



LONGBURN ADVENTIST COLLEGE CHARTER

2016

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SCHOOL MISSION STATEMENT

"In Christ, we educate, encourage, empower".

We educate for
learning and skills
excellence
grace
eternity

We encourage through
a sharing community
service
relationship

We empower toward
holistic potential
lifelong learning
mission.

TYPE OF SCHOOL

The first Seventh-day Adventist School in the North Island, Longburn Adventist College had its beginnings as the Pukekura Training School established in 1908 near Cambridge. The school was transferred in 1913 to its current location at Longburn, where it was known as the Oroua Missionary School. With the development of Theological, Teaching and Secretarial courses in 1931, the name was changed again to New Zealand Missionary School; in 1966 it was further changed to Longburn Adventist College. In 1992 the school became state-integrated, with its sole focus being on Years 7-13.

SPECIAL CHARACTER

The special character of a Seventh-day Adventist School is defined in the Integration Agreement as follows:

The Special Character of the School is determined by the faith system made up of the Christian beliefs, values and lifestyle of the Seventh-day Adventist Church as determined from time to time by the General Conference of the Seventh-day Adventist Church through The New Zealand Seventh-day Adventist Schools Association Limited.

The purpose of the School is to support the home and the Church in the transmission of its faith system to the children and youth. The function of the School is to facilitate the development of a mature and understanding commitment to the beliefs and practices of the Church so that students will become responsible and caring Christians in the

community. The achievement of these goals is through a comprehensive and unified programme involving every aspect of the curriculum and predicated upon the Church's:

- perception of God as Creator and Sustainer of the Universe;
- acceptance of Christ as our only means of salvation;
- belief that the Holy Spirit draws men, women and children to a knowledge of God;
- understanding that all truth finds its centre and unity in God;
- reliance on Scripture as the revealed Word of God;
- commitment to a holistic development of the child - physical, intellectual, spiritual, emotional and social.

BELIEF STATEMENTS

- The **gospel of Jesus Christ** provides the basis for **Christian education**.
- **Church** and college work in partnership to enhance the school's **spiritual emphasis**.
- **Community** links that develop the concept of service are to be fostered and developed.
- The **special relationship** engendered by the **Treaty of Waitangi** is to be upheld.
- All facets of college life should demonstrate **respect** for individuals and groups from varying cultural and personal backgrounds.
- **Learning** empowers people to become more independent by applying skills and knowledge to their environment.
- **Teaching** is to facilitate learning.
- **Academic excellence** is to be actively encouraged.
- **Curricula** are to be comprehensive, integrated and balanced.
- **Evaluation** processes are to be regular, consistent, easily understood and equitable.
- **Lifestyle** principles will be based on Scripture.
- **Discipline models** will focus on the Christian principle of self-discipline.
- **Supervision** is to be custodial and developmental.
- **Equity** issues will be addressed, within the bounds of available resources, by assessment of and provision for people with special needs.
- **Physical activity** improves the total well-being of the individual.
- **Work is** a dignified activity.
- People are **social beings**.
- **Alumni involvement** enhances the College programme.

SCHOOL STRUCTURE

Longburn Adventist College is a cohesive whole, although it is divided into two sections: Intermediate (Years 7 and 8), and Years 9 to 13 as the High School.

STUDENT COMPOSITION

Longburn Adventist College is a multicultural school, with the largest number of students coming from European descent (54.1%). The Tangata Whenua are represented (15.8%), and there are students from a Pacific Island background (17.8%), Melanesian (4.6%), and Asian. (7.7%) – end of 2015 Statistics.

SPECIAL PROGRAMMES

It is the school's desire to establish equal opportunity for all students.

Provision for Accelerated Students: Longburn Adventist College continues to provide stimulating courses for gifted and talented students, including accelerated courses for Years 10, 11, 12 and 13, and encourages the participation of these students in national competitions and examinations. Advanced senior students may study some subjects at an advanced year level and papers at university level.

Instruction in Maori: Longburn Adventist College maintains and encourages classes in Maori language and culture from Years 7-10.

English as a Second Language: A separate unit has been set up to teach English programmes to a number of students from non-English-speaking backgrounds.

Japanese as a second language for English-speaking students: Longburn Adventist College has a special relationship with Saniku-Gakuin College, Hiroshima, Japan. Students from Saniku come to LAC regularly each year and some LAC students are given the opportunity to visit Saniku-Gakuin for a shorter period of time each year. As part of this exchange, Japanese language classes began with Year 10 in 2010. Lessons in Japanese language and culture are currently provided to Years 7 to 10 students.

Japanese is the specialty second language offered to meet the requirements of the New Curriculum.

DESCRIPTION OF THE SCHOOL'S COMMUNITY

The Longburn Adventist College community is drawn from the Manawatu and Horowhenua, with the majority of students attending from Palmerston North. The boarding department at the school also provides the facility for students from outside the immediate area to attend, usually from a Protestant Christian background from New Zealand, Australia and the Pacific Rim. Currently the school is classified as Decile 5.

