



**Cornerstone  
Christian School**

*Learn, serve and grow in God*

# Strategic Plan

2024-2025

The Cornerstone Christian School Board

***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.***

**Reference legislation:** [School Planning and Reporting](#)

***Strategic Plan Development Process-***

1. The plan has been developed with reference to the following self-review processes:
  - a. Māori Whanau Hui 2023
  - b. Pasifika Aiga Fono 2023
  - c. Community consultation survey July 2023
  - d. 2023 Special Character Review conducted by Dr Bev Norsworthy and Gavin Clark (Principal Hastings Christian School)
  - e. Student consultation via Caragh Aspden (BOT Student Rep) – yet to be incorporated

2. Our Story, Our Context and High-level Aspirations:

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.

We are 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. We are a state-integrated school with a Christian Special Character.

We are 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.

Strategic Goal: 1		Identified Links To <a href="#">NELPS</a> and or Other Curriculum Statements- NELPS Objectives: <b>1: Learners at the centre</b> <b>2: Barrier-free access</b> <b>3: Quality teaching and leadership</b> <b>4: Future of learning and work</b> <b>Other:</b> <a href="#">Te Mataiaho - Common Practice Model</a> - <a href="#">Te Marautanga o Aotearoa</a>	Links to Board Primary Objectives: ( <a href="#">Section 127</a> Ed. Training Act 2020)	Anticipated Result ( <i>What evidence will we see of this?</i> )
<b>Curriculum - Special Character Curriculum</b>	(a) To develop a rich and engaging local curriculum that is grounded in Scripture.	<b>1: Learners at the centre</b> – <i>Learners with their whānau are at the centre of education</i> <ul style="list-style-type: none"> <li>Have high aspirations for every learner/ākonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains identities, languages and cultures.</li> </ul> <b>3: Quality teaching and leadership</b> – <i>Quality teaching and leadership make the difference for learners and their whānau</i> <ul style="list-style-type: none"> <li>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</li> </ul>	1.(a) every student at the school is able to attain their highest possible standard in educational achievement;	Cu1.1 A coherent Schoolwide Special Character content framework is developed and applied across the school. Cu1.2 Use of a common schoolwide planning format across all subject areas, that incorporates a Christian, Biblical worldview. Cu1.3 The 2023 Special Character Review Report is evaluated, and an Implementation plan is framed for 2025 - 2028 Cu1.4 Staff receiving Professional Development around how to work with scripture within the context of curriculum learning areas that is engaging for students- Cu1.5 Biblical themes are authentically integrated across curriculum areas and

				evidenced within class programmes. Cu1.6 Planning in place to create a Biblical studies programme in years 11-13 in 2025.
NZC Curriculum - Development	(a) To introduce new curriculum initiatives based on school review processes that impact learning outcomes and obligations regarding the te Tiriti o Waitangi and prepare an implementation plan for Curriculum Refresh initiatives from 2026.	<p><b>1: Learners at the centre</b> – <i>Learners with their whānau are at the centre of education-</i></p> <ul style="list-style-type: none"> <li>Have high aspirations for every learner/ākonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains identities, languages and cultures.</li> </ul> <p><b>2: Barrier-free access</b> – <i>Great education opportunities and outcomes are within reach for every learner.</i></p> <ul style="list-style-type: none"> <li>Reduce barriers to education for all, including for Māori, and Pacific Learners/ākonga, disabled learners/ākonga and those with learning support needs.</li> <li>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</li> </ul> <p><b>3: Quality teaching and leadership</b> – <i>Quality teaching and leadership make the difference for learners and their whānau.</i></p> <ul style="list-style-type: none"> <li>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</li> </ul>	<p>1.(a) every student at the school is able to attain their highest possible standard in educational achievement;</p> <p>(d) the school gives effect to <a href="#">Te Tiriti o Waitangi</a>, including by—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p>	<p>Cu2.1 School has a structured plan for fully implementing Curriculum Refresh Initiatives from 2026. This includes the NCEA change programme.</p> <p>Cu2.2 Structured Literacy Programme embedded across years 1 to 8 resulting in improved outcomes.</p> <p>Cu2.3 ‘The Learner First’ Mathematics embedded in years 1-6 resulting in improved outcomes.</p> <p>Cu2.4 New Level 1 NCEA Standards and co-requisites implemented in 2024.</p> <p>Cu2.5 Planning in place for Digital Technology as a senior subject in 2025.</p> <p>Cu2.6 Increased use of te Reo Māori within conversational class settings.</p> <p>Cu2.7 Closing of the gap between Māori learning and achievement and schoolwide norms</p> <p>Cu2.8 Learning about and reflecting on local history and stories from iwi in the Manawatu region through a special character lens</p>

