



Learn, serve and grow in God

Student and Parent Handbook



Updated September 2021

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Principal's welcome

Nau mai, haere mai ki te kura o Ihu Karaiti te Kamaka!

It is an honour and a privilege to be a teacher and educational leader here at Cornerstone Christian School. I can honestly say that I have spent the last twenty years doing my dream job – teaching students across the wider Manawatu region – five of those as Teaching-Principal at Awahou School in the Pohangina Valley, and here at Cornerstone Christian School since mid-2008. In 2016, I was appointed to the position of Deputy Principal and in January 2020 I assumed the role of Acting Principal.



As a school, we tend to focus on the holistic development of each child – or to put it more simply, their 'discipleship'. I believe that discipleship is simply learning to live the way that God wants us to live and I love being part of this process in our students' lives. Ultimately our key desire is that every Cornerstone student comes to saving knowledge of Jesus Christ and develops their own relationship with God. We have a strong character development focus with an emphasis on our values of respect, diligence, kindness and integrity with an underpinning value of humility before God. Although our children achieve highly in their academic education and our school achieves excellent results on a national level, I believe that it is more important to focus on their developing character than their academic grades. In our modern world, learning can occur wherever and whenever you like, but good character develops when you are young, so that is our focus; good grades, and achieving to one's best, are a natural outflow of developing good character.

On a personal level, I am married to Anne-Marie Mitchell who is also on staff here at Cornerstone Christian School as a teacher aide. Together we have four grown-up daughters – two of whom are also teachers here in Palmerston North. When not in school you will find me gardening or looking after our lifestyle block just out of Ashhurst; casting a fly for trout down at some local river or walking the hills with a pack on my back.

My office door is usually open and I love meeting people in our wider Cornerstone family. Please drop in and say hello if you are over near the administration office or if you see me wandering around the school grounds.

Ngā mihi nui

Chris Mitchell
Principal

Our school

At Cornerstone Christian School our vision is: To be confident followers of Jesus Christ, equipped and inspired to creatively impact our world.

Our mission is: To provide, with parents, a balanced Christian education to help children develop to their full potential in God.

We aim to provide a learning environment where each child has the opportunity to develop to their full potential in every area of life.

We recognise that school is one of the most significant influences in a child's life, outside of their family/home environment, and so strive to provide a programme offering continuity between home, school and community, all of which is developed on our 'cornerstone', the very sure foundation of Jesus Christ.

We are an inter-denominational school reflecting the view that the Church is made up of all who believe in, and claim, the redemptive work of Jesus Christ.

We are a state-integrated school with a Christian Special Character.

We are a full-composite school with a preference for children to be enrolled at the school from Year 1 through until the end of Year 13. This enables children to have a seamless education where their learning progresses in a planned way year by year and the values and Christian character qualities we espouse may be inculcated in them as they grow from childhood to adulthood.

Our school motto is "Learn, serve and grow in God".

Our school values are: Respect, Diligence, Integrity and Kindness, with an interweaving value of Humility before God.

Primary curriculum

Christian Curriculum

Cornerstone is a Christian school and our curriculum reflects this. Our curriculum is based on the character of God as illustrated through the Bible, God's word. Christian perspectives are encompassed in all curriculum areas and issues involving morality, justice, values and management of behaviour. Godly character development is emphasised and Scripture memorisation is a regular activity.

Family based approach

We provide a family based approach to learning, recognising and upholding the importance of the role of the family, and strongly encourage parental involvement. We expect that parents will support their children and be willing to help whenever possible with matters related to their education, such as attending school meetings and functions, encouraging children in their learning, assisting at sporting events and participating in fundraising activities.

The New Zealand Curriculum

Our curriculum incorporates the vision, values, key competencies, learning areas and principles inherent in The New Zealand Curriculum.

More detail about the school's primary curriculum are available on our school website, which is regularly updated.

<http://www.cornerstone.ac.nz/curriculum>

Secondary curriculum

The CCS secondary school starts at Year 7 and goes through to Year 13.

The range of subjects delivered in secondary is, in large part, determined by the needs of each student cohort. Our desire is to give each student the personalised education that they need to be able to develop their God given talents to the full. Therefore, the focus is on the individual student: where they are headed in life and what we can do to best equip them for that.

We have many skilled Secondary teachers employed at Cornerstone and access further specialist teachers through agreements with tertiary providers (e.g. UCOL) and through Te Kura/The Correspondence School.

Subjects taught at Cornerstone in 2021 include:

- **Year 7-8** – Humanities (English Skills & Social Studies), Mathematics, Modules (Music, Languages, Technologies), Science, Physical Education, Art, Digital Technologies, Dance and Drama.
- **Year 9** – Humanities (English Skills & Social Studies), Mathematics, Science, Physical Education, Health, Digital Technology, Modules (Music, Art, Food Technology, Wood Technology, Dance & Drama, Church History, Robotics, Financial Literacy).
- **Year 10** – Humanities (English Skills & Social Studies), Mathematics, Science, Physical Education, Health, Digital Technology, Modules (Music, Art, Food Technology, Wood Technology, Dance & Drama, Sports Studies, Robotics, Entrepreneurship).
- **Year 11** - English, Mathematics, Science, Physical Education, Health, Art, Drama, Music, Social Science, Commerce, ESOL, Digital Technology, Computing and Adult Knowledge Essentials, Food Technology, Hospitality.
- **Year 12** - English, Mathematics, Biology, Chemistry, Physics, Physical Education, Sports Studies, Health, Art (Painting), Photography, Drama, Music, Social Studies, Accounting, Business Studies, Economics, ESOL, Digital Technology, Computing & Adult Knowledge Essentials, Food Technology, Hospitality, Trades & Logistics, Police Studies, Gateway courses, UCOL courses, Design School.
- **Year 13** – English, Mathematics, Biology, Chemistry, Physics, Physical Education, Sports Studies, Health, Art (Painting), Photography, Drama, Music, Social Science, Accounting, Business Studies, Economics, ESOL, Digital Technology, Computing and Adult Knowledge Essentials, Food

Technology, Hospitality, Trades & Logistics, Police Studies, Gateway Courses, UCOL courses, Design School.

Agreements with external providers:

- Wholegrain Organics – Food technology
- Woodworkers' Guild – Wood technology
- UCOL
- Design School
- Te Kura Correspondence School

Secondary building developments

In 2014, the first cohort of 30 Year 9 students remained on at Cornerstone, taught in a new, custom built Science laboratory. That same year, the school's first multi-level secondary block, 'G block' was constructed, encompassing specialist Art, Music and general-purpose classrooms, break-out rooms and offices. In 2016, 'H block' was built encompassing further specialist Science facilities, general-purpose classrooms, break-out rooms and teacher workspace. In 2018, a Gymnasium was completed and in 2019 'L' block was relocated from Westmount School and renovated.

Below: An early concept drawing of the Secondary buildings (with the Year 1-6 part of the school further back). The gymnasium and two two-storey secondary blocks have been built. A third is in the planning phase and construction is expected to commence in the latter half of 2021.



Statement of special character

Cornerstone Christian School is a Christian school established by and for parents choosing a God-centred education for their children.

The Special Character of the School is determined by the faith system made up of the Christian beliefs, values and lifestyles as determined by the Trustees of the Cornerstone Christian Education Trust.

Because God is:

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

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

The school reflects this by:

- using the Bible as the basis for exploring God's world, and as a standard against which to compare and interpret all curriculum material.
- teaching Christian values and behaviour through the process of acknowledgement of sin, repentance, and acceptance of Jesus' gift of grace.
- using prayer as a key tool in learning, and acknowledge the Holy Spirit's work in learning.
- encouraging each child to give of their best because God creates and equips each person for their unique role in His service, and acknowledging achievement in accordance with the child's effort.
- inextricably integrating knowledge of the world and Christian beliefs, through an integrated approach of an appropriate Christian curriculum and developed programme plans.
- acting as a continuum and extension of the teaching provided in Christian homes.
- providing an environment where children, parents, and teachers can experience Godly relationships, showing the character of Christ in love, discipline, respect, honour and trust, and witness an exemplary demonstration of Biblical truths in the lives of others.

Scriptural basis

Cornerstone is operated for parents so that they can fulfil the commission to train up their children in the ways of God. In order to reinforce this commission we have included some Scriptures which we consider establish the basis.

Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.

..Deuteronomy 6:4-7

The fear of the Lord is the beginning of wisdom; all who follow his precepts have good understanding. To him belongs eternal praise.

.....Psalm 111:10

The fear of the Lord is the beginning of knowledge, but fools despise wisdom and discipline. Listen, my son, to your father's instruction and do not forsake your mother's teaching.

..... Proverbs 1:7-8

Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is His good, pleasing and perfect will.

..... Romans 12:2

We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ.

....2 Corinthians 10:5

Behold, I lay in Zion a chief cornerstone, elect, precious, and he who believes in Him will by no means be put to shame.

..... 1 Peter 2:6

Blessed is the man who does not walk in the counsel of the wicked or stand in the way of sinners or sit in the seat of mockers. But his delight is in the law of the Lord, and on his law he meditates day and night. He is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither. Whatever he does prospers.

.....Psalm 1:1-3

Train a child in the way he should go, and when he is old he will not turn from it.

.....Proverbs 22:6

My prayer is not that you take them out of the world but that you protect them from the evil one. They are not of the world, even as I am not of it. Sanctify them by the truth; your word is truth.

..... John 17:15-17

Children, obey your parents in the Lord, for this is right. "Honour your father and mother" - which is the first commandment with a promise - "that it may go well with you and that you may enjoy long life on the earth". Fathers do not exasperate your children; instead, bring them up in the training and instruction of the Lord.

