



Charter and Annual Plan 2021

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.

Chris Mitchell (Principal)



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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 late 2019, 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. In 2021 these buildings will become our school 'creative space' and will house Visual Art, Dance, Drama and Digital Technology.

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 Rangimarie marae at Rangiotu linked with 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.

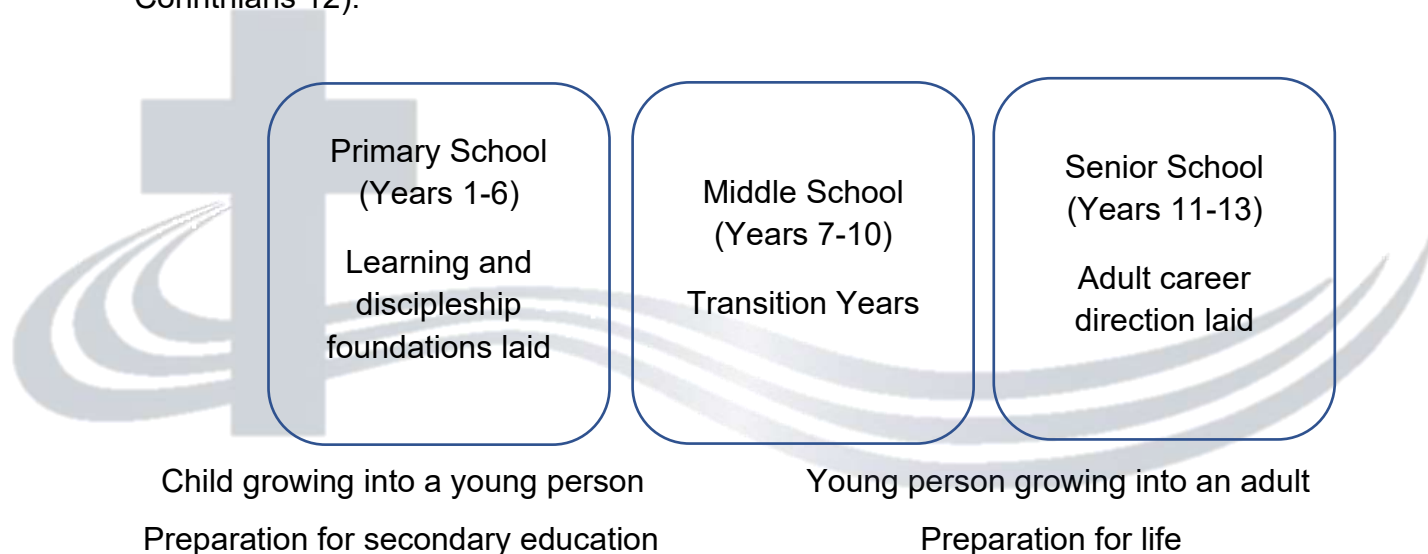
Isaiah 61:3b

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 in logo

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

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

The mission statement of the school is:

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

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:

- prioritising Christian discipleship within every aspect of daily school life, giving students every opportunity to embrace Christian faith as the Cornerstone of their life and empowering them to become confident followers of Jesus Christ, equipped and inspired to creatively impact our world.
- using the Bible as the basis for exploring God's world, and as a standard against which to compare and interpret all curriculum material.
- daily teaching of Christian values and behaviour through the process of acknowledgement of sin, repentance, and acceptance of Jesus' gift of grace.
- using daily prayer as a key tool in learning, inviting the Holy Spirit into every learning situation.
- encouraging each student 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 students 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 students 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 students 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

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.

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 Y1-6 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 7-13 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

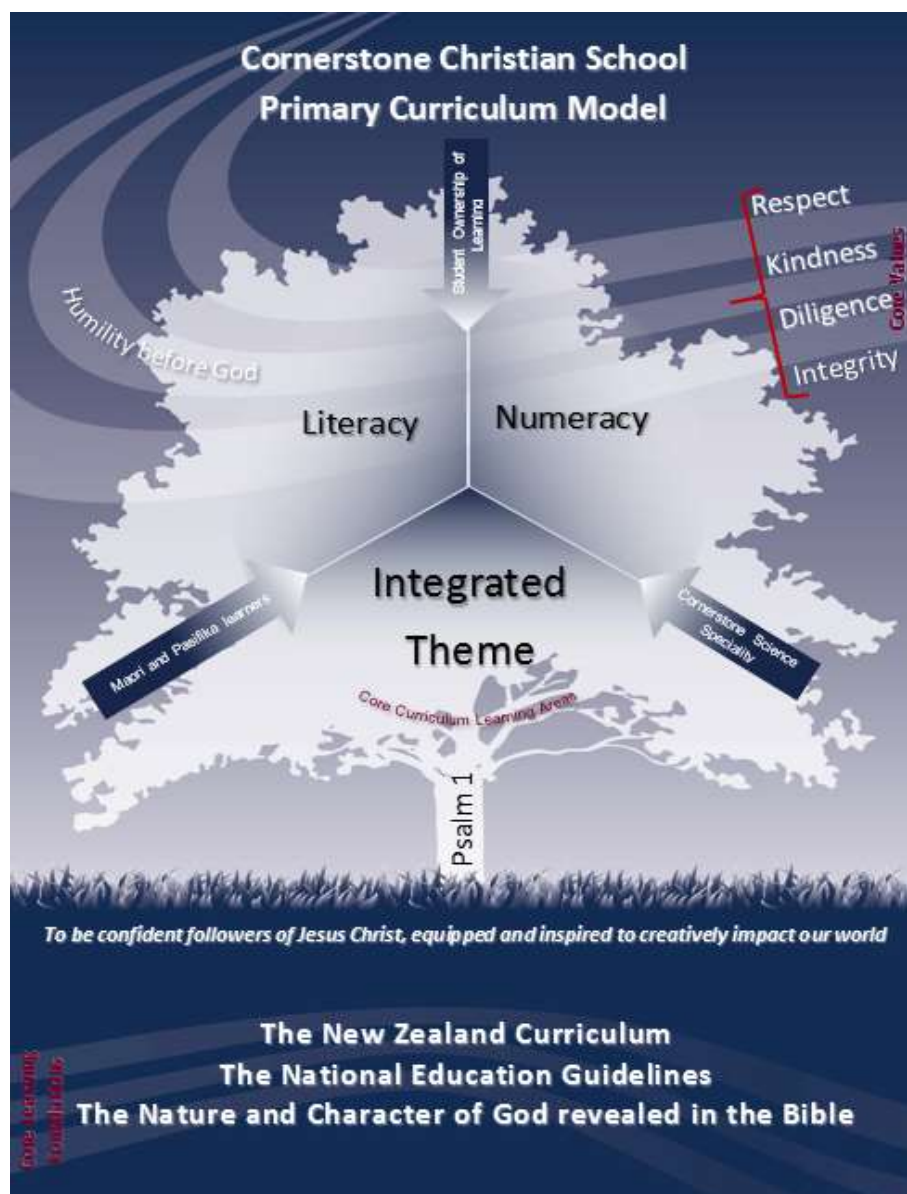
Respect is one of our key values which we teach actively to the students through our devotional theme. It encompasses respect for self, respect for others and respect for property.