Treaty of Waitangi: The Board of Trustees accepts and welcomes an obligation to develop policies and practices that reflect New Zealand's dual cultural heritage. The Board consults on a monthly basis with the whanau. Following consultation, the whanau identified the following points of focus for the school:

- A need for on-going curriculum support for all Maori students (in Te Reo and all other curriculum areas), and for Maori students who are having learning difficulties.
- A need for more visibility of Maori art and other cultural expressions, including Kapa Haka.
- Further training in Treaty issues for Board and new members of staff.

The Board commits itself to pursuing these objectives developed as part of its consultation with the whanau. The Board also continues to commit itself to the general Charter goals regarding New Zealand's dual cultural heritage.

CONSULTATION WITH THE COLLEGE COMMUNITY

The consultation with the college community incorporates consultation with:

- The local Maori and Pacifica community
- Teaching and support staff
- Proprietors
- Local church communities
- Students
- Parents
- The Board will respond for any request for instruction in Te Reo Maori by exploring possible options that extend the current provision by:
 - Firstly advising of the current level of Te Reo and Tikanga Maori available at the college.
 - Exploring the possibility of dual enrolment with The Correspondence School.
 - Consulting with our current teacher of Te Reo Maori.
 - Consulting with another school able to provide a higher level of Te Reo and Tikanga Maori.

Before the drafting of the 2016 Charter, teachers, support staff, students and parents were given the chance to comment in writing on the direction they see the college heading. It is

intended that towards the end of 2016 that all stakeholders will be asked to make comments under the headings of: property, size of school, academic achievement, extracurricular, special character and any other issues they wished to raise.

All comments are collected, collated and a summary of the findings produced. These will be used in the drafting of Strategic Plans.

Consultation with the Maori and Pacifica community have largely taken place via the Maori and Pacific Island group that have historically met. Because of difficulties in maintaining the numbers and success of this group, surveys and an approach to key people in these communities have been used more recently to provide advice to management and teachers.

Our current Maori teacher provides expert advice and feedback on Tikanga Maori matters.

Proprietor representatives of the BOT meet regularly to evaluate how the college is maintaining its special character and provide feedback to the Board of Trustees and the proprietors.

A good representation of the local churches who contribute students to the college is found on the current Board of Trustees. Valuable feedback from the local church communities occurs via these representatives.

Staffing

As a State Integrated school the college is governed by its Deed of Integration (and the Supplementary Deeds of Integration) with the Ministry of Education, and all teaching positions are 'tagged'. The appointment of teaching staff follows procedures as outlined in its Deed of Integration.

Detailed processes for appointing teaching staff are outlined in Parts 4, 5 and 6 in the 'Handbook for Boards of Trustees of NZ SDA Schools'.

