



Lincoln High School

Te Kura Tuarua o Waihora

2023 CHARTER



Foreword

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

The charter comprises 5 major sections

1. Introduction (He kupu whakataki)
2. Strategic section (Te mahere rautaki)
3. Annual section (Te whaingā a tau)
4. Analysis of Variance 2022 (Te tātari i ngā rerekētanga)
5. Operational section (Te whakatukunga)

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

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

The annual section provides a plan for the 2023 year to improve student achievement and progress. The goals and targets are aligned to the school's strategic aims. The document lists and explains each goal.

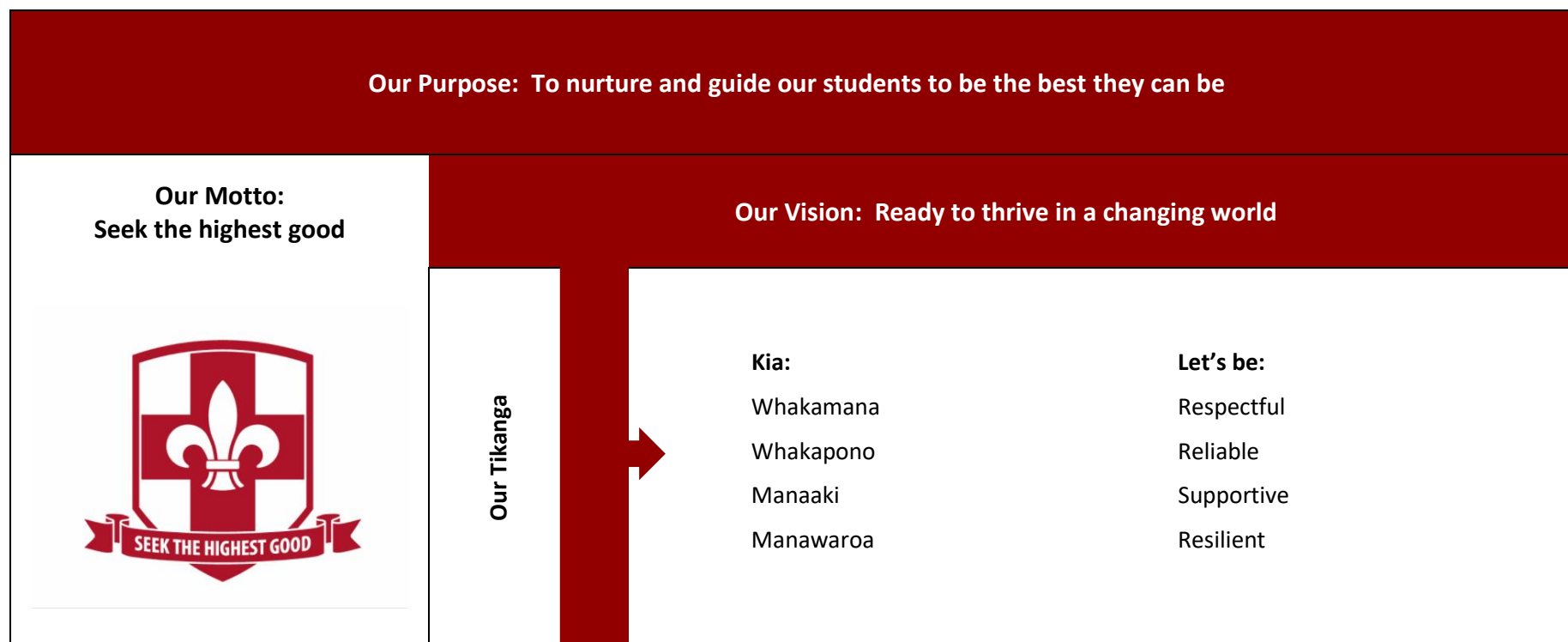
The operational section provides a framework for Board operations: planning, review, and reporting processes.

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1 Introduction (He kupu whakataiki)



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

1.1 Strategic Goal Overview

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

1.2 Description of School and Community Features

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

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

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

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

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

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

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

Community of Learning – Kāhui Ako

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

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

Vision: Together we are an engaged community of learners

Values: Aroha, Whanaungatanga, Manaakitanga, Kotahitanga, Tiakitanga, Rangatiratanga

(our values are founded in our shared cultural narrative from Te Taumutu Rūnanga)

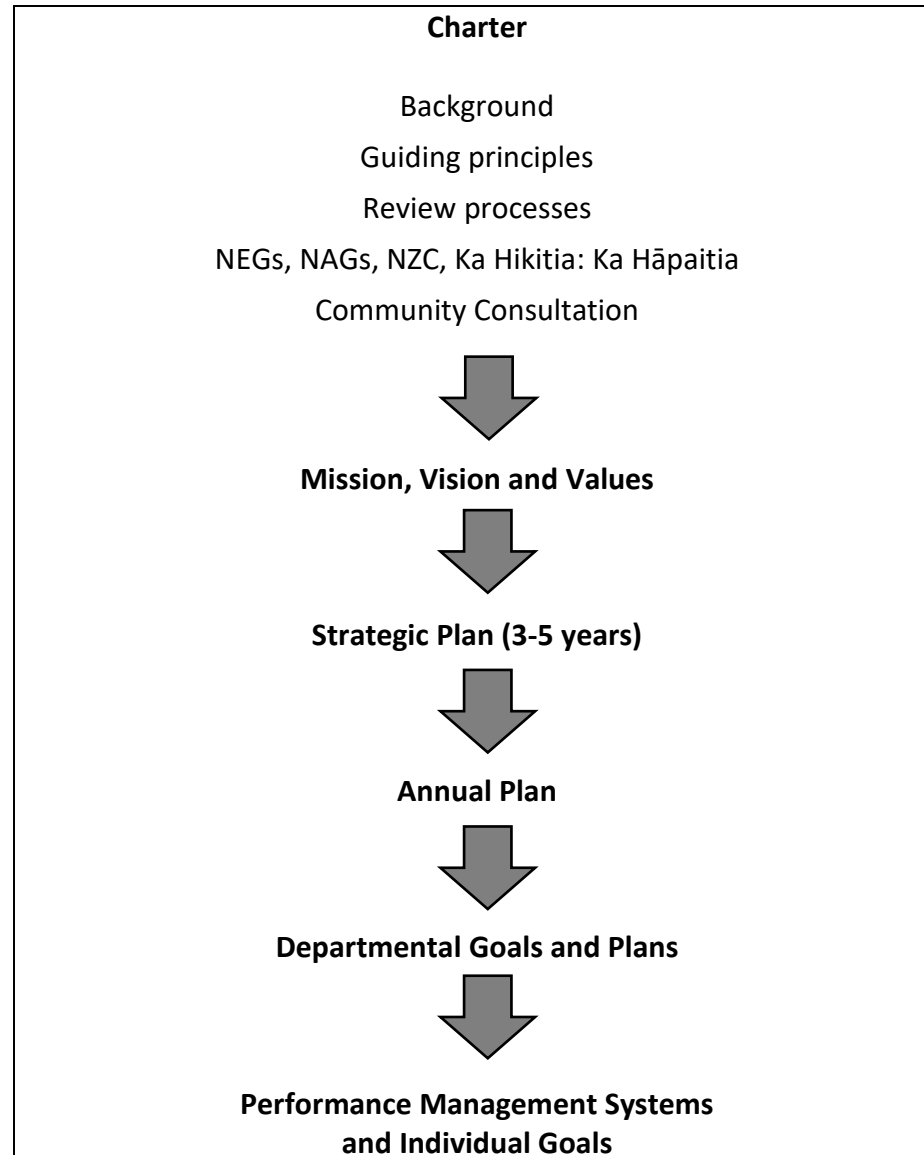
Strategic Initiatives: Connections, Cultural Responsiveness, Environment and Sustainability, Literacy

- We have a shared kāhui ako strategic plan.
- We have established a Stewardship Group, which includes representation from the Board members and Principals from our schools and an ECE representative.
- In 2017 the first Lead Principals were appointed and the first Achievement Challenges were approved by the Minister of Education.
- In 2018 the first Across School (ASLs) and Within School Lead Teacher (WSLs) positions were appointed.
- In 2019 work on implementing the achievement challenge focus areas started.
- In 2023 we set four new Achievement Challenges, appointed four new ASLs.
- We operate with two co-lead principals in a shared leadership role, alternating for two years each.

