



Annual Report 2016

Vision: To be confident followers of Jesus Christ, equipped and inspired to creatively impact our world

Mission: To provide, with parents, a balanced Christian Education to help children develop to their full potential in God



This report gives an indication of the progress the school made against the goals recorded in the annual plan 2016.

Strategic Plan Area: Learning

Annual plan goals:

- 1. To ensure that we build and provide the best culture and environment for students to own their learning:**
 - *Learning intentions/success criteria strategies implemented Y0-13 in 2016*
 - *Students able to articulate their learning and next steps*
 - *3-way conferences introduced*
 - *Use of matrices for next step identification in Writing and Mathematics*
 - *Secondary to integrate thinking processes and Writing, e.g. Blooms/SOLO*
- 2. Develop secondary education up to Year 13**
 - *Developing vocational pathways and careers progression for students from Year 7 leading to subjects in secondary*
 - *Subjects developed in accordance with student need based on consultation*
 - *Emphasis given to the key competencies in the New Zealand Curriculum whilst programmes are developed*
 - *Programmes developed to enable students to be successful in NCEA Level 1 and to get 85% success in NCEA Level 2*
- 3. Target learning needs:**
 - *Identify specific targets to meet the needs of students who are in danger of losing learning and to effectively provide learning support*
- 4. Curriculum review and development:**
 - *Develop the schemes for Mathematics and Christian Living*

5. Appraisal

- *Inquiry cycles in teacher appraisal system where appropriate*

6. Reporting

- *Assessment page for portfolios on Science strands ready for Term 2.*

Strategic Plan Area: Well-being

Annual plan goals:

1. Positive Behaviour for Learning:

- *PB4L team to meet and coordinate progress*
- *Rewards system fully developed*
- *School wide definitions for the values developed*
- *School wide behaviour expectations matrix developed*
- *Teaching plans for values in devotional programme*
- *Modified system for tracking of problem behaviours using the school's SMS*

2. Increased student support programmes:

- *Investigate the employment of a part-time counsellor to assist with needs in secondary*
- *Peer support programmes in secondary developed*
- *Internet safety programmes taught*
- *School council roles increased – plan for how to do this developed and documented*

3. Valuing our staff and ensuring they are encouraged and professionally developed:

- *PD to focus on PB4L, Mathematics, Christian Living scheme, NZACS leadership conference, Student ownership of learning, Microsoft Office 365, BYOD and OneNote, Christian education PD for secondary staff*
- *Staff social committee initiated*

4. Co-curricular activities:

- *To continue increasing the number of students participating in sports and number of sports available*
- *Choir, Kapa haka etc. to be formalised in the curriculum timetable*
- *Musical to occur in Term 3 under the leadership of Chris Mitchell*

- *Renovation of New Entrant area*
- *Library relocated.*

Strategic Plan Area: Operations

Annual plan goals:

1. Documentation:

- *Use Writing scheme in practice and evaluate it during 2016*
- *Write Mathematics scheme along the lines of the Writing scheme, i.e. programme, assessment and expectations at each level*
- *Use Integrated Theme and Christian Curriculum in practice and evaluate it during 2016*
- *PaCT tool trialled to generate greater consistency of overall teacher judgements*
- *Science scheme assessment matrix finalised for beginning of Term 2*
- *New Entrant transition process and transition packs reviewed in light of 2015 community consultation*
- *Secondary schemes in some curriculum areas developed*
- *NCEA moderation plan and procedures as per staff handbook*
- *Use staff manual in practice and evaluate it during 2016*

2. Property development:

- *BOT will work closely with the Proprietor to consider the overall site development including the growth of secondary, primary and provision of specialist facilities*
- *Signage in English and Te Reo to be further developed and to further identify the school as Christian and to highlight the values and how they are taught to the students as per PB4L*
- *Continued beautification of the site*
- *Building of new secondary block*

Strategic Plan Area: Interweaving Strands - Discipleship

Annual plan goals:

1. Christian Living

- *Develop a Christian Living programme in Years 11-13 with specific focus on students developing a robust understanding of who they are in God and what they believe and why*
- *Secondary timetabling and biblical integration to facilitate students considering their faith and how to process it in the real world*
- *Develop a 4-year cycle of "God is" statements and the flow of discipleship programmes throughout the year levels*
- *Evaluate how memory verses are used to best effect in the school*

2. Service Opportunities

- *2 visits to Peppertree retirement village to bless them*
- *Aroha team friends duty to help students who need a friend at interval or lunchtime*

Strategic Plan Area: Interweaving Strands – Maori akonga

Annual plan goals:

1. Hautu

- *Adopt Hautu as a review tool for the BOT to consider its approach to "Maori achieving success as Maori"*
- *Initiate discussions with Rangitane iwi as to a possible role in the school*

2. Ka Hikitia

Embed some of the key areas in Ka Hikitia into the life of the school:

- *Te Reo both visually and aurally in the school*
- *Importance of whanau and whanaungatanga*
- *Focussing on the transitions so that they have a positive impact on learning and wellbeing*
- *Ako and the importance of reciprocal learning and the Tuakana Teina relationship, e.g. buddy reading remodelled*

3. Maori student targets

- *See end for details*

Strategic Plan Area: Interweaving Strands – Pasifika learners

Annual plan goals:

1. Pasifika learner targets

- *See end for details*

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

- *Homework centre initiative for Tongan students from the beginning of 2016*
- *Principal sabbatical in Term 3 focussing on initiatives to raise Tongan achievement*
- *Consultation with Pasifika parents once per term*

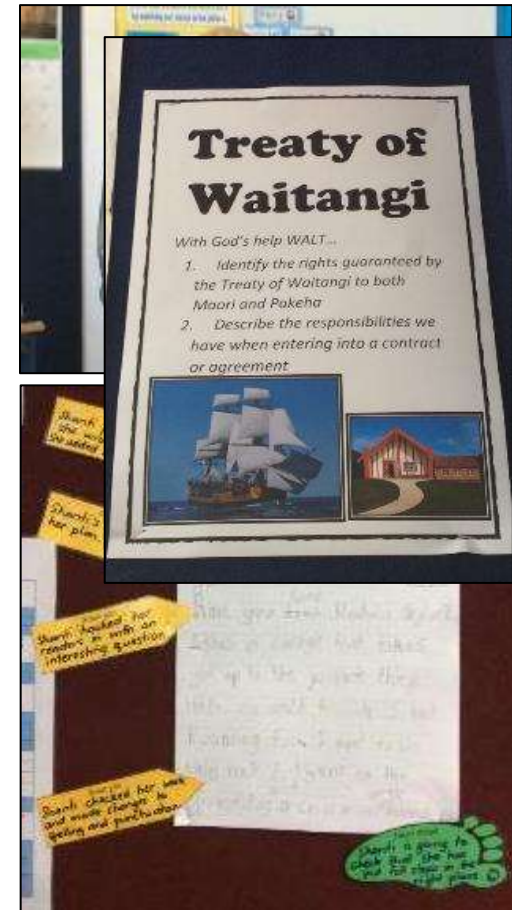
Progress towards these goals:

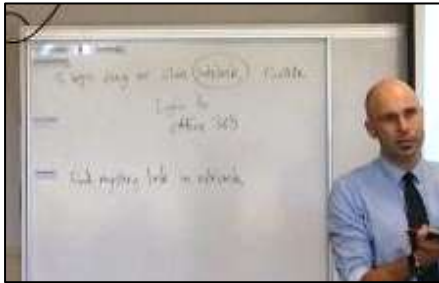
Strategic Plan Area: Learning

To ensure that we build and provide the best culture and environment for students to own their learning

Learning intentions/success criteria strategies implemented YO-13 in 2016; Students able to articulate their learning and next steps

A draft 'Student ownership of learning' document was introduced to staff early in 2016 and a subsequent staff meeting was dedicated to unpacking how staff might embed good practice in the classroom. The photo top right shows one of the classroom teachers providing real-life contexts for learning in Mathematics. The photo bottom right shows an example of student ownership where real life student work is used as a 'modelling exemplar' to assist other students with "what a good one should look like" in writing. Over the page, the first photo shows a secondary classroom where learning intentions are being made explicit in the classroom. This is a key part of student ownership of





learning. The second photo shows an example from a Year 6 classroom, which used the term "With God's help, we are learning to... (WALT)... as their learning intention statement so that what is being learnt is made plain for each of the students in the class.

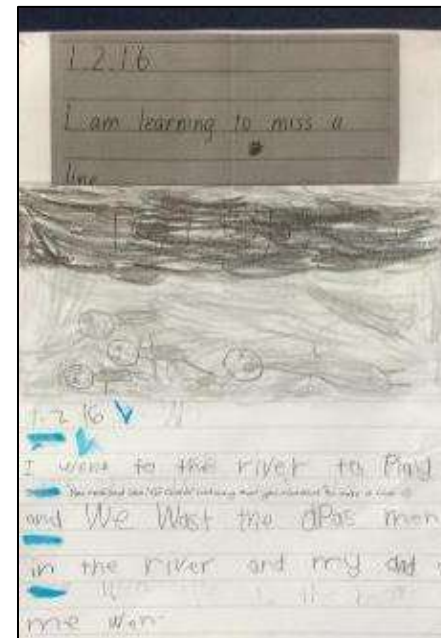
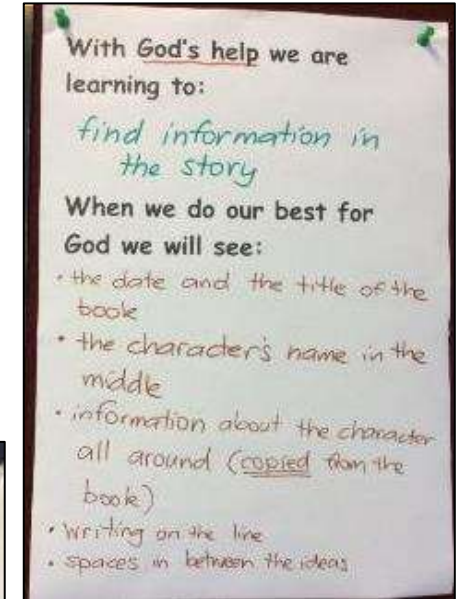
When another teacher or leadership team member visits another class, we expect students to be able to articulate at any given time what they are actually learning in the classroom – not what they are working on or just 'doing', but actually what they are 'learning'.

The photo to the right, an example from one of our junior rooms, shows both the learning intention in the writing programme and the success criteria; i.e. what a good one should look like or how the student will recognise that they have achieved the learning for that day/week in reading. At the top of the next page is a similar learning intention from a Year 3 class. The



teacher has specified clearly both the learning intention and the success criteria for the learning that is taking place.

In the photo below, the new entrant student has gone one step further and has included the learning intention in their exercise book, and then has had one of their peers assess their work using a blue highlighter to indicate where they have met the success criteria.





Year 0-6 Athletics, Term 4



3-way conferences introduced

3-way conferences, rather than the more traditional parent teacher interviews, were introduced in 2016. They focussed on the students' leading the interviews with their parents listening and their teacher assisting when necessary.

In Secondary, the conferences were extended to full 30minute sessions per student and were a means of trialling how they would work in a "life Lab" context in 2017.

Use of matrices for next step identification in Writing and Mathematics

Next steps were identified using our new Writing matrix, however the Mathematics one was not completed in 2016.

Secondary to integrate thinking processes and Writing, e.g. Blooms/SOLO

SOLO taxonomy (standing for Structure of Learning Outcomes) was embedded throughout the secondary curriculum. Students were taught to consider their work in terms of this framework which underpins NCEA levels.

Develop secondary education up to Year 13

Developing vocational pathways and careers progression for students from Year 7 leading to subjects in secondary

The new Vocational Pathways direction for senior secondary (part of the Governments Youth Guarantee package and a new qualification as part of NCEA) was considered and is deemed relevant for some students as part of their career preparation.

Two senior students undertook programmes which directly prepare them for their careers through STAR courses/courses at the Trades academy at UCOL.

All Secondary-aged students attended the regional careers expo.

Subjects developed in accordance with student need based on consultation

Teachers collaboratively considered every student and developed individual goals, learning plans, foci etc. New subjects were added to our curriculum: Digital technology, History, Biblical studies and Business studies. Some students undertook Te Kura correspondence courses to supplement their learning. All Year 9-10 students and some Year 11 students travelled to Manawatu College on a Wednesday to supplement our curriculum. Subjects taught there were those not currently able offered at Cornerstone (mainly due to facilities): Physical Education, Dance, Drama, Workshop technology, Food technology, Fashion technology and a language.





Book week parade, Term 4



Programmes developed to enable students to be successful in NCEA Level 1 and to get 85% success in NCEA Level 2

Our first set of NCEA Level 1 results were very pleasing (more details are given the end of this document).

Secondary staff developed personal goals for every student in the secondary school and tracked students throughout the year as to their likelihood of gaining NCEA. Parents were involved and personal programmes were developed in an impressive student-focussed system. This bore dividends in the results.

Photos: Our first full cohort of Year 11 students ready for an NCEA Level 1 external (below), Year 9 Mathematics (top right), Year 11 Art portfolios (right), Year 9 Science and Year 11 digital technology (bottom right).