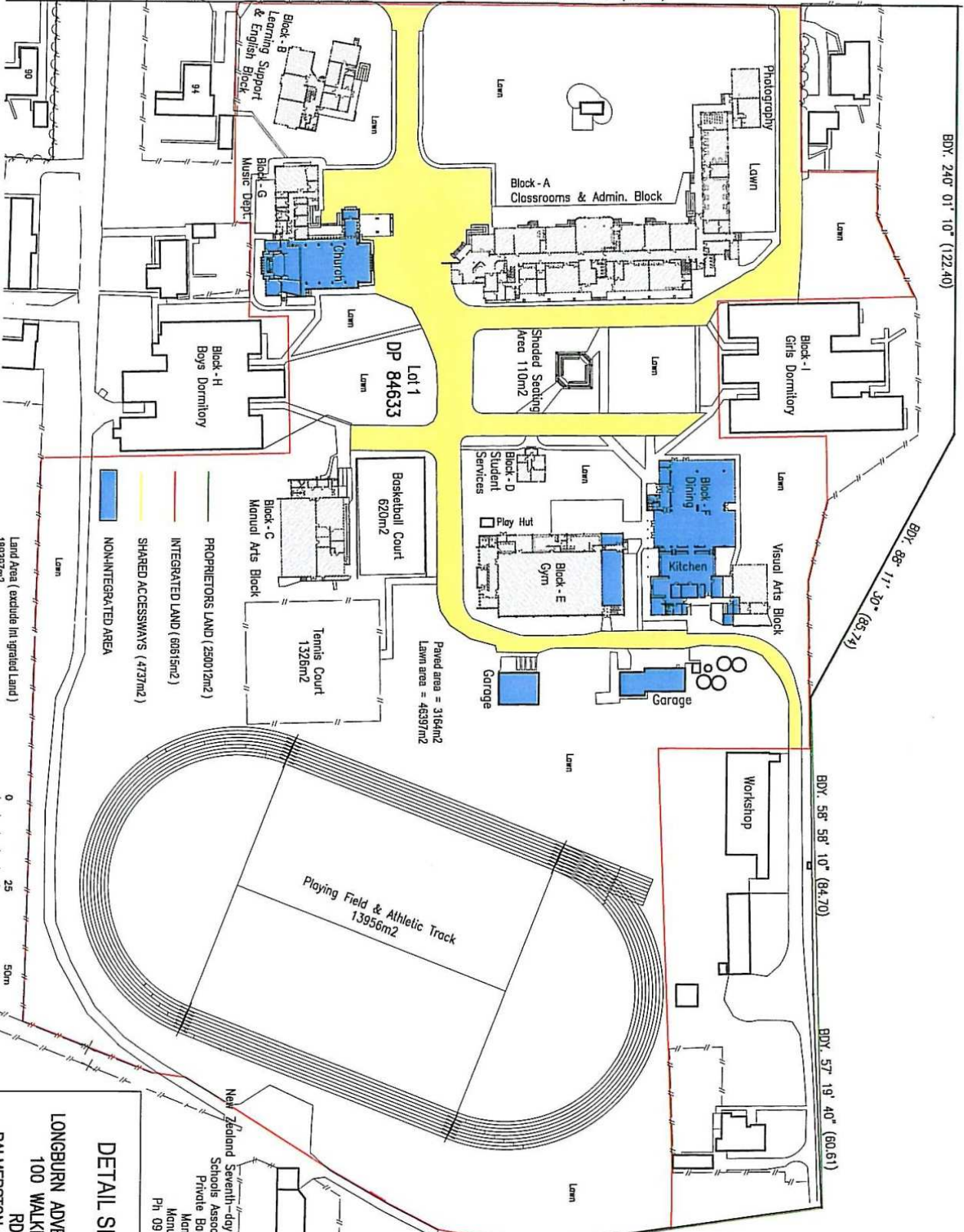
Property

The proprietors, the New Zealand Pacific Union Conference of Seventh-day Adventists, are the owners of the college and responsible for the provision and maintenance of school property. This is done through the NZ SDA Schools Association. They are also responsible for negotiating with the Ministry of Education what buildings and land are deemed to be 'integrated'.

The role of the Board of Trustees and the role of the proprietors are outlined in Part 8 in the 'Handbook for Boards of Trustees of NZ SDA Schools'.

WALKERS ROAD

BDY. 150° 09' 45" (201.89)



BDY. 240° 01' 10" (122.40)

BDY. 88° 11' 30" (85.74)

BDY. 58° 58' 10" (84.70)

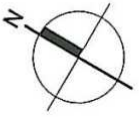
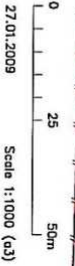
BDY. 57° 19' 40" (80.61)

BDY. 321° 42' 10" (167.50)

Lot 1
DP 84633

- PROPRIETORS LAND (250012m²)
- INTEGRATED LAND (66815m²)
- SHARED ACCESSWAYS (4737m²)
- NON-INTEGRATED AREA

Lawn Area (exclude Integrated Land)
169397m²



LEGAL DESCRIPTION
Lot 1
DP 84633
CT WNS2B/71
Area 250012m²

New Zealand Seventh-day Adventist
Schools Association Ltd
Private Bag 76 900
Manukau City
Ph 09 26256920



DETAIL SITE PLAN
LONGBURN ADVENTIST COLLEGE
100 WALKERS ROAD
RD 1
PALMERSTON NORTH 4477

STRATEGIC PLAN 2016 - 2018

Initiatives

The initiatives listed below reflect those issues the Board consider are important for the development of the school. The expected outcomes describe what each initiative aims to achieve and thereby indicates the reason for the initiative. The initiatives below will continue to form the basis of each annual plan.

Our Special Character

1. To implement values education that is based on the Special Character of the school.

Our School Life

2. To raise the level of student achievement by challenging, encouraging and empowering them to strive for excellence.
3. To develop and implement a Literacy Plan
4. To use data analysis to identify students/student groups who are not achieving.
5. To engage with the 'New Curriculum'
6. To ensure a long-term ICT plan is in place
7. Curriculum documentation is updated, complete, and more effective in the future

Our Staff Investment

8. To have a robust performance management system
9. To implement a comprehensive self-review process

Our Governance

10. To operate from a position of financial stability and balanced budgets to allow appropriate resourcing and maximise student learning

ANNUAL PLAN GOALS 2016

Progress has been made in previous years in all the initiatives outlined here for 2015. For 2015 the goals are really about finding ways to be more effective than previously and continuing to build on the progress already made.

Initially in 2013 there was some confusion about how PB4L and ASPIRE related to each other. There now appears to be greater clarity. PB4L will promote better behaviour in our college, and more productive time for teaching and learning to occur. Hattie rates eliminating negative class room behaviour as one of the most powerful factors in positive student achievement. In addition, effective 'feedback' and promoting better student work-ethic are the other very powerful factors Hattie identifies in prompting student progress. PB4L and 'Focus' are deliberate strategies to bring these factors together for 2015.

Initiative	Rationale	Explanation	Responsible	Measurement/Goals
IT	Better use of IT will improve student learning.	<p>While positive progress has been made in the use of IT during 2015 there is a lack of a schoolwide vision for IT.</p> <p>A clear understanding for staff and the school community is required.</p> <p>There needs to be ongoing and purposeful development of staff skills and awareness in terms of IT.</p>	Olivia Korte and Stephanie Ngarepa TIC IT Principal, SMT and Ryan Gounder	<ul style="list-style-type: none"> - Better use of IT to improve student learning. - IT strategic vision in place before the end of term 3. - Have a comprehensive integrated plan to advance the use of IT in teaching and learning at LAC by the end of 2017. - Ongoing staff development and growth in IT. - Have all teachers using google docs. - Survey of student numbers using devices at the start and end of the year. - Have a plan to facilitate more widespread use of students with their own devices by the end of 2016. - Purposefully teach values in the context of IT use.