			(iii) achieving equitable outcomes for Māori students.	Cu2.9 Introduction of Te Reo as a module across years 7-10
<b>How we will make progress toward this goal</b>	<ul style="list-style-type: none"> <li>● New and existing staff receive coaching around what it means to plan and teach a rich and engaging local curriculum that is grounded in Scripture.</li> <li>● Appoint a director of Special Character, Events and School culture to support school management in achieving the anticipated outcomes.</li> <li>● Develop school pedagogical model for curriculum integration by exploring different models - particularly in the middle school.</li> <li>● Staff will receive professional development around how to work with Scripture within the curriculum</li> <li>● Planning format is reviewed and the new document model is implemented.</li> <li>● Specific focus on developing strategies and programmes to assist students at risk of not achieving in years 7-11 and whether Primary School is preparing our students appropriately to cope with the demands of High School.</li> <li>● Identifying barriers to learning for Māori and Pasifika learners</li> <li>● Moderation of literacy achievement across teams and primary/middle schools</li> <li>● By developing common assessment practises across primary and middle schools to ensure consistency and integrity of data</li> </ul>			
<b>How we will measure success</b>	<ul style="list-style-type: none"> <li>● New planning documents being used consistently schoolwide</li> <li>● Development of a schoolwide integrated curriculum framework that includes special character</li> <li>● Clear evidence of special character curriculum integration in classroom programmes</li> <li>● Clear evidence of new curriculum documents and NCEA change programme being adopted as appropriate</li> <li>● Teachers are working with scripture to inform units of work based on PD received</li> <li>● Special character themes authentically integrated into units of work.</li> </ul>			

<p><b>Strategic Goal: 2</b></p>		<p><b>Identified Links To <a href="#">NELPS</a> and or Other Curriculum Statements- NELPS Objectives:</b></p> <p><b>1: Learners at the centre</b>  <b>2: Barrier-free access</b>  <b>3: Quality teaching and leadership</b>  <b>4: Future of learning and work</b></p> <p><b>Other:</b><a href="#">Te Mataiaho Common Practice Model</a> <a href="#">Te Marautanga o Aotearoa</a></p>	<p>Links to Board Primary Objectives: (<a href="#">Section 127</a> Ed. Training Act 2020)</p>	<p><b>Anticipated Result</b> (<i>What evidence will we see of this?</i>)</p>
<p><b>Culture</b></p>	<p>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.</p>	<p><b>1: Learners at the centre</b> – <i>Learners with their whānau are at the centre of education-</i></p> <ul style="list-style-type: none"> <li>• Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</li> </ul> <p><b>2: Barrier-free access</b> – <i>Great education opportunities and outcomes are within reach for every learner.</i></p> <ul style="list-style-type: none"> <li>• Reduce barriers to education for all, including for Māori, and Pacific Learners/ākonga, disabled learners/ākonga and those with learning support needs.</li> </ul>	<p>(b) the school—</p> <p>(i) is a physically and emotionally safe place for all students and staff; and</p> <p>(ii) gives effect to relevant student rights set out in this Act, the <a href="#">New Zealand Bill of Rights Act 1990</a>, and the <a href="#">Human Rights Act 1993</a>; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying,</p>	<p>CI2.1 A new Behaviour management approach in place based on a Biblical foundation.</p> <p>CI2.2 Strengthening pastoral processes to ensure that optimal conditions are in place for learning (from CCS ERO Evaluation Plan).</p> <p>CI2.3 A sense of ‘team’ amongst staff, through common endeavours and support of staff well-being.</p> <p>CI2.4 Development of a distinctive middle school philosophy, based on best practice that fosters student engagement and student leadership opportunities.</p> <p>CI2.5 New staffing structures and leadership in place in the Middle School.</p>

