



**Cornerstone  
Christian School**

*Learn, serve and grow in God*

# Annual Plan

2025 - FINAL

Chris Mitchell (Principal)

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

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

***Motto: Learn, Serve and Grow in God.***

## **Summary**

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

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

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

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

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

## Where we are currently at:

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

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

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

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

# The Cornerstone Christian School Board Strategic Priorities for 2024/2025



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

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

OUR MOTTO: Learn, serve and grow in God

## Curriculum

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



Pedagogies through which Cornerstone Christian School students:

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

## Culture

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



A School Culture that:

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

## Community

An engaged community with reciprocal connection and communication.



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

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

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

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

1. Te Reo Māori – we are currently developing a te Reo Māori school delivery plan, reaching across all years and work will continue on this in 2025. A number of initiatives around Teacher training in Te Reo have taken place, including Te Ahu o te Reo Maori (Hāpai Oho and Hāpai Tū) and Education Perfect Te Reo courses, and these have been linked to Professional Growth Cycle KPI's. Te Reo is beginning to be 'normalised' at Cornerstone Christian School rather than being an 'add on'.
2. 2025 will mark the first time that we have a dedicated teacher of Te Reo Māori employed at Cornerstone Christian School (Mrs Mel Halatokoua). Mel will be teaching a Te Reo Māori Module for years 7 through 10 and our first ever year 11 Te Reo NCEA level 1 class.
3. 'Tikanga Māori – Pōwhiri are included in major assemblies and start of school year. All students have opportunity to learn their whakapapa/mihi/pepeha and to practise this regularly. Connections with kaumatua and Rangiotū marae have been established and our new 2024 Kapahaka venture will continue in the primary and middle school in 2025.
4. Te Tiriti o Waitangi – As part of the new Aotearoa New Zealand Histories curriculum, Te Tiriti o Waitangi is incorporated as a core part of social sciences learning across the school. The school leadership team also ensures that Te Tiriti is considered and upheld in all bi-cultural decision-making processes.
5. All teachers at Cornerstone Christian School to have the opportunity to have professional development in culturally responsive practises. This has taken place through local funded PLD programmes and also via our Lower North Island Christian Schools Kāhui Ako.
6. Opportunities have also been made available for all staff and students (Primary and Secondary) to visit and serve in a Marae.

<b>Strategic Goal 1a: Curriculum (Special Character)</b>		To develop a rich and engaging local curriculum that is grounded in Scripture.			
<b>Goal/ Expectations for the Current year</b> related to an aspect of the Strategic Goal		<ul style="list-style-type: none"> <li>• Schoolwide Special Character Framework is developed and resourced ready for implementation in 2026, addressing needs in each area of the school as identified in the 2023 Special Character Review Report.</li> <li>• Student voice is incorporated into the special character framework.</li> </ul>			
<b>What we expect to see by the end of the year.</b> <i>(What evidence will you see)</i>		<ul style="list-style-type: none"> <li>• Special Character Framework is approved by both boards.</li> <li>• Staff PD has been delivered to support the implementation of the Special Character</li> <li>• Teaching resources are prepared for the first half year to support the implementation of the Special Character framework.</li> <li>• Framework in place for a Biblical Studies programme in years 11-13 for 2026. This may necessitate a timetable review / review of curriculum lines to ensure that we can give space to this programme.</li> </ul>			
Ref	Actions to be taken	Who is Responsible	Report to BOT	Resources Required	How we will Measure Success
1.1	Team established from Primary, Middle and Secondary Schools to write a Cornerstone Specific Special Character Framework document that details how special character will be integrated and taught through the curriculum at all year levels.	CML, JRE, RSN, ESN and LNICS Kahui Ako (Renee?) Student voice	Feb/Jul	Kahui Ako ASL time	<ul style="list-style-type: none"> <li>• Collaborative document written and in place before the end of the year.</li> <li>• Teaching resources are prepared for the first half year to support the implementation of the Special Character framework.</li> </ul>
1.2	Framework in place for a Biblical Studies programme in years 11-13 for 2026.	JRE, CMD, ESN, HHT, BDY	Aug	LifeLab Budget	<ul style="list-style-type: none"> <li>• Biblical Studies Framework and delivery plan in place 2026 for year 13 (possibly years 11 and 12 also)</li> <li>• Staffing decisions for this new topic area made prior to the end of 2025</li> <li>• Biblical Studies programme incorporated as part of a curriculum line in timetable planning for 2026.</li> <li>• Timetabled review committee established to ed and altered as necessary to incorporate this programme.</li> </ul>

