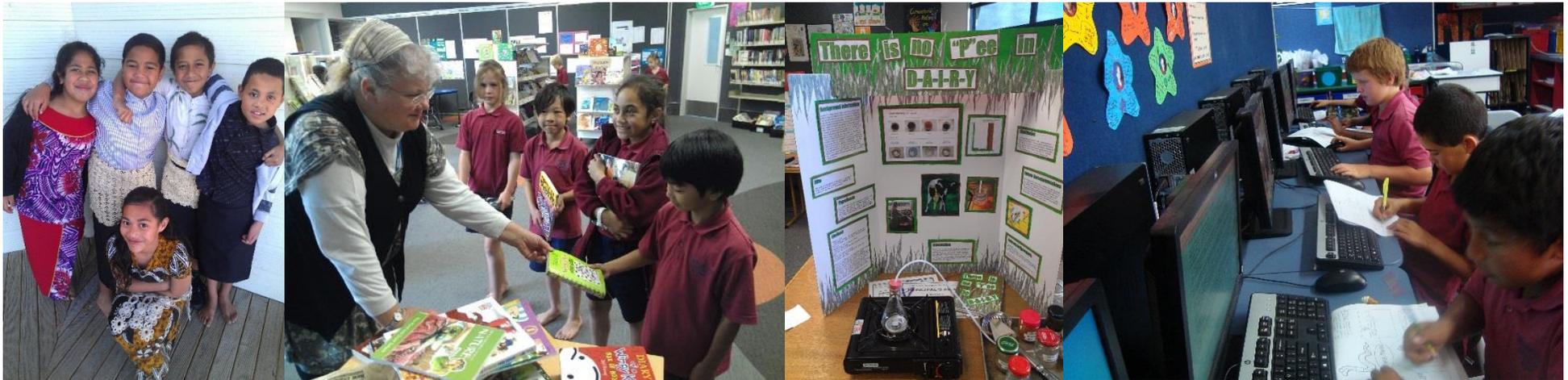




Annual Report 2014

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 2014.

Strategic Plan Goal 1: Curriculum

Annual plan goals:

A Christian based curriculum which focusses on each child reaching their full potential in God

- *Writing focus.*
- *Science focus.*

Seamless, documented curriculum schemes used by teaching staff

- *Schemes to be developed over time in line with the curriculum focus for each year.*

Maori learners

- *Regular korero with Māori whanau to inform strategic direction.*

Pasifika learners

- *Staff and BOT development using the Pasifika plan.*
- *Continue to foster links with the wider Pasifika community and involve them in the strategic planning of the school.*

Special needs students

- *Employ teacher aides as appropriate, within budgetary constraints, to assist the learning of these students both in and out of the classroom.*

Gifted and talented students

- *Develop programmes and procedures which maximise the learning potential for students who are considered to be gifted and/or talented.*

Education outside the classroom

- *Review and update health and safety procedures for all EOTC events.*

Effective class sizes

- *Implement strategies to adhere as much as practicable to maximum numbers of students in classes: 18 in NE, 23 in Years 1 and 2 and 28 in the older classes.*

ESOL students

- *Develop programmes and procedures which maximise the learning potential for students who are second language English speakers.*
- *Develop use of English Language Learning Progressions (ELLPs) and increase the number of ESOL resources within budgetary constraints.*

Resourcing

- *Modern learning environments, ICT infrastructure and restructuring of resource areas prioritised as budgetary considerations.*



Progress towards goals:

Curriculum focus: Science

The theme for term 2 was God is Creator and this followed a Science curriculum focus under the heading “Above and Below” (Astronomy with a little Geology). Anecdotally it seemed that this was well enjoyed throughout the school by both students and staff.

There were two science specific PD staff meetings, one on science investigations and what the current thinking is around things science and one on writing about things science. A parent meeting was held on “how to assist your students to succeed in science investigations”.

The secondary AP attended an Otago-Canterbury workshop on the Science capabilities, a development of the key competencies of the NZ Curriculum. These will be built into Science unit planning.



Curriculum focus: Writing

All teaching staff were involved in professional development with Christine Braid from Massey University. This included 2

teacher-only days and 4-5 staff meetings and followed on directly from the progress made in 2013. The PD was intentionally aligned to the advice in the BES for Professional development by Helen Timperley.

Strategies learnt were well embedded into various year levels and obvious on many classroom walls. The effectiveness of the programme was evaluated by staff evaluations and through the appraisal process, since most staff had this as part of their performance objectives for the year.

Assessment tools were reconsidered because E-AsTTle Writing, whilst proving useful for years 4-9, was not seen as an effective assessment tool at the lower year levels. Other tools were used to add into the Overall Teacher Judgement assessments for National Standards.

Further curriculum progress needed

Writing will continue to be a focus for 2015 in order to embed the strategies learnt still further into the classroom and consolidate and document expected practice. The result will be excellent, school-wide, seamless practice and a well-documented Writing scheme.

Seamless, documented curriculum schemes

The Science scheme was completed and is based on the flexibility given in the “Nature of Science”.

Bringing the professional learning and assessment practices in Writing together into a well-documented Writing scheme was a 2014 performance appraisal goal of one of the school’s senior leaders which will continue in 2015.

Maori learners

Other emergent review initiatives (cyber-safety and Tongan student achievement) overtook this focus, which has therefore been scheduled as a major focus in the 2015 Annual Plan.

Most of the Board attended a school facilitated webinar on Ka Hikitia earlier in the year and Ka Hikitia was used as a reference when considering strategic school growth.

Pasifika learners

The Principal met with Pasifika aiga termly to discuss education. Aiga consistently affirmed the biblical basis of Cornerstone's curriculum, which they view as a critical factor in their children's sense of belonging at the school and their academic success.



In May 2014, a consultation meeting with Pasifika aiga was attended mostly by the school's Samoan families. The families strongly expressed a desire for the school to focus on educational success for Pasifika students. The families desire to see student leadership developed with a firm focus on academic rather than sporting success and discussed common barriers to learning, e.g. attendance and the timeliness of children's arrival at school.

