

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

Overall school result: 93%

National: 82%

EQI Band: 89%

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

Overall school result: 94%

National: 82%

EQI Band: 92%

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

**Strategic Actions**

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

**Low-hanging fruit:**

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

#### Long-term initiatives:

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

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

### **Curriculum Delivery:**

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

### **Preparation for Mātauranga Māori and Science in 2024**

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

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

### **Cultural events**

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

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