<b>Strategic Goal 1b: Curriculum (National)</b>	To introduce new curriculum initiatives based on school review processes that impact learning outcomes and obligations regarding the te Tiriti o Waitangi
<b>Goal/ Expectations for the Current year</b> related to an aspect of the Strategic Goal	<ul style="list-style-type: none"> <li>● Implement the NZ Curriculum Refresh Programme including:           <ul style="list-style-type: none"> <li>○ The updated English curriculum in Years 0 to 6.</li> <li>○ The updated Mathematics curriculum for Years 0 to 8.</li> <li>○ Get ready to teach the updated English curriculum for years 7 to 13 in 2026</li> <li>○ Get ready to teach the updated mathematics and statistics curriculum for Years 9 to 13 in 2026.</li> </ul> </li> <li>● Implement the NCEA Change programme including:           <ul style="list-style-type: none"> <li>○ Continue to embed the new (2024) NCEA 1 NCEA standards and co-requisites</li> <li>○ Prepare for NCEA Level 2 changes for 2028</li> <li>○ Prepare for NCEA level 3 changes for 2029</li> </ul> </li> <li>● Undertake realignment to new Strategic Planning and Annual Reporting requirements</li> <li>● Develop ‘The Learning Centre’ or TLC to provide an alternative educational pathway for secondary students currently academically working within a primary school curriculum framework.</li> <li>● Expansion of current ESOL Programme to cope with increasing numbers of ESOL students enrolled at Cornerstone Christian School.</li> <li>● Introduce and establish Digital Technology as a senior subject.</li> <li>● Provision of Te Reo Māori language development modules in years 7 through 10.</li> <li>● Introduce and establish NCEA Level 1 Te Reo Māori as a year 11 subject</li> <li>● The school curriculum will have an intentional focus on local history and stories from iwi in the Manawatu region through a special character lens.</li> </ul>
<b>What we expect to see by the end of the year.</b> ( <i>What evidence will you see</i> )	<ul style="list-style-type: none"> <li>● Minimum 80% of students in years 0-6 achieving at or beyond the required curriculum level in Reading, Writing and Mathematics.</li> <li>● Minimum 75% of students in years 7-10 achieving at or beyond the required curriculum levels (including CAA's) in Reading, Writing and Mathematics.</li> <li>● Class programmes reflect greater use of Te Reo and connections to iwi stories and history</li> <li>● Assessment is consistent across years 1-10, providing greater: rigour, student engagement, and better outcomes for Māori</li> </ul>

Ref	Actions to be taken	Who is Responsible	Report to BOT	Resources Required	How we will Measure Success
2.1	<p>Roll out of the updated English curriculum in Years 0 to 6.</p> <ul style="list-style-type: none"> <li>Structured literacy introduced across Years 1- 8 with appropriate support</li> <li>Better Start Literacy Approach (BSLA) continued within years 1 and 2</li> <li>New MOE literacy assessment for years 1-3</li> </ul> <p>Planning in place to teach the updated English curriculum for years 7 to 13 in 2026</p>	JRE, CML	Mar	<p>Regular timeslot in whole and Primary / Secondary staff meetings across the year</p> <p>Regionally allocated PLD funding – second tranche application made</p> <p>Gemma S – release achieved via funding from MOE Structured Literacy initiatives (0.4FTTE) and from our GMFS (0.4) and ESOL funding (0.2)</p>	<ul style="list-style-type: none"> <li>Minimum 80% of students in years 0-8 achieving at or beyond the required curriculum level in Reading, Writing and Mathematics.</li> <li>Minimum 75% of students in years 9-10 achieving at or beyond the required curriculum levels (including CAA's) in Reading, Writing and Mathematics.</li> <li>Miss Gemma Stewart released from classroom teaching responsibility to conduct a 0.8 Literacy Support programme.</li> </ul>
2.2	<p>Roll out of the updated Mathematics curriculum for Years 0 to 8.</p> <ul style="list-style-type: none"> <li>Develop yearly overview and tracking document for each year level in years 1-6 based on new Oxford Mathematics resource</li> <li>Continue with Learner First Mathematics PD and approaches within all year 0-6 classrooms.</li> </ul> <p>Planning in place to teach the updated mathematics and statistics curriculum for Years 9 to 13 in 2026.</p>	CML, RSN	April	<p>Regular timeslot in whole and Primary / Secondary staff meetings across the year</p> <p>Oxford mathematics resources applied for and received from MOE.</p> <p>\$4150 – participation in the Learner First PLD programme (Budgetted)</p>	<ul style="list-style-type: none"> <li>Minimum 80% of students in years 0-8 achieving at or beyond the required curriculum level in Reading, Writing and Mathematics.</li> <li>Minimum 75% of students in years 9-10 achieving at or beyond the required curriculum levels (including CAA's) in Reading, Writing and Mathematics.</li> <li>All teachers using new Mathematics Yearly overview in years 0-8 and new Oxford Mathematics resource in class.</li> <li>All secondary staff aware of updated mathematics and statistics curriculum with clear PLD across the year in place.</li> </ul>

