



# Charter 2020

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

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





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## INTRODUCTION

Cornerstone Christian School is a state integrated, coeducational, composite school with a Christian special character. The school enrol students from Year 1-13.

### **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. The P.N. New Life Centre Charitable Trust remained the school's Proprietor until December 2014, when the Ministry of Education agreed to transfer the proprietorship to the Cornerstone Christian Education Trust.

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.

In 2015, a first multi-purpose secondary building was opened encompassing general-purpose classrooms, offices, break-out rooms and specialist Art and Music

facilities. Both provisos for the school to become a full composite school (Years 1-13) were fulfilled.

A second multi-purpose secondary building was opened in Term 1 2017 encompassing senior secondary science facilities, general purpose classrooms and break-out rooms.

In 2018, we opened our Gymnasium sports complex and this radically shifted how we operate at an Area School.

In 2020, three existing buildings were purchased by the Cornerstone Christian Education Trust and relocated onsite from the closed Westmount School Campus on Roberts Line. These were renovated and joined by extensive walkways and decking areas and will house our year 7 and 8 (Whakaponu) Team in 2020.

### **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.

## 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.

Rangitāne, who trace their ancestors back to the Kurahaupō canoe, are the tangata whenua in the Palmerston North district. The families in the school with a Māori lineage have ancestors from wide ranging iwi. The school is developing a connection with the marae at St Michaels Church who are linked with the Rangiotu marae of the Te Awe Awe whānau. In 2016, the iwi gifted to the school a Māori name: 'Te Kura o Ihu Karaiti Te Kāmaka – The school of Jesus Christ our Rock'. The name, and newly erected welcome sign displaying it, was part of a celebration of this name and kaumātua Billy Larkins blessed the name and the sign as Taonga.



The Proprietor of the school is the Cornerstone Christian Education Trust. The school is a member of the New Zealand Association of Christian Schools.

## 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.

### Significance of the swirls

The swirls, which start from the cross of Jesus to show where our focus derives from, and which we use in our logo and many of our school diagrams, indicate a number of things:

- The journey of the school
- The journey of individuals as they learn, serve and grow in God
- The interweaving of Godly character and teaching about Jesus throughout the curriculum
- The flow of students from children to adults and then out of our school
- The Trinity (Father, Son, Holy Spirit)
- The partnership between teacher, parent and child
- The preschool, primary and secondary education offered on our site

### Significance of the tree imagery

The tree that we use in many of our diagrams signifies the tree in Psalm 1:1-3, an early scripture in the life of the school, which gives a picture of how we want our children to grow and develop: founded in the word of God and successful in all they do. It also signifies the “trees of righteousness” spoken of in Isaiah.

#### Psalm 1:1-3

Blessed is the one who does not walk in step with the wicked or stand in the way that sinners take or sit in the company of mockers,

but whose delight is in the law of the LORD, and who meditates on his law day and night.

That person is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither — whatever they do prospers.

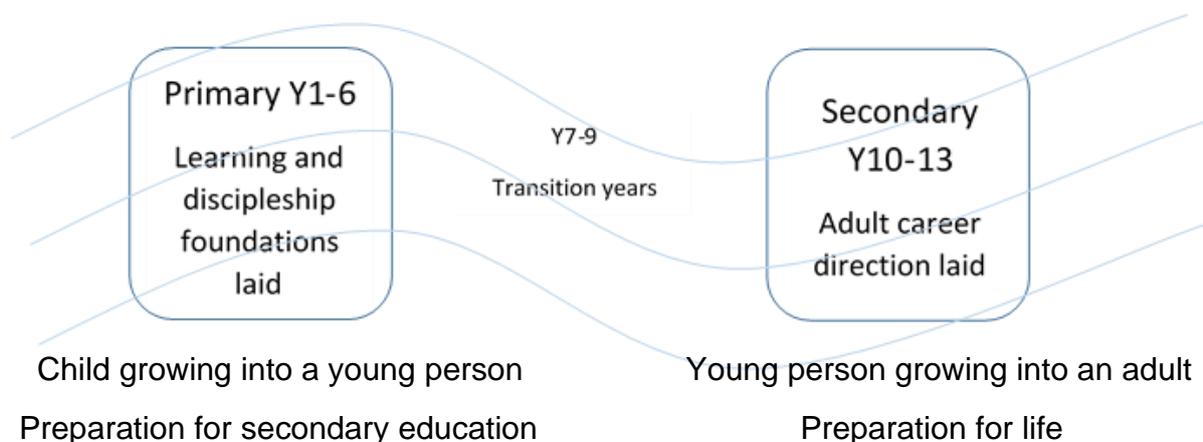
#### Isaiah 61:3b

They will be called oaks of righteousness, a planting of the Lord for the display of his splendour.



## Core purpose

It's about the children and all staff have a significant part to play in the overall plan (1 Corinthians 12).



## Interweaving strands

1. Knowledge of, and relating to, God
2. Knowledge of, and relating to, others
3. Knowledge of self and future direction

## Scripture

Teacher which is the greatest commandment in the law? Jesus replied "Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the first is like it: love your neighbour as yourself. All the Law and the prophets hang on these 2 commandments.

**Matthew 22:36-40**

## 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 as determined from time to time by the Trustees of the Cornerstone Christian Education Trust.

Because God is:

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

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

The school reflects this by:

- Using the Bible as the basis for exploring God's world, and as a standard against which to compare and interpret all curriculum material.

- Teaching Christian values and behaviour through the process of 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.

## How the NZ Curriculum is outworked at Cornerstone

### Vision

The vision for students from the NZC is “young people who will be confident, connected, actively involved, lifelong learners”. This is a vision for our students that we are proud to embrace. The vision for students at Cornerstone is that they be:

“Confident followers of Jesus Christ, equipped and inspired to creatively impact our world”.

This dovetails seamlessly into the NZC vision:

**Confidence** is present in both vision statements – at Cornerstone we believe that to

be confident in your faith breeds a confidence in who you are as a person. When you really know who you are in God and in his family, your ability to confidently move through the ups and downs of life is hugely magnified.

**Connected** is a phrase which is a key part of the 21st century world. For people to be successful, making connections both with people and with organisations is a necessary skill. Children can be taught how to be better connectors as part of school life through inter-relational programmes such as Peacemakers.

Being connected fits well within the school’s vision of being “followers of Jesus Christ”. The Scriptures envision an interdependent church of people all with different skill sets and God-given talents, which fit and work together to make a fully functioning and catholic church (1 Cor 12:12-27).



**Actively involved** is a phrase which encapsulates the emphasis we have on holistic learning. Students at Cornerstone are present (with an over 90% daily attendance) and are engaged in their learning both in the classroom and outside of the classroom. Co-curricular programmes have significant focus; for example many sports and club opportunities are offered, as is individual music tuition in various instruments. Various local sports organisations operate programmes during the year, within the school day, to teach their sport to the students e.g. Hockey Manawatu, Manawatu Football etc.

Being actively involved fits well within the school's vision of being "equipped and inspired to creatively impact our world" where active involvement is an essential vehicle to the equipping and inspiration of young and developing hearts and minds. The school's motto is "Learn, Serve and Grow in God"; the service part of this is best learnt and demonstrated through active school and community involvement.