.....Ephesians 6:1-4

See to it that no-one takes you captive through hollow and deceptive philosophy, which depends on human tradition and the basic principles of this world rather than on Christ.

..... Colossians 2:8

Statement of faith

Key Christian Beliefs which are foundational to Cornerstone Christian School
(as determined by the Proprietor: Cornerstone Christian Education Trust)

About God

God is the creator and ruler of the universe. He exists in three persons – the Father, the Son, and the Holy Spirit. These three are co-equal and are one God.

| Genesis 1:1, 26, 27; 3:22; Psalm 90:2; Matthew 28:19; 1 Peter 1:2; 2 Corinthians 13:14

About Creation

God created the universe, earth and everything in it, according to the pattern set out in Genesis. Creation declares the glory of God. The incredible complexity of life gives proof to the existence of the creator.

| Genesis 1-2; Psalm 19; Romans 1: 18-25

About Us

Humans were made in the spiritual image of God, to be like him in character. Although we have tremendous potential for good, we are marred by an attitude of disobedience toward God called "sin." This attitude separates us from God.

| Genesis 1:27; Psalm 8:3-6; Isaiah 53:6a; Romans 3:23; Isaiah 59:1, 2

About Eternity

Humans are created to exist forever. We will either exist eternally separated from God by sin or eternally with God through forgiveness and salvation. To be eternally separated from God is hell. To be eternally in union with him is eternal life. Heaven and hell are places of eternal existence.

| John 3:16; 1 John 2:25; 1 John 5:11-13; Romans 6:23; Revelation 20:15; Matthew 25:31-46

About Jesus Christ

Jesus Christ is the Son of God. He is co-equal with the Father. Jesus lived a sinless human life and offered himself as the perfect sacrifice for the sins of all men by dying on a cross. He arose from the dead after three days to demonstrate His power over sin and death. He ascended to heaven's glory and will return again to earth to reign as King of Kings and Lord of Lords.

| Matthew 1:22, 23; Isaiah 9:6; John 1:1-5, 14:10-30; Hebrews 4:14, 15; 1 Corinthians 15:3, 4;
Romans 1:3, 4; Acts 1:9-11; 1 Timothy 6:14, 15; Titus 2:13

About Salvation and Grace

Salvation is a gift from God to us. We can never make up for our sin by self-improvement or good works – only by trusting in Jesus Christ as God’s offer of forgiveness can we be saved from sin’s penalty. Eternal life begins the moment we receive Jesus Christ into our life by faith. Grace is freely given to empower us to live holy lives in the ongoing journey of life.

Romans 10:9; Romans 6:23; Ephesians 2:8, 9; John 14:6, 1:12; Titus 3:5; Galatians 3:26;
Romans 5:1; Ephesians 2:8-10; 2 Corinthians 12:9

About Adoption and Our Position in God

Acceptance of Jesus as our Lord and saviour is how we become adopted into God’s family. We become family together in Christ with God as our loving Father, and have the status of friends of Christ, included in His royal household.

Romans 8:15; Galatians 4:5; Ephesians 1:5; John 1:12; John 15:15; 1 Peter 2:9

About The Holy Spirit

The Holy Spirit is equal with the Father, and the Son, as God. He is present in the world to make us aware of our need for Jesus Christ. He also lives in every Christian from the moment of salvation. He provides the Christian with power for living, understanding of spiritual truth, and guidance in doing what pleases God. As Christians, we seek to live under his guidance daily.

2 Corinthians 3:17; John 16:7-13, 14:16, 17; Acts 1:8; 1 Corinthians 2:12, 3:16; Ephesians 1:13;
Galatians 5:25; Ephesians 5:1

About The Bible

The Bible is God’s word to all people. It was written by human authors, under the supernatural guidance of the Holy Spirit. It is the supreme source of truth for Christian beliefs and living. Because it is inspired by God, it is truth without any mixture of error.

2 Timothy 3:16; 2 Peter 1:20, 21; 2 Timothy 1:13; Psalm 119:105,160, 12:6; Proverbs 30:5

About The Church

There is one true universal Church made up of believers in Jesus Christ, and the local church is God’s primary expression of His universal church in our world. We believe in the necessity of believers to meet regularly together for fellowship, prayer, and teaching from the word of God.

Matthew 16:18; Ephesians 3:10, 20-21, 5:27; 1 Corinthians 14:12, 26; 1 Peter 2:17;
Hebrews 10:25

About Marriage and Relationships

Marriage is ordained by God and ideally is a decision for life. Marriage is between one man and one woman as taught in the New Testament scriptures. Families are ordained by God and are to be encouraged, upheld and supported.

| Matthew 19:4-6; Ephesians 5: 22-33; Hebrews 13:4

About Mission

Every believer has been commissioned and enabled to “go into the world to make disciples of every nation”. Every believer has been given talents and gifts to be empowered to minister, in their unique calling; to function and serve both within the Christian community and in the world.

| Matthew 28:19 20; Romans 12:1-8; 1 Corinthians 12:8-11, 28-29

About Unity

We believe in the spiritual unity of all believers through Jesus Christ. This is seen through not only believer to believer unity, but also groups, gatherings and churches working together to enrich and advance the Kingdom of God in our community.

| Psalm 133:1-3, 1 Corinthians 1:10; Ephesians 4:11-13 Colossians 3:14;

Enrolment

Due to pressure on our roll (i.e. having more applicants for enrolment than we have places for) we have implemented an enrolment scheme. The enrolment scheme determines the order in which applicants for enrolment are offered places at the school. The enrolment scheme and the latest information about enrolment may be viewed on and/or downloaded from the school website.

Visiting the school

Prior to filling in an *Application for Enrolment* form, parents/caregivers may visit the school in order to determine whether it is a good fit for their child. Visits for groups of parents/caregivers interested in enrolling students into Years 7-13 occur at 1.40pm on Thursday afternoons in Term 3. Visits for parents/caregivers interested in enrolling students into Years 1-6 may be arranged at any time of year. If you would like to visit the school at any of these times, please contact the Principal's PA to arrange an appointment.

Eligibility

Children who are NZ or Australian citizens, or who have a NZ residence visa or a NZ student visa which does not name a school, are eligible to apply for enrolment at Cornerstone Christian School. We are currently unable to enrol international fee-paying students.

Ministry of Education requirements

Cornerstone Christian School is currently under a Ministry of Education imposed maximum roll cap of 580 students. A maximum of 5% of students may be 'non-preference' and the remainder must be 'preference'. 'Preference' is a Ministry of Education term which indicates that a student falls within the special character criteria (which is the school's reason for existing).

Cornerstone Christian School may only enrol 'non-preference' applicants if enrolment places remain after all 'preference' applicants have been enrolled and the board judges that the enrolment of the non-preference applicants will not compromise its ability to offer places to preference applicants who might apply for enrolment at a later date.

Preference of enrolment

Preference of enrolment is determined by the school's proprietor, the Cornerstone Christian Education Trust. To qualify as a 'preference' enrolment at Cornerstone Christian School, a parent of the child must regularly attend an established Christian church* and be a committed Christian, as attested to (in writing) by a church senior pastor/leader.

* Established Christian church would mean a church that has an on-going relationship with other Christian churches in a city or town. This could be

established by it being a member or belonging to a Christian leaders/ministers' network (e.g. CLA in Palmerston North). Secondly, that the church has a set of beliefs that is largely in agreement with the school's beliefs as established by the proprietor. Variations in belief should be minor in nature, and not seen as a major tenant of the Christian faith. Should a church not belong to a Christian leaders/ministers network, then they may meet the criteria based on their beliefs as stated.

Cohort entry for new entrants

Cornerstone Christian School has adopted cohort entry for new entrants (five-year-olds). Each year, we have eight intake dates which fall at the start and mid-point of each school term. New entrants who have been offered a place may start school on the intake following their fifth birthday, or later on request.

Entry at other year levels

Places come up in Years 2-13 when students leave the school due to family relocation etc. In most instances, new students in Years 2-13 will start at the beginning of the school year.

Applying for enrolment

Parents/caregivers apply to enrol their child by filling in an *Application for Enrolment* form. A separate form is required for each child. The form and accompanying documents (as outlined on the form) should be emailed to: enrol@cornerstone.ac.nz or posted to: The Enrolment Registrar, Cornerstone Christian School, 119 Mihaere Drive, Palmerston North 4414. We will contact you when your application documents have been received.

Enrolment agreement

The enrolment agreement on the *Application for Enrolment* form needs to be signed by a parent/caregiver who understands that the school's Christian special character will form an integral part of the curriculum and agrees to pay the attendance dues (a compulsory fee charged by the proprietor of a state-integrated school which helps to cover the cost of land and buildings since these are not funded by the state).

Pre-enrolment processes

In July each year, we will advertise the likely number of places that will be available for new students at each year level for the following year, and a cut-off date (in August/September) by which applications must be received. Parents/caregivers will be asked to confirm or, if necessary, update the details held in our database (for their child) prior to the cut-off date.

After the cut-off date, applications will be sorted into the order specified by the enrolment scheme and parents/caregivers will be notified of whether their child has been offered a place or (if not) of their place on the waiting list for their year level. A parent/caregiver whose child has been offered a place needs to

accept or decline the place within 14 days. If they don't accept it, it will then be offered to the student at the top of the waiting list for that year level. This process continues until all available places for the following year have been filled or until there are no students left on the waiting list.

