

Evaluation of Progress and Achievement for 2025 – Lincoln High School

The following report presents the 2025 Academic results for our Year 12 and 13 students sitting NCEA Level 2 and 3 respectively, and our results for the Literacy and Numeracy NCEA co-requisites. The NCEA results are currently provisional. We have students who will have sent in examination papers for review and reconsideration and several students who are completing their qualification after only missing by a few credits. The final confirmed results (which will be slightly higher) will be reported in a later report when a comparative analysis is done with schools in our area and throughout Christchurch.

Year 12 - Level 2

Strategic Goal: 95% of Students achieve Level 2

2025	2024	2023	2022	2021
LHS - 92% (250/271) National - 72.7% SEI Band - 85.8%	92.9%	96%	93.5%	98.8%
LHS Māori - 81% (25/31) National - 64% SEI Band - 82%	79.4%	100%	89.7%	100%
LHS Pasifika – 60% (3/5) National – 65% SEI Band – 77%	82%	100%	NA	100%

We are once again pleased with our Level 2 results - holding consistent with last year and remaining strong against both the national and SEI band. Our Māori student achievement was slightly lower than the overall cohort but consistent with last year and pretty good against the national and SEI achievement. Pasifika numbers are much lower and therefore percentage increases/decreases can look significant. Despite this, we do want to continue to strive for equitable results for our Māori and Pasifika students.

Year 12 – Level 2 with Endorsement

Strategic Goal: 50% of Students achieve Level 2 with Endorsement

2025	2024	2023	2022	2021
Excellence – 14% National: 15% SEI Band: 21.8%	E - 14% M - 28% Total - 42%	E - 13.9% M - 24.2% Total - 38.1%	E - 14.7% M - 27.3% Total - 42%	E - 14.7% M - 22.9% Total - 37.6%
Merit – 28% National: 25.8% SEI Band: 34.2%				

Total – 42.1% National: 41% SEI Band: 56%				
---	--	--	--	--

A certificate endorsement is awarded to students who attain 50 or more credits at Merit and/or Excellence across all their courses. It is pleasing to still that we are continuing to show small increases in our endorsement statistics. We have over twenty students that were less than 5 credits from achieving an endorsement and so the overall total is likely to be between 45-47%, which would, for the second year running, be our highest achievement in Level 2 endorsement. However, we are well below the SEI band for overall certificate endorsement (14%) and are only just above the national endorsement rate, so have more work to do to achieve the strategic goal (50%) and then continue to stretch beyond this. As well as Level 2 endorsement being significant for University hall applications and financial scholarships there is a strong correlation between Level 2 endorsement and the achievement of University Entrance. It also reflects a higher level of critical thinking and application and therefore demonstrates a more quality Level 2 qualification.

Year 13 – University Entrance

Strategic Goal: 70% of Year 13 students will achieve UE.

	2025	2024	2023	2022	2021
Cohort	65.1% (157/241) National: 49.9% SEI Band: 70.1%	65%	69.8%	64.9%	60.8%
Māori	40% (10/25) National: 31.9% SEI Band: 59.3%	58%	45%	45%	45%
Pasifika	20% (2/10) National: 33.4% SEI Band: 50.4%	50%	NA	100%	NA

This has been the first year we have set a strategic goal for University Entrance using a roll-based measure (rather than participation-based). The significance of University Entrance is not just the pathway opportunities it offers into universities and other tertiary institutions which on their own are very important, but the fact that it represents the highest possible qualification that a student can achieve while at school. Part of improving our UE results is ensuring our students understand this – regardless of whether they intend on attending university. Our 2025 University Entrance result has

held steady from 2024 but is short of the strategic goal. Although we are likely to finish on 67%, there is work to be done upstream to attain the strategic goal, which is where we should consistently be. There is a significant gender gap in the attainment of UE with girls (75%) outperforming boys (50%).

Māori and Pasifika results were disappointing this year. It remains a challenge to attain consistently equitable results and requires a multi-faceted approach from Year 9. Engaging students in the external exams also continues to be a challenge. This year the HOLA's will be looking at the rigour and expectations of the Year 9-11 programme to assess whether enough is being done to best support students to engage in all assessment opportunities successfully. This is critical given the increased expectations of knowledge and skills in the new curriculum.