Faafia Brown, the pastor of a local Samoan church, expressed a strong desire to see the school partner with Pasifika families in the provision of a homework centre. Faafia is a fully registered teacher. The concept of setting up

a homework centre at the school was discussed with the school's Tongan community at the Lalanga Mo'ui Tongan Early Childhood Centre. Tongan parents requested that the school proceed to set up a homework centre. Leaders of this community were also highly supportive: Dr Tasa Havea and Dr Lesieli McIntyre, advisors to the Board of Lalanga Mo'ui, regarded the Homework Centre as having significant potential to enhance Pasifika achievement.

Sesimani Havea, Pacific Learning Advisor with Massey University, indicated that a similar centre set up for high school students through Massey University had met with success prior to its disestablishment due to lack of funding. Sesimani together with her husband Tasa agreed to act in an advisory capacity and to look toward future collaboration with Massey University's Pasifika Directorate.

The study support centre proposal was discussed with our local Ministry of Education office and a detailed proposal was prepared. Sadly, we were informed late in the year that the Ministry would not part-fund a homework centre at the school because the school is not decile 3 or below.



In 2013, the Pasifika consultation group had set clear goals, foremost of which was to see Pasifika cultures and languages celebrated at Cornerstone. Key recommendations included:

- An annual 'Celebrating Cultures' day, viewed as a significant means to foster Pasifika students' sense of belonging and develop student leadership.
- Celebrating Pasifika language weeks.
- Increasing Pasifika signage around the school.

The 'Celebrating Cultures' day was held in Term 4 and was a highly successful event (see the photos on subsequent pages) aptly led by Y9 Pasifika students (see right).

Pasifika languages were celebrated in most classrooms and Pasifika signage was erected at the entrance to the administration building and playground.

Ongoing interactions occurred between the school and the Lalanga Mo'ui Tongan Early Childhood Centre. Their new 4 year old class visited the school's New Entrant class. A registered teacher from Lalanga Mo'ui was employed at the school in a part time capacity



to help cater for the learning needs of target Y4 Tongan students. The Principal met with staff at Lalanga Mo'ui to discuss mid-year student data and what they considered might be the best means to address the number of Tongan students who were achieving below or well below the National Standard.

Junior school teachers presented three parent information sessions especially for Tongan parents. Parents were invited through the Tongan church/Lalanga Mo'ui links. The sessions focused on the importance of children reading at home and on useful strategies that parents could use to foster their children's literacy development.

Pasifika student success was a major focus of school-wide staff professional development during August and September. This involved:

- Dr Tasa Havea who is a well-known identity in terms of Pasifika learning and was involved with the development of the Pasifika Tertiary Education Strategy. Tasa has been working closely with the Ministry of Education and the Ministry of Pacific Island Affairs in promoting Pasifika students' engagement and achievement.
- Dr Lesieli McIntyre who is a Senior Advisor – Pasifika, with Massey University's Pasifika directorate. Lesieli's focus was on understanding pedagogies related to the learning and teaching of diverse learners.

The Principal also attempted to contact Ministry of Education Pasifika learning specialists Rosemary Mose and George Govet of the Ministry of Education in Auckland.

Celebrating Our Cultures Day



Special needs students

High calibre teacher aides were employed and worked under the guidance of our SENCO. We increased our ESOL teacher aide's hours to facilitate literacy intervention in the Y1 and Y2 classes and new teacher aides were employed to work with special needs students.



Left: Olivia Barry built an incubator and hatched chicks in the classroom for her Science and Technology Fair project.

Gifted and talented students

A current staff member was appointed to the role of GATE teacher for one day per week. The programme was based around Dennis Betts' Autonomous Learner programme following the lead of Hamilton Boys' High School, who are a New Zealand leader in this field. The programme operated one day per week with students identified as Gifted or Talented being withdrawn from their regular classroom programmes to participate.

Education outside the classroom

EOTC procedures were completely rewritten and updated in line with currently considered "best practise". A senior staff member had the drafting of the new policy/procedures as a performance objective. The Leadership team then spent a day and a half together considering the policy and streamlining it. This policy will be unpacked with staff and imbedded into practice during 2015.



Year 5-6 Camp
Rangi Woods



Year 7-8 Camp
Vertical Horizons



Effective class sizes

Classes were kept at or below funded levels, except for the Year 9 class which was kept at 31 to allow for some attrition in later years, and the New Entrant class which went above 18 at the end of the year.

ESOL students

The AP (Primary) oversaw these goals. Under her guidance, our high calibre ESOL teacher aide was employed for additional hours to facilitate literacy intervention in the Y1 and Y2 classes. Small groups of funded ESOL students had specific time with the teacher aide both in and out of the classroom.

The AP met with classroom teachers to increase their proficiency with the SELLPs assessment tool and the ELL progressions. Tracking sheets were integrated into all classrooms.

8 new i-pads were purchased to complement those purchased in 2013 to assist with ESOL student learning. These have proven to be an effective intervention for students struggling in literacy. They are used widely through the school, particularly at the younger levels.

Tongan students made up 10 out of 15 (67%) of the school's funded ESOL students. Junior school teachers presented three parent information sessions especially for Tongan parents focusing on the importance of children reading at home and on useful strategies that parents could use to foster their children's literacy development.

Resourcing

Two Aroha team (Y1-3) classrooms were redesigned with the flexibility to incorporate MLE philosophies.

Significant funds were spent on:

- 30 new laptops and COWs to house these, 18 new PCs , 4 apple TV boxes, 3 new i-Pad airs (one for each team)
- Classroom furniture to accommodate roll growth and replace aging furniture and equipment, e.g. 9 new whiteboards, 4 new data projectors, 4 new heat pumps with servicing arrangements.
- Furniture and Year 9 subject resources, e.g. math textbooks and science resources.
- Many library books, particularly for the secondary section of the library
- Storage areas for Junior and Senior sports equipment



Book Week
Parade



Strategic Plan Goal 2: Pastoral care

Annual plan goal:

Have students being kind and respectful of each other both in and out of the classroom

- *Kindness, Respect, Integrity, Diligence and the integrating value of Humility before God.*

Progress towards this goal:

The school values were a focus at staff and classroom levels and in correspondence to parents. The uptake of the values by teachers and students was very pleasing. The values are well represented in our curriculum thinking and teaching and will be a key driver in all future documentation.

