

Statement of variance: progress against targets

Target 1:

All students achieve NCEA Level 2 with meaningful grades (i.e. an increase in certificate endorsement rates at Level 2).

Baseline Data

Students did not do NCEA Level 1 from 2020. We want to track their progress to ensure they are achieving well at Level 2.

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 2023 cohort.

We will look at the cohort factor by considering these results and trends alongside the CAM entrance test data for each cohort.

2020 Certificate Endorsement: Level 2: Excellence Endorsement 14.5% Merit Endorsement 24.3%

2021 Certificate Endorsement: Level 2: Excellence Endorsement 14.9% Merit Endorsement 23.2%

2022 Certificate Endorsement: Level 2: Excellence Endorsement 13.6% Merit Endorsement 26.6%

Note: 2020 & 2022 COVID meant that students only had to achieve 46 credits for an endorsed certificate.

2020: Pass rate for NCEA Level 2: 97%

2021: Pass rate for NCEA Level 2 97.2% raw score/ 98.2% following intervention.

2022: Pass rate for NCEA Level 2: 91.3% raw score/ 93.2% following intervention.

Actions

1. HOLAs reviewed and updated level 2 courses for 2023.
2. Weekly monitoring of attendance, transfers and achievement data was completed and reported to the board at each Board meeting.
3. Year 12 Linc teachers monitored and mentored students each week in Linc class.
4. The Year 12 Diploma data was closely monitored and reported home on a regular basis.
5. The wellbeing@school data was reviewed and an alternative survey on wellbeing was created in-house with a focus on key aspects of wellbeing.
6. The new survey was completed later in the year and the data will be used as a baseline data for 2024 and beyond.

What did we achieve?

NCEA Level 2: An overall pass rate of 96.2% with 100% of our Māori students (26 total) achieved Level 2 in 2023.

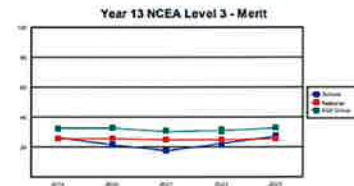
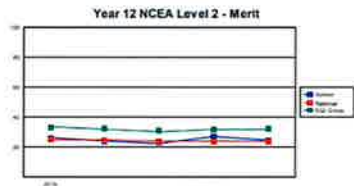
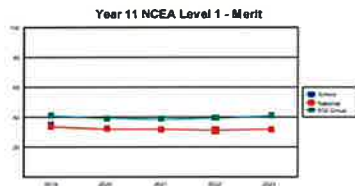
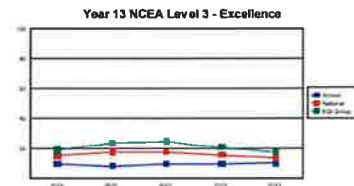
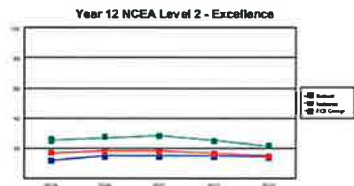
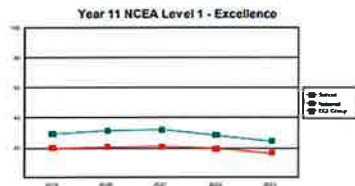
2023 Certificate Endorsement: Level 2: Excellence Endorsement 14.0% Merit Endorsement 24.7%

Evidence: See below.

NCEA Certificate Endorsement: Lincoln High School PR4 - Cumulative Results by Percentage

Generated 27-Jan-2024

Lincoln High School				National			Fewer Socioeconomic Barriers (School Equity Index Group)		
Academic Year	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
<u>Achieved with Excellence</u>									
2019	20.2	11.4	9.8	19.9	16.7	14.8	29.3	25.3	19.2
2020		14.8	8.3	20.7	17.9	17.5	31.5	27.0	23.6
2021		14.7	9.6	21.1	17.9	17.9	32.2	28.2	25.0
2022		14.7	9.8	19.4	16.5	15.3	28.5	25.0	20.9
2023		14.0	10.2	16.8	14.7	13.7	24.6	21.6	17.7
<u>Achieved with Merit</u>									
2019	35.4	26.5	26.4	33.9	25.1	26.2	41.3	33.6	32.8
2020		24.1	22.3	32.3	24.9	26.3	39.2	32.4	33.2
2021		22.9	18.3	31.9	23.8	25.3	38.7	31.0	30.9
2022		27.3	22.4	31.4	24.0	25.5	39.6	31.9	31.6
2023		24.7	27.5	32.1	23.9	26.0	41.2	32.4	33.4



Planning for next year

Our focus has been on ensuring as many students as possible achieve NCEA Level 2. With a high pass rate, we find it harder to increase the number of students with endorsement level certificates. By the end of 2025, we are aiming to increase the endorsement rate to 50% (the 2023 rate was 38.7% and 2022 was 42%). We are enrolling a strategic group in a Grow Waitaha initiative to work on our Linc programme so we can increase the effectiveness of mentoring students.

Target 2:

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.

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.

Based on a school survey:

- | | |
|--|---------------|
| • 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 | |
| • In 2021 100% cohort surveyed 87.2% were planning to gain UE | Result 82.4% |
| • In 2021 81% of males who were eligible, achieved UE | |
| • In 2022 100% cohort surveyed 82.9% were planning to gain UE | Result 80.7% |
| • In 2022 78.1% of males who were eligible, achieved UE | |

Actions

1. Teachers were made aware of UE and Graduation requirements.
2. HOLAs discussed the UE requirements.
3. HOLAs completed a review of the 2022 data and set goals for improvement where needed.
4. Students were encouraged to review courses to ensure there was a clear understanding of UE and Graduation requirements.
5. Regular monitoring of UE and Graduation requirements which included sending data home to whānau.
6. Students were surveyed on intentions for UE for 2023.
7. Intervention was provided for students who needed additional support.

What did we achieve?

We exceeded expectations reaching our goal of 84% of those who were aiming for UE, achieved UE. Our males in 2023 did exceptionally well in exceeding the percentage success of females.

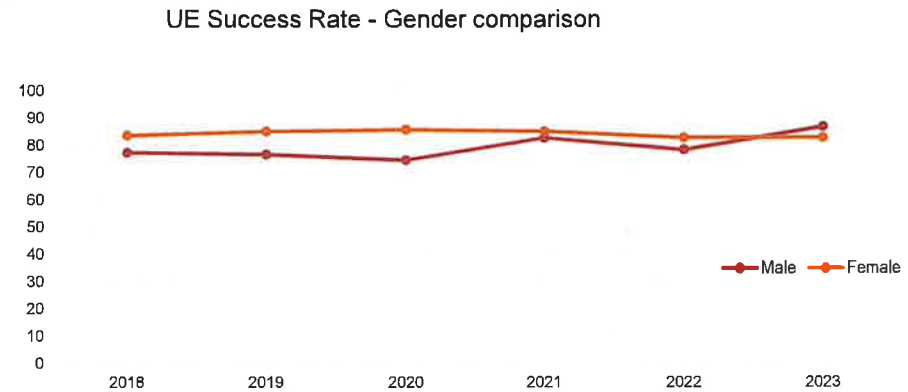
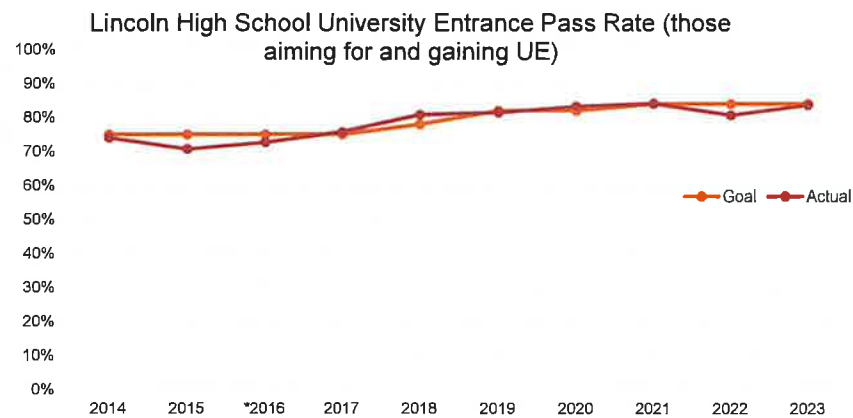
1. UE: 86.6% of males & 82.6% of females aiming for UE achieved UE. This is **8.5% higher for males** than in 2022.
2. UE: overall pass rate of 69.8% in 2023 which has steadily increased from 56.5% in 2019.

Evidence: See below.

Evidence: 2023 UE Results Summary

Description	Total	All	Male		Female	
Total students surveyed:	186	-	88	-	98	-
Amount aiming for UE (% of cohort)	159	85.5%	67	76.1%	92	93.9%
Amount eligible to gain UE (% of cohort)	164	88.2%	71	80.7%	95	96.9%
Proportion aiming for UE that are eligible	-	97.0%	-	94.4%	-	96.8%
Actual number gaining UE (% wanting UE)	133	83.6%	58	86.6%	76	82.6%

LHS UE pass rate target	134	84%	80%	-	
LHS UE pass rate - those aiming & gaining UE		83.6%	86.6%	82.6%	2023
		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



Planning for 2024

As we have surpassed what our expectations were for UE, we will move our focus to numeracy and literacy plus endorsement rates with Level 2 NCEA. We will continue to monitor progress with UE and our graduation criteria in 2024 and implement monitoring and mentoring tools to support students.



**Lincoln
High School**

Tē Kura Tuāhira o Waihora

**NCEA, UE &
ENDORSEMENT
2023
DATA & STATISTICS**

NCEA Data summary 2023

Key points from the 2023 NCEA results

Pass rates are calculated from the percentage of students who have attended school for more than 70 days.

- LHS NCEA Level 2 pass rate of 92.8% is well above the national average (72.2%) and above the EQI Band (similar schools – 85.6%)
- LHS NCEA Level 3 pass rate of 87% is well above the national average (66.2%) and above the EQI Band (similar schools – 80%)
- LHS University Entrance (UE) pass rate of 68.8% is well above the national average (47.2%) and above the EQI Band (similar schools – 65.2%)

Gender comparison

- LHS NCEA Level 2 males (88.6%) performed better than males nationally (70.6%) and the EQI Band (83.9%)
- LHS NCEA Level 2 females (96.7%) performed significantly better than females nationally (73.8%) and the EQI Band (87.4%)
- LHS NCEA Level 2 females pass rate was 8% better than the LHS Level 2 males.
- LHS NCEA Level 3 males (81.1%) performed significantly better than males nationally (63.2%) and better than the EQI Band (75.2%)
- LHS NCEA Level 3 females (92.8%) performed significantly better than females nationally (68.9%) and better than the EQI Band (84.1%)
- LHS NCEA Level 3 females pass rate was 11.7% better than the LHS Level 3 males.