**Lifelong learners** is a phrase which we actively teach to students and adults. The modern world is changing very quickly and will continue to change at least at this rate. To keep up, people of all ages need to continue to learn all through their lives or risk falling behind.

Being lifelong learners fits well within the school's vision of "creatively impacting our world" since part of the way we creatively impact is to be aware and competent in modern thinking, modern technologies etc

### Cornerstone's curriculum

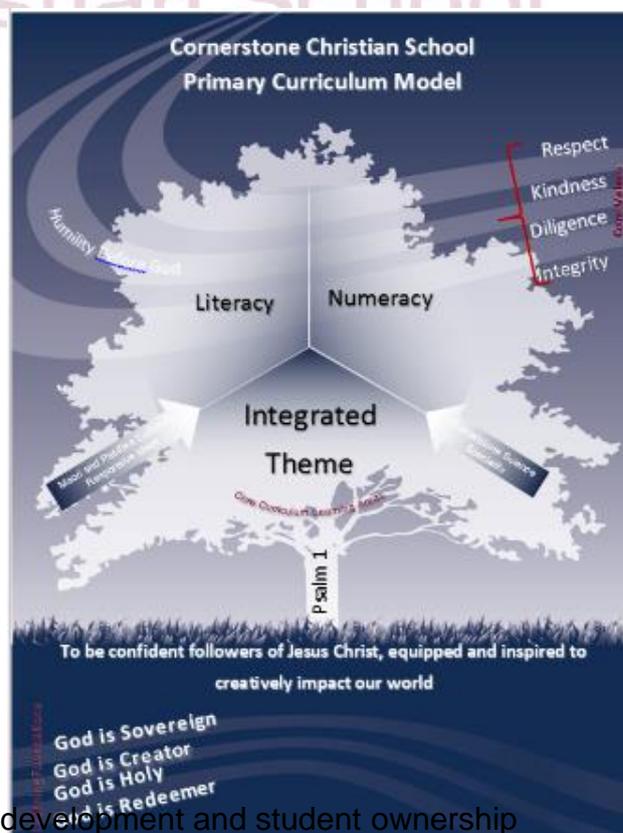
The diagram to the right gives the general direction and focus of our curriculum in the Y1-8 area. How this translates into secondary education is still an area for us to develop and this may take some years.

### Key competencies

How these are inculcated into our Cornerstone curriculum:

Key Competencies of a Cornerstone Student:

- **Managing Self** - students being able to manage their behaviours and their learning is a critical part of growing up. For this reason, we place a high emphasis on character development and student ownership of learning at Cornerstone.



And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him. (Colossians 3:17)

Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honour God with your bodies. (1 Corinthians 6:19-20)

- **Relating to Others** - The ability to work with others, work as a group, learn cooperatively etc. is critical to the success of young people in the modern world. As a result, much of the learning we do at Cornerstone has inter-relational components. Examples include Peacemaker training, small group learning, leadership training, peer mediators, buddy reading, student leaders, student council etc.

This competency is well evidenced in our parent community. Our mission statement is “to provide, with parents, a balanced Christian education to help children develop to their full potential in God”. Partnership is a key word at our school and our parents demonstrate the way they partner with us through their active involvement in various areas of the school e.g. sports, EOTC, school events, school assemblies etc. The impressive support the school enjoys from its parents is one of the hallmarks of the culture of the school.

Do to others as you would have them do to you. (Luke 6:31)

And let us consider how we may spur one another on toward love and good deeds (Hebrew 10:24)

Dear friends, let us love one another, for love comes from God. Everyone who loves has been born of God and knows God. (1 John 4:7)

- **Participating and Contributing** - John Maxwell asserts that “one is too small a number to achieve greatness” in his book on Team leadership. Students need to be given opportunities to participate and contribute and be specifically taught how to do this. We focus on this in many ways including the list in relating to others.

For by the grace given me I say to every one of you: Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment, in accordance with the faith God has distributed to each of you. For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others. (Romans 12:3-5).

He said to them, “Go into all the world and preach the gospel to all creation.” (Mark 16:15).

- **Thinking** – “To be confident followers of Jesus Christ”, it is vital that students are actively able to think and articulate their lives, their faith and the reasons why we as Christians do and think certain things.

Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things. (Philippians 4:8)

- **Language Symbols and Texts** - Many areas of life have their own language, e.g. Science, IT, Biblical study, texting etc. Students need to learn to understand different ways of communicating and the meanings of many of the symbols we use in modern life. One area which is currently enjoyed by modern Christian citizens is being able to easily access the timeless quality of God’s written word ubiquitously through modern technology.

Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth. (2 Timothy 2:15)

## NZ Curriculum Principles

### High Expectations

Our mission statement speaks of “children developing to their full potential in God”. This is why we have very high expectations of our students: we want them to be the very best they can be.

### Treaty of Waitangi

The Treaty recognises a New Zealand where partnership, protection and participation between the 2 people groups is recognised and celebrated. Biculturalism is at the heart of the Treaty and as such it is our Treaty responsibility to ensure that Maori whanau and Taurira are accorded the rights in the Treaty. In education this would equate to the right to a full holistic curriculum focussing on all 4 walls of Mason Durie’s Te whare tapa wha model:



### Cultural Diversity

Our school is multi-cultural and therefore celebrating cultural diversity is a key part of school life. We celebrate this in a number of ways: annual Celebrating Cultures day,

periodic cultural foci, recognising island and te reo language weeks and having culturally appropriate signage increasing in the school.

Rev 5:9 And they sang a new song, saying: "... with your blood you purchased for God, persons from every tribe and language and people and nation."

### **Inclusion**

At Cornerstone we focus on every child having an education. Teachers teach the child in front of them rather than teach to cohorts, year levels or curriculum levels. A result of this is that each child is considered special and unique in their giftings and their learning. Each one is taonga to our Heavenly Father.

As a result of this, the school has extensive special needs programmes which allows students with learning difficulties to participate fully in the life of the school. At times, a student may be withdrawn for their learning to be focussed on individually, but they remain an important part of their class and usually will be in it.

Cornerstone runs highly effective programmes in areas such as:

- Students with special learning needs
- Students with disabilities
- English as a second language students

### **Learning to Learn**

The school has a focus on how to move students from their current place of learning to the next stage of their learning. We like students to understand what they are learning and why. Student ownership of learning is an important phrase for us and has been a part of staff professional learning initiatives over the recent years.

### **Community Engagement**

The Cornerstone community is heavily involved in aspects of school life. Parents and other community groups are regularly seen in the school and our students are given opportunities where they can serve locally. A variety of consultation groups and strategies exist in the school to allow the school to hear and consider the viewpoints of the community. The Kelvin Grove Residents Association is closely linked to the school and meets at the school on a 3 monthly basis; the school has a representative on this group.

### **Coherence**

The school was founded on a vision of "cradle to the grave" education. There is a private preschool on site (owned by the school proprietor: the Cornerstone Christian Education Trust) and the school teaches students from Year 0 and is sequentially rolling out secondary year levels to Year 13. The school also has a vision for tertiary education at some stage and in the short term this will be facilitated with resources through STAR (Secondary Tertiary Alignment Resource) and TEC (Tertiary

Education Commission). The school regularly speaks of “seamless” curriculum and actively looks for ways to improve the flow of the curriculum between year levels.