In 2023 Lincoln High School has nine WSL positions, and two staff-members hold an Across School Leader position.

2 Strategic Section 2020 – 2023 (Te mahere rautaki)

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



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

Target performance objectives	Indicators	Priorities		
		2021	2022	2023
<p>Target 1: The Lincoln tikanga is embedded in the school culture.</p>	<p>Our Lincoln tikanga is strongly evident in all aspects of school life.</p> <p>The Principal will report on the following:</p> <ol style="list-style-type: none"> 1. The strategies and programmes in place aiming to integrate our tikanga into staff, student and whānau experiences. 2. The effectiveness of the strategies and processes. 	<p>The Lincoln tikanga will be continue to be taught and acknowledged in all aspects of school for students, staff and whānau.</p> <p>Tier 2 is being introduced in two learning areas. The PB4L team will continue to upskill themselves in Tier 1 and 2.</p>	<p>The Lincoln tikanga will be continue to be taught and acknowledged in all aspects of school for students, staff and whānau.</p> <p>Tier 2 is being introduced with the Deans and SLT. The PB4L team will continue to upskill themselves in Tier 1 and 2.</p>	<p>The Lincoln tikanga will be continue to be taught and acknowledged in all aspects of school for students, staff and whānau.</p> <p>Pastoral data is collected by all staff and used to inform pastoral decisions.</p> <p>Tier 2 is being introduced with the Deans and SLT. The PB4L team will continue to upskill themselves in Tier 1 and 2.</p> <p>Restorative practices tools are beginning to be used by staff with support from the WSL.</p>
<p>Target 2: Staff and students are committed to working effectively within the bicultural context of Aotearoa New Zealand.</p>	<ol style="list-style-type: none"> 1. Te Reo and tangata whenua tikanga will continue to be more visible around the school. 2. The Māori and Bicultural Development Strategy will be implemented. 3. Te Reo will be used more in teaching and learning across the school. 4. Staff will learn the school waiata. <p>The Principal will report on the effectiveness of programmes and provide evidence of staff</p>	<p>Development of School Tikanga knowledge and our School Waiata with the school council.</p> <p>With the support of the WSL facilitator, the Māori Bicultural Development Strategy will be reviewed and supported within the school.</p> <p>Continue to embed Year 9 student visits to Te Pā o Moki as part of their Social Studies programme – greater focus on Taumutu values and School Waiata. A representative from the Science Learning Area will attend with their Year 9 class.</p> <p>Extensions to Te Pā o Moki visits to include weaving and</p>	<p>Development of School Tikanga knowledge and our School Waiata with the school council.</p> <p>With the support of the WSL facilitator, the Māori Bicultural Development Strategy will be reviewed and supported within the school.</p> <p>Explore extensions to the Te Taumutu marae visits for our school community.</p> <p>Further development of Culturally responsive pedagogy.</p> <p>Continual embedding of the Year 9 students visits Te Pā o Moki as part of their Social Studies programme – greater</p>	<p>The Māori Bicultural Development Plan will be unpacked with schoolwide teaching staff.</p> <p>With the support of the ASL facilitator, the Māori Bicultural Development Plan will be reviewed and supported within the school.</p> <p>With the support of the ASL, further development/ explanation of School Tikanga with teaching staff.</p> <p>Further development of School Tikanga knowledge and our</p>

	<p>and students' developing bi-cultural competence.</p>	<p>use of harakeke as part of Science work.</p> <p>Staff will be supported to deepen their knowledge and understanding of the importance of pronunciation and the Treaty of Waitangi.</p> <p>The staff will continue to learn the school waiata and will sing the waiata in appropriate settings. The staff will develop and extend their kete of Waiata for all occasions.</p> <p>All formal occasions will include and support Te Ao Māori and will have expected level of Te Reo Māori used throughout.</p> <p>Development of school Tikanga knowledge and unpacking of the Te Reo Māori.</p> <p>Development of Culturally responsive pedagogy through WSL role and guest speaker – Marcus Akuhata Brown.</p> <p>School Council, SLT, HOLA's will visit Te Pā o Moki and develop a greater understanding of the history of the area.</p> <p>Year 9 Science programme to have Te Ao Māori weaved through topics.</p> <p>Development of Culturally Responsive Pedagogy.</p>	<p>focus on Tikanga and School Waiata. A representative from the Science Learning Area will attend with their Year 9 class.</p> <p>Extensions to Te Pā o Moki visits to include weaving and use of harakeke as part of Science work.</p> <p>Development of Culturally Responsive Pedagogy.</p> <p>Staff will be supported to deepen their knowledge and understanding of the importance of pronunciation and the Treaty of Waitangi.</p> <p>The staff will continue to learn the school waiata and will sing the waiata in appropriate settings. The staff will develop and extend their kete of Waiata for all occasions.</p> <p>All formal occasions will include and support Te Ao Māori and will have expected level of Te Reo Māori used throughout.</p> <p>Development of school Tikanga knowledge and unpacking of the Te Reo Māori.</p> <p>Development of Culturally responsive pedagogy through WSL role and guest speaker – Takerei Norton.</p> <p>All staff to participate in schoolwide Professional Development delivered by Taumutu Rūnanga</p>	<p>School Waiata with the school council.</p> <p>Explore extensions to the Te Taumutu marae visits for our school community.</p> <p>Further development of Culturally responsive pedagogy.</p> <p>Continual embedding of the Year 9 students and Year 10 students for 2023 visits Te Pā o Moki as part of their Social Studies programme – greater focus on Tikanga and School Waiata. A representative from the Science Learning Area will attend with their Year 9 class.</p> <p>Extensions to Te Pā o Moki visits to include weaving and use of harakeke as part of Science work.</p> <p>Staff will be supported to deepen their knowledge and understanding of the importance of pronunciation and the Treaty of Waitangi.</p> <p>The staff will continue to learn the school waiata and will sing the waiata in appropriate settings. The staff will develop and extend their kete of Waiata for all occasions.</p> <p>The staff will say the Karakia 'Whakataka te Hou' prior to</p>
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				<p>staff hui and will say the karakia in appropriate settings.</p> <p>All formal occasions will include and support Te Ao Māori and will have expected level of Te Reo Māori used throughout.</p> <p>Development of school Tikanga knowledge and unpacking of the Te Reo Māori.</p> <p>Development of Culturally responsive pedagogy through WSL role and guest speaker.</p> <p>All staff to participate in schoolwide Professional Development delivered by Taumutu Rūnanga in hui with Rolleston College, Ellesmere College and Darfield High School.</p>
<p>Target 3: Students have an understanding of, and respect, the cultures of the diverse peoples of New Zealand.</p>	<p>1. Development of a Pasifika Development Strategy. 2. The Principal will report on the values outcomes of the programme for becoming a more Asia Aware school, and final outcomes from the Asia NZ longitudinal research.</p> <p>The Principal will report on the effectiveness of programmes and provide evidence of students' understanding of, and respect for the culture of</p>	<p>Analyse the achievement data for our Pasifika students for 2020 and create baseline data.</p> <p>Look for ways for our Pasifika students to celebrate their culture at events within Canterbury and beyond.</p> <p>Consult Pasifika whānau to develop a Pasifika Development Strategy.</p> <p>Attend 2021 SpacPac Events including Academic Awards, Leaders breakfast and Careers Expo.</p>	<p>Analyse the achievement data for our Pasifika students and compare to the baseline data developed in 2020.</p> <p>Continue to make the most of external programmes and opportunities offered for Pasifika students.</p> <p>Consult Pasifika whānau to develop a Pasifika Development Strategy.</p> <p>Attend 2022 SpacPac Events including Academic Awards,</p>	<p>Analyse the achievement data for our Pasifika students and compare to the baseline data developed in 2020.</p> <p>Continue to make the most of external programmes and opportunities offered for Pasifika students.</p> <p>Look for ways for our Pasifika students to celebrate their culture at events within Canterbury and beyond.</p>