Note: *Not all students are entered in sufficient UE approved courses to gain UE but they are included in these calculations below which makes the data misleading.*

- LHS NCEA UE males (58.9%) performed better than males nationally (41.5%) and the EQI Band (57.7%)
- LHS NCEA UE females (78.4%) performed significantly better than females nationally (52.4%) and better than the EQI Band (71.7%)
- LHS NCEA UE females pass rate was 19.5% better than the LHS UE males.

Ethnic Comparison – Māori students

- LHS NCEA Level 2 pass rate of 96.2% is significantly above the national average (63.3%) and the EQI Band (similar schools – 78.6%). It also compares favourably with the LHS cohort pass rate at Level 2 of 92.8%
- LHS NCEA Level 3 pass rate of 60% is above the national average (54.8%) but below the EQI Band (similar schools – 70.3%). This is far below the LHS Level 3 cohort pass rate of 87%. There are very few small numbers at Year 13 which makes the results limited in accuracy.
- LHS University Entrance (UE) pass rate of 45% is well above the national average (28.9%) but below the EQI Band (similar schools – 49%)

Pasific Peoples – 100% pass rate at NCEA Level 2 and no students at Level 3.

NCEA Certificate Endorsement

Endorsement rates are calculated from the percentage of students who have passed. Our pass rates are higher than the national and EQI band and hence we have a tail when it comes to endorsements.

- LHS NCEA Level 2 Merit endorsement rate of 24.7% is above the national average (23.9%) and below the EQI Band (similar schools – 30.5%)
- LHS NCEA Level 3 Merit endorsement rate of 27.5% is above the national average (26%) and the EQI Band (similar schools – 32.1%)
- LHS NCEA Level 2 Excellence endorsement rate of 14% is below the national average (14.7%) and the EQI Band (similar schools – (19.2%)
- LHS NCEA Level 3 Excellence endorsement rate of 10.2% is below the national average (13.7%) and the EQI Band (similar schools – (15.1%)

NCEA Co-requisite digital results

Year 10 students only (pass rates). Some students were not entered for the assessments as they were deemed not ready to sit, hence the variation in rates below.

- Reading 71.8%
- Writing 73.2% compared to 45% in 2022.
- Numeracy 69.1%
- Level 1 Literacy (reading and writing) 51.7%
- Level 1 Numeracy 64.3%

Year 11-13 Numeracy and literacy rates

- Literacy 92.5%
- Numeracy 94.1%

UE pass rate – school goal

We reached our goal of 84% of students who wanted to achieve UE achieved it.

84.8% of males who were aiming to get UE achieved it while 82.6% females achieved UE.

Equity Index Replacing Decile Bands

NZQA information, January 2023

The Principal's reports and other secondary statistical reporting will be available via your school's secure login on 19 January in the early afternoon. The data cut is as at early January. The reports will be refreshed on 19 February and 18 March, with the final refresh for 2023 on 30 April.

What's new:

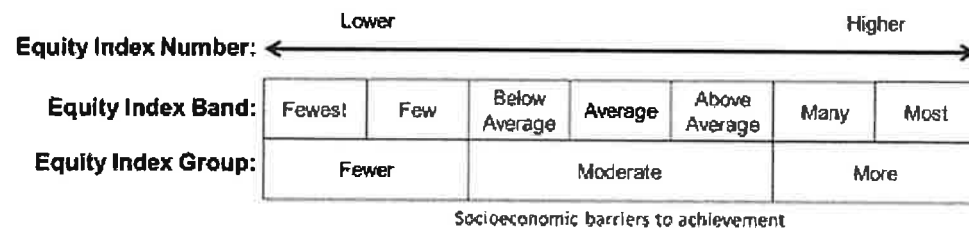
The Equity Index (EQI) has now replaced decile and decile band in attainment reporting. NZQA are using reporting guidelines supplied by the Ministry of Education in our EQI reporting.

The EQI is based on a statistical model that estimates the extent to which a school's students face socioeconomic barriers that could affect their school achievement. This model assigns schools an EQI number. A higher EQI number indicates that a school has students facing more or greater socioeconomic barriers. School EQI numbers are an estimate of socioeconomic barriers to future NCEA achievement. They do not provide an indication of school quality and actual NCEA achievement will vary based on a range of factors relating to school practices and community support.

Schools have been grouped into broad socioeconomic categories based on their EQI number for reporting purposes. This grouping is necessary because the EQI is a scale with 226 points. Analysis using these categories enables the quick recognition of trends and differences in outcomes, in an easily understood way.

The categories developed are the EQI Bands and Groups. These are formed based on the position of schools along the EQI scale. Reporting is available for both EQI Band and Group.

Your school's EQI Band and Group will be visible in your Principal's Reports.



EQI Bands: each EQI Band contains around the same number of schools

Equity Index Groups: There are three groups of schools formed by collapsing the seven Equity Index Bands. The two end Equity Index Groups contain the two Equity Index Bands from each end of the EQI scale, and the middle group contains the middle three Equity Index Bands.

Some schools are assigned a notional EQI number. These include Teen Parent Units, Activity Centres, Regional Health Schools, some specialist schools, and a small number of very small schools. These schools are assigned the maximum EQI number to reflect either the particular challenges unique to those settings, and/or limitations on data availability.

Some schools are not assigned an EQI Band and Group as they are not assigned an EQI number. The schools without an assigned EQI Band and Group will not have an EQI attainment comparator in their Principal's Report. That section will be blank. These schools are:

- a. All private schools (these schools are not assigned an EQI number).
- b. Te Aho o Te Kura Pounamu (Te Kura is given an EQI number based on its non-dual enrolled students, however its unique nature means that it is inappropriate for inclusion within an EQI Band or Group).

Achievement in NCEA and UE: Lincoln High School

Generated 28-Jan-2024

PR2 - Enrolment Based Cumulative Overall Results

Lincoln High School

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019	95.6	91.4	84.4	56.5
2020	0.4	97.7	85.1	61.3
2021	0.4	98.8	87.8	60.8
2022	0.6	93.5	86.1	64.9
2023		92.8	87.0	68.8

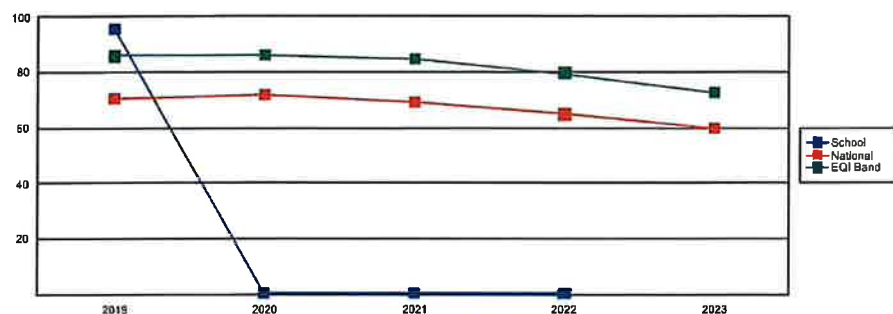
National

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
70.6	77.5	67.3	49.3
71.8	80.1	72.1	53.4
69.2	77.9	70.5	51.9
64.9	74.9	68.2	50.3
60.0	72.2	66.2	47.2

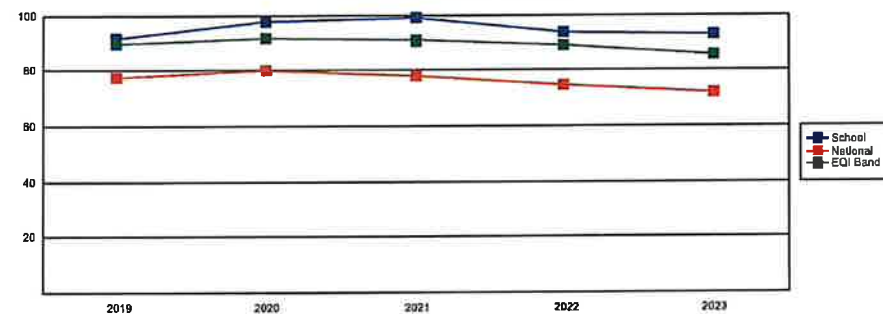
Few Socioeconomic Barriers
(School Equity Index Band)

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
85.8	89.6	80.4	65.7
86.2	91.5	86.0	72.6
84.5	90.6	85.2	69.7
79.7	88.9	83.3	68.9
72.5	85.6	80.0	65.2

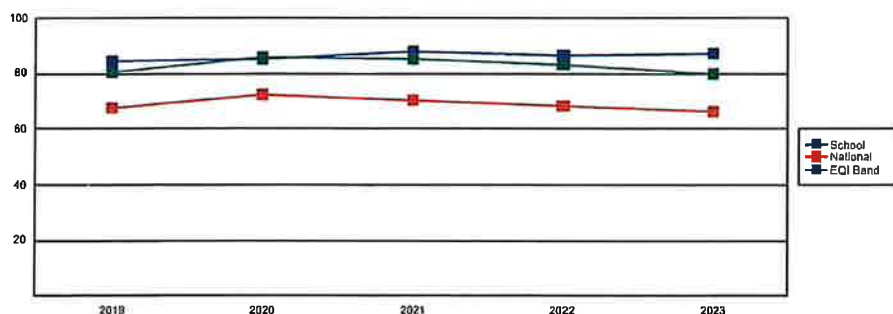
Year 11 - NCEA Level 1



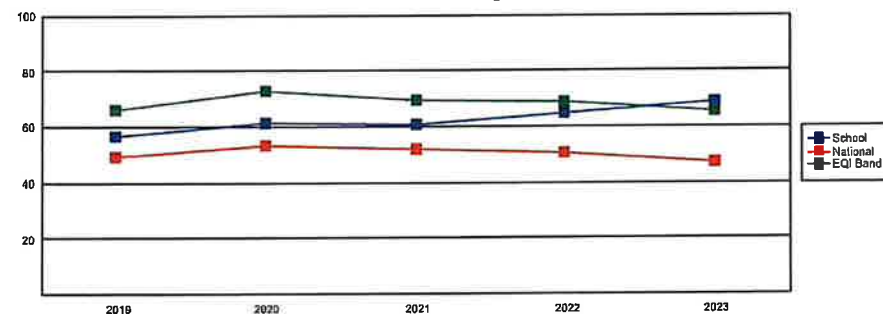
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



