



LONGBURN ADVENTIST COLLEGE

---

**LONGBURN ADVENTIST COLLEGE CHARTER**

**2018**

---

## CONTENTS OF CHARTER

|   |         |
|---|---------|
| School Purpose Statement .....                                  | Page 3  |
| Type of School, Special Character, Belief Statements .....      | Page 4  |
| School Structure, Student Composition, Special Programmes ..... | Page 5  |
| Description of the School's Community .....                     | Page 7  |
| Consultation with the School Community.....                     | Page 7  |
| Staffing.....   | Page 8  |
| Property .....  | Page 9  |
| Values of LAC.....  | Page 9  |
| School Procedures .....   | Page 10 |
| Codes of Conduct.....   | Page 11 |
| Definition of Terms.....  | Page 12 |
| Review/or Amendment of Charter.....                             | Page 13 |
| Strategic Plan for 2018 – 2020 .....                            | Page 14 |
| Strategic Goals Overview .....                                  | Page 15 |
| Annual Goals 2018 .....   | Page 16 |
| Annual Goals 2018 Achievement.....                              | Page 18 |
| Annual Plan Report for 2017.....                                | Page 20 |
| Analysis of Variance for 2017 .....                             | Page 22 |

## SCHOOL PURPOSE STATEMENT

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

We educate for:

- Learning knowledge, skills and wisdom
- 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: Junior School (Years 7 and 8), and Years 9 to 13 as the High School. With the increased participation of year 9-13 teachers the 'division' has been intentionally lessened with a view to potentially moving to a year 7-9 middle school.

## STUDENT COMPOSITION

Longburn Adventist College is a multicultural school, with the largest number of students coming from European descent (49.8%). The Tangata Whenua are represented (22.3%), and there are students from a Pacific Island background (15.2%), Melanesian (7.1%), Asian. (8.1%) and other 4.7% (mainly PNG) – start of 2018 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 the use of Maori language and culture. Unfortunately a Te Reo class is currently not possible as an appropriate teacher is not available.

**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 on occasion 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 have currently ceased due to not being able to find an available teacher.

## DESCRIPTION OF THE SCHOOL'S COMMUNITY

The Longburn Adventist College community is drawn from the Manawatu, Horowhenua, across New Zealand and the Pacific 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, powhiri and local kawa.
- 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 SCHOOL 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 another school able to provide a higher level of Te Reo and Tikanga Maori.

Before the drafting of the 2018 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 2018 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.

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'.

## VALUES OF 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.

## 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.

## Longburn Adventist College

### Strategic Plan for 2018 to 2020 and Annual Goals for 2018

**Purpose Statement:** In Christ we educate, encourage and empower.

**Mission:** To provide a high quality education for students, with Christ-centred values in a family-like environment. We grow every student to excel to their full potential academically, as a leader, and spiritually.

**Our Core Values:** ASPIRE – Lead with Integrity, Act with Respect and Cultivate Resilience.

**Student Graduant:** Graduates have integrity, respect and resilience. They are able to apply creativity and logic to solve problems and to conduct themselves in a manner that is both socially skilled and value-centred. With these foundations, our students aim to reach their individual potential at school and beyond, with an eternal hope for the future.

### Strategic Direction of Longburn Adventist College

| 2018  | 2019  | 2020  |
|---|---|---|
| <p><i>Physical Property:</i><br/><i>What are our property requirements/needs for the next 10 years?</i></p>   | <p><i>Curriculum Delivery</i><br/><i>A review of what we ‘teach’ and how we organize ourselves to deliver the curriculum .</i></p>  | <p><i>Establishing a satellite school(s) attached to LAC</i></p>  |
| <p>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.</p> | <p>There are a range of questions and possibilities to be considered;</p> <ul style="list-style-type: none"> <li>• Incorporating vocational pathways</li> <li>• Developing an effective ‘Health and Well being’ dimension</li> <li>• Individual student tracking</li> <li>• Learning area organization</li> <li>• A year 7-9 junior school</li> </ul> | <p>LAC has the potential to deliver the year 7 – 10 curriculum to a range of smaller Adventist primary schools around New Zealand. Initial steps will have begun in 2018 with a view to having distance students in 2020.</p> |

