



Annual Report 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 child ren develop to their full potential in God



This report gives an indication of the progress the school made against the goals recorded in the Annual Plan 2023.

Annual Plan Goals

Growth

NELP Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

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

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.
2. 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.
3. 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.
4. 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
 - 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
 - Installation of new server to operate KAMAR, Active Directory and Printing Services
5. Enrolment of International students
 - Explore gaining accreditation to enrol international students with view to having first international students onsite in 2024.

Wellbeing

Develop robust pastoral care processes for staff and students

NELP Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

NELP Objective 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

NELP 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

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
 - Refine School Behaviour Management systems and processes to ensure that these are simplified and all staff and students are aware of requirements
 - Training staff around Restorative Practise programme and principles and embed this within the school culture.
 - 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](#))
 - Review Guidance Counsellor role at Cornerstone Christian School, with a view to incorporating extra counselling staff
 - Set up Pastoral Care area and associated processes and procedures in the new I-block at Cornerstone Christian School.
 - Continue to develop sound deaning processes and systems in the Secondary School.
 - Build on the well-being work initiated in 2022 via the Kahui Ako and develop a school-wide approach to regularly monitoring well-being.
2. Staff Wellbeing – to build a staff culture where are 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
 - Fund extra Teacher in Primary (Tumanako Team) to try and reduce overall class sizes across years 1-6
 - Explore a spectrum of strategies to value and develop teachers, admin and support staff at Cornerstone Christian School e.g.
 - 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.
- Teacher Professional development focus on:
 - Year 1 to 6 teachers – Local Curriculum: Mathematics Curriculum Review. Professional Development Programme with Rob Proffit-White
 - 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.
 - Secondary subject specific Professional Development.
- Take group of teachers to NZACS Annual Conference in Christchurch
- Review Professional Growth Cycle so that process becomes more worthwhile rather than a box tick exercise

Culture

Strengthen our Cornerstone Christian School culture

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

1. Foster a positive school culture that is God honouring, has high expectations for all students, is friendly and welcoming with a sense of ‘belonging’, is a fun place to learn, has a family atmosphere where students look after each other; embodies servant leadership; and is a connected community.
 - 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
 - 2023 Senior School Production (year 7-13)
 - Establish the middle school operation and culture (year 7 – 10)
 - Student Leadership opportunities:
 - 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.
 - 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
- Develop and implement a middle school student leadership structure
- 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)

Learning

Build a curriculum that prepares students for the modern world

NELP Objective 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

NELP Objective 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

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
 - Embed new secondary school timetable and curriculum to maximise learning opportunities for students
 - Create a middle school prospectus and senior school prospectus
2. Student learning is individualised and shaped around the needs of the learner. This includes targetted intervention for priority learners.
 - Embed the new Aotearoa-NZ Histories' Curriculum (ANZHC)
 - NCEA Change programme – take part in Literacy and Numeracy Pilot programme
 - Provide for Junior literacy support programme in years 1 and 2 (Catherine) and Years 3 and 4 (Gemma) through 0.2 FTTE release.
 - Expand the scope of the ESOL programme across the school to meet the needs of an increasing ESOL roster through:
 - Increasing Laura Siegel's hours to 20 per week (Years 1-4 ESOL students)

Mrs Laura Siegel's hours were extended in February 2023 to 15 hours per week to work in the Year 1-4 ESOL space.

- Providing space in I-block for and expanded ESOL programme in years 5-13

H6 has been dedicated to an ESOL classroom learning space.

- Continue with the language support pilot programme for Afrikaans, Tongan, Malayalam and Filipino students
3. 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.
 - 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.
 - Consider student assessment and reporting practices, as students move between teams and parts of the school.
 - Embed the year 7 and 8 Module Structure including elements of technology.

Interweaving Strands

Christian Discipleship

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.

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.
 - Develop an approach to teaching Christian Biblical Worldview within individual subjects in the secondary space.

Māori ākonga

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.

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

1. Tangata Whenuatanga (Placed-based, socio-cultural awareness and knowledge).

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- Start the 2023 with a staff-wide powhiri at Rangimarie marae (29th Jan 2023)
 - Staff encouraged to undertake Te Ahu o Te Reo Māori professional development programme in conjunction with other staff across or Kahui Ako.
 - Continue with Powhiri / Mihi Whākatau
 - Restart Kapahaka in Primary and Secondary Schools
 - Use mihi to begin gatherings – whakawhanaungatanga (all year).
2. Ako (Practice in the classroom and beyond)
- Staff professional development in use of Te Reo - staff to become comfortable using Te Reo in the classroom. Staff given opportunity to attend Te Ahu o Te Reo Maori in second half of year.
 - Staff professional development around using and encourage reo Māori greetings and korero Māori with akonga, Kaiako and whanau.
 - Staff professional development to use karakia at the beginning and end of the day and at kai times; with increasing responsibility for akonga to lead these.
 - Provide opportunities for learners to respond in Te Reo Māori
 - Continue development of a Te Reo curriculum at Cornerstone Christian School from year 1 through 13.
3. Rangitane Iwi mahi tahi
- Continue to develop the relationship with kaumatua Wiremu Te Awe Awe of Rangimarie mare at Rangiotu.
 - Year 9 students to have a noho marae in the first half of 2023.
 - All Primary students visiting St Michael's or Rangimarie marae during 2023.
4. 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.
5. Māori student targets
- See information later in this document for details.
 - Individual Māori students targeted by name to ensure their success.

Pasifika learners

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

1. All barriers to education for all Pasifika students at Cornerstone Christian School reduced.
 - Consult with Pasifika parents twice per year.
 - Pasifika mentoring and guidance from an external provider.
 - Explore getting a Pasifika cultural group back up and running in 2023.
 - Language inclusion in school life.
2. Pasifika Fono
 - Strengthening relationships through fono to enable Pasifika pastoral needs to be better understood so that the small disparity in achievement can be further reduced.
3. Pasifika Learner Targets
 - See information later in this document for details.
 - Individual students targeted by name to ensure their success.

Special needs

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

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
 - Reapply for ORS classification for ORS students who narrowly missed out
 - Develop Special Needs resources for use across school

Progress towards these goals in 2023

Growth

NELP Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

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

Create and implement a plan that supports growth:

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.

1. Up to date policies and processes across the school.

- Transition all School Policies and Procedures to the online platform, SchoolDocs. All policies to be reviewed and brought up to date.

The SchoolDocs site for Cornerstone Christian School went live at the beginning of 2023. Additionally, a link to SchoolDocs has been on the School Website as the core go-to place for all school policy. All users can access SchoolDocs with the URL on the school website, along with the password. SchoolDocs have a few provisos as follows:

- *Any updates to the site are sent through via email.*
- *Advisory emails with updates and review reminders will be sent out.*

There will be scheduled review involvement for the Board. The schedule shows what's up for review and when and includes audit tasks from the Implementation Audits and Reports page for 2023. Amendments to the SchoolDocs site for Cornerstone Christian School, following feedback from Board Members.

The SchoolDocs site has been an asset for the board with respect to keeping up-to-date with policy review in keeping with legislative requirements. In 2023 the board worked hard to ensure that our inclusive education policy met the requirements of the NELP's, the Education and Training Act amendments (2022), Education Review Office requirements and also our own Special Character Integration agreement.

2. 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.

A consultation with the principals and board of all affected Manawatu Primary and Secondary schools was undertaken by the Ministry of Education via Senior Advisor Network, John Dale. A further consultation took place with the Cornerstone Christian School senior students where they gave feedback on the zone map for the existing scheme and their thoughts on the new proposed Area of Reasonable Convenience.

A community meeting was held on 8th June with interested school families, pastors from local churches and John Dale, Senior Network Advisor (MOE). The following was discussed:

1. Enrolment Schemes

- Overview of schemes – a tool which allows a school to legally manage enrolment
 - Avoiding overcrowding/risk of overcrowding.
 - Fair and transparent mechanism to select who gets enrolled.
 - Make the best use of the existing network of schools.
 - State Integrated schools' enrolment schemes have more flexibility than state schools. Preference criteria. Maximum roll. They tend to have an area of reasonable convenience which is different from a zone, with priorities within it.

2. Review process

- At least every three years the MoE has to review a school's enrolment scheme
- Cornerstone's review highlighted the school's difficulty in having siblings miss out on enrolment, the difficulty in managing cohort size and the risk of becoming less diverse under the current scheme.
- The proposed enrolment scheme will define a single area of reasonable convenience, and this is based on where current students live.
- Each year the school will determine and advertise the number of places available at each year level.
- Places then ordered through a new set of categories with ballot to determine order within each.
- John talked through the scheme (handouts were available) explaining preference of enrolment, the area of reasonable convenience, the four priorities and the means of filtering applicants within each priority.
- The current two zones aren't working well in the Cornerstone setting.
- In State-Integrated schools, 'local' may be interpreted more broadly than that the zone of a state school.

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- To operate effectively, the school needs to have some control over cohort sizes, and this doesn't work well when there is both a maximum roll-cap and a 'guarantee' of enrolment for applicants who work into zone 1.
- The zone was becoming very sought after by parents wanting to get their children into the school.
- Feedback received from other schools has been positive in that they seem this enrolment scheme as making sense for Cornerstone.
- After this meeting, the MoE will consult broadly via a website and invite feedback.
- John will then write a report which will form the basis of a decision.

3. Q&A

- Comments [audience in bold, normal font John unless it indicates it's Chris]
 - I. Why not let the school grow if there is demand? John spoke to the network of schools and the Integration Agreement which sets the maximum roll.
 - II. Is the roll-cap determined by the number of spaces available in schools around the state-integrated school? John explained that there's often more capacity in the network than there are students. If one school, e.g. Cornerstone, were to grow then other schools' rolls could decline.
 - III. A lot of parents will home-school ahead of sending their children to a state school. Therefore, is there another process parents can go through to make this known? This isn't John's area of expertise.
 - IV. Are other schools in Palmerston North having twice as many applicants as there are spaces available? John notes that Cornerstone has a broad definition of preference. John knows of a state-integrated school in Palmerston North and one in Whanganui that are getting full. Are state schools having the same issue? John knows of primary and intermediate schools that have long waiting lists. The MoE vision is that all schools are schools of choice. However, all sorts of things impact on the demand being experienced by different schools. Parents are deciding not to send their children to state schools because of their secular teaching. Is this a national trend? Perhaps it is the sort of thing that requires change at another level, e.g. speaking with MPs.
 - V. Is there scope to increase the area of reasonable convenience to include Rongotea? Pahiatua? Our older children were enrolled before the current scheme and risk missing out. Chris indicated that we have discussed the area of reasonable convenience going further, however the discussion we've had is that we cannot make it endless. Every school in the Manawatu in the area needs to be consulted with. We need to have an area palatable to other schools (who would be consulted) and the data supported the area that has been chosen. John – there will always be that one school more. Would there be a pathway we can go down if our child misses out? There is a pathway called a

Directed Enrolment. There are some limits around the maximum roll cap. There needs to be evidence that the child themselves would be disadvantaged if they are not enrolled at the school. The threshold is high.

- VI.** Why cannot a Special Character school grow? People in my church constantly tell me they would like to get their child into Cornerstone but cannot due to the roll cap. This comes back to the limited pool of students and the questions of which schools would close if Cornerstone grew? This is sitting at the national policy level. Chris – Proof of evidence of population growth is required. The MoE has made it clear that there needs to be considerable pressure on the rolls of schools in the network if a maximum roll cap increase is to be considered. Who should we be speaking to? Our local MP? Hundreds of families are telling pastors like Dale, Cody, Ian and Zion (who are here) that they would like their children to come to Cornerstone. Could the school canvas more widely for interest (as some families won't apply when they hear there's a waiting list). John isn't aware of any indication by MoE that they will increase the rolls of state-integrated schools simply because there is demand. There are many home schoolers in Palmerston North, and they don't even apply here because they believe they won't get in. John can take this feedback back to people in MoE who know more about this. Perhaps the question is: how can the Christian community quantify the demand and who should it talk to? Chris – working through APIS may be our best option in this area. The enrolment scheme is the fix for today's problem. Why can't the school apply for a maximum roll increase for five years? John explained that a short-term increase was given to allow siblings to be enrolled however this hasn't remedied the situation. Can a school have multiple campuses? Chris – we raised this discussion with Darryl Leath from MoE however this was before we looked to increase the area of reasonable convenience. Chris explained that in other cities having more than one campus doesn't automatically mean the maximum roll is increased. The network capacity has evolved over time and each school is passionate about its own history etc. Chris – there is a want for partnership with a Christian School by parents who value Christian teaching in their home.
- VII.** Some families from outside of the current zones will be encouraged to apply under the new scheme. It was difficult as an ECE teacher to see students' parents very disappointed not to be able to get their children into Cornerstone. Personally, we cannot move into the current zone to allow our youngest child (a sibling of a current student) to have a good chance to get in. John encourages the community to seek to work with the MoE about equity and the way forward and gathering community voice is a good place to start.
- VIII.** Could another Christian School start in the city if Cornerstone isn't allowed to grow? This is not John's area of expertise.

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- IX.** A pastor - Christians want their children to receive an education in keeping with their family Christian values. They will home-school rather than send them to secular schools. This is very difficult due to the cost of living as it requires one parent not to work, however it is a sacrifice many will make.
- X.** Some families want their children here based on ideology who aren't necessarily Christian. Chris explained our preference criteria – the pastor's Christian church for at least 3 months. It is determined by the proprietor.
- XI.** Pastor's give detail on the form to filter out parents who may just be coming to church for a short time to try to get their child into the school.
- XII.** In terms of this scheme going through, what is the timeline for implementation if it goes through? The aim is to have it in place in September when enrolment decisions are made for 2024. John will do the paperwork, get the online consultation underway, then put together a report and the decision to get it signed off is made by the local office through delegation. So far, the feedback has been positive.
- XIII.** What about people who will miss out i.e. those in zone 1. Yes, some will miss out. Nationally there is a problem around real estate being tethered to enrolment schemes. This shouldn't be happening as schemes do change. Chris – with the current scheme an exclusive housing zone has been created around the school and the school has noticed that this is impacting on families who aren't in a position to move into the zone, i.e. cultural and socio-economic diversity is reducing under the current scheme.
- XIV.** What type of feedback do you need? There will be a website when it goes to consultation and positive feedback is useful. This could also be good evidence for future decision-making. This meeting is well-attended in comparison to some others.
- XV.** What negative perspectives have been raised? A concern that a larger area of reasonable convenience may give rise to an argument that there will be more students who are living in the 'area' missing out and this could strengthen Cornerstone's argument for an increase in its maximum roll.
- XVI.** Are all special character schools viewed as one? Our children wouldn't be able to get into a Catholic school because we are not Catholic. The Ministry doesn't see all the state integrated schools as being the same.
- XVII.** Where do we go if the MoE can't help? Any maximum roll cap application must be driven by the school's proprietor. In recent years we've found it useful to work with the APIS network (Association of Proprietors of Integrated Schools) and they are the best voice for us to bring our voice to the MoE. Braden (Board chair) – the Proprietor is considering the matter. Chris – if the community contacts the proprietor (via Richard Tankersley, chair) they will consider it. Do we gather voice from the demand in the demographic who want Christian education in Palmerston North rather than just at population growth in the local area. There is the sector of parents who are homeschooling because they cannot get their children into Cornerstone and who are homeschooling – these ones don't impact on the state

network. John feels the MoE is willing to engage with schools on issues like this. Being aware of our own position – just because something doesn't work in another centre doesn't mean it isn't worth pursuing. Chris – we are an economical solution for MoE because we build the buildings ourselves. John – the MoE acknowledges that the state-integrated schools are an important part of the network. Divisions exist just as much between state schools as between state and state integrated schools. This is a bit of a throw back to the 1989 model of boards.

- XVIII.** Why do schools have enrolment schemes but ECEs don't? ECEs are privately owned rather than MoE owned. Only kindergartens are fully funded by MoE.
- XIX.** Widening the zone has given the scheme the ability to line up with the plans for affordable housing and to increase socio-economic diversity. People across the region hold Christian belief. It will help to prevent the unhealthy economic zone around the school which isn't helpful for the city. John – MoE network does quite a lot of work with the council.
- XX.** What percentage of applications for next year are likely to be accepted? Chris – this year we have our first dual cohort leaving year 13. We are also having more attrition now (post-covid) with families moving around NZ and abroad. Sarndra – explained current new entrant data situation and stipulated that more applications will come in before the deadline for 2024 applications so it's hard to know how many will miss out. Raeleen (Primary AP) – Raeleen has had six enquiries of people looking for the coming years. Other families aren't coming because we know we can't get in. Chris – there is a lot of voice we aren't hearing. Parents don't know how to get the feedback to the proprietor. John explained how the filtering and ballot works.
Capping the role makes the process exclusive. Braden – the proprietor would like to increase the roll-cap. Further information will be sought before 2028.

The next steps for the consultation process included the Ministry of Education listing the amended enrolment scheme online and awaited any further feedback. A revised amended enrolment scheme was presented to the Director of Education (Taranaki, Wanganui, Manawatu), Mrs Marlene Clarkson for final sign off.

The amended scheme was accepted and approved. The scheme was in place for our 2024 enrolment round, which closed in September 2023.

3. 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

Over the 2022/2023 summer holiday Cornerstone Christian Education Trust converted our L3 classroom to a Food Technology space, with view to this being registered as a commercial kitchen. This space is now being well used by year 7 through to year 13 students. The following classes are held in this space: Year 7 food and nutrition technology module, Year 8 food and nutrition technology module, Year 9 food and nutrition technology module, Year 10 food and nutrition technology module, Year 11,12 and 13, Food technology and Nutrition, Year 11,12 and 13 Catering and Hospitality

Due to our secondary curriculum changes in 2022 and the desire to consolidate the school secondary curriculum programme from year to year, we have ended up with one composite year 11-13 Food technology and nutrition class of 33. L2 is set up as a classroom space for the overflow. CCET was approached, requesting ongoing use of this de-integrated space for 2023. Cornerstone Christian School received a significant increase in the MOE furniture and equipment income for 2023, enabling extra tables being added to the L2 space.



- 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

This is now working well, and we have managed to achieve good distribution of classes in fixed spaces in the school. In general G-block has become our year 7 and 8 block. I-block has become our year 9 and 10 block and H-block with its specialist classrooms has largely become our year 11-13 block. Most teachers now have their own working space with then new pastoral suite up and running and the I9 teacher workspace also fully occupied. Air conditioning systems have also been installed.

We have repurposed the H9 workspace as a homeroom for our growing ESOL programme.

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- Installation of new server to operate KAMAR, Active Directory and Printing Services

The new server is now up and running. Thank you to our IT manager extraordinaire, Mr Paul Jorgensen and our IT provider Norrcom for their work to make this happen. The main difference to note, is the old server has 6 'spinning' hard drives (one of which failed in the last 3 years). The new one is fully 'solid state' and therefore has greater reliability. The old server has been fully backed up.

4. Enrolment of International students

- Explore gaining accreditation to enrol international students with view to having first international students onsite in 2024.

Due to PPTA rolling strike action restrictions, we did not make the progress in term 2 around this that we had hoped. We are looking to complete this accreditation process now in 2024.

Wellbeing

NELP Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

NELP Objective 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

NELP 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

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

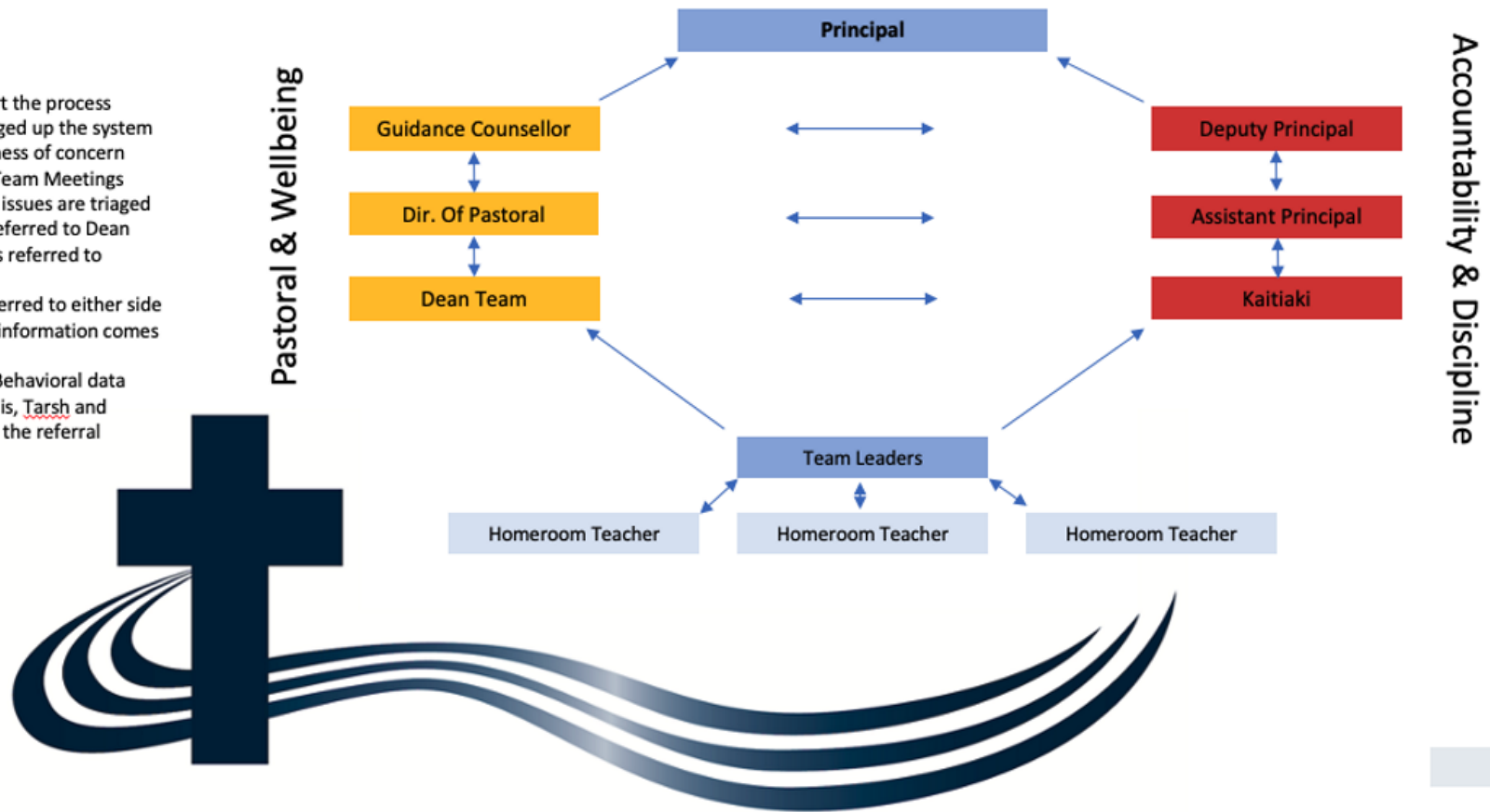
- Continuing to frame PB4L for our school. James to take lead on this in 2023. Louis to focus on pastoral care

Over the school holidays James Rose (DP) put some significant work into refining our positive behaviour for learning (PB4L) model. As can be seen in the diagram below, this year, we have deliberately separated out the Pastoral and Wellbeing aspects of our 'Schoolwide Pastoral Care' systems and processes, from 'Accountability and Discipline'. The basic thinking around this is that it was very difficult for our pastoral staff on one hand to build relationship such that they could talk through wellbeing issues with students while on the other hand holding them accountable for minor uniform misdemeanours. By creating a 'nexus' between the two areas and staffing these differently, we hope to be able to support student wellbeing while still holding firm on behaviour standards across the school. This year we wanted at the beginning of this year to draw a line in the sand and to state explicitly to Cornerstone students, what is and what is not acceptable at Cornerstone Christian School and how students could support the Cornerstone Christian School culture.

CCS MS Behavioral Support in Action

Guide to Process

- Team Meetings start the process
- Concerns are managed up the system in line with seriousness of concern
- Louis and Carl join Team Meetings
 - Behavioral issues are triaged
- Pastoral concerns referred to Dean
- Behavioral concerns referred to Kaitiaki
- Students can be referred to either side at any level as new information comes to hand
- James will provide Behavioral data from KAMAR to Louis, Tarsh and Hayden to facilitate the referral process KAMAR



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- Refine School Behaviour Management systems and processes to ensure that these are simplified and all staff and students are aware of requirements

We are now working on how the pastoral care systems work alongside our behaviour management model. To this end we have created 2 new staff positions called Kaitiaki. Kaitiaki is a Te Reo term meaning Guardian. Our kaitiaki will promote school culture and events.

- *Mr Hewitt is our Kaitiaki for the Senior School and Mr McIntyre is our Kaitiaki for the Middle School*
- *Kaitiaki will work in between Team Leaders or HODs and the APs*
- *All Staff will address any issues they see with students first. This is their cue to make a change in behaviour.*
- *If students struggling to support our school culture they will be scheduled a meeting with one of the kaitiaki to discuss why*
- *They will discuss plans and ways that students can be supported to make the necessary changes*
- *They will inform parents of the issues by email or phone call*
- *This will include family group meetings with parents if we need to go that far*
- *If a student has medical reasons to apply for an exception to a school rule, they should go and see either the kaitiaki or the AP for their part of the school and show them a doctor's certificate to get a uniform pass*
 - *An example would be specific shoes for medical conditions*
 - *A temporary uniform pass can also be requested if your shirt or jersey gets ripped etc*

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One of the most significant behaviour initiatives that we have put in place this year in Year 7&8 is what we are calling the 'Bully Box'. Bully Box is a way that students can report a bully at Cornerstone and provides a vehicle for students to tell someone else about what is happening to them.

This initiative is the idea of Deputy Principal James Rose. Mr Rose spoke with each of the Year 7&8 classes and left them with Bully Box Reports for their students to use if they wish to report a bully.

After speaking with the Guidance Counsellor, Mr Rose has re-purposed the old mailbox outside the student reception as the Bully Box. Mr Rose clears the box each morning to see what issues are raised.

If we see a pattern of bullying through the bully box system around an individual or perpetuated by an individual, Mr Rose will discuss the next steps with pastoral and discipline sides of our Behavioural Support System – and where relevant with the families and parents concerned.

Issues will be recorded in the student management system KAMAR as they arise.

Bully Box Report

Write your first and last name here: _____ Date: _____

My Bully makes me feel: [tick all that apply]

- | | |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Sad | <input type="checkbox"/> Angry |
| <input type="checkbox"/> Embarrassed | <input type="checkbox"/> Afraid |
| <input type="checkbox"/> Jealous | <input type="checkbox"/> Lonely |
| <input type="checkbox"/> Stressed | <input type="checkbox"/> Anxious |
| <input type="checkbox"/> Hurt | <input type="checkbox"/> Other: _____ |

My bully does these things to me [tick all that apply]:

- | | |
|---|--|
| <input type="checkbox"/> Hits me | <input type="checkbox"/> Threatens to hit me or fight me |
| <input type="checkbox"/> Calls me names all the time | <input type="checkbox"/> Makes fun of me all the time |
| <input type="checkbox"/> Tries to embarrass me all the time | <input type="checkbox"/> Breaks my things all the time |
| <input type="checkbox"/> Spreads wrong things about me | <input type="checkbox"/> Leaves me out on purpose all the time |
| <input type="checkbox"/> Gives me mean looks all the time | <input type="checkbox"/> Does things to annoy me all the time |
| <input type="checkbox"/> Swears at me all the time | <input type="checkbox"/> Other: _____ |

Where do these things happen [tick all that apply]:

- | |
|---|
| <input type="checkbox"/> Outside of school during these times _____ |
| <input type="checkbox"/> At school during these times _____ |

WHO is your bully – first name and last name and year level? _____

Tell us why you think your bully is targeting you:

Tell us how you cope with your bully:

Who would like to talk to about what is happening? _____

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

The decision was made at the senior leadership team level to park the intended Restorative Practice training for 2023 due to the demands of the NCEA change programme and Curriculum Refresh being implemented here at Cornerstone and across all New Zealand state and State-integrated schools. A snip of our CCS Implementation plan for the year 1-13 curriculum refresh – also known as Te Mātaiaho for 2023 and 2024 is included (right). Please be aware that this ‘change programme’ will formulate a core part of all that we do from now right through until 2027 (see new draft strategic plan document).

CCS Implementation Plan: Yr1-13 <i>Te Mātaiaho</i>		
2023, Terms 1–2	2023, Terms 3–4 2024	2024
a) Strengthen staff cultural capability, inclusive practice, and local connections.	a) Integrate <i>Te Mātaiaho</i> targets with 2024 annual plan	a) Complete BOT strategic planning realignment to new annual reporting requirements
b) Ensure Aotearoa NZ Histories content is introduced and implemented across the school.	b) Develop the <i>Te Mātaiaho</i> curriculum refresh timeline to 2027 and associated milestones	b) New Level 1 NCEA Standards and co-requisites implemented from Achievement Target set 2 [T1&2] in 2023.
c) Refresh CCS Behavioural Management Foundations	c) Refresh CCS Behavioural Management Strategies	c) Begin refresh of school Y1-10 schemes/planning in <i>Maths/Stats and English</i> . These must be completed by the end of 2024 ready for use in 2025.
d) Undertake Schoolwide Christian Character Review	d) Develop timeline around Christian Character Review outcome implementation	

- 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)

A lot of work has been put in over the past two years around ensuring that our school has sounds pastoral care processes in place for staff and students. This has meant asking some big questions as a school like:

- *Are we still a Positive Behaviour for Learning (PB4L) school and is this philosophy still right for us as a larger school?*
- *What is the core thinking that underpins our approach?*
- *How do we balance student wellbeing and pastoral care with the need to have clear behaviour management guidelines?*

These discussions at a senior leadership level have given rise to the following guiding documents (see next two pages).

