



Lincoln High School

Te Kura Tuarua o Waihora

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

Ministry Number:	347
Principal:	Kathy Paterson
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LINCOLN HIGH SCHOOL

Annual Report - For the year ended 31 December 2018

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Lincoln High School

Statement of Responsibility

For the year ended 31 December 2018

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

ADRIAN MARK PATTERSON
Full Name of Board Chairperson


Signature of Board Chairperson

29/5/19
Date:

Stephen Mark Rout
Full Name of Principal (Acting)


Signature of Principal

30/5/19
Date:

Lincoln High School

Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How Position Gained	Held Until
Adrian Paterson	Chairperson	Elected	May 2019
Kathy Paterson	Principal		
Andrew Marshall	Parent Rep	Elected	May 2019
Paul Lancaster	Parent Rep	Elected	May 2019
Rob Silcock	Parent Rep	Elected	May 2019
Gabriel Clarke	Student Rep	Elected	Mar 2018
Emma Jackson	Student Rep	Elected	Oct 2019
Maria Connolly	Staff Rep	Elected	2019

Lincoln High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	13,104,516	13,367,370	13,483,200
Locally Raised Funds	3	1,331,788	1,214,405	1,190,726
Interest Earned		171,464	168,000	195,811
International Students	4	738,494	800,000	992,567
		<u>15,346,262</u>	<u>15,549,775</u>	<u>15,862,304</u>
Expenses				
Locally Raised Funds	3	881,944	667,408	375,728
International Students	4	479,553	444,192	384,944
Learning Resources	5	10,208,906	10,370,238	10,894,936
Administration	6	643,228	637,328	665,275
Finance Costs		10,305	-	7,147
Property	7	3,329,657	3,553,402	3,263,043
Depreciation	8	261,617	240,000	188,207
Loss on Disposal of Property, Plant and Equipment		3,585	-	43,887
		<u>15,818,795</u>	<u>15,912,568</u>	<u>15,823,167</u>
Net (Deficit) / Surplus		(472,533)	(362,793)	39,137
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(472,533)</u>	<u>(362,793)</u>	<u>39,137</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.



Lincoln High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>5,552,225</u>	<u>5,552,225</u>	<u>5,513,088</u>
Total comprehensive revenue and expense for the year	(472,533)	(362,793)	39,137
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	31,205		
Equity at 31 December	<u>5,110,897</u>	<u>5,189,432</u>	<u>5,552,225</u>
Retained Earnings	5,110,897	5,189,432	5,552,225
Equity at 31 December	<u>5,110,897</u>	<u>5,189,432</u>	<u>5,552,225</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.



Lincoln High School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	9	1,132,418	236,627	359,420
Accounts Receivable	10	795,704	897,580	897,580
GST Receivable		10,771	30,954	30,954
Prepayments		64,143	59,340	59,340
Inventories	11	67,941	52,336	52,336
Investments	12	3,250,000	4,450,000	4,450,000
Funds held for Capital Works Projects	19	193,216	211,503	211,503
		<u>5,514,193</u>	<u>5,938,340</u>	<u>6,061,133</u>
Current Liabilities				
Accounts Payable	14	1,022,210	770,112	770,112
Revenue Received in Advance	15	494,864	493,569	493,569
Provision for Cyclical Maintenance	16	113,957	113,957	113,957
Finance Lease Liability - Current Portion	17	65,528	62,349	62,349
Funds held in Trust	18	557,392	538,759	538,759
Funds held for Capital Works Projects	19	184,593	-	-
Funds Held on Behalf of ALLiS Cluster	20	-	17,660	17,660
Funds Held on Behalf of Lincoln Schools Cluster	21	26,827	13,145	13,145
Funds Held on Behalf of COL Cluster	22	22,871	6,497	6,497
		<u>2,488,242</u>	<u>2,016,048</u>	<u>2,016,048</u>
Working Capital Surplus/(Deficit)		3,025,951	3,922,292	4,045,085
Non-current Assets				
Investments (more than 12 months)	12	421,306	21,306	21,306
Property, Plant and Equipment	13	2,117,373	1,761,539	2,001,539
		<u>2,538,679</u>	<u>1,782,845</u>	<u>2,022,845</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	410,579	470,241	470,241
Finance Lease Liability	17	43,154	45,464	45,464
		<u>453,733</u>	<u>515,705</u>	<u>515,705</u>
Net Assets		<u>5,110,897</u>	<u>5,189,432</u>	<u>5,552,225</u>
Equity		<u>5,110,897</u>	<u>5,189,432</u>	<u>5,552,225</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.



Lincoln High School
Statement of Cash Flows
For the year ended 31 December 2018

	Note	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash flows from Operating Activities				
Government Grants		2,789,218	2,807,711	2,884,701
Locally Raised Funds		1,237,892	1,214,405	1,099,806
Hostel		-	-	-
International Students		728,977	800,000	960,056
Goods and Services Tax (net)		20,183	-	(17,041)
Payments to Employees		(2,175,800)	(2,058,990)	(2,024,154)
Payments to Suppliers		(2,675,724)	(2,813,919)	(2,914,396)
Cyclical Maintenance Payments in the Year		(109,662)	-	(164,498)
Interest Received		283,272	168,000	94,635
Net cash from / (to) the Operating Activities		98,356	117,207	(80,891)
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(326,919)	(240,000)	(764,946)
Proceeds from Sale of Investments		800,000	-	1,159,370
Net cash from / (to) the Investing Activities		473,081	(240,000)	394,424
Cash flows from Financing Activities				
Furniture and Equipment Grant		31,205	-	-
Finance Lease Payments		(63,553)	-	(87,683)
Funds Administered on Behalf of Third Parties		31,029	-	(86,331)
Funds Held for Capital Works Projects		202,880	-	(190,974)
Net cash from Financing Activities		201,561	-	(364,988)
Net increase/(decrease) in cash and cash equivalents		772,998	(122,793)	(51,455)
Cash and cash equivalents at the beginning of the year	9	359,420	359,420	410,875
Cash and cash equivalents at the end of the year	9	1,132,418	236,627	359,420

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been omitted.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.



Lincoln High School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

1.1. Reporting Entity

Lincoln High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.



Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

1.3. Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

1.4. Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

1.5. Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

1.6. Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

1.7. Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.



1.8. Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

1.9. Inventories

Inventories are consumable items held for sale and comprise of stationery, school uniforms and canteen stock. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

1.10. Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

1.11. Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense, except for sets of like items with a collective worth exceeding \$1,000.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.



Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements – Crown	10-20 years
Furniture and equipment	5-10 years
Information and communication technology	3-5 years
Motor vehicles	5 years
Leased Assets	4 years
Library resources	12.5% Diminishing value

1.12. Impairment of property, plant and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

1.13. Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

1.14. Employment Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows



1.15. Revenue Received in Advance

Revenue received in advance relates to fees received from international students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

1.16. Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

1.17. Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

1.18. Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

1.19. Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

1.20. Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

1.21. Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

1.22. Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.



