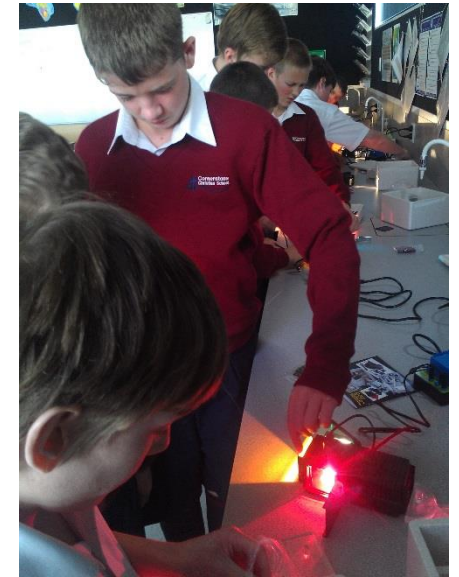


Cornerstone Christian School Charter 2015



**Cornerstone  
Christian School**

*Learn, serve and grow in God*



# Charter 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.



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## INTRODUCTION

Cornerstone Christian School is a state integrated, coeducational, composite school with a Christian special character. The school currently can enrol students from Year 1-10 and this will extend up to Year 13 in 2018 (dependent on two agreed provisos with the Ministry of Education).

### **School History**

Towards the end of 1986 a group of parents, teachers, and other concerned people met regularly to discuss their beliefs and vision for Christian schooling in Palmerston North. This group came from many Christian churches in the Manawatu. In February 1987 Cornerstone Christian School commenced operation.

The school became fully registered in August 1987 as a private primary school. The first classroom was built on land owned by the Palmerston North New Life Centre, and subsequently a second classroom block was added, providing a total of three classrooms, two offices and an ablution block.

In September 1994 the school was integrated into the State school system as a school of Special Character under the provisions of the Private Schools Conditional Integration Act. To enable integration to take place, the school property and buildings had to be owned by a single body. The P.N. New Life Centre Charitable Trust agreed to buy the school buildings and to become the Proprietor of the school, and was charged with maintaining the Special Character of the school as defined in the Integration Agreement.

At the end of 1997 the Proprietor purchased an additional site, of approximately 6 hectares, at 61 Roberts Line. This has provided the school with space to expand to cope with the increased demand for Christian education.

In 2007 the school's two sites were amalgamated on the one site located at the corner of Roberts Line and Mihaere Drive. This was facilitated by the opening of a new five classroom block which catered for the children that moved from the Featherston St site and the continued growth of the school.

In 2011 the establishment of an administration building, housing offices, a staffroom and specialist learning facilities, shifted the frontage and address of the school to 119 Mihaere Drive.

In 2013 the school was granted a change of class from a full primary to a full composite school with provision to Year 13 dependent on two provisos. This was accompanied by the building of the first Year 9 Science classroom.

## **School profile**

The school primarily serves the Christian community of Palmerston North and its environs. The school is inter-denominational, reflecting the view that the Church is made up of all who believe in, and claim the redemptive work of Jesus Christ. Preference for enrolment is given to those families who establish a connection with the Christian special character of the school.

The school values the diverse ethnic and cultural heritage of its community and the vast majority of students come from families who regularly attend a local church. Students represent a full range of abilities and both gifted students and those with special needs are part of the school.

The school values and actively encourages participation of parents and caregivers to establish effective partnerships in the learning outcomes of their children. Close liaison with both our Maori and Pacific Island communities provides effective culture-specific consultation processes, facilitating mutual understanding and a team approach to the implementation of programmes within the school.

Cornerstone Christian school is committed to abide by the Treaty of Waitangi to ensure equality of opportunity and the advancement of Maori education initiatives, including education in Tikanga Maori and Te Reo.

Our sovereign God and His Word are pre-eminent over all aspects of our school. The focus of the school is described in the Statement of Special Character.

The school is served by dedicated Christian staff who have undertaken to maintain and preserve the Special Character of the school.

## **Statements of identity**

The **vision** statement of the school is a statement of where we are headed and is:

TO BE CONFIDENT FOLLOWERS OF JESUS CHRIST, EQUIPPED AND INSPIRED  
TO CREATIVELY IMPACT OUR WORLD

The **mission** statement is a statement of how we will achieve our vision:

TO PROVIDE, WITH PARENTS, A BALANCED CHRISTIAN EDUCATION TO HELP  
CHILDREN DEVELOP TO THEIR FULL POTENTIAL IN GOD.

