



Annual Report 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



This report gives an indication of the progress the school made against the goals recorded in the Annual Plan 2021.

Annual Plan Goals

Strategic Plan Area: Growth

Create and implement a plan that supports growth:

1. 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.
2. Full implementation of the new enrolment scheme, including amendment of existing enrolment scheme to include new grandparenting clause from the Education and Training Act 2020.
 - Amend existing enrolment scheme to include new grandparenting clause from the Education and Training Act 2020.
3. Ensuring physical space is sufficient for roll and reflects current teaching and learning priorities.
 - 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, G5, 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.
 - Storage and locker space for Year 7 and 8 students (G block).
 - Work with CCET to review 5-year property plan against projected roll, taking into account a possible maximum roll increase.
 - Prioritise roll out of projects:
 - i. Whanau centre and pastoral care suite.
 - ii. Increased staff office space and workroom requirements.
 - iii. I block.
 - iv. Artificial turf area.
 - v. Hard and soft materials technology space.
 - Review and monitor L-block space around meeting timetable requirements for senior classes.
4. Enrolment of International students.
 - Achieve international accreditation for Cornerstone Christian School.
 - Promotion of Cornerstone Christian School as an international education provider.

- Prepare an adequate budget for 2022 to accommodate promotion and establishment of international student infrastructure.
5. Resubmission of maximum roll increase application in early 2022 and subsequent growth to a maximum roll of 730.
- Review 2020 maximum roll increase declined decision with Ministry of Education and how to proceed towards resubmission.
 - 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.

Strategic Plan Area: Wellbeing

Development of robust pastoral care processes for staff and students:

1. Student wellbeing – implementation of a comprehensive student pastoral care programme, schoolwide.
 - Appoint a Director of Pastoral Care.
 - Expand home-rooming concept from Years 7-8 through to Year 9.
 - i. Monitor regularly.
 - ii. Identify teacher support needs early and provide mentoring.
 - iii. Increase parent communication particularly in Term 1 as we build the culture of learning in Year 9.
 - Relaunch Positive Behaviour for Learning (PB4L) Tier 1 including a new school wide positive reward model.
 - Training staff around Restorative Practice programme and principles, and embed this within the school culture.
 - Review guidance counsellor role with a view to broadening the existing guidance counsellor role to incorporate extra counselling staff.
 - Create a plan for the pastoral care suite.
 - Initiate deaning structures within the secondary school.
 - Build on the wellbeing work initiated in 2020 and develop a school-wide approach to regularly monitoring wellbeing.
 - Continue with My Mahi programme integration into existing LifeLab programmes.
2. Staff wellbeing – to build a staff culture where 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.
 - Teacher professional development focus on:
 - i. PB4L Tier 1 (and 2 for those staff involved) and Restorative Pastoral practises.
 - ii. Te Reo and Tikanga Māori (100 hours via MOE locally funded PLD programme through provider CORE-Ed).
 - iii. Year 1 to 6 teachers – Science of Literacy learning and Spelling (Cracking the Code).

- iv. Community of Learning PD Years 1-13:
 - Wellbeing
 - Cultural responsiveness
 - Christian pastoral care/mental health
 - Student engagement
 - Local curriculum
 - Christian worldview (Faith & Values in Action)
- v. Secondary subject-specific professional development
- vi. First aid certificate validation
- Explore a spectrum of strategies to value and develop teachers, admin and support staff at Cornerstone Christian School e.g.
 - i. Embed the Employee Assistance Programme.
 - ii. Team building teacher only day at start of year
 - iii. Social events throughout the year (at least one per term)
 - iv. End-of-term acknowledgement/celebration; celebrating staff events and successes
 - v. Morning teas
- 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).

Strategic Plan Area: Culture

1. Foster a positive school culture that is God honouring, has high expectations for all students, is friendly and welcoming with a sense of 'belonging', is a fun place to learn, has a family atmosphere where students look after each other, and is a connected community.
 - Appoint a Director of School Culture and Sport
 - Teacher only day – fostering a sense of 'team' with Richard Black from Mind Health
 - 2021 School Production – Middle School
 - Facilitate events that enhance the school culture, e.g.
 - i. Tribes competitions:
 - Sporting events e.g. swimming sports, athletics.
 - Rolling stones singing competition.
 - Living stones drama competition.
 - Bible quiz.
 - Fun day.
 - ii. Interschool sports exchange with Hastings Christian School.
 - iii. Lower North Island Christian Schools Community of Learning interschool sports day.
 - iv. Celebrating Cultures day in Term 4.

- Revitalisation and reintegration of Cornerstone Fundraising Group with school.
 - i. Senior Leadership representation at every meeting.
 - ii. Develop a list of appropriate fundraising entities.
 - iii. Develop policies to allow greater CFG determination around allocation of funds.
- One school community event per term.
- 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.
- Explore the possibility of a schoolwide EOTC director.
- Review the viability of the year 13 overseas mission trip as the single class cohorts move out of the school.
- Student leadership opportunities:
 - i. Continue with peer mentoring under the oversight of the guidance counsellor.
 - ii. Buddy systems continued using senior secondary students to work with junior ones.
 - iii. Primary team 'friends duty' to help students who need a friend at interval/lunchtime.
 - iv. Prefect team appointed with a focus on serving their peers through portfolios of service/committee leadership.
 - v. Junior and senior school councils up and running.
 - vi. Breakfast club.

Strategic Plan Area: Learning

Build a curriculum that prepares our students for the modern world:

1. Student learning is the core focus of everything that happens at Cornerstone Christian School.
 - Ensure school calendar prioritises learning. Get rid of the 'stuff'. Regular senior leadership review of the calendar to ensure that we are keeping the main thing, the main thing.
2. Student learning is individualised and shaped around the needs of the learner.
 - Teachers to give emphasis to target students and priority learners (see details further on in this document).
 - i. Years 1-6: the target student group reflects those students in danger of not achieving at the appropriate curriculum level in reading, writing or mathematics.
 - ii. Years 7-10: the target student group reflects those students in danger of not achieving at the appropriate curriculum level in Literacy and Numeracy.
 - iii. Years 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.
 - 2021 Learning Programmes:

- i. PB4L Tier 1 and Tier 2
 - ii. Te Reo and Tikanga Māori programmes extending from staff PD.
 - iii. Better Start Literacy Programme (Years 1-2) and Science of Literacy learning professional development (Year 1- 6 teachers).
 - iv. Review of Year 7 - 13 students having access to their own personalised device.
 - v. Primary 1 to 6 Integrated theme work that incorporates some aspects of Deeper Learning strategies.
- 3. 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.
 - Review of curriculum, assessment and pastoral practices at core transition points, i.e. Year 6 to Year 7, and Year 10 to Year 11, to ensure seamless integration.
 - Secondary curriculum content review:
 - i. Ensure that we prepare to maintain adequate provision of Year 13 subject choice in 2022.
 - Develop a Year 7-13 Technology curriculum integration plan (in lieu of the 2020 departure from Monrad Intermediate as the Year 7-8 Technology provider.
- 4. Improve the outcomes of priority learners.
 - Give emphasis to target students and priority learners within this group. See later in this document for details.
 - i. 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.
 - ii. Year 7-10 Literacy and numeracy targets.
 - iii. Year 11-13 Development of specific literacy and numeracy targets (replaces SPEC – see special needs section below).
 - iv. Explore alternative learning programmes to assist with the above endeavours.
- 5. Improve teacher understanding of the impact that they have.
 - Professional development to improve teacher understanding of the impact that they have:
 - i. LNICS COL – Developing a Christian Worldview programme.
 - ii. Work with COL to host Teacher Professional Development programme here at Cornerstone Christian School.

Interweaving Strands

Christian Discipleship

1. 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.
 - Explore the possibility of a school-wide Director for Christian Living.
 - Develop 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.
 - 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.
 - Service opportunities made available for students throughout the school:
 - i. e.g. visits to Preschool, Peppertree Retirement Village to bless them.
 - ii. Should we be affected by COVID, explore repeating the Year 13 Road trip to serve in various communities around NZ.
 - iii. Duke of Edinburgh awards in secondary.
 - iv. Student Volunteer Army awards.
 - v. Develop service strand in secondary Life lab.
 - vi. 'Whakapono Team Service Awards' for the areas of road patrol, library, putting out the flags during wet lunch times etc.

Māori ākonga

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

1. Tangata Whenuatanga (Placed-based, socio-cultural awareness and knowledge).
 - Understanding the 'Why of the Treaty' - staff professional development day(s).
 - Reintroduction of Powhiri and Kapahaka within the school context.
 - Use mihi to begin gatherings – whakawhanaungatanga (all year).
2. Ako (Practice in the classroom and beyond)
 - Staff professional development in use of Te Reo - staff to become comfortable using Te Reo in the classroom
 - Staff professional development around using and encourage reo Māori greetings and korero Māori with akonga, Kaiako and whanau.
 - 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.
 - Provide opportunities for learners to respond in Te Reo Māori
 - Develop of a Te Reo curriculum at Cornerstone Christian School from year 1 through 13.

3. Rangitane Iwi mahi tahi
 - Continue to develop the relationship with kaumatua Wiremu Te Awe Awe of Rangiotu marae.
 - Year 9 students to have a noho marae at the end of 2020.
 - Primary students visiting St Michael's marae.
4. Māori student targets
 - See information later in this document for details.
 - Individual Māori students targeted by name to ensure their success.

Pasifika learners

1. 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.
 - All barriers to education for all Pasifika students at Cornerstone Christian School are reduced.
 - i. Appoint a teacher with core responsibility for leading Pasifika Education at Cornerstone.
 - ii. Consult with Pasifika parents twice per year.
 - iii. Pasifika mentoring and guidance from an external provider.
 - iv. Pasifika cultural group up and running.
 - v. Language inclusion in school life.
2. Pasifika learner targets.
 - See information later in this document for details.
 - Individual Pasifika students targeted by name to ensure their success.

Special needs

1. 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.
 - 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.
 - i. Increase teacher aide support particularly within middle and senior secondary.
 - ii. Increase SENCO role to 0.8 FTTE.
 - iii. Develop Special Needs identification policy, procedures and register.
 - iv. 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.

Progress towards these goals

Strategic Plan Area: Growth

Create and implement a plan that supports growth:

1. 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.

In June 2021, the Board met via Zoom with a representative of SchoolDocs, an organisation which provides up-to-date, legally compliant school policy documentation for 1,470 New Zealand schools. SchoolDocs was set up some 14 years ago by a school Principal who recognised that Boards around the country were grappling with a significant amount of work to develop legally compliant school policies and procedures and to keep these updated. The SchoolDocs representative answered Board members' questions particularly in regard to whether the school's Christian special character would be reflected in its policies should it sign up with SchoolDocs. The representative explained that during the introductory phase SchoolDocs would work with senior management to ensure that the Special Character was well reflected in school policies. A school with a similar Christian special character to Cornerstone recently developed policies with SchoolDocs; this process would in some senses pave the way for the work that CCS would be undertaking upon signing up with SchoolDocs. The Board and senior leadership contacted other schools and received positive feedback about their journey with SchoolDocs. As a result, in July 2021 the Board decided to sign a contract with SchoolDocs and the policy development phase will begin in Term 1 – 2022.

2. Full implementation of the new enrolment scheme, including amendment of existing enrolment scheme to include new grandparenting clause from the Education and Training Act 2020.
 - Amend existing enrolment scheme to include new grand-parenting clause from the Education and Training Act 2020.

In late 2020, the Board agreed to investigate incorporating the 'grandparenting' clause of the Education and Training Act 2020 into the enrolment scheme. In February 2021, we were advised by MoE that further work was required on their part to determine the process for adding the clause to the enrolment scheme. At the end of Term 1, we were advised by the MoE Education Network Advisor that they had sought legal clarification around the clause and that they had been advised that the clause could not be added to the school's enrolment scheme because the scheme was designed (though not implemented) prior to the Education and Training Act 2020 becoming law. However, the MoE network advisor proposed that the school proprietor should apply to MoE for a temporary maximum roll increase (refer to point 5. below).

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3. Ensuring physical space is sufficient for roll and reflects current teaching and learning priorities.

- Property Developments for 2021:
 - i. Gym curtain installation to allow great flexibility in use of wider gymnasium space.
 - ii. Fit sink and lino area in room L2 to repurpose as an Art space.
 - iii. Fitness track.
 - iv. Fit blinds in L1, L2, G5, G5, A3, A4.
 - v. Remove poplar trees alongside field.
 - vi. Revamp native garden areas behind room A5 and room D5.
 - vii. Access extra storage container space onsite.
 - viii. Endeavour to make L5 a dedicated dance and drama space.
 - ix. Storage and locker space for Year 7 and 8's (G block).



Just prior to the start of Term 1 the poplar trees were removed by a local contractor. This will prevent further damage to the drainage system on the adjacent field. With the removal of these trees, a number of teachers raised the concern that there is little shade in the secondary school area and the matter was flagged as a matter needing to be addressed.

In February, the gym curtain was installed and the sink and lino was area installed in room L2 to allow the space to be used for Art classes. Blinds were fitted to L1, L2, G5, G5, A3 and A4. In L5, low staging was constructed, and lights and sound equipment were installed to make the room suitable for Dance, Drama and Music classes. Storage lockers were installed around G block for Y7-8 students. Some vandalism occurred around the lockers and, as a consequence, an additional security camera was set up to assist with monitoring activity around the lockers.

The fitness track was installed, with the Police Studies class working on this as part of their programme.

We negotiated a deal with the Container Storage company next to the school to put two containers in the paddock beyond L Block for no cost in return for having their business advertised on the containers. The old, rusting container which was on the site was removed.

- Work with CCET to review 5-year property plan against projected roll, taking into account a possible maximum roll increase. School leadership worked collaboratively with the school's proprietor during 2021 to design I Block which, when completed, will encompass further secondary classrooms (including specialist teaching spaces) and a pastoral care suite. The expected completion date for I Block is July 2022.

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During 2021, the Association for Proprietors of Integrated Schools (APIS) negotiated with the MoE to include state-integrated schools in a one-off grant for essential maintenance. The school's proprietor was allocated \$369,012 to bring forward essential maintenance and school leadership worked collaboratively with the proprietor to decide which health-and-safety focused improvements should be prioritised. Projects completed during 2021 included recarpeting eight classrooms, replacing clearlite over the verandas of C-D Blocks, replacing the fluorescent lighting in L3-5 with LEDs, heating upgrades in staff workrooms and creating limestone paths to link the gymnasium with H and L blocks.

- Priorities roll out of project:
 - i. Whanau centre and pastoral care suite
 - ii. Increased staff office space and workroom requirements
 - iii. I block
 - iv. Artificial turf area
 - v. Hard and soft materials technology space

Block I construction began in October 2021. When completed, the block will include further classroom space, specialist learning areas and a pastoral care suite including guidance counsellor rooms, a waiting area and offices for the Director of Pastoral Care and Deans.

- Review and monitor L-block space around meeting timetable requirements for senior classes.

At the beginning of 2021 senior leadership had concerns that due to a shortage of classroom space more than one class would need to work in rooms L3, L4 and L5 at the same time. Through creative timetabling we managed to alleviate the need for this however some issues remained. Learning Café classes were combined with subject study classes in the senior school. All available spaces in the school were fully utilised including the gym weights room and both sides of the gymnasium space (using the curtain divider). Rooms L1-2 are likely to become un-integrated when Block I is utilised and L3-5 are being viewed as a creative space for the Arts, digital technology and project-based learning.

4. Enrolment of International students.

- Achieve international accreditation for Cornerstone Christian School.
- Promote Cornerstone Christian School as an international education provider.
- Prepare an adequate budget for 2022 to accommodate promotion and establishment of international student infrastructure.

In June, the accreditation process was put on hold following early groundwork and discussion between the Board and Proprietor. As a result, no promotion of the school as an international provider was required. No budget is required for 2022.

5. Resubmission of maximum roll increase application in early 2022 and subsequent growth to a maximum roll of 730.

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- Review 2020 MRI declined decision with Ministry of Education and how to proceed towards resubmission.
- 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.

Discussions between the MoE, Proprietor (Cornerstone Christian Education Trust) and school management were initiated during Term 1, and during Term 2 a network analyst from MoE was working on a proposal aimed to alleviate the difficulty being experienced by families who already had children enrolled at the school but were unable to enrol those students' siblings due to pressure on the maximum roll.

Early in Term 3, the proprietor submitted a maximum roll increase application (as recommended by the MoE network analyst) to cater for pressure on Zone 1 of our enrolment scheme and siblings of students enrolled at the school. The proposal was to increase the maximum roll to 635 for 2022 then decrease it as follows: 625 in 2023, 600 in 2024 and 580 in 2025 (i.e. in 2025 it returns to its 2021 level). The MoE indicated that it would not consider a further application for a maximum roll increase until 2024 as a condition of the temporary increase.

In Term 4, the MoE informed the school that a longer time-period for the temporary increase was required. The Proprietor agreed to a revised proposal to set the maximum roll at the following levels: 615 in 2022, 620 in 2023, 610 in 2024, 610 in 2025, 600 in 2026, 590 in 2027, 580 in 2028. The maximum roll increase was approved by the MoE which indicated that it would not consider a further application for a maximum roll increase until 2028.

The maximum roll increase granted allowed the school to enrol those students from the 2022 waiting list who lived in Zones 1-2 and those living in Zone 3 who were the children of staff or the siblings of Cornerstone Christian School students.



Y5-13 Athletics



Strategic Plan Area: Wellbeing

Development of robust pastoral care processes for staff and students:

1. Student wellbeing – implementation of a comprehensive student pastoral care programme, schoolwide.

- Appoint a Director of Pastoral Care.

Mr Louis Jayasuriya was appointed to the senior leadership team position of Director of Pastoral Care at the end of 2020. Louis was tasked with leading, developing, coordinating, and having oversight of the Pastoral Care structure and systems across the school including:

- **PB4L:** *Reviewing and setting up the overall PB4L structure, process and training; supporting and further developing existing PB4L Tier 1 practices; developing new PB4L structures, e.g. PB4L Tier 2 team and classroom practices team (alongside the Principal and Deputy Principal); attending PB4L training events; Actively discouraging the use of punitive measures and promote restorative practices.*
 - **Restorative Practice:** *Leading the restorative practices within the school including the development, implementation and coordination of the structure, processes, and training for staff; working with the three Assistant Principals (Primary, Middle and Secondary) to promote the use of restorative practice across the school.*
 - **Deaning Structure:** *Leading the development, implementation, and coordination of the deaning structure, pastoral processes and training for developing deans and other pastoral care roles across the whole school.*
 - **Pastoral Care Reporting Systems:** *Developing, implementing, and coordinating the structure, process and training for pastoral care reporting systems and communication via KAMAR (the school SMS).*
 - **Culture:** *Promoting a relational/restorative tone and culture across Years 1-13.*
 - **Student Wellbeing:** *Working closely with the school guidance counsellors (and where appropriate the SENCO) to actively promote student wellbeing.*
- Expand home-rooming concept from Years 7-8 through to Year 9.
 - i. Monitor regularly.
 - ii. Identify teacher support needs early and provide mentoring.
 - iii. Increase parent communication particularly in Term 1 as we build the culture of learning in Year 9.



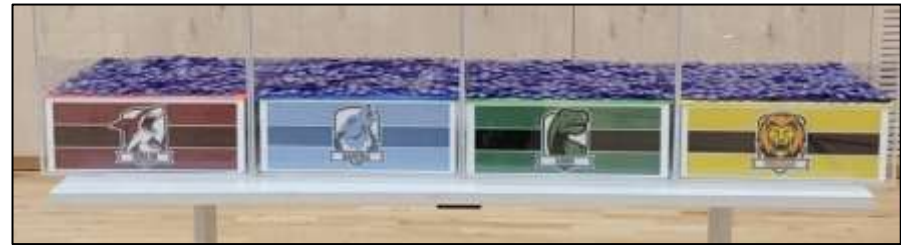
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The concept of home-rooming presents an intermediary step between primary classes where students have one classroom teacher who teaches the whole curriculum and Y10-13 where all classes are taught by specialist teachers. In 2021, the home-room concept was implemented in Year 9.

- Relaunch Positive Behaviour for Learning (PB4L) Tier 1 including a new school wide positive reward model.

Whilst student behaviour at Cornerstone is by no means 'bad' we had felt for some time that we needed to make tweaks to improve our positive school culture, with emphasis firstly being placed on 'accentuating the positive' through rewarding student behaviour that demonstrates the school values of Respect, Integrity, Diligence, Kindness and Humility.

We developed the new rewards system during Term 1 and launched it at the beginning of Term 2. The rewards system involves distributing tokens called 'Tuakiri o Ihu Karaite' (our identity in Christ). In Secondary, tokens may be accumulated and redeemed for food-based rewards and used to contribute toward tribe points and an overall school reward day. In primary, tokens may be accumulated for personal, class or team rewards.



'Tuakiri o Ihu Karaite' Secondary tokens being accumulated for tribe points.

Staff developed the school values into a school-wide behaviour matrix to allow for consistency in expectations around behaviour across classes, spaces and year levels.

We implemented lunch-time detentions which apply a natural consequence to poor behaviour choices; these are aimed at undoing harm and are restorative rather than being punishment for punishment's sake. For example, diligence detention for students who have not completed homework, where they are able to catch up on the missed work.

- Training staff around Restorative Practice programme and principles and embed this within the school culture.

In May, the Principal and Director of Pastoral Care met with personnel from The University of Waikato to discuss involvement in their Restorative Practises Professional Development programme. A requirement of the service agreement would have been to dedicate one full teacher-only day to school-wide implementation of this practise. This presented a significant barrier as the school had already allocated four teacher-only days for 2021 (3 mandated by NZEI/PPTA and one for Kahui Ako PD). Consequently, the senior leadership team deferred this initiative until 2022. The school hopes that the University of Waikato will offer the programme again then.

- Review guidance counsellor role with a view to broadening the existing guidance counsellor role to incorporate extra counselling staff.

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The school's full-time guidance counsellor resigned effective the end of Term 1 and two part-time guidance counsellors were appointed to work 0.8 FTE and 0.4 FTE. Due to family relocation one of the guidance counsellors resigned at the end of Term 3. The position was advertised and the staff member formerly doing the 0.4 FTE role increased their hours to 0.8 FTE.

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- Create a plan for the pastoral care suite.

A pastoral care suite was designed early in 2021 and is part of I Block which is scheduled for completion in July 2022. The area includes a waiting room, two sound-proof counselling offices and offices for the Director of Pastoral Care and Deans.

- Build on the well-being work initiated in 2020 and develop a school-wide approach to regularly monitoring wellbeing, and initiate dean structures within the secondary school.

In 2020, we recognised that we had poor structures for dealing with pastoral and behavioural concerns and that the system that existed (concerns being dealt with by the classroom teacher or moved up to the guidance counsellor, deputy principal or principal) was untenable and unsustainable.

In 2021, several intermediary structures were put in place. A classroom practices team was initiated to assist teachers with troubleshooting behavioural issues. A PB4L Tier 1 team was initiated to monitor KAMAR (SMS) pastoral entries and the overall efficacy of the PB4L programme. In Years 7-13, two acting deans were appointed. The deans meet with the Director of Pastoral Care to provide an extra layer of pastoral care. A Guidance Team comprised of the Acting Deans and two new Guidance Counsellors was also initiated. By early Term 2 the new structure was in place and beginning to work well.

The school's regular Education Office Review (ERO) was scheduled for 2021 and senior leadership agreed that, under the new ERO review model, a focus on improving pastoral care structures (and the impact this would have on student learning) would be hugely beneficial in scaffolding the work being done.

During 2021, the significant body of work that had gone into developing robust pastoral care processes was documented by the Director of Pastoral Care in the PB4L Handbook. The completed handbook, which explains the school's student pastoral care model, will make it simpler for teaching staff to implement the school's pastoral care procedures and will thereby enhance student wellbeing.

The Employee Assistance Programme (EAP) was accessed by a significant number of staff during 2021.



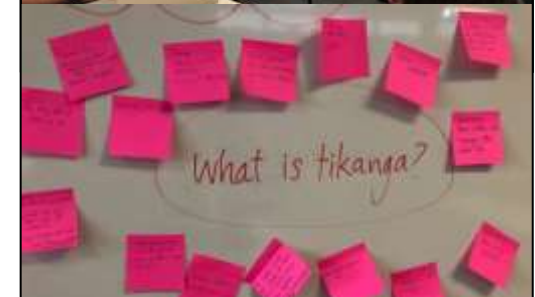
- Continue with My Mahi programme integration into existing LifeLab programmes.
My Mahi is an education platform which uses a self-management approach to encourage and support learners on their unique journey through schooling and the transition to work. It uses a holistic 'umbrella' approach by combining easy-to-use tools for learning, future work pathways and wellbeing. During 2021, MyMahi was delivered within the period 1 LifeLab class. All secondary students are part of a LifeLab which meets four times each week for forty minutes per session. Lifelab focuses on discipleship (spiritual and character formation), academic mentoring, evangelisation/encounter moments, servant leadership opportunities and vocation direction. In 2021, MyMahi delivery was a core part of the Lifelab vocational direction programmes.



2. Staff wellbeing – to build a staff culture where 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.
During Terms 2-3, the Principal met with most secondary department heads to review 2020 NCEA data and also to hear the dreams, ideas and concerns they had for their department. Clear pictures emerged about things needing to be put in place to assist staff wellbeing in 2022.

- Teacher Professional development focus on:
 - i. PB4L Tier 1 (and 2 for those staff involved) and Restorative Pastoral practises.
The Director of Pastoral Care did an outstanding job during Terms 1-2 in leading the school revitalisation of PB4L and restorative pastoral practice. MoE-funded professional development around restorative practice was deferred, as it would have required for another full teacher only day which senior leadership felt could not happen due to an overload of teacher only days this year.
 - ii. Te Reo and Tikanga Māori (100 hours via MOE locally funded PLD programme through provider CORE-Ed).
A teacher only day in Term 3 focused on Tikanga Māori. Mrs Jamie Taylor led staff in broadening their understanding of Tikanga Māori and what it could look like at Cornerstone Christian School.
 - iii. Year 1 to 6 teachers – Science of Literacy learning and Spelling (Cracking the Code).