2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	2,591,370	2,714,962	2,783,505
Teachers' salaries grants	7,974,005	7,975,000	8,118,879
Use of Land and Buildings grants	2,401,535	2,556,859	2,324,418
Other MoE Grants	95,970	78,913	212,762
Other government grants	41,636	41,636	43,636
	<u>13,104,516</u>	<u>13,367,370</u>	<u>13,483,200</u>

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	327,405	364,732	481,315
Fundraising	12,000	17,000	20,589
Bequests & Grants	-	-	1,000
Other revenue	40,646	20,000	-
Trading Activities	403,047	423,200	395,584
	<u>548,690</u>	<u>389,473</u>	<u>292,238</u>
	<u>1,331,788</u>	<u>1,214,405</u>	<u>1,190,726</u>
Expenses			
Activities	479,903	269,808	2,415
Trading	402,041	397,600	373,313
	<u>881,944</u>	<u>667,408</u>	<u>375,728</u>
<i>Surplus for the year Locally raised funds</i>	<u>449,844</u>	<u>546,997</u>	<u>814,998</u>

4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	48	55	63
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
International student fees	738,494	800,000	992,567
Expenses			
Advertising	44,002	36,056	45,885
Commissions	73,683	80,220	98,771
Recruitment	-	-	111,642
International student levy	11,220	21,043	25,089
Employee Benefit - Salaries	264,566	201,000	92,818
Other Expenses	86,082	105,873	10,739
	<u>479,553</u>	<u>444,192</u>	<u>384,944</u>
<i>Surplus for the year International Students</i>	<u>258,941</u>	<u>355,808</u>	<u>607,623</u>



5. Learning Resources

	2018	2018 Budget (Unaudited)	2017
	Actual		Actual
	\$	\$	\$
Curricular	540,600	649,124	675,895
Equipment repairs	347	3,000	62,310
Information and communication technology	314,711	375,765	308,932
Extra-curricular activities	-	93,251	262,644
Library resources	5,957	5,808	4,628
Employee benefits - salaries	9,331,857	9,219,290	9,559,718
Staff development	15,434	24,000	20,809
	<u>10,208,906</u>	<u>10,370,238</u>	<u>10,894,936</u>

6. Administration

	2018	2018 Budget (Unaudited)	2017
	Actual		Actual
	\$	\$	\$
Audit Fee	9,160	8,525	8,674
Board of Trustees Fees	5,195	6,500	5,160
Board of Trustees Expenses	2,269	6,300	6,242
Communication	24,279	25,800	22,593
Consumables	9,598	11,200	19,721
Operating Lease	6,319	-	38,614
Legal Fees	15,300	2,000	-
Other	53,009	59,503	46,088
Employee Benefits - Salaries	462,231	456,500	455,428
Insurance	47,881	51,000	50,785
Service Providers, Contractors and Consultancy	7,987	10,000	11,970
	<u>643,228</u>	<u>637,328</u>	<u>665,275</u>

7. Property

	2018	2018 Budget (Unaudited)	2017
	Actual		Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	42,794	38,700	42,313
Consultancy and Contract Services	223,672	215,000	210,347
Cyclical Maintenance Provision	50,000	50,000	82,249
Grounds	42,387	36,500	23,380
Heat, Light and Water	205,722	226,000	221,113
Rates	9,339	11,000	9,446
Repairs and Maintenance	160,285	230,593	179,132
Use of Land and Buildings	2,401,535	2,556,859	2,324,418
Security	4,597	3,750	-
Employee Benefits - Salaries	189,326	185,000	170,645
	<u>3,329,657</u>	<u>3,553,402</u>	<u>3,263,043</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.



8. Depreciation of Property, Plant and Equipment

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Building Improvements	47,312	30,000	22,956
Furniture and Equipment	60,117	70,000	54,307
Information and Communication Technology	65,241	58,000	47,491
Motor Vehicles	1,089	6,000	2,592
Leased Assets	79,755	61,000	52,037
Library Resources	8,103	15,000	8,824
	<u>261,617</u>	<u>240,000</u>	<u>188,207</u>

9. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash on Hand	1,437	1,137	1,237
Bank Current Account	474,284	235,490	353,601
Bank Call Account	6,697	-	4,582
Short-term Bank Deposits	650,000	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>1,132,418</u>	<u>236,627</u>	<u>359,420</u>

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.

Of the \$1,132,418 Cash and Cash Equivalents, \$184,593 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	248,330	143,622	143,622
Receivables from the Ministry of Education	5,256	93,298	93,298
Interest Receivable	13,857	125,665	125,665
Teacher Salaries Grant Receivable	528,261	534,995	534,995
	<u>795,704</u>	<u>897,580</u>	<u>897,580</u>
Receivables from Exchange Transactions	262,187	269,287	269,287
Receivables from Non-Exchange Transactions	533,517	628,293	628,293
	<u>795,704</u>	<u>897,580</u>	<u>897,580</u>

11. Inventories

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	1,569	1,361	1,361
School Uniforms	65,044	49,409	49,409
Canteen	1,328	1,566	1,566
	<u>67,941</u>	<u>52,336</u>	<u>52,336</u>



12. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	3,250,000	4,450,000	4,450,000
Non-current Asset			
Long-term Bank Deposits	421,306	21,306	21,306

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	1,326,657	69,168	-	-	(47,312)	1,348,513
Furniture and Equipment	326,793	68,245	-	-	(60,117)	334,921
Information and Communication	171,958	145,437	-	-	(65,241)	252,154
Motor Vehicles	5,339	-	-	-	(1,089)	4,250
Leased Assets	106,291	84,993	-	-	(79,755)	111,529
Library Resources	61,768	6,643	(3,585)	-	(8,103)	56,723
Work in Progress	2,733	6,550	-	-	-	9,283
Balance at 31 December 2018	2,001,539	381,036	(3,585)	-	(261,617)	2,117,373

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	1,570,868	(222,355)	1,348,513
Furniture and Equipment	1,002,883	(667,962)	334,921
Information and Communication	689,637	(437,483)	252,154
Motor Vehicles	118,790	(114,540)	4,250
Leased Assets	281,260	(169,731)	111,529
Library Resources	213,995	(157,272)	56,723
Work in Progress	9,283	-	9,283
Balance at 31 December 2018	3,886,716	(1,769,343)	2,117,373

The net carrying value of equipment held under a finance lease is \$111,529 (2017: \$106,291)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	808,235	541,378	-	-	(22,956)	1,326,657
Furniture and Equipment	239,172	141,928	-	-	(54,307)	326,793
Information and Communication	176,957	83,733	(41,241)	-	(47,491)	171,958
Motor Vehicles	3,875	4,056	-	-	(2,592)	5,339
Leased Assets	147,542	10,786	-	-	(52,037)	106,291
Library Resources	66,362	6,876	(2,646)	-	(8,824)	61,768
Work in Progress	15,756	-	(13,023)	-	-	2,733
Balance at 31 December 2017	1,457,899	788,757	(56,910)	-	(188,207)	2,001,539

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	1,501,700	(175,043)	1,326,657
Furniture and Equipment	934,638	(607,845)	326,793
Information and Communication	544,199	(372,241)	171,958
Motor Vehicles	118,790	(113,451)	5,339
Leased Assets	227,143	(120,852)	106,291
Library Resources	220,128	(158,360)	61,768
Work in Progress	2,733	-	2,733
Balance at 31 December 2017	3,549,331	(1,547,792)	2,001,539

14. Accounts Payable

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating creditors	287,909	61,193	61,193
Accruals	23,727	61,986	61,986
Banking staffing overuse	80,163	27,800	27,800
Employee Entitlements - salaries	557,595	557,921	557,921
Employee Entitlements - leave accrual	72,816	61,212	61,212
	<u>1,022,210</u>	<u>770,112</u>	<u>770,112</u>
Payables for Exchange Transactions	1,022,210	770,112	770,112
	<u>1,022,210</u>	<u>770,112</u>	<u>770,112</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees	425,384	434,901	434,901
Other	69,480	58,668	58,668
	<u>494,864</u>	<u>493,569</u>	<u>493,569</u>