Primary (Year 1 – 6) Structural and Educational Philosophy

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.

Middle (year 7-10) and Senior (year 11-3) Secondary Structural Philosophy

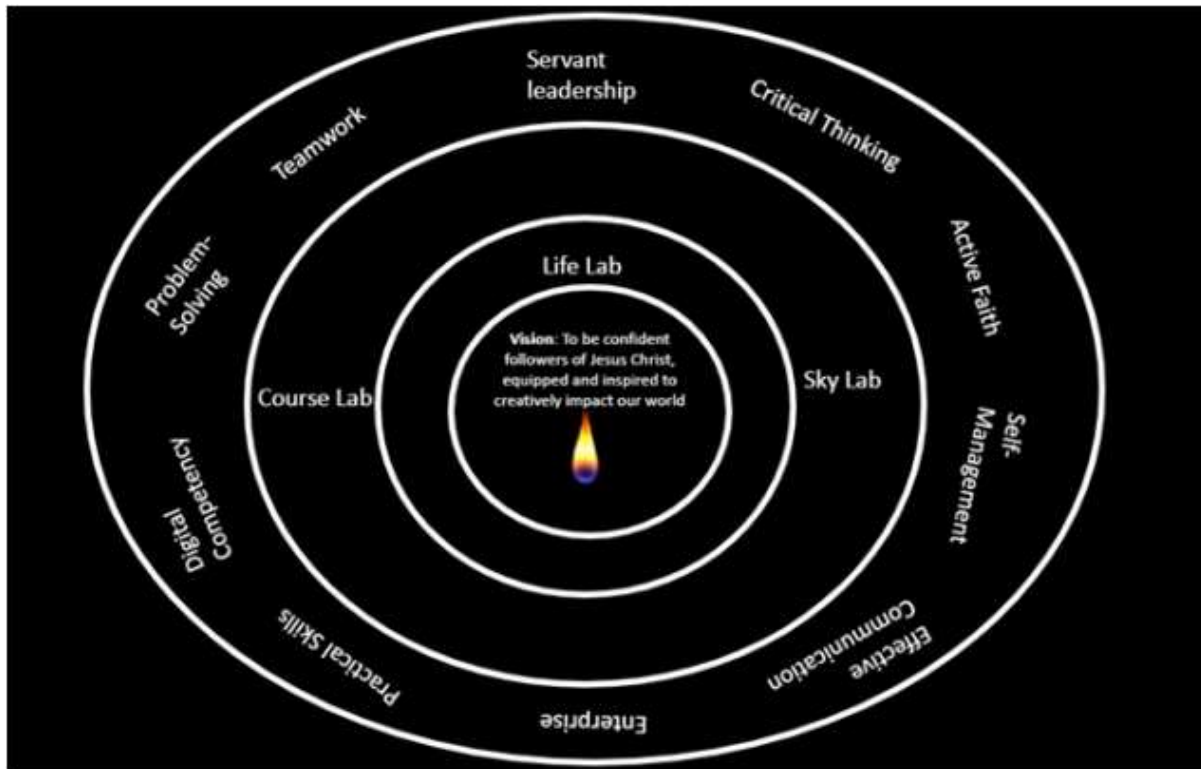


Core Middle and Senior Secondary Educational Philosophy

Within our Cornerstone Christian School faith community, developing confident followers of Jesus Christ equipped and inspired to creatively impact our world is at the centre of all that we do. We believe that it is our role as a school to fan into flame the gifts of God that are within each young person (2 Timothy 1:6) in order to equip them with the skills and dispositions to outwork our vision.

We are, therefore, future focused and seeking to develop a personalised pathway for each individual which will extend beyond their time at Cornerstone Christian School.

Our approach means that each young person will develop within three flows of learning: (Life Lab Discipleship, Course Lab Learning Contexts, and Sky Lab Key Skills)



Cornerstone Key Skills

To become empowered to achieve this success, we have identified our Cornerstone keys. These keys help unlock the potential of each learner, and provide a framework to embed what we believe to be important in preparing each young person for the “real” world:

1. Active faith
2. Self-management
3. Effective communication
4. Enterprise
5. Practical skills
6. Digital competency
7. Problem-solving
8. Effective teamwork
9. Servant leadership
10. Critical thinking

Pedagogical Framework

Relationship based Teaching and Learning

Good teaching and learning is based on healthy, productive educational relationships. Teachers are encouraged to maintain positive relationships with their students and each other, taking steps to improve and repair relationships when things are not going so well. Support is available through the Director and Assistant Director of Life Lab. Restorative Justice and Peacemakers initiatives are expected to be used when relationships break down. Punitive punishment is not practiced at Cornerstone.