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Year 1 teachers undertook BSLA professional development. Year 2 teachers focused on strengthening Structured Literacy teaching, and Year 3-6 teachers on introducing The Code for teaching spelling sound patterns. Mid-year student data indicated that literacy remained a strength in years 1-6 and the AP Primary suggested that this may reflect the professional development focus on structure literacy.

iv. Community of Learning (Kahui Ako) PD Years 1-13:

- Wellbeing
 - Cultural responsiveness
 - Christian pastoral care/mental health
 - Student engagement
- Local curriculum
 - Christian worldview (Faith & Values in action)



The vision of the Kahui Ako is to help foster 'Christ-centred communities collaborating to grow.' It articulates the desire to grow the whole person, as illustrated in the Bible and in Professor Mason Durie's 'Whare Tapa Wha' model (1984). Its intent is to improve student wellbeing and achievement through collaboration which focuses on Christian faith-based pastoral care and the strengthening of teaching practice. The Kahui Ako's achievement challenge document aligns almost seamlessly with the school's strategic plan.

During Term 2, the Kahui Ako undertook diagnostic assessment of where students and staff are currently at in terms of wellbeing. Separate surveys were completed by senior leaders, teaching staff, non-teaching staff, Y7-13 students and 4-6 students from each school. The data was collated, and Kahui-wide and school-specific data was presented back to the school. The data will allow the Kahui Ako to determine what professional development might be of most value in future.

v. Secondary subject-specific professional development

As part of the Accord between the Ministry of Education, NZEI Te Riu Roa and PPTA Te Wehengarua, eight teacher-only days were allocated for secondary professional development between November 2020 and December 2022. These days are to support the implementation of changes to NCEA, and the wider strengthening of curriculum, progress and achievement practice. This year, one of the teacher-only days focused on the review of Achievement Standards for NCEA Level 1.

A number of secondary staff undertook subject-specific professional development, normally hosted by curriculum groups they belong to.

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vi. First aid certificate validation

14 staff members completed their full certificate and 46 staff members revalidated their First Aid Certificate at an onsite course in January 2021.

- Explore a spectrum of strategies to value and develop teachers, admin and support staff at Cornerstone Christian School e.g.
 - i. Embed the Employee Assistance Programme.
 - ii. Team building teacher only day at start of year
 - iii. Social events throughout the year (at least one per term)
 - iv. End-of-term acknowledgement/celebration; celebrating staff events and successes.
 - v. Morning teas

During 2021, several staff members accessed the employee assistance programme (EAP). The EAP programme is designed to assist in the improvement and resolution of problems that can impact staff wellbeing - both inside and outside the workplace. Early in Term 1, a team building teacher only day focused on wellbeing was facilitated by Richard Black of Mind Health (Christchurch). Not all planned staff social events were able to go ahead after we trimmed the calendar due to Covid-related lockdowns however many staff enjoyed the CFG quiz night in Term 2 and a social gathering at The Herb Farm after school on the final day of Term 3. Significant events including staff birthdays, their children's births, graduations and achieving full teacher registration were celebrated. A weekly (rostered) morning tea shout was well prepared for and very well received.



- Review our staff appraisal system to ensure that it meets Teaching Council requirements around professional growth cycles and meets school objectives.

Following the removal of performance appraisal as part of the most recent NZEI/PPTA negotiating round, we designed a professional growth cycle using the elements required by the New Zealand Teaching Council. These include:

- a. *The Principal is required to facilitate a common understanding of the Standards or Paerewa at Cornerstone Christian School and what meeting and using them in their practice looks like. This was addressed in whole staff meetings during 2021.*
- b. *The Principal must design in consultation with teachers an annual cycle of professional growth in their setting, using the Paerewa, and support teachers to engage in it, fostering an environment for inclusive, collaborative teacher learning.*

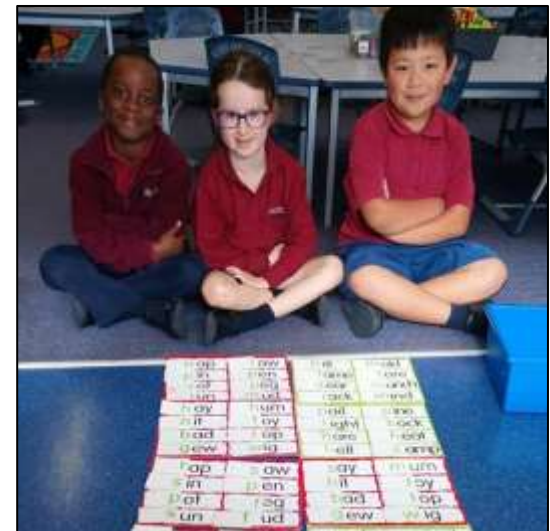
- c. *Every teacher will engage in professional learning using the Paerewa to advance their understanding of the relationship between their professional practice and outcomes for learners*
- d. *Every teacher will be given the opportunity to discuss and receive feedback on their practice including observation, particularly for teachers holding Tōmua practising certificates (provisionally certificated teachers).*
- e. *Principals will confirm that each teacher has participated in the professional growth cycles and will also provide a statement to the teacher about whether they meet Tūturu: Full Practising Certificate or are likely to meet (Pūmau: Subject to Confirmation) standard or Paerewa.*

We signalled to staff that we want to move away from the following terms:

- a. *Appraisal. This is now referred to as a 'Professional Growth Cycle' and is a completely different model to that which we have used in the past.*
- b. *Appraiser/Appraisee. We are wanting to signal a shift to more of a mentoring or coaching model here - perhaps more connected with the Māori term Tuakana/Teina. Each teacher at Cornerstone Christian School will be allocated a fully certificated mentor teacher (or Tuakana) who is familiar with the day-to-day work of the teacher (Teina) and who is confident in their own ability to make professional judgements.*

The following requirements were set for teachers as part of the Professional Growth Cycle model:

- a. *Two annual professional conversations with their mentor teacher, usually at the start and end of the cycle.*
 - b. *Agreement on a personal development objective and its relation to the Paerewa.*
 - c. *Agreement on professional learning relevant to the development objective.*
 - d. *A yearly classroom observation and feedback from this.*
 - e. *Self-reflection on the development objective(s).*
 - f. *An annual summary report - to be completed by both the Tuakana and the Teina.*
- Thinking: Explore the impact we as teachers have in our teaching environments (Coaching, Professional Growth Cycles).
As above.



Y5-13 Swimming Sports



Strategic Plan Area: Culture

1. Foster a positive school culture that is God honouring, has high expectations for all students, is friendly and welcoming with a sense of 'belonging', is a fun place to learn, has a family atmosphere where students look after each other, and is a connected community.

- Appoint a Director of School Culture and Sport

At the end of 2020, we renamed Mr Craig McDonald's role which after a few iterations became 'Director of Tribes and Events'. The role is a key part of our annual plan developments around the strategic pillar of Culture. Craig was tasked with:

- *Fostering a positive school culture (as outlined above).*
 - *All school initiatives and events that contribute to the enhancement and maintenance of school culture, e.g. productions, cultural groups.*
 - *Taking a leadership role in ensuring the school maintains and delivers on its core vision around special character alongside the proprietor.*
 - *Facilitating student leadership structures alongside the Deputy Principal.*
 - *Leading the tribes' competition and using it as a vehicle for growing student leadership and 'togetherness' in the school.*
 - *All sport in the school including tournaments, extra-curricular sporting activities and working with parents and coaches to manage school teams.*
 - *Other tasks.*
- Teacher only day – fostering a sense of 'team' with Richard Black from Mind Health
This event was very well received by the staff. The day began with worship and then Richard Black led the staff through the following sessions: Wellbeing 101 – the importance of identity; Constructive Communication – resolving conflict well and communicating effectively with one another; Relational quadrants – understanding ourselves and others and redeeming our relational tendencies.

- 2021 School production – Middle School

The School Production of 'Esther' performed during the final week of Term 2 was an excellent production and was very well received by our school and wider communities. Senior Drama students took on lead roles, and Middle School Drama, Dance and Music students comprised the ensemble. Lighting, sound, stage and technical support was provided by students who were guided by members of the Act Three Productions team.





Facilitate events that enhance the school culture, e.g.

i. Tribes competitions:

- Sporting events e.g. swimming sports, athletics.
- Rolling stones singing competition.
- Living stones drama competition.
- Bible quiz.
- Fun day.

ii. Interschool sports exchange with Hastings Christian School.

iii. Lower North Island Christian Schools Community of Learning interschool sports day.

iv. Celebrating Cultures Day.

Tribes are a fundamental part of Cornerstone Christian School because they enhance the connection between primary and secondary, develop tuakana teina principles with older students supporting younger students (discipleship and mentoring), create significant opportunities across the school for students to learn, serve and grow in God, and create opportunities for service and creativity. The Director of Tribes and Events planned a significant number of events, however not all were able to go ahead due to Covid-19 restrictions. Photos of events which did go ahead are spread throughout this document.

The interschool sports exchange with Hastings Christian School expanded to include Longburn Adventist College and was highly successful both in terms of hard-fought sporting competition and in creating student connections and providing student leadership and service opportunities. Our Year 13 Sports Leader was significantly involved in planning the event and in welcoming students from other schools upon their arrival at Cornerstone.

The Lower North Island primary school sports event was cancelled due to unsuitable weather conditions.



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- Revitalise and reintegrate the Cornerstone Fundraising Group with school.
 - i. Senior Leadership representation at every meeting.
 - ii. Development of a list of appropriate fundraising entities.
 - iii. Development of policies to allow greater CFG determination around allocation of funds.

In late 2020, the Cornerstone Fundraising Group (CFG) raised concerns that funds were often pre-allocated by the school to projects that the CFG had little or no say over. Members felt this was disempowering and would eventually contribute to the demise of the annual gala and the CFG as an entity. Consequently, the school fundraising policy was updated as follows: "The CFG will be responsible for allocating the funds at their discretion – usually this will involve the school's accounts and hence the CFG treasurer will contact the school's Executive officer to explain how the funds are to be distributed."

In 2021, two senior leadership members attended each CFG meeting – the Principal and the Director of Tribes and Events. This helps foster a strong connection between the CFG and the school. The CFG has also identified the need to ensure that there is greater allocation of resources across the year levels represented at Cornerstone to ensure that a breadth of educational needs are met, e.g. sports, arts, EOTC, curriculum and physical school environment.

- One school community event per term.

Community events including a community barbeque, the Esther production and the CFG quiz night occurred in Terms 1-2, but events planned for Terms 3-4 were cancelled due to Covid-19 Level 2-4 restrictions.
- 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.

Camps have been rationalised to the following yearly list:

- *Year 6 camp, Camp Rangī Woods, Term 1.*
- *Year 8 camp, MiCamp, Mission Bay, Taupo, Term 1.*
- *Year 10 camp, Highland Home, Term 4.*
- *Year 13 camp, MiCamp Whakamaru, Term 1.*

As the Board has opted into the Ministry of Education Voluntary Donations Scheme, these camps are funded in full through MOE operational funding. We do not ask for donations from parents towards meeting the costs of these camps. This has been fundamental in allowing all students in a cohort to access camps. In the past we had a number of students who were unable to go on camps or attend school events due to financial constraints.

- Explore the possibility of a schoolwide EOTC director.

One staff member has agreed to trial the position of Schoolwide EOTC Director. This position is not remunerated and is not part of the Senior Leadership Team. This aligns well with other school responsibilities held by the staff member concerned. The key responsibilities of the role include:

- *Curriculum oversight of EOTC: Setting clear EOTC goals throughout primary/secondary, defining 'enrichment' etc., developing a primary/secondary skills matrix/framework, resourcing of strategic skill development and upskilling staff.*
 - *Linking general aspirations of EOTC between primary/secondary.*
 - *Facilitating an EOTC committee responsible for: policy development, strategic resourcing procurement, STAR/EOTC budgetary management, promotion of Duke of Edinburgh etc., liaising with lead teachers, e.g. Duke of Edinburgh.*
 - *Development of key life/vocational skills: consultation/construction of matrix of transferable life/vocational skills from primary into secondary, promotion of engagement with learning through emphasis on skills, developing and managing alternative courses such as Police Studies and Trades and Logistics, and management of vocational qualifications such as driver licensing and workplace safety.*
 - *Resourcing and organising vocational skills programmes such as Peacemakers, MyMahi and RYDA road user safety.*
 - *The role does not include oversight of sports trips, curriculum field trips, or RAMS/safety.*
- Review the viability of the year 13 overseas mission trip as the single class cohorts move out of the school.
This trip is currently on hold pending boarders possibly reopening in 2022 and beyond, post-COVID.
 - Student leadership opportunities:
 - i. Continue with peer mentoring under the oversight of the guidance counsellor.
 - ii. Buddy systems continued using senior secondary students to work with junior ones.
 - iii. Primary team 'friends duty' to help students who need a friend at interval/lunchtime.
 - iv. Prefect team appointed with a focus on serving their peers through portfolios of service/committee leadership.
 - v. Junior and senior school councils up and running.
 - vi. Breakfast club.

Peer mentoring was launched in Term 1. Buddy support structures operated across the school and were formalised with buddy reading support between upper and junior primary classrooms and Tribe inter-events. Primary 'friends' duty continued to be a core part of our

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structures to enhance lunchtimes and keep primary students safe. Year 13 student leaders were appointed with portfolios/committee leadership roles including: Tribes, Social, Cultural, Wellbeing, Media, Performing Arts, Missions, Sport and School Council. Year 6 primary school leaders were appointed. The breakfast club operated two mornings per week funded through KickStart Breakfast. The ethos of KickStart Breakfast is to provide kai and guidance to help schools run a successful, sustainable breakfast club to meet their students' needs.

Careers Expo



Strategic Plan Area: Learning

Build a curriculum that prepares our students for the modern world:

1. Student learning is the core focus of everything that happens at Cornerstone Christian School.
 - Ensure school calendar prioritises learning. Get rid of the 'stuff'. Regular senior leadership review of the calendar to ensure that we are keeping the main thing, the main thing.

This importance of this objective was heightened when in August we received very short notice that we would be moving into a Level 4 Covid-19 lockdown. Having learnt a great deal from the 2020 lockdown, the school was able to move very quickly into the distance learning rollout. The crisis brought out the best in our teachers who packaged learning devices, dropped hard materials to students, created videos to keep students engaged, facilitated Teams meetings for hours each day, read bedtime stories on live video each night and so forth. Internal surveys at the time of the lockdown indicated that this year's lockdown was tougher than last year's particularly for our NCEA Levels 1-3 students due to it occurring during Term 3 with NCEA examinations looming. As a result, a number of interventions were put into place to prioritise learning and provide the best opportunity for NCEA success. These included removing most extra-curricular activities from the calendar, scheduling tutorial programmes during LifeLab three days each week and stepping up predictive modelling of student achievement around NCEA Levels 1-3 to identify students at risk of not achieving.

A traffic light classification process allocated students to one of the following:

- a. Green light – students expected to achieve an NCEA Level 1-3 pass, all things being equal*
- b. Orange light – students for whom academic modelling would suggest will get there but only just.*
- c. Red light – students for whom academic modelling would suggest will achieve less than the number of credits needed to pass.*

The modelling included information from Secondary-Tertiary Pathways. The academic support team met with all Year 11-13 Lifelab teachers to integrate them into the planning for students at risk of not achieving. Good links were created between the academic and pastoral support teams in recognition of the strong link between academic achievement and wellbeing. The academic support team met with all life-lab teachers to integrate their role into the academic support planning for students at risk of not achieving. Derived grade examinations were moved from late in Term 3 into Term 4 and this ensured that students had a basis for derived grades if unable to sit external examinations. A summer school programme was initiated to support students who had lost their pathway to achieve NCEA.



2. Student learning is individualised and shaped around the needs of the learner.

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- Teachers to give emphasis to target students and priority learners (see details further on in this document).
 - i. Years 1-6: the target student group reflects those students in danger of not achieving at the appropriate curriculum level in reading, writing or mathematics.
 - ii. Years 7-10: the target student group reflects those students in danger of not achieving at the appropriate curriculum level in Literacy and Numeracy.
 - iii. Years 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.

Refer to point 1. Above. Details of NCEA achievement and of target student and priority learners' achievement are included later in this report.

- 2021 Learning Programmes:
 - i. Positive Behaviour for Learning (PB4L) Tier 1 and Tier 2.
 - ii. Te Reo and Tikanga Māori programmes extending from staff PD.
 - iii. Better Start Literacy Programme (Years 1-2) and Science of Literacy learning professional development (Year 1- 6 teachers).
 - iv. Review of Year 7 - 13 students having access to their own personalised device.
 - v. Primary 1 to 6 integrated theme work that incorporates some aspects of deeper learning strategies.

The first three points (above) have been discussed earlier in this document. The IT manager continually reviewed the BYOD device programme. The Assistant Principal (Primary) reviewed the Years 1-6 integrated theme work and how it connects with the Christian Living programme (refer to point 3. below).

3. 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.

The Assistant Principal (Primary) reviewed and rewrote our Christian Living curriculum, deliberately separating it from the Science, Health, Social Sciences and Arts curriculums, as feedback from staff indicated that having the areas tied together felt forced. The revision resulted in a Christian Living curriculum designed to move across the terms which focuses on the following:

Bible Others' response to God	Nature and character of God Who God is	Personal faith (Me) My response to who God is	Community (Others) My response to others because of who God is
Respect	Integrity	Diligence, Humility before God	Kindness

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The new curriculum structure allows us to go deeper at each level as students move through the primary years. Teachers began developing resources for each area and booklets to support the values teaching. As we neared the end of the first cycle, teaching staff were positive and had made few changes looking forward.

The areas of Science, Social Sciences, the Arts and were reviewed and a 2-yearly plan set out to ensure that all strands of each curriculum area are covered through the first six years at school. Contexts will be left to teams and individual teachers to decide upon so that the curriculum can be adapted to meet the learners' needs, and to allow Christian teaching to be integrated and linked to theme topics wherever possible.

Teachers continued to invest in their own learning through professional reading, discussions with colleagues, professional development in their areas of interest, and school-provided professional development. This fed into classroom teaching and maintaining best-practice pedagogical thinking.



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- Review of curriculum, assessment and pastoral practices at core transition points, i.e. Year 6 to Year 7, and Year 10 to Year 11, to ensure seamless integration.

The Academic Support team tracked assessment data and student performance from Year 6 to Year 7, and from Year 10 to Year 11. These two transition points mark the shift from Primary to Middle School and from Middle to Senior School. We had earlier noticed some drop in performance at transition particularly from Primary to Middle School. The team examined whether this drop was a function of student academic performance or some interruption in our curriculum or assessment method. Examination of the data suggested that it is the latter. Simply put, there would appear to be a difference in assessment method and expectation in Year 6 compared to Year 7. Conversely, students in Year 11 seem to do better than end-of-Year 10 data would suggest. Discussions began to review curriculum, assessment and pastoral practises at these core transition points, in order to ensure that process is improved.

- Secondary curriculum content review:
 - i. Ensure that we prepare to maintain adequate provision of Year 13 subject choice in 2022.

A curriculum review was carried out during Terms 2-3. The objective was to gain understanding of whether our senior students are afforded the breadth and depth of curriculum that we would like to offer them, albeit, within the limitations of our school. At the outset, curriculum leaders in Years 7-13 were asked to audit their coverage and intentions for the curriculum area under their care. The purpose was to discover whether the coverage of each curriculum area was rich and thorough or whether it was auxiliary, incidental or non-existent. Additionally, we wanted to know what the near-term intention for the development of each learning objective was: would they maintain, amend, introduce, or discard that coverage. Next, their feedback was collated into a matrix. Draft findings were to be put back to the curriculum leaders for feedback however the Covid-19 Lockdown and reshuffling of work priorities meant that the feedback process was deferred.

There is no requirement to teach every learning objective from every learning area. There is a requirement however to teach every curriculum area. The school therefore has licence to make decisions around content with some notable exceptions, e.g. in Health. Every school community should adjust its curriculum to suit its local school community.

Observations from the draft matrix included:

- *Mathematics, Social Sciences, Visual Art, Food Technology, English: Comprehensive coverage.*
- *Science: Comprehensive coverage except for the 'Planet Earth and Beyond' strand which appears lighter when compared to the others.*
- *PE and Health: Strong coverage of practical skills, some omissions at Level 6 [Year 11] and 8 [Year 13] as resourcing prohibits our ability to cover more.*

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- *Drama and Music: More practical than theory coverage, particularly in the upper levels.*
- *Wood Technology: Some coverage, mainly at Level 4/5 over the two-year levels it is offered.*
- *Dance: Limited coverage.*

Based on the above, we are confident we largely succeed in providing Year 13 students with breadth and depth of curriculum. Our challenge, as always, is maintaining enough flexibility to move with the eb and flow of student interests from year to year. In 2022, Level 3 subjects will be expensive from a staffing point of view. The 2022 Year 13 cohort will be the last of the single class cohorts in the secondary school and we will need to be prepared to staff these classes on low student numbers. Not to do so would run the risk of compromising Year 13 student access to the curriculum.

- Develop a Year 7-13 Technology curriculum integration plan (in lieu of the 2020 departure from Monrad Intermediate as the Year 7-8 Technology provider.

In 2021, we split the Technology focus between the Year 7 and the Year 8 classes because of timetable restrictions. All students were taught Digital Technology. In addition, the Year 7 classes focused on Coding, Introduction to Robotics (using the Spheros and Ozobots), Japanese, Tech Drawing and Sign Language. We planned to include Woodwork skills however this proved too challenging due to the size of the class and insufficient facilities for teaching Woodwork. The Year 8 classes focused on French, Te Reo, Food Technology, The Design Process (including 3D printing) and Music. Many students excelled in the various aspects of the Technology curriculum.

4. Improve the outcomes of priority learners

- Teachers to give emphasis to target students and priority learners within this group. See targets section of this document for details.
 - i. 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.
 - ii. Year 7-10 Literacy and numeracy targets.
 - iii. Year 11-13 Development of specific literacy and numeracy targets (replaces SPEC – see special needs section below).
 - iv. Explore alternative learning programmes to assist with the above endeavours.

Progress is covered later in this document.



5. Improve teacher understanding of the impact that they have.
 - Professional development to improve teacher understanding of the impact that they have:
 - i. LNICCOL (Kahui Ako) – Developing a Christian worldview programme.
 - ii. Work with LNICCOL to host teacher professional development programme.

Cornerstone Christian School belongs to the Lower North Island Christian Schools' Kahui Ako (a group of education and training providers that form around students' learning pathways and work together to help them achieve set learning goals). In 2021, the Kahui Ako worked hard to review its purpose and to refresh its 'Achievement Challenge' document.

Refreshing the 'Achievement Challenge' document was its focus for 2021, with lead Principals, Across and Within School Teachers dedicating many hours to the project. The work began with data gathering to gain a snapshot of where all the schools (in the Kahui Ako) were at with respect to wellbeing, cultural responsiveness and effective pedagogy.

The data was then shared with the schools and used to construct an 'Achievement Challenge document which set out objectives for the Kahui Ako in 2022 and beyond. The core areas of Wellbeing, Local Curriculum and Effective Pedagogy align well with Cornerstone Christian School's strategic direction.

Out of the "Achievement Challenge' document will flow success criteria and decisions around Kahui Ako professional development in 2022 and beyond. An application to the Ministry of Education to fund the next steps was successfully put to the Ministry of Education with over \$120,000 being invested in the Kahui Ako to support it in pursuing the achievement challenges and meeting the success criteria.



Cross Country



Interweaving Strands

Christian Discipleship

1. 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.

- Explore the possibility of a school-wide Director for Christian Living. *This was not explored however elements of Special Character were incorporated into the role description for the Director of Tribes and Events.*
- Develop 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. *(See page 28 for detail on how this area was developed in 2021).*
- 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.

Understanding how to teach Christianly was a core focus of the Lower North Island Christian Schools' Kahui Ako 'Day Out' PD event held on a teacher-only day in April. Dr Bev Norsworthy, a long-time advocate and leader in Christian Education, delivered keynote addresses aimed to increase teachers' knowledge of what it means to teach Christianly.

- Service opportunities made available for students throughout the school:
 - i. e.g. visits to Preschool, Peppertree retirement village to bless them.
 - ii. Should we be affected by COVID, explore repeating the Year 13 Road trip to serve in various communities around NZ.
 - iii. Duke of Edinburgh awards in secondary.
 - iv. Student Volunteer Army awards.
 - v. Develop service strand in secondary Life lab.
 - vi. 'Whakapono Team Service Awards' for the areas of road patrol, library, putting out the flags during wet lunch times etc.

All of these initiatives and opportunities were made available in 2021. A number of new opportunities also arose, including:

- *'A Different Globe' - a charity founded by Y13 student Hanna Fail and Dr Maria Au Young. This pioneering tutoring programme was held at Cornerstone after school to support refugee students from other high schools.*
- *Mihaere Drive road patrol on the new KEA crossing on Mihaere Drive.*
- *PB4L rewards services opportunities.*
- *Staffroom student service programme – students assisting keep the staffroom space tidy for teachers after lunch.*
- *Playground buddies in the Y1-6 area of the school.*
- *Garden to plate composting team – recycling biodegradable waste from around the school.*



Māori ākongā

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

1. Tangata Whenuatanga (Placed-based, socio-cultural awareness and knowledge).
 - Understanding the 'Why of the Treaty' - staff professional development day(s).
 - Reintroduction of Powhiri and Kapahaka within the school context.
 - Use mihi to begin gatherings – whakawhanaungatanga (all year).

We were privileged to have Jamie Taylor (Core Education) working with our staff to support our growth in cultural competency. This journey will continue in 2022.

2. Ako (Practice in the classroom and beyond)
 - Staff professional development in use of Te Reo - staff to become comfortable using Te Reo in the classroom
 - Staff professional development around using and encourage reo Māori greetings and korero Māori with akonga, Kaiako and whanau.
 - 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.
 - Provide opportunities for learners to respond in Te Reo Māori
 - Develop of a Te Reo curriculum at Cornerstone Christian School from year 1 through 13

During 2021, a significant body of work was completed around our journey with Te Reo and cultural competency. Key outcomes included:

- *Te Reo Māori – Putting in place a Te Reo programme at Cornerstone Christian School that reached across all years, not just some year levels. This was based around Te aho arataki marau mo Te Ako | Te reo Māori or Curriculum guidelines for teaching and learning Te reo Māori in English medium schools.*
- *Teacher training in Te Reo was identified as a core priority and linked to Professional Growth Cycle KPI's. We recognise that the implementation of this professional learning programme worked better this year in Primary than in Secondary. This has mainly been due to time constraints with secondary needing to focus on the rollout of new NCEA material on set teacher-only days, rather than on Te Reo.*
- *'Tikanga Māori – Whanau identified the need for Powhiri to be included in major assemblies and at the start of school year. To the best of our ability, this happened. Students were given opportunity to learn their whakapapa/mihi/pepeha and to practise it regularly. We worked hard to reconnect with our mana whenua, Wiremu and Trieste Te Awe Awe, at Rangiotū marae.*

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- *Te Tiriti o Waitangi – Te Tiriti o Waitangi was taught in several contexts and to the best of our ability the senior leadership team ensured that it was upheld in all bi-cultural decision-making processes.*
- *We are grateful for the work that Jamie Taylor from Core Education completed around professional development in culturally responsive practises.*
- *Marae visits were not possible under the Covid-19 restrictions that were in place during the latter part of the year.*
- *We considered the possibility of employing a lead Kaiako; this needs to be a core consideration if we are serious about affecting lasting change.*

3. Rangitane Iwi mahi tahi

- Continue to develop the relationship with kaumatua Wiremu Te Awe Awe of Rangiotu marae.