## Longburn Adventist College Strategic Goals Overview

| <b>Strategic Goal #1</b><br><b>To encounter Jesus Christ</b>  | <b>Strategic Goal #2</b><br><b>Encourage positive relationships - Whanaungatanga</b>  | <b>Strategic Goal #3</b><br><b>Individual learning potential is recognised and valued - Tipuranga and Awhi</b>  | <b>Strategic Goal #4</b><br><b>Provide quality resources, infrastructure and facilities - Achieve, Safe and Awhi</b>  | <b>Strategic Goal #5</b><br><b>Achievement for all - Achieve</b>  |
|---|---|---|---|---|
| <p>1.1 To have a community service plan which promotes the values of the school and gives students and staff the opportunity to be disciples.</p> | <p>2.1 To deepen relationships within LAC.</p> <p>2.2 To promote a fair, safe environment accepting of all.</p> <p>2.3 Students have the ability to celebrate their differences and identities, and be respected and valued for who they are.</p> <p>2.4 To provide an appraisal system that allows staff to enjoy constructive and meaningful relationships.</p> | <p>3.1 That relevant and up-to-date professional development is made available to all teachers.</p> <p>3.2 That Learning with Digital Technology strategies are present, continually revised and modified as necessary.</p> <p>3.3 That students aim for and are encouraged to reach their potential and achieve their absolute best.</p> | <p>4.1 That our school-wide systems are efficient and effective and serve the purpose for which they are intended.</p> <p>4.2 Ensure that our financial systems allow for realistic and detailed budgets, effective monitoring, control, reporting and auditing.</p> <p>4.3 That we have modern resources that can enhance student achievement in the academic, cultural and sporting fields.</p> <p>4.4 We provide well-maintained buildings that are fit for purpose.</p> | <p>5.1 Every LAC leaver achieves a minimum of NCEA Level 2 or an individualised achievement goal.</p> <p>5.2 That 85% of all ethnic groups achieve NCEA Level 2.</p> <p>5.3 To establish meaningful goals at each level and for each learning area.</p> <p>5.4 To provide a wide range of service-related, academic, cultural and sporting opportunities for students to experience and potentially excel in.</p> |

## Longburn Adventist College Annual Goals 2018

| 2018 Annual Goals   | Actions - 2018  | Expected Outcomes and Measures   | Who is Responsible  |
|---|---|--|---|
| <b>Annual Goal 1: Integrate Digital Technology school-wide, for learning.</b> |   |  |   |
|   | <p>1.1 Continue to grow the existing infrastructure for Digital Technology both physically and professionally.</p> <p>1.2 Implement BYOD in the classroom.</p>  | <p>1.1 Fulfilling the digital technology strategic plan and capital expenditure<br/>Ongoing professional development meets the needs of staff</p> <p>1.2 Significant drop of use of computer room and less use of paper<br/>Student satisfaction around learning</p>   | <p>IT</p> <p>LL's</p>   |
| <b>Annual Goal 2: Engaging our community.</b>                                 |   |  |   |
|   | <p>Prioritise communicating with our community so as to engage them. Develop alumni page – social media</p> <p>The marketing team actively encourages and supports a range of communication focused events and/or mechanisms implemented by the teaching team.</p> <p>2.3 The teaching staff are informed of the need to engage the community and are encouraged and supported to do so...</p> <ul style="list-style-type: none"> <li>• teachers have PD on why engaging with the community is an annual goal.</li> </ul> <p>2.4 Replace the formal reporting system to one that is relevant and timely to our community.</p> <p>2.5 A clear focus on increasing the roll in year 7 through becoming more visible and relevant.</p> | <p>2.1 Active Alumni to interact with community.<br/>Develop social media page for current parents</p> <p>2.2 The teaching team organise and participates in programs that link to/include the community</p> <ul style="list-style-type: none"> <li>• Youth church @ LAC once a term</li> <li>• WOW Fri pm programme streamed</li> <li>• Stories about what's happening @ LAC sent to churches</li> <li>• Inviting groups into LAC</li> <li>• Articles in the newspaper</li> </ul> <p>2.3 Teaching staff are involved in programs that actively connect with the community</p> <p>2.4 Ongoing reporting to parents</p> <p>2.5 Increased Yr 7 roll for 2019 (Goal of 20 students)</p> | <p>Marketing committee</p> <p>+ LL</p> <p>+ LL</p> <p>Marketing Committee</p> |



|   |  |   |   |
|---|--|---|---|
|   | <p>2.6 Consult with the community</p> <ul style="list-style-type: none"> <li>• Develop closer relationships with Cornerstone – shared PD, sports teams</li> <li>• Parent involvement in online classes</li> <li>• Investigation into holding a national conference in relation to teaching religious instruction in secondary schools.</li> </ul>  | <p>2.6 Synthesize feedback to inform future strategic direction of the school. Variety of engagement is used for different groups e.g. international students</p>   |   |
| <p><b>Annual Goal 3: Curriculum pedagogy review to allow for a more connected approach to learning including vocational pathways.</b></p> |  |   |   |
|   | <p>All staff participate in the COL inquiry (Literacy focus).</p> <p>Develop a system to create a systemic pathway approach for vocational pathways for students.</p> <ul style="list-style-type: none"> <li>• develop a 'ready for work' passport.</li> </ul> <p>3.3 Have a seamless approach to measuring progress and growth for Year 7-10 which can be used by all teachers.</p> <p>3.4 Form a coordinated approach for preparing Year 10 students for NCEA level 1 in their Year 10 year.</p> | <p>3.1 Will have an inquiry and be able to share a summary of findings with staff</p> <p>3.2 Students will be involved in understanding their personal pathways<br/>Staff will include other vocational pathways on year planners for students<br/>SLT to collate and summarise findings for communicating to stakeholders</p> <p>3.3. LLs agree on type of assessing and when testing is done and administered</p> <p>3.4 LLs to provide data for NCEA achievement and to restructure the process of assessment to reflect NCEA system</p> | <p>Teaching Team</p> <p>Cathy/Alan/TA</p> <p>TAi/LL's</p> <p>TAi/LL's</p> |
| <p><b>Annual Goal 4: Health and well-being of students and staff.</b></p>   |  |   |   |
|   | <p>Implement PB4L Tier 2</p>   | <p>4.1. Deans and DP have attended training for Tier 2 Implementing PB4L Tier 2 to students with on going behavioural concerns</p> <p>4.2 Survey results are reporting back that restorative practices are implemented</p>  | <p>L Committee</p> <p>RB</p>  |

