

# Charter 2016

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 1-11 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.

In 2015, a first multi-purpose secondary building was opened encompassing general purpose classrooms, offices, break-out rooms and specialist Art and Music facilities.

Both provisos for the school to become a full composite school (Years 1-13) were fulfilled.

### **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 Cornerstone Christian Education 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.

## How the NZ Curriculum is outworked at Cornerstone

### Vision

The vision for students from the NZC is “young people who will be confident, connected, actively involved, lifelong learners”. This is a vision for our students that we are proud to embrace. The vision for students at Cornerstone is that they be:

“Confident followers of Jesus Christ, equipped and inspired to creatively impact our world”.

This dovetails seamlessly into the NZC vision:

**Confidence** is present in both vision statements – at

Cornerstone we believe that to be confident in your faith breeds a confidence in who you are as a person. When you really know who you are in God and in his family, your ability to confidently move through the ups and downs of life is hugely magnified.

**Connected** is a phrase which is a key part of the 21st century world. For people to be successful, making connections both with people and with organisations is a necessary skill. Children can be taught how to be better connectors as part of school life through inter-relational programmes such as Peacemakers.

Being connected fits well within the school’s vision of being “followers of Jesus Christ”. The Scriptures envision an interdependent church of people all with different skill sets and God-given talents, which fit and work together to make a fully functioning and catholic church (1 Cor 12:12-27).

**Actively involved** is a phrase which encapsulates the emphasis we have on holistic learning. Students at Cornerstone are present (with an over 90% daily attendance) and are engaged in their learning both in the classroom and outside of the classroom. Co-curricular programmes have significant focus; for example many sports and club opportunities are offered, as is individual music tuition in various instruments. Various local sports organisations operate programmes during the year, within the school day, to teach their sport to the students e.g. Hockey Manawatu, Manawatu Football etc.





Being actively involved fits well within the school’s vision of being “equipped and inspired to creatively impact our world” where active involvement is an essential vehicle to the equipping and inspiration of young and developing hearts and minds. The school’s motto is “Learn, Serve and Grow in God”; the service part of this is best learnt and demonstrated through active school and community involvement.

**Lifelong learners** is a phrase which we actively teach to students and adults. The modern world is changing very quickly and will continue to change at least at this rate. To keep up, people of all ages need to continue to learn all through their lives or risk falling behind.

Being lifelong learners fits well within the school’s vision of “creatively impacting our world” since part of the way we creatively impact is to be aware and competent in modern thinking, modern technologies etc.

### **Cornerstone’s curriculum**

The diagram to the right gives the general direction and focus of our curriculum in the Y1-8 area. How this translates into secondary education is still an area for us to develop and this may take some years.

### **Key competencies**

How these are inculcated into our Cornerstone curriculum:

Key Competencies of a Cornerstone Student:

- **Managing Self** - students being able to manage their behaviours and their learning is a critical part of growing up. For this reason, we place a high emphasis on character development and student ownership of learning at Cornerstone.

And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him. (Colossians 3:17)

Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honour God with your bodies. (1 Corinthians 6:19-20)

- **Relating to Others** - The ability to work with others, work as a group, learn cooperatively etc. is critical to the success of young people in the modern world. As a result, much of the learning we do at Cornerstone has inter-



relational components. Examples include Peacemaker training, small group learning, leadership training, peer mediators, buddy reading, student leaders, student council etc.

This competency is well evidenced in our parent community. Our mission statement is “to provide, with parents, a balanced Christian education to help children develop to their full potential in God”. Partnership is a key word at our school and our parents demonstrate the way they partner with us through their active involvement in various areas of the school eg sports, EOTC, school events, school assemblies etc. The impressive support the school enjoys from its parents is one of the hallmarks of the culture of the school.

Do to others as you would have them do to you. (Luke 6:31)

And let us consider how we may spur one another on toward love and good deeds (Hebrew 10:24)

Dear friends, let us love one another, for love comes from God. Everyone who loves has been born of God and knows God. (1 John 4:7)

- **Participating and Contributing** - John Maxwell asserts that “one is too small a number to achieve greatness” in his book on Team leadership. Students need to be given opportunities to participate and contribute and be specifically taught how to do this. We focus on this in many ways including the list in relating to others.