Target learning needs:

Identify specific targets to meet the needs of students who are in danger of losing learning and to effectively provide learning support

All teachers had an appraisal inquiry focus on specific students' learning.

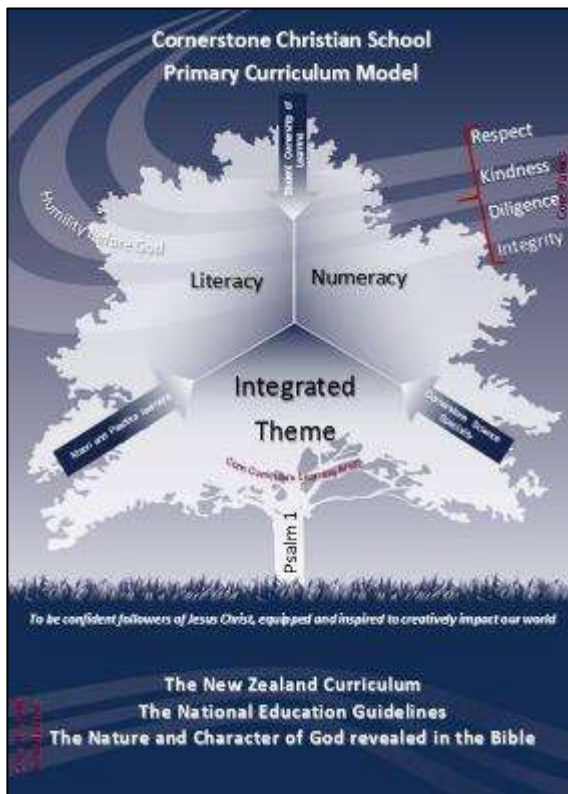
Curriculum review and development:

Develop the schemes for Mathematics and Christian Living

The **Christian Living Scheme**, largely completed at the end of 2015, was introduced to staff at the beginning of 2016. The model for curriculum delivery is shown to the right.

It identifies three key learning foundations that drive curriculum delivery in the primary school. These are:

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



This last core learning foundation is Cornerstone Christian School's key point of difference and is its reason for existence as a special character school. At Cornerstone, we believe that the Bible is the basis for exploring God's world, and it is used as a standard against which to compare and interpret all curriculum material. The Bible is also a narrative that reveals the nature and character of God.

The curriculum is based on units of learning which are all focused on the nature and character of God, namely:

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

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

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

In every unit of work planned, teachers need to determine how their unit will allow students to:

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

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

A **primary mathematics scheme** was drafted in Terms 1-2, based on resources that teachers were already using. In Term 2, the draft was presented to teachers for discussion and review. Teachers suggested several changes and their feedback taken into consideration. The goal is to have a user-friendly document that specifies for teachers and students:

- (1) A rationale for what mathematics looks like at Cornerstone Christian School and achievement expectations from new entrant through to Year 8
- (2) A mathematics delivery timetable that specifies what being taught in each given week/term of the school year
- (3) Learning intentions that specify each piece of learning in each of the mathematics strands in each of the year groups from new entrant through to Year 8

The second draft version of this scheme will be presented to teachers for further review at the end of Term 1 2017. Consideration was given to expanding the scope of the scheme to include Years 0, 9 and 10.

Appraisal

Inquiry cycles in teacher appraisal system where appropriate

All teachers had an appraisal inquiry focus on specific students' learning.

Reporting

Assessment page for portfolios on Science strands ready for Term 2.

A Science page specific to each level of primary was included in the portfolios.



Above: A range of learning experiences in the classroom.



Tumanako (Year 5-6) Camp, Rangji Woods

Strategic Plan Area: Well-being

Annual plan goals:

Positive Behaviour for Learning:

PB4L team to meet and coordinate progress

The PB4L team coordinated the first two days of staff professional development. The five core values were defined and the values matrix underwent significant staff consultation. Further staff and PB4L team meetings occurred throughout the year and the matrix was further developed. Completion of the matrix will be a focus for 2017.

Rewards system fully developed

The school implemented a computer-based model called Class Dojo to track positive behaviours within the classroom and school. Class Dojo proved highly effective in tracking and rewarding individual positive behaviours. Teachers awarded points to students on a daily or weekly basis focussing on positive displays of the school's core values: Respect, Integrity, Diligence, Kindness and Humility before God. Whenever a student's points reached a set threshold the student received an individual reward, e.g. a class privileges such as computer time, playground time or the ability to choose the game played in P.E. Class rewards, e.g. an ice cream lunch for all the students in a class who reach a termly milestone (typically 80%), were also used.

Further PD in Class Dojo, led by PB4L coach and classroom teacher Gareth Smith, was scheduled for a staff meeting in January 2017.



School wide definitions for the values developed.

Teachers spent a day before school defining our values in terms which would be useful to our students. These values were put into a poster format for all classrooms to aid in effective teaching of the values (see below).





Whakapono (Year7-8) Camp, Vertical Horizon



Teaching plans for values in devotional programme

Each term the leadership team produce a curriculum overview to guide curriculum delivery in the following term. The overview assisted teachers with planning devotions, integrated curriculum and also context and scripture for teaching the school values from a Biblical perspective.

Modified system for tracking of problem behaviours using the school's Student Management System (SMS).

During 2016, the leadership team made the decision to shift the SMS from MUSAC EDGE to KAMAR. A key part of the rationale behind this decision was consideration around how problem behaviours are tracked within school. EDGE allowed teachers to complete this process in a satisfactory manner, however teachers had expressed dissatisfaction with both the complexity and time demands for completing entries. KAMAR was set up during Term 4 2016 and staff received PD at staff meetings (this will continue in 2017).

Increased student support programmes:

Investigate the employment of a part-time counsellor to assist with needs in secondary

During the year, the growing roll facilitated the employment of an extra staff member. A full-time, permanently appointed guidance counsellor was employed mid-year to support student wellbeing, particularly in secondary.

Peer support programmes were developed and Internet safety programmes taught throughout the school.





'The Amazing Race' whole school production, Term 3

School council roles increased – plan for how to do this developed and documented

The school council has been through various iterations in the past few years. In 2016, the decision was made to allow the students to take responsibility for portfolios such as missions, fund raising, sports, World Vision etc. The council was taken off site for 2 days and had lectures and discussions about how to lead in 2016. The council was also given the ability to set dates and events on the school calendar. This had a measure of success, and some students were very effective in their portfolios, but it was considered that in 2017, more direction will be needed and the events, largely, decided by staff and facilitated by students as opposed to vice versa.