The Y1-8 part of the school is seen as the foundational years where solid foundations are put in place to allow the children to develop “strong faith and skills for life”. The 9-13 part of the school is seen as the springboard where students are given what they need to successfully enter the vocational years of their lives.

### **Future focus**

The school attempts to remain very modern; we see this as our responsibility to our students. Vocational pathways are a key part of preparation of young people for the world they are moving into so careers advice and guidance are key areas for us. The digital world is the modern and future world and so we endeavour to remain as up to date as possible in order to be training our children for the world they will enter into (rather than an outdated education which prepares children for the world their parents/teachers grew up in).

### **Values**

Cornerstone’s values underpin our curriculum and form the basis for our school rules. They are given to the right.

The NZC values are below and fit within our school values framework as such:

### **Excellence**

Our mission statement speaks of “children developing to their full potential in God”. This phrase could be thought of as developing their own personal excellence: to be all they can be.

### **Innovation, Inquiry and Curiosity**

Our school has a significant Science focus and speciality in Science. Curiosity is the hallmark of scientific investigation for growing young people and hence this is a key word for us. Inquiry is how to put legs on a student’s growing curiosity; how to ask the right questions which will lead to the right process to answer those questions. Innovation is developed when students have many opportunities to investigate into the questions they may have, they get the chance to try new ideas and to “play” with how to investigate a given phenomenon. They become used to thinking “outside the box”. We use science teaching to develop innovative and creative thinking. Our Science scheme is underpinned with the thought: “Developing a delight for the world which God has created around us” and the scripture:



It is the glory of God to conceal a matter;  
to search out a matter is the glory of kings.

Proverbs 25:2

### **Diversity**

As a school we value diversity; it is not something we try to homogenise. We teach our students to value the differences in each other and to be excited by thoughts which are different to their own.

### **Equity**

At Cornerstone each person is valued for who they are. Each person is therefore the equal of any other, but with different things they may have strengths in.

### **Community and participation**

The Cornerstone parent community is actively involved in the education of children at the school. An excellent example of this is the Cornerstone Fundraising Group (CFG) who are a group of volunteers completely responsible (by Board of Trustees resolution) for all fundraising activities in the school.

### **Ecological Sustainability**

New Zealand is a country of wonderful beauty and resources. Cornerstone is committed to teaching children about the beauty of our country which God has created and how to ensure its resources are still around for generations to come. This is our responsibility before God and to our land. Cornerstone actively teaches the value of ecological sustainability through initiatives such as a zero waste programme in primary school and actively recycling.

### **Integrity**

Integrity is one of our key values which we teach actively to the students throughout the day as part of our devotional theme. We regularly use this quotation from C.S. Lewis: "Integrity is doing the right thing, even when no one is watching." Integrity in the NZ Curriculum also ties in with our vision statement, i.e. when students graduate from Cornerstone we desire to see them remain who they are in Christ.

### **Respect**

Respect is one of our key values which we teach actively to the students through our devotional theme. It encompasses respect for self, respect for others and respect for property.

## Learning foundations

The Cornerstone Primary Curriculum Model has identified three key learning foundations that drive curriculum delivery in the primary school. These are:

1. The New Zealand Curriculum
2. The National Education Guidelines
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.



## **The Nature and Character of God as revealed in the Bible**

At Cornerstone Christian School we believe that the Bible is the basis for exploring God's world, and 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.

Cornerstone Christian School's 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 King 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 should seek first of all 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 (see [hyperlink here](#)). By focusing on these sixteen aspects of God nature and character, Cornerstone Christian School achieves full coverage of the New Zealand curriculum on a 4 yearly cycle.

## **Tikanga Maori and Te Reo Maori**

At Cornerstone Christian School we take steps to provide Tikanga Māori and Te Reo Māori for students by:

- Teaching Te Reo and Tikanga Māori in all Y1-8 classrooms at various times during the year
- Providing Kapa Haka for whānau who seek this option
- Teaching Te Reo in secondary for students who desire it. In the absence of a qualified teacher, this will either be outsourced or taught through the correspondence school Te Kura

## **Code of conduct for staff members**

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;

## **Community of Learning**

The Lower North Island Christian Schools Community of Learning (LNICOL) was established in December 2016 based on signed memoranda of understanding between the following schools which were endorsed by the then Minister of Education:

- Cornerstone Christian School (CCS)
- Hastings Christian School (HCS)
- Totara College (TC)
- Faith City School FCS
- Palmerston North Adventist Christian School (PNACS)

- Longburn Adventist College (LAC; Palmerston North)
- Faith City Academy (FCA; Wanganui)\*

\* FCA was accepted to join the COL by the MoE in September 2017. Another school, Maranatha Christian School (MCS; Wellington) was declined due to lack of pipeline (Cathie Newton, Senior MoE adviser to the COL, pers. comm.), although this is now being reviewed.

At the end of 2019 four ECEs were invited to join the COL: Cornerstone Christian Preschool, Lalanga Mo’ui Tongan Early Childhood Centre, Footsteps Adventist Preschool and Eden Christian Kindergarten.

### Our schools

School name	Type	Roll (approx.)	Geographic area
Cornerstone Christian School	State integrated, full composite (Y1-13), coeducational	580	Palmerston North
Hastings Christian School	State integrated, full composite (Y1-13), coeducational	230	Hastings
Totara College	State integrated, full composite (Y1-13), coeducational	70	Dannevirke
Palmerston North Adventist Christian School	State integrated Primary (Y1-6) coeducational	80	Palmerston North
Longburn Adventist College	State integrated, full secondary (Y7-13), coeducational Boarding	250	Palmerston North
Faith Academy School	State-integrated primary (Y1-8) coeducational	150	Wanganui

### Vision

The COL principals have settled on the following vision statement for the community of learning which we consulted on throughout 2017:

**“Strengthening teaching practice to enhance and transform Christ-centred learning”**

## LNICOL leadership

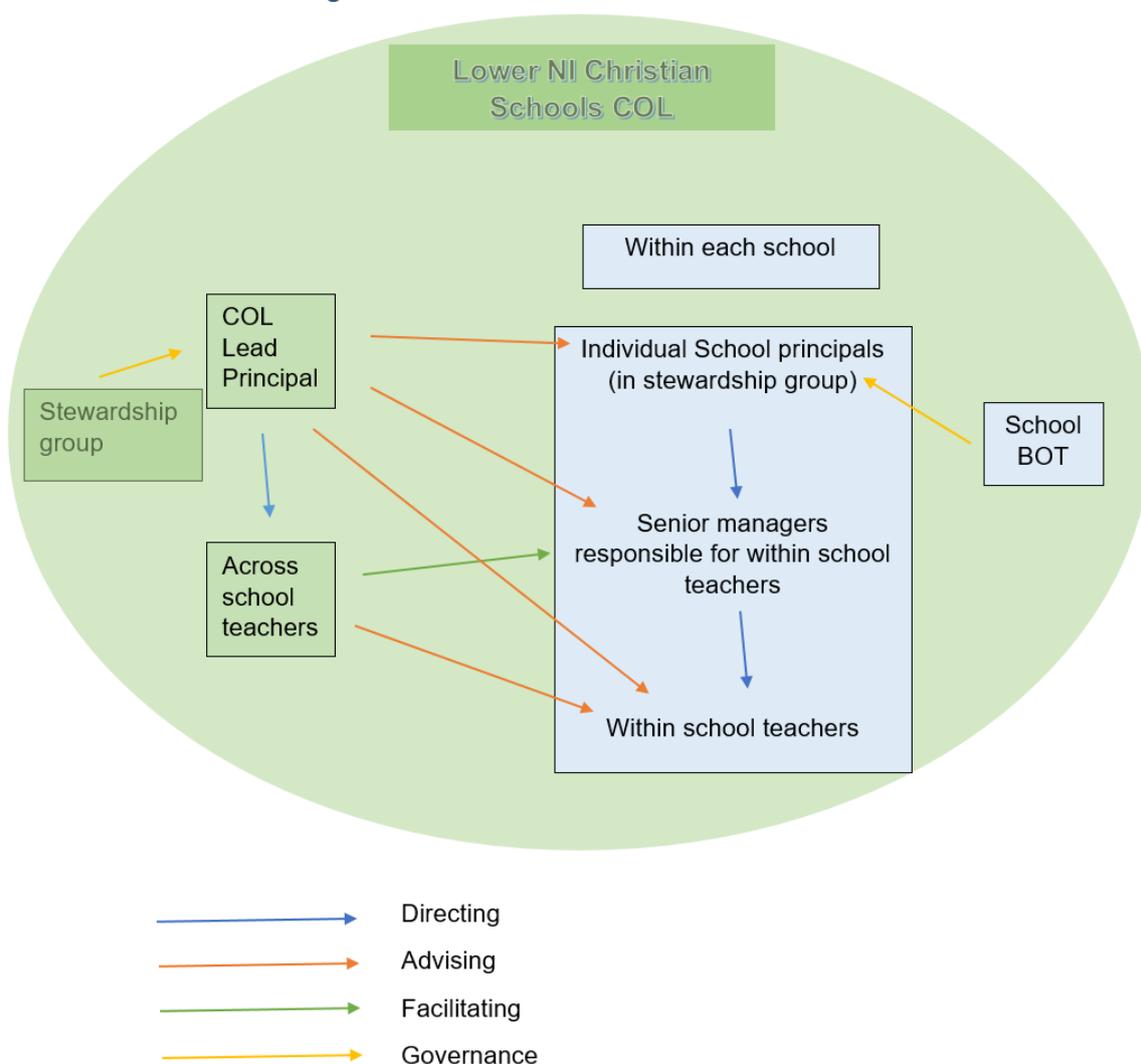
On May 1st 2017, Peter Ferrar, Principal of CCS, was appointed the COL lead principal for 2 years, and he has facilitated the COL direction since that point. We are still in a position where we are identifying the best ways of working together, so much of the statements in this document may have some modification as we progress towards our goals.

The stewardship group is composed of up to 2 members from any of the contributing schools, one of which must be the principal (or their delegate). The group will meet on an “as needed” basis. A quorum would be given by representative presence of at least half of the schools.

A delegation has been received from each of the BOTs of the COL schools to allow the stewardship group to develop the COL around the direction given in the vision and the achievement challenges (ACs). A separate delegation will also be needed to authorise the stewardship group to appoint salaried positions.

Appointments from within the COL will occur after the ACs have been authorised by the MoE and these appointments will be made by the stewardship group. All appointments must have the written authorisation from the BOT that the applicant is employed by before their appointment will be considered.

Levels of COL Organisation



## STRATEGIC PLAN 2018-2020

The following strategic objectives were developed by the Cornerstone Board of Trustees (BOT) after significant community consultation. These strategic areas in the school are targeted:

1. Learning – this covers all aspects of curriculum and student achievement
2. Well-being – this covers all aspects of pastoral care and student management
3. Operations – This covers all aspects of administration, compliance, activities and provision of facilities
4. Community of Learning – Join with the activities and learning plan of the LNICOL

Interwoven through these three areas is a focus on Christian discipleship, Maori ākonga and Pasifika learners.

	<i><b>Learning</b></i>	<i><b>Well-being</b></i>	<i><b>Operations</b></i>
Discipleship Maori ākonga Pasifika learners	1 Student ownership  2 Secondary  3 Specific targets  4 Curriculum review  5 Inquiry cycles and appraisal	1 PB4L  2 Student support programmes  3 Staff professional development  4 Co-curricular activities	1 Documentation  2 Self review  3 Property development
 STRATEGIC PLANNING 2016-2018	<b>VISION STATEMENT</b> To be confident followers of Jesus Christ, equipped and inspired to creatively impact our world	<b>MOTTO</b> Learn, serve and grow in God	<b>MISSION STATEMENT</b> To provide, with parents, a balanced Christian Education to help children develop to their full potential in God

## Strategic Objectives 2018-2020

### Learning

1. To ensure that we build and provide the best culture and environment for students to own their learning by:
  - a. Implementing specific student ownership of learning strategies Y0-13 in 2018-2020
  - b. Structuring secondary timetabling so that it facilitates students considering their faith and how they process it in the real world 2018-2020
2. Establish secondary education up to Year 13 including:
  - a. Developing vocational pathways and careers progression for students from Year 7 leading to subjects in senior secondary
  - b. Subjects developed in accordance with student need based on consultation
  - c. Development of programmes emphasising the needs of modern learners
  - d. Develop vocational programmes using STAR and Gateway targeted funding to facilitate students entry into the workforce, 2018-2020
3. Target learning needs:
  - a. 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 improvement:
  - a. 2018 Mathematics and Christian Living through PB4L
  - b. 2019 Writing and Mathematics
  - c. 2020 Writing
5. Inquiry cycles in teacher appraisal system where appropriate

### Wellbeing

To build on our caring culture within the school by:

1. Continuing the Positive behaviour for learning (PB4L) contract and implementing its practices  
Restorative Justice – professional development for teachers in 2018
2. Investigating increased student support programmes
3. Valuing our staff and ensuring they are encouraged and professionally developed
4. Co-curricular events becoming a key part of Cornerstone life, e.g. sports events, musicals, service events etc

## Operations

1. Documentation of all areas in the school to be up to date and relevant
2. Self-review cycles of BOT policy as per Governance Framework
3. Property development: In 2018, the BOT will continue to work closely with the proprietor to consider the overall site development including the growth of secondary, primary and provision of specialist facilities.

