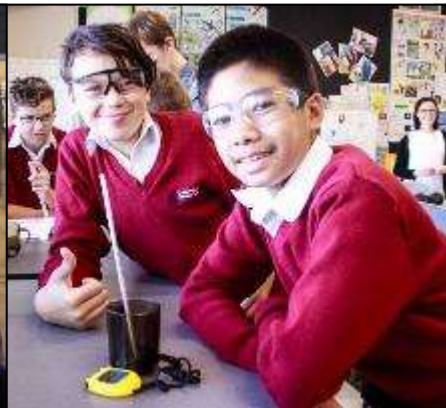


Annual Report 2018

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 2018.



Annual Plan Goals

Strategic Plan Area: Learning

1. To ensure that we build and provide the best culture and environment for students to own their learning:

- *Continue to move toward a modern learning environment where flexible, modern education practice is embraced and where students have greater ownership of their learning. This includes development of pedagogy, practice and procedure around:*
 - *Students knowing what they are learning; why they are learning it and how they will know when they have learnt it*
 - *Teacher collaboration and student cross-grouping within and between classes*
 - *Flexible and self-directed learning*
 - *Guided discovery learning*
 - *Integrated curriculum*
 - *Targeted learning for specific needs*
 - *Secondary and intermediate students having access to their own personalised device*

2. Develop secondary education up to Year 13

- *Employ teachers for new areas and induct these effectively into the life of the school*
- *Continue to develop differentiation of learning, e.g. use of 90 minute periods*
- *Continue to grow modern learning approaches in line with our statements of core philosophy. Summarised, these include teaching and resourcing for a flexible, integrated, individualised, IT integrated, modern learning pedagogy for the 21st century. We call it café style.*
- *Investigate project-based learning in preparation for 2019 sky lab*
- *Continue to survey students as to subjects they need for their chosen careers*
- *Transition Y7-8 from primary leadership to secondary leadership, i.e. the school becomes differentiated into Y1-6 and Y7-13*

3. Target learning needs:

- *See the end of this table for details*
- *All Y1-8 inquiry targets in curriculum area of Mathematics*
- *Continue with programmes for the acceleration and enrichment of gifted children*

4. Curriculum review and development:

- *Continue to integrate the new Writing and Mathematics schemes into teaching and reporting practice*

- *Develop a seamless curriculum and measurement learning progressions from Y1 through Y10 in Reading, Writing and Mathematics*
- *Mathematics to be the key area targeted in the Y1-8 curriculum. Time given in staff meetings for best practice to be considered and implemented*
- *Internal professional development on use of current resources and a more streamlined and coordinated approach to delivery*

Strategic Plan Area: Well-being

1. Positive Behaviour for Learning:

- *Restorative practice seminar at the beginning of the year for all teaching staff and open to the rest of the COL*
- *Some devotional programmes considered for 2018 based on the matrix expectations*
- *Consideration of beginning Tier 2 of PB4L*

2. Increased student support programmes:

- *Continued embedding of Guidance counsellor into the well-being fabric of the school*
- *Increased teacher aide and SENCO support*
- *Continued development of Life lab in secondary*

3. Valuing our staff and ensuring they are encouraged and professionally developed:

- *Professional development focus on:*
 - *NZACS Christian schooling leadership conference*
 - *Secondary subject specific meetings*
 - *PB4L*
 - *Restorative practice*
 - *Mathematics Y1-10*
 - *Tongan learners*
 - *Middle and senior leadership to collegially read and consider John Hattie's 'Visible learning for teachers'*
- *Continue inducting/imbedding new teachers into the life of the school*

4. Co-curricular activities:

- *Plan and resource the new gymnasium complex to be ready towards the end of 2018*
- *Continue with the expanded tribe (house) structure to:*

NCEA Level 3
Biology field trip



- *Build community through participation*
- *Encourage increased opportunities for student leadership*
- *Appoint 1 teacher as the lead teacher for each tribe*

Strategic Plan Area: Operations

1. Property development:

- *Resource 1 block*
- *Gymnasium management and resourcing*
- *Extra play area for Aroha (Y0-2) team*
- *Continued upkeep of current resources, e.g. shade sails repaired*

2. Community of Learning

- *Appoint positions in the COL once these become available*
- *Integrate COL positions and achievement challenges into the fabric of professional development at Cornerstone*

3. Consultation

- *BOT to consult with the community in writing in the first half of the year*

Strategic Plan Area: Interweaving Strands - Discipleship

1. Christian Living

- *Continue to evaluate how memory verses are used to best effect in the school*



Above: Year 4 students with a 'Zambia' coin trail raise money for books, pencils etc. for their teacher to gift to school children in Zambia through the Limapela Foundation.