The school continued partnering with our Mana Whenua at Rangimarie Marae in Rangiotu. The Principal met termly with Wiremu and Trieste Te Awe Awe and found them invaluable in helping him to understand To Ao Māori, Tikanga Māori and our place as a school within the histories of Rangitane Iwi. Wiremu and Trieste attended powhiri for new students, staff and their families in February and powhiri for Kahui Ako staff who attended the 'Day Out' Kahui Ako PD event in April. A noho marae was planned for staff and Board members over the summer break but couldn't go ahead due to Covid-19 restrictions.

- Year 9 students to have a noho marae at the end of 2021. *This event couldn't go ahead due to Covid-19 restrictions.*
- Primary students visiting St Michael's marae. *This event was not planned in part due to Covid-19 restrictions.*

4. Māori student targets

- Individual Māori students targeted by name to ensure their success.

See discussion later in this document for details.

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.

- All barriers to education for all Pasifika students at Cornerstone Christian School are reduced.
 - Appoint a teacher with core responsibility for leading Pasifika Education at Cornerstone.
 - Consult with Pasifika parents twice per year.
 - Pasifika mentoring and guidance from an external provider.
 - Pasifika cultural group up and running.
 - Language inclusion in school life.

Mr Gareth Smith is our core teacher for liaison with our Pasifika community. The school signed an MOU with Mr Sio Vaelua, Associate Pastor at Salt Church, to provide pastoral care and oversight of Pasifika students. We secured some \$5,000 funding from the MoE Covid Urgent Response Fund to resource this. A mid-year meeting with Pasifika aiga was held before Covid-19 restrictions were put in place. Samoan language week was celebrated, and resources distributed school-wide to assist teachers to incorporate at least basic language structures within the classroom. Our annual Celebrating Cultures Day was held without parents in attendance due to restrictions.

- Pasifika learner targets.



Special needs

1. 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.
 - 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.
 - i. Increase teacher aide support particularly within middle and senior secondary.
 - ii. Increase SENCO role to 0.8 FTTE.
 - iii. Develop Special Needs identification policy, procedures and register.

Mrs Clare Long's SENCO role was increased to 0.8 FTTE at the start of 2021.

- iv. 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.

At the end of 2020, the school decided to discontinue the SPEC (South Pacific Education) programme which had formerly been run at Cornerstone for students with special needs and/or those who required significant learning support. SPEC was a NZAQ approved programme which provided a pathway for students to work toward a nationally recognised work-ready qualification, but it did not include NCEA. The SPEC programme was taught by teacher aides, and we were not able to extend our teaching staffing to allow for teachers to teach SPEC.

In place of SPEC, a Year 11 Literacy and Numeracy class began, taught by our Head of Senior School. The goal was to allow students to gain NCEA literacy and numeracy credits at a pace and level that would be suited to their individual learning needs. Our goal is for all Cornerstone students to leave school with NCEA Level 2. In this new class, students are able to achieve NCEA Level 2 over three years (by the end of Year 13) through progressive and targeted achievement of literacy and numeracy credits.

This was one of our successes for 2021. The combined literacy and numeracy class has provided a vehicle for us to get our priority learners across the line with literacy and numeracy credits in NCEA.

Achievement data for Years 1-6 |

Year 1-6 student achievement data

Summary

Assessment in Years 1-6, Cornerstone Christian School

Introduction

At the start of 2018, the Ministry of Education removed the requirement for schools to report on National Standards. This gave rise to a number of discussions at Cornerstone Christian School around how we assess students and report to parents about student progress. While many teachers were pleased that some of the unfavourable aspects of National Standards had been removed e.g. the narrow banding of students as 'well below' or 'below', the general consensus was that the work that had been done around the development of Overall Teacher Judgements at Cornerstone and using plain language in the way we reported to parents, was positive. Since then we have developed a process of assessment and reporting practises that measure students against the broader bands of learning described within the New Zealand Curriculum document. To explain, expectations within the New Zealand curriculum document are based on bands of learning called curriculum levels (See the diagram below):



These describe the level of learning that should be achievable by a child working within a specific year group. A single level can be spread over a year and a half to two years of schooling. Each year group has an 'expected' level at which they work e.g. year 5 and 6 are expected to be working 'on average' at the top end of Level 2 and into Level 3 of the curriculum. However, some pupils in year 5 or 6 may be working at Level 1 (below expectations) in some subjects, and level 4 (above expectations) in other subjects.

Within each level there are three 'sub-levels'. The three sublevels are;

- A Advanced – the student shows an advanced grasp of the requirements of the curriculum material, but not to the extent of that described by next curriculum level up.
- P Proficient – the student shows a proficient grasp of the requirements listed for that curriculum level.
- B Beginning – the students shows that they are a beginning to meet the requirements of that curriculum level.

Overall Teacher Judgements in Years 1-6

Teachers are encouraged to make Overall Teacher Judgements (OTJ's) about where a student is achieving, compared to the New Zealand Curriculum. When doing so Teachers should consider all the information gathered about a student together, and not focus on one aspect only (e.g. test scores). For instance, an end of year test compared to a start of year score might suggest that no progress has been made but observations of learning compared to school learning progressions (see below) and teacher anecdotal records are just as important as the test scores.

The graphs and data in this document are based on overall teacher judgements (OTJ's) about where teachers believe a student is achieving against the National Curriculum Levels at the end of Term 4.

Curriculum Expectations at Cornerstone Christian School – years 1 - 6

The tables below are examples from our twice-yearly report to parents generated via our student management system, KAMAR. The blue bands in each of the table indicate acceptable end of year achievement. Overall teacher judgements in Reading, Writing and Mathematics are indicated by a tick in the appropriate column. This year we have adapted the tables to show progress between the mid-year and end of year points for each year level, and the Reading tables reflect the changes we have made to the teaching of Reading according to the Structured Literacy Approach.

2021 Year 0 Literacy		
Your child's foundational skills for Reading, Writing, and Oral Language are developing with support.	Your child is making steady progress in gaining foundational language skills which will help your child advance in their Reading, Writing, and Oral Language.	Your child has strong foundational language skills and is already applying these skills to Reading, Writing, and Oral Language activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Literacy

2021 Year 1 Reading											
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 →	
Term 4 OTJ		✓									

In *Structured Literacy* children experience success from the start by sounding out and blending the words in decodable books using the sounds and letters they have learned so far. Your child's progress through this programme is circled below.

Structured Literacy - Little Learners Love Literacy						
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7

2021 Year 2 Reading											
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 →	
Term 2 OTJ		✓									
Term 4 OTJ			✓								

The *reading colour wheel* is a way of showing how your child progresses from learning to read to becoming a confident and fluent reader over the first 3 years of school. Their progress is circled below.

Colour wheel levels for developing readers																					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Magenta	Red		Yellow			Blue			Green			Orange		Turquoise		Purple		Gold			

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2021 Year 3 Reading											
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 →	
Term 2 OTJ					✓						
Term 4 OTJ						✓					

Instructional reading level									
Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age
7.5 - 8 yrs	8 - 8.5 yrs	8.5 - 9 yrs	9 - 9.5 yrs	9.5 - 10 yrs	10 - 10.5 yrs	10.5 - 11 yrs	11 - 11.5 yrs	11.5 - 12 yrs	12 - 13 yrs

2021 Year 4 Reading											
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 →	
Term 2 OTJ							✓				
Term 4 OTJ							✓				

Instructional reading level									
Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age
7.5 - 8 yrs	8 - 8.5 yrs	8.5 - 9 yrs	9 - 9.5 yrs	9.5 - 10 yrs	10 - 10.5 yrs	10.5 - 11 yrs	11 - 11.5 yrs	11.5 - 12 yrs	12 - 13 yrs

2021 Year 5 Reading											
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 →	
Term 2 OTJ							✓				
Term 4 OTJ								✓			

Instructional reading level									
Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age
7.5 - 8 yrs	8 - 8.5 yrs	8.5 - 9 yrs	9 - 9.5 yrs	9.5 - 10 yrs	10 - 10.5 yrs	10.5 - 11 yrs	11 - 11.5 yrs	11.5 - 12 yrs	12 - 13 yrs

2021 Year 6 Reading											
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 →	
Term 2 OTJ											✓
Term 4 OTJ											✓

Instructional reading level									
Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age	Reading Age
7.5 - 8 yrs	8 - 8.5 yrs	8.5 - 9 yrs	9 - 9.5 yrs	9.5 - 10 yrs	10 - 10.5 yrs	10.5 - 11 yrs	11 - 11.5 yrs	11.5 - 12 yrs	12 - 13 yrs

2021 Year 4 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 →	
Term 2 OTJ				✓							
Term 4 OTJ					✓						

2021 Year 4 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 →	
Term 2 OTJ				✓							
Term 4 OTJ					✓						

Learning Progressions and Curriculum Schemes

To assist with the process of formulating Overall Teacher Judgements (OTJ's), the primary teaching staff at Cornerstone have collaborated to write three School Schemes: our 2018 Writing Scheme, our 2018 Mathematics Scheme and our 2019 Reading Scheme (currently in draft form and will remain in draft form as we move into the area of Structured Literacy (see comments later in the document).) These schemes contain learning progressions that clearly show (in both 'teacher-speak' and 'child's-speak') the learning that should be in place in years 1 through 6 at Cornerstone Christian School. These learning progressions comprise the core reference point for the formation of overall teacher judgements in Reading, Writing and Mathematics.

These Learning Schemes are located online on the school Primary Sharepoint at the following hyperlinks:

- Writing Scheme:
- https://cornerstoneschool.sharepoint.com/:w:/g/staff/StaffPrimary/EaHDL5jirJROoYuKRazH6sUBocQTyWPF TbO_YftdTOU8Rw?e=I2hUdP
- Mathematics Scheme:
- https://cornerstoneschool.sharepoint.com/:w:/g/staff/StaffPrimary/EWmHnDvdkQ9LsnToefZEzH0Bmm7VLh 1HG_LleJCF0Plj8w?e=qlRc78
- Draft Reading Scheme:
- <https://cornerstoneschool.sharepoint.com/:w:/g/staff/StaffPrimary/Eb4I9cM6mpxNvlbWK5YdcKsBaJMfoXW 8nPY1963fdNBtfg?e=lzvK5d>

Common Assessment Tools in Use in Years 1 to 6 at Cornerstone Christian School

School entry assessment

Children at Cornerstone Christian School are assessed when they begin primary school as a new entrant. This school entry assessment enables teachers to gather information about their literacy and numeracy skills so they can better work with the children they have in their class as both individuals and in groups.

BetterStart Literacy Approach Assessment

The BSLA monitoring assessments are conducted at three time points throughout the first year of school and depending on a child's skill in each area. The complete monitoring assessment suite includes:

Phonological Awareness

- Initial Phoneme Identity
- Letter-Sound Recognition
- Phoneme Blending
- Phoneme Segmentation

Oral Narrative

Non/Unfamiliar Word Reading

Non/Unfamiliar Word Spelling

Connected Text

Running Records

Running Records can be used to assess students reading aloud from any text and in any setting. They provide a framework for systematically observing a student's reading processing system.

Taking regular Running Records is essential as part of monitoring students' learning needs. Running Records are particularly useful for students who may be at risk of not making the expected progress in reading.

Running Records are also commonly used to confirm a student's ability to move to another colour wheel level.

Here at Cornerstone we use the PM Benchmark kit to carry out Running Records for levels 1 through 22. The Probe Reading Inventory is used to assess Reading Age from 8 through to 13+.

Phonological Awareness Screening Tool (Liz Kane)

Measures basic and early phonological awareness and advanced phonemic awareness

E-asTTle

E-asTTle is a New Zealand online assessment tool, developed to assess students' achievement and progress in reading, mathematics and writing. Easttle level scores e.g. 2P, are the same as described under 'Curriculum Levels' above. Generally, a reasonable rate of growth through the levels is 1 sub-level in any given year. This means that moving from 2B to 2P to 2A in a year is very good progress as it is a movement of 2 sub levels.

The Code (Liz Kane)

The Code is a systematic approach for teaching spelling across the school from Year 1 - Year 8. It includes the Phonological Assessment Screening Tool, a Scope and Sequence, Word Checks to place students on appropriate Year Groups, Progressions for each year level with lists that have an explanation/definition to support Explicit Teaching, a Lesson Sequence and supporting activities.

PAT's

PATs or 'Progress and Achievement Tests', are multiple-choice tests designed to help teachers determine achievement levels of students in Mathematics, Reading-Comprehension and Vocabulary, and Listening Comprehension. The test results help teachers decide what kinds of teaching materials are needed and which methods or programmes are most suitable for their students. Where shown, the PAT test result will be given as a 'stanine' result. Stanines allow your child's achievement to be compared with the performance of New Zealand students at a particular year level. Scores on the PAT scale at each level are divided into nine stanines, one being the lowest performance and nine being the highest. The average stanine is around five. The stanine result gives you an idea of your child's achievement level in the context of their year group nationally.

Harvey Knowledge Tests

Measures Mathematical knowledge at each of eight stages set out in the NZ Maths Curriculum. It is desirable that students are achieving at or near 80% at Stage 6 by the end of Year 6.

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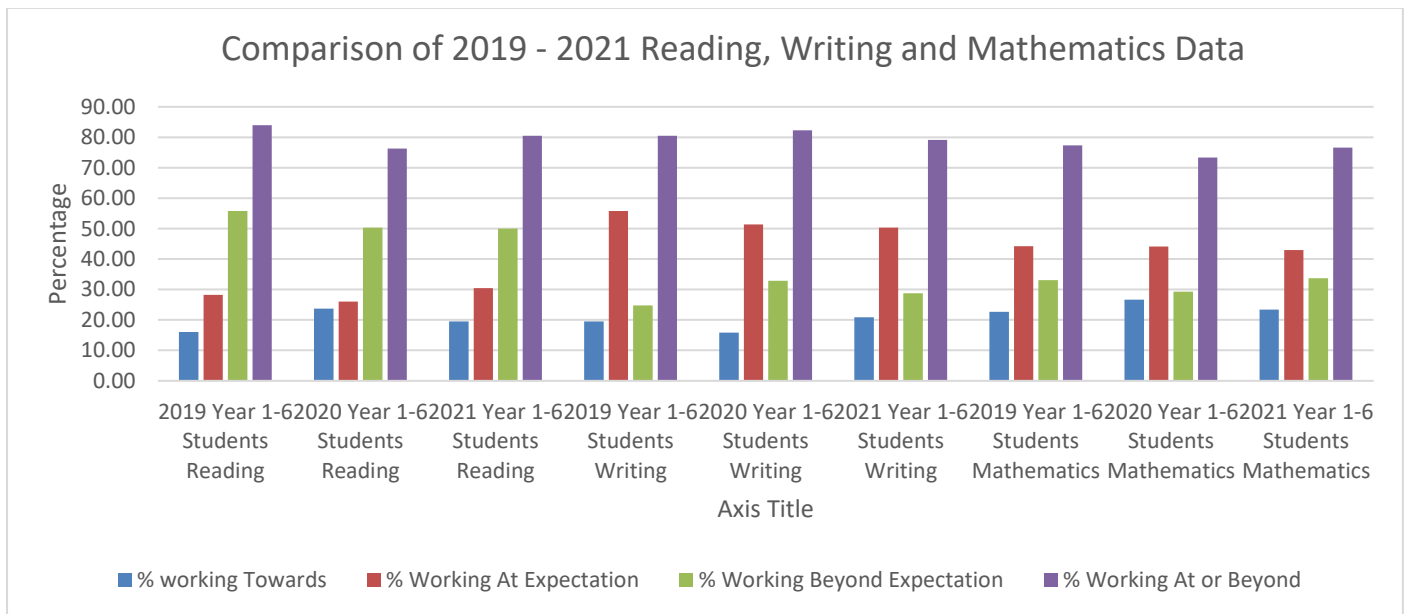
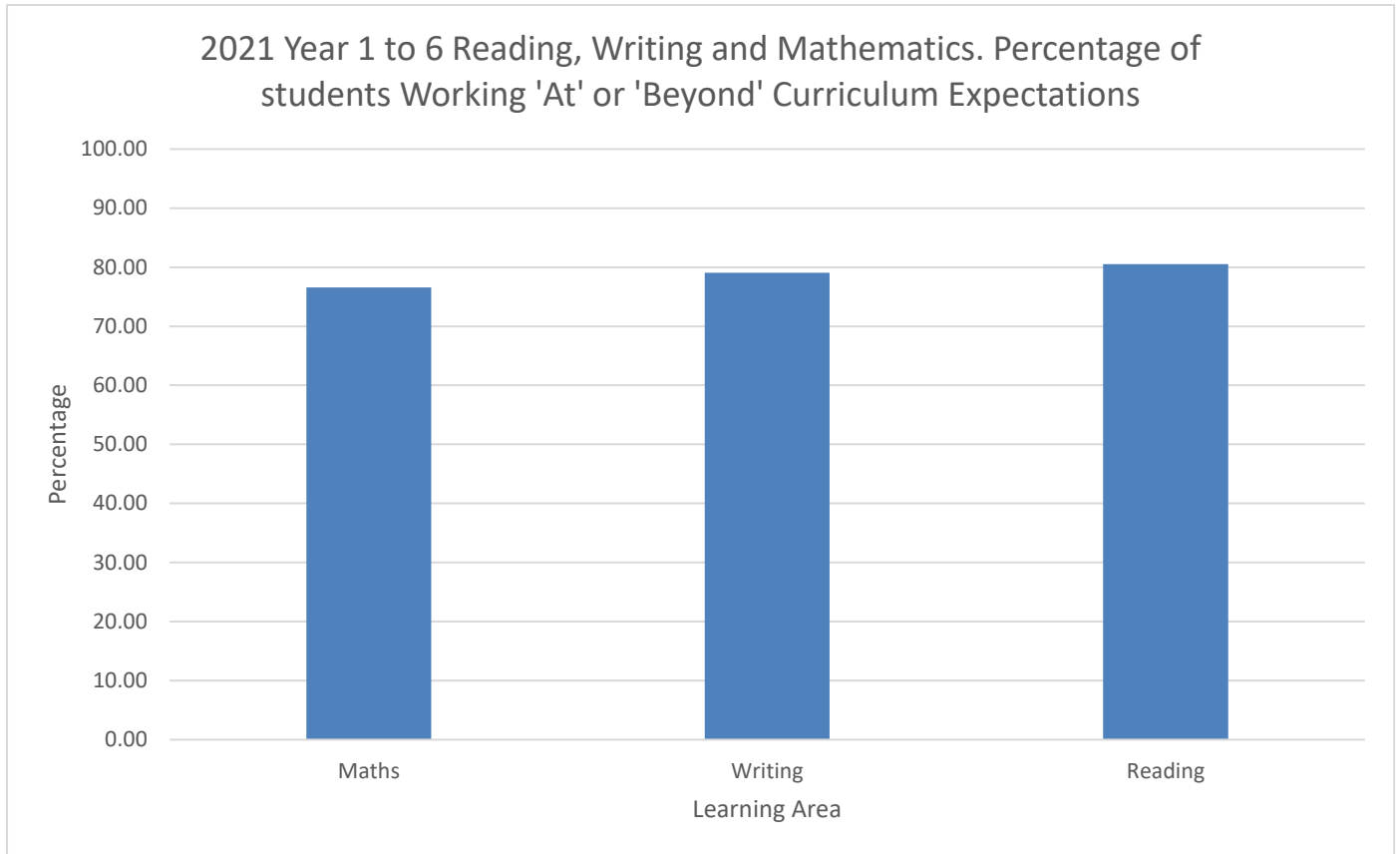
Year 1 to 6 Assessment Schedule for 2021:

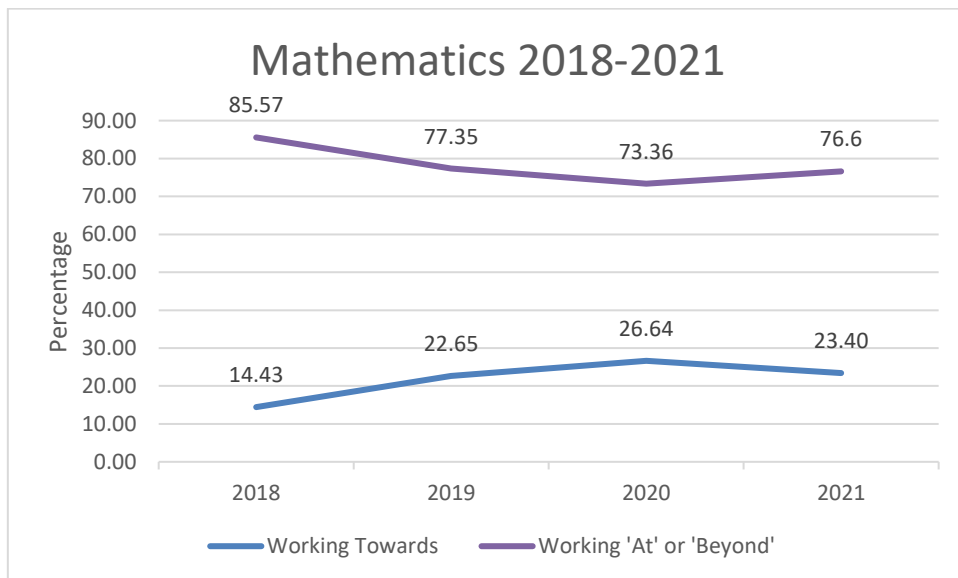
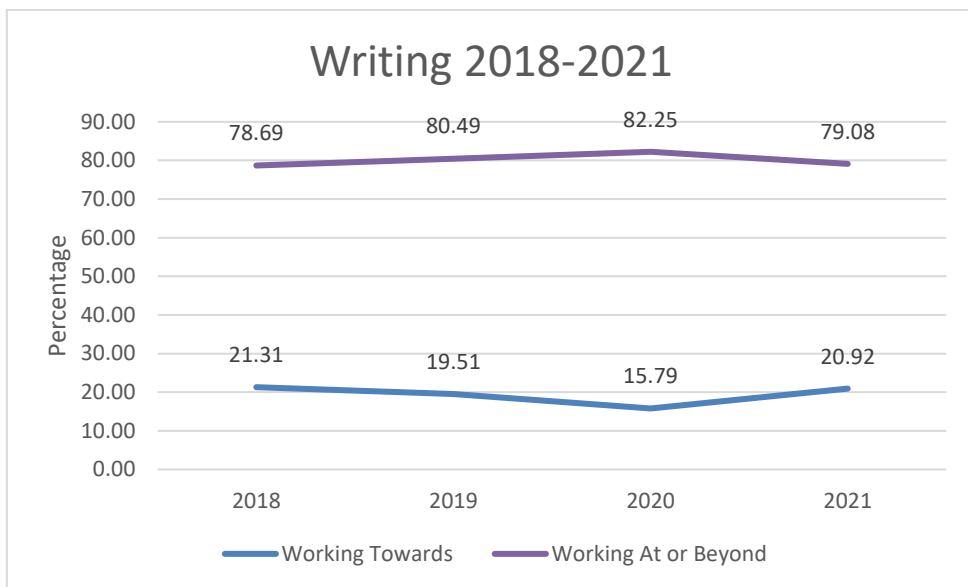
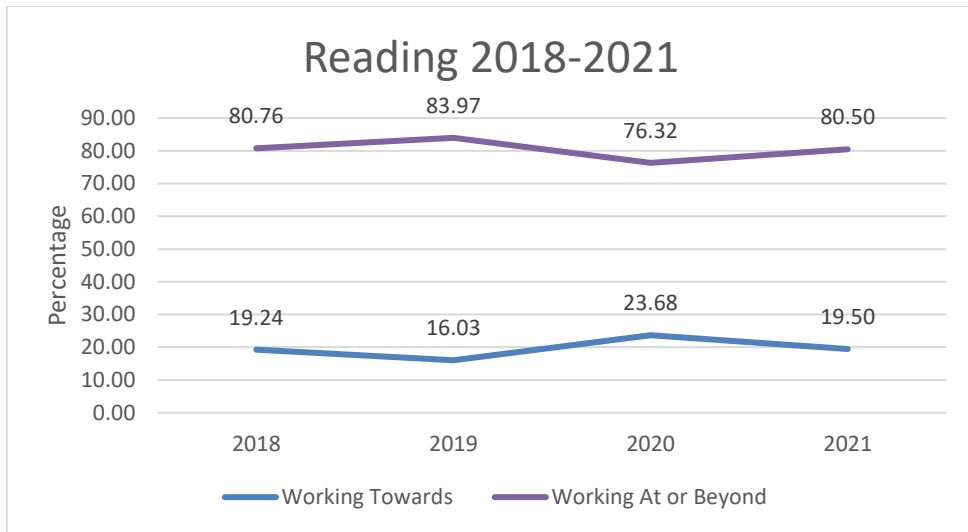
Primary (Year 1 to 6) Assessment and Reporting Schedule for 2021		
Portfolio Entries – we are using a digital portfolios (ClassDojo) across the Primary School in 2021	Assessments	Parent Reporting and Feedback
<p>Terms 1-3</p> <p>As a minimum, portfolios will include the following each term:</p> <ul style="list-style-type: none"> • Devotions / Christian Living page • Reading <ul style="list-style-type: none"> - e.g. Oral reading sample, follow up activity sheet or activity being worked on • Writing - Unassisted Writing Sample • Mathematics – number and strand / assessment result • Theme / Inquiry <ul style="list-style-type: none"> • Baseline testing e.g. essential list tests or GAP test or Harvey Knowledge Test or Optional AWS pre and post tests (Y4-6) 	<p>Term 1</p> <p><u>By end of week 6:</u></p> <p>Years 4-6:</p> <ul style="list-style-type: none"> • PAT Reading Comprehension (Kamar) • PAT Mathematics (Kamar) <p>By end of term:</p> <p><i>Aroha:</i> JAM (Kamar) School Entry Assessment (minus CAP) (Kamar) Writing Moderation (Kamar)</p> <p><i>Manahau:</i> Harvey Knowledge Test (Yr 4) Gloss Test (Yr 3) Essential Spelling Lists Writing Moderation (Kamar)</p> <p><i>Tumanako:</i> Harvey Knowledge Test The Code Word Checks E-Asttle Writing Moderation (Kamar)</p> <p>Optional: Running Records to inform teaching AWS pre and post tests (Y4-6)</p>	<p>Week 4: Learning Conferences Establishing home and school partnerships. Information sharing, and goal setting dependent on student needs.</p> <p>Ongoing ClassDojo Portfolio entries throughout the term.</p>
<p>Term 2</p> <p>Ongoing ClassDojo Portfolio entries throughout the term as outlined above.</p>	<p>Term 2</p> <p><u>By end of week 7:</u></p> <p>Reading Running Records: (Kamar)</p> <p><i>Aroha</i></p> <ul style="list-style-type: none"> • PM readers L1-L14 Running Record or PM Reading Benchmark (from level 15) <p><i>Manahau and Tumanako</i></p> <ul style="list-style-type: none"> • PROBE from years 3 or PM Benchmark • PROBE 2 reading assessment for years 4 to 6. <p>Writing</p> <ul style="list-style-type: none"> • The Code Word Checks (Yr 5/6) • E-Asttle (Kamar) <p>Maths:</p> <ul style="list-style-type: none"> • JAM • Harvey Knowledge test (Y3-6) <ul style="list-style-type: none"> • Optional AWS pre and post tests (Y4-6) • Optional Essential list spelling testing <p><u>For reporting via KAMAR (entered end of week 8)</u></p> <ul style="list-style-type: none"> • Reading level (remember 2 mark-books at each year level) and Reading Effort • OTJ Curriculum level in Writing and Writing Effort • OTJ Curriculum level in Mathematics and Mathematics Effort 	<p>KAMAR Portal report sent out at end of Week 10 – includes only:</p> <ul style="list-style-type: none"> • Level in Reading • Curriculum level in Writing • Curriculum level in Mathematics • Effort record for Reading, Writing and Mathematics. <p>Primary Leadership Team to hold a Parent education evening on one learning area.</p>