16. Provision for Cyclical Maintenance

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	584,198	584,198	556,949
Increase to the Provision During the Year	50,000	-	82,249
Use of the Provision During the Year	(109,662)	-	(55,000)
Provision at the End of the Year	<u>524,536</u>	<u>584,198</u>	<u>584,198</u>
Cyclical Maintenance - Current	113,957	113,957	113,957
Cyclical Maintenance - Term	410,579	470,241	470,241
	<u>524,536</u>	<u>584,198</u>	<u>584,198</u>

17. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers. Minimum lease payments payable:

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	71,441	66,447	66,447
Later than One Year and no Later than Five Years	45,692	46,438	46,438
Later than Five Years	-	-	-
	<u>117,133</u>	<u>112,885</u>	<u>112,885</u>



18. Funds Held in Trust

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	557,392	538,759	538,759
	<u>557,392</u>	<u>538,759</u>	<u>538,759</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

19. Funds Held for Capital Works

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
MOE 5YA Block A Refurb	Completed	(44,257)	44,257	-	-	-
MOE 5YA Swimming Pool	In progress	(127,655)	-	2,334	-	(129,989)
MOE 5YA J Block Heat Pump	In progress	(34,191)	-	-	-	(34,191)
MOE 5YA Library Heat Pump	In progress	(5,400)	-	-	-	(5,400)
2018 Heat Pump Project	In progress	-	63,585	73,123	-	(9,538)
Asbestos Removal	Completed	-	26,680	26,055	625	-
Accessibility Project	In progress	-	200,000	214,098	-	(14,098)
Gym Change Rooms Upgrade	In progress	-	200,000	103,162	-	96,838
Pool Fence and Surrounds	In progress	-	99,653	11,898	-	87,755
Totals		<u>(211,503)</u>	<u>634,175</u>	<u>430,670</u>	<u>625</u>	<u>(8,623)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

184,593
193,216
(8,623)

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
MOE 5YA Hall Heating 2015	Completed	(2,591)	-	-	2,591	-
MOE 5YA HA Turf Refurb	Completed	(4,485)	-	-	4,485	-
MOE 5YA Block A Refurb	In progress	(12,386)	-	31,871	-	(44,257)
MOE 5YA Swimming Pool	In progress	(1,066)	-	126,589	-	(127,655)
MOE 5YA J Block Floor covering	Completed	-	90,452	90,452	-	-
MOE 5YA J Block Heat Pump Replac	In progress	-	-	34,191	-	(34,191)
MOE 5YA Library Heat Pump Relacer	In progress	-	-	5,400	-	(5,400)
Totals		<u>(20,528)</u>	<u>90,452</u>	<u>288,503</u>	<u>7,076</u>	<u>(211,503)</u>



20. Funds Held on Behalf of ALLiS Cluster

Lincoln High School is the lead school and holds funds on behalf of the ALLiS cluster, a group of schools funded by the Ministry of Education to increase number of students and communication skills in students learning Mandarin Chinese, Japanese and Korean languages.

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Funds Held at Beginning of the Year	17,660	17,660	11,374
Funds Received from Cluster Members	19,149	-	-
Funds Received from MoE	-	-	77,296
Funds Spent on Behalf of the Cluster	(36,809)	-	(71,010)
Funds Held at Year End	-	17,660	17,660

21. Funds Held on Behalf of Lincoln Schools Cluster Ngā Mātāpuna o Ngā Pākihi Ako

Lincoln High School is the lead school and holds funds on behalf of the Lincoln Schools cluster (Ngā Mātāpuna o Ngā Pākihi Ako).

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	13,145	13,145	31,372
Funds Received from Cluster Members	5,284	-	1,114
Funds Received from MoE	26,305	-	12,800
Funds Spent on Behalf of the Cluster	(17,907)	-	(32,141)
Funds Held at Year End	26,827	13,145	13,145

22. Funds Held on Behalf of COL Cluster Kāhui Ako

Lincoln High School is the lead school and holds funds on behalf of the COL cluster (Kāhui Ako).

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	6,497	6,497	-
Funds Received from Cluster Members	16,374	-	6,798
Funds Spent on Behalf of the Cluster	-	-	(301)
Funds Held at Year End	22,871	6,497	6,497

23. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.



24. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, and Deputy Principal and Heads of Departments.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	5,195	5,160
Full-time equivalent members	0.37	0.42
<i>Leadership Team</i>		
Remuneration	867,001	848,176
Full-time equivalent members	7.00	7.00
Total key management personnel remuneration	872,196	853,336
Total full-time equivalent personnel	7.37	7.42

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	200 - 210
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	0 - 0	0 - 0

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2018 FTE Number	2017 FTE Number
110 - 120	1.00	1.00
100 - 110	4.00	4.00
	5.00	5.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

25. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2018 Actual \$	2017 Actual \$
Total	16,000	-
Number of People	2	-



26. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

27. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has not entered into any contract agreements for capital works.

(a) A commitment towards the Pool carpark redeployment project. A contract was also signed with Dukie Consulting Limited for \$76,110 (excl GST) in 2018 but no payments were made until 2019. The cost of the work will be capitalised by the school.

(Capital Commitments at 31 December 2017: \$nil)

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) operating lease of a photocopier;

No later than One Year

Later than One Year and No Later than Five Years

Later than Five Years

2018 Actual \$	2017 Actual \$
1,959	4,329
-	1,959
-	-
<u>1,959</u>	<u>6,288</u>

28. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.



29. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Loans and Receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	1,132,418	236,627	359,420
Receivables	795,704	897,580	897,580
Investments - Term Deposits	3,671,306	4,471,306	4,471,306
Total Loans and Receivables	5,599,428	5,605,513	5,728,306

Financial liabilities measured at amortised cost

Payables	1,022,210	770,112	770,112
Finance Leases	108,682	107,813	107,813
Total Financial Liabilities Measured at Amortised Cost	1,130,892	877,925	877,925

30. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

31. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.



**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF LINCOLN HIGH SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Lincoln High School (the School). The Auditor-General has appointed me, Mike Hoshek using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 21, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 30th May 2019. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Mike Hoshek
Deloitte Limited
On behalf of the Auditor-General