Teaching Positive Behaviour for Learning [PB4L]

Students learn better in an environment where positive for behaviour for learning is taught and practiced. In a functioning PB4L school, poor behavioural choices decrease, students feel safe and are able to take educational risks. Mistakes are seen as a necessary part of the learning process. For what to do when behaviour breaks down, refer to the Behaviour Management Section. Our accountability model is different at CCS. Accountability is relational, not punitive.

Topics of study in Course Lab, Life Lab and Sky Lab

The Lab theme underpins our pedagogical framework. Teaching and Learning is not simply about reciting facts, downloading information, or succeeding in assessments. Each context for learning should be one of creativity, discovery, deep learning and engagement. The theme of a Lab best fits the intention of teaching and learning at Cornerstone Christian School.

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 Y1-6 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)

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- Longburn Adventist College (LAC; Palmerston North)
- Faith City Academy (FCA; Wanganui)
- Maranatha Christian School (MCS)
- Cornerstone Christian Preschool (CCP)
- Lalanga Mo'ui Tongan Early Childhood Centre
- 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
Maranatha Christian School	State-integrated primary (Y1-8) coeducational	160	Wellington
Cornerstone Christian Preschool	Early Childhood Centre		Palmerston North

Lalanga Mo'ui Tongan Early Childhood Centre	Early Childhood Centre		Palmerston North
Eden Christian Kindergarten.	Early Childhood Centre		Feilding. Manawatu

Vision

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

Vision: Christ-centred communities collaborating to grow.

This proposed vision statement places emphasis and importance of collaboration, which we aim to strengthen moving forward. It articulates our desire to grow the whole person, as illustrated in the Bible and in Professor Sir Mason Durie's 'Whare Tapa Wha' model.

Scripture: As iron sharpens iron so one person sharpens another. Proverbs 27:17 (NIV)

Māori Whakatauki: He waka eke noa (A canoe that we are all in together)

STRATEGIC PLAN 2021-2023

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. Growth – this covers all aspects of managing current and future growth.
2. Well-being – this covers all aspects of pastoral care and student management.
3. Culture – this covers all aspects of both school cultures and growing towards cultural competency as a school.
4. Learning – this covers all aspects of learning and curriculum at Cornerstone Christian School

Interwoven through these three areas is a focus on Christian discipleship, Maori Ākonga, Pasifika learners and Students with Special Needs. These interweaving strands reflect the Ministry of Education, Priority Learner Gro



STRATEGIC OBJECTIVES 2021-2023

Growth - Create and implement a plan that supports growth:

- Up to date policies and processes across the school.
- Full implementation of the new enrolment scheme.
- including amendment of existing enrolment scheme to include new grand-parenting clause from the 2020 Education and Training Act.
- Ensuring physical space is sufficient for roll and reflects current teaching and learning priorities.
- Enrolment of International students.
- Resubmission of MRI in early 2022 and subsequent growth to a maximum roll of 730.

Wellbeing - Development of robust pastoral Care processes for staff and students:

- Student Wellbeing – implementation of a comprehensive student pastoral care programme, schoolwide
- Staff Wellbeing – to build a staff culture where our staff are valued, encouraged and professionally developed.

Culture - strengthen our Cornerstone Christian School Culture

- Foster a positive School Culture that:
 - Is God honouring
 - Has high expectations for all students
 - Friendly and welcoming with a sense of 'belonging'
 - A fun place to learn
 - Family atmosphere where students look after each other
 - A connected community

Learning – build a curriculum that prepares our students for the modern world

- Student learning is the core focus of everything that happens at Cornerstone Christian School.
- Student learning is individualised and shaped around the needs of the learner.
- All Cornerstone students will know what they are learning, why they are learning it and will be able to recognise when they have learnt it.
- At Cornerstone, our curriculum delivery is seamless from year 1 through to year 13 and reflects modern pedagogical perspectives.

Integrating Strands

Christian Discipleship

Christian discipleship is our core point of difference here at Cornerstone Christian School. It infuses every aspect of daily school life, giving students every opportunity to embrace Christian faith as the Cornerstone of their life and empowering them to become confident followers of Jesus Christ, equipped and inspired to creatively impact our world.

Maori ākonga

Maori students at Cornerstone Christian School achieve success as Maori and every effort will be made to reduce barriers to education for all Maori students at Cornerstone Christian School.

Pasifika learners

Pasifika students at Cornerstone Christian School achieve success as Pasifika and every effort will be made to reduce barriers to education for all Pasifika students at Cornerstone Christian School.