CCS Behaviour Management Pillars

Core Pillars	Teaching	Reinforcement	Accountability
	Every teacher teaches both the school and their own classroom expectations/standards	Use school Tuakiri to reinforce the teaching of Behaviour	Students are held accountable for Behaviour that is below the standard expected
	Explicit focus on contexts, standards, solutions	Give reinforcement frequently and generously	Students given the opportunity to explore the harm, correct, apologise and restore relationships
	Illustrations and connections to contexts, standards, solutions and school values are clear	Use deliberate language that intentionally links reinforcement to values, standards, solutions	Persistent minor behaviour or major behaviour will result in further accountability and disciplinary responses
	Verbal ques with visual reminders	Use the 4 to 1 rule, 4 positives for every correction	

School to maintain dialogue where appropriate with student and family during accountability processes



The Spirit of Grace and Truth are inseparable. Where there is the Spirit of Grace, there is the Spirit of Truth. Restoration requires both.
Inspired by John 1:17

CCS Behaviour Management Philosophies

Core Philosophies	Christ Centeredness	Relational Approaches	Standards Based	Culture & Witness
	Teach that Jesus is the centre of personal faith and corporate life	Teach that when we build strong relationships, we can begin to see the needs of others	Teach that benchmarks around our values, standards and expectations are important	Teach that we are called to love God and love our neighbour as we love ourselves
	Value personal repentance and forgiveness which lead to restoration, recovery and selflessness	Value relationships so that when relationships stumble, we take the time to understand, explore the harm, and forgive	Value a shared corporate understanding of these standards	Value the dignity of each person created in the image of God
	Know that when we are in harmony with God, we can find Christian harmony with each other	Know that if we own our mistakes, we can make repairs between ourselves, others and God	Know that contextualising standards helps students understand and meet standards	Know that each person is on an individual walk with God
	Understand that when we are in harmony with each other, we can be productive as the body of Christ together	Understand why it is important to love others as we love ourselves	Understand that standards and behaviours are seeds to culture	Understand that people respond best when our actions and words align; we listen without prejudice, we evaluate the evidence, we are proportional, we are reasoned & loving, and we are Christ-like

The Spirit of Grace and Truth are inseparable. Where there is the Spirit of Grace, there is the Spirit of Truth. Restoration requires both.
Inspired by John 1:17



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- Review Guidance Counsellor role at Cornerstone Christian School, with a view to incorporating extra counselling staff

At the beginning of this year, we advertised for a new part time (2 days per week) Guidance Counsellor to support Kirstie in her role here at Cornerstone Christian School. We were unsuccessful in finding a suitable person to assist Kirstie. We have decided to maintain the status quo at present with Kirstie working a 4-day week, supported by Louis Jayasuriya as head of Pastoral Care and Pastoral Deans, Sarah Sisson and Nate Sextus. This team is functioning very well in their roles. Additionally, Louis has indicated his intent to apply for one of the Ministry of Education study awards to retrain as a school guidance counsellor.

- Set up Pastoral Care area and associated processes and procedures in the new I-block at Cornerstone Christian School.

The school is very thankful for the Proprietor's efforts to create a pastoral space within the new I-block space. We have called this space Hepara Tiaki (from Rangitane Iwi) meaning literally the 'place of shepherding'. It was officially opened alongside I-block in May 2023.

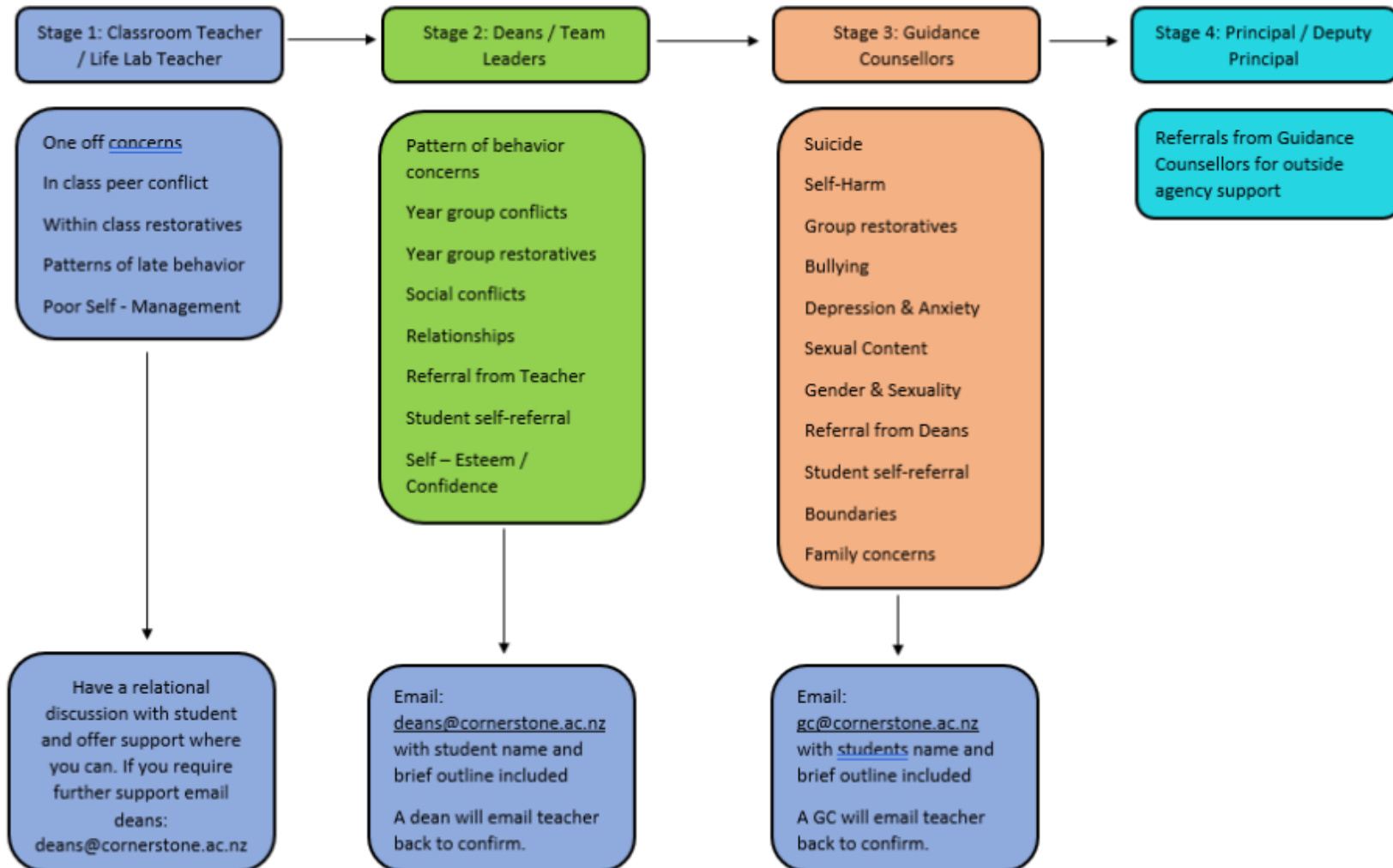
- Continue to develop sound deaning processes and systems in the Secondary School.

We are beginning to embed good pastoral care processes at Cornerstone Christian School. Staff now recognise what these structures are and how to make referrals to the pastoral team for students of concern.

The CCS Pastoral Care Procedure chart (next page) outlines how these systems are currently working at Cornerstone Christian School.



CCS Pastoral Care Procedure



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- Build on the well-being work initiated in 2022 via the Kahui Ako and develop a school-wide approach to regularly monitoring well-being.

Over the past three years, the wellbeing of the year 7-13 student group has been surveyed using a Cornerstone Christian School derived survey. This is now giving the school good longitudinal data. This survey was repeated in term 3, 2023 and the results analysed. Overall, there was a general improvement in most aspects of student wellbeing at Cornerstone Christian School however of some concern was a small number of students who felt like they did not have a core adult that they could access for support when needed. This will continue to be an area we work on in 2024.

The Kahui Ako Wellbeing survey has not been repeated.

2. Staff Wellbeing – to build a staff culture where staff are valued, encouraged and professionally developed.

- Right people working in the right places on staff and clear Job Descriptions for all staff – particularly the leadership team

This remains a work in progress. We have managed to now write sound and current job descriptions for around 95% of staff working at Cornerstone Christian School. I recognise that these often alter slightly as additional responsibilities are added or removed and keeping up with this is challenging. Sarndra Rauzi is our HR officer at Cornerstone and does an excellent job in this space.

The two major constraints our school faces each day are 'Resourcing' and 'Staffing Entitlement'. This year the board is funding in excess of 2.5 FTTE to allow us to have right staff in the right place. Whether we can sustain this same expenditure from year to year remains to be seen.

- Fund extra Teacher in Primary (Tumanako Team) to try and reduce overall class sizes across years 1-6

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The room C1 class is up and running for 2023. This class has allowed the following class sizes in place across the year 5/6 Tumanako Team:

Room C1 (Mrs Tara Thomas) 25 students

Room C2 (Mrs Rachel Hockly) 27 students

Room C4 (Miss Bronte Tongs) 26 students

Room C6 (Mr David Henderson) 25 students

These classes are a comfortable size at present, however as indicated in a previous report, this staffing model is largely unsustainable from a financial point of view.



- Explore a spectrum of strategies to value and develop teachers, admin and support staff at Cornerstone Christian School e.g.

- Space to talk and collaborate on Teacher Only Days.

This year we have deliberately tried to contain Professional Development on Teacher only days from 9am to 1.00pm, allowing teachers space in the afternoon to meet as a team or do their own work. I believe that this has been appreciated by teachers.

- Weekly meetings to minimum. No meeting for the sake of meeting.

There has been a move from the NZEI and PPTA unions to reinforce the need for all schools to move towards a 40-hour working week for teachers. While this is unrealistic at core times of the year such as exam marking and report writing, we have deliberately tried to achieve this as a school. Meetings have been minimised as much as possible. Currently, CCS does not require teachers with young school age children to attend morning devotions and briefings on Mon, Wed and Fri at 8:10am. To ensure seamless communication Natasha Casey (senior school AP) creates a 'Panui update email' on each of these mornings to ensure that these teachers are kept in the loop around core messages and communication at these morning meetings.

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- Balanced approach to team, Primary/Middle and Senior school, whole school meetings on Wednesdays after school.
As best we possibly can, the Wednesday afternoon meeting schedule alternates between a Whole School meeting, a Primary or Secondary Staff Meeting and Team / Department Head meeting. In terms 3 and 4, due to a number of staff attending the Wednesday afternoon Te Ahu o Te Reo Māori immersion course here at CCS on a Wednesday afternoon, other staff meetings were minimised.
- Sensible approach to the school calendar – cut the ‘busyness’.
There is still work to be done in this area. Schools are busy places, however at an SLT level the first item on our agenda each week is ‘calendar updates’ and we actively work to ensure that there are as few clashes as possible and that the impact of EOTC events on core classroom learning is minimised.
- Social events throughout the year – at least one per term.
We are looking to appoint a lead person for social events in 2024. This is not something we have done well as a staff team over the past few years.
- End of term acknowledgement / celebration. Celebrating staff events and successes.
- Morning-teas.
There are weekly staff morning teas and a number of celebrations that occur each term to celebrate staff successes and events. For example, we ensure that we celebrate key birthday milestones e.g. Eric Knowlton’s 65th birthday or Erika Snedden being awarded her doctorate recently or Bronte Tongs achieving full teacher registration status.
- Teacher Professional development focus on:
 - Year 1 to 6 teachers – Local Curriculum: Mathematics Curriculum Review. Professional Development Programme with Rob Proffitt-White
The Primary team has been taking part in The Learner First Maths Professional Development with Dr Jo Knox, Marie Hirst and Rob Proffitt-White. The goal is to build teachers’ confidence and capability in providing a balanced Mathematics diet for our students. Each term there is a full-day workshop where our lead team (consisting of the three team leaders, Bronte

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Tongs and myself (Raeleen Simpson) have joined other schools looking at topics such as the refreshed curriculum – Understand, Know and Do of Te Mātaiaho, planning for a balanced Maths programme, rapid routines, and evaluating and incorporating academically rich games into learning. There is also a zoom hui each term which has so far covered “Getting to know your learner” and discuss/defend routines. Staff meetings and Teacher Only days have been used to feedback information and learning from the workshop days to the wider staff, and to allow teachers to watch a recording of the zoom hui together and have time to discuss it. Teachers are enjoying the content covered so far, implementing the learning into their classrooms, and are positive about the benefits they are seeing for students. We are looking forward to the remainder of the year and the learning it holds for both staff and students.

- Year 7 to 13 teachers – Local Curriculum: Christian Worldview (Faith & Values in Practice). Professional Development via Kahui Ako PD hours (Bethlehem Tertiary Institute).

At the beginning of term 2 the decision was made not to continue our existing secondary school professional development around Christian Worldview with Emmaus. Effectively these professional development sessions came to an end at the end of 2022, and it was decided this term to use Kahui Ako PD hours to carry out a special character audit process of Cornerstone Christian School coordinated by well-respected Christian Educator, Dr Bev Norsworthy and the Principal of Hastings Christian School, Gavin Clark. This audit process began onsite on Thursday 27th August 2023.

- PB4L Tier 1 (and 2 for those staff involved) and Restorative Pastoral Practises.

Recognising that we are moved towards developing our own ‘bespoke’ model for Behaviour Management and Pastoral Care at Cornerstone Christian School this year, there is no current intention to continue to send Cornerstone staff to Positive Behaviour for Learning (PB4L) PD unless staff specifically requested to attend these training sessions. Similarly, the school will not be undertaking restorative pastoral practise PD during its August Teacher only day. We made the decision to delay the teacher only day for Teachers in years 7-13 until term 4 to align with a Ministry of Education Teacher Only day event around the NCEA change programme being organised for all Manawatu Schools being organised for 13th November 2023.

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- Te Reo Māori PD via Te Ahu o Te Reo Māori

In Term 3 and 4 we had 24 staff members undertaking the Te Ahu of Te Reo Māori immersion language course. This ran weekly onsite on a Wednesday afternoon here at Cornerstone Christian School and we were joined by another 15 teachers from around Palmerston North. This was a big commitment for staff but one we felt was important for our school. Additionally, another 10 Cornerstone teachers chose to take part in the Education Perfect (online) Te Reo Māori course in their own time.

- NCEA review via NZQA Teacher-only days across the year.

The Ministry of Education is currently in the process of making a series of changes to the NCEA qualification to improve some core areas that have been identified, namely: wellbeing, equity, coherence, pathways and credibility – for students and teachers alike.

The NCEA Change Programme seeks to deliver a package of seven changes aimed at strengthening NCEA:

- 1. To make NCEA more accessible – zero fees, fewer barriers for learners with disabilities and learning support needs.*
- 2. Equal status for mātauranga Māori in NCEA – develop new ways to recognise mātauranga Māori, build teacher capability, and improve resourcing and support for Māori learners and te ao Māori pathways.*
- 3. Strengthen literacy and numeracy requirements and assessments – ensure students with an NCEA have functional literacy and numeracy skills that will ready them to transition into tertiary education or the workplace.*
- 4. Fewer, larger standards – new achievement standards and resources will be developed to replace existing standards and ensure the qualification achieved credentials the most significant learning in a learning area or subject.*
- 5. Simplify NCEA's structure – credits can no longer be carried over to the next level and resubmissions will only be allowed where they take students from a 'Not Achieved' grade to an 'Achieved' grade. Sixty credits will be required to pass each NCEA level instead of the normal eighty at NCEA level 1.*
- 6. Clearer pathways to further education or work – develop a Vocational Entrance Award to clearly signal when a student is ready to transition into higher level vocational education and strengthen vocational pathways through NCEA.*

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7. *Keep NCEA Level 1 optional for school – ensure Level 1 provides students with the broad, foundational knowledge needed to support specialisation at Levels 2 and 3. Here at Cornerstone we still feel that NCEA level 1 has relevance for us as a qualification in year 11.*

Cornerstone NCEA Teachers have attended a number of workshops, meetings and hui to implement these changes to the NCEA. The new standards are scheduled to be implemented in 2024 (Level 1), 2026 (Level 2) and 2027 (Level 3).

The local Ministry of Education convened a workshop meeting on Monday 13th November. The senior leadership made the decision to make this day a Teachers Only Day for Years 7-13. The roll for all year 7-13 students was collapsed on this day however the school remained open for instruction for all students in year 1-6.

- Secondary subject specific Professional Development.

Over the course of 2023, teachers within the secondary school attended a variety of subject specific professional development courses. This was particularly important for staff who teach NCEA subjects. Significant work has been put in over the course of year to ensure that we are ready for the NCEA level 1 change programme and co-requisites occurring in 2024.

- Take group of teachers to NZACS Annual Conference in Christchurch

A total of sixteen staff members attended the New Zealand Association of Christian Schools (NZACS) Conference in Christchurch at the end of term 2.

A huge vote of thanks to the board for supporting and funding this number of teacher to attend this event. The conference was highly encouraging and educational for teachers and many who attended reported feeling encouraged or reenergised through attendance. The conference consisted of a series of keynotes and variety of workshops around a number of topics pertinent to Christian Education. The conference was also invaluable for networking with other Christian Educators and sharing stories and for encouraging one another.



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- Review Professional Growth Cycle so that process becomes more worthwhile rather than a box tick exercise

This year (2023) is the third year of the simplified the requirements of the Professional Growth Cycle model. Following the removal of performance appraisal as part of the last NZEI/PPTA negotiating round, participation in a professional growth cycle designed using the elements below from the New Zealand Teaching Council is now required for all teachers from 1 February 2021.

Elements: The Principal is required to facilitate a common understanding of the Standards or Paerewa at Cornerstone Christian School and what meeting and using them in their practice looks like (Not annually but once in place revisit from time to time and with new teachers to the setting). We will continue this process in 2023 via Whole Staff Meetings.

- a. The Principal must design in consultation with teachers an annual cycle of professional growth in their setting, using the Standards or Paerewa and support teachers to engage in it, fostering an environment for inclusive, collaborative teacher learning.*
- b. Every teacher will engage in professional learning using the Standards or Paerewa to advance their understanding of the relationship between their professional practice and outcomes for learners*
- c. Every teacher will be given the opportunity to discuss and receive feedback on their practice including observation, particularly for teachers holding Tōmua practising certificates (provisionally certificated teachers).*
- d. Principals will confirm annually that each teacher has participated in the annual cycle and will also provide a statement to the teacher about whether they meet (Tūturu: Full Practising Certificate) or likely to meet (Pūmau: Subject to Confirmation) the Standards or Paerewa (but with no requirement to create evidential documents).*

Requirements

The yearly requirements for the renewal of Practising Certificates for Teachers include:

- *Two annual professional conversations with your mentor teacher, usually at the start and end of the cycle*
- *Agreement on a personal development objective and its relation to the Standards for the Teaching Profession*
- *Agreement on professional learning relevant to the development objective*
- *A yearly classroom observation and feedback from this*
- *Self-reflection on the development objective(s)*
- *An Annual Summary report - to be completed by both the Mentor Teacher and the Teacher*



The Cycle - Term 1 to Term 4 in any given calendar year

Culture

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

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

Over the last year, we have deliberately gone back to the roots of our formation as a school. For example, in the middle of the year, we tabled the Cornerstone Christian School integration agreement at one senior leadership team meeting. Most of the senior leadership team had never seen this document, much less read it! Reconnecting with this document led to us initiating our recent special character review (led by Dr Bev Norsworthy and Gavin Clark), which in turn is now informing much of our strategic plan for 2024 to 2026. Alongside this, our motto, "Learn, Serve and Grow in God", has also been brought back to prominence and a lot of what we do as a school is considered through the lens of how this is helping us collectively 'learn' more about God, or how this will assist students to 'grow in God', or what opportunities there are for 'service'. One of the pieces of work that Bev has been doing with the senior leadership team is around tweaking the way that we plan for learning at CCS. On our second 'call-back' teacher only day at the start of 2024 Bev will be working with all of the staff in the school to collectively create common planning documents that ensure we are continually thinking, "how does this unit of work help our students to learn, to serve and to grow in God."

Mr Craig McDonald (currently employed as our schools Director of Events and School Culture) will be released from core year 7 homeroom responsibility in 2024 to allow him to focus more on supporting our special character schoolwide, across-school events, school culture and the tribes competition. Mr McDonald will still retain a teaching workload across year 7-10 modules.

- 2023 Senior School Production (year 7-13)

Our senior school production of "Pilgrim, Her Story" was a highlight of the year.



Senior Production – 'Pilgrim'



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- Establish the middle school operation and culture (year 7 – 10)

This year we made the decision to create a homeroom class environment in years 7 through 10. The idea of 'home-rooming' is based on the premise that in years 7 and 8, one teacher teaches three core subjects (e.g English, Maths and Social Sciences), the LifeLab devotional class and / or one module. In years 9 and 10, one teacher teaches one (or more) key subject(s), the devotional LifeLab class (and sometimes one module). Alongside this, at the start of 2023 we also appointed Mrs Heslia Swanepoel as the new year 9/10 Team Leader. These core shifts to the operation of the middle school have been fundamental in settling and establishing a different way of operating the Cornerstone Christian School Middle School. Next year we are planning towards a number of cultural shifts based around student leadership and an academic awards structure called the 'Cornerstone Christian School Senior Colours Programme'.

- Student Leadership opportunities:

- Continue with Peer Mentoring under the oversight of the Head of Pastoral Care.

This programme is up and running again this year however had met with mixed success due to lower numbers of students in the year 12 cohort.

- Seeds Programme / Buddy systems - senior secondary students to work with junior ones.

This initiative was started by the 2022 student leaders and continues to run this year. The Seeds programmes organises a roster of senior secondary students who spend lunchtime mentoring younger students in the primary area. This is a great way for facilitating connection between the secondary and primary schools.

- Primary team 'friends duty' to help students who need a friend at interval/lunchtime.

This programme has been run by Mrs Sutherland the last few years and continues to operate successfully in the primary school.

- Prefect team appointed with a focus on serving their peers through portfolios of service / committee leadership.

The senior leaders (prefects) were appointed following the year 13 leadership camp at the beginning of term 1, with the following student leader prefect teams operating at school in 2023:

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<i>Zebulun Tribe Leaders</i>	<i>Matariki C, Luke D</i>
<i>Asher tribe leaders</i>	<i>Cameron C, Judah P</i>
<i>Naphtali tribe leaders</i>	<i>Bridget S, John C</i>
<i>Issachar tribe leaders</i>	<i>Anyia S, Teariki N</i>
<i>Sports committee</i>	<i>Luke D, Petra Cl</i>
<i>Social committee</i>	<i>Joel T</i>
<i>PB4L committee</i>	<i>Cameron C, Joel W</i>
<i>Missions committee</i>	<i>May M, Luna K</i>
<i>Cultures committee</i>	<i>Matariki C, Namitha S</i>
<i>Media committee</i>	<i>Bethany F</i>
<i>Tech committee</i>	<i>Hamish C, Richard G</i>
<i>Secretary</i>	<i>Christian R</i>
<i>BOT Rep/Student Voice</i>	<i>Caragh A</i>



- Junior and Senior school councils up and running

The junior school council operates in years 1-6 and typically draw student leaders from year 5 and 6. The AP Primary, Mrs Raeleen Simpson works with this group – typically to carry out a leadership project each year – for example in 2022 the student council was responsible for creating the ‘Loose Parts Shed’, which operates at break times and allows primary students to create structures and play areas using a number of loose parts e.g. tyres, pipes, buckets, wood etc.

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- Breakfast club refresh

We currently have two breakfast clubs up and running at Cornerstone:

1. *The Primary Breakfast Club runs on Friday mornings from 8:15 – 9.00am out of room C6. This club is hosted here at Cornerstone by the Arise Church Palmerston North who regularly bring in and cook food for the students.*
2. *The Secondary Breakfast Club is run out of room L2 and L3 and caters for all secondary students who need breakfast in the morning. This event is run by the Food Technology teacher, Mrs Delwyn Crowther using food provided for schools by Sanitarium and Fonterra.*



- Develop and implement a middle school student leadership structure

This has not up and running yet. We have started to find space for carving out a unique middle school assembly, but the student leadership aspect of this is not operating yet.

- 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)

At this stage, the only time we have met with new students as a collective group is at the start of the year when most of our new students started at Cornerstone. We need to find better methods of inducting new Cornerstone students into 'our way of being' here at our school.

Learning

NELP Objective 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

NELP Objective 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

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

The Primary team has been taking part in The Learner First Maths Professional Development with Dr Jo Knox, Marie Hirst and Rob Profitt-White. The goal is to build teachers' confidence and capability in providing a balanced Mathematics diet for our students. Each term there is a full-day workshop where our lead team (consisting of the three team leaders, Bronte Tongs and myself) has joined other schools looking at topics such as the refreshed curriculum – Understand, Know and Do of Te Mātaiaho, planning for a balanced Maths programme, rapid routines, and evaluating and incorporating academically rich games into learning. There is also a zoom hui each term which has so far covered "Getting to know your learner" and discuss-N-defend routines. Staff meetings and Teacher Only days have been used to feed-back information and learning from the workshop days to the wider staff, and to allow teachers to watch a recording of the zoom hui together and have time to discuss it. Teachers are enjoying the content covered so far, implementing the learning into their classrooms, and are positive about the benefits they are seeing for students. We are looking forward to the remainder of the year and the learning it holds for both staff and students.

- Embed new secondary school timetable and curriculum to maximise learning opportunities for students

Recently Dr Bronwyn Boddy produced a set of tables that examine Cornerstone Christian School's academic performance in comparison with other Schools here in Palmerston North. These tables clearly show that Cornerstone Christian School continues to be a top performing co-ed School in the Manawatu (Please refer to the assessment data section at the end of this report for NCEA results in years 11-13).

Curriculum and Timetable changes for 2023

At the end of 2023 a significant amount of work was put in to review a growing perception that Cornerstone was becoming less academic focused, and more humanities and vocationally focused. After a period of staff consultation, feedback, and minor amendments, SLT endorsed the 2023 proposed timetable below.

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Year 7-13 TT proposal		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
8:50am	P1	1	6	5	4	3	1	6	5	4	3
9:50am	P2	2	1	6	5	4	2	1	6	5	4
10:50am	Interval										
11:20am	P3	3	2	1	6	5	4	2	2	6	6
12:20pm	P4	4	3	2	1	6	3	3	1	1	5
12:50pm		Life Lab		Life Lab		Life Lab	Life Lab		Life Lab		Life Lab
1:20pm	Lunch										
2:00pm	P5	5	4	3	2	Utility	5	4	3	2	Utility
3:00pm	Finish										

Additionally, at the end of term 3 the senior subject matrix (left) was presented to all students who will be in years 11-13 in 2023. Over the holidays, students were required to make their 2023 subject choices from subject sets that the school can predictably offer in each timetable line. Year 11 and 12 students in 2023 were asked to choose 6 subjects and the year 13 students chose 5 subjects and 1 study line (the year 12 students do not get a study period).

	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
LEVEL 3	Physics Maths with Statistics History ESOL Study	Chemistry Physical Education Police Studies Study	Biology Drama Study	Maths with Calculus Business Studies Painting Photography Study	Accounting Food Technology Music Study	English Sports Studies Hospitality Study
	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
LEVEL 2	Maths with Calculus or Statistics History ESOL	Biology English Physical Education Police Studies	Chemistry Maths with Statistics Drama	Physics Business Studies Painting Photography	Accounting Food Technology Music Gateway	English Sports Studies Hospitality
	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
LEVEL 1	Maths with Algebra Science ESOL Literacy	Mathematics English Numeracy	Physical Education History Drama	Science English Applied Science	Food Technology Music Sports Studies	Commerce Hospitality Art

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A key outcome of this 2023 timetable change was a change to the timing of Life Lab. It will move from the start of the day on Monday, Tuesday, Wednesday, and Thursday, to before lunch on Monday, Wednesday, and Friday, with an additional 60-minute slot on Friday after lunch. We are hoping that this will help deal with the perennial problem of lateness in our secondary school i.e. we believe that senior students are often late for school as they don't see the life lab at the start of the day being as important compared to other academic subjects. We are watching this space closely.

Anecdotally teachers are reporting that they like the new timetable structure allowing them to see their students regularly and often. Teachers report that they are a lot further ahead in their curriculum delivery than at an equivalent point last year (2022).

- Create a middle school prospectus and senior school prospectus

This is near completion at the end of 2023. Final design changes and proof printing will be taking place at the start of 2024, with 250 copies of the final design being ordered.

2. Student learning is individualised and shaped around the needs of the learner. This includes targeted intervention for priority learners.

- Embed the new Aotearoa-NZ Histories' Curriculum (ANZHC)

From 2023, the Aotearoa New Zealand's histories curriculum (NZAHHC) has been embedded in all schools. The final content (document) has been released in March 2022 to schools time to plan for implementation of the new curriculum content from term 1 2023.

The implementation of this new curriculum area has been a challenge to get our heads around as a school as it is far more prescriptive than other curriculum documents currently in use in schools. Credit needs to go to all teachers for taking on this new learning and for embedding it in their classroom programmes. There has been concern expressed at previous board meetings that this curriculum material would act contra to some of our special character perspectives e.g. that it might diminish the role and importance of missionaries in early New Zealand life. At this stage we have still found space within this curriculum model for important special character perspectives.

