



LONGBURN ADVENTIST COLLEGE

LONGBURN ADVENTIST COLLEGE CHARTER

2021

CONTENTS OF CHARTER

School Purpose Statement	Page 3
Type of School, Special Character, Belief Statements, School Structure, Student Composition, Special Programmes	Page 4 Page 5 Page 6
Description of the School's Community	Page 7
Consultation with the School Community	Page 8
Staffing, Property and Values of LAC	Page 9
School Procedures	Page 10
Codes of Conduct	Page 11-12
Definition of Terms	Page 13
Review/or Amendment of Charter	Page 14
Strategic Plan for 2020 – 2023	Page 15
Strategic direction 2021-2023	Page 16
Strategic Goals Overview	Page 17
Annual Goals 2021	Page 18-26
Annual Goals 2020 and their Analysis of Variance.....	Page 27-46

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 Year 7-13 students.

SPECIAL CHARACTER

The special character of a Seventh-day Adventist Schools 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 runs from Year 7 to 13. It is divided into 2 areas: the Junior school (Years 7-10) and Senior school (Years 11-13). Over recent years we have moved away from a separate Intermediate department for Years 7-8 and are moving to a Junior school. This process is still taking place but effectively the idea of a junior school has become more embedded as many secondary trained teachers have worked with Year 7-8 and Primary trained teachers have worked outside Years 7-8.

From a pastoral perspective a horizontal home-room structure exists. This is supported with horizontal Deans who normally rotate with their cohort year on year.

STUDENT COMPOSITION

Longburn Adventist College is a multicultural school, with the largest number of students coming from European descent (44.3%), Tangata Whenua are represented (17.9%) and there are students from a Pacific Island background 25.9(26.2%), Melanesian (3.8%), Asian (7.5%) start of 2021 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. The emphasis is on identifying and meeting the needs of the individual.

Instruction in Maori: Longburn Adventist College maintains and encourages the use of Maori language and culture. Currently there is a culturally based programme for Years 7 to 10 which is facilitated by external providers called Inumero Tahi. These programmes include Maurakao, Te Whiringa and a range of aspects that make up Te Ao Maori. Where possible, Te Reo is offered in the junior levels - this is dependent on an appropriate teacher being available. In 2021, we have been able to offer Te Reo classes.

English as a Second Language: There is an opportunity for ESOL students to have access to tutoring in school and after school.

DESCRIPTION OF THE SCHOOL'S COMMUNITY

The Longburn Adventist College community is drawn from 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 opportunity to develop policies and practices that reflect New Zealand's dual cultural heritage. The Board consults attempts to consult with whanau on a regular basis. Following recent consultation, 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 Pasifika 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 2021 Charter, teachers, support staff, students and parents/caregivers were consulted to give feedback on the direction they see LAC heading. Towards the end of 2020 all stakeholders were asked to make comments under a range of headings: property, size of school, academic achievement, extracurricular, special character and any other issues they wished to raise.

All comments were collected, collated and a summary of the findings produced and discussed by the Board. These were 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 a voice.

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 through 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

As a PB4L school, we are committed to celebrating appropriate behaviour and teaching appropriate behaviour where necessary. This school has identified respect, integrity and resilience as the 3 key values that over-arch positive behaviour. A PB4L team exists and includes both staff, students and the Chaplain.

LAC is a school with a special character (Christian, Seventh-day Adventist). It has a core set of values that underpins ‘respect’, ‘integrity’ and ‘resilience’ (PB4L). The Chaplain is responsible for developing the programme that promotes these values throughout the school. 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.

SCHOOL PROCEDURES

Attendance: Regular attendance of enrolled students is the responsibility of the Board of Trustees. The Board of Trustees will adopt policies and procedures that encourage students to attend school regularly. These procedures 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 Plan and Annual 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.

Longburn Adventist College

Strategic Plan, Direction and Goals, for 2020 to 2023 and Annual Goals for 2021

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: Lead with Integrity, Act with Respect and Cultivate Resilience.

Student Leavers: We aim for our student leavers to 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 2020 - 2023

2020	2021	2022	2023
<p><i>Deciding on the possibility of establishing a satellite school(s) attached to LAC</i></p>	<p><i>Generating authentic and relevant learning opportunities</i></p>	<p><i>Exploring a more curious and connected curriculum</i></p>	<p><i>Measurement of Success</i> <i>A review of what we value and how we measure what we value.</i></p>
<p>LAC has the potential to deliver the year 7 – 10 curricula 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>Review Year 9 curriculum to create connections across a range of subject areas to provide real contexts for learning.</p>	<p>Continue creating connections across curriculum areas into Year 10 to provide real contexts for learning.</p>	<p>Consider the individual student and what success for an individual actually means. This is with a view to implementing change in assessment and the way in which we measure.</p>

Longburn Adventist College Strategic Goals Overview

Strategic Goal #1 To encounter Jesus Christ through positive relationships - Whanaungatanga (<i>we all belong together</i>)	Strategic Goal #2 Learning potential is recognised and valued for all <i>Tipuranga and Awhi</i>	Strategic Goal #3 Provide quality resources, infrastructure and facilities - Achieve, Safe and Awhi
<ul style="list-style-type: none"> 1.1 To establish and deepen relationships within LAC. 1.2 Students have the ability and opportunity to celebrate their differences and identities, and be respected and valued for who they are. 1.3 To promote a fair, safe environment accepting of all. 1.4 To provide a professional learning cycle that allows staff to enjoy constructive personal development and meaningful relationships. 1.5 The school promotes service to others with the view of giving opportunities for students to become disciples of Christ. 1.6 To promote a safe and healthy environment that encourages the well-being of both students and staff. 	<ul style="list-style-type: none"> 2.1 That students aim for and are encouraged to reach their potential and achieve their best. 2.2 To create a learning environment that enhances curiosity while being relevant to learners. 2.3 That we explore how technology can enhance learning (rather than just substituting current practices). 2.4 Professional development is meaningful and relevant for all staff. 2.5 Every secondary school leaver achieves a minimum of NCEA Level 2 or an individualised achievement goal. 2.6 That students establish meaningful and co-constructed goals with the relevant teachers and each year level and for each learning area. 2.7 To provide a wide range of leadership, service-related, academic, cultural and sporting opportunities for students to experience and grow in. 	<ul style="list-style-type: none"> 3.1 That students aim for and are encouraged to reach their potential and achieve their best. 3.2 That our school-wide systems are efficient and effective and serve the purpose for which they are intended. 3.3 Ensure that our financial systems allow for realistic and detailed budgets, effective monitoring, control, reporting and auditing. 3.4 That LAC has effective resources that enhance student achievement in the academic, cultural and sporting fields. 3.5 That LAC provides well-maintained buildings that are fit for purpose.