The school successfully applied for a PB4L contract and this will facilitate further and sustained progress toward this goal.



Strategic Plan Goal 3: Strong faith, skills for life

Annual plan goal:

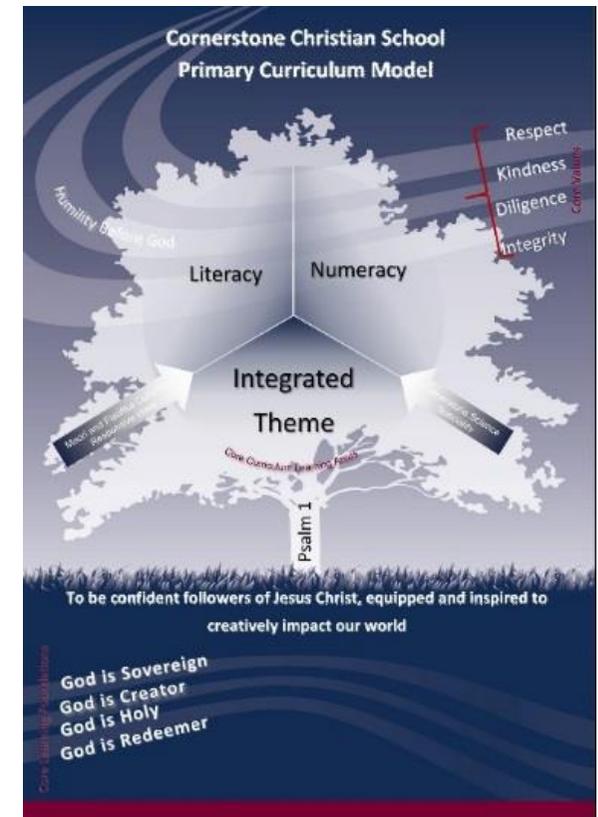
Strongly emphasised Christian discipleship programme

- *Define the values, character traits and student tendencies which encapsulate the Cornerstone Christian School ethos and define our ideal school leaver.*

Progress towards this goal:

The school values and the four term themes have been well integrated into the curriculum.

The Whakapono team leader (AP Primary from January 2015) worked on how the Christian Living programme will be integrated into the curriculum in Years 1-8 and developed the adjacent pictorial draft. Further development of the model and curriculum will occur during 2015.



Kingdom Kids (for Years 1-8) currently has two strands: a Cornerstone rewards strand, which features certificates given at assembly for students who have demonstrated to a high level the school's values and an extra-curriculum badges programme in Whakaponu (Y7-8) and Tumanako (Y4-6) teams.



The Secondary development team had considerable discussion, during visits to other high schools, around how to run discipleship programmes at secondary level. More information is included under Goal 8: Development of Secondary.

The ideal school leaver/student tendencies concept is yet to be documented, although much discussion has taken place.

Strategic Plan Goal 4: Communication

Annual plan goal:

Communication

- *Provide a high level of communication and reporting within the school and with the school community.*

Consultation

- *Periodic consultation groups to be arranged to allow the diversity of parent and student opinions to be heard.*

Progress towards these goals:

Team newsletters were distributed to parents termly outlining the key learning areas, key competencies, values and learning intentions that the teams were focussing on for the term. All staff were encouraged to set up their own email distribution lists for the parents in their class and to regularly communicate with parents. This happened routinely.

Weekly newsletters went to families with each child, via email and via the school website. Newsletters included articles written by the Principal and Assistant Principals outlining key themes and developments, as well as disseminating day-to-day information.

The website was kept updated with key events and school announcements. Class blogs were a requirement for all teachers; professional development was carried out to ensure that all staff were able to develop their class blog and some staff members had this as an appraisal goal. The key purpose of the blogs was to allow parents to interact with the learning

occurring in the classrooms. The blogs developed into attractive summaries of classroom learning.

The teacher in charge of Sport developed a sports website which was linked to the school website and is a repository of up-to-date information regarding sport. The teacher in charge of GATE developed a GATE website to provide a portal by which parents can keep up to date with GATE student learning and this too was linked to the school website.

The parent handbook was regularly updated to include the latest school information, staffing and policy developments. This was an appraisal goal for one member of the staff. Parents were able to readily access the handbook via a link on the school website.

The parent teacher interview timeline was adjusted to give more timely information to parents. Interviews were conducted at the conclusion of Terms 1, 2 and 3. In Years 1-8, portfolios of students' work were discussed with students and parents at the interviews and mid-year interviews were based around performance against the National Standards. At secondary level, interviews involved students taking a leading role in explaining areas where they were achieving well and areas where they still needed to do more work, with prior reflection against criterion based behaviour, classwork and homework scales.

Parents of students in Years 7-9 were formally consulted (by letter) about option preference subjects for secondary and staffing decisions for 2015 were based on the feedback received.

Regular consultation groups were scheduled for groups of parents around topical issues such as reporting to parents, IT and cyber bullying.

Parents were advised of the topics well in advance via the school website and newsletters. One initiative which stemmed from the consultation was a very well attended *Technology Today* presentation by John Cowan of *The Parenting Place*.



A consultation evening was held focusing on the delivery of the health curriculum in Years 7-9. The health curriculum was subsequently delivered in line with some of the key trends emanating from this and further discussions/written feedback.

The Principal scheduled time each morning and afternoon to allow for informal conversations with parents around school matters including their own children's engagement and achievement.

Significant consultation with the school's Pasifika community occurred on a termly basis and this resulted in several initiatives as outlined under Goal 1: Curriculum – Pasifika learners.