|   |   |  |  |
|---|---|--|--|
|   | <p>Embed Restorative Practices school-wide, including conferencing skills for Deans.</p> <p>Formalise a mechanism to consider and address staff wellbeing.</p> <p>Formalise a mentoring programme for vulnerable students.</p> <p>4.5 Chaplain will develop a system to identify goals, planning and measurement for students becoming world changers (in a spiritual context)</p> <ul style="list-style-type: none"> <li>Involve students in the process of developing discipleship</li> </ul> | <p>4.3 Staff feedback indicates the improvement in wellbeing and that their needs are being met<br/>investigate the creation of a fitness/weights room for staff/student (and potentially the community) use.</p> <p>4.4 Vulnerable students are identified and have regular access to mentoring</p> <p>4.5 Collecting feedback on student relationship with Jesus</p> <p>Investigation completed and recommendations made to the SLT.</p> <p>A range of activities and events are undertaken that provide opportunity and experiences for staff and students to grow as disciples. Report to Principal.</p> | <p>RB/TG/Health and Safety Committee<br/>Property Committee</p> <p>BV/MR</p> <p>Chaplain</p> |
| <b>Annual Goal 5: Achievement Goals</b> |   |  |  |
| <b>Year 7 Achievement Goals</b>         | <ul style="list-style-type: none"> <li>80% of year 7's will move up 3 sub-levels in Reading e-asTTle testing. (The Reading Median will move from 3P to 4P).</li> <li>70% of year 7's will move up 2 sub-levels in Numeracy e-asTTle testing. (The Numeracy Median will move from 2A to 3A).</li> </ul>  |  |  |
| <b>Year 8 Achievement Goals</b>         | <ul style="list-style-type: none"> <li>90% of year 8's will move up 3 sub-levels in Reading e-asTTle testing. (The Reading Median will move from 4P to 5P). This is a unique cohort with some students achieving at a higher level.</li> <li>80% of year 8's will move up 3 sub-levels in Maths e-asTTle testing. (The Numeracy Median will move from 3A to 4A).</li> </ul>   |  |  |
| <b>Year 9 Achievement Goals</b>         | <ul style="list-style-type: none"> <li>90% of year 9's will move up 3 sub-levels in Reading e-asTTle testing. (The Reading Median will move from 3A to 4A).</li> <li>90% of year 9's will move up 3 sub-levels in Numeracy e-asTTle testing. (The Numeracy Median will move from 4B to 5B).</li> </ul>  |  |  |
| <b>Year 10 Achievement Goals</b>        | <ul style="list-style-type: none"> <li>90% of year 9's will move up 3 sub-levels in Reading e-asTTle testing. (The Reading Median will move from 4P to 5P).</li> <li>90% of year 9's will move up 3 sub-levels in Numeracy e-asTTle testing. (The Numeracy Median will move from 4P to 5P).</li> </ul>  |  |  |