Longburn Adventist College Annual Goals 2021

Annual Goal 1: To encounter Jesus Christ through positive relationships - Whanaungatanga (we all belong together)		
Actions 2021	Expected Outcomes and Measures	Who is Responsible
<ol style="list-style-type: none"> 1. Grow relationships with local churches. 2. Focus on developing and growing our international market network. 3. Meet and greet for Year 7- 10 families and staff 4. Introduce Social Media policy 5. Embed the provision of technology classes for Longburn and Glen Oroua schools 6. Continue to pursue Veg chef . 7. Chaplain visitation for new families. 8. Work with ADRA to use 'Invictus' in NZ SDA churches. 	<ol style="list-style-type: none"> 1. Regular meetings with local pastors leading to specific actions. 2. Generate a considered strategy and implement it. 3. Meet and greet event takes place. 4. Staff discuss the policy and respond to any necessary requests or questions. 5. Classes are provided and documentation is produced to outline processes and procedures for any future schools. 6. Maintain a relationship with UCOL with regular meetings. 7. Schedule created and completed for families wanting a visit. 8. Maintain relationships with ADRA to form closer relationships with SDA churches. 	<ol style="list-style-type: none"> 1. KAm 2. Marketing Committee 3. Deans 4. SLT 5. BVa/SBa 6. BVa 7. KAm 8. OKO/BVa

Annual Goal 2: Learning Potential is recognised and valued for all - Tipuranga and Awhi		
Actions 2021	Expected Outcomes and Measures	Who is Responsible
<ol style="list-style-type: none"> 1. Co-constructed goals and co-constructed reporting on goals (Deans and students). 2. Creating authentic, relevant and connected learning opportunities specifically in Year 9 for 2021. 3. Complete a digital curriculum document. 4. Complete a Year 7-8 curriculum review. 5. Develop Te Ao Maori in the Year 7-10 curriculum. 	<ol style="list-style-type: none"> 1. Mid-year and end-year reports show co-constructed goals and progress towards meeting individual goals. 2. Year 9 teachers form a connected curriculum document and students participate in learning opportunities. 3. Digital curriculum document created with student learning stories 4. Year 7 & 8 Curriculum statement is developed that reflects current practice. 5. Increased engagement in Te Ao Maori. Included in the timetable, Inumerao Tahī continues with Years 7-10. 	<ol style="list-style-type: none"> 1. TAI 2. TAI/OKo 3. OKo/TAi 4. RPa/TAi 5. JPa/BVa

6. Continue growing teachers digital fluency and literacy.	6. Digital Circus facilitated PLD will report progress in growing teachers digital fluency and literacy. (Term 1 Survey)	6. OKo
7. Review use of digital technology with stakeholders.	7. Survey conducted with stakeholders (students, parents, teachers). Review of feedback informs next steps.	7. OKo/SLT
8. Implement a health and well-being programme for students and staff based on 'respect', 'integrity' and 'resilience.'	8. A student/teacher led project is conducted with a focus on health and well being.	8. PB4L/FAi
9. Implement PGCs (professional growth cycles - appraisal)	9. Individual PGCs are effectively accounted for.	9. GWo/APe

<i>Annual Goal 3: Provide quality resources, infrastructure and facilities - Achieve, Safe and Awhi</i>		
Actions 2021	Expected Outcomes and Measures	Who is Responsible
1. Complete repainting of school 2. Complete plan of playground/confidence course 3. End the physical diary and embrace a digital alternative 4. Review and update the provision of chromebooks for students in need 5. Have an efficient sound system in the chapel	1. The Property Committee will be able to report that the painting of the school is completed before the beginning of 2022. 2. The sub-committee develops an informed working plan. 3. Students use an efficient digital alternative to a hard copy diary. 4. Systems are reviewed for loan and return of chromebooks and a more optimal system is employed. 5. Purchase of an efficient sound system.	1. Property 2. BOT Subcomm 3. RBu 4. RBu 5. SLT/Kofi

Annual Goal 4: Achievement Goals 2021		
Year Level	2021 Achievement Goals	2021 Outcomes
Year 7 Achievement Goals	<ol style="list-style-type: none"> 1. Any student below or well below the expected curriculum level would move 2 sublevels by the end of 2021 2. Any student at or above their expected curriculum level would move 1 sublevel up 3. Reading - 19% of students are below the expected curriculum level and will move up 2 sublevels 4. Reading - 81% of students are at or above the curriculum level and will move up 1 sublevel 5. Mathematics - 19% of students are below the expected curriculum level and will move up 2 sublevels 6. Mathematics - 81% of students are at or above the expected curriculum level will move up 2 sublevels 7. ELL students will move up 1 sublevel 	
Year 8 Achievement Goals	<ol style="list-style-type: none"> 1. Any student below or well below expected curriculum level would move 2 sublevels by the end of 2021 2. Any student at or above their expected curriculum level would move 1 sublevel 3. Reading - 33% of students are below the expected curriculum level and will move up 2 sublevels 	