Initiative	Rationale	Explanation	Responsible	Measurement/Goals
ATTESTATION and ENQUIRY LEARNING	For staff to engage in an effective reflective process that meaningfully grows them as teachers and enhances student learning. To meet our requirements for teacher registration.	Attestation is a legal requirement and is required for renewing teacher registrations. Attestation is also an opportunity to reflect on ones	Grant Baldwin TIC Attestation Principal, DP, TIC PD, AP and HOD's	<ul style="list-style-type: none"> - That teachers uses the inquiry model to enhance student learning. - That teachers collect the necessary evidence for attestation. - That 'My E-Diary' is implemented along with a paper version. - Collect, share and use data about students to help their learning. - That an effective attestation process exists along with the necessary job descriptions. - That all staff access the necessary PD for completing their attestation and also in their role as an attester. - That staff feel that the new attestation process has been of significant benefit to their teaching in the classroom. Simple and meaningful.
ASPIRE (which includes PB4L)	To better encourage positive behaviour so students use their time more productively. That both students and staff's enjoy personal and spiritual growth though learning and	LAC has been part of PB4L for three years. (2013 to 2015). The college will continue with this initiative after incorporating the PB4L and ASPIRE programs into a single program	Principal, DP, PD coordinator, ASPIRE Committee, Chaplain, Deans and all teachers.	<ul style="list-style-type: none"> - Progress onto tier 2 - Implement an integrated plan that incorporates the best of both PB4L and ASPIRE. - Continue with and develop methods of data collection - Use data that is collected

Initiative	Rationale	Explanation	Responsible	Measurement/Goals
	teaching appropriate behaviour.	known as ASPIRE , unique to LAC. The school community needs to identify what needs to be taught in terms of respect, integrity and resilience then teach it.		<ul style="list-style-type: none"> - Maintain a student reward system as developed and used in 2014. - Deliberate teaching of Respect, Resilience & Integrity
MARKETING	The school is at risk of having significant roll decreases in the next two years as it has relatively large numbers in the senior school. This puts teachers' jobs at risk and potentially a narrower range of subjects leading to less students.	Day school numbers have had small reductions since 2013. To a large extent this has been as a result of another local Christian school expanding into the secondary area. The college needs to identify the particular 'markets' it needs to target.	Marketing Manager Principal, DP, APP and Boarding Director.	<ul style="list-style-type: none"> - LAC's 'niche markets' for students are identified, both boarding and day students. - Establish and implement a plan of how the college will be promoted in these 'niche markets' during 2016. This will be coordinated between the BOT and BOG and drawn up before the end of Term 1. - That our staff knows the achievements of our school.

As well as these Annual plan goals for 2016, there will be other ongoing school-wide initiatives to lift student achievement.

Four Minute Walk-throughs were implemented in 2010 and 'My Diary' introduced in 2011; these will continue, with modifications, again in 2015. It is intended that 'My Diary shall become 'My E-Diary' and incorporate provision for Enquiry Learning evidence. The 'walk-throughs' have provided teachers with the opportunity to be reflective about their own teaching practice and glean ideas from other teachers. We already have much positive feedback on the value of walk-throughs, and this initiative will lead to further improvements in teaching and learning at LAC.

Attestation was revamped for 2011 and the same process (a hierarchical system of attesting) was used for 2015 but with modifications so the professional standards were measured against our Annual Plan goals.

In 2016 Enquiry Learning and appropriate evidence gathering is being practiced by staff. There will be a school wide enquiry and a departmental enquiry that all teaching staff will be required to complete.

Annual Academic Review and Goal Setting:

As part of the annual review of academic performance, (outlined in the LAC Self-Review Handbook) all HODs present to the BOT, via the principal, a report and analysis of the academic performance of students in their department for the previous year. Academic goals for the current year are also presented. This is done mid-way through Term 1 each year.

LAC has a history of exceptional NCEA results and % of school leavers with NCEA Level 2 or above (2012: **89.6%**, 2013: **88.0%**, 2014: **95.2%** gained NCEA Level 2 or above) The college always aims to improve on each of these rates while taking individual cohort's unique profile into account.

Each teacher of an NCEA subject completes a report on the performance of their students for the HOD, who collates these reports for the Board.

Academic Goals for 2016

Goal 1 - Maintain 100% of Maori/Polynesian students who leave LAC have NCEA level 2

Senior Deans and Deputy Principal to audit senior student progress during the year and intervening where required, providing guidance and direction. This will include communicating with relevant teachers and HOD's.

Goal 2 – That at least 90% of students who leave LAC will have NCEA level 2

Senior Deans and Deputy Principal to audit senior student progress during the year and intervening where required, providing guidance and direction. This will include communicating with relevant teachers and HOD's.

Goal 3 – That 40% of students in year 13 who gain NCEA Level 3 will have Merit or Excellence endorsements.

Year 13 Dean and Deputy Principal to audit year 13 progress during the year and intervening where required, providing guidance and direction.