|   |   |
|---|---|
| <b>Year 11<br/>Achievement<br/>Goals</b>        | <ol style="list-style-type: none"> <li>1. That 92% of Year 11 will achieve NCEA Level 1.</li> <li>2. That gender groups and ethnicity groups will meet the target of 92% achieving NCEA level 1.</li> <li>3. 92% will gain NCEA Level 1 Literacy.</li> <li>4. 92% will gain NCEA Level 1 Numeracy.</li> <li>5. 14% of Year 11 will achieve NCEA endorsed with Excellence.</li> <li>6. 36% of Year 11 will achieve NCEA endorsed with Merit.</li> <li>7. Ethnicity achievement: <ul style="list-style-type: none"> <li>- Maori: Total Achieved 5/7; Achieved: 1; Merit: 1; Excellence: 3;</li> <li>- Pasifika: Total Achieved 100%; Achieved: 56%; Merit: 44%; Excellence: 0;</li> <li>- NZ European: Total Achieved 100%; Achieved: 92%; Merit: 35%; Excellence: 4%;</li> </ul> </li> </ol> |
| <b>Year 12<br/>Achievement<br/>Goals</b>        | <ol style="list-style-type: none"> <li>1. 95% of Year 12 will achieve NCEA Level 2.</li> <li>2. 7.3% of Year 12 will achieve NCEA Level 2 endorsed with Excellence.</li> <li>3. 39% of Year 12 will achieve NCEA Level 2 endorsed with Merit.</li> <li>4. Ethnicity achievement: <ul style="list-style-type: none"> <li>- Maori: Total Achieved: 87.5%; Achieved: 87.5%;</li> <li>- Pasifika: Total Achieved: 100%; Achieved: 60%; Merit: 30%; Excellence: 10%;</li> <li>- NZ European: Total Achieved: 95%; Achieved: 42%; Merit: 48%; Excellence: 5%;</li> </ul> </li> </ol>  |
| <b>Year 13<br/>Achievement<br/>Goals</b>        | <ol style="list-style-type: none"> <li>1. 92% of Year 13 will achieve NCEA Level 3.</li> <li>2. 100% of Year 13 will achieve NCEA Level 2.</li> <li>3. 16.7% will achieve NCEA Level 3 endorsed with Excellence.</li> <li>4. 16.7% will achieve NCEA Level 2 endorsed with Merit.</li> <li>5. 58.3% will gain University Entrance.</li> <li>6. Ethnicity achievement: <ul style="list-style-type: none"> <li>- Maori: Total Achieved: 67% ; Achieved: 33%; Merit: 0%; Excellence: 33%</li> <li>- Pasifika: Total Achieved: 100%; Achieved: 25%; Merit: 50%; Excellence: 25%;</li> <li>- NZ European: Total Achieved: 100%; Achieved: 77%; Merit: 14%; Excellence: 7%;</li> </ul> </li> </ol>  |
| <b>Ethnicity<br/>Achievement<br/>Year 11-13</b> | <ol style="list-style-type: none"> <li>1. Maori Achievement: <ul style="list-style-type: none"> <li>- 76% of Year 11 to 13 achieved NCEA;</li> <li>- 29% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence;</li> </ul> </li> <li>2. Pasifika Achievement: <ul style="list-style-type: none"> <li>- 100% of Year 11 to 13 achieved NCEA;</li> <li>- 48% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence;</li> </ul> </li> <li>3. NZ European: <ul style="list-style-type: none"> <li>- 94.7% achieved NCEA across Year 11 to 13;</li> <li>- 38.6% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence;</li> </ul> </li> </ol>   |

## Longburn Adventist College Annual Plan Report for 2017

| <b>2017 Annual Goals</b>   | <b>Specific Actions for 2017</b>  | <b>Expected Outcomes and Measures</b>   | <b>Who is Responsible</b>  |
|--|---|---|--|
| <b>SG1: Growing our 'discipleship' role</b>  | <ul style="list-style-type: none"> <li>Investigation into holding a national conference in relation to teaching religious instruction in secondary schools.</li> <li>Promotion of the idea to 'take our light out unto the world' in multiple facets of the school.</li> </ul>                    | <p>Investigation completed and recommendations made to the SLT.</p> <p>A range of activities and events are undertaken that provide opportunity and experiences for staff and students to grow as disciples. Report to Principal.</p>   | <ul style="list-style-type: none"> <li>HOD Bible</li> <li>Chaplain</li> </ul>                          |
| <b>SG3: Better use of IT to improve student learning</b>   | <ul style="list-style-type: none"> <li>Fast and Curious teacher group will embed practice and grow staff capacity through relevant PLD.</li> <li>IT is integrated into all PD.</li> <li>Prepare for 2018 where BYOD will be compulsory.</li> <li>Develop a 3-5 year IT strategic plan.</li> </ul> | <p>Fast and Curious group are active in PD presentation.</p> <p>Identify and communicate expectations around bringing devices in 2018.</p> <p>3-5 year IT strategic plan is agreed to.</p>  | <ul style="list-style-type: none"> <li>SCT</li> <li>SCT</li> <li>TIC's IT</li> <li>TIC's IT</li> </ul> |
| <b>SG2: Review the progress made in 2016 with a view to consolidate appraisal processes in 2017.</b> | <ul style="list-style-type: none"> <li>Development of the e-diary.</li> <li>Ongoing professional development.</li> <li>Clear appraisal processes.</li> </ul>  | <p>E-diary is organised and is being used by the majority of staff by choice.</p> <p>PD calendar is organised and relevant.</p> <p>Staff are informed of who their appraisers are in T1 and staff have clear expectations of what is required. Both appraisers and appraises.</p> | <ul style="list-style-type: none"> <li>SCT</li> <li>SCT</li> <li>TIC Appraisal</li> </ul>              |
| <b>SG2: To embed restorative practices school-wide</b>   | <ul style="list-style-type: none"> <li>All staff participate in school-wide RP PD.</li> <li>Review current practices and procedures.</li> </ul>   | <p>All staff participate in school-wide RP teacher only day and ongoing related activities.</p>   | <ul style="list-style-type: none"> <li>Principal</li> </ul>  |