For by the grace given me I say to every one of you: Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment, in accordance with the faith God has distributed to each of you. For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others. (Romans 12:3-5).

He said to them, “Go into all the world and preach the gospel to all creation.” (Mark 16:15).

- **Thinking** – “To be confident followers of Jesus Christ”, it is vital that students are actively able to think and articulate their lives, their faith and the reasons why we as Christians do and think certain things.

Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things. (Philippians 4:8)

- **Language Symbols and Texts** - Many areas of life have their own language, e.g. Science, IT, Biblical study, texting etc. Students need to learn to understand different ways of communicating and the meanings of many of the symbols we use in modern life. One area which is currently enjoyed by

modern Christian citizens is being able to easily access the timeless quality of God's written word ubiquitously through modern technology.

Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth. (2 Timothy 2:15)

## **NZ Curriculum Principles**

### **High Expectations**

Our mission statement speaks of “children developing to their full potential in God”. This is why we have very high expectations of our students: we want them to be the very best they can be.

### **Treaty of Waitangi**

The Treaty recognises a New Zealand where partnership, protection and participation between the 2 people groups is recognised and celebrated. Biculturalism is at the heart of the Treaty and as such it is our Treaty responsibility to ensure that Maori whanau and Taurira are accorded the rights in the Treaty. In education this would equate to the right to a full holistic curriculum focussing on all 4 walls of Mason Durie's Te whare tapa model:



### **Cultural Diversity**

Our school is multi-cultural and therefore celebrating cultural diversity is a key part of school life. We celebrate this in a number of ways: annual Celebrating Cultures day, periodic cultural foci, recognising island and te reo language weeks and having culturally appropriate signage increasing in the school.

Rev 5:9 And they sang a new song, saying: “... with your blood you purchased for God, persons from every tribe and language and people and nation.”

## **Inclusion**

At Cornerstone we focus on every child having an education. Teachers teach the child in front of them rather than teach to cohorts, year levels or curriculum levels. A result of this is that each child is considered special and unique in their giftings and their learning. Each one is taonga to our Heavenly Father.

As a result of this, the school has extensive special needs programmes which allows students with learning difficulties to participate fully in the life of the school. At times, a student may be withdrawn for their learning to be focussed on individually, but they remain an important part of their class and usually will be in it.

Cornerstone runs highly effective programmes in areas such as:

- Students with special learning needs
- Students with disabilities
- English as a second language students

## **Learning to Learn**

The school has a focus on how to move students from their current place of learning to the next stage of their learning. We like students to understand what they are learning and why. Student ownership of learning is an important phrase for us and has been a part of staff professional learning initiatives over the recent years.

## **Community Engagement**

The Cornerstone community is heavily involved in aspects of school life. Parents and other community groups are regularly seen in the school and our students are given opportunities where they can serve locally. A variety of consultation groups and strategies exist in the school to allow the school to hear and consider the viewpoints of the community. The Kelvin Grove Residents Association is closely linked to the school and meets at the school on a 3 monthly basis; the school has a representative on this group.

## **Coherence**

The school was founded on a vision of “cradle to the grave” education. There is a private preschool on site (owned by the school proprietor: the Cornerstone Christian Education Trust) and the school teaches students from Year 0 and is sequentially rolling out secondary year levels to Year 13. The school also has a vision for tertiary education at some stage and in the short term this will be facilitated with resources through STAR (Secondary Tertiary Alignment Resource) and TEC (Tertiary Education Commission). The school regularly speaks of “seamless” curriculum and actively looks for ways to improve the flow of the curriculum between year levels.

The Y1-8 part of the school is seen as the foundational years where solid foundations are put in place to allow the children to develop “strong faith and skills

for life”. The 9-13 part of the school is seen as the springboard where students are given what they need to successfully enter the vocational years of their lives.

