

# Annual Report 2019

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 2019.**



## 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

- *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 structure for how to develop project-based learning in preparation for Sky lab from Y7-13*
- *Continue to survey students as to subjects they need for their chosen careers and to feed into future teaching appointments*
- *Develop student voice mechanisms to ascertain what students feel works well for them and what doesn't*
- *Continue the transition of Y7-8 from primary leadership to secondary leadership, i.e. the school becomes differentiated into Y1-6 and Y7-13*
- *Consideration given to the challenges associated with the transition to Y7-8 being part of secondary, specifically regarded to curriculum, teaching and learning and pastoral care*
- *Continue the development of STAR and Gateway courses to facilitate individualised learning which focuses on the strengths of each learner*

#### 3. Target learning needs:

- *See the end of this table for details*
- *All Y1-8 inquiry targets in curriculum area of Mathematics*
- *Gifted children's needs will be met through use of open-ended activities as part of normal class operations*

#### 4. Curriculum review and development:

- *Continue to integrate the new Writing and Mathematics schemes into teaching and reporting practice*
- *Develop a seamless curriculum and measurable learning progressions from Y1 through Y10 in Reading, Writing and Mathematics*
- *Mathematics to be the key area targeted in the Y1-8 curriculum (structured 2-yr PD programme with Charlotte Wilkinson and using Pearson Mathematics). Time given in staff meetings for best practice to be considered and implemented.*
- *Continued internal professional development on use of Pearson Mathematics and a more streamlined and coordinated approach to delivery.*
- *Y7-13 teachers to continue with the literacy across the curriculum PD from Massey University through the community of learning*

### Strategic Plan Area: Well-being

#### 1. Increased student support programmes

- *Increased teacher aide and SENCO support*
- *Continued development of Life lab in secondary*

#### 2. Valuing our staff and ensuring they are encouraged and professional developed

- *Professional development focus on: NZACS Christian Schools' conference for newer teachers, Secondary subject specific meetings, Mathematics curriculum Y1-6, Community of Learning PD for literacy across the curriculum in Y7-13, Continuation of strategies to value teachers, e.g. morning teas etc., Co-curricular events continuing to become a key part of Cornerstone life, e.g. sports events, musicals, service events etc.*

### Strategic Plan Area: Operations

#### 1. Property development:

- *Resource new Whakapono team buildings*
- *Gymnasium management and continued resourcing*
- *Extra play area for Aroha (Y0-2) team*

#### 2. Community of Learning

- *Integrate COL positions and achievement challenges into the fabric of professional development at Cornerstone*
- *Redefine the achievement challenge plan in line with new direction: literacy and best practice.*



## Strategic Plan Area: Interweaving Strands - Discipleship

### 1. Christian Living

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

### 2. Service Opportunities

- *Visits, e.g. to Preschool, Peppertree retirement village to bless them.*
- *Y13 Vanuatu to serve an island community*
- *Develop service strand in secondary Life lab*
- *Redefine the peer mediators role and integrate with the prefect-led wellbeing committee*
- *Buddy systems developed using senior secondary students to work with junior ones*
- *Prefect team appointed with a focus on serving their peers through portfolios of service*
- *Redefine the role of the student council*
- *Whakapono team service awards for the areas of road patrol, library, putting out the flags during wet lunchtimes etc.*

## Strategic Plan Area: Interweaving Strands – Maori akonga

### 1. Ka Hikitia

- *Continuing 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*

### 2. Rangitane Iwi mahi tahi

- *Continue to develop the relationship with kaumatua Wiremu Te Awe Awe of Rangiotu marae*
- *Y9 and Y13 secondary students to have a noho marae at the beginning of 2019*
- *Consider continue the primary students visiting St Michael's marae*
- *This to be a focus of Y1-6 social studies for Term 1*

### 3. Maori student targets

- *See end of this table for details*
- *Individual Maori students targeted by name to ensure their success*



## Strategic Plan Area: Interweaving Strands – Pasifika learners

### 1. Pasifika learner targets

- See end for details
- Individual Pasifika students targeted by name to ensure their success

### 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



## 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*



These things remained at the forefront of our considerations. The senior and middle leaders began the year by reading a book entitled “Empower” by John Spencer and A. Juliani. The authors placed significant emphasis on giving the students more ownership in their learning with a focus on projects that students front, rather than following teacher direction.

All Year 7-13 students either have their own device or access to a school device for the duration of each day. Through these devices, and the use of OneNote, students are in charge of their education and the teacher guides and assists, rather than directs them.

Teacher collaboration increased as a result of our involvement in the Lower North Island Christian Schools’ Community of Learning (COL). Teachers meet in small groups to discuss various professional topics; for example, the photo to the right shows a meeting of secondary teachers interested in growing literacy in their subject area by working with Ken Kilpin, a Literacy PD facilitator from Massey University.

A good example of student ownership was the ‘Think I.T.’ group, i.e. a small group of I.T. focussed Year 12-13s who received outside coaching in project-based learning designed to help them learn aspects of the I.T. industry from a current professional and interface with future career opportunities in the technology sector.





Pink shirt day



### **Develop secondary education up to Year 13**

- *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 structure for how to develop project-based learning in preparation for sky lab from Y7-13*
- *Continue to survey students as to subjects they need for their chosen careers and to feed into future teaching appointments*
- *Develop student voice mechanisms to ascertain what students feel works well for them and what doesn't*
- *Continue the transition of Y7-8 from primary leadership to secondary leadership, i.e. the school becomes differentiated into Y1-6 and Y7-13*
- *Consideration given to the challenges associated with the transition to Y7-8 being part of secondary, specifically regarded to curriculum, teaching and learning and pastoral care*
- *Continue the development of STAR and Gateway courses to facilitate individualised learning which focuses on the strengths of each learner*

During 2019, we formalised the Year 7-8s being part of the secondary department under the leadership of Mr James Rose. The transition was well received by staff. The new Y7-8 block was completed however it was not used until 2020. The 'barn' style of L3-5 will be well suited to the type of education that we plan to offer, where the learning is flexible, and students can flow between rooms to have their individual needs met.

The timetable included a mixture of 45 and 90-minute periods to facilitate both subject and life lab learning. 90-minute periods are well integrated into the timetable. Students are surveyed regularly about the needs they have. STAR and Gateway courses continued. All students from Year 7-13 operated within a BYOD framework, and classroom OneNote was used to drive learning in secondary. Students who could not afford a laptop were loaned one for their use on a day-to-day basis.

We applied (successfully) to the Ministry of Education to move Year 7-8 technology to Cornerstone from the beginning of 2020 and made staffing and resourcing decisions in order to develop project-based technology to meet the needs of students through Deep Learning.



**Target learning needs:**

- *See the end of this table for details*
- *All Y1-8 inquiry targets in curriculum area of Mathematics*
- *Gifted children's needs will be met through use of open-ended activities as part of normal class operations*

Please refer to the end of this document for analysis of school academic performance in the 2019 school year.

**Curriculum review and development:**

- *Continue to integrate the new Writing and Mathematics schemes into teaching and reporting practice*
- *Develop a seamless curriculum and measurable learning progressions from Y1 through Y10 in Reading, Writing and Mathematics*
- *Mathematics to be the key area targeted in the Y1-8 curriculum (structured 2-year PD programme with Charlotte Wilkinson and using Pearson Mathematics). Time given in staff meetings for best practice to be considered and implemented*
- *Continued internal professional development on use of Pearson Mathematics and a more streamlined and coordinated approach to delivery*
- *Year 7-13 teachers to continue with the literacy across the curriculum PD from Massey University through the community of learning*

We initiated a full curriculum review beginning with teacher consultation and discussion. Topics focused on included: the role of memory verses, the "God is" statements (how many and what cycle these should be taught over), the values programme, the use of Writing, Math and Reading scheme and the seamless flow of them, Boys' writing, Maori and Pasifika context and student empowerment and agency in learning. Deputy Principal Chris Mitchell led thinking around the further development in this area.

Through the community of learning (COL) we focused on finalising our writing programmes so that assessment is consistent over the COL (to enable COL-wide considerations). This focussed on the use of exemplars to show particular nuances regarding whether a student is operating at one level or the next. We divided each curriculum level into three sublevels (similar to what is done in e-asTTLe): Beginning, Proficient and Advanced.

The Mathematics PD with Charlotte Wilkinson continued. Teachers reported back much better understanding of how to use the Pearson Math resource and associated resources. Termly weeks focused on Math pedagogy occurred.

