



LONGBURN ADVENTIST COLLEGE

**LONGBURN ADVENTIST COLLEGE CHARTER
ANNUAL GOALS**

2023

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
BOT 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
National Education and Learning Priorities	Page 17
Strategic Goals Overview	Page 18
Annual Goals 2023	Page 19

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 and 2023, 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 School Board accepts and welcomes an opportunity 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 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 2022 Charter, teachers, support staff, students and parents/caregivers were consulted to give feedback on the direction they see LAC heading. During 2021 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.

Consultations 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 School Board 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 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 will ensure that the Principal reports regularly to parents/caregivers on the progress of their students.

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

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

Each year the principal will be responsible for: first, submitting an updated Charter to the Board and, once this is ratified by the Board, 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 2023

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>

NATIONAL EDUCATION AND LEARNING PRIORITIES (NELPS)

Implementation of NELP

The NELP will become the framework in 2023, replacing the NEG's (National Education Goals) and NAG's (National Administration Guidelines), for strategic planning and reporting. Our strategic goals overview has been reviewed against the NELP to check for alignment.

1. **Objective 1: LEARNERS AT THE CENTRE** (Learners with their whanau are at the centre of education)
 - a. **NELP 1:** Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
 - b. **NELP 2:** Have high aspirations for every learner/akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.
2. **Objective 2: BARRIER FREE ACCESS** (Great education opportunities and outcomes are within reach for every learner).
 - a. **NELP 3:** Reduce barriers to education for all, including for Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs.
 - b. **NELP 4:** Ensure every learner/akonga gains sound foundation skills, including language, literacy and numeracy.
3. **Objective 3: QUALITY TEACHING AND LEADERSHIP** (Quality teaching and leadership make the difference for learners and their whanau).
 - a. **NELP 5:** Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning.
 - b. **NELP 6:** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.
4. **Objective 4: FUTURE OF LEARNING AND WORK** (Learning that is relevant to the lives of New Zealanders today and throughout their lives).
 - a. **NELP 7:** Collaborate with industries and employers to ensure learners/akonga have the skills, knowledge and pathways to succeed in work).

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
<p>1.1 To establish and deepen relationships within the LAC community. (N1.1)</p> <p>1.2 Students have the ability and opportunity to celebrate their differences and identities, and be respected and valued for who they are. (N1.3)</p> <p>1.3 Embrace cultural competence as an ongoing area of development within the context of the Treaty of Waitangi. (N1.2)</p> <p>1.4 To promote a fair, safe environment accepting of all and unaccepting of bullying, racism and discrimination that encourages the wellbeing of people. (N1.3, N6.1, N6.2)</p> <p>1.5 To provide a professional learning cycle that allows staff to enjoy constructive personal and professional development along with meaningful relationships. (N2.1, N4.1)</p> <p>1.6 The school promotes service to others with the view of giving opportunities for students, staff and the wider LAC community to become disciples of Christ. (N1.3)</p>	<p>2.1 That akonga aim for and are encouraged to reach their potential and achieve their best. (N2.3, N4.1)</p> <p>2.2 To create a learning environment that enhances curiosity while being relevant to learners. (N4.2, N4.1, N2.3)</p> <p>2.3 That we explore how technology can enhance learning. (N6.2)</p> <p>2.4 Professional development is meaningful and relevant for all staff and will include cultural competency and an understanding of vocational pathways. (N6.2, N5.2)</p> <p>2.5 Every secondary school leaver achieves a minimum of NCEA Level 2 or an individualised achievement goal. (N3.2)</p> <p>2.6 That akonga establish meaningful and co-constructed goals with their relevant teachers and year level. (N4.1)</p> <p>2.7 To provide a wide range of leadership, service-related, academic, cultural and sporting opportunities for akonga to experience and grow in.</p>	<p>3.1 That our school-wide systems are reviewed regularly to the view of them being as efficient and effective as possible. (N2.4)</p> <p>3.2 Embed our new financial platform and enhance the link between finance and strategic planning. (N3.3)</p> <p>3.3 That LAC has effective resources that enhance student achievement in the academic, cultural and sporting fields. (N3.3)</p> <p>3.4 That LAC provides well-maintained buildings that are fit for purpose. (N3.1)</p>

Annual Goals for 2023:

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 Tipuranga and Awhi	Strategic Goal #3 Provide quality resources, infrastructure and facilities - Achieve, Safe and Awhi
<ol style="list-style-type: none"> 1. Develop relationships with whanau and Pacific families to identify and understand barriers and work to address solutions (use Fono and Hui). 2. Establish a Kapa Haka programme to engage the Maori community. 3. Involve parents with students in their goal setting - connecting the goals with parents and teachers. 4. Review the management of social media with a view to clarifying individual roles. Consider potential for senior students or prefects to help with social media and marketing 5. Plan for consultation with students and the community about the strategic direction for 2024 - 2026. 6. Run a technology camp onsite for SDA school Year 7 & 8 students to attend from around NZ (marketing strategy). 	<ol style="list-style-type: none"> 1. Implement the new NCEA literacy & numeracy assessments with Year 10 in Term 4. 2. Prepare for the implementation of the NCEA changes in 2024 by: <ol style="list-style-type: none"> a. providing training across all curriculum levels for literacy and numeracy level 1; b. providing training for incorporating Matauranga Maori; c. preparing resources that reflect local aspirations as marau-a-kura; d. Developing resources and curriculum to support the NCEA level 1 change; 3. Continue the review of the year 7 - 10 curriculum, checking for engagement of Maori and Pasifika learners and the inclusion of local curriculum. 4. Staff participate in PLD for Te Ao Maori and Te Reo Maori to increase its visibility in the school. 5. Further develop LAC's relationship with the local marae: (build knowledge of local histories, marae visit). 6. Extend participation in Phenomenon based learning to Year 11-13. A wider range of activities could be considered across performing arts, technology, integrated curriculum, art, sport, EOTC, STEM, digital technology). 7. Raise the profile of vocational pathways in the school by training students to identify and track their achievement against vocational pathways. 8. Create opportunities to celebrate student and staff success on a regular basis (eg fortnightly awards for service, citizenship, acknowledging exceptional circumstances). 9. Review and update the PB4L rewards system. 10. Further develop the Digital Technology curriculum for Year 10 and in readiness for Year 11 in 2024. 	<ol style="list-style-type: none"> 1. Improve the grounds for sport by installing an astro-turf surface on the tennis court. 2. Complete the Science building refurbishment. 3. Implement a solution for ventilation in the Hospitality room. 4. Review the cyclical maintenance plan to include internal painting. 5. Purchase a new bus and smaller van.

	<ol style="list-style-type: none">11. Implement a homework diary.12. Review the academic report model for mid-year and end-year reports to include teacher comments. Real time comments would continue during the term for feedback on assessments.13. Develop a model to raise the attendance of students who are not regularly engaged in school:<ol style="list-style-type: none">a. 2022: 53% of returning students in 2023 attended school 90% or more.b. Raise the average rate of attendance from 84.9% in 2022 to 90) in 2023.	
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Achievement Goals for 2023

	Goals	Actions
Year 7	<ol style="list-style-type: none"> Year 7 mean results in reading and numeracy will show progress of one - two sublevel or more through the year for those achieving at or above the national mean. Year 7 students achieving below the national mean will raise their achievement by one sub level. 	<p>Use similar strategies to 2022:</p> <ul style="list-style-type: none"> Learning Support sets up appropriate IEPs. Teachers engage with e-asttle data to develop strategies. Teachers review results and end of year. Teachers focus on reading and writing mileage to expose students to more complex vocabulary and opportunities to write.
Year 8	<ol style="list-style-type: none"> Year 8 mean results will show an increase of one sub-level or more in reading. Year 8 mean results will show an increase of one sublevel or more in numeracy. Year 8 students achieving at or above the national mean will move at least one sublevel. 	<p>Use some different tools for teaching and learning:</p> <ul style="list-style-type: none"> Use Education Perfect and Poutama to cater for different levels of achievement; Implement a GATE group for numeracy.
Year 9	<ol style="list-style-type: none"> Year 9 students mean in reading shows an increase of at least one sub level. Year 9 students achieving at or above the national mean move one sub level or more in reading. Year 9 students mean in numeracy moves at least 2 sublevels with a goal to get to 4P). 	<p>Strategies from 2022 to continue:</p> <p>(underpinned by an assessment for learning philosophy (in simple terms - pre-test/post test), teachers to utilise at least one of the following):</p> <ol style="list-style-type: none"> Using E-Asttle diagnostic data to guide learning and teaching Specific vocabulary strategies to develop understanding of language of their subject Providing regular checking and written feedback/feedforward to promote engagement in learning <p>New strategies for 2023:</p> <ol style="list-style-type: none"> Implement a GATE group. Provide opportunities for differentiation using Education Perfect and Poutamu Teachers to source a range of resources to catch the gaps found in any one teaching resource. Implement break out groups for reading and mathematics.
Year 10	<ol style="list-style-type: none"> The Year 10 mean will make progress of 2 sublevels or 	<p>Strategies - underpinned by promoting engagement in learning. Teachers to utilise at least one of</p>

	<p>more in reading and numeracy.</p> <ol style="list-style-type: none"> 2. Year 10 students below the national mean will raise their achievement by 2 or more sublevels in reading and numeracy. 3. Year 10 students at or above the national mean will raise their achievement by 2 sublevels or more. 4. Students with poor attendance and engagement are monitored for their progress. The aim is for them to raise their achievement. 5. Year 10 students will gain an average of 10 credits (as the mean) and no less than one standard. 	<p>the following:</p> <ol style="list-style-type: none"> 1. Differentiation of learning and teaching to ensure all students are challenged to stretch their level 2. Focussing on self management and participation with deliberate acts of teaching and monitoring 3. Utilising non device related practical based activities. 4. Monitor the attendance of at-risk students and follow up regularly. Review the achievement of these students. 5. The Learning Leader of Mathematics will develop another assessment tool that uses a wider range of data to calculate student progress. 6. Implement smaller group supports for reading and mathematics.
<p>Year 11</p>	<ol style="list-style-type: none"> 1. Year 11 results will be at or above national results and those of similar schools 2. Year 11 endorsements will be at or above national results and those of similar schools 3. Year 11 literacy results will be at or above national results and those of similar schools 4. Year 11 numeracy results will be at or above national results and those of similar schools. 5. Year 11 Maori results for NCEA level 1 will be at or above national results. 6. Year 11 Pasifika results for NCEA level 1 will be at or above national results. 7. NCEA results for Gender will be at or above national statistics. 	<ol style="list-style-type: none"> 1. Individual goal setting by students with whanau input. 2. Use the NCEA traffic light system for tracking results and predictor results in KAMAR. 3. Use the 5-week review from term 2/ 4. Introduce vocational pathways. 5. All students participate in parent/teacher/student learning conversations. 6. Raise profile of EDG and external exams and their contribution to overall achievement.
<p>Year 12</p>	<ol style="list-style-type: none"> 1. Year 12 results for NCEA level 2 will be at or above national results and those of similar schools. 2. Year 12 endorsements for level 2 will be at or above the national level. 3. All Year 12 students will have gained NCEA Level 1. 4. Year 13 Maori and Pasifika results for Level 2 will be at or above national results. 5. NCEA results for Gender will be at or above national 	<ol style="list-style-type: none"> 1. Individual goal setting by students with whanau input. 2. Use the NCEA traffic light system for tracking results and predictor results in KAMAR. 3. Use the 5-week review from term 2/ 4. Introduce vocational pathways. 5. All students participate in parent/teacher/student learning conversations. 6. Raise profile of EDG and external exams and their contribution to overall achievement.

	statistics.	
Year 13	<ol style="list-style-type: none"> 1. Year 13 NCEA level 3 results will be at or above national results and those of similar schools. 2. That all Year 13 students will have gained NCEA level 2 as a minimum level qualification. 3. Year 13 UE results will be at or above national results and those of similar schools. 4. Year 13 Maori results for NCEA Level 3 and UE will be at or above national results and those of similar schools. 5. Year 13 Pacifica results for Level 3 and UE will be at or above national results and those of similar schools. 6. NCEA results for Gender will be at or above national statistics. 	<ol style="list-style-type: none"> 1. Individual goal setting by students with whanau input. 2. Use the NCEA traffic light system for tracking results and predictor results in KAMAR. 3. Use the 5-week review from term 2/ 4. Introduce vocational pathways. 5. All students participate in parent/teacher/student learning conversations. 6. Raise profile of EDG and external exams and their contribution to overall achievement.