### **Future focus**

The school attempts to remain very modern; we see this as our responsibility to our students. Vocational pathways are a key part of preparation of young people for the world they are moving into so careers advice and guidance are key areas for us. The digital world is the modern and future world and so we endeavour to remain as up to date as possible in order to be training our children for the world they will enter into (rather than an outdated education which prepares children for the world their parents/teachers grew up in).

### **Values**

Cornerstone’s values underpin our curriculum and form the basis for our school rules. They are given to the right.

The NZC values are below and fit within our school values framework as such:

### **Excellence**

Our mission statement speaks of “children developing to their full potential in God”. This phrase could be thought of as developing their own personal excellence: to be all they can be.

### **Innovation, Inquiry and Curiosity**

Our school has a significant Science focus and speciality in Science. Curiosity is the hallmark of scientific investigation for growing young people and hence this is a key word for us. Inquiry is how to put legs on a student’s growing curiosity; how to ask the right questions which will lead to the right process to answer those questions. Innovation is developed when students have many opportunities to investigate into the questions they may have, they get the chance to try new ideas and to “play” with how to investigate a given phenomenon. They become used to thinking “outside the box”. We use science teaching to develop innovative and creative thinking. Our Science scheme is underpinned with the thought: “Developing a delight for the world which God has created around us” and the scripture:

It is the glory of God to conceal a matter;  
to search out a matter is the glory of kings.

Proverbs 25:2



### **Diversity**

As a school we value diversity; it is not something we try to homogenise. We teach our students to value the differences in each other and to be excited by thoughts which are different to their own.

### **Equity**

At Cornerstone each person is valued for who they are. Each person is therefore the equal of any other, but with different things they may have strengths in.

### **Community and participation**

The Cornerstone parent community is actively involved in the education of children at the school. An excellent example of this is the Cornerstone Fundraising Group (CFG) who are a group of volunteers completely responsible (by Board of Trustees resolution) for all fundraising activities in the school.

### **Ecological Sustainability**

New Zealand is a country of wonderful beauty and resources. Cornerstone is committed to teaching children about the beauty of our country which God has created and how to ensure its resources are still around for generations to come. This is our responsibility before God and to our land. Cornerstone actively teaches the value of ecological sustainability through initiatives such as a zero waste programme in primary school and actively recycling.

### **Integrity**

Integrity is one of our key values which we teach actively to the students throughout the day as part of our devotional theme. We regularly use this quotation from C.S. Lewis: “Integrity is doing the right thing, even when no one is watching.” Integrity in the NZ Curriculum also ties in with our vision statement, i.e. when students graduate from Cornerstone we desire to see them remain who they are in Christ.

