



Longburn
Adventist™ College

LONGBURN ADVENTIST COLLEGE CHARTER

2019

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| SCHOOL PURPOSE STATEMENT |
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"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.

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| BELIEF STATEMENTS |
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- 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.

Strategic Plan for 2019 to 2021 and Annual Goals for 2019

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

| 2019 | 2020 | 2021 |
|---|---|--|
| <p>Curriculum Delivery <i>A review of what we ‘teach’ and how we organize ourselves to deliver the curriculum.</i></p> | <p>Deciding on the possibility of establishing a satellite school(s) attached to LAC</p> | <p>Measurement of Success <i>A review of what we value and how we measure what we value.</i></p> |
| <p>There are a range of questions and possibilities to be considered;</p> <ul style="list-style-type: none"> • Incorporating vocational pathways • Digital curriculum and Digital Technologies as a subject • Developing an effective ‘Health and Well being’ dimension • Individual student tracking • Learning area organization • A year 7-9 junior school | <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> | <p>LAC is acknowledged by many as a ‘good’ school. Clarifying what it is that we value and then identifying how we measure what we value will strategically direct us to what is important. Not simply NCEA results.</p> |

Longburn Adventist College Strategic Goals Overview

| Strategic Goal #1 To encounter Jesus Christ | Strategic Goal #2 Encourage positive relationships - Whanaungatanga | Strategic Goal #3 Individual learning potential is recognised and valued - Tipuranga and Awhi | Strategic Goal #4 Provide quality resources, infrastructure and facilities - Achieve, Safe and Awhi | Strategic Goal #5 Achievement for all - Achieve |
|---|---|---|---|---|
| <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 2019

| Annual Goal 1: Grow Digital Learning | | |
|---|--|---------------------------|
| Actions 2019 | Expected Outcomes and Measures | Who is Responsible |
| 1.1 Develop and use an IT strategic plan. 1.2 Implement a Digital Technology Journal (the MOE led plan): <ul style="list-style-type: none"> - Focus on developing teacher's digital capacity; - Develop a digital curriculum to implement 2020; - OIVE – explore options for 2020; - Review the use of Digital Technologies with stakeholders. | 1.1 Have an IT strategic plan that is both used and known. 1.2 Collect adequate data to assess progress made through DTPLD. | TIC DT & SLT |

| Outcomes (What happened?) | Reasons for Variance | Evaluation Where to next? |
|----------------------------------|-----------------------------|----------------------------------|
| 1.1 | 1.1 | 1.1 |

| Annual Goal 2: Engage with the Community. | | |
|---|--|------------------------------------|
| Actions 2019 | Expected Outcomes and Measures | Who is Responsible |
| 2.1 Develop an active alumni. 2.2 Collect a wider range of information on specific issues for the community. 2.3 Foster a growing relationship with local churches. | 2.1 Have an alumni established on a digital platform. 2.2 Where significant decisions are made around learning that parents and caregivers are invited to share their views and be a part of the decision making process. | Head of marketing Chaplains |

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| 2.4 Use Zoom to communicate with the community. | 2.3 Chaplains to be actively involved in regional SDA cluster and to explore opportunities to connect with churches outside the SDA church. 2.4 Have a range of examples where ZOOM is used to make communication more efficient or to make the school more accessible. This could include international parents. | School-wide |
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Annual Goal 2 Outcomes: Engaging the Community

| Outcomes (What happened?) | Reasons for Variance | Evaluation Where to next? |
|------------------------------|----------------------|------------------------------|
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| Annual Goal 3: Review and update Curriculum | | |
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| Actions 2019 | Expected Outcomes and Measures | Who is responsible |
| 3.1 Develop a Digital Curriculum for implementation in 2020. 3.2 Complete a Health Curriculum review. 3.3 Continue the COL literacy inquiry. 3.4 Complete a structured review of Year 7 to 9 curriculum relating to implementation of OLIVE in 2020. | 3.1 Have a digital curriculum ready for 2020. 3.2 Complete health curriculum review and start implementing any changes that are identified. 3.3 All teachers will have been involved in literacy PD through the COL (2018 was group 1, 2019 will include groups 2 and 3). 3.4 Decisions will have been made around Year 7-9 curriculum and whether OLIVE will be included, and if so, how. | AP Curriculum DP Alan Pedley |

Annual Goal 3 Outcomes: Curriculum Pedagogy

| Outcomes (What happened?) | Reasons for Variance | Evaluation Where to next? |
|------------------------------|----------------------|------------------------------|
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| Annual Goal 4: Health and Wellbeing (2018: Health and well-being of students and staff) | | |
|---|--|------------------------------------|
| Actions 2019 | Expected Outcomes and Measures | Who is responsible |
| 4.1 Establish Professional Learning Groups that address key learning issues. 4.2 Develop and implement a Health and Wellbeing calendar. <ul style="list-style-type: none"> - This will include a range of instructions for both staff and students; - Promote in staff worship on Mondays (or first day of school week) and at Monday assemblies. - Use a variety of communication tools to disseminate information – School APP, student notices, promotional material, displays. 4.3 Conduct baseline survey of health and wellbeing at the beginning of the year then near the end of term 3. 4.4 Incorporate into the 2020 diary space for students to reflect/measure health and wellbeing. | 4.1 To receive feedback and feedforward from PLGs acknowledging that open to learning conversations have taken place and are meaningful. 4.2 A Health and Well-being Calendar will have been implemented – refer to a plan. 4.3 Data is collected from surveys and is used to inform next steps. 4.4 Make necessary changes to the 2020 student Diary | TIC PLG Groups DP DP |