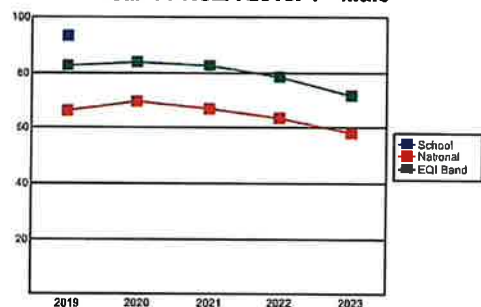
Achievement in NCEA and UE: Lincoln High School

Generated 28-Jan-2024

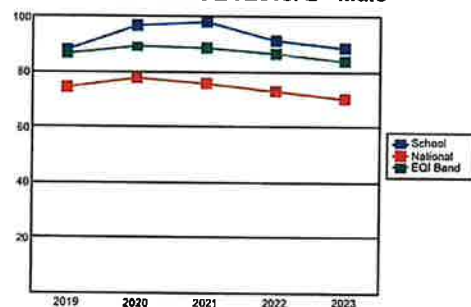
PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Lincoln High School				National				Few Socioeconomic Barriers (School Equity Index Band)			
	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
Male												
2019	93.1	87.7	77.3	46.1	66.5	74.7	62.3	42.2	82.3	86.9	74.3	56.5
2020		96.8	86.9	55.7	69.6	77.8	68.5	46.8	83.8	89.1	81.5	64.6
2021		98.4	86.9	50.5	67.0	76.0	66.8	45.5	82.6	88.8	80.7	61.1
2022		91.7	81.1	56.8	63.4	73.3	65.6	44.9	78.3	86.8	80.1	62.7
2023		88.6	81.1	58.9	58.3	70.6	63.2	41.5	71.5	83.9	75.2	57.7
Female												
2019	97.9	94.7	90.6	65.6	74.9	80.2	71.9	55.8	89.1	92.0	85.9	74.0
2020	0.8	98.6	83.7	66.0	74.1	82.4	75.5	59.6	88.5	93.8	90.1	79.5
2021	0.8	99.2	88.5	69.2	71.5	79.8	74.0	57.7	86.2	92.5	89.1	77.1
2022	1.2	95.3	90.7	72.0	66.5	76.6	70.5	55.3	81.1	90.9	86.1	74.5
2023		96.7	92.8	78.4	61.9	73.8	68.9	52.4	73.5	87.4	84.1	71.7

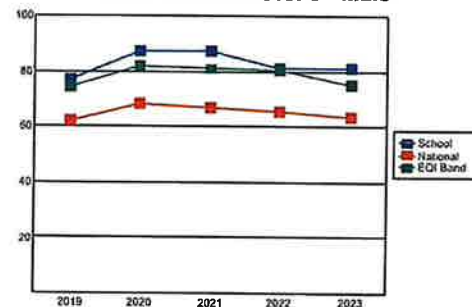
Year 11 NCEA Level 1 - Male



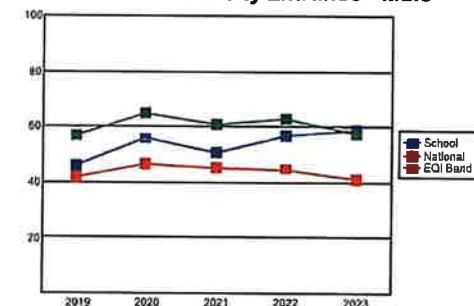
Year 12 NCEA Level 2 - Male



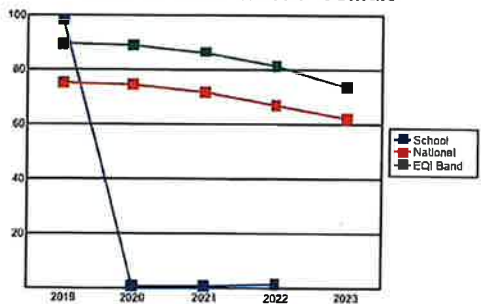
Year 13 NCEA Level 3 - Male



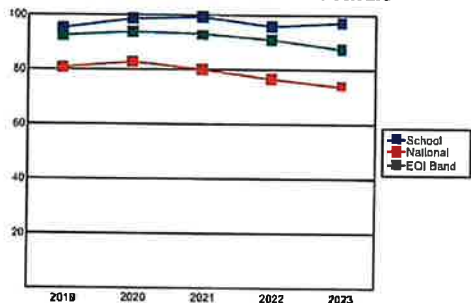
Year 13 University Entrance - Male



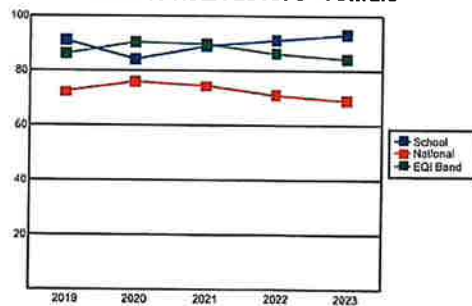
Year 11 NCEA Level 1 - Female



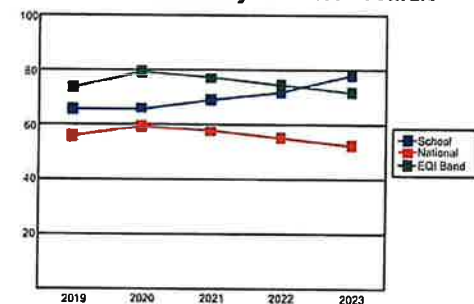
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



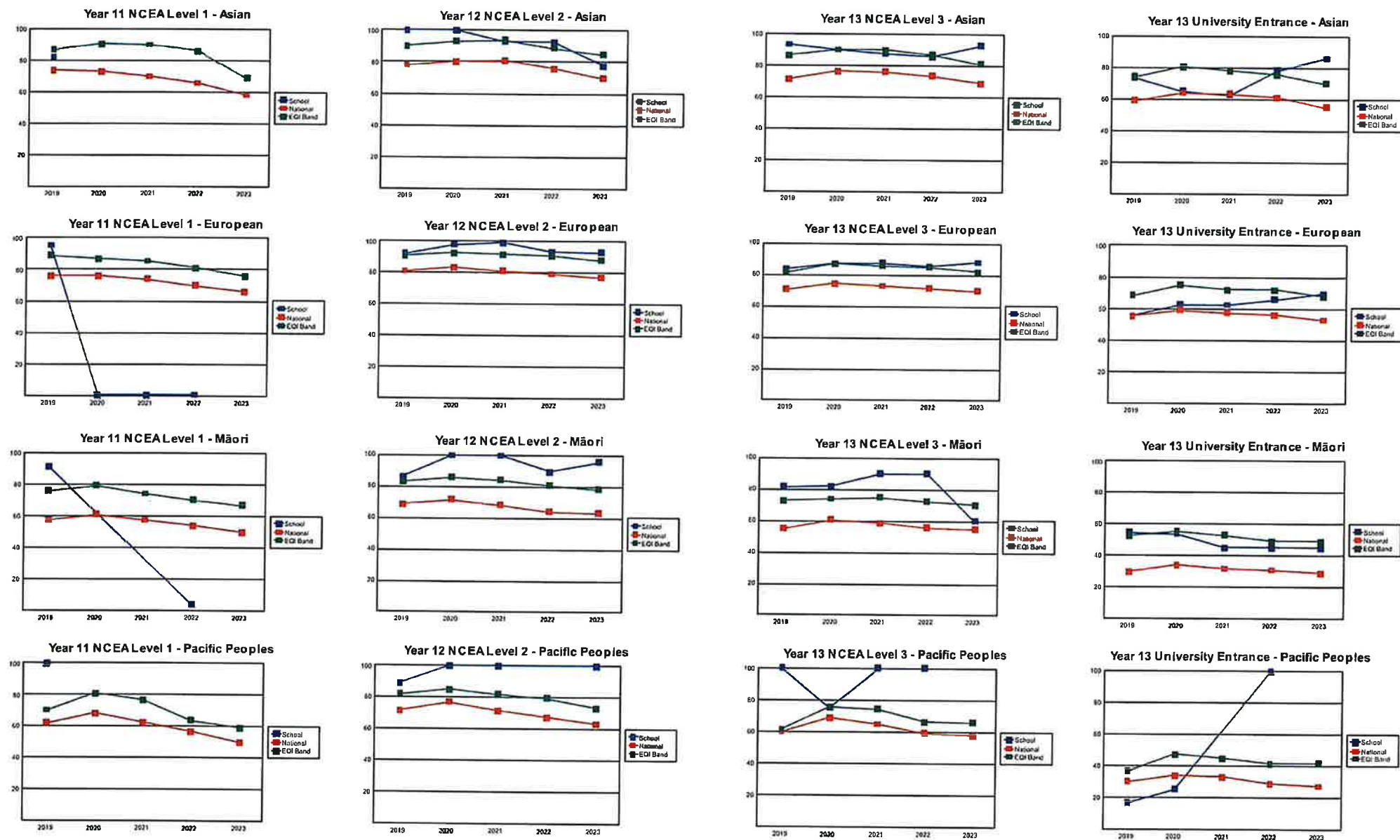
Achievement in NCEA and UE: Lincoln High School