|   |  |   |   |
|---|--|---|---|
|   | <ul style="list-style-type: none"> <li>• Develop PB4L Tier 2 structures.</li> </ul>  | <p>Current student management practices and procedures have been reviewed in the context of Restorative Practices.</p> <p>Develop PB4L Tier 2 structures.</p> | <ul style="list-style-type: none"> <li>• Deputy Principal</li> <li>• PB4L Team</li> </ul> |
| <b>SG4: To significantly improve the IT infrastructure.</b>   | <ul style="list-style-type: none"> <li>• Put in place the capital expenditure programme around IT.</li> </ul>  | <p>Implement capital expenditure programme and continuously seek feedback from staff around ongoing needs.</p>  | <ul style="list-style-type: none"> <li>• Ryan Gounder</li> </ul>                          |
| <b>SG5: Reflect on Year 9 and 10 programmes and establish a process for tracking individual students, setting goals and analysing ongoing progress.</b> | <ul style="list-style-type: none"> <li>• SLT in consultation with Year Level Deans develop a progress tracking programme.</li> </ul>   | <p>A progress tracking programme for students is in place.</p>  | <ul style="list-style-type: none"> <li>• SLT Team (DP)</li> </ul>                         |
| <b>SG5: Continue to grow sports participation and profile within the school.</b>  | <ul style="list-style-type: none"> <li>• Investigation into developing a sports (basketball) academy at LAC for 2018.</li> <li>• Have clear goals in relation to sports participation along with a Sports Plan.</li> </ul> | <p>Investigation completed and recommendations made to the SLT.</p> <p>Sports plan completed with goals.</p>  | <ul style="list-style-type: none"> <li>• HOD PE</li> <li>• Sports Coordinator</li> </ul>  |

## ANALYSIS OF VARIANCE - ACADEMIC ACHIEVEMENT AGAINST GOALS FOR 2017

### ANALYSIS OF VARIANCE

#### ACADEMIC GOALS FOR 2017 (Academic Goals were made using NZQA results from January 16, 2017)

##### Goal 1 – That at least 90% of students who leave LAC will have NCEA level 2

- **Results are expected in early May (85.7% of students leaving in 2016 had gained level 2).**
- Initial data suggests that we will be close to this figure.
- Purposeful effort was put in by SLT and senior academic deans to provide students with academic opportunities to ensure that they left with L2. Students who wished to leave before then, were strongly encouraged to consider their options and a plan was put in place that would allow them to be successful at this level, whether it was a vocational pathways course within the STAR/Gateway bracket or a course with an external provider. This is one of the academic requirements we insist upon and as a result, this has improved our retention rate in Level 3.

##### Goal 2 – That 40% of students in year 11 to 13 who gain NCEA will have Merit or Excellence endorsements.

- *Year 11 – Excellence 6.9%, Merit 41.4%, combined 48.3% **Yes***
  - Yes, we were able to meet this goal. Most Y11s were offered a number of NCEA credits in Y10 and had the opportunity to gain some NCEA standards in preparation for the experience of NCEA in 2018. Despite the group being at varied stages of academic performance, a high number of students understood the currency of NCEA and gained Merit endorsements which was above the national average. Although there were a low number of Excellence endorsements, there were a high number of excellences and we are hopeful that this will advance into the Excellence arena as students progress through to Yr 12 and 13.
- *Year 12 – Excellence 16%, Merit 20%, combined 36% **No***
  - \* 2017 Data indicates that in a final review, 83 % of the Yr 12 cohort, will have gained NCEA L2. This group had 11 students, with varying stories that affected the results for 2017. A number of students were not academically inclined however areas such as Gateway/STAR options were offered to students as well as other vocational pathway courses throughout the year, in order to achieve and to experience success. As well as this, a glitch in our student management system removed all provider codes for all those students which was only realized later on in the year. The adjustment made to this only this year, after final results had been released, which affected our overall passing rate.
- *Year 13 – Excellence 23.5%, Merit 26.5%, combined 50% **Yes***
  - **Year 11-13 average, Excellence 15.5%, Merit 29.3%, combined **44.8% YES****
  - As a Yr 12 cohort, this group performed satisfactorily however as Yr 13s, they performed beyond expectation with 8 students gaining Excellence endorsements and a number of students gaining Merit endorsements. Out of a cohort of 39, this was higher than expected, and higher than the national average of 43.5%. Particular students in this cohort also attempted scholarship which also, despite the

additional workload over the year, indicated and pushed students to excel. Improved data tracking systems by SLT and the Yr 13 academic dean also enabled individual tracking and allowed us to provide guidance where required.

•

**Goal 3 – That 55% of students in year 13 will gain University Entrance YES**

- *Year 13 Dean and Deputy Principal to audit year 13 progress during the year and intervening where required, providing guidance and direction.*
- **62.8% gained UE (44.1% nationally)**
  - 62.8% gained UE (44.1% nationally). The cohort was a self-motivated group with most students having already established tertiary goals for themselves. As a school, we also introduced 3 lessons over the first two months of the school year that would focus on tertiary applications and the understanding of this. This time was used to assist students in mental preparation as well as supporting them in filling out University applications. This allowed students to focus more on subject areas they deemed necessary and would gain them University Entrance.
- As stated above, there are a variety of reasons as to why the academic results look the way they do. Academic deans were introduced to a senior tracking system which worked for them. Each of them found ways to support their year levels with things like mentoring programs, individual career 'counseling' support and purposeful homeroom time.

