

## 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

- Our Learning support department is well resourced with SAC testing, literacy programmes, IEP's for ORS funded students. This year we have responded to the low entrance testing data by having two supported learning classes in Year 9 with two teachers for Mathematics and English within this programme.

Continue specific monitoring of Māori and Pasifika students for all targets through Associate Principal

- This portfolio was moved to a new DP in May 2023. It was subsequently moved to another new DP when she started in November 2023. We are tracking the numeracy and literacy data for NCEA and are aware that the data is low in this area for our Māori and Pasifika students. Our HOLAs will report on progress in each learning area for Māori and Pasifika students.

Use Linc Class to effectively mentor students to achieve personal best – thorough goal setting and monitoring progress

- The Linc programme is closely monitored by a teacher who has responsibilities for sharing resources and plans each week. Teachers have engaged with whānau in early August with our annual Linc Teacher Conferences. 61% of whānau have attended these meetings. The monitoring for senior students in particular is very important. We are looking to enhance the Linc programme in 2024 to increase the level of mentoring and monitoring.

Programmes are in place for enrichment and for those at risk of not achieving

- With no enrichment classes in the junior school for the first time this year, teachers were asked to pay particular attention to providing differentiated learning opportunities for students.
- There are specific courses that are designed to meet the needs of students needing enrichment. Examples include Writing courses in English; Adopt a Scientist course; Science and the Brain courses.
- Those at risk are monitored and the supported learning classes provide support at the junior level as well as special courses (e.g. Work and Community Skills in the senior school) Students in Year 9 who are behind with Literacy are

encouraged to enrol in the Literacy option class where the Steps to Literacy programme is followed. These option classes have between 7-9 students in a class and the course is computer based.

- In Term 4, 2023, we introduced a programme of Literacy Starters for all Year 9-10 students. This involved 10-15 minutes of literacy activities organised by our WSL Literacy.

Changes to reporting to increase information for parents – relating to tikanga and academic progress.

- We have continued the reporting each 5 weeks for whānau to see progress with tikanga and attendance. Academic progress is available on the school portal.
- Post COVID – we have returned to the subject reporting evenings in Term 1 and the Linc Teacher Conferences in Term 3.

Analysis of Year 11 progress and achievement with changes to semesterisation and not entering students for NCEA Level 1.

- After monitoring this for 6 semesters (three years) and finding the data to be consistent across the years, we have decided not to continue this monitoring but instead to focus on the review of the Year 9-10 semesterisation which is fully implemented from 2023.

Implementation of the Year 11-13 Diplomas in 2023

- This continues to be fully implemented into LHS.
- Whānau have found that overseas trips can impact on the attendance for the diplomas but the students are still eligible for academic success.
- Attendance levels were increased to 97% for the minimum level in 2023.

Full implementation of semesterisation at the Junior level (2023)

- Strong implementation can be reported in all learning areas.
- Learning areas are working with a junior programme of three semesters for each course.

## **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.

- We have completed a number of self-reviews this year including the ERO self-review document with the board, Learning area reviews in February that were reported to the board, reviews of semester one junior programmes

- The Board are working on the Hāutu self-review document with the board and have reviewed all four components of the document.

Complete the ERO self-review audit

- All sections were completed with senior staff and the board members in 2023.

Increased achievement data presented in Principal's reports

- Data on the comparison of NCEA summary data has been presented each meeting along with a summary of our Māori and Pasifika data. We are monitoring our NCEA numeracy and literacy data and this is included in the board report.

Work with ERO under their new model.

- There has been no progress with this as we have only had contact from our evaluation partner once this year and have not been informed about a new evaluation partner.

NELPS to be implemented in 2024.

- The principal and associate principal have attended a Planning and reporting workshop run by the MOE to look at planning and reporting for 2024.
- We completed a workshop with staff in Term 3 on the NELPS so they are aware of what is needed.
- The principal attended workshops with the Kāhui Ako principals on the NELPS.