The leadership team had a focus on education for the 21<sup>st</sup> century and what type of education that our students need to best prepare them to be effective Christian citizens in the world they will enter. This included professional readings and a think tank process to delve deeply into the style of education we plan to offer. As part of this focus, the Principal, Deputy Principal and our Year 1-8 team leaders visited schools in Canterbury who are already focussing on 'Deep Learning'.





## Strategic Plan Area: Well-being

### Annual plan goals:

#### **Increased student support programmes:**

##### *Increased teacher aide and SENCO support*

At the beginning of the year we employed a new school SENCO, Mrs Clare Long. Clare has been pivotal in streamlining a lot of our policies and processes around special needs here at Cornerstone. Due to the growing school roll, and also an increase in special and ESOL needs, we employed a number of new teacher aides. Sixteen teacher aides worked either with a team or with specific students. A significant number of students in the school were at the high end of special needs requiring special attention. The needs included: autism (various levels from low to extreme), Downs syndrome, significant physical impairment, global development delay, dyslexia (and its many forms e.g. dysgraphia), significant attachment issues, significant issues through family dysfunction etc. We focused on not only on their behaviour but more pointedly on their learning

##### *Continued development of Life lab in secondary*

Life lab continued to develop as a student support programme under the expert guidance of Mrs Erika Snedden.

For the past three years - each term the secondary school has immersed itself in one particular book of the Bible and focused on how those stories fit into the big narrative, and how that story shapes and transforms each student's perspective and way of life. The values and themes of the whole school naturally flowed from these stories.

Going forward we are developing a curriculum that is based on themes/topics/evangelisation (encounter moments). Yet at the same time we believe God would have us still retain the 'BOOK - ENDS' – the option to study a 'Book of the Bible' in term 1 and term 4 – at the Beginning and End of each year.

Inspired by current research and feedback from coaches we will be adapting the format and function for the Tuesday Devotions to focus on theme/ideas/worldview/topics – relevant to students rather than Bible Books. Potentially different topics for juniors/seniors – checking appropriateness.



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

*Professional development focus on: NZACS Christian Schools' conference for newer teachers, Secondary subject specific meetings, Mathematics curriculum Y1-6, Community of Learning PD for literacy across the curriculum in Y7-13, Continuation of strategies to value teachers, e.g. morning teas etc., Co-curricular events continuing to become a key part of Cornerstone life, e.g. sports events, musicals, service events etc.*

Math PD contract with Charlotte Wilkinson, focused on improving engagement and achievement in Math and using the Pearson Math and Wilkiway resources in classes. It involved many class visits, role modelling lessons for teachers, 1:1 and group discussion/instruction, staff meetings and parent meetings.

COL-based writing (Y1-6) and literacy across the curriculum (Y7-13) PD with Christine Braid and Ken Kilpin from Massey University followed a similar pattern of delivery as that used by Charlotte.

Staff were also involved in one-off courses in areas such as leadership development, legal advice, NCEA moderation, writing pedagogy etc. A group of staff who had never previously been to a New Zealand Association for Christian Schools Conference attended a very worthwhile conference in Tauranga.



## Strategic Plan Area: Operations

### Annual plan goals:

#### **Property development:**

##### *Resource new Whakapono team buildings*

Completion of the buildings took longer than expected and while they were not used in 2019, significant resourcing decisions were made and purchasing of resources was underway. These buildings will be opened and in use at the start of 2020.

##### *Gymnasium management and continued resourcing*

The gymnasium was resourced fully for PE, Dance, Drama, Weights and assemblies.

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

A new playground behind A and D blocks was planned and part-funded by the Cornerstone Gala. The project was overseen by the Deputy Principal Y1-6 and was a key project for the Year 5-6 student council.



**Community of Learning:**

*Integrate COL positions and achievement challenges into the fabric of professional development at Cornerstone*

*Redefine the achievement challenge plan in line with new direction: literacy and best practice*

The two across-school teachers were in the school regularly and began work on an inquiry project to role-model areas of practice within the COL. The within-school teachers worked to improve Writing across Y1-6 and literacy across Y7-13. We contracted an Expert partner, Alison Davis, whose group Davis Vision has an ESOL specialist who worked with our ESOL teacher. The principals' group met together to consider the direction of the COL PD. Peter Ferrar was reappointed as the COL lead principal.

The COL agreed to include Christian Early Learning Centres within the COL. Cornerstone Christian Preschool, Lalanga Mo'ui Tongan Early Childhood Centre, Footsteps Adventist preschool and Eden Christian Kindergarten joined and Melody Stuckey (of Christian Early Childhood Education Association of Aotearoa) attended a few of the meetings. The transition between Early Childhood and New Entrant levels was chosen as a focus area for the COL.



Swimming sports



Strategic Plan Area: Interweaving Strands - Discipleship

### **Christian Living**

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

This was part of our broader curriculum review.

### **Service opportunities**

*Visits, e.g. to Preschool, Peppertree retirement village to bless them.*

As part of our year 1-6 Giving Unit in term 4, a number of visits were made to the Cornerstone Christian Pre-school, Peppertree Rest Home, the SPCA and hospital to provide scope for our Primary students to serve others in the local community. All of these visits were rich learning opportunities.

*Y13 Vanuatu to serve an island community*

The Y13 mission trip was led by Mrs Erika Snedden and Mr Ian Groube. Annual Year 13 – Vanuatu Missions Trip – Term 2 Holidays - 6-17th July 2019.

Inaugural trip in 2018 in partnership with WYAM – Youth With a Mission.

The nation of Vanuatu is located in the Pacific Ocean only three hours by plane Northwest of New Zealand. There is little or no electricity in most villages and the lifestyle is simple. Many people in Vanuatu have been raised with Christian beliefs, however although they know about Jesus in their mind, they do not know Him in their heart. Our outreach in this country gives our team a great opportunity to assist churches in discipling the local people, and we will be able to build strong relationships by spending time each day in the villages on Espiritu Santo Island and on the Island of Port Vila for the duration of our mission trip. Evangelism and assisting at the Family Care Centre of the Marine Reach Ministry base at Port Vila is our focus.

Water is a much-needed commodity in Vanuatu, so our outreach may include building a large concrete water tank in a village or helping practically at the local school. Through this, our team can not only meet the practical need of a whole community, but also share God's love through action. We will also get the opportunity to spend time with village children, providing teaching, activities and games on a daily basis. Evangelistic tools such as dramas, music, art and sports are a great way of meeting the local people. Basic health care may also form a part of our outreach.



*Develop service strand in secondary Life lab*

See below:

*Redefine the peer mediators' role and integrate with the prefect-led wellbeing committee and Buddy systems developed using senior secondary students to work with junior ones*

Buddy and tutoring systems were set up to increase the links and student care for others right throughout the school. All of the Year 13s were involved in Peer Mediation skill training at the beginning of the year under the lead of our guidance counsellor, Mrs Delwyn Crowther. The Year 13s were buddied with Year 9 students for several peer mentoring sessions during the year and were involved with helping students particularly at break times.

*Prefect team appointed with a focus on serving their peers through portfolios of service*

2020 was the first year a Service portfolio was established as part of our Prefect Committee. This was established to encourage our senior students to be 'outward looking' and to gain an 'other-centred' service perspective.

*Redefine the role of the student council*

The role of the student council was redefined to focus principally on Years 1-6 under the lead of Primary DP, Chris Mitchell. The council embarked on projects including a Kindness Bench, composting, zero waste and the new playground between A and D block.



## Strategic Plan Area: Interweaving Strands – Maori akonga

### Ka Hikitia

*Continue 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*

All primary classrooms have a weekly Te Reo focus that works toward basic grasp of Te Reo Maori – greetings, place-names, classroom objects, basic sentence structure and syntax. Many teacher use resources found on Te Kete Ipurangi (TKI) as foundation materials for this programme.

### Rangitane Iwi mahi tahi

*Continue to develop the relationship with kaumatua Wiremu Te Awe Awe of Rangiotu marae*

In 2019 the school leadership team engaged with Kaumatua, Wiremu Te Aweawe and Trieste Te Aweawe on several occasions as we planned forward around how to achieve success for our growing roll of Maori students at Cornerstone. 2019 was a year of strengthening links with Rangiotu Marae and we are looking forward to deepening this relationship.

*Y9 and Y13 secondary students to have a noho marae at the beginning of 2019*

The noho marae was cancelled at the beginning of the year due to a tangi. Year 9 students took part in the annual noho marae at the end of the year.