Goal 4 – That 55% of students in year 13 will gain University Entrance

Year 13 Dean and Deputy Principal to audit year 13 progress during the year and intervening where required, providing guidance and direction.

Goal 5 – That at least 5 students will attempt Scholarship and at least one students will gain Scholarship.

A Scholarship 'support group' was established with a number of students from Biology and Photography. Meeting regularly with teachers and the Principal.

NATIONAL STANDARD GOALS FOR 2016 – YEARS 7/8

MATHEMATICS

9 Students: 19% Below or Well Below
1 Maori, 3 Pasifika, 1 Asian, 4 European

National Standard Goal 2016

To reduce the number of students who are Below or Well Below to 7 by the end of the year. This equates to a change from 19% to 15% for students who are Below or Well Below.

It also means there is an intention to have 85% of more students At or Above the National Standard.

READING

14 Students: 29% Below or Well Below
0 Maori, 3 Pasifika, 1 Asian, 10 European

National Standard Goal 2016

To reduce the number of students who are Below or Well Below to 10 by the end of the year. This equates to a change from 29% to 21% for students who are Below or Well Below.

It also means there is an intention to have 79% or more students At or Above the National Standard.

WRITING

14 Students: 29% Below or Well Below
1 Maori, 3 Pasifika, 0 Asian, 10 European

National Standard Goal 2016

To reduce the number of students who are Below or Well Below to 10 by the end of the year. This equates to a change from 29% to 21% for students who are Below or Well Below.

It also means there is an intention to have 79% or more students At or Above the National Standard.

Subject NCEA Results Analysis

Subject:

Teacher:

Analysis

NCEA results	NCEA standards (AS /US)					
Not Achieved						
Achieved						
Merit						
Excellence						
Not Attempted						
Absent						
GPA for attempts						

GPA calculation – N = 0, A = 2, M = 3 and E = 4. Multiply each number of NA/A/M/E by the relevant multiplier and take the sum of these totals and divided it by number of students sitting the particular AS.

Students (description of student NCEA success in this subject, with examples)

Not attempted –

Absences –

Standards (Using the GPA analysis give an explanation of the success in each of the standards)

Summary (Of the overall student success in NCEA in this subject and any lessons learned)

Aims for current year –

Values at LAC

LAC is a school with a special character (Christian Seventh-day Adventist), and as a part of that special character a set of core values exists. The chaplain is responsible for identifying these values and methods of promoting them to students. These values form the basis of roll mark devotionals, with the chaplain providing materials for roll mark teachers. Where appropriate and possible, teachers/staff will also promote these values in their class work, during extra-curricular activities and in general school life. For 2015 these values will continue to be promoted in the day school and will be aligned with the ASPIRE programme that is used to promote values and attitudes with the boarding students.

The use of SEL (Social and Emotional Learning) as a deliberate initiative by the staff at LAC will continue. This integrates well with the ASPIRE program and with the college's special character.

The ASPIRE values are additionally promoted to the LAC community via a blog from the principal and to students in the student diary.

MAJOR GOALS 2016 – 2018

2016	2016/17	2017	2018
<i>Priority to marketing of both the boarding department and the day school</i>	<i>Intermediate Department Focus: A comprehensive review on the organisation and physical setting for Years 7 and 8.</i>	<i>Senior Leadership Team composition and structure.</i>	<i>Physical Property: What are our property requirements/needs for the next 10 years?</i>
Day school numbers has reduced in 2013 and 2014. To a large extent this has been as a result of another local Christian school expanding into the secondary area. The college needs to identify the 'market' it particularly needs to target to keep student numbers up and continue to promote boarding as this area is a valuable source of students for the day school.	Years 7 and 8 students have fed into the secondary school, but while the percentage of students going on to secondary at LAC has increased, the overall number of Intermediate students has decreased (pleasing increases in 2013 and 2014). We need a plan on how increase the numbers at Year 7 and 8 <u>and</u> have the majority/all of them choosing LAC as their secondary school option.	LAC has had a 'traditional' model in terms of its SLT. The needs in curriculum have significantly grown while student management systems have maintained a positive school culture. We need to consider breaking up certain roles to allow for greater focus on curriculum development.	LAC is an attractive school with good facilities but - with UFB, changed classroom requirements, more outdoor student facilities needed, and other physical requirements - visioning the property requirements and a plan on how to achieve this is needed.

SCHOOL PROCEDURES

Attendance: Regular attendance of enrolled students is the responsibility of the Board of Trustees. The Board of Trustees will adopt policies and practices that encourage students to attend school regularly. These practices will range from positive guidance-oriented approaches and use of support services, to the initiation of prosecutions. The Board of Trustees will supply the Ministry of Education, via ENROL, with information as required on student transfers, students withdrawn from the roll, and student numbers.

Reporting:

(A) Reporting to the Community

The Board of Trustees will report regularly to its community on all of the factors noted above in the section headed *Strategic and General Goals*.

(B) Reporting Student Progress

The Board of Trustees will ensure that the principal reports regularly to parents/caregivers on the progress of their students.