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<p>Term 3</p> <p>Ongoing ClassDojo Portfolio entries throughout the term as outlined above.</p>	<p>Term 3</p> <p><u>By end of term:</u></p> <p>Maths:</p> <ul style="list-style-type: none"> • JAM • Harvey Knowledge test (Y3-6) <p>Optional</p> <ul style="list-style-type: none"> • AWS pre and post tests (Y4-6) • Essential list spelling testing • The Code Word Checks (Yr 5/6) • Running records to inform teaching 	<p>Parent-teacher interviews in Term 3 week 2 (Tues/Wed) to discuss mid-year report.</p>
<p>Term 4</p> <p>Optional ClassDojo portfolio pieces at teacher's discretion.</p>	<p><u>By end of week 5</u></p> <p>Reading</p> <p>Running Records</p> <p><i>Aroha (Kamar)</i></p> <ul style="list-style-type: none"> • PM readers L1-L14 Running Record or PM Reading Benchmark (from level 15) <p><i>Manahau</i></p> <ul style="list-style-type: none"> • PROBE from years 3 or PM Benchmark (for those students requiring closer monitoring) • Yr 4 PAT Reading Comprehension (<i>Kamar</i>) <p><i>Tumanako (Kamar)</i></p> <ul style="list-style-type: none"> • PROBE 2 reading assessment • PAT Reading Comprehension (<i>Kamar</i>) <p>Writing</p> <p><i>Aroha and Manahau (Kamar)</i></p> <ul style="list-style-type: none"> • Writing Moderation <p><i>Tumanako</i></p> <ul style="list-style-type: none"> • E-Asttle Writing Moderation (<i>Kamar</i>) • The Code Word Checks (Yr 5/6) <p>Maths:</p> <ul style="list-style-type: none"> • JAM • GLOSS • Harvey Knowledge test (Y3-6) <ul style="list-style-type: none"> • Optional AWS pre and post tests (Y4-6) • Optional Essential list spelling testing • PAT Mathematics (<i>Kamar</i>) (Y4-6) <p><u>For reporting via KAMAR (entered end of week 5)</u></p> <ul style="list-style-type: none"> • Reading level (remember 2 mark-books at each year level) • OTJ Curriculum level in Writing • OTJ Curriculum level in Mathematics <p>Report comments to Team Leaders by end of week 6 Reading, Writing, Mathematics and a General Comment</p>	<p>Term 4:</p> <p>Written Reports Week 10 (<i>Kamar</i> instructions and notes to be communicated at the beginning of Term 4)</p> <p>Student books sent home</p> <p>Optional ClassDojo portfolio pieces.</p>

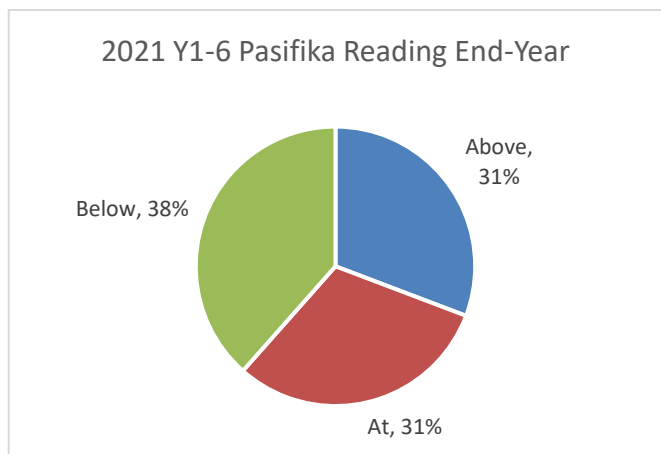
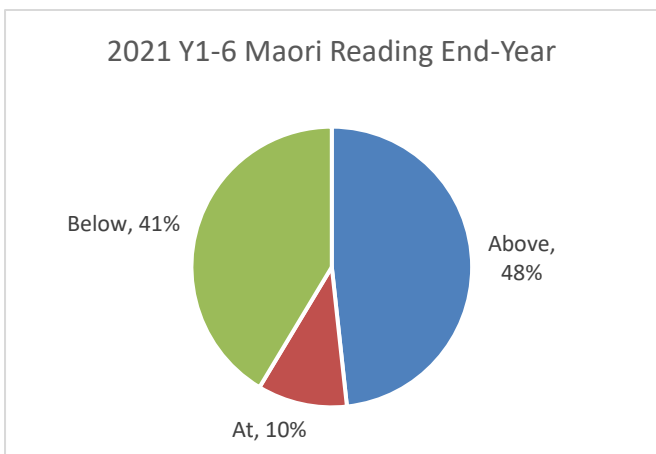
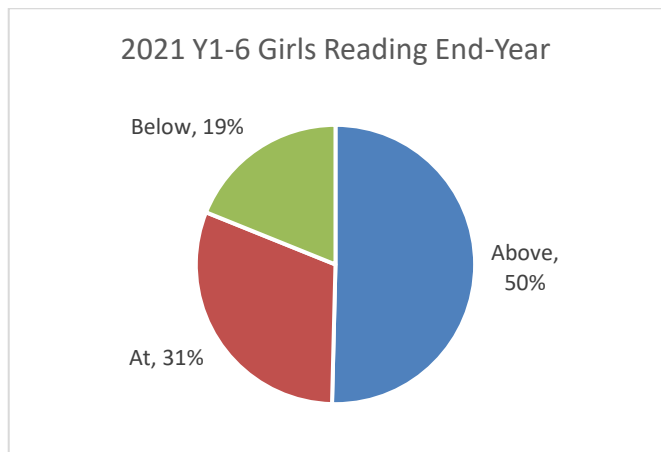
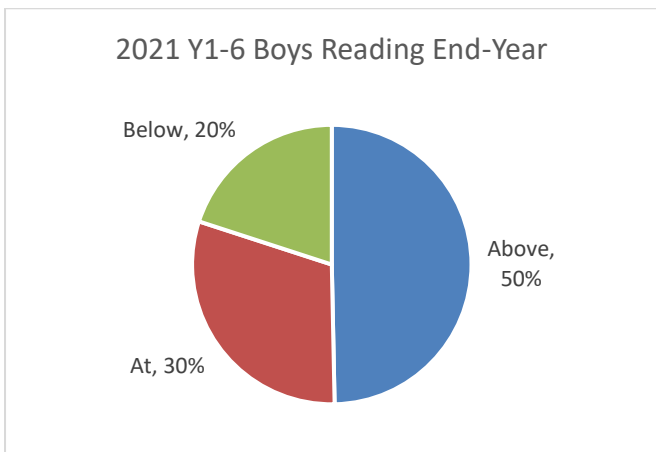
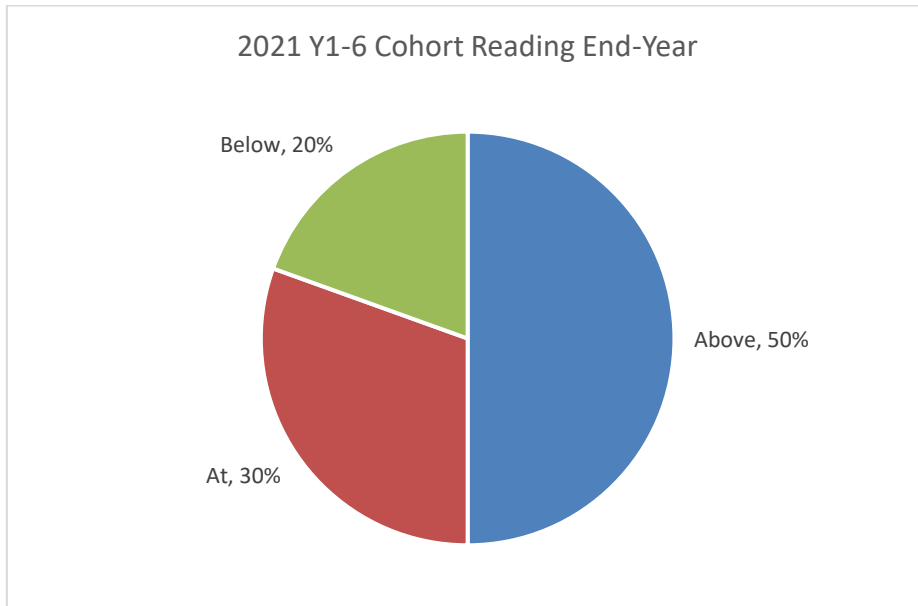
Primary School Data Years 1-6



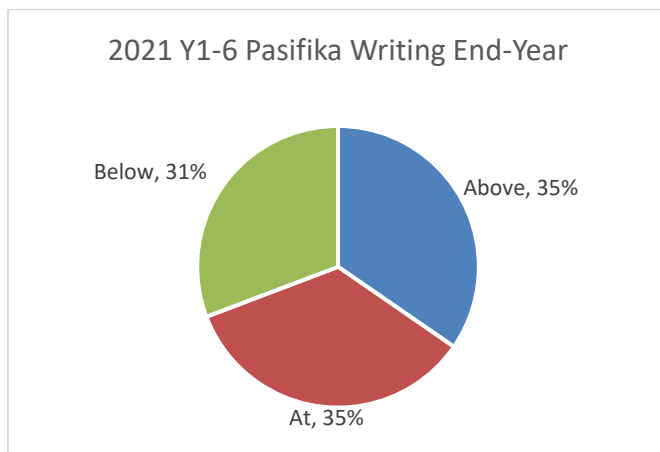
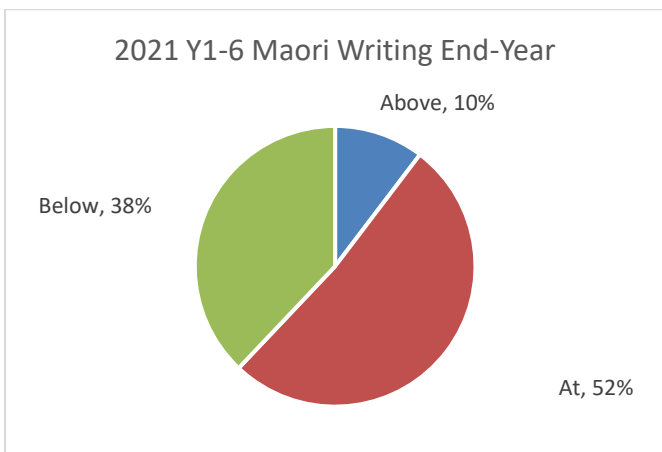
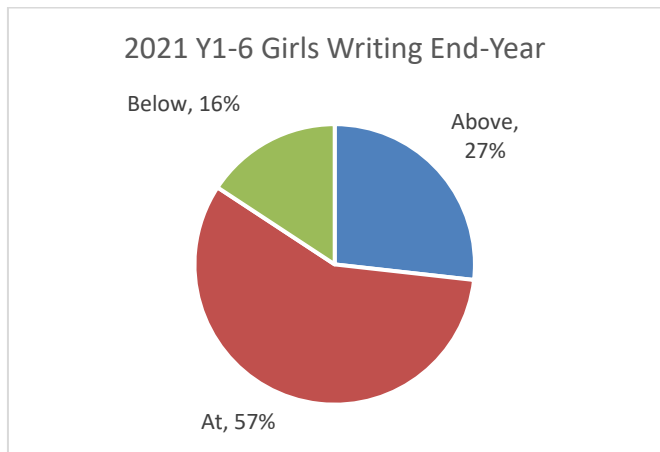
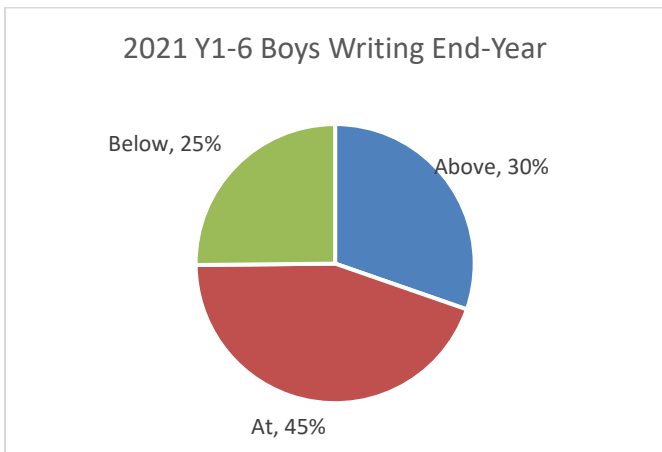
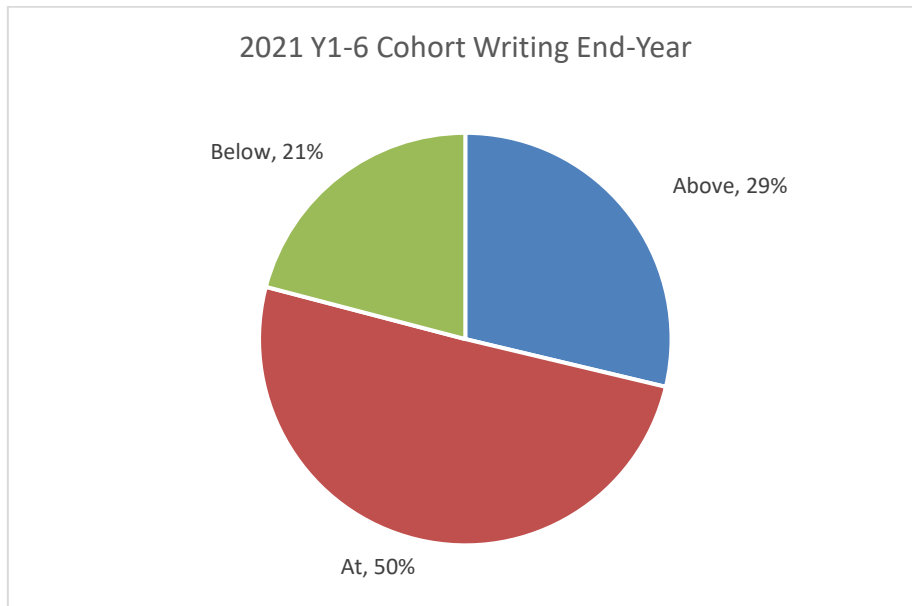


Year 1 to 6 Achievement in Reading, Writing and Mathematics, Term 4, 2020

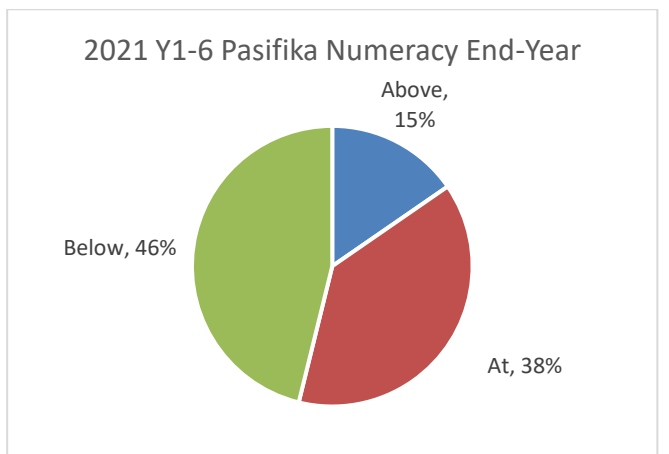
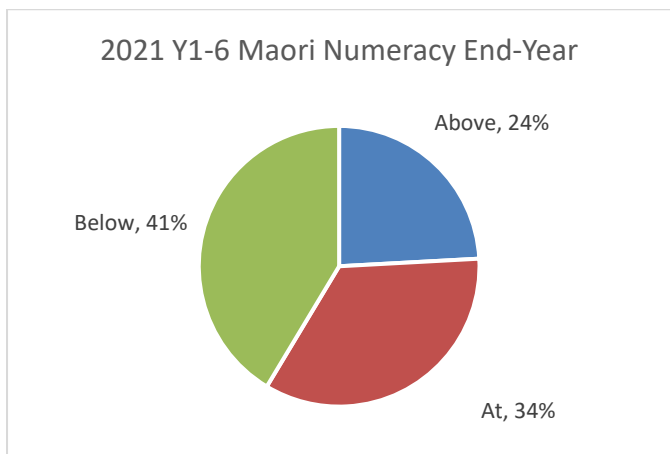
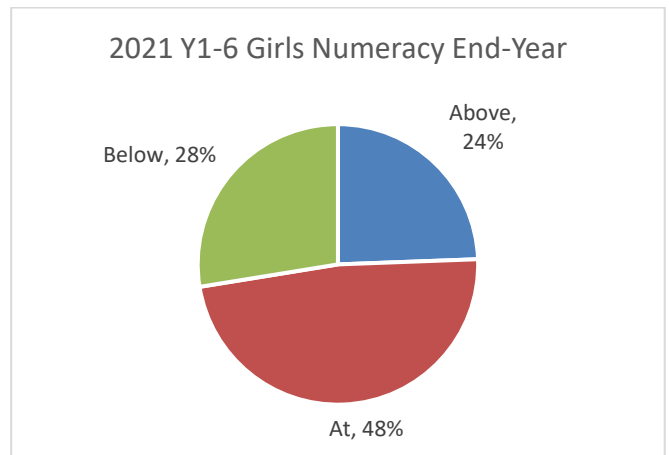
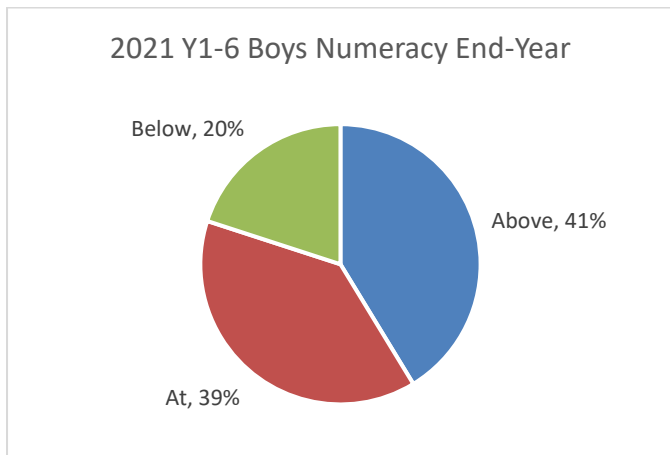
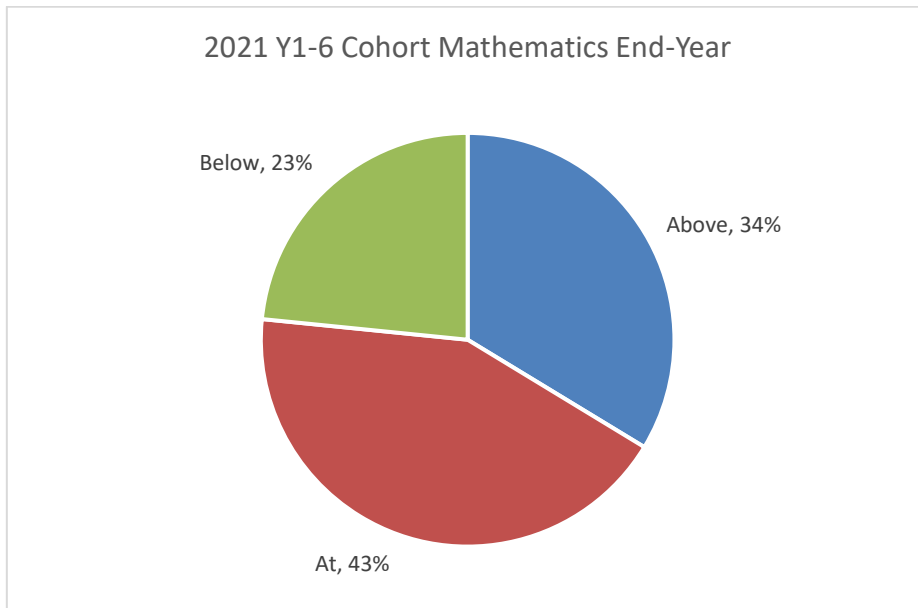
Reading Data – Year 1 to 6



Writing Data – Year 1 to 6



Mathematics Data – Year 1-6



Analysis at a glance

- Between 77% and 80% of our Year 1-6 students are working at or beyond expectation in Reading, Writing and Mathematics. This is a headed back towards 2019 levels (over 80%) after another Covid-19 interrupted year.
- Mathematics results have lifted reversing the trend seen over the last several years and are back to around the 2019 level.
- Reading results also saw a decrease in 2020, possibly due to the interruption of structured teaching of Reading by Covid-19. The 2021 results show an improvement of 4% overall and have reverted to 2018 results. They are not at the peak level of those in 2019, although this could again be possibly due to the shortened period of lockdown this year.
- Year One literacy/reading results are lower possibly owing to the Betterstart Literacy Approach's philosophy of "Going slow to go fast" in the teaching of Structured Literacy. The Year 2-6 results are pleasing with an overall rate of between 81% and 94% of students achieving "at" or "beyond the expected level. Year 5 is the exception with 68% of students achieving at the same level.
- Writing results have shown a decrease of 3% from 2020 with the gap between achievement levels widening as children move through the Primary school.
- Both boys and girls continue to achieve equally in Reading. There is a disparity in favour of girls in Writing with this reversed in Mathematics in favour of boys. This gap has widened from last year (2020 – 4%, 2021 – 9% in Writing and 2021 – 5%, 2021 – 8% in Mathematics).
- Maori and Pasifika students are performing consistently and significantly lower than the overall school average. Pasifika students are performing better than Maori students in Literacy and vice versa for Mathematics.
- Overall results are still pleasing keeping in mind 2021 is the second year in which teaching has been interrupted, and on return to school classroom teaching and management systems have needed to be adapted longer term with Covid safety precautions in mind.

Where to from here for 2022?

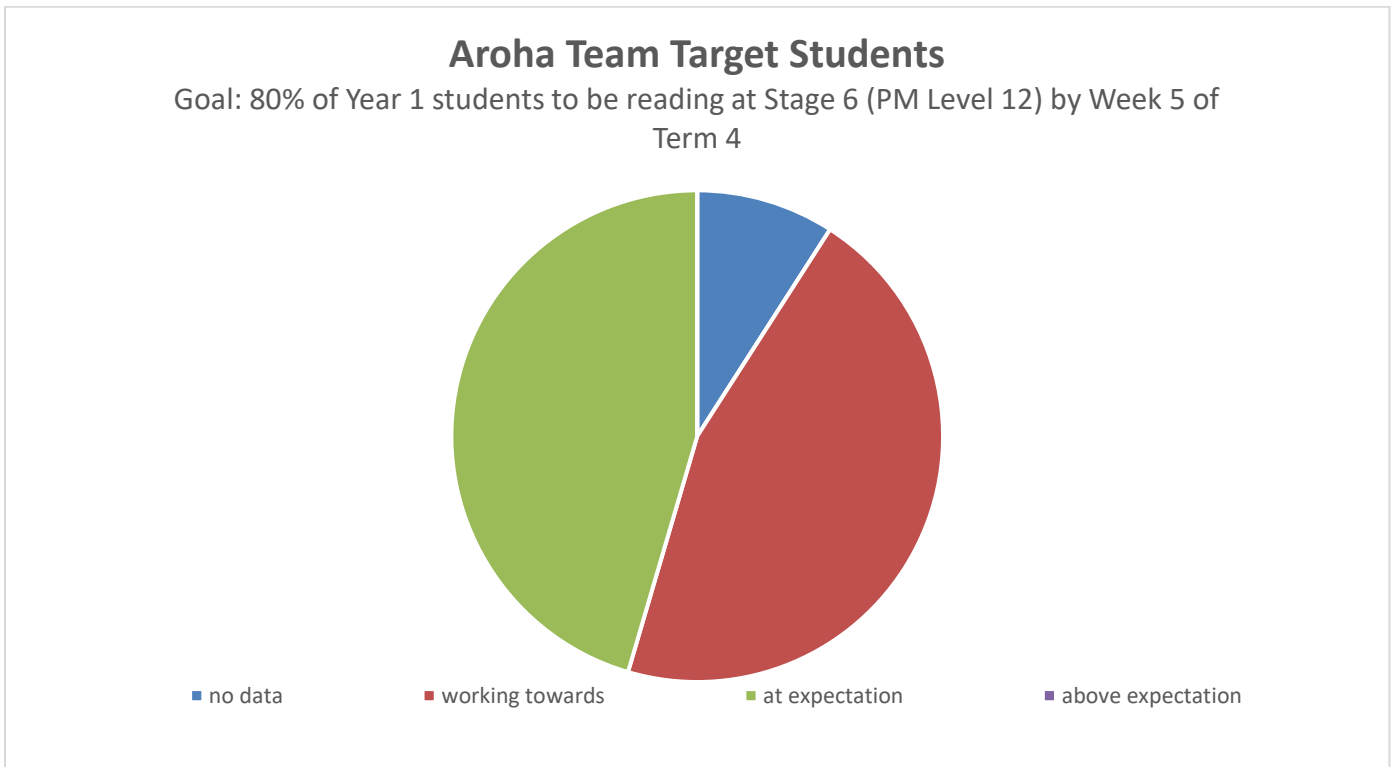
- Continue ESOL teaching/learning with a focus on writing, reading, grammar and spelling. Refer students using Christina's assessment matrix.
- Support in Reading for Year 6 targeted students.
- Implementation of Year 3-4 targeted reading intervention for identified students – Gemma Stewart
- Continuation of the BSLA approach to teaching of Reading and Writing.
- Planned PD with Dr. Christine Braid (Massey University) to upskill teacher knowledge and ensure cohesiveness of Structured Literacy programmes across the Primary School years 1-6.
- A structured approach to writing could be an area to explore within the above PD, to ensure a downward trend doesn't appear.
- Implementing learning from PD around Te Reo and Maori Tikanga. Encouraging and utilising students' cultural capital within classroom teaching across Reading, Writing, and Mathematics.
- Parent Evenings to be planned with a focus on how to support school learning at home (cancelled in 2021 due to Covid-19 Lockdown).