*Consider continuing the primary students' visit to St Michael's marae*

This trip and cultural experience was not completed in term 1, 2019 as there were no opportunities. This event has been moved forward into planning for 2020.

Our integrated theme studies in term 1 for year 1 to 6, had the following learning outcomes:

- Understand how groups make and implement rules and laws.
- Understand how people remember and record the past in different ways.
- Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.
- Understand how the movement of people affects cultural diversity and interaction in New Zealand.

Students in year 1 to 6 all studied the Treaty of Waitangi, NZ through the ages, the way we were – early NZ history and settlement, and early missionary endeavours in NZ.



### **Maori student targets**

*See end table for details*

*Individual Maori students targeted by name to ensure their success*

In the 2019 annual plan, we targeted the learning of a number of Maori students. Please refer to the end of this document for analysis of school academic performance (including Maori students) for the 2019 school year.

### **Strategic Plan Area: Interweaving Strands – Pasifika learners**

#### **Pasifika learner targets**

*See end for details*

The Tongan community meets around its church and also its immersion preschool Lalanga Mo’ui Tongan Early Childhood Centre. The latter has joined our Community of Learning and are now being involved in discussions and assistance around transitions to school and early writing programmes. This is a major step forward in our assisting these fanau in their education. Consultation and the adults working together to help these children is now much more a seamless part of what we do.

#### **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 did not happen on a termly basis as planned. One formal consultation meeting was held in 2019 on 8/8/20. Several informal consultation meetings occurred over the course of the year with one of Cornerstone’s feeder pre-schools (Lalanga Mo’u). This resulted in Lalanga becoming part of the Lower North Island Christian Schools Kahui Ako as an official feeder pre-school for Cornerstone Christian School.

Our consultation with our Pasifika community allowed us to gain a unique perspective of how parents view the education their Pasifika children are receiving at Cornerstone Christian School, the successes and also areas where we could improve our practice as a school.

2019 was the first time our school has had a Tongan head boy (Paula Tuimana). Paula led our school admirably.



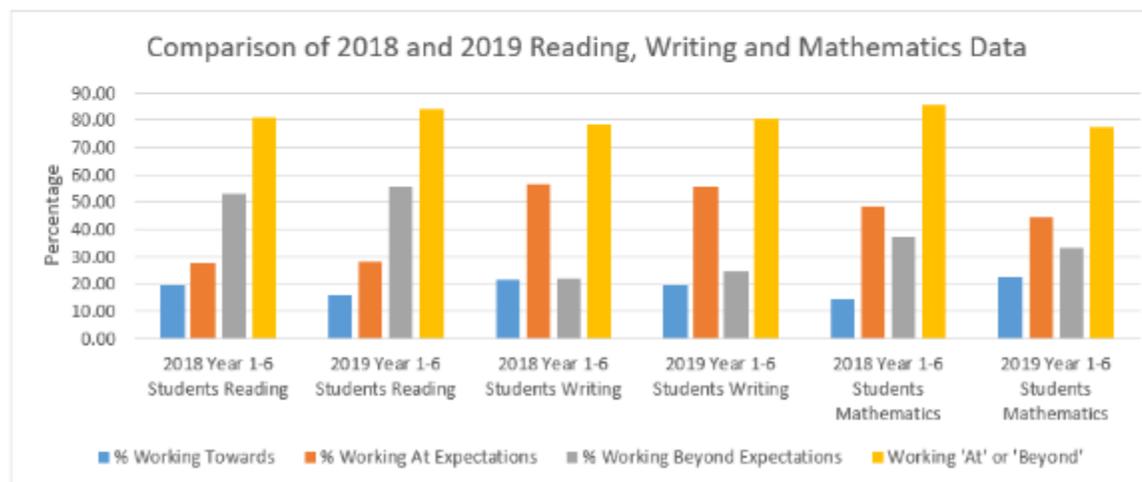
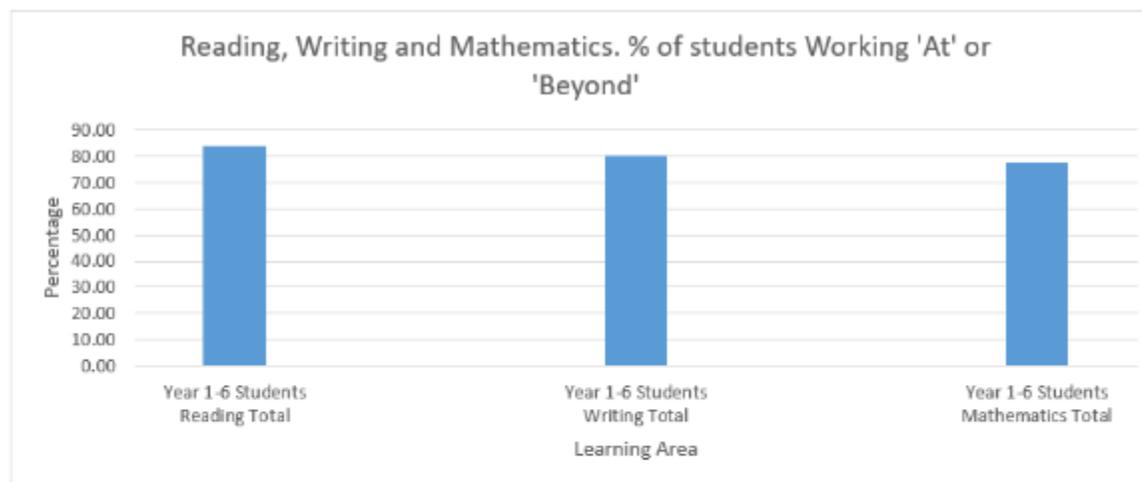


## Achievement data for Years 1-6 | Measured in November 2019

### Year 1-6 student achievement data

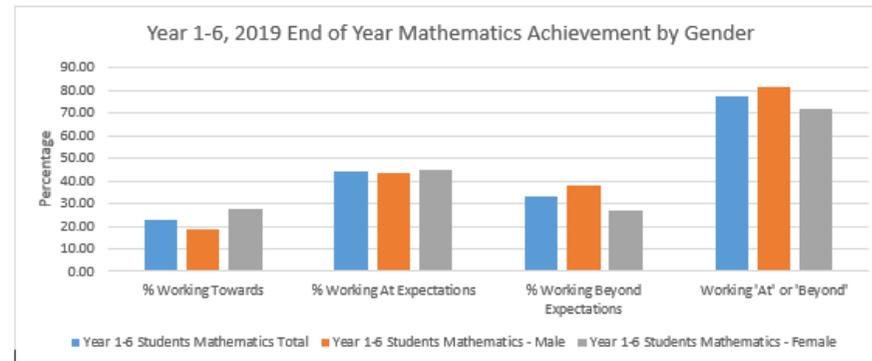
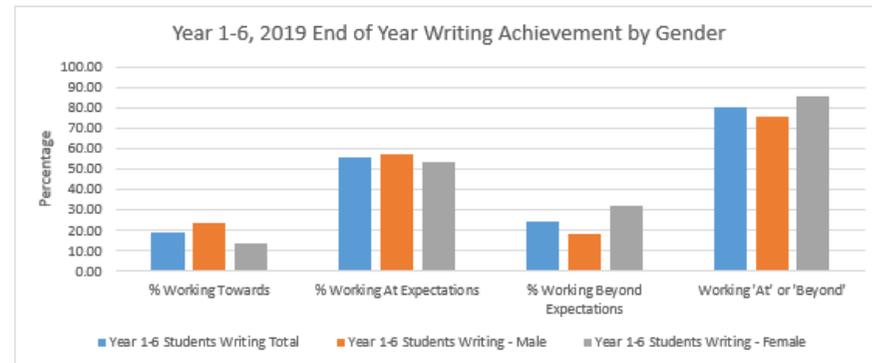
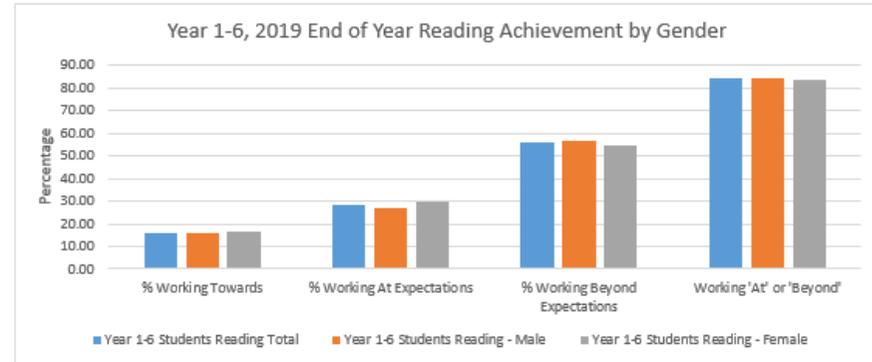
#### Summary

- Above 80% of year 1 to 6 students working at or beyond curriculum expectations in Reading (83%) and Writing (81%). 77% of students in year 1 to 6 working at or beyond expectations in Mathematics. Overall this data set is the one of the best we have seen in year 1 to 6 for five years. Yes, we are using a different measure compared to National Standards, however there is enough similarity with respect to use of OTJ's for us to be able to say that this is an excellent end of year performance.
- There is a drop in mathematics performance when comparing 2019 results (85%) to 2018 (77%). We are unsure why this has happened especially given mathematics has been a core area of Professional Development focus in 2020. This data set may reflect both negative and positive causes i.e. growing teacher familiarity with new mathematics teaching resources (Pearson) or better teacher understanding of the requirements of the curriculum at each year level and therefore higher teacher expectations.
- Significant improvements school-wide in Reading and Writing Achievement overall.