Christchurch, New Zealand



Lincoln High School Analysis of Variance 2018

4. Analysis of Variance 2018 (Te tātari i ngā rerekētanga)

Student Achievement Target 1

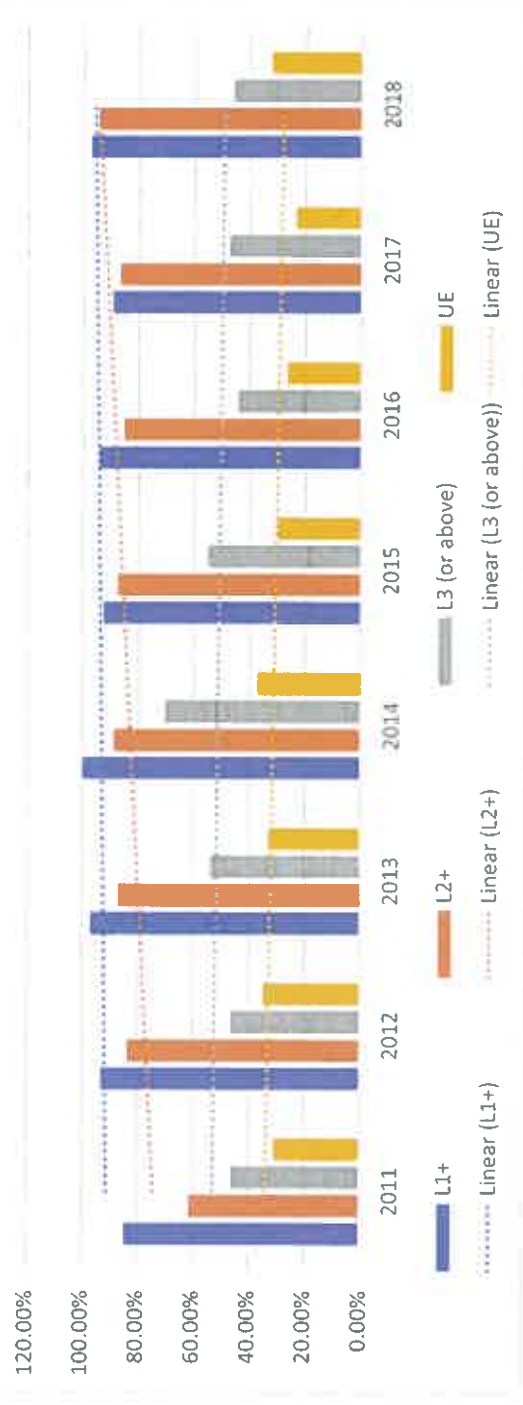
Strategic Goal 3	Students will achieve excellent academic results																																									
Target 1	The highest qualifications of Māori school leavers will continue to grow.																																									
Baseline Data	<div>Te Kura Tuarua o Waihora Māori Leaver Results</div> <table><thead><tr><th>Year</th><th>L1+</th><th>L2+</th><th>L3 (or above)</th><th>UE</th></tr></thead><tbody><tr><td>2011</td><td>85%</td><td>45%</td><td>35%</td><td>15%</td></tr><tr><td>2012</td><td>85%</td><td>55%</td><td>45%</td><td>15%</td></tr><tr><td>2013</td><td>85%</td><td>55%</td><td>45%</td><td>15%</td></tr><tr><td>2014</td><td>85%</td><td>55%</td><td>45%</td><td>15%</td></tr><tr><td>2015</td><td>85%</td><td>55%</td><td>45%</td><td>15%</td></tr><tr><td>2016</td><td>85%</td><td>55%</td><td>45%</td><td>15%</td></tr><tr><td>2017</td><td>85%</td><td>55%</td><td>45%</td><td>15%</td></tr></tbody></table>		Year	L1+	L2+	L3 (or above)	UE	2011	85%	45%	35%	15%	2012	85%	55%	45%	15%	2013	85%	55%	45%	15%	2014	85%	55%	45%	15%	2015	85%	55%	45%	15%	2016	85%	55%	45%	15%	2017	85%	55%	45%	15%
Year	L1+	L2+	L3 (or above)	UE																																						
2011	85%	45%	35%	15%																																						
2012	85%	55%	45%	15%																																						
2013	85%	55%	45%	15%																																						
2014	85%	55%	45%	15%																																						
2015	85%	55%	45%	15%																																						
2016	85%	55%	45%	15%																																						
2017	85%	55%	45%	15%																																						
Māori leaver data 2017:																																										
	Whole Cohort	Māori																																								
# Leavers	331	38																																								
No Formal Achievement	2	0																																								
L1+	95.1%	89.4%																																								
L2+	91.5%	86.8%																																								
L3 (or above)	61.9%	47.3%																																								
UE	41.9%	23.6%																																								

	2012		2013		2014		2015		2016		2017		2018	
	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori
# Leavers	298	43	326	30	314	27	300	40	343	34	331	38	333	37
No Formal Attainment	1	0	0	0	2	0	2	0	2	1	2	0	1	0
L1+	95.6%	93.0%	96.9%	97.0%	97.4%	100%	96.6%	92.5%	95.6%	94.1%	95.1%	89.4%	94.9%	97.3%
L2+	87.2%	83.7%	89.0%	87.0%	92.3%	88.8%	88.6%	87.5%	87.1%	85.3%	91.5%	86.8%	89.8%	94.6%
L3 (or above)	52.0%	46.5%	57.1%	53.8%	61.4%	70.4%	53.0%	55.0%	54.8%	44.1%	61.9%	47.3%	58.3%	45.9%
UE	42.0%	34.9%	44.8%	33.0%	46.4%	37.0%	38.0%	30.0%	38.2%	26.5%	41.9%	23.6%	41.5%	32.4%

Analysis:

- This is the highest ever result of Māori student leavers having at least NCEA Level 2 and is also pleasing that the Level 1 has increased again from last year. Only 1 student left Lincoln High School without NCEA Level 1 in 2018. A number of our Year 13 Māori cohort left during 2018 for work or trade study and this is reflected in the drop to the number of leavers with NCEA Level 3.
- 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. It is important to note that out of the Year 13 Māori students who were aiming to achieve University Entrance at the beginning of 2018, all students obtained the University Entrance qualification.

Te Kura Tuarua o Waihora Māori Leaver Results



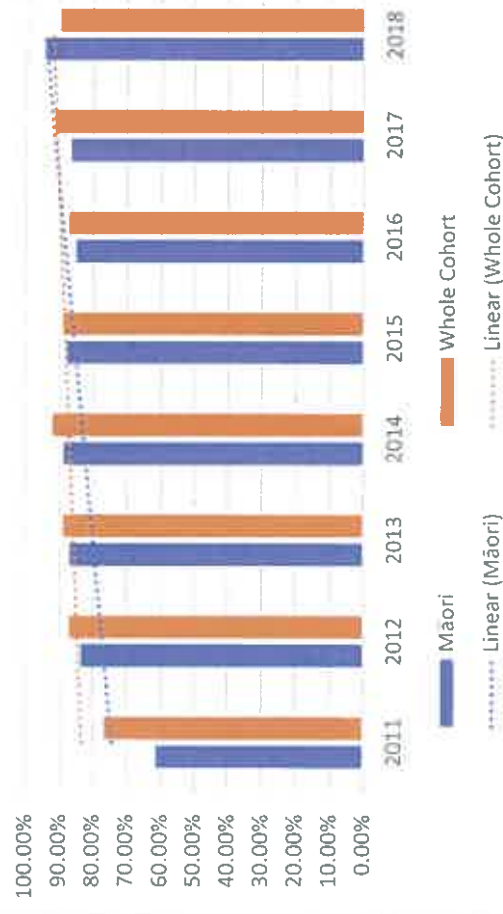
Māori School leavers with at least NCEA Level 2 or equivalent

Priority outcome one in the Ministry of Education statement of intent is; improving education outcomes for Māori learners.

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 at the end of 2018 with at least Level 2 is at 94.6% which is above the national long-term goal.

Lincoln High School Leavers Level 2+



Analysis:

For the last six years, we have achieved the goal of Ka Hikitia of 85% of students who turn 18 achieving NCEA Level 2. For the first time, our Māori students are slightly above our non-Māori students.