Special Needs

Special needs learners/ākonga and staff, those with learning support needs, and neurodiverse learners/ākonga, are safe and included at Cornerstone Christian School, and their needs are supported

ANNUAL PLAN 2021

Strategic Objectives	2021 Measureable Outcomes	Report date
Strategic Area 1. Growth		
Up to date policies and processes across the school.	Ensure staff manual is up to date and reflects current school structure School policies and procedures reviewed and brought up to date	
Full implementation of the new enrolment scheme.	Amend existing enrolment scheme to include new grand-parenting clause from the 2020 Education and Training Act.	May
Ensuring physical space is sufficient for roll and reflects current teaching and learning priorities.	Property Developments for 2021: <ul style="list-style-type: none"> • Gym curtain installation to allow great flexibility in use of wider gymnasium space • Fit sink and lino area in room L2 to repurpose as an Art space • Fitness Track • Fit blinds in L1, L2, G5, C6, A3, A4 • Remove poplar trees alongside field • Revamp native garden areas behind room A5 and room D5 • Access extra storage container space onsite • Endeavour to make L5 a dedicated dance and drama space 	Mar

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	<ul style="list-style-type: none"> • Storage and locker space for Year 7 and 8's (G block) 	
	Work with CCET to review 5 year property plan against projected roll, taking into account possible MRI	Jun
	<p>Prioritise rollout of projects:</p> <ul style="list-style-type: none"> ○ Whanau centre and pastoral care suite ○ Increased staff office space and workroom requirements ○ I block ○ Artificial turf area ○ Hard and soft materials technology space 	Jun
	Review and monitor L-Block space around meeting timetable requirements for senior classes	Aug
Enrolment of International students.	Achieve international student accreditation for Cornerstone Christian School	July
	Promotion of Cornerstone Christian School as an international education provider.	Nov
	Prepare an adequate budget for 2022 to accommodate promotion and establishment of international student infrastructure.	Oct
Resubmission of MRI	Review 2020 MRI declined decision with Ministry of Education and how to proceed towards resubmission	Mar
	Assemble documentation and begin consultation process to allow for resubmission of Maximum roll increase application in early 2022, allowing for a roll growth to 730.	Aug

Strategic Objectives	2021 Measureable Outcomes	Report date
Strategic Area 2. Wellbeing - Development of robust pastoral Care processes for staff and students		
Student Wellbeing – implementation of a comprehensive student pastoral care programme, schoolwide	Appointment of a director of pastoral care	Feb
	Expand home-rooming concept from year 7 and 8 through to year 9 <ul style="list-style-type: none"> ➤ Monitor regularly ➤ Identify teacher support needs early and provide mentoring ➤ Increase parent communication particularly in term 1 as we build the culture of learning in year 9. 	May
	Relaunch Positive Behaviour for Learning Tier 1 including a new schoolwide positive reward model	May
	Training staff around Restorative Practise programme and principles, and embed this within the school culture.	July
	Review Guidance Counsellor role at Cornerstone Christian School, with a view to broadening the existing Guidance Counsellor role to incorporate extra counselling staff	Mar
	Create a plan for the Pastoral Care suite at Cornerstone Christian School.	Nov
	Initiate deaning structures within the Secondary School.	April
	Build on the well-being work initiated in 2020 and develop a school-wide approach to regularly monitoring well-being.	Oct

	Continue with My Mahi programme integration into existing LifeLab programmes	Oct
Staff Wellbeing – to build a staff culture where our staff are valued, encouraged and professionally developed.	Right people working in the right places on staff. Principal to meet with all staff to ensure that staff are working in the right places.	August
	<p>Teacher Professional development focus on:</p> <ul style="list-style-type: none"> • PB4L Tier 1 (and 2 for those staff involved) and Restorative Pastoral Practises • Te Reo and Tikanga Maori – 100 hours via MOE locally funded PLD programme. Provider is CORE-Ed • Year 1 to 6 teachers – Science of Literacy learning and also Spelling (Cracking the Code) • Community of Learning PD Y1-13: <ul style="list-style-type: none"> ○ Wellbeing <ul style="list-style-type: none"> ▪ Cultural Responsiveness ▪ Christian Pastoral Care / Mental Health ▪ Student Engagement ○ Local Curriculum <ul style="list-style-type: none"> ▪ Christian Worldview (Faith & Values in Action) • Secondary subject specific Professional Development • First Aid certificate validation 	August
	<p>Explore a spectrum of strategies to value and develop teachers, admin and support staff at Cornerstone Christian School e.g.</p> <ul style="list-style-type: none"> • Embed the Employee Assistance Programme at Cornerstone Christian School. • Team building Teachers only day at start of year • Social events throughout the year – at least one per term • End of term acknowledgement / celebration. Celebrating staff events and successes. • Morning-teas 	August

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	Review our staff appraisal system to ensure that they meet Teaching Council requirements around professional growth cycles and that they meet school objectives.	
	Thinking: Explore the impact we as teachers have in our teaching environments (Coaching, PGC's)	August

Strategic Objectives	2021 Measureable Outcomes	Report date
Strategic Area 3: Culture - strengthen our Cornerstone Christian School Culture		
Foster a positive School Culture that: <ul style="list-style-type: none"> • Is God honouring • Has high expectations for all students • Friendly and welcoming with a sense of 'belonging' • A fun place to learn • Family atmosphere where students look after each other • Embodies servant leadership 	Appoint director of School Culture and Sport	Feb
	Teacher only day – fostering a sense of 'team' with Richard Black from Mind Health	Feb
	2021 School Production – middle school	Oct
	Facilitate events that enhance the school culture e.g. Tribes competitions: <ul style="list-style-type: none"> • Incorporate in sporting events e.g. swimming sports, athletics • Rolling stones singing comp • Living stones drama comp • Bible quiz • Fun day Interschool sports exchange with Hastings Christian School Lower North Island Christian School Schools COL interschool sports day Celebrating Cultures day in term 4	Oct
	Revitalisation and reintegration of Cornerstone Fundraising Group with school. <ul style="list-style-type: none"> • Senior leadership representation at every meeting • Development of a list of appropriate fundraising entities 	June