Year 1-6 student achievement data broken down by gender

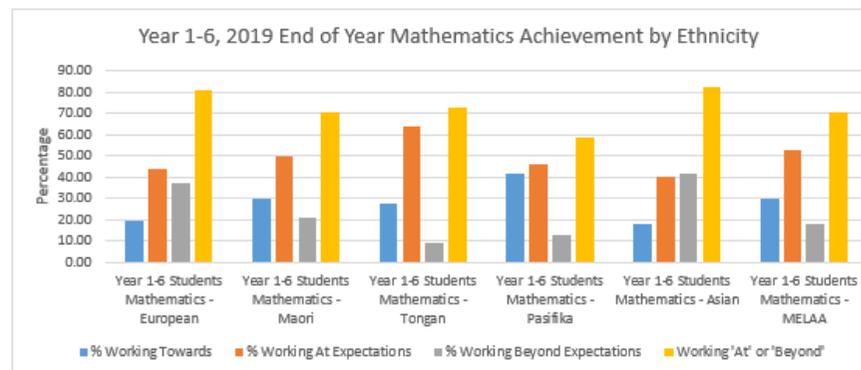
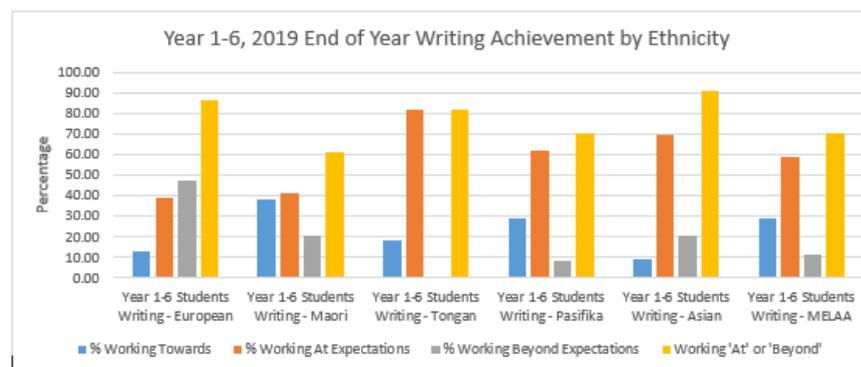
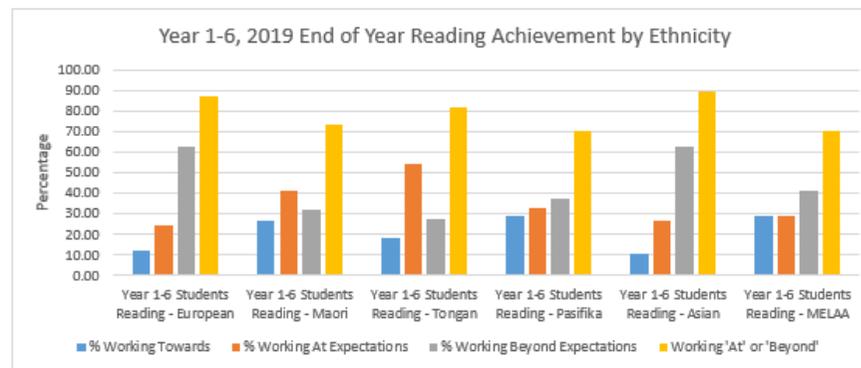
- Significant disparity between girls and boys writing achievement – approx. 10% difference. This is of concern. In mathematics this disparity is reversed.



Year 1-6 student achievement data broken down by ethnicity

**Summary**

- Maori reading and writing achievement is lower than expected / preferred - worth targeting and tracking looking forward to 2020.
- Asian reading, writing and mathematics achievement is higher than school average.
- Improvements school-wide in Writing Achievement overall from 2018 to 2019. This is pleasing as this learning area has been a key focus for a number of years at Cornerstone.
- Tongan achievement in Reading is above the school average while Tongan Writing is below the school average in years 1 through 6. Overall the concerning gap between Tongan achievement and the rest of the school seen in 2015 through to 2018, has largely disappeared. Again, there could be two key reasons for this – one negative and one positive: firstly, our struggling Tongan cohort has now shifted through to year 7/8 and is therefore no longer included in this data set. Secondly, the intervention put in place at Lalanga mo’u (Tongan Pre-school) are starting to reap positive rewards i.e. Tongan students in year 1 through 6 are mostly achieving at or above expectations (with the exception of those Tongan students who are also receiving ESOL support). For the first time we are seeing Tongan students achieving higher than the school average in reading. This perhaps reflects the significant effort and resourcing we have invested in this cohort over past years.
- Asian achievement and Male achievement in mathematics is higher (82% and 81% achieving at or beyond respectively) compared to overall year 1 to 6 cohort.



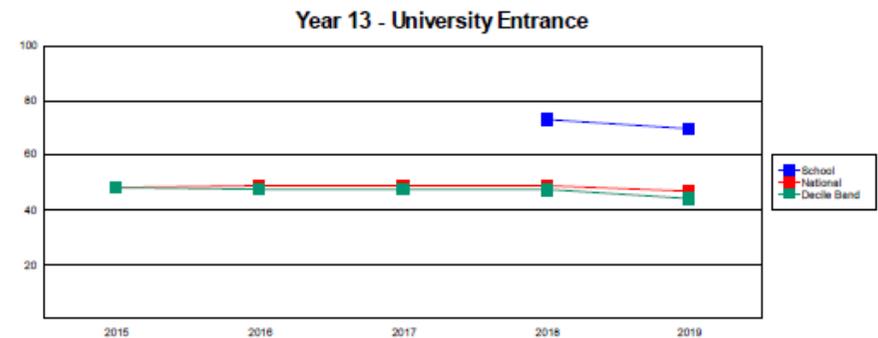
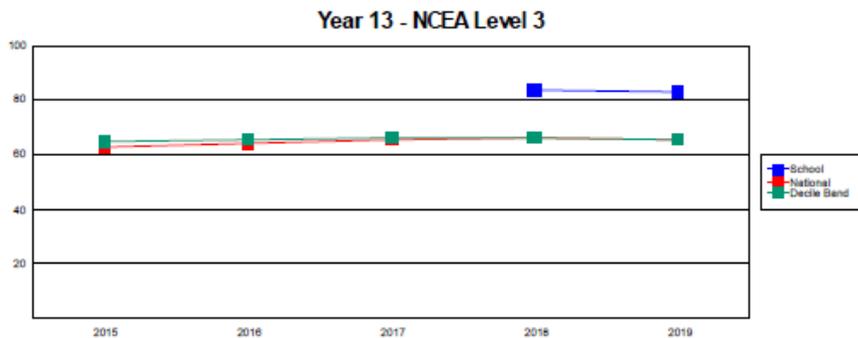
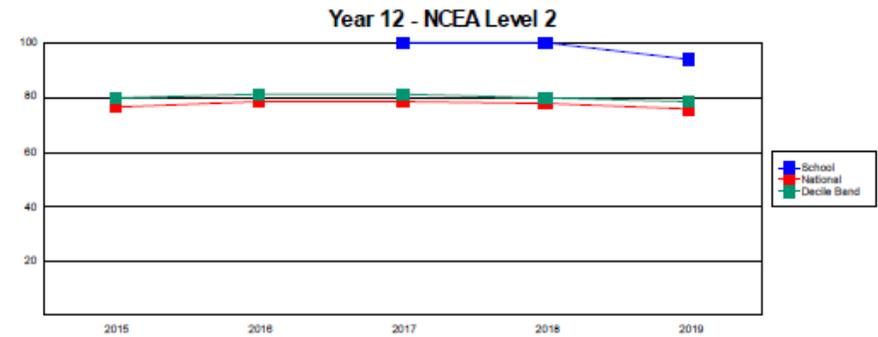
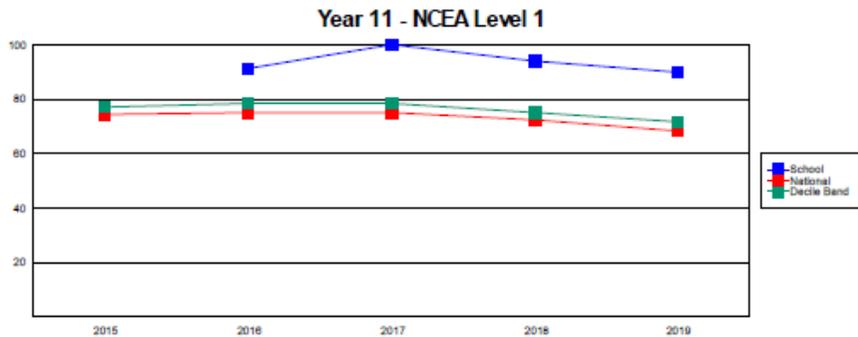
## Achievement data for Years 7-13 | Measured in November 2019