The school has adopted 4 core values:

**Respect**

**Kindness**

**Integrity**

**Diligence**

There is also a fifth value of **Humility before God** as an interweaving strand to the teaching of all values.

### Community Profile

The school draws its families from throughout Palmerston North and the surrounding towns and rural areas. The vast majority of parents have Christian beliefs and belong to a wide range of denominations within the Christian community.

Rangitane, who trace their ancestors back to the Kurahaupo canoe, are the *tangata whenua* in the Palmerston North district. The families in the school with a Maori lineage have ancestors from wide ranging iwi.

The Proprietor of the school is the P.N. New Life Centre Charitable Trust. The school is a member of the New Zealand Association of Christian Schools.

### Statement of Special Character

The Special Character of the school is determined by the faith system made up of the Christian beliefs, values and lifestyle of the Palmerston North New Life Church as determined from time to time by the Trustees of the P.N. New Life Centre Charitable Trust.

Because God is:

- the Creator of heaven and earth, of all things visible and invisible, sustaining and ruling over creation, including man.... and is
- the source of all wisdom and knowledge

God the Father, Jesus His Son, and the Holy Spirit are relevant to every area of study and endeavour in the school.

The school reflects this by:

- Using the Bible as the basis for exploring God's world, and as a standard against which to compare and interpret all curriculum material.
- Teaching Christian values and behaviour through the process of acknowledgment of sin, repentance, and acceptance of Jesus' gift of grace.



- Using prayer as a key tool in learning, inviting the Holy Spirit into every learning situation.
- Encouraging each child to give of their best because God creates and equips each person for their unique role in His service, and acknowledging achievement in accordance with the child's effort.
- Inextricably integrating knowledge of the world and Christian beliefs, through an integrated approach of an appropriate Christian curriculum and developed programme plans.
- Acting as a continuum and extension of the teaching provided in Christian homes.
- Providing an environment where children, parents, and teachers can experience Godly relationships, showing the character of Christ in love, discipline, respect, honour and trust, and witness an exemplary demonstration of Biblical truths in the lives of others.

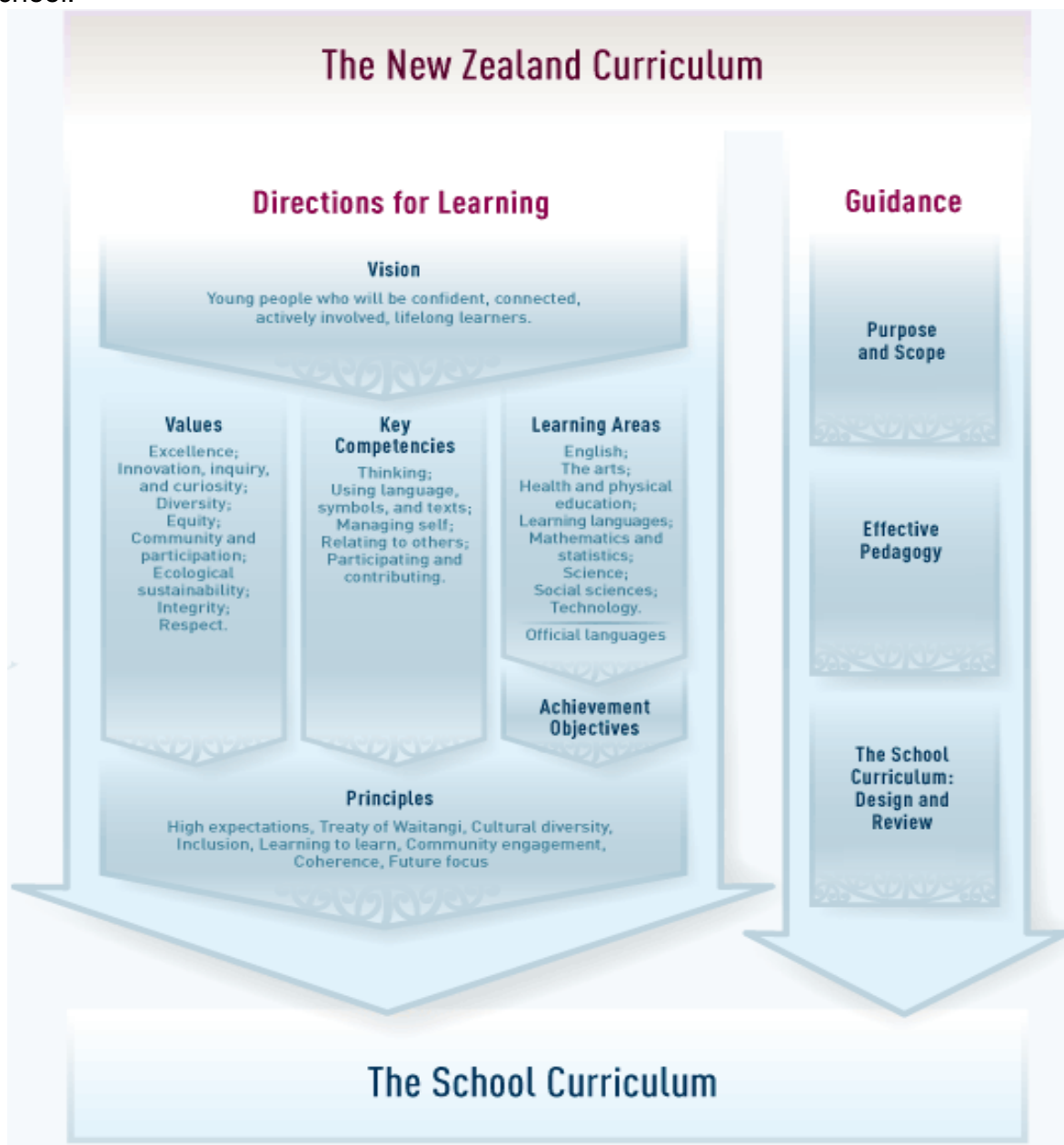
### **Key educational principles of schooling at Cornerstone**