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NCEA Change programme – take part in Literacy and Numeracy Pilot programme

2023 is a transition year for the NCEA Literacy and Numeracy Pilot that is being introduced as part of the NCEA change programme. NZQA has given any school with consent to assess the permission to deliver the new NCEA Literacy and Numeracy standards. Schools don't need to have been selected into a pilot – hence this year Cornerstone Christian School has trialled delivery of the new Literacy and Numeracy standards.

- Provide for Junior literacy support programme in years 1 and 2 (Catherine) and Years 3 and 4 (Gemma) through 0.2 FTTE release.

This year we have had two literacy support programmes underway in the Primary School, reinforcing our shift towards a structured literacy approach from years 1-6., Mrs Catherine Forrest has supported early literacy learners in years 1 and 2 for half a day per week. Ms Gemma Stewart has supported literacy learners in years 3 and 4 for two afternoons per week. I would like to thank the board for allowing me to implement this successful support programme through extra staffing resourcing.

In 2024 we will look to increase this support to 0.4 FTTE in years 1 through 6 while also adding in increased ESOL support recognising the large number of students we have enrolled at school who are ESOL (now approx 75/620). This ESOL support will be approximately 0.4 FTTE also and may either be covered by a Teacher Aide or a Teacher.

- Expand the scope of the ESOL programme across the school to meet the needs of an increasing ESOL roster through:
 - Increasing Years 1-4 ESOL hours to 20 hours per week

Mrs Laura Siegel's hours were extended in February 2023 to 15 hours per week to work in the Year 1-4 ESOL space.

- Providing space in I-block for and expanded ESOL programme in years 5-13.

The ESOL programme has now found a permanent home in room H6, as a classroom learning space.

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- Continue with the language support pilot programme for Afrikaans, Tongan, Malayalam and Filipino students

The Cornerstone ESOL pilot programme for Afrikaans, Tongan, Malayalam and Filipino students was funded by the Ministry of Education through to the middle of 2023. The results produced by this programme have been outstanding and credit needs to go to our head of ESOL, Mrs Christina Havill for her work in this space. We did have some issues retaining consistent Teaching Assistants for the Afrikaans and Malayalam groups, however Christina did collect and compare start of year assessment data for each student in the pilot groups with end of year assessment data within the following measures:

- *spelling age*
- *writing error rate*
- *GAP analysis*
- *OTJ curriculum level Writing*
- *OTJ curriculum level Reading*

Universally we saw accelerated learning occurring for every student in the pilot group with some students improving by as much as three curriculum sub-levels in writing and reading across the year.

3. 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.

The current Christian curriculum structure was designed to broaden the range of ideas explored. Four big ideas (The Bible, The Nature and Character of God, Personal Faith (me) and Community (others)) are now taught each year. These are broken into twenty-two smaller units across a two-yearly cycle, meaning students encounter each big idea at an ever-deepening level as they mature through their Primary years. The year's programme is designed to move from head knowledge to heart understanding and outworking of faith.

Each day in all Primary classrooms starts with Devotions for approximately 20-30 minutes (dependent on age level), where the topic is taught in a variety of ways including through Bible stories in a variety of formats and class discussions and activities based on Bible verses. Worship is a regular part of the Devotions programmes, and prayer occurs on multiple occasions throughout the day in all classrooms. The Devotions programme also includes a values component (usually one lesson each week) where the school value for the term is explicitly taught, through Bible study, character studies, object lessons and class discussions. These values then form

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the basis of our behaviour management plan, allowing a pathway for students to experience teaching/learning around grace, forgiveness, tolerance etc when conflict arises, with the goal being restoration of relationships.

Christian teaching is also integrated into other curriculum areas in a much more natural way wherever and whenever possible. Our Integrated theme uses the theme topic to highlight areas such as our responsibility as Christians, the nature and character of God, and recognising God's provision in our lives. This is specifically planned for within the Integrated Theme planning.

Staff have embedded the new Christian curriculum into their classroom programmes and continue to develop and refine units in both Devotions, Integrated Theme and other curriculum areas to support the teaching of Christian content integrated through the NZ Curriculum.

Please see next three pages for an overview of the current Christian Curriculum Structure:

Christian Curriculum Structure	Bible Others response to God	Nature and Character of God Who God Is	Personal Faith (Me) My Response to Who God is	Community (Others) My Response to Others Because of Who God Is
Biblical Rationale	<p>The Bible shows us God's great plan unfolding – His plan to win a lost humanity back to Himself. The central theme of the Bible is <i>salvation</i>, and the central personality of the Bible is <i>Christ</i>.</p> <p>The Bible is God's gift to us. It came <i>from</i> God, and it points us <i>to</i> God.</p>	<p>The Bible shows us God's character and provides us God's revelation of himself to his people. In each section of the Bible, we see God's holy, unchanging, faithful, gracious and loving character.</p>	<p>God has revealed Himself in the created world, in our inner nature, and in the Bible. The best and most appropriate response to God's revelation is awe, acknowledgment of sin, and confession, making a personal decision to trust Jesus Christ as our Lord and Saviour. The Bible gives us examples of how we in turn respond to God's goodness towards us, to desire to live more closely in communion with Him through regular prayer, reading of His Word, worship and fellowship with other believers.</p>	<p>God loves us with such incredible love. He wants us to experience incredible, life-changing love, mercy, and compassion not only from him, but from those around us. And he wants us to show that love to others.</p>
Key Verse/s	<p>All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the man of God may be complete, thoroughly equipped for every good work (2 Timothy 3:16-17 NKJV)</p>	<p>But these are written that you may believe that Jesus is the Messiah, the Son of God, and that by believing you may have life in His name. (John 20:31)</p> <p>Those who know Your name put their trust in You. Psalm 90:10</p>	<p>God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life" (John 3:16)</p> <p>If you confess with your mouth that Jesus is Lord and believe in your heart that God raised him from the dead, you will be saved. (Romans 10:9)</p>	<p>Dear friends, since God so loved us, we also ought to love one another. (1 John 4:11)</p>

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Value	Respect Treasure God, everyone, and everything He has given you.	Integrity Doing the right thing even when no one is looking	Diligence Get started, work hard, finish well Humility before God (Knowing how great God is and who I am in Him)	Kindness Showing care to others
<u>Aroha</u> Odd Year	People of the Bible The Life of Jesus Easter Creation Story	The Softness of God God Is... Our strength Love Merciful Redeemer	Fruit of the Spirit Lord's Prayer / Different ways to pray Psalms / Poetry / Worship	The Holy Spirit The Great Commission
Even Year	Old Testament Stories Creation story Easter	The Strength of God God Is... King of Kings Provider Deliverer Holy	Pentecost The Armour of God	The Early Church Missionaries Having a Servant Heart Holy People
<u>Manahau</u> Year 3	Understanding what the Bible is Structure of the Bible – nuts and bolts: Books, Chapters and Verses Finding verses Old Testament	New Testament The Word becomes Flesh	Saying Yes to Jesus 4 Keys for Kids	Mission Possible – We Can Do It! Missionaries Opportunities for Service
Year 4	Understanding what the Bible is Applying the understanding at a deeper level Old Testament	New Testament The Word becomes Flesh (deeper level)	The Story Continues In Me Living for Jesus Praying Reading the Bible Baptism Fellowship	Mission Possible – We Can Do It! Missionaries Opportunities for Service

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<u>Tumanako</u>	The Literary Styles of the Bible Narrative Poetry and Prose Discourse	Names of God Hebrew (10 or 20 weekly or fortnightly)	Connecting With God - Worship - Scripture - Prayer (Lord's Prayer) - Testimony - Fellowship	Historical Mission Missions/Missionaries - Torchlighters Early NZ mission outreach
Odd Year				
	The Bible is God's Love Story The Kings The Message of Salvation Israel The Early Church	Names of God (continued) The Trinity (see unit 2018 Term 3)	Connecting With God - Worship - Scripture - Prayer (Lord's Prayer) - Testimony - Fellowship	Global Mission Mission Organisations around the world and in our community Partnering with local mission organisations Service in our local community
Even Year				

- 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.
- Consider student assessment and reporting practices, as students move between teams and parts of the school.

There are now intentional transition meetings happening in term 4 for Y6 to 7, Y8 to 9 and then Y9 to 10. At those meetings, there are representatives from the current year level, the new year level in 2024, the pastoral team and the management team. Individual students and their academic and pastoral needs will be reviewed leading to more comprehensive and informed class composition decisions for 2024. This is in contrast to past years where such placements have often been driven by parent requests.

The transition from Y10 to Y11 has also been reviewed by staff in those areas of care. This is because the context is now a little different with the inclusion this year of the Year 10 Reading, Writing and Numeracy Common Assessment Activities. Information from these activities has been considered alongside the usual data, thus informing the decisions around who would be best suited to the Y11 Literacy and Numeracy classes in 2024.

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- Embed the year 7 and 8 Module Structure including elements of technology.

The current modules for 2023 are:

Year 7/8: Food Technology and Wood Technology, Financial Literacy, Robotics, Art, Music, Dance and Drama, Invictus and Digital Technology. Due to staff changes, Invictus will be replaced with Te Reo in 2024. All other modules in 2023 will remain the same for 2024.

Year 9/10: Food Technology and Wood Technology, Equip, Robotics, Art, Music, Dance and Drama, Invictus and Digital Technology. In 2024 Invictus will be part of the 'Integrated Health Studies' module. All other modules in 2023 will remain the same for 2024.

Interweaving Strands

Christian Discipleship

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.

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.
 - Develop an approach to teaching Christian Biblical Worldview within individual subjects in the secondary space.

The Principal and Senior Leadership Team decided to carry out a special character audit process as part of our Strategic Self Review. The school recognised that this is normally the domain of the proprietor, however the school felt that it was important to carry out this review as part of our wider strategic review as a school.

Objectives of the Review:

- *To investigate how faithfully the school is living out its vision and mission in general school life.*
- *To use this information to help direct future special character and curriculum development.*
- *To use this audit experience to refine the system for future special character audits.*

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Who conducted the review:

The Special Character Audit 2023 was conducted by Dr Bev Norsworthy and Gavin Clark (Principal Hastings Christian School). The school used Professional Development hours from our Kahui Ako to pay Bev and Gavin (expenses only) for this audit process.

The Review process included:

- *Framing our inquiry with our vision and the special character of our school.*
- *Considering how we promote and sustain beneficial learning-partnerships between school & home.*
- *Considering pathways that support better programme design.*
- *Focus Questions:*
 - *Do our enrolment procedures ensure compliance with preference criteria?*
 - *How does Cornerstone Christian School encourage and facilitate the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God.*
 - *How does the school partner with parents to assist families to learn serve and grow in God.*
 - *Are we fulfilling our vision of our year 13 students being confident followers of Jesus Christ, equipped and inspired to creatively impact their world?*
- *What opportunities are given for students from year 1-13 to:*
 - *Learn about God?*
 - *Serve God both within school and outside of the school context?*
 - *Grow personally in their faith in God?*
- *How does Cornerstone Christian School, through its stewardship and compliance with legal obligations, safeguard and strengthen its Christian Special character identity?*
- *Recommendations for us as a school.*

Phase 1: In the first instance, we gathered raw or aggregated data - hard (quantitative/numerical) and soft (qualitative/narrative). This showed “what is” or “what is happening.”

Phase 2: We undertook a review of best-practice research and visited leading schools to see best-practice in action. We turned the data from phase one into information, which was analysed to give meaning to the raw data gathered allowing us to make statements or comparisons to best practice.

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Phase 3: Finally, the information and comparisons were used as evidence to support judgements (how well/to what extent), to make decisions (if this is so, then we need to ...) and to determine priorities (the most compelling need is ...). A final special character review document was presented to the board and proprietor. A shorter summary document was also made available to the school community.

Māori ākonga

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.

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

1. Tangata Whenuatanga (Placed-based, socio-cultural awareness and knowledge).
 - Start the 2023 with a staff-wide powhiri at Rangimarie marae (29th Jan 2023)

Thank you to the Board for their support of our staff marae pōwhiri at Rangimarie marae. This was a fantastic event for everyone and for many of our staff their first time on a marae.



- Staff encouraged to undertake Te Ahu o Te Reo Māori professional development programme in conjunction with other staff across or Kahui Ako.
(see section: Wellbeing - Te Reo Māori PD via Te Ahu o Te Reo Māori)

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- Continue with Powhiri

Our pōwhiri (Mihi Whākatau) to welcome new students to Cornerstone Christian School was well received by school families. Many of our Māori families reiterated the importance of welcoming new students in a manner that met with tikanga.



- Restart Kapa Haka in Primary and Secondary Schools

In the latter part of 2023, we engaged Tūrehu Mōkai-Simon (a private Kapahaka provider) to assist with Kapahaka in years 7 and 8. This weekly programme ran from the start of term 4 through to the end of the year.

- Use mihi to begin gatherings – whakawhanaungatanga (all year).

2. Ako (Practice in the classroom and beyond)

- Staff professional development in use of Te Reo - staff to become comfortable using Te Reo in the classroom. Staff given opportunity to attend Te Ahu o Te Reo Maori in second half of year.
- Staff professional development around using and encourage reo Māori greetings and korero Māori with akonga, Kaiako and whanau.
- Staff professional development to use karakia at the beginning and end of the day and at kai times; with increasing responsibility for akonga to lead these.
- Provide opportunities for learners to respond in Te Reo Māori
- Continue development of a Te Reo curriculum at Cornerstone Christian School from year 1 through 13.

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There has been a gradual but pleasing increase in the use and incorporation of Te Reo schoolwide over the past few years – mainly as teachers and support staff become more fluent in their own grasp of Te Reo. This year we had two classes in the Tumanako Team, using Level 4 and 5 Te Reo immersion i.e.

- *Level 4(b) At least 3 hours: Students are learning Te Reo Māori as a separate subject for at least 3 hours a week.*
- *Level 5 Less than 3 hours: Students are learning Te Reo Māori as a separate subject for less than 3 hours a week.*

3. Rangitane Iwi mahi tahi

- Continue to develop the relationship with kaumatua Wiremu Te Awe Awe of Rangimarie mare at Rangiotu.

The school is very appreciative of the support and ongoing close connection that we have with Rangimarie Marae in Rangiotu and the willingness of Kaumatua, Wiremu and Trieste Te Awe to engage with and support school activities here at Cornerstone Christian School. This year both Wiremu and Trieste have supported and attended the following events here at Cornerstone Christian School:

- *Our Staff Marae visit and BBQ prior to school starting for 2023*
 - *Our 2023 Pōwhiri for new students on the second day of term 1.*
 - *Our Kahui Ako Big Day Out Celebration on 1st April 2023*
 - *Our opening ceremony and prayer of blessing for our new I-block*
 - *The year 10 Marae visit in week 5 of term 2*
- Year 9 students to have a noho marae in the first half of 2023.
Unfortunately this event was cancelled in term 1 due to ongoing PPTA Strike Action affecting extra-curricular activities with our secondary staff.



4. 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.

Our Whānau Hui took place on 1st June 2023. Due to the strike action settings, this was a Board initiated and run event.

The Hui was attended by Māori whānau from within the school community, alongside staff and Board members. The following feedback was provided:

Continued invitations of participation and feedback via this whānau hui is one way to gain Māori voice. Providing opportunities to learn te reo and about te ao Maori is welcome. Incorporating pōwhiri and pepeha into school life is wonderful. It would be amazing to see te reo from Yr 1 – 13 but we appreciate the way it is being incorporated, especially in Primary. There has been incredible progress amongst the teachers and te reo already. It's good to hear there will be a te reo course on site for teachers to learn the language.

Aspirations and dreams for Tamariki:

For all students to learn their Pepeha and a mihi. To normalise te reo as a language as well as Māori perspectives. Having a teacher or two who can teach this will be wonderful in the future. Teachers speaking te reo is important because this is how students will hear and engage with it during class. We are one people under God and it's important to include things Māori but not to the exclusion of other voices / people, it is a delicate journey that we must walk, and we must go together. Christian special character is the core value for Māori families represented otherwise they would have put their children into Māori immersion kura. It's good to consider how we can get Māori students to succeed in our system. Māori acknowledgment is more than about te reo – it's about identity and well-being for our tamariki at this school.

A discussion around Mātauranga Māori took place. Several points were discussed, with a final request to include Wiremu Te Awe Awe, Sandra and Piripi to add their perspectives.

Question to consider – how do we incorporate the teaching of classics into History? It would be a similar subject to Mātauranga.



5. Māori student targets

- See information later in this document for details.
- Individual Māori students targeted by name to ensure their success.

Pasifika learners

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

1. All barriers to education for all Pasifika students at Cornerstone Christian School reduced.

- Consult with Pasifika parents twice per year.

Our School Pasifika Fono was held on 15th June 2023. Due to the strike action settings this was a Board initiated and run event. Feedback from the parents is as follows:

The school parents are pleased to acknowledge reports are coming back that the Pasifika students are praying in class, they are among the best-behaved students on the school buses and that past Pasifika students' successes are linked to the close staff relationships at Cornerstone Christian School.

Some parent concern was raised around how Cornerstone Christian School planned to implement the MOE Sexuality and Relationships Guidelines at Cornerstone Christian School and how the special character of the school would be upheld. Discussion was had around the Board's newly developed inclusive education policy.

Suggestions were made by the parents on how Cornerstone Christian School could further help the Pasifika students at our school. These include having further conversations with Sio Vaelua regarding achievement data, getting more Pasifika staff and integrating Pasifika values into school. Further to this is finding someone to run a Fusion cultural group at school, and to get some Pasifika speakers in.

To build the Pasifika cultural group, the Pasifika parents would like to see as many of our Cornerstone Christian School Pasifika students being able to attend the Fusion festival together, at The Regent on the Wednesday and to access the live stream on the Thursday of the event.

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- Pasifika mentoring and guidance from an external provider.

Over the past two years we have managed to employ Mr Sio Vaelua as a part time Pasifika mentor for some of our secondary Pasifika students. As Sio is now the senior pastor of SALT church he has been unable to continue in this role.

- Explore getting a Pasifika cultural group back up and running in 2023.

We have not been able to get this up and running at CCS.

- Language inclusion in school life.

Each year, we focus on four Language Weeks, based on the majority Pasifika / Māori groups attending Cornerstone: Samoa Language Week, Cook Island Language Week, Tonga Language Week and Māori Language Week. In 2023, Mrs Ana Livai put in a huge effort for Tonga Language Week and arranged several activities throughout the week, including a performance by some of the Tongan students, a Tongan phrase of the day, several language posters and decorations around the school as well as activities with some year 5-8 classes. This was highly successful and well received. This is something that could be developed further to extend to the other Language Weeks and throughout the year.

2. Pasifika Fono

- Strengthening relationships through fono to enable Pasifika pastoral needs to be better understood so that the small disparity in achievement can be further reduced.

3. Pasifika Learner Targets

- See information later in this document for details.
- Individual students targeted by name to ensure their success.

Tongan Language Week 2023



Special needs

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

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

This year, Mrs Christina Havill has taken on additional responsibilities as the secondary Learning Support Coordinator. This meshes well with her current work with ESOL students in years 5 through 13. Christina is working closely with the school SENCO, Mrs Clare Long to ensure that we are doing all that we possibly can to support the learning needs of students in years 7-13 who may be either at risk of not achieving or have other learning difficulties.

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- Reapply for ORS classification for ORS students who narrowly missed out

This year we made one ORS (on-going resourcing scheme) application for a year 2 student. This was declined unfortunately. It is my observation that the threshold for a student receiving ORS funding has become impossibly high and as a result schools like ours are having to use significant amounts of our operations grant to provide one on one care for our higher needs students. Please keep in mind that as a school we currently spend one third of our operations grant money on support staff. This cannot be continued long-term and we need the MOE to relax the tight restrictions around high needs students being excluded from ORS funding.

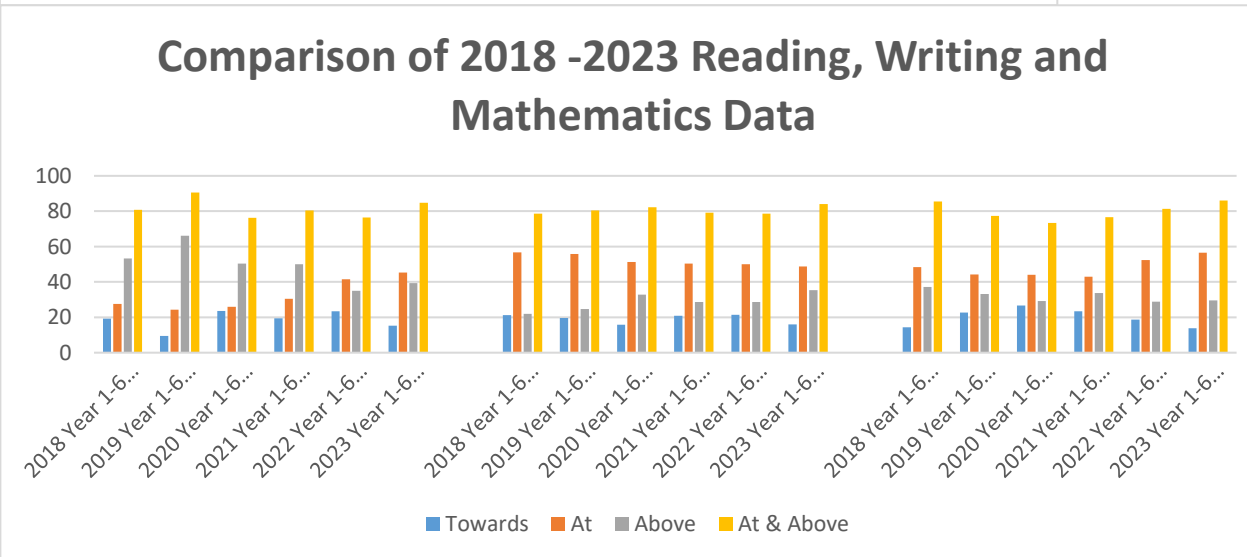
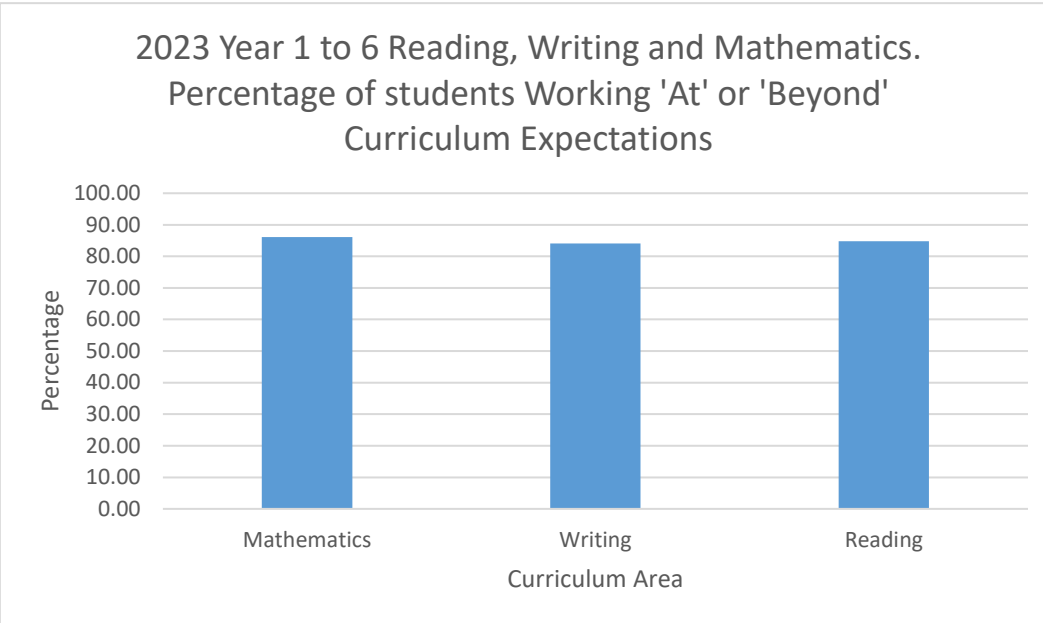
Our SENCO Clare Long, will reapply for ORS funding for the year 2 student at the end of this year once further data has been gathered to reinforce our application.

- Develop Special Needs resources for use across school

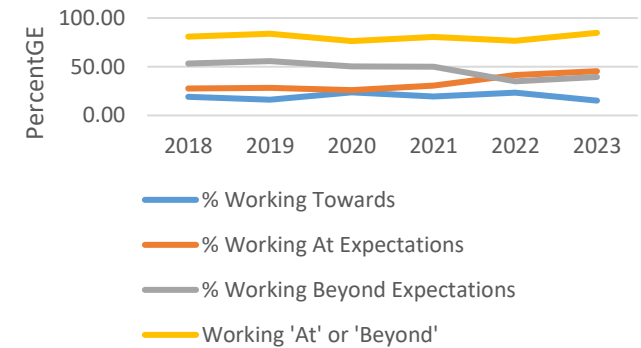
Mrs Clare Long, our school SENCO has put significant effort into purchasing and cataloguing a broad spectrum of resources to assist teachers with students who have special learning and behaviour needs. I would like to publicly commend Clare for the huge amount of effort she has put into this development this year.