### Achievement in NCEA and UE: Cornerstone Christian School

Generated 27-Jan-2020

PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Cornerstone Christian School				National				Decile 4-7			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2015					74.5	76.3	62.6	48.1	77.2	79.8	64.5	48.3
2016	90.9				75.3	78.4	64.2	48.8	78.1	81.5	65.2	47.8
2017	100.0	100.0			75.0	78.5	65.5	48.9	78.2	81.3	66.1	47.2
2018	93.8	100.0	83.3	73.3	72.4	77.6	66.1	48.9	75.2	80.1	66.3	47.2
2019	90.0	94.1	82.6	69.6	68.6	76.1	65.5	46.8	71.5	78.7	65.4	44.2



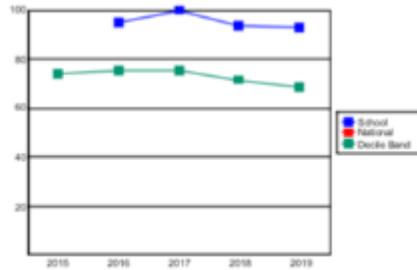
**Achievement in NCEA and UE: Cornerstone Christian School**

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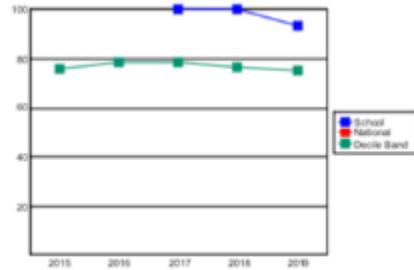
PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Cornerstone Christian School				National				Decile 4-7			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Male</b>												
2015									73.8	76.3	56.8	40.7
2016	94.7								75.1	78.5	59.0	40.9
2017	100.0	100.0							75.1	78.6	59.9	39.8
2018	93.8	100.0	76.5	64.7					71.6	76.7	60.3	40.0
2019	92.9	93.3	75.0	50.0					68.7	75.5	59.9	37.4
<b>Female</b>												
2015									80.8	83.6	71.7	55.7
2016	85.7								81.3	84.6	71.2	54.5
2017	100.0	100.0							81.6	84.2	72.1	54.4
2018	93.8	100.0	92.3	84.6					79.2	83.7	72.0	54.0
2019	87.5	94.7	90.9	90.9					74.5	82.2	70.6	50.5

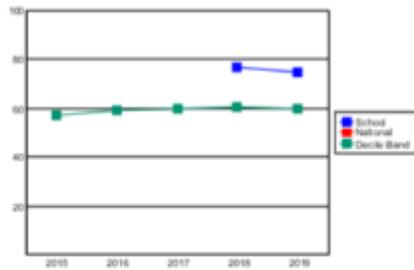
Year 11 NCEA Level 1 - Male



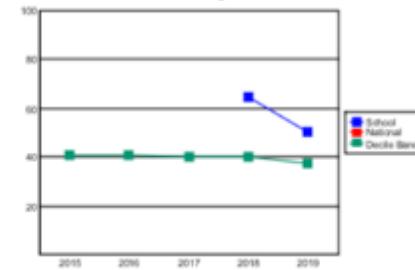
Year 12 NCEA Level 2 - Male



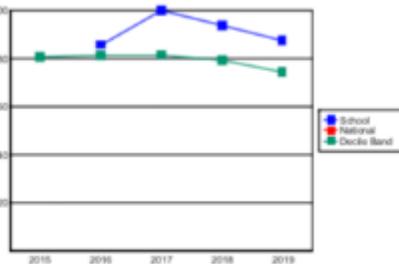
Year 13 NCEA Level 3 - Male



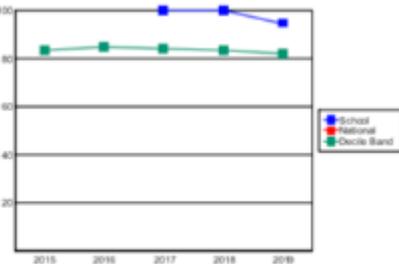
Year 13 University Entrance - Male



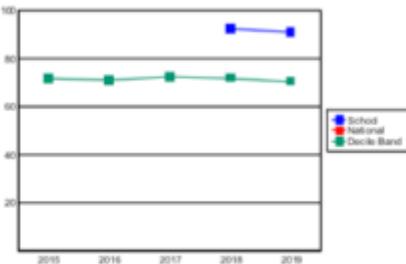
Year 11 NCEA Level 1 - Female



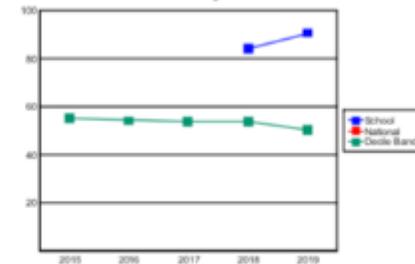
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



**Achievement in NCEA and UE: Cornerstone Christian School**

Generated 15-Jan-2020

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Cornerstone Christian School				National				Decile 4-7			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Asian</b>												
2015									85.2	83.1	73.1	61.8
2016	100.0								84.6	84.7	74.8	62.2
2017	100.0	100.0							84.7	84.4	76.4	63.9
2018	100.0	100.0	100.0	100.0					82.2	83.0	75.1	62.7
2019	100.0	100.0	100.0	66.7					77.0	81.3	73.4	57.7
<b>European</b>												
2015									80.8	82.5	67.3	51.9
2016	96.3								81.7	83.7	67.5	51.3
2017	100.0	100.0							81.5	83.6	67.9	50.1
2018	95.5	100.0	84.0	80.0					78.6	82.6	68.7	50.2
2019	95.8	95.5	77.8	66.7					75.5	81.1	67.5	47.4
<b>Māori</b>												
2015									65.1	70.8	50.8	30.4
2016	66.7								66.5	74.0	52.6	29.6
2017	100.0	100.0							67.1	74.0	53.6	29.8
2018	75.0	100.0	100.0	100.0					62.4	72.2	53.8	29.8
2019	50.0	75.0	25.0						58.6	71.2	53.4	26.5
<b>Middle Eastern/Latin American/African</b>												
2015									75.1	74.4	63.4	48.8
2016	50.0								77.2	77.2	61.5	46.8
2017		100.0							79.7	77.9	62.2	44.4
2018	100.0		50.0	50.0					77.9	81.4	65.7	46.5
2019		100.0							69.1	74.7	66.0	46.0
<b>Other Ethnicity</b>												
2015									79.9	82.0	62.7	48.2
2016									78.9	85.2	65.8	50.5
2017									81.1	81.4	72.8	53.0
2018									78.7	80.7	68.1	52.9
2019									81.2	77.6	61.9	46.6
<b>Pacific Peoples</b>												
2015									70.2	73.4	52.5	28.0
2016	80.0								70.4	75.9	53.6	28.0
2017	100.0	100.0							71.5	75.3	57.8	29.3
2018	100.0	100.0	100.0	50.0					67.2	74.7	56.7	29.0
2019	100.0	100.0	100.0	100.0					62.4	70.8	56.7	26.7