Proud Issachar tribe captains Joshua Fail and Aimee Aranas

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

PD to focus on PB4L, Mathematics, Christian Living scheme, NZACS leadership conference, Student ownership of learning, Microsoft Office 365, BYOD and OneNote, Christian education PD for secondary staff

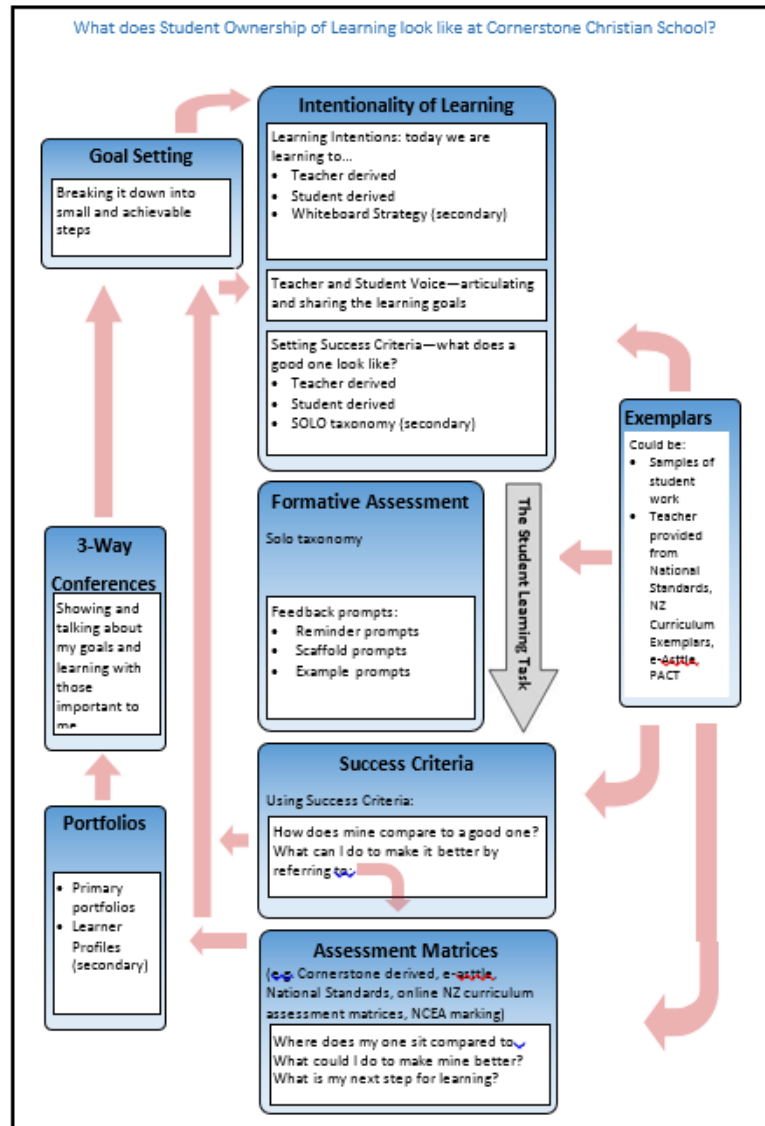
Staff meetings were devoted to staff professional development on the Positive Behaviour for Learning (PB4L) programme: one to develop simple definitions for our school values and others to review the current behaviour matrices for the school values.

All primary staff spent half a day at the start of the year going through our Primary Curriculum document. Each term, one staff meeting at the end of the term was devoted to looking at the curriculum for the following term; collaborating within teams; brainstorming learning ideas and developing contexts for devotions.

The Leadership team attended the NZ Association for Christian Schools' Leaders' Conference in April. This was a fantastic and rich professional development experience for all of the leadership team.

Some work was started on the Mathematics scheme but the decision was made to continue this in 2017.

The concept of 'Student Ownership of Learning' represented a significant shift in the way we view teaching and learning here at Cornerstone. It is based on the key idea that if learners are to take more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded and why they should learn it in the first place. To this end, we had focused PD around a significant number of new initiatives around teaching and learning practice within classes (see diagram below).



Professional development in IT focused on Office 365, OneNote and KAMAR (the school’s new SMS). Time was been provided within staff meetings for upskilling teachers in some aspect of the software.

The secondary staff had two sessions with Raymond Stripling from Bethlehem Tertiary Institute (BTI) around the concept of Christian Education. This was invaluable for the secondary team, many of whom were new to the concept of Christian Education.

Staff social committee initiated

This is not currently underway but there is some interest in 2017.

Co-curricular activities:

The number of students participating in sports and number of sports available increased in 2016. Sport is becoming quite a feature of life at CCS.

Choir, Kapa haka etc. to be formalised in the curriculum timetable

Kapa Haka was formalised in the curriculum timetable during Term 1, Choir was not, due to the unavailability of our volunteer choir leader.

Musical to occur in Term 3 under the leadership of Chris Mitchell

The school musical “The Amazing Race” was presented to the public at the end of term 3 and was a wonderful celebration of the term’s learning around nations.



Strategic Plan Area: Operations

Annual plan goals:

Documentation:

Use Writing scheme in practice and evaluate it during 2016

The Writing scheme has been a major step forward and has been driving practice and reporting this year. It was expected that this would be the year that we may see some improvements in Writing data as a result of the Writing scheme. When the data came in, however, there was only a 2% increase in students achieving the National Standard in Writing (this was still higher than the national average). The large increase in roll and having new students across many classrooms meant that it was difficult to accurately evaluate the effectiveness of this intervention.

Write Mathematics scheme along the lines of the Writing scheme, i.e. programme, assessment and expectations at each level

The draft Mathematics scheme was started and further work will be required in 2017.

Use Integrated Theme and Christian Curriculum in practice and evaluate it during 2016

A Christian Living document was written to guide staff in curriculum delivery and staff meetings focused on termly themes.

PaCT tool trialled to generate greater consistency of overall teacher judgements

Progress and Consistence Tool (PaCT) is a ministry initiative which was being trialled in the school to give more consistency to overall teacher judgements around national standards. After trialling it for the year it was decided that the school would not adopt it for use. The

tool itself seems quite unwieldy and high on increasing teacher work load, without giving significantly increased gains.

Science scheme assessment matrix finalised for beginning of Term 2

A Science assessment was developed at 3 levels in Y1-7 along the lines of the Nature of Science strand of the curriculum. This was used in report to parents and was considered an effective improvement. A similar assessment was developed for the Social Studies curriculum as a result of the success of the Science one.

New Entrant transition process and transition packs reviewed in light of 2015 community consultation

The New Entrant transition process was modified to give more opportunities for school visits for pre-enrolled students. An information pack was written to facilitate transition and is given out to all parents of transitioning 4 year olds.

Secondary schemes in some curriculum areas developed

Further development of secondary schemes continued during the year.