Other important principles guiding the BOT and Staff include the following:

- To help parents fulfil their responsibility for the upbringing and education of their children.
- To provide children with a Christian education as described in the Statement of Special Character.
- The promotion and upholding of the school's Christian values that include humility, kindness, loyalty, obedience, repentance, sincerity, stewardship, responsibility, faithfulness, meekness, wisdom, honesty, justice, diligence, courage, endurance, contentment, respect, cooperation and tolerance.
- To help children develop a personal Christian philosophy of life, and to teach them how to discover and apply Biblical solutions to life's challenges.
- To develop their character into that of one who walks with God, whose desire is to love Him and others, and who is equipped to their full potential mentally, spiritually, socially and physically to fulfil their purpose and calling in life.
- To encourage high academic standards and promote excellence, extending each child to give their best.
- To provide encouragement and positive feedback to ensure that every child attains a considerable measure of success in all their learning activities, fostering confidence in themselves and God's working in their lives, that they may accomplish greater achievements.
- To promote equity and cultural sensitivity in a Biblical context, concluding that we are all equal in Christ.
- To provide opportunities for the children to apply good works both within and outside the school environment.
- To provide a learning environment that is as safe as possible, consistent with challenging and encouraging creativity in the children in study and in play.
- To provide opportunity for students to participate and develop in a wide range of sporting and cultural events.
- To encourage children to develop greater independence and the desire to be lifelong learners.

## New Zealand Curriculum

The following diagram from the NZ Curriculum statement shows the link between our nationally identified vision for students: confident, connected, actively involved, lifelong learners and the values, key competencies and principles of the NZC. Within this framework, Cornerstone is currently developing our school curriculum to meet the aims of the NZC and also be consistent with the vision, mission and values of the school.



## **Code of Conduct**

### General Conduct for BOT Members and Staff:

The Board is made up of up to five (5) elected parent trustees, the Principal, a staff trustee, up to four (4) Proprietor's representatives (appointed by the Proprietor), and co-opted or appointed persons as required.

Effective governance needs both the professional expertise of staff and the involvement of the School community in a cooperative relationship. This cooperation should be the result of agreement on the philosophy of the school as recorded in the Statement of Special Character. It should lead to productive and effective management of the school, and ensure that the students continue to receive an education of the highest quality possible with the available resources.