**Goal 4 – That at least 5 students will attempt Scholarship and at least one student will gain Scholarship YES.**

- **8 Students attempted**
- **1 Scholarship (Biology)**
  - 8 Students attempted scholarship and this was very encouraging to see. A number of these students put in their best effort. We had a particularly high performing cohort and worked in line with their individual goals and strengths, to engage them in the rigour of scholarship. One student was able to gain scholarship as they were particularly gifted in the academics and had a keen interest in that subject area.

**ACHIEVEMENT REPORT FOR 2017  
YEAR 7 and 8**

**1. Year 7:**

- a. **Year 7 Reading Progress Goal:** 70% of Year 7 students will increase their Reading e-asttle score by 30 (the 'expected' rate is 22).
  - i. The goal of 70% was reached for Year 7 with 71% achieving or exceeding the goal.
  - ii. Gender:
    - 1. 70% of girls met the target.
    - 2. 43% of boys met the target.
  - iii. Five students moved 3 sub-levels or more in reading from Feb to Nov testing.
  - iv. Ethnicity:
    - 1. One Maori student exceeded the target.
    - 2. One out of two Pasifika students exceeded the target.
    - 3. 40% of NZ European students met or exceeded the target.
  - v. Factors influencing achievement:
    - 1. A male student was working on an ESOL programme.
    - 2. A female student had on-going health concerns affecting engagement.
    - 3. A Self Directed Learning approach was used where the students had their activities written in their literacy books and they could choose the order of those activities. As a result, three Year 7 students were entered in a national writing competition.
  
- b. **Year 7 Numeracy National Standards Goal:** 80% of Year 7 students will achieve 'At' or 'Above' the National Standard for Numeracy.
  - i. 79% of Year 7 students were 'At' or 'Above' the National Standard for Numeracy.
  - ii. Gender:
    - 1. The target was nearly met by girls. 75% of girls were either 'At' or 'Above' the National Standard for Numeracy.
    - 2. The target was exceeded by 6% for boys.
  - iii. Ethnicity:
    - 1. The one Maori student did not meet the target.
    - 2. One Pasifika student met the target.
    - 3. NZ European students exceeded the target by 5%.
    - 4. Other ethnicities nearly met the target.



## 2. Year 8:

- a. **Year 8 Reading Progress Goal:** 50% of Year 8 students will increase their Reading Eastle score by 30 (the 'expected' rate is 22).
  - i. 55% (12/22) achieved at around the normal rate of progress of 22 or more in the e-assTTle testing. 41% reached or exceeded the annual goal.
  - ii. Gender:
    - 1. 50% of girls met or exceeded the goal.
    - 2. 31% of boys met or exceeded the goal.
  - iii. Ethnicity:
    - 1. Two Maori students met or exceeded the goal.
    - 2. 43% (3/7) of Pasifika students met or exceeded the goal.
    - 3. 50% (4/8) NZ European students met or exceeded the goal.
  - iv. Factors influencing achievement:
    - 1. Two boys participated in the Lexia Programme and made accelerated progress. One student was new and was following an ESOL programme.
    - 2. A self-directed approach to learning was introduced to the group. The nine students who demonstrated accelerated progress benefited from that approach.
- b. **Year 8 Numeracy Goal:** 70% of Year 8 students will achieve 'At' or 'Above' the National Standard.
  - i. Year 8 students exceeded the target by 20%.
  - ii. Gender:
    - 1. Female students met the target.
    - 2. Male students exceeded the target by 13%.
  - iii. Ethnicity:
    - 1. Maori students exceeded the target by 30%. Both students were 'At' the National Standard.
    - 2. NZ European students exceeded the target by 19%.
    - 3. Other ethnicities did not meet the target by 10%.

## Analysis of Variance for 2017

|   |   |  |   |
|---|---|--|---|
| <b>School name:</b> Longburn Adventist College  |   | <b>School number:</b> 191  |   |
| <b>Strategic Aim:</b> To encounter Jesus Christ (SG1)   |   |  |   |
| <b>Annual Aim:</b> Growing our 'discipleship' role  |   |  |   |
| <b>Target:</b> <ul style="list-style-type: none"> <li>Investigation into holding a national conference in relation to teaching religious instruction in secondary schools.</li> <li>Promotion of the idea to 'take our light out unto the world' in multiple facets of the school.</li> </ul> |   |  |   |
| <b>Actions (what did we do?)</b>  | <b>Outcomes (what happened?)</b>  | <b>Reasons for the variance (why did it happen?)</b>   | <b>Evaluation (where to next?)</b>  |
| <ul style="list-style-type: none"> <li>Bible HOD investigated holding a national conference.</li> <li>Promotion of the idea to 'take our light out unto the world' in multiple facets of the school.</li> </ul>   | <ul style="list-style-type: none"> <li>Still in progress; Met with SDA Bible teachers 3 times in 2017.</li> </ul> | <ul style="list-style-type: none"> <li>HOD Bible joined RSTAANZ and contributed to development of Religious Studies Scholarship. This was seen as a potential segway into a potential conference.</li> </ul> | <ul style="list-style-type: none"> <li>Consider how to access the wider Christian framework. EG. Executive NZACS</li> </ul> |