Annual Goal 4 Outcomes: Health and Well-being of students and staff

| Outcomes (What happened?) | Reasons for Variance | Evaluation Where to next? |
|------------------------------|----------------------|------------------------------|
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| Annual Goal 5: Achievement Goals | | |
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| Year Level | Achievement Goals | Outcomes for 2019 |
| <p>Year 7 Achievement Goals</p> | <ul style="list-style-type: none"> ○ That the median result for literacy will be at 4B. Currently the Year 7s are at 3P and the National Mean is 3A . ○ That the median result for Numeracy will be at 3A/4B. Currently the Year 7s are at 3B and the National Mean is 3P. | |
| <p>Year 8 Achievement Goals</p> | <ul style="list-style-type: none"> ○ That the median result for literacy will be at 4A/5B. Currently the Year 8s are at 4P and the National Mean is 4B. ○ That the median result for Numeracy will be at 4P. Currently the Year 8s are at 3A and the National Mean is 4B. | |

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| <p>Year 9 Achievement Goals</p> | <ul style="list-style-type: none"> ○ That the median result for literacy will be at 4A . Currently the Year 9s are at 4B and the National Mean is 4P. ○ That the median result for Numeracy will be at 4A. Currently the Year 9s are at 4B and the National Mean is 4P. | |
| <p>Year 10 Achievement Goals</p> | <ul style="list-style-type: none"> ○ That the median result for literacy will be at 5B. Currently the Year 10s are at 4P and the National Mean is 4A. ○ That the median result for Numeracy will be at 5B. Currently the Year 10s are at 4P and the National Mean is 5B. | |
| <p>Year 11 Achievement Goals</p> | <ul style="list-style-type: none"> ● That 84% of Year 11 will achieve NCEA Level 1. <ul style="list-style-type: none"> ○ That gender groups and ethnicity groups will meet the target of 84% achieving NCEA level 1. ○ 84% will gain NCEA Level 1 Literacy. ○ 77% will gain NCEA Level 1 Numeracy. ○ 15% of Year 11 will achieve NCEA endorsed with Excellence. ○ 24% of Year 11 will achieve NCEA endorsed with Merit. ○ Ethnicity achievement: <ul style="list-style-type: none"> ■ Maori: Total Achieved 80%; Achieved: 3; Merit: 4; Excellence: 1 ■ Pasifika: Total Achieved 72%; Achieved: 5; Merit: 2; Excellence: 1 | |

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| | <ul style="list-style-type: none"> ■ NZ European: Total Achieved 90%; Achieved: 12; Merit: 5; Excellence: 1 ■ Asian: Total Achieved 100%; Achieved: 1; Merit: 0; Excellence: 2 ■ Other: Total Achieved 100%; Achieved 1 | |
| <p>Year 12 Achievement Goals</p> | <ul style="list-style-type: none"> ● 93% of Year 12 will achieve NCEA Level 2. ● 16% of Year 12 will achieve NCEA Level 2 endorsed with Excellence. ● 43% of Year 12 will achieve NCEA Level 2 endorsed with Merit. ● Ethnicity achievement: <ul style="list-style-type: none"> ■ Maori: Total Achieved: 88%; Achieved: 3; Merit 1; Excellence 3 ■ Pasifika: Total Achieved: 88%; Achieved: 2; Merit 5; Excellence 0 ■ NZ European: Total Achieved: 95%; Achieved: 9; Merit: 11; Excellence: 1 ■ Asian: Total Achieved: 100%; Achieved: 1; Merit: 1; Excellence: 2 ■ Other: Total Achieved: 100%; Achieved: 0; Merit: 1; Excellence: 1 | |
| <p>Year 13 Achievement Goals</p> | <ul style="list-style-type: none"> ● 93% of Year 13 will achieve NCEA Level 3. ● 96% of Year 13 will achieve NCEA Level 2. | |