'Preference' applicants living in the *Area of Reasonable Convenience* (Zone 1) may be enrolled separately to the processes described above (i.e. these applications will be considered throughout the year) however it will greatly assist us with our planning if their applications are made by the cut-off date. If we are at roll cap, places may not be available immediately for 'preference', Zone 1 applicants.

Enrolment meetings

During Term 4:

- the Assistant Principals (primary, middle and senior) will meet with each student* who has been offered a place at Cornerstone and their parents/caregivers. These meetings provide opportunity for parents/caregivers to meet the Assistant Principal, learn more about the school, discuss their child's learning to date and ask questions.
- the parents/caregivers of current Year 6 and Year 8 students (moving to Year 7 and Year 9 respectively) will be invited to an information evening where they will learn more about the secondary school, meet the secondary teachers etc.

* New entrant (Year 0-1) students who already have siblings at Cornerstone will not require an enrolment meeting unless it is specifically requested by the parent/caregiver, Assistant Principal, or Special Education Needs Coordinator (SENCO). These parents/caregivers should contact the Principal's PA to request a meeting if required.

New Entrant transition visits

Transition visits for new entrants (Year 0-1 students) are organised by the teacher in charge of new entrant transition one term ahead of the children's starting date. Parents/caregivers may bring their child to at least three visits before they start school. Visits give children an opportunity to learn about the classroom environment and meet their teacher, and give parents/caregivers an opportunity to learn more about the school, classroom expectations etc.

Information available for inspection

A copy of the school's enrolment scheme, the waiting list for each year level and an indication of the likely number of places available in the next enrolment intake (if available) will be held at the school office and available for inspection during normal school hours.

Attendance dues

What are attendance dues?

Enrolment and attendance at State-integrated schools (such as Cornerstone Christian School) is conditional upon on-going payment of attendance dues.

Attendance dues are a charge from the Proprietor, the Cornerstone Christian Education Trust, to cover costs related to buildings, grounds, insurance, capital works, etc. These costs are funded by the Proprietor, not by the government, and in exchange the Proprietor is permitted to operate a special character school.

Attendance dues are based on the level of revenue the Proprietor requires in order to meet its financial commitments, e.g. loan repayments, maintenance, construction and insurance of school buildings. The levels of attendance dues are reviewed every 2-3 years and the current levels are listed over the page.

The Proprietor is committed to providing high quality facilities and attendance dues are a key source of revenue that enable it to do so.

Invoicing for attendance dues

Parents are invoiced for attendance dues around March each year. If a child begins school during the year, apportioned attendance dues will be invoiced within a few months of the child's starting date.

Making payments

The preferred method of payment is by regular automatic payments and this can be arranged through the school office or via internet banking. If parents wish to pay in one lump sum, the Proprietor requests payment by 31 May.

If payments are being made through internet banking, parents need to ensure that all the necessary details within the statement details section are filled in so that the Proprietor knows which child's attendance dues are being paid. Please fill the details out as follows:

Payee	CCET (CCS)
Bank Account	06 0746 0179676 04
Particulars	Surname and initial of parent
Code	Attendance dues

Please note that this bank account is solely for the payment of attendance dues and/or donations for the attendance dues hardship fund. Other school costs, e.g. payments for uniforms or class trips, are paid into Cornerstone Christian School's bank account ([refer to Other costs](#)).

Attendance Dues per child per year:

For the first two children from a family attending the school at the same time:

Frequency	Years 0-8	Years 9-13
Weekly	\$18.27 per child	\$23.08 per child
Quarterly	\$237.50 per child	\$300 per child
Annually	\$950 per child	\$1200 per child

Any family that has three or more children attending the school at the same time will be eligible for a 30% subsidy off the full level of attendance dues for the third and subsequent children. Attendance dues are processed in order of the children's ages, from oldest to youngest, so the oldest two children enrolled at the school will be charged at the full rate. The subsidised levels for the third and subsequent children are listed below:

Frequency	Years 0-8	Years 9-13
Weekly	\$12.79 per child	\$16.16 per child
Quarterly	\$166.25 per child	\$210 per child
Annually	\$665 per child	\$840 per child

Queries regarding invoicing and payment of Attendance dues may be directed to: Sarndra Rauzi, e: accounts@ccet.ac.nz, ph. 06 356 7326 extn. 6103

Other costs

Parents are charged by Cornerstone Christian School for:

- School uniforms (see next section)
- Equipment purchased through the school, e.g. calculators and Secondary workbooks (especially at NCEA levels)
- Technology items that students in Years 7-10 take home
- Extra-curricular sports. Parents will be notified of the costs of their child participating in any particular sports team prior to registration day. Students whose parents agree for them to participate will be placed in a team once payment has been made at the school office.

Payment for uniforms etc. is required prior to goods being taken. Payment options include internet banking (see below) or eftpos (at the school office).

Payment for most other school costs may be made using the myKindo App. Instructions for how to download the App and create a myKindo account are included on the school website: <https://www.cornerstone.ac.nz/payments/> and are available at reception. You can use the myKindo App to register your children for the sports teams etc. you choose and to make payment from your myKindo account.

If you use internet banking, please use the account number below and make sure you provide all the necessary details within the statement details section, so we know who the payment has come from and what it is for. i.e.

Payee	Cornerstone Christian School
Bank Account	02-0727-0154852-00
Particulars	Surname and initial of student
Code	Class Number
Ref	Sport details (or similar)

Hardship fund

A limited fund has been set up to assist families with costs in circumstances where they are having difficulty paying for essential school-related items (e.g. uniforms or stationery). This fund is administered by the Principal. Please contact Sarndra Rauzi, Principal's P.A., for further information: sarndra@cornerstone.ac.nz or (06) 356 7326 ext. 6102. Note that this fund is not for attendance dues which are a Proprietor cost and as such are separate from the school.

Uniform and dress code

The school has a compulsory school uniform. It also has a physical education uniform which is compulsory for students in Years 7 and above.

Purchasing the uniform:

Parents may purchase all items of school uniform (apart from shoes, scarves and Y1-6 socks/tights) from the school uniform shop. The uniform shop, located at the student counter (via the student entrance at the back of the administration building), is open between 1:15pm and 3:45pm each week day during term time and during the week before schools starts for the year.

A current price list may be downloaded from the school website: <http://www.cornerstone.ac.nz/parent-info/uniforms>

Please note that pinafores for Y1-6 girls are made to order and may take up to four weeks to be supplied.

Description of the Y1-6 uniform:

Either summer or winter uniform can be worn at any stage in the year but not a mixture of both.

In addition to the items listed below, a school navy bucket hat is required in Terms 1 and 4.

Year 1-6 boys' summer uniform

- Regulation maroon short sleeved polo shirt
- Regulation navy blue shorts
- Black sandals (no other colours are allowed on shoes or soles) OR
- Black leather or leather look shoes (no other colours are allowed on shoes or soles) and navy blue socks

Year 1-6 boys' winter uniform

- Regulation maroon long sleeved polo shirt
- Regulation navy blue trousers
- Navy blue socks
- Black leather or leather look shoes (no other colours are allowed on the shoes or soles, canvas not permitted)

Year 1-6 girls' summer uniform

- Regulation maroon short sleeved polo shirt
- Regulation navy blue shorts or navy blue skort
- Black sandals (no other colours are allowed on shoes or soles) OR
- Black leather or leather look shoes (no other colours are allowed on shoes or soles) and navy blue socks

or

- Regulation maroon short sleeved polo shirt
- Regulation navy blue pinafore
- Black sandals (no other colours are allowed on shoes or soles) OR
- Black leather or leather look shoes (no other colours are allowed on shoes or soles) and navy blue socks

Year 1-6 girls' winter uniform

- Regulation maroon long sleeved polo shirt
- Regulation navy blue trousers
- Navy blue socks
- Black leather or leather look shoes (no other colours are allowed on the shoes or soles, canvas not permitted)

or

- Regulation maroon long sleeved polo shirt
- Regulation navy blue skort
- Navy blue tights or knee high socks or over-the-knee socks
- Black leather or leather look shoes (no other colours are allowed on the shoes or soles, canvas not permitted)

or

- Regulation maroon long sleeved polo shirt
- Regulation navy blue pinafore
- Navy blue tights or knee high socks or over-the-knee socks
- Black leather or leather look shoes (no other colours are allowed on the shoes or soles, canvas not permitted)

Additions which may be worn

- Regulation maroon zip up polar fleece jacket

- Plain black rain coat (worn outside the classroom only). CCS monogrammed jackets are available from the uniform shop
- Plain navy blue or black gloves and/or scarves
- Hair ties – navy or maroon only



Above: Examples of Year 0-6 uniform

Below: Examples of Year 0-6 footwear

Roman sandals



Boys' leather shoes



Black sports shoes (Y0-6)



Girls' leather shoes



Description of the Y7-10 and Y11-13 uniform:

Our school uniform is our unique symbol and represents our core values of Respect and Diligence. The manner in which our young people present themselves for school reflects their sense of pride and engagement with the school community. Our standard of dress contributes to the reputation of our school, the maintenance of which is the responsibility of every student. Exceptions are not permitted unless a medical note is received by the Assistant Principal. If students are poorly or incorrectly dressed their parents may be asked to collect their child and rectify it.

Regulation items are to be purchased from the school uniform shop. Variations are not acceptable. Shoes are not available at the uniform shop but examples of acceptable shoes are given in the photos on page 18.

