

Longburn Adventist College Statement of Variance 2025

Strategic Goal 1 (as per strategic plan)	(Curriculum) To provide ākonga with a local, engaging curriculum that is responsive to the school's culture and special character, is continually improved and enhances learning.
Annual Target/Goal:	Refreshed unit plans and school programmes bring about increased engagement of ākonga
What do we expect to see by the end of the year?	
<ol style="list-style-type: none"> Unit plans are refreshed and updated to include clear links to GROWTH (special character), Lit/Num, local curriculum and UDL. Teachers will have developed and implemented a plan for the updated Mathematics & Statistics Curriculum for Year 7 & 8. Teachers will be confident in evaluating e-asTTle writing. A plan for the special character focus of G.R.O.W.T.H - 'Godliness' was implemented school-wide. 	

Note: A traffic light system is used to show progress:

TRAFFIC LIGHT SYSTEM TO SHOW PROGRESS/COMPLETION	
	Completed
	In progress
	Action not started

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine these outcomes</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded our targets or not yet met them</i>	Planning for 2026 - where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan</i>
1. All teachers ensure that their unit plans are refreshed prior to the term	A repository was created for teachers to connect unit plans throughout the year. This created the means for faculty leaders and leadership to review and support staff.	Unit Plan Repository 2025	There are some teachers who are yet to update the repository. They are reminded by their faculty leads.	We need to consider where our resources are stored within a consistent system. Shared docs assist each teacher in their planning. It was suggested that all teachers need access to all subject folders so that they can

beginning, and are centrally accessible.					complete practice.
2. Unit plans reflect clear Lit/Num focus in all subjects		<p>Teachers were supported with 3 PLD sessions in Term 3 along with a TOD supported by Ben L (Evaluation Associates). Term Three:.</p> <p>It was identified that in Term One, most teachers were intentionally identifying areas of Lit & Num to focus on in their units. This was supported by a PLD in Term 1.</p> <p>In Term 2 there were 2 PLDs focused on numeracy across the curriculum and how to specifically include this in unit planning.</p> <p>Term One: Most teachers are intentionally identifying areas of Lit and Num to focus on in their units. We have had a one hour long PD session encouraging and explaining why this is important.</p>	<p>Unit Plan Repository 2025</p> <p>Staff are intentionally considering numeracy questions to ask students that are relevant to their classroom content.</p> <p>After observing teachers were using different Literacy models for writing, leadership called for a consistent approach by all teachers - hence, the PEC paragraph model for writing.</p> <p>There was a marked increase in the readiness of students for the CAA literacy, with teachers more confident in getting students ready for the assessment.</p>		The AP will use a checklist system to manage the central location of resources and where support is needed for incorporating numeracy and literacy.
3. A Year 7 & 8 Mathematics curriculum is developed		<p>Term 3: PLD/resources being used. Kahui Ako PD attended by SJo, INa and RPa</p> <p>Term Two: Teachers were gaining confidence with the new curriculum and the new resources. Staff had 2 PD days with the Kahui Ako and MOE dedicated to the new Maths & Statistics Curriculum. Unit plans were put in the Repository.</p> <p>Term One: Maths teachers of Y7&8 were working on the new programme and were enjoying the new resources.</p>	Year 7 and 8 Maths units have been systematically developed through the year to reflect the new curriculum.		Year 7 & 8 will have separate classes in 2026 - so unit planning will be able to reflect each year level.
4. Writing coordinator to engage in e-asttle PD and work with Y7-10 teachers to understand & implement e-asttle		<p>Not met.</p> <p>Students in Y7 & 8 participated in one writing assessment in Term 4.</p>	LAC Achievement Report page 10-12 Results for e-asttle writing Year 7 & 8	<p>In Term 1, there were no spaces in the writing workshops offered by the MOE.</p> <p>In Term 2: the Government announced a new assessment tool, SMART, would be introduced in Term 4, so we decided to not progress writing e-asttle training.</p> <p>Term 3: We had some internal training to equip Y7 & 8 teachers to assess e-asttle writing. They administered the writing test in Term 4.</p> <p>The SMART tool was not introduced in Term 4 by the MOE.</p>	<p>IN 2026, engage with any leadership training for the SMART tool. In the meantime, continue with e-asttle writing.</p> <p>Aim to widen the scope of e-asttle writing to Y9-10 as well.</p>

writing assessment tool					
5. Through the school programs and in classes, Godliness (part of GROWTH - special character) will have a clear focus		<p>The target was met.</p> <p>A calendar for the theme, Godliness was created and linked to the week plan. The chaplain, SLt and roll mark teachers had access to resources for roll mark time and assemblies.</p> <p>Students reported an understanding of the Godliness theme.</p>	<p>GROWTH resources Year Calendar</p> <p>2025 worship focus Term One</p>	<p>Most teachers responded positively to having a structured focus for special character and how it was disseminated through the school programme..</p>	<p>Continue the special character focus in 2026 with 'R' - rich relationships (part of the acronym G.R.O.W.T.H</p>

Strategic Goal 2 (as per strategic plan)	Strategic Goal 2 (Engaging our ākongā) To provide ākongā with a positive, quality, inclusive education that meets their individual needs and to provide support and challenge for all so that they have a strong sense of belonging and connection to the school.
Annual Target/Goal:	Students will increase attendance towards 90% or more and show raised achievement in the corequisites-reading, writing and numeracy for NCEA.
What do we expect to see by the end of the year?	
<ol style="list-style-type: none"> 1. Students will attend school 90% or more throughout the year. 2. All NCEA Level 1 students will gain the NCEA Level 1 Co-requisites (Reading, Writing and Numeracy). 3. GATE students have had opportunities to raise their achievement. 	

Actions	What did we achieve? ?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for 2026 - where to next?
1. Clear processes are promptly followed for students under 80% attendance.	<p>The DP worked with Deans, roll mark teachers and teachers. In Term One the focus was on all marked attendance having attendance codes added - to eliminate the ? (unknown attendance). This was supported by the office being trained to edit codes in a timely manner as up-to-date reasons for absences came in. The focus later in the year was reducing the number of ? for absences.</p> <p>In Term 2-3, a weekly report was sent to parents that included attendance information. This improved parent communications regarding absences.</p> <p>Teachers/Deans having consequences for 'lates' helped to improve punctuality.</p> <p>Term 3-4: Students show raised awareness of the 90% goal for overall attendance and incentives are motivating some. Consequences for lates is improving punctuality and reducing recorded 'lates.' Weekly reporting to parents is raising accountability. Deans are still following up a lot of ?. Further upskilling of subject teachers for their accountability in following up ? was needed. For students below 80% attendance, individual plans have been implemented. These have included parent/whanau meetings with the</p>	<p>Term 2 Attendance Data 2025</p> <p>Principals Reports contained attendance data and summaries.</p> <p>Everyday Matters Attendance Reports for Term 1, 2, 3 and 4 (received Feb 2025)</p>	Having attendance as a regular feature with staff and students ensured improvement in follow up of absences.	<p>We need to support students/whanau to reduce chronic absentees to regular school attendance.</p> <p>Put into practice the Attendance Management Plan to incorporate the steps taken to follow up absences and supports that can be put in place to improve attendance.</p> <p>Call back day training sessions to train staff about the processes for attendance - including school wide time.</p>

		<p>DP/Deans, attendance services support.</p> <p>Term One: All marked attendance have attendance codes next to them.</p>			
2. Certificate and reward for recognition of students above 90% attendance.		<p>Target met.</p> <p>Promoting regular attendance and rewarding those who had over 90% attendance demonstrated to other students the value of being at school.</p> <p>We had an increase in regular attenders and a reduction of irregular attendees.</p>	<p>Term 4: An incentive was implemented with the Ice-cream truck delivering ice-creams for those with 90% or above attendance. This was well received.</p> <p>Term Two: Students with attendance 95%+ went into the draw to win \$15 subway cards. 5 handed out in Term 2.</p>		Continue a reward system as the students respond really well to it.
3. Teachers will participate in Literacy/Numeracy PLD to accelerate achievement in corequisite reading, writing and numeracy.		<p>Target met.</p> <p>Teachers had raised awareness and gained confidence in implementing literacy and numeracy tasks school-wide.</p> <p>We had raised levels of achievement in the CAAs for Year 11-12 which resulted in raised NCEA achievement rates compared to the previous year.</p> <p>E-astle results showed some accelerated achievement in Year 7-9 in particular for literacy.</p>	<p>Term 3: TOD with Ben 11/8. Online check-in with Ben</p> <p>Term Two: Numeracy PD session x2 for staff - looked at what assessments look like. Face to face session with Ben</p> <p>Term One: Lit/Num Te Manu Karere Iris (Numeracy Co-ordinator) and Rachel (Literacy Co-ordinator) have had sessions with Ben Laybourn from the MOE to track, monitor and prepare students for the Co-requisites. A plan was developed and is being implemented to support student engagement and to prepare them to sit the corequisites assessments.</p>		Focus on Numeracy in 2026 as junior data indicates the need to build efficacy with teaching and learning.
4. GATE and excellence students are provided with opportunities to enrich their programme.		<p>Target met.</p>	<p>Some curriculum areas reported including enrichment experiences for students such as:</p> <p>Term 3: Jimmy Carter Quiz; Chess Tournament; Connect 4 Tournament</p> <p>Level 1 student doing level 2 assessments in Art.</p> <p>Students representing school or rep nationally - volleyball, rugby,</p>	<p>While there were some activities included in the school programme, there have been some discrepancies in how teachers identify GATE students or those needing enrichment in their programme.</p>	We need to consider putting this back into subject areas.

Strategic Goal 3 (as per strategic plan)	(Te tiriti o Waitangi) To ensure that te reo Māori and te Ao Māori is meaningfully embedded in the culture and tikanga of the school.
Annual Target/Goal:	Increase the use of te reo around the school and integrate te ao māori across the school
What do we expect to see by the end of the year?	
<ol style="list-style-type: none"> 1. That the community has been involved in regular consultation. 2. That signage has been updated to show te reo Māori. 3. Increased confidence of staff in using te reo Māori. 4. Develop and implement a PGC Plan that meets teacher's councils expectations, with a particular focus on #1: Te Tiriti o Waitangi 	

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for 2026 - where to next?
1. The property committee develops signage for the main areas of the school to include te reo Māori.	Not actioned.		Will need SLT to drive the property committee to complete this task.	Have new signage that incorporates Te Reo Maori labels for main areas in the school installed.
2. Each staff member is encouraged to present their pepeha/mihi mihi during the year	Senior leadership and some staff showed increasing confidence in presenting their pepeha. Some staff incorporated their pepeha into a morning worship with visuals to support it. Te Reo Maori can be heard a bit more in the school as a result.	Term Three: 3 more staff members presented their pepeha Term Two: Staff have had the opportunity to meet with Nathan Riki, an PD provider for Te Reo. He has worked with many staff to help them with pronunciation and construction of their mihimihi/pepeha. Term One: Apart from SLT this has not happened yet although staff are making plans to.	While some staff have embraced the challenge, others have not had the opportunity or been given the opportunity to share.	Provide opportunities for teachers to share their mihimihi/pepeha.
3. Develop and implement a PGC plan.	Target met. We reviewed how we do our PGC plan with teacher input. Part of this was to review the professional standards and develop an understanding of what they look like at LAC. This resulted in a refreshed template to use. PGC became part of our Thursday PLD focus through the year.	Teachers completed a PGC and shared documentation with AP Curriculum and the Principal.		2026 - incorporate 2026 professional standards.

Annual Target/Goal:	A strategic plan is developed for 2026 to 2028 in consultation with the school community.
What do we expect to see by the end of the year?	
<ol style="list-style-type: none"> 1. A documented strategic plan for 2026 - 2028. 2. A range of opportunities are provided to get feedback from the school community. 	

Actions		What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for 2026 - where to next?
1. A Hui/Fono is held to collect feedback from whanau about the needs of Maori/Pasifika students (including the leaver profile, special character, safe school etc).		<p>Term Two: We held a parent meeting on 21st May and collected feedback.</p> <p>Term One: A term one fono/hui was held on 12th March in the caf at 6.00pm - 7.30pm. There was pot-luck and food provided. The invite went out late and there was poor attendance by whanau/parents. A good number of pasifika/maori students were in attendance so we had 3 groups providing feedback.</p>		<p>While we have collected some feedback, the MOE have moved the renewal of a strategic plan to 2027.</p>	<p>The Board wish to continue collecting feedback from parents.</p> <p>We could spend more time collecting student voice, particularly in term one.</p> <p>A refreshed strategic plan is ready to be implemented in 2026.</p>
2. Run a parent consultation meeting to get fresh ideas for the vision (leaver profile, special character focus, curriculum, subject offerings, attendance, safe school - bullying/harassment, social media and other themes).					
3. Collect student voice					
4. Collect boarding student/parent voice					
5. Run a Hui/Fono for final feedback					
6. Work with external support to synthesize all the feedback into a refreshed strategic plan.					

ACHIEVEMENT TARGETS 2026				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for 2026 - where to next?
<p>Year 7-10 Achievement:</p> <p>Year 7 - 10 students will achieve at or above the national mean in literacy and numeracy.</p> <p>Gender and Ethnicity data will show students achieving at or above the national mean in literacy and numeracy.</p>	<p>Year 7-10 Literacy</p> <ul style="list-style-type: none"> ● Y7: Target met - 4B ● Y8: Target not met - 4B (1 sub level below) ● Y9: Target not met - 4P (1 sub level below) ● Y10: Target not met - 4P (1 sub level below) <p>Year 7-10 Numeracy</p> <ul style="list-style-type: none"> ● Y7: Target not met 3{ (1 sub level below) ● Y8: Target not met (2 sub levels below) ● Y9: Target not met (1 level below) ● Y10: Target not met 4B (1 level below) <p>Gender data: Girls Reading: Y7: 1 sublevel below Y8: At the level Y9: At the level Y10: At the level</p> <p>Gender data: Girls Numeracy Y7: 1 sub level below Y8: 2 sub levels below Y9: 2 sub levels below Y10: 2 sub levels below</p> <p>Gender data: Boys Reading: Y7: Above the level (4P) Y8: 1 sub level below Y9: 2 sub levels below Y10: 1 level below</p> <p>Gender data: Boys Numeracy Y7: 1 sub level below Y8: 2 sub levels below Y9: 2 sub levels below Y10: 2 sub levels below</p> <p>Maori Akonga: Literacy/Numeracy Y7: 2 sublevels below/1 level below</p>	<p>LAC Achievement Report 2025 page 1-15</p> <p>Principal Reports to the SB.</p> <p>Actions: The DP worked with Year level Deans, roll mark teachers to strengthen goal setting. This included Year level deans meeting with students to co-construct student report comments - including achievement goals. Teachers reviewed NCEA progress in staff meetings and SLT regularly reviewed data.</p>	<p>Some students require extra support as they are well below the expected level of achievement. The context is as follows:</p> <ol style="list-style-type: none"> 1. Year 7 Reading: 4/19 students were well below the expected level (at level 2). 1 of these made gains of 6 sub levels to 4P (excellent progress). 2. Year 7 Math: 2 were well below (level 2) 3. Year 8 Reading: 11/24 were well below the expected level (level 2-3) 4. Year 8 Math: 8 were well below in math. 5. Year 9 Reading: 4/ 34 were well below (level 2-3) 6. Year 9 Math: 17 were well below (level 2-3). This reduced to 15 by the end of the year. 7. Year 10 Reading: 13/27 were well below (level 2-3) 8. Year 10 Math: 21/ 35 were well below (level 2-3). <p>There were some good gains in achievement moving one level or more in achievement - ie, 3 or more sublevels):</p> <ol style="list-style-type: none"> 1. Year 7 Reading: 6/19 students 2. Year 7 Math: 3/19 students 3. Year 8 Reading: 5/24 students 4. Year 8 Math: 1/ 24 students 5. Year 9 Reading: no students 6. Year 9 Math: 8 students 7. Year 10 Reading: 3 students 8. Year 10 Math: 4 students 	<p>Data indicates that for literacy, some students are making progress (eg: movement of 3 sublevels in the year). In numeracy this is not consistent gains across most year levels.</p> <p>We need more of a focus in 2026 on the teaching and learning of Mathematics and Numeracy in order to shift achievement.</p> <p>We will consider external PLD to assist us develop leadership in curriculum and raising achievement along with a focus on</p> <p>We will split Year 7& 8 for core subjects to enable teachers to deliver explicit teaching to each year level and narrow the focus of differentiation.</p> <p>Suggest an achievement focus on students at level 2-3 of the curriculum (well below) to raise their achievement of at least 3 sublevels.</p>

<p>Year 9 Maori students will accelerate their achievement towards the national mean for literacy and numeracy.</p>	<p>Y8: 1 sublevel below / 1 level below Y9: 1 sub level below / nearly 2 levels below Y10: 1 sub level below / 4 sublevels below</p>			
<p>NCEA Achievement Target: For all Year 11-13 Students who are entered for a full programme and complete the year at LAC:</p> <p>Achieve at or above the national mean:</p> <ol style="list-style-type: none"> 1. Level 1: 70% 2. Level 2: 77.5% 3. Level 3: 68.2% 	<p>Year 11 - NCEA Level 1: The target of 70% was exceeded with 74% gaining Level 1. This was above the national mean (72%) and above equity band (69%).</p> <p>Year 12 - NCEA Level 2 The target was achieved. The LAC result of 77.5% gaining Level 2 is above the target (72.7%) and even above the equity index mean of 75%.</p> <p>Year 13 - NCEA Level 3 68% gained NCEA level 3 - within 2% of the national mean and 3% below the equity mean. Data including international students and not counting ESOL students who were not enrolled in a full NCEA programme, 85% gained NCEA level 3 - exceeding national and equity means.</p> <p>UE result: 60% gained UE. This is well above the national mean (49.9%) and equity mean (41.5%).</p>	<p>LAC Achievement Report page 13-16</p>	<p>Advice and guidance for senior leadership to micro plan for getting students ready for assessments; Employing an external Maths teacher to assist with students in Nov/Dec in small groups to gain Achievement standard numeracy credits.</p> <p>The reason for the improved results in Year 11 and 12 is increased CAA achievement. A programme of support helped leadership and teachers learn how to get students ready for the assessments, use data.</p> <p>Without ESOL students NCEA Level 2 results were 83%. This is well above national stats.</p> <p>Year 13: ESOL students were included in the NZQA school data but were not involved in a full academic programme for level 2 and 3. The data also includes 2 leavers who left early Term 4 who did not complete a qualification but went on to employment. Without the ESOL students. Level 3 achievement was at 88%.</p> <p>UE results have improved due to a continual focus by an English teacher to track and ensure all students had the opportunity to</p>	<p>Focus on the Year 7-10 Mathematics teachers, the quality of teaching and learning and how preparation for CAAs is done.</p>

<p>Maori students experience raised achievement in NCEA Level 1-3 compared</p>	<p>Year 12: 57.1% (4/7) Slightly below national (64.2%) and equity data (68.4%).</p> <p>Year 13: 100% (1/1) achievement exceeding the national (61.5%) and equity mean (61.5%).</p> <p>UE Achievement: 100% (1/1)</p>			
<p>Students who are working towards a vocational pathway achieve in their alternative course</p>	<p>The majority of students achieved in vocational courses. For external courses, students who participated, achieved NCEA credits. STAR, GATEWAY, STP Achievement Report 2025</p> <p>For subjects offered at LAC: Hospitality:</p> <ol style="list-style-type: none"> 1. Y11: 12 students gained between 9-15 credits with the majority achieving 15 credits. 2. Y12: 17 students gained between 8-16 credits with the majority achieving 16 credits. 3. Y13: Between 11-13 credits gained. <p>Building Construction:</p> <ol style="list-style-type: none"> 1. Y11: 9 students gained 21 credits. 2. Y12: 9 students gained between 21-27 credits. 3. Y13: 13/15 students gained between 14-18 credits. 	<p>STAR, GATEWAY, STP Achievement Report 2025</p>	<p>Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded our targets or not yet met them</i></p> <p>We had a new person in charge of Careers, STAR/GATEWAY and STP Programmes. This has helped increase participation in short STAR courses. A team approach of the year level; Dean, Careers, and SLT were able to identify needs and locate relevant courses for students.</p>	<p>We would like to see students able to access more short courses off-site, particularly for students struggling with engagement in school.</p> <p>For 2026 we will focus on a school-wide approach to strengthen careers training, and getting work ready.</p>
<p>NCEA Level 1 Corequisite Targets:</p> <ol style="list-style-type: none"> 1. Raise NCEA Level 1 corequisite achievement for numeracy - (58% achieved numeracy in Y11, 2024) in Y11 and 12. 2. Maintain high achievement in 	<p>The numeracy target was achieved. 77% gained Numeracy CAA (this is 1% below national data). This was comparable to national means.</p> <p>We implemented a reporting system through the SMS to send weekly reports to parents from Term 2, week 1. This raised parent awareness of their children's progress and achievement.</p>	<p>Principals reports to the Board</p>	<p>A numeracy programme was implemented - providing homework tasks, some outside class tuition and in November a teacher was employed to run small group tuition to prepare students for achievement standard tasks that generated numeracy credits. This was overall successful.</p> <p>Y11-13 have been enrolled in an online classroom where they can work through numeracy concerts, sit practice assessments, and receive feedback.</p>	<p>Continue building leadership efficacy in identifying students who need support and in tracking CAA achievement.</p>

<p>Literacy corequisite (89% achieved literacy 2024)</p>	<p>The literacy target was achieved. 97% of Year 11 gained the CAA Literacy. This exceeded the national means.</p>		<p>Well received by parents, students engage well.</p> <p>Making numeracy and literacy a focus in teacher PLD kept the theme front and centre.</p>	
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