



Annual Report 2020

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 2020



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 in junior classes*
 - *Integrated curriculum*
 - *Targeted learning for specific needs*
 - *Year 7-13 students having access to their own personalised device*
 - *Project work in line with Deeper Learning strategies*
 - *Develop a Y7-13 Technology curriculum integration plan (in lieu of the recent departure from Monrad Intermediate as the Year 7-8 Technology provider*



2. Schoolwide Goals

- *Improve the outcomes of target students and priority learners across the school (Teams based inquiry)*
- *Improve teacher understanding of the impact that they have (Hattie – everything works, but what works best?)*

3. Improve the outcomes of priority learners

- *Teachers to give emphasis to target students and priority learners within this group. See the end of this table for details.*
 - *Year 1-6 target student group reflects those students in danger of not achieving at the appropriate curriculum level in reading, writing and/or mathematics*
 - *Year 7-10 literacy and numeracy targets*
 - *Year 11-13 development of specific SPEC targets in 2020*

4. Improve teacher understanding of the impact that they have

- *Professional Development to improve teacher understanding of the impact that they have*
 - *CoL literacy initiative – continuation of Ken Kilpin across school literacy programme*
 - *CORE-ED professional development in primary around understanding and incorporating New Pedagogies for Deeper Learning*

5. Curriculum Review

- Continue to review the primary curriculum delivery model in line with Community of Learning PD contracts around:
 - Student agency and learning empowerment
 - New Pedagogies for Deeper Learning

6. Education Outside The Classroom (EOTC)

- Ensure the school maintains access to extra-curricular activities in an equitable manner for students in light of changes in the funding model.



Strategic Plan Area: Well-being

1. Increased student support programmes

- *Increased teacher aide and SENCO support*
- *Expand Life Lab into Y7-8*
- *Tier 2 PB4L*
- *Initiate a secondary well-being survey with students*
- *My Mahi programme integration with LifeLab programmes*
- *Review ways that we could capture the wellbeing climate of the school in real-time (e.g. via an App).*

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

- *Professional development focus on:*
 - *NZACS Leadership conference for the leadership team*
 - *Secondary subject specific professional development*
 - *Community of Learning PD Y1-13*
- *Explore a spectrum of strategies to value teachers, admin and support staff at Cornerstone Christian School, e.g.*
 - *End of term acknowledgement/celebration. Celebrating staff events and successes.*
 - *Morning teas*
 - *Support for staff, e.g. counselling*
 - *Social and team building events throughout the year*
- *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 Year 7-8 buildings*
- *Gymnasium management and continued resourcing*
- *Extra play area for Aroha team (Y0-2)*
- *New gardens (L Block)*
- *Expansion of Garden to Plate area*
- *Tree planting to improve the aesthetics of the site as more of the available area begins to be used*
- *Plan for continued extension of the roll in discussion with the proprietors*
- *Plan towards development of an extra secondary classroom for 2021. This may include initiating the development of I-block in late 2020, early 2021*
- *Explore possibility of security cameras being installed across the school*

2. Community of Learning

- *Integrate CoL positions and achievement challenges into the fabric of professional development at Cornerstone*
- *Continue to grow collaboration and leadership across the CoL*

Strategic Plan Area: Interweaving Strands – Discipleship

1. Service Opportunities

- *Service opportunities, e.g. visits to Preschool, Peppertree retirement village to bless them*
- *Year 13 Vanuatu trip to serve an island community.*
- *Duke of Edinburgh awards in secondary*
- *Student Volunteer Army awards*
- *Develop service strand in secondary Life lab.*
- *Continue with Peer Mentoring under the oversight of the Guidance Counsellor.*
- *Buddy systems continued using senior secondary students to work with junior ones.*
- *Primary team 'friends duty' to help students who need a friend at interval or lunchtime.*
- *Prefect team appointed with a focus on serving their peers through portfolios of service / committee leadership.*
- *Continue with the new role of the junior and senior student council.*
- *'Whakapono Team Service Awards' for the areas of road patrol, library, putting out the flags during wet lunch times etc.*



Strategic Plan Area: Interweaving Strands – Maori akonga

1. Ka Hikitia

- *Continuing to teach Te Reo and Te Ao Maori to students in Yea 1-8 with a view to extending this into Y7-13 in the future*
- *Work toward developing a school haka, waiata, karakia and a school-based Powhiri protocol*
- *Consult with Maori parents twice a year*

2. Rangitane lwi mahi tahi

- *Continue to develop the relationship with kaumatua Wiremu Te Awe Awe of Rangiotu marae*
- *Y9 students to have a noho marae at the end of 2020*
- *Primary students visiting St Michael's marae*

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

- *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 twice per year*



Book Week, Term 4



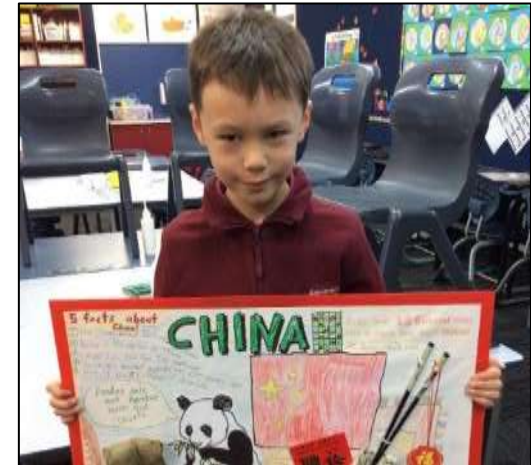
Progress towards these goals

Strategic Plan Area: Learning

Annual plan goals:

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*
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 - *Project work in line with Deeper Learning strategies*
 - *Develop a Y7-13 Technology curriculum integration plan (in lieu of the recent departure from Monrad Intermediate as the Year 7-8 Technology provider*



Ensuring that we build and provide the best culture and environment for students to own their learning remained at the forefront of considerations. The senior leadership team began the year with a reading from the book *The Learning Powered School* (Guy Claxton and Maryl Chambers, 2011) which emphasises the importance of shifting school-wide curriculum delivery toward the model represented in the bullet points above, and more.

We considered how we can see our Year 13 students become 'confident', 'followers of Jesus Christ', 'equipped', 'inspired' and 'creative'. As a Special Character Christian School, our vision is comprised of two key elements: first and foremost is a child's developing relationship with Jesus Christ, expressed through their Christian character. Second is each child's development as a 21st century learner.

Over the last couple of years, there has been a growing awareness amongst staff that, while our Christian faith is built upon immovable tenets, our curriculum needs to change to reflect the changing world we live in. Put simply,

the world no longer rewards people for just what they know... but for what they can do with what they know, how they behave in the world, and how they adapt (Schleicher, A., 2015).

Our current Primary and Secondary curriculum models have been highly successful in producing learners who 'tick the boxes' in the 3R's or in NCEA; however, the skill set required to survive and thrive in today's society requires a much broader curriculum approach. Every student deserves

to learn deeply through connected Christian teachers who prioritise learning experiences that build on students' strengths and needs; creating new knowledge using real-life problem solving, and who help all students identify their God-given talents, purpose and passions.

In 2020 we launched our Year 7 and 8 Technology Integration. In 2019, the senior leadership team had made the decision to exit the Technology programme being provided by Monrad Intermediate School. During Term 1 2020, teachers purchased a range of resources to enable them to teach a range of technologies. A kitchenette was completed enabling students to engage in Food Technology and a range of woodworking equipment (including power tools) was purchased to allow students to undertake hard materials projects. Two 3-D printers were purchased allowing students to undertake 3D modelling.

Whilst the closure and isolation requirements of the Ministry of Education (due to Covid-19) disrupted classroom learning, they also served to emphasise the importance of students having ownership and agency around their own learning. In 2019, a lot of work was done by the school to ensure that all Year 7-8 students either had their own device, or access to a school one for the duration of each day. Through these devices and the use of OneNote students were more than ever in charge of their education and the teachers around them guided/assisted rather than directed them. As we moved to providing distance learning for all students in Years 7-13 via OneNote and Microsoft Teams, the wisdom of the move is paid off.



2. Schoolwide Goals.

- *Improve the outcomes of target students and priority learners across the school (Teams based inquiry)*

At the start of 2018, the Ministry of Education removed the requirement for schools to report on National Standards. This gave rise to discussions at around how we assess students and report to parents about their children's progress. While many teachers were pleased that some aspects of National Standards had been removed, e.g. the narrow banding of students as 'well below' or 'below', the general consensus was that the work done around Overall Teacher Judgements, and using plain language in reporting to parents, was positive. The decision was made to begin a process of developing assessments and reporting practises that measured students against the broader bands of learning described within the New Zealand Curriculum document.

Teachers are encouraged to make Overall Teacher Judgements (OTJ's) about where a student is achieving, compared to the New Zealand Curriculum. When doing so teachers consider all the information gathered about a student together, and not focus on one aspect only (e.g. test scores). For instance, an end of year test compared to a start of year score might suggest that no progress has been made but observations of learning compared to school learning progressions (see below) and teacher anecdotal records are just as important as the test scores.



The resulting data was analysed by senior leaders before the end of Term 2, when 80% of Year 1-8 students were found to be working at or beyond expectation in Reading, Writing and Mathematics. This was somewhat surprising, given the time away from school due to Covid-19. Of note:

- Maori students' Reading data had improved (from previous years) reflecting a general trend toward better Maori achievement data.

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- The data highlighted a need to track Maori, Tongan/Pasifika and MELAA Writing for the remainder of the year.
 - Very positive improvements had occurred in targeted Year 1-3 students' Reading data, reflecting development of phonological awareness and a reading focus.
 - Outstanding progress was being made by Year 4 targeted students in Mathematics.
 - Good movement had occurred within a target student group focused on 'reading for instruction' in Mathematics, Reading, and Writing.
 - Good progress had been made by targeted Year 5-6 boys who were targeted to increase their motivation in Writing. Teachers did this through purposeful, boy-friendly means, e.g. using a contextual focus and making it fun.
- *Improve teacher understanding of the impact that they have (Hattie – everything works, but what works best?)* Please refer to point 4. (below)

In Term 1, Jude Parkes worked with our primary teams to assist teachers to think about their learners and what they were currently doing to encourage student agency through steps including: "where I was?", "where am I now?", giving evidence, and giving feedback. Jude discussed aspects of student agency providing tools and ideas that could be experimented with in the classroom. Teachers trialled these through the curriculum as time allowed.

3. Improve the outcomes of priority learners.

- *Teachers to give emphasis to target students and priority learners within this group:*
 - *Year 1-6 target student group reflects those students in danger of not achieving at the appropriate curriculum level in reading, writing and/or mathematics*
 - *Year 7-10 literacy and numeracy targets*
 - *Year 11-13 development of specific SPEC targets in 2020*

Please refer to the data and discussion toward the end of this report.

4. Improve teacher understanding of the impact that they have.

- *Professional Development to improve teacher understanding of the impact that they have*
 - *Community of Learning (CoL) literacy initiative – continuation of Ken Kilpin across school literacy programme*
 - *CORE-ED professional development in primary around understanding and incorporating New Pedagogies for Deeper Learning*



Ken Kilpin is a lecturer at Massey University who has worked in schools to upskill teachers in the use and teaching of effective literacy strategies. He encourages teachers to source rich, challenging written material and teach students the skills they need to use the text for the purpose at hand. Learning by reading and writing. We set out to achieve two goals this year with Ken:

1. Create a literacy policy for Cornerstone Christian School
2. Upskill individual teachers in how to teach students effective literacy strategies

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Ken worked initially with members of the secondary leadership team to formulate a literacy policy to clearly state what good readers, writers and thinkers look like at Cornerstone Christian School. Also, the policy would outline strategies for teachers to use in their instruction to teach these skills to students. Over the course of 3 sessions with Ken, we sourced Ministry documentation as reference points to form a draft of the policy. We also invited other CoL schools to join us when we created the final draft. LAC and Totara College were represented. The next step is to present the policy to a CoL-wide audience and then create a series of mini professional development sessions that will be delivered to staff in 2021. We are very pleased with the work done to date to form the policy and, once refined, I expect to have it adopted by our senior leaders.

Work with individual teachers started strong with a focus on the Science department. However, as the year progressed, there was less enthusiasm from teachers to come out of class to engage with Ken. I respected the teachers' desire to remain in class with their students to focus on their progress in this Covid-19 disrupted year. We will be exposing our teachers to aspects of our work through our secondary staff meetings in 2021.

In addition to the work done with Ken, and despite a change in direction for the CoL in 2020 focusing on refreshing the Achievement Challenge Plan and fostering greater collaboration across the CoL, the following additional work was undertaken to support improved literacy practice:

- In June, a professional development day was held for primary teachers focusing on becoming familiar with the CoL Writing exemplars and how to best use the Writing exemplar document to support Writing and assessment.
- Alison Davis of Vision Education continued to provide professional development around literacy practice around Writing knowledge, confidence and achievement across the disciplines.
- Zoom meetings hosted by Across and Within School Teachers were initiated for teachers across the CoL who teach the same year level for Primary, curriculum subject for Secondary, or share the same role e.g. SENCO. The topic for the Year 1, 2 and 3 meets centred on literacy practice. Staff enjoyed gaining ideas from teachers at other schools to improve their own practice.
- In small numbers, teachers visited other LNICOL schools to observe teaching practice in literacy.
- Several secondary teachers cross-moderated with a teacher from another school within the CoL. This is particularly valuable where there was a sole teacher in a subject area.
- Three junior teachers from Cornerstone, Faith City School and PNACS started to collaborate around *The Science of Reading/Structured Literacy Approach*.

We engaged CORE Education to assist us with launching Deeper Learning. Nicki Sturgeon from CORE Education Limited will presented and guided staff around the new pedagogies on a teacher only day held in August. Prior to the launch we provided the Deeper Learning book for our primary staff, who were required to read it in advance and come prepare with questions for the launch day. This gave staff prior understanding of what Deeper Learning is about to prepare for the launch.

5. Improve the outcomes of priority learners

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 - *CORE-ED professional development in primary around understanding and incorporating New Pedagogies for Deeper Learning*

Please refer to point 4 (above).

7. Curriculum Review

- *Continue to review the primary curriculum delivery model in line with CoL PD contracts around:*
 - *Student agency and learning empowerment*
 - *New Pedagogies for Deeper Learning*

A primary curriculum draft discussion document encapsulating some of the thinking of the Principal, Assistant Principal (Primary) and primary staff was put together in 2019/2020. Early in 2020, a decision was made to put the primary curriculum on hold pending the launch of our New Pedagogies for Deeper Learning (NPDL) Professional Development with CORE Ed in August. Prior to the launch, the Deeper Learning book was provided for our primary staff as required reading. A better understanding of NPDL was expected to flow on to heighten student agency and empowerment.

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Deep learning is new initiative the primary team are exploring alongside their curriculum review process. It encourages learning that is authentic and connects to passion, learning that is team related, learning that sticks, learning that has human significance and learning that involves higher order cognitive processes. Instead of focusing on curriculum content, it requires students to develop 21st century competencies or skills that are transferrable. These skills are then assessed against a developmental matrix.



8. EOTC

- *Ensure the school maintains access to extra-curricular activities in an equitable manner for students in light of changes in the funding model.*

The Education (School Donations) Amendment Act 2019 came into force on 22 October 2019. This Act supports the school donations scheme announced as part of the Budget 2019 package. From the beginning of 2020, Cornerstone Christian School received a \$150 per student, per year, payment on the basis that we agreed not to ask parents and caregivers for donations. The thinking around this was that although school donations are voluntary many families can feel under pressure to pay them and this can place pressure on household budgets. The initiative is designed to alleviate that pressure and expectation.

Because Camps and EOTC events are considered to be core curriculum, the school is obligated to pay for these.

In 2020, following EOTC camps took place:

- Year 13 leadership camp at MiCamp at Whakamaru
- Year 6 camp at Rangi Woods in the Pohangina valley
- Year 8 camp at MiCamp in Taupo (postponed until Term 4 due to lockdown in Term 1)
- Year 9 Marae Noho at Rangiotu marae
- Year 10 camp at Highland Home in the Pohangina valley





Strategic Plan Area: Well-being

Annual plan goals:

1. Increased student support programmes

- *Increased teacher aide and SENCO support*
- *Expand Life Lab into Y7-8*
- *Tier 2 PB4L*
- *Initiate a secondary well-being survey with students*
- *My Mahi programme integration with LifeLab programmes*
- *Review ways that we could capture the wellbeing climate of the school in real-time (e.g. via an App).*



Our Special Education Needs Coordinator (SENCO) worked to get a number of initiatives up and running to support learners. Measures included:

- Teacher aides tagged to the Aroha, Manahau, Tumanako and Whakapono teams.
- SPEC life skills programme for special needs students in Years 9-10.
- SPEC pathway for NCEA Level 2 programme for students in Year 11. This provided a pathway for students who would not otherwise be able to complete NCEA Level 1 to gain NCEA Level 2 through an alternative, longer pathway.
- ORS teacher programmes to adapt classroom curriculum and provide differentiation for ORS learners.
- ORS teacher aides tagged to our ORS students providing a range of care and learning programmes as directed by the classroom teacher and ORS teachers.
- Teacher aide support for learners with behavioural needs, high health needs, language and learning intervention students.
- Liaison with outside agencies including RTLB (resource teachers of learning and behaviour), Speech Language Therapists, BLENZ teachers, Health School, CAFs, Midcentral Health/Paediatrics, Ministry of Education (e.g. psychologists, physiotherapy, learning support coordinators).
- Liaison with our School Guidance Counsellor where there is a cross-over of roles.
- Reporting to Senior Leadership Team and the pastoral care group.

Year 7-8 students were fully integrated in the secondary Life Lab programme. The Director of Life Lab, Mrs Snedden, conducted induction for the new coaches early in Term 1 and Whakapono team leader Mrs Rose facilitated theme topic appropriate to the year levels. The coaches of each year level met for prayer and planning meetings.

Cornerstone Christian School had been implementing the Ministry of Education initiative *Positive Behaviour for Learning* (PB4L) for five years. The programme is based on the premise outlined in the box to the right. A major strength of the PB4L school-wide approach is its emphasis on school-wide systems that support proactive adult strategies such as defining, teaching, and reinforcing desirable student behaviours. Instead of responding to behavioural incidents in an unplanned, reactive way, Cornerstone has developed and implemented a continuum of positive behaviour supports for use across all settings in the school. The continuum includes:

If a child doesn't know how to read,
we teach.
If a child doesn't know how to swim,
we teach.
If a child doesn't know how to
multiply, we teach.
If a child doesn't know how to drive,
we teach.
If a child doesn't know how to behave,
we ... teach? ... punish?
Why can't we finish the last sentence
as automatically as we do the others?

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- Tier 1 strategies for establishing a classroom and school-wide social culture that supports positive behaviour for all students across all settings.
- Tier 2 interventions and strengthened classroom practices for groups of students who are at risk of problem behaviour, who have not responded to Tier 1 practices and systems, and who require efficient and more intense support.
- Tier 3 interventions for individual students who have the most intense support needs and who require individualised assessment and support in relation to instruction, monitoring, functional consequences, and sustainability.

Having completed Tier 1 of the PB4L programme in 2019, the school received the go ahead from the Ministry of Education to move to Tier 2 in 2020.

Tier 2 pastoral care meetings were held fortnightly throughout the year to address Tier 2 interventions. The team involved were the Principal, Deputy Principal, Assistant Principal (Primary), Secondary Learning Support teacher, SENCO and Guidance Counsellor.

Following teething issues in moving our Year 7-8 students into L-Block at the beginning of 2020 (including sound-mitigation, play-spaces, learning programmes and new teachers getting to grips with how things can be done in Year 7 and 8) the Year 7-8 cohorts were surveyed with an on-line 'well-being' survey. Overall, the results were very pleasing. Areas of concern which were highlighted including noise, sufficient play spaces and student safety became a focus for school leadership for the remainder of the year with interventions including the installation of sound baffling in L-block, additional concreted play spaces, and a fixed term, part-time teacher being employed for Terms 3-4 to encourage positive and productive lunch-time activities and behaviour for groups of Year 7-8 students. Toward the end of 2020, a decision was made to bring the Year 7-8 team back into the main secondary area of the school and to reallocate L-Block as a creative space for Art, Music, Dance, Drama and Technology areas of the curriculum in 2021.



Each week, Life Labs engaged in MyMahi lessons while their Life Lab coach conducts one-on-one conversations. MyMahi is an increasingly popular online program which covers a range of topics that connect to holistic student wellbeing. Cornerstone Christian School used the lessons very deliberately, empowering the Life Lab coaches to decide what sequence of lessons to use, based on the needs of their individual classes. Lessons pertaining particularly to wellbeing are indicated (right) and some of these lessons, such as goal setting, provide data and talking points students discuss with their parents and coaches during Learning Conferences.

Wellbeing

Teenage Brain and Drugs

Learn about the impacts of drugs, how long they stay in the body etc

HAPPINESS

HEALTH AND WELL-BEING: "HAPPINESS"

Gratefulness: explicitly learn how to be more positive in a negative world.

Body Language

Body Language

An incredible Ted Talk describes how sitting and standing in a certain way can increase confidence and chances of getting a job.

FAILURE IS SUCCESS

Failure is Success

Students will learn why it is important not to fear failure.

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

- *Professional development focus on:*
 - *NZACS Leadership conference for the leadership team*
 - *Secondary subject specific professional development*
 - *Community of Learning PD Y1-13*

The New Zealand Association for Christian Schools (NZACS) leadership conference was cancelled due to COVID-19. This is a core event for our school leadership professional development and typically occurs every two years. In place of the conference, NZACS ran a series of regional round table events in Term 4. The Lower North Island round table was hosted by Cornerstone Christian School and most senior leaders together with some members of the Board of Trustees and Board of Proprietors were able to attend the full-day event. The event was designed to bring together members of the boards and school leadership to engage in discussions about Christian Education. Experienced leaders Graham Preston and Shaun Brooker facilitated the event.

Some secondary staff worked with PD facilitator, Ken Kilpin around development of literacy across secondary subject areas as discussed earlier in this report.

- *Explore a spectrum of strategies to value teachers, admin and support staff at Cornerstone Christian School, e.g.*
 - *End of term acknowledgement/celebration. Celebrating staff events and successes.*
 - *Morning teas*
 - *Support for staff, e.g. counselling*
 - *Social and team building events throughout the year*

Despite Covid-19 we were able to hold a well-attended, very enjoyable staff quiz night at the end of Term 2 and staff Christmas party at the end of Term 4. Changes to the leadership structure helped to ensure that emerging leaders were empowered within the school and staff were consulted on several matters that may affect them. Measures are underway to ensure a more structured approach to further developing a strong staff culture in 2021.