Notes:

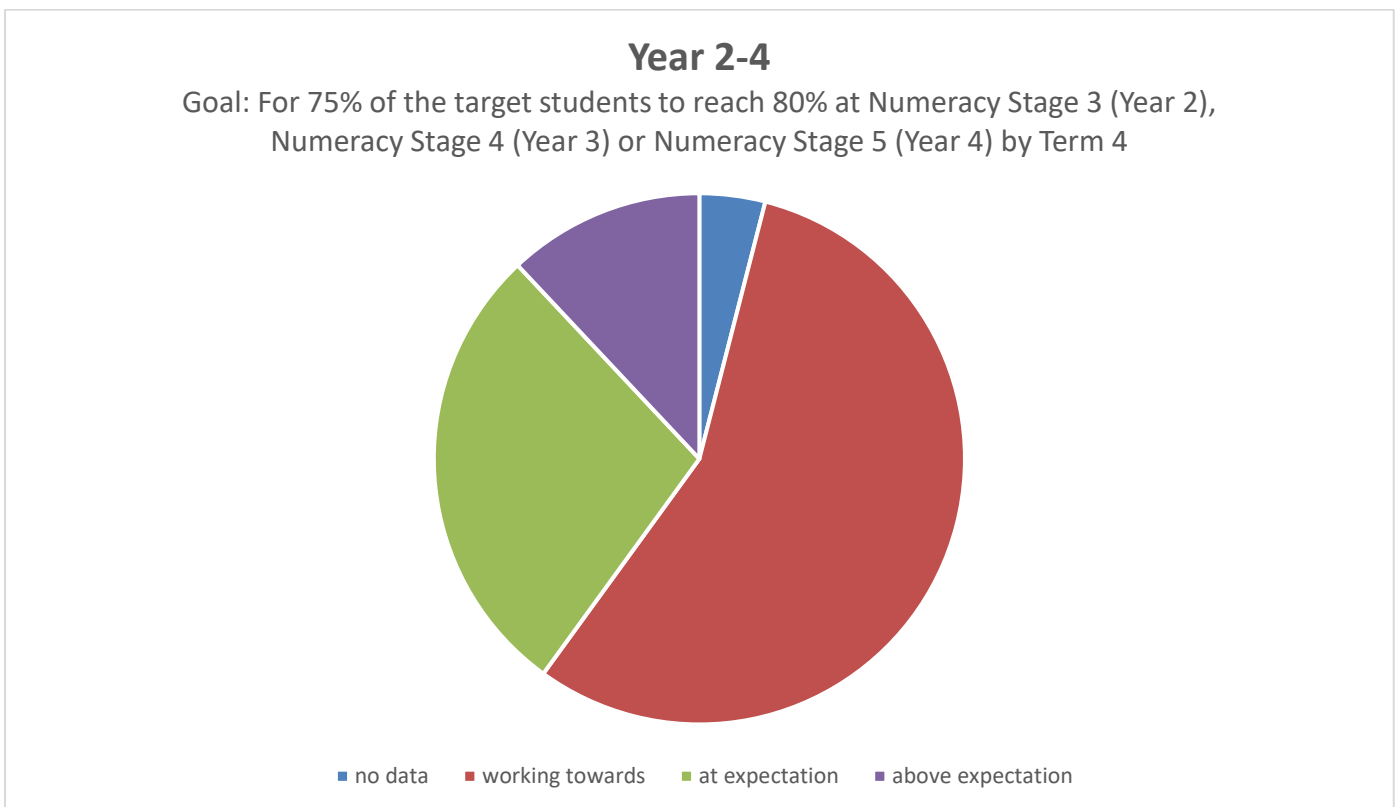
Small data samples in some groups continue to skew results significantly.

Extended student absences due to Covid-19 have impacted results in some demographics.

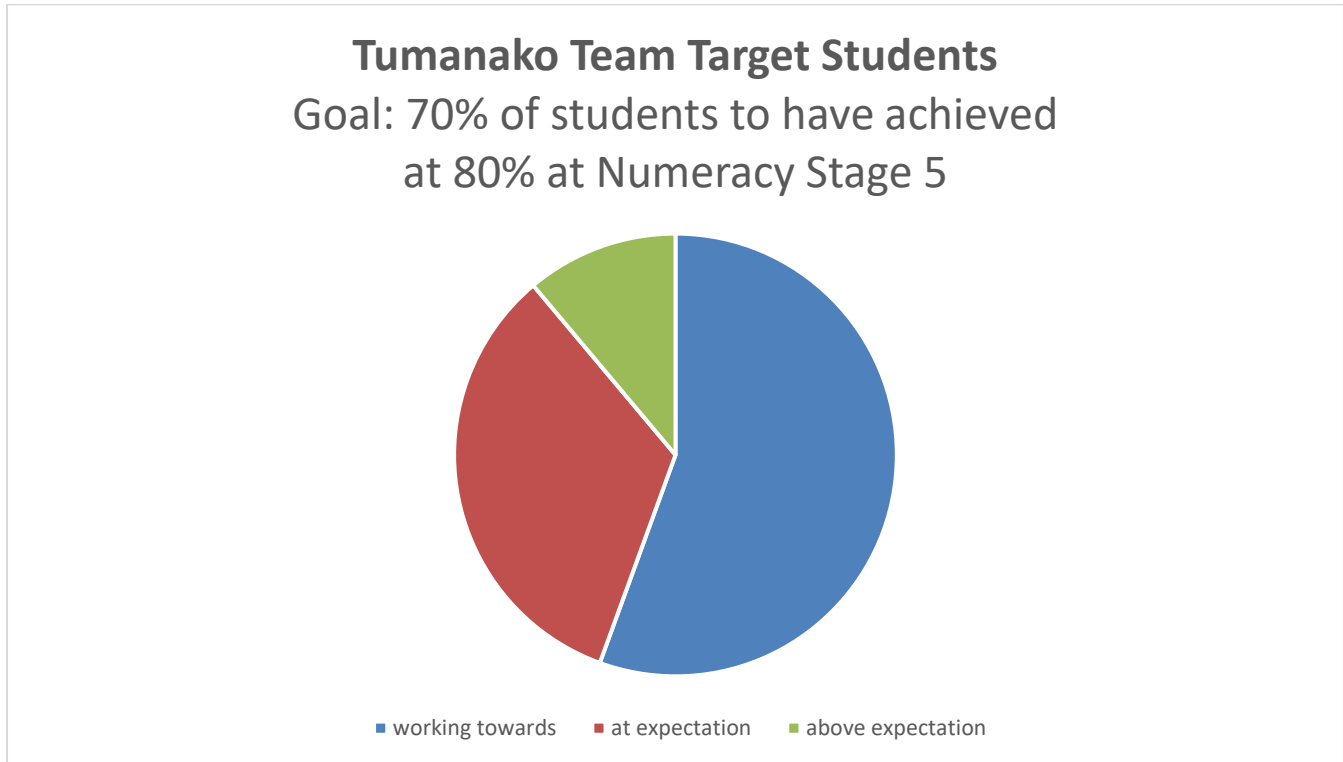
Target Students



There was no data from 2020 to compare progress between the end of 2020 and 2021 as this was most students' first year at school. Half of the target students identified as needing support at the beginning of the year were able to be accelerated to meet the expected level of achievement by the end of the year. 75% of those who did not reach Stage 6 did reach Stage 5.



All students identified as target students were classified as “working towards” the expected level of achievement at the beginning of the year. While the 75% of students working at or above the expected level wasn’t achieved 40% of students have had accelerated learning and are now working either “at” or “above the expected level.



The Tumanako Team goal was not met however all students showed progress from their mid to end of year results. These students were identified at the beginning of the year as having significant needs and so to lift achievement of a number of struggling students to an “at expectation” or “above expectation” level is a pleasing result. This becomes especially more difficult at this level of the school as gaps in learning can widen significantly.

Analysis

Target student results at all levels show improvement, although don’t always succeed in lifting achievement to “at” or “above” expectation for each student. Even so, the interventions and intensive instruction provided are worthwhile to support the learning for target students providing a much-needed boost moving the student towards appropriate expectation levels. Embedding teaching practice that has proven results into regular classroom practice will continue to support future target students.

Achievement data for Years 7-13 |

Overall Teacher Judgements in Year 7-10

In Year 7-10, teachers are encouraged to make Overall Teacher Judgements (OTJ's) about where a student is achieving, compared to the New Zealand Curriculum. When doing so Teachers should consider all the information gathered about a student together, and not focus on one aspect only (e.g. test scores). For instance, an end of year test compared to a start of year score might suggest that no progress has been made but observations of learning compared to school learning progressions (see below) and teacher anecdotal records are just as important as the test scores.

The graphs and data in this document are based on overall teacher judgements (OTJ's) about where teachers believe a student is achieving against the National Curriculum Level Charter Targets at the end of Term 4.

Factors influencing the NCEA outcomes in Year 11-13

Cohort pass rates go up and down depending on many factors. For example, NZQA statistics include leavers in Year 13 who were not here to complete their courses, but are still counted in overall statistics. So a Year 13 cohort with 10-12% of the students leaving before the end of the year for employment may well drag down the overall pass rate at Level 3 for that year. Likewise, a Year 12 cohort with a number of supported learning students who may not be entered for NCEA will also decrease the pass rates.

here are benefits to including the above students in statistics. However, because they are included, we should avoid drawing conclusions from increases in pass rates without understanding the mechanism behind those increases.

Setting Cohort Targets

Each target has a percentage of cohort expected to achieve that target. The percentage represents a broad benchmark or standard that doesn't generally change between years. Sometimes teachers would like to alter the standard to represent the particular achievement capacity/potential of a given cohort. Whilst this could help us to achieve the target in that year, moving the goal posts between years can make strategic analysis more challenging across multiple years. As such, presently the benchmarks are not expected to be moved. That said, over time and after multiple cohort analysis has taken place, a percentage target could be moved where year on year that target proves to be too low or too high.

Relating performance to the achievement of targets

Achieving or not achieving a target is the culmination of many factors including:

- Learning environment
- Resourcing
- Pastoral Issues
- Learning support
- Curriculum
- Expertise of the Teacher
- Teacher Support
- Initiative fatigue
- Change management practices
- Structural issues eg:
 - Poor timetable design
 - Too many administrative meetings
 - Low trust models
 - Top down management practices

Exceeding or falling short of meeting targets should not be used to infer poor teacher performance. Rather, achieving or not achieving targets should prompt an inquiry that then reviews the mechanisms of achievement or lack of it. Recommendations and implementation plans can then be decided within resourcing limitations.

Priority Learners within Targets

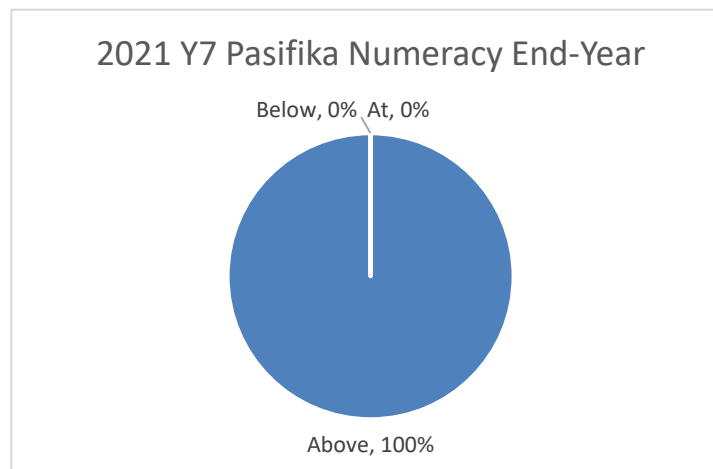
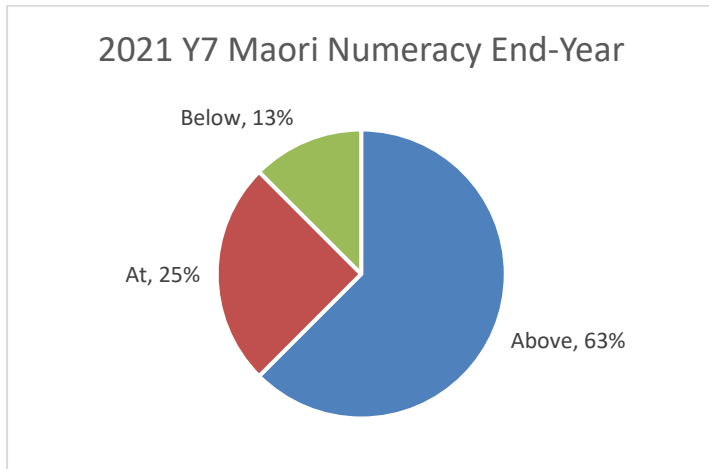
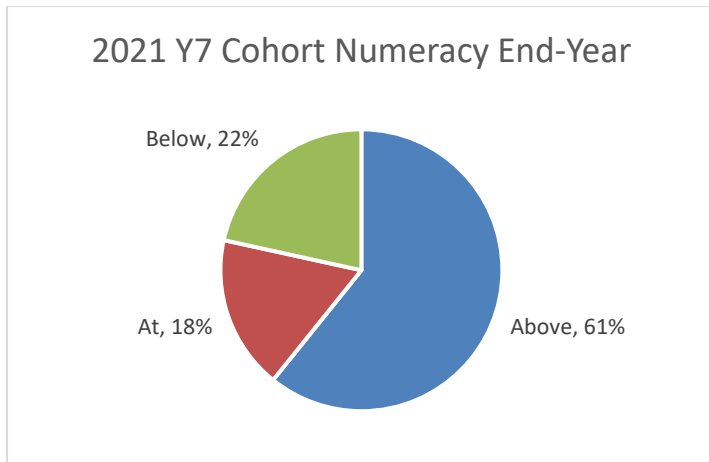
Priority learners are groups of students who have historically been identified as not experiencing success in the New Zealand schooling system. These include many Māori and Pacific learners, those from low socio-economic backgrounds, and students with special education needs. When weighing up what our targets will be in Yr7-13, Māori and Pasifika ethnicities are accounted for separately from all other ethnicities within a given Target foci. In 2020, we started providing separate strategic goals for Y11-13 Supported Learning students on the SPEC Programmes in Y11-13. In 2021, Numeracy and Literacy priority learners have been largely placed into a Literacy and Numeracy development class. This replaces the former SPEC programme from Year 11-13.

Year 7 & 8 Numeracy EOY Final Outcome			
<p>Annual Aim: Mathematics Year 7 & 8 To increase the number of students achieving at or above the target curriculum level for mathematics.</p>			
<p>Cohort Targets:</p> <p>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</p>			
<p>Priority Learners who are At Risk of Not Achieving the Target Curriculum Level</p> <p>Year 7</p> <ul style="list-style-type: none"> • 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 be included in target learner initiatives if warranted.</u></i> The breakdown below includes just those below 3B. • 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> <p>Year 8</p> <ul style="list-style-type: none"> • 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	0/1 = 0%	0	0/4 = 0% [1 student left during the year]
Year 8	0/2 = 0%	0/1 = 0%	3/9 = 33% met target
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
Target 1: 75% of Year 7 students will be at or above Curriculum	78% of Year 7 students were at or above the target Curriculum	Target exceeded.	<ul style="list-style-type: none"> • Maintain delivery programmes

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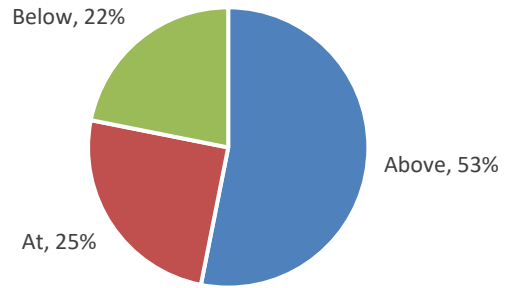
<p>level 3A for mathematics by the EOY</p> <p>Target 2: 85% of Year 8 students will be at or above Curriculum level 4B for mathematics by the EOY</p> <p>Action 1. Class Teachers are used to develop goals for students in these groups</p> <p>Action 2. Small groups of Priority Learners are taught by the Team Leader</p>	<p>level 3A for numeracy by the EOY. This is 3% higher than target.</p> <p>73% of Year 8 students were at or above the target Curriculum level 4B for numeracy by the EOY. This is 12% behind target.</p> <p>Completed - Team Leader ran Yr7&8 meetings to discuss goal setting for students and student progress. Head of school provided a list of identified students for each teacher to focus on.</p> <p>Not done</p>	<p>Target not met. This cohort was also behind their target curriculum level at the end of Year 7 in 2020.</p> <p>No variance</p> <p>This was not done due to fewer non-contacts than 2020.</p>	<ul style="list-style-type: none"> • Investigate extra support for struggling learners in this cohort in 2022 • Team TA's were used to provide extra support in the classroom.
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Graphs – Year 7 Numeracy EOY Final Outcome

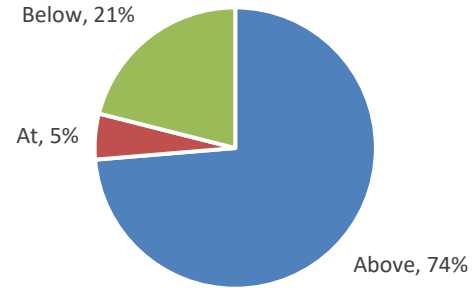


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2021 Y7 Boys Numeracy End-Year

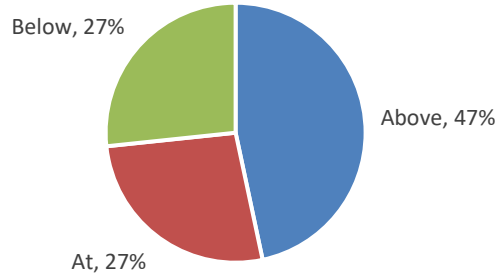


2021 Y7 Girls Numeracy End-Year

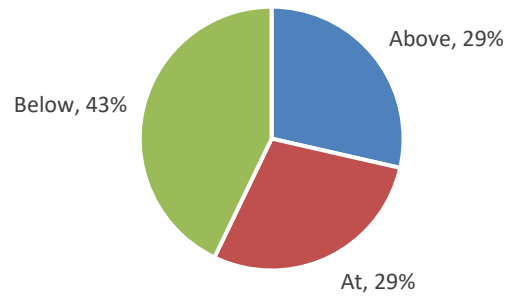


Graphs – Year 8 Numeracy EOY Final Outcome

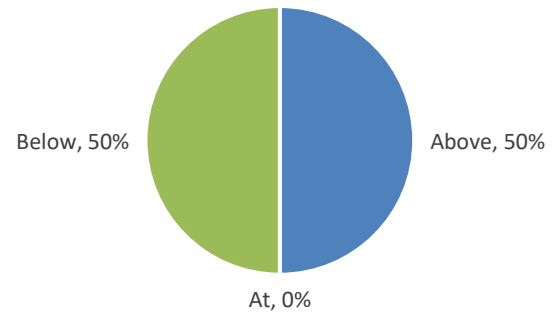
2021 Y8 Cohort Numeracy End-Year



2021 Y8 Maori Numeracy End-Year

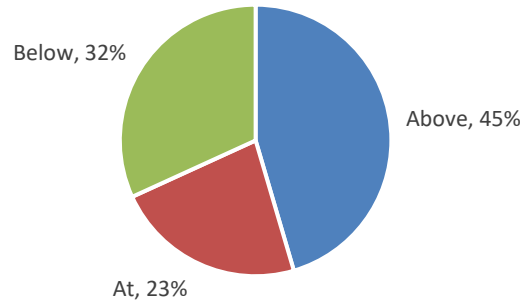


2021 Y8 Pasifika Numeracy End-Year

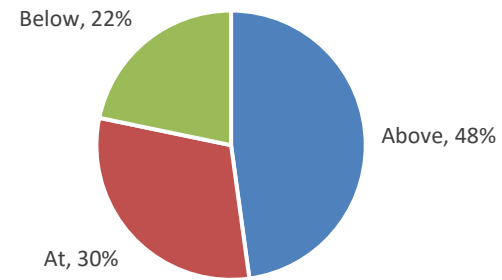


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2021 Y8 Boys Numeracy End-Year



2021 Y8 Girls Numeracy End-Year

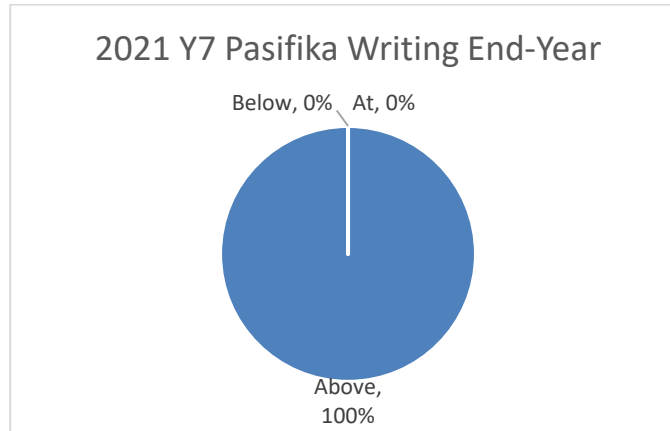
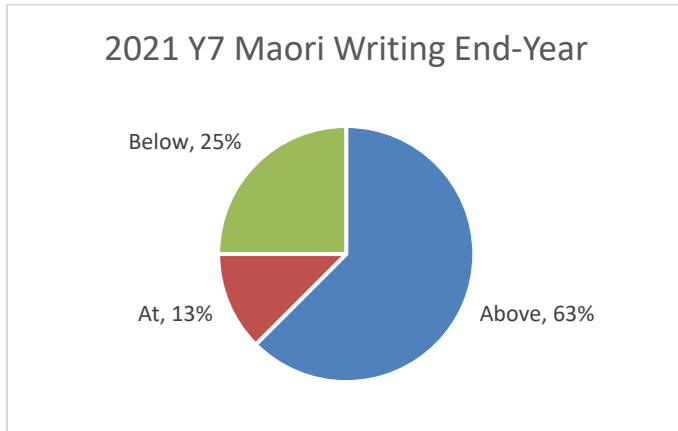
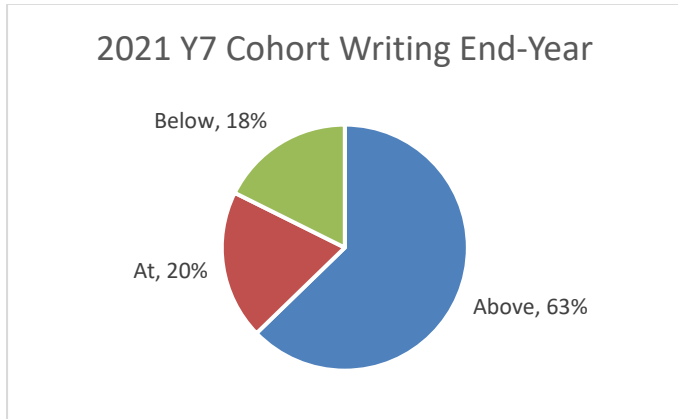


Year 7 & 8 Literacy (Writing) EOY Final Outcome			
Annual Aim			
To increase the number of students achieving at or above the target curriculum level for Writing			
Cohort Targets			
Year 7: 75% of Year 7 students will be achieving at or above the target Curriculum level 3A for writing by the EOY			
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			
<ul style="list-style-type: none"> 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 be included in target learner initiatives if warranted.</u></i> The breakdown below includes just those below 3B. 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> 			
Year 8			
<ul style="list-style-type: none"> 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	0/1 = 0%	0	0/2 = 0% [1 leaver during the year]
Year 8	0/1 = 0%	0/1 = 0%	5/11 = 45% met target
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
Target 1: 75% of Year 7 students will be achieving at or above Curriculum level 3A for writing by the EOY	82% of Year 7 students were achieving at or above the target Curriculum level 3A for writing by the EOY. This is 7% higher than target.	Target exceeded.	<ul style="list-style-type: none"> Maintain delivery programmes

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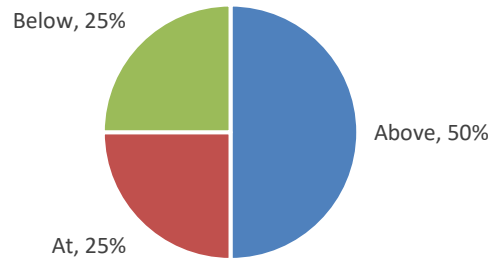
<p>Target 2: 85% of Year 8 students will be achieving at or above Curriculum level 4B for writing by the EOY</p> <p>Action 1. Class Teachers are used to develop goals for students in these groups</p> <p>Action 2. Small groups of Priority Learners are taught by the Team Leader</p>	<p>69% of Year 8 students were achieving at or above the target Curriculum level 4B for writing by the EOY. This is 16% below target.</p> <p>Completed - Team Leader ran Yr7&8 meetings to discuss goal setting for students and student progress. Head of school provided a list of identified students for each teacher to focus on.</p> <p>Not done</p>	<p>Target not met. This cohort was also behind their target curriculum level at the end of Year 7 in 2020.</p> <p>No variance</p> <p>This was not done due to fewer noncontacts than 2020.</p>	<ul style="list-style-type: none"> • Investigate extra support for struggling learners in this cohort in 2022 • Team TA's were used to provide extra support in the classroom.
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Graphs – Year 7 Writing EOY Final Outcome