Generated 28-Jan-2024

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Lincoln High School				National				Few Socioeconomic Barriers (School Equity Index Band)			
	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
Asian												
2019	81.8	100.0	93.3	73.3	73.9	78.3	71.3	59.3	87.2	90.1	86.2	74.1
2020		100.0	90.0	65.0	73.1	80.0	76.5	64.1	90.5	93.2	89.9	80.6
2021		92.9	87.5	62.5	70.0	81.1	76.2	63.4	90.0	93.9	89.8	78.1
2022		92.9	85.7	78.6	65.9	76.0	73.6	61.3	85.6	89.0	86.8	75.4
2023		77.8	92.9	85.7	58.3	69.9	68.7	55.1	68.6	84.7	81.0	70.0
European												
2019	95.3	92.1	83.9	55.5	76.0	81.1	70.8	55.1	88.8	91.0	81.8	68.3
2020	0.4	98.0	87.1	62.5	75.8	83.2	74.6	59.0	86.7	92.4	87.2	74.8
2021	0.4	99.1	87.7	62.1	74.0	81.2	73.2	57.2	85.4	91.5	86.0	71.7
2022	0.7	93.6	85.7	65.7	69.7	79.4	71.6	56.0	81.0	90.9	85.2	71.8
2023		93.1	88.2	69.4	65.9	77.1	69.9	53.0	76.1	88.0	82.2	67.7
Māori												
2019	91.3	86.5	81.8	54.5	57.7	68.9	55.1	29.9	76.0	83.1	72.8	52.3
2020		100.0	82.1	53.6	60.8	71.9	60.7	34.1	79.2	85.9	73.9	55.3
2021		100.0	90.0	45.0	57.7	68.3	58.5	31.7	74.2	84.5	75.0	52.7
2022	3.4	89.7	90.0	45.0	53.9	64.1	55.7	30.9	70.1	81.1	72.4	48.9
2023		96.2	60.0	45.0	49.6	63.3	54.8	28.9	66.8	78.6	70.3	49.0
Middle Eastern/Latin American/African												
2019	100.0	100.0	75.0	75.0	67.5	75.5	68.3	52.0	72.9	84.7	71.2	58.6
2020		100.0	100.0	100.0	72.4	77.6	73.2	57.7	78.5	83.7	81.5	67.1
2021		100.0	100.0		68.4	78.0	70.3	56.0	79.3	81.1	78.7	61.6
2022			50.0		61.3	73.3	67.4	51.4	76.4	79.1	72.4	59.8
2023		100.0			58.3	68.6	65.5	48.6	60.5	78.9	73.5	56.1
Other Ethnicity												
2019		60.0			74.4	75.1	67.4	52.9	83.3	88.4	77.1	60.4
2020		50.0	33.3	33.3	74.6	81.0	74.3	56.9	88.6	91.0	82.7	63.3
2021		100.0	50.0	50.0	73.2	78.5	72.9	55.1	80.0	80.8	85.7	67.9
2022		100.0	100.0	100.0	65.5	77.0	66.3	53.4	77.0	85.6	81.7	66.7
2023		100.0			58.2	73.3	64.1	46.9	69.2	84.9	62.5	53.4
Pacific Peoples												
2019	100.0	88.9	100.0	16.7	61.8	71.3	60.3	30.3	70.1	82.1	61.5	37.0
2020		100.0	75.0	25.0	68.2	77.1	68.9	33.7	80.9	84.7	75.4	47.1
2021		100.0	100.0		62.3	71.5	64.9	33.0	76.4	82.0	74.4	44.6
2022			100.0	100.0	56.6	67.3	59.4	28.7	63.6	79.3	66.4	41.2
2023		100.0			49.9	63.0	58.1	27.4	59.1	73.1	65.9	41.7

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Lincoln High School



Achievement in NCEA and UE: Lincoln High School

Generated 27-Jan-2024

PR2 - Enrolment Based Cumulative Overall Results

Lincoln High School

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019	95.6	91.4	84.4	56.5
2020	0.4	97.7	85.1	61.3
2021	0.4	98.8	87.8	60.8
2022	0.6	93.5	86.1	64.9
2023		92.8	87.0	68.8

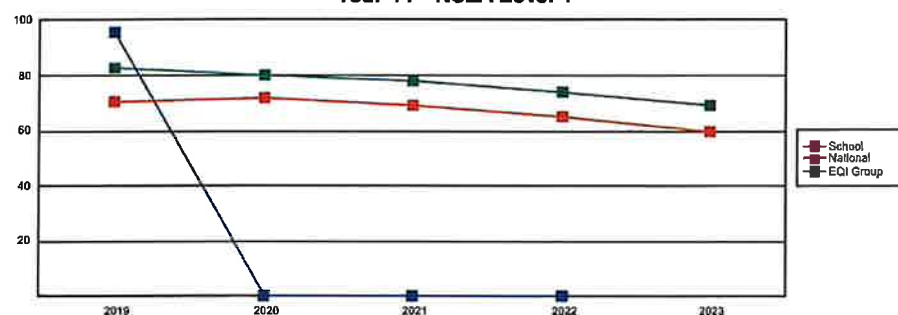
National

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
70.6	77.5	67.3	49.3
71.8	80.1	72.1	53.4
69.2	77.9	70.5	51.9
64.9	74.9	68.2	50.3
60.0	72.2	66.2	47.2

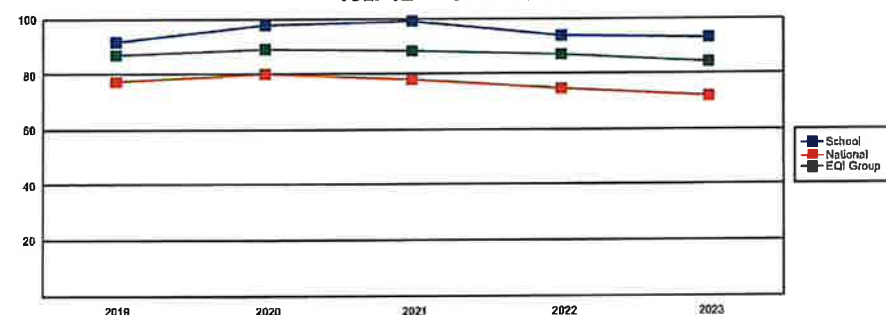
Fewer Socioeconomic Barriers (School Equity Index Group)

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
82.4	86.8	79.6	67.8
80.2	88.8	84.5	74.0
77.7	88.1	84.6	73.0
74.0	87.0	82.9	71.4
69.1	83.9	80.3	67.9

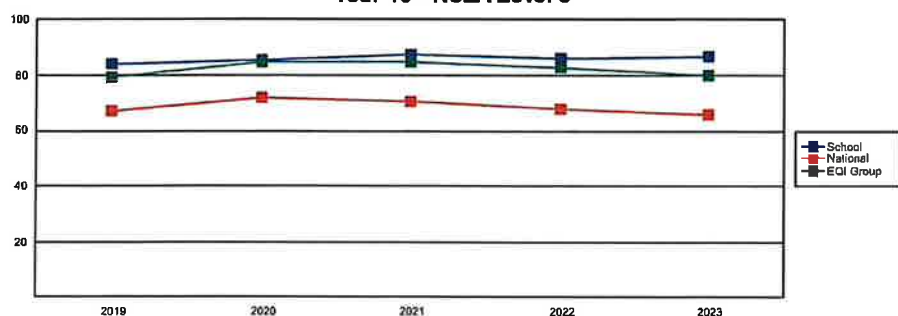
Year 11 - NCEA Level 1



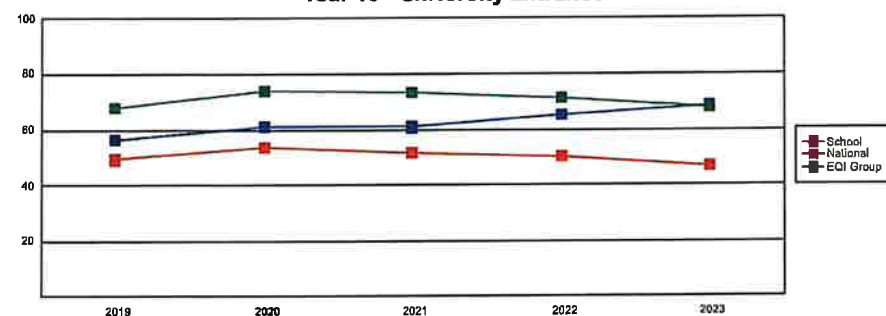
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



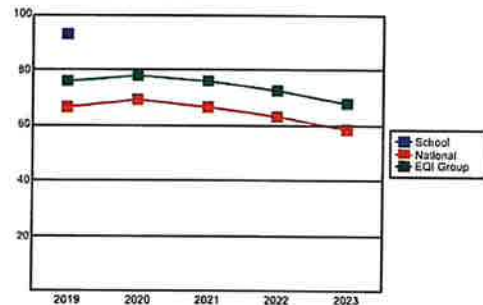
Achievement in NCEA and UE: Lincoln High School

Generated 27-Jan-2024

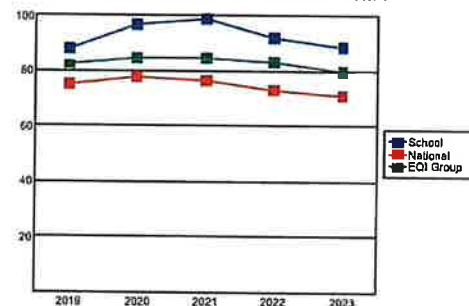
PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Lincoln High School				National				Fewer Socioeconomic Barriers (School Equity Index Group)			
	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
Male												
2019	93.1	87.7	77.3	46.1	66.5	74.7	62.3	42.2	76.3	82.1	72.3	58.3
2020		96.8	86.9	55.7	69.6	77.8	68.5	46.8	77.9	84.6	79.2	65.9
2021		98.4	86.9	50.5	67.0	76.0	66.8	45.5	75.9	84.5	79.0	65.0
2022		91.7	81.1	56.8	63.4	73.3	65.6	44.9	72.7	83.2	78.0	64.5
2023		88.6	81.1	58.9	58.3	70.6	63.2	41.5	67.9	79.9	74.9	60.4
Female												
2019	97.9	94.7	90.6	65.6	74.9	80.2	71.9	55.8	88.8	91.6	86.8	77.2
2020	0.8	98.6	83.7	66.0	74.1	82.4	75.5	59.6	82.6	93.0	89.8	81.8
2021	0.8	99.2	88.5	69.2	71.5	79.8	74.0	57.7	79.5	91.7	89.9	80.7
2022	1.2	95.3	90.7	72.0	66.5	76.6	70.5	55.3	75.3	90.7	87.6	78.1
2023		96.7	92.8	78.4	61.9	73.8	68.9	52.4	70.2	87.9	85.4	75.1