	the diverse peoples of New Zealand.	Utilise studying opportunities offered from the University of Canterbury for our Pasifika students.	Leaders breakfast and Careers Expo. Utilise studying opportunities offered from the University of Canterbury for our Pasifika students. Have a whānau hui for our Pasifika students	Consult Pasifika whānau to develop a Pasifika Development Strategy. Attend 2023 SpacPac Events including Academic Awards, Leaders breakfast and Careers Expo. Utilise studying opportunities offered from the University of Canterbury and Ara for our Pasifika students. Have a whānau hui for our Pasifika students
Target 4: Sustainability: physical, social and economic awareness.	<ol style="list-style-type: none"> 1. Developing the concept and practice of sustainability. 2. Raising increased awareness of sustainability within LHS in the future. 3. Developing a workable framework. <p>The Principal will report on the development and implementation of programmes that provide evidence of the school's sustainable practices.</p>	<p>The WSL staff member will do an audit of our practices. They will work with staff, the Sustainability Council and students to improve our understanding and practices.</p> <p>Continue to look at sustainability around the school – enhance environmental areas with student voice.</p> <p>Set up effective system for recycling.</p> <p>Utilise additional \$400k government property grant to reduce need for boiler.</p>	<p>Embed sustainability practices into learning programmes.</p> <p>Continue to improve our sustainability practices.</p> <p>The staffroom will contain recycling bins.</p> <p>Completion of the landscaping initiatives started in 2021 around A block.</p> <p>Sustainability will be a focus with the redevelopment programme</p>	<p>Student Executive will build upon the audit of school practices completed in 2021.</p> <p>Create and implement an awareness campaign regarding social and physical sustainability and relate these to the Student Wellbeing aspects.</p> <p>Wellbeing Team will work to include aspects of all areas of sustainability into the strategy for staff.</p>
Target 5: Students develop and use digital literacy strategies and tools to enhance their learning and living.	<p>The Principal will report on the following:</p> <ol style="list-style-type: none"> 1. Further development on the ICT Strategic Plan. 2. Successful integration of BYOD. 	<p>Embed BYOD with all classes ensuring devices are a tool for engaging and motivating learners giving students a heightened global awareness.</p> <p>Continue to review the ICT Strategic plan, through the</p>	<p>All members of the school community exhibit responsible digital citizenship.</p> <p>The digital curriculum is implemented and all staff maintain a focus on a digital environment.</p>	<p>All members of the school community exhibit responsible digital citizenship.</p> <p>The digital curriculum is implemented and all staff maintain a focus on a digital environment.</p>

	<p>3. Report on the progress on the Digital Citizenship across the school.</p> <p>Review the digital technologies curriculum across Year 9 - 10.</p> <p>Implement Digital Curriculum at progress outcome 2 across Year 9-10</p>	<p>support of New Era and update and embed changes.</p> <p>All members of the school community exhibit responsible digital citizenship.</p> <p>Lincoln High School Student and Staff Digital Use Agreement implemented throughout the school.</p> <p>Utilise the expertise of WSLs to support staff in Teams development and Kamar use.</p> <p>Further embed Teams into learning programmes for students across all learning areas.</p> <p>Utilise Teams for staff use – incorporate a staff Teams site moving the staff handbook to Teams and reducing emails.</p> <p>Further development of the use of the KAMAR portal for students and parents.</p> <p>Revisit the use of the School App.</p> <p>Further development of Edsmart as a tool and fully utilised to its full potential</p>	<p>Further development of Edsmart as a tool and fully utilised to its full potential.</p> <p>The Digital Use agreement will be taught as part of Linc lessons.</p> <p>A BYOD survey will be conducted in term 1 with students and provisions will be made for students without devices.</p> <p>Teams will continue to be used for remote learning and face to face curriculum with the support of the WSL Teams.</p>	<p>School Bridge and School Point are introduced and support is in place for staff.</p> <p>The Digital Use agreement will be taught as part of Linc lessons.</p> <p>A BYOD survey will be conducted in term 1 with students and provisions will be made for students without devices.</p> <p>Teams will continue to be used for remote learning and face to face curriculum with the support of the WSL Teams.</p>
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Strategic Goal 2: Students achieve their personal best with their academic results

Target performance objectives	Indicators	Priorities		
		2021	2022	2023
<p>Target 1: At the end of Year 9, students will have made significant progress in Mathematics, Reading and Writing.</p>	<p>1A: At the end of Year 9 in Mathematics, using a SOLO rubric:</p> <ul style="list-style-type: none"> Supported learning class will be at Level 3 relational. Core classes will be at Level 4 relational. Enrichment classes – 90% will be at Level 5 multistructural in each of Number knowledge, Number operations, and Algebra. <p>1B: At the end of Year 9 in English, using AsTTle:</p> <ul style="list-style-type: none"> Supported learning class will be at 3P. Core classes will be at 4P. Enrichment classes – 90% will be at 5B in literacy. <p>Trend of increasing levels of progress in Reading, Writing and Mathematics.</p>	<p>Look at the effectiveness of the junior enrichment programme., including placement of students in classes - provide recommendation.</p> <p>Further review of the impact of streaming for student success in the junior school by tracking the data for 2020 Year 13 cohort from Year 9 enrichment classes. - provide recommendation.</p> <p>Plan for semesterised courses to be implemented 2022 for Yr 9 and 2023 for Yr 10 as per six-year curriculum plan.</p> <p>Use SOLO rubrics across the curriculum, where appropriate, for all junior students to ensure quality data for measuring levels of attainment in line with curriculum levels/reports.</p> <p>Monitor our literacy and numeracy goals with the achievement challenges in the Kāhui Ako.</p> <p>Decide if AsTTle is still needed as a testing method, but continue with CEM testing.</p>	<p>Ensure all learners are engaged and achieving.</p> <p>Review recommendations regarding the effectiveness of the enrichment programme and streaming in the junior school.</p> <p>Plan for semesterisation of Year 10 in 2023.</p> <p>Review semesterisation with Year 9 as 2022 progresses.</p> <p>Support work being done by ASL Literacy in our Kahui Ako.</p> <p>Both English and Mathematics learning areas will engage in national trials for the implementation of the new numeracy and literacy standards for NCEA. They will explore the implementation of these standards in Year 10 so the numeracy and literacy goals for NCEA are reached early.</p> <p>We still need to work on the place for AsTTle in our school – English are now using the AsTTle rubrics with their own resource for writing.</p>	<p>Semesterisation is in place for all students in the junior school. Monitor and review the junior programmes after semester 1 and 2. Yr 10 English teachers will have the same classes in semester 1 & 2. Core classes apply at Yr 9 only. There are some supported classes in Yr 10 Maths, English and Social studies.</p> <p>With the removal of the enrichment classes in Year 9, teachers are reviewing the CAM data from the entrance testing to ensure their programmes will cater for all students in the class.</p> <p>We have introduced a second supported learning class in 2023 due to the low testing results and will monitor progress in these classes. Supported learning classes are optional for families to choose at Yr 9 & 10. No directed streaming.</p> <p>We have a WSL for Numeracy and Literacy in 2023 and both will work across learning areas to develop a coordinated schoolwide approach to literacy and numeracy.</p>

