



**Cornerstone
Christian School**

Learn, serve and grow in God

Annual Plan

2024

Chris Mitchell (Principal)

Our Mission Statement: to provide together with parents, a balanced Christian Education so that children may fulfil their full potential in God.

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

Motto: Learn, Serve and Grow in God.

Summary

At Cornerstone Christian School our vision is: To be confident followers of Jesus Christ, equipped and inspired to creatively impact our world. Our mission is: To provide, with parents, a balanced Christian education to help children develop to their full potential in God. We aim to provide a learning environment where each child has the opportunity to develop to their full potential in every area of life. Our school has a holistic approach to learning that emphasises Christian discipleship. Our teachers walk alongside our students to help them navigate the academic landscape as well as their extra-curricular activities. We encourage our teachers to adopt modern approaches to learning with increased agency for students. We recognise that school is one of the most significant influences in a child's life, outside of their family/home environment, and so strive to provide a programme offering continuity between home, school and community, all of which is developed on our 'Cornerstone', the very sure foundation of Jesus Christ.

Cornerstone Christian School is an inter-denominational school reflecting the view that the Church is made up of all who believe in, and claim, the redemptive work of Jesus Christ. Cornerstone Christian School is a state-integrated school with a Christian Special Character.

Cornerstone Christian School is a full-composite school with a preference for children to be enrolled at the school from Year 1 through until the end of Year 13. This enables children to have a seamless education where their learning progresses in a planned way year by year and the values and Christian character qualities we espouse may be inculcated in them as they grow from childhood to adulthood.

Our school motto is "Learn, serve and grow in God".

Our school values are Respect, Diligence, Integrity and Kindness, with an interweaving value of Humility before God.

Where we are currently at:

In 2023 the Board, Proprietor and School Leadership conducted a strategic and special character review process. From this review process the board identified three key areas for development across 2024 and 2025 – as per the graphic to the right:

Curriculum: We are seeking to develop a rich and engaging local curriculum that is grounded in Scripture. We are also looking to introduce new curriculum initiatives based on school review processes that impact learning outcomes and obligations regarding the te Tiriti o Waitangi and to prepare an implementation plan for Curriculum Refresh initiatives from 2026.

Culture: We seek to enhance the school culture such that it becomes a safe space in which all can flourish, and where Godly love for each other abounds.

Community: We seek to streamline communication between home and school and improve profile and connection with the wider community, including churches.

The Cornerstone Christian School Board Strategic Priorities for 2024/2025



OUR MISSION STATEMENT: To provide, with parents, a balanced Christian Education to help children develop to their full potential in God

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

OUR MOTTO: Learn, serve and grow in God

Curriculum

A rich and engaging local curriculum that is grounded in Scripture.



Pedagogies through which Cornerstone Christian School students:

- Walk and journey with God, learning His priorities and serving His purposes
- Are provided with a vibrant, dynamic and relational learning space where they can seek God's presence and purpose for their lives
- Are prepared with the skills and capabilities to see the world through God's lens, consider global issues, and in love, serve others in the world around them.

Culture

A safe space in which all can flourish, and where Godly love for each other abounds.



A School Culture that:

- Is in keeping with God's character as revealed in scripture
- Is vigilant, exercising stewardship of its foundations
- Enables students and staff to become all that God has created us to be
- Is friendly, welcoming and with a sense of 'belonging'
- Is warm and demanding; engaging and inspiring
- Fosters a positive, growth mindset
- Embodies servant leadership
- Honours te Tiriti o Waitangi.

Community

An engaged community with reciprocal connection and communication.



- Recognises that a community has different perspectives, acknowledge the lenses through which we make meaning/understand/perceive
- School/Home communication is clear, accessible, and understandable for all recipients
- Responsive to serve individuals and groups within the wider community
- Specialist insights and skills contribute to the learning programme
- A place that celebrates the richness and diversity of cultural forms.

How will our targets and actions give effect to Te Tiriti o Waitangi:

Over the past four years the Cornerstone Christian School has held a number of hui with our Cornerstone Māori whānau, Mana Whenua and local iwi. Out of these hui, a number of broad Whāinga (goals) were put in place at Cornerstone Christian School along with Putanga (outcomes).

A summary of current progress towards these goals, outcomes and initiatives is as follows:

1. Te Reo Māori – we are currently developing a te Reo Māori school delivery plan, reaching across all years and work will continue on this in 2024. A number of initiatives around Teacher training in Te Reo have taken place, including Te Ahu o te Reo Maori (Hāpai Oho and Hāpai Tū) and Education Perfect Te Reo courses, and these have been linked to Professional Growth Cycle KPI's. Te Reo is beginning to be 'normalised' at Cornerstone Christian School rather than being an 'add on'. 2024 will mark the first time that we will teach a Te Reo Module at year 7 and 8. Our plan to eventually teach Te Reo as a year 11-13 NCEA subject remains in place but is not fulfilled yet.
2. 'Tikanga Māori – Pōwhiri are included in major assemblies and start of school year. All students have opportunity to learn their whakapapa/mihi/pepeha and to practise this regularly. Connections with kaumatua and Rangiotū marae have been established and our new 2023 Kapahaka venture will continue in the primary and middle school in 2024.
3. Te Tiriti o Waitangi – As part of the new Aotearoa New Zealand Histories curriculum, Te Tiriti o Waitangi is incorporated as a core part of social sciences learning across the school. The school leadership team also ensures that Te Tiriti is considered and upheld in all bi-cultural decision-making processes.
4. All teachers at Cornerstone Christian School to have the opportunity to have professional development in culturally responsive practises. This has taken place through local funded PLD programmes and also via our Lower North Island Christian Schools Kāhui Ako.
5. Opportunities have also been made available for all staff and students (Primary and Secondary) to visit and serve in a Marae.

Strategic Goal 1a: Curriculum		To develop a rich and engaging local curriculum that is grounded in Scripture.			
Goal/ Expectations for the Current year related to an aspect of the Strategic Goal		<ul style="list-style-type: none"> Schoolwide Special Character Framework is developed. and resourced ready for implementation in 2025, addressing particular needs in each area of the school as identified in the 2023 Special Character Review Report. Generic Schoolwide Planning format developed, trialled and implemented that incorporates key dimensions of our local curriculum, Special Character, NZC and best practice pedagogy. Student voice is incorporated into the special character framework. 			
What we expect to see by the end of the year. (What evidence will you see)		<ul style="list-style-type: none"> Special Character Framework is approved by both boards. Generic planning template is consistently used and embedded in professional practice across the whole school Staff PD has been delivered to support the implementation of the Special Character Teaching resources are prepared for the first half year to support the implementation of the Special Character framework. Framework in place for a Biblical Studies programme in years 11-13 for 2025. This may necessitate a timetable review / review of curriculum lines to ensure that we can give space to this programme. 			
Ref	Actions to be taken	Who is Responsible	Report to BOT	Resources Required	How we will Measure Success
1.1	Dr Bev Norsworthy (ConsultEd) contracted across the year to support developing staff understanding that everything we do can contribute to “clothing the school’s vision and motto with visible lives”.	CML	Feb/Jul	Kahui Ako professional development funding	Termly Professional development sessions with Dr Bev Norsworthy across the year. Regular engagement of all teaching staff with Dr Bev Norsworthy’s video series around Enhancing Christian Education via Kahui Ako Shared Resources.
1.2	A Planning Template development team is established from across the school to foster authentic curriculum integration, student-centred learning and connections to Special Character outcomes.	CML, JRE, RSN, IGE, HHT	May	N/A	In 2024 we will trial developing and using a generic planning template across the school with appropriate variations for each school - Primary, Middle and Senior Secondary The generic planning template will foster authentic curriculum integration, student-centred learning and connections to Special Character outcomes
1.3	Framework in place for a Biblical Studies programme in years 11-13 for 2025.	JRE, CMD, ESN, HHT, BDY	July	LifeLab Budget	<ul style="list-style-type: none"> Biblical Studies Framework and delivery plan in place 2025 for years 11,12 and 13 Staffing decisions for this new topic area made prior to the end of 2024

					<ul style="list-style-type: none">• Biblical Studies programme incorporated as part of a curriculum line in timetable planning for 2025.
1.4	Student Voice leadership committee established for 2024	CML and Student BOT rep (RHT)	Feb		Student voice authentically incorporated into school curriculum development to enable greater ownership of learning.

Strategic Goal 1b: Curriculum		To introduce new curriculum initiatives based on school review processes that impact learning outcomes and obligations regarding the te Tiriti o Waitangi			
Goal/ Expectations for the Current year related to an aspect of the Strategic Goal		<ul style="list-style-type: none"> • New Level 1 NCEA Standards and co-requisites implemented. • Management has developed a NZ Curriculum Refresh implementation plan for formal implementation from 2026 • Complete strategic realignment to new annual reporting requirements • Structured literacy introduced across Years 1- 8 with appropriate support • Learner First Maths introduced with associated PD • Planning in place for Digital Technology as a senior subject in 2025. • Increased use of te Reo Maori within conversational class settings • The school curriculum will have an intentional focus on local history and stories from iwi in the Manawatu region through a special character lens. • Introduction of Te Reo as a module across years 7-10 			
What we expect to see by the end of the year. (What evidence will you see)		<ul style="list-style-type: none"> • Positive outcomes beginning to emerge from new Structured Literacy and Better Start maths initiatives. • Class programmes reflect greater use of Te Reo and connections to iwi stories and history • NCEA co-requisites lifting student outcomes • Assessment is consistent across years 1-10, providing greater: rigour, student engagement, and better outcomes for Māori 			
Ref	Actions to be taken	Who is Responsible	Report to BOT	Resources Required	How we will Measure Success
2.1	Implementation plan for Te Mataiaho in place for 2024 to 2027	JRE, CML	Mar	Regular timeslot in whole staff meetings across the year	Senior Leadership provides workshops to Curriculum leaders to support them to achieve the following: <ol style="list-style-type: none"> Curriculum Leaders will develop an initial work-plan to introduce the new UKD model across their Y7-10 units of work Curriculum leaders develop an initial work-plan to align Y7-10 schemes to published and refreshed curriculum areas Refresh implementation plans are drafted and finalised for Y7-10 Maths/Stats, English, Social Sciences

2.2	Complete strategic realignment to new annual reporting requirements	CML	May	N/A	Board approved 2024 and 2025 Strategic Plan will align with new Ministry of Education reporting requirements. 2024 Annual Plan will align with new Ministry of Education reporting requirements and is approved by the School Board.
2.3	New Level 1 NCEA Standards and co-requisites implemented	HHT, BDY	Apr	Curriculum budgets, Staff Professional Development Budget	Level 1 Courses are assessed against new standards
2.4	Teachers taking courses in Te Reo funded by the school	CML	June	Professional Development budget – school to pay for Education Perfect online course. Te Ahu o te Reo Māori funded by MOE.	<ul style="list-style-type: none"> • Staff encouraged to complete te Ahu o te Reo Māori, Hāpai Oho and Hāpai Tū or Education Perfect online Te Reo Māori course funded by the school • Increased conversational Te Reo utilised across the school in classrooms, and assemblies etc • Te Reo module in Years 7- 10 is well received by students • Improved learning outcomes for Māori students – continue to close gap between Māori and Non-Māori achievement at all year levels
2.5	Connections with Local iwi are strengthened	CML in conjunction with Rangitane iwi	Aug	\$1500	School has authentic resources / stories and history to draw upon from iwi to inform class programmes.
2.6	2024 Staffing decisions to support strategic direction around curriculum include: <ul style="list-style-type: none"> • Mrs Christina Havill released from classroom teaching responsibility to focus on leading ESOL schoolwide and learning support programmes in years 7 through 13. • Mrs Gemma Stewart released from classroom teaching responsibility to conduct a 0.4 FTTE year 1-4 ESOL programme and 0.4 Literacy Support programme. • Mrs Catherine Forrest appointed to ST Area 	GST, CHL, CFT	Feb	CHL 1.0 FTTE Teaching GST 0.8 FTTE Teaching CFT 0.18 FTTE ST Area School Teaching	<ul style="list-style-type: none"> • Measureable increase in learning outcomes for ESOL students. • Improvements to Reading and Writing assessment data in years 1 to 8 by end of year. • Structured literacy programme embedded in years 1 through 8 with improved Reading and Writing assessment data by end of year.

	School. Core function will be assisting teachers with embedding structured literacy programme in years 7 and 8.				
2.7	Re-engage with the Learner First Maths development professional development programme	RSN	May	\$3000 (The Learner First Programme share fees)	<ul style="list-style-type: none"> • Staff feel well equipped to teach these new programmes. • Improved learner outcomes in mathematics in years 1 through 6 beginning to emerge.
2.8	Year 1- 10 assessment guidelines are framed up to be used as a reference for teacher planning - Particularly in reading, writing and maths. Best practice formative and summative assessment models are identified for general use	JRE, RSN, IGE	Sept	Canterbury University Centre for Educational Monitoring (CEM) tools purchased for middle school	<p>Improved learner outcomes in years 1-10 and in particular for Māori and Pasifika target students</p> <p>Consistent use of assessment tools across all classes:</p> <ol style="list-style-type: none"> a. use of standardised assessment tools such as PAT's, eAsTTle, CAM where possible b. Greater rigour around forming OTJ's based on data
2.9	Moderation systems are re-established for assessment in year 1-10 Reading, Writing and Maths	JRE, RSN, IGE	Aug		<p>Aggregated School-wide learning data has greater rigour and consistency.</p> <p>Board, management and the school community can have confidence in validity of aggregated achievement data</p>
2.10	Best practice models from other schools are identified to inform the development of a year 11-13 Digital Curriculum course for 2025.	HHT, PJN	July	Budget for travel and resources Capital budget for 2025	Digital Technology course for Yrs 11-13 is created based on best practice and ready for 2025.

Strategic Goal 2: Culture		To enhance the school culture such that it becomes a safe space in which all can flourish, and where Godly love for each other abounds			
Goal/ Expectations for the Current year related to an aspect of the Strategic Goal		A School Culture that: <ul style="list-style-type: none"> • Is in keeping with God’s character as revealed in Jesus • Enables students and staff to become all that God has created us to be. • Friendly, welcoming and with a sense of ‘belonging’. • Warm and demanding; engaging and inspiring • A positive, growth mindset • Embodies servant leadership. 			
What we expect to see by the end of the year		<ul style="list-style-type: none"> • A new Behaviour management approach in place based on a Biblical foundation. • Positive rewards model in place based on meritorious behaviour e.g. introduction of a Senior School Colours (awards) Programme • Strengthen pastoral processes to ensure that optimal conditions are in place for learning (from CCS ERO Evaluation Plan). • A sense of ‘team’ amongst staff, through common endeavours and support of staff well-being. • Development of a distinctive middle school philosophy, based on best practice that fosters student engagement and student leadership opportunities. • New staffing structures and leadership in place in the Middle School. • Strengthening relationships through whānau hui and fono will enable Māori and Pacific families to be better understood and valued. • Stakeholder data gathered on new behaviour management model and evaluated • Regular meetings as a whole school to strengthen schoolwide culture. • A shared understanding developed of what our vision and motto mean. • Planning and fundraising underway to create a Middle School confidence course in early 2025. • Building works in rooms L3, 4 and 5 to ensure we have a fit for purpose Food, Music, Dance and Drama space. Exploration of options for a school canteen. 			
Ref	Actions to be taken	Who is Responsible	Report to BOT	Resources Required	How we will Measure Success
3.1	A new Behaviour management approach developed and communicated to all staff and students based on a Biblical foundation	Deputy Principal and Principal	Mar		<ul style="list-style-type: none"> • New Behaviour Management System introduced at first TOD for 2024 and embedded into school life. Pastoral entry data in KAMAR better than previous years • Reduction in standdowns and suspensions • Positive Student Wellbeing Survey data in comparison to

					previous years
3.2	Positive rewards model in place based on meritorious behaviour	Principal, Deputy Principal and all Assistant Principals	Mar	Behaviour Management Expenses Budget	<ul style="list-style-type: none"> • Senior School Colours (awards) Programme up and running in term 1, 2024. • Class Dojo positive rewards model in years 1-10 with focus on cohort, whole class, and syndicate/team rewards. Equivalent via KAMAR in years 11-13. • Opportunity for community evaluation and feedback on efficacy of new Behaviour Management process at Cornerstone Christian School
3.3	General expectations for behaviour communicated clearly to all students at the start of the year	Principal and Deputy Principal	Mar	N/A	Principal and DP to communicate behavioural expectations as part of assemblies at start of year
3.4	New-comers Club established for all students at the start of 2024 to ensure all new students understand, and buy into, the culture of Cornerstone Christian School	Director of Pastoral Care	Mar	Pastoral Care Budget	All new Cornerstone students buddied with a student mentor in term 1.
3.5	2024 Staffing decisions to support strategic direction around culture include: Increasing classroom teaching release component for Mr Craig McDonal to enable Craig to effectively direct School Culture, Special Character and Events, schoolwide	CML and Board	Feb	0.6 FTTE release Employ TTS 1.0FTTE fixed term for 2024 to teach in year 7	<ul style="list-style-type: none"> • Effective leadership in all matters related to special character instruction and observances throughout the school. • Special Character Education programme documentation produced and how this is integrated within the curriculum. • Effective organisation of School events and celebrations that enhance and contribute to the vision for School Culture. • Guide and assistance for teachers of who are new to Christian Education. • Effective facilitation of the Cornerstone Tribes function for growing student servant leadership and for “togetherness” in the school
3.6	A sense of ‘team’ amongst staff, through common endeavours and support of staff well-being.	CML and Board	Aug	Staff professional development budget Staff gifts and morning teas budgets	<ul style="list-style-type: none"> • Staff encouraged to aim towards 40 hour working week as per NZEI and PPTA requirements. • Staff encouraged to engage with Professional Development opportunities where possible. • Leadership and aspiring leadership professional development via EdLead (Carol Lynch).

					<ul style="list-style-type: none"> Regular staff morning teas and celebration of significant staff events and milestones. Termly social events for staff Ongoing support of staff mental wellbeing via Employee Assistance Programme (EAP).
3.7	<p>Development of a distinctive middle school philosophy, based on best practice that fosters student engagement and student leadership opportunities.</p> <p>New staffing structures and leadership in place in the Middle School.</p>	CML, IGE, JRE, TRE, KAN	Sept	Staff Professional Development budget	<ul style="list-style-type: none"> Middle School has its own unique identity, and this can be articulated by staff and students Positive student engagement and wellbeing measures in years 7 through 10 Unique Middle School student leadership opportunities Modules and extra-curricular activities unique to Middle School embedded e.g. TOM, Kapahaka, EPRO-8, Robotics, Te Reo Maintain strong and positive learning outcomes for year 7-10 students. TRE and KAN are well supported in their respective team leadership roles. JWA well supported in new role in year 10. TTS well supported in new role in year 7.
3.8	Strengthening relationships through whānau hui and fono will enable Māori and Pacific families to be better understood and valued.	CML and Board	Sept		Termly Māori Whānau hui Termly Pasifika fono
3.9	Students with special needs connected and supported	CLG, CHL	Oct	Support staff budget / Special needs budget	<p>Special needs students included in mainstream classes schoolwide wherever possible and practical.</p> <p>Support staff employed and empowered to assist with the learning outcomes of students with special needs.</p> <p>IEP's conducted for all students with significant learning needs</p> <p>Special assessment conditions arranged for year 11-13 as needed</p> <p>Special needs learning programmes including the Waiata special needs area resourced effectively</p>
3.10	Regular meetings as a whole school to strengthen schoolwide culture.	Principal, Deputy Principal and all Assistant	Oct		<p>Pōwhiri to welcome new student and staff at the beginning of the year</p> <p>Whole school assemblies three times per term</p> <p>Regular syndicate/team assemblies with attendance and</p>

		Principals			contribution from senior leaders.
3.11	A shared understanding developed of what our vision and motto mean.	Principal	May		Core founding statements unpacked as part of whole staff meetings
3.12	Planning and fundraising underway to create a Middle School confidence course in early 2025.	Principal and Proprietor	Jun		Principal and CCET proprietor to apply for external funding to assist with the construction of a middle school confidence course.
3.13	Building works in rooms L3, 4 and 5 to ensure we have a fit for purpose Food, Music, Dance and Drama space. Exploration of options for a school canteen.	Principal and CCET	Mar	L4 works via CCET Proprietors. Explore using STAR/Gateway funding to purchase small foods caravan for authentic hospitality context.	Internal construction in room L4 to create an adjoining pantry to room L3, drama and music breakout spaces, a drama storage ceiling space and a joint foods, drama and music teaching space. Plans in place for school canteen area in front of L-Block.

Strategic Goal 3: Communication		To streamline communication between home and school and improve profile and connection with the wider community, including churches.			
Goal/ Expectations for the Current year related to an aspect of the Strategic Goal		<ul style="list-style-type: none"> • Recognises that a community has different perspectives, acknowledge the lenses through which we make meaning/understand/perceive. • School/Home communication is clear, accessible, and understandable for all recipients. • Responsive to serve individuals and groups within the wider community. • Specialist insights and skills contribute to the learning programme. • A place that celebrates the richness and diversity of cultural forms. 			
What we expect to see by the end of the year		Positive feedback on school initiatives to improve communication with parents New and improved connections with identified community groups and iwi Authentic, student-led Service-Learning initiatives are incorporated into all class programmes			
Ref	Actions to be taken <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Report to BOT	Resources Required	How we will Measure Success <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
4.1	Communications audit and action plan adopted and phased in across the year	CML, RJN, CYS	May	May require change to subscriptions budget dependent on App package used	<ul style="list-style-type: none"> • Use of school apps rationalised i.e. SchoolApp, MyKindo, KAMAR, ClassDojo merged where possible • Cornerstone Website kept up to date with news and timely information • Media drive record of school events for 2024 up to date and intact • Staff member with oversight of social media appointed and clear organisation of communication with school community • Regular communication of Cornerstone Christian School success stories • Positive feedback from school community on new initiatives
4.2	Student reporting review	RSN, HHT, IGE	July	N/A	Student report reflect the general needs of the parent community in order to communicate 'regularly and well' around student achievement
4.3	Parent interview structure and format	JRE, HHT,	July	PTO subscription	Parent interview structure and format consolidated schoolwide

	consolidated schoolwide	RSN, IGE			
4.4	The diversity of culture at Cornerstone Christian School is celebrated	CML,	Nov		<ul style="list-style-type: none"> • Matariki celebrated schoolwide in term 2. • Teachers and classes draw and incorporate in learning, the richness of cultures represented in the student body. • Language weeks observed throughout the year • Cultures Day celebration in term 4
4.5	Cornerstone Christian School reflects the sense of partnership with parents expressed in its mission statement	CML	Nov		<ul style="list-style-type: none"> • A healthy Cornerstone Fundraising Group (CFG) with good parent representation • 2024 Night Market in term 1, 2024 • Principal has engaged with key Manawatu churches to raise profile Cornerstone Christian School to Christian community. • School Open Day in term 3, 2024 to ensure enrolments remain strong for 2025

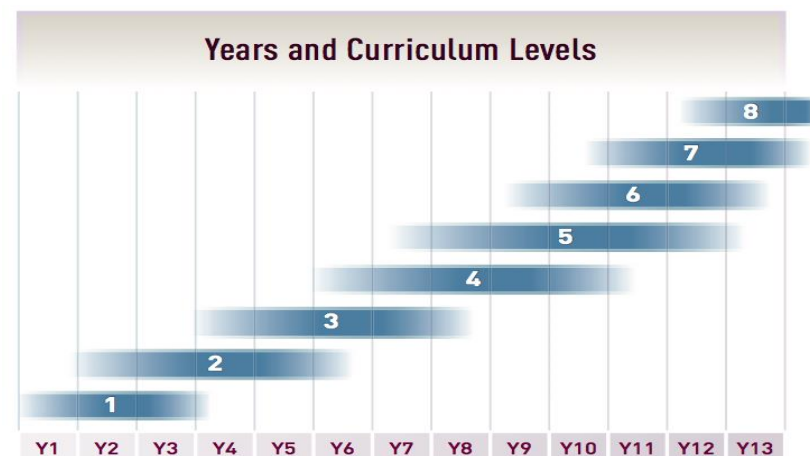
Student Achievement Goal

1. To have 80% of the school working at or above the required curriculum level
2. To achieve at least an 85% pass rate in NCEA achievement in years 11,12 and 13
3. 55% of Year 11 students who gain NCEA Level 1 will gain the qualification with a Merit or Excellence endorsement
4. 45% of Year 12 students who gain NCEA Level 2 will gain the qualification with a Merit or Excellence endorsement
5. 35% of Year 12 students who gain NCEA Level 3 will gain the qualification with a Merit or Excellence endorsement

Introduction

At Cornerstone Christian School in general, all assessment and reporting practises are measured students against the broader bands of learning described within the New Zealand Curriculum document as curriculum levels (See the diagram right):

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.

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.

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 is expressed as a percentage of the cohort expected to achieve or exceed that target by year end. The percentage represents a broad benchmark or standard that doesn't generally change between years. However, for the start of 2024, the targets in Y7-10 have been adjusted and brought into line with the Government's new target which is now set at 80% by the end of Year 8. This only represents a 5% change in target, depending on the year, in one direction or another.

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.

Aroha (year 1-2) Team Target: Reading				
Annual Aim: Reading Year 1 & 2 To increase the number of students achieving at or above the target curriculum level for reading. Target is 80% of students achieving at or above the national curriculum level.				
Cohort Targets: Year 1/2: For 80% of students to be at PM level 16 or the beginning of Stage 7.5 Little Learners				
Priority Learner Breakdown	Māori		Pasifika	All others
Year 2	1		1	5
Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Action Point 1: Literacy Specialist target group, ESOL support, Daily reading in class small groups	Team Leader	<ul style="list-style-type: none"> 0.4 FTTE Literacy Support Teacher in year 1-6 	Terms 1-3	<ul style="list-style-type: none"> Running records measurement

Manahau (year 3-4) Team Target: Spelling				
Annual Aim: Writing Year 3 & 4 To increase the number of students achieving at or above the target curriculum level for writing. Target is 80% of students achieving at or above the national curriculum level.				
Cohort Targets: Year 3/4: To improve the accuracy of the target student's spelling to be able to score 75% on the previous year's "The Code" spelling assessment test.				
Priority Learner Breakdown	Māori		Pasifika	All others
Year 3	0		1	11
Year 4	2		0	8
Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Actions:	Team Leader	<ul style="list-style-type: none"> 0.4 FTTE Literacy Support Teacher in year 1-6 	Terms 1-3	<ul style="list-style-type: none"> The Code Spelling Assessment test Summative in term 4

<ul style="list-style-type: none"> • small groups work with classroom teacher, and team teacher aide and structured literacy sessions with Gemma Stewart. • use of Code activities to help solidify the student's learning. • implementation of Professional Development via Manawatu Structured Literacy workshops. • 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. phonics/spelling practice 		<ul style="list-style-type: none"> • Prof Dev via Manawatu Structured Literacy Workshops • Extra Team TA support in years 3/4 		
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Tumanako Team (year 5-6) Team Target: Writing				
Annual Aim: Writing Mathematics Year 5 & 6 To increase the number of students achieving at or above the target curriculum level for writing.				
Cohort Targets: Year 5/6: For students to improve their overall writing outcomes through a focus on improving writing fluency (number of correct words produced) by 20%. Year 5 students to be working at or above curriculum level 2A, and Year 6 students to be working at or above curriculum level 3B.				
Priority Learner Breakdown	Māori		Pasifika	All others
Year 5	0		1	10
Year 6	0		1	5
Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Actions: <ul style="list-style-type: none"> The Implementation of regular, explicit handwriting and spelling lessons at whole class level using “The Write Lesson” and “The Code” resources. Pre-loading “The Code” explicit teaching prior to whole class lessons for target students. 	Team Leader	<ul style="list-style-type: none"> The Code structured literacy resource 	Terms 1-3	<ul style="list-style-type: none"> 5 minute writing test online Summative in term 4

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: 80% of Year 7 students will be at or above Curriculum level 3A for mathematics by the EOY Year 8: 80% 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	0		0	6
Year 8	6		2	8
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
			All year	

Action Point 2: Continue with the Numicon program used by TA's to improve Numeracy	Team Leader/HOD Maths	<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 • HOD attends the PLD for Numicon 		<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:

80% of Year 7 students will be achieving at or above the target Curriculum level 3A for **writing** by the EOY

Year 8:

80% 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 and may 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	11

Year 8	2	2		8
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 requiredAP oversight	All year	<ul style="list-style-type: none">Goals to be established before the end of Term 1Goals to be reviewed each term there after
Action Point 2: Support teachers with Structured Literacy pedagogy to aid reading & writing in both Y7&8	Team Leader	<ul style="list-style-type: none">PLD funds as needed to attend structured literacy PLD	All Year	<ul style="list-style-type: none">Team Leader to report any concerns to AP/DP
Action 3: Introduce the use of value-added testing from CAM in Year 7	Team Leader	<ul style="list-style-type: none">Funds to purchase tests, support from DP	Term 1 and 3	<ul style="list-style-type: none">Team Leader to advise DP if any issues arise

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 80% of Year 7 students will be achieving at or above the target Curriculum level 3A for reading by the EOY Year 8 80% 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	0	0		8
Year 8	3	2		7
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: Continue SRA in Year Y8 and build in structured literacy programme.	Team Leader	<ul style="list-style-type: none">• PLD funds as needed to attend structured literacy PLD	All year	<ul style="list-style-type: none">• Team Leader to report any concerns to AP/DP
-------------------------------------------------------------------------------------------------	-------------	-----------------------------------------------------------------------------------------------------------------	----------	-----------------------------------------------------------------------------------------------

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 80% of Year 9 students will be achieving at or above the target Curriculum level 4A for numeracy by the EOY Year 10 80% 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	2		3
Year 10	1	1		6
Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Action Point 1: Mathematics 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&10	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 regularly meets Teacher Aide to discuss progress, planning and assessment
Action Point 3: Source resources to help support Year 9 students	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.
Action Point 4: HOD Maths to introduce e-asTTle in Year 9 & 10	HOD Maths	<ul style="list-style-type: none"> • Classroom teaching training 	All year	<ul style="list-style-type: none"> • KAMAR administrator to advise DP if any issues are arising
Action Point 5: Teachers to actively prepare students for sitting the CAAs	HOD Maths	<ul style="list-style-type: none"> • Meetings for discussion 	May and September	<ul style="list-style-type: none"> • HOD Maths to advise DP if any issues arise

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: 80% of Year 9 students will be achieving at or above the target Curriculum level 4A for writing by the EOY Year 10: 80% 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	1	2	
Year 10	4	2	14	
Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Action Point 1: English teachers develop goals for students in these groups using e-asTTle data	Team Leader	<ul style="list-style-type: none"> Regular discussion and moderation of writing 	All year	<ul style="list-style-type: none"> Goals established by the end of Term 1 using baseline e-asTTle data Goals reviewed mid-year
Action Point 2: English lessons will provide	As above	<ul style="list-style-type: none"> As above 	As above	<ul style="list-style-type: none"> As above

specific teaching of writing skills.				
Action 3: Teachers to actively prepare students for sitting the CAAs	HOD English	<ul style="list-style-type: none"> Meetings for discussion 	May and September	<ul style="list-style-type: none"> HOD English to advise DP if any issues arise
Action 4: Continue the use of value added testing from CAM in Year 9	Team Leader	<ul style="list-style-type: none"> Funds to purchase tests, support from DP 	Term 1 and 3	<ul style="list-style-type: none"> Team Leader to advise DP if there are any concerns

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: 80% of Year 9 students will be achieving at or above the target Curriculum level 4A for reading by the EOY Year 10: 80% 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	2	2	3		
Year 10	1	2	3		
Actions	Led by		Resourcing	Time Frame	Monitoring milestones? Review
Action Point 1: English teachers develop goals for students in these groups using e-asTTle data	Team Leader		<ul style="list-style-type: none">Regular discussion	All Year	<ul style="list-style-type: none">Goals established by the end of Term 1 using baseline e-asTTle dataGoals reviewed mid-year
Action Point 2: English lessons will provide	As above		<ul style="list-style-type: none">As above	As above	<ul style="list-style-type: none">As above

<p>specific teaching of reading skills</p> <p>Action 3: Teachers to actively prepare students for sitting the CAAs</p>	<p>HOD English</p>	<ul style="list-style-type: none">• Meetings for discussion	<p>May and September</p>	<ul style="list-style-type: none">• HOD English to advise if any issues arise
------------------------------------------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------	--------------------------	---------------------------------------------------------------------------------------------

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	3		0	11
L1 ARNA Literacy	2		0	11
Actions	Led by	Resourcing	Time Frame	Monitoring milestones/Review
Action Point 1: Secondary Achievement Data Tracking Group are used to monitor all students' progress	Data Team	<ul style="list-style-type: none"> Fortnightly meetings starting EOT1 DP oversight 	All Year	<ul style="list-style-type: none"> Programme of assessment goals to be considered before the end of Term 1 Goals to be reviewed each fortnight there after
Action Point 2: Meet with students who present with issues from Point 1.	Data Team	<ul style="list-style-type: none"> Maintain a breadth of standards to meet specific needs 	All Year	<ul style="list-style-type: none"> Data Team to advise DP if any issues arise
Action Point 3: Annual analysis and variance reporting completed by curriculum leaders	DP/PN	<ul style="list-style-type: none"> On Your Marks data 	Term 1/2	<ul style="list-style-type: none"> SLT Team to receive reports from curriculum leaders

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	2	0	0	
Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Action Point 1: Secondary Achievement Data Tracking Group are used to monitor all students' progress Action Point 2: Meet with students who present with issues from Point 1 Action Point 3: Annual analysis and variance reporting completed by curriculum leaders	Data Team Data Team DP/PN	<ul style="list-style-type: none"> Fortnightly meetings starting EOT1 DP oversight <ul style="list-style-type: none"> Maintain a breadth of standards to meet specific needs <ul style="list-style-type: none"> On Your Marks data 	All Year All Year Term 1/2	<ul style="list-style-type: none"> Programme of assessment goals to be considered before the end of Term 1 Goals to be reviewed each fortnight there after <ul style="list-style-type: none"> Data Team to advise DP if any issues arise <ul style="list-style-type: none"> SLT Team to receive reports from curriculum leaders

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 35% of Year 13 students who gain NCEA Level 3 will gain the qualification with a Merit or Excellence endorsement 85% of Year 13 students aiming for UE 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		0	0
Actions	Led by	Resourcing	Time Frame	Monitoring milestones? Review
Action Point 1: Secondary Achievement Data Tracking Group are used to monitor all students' progress	Data Team	<ul style="list-style-type: none"> Fortnightly meetings starting EOT1 DP oversight 	All Year	<ul style="list-style-type: none"> Programme of assessment goals to be considered before the end of Term 1 Goals to be reviewed each fortnight there after
Action Point 2: Meet with students who present with issues from Point 1	Data Team	<ul style="list-style-type: none"> Maintain a breadth of standards to meet specific needs 	All Year	<ul style="list-style-type: none"> Data Team to advise DP if any issues arise
Action Point 3: Annual analysis and variance reporting completed by curriculum leaders	DP/PN	<ul style="list-style-type: none"> On Your Marks data 	Term 1/2	<ul style="list-style-type: none"> SLT Team to receive reports from curriculum leaders