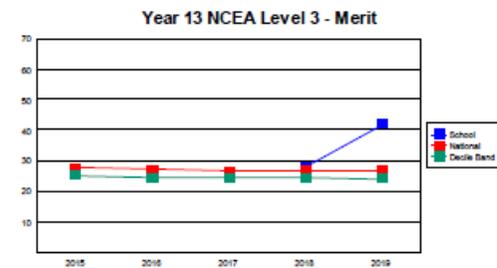
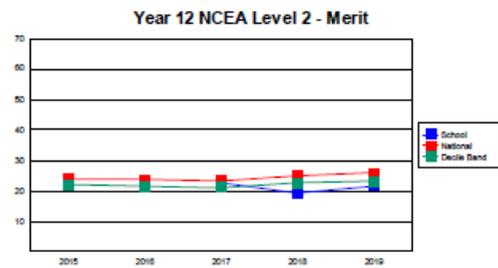
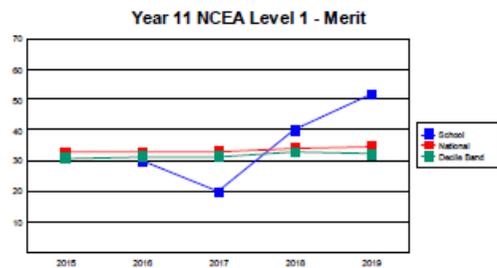
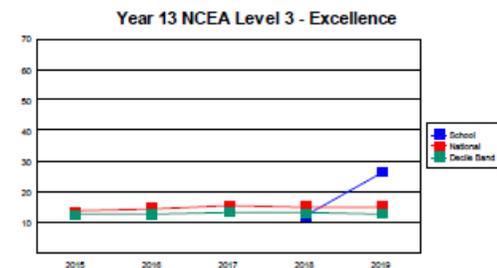
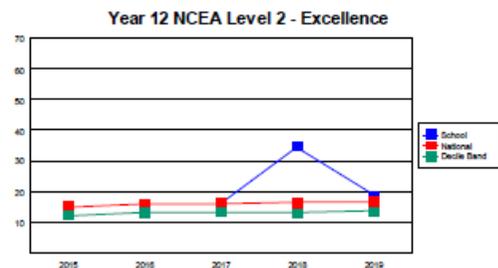
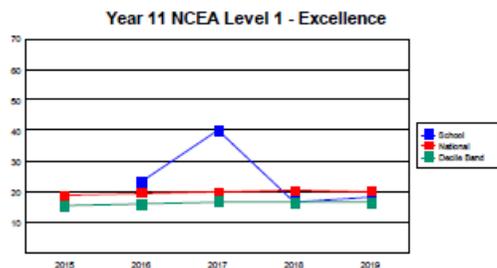
Data showing ethnic breakdown has been removed for privacy purposes.

### NCEA Certificate Endorsement: Cornerstone Christian School

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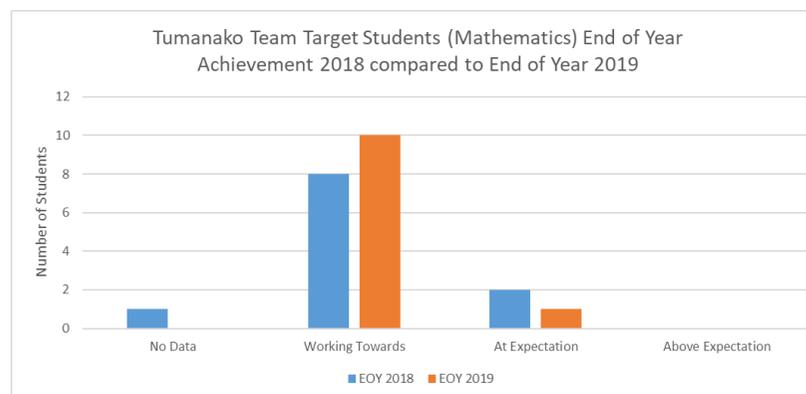
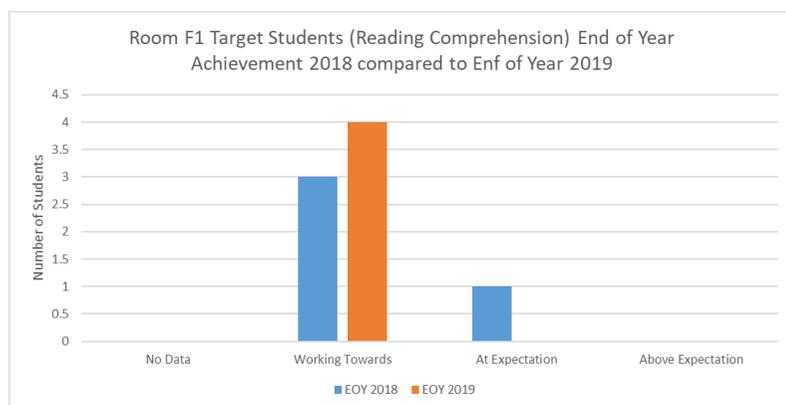
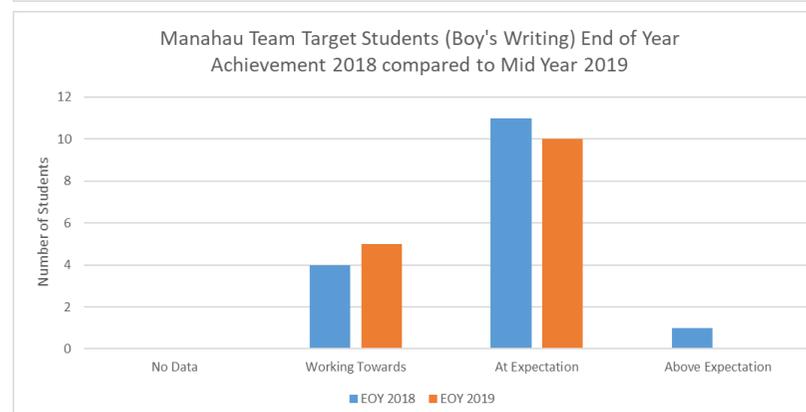
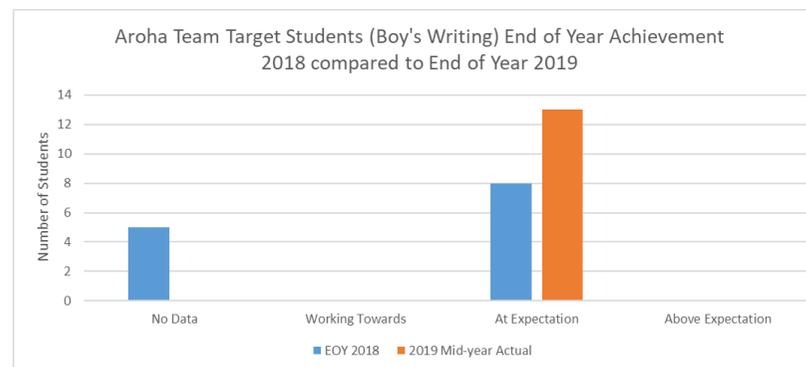
#### PR4 - Cumulative Results by Percentage

Academic Year	Cornerstone Christian School			National			Decile 4-7		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<b>Achieved with Excellence</b>									
2015				18.8	15.1	13.8	15.4	12.4	12.6
2016	23.3			19.7	16.0	14.5	16.1	13.3	12.8
2017	40.0	16.1		20.0	16.4	15.5	16.8	13.6	13.6
2018	16.7	34.6	12.0	20.5	16.5	15.0	16.6	13.2	13.2
2019	18.5	18.8	26.3	20.1	16.7	15.1	16.5	13.7	13.0
<b>Achieved with Merit</b>									
2015				32.8	24.2	27.7	30.8	22.2	25.4
2016	30.0			32.8	23.7	27.2	31.3	21.5	24.5
2017	20.0	22.6		33.0	23.5	26.7	31.3	21.2	24.4
2018	40.0	19.2	28.0	34.3	25.2	27.0	32.7	22.5	24.3
2019	51.9	21.9	42.1	34.8	25.9	27.0	32.1	23.2	24.3



## Primary target students

Our target students results in Aroha Team (year 1 and 2) are pleasing, however little or no progress is shown with our target students in Manahau (year 3 and 4) and Tumanako Team (year 5 and 6). The students appear to have kept track with the requirements of an increasing curriculum however are not showing the boost that should be shown when intensive instruction is given to a target group of students. Seven priority learners were represented in this year 1-6 target group. All seven of these students were Maori and only one of these students made academic gains such that they were considered to be at the appropriate curriculum level (in Reading) by the end of 2019. In 2020 it will be a key priority for us to look at our teacher inquiry process and the resulting interventions, and how we can make these more effective.



