



Charter and Annual Plan 2022

Vision: To be confident followers of Jesus Christ, equipped and inspired to creatively impact our world. Mission: To provide, with parents, a balanced Christian education to help children develop to their full potential in God.

Chris Mitchell (Principal)
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INTRODUCTION

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

School history

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

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

In September 1994 the school was integrated into the State school system as a school of Special Character under the provisions of the Private Schools Conditional Integration Act. To enable integration to take place, the school property and buildings had to be owned by a single body. The P.N. New Life Centre Charitable Trust agreed to buy the school buildings and to become the Proprietor of the school and was charged with maintaining the Special Character of the school as defined in the Integration Agreement. The P.N. New Life Centre Charitable Trust remained the school's Proprietor until December 2014, when the Ministry of Education agreed to transfer the proprietorship to the Cornerstone Christian Education Trust.

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

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

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

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

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In 2015, a first multi-purpose secondary building was opened encompassing general-purpose classrooms, offices, break-out rooms and specialist Art and Music facilities. Both provisos for the school to become a full composite school (Years 1-13) were fulfilled.

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

In 2018, the Gymnasium sports complex was opened and this radically shifted how Cornerstone Christian School operated as an Area School.

In late 2019, three existing buildings were purchased by the Cornerstone Christian Education Trust and relocated onsite from the closed Westmount School Campus on Roberts Line. These were renovated and joined by extensive walkways and decking areas.

In 2020 the 'school' was divided into three operational units to better manage growth and education, including:

- Primary School Years 1 to 6
- Middle (Secondary) School Years 7-10
- Senior (Secondary) School Years 11-13

School profile

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

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

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

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

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

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

Community profile

The school draws its families from throughout Palmerston North and the surrounding towns and rural areas. In 2020 the school was required by the Ministry of Education to put an enrolment scheme in place, this scheme now restricts the catchment area of the school.

The vast majority of parents have Christian beliefs and belong to a wide range of denominations within the Christian community.

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



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

Statements of identity

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

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

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

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

The school has adopted 4 **core values**:

Respect
Kindness
Integrity
Diligence

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

The Cornerstone Christian School Logo



Significance of the swirls

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

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

Significance of the tree imagery

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

Psalm 1:1-3

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

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

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

Isaiah 61:3b

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



Statement of special character

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

The mission statement of the school is:

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

Because God is:

- the Creator of heaven and earth, of all things visible and invisible, sustaining and ruling over creation, including man.... and is
- the source of all wisdom and knowledge, God the Father, Jesus His Son, and the Holy Spirit are relevant to every area of study and endeavour in the school.

The school reflects this by:

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

- inextricably integrating knowledge of the world and Christian beliefs, through an integrated approach of an appropriate Christian curriculum and developed programme plans.
- acting as a continuum and extension of the teaching provided in Christian homes.
- providing an environment where children, parents, and teachers can experience Godly relationships, showing the character of Christ in love, discipline, respect, honour and trust, and witness an exemplary demonstration of Biblical truths in the lives of others.

Key educational principles of schooling at Cornerstone

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

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

How the NZ Curriculum is outworked at Cornerstone

Vision

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

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

This dovetails seamlessly into the NZC vision:

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

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

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

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

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



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

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

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

Key competencies

How these are inculcated into our Cornerstone curriculum:

Key Competencies of a Cornerstone Student:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NZ Curriculum Principles

High Expectations

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

Treaty of Waitangi

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



Cultural Diversity

Our school is multi-cultural and therefore celebrating cultural diversity is a key part of school life. We celebrate this in a number of ways: annual Celebrating Cultures day, periodic cultural foci, recognising island and Te Reo language weeks and having culturally appropriate signage increasing in the school.

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

Inclusion

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

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

Cornerstone runs highly effective programmes in areas such as:

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

Learning to Learn

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

Community Engagement

The Cornerstone community is heavily involved in aspects of school life. Parents and other community groups are regularly seen in the school and our students are given opportunities where they can serve locally. A variety of consultation groups and strategies exist in the school to allow the school to hear and consider the viewpoints of the community.

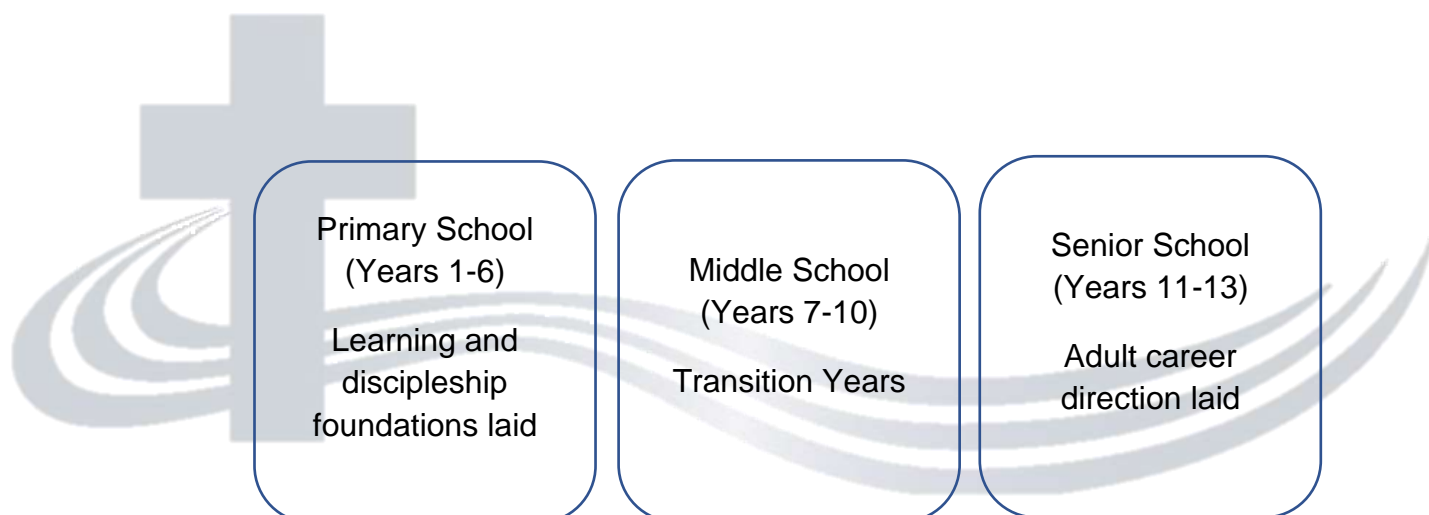
Coherence

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

Core purpose

The education and discipleship of children is the core purpose of Cornerstone Christian School and all staff have a significant part to play in the overall plan (1 Corinthians 12).

The Y1-6 part of the school is seen as the foundational years where solid foundations are put in place to allow the children to develop “strong faith and skills for life”. The 7-13 area of the school is seen as the springboard where students are given what they need to successfully enter the vocational years of their lives.



Future focus

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

Values

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

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

Excellence

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

Innovation, Inquiry and Curiosity

Our school has a significant Science focus and speciality in Science. Curiosity is the hallmark of scientific investigation for growing young people and hence this is a key word for us.



Inquiry is how to put legs on a student's growing curiosity; how to ask the right questions which will lead to the right process to answer those questions. Innovation is developed when students have many opportunities to investigate into the questions they may have, they get the chance to try new ideas and to "play" with how to investigate a given phenomenon. They become used to thinking "outside the box". We use science teaching to develop innovative and creative thinking.

Our Science scheme is underpinned with the thought: "Developing a delight for the world which God has created around us" and the scripture:

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

Proverbs 25:2

Diversity

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

Equity

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

Community and participation

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

Ecological Sustainability

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

Integrity

Integrity is one of our key values which we teach actively to the students throughout the day as part of our devotional theme. We regularly use this quotation from C.S. Lewis: "Integrity is doing the right thing, even when no one is watching." Integrity in the NZ

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Curriculum also ties in with our vision statement, i.e. when students graduate from Cornerstone we desire to see them remain who they are in Christ.