<ul style="list-style-type: none"> • A connected community 	<ul style="list-style-type: none"> • Development of policies to allow greater CFG determination around allocation of funds. 	
	One School Community event per term	June
	<p>Encourage EOTC across school including regular yearly overnight camps for year 6, year 8, year 9 marae noho, year 10 and year 13 leadership camp.</p> <p>Explore the possibility of a schoolwide EOTC director</p> <p>Review the viability of the year 13 overseas missions trip as the single class cohorts move out of the school.</p>	June
	<p>Student Leadership opportunities:</p> <ul style="list-style-type: none"> • Continue with Peer Mentoring under the oversight of the Guidance Counsellor. • Buddy systems continued using senior secondary students to work with junior ones. • Primary team 'friends duty' to help students who need a friend at interval/lunchtime. • Prefect team appointed with a focus on serving their peers through portfolios of service / committee leadership. • Junior and Senior school councils up and running • Breakfast club 	June

Strategic Objectives	2021 Measureable Outcomes	Report date
Strategic Area 4: Learning - to build a curriculum that prepares students for the modern world:		
The core focus of everything that happens at Cornerstone Christian School is Student learning.	Ensure school calendar prioritises learning. Get rid of the 'stuff'. Regular senior leadership team review of calendar to ensure that we are keeping the main thing the main thing.	Sept
Student learning is individualised and shaped around the needs of the learner. This includes targetted intervention for priority learners.	Teachers to give emphasis to target students and priority learners (see the end of this table for details). <ul style="list-style-type: none"> • Year 1-6: the target student group reflects those students in danger of not achieving at the appropriate curriculum level in reading, writing and/or mathematics. • Year 7-10: the target student group reflects those students in danger of not achieving at the appropriate curriculum level in Literacy and Numeracy • Year 11-13: the target student group reflects those students in danger of not achieving NCEA Level 2 prior to graduating at the end of year 13 from Cornerstone Christian School. 	July / Nov
	2021 Learning Programmes: <ul style="list-style-type: none"> • PB4L tier 1 and tier 2 • Te Reo and Tikanga Maori programmes extending from staff PD 	Aug

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	<ul style="list-style-type: none"> • Better Start Literacy Programme (year 1 and 2) and Science of literacy learning Professional Development (year 1 to 6 teachers) • Review of Year 7 - 13 students having access to their own personalised device. • Primary 1 to 6 Integrated theme work that incorporates some aspects of Deeper Learning strategies 	
At Cornerstone, our curriculum delivery is seamless from year 1 through to year 13 and reflects modern pedagogical perspectives.	Review of year 1 to 6 curriculum Christian Living and Integrated Programme delivery	Nov
	Review of curriculum, assessment and pastoral practises at core transition points i.e. year 6 to year 7 and year 10 to year 11 to ensure seamless integration.	Oct
	Secondary curriculum content review <ul style="list-style-type: none"> • Ensure that we prepare to maintain adequate provision of year 13 subject choice in 2022 	Sept
	Develop a Y7-13 Technology Curriculum integration plan (in lieu of the 2020 departure from Monrad Intermediate as the year 7/8 Technology provider).	Oct
Improve the outcomes of priority learners	Teachers to give emphasis to target students and priority learners within this group. See the end of this table for details. <ul style="list-style-type: none"> • 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. • Year 7-10 Literacy and numeracy targets • Year 11-13 Development of specific literacy and numeracy targets (replaces SPEC – see special needs section below). • Explore alternative learning programmes to assist with the above endeavours 	July Dec
Improve teacher understanding of the impact that they have	Professional Development to improve teacher understanding of the impact that they have: <ul style="list-style-type: none"> • LNICs COL – Developing a Christian Worldview programme • Work with COL to host Teacher Professional Development programme here at Cornerstone Christian School. 	Sept

Interweaving strand: Discipleship		
<p>Christian discipleship is our core point of difference here at Cornerstone Christian School. It infuses every aspect of daily school life, giving students every opportunity to embrace Christian faith as the Cornerstone of their life and empowering them to become confident followers of Jesus Christ, equipped and inspired to creatively impact our world.</p>	<p>Explore the possibility of a schoolwide Director for Christian Living</p>	
	<p>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.</p>	<p>May</p>
	<p>Understanding how to Teach Christianly – work with the Lower North Island Christian School Kahui Ako to understand how to construct a sound Christian Worldview and incorporating this into everyday lessons</p>	<p>May</p>
	<p>Service opportunities made available for students throughout the school</p> <ul style="list-style-type: none"> • e.g. visits to Preschool, Peppertree retirement village to bless them • Should we be affected by COVID, explore repeating the Year 13 Road trip to serve in various communities around NZ • Duke of Edinburgh awards in secondary • Student Volunteer Army awards • Develop service strand in secondary Life lab. • 'Whakapono Team Service Awards' for the areas of road patrol, library, putting out the flags during wet lunch times etc. 	<p>May</p>

Interweaving strand: Māori akonga		
Maori students at Cornerstone Christian School achieve success as Maori and every effort will be made to reduce barriers to education for all Maori students at Cornerstone Christian School.		
Tangata Whenuatanga (Place-based, socio-cultural awareness and knowledge)	<ol style="list-style-type: none"> 1. Understanding the 'Why of the Treaty' - staff professional development day(s) 2. Reintroduction of Powhiri and Kapahaka within the school context 3. Use mihi to begin gatherings – whakawhanaungatanga (all year). 	Nov
Ako (Practice in the classroom and beyond)	<p>Staff professional development in use of Te Reo - staff to become comfortable using Te Reo in the classroom</p> <ol style="list-style-type: none"> 2. Staff professional development around using and encourage reo Maori greetings and korero Maori with akonga, Kaiako and whanau. 2. Staff professional development to use karakia at the beginning and end of the day and at kai times; with increasing responsibility for akonga to lead these. 3. Providing opportunities for learners to respond in Te Reo Maori 4. Development of a Te Reo curriculum at Cornerstone Christian School from year 1 through 13. 	Sept
Rangitane Iwi mahi tahi	<ul style="list-style-type: none"> • Continue to develop the relationship with kaumatua Wiremu Te Aweawe of Rangiotu marae • Year 9 students to have a noho marae at the end of 2020. • Primary students visiting St Michael's marae. 	June/Nov
Māori student targets	<ul style="list-style-type: none"> • See end of this table for details. • Individual Maori students targeted by name to ensure their success. 	June/Dec