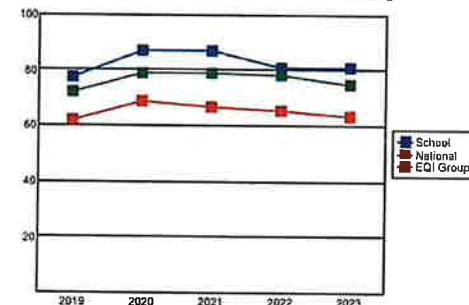
Year 11 NCEA Level 1 - Male



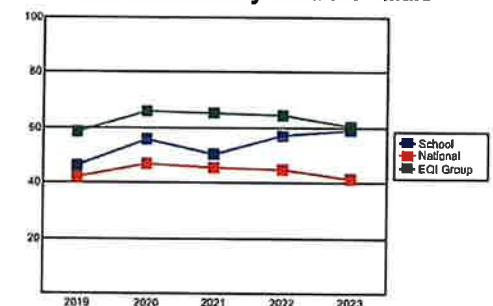
Year 12 NCEA Level 2 - Male



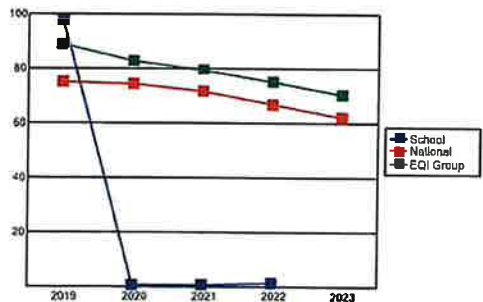
Year 13 NCEA Level 3 - Male



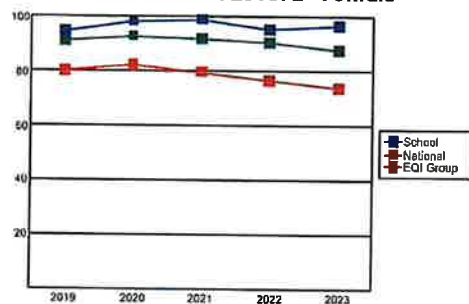
Year 13 University Entrance - Male



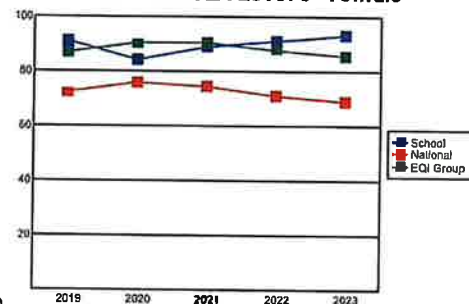
Year 11 NCEA Level 1 - Female



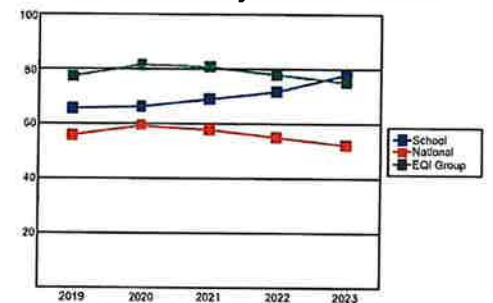
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



Achievement in NCEA and UE: Lincoln High School

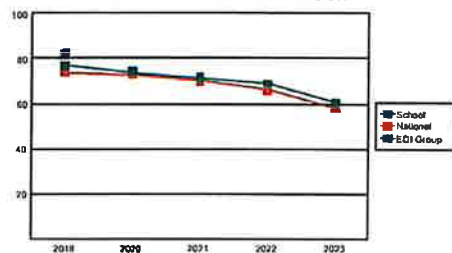
Generated 27-Jan-2024

PR2 - Enrolment Based Cumulative Results by Ethnicity

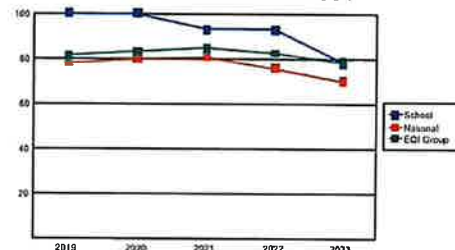
Academic Year	Lincoln High School				National				Fewer Socioeconomic Barriers (School Equity Index Group)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2019	81.8	100.0	93.3	73.3	73.9	78.3	71.3	59.3	76.7	81.1	76.6	68.2
2020		100.0	90.0	65.0	73.1	80.0	76.5	64.1	74.1	83.2	82.1	75.5
2021		92.9	87.5	62.5	70.0	81.1	76.2	63.4	71.6	84.8	82.5	74.9
2022		92.9	85.7	78.6	65.9	76.0	73.6	61.3	68.7	82.3	80.9	73.1
2023		77.8	92.9	85.7	58.3	69.9	68.7	55.1	60.3	78.5	77.9	69.3
European												
2019	95.3	92.1	83.9	55.5	76.0	81.1	70.8	55.1	86.5	89.6	82.5	71.4
2020	0.4	98.0	87.1	62.5	75.8	83.2	74.6	59.0	83.2	91.3	87.0	77.1
2021	0.4	99.1	87.7	62.1	74.0	81.2	73.2	57.2	80.9	90.2	86.9	75.9
2022	0.7	93.6	85.7	65.7	69.7	79.4	71.6	56.0	77.4	89.8	85.7	74.7
2023		93.1	88.2	69.4	65.9	77.1	69.9	53.0	73.7	87.4	83.1	70.7
Māori												
2019	91.3	86.5	81.8	54.5	57.7	68.9	55.1	29.9	77.5	83.6	75.5	57.4
2020		100.0	82.1	53.6	60.8	71.9	60.7	34.1	76.2	87.5	77.6	61.0
2021		100.0	90.0	45.0	57.7	68.3	58.5	31.7	73.3	84.9	79.2	60.7
2022	3.4	89.7	90.0	45.0	53.9	64.1	55.7	30.9	68.6	81.9	77.0	56.9
2023		96.2	60.0	45.0	49.6	63.3	54.8	28.9	66.3	79.4	73.6	54.6
Middle Eastern/Latin American/African												
2019	100.0	100.0	75.0	75.0	67.5	75.5	68.3	52.0	73.5	84.5	73.1	60.3
2020		100.0	100.0	100.0	72.4	77.6	73.2	57.7	76.0	81.3	82.0	70.6
2021		100.0	100.0		68.4	78.0	70.3	56.0	73.3	81.0	79.4	67.6
2022			50.0		61.3	73.3	67.4	51.4	69.7	79.9	74.8	63.7
2023		100.0			58.3	68.6	65.5	48.6	62.6	77.0	75.1	60.3
Other Ethnicity												
2019		60.0			74.4	75.1	67.4	52.9	78.9	86.5	75.0	60.5
2020		50.0	33.3	33.3	74.6	81.0	74.3	56.9	88.5	89.1	81.6	67.1
2021		100.0	50.0	50.0	73.2	78.5	72.9	55.1	78.2	87.5	81.4	70.6
2022		100.0	100.0	100.0	65.5	77.0	66.3	53.4	73.7	88.0	80.2	72.5
2023		100.0			58.2	73.3	64.1	46.9	63.3	84.5	73.6	63.8
Pacific Peoples												
2019	100.0	88.9	100.0	16.7	61.8	71.3	60.3	30.3	72.4	83.1	68.2	45.3
2020		100.0	75.0	25.0	68.2	77.1	68.9	33.7	75.9	85.1	77.0	52.4
2021		100.0	100.0		62.3	71.5	64.9	33.0	71.9	83.2	76.2	51.7
2022			100.0	100.0	56.6	67.3	59.4	28.7	63.0	80.8	71.8	46.8
2023		100.0			49.9	63.0 ₁	58.1	27.4	59.8	75.5	69.2	47.4