2023 Year 1-6 student achievement data

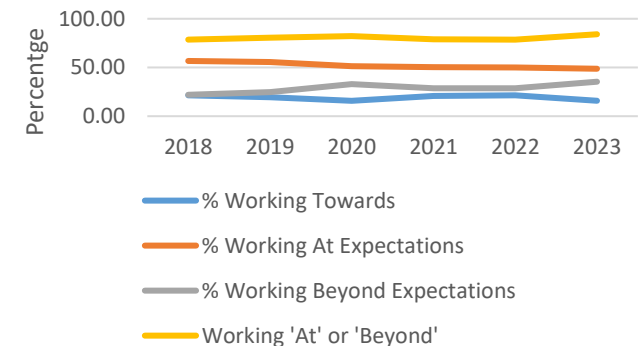
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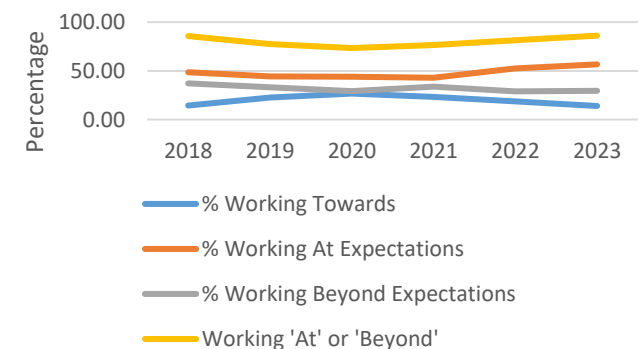
Reading 2018-2023



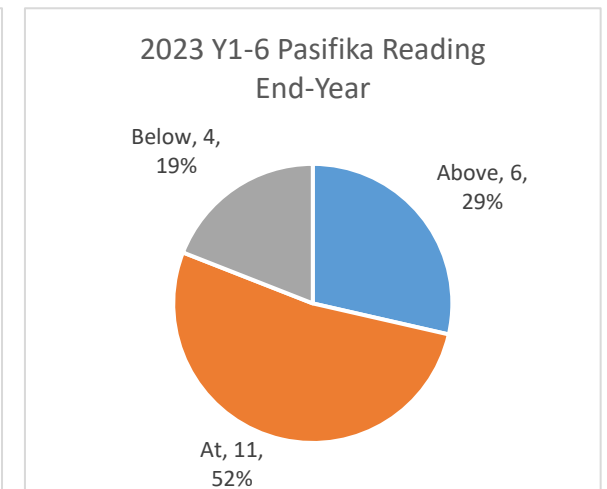
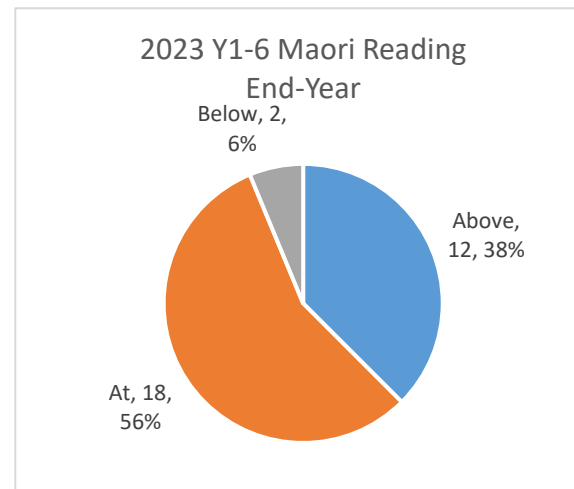
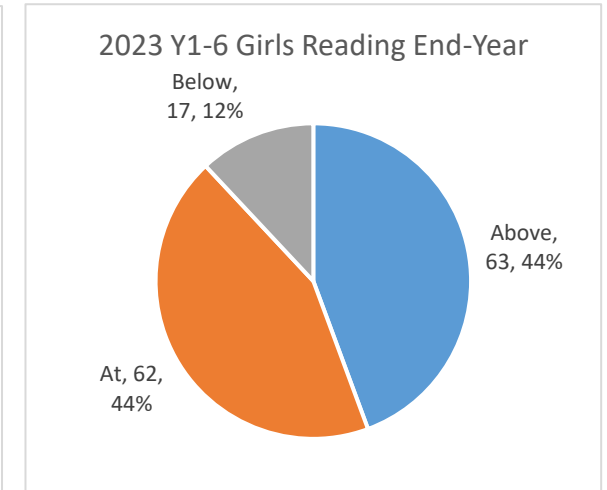
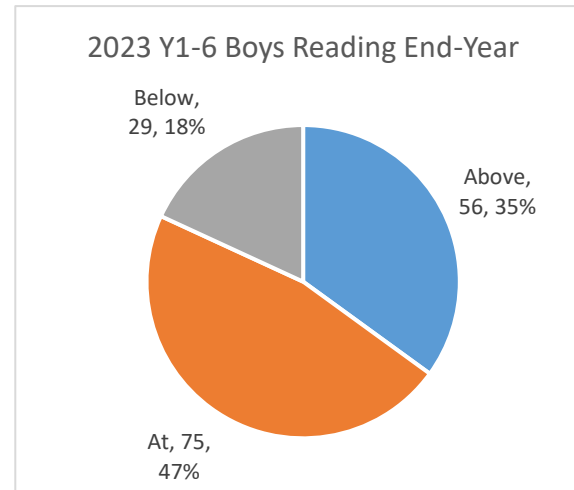
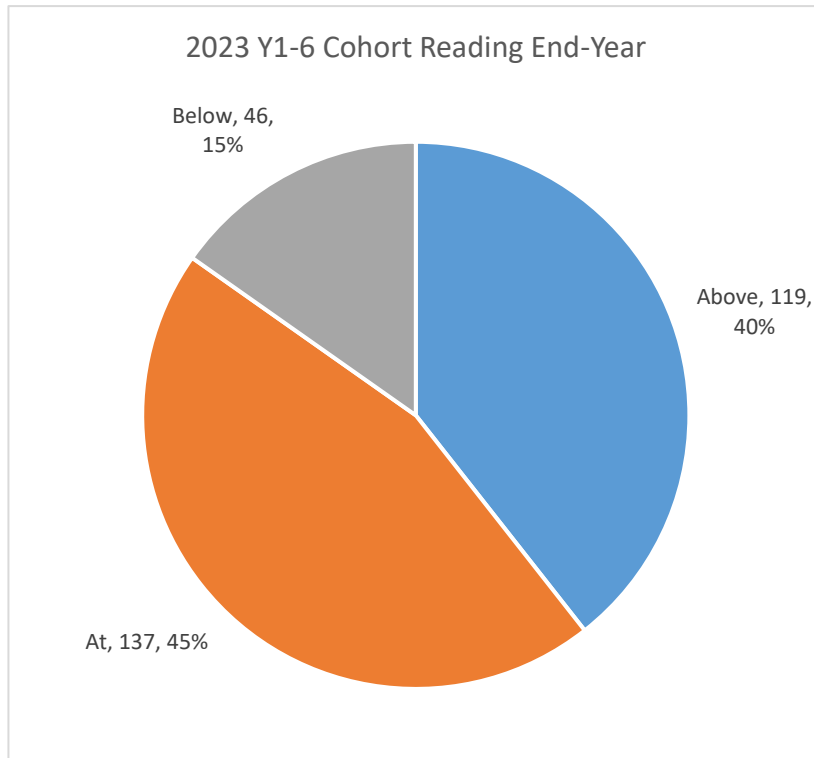
Writing 2018-2023



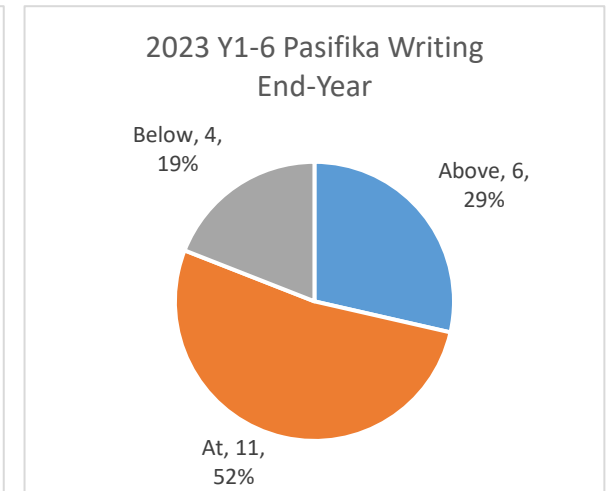
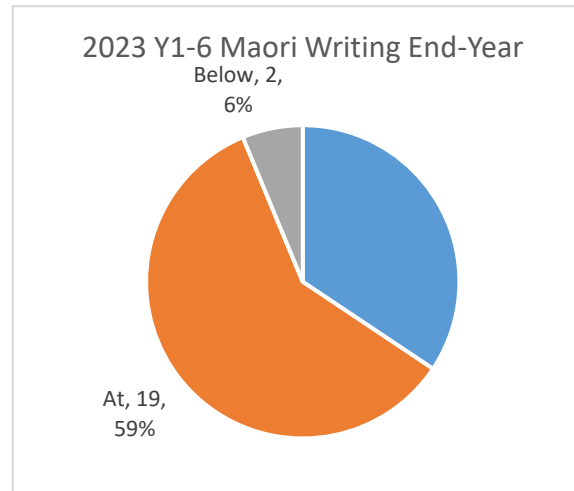
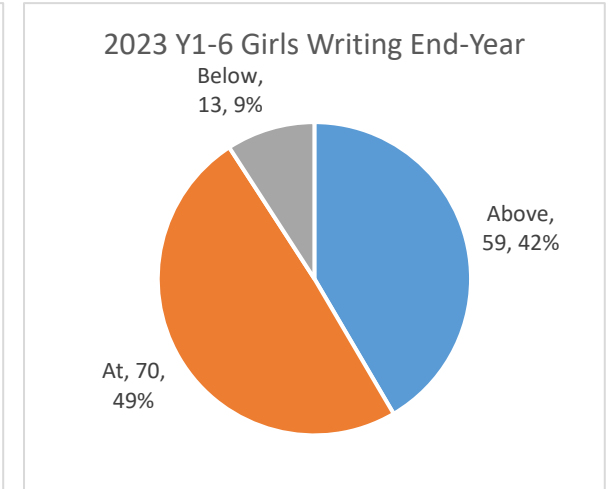
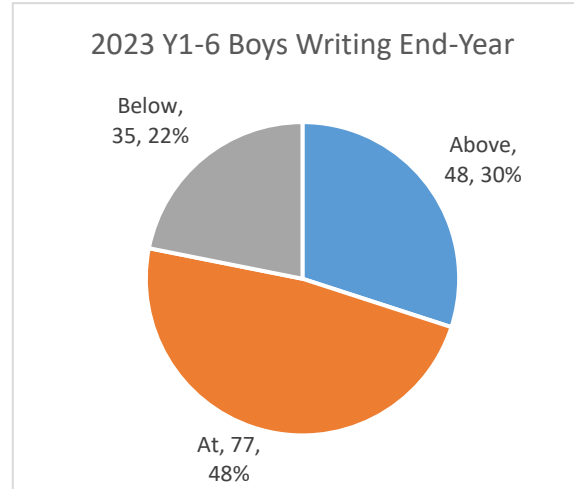
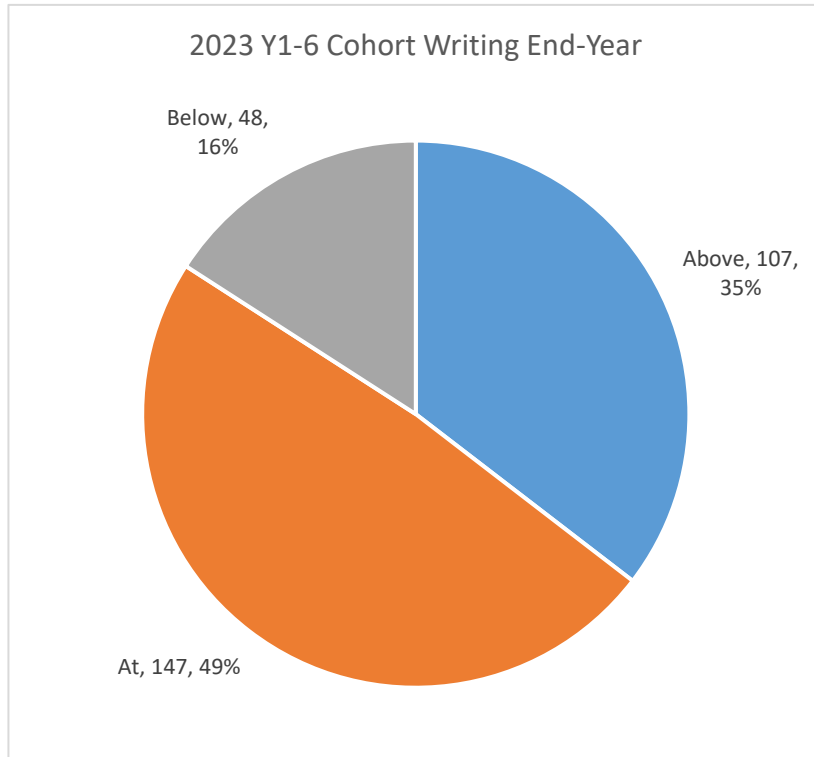
Mathematics 2018-2023



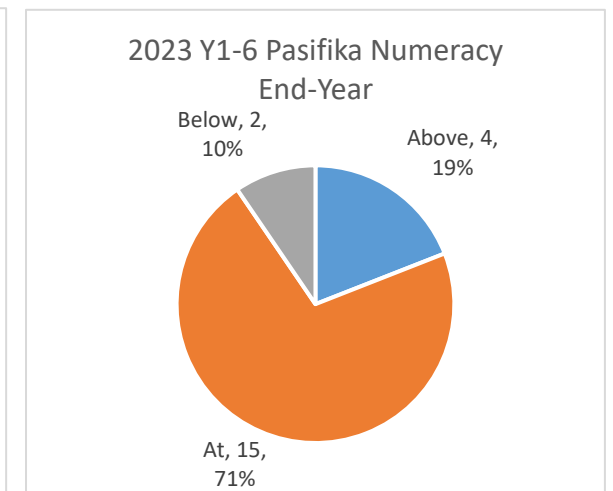
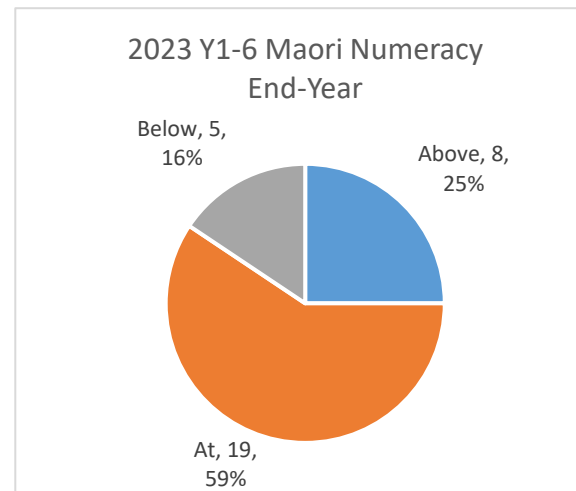
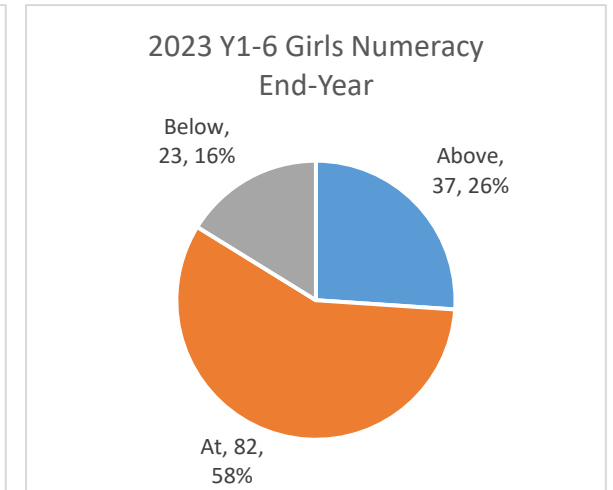
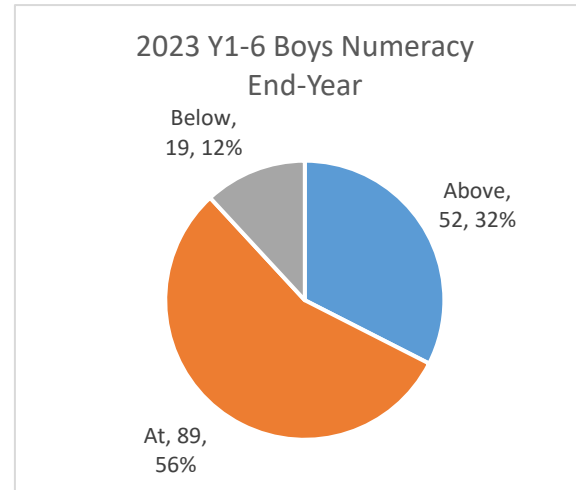
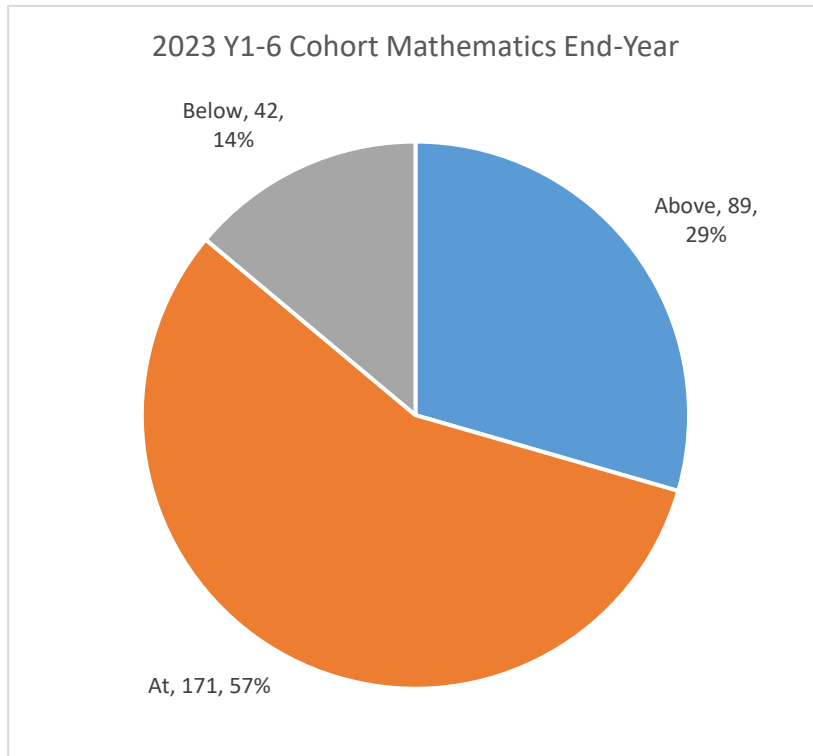
Reading Data – Year 1 to 6



Writing Data – Year 1 to 6



Mathematics Data – Year 1 to 6



Analysis

- Between 85% and 86% of our Year 1-6 students are working at or beyond expectation in Reading, Writing and Mathematics.
- Mathematics results continue to improve and have reached the highest level we have seen in the last six years. The number of students working “above” level is pleasing, as is the decreasing trend in the percentage of students “working towards” level.
- Reading results are significantly improved from last year (up 8.27%) and are around the level at 2019 – pre-Covid. This increase correlates with the improvement between 2022 and 2023 of students “working towards” level now working “at” level. and This can be attributed to the consolidation of our structured teaching approach to Reading.
- Writing results in Years 5-6 have improved from 66% (2022) to 28% of students “working towards” expected level in Year 5 in 2023, and 35% (2022) to 27% of students in Year 6 now “working towards” the expected level in 2023. This means that half of those students who were assessed as “working towards” the expected level, have now made accelerated gains to be working “at” level.
- Writing results show students as a Primary cohort achieving similarly to the 2021 level. The gap between achievement levels widens as children move through the Primary school, and especially into the Year 5-6 Tumanako Team.
- This year girls have again outperformed boys in both Reading and Writing with a disparity of around 6% in Reading and 13% in Writing. In 2022 there was a disparity in favour of girls by 5% in both curriculum areas. An intervention will need to be implemented if this gap persists.
- The disparity of results between boys and girls is reversed in Mathematics in favour of the boys (4%). This is less than 2022’s gap of 7%.
- Maori students are performing higher than the overall school average in reading and writing by a significant amount. 94% are achieving “at” or “above” the expected level in both Reading and Writing versus the overall school levels of 85% (Reading) and 84% (Writing). They are performing at a similar level to the overall school average in Mathematics (84% “at” or “above” against the school average of 86%).
- Pasifika students are achieving just under the school average for Reading and Writing with both at 81% and an overall school average of 85% and 84% respectively.
- We have put measures in place to protect classroom learning time to and prioritise the explicit teaching of mathematics and numeracy skills. We have also worked to streamline literacy support programmes to maximise efficiency and effectiveness of the programmes in place to support This will be an ongoing area of focus.
- Overall results are extremely pleasing. Covid effects are still in play with some families having extended time away from school visiting relatives overseas. These trips have affected the amount of time students engage with the curriculum, and in some cases included our ESOL students and those needing additional support to achieve at the expected curriculum level.
- The current Year 2 cohort are under observation as they are not achieving as well across the curriculum as other cohorts are.

Where to from here for 2024?

- With the appointment of Gemma Stewart into the 0.4 ESOL / 0.4 Literacy Support position new programmes are being developed to blend these two areas to efficiently use resources to support both areas of need across the maximum number of students effectively. These will focus on writing, reading, grammar and spelling. Refer students using Christina's assessment matrix.
- Continue to streamline classroom support resources and programmes to support classroom teaching programmes in 2024.
- A continued upskilling and embedding of teaching The Code especially in the more senior classrooms.
- Continue to train new and returning Year 1 and 2 teachers in the BSLA approach to Structured Literacy.
- A focus on a structured and streamlined handwriting programme across the Primary school.
- Embedding "The Learner First" Mathematics Professional Development with Rob-Proffitt White. Continuing with this programme into its second year.
- Implementing learning from professional development around Te Reo and Maori Tikanga. Encouraging and utilising students' cultural capital within classroom teaching across Reading, Writing, and Mathematics.
- Parent Evenings to be planned with a focus on how to support school learning at home.
- Work will continue in developing programmes in line with the Ministry of Education's Curriculum Refresh programme.
- A number of students who are achieving below the expected level have attendance rates of less than 80% for reasons other than overseas travel. Their attendance will be monitored in 2024.

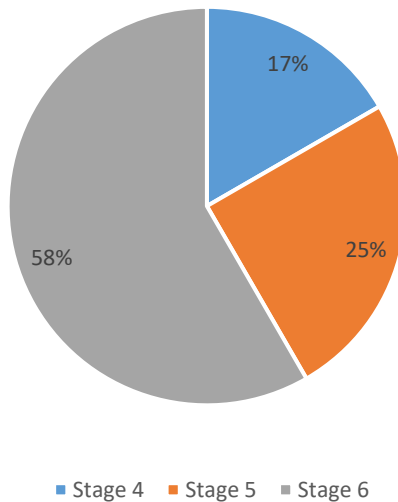
Notes:

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

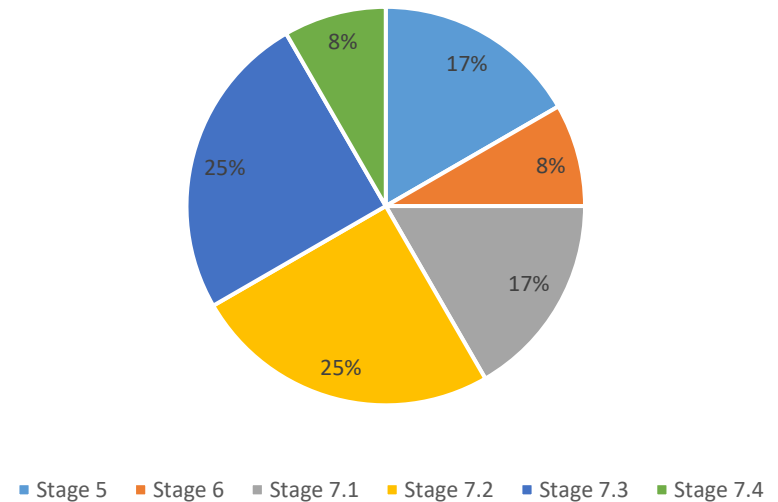
Extended student absences due to travel delayed by Covid-19 have impacted results in some demographics.

Year 1-6 Target Students

Aroha Team Year 1 Target Student Goal:
For 80% to be working within Set 4 or above of
Sunshine Decodable Books



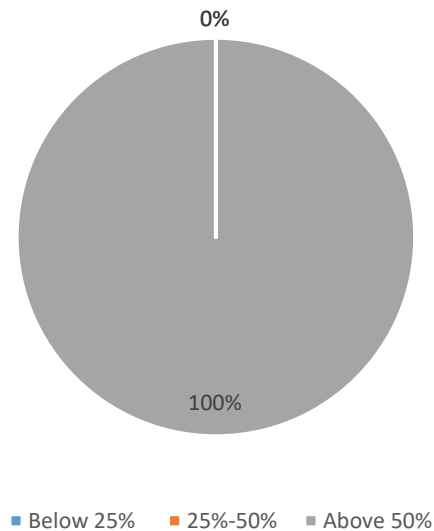
Aroha Team Year 2 Target Student Goal:
For 80% of students to be at PM level 16 or the
end of Stage 7 Little Learners



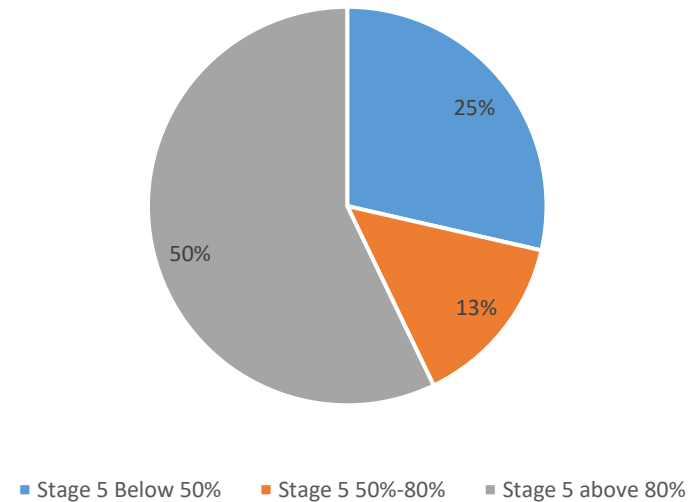
All Year 1 target students (left) have met the goal with 83% of the students exceeding it and working within Sets 5 and 6. Specific, targeted teaching by classroom teachers, along with extra intervention programmes and ESOL support have all contributed to these students making the gains they have.

One third of the Year 2 target students (right) have achieved the goal of being at the end of Stage 7 of the Little Learners books. A further 42% are within range of meeting the goal with continued accelerated learning. 75% of the students who have not met the targeted accelerated achievement are ESOL students. The targeted literacy support intervention they will receive next year alongside the ESOL teaching these students already receive will support them to make further gains in their literacy journey.

Manahau Team Year 3 Target Student Goal:
For target students to be achieving between 25% and 50% at Stage 4



Manahau Team Year 4 Target Student Goal:
For target students to be achieving between 50% and 80% at Stage 5

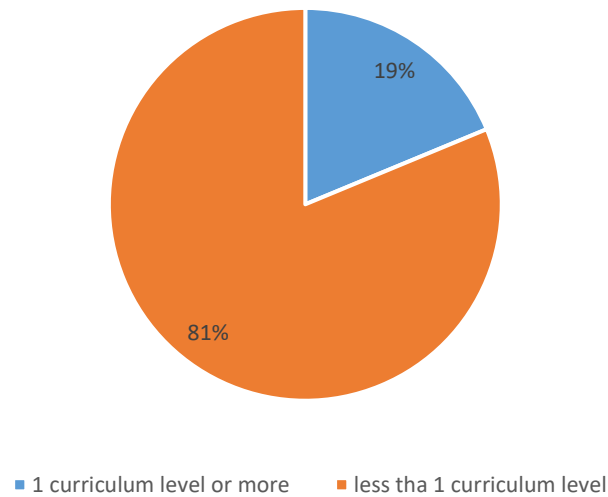


All students identified as Year 3 target students (left) have met and exceeded the goal set. It is pleasing to see that the goal has been achieved by ensuring regular, specific, targeted intervention teaching in dynamic teaching and learning environments integrating learning from our Learner First Professional Development.

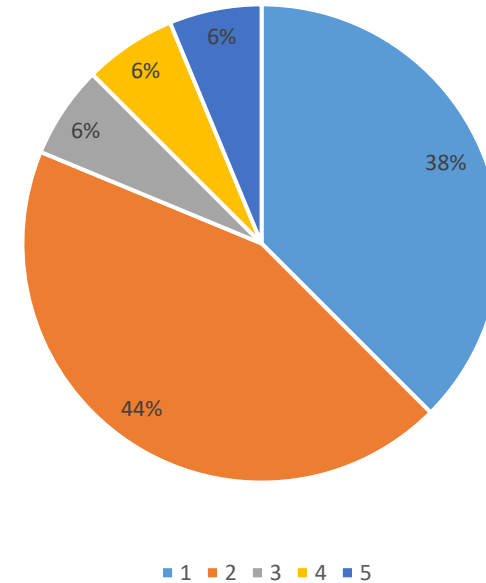
The goal was met by 75% of the Year 4 target students (right) with one student making significant gains and working well with the Stage 6 level. Again, ensuring adequate time is given to explicit teaching, sound teaching practice and minimising interruptions to classroom programmes is key to ensuring ongoing progress for these students.

Tumanako Team Target Student Goal:

For 80% of the target students to have made gains of at least one curriculum level in 2023

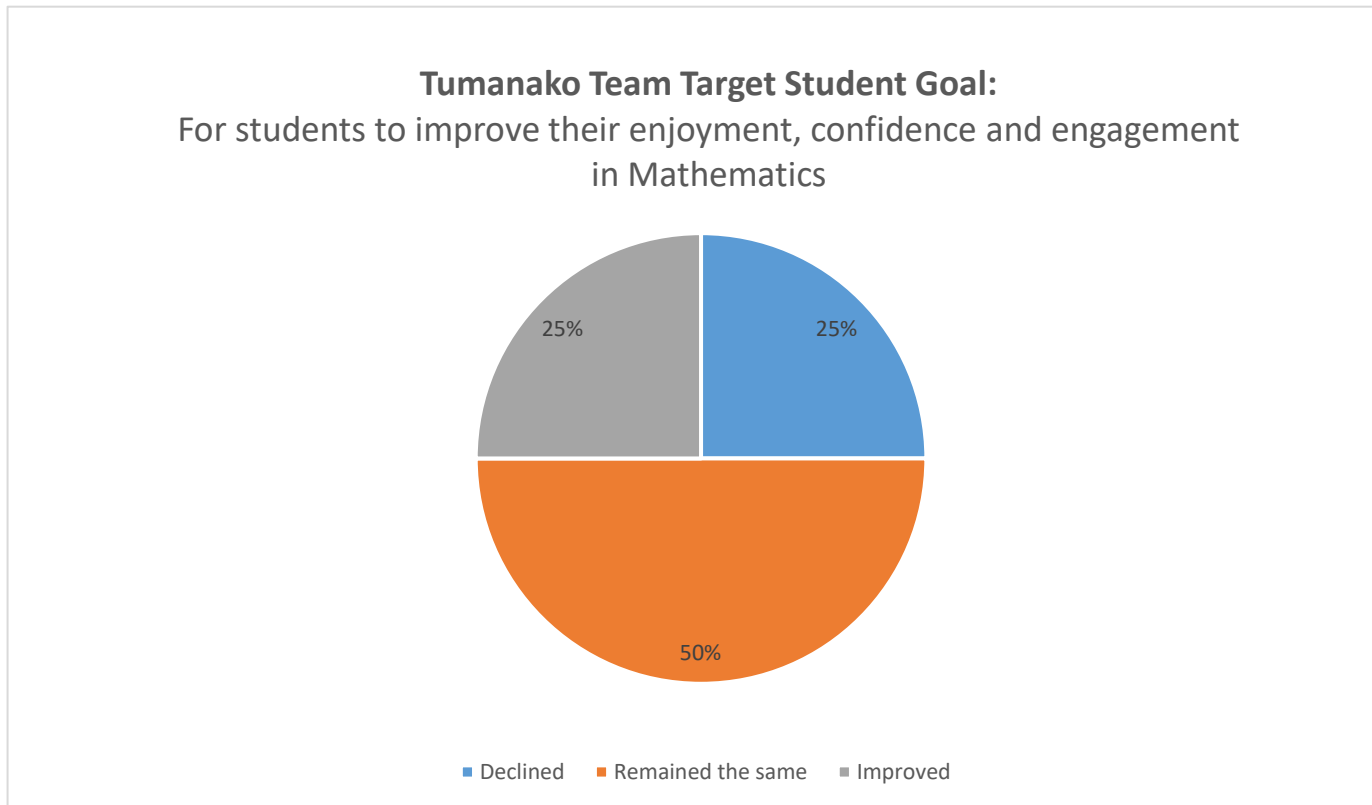


Progress Made in Number of Sub-Levels



Note: three sub-levels equal one curriculum level

The Tumanako Team had a two-part goal for their target students. The first was for 80% of the target students to have made gains of at least one curriculum level in 2023 which was not met. However, this was an audacious goal as one curriculum level is usually expected to be covered across two years and target students were chosen from those who already needed support in Mathematics. However, all of the students made gains and 18% of the students did make significant accelerated progress to meet the target. A further 44% of students also had accelerated learning of two sub-levels. If this progress is maintained those students will be on track to meet expectations in another 12 months. The remainder of the target students (38%) made the expected amount of progress in the year.