Interweaving strand: Pasifika learners		
All barriers to education for all Pasifika students at Cornerstone Christian School reduced.	<ul style="list-style-type: none"> • Appointment of a teacher with core responsibility for leading Pasifika Education at Cornerstone • Consultation with Pasifika parents twice per year. • Pasifika mentoring and guidance from external provider • Pasifika cultural group up and running • Language inclusion in school life 	
Pasifika learner targets	<ul style="list-style-type: none"> • See end of this table for details. • Individual students targeted by name to ensure their success. 	June/Dec

Interweaving strand: Special Needs		
Ensure special needs learners/ākonga and staff, those with learning support needs, and neurodiverse learners/ākonga, are safe and included at Cornerstone Christian School, and their needs are supported	Increase teacher aide support particularly withing middle and senior secondary	Sep
	Increase SENCO role to 0.8 FTTE	Sep
	Develop Special Needs identification policy, procedures and register	
	Implement a revised approach to meeting the needs of secondary literacy and numeracy priority learners is being piloted. This involves a dedicated literacy and numeracy class taught by the head of English and supported by the head of mathematics. This revised approach supersedes the former SPEC programme from year 11 to 13.	July/Nov

Actions	Led by	Goal	Time Frame	Monitoring milestones/Review
<p>Action 1: Implementation of the Better Start Literacy Approach Professional Development into classroom practice. Our involvement in this PD has now been confirmed by MOE.</p>	<p>Catherine Forrest (COL ST) and Karen Burrows (Aroha Team Leader)</p>	<p>80% of the target students will be at reading at Stage 6 (Level 12 PM) by Week 5, Term 4.</p>	<p>Implementation in terms 1-3</p>	<p>Review efficacy of better start literacy approach programme at Cornerstone at core milestone points (end of term 2 and term 4, 2021)</p>

Targets for Y1-6												
Annual Aim: Writing												
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												
2020 r 1-6 Targets:												
1. 85% of Year 1-6 students will be achieving at or above the required curriculum level in Writing												
Priority Learners who are at Risk of Not Achieving in Writing												
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:												
2021 Writing												
NZ Curriculum Level	← 1-Early 1-Middle 1-Upper →			← 2-Early 2-Middle 2-Upper →			← 3-Early 3-Middle 3-Upper →			← 4-Early 4-Middle →		
After 20 weeks at school	Emergent	1-Early	1-Middle	1-Upper	2-Early	2-Middle	2-Upper	3-Early	3-Middle	3-Upper	4-Early	4-Middle
At the end of Year 1	Blue	Blue										
At the end of Year 2			Blue	Blue								
At the end of Year 3				Blue	Blue							
At the end of Year 4					Blue	Blue						
At the end of Year 5							Blue	Blue				
At the end of Year 6									Blue	Blue		
Priority Learner Breakdown	Māori			Pasifika			All Others					
Writing												
Actions	Led by	Goal				Time Frame	Monitoring milestones/Review					
▪ <i>No specific target foci for writing in 2021</i>												

Targets for Y1-6												
Annual Aim: Mathematics												
2. Identify [and improve the outcomes] of students who show clear signs of being at risk of not achieving an appropriate curriculum level in Mathematics												
2021 r 1-6 Targets:												
1. 85% of Year 1-6 students will be achieving at or above the required curriculum level in Mathematics												
Priority Learners who are at Risk of Not Achieving in Writing												
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:												
2021 Mathematics												
NZ Curriculum Level	← 1-Early 1-Middle 1-Upper →			← 2-Early 2-Middle 2-Upper →			← 3-Early 3-Middle 3-Upper →			← 4-Early 4-Middle →		
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												
Priority Learner Breakdown	Māori - 4				Pasifika - 1				All Others – 24			
Numeracy												
Actions	Led by	Goal					Time Frame	Monitoring milestones/Review				
Action 1: To investigate and making changes to	Jane Sutherland – Manahau	For 75% of the target students to reach 80% at Numeracy Stage 3					Terms 1-3	Measure each term using Harvey Numeracy Knowledge test				

<p>the 'environmental' factors (social, physical and pedagogical) that influence student learning in maths.</p>	<p>Team Leader</p>	<p>(Year 2) or Numeracy Stage 4 (Year 3) by Term 4 as measured by the Harvey Knowledge Test.</p>		
<p>Action 2: To build basic number knowledge through targeted, regular small group practice.</p>	<p>David Henderson – Team Leader Tumanako Team</p>	<p>For 70% of the students to have achieved 80% at Numeracy Stage 5 and be working at Numeracy Stage 6 by Term 4 as measured by the Harvey Knowledge Test.</p>	<p>Terms 1-3</p>	<p>Measure each term using Harvey Numeracy Knowledge test</p>

Year 7 & 8 Annual Targets - Numeracy			
Annual Aim: Mathematics Year 7 & 8			
To increase the number of students achieving at or above the target curriculum level for mathematics.			
Cohort Targets:			
Year 7: 75% of Year 7 students will be at or above Curriculum level 3A for mathematics by the EOY			
Year 8: 85% of Year 8 students will be at or above Curriculum level 4B for mathematics by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level			
Year 7			
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.			
Baseline Data: Use OTJs from the end of the previous year. New students are not included in the breakdown below as their data was not available at the time of writing.			
Year 8			
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			
Baseline Data: Use OTJs from the end of the previous year.			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 7	1	0	4
Year 8	2	1	9

Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
<p>Action 1. Class Teachers are used to develop goals for students in these groups</p>	<p>Team Leader</p>	<p>Team Meeting time in the School to discuss goal setting for students</p> <p>List of identified students for each teacher is provided by Head of school.</p>	<p>April</p>	<p>Monitored and discussed by the Teacher in learning conversations</p> <p>Monitored on a Termly basis by Team Leader</p>
<p>Action 2. Small groups of Priority Learners will come out of class for Numicon</p>	<p>Team Leader</p>	<p>Teacher Aids + another teacher to run the programme</p>	<p>All year</p>	<p>Ongoing progress reports</p> <p>Termly monitoring to see if Priority Learners are starting to accelerate</p>
<p>Action 3. Include graphs in strategic reporting of student progress against baseline testing at the start of the year</p>	<p>AP/DP/PN</p>	<p>Time for the PN to prepare the data and graphs</p>	<p>Mid Year / End of Year</p>	<p>BOT Report MOY & EOY</p>

Year 7 & 8 Annual Targets – Literacy			
Annual Aim			
To increase the number of students achieving at or above the target curriculum level for Writing			
Cohort Targets			
Year 7			
75% of Year 7 students will be achieving at or above the target Curriculum level 3A for writing by the EOY			
Year 8			
85% of Year 8 Students will be achieving at or above the target Curriculum level 4B for writing by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level			
Year 7			
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. Students at 3B are to be monitored <u>and may</u> be included in target learner initiatives if warranted. The breakdown below includes just those below 3B.			
Baseline Data: Use OTJs from the end of the previous year. New students are not included in the breakdown below as their data was not available at the time of writing.			
Year 8			
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			
Baseline Data: Use OTJs from the end of the previous year.			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 7	1	0	2
Year 8	1	1	11

Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
<p>Action 1. Class Teachers are used to develop goals for students in these groups</p>	Team Leader	<p>Team Meeting time in the School to discuss goal setting for students List of identified students for each teacher is provided by Head of school. Time for Running Records and Probe testing to be done by class teachers</p>	April	<p>Monitored and discussed by the Teacher in learning conversations Monitored on a Termly basis by HOD</p>
<p>Action 2. Small group teaching in class supported by SRA resources</p>	Team Leader	<p>Time for the PN to prepare the data and graphs</p>	All Year	<p>Termly monitoring to see if Priority Learners are starting to accelerate.</p>
<p>Action 3. Include graphs in strategic reporting of student progress against baseline testing at the start of the year</p>	AP/DP/PN		Mid Year / End of Year	<p>BOT Report MOY & EOY</p>

Year 9 & 10 Annual Targets - Numeracy			
Annual Aim: Numeracy Year 9 & 10			
To increase the number of students achieving at or above the target curriculum level for Mathematics			
Targets:			
Year 9 75% of Year 9 students will be achieving at or above the target Curriculum level 4A for numeracy by the EOY			
Year 10 85% of Year 10 students will be achieving at or above the target Curriculum level 5P for numeracy by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level			
Year 9 Definition: A Year 9 student at risk of not achieving NZC 4A will mean any student who was judged to be below level 4B at the end of the previous year Baseline Data: Use OTJs from the end of the previous year.			
Year 10 Definition: A Year 10 student at risk of not achieving NZC 5P will mean any student who was judged to be below level 4A at the end of the previous year Baseline Data: Use OTJs from the end of the previous year.			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 9	2	1	3
Year 10	3	0	7

Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
<p>Action 1. Class Teachers are used to develop goals for students in these groups</p>	HOD	<p>Team Meeting time in the School to discuss goal setting for students List of identified students for each teacher is provided by Head of school.</p>	April	<p>Monitored and discussed by the Teacher in learning conversations Monitored on a Termly basis by HOD</p>
<p>Action 2. Specific Teacher directed work for priority learners</p>	HOD Maths	<p>Reduced class work for these students in Alpha books. If Alpha books still not suitable, lower level books provided</p>	All Year	Monitored by the AP on a Termly basis
<p>Action 3. Introduce Numicon to priority learners in Y9</p>	HOD Maths	<p>Teacher Aid time, Numicon training and equipment</p>	EOT1 SOT2	<p>Funding acquired Programme implemented</p>

Year 9 & 10 Annual Targets - Literacy					
Annual Aim: Literacy Year 9 & 10					
To increase the number of students achieving at or above the target curriculum level for Writing					
Targets					
Year 9					
75% of Year 9 students will be achieving at or above the target Curriculum level 4A for writing by the EOY					
Year 10					
85% of Year 10 students will be achieving at or above the target Curriculum level 5P for writing by the EOY					
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level					
Year 9					
Definition: A Year 9 student at risk of not achieving NZC 4A will mean any student who was judged to be below level 4B at the end of the previous year					
Baseline Data: Use OTJs from the end of the previous year.					
Year 10					
Definition: A Year 10 student at risk of not achieving NZC 5P will mean any student who was judged to be below level 4A at the end of the previous year					
Baseline Data: Use OTJs from the end of the previous year.					
Priority Learner Breakdown	Māori	Pasifika	All others		
Year 9	0	0	3		
Year 10	2	0	7		
Actions	Led by		Resourcing	Time Frame	Monitoring milestones? Review