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| | <ul style="list-style-type: none"> ● 7% will achieve NCEA Level 3 endorsed with Excellence. ● 50% will achieve NCEA Level 3 endorsed with Merit. ● 63% will gain University Entrance. ● Ethnicity achievement: <ul style="list-style-type: none"> ■ Maori: Total Achieved: 100% ; Achieved: 4; Merit: 2; Excellence: 0 ■ Pasifika: Total Achieved: 90%; Achieved: 5; Merit: 4; Excellence: 0 ■ NZ European: Total Achieved: 90%; Achieved: 4; Merit: 4; Excellence: 1 ■ Asian: Total Achieved: 100%; Achieved: 1; Merit: 0; Excellence: 1 ■ Other: Total Achieved: 100%; Achieved: 1; Merit: 1; Excellence: 0 | |
| <p>Ethnicity Achievement Year 11-13</p> | <p>Overall achievement: 89.9% of Yr 11 - 13 will achieve NCEA</p> <p>Overall achievement of Merit and Excellence will total to 46.2%</p> <ul style="list-style-type: none"> ● Maori Achievement: <ul style="list-style-type: none"> ■ 86% of Year 11 to 13 will achieve NCEA ■ 46% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence ● Pasifika Achievement: <ul style="list-style-type: none"> ■ 83% of Year 11 to 13 will achieve NCEA; ■ 41% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence ● NZ European: | |

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| | <ul style="list-style-type: none">■ 92% will achieve NCEA across Year 11 to 13■ 44% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence <p>Asian:</p> <ul style="list-style-type: none">100% will achieve NCEA across Year 11 to 1367% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence <p>● Other:</p> <ul style="list-style-type: none">100% will achieve NCEA across Year 11 to 1360% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence. | |
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Longburn Adventist College Annual Goals 2018 and their Analysis of Variance

| Annual Goal 1: Integrate Digital Technology school-wide, for learning. | | |
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| Actions 2018 | Expected Outcomes and Measures | Who is Responsible |
| 1.3 Continue to grow the existing infrastructure for Digital Technology both physically and professionally. | 1.3 Fulfilling the digital technology strategic plan and capital expenditure. Ongoing professional development meets the needs of staff. | IT |
| 1.4 Implement BYOD in the classroom. | 1.4 Significant drop of use of computer room and less use of paper. Student satisfaction around learning. | LLs |

| Outcomes (What happened?) | Reasons for Variance | Evaluation Where to next? |
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| <p>1.2 The strategic plan developed by Stephanie and Olivia has not been visible and has not been used or reviewed. Recommended to review it before the end of Term One 2019. IT BYOD embedded.</p> <p>1.3 BYOD implemented. Use of computer room/paper has had a significant decrease.</p> <p>1.4 PD facilitated by LAC staff was provided. Teachers were able to complete a digital passport with Google and a AUT facilitated training on Digital Curriculum.</p> <p>1.5 Students were surveyed about use of devices. From this a loan scheme was set up with 25 chrome-books for short term loans. This was steadily used.</p> <p>1.6 Capital Expenditure – significant IT infrastructure implemented as per CAPEX budget – no negative feedback.</p> | <p>1.2 2018 was a year for beginning implementation of BYOD across the school.</p> <p>1.3 Stephanie and Olivia were no longer connected to the strategic plan and this created a lack of continuity.</p> | <p>1.2 Need to create an IT strategic plan that is visible and used. Reinstate Olivia into the role of IT leader. Establish a working relationship with DT PLD facilitator to give this process momentum.</p> <p>1.3 Feedback from students has yet to be gathered and this along with parent feedback would be valuable in 2019</p> <p>1.4 Focus on ethical use of digital technologies.</p> |

| Annual Goal 2: Engaging our Community. | | |
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| Actions 2018 | Expected Outcomes and Measures | Who is Responsible |
| <p>2.5 Prioritise communicating with our community so as to engage them. Develop an alumni page using social media.</p> <p>2.6 The marketing team actively encourages and supports a range of communication focused events and/or mechanisms implemented by the teaching team.</p> <p>2.7 The teaching staff are informed of the need to engage the community and are encouraged and supported to do so. Teachers have PD on why engaging with the community is an annual goal.</p> <p>2.8 Replace the formal reporting system with one that is relevant and timely to our community</p> <p>2.9 Have a clear focus on increasing the roll in year 7 through becoming more visible and relevant.</p> <p>2.10 Consult with the community.</p> <p>2.11 Develop closer relationships with Cornerstone – shared PD, sports teams.</p> | <p>2.5 Active Alumni to interact with community. Develop social media page for current parents.</p> <p>2.6 The teaching team organise and participates in programmes that link to/include the community.</p> <ul style="list-style-type: none"> - Youth church @ LAC once a term; - WOW Fri pam programme streamed; - Stories about what's happening at LAC sent to churches. - Inviting groups into LAC. - Articles in the newspaper. <p>2.7 Teaching staff are involved in programmes that actively connect with the community.</p> <p>2.8 Ongoing reporting to parents.</p> <p>2.9 Increased Year 7 roll for 2019 (Goal of 20 students).</p> <p>2.10 Synthesize feedback to inform future strategic direction of the school. Variety of engagement is used for different group, eg International students.</p> <p>2.11 The relationship with cornerstone through the COL is ongoing. There is a shared sports day across the COL for year 7 and 8 students.</p> | <p>Marketing team</p> <p>Learning leaders</p> <p>Learning leaders</p> <p>Marketing team</p> |