Below: Year 5-6 students, learning about 'strange liquids', experience ooblek, a substance which may be solid or liquid.



2. Service Opportunities

- *Visits, e.g. to Preschool, Peppertree retirement village to bless them.*
- *Plan for Y13 Missions Trip*
- *Develop service strand in secondary Life lab*
- *Peer mediators*
- *Primary team friends duty to help students who need a friend at interval/lunchtime*
- *Prefect and school council teams implemented with a focus on serving their peers*
- *Whakaponu team service awards for the areas of road patrol, library, PD shed monitors, putting out the flags during wet lunch times etc.*

Strategic Plan Area: Interweaving Strands – Maori akonga

1. Ka Hikitia

- *Engage a suitably qualified registered teacher to teach Te Reo and Te Ao Maori to students in the primary school with a view to extending this into iY7-13 in the future*

2. Maori student targets

- *See end for details*

3. Maori student support

- *Investigate the possibility of someone on staff who specifically targets the needs of Maori akonga*

Strategic Plan Area: Interweaving Strands – Pasifika learners

1. Pasifika learner targets

- *See end for details*

2. Pasifika initiatives are trialled to improve the learning of Pasifika learners in consultation with the Pasifika community and leaders

- *Consultation with Pasifika parents once per term*

Year 11-13 Food Design Technology students at the Food Show in Auckland



Progress towards these goals

Strategic Plan Area: Learning

To ensure that we build and provide the best culture and environment for students to own their learning

Continue to move toward a modern learning environment where flexible, modern education practice is embraced and where students have greater ownership of their learning. This includes development of pedagogy, practice and procedure around:

Students knowing what they are learning; why they are learning it and how they will know when they have learnt it

- *Teacher collaboration and student cross-grouping within and between classes*
- *Flexible and self-directed learning*
- *Guided discovery learning*
- *Integrated curriculum*
- *Targeted learning for specific needs*
- *Secondary and intermediate students having access to their own personalised device*

This has been a focus for the school in many integrated ways. A number of positions have been appointed to facilitate this: Director of teaching and learning in primary, Director of Course lab (teaching and learning in secondary), Specialist teacher, Within school teachers (Kahui Ako roles), SENCO. These will assist in the PD programmes in Writing (for the entire community of learning) and Mathematics (for the school)

Stations in primary allow students to 'drift' towards areas they are most interested in along the lines of the Gifted and Talented theories of Howard Gardiner. These are set up as specialist areas, e.g. science, music etc (guided discovery).

English and social studies programmes in Y9-10 have been replaced with a single subject of Humanities which is team taught by both the teachers of English and social studies and combines aspects of both.

Cross-curriculum links in Y7-8 are being actively investigated, e.g. English communication and writing in senior Physical education.

Develop secondary education up to Year 13

Employ teachers for new areas and induct these effectively into the life of the school

The six newly employed secondary teachers met before the start of Term 1 to be introduced to the concept of Lifelab and teaching children holistically as well as academically. This was an outstanding initiative led by Mrs Erika Snedden. Whole-day induction in January focused on envisioning for the year ahead, consideration of the “who we are” document, Charter, teaching in a Christian school, etc. Buddy teachers were appointed for new staff to look after their needs as they adjusted to the school.

Continue to develop differentiation of learning, e.g. use of 90-minute periods

The timetable included a mixture of 90-minute and 45-minute periods. Differentiation was a focus in the secondary school.

Continue to grow modern learning approaches in line with our statements of core philosophy. Summarised, these include teaching and resourcing for a flexible, integrated, individualised, IT integrated, modern learning pedagogy for the 21st century. We call it café style.

Investigate project-based learning in preparation for 2019 sky lab

Our individualised learning strand has been dubbed “The Learning Café” and H1-3 have been set up to allow students to apply themselves to their individual or group projects or activities in a relaxed yet learning focussed manner. This will be a precursor to sky lab and we will transition to this over the course for the year.

Continue to survey students as to subjects they need for their chosen careers

This occurred periodically throughout the school and fed into staffing discussions for 2019.

Transition Y7-8 from primary leadership to secondary leadership, i.e. the school becomes differentiated into Y1-6 and Y7-13

This was a two year transition and led to the advertisement of the Deputy Principal of Secondary (after Graham Black’s resignation) as a Year 7-13 role as opposed to the previous Year 9-13 role. The senior management visited a number of different schools to see how the Year 7-10 area was managed structurally and it was decided that this was the best model for our school. Year 7-8 students will still have their home room teachers and it is possible in the future that we may further consider Year 9 home room teachers.