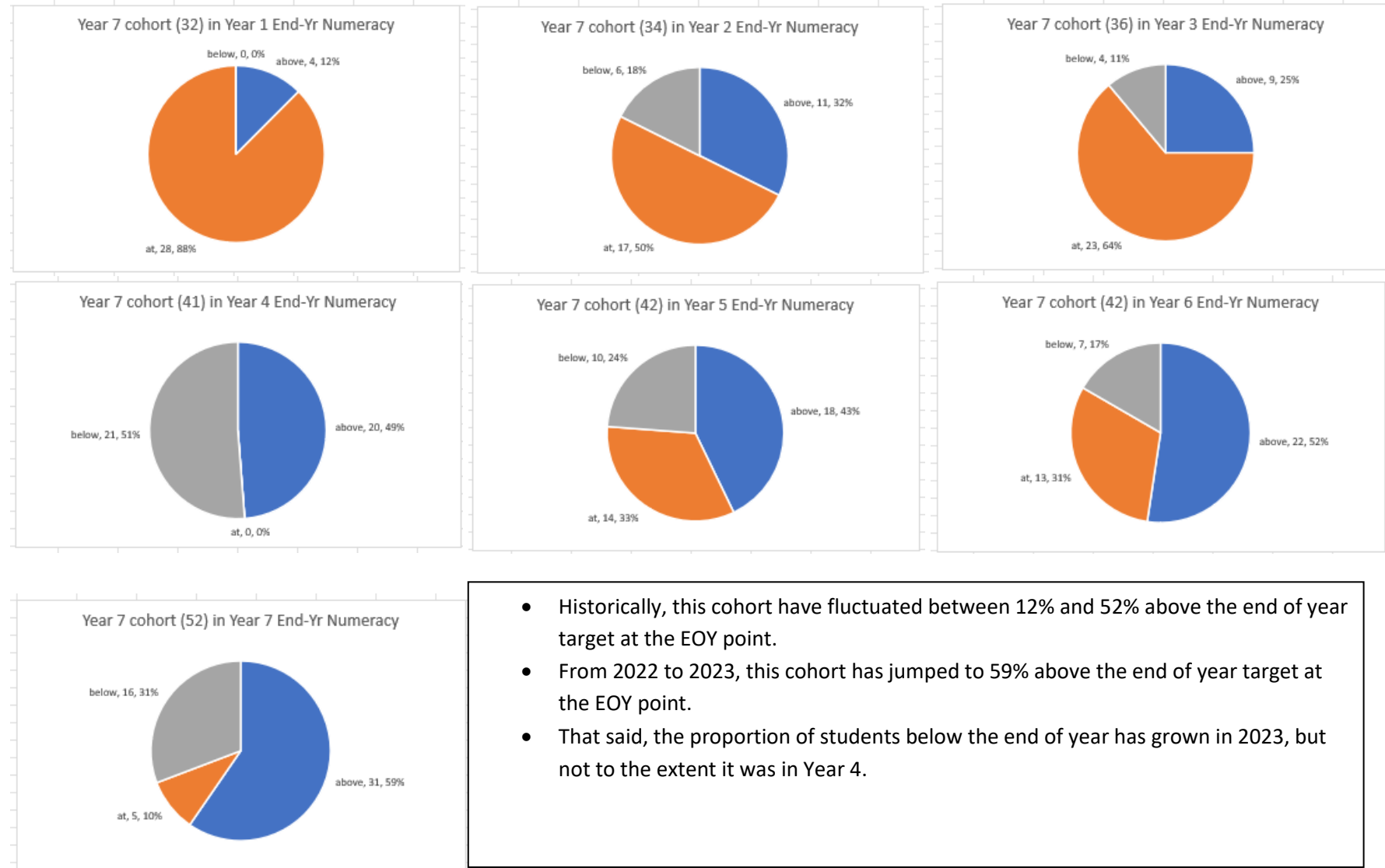
The second part of the goal was for students to improve their enjoyment, confidence, and engagement in Mathematics. The results of this are evenly spread with the same number of student attitudes declining as improved. Half showed no change. These students are likely to have struggled with Mathematics for a number of years and so their attitude towards it has consolidated and likely to be hard to shift. When seen in this light, for a quarter of the target students to have improved their enjoyment, confidence, and engagement in Mathematics is a positive result. It is also interesting to note that of the students' whose attitude declined, half had attendance rates of less than 75% which may indicate their impression of school and learning as a whole, may not be positive.

Analysis

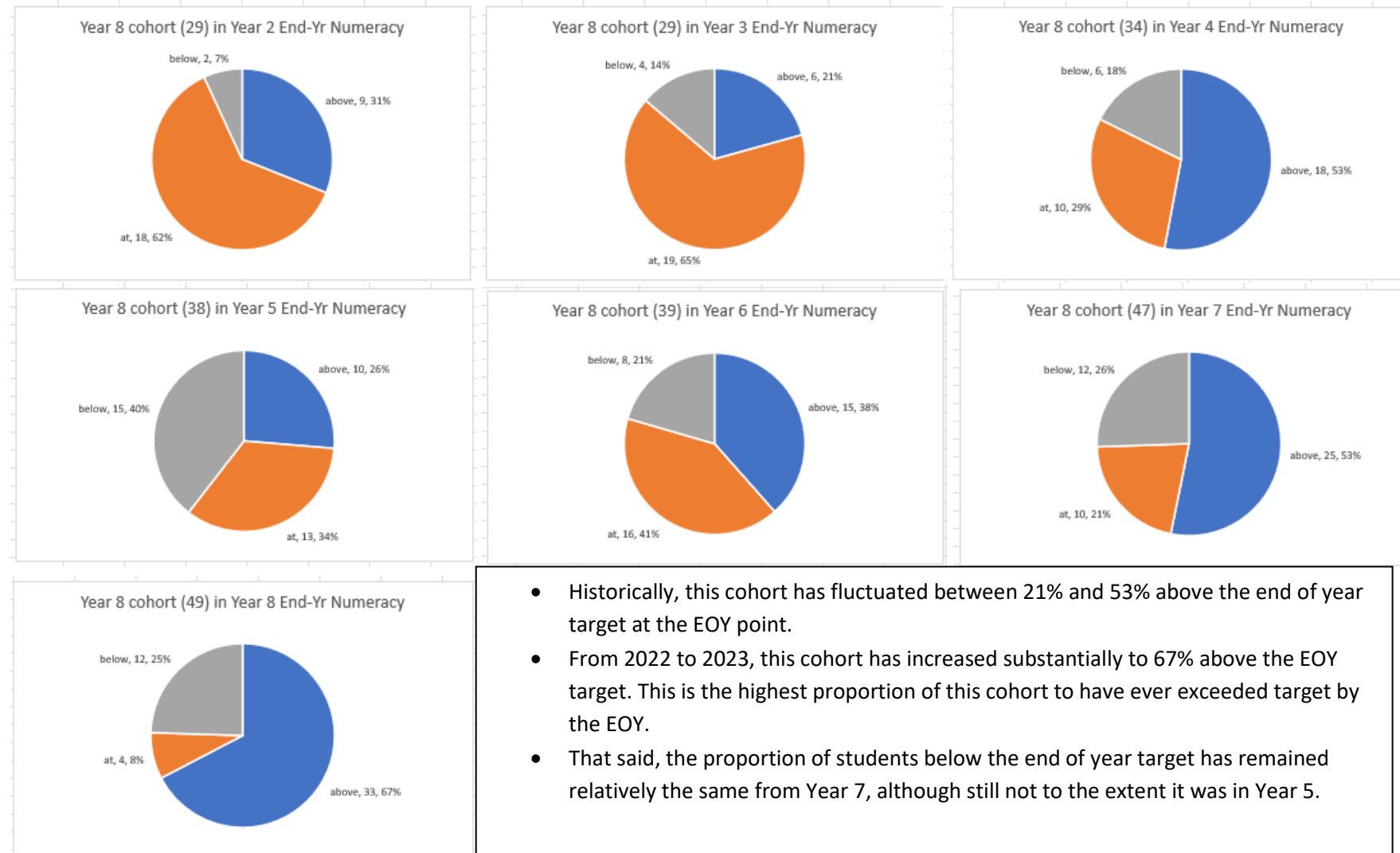
Target student results at all levels show improvement, although don't always succeed in lifting achievement to "at" or "above" expectation for each student. Even so, the interventions and intensive instruction provided are worthwhile to support the learning for target students providing a much-needed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

Year 7 & 8 Numeracy EOY Final Outcome			
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. <i>New students are not included in the breakdown below as their data was not available at the time of writing.</i>			
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	0/1 = 0% met target	0/1 = 0% met target	0/1 = 0% met target
Year 8	0/2 = 0% met target	0/3 = 0% met target	1/9 = 11% met target [2 students left during the year]

Year 7 Cohort Numeracy Progression through the years



Year 8 Cohort Numeracy Progression through the years

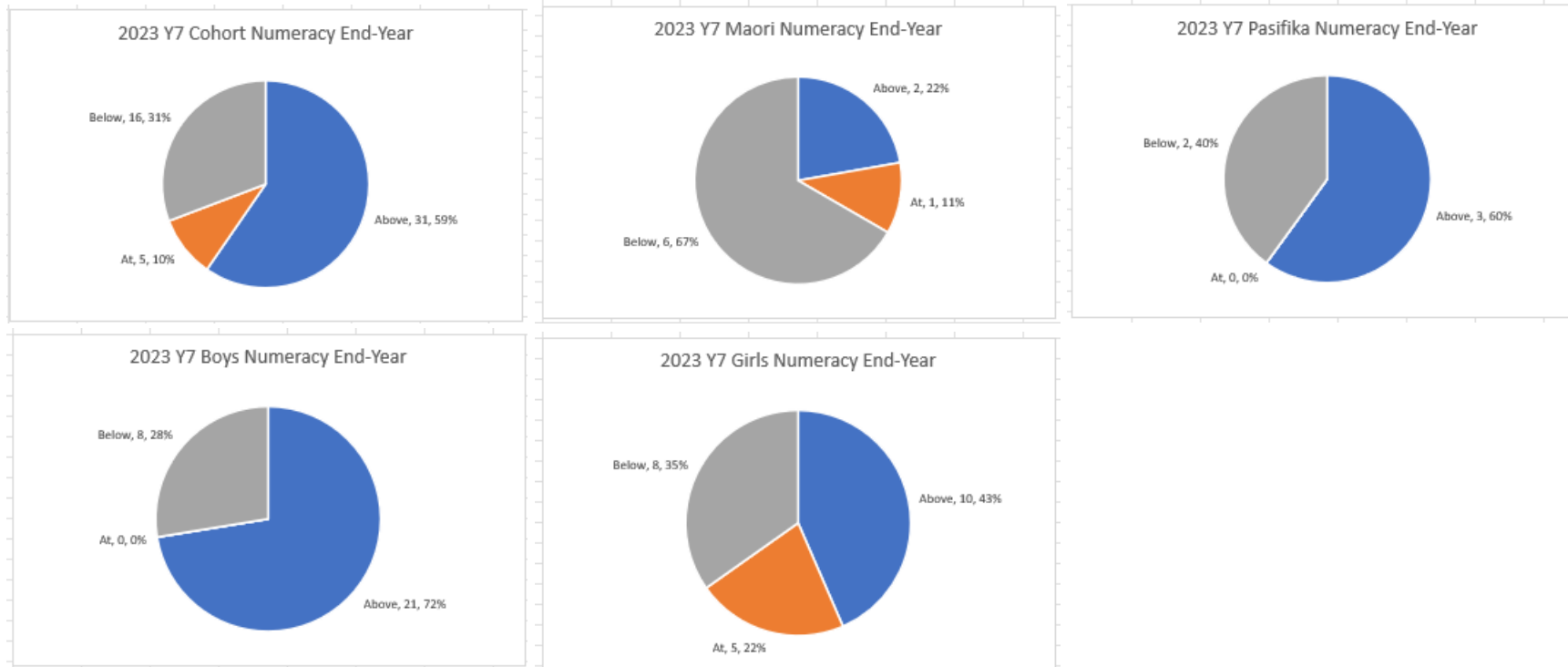


Reporting on Targets & Actions	Outcomes	Possible Reason for Variance	Next Steps
<p>Target 1: 75% of Year 7 students will be at or above Curriculum level 3A for mathematics by the EOY</p> <p>Target 2: 85% of Year 8 students will be at or above Curriculum level 4B for mathematics by the EOY</p> <p>Action 1. Class Teachers are used to develop goals for students in these groups</p>	<p>69% of Year 7 students were at or above the target Curriculum level 3A for numeracy by the EOY. This is 6% behind target.</p> <p>75% of Year 8 students were at or above the target Curriculum level 4B for numeracy by the EOY. This is 10% behind target.</p> <p>Completed - Team Leader ran Yr7&8 meetings to discuss goal setting for students and student progress. Lists of ARNA</p>	<p>Target not met. Target may have been slightly too optimistic for the Cohort.</p> <p>Target not met.</p>	<ul style="list-style-type: none"> • Maintain delivery programme with regular Team discussion in support of ARNA students. <ul style="list-style-type: none"> ○ SLT to increase TA funding in Year 7 if early problems are found ○ Monitor new teacher in Year 7 to ensure students keep pace with targets. • Introduce CAM testing in Year 7 in 2024 to better understanding value added in the teaching year. • Maintain delivery programmes with regular Team discussion in support of ARNA students. <ul style="list-style-type: none"> ○ SLT to increase TA funding in Year 8 if early problems are found • Continue action in 2024

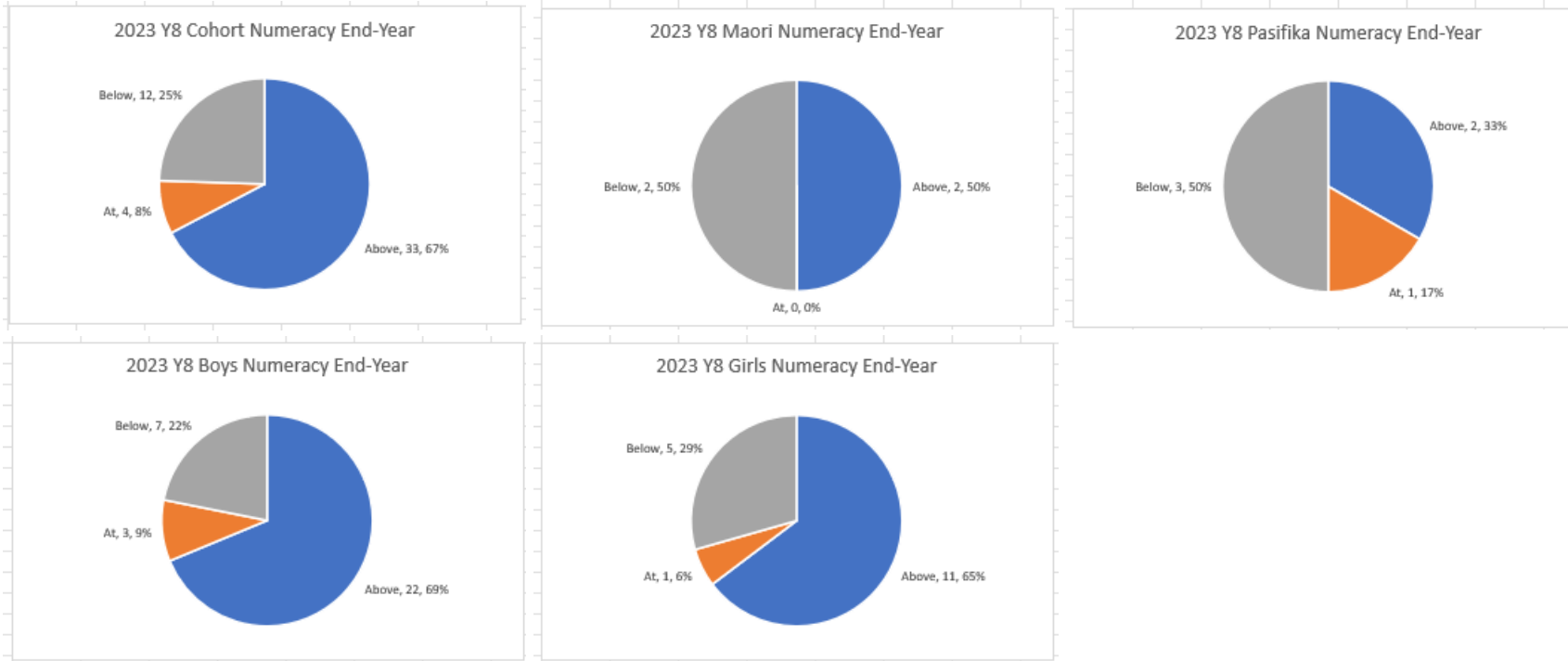
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<p>Action 2. Continue with the recently introduced Numicon program used by TA's to improve Numeracy</p>	<p>students provided to T/L for this purpose.</p> <p>Completed – TA ran Numicon Maths programme to support struggling learners</p>		<ul style="list-style-type: none"> Continue action in 2024. Train new staff on Numicon by sending to the PLD course.
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Ethnicity and Gender Foci Graphs – Year 7 Numeracy EOY



Ethnicity and Gender Foci Graphs – Year 8 Numeracy EOY

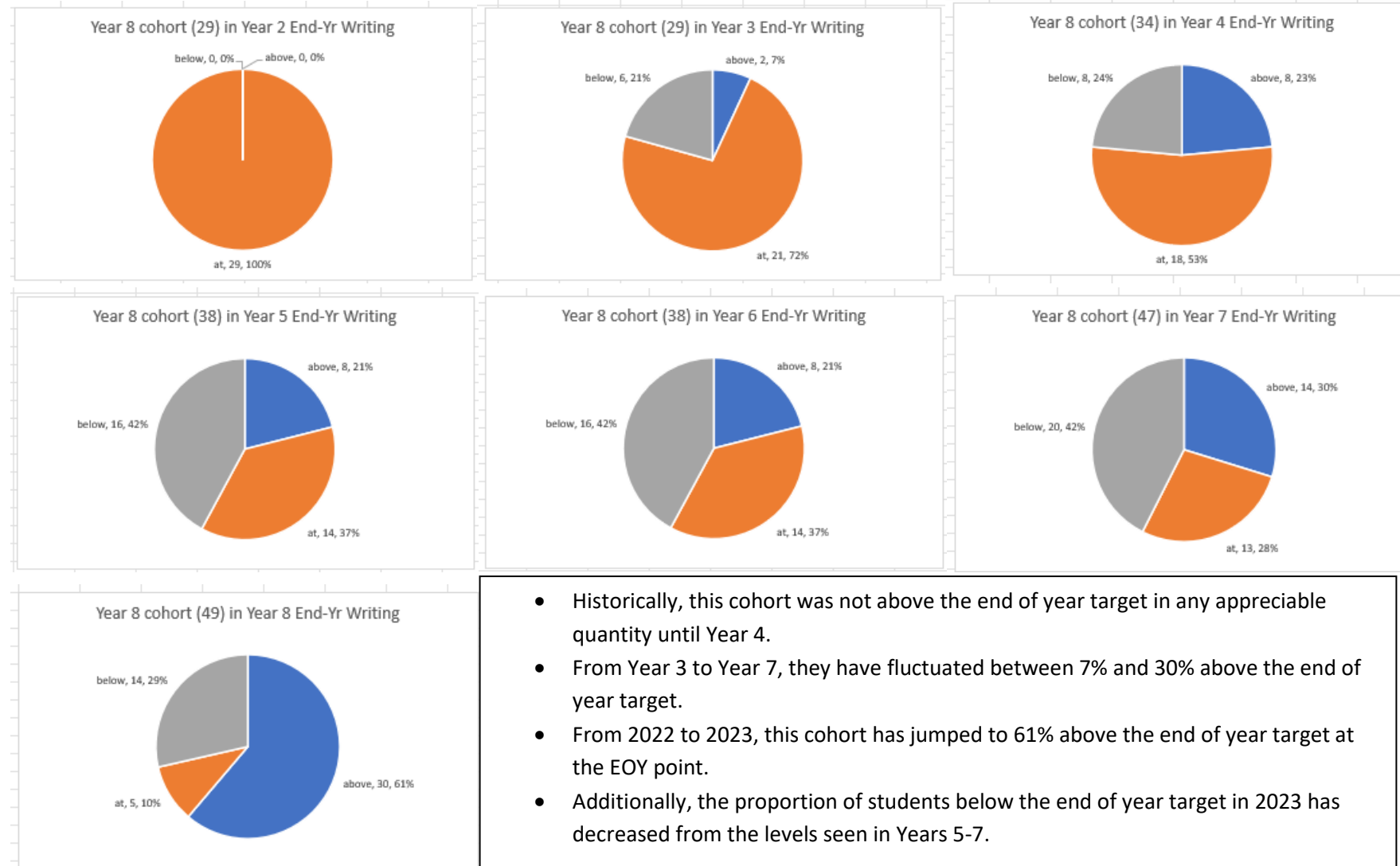


Year 7 & 8 Literacy (Writing) EOY Final Outcome			
Annual Aim To increase the number of students achieving at or above the target curriculum level for Writing			
Cohort Targets Year 7: 75% of Year 7 students will be achieving at or above the target Curriculum level 3A for writing by the EOY Year 8: 85% of Year 8 Students will be achieving at or above the target Curriculum level 4B for writing by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level Year 7 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. <i>New students are not included in the breakdown below as their data was not available at the time of writing.</i> 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	0/1 = 0%	0	1/2 = 50% met target
Year 8	0/2 = 0%	1/4 = 25% met target	10/15 = 67% met target [1 student left during the year]

Year 7 Cohort Writing Progression through the years

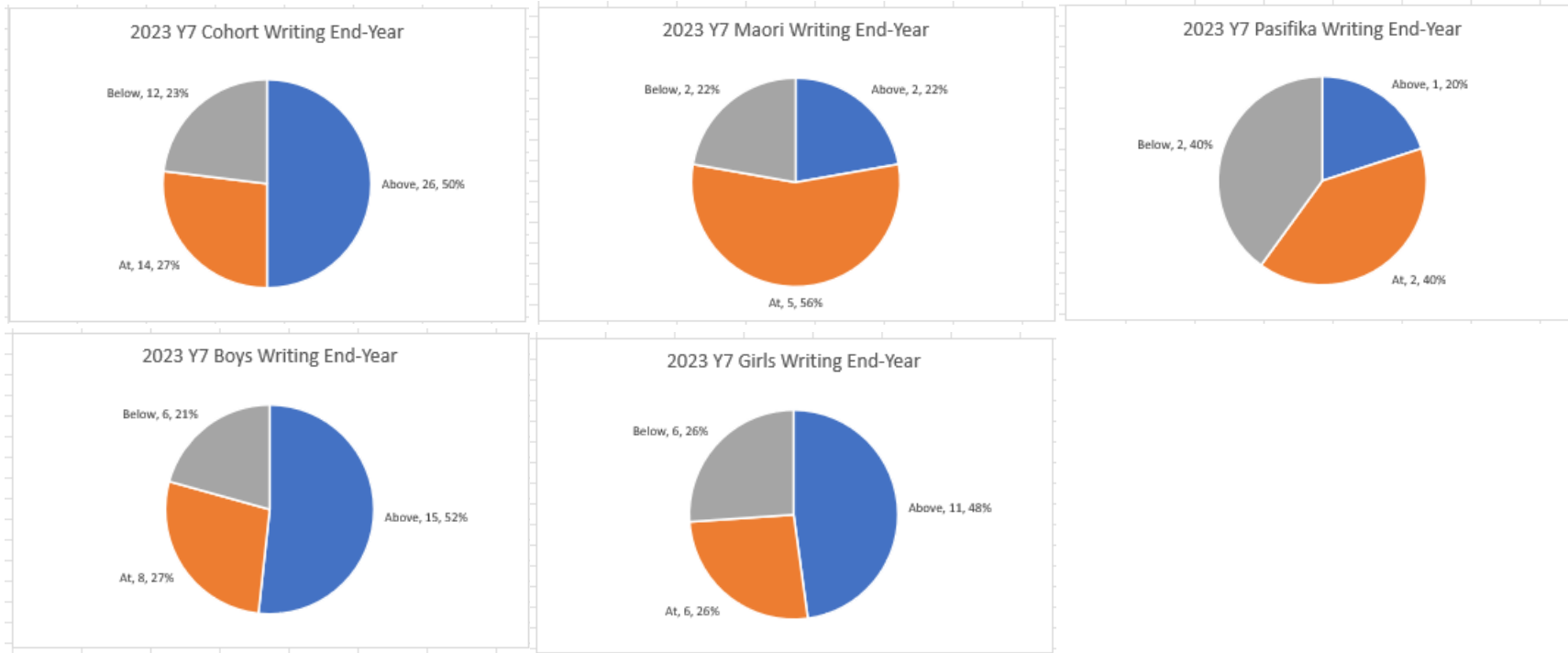


Year 8 Cohort Writing Progression through the years

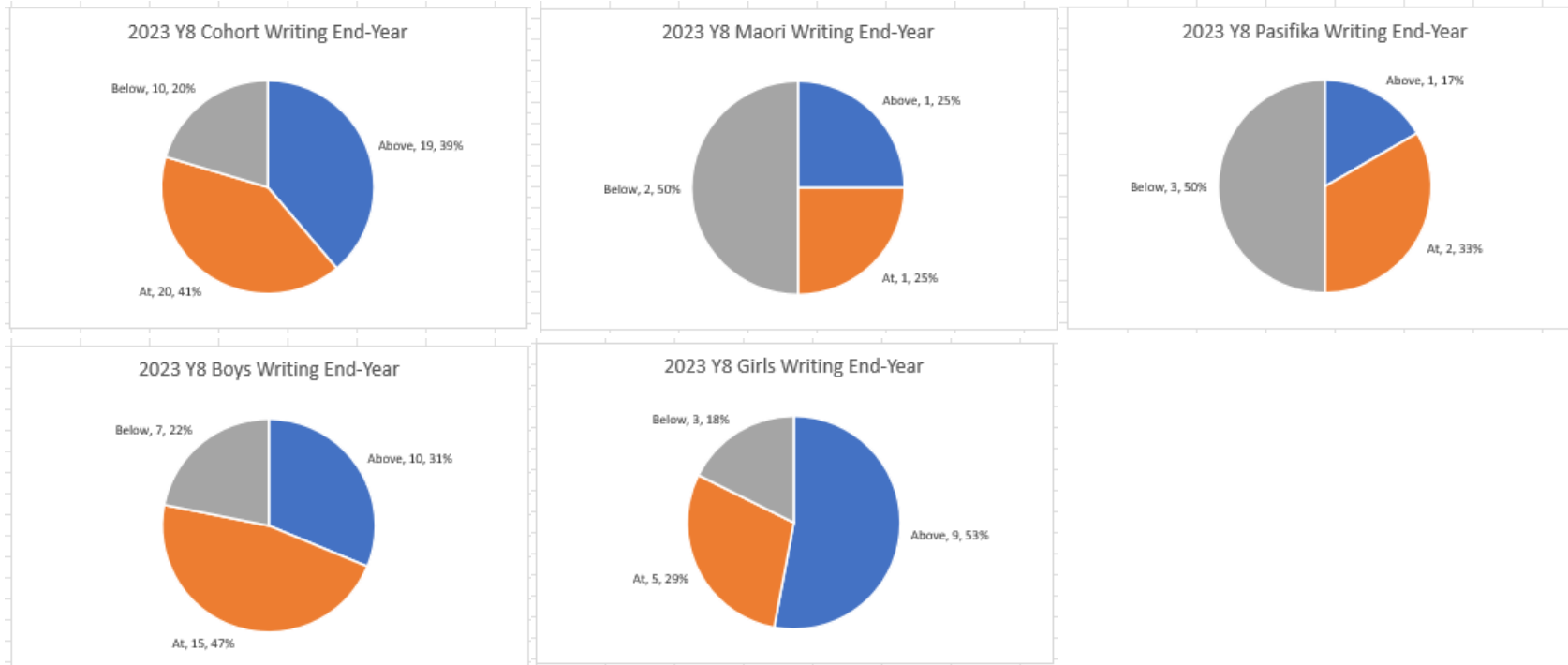


Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
<p>Target 1: 75% of Year 7 students will be achieving at or above Curriculum level 3A for writing by the EOY</p> <p>Target 2: 85% of Year 8 students will be achieving at or above Curriculum level 4B for writing by the EOY</p> <p>Action 1. Class Teachers are used to develop goals for students in these groups</p> <p>Action 2. Resume the investigation into the VCOP programme to aid writing in both Y7&8</p>	<p>77% of Year 7 students were achieving at or above the target Curriculum level 3A for writing by the EOY. This is 2% above target.</p> <p>80% of Year 8 students were achieving at or above the target Curriculum level 4B for writing by the EOY. This is 5% behind target.</p> <p>Completed - Team Leader ran Yr7&8 meetings to discuss goal setting for students and student progress. Lists of ARNA students provided to T/L for this purpose.</p> <p>VCOP was set aside in favour of introducing Liz Kane's Structured Literacy programme to build on the same from primary School.</p>	<p>Target exceeded.</p> <p>Target not met but within acceptable variance of $\pm 5\%$.</p>	<ul style="list-style-type: none"> • Maintain delivery programmes in Year 7&8 • Continue to increase writing support with Structured Literacy for teachers and classes in Year 7&8 to accelerate students where possible. • Increase TA budget in Year 7&8 to assist with programmes. • Watch for any emerging issues developing. • Maintain delivery programmes with regular Team discussion in support of ARNA students in Y7&8. <ul style="list-style-type: none"> ○ SLT to increase TA funding in Y7&8 if early problems are found • Continue supporting teachers with structured literacy pedagogy.