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| <p>2.12 Parent involvement in online classes.</p> <p>2.13 Investigation into holding a national conference in relation to teaching religious instruction in secondary schools.</p> | <p>2.12 There is the opportunity for parents to have access which has been developed over 2018. There is a desire to insure that the experience is sorted out before we go 'live'.</p> <p>2.13 This idea is ongoing. As Scholarship for Religious Studies has been confirmed for 2020, this may well provide the platform for a conference coming together.</p> | |
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Annual Goal 2 Outcomes: Engaging our Community

| <p>Outcomes (What happened?)</p> | <p>Reasons for Variance</p> | <p>Evaluation Where to next?</p> |
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| <p>2.1 Communicating with our community was prioritised by:</p> <ul style="list-style-type: none"> - An Alumni page on social media being set up by Eifion (marketing) in the developing phase; - Year 7 & 8 conducting a range of activities including the community – eg: the Year 7 & 8 newspaper inserted into the local newspaper with content that engaged alumni. - A social media page for parents and there is an LAC facebook page where events are posted. The use of and access has increased significantly. <p>2.2 There were regular marketing meetings on the same day as Finance/Property.</p> <ul style="list-style-type: none"> - Principal had weekly briefings. - Marketing promotions were conducted with visits to South Queensland SDA camp, Papua New Guinea (Principal and Head of Boarding). Connections were made with International Agents but these haven't born fruit. - The Chaplain (along with a boarding volunteer dean) participated in the SDA Pastor's regional cluster (eg: Oct 16). Potential plans for pastors to integrate more frequently with LAC were discussed. - Youth church at LAC once a term did not occur. | <p>SLT and teacher resources are limited and people do not necessarily have the time to oversee a wide range of goals. A significant number of things were achieved in 2018 and it maybe that our goals are too demanding.</p> <p>Our relationship with churches historically has a disconnect that originates from integration in the early 90s.</p> | <p>2.1 Establish some clear goals around establishing the Alumni. This may include development of an alumni team that might include student, parent, boarding and day-school representation.</p> <p>2.2 Need to develop systemic and structural relationships with churches.</p> <p>2.3 Boarding Dean will in 2019 have a part-time role as a youth worker for the local SDA church. This is seen as beneficial to strengthen relationships with the local church.</p> <p>2.4 Include regular reporting of key competencies in 2019 to real-time reporting (once a term).</p> <ul style="list-style-type: none"> - To also consider adding a roll-mark/dean comment; - Need to consider how to provide reporting for school's needing information for students who transfer. <p>2.5 Digital Technologies PLD to commence 2019 is expected to give direction and momentum to participation in OLIVE.</p> |

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| <ul style="list-style-type: none"> - WOW programmes were streamed. The Friday PM event did not occur. - Stories of what happens at LAC were not regularly reported to SDA communications. One article was posted to the Record. Other events were reported to the North News. - A significant amount of information about LAC events was regularly updated. - A wider range of groups visited LAC in 2018: SDA Southern Pastors cluster (as above), PNG and Samoan group arranged to come but didn't arrive; Integrated schools leader tour, COL staff, road workers building the Walkers Rd path visited for a thank-you; a BCITO cluster met in the cafeteria, a school group from Hukarere used the LAC gym for Kapahaka practice, Tamatea College group stayed in the dorms and the Theosophical Society Conference was conducted on site. - Articles in the Manawatu Standard profiling Zoom and the Year 7 & 8 newspaper insert in the Manawatu Guardian. <p>2.3 A range of consultations were conducted:</p> <ul style="list-style-type: none"> - Invictus evenings targeted Year 9 and 10 parents. Parents were given the opportunity through paper or digital survey to provide feedback. - There were a range of surveys conducted. - Year 7 and 8 teachers organised events for students to participate in such as the Christian School's sports day. The Chaplain continued to involve senior student's participation in CRE. Religious Studies classes organised social action in and out of the school term 4; students participated in the Weetbix TRY as volunteers and participants (taking an LAC tent helped to promote the school); students volunteered in other community enterprises such as Just Zilch and year 10 did work experience in term 4, week 8. - Teachers participated in parent/teacher interviews, year 10 Information evening. | | |
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| <ul style="list-style-type: none"> - The Aureum Sport's Night was held for the first time to celebrate sports' successes. - Year 13 Graduation weekend is an annual event that links to our local, domestic and international community. <p>2.4 The formal reporting system was replaced with the 'Real time reporting' system. This was done after consultation and getting feedback from the community. Teachers report a minimum of 4 times in the year and at least once a term. This includes grades and a comment directed to the student. A mid-year and final report with assessment results is posted.</p> <p>2.5 Increasing the year 7 roll has been achieved. The 2019 roll for Year 7 is currently 24 students including 1 International student. Strategies to promote this included the year 7 & 8 teachers actively engaging regularly with parents.</p> <p>2.6 A range of consultations were conducted with the community:</p> <ul style="list-style-type: none"> - Parents from New Plymouth and Invercargill SDA Schools interest gauged in OLIVE. Feedback has been collated. - COL is helping LAC achieve a closer working relationship with Cornerstone Christian School. <p>2.7 Completed.</p> <p>2.8 In progress</p> <p>2.9 In progress.</p> | | |
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| Annual Goal 3: Curriculum pedagogy review to allow for a more connected approach to learning including vocational pathways. | | |
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| Actions 2018 | Expected Outcomes and Measures | Who is responsible |
| 3.5 All staff participate in the COL inquiry (Literacy focus). 3.6 Develop a system to create a systemic pathway approach for vocational pathways for students. - Develop a 'ready or work' passport. 3.7 Have a seamless approach to measuring progress and growth for Year 7-10 which can be used by all teachers. 3.8 Form a coordinated approach for preparing Year 10 students for NCEA level 1 in their Year 10 year. | 3.5 Each staff member will have an inquiry and be able to share a summary of findings with staff. 3.6 Students will be involved in understanding their personal pathways. - Staff will include other vocational pathways on year planners for students. - SLT to collate and summarise findings for communicating to stakeholders. 3.7 Ls agree on type of assessment and when testing is done and administered. 3.8 Ls to provide data for NCEA achievement and to restructure the process of assessment to reflect NCEA system. | Teaching team Cathy (Careers), Alan, Tamar (AP) Tamar, Learning leaders Tamar, Learning leaders |

Annual Goal 3 Outcomes: Curriculum Pedagogy

| Outcomes (What happened?) | Reasons for Variance | Evaluation Where to next? |
|---|---|---|
| 3.1 8 staff participated in the COL inquiry with Ken Kilpin (Massey) as facilitator. The COL literacy inquiry is on track. 3.2 TIC Careers worked with students to document their goals and career path. - Year planners/course outlines indicated vocational pathways. | The Work -Ready Passport has not been implemented due to waiting for Talent Central to make the tool available. It was reported at a regional Principal's | 3.1 Literacy focus to be rolled throughout staff with 'within school teachers' leading PLD. 3.2 Identified that we need to implement work ready passport independently. 3.3 Develop a structure for the visible use of the global tracking data - through learning support, |

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| <ul style="list-style-type: none"> - Work-ready Passport has not progressed further. The concept was promoted by TIC Careers with Staff in PD time. - TIC Careers working with senior students to get driver's license and compile other supportive material for the WorkReady Passport. <p>3.3 It was agreed to use e-asTTle common tests for Year 7 to 10 in February and October/November. The process to support accessibility of data was strengthened in KAMAR.</p> <ul style="list-style-type: none"> - Global marks books were set up for Year 7 to 11 showing historical and current e-asTTle data that was available. Entry data for Year 7s was also included. This has given a panoramic look at progress. - Current data is reported to parents via KAMAR. <p>3.4 Credit totals reduced for Year 7 to 13 in consultation with learning leaders to reflect the NCEA system.</p> <ul style="list-style-type: none"> - Subjects (Bible, Science, Social Studies, Art, Music, Math and Work experience) provided a range of opportunities for Year 10 to gain NCEA banked credits. | <p>meeting that changes were being made to "My Blueprint" app.</p> | <p>dean's use, identifying students that need support, celebrating student's success.</p> <p>3.4 Learning leaders to collaborate and produce a document at the beginning of the year that shows the Year 10 NCEA programme for 2019.</p> |
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| Annual Goal 4: Health and well-being of students and staff | | |
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| Actions 2018 | Expected Outcomes and Measures | Who is responsible |
| 4.5 Implement PB4L Tier 2. 4.6 Embed Restorative Practices school-wide, including conferencing skills for Deans. 4.7 Formalise a mechanism to consider and address staff wellbeing. 4.8 Formalise a mentoring programme for vulnerable students. 4.9 Chaplain will develop a system to identify goals, planning and measurement for students becoming world changers (in a spiritual context). <ul style="list-style-type: none"> - Involve students in the process of developing discipleship. | 4.1 Deans and DP to attend training for Tier 2. Implement PB4L Tier 2 to students with on-going behavioural concerns. 4.2 Survey results are reporting back that restorative practices are implemented. 4.3 Staff feedback indicates that a supportive working environment is continually developed so that their needs are being met. <ul style="list-style-type: none"> - Investigate the creation of a fitness/weights room for staff/students (and potentially the community) use. 4.4 Vulnerable students are identified and have regular access to mentoring. 4.5 Collecting feedback on student relationship with Jesus. <ul style="list-style-type: none"> - Investigation completed and recommendations made to the SLT. - A range of activities and events are undertaken that provide opportunity and experiences for staff and students to grow as disciples. Report to the Principal. | PB4L Committee DP DP/TGr – Health & Safety Committee Principal/Teacher Aide Chaplain |

Annual Goal 4 Outcomes: Health and Well-being of students and staff

| Outcomes (What happened?) | Reasons for Variance | Evaluation Where to next? |
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| 4.1 Deans and DP participated in PB4L Tier 2 training. <ul style="list-style-type: none"> - Deans and DP started to set up structures to support Tier 2 implementation in school. This included making Deans the Tier 2 team, | Staff well-being is not a simple and clear-cut topic and is many things for different people. | 4.1 Deans and DP will meet regularly from Term One and will monitor pastoral data to identify students that need extra support and Tier 2 strategies. |

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| <p>teachers began entering classroom minors into KAMAR in May to facilitate Dean's intervention, more time given to Deans meetings to review data, identify students and plan implementation. Minutes kept.</p> <p>4.2 Short staff PD slots were conducted to promote Restorative Practices school-wide.</p> <ul style="list-style-type: none"> - 2 Deans (year 9 and 11) completed conferencing skills and advanced RP training. <p>4.3 A staff member, Chair of the Health and Safety Committee was delegated with collecting feedback from staff about health and wellbeing.</p> <ul style="list-style-type: none"> - Feedback was collected from staff via a survey. - Costings and feasibility for a weights room was completed. Funding sources investigated. <p>4.4 A mentoring programme was set up to support identified vulnerable students.</p> <ul style="list-style-type: none"> - Funding accessed... - Teacher Aide, Mike Rehu held weekly meetings with a girls and boys group. He reported that the girls group made the most significant progress in achievement and behaviour. - Progress was reported to the MOE. <p>4.5 Survey not completed.</p> | | <p>4.2 The Deans who did not complete RP advanced training for conferencing to complete this in 2019.</p> <p>4.3 Health and Safety Chair to collate feedback from 2018 and report to SLT with a plan for supporting staff health and wellbeing in 2019.</p> <ul style="list-style-type: none"> - Run a structured Health and Wellbeing promotion with a different value each week (much like PB4L values being promoted), connecting an existing plan with Invictus themes. <p>4.4 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"> - Involve students in the process of developing discipleship. |
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| Annual Goal 5: Achievement Goals | | |
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| Year Level | Achievement Goals | Outcomes for 2018 |
| Year 7 Achievement Goals | <ul style="list-style-type: none"> 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). 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). | <ul style="list-style-type: none"> Based on 8 students all year, 50% of Year 7s moved up 3 sublevels 37.5% moved up 2 sublevels in Numeracy Median Term 1 2P/A and Term 4 3P/A (Reading) Term 1 2P/A and Term 4 3 P/A (Maths) |
| Year 8 Achievement Goals | <ul style="list-style-type: none"> 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. 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). | <ul style="list-style-type: none"> 16.6% moved up 3 sublevels in reading 33.3% moved up 3 sublevels in Maths Term 1 4P and Term 4, was 4P/A and (Reading) By the need of the year, 18 students are at Curriculum Level 4. Appropriate for Yr 8. Term 1 3P/4B and the same for Term 4. (Maths) 67% of Yr 8s were at 4b and above by the end of the year |
| Year 9 Achievement Goals | <ul style="list-style-type: none"> 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). 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). | <ul style="list-style-type: none"> 16.6% of Year 9s moved up 3 sublevels Reading Term 1 3P/4BP and Term 4 End of the year, 20 out of 30 students were working at curriculum level 4 for Reading 6.7% of Year 9s moved up 3 sublevels Maths Term 1 3A and in Term 4, 4B End of the year, 17 out of 30 students were working at curriculum level 4 and above for Maths |

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| <p>Year 10 Achievement Goals</p> | <ul style="list-style-type: none"> ● 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). ● 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) | <ul style="list-style-type: none"> ● (Reading) Term 1 4B and Term 4 4P. 15 students absent at the time of testing. 1/ 3 of data ● 7 out of 31 moved 3 sublevels up in Reading ● 11 out of 31 were working at or above Level 5 NZC for Reading ● (Maths) Mean for Term 1 4B and Term 4 4B/P ● 3 out of 31 students who moved 3 sublevels up ● 15 out of 31 were functioning at or above level 5 for Maths |
| <p>Year 11 Achievement Goals</p> | <ol style="list-style-type: none"> 1. That 92% of Year 11 will achieve NCEA Level 1. 2. That gender groups and ethnicity groups will meet the target of 92% achieving NCEA level 1. 3. 92% will gain NCEA Level 1 Literacy. 4. 92% will gain NCEA Level 1 Numeracy. 5. 14% of Year 11 will achieve NCEA endorsed with Excellence. 6. 36% of Year 11 will achieve NCEA endorsed with Merit. 7. Ethnicity achievement: <ul style="list-style-type: none"> - Maori: Total Achieved 5/7; Achieved: 1; Merit: 1; Excellence: 3; - Pasifika: Total Achieved 100%; Achieved: 56%; Merit: 44%; Excellence: 0; - NZ European: Total Achieved 100%; Achieved: 92%; Merit: 35%; Excellence: 4%; | <ol style="list-style-type: none"> 1. 85.4% of Year 11 achieved NCEA L1 2. 93.2% gained Level 1 Literacy 3. 90.0% gained Level 2 Numeracy 4. 10.4% gained Excellence endorsed NCEA L1 5. 43.8% gained Merit endorsed NCEA L1 6. Ethnicity Achievement: <ul style="list-style-type: none"> - Maori: Total Achieved 80%; Achieved: 1; Merit: 2; Excellence: 2 - Pasifika: Total Achieved 88%; Achieved: 3/10; Merit: 5/10; Excellence: 0/10 - NZ European: Total Achieved 100%; Achieved: 13/22; Merit: 5/22; Excellence: 1/22 - Asian: Total Achieved 83%; Achieved: 1/ 6; Merit: 2/6; Excellence: 2/6 |
| <p>Year 12 Achievement</p> | <ol style="list-style-type: none"> 1. 95% of Year 12 will achieve NCEA Level 2. | <ol style="list-style-type: none"> 1. 82.1% of Year 12 gained NCEA Level 2. |