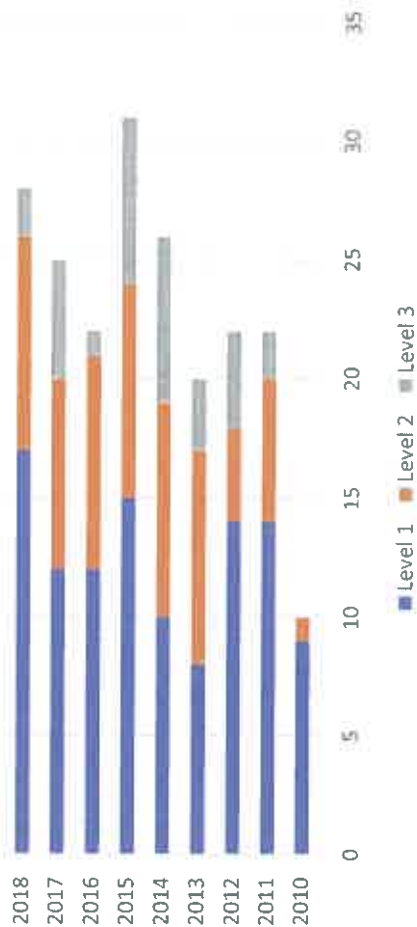
Evaluation & where to from here:

We will continue to monitor the progress of our Māori school leavers. While positive to see that 95% of our Māori school leavers have achieved at least NCEA Level 2, there is still work to do to ensure that this number continues to improve as 5% have still not met this goal.

Māori Student Endorsements

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

Māori Student Endorsements



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.

The endorsement rates for Level 2 have remained very similar to last year and our Level 1 has significantly risen from the previous year. It is disappointing to see the drop to only two endorsements in Level 3 after eight endorsements in 2017. Through conversations with these students, they were simply hoping to pass and not worried about a Level 3 endorsement.

Nga ākonga Māori - Te Kura Tuarua o Waihora 2018

Year Level	School Cohort	Number of Māori Students
9	237	16 (6.8%)
10	286	22 (7.7%)
11	355	40 (11.3%)
12	386	37 (9.6%)
13	271	27 (10.0%)
Total:	1535	142 (9.3%)

	<p>School Leaver Information</p> <p>During 2018, out of the 37 school leavers, only 17 left with Level 3 or higher, which is slightly less than 2017. We are continuing to have conversations with our Māori students to ensure that a “strong pathway” – Te Arāirā 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.</p> <p>Of the 20 Māori student leavers who left without NCEA Level 3, which is a slightly down on last year, 10 of these students will be continuing their education in the tertiary setting and will be completing NCEA Level 3 through a course.</p> <p>A continued area of concern has been the number of students leaving with University Entrance with only 12 of the 38 Māori student leavers having achieved UE. At the beginning of 2018, Deputy Principal Blair Johnstone, spoke to the Year 13 Māori students and only 12 of the students were aiming for University Entrance, of these 12, all students obtained this goal.</p> <p>Analysis</p> <p>NCEA Level 3 was the only drop in leaver results this year and that was due to a number of the students leaving for work or trade study rather than completing the school year.</p> <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

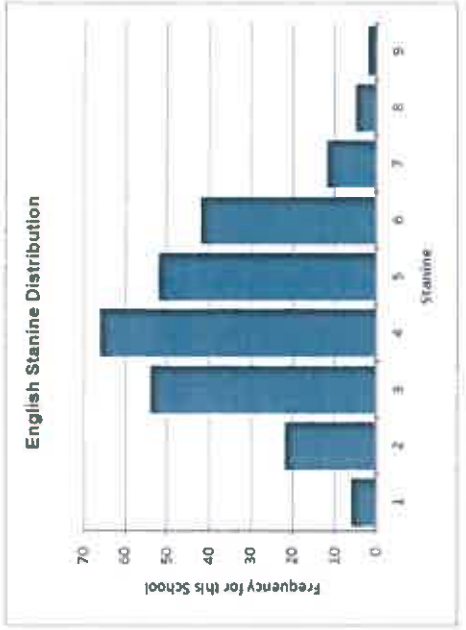
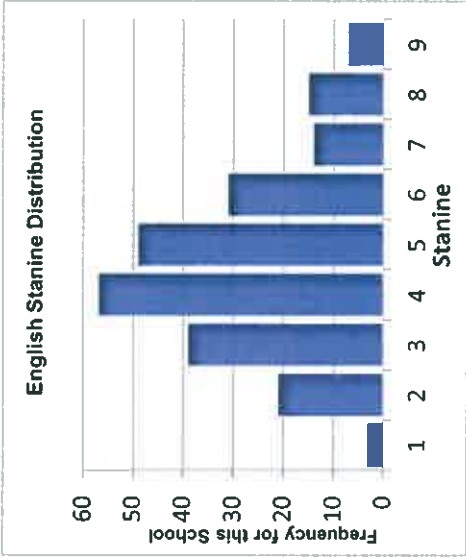
Strategic Goal 3	Students will achieve excellent academic results
Target 2	<p>Year 9 Māori students will achieve as follows:</p> <ul style="list-style-type: none"> Supported learning class will be at Level 3 relational (SOLO) or 3P (AsTTle) Core classes will be at level 4 relational (SOLO) or 4P (AsTTle) Enrichment classes – 90% will be at Level 5 multistructural (SOLO) or 5B (AsTTle) <p>in each of Number knowledge, Number operations, Algebra and Literacy</p>

Baseline

Data

Entrance test data using CEM tests 2018 Year 9 cohort data

Baseline data



2018

2018 Year 9 cohort

2017 Ye

2018 Year 9 cohort

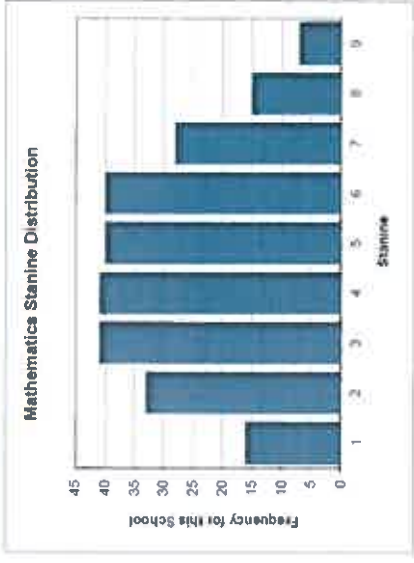
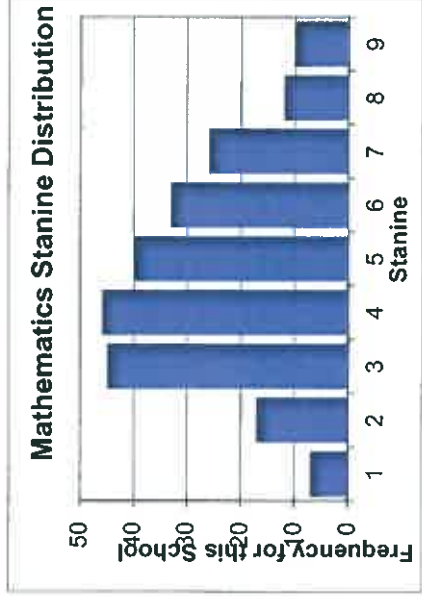
2017 Year 9 cohort

English: approx. 63 students entered with a stanine score between 1-3 (27% of students)

English: approx. 80 students entered with a stanine score between 1-3 (24% of students)

Mathematics: approx. 69 students entered with a stanine score between 1-3 (29% of students)

Mathematics: approx. 90 students entered with a stanine score between 1-3 (27% of students).