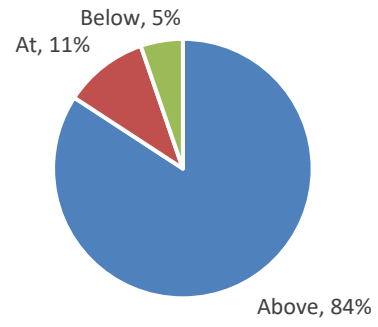


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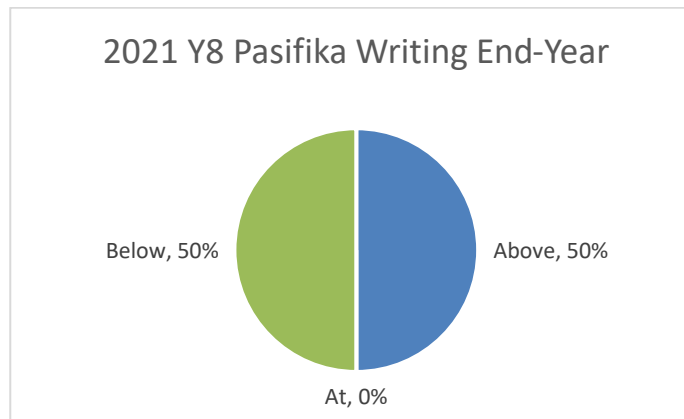
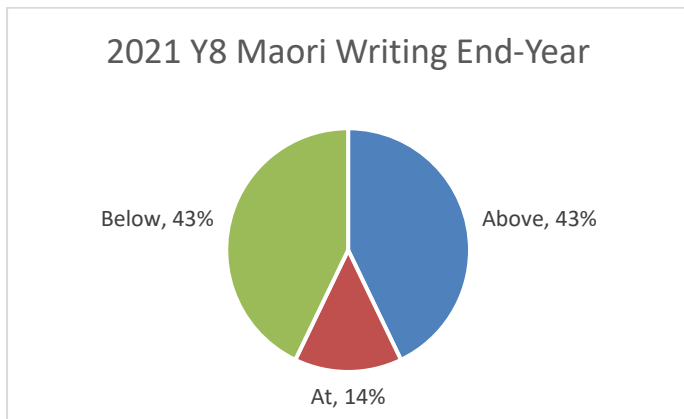
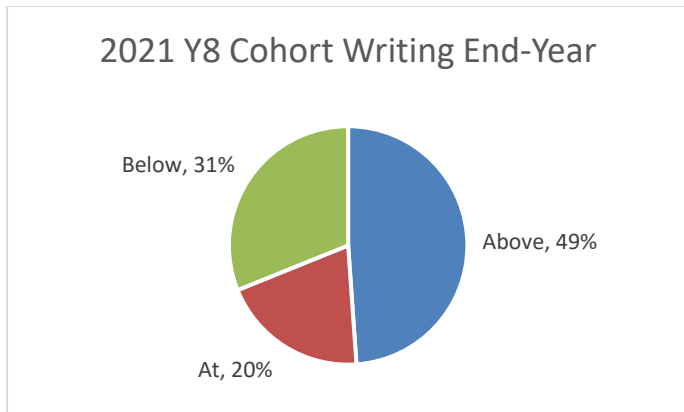
2021 Y7 Boys Writing End-Year



2021 Y7 Girls Writing End-Year

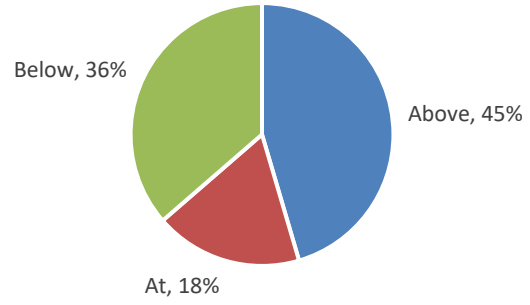


Graphs – Year 8 Writing EOY Final Outcome

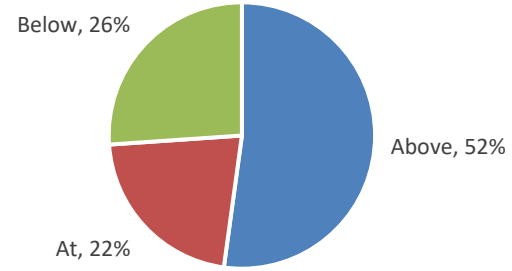


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2021 Y8 Boys Writing End-Year



2021 Y8 Girls Writing End-Year

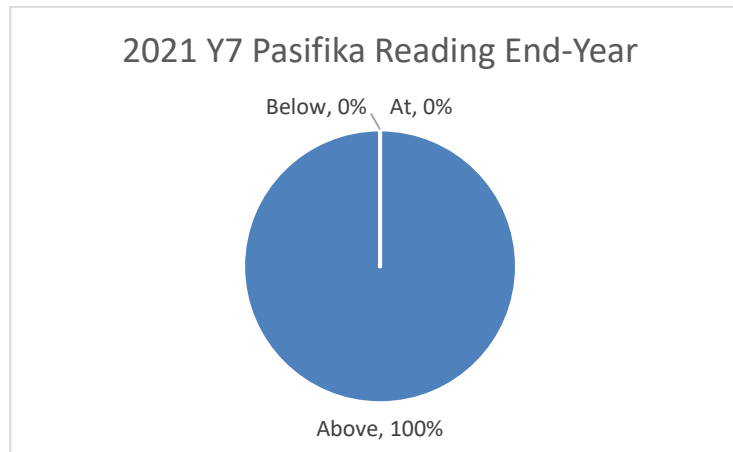
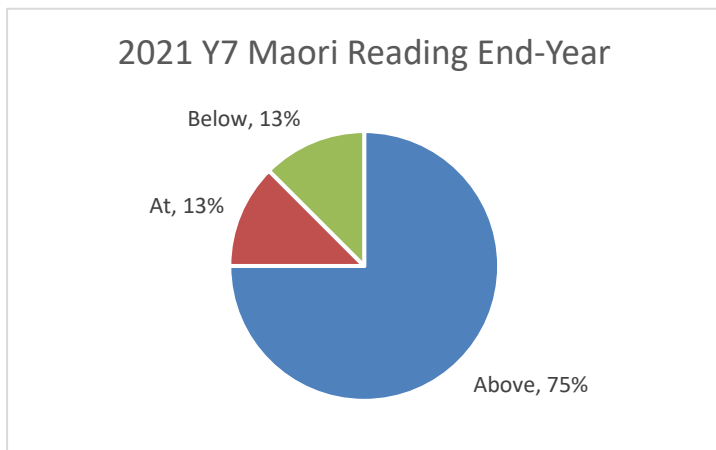
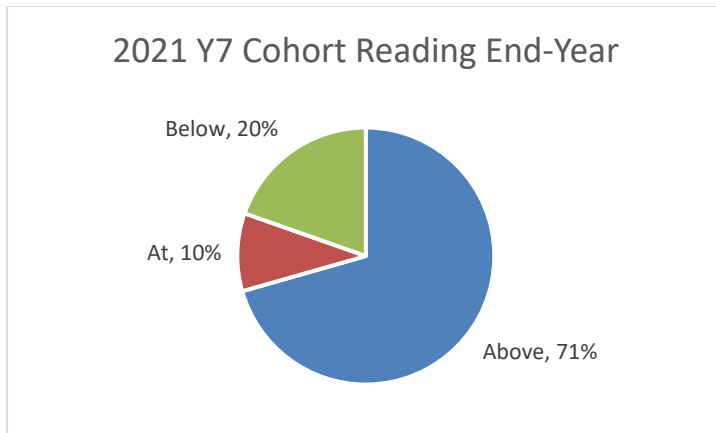


Year 7 & 8 Annual Targets – Literacy (Reading)			
Annual Aim			
To increase the number of students achieving at or above the target curriculum level for Reading			
Cohort Targets			
Year 7: 75% of Year 7 students will be achieving at or above the target Curriculum level 3A for reading by the EOY			
Year 8: 85% of Year 8 Students will be achieving at or above the target Curriculum level 4B for reading by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level			
Year 7			
<ul style="list-style-type: none"> 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 and may 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. <i>New students are not included in the breakdown below as their data was not available at the time of writing.</i> 			
Year 8			
<ul style="list-style-type: none"> 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	0/1 = 0%	0	0/2 = 0% [1 leaver during the year]
Year 8	0/3 = 0%	0/1 = 0%	2/10 = 20% met target
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
Target 1: 75% of Year 7 students will be achieving at or above Curriculum level 3A for reading by the EOY	80% of Year 7 students were achieving at or above the target Curriculum level 3A for reading by the EOY. This is 5% higher than target.	Target exceeded.	<ul style="list-style-type: none"> Maintain delivery programmes

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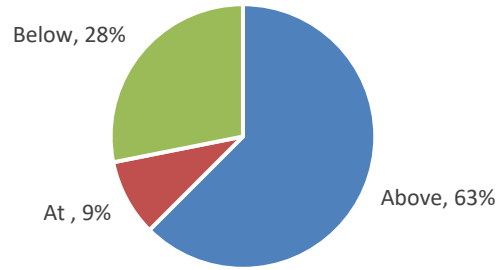
<p>Target 2: 85% of Year 8 students will be achieving at or above Curriculum level 4B for reading by the EOY</p> <p>Action 1. Class Teachers are used to develop goals for students in these groups</p> <p>Action 2. Small groups of Priority Learners are taught by the Team Leader</p>	<p>64% of Year 8 students were achieving at or above the target Curriculum level 4B for reading by the EOY. This is 21% behind target.</p> <p>Completed - Team Leader ran Yr7&8 meetings to discuss goal setting for students and student progress. Head of school provided a list of identified students for each teacher to focus on.</p> <p>Not done</p>	<p>Target not met. This cohort was also behind their target curriculum level at the end of Year 7 in 2020.</p> <p>No variance</p> <p>This was not done in 2021 due to fewer noncontacts.</p>	<ul style="list-style-type: none"> • Investigate extra support for struggling learners in this cohort in 2022 • Team TA's were used to provide extra support in the classroom.
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Graphs – Year 7 Reading EOY Final Outcome

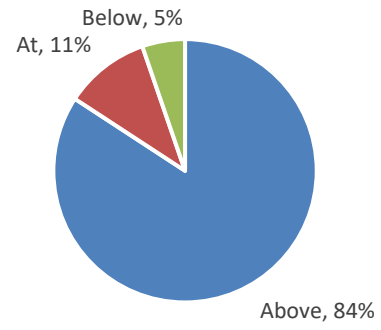


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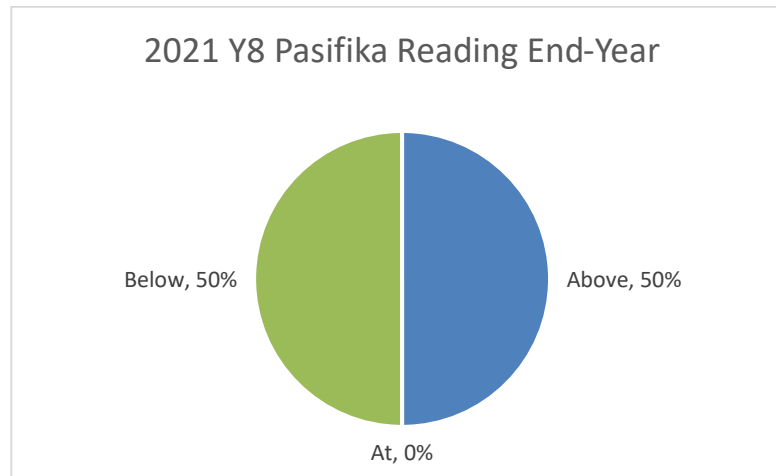
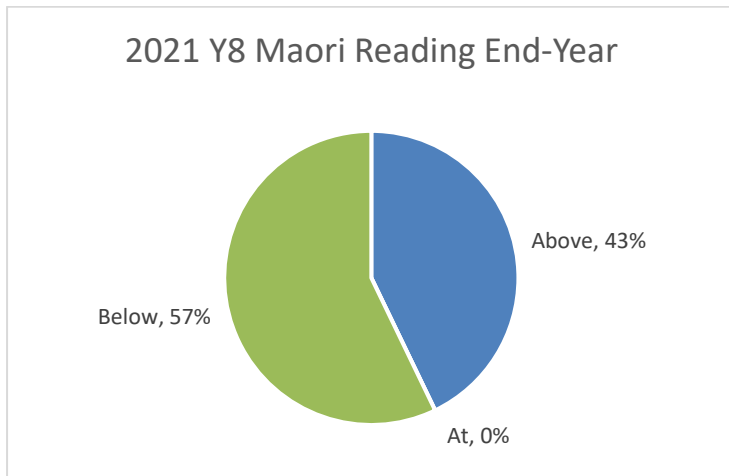
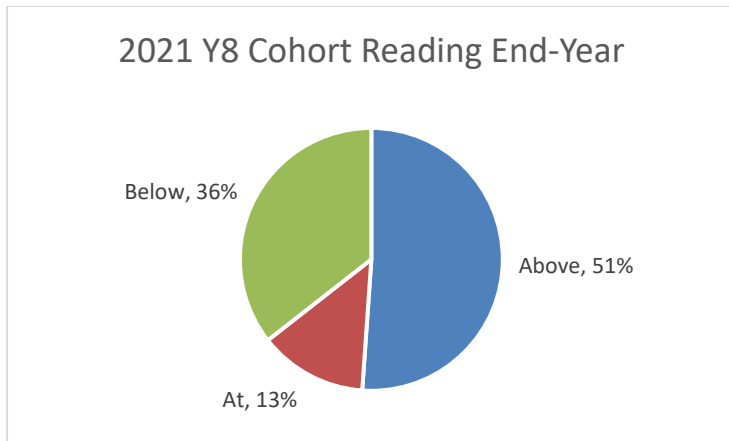
2021 Y7 Boys Reading End-Year



2021 Y7 Girls Reading End-Year

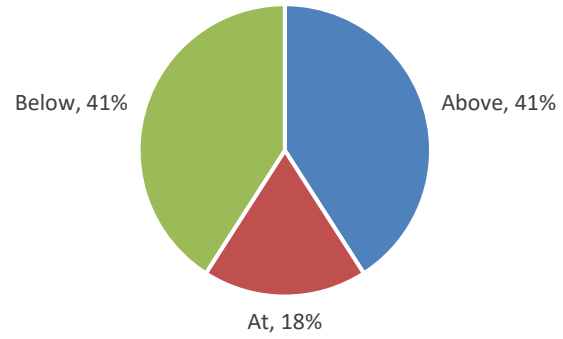


Graphs – Year 8 Reading EOY Final Outcome

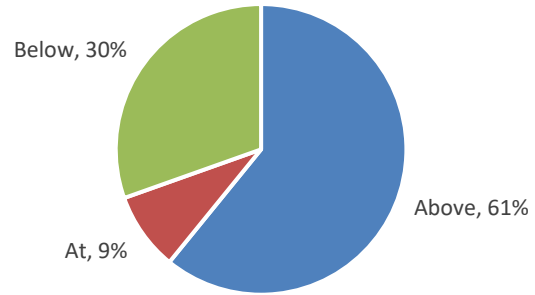


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2021 Y8 Boys Reading End-Year



2021 Y8 Girls Reading End-Year

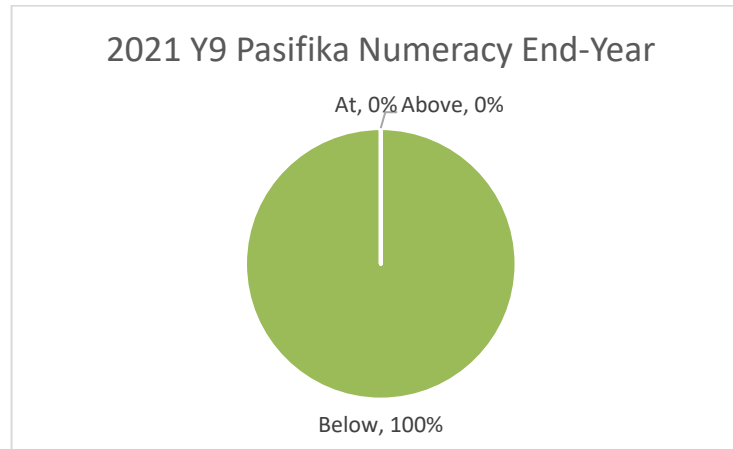
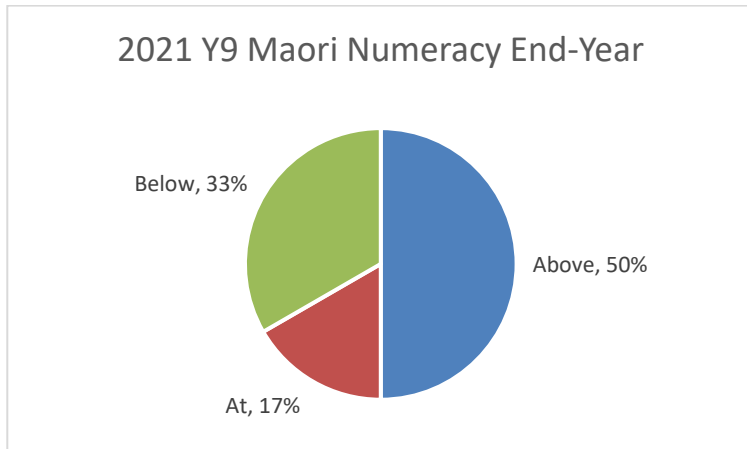
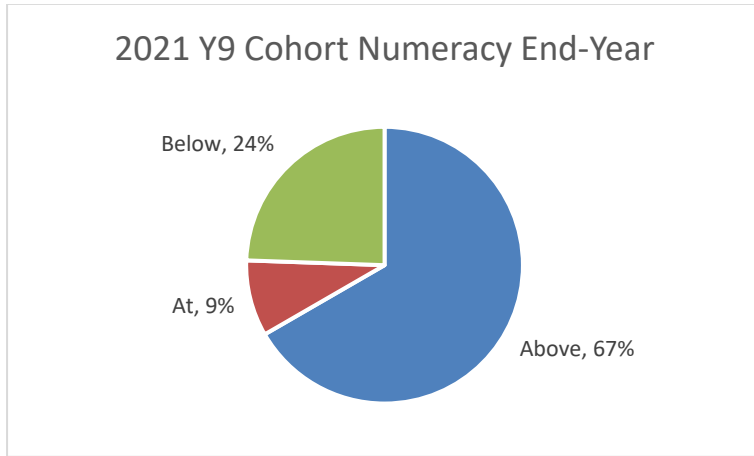


Year 9 & 10 Numeracy EOY Final Outcome			
Annual Aim: Numeracy Year 9 & 10			
To increase the number of students achieving at or above the target curriculum level for Mathematics			
Targets:			
Year 9: 75% of Year 9 students will be achieving at or above the target Curriculum level 4A for numeracy by 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			
<ul style="list-style-type: none"> • 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			
<ul style="list-style-type: none"> • 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	0/2 = 0%	0/1 = 0%	0/3 = 0%
Year 10	1/3 = 33% met target	0	3/7 = 43% met target
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
Target 1: 75% of Year 9 students will be achieving at or above Curriculum level 4A for numeracy by the EOY	76% of Year 9 students were achieving at or above the target Curriculum level 4A for numeracy by the EOY. This is 1% higher than target.	Target met.	<ul style="list-style-type: none"> • Maintain delivery programmes

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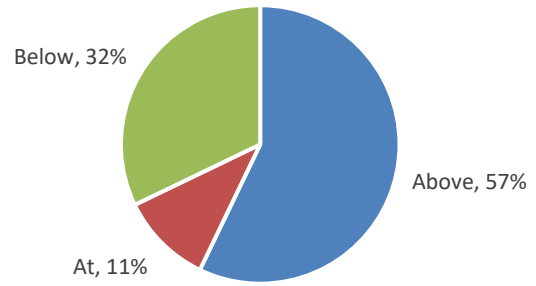
<p>Target 2: 85% of Year 10 students will be at or above Curriculum level 5P for numeracy by the EOY</p> <p>Action 1. Class Teachers are used to develop goals for students in these groups</p> <p>Action 2. Review of Priority Learner support at Y9&10</p>	<p>87% of Year 10 students were achieving at or above the target Curriculum level 5P for numeracy by the EOY. This is 2% higher than target.</p> <p>Not done</p> <p>Partially completed in 2021</p>	<p>Target met.</p> <p>Other foci took priority in 2021</p> <p>Lack of Teacher Aids</p>	<ul style="list-style-type: none"> • Maintain delivery programmes • Establish student goals in 2022 • Introduce a dedicated Teacher Aid in 2022
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Graphs – Year 9 Numeracy EOY Final Outcome

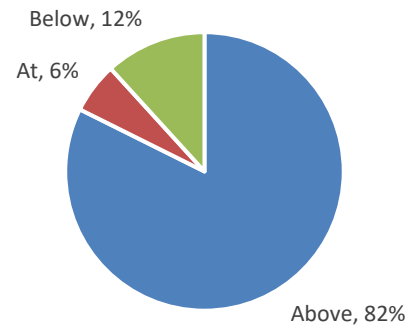


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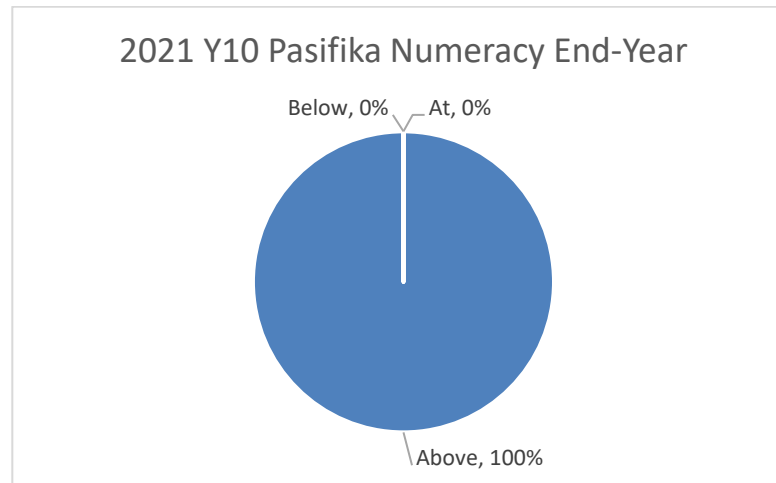
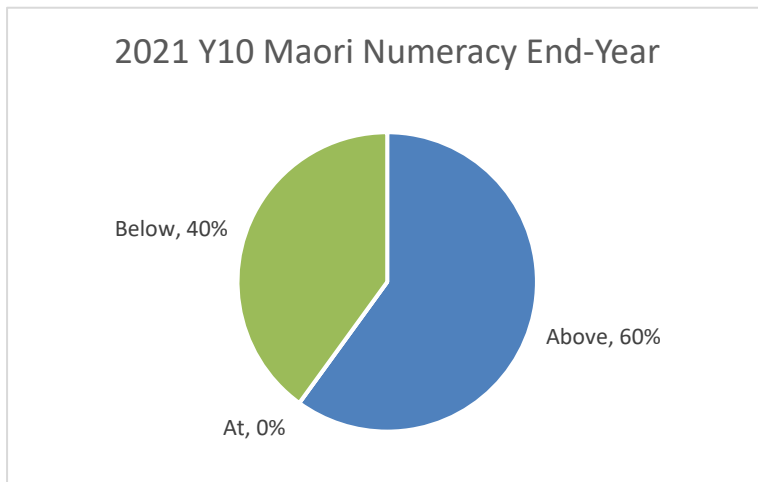
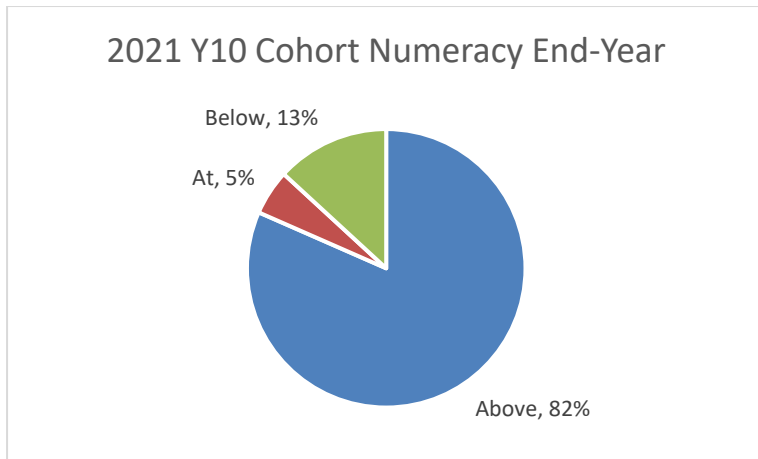
2021 Y9 Boys Numeracy End-Year



2021 Y9 Girls Numeracy End-Year

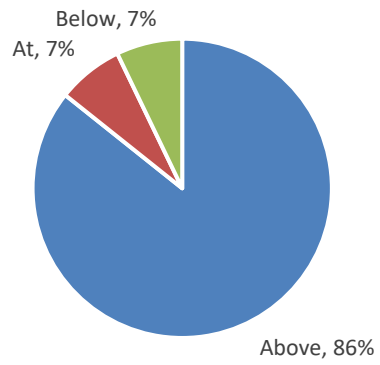


Graphs – Year 10 Numeracy EOY Final Outcome

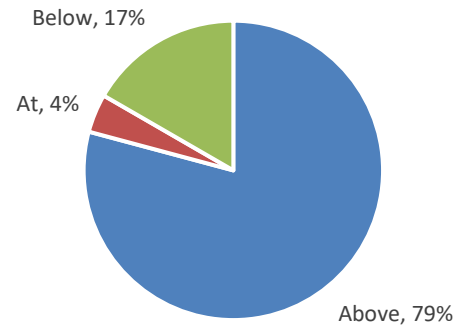


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2021 Y10 Boys Numeracy End-Year