Wearable art awards – a student-led extravaganza!



Strategic Plan Goal 5: Culture and sustainability

Annual plan goal:

Develop strategic plans towards our desired CCS culture

- *Develop a plan to remind the school community of the heritage and vision of the school.*

Progress towards this goal:



A pictorial display of the school's journey was displayed in the administration foyer and information on the website was updated. Plans were made for an annual Day 1 assembly to inform students and parents about the history of the school. The school's vision statement was prominently displayed around the school and unpacked at BOT, staff and student levels.

Strategic Plan Goal 6: Property

Annual plan goal:

Visually appealing site which showcases the values we espouse

- *Full site plan developed of how the gardens and land will be developed.*
- *Foster the all-purpose turf initiative.*

Progress towards this goal:

A site committee comprised of staff members and Proprietor trustees met on several occasions. Initiatives that were completed included additional fencing along Mihaere Drive to enclose an additional play area for Aroha team students, general maintenance for the young trees already on the site and tree planting to beautify the side, particularly the Mihaere Drive boundary and the long back fence. Signage was placed in strategic areas on the site to advertise to our community and students the key areas we espouse. Some signage has included the use of languages other than English to show honour and respect to the variety of cultures represented in the school. An extra \$10,000 from budgetary surplus was allocated by the BOT mid-year to allow for a stone wall to be built on the Mihaere Drive/Roberts Line corner and for native gardens to be planted.

Year 1-8
Athletics day



Strategic Plan Goal 7: Policy review

Annual plan goal:

General policy review

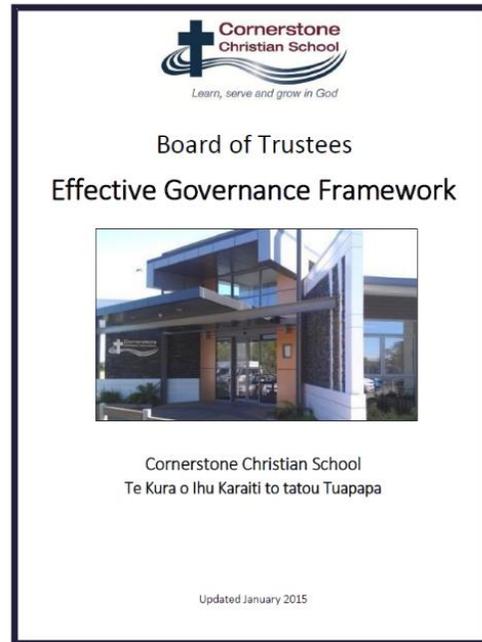
- *Governance framework and general policies reviewed.*

Progress towards this goal:

A significant overhaul of the governance policy was completed in July. This was required due to the BOT and 2012 ERO reviewers having noted that the governance manual/self-review model were heavily focused on compliance and management-level detail.

The review began with significant background research including:

- The NZSTA policy framework (this was used as the basis for this new governance framework)
- Other policy frameworks including those of Kingsway School, Middleton Grange School, Bethlehem College and the New Zealand Christian Proprietors' Trust model
- The Team Solutions model "*No more nagging doubts*" (University of Auckland)
- A private consultant, contracted in 2013 to assist with the process (Sharp Governance)



- A local researcher, employed to assist with writing and documenting the Cornerstone Christian School Board manual
- Board planning days held in 2013 and 2014 (separate from the regular Board meeting cycle)
- ERO's *Six Dimensions of a Successful School*

The Board resolved to move to a strategic-focused 'high governance' model and this was outlined in the new governance manual. All major policies (including those scheduled, i.e. finance, personnel and health and safety) were revised.

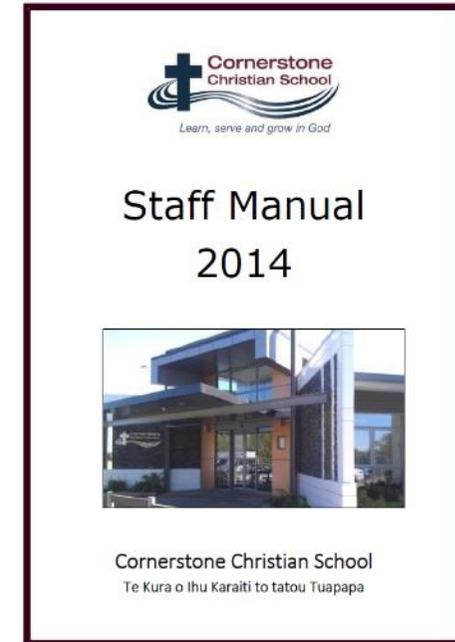
The Principal's 2014 appraiser, experienced Principal Murray Burton MNZM, commented "I would like to specifically commend Peter and the Board for the work put in to produce the 'Effective Governance Framework' document. It is an impressive document and reflects the commitment and dedication of all stakeholders. This is a foundational framework and will be your 'go to' reference for the demands of school governance and management."

With the BOT's move to a high governance model the responsibility fell to the management to develop policies and procedures to manage the school. Most of the existing documentation was out of date, not in line with current advice or not current demonstrated in school practice. Significant policy/procedure writing occurred (and continues to occur) for both the primary and secondary areas of the school. Templates from other schools were considered and a whole leadership-team approach was taken to preparing most policies. Policies completed during 2014 included:

- Pastoral care
- Anti-bullying
- Child protection
- Behaviour management
- Quality audit
- Assessment and reporting
- Learning and achievement
- Tracking student achievement
- Report writing
- Learning and achievement portfolios
- Differentiation
- Extension and enrichment
- Timetable
- Homework
- Clubs
- Privacy
- Protected disclosures
- Staff devotions
- Applying for leave
- Sexual harassment
- Traumatic Incidents
- Accident reporting, recording and investigation
- Sick bay and first aid supplies
- Storage and administration of medication
- Traffic and pedestrian management
- Responsibility for children outside of school hours
- Parents concerning issues for staff
- Sunsmart
- Concerns brochure
- Budget procedures
- Education outside the classroom

Work began to compile the policies, procedures and other relevant information for staff into a new staff manual. The manual includes a schedule for cyclic review of all policies, mostly on a three-yearly basis. Emergent review of policies will also be conducted as needs arise.