2018 Year 9 cohort

2017 Year 9 cohort

Analysis for 2018
 Year 9 2018 cohort
 Taken From the 1 March 2018 MOE Roll Return:

GENDER	MĀORI	PASIFIKA	ASIAN	OTHER	PAKEHA/ EUROPEAN	INTERNATIONAL STUDENTS	TOTAL
FEMALE	11	0	2	11	92	0	116
MALE	5	1	5	3	106	0	120
TOTAL	16 (cf 23 in 2017)	1	7	14	198	0	236

Data extracted in term 4 2018 from KAMAR (2018TT): Number of students in each grouping

	ENRICHMENT	CORE	SUPP. LEARNING	Total
COHORT	57	167	17	241
MĀORI	4	11	0	15
Males	31	79	12	122
Females	26	88	5	119

(NOTE: 236 Total taken from 1 March Roll Return **PLUS** a nett increase of 5 more students during the year.)

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 NCEA.

Overall summary of progress in 2018

2018	CURRICM LEVEL	MAO/PAS	MALE	OVERALL	OTHER	No. of students
10MAT	5-6 81% ≥ level	MAO, Good 67% ≥ level	Good 77% ≥ level	Good	NA	282
9MAT	4-5 96% ≥ level	MAO, Very Good 100% ≥ level PAS, Very Good 100% ≥ level	Very Good 92% ≥ level	Very Good	NA	242

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

Based on our data, the table below represents our achievement with the school Year 9 Numeracy targets:

Year 9 Cohort

Class	Target	% Below Target	% At or Above Target	Comment
Supported Learning	Working at 3R	0	100	Excellent results
Core	Working at 4R	17	83	Good results, but can still be improved
Enrichment	90% at or above 5M	24	76	Target just short in Enrichment Maths class (87%), but well below (63%) in enrichment class based on English. Disappointing results but it is important to note that only one of the Enrichment classes is selected for Mathematics expertise.

Year 9 Māori Students

Class	Target	% Below Target	% At or Above Target	Comment
Supported Learning	Working at 3R	NA	NA	No Maori students in class
Core	Working at 4R	18	82	Good, but room for improvement
Enrichment	90% at or above 5M	50	50	Below target but difficult to summarise due to low numbers of Māori students NB: 4 Maori students in data

While our annual target focus was our Māori students we also include an analysis of the success of males in these courses.

Year 9 Males

Class	Target	% Below Target	% At or Above Target	Comment
Supported Learning	Working at 3R	0	100	Excellent (and same as females)
Core	Working at 4R	27	73	Disappointing
Enrichment	90% at or above 5M	28	72	Disappointing

We will use this data as a baseline for our annual targets for 2019 as our schoolwide focus in 2019 is on male achievement and engagement.

Results:

It is important to note that due to the breakdown in our numbers in each of our streamed classes at Year 9, some of the data sets are too small for meaningful analysis.

Evaluation and where to from here:

This is the first time we have operated with a reduced level of streaming in the junior school. In 2018 we reduced from 5 bands to three bands and have found this to be very beneficial for the students in the supported learning group. 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 Māori students are small in number but have performed well in most classes as compared to the non-Māori students.

- 50% of Māori students in enrichment reached the target but the number of students is very small
- 82% of Māori students in the Core classes met the target which is considerably better than 2017 which had 62% meet the target.
- We had no Māori students in the Supported Learning class

In 2019 we have a staff member with a WST role focusing on our junior Mathematics courses, including assessment, pedagogy, boys engagement, growth mindset and the integration of technology. The role involves linking into relevant research, exploring other schools (including feeder schools) all aimed at improving teaching and learning for all of our students. We are hoping that what develops from this role and is implemented in 2020 will help us to improve our target results.

We will continue to monitor the progress of our Māori students using SOLO in Mathematics.

ENGLISH READING and WRITING:

In English we are using AsTTle to ascertain where a student sits and for reporting, using 'working towards', 'at', or 'above' the curriculum levels for common assessments, alongside the AsTTle 'Basic', 'Proficient', and 'Advanced', gives us a much more accurate picture of a student's thinking, and where they are in terms of where they are achieving.

Reading:

E-AsTTle Reading in Year 9 takes place twice a year; at the beginning of Term 1 and at the end of Term 3. Alongside CEM results, E-AsTTle testing provides the teacher with quick usable data for their students.

There are three separate e-AsTTle Reading tests for the different streams in each year; Enrichment, Core and Supported Learning.

This data is collected in the first few weeks of Term 1 as it provides valuable information that supports the teachers planning of tasks and student assistance. It gives the teacher a quick and clear indication about the students reading abilities and where enrichment and support are required. Students are then reassessed in late Term 3 to measure improvement.

Enrichment

TERM 1:

2018	4A	5B	5P	5A	6B	6A	>6A
CLASS	2	13	32	18	23	9	4
MALE	3	10	35	13	23	10	6
FEMALE	0	16	28	24	24	8	0
PAKEHA	2	12	28	24	24	10	4
MAORI	0	25	75	0	0	0	0

93% of the Enrichment classes are achieving 5B and above, with 75% working at 5P and above in Term 4. This is lower when compared to 86% in Term 1, but higher than the 69% this time last year and 64% in 2016. In terms of 93% working at 5B and above, this would mean that the Enrichment cohort have met the goal of having 90% working at this level. However, the Māori students (very small in number) have not met the goal of 90% at or above 5P. The Māori student achievement remained at 75% above 5B throughout the year. Caution is needed when interpreting the data due to the very small numbers.

Core classes Term 1:

2018	2A	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P
CLASS	1	4	3	7	11	34	18	8	9	5	1
MALE	1	4	3	7	11	27	17	9	10	7	3
FEMALE	0	4	4	7	10	39	18	7	7	4	0
PAKEHA	1	4	4	8	11	32	17	8	0	6	2
MAORI	0	9	0	9	0	45	27	9	0	0	0
PASIFIKA	0	100	0	0	0	0	0	0	0	0	0

The Year 9 core test shows the majority of students are working between a 4P – 5B range which is exactly where we would want these students to be working by the end of Year 9. There are not as many students working at the 5P-6P range in Term 3 as there were in Term 1. In Term 1, there were 23% of students working at this level. By Term 4, only 12% of students were achieving at this high level. This is compared to 9% in 2016. In respects to the school targets, 91% are working at 4P and above.

Our goal for Māori students was that all would be working at 4P however 91% are working at 4P or above 4P. One of the differences between comparing our 2017 and 2018 data is that in 2017 46% Māori students tested at or below 4P. Overall the Māori students were working at a higher level in 2018 than they were in 2017.

Supported learning Term 1

There were no Māori students in our supported learning class in 2018.

Term 3:

2018	4A	5B	5P	5A	6B	6A
CLASS	9	18	46	9	16	4
MALE	9	22	34	13	16	6
FEMALE	8	12	60	4	16	0
PAKEHA	8	16	44	10	18	4
MAORI	25	0	75	0	0	0

Core classes Term 3:

2018	2A	3P	3A	4B	4P	4A	5B	5P	5A	6B
CLASS	1	1	2	4	15	49	17	9	2	1
MALE	1	1	1	4	18	51	12	7	3	1
FEMALE	0	1	2	3	13	47	22	11	1	0
PAKEHA	1	1	3	5	13	50	17	10	1	1
MAORI	9	0	0	0	27	36	18	9	0	0
PASIFIKA	0	0	0	0	50	0	50	0	0	0

WRITING:

YEAR 9 ASTTLE WRITING

This is the fifth year of using AsTTle writing at Year 9 and 10. Alongside CEM results, AsTTle testing provides the teacher with quick usable data for their students. This year we have continued to use formal writing because it provides students with an easier platform to show the skills that are being assessed. All junior students sit the AsTTle writing assessment in the same way allowing for the results to be comparable across the whole cohort and the start and end of the year.