BOT and staff members shall:

- Maintain godly conduct in all respects appropriate to commonly held beliefs of the Christian faith (including those outlined in the Statement of Faith) and representative of the school's Special Character;
- Accept and recognise a responsibility to maintain and preserve the Special Character of the school;
- Accept that the highest priority of the school is the education and discipleship of children, to help the children achieve their full potential in God;
- Serve Cornerstone Christian School and the school community to the best of their ability, as unto God, and be honest, reliable and trustworthy in all matters related to their responsibilities;
- Maintain the confidentiality of any private or limited circulation information entrusted to them;
- Not act independently of the BOT decisions;
- Act in a way that provides recognition of the Treaty of Waitangi and the unique role that Maori play in the continuing development of New Zealand's multicultural society;
- Accept that the Principal is the professional leader of the School, but that the Principal is also responsible to the BOT;
- Disclose any interest or involvement in any organisation that may have financial dealings with the School, and not vote in any decision involving any such organisation.



# STRATEGIC PLAN

Goal 1. Curriculum						
Focus area	Actions	Resp.	2014	2015	2016	2017
A Christian based curriculum which focusses on each child reaching their full potential in God	Curriculum focus: Writing	Principal				
	Curriculum focus: Science	Principal				
	Curriculum focus: Mathematics	Principal				
	Curriculum focus: Reading	Principal				
	Curriculum focus: Health	Principal				
	Curriculum focus: Physical Education					
	Investigate how the Bible is taught in the school as it develops	Principal				
Seamless, documented curriculum schemes used by teaching staff	Schemes to be developed over time in line with the curriculum focus for each year. Schemes to allow teacher flexibility and creativity but to include direction for learning progressions through the year levels and direction for teachers for all learners including low and high ability children and Maori and Pasifika children.	Principal				
Digital technology	Embed digital options into the curriculum. Develop a network which is cybersafe for students and allows consideration of BYO strategies if appropriate. Embed an understanding of cloud computing into student learning.					
Maori learners	BOT and staff discussion around Ka Hikitia	Principal				
	Regular korero with Māori whānau to inform strategic direction	Principal				
Pasifika learners	Staff and BOT development using the Pasifika plan	Principal				
	Continue to foster links with the wider Pasifika community and involve them in the strategic planning of the school	BOT				
Special needs students	Develop programmes and procedures which maximise the learning potential for students with special needs	Principal				
	Employ teacher aides as appropriate, within budgetary constraints, to assist the learning of these students both in and out of the classroom	Principal				
Gifted and Talented students	Develop programmes and procedures which maximise the learning potential for students who are considered to be gifted and/or talented	Principal				
Education outside the classroom	Review and update health and safety procedures for all EOTC events	Principal				
Effective class sizes	Adhere as much as practicable to maximum numbers of students in classes: 18 in NE, 23 in Years 1-2 and 28 in other classes	Principal				
Students who are English as a second language speakers (ESOL)	Develop programmes and procedures which maximise the learning potential for students who are second language English speakers	Principal				
	Develop use of English Language Learning Progressions (ELLPs) and increase the number of ESOL resources within budgetary constraints	Principal				
Resourcing	Modern learning environments, ICT infrastructure and restructuring of resource areas prioritised as budgetary considerations	Principal				
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	Principal				
Goal 2. Pastoral care						
Focus area	Actions	Resp.	2014	2015	2016	2017
Positive behaviour for learning (PB4L)	Review and redocument a school wide behaviour management plan based on material in PB4L and Peacemakers material	Principal				
Have students being kind and respectful of each other both in and out of the classroom	Actively teach students how to act rightly; kindness, respect etc	Principal				
Celebrate success	Rewards system developed that incorporates the rewarding of academic and sporting achievements	Principal				
Goal 3. Discipleship: strong faith; skills for life						
Focus area	Actions	Resp.	2014	2015	2016	2017
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	BOT				
	Remodel the Kingdom Kid discipleship programme	Principal				
	Develop a rewards system which encourages growing the values, character traits and student tendencies that CCS espouses.	Principal				
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	Principal				
	All students given opportunities to learn about themselves	Principal				