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Lincoln High School

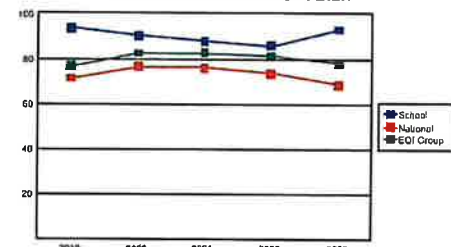
Year 11 NCEA Level 1 - Asian



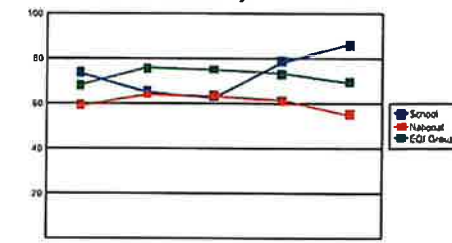
Year 12 NCEA Level 2 - Asian



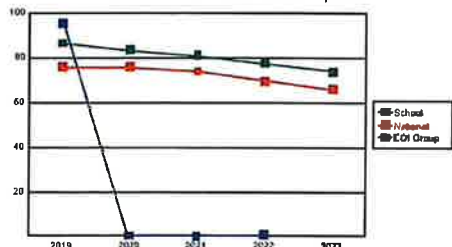
Year 13 NCEA Level 3 - Asian



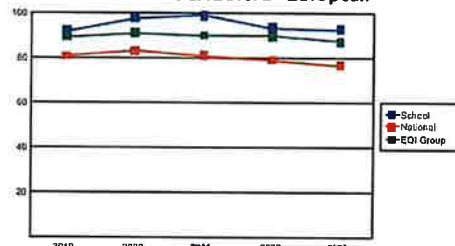
Year 13 University Entrance - Asian



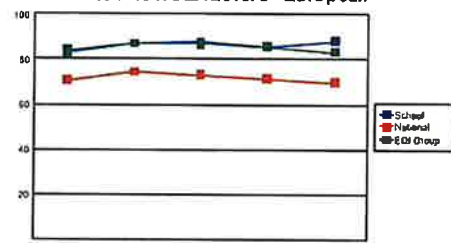
Year 11 NCEA Level 1 - European



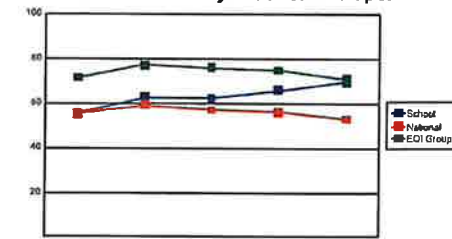
Year 12 NCEA Level 2 - European



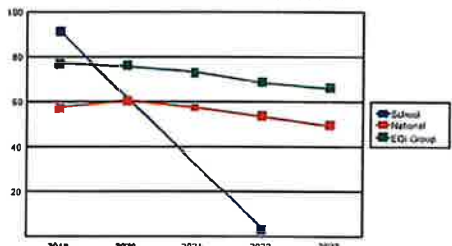
Year 13 NCEA Level 3 - European



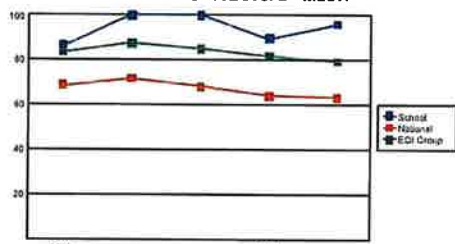
Year 13 University Entrance - European



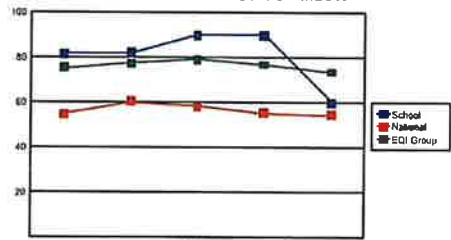
Year 11 NCEA Level 1 - Māori



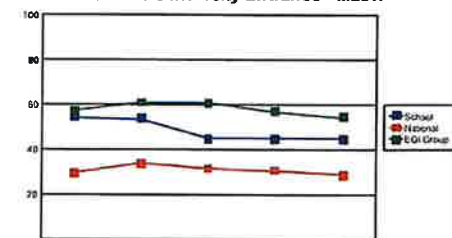
Year 12 NCEA Level 2 - Māori



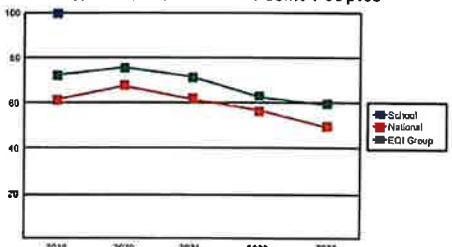
Year 13 NCEA Level 3 - Māori



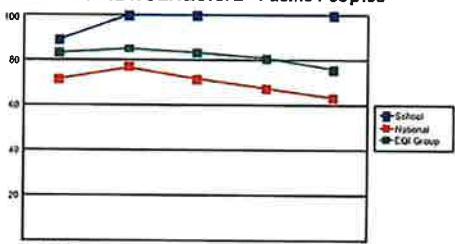
Year 13 University Entrance - Māori



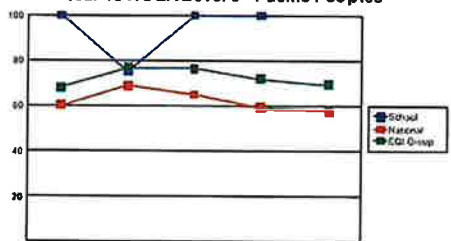
Year 11 NCEA Level 1 - Pacific Peoples



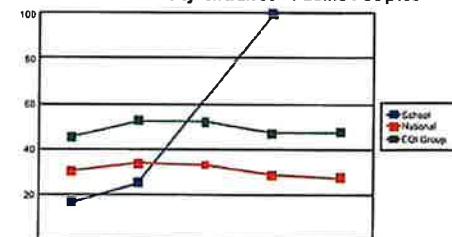
Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



Year 13 University Entrance - Pacific Peoples



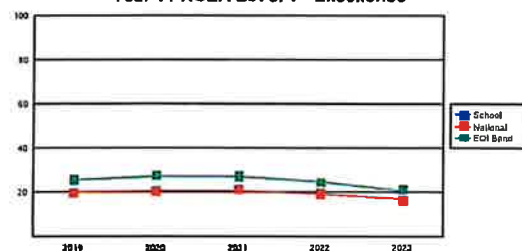
NCEA Certificate Endorsement: Lincoln High School

PR4 - Cumulative Results by Percentage

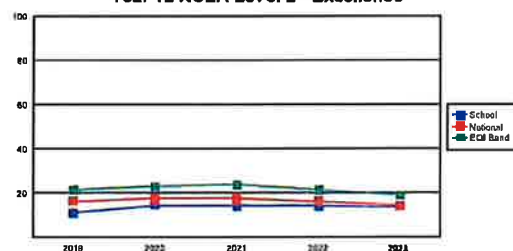
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Lincoln High School				National			Few Socioeconomic Barriers (School Equity Index Band)			LHS
Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	
Achieved with Excellence										
2019	20.2	11.4	9.8	19.9	16.7	14.8	25.8	21.7	16.6	
2020		14.8	8.3	20.7	17.9	17.5	27.6	23.1	19.8	
2021		14.7	9.6	21.1	17.9	17.9	27.4	24.0	20.4	
2022		14.7	9.8	19.4	16.5	15.3	24.9	21.6	17.7	
2023		14.0	10.2	16.8	14.7	13.7	21.4	19.2	15.1	
Achieved with Merit										
2019	35.4	26.5	26.4	33.9	25.1	26.2	40.1	31.8	30.6	
2020		24.1	22.3	32.3	24.9	26.3	38.8	30.5	31.1	
2021		22.9	18.3	31.9	23.8	25.3	38.5	29.5	29.1	
2022		27.3	22.4	31.4	24.0	25.5	39.4	30.5	29.3	
2023		24.7	27.5	32.1	23.9	26.0	39.5	30.5	32.1	

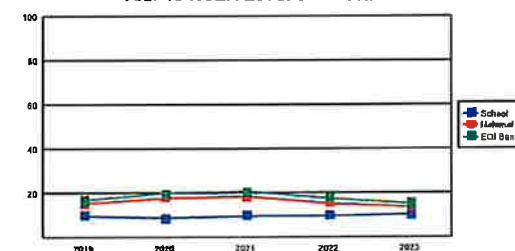
Year 11 NCEA Level 1 - Excellence



Year 12 NCEA Level 2 - Excellence



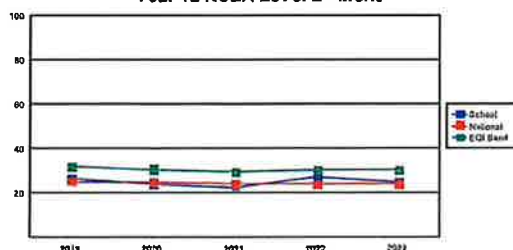
Year 13 NCEA Level 3 - Excellence



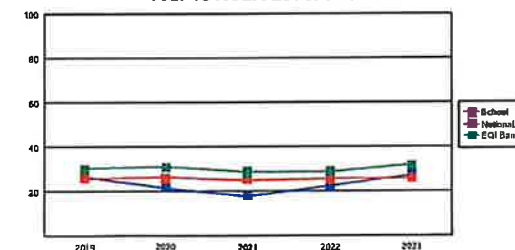
Year 11 NCEA Level 1 - Merit



Year 12 NCEA Level 2 - Merit



Year 13 NCEA Level 3 - Merit



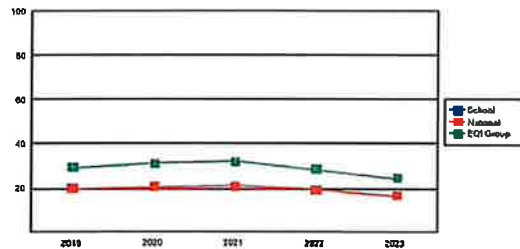
NCEA Certificate Endorsement: Lincoln High School

Generated 27-Jan-2024

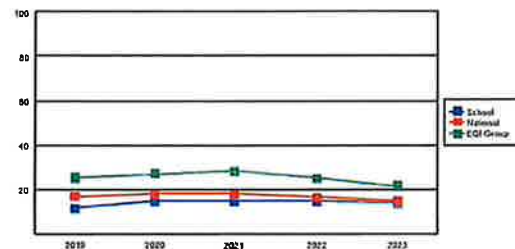
PR4 - Cumulative Results by Percentage

Academic Year	Lincoln High School			National			Fewer Socioeconomic Barriers (School Equity Index Group)		
	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
<u>Achieved with Excellence</u>									
2019	20.2	11.4	9.8	19.9	16.7	14.8	29.3	25.3	19.2
2020		14.8	8.3	20.7	17.9	17.5	31.5	27.0	23.6
2021		14.7	9.6	21.1	17.9	17.9	32.2	28.2	25.0
2022		14.7	9.8	19.4	16.5	15.3	28.5	25.0	20.9
2023		14.0	10.2	16.8	14.7	13.7	24.6	21.6	17.7
<u>Achieved with Merit</u>									
2019	35.4	26.5	26.4	33.9	25.1	26.2	41.3	33.6	32.8
2020		24.1	22.3	32.3	24.9	26.3	39.2	32.4	33.2
2021		22.9	18.3	31.9	23.8	25.3	38.7	31.0	30.9
2022		27.3	22.4	31.4	24.0	25.5	39.6	31.9	31.6
2023		24.7	27.5	32.1	23.9	26.0	41.2	32.4	33.4

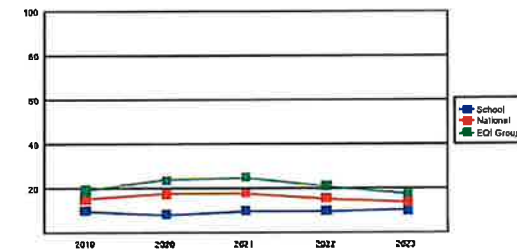
Year 11 NCEA Level 1 - Excellence



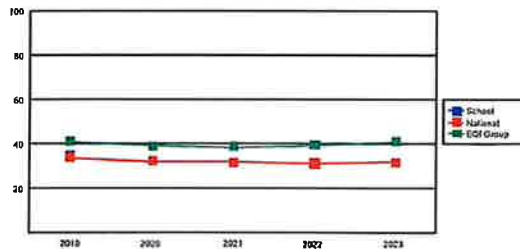
Year 12 NCEA Level 2 - Excellence



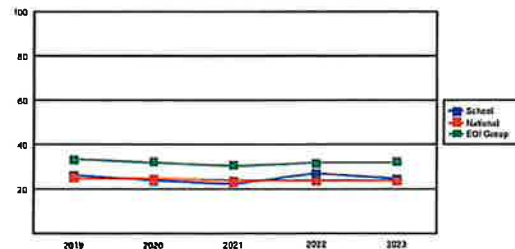
Year 13 NCEA Level 3 - Excellence



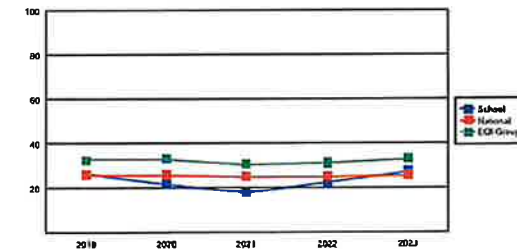
Year 11 NCEA Level 1 - Merit



Year 12 NCEA Level 2 - Merit



Year 13 NCEA Level 3 - Merit



NZQA Year 10 Lit/Num statistics for 2022-2023

Co-Requisite Digital Exam Results

Yr 10 only

Standard	LHS 2023	LHS Sept. 2022	National Jun. 2023	Overall National 2022	National Sept. 2022
Reading US 32403	(196/273) 71.8%	(212/297) 71.4%	64.40%	67.30%	58.20%
Writing US 32405	(194/265) 73.2%	(132/293) 45.0%	56.30%	49.80%	46.20%
Numeracy US 32406	(190/275) 69.1%	(214/297) 72.1%	55.90%	64.10%	57.30%

Yr 11 only

Standard	LHS 2023	LHS Sept. 2022
Reading US 32403	(38/78) 48.2%	NA
Writing US 32405	(85/151) 56.3%	NA
Numeracy US 32406	(19/67) 28.4%	(2/12) 16.7%

Year 11-13 Numeracy and literacy rates 2019 – 2023

Final Literacy and Numeracy Results (following completion of expiring U.S & A.S.)