Board of Trustees Meetings: School Trustees are obliged to abide by the Local Government Official Information and Meetings Act 1987 which provides that:

1. Meetings of Boards of Trustees should be open to the public, with copies of the agenda to be made available. Times and places of board and committee meetings should be published with reasonable notice, in terms of section 46 (5) of the Local Government Official Information and Meeting Act 1987.
2. Resolution or motion may be made to exclude the public from the whole or part of the proceedings of any meeting, in terms of section 47 of the Local Government Official Information and Meetings Act 1987.
3. Bona fide reporters for any newspaper or news service are deemed to be members of the public and are entitled to attend any meeting or any part of a meeting for the purpose of reporting the proceedings for any newspaper or news service. They must withdraw with other members of the public when the Board of Trustees goes into committee.
4. Minutes of meetings are to be available at the school's office and the office of the servicing agent/authority for public scrutiny.
5. Any member of the public may inspect the minutes of any meeting, or part of any meeting of the Board of Trustees (not being a meeting or part of a meeting from which the public were excluded or information in meetings containing personal information as defined under the Privacy Act) and may take notes from these minutes.
6. Any member of the public so inspecting any such minutes who requests a copy of any part and tenders the prescribed amount (if any) shall be given such a copy.
7. The secretary of the Board of Trustees should take such precautions as may be necessary to ensure that no person inspecting any such minutes shall inspect or see the minutes of the part of the meeting from which the public was excluded.

CODES OF CONDUCT - The Board of Trustees

The Board of Trustees agrees to adhere to the following code of conduct:

Each Board of Trustees is charged with governance of its school. Effective governance is a successful blend of professional expertise and community involvement. This co-operation should lead to effective and positive relationships between the trustees and staff and ensure that the educational well-being of students is maintained. This code of conduct shall be standard for all Boards of Trustees throughout New Zealand and apply to all members.

Trustees shall:

1. ensure that the needs of children and their learning are given full consideration when planning, developing and implementing learning and teaching programmes;
2. ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve personal standards of excellence and to reach their full roles and responsibilities;
3. serve their school and their community to the best of their ability and to be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities;
4. respect the integrity of staff, the principal, parents/caregivers and students;
5. be loyal to the school and its Charter;
6. maintain the confidentiality and trust vested in them;
7. ensure strict confidentiality of papers and information related to the board's position as employer;
8. act as good employers;
9. ensure that individual trustees do not act independently of the board's decisions;
10. ensure that any disagreements with the board's stance on matters relating to the employer's position are to be resolved within the board;
11. exercise their powers of governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage, and
12. use the Maori community's (and communities') own processes to consult with the Maori community.

The Board of Trustees accepts the following:

The principal is the professional leader of the school and is responsible to the Board of Trustees. The responsibilities of the principal will be stated in another document held by the school and available for public inspection. The principal, in carrying out his or her stated duties, will:

1. ensure that the needs of children and their learning are given full consideration when planning, developing and implementing learning and teaching programmes;
2. demonstrate a commitment to the belief that each student is entitled to an education which challenges him/her to achieve personal standards of excellence and to reach full potential;

3. abide by any statutory obligations;
4. be loyal to the Charter so that the principal's activities will reflect the spirit and the objectives of the Charter;
5. demonstrate a commitment to the belief that each student is of equal value and is entitled to an education which respects each student's dignity, rights and individuality;
6. respect the integrity of staff, members of the Board of Trustees, parents and students;
7. demonstrate a commitment to the continuing personal and professional growth and development of staff;
8. work co-operatively with the school staff, but will have the final responsibility for making decisions within the principal's authority;
9. when requested, freely divulge all information on a student to any person with legal rights to the information;
10. respect confidentiality by keeping information on students from people who have no right to it;
11. not vote in Board of Trustees' decisions in relation to the principal's employment,
12. have an understanding of and commitment to the elimination of sexism and racism both with respect to equal educational opportunities and equal employment opportunities, and
13. exercise responsibility in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.

DEFINITION OF TERMS

Curriculum is all the intended activities, events, and experiences that take place in the school and includes provision for the personal welfare of students. This also includes all activities arranged by the school out of class and /or out of school time.

Enrolled Students: These are students who have enrolled at the school on the basis of eligibility in terms of the legislation, or in terms of any enrolment policy agreed to between the Board of Trustees and the Ministry of Education.

Equity: This is the application of the principles of fairness. In schools it involves the provision of unequal resources to students so that fairer outcomes can be achieved.

Goals: Goals are statements of intended outcomes. They are broad aims or long-term statements of intent.

Governance: This is 'the directing, guiding, or regulating' of actions and affairs. It is different from managing, which is to do with the "running, conducting or actioning."

Mission Statement: This is the school's main statement of purpose which also embraces its philosophy.

National Guidelines are the National Educational Guidelines specified by the Minister of Education in the New Zealand Gazette which are deemed by section 61 of the Education Act 1989 to be contained in the Charter and are shown as the core elements in this Charter.

New Zealand Curriculum Objectives: These are official objectives issued from time to time by the Ministry of Education.

Objectives are targets which are designed to achieve goals. They specify an action to be done and the time by which it must be completed. They may also state a standard which will be used to measure current performance and outcomes and conditions required for successfully achieving this objective.