### **Respect**

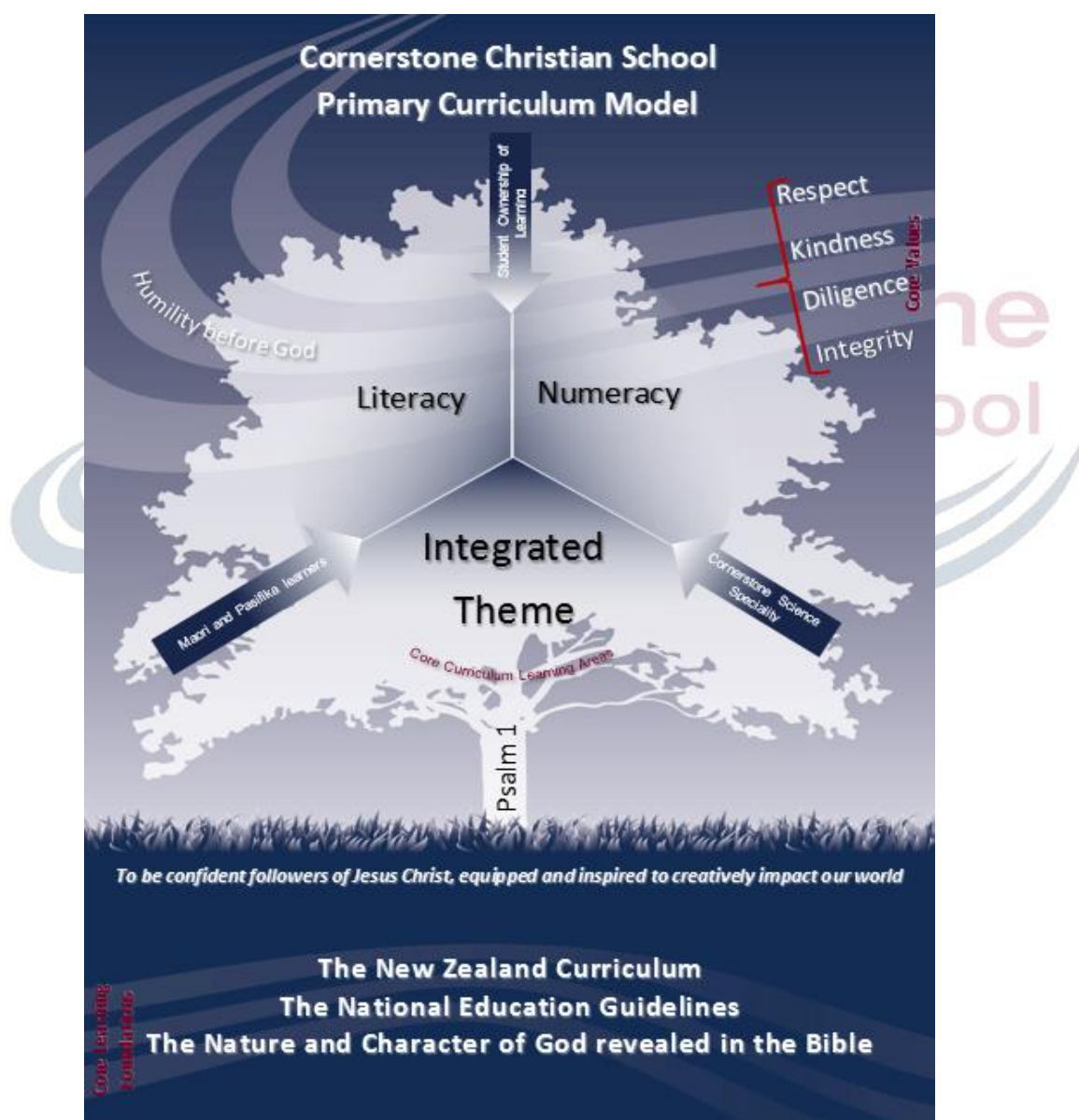
Respect is one of our key values which we teach actively to the students through our devotional theme. It encompasses respect for self, respect for others and respect for property.

## Learning Foundations

The Cornerstone Primary Curriculum Model has identified three key learning foundations that drive curriculum delivery in the primary school. These are:

1. The New Zealand Curriculum
2. The National Education Guidelines
3. The Nature and Character of God as explained in the Bible.

This last core learning foundation is Cornerstone Christian School's key point of difference and is its reason for existence as a special character school.



## **The Nature and Character of God as revealed in the Bible**

At Cornerstone Christian School we believe that the Bible is the basis for exploring God's world, and is used as a standard against which to compare and interpret all curriculum material.

The bible is also a narrative that reveals the nature and character of God.

Cornerstone Christian School's curriculum is based on units of learning which are all focused on the nature and character of God, namely:

- God is number one
- God never changes
- God is the God of nations
- God is with us – Immanuel
- God is just and true
- God is eternal
- God is the King of kings
- God is our provider
- God sees, hears and knows everything
- God is wise
- God is three in one
- God is love
- God is all powerful
- God is creator
- God is holy and pure
- God is redeemer

From each of these over-arching themes the following is extracted:

- a) A key thought and/or verse
- b) A curriculum focus and learning context
- c) Biblical Character application

In every unit of work planned, teachers should seek first of all to determine how their unit will allow students to:

- a) Know God
- b) Love God
- c) Glorify God

These three statements allow us to ensure that discipleship remains a key part of all of our teaching programmes (again, the point of difference for our school) and are highlighted at the top of our school-wide unit plan master document (see [hyperlink here](#)). By focusing on these sixteen aspects of God nature and character, Cornerstone Christian School achieves full coverage of the New Zealand curriculum on a 4 yearly cycle.