Academic Year	Achievement	Lincoln High School			National			Few Socioeconomic Barriers (School Equity Index Band)		
		Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2019	Literacy	97.8	99.1	99.7	85.5	92.8	94.6	95.0	98.0	99.0
2020	Literacy	99.6	100.0	99.6	85.1	92.7	94.4	95.6	98.3	99.0
2021	Literacy	98.5	99.6	100.0	83.6	92.2	94.2	95.2	98.2	98.9
2022	Literacy	94.4	99.6	100.0	81.6	91.2	93.9	94.1	97.8	98.9
2023	Literacy	92.5	99.7	99.5	82.4	90.7	93.5	93.0	97.2	98.6
2019	Numeracy	97.8	98.8	99.7	83.4	91.8	94.0	93.5	97.8	99.0
2020	Numeracy	98.8	99.6	99.3	83.6	91.7	93.7	94.8	97.7	99.0
2021	Numeracy	97.8	99.6	100.0	82.5	91.3	93.6	93.6	97.9	98.8
2022	Numeracy	95.6	99.6	100.0	80.8	90.2	93.3	93.2	97.1	99.0
2023	Numeracy	94.1	99.0	99.5	81.5	89.7	93.0	92.5	96.8	98.3

Some other NZQA Year 10 Lit/Num stats

		<u>2019</u>		<u>2020</u>		<u>2021</u>		<u>2022</u>		<u>2023</u>	
		Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
Year 8	Level 1 Literacy										
	Level 1 Numeracy										
	UE Literacy										
	UE Literacy Reading										
	UE Literacy Writing										
	UE Numeracy										
Year 9	Level 1 Literacy										
	Level 1 Numeracy					1	0.3				
	UE Literacy										
	UE Literacy Reading										
	UE Literacy Writing										
	UE Numeracy					1	0.3				
Year 10	Level 1 Literacy							118	38.1	152	51.7
	Level 1 Numeracy							211	68.1	189	64.3
	UE Literacy										
	UE Literacy Reading										
	UE Literacy Writing										

2023 UE results Summary

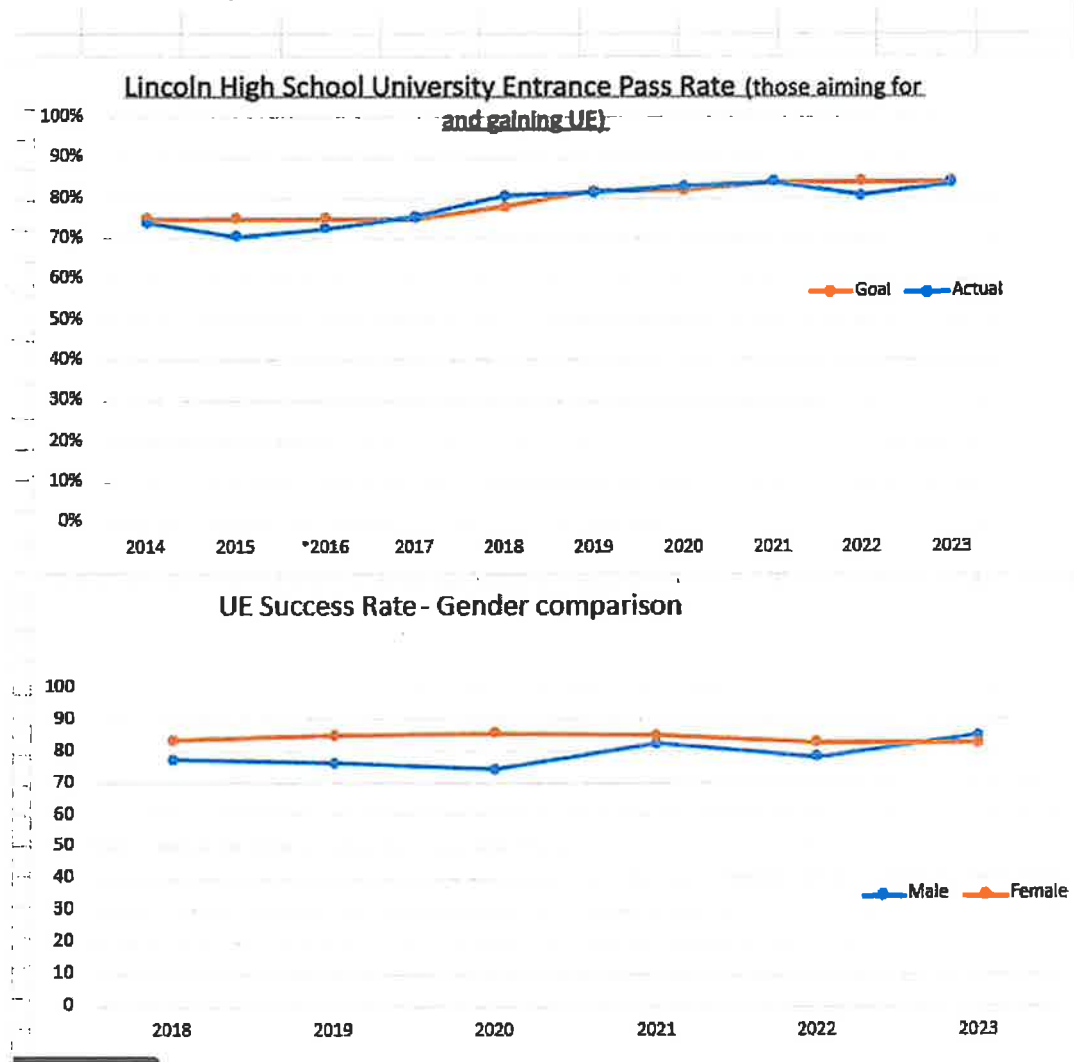


Table of UE data for LHS 2023.

Description	Total	All	Male		Female	
Total students surveyed:	186	-	88	-	98	-
Amount aiming for UE (% of cohort)	159	85.5%	67	76.1%	92	93.9%
Amount eligible to gain UE (% of cohort)	164	88.2%	71	80.7%	95	96.9%
Proportion aiming for UE that are eligible	-	97.0%	-	94.4%	-	96.8%
Actual number gaining UE (% wanting UE)	133	83.6%	56	84.8%	77	82.6%

LHS UE pass rate target	134	84%	80%	-	
LHS UE pass rate - those aiming & gaining UE		83.6%	84.8%	82.6%	2023
		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) * Graduation Diploma introduced
- 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) UE Target increased from 75% to 78% in 2018
- 6) UE Target increased from 78% to 82% in 2019
- 7) UE Target increased from 78% to 84% in 2021
- 8) Gender data collated as of 2018
- 9) Total number of students includes those enrolled at the start of Term 3

Scholarship results

- 37 students entered the examinations
- 9 students did not attend the exams

Subject	Number who sat	Number who did not sit
English	6	3
Physics	7	
Statistics	2	2
Technology	2	
History	1	
Physical Education	0	2
Calculus	2	
Drama	2	1
DVC	3	
Biology	3	1

2023: Six scholarships

Subject
SCHL - Biology
SCHL - Calculus
SCHL - Calculus
SCHL - Statistics
SCHL - Statistics
SCHL - Technology

Historical Scholarship Results Summary

Year	Scholarship	Outstanding	Total	Number of students
2010	9	0	9	7
2011	7	5	12	8
2012	17	4	21	13
2013	12	0	12	10
2014	21	0	21	14
2015	10	2	12	9
2016	6	2	8	7
2017	9	3	12	7
2018	10	4	14	9
2019	7	1	8	5
2020	1	0	1	1
2021	3	0	3	11
2022	0	0	0	6
2023	6	0	6	5
Mean average	8.4	1.5	9.9	8.0



2023 Māori Achievement Board Report

February 2024

Report to the Lincoln High School Board of Trustees – Māori Student Achievement

Lincoln High School has the mission “To Seek the Highest Good” and a key part of this is for students to achieve to the best of their ability in academic achievement. This mission is supported by several strategic goals that are focused on achieving academic outcomes. For Māori, the strategic goal is for their achievement to be indistinguishable from the whole school, and specifically that their pass rates for NCEA literacy and numeracy co-requisites, NCEA Level 2 and NCEA Level 3 will be the same as for all students.

The first part of this report will be a presentation of the 2023 results, as well as the data for the last five years with commentary. The second half of this report will describe the actions and strategies that could be implemented to improve Māori student engagement, learning, progress, and achievement.

2023 NCEA Results

Level 2 Achievement (29 students)

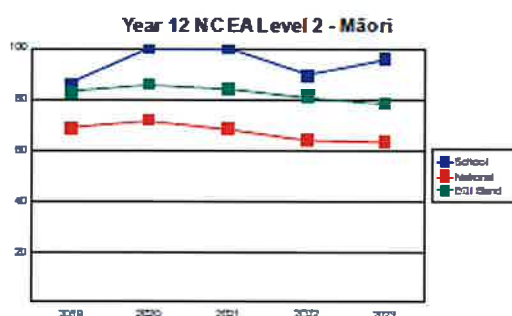
Māori students: 96%

Overall school result: 93%

Māori National: 63%

Māori EQI Band: 79%

It is fantastic to see that Māori students at Lincoln High School performed significantly better than both national and EQI band at Level 2. In line with the strategic goal, they also achieved better than the school cohort. This comparative achievement has been consistent over the last 5 years.



Level 2 Endorsement

Māori student endorsement: 28%

Overall school result: 25%

National: 24%*

EQI Band: 31%*

*At this stage of the year there are no specific Māori endorsement results available for national and EQI band so these statistics are for all students.

The data for endorsement that has been tracked over time is in the following table. Unfortunately, it does not include the student numbers or the percentages so it is difficult to see any trends. I have included the percentage on the 2023 data.

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Level 2 Endoresment	1	6	4	9	9	9	9	8	9	10	7	9	9	8 (28%)

Level 2 Excellence

Māori Excellence: 0%

Overall school result: 14%

National: 15%

EQI Band: 19%

It is pleasing to see that in 2023 Māori student endorsement is higher than the overall school and national results but we are below the EQI band for high performance for both Māori and overall and this is worth looking into. I have had to locate the school endorsement rates for Māori students from our own system (rather than NZQA). I am working on implementing a tracking system which stores and presents school data so that we have quick and efficient access to results in real time. I will work on further analysis of endorsement over time and in particular Level 2 with Excellence.

