

Longburn Adventist College Annual Implementation Plan 2026

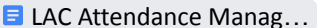
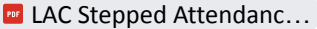
Strategic Goal 1 (as per strategic plan)	(Curriculum) To provide ākongā with a local, engaging curriculum that is responsive to the school's culture and special character, is continually improved and enhances learning.
Annual Target/Goal:	Refreshed unit plans and school programmes bring about increased engagement of akonga
How we will make progress toward this goal	
<ol style="list-style-type: none"> 1. We will implement a review of Te Mātaiaho and develop local curriculum documentation to reflect changes. This will be shown in unit plan development that shows local curriculum development. 2. We will review special character within this context to ensure that we represent the special character of the school. 3. We will communicate with kaiako and our school community about our development of Te Mātaiaho. 4. We will continue to participate in professional development to support Te Mātaiaho. 	
How we will measure success	
<ol style="list-style-type: none"> 1. Annual: We will track local LAC curriculum development and implementation against the Te Mātaiaho implementation guidance and special character. 2. Annual: The local community report being included in local curriculum design. 3. Annual: Feedback is collected from faculty heads, kaiako, whānau and ākongā to measure engagement and understanding of our local curriculum. 4. Annual: Ākongā learning and progress achievement data analysis that relates to local school curriculum. 5. GATE ākongā will show raised levels of achievement. 	
What do we expect to see by the end of the year?	
<ol style="list-style-type: none"> 1. 2026 unit plan repository reflects development of local units. 2. Year 7-9 English and Mathematics & Statistics implementing the new curriculum. 3. Numeracy embedded school wide for Year 7-10. 4. There is evidence of the use of Akonga voice. 	

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
1. Develop engaging unit plans that include the LAC foci for 2026.	Teachers Faculty Leaders AP Curriculum	Timetable and Unit Plan Repository - GWo	Term 1 - due T1, W2 Term 2 - due T2, W2 Term 3 - due T3, W2	Unit plans/teaching and learning will show inclusion of special character, UDL, Literacy and Numeracy, student voice;

			Term 4 - due T4, W2	
2. Year 9 English and Mathematics implement the new curriculum.	AP Curriculum Faculty Leaders Subject teachers	MOE English resource MOE Maths & Stats resource	All year	English & Math Unit plans, teaching and learning will reflect the refreshed curriculum; Staff will be using refreshed curriculum for reporting
3. Embed Numeracy in school wide teaching and learning for Year 7-10.	AP - Curriculum Faculty Leaders Subject teachers	PLD with Ben Laybourn (Evaluation Associates)	All year	Teachers capability around explicit teaching and formative practice Students show improved results by the end of the year in SMART testing. Numeracy is evident in unit plans
4. Use Akonga voice to inform best practice for teaching and learning	AP-Curriculum Faculty leaders Subject teachers	Student survey templates are provided	At the end of each unit	Each teacher will gather student voice at the end of each unit

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:	65% of students attending 90% or more Embed the G.R.O.W.T.H - Rich Relationships special character focus to enhance school culture and student well-being Utilise tools to provide stronger connection between curriculum, learning, and future pathways.
How we will make progress toward this goal	
<ol style="list-style-type: none"> 1. Provide support for identified ākongā to improve their attendance at school - eg: Whakapiki Ora o nga Rangatira (Whānau group) - using RRF (MOE). 2. Whānau are consulted to identify strategies to raise attendance. 3. Develop approaches - including te ao Māori and matauranga Māori promote ākongā <i>wellbeing, resilience and optimism</i>. 4. We will develop opportunities to focus on ākongā and kaiako well being. 5. Pastoral, Tohu, Attendance data is reviewed weekly and Deans, SLT and Kaiako respond to the themes identified. 6. Implement school-wide special character focus - G.R.O.W.T.H - Rich Relationships 	
How we will measure success	
<ol style="list-style-type: none"> 1. Annual: Achievement targets for each year level and for priority groups will be set. The achievement of students in these groups and in tailored programmes will be reviewed and analysed. Ākongā will be surveyed to gauge their satisfaction with their learning, progress and achievement. 2. Each term: Attendance of ākongā identified as needing support will be tracked and reported. Ākongā attendance will move to 80% or above. 3. The majority of Year 11 - 13 ākongā will report achieving their engagement, achievement and personal goals. Outcomes will be reported by year level deans. 4. Annual survey of whānau reports being satisfied with interactions with the school and pleasure in seeing their children's improved well being, attendance, resilience and engagement (optimism). 5. Pastoral/attendance data will show a decrease in the number of concerns. 6. Each term: pastoral, attendance data and PB4L will be analysed and reported. 7. Regular: PB4L themes and successes are reported to the community. 8. A review will show a calendar and weekly implementation of lessons focused on the LAC way. 	
What do we expect to see by the end of the year?	

1. Regular attenders (more than 90% of the time) at school will have increased to 65%
2. Recognising students attending more than 90% every term
3. Decrease of serious incidents by 10%
4. Teachers and students use MyMahi weekly

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
1. Implement the LAC Attendance Management Plan and LAC Stepped Attendance Response Plan.	DP, Deans, Roll mark teachers, Admin staff, Subject teachers	 LAC Attendance Manag...  LAC Stepped Attendanc...	Daily Term Reviews	Review of internal attendance data shows regular attenders have increased compared to 2024-2025.
2. Implement school-wide special character focus - G.R.O.W.T.H - Rich Relationships	AP-Curriculum SLT - in various areas around school	Calendar for Rich Relationships	Through the year	The theme of 'rich relationships' will be visible: <ul style="list-style-type: none"> - in unit plans; - in the classrooms through roll mark time worships and classes; - in school-wide time
3. Investigate the use of MyMahi to provide stronger connections between curriculum, learning, student achievement goals and future pathways.	SLT, Deans, Careers Advisor	My Mahi app; School-wide time focus Teacher PLD	Term check ins	The year level dean will do a termly check of student engagement with the My Mahi app. Students use app to track achievement goals Students use My Mahi to explore pathways for their future.
4. Continued recognition of students above 90% attendance, and encourage all students to reach this goal.	DP	Certificate created. Creative ideas for rewards, eg ice-cream truck, vouchers, mufti passes Funding	Termly	Student attendance is celebrated at the end of each term.

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 	
How we will make progress toward this goal	
<ol style="list-style-type: none"> 1. Offer Te Reo Māori in Year 9 in 2024 and Year 10 in 2025. 2. Consult with our Māori community and involve them in decision making. 3. Review and develop new signage incorporating Te Reo Māori for around the school. 4. Kaiako applies learning from Te Reo courses to increase use in the classroom, korero and public speaking. 	
How we will measure success	
<ol style="list-style-type: none"> 1. Ākonga choose to take te reo Māori in Year 10 and beyond and achieve success. 2. Māori and Pacific achievement/progress will be analysed and reported on. 3. Ākonga and whanau feedback will show satisfaction with the embedding of culture and tikanga at LAC. 4. School events show increased use of Te Reo Māori. 5. Te Reo Māori is visible in signage and curriculum. 	

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
1. The Property committee develops signage for the main areas of the school to include te reo Māori.	Business Manager/Principal	Funding	End Term One	Signage is installed.

2. Each staff member is encouraged to present their pepeha/mihimihi during the year	AP-Curriculum All staff	Times to present, rostering on or encouraging staff to sign up. Education Perfect - for individual staff development	Throughout the year	Record when staff members have presented and celebrate when they do.
3. Develop and implement a PGC plan.	SLT through the development of the PCG policy	Time	Term 1	The process will be clear and meaningful as outlined in the PGC plan.

Annual Target/Goal:	A strategic plan is developed for 2027 to 2029 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 that includes consultation with the community for 2027 - 2029. 2. A range of opportunities are provided to get feedback from the school community. 	

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
1. Convene Hui/Fono and other meetings (virtual and in person) to collect feedback in regards to topics such as leaver profile, special character, safe school, curriculum, bullying/harassment, social media)..	SLT to work with SB members	Virtual meetings Events (parent evenings)	Term 1-2	A refreshed strategic plan is ready to be implemented in 2027. Gauge attendance and engagement, collect and use feedback from attendees.
Collect student voice and synthesise this into the strategic direction of the school.	SLT Prefects & Board student rep		Term 1-2	

Work with external support to synthesize all the feedback into a refreshed strategic plan.	SLt/external support - proprietors/funded support)		Term 3-4	
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ACHIEVEMENT TARGETS 2026

YEAR 7 - 8 ACHIEVEMENT TARGETS 2026

1. Year 7 students who are identified as being below/well below the expected level of achievement will make accelerated gains (2 sublevels or more) in reading, writing and numeracy.
2. Year 8 students who are below/well below n reading, writing and numeracy will make accelerated gains (2 sublevels or more).

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
1. Students are identified through e-asttle testing in Term One. Data is used to begin tracking students.	TIC Learning support - implementation of testing. AP Curriculum begins tracking data with teachers.	E-asttle SMART (as it becomes available)	Term 1	Teachers/SLT will become confident implementing e-asttle testing and using spreadsheets to collate and track assessment information. A plan is produced, implemented, reviewed and monitored.
2. A plan is put in place to provide support to accelerate achievement in reading, writing and numeracy.	AP TIC Learning Support, Curriculum/SLT/PLD work with teachers to develop a plan that is documented and used to track progress.	Assess to Learn PLD Ben L Tracking spreadsheets Curriculum resources that support student differentiated learning	Term 1	
3. The plan is implemented and	The AP works with	SLT, Learning Support,	Term 1-3	

regularly monitored with formative assessment used to monitor progress.	teachers to track progress.	Year 7 & 8 teachers		
4. Teachers of reading, writing and numeracy participate in PLD to build confidence in teaching reading, writing and numeracy.	Year 7 & 8 teachers Ben L (Evaluation Associates - Assess to Learn PLD) for Numeracy.	Year 7 & 8 teachers AP curriculum/Ben L (Assess to Learn PLD - numeracy)	Term 1-3	Teachers report having participated in PLD.
5. Teachers will reflect on the progress and achievement of identified students and reflect on what has contributed to success or other variances.	Year 7 & 8 teachers AP Curriculum lead.	Data Teacher reflections	Term 3-4	Teachers report a reflection on their teaching and learning practice's impact on raising the achievement for students who are below/well below the expected level. Teachers identify variances.

YEAR 9 & 10 ACHIEVEMENT TARGETS 2026

- Year 9 students who are identified as being below/well below the expected level of achievement will make accelerated gains (2 sublevels or more) in numeracy.
- Year 10 students who are identified as being below/well below the expected level of achievement will make accelerated gains (2 sublevels or more) in numeracy

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
1. Students are identified through e-asttle testing for numeracy in Term One. Data is used to begin tracking students.	TIC Learning support - implementation of testing. AP Curriculum begins tracking data with teachers.	E-asttle SMART (as it becomes available)	Term 1	Teachers/SLT will become confident implementing e-asstle testing and using spreadsheets to collate and track assessment information. A plan is produced, implemented,
2. A plan is put in place to provide support to accelerate achievement in numeracy.	AP TIC Learning Support, Curriculum/SLT/PLD work with teachers to develop a plan that is documented and used to track progress.	Assess to Learn PLD Ben L - Numeracy Tracking spreadsheets Curriculum resources	Term 1	

		that support student differentiated learning		reviewed and monitored.
3. The plan is implemented and regularly monitored with formative assessment used to monitor progress.	The AP works with teachers to track progress.	SLT, Learning Support, Year 9 & 10 teachers	Term 1-3	
4. Mathematics Teachers participate in PLD to build confidence in teaching numeracy.	Year 9 & 10 teachers Ben L (Evaluation Associates - Assess to Learn PLD)	Year 9 & 10 teachers AP curriculum/Ben L (Assess to Learn PLD)	Term 1-3	Teachers report having participated in PLD.
5. Teachers will reflect on the progress and achievement of identified students and reflect on what has contributed to success or other variances.	Year 9 & 10 teachers AP Curriculum lead.	Data Teacher reflections	Term 3-4	Teachers report a reflection on their teaching and learning practice's impact on raising the achievement for students who are below/well below the expected level. Teachers identify variances.

YEAR 11 NCEA LEVEL 1 ACHIEVEMENT TARGETS 2026

1. To ensure NCEA Level 1 achievement is above national means (eg: 72%).
2. To raise the level of NCEA Level 1 endorsements: 4 Excellence endorsements and 7 Merit endorsements.
3. To raise achievement in the CAAs for Level 1 Literacy and Numeracy with a minimum of 28/34 gaining the CAAs.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Students identify NCEA subject endorsement goals.	Rollmark teacher-Dean-Student -AP Achievement	My Mahi	Term 1-3	There are at least 4 Excellence endorsements and 7 Merit Endorsements in NCEA Level 2.
Deans will monitor students progress and provide coaching against student goals.	Deans	Kamar My Mahi	Term 1-3	Students record endorsement goals in My Mahi. Students identify achieving their endorsement goals in Dean Interviews.

Teachers provide coaching to raise student achievement in their subjects.	Teacher Faculty leaders - monitor	Kamar	Term 1-3	Subject teachers report increased numbers of endorsements in their subjects.
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YEAR 12 NCEA LEVEL 2 ACHIEVEMENT TARGETS 2026

1. To ensure NCEA Level 2 achievement is above national means (eg: 75%).
2. To raise the level of NCEA Level 2 endorsements: 5 Excellence endorsements and 6 Merit endorsements.
3. All students entered for a full NCEA Level 2 programme achieve their CAAs in Literacy and Numeracy.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Students identify NCEA subject endorsement goals.	Rollmark teacher-Dean-Student -AP Achievement	My Mahi	Term 1-3	There are at least 5 Excellence endorsements and 6 Merit Endorsements in NCEA Level 2.
Deans will monitor students progress and provide coaching against student goals.	Deans	Kamar My Mahi	Term 1-3	Students record endorsement goals in My Mahi. Students identify achieving their endorsement goals in Dean Interviews.
Teachers provide coaching to raise student achievement in their subjects.	Teacher Faculty leaders - monitor	Kamar	Term 1-3	Subject teachers report increased numbers of endorsements in their subjects.

YEAR 13 NCEA LEVEL 3 & UE ACHIEVEMENT TARGETS 2026

1. To ensure NCEA Level 3 achievement is above national means (eg: 72%).

2. To raise the level of NCEA Level 3 endorsements: 6 Excellence endorsements and 8 Merit endorsements.
3. All students entered for a full NCEA Level 3 programme achieve their CAAs in Literacy and Numeracy.
4. 80% of Year 13s entered for a full NCEA Level 3 programme gain UE.
5. To ensure all students who are entered for a full NCEA Level 3 programme gain their UE Reading and Writing Credits.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Students identify NCEA subject endorsement goals.	Rollmark teacher-Dean-Student -AP Achievement	My Mahi	Term 1-3	There are at least 6 Excellence endorsements and 8 Merit Endorsements in NCEA Level 3.
Deans will monitor students progress and provide coaching against student goals.	Deans	Kamar My Mahi	Term 1-3	Students record endorsement goals in My Mahi. Students identify achieving their endorsement goals in Dean Interviews.
Teachers provide coaching to raise student achievement in their subjects.	Teacher Faculty leaders - monitor	Kamar	Term 1-3	Subject teachers report increased numbers of endorsements in their subjects.
Students are monitored to ensure all who are entered for a full NCEA Level 3 programme have attained their UE reading & writing	English Teachers Lit TIC	Kamar	Term 1-3	Every student who is entered for a full NCEA Level 3 programme has achieved their UE Reading / Writing.