<p>Action 1. Class Teachers are used to develop goals for students in these groups</p>	<p>HODs</p>	<p>Dept. Meeting time in the School to discuss goal setting for students List of identified students for each teacher is provided by Head of school.</p>	<p>April</p>	<p>Monitored and discussed by the Teachers in learning conversations Monitored on a Termly basis by HOD</p>
<p>Action 2. Specific Teacher directed work for priority learners</p>	<p>Teacher in charge of Y9/10</p>	<p>Education Perfect Adjusted programme for Priority Learners</p>	<p>All Year</p>	<p>Termly monitoring to see if Priority Learners are starting to accelerate</p>
<p>Action 3. Introduce new programmes for Priority Learners</p>	<p>TIC Yr9/10, AP, DP</p>	<p>Teacher Aid allocation Toe to Toe training</p>	<p>EOT1 SOT2</p>	<p>Funding allocation Implement programme start of Term 2 Review progress EOT4</p>

Year 11 Annual Targets				
Annual Aim: Level 1 NCEA: Identify [and improve the outcomes] of students who show clear signs of being at risk of not achieving Level 1 Identify [and improve the outcomes] of students who have the potential to achieve Merit & Excellence endorsements at Level 1				
NCEA Cohort Targets: 85% of Year 11 students will achieve L1 Literacy and Numeracy. 85% of Year 11 students will achieve NCEA Level 1. 55% of Year 11 students who gain NCEA Level 1 will gain the qualification with a Merit or Excellence endorsement				
Priority Learners who are At Risk of Not Achieving NCEA L1 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 Baseline Data: Year 10 OTJ Data from Term 4 of the previous year				
Priority Learner Breakdown	Māori	Pasifika	All Others	
L1 ARNA Numeracy	0	2	3	
L1 ARNA Literacy	1	2	9	
Actions	Led by	Resourcing	Time Frame	Monitoring milestones/Review
Life Lab coaches are used to monitor literacy and numeracy goals for target 1 & 2 students	Learning Coaches	Timetabled LIFE LAB time in the School for goals setting List of identified priority students for each Learning Coach and teacher is provided by PN, DP	May	Ap of Senior School assemble a Literacy and Numeracy Team to monitor the progress of these students and determine next steps.
Monitoring of academic progress by Careers Advisor and AP, PN, and DP	DP / AP / PN Careers Advisor	Monthly meetings from May, then fortnightly from August - to review progress and feed back to teachers and Coaches	From May	Academic progress monitored as stated, next steps identified.

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Investigate ways we can determine academic potential and then lift quality of endorsements	DP / AP / PN	Meet together this year to determine resourcing needs for 2022 and next steps	June	Next steps identified and budget needs added to 2022 budget
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Year 12 Annual Targets				
Annual Aim: Level 2 NCEA: Identify and improve the outcomes of Year 12 students at risk of not achieving their level 2 certificate Identify and improve the outcomes of students who have the potential to achieve Merit & Excellence endorsements at Level 2				
NCEA Cohort Targets: 85% of Year 12 students will gain NCEA Level 2 this year 45% of Year 12 students who gain NCEA Level 2 will gain the qualification with a Merit or Excellence endorsement 100% of Year 12 students who were not on SPEC in Yr11 will gain UE Literacy this year				
Priority Learners who are At Risk of Not Achieving NCEA L2 Definition: A Year 12 student at risk at level 2 will mean any Year 12 student who achieved less than 85 credits [at L1] the previous year Baseline Data: KAMAR NCEA data.				
Priority Learner Breakdown	Māori	Pasifika	All Other	
Year 12 ARNA L2	3	0	5	
Year 12 former SPEC Yr 11	1	0	2	
Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Life Lab coaches are used to monitor target 1 & 2 students	Learning Coaches	Timetabled LIFE LAB time in the School for goals setting List of identified priority students for each Learning Coach and teacher is provided by PN, DP.	All Year	AP Senior School
1.2 Monitoring of academic progress by Careers Advisor and DP	DP / Careers Advisor	Fortnightly meetings to review progress and feedback to teachers and Coaches	All Year	Academic progress monitored as stated, next steps identified.

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<p>Investigate ways we can determine academic potential and then lift quality of endorsements</p>	<p>DP / AP / PN</p>	<p>Meet together this year to determine resourcing needs for 2022 and next steps</p>	<p>June</p>	<p>Next steps identified and budget needs added to 2022 budget</p>
<p>3. Life Lab coaches are used to monitor Target 3 students</p>	<p>Learning Coaches</p>	<p>Timetabled LIFE LAB time in the School for goals setting Priority students identified and Learning Coaches informed by AP</p>	<p>All Year</p>	<p>AP Senior School</p>

Year 13 Annual Targets				
Annual Aim: Level 3 NCEA				
Identify and improve the outcomes of Year 13 students at risk of not achieving their level 3 certificate				
Identify and improve the outcomes of students who have the potential to achieve Merit & Excellence endorsements at Level 3				
NCEA Cohort Targets:				
85% of Year 13 students will gain NCEA Level 3				
45% of Year 13 students who gain NCEA Level 3 will gain the qualification with a Merit or Excellence endorsement				
Priority Learners who are At Risk of Not Achieving NCEA L3				
Definition: A Year 13 student at risk at level 3 will mean any Year 13 student who achieved less than 65 credits combined [at L2&3, excluding the 20 carried forward] the previous year				
Baseline Data: KAMAR NCEA data.				
Priority Learner Breakdown	Māori	Pasifika	All Other	
Yr13 ARNA L3	0	0	2	
Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Life Lab coaches are used to monitor target 1 & 2 students	Learning Coaches	Timetabled LIFE LAB time in the School for goals setting List of identified priority students for each Learning Coach and teacher is provided by PN, DP	All Year	AP Senior School
Life Lab coaches are used to monitor target 3 students	Learning Coaches	Fortnightly meetings to review progress and feedback to teachers and Coaches	All Year	Academic progress monitored as stated, next steps identified.

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Investigate ways we can determine academic potential and then lift quality of endorsements	DP / AP / PN	Meet together this year to determine resourcing needs for 2022 and next steps	All Year	AP Senior School
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