



Annual Report 2015

Vision: To be confident followers of Jesus Christ, equipped and inspired to creatively impact our world

Mission: To provide, with parents, a balanced Christian Education to help children develop to their full potential in God



This report gives an indication of the progress the school made against the goals recorded in the annual plan 2015.

Strategic Plan Goal 1: Curriculum

Annual plan goals:

A Christian based curriculum which focusses on each child reaching their full potential in God

- *Embed learning from the last 2 years' Writing professional development.*

Seamless, documented curriculum schemes used by teaching staff

- *Schemes to be developed over time in line with the curriculum focus for each year.*

Digital technology

- *Embed digital options into the curriculum. Develop a network which is cybersafe for students and allows consideration of BYO strategies if appropriate.*

Maori learners

- *BOT and staff discussion around Ka Hikitia.*
- *Regular korero with Māori whanau to inform strategic direction.*

Pasifika learners

- *Continue to foster links with the wider Pasifika community and involve them in the strategic planning of the school.*

Special needs students

- *Employ teacher aides as appropriate, within budgetary constraints, to assist the learning of these students both in and out of the classroom.*

Gifted and talented students

- *Develop programmes and procedures which maximise the learning potential for students who are considered to be gifted and/or talented.*

Education outside the classroom

- *Review and update health and safety procedures for all EOTC events.*

Effective class sizes

- *Implement strategies to adhere as much as practicable to maximum numbers of students in classes: 18 in NE, 23 in Years 1 and 2 and 28 in the older classes.*

ESOL students

- *Develop programmes and procedures which maximise the learning potential for students who are second language English speakers.*
- *Develop use of English Language Learning Progressions (ELLPs) and increase the number of ESOL resources within budgetary constraints.*

Resourcing

- *Modern learning environments, ICT infrastructure and restructuring of resource areas prioritised as budgetary considerations.*

Provide learning pathways for all students

- *Parents and students surveyed for their preferred options in senior years and the school staffed accordingly; within the bounds of effective strategic management.*

Professional development for teachers

- *Staff meetings and teacher only days dedicated to upskilling on these areas:*
 - *Term 1: Peacemakers, PB4L, Office 365, Assessment (e-asTTle, PAT)*
 - *Term 2: National Standards moderation, Writing pedagogy, student ownership of learning*
 - *Term 3: Maori students*

Progress towards these goals:

A Christian based curriculum which focusses on each child reaching their full potential in God

“Embed learning from the last 2 years’ Writing professional development.”

Significant work happened in this area. The primary writing scheme was completed including matrices for the National Standards, descriptors for each year level, expected teaching focus areas and guidelines for end-of-year reporting to parents.

Writing exemplars were considered at staff meetings with a particular focus on next steps. Staff meetings which considered learning intentions and student ownership of learning were linked to the Writing focus. Most teaching staff had a Writing inquiry focus in their performance objectives, measured through the appraisal process.



Above: Students Writing

Seamless, documented curriculum schemes used by teaching staff

“Schemes to be developed over time in line with the curriculum focus for each year.”

The primary writing scheme was completed including matrices for the National Standards, descriptors for each year level, expected teaching focus areas and guidelines for end-of-year reporting to parents. Secondary schemes completed or almost completed included English, Social Studies, Health and Physical Education and Art. All schemes include specific links to the New Zealand Curriculum.

Digital technology

“Embed digital options into the curriculum. Develop a network which is cybersafe for students and allows consideration of BYO strategies if appropriate.”

The school became part of the Network 4 Learning (N4L) ministry funded network at the beginning of the year including significant firewall and content filtering ability. This was fully embedded and is operating well, although there were a few issues to negotiate along the way (as is not uncommon).

The school developed several policies around digital technology and BYOD in consultation with parents. Significant thought and discussion, as well as resources and advice from Netsafe and the Online Safety Advisory Group went into the development of a draft BOYD policy. The focus was on keeping students safe in the online environment whilst allowing them to bring their own devices to assist learning. The draft was put before parents, written feedback was invited and a consultation was meeting held. The policy was altered as a consequence of feedback received.

G Block was well resourced digitally. Resources included 32 Microsoft surface-2 devices for general use and 6 Apple I-pads for use in Music specific applications. The devices were used routinely in many lessons, for all correspondence courses and some were taken to Manawatu College to facilitate learning. Wireless devices, wireless printing from these and wireless data projectors were routinely used in G block and this was highly effective once initial teething issues were resolved.

Office 365 was a focus for staff development. David Henderson was allocated a Management unit for overseeing the use of O365 in school-wide classroom learning, particularly the use of Microsoft OneNote as a way for teachers to deliver digital lessons to students on their devices which students could then complete and have marked online (full student real time digital collaboration on activities is also part of this). David led staff meetings highlighting what can be done and teaching staff how to develop it. The learning was implemented in a number of classrooms during 2015.

Office 365 was also the platform for a staff intranet to facilitate efficient administration. All staff resources were placed in the cloud and on-line collaboration is real time.

Below: Digital technology in use around the school.