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Goal 4. Communication						
Focus area	Actions	Resp.	2014	2015	2016	2017
Communication	Provide a high level of communication and reporting within the school and with the school community	Principal	■			
Consultation	Periodic consultation groups to be arranged to allow the diversity of parent and student opinions to be heard	Principal	■	■		
Goal 5. Culture and Sustainability						
Focus area	Actions	Resp.	2014	2015	2016	2017
Develop strategic development plans towards our desired CCS culture	Develop a plan to remind the school community of the heritage and vision of the school	BOT/BOP		■		
	Develop a plan to maintain cohesion between primary and secondary	BOT		■		
	Develop a plan to promote a service and mission focus	BOT			■	
Goal 6. Property						
Focus area	Actions	Resp.	2014	2015	2016	2017
Visually appealing site which showcases the values we espouse	Full site plan developed of how the gardens and land will be developed	Princ/BOP	■	■		
	Foster the all purpose turf initiative	CFG	■	■		
	Values and ideal student characteristics to be evidenced in signage around the site	Principal		■		
	Consideration of how the site can enhance the diversity of student learning experiences	BOT		■		
Goal 7. Policy review						
Focus area	Actions	Resp.	2014	2015	2016	2017
General Policy review	Governance framework and general policy review	BOT	■	■		
	Governance policy review	BOT	■	■	■	
	Financial policy review	BOT	■	■		■
	Personnel policy review	BOT	■	■		
	Health and safety policy review	BOT	■	■		
	Special character policy review	BOT			■	
	Curriculum policy review	BOT			■	
	Self review policy review	BOT			■	
Goal 8. Development of Secondary						
Focus area	Actions	Resp.	2014	2015	2016	2017
Develop the Y9-13 school sequentially over 5 years	Develop philosophical, pedagogical and curriculum direction for the growing secondary school	Principal	■	■	■	■
Prepare for NCEA delivery in Y11-13	Full NZQA accreditation achieved	Principal	■			
Goal 9. Sport						
Focus area	Actions	Resp.	2014	2015	2016	2017
Promote sport as a key area in the school	Have students actively involved in sporting pursuits as appropriate	Principal		■		
Have a sporting culture which reflects the values of the school on the field, on the sidelines and at weekends	Document Board policy on the expectations of behaviour of students and adults associated with Cornerstone sporting events	Principal			■	

## ANNUAL PLAN 2015

Strategic Focus area	Strategic plan actions	Measureable Outcomes	Report date
<b>Goal 1. Curriculum</b>			
A Christian based curriculum which focusses on each child reaching their full potential in God	Embed learning from the last 2 year's Writing professional development.	Embed Writing strategies into classroom practice concentrating on: <ul style="list-style-type: none"> <li>• Formative assessment practice</li> <li>• Student ownership of learning</li> <li>• Success criteria</li> </ul>	June 2015
Seamless, documented curriculum schemes used by teaching staff	Schemes to be developed over time in line with the curriculum focus for each year.	<ul style="list-style-type: none"> <li>• Finalise the documentation of the Writing scheme. Writing scheme includes both assessment progressions based on the National standards, e-asTTle and the work of Steve Peha and teacher pedagogy. It will include minimum requirements of knowledge/skills for each level.</li> <li>• Scheme to allow teacher flexibility and creativity but to include direction for learning progressions through the year levels and direction for teachers for all learners including low and high ability children and Maori and Pasifika children.</li> </ul>	June 2015
		<ul style="list-style-type: none"> <li>• Continue progress on Cornerstone Christian Curriculum</li> </ul>	July 2015
Digital technology	Embed digital options into the curriculum. Develop a network which is cybersafe for	<ul style="list-style-type: none"> <li>• Embed the Network 4 learning and appropriate firewalling into the school's network</li> <li>• Embed the use of Office 365 into learning</li> </ul>	April 2015

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	students and allows consideration of BYO strategies if appropriate	<ul style="list-style-type: none"> <li>• Resource G block (new secondary block) appropriately for modern digital learning.</li> <li>• Consider BYO strategies for 2016</li> </ul>	
Maori Learners	BOT and staff discussion around Ka Hikitia	<ul style="list-style-type: none"> <li>• Term 3 professional development for staff and BOT on Ka hikitia and Tataiako</li> </ul>	August 2015
	Regular korero with Māori whānau to inform strategic direction	<ul style="list-style-type: none"> <li>• Consultation groups continued</li> <li>• Ka Hikitia used as a reference document</li> <li>• Marae visit in term 1 whole school to be involved over 4 separate trips.</li> <li>• Signage in Te reo evident in the school</li> </ul>	July 2015
Pasifika learners	Continue to foster links with the wider Pasifika community and involve them in the strategic planning of the school	<ul style="list-style-type: none"> <li>• Foster interactions particularly with Lalanga Mo'ui (Tongan preschool)</li> <li>• Cultural days organised to recognise and awahi Pasifika learners</li> <li>• Pasifika signage placed around the school</li> <li>• Ensure all cultures are catered for as much as practicable</li> </ul>	July 2015
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	<ul style="list-style-type: none"> <li>• Teacher aides employed</li> <li>• SENCO to continue with Special needs register and track the interventions and learning of all of these children</li> </ul>	March 2015
Gifted and Talented students	Develop programmes and procedures which maximise the learning potential for students who are considered to	<ul style="list-style-type: none"> <li>• Gifted and talented 1 day programme continued and evaluated</li> <li>• GATE website continued.</li> <li>• Differentiation to occur in all classes to cater for these students</li> </ul>	May 2015