Some of the key reasons for the transition are:

- to allow the students to go through puberty with more mature student mentors and role models around them
- To facilitate the timetable where increasingly the Y7-8 students are being

taught by subject specialists in secondary. These subjects include: Art, Science, Music, Dance/Drama and Digital technology. This enables a very rich curriculum to be offered to Y7-8 students and we expect that sometime in the future, our outsourcing of technology to Monrad Intermediate will cease.

- to allow the teachers to develop rapport with other specialist colleagues. In 2017 it became obvious that the Whakapono team teachers and curriculum did not really fit with the primary model and so, rather than leave them as an outpost in the school (which could have been a precursor to a middle school concept) – where they had little support, we have joined them to the secondary school. All teachers seem very happy with this arrangement currently.

Secondary has developed in a very pleasing manner this year and credit must go to the fine staff we have and the excellent leadership of Graham Black (in charge), Erika Snedden (Director of life lab) and Tarsh Casey (Director of course lab).

The induction process for the 6 new teachers in secondary begun in term 4 last year and continued this year. The new teachers have become “part of the furniture” in the school and it has been great seeing how they have grown and adapted to our culture.

Differentiation of learning continues to be a catch cry in secondary and the level of individualisation of learning programs throughout secondary is impressive. The café style learning continues to develop and students are relaxed yet focussed in their studies (most of the time!). In Learning Café students follow their own desires in their learning and some students are doing special projects which is the thesis of Sky Lab, although we are not yet ready to timetable this further and are still considering our thoughts around this.

Students have all been surveyed for their subject needs and the draft timetable is currently being developed by Graham Black and Bronwyn Boddy.



Target learning needs:

See the end of this report for details

All Y1-8 inquiry targets in curriculum area of Mathematics

Curriculum review and development:

- *Continue to integrate the new Writing and Mathematics schemes into teaching and reporting practice*
- *Develop a seamless curriculum and measurement learning progressions from Y1 through Y10 in Reading, Writing and Mathematics*
- *Mathematics to be the key area targeted in the Y1-8 curriculum. Time given in staff meetings for best practice to be considered and implemented*
- *Internal professional development on use of current resources and a more streamlined and coordinated approach to delivery*

The Writing and Mathematics schemes from Years 1-8 are both in finalised forms. Both have been revised this year with significant input from secondary heads of departments and this has made for excellent discussions on seamless curriculum delivery between the primary and secondary areas of the school. The increased communication and input from various experts across the COL have also helped with this process. There are now discussions occurring regarding the possibility of alleging primary assessment across the COL in the post-national standards era.

Significant review of curriculum delivery in both writing and math has occurred this year due to the COL appointed roles and the COL PD foci. In the Writing area we have focussed across the COL on best practice Writing pedagogy in Y1-6 with significant assistance from Christine Braid from Massey University. In Y7-13, the Writing focus has been on “Literacy across the Curriculum” ie what does good communication look like in the various subjects, which each have their own specialist vocabulary and text. This has been facilitated by Ken Kilpin from Massey University. It has been very encouraging to see various teachers of secondary subject specialities become excited and reinvigorated in their teaching with the thought that they are also teachers of literacy. There has also been significant cross-subject collaboration both within the school and between our teachers and other teachers in the COL. In Mathematics, we have had significant PD from Charlotte Wilkinson who wrote the Pearson Mathematics resources which we have adopted this year to ensure complete curriculum coverage and focus on better learning in Math.



Strategic Plan Area: Well-being

Annual plan goals:

Positive Behaviour for Learning:

- *Restorative practice seminar at the beginning of the year for all teaching staff and open to the rest of the COL*
- *Some devotional programmes considered for 2018 based on the matrix expectations*
- *Consideration of beginning Tier 2 of PB4L*

The restorative practice seminar was held at the beginning of the year, along with the rest of the community of learning, and positive feedback was received from all participants. We have now remodelled our behaviour management policies in line with our desire to conduct all behaviour management processes through a restorative framework. Staff have been updated on this through a staff meeting earlier this term.

Chris Mitchell writes a termly devotional focus manual for primary staff and these include devotional programmes for the term's value along PB4L principles. Secondary staff also include devotional material reflecting the school's values.

As a leadership team we have decided not to move to tier 2 in PB4L at the present time (and maybe not ever). The reasoning behind this is that the basic philosophy of tier 1 has been extremely effective for our school and significant effort has been put into this. We are not convinced that progressing to Tier 2 will have gains which are worth the effort put in by staff.

A useful recent phrase we came across from the George Lucas Educational Foundation which sums up our desires for discipline:

Brain-aligned discipline isn't compliance-driven or punitive—it's about supporting students in creating sustainable changes in behaviour.

PB4L practice still underpins a lot of our development in the behaviour development space and there was focus of this through staff meetings this term. We are fortunate to be close to the MoE's PB4L team and so they give us regular advice on how to further improve our practice and periodically run staff meetings for us.