This data is collected in the first few weeks of Term 1 as it provides valuable information that supports the teachers planning of tasks and student assistance. It gives the teacher a quick and clear indication about the students writing abilities (grammar, spelling, punctuation) and where enrichment and support are required. Students are then reassessed in Term 4 to measure improvement.

TERM 1: Year 9

2018	<1P/1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	>6B
CLASS	1	1	1	3	3	3	4	7	8	14	18	19	4	5	4	4
MALE	3	3	1	4	4	5	5	8	10	14	19	18	1	1	2	2
FEMALE	1	0	1	1	2	1	2	5	6	13	18	21	7	10	6	6
PAKEHA	3	2	1	3	4	4	4	6	8	13	19	19	4	4	5	4
MAORI	0	0	0	0	0	0	0	13	13	20	13	13	7	20	0	0
PASIFIKA	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0

TERM 4: Year 9

2018	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	>6B
CLASS	1	1	0	1	3	2	2	2	14	11	14	20	5	12	4	8
MALE	2	3	1	3	3	3	3	3	17	11	16	21	4	8	1	4
FEMALE	0	0	0	0	3	2	2	3	10	10	13	17	6	17	7	11
PAKEHA	1	1	0	1	3	2	2	2	13	12	14	19	4	13	4	8
MAORI	0	0	0	0	0	0	6	0	13	0	13	38	19	13	0	0
PASIFIKA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0

WRITING FOR PRIORITY LEARNERS AT YEAR 9:

Maori students showed an improvement in their writing results from Term 1 to Term 4 with 32% of students working at a 5P->6B compared to 27% at the start of the year. There is also less of a spread towards the lower grades. However, they are still under represented in the higher grades. However, at the >6B top of the spectrum, Pakeha (8%) are outperforming Maori (0%) which is a reduction at the above 6B level from the 2017 results.

Evaluation and where to from here:

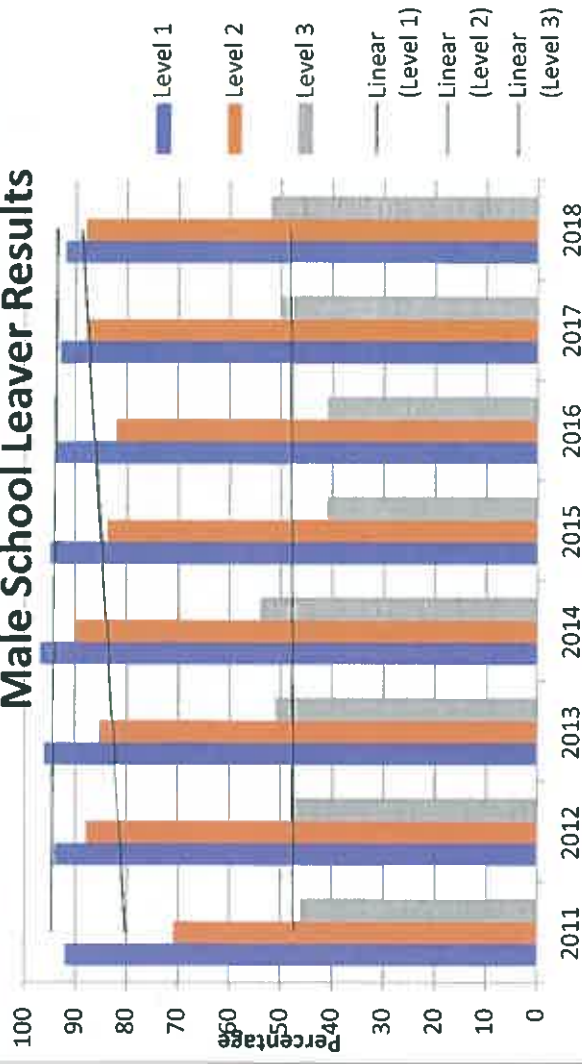
In 2018, we removed two groups of streamed classes (Supported Core and Numeracy/Literacy) which we will monitor closely for our Māori students. We had additional support going into the classes in the form of teacher aides and some collaborative and team teaching. The behaviour and engagement for the supported learning class was reportedly much improved from previous years. At Year 9 Maori students still perform well relative to curriculum levels but are not performing as strongly as NZ Pakeha at the upper end of the spectrum.

We will continue to monitor the progress of our Māori students in the junior school with Reading and Writing. The English learning area have found the AsTTle data helpful in assessing the progress of students.

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.																																																																																																																																																																																																								
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Male School Leaver Results



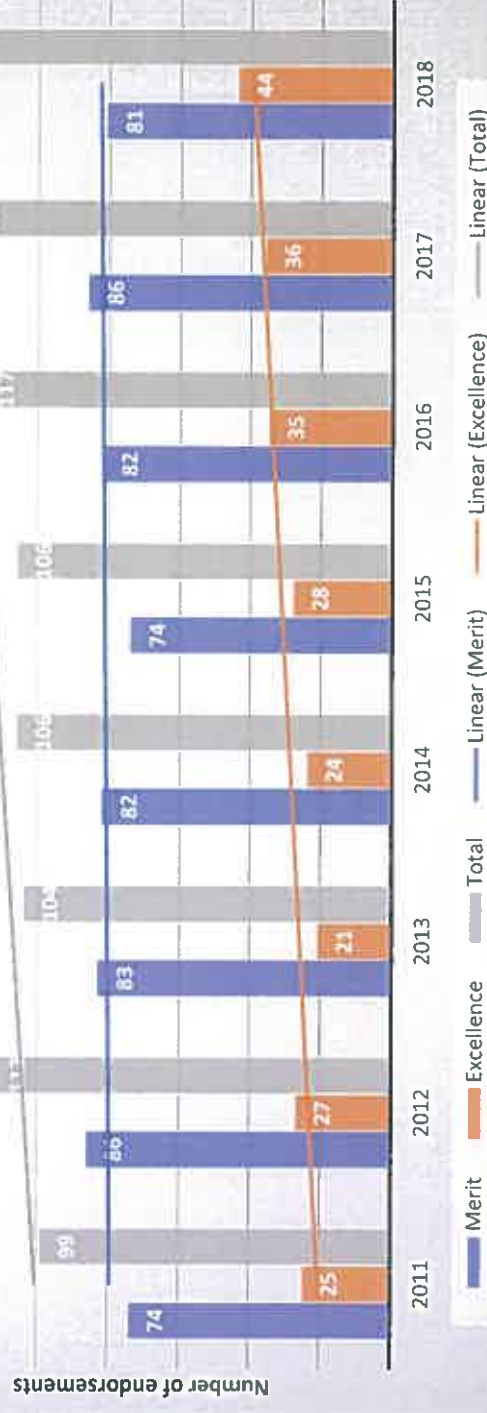
- Our Learning Area reports continue to have a focus of progress for the achievement of boys
- Senior Linc teachers monitor student academic progress with the student progressively throughout the year
- A number of courses were offered specifically to increase engagement for boys. The changes included 3 additional Outdoor Education senior classes plus an English in the Outdoors course for Year 11 which all proved successful. The English in the Outdoors course created a demand for an English in the Outdoors at Year 12 in 2019. The increase in the number of Outdoor Education continued in 2019.
- Heads of Levels and the senior tutors monitor progress and support and intervention were offered for boys through the Flexible Learning Room which has proved to be highly successful in 2018. After reviewing the Flexible Learning Room in 2018, The BOT have made this a permanent BOT funded teaching position from 2019. Students work on a variety of individual learning plans and set clear goals for achievement.