Policies are broad guidelines on how objectives are to be achieved. Approval of policies is the responsibility of Boards of Trustees. They may delegate the task of developing policies to groups of staff, trustees and other members of the school community. Policies are not part of the Charter and do not have to be submitted for approval.

Priorities: These are the order in which schools list their goals and will determine how they allocate resources.

Programmes are the detailed plans of how objectives are to be achieved.

REVIEW AND/OR AMENDMENT OF THE CHARTER

The Board of Trustees will consider all formal written requests to amend the Charter. The Board of Trustees will then decide either to begin the amendment process or to decline to proceed. In either case the Board of Trustees will notify its community of its decision.

Each year the principal will be responsible for: first, submitting an updated Charter to the Board of Trustees and, once this is ratified by the Board of Trustees, the Charter will be submitted to the Ministry of Education.

CHARTER UNDERTAKING

1. This Charter is an agreement between the Board of Trustees of **LONGBURN ADVENTIST COLLEGE** and the Minister of Education.
2. In governing this school, the Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this Charter with the resources and time available to it, in accordance with section 63 of the 1989 Education Act.
3. The Government's commitment to the Board of Trustees is to provide funding for salaries and the operation of schools out of money appropriated by Parliament, in accordance with section 79 of the 1989 Education Act.
4. The operation of the school and its progress in meeting its Charter objectives will be reviewed regularly by the Education Review Office.
5. The Charter contains: a description of the school and its community, the guiding principles, legal obligations, mission statement, goals and objectives, school procedures, and codes of conduct.
6. The partnership between the school and its community will play a vital part in achieving the goals of the Charter.
7. This Charter will remain in force until such times as it is amended in accordance with the provision of the Education Act 1989, or is withdrawn by the Minister of Education.
8. The **LONGBURN ADVENTIST COLLEGE** Board of Trustees agrees to administer the school so as to ensure that the school's operations take into account all the National Educational Guidelines and reflect both the content and the spirit of this Charter.
9. The Board of Trustees of this school accepts the obligation to adhere to all relevant Acts of Parliament, National Guidelines for Education, industrial awards and agreements, and regulations as they relate to the school.

Signed: _____

Date: _____
(Chairman, Board of Trustees)

Signed: _____

Date: _____
(Minister of Education)

Analysis of variance reporting

School name: Longburn Adventist College	School number: 191
Focus: Improving the use (quantity & quality) of IT as a teaching and learning tool.	
Strategic Aim: Our School Life. To ensure a long-term ICT plan is in place.	
Annual Aim: To continue to develop IT infrastructure and teacher use of UFB to optimise its use as a resource for teaching and learning.	
Target: To increase the use of IT in teaching and learning, provide and identify additional hardware for teachers and to provide teachers with PD to increase their willingness and ability to IT in teaching and learning.	
Baseline data: 5 'smart boards' in use at the start of the year. Predominantly older teaching staff resulted in some reluctance to engage with IT. No overall IT plan in place and no IT PD provided prior to 2015.	

Analysis of variance reporting

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>2 PD sessions for all staff showing practical ways IT could be part of teaching and learning. All teachers provided with a laptop and have access to UFB. Younger teachers, including teachers on practicum, provided PD to the whole teaching staff. Staff given the opportunity to observe other teachers using IT in a classroom situation.</p>	<p>Very positive response and uptake by teachers to seeing new possibilities on how IT can be used in the classroom leading to greater use of IT by teachers. Demonstration of IT in teaching and learning situations by new/younger teachers facilitated 'buy in' by older teachers.</p>	<p>Teachers witnessed how IT could be used as a teaching and learning resource in an enjoyable context.</p>	<p>While positive progress has been made in the use of IT during 2015 there is a lack of a schoolwide vision for IT. A clear understanding for staff and the school community is required. There needs to be ongoing and purposeful development of staff skills and awareness in terms of IT. This needs to occur under a schoolwide vision.</p>
<p>Planning for next year: PD on using UFB occurring each term.</p> <ul style="list-style-type: none"> - IT strategic vision in place before the end of term 2. - Have a comprehensive integrated plan to advance the use of IT in teaching and learning at LAC by the end of term 3. - Have a process to manage staff development and growth in IT. - Have all teachers using google docs. - Survey of student numbers using devices at the start and end of the year. 			