Continual focus on aspects of behaviour development is a big part of our education at CCS and this has continued this term. Values focus is regular in devotions material in Primary and Mrs Erika Snedden led a 3 week Peacemakers programme for senior students in Life labs.

Peacemakers, Restorative practice and PB4L are all aspects of our teaching character development and skills to handle conflict.

Increased student support programmes:

- *Continued embedding of Guidance counsellor into the well-being fabric of the school*
- *Increased teacher aide and SENCO support*
- *Continued development of Life lab in secondary*

The Guidance counsellor role is now fully embedded into school life. Delwyn has clients ranging from middle primary to senior secondary, including periodic teacher and parent assistance and she is a very effective part of our school when seeking to aid well-being. It is also common to involve the guidance counsellor in areas requiring high- end student support.

The number of teacher aides has been increased in the school and also the hours dedicated to the SENCO. There has been a marked increase in the number of special-needs students enrolled and this seems to reflect a general trend of more people with needs in society. These students can have very specific and complex needs and can be very difficult for a classroom teacher to deal with effectively, particularly when there is more than one such student in a classroom. It is not uncommon for the extent of the needs to be unknown to the school until they are seen first hand in the classroom. The school regularly applies for support for special cases but the support is limited and is generally inadequate for the needs.

In summary, although we have increased markedly the funding to this area, it is still insufficient and this was addressed in the 2019 budget.



Valuing our staff and ensuring they are encouraged and professionally developed:

- *Professional development focus on: NZACS Christian schooling leadership conference, Secondary subject specific meetings, PB4L, Restorative practice, Mathematics Y1-10, Tongan learners, Middle and senior leadership to collegially read and consider John Hattie's 'Visible learning for teachers'.*
- *Continue inducting/imbedding new teachers into the life of the school*

There were a number of strands to the enhancing teacher capability objective:

1. Mathematics esp Y1-6 PD contract obtained after application from the MoE. Strategic direction organised with the leadership team, contracted PD provider and delegated the organisation of the finer details to the director of teaching and learning. This was a full year PD initiative from Y1-10 and was for the purpose of enhancing more seamless delivery, and therefore student engagement, for math delivery. Significant reporting was organised by me to the MoE on this and the final result was we started with 28% of our 28 target students being at their year level and at the end of the year this figure was 81%. Which was an outstanding result for us. All The set up was done by me and I delegated the organisation of the finer details once the PD was begun.
2. Writing for the entire Community of Learning. Again a contract organised and funded after application to the MoE. I organised the PD providers (2 providers from Massey University – 1 in secondary on literacy across the curriculum and 1 in primary on the structure of best practice writing pedagogy) and set up various meetings with them and various principals and senior managers of the various schools. Once the PD had been arranged and the direction sorted, I delegated the finer details on the ground to senior managers in each school. The PD has been very well received (formal feedback has been received from each school) and the contract is on-going. At the half way point in the contract 51% of 132 target students who had been below their year level were now at their expected level in Writing. Again, this was an outstanding result for the COL in its 2nd year in existence.
3. Use of John Hattie's material with school leaders. Books were given out to the leaders and some sessions discussing the material were spent.
4. Restorative practice conference for the whole COL organised at the beginning of 2018 and held at CCS. This was paid for by the schools since I was unable to obtain funding for this.
5. We took all of the leaders to a Christian schools leaders conference this year and we grew together as we discussed aspects of leadership

Co-curricular activities:

Plan and resource the new gymnasium complex to be ready towards the end of 2018

Continue with the expanded tribe (house) structure to: Build community through participation; Encourage increased opportunities for student leadership; Appoint 1 teacher as the lead teacher for each tribe

All of these things are occurred. Teachers in charge of each tribe have been appointed and this has seemed to streamline things thus far, many of these people had taken leadership of their tribes anyway and this seemed a logical next step. The Tribe structure continues to grow under the leadership of Craig MacDonald. Craig has significant time allocation this year in his new role as Head of Sport.

The development of the new Gymnasium is complex and has required considerable time and effort. Currently we are on track to have an outstanding facility ready for somewhere in term 3. Currently the subjects Health and Physical Education and Dance and Drama have rooming difficulties, since space is again at a premium, but the situation is under control using a combination or teacher goodwill, outside activities and



Strategic Plan Area: Operations

Annual plan goals:

Property development:

- *Resource I block*
- *Gymnasium management and resourcing*
- *Extra play area for Aroha (Y0-2) team*

· *Continued upkeep of current resources eg shade sails repaired.*

Resourcing for the Gymnasium and I block are in hand, however the proprietors are still awaiting the outcome of the Maximum roll increase application prior to committing completely to I block. Should this not go ahead, this would create considerable problems for the school as 2 classes flow through from lower year levels.