Staff discussion of key policies was scheduled for the first teacher only day to be held in January 2015.



Strategic Plan Goal 8: Development of secondary

Annual plan goals:

- *Develop philosophical, pedagogical and curriculum direction for the growing secondary school.*

Prepare for NCEA delivery in Y11-13

- *Full NZQA accreditation achieved.*

Progress towards these goals:

The secondary team of Peter Ferrar (Principal), Barry Jackson (AP Secondary), Carl McIntyre (Year 9 homeroom teacher) and Simon McCracken (Proprietor trustee) visited five Christian area schools:

- KingsWay School
- Elim Christian College
- Hastings Christian School
- Rangiora New Life School
- Middleton Grange School.

Each school shared resources and perspectives on the philosophical and pedagogical basis on which their secondary department operates, as well as sharing many curriculum resources and policies. Topics covered included:

- staffing philosophies
- Christian living programmes
- curriculum
- home room concept
- middle school concept
- IT and BYOD

- NZQA and NCEA
- property and resources

Valuable insights were obtained; for example, one school visited had built a strong culture around values and service.



Senior students prepared boxes for 'Operation Christmas Child' which distributes Christmas gifts to children in third world countries.

Seeing a diversity of approaches meant that we had to think, debate and pray about the approach that is most appropriate for the learners at Cornerstone.

Our decisions on philosophical and pedagogical philosophies were incorporated into the policies developed during 2014 and this will continue as further policies and curriculum documents are developed.

The secondary AP attended an Otago-Canterbury workshop on the Science capabilities, a development of the key competencies of the NZ Curriculum. These will be built into Science unit planning.

Students in Years 7-9 and their parents were surveyed regarding their preferences for future learning pathways and option choices. This fed into decision-making about what

specialist subject teachers should be appointed ahead of the 2015 school year culminating in the appointment of two teachers: a teacher of Art and a teacher of Music/Mathematics.

A highly successful partnership with Manawatu College, which allows students to access a range of option choices, continued to develop, with plans for options to be offered at the College in 2015 finalised in consultation with the Principal, Bruce McIntyre. Students travel to Manawatu College on Wednesdays to participate in these options.



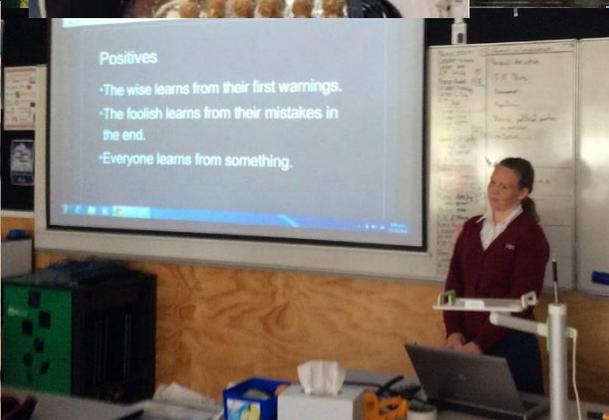
The school became registered with Te Aho o te Kura Pounamu – The Correspondence School so that it will have the ability to deliver subjects where just one or a few students elect for these. Te Kura has moved toward a computer based or online delivery. We viewed a very effective model at Elim Christian College and took this into account in the design of the new secondary building.

The course required to offer the Duke of Edinburgh Hillary Award was completed and Cornerstone can now officially offer the Award. The first group of students began working toward their bronze Award late in 2014.

In July, we had our first visit from Vivienne Downes, who was assigned by NZQA as our School Relationship Manager for our CAAS (approval to offer NCEA credits) submission. This submission was a significant focus/appraisal goal for Barry Jackson (AP Secondary) who met weekly with the Principal to work through the requirements. We were informed in December that all of the criteria had been met successfully. This enabled the Secondary team to timetable for a group of students, who had completed Year 10 Mathematics by the end of 2014, to undertake Level 1 Mathematics NCEA credits in 2015 (a year ahead of schedule).

Meetings were held with Diane Moffit and Michael Young from ERO on matters regarding the readiness review (required in order to offer Years 11-13) and feedback was received regarding the policies and practices that will need to be put in place. Very positive informal feedback was received regarding the progress the school is making toward this end.

Secondary Development:
Year 9 class, curriculum, and building developments.



2014 student achievement targets and progress towards targets as at December 2014

Target 1

- a) *Six Year 6 students who were identified as below the Mathematics National Standard at the end of 2013 to be at the standard by the end of Year 7, 2014.*

4 of the 6 students were at the standard by the end of the year.

- b) *Three Year 6 students that were identified as well below the Mathematics National Standard at the end of 2013 to be below the standard or better by the end of Year 7, 2014.*

All 3 were raised to below the standard.

Target 2

- a) *Six Year 3 Pasifika students who were identified as below the Writing National Standard at the end of 2013 to be at the standard by the end of Year 4, 2014.*

3 of the 6 Pasifika students were at the standard. Unfortunately 2 of the remaining 3 had dropped from below to well below despite significant interventions into their learning.

- b) *Two Year 3 Maori students who were identified as below the Writing National Standard at the end of 2013 to be at the standard by the end of Year 4, 2014.*

One left midway through the year the other was still below at the end of the year.

Target 3

Eight Year 4 students who were identified as below the Reading National Standard at the end of 2013 to be at the standard by the end of Year 5, 2014.

Six of the eight students were at the National Standard by the end of 2015. Two had made some progress, but not enough to be at the National Standard. All 8 were part of an inquiry done by Lynette Olson. This is a great result.

Target 4

The 13 students who were well below in a national standard at the end of 2013 to be considered as part of the special needs cohort under the direction of the SENCO and their education to be supplemented by some intervention, e.g. ORS/MoE/RTLB and/or teacher aid support.