Level 3 Achievement (19 students):

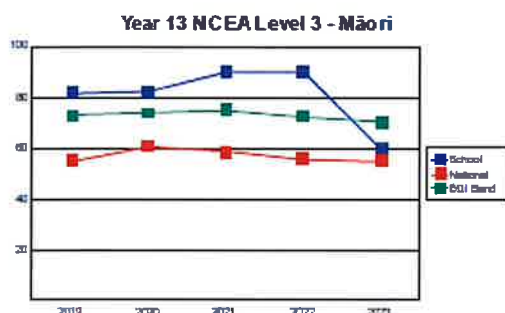
Māori Students: 60%

Overall school result: 87%

National: 55%

EQI Band: 70%

Despite consistently good results in Level 2, achievement at Level 3 for Māori students at Lincoln High School was not as good. Māori students were well below the overall cohort, just above national achievement and below the EQI band. However, 2023 was not consistent with previous years where Level 3 achievement for Māori students is normally close to or on par with the overall cohort and usually sits well above national and EQI band. It will be important to ensure that this result was an anomaly and that we return to better statistics this year. The graph below highlights the significant drop in 2023.



Level 3 Endorsement

Māori student endorsement: 21%

Overall school result: 28%

National: 26%*

EQI Band: 32%*

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Level 3 Endorsement	0	2	4	3	7	7	1	5	2	5	5	3	4	4 (21%)

Level 3 Excellence

Māori Excellence: 0%

Overall school result: 10%

National: 14%

EQI Band: 15%

*As above, at this stage of the year there are no specific Māori endorsement results available for national and EQI band so these statistics are for all students.

Again we can see here that achieving equity across all measures of NCEA, including high performance, will be something to work on over the next 2-3 years. We have a strong platform with achievement and need to strategise how we can consistently have Māori students achieving endorsement at all levels at the same rate or higher of the cohort. Analysing both entrance data and junior standardised data is important to see how our Māori students track over time and whether they are achieving to their potential when they get to Level 2 and 3. Knowing the potential of our students will also assist in ensuring robust course counselling takes place with high expectations for students, rather than allowing students to take the easy option in their subject options. It will also ensure that we put relevant interventions in place for students who are at-risk of not achieving. Achieving endorsement requires students to gain 50 credits at the endorsed level. If students take a subject that does not have achievement standards, this reduces the availability of endorsement credits. Even having one course (employment skills, tourism, ILP, etc) takes away 1/6 of the credits that can be achieved at an endorsed level. Students need to be aware of this and we need to ensure that students capable of achieving at this level are enrolled in six achievement standard courses to give them the best possible chance of succeeding. It is interesting that despite high pass rates at Level 2 and 3, our overall endorsement rates are consistently lower than national and EQI band.

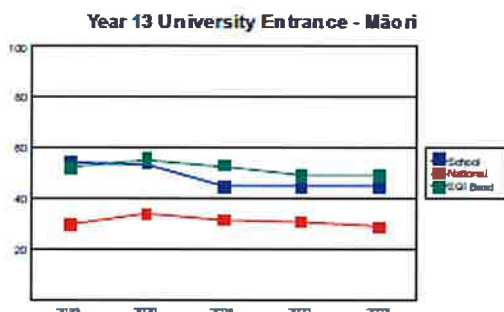
University Entrance

Māori Students: 45%

Overall school result: 69%

National: 29%

EQI Band: 49%



Although Māori student achievement in University Entrance is well above the national statistic for Māori students, this is an area where we are failing to achieve equity against the overall cohort. Over the last 5 years, Māori achievement in UE has been between 45% and 55%, this is compared to the overall school range of 57%-69%. The key to improving UE results is ensuring that students moving into the senior school have subjects that are on a UE pathway and that we develop a culture of students wanting to achieve this as a qualification. Increasing the participation rate in UE is required to increase the achievement given you need to have a UE course to get the qualification. It also requires robust tracking of UE literacy. If students are not enrolled in Level 2 English, then it is important that they have opportunities in other subject areas to gain this. I also need to analyse the percentage of students who achieved the 3 x 14 credits in UE approved subjects but did not achieve UE because they did not gain the UE literacy requirement.

Level 1 Literacy (achieved by EOY 11)**Māori Students: 88%**

Overall school result: 93%

National: 82%

EQI Band: 89%

Level 1 Numeracy (achieved by EOY 11)**Māori Students: 88%**

Overall school result: 94%

National: 82%

EQI Band: 92%

The lower result for Māori students in literacy and numeracy as a number is not overly significant, but the Level 1 numeracy and literacy is a baseline indication of how students will then go on to achieve in Level 2 and 3, so it is significant that an inequity already exists. We want a greater number of Māori students to not just pass Level 2 with non-academic credits but to get a quality qualification and to do this, students need strong literacy and numeracy skills. It is important to track Māori students from entrance testing and ensure we have processes and systems in place to accelerate their literacy and numeracy. The other issue with the students not meeting this baseline achievement is that it prohibits them from selecting academic courses in Year 12 because they do not have the skills and knowledge to access the curriculum at this level. More pathway courses will be open to students if they finish the first three years of high school with good literacy and numeracy achievement.

Strategic Actions

I have divided this section into two parts, “low-hanging fruit” and long-term initiatives.

Low-hanging fruit:

- Implement a much more efficient system for tracking progress and achievement. This should be accessible to all teachers and enable the ongoing tracking and mentoring of students throughout the year (by Linc teachers). It should include an ongoing ‘prediction’ tracker as this will pick up students really early on in the year who are not on track to achieve.
- Develop a policy for supporting “near-miss” endorsement students in January. In processing the results this week, it came to my attention that a Māori student had achieved 49 Excellence credits – one credit off what is required to get a result that includes benefits such as increasing the scholarship opportunities at tertiary education. Had I been aware of this in mid-January, I could have supported this student to get the one credit required as there is an opportunity to do this by the end of February. With nine days left, I am working with her to see what we can do. Many students will not have the knowledge or confidence to come and ask when in this situation. We must implement a system that involves the school contacting students on release of the results.
- Robust checking of student course selections from Year 9. We need to upskill all teachers in their role as Linc teachers to understand the pathway to University Entrance and to mentor students to aim high and keep pathways open. Of the 29 Māori students in Year 12 this year, 13 are taking at least one of ILP or FLT as one of their subject lines. Although there are some valid reasons for this, I believe the percentage of Māori students enrolled in these courses is high and needs to be reviewed.
- Develop a system for class profiles to be efficiently produced and for teachers to review their class profiles at the start of the year. Knowing who your students are and what level they are working at is essential for developing personalised and differentiated learning programmes. It will also ensure that teachers have identified the Māori students in their class.
- Make our school academic goals visible. These should be up somewhere in the school and regularly shared with students, parents, and the community. We need to celebrate our successes and ensure other students in the school are involved in this, not just the students’ receiving awards. Junior students for example, need to see that academic achievement is important to us and that we value and celebrate this here.

Long-term initiatives:

- Review the literacy and numeracy strategy for the school and ensure that we are supporting acceleration not just for our very lowest students (in supported learning classes), but for students that are 'just below' but still require further intervention to later achieve NCEA endorsement and UE. The literacy starters initiative is a great example of this. It may include auditing the literacy and numeracy skills being taught across other curriculum areas outside of English and Maths and ensure we have consistency in developing the right skills. The expectations for literacy and numeracy across the curriculum needs to be documented and understood by all teachers.
- Review the Māori Development Strategy and get input from key stakeholders including students, whānau and our local Runanga on key objectives and outcomes for Māori students. The new strategy needs to include provision for developing a system to get regular feedback from students and whānau such as the development of a student council and a whānau advisory group.
- Develop a Linc curriculum focused on tracking and mentoring of academic achievement, beginning with school-wide student goal setting. Staff professional development will be required to ensure all Linc teachers can deliver an effective academic mentoring program.
- I need to learn how the school strategic goals are reflected in the learning area (LA) goals, how these LA goals are being tracked over the year and what strategies LA's have implemented in their prto ensure they are meeting their goals. The DP's share oversight of the LA's so I need to understand what the process is for meeting regularly and the nature of these meetings so we can be leading the different HoLA's with a consistent process.

Previous analysis of leaving data (2023 data not yet released) highlights that Māori students at Lincoln High School are more likely to stay at school till the end of Year 13 and are much more likely to be leaving with a Level 2 or Level 3 qualification than other co-educational state schools in Christchurch. This is a fantastic foundation to now build on and we should now aim to get our Māori students achieving at the high-performance level more equitably. Some of the essential strategies and processes that could be implemented will benefit all students to achieve their best qualification possible. The development of a system to have regular student and whānau voice will help us to ensure that students are achieving educational success as Māori.

Curriculum Delivery:

Te Reo Māori is taught at all levels of the curriculum. Approximately 100 students were enrolled in these courses in 2023 which include te reo Māori and Māori Performing Arts where some te ao Haka NCEA Level 2 standards were delivered for the first time.

Preparation for Mātauranga Māori and Science in 2024

This is an exciting course developed by Bronwyn Hooper due to her STLP (Science Teacher Leadership Programme) in the first half of 2023 at UC. This is a 2-semester course based around Mātauranga Māori and Science and set in our local area.

- To improve the success of Māori students in Science at te Kura Tuarua o Waihora
Māori students at our kura are not taking up Science at year 11 as much as non- Māori
- To help meet the school's obligations under te Tiriti o Waitangi obligations as emphasised in the curriculum refresh with the clear distinction between Mātauranga Māori and other knowledge systems
- To prepare our Māori students for success in Senior Science subjects
- To allow our Māori students to understand they can successfully stand in both world – te Ao Māori and Science

Cultural events

Our school hosted a **Matariki Festival** on 27th July 2023, that one of our whānau organised. The event was very well supported by the local kura including our Kāhui Ako kura. Staff from our Professional Learning Team (Mātaraunga Māori group) supported the event.

At the **2023 Poroporoaki**, our leavers received leaving gifts. An important part of those gifts were raukura. Three online Māori Dictionaries will tell you that raukura = feather plume, treasure, and graduate. As with most things in te ao Māori, there's depth and whakapapa to kupu (words) and whakaaro (ideas) Māori, and that is very much the case with the raukura (feathers) we presented our Raukura (treasures/graduates). At Te Kura Tuarua o Waihora there are three *kura Māori*; Te Kura Reo (language), Te Kura Kapa Haka (haka and waiata), and Te Kura Kī-o-Rahi. They are kura *within* our physical school because of the tikanga Māori that resides in each of these kura. It was clear is how much it meant to our Raukura to receive their raukura. It was an acknowledgement of a path each of these rangatahi walked to reach the raukura. Some of our rangatahi were students of a single kura, some two kura. Written at the base of the feather is "**He Raukura nō te kura reo and/or kapa haka and/or Kī-o-Rahi**" = *A Raukura from the language and/or kapa haka and/or Kī-o-Rahi school*. The rau (feathers) themselves are from a manu kāhu, a manu that has whakapapa to our area. Part of the beauty of having rau from a kāhu is that no two rau are the same, much like our rangatahi.