A programme called EAP (employee assistance programme) was set up with the school under the guidance of our school guidance counsellor. EAP allows staff to access professional counselling support free of charge for up to five half-hour sessions.

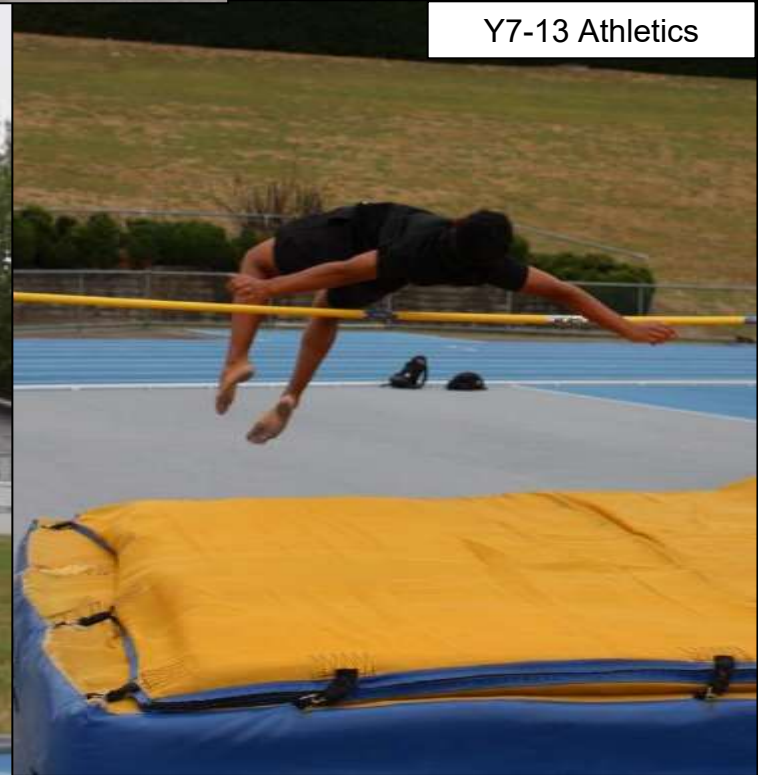
- *Co-curricular events continuing to become a key part of Cornerstone life, e.g. sports events, musicals, service events etc*

A number of the rich events that make up our 'culture' at Cornerstone Christian School were postponed or cancelled during 2020 due to Covid-19. However, others were able to go ahead and we enjoyed Athletics, Cross Country and Swimming events, team sport successes including our first win at a national sports tournament, our celebration of cultures (minus the school-wide shared lunch), Book Week and a successful Year 13 road trip. A plan was put together for the school to have a biennial school musical going forward.





Y7-13 Athletics



Strategic Plan Area: Operations

Annual plan goals:

1. Property development:

- *Resource new Year 7-8 buildings*

2020 began with L-Block completed and fully furnished with furniture and some exciting resources including sliding Lundia shelving in the L1 area, a kitchenette in L1 to allow for the delivery of the Y7-8 Technology programme. Resources purchased early in 2020 to foster 'deep learning' and to enable the school to deliver the Year 7-8 technology programme included robotics kits, devices for learning programming, electronics kits, construction kits, hand tools, power tools, 3-D printers, sewing machines, mini ovens, hot plates and food preparation equipment.



Early in the year, it became apparent that issues with sound in L3—L5 were impacting negatively on staff and student learning and well-being. In response, the proprietor installed sound baffling in the problematic rooms mid-year. The school paid for a new concrete play area to be placed outside L-block since it is located a good distance from the nearest secondary buildings, and the lack of play spaces was proving problematic.

Toward the end of 2020, senior leadership decided that it would benefit the Year 7-8 team to be brought back into the main part of the secondary school for 2021 so a shift took place at the end of the year to make L-block the future home of the secondary school's Art, Music, Dance, Drama and Digital Technology departments.

- *Gymnasium management and continued resourcing*

During 2020 a significant effort was put into improving storage in the gymnasium. Staff installed a number of storage bins and racks in the storage room which significantly improved the space. Gymnasium management was split between two staff members to improve the allocation of roles and responsibilities in the gymnasium complex.

The Kelvin Kids After School Care now moved into the gymnasium classroom to provide before school and after school care. Manager Chantelle Mulder achieved OSCAR registration mid-year. This will allow greater numbers to attend the programme and will put it within reach of families who to date have been unable to afford it.

The Board of Trustees approved the purchase of a gymnasium curtain which will be installed before the start of Term 1, 2021. The curtain will divide the gymnasium into two areas so that two classes can run simultaneously.



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

The new climbing structure and swings behind A block were completed during Term 1 and was well-used by students.

- *New gardens (L Block)*

Priority was given to installing a new concrete play area outside L-block due to the block being located well away from the rest of the secondary concreted play areas. The gardens adjoining this space were established in late 2020 and will be further developed in 2021.

- *Expansion of Garden to Plate area*

The Garden to Plate garden project area, located behind C-Block beside the caretakers shed, was expanded onto the grass area in front of the caretaker's shed. The area includes raised garden beds, fruit trees and a tunnel house. A picket fence was built with the help of school community members who attended a working bee during Term 3. The space forms the basis of Tumanako team's Garden to Plate deep learning foci.

- *Tree planting to improve the aesthetics of the site as more of the available area begins to be used*

Problem trees along the border of the property were removed and new (less problematic) trees were planted in their place.

- *Plan for continued extension of the roll in discussion with the proprietors*

For much of 2020, the school awaited the outcome of a Maximum Roll Increase application (MRI) which had been submitted to the Ministry of Education originally in 2017. In October, it learnt that the application had been declined. As a result, the roll will be capped at 580 students for the foreseeable future.

While waiting on the outcome of the application, senior leadership became aware that further work needed to be done to ensure that staffing structure was adequate to scaffold further growth. Changes in the leadership structure ensued with the Deputy Principal position becoming a school-wide one, Heads of Senior and Middle School and a Director of Pastoral Support (school-wide) roll were also created and filled by existing members of the secondary staff.

- *Plan towards development of an extra secondary classroom for 2021. This may include initiating the development of I-block in late 2020, early 2021*

The lengthy processes undertaken by the Ministry of Education before declining the maximum roll increase application meant that the building of I-block was placed on hold. In the meanwhile, senior leaders who were tracking the rate of classroom occupancy in secondary and modelling classes for 2021 (our first NCEA with two classes of Year 11 students) revealed that we would require at least one more classroom space in secondary in 2021. The agreement to purchase of a gym curtain together will considerable time spent timetabling has resolved the immediate issue and the Proprietor continues to meet with senior leadership to discuss future developments.

- *Explore possibility of security cameras being installed across the school*

In early 2020 the school sustained a reasonable level of vandalism/property damage together with two break-ins: one into the caretaker's shed where approximately \$1500 worth of tools were stolen and another into a storage container on the property. As a consequence, IP cameras were trialed and installed in key locations around the school.





Careers Expo, Term 4



2. Community of Learning

- *Integrate Community of Learning (CoL) positions and achievement challenges into the fabric of professional development at Cornerstone*
- *Continue to grow collaboration and leadership across the CoL*

A change in CoL leadership, with Peter Ferrar stepping down from the Lead Principal role and this being taken up jointly by two other Principals, preceded further consultation with schools around the CoL's achievement challenges. Cornerstone teacher Catherine Forrest was reappointed to the Across-School teacher role at the completion of her initial term.

Collaboration within the CoL continued to increase via Zoom meetings, visits to other CoL schools to observe teaching practice in literacy, cross-moderation of secondary student assessments and collaboration by teachers from three CoL schools around *The Science of Reading/Structured Literacy Approach*.



Strategic Plan Area: Interweaving Strands – Discipleship

1. Service Opportunities

- *Service opportunities, e.g. visits to Preschool, Peppertree retirement village to bless them*

Most visiting opportunities were point on hold due to Covid-19. However, early in Term 1 children visited Cornerstone Christian Preschool and the Peppertree retirement home and in Term 4 the primary choir sang at neighbouring business Toyota's Christmas event.

- *Year 13 Vanuatu trip to serve an island community.*

The Vanuatu trip was cancelled early in the year due to Covid-19. An alternate trip was arranged for the end of Term 3; initially, this was to involve serving in the Auckland region however the second Auckland lockdown necessitated a new plan and the resulting road trip visited Rotorua, Turangi and Wellington. Service opportunities ensued with Arise Church in Wellington and students practised life-skills through a team cooking competition.

- *Duke of Edinburgh awards in secondary*

We continued to have an annual regular intake at BRONZE level with 14 students on our records at different levels of the award. Later in the year, students' achieving Bronze and Silver awards were celebrated in school assemblies.

- *Student Volunteer Army awards*

Interest in completing the Student Volunteer Army awards continued with further students earning Bronze, Silver and Gold awards during the year.

- *Develop service strand in secondary Life lab.*

The Service Strand was outworked throughout the year as opportunities arose within life Lab and was a strategic focus for Term 4.

- *Continue with peer mentoring under the oversight of the Guidance Counsellor.*

Cornerstone Christian School's peer mentoring programme continued in 2020. Each Year 13 student was allocated either two or three Year 9 students to support. Year 13 training was conducted on 31st January and the Year 13 students were introduced to their Year 9 students on Friday 1st February. The programme was interrupted due to the Covid-19 lockdown, however resumed later in the year.

Late in term 4, 2020, senior leadership decided to increase the scope of the peer mentoring programme in 2021 to include Year 12s as mentors and to involve students at Year 7 level.

- *Buddy systems continued using senior secondary students to work with junior ones.*

This programme was included in the scope of the Guidance Counsellor's peer mentoring programme (outlined above).



- *Primary team 'friends duty' to help students who need a friend at interval or lunchtime.*

Early in Term 1 the Manahau Team friends' group was established. This involved a small number of Year 3–4 students who actively engaged students in Years 1 and 2 (Aroha team) in positive play. These students wore fluoro vests working in the Aroha team play areas to pick up students who needed a friend or needed to have positive play modelled.

Primary students were also advised of the kindness bench (a 2019 Junior School Council project). All students in primary know that if they are feeling alone or in need of support they can go and sit on the kindness bench. Equally so, all primary students knew that if they see someone sitting there, it was important to show kindness to that person and, if possible, integrate that person in their play circle.

- *Prefect team appointed with a focus on serving their peers through portfolios of service / committee leadership.*

We aim to give Year 13 students opportunity to embrace leadership in a variety of different ways so that they may take significant ownership of the culture and direction of the school. Student leaders are called to engage and lead their fellow students in order to provide voice, direction and planning on initiatives and activities within the school environment. Our student leadership teams contribute to school life and culture through a variety of annual events and learning opportunities.

Our 2020 head boy and girl and deputy head boy and girl were appointed by the senior leadership toward the end of 2019. Additional Year 13 student leaders were appointed at the Year 13 leadership camp in early February with significant input from the four leaders already chosen. Each student leader oversees one or more areas of school life, such as tribe leaders, missions, worship, sport, social activities, cultural activities and student wellbeing. Student leaders also led assemblies and helped staff with duties.

Whilst a number of events were cancelled due to Covid-19, it was pleasing to see the Year 13 group develop significantly in their leadership capacity over the course of the year.

- *Continue with the new role of the junior and senior student council.*

The senior student council operated however due to the impact of the change in school leadership followed by the Covid-19 lockdown and the required reorganisation of school programmes in consequence the junior school council was not operating during 2020.



Strategic Plan Area: Interweaving Strands – Maori akonga

1. Ka Hikitia

- *Continuing to teach Te Reo and Te Ao Maori to students in Year 1-8 with a view to extending this into Y7-13 in the future*
- *Work toward developing a school haka, waiata, karakia and a school-based Powhiri protocol*
- *Consult with Maori parents twice a year*

A single but productive consultation meeting was held with Maori parents occurred during Term 3 (following the lifting of Covid 19 Level 2 with its limitations on gathering size). During the second half of the year, the school successfully applied for professional development funding which will allow for further development of these goals in 2021. Plans have been set in place for 2021 for a powhiri on the first day of Term 1, the establishment of a Maori club to operate throughout the year, professional development in Te Reo and Te Ao Maori for teachers and leaders, and for the establishment of partnerships to develop school haka, waiata, karakia and a Powhiri protocol.

2. Rangitane lwi mahi tahi

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

The Principal, Deputy Principal and Head of Middle School met with Wiremu and Trieste Te Awe Awe during Term 3. The meeting was a reconnection with Kaumatua from Rangiotu Marae, and an opportunity for the Kaumatua to meet the new principal. A strengthening relationship with Wiremu and Trieste and the Rangiotu Marae is being actively fostered. In addition to planning the noho marae for the Year 9 students in December, the following matters were discussed at the meeting: possible primary and secondary marae visits in 2021, the creation of a unique Cornerstone Haka and Waiata, the Powhiri to be held on the first day of Term 1 – 2021, Te Reo teaching and learning, and Maori perspectives and the Christian worldview with a focus on finding common ground.

- *Y9 students to have a noho marae at the end of 2020*

The Year 9 students completed the noho marae in December.

- *Primary students visiting St Michael's marae*

The visits to St Michael's marae were not organised in 2020 due to Covid-19 restrictions.

3. Maori student targets

- *Refer to the end of this report for details*
- *Individual Maori students targeted by name to ensure their success*

Mid-year, 73 Maori students were enrolled at Cornerstone Christian School, comprising 12.7% of the total school roll. By and large, Maori students at Cornerstone Christian School were achieving as well or in some cases better than other students in their cohort. Some Maori students were included in our Target Group of students. Their progress was monitored by teachers and school management and they received targeted learning interventions. For more details, please refer to the data and discussion later in this report.



Strategic Plan Area: Interweaving Strands – Pasifika learners

1. Pasifika learner targets

- *Refer to the end of this report for details*
- *Individual Pasifika students targeted by name to ensure their success*

It was exciting to see our Pasifika students achieving mainly good grades at Cornerstone Christian School recently and, in January 2020, to be notified of our first Pasifika student to be successful in Scholarship. Pasifika students are however still over-represented in our target student groups. As with the progress of these students was monitored by teachers and school management and they received targeted learning interventions.

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

- *Consultation with Pasifika parents twice per year*

A Tongan parent consultation meeting was held during Term 3. Though not well attended, some key stakeholder families were at the meeting. The families were interested to grasp how Tongan academic achievement compared to the rest of the school. We also discussed the positive impact that the Lalanga Mou'i Tongan Early Childhood Centre's early literacy programme is having with our junior Tongan students, concerns around behaviour in Years 7-8 and NCEA results for Tongan students at Cornerstone, including celebration of our first ever Scholarship achievement by a 2019, Year 13 Art (Painting) student.



Achievement data for Years 1-6 | Measured in November 2020

Year 1-6 student achievement data

Assessment in Years 1-6, Cornerstone Christian School

Introduction

At the start of 2018, the Ministry of Education removed the requirement for schools to report on National Standards. This gave rise to a number of discussions at Cornerstone Christian School around how we assess students and report to parents about student progress. While many teachers were pleased that some of the unfavourable aspects of National Standards had been removed e.g. the narrow banding of students as 'well below' or 'below', the general consensus was that the work that had been done around the development of Overall Teacher Judgements at Cornerstone and using plain language in the way we reported to parents, was positive. The decision was made to begin a process of developing assessments and reporting practises that measured students against the broader bands of learning described within the New Zealand Curriculum document. To explain, expectations within the New Zealand curriculum document are based on bands of learning called curriculum levels (See the diagram below):



These describe the level of learning that should be achievable by a child working within a specific year group. A single level can be spread over a year and a half to two years of schooling. Each year group has an 'expected' level at which they work e.g. year 5 and 6 are expected to be working 'on average' at the top end of Level 2 and into Level 3 of the curriculum. However, some pupils in year 5 or 6 may be working at Level 1 (below expectations) in some subjects, and level 4 (above expectations) in other subjects.

Within each level there are three 'sub-levels'. The three sublevels are;

- A Advanced – the student shows an advanced grasp of the requirements of the curriculum material, but not to the extent of that described by next curriculum level up.
- P Proficient – the student shows a proficient grasp of the requirements listed for that curriculum level.
- B Beginning – the students shows that they are a beginning to meet the requirements of that curriculum level.

Overall Teacher Judgements

Teachers are encouraged to make Overall Teacher Judgements (OTJ's) about where a student is achieving, compared to the New Zealand Curriculum. When doing so Teachers should consider all the information gathered about a student together, and not focus on one aspect only (e.g. test scores). For instance, an end of year test compared to a start of year score might suggest that no progress has been made but observations of learning compared to school learning progressions (see below) and teacher anecdotal records are just as important as the test scores.

The graphs and data in this document are based on overall teacher judgements (OTJ's) about where teachers believe a student is achieving against the National Curriculum Levels at the end of Term 4.

Curriculum Expectations at Cornerstone Christian School – Years 1 - 6

The three tables below are used in our twice-yearly report to parents generated via our student management system, KAMAR. The blue bands in each of the tables indicate acceptable end of year achievement. Overall teacher judgements in Reading, Writing and Mathematics are indicated by a tick in the appropriate column.

ACADEMIC LEARNING SUMMARY TERM 4, 2020

The New Zealand curriculum is based on bands of learning called levels. These describe the level of learning that should be achievable by a child working within a specific year group. The blue bands below indicate acceptable end of year achievement. It is desirable that the tick showing your child's achievement lies on or to the right of the darker blue shading.

2020 Reading																		
NZ Curriculum Levels	Emergent				1 Early				1 Middle				1 Upper					
Colour Wheel levels for developing readers, Reading age for independent readers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
After 20 weeks at school																		
At the end of Year 1																		
At the end of Year 2																		
At the end of Year 3																		
At the end of Year 4																		
At the end of Year 5																		
At the end of Year 6																		

Comment:

2020 Writing												
NZ Curriculum Level	Emergent			1 Early			1 Middle			1 Upper		
After 20 weeks at school												
At the end of Year 1												
At the end of Year 2												
At the end of Year 3												
At the end of Year 4												
At the end of Year 5												
At the end of Year 6												

Comment:

2020 Mathematics												
NZ Curriculum Level	1 Early				1 Middle				1 Upper			
Numeracy Strategy Stage	Stage 1 One to One Counting		Stage 2 Counting from one on Materials		Stage 3 Counting from one by Imaging		Stage 4 Advanced Counting		Stage 5 Early Addition using part-whole strategies			
After 20 weeks at school												
At the end of Year 1												
At the end of Year 2												
At the end of Year 3												
At the end of Year 4												
At the end of Year 5												
At the end of Year 6												

Comment:

Learning Progressions and Curriculum Schemes

To assist with the process of formulating Overall Teacher Judgements (OTJ's), the primary teaching staff at Cornerstone have collaborated to write three School Schemes: our 2018 Writing Scheme, our 2018 Mathematics Scheme and our 2019 Reading Scheme (currently in draft form and will remain in draft form as we move into the area of Structured Literacy (see comments later in the document).) These schemes contain learning progressions that clearly show (in both 'teacher-speak' and 'child's-speak') the learning that should be in place in years 1 through 10 at Cornerstone Christian School. These learning progressions comprise the core reference point for the formation of overall teacher judgements in Reading, Writing and Mathematics.

These Learning Schemes are located online on the school Primary Sharepoint at the following hyperlinks:

- Writing Scheme:
- https://cornerstoneschool.sharepoint.com/:w:/g/staff/StaffPrimary/EaHDL5jirJROoY uKRazH6sUBocQTyWPFTbO_YftdT0U8Rw?e=I2hUdP
- Mathematics Scheme:
- https://cornerstoneschool.sharepoint.com/:w:/g/staff/StaffPrimary/EWmHnDvdkQ9L snToefZEzH0Bmm7VLh1HG_LleJCF0PLj8w?e=qIRc78
- Draft Reading Scheme:
- <https://cornerstoneschool.sharepoint.com/:w:/g/staff/StaffPrimary/Eb4I9cM6mpxNvl bWK5YdcKsBaJMfoXW8nPY1963fdNBtfg?e=lzvK5d>

Common Assessment Tools in Use in year 1 to 6 at Cornerstone Christian School

School entry assessment

Children at Cornerstone Christian School are assessed when they begin primary school as a new entrant. This school entry assessment enables teachers to gather information about their literacy and numeracy skills so they can better work with the children they have in their class as both individuals and in groups.

6 Year Net (Observation Survey) –

This assessment happens at Cornerstone Christian School when the student is in Year 2 and turns six years old.

The student completes the assessment one-on-one with the teacher who is assessing him/her and is asked to complete specific tasks to do with:

- identifying letters,
- understanding print concepts, e.g., reading from left to right and top to bottom, and making connections between the text and illustrations,
- reading text, recognising words,
- writing vocabulary (students are asked to write as many words as they can and know in 10 minutes), and
- hearing and recording sounds in words.

easTTle

EasTTle is a New Zealand online assessment tool, developed to assess students' achievement and progress in reading, mathematics and writing. Easttle level scores e.g. 2P, are the same as described under 'Curriculum Levels' above. Generally, a reasonable rate of growth through the levels is 1 sub-level in any given year. This means that moving from 2B to 2P to 2A in a year is very good progress as it is a movement of 2 sub levels.

Running Records

Running Records can be used to assess students reading aloud from any text and in any setting. They provide a framework for systematically observing a student's reading processing system.

Taking regular Running Records is essential as part of monitoring students' learning needs. Running Records are particularly useful for students who may be at risk of not making the expected progress in reading.

Running Records are also commonly used to confirm a student's ability to move to another colour wheel level.

Here at Cornerstone we use the PM Benchmark kit to carry out Running Records for levels 1 through 22. The Probe Reading Inventory is used to assess Reading Age from 8 through to 13+.

PAT's

PATs or 'Progress and Achievement Tests', are multiple-choice tests designed to help teachers determine achievement levels of students in Mathematics, Reading-Comprehension and Vocabulary, and Listening Comprehension. The test results help teachers decide what kinds of teaching materials are needed and which methods or programmes are most suitable for their students. Where shown, the PAT test result will be given as a 'stanine' result. Stanines allow your child's achievement to be compared with the performance of New Zealand students at a particular year level. Scores on the PAT scale at each level are divided into nine stanines, one being the lowest performance and nine being the highest. The average stanine is around five. The stanine result gives you an idea of your child's achievement level in the context of their year group nationally.

PMAT and Wilkie Way Assessment Screens

The Primary Maths Assessment Tool is for teachers of Levels 1 to 4 Mathematics in the New Zealand Curriculum. It is designed to assess the intent of the mathematics curriculum by assessing students' ability to use mathematics to solve problems. It uses carefully designed and sequenced questions to tease out and record each student's level of understanding in maths against the mathematics learning progressions and curriculum levels.

The data gathered assists teachers with the grouping students according to their learning needs and can be used for planning and developing appropriate maths programmes with 'where to next' statements and links to learning opportunities in Pearson Mathematics.

Complementary to this assessment tool are the Level 2, 3 and 4 Wilkie Way Assessment Screens. These screens are a quick tool for assessing Mathematical Knowledge and Skills, also with 'where next' information and resource links to Pearson Mathematics and Wilkie Way.

Essential Spelling

The Essential Spelling lists are comprised of eight lists of words that have been determined to make up around 75% of the words that students use in their writing. Obviously, students don't learn these lists all at once hence our expectation is as follows:

Students in any year group should be able to spell accurately all of the words in the essential list that correlates to their year group i.e. year 1 = list 1, year 2 = list 2 and so on. The only anomaly is that a student in year 8 should be learning the 'commonly misspelt' list of words rather than 'list 8'.

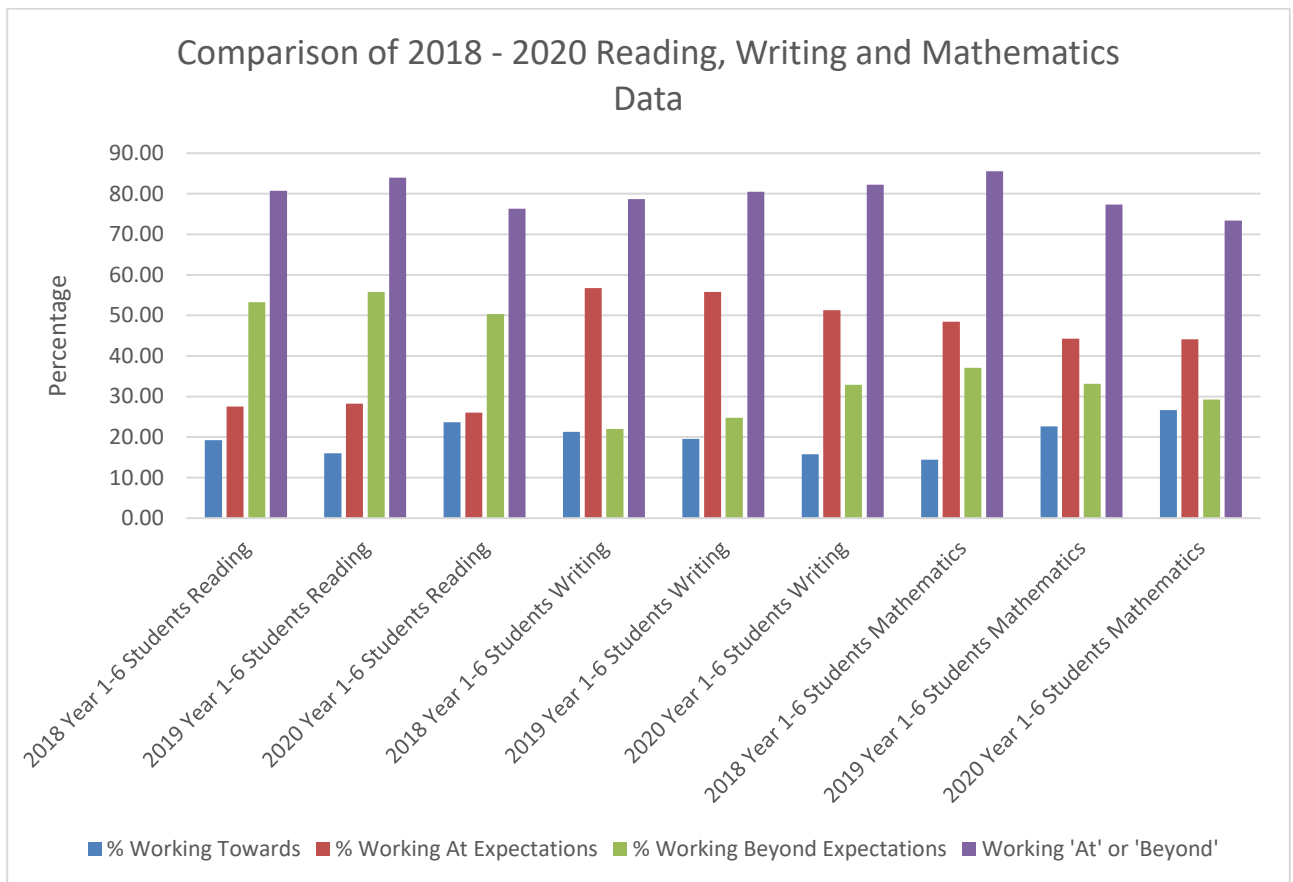
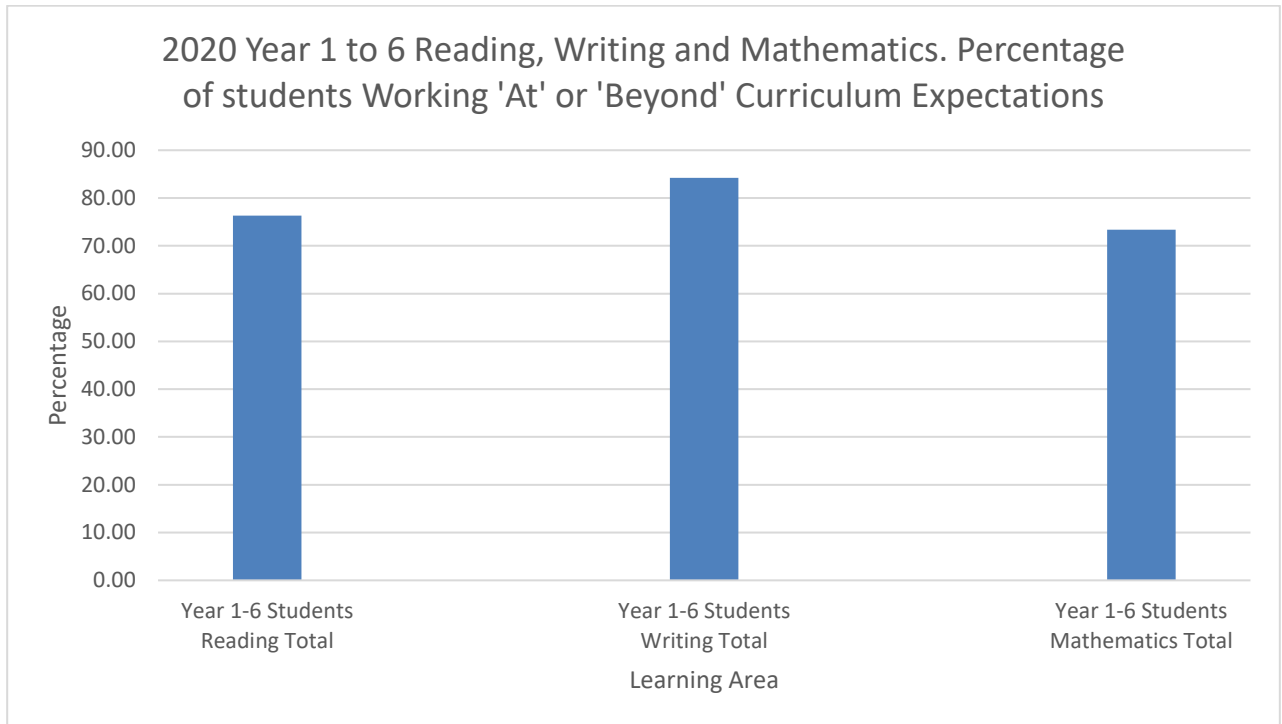
Year 1 to 6 Assessment Schedule for 2020

Primary (Year 1 to 6) Assessment and Reporting Schedule for 2020			
CLASSROOM ASSESSMENT		SCHOOL-WIDE ASSESSMENT	
	Portfolio Entries – we are encouraging use of a digital portfolio (ClassDojo) in 2020	Data to be entered on KAMAR	Parents, Student, Teacher
Term 1	<p><u>Could include:</u></p> <ul style="list-style-type: none"> • Term Overview page • Devotions / Christian Living page with memory verses • Goal setting page/ social skills (juniors) • Reading Sample/sheet – activity being worked on • Unassisted Writing Sample • Mathematics – number and strand / assessment result • Deeper Learning – Activity sheet + maybe global competency self/ teacher assessment page • Things I have participated in / Sports page • Baseline testing e.g. essential list tests or GAP test or Harvey Knowledge Test or Wilkie way assessment screen or Optional AWS pre and post tests (Y4-6) 	<p><u>By end of week 6:</u></p> <ul style="list-style-type: none"> • PAT Reading Comprehension and Mathematics snapshot for year levels 4 to 6. • Trial NZCER STAR assessment this year. <p><u>By end of term:</u></p> <ul style="list-style-type: none"> • Spelling – essential list tests or GAP test. • Harvey Knowledge test or Wilkie way assessment screen (Y3-6) • Optional AWS pre and post tests (Y4-6) • SEA – New Entrant 	<p>Aroha, Manahau and Tumanako Info Afternoons for parents near the start of term 1.</p> <p>Parent-teacher interviews in Term 1 week 10 (Tues/Wed).</p>
Term 2	<p><u>Not a major focus for term 2 BUT Could include:</u></p> <ul style="list-style-type: none"> • Term Overview page • Devotions / Christian Living page with memory verses • Deeper Learning – Activity sheet + maybe global competency self/ teacher assessment page • Student choice (optional) – piece of work Students want to share • Cornerstone mid-year report <p><i>Portfolios sent home with term 2 report in last pocket for parent observation and annotation in last week of term returned in week 1 of term 2</i></p>	<p><u>By end of week 7:</u></p> <ul style="list-style-type: none"> • PM Reading Benchmark (from level 15) PM readers L1-L14 (junior sch) • PROBE from years 3 or PM Benchmark • PROBE 2 reading assessment for years 4 to 6. • Primary Maths Assessment Tool (PMAT) – replaces JAM and GLOSS • Harvey Knowledge test or Wilkie way assessment screen (Y3-6) • Writing snapshot for years 3-6. For years 5 and 6 this will be e-AsTTle) • Optional AWS pre and post tests (Y4-6) • Optional Essential list spelling testing <p><u>For reporting via KAMAR (entered end of week 8)</u></p> <ul style="list-style-type: none"> • Reading level (remember 2 mark-books at each year level) and Reading Effort • OTJ Curriculum level in Writing and Writing Effort • OTJ Curriculum level in Mathematics and Writing Effort 	<p>KAMAR Portal report by week 10 – includes only:</p> <ul style="list-style-type: none"> • Level in Reading • Curriculum level in Writing • Curriculum level in Mathematics • Effort record for Reading, Writing and Mathematics. <p>Parent-teacher interviews in Term 2 week 9 (Tues/Wed) to discuss mid-year report.</p> <p>Primary Leadership Team to hold a Parent education evening on one learning area.</p>

Cornerstone Christian School - Annual Report 2020

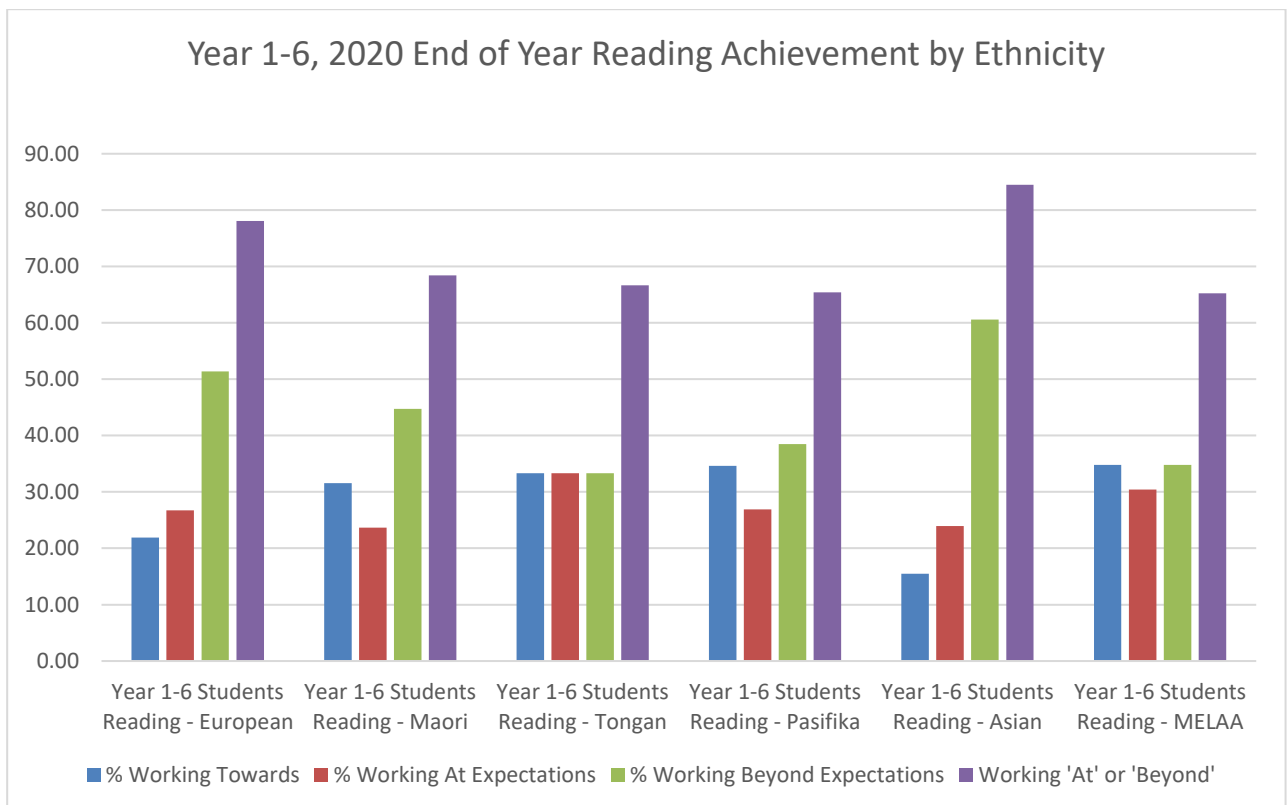
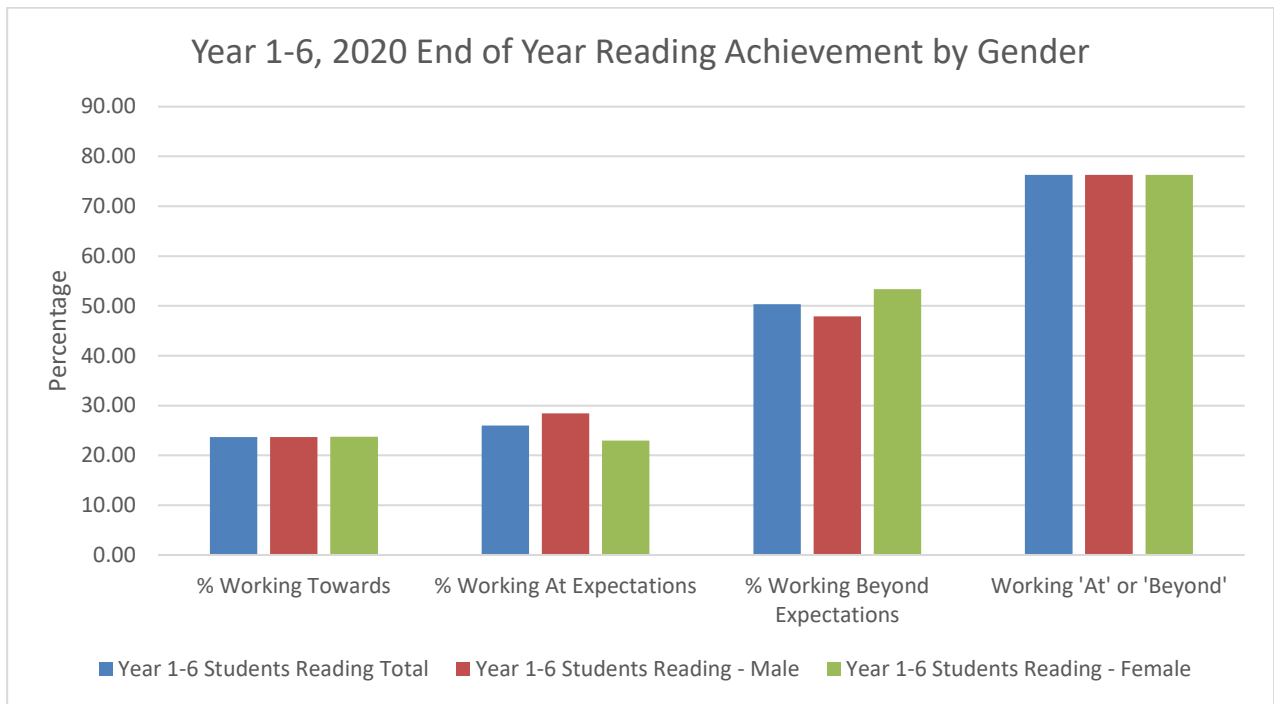
<p>Term 3</p>	<p>Could include:</p> <ul style="list-style-type: none"> • Term Overview page • Devotions / Christian Living page with memory verses • Mathematics - number and strand / assessment result • Writing sample • Reading sheet/activity being worked on. • Baseline testing e.g. essential list tests or GAP test or Wilkie way assessment screen or Harvey Knowledge Test or Optional AWS pre and post tests (Y4-6) • Deeper Learning – Activity sheet + maybe global competency self/ teacher assessment page • Things I have participated in/ Sports • Reset / Revisit – goal setting page 	<p>By end of term:</p> <ul style="list-style-type: none"> • Harvey Knowledge test or Wilkie way assessment screen (Y3-6) • Optional AWS pre and post tests (Y4-6) • Optional Essential list spelling testing • 	<p>Parent-teacher interviews invited on an as needs basis</p> <p>Primary Leadership Team to hold a Parent education evening on one learning area.</p>
<p>Term 4</p>	<p>Could include:</p> <ul style="list-style-type: none"> • Term Overview page • Devotions / Christian Living page with memory verses • Student choice (optional) – piece of work Students want to share • Baseline testing e.g. essential list tests or GAP test or Wilkie way assessment screen or Harvey Knowledge Test or Optional AWS pre and post tests (Y4-6) • Deeper Learning – Activity sheet + maybe global competency self/ teacher assessment page • Revisit – goal setting page • Cornerstone EOT report 	<p>By end of week 5:</p> <ul style="list-style-type: none"> • PM Reading Benchmark (from level 15) PM readers L1-L14 (junior sch) • PROBE from years 3 or PM Benchmark • PROBE 2 reading assessment for years 4 to 8. • Primary Maths Assessment Tool (PMAT) – replaces JAM and GLOSS • Harvey Knowledge test or Wilkie way assessment screen (Y3-6) • Writing snapshot for years 3-6 (For years 5 and 6 this will be e-AsTTle) • Optional AWS pre and post tests (Y4-6) • Optional Essential list spelling testing • PAT Reading Comprehension and Mathematics snapshot for year levels 4 to 6. Poss NZCER STAR assessment. <p><u>For reporting via KAMAR</u></p> <ul style="list-style-type: none"> • Reading level (remember 2 mark-books at each year level) • OTJ Curriculum level in Writing • OTJ Curriculum level in Mathematics 	<p>KAMAR Portal report by week 7 – includes:</p> <ul style="list-style-type: none"> • Level in Reading plus comment • Curriculum level in Writing plus comment • Curriculum level in Mathematics plus comment • General and Christian Living comment <p>Parent-teacher interviews invited on an as needs basis</p> <p>Primary Leadership Team to hold a Parent education evening on one learning area.</p>

Primary School Data Years 1-6

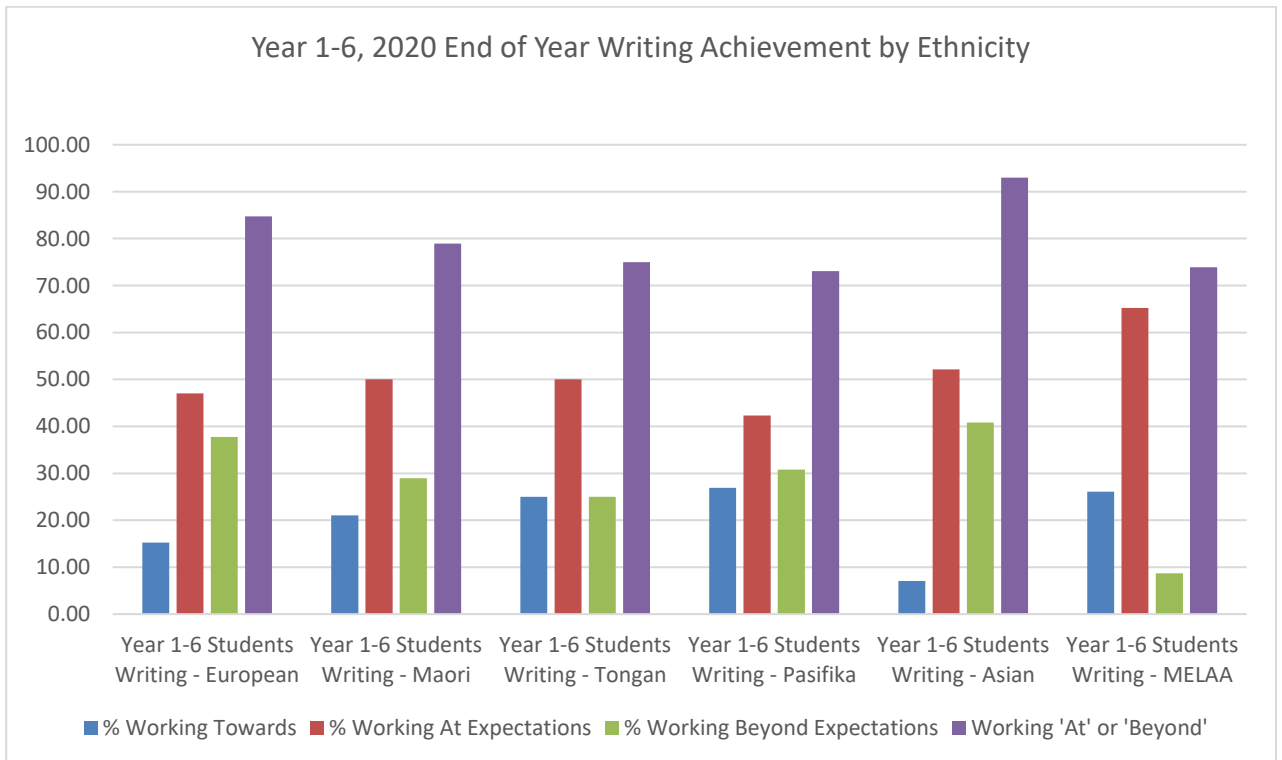
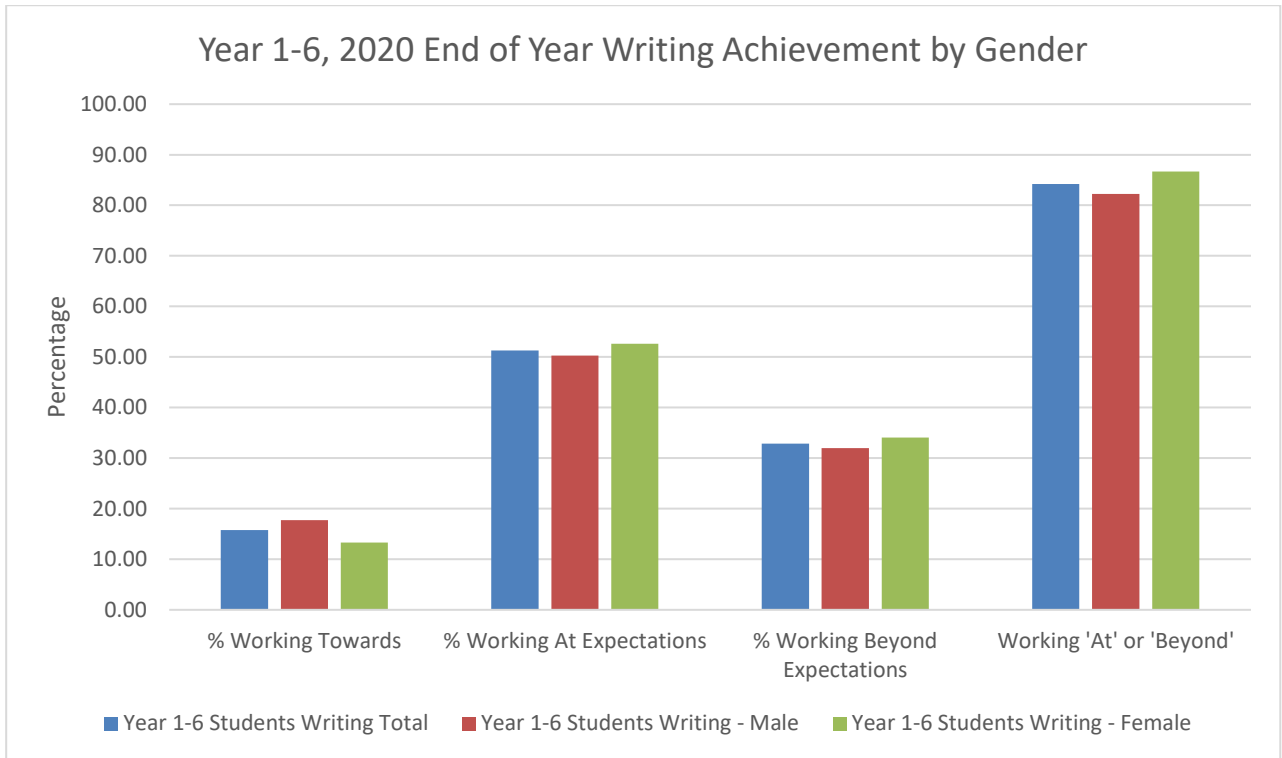


Year 1 to 6 Achievement in Reading, Writing and Mathematics, Term 4, 2020

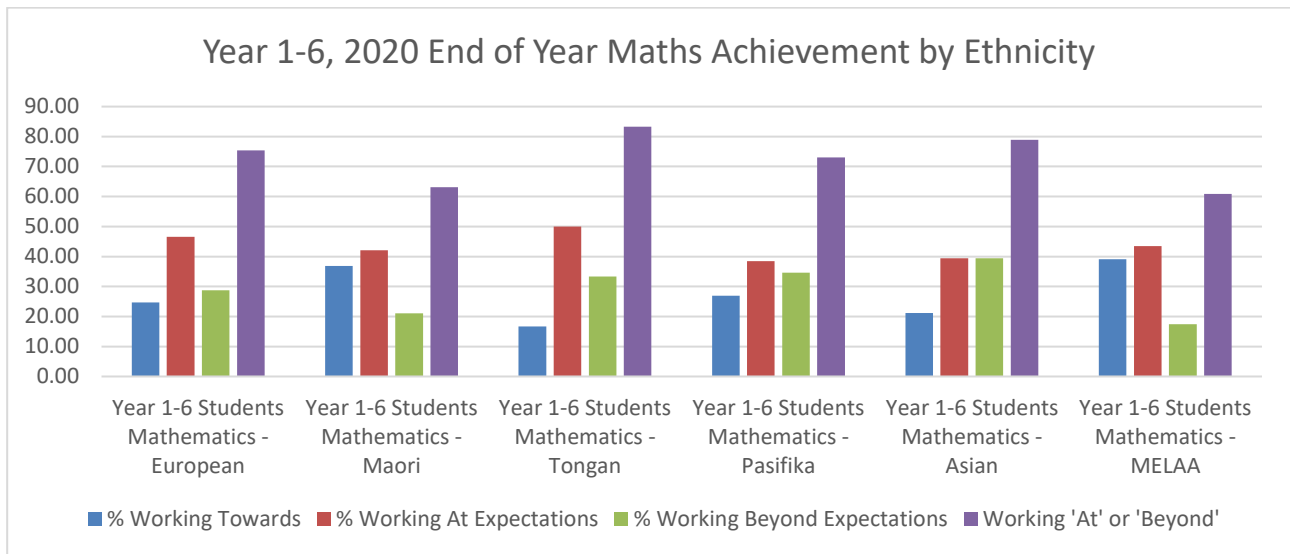
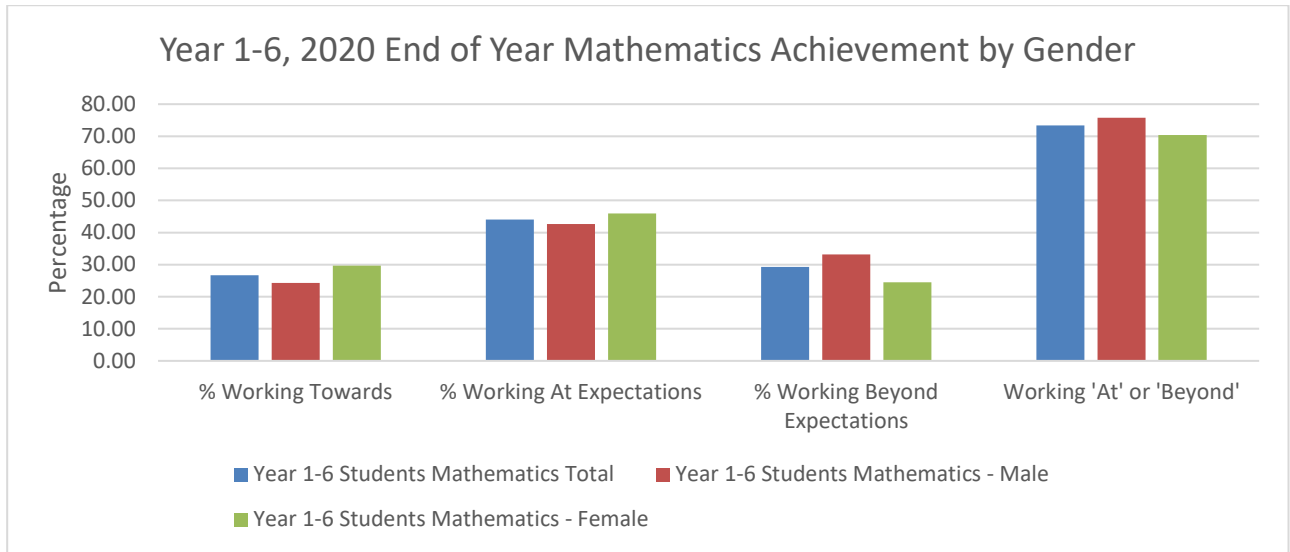
Reading Data – Year 1 to 6



Writing Data – Year 1 to 6



Mathematics Data – Year 1-6



Analysis at a glance

- Approximately 75% of our Year 1-6 students are working at or beyond expectation in Reading, Writing and Mathematics. This is a decline from 2019 (over 80%) but is still a positive result given the interrupted nature of the year.
- Reading achievement rates dropped considerably within the Aroha team, less so in the Manahau team, and negligibly in the Tumanako Team in comparison with 2019. This suggests that structured teaching of reading being interrupted by Covid-19 at the beginning of the year especially for students in the early stages of Reading, has impacted learning.
- Mathematics results have dropped slightly again between 2019 and 2020 in students working at and beyond expectations (4% decrease), although this drop is less than it was between 2019 and 2018 (8%).
- Writing is a strength with 84% of students working either at or beyond expectation. This could be a flow-on effect from this being a focus for target students and a

teaching focus, over the last few years. The ESOL programme also has a strong focus on writing, reading, grammar and spelling.

- Both boys and girls are achieving equally in Reading. There is a 4% disparity in favour of girls in Writing with this reversed in Mathematics in favour of boys (5%). This shows an evening out from last year where there was a disparity of approximately 10% in favour of girls in Writing, and 6% for boys in Mathematics.
- Maori students are performing approximately 10% lower than our school average in both Reading and Mathematics, and 6% lower in Writing. Tongan students are performing 10% lower than the school average in Reading and Writing but 10% above the school average in Mathematics. Pasifika students (which include the Tongan students) are also performing 10% below the school average in Reading and Writing and achieve the average in Mathematics. MELAA students are performing 9% below the school average in Reading and Writing, and 13% below the average in Mathematics.
- The MELAA student results are particularly concerning as there is a significant difference between their results and the school average performing at or above expectations.
- Asian achievement continues to be above both European achievement and the Year 1-6 cohort average across Reading, Writing and Mathematics.

Where to from here for 2021?

- Continue ESOL teaching/learning with a focus on writing, reading, grammar and spelling. Refer students using Christina's assessment matrix.
- Begin Professional Development and work on Structured Literacy to strengthen early reading development through multisensory, structured, explicit teaching.
- More consistent use of an across school system for teaching Wordstudy and spelling rules.
- Implementing PD around Te Reo and Maori Tikanga. Encouraging and utilising students' cultural capital within classroom teaching across Reading, Writing, and Mathematics.

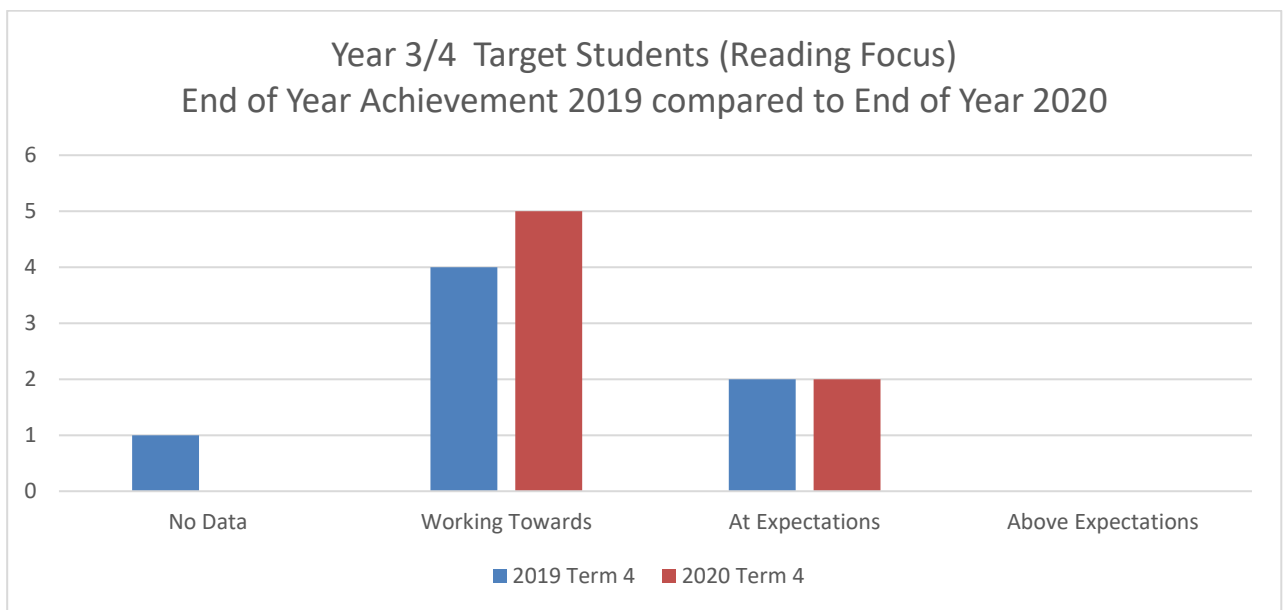
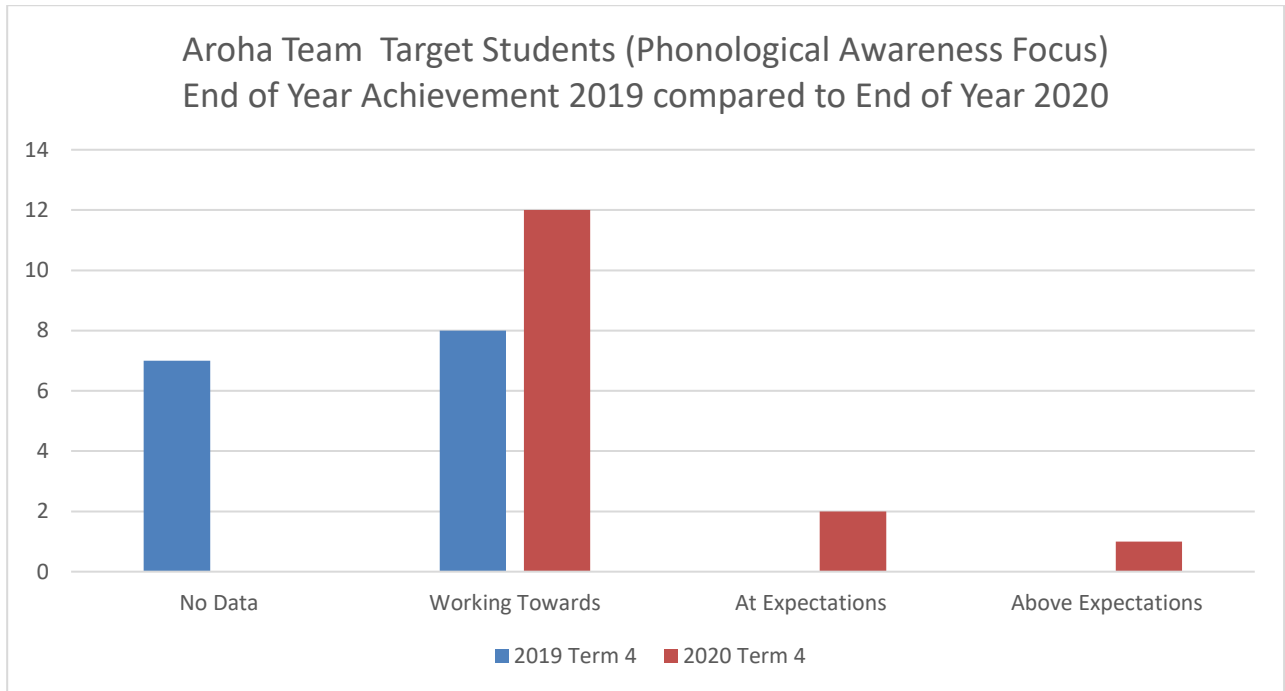
Notes:

Small data samples in some groups can skew results significantly.

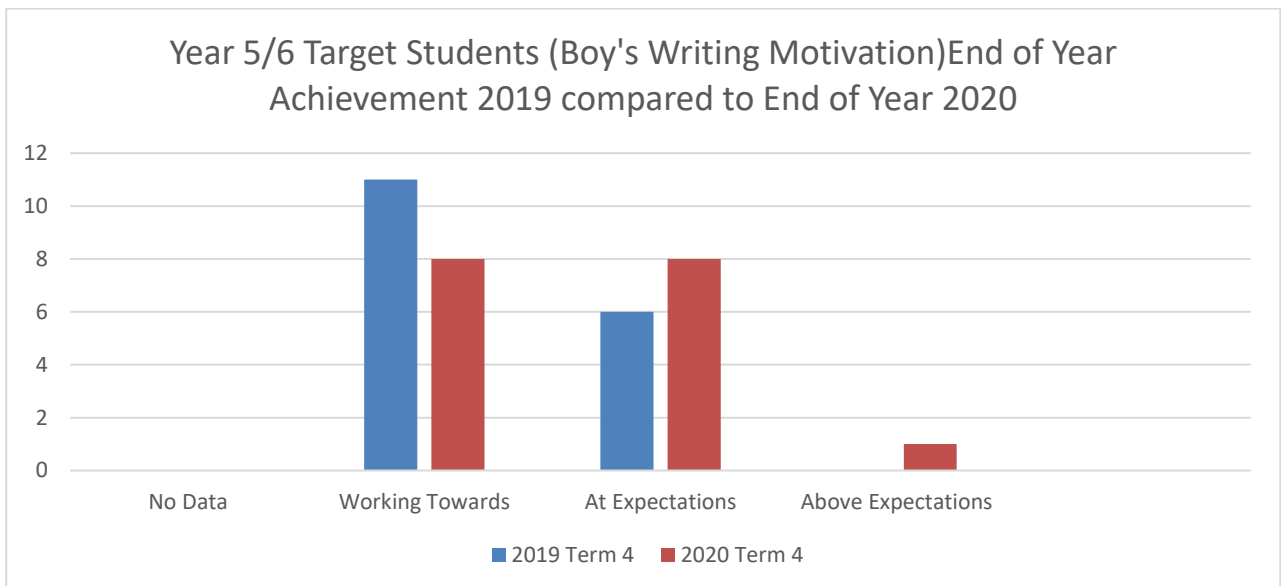
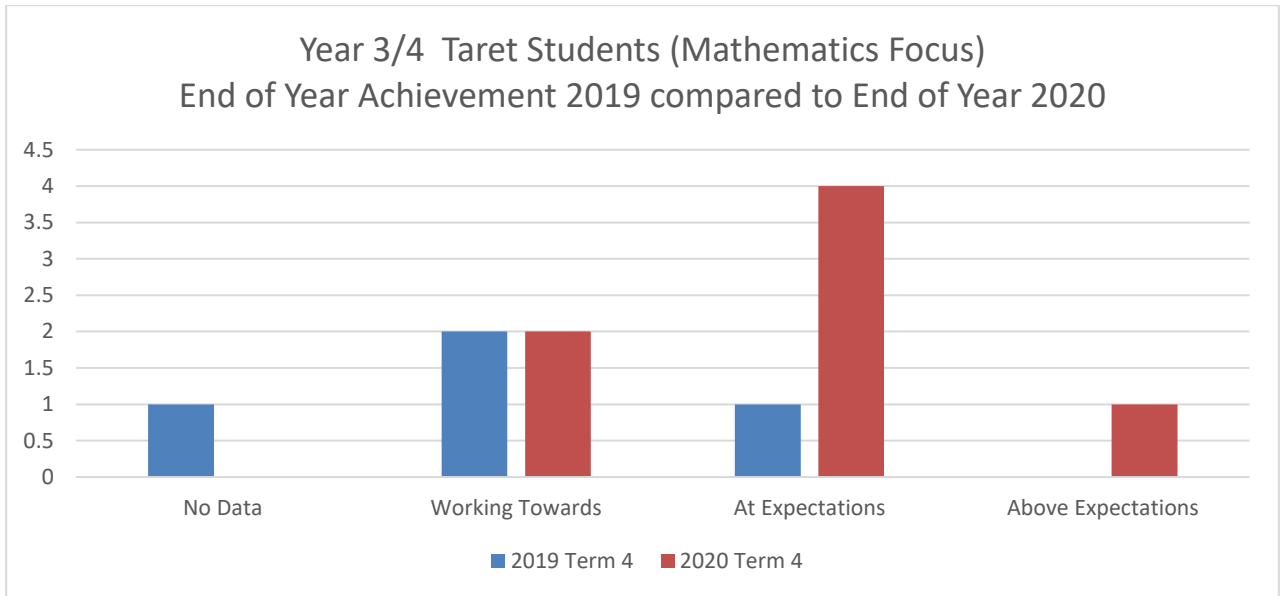
Tongan students are counted as part of the group of Pasifika students as well as an entity of their own.

MELAA – Middle Eastern, Latin American and African

Target Students



While the reported data doesn't show any change, the raw data (reading levels) shows a significant progression in learning, with the results exceeding the goals set by the teachers (D2).



Analysis

Target student results at all levels show improvement, although don't always succeed in lifting achievement to "at" or "above" expectation for each student. Even so, the interventions and intensive instruction provided are worthwhile to support the learning for target students providing a much needed boost moving the student towards appropriate expectation levels. Embedding teaching practice that has proven results into regular classroom practice will continue to support future target students.

Achievement data for Years 7-13 | Measured in November 2020

1. Introduction

At the start of 2018, the Ministry of Education removed the requirement for schools to report on National Standards. This gave rise to a number of discussions at Cornerstone Christian School around how we assess students and report to parents about student progress. While many teachers were pleased that some of the unfavourable aspects of National Standards had been removed e.g. the narrow banding of students as 'well below' or 'below', the general consensus was that the work that had been done around the development of Overall Teacher Judgements at Cornerstone and using plain language in the way we reported to parents, was positive. The decision was made to begin a process of developing assessments and reporting practises that measured students against the broader bands of learning described within the New Zealand Curriculum document. To explain, expectations within the New Zealand curriculum document are based on bands of learning called curriculum levels (See the diagram below):



These describe the level of learning that should be achievable by a student working within a specific year group. A single level can be spread over a year and a half to two years of schooling. Each year group has an 'expected' level at which they work e.g. year 7 could be expected to be working 'on average' at the top end of Level 3 and into Level 4 of the curriculum by the end of the year. However, some pupils in year 7 may be working at Level 2 (below expectations) in some subjects, and level 5 (above expectations) in other subjects.

Within each level there are three 'sub-levels'. The three sublevels are;

- A Advanced – the student shows an advanced grasp of the requirements of the curriculum material, but not to the extent of that described by next curriculum level up.

- P Proficient – the student shows a proficient grasp of the requirements listed for that curriculum level.
- B Beginning – the students shows that they are a beginning to meet the requirements of that curriculum level.

Determining where students are in terms of the B.P.A. sublevels is largely based on Overall Teacher Judgements.

Overall Teacher Judgements in Year 7-10

In Year 7-10, teachers are encouraged to make Overall Teacher Judgements (OTJ's) about where a student is achieving, compared to the New Zealand Curriculum. When doing so Teachers should consider all the information gathered about a student together, and not focus on one aspect only (e.g. test scores). For instance, an end of year test compared to a start of year score might suggest that no progress has been made but observations of learning compared to school learning progressions (see below) and teacher anecdotal records are just as important as the test scores.

The graphs and data in this document are based on overall teacher judgements (OTJ's) about where teachers believe a student is achieving against the National Curriculum Level Charter Targets at the end of Term 4.

Factors influencing the NCEA outcomes in Year 11-13

Cohort pass rates go up and down depending on many factors. For example, NZQA statistics include leavers in Year 13 who were not here to complete their courses, but are still counted in overall statistics. So a Year 13 cohort with 10-12% of the students leaving before the end of the year for employment may well drag down the overall pass rate at Level 3 for that year. Likewise, a Year 12 cohort

with a number of supported learning students who may not be entered for NCEA will also decrease the pass rates.

There are benefits to including the above students in statistics. However, because they are included, we should avoid drawing conclusions from increases in pass rates without understanding the mechanism behind those increases.

Setting Cohort Targets

Each target has a percentage of cohort expected to achieve that target. The percentage represents a broad benchmark or standard that doesn't generally change between years. Sometimes teachers would like to alter the standard to represent the particular achievement capacity/potential of a given cohort. Whilst this could help us to achieve the target in that year, moving the goal posts between years can make strategic analysis more challenging across multiple years. As such, presently the benchmarks are not expected to be moved. That said, over time and after multiple cohort analysis has taken place, a percentage target could be moved where year on year that target proves to be too low or too high.

Relating performance to the achievement of targets

Achieving or not achieving a target is the culmination of many factors including:

- Learning environment
- Resourcing
- Pastoral Issues
- Learning support
- Curriculum
- Expertise of the Teacher

- Teacher Support
- Initiative fatigue
- Change management practices
- Structural issues eg:
 - Poor timetable design
 - Too many administrative meetings
 - Low trust models
 - Top down management practices

Exceeding or falling short of meeting targets should not be used to infer poor teacher performance. Rather, achieving or not achieving targets should prompt an inquiry that then reviews the mechanisms of achievement or lack of it. Recommendations and implementation plans are then decided within resourcing limitations.

Priority Learners within Targets

Priority learners are groups of students who have been identified as historically not experiencing success in the New Zealand schooling system. These include many Māori and Pacific learners, those from low socio-economic backgrounds, and students with special education needs. When weighing up what our targets will be in Yr7-13, Maori and Pasifika ethnicities are accounted for separately from all other ethnicities within a given Target foci. In 2020, we started providing separate strategic goals for Y11-13 Supported Learning students on the SPEC Programmes in Y11-13. In 2021, strategic goals for supported learning students on SPEC in Yr7-10 will be introduced.

NCEA Level 1 EOY Final Outcome			
Annual Aim: Level 1 NCEA			
<ol style="list-style-type: none"> 1. Identify [and improve the outcomes of] students who show clear signs of being at risk of not achieving Level 1. 2. Identify [and improve the outcomes of] students who have the potential to achieve Merit & Excellence endorsements at Level 1. 			
2020 NCEA Cohort Targets:			
<ol style="list-style-type: none"> 1. 100% of Year 11 students entered and eligible for NCEA Level 1 will achieve L1 literacy and numeracy. 2. 85% of Year 11 SPEC students will gain 20 NCEA L1 Credits or more. 3. 85% of Year 11 students entered and eligible for NCEA Level 1 will gain the qualification. 4. 55% of Year 11 students who gain NCEA Level 1 will gain the qualification with a Merit or Excellence endorsement. 			
Priority Learners who are At Risk of Not Achieving NCEA L1			
<ol style="list-style-type: none"> 1. Definition: A Year 11 student at risk of not achieving L1 is anyone who was below curriculum level 5p [using OTJs] at the end of Year 10. 2. Baseline Data: Year 10 OTJ Data from Term 4 of the previous year. 			
Priority Learner Breakdown	Māori	Pasifika	All others
L1 ARNA Numeracy.	0	0	1/2 50% achieved Numeracy.
L1 ARNA Literacy.	0	1/1 100% achieved Literacy.	1/1 100% achieved Literacy.
SPEC Students.	1/1 100% achieved 20 or more L1 credits.	0	2/2 100% achieved 20 or more L1 credits.

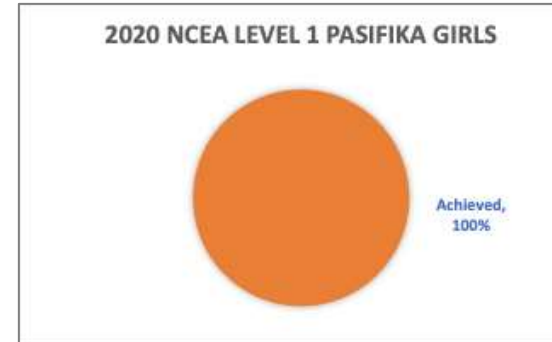
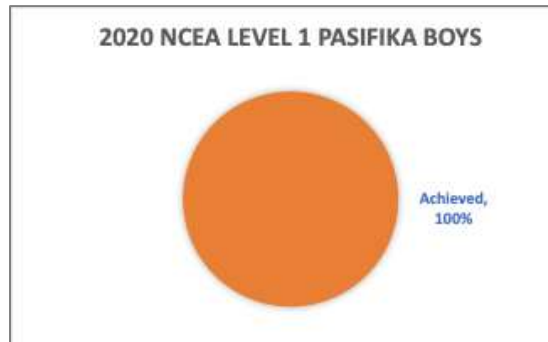
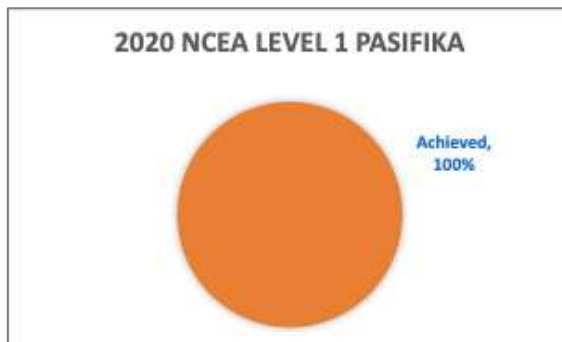
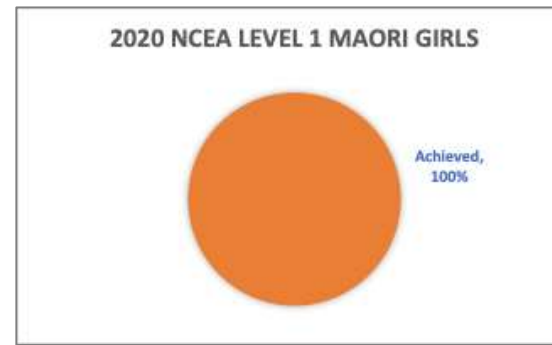
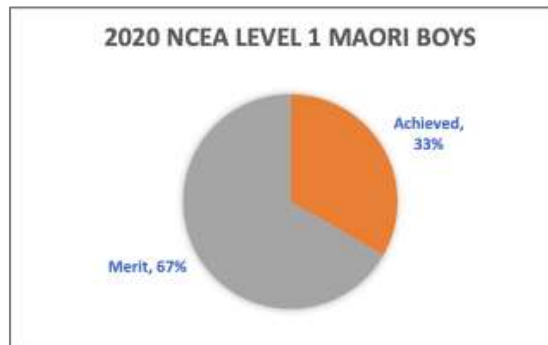
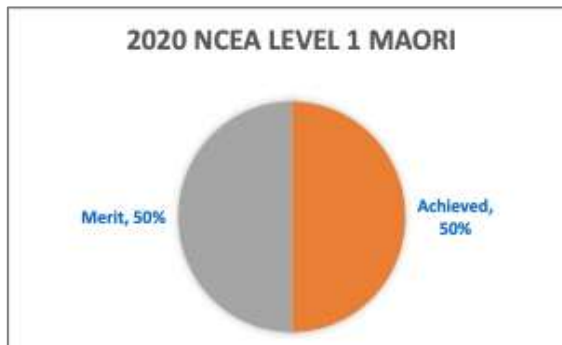
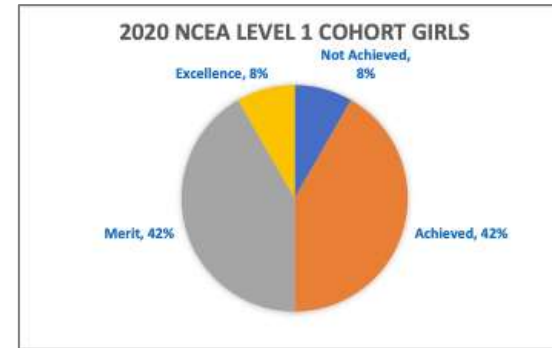
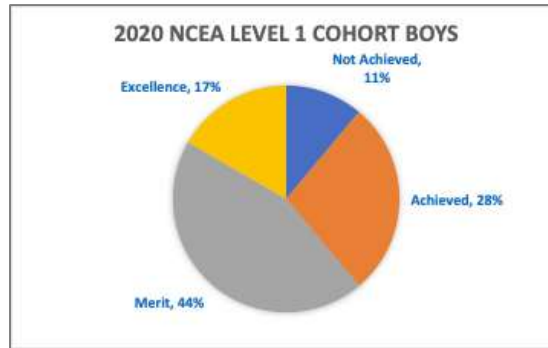
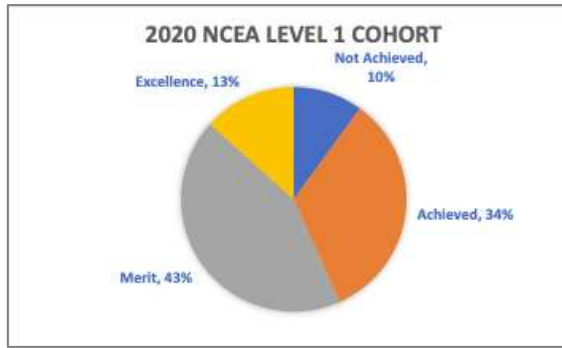
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Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
<p>Target 1: 100% of Year 11 students entered and eligible for NCEA Level 1 will achieve L1 literacy and Numeracy.</p>	<p>97% of students entered and eligible for NCEA Level 1 achieved L1 Literacy and Numeracy. Variance: 1 student gained Literacy but not Numeracy.</p>	<p>One student gained 4/10 Numeracy credits and due to health and personal reasons was unable to complete the rest during summer school (derived grade application for externals was also made).</p>	<p>This student will be completing the L1 Numeracy requirements in Term 1, 2021. A new course covering the L1 Literacy and Numeracy requirements through US for targeted students who are at risk of not achieving them through AS is in place in 2021 to avoid students missing out.</p>
<p>Target 2: 85% of Year 11 SPEC students will gain 20 NCEA L1 credits or more.</p>	<p>100% of Year 11 SPEC students gained 20 or more L1 credits. Variance: the students achieved well over 20 credits (totals of 56, 70, 89).</p>	<p>Target exceeded.</p>	<p>SPEC programme is being replaced with the targeted Literacy and Numeracy class at Level 1.</p>
<p>Target 3: 85% of Year 11 students entered and eligible for NCEA Level 1 will gain the qualification.</p>	<p>90% of Year 11 students gained the qualification. Variance: one out of the three students from the cohort that did not achieve L1 was not entered for enough credits to be able to gain L1. Therefore 93% of those entered and eligible for NCEA L1 gained the qualification.</p>	<p>Target exceeded.</p>	<p>Continue with similar target and strategies in 2021.</p>
<p>Target 4: 55% of Year 11 students who gain NCEA Level 1 will gain the qualification with a Merit or Excellence endorsement</p>	<p>63% of Year 11 students who gained NCEA Level 1 gained the qualification with a Merit or Excellence endorsement. This outcome is 7% lower than the previous year.</p>	<p>Target exceeded.</p>	<p>Continue with similar target and strategies in 2021.</p>

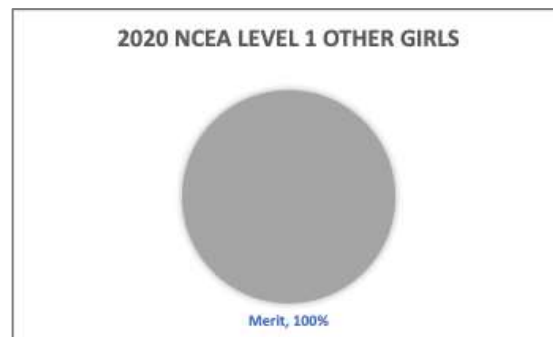
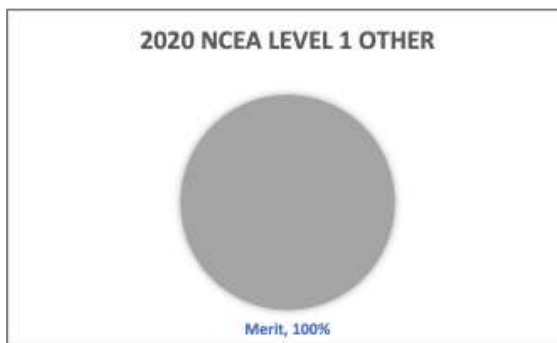
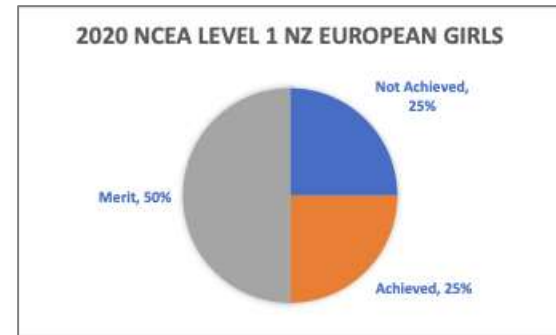
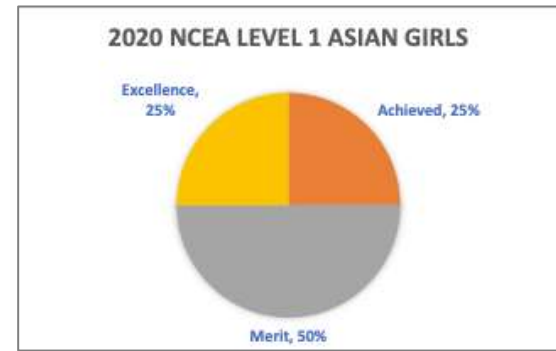
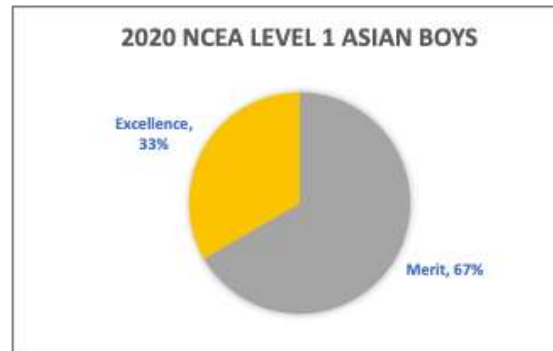
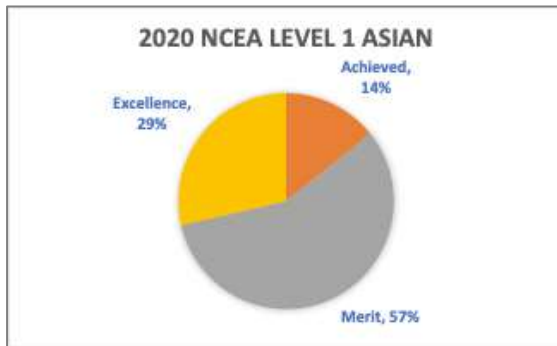
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<p>Action 1: Life Lab coaches are used to monitor literacy and numeracy goals for target 1 & 2 students.</p>	<p>Coaches monitored the data suggested.</p>	<p>No evidence of variance to target.</p>	<p>Continue with similar target and strategies in 2021.</p>
<p>Action 2: Monitoring of academic progress by Careers Advisor and DP.</p>	<p>Senior leaders and Careers Advisor monitored academic progress to identify students at risk of needing extra support and individual plans put in place.</p>	<p>No evidence of variance to target.</p>	<p>Continue with similar target and strategies in 2021. Start the process in August but emphasize markbook set-up accuracy.</p>

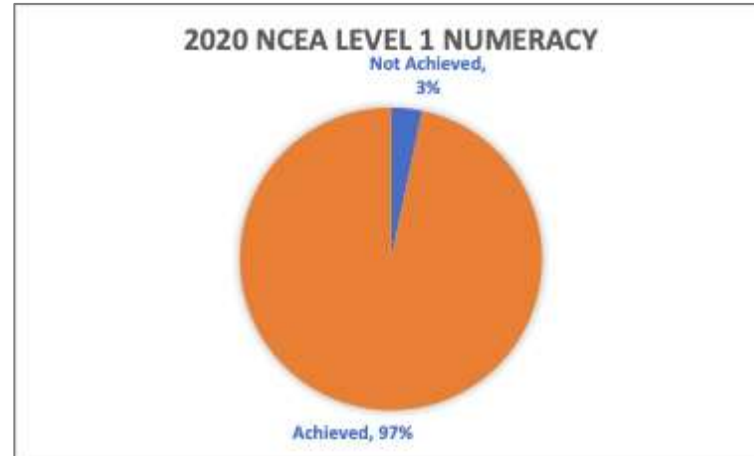
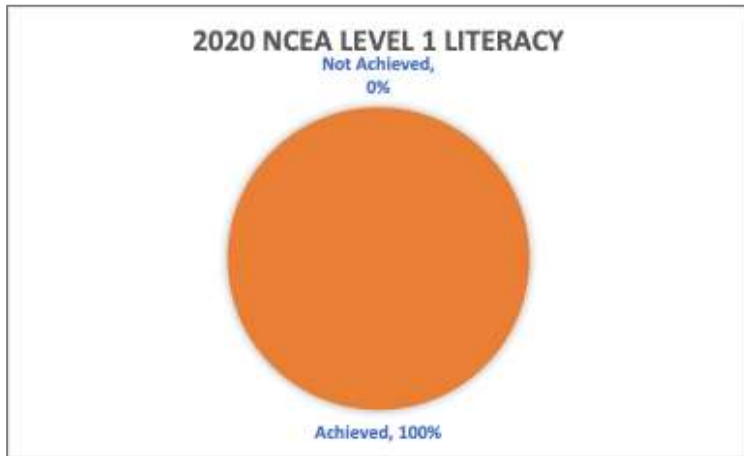
NCEA Level 1 EOY Graphs (roll-based, Nathan Soong counted in Level 3 not Level 1)



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NCEA Level 2 EOY Final Outcome			
Annual Aim: Level 2 NCEA			
<ol style="list-style-type: none"> 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. 			
2020 NCEA Cohort Targets:			
<ol style="list-style-type: none"> 1. 85% of Year 12 students who were on SPEC in Year 11 will gain NCEA L1 this year. 2. 85% of Year 12 students who were not on SPEC in Year 11 and are entered and 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. 			
Priority Learners who are At Risk of Not Achieving NCEA L2			
<ol style="list-style-type: none"> 1. Definition: A Year 12 student at risk at level 2 will mean any Year 12 student who achieved less than 85 credits [at L1] the previous year. 2. Baseline Data: KAMAR NCEA data. 			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 12 ARNA Level 2.	0	1/1 100% have met target.	4/4 100% have met target.
SPEC Students ARNA L1.	0/2 0% have met target.	0	1/1 100% have met target.
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
Target 1: 85% of Year 12 students who were on SPEC in Year 11 will gain NCEA L1 this year.	33% of Year 12 students who were on SPEC in Year 11 gained NCEA L1. It was the Literacy	Target not met. There was some miscommunication	The Literacy and Numeracy programme at Level 1 will identify and provide a pathway to gaining the Literacy and Numeracy

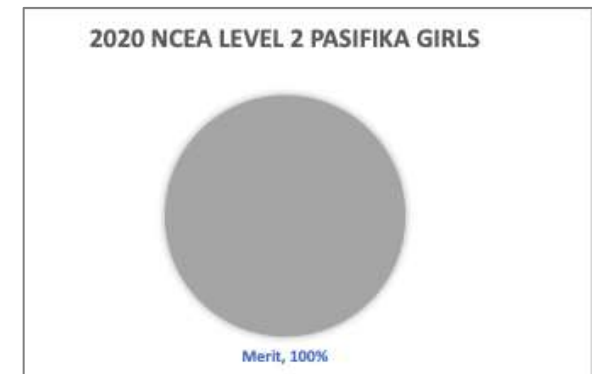
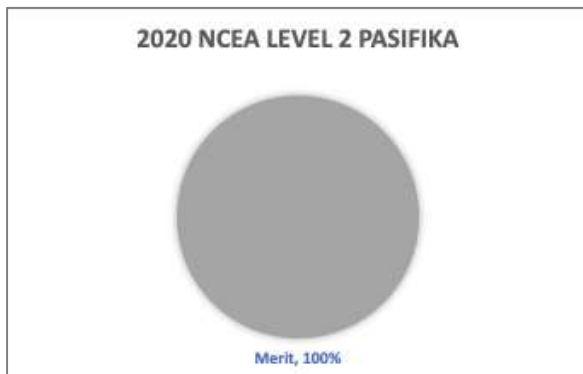
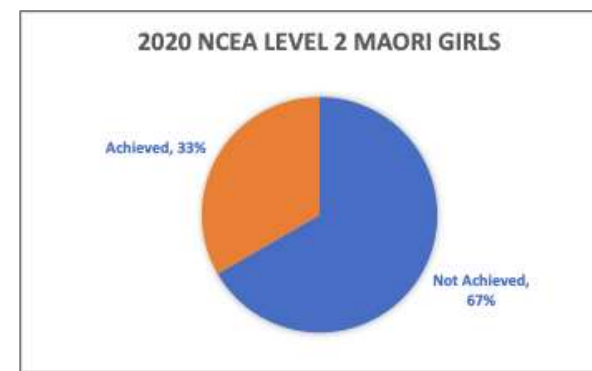
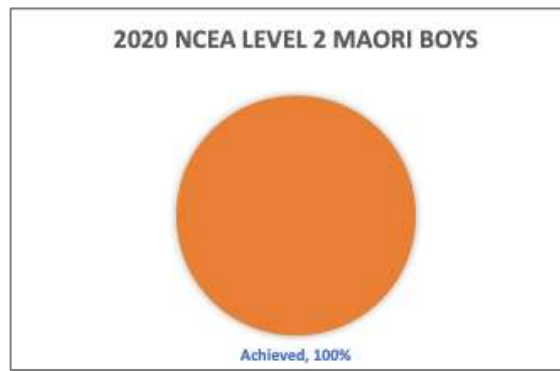
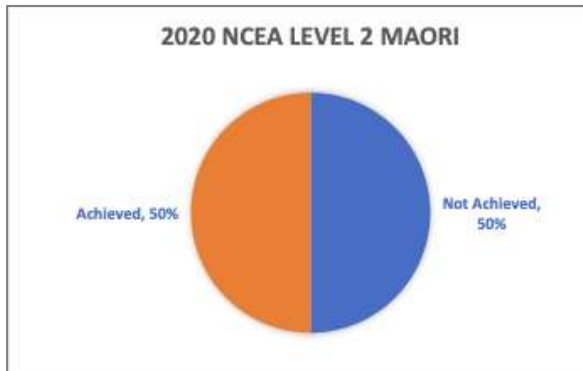
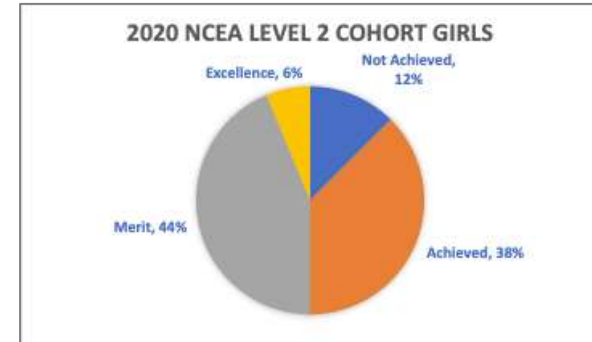
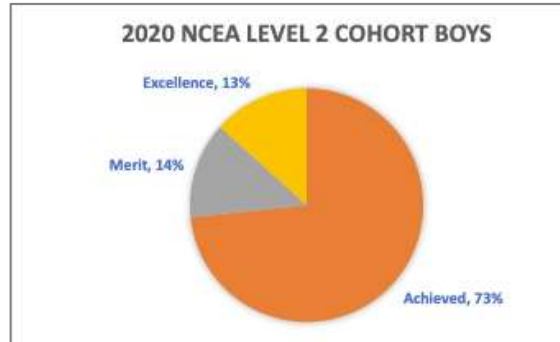
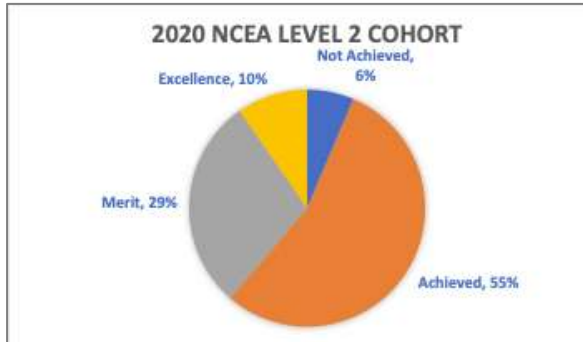
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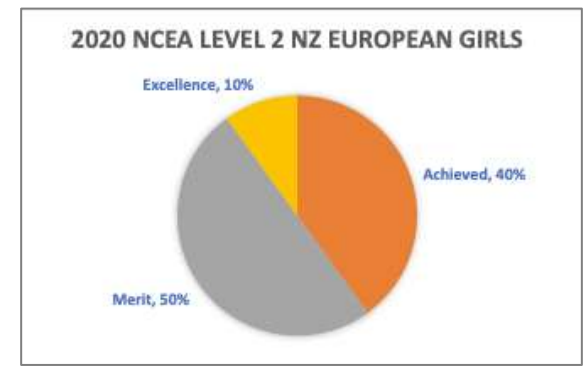
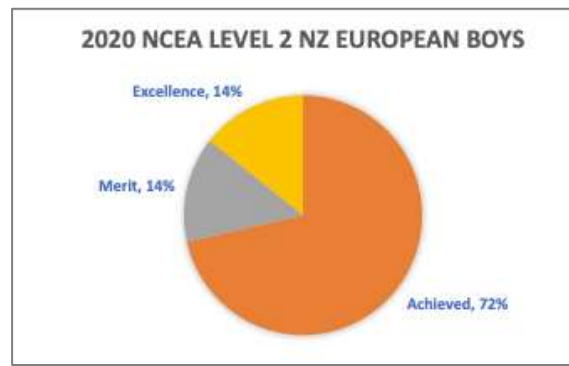
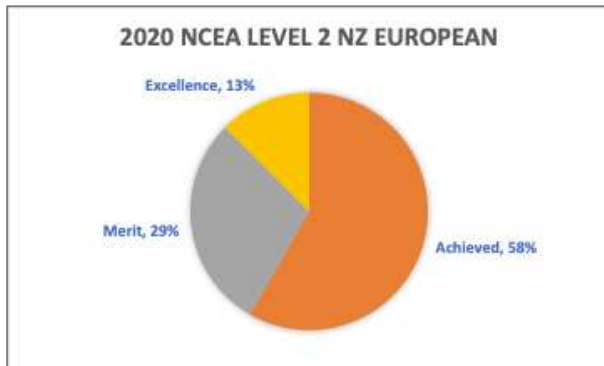
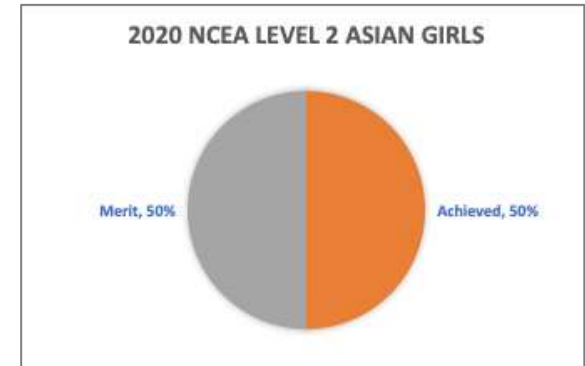
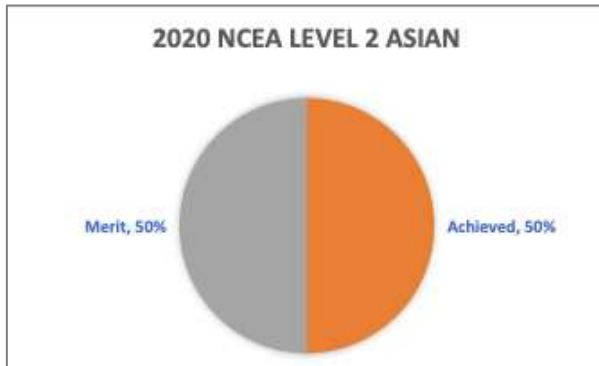
	and Numeracy requirements that prevented the remaining two students from gaining L1.	.around how these two students were gaining their Numeracy credits. One student (who required both Literacy and Numeracy) was also part-time.	requirements for Level 1. One of the former SPEC students will complete her Numeracy requirements in the first part of 2021, the other has left school.
<p>Target 2: 85% of Year 12 students who were not on SPEC in Year 11 and are entered and eligible for NCEA Level 2 will gain the qualification.</p> <p>Target 3: 55% of Year 12 students who gain NCEA Level 2 will gain the qualification with a Merit or Excellence endorsement.</p>	<p>100% of Year 12 students who were not on SPEC in Year 11 gained NCEA Level 2.</p> <p>41% of Year 12 students who gained NCEA Level 2 gained the qualification with a Merit or Excellence endorsement.</p>	<p>Target exceeded.</p> <p>Target not met. In 2019, 70.4% of this cohort gained a M or E L1 qualification. This drop in endorsement rates was also noted between the 2019 Year 12 cohort in their 2018 and 2019 results. There is a reasonable case to suggest that Covid-19 impacted on student's judiciousness around external examinations and workload resulting in quantity rather than quality outcomes.</p>	<p>Continue with similar target and strategies in 2021.</p> <p>Further investigation into Year 12 and the "step up" from Year 11. Lines of inquiry: Are students entered for as many credits in Year 12 as Year 11? Are there less opportunities to gain endorsement? Another line of enquiry for 2021 could be to ask the question: should the target be the same as in Level 3 (45%)?</p>

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<p>Action 1: Life Lab coaches are used to monitor literacy and numeracy goals for target 1 & 2 students.</p> <p>Action 2: Monitoring of academic progress by Careers Advisor and DP.</p>	<p>Coaches monitored the data suggested.</p> <p>Senior leaders and Careers Advisor monitored academic progress to identify students at risk of needing extra support and individual plans put in place.</p>	<p>No evidence of variance to target.</p> <p>No evidence of variance to target.</p>	<p>Continue with similar target and strategies in 2021.</p> <p>Continue with similar target and strategies in 2021. Start the process in August but emphasize markbook set-up accuracy.</p>
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NCEA Level 2 EOY Graphs (roll-based)



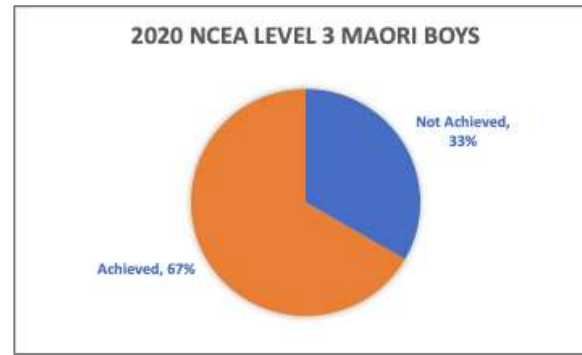
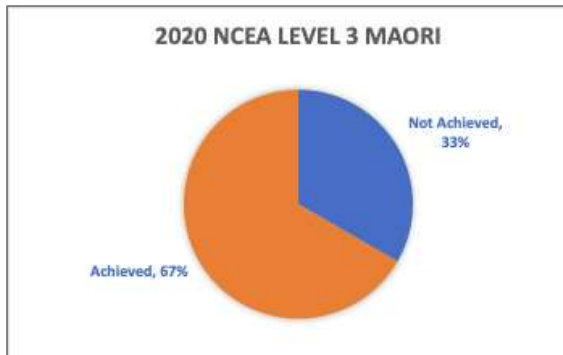
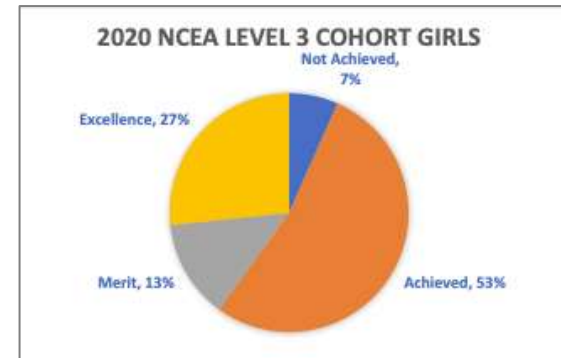
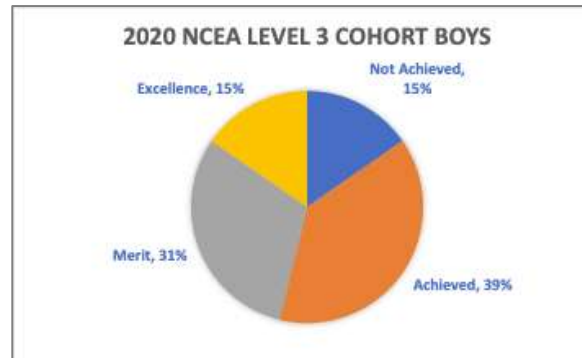
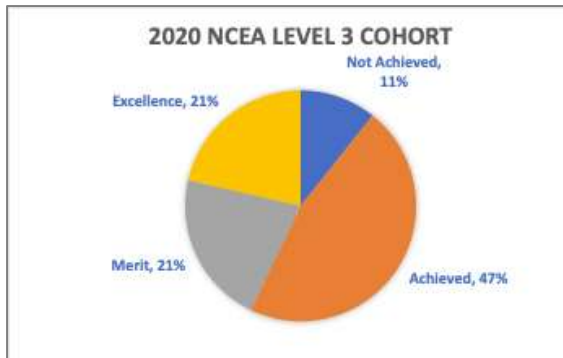


NCEA Level 3 EOY Final Outcome			
<p>Annual Aim: Level 3 NCEA</p> <p>1. Identify and improve the outcomes of Year 13 students at risk of not achieving their Level 3 certificate.</p> <p>2. Identify and improve the outcomes of students who have the potential to achieve Merit & Excellence endorsements at Level 3.</p>			
<p>2020 NCEA Cohort Targets:</p> <p>1. 100% of Year 13 Students who are on SPEC in Year 13 will gain 40 NCEA credits from any level.</p> <p>2. 85% of Year 13 students entered and eligible for NCEA Level 3 will gain the qualification.</p> <p>2. 45% of Year 13 students who gain NCEA Level 3 will gain the qualification with a Merit or Excellence endorsement.</p>			
<p>Priority Learners who are At Risk of Not Achieving NCEA L3</p> <p>1. Definition: A Year 13 student at risk at level 3 will mean any Year 13 student who achieved less than 85 credits combined [at L2&3] at the previous year.</p> <p>2. Baseline Data: KAMAR NCEA data.</p>			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 13 ARNA Level 3.	1/1 100% have met target.	1/1 100% have met target.	4/4 100% have met target.
SPEC Students.	0	0	0/1 0% have met target.
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps

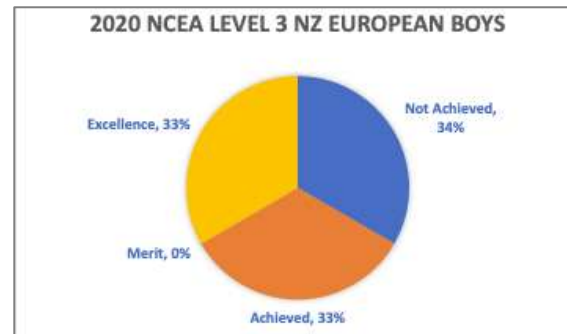
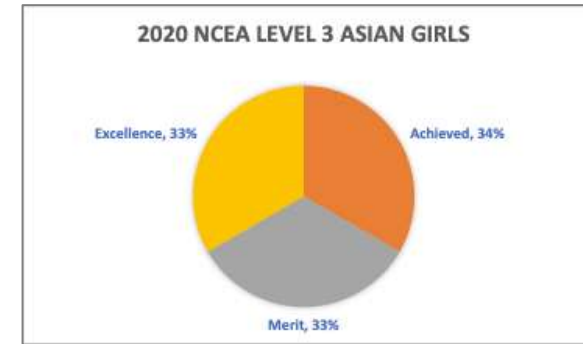
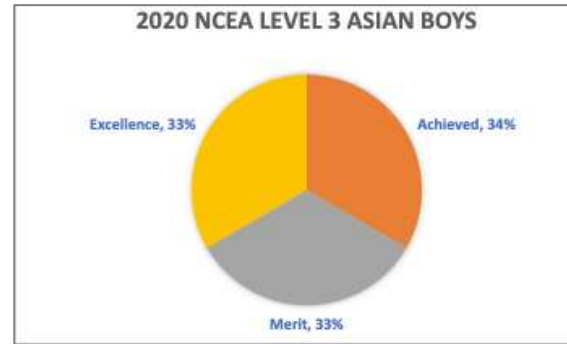
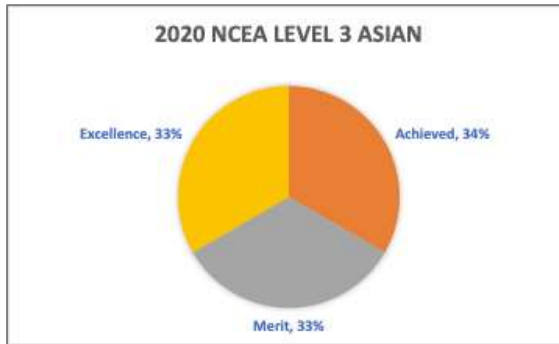
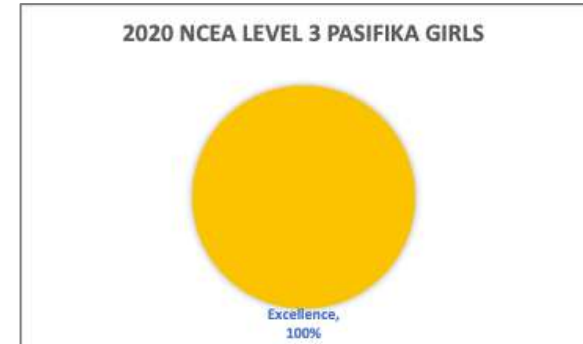
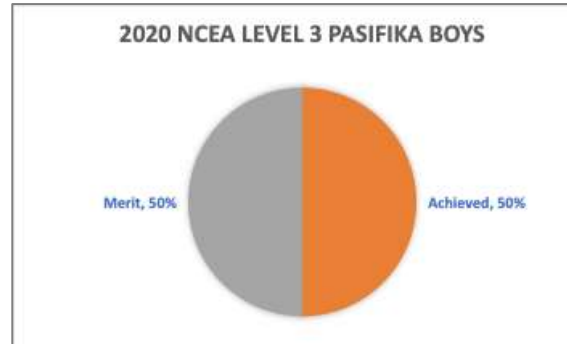
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<p>Target 1: 100% of Year 13 students who are on SPEC in Year 13 will gain 40 NCEA credits from any level.</p>	<p>0% of Year 13 students on SPEC gained 40 credits. The one Year 13 student on SPEC gained 30 credits.</p>	<p>Target not met. The one student that met this criteria left at the end of Term 3 before she was able to attain the remaining credits to achieve this goal.</p>	<p>SPEC programme not running in 2021. Replaced by a Literacy and Numeracy programme/class at L1.</p>
<p>Target 2: 85% of Year 13 students entered and eligible for NCEA Level 3 will gain the qualification.</p>	<p>89% of all Year 13 students eligible for NCEA Level 3 gained the qualification. One student who didn't was a leaver from earlier in the year so 92.6% of those that remained to the end of the academic year gained their Level 3 qualification. One student was entered for only 53 credits at Level 3 or above so is not entered and eligible, taking the pass rate to 96%.</p>	<p>Target exceeded.</p>	<p>Continue with similar target and strategies in 2021.</p>
<p>Target 3: 45% of Year 13 students who gain NCEA Level 3 will gain the qualification with a Merit or Excellence endorsement.</p>	<p>48% of Year 13 students who gained their NCEA Level 3 gained the qualification with a Merit or Excellence endorsement.</p>	<p>Target exceeded.</p>	<p>Continue with similar target and strategies in 2021.</p>
<p>Action 1: Life Lab coaches are used to monitor literacy and numeracy goals for target 1 & 2 students</p>	<p>Coaches monitored the data suggested.</p>		<p>Continue with similar target and strategies in 2021.</p>
<p>Action 2: Monitoring of academic progress by Careers Advisor and DP</p>	<p>Senior leaders and Careers Advisor monitored academic progress to identify students at risk of needing extra support and individual plans put in place.</p>	<p>No evidence of variance to target.</p>	<p>Continue with similar target and strategies in 2021. Start the process in August but emphasize markbook set-up accuracy.</p>
		<p>No evidence of variance to target.</p>	

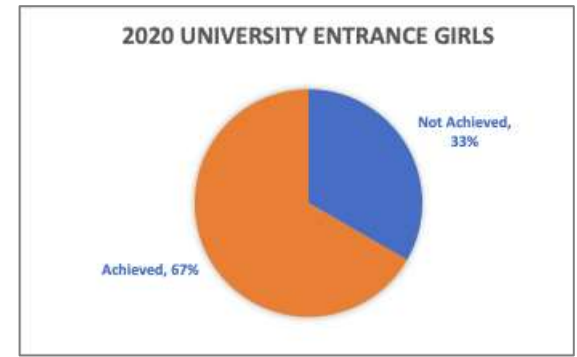
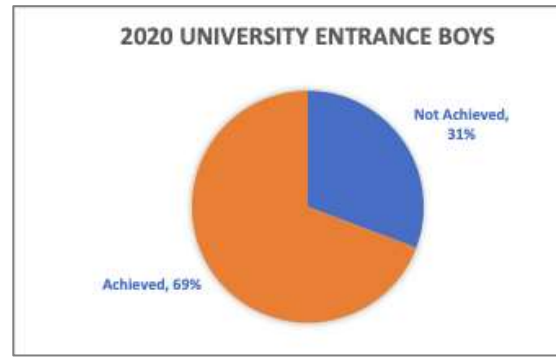
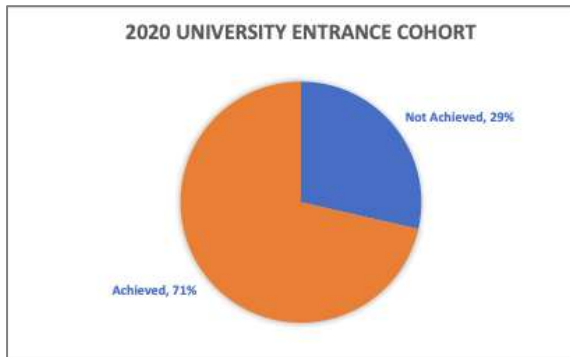
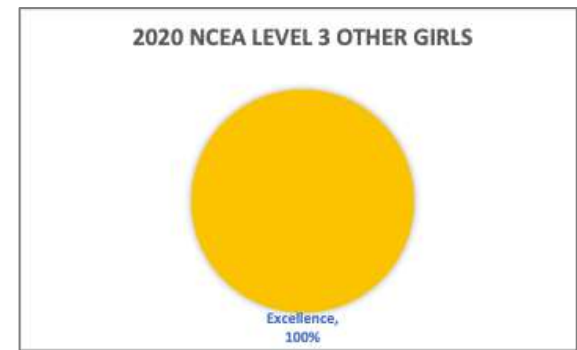
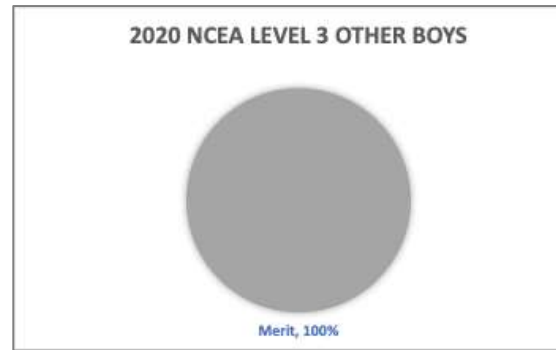
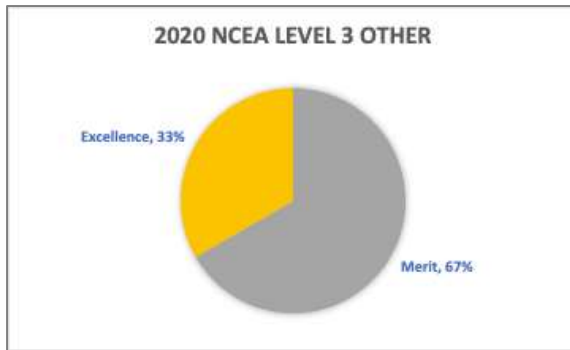
NCEA Level 3 EOY Graphs (roll-based)



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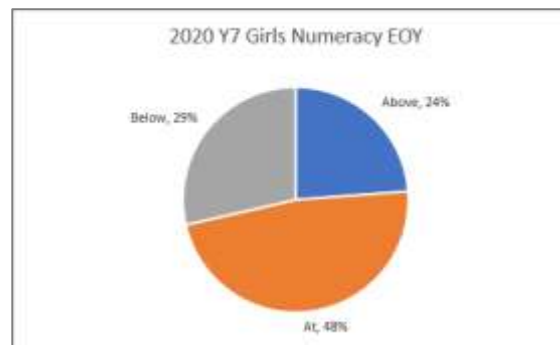
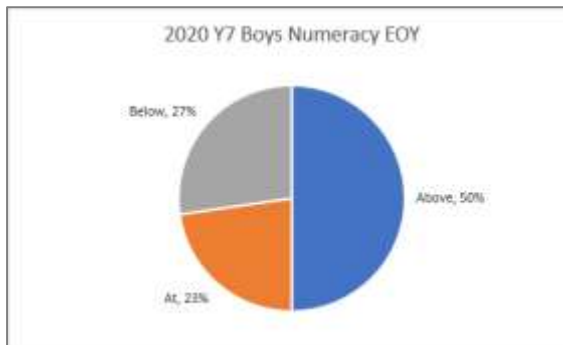
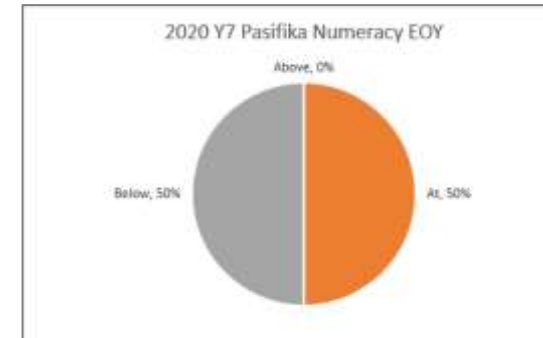
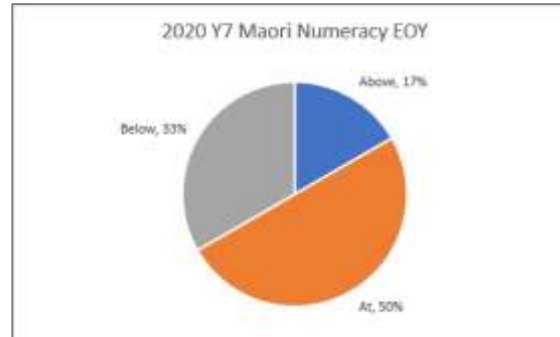
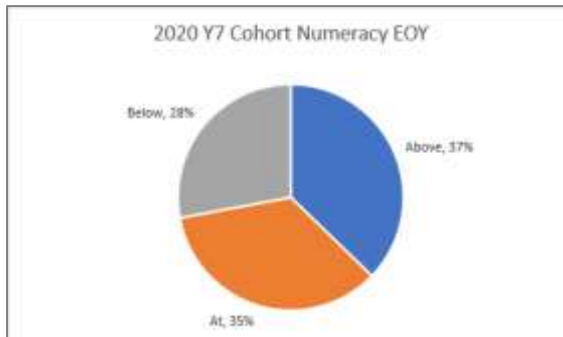


Year 7 & 8 Numeracy EOY Final Outcome			
<p>Annual Aim: Numeracy Year 7 & 8 To increase the number of students achieving at or above the target Curriculum Level for Mathematics.</p>			
<p>Cohort Targets:</p> <p>Year 7: 85% of Year 7 students will be at or above Curriculum level 3A for numeracy by the EOY Year 8: 85% of Year 8 students will be at or above Curriculum level 4B for numeracy by the EOY</p>			
<p>Priority Learners who are At Risk of Not Achieving the Target Curriculum Level</p> <p>Year 7</p> <ul style="list-style-type: none"> • Definition: A Year 7 student at risk of not achieving NZC 3A will mean any student who was judged to be below level 3B at the end of the previous year • Baseline Data: Use OTJs from the end of the previous year. <p>Year 8</p> <ul style="list-style-type: none"> • Definition: A Year 8 student at risk of not achieving NZC 4B will mean any student who was judged to be below level 3A at the end of the previous year • Baseline Data: Use OTJs from the end of the previous year. 			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 7	0/1 = 0%	0/0 = 0%	0/1 = 0%
Year 8	0/1 = 0%	2/2 = 100%	2/5 = 40% [1 student left during the year]
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
Target 1: 85% of Year 7 students will be at or above Curriculum level 3A for numeracy by the EOY	72% of Year 7 students were at or above Curriculum level 3A for numeracy by the EOY. This is 13% behind target.	Target not met. Second year that the target has not been met. Target may need adjusting.	Continue to evaluate the Y6 EOY levels as students enter Y7. Inquiry in 2020 found that there is discrepancy between EOY 6 Data and Start of Y7 testing results.

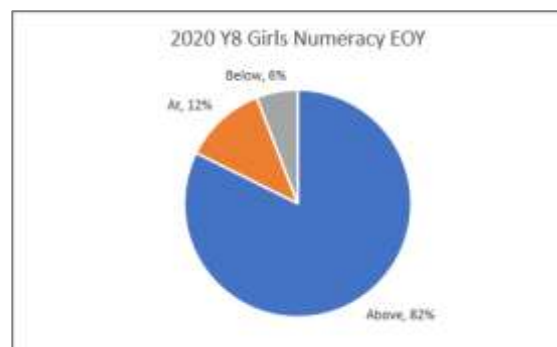
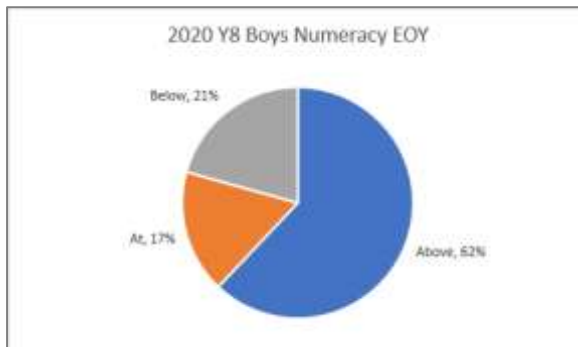
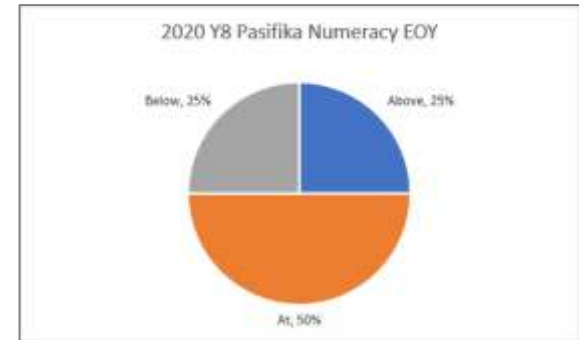
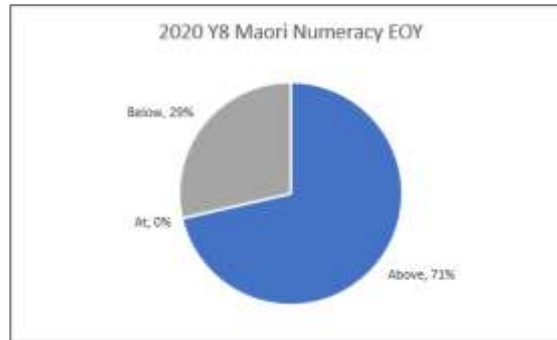
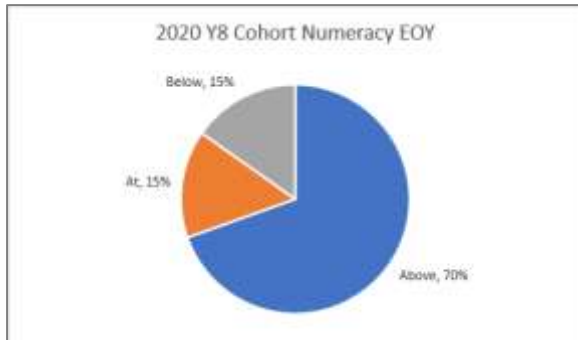
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<p>Target 2: 85% of Year 8 students will be at or above Curriculum level 4B for numeracy by the EOY</p> <p>Action 1: Class Teachers are used to develop goals for students in Priority Learner groups</p>	<p>85% of Year 8 students were at or above Curriculum level 4B for numeracy by the EOY. No variance to target.</p> <p>Team Leader ran Yr7&8 meetings to discuss goal setting for students and student progress. Head of school provided a list of Priority Learners for each teacher to focus on. Action completed although could be much better.</p>	<p>In 2020, there were numerous structural issues at Yr7. New buildings, new staff, Covid, many behavioural and learning needs.</p> <p>Target met. Numicon project introduced. Numeracy class used – focused on add/sub & mult/div.</p> <p>Continue with strategy in 2021 with new structure and continue to refine practice.</p>	<p>Adjust the target to 75% for 2021 to account for Year 7 “development challenge”. Continue with Numicon project in 2021.</p> <p>Move the location of Year 7&8 to a more central area of the school. Continue with the same Homeroom teachers in Year 8 for 2021. Build on the successful teaching and learning programmes at Year 8.</p> <p>In 2021, the team will be reconstituted again and moved to be more central location in the school.</p>
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Graphs - Year 7 Numeracy EOY Final Outcome



Graphs - Year 8 Numeracy EOY Final Outcome

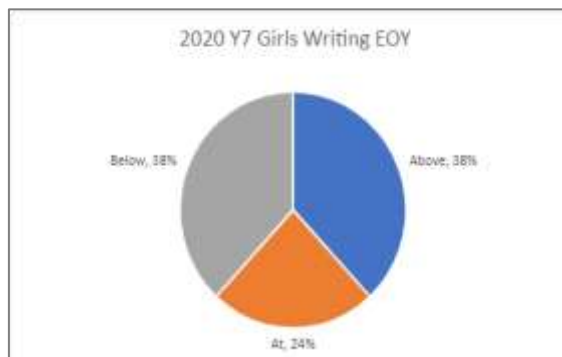
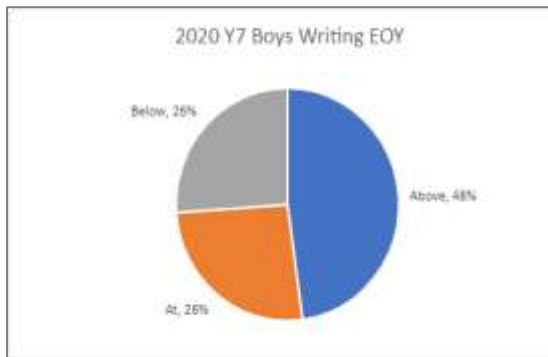
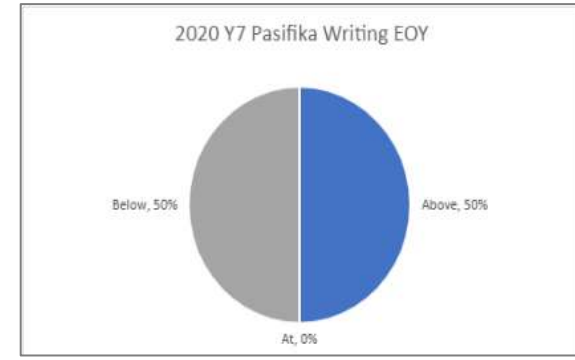
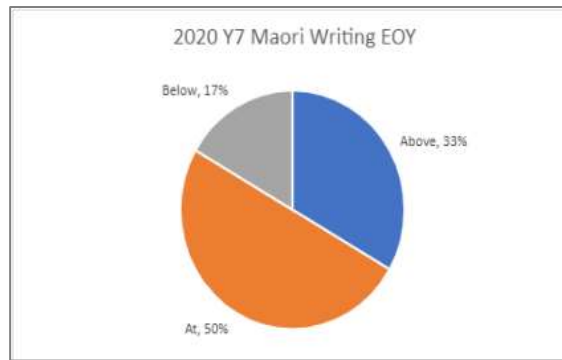
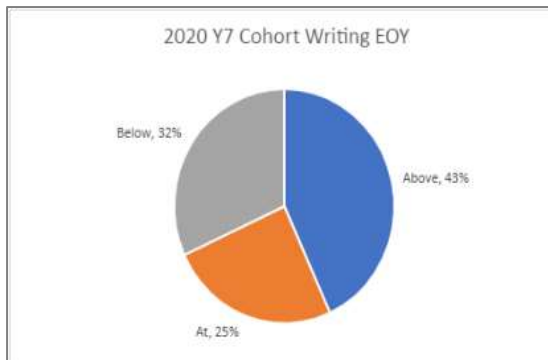


Year 7 & 8 Literacy EOY Final Outcome			
Annual Aim			
1. To increase the number of students achieving at or above the target curriculum level for Writing.			
Cohort Targets			
Year 7: 85% of Year 7 students will be achieving at or above the target Curriculum level 3A for writing by the EOY			
Year 8: 85% of Year 8 Students will be achieving at or above the target Curriculum level 4B for writing by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level			
Year 7			
1. Definition: A Year 7 student at risk of not achieving NZC 3A will mean any student who was judged to be below level 3B at the end of the previous year			
2. Baseline Data: Use OTJs from the end of the previous year.			
Year 8			
1. Definition: A Year 8 student at risk of not achieving NZC 4B will mean any student who was judged to be below level 3A at the end of the previous year			
2. Baseline Data: Use OTJs from the end of the previous year.			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 7	0/0 = 0%	0/0 = 0%	0/1 = 0%
Year 8	0/0 = 0%	1/1 = 100%	2/5 = 40%
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
Target 1: 85% of Year 7 students will be achieving at or above the target	68% of Year 7 students were achieving at or above the target Curriculum level 3A for writing by the	Target not met. Second year that the target has not been met. Target may need adjusting.	Continue to evaluate the Y6 EOY curr. levels as students enter Y7. Inquiry in 2020 found that there is discrepancy between EOY 6 Data and Start of Y7 testing results.

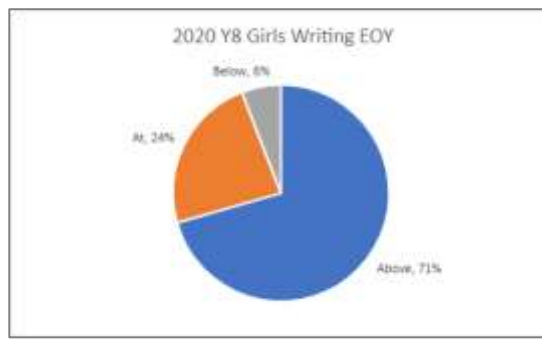
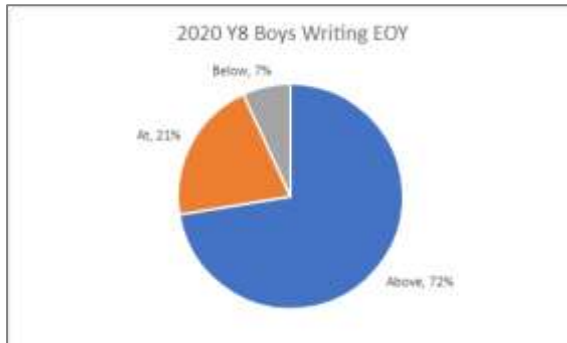
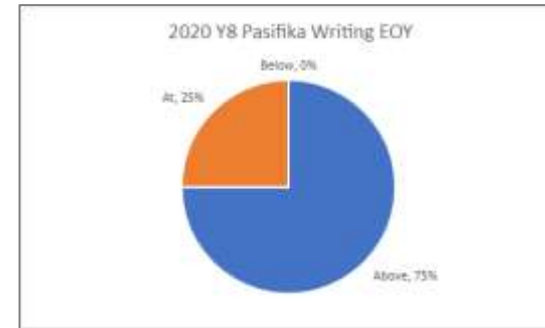
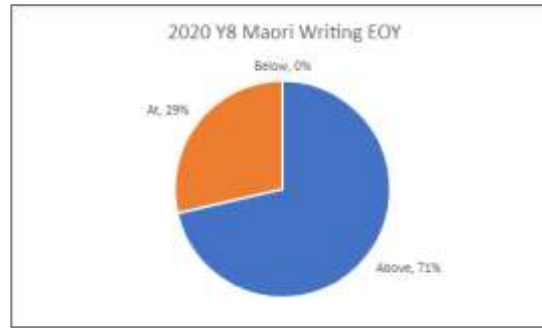
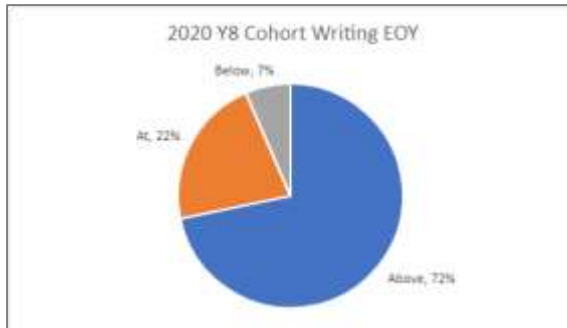
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<p>Curriculum level 3A for writing by the EOY</p> <p>Target 2: 85% of Year 8 Students will be achieving at or above the target Curriculum level 4B for writing by the EOY</p> <p>Action 1: Class Teachers are used to develop goals for students in Priority Learner groups</p>	<p>EOY. This is 17% below target. Analysis determined that this cohort has a large tail.</p> <p>93% of Year 8 Students were achieving at or above the target Curriculum level 4B for writing by the EOY. This is 8% higher than target</p> <p>Team Leader ran Yr7&8 meetings to discuss goal setting for students and student progress. Head of school provided a list of Priority Learners for each teacher to focus on.</p>	<p>Also, in 2020 there were numerous structural issues at Yr7. New buildings, new staff, Covid, many behavioural and learning needs.</p> <p>Target exceeded.</p> <p>Action completed.</p>	<p>Adjust the target to 75% for 2021 to account for Year 7 “development challenge”.</p> <p>Broaden ‘literacy’ to include Reading Target</p> <p>Some PL interventions available but more are needed in this space. This will need resourcing in 2021.</p> <p>Move the location of Year 7&8 to a more central area of the school. Continue with the same Homeroom teachers in Year 8 for 2021. Build on the successful teaching and learning programmes at Year 8.</p> <p>Broaden ‘literacy’ to include Reading Target</p> <p>In 2021, the team will be reconstituted again and moved to be more central location in the school.</p>
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Graphs - Year 7 Literacy EOY Final Outcome



Graphs - Year 8 Literacy EOY Final Outcome

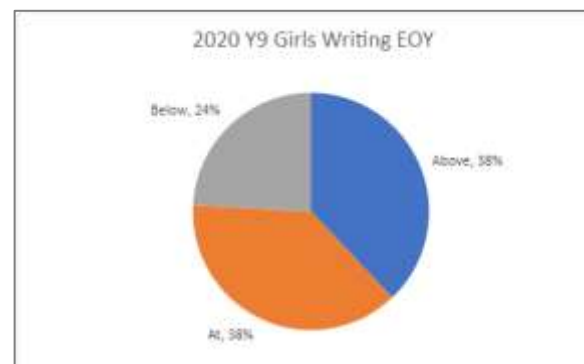
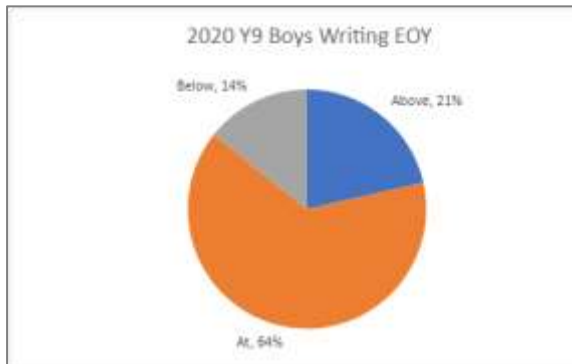
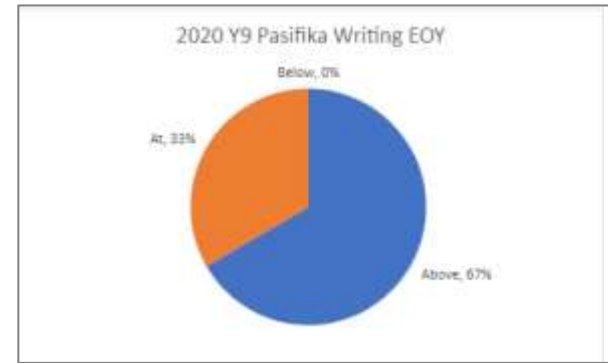
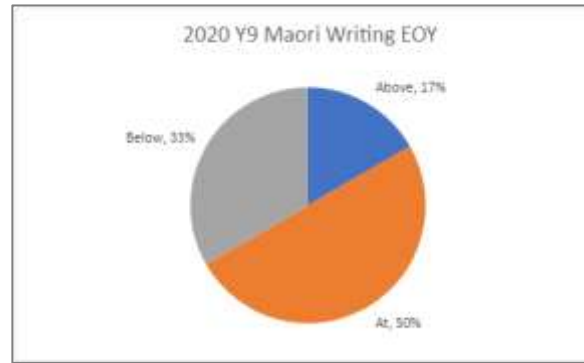
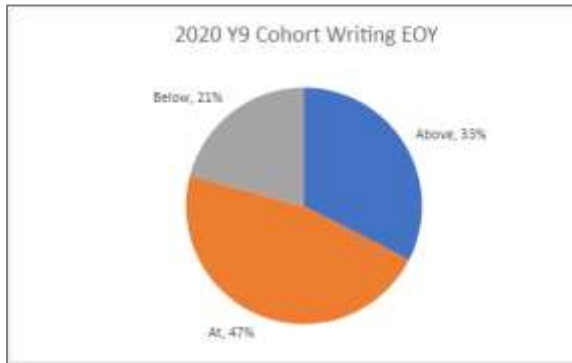


Year 9 & 10 Literacy EOY Final Outcome			
<p>Annual Aim: Literacy Year 9 & 10</p> <p>1. To increase the number of students achieving at or above the target curriculum level for Writing</p>			
<p>Targets</p> <p>Year 9: 85% of Year 9 students will be achieving at or above the target Curriculum level 4A for writing by the EOY</p> <p>Year 10: 85% of Year 10 students will be achieving at or above the target Curriculum level 5P for writing by the EOY</p>			
<p>Priority Learners who are At Risk of Not Achieving the Target Curriculum Level</p> <p>Year 9</p> <p>1. Definition: A Year 9 student at risk of not achieving NZC 4A will mean any student who was judged to be below level 4B at the end of the previous year</p> <p>2. Baseline Data: Use OTJs from the end of the previous year.</p> <p>Year 10</p> <p>1. Definition: A Year 10 student at risk of not achieving NZC 5P will mean any student who was judged to be below level 4A at the end of the previous year</p> <p>2. Baseline Data: Use OTJs from the end of the previous year.</p>			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 9	1/2 = 50%	0/0 = 0%	0/4 = 0%
Year 10	0/0 = 0%	0/2 = 0%	1/6 = 17%
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
<p>Target 1: 85% of Year 9 students will be achieving at or above the target Curriculum level 4A for writing by the EOY</p>	<p>79% of Year 9 students were achieving at or above the target Curriculum level 4A for writing by the EOY. 6% below target</p>	<p>Target not met. Analysis; 79% of the same cohort met target at the EOY 2019. This represents no change on the previous year. However, 4 of the 10 students that were below at EOY 2020 are new Y9 enrolments in 2020.</p>	<p>Reduce Y9 Target in 2021 to 75% to account for enrolment entry point. Further, students who are in the below group need to be targeted for literacy skills in Year 10 during 2021. HOD English to investigate using literacy skills programmes at Year 10 to see if that increases student literacy skills.</p>

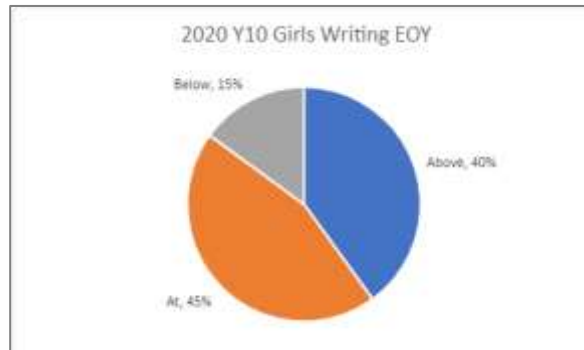
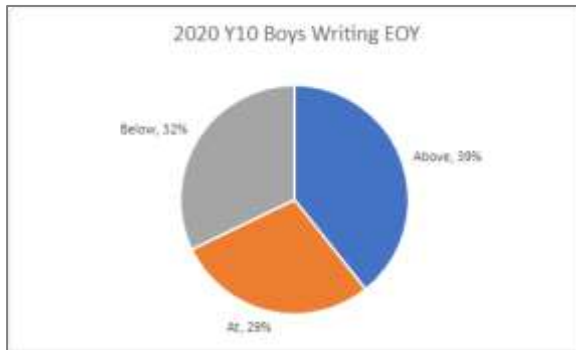
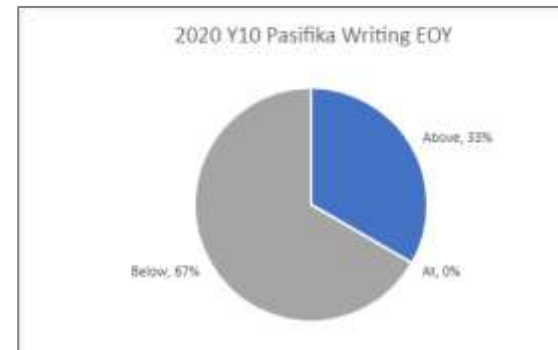
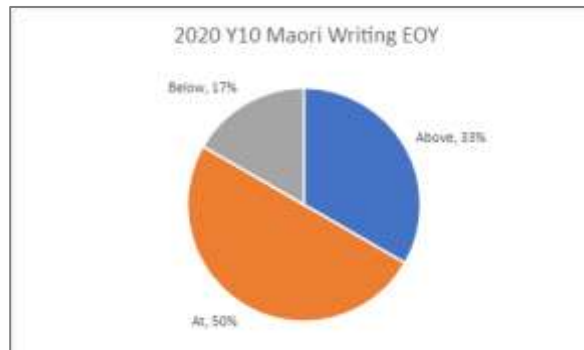
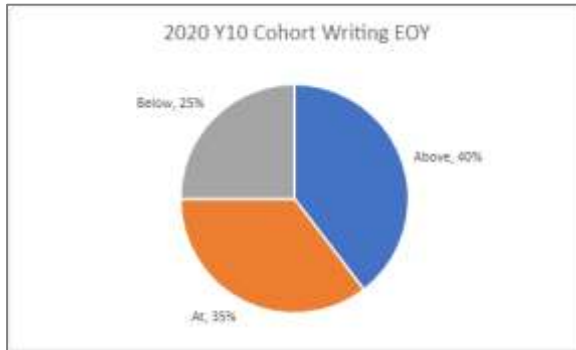
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<p>Target 2: 85% of Year 10 students will be achieving at or above the target Curriculum level 5P for writing by the EOY</p> <p>Action 1: Class Teachers are used to develop goals for students in Priority Learner groups</p>	<p>75% of Year 10 students were achieving at or above the target Curriculum level 5P for writing by the EOY. 10% below target.</p> <p>HODs to run meetings to discuss goal setting for students and student progress. Action completed although could be much better.</p>	<p>Lack of target student supports in Years 9 and 10. Not all teachers using the same marking rubrics.</p> <p>Target not met. Analysis; 82% of the same cohort met target at the EOY 2019. This represents a drop of 7% on the previous year.</p> <p>Lack of target student supports in Years 9 and 10. No variance to target.</p>	<p>Broaden 'literacy' to include Reading Target</p> <p>AP & DP to make a case in the teacher aide budgets to increase teacher aide input for students ARNA in Yr10 2021. Evaluate: Toe to Toe, Alpha to Omega, Education Perfect</p> <p>Continue with similar target and find new strategies in 2021. Add a new Y11/12 Literacy/Numeracy course to pick these below students up in 2021. Any students below the Y10 target at EOY 2020 should be considered for the new course in 2021.</p> <p>AP & DP to make a case in the teacher aide budgets to increase teacher aide input for students ARNA in Yr10.</p> <p>Evaluate: Literacy support programmes in Year 10</p> <p>Continue with similar target and strategies in 2021 <u>but improve efficacy</u>. Widen focus to look at new programmes that could be used to support Priority Learners.</p>
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Graphs - Year 9 Literacy EOY Final Outcome



Graphs - Year 10 Literacy EOY Final Outcome

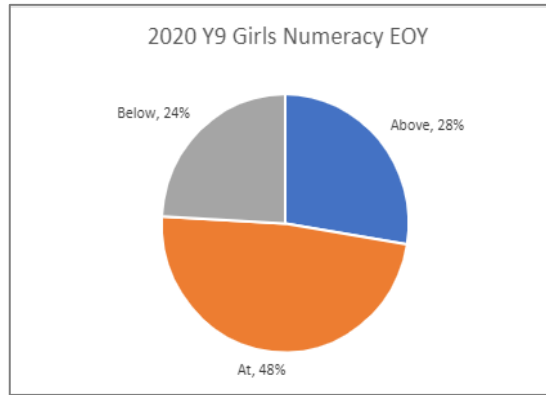
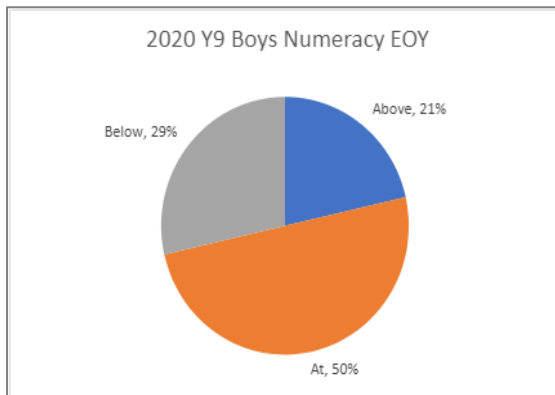
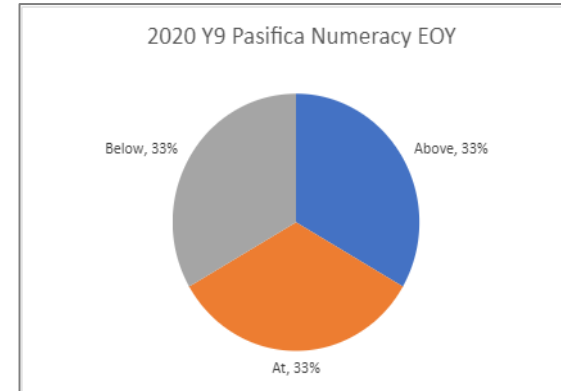
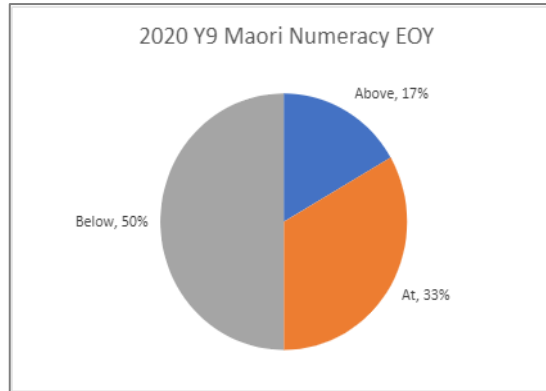
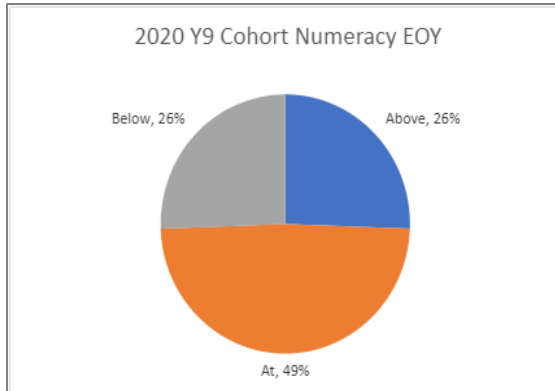


Year 9 & 10 Numeracy EOY Final Outcome			
Annual Aim: Numeracy Year 9 & 10			
1. To increase the number of students achieving at or above the target curriculum level for Mathematics			
Targets:			
Year 9: 85% of Year 9 students will be achieving at or above the target Curriculum level 4A for numeracy by the EOY			
Year 10: 85% of Year 10 students will be achieving at or above the target Curriculum level 5P for numeracy by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level			
Year 9			
1. Definition: A Year 9 student at risk of not achieving NZC 4A will mean any student who was judged to be below level 4B at the end of the previous year			
2. Baseline Data: Use OTJs from the end of the previous year.			
Year 10			
1. Definition: A Year 10 student at risk of not achieving NZC 5P will mean any student who was judged to be below level 4A at the end of the previous year			
2. Baseline Data: Use OTJs from the end of the previous year.			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 9	1/2 = 50%	0/1 = 0% [Sofia corrected for ethnicity]	0/3 = 0% [Sofia corrected for ethnicity]
Year 10	0/0 = 0%	0/2 = 0%	2/4 = 50%
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
Target 1: 85% of Year 9 students will be achieving at or above the target Curriculum level 4A for numeracy by the EOY.	74% of Year 9 students were achieving at or above the target Curriculum level 4A for numeracy by the EOY. 11% below target.	Target not met. Analysis; 79% of the same cohort met target at the EOY 2019. This represents a drop on the previous year. However, only 3 of the 11 students that were	Reduce the target to 75% for 2021 to account for new enrolments coming in at Year 9. For Y9 students who are below in 2020, investigate ways they can be targeted for improvement.

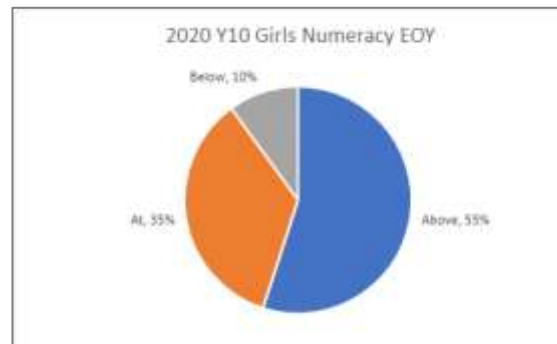
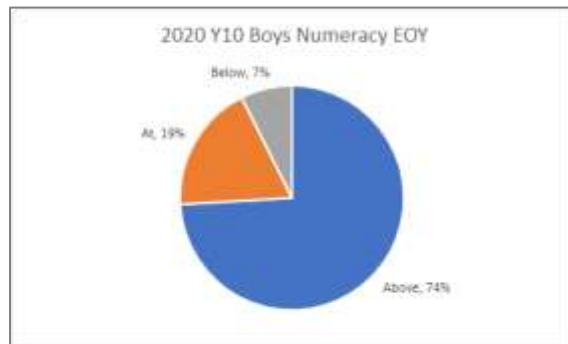
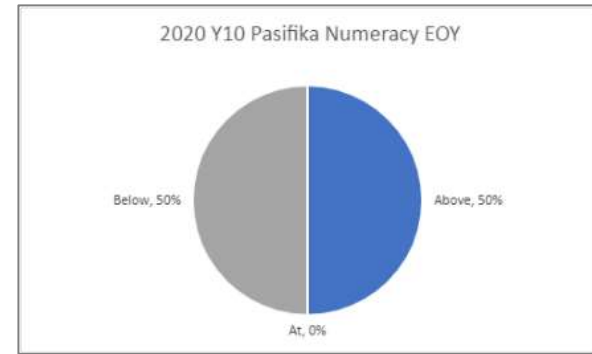
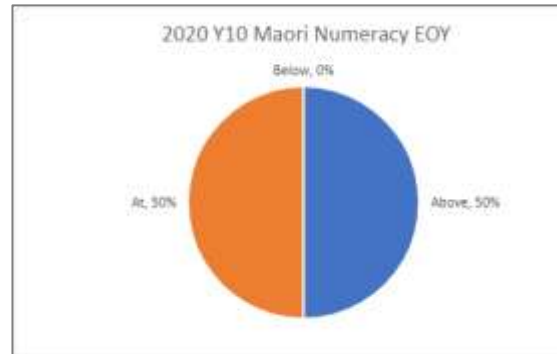
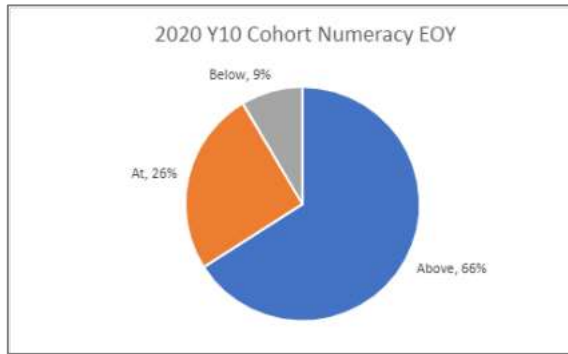
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<p>Target 2: 85% of Year 10 students will be achieving at or above the target Curriculum level 5P for numeracy by the EOY.</p> <p>Action 1: Class Teachers are used to develop goals for students in Priority Learner groups.</p>	<p>91% of Year 10 students were achieving at or above the target Curriculum level 5P for numeracy by the EOY. Target exceeded by 6%.</p> <p>Coaches monitor the achievement data .</p>	<p>below at EOY 2020 remain below from 2019. The rest are new Y9 enrolments in 2020.</p> <p>Lack of target student supports in Years 9 and 10.</p> <p>Target exceeded. Analysis; 86% of the same cohort met target at the EOY 2019. This represents an increase on the previous year of 5%.</p> <p>Target met No variance to target.</p>	<p>HOD Maths to investigate using 'Numicon' at Year 10 to see if that increases student numeracy skills.</p> <p>AP/DP to make a case in the teacher aide budgets to increase teacher aid input for students ARNA in Yr10.</p> <p>Continue with similar target and strategies in 2021. However, add a new Y11/12 Literacy/Numeracy course in 2021. Any students below the Y10 target at EOY 2020 should be considered for the new course in 2021.</p> <p>Continue with action and strategies in 2020. Broaden to include more direct HOD involvement.</p>
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Graphs - Year 9 Numeracy EOY Final Outcome



Graphs - Year 10 Numeracy EOY Final Outcome



Statement Around COVID-19

The 2020 Academic Year has brought with it significant disruption to the learning environment and the normal patterns of cohort/student achievement. NZQA announced that Learning Recognition [LR] Credits would be available to help students meet their NCEA Achievement Level Targets in 2020. The following information previously reported to the BOT at the June meeting by the DP Secondary School has now been updated for the end of year:

Points of Interest

- At the point of writing the mid-year report there was no clear expected way to track the LR Credits in KAMAR - *update – since the end of the 2020 academic year the Ministry and KAMAR have developed a solution to this.*
- LR Credits count next year if a student fails to gain their respective level this year.
- No indication if credits earned last year [2019] at a level prior to lockdown will attract LR credits – *Update, these credits will not count towards LR Credits.*
- Unofficially, you will hear that students need to get to 70 credits at Level 1, 52 credits at Level 2, 52 credits at Level 3
- Officially the bars have not been lowered

Implications for strategic reporting

- It is unclear how the above will translate to between year comparisons in future years – *Update, most indices have tracked reasonably well when compared to the norm, some have even improved.*
- Currently, Year level progress towards the existing credit thresholds are anomalous when compared to existing normative analysis. [Credit gathering progress within the current year is out of step with the normal curves] – *Update, credit gathering eventually progressed reasonably well however the quality of credits did vary from the norm in places.*
- Existing NCEA Courses at CCS have been altered to reduce credit content. This makes it additionally challenging to compare progress in 2020 to previous years. *Update – That was the case at the mid-point of the year. Still to be determined if that remains the case course by course.*

- Analysis and Variance Reports for the 2020 academic year will likely be problematic to prepare. – *Update, early concerns were largely put to rest by the end of the year through the various supports and mechanisms employed by the school and NZQA.*

What's was our response midyear to support Students?

Life Lab teachers were being supported to manually check and track their student's credit progress. Bronwyn had a spreadsheet ready for the Term 3 Learning Conferences.

Learning conferences were moved to take account of the change to the year's academic programme brought on by Lockdown.

At the midpoint of the year, some basic math assisted in "eyeballing" the credit counts in KAMAR eg If a student has 45 credits at Level 1, it is 45 towards 70, or 54 towards 80 with 9 LR credits - 1 LR credit left will take them to 55 with another 5 to get to 60 out of 80

No Term 3 Exam Week – exams set by individual subject teachers in Term 3 to match student readiness for assessment.

Active identification of students who had lost their pathway to achieve from August onwards.

Additional supports and programmes [Summer School] in place to assist these students across the line.

At the midyear point, what was our response at the Strategic level?

Keep trying to make sense of the on-going cohort data and relate it back to Strategic Targets where we can.

Understand that this year may be excluded from future referencing

Watch as best practice develops around the country, e.g. MOE/NZQA/Other schools

Learn and adapt for 2020.

Final outcome at the end of the year.

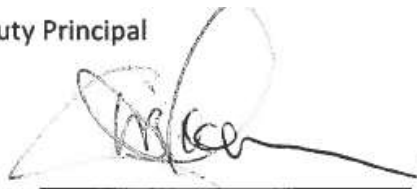
The middle school had mixed success in the 2020 Covid year. Year 8 and Year 10 generally fared well against target, whilst Year 7 and Year 9 did not.

Whilst some of the shortfalls to target could be explained in part by Covid, the reality is that goal setting needs to take account of enrolment points, as well as a wider definition of Literacy. Further, it can be noted that cohorts coming through at Year 7 in future may increasingly include more students needing support programmes. The middle school is not currently well prepared for these students. Teachers and students desperately need resourcing and structural initiatives to assist in this space going forward.

The Senior School fared pretty well against target in 2020 Covid Year. In many cases, Priority Learners met target. Cohorts fared well with achievement rates. The quality of credits gained was not too far from target and in many cases exceeded target. Given the Covid environment, the quality of credits had the potential to fare much worse.

It is clear that teachers and students across the Senior School worked hard to achieve the outcomes reached. The same can also be said of Middle School Teachers and students. However, there is a case to suggest that if the students who are currently below and well below curriculum target in the middle school reach the Senior School similarly below and well below, the NCEA results currently achieved by the school will inevitably drop.

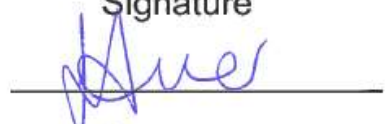
James Rose - Deputy Principal

Principal  Chris Mitchell 01/3/2021

Signature

Date

BOT Chair

 Jo Auer

01/03/2021

Signature

Date