All 13 had dedicated interventions from our special needs team. Learning is often slow with these students but most showed some progress through the year. Our special needs team and teachers have done an outstanding job with these students this year.

Notes:

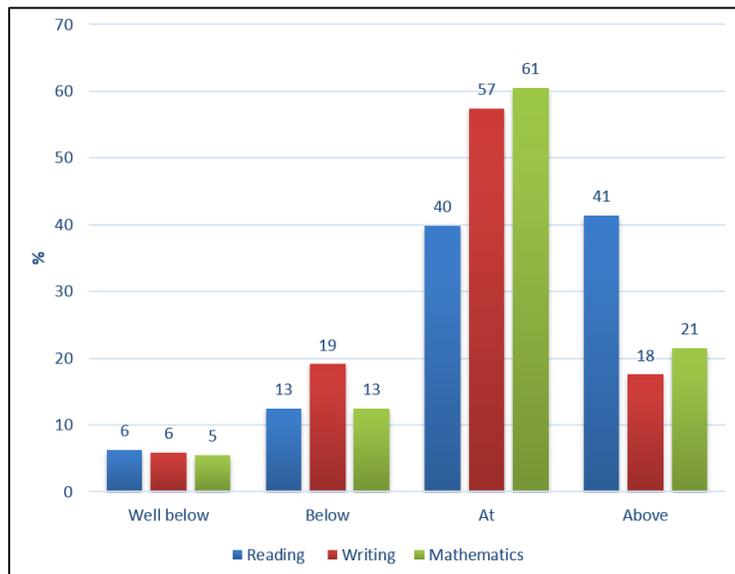
Many staff have as a performance objectives for 2014 an inquiry focus on accelerating the progress of target (priority) students in their class in Writing.

All target students had at least one learning intervention (generally teacher aide assistance) and most had more than one. The needs and progress were closely monitored under the excellent direction of our SENCO.

National standards data of achievement for the whole school measured in December 2014

The National standard data is based on teacher OTJs (overall teacher judgements) and hence is a compilation of all of the available appropriate assessment data added to the professional observations of the teacher (who sees the child each day) to gain one of four descriptors: **Well below**, **below**, **at** or **above** the standard for their year level. The purpose for this is to provide clear, jargon-free, assessment and reporting for the learning of each child.

Whole school data 2014



Summary:

Most students achieved to the national standard as predicted.

Reading and Mathematics have 81% pass rates school wide. This compares favourably with 76% and 78% respectively for CCS and 78% and 74% respectively for NZ in 2013.

41% of students are above the National Standard in Reading. This compares with 35% nationally in 2013.

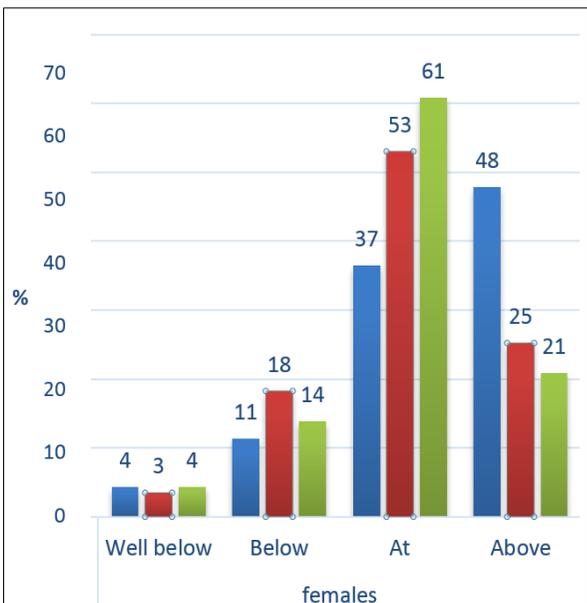
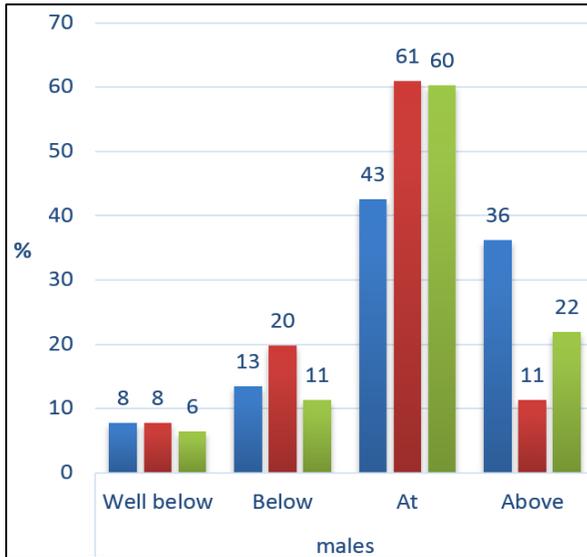
Writing is lower than Reading and Mathematics, despite significant focus in the last 2 years, however this is a national trend. 25% of our students do not meet the standard in Writing (cf. 29% nationally 2013) and 18% reach above the National Standard (cf. 17% nationally 2013). The number of students achieving the Writing standard has improved from 72% in 2013 to 75% in 2014 (cf. 70% nationally 2013).

The percentage of students in the well below category is higher than in 2013 and this reflects an increase in the number of special needs children, ESOL and children entering from a home schooled background.

A significant increase in the number of students in the above category from 2013 to 2014 may be a result of changing expectations in this category as opposed to improvements school wide.

