



Annual Plan 2023

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)




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 PLANNING 2021-2023				
	Growth	Wellbeing	Culture	Learning
<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #d9e1f2; padding: 2px;">Christian Discipleship</div> <div style="background-color: #d9e1f2; padding: 2px;">Maori Ākonga</div> <div style="background-color: #d9e1f2; padding: 2px;">Pasifika Learners</div> <div style="background-color: #d9e1f2; padding: 2px;">Students with special needs</div> </div> <div style="margin-top: 10px;">  </div>	 Create and implement a plan that supports growth	 Develop robust pastoral care processes for staff and students	 Strengthen our Cornerstone Christian School Culture	 Build a curriculum that prepares our students for the modern world
MOTTO Learn, serve and grow in God				
MISSION STATEMENT To provide, with parents, a balanced Christian Education to help children develop to their full potential in God				
VISION STATEMENT To be confident followers of Jesus Christ, equipped and inspired to creatively impact our world				

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.

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Strategic Objectives	2023 Measureable Outcomes		Resourcing	Who	BOT Report date
Strategic Area 1. Growth					
<p><i>NELP Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</i></p> <p><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></p>					
G1.1		Formulate a new strategic plan for Cornerstone Christian School to take us from 2023 to 2025 in conjunction with the new school board. Consultation with all stakeholders – students (past and present), parents, school community, Maori, Pasifika, Students and Families with Special Needs and other Cultural Groups.	<i>BOT expenditure section in budget</i>	CML and board	
G2.1	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	<i>Schooldocs fee reflected in subs section of budget</i>	CML/JRE Board & CCET	Apr
G3.1	Full implementation of the new enrolment scheme.	Request MOE to view current enrolment scheme with view to achieving a single larger Area of Reasonable Convenience (AoRC). The scheme would then seek to prioritise preference students within the AoRC via sound categories such as siblings of current students etc.		CML / SRI / JAR	Jun

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G4.1	Ensuring physical space is sufficient for roll and reflects current teaching and learning priorities.	Develop an onsite Food Technology room in the room L3 Space	<i>Foodtech curric in budget. Foodtech technician wages in budget. Foodtech asset purchases 10K in budget</i>	CML / DME	Feb
G4.2		Allocate rooms and workspaces for all staff with long term goal that tips the balance in favour of Teachers remaining in the same classroom space (and have ownership of that space) while students move between classroom space according to their timetable		JRE	Feb
G4.3		Installation of new server to operate KAMAR, Active Directory and Printing Services	<i>Server lease in budget</i>	PJN	Feb
G5.1	Enrolment of International students.	Explore gaining accreditation to enrol international students with view to having first international students onsite in 2024.	??	CML/JRE	Jul

Strategic Objectives		2023 Measureable Outcomes	Resourcing	Who	BOT Report date
Strategic Area 2. Wellbeing - Development of robust pastoral Care processes for staff and students					
<p><i>NELP Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</i></p> <p><i>NELP Objective 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</i></p> <p><i>NELP 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</i></p>					
W1.1	Student Wellbeing – implementation of a comprehensive student pastoral care programme, schoolwide	Continuing to frame PB4L for our school. James to take lead on this in 2023. Louis to focus on pastoral care	<i>PB4L in budget</i>	JRE	Mar
W1.2		Refine School Behaviour Management systems and processes to ensure that these are simplified and all staff and students are aware of requirements		JRE	Feb
W1.3		Training staff around Restorative Practise programme and principles and embed this within the school culture.	<i>MOE funded</i>	LJA	Sep
W1.4		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/JRE	May
W1.5		Review Guidance Counsellor role at Cornerstone Christian School, with a view to incorporating extra counselling staff	<i>Addtnl parttime pos'n 2 days in budget</i>	CML/LJA	May

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W1.6		Set up Pastoral Care area and associated processes and procedures in the new I-block at Cornerstone Christian School.	<i>Pastoral Care in budget</i>	LJA	May
W1.7		Continue to develop sound deaning processes and systems in the Secondary School.	<i>2x Deans in staffing res.</i>	LJA	May
W1.8		Build on the well-being work initiated in 2022 via the Kahui Ako and develop a school-wide approach to regularly monitoring well-being.		CML	May
W2.1	Staff Wellbeing – to build a staff culture where our staff are valued, encouraged and professionally developed.	Right people working in the right places on staff and clear Job Descriptions for all staff – particularly the leadership team		CML	Apr
W2.2		Fund extra Teacher in Primary (Tumanako Team) to try and reduce overall class sizes across years 1-6	<i>BOT Staffing in budget</i>	CML/RSE	Feb
W2.3		<p>Explore a spectrum of strategies to value and develop teachers, admin and support staff at Cornerstone Christian School e.g.</p> <ul style="list-style-type: none"> • Space to talk and collaborate on Teacher Only Days • Weekly meetings to minimum. No meeting for the sake of meeting • 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 	<i>Staffroom costs and gifts reflected in budget</i>	CML	Oct
W2.4		<p>Teacher Professional development focus on:</p> <ul style="list-style-type: none"> • Year 1 to 6 teachers – Local Curriculum: Mathematics Curriculum Review. Professional Development Programme with Rob Proffit-White 	<i>Teacher PD budget</i>	RSE/JRE/ KAN/LJA/ CML	Jul

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		<ul style="list-style-type: none"> • 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 Māori PD via Te Ahu o Te Reo Māori • NCEA review via NZQA Teacher-only days across the year <p>Secondary subject specific Professional Development</p>			
W2.5		Take group of teachers to NZACS Annual Conference in Christchurch	<i>See separate line in budget</i>	CML	Jul
W2.6		Review Professional Growth Cycle so that process becomes more worthwhile rather than a box tick exercise		CML	May

Strategic Objectives		2023 Measureable Outcomes	Resourcing	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>					
C1.1	Foster a positive School Culture that: <ul style="list-style-type: none"> • Is God honouring • Has high expectations for all students • Friendly and welcoming with a sense of 'belonging' • A fun place to learn • Family atmosphere where students look after each other • Embodies servant leadership 	Developing our Learn, Serve, Grow in God model schoolwide and how this connects with Tribes, Events, LifeLab, Utility Periods, Primary Christian Living Work and the overall Christian School Culture	<i>Tribes and Events in budget</i>	CMD/CM L	Sep
C1.2		2023 Senior School Production (year 7-13)	<i>Production in budget</i>	MDY	Sep
C1.3		Establish the middle school operation and culture (year 7 – 10)	<i>Middle School Team budget</i>	IGL/HSL/TRE	Sep
C1.4		Student Leadership opportunities: <ul style="list-style-type: none"> • Continue with Peer Mentoring under the oversight of the Head of Pastoral Care. • Seeds Programme / Buddy systems - senior secondary students to work with junior ones. <ul style="list-style-type: none"> • Primary team 'friends duty' to help students who need a friend at interval/lunchtime. • Prefect team appointed with a focus on serving their peers through portfolios of service / committee leadership. • Junior and Senior school councils up and running • Breakfast club refresh 	<i>Peer mentoring, Year 13 Leadership camp, Year 13 retreat, Jnr School Council all in budget. Break club</i>	LJA/CMD /RSE/IGE /TRE/HSL	Aug

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	<ul style="list-style-type: none"> • A connected community 	<ul style="list-style-type: none"> • Develop and implement a middle school student leadership structure 	<i>funded externally</i>		
C1.6		Transition and induction processes for all new students are strengthened so that ākonga deeply understand the values and kaupapa of Cornerstone Christian School e.g. Newcomers club (from ERO evaluation doc)		LJA / CMD	Aug

Strategic Objectives		2023 Measureable Outcomes	Resourcing	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>					
L1.1	The core focus of everything that happens at Cornerstone Christian School is Student learning.	Review Mathematics Curriculum delivery in the Primary School with view to lifting student achievement in this learning area	<i>Prof dev budget</i>	RSE	Oct
L1.2		Embed new secondary school timetable and curriculum to maximise learning opportunities for students		JRE/BBY	Mar
L1.3		Create a middle school prospectus and senior school prospectus	<i>Office operational budget</i>	IGE/NCY/JRE	Jul
L2.1	Student learning is individualised and shaped around the needs of the learner.	Embed the new Aotearoa-NZ Histories' Curriculum (ANZHC)	<i>Materials, PD and support provided by MOE</i>	CME/HSL/RSE	Jul
L2.2	This includes targetted intervention for priority learners.	NCEA Change programme – take part in Literacy and Numeracy Pilot programme	<i>N/A</i>	NCY/BBY	Sep
L2.3		Provide for Junior literacy support programme in years 1 and 2 (Catherine) and Years 3 and 4 (Gemma) through 0.2 FTTE release.	<i>Funded via Canty Uni</i>	CML/RSE	Sep

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L2.4		<p>Expand the scope of the ESOL programme across the school to meet the needs of an increasing ESOL roster through:</p> <ul style="list-style-type: none"> • Increasing Laura Siegel’s hours to 20 per week (Years 1-4 ESOL students) • Providing space in i-block for and expanded ESOL programme in years 5-13 <p>Continue with the language support pilot programme for Afrikaans, Tongan, Malayalam and Philippino students</p>	<i>ESOL funding in budget. Support staff funding in budget (LSL)</i>	CHL	Mar
L3.1	At Cornerstone, our curriculum delivery is seamless from year 1 through to year 13 and reflects modern pedagogical perspectives.	Continue review of year 1 to 6 curriculum Christian Living and Integrated Programme delivery		RSE	Nov
L3.2		<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>Consider student assessment and reporting practices, as students move between teams and parts of the school</p>		JRE / IGE	Nov
L3.3		Embed the year 7 to 10 Module Structure including elements of technology		JRE/IGE	Nov

Strategic Objectives	2023 Measureable Outcomes		Resourcing	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>					
D1.1	Christian discipleship is our core point of difference here at Cornerstone Christian School. It infuses every aspect of daily school life, giving students every opportunity to embrace Christian faith as the Cornerstone of their life and empowering them to become confident followers of Jesus Christ, equipped and inspired to creatively impact our world.	Continue to adapt LifeLab to reflect the growing needs of a changing Secondary School		JRE/ESN	Jun
D1.2		Develop an approach to teaching Christian Biblical Worldview within individual subjects in the secondary space	<i>Kahui Ako PLD</i>	JRE/KAN	Jun

Strategic Objectives		2023 Measureable Outcomes	Resourcing	Who	BOT Report date
Interweaving strand: Māori akonga					
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					
NELP Objective 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning					
M1.1	Tangata Whenuatanga (Place-based, socio-cultural awareness and knowledge)	<ol style="list-style-type: none"> 1. Start the 2023 with a staff-wide powhiri at Rangimarie marae (29th Jan 2023) 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 4. Restart Kapahaka in Primary and Secondary Schools 5. Use mihi to begin gatherings – whakawhanaungatanga (all year). 	<p><i>Koha in budget</i></p> <p><i>Expenditure for Kapahaka in budget</i></p>	CML / IGE	Feb
M2.1	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. Staff given opportunity to attend Te Ahu o Te Reo Maori in second half of year. 2. Staff professional development around using and encourage reo Māori greetings and korero Māori with akonga, Kaiako and whanau. 3. 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. 4. Providing opportunities for learners to respond in Te Reo Māori 	<p><i>Te Ahu o Te Reo Māori funded via MOE</i></p>	CML / IGE / RSN	Feb

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		5. Continue development of a Te Reo curriculum at Cornerstone Christian School from year 1 through 13.			
M3.1	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 in first half of year in 2023. <p>All Primary students to visit St Michael's or Rangimarie marae during 2023.</p>	<p><i>Year 9 Activity week</i></p> <p><i>Koha in budget</i></p>	CML	May
M4.1	Whānau hui	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.		CML	May
M5.1	Māori student targets	<ul style="list-style-type: none"> See end of this table for details. Individual Māori students targeted by name to ensure their success. 			

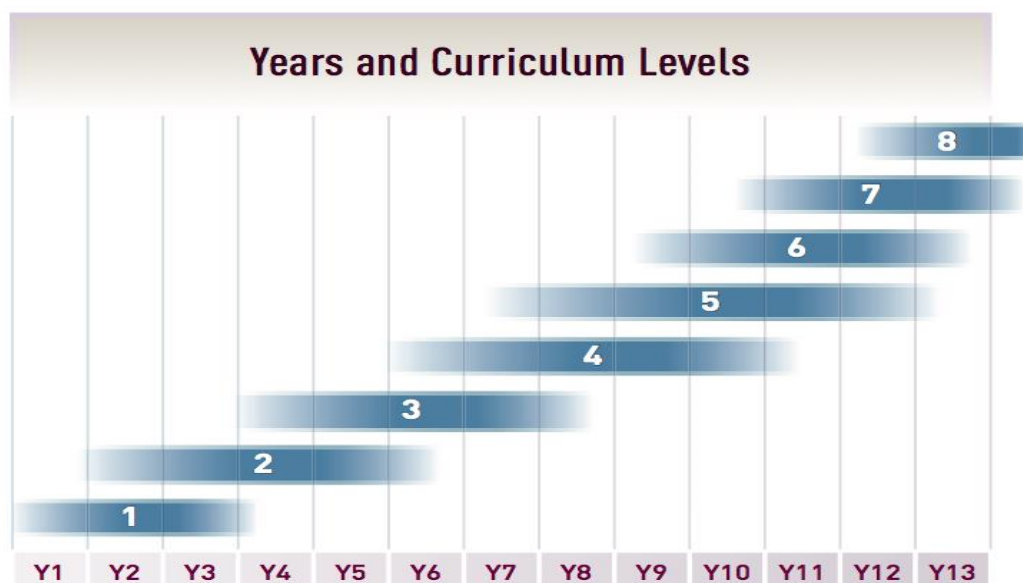
Strategic Objectives		2023 Measureable Outcomes	Resourcing	Who	BOT Report date
Interweaving strand: Pasifika learners					
<i>NELP Objective 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</i>					
P1.1	All barriers to education for all Pasifika students at Cornerstone Christian School reduced.	<ul style="list-style-type: none"> • Consultation with Pasifika parents twice per year. • Pasifika mentoring and guidance from external provider • Explore getting a Pasifika cultural group back up and running in 2023 • Language inclusion in school life 		CML	May
P2.1	Pasifika Fono	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	May
P3.1	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	

	Strategic Objectives	2023 Measureable Outcomes	Resourcing	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>				
S1.1	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	Appoint a learning support coordinator in years 7-13 to assist SENCO and achieve greater equity between Primary and Secondary for special needs resourcing	<i>CHL – staffing to assist CLG</i>	CLG	Oct
S1.2		Reapply for ORS classification for ORS students who narrowly missed out		CLG	Oct
S1.3		Develop Special Needs resources for use across school		CLG	Oct

Summary of Targets for Cornerstone Christian School – 2023

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

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

2023 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 (2022)
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		✓									

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

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

Priority Learner Breakdown (Lit Sup only)	Māori -	Pasifika -	All Others -
Reading	3	0	12

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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	Karen Burrows (Aroha Team Leader)	For 80% of students to have mastered Set 3 and be working within Set 4 of Sunshine Decodable Books.	Implementation in terms 1-3	Review efficacy of approach at Cornerstone at core milestone points (end of term 2 and term 4, 2023)
Action 2: Implementation of a Literacy Support Programme two afternoons per week	Catherine Forrest (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, 2023	Review efficacy of this literacy support programme at Cornerstone at core milestone points (end of term 2 and term 4, 2023)
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, 2023	Review efficacy of ESOL support programme at Cornerstone at core milestone points (end of term 2 and term 4, 2023)

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

2023 Year 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 (2022)

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	
<i>Not a core focus for Priority Learners in 2023</i>	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, 2023)	

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 Year 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 - 2	Pasifika - 4	All Others – 23
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Numeracy			
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Actions	Led by	Goal	Time Frame	Monitoring milestones/Review
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Will most likely include some of the following: <ul style="list-style-type: none"> • small groups basic facts work with our team teacher aide • use of Numicon activities to help children image concepts 	Year 3-4 Vicki Campbell	For Year 3's to be achieving between 50% and 80% at Stage 4, and Year 4's to be achieving between 50% to 80% at Stage 5.	Terms 1-3	Harvey Knowledge Tests in terms 1 and 4, and terms 2 and 3
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<ul style="list-style-type: none"> • use of TLF resources and implementation of Professional Development • 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 • using a home / school partnership by highlighting gaps in knowledge that could be practiced with parents - e.g. times tables • set tasks on Mathletics 				
<p>Implementation of strategies and learning from “The Learner First” Professional Development into class programmes with a focus on supporting target students.</p>	<p>David Henderson</p>	<p>For students to improve their enjoyment, confidence and engagement in maths and for 80% of the target students to have made gains of at least one curriculum level in 2023.</p>	<p>Terms 1-3</p>	<p>Assessment Method/s:</p> <ul style="list-style-type: none"> • Self-developed Attitude Scale • PAT Mathematics • Harvey Knowledge

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

Relating performance to the achievement of targets

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

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

Exceeding or falling short of meeting targets should not be used to infer poor teacher performance. Rather, achieving or not achieving targets should prompt an inquiry that then reviews the mechanisms of achievement or lack thereof. 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, Maori and Pasifika ethnicities are accounted for separately from all other ethnicities within a given Target foci.

Year 7 & 8 Annual Targets - Numeracy			
Annual Aim: Mathematics Year 7 & 8			
To increase the number of students achieving at or above the target curriculum level for mathematics.			
Cohort Targets:			
Year 7:			
75% of Year 7 students will be at or above Curriculum level 3A for mathematics by the EOY			
Year 8:			
85% of Year 8 students will be at or above Curriculum level 4B for mathematics by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level			
Year 7			
Definition: A Year 7 student at risk of not achieving NZC 3A will mean any student who was judged to be below level 3B at the end of the previous year. <i>Students at 3B are to be monitored <u>and may</u> be included in target learner initiatives if warranted.</i> The breakdown below includes just those below 3B.			
Baseline Data: Use OTJs from the end of the previous year. New students are not included in the breakdown below as their data was not available at the time of writing.			
Year 8			
Definition: A Year 8 student at risk of not achieving NZC 4B will mean any student who was judged to be below level 3A at the end of the previous year			
Baseline Data: Use OTJs from the end of the previous year.			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 7	1	1	1
Year 8	2	3	9

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Actions	Led by	Resourcing	Time Frame	Action Point Monitoring milestones? Review
<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"> • Meeting time required • AP oversight 	<p>All year</p>	<ul style="list-style-type: none"> • (i) Goals to be established before the end of Term 1 • (ii) Goals to be reviewed each term there after
<p>Action Point 2: Continue with the recently introduced Numicon program used by TA's to improve Numeracy</p>	<p>Team Leader/ SENCO</p>	<ul style="list-style-type: none"> • RTLB training for Numicon given for TA's • Team TA provided with basic intro training for Numicon • TA prep time included in timetable for this 	<p>All year</p>	<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	0	2
Year 8	2	4	15

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Actions	Led by	Resourcing	Time Frame	Action Point Monitoring milestones? Review
<p>Action Point 1: Class teachers are used to develop goals for students in these groups</p>	Team Leader	<ul style="list-style-type: none"> • Meeting time required • AP oversight 	All year	<ul style="list-style-type: none"> • (i) Goals to be established before the end of Term 1 (ii) Goals to be reviewed each term there after (iii) Termly informal progress check
<p>Action Point 2: Resume the investigation into the VCOP programme to aid writing in both Y7&8.</p>	Team Leader	<ul style="list-style-type: none"> • Intro to tool from James, Tarryn to arrange • VCOP - vocabulary, connectives, openers, and punctuation. PD from Provider 	All Year	

Year 7 & 8 Annual Targets – Literacy [Reading]			
Annual Aim			
To increase the number of students achieving at or above the target curriculum level for Reading			
Cohort Targets			
Year 7			
75% of Year 7 students will be achieving at or above the target Curriculum level 3A for reading by the EOY			
Year 8			
85% of Year 8 Students will be achieving at or above the target Curriculum level 4B for reading by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level			
Year 7			
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	3	1	1
Year 8	2	3	9

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Actions	Led by	Resourcing	Time Frame	Action Point Monitoring milestones? Review
<p>Action Point 1: Class teachers are used to develop goals for students in these groups</p>	Team Leader	<ul style="list-style-type: none"> • Regular meeting time • AP oversight 	All Year	<ul style="list-style-type: none"> • (i) Goals to be established before the end of Term 1 • (ii) Goals to be reviewed each term there after
<p>Action point 2: Extend SRA to Y8 and resume investigating VCOP for improving comprehension and proof-reading strategies.</p>	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			
Annual Aim: Numeracy Year 9 & 10			
To increase the number of students achieving at or above the target curriculum level for Mathematics			
Targets:			
Year 9			
75% of Year 9 students will be achieving at or above the target Curriculum level 4A for numeracy by the EOY			
Year 10			
85% of Year 10 students will be achieving at or above the target Curriculum level 5P for numeracy by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level			
Year 9			
Definition: A Year 9 student at risk of not achieving NZC 4A will mean any student who was judged to be below level 4B at the end of the previous year			
Baseline Data: Use OTJs from the end of the previous year.			
Year 10			
Definition: A Year 10 student at risk of not achieving NZC 5P will mean any student who was judged to be below level 4A at the end of the previous year			
Baseline Data: Use OTJs from the end of the previous year.			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 9	2	0	8
Year 10	2	0	11

Actions	Led by	Resourcing	Time Frame	Action Point Monitoring milestones? Review
<p>Action Point 1: Mathematics teachers are used to develop goals for students in these groups</p>	HOD Maths	<ul style="list-style-type: none"> • Regular meeting times • AP oversight • Education Perfect 	All Year	<ul style="list-style-type: none"> • (i) Goals to be established before the end of Term 1 • (ii) Goals to be reviewed each term there after
<p>Action Point 2: Introduce Numicon in Y9&10</p>	HOD Maths	<ul style="list-style-type: none"> • A teacher aide • The programme • Resources eg equipment 	Term 1	<ul style="list-style-type: none"> • HOD meets Teacher Aide each Monday to discuss progress, planning and assessment
<p>Action Point 3: Source resources to help support Year 9 students</p>	HOD Maths/Year 9 teacher	<ul style="list-style-type: none"> • Identify the students that need to work at a lower level in order to gain foundational knowledge. • Nulake Maths homework book Level 3/4 	Term 1	<ul style="list-style-type: none"> • Monitor student progress through the year.

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	2	0	8
Year 10	4	0	15

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Actions	Led by	Resourcing	Time Frame	Action Point Monitoring milestones? Review
<p>Action Point 1: English teachers develop goals for students in these groups using e-asTTle data</p>	Team Leader	<ul style="list-style-type: none"> • Regular discussion and moderation of writing 	All year	<ul style="list-style-type: none"> • (i) Goals established by the end of Term 1 using baseline e-asTTle data • (ii) Goals reviewed mid-year
<p>Action Point 2: English lessons will provide specific teaching of writing skills.</p>	As above	<ul style="list-style-type: none"> • As above 	As above	<ul style="list-style-type: none"> • As above

Year 9 & 10 Annual Targets - Literacy [Reading]			
<p>Annual Aim: Literacy Year 9 & 10 To increase the number of students achieving at or above the target curriculum level for Reading</p>			
<p>Targets</p> <p>Year 9: 75% of Year 9 students will be achieving at or above the target Curriculum level 4A for reading by the EOY</p> <p>Year 10: 85% of Year 10 students will be achieving at or above the target Curriculum level 5P for reading by the EOY <i>(PLEASE NOTE: 19/38 STUDENTS IN THIS COHORT WERE BELOW 4A AT THE END OF YEAR 9 – THIS TARGET IS A PIE IN THE SKY)</i></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</p> <p>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 <i>(PLEASE NOTE: 19/38 STUDENTS IN THIS COHORT WERE BELOW 4A AT THE END OF YEAR 9 – THIS TARGET IS A PIE IN THE SKY))</i></p> <p>Baseline Data: Use OTJs from the end of the previous year.</p>			
Priority Learner Breakdown	Māori	Pasifika	All others
Year 9	1	0	6
Year 10	0	0	2

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Actions	Led by	Resourcing	Time Frame	Action Point Monitoring milestones? Review
<p>Action Point 1: English teachers develop goals for students in these groups using e-asTTle data</p>	Team Leader	<ul style="list-style-type: none"> Regular discussion 	All Year	<ul style="list-style-type: none"> (i) Goals established by the end of Term 1 using baseline e-asTTle data (ii) Goals reviewed mid-year
<p>Action Point 2: English lessons will provide specific teaching of reading skills.</p>	As above	<ul style="list-style-type: none"> As above 	As above	<ul style="list-style-type: none"> As above

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		1	1	6	
L1 ARNA Literacy		3	1	18	
Actions	Led by	Resourcing	Time Frame	Action Point 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"> (i) Goals to be established before the end of Term 1 (ii) 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		0	0	1
Actions	Led by	Resourcing	Time Frame	Action Point 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"> (i) Goals to be established before the end of Term 1 (ii) 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		0	1	0	
Actions	Led by	Resourcing	Time Frame	Action Point 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"> (i) Goals to be established before the end of Term 1 (ii) 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 	