Years 7-10 girls' uniform (summer and winter)

- Regulation navy blue skirt (length to be knee length or longer)
- Regulation long or short sleeve blouse
- Girls may wear garments underneath their blouse provided it cannot be seen and is white
- Regulation maroon cardigan
- Plain black roman sandals, or black leather lace-up shoes or black leather buckle shoes or black leather look sneakers (see p.22 photos) with regulation navy blue opaque tights or regulation navy socks

Years 7-10 boys' uniform (summer and winter)

- Regulation navy blue shorts
- Regulation long or short sleeve white shirt (whichever the student feels most comfortable in)
- Regulation maroon jersey
- Plain black Roman sandals or plain black leather lace-up shoes or black leather look sneakers with regulation navy socks (see photos)

Years 11-13 girls' uniform (summer and winter)

- Regulation navy blue skirt (length to be knee length or longer)
- Regulation long or short sleeve blouse (whichever the student feels most comfortable in)
- Girls may wear garments underneath their blouse provided it cannot be seen and is white
- Regulation maroon cardigan
- Plain black roman sandals or black leather lace-up shoes (or black leather buckle shoes; see photos) with regulation navy blue opaque tights (or regulation navy socks)

or (Senior girls' dress uniform)

- Regulation navy blue skirt (length to be knee length or longer)
- Regulation long or short sleeve blouse and regulation tie
- Regulation blazer
- Girls may wear garments underneath their blouse provided it cannot be seen and is white
- Black leather lace-up shoes (or black leather buckle shoes; see photos) with regulation navy blue opaque tights (or regulation navy socks)

Years 11-13 boys' uniform (summer and winter)

- Regulation navy blue shorts
- Regulation short sleeve white shirt
- Regulation maroon jersey
- Plain black Roman sandals or plain black leather lace-up shoes with regulation navy socks (see photos)

or

- Regulation navy blue trousers
- Regulation long sleeve white shirt and regulation tie
- Regulation maroon jersey
- Plain black leather lace-up shoes with regulation navy socks (see photos)

or **(Senior boys' dress uniform)**

- Regulation navy blue trousers (with optional black belt)
- Regulation long sleeve white shirt and regulation tie
- Regulation blazer
- Black leather lace-up shoes with black or navy socks (see photos)

Physical education uniform (compulsory Y7-13):

- Regulation maroon and white shirt
- Regulation navy blue shorts
- Students must wear suitable footwear for physical activity

Optional for both genders Y7-13

- Plain black raincoat or jacket (there is a recommended black jacket that can be purchased from the uniform shop)
- Plain navy or black scarves and/or gloves
- Regulation blue school cap or bucket hat



Above left and centre: Examples of Years 7-13 uniform

Above right: Senior dress uniform (optional Years 11-13)

Examples of appropriate footwear

Roman sandals



Boys' leather shoes



Black leather look sneakers



Girls' leather shoes



Grooming guidelines and expectations:

- Jewellery shall be limited to one watch and up to three stud type earrings (including a helix allergy piercing) and not hoops or other visible body piercing.
- Hair shall be clean, cared for and tied back/covered if needed in certain learning environments for health and safety requirements, e.g. Food technology and Wood technology etc.
- Hair styles that carry markings that may offend some people must be corrected whilst at school.
- Hair ties and headbands shall be limited to maroon, navy, white or black.
- Hair colour shall be limited to one natural colour.
- Beards, moustaches, goaties or excessive sideboards shall not be worn at school.
- Tattoos or imitation tattoos shall not be visible at school.

Continued.

- Makeup and nail polish in years 7-13 shall be limited to natural colours only
 - Allowing some make-up and nail polish allows students struggling with the changes associated with puberty to maintain a good self-concept
 - Excessive makeup shall not be worn at school. If make-up can be seen from across the room then it may be deemed excessive.
- Students shall be neatly dressed when attending class, at formal events or representing the school in public.
- Long term exceptions to the above will only be made on application to the Deputy Principal [Secondary or Primary]. If on medical grounds, a doctor's certificate is expected. e.g. medic alert bracelets, podiatrist prescribed footwear, severe acne or other skin conditions.

General points:

- Covered shoes are required for practical science and technology lessons in the laboratory, or for meeting health and safety requirements in any situation
- In class, footwear must be worn
- Out of class, footwear must be worn; however, if students are on the sports field this is optional
- To and from the school gates: all students must wear their footwear
- Jackets [not including blazers], hats, gloves and scarves shall not be worn indoors

Home-school communication

At Cornerstone we recognise that effective partnership between the school and parents is a key element in educational success. To this end we focus a considerable amount of energy to ensure that you are well informed of what is happening in the school. We also encourage you to contact us to discuss your child's learning, progress and achievement or any matters that may impact on their well-being or learning.

Mechanisms that are in place to ensure that you are connected with the school and able to discuss your child's learning with us include:

School phone App

The school has a phone App (which works on both IOS and Android phones) which instantly alerts parents of events at school, e.g. sport practice cancellations or late changes to school trips. The App also includes an up-to-date calendar, links to newsletters, daily notices, absentee messages and more.

To download the App onto your Apple or Android device, go to the App Store and search 'SchoolAppsNZ', then search 'Cornerstone Christian School'. Please subscribe to the alert groups for as many groups as are applicable, e.g. your child's class, sports teams and so forth.



Regular website updates

Upcoming dates, important school announcements and a plethora of details about the school's operation are contained on the school's website and are updated regularly as new information comes to hand.

<http://www.cornerstone.ac.nz>.

Secondary web pages and team or class blogs

Secondary news and upcoming events are included in the secondary web pages: <http://www.ccssecondary.com/>.

Several teams/classes have a class blog which may be accessed via the school website. Blogs keep parents updated on recent learning and successes in the classroom.

Class Do-Jo Info to be added soon.

Weekly school newsletters

The newsletter outlines school-wide foci, successes and upcoming events. It is posted on the website under parent information/newsletters every Thursday and a printed copy goes home to each family. Parents who request an emailed copy also receive it this way.

Primary Team newsletters

Team newsletters for Aroha (love) team (Years 0-2), Manahau (joy) team (Years 3-4) and Tumanako (Hope) Team (Years 5-6) are distributed to parents at the beginning of each term. These newsletters outline major learning areas for the coming term and tips that parents can use to support their child's learning at home.

Secondary News

As secondary students are taught by multiple teachers in years 9-13, teachers will generally use the school email system to keep you up to date with their events. In years 7-8, teachers also use the class dojo app to communicate with parents.

Email correspondence

Teachers have a list of parents' email addresses and are encouraged to contact you by email if this is a useful means of communication for you.

Please feel welcome to contact your child's teacher at their school email address: [firstname.lastname]@cornerstone.ac.nz.

Open door policy

Parents are welcome to visit the classroom before or after school and to discuss their child's learning and well-being with the teacher. If the teacher is busy, e.g. on gate duty, another time may need to be arranged. Parents may observe the classroom during lessons by prior arrangement with the classroom teacher.

Learning and achievement portfolios

Learning and achievement portfolios are sent home with every child in Years 1-8 at the end of each school term. They contain examples of the child's work together with the classroom teacher's comments. You are encouraged to add your own comments. At the end of the year the portfolio goes home with the child. Many families keep the portfolios as permanent records of their child's progress.

Learning summaries (reports) – Years 1-6

Learning summaries which outline each child's progress and achievement are sent home with the Learning and achievement portfolios at the end of Terms 2 and 4. They contain a collection of assessment data that lets parents know how their child is progressing along the journey of learning. It is important that the learning summary is considered alongside the rest of the information in the child's portfolio.

Parent-teacher interviews - Years 1-6

Parent-teacher interviews for students in Years 1-6 are held at various times during the year. Parents are able to discuss with the teacher and child, the child's progress, achievement and next steps.

Primary parent information meetings

Parent information meetings are held in the early evening, typically once per term. Specific learning focuses are covered, e.g. science projects or Athletics, giving parents opportunity to learn how they can support their child's learning at home.

Secondary learning conferences - Years 7-13

Secondary learning conferences are held at the end of Terms 1 and 3. Subject teachers provide academic progress information to the Life Lab Teacher who meets with parents to discuss overall progress. Parents wishing to talk with a specific teacher may request a meeting at any time of the year.

Secondary parent portal – Years 7-13

Information about your child's progress is available daily on our secure parent portal. Information includes attendance data, academic summaries, fortnightly attitude tracking, minor pastoral entries and student notices. Contact Bronwyn Boddy Bronwyn@cornerstone.ac.nz for your login information.

NCEA information meeting – Years 10-11

This meeting is held mid to late Term 1 and is for parents who are new to the NCEA system.

Parent advisory group meetings

On occasion, the Principal holds a forum with parents on matters of interest or concern. The date of the forum and the topic of interest to be discussed are advised in advance in the school newsletter and on the website. All parents are welcome to attend.

Consultation with the school's Maori and Pasifika communities

The Principal consults at least once each year with the school's Maori and Pasifika communities about their aspirations for their community of learners and the policies, plans and targets that the school has in place for improving student achievement.

Communicating your concerns

Our 'Communicating your Concerns' brochure is designed to assist you to raise, at the appropriate level, any concerns that may arise. The information in the brochure is included in this document and may be downloaded from the school website.

Emergency contacts

The school keeps a record of contact names and phone numbers of persons to contact in the event of an accident, as well as details of the child's doctor. Please advise the office if any of these details change.

Sports website

The school's sports website is linked to the school website under the school/sports tabs. The sports website outlines all information about sport at Cornerstone including a calendar of events, programmes for events, out-of-school sports (teams, draws, results etc.), details of students representing Manawatu in various codes and any sports holiday programmes or clinics on offer.

School noticeboards

School noticeboards are kept updated with the details of upcoming whole-school events, sports notices etc.

