



Charter 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.



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INTRODUCTION

Cornerstone Christian School is a state integrated, coeducational, composite school with a Christian special character. The school currently can enrol students from Year 1-10 and this will extend up to Year 13 in 2018 (dependent on two agreed provisos with the Ministry of Education).

School History

Towards the end of 1986 a group of parents, teachers, and other concerned people met regularly to discuss their beliefs and vision for Christian schooling in Palmerston North. This group came from many Christian churches in the Manawatu. In February 1987 Cornerstone Christian School commenced operation.

The school became fully registered in August 1987 as a private primary school. The first classroom was built on land owned by the Palmerston North New Life Centre, and subsequently a second classroom block was added, providing a total of three classrooms, two offices and an ablution block.

In September 1994 the school was integrated into the State school system as a school of Special Character under the provisions of the Private Schools Conditional Integration Act. To enable integration to take place, the school property and buildings had to be owned by a single body. The P.N. New Life Centre Charitable Trust agreed to buy the school buildings and to become the Proprietor of the school, and was charged with maintaining the Special Character of the school as defined in the Integration Agreement.

At the end of 1997 the Proprietor purchased an additional site, of approximately 6 hectares, at 61 Roberts Line. This has provided the school with space to expand to cope with the increased demand for Christian education.

In 2007 the school's two sites were amalgamated on the one site located at the corner of Roberts Line and Mihaere Drive. This was facilitated by the opening of a new five classroom block which catered for the children that moved from the Featherston St site and the continued growth of the school.

In 2011 the establishment of an administration building, housing offices, a staffroom and specialist learning facilities, shifted the frontage and address of the school to 119 Mihaere Drive.

In 2013 the school was granted a change of class from a full primary to a full composite school with provision to Year 13 dependent on two provisos. This was accompanied by the building of the first Year 9 Science classroom.

School profile

The school primarily serves the Christian community of Palmerston North and its environs. The school is inter-denominational, reflecting the view that the Church is made up of all who believe in, and claim the redemptive work of Jesus Christ. Preference for enrolment is given to those families who establish a connection with the Christian special character of the school.

The school values the diverse ethnic and cultural heritage of its community and the vast majority of students come from families who regularly attend a local church. Students represent a full range of abilities and both gifted students and those with special needs are part of the school.

The school values and actively encourages participation of parents and caregivers to establish effective partnerships in the learning outcomes of their children. Close liaison with both our Maori and Pacific Island communities provides effective culture-specific consultation processes, facilitating mutual understanding and a team approach to the implementation of programmes within the school.

Cornerstone Christian school is committed to abide by the Treaty of Waitangi to ensure equality of opportunity and the advancement of Maori education initiatives, including education in Tikanga Maori and Te Reo.

Our sovereign God and His Word are pre-eminent over all aspects of our school. The focus of the school is described in the Statement of Special Character.

The school is served by dedicated Christian staff who have undertaken to maintain and preserve the Special Character of the school.

Statements of identity

The **vision** statement of the school is a statement of where we are headed and is:

TO BE CONFIDENT FOLLOWERS OF JESUS CHRIST, EQUIPPED AND INSPIRED
TO CREATIVELY IMPACT OUR WORLD

The **mission** statement is a statement of how we will achieve our vision:

TO PROVIDE, WITH PARENTS, A BALANCED CHRISTIAN EDUCATION TO HELP
CHILDREN DEVELOP TO THEIR FULL POTENTIAL IN GOD.

The school has adopted 4 core values:

Respect

Kindness

Integrity

Diligence

There is also a fifth value of **Humility before God** as an interweaving strand to the teaching of all values.

Appropriate branding of these values is still in process but one diagram which is being considered is:



Community Profile

The school draws its families from throughout Palmerston North and the surrounding towns and rural areas. The vast majority of parents have Christian beliefs and belong to a wide range of denominations within the Christian community.

Rangitane, who trace their ancestors back to the Kurahaupo canoe, are the *tangata whenua* in the Palmerston North district. The families in the school with a Maori lineage have ancestors from wide ranging iwi.

The Proprietor of the school is the P.N. New Life Centre Charitable Trust. The school is a member of the New Zealand Association of Christian Schools.

Statement of Special Character

The Special Character of the school is determined by the faith system made up of the Christian beliefs, values and lifestyle of the Palmerston North New Life Church as determined from time to time by the Trustees of the P.N. New Life Centre Charitable 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 acknowledgment of sin, repentance, and acceptance of Jesus' gift of grace.
- Using prayer as a key tool in learning, inviting the Holy Spirit into every learning situation.
- 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.

Key educational principles of schooling at Cornerstone

Other important principles guiding the BOT and Staff include the following:

- To help parents fulfil their responsibility for the upbringing and education of their children.
- To provide children with a Christian education as described in the Statement of Special Character.
- The promotion and upholding of the school's Christian values that include humility, kindness, loyalty, obedience, repentance, sincerity, stewardship, responsibility, faithfulness, meekness, wisdom, honesty, justice, diligence, courage, endurance, contentment, respect, cooperation and tolerance.
- To help children develop a personal Christian philosophy of life, and to teach them how to discover and apply Biblical solutions to life's challenges.
- To develop their character into that of one who walks with God, whose desire is to love Him and others, and who is equipped to their full potential mentally, spiritually, socially and physically to fulfil their purpose and calling in life.
- To encourage high academic standards and promote excellence, extending each child to give their best.
- To provide encouragement and positive feedback to ensure that every child attains a considerable measure of success in all their learning activities, fostering confidence in themselves and God's working in their lives, that they may accomplish greater achievements.
- To promote equity and cultural sensitivity in a Biblical context, concluding that we are all equal in Christ.
- To provide opportunities for the children to apply good works both within and outside the school environment.

- To provide a learning environment that is as safe as possible, consistent with challenging and encouraging creativity in the children in study and in play.
- To provide opportunity for students to participate and develop in a wide range of sporting and cultural events.
- To encourage children to develop greater independence and the desire to be lifelong learners.

Code of Conduct

General Conduct for BOT Members and Staff:

The Board is made up of up to five (5) elected parent trustees, the Principal, a staff trustee, up to four (4) Proprietor's representatives (appointed by the Proprietor), and co-opted or appointed persons as required.

Effective governance needs both the professional expertise of staff and the involvement of the School community in a cooperative relationship. This cooperation should be the result of agreement on the philosophy of the school as recorded in the Statement of Special Character. It should lead to productive and effective management of the school, and ensure that the students continue to receive an education of the highest quality possible with the available resources.

BOT and staff members shall:

- Maintain godly conduct in all respects appropriate to commonly held beliefs of the Christian faith (including those outlined in the Statement of Faith) and representative of the school's Special Character;
- Accept and recognise a responsibility to maintain and preserve the Special Character of the school;
- Accept that the highest priority of the school is the education and discipleship of children, to help the children achieve their full potential in God;
- Serve Cornerstone Christian School and the school community to the best of their ability, as unto God, and be honest, reliable and trustworthy in all matters related to their responsibilities;
- Maintain the confidentiality of any private or limited circulation information entrusted to them;
- Not act independently of the BOT decisions;
- Act in a way that provides recognition of the Treaty of Waitangi and the unique role that Maori play in the continuing development of New Zealand's multicultural society;
- Accept that the Principal is the professional leader of the School, but that the Principal is also responsible to the BOT;
- Disclose any interest or involvement in any organisation that may have financial dealings with the School, and not vote in any decision involving any such organisation.

STRATEGIC PLAN

Goal 1. Curriculum						
Focus area	Actions	Resp.	2014	2015	2016	2017
A Christian based curriculum which focusses on each child reaching their full potential in God	Curriculum focus: Writing	Principal				
	Curriculum focus: Science	Principal				
	Curriculum focus: Mathematics	Principal				
	Curriculum focus: Reading	Principal				
	Curriculum focus: Health	Principal				
	Curriculum focus: Physical Education	Principal				
	Investigate how the Bible is taught in the school as it develops	Principal				
Seamless, documented curriculum schemes used by teaching staff	Schemes to be developed over time in line with the curriculum focus for each year. Schemes to allow teacher flexibility and creativity but to include direction for learning progressions through the year levels and direction for teachers for all learners including low and high ability children and Maori and Pasifika children.	Principal				
Maori learners	BOT and staff discussion around Ka Hikitia	Principal				
	Regular korero with Māori whānau to inform strategic direction	Principal				
Pasifika learners	Staff and BOT development using the Pasifika plan	Principal				
	Continue to foster links with the wider Pasifika community and involve them in the strategic planning of the school	BOT				
Special needs students	Develop programmes and procedures which maximise the learning potential for students with special needs	Principal				
	Employ teacher aides as appropriate, within budgetary constraints, to assist the learning of these students both in and out of the classroom	Principal				
Gifted and Talented students	Develop programmes and procedures which maximise the learning potential for students who are considered to be gifted and/or talented	Principal				
Education outside the classroom	Review and update health and safety procedures for all EOTC events	Principal				
Effective class sizes	Adhere as much as practicable to maximum numbers of students in classes: 18 in NE, 28 in other classes	Principal				
Students who are English as a second language speakers (ESOL)	Develop programmes and procedures which maximise the learning potential for students who are second language English speakers	Principal				
	Develop use of English Language Learning Progressions (ELLPs) and increase the number of ESOL resources within budgetary constraints	Principal				
Resourcing	Modern learning environments, ICT infrastructure and restructuring of resource areas prioritised as budgetary considerations	Principal				
Provide learning pathways for all students	Parents and students surveyed for their preferred options in senior years and the school staffed accordingly; within the bounds of effective strategic management	Principal				
Goal 2. Pastoral care						
Focus area	Actions	Resp.	2014	2015	2016	2017
Behaviour management plan	Review and redocument a school wide behaviour management plan, including consequences	Principal				
Have students being kind and respectful of each other both in and out of the classroom	Actively teach students how to act rightly; kindness, respect etc	Principal				
Celebrate success	Rewards system developed that incorporates the rewarding of academic and sporting achievements	Principal				
Goal 3. Discipleship: strong faith; skills for life						
Focus area	Actions	Resp.	2014	2015	2016	2017
Strongly emphasised Christian discipleship programme	Define the values, character traits and student tendencies which encapsulate the CCS school ethos and define our ideal school leaver	BOT				
	Remodel the Kingdom Kid discipleship programme	Principal				
	Develop a rewards system which encourages growing the values, character traits and student tendencies that CCS espouses.	Principal				
All students to identify their uniqueness in the Cornerstone community of learners	All students given opportunities for leadership and to actively seek opportunities to contribute and grow	Principal				
	All students given opportunities to learn about themselves	Principal				
Goal 4. Communication						
Focus area	Actions	Resp.	2014	2015	2016	2017
Communication	Provide a high level of communication and reporting within the school and with the school community	Principal				
Consultation	Periodic consultation groups to be arranged to allow the diversity of parent and student opinions to be heard	Principal				

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Goal 5. Culture and Sustainability						
Focus area	Actions	Resp.	2014	2015	2016	2017
Develop strategic development plans towards our desired CCS culture	Develop a plan to remind the school community of the heritage and vision of the school	BOT/BOP	■			
	Develop a plan to maintain cohesion between primary and secondary	BOT		■		
	Develop a plan to promote a service and mission focus	BOT		■		
Goal 6. Property						
Focus area	Actions	Resp.	2014	2015	2016	2017
Visually appealing site which showcases the values we espouse	Full site plan developed of how the gardens and land will be developed	Princ/BOP	■			
	Foster the all purpose turf initiative	CFG	■			
	Values and ideal student characteristics to be evidenced in signage around the site	Principal		■		
	Consideration of how the site can enhance the diversity of student learning experiences	BOT		■		
Goal 7. Policy review						
Focus area	Actions	Resp.	2014	2015	2016	2017
General Policy review	Governance framework and general policy review	BOT	■			
	Governance policy review	BOT	■		■	
	Financial policy review	BOT	■			■
	Personnel policy review	BOT	■			
	Health and safety policy review	BOT		■		
	Special character policy review	BOT		■		
	Curriculum policy review	BOT		■		
	Self review policy review	BOT		■		
Goal 8. Development of Secondary						
Focus area	Actions	Resp.	2014	2015	2016	2017
Develop the Y9-13 school sequentially over 5 years	Develop philosophical, pedagogical and curriculum direction for the growing secondary school	Principal	■	■	■	■
Prepare for NCEA delivery in Y11-13	Full NZQA accreditation achieved	Principal	■			
Goal 9. Sport						
Focus area	Actions	Resp.	2014	2015	2016	2017
Promote sport as a key area in the school	Have students actively involved in sporting pursuits as appropriate	Principal		■		
Have a sporting culture which reflects the values of the school on the field, on the sidelines and at weekends	Document Board policy on the expectations of behaviour of students and adults associated with Cornerstone sporting events	Principal		■		

ANNUAL PLAN 2014

Strategic Focus area	Strategic plan actions	Measureable Outcomes	Report date
Goal 1. Curriculum			
A Christian based curriculum which focusses on each child reaching their full potential in God	Writing	<ul style="list-style-type: none"> • Continue whole staff targeted professional development in Writing • Embed Writing strategies into classroom practice • Reconsider the appropriateness of current assessment tools across the Year levels 	May 2014 August 2014
	Science	<ul style="list-style-type: none"> • Continue whole staff targeted professional development in Science • Science focus in term 2 	July 2014
Seamless, documented curriculum schemes used by teaching staff	Schemes to be developed over time in line with the curriculum focus for each year.	<ul style="list-style-type: none"> • Document Writing scheme, consider both genre and process based strategies and also the purpose/audience being written for • Finalise Science scheme with seamless progressions of skills throughout the school • Schemes to allow teacher flexibility and creativity but to include direction for learning progressions through the year levels and direction for teachers for all learners including low and high ability children and Maori and Pasifika children. 	August 2014

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Maori Learners	Regular korero with Māori whānau to inform strategic direction	<ul style="list-style-type: none"> • Consultation groups continued • Ka Hikitia used as a reference document • Build towards significant focus in 2015 	September 2014
Pasifika learners	Staff and BOT development using the Pasifika plan	<ul style="list-style-type: none"> • Staff meetings organised to up-skill staff in Pasifika education and the Pasifika education plan • Outside experts used to facilitate learning of staff/BOT 	June 2014
	Continue to foster links with the wider Pasifika community and involve them in the strategic planning of the school	<ul style="list-style-type: none"> • Foster interactions particularly with Lalanga Mo'ui (Tongan preschool) • Cultural days organised to recognise and awahi Pasifika learners • Pasifika signage placed around the school • Ensure all cultures are catered for as much as practicable 	June 2014
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	<ul style="list-style-type: none"> • Teacher aides employed 	March 2014
Gifted and Talented students	Develop programmes and procedures which maximise the learning potential for students who are considered to be gifted and/or talented	<ul style="list-style-type: none"> • Gifted and talented 1 day programme implemented • Staff appointed to coordinate programme • Strategic direction and philosophy developed to meet the needs of these students. • Define Gifted and Talented in a CCS context and identify students accordingly 	March 2014
Education outside the classroom	Review and update health and safety procedures for all EOTC events	<ul style="list-style-type: none"> • Review and rewrite existing EOTC procedures in line with current best practice and legislation 	September 2014

Effective class sizes	Implement strategies to adhere as much as practicable to maximum numbers of students in classes: 18 in NE, 28 in other classes	<ul style="list-style-type: none"> Enrolment procedures to incorporate these constraints 	March 2014
Students who are English as a second language speakers (ESOL)	Develop programmes and procedures which maximise the learning potential for students who are second language English speakers	<ul style="list-style-type: none"> Continue with current programmes and embed newly purchased resources into teaching of these students Ensure tracking sheets are used in all classrooms 	August 2014
	Develop use of English Language Learning Progressions (ELLPs) and increase the number of ESOL resources within budgetary constraints	<ul style="list-style-type: none"> Classroom teachers to become increasingly familiar with the SELLPs assessment tool and the ELL progressions 	June 2014
Resourcing	Modern learning environments, ICT infrastructure and restructuring of resource areas prioritised as budgetary considerations	<ul style="list-style-type: none"> Continue purchase of modern resources eg 2 new pods of laptops, increase the number of devices in the classes, apple TV, furniture, books Science resources etc Reconsider where various resources are housed 	March 2014
Goal 2. Pastoral care			
Have students being kind and respectful of each	Actively teach students how to embody the values of Respect,	<ul style="list-style-type: none"> Teaching to be focused in assemblies and devotions time Start of year unit taught throughout the school to reinforce key values 	June 2014

other both in and out of the classroom	Kindness, Integrity, Diligence and the integrating value of Humility before God		
Goal 3. Discipleship: strong faith; skills for life			
Strongly emphasised Christian discipleship programme	Define the values, character traits and student tendencies which encapsulate the CCS school ethos and define our ideal school leaver	<ul style="list-style-type: none"> • Investigate the further development of school curriculum with the nature and character of God, core values and student behaviours. Concepts to be considered: <ul style="list-style-type: none"> ▪ aspects of God's character ▪ Kingdom Kids ▪ linking thematic approach to Christian curriculum ▪ School values 	June 2014
Goal 4. Communication			
Communication	Provide a high level of communication and reporting within the school and with the school community	<ul style="list-style-type: none"> • Team newsletters distributed to parents termly • Regular email correspondence between school, teachers and home to be implemented • Parent handbook and general information updated • Parent information meetings held • Baseline assessment/School reports/portfolios/parent teacher interviews - all to be integrated into a package which reports accurately and in a timely fashion to parents • Modern vehicles used for communication e.g. emails, website, class blogs etc. • All classes to have a class blog linked from the school website. Professional development for staff to facilitate this. 	February 2014 November 2014
Consultation	Periodic consultation groups to be arranged to allow the diversity of	<ul style="list-style-type: none"> • Consultation groups continued: <ul style="list-style-type: none"> • Pasifika • Maori whanau • Parents advisory group 	May 2014

	parent and student opinions to be heard		
Goal 5. Culture and Sustainability			
Develop strategic plans towards our desired CCS culture	Develop a plan to remind the school community of the heritage and vision of the school	Plan developed by the management, proprietor and BOT	August 2013
Goal 6. Property			
Visually appealing site which showcases the values we espouse	Full site plan developed of how the gardens and land will be developed	<ul style="list-style-type: none"> • Committee established to develop a plan which includes students and staff • Plan finalised and ratified by the BOT 	June 2014
	Foster the all purpose turf initiative	<ul style="list-style-type: none"> • A key focus for the Cornerstone Fundraising Group is to fundraise for the all purpose turf 	August 2014
Goal 7. Policy review			
General Policy review	Governance framework and general policies reviewed	<ul style="list-style-type: none"> • BOT governance position detailed • Governance policy written • Financial policy reviewed • Personnel policy reviewed 	Policies reviewed by November 2014
Goal 8. Development of Secondary			
Develop the Y9-13 school sequentially over 5 years	Develop philosophical, pedagogical and curriculum direction for	<ul style="list-style-type: none"> • Committee established to develop the Secondary philosophy (to include staff and a BOT member) • Regular reviews of progress 	Reports on progress: <ul style="list-style-type: none"> • March • June

	the growing secondary school	<ul style="list-style-type: none"> • Committee to visit other Christian schools to assess the best way forward 	<ul style="list-style-type: none"> • August • November
Prepare for NCEA delivery in Y11-13	Full NZQA accreditation achieved	<ul style="list-style-type: none"> • Systems set in place to allow NZQA to fully accredit the school to offer NCEA in 2015 	Progress reports: <ul style="list-style-type: none"> • May • July • October

2014 STUDENT ACHIEVEMENT TARGETS

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.
 - 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.

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.
 - 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.

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.

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.