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	be gifted and/or talented	<ul style="list-style-type: none"> <li>Acceleration of students to occur as deemed important for their learning.</li> </ul>	
Education outside the classroom	Review and update health and safety procedures for all EOTC events	<ul style="list-style-type: none"> <li>Embed new EOTC procedures into staff practice.</li> </ul>	September 2015
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	<ul style="list-style-type: none"> <li>Enrolment procedures to incorporate these constraints</li> </ul>	March 2015
Students who are English as a second language speakers (ESOL)	Develop programmes and procedures which maximise the learning potential for students who are second language English speakers	<ul style="list-style-type: none"> <li>Continue with current programmes and embed newly purchased resources into teaching of these students</li> <li>Ensure tracking sheets are used in all classrooms</li> </ul>	September 2015
	Develop use of English Language Learning Progressions (ELLPs) and increase the number of ESOL resources within budgetary constraints	<ul style="list-style-type: none"> <li>Classroom teachers to become increasingly familiar with the SELLPs assessment tool and the ELL progressions</li> </ul>	September 2015
Resourcing	Modern learning environments, ICT infrastructure and restructuring of resource areas	<ul style="list-style-type: none"> <li>Continue purchase of modern resources eg increase the number of devices in the classes, apple TV, furniture, books Science resources etc</li> </ul>	March 2014

	prioritised as budgetary considerations	<ul style="list-style-type: none"> <li>Reconsider where various resources are housed</li> </ul>	
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	<ul style="list-style-type: none"> <li>Surveys of students and parents to inform subject choices and staffing for the future especially in Y7-13</li> <li>Vocational pathways used to underpin curriculum development in secondary</li> </ul>	Oct 2015
Professional development for teachers	Staff meetings and teacher only days dedicated to upskilling on these areas:	<p><b>Term 1:</b> Peacemakers, PB4L, Office 365, Assessment (e-asTTle, PAT)</p> <p><b>Term 2:</b> National standards moderation, Writing pedagogy, student ownership of learning</p> <p><b>Term 3:</b> Maori students</p>	September 2015
<b>Goal 2. Pastoral care</b>			
Positive behaviour for learning (PB4L)	Review the school wide behaviour management plan based on material in PB4L and Peacemakers material	<ul style="list-style-type: none"> <li>Staff attend 3 days of biblical Peace making professional development</li> <li>PB4L lead team set up and attend training</li> <li>Staff upskilled in PB4L processes</li> <li>Resources purchased to embed PB4L strategies</li> </ul>	May 2015 November 2015
Celebrate success	Rewards system developed that incorporates the rewarding of academic and sporting achievements	<ul style="list-style-type: none"> <li>Continue the remodelling of the rewards systems in line with PB4L strategies</li> </ul>	June 2015

Goal 3. Discipleship: strong faith; skills for life			
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	<ul style="list-style-type: none"> <li>Investigate the further development of school curriculum with the nature and character of God, core values and student behaviours. Concepts to be considered:                             <ul style="list-style-type: none"> <li>aspects of God's character</li> <li>linking thematic approach to Christian curriculum</li> <li>School values</li> </ul> </li> </ul>	June 2015
	Develop a rewards system which encourages growing the values, character traits and student tendencies that CCS espouses.	Use the learning from the PB4L contract to develop ways to positively encourage the development in growing children that we desire.	May 2015
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	<ul style="list-style-type: none"> <li>Student council to include increased opportunities for student leadership.</li> </ul>	October 2015
	All students given opportunities to learn about themselves	Staff professional development around Assess to Learn strategies so that students are encouraged to take ownership of their learning.	May 2015
Goal 4. Communication			
Consultation	Periodic consultation groups to be arranged to allow the diversity of	<ul style="list-style-type: none"> <li>Consultation groups continued:                             <ul style="list-style-type: none"> <li>Pasifika</li> <li>Maori whanau</li> <li>Parents advisory group</li> </ul> </li> </ul>	June 2015