|   |  |  |   |
|---|--|--|---|
| <b>School name: Longburn Adventist College</b>  |  | <b>School number: 191</b>                            |   |
| <b>Strategic Aim:</b> SG3 Individual learning potential is recognised and valued - Tipuranga and Awhi   |  |  |   |
| <b>Annual Aim:</b> Better use of IT to improve student learning   |  |  |   |
| <b>Target:</b>  |  |  |   |
| <ul style="list-style-type: none"> <li>• Fast and Curious teacher group will embed practice and grow staff capacity through relevant PLD.</li> <li>• IT is integrated into all PD.</li> <li>• Prepare for 2018 where BYOD will be compulsory.</li> <li>• Develop a 3-5 year IT strategic plan.</li> </ul> |  |  |   |
| <b>Actions (what did we do?)</b>  | <b>Outcomes (what happened?)</b>   | <b>Reasons for the variance (why did it happen?)</b> | <b>Evaluation (where to next?)</b>  |
| <ul style="list-style-type: none"> <li>• Fast and Curious group were active in PD presentation.</li> <li>• Expectations were identified and communicated for BYOD in 2018.</li> <li>• 3-5 year IT strategic plan is agreed to.</li> </ul>   | <ul style="list-style-type: none"> <li>• Teachers were provided with PD from their colleagues. This initiated organic PLGs for different needs. Teachers implanted relevant IT strategies/skills.</li> <li>• Expectations were communicated along with the school being able to identify what the needs of the community were. We purchased 25 chromebooks that could be made available in 2018. Advice around BYOD was given to a range of parents.</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• Review TIC IT position to provide sustainability.</li> <li>• Identify the needs of what the needs of the F &amp; C group are and provide opportunity for them to present and train/support staff.</li> <li>• Review strategic plan for IT and consider which subject specific APPs to use through Learning Leader group.</li> <li>• Finalise a plan for students who don't have access to a device.</li> </ul> |

|  |   |  |  |
|--|---|--|--|
| <b>School name: Longburn Adventist College</b>   |   | <b>School number: 191</b>  |  |
| <b>Strategic Aim: SG2</b> Encourage positive relationships - Whanaungatanga  |   |  |  |
| <b>Annual Aim:</b> SG2: Review the progress made in 2016 with a view to consolidate appraisal processes in 2017.   |   |  |  |
| <b>Target:</b>   |   |  |  |
| <ul style="list-style-type: none"> <li>• Development of the e-diary.</li> <li>• Ongoing professional development to support the appraisal process.</li> <li>• Clear appraisal processes.</li> </ul>  |   |  |  |
| <b>Actions (what did we do?)</b>   | <b>Outcomes (what happened?)</b>  | <b>Reasons for the variance (why did it happen?)</b>   | <b>Evaluation (where to next?)</b>   |
| <ul style="list-style-type: none"> <li>• E-diary is organised and is being used by the majority of staff by choice.</li> <li>• PD calendar is organised and relevant.</li> <li>• Staff are informed of who their appraisers are in Term 1 and staff have clear expectations of what is required. Both appraisers and appraises.</li> </ul> | <ul style="list-style-type: none"> <li>• The E-diary is available, but a growing number of staff are finding alternative vehicles eg website.</li> <li>• Growing demand for PD time has become an encouraging problem.</li> <li>• There were delays in finalising the appraisal details. Once the new overseer of appraisal came to term with the challenges, expectations of staff were eventually clarified.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff resignation meant some adjustments needed to be made to support completion of appraisal.</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing review of the e-diary to ensure that all staff have at least something that they can rely on as a vehicle for completing the appraisal.</li> <li>• Ongoing support for the PD coordinator.</li> <li>• Ensure structures are in place from beginning of 2018 for appraisal.</li> </ul> |

| <b>School name: Longburn Adventist College</b>   |  | <b>School number: 191</b>   |   |
|--|--|---|---|
| <b>Strategic Goal: SG2</b> Encourage positive relationships - Whanaungatanga   |  |   |   |
| <b>Annual Aim:</b> SG2: To embed restorative practices school-wide   |  |   |   |
| <b>Target:</b>   |  |   |   |
| <ul style="list-style-type: none"> <li>All staff participate in school-wide RP PD.</li> <li>Review current practices and procedures.</li> <li>Develop PB4L Tier 2 structures.</li> </ul>   |  |   |   |
| <b>Actions (what did we do?)</b>   | <b>Outcomes (what happened?)</b>   | <b>Reasons for the variance (why did it happen?)</b>  | <b>Evaluation (where to next?)</b>  |
| <ul style="list-style-type: none"> <li>All staff participate in school-wide RP teacher only day and ongoing related activities.</li> <li>Current student management practices and procedures have been reviewed in the context of Restorative Practices.</li> <li>Develop PB4L Tier 2 structures.</li> </ul> | <ul style="list-style-type: none"> <li>Staff participated and had the opportunity to reflect on their own current practices and changes we would like to make collectively to reflect RP. Used PD slots to work on short seminar type activities with staff.</li> <li>DP and some Deans used RP model in supporting discipline.</li> <li>Tier 2 not introduced.</li> </ul> | <ul style="list-style-type: none"> <li>While staff appreciated the RP PD, SLT would not say that it is yet embedded. This is around the use of language and the repetition of process and procedure.</li> <li>Completion of Tier 1 was delayed by MOE not having access to appropriate staff to complete the SET required.</li> </ul> | <ul style="list-style-type: none"> <li>Continue RP short seminars. Evaluate use across staff by end of year.</li> <li>The need for regular focus on RP. Deans to participate in workshops to support RP such as Circles and Small Group Conferencing.</li> <li>Get the SET completed for Tier 1. SLT/Deans to complete Tier 2 training with the view of SLT/Deans implementing Tier 2.</li> </ul> |