## Secondary targets

<b>Year 7 &amp; 8 Numeracy EOY Final Outcome</b>			
<b>Annual Aim: Numeracy Year 7 &amp; 8</b> To increase the number of students achieving at or above the target Curriculum Level for Mathematics.			
<b>Cohort Targets:</b> <b>Year 7:</b> 85% of Year 7 students will be at or above Curriculum level 3A for numeracy by the EOY <b>Year 8:</b> 85% of Year 8 students will be at or above Curriculum level 4B for numeracy by the EOY			
<b>Priority Learners who are At Risk of Not Achieving the Target Curriculum Level</b>			
<b>Year 7</b>			
<ul style="list-style-type: none"> <li>• Definition: A Year 7 student at risk of not achieving NZC 3A will mean any student who was judged to be <b>below level 3B</b> at the end of the previous year</li> <li>• Baseline Data: Use OTJs from the end of the previous year.</li> </ul>			
<b>Year 8</b>			
<ul style="list-style-type: none"> <li>• Definition: A Year 8 student at risk of not achieving NZC 4B will mean any student who was judged to be <b>below level 3A</b> at the end of the previous year</li> <li>• Baseline Data: Use OTJs from the end of the previous year.</li> </ul>			
<b>Priority Learner Breakdown</b>	<b>Māori</b>	<b>Pasifika</b>	<b>All others</b>
Year 7	██████████	██████████	██████████
Year 8	██████████	██████████	██████████
<b>Reporting on Targets &amp; Actions</b>	<b>Outcomes</b>	<b>Reason for Variance</b>	<b>Next Steps</b>
<b>Target 1:</b> 85% of Year 7 students will be at or above Curriculum level 3A for numeracy by the EOY	<b>78%</b> of Year 7 students were at or above Curriculum level 3A for numeracy by the EOY. Variance = 7% behind target.	Target was too optimistic given the number of learning needs.	In 2020, initiate targeted teaching in small groups to accelerate the students capable of reaching the target but have yet to do so. Revise the target for this cohort in 2020.  In 2020, initiate targeted teaching in small groups to accelerate the

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<p><b>Target 2:</b> 85% of Year 8 students will be at or above Curriculum level 4B for numeracy by the EOY</p> <p><b>Action 1:</b> Class Teachers are used to develop goals for students in these groups</p>	<p><b>79%</b> of Year 7 students were at or above Curriculum level 3A for numeracy by the EOY. Variance = 6% behind target.</p> <p>Team Leader ran Yr7&amp;8 meetings to discuss goal setting for students and student progress. Head of school provided a list of identified students for each teacher to focus on.</p>	<p>Target was too optimistic given the number of learning needs.</p> <p>Action completed</p>	<p>students capable of reaching the target but have yet to do so.</p> <p>In 2020, a complete restructuring of the Y7&amp;8 team and it's programmes is taking place. More time and strategies will be used with students who are not keeping pace with annual targets. 3 new teachers are also being welcomed to the team.</p>
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<p>Curriculum level 4B for <b>writing</b> by the EOY</p> <p><b>Action 1:</b> Class Teachers are used to develop goals for students in these groups</p>	<p>Team Leader ran Yr7&amp;8 meetings to discuss goal setting for students and student progress. Head of school provided a list of identified students for each teacher to focus on.</p>	<p>Action completed</p>	<p>In 2020, a complete restructuring of the Y7&amp;8 team and it's programmes is taking place. More time and strategies will be used with students who are not keeping pace with annual targets. 3 new teachers are also being welcomed to the team.</p>
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<b>Year 9 &amp; 10 Numeracy EOY Final Outcome</b>			
<b>Annual Aim: Numeracy Year 9 &amp; 10</b>			
1. To increase the number of students achieving at or above the target curriculum level for Mathematics			
<b>Targets:</b>			
<b>Year 9:</b> 85% of Year 9 students will be achieving at or above the target Curriculum level 4A for numeracy by the EOY			
<b>Year 10:</b> 85% of Year 10 students will be achieving at or above the target Curriculum level 5P for numeracy by the EOY			
<b>Priority Learners who are At Risk of Not Achieving the Target Curriculum Level</b>			
<b>Year 9</b>			
1. Definition: A Year 9 student at risk of not achieving NZC 4A will mean any student who was judged to be <b>below level 4B</b> at the end of the previous year			
2. Baseline Data: Use OTJs from the end of the previous year.			
<b>Year 10</b>			
1. Definition: A Year 10 student at risk of not achieving NZC 5P will mean any student who was judged to be <b>below level 4A</b> at the end of the previous year			
2. Baseline Data: Use OTJs from the end of the previous year.			
<b>Priority Learner Breakdown</b>	<b>Māori</b>	<b>Pasifika</b>	<b>All others</b>
Year 9			
Year 10			
<b>Reporting on Targets &amp; Actions</b>	<b>Outcomes</b>	<b>Reason for Variance</b>	<b>Next Steps</b>
<b>Target 1:</b> 85% of Year 9 students will be achieving at or above the target Curriculum level 4A for numeracy by the EOY	<b>86%</b> of Year 9 students were achieving at or above the target Curriculum level 4A for numeracy by the EOY. Target exceeded by <b>1%</b> .	Target met	Continue with similar target and strategies in 2020
<b>Target 2:</b> 85% of Year 10 students will be achieving at or above the target -Curriculum level 5P for numeracy by the EOY	<b>87%</b> of Year 10 students were achieving at or above the target Curriculum level 5P for numeracy by the EOY. Target exceeded by <b>2%</b> .	Target met	Continue with similar target and strategies in 2020
<b>Action 1:</b> Class Teachers are used to develop goals for students in these groups	Coaches monitored the data suggested	No variance to target	Continue with similar target and strategies in 2020



<b>Year 9 &amp; 10 Literacy EOY Final Outcome</b>			
<b>Annual Aim: Literacy Year 9 &amp; 10</b>			
1. To increase the number of students achieving at or above the target curriculum level for Writing			
<b>Targets</b>			
<b>Year 9:</b> 85% of Year 9 students will be achieving at or above the target Curriculum level 4A for writing by the EOY			
<b>Year 10:</b> 85% of Year 10 students will be achieving at or above the target Curriculum level 5P for writing by the EOY			
<b>Priority Learners who are At Risk of Not Achieving the Target Curriculum Level</b>			
<b>Year 9</b>			
1. Definition: A Year 9 student at risk of not achieving NZC 4A will mean any student who was judged to be <b>below level 4B</b> at the end of the previous year			
2. Baseline Data: Use OTJs from the end of the previous year.			
<b>Year 10</b>			
1. Definition: A Year 10 student at risk of not achieving NZC 5P will mean any student who was judged to be <b>below level 4A</b> at the end of the previous year			
2. Baseline Data: Use OTJs from the end of the previous year.			
<b>Priority Learner Breakdown</b>	<b>Māori</b>	<b>Pasifika</b>	<b>All others</b>
Year 9			
Year 10			
<b>Reporting on Targets &amp; Actions</b>	<b>Outcomes</b>	<b>Reason for Variance</b>	<b>Next Steps</b>
<b>Target 1:</b> 85% of Year 9 students will be achieving at or above the target Curriculum level 4A for writing by the EOY	<b>82%</b> of Year 9 students were achieving at or above the target Curriculum level 4A for writing by the EOY. <b>3%</b> variance to target	Target not met.	Curriculum group to investigate whether we need to look at an acceleration programme in year 9 and make recommendations.
<b>Target 2:</b> 85% of Year 10 students will be achieving at or above the target Curriculum level 5P for writing by the EOY	<b>83%</b> of Year 10 students were achieving at or above the target Curriculum level 5P for writing by the EOY. <b>2%</b> variance to target.	Target not met.	Curriculum group to investigate whether we need to look at an acceleration programme in year 10 and make recommendations.
<b>Action 1:</b> Class Teachers are used to develop goals for students in these groups	Coaches monitored the data suggested	No variance to target	Continue with similar target and strategies in 2020