### **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

- The Flexion for full time teachers has been very well-received by staff and is embedded in LHS culture.
- A coffee machine was installed in 2023 to provide opportunities for staff to connect while standing around the coffee machine and also entices staff to the staffroom.
- Staff satisfaction and degree of "happiness" was hard to manage in the first term of 2023 with the on-going industrial action. Teaching staff completed the TSP survey and the annual wellbeing survey for support staff was completed with very positive results.
- There were numerous morning teas to thank staff including a special morning tea for support staff week. A very successful end of year function was catered for at school to celebrate the hard work of all staff during the year.

Staff satisfaction a strategic goal

- Strategic goal 3 focuses on staff feeling good and functioning well at LHS.

Staff policies and procedures in place

- Our policies and procedures are reviewed by the board and SLT (procedures).
- We moved to SchoolDocs and the site was activated in Term 4, 2023.

Ongoing support of developing a professional learning community a priority

- Staff continue to make good use of PLD opportunities. They attend relevant courses and conferences
- Five staff have now completed a middle leadership (or are in the process of doing so) with Queensland Education Leadership Institute. They have been very successful for the staff concerned and all have expressed extreme gratitude for having this opportunity.
- A board Scholarship has been implemented in 2023 - \$2000 was awarded to a staff member for further study towards her doctorate.
- The staff completed five Professional Learning Team days for working on their own professional development (1.5 hour sessions).

Development of the Wellbeing Team for staff & students

- The staff member who was leading this is now an acting HOLA. We opted to combine a Tūturu / Wellbeing Within School Leader for this role which will begin in 2024. and we haven't followed up with a replacement at this stage.
- The Te Whare Tapa Wha model is being well implemented into student leadership models in the school – the Impact team (juniors) and the school council (seniors).
- We have recently introduced a Tūturu Within school lead who had already gathered a team around her to look at ways to education students and support students with drug and alcohol abuse addictions. Vaping continues to be a concern and we have recently designated a staff member to monitor movement in the toilet areas which is having some impact.

#### **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

- The Finance and Property committee meet regularly and report to the Board in a detailed and timely manner. Finances are monitored and managed effectively within the law. The school uses Solution and Services to complete their Annual Report and utilise advice and recommendations from them with regard to finance matters.
- The finance manager circulates Monty reports regularly to all budget holders.
- The finance manager meets regularly with the principal to review school finances.
- Interest rates have started to rise and the international student market is looking healthier. We are building the international numbers slowly to manage this post COVID.

## **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.

- All staff and student concerns are treated seriously and according to our policies.
- A H&S committee meet each term to review incidents/near misses etc.
- Later in the year, we had a visit from Worksafe which was part of their wider school audit undertaken at the request of the MOE.
- Stand downs and suspensions appeared to be higher this year due to the poor behaviour of some students. The increase in suspensions was impacted by two events requiring a large number of suspensions. Overall the final tally was not significantly higher than the year before. These figures are reviewed at each board meeting.

NZCER Wellbeing survey completed by students.

- We have opted not to complete this survey with students in 2023 – instead one of the DPs has worked with a small team to create a survey which encompasses the main points covered in the wellbeing survey as well as looking at how the NELPS fit into the survey. The survey, which was undertaken late in 2023, gave us valuable data to set measurable goals for improvement in 2024.

NZCER Teaching and School Practices survey completed by teaching staff

- The survey was completed by teaching staff at the start of Term 3. The results were reviewed by SLT and will form a basis for planning for 2024. Overall, the trend was positive and an additional meeting slot of 30 minutes was introduced for 2024 to enable staff to stay onsite and do more collaboration.

School wellbeing survey completed for support staff.

- This was completed with very positive results.

Review all Health and Safety policies and procedures.

- This is done as part of the Board policy plans.

Regular meetings for Health and Safety committee

- The H&S committee meet each term and review any recommendations or concerns raised through the reporting mechanisms for H&S within the school.

First Aid training provided for staff.

- First Aid Training was offered in Term 4 and at the start of the 2024 year to enable all staff who might take school groups offsite to get their refresher courses and any new staff who needed training. As part of our EOTC processes we are expecting all school trips to have staff with a current first aid certificate.

## **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 - Yes
- Ensure the school is open for the required number of half days - Yes
- Annual self-review audit undertaken by Board – Yes the ERO self-review was completed in 2023.
- Regular Review cycle for all policies and procedures to ensure they reflect current practice and legislative compliance – Yes