| <b>School name: Longburn Adventist College</b>  |  | <b>School number: 191</b>                            |   |
|---|--|--|---|
| <b>Strategic Goal 4:</b> Provide quality resources, infrastructure and facilities – Achieve, Safe and Awahi   |  |  |   |
| <b>Annual Aim:</b> SG4: To significantly improve the IT infrastructure.   |  |  |   |
| <b>Target:</b>  |  |  |   |
| <ul style="list-style-type: none"> <li>Put in place the capital expenditure programme around IT.</li> </ul>   |  |  |   |
| <b>Actions (what did we do?)</b>  | <b>Outcomes (what happened?)</b>   | <b>Reasons for the variance (why did it happen?)</b> | <b>Evaluation (where to next?)</b>  |
| <ul style="list-style-type: none"> <li>Implement capital expenditure programme and continuously seek feedback from staff around ongoing needs.</li> </ul> | <ul style="list-style-type: none"> <li>A significant part of capital expenditure budget went towards IT.</li> <li>Staff provided on-going feedback around the success or limitations of the IT development.</li> <li>Significant increase in number of routers, hardware, chrome-books.</li> </ul> | <ul style="list-style-type: none"> <li></li> </ul>   | <ul style="list-style-type: none"> <li>Continuing to identify IT as the major focus within the Capital Expenditure Budget.</li> </ul> |

|   |  |   |  |
|---|--|---|--|
| <b>School name: Longburn Adventist College</b>  |  | <b>School number: 191</b>   |  |
| <b>Strategic Goal: SG5</b> Achievement for all - Achieve  |  |   |  |
| <b>Annual Aim:</b> SG5: Reflect on Year 9 and 10 programmes and establish a process for tracking individual students, setting goals and analysing ongoing progress.   |  |   |  |
| <b>Target:</b>  |  |   |  |
| <ul style="list-style-type: none"> <li>SLT in consultation with Year Level Deans develop a progress tracking programme.</li> </ul>  |  |   |  |
| <b>Actions (what did we do?)</b>  | <b>Outcomes (what happened?)</b>   | <b>Reasons for the variance (why did it happen?)</b>  | <b>Evaluation (where to next?)</b>   |
| <ul style="list-style-type: none"> <li>DP provided some tracking for Deans.</li> <li>Deans provided support for year 11-13 students (eg Year 11 Dean) to identify at-risk students and provide mentoring support for them.</li> </ul> | <ul style="list-style-type: none"> <li>Year 11 and 13 students had regular mentoring and scaffolded interviews.</li> </ul> | <ul style="list-style-type: none"> <li>Much investigation took place around tracking that fitted the needs of LAC – a relationship with MOE has been established to support development which is underway.</li> </ul> | <ul style="list-style-type: none"> <li>For Year 7-10 provide a seamless tracking using e-asttle data.</li> <li>For Year 11-13 provide a template model to be used through the year to track student progress.</li> </ul> |

|  |  |   |   |
|--|--|---|---|
| <b>School name: Longburn Adventist College</b>   |  | <b>School number: 191</b>   |   |
| <b>Strategic Goal:</b> Achievement for all - Achieve   |  |   |   |
| <b>Annual Aim:</b> SG5: Continue to grow sports participation and profile within the school.   |  |   |   |
| <b>Target:</b>   |  |   |   |
| <ul style="list-style-type: none"> <li>Investigation into developing a sports (basketball) academy at LAC for 2018.</li> <li>Have clear goals in relation to sports participation along with a Sports Plan.</li> </ul> |  |   |   |
| <b>Actions (what did we do?)</b>   | <b>Outcomes (what happened?)</b>   | <b>Reasons for the variance (why did it happen?)</b>  | <b>Evaluation (where to next?)</b>  |
| <ul style="list-style-type: none"> <li>To conduct an Investigation about a Sports Academy and make recommendations to the SLT.</li> <li>To develop a Sports plan that includes goals.</li> </ul>                       | <ul style="list-style-type: none"> <li>The investigation effectively didn't occur.</li> <li>The sports plan with goals did not occur.</li> </ul> | <ul style="list-style-type: none"> <li>Lack of interest and support from PE department, TIC Sports and those closely connected to Basketball.</li> <li>Due to competing demands for the Principal's time, the sports plan was not developed.</li> </ul> | <ul style="list-style-type: none"> <li>The Sports plan needs to be included on SLT agenda in 2018 to develop in consultation with Sports/PE, a plan forward.</li> </ul> |