<b>NCEA Level 1 EOY Final Outcome</b>			
<b>Annual Aim: Level 1 NCEA:</b>			
<ol style="list-style-type: none"> <li>1. Identify [and improve the outcomes] of students who show clear signs of being at risk of not achieving <b>Level 1</b></li> <li>2. Identify [and improve the outcomes] of students who have the potential to achieve Merit &amp; Excellence endorsements at Level 1</li> </ol>			
<b>2019 NCEA Cohort Targets:</b>			
<ol style="list-style-type: none"> <li>1. 100% of Year 11 students entered and eligible for NCEA Level 1 will achieve L1 literacy and numeracy.</li> <li>2. 85% of Year 11 students entered and eligible for NCEA Level 1 will gain the qualification.</li> <li>3. 55% of Year 11 students who gain NCEA Level 1 will gain the qualification with a Merit or Excellence endorsement</li> </ol>			
<b>Priority Learners who are At Risk of Not Achieving NCEA L1</b>			
<ol style="list-style-type: none"> <li>1. Definition: A Year 11 student at risk of not achieving L1 is anyone who was <b>below</b> curriculum level <b>5p</b> [using OTJs] at the end of Year 10</li> <li>2. Baseline Data: Year 10 OTJ Data from Term 4 of the previous year</li> </ol>			
<b>Priority Learner Breakdown</b>	<b>Māori</b>	<b>Pasifika</b>	<b>All Others</b>
Numeracy			
Literacy			
<b>Reporting on Targets &amp; Actions</b>	<b>Outcomes</b>	<b>Reason for Variance</b>	<b>Next Steps</b>
<b>Target 1:</b> 100% of Year 11 students entered and eligible for NCEA Level 1 will achieve L1 literacy and numeracy.	<b>100%</b> of students entered and eligible for NCEA Level 1 achieved L1 literacy and numeracy. <b>Variance:</b> 3 Y11 students were not eligible for NCEA L1 as they were enrolled in SPEC, an alternate programme at L1. However, these students did achieve the alternate L1 qualification in lieu of NCEA L1.	Target met	Continue with similar target and strategies in 2020
<b>Target 2:</b> 85% of Year 11 students entered and eligible for NCEA Level 1 will gain the qualification.	<b>90%</b> of Year 11 students gained the qualification. <b>Variance:</b> The only students from the cohort not to achieve L1 were those entered in SPEC. Therefore <b>100%</b> of those entered and eligible for NCEA L1 gained the qualification.	Target exceeded	Continue with similar target and strategies in 2020

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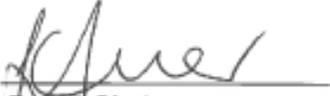
<p><b>Target 3:</b> 55% of Year 11 students who gain NCEA Level 1 will gain the qualification with a Merit or Excellence endorsement</p> <p><b>Action 1:</b> Life Lab coaches are to be used to monitor literacy and numeracy goals for target 1 &amp; 2 students</p>	<p><b>70.4%</b> of Year 11 students who gained NCEA Level 1 gained the qualification with a Merit or Excellence endorsement. An <b>improvement</b> of 13.7% on the previous year.</p> <p>Coaches monitored the data suggested</p>	<p>Target exceeded</p> <p>No evidence of variance to target</p>	<p>Continue with similar target and strategies in 2020</p> <p>Continue with similar target and strategies in 2020</p>
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<b>NCEA Level 2 EOY Final Outcome</b>			
<b>Annual Aim: Level 2 NCEA:</b>			
1. Identify and improve the outcomes of Year 12 students at risk of not achieving their level 2 certificate 2. Identify and improve the outcomes of students who have the potential to achieve Merit & Excellence endorsements at Level 2			
<b>2019 NCEA Cohort Targets:</b>			
1. 85% of Year 12 students eligible for NCEA level 2 will gain the qualification. 2. 55% of Year 12 students who gain NCEA Level 2 will gain the qualification with a Merit or Excellence endorsement			
<b>Priority Learners who are At Risk of Not Achieving NCEA L2</b>			
<ul style="list-style-type: none"> <li>▪ Definition: A Year 12 student at risk at level 2 will mean any Year 12 student who achieved less than <b>85 credits</b> [at L1] by the start of 2019</li> <li>▪ Baseline Data: 2018 NCEA data.</li> </ul>			
<b>Priority Learner Breakdown</b>	<b>Māori</b>	<b>Pasifika</b>	<b>All Other</b>
Year 12 at risk for level 2 in 2019 (target 1)			
<b>Reporting on Targets &amp; Actions</b>	<b>Outcomes</b>	<b>Reason for Variance</b>	<b>Next Steps</b>
<p><b>Target 1:</b> 85% of Year 12 students eligible for NCEA level 2 will gain the qualification.</p> <p><b>Target 2:</b> 55% of Year 12 students who gain NCEA Level 2 will gain the qualification with a Merit or Excellence endorsement</p> <p><b>Action 1:</b> LIFE LAB coaches are used to develop NQF goals for students in Target 1</p>	<p><b>94.1%</b> of <i>all</i> Year 12 students gained the qualification. This outcome is <b>5.9%</b> lower than last year.</p> <p><b>40.7%</b> of Year 12 students who gained NCEA Level 2 gained the qualification with a Merit or Excellence endorsement</p> <p>Coaches monitored the data suggested</p>	<p><b>Target exceeded:</b> The students who did not gain L2 were 2 supported learning students. 1 was entered and eligible for NCEA L2, 1 was not.</p> <p>Target not met. In 2018, 56.7% of this cohort gained a M or E L1 qualification. Whilst we could expect less to achieve M or E at L2, more than 10% variance has been noted. Therefore it would appear that this cohort underperformed when measured against their potential. Coaches noted their struggle to motivate Y12 students who were “preloaded” with L2 credits before the start of the 2019 academic year.</p>	<p>Continue with similar target and strategies in 2020                      Introduce two new courses in 2020 [First Responders, and Logistics]. This will continue to improve choice for students and further meet the learning needs emerging in the High School.</p> <p>Task the Curriculum Group with investigating the issues and then make recommendations to the D.P.</p> <p>Decision made in 2019 not to preload 2019 Y11 students with L2 credits to see if that reduces to issue in 2020.</p>

<b>NCEA Level 3 EOY Final Outcome</b>			
<b>Annual Aim: Level 3 NCEA</b>			
<ol style="list-style-type: none"> <li>Identify and improve the outcomes of Year 13 students at risk of not achieving their level 3 certificate</li> <li>Identify and improve the outcomes of students who have the potential to achieve Merit &amp; Excellence endorsements at Level 3</li> </ol>			
<b>2019 NCEA Cohort Targets:</b>			
<ol style="list-style-type: none"> <li>85% of Year 13 students eligible for NCEA level 3 will gain the qualification.</li> <li>45% of Year 13 students who gain NCEA Level 3 will gain the qualification with a Merit or Excellence endorsement</li> </ol>			
<b>Priority Learners who are At Risk of Not Achieving NCEA L3</b>			
<ul style="list-style-type: none"> <li>Definition: A Year 13 student at risk at level 3 will mean any Year 13 student who achieved less than <b>85 credits combined</b> [at L2&amp;3] by the start of 2019</li> <li>Baseline Data: 2018 NCEA data.</li> </ul>			
<b>Priority Learner Breakdown</b>	<b>Māori</b>	<b>Pasifika</b>	<b>All Other</b>
Level 3 [target 1]			
<b>Reporting on Targets &amp; Actions</b>	<b>Outcomes</b>	<b>Reason for Variance</b>	<b>Next Steps</b>
<p><b>Target 1:</b> 85% of Year 13 students eligible for NCEA level 3 will gain the qualification.</p> <p><b>Target 2:</b> 45% of Year 13 students who gain NCEA Level 3 will gain the qualification with a Merit or Excellence endorsement</p> <p><b>Action 1:</b> LIFE LAB coaches are used to develop NQF goals for students in Target 1</p>	<p><b>82.6%</b> of <i>all</i> Year 13 students eligible for NCEA level 3 will gain the qualification. Whilst this outcome appears lower than target, all students who did not get their L3 qualification were leavers from earlier in the year. <b>100%</b> of those that remained to the end of the academic year gained their L3 qualification.</p> <p><b>68.4%</b> of Year 13 students who gained their NCEA Level 3 gained the qualification with a Merit or Excellence endorsement.</p> <p>Coaches monitored the data suggested</p>	<p>Target exceeded</p> <p>Target exceeded</p> <p>No evidence of variance to target</p>	<p>Continue with similar target and strategies in 2020</p> <p>Continue with similar target and strategies in 2020</p> <p>Continue with similar target and strategies in 2020</p>

Signed:   
Acting Principal

26/2/2020.  
Date

  
Board Chairperson

26 FEBRUARY 2020.  
Date