		<p><b>3: Quality teaching and leadership –</b> <i>Quality teaching and leadership make the difference for learners and their whānau.</i></p> <ul style="list-style-type: none"> <li>• Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</li> </ul>	<p>and any other forms of discrimination within the school;</p>	<p>CI2.6 Regular meetings as a whole school to strengthen schoolwide culture.</p> <p>CI2.7 A shared understanding developed of what our vision and motto mean.</p> <p>CI2.8 Planning and fundraising underway to create a Middle School confidence course in early 2025.</p> <p>CI2.9 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.</p> <p>CI2.10 Introduction of a Senior School Colours (awards) Programme.</p>
<p><b>How we will make progress toward this goal</b></p>	<p>Introduction of a new behaviour management model during the first teacher only day of the year.</p> <p>Principal to investigate (as part of Teaching Council Sabbatical) the link between pastoral care of students and student achievement (ERO goal)</p> <p><i>From ERO Evaluation Plan: The school is interested in how the new pastoral system is working towards supporting Māori to achieve as Māori. A focus on Pacific learners and what works best for them is also a focus. These form part of the school's strategic intent. There still exists a small disparity in achievement for Māori and Pasifika learners and the school is interested to find out what conditions will make the most difference for these learners.</i></p> <p>Strengthening relationships through whānau hui and fono will enable Māori and Pacific families to be better understood and valued.</p> <p>Establish a staff social committee with termly staff 'team' events.</p> <p>Middle School Teachers will access professional reading on middle school best practice and where possible visit other schools where good practice is evident</p> <p>Establish new name and Team Leader for the year 9/10 Team.</p> <p>Effective induction processes for new year 7 and year 9 Teachers.</p> <p>Establish three whole school assemblies per term - week 1, 5 and 9/10.</p> <p>Begin work developing school competencies and assessment matrices based on a shared understanding of the school vision statement</p> <p>Establish School Colours awards programme at the end of 2023 looking forward to having the programme up and running at the start of</p>			

	2024.
<b>How we will measure success</b>	A written and established middle school philosophy that will shape middle school practice for years to come and create greater student agency and engagement in curriculum, with reference to learning as Māori. Improved academic outcomes in the Middle School



Strategic Goal: 3		Identified Links To <a href="#">NELPS</a> and or Other Curriculum Statements- NELPS Objectives: <b>1: Learners at the centre</b> <b>2: Barrier-free access</b> <b>3: Quality teaching and leadership</b> <b>4: Future of learning and work.</b> Other: <a href="#">Te Mataiaho Common Practice Model</a> <a href="#">Te Marautanga o Aotearoa</a>	Links to Board Primary Objective: ( <a href="#">Section 127</a> Ed. Training Act 2020)	Anticipated Result ( <i>What evidence will we see of this?</i> )
<b>Community</b>	To streamline communication between home and school and improve profile and connection with the wider community , including churches	<b>1: Learners at the centre</b> – <i>Learners with their whānau are at the centre of education-</i> <ul style="list-style-type: none"> <li>Have high aspirations for every learner/ākonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains identities, languages and cultures.</li> </ul> <b>2: Barrier-free access</b> – <i>Great education opportunities and outcomes are within reach for every learner.</i> <ul style="list-style-type: none"> <li>Reduce barriers to education for all, including for Māori, and Pacific Learners/ākonga, disabled learners/ākonga and those with learning support needs.</li> </ul>	(d) the school gives effect to <a href="#">Te Tiriti o Waitangi</a> , including by— (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori;	Co2.1 Connections and relationship between Manawatu churches and Cornerstone Christian School strengthened. Co2.2 A vibrant home-school-church relationship. Co2.3 Regular celebration of school endeavours ('tell the story') via a range of media. Co2.4 Fewer tools being used for School/Home communication. Co2.5 Easy to understand student reports that communicate effectively the information that parents want to know. Co2.6 Improved parent-teacher interview format in secondary. Co2.7 Student engaged in service within the local community. Co2.8 A Cornerstone Fundraising Group that is rekindled with larger parent

				<p>representation.</p> <p>Co2.9 Active support and engagement in the LNICS Kahui Ako.</p> <p>Co2.10 Strengthening of existing connections with Rangitane iwi and Rangimarie Marae.</p> <p>Co2.11 Planning in place for a 2025 overseas missions trip(s) for Senior School students.</p> <p>Co2.12 YES Programme and RIPYL running in Secondary School</p>
<p><b>How we will make progress toward this goal?</b></p>	<p>Communications audit of all communication between school, parent, whānau, church</p> <p>Staff member appointed in charge of communication/media</p> <p>Rationalisation of Phone Apps used (Website, SchoolApp, MyKindo, KAMAR, ClassDojo) into one core App</p> <p>School reports reviewed and if the outcome of the review supports it, a new model introduced in second half year</p> <p>Parent education evenings each term</p>			
<p><b>How we will measure success?</b></p>	<p>Parent and church survey in Term 4</p>			