Aroha team play areas continue to be a focus as the numbers swell and the plans for the next play area behind A block is currently being investigated. The CFG are likely to be on board with fundraising for activities for the children.

Upkeep of resources is on-going as we continue to strive to be a very functional site for the students to enjoy learning and play but also a very attractive site which reflects an awesome God.

· *Resource I block.*

I block has been deferred by the proprietors.

· *Gymnasium management and resourcing.*

This all occurred, including the process for outside groups using the gymnasium.

· *Extra play area for Aroha team (Y0-2).*

The new "Unreal grass" in from of D and A blocks have been excitedly discovered by the students who love the new feel underfoot and the fact they can play futsal on their turf. Ironically the primary school seem to have gained a turf before the artificial turf which the community has fundraised for.

Continued upkeep of current resources, e.g. shade sails repaired

All completed.

Community of Learning:

- *Appoint positions in the COL once these become available*
- *Integrate COL positions and achievement challenges into the fabric of professional development at Cornerstone*

All within (11) and across (2) school teachers had been appointed by the beginning of term 3 and they and the senior managers looking after COL business met together in week 3 of term 3 for a 2 day induction programme with Mr Brian Annan of Infinity Learning. The COL has been particularly involved in facilitating the learning from the Writing (Y1-8) and Literacy across the curriculum (Year 9-13) professional development programmes. This was funded by a successful application to the MoE for 500h of PD to take us to the end of 2019.

Consultation

BOT to consult with the community in writing in the first half of the year

The Board had a full on-line survey for the community in term 3 of 2018. The results of which have been used in various decisions since eg bus service to Feilding, periodicity of the newsletter etc.



Y13 Mission Trip to Vanuatu



Strategic Plan Area: Interweaving Strands - Discipleship

Christian Living

Continue to evaluate how memory verses are used to best effect in the school.

This is still status quo at present.

Service opportunities

- *Visits, e.g. to Preschool, Peppertree retirement village to bless them.*
- *Plan for Y13 Missions Trip*
- *Develop service strand in secondary Life lab*
- *Peer mediators*
- *Primary team friends duty to help students who need a friend at interval/lunchtime*
- *Prefect and school council teams implemented with a focus on serving their peers*
- *Whakapono team service awards for the areas of road patrol, library, PD shed monitors, putting out the flags during wet lunch times etc.*

All of these occurred

The prefect body have been proactive in various service initiatives around the school including, younger student tutoring, missional events such as 40h famine, special events, sports etc. Each prefect has at least one portfolio of service which they are responsible for. This has been a new venture for the school and is getting underway currently.

The Y13 Vanuatu trip was a wonderful fulfilment of our vision for the Year 13 students.

Vanuatu Missions



trip



17



Espiritu Santo



18



Strategic Plan Area: Interweaving Strands – Maori akonga

Ka Hikitia

Actions:

Engage a suitably qualified registered teacher to teach Te Reo and Te Ao Maori to students in the primary school with a view to extending this into Y7-13 in the future.

As a Board, we employed Melissa Seumanu some time ago and supported her through a Teach NZ fellowship, all with the purpose of growing her as our teacher of Maori both Te Reo and Tikanga. In 2017-18, Melissa taught Te Reo to students in Years 1-6 on a rotation basis, and we were working towards growing this into secondary school. Unfortunately, for us, Melissa has had to resign this year due to her family increasing in size and so we are back to square one where the individual teachers have to provide the Te Reo programmes in their classes. We are investigating ways in which we can support our staff in this and this has included a Te Ao Maori focus in social studies in term 1 of next year, which includes a Marae visit.

Maori student targets

See end for details

Maori student support

Investigate the possibility of someone on staff who specifically targets the needs of Maori akonga

Text

Maori student support

Actions:

- *Investigate the possibility of someone on staff who specifically targets the needs of Maori akonga.*

We refocussed Melissa Seumanu two years ago in a new role where she is to assist the school with Te Reo Maori, Tikanga and general aspects of Te Ao Maori. This began when the BOT sponsored her in a Te Wananga o Aotearoa studentship in 2016. This year, she is teaching Te Reo and aspects of Taha Maori to all Year 1-6 students and it is our intention to grow this role as Melissa's own competency in these things grows.

Strategic Plan Area: Interweaving Strands – Pasifika learners

Pasifika learner targets

See end for details

Pasifika initiatives are trialled to improve the learning of Pasifika learners in consultation with the Pasifika community and leaders

Consultation with Pasifika parents once per term

Consultation with Pasifika parents once per term.

We met with our Pasifika parents formally and informally this year to consult with them as to how their children are achieving and what we can do to assist.