## Interweaving strands

### **Discipleship**

1. The development of a Christian Living programme in Y0-13 with specific focus on students developing a robust understanding of who they are in God and what they believe and why, 2018-2020
2. Service opportunities made available for students throughout the school, 2018-2020

### **Maori ākonga**

1. Key areas in Ka Hikitia will be used to consider all avenues of the school
2. Continue dialogue with Rangitane Iwi and the Kaumatua at St Michael's Marae
3. Consultation with the parents of Maori students is continued
4. Maori ākonga are tracked and their needs targeted as appropriate

### **Pasifika learners**

1. Pasifika learners are tracked and their needs targeted to raise their achievement
2. Pasifika initiatives are trialled to improve the learning of Pasifika learners in consultation with the Pasifika community and leaders
3. Consultation with the Pasifika community is continued

## ANNUAL PLAN 2020

Strategic Objectives	2020 Measureable Outcomes	Report date
<b>Strategic Area 1. Learning</b>		
<p>To ensure that we build and provide the best culture and environment for students to own their learning</p>	<p>Continue to move towards a modern learning pedagogy where flexible, modern education practice is embraced and where students have greater ownership of their learning. This includes development of pedagogy, practise and procedure around:</p> <ul style="list-style-type: none"> <li>• Students knowing what they are learning; why they are learning it and how they will know when they have learnt it.</li> <li>• Teacher collaboration and student cross-grouping within and between classes.</li> <li>• Flexible and self-directed learning.</li> <li>• Guided discovery learning in junior classes.</li> <li>• Integrated curriculum.</li> <li>• Targeted learning for specific needs.</li> <li>• Year 7 - 13 students having access to their own personalised device.</li> <li>• Project work in line with Deeper Learning strategies</li> <li>• Develop a Y7-13 Technology Curriculum integration plan (in lieu of the recent departure from Monrad Intermediate as the year 7/8 Technology provider).</li> </ul>	<p>March</p>

Schoolwide Goals	<ol style="list-style-type: none"> <li>1. Improve the outcomes of Target Students and Priority Learners across the school. (Teams based inquiry)</li> <li>2. Improve teacher understanding of the impact that they have (Hattie - everything works, but what works best?)</li> </ol>	Jul / Dec
Improve the outcomes of priority learners	<p>Teachers to give emphasis to target students and priority learners within this group. See the end of this table for details.</p> <ul style="list-style-type: none"> <li>• Year 1-6 target student group reflects those students in danger of not achieving at the appropriate curriculum level in reading, writing and/or mathematics.</li> <li>• Year 7-10 Literacy and numeracy targets</li> <li>• Year 11-13 Development of specific SPEC targets in 2020</li> </ul>	July Dec
Improve teacher understanding of the impact that they have	<p>Professional Development to improve teacher understanding of the impact that they have</p> <ul style="list-style-type: none"> <li>• COL Literacy initiative <ul style="list-style-type: none"> <li>◦ Continuation of Ken Kilpin across school literacy programme</li> </ul> </li> <li>• CORE-ED Professional Development in Primary around understanding and incorporating New Pedagogies for Deeper Learning.</li> </ul>	September
Curriculum Review	<p>Continue to review the primary (Y1-6) curriculum delivery model in line with COL PD contracts around:</p> <ul style="list-style-type: none"> <li>• Student agency and learner empowerment</li> <li>• New Pedagogies for Deeper Learning</li> </ul>	May July
EOTC	<p>Ensure the school maintains access to extra-curricular activities in an equitable manner for students in light of changes to the funding model.</p>	April

Strategic Area 2. Wellbeing		
Increased student support programmes	<ul style="list-style-type: none"> <li>• Increased teacher aide and SENCO support.</li> <li>• Expand Life Lab into year 7 and 8.</li> <li>• Tier 2 PB4L</li> <li>• Initiate a secondary well-being survey with students</li> <li>• My Mahi programme integration with LifeLab programmes</li> <li>• Review ways that we could capture the wellbeing climate of the school in real-time (e.g. via an App).</li> </ul>	April
Valuing our staff and ensuring they are encouraged and professionally developed	<p>Professional development focus on:</p> <ul style="list-style-type: none"> <li>• NZACS Leadership conference the leadership team</li> <li>• Secondary subject specific Professional Development</li> <li>• Community of Learning PD Y1-13</li> </ul> <p>Explore a spectrum of strategies to value teachers, admin and support staff at Cornerstone Christian School e.g.</p> <ul style="list-style-type: none"> <li>• End of term acknowledgement / celebration. Celebrating staff events and successes.</li> <li>• Morning-teas</li> <li>• Support for staff e.g. counselling</li> <li>• Social and team building events throughout the year</li> </ul> <p>Co-curricular events continuing to become a key part of Cornerstone life, e.g. sports events, musicals, service events etc.</p>	August

Strategic Area 3. Operations		
Property development	<ul style="list-style-type: none"> <li>• Resource new Year 7-8 buildings.</li> <li>• Gymnasium management and continued resourcing.</li> <li>• Extra play area for Aroha team (Y0-2).</li> <li>• New gardens (L Block).</li> <li>• Expansion of Garden to Plate area.</li> <li>• Tree planting to improve the aesthetics of the site as more of the available area begins to be used.</li> <li>• Plan for continued extension of the roll in discussion with the proprietors.</li> <li>• Plan towards development of an extra secondary classroom for 2021. This may include initiating the development of I-block in late 2020, early 2021                             <ul style="list-style-type: none"> <li>○ Preference 1 – I-block</li> <li>○ Preference 2 – Whanau centre adjoining gymnasium</li> <li>○ Preference 3 – Prefab</li> </ul> </li> <li>• Explore possibility of security cameras being installed across school.</li> </ul>	Feb June
Community of Learning	<ul style="list-style-type: none"> <li>• Integrate COL positions and achievement challenges into the fabric of PD at Cornerstone.</li> <li>• Continue to grow collaboration and leadership across the COL</li> </ul>	Sept

Interweaving strand: Discipleship		
Service opportunities	<ul style="list-style-type: none"> <li>• Service opportunities, e.g. visits to Preschool, Peppertree retirement village to bless them</li> <li>• Year 13 Vanuatu trip to serve an island community.</li> <li>• Duke of Edinburgh awards in secondary</li> <li>• Student Volunteer Army awards</li> <li>• Develop service strand in secondary Life lab.</li> <li>• Continue with Peer Mentoring under the oversight of the Guidance Counsellor.</li> <li>• Buddy systems continued using senior secondary students to work with junior ones.</li> <li>• Primary team 'friends duty' to help students who need a friend at interval/lunchtime.</li> <li>• Prefect team appointed with a focus on serving their peers through portfolios of service / committee leadership.</li> <li>• Continue with the new role of the junior and senior student council.</li> <li>• 'Whakapono Team Service Awards' for the areas of road patrol, library, putting out the flags during wet lunch times etc.</li> </ul>	May
Interweaving strand: Māori akonga		
Ka Hikitia	<ul style="list-style-type: none"> <li>• Continue to teach Te Reo and Te Ao Maori to students in the Y1-8 with a view to extending this into Y7-13 in the future.</li> <li>• Work towards developing a school haka, waiata, karakia and a school-based Powhiri protocol.</li> <li>• Consult with Maori parents twice per year</li> </ul>	Nov
Rangitane Iwi mahi tahi	<ul style="list-style-type: none"> <li>• Continue to develop the relationship with kaumatua Wiremu Te Aweawe of Rangiotu marae</li> <li>• Year 9 students to have a noho marae at the end of 2020.</li> <li>• Primary students visiting St Michael's marae.</li> </ul>	June/Nov
Māori student targets	<ul style="list-style-type: none"> <li>• See end of this table for details.</li> <li>• Individual Maori students targeted by name to ensure their success.</li> </ul>	June/Dec

Interweaving strand: Pasifika learners		
Pasifika learner targets	<ul style="list-style-type: none"> <li>• See end of this table for details.</li> <li>• Individual students targeted by name to ensure their success.</li> </ul>	June/Dec
Pasifika initiatives are trialled to improve the learning of Pasifika learners in consultation with the Pasifika community and leaders.	<ul style="list-style-type: none"> <li>• Consultation with Pasifika parents twice per year.</li> </ul>	June/Nov



## SUMMARY OF TARGETS FOR CORNERSTONE CHRISTIAN SCHOOL 2020

### Targets for Y1-6

**Annual Aim: Reading**

- Identify [and improve the outcomes] of students who show clear signs of being at risk of not achieving an appropriate curriculum level in Reading,

**2020 Year 1-6 Targets:**

- 85% of Year 1-6 students will be achieving at or above the required curriculum level in Reading

**Priority Learners who are at Risk of Not Achieving in Reading, Writing and Mathematics**

- Baseline Data: Year 1-6 OTJ Data from Term 4 of the previous year
- At risk students are those who are below the blue band in year group, based on the following table:

2019 Reading																														
Curriculum Levels	Emergent								1B				1P				1A	2B		2P	2A	3B	3P	3A	4B	4P				
Colour Wheel levels for developing readers, Reading age for independent readers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	22+	Reading Age 8.5 to 9	Reading Age 9 to 9.5	Reading Age 9.5 to 10	Reading Age 10 to 10.5	Reading Age 10.5 to 11	Reading Age 11.5 to 12	Reading Age 12-13
	Magenta	Red			Yellow			Blue				Green		Orange	Turquoise	Purple	Gold													
After 20 weeks at school																														
At the end of Year 1																														
At the end of Year 2																														
At the end of Year 3																														
At the end of Year 4																														
At the end of Year 5																														
At the end of Year 6																														

Priority Learner Breakdown	Māori	Pasifika	All Others	
Reading	█	█	█	
Actions	Led by	Goal	Time Frame	Monitoring milestones/Review
1. 3x Students in room D2 (year 3)	Manahau Team Leader	Achieve Level 16-18 by EOY	All year	<ul style="list-style-type: none"> <li>Ongoing running records</li> </ul>

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2. 4x Students in room D5 (year 4)	Manahau Team Leader	Reading for instruction across the curriculum	All year	<ul style="list-style-type: none"> <li>Ongoing reading comprehension checkpoints</li> </ul>
3. 4x Students in room D1(year 2)	Aroha Team Leader	Does a greater focus on phonological awareness affect the outcomes on Reading and Writing?	All Year	<ul style="list-style-type: none"> <li>Liz Kane phonological awareness test at checkpoints across the year</li> </ul>
4. 4x Students in room D1(year 2)	Aroha Team Leader			
5. 5x Students in room D1(year 2)	Aroha Team Leader			
6. 2x Students in room D1(year 2)	Aroha Team Leader			



Targets for Y1-6												
<b>Annual Aim: Writing</b>												
1. Identify [and improve the outcomes] of students who show clear signs of being at risk of not achieving an appropriate curriculum level in Writing												
<b>2020 r 1-6 Targets:</b>												
1. 85% of Year 1-6 students will be achieving at or above the required curriculum level in Writing												
<b>Priority Learners who are at Risk of Not Achieving in Writing</b>												
1. Baseline Data: Year 1-6 OTJ Data from Term 4 of the previous year												
2. At risk students are those who are below the blue band in year group, based on the following table:												
<b>2019 Writing</b>												
NZ Curriculum Level	Emergent	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P
After 20 weeks at school												
At the end of Year 1												
At the end of Year 2												
At the end of Year 3												
At the end of Year 4												
At the end of Year 5												
At the end of Year 6												
<b>Priority Learner Breakdown</b>	<b>Māori</b>			<b>Pasifika</b>			<b>All Others</b>					
Writing												
<b>Actions</b>	<b>Led by</b>	<b>Goal</b>				<b>Time Frame</b>	<b>Monitoring milestones/Review</b>					
7. 3x Students in room C1 (year 5)	Tumanako Team Leader	Increase the motivation of boys in writing.				All year	<ul style="list-style-type: none"> <li>Astle writing attitude survey as well as writing levels term 1 and end of term 3.</li> </ul>					
8. 5x Students in room C2 (year 5)	Tumanako Team Leader											
9. 5x Students in room C4 (year 6)	Tumanako Team Leader											
10. 5x Students in room C6 (year 6)	Tumanako Team Leader											

<b>Targets for Y1-6</b>												
<b>Annual Aim: Mathematics</b>												
1. Identify [and improve the outcomes] of students who show clear signs of being at risk of not achieving an appropriate curriculum level in Mathematics												
<b>2021 r 1-6 Targets:</b>												
1. 85% of Year 1-6 students will be achieving at or above the required curriculum level in Mathematics												
<b>Priority Learners who are at Risk of Not Achieving in Writing</b>												
1. Baseline Data: Year 1-6 OTJ Data from Term 4 of the previous year												
2. At risk students are those who are below the blue band in year group, based on the following table:												
<b>2019 Mathematics</b>												
NZ Curriculum Level	1B	1P		1A	2B	2P	2A	3B	3P	3A	4B	4P
Numeracy Strategy Stage	Stage 1 One to One Counting	Stage 2 Counting from one on Materials	Stage 3 Counting from one by Imaging	Stage 4 Advanced Counting	Stage 5 Early Additive using part-whole strategies		Stage 6 Advanced Additive / Early Multiplicative using part-whole strategies			Stage 7 Advanced Multiplicative using part-whole strategies		
After 20 weeks at school												
At the end of Year 1												
At the end of Year 2												
At the end of Year 3												
At the end of Year 4												
At the end of Year 5												
At the end of Year 6												
<b>Priority Learner Breakdown</b>	<b>Māori</b>			<b>Pasifika</b>			<b>All Others</b>					
Numeracy												
<b>Actions</b>	<b>Led by</b>	<b>Goal</b>				<b>Time Frame</b>	<b>Monitoring milestones/Review</b>					
11. 4x Students in room D3 (year 3)	Manahau Team Leader	Improve number knowledge in line with curriculum expectations				All Year	<ul style="list-style-type: none"> <li>Per term using Harvey Knowledge test review</li> </ul>					
12. 4x Students in room D6 (year 4)	Manahau Team Leader											

**Year 7 & 8 Annual Targets - Numeracy**

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<b>Annual Aim: Mathematics Year 7 &amp; 8</b>				
To increase the number of students achieving at or above the target curriculum level for mathematics.				
<b>Cohort Targets:</b>				
<b>Year 7:</b> 85% of Year 7 students will be at or above Curriculum level 3A for mathematics by the EOY				
<b>Year 8:</b> 85% of Year 8 students will be at or above Curriculum level 4B for mathematics by the EOY				
<b>Priority Learners who are At Risk of Not Achieving the Target Curriculum Level</b>				
<b>Year 7</b>				
<ul style="list-style-type: none"> <li>• Definition: A Year 7 student at risk of not achieving NZC 3A will mean any student who was judged to be below level 3B at the end of the previous year. <i>Students at 3B are to be monitored <u>and may</u> be included in target learner initiatives if warranted.</i> The breakdown below includes just those below 3B.</li> <li>• Baseline Data: Use OTJs from the end of the previous year. <i>New students are not included in the breakdown below as their data was not available at the time of writing.</i></li> </ul>				
<b>Year 8</b>				
<ul style="list-style-type: none"> <li>• Definition: A Year 8 student at risk of not achieving NZC 4B will mean any student who was judged to be below level 3A at the end of the previous year</li> <li>• Baseline Data: Use OTJs from the end of the previous year.</li> </ul>				
<b>Priority Learner Breakdown</b>	<b>Māori</b>		<b>Pasifika</b>	<b>All others</b>
Year 7	■		■	■
Year 8	■		■	■
<b>Actions</b>	<b>Led by</b>	<b>Resourcing</b>	<b>Time Frame</b>	<b>Monitoring milestones? Review</b>
<b>Action 1.</b> Class Teachers are used to develop goals for students in these groups	Team Leader	<ul style="list-style-type: none"> <li>▪ Team Meeting time in the School to discuss goal setting for students</li> <li>▪ List of identified students for each teacher is provided by Head of school.</li> </ul>	April	<ul style="list-style-type: none"> <li>▪ Monitored and discussed by the Teacher in learning conversations</li> <li>▪ Monitored on a Termly basis by Team Leader</li> </ul>
<b>Action 2.</b> Small groups of Priority Learners are taught by the Team Leader	Team Leader	<ul style="list-style-type: none"> <li>▪ Team Leader carries a reduced class loading to make the space for small group teaching</li> </ul>	All year	<ul style="list-style-type: none"> <li>▪ Termly monitoring to see if Priority Learners are starting to accelerate.</li> </ul>
<b>Year 7 &amp; 8 Annual Targets – Literacy</b>				
<b>Annual Aim</b>				
<ul style="list-style-type: none"> <li>• To increase the number of students achieving at or above the target curriculum level for Writing</li> </ul>				

Cohort Targets			
<b>Year 7</b> <ul style="list-style-type: none"> <li>85% of Year 7 students will be achieving at or above the target Curriculum level 3A for <b>writing</b> by the EOY</li> </ul>			
<b>Year 8</b> <ul style="list-style-type: none"> <li>85% of Year 8 Students will be achieving at or above the target Curriculum level 4B for <b>writing</b> by the EOY</li> </ul>			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level			
<b>Year 7</b> <ol style="list-style-type: none"> <li>Definition: A Year 7 student at risk of not achieving NZC 3A will mean any student who was judged to be <b>below level 3B</b> at the end of the previous year. <i>Students at 3B are to be monitored and may be included in target learner initiatives if warranted.</i> The breakdown below includes just those below 3B.</li> <li>Baseline Data: Use OTJs from the end of the previous year. <i>New students are not included in the breakdown below as their data was not available at the time of writing.</i></li> </ol>			
<b>Year 8</b> <ol style="list-style-type: none"> <li>Definition: A Year 8 student at risk of not achieving NZC 4B will mean any student who was judged to be <b>below level 3A</b> at the end of the previous year</li> <li>Baseline Data: Use OTJs from the end of the previous year.</li> </ol>			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 7	█	█	█
Year 8	█	█	█

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Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
<p><b>Action 1.</b> Class Teachers are used to develop goals for students in these groups</p>	<p>Team Leader</p>	<ul style="list-style-type: none"> <li>▪ Team Meeting time in the School to discuss goal setting for students</li> <li>▪ List of identified students for each teacher is provided by Head of school.</li> </ul>	<p>April</p>	<ul style="list-style-type: none"> <li>▪ Monitored and discussed by the Teacher in learning conversations</li> <li>▪ Monitored on a Termly basis by HOD</li> </ul>
<p><b>Action 2.</b> Small groups of Priority Learners are taught by the Team Leader</p>	<p>Team Leader</p>	<ul style="list-style-type: none"> <li>▪ Team Leader carries a reduced class loading to make the space for small group teaching</li> </ul>	<p>All Year</p>	<ul style="list-style-type: none"> <li>▪ Termly monitoring to see if Priority Learners are starting to accelerate.</li> </ul>



Year 9 & 10 Annual Targets - Numeracy			
<b>Annual Aim: Numeracy Year 9 &amp; 10</b> 1. To increase the number of students achieving at or above the target curriculum level for Mathematics			
<b>Targets:</b> <b>Year 9</b> <ul style="list-style-type: none"> <li>85% of Year 9 students will be achieving at or above the target Curriculum level 4A for numeracy by the EOY</li> </ul> <b>Year 10</b> <ul style="list-style-type: none"> <li>85% of Year 10 students will be achieving at or above the target Curriculum level 5P for numeracy by the EOY</li> </ul>			
<b>Priority Learners who are At Risk of Not Achieving the Target Curriculum Level</b> <b>Year 9</b> <ol style="list-style-type: none"> <li>Definition: A Year 9 student at risk of not achieving NZC 4A will mean any student who was judged to be <b>below level 4B</b> at the end of the previous year</li> <li>Baseline Data: Use OTJs from the end of the previous year.</li> </ol> <b>Year 10</b> <ol style="list-style-type: none"> <li>Definition: A Year 10 student at risk of not achieving NZC 5P will mean any student who was judged to be <b>below level 4A</b> at the end of the previous year</li> <li>Baseline Data: Use OTJs from the end of the previous year.</li> </ol>			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 9	█	█	█
Year 10	█	█	█

## Cornerstone Christian School Charter 2020

Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
<b>Action 1.</b> Class Teachers are used to develop goals for students in these groups	HOD	<ul style="list-style-type: none"> <li>▪ Team Meeting time in the School to discuss goal setting for students</li> <li>▪ List of identified students for each teacher is provided by Head of school.</li> </ul>	April	<ul style="list-style-type: none"> <li>▪ Monitored and discussed by the Teacher in learning conversations</li> <li>▪ Monitored on a Termly basis by HOD</li> </ul>
<b>Action 2.</b> Review of Priority Learner support at Y9&10	Dir. Teaching & Learning	<ul style="list-style-type: none"> <li>▪ Time as needed to complete the review</li> </ul>	EOT2	<ul style="list-style-type: none"> <li>▪ Monitored by the DP on a Termly basis</li> </ul>



Year 9 & 10 Annual Targets - Literacy			
<p><b>Annual Aim: Literacy Year 9 &amp; 10</b></p> <ul style="list-style-type: none"> <li>To increase the number of students achieving at or above the target curriculum level for Writing</li> </ul>			
<p><b>Targets</b></p> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>85% of Year 9 students will be achieving at or above the target Curriculum level 4A for writing by the EOY</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>85% of Year 10 students will be achieving at or above the target Curriculum level 5P for writing by the EOY</li> </ul>			
<p><b>Priority Learners who are At Risk of Not Achieving the Target Curriculum Level</b></p> <p><b>Year 9</b></p> <ol style="list-style-type: none"> <li>Definition: A Year 9 student at risk of not achieving NZC 4A will mean any student who was judged to be <b>below level 4B</b> at the end of the previous year</li> <li>Baseline Data: Use OTJs from the end of the previous year.</li> </ol> <p><b>Year 10</b></p> <ol style="list-style-type: none"> <li>Definition: A Year 10 student at risk of not achieving NZC 5P will mean any student who was judged to be <b>below level 4A</b> at the end of the previous year</li> <li>Baseline Data: Use OTJs from the end of the previous year.</li> </ol>			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 9	■	■	■
Year 10	■	■	■

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Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
<p><b>Action 1.</b> Class Teachers are used to develop goals for students in these group</p>	HOD	<ul style="list-style-type: none"> <li>▪ Team Meeting time in the School to discuss goal setting for students</li> <li>▪ List of identified students for each teacher is provided by Head of school.</li> </ul>	April	<ul style="list-style-type: none"> <li>▪ Monitored and discussed by the Teacher in learning conversations</li> <li>▪ Monitored on a Termly basis by HOD</li> </ul>
<p><b>Action 2.</b> Review of Priority Learner support at Y9&amp;10</p>	Dir. Teaching & Learning	<ul style="list-style-type: none"> <li>▪ Time as needed to complete the review</li> </ul>	EOT2	<ul style="list-style-type: none"> <li>▪ Monitored by the DP on a Termly basis</li> </ul>



<b>Year 11 Annual Targets</b>				
Annual Aim: Level 1 NCEA:				
<ul style="list-style-type: none"> <li>Identify [and improve the outcomes] of students who show clear signs of being at risk of not achieving Level 1</li> <li>Identify [and improve the outcomes] of students who have the potential to achieve Merit &amp; Excellence endorsements at Level 1</li> </ul>				
<b>NCEA Cohort Targets:</b>				
<ol style="list-style-type: none"> <li>100% of Year 11 students entered and eligible for NCEA L1 will achieve L1 Literacy and Numeracy.</li> <li>85% of Year 11 SPEC students will gain 20 NCEA L1 Credits or more</li> <li>85% of Year 11 students entered and eligible for NCEA L1 will achieve will gain the qualification.</li> <li>55% of Year 11 students who gain NCEA Level 1 will gain the qualification with a Merit or Excellence endorsement</li> </ol>				
<b>Priority Learners who are At Risk of Not Achieving NCEA L1</b>				
<ol style="list-style-type: none"> <li>Definition: A Year 11 student at risk of not achieving L1 is anyone who was below curriculum level 5p [using OTJs] at the end of Year 10</li> <li>Baseline Data: Year 10 OTJ Data from Term 4 of the previous year</li> </ol>				
<b>Priority Learner Breakdown</b>	<b>Māori</b>	<b>Pasifika</b>	<b>All Others</b>	
L1 ARNA Numeracy				
L1 ARNA Literacy				
SPEC Students				
<b>Actions</b>	<b>Led by</b>	<b>Resourcing</b>	<b>Time Frame</b>	<b>Monitoring milestones/Review</b>
1. Life Lab coaches are used to monitor literacy and numeracy goals for target 1 & 2 students	Learning Coaches	<ul style="list-style-type: none"> <li>Timetabled LIFE LAB time in the School for goals setting</li> <li>List of identified priority students for each Learning Coach and teacher is provided by Head of School</li> </ul>	March	<ul style="list-style-type: none"> <li>Life Lab progress monitored by Dir. Of Life Labs</li> </ul>
2. Monitoring of academic progress by Careers Advisor and DP	DP / Careers Advisor	<ul style="list-style-type: none"> <li>Fortnightly meetings to review progress and feedback to teachers and Coaches</li> </ul>	All Year	<ul style="list-style-type: none"> <li>Academic progress monitored on monthly a basis by Head of Senior School and Careers Advisor.</li> </ul>

Year 12 Annual Targets				
<b>Annual Aim: Level 2 NCEA:</b>				
1. Identify and improve the outcomes of Year 12 students at risk of not achieving their level 2 certificate 2. Identify and improve the outcomes of students who have the potential to achieve Merit & Excellence endorsements at Level 2				
<b>NCEA Cohort Targets:</b>				
1. 85% of Year 12 students who were on SPEC in Yr11 will gain NCEA L1 this year 2. 85% of Year 12 students who were not on SPEC in Yr11 and are entered and eligible for NCEA L2 will gain the qualification 3. 55% of Year 12 students who gain NCEA Level 2 will gain the qualification with a Merit or Excellence endorsement				
<b>Priority Learners who are At Risk of Not Achieving NCEA L2</b>				
<ul style="list-style-type: none"> <li>▪ Definition: A Year 12 student at risk at level 2 will mean any Year 12 student who achieved less than <b>85 credits</b> [at L1] the previous year</li> <li>▪ Baseline Data: KAMAR NCEA data.</li> </ul>				
Priority Learner Breakdown	Māori	Pasifika	All Other	
Year 12 ARNA L2	█	█	█	
SPEC Students ARNA L1	█	█	█	
Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
1. Life Lab coaches are used to monitor literacy and numeracy goals for target 1 & 2 students	Learning Coaches	<ul style="list-style-type: none"> <li>▪ Timetabled LIFE LAB time in the School for goals setting</li> <li>▪ List of identified priority students for each Learning Coach and teacher is provided by Head of School</li> </ul>	March	<ul style="list-style-type: none"> <li>• Life Lab progress monitored by Dir. Of Life Labs</li> </ul>
2. Monitoring of academic progress by Careers Advisor and DP	DP / Careers Advisor	<ul style="list-style-type: none"> <li>• Fortnightly meetings to review progress and feedback to teachers and Coaches</li> </ul>	All Year	<ul style="list-style-type: none"> <li>• Academic progress monitored on monthly a basis by Head of Senior School and Careers Advisor.</li> </ul>

<b>Year 13 Annual Targets</b>				
<b>Annual Aim: Level 3 NCEA</b>				
1. Identify and improve the outcomes of Year 13 students at risk of not achieving their level 3 certificate 2. Identify and improve the outcomes of students who have the potential to achieve Merit & Excellence endorsements at Level 3				
<b>NCEA Cohort Targets:</b>				
1. 100% of Year 13 Students who are on SPEC in Year 13 will gain 40 NCEA credits from any level 2. 85% of Year 13 students entered and eligible for NCEA level 3 will gain the qualification 3. 45% of Year 13 students who gain NCEA Level 3 will gain the qualification with a Merit or Excellence endorsement				
<b>Priority Learners who are At Risk of Not Achieving NCEA L3</b>				
<ul style="list-style-type: none"> <li>▪ Definition: A Year 13 student at risk at level 3 will mean any Year 13 student who achieved less than <b>85 credits combined</b> [at L2&amp;3] the previous year</li> <li>▪ Baseline Data: KAMAR NCEA data.</li> </ul>				
<b>Priority Learner Breakdown</b>	<b>Māori</b>	<b>Pasifika</b>	<b>All Other</b>	
Yr13 ARNA L3				
SPEC Students				
<b>Actions</b>	<b>Led by</b>	<b>Resourcing</b>	<b>Time Frame</b>	<b>Monitoring milestones? Review</b>
1. Life Lab coaches are used to monitor literacy and numeracy goals for target 1 & 2 students	Learning Coaches	<ul style="list-style-type: none"> <li>▪ Timetabled LIFE LAB time in the School for goals setting</li> <li>▪ List of identified priority students for each Learning Coach and teacher is provided by Head of School</li> </ul>	March	<ul style="list-style-type: none"> <li>• Life Lab progress monitored by Dir. Of Life Labs</li> </ul>
2. Monitoring of academic progress by Careers Advisor and DP	DP / Careers Advisor	<ul style="list-style-type: none"> <li>▪ Fortnightly meetings to review progress and feedback to teachers and Coaches</li> </ul>	All Year	<ul style="list-style-type: none"> <li>• Academic progress monitored on monthly a basis by Head of Senior School and Careers Advisor.</li> </ul>

Cornerstone Christian School Charter 2020

Signed:



Acting Principal

26/2/2020

Date



Board Chairperson

26 FEBRUARY 2020

Date