				<p>The ASL will continue their work in supporting literacy across Year 7-10 in the Kāhui Ako.</p> <p>We will continue with the trials for numeracy and literacy at Year 10. This is available for Yr 11 students who did gain lit/num in 2022</p> <p>The English Learning area will continue to review and reduce the amount of assessment in the junior school.</p>
<p>Target 2A: There will be a trend of continual improvement, with results above Decile 10 means.</p>	<p>Improvements in school leaver and endorsement results compared with 2015. Trend line still going up.</p>	<p>HOLAs to use Learning Area reports on NCEA to discuss with their staff the goals for 2021.</p> <p>Learning area reports must align with teacher goals and individual evaluation of their results.</p> <p>Maintain use of “recommendations” in place of “entry requirements” to broaden the range of subjects and increase flexibility of choice for students.</p> <p>HOLAs report to the Board a summary of Department data.</p> <p>Further develop phase 3 of the six-year academic plan with all teachers.</p> <p>Continue to review semesterised senior courses.</p> <p>Introduce a Year 11 Diploma – attendance, academic success and literacy and numeracy completion requirements</p>	<p>HOLAs to use Learning Area reports on NCEA to discuss with their staff the goals for 2022.</p> <p>Ensure individual teacher analysis of senior NCEA results is in line with HOLA analysis.</p> <p>HOLAs report to the Board a summary of Department data early in Term 1 to discuss their progress in 2021.</p> <p>Further develop the seven- year academic plan with all teachers.</p> <p>Introduce a Year 12 Diploma – which will have attendance, NCEA success and literacy and numeracy completion requirements</p>	<p>HOLAs to use Learning Area reports on NCEA to discuss with their staff the goals for 2023.</p> <p>Decile 10 data will no longer exist so we will look at national averages to compare and see what other measures NZQA will use for school comparison.</p> <p>HOLAs report to the Board a summary of Department data in February to discuss their results from 2022.</p> <p>HOLAs will meet with the principal to discuss their Learning Area reports in more detail. All reports are submitted to the principal by 15th February.</p> <p>Further develop the seven- year academic plan with all teachers. This is reliant on progress with the NCEA Level 2 and 3 standards.</p>

				Continue to encourage, support and monitor the Year 11-13 Diplomas – which will have attendance, NCEA success and literacy and numeracy completion requirements
<p>Target 2B:</p> <p>The number 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 number of males will increase to 80%.</p>	<p>We will measure the percentage of students (also consider the males and females separately) who leave school with UE.</p> <p>The trend for the number of students gaining UE will increase.</p>	<p>Linc teachers of Year 13 students will closely monitor student achievement throughout the year to ensure Level 3 and UE goals are attainable and that students are aware of criteria.</p>	<p>Linc teachers of Year 13 students will closely monitor student achievement and attendance throughout the year to ensure NCEA Level 3 and UE goals are attainable and that students are aware of criteria.</p> <p>Tertiary providers will be scheduled to visit the school during the year and many of the visits will occur in Linc time.</p>	<p>Linc teachers of Year 13 students will closely monitor student achievement and attendance throughout the year to ensure NCEA Level 3 and UE goals are attainable and that students are aware of criteria.</p> <p>Tertiary providers will be scheduled to visit the school during the year and many of the visits will occur in Linc time.</p>
<p>Target 3:</p> <p>The achievement of Māori students will be indistinguishable from the whole school.</p>	<p>3A: Trend of improving NCEA results for Māori school leavers, compared with 2019 and previous years, continues.</p> <p>3B: Year 9 Māori students</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) in each of Number knowledge, Number operations, and Algebra and literacy. 	<p>Māori students will be monitored by DP responsible for our priority learners throughout the year.</p> <p>Māori students will be mentored and supported by their Linc teacher throughout the year.</p> <p>Māori students will continue to be supported in all pathways that they may pursue.</p> <p>Students will be fully encouraged and supported to participate in external Māori development programmes.</p> <p>Evaluation of Maori Performing Arts Course.</p>	<p>Māori students will be mentored and supported by their Linc teacher throughout the year.</p> <p>Māori students will be monitored by AP responsible for our priority learners throughout the year.</p> <p>Māori students will continue to be supported in all pathways that they may pursue.</p> <p>Students will be fully encouraged and supported to participate in external Māori development programmes.</p> <p>Review of Maori Performing Arts Course.</p> <p>Ethnicity check of all coming new students to ensure correct Ethnicity is listed.</p>	<p>Māori students will be mentored and supported by their Linc teacher throughout the year.</p> <p>Māori students will be monitored by AP responsible for our priority learners throughout the year.</p> <p>Māori students will continue to be supported in all pathways that they may pursue.</p> <p>Students will be fully encouraged and supported to participate in external Māori development programmes.</p> <p>Review of Maori Performing Arts Course.</p> <p>Ethnicity check of all coming new students to ensure correct Ethnicity is listed.</p>

	<p>Achievement of Māori students will be indistinguishable compared to whole school.</p>	<p>Ethnicity check of all coming new students to ensure correct Ethnicity is listed.</p> <p>SOLO rubrics will be clearly identified for progress against these targets.</p> <p>More support will be provided to Linc teachers by DP, HOD Te Reo Māori, WSL Culturally Responsive Pedagogy and Teacher Leader Culturally Responsive Pedagogy.</p>	<p>More support will to be provided to Linc teachers by AP, HOD Te Reo Māori, WSL Culturally Responsive Pedagogy and Teacher Leader Culturally Responsive Pedagogy.</p> <p>LHS will continue to encourage and support Year 10 Science students to participate in He Puna Pūtaiao in partnership with the University of Canterbury.</p> <p>Scholarship opportunities will be offered and supported for all Māori students.</p>	<p>More support will to be provided to Linc teachers by AP, HOD Te Reo Māori, ASL Culturally Responsive Pedagogy.</p> <p>LHS will continue to encourage and support Year 10 Science students to participate in He Puna Pūtaiao in partnership with the University of Canterbury.</p> <p>LHS will continue to encourage and support Year 11 and 12 students to participate in the Aukaha Tau programmes in partnership with the University of Canterbury.</p> <p>Scholarship opportunities will be offered and supported for all Māori students.</p>
<p>Target 4:</p> <p>The achievement of males will be indistinguishable from the females of the school.</p>	<p>Trend of improving NCEA results for male school leavers compared with 2020 and previous years continues.</p> <p>Achievement of male students will be raised to the level of females.</p>	<p>HOLAs will report to the Principal on the progress of males in their department report.</p> <p>Review impact on progress of males in the newly created courses from 2020 semester courses.</p> <p>Linc teachers monitor the progress of boys throughout the year</p>	<p>Linc teachers monitor the progress of boys throughout the year, including UE pass rates.</p> <p>HOLAs monitor progress of males as assessments are completed.</p> <p>HOLAs will report the success of males in their annual department report.</p> <p>BAYM (Building Awesome Young Men) will be supported to enhance opportunities for our males.</p>	<p>HOLAs monitor progress of males as assessments are completed.</p> <p>HOLAs will report the success of males in their annual Learning Area Report.</p>

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

Target performance objectives	Indicators	Priorities		
		2021	2022	2023
Our community experiences feeling good and functioning well.	<ol style="list-style-type: none"> 1. A survey involving staff may be used by the Principal’s appraiser. 2. Informal feedback and Principal self-reflection. 3. Improved teaching practices through support of, and access to professional development. 	<p>Aspire to be a deep professional learning community through growth in the HOLA (Heads of Learning Areas), TAL (Teaching and Learning) groups within the school.</p> <p>All teaching staff meet with the Principal or a designated member of SLT for a Professional Growth Cycle meeting once a year – usually in Term 3-4.</p> <p>Provide opportunities for staff to interact outside of formal curriculum work.</p> <p>Work closely with Rolleston College, Ellesmere College and Darfield High School for the betterment of all students in the Selwyn District.</p> <p>Further development of the Kāhui Ako.</p> <p>Continue to build upon the Wellbeing model which the Grow Waitaha group developed in 2018-9.</p> <p>Integrate Staff wellbeing model with a student wellbeing model vision. Seek external expertise to work with Student Executive.</p> <p>Work towards alignment of the staff model with student input for a full school model in 2022.</p> <p>Select two students from the Student Executive to be LHS</p>	<p>Aspire to be a deep professional learning community through growth in the HOLA (Heads of Learning Areas), TAL (Teaching and Learning), and other groups as needed within the school.</p> <p>All teaching staff meet with the Principal or a designated member of SLT for a Professional Growth Cycle meeting once a year – usually in Term 3-4.</p> <p>Further development of the Kāhui Ako and lead teachers across and within schools.</p> <p>Have fully aligned wellbeing model for school community.</p> <p>Work on communication and education around wellbeing at LHS and ‘what this looks like.’</p> <p>Integrate Staff wellbeing model with a student wellbeing model.</p> <p>Select two students from the Student Executive to be LHS Wellbeing Advocates to attend relevant wellbeing forums.</p> <p>Report on student leadership restructuring.</p> <p>Continue development of BAYM (Building Awesome Young Men) programme throughout 2022.</p> <p>2022 Wellbeing Leader to oversee relevant PD for staff and students at LHS.</p>	<p>Aspire to be a deep professional learning community through growth in the HOLA (Heads of Learning Areas), TAL (Teaching and Learning), and other groups as needed within the school.</p> <p>All teaching staff meet with the Principal or a designated member of SLT for a Professional Growth Cycle meeting once a year – usually in Term 3-4.</p> <p>Further development of the Kāhui Ako and lead teachers across and within schools.</p> <p>Select two students from the Student Executive to be LHS Wellbeing Advocates to attend relevant wellbeing forums.</p> <p>Continue supporting BAYM (Building Awesome Young Men) programme throughout 2023.</p> <p>2023 Wellbeing Coordinator introduced for this year to bridge three-year plan beginning 2024.</p> <p>Lead a PLT Wellbeing Thinktank to work on:</p> <ul style="list-style-type: none"> - Aligning student and staff wellbeing models - Design with Ariki Creative of model - Development of long-term Wellbeing plan for 2024-2027

		<p>Wellbeing Advocates to attend relevant wellbeing forums.</p> <p>Review student leadership and participation opportunities to provide better access.</p> <p>Continue establishment and development of BAYM (Building Awesome Young Men) programme throughout 2021.</p> <p>Complete Strategic Plan for BAYM and use to apply for funding through charitable organisations.</p> <p>2021 Wellbeing Leader to oversee relevant PD for staff and students at LHS.</p> <p>Continue to consult with community and stakeholders where applicable.</p> <p>Provide opportunities for staff to interact outside of formal curriculum work.</p> <p>Continue to support PD opportunities for all staff each year.</p> <p>Continue development of Student Executive and clarify roles in relation to student voice and student wellbeing.</p> <p>Student Leadership Team to formalise complete structure of school leadership with clear pathways and role descriptions.</p>	<p>Continue to consult with community and stakeholders where applicable.</p> <p>Provide opportunities for staff to interact outside of formal curriculum work.</p> <p>Continue to support PD opportunities for all staff each year.</p> <p>Fully integrate Student Executive and clarify roles in relation to student voice and student wellbeing</p>	<p>WSL to contribute to contribute to and facilitate relevant PD for staff and students at LHS.</p> <p>Continue to consult with community and stakeholders where applicable.</p> <p>Provide opportunities for staff to interact outside of formal curriculum work.</p> <p>Continue to support PD opportunities for all staff each year.</p> <p>Fully integrate Student Executive in relation to student voice and student wellbeing</p>
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<p>Target 2: To be an active and committed partner in the Ngā Mātāpuna o Ngā Pākihi Kāhui Ako, working to enhance learning opportunities for all students.</p>	<p>The principal will report on the progress of the Kāhui Ako each term.</p>	<p>Engage with the achievement challenges.</p> <p>Active participation in the Kāhui Ako initiatives including SOLO, Conference Day and any other new initiatives.</p> <p>WSL roles active in our school.</p> <p>Active engagement with the achievement challenges: Literacy; Cultural responsiveness, Environmental Sustainability & Connections.</p> <p>Continue to work with the primary schools to ensure the smooth transition to high school.</p> <p>Further development of the digital curriculum across the Kāhui Ako.</p>	<p>Engage in the four achievement challenges.</p> <p>Active participation in the Kāhui Ako initiatives including digital curriculum, culturally responsive pedagogy, environmental and student leadership and TOD.</p> <p>9 WSL roles active in our school.</p> <p>Provide support for the 2 ASL teachers in our school – Literacy and Culturally responsiveness.</p>	<p>Engage in the four achievement challenges.</p> <p>Active participation in the Kāhui Ako initiatives including Mana Ōrite, Literacy across the middle years, Numeracy, Aotearoa NZ Histories and the TOD in June.</p> <p>9 WSL roles are active in our school.</p> <p>Provide support for the 2 ASL teachers in our school – Literacy and Culturally responsiveness.</p> <p>Attend Kāhui Ako Board events.</p> <p>Principal to attend regular principal meetings and the Methven Principal Hui.</p>
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3 Annual Section (Te whainganga a tau)

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

Annual Goal	Actions	Personnel	Resource	Timeline
1.1 PB4L will enable LHS to develop more consistency with our tikanga across the school.	<ul style="list-style-type: none"> Tikanga group (formally PB4L team) will work with and support staff to embed our tikanga (PB4L). Develop Linc teachers supporting them to work closely with students to monitor and support attendance, uniform and BYO device use as part of school wide Tikanga (PB4L) strategy. Tikanga (PB4L) data will be clearly communicated to the school community and used to focus attention on specific areas of growth. Target specific minor behaviours using the PB4L framework. Introduction of Tier 2 practices. Deans and SLT will participate in tier two training. A Classroom Practices Team will be established. Participation in PB4L Restorative Practices PLD Introduce a positive acknowledgement system into Year 9 to support students who do the right thing. 	Tikanga group (PB4L team) Deans SLT WSL Restorative practices	Time. Training.	2023 ongoing sessions.
1.2 Student Leadership	<ul style="list-style-type: none"> Monitor the progress of boys across all areas and levels. BAYM programme. Junior leadership – new programme rollout with Year 11 support Continue to offer opportunities for student voice via the Student Executive. Continue to grow and support Aronga format for council. 	DP in charge School Council. WSL – Student Leadership	Time.	Ongoing.
1.3 House System	<ul style="list-style-type: none"> House Co-ordinator oversees management of House Leaders (staff and students). Coordinate better events within Linc time. Publish House Calendar so everyone is aware of the timing for events. Create House Signboard Co-ordinate House events with wider school and staff activities. Liaise with WSL for House review in Semester 1 of 2023. 	DP in charge School Council. House Co-ordinator.	Time.	Ongoing.
1.4 Completion of the Māori Bicultural Development Strategy	<ul style="list-style-type: none"> Working with ASL Culturally Responsive Pedagogy to present the Development Strategy to staff and Board. Present Development Strategy to whānau. Work with ASL Role in looking at the implementation of the strategy. 	Principal. AP in charge-Māori. HOD Māori.	Time.	Term 1 – presented to staff

				Term 1 – present to whānau
1.5 School Waiata and Karakia in staff settings	<ul style="list-style-type: none"> • Continue with staff development of the waiata making authentic settings work. • Using a karakia “Whakataka te Hou” in staff briefing and staff meetings. Learning areas are also adopting this practice at the start of their meetings. • Introduce waiata to Year 9 students and the School Council to begin working with students. 	HOD Māori.	Māori staff.	Ongoing.

1.6 Development plan for Pasifika students	<ul style="list-style-type: none"> • Consult with Pasifika whānau. • Celebrate Pasifika successes. • Develop Pasifika Development Plan in consultation with whānau. • Consult with Pasifika whānau in ways to acknowledge and celebrate Pasifika langugae weeks. 	Principal. AP in charge Pasifika.	Time. Connection to whānau outside of school.	Term 2-3.
1.7 Sustainability	<ul style="list-style-type: none"> • Continue with the audit on the recycling processes and increase what we are currently doing. • Focus on the Board sustainability policy with any building developments. 	Associate Principal. Taha Wairua Board property committee	Time.	Term 1-4.
1.8 Digital Curriculum & Citizenship	<ul style="list-style-type: none"> • Ensure there is a programme for Digital Citizenship implemented through Linc classes. • Student Digital Use agreement to be taught/explained/read in Linc classes. • Staff Digital Use Agreement - circulate link to staff. 	TAL. TIC Linc. HOLAs. SLT	Time.	Term 1-4.

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

Annual Goals	Actions	Personnel	Resource	Timeline
2.1 Review use of AsTTle for summative analysis of student progress at Year 9-10	<ul style="list-style-type: none"> CAM Numeracy, Literacy and Reasoning assessment to be used to expand on the data we have available to measure student levels for class placement and quicker diagnosis of learning needs. Link progress on assessing against curriculum levels with SOLO to develop a more robust measuring tool for student progress with Mathematics. English will review their methods of assessing students in the junior school. Ensure templates are in place for measuring SOLO at curriculum levels 3-5 for Year 9 students in Mathematics and 3P – 5B AsTTle in English. 	HOD Learning Support. WSL Teams. HOLA English & Mathematics. DP curriculum. Principal.	Staff. Time. Software applications.	Ongoing.
2.2 Academic achievement for senior students	<ul style="list-style-type: none"> Linc teachers of Year 11-13 students to work with students to regularly review progress and check levels of achievement and attendance. Review the comparison between the Year 12 NCEA 2020, 2021 and 2022 data. Note: Baseline data for Year 12 2020 NCEA results for certificate endorsements has been collated. Track and monitor 2023 NCEA Level 2 results including endorsement rates. Continue to support implementation and tracking for the Year 12 Diploma in 2023 	DP in charge Linc & curriculum. Senior Linc teachers. KAMAR expert. HOL Year 11-13. All teachers.	Time. PD sessions.	Ongoing.
2.3 Semesterisation	<ul style="list-style-type: none"> Review 2023 Year 11 semester courses and look to potentially reduce some of the options in preparation for 2024 courses. Monitor Year 11 2023 data in the following areas: averages for 4 assessments; transfer rates; attendance rates. Monitor L1 Numeracy and literacy progress for Year 10 and 11. Develop a clear plan for students at risk of not achieving numeracy and literacy. Monitor and review programme for students not planning to complete Year 12. Review semesterisation of Year 9-10 courses Monitor the supported learning classes in Year 9. Focus on having a Junior Programme as opposed to a Year 9 and Year 10 programme of learning. 	Principal. HOLAs HOL Year 11-13. TIC Linc. Senior Linc teachers. Tutors	Meetings with DP Curriculum and HOLAs and Principal.	Ongoing.
2.4 Achievement of Māori and Pasifika students	<ul style="list-style-type: none"> Monitor Māori and Pasifika students and set clear pathways for success. Ensure Māori and Pasifika students academic achievement is indistinguishable compared to school and continues to improve. 	AP in charge Māori/Pasifika students.	Time.	Ongoing

		Linc teachers + teachers.		
2.5 Increase UE attainment levels for Year 13 students	<ul style="list-style-type: none"> Analyse 2022 data including males and females separately to look for trends to explain discrepancy with our UE data. Continue to monitor expectations by students each term. 	Linc teachers. Tutors. DP Curriculum.	Time	Ongoing. Term 1
2.6 Ngā Mātāpuna o Ngā Pakihi Kāhui Ako	<ul style="list-style-type: none"> Continue to play a lead role in the Kāhui Ako through engagement and providing professional development opportunities for all teachers. Full participation in the Kāhui Ako Conference Day in Term 2. Support Mandarin in 2023 – we have 2 MLA’s in 2023 to be used across the Kāhui Ako. 	Principal. Kāhui Ako Leaders. Teachers. HOLA Languages.	Time . Money Leadership.	Ongoing.

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

Annual Goals	Actions	Personnel	Resource	Timeline
3.1 Staff Professional Growth Cycle	<ul style="list-style-type: none"> PGC to include te reo or tikanga Māori goal; observations; engagement in PLD sessions and PLT meetings. Staff are still encouraged to do an Inquiry and capture student voice. All teaching staff to meet with their HOLA/HOD before meeting with the Principal or a designated SLT member. 	All teaching staff and Principal, SLT. SCT. ASL Mana Ōrite	Interview times.	Term 1 – Set Goals Term 3 and 4.
3.2 Professional Learning Teams	<ul style="list-style-type: none"> Professional learning teams will operate 4 times a year to facilitate learning for teachers. In 2023 we will have teachers working in small groups or individually with a choice of focus. Many teachers have indicated that they wish to use the time to work on their external te reo courses. 	HOLAs, SLT & SCT.	Meeting times. Costs for PD.	Term 1-4.
3.3 Wellbeing Survey/ Teaching and School Practices Tool (TSP)	<ul style="list-style-type: none"> All staff will complete a wellbeing/TSP survey by the end of Term 2. The NZCER survey will be used for teachers and modified for support staff. The student NZCER wellbeing survey will be completed in Term 2-3 and results discussed with staff later in the year. 	Principal. SLT.	Time and cost to NZCER.	Term 2-3.
3.4 LHS Wellbeing	<ul style="list-style-type: none"> Any wellbeing activities and PD scheduled annually with consideration of other events and activities going on within the school. Continue to work on Wellbeing Model with Ariki Creative. DP in charge of Pastoral will lead a Thinktank during PLD time allowances to keep some momentum in 2023. 	DP in charge Pastoral.	Relief for days out at courses. Money. Time.	Term 1-4.
3.5 TAL projects	<ul style="list-style-type: none"> TAL will look at ways to support teachers with 100-minute lessons by collating what is happening across curriculum areas. TAL will continue with mini lessons in meeting time on the ANZHC. 	TAL. SCT. Principal. TAL chair	Time.	Term 1-4

3.6 Ngā Mātāpuna o Ngā Pakihi Kāhui Ako engagement	<ul style="list-style-type: none"> • Implementation of the achievement challenges through the appointment of within school leaders and involvement in the across school leader roles. • Active participation in the Kāhui Ako initiatives including 4 achievement challenges and TOD conference in June. • WSL roles actively used in 4 curriculum areas + 6 other roles. 	Kāhui Ako Leads. SLT. ASL, WSL.	Time. Resources for within and across school roles.	Term 1-4.
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2023 Annual Targets

Student Achievement Target 1

Strategic Goal 2	Students will achieve excellent academic results.
Target 1	All students achieve NCEA Level 2 with meaningful grades (i.e. an increase in certificate endorsement rates at Level 2).
Baseline data	<p>Students did not do NCEA Level 1 from 2020. We want to track their progress to ensure they are achieving well at Level 2.</p> <p>We will monitor wellbeing for these students to see if it has made a difference not doing NCEA Level 1. We have developed base line data for attendance, transfers and achievement with the 2020 Year 12 cohort and will make comparisons with the 2023 cohort. We will look at the cohort factor by considering these results and trends alongside the CAM entrance test data for each cohort.</p> <p>2020 Certificate Endorsement: Level 2: Excellence Endorsement 14.5% Merit Endorsement 24.3%</p> <p>2021 Certificate Endorsement: Level 2: Excellence Endorsement 14.9% Merit Endorsement 23.2%</p> <p>2022 Certificate Endorsement: Level 2: Excellence Endorsement 13.6% Merit Endorsement 26.6%</p> <p>Note: 2020 & 2022 COVID meant that students only had to achieve 46 credits for an endorsed certificate.</p> <p>2020: Pass rate for NCEA Level 2: 97%</p> <p>2021: Pass rate for NCEA Level 2 97.2% raw score/ 98.2% following intervention.</p> <p>2022: Pass rate for NCEA Level 2: 91.3% raw score/ 93.2% following intervention.</p>

Action Plan Target 1 2023

What?	Who?	How?	Timeframe
HOLAs review and update of Level 2 courses	HOLAs. SLT.	Department reports and meetings with Board and Principal.	Term 1
Weekly review of attendance, transfers and achievement data	HOL + DP Curriculum + Linc teachers.	Data is collated by DP Curriculum and circulated to Linc Teachers.	From Week 6, Term 1
Monitoring and mentoring of students	Year 12 Linc Teachers.	Linc lessons each week.	Weekly all year.
Wellbeing@school data review	SLT + HOL team for Year 12.	Survey conducted in Term 2-3 in Linc class.	Term 2-3
Comparison of 2023 Year 12 data with 2020 Year 12 (these students did NCEA Level 1)	DP Curriculum + Principal.	Review of achievement data from KAMAR.	Term 3-4

Monitor Year 12 Diploma	DP Curriculum + Linc teachers + Tutor	Through Linc classes monitor and focus on the diploma data.	Term 1-4.
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Student Achievement Target 2

Strategic Goal 2	Students will achieve excellent academic results.
Target 4	The percentage of Year 13 students leaving school with UE will increase to 84% (i.e. those who are intending to gain UE – not the NZQA measure of those eligible for Level 3) and the percentage of males will be the same as for females.
Baseline data	<p>NZQA’s statistics on UE pass rates are not meaningful as they do not take in to account the students that are not eligible to obtain UE due to the courses being studied (not UE approved subjects). UE is not part of the academic pathway for all students. What is important is that we ensure they are aware of the pathways.</p> <p>All students were surveyed and Linc teachers monitored the students UE progress as a way of addressing the expected target for our UE success rate. Our statistics are based on our students’ intentions/goals and are therefore specific to our school which is more meaningful.</p> <p>Based on a school survey:</p> <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 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

Action Plan 2023

What?	Who?	How?	Timeframe
Teachers made aware of UE and Graduation requirements	Linc Teachers Tutors & DP Curriculum	Linc Meetings. Staff meeting & summary information.	Term 1
HOLA discussion of UE requirements	Principal & HOLAs	Meeting times.	Term 1

Review of 2022 data to highlight areas of concern	DP Curriculum & HOLAs & Principal	HOLA meeting & department reports.	Term 1-2
Review student courses for Year 13 to ensure there is a clear understanding of UE and Graduation requirements	DP Curriculum & Tutors Year 13 Linc teachers & Year 13 students	Staff meeting on Linc Class or Linc teacher Friday meetings. Wednesday Linc lessons.	Term 1
Check progress for UE and Graduation progress for all students	Linc Teachers DP Māori/Pasifika students	Resources emailed or presented to teachers. Completed in Linc class each term via shared spreadsheet.	Term 1-4
Survey students on intentions for UE This will be a collection of data from all students in Year 13 at the end of Term 3	Linc teachers	Linc class time	Term 1-4
Provide interventions for those not meeting UE requirements – use literacy and numeracy teachers if needed	DP curriculum Flexible Learning Room Teachers Linc teachers	Linc Class time. Use Flexible learning time for students. Flexible Learning Room to be used for numeracy and literacy needs in 2023.	Term 3-4

Achievement in NCEA and UE: Lincoln High School

Generated 9-Feb-2023

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

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

NCEA Certificate Endorsement: Lincoln High School

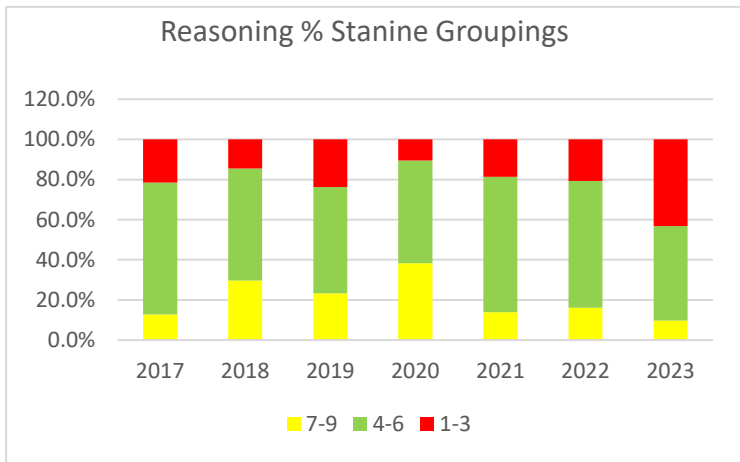
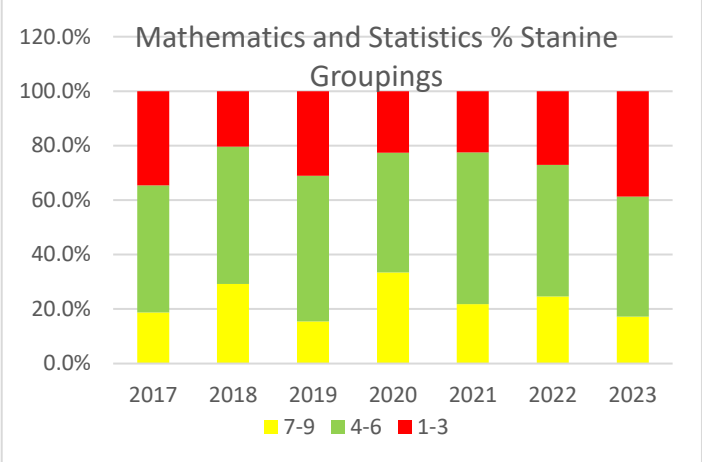
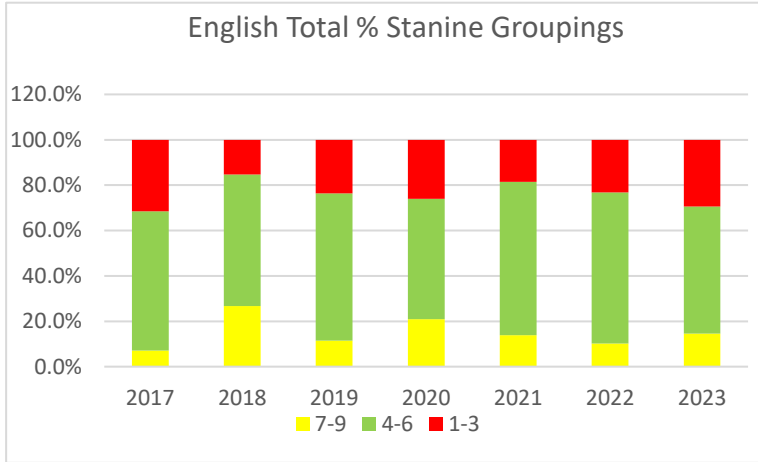
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PR4 - Cumulative Results by Percentage **Red values = highest in the last 5 years**

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

Consideration of a cohort factor in our analysis.

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



Summary

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

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

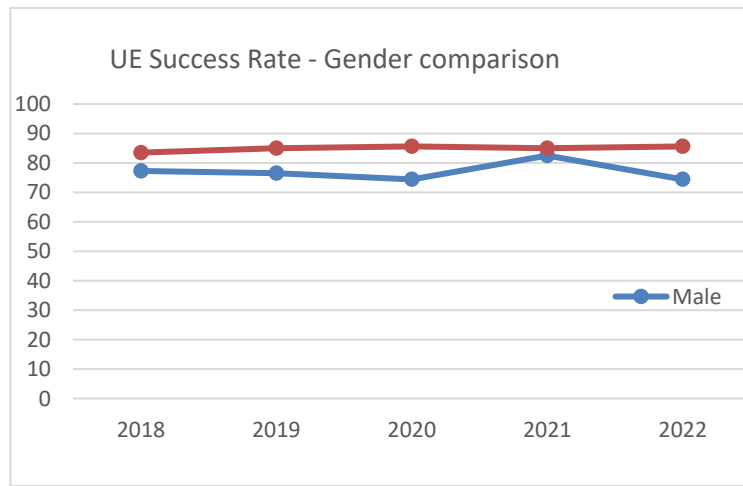
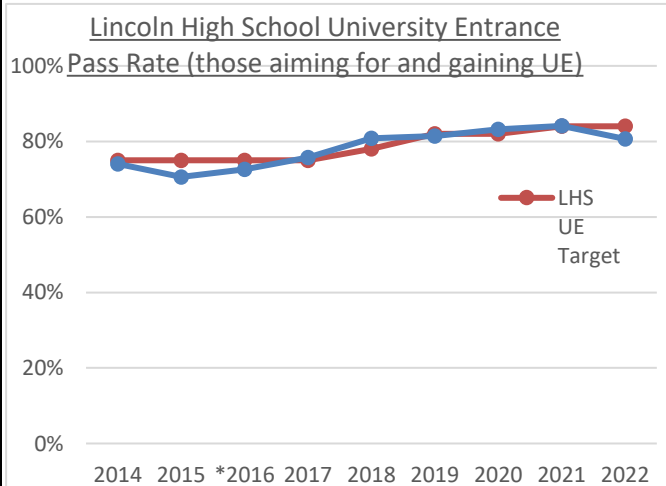
Evaluation and where to from here:

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

Student Achievement Target 2

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

Description	Total	All	Male	Female	
Total students surveyed:	194	-	89	105	
Amount aiming for UE (% of cohort)	150	77.3%	71.9%	81.9%	
Amount eligible to gain UE (% of cohort)	181	93.3%	88.8%	97.1%	
Proportion aiming for UE that are eligible	-	82.9%	81.0%	84.3%	
Actual number gaining UE (% wanting UE)	121	80.7%	78.1%	82.6%	
LHS UE pass rate target	126	84%	84%	84%	
LHS UE pass rate - those aiming & gaining UE		80.7%	78.1%	82.6%	2022
		84.1%	82.5%	85.0%	2021
		83.2%	74.4%	85.6%	2020
		81.4%	76.5%	85.0%	2019
		80.8%	77.3%	83.5%	2018
		75.7%	-	-	2017
		72.6%	-	-	*2016
		70.6%	-	-	2015
		74.0%	-	-	2014



Notes:

1. 100% of Yr 13 students surveyed at the end of Term
2. *2016 Graduation Diploma introduced
3. 2017 was the first year

to have 100% of cohort surveyed by Linc teachers

4. UE Target increased from 75% to 78% in 2018 and progressively increased to 84% in 2021 and 2022
5. Gender data collated as of 2018
6. Total number of students includes those enrolled at the start of Term 3

Analysis

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

Evaluation and where to from here

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

5 Operational Section (Te whakatukunga)

Governance

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

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

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

The Lincoln High School Board is obligated and committed to:

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

Examples of key priorities in 2023 to fulfil the National Administrative Guidelines (NAGS)

(Note: this will be a transition year from the NAGS to the NELPS)

NAG 1

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

NAG 1: LHS Curriculum – student achievement

- Maintain and review systems to monitor students who are at risk learners including SAC students
- Continue specific monitoring of Māori and Pasifika students for all targets through Associate Principal
- Use Linc Class to effectively mentor students to achieve personal best – thorough goal setting and monitoring progress
- Programmes are in place for enrichment and for those at risk of not achieving
- Changes to reporting to increase information for parents – relating to tikanga and academic progress.
- Analysis of Year 11 progress and achievement with changes to semesterisation and not entering students for NCEA Level 1.
- Implementation of the Year 11-13 Diplomas in 2023
- Full implementation of semesterisation at the Junior level (2023)

NAG 2

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

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

NAG 2: LHS Strategic planning and review

- Continue to develop robust self-review processes.
- Complete the ERO self-review audit
- Increased achievement data presented in Principal's reports

- Work with ERO under their new model.
- NELPS to be implemented in 2024.

NAG 3

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

Develop and implement personnel and policies

- Be a good employer (as defined in State Sector Act 1988)

NAG 3: LHS Personnel

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

NAG 4

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

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

NAG 4: LHS Finance and Property

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

NAG 5

Each Board is also required to:

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

NAG 5 – LHS Health and Safety

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

NAG 6

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

NAG 6: LHS Policies and procedures

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

Property Strategies 2023 to 2025

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

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

Principles which underpin decision making:

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

Approved: 20 February 2023

Financial Strategies 2023 to 2025

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

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

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

Approved: 20 February 2023