Our targets for 2018 and how we fared

SUMMARY OF TARGETS FOR CORNERSTONE CHRISTIAN SCHOOL 2018

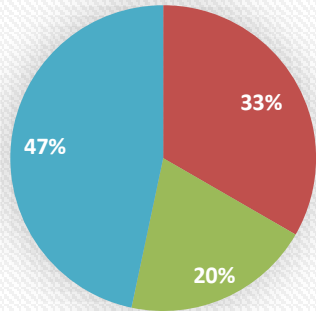
Y1-6

Targets were for the learning area of Mathematics specifically since this was an area targeted for professional development this year through a PD contract with Charlotte Wilkinson and using Pearson Education resources.

36 students have been individually targeted to raise their achievement from what was considered low (which was either a Below/well below in the 2017 National Standards or based on current testing) to what is considered at the expected level for their age. This was in a specific area of Math not necessarily the whole math curriculum, generally in the number strand.

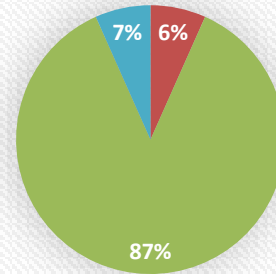
Of these 36, 7 were Pasifika students and 3 were Maori.

2017 EOY Mathematics Results for Aroha (year 1/2) Team Target Students



Well Below Below At Above Standard Not Assessed

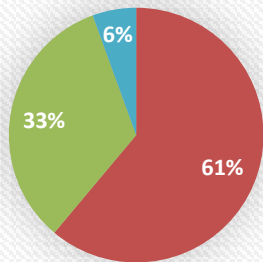
2018 EOY Mathematics Results for Aroha (year 1/2) Team Target Students



Working Toward At Expectations Above Expectations Left School

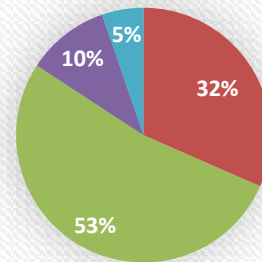
20% to 87% increase in target student achievement is outstanding.

2017 EOY Mathematics Results for Manahau (year 3/4) Team Target Students



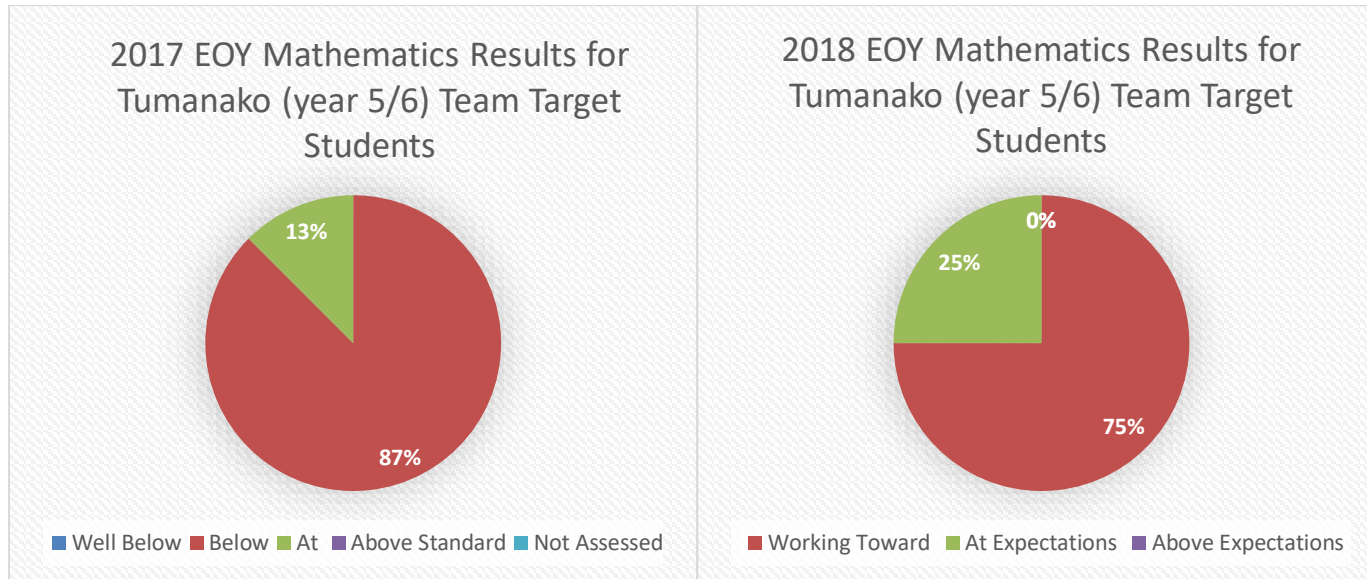
Well Below Below At Above Standard Not Assessed

2018 EOY Mathematics Results for Manahau (year 3/4) Team Target Students



Working Toward At Expectations Above Expectations Left School

33% to 63% success is a pleasing gain for these students.