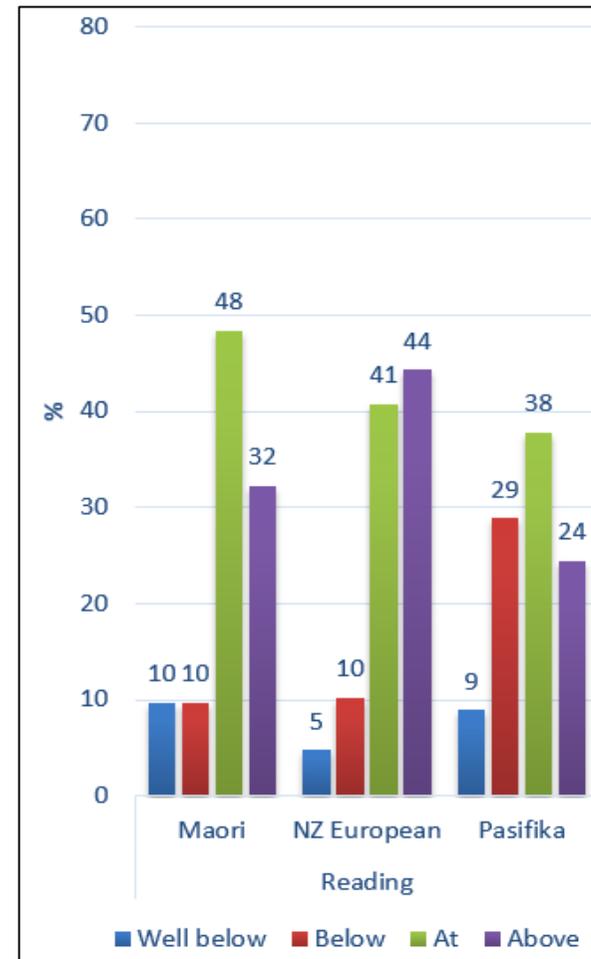
Writing is an area which could use further assistance. This is a national phenomenon but is a critical area for students to master if they are to be successful in later schooling years. Hence the budget for 2015 includes the introduction of a teacher aide in a needy area of the school (which will also release the current BOT-funded teacher aide to focus on other areas in the school).

Whole school data by gender

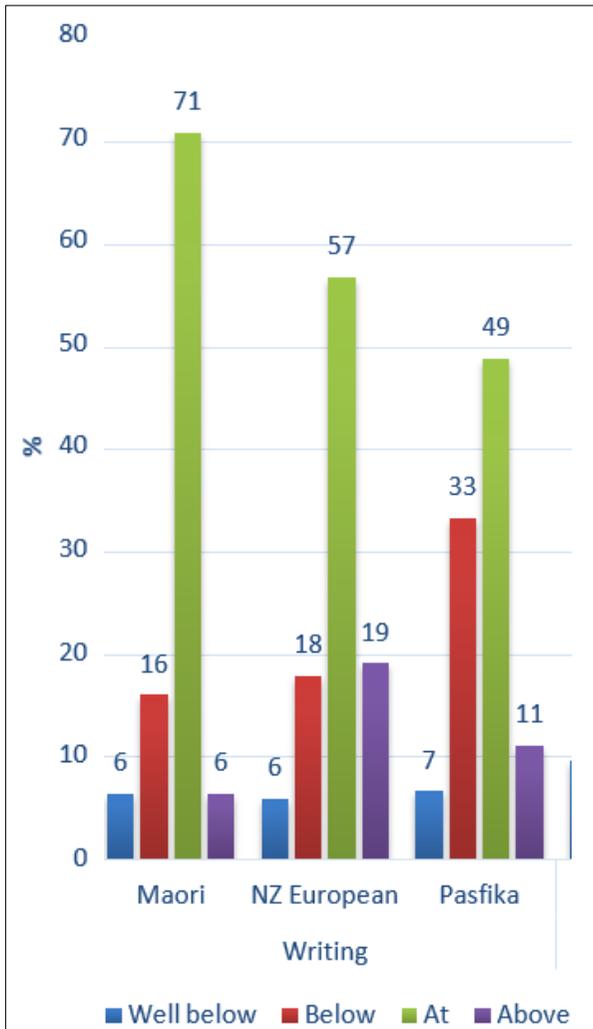


Summary: Most students are achieving to their NS. On average, Girls are succeeding more in Reading and Writing although boys are still performing well.

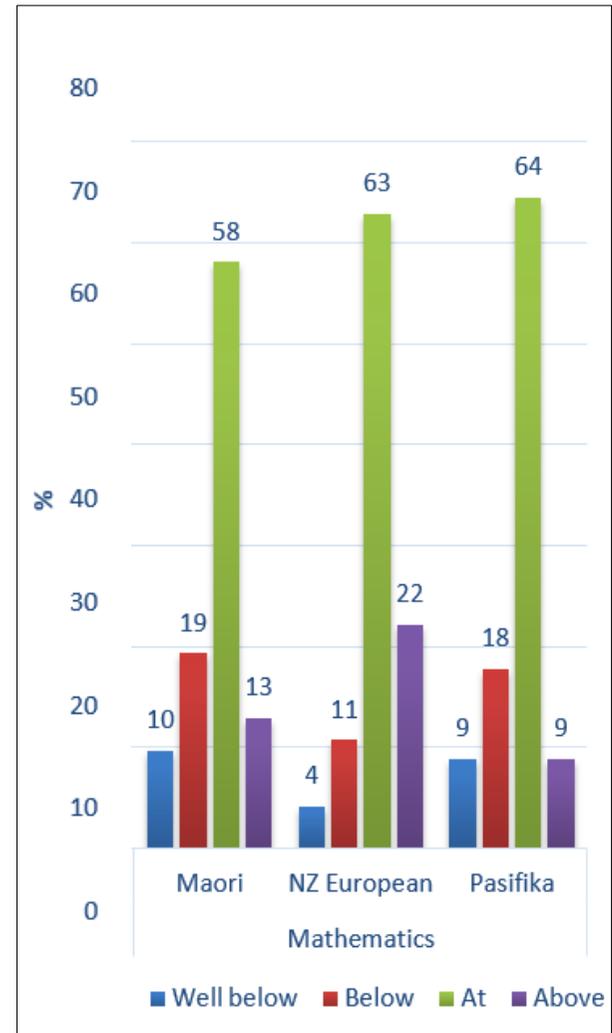
Maori and Pasifika students



Maori and Pasifika students



Maori and Pasifika students



Summary:

Maori students are not quite achieving to the same levels as NZ European/Pakeha or Asian students. The only area of concern for is Mathematics.