	<ol style="list-style-type: none"> 4. Reading - 67% of students are at or above the curriculum level and will move up 1 sublevel 5. Mathematics - 36% of students are below the expected curriculum level and will move up 2 sublevels 6. Mathematics - 64% of students are at or above the expected curriculum level will move up 2 sublevels 7. ESOL students will move up 1 sublevel 	
<p>Year 9 Achievement Goals</p>	<ol style="list-style-type: none"> 1. Any student below or well below expected curriculum level would move up 1.5 sublevels by the end of 2021 2. That the median result for literacy will be at 4A . Currently the Year 9s are at 4B and the National Mean is 4P. 3. Reading - 34% of students are below the expected curriculum level and will move up 1.5 sublevels 4. Reading - 66% of students are at or above the curriculum level and will move up 1 sublevel 5. That the median result for Numeracy will be at 4P. Currently the Year 9s are at 3P and the National Mean is 4P. 6. Mathematics - 47% of students are below the expected curriculum level and will move up 1.6 sublevels 7. Mathematics - 53% of students are at or above the expected curriculum level will move up 2 sublevels i. 8. ELL students will move up 1 sublevel 	

Year 10 Achievement Goals	<ol style="list-style-type: none"> 1. Any student below or well below expected curriculum level will move up 1 sublevel by the end of 2021. 2. That the median result for literacy will be at 4A . Currently the Year 10s are at 4P and the National Mean is 4A. 3. That the median result for Numeracy will be at 4A. Currently the Year 10s are at 3A and the National Mean is 5B. 4. Reading - 40% of students are below the expected curriculum level and will move up 1 sublevels 5. Reading - 60% of students are at or above the curriculum level and will move up 1 sublevel 6. Mathematics - 57% of students are below the expected curriculum level and will move up 1.5 sublevels 7. Mathematics - 43% of students are at or above the curriculum level and will move up 1 sublevel 8. 85 (68)% of Yr 10 students will have gained 8 NCEA credits 9. 17 out of 25 Yr 10s will achieve their personal achievement goals 	
Year 11 Achievement Goals	<ol style="list-style-type: none"> 1. That 88% of Year 11 will achieve NCEA Level 1. <ol style="list-style-type: none"> a. That gender groups and ethnicity groups will meet the target of 88% achieving NCEA level 1. b. 92% will gain NCEA Level 1 Literacy. 	

	<ul style="list-style-type: none"> c. 80% will gain NCEA Level 1 Numeracy. d. 8% of Year 11 will achieve NCEA endorsed with Excellence e. 36% of Year 11 will achieve NCEA endorsed with Merit. <p>2. Ethnicity achievement:</p> <ul style="list-style-type: none"> a. Maori: Total Achieved 100%; Achieved: 2; Merit: 1; Excellence: 0 b. Pasifika: Total Achieved 100%; Achieved: 1; Merit: 2; Excellence: 0 c. NZ European: Total Achieved 85%; Achieved: 7; Merit: 4; Excellence: 1 d. Asian: Total Achieved 75%; Achieved: 1; Merit: 1; Excellence: 1 e. Other: Total Achieved 100%; Achieved 0; Merit: 1; Excellence: 1 <p>3. 24 out of 25 Year 11s will achieve their individual goals</p>	
<p>Year 12 Achievement Goals</p>	<p>1. 94% of Year 12 will achieve NCEA Level 2.</p> <ul style="list-style-type: none"> a. 6.5% of Year 12 will achieve NCEA Level 2 endorsed with Excellence. b. 38% of Year 12 will achieve NCEA Level 2 endorsed with Merit. <p>2. Ethnicity achievement:</p> <ul style="list-style-type: none"> a. Maori: Total Achieved: 100%; Achieved: 1; Merit 1; Excellence 0 	

	<ul style="list-style-type: none"> b. Pasifika: Total Achieved: 90%; Achieved: 7; Merit 2; Excellence 0 c. NZ European: Total Achieved: 93%; Achieved: 6; Merit: 6; Excellence: 2 d. Asian: Total Achieved: 100%; Achieved: 1; Merit: 1; Excellence: 0 e. Other: Total Achieved: 100%; Achieved: 0; Merit: 2; Excellence: 0 <p>1.</p> <p>3. 25 out of 31 will achieve their individual goals</p>	
<p>Year 13 Achievement Goals</p>	<ul style="list-style-type: none"> 1. 94% of Year 13 will achieve NCEA Level 3 <ul style="list-style-type: none"> a. 100% of Year 13 will achieve NCEA Level 2 b. 18% will achieve NCEA Level 3 endorsed with Excellence c. 24% will achieve NCEA Level 3 endorsed with Merit d. 58% will gain University Entrance 2. Ethnicity achievement: <ul style="list-style-type: none"> a. Maori: Total Achieved: 100% ; Achieved: 2; Merit: 0; Excellence: 1 b. Pasifika: Total Achieved: 100%; Achieved: 6; Merit: 2; Excellence: 1 c. NZ European: Total Achieved: 88%; Achieved: 7; Merit: 5; Excellence: 2 	

	<p>d. Asian: Total Achieved: 100%; Achieved: 1; Merit: 0; Excellence: 1</p> <p>e. Other: Total Achieved: 100%; Achieved:1; Merit: 1; Excellence: 1</p> <p>3. 30 out of 31 will achieve their individual goals</p>	
<p>Ethnicity Achievement Year 11-13</p>	<p>1. Overall achievement: 92% of Yr 11 - 13 will achieve NCEA</p> <p>a. Overall achievement of Merit and Excellence will total to 47%</p> <p>2. Maori Achievement:</p> <p>a. 100% of Year 11 to 13 will achieve NCEA</p> <p>b. 38% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence</p> <p>3. Pasifika Achievement:</p> <p>a. 95% of Year 11 to 13 will achieve NCEA;</p> <p>b. 32% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence</p> <p>4. NZ European:</p> <p>a. 88% will achieve NCEA across Year 11 to 13</p> <p>b. 44% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence</p> <p>5. Asian:</p> <p>a. 87% will achieve NCEA across Year 11 to 13</p> <p>b. 50% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence</p> <p>6. Other:</p> <p>a. 100% will achieve NCEA across Year 11 to 13</p>	

	b. 86% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence	
--	---	--

Analysis of Variance for Longburn Adventist College 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 Evaluate the effectiveness of external Agents;	TIC International Students

