



Longburn
Adventist™ College

Longburn Adventist College Charter

2020

CONTENTS OF CHARTER

School Purpose Statement	Page 3
Type of School, Special Character, Belief Statements, School Structure,	Page 4
Student Composition, Special Programmes	Page 5
Description of the School's Community, Consultation with the School Community	Page 6
Staffing, Property	Page 7
Values of LAC	Page 9
School Procedures	Page 10
Codes of Conduct	Page 11
Definition of Terms	Page 12-13
Review/or Amendment of Charter	Page 14
Strategic Plan for 2019 – 2021	Page 15
Strategic Goals Overview	Page 16
Annual Goals 2020	Page 17
Annual Goals 2019 and their Analysis of Variance	Page 18-24
	Page 21-40

SCHOOL PURPOSE STATEMENT

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

We educate for:

- o Learning knowledge, skills and wisdom
- o excellence
- o grace
- o eternity

We encourage through:

- o a sharing community
- o service
- o relationship

We empower toward:

- o holistic potential
- o lifelong learning
- o 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. From 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 cooperation 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 cooperatively 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 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 2020

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 as of 2019 - 2020

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 Wellbeing' 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>

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, for each student, 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>

Annual Goals 2020

Annual Goal 1: Engaging the Community		
Actions 2020	Expected Outcomes and Measures	Who is Responsible
<u>BECOMING MORE VISIBLE AND BECOMING MORE RELEVANT</u>		
1.1 Continue to grow an active alumni, both domestically and internationally;	1.1 The alumni develop achievable and relevant goals that show an increase in the number of alumni and their engagement;	Marketing Committee
1.2 Continue to implement a growing relationship with local churches;	1.2 The Chaplain develops opportunities for LAC students/staff to share at local churches;	Chaplain
1.3 Organise 'meet and greet' opportunities for parents – across the school (eg sport, academic, formal, cultural, special character);	1.3 More opportunities are reported for parent engagement	SLT
1.4 Use technology to communicate more effectively with the 'community.'	1.4 A survey indicates that parents and caregivers have engaged with a wide range of communication tools	SLT
1.5 Using our resources as an opportunity to invite community into LAC;	1.5 LAC hosts an increased range of events for the community;	SLT
1.6 Develop a network of Agents for International Students;	1.6 EvaluateLea the effectiveness of external Agents;	TIC International Students

Annual Goal 2: To embed Digital Learning		
Actions 2020	Expected Outcomes and Measures	Who is Responsible
<u>TO EMBED CURIOSITY AS THE KEY WORD IN LEARNING AT OUR SCHOOL</u>		
2.1 That the 'adults' are active leaders in curiosity (with peers and students);	2.1 Teachers use deliberate acts of teaching to promote curiosity in learning. A range of feedback (eg reciprocity) is collected to gauge effectiveness of strategies;	AP
2.2 Continue to grow the existing infrastructure for Digital Technology;	2.2 TIC IT continues to develop the existing infrastructure for Digital Technology and reports progress to SLT each term. Feedback from stakeholders indicates that the infrastructure is supportive of changing needs;	TIC IT
2.3 Continue to develop and use an IT Strategic Plan; <u>Digital Strategic Plan LAC 2020</u>	2.3 TIC DT reports progress, midyear and end year;	TIC DT
2.4 Implement the most recent Digital Technology Journal (the MOE led plan);	2.4 Digital Technology Journals (MOE led) are completed in a timely manner. Outcomes are reported to MOE, SLT/BOT;	TIC DT
2.5 Focus on developing teachers' digital fluency through PLD;	2.5 Teacher feedback (self reflection) indicates improvement. Teachers complete the Level 1 Google IT Certificate;	AP/TIC PLD
2.6 Complete the development of a digital curriculum;	2.6 A digital curriculum is developed for Years 7-10 in 2020;	TIC IT, TIC DT
2.7 Review the use of Digital Technologies with stakeholders (students, staff, community, BOT);	2.7 Feedback about the use of Digital Technologies with stakeholders gives guidance for next steps in its use in teaching and learning (include OLIVE);	SLT
2.8 Create and implement a social media policy;	2.8 Social media is available to all stakeholders;	

Annual Goal 3: Curriculum - Create a culture of curious learners		
Actions 2020	Expected Outcomes and Measures	Who is responsible
<u>FOCUS: WHAT WE LEARN SHOULD ENGAGE OUR CURIOSITY AND CONTINUALLY DEVELOP US AS THINKERS</u>		
3.1 Design rich and engaging teaching and learning experiences in every learning space	3.1 All staff engage in designing rich learning experiences; students can relate their learning stories to show engagement;	
3.2 Create a plan for wider interconnected learning for Year 9 and 10. Encourage trialling interconnected learning across curriculum areas; - Review the Year 7- 10 curriculum structure;	3.2 Learning Leaders will have consulted with their learning areas and across learning areas via PLGs; Consult with stakeholders;	AP
3.3 Review the timetable process to meet the needs of interconnected learning - collect stakeholder voice;	3.3 A timetable structure is developed to meet the needs of interconnected learning and outcomes of a Year 7-10 curriculum review;	AP
3.4 Develop use of 'The Hub' as a collaborative centre for teachers;	3.4 'The Hub' is regularly engaged with by all teaching staff; (Feedback from PLGs to determine level of engagement and next steps); <i>Improved pedagogy for students;</i>	TIC PLGs
3.5 The teaching team participate in the COL inquiries (3 - literacy, numeracy and literacy across the curriculum);	3.5 Teachers participating in COL PD actively share learning through PLGs and whole staff meetings; Improved ability in students to scaffold writing and develop numeracy strategies;	AP, AST, WSTs
3.6 Undertake professional development in taha Maori;	3.6 Staff actively participate in taha Maori PD;	TIC Cultural
3.7 Reflect on and implement the teaching of taha Maori (Inumero Tahī) in Years 7-10;	3.7 Staff are engaged in a journey of self discovery that is enabling us to connect with our learners; Articulate how Te Ao Māori informs their decisions about curriculum knowledge and pedagogical practice;	TIC Cultural/AP
3.8 Consolidate the 'Ready 4 Work' passport with Year 12-13;	3.8 Year 12 and 13 show progress and completion of the 'Ready 4 Work' passport; Students report that they are prepared for job interviews;	TIC Careers

Annual Goal 4: Focus on the health and wellbeing of students and teachers		
Actions 2020	Expected Outcomes and Measures	Who is responsible
<u>WE NEED TO CARE FOR OUR BROTHERS AND SISTERS AND OURSELVES</u>		
4.1 Implement 'Live More' for staff and review its impact;	4.1 Staff participate in the 'Live More' programme over a 10 week period in staff PLD and report on impact of programme.	Guidance Counsellor
4.2 Review 'Invictus' and consider the wider opportunities for implementation beyond Year 9 and 10;	4.2 Invictus review conducted gathering feedback from stakeholders. Recommendations for wider implementation given to SLT by November, Term 4.;	TIC Invictus
4.3 Use Professional Learning Groups to address key learning issues, including Wellbeing;	4.3 PLG plan includes regular time for addressing well being.	TIC PL
4.4 Implement a health and wellbeing survey for Year 7-13. Provide a student based solution to support student well being from the survey.	4.4 Health and Well being survey is implemented before end of Term 2 and reviewed in Term 4. Feedback from Well being survey to provide one student based solution to implement in Term 3 (potentially student led with leadership guidance).	Guidance Counsellor/DP/Deans
4.5 Implement the Te Whiringia Programme for Year 7-10.	4.5 The Te Whiringia programme is reviewed by students and staff to gauge well-being. Recommendations for next steps recommended for 2021.	TIC Culture/Deans/DP

Annual Goal 5: Achievement Goals

In 2020 we will focus on Year 9 - 13 students measuring their success against their own goals. We continue to monitor NCEA achievement against national achievement and against SLT monitored goals for each year level, taking into account students progress and achievement to date.

Year Level	2020 Achievement Goals	Outcomes for 2020
<p>Year 7 Achievement Goals</p>	<p>Any student below or well below the expected curriculum level would move 2 sublevels by the end of 2020</p> <p>Any student at or above their expected curriculum level would move 1 sublevel up</p> <p>Reading - 35% of students are below the expected curriculum level and will move up 2 sublevels</p> <p>Reading - 65% of students are at or above the curriculum level and will move up 1 sublevel</p> <p>Mathematics - 28% of students are below the expected curriculum level and will move up 2 sublevels</p> <p>Mathematics - 72% of students are at or above the expected curriculum level will move up 2 sublevels</p> <p>ESOL students will move up 1 sublevel</p>	
<p>Year 8 Achievement Goals</p>	<p>Any student below or well below expected curriculum level would move 2 sublevels by the end of 2020</p> <p>Any student at or above their expected curriculum level would move 1 sublevel</p> <p>Reading - 30% of students are below the expected curriculum level and will move up 2 sublevels</p> <p>Reading - 70% of students are at or above the curriculum level and will move up 1 sublevel</p> <p>Mathematics - 48% of students are below the expected curriculum level and will move up 2 sublevels</p>	

Longburn Adventist College Charter 2020

	<p>Mathematics - 52% of students are at or above the expected curriculum level will move up 2 sublevels</p> <p>ESOL students will move up 1 sublevel</p>	
<p>Year 9 Achievement Goals</p>	<p>Any student below or well below expected curriculum level would move up 1.5 sublevels by the end of 2020</p> <p>That the median result for literacy will be at 4A . Currently the Year 9s are at 4P and the National Mean is 4P.</p> <p>That the median result for Numeracy will be at 4P. Currently the Year 9s are at 3A and the National Mean is 4P.</p> <p>Reading - 35% of students are below the expected curriculum level and will move up 1.5 sublevels</p> <p>Reading - 39% of students are at or above the curriculum level and will move up 1 sublevel</p> <p>Mathematics - 22% of students are below the expected curriculum level and will move up 1.6 sublevels</p> <p>Mathematics - 35% of students are at or above the expected curriculum level will move up 2 sublevels</p> <p>92% of Yr 9s will achieve their personal achievement goals</p>	
<p>Year 10 Achievement Goals</p>	<p>Any student below or well below expected curriculum level will move up 1 sublevel by the end of 2020</p> <p>That the median result for literacy will be at 4A . Currently the Year 10s are at 4A and the National Mean is 5A.</p> <p>That the median result for Numeracy will be at 4A. Currently the Year 10s are at 4A and the National Mean is 5B.</p> <p>Reading - 25% of students are below the expected curriculum level and will move up 1 sublevel</p> <p>Reading - 50% of students are at or above the curriculum level and will move up 1 sublevel</p>	

Longburn Adventist College Charter 2020

	<p>Mathematics - 26% of students are below the expected curriculum level and will move up 1.2 sublevels</p> <p>Mathematics - 50% of students are at or above the curriculum level and will move up 1 sublevel</p> <p>85% of Yr 10 students will have gained at least 6 NCEA credits</p> <p>92% of Yr 10s will achieve their personal achievement goals</p>	
<p>Year 11 Achievement Goals</p>	<p>That 91% of Year 11 will achieve NCEA Level 1.</p> <ul style="list-style-type: none"> ○ That gender groups and ethnicity groups will meet the target of 91% achieving NCEA level 1. ○ 91% will gain NCEA Level 1 Literacy. ○ 94% will gain NCEA Level 1 Numeracy. ○ 9% of Year 11 will achieve NCEA endorsed with Excellence. ○ 41% of Year 11 will achieve NCEA endorsed with Merit. ○ Ethnicity achievement: <ul style="list-style-type: none"> ■ Maori: Total Achieved 100%; Achieved: 1; Merit: 2; Excellence: 0 ■ Pasifika: Total Achieved 80%; Achieved: 6; Merit: 6; Excellence: 0 ■ NZ European: Total Achieved 92%; Achieved: 7; Merit: 2; Excellence: 3 ■ Asian: Total Achieved 100%; Achieved: 0; Merit: 2; Excellence: 0 ■ Other: Total Achieved 100%; Achieved 0; Merit: 1; Excellence: 0 <p>87% of Yr 11s will achieve their individual goals</p>	
<p>Year 12 Achievement Goals</p>	<p>78% of Year 12 will achieve NCEA Level 2.</p> <ul style="list-style-type: none"> ● 18% of Year 12 will achieve NCEA Level 2 endorsed with Excellence. ● 21% of Year 12 will achieve NCEA Level 2 endorsed with Merit. ● Ethnicity achievement: <ul style="list-style-type: none"> ■ Maori: Total Achieved: 100%; Achieved: 2; Merit 1; Excellence 1 ■ Pasifika: Total Achieved: 100%; Achieved: 7; Merit 1; Excellence 1 ■ NZ European: Total Achieved: 86%; Achieved: 7; Merit: 3; Excellence: 2 	

Longburn Adventist College Charter 2020

	<ul style="list-style-type: none"> ■ Asian: Total Achieved: 100%; Achieved: 1; Merit: 0; Excellence: 2 ■ Other: Total Achieved: 100%; Achieved: 0; Merit: 1; Excellence: 0 <p>91% of Yr 12s will achieve their individual goals</p>	
<p>Year 13 Achievement Goals</p>	<p>88% of Year 13 will achieve NCEA Level 3.</p> <ul style="list-style-type: none"> ● 92% of Year 13 will achieve NCEA Level 2. ● 15% will achieve NCEA Level 3 endorsed with Excellence. ● 45% will achieve NCEA Level 3 endorsed with Merit. ● 67% will gain University Entrance. ● Ethnicity achievement: <ul style="list-style-type: none"> ■ Maori: Total Achieved: 80% ; Achieved: 2; Merit: 1; Excellence: 1 ■ Pasifika: Total Achieved: 88%; Achieved: 3; Merit: 3; Excellence: 1 ■ NZ European: Total Achieved: 77%; Achieved: 4; Merit: 6; Excellence: 2 ■ Asian: Total Achieved: 100%; Achieved: 1; Merit: 2; Excellence: 1 ■ Other: Total Achieved: 100%; Achieved:0; Merit: 3; Excellence: 0 <p>97% of Yr 13s will achieve their individual goals</p>	
<p>Ethnicity Achievement Year 11-13</p>	<p>Overall achievement: 85% of Yr 11 - 13 will achieve NCEA Overall achievement of Merit and Excellence will total to 35%</p> <ul style="list-style-type: none"> ● Maori Achievement: <ul style="list-style-type: none"> ■ 92% of Year 11 to 13 will achieve NCEA ■ 50% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence ● Pasifika Achievement: <ul style="list-style-type: none"> ■ 93% of Year 11 to 13 will achieve NCEA; ■ 40% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence ● NZ European: <ul style="list-style-type: none"> ■ 90% will achieve NCEA across Year 11 to 13 ■ 45% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence Asian: <ul style="list-style-type: none"> ● 100% will achieve NCEA across Year 11 to 13 ● 77% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence 	

Longburn Adventist College Charter 2020

	<ul style="list-style-type: none">• Other:<ul style="list-style-type: none">■ 100% will achieve NCEA across Year 11 to 13■ 100% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence	
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2019 Analysis of Variance for Achievement

Year Level	2019 Achievement Goals	Outcomes for 2019
Year 7 Achievement Goals	<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. 	<ul style="list-style-type: none"> ● Did not achieve 4B but the mean e asttle result for Reading was between 3A and 4B. ● The average sublevel increase was 1.1 ● The national mean was 4B ● Did not achieve between 3A and 4B but between 3P and 3A. ● The average sublevel increase was 1.15 ● The national mean was 3A
Year 8 Achievement Goals	<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. 	<ul style="list-style-type: none"> ● The mean e asttle achieved result for Reading was between 4P - and 4A. Did not achieve between 4A -5B. ● The average sublevel increase was .9 ● The national mean was 4P ● The mean e asttle result for Maths was between 3B - 3P ● The average sublevel increase was 1.36 ● The national mean was 4P
Year 9 Achievement Goals	<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. 	<ul style="list-style-type: none"> ● The mean e asttle achieved result for Reading was between 4P - and 4A. ● The average sublevel increase was 1.5 ● The national mean was 4A ● The mean e asttle result for Maths was between 4P and 4A. ● The average sublevel increase was 1.3 ● The national mean was 4A
Year 10 Achievement Goals	<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. 	<ul style="list-style-type: none"> ● The mean e asttle achieved result for Reading was between 4P - and 4A.. ● The average sublevel increase was 1 ● The national mean was 4A ● The mean e asttle result for Maths was between 4A ● The average sublevel increase was 1.7 ● The national mean was 5B

Longburn Adventist College Charter 2020

<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 ■ 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 	<ol style="list-style-type: none"> 1. 73% of Year 11 achieved NCEA L1 2. 95% gained Level 1 Literacy 3. 90% gained Level 2 Numeracy 4. 14.6% gained Excellence endorsed NCEA L1 5. 39% gained Merit endorsed NCEA L1 6. Ethnicity Achievement: <ul style="list-style-type: none"> - Maori: Total Achieved 77.8%; 7 out of 9 gained an Achieve or above. Achieved: 3; Merit: 2; Excellence: 2 - Pasifika: Total Achieved 70%; 7 out of 10 Achieve and above. Achieved: 5; Merit: 1; Excellence: 1 - NZ European: Total Achieved 66%; 12 out of 18 gained Achieved and higher. Achieved: 6; Merit: 5; Excellence: 1 - Asian: Total Achieved 100%; 3 out Of 3 gained Achieve and higher. Achieved: 1; Merit: 0; Excellence: 2 - Other: Total Achieved 100% 1 out of 1 student gained and Achieve or higher. Achieved: 0; Merit: 1; Excellence: 0 7. Gender Achievement: <ul style="list-style-type: none"> - Male: 52.6% 13 out of 19 - Female: 77.3% 17 out of 22
<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 	<ol style="list-style-type: none"> 1. 77% of Year 12 achieved NCEA L2 2. 6.8% gained Excellence endorsed NCEA L2 3. 34% gained Merit endorsed NCEA L2 4. Ethnicity Achievement: <ul style="list-style-type: none"> - Maori: Total Achieved 75%; 6 out of 8 gained an Achieve or above. Achieved: 2; Merit: 3; Excellence: 1 - Pasifika: Total Achieved 63%; 5 out of 8 gained an Achieve or above. Achieved: 2; Merit: 3; Excellence: 0 - NZ European: Total Achieved 81%; 17 out of 21 gained Achieved or higher. Achieved: 11; Merit: 4; Excellence: 2 - Asian: Total Achieved 80%; 4 out Of 5 gained an Achieve and higher. Achieved: 1; Merit: 3; Excellence: 0 - Other: Total Achieved 100% 2 out of 2 gained an Achieve or higher. Achieved: 0; Merit: 2; Excellence: 0 5. Gender Achievement: <ul style="list-style-type: none"> - Male: 60% 9 out of 15 - Female: 90% 26 out of 29
<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. ● 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: 	<ol style="list-style-type: none"> 1. 92% of Year 13 gained NCEA Level 3 2. 100% of Year 13 achieved NCEA Level 2 3. 12% achieved NCEA Level 3 endorsed with Excellence 4. 33% achieved NCEA Level 3 endorsed with Merit 5. 83% gained University Entrance

Longburn Adventist College Charter 2020

	<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>6. Ethnicity achievement:</p> <ul style="list-style-type: none"> - Maori: Total Achieved: 100%; 1 out of 1 gained an Achieve or above. Achieved: 1; Merit: 0; Excellence: 0 - Pasifika: Total Achieved 91%; 10 out of 11 gained an Achieve or above. Achieved: 4; Merit: 3; Excellence: 1 - NZ European: Total Achieved 90%; 9 out of 10 gained Achieved and higher. Achieved: 3; Merit: 3; Excellence: 2 - Asian: Total Achieved 100%; 2 out Of 2 gained Achieve and higher. Achieved: 2; Merit: 0; Excellence: 0 - Other: Total Achieved 100% 2 out of 2 gained an Achieve or higher. Achieved: 1; Merit:1; Excellence: 0 <p>5. Gender Achievement:</p> <ul style="list-style-type: none"> - Male: 86% 6 out of 7 - Female: 100% 19 out of 19
<p>Ethnicity Achievement Year 11-13</p>	<p>Overall achievement: 89.9% of Yr 11 - 13 will achieve NCEA 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: <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 Asian: <ul style="list-style-type: none"> 100% will achieve NCEA across Year 11 to 13 67% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence ● Other: <ul style="list-style-type: none"> 100% will achieve NCEA across Year 11 to 13 60% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence 	<p>Overall achievement: 79.2% of Year 11 - 13 achieved NCEA Overall achievement of Merit and Excellence totaled to 49.6 %</p> <ol style="list-style-type: none"> 1. Maori Achievement: <ul style="list-style-type: none"> - 82% of Year 11 to 13 achieved NCEA - 53% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence 2. Pasifika Achievement: <ul style="list-style-type: none"> - 79% of Year 11 to 13 achieved NCEA - 32% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence 3. NZ European: <ul style="list-style-type: none"> - 81% achieved NCEA across Year 11 to 13 - 38% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence 4. Asian: <ul style="list-style-type: none"> - 100% achieved NCEA across Year 11 to 13 - 56% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence 5. Other: <ul style="list-style-type: none"> - 100% achieved NCEA across Year 11 to 13 - 80% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence

Analysis of Variance - Academic Achievement against Goals for 2019:

It is important to note that Year 7-8 are composite classes. Individual goal setting around e asttle scores will be the focus and drive for Year 7 - 10, creating an academic currency where students are assessed against their own achievement rather than a national mean.

Yr 7 Goals

- This cohort had significant learning challenges
- With a variety of learning needs, focus was on soft skills such as learning to work together in a class, self management around devices, equipment, transition time
- Lack of familiarity with devices, first time test sitters, anxiety about the school itself, limited vocabulary, lack of confidence, absent from school contributed to a range of results.
- Increased number of ESOL students which contributed to the varied results
- Students with learning difficulties required a consistent teacher, rather than a variety of relievers. This would have provided stability and in turn, performance would have increased.
- Additional testing was done - 3 tests over the course of the year rather than 2, which provided students with familiarity with the test itself.
- Goal setting was around accelerated outcomes rather than individual achievement goals

Yr 8 Goals

- Goal setting was around accelerated outcomes rather than individual achievement goals
- This cohort had a range of significant learning challenges
- Teacher Aide support with individual students and their reading programmes improved results
- Extended Maths programme provided to more capable students
- Dean's input with behaviourally challenged students assisted in supporting increased performance
- Support from home was minimal and encouragement to work outside of class across this cohort was limited

Yr 9 Goals

- 23 out of 29 students did the e-asttle test which would affect the outcome
- Pleasing to see that with a cohort of varying abilities and difficult social interactions, the median, 4P/4A, is almost at the curriculum level expected of Year 9
- End of the year, 14 out of 23 students who were tested were working at curriculum level 4 for Reading
- End of the year, 18 out of 25 students who sat the test were working at curriculum level 4 and above for Maths
- Signifies the importance of tracking individual and cohort achievement as students begin high school

Yr 10 Goals

- 29 out of 36 students were present at the time of testing which is a good result for the cohort
- Some expected increases and decreases with learning and behaviorally challenged students. Some moved up 5 sublevels between T1 and T3.
- By the end of the year, 62% of students were working at curriculum level 5 for Maths
- By the end of the year, 26 out of 29 students were working at the national mean and above for Reading
- The results provide a conversation starter with students when making individual goals, particularly students who have moved up more than 2 sublevels.
- Despite being perceived as a 'difficult and academically struggling' year group, this is far from the case. Out of 29 students, only 3 students dropped by a sublevel.
- Over $\frac{3}{4}$ of the cohort were able to maintain or move up at least 1 sublevel

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 a student's individual ability.

Care needs to be taken when dealing with cohorts that are relatively small in size. A good example is the Yr 13 cohort where each student represents approximately 3.6 %

Yr 11 Goal - That 84% of Year 11 will achieve NCEA Level 1.

No, we did not reach that goal however 73% 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
- There are individual stories for each of the 12 students that did not achieve Level 2. 1 of these students was and still is an ESL student, requiring a completely adapted program. Another was an international student who suffered a personal loss and was required to return home, impacting their NCEA Level 2 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.
- The percentage of students who gained Literacy and Numeracy was higher than our goal. This was great to see.
- Level 1 students who gained Merit endorsements were 15% higher than the goal, which is 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 at risk students
- Celebrate successes at regular intervals
- Create individual goals with students, through goal setting opportunities with the dean and continue to follow up via levels of support Deans, rollmark teachers, SLT

Year 12 Goal – 93% of Year 12 will achieve NCEA Level 2

No, we did not reach that goal however 77% of Year 12 achieved NCEA L1 .

- This group had 10 students, with varying stories that affected the results for 2019.
- 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.
- 3 students were on learning support programmes as well as a SPEC programme.
- 1 student was in a multilevel course programme, which affected the achievement data
- 4 students left during the course of the year, for a variety of reasons. 1 student chose to work full time at his gateway apprenticeship.
- 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.
- The percentage goal for 2019 was based around student performance for the cohort, from the previous year and student achievement was strongly affected by the variables that took place over the year

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

Longburn Adventist College Charter 2020

- Retention of students who wish to remain in school despite being in alternate programmes must be recognised for their successes, not their academic shortfalls
- Ensure that appropriate subjects choices are made at this level particularly for those dependent on exam results from previous year, in consultation with timetable team, careers advisor, deans and whanau. This sets struggling students up with achievable goals.

Year 13 Goal – 93% of Year 13 will achieve NCEA Level 3

No, we did not reach that goal but we were **very close** with 92% of Year 13 gained NCEA Level 3.

- As a Yr 12 cohort, this group performed satisfactorily however as Yr 13s, they performed with 3 students gaining Excellence endorsements and 8 students gaining Merit endorsements.
- Out of a final cohort of 28, this was higher than the goals we set as a school, and higher than the national average of 41.5%.
- Particular students in this cohort also attempted scholarship, despite the individual additional workload over the year, indicated and pushed students to excel.
- Of the 3 students who attempted scholarship, 1 was successful.
- 83% of L3 students gained UE, which was higher than our goal of 63%
- Improved data tracking systems by SLT and the Yr 13 academic dean also enabled individual tracking and allowed us to provide guidance where required.
- 5 students left over the course of the year.
- 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 Merit and Excellence endorsements
- Retain clear data on leaving students and their intentions
- Consider retention of at risk students who want to be at school as a result of their peers, and how to set goals that inspire and motivate students to remain in school for the whole of L3.
- Continuing to voice, talk about, regularly remind students of their goals set at the start of the year help support students in aligning their day-to-day academic decisions, against markers that they personally have set

Year 11-13 Goal - 89.9% of Yr 11 - 13 will achieve NCEA

Merit and Excellence will total to 46.2%

No, we did not reach our goal by 10.7%. The overall NCEA achievement for Year 11 - 13 was **79.2%**

Yes, our goal of Merit and Excellence endorsements was achieved - Excellence 13.6%, Merit 36%, combined **49.6%**

- Although we did not achieve our NCEA goal, there are a variety of reasons as to why the academic results look the way they do.
- Just under 50% of those who achieved NCEA, gained Merit and Excellence endorsements. This is promising.
- There has been an increase of learning support students requiring special support, from both internal and external providers
- Each Dean found ways to support their year levels with things like mentoring programs, individual career 'counseling' support and purposeful homeroom time.