Ethnicity and Gender Foci Graphs – Year 7 Writing EOY



Ethnicity and Gender Foci Graphs – Year 8 Writing EOY



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. <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. <i>New students are not included in the breakdown below as their data was not available at the time of writing.</i> 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	1/3 = 33% met target	0/1 = 0% met target	1/1 = 100% met target
Year 8	0/2 = 0% met target	0/3 = 0% met target	1/9 = 11% met target [2 students left during the year]

Year 7 Cohort Reading Progression through the years



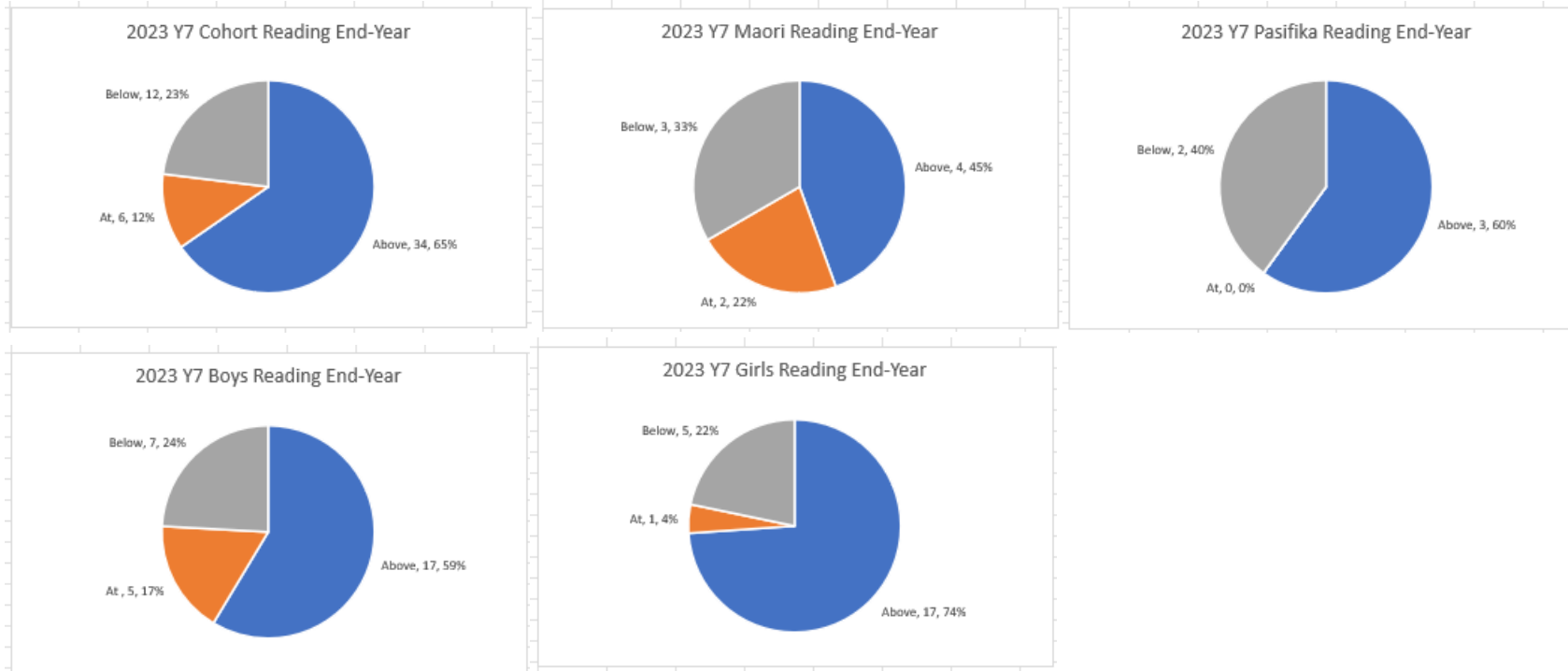
Year 8 Cohort Reading Progression through the years



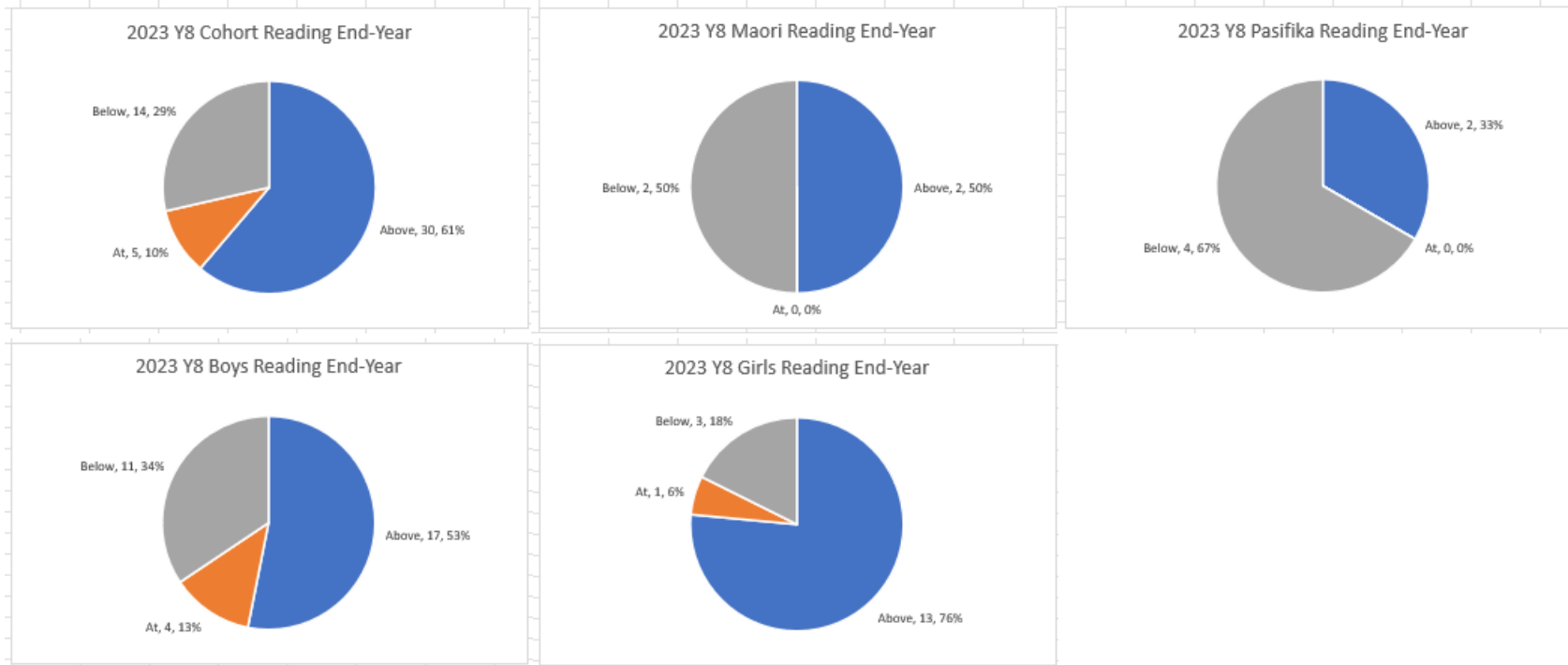
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Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
<p>Target 1: 75% of Year 7 students will be achieving at or above Curriculum level 3A for reading by the EOY</p> <p>Target 2: 85% of Year 8 students will be achieving at or above Curriculum level 4B for reading by the EOY</p> <p>Action 1. Class Teachers are used to develop goals for students in these groups</p> <p>Action 2. Extend SRA to Y8 and resume investigating VCOP for improving comprehension and proof-reading strategies</p>	<p>77% of Year 7 students were achieving at or above the target Curriculum level 3A for reading by the EOY. This is 2% above target.</p> <p>71% of Year 8 students were achieving at or above the target Curriculum level 4B for reading by the EOY. This is 14% behind target.</p> <p>Completed - Team Leader ran Yr7&8 meetings to discuss goal setting for students and student progress. Lists of ARNA students provided to T/L for this purpose.</p> <p>VCOP was set aside in favour of introducing Liz Kane's Structured Literacy programme to build on the same from primary School.</p>	<p>Target exceeded.</p> <p>Target not met.</p>	<ul style="list-style-type: none"> Continue to increase reading support with Structured Literacy for teachers and classes in Year 7&8 to accelerate students where possible. Increase TA budget in Year 7&8 to assist with programmes. Maintain delivery programmes. <p>Watch for any emerging issues developing</p> <ul style="list-style-type: none"> Maintain delivery programmes with regular Team discussion in support of ARNA students. <ul style="list-style-type: none"> SLT to increase TA funding in Year 7&8 if early problems are found Continue supporting teachers with structured literacy pedagogy.

Ethnicity and Gender Foci Graphs – Year 7 Reading EOY



Ethnicity and Gender Foci Graphs – Year 8 Reading EOY



Year 9 & 10 Numeracy EOY Final Outcome			
Annual Aim: Numeracy Year 9 & 10 To increase the number of students achieving at or above the target curriculum level for Mathematics			
Targets: Year 9: 75% of Year 9 students will be achieving at or above the target Curriculum level 4A for numeracy by the EOY Year 10: 85% of Year 10 students will be achieving at or above the target Curriculum level 5P for numeracy by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level Year 9 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	1/2 = 50% met target	0	2/8 = 25% met target [1 student left during the year]
Year 10	0/2 = 0% met target	0	0/11 = 0% met target [4 students left during the year]

Year 9 Cohort Numeracy Progression through the years



Year 10 Cohort Numeracy Progression through the years



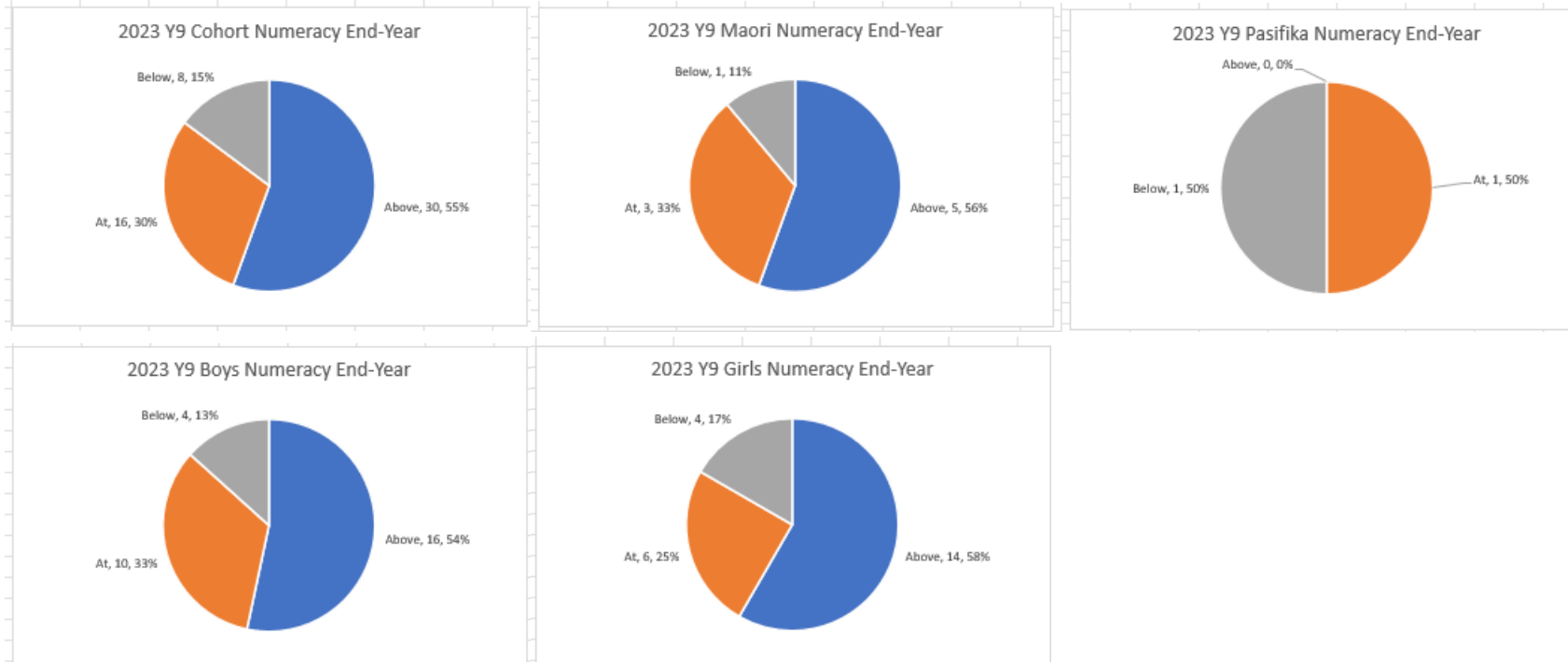
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Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
<p>Target 1: 75% of Year 9 students will be achieving at or above Curriculum level 4A for numeracy by the EOY</p>	<p>85% of Year 9 students were achieving at or above the target Curriculum level 4A for numeracy by the EOY. This is 10% above target.</p>	<p>Target exceeded.</p>	<ul style="list-style-type: none"> In 2024, we have introduced subject specialist teachers in Year 9 and 10 around core curriculum areas. In 2024, we are introducing e-asTTle testing in Year 9&10 In 2023, we introduced CAM testing in Year 9. Continue this initiative for 2024 to better understand where value added/depleted outcomes are emerging for students. The school behavioural management was reviewed in 2023 and a new system introduced for 2024. Monitor the introduction of the new system and support teachers with its use. <p>Resources now in place for Numicon in 2024.</p> <p>See above</p>
<p>Target 2: 85% of Year 10 students will be at or above Curriculum level 5P for numeracy by the EOY</p>	<p>54% of Year 10 students were achieving at or above the target Curriculum level 5P for numeracy by the EOY. This is 31% behind target.</p>	<p>Target not met. Significant behavioural issues emerged in this cohort during Year 10. This is consistent as a paradigm for this cohort.</p>	
<p>Action 1. Mathematics teachers are used to develop goals for students in these groups</p>	<p>Students were catered for in regular classes as best teachers could manage.</p>	<p>Numicon did not run in Year 9&10 substantively. There was not the resources allocated to do so.</p>	

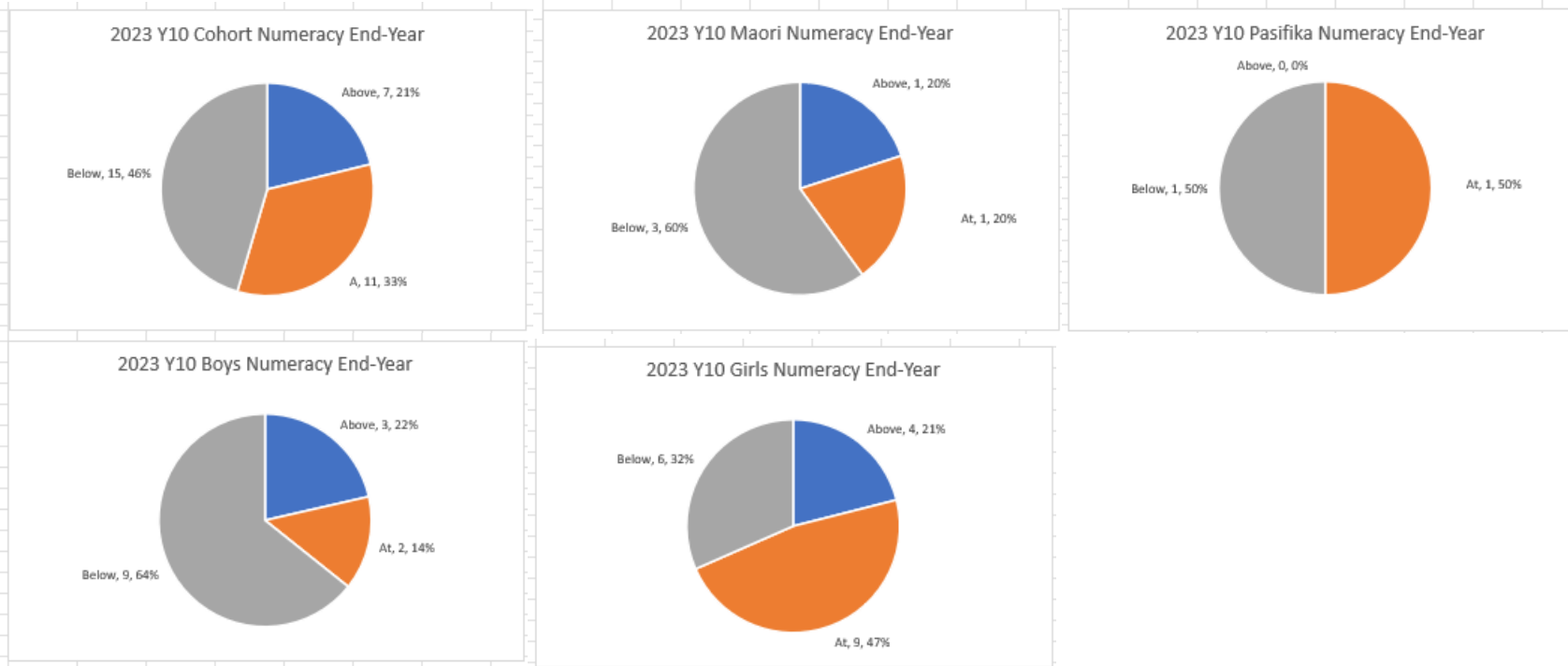
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Action 2. Introduce Numicon to Year 9 & 10	See above		See above
Action 3. Source resources to help support Year 9 students	See above		

Ethnicity and Gender Foci Graphs – Year 9 Numeracy EOY

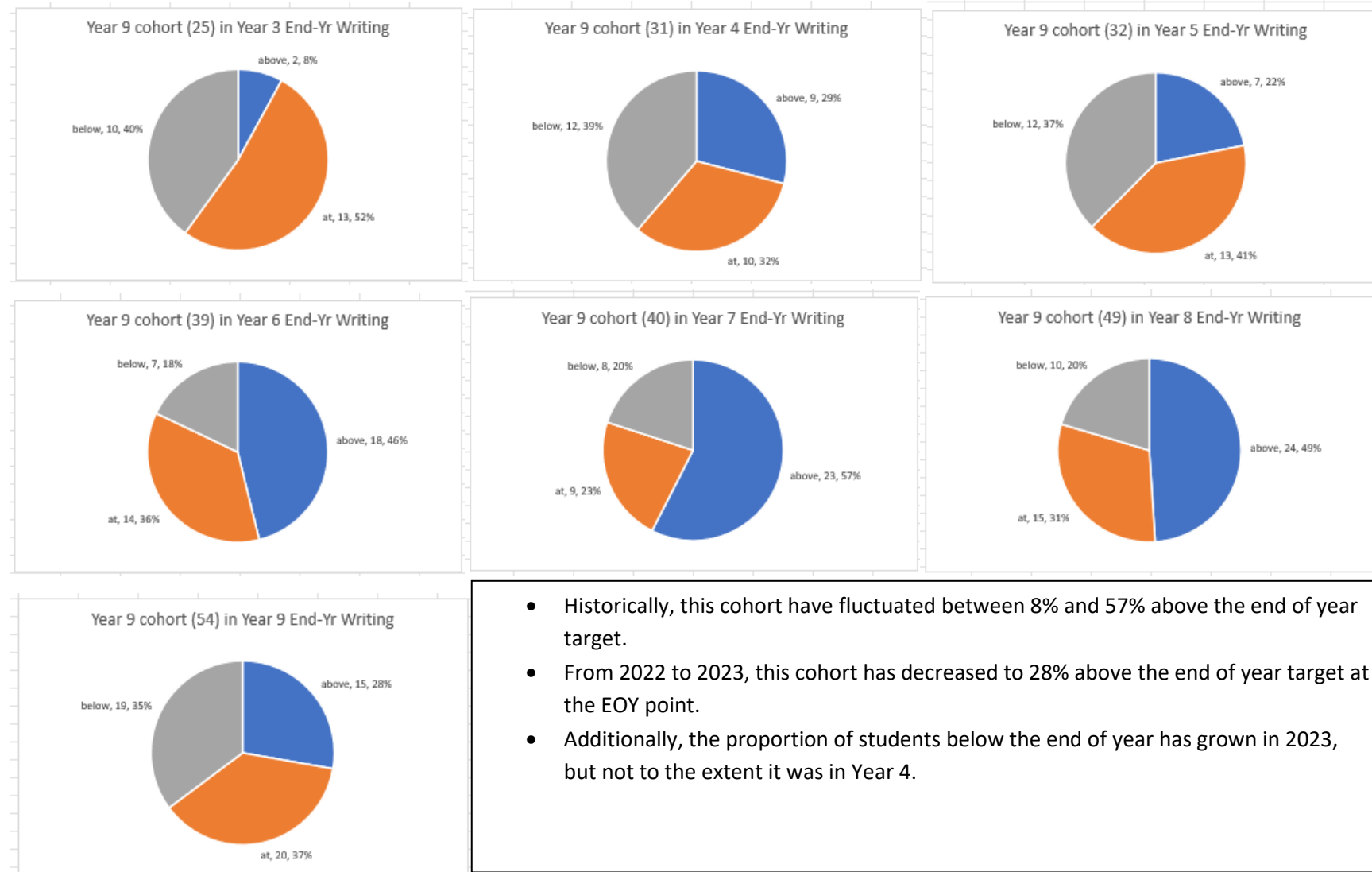


Ethnicity and Gender Foci Graphs – Year 10 Numeracy EOY

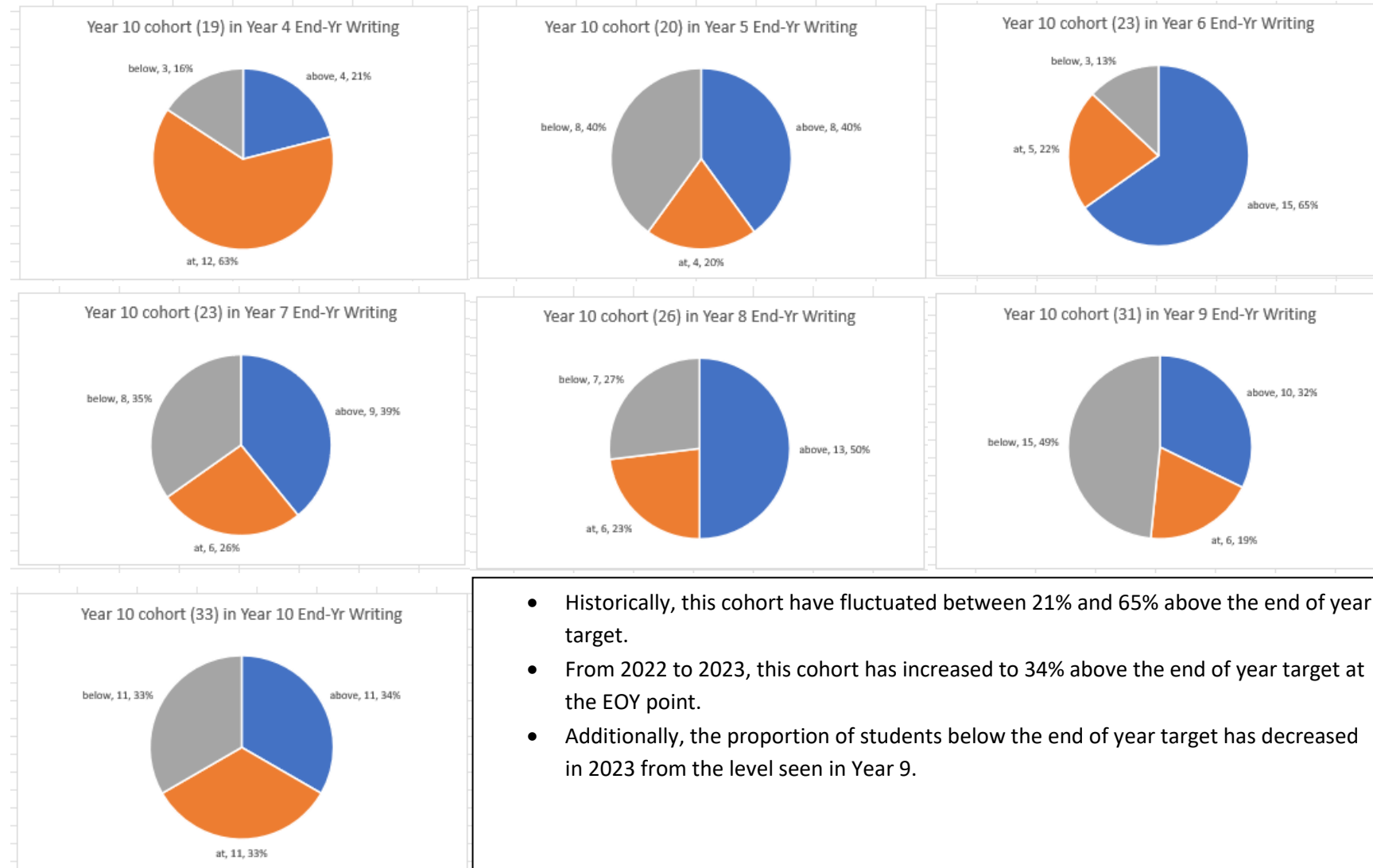


Year 9 & 10 Literacy (Writing) EOY Final Outcome			
Annual Aim: Literacy Year 9 & 10			
To increase the number of students achieving at or above the target curriculum level for Writing			
Targets:			
Year 9:			
75% of Year 9 students will be achieving at or above the target Curriculum level 4A for writing by the EOY			
Year 10:			
85% of Year 10 students will be achieving at or above the target Curriculum level 5P for writing by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level			
Year 9			
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	0/2 = 0% met target	0	1/8 = 13% met target
Year 10	2/4 = 50% met target [1 student left during the year]	0	4/15 = 27% met target [3 students left during the year]

Year 9 Cohort Writing Progression through the years

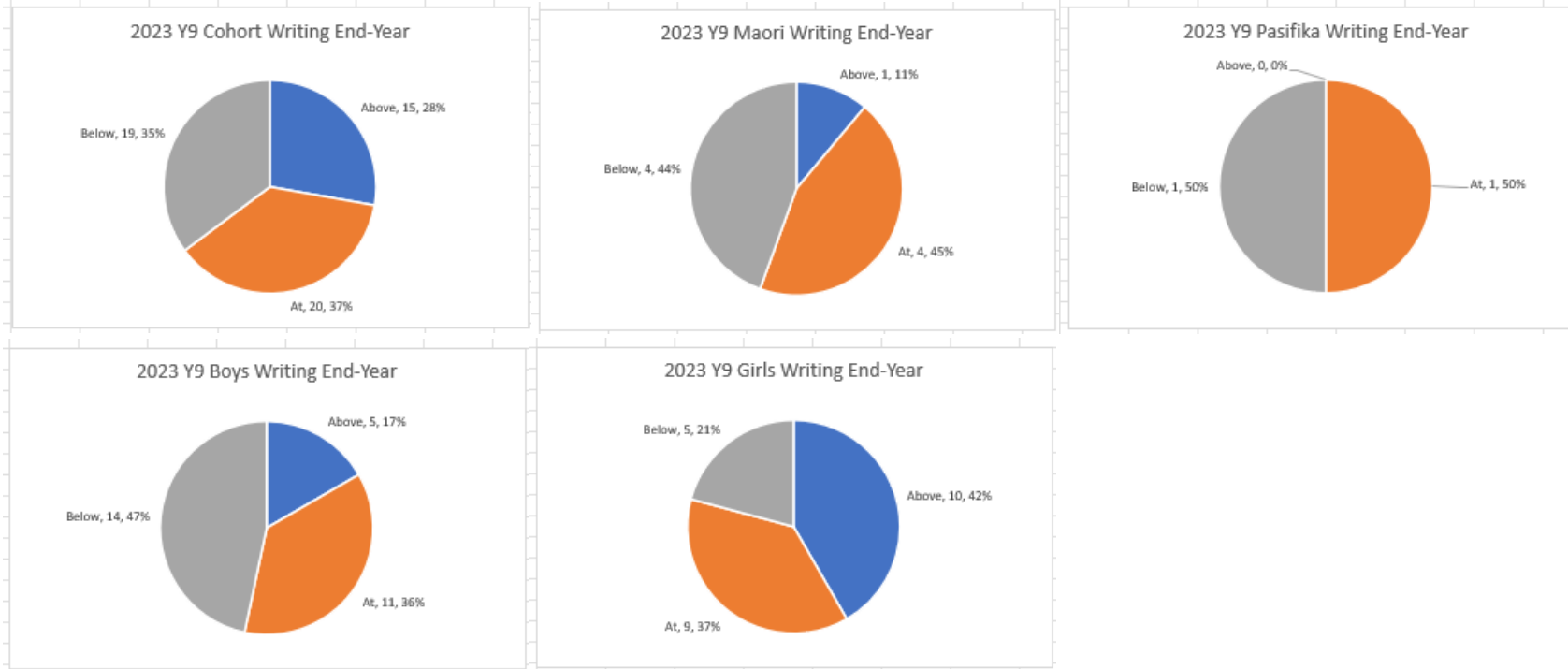


Year 10 Cohort Writing Progression through the years

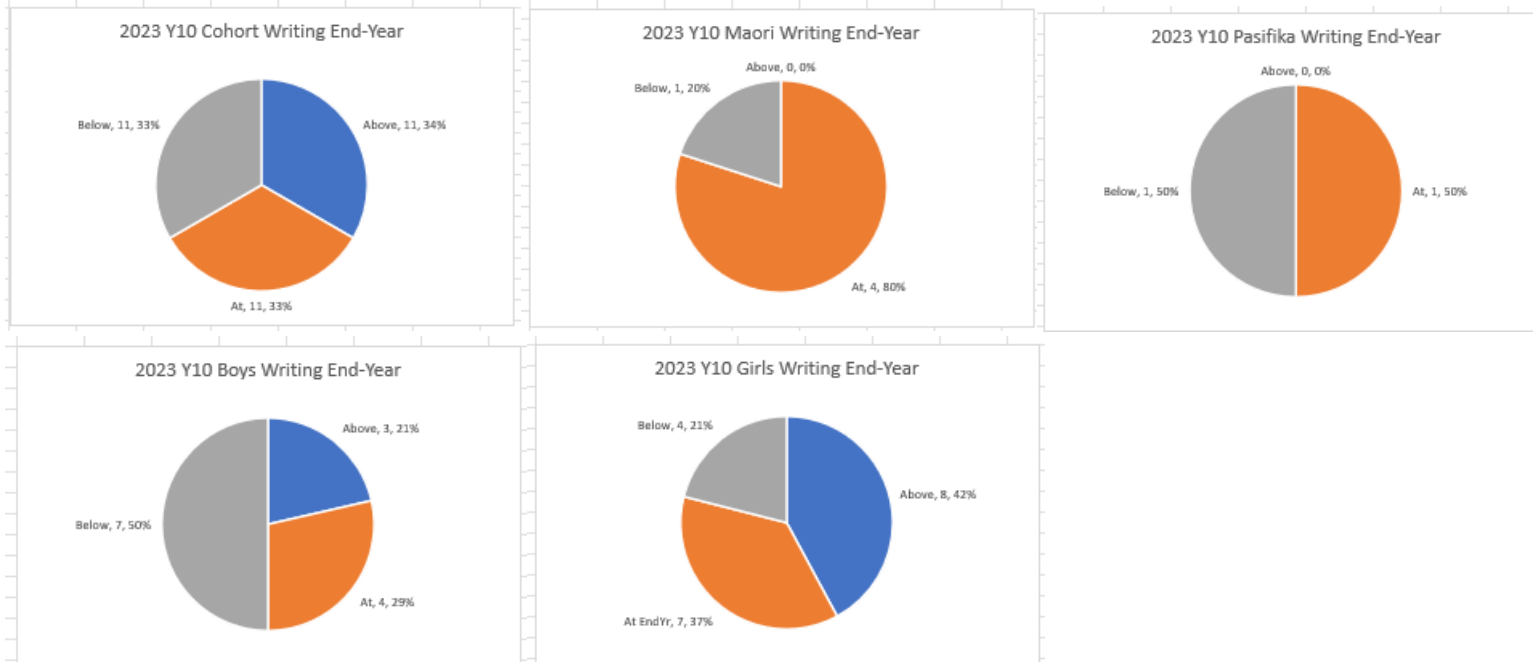


Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
<p>Target 1: 75% of Year 9 students will be achieving at or above Curriculum level 4A for writing by the EOY</p> <p>Target 2: 85% of Year 10 students will be at or above Curriculum level 5P for writing by the EOY</p> <p>Action 1. English teachers develop goals for students in these groups using e-asTTle data</p> <p>Action 2. English lessons will provide specific teaching of writing skills</p>	<p>65% of Year 9 students were achieving at or above the target Curriculum level 4A for writing by the EOY. This is 10% behind target.</p> <p>67% of Year 10 students were achieving at or above the target Curriculum level 5P for writing by the EOY. This is 18% behind target.</p> <p>Completed as intended with regular Y9&10 Team Meetings</p> <p>Completed as intended</p>	<p>Target not met.</p> <p>Target not met. Significant behavioural issues emerged in this cohort during Year 10. This is consistent as a paradigm for this cohort.</p>	<ul style="list-style-type: none"> In 2024, we have introduced subject specialist teachers in Year 9 and 10 around core curriculum areas. In 2023, we introduced CAM testing in Year 9. Continue this initiative for 2024 to better understand where value added/depleted outcomes are emerging for students. The school behavioural management was reviewed in 2023 and a new system introduced for 2024. Monitor the introduction of the new system and support teachers with its use. A new Y9/10 Team Leader has been appointed for 2024. Action 1 is expected to continue as per 2023.