	parent and student opinions to be heard		
	Full stakeholder survey completed focussing on items of BOT interest	Survey to seek information on areas of specific interest to the school	Process begun in August 2015
	Parent assist meetings run to inform and upskill parents who would like this	At least 2 run during the year	November 2015
<b>Goal 5. Culture and Sustainability</b>			
Develop strategic plans towards our desired CCS culture	Develop a plan to remind the school community of the heritage and vision of the school	Plan developed by the management, proprietor and BOT	February 2015
	Develop a plan to maintain cohesion between primary and secondary	Plan developed by group comprising Principal and Assistant Principals of primary and secondary	April 2015
<b>Goal 6. Property</b>			
Visually appealing site which showcases the values we espouse	Full site plan developed of how the gardens and land will be developed	<ul style="list-style-type: none"> <li>• Committee continued to develop a plan which includes students and staff</li> <li>• Consideration of how the site can enhance the diversity of student learning experiences</li> <li>• Plan finalised and ratified by the BOT</li> </ul>	September 2015
	Foster the all purpose turf initiative	<ul style="list-style-type: none"> <li>• A key focus for the Cornerstone Fundraising Group is to fundraise for the all purpose turf</li> </ul>	April 2015



<b>Goal 7. Policy review</b>			
General Policy review	Governance framework and general policies reviewed	<ul style="list-style-type: none"> <li>• Financial policies review (NAG 4) - BoT</li> <li>• Personnel policies review (NAG 3) – BoT</li> <li>• Management level policies continue to be developed in line with the process developed in 2014 after the BoT governance review.</li> <li>• Staff manual to be developed throughout 2015</li> </ul>	Policies reviewed by November 2015
<b>Goal 8. Development of Secondary</b>			
Develop the Y9-13 school sequentially over 5 years	Develop philosophical, pedagogical and curriculum direction for the growing secondary school	<ul style="list-style-type: none"> <li>• Continue to develop this area</li> <li>• Focus induction programme in the beginning of the year on ensuring secondary teachers grasp the culture and special character of Cornerstone and how to ensure this continues.</li> </ul>	September 2015
<b>Goal 8 Sport</b>			
Promote sport as a key area in the school	Have students actively involved in sporting pursuits as appropriate	<ul style="list-style-type: none"> <li>• Sports teams and tournaments organised as appropriate</li> </ul>	July 2015

## 2015 STUDENT ACHIEVEMENT TARGETS

### Writing targets

#### Data:

2014 end of year national standards data indicated certain areas where students were not achieving the standard where it was considered with targeted attention they would be able to succeed. This data was discussed at both leadership and full staff levels and the following targets decided upon:

1. 2 students in Year 4 Writing operating below the NS to be at the NS by end of Y5
2. 3 students well below in Year 4 Writing to be below by end of Y5
3. 5 students below in Year 3 Writing to be at the NS by end of Y4
4. 4 children new to CCS in Year 5 who are well below in Writing to be below by end of Y6
5. Tongan students Writing:
  - a. 4 Year 3s going into Year 4 who are below to be at the NS by end of 2015
  - b. Year 4s going into Year 5: 4 students below the standard to be at, 1 well below to be below
  - c. Year 5s going into Year 6: 2 students who are below to be at

### Mathematics

#### Data:

National standards data for the end of year 2014 indicated that 29% of Maori students were not achieving the NS compared to only 18% for the whole school. The staff considered students whose achievement could be targeted and improved.

6. 4 Maori students whose achievement was below standard to be at by end of the year. One student who was well below to be below by end of year.

Secondary

Data:

E-asTTle data in Mathematics and Writing was the basis for the following targets

7. 5 year 10 students in maths to sit and pass NCEA level 1.
8. 3 Students low in numeracy and literacy to be specifically targeted with interventions to improve their learning
9. 2 Year 9 students in Mathematics to have their acceleration targeted according to their needs