NCEA moderation plan and procedures as per staff handbook

NCEA moderation processes were consistent with NZQA requirements. The school had excellent moderation processes and this was confirmed with well over 90% of its internal NCEA judgements considered at the correct level.

Use staff manual in practice and evaluate it during 2016

The very comprehensive staff manual was kept up-to-date. Staff were able to access the updated version online. New policies were completed and compliant with new legislation; these were favourably reviewed by ERO in Term 1.



Property development:

BOT will work closely with the Proprietor to consider the overall site development including the growth of secondary, primary and provision of specialist facilities

Considerable building work was undertaken (see photos and comments on the next few pages) and plans were drawn for a gymnasium, to be built in 2017.

Signage in English and Te Reo to be further developed and to further identify the school as Christian and to highlight the values and how they are taught to the students as per PB4L/

Considerable signage was added around the site. A relationship developed with Rangitane iwi and particularly the Kaumatua at the church of St Michael's resulted in the gifting to the school of a new translation of our name: Te Kura o Ihu Karaiti Te Kamaka, meaning 'The school of Jesus Christ our rock'.

Continued beautification of the site

Right: Tired gardens were overhauled, flower beds and native garden areas planted.

Right: A block (Aroha team Y1-2) was revitalised with new, brightly painted cloak



bays. This increased the flexibility of indoor spaces formerly used for cloak bays.

Building of new secondary block

The school's second two-storey secondary building was constructed, encompassing specialist Science facilities and break-out spaces, general purpose classrooms, offices and a teacher workroom.



Renovation of New Entrant area

Three classrooms and the adjoining cloak bays were remodelled into four new flexible learning spaces to house a growing Y0-Y1 team of four teachers, teacher aides and up to 55 students. The new space can either be open (as is the case most mornings) or divided by glass sliders.



Additional building/remodelling

A purpose-built special needs suite – ‘Waiata’ – was under construction in December to be ready for use in February 2017. The suite includes office space, toileting/changing facilities, withdrawal space and a fixed hoist to allow the school to enrol children with very high learning needs (see photo top right).

Two storage/workroom spaces were remodelled into modern, effective teacher workrooms with linear shelving and expansive desk spaces (see photo bottom right).



Library relocated

A hired prefabricated building was brought on site to house the library through until 2018, when a new library is likely to be built.



Swimming Sports, Term 1

Strategic Plan Area: Interweaving Strands - Discipleship

Annual plan goals:

Christian Living

Develop a Christian Living programme in Years 11-13 with specific focus on students developing a robust understanding of who they are in God and what they believe and why

Secondary timetabling and biblical integration to facilitate students considering their faith and how to process it in the real world

The Secondary school sent various teachers to other schools to observe their practice and spent considerable time discussing the devotional direction for the years ahead. The result was **Life Lab** which is a timetabled block for all students where (no more than) 16 students are paired with their own mentor teacher. The Life Lab will have a focus on:

- Devotions in such a way that is real and authentic, helping students to understand that our God is a God of today. Helping them to think about the world and their faith through a biblical lens and be encouraged to ask “real” questions. The outcome is for confident followers of Jesus.
- Academic mentoring – each student will be tracked for their academic success and helped to design learning programmes that are specific for them and their own particular personality and gifts.
- Career direction – part of their learning programmes will be to help them to decide on, and progress towards, their chosen career path

Parent teacher interviews will be student led and will only be with the Life Lab teacher, not the subject teachers. This will allow more specific targeting of the needs of each student and more effective reporting to parents regarding progress.

Develop a 4-year cycle of “God is” statements and the flow of discipleship programmes throughout the year levels

This has all been developed and was in progress in 2016. There is a separate handbook which details this information, written by Chris Mitchell.

Service Opportunities

Service opportunities were again a focus of the school, although we would still like to extend this further, examples included:

- Visits to Peppertree retirement village occurred to bless them
- Aroha team friends’ duty was developed to help students who need a friend at interval/lunchtime
- Secondary peer mediators to assist students at lunch times and interval.

Strategic Plan Area: Interweaving Strands – Maori akonga

Hautu

Adopt Hautu as a review tool for the BOT to consider its approach to “Maori achieving success as Maori”

Although the BOT is interested in using Hautu, this did not occur in 2016.



Initiate discussions with Rangitane iwi as to a possible role in the school

A strong relationship continued with the Kaumatua of St Michael's church who are part of the Te Awe Awe whanau, Rangiotu marae and Rangitane iwi. A number of kaumatua and kuia joined with the school in term 4 to bless the new entrance sign and to declare it as Taonga in a major celebration. The Rangitira also gifted the school's new name: Te Kura o Ihu Karaiti te Kamaka.

Ka Hikitia

Embed some of the key areas in Ka Hikitia into the life of the school:

Te Reo both visually and aurally in the school

Some signage in Te Reo is already in place. We are awaiting St Michael's Church Marae to gift Cornerstone Christian School with the taonga of the correct te reo Maori translation of the title 'Cornerstone Christian School' so that we can get the remainder of the signage made and in place.

Importance of whanau and whanaungatanga

Whanau and whanaunatanga is something that characterises Cornerstone Christian School. It is part of our school ethos that parents and families are welcome and integrated with the day to day running of our school. Current initiatives to support this include:

- New parent morning teas
- Parent discussion forums
- Tongan reading initiative
- Parent support within classrooms for reading programmes, Kapahaka and Pasifika groups
- Transition to school programmes and connection with early childhood centres

It is important that we continue to connect with our Maori whanau so that we can actively and specifically support the learning of our Maori students.

Focussing on the transitions so that they have a positive impact on learning and wellbeing

Both Mrs Francelle Aiken and latterly Mrs Katrina Bannister did a fantastic job assisting with the transitions between early childhood centres/home and school. The challenge is to ensure that a similar ease of transition occurs at the end of a Cornerstone student's primary education as they enter secondary here at Cornerstone. This year Mr Graham Black has put several new initiatives in place around the Cornerstone open day to begin to address this.

Ako and the importance of reciprocal learning and the Tuakana Teina relationship, e.g. buddy reading remodelled

The buddy reading programme is back up and running in the Primary School. This takes place each Monday afternoon straight after lunch. Buddy reading is where senior primary students read 1 on 1 with younger students in their buddy class to support their reading and provide modelling and mentoring.

High School students also provided peer mentoring for primary students each lunch time. This involved mentoring younger students; resolving simple playground disputes and providing basic first aid for cuts and abrasions.

Senior leadership are also looking at the function of the 'tribes' at Cornerstone and in 2017 are working towards an expanded student leadership model that provides greater scope for tribe competition and support within the school in 2017.



Student Council Wacky Hair Day, Term 2

Maori student targets

Please refer to the target student section at the end of this document.