Ethnicity and Gender Foci Graphs – Year 9 Writing EOY

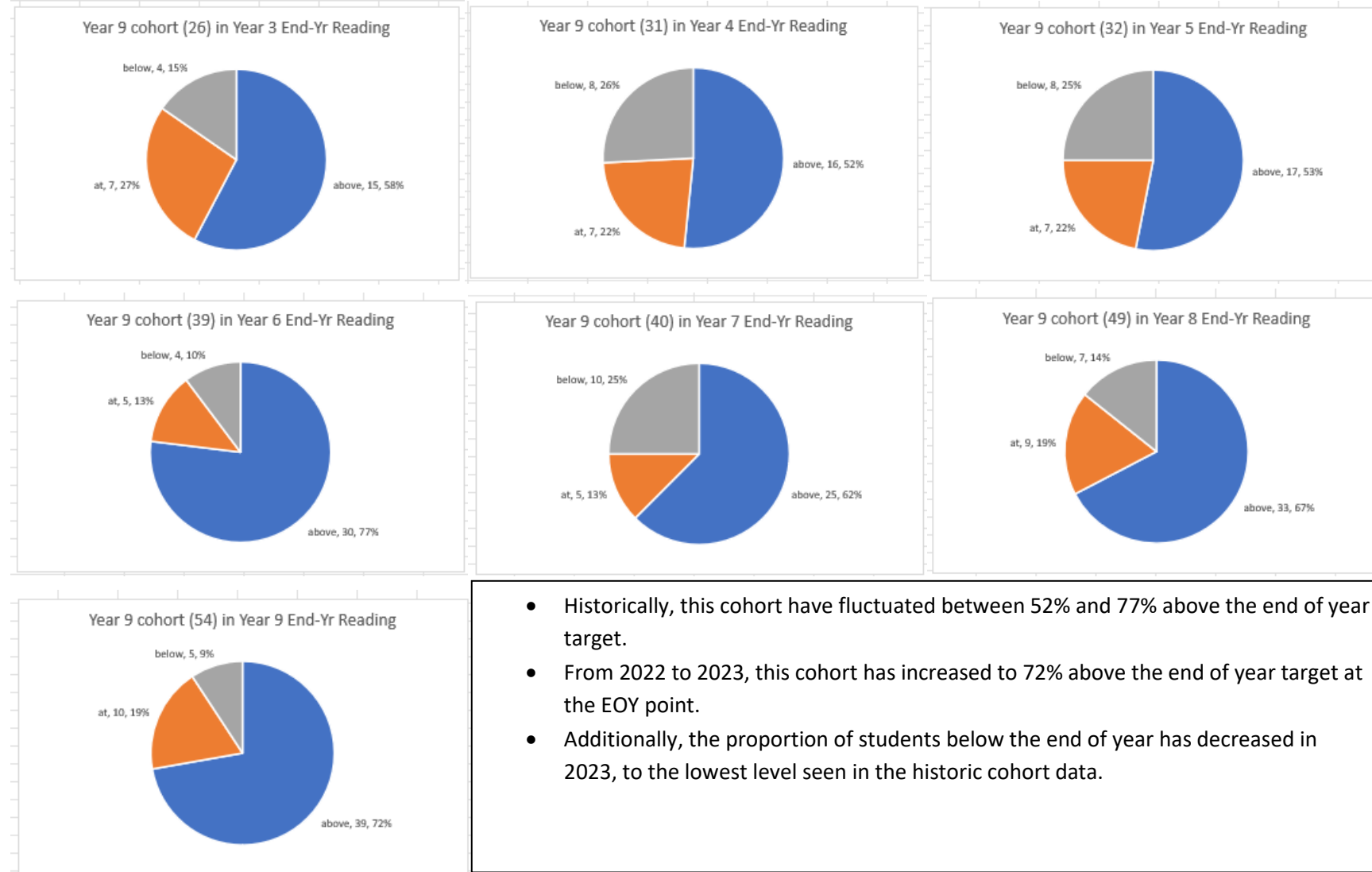


Ethnicity and Gender Foci Graphs – Year 10 Writing EOY



Year 9 & 10 Literacy (Reading) EOY Final Outcome			
Annual Aim: Literacy Year 9 & 10			
To increase the number of students achieving at or above the target curriculum level for Reading			
Targets:			
Year 9			
75% of Year 9 students will be achieving at or above the target Curriculum level 4A for reading by the EOY			
Year 10			
85% of Year 10 students will be achieving at or above the target Curriculum level 5P for reading by the EOY			
Priority Learners who are At Risk of Not Achieving the Target Curriculum Level			
Year 9			
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	1/1 = 100% met target	0	4/6 = 67% met target
Year 10	0	0	0/2 = 0% met target [1 student left during the year]

Year 9 Cohort Reading Progression through the years



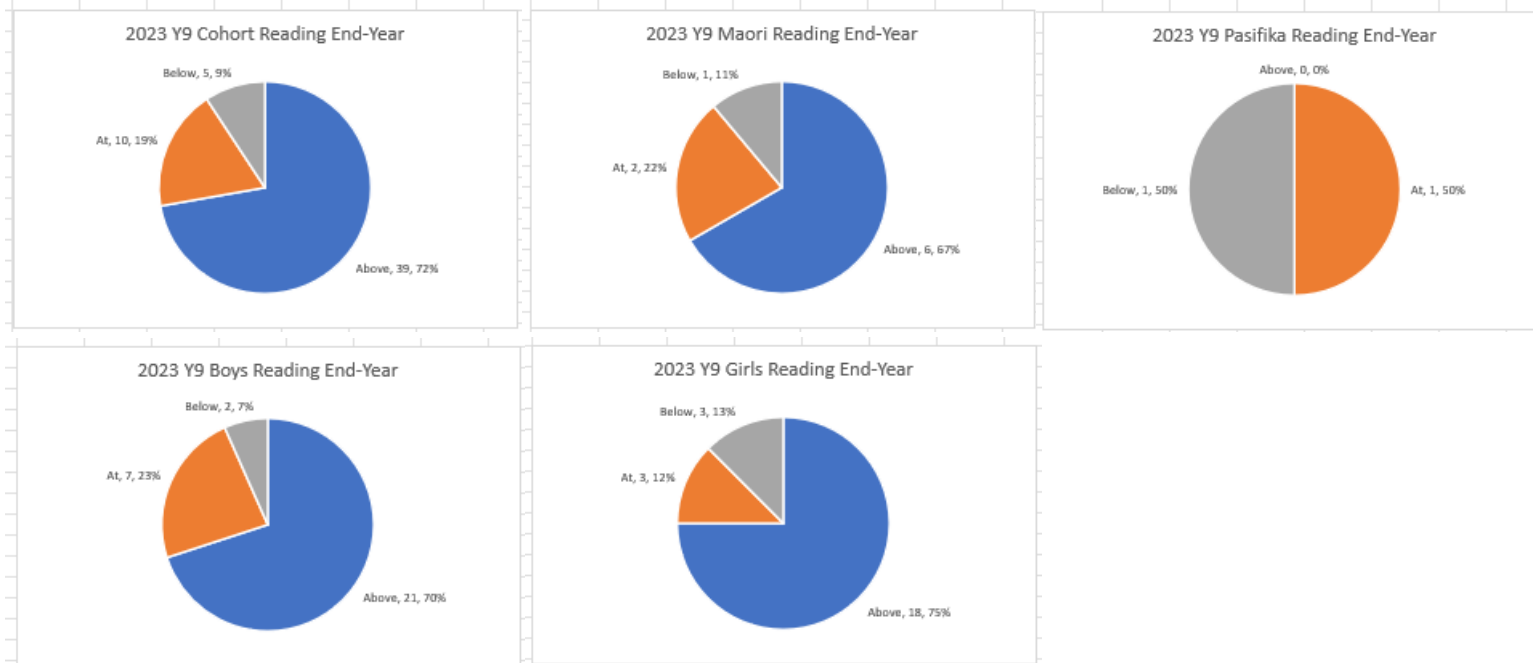
Year 10 Cohort Reading Progression through the years



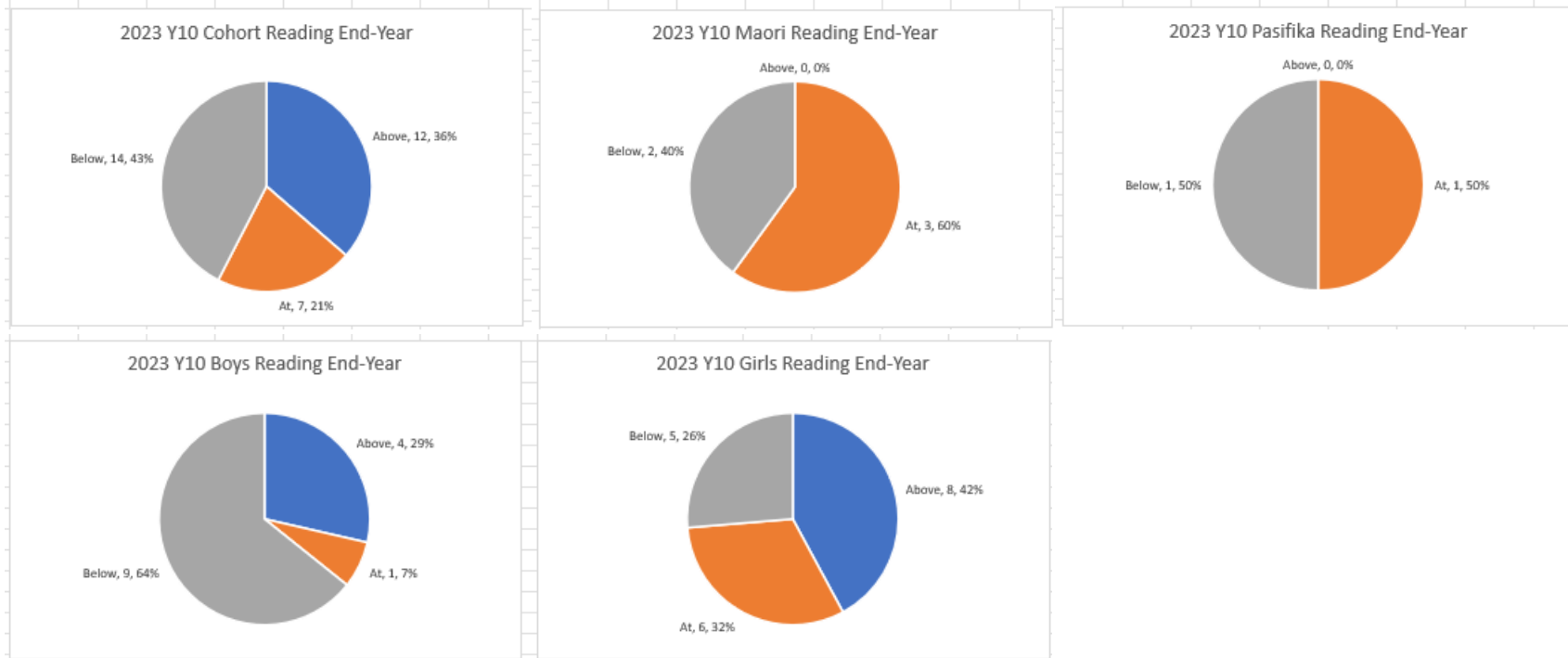
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Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
<p>Target 1: 75% of Year 9 students will be achieving at or above Curriculum level 4A for reading by the EOY</p> <p>Target 2: 85% of Year 10 students will be at or above Curriculum level 5P for reading by the EOY</p> <p>Action 1. English teachers develop goals for students in these groups using e-asTTle data</p> <p>Action 2. English lessons will provide specific teaching of reading skills</p>	<p>91% of Year 9 students were achieving at or above the target Curriculum level 4A by the EOY. This is 16% above target.</p> <p>57% of Year 10 students were achieving at or above the target Curriculum level 5P by the EOY. This is 28% behind target.</p> <p>Completed as intended with regular Y9&10 Team Meetings</p> <p>Completed as intended</p>	<p>Target exceeded.</p> <p>Target not met. Significant behavioural issues emerged in this cohort during Year 10. This is consistent as a paradigm for this cohort.</p>	<ul style="list-style-type: none"> • Maintain current programmes. • In 2024, we have introduced subject specialist teachers in Year 9 and 10 around core curriculum areas. • In 2023, we introduced CAM testing in Year 9. Continue this initiative for 2024 to better understand where value added/depleted outcomes are emerging for students. • The school behavioural management was reviewed in 2023 and a new system introduced for 2024. • Monitor the introduction of the new system and support teachers with its use. • A new Y9/10 Team Leader has been appointed for 2024. Action 1 is expected to continue as per 2023.

Ethnicity and Gender Foci Graphs – Year 9 Reading EOY

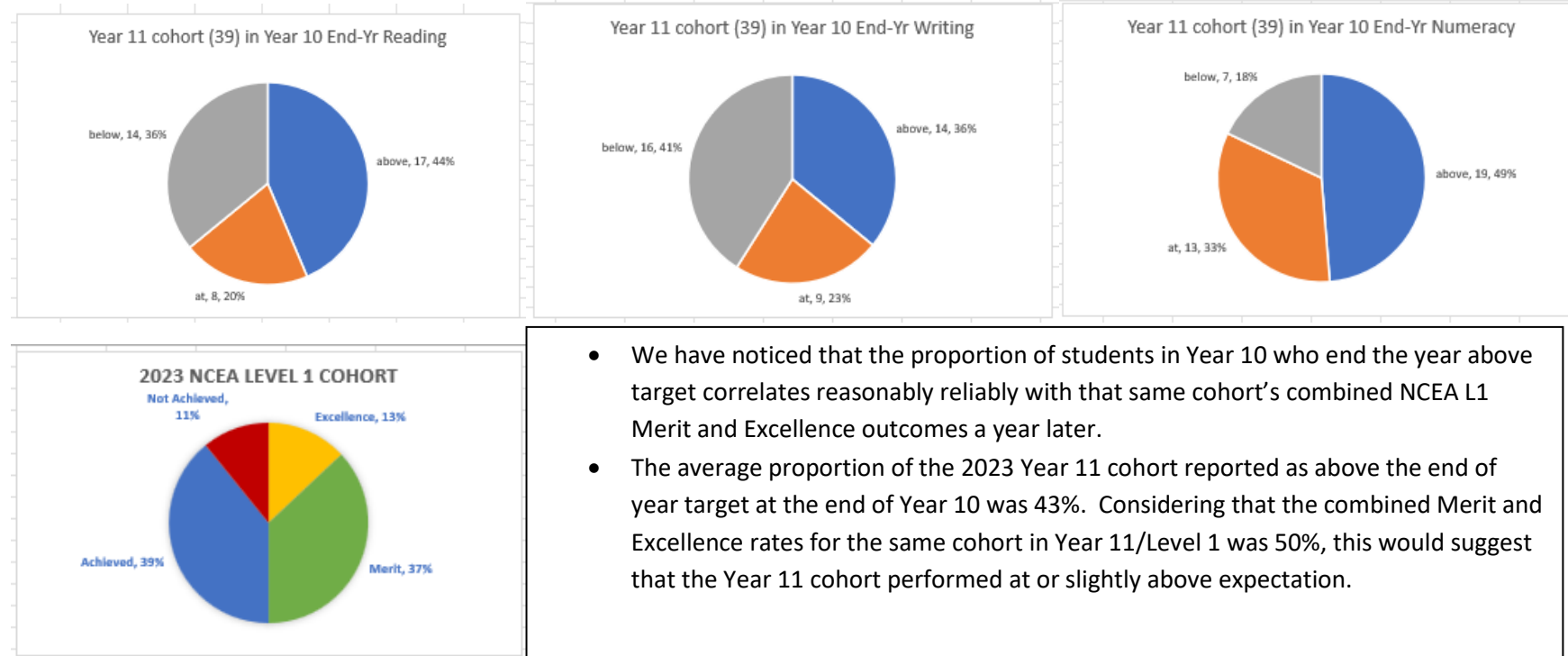


Ethnicity and Gender Foci Graphs – Year 10 Reading EOY



Year 11/NCEA Level 1 EOY Final Outcome			
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			
2022 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 = 100% achieved Numeracy	1/1 = 100% achieved Numeracy	6/6 = 100% achieved Numeracy
L1 ARNA Literacy	2/3 = 67% achieved Literacy [1 student left during the year]	1/1 = 100% achieved Literacy	18/18 = 100% achieved Literacy

Year 11 Cohort NCEA Progression



Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
Target 1: 85% of Year 11 students will achieve L1 Literacy and Numeracy	93% of students entered and eligible for NCEA Level 1 achieved L1 Literacy and Numeracy. Variance: Of the two students who did not achieve Literacy and three students who did not achieve Numeracy, two students	Target exceeded. Significant tracking of individual student progress with interventions.	<ul style="list-style-type: none"> • Maintain delivery programmes and enhance robustness of tracking systems with coherence around Markbook entry requirements.

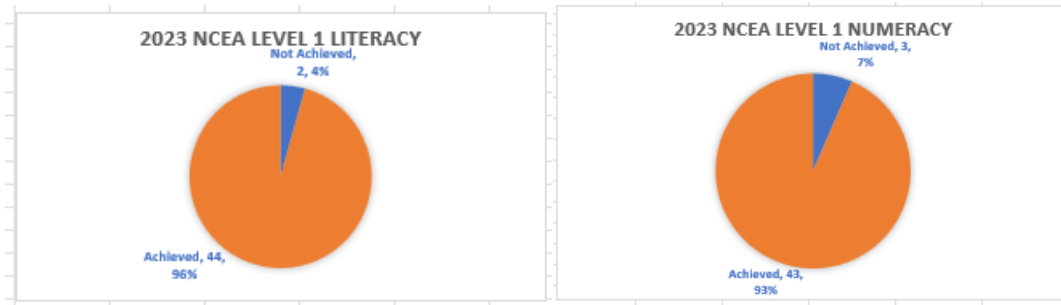
<p>Target 2: 85% of Year 11 students will achieve NCEA Level 1</p>	<p>left during the year, did not enrol in another school, and did not achieve Literacy or Numeracy before they left. The other student was not entered into any NCEA Level 1 standards. Therefore 100% of those who completed Year 11 gained Level 1 Literacy and Numeracy.</p> <p>93% of Year 11 students achieved NCEA Level 1. Variance: One out of the five students that did not achieve NCEA Level 1 was not entered for any NCEA standards. Three of the students left during the year and did not enrol in other schools, therefore remain part of our roll-based statistics. Excluding these four students would show that 98% of those entered and eligible for NCEA L1 gained the qualification.</p>	<p>Target exceeded. Significant tracking of individual student progress with interventions.</p>	<ul style="list-style-type: none"> • Maintain delivery programmes and enhance robustness of tracking systems with coherence around Markbook entry requirements.
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<p>Target 3: 55% of Year 11 students who gain NCEA Level 1 will gain the qualification with a Merit or Excellence endorsement</p> <p>Action 1: Life Lab coaches are used to monitor target students</p>	<p>56% of Year 11 students who gained NCEA Level 1 gained the qualification with a Merit or Excellence endorsement. This is 1% above target.</p> <p>Not a valid action point for 2023 after the reduction in Life Lab time. As a consequence, this responsibility passed to the Senior School Achievement Data Tracking group.</p>	<p>Target met. The 2023 rate of endorsements at NCEA Level 1 is 11% higher than in 2022, and 7% lower than in 2021.</p>	<ul style="list-style-type: none"> • Maintaining the quality of credits achieved did prove more difficult in the industrially interrupted environment. <ul style="list-style-type: none"> ○ Deciding to push students to achieve at higher quality levels must be balanced with wellbeing concerns ○ We deliberately erred on the side of wellbeing for this season, following on from COVID. ○ The new NCEA Level 1 Standards in 2024 are difficult at this stage to make predictions around, however, we are optimistic that by reducing the number of standards students take, we increase the chances of attaining better quality results. • Maintain delivery programmes and start initiatives as early as the end of Term 1 in 2024. • Delete this Action for 2024 as covered by Action 1.
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Action 2: Deans to help support students with their self-management and goal setting	As above		
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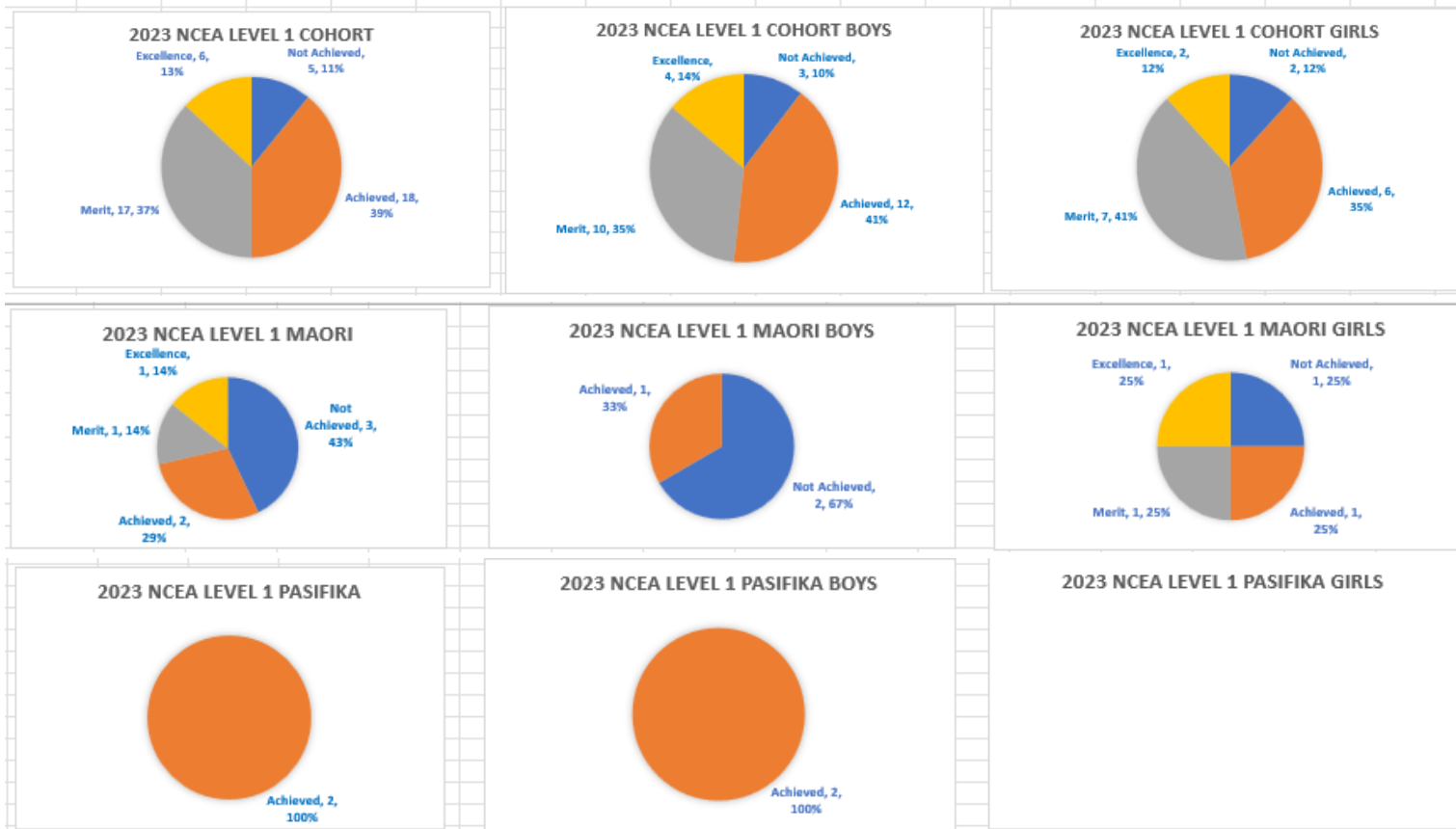
NCEA Level 1 EOY Graphs (roll based)

Level 1 Literacy and Numeracy Outcomes

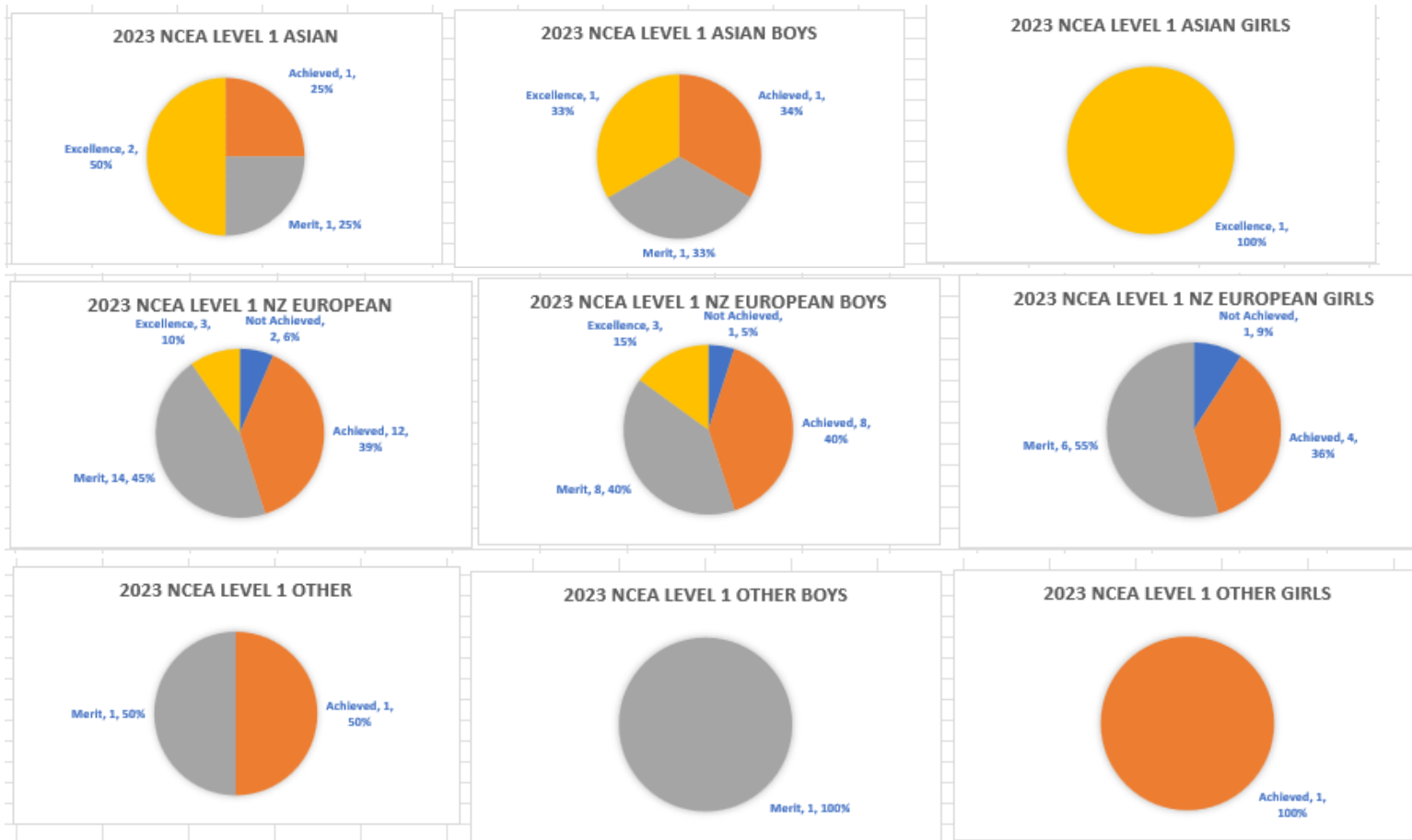


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Level 1 Outcomes



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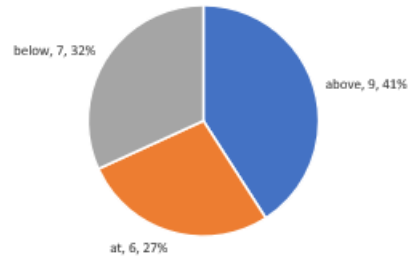


There were no Year 11 girls of *Pasifika* ethnicity in 2023.