Respect

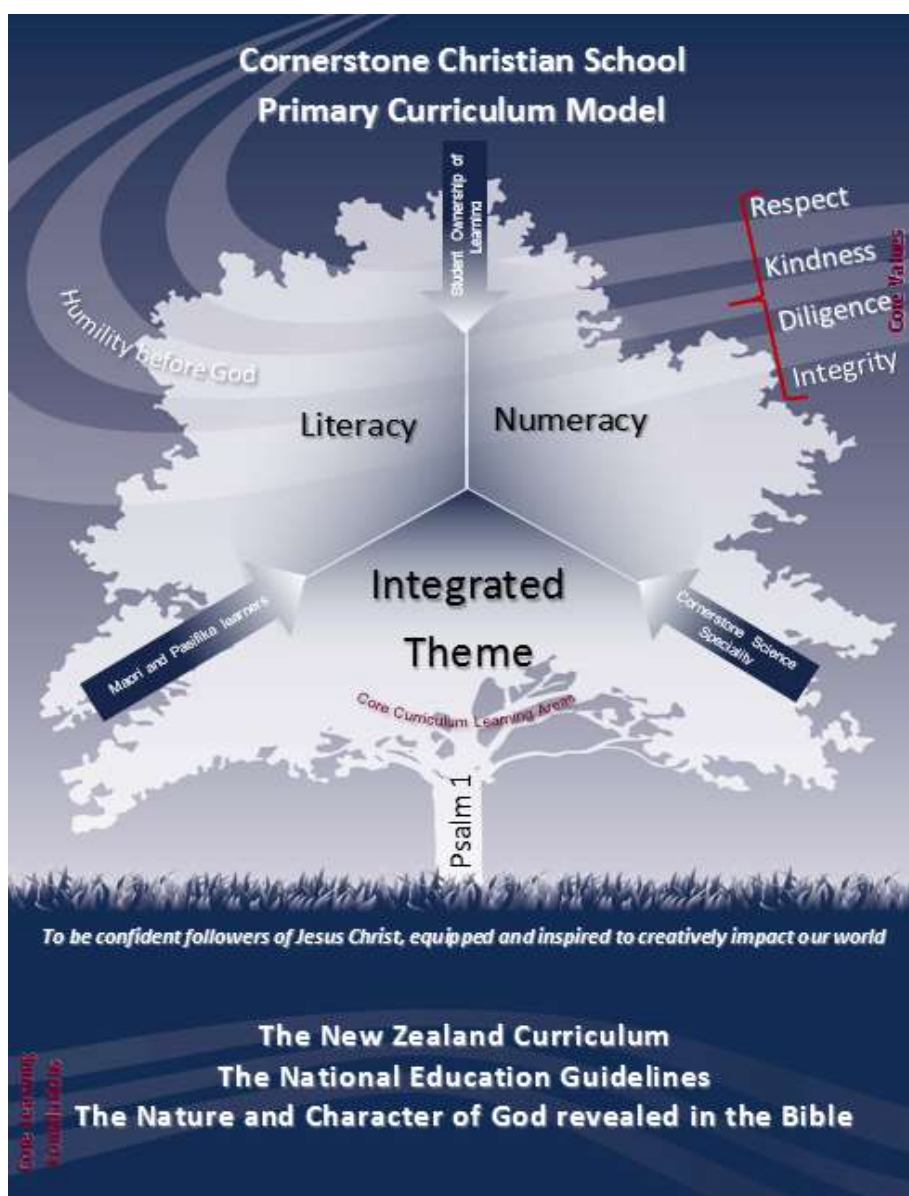
Respect is one of our key values which we teach actively to the students through our devotional theme. It encompasses respect for self, respect for others and respect for property.

Primary (Year 1 – 6) Structural and Educational Philosophy

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

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

This last core learning foundation is Cornerstone Christian School’s key point of difference and is its reason for existence as a special character school.



The Nature and Character of God as revealed in the Bible

At Cornerstone Christian School we believe that the Bible is the basis for exploring God's world and is used as a standard against which to compare and interpret all curriculum material.

The Bible is also a narrative that reveals the nature and character of God.

Cornerstone Christian School's curriculum is based on units of learning which are all focused on the nature and character of God and our relationship with Him namely:

The Bible – His Story and other's response to God

The Nature and Character of God – Who God is

Personal Faith – My response to who God is

Community – My response to others because of who God is

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

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

In every unit of work planned, teachers should seek first of all to determine how their unit will allow students to:

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

These three statements allow us to ensure that discipleship remains a key part of all of our teaching programmes (again, the point of difference for our school) and are highlighted at the top of our school-wide unit plan master document (see [hyperlink here](#)). By focusing on these aspects of God nature and character, and our relationship with God and other people, Cornerstone Christian School achieves full coverage of the New Zealand curriculum on a 2-4 yearly cycle.

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

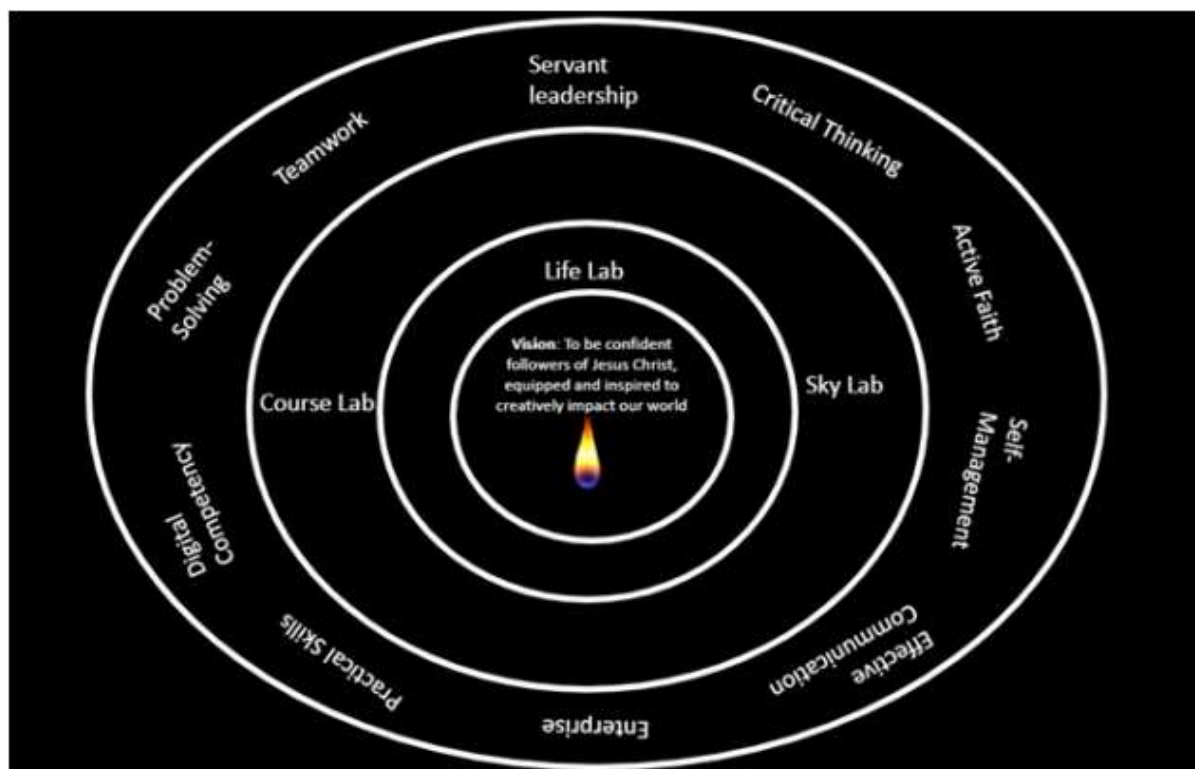


Core Middle and Senior Secondary Educational Philosophy

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

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

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



Middle and Senior Secondary Pedagogical Framework

Relationship based Teaching and Learning

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

Teaching Positive Behaviour for Learning [PB4L]

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

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

The Lab theme underpins our pedagogical framework. Teaching and Learning is not simply about reciting facts, downloading information, or succeeding in assessments. Each context for learning should be one of creativity, discovery, deep learning and engagement. The

theme of a Lab best fits the intention of teaching and learning at Cornerstone Christian School.

Te Reo me ōna Tikanga Māori

A significant hui in mid-2020 initiated a journey of cultural competency that is continuing. A number of broad Whāinga (goals) were identified for our school along with possible Putanga (outcomes). Some of these have been identified below:

- Te Reo Māori – Whanau wanted to see in place a Te Reo programme at Cornerstone Christian School that reached across all years, not just some. Teacher training in Te Reo was identified as a core priority and linked to Professional Growth Cycle KPI's. Te Reo needed to be 'normalised' not an add on.
- 'Tikanga Māori – Whanau identified the need for Powhiri to be included in major assemblies and start of school year. Students need to have opportunity to learn their whakapapa/mihi/pepeha and practise this regularly. Connections with kaumatua and Rangiotū marae needed to be re-established
- Te Tiriti o Waitangi – Whanau identified the need for students to be taught the importance of Te Tiriti o Waitangi at school and for leadership to ensure that this is upheld in all bi-cultural decision-making processes.
- Teacher Professional Development - Whanau identified the need for all teachers at Cornerstone Christian School to have the opportunity to have professional development in culturally responsive practises.
- Opportunity - Whanau wanted all students (Primary and Secondary) to have opportunity to visit and serve in a Marae.
- Employment - Whanau identified the need for Cornerstone Christian School to employ a lead Kaiako and that this needed to be a core consideration if we were serious about affecting lasting change.

Code of conduct for staff members

Staff members shall:

- Maintain godly conduct in all respects appropriate to commonly held beliefs of the Christian faith (including those outlined in the Statement of Faith) and representative of the school's Special Character;
- Accept and recognise a responsibility to maintain and preserve the Special Character of the school;
- Accept that the highest priority of the school is the education and discipleship of children, to help the children achieve their full potential in God;
- Serve Cornerstone Christian School and the school community to the best of their ability, as unto God, and be honest, reliable and trustworthy in all matters related to their responsibilities;
- Maintain the confidentiality of any private or limited circulation information entrusted to them;
- Not act independently of the BOT decisions;

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- Act in a way that provides recognition of the Treaty of Waitangi and the unique role that Maori play in the continuing development of New Zealand's multicultural society;
- Accept that the Principal is the professional leader of the School, but that the Principal is also responsible to the BOT;

Community of Learning

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

- Cornerstone Christian School (CCS)
- Hastings Christian School (HCS)
- Totara College (TC)
- Faith City School FCS
- Palmerston North Adventist Christian School (PNACS)
- Longburn Adventist College (LAC; Palmerston North)
- Faith City Academy (FCA; Wanganui)
- Maranatha Christian School (MCS)
- Cornerstone Christian Preschool (CCP)
- Lalanga Mo'ui Tongan Early Childhood Centre
- Eden Christian Kindergarten.

Our schools

School name	Type	Roll (approx.)	Geographic area
Cornerstone Christian School	State integrated, full composite (Y1-13), coeducational	580	Palmerston North
Hastings Christian School	State integrated, full composite (Y1-13), coeducational	230	Hastings
Totara College	State integrated, full composite (Y1-13), coeducational	70	Dannevirke
Palmerston North Adventist Christian School	State integrated Primary (Y1-6) coeducational	80	Palmerston North

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Longburn Adventist College	State integrated, full secondary (Y7-13), coeducational Boarding	250	Palmerston North
Faith Academy School	State-integrated primary (Y1-8) coeducational	150	Whanganui
Maranatha Christian School	State-integrated primary (Y1-8) coeducational	160	Wellington
Cornerstone Christian Preschool	Early Childhood Centre		Palmerston North
Lalanga Mo'ui Tongan Early Childhood Centre	Early Childhood Centre		Palmerston North
Eden Christian Kindergarten.	Early Childhood Centre		Feilding. Manawatu

Our Kahui Ako Purpose

The purpose of the Lower North Island Christian Kāhui Ako is to foster collaboration within, across and through our faith-based communities. We will build on positive relationships in order to optimise professional learning opportunities for staff and raise student achievement outcomes.

Our Kahui Ako Vision

Our original vision was:

Strengthening teaching practice to enhance and transform Christ-centred learning.

Our new vision statement is:

Christ-centred learning communities collaborating to grow.

In review, we felt that our original vision did not fully encompass the new direction of the Kāhui Ako.

'Christ-centred communities collaborating to grow', places emphasis and importance on collaboration, which we aim to strengthen moving forward. It articulates our desire to grow

the whole person, as illustrated in the Bible and in Professor Sir Mason Durie's 'Whare Tapa Wha' model (1984) on wellbeing.

Our new vision signals our intent to improve student wellbeing and achievement through collaboration, which focuses on Christian faith-based pastoral care and the strengthening of teaching practice.

Our Kahui Ako Aspirations

Our Achievement Challenge Document has been developed following consultation and reflection with stakeholders. The achievement challenges are designed to promote a culture of learning where we:

PRACTICE effective pedagogy to RAISE student achievement

GROW together by sharing PRACTICE to RAISE professional capabilities

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

STRATEGIC PLAN 2021-2023

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

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

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



STRATEGIC OBJECTIVES 2021-2023

Growth - Create and implement a plan that supports growth:

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

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

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

Culture - strengthen our Cornerstone Christian School Culture

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

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

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

Integrating Strands

Christian Discipleship

Christian discipleship is our core point of difference here at Cornerstone Christian School. It infuses every aspect of daily school life, giving students every opportunity

to embrace Christian faith as the Cornerstone of their life and empowering them to become confident followers of Jesus Christ, equipped and inspired to creatively impact our world.

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.

Pasifika learners

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

Special Needs

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

ALIGNMENT WITH THE NATIONAL EDUCATION LEARNING PRIORITIES (NELP'S)

The Cornerstone Christian School Strategic plan and annual plan outlined overleaf achieves good alignment with the Statement of National Education and Learning Priorities (NELP) set out the Government's priorities for education to ensure the success and wellbeing of all learners.

The NELPs are statutory documents issued under the Education and Training Act 2020 that direct government and education sector activities towards the actions that will make the biggest difference, in strengthening education at Cornerstone, to deliver successful outcomes for all learners/ākonga.

The NELP's help reinforce the need for Cornerstone to be an education environments that is learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful.

The NELP's encourage all places of learning including Cornerstone Christian School to focus on:

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to giving our learners the skills they need to succeed in education, work and life

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- collaborating more with whānau, employers, industry and communities
- taking account of learners' needs, identities, languages and cultures in their practice, and
- incorporating te reo Māori and tikanga Māori into everyday activities.

The Annual plan overleaf has been annotated to describe where the aspirations of and guidelines of the National Education Learning Priorities align with what we are doing this year at Cornerstone Christian School.

ANNUAL PLAN 2022

Strategic Objectives	2022 Measureable Outcomes	Budget	Who?	BOT Report date
Strategic Area 1. Growth				
<i>NELP Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</i>				
<i>NELP Objective 2: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</i>				
Up to date policies and processes across the school.	Transition all School Policies and Procedures to the online platform, School Docs. All policies to be reviewed and brought up to date	\$2400 annual sub	JRE/CML	April Oct
Full implementation of the new enrolment scheme.	Prioritise enrolment of all siblings previously excluded from enrolment at Cornerstone Christian School due to the implementaton of an enrolment scheme in 2020.	Nil	CML/SRI	Mar
	Review current roll and ensure that 2022 enrolment ballot reflects a balanced approach to year cohorts		CML/SRI	Aug

<p>Ensuring physical space is sufficient for roll and reflects current teaching and learning priorities.</p>	<p>Property Developments for 2022:</p> <ul style="list-style-type: none"> • Development of I-block due for completion at the beginning of term 3, 2022 • Develop pastoral care suite at the northern end of I block • Install mag locks on doors into gym (student side) • L3-5 Lighting replacement with LEDs • Replace verandah clearlite - D block and possibly C block – ket maintenance issue • Install heat pumps in to Primary AP’s office, Admin meeting room, Room D4 Teacher workspace, IT manager’s office (replacement). • Installation of a public address system, bell system and for lockdown system • Revamp asphalt court area in front of Staffroom with artificial turf • Install vape detection devices in secondary toilet areas (G block and gymnasium) • Install a shade sail structure in front of H block • Replace rear boundary fences requiring repair • Revamp Toilets in A Block, C Block and D Block • Install a door between rooms A3 and A4 - critical for lockdown (double wall) • Replace the Roberts Line fence with higher fence and gate to ensure safety for students with special needs • Replace and install concrete pathways including: <ul style="list-style-type: none"> ○ Pathway from Roberts Line carpark ○ G block to gym ○ Gym entrance to H block ○ Admin ramp • Create limestone pathway and running track between gym and L Block alongside Mihaere Drive, drain and & levelling playing surface outside gymnasium area • Create more shade areas around C/D blocks • Recarpet all classes in primary with worn carpet areas • Create room L5 a dedicated dance and drama space 	<p>EPMP funding, F&E Grant and Capex in budget</p>	<p>CML/JRE Props</p>	<p>May / Nov</p>
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	<ul style="list-style-type: none"> • Replace Boiling unit, and water chiller in staffroom • Explore possibilities of a senior playground space via applications to trust groups 			
	Review and monitor all secondary spaces around meeting timetable requirements for classes		JRE/BBY	Jun

Strategic Objectives	2022 Measureable Outcomes	Budget	Who?	BOT Report date
Strategic Area 2. Wellbeing - Development of robust pastoral Care processes for staff and students				
<i>NELP Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</i> <i>NELP Objective 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</i> <i>NELP 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</i>				
Student Wellbeing – implementation of a comprehensive student pastoral care programme, schoolwide	Refine Positive Behaviour for Learning Tier 1 procedures including review of efficacy of the schoolwide positive reward model	PB4L budget & Relief support for PD	LJA	Sept
	Begin developing PB4L Tier 2 practises in the school	Nil	LJA	Sept
	Refine School Behaviour Management systems and processes to ensure that these are simplified, and all staff are aware of what to do		LJA/CM L	Sept
	Training staff around Restorative Practise programme and principles and embed this within the school culture.	Nil – contract via	LJA	Sept

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		Waikato Uni		
	Work with Education Review Officer, Cath Leger to strengthen pastoral processes to ensure that optimal conditions are in place for learning (please refer to the Education Review Office Evaluation Plan for Cornerstone Christian School here)		LJA / CML and ERO	Sept
	Review Guidance Counsellor role at Cornerstone Christian School, with a view to incorporating extra counselling support (one or two more days and possibly Pasifika/Maori/Male focus)	\$ 7500	CML	June
	Set up Pastoral Care area and associated processes and procedures in the new I-block at Cornerstone Christian School.	Part of F&E grant	LJA	Oct
	Continue to develop sound deaning processes and systems in the Secondary School.	4 hrs per week rel. per Dean	LJA / SSN / KAN	Sept
Staff Wellbeing – to build a staff culture where our staff are valued, encouraged and professionally developed.	Work with Kahui Ako to access Wellbeing Support for staff (possible Lauren Parsons) to assist with dealing with stress and anxiety, and boost resilience in the current COVID environment	K.A. hours	CML	May
	Explore a spectrum of strategies to value and develop teachers, admin and support staff at Cornerstone Christian School e.g. <ul style="list-style-type: none"> • Space to talk and collaborate on Teacher Only Days • Weekly meetings to minimum. No meeting for the sake of meeting 	Princ. Disc budget.	CML / JRE / CMD	May

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	<ul style="list-style-type: none"> Balanced approach to team, Primary/Middle and Senior school, whole school meetings on Wednesdays after school Sensible approach to the school calendar – cut the ‘busyness’ Social events throughout the year – at least one per term End of term acknowledgement / celebration. Celebrating staff events and successes. Morning-teas 	Social budget?		
	<p>Teacher Professional development focus on:</p> <ul style="list-style-type: none"> Year 1 to 6 teachers – Local Curriculum: Structured Literacy Programme. Professional Development via Kahui Ako PD hours (Chris Braid) Year 7 to 13 teachers – Local Curriculum: Christian Worldview (Faith & Values in Practice). Professional Development via Kahui Ako PD hours (Bethlehem Tertiary Institute) PB4L Tier 1 (and 2 for those staff involved) and Restorative Pastoral Practises Te Reo and Tikanga Maori – continuation of 2022 hours via MOE locally funded PLD programme. Provider is CORE-Ed NCEA review via NZQA Teacher-only days across the year Secondary subject specific Professional Development 	K.A. Hours + relief costs	CML / RSN / IGE / NCY	Sept
	Revisit administrative support for Principal (PA)	TBA	CML / SRI	April

Strategic Objectives	2022 Measureable Outcomes	Budget	Who?	BOT Report date
Strategic Area 3: Culture - strengthen our Cornerstone Christian School Culture				
<i>NELP Objective 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</i>				
<p>Foster a positive School Culture that:</p> <ul style="list-style-type: none"> • Is God honouring • Has high expectations for all students • Friendly and welcoming with a sense of ‘belonging’ • A fun place to learn • Family atmosphere where students 	<p>Facilitate events that enhance the school culture e.g.</p> <ul style="list-style-type: none"> • Tribes competitions: <ul style="list-style-type: none"> ○ Incorporate in sporting events e.g. swimming sports, athletics ○ Rolling stones singing comp ○ Living stones drama comp ○ Bible quiz ○ Fun day • Interschool sports exchange with Hastings Christian School • Lower North Island Christian School Schools COL interschool sports day • Book week, term 2 • Celebrating Cultures day in term 4 	<p>CMD to advise</p>	<p>CMD / CML / JRE</p>	<p>July</p>
	<p>2022 School Production – Primary School</p>	<p>\$1500 + contra</p>		<p>Oct</p>

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<p>look after each other</p> <ul style="list-style-type: none"> • Embodies servant leadership • A connected community 	<p>Revitalisation and reintegration of Cornerstone Fundraising Group with school.</p> <ul style="list-style-type: none"> • Senior leadership representation at every meeting • Development of a list of appropriate fundraising entities and make application for project finance to a range of trust groups. • Development of policies to allow greater CFG determination around allocation of funds. 	\$ 500 access to Trust fund listings	CML / CMD / VSN	July
	<p>Develop a Year 9/10 Team name and ways of operating (Culture)</p> <ul style="list-style-type: none"> • Appoint a Team Leader for year 9 and 10 • Trial moving year 10 cohort to more of a homeroom model 	0.5 FTTE (AMY). Middle school trip (see budget)	CMD / JRE / IGE	July
	<p>Encourage EOTC across school including regular yearly overnight camps for year 6, year 8, year 9 marae noho, year 10 and year 13 leadership camp.</p> <p>Separate Year 9 Activity week and Year 10 camp and explore ways we can achieve this</p> <p>Review the viability of the year 13 overseas missions trip in light of current COVID restrictions</p>	See budget lines per camp	Sec L/Ship Team	July
	<p>Student Leadership opportunities:</p> <ul style="list-style-type: none"> • Continue with Peer Mentoring under the oversight of the Guidance Counsellor. • Buddy systems - senior secondary students to work with junior ones. • Primary team 'friends duty' to help students who need a friend at interval/lunchtime. • Prefect team appointed with a focus on serving their peers through portfolios of service / committee leadership. 	\$1700 as per budget	JRE / CMD	July

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	<ul style="list-style-type: none"> • Junior and Senior school councils up and running • Breakfast club • Develop and implement a middle school student leadership structure 			
	<p>Transition and induction processes for all new students are strengthened so that ākongā deeply understand the values and kaupapa of Cornerstone Christian School e.g.: Newcomers club (from ERO evaluation doc)</p>		LJA / CMD	

Strategic Objectives	2022 Measureable Outcomes	Budget	Who?	BOT Report date
Strategic Area 4: Learning - to build a curriculum that prepares students for the modern world:				
<i>NELP Objective 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</i>				
<i>NELP Objective 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</i>				
The core focus of everything that happens at Cornerstone Christian School is Student learning.	Review secondary school timetable to maximise learning opportunities for students		JRE / BBY	Oct
	Review subject time allocation in years 9 and 10 with a view a implementing any changes in the 2023 academic year		JRE / Year 9/10 TL	Oct
	Review end of year celebration procedures and consideration of ‘academic versus non-academic’ awards		JRE	Oct
Student learning is individualised and shaped around the needs of the learner. This includes targeted	Teachers to give emphasis to target students and priority learners (see the end of this table for details). <ul style="list-style-type: none"> • Year 1-6: the target student group reflects those students in danger of not achieving at the appropriate curriculum level in reading, writing and/or mathematics. • Year 7-10: the target student group reflects those students in danger of not achieving at the appropriate curriculum level in Literacy and Numeracy 	0.1 FTTE (Gemma ST release & extra TA	NCY / IGE / RSN	July / Nov

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<p>intervention for priority learners.</p>	<ul style="list-style-type: none"> Year 11-13: the target student group reflects those students in danger of not achieving NCEA Level 2 prior to graduating at the end of year 13 from Cornerstone Christian School. 	<p>support in Sec)</p>		
	<p>2022 Learning Programmes:</p> <ul style="list-style-type: none"> The Aotearoa-NZ Histories' Curriculum (ANZHC) PB4L tier 1 and tier 2 Te Reo and Tikanga Maori programmes extending from staff PD Better Start Literacy Programme (year 1 and 2) and Structured literacy learning Professional Development (year 1 to 6 teachers) 		<p>CML / JRE</p>	<p>Aug</p>
<p>At Cornerstone, our curriculum delivery is seamless from year 1 through to year 13 and reflects modern pedagogical perspectives.</p>	<p>Continue review of year 1 to 6 curriculum Christian Living and Integrated Programme delivery</p>	<p>Some extra release for RSN may be needed</p>	<p>RSN</p>	<p>Nov</p>
	<p>Review of curriculum, assessment and pastoral practises at core transition points i.e. year 6 to year 7 and year 10 to year 11 to ensure seamless integration.</p>		<p>JRE / BBY</p>	<p>Oct</p>

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	Consider student assessment and reporting practices, as students move between teams and parts of the school			
	<p>Secondary curriculum content review</p> <ul style="list-style-type: none"> • Ensure that we prepare to maintain adequate provision of year 13 subject choice in 2022 		JRE / BBY	Sept
	<p>Embed the year 7 and 8 Module Structure including elements of technology</p> <ul style="list-style-type: none"> • Start developing a plan to bring woodtech onsite over the medium term 		JRE / TRE / IGE	Oct

Strategic Objectives	2022 Measureable Outcomes	Budget	Who?	BOT Report date
Interweaving strand: Discipleship				
<i>NELP Objective 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</i>				
<p>Christian discipleship is our core point of difference here at Cornerstone Christian School. It infuses every aspect of daily school life, giving students every opportunity to embrace Christian faith as the Cornerstone of their life and empowering them to become confident followers of Jesus Christ, equipped and inspired to creatively impact our world.</p>	<p>Continue to adapt LifeLab to reflect the growing needs of a changing Secondary School</p>		<p>ESN / JRE / CMD</p>	
	<p>Develop an approach to teaching Christian Worldview within individual subjects in the secondary space</p>		<p>JRE</p>	<p>Oct</p>
	<p>Service opportunities made available for students throughout the school</p> <ul style="list-style-type: none"> • Enhanced tribe programme incorporating idea of a ‘Thursday Service morning’ e.g. visits to Preschool, Peppertree retirement village to bless them, community work etc • Duke of Edinburgh awards in secondary • Student Volunteer Army awards • Develop service strand in secondary Life lab. • ‘Whakapono Team Service Awards’ for the areas of road patrol, library, putting out the flags during wet lunch times etc. 	<p>Increased 7/8 and year 9/10 team budgets</p>	<p>CMD</p>	<p>May</p>

Strategic Objectives	2022 Measureable Outcomes	Budget	Who?	BOT Report date
	Interweaving strand: Māori akonga			
	<i>NELP Objective 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</i>			
	<i>NELP Objective 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</i>			
Tangata Whenuatanga (Place-based, socio-cultural awareness and knowledge)	<ol style="list-style-type: none"> 1. Start the 2022 with a staff-wide Marae noho at Rangimarie marae (1st/2nd Feb 2022) 2. Staff encouraged to undertake Te Ahu o Te Reo Maori professional development programme in conjunction with other staff across our Kahui Ako 3. Continue with Powhiri and Kapahaka within the school context 4. Use mihi to begin gatherings – whakawhanaungatanga (all year). 	\$7500 funding for Kapahaka		Nov
Ako (Practice in the classroom and beyond)	<ol style="list-style-type: none"> 1. Staff professional development in use of Te Reo - staff to become comfortable using Te Reo in the classroom 2. Staff professional development around using and encourage reo Maori greetings and korero Maori with akonga, Kaiako and whanau. 2. Staff professional development to use karakia at the beginning and end of the day and at kai times; with increasing responsibility for akonga to lead these. 3. Providing opportunities for learners to respond in Te Reo Maori 4. Development of a Te Reo curriculum at Cornerstone Christian School from year 1 through 13. 	Kahui Ako – cultural competency PD provision		Sept

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Rangitane Iwi mahi tahi	<ul style="list-style-type: none"> • Continue to develop the relationship with kaumatua Wiremu Te Aweawe of Rangimarie marae at Rangiotu • Year 9 students to have a noho marae at the end of 2022. • All Primary students to visit St Michael's or Rangimarie marae. 	Koha costs for Te Aweawe's (approx \$1000)		June/Nov
Whānau hui	<ul style="list-style-type: none"> • Strengthening relationships through whānau hui will enable Māori pastoral needs to be better understood so that the small disparity in achievement can be further reduced. 			
Māori student targets	<ul style="list-style-type: none"> • See end of this table for details. • Individual Maori students targeted by name to ensure their success. 			June/Dec

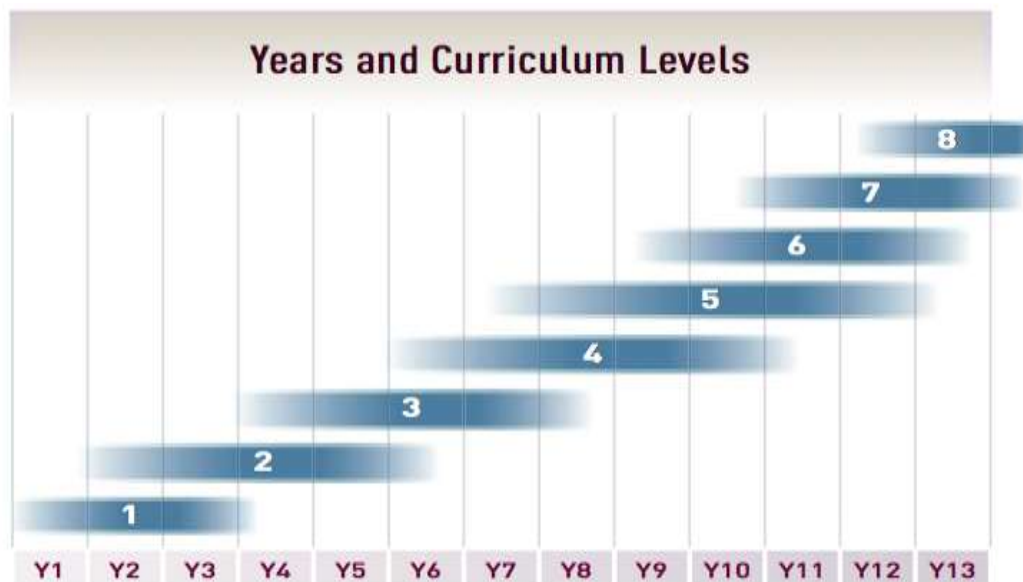
Strategic Objectives	2022 Measureable Outcomes	Budget	Who?	BOT Report date
Interweaving strand: Pasifika learners				
<i>NELP Objective 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</i>				
All barriers to education for all Pasifika students at Cornerstone Christian School reduced.	<ul style="list-style-type: none"> • Appointment of a teacher with core responsibility for leading Pasifika Education at Cornerstone • Consultation with Pasifika parents twice per year. • Pasifika mentoring and guidance from external provider • Pasifika cultural group up and running • Language inclusion in school life 	\$7500 Sio Vaelua	CML	June
Pasifika Fono	<ul style="list-style-type: none"> • Strengthening relationships through fono to enable Pacific pastoral needs to be better understood so that the small disparity in achievement can be further reduced. 		CML	June
Pasifika learner targets	<ul style="list-style-type: none"> • See end of this table for details. • Individual students targeted by name to ensure their success. 		CML/JRE /RSN	June/Dec

Strategic Objectives	2022 Measureable Outcomes	Budget	Who?	BOT Report date
Interweaving strand: Special Needs				
<i>NELP Objective 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</i>				
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	Find ways to achieve great equity between Primary and Secondary for special needs resourcing including roles of SENCO, Sec Learning Support Coordinator, Teacher Aide hours allocation <ul style="list-style-type: none"> • Develop a medium to long term approach to best supporting high needs students in years 11 to 13 	Approx \$450K support staff expenditure	CML / CLG / CME	
	Develop Special Needs identification policy, procedures and register	Special Needs resourcing \$9K	CLG	

Summary of Targets for Cornerstone Christian School – 2022

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. The decision was made to begin a process of developing assessments and reporting practises that measured 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):



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These describe the level of learning that should be achievable by a student 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 7 could be expected to be working 'on average' at the top end of Level 3 and into Level 4 of the curriculum by the end of the year. However, some pupils in year 7 may be working at Level 2 (below expectations) in some subjects, and level 5 (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.

Determining where students are in terms of the B.P.A. sublevels is largely based on Overall Teacher Judgements.

Targets for Y1-6											
Annual Aim: Reading											
<ul style="list-style-type: none"> Identify [and improve the outcomes] of students who show clear signs of being at risk of not achieving an appropriate curriculum level in Reading 											
2022 Year 1-6 Targets:											
1. 85% of Year 1-6 students will be achieving at or above the required curriculum level in Reading											
Priority Learners who are at Risk of Not Achieving in Reading, Writing and Mathematics											
1. Baseline Data: Year 1-6 OTJ Data from Term 4 of the previous year (2021)											
2. At risk students are those who are below the blue band in year group, based on the following table (sample only from year 1):											
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	✓										
<p>In <i>Structured Literacy</i> 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.</p>											
Structured Literacy - Little Learners Love Literacy											
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7					
Priority Learner Breakdown (Lit Sup only)		Māori -		Pasifika -		All Others -					
Reading		3		0		2					

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Actions	Led by	Goal	Time Frame	Monitoring milestones/Review
Action 1: Implementation of the Better Start Literacy Approach Professional Development into classroom practice in new entrant and year 1	Catherine Forrest (COL ST) and Karen Burrows (Aroha Team Leader)	80% of the students will be at reading at Stage 6 (Level 12 PM) by Week 5, Term 4.	Implementation in terms 1-3	Review efficacy of better start literacy approach programme at Cornerstone at core milestone points (end of term 2 and term 4, 2022)
Action 2: Implementation of a Literacy Support Programme two afternoons per week	Gemma Stewart (release 0.1FTTE to drive this programme)	80% of priority learners in group above achieving at or above the appropriate curriculum level in Reading	Terms 1-4, 2022	Review efficacy of this literacy support programme at Cornerstone at core milestone points (end of term 2 and term 4, 2022)
Action 3: ESOL support programme expanded in school	Christina Havill	80% of all ESOL learners to make one stage of progress against ELLP's	Terms 1-4, 2022	Review efficacy of ESOL support programme at Cornerstone at core milestone points (end of term 2 and term 4, 2022)

Targets for Y1-6											
Annual Aim: Writing											
1. Identify [and improve the outcomes] of students who show clear signs of being at risk of not achieving an appropriate curriculum level in Writing											
2020 r 1-6 Targets:											
1. 85% of Year 1-6 students will be achieving at or above the required curriculum level in Writing											
Priority Learners who are at Risk of Not Achieving in Writing											
Baseline Data: Year 1-6 OTJ Data from Term 4 of the previous year (2021)											
At risk students are those who are below the blue band in year group, based on the following table (sample only from year 4):											
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					✓						
Priority Learner Breakdown	Māori			Pasifika			All Others				
Writing											
Actions	Led by	Goal				Time Frame	Monitoring milestones/Review				
Not a core focus for Priority Learners in 2022	N/A	80% of Learners achieving at or above the appropriate curriculum level in Writing				N/A	Review writing achievement at Cornerstone at core milestone points (end of term 2 and term 4, 2022)				

Targets for Y1-6											
Annual Aim: Mathematics											
Identify [and improve the outcomes] of students who show clear signs of being at risk of not achieving an appropriate curriculum level in Mathematics											
2022 1-6 Targets:											
80% of Year 1-6 students will be achieving at or above the required curriculum level in Mathematics											
Priority Learners who are at Risk of Not Achieving in Mathematics											
2022 - Baseline Data: Year 1-6 OTJ Data from Term 4 of the previous year											
At risk students are those who are below the blue band in year group, based on the following table (sample only from year 4):											
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					✓						
Priority Learner Breakdown	Māori - 11			Pasifika - 7				All Others – 33			
Numeracy											
Actions	Led by	Goal				Time Frame	Monitoring milestones/Review				
Action 1: Focused 1:1 or small group work with teachers and/or teacher aide in specific identified areas of need. Needs identified from JAM testing	Karen Burrows	For 80% of the targeted students in year 1 to be securely in Stage 3 for Number				Terms 1-3	Measure each term using JAM				
	Karen Burrows	For 80% of the targeted students in year 2 to reach the beginning stages of Stage 4 in Maths				Terms 1-3	Measure each term using Harvey Numeracy Knowledge test				

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<p>Action 2: Interventions will include some or all of the following:</p> <ul style="list-style-type: none"> • <i>small groups basic facts work with our team teacher aide</i> • <i>use of Numicon activities to help children image concepts</i> • <i>extra teacher / TA support in our class lessons – e.g. continuing to work with the target students while the rest of the class completes an activity independently</i> • <i>using a home / school partnership by highlighting gaps in knowledge that could be practised with parents - e.g. times tables</i> • <i>set tasks on Mathletics</i> 	<p>Jane Sutherland</p>	<p>For 80% of the targeted students in year 4's to reach stage 4 and 80% of the targeted students in year 5 to reach stage 5 in test C and D.</p>	<p>Terms 1-4</p>	<p>Measure each term using Harvey Numeracy Knowledge test</p>
<p>Action 3: Focused 1:1 or small group work with teacher and/or teacher aide in specific identified areas of need. Needs identified from Harvey Knowledge testing.</p>	<p>David Henderson</p>	<p>For 100% of students to have achieved at 80% at Numeracy Stage 5 (Year 5) or Stage 6 (Year 6)</p>	<p>Terms 1-3</p>	<p>Measure each term using Harvey Numeracy Knowledge test</p>

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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. There 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:
 - o Poor timetable design
 - o Too many administrative meetings
 - o Low trust models
 - o 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 are then decided within resourcing limitations.

Priority Learners within Targets

Priority learners are groups of students who have been identified as historically 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

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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 Annual Targets - Numeracy
Annual Aim: Mathematics Year 7 & 8 To increase the number of students achieving at or above the target curriculum level for mathematics.
Cohort Targets: Year 7: 75% of Year 7 students will be at or above Curriculum level 3A for mathematics by the EOY Year 8: 85% of Year 8 students will be at or above Curriculum level 4B for mathematics by the EOY
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level Year 7 Definition: A Year 7 student at risk of not achieving NZC 3A will mean any student who was judged to be below level 3B at the end of the previous year. <i>Students at 3B are to be monitored <u>and may</u> be included in target learner initiatives if warranted.</i> The breakdown below includes just those below 3B. Baseline Data: Use OTJs from the end of the previous year. New students are not included in the breakdown below as their data was not available at the time of writing. Year 8 Definition: A Year 8 student at risk of not achieving NZC 4B will mean any student who was judged to be below level 3A at the end of the previous year Baseline Data: Use OTJs from the end of the previous year.

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Priority Learner Breakdown	Māori	Pasifika	All others	
Year 7	1	3	2	
Year 8	1	0	10	
Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Action Point 1: Class teachers are used to develop goals for students in these groups	Team Leader	<ul style="list-style-type: none"> Meeting time required AP oversight 	All year	<ul style="list-style-type: none"> Goals to be established before the end of Term 1 Goals to be reviewed each term there after
Action Point 2: Numicon program used by TA's to improve Numeracy	Team Leader/SENCO	<ul style="list-style-type: none"> RTLB training for Numicon given for TA's Rosie Thomson providing basic intro training for Numicon TA prep time included in timetable for this 	All year	<ul style="list-style-type: none"> Numicon assessment administered at the start and the end of each term to identify progress.

Year 7 & 8 Annual Targets – Literacy [Writing]			
Annual Aim			
To increase the number of students achieving at or above the target curriculum level for Writing			
Cohort Targets			
Year 7			
75% of Year 7 students will be achieving at or above the target Curriculum level 3A for writing by the EOY			
Year 8			
85% of Year 8 Students will be achieving at or above the target Curriculum level 4B for writing by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level			
Year 7			
Definition: A Year 7 student at risk of not achieving NZC 3A will mean any student who was judged to be below level 3B at the end of the previous year. Students at 3B are to be monitored <u>and may</u> be included in target learner initiatives if warranted. The breakdown below includes just those below 3B.			
Baseline Data: Use OTJs from the end of the previous year. New students are not included in the breakdown below as their data was not available at the time of writing.			
Year 8			
Definition: A Year 8 student at risk of not achieving NZC 4B will mean any student who was judged to be below level 3A at the end of the previous year			
Baseline Data: Use OTJs from the end of the previous year.			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 7	1	2	6
Year 8	2	0	7

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Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Action Point 1: Class teachers are used to develop goals for students in these groups	Team Leader	<ul style="list-style-type: none"> • Meeting time required • AP oversight 	All year	<ul style="list-style-type: none"> • Goals to be established before the end of Term 1 • Goals to be reviewed each term there after
Action Point 2: Investigate the possibility of using the VCOP programme to aid writing	Team Leader	<ul style="list-style-type: none"> • Intro to tool from James • VCOP - vocabulary, connectives, openers, and punctuation. • PD from Provider 	All Year	<ul style="list-style-type: none"> • Termly informal progress check

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			
Definition: A Year 7 student at risk of not achieving NZC 3A will mean any student who was judged to be below level 3B at the end of the previous year. Students at 3B are to be monitored <u>and may</u> be included in target learner initiatives if warranted. The breakdown below includes just those below 3B.			
Baseline Data: Use OTJs from the end of the previous year. New students are not included in the breakdown below as their data was not available at the time of writing.			
Year 8			
Definition: A Year 8 student at risk of not achieving NZC 4B will mean any student who was judged to be below level 3A at the end of the previous year			
Baseline Data: Use OTJs from the end of the previous year.			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 7	1	2	1
Year 8	1	0	9

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Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Action Point 1: Class teachers are used to develop goals for students in these groups	Team Leader	<ul style="list-style-type: none"> • Regular meeting time • AP oversight 	All Year	<ul style="list-style-type: none"> • Goals to be established before the end of Term 1 • Goals to be reviewed each term there after
Action point 2: Investigate SRA and VCOP for improving comprehension and proof-reading strategies.	Team Leader	<ul style="list-style-type: none"> • Purchase SRA kits, 1 per classroom. • PD provided for VCOP <ul style="list-style-type: none"> ○ VCOP - vocabulary, connectives, openers, and punctuation. 	All year	<ul style="list-style-type: none"> • Termly informal progress checks.

Year 9 & 10 Annual Targets - Numeracy			
<p>Annual Aim: Numeracy Year 9 & 10</p> <p>To increase the number of students achieving at or above the target curriculum level for Mathematics</p>			
<p>Targets:</p> <p>Year 9 75% of Year 9 students will be achieving at or above the target Curriculum level 4A for numeracy by the EOY</p> <p>Year 10 85% of Year 10 students will be achieving at or above the target Curriculum level 5P for numeracy by the EOY</p>			
<p>Priority Learners who are At Risk of Not Achieving the Target Curriculum Level</p> <p>Year 9 Definition: A Year 9 student at risk of not achieving NZC 4A will mean any student who was judged to be below level 4B at the end of the previous year Baseline Data: Use OTJs from the end of the previous year.</p> <p>Year 10 Definition: A Year 10 student at risk of not achieving NZC 5P will mean any student who was judged to be below level 4A at the end of the previous year Baseline Data: Use OTJs from the end of the previous year.</p>			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 9	3	1	7
Year 10	1	3	6

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Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Action Point 1: Class teachers are used to develop goals for students in these groups	HOD Maths	<ul style="list-style-type: none"> • Regular meeting times • AP oversight • Education Perfect 	All Year	<ul style="list-style-type: none"> • Goals to be established before the end of Term 1 • Goals to be reviewed each term there after
Action Point 2: Introduce Numicon in Y9&1	HOD Maths	<ul style="list-style-type: none"> • A teacher aid • The programme • Resources eg equipment 	Term 1	<ul style="list-style-type: none"> • HOD meets Teacher Aid each Monday to discuss progress, planning and assessment

Year 9 & 10 Annual Targets - Literacy [Writing]					
Annual Aim: Literacy Year 9 & 10					
To increase the number of students achieving at or above the target curriculum level for Writing					
Targets					
Year 9					
75% of Year 9 students will be achieving at or above the target Curriculum level 4A for writing by the EOY					
Year 10					
85% of Year 10 students will be achieving at or above the target Curriculum level 5P for writing by the EOY					
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level					
Year 9					
Definition: A Year 9 student at risk of not achieving NZC 4A will mean any student who was judged to be below level 4B at the end of the previous year					
Baseline Data: Use OTJs from the end of the previous year.					
Year 10					
Definition: A Year 10 student at risk of not achieving NZC 5P will mean any student who was judged to be below level 4A at the end of the previous year					
Baseline Data: Use OTJs from the end of the previous year.					
Priority Learner Breakdown	Māori	Pasifika	All others		
Year 9	3	1	9		
Year 10	2	3	10		
Actions	Led by		Resourcing	Time Frame	Monitoring milestones? Review

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<p>Action Point 1: Class teachers are used to develop goals for students in these groups</p>	<p>Team Leader</p>	<ul style="list-style-type: none"> • Regular meeting time • AP oversight 	<p>All year</p>	<ul style="list-style-type: none"> • Goals to be established before the end of Term 1 • Goals to be reviewed each term there after
<p>Action Point 2: Humanities lessons to be split into 3 targeted English skills lessons and 2 integrated English and Social Studies lessons to provide specific teaching of writing skills.</p>	<p>Team Leader</p>	<ul style="list-style-type: none"> • Regular meeting time • AP oversight 	<p>All Year</p>	<ul style="list-style-type: none"> • Split to be completed in Term 1 • Informal monitoring in Terms 2-4 • Recommendations for any 2023 changes to AP before the end of Term 3

Year 9 & 10 Annual Targets - Literacy [Reading]					
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					
Definition: A Year 9 student at risk of not achieving NZC 4A will mean any student who was judged to be below level 4B at the end of the previous year					
Baseline Data: Use OTJs from the end of the previous year.					
Year 10					
Definition: A Year 10 student at risk of not achieving NZC 5P will mean any student who was judged to be below level 4A at the end of the previous year					
Baseline Data: Use OTJs from the end of the previous year.					
Priority Learner Breakdown	Māori	Pasifika	All others		
Year 9	4	1	9		
Year 10	1	3	4		
Actions	Led by		Resourcing	Time Frame	Monitoring milestones? Review

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<p>Action Point 1: Class teachers are used to develop goals for students in these groups</p>	<p>Team Leader</p>	<ul style="list-style-type: none"> • Regular meeting time • AP oversight 	<p>All Year</p>	<ul style="list-style-type: none"> • Goals to be established before the end of Term 1 • Goals to be reviewed each term there after
<p>Action Point 2: Humanities lessons to be split into 3 targeted English skills lessons and 2 integrated English and Social Studies lessons to provide specific teaching of reading skills.</p>	<p>Team Leader</p>	<ul style="list-style-type: none"> • Regular meeting time • AP oversight 	<p>All year</p>	<ul style="list-style-type: none"> • Split to be completed in Term 1 • Informal monitoring in Terms 2-4 • Recommendations for any 2023 changes to AP before the end of Term 3

Year 11 Annual Targets				
Annual Aim: Level 1 NCEA:				
Identify [and improve the outcomes] of students who show clear signs of being at risk of not achieving Level 1				
Identify [and improve the outcomes] of students who have the potential to achieve Merit & Excellence endorsements at Level 1				
NCEA Cohort Targets:				
85% of Year 11 students will achieve L1 Literacy and Numeracy.				
85% of Year 11 students will achieve NCEA Level 1.				
55% of Year 11 students who gain NCEA Level 1 will gain the qualification with a Merit or Excellence endorsement				
Priority Learners who are At Risk of Not Achieving NCEA L1				
Definition: A Year 11 student at risk of not achieving L1 is anyone who was below curriculum level 5p [using OTJs] at the end of Year 10				
Baseline Data: Year 10 OTJ Data from Term 4 of the previous year				
Priority Learner Breakdown	Māori	Pasifika	All Others	
L1 ARNA Numeracy	0	0	2	
L1 ARNA Literacy	2	0	12	
Actions	Led by	Resourcing	Time Frame	Monitoring milestones/Review
Action Point 1: Life Lab coaches are used to monitor target students	Life Lab coaches	<ul style="list-style-type: none"> Regular monitoring time AP oversight 	All Year	<ul style="list-style-type: none"> Goals to be established before the end of Term 1 Goals to be reviewed each term there after
Action Point 2: Deans to help support students with their self-management and goal setting	Deans	<ul style="list-style-type: none"> Deaning time already timetabled 	All year	<ul style="list-style-type: none"> Deans to meet with students to create behavioural and academic goals Ongoing monitoring throughout the year

Year 12 Annual Targets				
Annual Aim: Level 2 NCEA: Identify and improve the outcomes of Year 12 students at risk of not achieving their level 2 certificate Identify and improve the outcomes of students who have the potential to achieve Merit & Excellence endorsements at Level 2				
NCEA Cohort Targets: 85% of Year 12 students will gain NCEA Level 2 this year 45% of Year 12 students who gain NCEA Level 2 will gain the qualification with a Merit or Excellence endorsement				
Priority Learners who are At Risk of Not Achieving NCEA L2 Definition: A Year 12 student at risk at level 2 will mean any Year 12 student who achieved less than 85 credits [at L1] the previous year Baseline Data: KAMAR NCEA data.				
Priority Learner Breakdown	Māori	Pasifika	All Other	
Year 12 ARNA L2	1	1	1	
Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Action Point 1: Life Lab coaches are used to monitor target students	Life Lab coaches	<ul style="list-style-type: none"> Regular monitoring time AP oversight 	All year	<ul style="list-style-type: none"> Goals to be established before the end of Term 1 Goals to be reviewed each term there after
Action Point 2: Deans to help support students with their self-management and goal setting	Deans	<ul style="list-style-type: none"> Deaning time already timetabled 	All year	<ul style="list-style-type: none"> Deans to meet with students to create behavioural and academic goals Ongoing monitoring throughout the year

Year 13 Annual Targets				
Annual Aim: Level 3 NCEA				
Identify and improve the outcomes of Year 13 students at risk of not achieving their level 3 certificate				
Identify and improve the outcomes of students who have the potential to achieve Merit & Excellence endorsements at Level 3				
NCEA Cohort Targets:				
85% of Year 13 students will gain NCEA Level 3				
45% of Year 13 students who gain NCEA Level 3 will gain the qualification with a Merit or Excellence endorsement				
85% of Year 13 students will gain the 10 Literacy credits required for University Entrance				
Priority Learners who are At Risk of Not Achieving NCEA L3				
Definition: A Year 13 student at risk at level 3 will mean any Year 13 student who achieved less than 65 credits combined [at L2&3, excluding the 20 carried forward] the previous year				
Baseline Data: KAMAR NCEA data.				
Priority Learner Breakdown	Māori	Pasifika	All Other	
Yr13 ARNA L3	1	0	3	
Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Action Point 1: Life Lab coaches are used to monitor target students	Life Lab coaches	<ul style="list-style-type: none"> Regular monitoring time AP oversight 	All year	<ul style="list-style-type: none"> Goals to be established before the end of Term 1 Goals to be reviewed each term there after
Action Point 2: Deans to help support students with their self-management and goal setting	Deans	<ul style="list-style-type: none"> Deaning time already timetabled 	All year	<ul style="list-style-type: none"> Deans to meet with students to create behavioural and academic goals Ongoing monitoring throughout the year