Despite it not being a strategic goal, our Level 3 achievement result was very good and given students need to gain Level 3 to get UE, it could be presumed that higher Level 3 achievement would result in increased UE. However, analysis over the last five years demonstrates that this is not the case. This indicates that students are therefore not attaining UE because they do not achieve 14 credits in at least three UE approved courses. For many courses, gaining 14 credits requires students to successfully gain credits in at least one external standard. The Level 3 endorsement rate was also the highest ever, both at Merit and Excellence with the percentage of excellence endorsement up 2% on all previous years and the overall endorsement rate well above (6-14%) previous years. Again, it is interesting that these incredible results at Level 3 did not significantly impact the UE result.

Literacy and Numeracy Co-requisites

Strategic Goals:

- 72% of Year 10 students achieve the numeracy co-requisite.
- 80% of Year 10 students achieve the reading co-requisite.
- 85% of Year 11 students achieve the writing co-requisite.

The Literacy and Numeracy co-requisites are set at upper level 4/lower level 5 of the New Zealand curriculum. Students are given the first opportunity to sit the reading and numeracy tests in Year 10 and the writing test in Year 11. We are thrilled with the results of all three co-requisite exams which are all above national and SEI rates for all students and for Māori and Pasifika students. There were significant increases in students achieving numeracy and for Māori and Pasifika student achievement in both numeracy and literacy compared to 2024. Given the importance of having these skills for pathways and achievement in the senior school, these results are incredibly pleasing. The decision to add an additional numeracy course that students could select to take, giving them a full year of Maths/Numeracy has clearly had an impact. From 2026 our junior students will have full year programmes in English and Mathematics, and this should help to sustain these great results. We have also drafted a school-wide literacy strategy to ensure that literacy continues to be explicitly taught across all curriculum areas. There is a significant gender gap (10%) in the attainment of Level 1 literacy, while there is no gap in numeracy. Addressing lower achievement in

boys' literacy is a national concern and leads to the notable gender gaps in endorsement and UE in the senior school.

Strategic Goal	2025	2024
72% of Year 10 students achieve the numeracy co-requisite.	82%	57%
80% of Year 10 students achieve the reading co-requisite.	81%	75%
85% of Year 11 students achieve the writing co-requisite.	90%	89%

NZQA measure the achievement of Literacy and Numeracy at the end of Year 11. Our Level 1 Literacy and Numeracy results are presented in the table below with comparisons to national and SEI achievement.

	2025	2024
Level 1 Literacy	LHS: 86.7% National: 78.8% SEI Band: 88.1%	85.2%
	LHS Māori: 87.1% National: 69.9% SEI Band: 85.2%	77.1%
Level 1 Numeracy	LHS: 89.6% National: 78.1% SEI Band: 88.6%	82.2%
	LHS Māori: 87.1% National: 66.4% SEI Band: 82.5%	65.7%
Level 1 Literacy & Numeracy	LHS: 82.4% National: 73.4% SEI Band: 85.1%	75.2%
	LHS Māori: 83.9% National: 61.1% SEI Band: 79.6%	60%

Scholarships

We were extremely pleased with the outcome of scholarship results for 2025, achieving 11 scholarships over nine courses with two of these being outstanding scholarships. The New Zealand scholarship is awarded to approximately the top 3% of students taking that subject with outstanding scholarship being awarded to the top 0.3%. It was particularly exciting to have five Year 12 students gain scholarships. The table below shows the significant increase in scholarship awards over the last two years.

2025	2024	2023	2022	2021	2020
11 (2 outstanding)	10	6	0	3	1

Summary

The core business of a school is high-quality teaching and learning and the effectiveness of this is measured through student achievement. Lincoln High School has seen some great success this year with nearly all strategic results improving on 2024. A key highlight was the increased success in the literacy and numeracy co-requisite examinations which sets our students up for not only better pathway options in the senior school, but the foundational skills and knowledge required to continue to engage in the curriculum. The results for Māori and Pasifika in these exams were particularly special and hopefully lay a foundation for increased equity in Level 2 and 3 NCEA results as they move through.

It is also pleasing to see that our Level 2 endorsement rate has increased to be the highest result ever. There has been a notable shift in the focus on students aiming for endorsement as it represents gaining a quality Level Two qualification that will set them up for achieving University Entrance in Year 13. However, it is still only a start - we have a lot of work to do to increase our endorsement rates so that they are consistently on par with other schools in our SEI band.

Nationally, results have been on a five -year decline and students leaving school with no qualification is the highest in a decade. It is therefore significant that we are not only able to maintain our consistently good results but have had increases in nearly all measures. However, we are cognisant of the areas requiring improvement and are determined to continue to raise achievement so that all students are leaving Lincoln High School with their best possible qualification.