## **Tikanga Maori and Te Reo Maori**

At Cornerstone Christian School we take steps to provide Tikanga Maori and Te Reo Maori for students by:

- Teaching Te Reo and Tikanga Maori in all Y1-8 classrooms at various times during the year
- Providing Kapa Haka for whanau who seek this option
- Teaching Te Reo in secondary for students who desire it. In the absence of a qualified teacher, this will either be outsourced or taught through the correspondence school Te Kura



## **Code of Conduct for staff members**

### General Conduct for Staff:

The Board is made up of up to five (5) elected parent trustees, the Principal, a staff trustee, a student trustee and 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.

### 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 2016-2018

The following strategic objectives were developed by the Cornerstone Board of Trustees (BOT) after significant community consultation in August 2015. Three strategic areas in the school are targeted:

1. Learning – this covers all aspects of curriculum and student achievement
2. Well-being – this covers all aspects of pastoral care and student management
3. Operations – This covers all aspects of administration, compliance, activities and provision of facilities

Interwoven through these three areas is a focus on Christian discipleship, Maori ākonga and Pasifika learners.

	<i><b>Learning</b></i>	<i><b>Well-being</b></i>	<i><b>Operations</b></i>
Discipleship Maori ākonga Pasifika learners	1 Student ownership 2 Secondary 3 Specific targets 4 Curriculum review 5 Inquiry cycles and appraisal	1 PB4L 2 Student support programmes 3 Staff professional development 4 Co-curricular activities	1 Documentation 2 Self review 3 Property development
 STRATEGIC PLANNING 2016-2018	<b>VISION STATEMENT</b> To be confident followers of Jesus Christ, equipped and inspired to creatively impact our world	<b>MOTTO</b> Learn, serve and grow in God	<b>MISSION STATEMENT</b> To provide, with parents, a balanced Christian Education to help children develop to their full potential in God

## Strategic Objectives 2016-2018

### Learning

1. To ensure that we build and provide the best culture and environment for students to own their learning by:
  - a. Implementing specific student ownership of learning strategies Y0-13 in 2016-2018
  - b. Structuring secondary timetabling so that it facilitates students considering their faith and how they process it in the real world 2016-2018
  - c. Developing strategies for students to develop their thinking skills in 2016
2. Establish secondary education up to Year 13 over the next 3 years including:
  - a. Developing vocational pathways and careers progression for students from Year 7 leading to subjects in senior secondary
  - b. Subjects developed in accordance with student need based on consultation
  - c. Development of programmes emphasising the key competencies in the NZC
  - d. Develop vocational programmes using STAR and Gateway targeted funding to facilitate students entry into the workforce, 2016-2018
3. Target learning needs:
  - a. Identify specific targets to meet the needs of students who are in danger of losing learning and to effectively provide learning support
  - b. Develop programmes to target the needs of students considered to be Gifted and Talented
4. Curriculum review and improvement:
  - a. 2016 Mathematics and Christian Living
  - b. 2017 Reading
  - c. 2018 Health and Physical Education
5. Inquiry cycles in teacher appraisal system where appropriate

### Wellbeing

To build on our caring culture within the school by:

1. Continuing the Positive behaviour for learning (PB4L) contract and implementing its practices  
Restorative Justice – professional development for teachers in 2017
2. Investigating increased student support programmes within the school grounds
3. Valuing our staff and ensuring they are encouraged and professionally developed
4. Co-curricular events becoming a key part of Cornerstone life, e.g. sports events, musicals, service events etc

## Operations

1. Documentation of all areas in the school to be up to date and relevant
2. Self-review cycles of BOT policy as per Governance Framework
3. Property development: Over the next 18 months the BOT will work closely with the proprietor to consider the overall site development including the growth of secondary, primary and provision of specialist facilities.