Positive Behaviour for Learning

We have a different accountability model for behaviour at CCS. One that focuses on accountability and relationships rather than justice and punitive responses. Encouraging students to take responsibility when they make mistakes and practice forgiveness when offended are cornerstones to this model in action.

In 2015, Cornerstone Christian School began their journey with the Ministry of Education initiative, 'Positive Behaviour for Learning' or PB4L. In 2021, PB4L has been refined further. This programme seeks to help teachers and schools to address problem behaviour, improve children's well-being, and increase educational achievement.

PB4L is a long-term, systemic approach involving ten initiatives across three tiers. These include whole-school change initiatives, targeted group programmes, and individual student support services. Five of the initiatives are in development.

At Cornerstone Christian School, attention first of all to positive behaviour guides our practise. Research has shown that teachers give three to fifteen times as much attention to children's misbehaviour than to positive behaviour.

It's not hard to understand why – children and young people who need love (or positive attention, praise and encouragement) ask for it in the most unloving ways!

Praise can increase a child or young person's self-worth and self-confidence - and can increase desirable positive behaviours.



Children and young people with challenging behaviour need extra amounts of praise and encouragement – they need it more often than most. Those who reject praise need more opportunities to get more praise. A rule of thumb that we aim for is 4 positives to every negative i.e. we need to ensure that for every reprimand given, we are giving four affirmations.

Sometimes students need motivators – hence we have set up a Positive Behaviour rewards model:

The Cornerstone positive behaviour rewards (PB4L) model

At Cornerstone Christian School, we use a token economy in conjunction with the online programme and phone app, 'Class Dojo', to reward positive behaviour.

Every teacher in the school is allocated tokens each fortnight to give to students as our 'free and frequent' reward when we acknowledge students showing our school values; respect, integrity, kindness, diligence and humility before God.

In Years 7-13, they are the purple Tuakiri (identity) tokens. We use the word tuakiri (identity) to acknowledge that when we encourage students to practice our values, we are helping students to fulfill their identity in Christ.

In Years 1 – 6, students are awarded specifically coloured tokens according to the value that they are showing at break times. Classroom teachers also use Class Dojo for individual rewards in class.

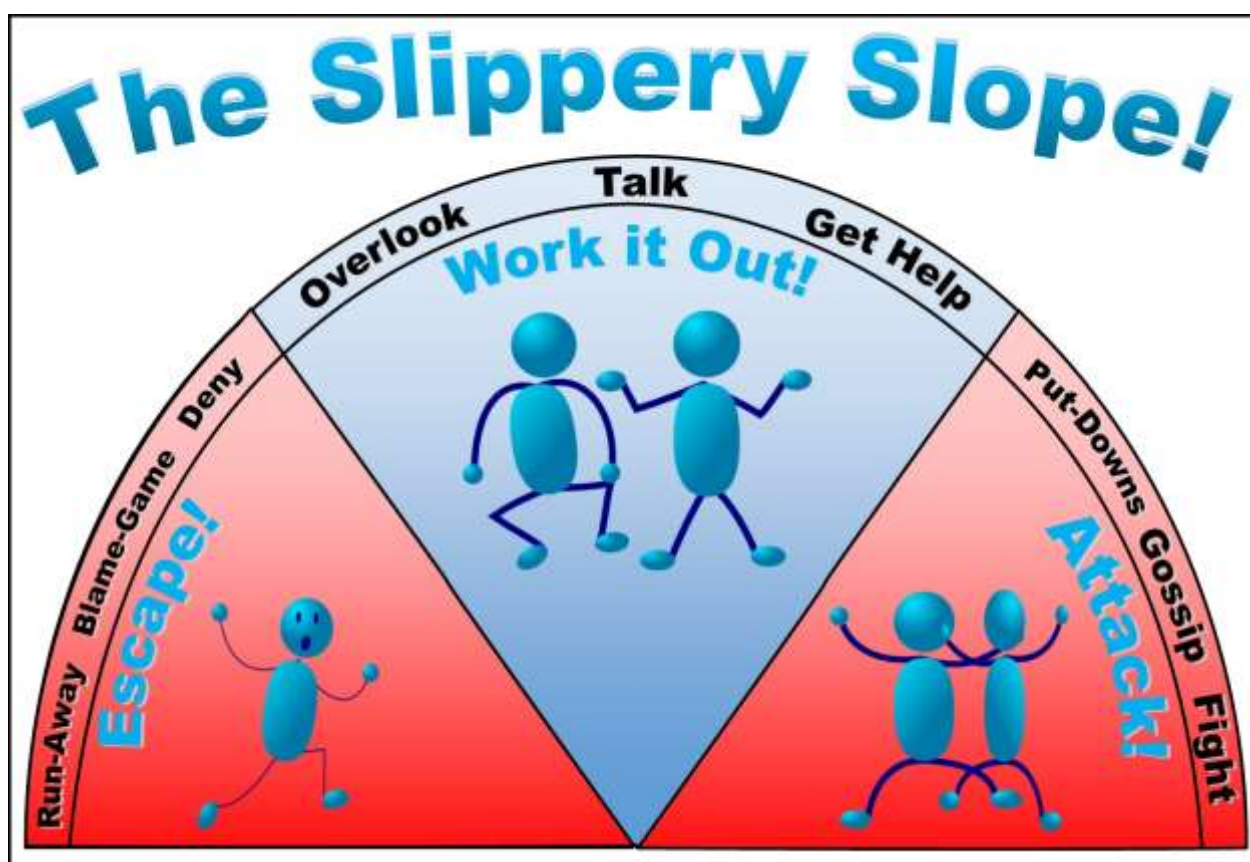
Rewards

In years 1 – 6, individual teams decide on prizes/rewards to be given out to individual students for their Class Dojo points. The coloured value tokens earned at break times are placed by students in a class container. When the tokens get to a certain height, the whole class gets a reward decided by the teacher and class together.

In years 7 – 13, student 'cash in' their tokens on a weekly basis on Wednesdays where their totals are recorded. At this time, they can order a reward which is delivered to students at interval on Fridays. Totals are also kept for tribes which will contribute to tribe points at the end of the year.

Peacemaker strategies

In 2016, The Peacemaker Programme was introduced to Cornerstone Christian School as a key tool for resolving interpersonal conflict. The programme is based on the idea that when students are faced with challenging situations our gut instinct is to either 'fight' or take 'flight'. These two extremes of behaviour are ineffective ways of dealing with conflict. As per the blue sector in the diagram below, it is far better to overlook certain behaviours, talk it through or get help to resolve the conflict. The 'Slippery Slope' diagram can be an effective teaching tool for helping students to realise how they can appropriately deal with a conflict situation.



Restorative practise

Restorative Practise, while a separate programme in its own right, can be considered as a key part of the blue sector of the Peacemakers 'Slippery Slope' diagram (previous page).

The essence of restorative practices is simple: human beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them.

Restorative approaches enable links to be made between wrongdoers and those they have harmed, punishment and the actual offence. Here at Cornerstone Christian School we have found that restorative approaches can be effective in establishing long term lasting changes in relationships, better connection between the members of a school community and allowing victims to be more involved and heard within the school setting.

How we carry out a restorative conversation

No punitive responses which focus on punishment, i.e.

- What rule has been broken?
- Who is to blame?
- What is the punishment going to be?

Rather, we use restorative approaches which focus on repairing relationships, accountability, healing & needs. A good format for a restorative conversation is as follows:

- What happened?
- Who has been affected? How?
- What needs to be done to put things right?
- How do we make sure it is not going to happen again?

Helpful information

Office hours

The office is open from 8.30am-3:30pm, Monday-Friday during the school term and a few days prior to the beginning of the school year.

School hours

School starts	9am
Interval	11:00am-11:30am
Lunch	12:50pm-1:40pm
School ends	3pm

Arrival and departure

Punctuality in both arrival and departure is important to ensure the smooth running of the school.

Because students will not be supervised in the playground or classrooms before 8:30am, we ask parents not to send them to school prior to this time. However, all students are expected to arrive in time to organise themselves prior to 8:50am.

Unless special activities have been arranged all students should leave the school grounds when school ends. After 3:15pm, the supervision and care of students is the parents' responsibility. Children in Years 1-3 must be personally collected from the classroom by their parent/caregiver, or by another adult provided the school has been notified of this in advance. No student may leave the school grounds unaccompanied unless the school has been notified in writing that the student will be making their own way to/from school.

School personnel cannot be responsible for students not on the school grounds. For this reason students are only permitted to leave the school grounds during school hours if they are supervised by a parent/caregiver, or another adult provided that the school has been notified in advance by the student's parent/caregiver.

Absences

Children legally have to attend school from age 6-16. A child who is 5 and who has started school is also legally required to attend. If you wish to take your child out of school for any reason, e.g. family holiday, please give a letter to the Principal well beforehand explaining the circumstances.

If your child is absent from school please ensure that you email, text or phone the school office to let them know.

- Ph (06) 356 7326 or
- Email: absent@cornerstone.ac.nz or
- Text 027 315 7764

This includes sickness *and* planned appointments, e.g. doctor, dentist, dance examinations etc outside of the school grounds. Please do not email classroom teachers to let them know unless it is in regards to missed work or assessment related. The student administration officer will put a note onto our computer-based attendance system (KAMAR) for teachers to see when they mark the roll.

All students who arrive late at school must go to the student office desk to report in on arrival. Failure to do so will mean that parents will be contacted to find out the whereabouts of their child.

Secondary students who need to leave the school grounds during the day for various appointments need to get an 'exit slip' from the student administration officer who will issue an exit slip and will also make a note on the KAMAR attendance system. The student then needs to show their signed exit slip to the classroom teacher when they leave class.

Cycles, scooters, skateboards etc.

This applies to pushbikes, scooters, skateboards, rip-sticks, roller-blades etc. Children under the age of 10 years are discouraged from cycling unsupervised to school. All children who do use any of these methods must abide by road rules and wear a safety helmet. Children are responsible for ensuring the safety of their bikes at school, i.e. ensuring they are locked.

Road patrol

Each morning from 8.25am-9.02am and each afternoon from 3.00am-3.15pm the Roberts Line crossing is supervised by our road patrol team (Year 7-8 students with a teacher). It will also operate on the Mihaere Drive crossing as soon as this is completed.

Car transport

Children are not permitted to enter the parking areas until their parent/caregiver's car is parked. Please observe the following requirements which are in place to protect all of our children:

Drive in the entrance gate and drive out the exit gate. When dropping off or picking up children always park in a car park, not behind another car. Please, no double parking. If you are not in a car park you may not stop or pause.

Please be kind to duty staff who may gently move you on if you are caught transgressing.

Parents can park in the supermarket car park and cross over the patrolled crossing to drop off and pick up children, but may not leave their vehicle there for longer than necessary. This has been negotiated with the supermarket's management.

Feilding/Ashhurst bus services

Cornerstone has a bus service running between the Feilding Train Station bus stop and the school. The bus leaves Feilding at 8.20am arriving at Cornerstone around 8.40am. It leaves Cornerstone at 3.10pm arriving in Feilding around 3.30pm. Please refer to the school website for more information.

Cornerstone also has a bus running between the Guildford Street bus stop and the school. The bus leaves Ashhurst at approximately 8.30am and returns at around 3.20pm.

School transport assistance

Families of students in Years 1-8 who live further than 3.2km from the school and families of students in Years 9 or above who live further than 4.8km from the school may, under some circumstances, be eligible for the Ministry of Education's School Transport Assistance allowance. If you think you may be eligible for an allowance please enquire at the school office. Due to the Feilding/Bunnythorpe and Ashhurst bus services, students from these areas are unlikely to be eligible.

Illness and medication

Parents should notify the teacher if their child has symptoms of an infectious or contagious disease and should keep the child at home. Only where essential should medication be taken at school. Any medication children are required to take should be brought to the office where a register of medication can be completed by the parent, before making arrangements with the class teacher.

Parents should ensure that the school is aware of any health problems that their child suffers e.g. hearing problems, asthma, allergies.

Public health and dental services

The public health nurse attends the school regularly and performs checks for any sight or hearing defects. The dental service is managed by the Ross Intermediate dental nurse (ph.) 358 4572. Your child will be registered with her and you will be notified of appointment times so that you can attend with your child. If you have any specific dental problems, please feel welcome to contact her.

Insurance and accidents

The School will not be held liable for any loss or damage to any article or equipment brought to the school unless:

- a. the person loaning the article or equipment has advised the Board in writing that the equipment is on loan; and
- b. the Board has provided written confirmation that it agrees to accept full responsibility for the item.

This policy is required so that we have a full appreciation of what we are responsible for and can therefore arrange adequate insurance cover.

Personal property at school

The school expects students to support and uphold the Special Character of the school. No chewing gum, firearms, identifiable gang paraphernalia, firearms, knives, or vaping equipment etc. are permitted.

Personal property brought to school is the responsibility of the student and the school will not accept responsibility for any loss or breakages. We recommend that expensive items are not brought to school, e.g. cell phones.

Lockers

We have a limited number of lockers available for students in Years 7-12. Students who want a locker must return a signed registration form and pay a \$20 bond to the school office. This will be refunded at the end of the year provided there is not damage to the locker caused by the student. Parents/caregivers will be liable for any damage to the locker caused by their son/daughter. Students must provide their own good-quality padlock and a second key must be provided to the property manager. Upon request from the principal or their nominee, students will be required to open the locker for inspection. In extreme circumstances, the principal may authorise a locker to be opened by staff. At the end of the year, it is the student's responsibility to cleaner out the locker and remove the lock by 3.10pm on the second to last day they are officially required to attend. No responsibility is taken for loss of items not removed. Students cannot swap lockers. Lockers are the property of Cornerstone Christian School.

Animals

Animals are not to be brought to the school unless the teacher gives specific permission.

School teams

For organisational purposes the school is divided into three sections: Primary (Y1-6), Middle (Y7-10) and Senior (Y11-13). The primary team is further broken down into Aroha team (Y1-2), Manahau team (Y3-4) and Tumanako team (Y5-6). Children's assemblies, curriculum planning, moderation of assessment etc.

occur both within each team and staff-wide. Each team is led by a senior member of the staff.

Tribes

Each child is assigned to one of four tribes on enrolment. The tribes are our house system for competitions. Each has an assigned colour your child should wear on competition days:

- Issachar Yellow
- Naphtali Blue
- Asher Green
- Zebulun Red

Assemblies

Each primary team has a weekly assembly (in some cases, it won't occur one week when there are full primary or full school assemblies. Certificates are presented at every assembly and parents are welcome to attend. If you are unsure when your child's team assembly is held, please ask the classroom teacher.

Whole school and primary assemblies are held less regularly. Dates are listed on the school calendar (accessible on the school website).

Kingdom Kid and Cornerstone awards

Kingdom Kid (Y1-4) and Cornerstone Awards (Y5-12) are awarded monthly at assemblies. They recognise students who have exhibited Godly character traits and/or the values that the school espouses.

School and external awards

Students at different levels may work toward School and External awards such as:

- Tumanako team bronze, silver and gold awards
- Year 7-8 team bronze, silver and gold awards
- Science badges
- CREST (Creativity in Science and Technology) awards
- Duke of Edinburgh's Hillary bronze, silver and gold awards
- UNSW Assessment tests in a range of subjects

Parents will be invoiced by the school for the costs associated with any external awards or tests they opt into.

Behaviour

Refer section on PB4L

Personal relationships between students

The school expects students to support and uphold the Special Character of the school. Being a good witness and example to others is a guiding principle in this space. Public displays of affection during school time shall be actively discouraged.

Homework

School procedures around homework are being revised. Information will be added to the handbook by the end of Term 4.

Computer usage and internet

Procedures to ensure that students access only appropriate, learning-focused material on the internet and that they develop awareness of cyber-safety issues have been developed. These may be downloaded from the school website's School/Information Technology tab.

Cell phones

Whilst students are permitted to have cell phones in their bags for use in case of emergency, these devices are not required by the school and are not regulated by the school. Cell phones must not be used or visible between the normal hours of instruction. Use of cell phones for classroom learning is at the discretion of the class teacher however this does not extend to 'hot-spotting'.

Library procedures

Classes visit the school library during class time with their teacher and are may take out two books at a time.

Mufti days

Mufti days are typically held near the end of each term. The dates will be announced in the school newsletter and on the website for a few weeks in advance. Students may dress in tidy mufti clothing in return for bringing a gold-coin to school. The proceeds provide for the needs of our school World Vision sponsored child and other missions projects.

Wheels days

Each Wednesday students can bring a scooter, skateboard, rip-stick, skates or rollerblades, etc. to school. Students must wear a helmet, knee and elbow pads. On the other days these are not to be used at school, but may be parked in the scooter racks by students who use them to get to and from school.

Camps

Camps will occur on a yearly basis for the following year groups:

- Y6 Term 1
- Y8, Term 1
- Y10, Term 4
- Y13, Term 1

Camps often have a learning and outdoor education focus and are linked to the key competencies and learning areas of the curriculum.

Parents may at their discretion make a voluntary donation towards the cost of camp, however, non-payment will not exclude a student from attending.

Optional ID Cards Y7-13

Optional ID Cards are available mid to late in Term 1 of each new academic year. Information will be sent out informing you of the cost in Term 1.

Sports activities

Fitness lessons (Y0-6) occur regularly throughout the school day. In Years 7-8 students have Physical Education lessons in the gymnasium. Specialist trainers may come to the school to teach skills associated with specific sports.

Swimming lessons are offered at various year levels depending on the availability of a local swimming pool to provide their facility at a suitable time.

Extra-curricular sports

Students are encouraged to participate in extra-curricular sports. The school currently has teams competing in interschool competition in basketball, netball, volleyball and hockey.

We try to accommodate all students into Cornerstone teams. However, sometimes this is not possible so we have created the following procedure to ensure that all children are catered for:

1. We ask our children who would like to play an "Out of School" sport or sports.
2. We confirm with the parents that the children are able/allowed* to play the sport/s they have chosen.
3. From this list we form Cornerstone teams**, and assign coaches (which have sometimes already been prearranged)
4. If the numbers*** don't allow us to form a Cornerstone team, we ask the children if they would like to play a different "Out of School" sport for Cornerstone, again confirming with the parents that they are able/allowed to play.

5. If any child cannot be accommodated in a team because we are unable to form it and they really want to play the sport they originally selected, they will be given the option of going to our Sports Coordinator, Jannell Eade, who will make contact with the governing body, or another Primary or Secondary School, so that the child can play the sport they are keen on. Once initial contact is made it will be up to the parents to liaise with the other school.
6. The Principal, Peter Ferrar, will sign a letter that allows the child to play for that school in the local Competition. No child can have a letter signed who opted out at step 1 or 2.

There may be consequences from adhering to this procedure...

- Due to our small size, sometimes our teams will have children of varying abilities.
- Because we are a Christian School, sometimes people will look at us from a different world-view.
- Sometimes, we may find ourselves in a completely new sporting situation.

All these scenarios, and more, create a great opportunity for children (and adults) to put into place our Cornerstone Values: Integrity, Kindness, Respect, Diligence and Humility.

- * Cost and Time are the main factors parents are consulted before we begin to form our teams.
- ** At this stage we do our best to form teams. The reason why we must have a commitment from the child to play for the school is simply to ensure that all children at Cornerstone Christian School can have the opportunity of playing in an "Out of School" sports team. If children opted to play for another school, it could mean that other children, who wanted to play for Cornerstone in a particular sport may not have a team to play in. In a small school, this is a very real possibility.
- *** There are 2 scenarios here; sometimes there are not enough children and sometimes there are too many, e.g. we could form 1 team but not quite 2.

Sports events

Swimming sports usually occur once a year and high performers compete regionally.

Athletic sports are held at Massey Athletic Track at the end of the year. High performers compete regionally.

Cross Country occurs in Term 2. Classes are prepared thoroughly for this event and the winners compete regionally.

Music lessons

Trained music teachers offer lessons to students during the school day. This is an extra-curricular activity and parents of students who choose to take up music lessons are invoiced termly by their music teacher. Currently, students can learn guitar, bass, flute, recorder, vocal, drums or piano.

Music groups

Students may have opportunity to join worship bands and music groups (e.g. ukulele group or choir). These activities are organised by teachers or volunteers and there is no charge. From time to time students may be asked to perform outside of school hours and when this occurs parents are required to transport students to and from performances.

Kapahaka

Kapahaka is enthusiastically supported by students and staff. Whether it is offered from year to year depends upon the school having suitably qualified volunteers to lead the group.

Senior children and leadership responsibilities

From Year 5, children are encouraged to participate in a range of service and leadership roles, e.g. road patrol, peer mediator, student council, librarian, sports monitors.

At Secondary level, student led clubs linked with learning e.g. journalism, mechanics are operating and service for learning initiatives are in the planning stage. These clubs have adult mentors.

Head and deputy head prefects, sports and tribe leaders, student council and committees provide further leadership opportunities for students in Years 7-13.

Stationery

Parents need to purchase stationery for their children before their first day at school and annually before the first day of Term 1. Office Max have a stationery list for children at each year level. Packs may be purchased in any of the following ways:

- Online, from <https://www.myschool.co.nz/>
- By phone, 0800 724 440.

If your child is starting at Cornerstone mid-year, please discuss the requirements with our administration officer, Mrs Jean Wilkins, at the school office.

How can I help with my child's learning?

Parents often ask how they might help with their children's learning at home. The following insights from our teachers provide a good place to start.

Junior level (Years 0-4)

- Read to your children.
- Discuss the stories and pictures with them.
- Make a daily practice of them reading the books from their book-bags to a capable reader.
- Don't cover up the pictures; they are there to assist the children.
- Ensure that they practise reading their basic word sheets every day.
- Make homework time a positive and enjoyable one-on-one time with your child.
- Praise their efforts.
- Help them memorise their memory verse each day.
- Encourage time on Mathletics at home – this is a really useful and easy way for children to improve in their Mathematics.
- Parents can ask their children the following questions:
 - What are you learning and why?
 - Is there anything you are really good at?
 - Is there anything you are finding tricky? What could we do to fix that?

If parents ask their children these questions periodically, it will get the children to think about what they are learning! It also promotes ownership of learning.

- Take them to the library so they have a wide variety of books available to read – this really helps children to improve and is particularly important for children who reach Year 4 and above who are not taking a book home each night to read, but might still be struggling readers.

These are some good ideas to think about as a family.

Middle/upper primary (Years 5-6)

Many of the comments under junior primary still apply.

Secondary level (Years 7-13)

Students will usually have a different teacher for each subject area.

- Ask them if they are clear about what is expected. Encourage them to approach their teacher with any questions or for extra support if they need it.
- You can support them in making sure they are recording any homework that is given in an organised way and that they are up to date in meeting the requirements for assignments.
- Help them to manage their time effectively. Ask them if they have tests coming up they need to prepare for. A wall planner is a good way of managing assignment and test deadlines.
- A quiet, comfortable place to study and a regular routine without distractions is a good start.
- Revision expectations range from one to three hours per weeknight during the middle and upper secondary years depending on the academic requirements of individual subjects. There may need to be discussions around prioritising this over part time jobs and other commitments.
- NCEA happens during Years 11-13 but teachers will start preparing students during junior secondary. Students will further develop independent study research skills and will need to write in their own words while referencing where they obtained their information.
- During the secondary years, they are also transitioning to becoming independent young adults and this will reflect in their approach to learning and to the way they work out their faith. Encourage them in increasingly finding their own answers and making Biblically based choices to some of the difficult questions and issues that will arise during these years.

How can I be involved in school life?

Involvement of the family in the life of the school fosters a strong relationship between home and school adds to a student's sense that education is valued by their family/whanau. It enables students to benefit from resources, opportunities and specialist skills which may not have been available except for a strongly supportive parent community.

Opportunities to get involved for the benefit of the students are many and varied:

New and not-so-new parents' morning teas

Each term a morning tea is organised to provide a way for parents to meet others in the school community. Young children are welcome and toys are provided. The date and time of the morning tea, located in the school staff room, is posted in the weekly newsletter and on the school website a few weeks' prior.

Parent-help in the classroom

Many primary classes have opportunities for parents to be involved. This includes:

- Reading with children.
- Helping during maths, writing, art or computer times.
- Sharing a skill.
- Out-of-class help, e.g. shelving resources, gluing activities into books, making resources

Please let your child's teacher know if you are available to help.

Class day trips, sports trips and overnight camps

From time to time transport and/or supervision is needed for class trips, camps or sports trips. The organisers of these events will invite parents to assist. At all times whilst on the trip both the parents and students are under the authority of the trip's organiser, i.e. a registered teacher.

Parents offering transport will be required to verify that their driver's licence, vehicle registration and warrant of fitness are current and that they have sufficient seatbelts for the number of children being transported to and from the event.

Parents accompanying students on an overnight trip or camp, or on a day trip where they will have unsupervised access to children, are required to be police-vetted prior to being accepted as a parent volunteer. A signed permission slip will need to be returned to the school so that police-vetting can be carried out.

Cornerstone Gala

The school community's main fundraiser is the annual gala which typically occurs on the first weekend in March. There is an expectation on school families to involve themselves in this fundraising extravaganza. During the weeks leading up to the gala the CFG informs parents of opportunities to be involved.

Cornerstone Fundraising Group

The Cornerstone Fundraising Group (CFG) is a group of parents and staff who co-ordinate school fundraising – primarily the school's annual gala. The group welcomes new members and seeks not to place a burden on those involved, i.e. each person contributes only up to the level that fits comfortably with their other commitments.

New members are encouraged to become involved in an aspect of gala planning; a commitment of six focused evening meetings over eight months plus whatever work is required to organise their area (this rarely exceeds 20 hours' work). Straightforward role descriptions are provided to set new members up for success whilst allowing them to add their own flair and ideas. Gala coordinators provide support wherever necessary.

The officer-holder positions of chairperson, treasurer and secretary are elected every four years or on the retirement of the current office-holder.

Members typically leave the group after 2, 3 or 4 galas having loved their involvement, having made many friends, having added to their C.V. and referee options and having left a legacy that benefits future generations of school families.

Sports coaching

Coaches and managers are required each season for a range of out-of-school sports teams, ranging in ability from beginners to accomplished young sportsmen and women. Parents will be notified of opportunities for involvement through school newsletter. If a parent is willing to establish and coach a sport that is not currently offered by the school, the teacher in charge of sport will be keen to discuss this possibility.

Sporting events

School-wide events such as athletics, swimming sports and cross-country require officials. Parents will be notified of these needs prior to each event.

Cultural and music groups

Our ability to offer groups such as Kapahaka, worship bands and choirs to a wide range of age-groups is dependent on having adults to lead these groups. Parents with particular skills and knowledge should contact the Principal to find out whether there is a group which could benefit from their input and leadership.

Clubs at Secondary level

At secondary level, clubs are generally run by students with guidance support from the school. From time to time, there may be clubs requiring specialist tutoring that parents with particular skills could be involved with, e.g. journalism club, mechanics club. Parents wishing to be involved should discuss this with the Deputy Principal (Secondary). If a club is likely to involve a parent having unsupervised access to children, the parent will be required to sign and return a permission slip to allow the school to conduct a police vet.

Board of Trustees

Cornerstone Christian School is governed by a Board of Trustees. The Board is responsible for strategic governance, whereas the Principal is the Board's CEO and is responsible for the management of the school.

The Board is made up of the Principal, one elected staff trustee, one elected student trustee (who must be in Y10 or above), five elected parent trustees and up to four appointed Proprietor trustees.

Parent and staff trustee elections are held every three years and will next occur in 2019. Student trustee elections are held annually. If you are willing to invest your time into governance, for the benefit of all of our students, we encourage you to consider being nominated for election.

Board meetings are held once a month and follow a set agenda that is finalised by the Principal and Board chairperson a week prior. The Board agenda and minutes are available for the public to view and may be obtained by contacting the school office. Parents and other members of the public are welcome to attend Board meetings, but they do not have automatic speaking rights.

Communicating your concerns

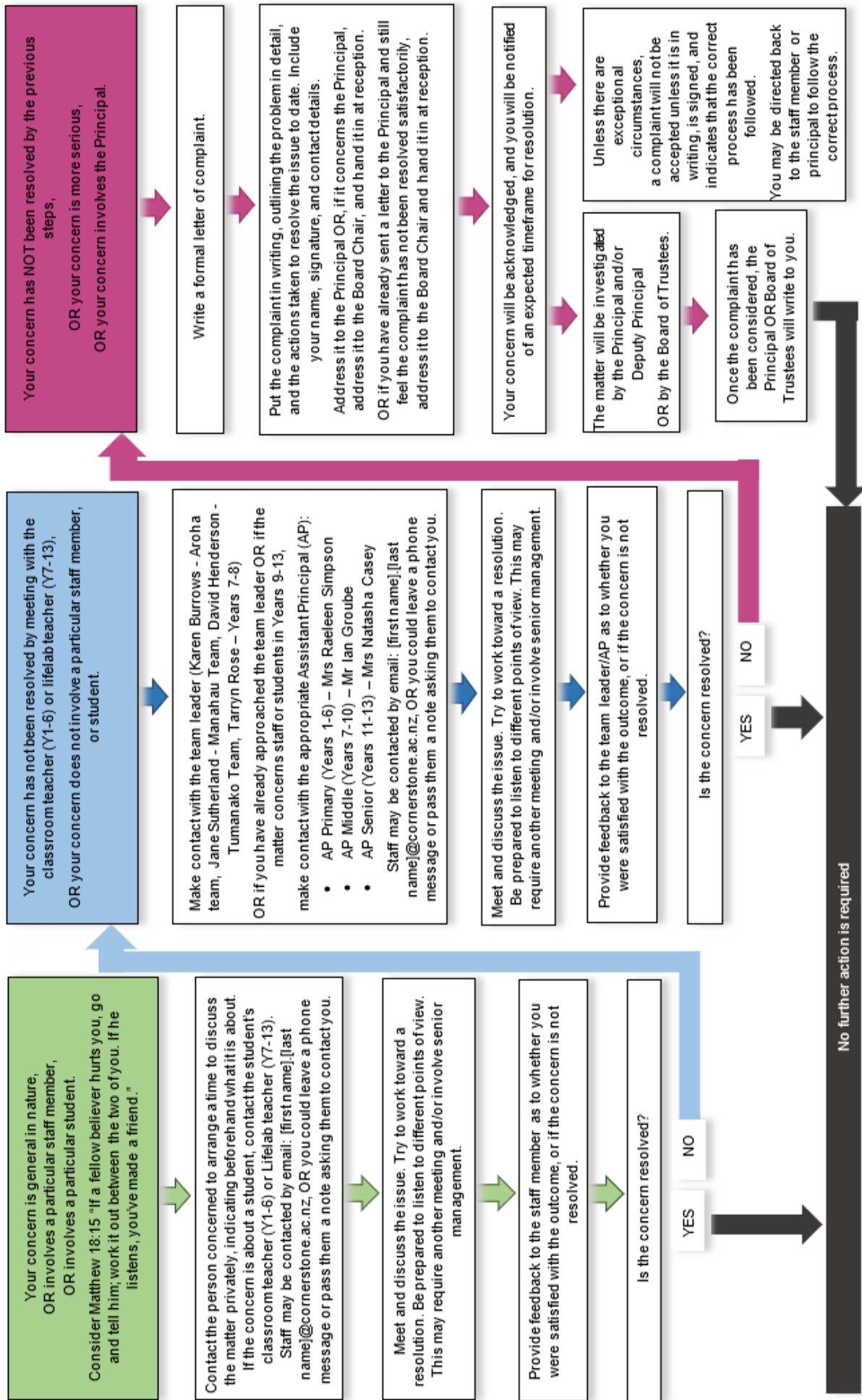
If you have a concern or complaint we encourage you to approach us directly about the concern. It is our job to be fair and to listen to your concern, but this involves your support as well. We hope these guidelines are helpful so that you can feel confident approaching us with your concerns.

Who you should approach depends on the nature of the concern. Clear guidelines are provided on the following two pages.

Handy hints:

- ➡ We will only know about your concern if you tell us.
- ➡ We prefer that you come to talk through a problem rather than discussing it in the community or via social media.
- ➡ If you have concerns regarding a pupil you must approach the school NOT the pupil.
- ➡ Approach a teacher with your concern when they are not teaching.
- ➡ Problems should not be discussed in front of children – either at school or at home.
- ➡ The first person you should see regarding your concern is the person closest to the problem.
- ➡ We ask that staff show respect for you and ask that you show respect for them
- ➡ Try the 3/1 rule. Before you express your concern, think about three things that are going well and express those first.
- ➡ Please note that unsigned complaints letters will not be considered.

What do I do if I have a concern? Most concerns can be resolved informally by discussions with the people concerned.



"... be quick to listen, be slow to speak, slow to become angry." James 1:19

Staff directory

All staff can be emailed at: [firstname.lastname]@cornerstone.ac.nz

Senior Leadership

Chris Mitchell	Principal
James Rose	Deputy Principal
Natasha Casey	Assistant Principal – Senior School
Ian Groube	Assistant Principal – Middle School
Raeleen Simpson	Assistant Principal – Primary School
Craig McDonald	Director of Sport and School Culture
Louis Jayasuriya	Director of Pastoral Care

Secondary Leadership – Years 7-13

James Rose	Deputy Principal
Natasha Casey	Assistant Principal – Senior School
Ian Groube	Assistant Principal – Middle School
Erika Snedden	Director of Life Lab
Tarryn Rose	Team Leader – Y7/8
Hayden Hewitt	Head of Science
Bronwyn Boddy	Principal's Nominee (NZQA qualification framework)
Carl McIntyre	Careers Advisor

Primary Leadership – Years 1-6

Raeleen Simpson	Assistant Principal – Primary School
Karen Burrows	Aroha Team Leader – Years 1-2
Jane Sutherland	Manahau Team Leader – Years 3-4
David Henderson	Tumanako Team Leader – Years 5-6

Teachers – Learning Support

Clare Long	SENCO/Special Needs Coordinator
Mary Nelmes	Special Education Teacher
Christina Havill	ESOL Teacher
Catherine Forrest	Special Education Teacher

Pastoral Care Team

Louis Jayasuriya	Director of Pastoral Care
Sarah Sisson	Dean
Karina Anderson	Dean
Kirstie Brooking	Guidance Counsellor

Teachers – Years 7-13

Natasha Casey	English, Humanities
Erika Snedden	Art, Photography, Painting
Hayden Hewitt	Science, Biology
Carl McIntyre	Humanities, Social Sciences
Ian Groube	Mathematics
Gareth Bell	Digital Technology
Louis Jayasuriya	Physical Education
Bronwyn Boddy	Mathematics, Physics
Paul Jorgensen	Robotics
Michael Doody	Dance, Drama, Music
Louise Wucherpennig	Commerce, Accounting, Economics
Anna Fletcher	Chemistry, Science
Sarah Sisson	Science
Naomi Hall	Food Design Technology
Karina Anderson	Mathematics, Health
Christina Havill	Dance, Drama, Humanities
Heslia Swanepoel	English, Humanities
Johan Oelofse	PE, Digital Technology
John Barker	Woodwork
Nicolene Marx	Year 9 Homeroom, Health, PE
Amy Macaulay	Year 9 Homeroom, Church History
Leanne Mark	Physical Education
Nate Sextus	Year 9 Homeroom, Digital Technology, Woodwork
Tarryn Rose	Year 8 Homeroom
David Papworth	Year 8 Homeroom, Science
Craig McDonald	Year 7 Homeroom
Narrelle Soong	Year 7 Homeroom
Gosia Wiatr	Food Design Technology
Aneta Reuter	Food Design Technology

Teachers – Years 0-6

Marelize Bester	Year 0
Nicole Koolhoven	Year 0-1
Emily Gennills	Year 1
Rachel Girling	Year 1
Karen Burrows	Year 1
Kathleen Christensen	Year 1, Year 3
Catherine Forrest	Year 2
Nicola Waitoa	Year 2

Penelope Smith	Year 2
Christine Little	Year 3
Claire Thompson	Year 3
Jane Sutherland	Year 3
Vicki Campbell	Year 4
Gemma Stewart	Year 4
Gareth Smith	Year 5
Jae Lee	Year 5
Bronte Tongs	Year 5
Casey Rossouw	Year 6
Raeleen Simpson	Year 6
David Henderson	Year 6
Trish Gunning	Release Teacher
Julia Cameron	Release Teacher
Kristen Peters	Release Teacher

Support Staff – Learning Support

Suseela Batchelor	Teacher Aide
Helen Dobson	Teacher Aide
Janet Dore-Wright	Teacher Aide
Danielle Dredge	Teacher Aide
Jannell Eade	Teacher Aide
Tiaan Edwards	Teacher Aide
Barbara Hembrow	Teacher Aide
Maria McDonald	Teacher Aide
Dan McGaffin	Teacher Aide
Janina Mestynek	Teacher Aide
Anne-Marie Mitchell	Teacher Aide
Chantelle Mulder	Teacher Aide
Linda Ng	Teacher Aide
Ruth Oemcke	Teacher Aide
Laura Seigel	Teacher Aide
Joy Soo	Science Technician
Roanne Thatcher	Teacher Aide
Rosie Thompson	Teacher Aide
Sue Twigge	Teacher Aide
Erika Venter	Teacher Aide

Support Staff – Administration, Finance and Property

Katharine Bracey	Librarian
Jannell Eade	Sports Coordinator

Kevin Randall	Caretaker
Sandra Rauzi	Principal's P.A.
Vicki Scoggins	Executive Officer (Finance/Payroll)
Iona Shewell	Student Administration Officer
Stuart Te Mataki	Gardener
Jean Wilkins	Administration Officer