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

Pasifika learner targets

Please refer to the target student section at the end of this document.

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

Homework centre initiative for Tongan students from the beginning of 2016

A new initiative was trialled in 2016 where paid older students were taught strategies of tutoring in reading and then partnered with 2-3 Tongan students to read with them after school twice per week. The school invested \$11,000 into this initiative which was used to:

- Pay the mentor students
- Pay the supervising teacher
- Provide after school snacks

All students showed progress in their reading which was tracked throughout the year. Unfortunately progress was not significant enough to markedly affect the overall Tongan cohort achievement in the National Standards.

Principal sabbatical in Term 3 focussing on initiatives to raise Tongan achievement

Significant research on strategies which could facilitate Tongan learners was undertaken and some of these strategies will be implemented in 2017. Significantly, the Tongan Reading Initiative will be modified to

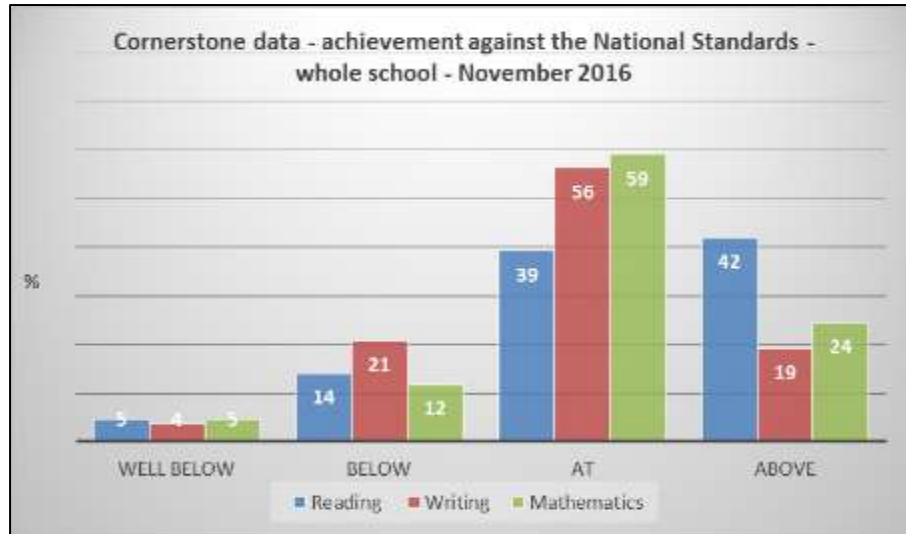
track more closely the students who are achieving poorly and involve the parents more closely including holding teaching sessions for them.

Consultation with Pasifika parents once per term

Pasifika parent consultation evenings occurred in the early part of the year and also at various times when the Tongan Reading Initiative data and student success was being celebrated.

National Standards data of achievement for the whole school measured in November 2016

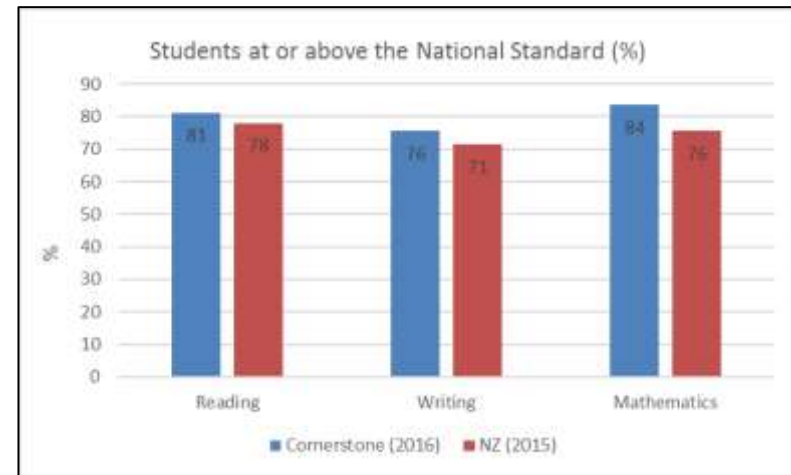
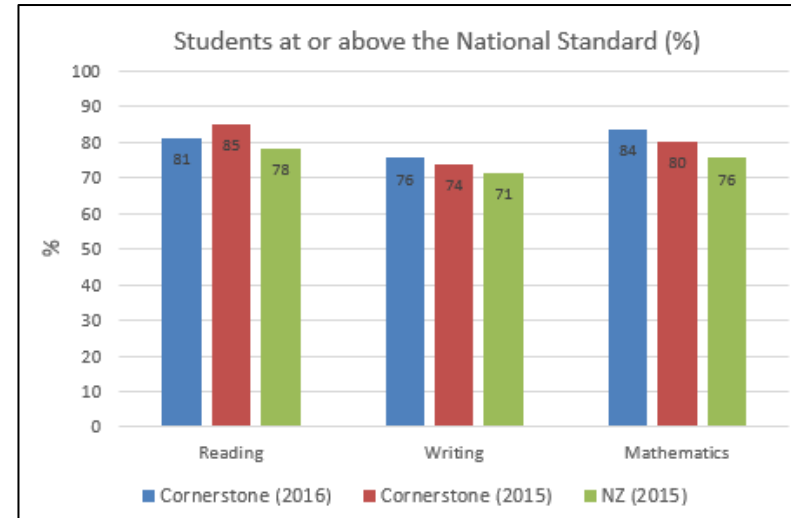
Whole school data:



Summary

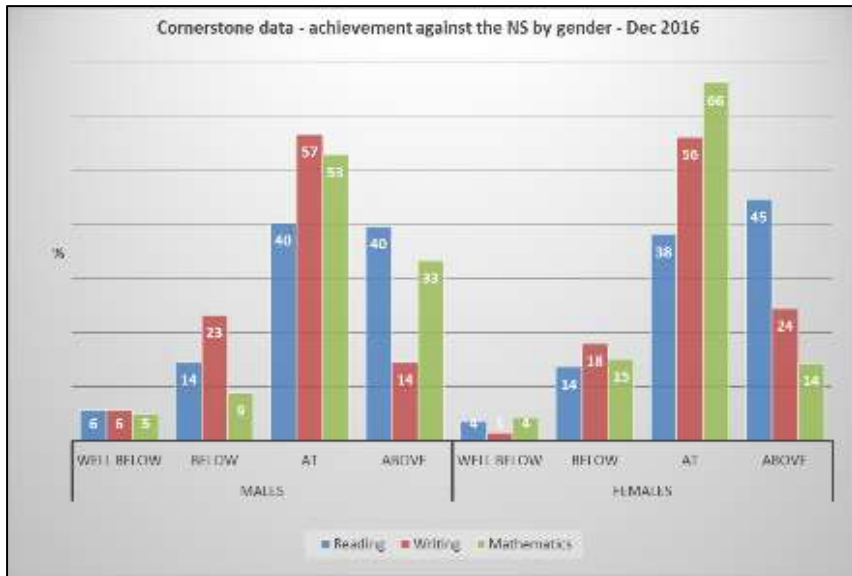
The graphs (above and right) show pleasing levels of achievement with significant numbers of students being above the National Standard.

These graphs refer to all students from Y1-8.



Summary

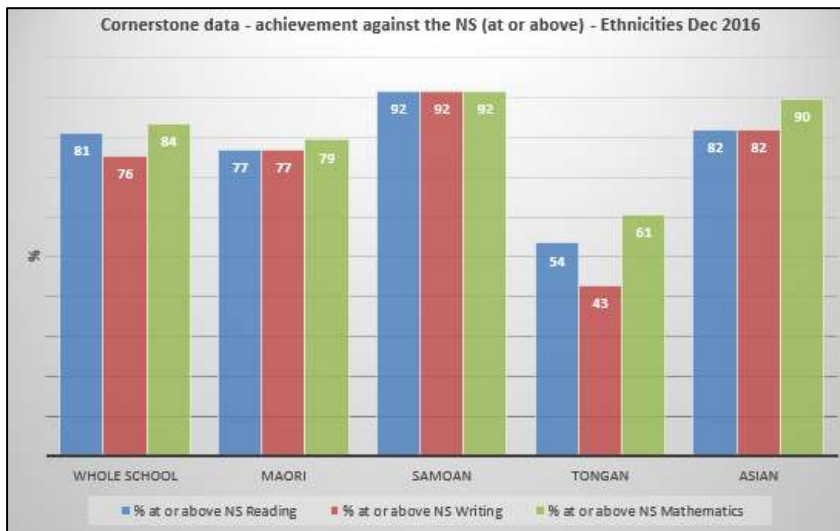
The above 2 graphs show Cornerstone's whole cohort results are significantly above the national average. Improvements over last year occurred in both Writing and Mathematics.



Whole school broken down by gender

Summary

Males and Females are both achieving highly. Boys are achieving higher in Mathematics and Girls are achieving higher in Writing. Both are achieving very well in Reading.



Whole school broken down by ethnicity

Summary

Ethnicity differences have lessened since last year. In 2015 it was noted that a concern was Maori success in Writing (51%) and Mathematics (68%). These have both improved markedly and are close to the norm for the school.

Unfortunately the exception is still our much loved Tongan students who are again achieving well below the rest of the school on average. Current initiatives do not appear to have made the difference hoped for, although improvements in learning have been noted (using other assessment data). It must be noted that regular enrolments of Tongan students from overseas do skew the data a little.

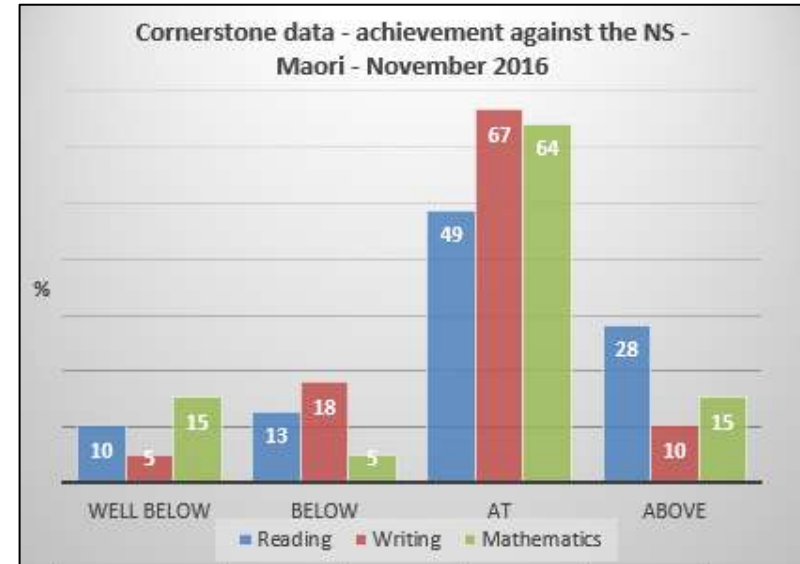
Whole school broken down by year level

Reading					
Level	Well Below	Below	At	Above	No. of students
After 1Yr	1	4	17	15	37
After 2Yrs	1	8	9	16	34
After 3Yrs	1	7	9	22	39
Year 4	1	3	24	12	40
Year 5	2	3	18	10	33
Year 6	4	10	19	22	55
Year 7	2	4	12	12	30
Year 8	2	3	9	16	30
Total	14	47	117	125	298

Writing					
Level	Well Below	Below	At	Above	No. of students
After 1Yr	1	8	23	5	37
After 2Yrs	1	10	19	4	34
After 3Yrs	1	10	19	9	39
Year 4	1	11	25	3	40
Year 5	3	4	16	10	33
Year 6	3	6	34	12	55
Year 7	0	8	16	6	30
Year 8	1	5	16	8	30
Total	11	67	168	57	298

Mathematics					
Level	Well Below	Below	At	Above	No. of students
After 1Yr	1	2	11	3	17
After 2Yrs	1	3	22	8	34
After 3Yrs	0	12	18	9	39
Year 4	1	2	29	8	40
Year 5	2	4	18	9	33
Year 6	4	6	28	17	55
Year 7	2	5	14	9	30
Year 8	1	1	16	10	30
Total	14	35	176	73	298

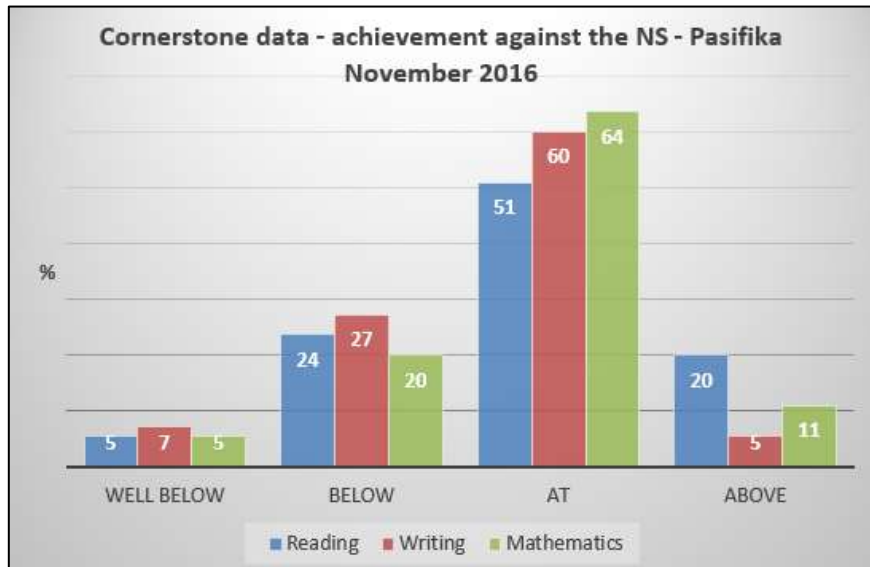
Māori student achievement



Summary

The achievement of Maori students has improved significantly over the 2015 results.

Pasifika student achievement

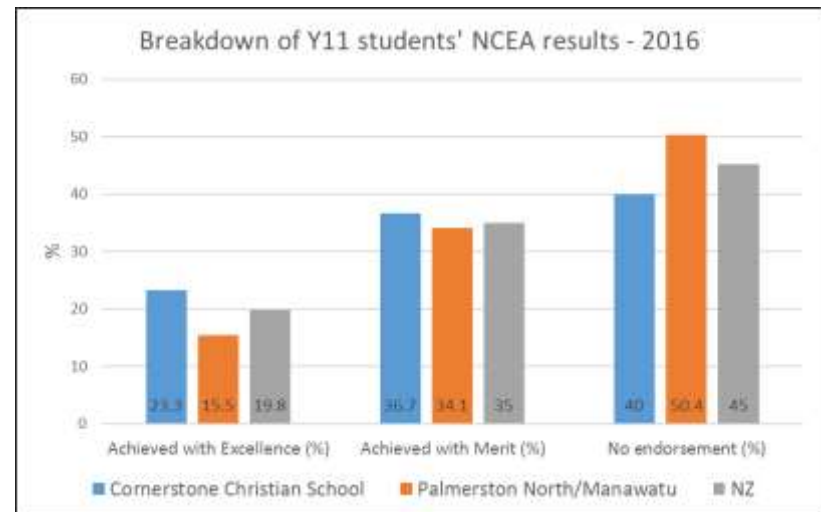
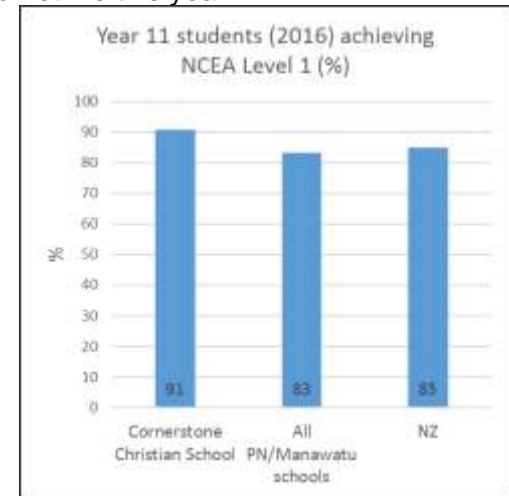


Summary

Pasifika achievement seems reasonably positive, however, as shown previously, the data is bimodal with Samoan students in the school performing well but Tongan students, who are often first generation NZers, not doing as well. On-going targeting of our Tongan students needs to continue.

NCEA Level 1 data

Cornerstone students achieved to a pleasing level in their first set of national examinations with all but 3 of the cohort (33 students total) gaining NCEA Level 1. Of the three students who were not successful, one has left the school and relocated overseas and the other two are in Year 12 at CCS and are expected to gain enough credit to achieve NCEA L1 sometime this year.



Our targets for 2016 and how we fared

Primary target students

Target students were identified according to based on information from testing and especially information from the previous teacher. Class target subject was either Writing or Mathematics as per the focus are from the previous year's data.

Class	Subject	Number of students	Ethnicity/gender	Target	Number achieving target
Y1 KB	Writing	3	2 boys 1 Pasifika girl	3 Y1 students to be at NS for Writing.	Sample size too small to be private information.
Y2 MS	Writing	6	All boys, 2 Māori	6 Y2 students to be at NS for Writing	4 students were at the NS and 1 were below.
Y2 CF	Writing	7	3 boys, 3 girls	6 Y2 students below the NS to be at the NS for Writing.	1 student was at the NS and 5 were below.
Y3 CL	Numeracy	6	3 boys, 4 girls	7 Y3 students below the NS to be at the NS for Mathematics.	1 student was at the NS, 4 students were below and 1 student was not assessed.
Y3 JS	Writing	6	3 girls, 3 boys, 1 Pasifika, 1 Maori	6 Y3 students below the NS to be at the NS for Writing.	2 students achieved were at the NS, 3 were below and 1 was well below.
Y4 GS	Mathematics	5	3 boys , 2 girls, 2 Pasifika, 1 Maori	5 Y4 students below the NS to be at the NS for Mathematics by the end of the year.	5 students were at the NS.
Y4/5 GS	Mathematics	3	1 boy, 2 girls, 1 Pasifika	1 Y5 student well below NS to be at or below the NS for Mathematics, 2 Y4 students below the NS to be at the NS for Mathematics.	Sample size too small to be private information.
Y5 LO	Mathematics	5	5 girls, 2 Pasifika	5 Y5 students needing support to be at the NS for Mathematics.	4 students were at the NS and 1 was below.
Y6 DH	Mathematics	4	3 boys, 1 girl, 2 Pasifika	4 Y6 students below NS to be at the NS for Mathematics.	Sample size too small to be private information.

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Y6 CMc	Writing	4	1 boy, 3 girls, 1 Pasifika, 1 Maori	4 Y6 students below NS to be at the NS for Writing.	Sample size too small to be private information.
Y7 JB	Writing	52	2 boys, 3 girls, 3 Pasifika, 2 Maori	5 Y7 students below NS to be at the NS for Writing.	5 students were below. All 5 made progress, but not enough to move them to the NS. One came very close to at.

Overall this gave a percentage target achieved was 47% over the primary school. This may seem low however it must be remembered that these students were ones who had been struggling with their education and this is why they were targeted in the first place. To have almost half of them accelerated to a place where they are succeeding rather than failing was particularly pleasing.

Secondary targets

Area in secondary	Target for the Y11 cohort (33 students)	Achieved
NCEA Level 1	Cohort pass rate of >90%	91%
NCEA Level 1 literacy	Cohort pass rate of 100%	100% (vs national 91%)
NCEA Level 1 Numeracy	Cohort pass rate of 95%	100% (vs national 89.9%)
Homework contract	<10% students place on HW contracts	This was hard to assess since our systems changed midstream

The NCEA results were excellent and it was very pleasing to meet all of our targets.

Signed:

Principal

Date

Board Chairperson

Date