## Interweaving strands

### **Discipleship**

1. The development of a Christian Living programme in Y0-13 with specific focus on students developing a robust understanding of who they are in God and what they believe and why, 2016-2018
2. Service opportunities made available for students throughout the school, 2016-2018

### **Maori ākonga**

1. Adopt Hautu as a review tool for the BOT to consider its approach to “Maori achieving success as Maori” over the 2016-2017 period
2. Key areas in Ka Hikitia will be used to consider all avenues of the school
3. Consider dialogue with Rangitane Iwi and their input into on-going discussions with the school
4. Maori ākonga are tracked and their needs targeted as appropriate

### **Pasifika learners**

1. Pasifika learners are tracked and their needs targeted to raise their achievement
2. Pasifika initiatives are trialled to improve the learning of Pasifika learners in consultation with the Pasifika community and leaders

## ANNUAL PLAN 2016

Strategic Objectives	2016 Measureable Outcomes	Report date
<b>Strategic Area 1. Learning</b>		
To ensure that we build and provide the best culture and environment for students to own their learning	Specific student ownership of learning strategies implemented Y0-13 in 2016: <ul style="list-style-type: none"> <li>• Learning intentions/success criteria evident in all classes Term 1</li> <li>• Students able to articulate their learning and next steps</li> <li>• 3-way conferences introduced</li> <li>• Use of matrices for next step identification in Writing and Mathematics</li> <li>• Secondary to integrate thinking processes and Writing e.g. Blooms/SOLO</li> </ul>	April Sept
Develop secondary education up to Year 13	<ul style="list-style-type: none"> <li>• Vocational pathways</li> <li>• Subjects developed in accordance with student need based on consultation</li> <li>• Emphasis given to the key competencies in the NZC whilst programmes are developed</li> <li>• Programmes developed to enable students to be successful in NCEA Level 1 and to get 85% success in NCEA Level 2</li> </ul>	May Oct
Target learning needs	<ul style="list-style-type: none"> <li>• See end of this table for details</li> </ul>	June/Dec
Curriculum Review	<ul style="list-style-type: none"> <li>• Develop the schemes for Mathematics and Christian Living</li> </ul>	July
Appraisal	<ul style="list-style-type: none"> <li>• Inquiry cycle emphasised in appraisal where appropriate</li> </ul>	March
Reporting	<ul style="list-style-type: none"> <li>• Assessment page for portfolios on Science strands ready for Term 2</li> </ul>	June

Strategic Area 2. Wellbeing		
Positive behaviour for learning school wide (PB4L – SW)	<ul style="list-style-type: none"> <li>• PB4L team to meet and coordinate progress</li> <li>• Rewards system fully developed</li> <li>• School wide definitions for the values developed</li> <li>• School wide behaviour expectations matrix developed</li> <li>• Teaching plans for values in devotional programme</li> <li>• Modified system for tracking of problem behaviours using the school's SMS</li> </ul>	March August
Increased student support programmes	<ul style="list-style-type: none"> <li>• Investigate the employment of a part time counsellor to assist with needs in secondary</li> <li>• Peer support programmes in secondary developed</li> <li>• Internet safety programmes taught</li> <li>• School council roles increased – plan for how to do this developed and documented</li> </ul>	April
Valuing our staff and ensuring they are encouraged and professionally developed	Professional development focus on: <ul style="list-style-type: none"> <li>• PB4L</li> <li>• Mathematics</li> <li>• Christian Living scheme</li> <li>• NZ Association of Christian Schools leadership conference</li> <li>• Student ownership of learning</li> <li>• Microsoft Office 365, BYOD and OneNote</li> <li>• Christian Education PD for secondary staff</li> <li>• Staff social committee initiated</li> </ul>	July
Co-curricular activities	<ul style="list-style-type: none"> <li>• Sport to continue increasing the number of student participating and number of sports available</li> <li>• Choir, Kapa haka etc. to be formalised in the curriculum timetable</li> <li>• Musical to occur in Term 3 under the leadership of Chris Mitchell</li> </ul>	June