13% to 25% success. Although there were some gains, it was not quite as outstanding as that achieved in the younger age groups.

Y7-8

Again Mathematics was the area targeted. 11 students were targeted with 3 of these being Tongan and 1 Maori. Those targeted achieved below the National Standard in 2017. It was considered that their main learning issue was a lack of recall of basic facts which negatively impinged on the rest of their learning and so this was targeted to become twice as high as at the beginning of the year.

Results: 100% of the 11 students achieved their targeted level.

Secondary Targets 2017

The following targets were arrived at after the secondary team considered each student and the personal goals which they have in their Life Lab journal for themselves (which they arrive at after discussions with their life lab teachers). Students are encouraged to have high expectations of themselves rather than looking to the high expectations of others (John Hattie’s visible learning research suggested this was the top scoring factor amongst things which positively impact student learning). The following data was based on curriculum levels which was largely determined through e-asTTle testing

Year 9 Targets

At Year Level by end of year	Result	Above Year level by end of year (Merit or Excellence)	Result
85%	96%	41%	78%

Year 10 Targets

At Year Level by end of year	Result	Above Year level by end of year (Merit or Excellence)	Result
75%	90%	30%	50%

Both these results were very pleasing.

Level 1 NCEA Targets

NCEA Level 1 Pass rate	Overall Merit endorsement	Overall Excellence endorsement
90%	30%	15%