Cornerstone
Gala 2015



Maori learners

“Regular korero with Māori whānau to inform strategic direction”

Consultation with Maori families in the school occurred twice during 2015 and a number of considerations were raised. Many considerations were taken on board, e.g. when devising a curriculum unit focussed on New Zealand history from 1840 to the present, all Year 1-8 students visiting a local Marae and the placement of Te Reo signage around the school.



“BOT and staff discussion around Ka Hikitia”

Two separate staff meetings focused on Ka Hikitia and Tataiako. All teachers received a copy of the documents and key messages were discussed in order to foster a shared understanding of how we can best meet the needs of our Māori ākonga.

These included:

- Māori achieving success as Māori
- The importance of Te Reo; in Te Ao Māori, Te Reo (the language) is considered precious taonga and so holds a very different place than English does in the hearts of English speakers
- The importance of transitions, especially into school and between primary to secondary
- The importance of whānau

The staff worked through the most recent Ka Hikitia document, “Accelerating Success”. Its key messages include:

Guiding principles:

- Importance of Te Tiriti o Waitangi
- Māori potential approach
- Ako – a two way learning process
- Identity, language and culture count
- Productive partnerships

Focus areas:

- Maori language education
- Early learning
- Tertiary education
- Organisational success

Initial consideration of the Hautu framework by the BOT occurred in its governance PD sessions to identify how the school is progressing in relation to the Ka Hikitia statement of “Māori achieving success as Māori”. The BOT decided to adopt Hautu as a review tool to consider its approach to “Māori achieving success as Māori” in 2016 and to initiate discussions with Rangitane iwi as to a possible role in the school. In November, these decisions were formalised in the Strategic Plan for 2016-2018.



Above: Year 7-8 students visit the Marae.

Pasifika learners

“Continue to foster links with the wider Pasifika community and involve them in the strategic planning of the school”

Interactions between Lalanga Mo’ui Tongan Early Childhood Centre and Cornerstone Christian School continued. The Principal met periodically with Centre director, and the school’s Pasifika new entrants and Lalanga Mo’ui ECE’s 4 year old class enjoyed reciprocal visits.

Left: Lalanga Mo’ui Tongan ECE visiting CCS Aroha team assembly.



The school’s annual Celebrating Cultures Day occurred in Term 4 and Pasifika students took a leading role in organising the event.

Dr Palatasa Havea from Fonterra worked with Pasifika students to encourage them to prepare science projects suitable for the Manawatu Fonterra Science and Technology Fair.

Dr Havea also worked with school management to investigate possible collaboration between Cornerstone Christian School and Fonterra in offering an after-school homework centre for Pasifika students to further encourage and to assist them to achieve highly.

Consultation meetings occurred and Pasifika aiga affirmed the school’s desire to set up a homework initiative for Tongan students. A management unit for 2016 was allocated to a staff member who will oversee a programme focussing on improving Tongan students’ achievement in Reading.



Celebrating Cultures Day, Tongan students learning.

Celebrating Cultures Day



Special needs students

“Employ teacher aides as appropriate, within budgetary constraints, to assist the learning of these students both in and out of the classroom”

New teacher aides were employed to assist with needs in the Tumanako team. With the number of special needs students increasing, a decision was made to employ an additional special needs support teacher to assist the SENCO in overseeing the learning of special needs students from 2016. The position was advertised in Term 3, 2015, and Mrs Teresa Wood was appointed to start in January 2016.

Gifted and talented students

“Develop programmes and procedures which maximise the learning potential for students who are considered to be gifted and/or talented”

As part of our general review, management rewrote our Enrichment and Acceleration policy. The gifted and talented programme continued under the oversight of Craig McDonald. There was some modification of the programme to allow for more diversification into areas such as Science, Music and the Arts by specialist teachers so that there was not just one person fronting the whole year’s learning.



Above: Aroha team (Y1-3) students in an Art extension lesson

The GATE website was continued to give parents a background view of what we do as a school. Differentiation for ability occurred in all classes and the procedures around enrichment and acceleration were followed as per the policy.

Year 7-10
Athletics Day



Education outside the classroom

“Review and update health and safety procedures for all EOTC events”

New EOTC policies and procedures were developed and these were included in the staff manual.



Above: Students embark on the Duke of Edinburgh awards scheme

Effective class sizes

“Implement strategies to adhere as much as practicable to maximum numbers of students in classes: 18 in NE, 23 in Years 1 and 2 and 28 in the older classes.”

Class numbers were below these levels in most instances, with exceptions most often being one or two students above.

ESOL students

“Develop programmes and procedures which maximise the learning potential for students who are second language English speakers”

12 (predominantly Tongan) students were on the ESOL programme, which included learning support both in the classroom and in the ESOL learning space located in A block. Our very experienced ESOL teacher aide had her hours increased to allow for more assistance in Tumanako team (Y4-6) classrooms, since this was where the bulk of the target students and the targeted Pasifika students were. Although learning for these students occurred, accelerated progress to move them out of the well below or below National Standards categories has not yet happened.



Left: ESOL teacher aide Rebecca Jorgensen teaches two students.