Strategic Area 3. Operations		
Documentation	<ul style="list-style-type: none"> <li>• Use Writing scheme in practice and evaluate it during 2016</li> <li>• Write Mathematics scheme along the lines of the writing scheme i.e. programme, assessment and expectations at each level</li> <li>• Use Integrated Theme and Christian Curriculum in practice and evaluate it during 2016</li> <li>• PaCT tool trialled to generate greater consistency of overall teacher judgements</li> <li>• Science scheme assessment matrix finalised for beginning of Term 2</li> <li>• New Entrant transition process and transition packs reviewed in light of 2015 community consultation</li> <li>• Secondary schemes in some curriculum areas developed</li> <li>• NCEA moderation plan and procedures as per staff handbook</li> <li>• Use staff manual in practice and evaluate it during 2016</li> </ul>	May Oct
Property development	<ul style="list-style-type: none"> <li>• BOT will work closely with the Proprietor to consider the overall site development including the growth of secondary, primary and provision of specialist facilities</li> <li>• Signage in English and Te Reo to be further developed to further identify the school as Christian and to highlight the values and how they are taught to the students as per PB4L</li> <li>• Continued beautification of the site</li> <li>• Building of new secondary block</li> <li>• Renovation of New Entrant area</li> <li>• Library relocated</li> </ul>	Feb Nov



Interweaving strand: Discipleship		
Christian Living	<ul style="list-style-type: none"> <li>• Develop a Christian Living programme in Years 11-13 with specific focus on students developing a robust understanding of who they are in God and what they believe and why</li> <li>• Secondary timetabling and biblical integration to facilitate students considering their faith and how to process it in the real world</li> <li>• Develop a 4 year cycle of “God is” statements and the flow of discipleship programmes throughout year levels</li> <li>• Evaluate how memory verses are used to best effect in the school</li> </ul>	March
Service opportunities	<ul style="list-style-type: none"> <li>• 2 visits to Peppertree retirement village to bless them</li> <li>• Aroha team friends duty to help students who need a friend at interval/lunchtime</li> </ul>	August
Interweaving strand: Maori akonga		
Hautu	<ul style="list-style-type: none"> <li>• Adopt Hautu as a review tool for the BOT to consider its approach to “Maori achieving success as Maori”</li> <li>• Initiate discussions with Rangitane iwi as to a possible role in the school</li> </ul>	May
Ka Hikitia	<p>Embed some of the key areas in Ka Hikitia into the life of the school:</p> <ul style="list-style-type: none"> <li>• Te Reo both visually and aurally in the school</li> <li>• Importance of whanau and whanaungatanga</li> <li>• Focussing on the transitions so that they have a positive impact on learning and wellbeing</li> <li>• Ako and the importance of reciprocal learning and the Tuakana teina relationship, e.g. buddy reading remodelled</li> </ul>	July
Maori student targets	<ul style="list-style-type: none"> <li>• See end of this table for details</li> </ul>	June/Dec

Interweaving strand: Pasifika learners		
Pasifika learner targets	<ul style="list-style-type: none"> <li>• See end of this table for details</li> </ul>	June/Dec
Pasifika initiatives are trialled to improve the learning of Pasifika learners in consultation with the Pasifika community and leaders.	<ul style="list-style-type: none"> <li>• Homework centre initiative for Tongan students from the beginning of 2016</li> <li>• Principal sabbatical in Term 3 focussing on initiatives to raise Tongan achievement</li> <li>• Consultation with Pasifika parents once per term</li> </ul>	April Nov



## Targets

- Information about targets has been removed from this section for privacy reasons



Secondary targets

1. NCEA Level 1 – a pass rate of over 90%
2. NCEA Level 1 Literacy - a pass rate of 100%
3. NCEA Level 1 Numeracy - a pass rate of 95%
4. Maori Pasifika students – greater engagement and progress as measured by report analysis.
5. Homework – no more than 10% of students needing to be placed on homework contracts.

To assist with this, a teacher aide has been employed for 2016 to work solely in the secondary area. Some of her programme has been set aside to work with underachieving Maori students. Programmes have been well differentiated through the timetable and significant opportunities for achieving success in NCEA achievement standards given. Secondary teachers had a day set aside in Dec 2015 for review of programmes in light of the data in 2015.