Level 2 NCEA Targets

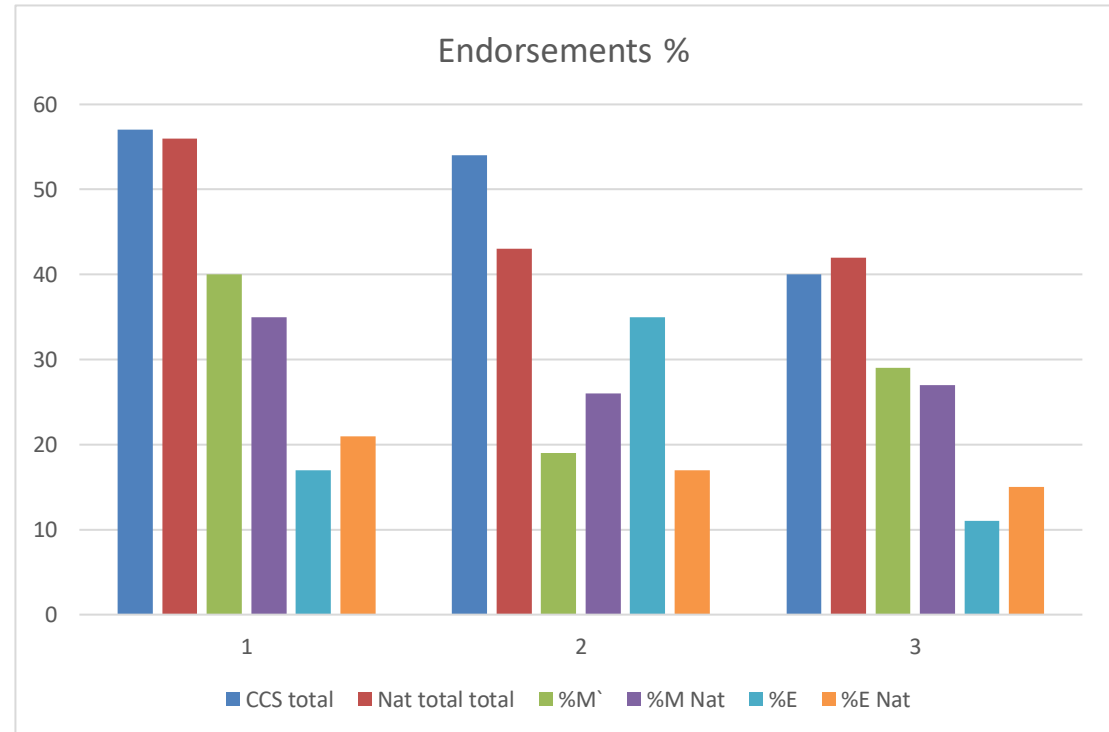
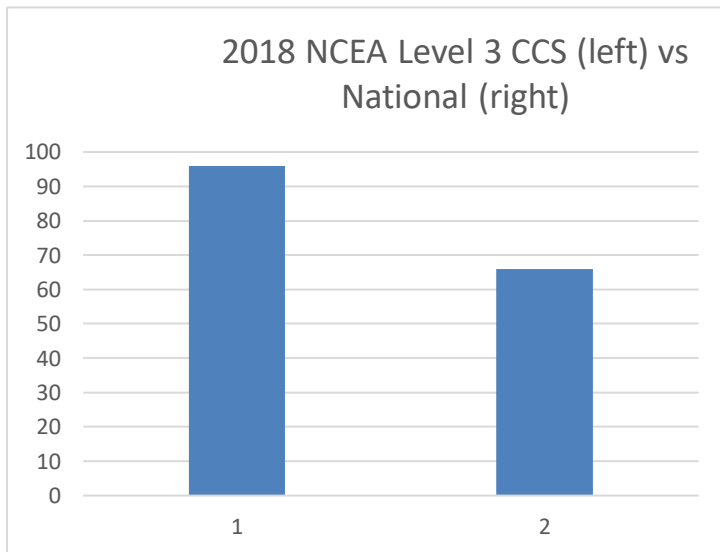
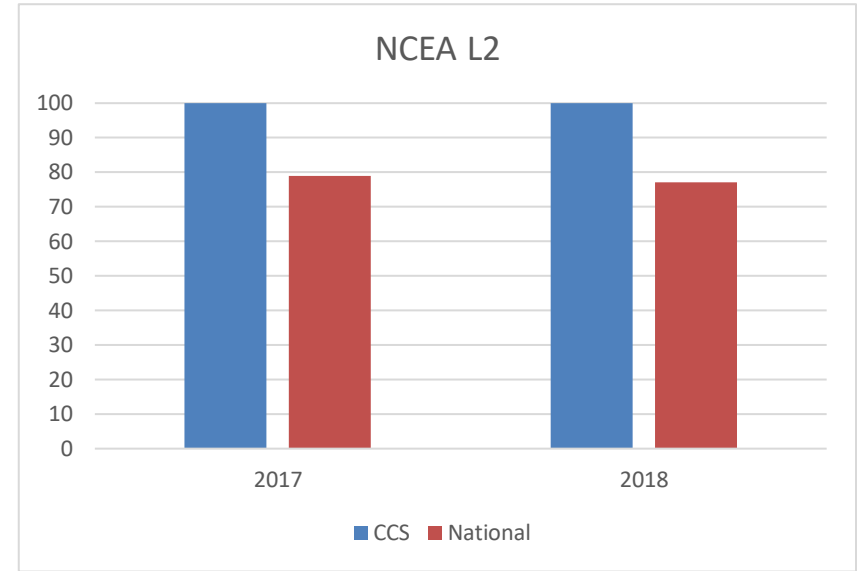
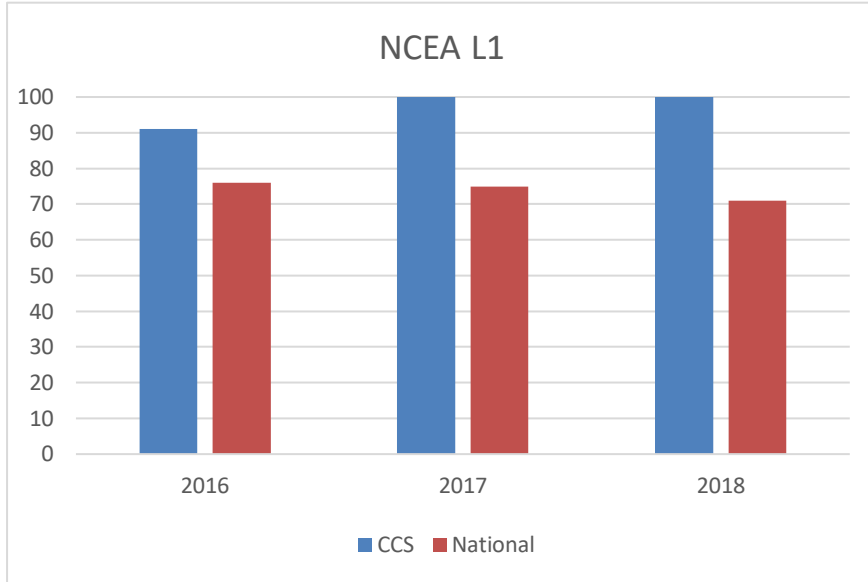
NCEA Level 2 Pass rate	Overall Merit endorsement	Overall Excellence endorsement
90%	25%	15%

Level 3 NCEA Targets

NCEA Level 3 Pass rate	Overall Merit endorsement	Overall Excellence endorsement
80%	25%	15%

Results: The graphs below show that all NCEA targets were admirably met with the exception of L3 excellence endorsements (11%) which was slightly below the target of 15%.

Cornerstone Christian School - Annual Report 2018



Cornerstone Christian School - Annual Report 2018

Signed:

Principal

Date

Board Chairperson

Date



Cornerstone Christian School - Annual Report 2018