The school entered into discussion with Dr Palatasa Havea (Scientist at Fonterra and involved at a high level in discussions around Pasifika learning e.g. was involved with the development of the Tertiary Pasifika strategy) around the BOT and Fonterra assistance with funding a homework centre (estimated cost \$11,000 pa) in 2016. In 2014, the school submitted a lengthy application to the MOE to fund this, but were turned down. In November 2015, the BOT decided to fund the centre independently in 2016.

Year 7-8
Ski Trip



“Develop use of English Language Learning Progressions (ELLPs) and increase the number of ESOL resources within budgetary constraints”

iPads became one of the key tools to enhance the learning of our ESOL students along with the rainbow reading resource. The number iPads was increased as funds allowed.

Under the leadership of Jane Barker the use of ELLPS has continued and the assessments are used routinely in classes. Currently, we do not report against these.



Resourcing

“Modern learning environments, ICT infrastructure and restructuring of resource areas prioritised as budgetary considerations”

Resourcing was a major part of the 2015 budget and purchases occurred during the year. These included:

- The complete set-up of G block, including music and IT
- C3 was refurbished to allow for more desks and storage and became a teacher work area.
- Learning Support moved into C5
- Storage for uniform stock was provided at the student counter, freeing up the server room for storage of IT equipment
- iPads for Music and Aroha team
- Book purchases for both classrooms and library, with a focus on novels for Years 4-10
- An outdoor eating area was developed for Secondary students
- Various property initiatives such as concreting the path around the “Cornerstone”, shifting the PE shed, providing an outdoor eating area for Secondary students, extending the roof on the caretaker’s garage to allow a place for clubs, repainting lines on the hardcourt areas and carparks.

Left: New resources (clockwise from top left) include notebook computers, Secondary garden/outdoor eating area, refurbishment of C3 resource room, MLE style modular furniture in G block and musical instruments.

Learning pathways

“Parents and students surveyed for their preferred options in senior years and the school staffed accordingly; within the bounds of effective strategic management”

Career and subject surveys of students in, and entering, secondary occurred and the data was verified and checked. Parents were also involved in the process through interviews and being involved in completing the subject options sheets. School building and staffing decisions were based on a number of factors and the data from these surveys was one of our key sources of information.

Vocational pathways considerations have been used as a basis for many long-term decisions. The secondary staff had professional development on the new Vocational Pathways NCEA certificates and some courses are being designed with these in mind. Carl McIntyre was appointed as careers advisor.



Above: Secondary students in hard technology lessons at Manawatu College.

Professional development

“Staff meetings and teacher only days dedicated to upskilling on these areas:

- **Term 1: Peacemakers, PB4L, Office 365, Assessment (e-asTTle, PAT)**
- **Term 2: National standards moderation, Writing pedagogy, student ownership of learning**
- **Term 3: Maori students**

All teaching staff, one trustee and some administration staff were part of a three-day professional development course which we held for six Christian schools using Ken Sande’s Peacemaker material. This will be discussed further under “Pastoral Care”.

The PB4L team was appointed and was involved in five team training days with the MoE. In addition, the team leader and coach attended five half-day training sessions. The team met together periodically to discuss and prepare to implement the PB4L initiatives in the school. Staff meetings were used to introduce the wider staff to PB4L and two teacher only days were scheduled for January 2016.

Professional development focusing on learning intentions, success criteria and increasing consistency in Writing assessment (Years 1-8) occurred at staff meetings led by a senior staff member. Writing exemplars were considered with a particular focus on determining students’ next steps.

Student ownership of learning PD was considered at two staff meetings. This was led by a senior staff member. A document guiding staff in developing student ownership of learning was put together and this will also be a focus for PD in 2016.

PD around Māori students was a major focus during Term 3. Staff focus on Ka Hikitia and Tataiako has already been discussed under “Māori learners”. In addition, staff were encouraged to consider key terms such as:

- Whanaungatanga – close relationships throughout the school
- Ako – reciprocal learning with particular emphasis on the tuakana/teina relationship
- Manaakitanga – kindness, hospitality, helping students to feel good about the classroom and that learning in the classroom is for their good
- Rangatiratanga – the importance of the teachers being in control and directing learning
- Kotahitanga - unity
- Pumanawatanga – the overall feel of the school; being positive and focused on Māori success
- Kawa – the culture of the school; its inclusivity and focus on honouring all cultures



Above: Members of the kapa haka group perform at the opening of G block in Term 1.

Strategic Plan Goal 2: Pastoral care

Annual plan goals:

Positive behaviour for learning (PB4L)

- *Review the school wide behaviour management plan based on material in PB4L and Peacemakers material*

Celebrate success

- *Rewards system developed that incorporates the rewarding of academic and sporting achievements*

Progress toward these goals:

Positive behaviour for learning (PB4L)

“Review the school wide behaviour management plan based on material in PB4L and Peacemakers material”

Our PB4L focus statement is:

TO SEE BEHAVIOUR MANAGED IN THE SCHOOL SUCH THAT CHARACTER IS DEVELOPED AND LEARNING IS OPTIMISED.