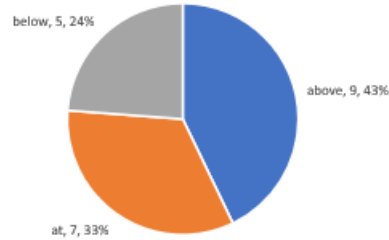
Year 12/NCEA Level 2 EOY Final Outcome			
Annual Aim: Level 2 NCEA: Identify and improve the outcomes of Year 12 students at risk of not achieving their level 2 certificate Identify and improve the outcomes of students who have the potential to achieve Merit & Excellence endorsements at Level 2			
2022 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	0/1 = 0% gained Level 2 [1 student left during the year]

Year 12 Cohort NCEA Progression

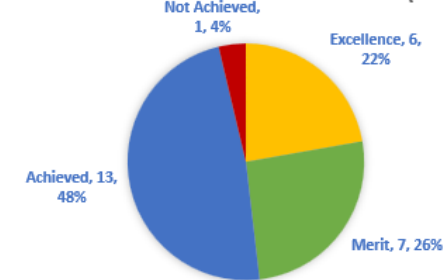
Year 12 cohort (22) in Year 10 End-Yr Writing



Year 12 cohort (21) in Year 10 End-Yr Numeracy



2023 YEAR 12 COHORT IN NCEA LEVEL 1 (2022)



2023 YEAR 12 COHORT IN NCEA LEVEL 2 (2023)



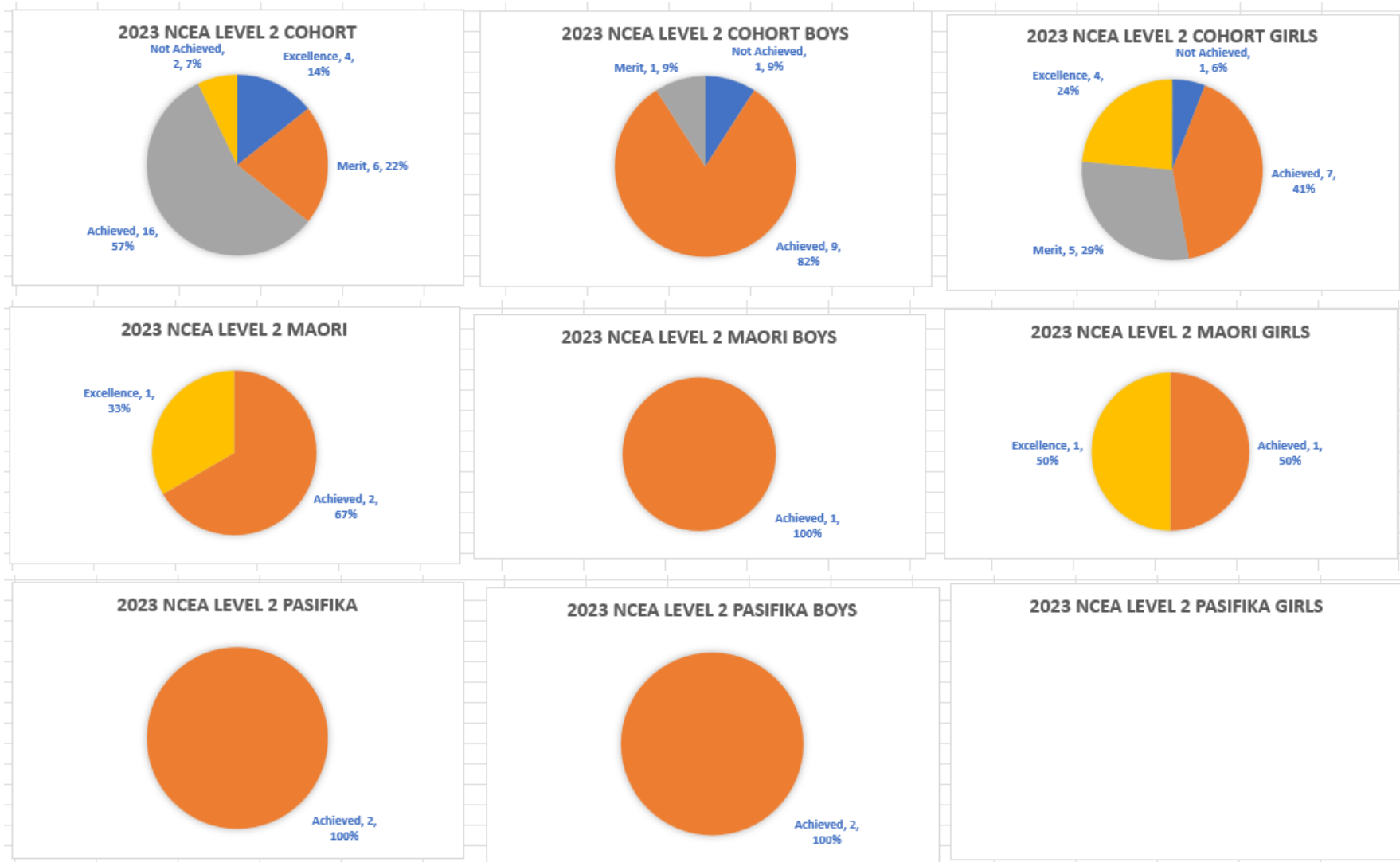
- We have noticed that the proportion of students in Year 10 who end the year above target correlates reasonably reliably with that same cohort's combined NCEA L1 Merit and Excellence outcomes a year later.
- The average proportion of the 2023 Year 12 cohort reported as above the end of year target at the end of Year 10 was 42%. Considering that the combined Merit and Excellence rates for the same cohort in Year 11/Level 1 was 48%, this would suggest that the Year 12 cohort performed at or slightly above expectation for Level 1.
- When comparing this cohort between NCEA Levels 1 and 2 the overall quality rate dropped from 48% to 36%. Normative references suggest that a 10% reduction in quality from Level to Level is expected. At a 12% reduction in quality between Level 1 and 2, this cohort is approximately following normative trends.

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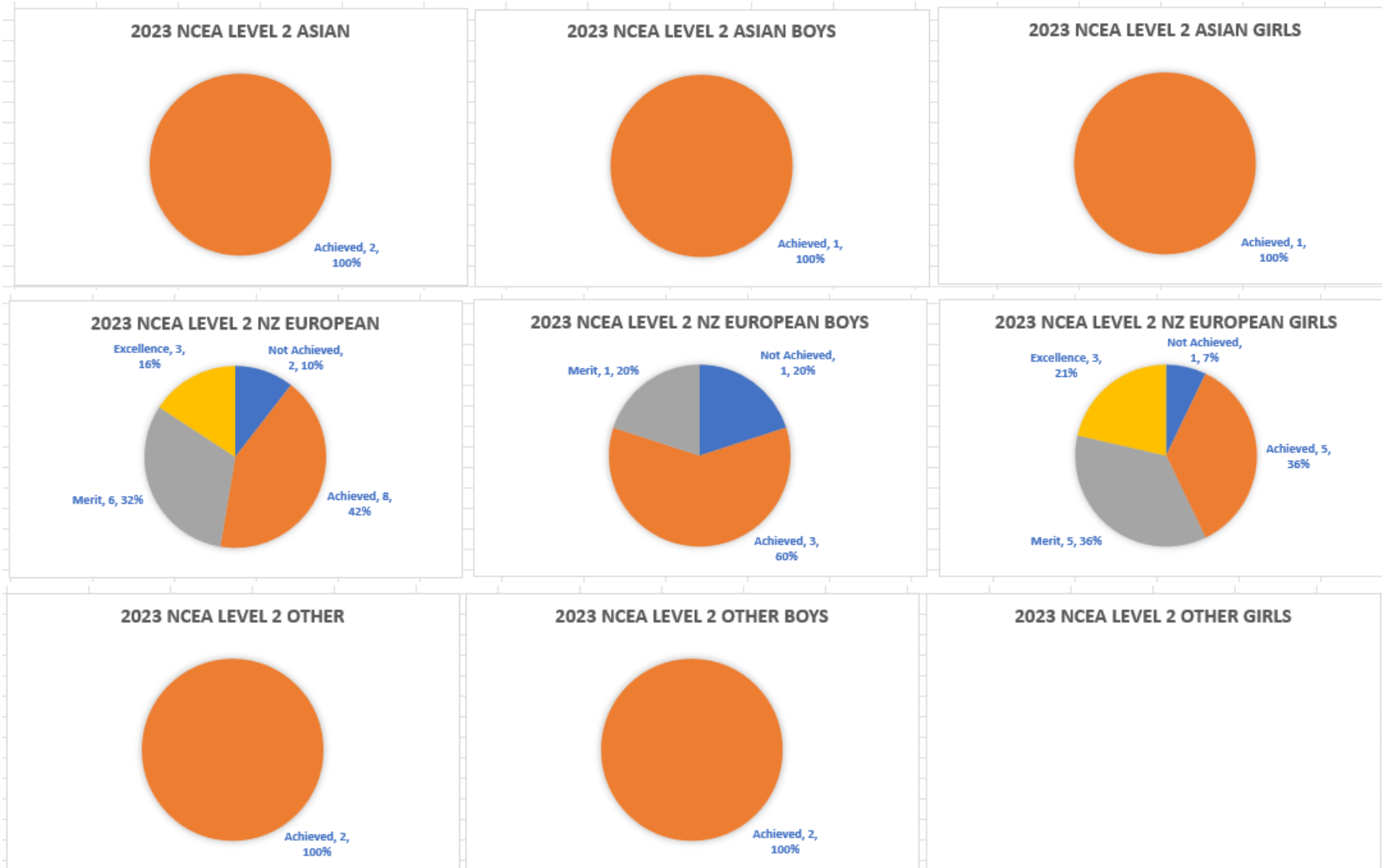
Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
<p>Target 1: 85% of Year 12 students will gain NCEA Level 2 this year</p>	<p>93% of Year 12 students gained NCEA Level 2. This is 8% above target.</p> <p>Variance: Of the two students who did not gain Level 2, one student left mid-year without enrolling in another school and one was not entered for any NCEA standards, but remain in our roll-based statistics. Therefore 100% of those entered and eligible for NCEA L2 gained the qualification.</p>	<p>Target exceeded</p> <p>Significant tracking of individual student progress with interventions.</p>	<ul style="list-style-type: none"> • Maintain delivery programmes and enhance robustness of tracking systems with coherence around Markbook entry requirements.
<p>Target 2: 45% of Year 12 students who gain NCEA Level 2 will gain the qualification with a Merit or Excellence endorsement</p>	<p>38% of Year 12 students who gained NCEA Level 2 gained the qualification with a Merit or Excellence endorsement. This is 7% behind target.</p>	<p>Target not met. The 2023 rate of endorsements at NCEA Level 2 is the same as in 2022 and 3% higher than in 2021.</p>	<ul style="list-style-type: none"> • Maintaining the quality of credits achieved did prove more difficult in the industrially interrupted environment. <ul style="list-style-type: none"> ○ Deciding to push students to achieve at higher quality levels must be balanced with wellbeing concerns ○ We deliberately erred on the side of wellbeing for this season, following on from COVID. • Level 2 enrolments in NCEA standards continue to be at levels far in excess of what is needed at

<p>Action 1: Life Lab coaches are used to monitor target students</p> <p>Action 2: Deans to help support students with their self-management and goal setting</p>	<p>Not a valid action point for 2023 after the reduction in Life Lab time. As a consequence, this responsibility passed to the Senior School Achievement Data Tracking group.</p> <p>As above</p>		<p>60 credits. Given the pending review of NCEA Level 2 standards we will monitor the situation and wait for the new standards to be developed before making any substantive change to the Level 2 programme. As an interim response, we have made available a study line, by application, for Year 12 students who would like to work on fewer subjects to a higher quality. At this stage, 26% of the cohort have taken up this option.</p> <ul style="list-style-type: none"> • Maintain delivery programmes and start initiatives as early as the end of Term 1 in 2024. • Delete this Action for 2024 as covered by Action 1.
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NCEA Level 2 EOY Graphs (roll based)



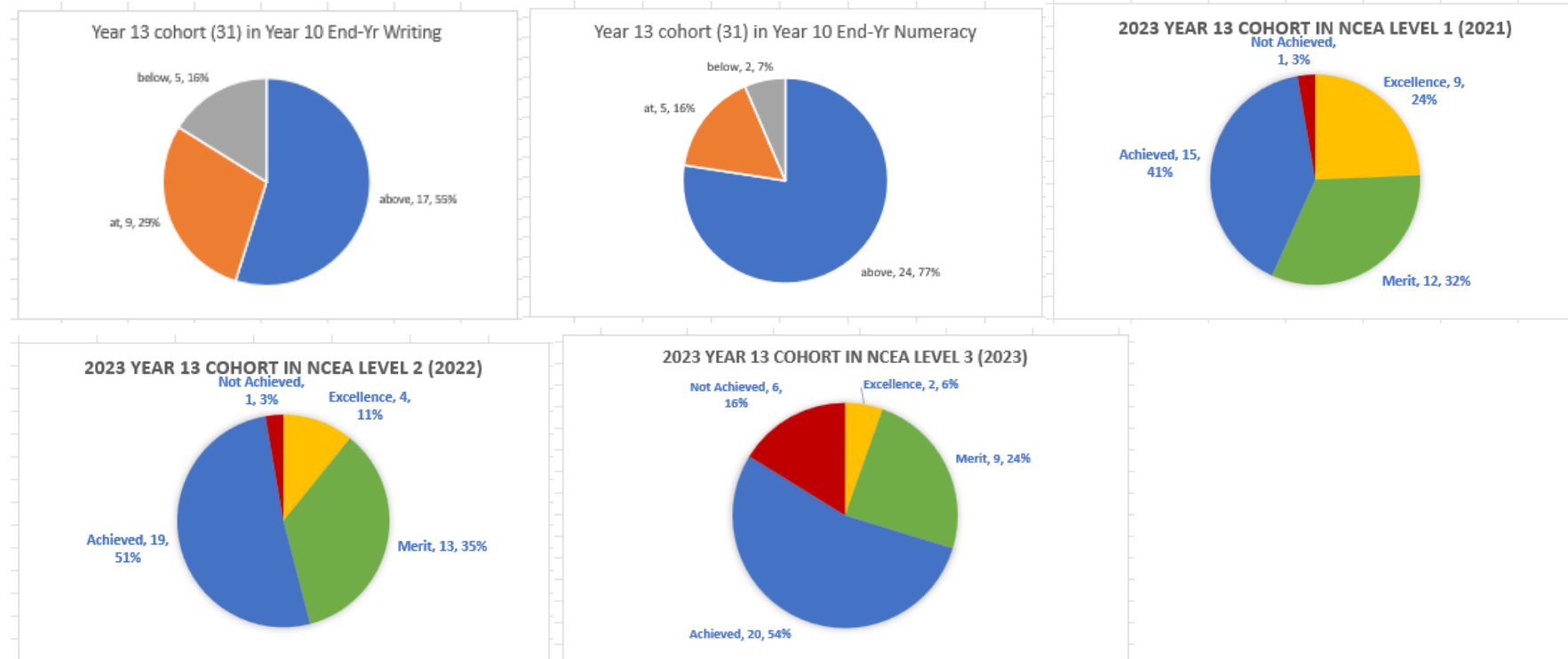
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There were no Year 12 girls of *Pasifika* or *Other* ethnicities in 2023.

Year 13/NCEA Level 3 EOY Final Outcome			
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			
2022 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	0/1 = 0% gained Level 3	0

Year 13 cohort NCEA progression



- We have noticed that the proportion of students in Year 10 who end the year above target correlates reasonably reliably with that same cohort's combined NCEA L1 Merit and Excellence outcomes a year later.
- The average proportion of the 2023 Year 13 cohort reported as above the end of year target at the end of Year 10 was 66%. Considering that the combined Merit and Excellence rates for the same cohort in Year 11/Level 1 was 56%, this would suggest that the Year 12 cohort performed slightly behind expectation in Level 1 and was more closely aligned with their achievement rate in Writing than in Numeracy.
- When comparing this cohort between NCEA Levels 1, 2, and 3 the overall quality rate dropped from 56% in Level 1 to 46% in Level 2, and to 30% in Level 3. Normative references suggest that a 10% reduction in quality from Level to Level is expected. At a 10% reduction in quality between Level 1 and 2, this cohort is approximately following normative trends. In the season of industrial unrest in 2023, quality decreased slightly ahead of normative expectations with a 16% reduction in quality between Level 2 and 3.

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Reporting on Targets & Actions	Outcomes	Reason for Variance	Next Steps
<p>Target 1: 85% of Year 13 students will gain NCEA Level 3 this year</p>	<p>84% of Year 13 students gained NCEA Level 3. This is 1% behind target.</p> <p>Variance: Of the six students who did not gain Level 3, two students left mid-year without enrolling in another school and one was not entered for NCEA L3 standards, but remain in our roll-based statistics. Therefore 91% of those entered and eligible for NCEA L3 gained the qualification.</p>	<p>Whilst the original Target was not met, it was not met due to factors outside of the school's control. When netted against who was entered and eligible, the Target was exceeded by 6%.</p>	<ul style="list-style-type: none"> • Maintain delivery programmes and enhance robustness of tracking systems with coherence around Markbook entry requirements.
<p>Target 2: 45% of Year 13 students who gain NCEA Level 3 will gain the qualification with a Merit or Excellence endorsement</p>	<p>35% of Year 13 students who gained their NCEA Level 3 gained the qualification with a Merit or Excellence endorsement. This is 10% behind target.</p>	<p>Target not met. The 2023 rate of endorsements at NCEA Level 3 is 3% higher than in 2022 and 3% lower than in 2021.</p>	<ul style="list-style-type: none"> • Maintaining the quality of credits achieved did prove more difficult in the industrially interrupted environment. <ul style="list-style-type: none"> ○ Deciding to push students to achieve at higher quality levels must be balanced with wellbeing concerns ○ We deliberately erred on the side of wellbeing for this season, following on from COVID.

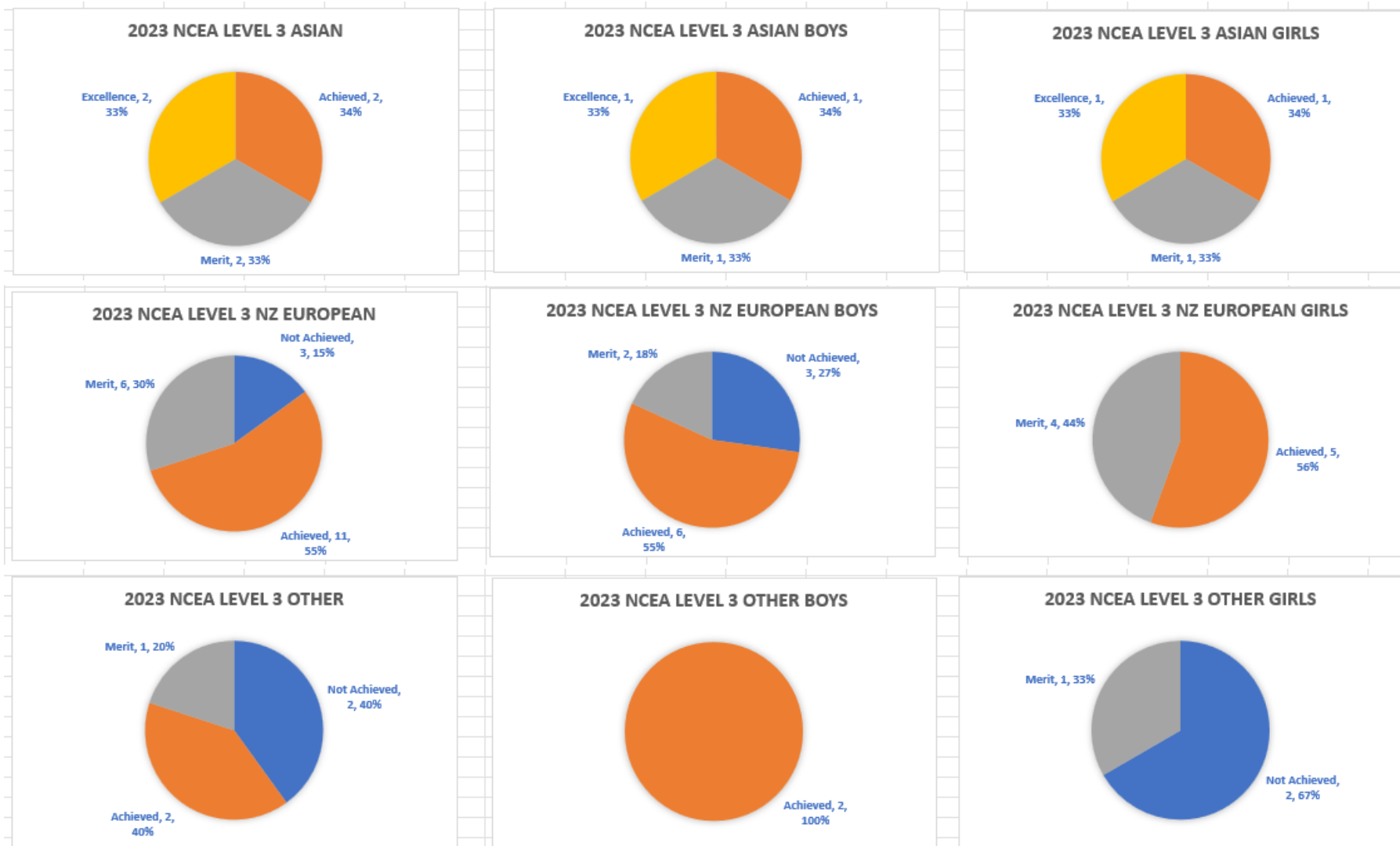
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<p>Target 3: 85% of Year 13 students will gain the 10 Literacy credits required for University Entrance</p>	<p>78% of Year 13 students gained the 10 Literacy credits required for University Entrance. Of the eight students who did not meet the requirement, seven of them were not entered for standards with UE Literacy attributed. Therefore 97% of entered and eligible Year 13 students met the UE Literacy requirement.</p>	<p>Whilst the original target was not met, it was not met due to factors outside of the school's control. When netted against who was entered and eligible, the Target was exceeded by 12%.</p>	<ul style="list-style-type: none"> • Maintain delivery programmes and start initiatives as early as the end of Term 1 in 2024. • Delete this Action for 2024 as covered by Action 1.
<p>Action 1: Life Lab coaches are used to monitor target students</p>	<p>Not a valid action point for 2023 after the reduction in Life Lab time. As a consequence, this responsibility passed to the Senior School Achievement Data Tracking group.</p>		
<p>Action 2: Deans to help support students with their self-management and goal setting</p>	<p>As above</p>		

NCEA Level 3 EOY Graphs (roll-based)

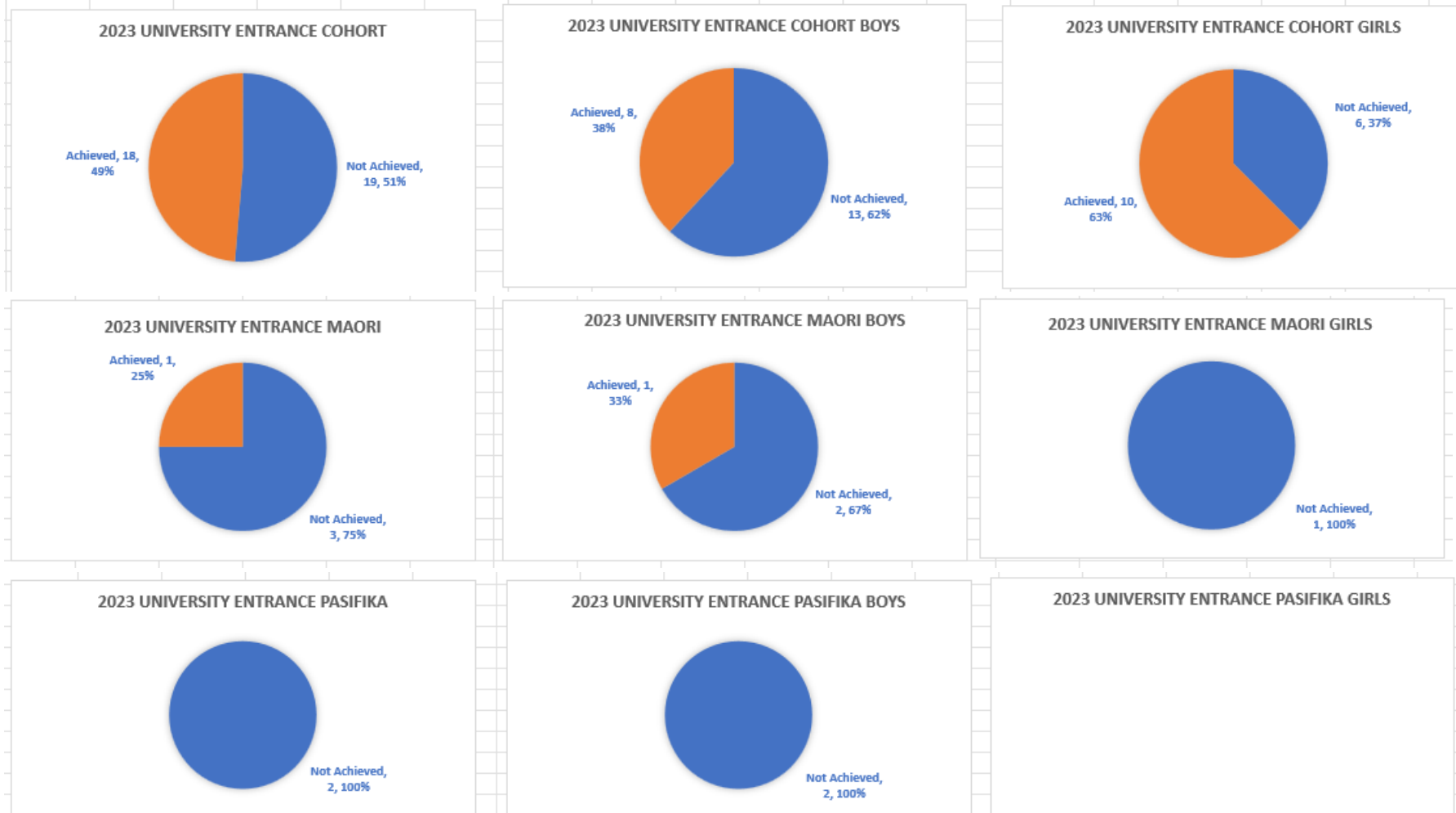


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There were no Year 13 girls of *Pasifika* ethnicity in 2023.

University Entrance (UE) EOY Graphs (roll-based)



Cornerstone Christian School - Annual Report 2023



There were no Year 13 girls of *Pasifika* ethnicity in 2023.

Signatures of Principal and Presiding Board Member

Presiding Member

Principal

Date: