



# Lincoln High School

Te Kura Tuarua o Waihora

## 2022 CHARTER



## Foreword

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

The charter comprises 5 major sections

1. Introduction (He kupu whakataki)
2. Strategic section (Te mahere rautaki)
3. Annual section (Te whainga a tau)
4. Analysis of Variance 2021 (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 2022 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.

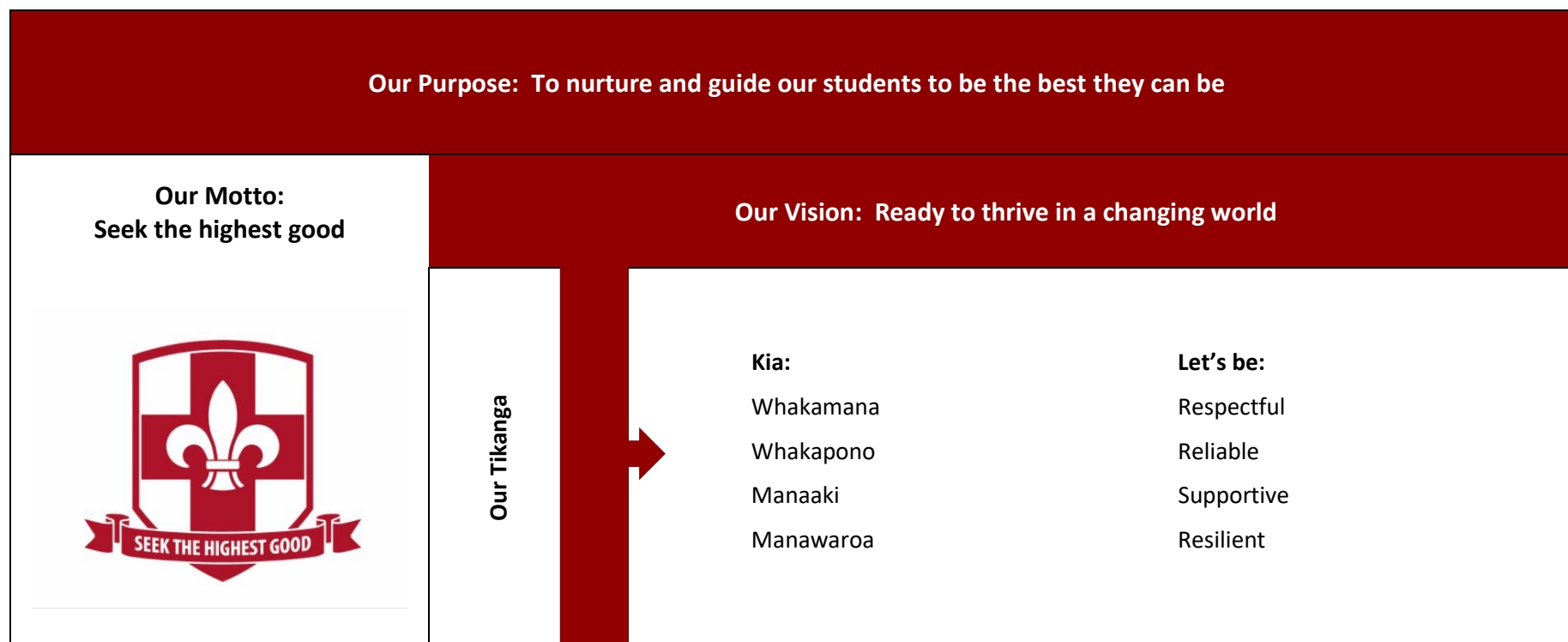
The operational section provides a framework for board operations: planning, review, and reporting processes.

# Table of Contents

## Contents

<b>Foreword</b> .....	2
<b>1 Introduction (He kupu whakataiki)</b> .....	4
1.1 Strategic Goal Overview .....	5
1.2 Description of School and Community Features .....	6
<b>2 Strategic Section 2020 – 2022 (Te mahere rautaki)</b> .....	8
Strategic Goal 1: The Lincoln tikanga is strongly evident in the behaviour and attitude of all members of the school community.....	9
Strategic Goal 2: Students achieve their personal best with their academic results .....	14
Strategic Goal 3: Our community experiences feeling good and functioning well at Lincoln High School. ....	18
<b>3 Annual Section (Te whainga a tau)</b> .....	21
<b>4 Analysis of Variance 2021 (Te tātari i ngā rerekētanga)</b> .....	30
<b>5 Operational Section (Te whakatukunga)</b> .....	36
Examples of key priorities in 2022 to fulfil the National Administrative Guidelines (NAGS) .....	37
Property Strategies 2020 to 2022 .....	40
The goals of the Lincoln High School Property Strategies are to support the Board of Trustees Strategic Plan. ....	40
Financial Strategies 2020 to 2022 .....	41

# 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
<b>The Lincoln tikanga is strongly evident in the behaviour and attitude of all members of the school community.</b>	<b>Students achieve their personal best with their academic results.</b>	<b>Our community experiences feeling good and functioning well at Lincoln High School.</b>
<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

Ngā Mātāpuna o Ngā Pākihi Kāhui Ako

*Together we achieve an engaged community of learners.*



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)

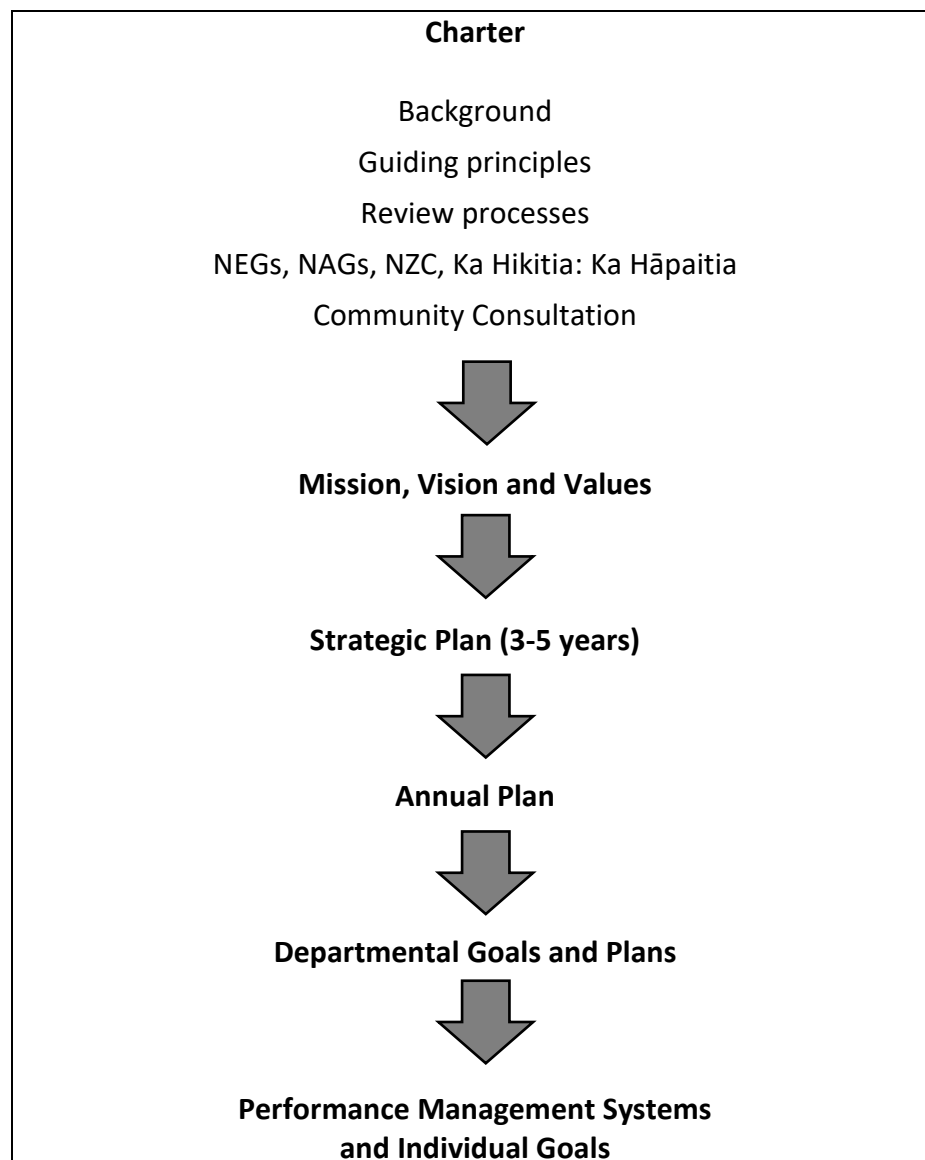
**Strategic Initiatives:** Connections, Cultural Responsiveness, Environment and Sustainability, Literacy

- 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 2021 we set four new Achievement Challenges, appointed four new ASLs and work continues on these for 2022.
- We operate with two co-lead principals in a shared leadership role, alternating for two years each.

In 2022 Lincoln High School has nine WSL positions, and two staff-members hold an Across School Leader position.

## 2 Strategic Section 2020 – 2022 (Te mahere rautaki)

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



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

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

	<p>2. The Māori and Bicultural Development Strategy will be implemented.</p> <p>3. Te Reo will be used more in teaching and learning across the school.</p> <p>4. Staff will learn the school waiata.</p> <p>The Principal will report on the effectiveness of programmes and provide evidence of staff and students' developing bi-cultural competence.</p>	<p>With the support of the WSL facilitator, the Māori Bicultural Development Strategy will be reviewed and supported within the school.</p> <p>Staff will be supported to deepen their knowledge and understanding of the importance of pronunciation and the Treaty of Waitangi.</p> <p>The staff will continue to learn the school waiata and will sing the waiata in appropriate settings. The staff will develop and extend their kete of Waiata for all occasions.</p> <p>All formal occasions will include and support Te Ao Māori and will have expected level of Te Reo Māori used throughout.</p> <p>Development of school Tikanga knowledge and unpacking of the Te Reo Māori.</p> <p>Development of Culturally responsive pedagogy through WSL role and guest speaker – Marcus Akuhata Brown.</p> <p>Year 9 will learn the School Waiata and deeper understanding of School Tikanga.</p> <p>Embed Year 9 student visits to Te Pā o Moki as part of their Social Studies programme – greater focus on Taumutu values and School Waiata.</p> <p>School Council and SLT will visit Te Pā o Moki and develop a</p>	<p>reviewed and supported within the school.</p> <p>Continue to embed Year 9 student visits to Te Pā o Moki as part of their Social Studies programme – greater focus on Taumutu values and School Waiata. A representative from the Science Learning Area will attend with their Year 9 class.</p> <p>Extensions to Te Pā o Moki visits to include weaving and use of harakeke as part of Science work.</p> <p>Staff will be supported to deepen their knowledge and understanding of the importance of pronunciation and the Treaty of Waitangi.</p> <p>The staff will continue to learn the school waiata and will sing the waiata in appropriate settings. The staff will develop and extend their kete of Waiata for all occasions.</p> <p>All formal occasions will include and support Te Ao Māori and will have expected level of Te Reo Māori used throughout.</p> <p>Development of school Tikanga knowledge and unpacking of the Te Reo Māori.</p> <p>Development of Culturally responsive pedagogy through WSL role and guest speaker – Marcus Akuhata Brown.</p> <p>School Council, SLT, HOLA's will visit Te Pā o Moki and develop a</p>	<p>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 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>
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		<p>greater understanding of the history of the area.</p> <p>Year 9 Science programme to have Te Ao Māori weaved through topics.</p>	<p>greater understanding of the history of the area.</p> <p>Year 9 Science programme to have Te Ao Māori weaved through topics.</p> <p>Development of Culturally Responsive Pedagogy.</p>	<p>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><b>Target 3:</b></p> <p>Students have an understanding of, and respect, the cultures of the diverse peoples of New Zealand.</p>	<ol style="list-style-type: none"> <li>1. Development of a Pasifika Development Strategy.</li> <li>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.</li> </ol> <p>The Principal will report on the effectiveness of programmes and provide evidence of students' understanding of, and respect for the culture of the diverse peoples of New Zealand.</p>	<p>Analyse the achievement data for our Pasifika students for 2019 and create baseline data.</p> <p>Look for ways for our Pasifika students to celebrate their culture at events within Canterbury and beyond.</p> <p>Consult Pasifika whānau to develop a Pasifika Development Strategy.</p> <p>Attend 2020 SpacPac Events including Academic Awards, Leaders breakfast and Careers Expo.</p>	<p>Analyse the achievement data for our Pasifika students for 2020 and create baseline data.</p> <p>Look for ways for our Pasifika students to celebrate their culture at events within Canterbury and beyond.</p> <p>Consult Pasifika whānau to develop a Pasifika Development Strategy.</p> <p>Attend 2021 SpacPac Events including Academic Awards, Leaders breakfast and Careers Expo.</p> <p>Utilise studying opportunities offered from the University of Canterbury for our Pasifika students.</p>	<p>Analyse the achievement data for our Pasifika students and compare to the baseline data developed in 2021.</p> <p>Continue to make the most of external programmes and opportunities offered for Pasifika students.</p> <p>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 2022 SpacPac Events including Academic Awards, Leaders breakfast and Careers Expo.</p> <p>Utilise studying opportunities offered from the University of Canterbury for our Pasifika students.</p> <p>Have a whānau hui for our Pasifika students.</p>

<b>Target 4:</b> Sustainability: physical, social and economic awareness.	1. Developing the concept and practice of sustainability. 2. Raising increased awareness of sustainability within LHS in the future. 3. Developing a workable framework.  The Principal will report on the development and implementation of programmes that provide evidence of the school's sustainable practices.	Development of a heightened awareness of sustainability through educating students of the benefits.  Continue to support BOT goal of including sustainability into any BOT decisions.  Audit current recycling processes and energy management through the Sustainability Council.  Reduce the need for litter management and continue to educate students on the benefits of the Mahoe Reserve through the curriculum and the Sustainability Council.	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.  Continue to look at sustainability around the school – enhance environmental areas with student voice.  Set up effective system for recycling.  Utilise additional \$400k government property grant to reduce need for boiler.	Embed sustainability practices into learning programmes.  Continue to improve our sustainability practices.  The staffroom will contain recycling bins.  Completion of the landscaping initiatives started in 2021 around A block.  Sustainability will be a focus with the redevelopment programme.
<b>Target 5:</b> Students develop and use digital literacy strategies and tools to enhance their learning and living.	The Principal will report on the following: 1. Further development on the ICT Strategic Plan. 2. Successful integration of BYOD. 3. Report on the progress on the Digital Citizenship across the school.  Review the digital technologies curriculum across Year 9 - 10.  Implement Digital Curriculum at progress outcome 2 across Year 9-10	Embed BYOD with all classes ensuring devices are a tool for engaging and motivating learners giving students a heightened global awareness.  Review the ICT Strategic plan, through the support of New Era and update and embed changes.  Utilise the expertise of WSLs to support staff in Teams development and Kamar use.  Embed Teams into learning programmes for students across all learning areas.  Utilize Teams for staff use – incorporate a staff Teams site moving the staff handbook to Teams and reducing emails.	Embed BYOD with all classes ensuring devices are a tool for engaging and motivating learners giving students a heightened global awareness.  Continue to review the ICT Strategic plan, through the support of New Era and update and embed changes.  All members of the school community exhibit responsible digital citizenship.  Lincoln High School Student and Staff Digital Use Agreement implemented throughout the school.  Utilise the expertise of WSLs to support staff in Teams development and Kamar use.	All members of the school community exhibit responsible digital citizenship.  The digital curriculum is implemented and all staff maintain a focus on a digital environment.  Further development of Edsmart as a tool and fully utilised to its full potential.  The Digital Use agreement will be taught as part of Linc lessons.  A BYOD survey will be conducted in term 1 with students and provisions will be made for students without devices.

		<p>Further development of the use of the KAMAR portal for students and parents.</p> <p>Refine the School App.</p> <p>Further development of Edsmart as a tool for communication of trips etc.</p> <p>The digital curriculum is beginning to be implemented and all staff maintain a focus on a digital environment that includes digital citizenship as part of this programme.</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>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		
		2020	2021	2022
<b>Target 1:</b> At the end of Year 9, students will have made significant progress in Mathematics, Reading and Writing.	<p>1A: At the end of Year 9 in Mathematics, using a SOLO rubric:</p> <ul style="list-style-type: none"> <li>Supported learning class will be at Level 3 relational.</li> <li>Core classes will be at Level 4 relational.</li> <li>Enrichment classes – 90% will be at Level 5 multistructural in each of Number knowledge, Number operations, and Algebra.</li> </ul> <p>1B: At the end of Year 9 in English, using AsTTle:</p> <ul style="list-style-type: none"> <li>Supported learning class will be at 3P.</li> <li>Core classes will be at 4P.</li> <li>Enrichment classes – 90% will be at 5B in literacy.</li> </ul> <p>Trend of increasing levels of progress in Reading, Writing and Mathematics.</p>	<p>The CEM English, Mathematics and Reasoning tests will be evaluated with Year 9 cohort to provide better triangulation of data from contributing schools.</p> <p>Continue to report on SAC detection for students.</p> <p>Use SOLO and levels of the curriculum for analysis of the mathematics data at the junior level and implement moderation of SOLO data at the junior level.</p> <p>Use AsTTle levels for analysis of the reading and writing data at the junior school. English to investigate alternatives to AsTTle.</p> <p>Use SOLO rubrics across the curriculum, where appropriate, for all junior students to ensure quality data for measuring levels of attainment in line with curriculum levels/reports.</p> <p>Review of the impact of streaming for student success in the junior school by tracking the data for 2019 Year 13 cohort from Year 9 enrichment classes.</p> <p>Measure and monitor achievement in AsTTle or other testing methods for</p>	<p>Look at the effectiveness of the junior enrichment programme., including placement of students in classes - provide recommendation.</p> <p>Further review of the impact of streaming for student success in the junior school by tracking the data for 2020 Year 13 cohort from Year 9 enrichment classes. - provide recommendation.</p> <p>Plan for semesterised courses to be implemented 2022 for Yr 9 and 2023 for Yr 10 as per six-year curriculum plan.</p> <p>Use SOLO rubrics across the curriculum, where appropriate, for all junior students to ensure quality data for measuring levels of attainment in line with curriculum levels/reports.</p> <p>Monitor our literacy and numeracy goals with the achievement challenges in the Kāhui Ako.</p> <p>Decide if AsTTle is still needed as a testing method, but continue with CEM testing.</p>	<p>Ensure all learners are engaged and achieving.</p> <p>Review recommendations regarding the effectiveness of the enrichment programme and streaming in the junior school.</p> <p>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>enrichment classes at Year 9 and 10.</p> <p>Align our literacy and numeracy goals with the achievement challenges in the Kāhui Ako.</p>		
<p><b>Target 2A:</b></p> <p>There will be a trend of continual improvement, with results above Decile 10 means.</p>	<p>Improvements in school leaver and endorsement results compared with 2015.</p> <p>Trend line still going up.</p>	<p>HOLAs to use Learning Area reports on NCEA to discuss with their staff the goals for 2020.</p> <p>Further development of Linc class mentoring programmes to enable students to achieve at the highest level possible.</p> <p>Continue to explore ways to improve the UE pass rate through Linc classes and better educating of why UE is important.</p> <p>Linc classes at Year 11-12 will engage students early with how to find NCEA individual summary data for goal setting, striving for each student to achieve their personal best.</p> <p>Review effectiveness of Flexible Learning Room for at risk students.</p> <p>Implementation of semester courses in 2020.</p> <p>Discuss, seek feedback and develop a six-year academic plan with all teachers.</p> <p>HOLAs report to the BOT a summary of Department data.</p>	<p>HOLAs to use Learning Area reports on NCEA to discuss with their staff the goals for 2021.</p> <p>Learning area reports must align with teacher goals and individual evaluation of their results.</p> <p>Maintain use of “recommendations” in place of “entry requirements” to broaden the range of subjects and increase flexibility of choice for students.</p> <p>HOLAs report to the BOT a summary of Department data.</p> <p>Further develop phase 3 of the six-year academic plan with all teachers.</p> <p>Continue to review semesterised senior courses.</p> <p>Introduce a Year 11 Diploma – attendance, academic success and literacy and numeracy completion requirements.</p>	<p>HOLAs to use Learning Area reports on NCEA to discuss with their staff the goals for 2022.</p> <p>Ensure individual teacher analysis of senior NCEA results is in line with HOLA analysis.</p> <p>HOLAs report to the BOT a summary of Department data 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><b>Target 2B:</b></p> <p>The number of Year 13 students leaving school with UE will increase to</p>	<p>We will measure the percentage of students (also consider the males and</p>	<p>Baseline data has been established – share this data with HOLAs.</p>	<p>Linc teachers of Year 13 students will closely monitor student achievement throughout the</p>	<p>Linc teachers of Year 13 students will closely monitor student achievement and attendance</p>

84% (i.e. those who are intending to gain UE – not the NZQA measure of those eligible for Level 3) and the number of males will increase to 78%.	females separately) who leave school with UE.  The trend for the number of students gaining UE will increase.	Look at the projected UE results for males and females separately.  Discuss UE targets with parents and students – communicate relevance of the qualification and the external exams.	year to ensure Level 3 and UE goals are attainable and that students are aware of criteria.	throughout the year to ensure NCEA Level 3 and UE goals are attainable and that students are aware of criteria.  Tertiary providers will be scheduled to visit the school during the year and many of the visits will occur in Linc time.
<b>Target 3:</b>  The achievement of Māori students will be indistinguishable from the whole school.	3A: Trend of improving NCEA results for Māori school leavers, compared with 2019 and previous years, continues.  3B: Year 9 Māori students <ul style="list-style-type: none"> <li>Supported learning class will be at Level 3 relational (SOLO) or 3P (AsTTle).</li> <li>Core classes will be at level 4 relational (SOLO) or 4P (AsTTle).</li> <li>Enrichment classes – 90% will be at Level 5 multistructural (SOLO) or 5B (AsTTle) in each of Number knowledge, Number operations, and Algebra and literacy.</li> </ul> Achievement of Māori students will be indistinguishable compared to whole school.	Māori students will be monitored by DP responsible for our priority learners throughout the year.  Māori students will continue to be supported in all pathways that they may pursue.  The WSL for Diversity and Inclusion to lead staff.  Ethnicity check of all coming new students to ensure correct Ethnicity is listed.  Linc teachers will identify and support all Māori students to succeed.  Use report data to monitor progress for all students.  SOLO rubrics will be clearly identified for progress against these targets.  More support will to be provided to Linc teachers by DP, HOD Te Reo Māori and WSL for Diversity and Inclusion.  Second year of Māori Performing Arts course to be evaluated in the success that it ensures for our Māori students.	Māori students will be monitored by DP responsible for our priority learners throughout the year.  Māori students will be mentored and supported by their Linc teacher throughout the year.  Māori students will continue to be supported in all pathways that they may pursue.  Students will be fully encouraged and supported to participate in external Māori development programmes.  Evaluation of Maori Performing Arts Course.  Ethnicity check of all coming new students to ensure correct Ethnicity is listed.  SOLO rubrics will be clearly identified for progress against these targets.  More support will to be provided to Linc teachers by DP, HOD Te Reo Māori, WSL Culturally Responsive Pedagogy and Teacher Leader Culturally Responsive Pedagogy.	Māori students will be mentored and supported by their Linc teacher throughout the year.  Māori students will be monitored by AP responsible for our priority learners throughout the year.  Māori students will continue to be supported in all pathways that they may pursue.  Students will be fully encouraged and supported to participate in external Māori development programmes.  Review of Maori Performing Arts Course.  Ethnicity check of all coming new students to ensure correct Ethnicity is listed.  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.  LHS will continue to encourage and support Year 10 Science students to participate in He

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

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

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

		<p>betterment of all students in the Selwyn District.</p> <p>Support for the LHS Wellbeing Team.</p> <p>Promote LHS Wellbeing model throughout the school.</p> <p>Formalise Student Executive model and integrate in LHS student engagement/leadership programme.</p> <p>LHS Wellbeing Team to provide PD of wellbeing to staff.</p> <p>Establish a Student Executive Working Group to explore student wellbeing at LHS.</p> <p>Review student leadership and participation opportunities to provide better access.</p> <p>Establish a programme focussing on boys and achievement. "Building Awesome Young Men."</p> <p>Support and integrate 2020 School Council vision of Doing Good for Us.</p> <p>Provide Synergy Health digital platform for staff.</p> <p>Continue to consult with community and stakeholders. eg. Uniform changes etc</p>	<p>Wellbeing Advocates to attend relevant wellbeing forums.</p> <p>Review student leadership and participation opportunities to provide better access.</p> <p>Continue establishment and development of BAYM (Building Awesome Young Men) programme throughout 2021.</p> <p>Complete Strategic Plan for BAYM and use to apply for funding through charitable organisations.</p> <p>2021 Wellbeing Leader to oversee relevant PD for staff and students at LHS.</p> <p>Continue to consult with community and stakeholders where applicable.</p> <p>Provide opportunities for staff to interact outside of formal curriculum work.</p> <p>Continue to support PD opportunities for all staff each year.</p> <p>Continue development of Student Executive and clarify roles in relation to student voice and student wellbeing.</p> <p>Student Leadership Team to formalise complete structure of school leadership with clear pathways and role descriptions.</p>	<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>
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<p><b>Target 2:</b></p> <p>To be an active and committed partner in the Ngā Mātāpuna o Ngā Pākihi Kāhui Ako, working to enhance learning opportunities for all students.</p>	<p>The principal will report on the progress of the Kāhui Ako each term.</p>	<p>WSL roles will be active in our school.</p> <p>Active participation in the Kāhui Ako initiatives including SOLO, Science and Conference (TOD).</p> <p>Active engagement with the levers: Authentic curriculum in Science, Wellbeing, and School/student culture.</p> <p>Engage and review the achievement challenges.</p>	<p>Engage with the achievement challenges.</p> <p>Active participation in the Kāhui Ako initiatives including SOLO, Conference Day and any other new initiatives.</p> <p>WSL roles active in our school.</p> <p>Active engagement with the achievement challenges: Literacy; Cultural responsiveness, Environmental Sustainability &amp; 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>
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### 3 Annual Section (Te whaingā 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"> <li>• PB4L team will work with and support staff to embed PB4L.</li> <li>• Linc teachers will work closely to support PB4L initiatives.</li> <li>• PB4L will be clearly communicated to the school community.</li> <li>• Target specific behaviours using the PB4L framework.</li> <li>• Introduction of Tier 2 practices.</li> <li>• Deans and SLT will participate in tier two training.</li> <li>• A Classroom Practices Team will be established.</li> </ul>	PB4L team. Deans SLT	Time. Training.	2022 ongoing sessions.
1.2 Student Leadership	<ul style="list-style-type: none"> <li>• Monitor the progress of boys across all areas and levels.</li> <li>• BAYM programme. Complete the strategic plan for the next three years and gain charitable funding to support initiatives.</li> <li>• Junior council – full review of it's relevance and role at LHS.</li> <li>• Continue to offer opportunities for student voice via the Student Executive.</li> <li>• Review transition year with current School Council leaders and wider student body as to potential structure for leadership from 2023.</li> </ul>	DP in charge School Council. WSL – Student Leadership	Time.	Ongoing.
1.3 House System	<ul style="list-style-type: none"> <li>• House Co-ordinator oversees management of House Leaders (staff and students). Key for 2022 is to have contingency events.</li> <li>• Publish House Calendar so everyone is aware of the timing for events.</li> <li>• Create House Signboard</li> <li>• Co-ordinate House events with wider school and staff activities.</li> <li>• Liaise with WSL for Student Leadership to look at potential structure for 2022 on.</li> </ul>	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"> <li>• Working with ASL Culturally Responsive Pedagogy to present the Development Strategy to staff and BOT.</li> <li>• Present Development Strategy to whānau.</li> <li>• Work with WSL Role in looking at the implementation of the strategy.</li> </ul>	Principal. AP in charge- Māori. HOD Māori.	Time.	Term 2. Term 2-3.
1.5 School Waiata	<ul style="list-style-type: none"> <li>• Continue with staff development of the waiata making authentic settings work.</li> <li>• Introduce waiata to Year 9 students and the School Council to begin working with students.</li> </ul>	HOD Māori.	Māori staff.	Ongoing.

1.6 Development plan for Pasifika students	<ul style="list-style-type: none"> <li>• Consult with Pasifika whānau.</li> <li>• Celebrate Pasifika successes.</li> <li>• Develop Pasifika Development Plan in consultation with whānau.</li> </ul>	Principal. AP in charge Pasifika.	Time. Connection to whānau outside of school.	Term 2-3.
1.7 Sustainability	<ul style="list-style-type: none"> <li>• Continue with the audit on the recycling processes and increase what we are currently doing.</li> <li>• Focus on the BOT sustainability policy with any building developments.</li> </ul>	Associate Principal. Sustainability Council. BOT property committee	Time.	Term 1-4.
1.8 Digital Curriculum & Citizenship	<ul style="list-style-type: none"> <li>• Further Development of the Digital curriculum understanding across all learning areas. Include a programme for Digital Citizenship to be implemented through Linc classes or other methods as defined in the TAL review.</li> <li>• Student Digital Use agreement to be taught/explained/read in Linc classes.</li> <li>• Staff Digital Use Agreement - circulate link to staff.</li> </ul>	TAL. WSL TAL. HOLAs. SLT	Time.	Term 1-4.

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

Annual Goals	Actions	Personnel	Resource	Timeline
2.1 Review use of AsTTle for summative analysis of student progress at Year 9-10	<ul style="list-style-type: none"> <li>CEM Numeracy, Literacy and Reasoning assessment to be used to expand on the data we have available to measure student levels for class placement and quicker diagnosis of learning needs.</li> <li>Link progress on assessing against curriculum levels with SOLO to develop a more robust measuring tool for student progress with Mathematics. English will review the use of AsTTle. Specific goals around the banded classes for improvement in SOLO levels/AsTTle levels have been set. Ensure templates are in place for measuring SOLO at curriculum levels 3-5 for Year 9 students in Mathematics and 3P – 5B AsTTle in English.</li> </ul>	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"> <li>Linc teachers of Year 11-13 students to work with students to regularly review progress and check levels of achievement and attendance.</li> <li>Review the comparison between the Year 12 NCEA 2020 and 2021 data. Note: Baseline data for Year 12 2020 NCEA results for certificate endorsements has been collated.</li> <li>Track and monitor 2022 NCEA Level 2 results including endorsement rates.</li> <li>Introduction of a Year 12 Diploma in 2022</li> </ul>	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"> <li>Review 2021 Year 11 student voice and prepare for 2022 courses.</li> <li>Monitor Year 11 2022 data in the following areas: averages for 4 assessments; transfer rates; attendance rates.</li> <li>Monitor L1 Numeracy and literacy progress for Year 11. We need to develop a clear plan for students at risk of not achieving numeracy and literacy.</li> <li>Monitor and review programme for students not planning to complete Year 12.</li> <li>Planning and preparation for semesterisation of Year 10 courses in preparation for Year 10 core course semesterisation in 2023.</li> <li>Monitor progress with the Year 9 programme.</li> <li>Finish the review of streaming for Year 9-10.</li> <li>Consider having a Junior Programme as opposed to a Year 9 and Year 10 programme of learning.</li> </ul>	Principal. HOLAs HOL Year 11-13. WSL 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"> <li>Monitor Māori and Pasifika students and set clear pathways for success.</li> </ul>	AP in charge Māori/Pasifika students.  Linc teachers + teachers.	Time.	Ongoing
2.5 Increase UE attainment levels for Year 13 students	<ul style="list-style-type: none"> <li>Analyse 2021 data including males and females separately to look for trends to explain discrepancy with our UE data.</li> <li>Continue to monitor expectations by students each term.</li> </ul>	Linc teachers. Tutors. DP Curriculum.	Time	Ongoing.  Term 1
2.6 Lead school in SOLO	<ul style="list-style-type: none"> <li>Ensure new staff are informed of SOLO and how we apply it at LHS. Provide SOLO leadership across the Kāhui Ako.</li> </ul>	Principal. SCT. Teachers.	Time. Money.	Ongoing.
2.7 Ngā Mātāpuna o Ngā Pakihi Kāhui Ako	<ul style="list-style-type: none"> <li>Continue to play a lead role in the Kāhui Ako through engagement and providing professional development opportunities for all teachers.</li> <li>Full participation in the Kāhui Ako Conference Day in Term 2.</li> <li>Review the use of Mandarin in 2022 – we have applied for a MLT but with COVID they may not be able to come to NZ.</li> </ul>	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"> <li>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.</li> <li>All teaching staff to meet with their HOLA/HOD before meeting with the Principal or a designated SLT member.</li> </ul>	All teaching staff and Principal, SLT. SCT. ASL & WSL Cultural.	Interview times.	Term 1 – Set Goals  Term 3 and 4.
3.2 Professional Learning Teams	<ul style="list-style-type: none"> <li>Professional learning teams will operate 4 times a year to facilitate learning for teachers. The first session will be on culturally responsive pedagogy then teachers will work in Learning areas with a focus on semesterisation at Year 10..</li> </ul>	HOLAs, SLT & SCT. ASL & WSL Cultural	Meeting times.  Costs for PD.	Term 1-4.
3.3 Wellbeing Survey/ Teaching and School Practices Tool (TSP)	<ul style="list-style-type: none"> <li>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.</li> <li>The student NZCER wellbeing survey will be completed in Term 2.</li> </ul>	Principal. SLT.	Time and cost to NZCER.	Term 3.  Term 2
3.4 LHS Wellbeing	<ul style="list-style-type: none"> <li>Wellbeing Leader provide PD of wellbeing to staff and students.</li> <li>Wellbeing Leader to liaise with Student Leadership WSL and Student Executive Working Group for Student Wellbeing.</li> <li>All activities and PD scheduled annually with consideration of other events and activities going on within the school.</li> <li>Attend relevant Wellbeing PD and training as required. Feed this back to staff and students.</li> <li>Embedding of Wellbeing model across school and staff.</li> <li>Wellbeing Leader to lead all activities and seek help from staff and students in various areas.</li> <li>Key liaison with ASL Connections in the Kāhui Ako.</li> </ul>	DP in charge Pastoral. LHS Wellbeing Leader.	Relief for days out at courses. Money. Time.	Term 1-4.
3.5 TAL projects	<ul style="list-style-type: none"> <li>Continue to engage in the DT PLD in the Kāhui Ako.</li> <li>Support the development of the Digital Curriculum in 2022 across the curriculum.</li> <li>TAL will look at ways to support teachers with 100-minute lessons by collating what is happening across curriculum areas.</li> </ul>	TAL. SCT. Principal. WSL TAL.	Time.	Term 1-4

3.6 Ngā Mātāpuna o Ngā Pakihi Kāhui Ako engagement	<ul style="list-style-type: none"> <li>• Implementation of the achievement challenges through the appointment of within school leaders and involvement in the across school leader roles.</li> <li>• Active participation in the Kāhui Ako initiatives including 4 achievement challenges and TOD conference in June.</li> <li>• WSL roles actively used in 3.5 curriculum areas + 6 other roles.</li> </ul>	Kāhui Ako Leads. SLT. ASL, WSL.	Time. Resources for within and across school roles.	Term 1-4.
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## 2022 Annual Targets

### Student Achievement Target 1

<b>Strategic Goal 2</b>	Students will achieve excellent academic results.
<b>Target 1</b>	All students achieve NCEA Level 2 with meaningful grades (i.e. an increase in certificate endorsement rates at Level 2).
<b>Baseline data</b>	<p>Students did not do NCEA Level 1 in 2020 or 2021. 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 2022 cohort.</p> <p><b>2020 Certificate Endorsement:</b> Level 2: Excellence Endorsement 14.5%      Merit Endorsement 24.3%</p> <p><b>2021 Certificate Endorsement:</b> Level 2: Excellence Endorsement 14.9%      Merit Endorsement 23.2%</p> <p>Note: 2020 COVID meant that students only had to achieve 46 credits for an endorsed certificate.</p> <p>Pass rate for NCEA Level 2: 97% (2020) and 97.2% raw score/ 98.2% following intervention (2021).</p>

### Action Plan Target 1 2022

What?	Who?	How?	Timeframe
HOLAs review and update of Level 2 courses	HOLAs. SLT.	Department reports and meetings with BOT and Principal.	Term 1
Weekly review of attendance, transfers and achievement data	HOL + DP Curriculum + Linc teachers.	Data is collated by DP Curriculum and circulated to Linc Teachers.	From Week 6, Term 1
Monitoring and mentoring of students	Year 12 Linc Teachers.	Linc lessons each week.	Weekly all year.
Wellbeing@school data review	SLT + HOL team for Year 12.	Survey conducted in Term 2 in Linc class.	Term 2-3
Comparison of 2022 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
Implement a Year 12 Diploma	DP Curriculum + Linc teachers + Tutor	Through Linc classes monitor and focus on the diploma data.	Term 1-4.

## Student Achievement Target 2

Strategic Goal 2	Students will achieve excellent academic results.																					
Target 4	The percentage of Year 13 students leaving school with UE will increase to 84% (i.e. those who are intending to gain UE – not the NZQA measure of those eligible for Level 3) and the percentage of males will 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> <table><tr><td>• In 2014 74% of cohort surveyed, 85% were planning to gain UE</td><td></td></tr><tr><td>• In 2015 72% of cohort surveyed, 82% were planning to gain UE</td><td>Result: 71%</td></tr><tr><td>• In 2016 72% of cohort surveyed, 83% were planning to gain UE</td><td>Result: 73%</td></tr><tr><td>• In 2017 100% cohort surveyed. 78% were planning to gain UE</td><td>Result: 76%</td></tr><tr><td>• In 2018 100% cohort surveyed 84% were planning to gain UE</td><td>Result: 80.8%</td></tr><tr><td>• In 2019 100% cohort surveyed 82.6% were planning to gain UE</td><td>Result: 81.4%</td></tr><tr><td>• In 2020 100% cohort surveyed 85.7% were planning to gain UE</td><td>Result: 83.2%</td></tr><tr><td>• In 2020 74.4% of males achieved UE</td><td></td></tr><tr><td>• In 2021 100% cohort surveyed 87.2% were planning to gain UE</td><td>Result 82.4%</td></tr><tr><td>• In 2021 81% of males who were eligible, achieved UE</td><td></td></tr></table>		• In 2014 74% of cohort surveyed, 85% were planning to gain UE		• In 2015 72% of cohort surveyed, 82% were planning to gain UE	Result: 71%	• In 2016 72% of cohort surveyed, 83% were planning to gain UE	Result: 73%	• In 2017 100% cohort surveyed. 78% were planning to gain UE	Result: 76%	• In 2018 100% cohort surveyed 84% were planning to gain UE	Result: 80.8%	• In 2019 100% cohort surveyed 82.6% were planning to gain UE	Result: 81.4%	• In 2020 100% cohort surveyed 85.7% were planning to gain UE	Result: 83.2%	• In 2020 74.4% of males achieved UE		• 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	
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• In 2021 81% of males who were eligible, achieved UE																						

## Action Plan 2021

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 2021 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 <b>all</b> 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 2022.	Term 3-4

## 4 Analysis of Variance 2021 (Te tātari i ngā rerekētanga)

### Student Achievement Target 1

Strategic Goal 2	Students will achieve excellent academic results.																																																																																																																																																																																																																																							
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Baseline data	<p>Students did not do NCEA Level 1 in 2020. We want to track their progress to ensure they are achieving well at Level 2.</p> <p>We will monitor wellbeing for these students to see if it has made a difference not doing NCEA Level 1. We have developed base line data for attendance, transfers and achievement with the 2020 Year 12 cohort and will make comparisons with the 2021 cohort.</p> <p><b>2020 Certificate Endorsement:</b> Level 2: Excellence Endorsement 14.5% Merit Endorsement 24.3%</p> <p>While these are in line with previous years’ results, we would expect an increase with the increased content being taught at Year 11 in 2020 due to not doing NCEA Level 1.</p> <p>Pass rate for NCEA Level 2 in 2020 was 97%.</p>																																																																																																																																																																																																																																							
Analysis 2021	<div><div><div><b>Achievement in NCEA and UE: Lincoln High School</b></div><div>PR2 - Enrolment Based Cumulative Overall Results</div><table><thead><tr><th></th><th colspan="4">Lincoln High School</th><th colspan="4">National</th><th colspan="4">Decile 10</th></tr><tr><th>Academic Year</th><th>Year 11 NCEA L1</th><th>Year 12 NCEA L2</th><th>Year 13 NCEA L3</th><th>Year 13 UE</th><th>Year 11 NCEA L1</th><th>Year 12 NCEA L2</th><th>Year 13 NCEA L3</th><th>Year 13 UE</th><th>Year 11 NCEA L1</th><th>Year 12 NCEA L2</th><th>Year 13 NCEA L3</th><th>Year 13 UE</th></tr></thead><tbody><tr><td>2017</td><td>88.5</td><td>96.5</td><td>82.7</td><td>57.0</td><td>75.0</td><td>78.5</td><td>65.5</td><td>48.9</td><td>84.3</td><td>85.2</td><td>80.6</td><td>72.8</td></tr><tr><td>2018</td><td>90.4</td><td>91.7</td><td>84.2</td><td>57.5</td><td>72.4</td><td>77.6</td><td>66.1</td><td>48.9</td><td>81.4</td><td>85.0</td><td>80.8</td><td>72.2</td></tr><tr><td>2019</td><td>95.6</td><td>91.4</td><td>84.4</td><td>56.5</td><td>70.6</td><td>77.5</td><td>67.3</td><td>49.3</td><td>80.0</td><td>83.5</td><td>80.1</td><td>70.9</td></tr><tr><td>2020</td><td>0.4</td><td>97.7</td><td>85.1</td><td>61.3</td><td>71.8</td><td>80.1</td><td>72.1</td><td>53.4</td><td>75.0</td><td>85.3</td><td>81.7</td><td>74.1</td></tr><tr><td>2021</td><td>0.4</td><td>97.2</td><td>82.3</td><td>57.0</td><td>68.3</td><td>77.2</td><td>69.8</td><td>50.3</td><td>71.7</td><td>84.7</td><td>81.7</td><td>72.3</td></tr></tbody></table></div><div><div><b>NCEA Certificate Endorsement: Lincoln High School</b></div><div>PR4 - 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	<ol style="list-style-type: none"> <li>1. 2021 was another challenging year with some time lost through COVID –19 lockdowns.</li> <li>2. Our aim was to exceed the 2020 pass rate for NCEA Level 2 and currently with provisional results we have 97.2%</li> <li>3. Our NCEA Level 2 pass rate is 12.5% higher than other decile 10 schools.</li> <li>4. Male pass rate (95.2%) was similar to the female pass rate (99.2%) at Level 2.</li> <li>5. The Excellence endorsement rate (14.9%) and the Merit endorsement rate (23.2%) were very similar to the 2020 results but it is noted that in 2020 the students had to get 46 credits to achieve an endorsed certificate. This gives a combined endorsement rate of 38.1%</li> </ol> <p><b>Evaluation and where to from here:</b></p> <ol style="list-style-type: none"> <li>1. We will introduce a Year 12 Diploma for our students with a combined focus on 95% attendance, 70% success with NCEA internals plus Level 1 numeracy and literacy.</li> <li>2. The endorsement rate is steady but we will aim to increase this rate in 2022 through close monitoring of results for the Year 12 Diploma.</li> </ol>
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## Student Achievement Target 2

Strategic Goal 2	Students will achieve excellent academic results.																	
Target 2	The percentage of Year 13 students leaving school with UE will increase to 84% (i.e. those who are intending to gain UE – not the NZQA measure of those eligible for Level 3) and the percentage of males will increase to 78%.																	
Baseline data	<p>NZQA’s statistics on UE pass rates are not meaningful as they do not take in to account the students that are not eligible to obtain UE due to the courses being studied (not UE approved subjects). UE is not part of the academic pathway for all students. What is important is that we ensure they are aware of the pathways.</p> <p>All students were surveyed and Linc teachers monitored the students UE progress as a way of addressing the expected target for our UE success rate. Our statistics are based on our students’ intentions/goals and are therefore specific to our school which is more meaningful.</p> <p>Based on a school survey:</p> <table><tr><td>• In 2014 74% of cohort surveyed, 85% were planning to gain UE</td><td></td></tr><tr><td>• In 2015 72% of cohort surveyed, 82% were planning to gain UE</td><td>Result: 71%</td></tr><tr><td>• In 2016 72% of cohort surveyed, 83% were planning to gain UE</td><td>Result: 73%</td></tr><tr><td>• In 2017 100% cohort surveyed. 78% were planning to gain UE</td><td>Result: 76%</td></tr><tr><td>• In 2018 100% cohort surveyed 84% were planning to gain UE</td><td>Result: 80.8%</td></tr><tr><td>• In 2019 100% cohort surveyed 82.6% were planning to gain UE</td><td>Result: 81.4%</td></tr><tr><td>• In 2020 100% cohort surveyed 85.7% were planning to gain UE</td><td>Result: 83.2%</td></tr><tr><td>• In 2020 74.4% of males achieved UE</td><td></td></tr></table>		• In 2014 74% of cohort surveyed, 85% were planning to gain UE		• In 2015 72% of cohort surveyed, 82% were planning to gain UE	Result: 71%	• In 2016 72% of cohort surveyed, 83% were planning to gain UE	Result: 73%	• In 2017 100% cohort surveyed. 78% were planning to gain UE	Result: 76%	• In 2018 100% cohort surveyed 84% were planning to gain UE	Result: 80.8%	• In 2019 100% cohort surveyed 82.6% were planning to gain UE	Result: 81.4%	• In 2020 100% cohort surveyed 85.7% were planning to gain UE	Result: 83.2%	• In 2020 74.4% of males achieved UE	
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• In 2020 74.4% of males achieved UE																		

Analysis for 2021

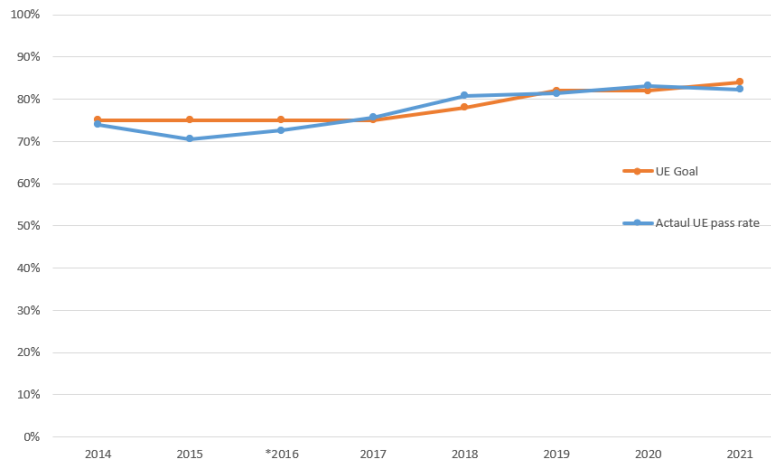
## 2021 UE Results Summary

Description	Total	All	Male	Female	
Total students surveyed:	233	-	106	127	
Amount <b>aiming</b> for UE (% of cohort)	170	73.0%	59.4%	84.3%	
Amount <b>eligible</b> to gain UE (% of cohort)	195	83.7%	75.5%	90.6%	
Proportion <b>aiming</b> for UE that are <b>eligible</b>	-	87.2%	78.8%	93.0%	
Actual number gaining UE (% wanting UE)	140	82.4%	81.0%	83.2%	
				1	
LHS UE pass rate <b>target</b>	196	84%	-	-	
LHS UE pass rate - those <b>aiming</b> & <b>gaining</b> UE		82.4%	81.0%	83.2%	2021
		83.2%	74.4%	85.6%	2020
		81.4%	76.5%	85.0%	2019
		80.8%	77.3%	83.5%	2018
		75.7%	-	-	2017
		72.6%	-	-	*2016
		70.6%	-	-	2015
		74.0%	-	-	2014

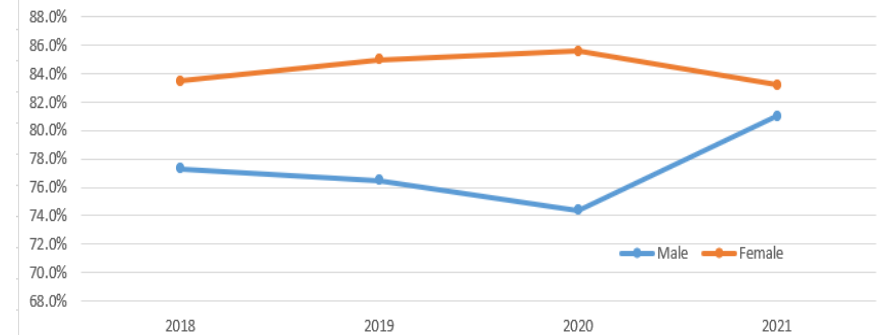
**Notes:**

- 1) 100% of Yr 13 students surveyed at the end of Term 4
- 2) \* Graduation Diploma introduced
- 3) 2017 was the first year to have 100% of cohort surveyed by Linc teachers
- 4) Approx. 80% of cohort surveyed in 2014 & 2015
- 5) Target increased from 75% to 78% in 2018
- 6) Target increased from 78% to 82% in 2019
- 7) Target increased from 78% to 84% in 2021
- 8) Gender data collated as of 2018
- 9) Total number of students includes those enrolled at the start of Term 3

Lincoln High School University Entrance Pass Rate (those aiming for and gaining UE)



UE Success Rate - Gender comparison



**Analysis**

- We were close to the overall UE pass rate target of 84% with a score of 82.4%. The second highest rate in the seven years since this data has been collated. The accuracy of the data collection depends on a number of teachers collating data at the end of term 3. The Mentoring programme in the school continues to strengthen and provide more opportunities to discuss goals and progress with students in Year 13.
- The Male UE pass rate was 81.0% which exceeded the target of 78%. In summary, a similar proportion of males and females are obtaining UE, however, less males are aiming for UE or are eligible to gain UE when compared to females.
- Students continue to opt for courses which they are interested in and are not always focused on whether or not they are UE approved. Some of our students do not see University as a future pathway, which is entirely appropriate for them.
- The Graduation Diploma is an established motivator for students that were challenged by NCEA Level 3. All students, that want to attend graduation met the graduation criteria, 91% of the cohort, in particular the 70% success rate with their internals.
- Investigating gender UE success rates has proved helpful in analysing the data. While our NZQA data for UE success remains lower than expected when compared to other Decile 10 schools, we find that 81.0% of boys and 83.2% of girls that wanted to achieve UE did achieve it which is an improvement on 2020 in terms of less difference between genders. The NZQA data doesn't have an accurate picture of UE attainment, as it is based on the students that can obtain Level 3 NCEA. This approach does not consider the important fact that some students are unable to obtain UE because of the combination of courses taken i.e. not taking three UE approved courses.

**Evaluation and where to from here**

- The challenge is to get more students to complete external examinations. Many will stop once they have Level 3 through internals. We will continue to support Linc teachers to monitor the goal for all Year 13 students but in particular our male students.
- It continues to be a concern for us that UE success is one measure that can't be directly read of the KAMAR system or the parent portal and hence the importance of closer monitoring and discussion on the goal.
- We will continue our 84% pass rate goal from 2021 and continue to compare male and female successes in UE as their statistics are becoming more similar.
- It is very evident that we started with a goal of 75% achievement in UE 6 years ago and have increased this to 84% in 2021 so the goal has enabled us to focus on improvement for our male learners.

## 5 Operational Section (Te whakatukunga)

### Governance

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

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

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

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

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

## Examples of key priorities in 2022 to fulfil the National Administrative Guidelines (NAGS)

### NAG 1

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

#### NAG 1: LHS Curriculum – student achievement

- 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
- Review enrichment programmes in Year 9-10.
- Changes to reporting to increase information for parents – relating to tikanga and academic progress.
- Analysis of Year 11 progress and achievement with changes to semesterisation and not entering students for NCEA Level 1.
- Introduce a Year 12 Diploma in 2022
- Prepare for semesterisation at Year 10 (2023)

### NAG 2

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

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

#### NAG 2: LHS Strategic planning and review

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

- Work with ERO under their new model.

### **NAG 3**

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

Develop and implement personnel and policies

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

#### **NAG 3: LHS Personnel**

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

### **NAG 4**

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

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

#### **NAG 4: LHS Finance and Property**

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

### **NAG 5**

Each Board of Trustees is also required to:

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

#### NAG 5 – LHS Health and Safety

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

#### NAG 6

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

#### NAG 6: LHS Policies and procedures

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

## Property Strategies 2020 to 2022

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

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

### Principles which underpin decision making:

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

Approved: 6 December 2021

## Financial Strategies 2020 to 2022

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

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

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

Approved: 6 December 2021