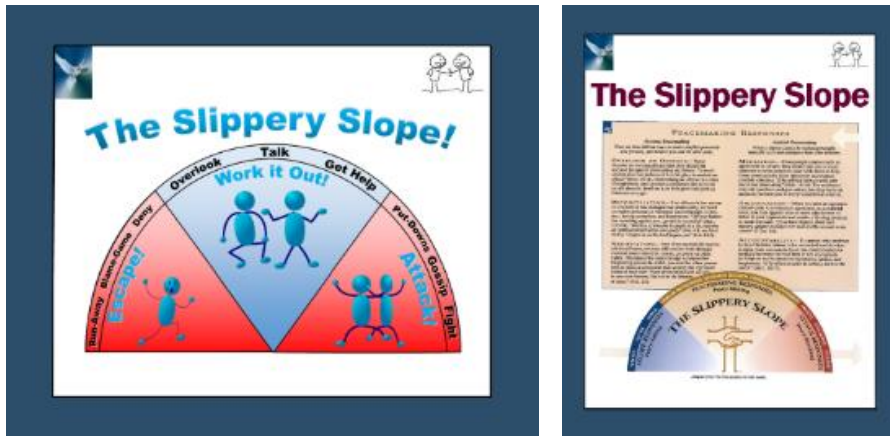
PB4L is an umbrella contract under which the school can devise its own approaches to behaviour management and pastoral care.

The school values, which had already been determined, became more central to behaviour management during 2015. Extensive signage and branding visually encapsulating the school values was placed around the school.

Under this umbrella we introduced Peacemaker material, which focuses on how to resolve conflict in a God-glorifying manner. Following the Peacemakers PD, staff and team meetings were used

to create visual resources. These were displayed in all classrooms and were used to guide students in Peacemaking responses.

In November, the BOT adopted the Strategic Plan 2016-2018 which includes the introduction of Restorative Practice into the school in 2017 as a way of giving staff and students tools to mediate disputes when this becomes a necessity. Mediation is one of the Peacemaking responses described in the Peacemaker material.



Above: Some of the visual resources developed around Peacemakers.

Left: Staff from Cornerstone and other regional Christian Schools undertake professional development in Peacemakers.

Celebrate success

“Rewards system developed that incorporates the rewarding of academic and sporting achievements”

The PB4L team considered our rewards system and these were more directly focused around the school’s values. They include:

- Kingdom Kid certificates (awarded monthly to one student from each class who has demonstrated the school values)
- Playground awards (awarded to students who have demonstrated the school values in the playground)
- Class and team certificates (given out weekly)
- Sports awards

Positive rewards will continue to be a focus for 2016.



Above: Kingdom Kid awards were awarded to students who had displayed the school values.

Strategic Plan Goal 3: Strong faith, skills for life

Annual plan goals:

Strongly emphasised Christian discipleship programme

- *Define the values, character traits and student tendencies which encapsulate the CCS school ethos and define our ideal school leaver.*
- *Develop a rewards system which encourages growing the values, character traits and student tendencies that CCS espouses.*

All students to identify their uniqueness in the Cornerstone community of learners

- *Students given opportunities for leadership and to actively seek opportunities to contribute and grow.*
- *All students given opportunities to learn about themselves.*

Progress towards these goals:

Strongly emphasised Christian discipleship programme

“Define the values, character traits and student tendencies which encapsulate the CCS school ethos and define our ideal school leaver”

Significant work was undertaken on this through PB4L and Peacemakers. As already discussed, values signage was placed around the school and the rewards system was more closely aligned to the school values. Age-appropriate Peacemaking materials were developed by staff and displayed in classrooms. Peacemaking responses were taught to students across the school.

The BOT conducted a community survey during Term 3 asking parents and students to consider what they considered the “ideal

school leaver” would be like. The survey strongly reaffirmed the school vision statement and values (right).

Review of the primary curriculum was undertaken and a decision was made to roll out a four-year cycle of “God is” termly theme statements over the next four years. This led to the preparation of a new primary curriculum document to guide teachers in curriculum delivery. The document contains specific links to the teaching of a school value each term.



Above: The school vision statement encapsulates our ideal school leaver.



Left: The school values poster is a significant focus in school behaviour management and in the school curriculum.

“Develop a rewards system which encourages growing the values, character traits and student tendencies that CCS espouses”

As already discussed, the rewards system was focused more directly on the school values.

All students to identify their uniqueness in the Cornerstone Community of Learners

“Students given opportunities for leadership and to actively seek opportunities to contribute and grow.”

The school appointed student leaders, a student council and tribe leaders at the beginning of the year. The student leaders were taken on an overnight camp and taught various aspects of leadership and avenues for service. Student leaders had a specific portfolio of focus they were responsible for and reported to their peers on this throughout the year. In addition, many other service roles were appointed, e.g. road patrollers, librarians, peer mediators, kindness monitors, assembly leaders etc.

“All students given opportunities to learn about themselves.”

A number of programmes throughout the year assisted students in investigating their own person, .e.g. Year 2 students were involved in a teacher inquiry using Howard Gardner’s multiple intelligences and where they fit in relation to this.

Right: (clockwise from top left): Student tackling challenges at the student council leadership camp, 2015 school leaders, Issachar tribe leader at Y7-10 swimming sports, Y7-8 student councillors at National Young Leaders’ Day, road patrollers.