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| <p>Goals</p> | <ol style="list-style-type: none"> 2. 7.3% of Year 12 will achieve NCEA Level 2 endorsed with Excellence. 3. 39% of Year 12 will achieve NCEA Level 2 endorsed with Merit. 4. Ethnicity achievement: <ul style="list-style-type: none"> - Maori: Total Achieved: 87.5%; Achieved: 87.5%; - Pasifika: Total Achieved: 100%; Achieved: 60%; Merit: 30%; Excellence: 10%; - NZ European: Total Achieved: 95%; Achieved: 42%; Merit: 48%; Excellence: 5%; | <ol style="list-style-type: none"> 2. 0% of Year 12 gained NCEA Level 2 endorsed with Excellence. 3. 25.6% of Year 12 gained NCEA Level 2 endorsed with Merit. 4. Ethnicity achievement: <ul style="list-style-type: none"> - Maori: Total Achieved: 82%; Achieved: 87.5% - Pasifika: Total Achieved: 70%; Achieved: 60%; Merit: 30%; Excellence: 10% - NZ European: Total Achieved: 83.3%; Achieved: 42%; Merit: 48%; Excellence: 5% - Asian: 100%; Achieved 1/4; Merit 3/4; Excellence 0/4 |
| <p>Year 13 Achievement Goals</p> | <ol style="list-style-type: none"> 1. 92% of Year 13 will achieve NCEA Level 3. 2. 100% of Year 13 will achieve NCEA Level 2. 3. 16.7% will achieve NCEA Level 3 endorsed with Excellence. 4. 16.7% will achieve NCEA Level 3 endorsed with Merit. 5. 58.3% will gain University Entrance. 6. Ethnicity achievement: <ul style="list-style-type: none"> - Maori: Total Achieved: 67% ; Achieved: 33%; Merit: 0%; Excellence: 33% - Pasifika: Total Achieved: 100%; Achieved: 25%; Merit: 50%; Excellence: 25%; - NZ European: Total Achieved: 100%; Achieved: 77%; Merit: 14%; Excellence: 7% | <ol style="list-style-type: none"> 1. 86.4% of Year 13 gained NCEA Level 3. 2. 100% of Year 13 achieved NCEA Level 2. 3. 18.2% achieved NCEA Level 3 endorsed with Excellence. 4. 22.7% achieved NCEA Level 3 endorsed with Merit. 5. 40% gained University Entrance. 6. Ethnicity achievement: <ul style="list-style-type: none"> - Maori: Total Achieved: 50%; Achieved: 0/4; Merit: 1/ 4; Excellence: 1/4 - Pasifika: Total Achieved: 100%; Achieved: 2/5; Merit: 2/5; Excellence: 1/5; - NZ European: Total Achieved: 90.9%; Achieved: 7/11; Merit: 1/11; Excellence: 2/11 - Asian: 0; Achieved 0; Merit 0; Excellence 0 |
| <p>Ethnicity</p> | <ol style="list-style-type: none"> 1. Maori Achievement: | <ol style="list-style-type: none"> 1. Maori Achievement: |

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| <p>Achievement Year 11-13</p> | <ul style="list-style-type: none"> - 76% of Year 11 to 13 will achieve NCEA; - 29% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence <p>2. Pasifika Achievement:</p> <ul style="list-style-type: none"> - 100% of Year 11 to 13 will achieve NCEA; - 48% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence <p>3. NZ European:</p> <ul style="list-style-type: none"> - 94.7% will achieve NCEA across Year 11 to 13 - 38.6% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence | <ul style="list-style-type: none"> - 78.3% of Year 11 to 13 achieved NCEA - 30% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence <p>2. Pasifika Achievement:</p> <ul style="list-style-type: none"> - 80% of Year 11 to 13 achieved NCEA - 44% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence <p>3. NZ European:</p> <ul style="list-style-type: none"> - 86.7% achieved NCEA across Year 11 to 13 - 24% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence <p>4. Asian:</p> <ul style="list-style-type: none"> - 90% achieved NCEA across Year 11 to 13 - 70% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence |
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Analysis of Variance - Academic Achievement against Goals for 2018:

It is important to note that Year 7-8 are composite classes.

Year 7 Goal

- This cohort had significant learning challenges and it is pleasing to see that 50% of Year 7 students moved up 3 sublevels
- Need to acknowledge students who moved up by 2 sublevels and those who moved up by 3 sublevels
- If you achieve at a high level, it is more difficult to move up
- If a student goes from 2p - 4p, consider what the 2p means and whether it provides meaningful data
- Using a mean and median to create realistic goals should be considered i.e. students should be sitting between this number and that number by the end of the year
- Students who moved, moved significantly but students on the lower achieving side, did not move
- Particular students benefited from a Reader
- Lack of familiarity with devices, first time test sitters, anxious about school itself, limited vocabulary, lack of confidence, absent from school contributed to a range of results.
- Use February and July testing as baseline data

Year 8 Goal

- Need to acknowledge students who moved up by 2 sublevels and those who moved up by 3 sublevels
- If you achieve at a high level, it's more difficult to move up
- If a student goes from 2p - 4p, consider what the 2p means
- Perhaps using a mean and median to create realistic goals should be used i.e. students should be sitting between this number and that number by the end of the year
- Students who moved, moved significantly but students on the lower achieving side, did not move
- Lack of familiarity the test, anxious about school itself, limited vocabulary, lack of confidence and absentia from school contributed to a range of results.
- Use February and July testing as baseline data

Year 9 Goal

- 27 out of 38 students did the e-asttle which would affect the outcome
- Pleasing to see that with a cohort of varying abilities and difficult social interactions, the median, 4B/P, is almost at the curriculum level expected of Year 9
- End of the year, 20 out of 30 students were working at curriculum level 4 for Reading
- End of the year, 17 out of 30 students were working at curriculum level 4 and above for Maths

Year 10 Goal

- 15 students absent at the time of testing. 1/ 3 of data
- 7 out of 31 moved 3 sublevels up in Reading
- 3 out of 31 students moved 3 sublevels up

Year 11-13 Achievement Goals

Year 11- 13 goals were set with student capability in mind rather than what we would be satisfied with. This has led to goals being aspirational rather than expected. No apology is made for wanting to realize student's individual ability.

Care needs to be taken when dealing with cohorts that are relatively small in size. A good example is the Year 13 cohort where each student represents approximately 5 %

Year 11 Goal - That 92% of Year 11 will achieve NCEA Level 1.

No, we did not reach that goal however 85.4% of Year 11 achieved NCEA L1.

- Considering the varying degrees of academic achievement in the Year 11 cohort, it is pleasing to see that a significant number were able to gain level 1.
- A number of low ability students on different IEPs affected the overall percentage of achievement
- 3 students were in a learning Support environment and although they are on the roll, their results affect the overall achievement. Pleasing progress was made with 2 of the three students.

- It is pleasing to see that the percentage of Merit endorsed certificates was higher than our goal
- Level 1 students who gained Literacy was 93.2% and Numeracy was 90% and over. Again a solid achievement for students

NEXT STEPS FORWARD:

- Review tracking procedures for at risk students as 1 student's progress was not addressed to our satisfaction
- Maintain individual pathway discussion for particularly for at risk students
- Celebrate successes at

Year 12 Goal – 95% of Year 12 will achieve NCEA Level 2

No, we did not reach that goal however 82.1% of Year 12 gained NCEA Level 2.

- This group had 9 students, with varying stories that affected the results for 2018.
- A few of the Yr 12 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.
- 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.

NEXT STEPS FORWARD:

- Care needs to be taken when setting goals as a blunt pass rate for Level 2 is not necessarily measuring success. For example, some students are on a two year program to gain level 1, even if they might gain Level 2.
- Consideration needs to be made for vocational pathways and how to measure the success of students in this context

Year 13 Goal – 92% of Year 13 will achieve NCEA Level 3

No, we did not reach that goal however 86.4% of Year 13 gained NCEA Level 3.

- As a Yr 12 cohort, this group performed satisfactorily however as Yr 13s, they performed with 8 students gaining Excellence endorsements and a number of students gaining Merit endorsements.
- Out of a cohort of 21, this was higher than expected, and higher than the national average of 43.5%.
- Particular students in this cohort also attempted scholarship, despite the individual 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.
- As a result of more universities accepting L2 qualifications and introducing bridging courses, our retention for Yr 13 has dropped in the last two years

NEXT STEPS FORWARD:

- Have a robust system for setting the goal around University Entrance.
- Retain clear data on leaving students and their intentions.

Year 11-13 Goal - Excellence 8.2%, Merit 28%, combined 36.2%

- As stated above, there are a variety of reasons as to why the academic results look the way they do.
- There has been an increase of students requiring special support in order
- Each of them found ways to support their year levels with things like mentoring programs, individual career 'counseling' support and purposeful homeroom time.