Total Endorsements

	2011		2012		2013		2014		2015		2016		2017		2018	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Merit	132	74	143	86	141	83	138	82	156	74	145	82	154	86	173	81
Excellence	50	25	52	27	67	21	66	24	65	28	82	35	94	36	85	44
Total	182	99	195	113	208	104	204	106	221	102	227	117	248	122	258	125

Male endorsements

Male Endorsements



Analysis

- Our male endorsement rates for 2018 are higher than in any previous year, however, they continue to be approximately half of what females are achieving
- Our Level 1 male leaver rates for 2018 are similar to 2017 (approx 93%).
- Our Level 2 success rate for boys in 2018 (88%) remains similar to the girls rate.
- Our Level 3 and UE pass rates have increased since 2016 and 2017.
- The Level 3 and UE male leaver results have improved in 2018 with UE increasing from 28% to 33% and Level 3 increasing from 50% to 53%. We believe a larger proportion of males are leaving school prior to Year 13 or not completing L3 NCEA in their Year 13.

NCEA and UE 2018 pass rates:

(in %)

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male				
2014	84.8	84.7	73.8	49.2
2015	87.8	85.6	72.0	48.0
2016	90.4	85.5	72.4	43.8
2017	82.1	94.6	72.9	41.5
2018	85.3	88.3	69.5	43.5
Female				
2014	96.2	95.2	86.0	67.4
2015	90.3	94.1	82.3	61.3
2016	93.5	92.0	89.3	69.5
2017	94.1	95.3	88.1	66.7
2018	94.9	92.9	81.1	63.8

Evaluation and where to from here

These achievements for our male students continue to be a focus for us. The department reports continue to 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 part of the presentation the HOLAs give to the BOT and the one on one department report meeting with the Principal. In 2019, there is a schoolwide focus on boys achievement and engagement with all Learning teams (teacher PLD) having a focus on improvement for boys.

The UE gender gap is less significant than in 2017 (girls outperforming boys by 25% in 2017 but this has reduced to 20% in 2018. We will continue to work with the Linc teachers in Year 11-13 in particular to drill down and consider the males academic goals to see if they are achieving their goals and to question their goals as appropriate. There has been a continuation of developing new courses to accommodate boys interest. English in the Outdoors has been implemented in Level 2 in 2019. A Maths for Life course has been introduced in Level 2 in 2019 to increase engagement and relevance for students and in particular boys.

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%</p> <p>Result 2015: 71%</p> <p>Result 2016: 73%</p> <p>Result 2017: 76%</p>																												
Analysis for 2018	<p>Students were surveyed in Linc at the end of Terms 1,2,3 and 4. 100% of the cohort were surveyed by the end of Term 4 to ascertain whether they were intending to gain UE. 78% of the cohort were aiming for UE.</p> <table><thead><tr><th></th><th>All (100 % of cohort)</th><th>Male</th><th>Female</th></tr></thead><tbody><tr><td>Total students surveyed:</td><td>228</td><td>107</td><td>121</td></tr><tr><td># aiming for UE</td><td>172</td><td>75</td><td>97</td></tr><tr><td># not aiming for UE</td><td>56</td><td>32</td><td>24</td></tr></tbody></table> <table><tbody><tr><td>Total number of students in cohort as end of Term 4.</td><td>228</td><td>107</td><td>121</td></tr><tr><td>number eligible to gain UE</td><td>204</td><td>93</td><td>111</td></tr><tr><td>% of cohort that are eligible</td><td>89.5%</td><td>86.9%</td><td>91.7%</td></tr></tbody></table>		All (100 % of cohort)	Male	Female	Total students surveyed:	228	107	121	# aiming for UE	172	75	97	# not aiming for UE	56	32	24	Total number of students in cohort as end of Term 4.	228	107	121	number eligible to gain UE	204	93	111	% of cohort that are eligible	89.5%	86.9%	91.7%
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% aiming for UE that are eligible		84.3%	80.6%	87.4%
actual number gaining UE		139	58	81
Total of those aiming for UE		172	75	97
% of those aiming & gained UE		80.8%	77.3%	83.5%

Results and notes:

1) * Graduation Diploma introduced

2) 2017 was the first year to have 100% of cohort surveyed by Linc teachers

3) approx. 80% of cohort surveyed in 2014 & 2015

4) Target increased from 75% to 78% in 2018

Target	75%
2014 result	74.0%
2015 result	70.6%
*2016 result	72.6%
2017 result	75.7%
Target	78%
2018 result	80.8%

Analysis

- We exceeded the target of 78% of students that were planning to gain UE, actually obtaining UE. We continue to work on the accuracy of the data collection to get valid statistics in this area. The Mentoring programme in the school continues to strengthen and provide more opportunities to discuss goals and progress with students in Year 13 (as well as at other levels).
- In some situations, students continue to opt for courses which are not UE approved as they were selecting courses based on interest which is something we were encouraging. 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. For a number of students, it was a significant achievement to receive their diploma on stage in front of their year level and families
- Investigating gender UE success rates has proved helpful in analysing the data. While our NZQA data for UE success remains low when compared to other Decile 10 schools, we find that 77.3% of boys and 83.5% of girls that wanted to achieve UE did achieve it.

Evaluation and where to from here

- Some of the students fell short of gaining UE by just a few credits. This is despite the mentoring and support given to students during the year. Some of our students attended Hagley Community College in January/February 2019 to gain UE in particular. We are not aware of the success rate of this intervention due to how this data is communicated to NZQA.

- | | |
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| | <ul style="list-style-type: none">• We have improved our methods and reliability in obtaining the data from the students during the year and our evaluation of males and females separately in 2018 has enabled us to further reflect on next steps. We now need to look at why the males don't want to achieve UE – for example: what are they leaving school to do?• 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 2019 and develop more analysis of the difference between the male and female successes in UE as there is still a large disparity between the two results at present.• It is clearly evident that we started with a goal of 75% achievement in UE 3 years ago and have increased this to 82% in 2019 so the goal has enabled us to focus on improvement for our male learners. |
|--|--|



29 January 2019

KiwiSport Funding Use for Lincoln High School 2018

In 2018 we employed three staff members to run the Sports Department to provide opportunities for our students to enjoy a wide range of sports.

Sports Co-ordinator: 20 hours per week

Sports Administrator A: 25 hours per week

Sports Administrator B: 15 hours per week

We note the following from our 2018 involvement in sport:

- Participation rates for students increased from 39% in 2016 to 43% in 2017 (despite the roll dropping in 2017) to 48% in 2018.
- Participation rates for boys (50%) and girls (45%) in 2018.
- Staff involvement which includes teaching and support staff at 31% with a small increase in Teaching staff involvement in 2018.

Yours sincerely

Kathy Paterson
Principal

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Year 11+ funding Annual Report 2018

This Report is to be completed by the school and forwarded to the Director of Education, Canterbury and the Chatham Islands Region

School	Lincoln High School	Date: 30 / 4 / 19

How was the funding used?	We run a flexible learning class which is staffed full-time. The funding helped pay for the staffing for this. Senior students can be timetabled into the class for short or long periods of time depending on their needs. The primary purpose of this class is to meet the needs of students who are not coping in normal classes. Sometimes this is because of learning issues, mental health or social issues.
What were the outcomes resulting from funding?	The outcomes for the students are very positive in that it helps them cope with the mental health challenges they are having and improves their learning as they can get more one to one assistance from the teacher.
Issues, concerns, highlights, and other comments	

Signed:	Principal: 	SENCO: 
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For Office Use Only

Date Received: / /
