Iwi, ensure that teaching and learning objectives are met, especially in the transition years.
2. Give due consideration to the Lincoln High School's cultural narrative.
3. Cluster learning areas together to promote sharing of teacher practice and resources.
4. Prioritise a quality learning environment: good quality air, temperature, insulation, acoustics and light.
5. Provide for future flexibility wherever possible (e.g. non-load bearing walls) leading to the ability to change configuration of learning spaces.
6. Ensure appropriate access to and integration of technology.
7. Balance specialist versus non-specialist area (e.g., foods' rooms vs general classrooms).
8. Seek staff and student opinion in planning.
9. Consider the intent of the Lincoln High School Sustainability Policy.
10. Create opportunities for collaboration with the wider Lincoln High School community.

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Financial Strategies 2020 to 2022

The Financial Management and Accountability Policy, and the Investment Policy underpin the following strategies.

The goal of the Lincoln High School financial strategies is to support the BOT Strategic Plan. To achieve this goal, the school will:

1. Operate a prudent operating budget, allowing for effective use of the equity funds of the school for improving outcomes for students.
2. Set challenging yet realistic goals relating to budgeted net income from International Students and income from other significant locally raised funds.
3. Monitor the school's financial resources to ensure they meet the requirements and direction of the BOT including:
 - a. Reporting on operating income & expenditure variances against budget on a timely basis and as appropriate.
 - b. Reporting on the management of capital expenditure against the capital expenditure budget and the funding of capital projects.
 - c. Responsibly managing working capital.
 - d. Responsibly managing funds held on behalf of others including the funds held on behalf of international students.
 - e. Responsibly managing investment funds.
4. Taking appropriate action to avoid intergenerational funding where possible including the accumulation of cash reserves arising from income from international students and locally raised funds, unless specifically approved by the BOT. This requirement recognises the need to incur expenditure at the appropriate time in order to deliver a comprehensive education for the benefit of all students.
5. Manage the value of the school's equity (financial net assets), whilst delivering on the strategic objectives of the school for the benefit of all students.
6. Enhance the level of financial reporting and monitoring of trending data provided to the BOT.

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