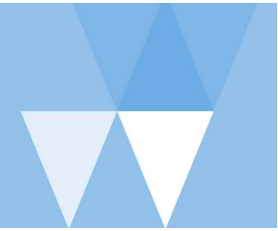


Tātaritanga raraunga

School name: Longburn Adventist College	School number: 191
Focus: Raising student achievement	
Strategic Aim: Student achievement: To raise the level of student achievement by challenging, encouraging and empowering them to strive for excellence.	
Annual Aim: To provide students and their caregivers with information and incentives that will improve student focus and academic performance.	
Target: To embed the '5 Weekly Reviews' into the college's program and to raise the number of teachers using 'Class Group Emails' to communicate with parents/caregivers about upcoming tests and assignments.	
Baseline data: '5 Weekly Reviews' had become regularly used in 2014, consistent follow-up by Deans planned for 2015. Around 1/3 of teachers using Class Group Emails by the end of 2015, aim was to see the majority of teachers using these on a regular basis.	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Ensured 5 Weekly Reviews occurred as scheduled and consistent follow up by Deans occurred. Encouragement and assistance given to teachers to use Class Group Emails regularly.</p>	<p>5 Weekly Reviews and consistent follow-up now embedded in college procedures. Around 75% of teachers using Class Group Emails regularly by the end of 2015</p>	<p>Changes were scheduled, implemented and explained and assistance offered to teachers to facilitate these changes.</p>	<p>Use of a transparent method to monitor teacher use of Class Group Emails and continue to encourage teachers to use this resource.</p>
<p>Planning for next year: That an effective attestation process exists along with the necessary job descriptions, including 5 weekly reviews and class e-mails.</p> <ul style="list-style-type: none"> - That all staff have access to the necessary PD, teacher inquiry, for completing their attestation and also in their role as an attester. - That staff feel that teacher inquiry and the new attestation process has been of significant benefit to their teaching in the classroom. 			

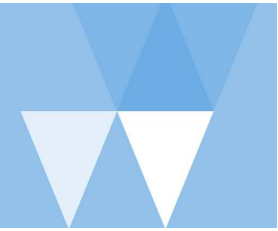
Analysis of variance reporting



School name: Longburn Adventist College	School number: 191
Focus: Embedding PB4L and ASPIRE	
Strategic Aim: To implement values education that is based on the Special Character of the school.	
Annual Aim: To integrate these two programs (PB4L& ASPIRE) into 'one' program called 'ASPIRE', embed a positive reward scheme for students and intentionally teach Respect, Resilience and Integrity to students.	
Target: To have successfully integrated PB4L and the ASPIRE programs by the end of 2015, create lesson plans and school-wide teaching of Respect, Resilience and Integrity & to refine data collection for and implementation of student reward system.	
Baseline data: PB4L and ASPIRE were two separate programs at the start of 2015, a data collection system for student rewards was in place but needing refinement and no school-wide teaching of Respect, Resilience and Integrity had been done prior to 2015.	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Members of PB4L team and the Chaplain created an ASPIRE program that integrated the two programs into a single program.</p> <p>Lesson plans to teach values were created, explained in teacher PD time and taught to the whole school.</p> <p>Refinements were made to the 'stamp' (data collection) system for positive student rewards.</p>	<p>All three objectives were achieved.</p>	<p>PB4L & ASPIRE members, along with the Deputy Principal led the changes in this area, communicated well with all staff and achieved excellent 'buy in' to the changes.</p>	<p>A need to move onto tier two of PB4L</p>
<p>Planning for next year: - Progress onto tier 2</p> <ul style="list-style-type: none"> - Implement an integrated plan that incorporates the best of both PB4L and ASPIRE. - Continue with and develop methods of data collection and - Maintain a student reward system as developed and used in 2014. - Deliberate teaching of Respect, Resilience & Integrity 			

Analysis of variance reporting



School name: Longburn Adventist College

School number: 191

Focus: Student Leadership

Strategic Aim: To raise the level of student achievement by challenging, encouraging and empowering them to strive for excellence.

Annual Aim: To offer further opportunities for prefects and other student leaders to lead in areas of academic excellence, sports and in the college's spiritual life.

Target: For all prefects and their associates to have job descriptions, greater visibility and responsibility around the college.

Baseline data: That all prefects have detailed job descriptions and identified associates

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Prefect Associates were added to the Prefects. Greater use of Badges to recognise student leaders and achievers.</p>	<p>Another pathway towards student leadership created – Prefect Associates.</p>	<p>In the past prefects were predominantly the 'student leaders'. Adding Prefect Associates provided recognition and mentoring to future and additional student leaders.</p>	<p>Give prefects and associates an opportunity to develop associate job descriptions.</p>
<p>Planning for next year: Organise meeting opportunities for prefects and associates to develop associate job descriptions.</p>			

Analysis of variance reporting

School name: Longburn Adventist College	School number: 191
Focus: Student numbers (The College Roll)	
Strategic Aim: To operate from a position of financial stability and balanced budgets to allow appropriate resourcing and maximise student learning.	
Annual Aim: To ensure students numbers remain at a level to maximise the viability of the college programs.	
Target: To identify and market the college to its 'niche' markets and increase student numbers.	
Baseline data: College roll has fallen in the last two years from around 280 to around 245 due to: <ol style="list-style-type: none">1. Potential students going to Cornerstone as it expands into the secondary area.2. A fall off in numbers enrolling into the LAC Intermediate Department.3. Boarding student numbers not increasing as expected and hoped for.	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Marketing Manager produced an overall marketing plan for the college Special effort made to promote the college towards the Levin & Riverdale areas. Continued marketing to International students</p>	<p>Marketing plan in place Intermediate student intake still too low. International student numbers on the rise but Boarding student numbers still below expectations in 2015. Numbers from Levin area increased.</p>	<p>Networking & clarification of bus fare entitlement boosted numbers from the Levin area. Awareness of LAC in PNG boosted international student numbers. Uncertain why Intermediate numbers languish.</p>	<p>Create a map showing where students come from Develop a thorough and thought out marketing plan. Include a special emphasis on year 7's and boarders.</p>
<p>Planning for next year: Implement the plan</p>			