Strategic Plan Goal 4: Communication

Annual plan goal:

Consultation

- *Periodic consultation groups to be arranged to allow the diversity of parent and student opinions to be heard.*
- *Full stakeholder survey completed focussing on items of BOT interest.*
- *Parent assist meetings run to inform and upskill parents who would like this.*

Progress towards this goal:

“Periodic consultation groups to be arranged to allow the diversity of parent and student opinions to be heard”

Meetings were held with parents, Māori whānau and Pasifika aiga. Māori and Pasifika consultations led to initiatives outlined under Māori learners (p.6) and Pasifika learners (p.7).

A consultation meeting on the school’s direction with ICT and BYOD was well attended and informed school policy development.

“Full stakeholder survey completed focussing on items of BOT interest”

An extensive BOT survey was sent to all families during Term 3. 194 surveys were distributed to school families and 134 were returned. A committee collated the data and produced a summary report. This report fed into the BOT Strategic Plan 2016-2018, which was developed in the latter part of the year.

“Parent assist meetings run to inform and upskill parents who would like this.”

Secondary information evenings were held for parents of Year 8s and Y8-10s and for parents of students working toward NCEA.

A consultation meeting was held with parents whose children had recently transitioned to the school as New Entrants; this was well attended and informed the development of strengthened processes around transitioning children into Y0/1.



Above: A group of Aroha team students visiting St Michael’s marae. All Y1-8 student visited the marae as part of a curriculum unit planned following consultation with Māori whānau.

Strategic Plan Goal 5: Culture and sustainability

Annual plan goal:

Develop strategic plans towards our desired CCS culture

- *Develop a plan to remind the school community of the heritage and vision of the school.*
- *Develop a plan to maintain cohesion between primary and secondary*

Progress towards this goal:

“Develop a plan to remind the school community of the heritage and vision of the school”

A formal plan has yet to be drawn up, however the first stages in the process began with the documenting of our journey on the wall in the administration area and an inaugural foundation assembly which happened on the first day of school. Speakers at the assembly included Proprietor Chairperson Richard Tankersley, long-serving staff member Jane Barker and our first Principal Lois Price. The staff, students and parents who attended the assembly were reminded of why the school was established and of its journey so far.

The ‘reminding’ continued at the G block opening in March. A number of local and national leaders were invited and Mr Richard Tankersley spoke on behalf of the Proprietor.

Right: The “As a staff we are:” poster, displayed prominently in the staffroom, reflects the importance of maintaining cohesion between primary and secondary.



Left: Proprietor Chairperson and Board member Mr Richard Tankersley reminds the school community of the heritage and vision of the school at the G block opening in March

“Develop a plan to maintain cohesion between primary and secondary”

The Principal, Primary AP and Secondary AP met weekly to discuss school-wide business. The wider leadership team (including the Principal, APs and team leaders) also met weekly.



Full staff meetings were held (usually fortnightly) and considerable discussion ensued about keeping the staff ‘together’. This was reflected in a staff statement (left) which was designed and placed on the staffroom wall. A number of staff were given school-wide responsibilities, e.g. Office 365 leadership PB4L coach.

Strategic Plan Goal 6: Property

Annual plan goal:

Visually appealing site which showcases the values we espouse

- *Full site plan developed of how the gardens and land will be developed.*
- *Foster the all-purpose turf initiative.*

Progress towards this goal:

“Full site plan developed of how the gardens and land will be developed”

A site plan has not been fully developed since the larger details of the secondary development, e.g. a gymnasium, further classrooms and all-purpose artificial turf, have yet to be fully costed and approved by the school’s Proprietor.

However, discussions have occurred with the Proprietor over some of the developments needed. Out of this a number of initiatives were approved and developed. These include a secondary seating and garden area in front of G block, stone wall entrances on Roberts Line and Mihaere Drive (which will, in 2016, have English and Te Reo welcoming signage), repainting of lines on the concrete and welcome signs on the buildings in both English and Te Reo.

“Foster the all-purpose artificial turf initiative”

The specifications for an all-purpose turf are being considered by a committee comprised of members of the Cornerstone Fundraising Group, school management, BOT and the Proprietor.

The Cornerstone Fundraising Group headed up the biennial Cornerstone Gala which raised over \$30,000 towards the all-purpose turf fund, which now sits at around \$65,000.

Right: Students’ pictures depicting some of their favourite gala activities: ‘Paintball’ and ‘Dunk the staff’.



Strategic Plan Goal 7: Policy review

Annual plan goal:

General policy review

- *Governance framework and general policies reviewed*
- *Management level policies continue to be developed in line with the process developed in 2014 after the BOT governance review.*
- *Staff manual to be developed throughout 2015*

Progress towards this goal:

The BOT completed its cyclic review of the Financial and Health and Safety policies and audited school procedures in these areas to assure itself that compliance was occurring. Some changes to school-level policies and procedures were recommended by the BOT.

Recommendations regarding financial policies were taken into account by staff who drafted new school-level financial policies. New legislation set to come into effect in April 2016 will necessitate an overhaul of our school-level Health and Safety policies; the BOT's Health and Safety recommendations will be considered as part of this larger school-level policy review during 2016.

The staff manual was completed including many school-level policies and procedures giving effect to the BOT's governance-level policies. Copies of the manual were printed ready for distribution to all teachers at a teacher-only day the beginning of 2016.

Strategic Plan Goal 8: Development of secondary

Annual plan goals:

Develop the Y9-13 school sequentially over 5 years

- *Develop philosophical, pedagogical and curriculum direction for the growing secondary school.*

Progress towards this goal:

“Develop philosophical, pedagogical and curriculum direction for the growing secondary school”

Many school-level policies were completed, documenting expectations for student wellbeing, curriculum delivery, acceleration and so forth. English, Social Studies, Health and Physical Education and Art schemes were completed or almost completed. Peacemakers material, PB4L philosophies and consultation with families (all discussed already) fed into the secondary school's philosophical and curriculum direction.

Barry Jackson indicated his intention to step down from the Assistant Principal position and Graeme Black was appointed to the position to begin in 2016. Carl McIntyre was appointed Teacher in charge of Junior Curriculum and Erika Snedden Teacher in charge of Pastoral Care, both starting in 2016. These latter appointments will foster continuity in the direction of the secondary school as it continues to expand, since they have been on the journey over the past year or two.

Induction of new staff was successful; teachers reporting that they were well supported, even though it took time to really grasp the Cornerstone Christian School culture. The induction programme will continue next year and will focus on integrating another three new secondary teachers.

Strategic Plan Goal 9: Sport

Annual plan goal:

Promote sport as a key area in the school

- *Have students actively involved in sporting pursuits as appropriate*

Progress towards this goal:

“Have students actively involved in sporting pursuits as appropriate “

Many students from Year 1-10 were included in sports team and the school continued to perform well, particularly in hockey, netball, basketball and volleyball. Year 7-8 teams were sent to the AIMS tournament and mixed secondary teams competed in winter tournaments. Many individuals competed regionally or nationally at representative and/or interschool events, including Shantay Savea who won three medals at the NZ Secondary Schools Swimming Championships in 50m, 100m and 200m breaststroke events.



Above: Year 5-6 students at a day tournament in Whanganui, winning Year 4-6 basketball team
Left: Shantay Savea competing and on the podium at the NZ Secondary School Swimming Championships.

2015 student achievement targets and progress towards targets as at December 2015

Target 1

Two students in Year 4 Writing operating below the NS to be at the NS by end of Y5

Result: Both students were below the NS in November 2015. 😞😞

Target 2

Three students well below the NS in Year 4 Writing to be below the NS by end of Y5

Result: 2 students were below the NS in November 2015 and 1 student was at the NS. 😊😊😊

Target 3

Five students below the NS in Year 3 Writing to be at the NS by end of Y4

Result: 2 students were below the NS in November 2015 and 3 students were at the NS. 😞😞 😊😊😊

Target 4

Four children new to CCS in Year 5 who were well below the NS in Writing to be below the NS by end of Y6

Result: 1 student was well below the NS in November 2015 and 3 students were below the NS. 😞 😊😊😊

Target 5

Tongan students Writing:

- a. 4 Year 3s going into Year 4 who are below the NS to be at the NS by end of 2015

Result: 1 student was below the NS in November 2015 and 3 students were at the NS. 😞 😊😊😊

- b. Year 4s going into Year 5: 4 students below the NS in Writing to be at, 1 well below to be below

Result: 1 student was at the NS in November 2015 and 4 were well below. 😊 😞😞😞😞

- c. Year 5s going into Year 6: 2 students who are below the NS in Writing to be at by end of 2015

Result: Both students were below the standard in November 2015. 😞😞

Target 6

Four Maori students whose achievement was below the NS to be at the NS by end of the year. One student who was well below the NS to be below the NS by end of year.

Result: 3 students were well below the NS in November 2015, 1 student was below the NS and 1 student was at the NS. 😞😞😞 😊😊

Target 7

Five year 10 students in maths to sit and pass NCEA level 1.

Result: Two students gained Excellence endorsement and 3 students gained merit endorsement.

Target 8

Three students low in numeracy and literacy to be specifically targeted with interventions to improve their learning

Interventions

Three students were provided with additional resources and teacher-aide support. The teacher-aide worked in partnership with the homeroom teachers to develop differentiated programmes for these students.

Literacy resources from SPEC, new to Cornerstone but well-received in other schools, will be an important part of the new qualification likely to be managed by NZQA alongside NCEA Level 1. An evaluation of the Shooting Star SPEC booklet led to its replacement by Interest Area resources chosen by the three students.

Literacy progress

Two of the three students achieved a literacy achievement standard. The third student, who didn't pass, worked toward the alternative unit standard using SPEC resources.

Numeracy progress

The three students (and two others) were involved in weekly numeracy lessons in addition to their maths classes. They worked through a NuLake workbook to fill any gaps from previous learning and progress to the next stage. In their maths class they completed a combination of the relevant work from the workbook and from the Year 10 textbook.

Target 9

Two Year 9 students in Mathematics to have their acceleration targeted according to their needs

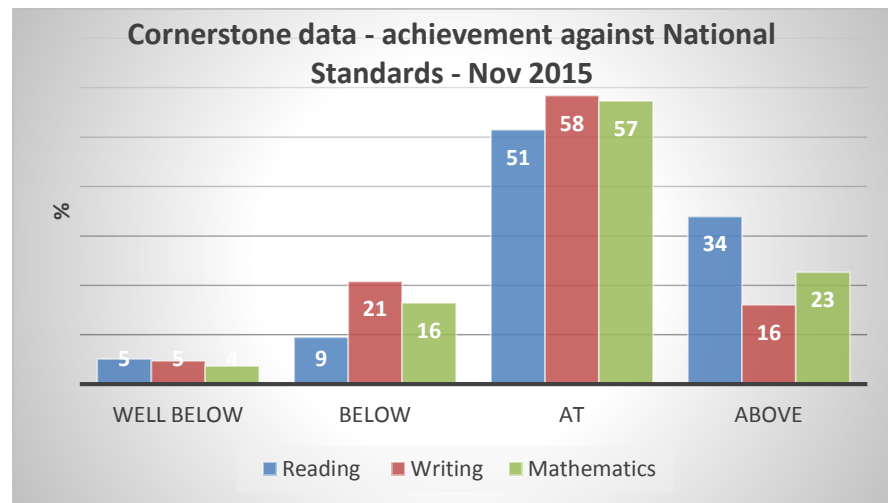
Result: Both students joined the NCEA Level 1 programme and gained merit endorsement.

National Standards data of achievement for the whole school measured in November 2015

National standards are set against learning achievement at the end of a year.

The National standard data is based on teacher OTJs (overall teacher judgements) and hence is a compilation of all of the available appropriate assessment data added to the professional observations of the teacher (who sees the child each day) to gain one of 4 descriptors: **Well below**, **below**, **at** or **above** the standard for their year level. The purpose for this is to provide clear, jargon-free, assessment and reporting for the learning of each child.

Whole school data:



Summary

Students are performing well generally. A significant proportion of students are achieving to the “Above” level which is defined as that approximating the year level above where they are.

Pass rates (%) for the three subjects are:

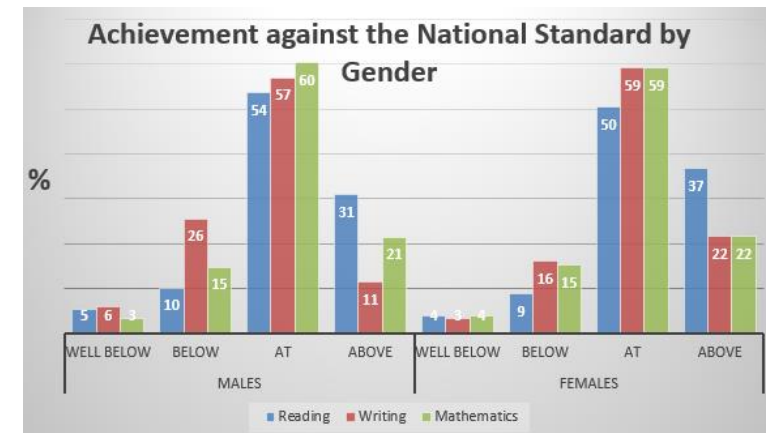
Subject	Cornerstone	New Zealand
Reading	85	78
Writing	74	71
Mathematics	80	75

Again, Writing stands out as an area our students are performing least well at overall. This reflects the NZ situation.

Whole school broken down by gender

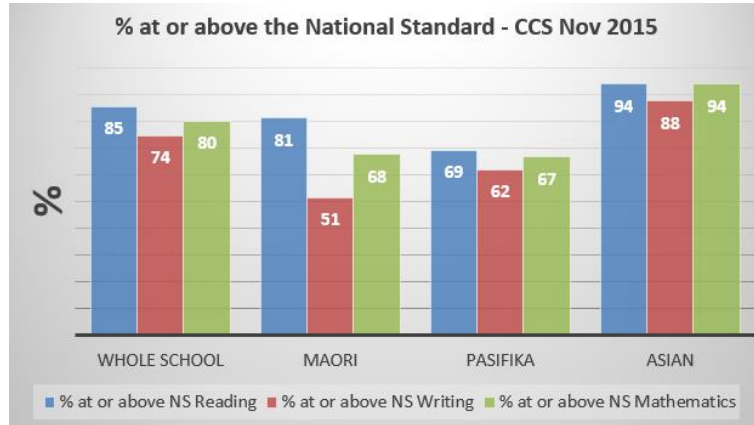
Summary

The genders are closely aligned apart from Writing, where less boys achieve highly and more are below the standard.

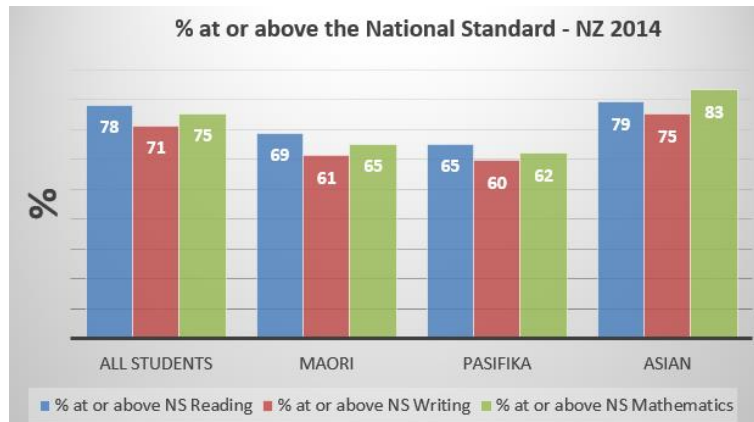


Whole school broken down by ethnicity

(School Y1-8 composition is 14% Māori, 15% Pasifika students, 12% Asian)



NZ-wide figures from 2014 for comparison:



Summary

Cornerstone students achieve well against national averages. The one figure which is unusual for the school is the low number of Māori students achieving the NS in Writing. The gap between whole-school and Māori levels of achievement in Writing is a concern.

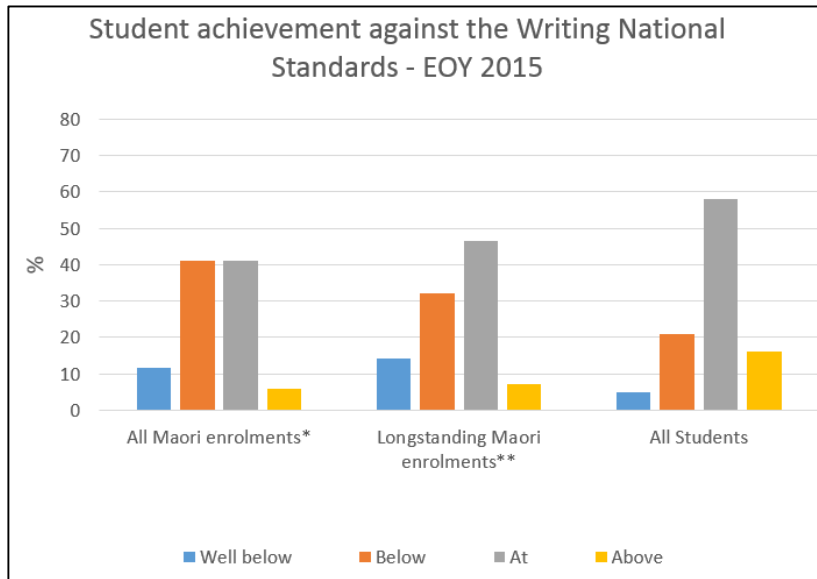
Māori student achievement compared with NZ European/Pakeha:

(School Y1-8 composition is 14% Māori students)

Percentage Not achieving:

	Whole School %	Maori %
Reading	15	19
Writing	26	49
Mathematics	20	32

Māori student achievement in Writing particularly is a concern. However, this result is adversely skewed by the fact a number of new Maori students have come in to the school more recently having significant learning needs when they arrived (refer to the graph on the following page).



Staff have considered the learning needs of our Māori students and have determined that in 2016 almost all of the Māori students who were below or well below a standard will be targeted with one or more of:

- being part an Inquiry target group to accelerate achievement (targeted students are the focus of a teacher Inquiry which involves deciding on a pedagogical intervention to use to specifically target the students' needs and assessing the students before and after to see if it has aided their learning).
- being under an Individual Education Plan.
- specialist assistance from Resource Teacher of Learning and Behaviour, Resource Teacher of Literacy, teacher aides or all of these.

Pasifika student achievement compared NZ European/Pakeha:

(School composition Y1-8 is 15% Pasifika students)

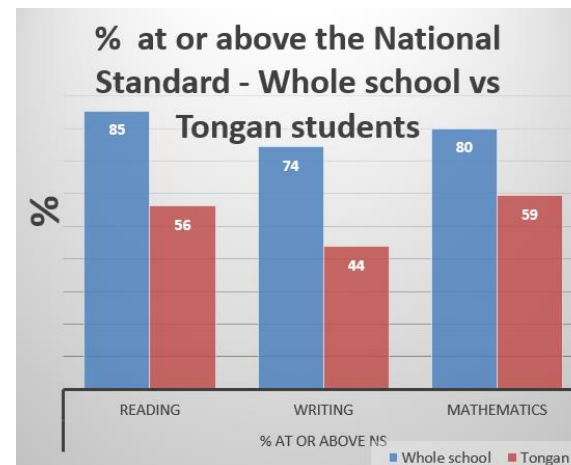
Percentage Not achieving:

	Whole School %	Pasifika %
Reading	15	31
Writing	26	38
Mathematics	20	33

Summary

Pasifika student achievement in Writing particularly is a concern. It is hoped the after school reading initiative, which is being trialled for our Tongan students in 2016, will assist with this. Their achievement as a group of 32 students is given on the graph below:

Tongan students



Cornerstone received NCEA accreditation at the beginning of 2015. The first group of Y9-10 extension students sat NCEA Level 1 external examinations in November.

Seven Y9-10 extension students sat NCEA Level 1 Mathematics. 2 students gained excellence endorsement and 5 students gained merit endorsement.

One student passed all standards in Level 1 German with 2 Excellence grades.

The school is looking forward to the first full Year 11 cohort sitting NCEA Level 1 in 2016.

Signed:

Principal

Date

Board Chairperson

Date