Pasifika students (who make up 14% of the students in the school) are not achieving to the same level as other students.

Percentage not achieving:

subject	Whole school	Pasifika
Reading	19	38
Writing	25	40
Mathematics	18	27

This is a concern, particularly since the school invests significantly into its Pasifika students. The school’s two main Pasifika island nations are Samoa (17 students) and Tonga (27 students).

The comparison of percentage not achieving is concerning for our Tongan aiga:

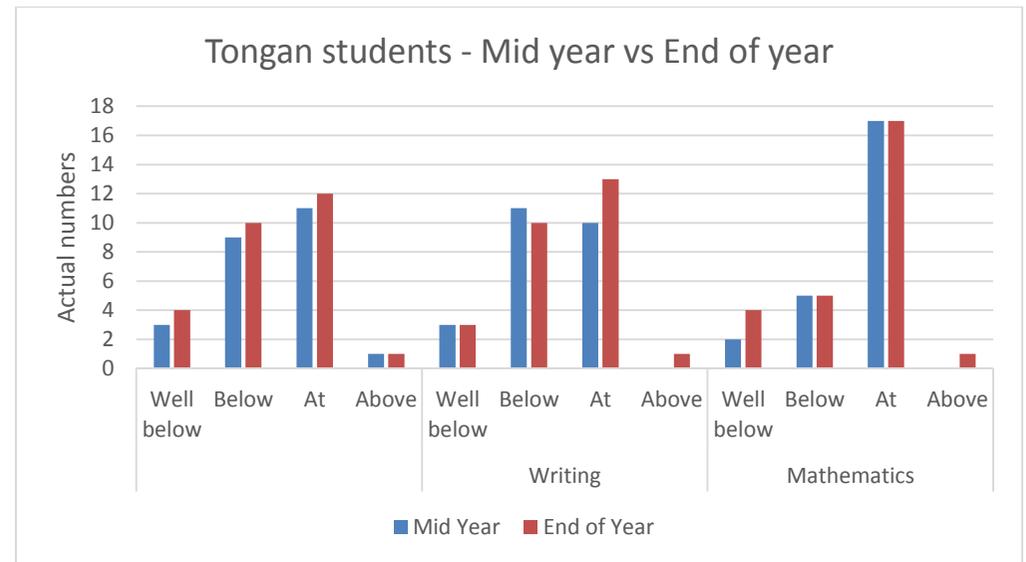
	Samoan	Tongan	Whole School
Reading	12	52	19
Writing	18	48	25
Mathematics	12	33	18

After consultation with the Tongan and Samoan communities, it seems that this is the result of most Samoan children being 2nd to 3rd generation NZers and fluent in English whereas most Tongan children are (or have been) ESOL students with

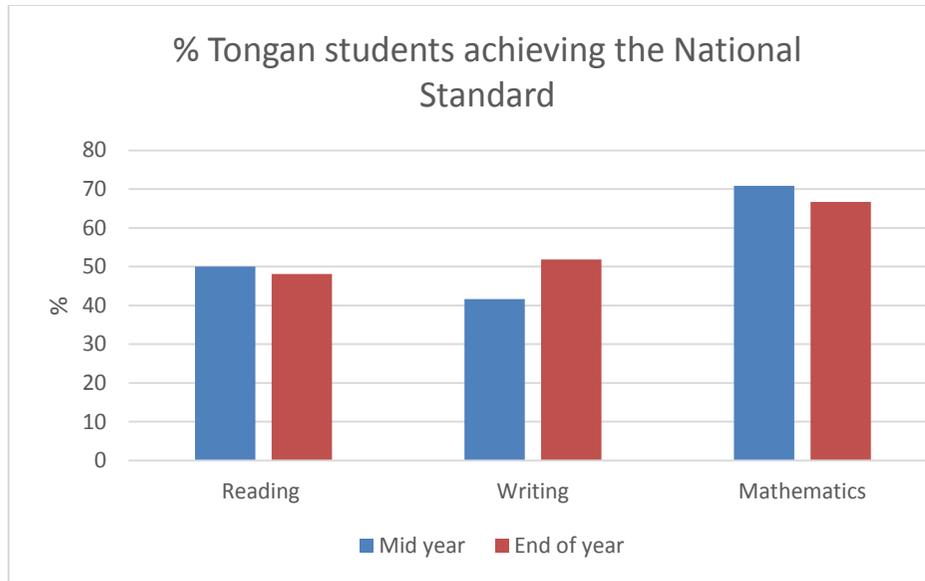
limited English (and some not having any language they are fluent in).

Tongan student achievement mid year and end of year comparison

The school initiated a number of new strategies to improve the achievement of Tongan students from mid year to end of year. These included professional development for staff, a teacher aide intervention and significant consultation and teaching sessions with Tongan parents. The below data does not show significant learning improvements as a result of this.



Note: New students came in during the year taking the total number of Tongan students in this graph from 24 mid year to 27 end of year.



The Writing focus has lifted the number of students achieving, but only slightly. Other than this the mid year projections have been accurate and significant improvements have not been seen, despite significant focus, discussion and PD in term 3. The slight decrease in Reading and Mathematics is due to increased numbers at end of year.

Year 4 Tongan student mid year vs end of year – Teacher aide intervention

At mid year I wrote:

* A learning intervention could be beneficial the Year 4 area and this would be a teacher aide with the basic cost to the BOT of \$4300 for the last 2 terms (10am-12.30). My advice to the BOT is to ratify to this intervention.

Sadly, the data on the effectiveness of this has not been encouraging:

Of the 6 Tongan students targeted with the TA intervention:

Writing: no change to any students’ National standard from projection. E-asTTle data backs this up

Reading: No change to any students’ National Standards from projection.

Mathematics: No change to any students’ National standards from projection.

Signed:

Principal _____ Date

Board Chair _____ Date