2021 Y10 Girls Numeracy End-Year

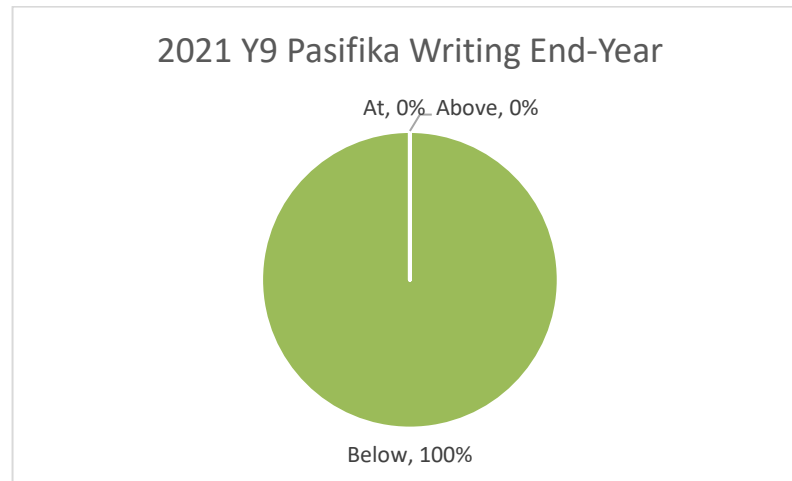
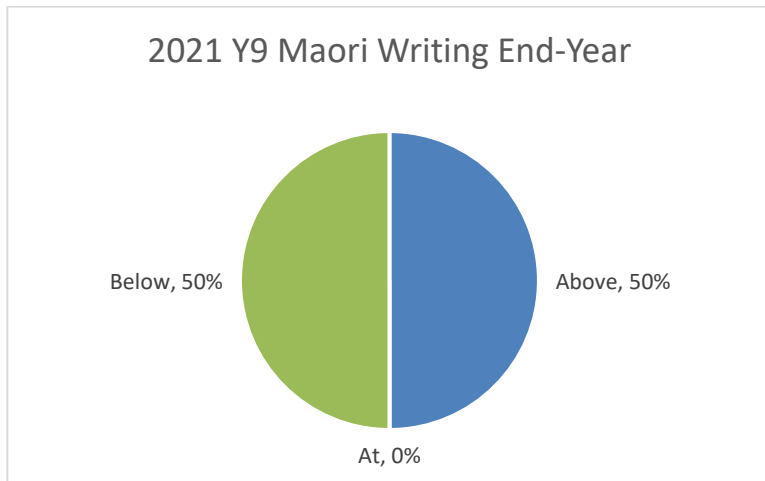
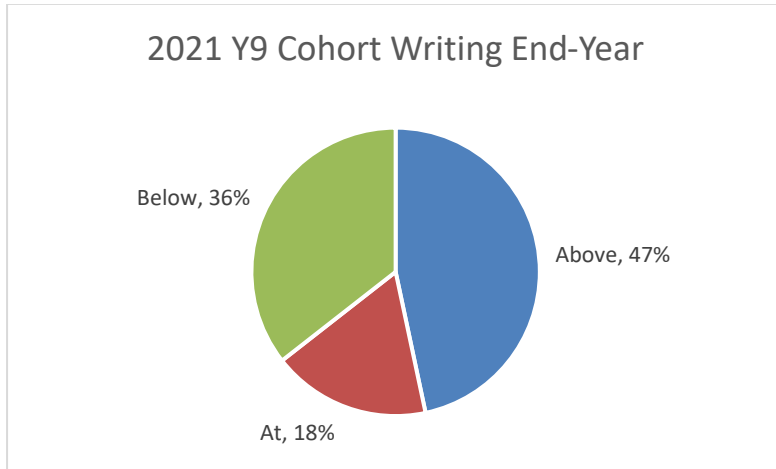


Year 9 & 10 Literacy (Writing) EOY Final Outcome			
Annual Aim: Literacy Year 9 & 10			
To increase the number of students achieving at or above the target curriculum level for Writing			
Targets:			
Year 9: 75% of Year 9 students will be achieving at or above the target Curriculum level 4A for writing 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			
<ul style="list-style-type: none"> 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			
<ul style="list-style-type: none"> 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	1/3 = 33% met target
Year 10	0/2 = 0%	0	0/7 = 0%
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
Target 1: 75% of Year 9 students will be achieving at or above Curriculum level 4A for writing by the EOY	64% of Year 9 students were achieving at or above the target Curriculum level 4A for writing by the EOY. This is 11% behind target.	Target not met. Cohort has not met the set target for 2020 either.	<ul style="list-style-type: none"> Investigate extra support for struggling learners in this cohort in 2022 <ul style="list-style-type: none"> Introduction of a Y9&10 Team Leader to assist with support and coordination

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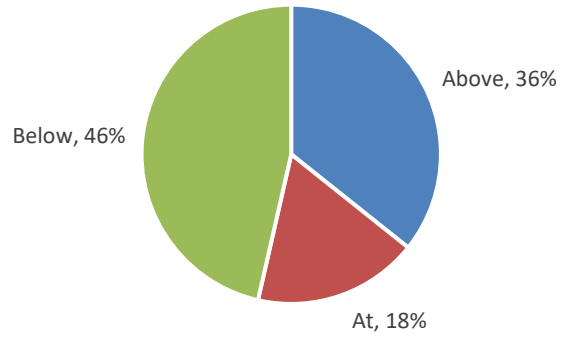
<p>Target 2: 85% of Year 10 students will be at or above Curriculum level 5P for writing by the EOY</p> <p>Action 1. Class Teachers are used to develop goals for students in these groups</p> <p>Action 2. Review of Priority Learner support at Y9&10</p>	<p>55% of Year 10 students were achieving at or above the target Curriculum level 5P for writing by the EOY. This is 30% behind target.</p> <p>Partially Completed</p> <p>Not completed</p>	<p>Target not met. Cohort has not met the set target for 2020 either. It can be considered that this is an unrealistic target for a very small cohort with a large percentage of struggling students.</p> <p>While teachers attempted to develop goals for Priority Learners in 2021 on reflection, insufficient class time or teacher aide support was provided to this cohort. Year 9 and 10 students were allocated 200 minutes of Literacy instruction (100 minutes of writing instruction) across a 2-week teaching cycle. English and Social Studies were required to be taught as Humanities and 400 minutes a week were allocated in the timetable for the teaching of skills and content needed for both English and Humanities.</p> <p>No review of Priority Learner support at Y9 &10 in Literacy occurred during 2021.</p>	<ul style="list-style-type: none"> ○ Review the timetable time allocation for Literacy teaching in 2022 to provide more time to do targeted literacy teaching in 2023. ● Investigate extra support for struggling learners in this cohort in 2022 <ul style="list-style-type: none"> ○ Expect increase in Year 11 Literacy class numbers in 2022 ○ Ensure students and teachers are supported accordingly
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Graphs – Year 9 Writing EOY Final Outcome

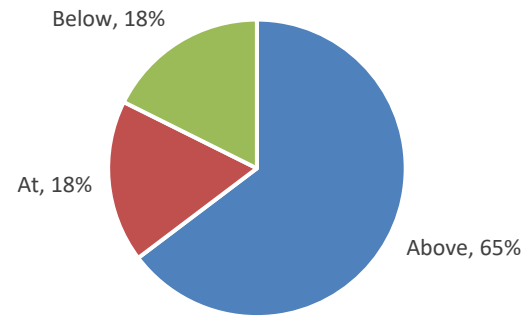


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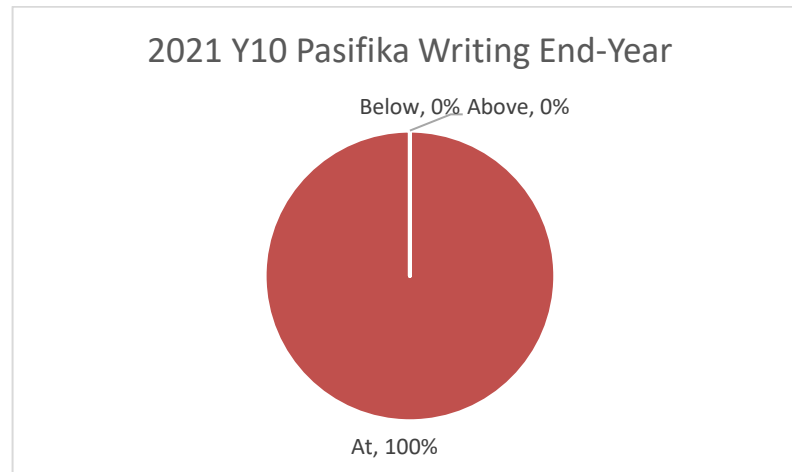
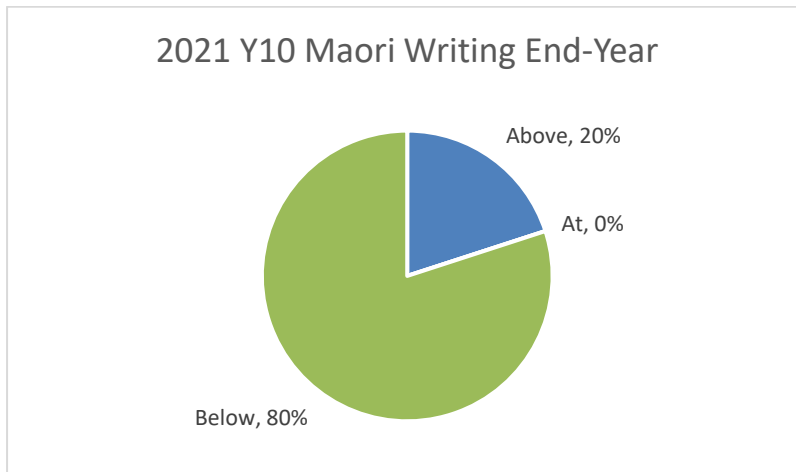
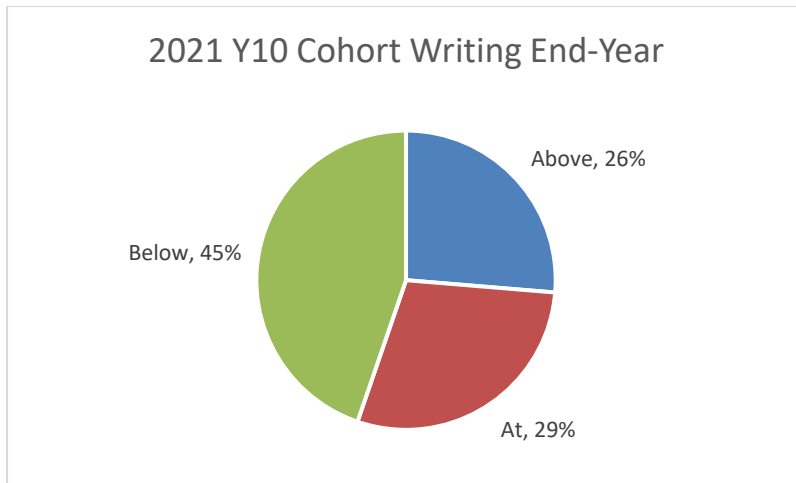
2021 Y9 Boys Writing End-Year



2021 Y9 Girls Writing End-Year

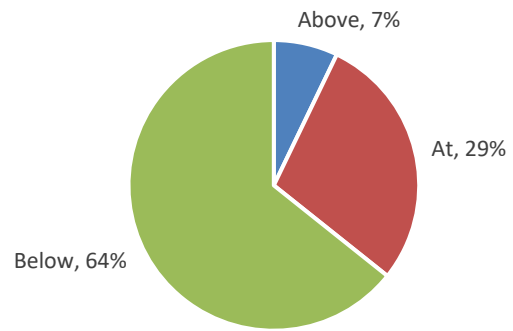


Graphs – Year 10 Writing EOY Final Outcome

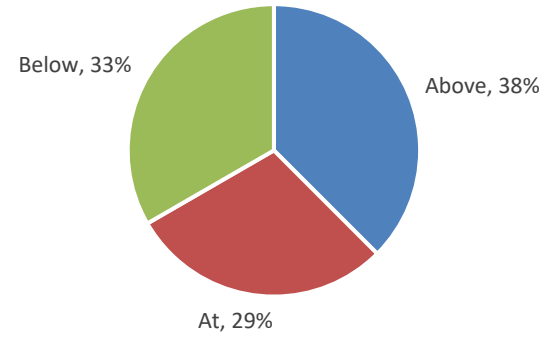


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2021 Y10 Boys Writing End-Year



2021 Y10 Girls Writing End-Year

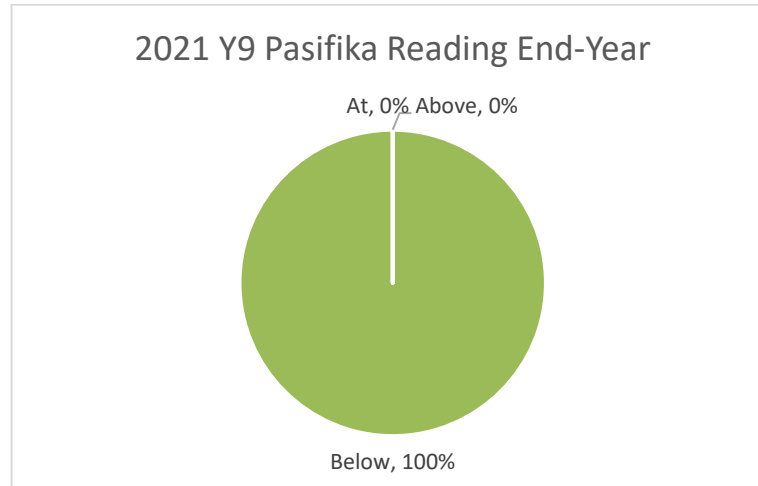
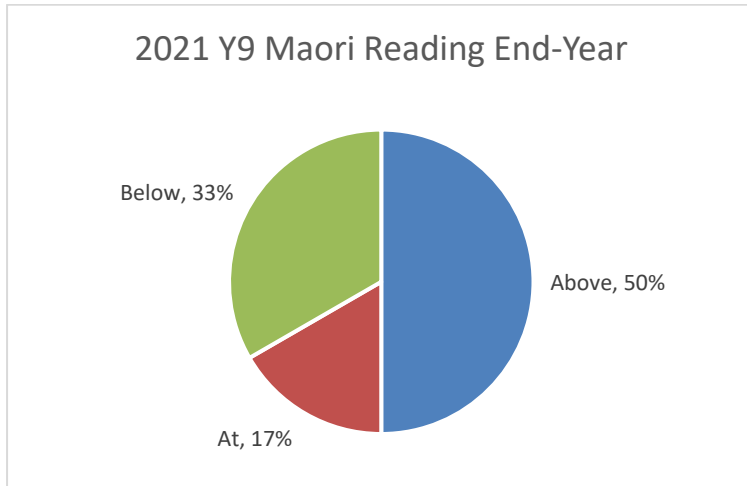
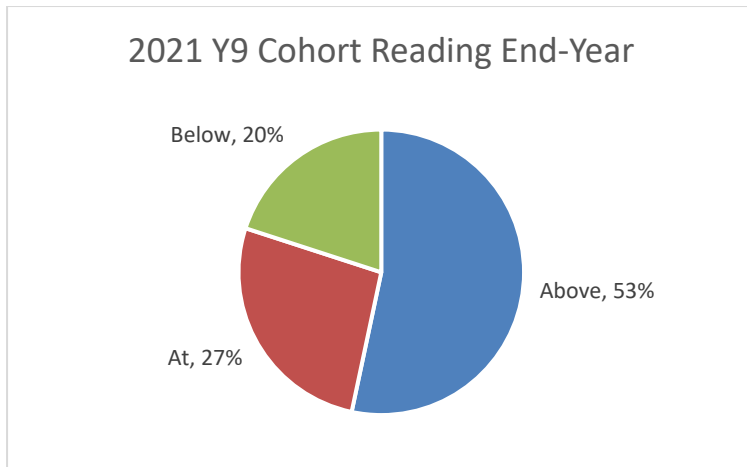


Year 9 & 10 Literacy (Reading) EOY Final Outcome			
Annual Aim: Literacy Year 9 & 10			
To increase the number of students achieving at or above the target curriculum level for Reading			
Targets:			
Year 9: 75% of Year 9 students will be achieving at or above the target Curriculum level 4A for reading by the EOY			
Year 10: 85% of Year 10 students will be achieving at or above the target Curriculum level 5P for reading by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level			
Year 9			
<ul style="list-style-type: none"> • 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			
<ul style="list-style-type: none"> • 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	½ = 50% met target	0/2 = 0%	3/5 = 60% met target
Year 10	0/2 = 0%	0	1/7 = 14% met target
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
Target 1: 75% of Year 9 students will be achieving at or above Curriculum level 4A for reading by the EOY	80% of Year 9 students were achieving at or above the target Curriculum level 4A by the EOY. This is 5% higher than target.	Target exceeded.	<ul style="list-style-type: none"> • Maintain delivery programmes <ul style="list-style-type: none"> ○ Review the timetable time allocation for Literacy teaching in 2022 to provide more time to do targeted literacy teaching in 2023.

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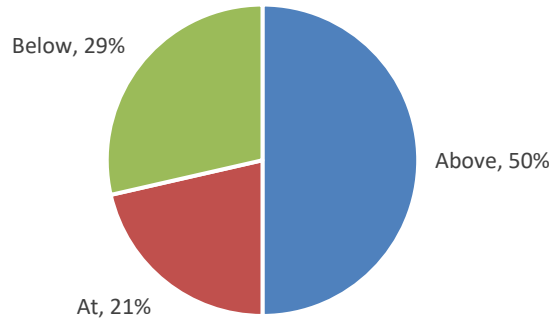
<p>Target 2: 85% of Year 10 students will be at or above Curriculum level 5P for reading by the EOY</p> <p>Action 1. Class Teachers are used to develop goals for students in these groups</p> <p>Action 2. Review of Priority Learner support at Y9&10</p>	<p>55% of Year 10 students were achieving at or above the target Curriculum level 5P by the EOY. This is 30% behind target.</p> <p>Partially completed</p>	<p>Target not met. <i>Cohort has not met the set target for 2020 either.</i></p> <p><i>While teachers attempted to develop goals for Priority Learners in 2021, we have identified that insufficient class time and teacher aide support were provided for years 9 and 10 literacy. Year 9 and 10 students were allocated 200 minutes of Literacy instruction (100 minutes of reading instruction) across a 2-week teaching cycle. English and Social Studies were required to be taught as Humanities and 400 minutes a week were allocated in the timetable to cover the teaching of skills and content needed for both English and Humanities.</i></p> <p><i>No review of Priority Learner support at Y9 &10 in Literacy occurred during 2021.</i></p>	<ul style="list-style-type: none"> • Investigate extra support for struggling learners in this cohort in 2022 <ul style="list-style-type: none"> ○ Expect increase in Year 11 Literacy class numbers in 2022 ○ Ensure students and teachers are supported accordingly ○ Review the timetable time allocation for Literacy teaching in 2022 to provide more time to do targeted literacy teaching in 2023.
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Graphs – Year 9 Reading EOY Final Outcome

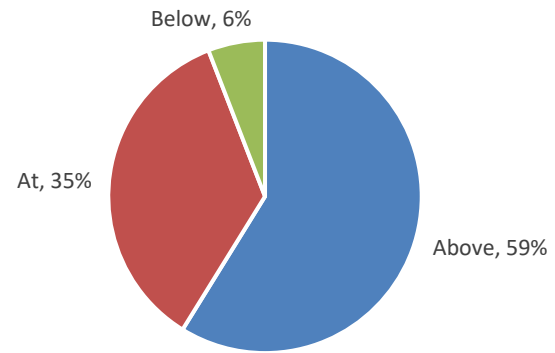


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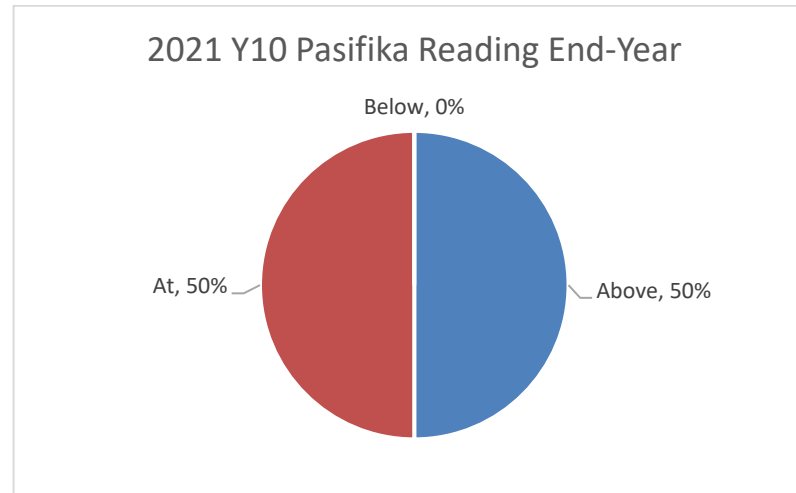
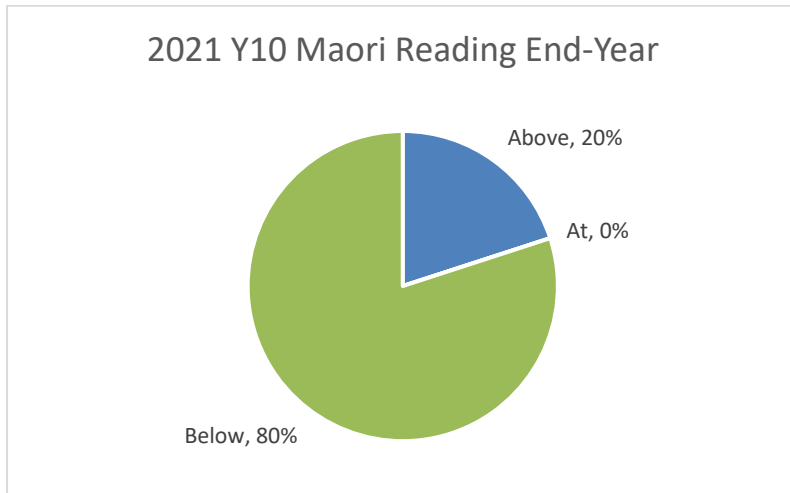
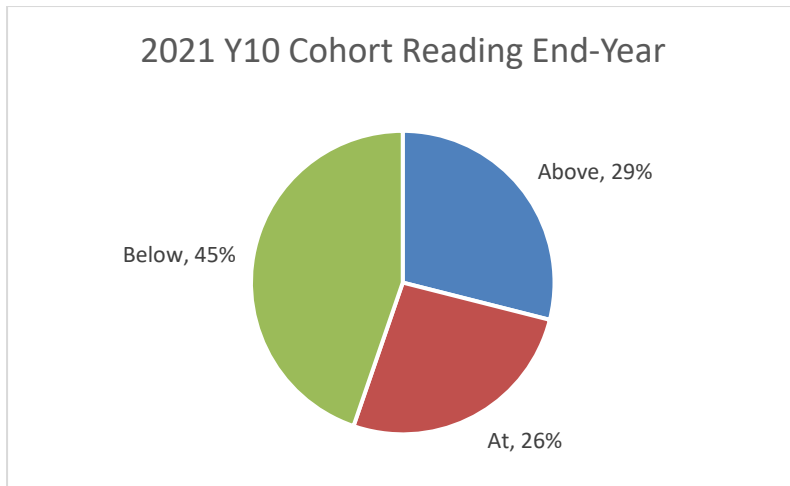
2021 Y9 Boys Reading End-Year



2021 Y9 Girls Reading End-Year

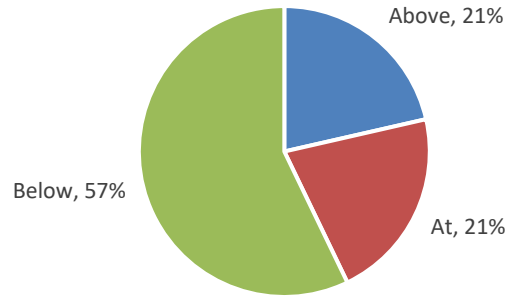


Graphs – Year 10 Reading EOY Final Outcome

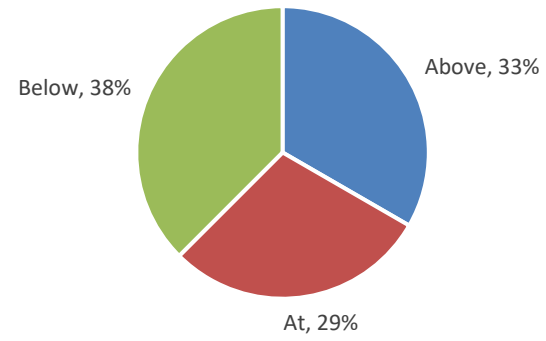


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2021 Y10 Boys Reading End-Year



2021 Y10 Girls Reading End-Year



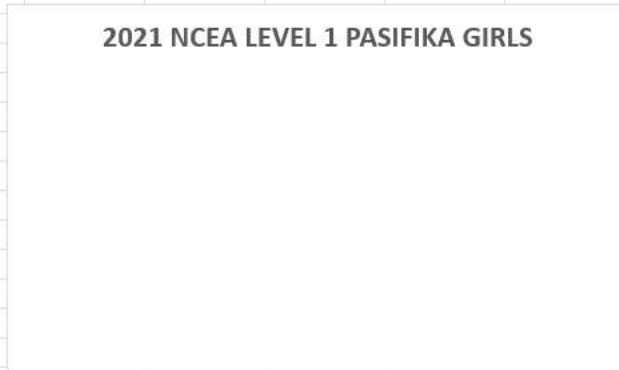
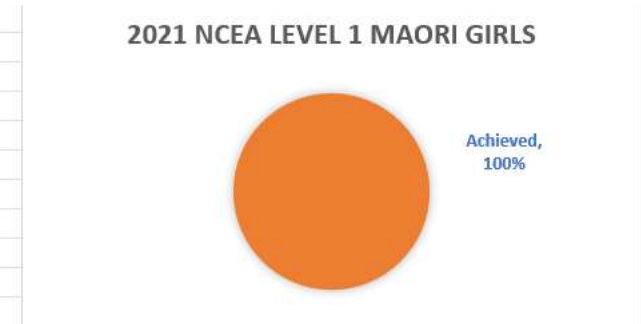
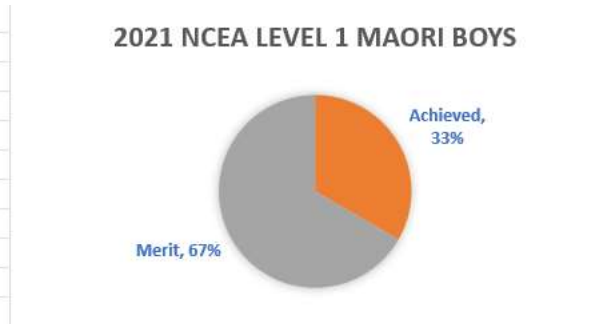
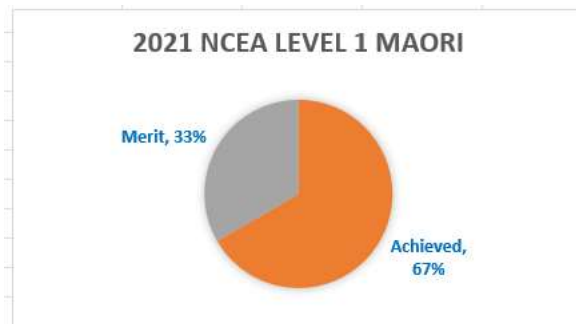
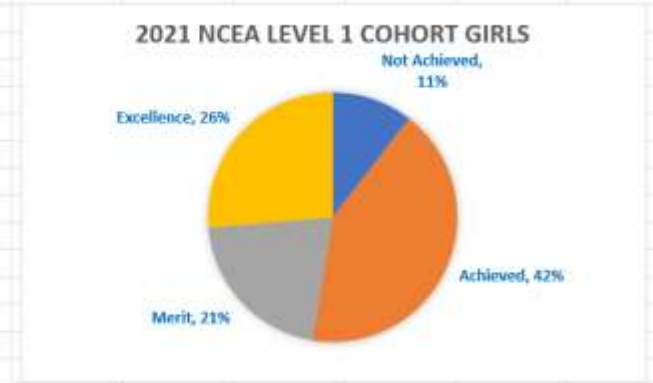
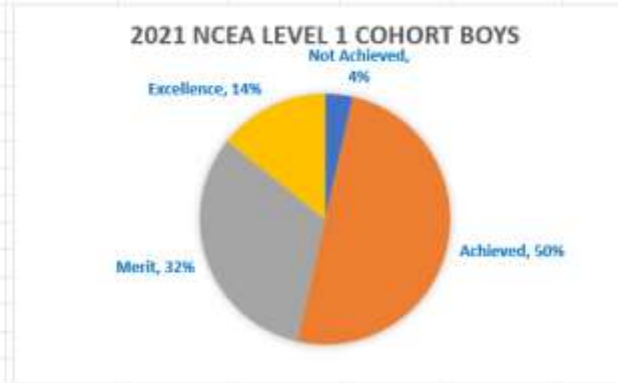
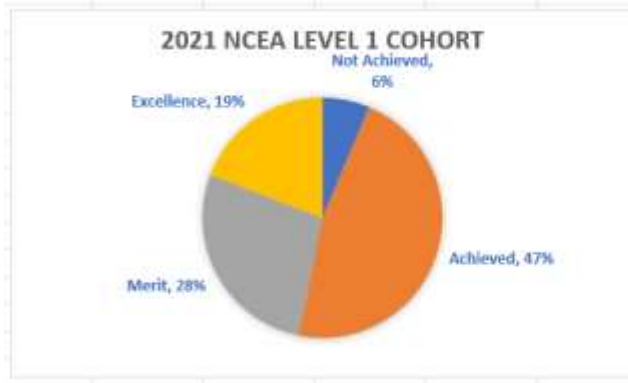
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Year 11/NCEA Level 1 EOY Final Outcome			
<p>Annual Aim: Level 1 NCEA:</p> <ol style="list-style-type: none"> Identify [and improve the outcomes] of students who show clear signs of being at risk of not achieving Level 1 Identify [and improve the outcomes] of students who have the potential to achieve Merit & Excellence endorsements at Level 1 			
<p>2021 NCEA Cohort Targets:</p> <ol style="list-style-type: none"> 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 			
<p>Priority Learners who are At Risk of Not Achieving NCEA L1</p> <ol style="list-style-type: none"> 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	1/2 50% achieved Numeracy	3/3 100% achieved Numeracy
L1 ARNA Literacy	1/1 100% achieved Literacy	1/2 50% achieved Literacy	9/9 100% achieved Literacy
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
<p>Target 1: 85% of Year 11 students will achieve L1 Literacy and Numeracy</p>	<p>98% of students entered and eligible for NCEA Level 1 achieved L1 Literacy and Numeracy. Variance: 1 student did not achieve Literacy or Numeracy</p>	Target exceeded	<ul style="list-style-type: none"> Maintain delivery programmes
<p>Target 2: 85% of Year 11 students will achieve NCEA Level 1</p>	<p>94% of Year 11 students achieved NCEA Level 1. Variance: One out of the three students that did not achieve NCEA Level 1 was not entered for enough credits to be able to gain L1. Therefore 96% of those entered and eligible for NCEA L1 gained the qualification. 50% of Year 11 students who gained NCEA Level 1 gained the</p>	Target exceeded	<ul style="list-style-type: none"> Maintain delivery programmes

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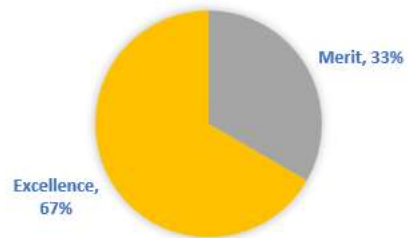
<p>Target 3: 55% of Year 11 students who gain NCEA Level 1 will gain the qualification with a Merit or Excellence endorsement</p> <p>Action 1: Life Lab coaches are used to monitor literacy and numeracy goals for target 1 & 2 students</p> <p>Action 2: Monitoring of academic progress by Careers Advisor and AP, PN, and DP</p> <p>Action 3: Investigate ways we can determine academic potential and then lift quality of endorsements</p>	<p>qualification with a Merit or Excellence endorsement.</p> <p>Coaches monitored the data suggested.</p> <p>Senior leaders and Careers Advisor monitored academic progress to identify students at risk of needing extra support and individual plans put in place.</p> <p>Completed</p> <p>Not done</p>	<p>Target not met. The 2021 rate of endorsements at NCEA Level 1 is 13% lower than in 2020, and 20% lower than in 2019.</p> <p>No evidence of variance to target</p> <p>No evidence of variance to target.</p>	<ul style="list-style-type: none"> • Maintaining the quality of credits achieved is proving more difficult in the COVID environment. <ul style="list-style-type: none"> ○ Deciding to push students to achieve at higher quality levels must be balanced with wellbeing concerns ○ We are deliberately erring on the side of wellbeing for this COVID season • Maintain delivery programmes • Maintain delivery programmes • Deferred to when we are in a post COVID environment
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NCEA Level 1 EOY Graphs (roll based)

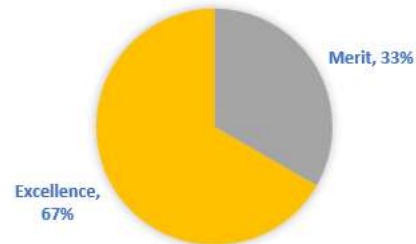


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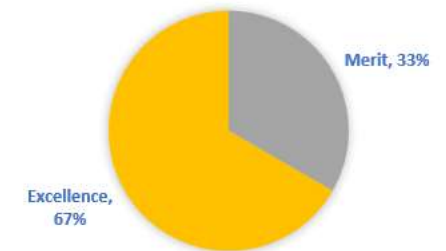
2021 NCEA LEVEL 1 ASIAN



2021 NCEA LEVEL 1 ASIAN BOYS



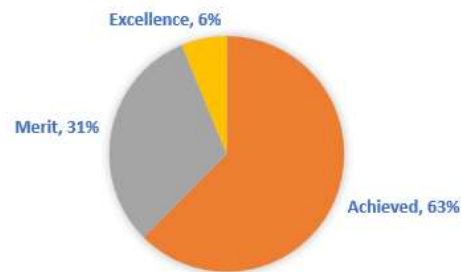
2021 NCEA LEVEL 1 ASIAN GIRLS



2021 NCEA LEVEL 1 NZ EUROPEAN



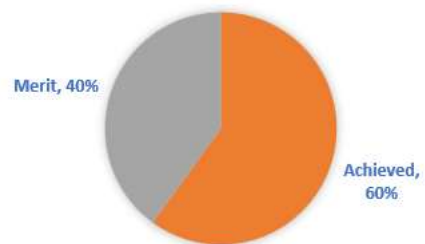
2021 NCEA LEVEL 1 NZ EUROPEAN BOYS



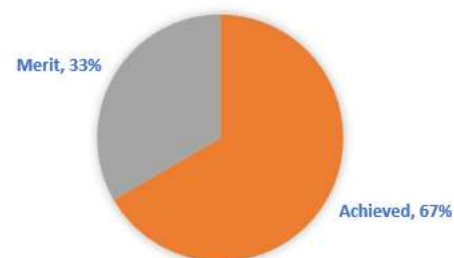
2021 NCEA LEVEL 1 NZ EUROPEAN GIRLS



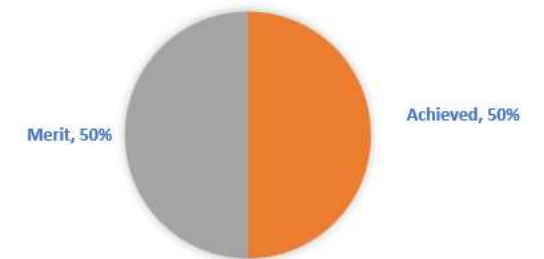
2021 NCEA LEVEL 1 OTHER



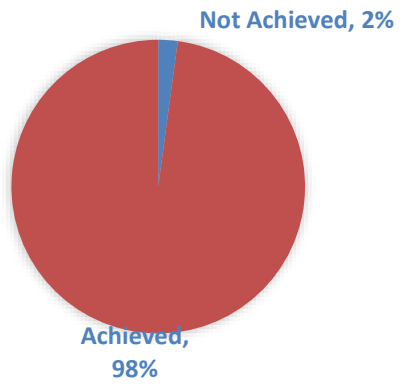
2021 NCEA LEVEL 1 OTHER BOYS



2021 NCEA LEVEL 1 OTHER GIRLS



2021 NCEA LEVEL 1 LITERACY



2021 NCEA LEVEL 1 NUMERACY



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Year 12/NCEA Level 2 EOY Final Outcome			
Annual Aim: Level 2 NCEA:			
<ol style="list-style-type: none"> 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 			
2021 NCEA Cohort Targets:			
<ol style="list-style-type: none"> 1. 85% of Year 12 students will gain NCEA Level 2 this year 2. 45% of Year 12 students who gain NCEA Level 2 will gain the qualification with a Merit or Excellence endorsement 3. 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			
<ul style="list-style-type: none"> ▪ 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	2/3 67% have met target	0	4/5 80% have met target
Year 12 former SPEC Yr 11	1/1 100% have met target	0	2/2 100% have met target
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
<p>Target 1: 85% of Year 12 students will gain NCEA Level 2 this year</p> <p>Target 2: 45% of Year 12 students who gain NCEA Level 2 will gain the qualification with a Merit or Excellence endorsement</p>	<p>93% of Year 12 students gained NCEA Level 2. Variance: Of the two students who did not gain Level 2, one student left mid-year and the other was not entered for enough credits to be able to gain L2. Therefore 100% of those entered and eligible for NCEA L2 gained the qualification.</p> <p>35% of Year 12 students who gained NCEA Level 2 gained the qualification with a Merit or Excellence endorsement.</p>	<p>Target exceeded</p> <p>Target not met. The 2021 rate of endorsements at NCEA Level 2 is 6% lower than in 2020.</p>	<ul style="list-style-type: none"> • Maintain delivery programmes • Maintaining the quality of credits achieved is proving more difficult in the COVID environment. <ul style="list-style-type: none"> ○ Deciding to push students to achieve at higher quality levels must be balanced with wellbeing concerns ○ We are deliberately erring on the side of wellbeing for this COVID season

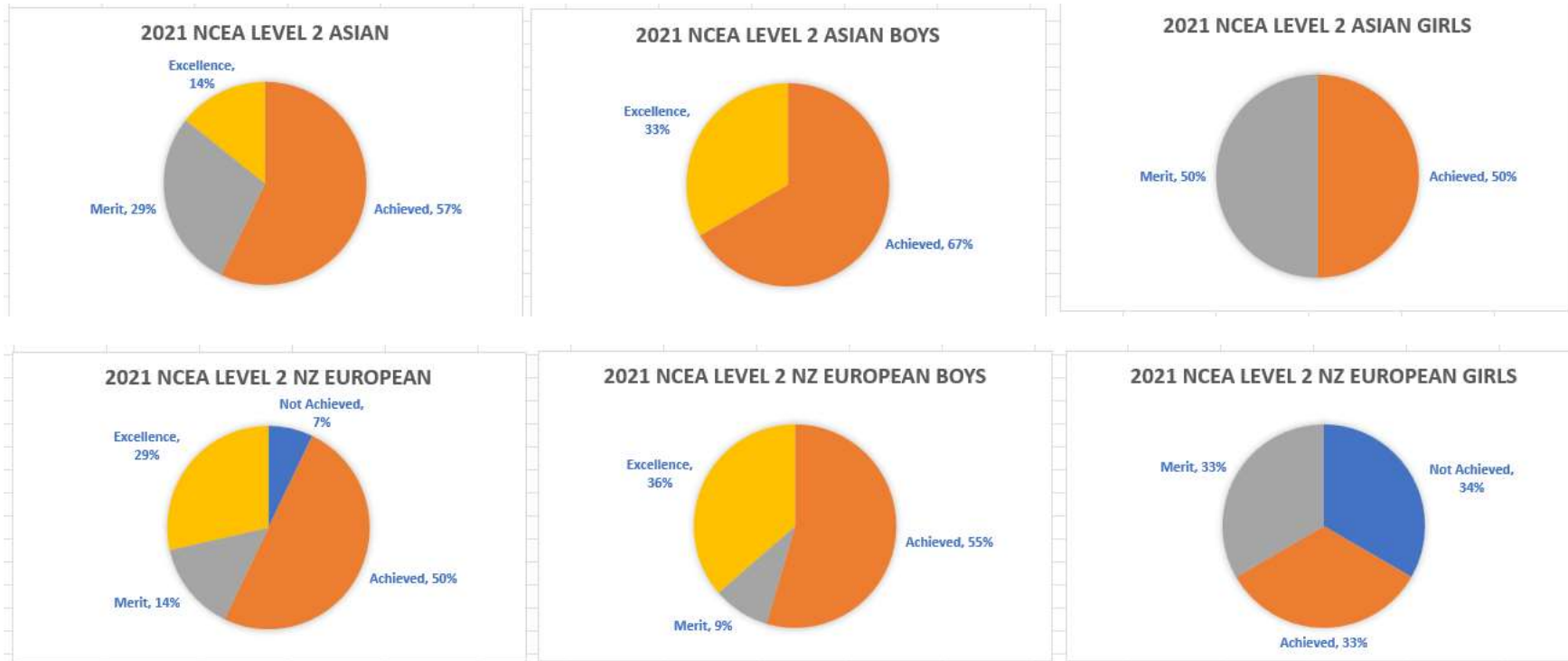
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<p>Target 3: 100% of Year 12 students who were not on SPEC in Yr11 will gain UE Literacy this year</p> <p>Action 1: Life Lab coaches are used to monitor target 1 & 2 students</p> <p>Action 2: Monitoring of academic progress by Careers Advisor and AP, PN, and DP</p> <p>Action 3: Investigate ways we can determine academic potential and then lift quality of endorsements</p> <p>Action 4: Life Lab coaches are used to monitor target 3 students</p>	<p>57% of Year 12 students who were not on SPEC in Yr11 gained UE Literacy in 2021.</p> <p>Coaches monitored the data suggested.</p> <p>Senior leaders and Careers Advisor monitored academic progress to identify students at risk of needing extra support and individual plans put in place.</p> <p>Not done</p> <p>Coaches monitored the data suggested</p>	<p>Target not met. The UE Literacy requirement can be gained in Year 12 but this target should move to be attached to the year level of UE, Year 13</p> <p>No evidence of variance to target</p> <p>No evidence of variance to target</p> <p>The UE Literacy target should be attached to Year 13 students</p>	<ul style="list-style-type: none"> • Revise the placement of this target for 2022 • Maintain delivery programmes • Maintain delivery programmes • Deferred to when we are in a post COVID environment • Revise the placement of this target for 2022
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NCEA Level 2 EOY Graphs (roll based)



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No Level 2 students of *Other* ethnicities in 2021

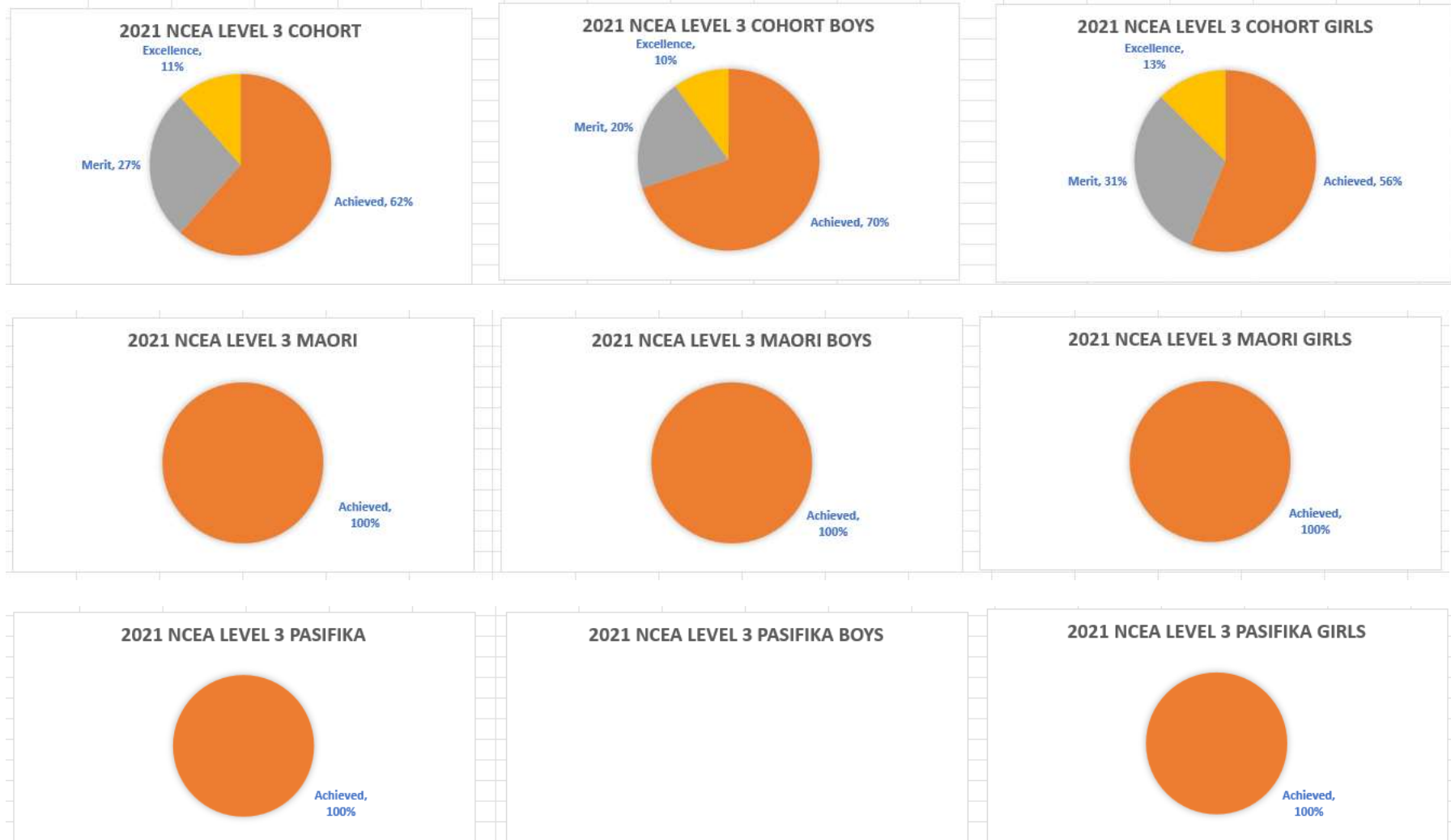
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Year 13/NCEA Level 3 EOY Final Outcome			
Annual Aim: Level 3 NCEA			
1. Identify and improve the outcomes of Year 13 students at risk of not achieving their level 3 certificate			
2. Identify and improve the outcomes of students who have the potential to achieve Merit & Excellence endorsements at Level 3			
2021 NCEA Cohort Targets:			
1. 85% of Year 13 students will gain NCEA Level 3			
2. 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			
<ul style="list-style-type: none"> ▪ 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	2/2 100% have met target
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
<p>Target 1: 85% of Year 13 students will gain NCEA Level 3 this year</p> <p>Target 2: 45% of Year 13 students who gain NCEA Level 3 will gain the qualification with a Merit or Excellence endorsement</p> <p>Action 1: Life Lab coaches are used to monitor target 1 & 2 students</p> <p>Action 2: Monitoring of academic progress by</p>	<p>100% of Year 13 students gained NCEA Level 3.</p> <p>38% of Year 13 students who gained their NCEA Level 3 gained the qualification with a Merit or Excellence endorsement.</p> <p>Coaches monitored the data suggested.</p> <p>Senior leaders and Careers Advisor monitored academic progress to identify students at</p>	<p>Target exceeded</p> <p>Target not met. The 2021 rate of endorsements at NCEA Level 3 is 10% lower than in 2020.</p> <p>No evidence of variance to target</p> <p>No evidence of variance to target</p>	<ul style="list-style-type: none"> • Maintain delivery programmes • Maintaining the quality of credits achieved is proving more difficult in the COVID environment. <ul style="list-style-type: none"> ○ Deciding to push students to achieve at higher quality levels must be balanced with wellbeing concerns ○ We are deliberately erring on the side of wellbeing for this COVID season • Maintain delivery programmes • Maintain delivery programmes

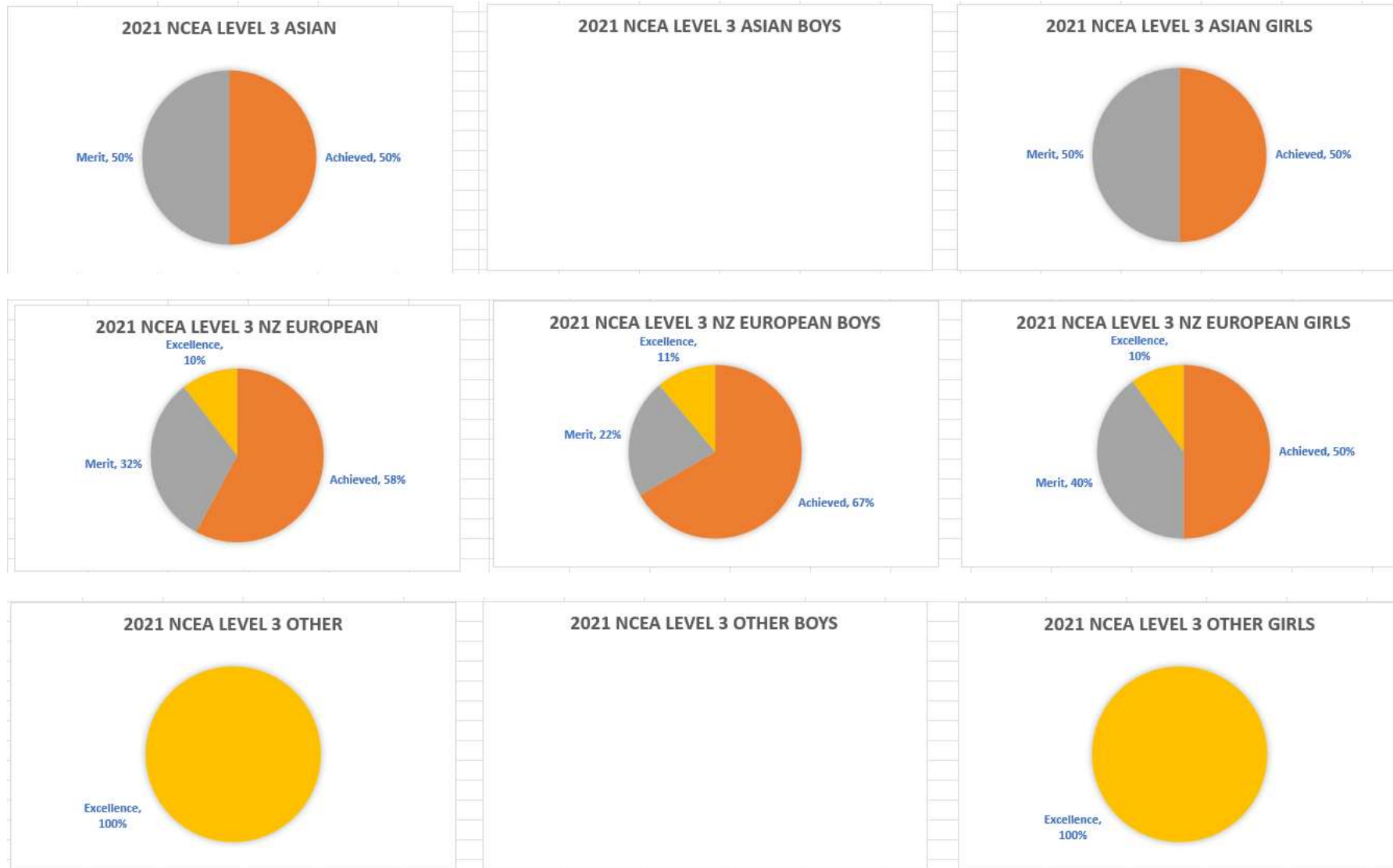
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<p>Careers Advisor and AP, PN, and DP</p> <p>Action 3: Investigate ways we can determine academic potential and then lift quality of endorsements</p>	<p>risk of needing extra support and individual plans put in place.</p> <p>Not done</p>		<ul style="list-style-type: none"> • Deferred to when we are in a post COVID environment
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NCEA Level 3 EOY Graphs (roll-based)



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No Level 3 Boys students of *Other*, *Asian*, or *Pasifika* ethnicities in 2021.

Signatures of principal and presiding board member

A handwritten signature in black ink, appearing to read 'Chris Mitchell', written over a horizontal line.

Chris Mitchell (Principal)

01/03/2022

Date

A handwritten signature in black ink, appearing to read 'Jo Auer', written over a horizontal line.

Jo Auer (Board Presiding Member)

01/03/2022

Date