Outcomes (what happened)	Reasons for Variance	Evaluation (where to next)
<p>1.1 Time was spent on developing an alumni. No specific goals were developed. During the course of the year, the individual responsible was made redundant through financial constraints relating to the BOG.</p> <p>1.2 This was achieved through a marketing calendar. A number of churches were visited by boarding students and a range of opportunities were made available. This also included hosting the regional pastors group leading to more opportunities.</p> <p>1.3 Two fono/hui, Y10 information evening, Y7 & 8 parent/teacher meet and greet; Invictus parent evening; Aureum sports night. Considering the limitations of COVID, this goal was achieved against the odds - in term 1, 3 and 4.</p> <p>1.4 A survey indicates that parents and caregivers have engaged with a wide range of communication tools</p> <p>1.5 A range of community events including Longburn Primary Cross Country; different church groups using the facility.</p> <p>1.6 Evaluate the effectiveness of external Agents; This goal was not completed.</p>	<p>1.1 Financial limitations and expertise.</p> <p>1.4 Survey not completed to collect data about parents engaging with a wide range of communication tools.</p> <p>1.6 This goal became irrelevant due to the COVID pandemic.</p>	<p>Focus on the following themes:</p> <ul style="list-style-type: none"> - Have a meet and greet for Year 7 - 10 in term 1 (all subject teachers & roll mark teachers and Deans). - Consider Rob Gardner and Chaplain involvement in promoting visits.

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;	

Outcomes(what happened)	Reasons for Variance	Evaluation (where to next)
<p>2.1 Our response to the COVID-19 pandemic in relation to online learning clearly showed teachers having to promote curiosity in learning. Teachers applied this in an online emergency learning for the Pandemic level 4 lockdown.</p> <p>2.2 Stakeholders feedback that our infrastructure is in place.</p> <p>2.3 TIC IT reported against the DT strategic goals and updated SLT regularly.</p> <p>2.4 Digital Technology Journals (MOE led) were completed in a timely manner. Outcomes were reported to MOE, SLT/BOT;</p> <p>2.5 Teacher survey completed post COVID about online learning. Generally positive responses. Majority did not complete the Level 1 Google IT Certificate.</p> <p>2.6 A digital curriculum was not developed for Years 7-10 in 2020. While significant progress was made in developing a curriculum, documentation needs to be developed to reflect this.</p> <p>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);</p> <p>2.8 A Social media policy has been developed and submitted to the BOT.</p>	<p>The COVID-19 Pandemic influenced the outcomes for digital learning where in lockdown, the online learning platform became the context.</p> <p>2.5 LiveMore (Health and Wellbeing Programme) became a priority for the staff post COVID-19 lockdown.</p> <p>2.6 The focus was on responding to COVID-19. A connected curriculum became the focus.</p>	<p>Focus on the following themes:</p> <ul style="list-style-type: none"> - Review how we want reporting against the IT strategic goals as 3 formal reports is excessive. - Continue updating Digital Technology Journals (MOE) in 2021 through PLD. - Communicate Social Media Policy/Procedures to Staff and students.

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;	PLGs
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/TA
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

Outcomes (what happened)	Reasons for Variance	Evaluation (where to next)
<p>3.1 All staff engage in designing rich learning experiences; students can relate their learning stories to show engagement; Online learning during lockdown created unique opportunities for learning. Goals and their reporting of, were co constructed.</p> <p>3.2 Learning Leaders consulted with their learning areas and across learning areas via PLGs; Consult with stakeholders; Connected curriculum discussed within LL meetings and discussion regarding Yr 9 connected curriculum is implemented in Term 1 2021. Survey and feedback collected.</p> <p>3.3 A timetable structure was developed to meet the needs of interconnected learning and outcomes of a Year 7-10 curriculum review;</p> <p>3.4 The Hub was created, maintained and updated; made available to all staff. No direct feedback to date to determine level of engagement and next steps. SLT concluded it is not the ideal place for all information eg, running of school items, day-to-day details which are suited to KAMAR.</p> <p>3.5 8 teachers participated in COL PD, actively shared learning through PLGs and whole staff meetings; Improved pedagogy for students to scaffold writing and develop numeracy strategies was anecdotal and individualized;</p> <p>3.6 Staff actively participated in 2 days of taha Maori PD;</p>	<p>Completed</p> <p>Progress with staff participation in PD</p>	<p>Focus on the following themes:</p> <ul style="list-style-type: none"> - curiosity in learning - developing localised curriculum - explore connected curriculum in Years 7-9 - Continue to use PLGs for professional conversations, speaking into the decision making process <p>Make the HUB more relevant and accessible to teachers.</p>

<p>3.7 Staff are engaged in a journey of self discovery that is enabling us to connect with our learners - professional development - Te Whiringawha; Staff use Te Ao Māori to measure something specific. Staff empowered to use cultural competencies.</p> <p>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; This was not achieved.</p>	<p>3.8 TIC left before the end of year. We assumed that roll mark teachers would help with this process but that did not work.</p>	
---	--	--

2020 Analysis of Variance for Achievement

Year Level	2020 Achievement Goals	Outcomes for 2020									
Year 7 Achievement Goals	<ol style="list-style-type: none"> 1. Any student below or well below the expected curriculum level would move 2 sublevels by the end of 2020 2. Any student at or above their expected curriculum level would move 1 sublevel up 3. Reading - 35% of students are below the expected curriculum level and will move up 2 sublevels 4. Reading - 65% of students are at or above the curriculum level and will move up 1 sublevel 5. Mathematics - 28% of students are below the expected curriculum level and will move up 2 sublevels 6. Mathematics - 72% of students are at or above the expected curriculum level will move up 2 sublevels 7. ESOL students will move up 1 sublevel 	<ol style="list-style-type: none"> 1. No, the goal was not met. Students below or well below the expected curriculum level did not move up 2 sublevels 2. No, the goal was not met. 1/3 of the Year 7 students at or above the expected curriculum level moved one sublevel up. <p>Literacy</p> <ol style="list-style-type: none"> 3. Yes, the goal was met. 66% of those two years below moved 2 sublevels or more. 4. No, the goal was not met. 38% of those who were at or above moved up at least 1 sublevel <p>Numeracy</p> <ol style="list-style-type: none"> 5. Yes, the goal was met. 71% of those two years below moved 2 sublevels or more. 6. No, the goal was not met. 70% of those who were at or above moved up at least 1 sublevel <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Year 7 Progress 2020</th> <th style="text-align: center;">Term 1</th> <th style="text-align: center;">Term 4</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Reading LAC mean</td> <td style="text-align: center;">3A</td> <td style="text-align: center;">4B</td> </tr> <tr> <td style="text-align: left;">Reading National mean</td> <td style="text-align: center;">3A</td> <td style="text-align: center;">4B</td> </tr> </tbody> </table>	Year 7 Progress 2020	Term 1	Term 4	Reading LAC mean	3A	4B	Reading National mean	3A	4B
Year 7 Progress 2020	Term 1	Term 4									
Reading LAC mean	3A	4B									
Reading National mean	3A	4B									

		<table border="1"> <thead> <tr> <th data-bbox="1019 248 1350 316">Year 7 Progress 2020</th> <th data-bbox="1350 248 1594 316">Term 1</th> <th data-bbox="1594 248 1771 316">Term 4</th> </tr> </thead> <tbody> <tr> <td data-bbox="1019 316 1350 376">Maths LAC mean</td> <td data-bbox="1350 316 1594 376">3P</td> <td data-bbox="1594 316 1771 376">3A</td> </tr> <tr> <td data-bbox="1019 376 1350 437">Maths National mean</td> <td data-bbox="1350 376 1594 437">3P</td> <td data-bbox="1594 376 1771 437">3A</td> </tr> </tbody> </table>	Year 7 Progress 2020	Term 1	Term 4	Maths LAC mean	3P	3A	Maths National mean	3P	3A
Year 7 Progress 2020	Term 1	Term 4									
Maths LAC mean	3P	3A									
Maths National mean	3P	3A									
Year 8 Achievement Goals	<ol style="list-style-type: none"> Any student below or well below expected curriculum level would move 2 sublevels by the end of 2020 Any student at or above their expected curriculum level would move 1 sublevel Reading - 30% of students are below the expected curriculum level and will move up 2 sublevels Reading - 70% of students are at or above the curriculum level and will move up 1 sublevel Mathematics - 48% of students are below the expected curriculum level and will move up 2 sublevels Mathematics - 52% of students are at or above the expected curriculum level will move up 2 sublevels ESOL students will move up 1 sublevel 	<ol style="list-style-type: none"> No, the goal was not met. Students below or well below the expected curriculum level did not move up 2 sublevels No, the goal was not met. 1/3 of the Year 7 students at or above the expected curriculum level moved one sublevel up. <p>Literacy</p> <ol style="list-style-type: none"> Yes, the goal was met. 50% of those two years below the expected curriculum level moved 2 sublevels or more. No, the goal was not met. 44% of those who were at or above moved up at least 1 sublevel <p>Numeracy</p> <ol style="list-style-type: none"> No, the goal was not met. 25% of those two years below moved 2 sub-levels or more Yes, the goal was met. 69% if those who were at or above moved up at least 1 sublevel ESOL students were not able to register accurately on this test 									

		Year 8 Progress 2020	Term 1	Term 4
		Reading LAC mean	4B	4B
		Reading National mean	4P	4P
		Year 8 Progress	Term 1	Term 4
		Maths LAC mean	3A	4P
		Maths National mean	4B	4P

**Year 9
Achievement
Goals**

1. Any student below or well below expected curriculum level would move up 1.5 sublevels by the end of 2020
2. That the median result for Reading will be at 4A . Currently the Year 9s are at 4P and the National Mean is 4P.
3. Reading - 35% of students are below the expected curriculum level and will move up 1.5 sublevels
4. Reading - 39% of students are at or above the curriculum level and will move up 1 sublevel
5. That the median result for Numeracy will be at 4P. Currently the Year 9s are at 3A and the National Mean is 4P.
6. Mathematics - 22% of students are below the expected curriculum level and will move up 1.6 sublevels
7. Mathematics - 35% of students are at or above the expected curriculum level will move up 2 sublevels
8. 92% of Yr 9s will achieve their personal achievement goals

Reading

1. 30% who were below the expected curriculum level did not move up 1.5 sublevels. 3 students moved up 1 level. 4 students remained the same. 2 students dropped two or more levels.
2. No, the median result was not met. The median result for Year 9s in Reading was 4P. The national mean was 4P.
3. No, the goal was not met. 30% who were below the expected curriculum level did not move up 1.5 sublevels. 3 students moved up 1 level. 4 students remained the same. 2 students dropped two or more levels
4. Yes, the goal was met. 56% of students are at or above the expected curriculum level. 2 students moved up 3 sublevels. 3 students moved up 2 sublevels. 5 students moved up 1 sublevel. 3 students remained the same level

Numeracy

5. No, the median result for Yr 9 students at the end of 2020 was not met. The result was a 3A. The national mean was 4A.
6. No, the goal was not met. 21% below the expected curriculum level did not move up 1.6 sublevels. Apart from 2 students who moved up 2 sublevels. 2 students remained the same. 4 students dropped a sublevel
7. Yes, the goal was met. 46% of students are at or above the curriculum level 3 students remained the same. 4 students moved up 1 sublevel. 4 students moved up 2 sublevels. 1 student moved up 3 sublevels

Year 9 2020 Progress	Term 1	Term 4
Reading LAC mean	4P	4P
Reading National mean	4)	4A

		<table border="1"> <thead> <tr> <th data-bbox="1019 217 1348 280">Year 9 2020 Progress</th> <th data-bbox="1348 217 1554 280">Term 1</th> <th data-bbox="1554 217 1742 280">Term 4</th> </tr> </thead> <tbody> <tr> <td data-bbox="1019 280 1348 344">Maths LAC mean</td> <td data-bbox="1348 280 1554 344">3A</td> <td data-bbox="1554 280 1742 344">3A</td> </tr> <tr> <td data-bbox="1019 344 1348 408">Maths National mean</td> <td data-bbox="1348 344 1554 408">4P</td> <td data-bbox="1554 344 1742 408">4A</td> </tr> </tbody> </table>	Year 9 2020 Progress	Term 1	Term 4	Maths LAC mean	3A	3A	Maths National mean	4P	4A
Year 9 2020 Progress	Term 1	Term 4									
Maths LAC mean	3A	3A									
Maths National mean	4P	4A									
Year 10 Achievement Goals	<ol style="list-style-type: none"> Any student below or well below expected curriculum level will move up 1 sublevel by the end of 2020 That the mean result for literacy will be at 4A . Currently the Year 10s are at 4A and the National Mean is 5A. That the mean result for Numeracy will be at 5A. Currently the Year 10s are at 4A and the National Mean is 5B. Reading - 25% of students are below the expected curriculum level and will move up 1 sublevel Reading - 50% of students are at or above the curriculum level and will move up 1 sublevel Mathematics - 26% of students are below the expected curriculum level and will move up 1.2 sublevels 	<ol style="list-style-type: none"> No, the goal was not met. Students that were 2 years below expectation moved up at least 1 sublevel. 2 students remained the same. 2 students moved up 1 sublevel. 2 students moved up 3 sublevels. 2 students did not take the second test. Yes, the goal was met. The mean result for Reading was 4A. <p>Literacy</p> <ol style="list-style-type: none"> No, the goal was not met. The mean result for Numeracy was 4A. Yes, the goal was met. 50% of students who were below the expected curriculum level moved up 1 sublevel. 1 student dropped 1 sublevel. 5 students remained the same. 1 student moved up 1 sublevel. 6 students moved up 2 sublevels. 2 students moved up 3 sublevels. 1 student moved up 4 sublevels Yes, the goal was met. 88% of students who were at or above the expected curriculum level, moved one sublevel up. 2 students remained the same. 3 students moved up 1 sublevel. 6 students moved up 2 sublevels. 3 students moved up 3 sublevels. 1 student moved up 4 sublevels <p>Numeracy</p> <ol style="list-style-type: none"> Yes, goal met. 43% of students below the expected curriculum level moved up 1.2 sublevels. 10 students were below the expected curriculum level at the end of Term 4. 3 students moved up 1 sublevel, 2 students moved up 2 sublevels 1 student moved up 3 sublevels 									

	<p>7. Mathematics - 50% of students are at or above the curriculum level and will move up 1 sublevel</p> <p>8. 85% of Yr 10 students will have gained 8 NCEA credits</p> <p>9. 92% of Yr 10s will achieve their personal achievement goals</p>	<p>7. No, goal not met. Mathematics - 40% of students who were at or above the curriculum level moved up 1 sublevel. Out of those 10 students, 50% of them moved up 1 sublevel. 5 students remained the same</p> <p>NCEA</p> <p>8. No, goal not met. 80.7% of students gained 8 or more NCEA Level 1 credits</p> <p>9. Yes, goal met. 96% of Year 10 students achieved their personal academic goals. 9 students Achieved LCEA. 11 students Achieved LCEA with Merit. 6 students Achieved LCEA with Excellence</p> <table border="1" data-bbox="1021 547 1744 735"> <thead> <tr> <th>Year 10 2020 Progress</th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Reading LAC mean</td> <td>4A</td> <td>4A</td> </tr> <tr> <td>Reading National mean</td> <td>5B</td> <td>5B</td> </tr> </tbody> </table> <table border="1" data-bbox="1021 802 1744 991"> <thead> <tr> <th>Year 10 2020 Progress</th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Maths LAC mean</td> <td>4A</td> <td>4A</td> </tr> <tr> <td>Maths National mean</td> <td>5B</td> <td>5P</td> </tr> </tbody> </table>	Year 10 2020 Progress	Term 1	Term 4	Reading LAC mean	4A	4A	Reading National mean	5B	5B	Year 10 2020 Progress	Term 1	Term 4	Maths LAC mean	4A	4A	Maths National mean	5B	5P
Year 10 2020 Progress	Term 1	Term 4																		
Reading LAC mean	4A	4A																		
Reading National mean	5B	5B																		
Year 10 2020 Progress	Term 1	Term 4																		
Maths LAC mean	4A	4A																		
Maths National mean	5B	5P																		
<p>Year 11 Achievement Goals</p>	<p>1. That 91% of Year 11 will achieve NCEA Level 1</p> <p>a. That gender groups and ethnicity groups will meet the target of 91% achieving NCEA level 1.</p> <p>b. 91% will gain NCEA Level 1 Literacy.</p>	<p>1. No, Goal not met. 75% of Year 11 achieved NCEA Level 1</p> <p>a. Yes, goal met. 94% of gender and ethnic groups achieved Level 1</p> <p>b. Yes, goal met. 100% achieved Literacy</p> <p>c. Yes, goal met. 100% achieved Numeracy</p>																		

	<ul style="list-style-type: none"> c. 94% will gain NCEA Level 1 Numeracy. d. 9% of Year 11 will achieve NCEA endorsed with Excellence. e. 41% of Year 11 will achieve NCEA endorsed with Merit. <p>2. Ethnicity achievement:</p> <ul style="list-style-type: none"> a. Maori: Total Achieved 100%; Achieved: 1; Merit: 2; Excellence: 0 b. Pasifika: Total Achieved 80%; Achieved: 6; Merit: 6; Excellence: 0 c. NZ European: Total Achieved 92%; Achieved: 7; Merit: 2; Excellence: 3 d. Asian: Total Achieved 100%; Achieved: 0; Merit: 2; Excellence: 0 e. Other: Total Achieved 100%; Achieved 0; Merit: 1; Excellence: 0 <p>3. 87% will achieve their individual academic goals</p>	<ul style="list-style-type: none"> d. No, Goal not met. 3% of Year 11 achieved NCEA endorsed with Excellence e. No, Goal not met. 40% of Year 11 achieved NCEA endorsed with Merit <p>2. Ethnicity achievement:</p> <ul style="list-style-type: none"> a. Yes, goal met. Maori: Total Achieved 100%; Achieved: 1; Merit: 1; Excellence: 0 b. No, Goal not met. Pasifika: Total Achieved 64%; Achieved: 6; Merit: 1; Excellence: 0 c. No, Goal not met. NZ European: Total Achieved 75%; Achieved: 2; Merit: 6; Excellence: 1 d. Yes, goal met. Asian: Total Achieved 100%; Achieved: 1; Merit: 1; Excellence: 0 e. Yes, goal met. Other: Total Achieved 100%; Achieved 0; Merit: 2; Excellence: 0 <p>3. No, goal not met. 9 out of 27 students who set personal academic goals, achieved them. 28%</p>
<p>Year 12 Achievement Goals</p>	<ul style="list-style-type: none"> 1. 78% of Year 12 will achieve NCEA Level 2. <ul style="list-style-type: none"> a. 18% of Year 12 will achieve NCEA Level 2 endorsed with Excellence. b. 21% of Year 12 will achieve NCEA Level 2 endorsed with Merit. 2. Ethnicity achievement: 	<ul style="list-style-type: none"> 1. Yes, goal met. 88% of Year 12 achieved NCEA Level 2. <ul style="list-style-type: none"> a. No, goal not met. 12% of Year 12 achieved NCEA Level 2 endorsed with Excellence. b. Yes, goal met. 24% of Year 12 achieved NCEA Level 2 endorsed with Merit. 2. Ethnicity achievement:

	<ul style="list-style-type: none"> a. Maori: Total Achieved: 100%; Achieved: 2; Merit 1; Excellence 1 b. Pasifika: Total Achieved: 100%; Achieved: 7; Merit 1; Excellence 1 c. NZ European: Total Achieved: 86%; Achieved: 7; Merit 3; Excellence: 2 d. Asian: Total Achieved: 100%; Achieved: 1; Merit: 0; Excellence: 2 e. Other: Total Achieved: 100%; Achieved: 0; Merit: 1; Excellence: 0 <p>3. 91% will achieve their individual academic goals</p>	<ul style="list-style-type: none"> a. No, goal not met. Maori: Total Achieved: 100%; Achieved: 2; Merit 1; Excellence 1 b. Yes, goal met. Pasifika: Total Achieved: 91%; Achieved: 8; Merit 2; Excellence 1 c. Yes, goal met. NZ European: Total Achieved: 87%; Achieved: 7; Merit 4; Excellence: 2 d. Yes, goal met. Asian: Total Achieved: 100%; Achieved: 1; Merit: 0; Excellence: 1 e. Yes, goal met. Other: Total Achieved: 100%; Achieved: 0; Merit: 1; Excellence: 0 <p>3. No, goal not met. 12 out of 28 students who set personal academic goals, achieved them. 43%</p>
<p>Year 13 Achievement Goals</p>	<ul style="list-style-type: none"> 1. 88% of Year 13 will achieve NCEA Level 3. <ul style="list-style-type: none"> a. 92% of Year 13 will achieve NCEA Level 2. b. 15% will achieve NCEA Level 3 endorsed with Excellence. c. 45% will achieve NCEA Level 3 endorsed with Merit. d. 67% will gain University Entrance. 2. Ethnicity achievement: <ul style="list-style-type: none"> a. Maori: Total Achieved: 80% ; Achieved: 2; Merit: 1; Excellence: 1 b. Pasifika: Total Achieved: 88%; Achieved: 3; Merit: 3; Excellence: 1 	<ul style="list-style-type: none"> 1. No, goal not met. 86% of Year 13 achieved NCEA Level 3. <ul style="list-style-type: none"> a. Yes, goal met. 92% of Year 13 achieved NCEA Level 2 b. Yes, goal met. 18% achieved NCEA Level 3 endorsed with Excellence c. No, goal not met. 39% achieved NCEA Level 3 endorsed with Merit. d. Yes, goal met. 75.9% gained University Entrance. 2. Ethnicity achievement: <ul style="list-style-type: none"> a. Yes, goal met. Maori: Total Achieved: 100% ; Achieved: 1; Merit: 0; Excellence: 2 b. No, goal not met. Pasifika: Total Achieved: 86%; Achieved: 3; Merit: 2; Excellence: 1

	<ul style="list-style-type: none"> c. NZ European: Total Achieved: 77%; Achieved: 4; Merit: 6; Excellence: 2 d. Asian: Total Achieved: 100%; Achieved: 1; Merit: 2; Excellence: 1 e. Other: Total Achieved: 100%; Achieved:0; Merit: 3; Excellence: 0 <p>3. 97% will achieve their individual academic goals</p>	<ul style="list-style-type: none"> c. Yes, goal met. NZ European: Total Achieved: 78%; Achieved: 5; Merit: 7; Excellence: 2 d. Yes, goal met. Asian: Total Achieved: 100%; Achieved: 1; Merit: 2; Excellence: 1 e. Yes, goal met. Other: Total Achieved: 100%; Achieved:1; Merit: 2; Excellence: 0 <p>3. No, goal not met. 24 out of 31 students who set personal academic goals, achieved them. 77%</p>
<p>Ethnicity Achievement Year 11-13</p>	<ul style="list-style-type: none"> 1. Overall achievement: 85% of Yr 11 - 13 will achieve NCEA <ul style="list-style-type: none"> a. Overall achievement of Merit and Excellence will total to 35% 2. Maori Achievement: <ul style="list-style-type: none"> a. 92% of Year 11 to 13 will achieve NCEA b. 50% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence 3. Pasifika Achievement: <ul style="list-style-type: none"> a. 93% of Year 11 to 13 will achieve NCEA; b. 40% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence 4. NZ European Achievement: <ul style="list-style-type: none"> a. 90% will achieve NCEA across Year 11 to 13 	<ul style="list-style-type: none"> 1. Yes, goal met. Overall achievement: 86% of Yr 11 - 13 achieved NCEA <ul style="list-style-type: none"> a. Overall achievement of Merit and Excellence totalled to 46% (M - 35; 35%, E - 11; 11%) 2. Yes, goal met. Maori Achievement: <ul style="list-style-type: none"> a. 100% of Year 11 to 13 achieved NCEA b. 56% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence 3. No, goal not met. Pasifika Achievement: <ul style="list-style-type: none"> a. 77% of Year 11 to 13 achieved NCEA b. 48% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence 4. No, goal not met. NZ European Achievement: <ul style="list-style-type: none"> a. 77% achieved NCEA across Year 11 to 13 b. 47% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence

	<p>b. 45% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence</p> <p>5. Asian Achievement:</p> <p>a. 100% will achieve NCEA across Year 11 to 13</p> <p>b. 77% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence</p> <p>6. Other:</p> <p>a. 100% will achieve NCEA across Year 11 to 13</p> <p>b. 100% of Year 11 to 13 will achieve NCEA endorsed with Merit or Excellence</p>	<p>5. Yes, goal met. Asian Achievement:</p> <p>a. 100% achieved NCEA across Year 11 to 13</p> <p>b. 62% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence</p> <p>6. Yes, Goal met. Other:</p> <p>a. 100% achieved NCEA across Year 11 to 13</p> <p>b. 83% of Year 11 to 13 achieved NCEA endorsed with Merit or Excellence</p>
--	---	---

Yr 7 Goals

- On par with the national mean
- Maintenance was the focus for the period we were in lockdown rather than extension or new learning
- 47% of the cohort maintained their reading e-asttle result from the beginning of the year
- 65% of the cohort maintained their Maths e-asttle result from the beginning of the year
- TA hours were reduced in general junior school. With the introduction of G4, there was less opportunity to have in class support
- Difficult cohort in terms of behaviour so disrupting for many in general
- Individual goal setting with students specifically in regard to e-asttle progress improved results
- Maths PD we received as a department/group of teachers improved Numeracy results
- Urgent Relief Fund improved staff and student well-being

Yr 8 Goals

- On par with the national mean
- Maintenance was the focus for the period we were in lockdown rather than extension or new learning
- 23% of the cohort maintained their reading e-asttle result from the beginning of the year
- 22% of the cohort maintained their Maths e-asttle result from the beginning of the year

- TA hours were reduced in general junior school. With the introduction of G4, there was less opportunity to have in class support
- Difficult cohort in terms of behaviour so disrupting for many in general
- Individual goal setting with students specifically in regard to e-asttle progress improved results
- Maths PD we received as a department/group of teachers improved Numeracy results
- Urgent Relief Fund improved staff and student well-being

Yr 9 Goals

- Focus on the group below the national mean.
- We did not drop in literacy or Numeracy. The national average however did drop. I would put this down to the disruption of covid.
- Those that were above the national average were the ones that improved the most.
- Covid created a bigger gap for those under and over the national mean. Seeing the students' names - those that struggled to get over the national mean - had more chaotic/unstructured home environments to focus on school work.
- The gap between those that are under and over the national average is now larger than before.

Yr 10 Goals

- Pleasing to see that at least 2/3 of those students below the national mean, moved up by one sublevel
- For an highly capable cohort, there were those who sat in the middle band, who made greater progress than those who were at the top
- NCEA achievement was great. 80.7% of students gained at least 8 credits. A great start to Level 1 NCEA.
- 15/25 students were at or above the national reading mean. This is a good indication of how they will cope with the literacy demands of NCEA.
- 96% of students achieved their personal academic goals with at least 17 gaining Merit and above. A good foundation for moving into NCEA, and for making realistic academic personal 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. Care needs to be taken when dealing with cohorts that are relatively small in size. A good example is the Year 11 cohort where each student represents approximately 3.5 %

Yr 11 Goal - That 91% of Year 11 will achieve NCEA Level 1.

No, we did not reach that goal however 75% 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 large number were able to gain Level 1.
- 7 students did not gain L1. These results affected the overall achievement.
- A number of low ability students on different IEPs affected the overall percentage of achievement
- It is pleasing to see that the percentage of Merit endorsed certificates was more or less on par with the goal
- Level 1 students who gained Literacy were 100% and Numeracy was 100%. Again a solid achievement for students
- Personal academic goals were unrealistic however there were a number of students who met their subject goals with credit attainment.

NEXT STEPS FORWARD:

- Maintain individual pathway discussion for particularly for at risk students
- Celebrate successes at individual levels
- Follow up 7 students who did not achieve L1 and ensure their achievement

Year 12 Goal – 78% of Year 12 will achieve NCEA Level 2.

Yes, we reached that goal and more. 88% of Year 12 achieved NCEA Level 2

- This group had 4 students, with varying stories that affected the results for 2020.
- 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.
- 8 Merits and 4 Excellence achieved by this cohort; Just above the national average of 17.7% for Excellence achievement.
- Effort was put in by SLT and senior academic deans to provide students with academic opportunities to ensure that they left with L2.
- 1 student did not complete L1 and an IEP is in place for this student
- Student (1) who wished to leave before then, was 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.
- Personal academic goals were unrealistic however there were a number of students who met their subject goals with credit attainment.

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, a student is on a 2 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
- Putting measures in place for maintaining academic achievement if lockdown involving closure of school occurs in 2021

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

No, we did not reach that goal however 86% of Year 13 gained NCEA Level 3.

- As a Yr 12 cohort, this group performed satisfactorily however as Yr 13s, they performed well past the expected, with 6 students gaining Excellence endorsements and a number of students gaining Merit endorsements (13). Out of a cohort of 35, this was as expected.
- Merit achievement was higher than the national average of 26.5%. LAC 46.2%. Excellence achievement of 23.1% which was higher than the national average of 17.6%
- UE goal was reached, and more. 75.9% LAC which passed the goal of 67%. The national average was 51.7%

- 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, more effort is made to retain Yr 13s and improve the retention rate over the last few years
- An impressive number of students - 24/31 achieved their personal academic goals. With COVID and the potential for a loss of motivation, this is a pleasing result.

NEXT STEPS FORWARD:

- Retain clear data on leaving students and their intentions.
- Continue to use goal setting as a tracking system for UE goals

Year 11-13 Goal - 85% of Yr 11 - 13 will achieve NCEA. Merit and Excellence will total to 35%

Yes, we reached both goals. 86% of Year 12 achieved NCEA Level 2. Overall achievement of Merit and Excellence totalled to 46% (M - 35; 35%, E - 11; 11%)

- 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.
- Each year level dean found ways to support their year levels with things like mentoring programs, individual career 'counseling' support and purposeful homeroom time.