2.3	<p>Implement the NCEA Change programme including:</p> <ul style="list-style-type: none"> <li>Continue to embed the new (2024) NCEA 1 NCEA standards and co-requisites</li> <li>Prepare for NCEA Level 2 changes for 2028</li> <li>Prepare for NCEA level 3 changes for 2029</li> </ul>	HHT, BDY	June	Curriculum budgets, Staff Professional Development Budget	Refining of how Level 1 Courses are assessed against new standards
2.4	Undertake realignment to new Strategic Planning and Annual Reporting requirements	CML	May	N/A	<ul style="list-style-type: none"> <li>Existing board initiates Strategic review from the beginning of term 2.</li> <li>Triennial Board elections completed in term 3, 2025</li> <li>Board to complete development and approve a 2025-2027 strategic plan by end of term 3, 2025</li> <li>2025 Annual Plan will align with new Ministry of Education ANNOVA reporting requirements.</li> </ul>
2.5	Expansion of current ESOL Programme to cater for increasing numbers of ESOL students enrolled at Cornerstone Christian School.	CHL	Apr	This cost can be absorbed through ESOL funding income of around \$120K	<ul style="list-style-type: none"> <li>Mrs Christina Havill released from all classroom teaching responsibility to focus on leading ESOL schoolwide and learning support programmes in years 1 through 13.</li> <li>Provision of a further 0.2 FTTE Teacher (GST) and Teacher Aide (RIE) to support Christina, focusing on primary years ESOL.</li> <li>Sound learning progress for all ESOL students as measured against English Language Learning Progressions or ELLP's.</li> </ul>
2.6	Introduce and establish Digital Technology as a senior subject.	BBY, SMM, JRE	March	New Digitech Curriculum Budget	Induction and support of new teacher (Mrs Sonamarie Meyer-Pum) in Secondary Team to facilitate re-introduction of the Digitech Curriculum senior subject.
2.7	<p>Increased Te Reo Māori me ona Tikanga Māori focus for Secondary students via:</p> <ul style="list-style-type: none"> <li>Provision of Te Reo Māori language development modules in years 7 through 10.</li> <li>Introduce and establish NCEA Level 1 Te Reo Māori as a year 11 subject</li> </ul>	CML	June	<p>0.93 FTTE board funded teacher cost fixed term for 2025.</p> <p>Continuation of contract with Te Ihi Whanake Ltd (Tiya Blake-Olsen)</p>	<ul style="list-style-type: none"> <li>NCEA Level 1 Te Reo Māori students experience success in assessment across the year</li> <li>Te Reo module in Years 7- 10 is well received by students</li> <li>Improved learning outcomes for Māori students – continue to close gap between Māori and Non-Māori achievement at all year levels.</li> <li>Connections with Local iwi are strengthened so that School</li> </ul>



	<ul style="list-style-type: none"> <li>Continuation of Secondary Kapahaka programme.</li> </ul>				has authentic resources / stories and history to draw upon from iwi to inform class programmes.
2.8	Continue work to ensure that Year 1- 10 assessment guidelines are framed up to be used as a reference for teacher planning - Particularly in reading, writing and maths. Best practice formative and summative assessment models are identified for general use	JRE, RSN, IGE	Sept	Canterbury University Centre for Educational Monitoring (CEM) tools purchased for middle school	<p>Improved learner outcomes in years 1-10 and in particular for Māori and Pasifika target students</p> <p>Consistent use of assessment tools across all classes:</p> <ol style="list-style-type: none"> <li>use of standardised assessment tools such as PAT's, eAsTTle, CAM where possible</li> <li>Greater rigour around forming OTJ's based on data</li> </ol>
2.9	Moderation systems are re-established for assessment in year 1-10 Reading, Writing and Maths	JRE, RSN, IGE	Aug		<p>Aggregated School-wide leaning data has greater rigour and consistency.</p> <p>Board, management and the school community can have confidence in validity of aggregated achievement data</p>
2.10	Arrange for gas reticulation and gas hob/oven installs in the Food Tech room (L3) in conjunction with air ventilation system upgrade (CCET)	CML, VSN, DME and CCET	July	\$15k total budgeted for capex works in L3 for 2025	Ability to teach and assess relevant year 11,12 and 13 Achievement Standards requiring cooking over gas.

<b>Strategic Goal 2: Culture</b>		To enhance the school culture such that it becomes a safe space in which all can flourish, and where Godly love for each other abounds			
<b>Goal/ Expectations for the Current year</b> related to an aspect of the Strategic Goal		A School Culture that: <ul style="list-style-type: none"> <li>• Is in keeping with God’s character as revealed in Jesus</li> <li>• Enables students and staff to become all that God has created us to be.</li> <li>• Friendly, welcoming and with a sense of ‘belonging’.</li> <li>• Warm and demanding; engaging and inspiring</li> <li>• A positive, growth mindset</li> <li>• Embodies servant leadership.</li> </ul>			
<b>What we expect to see by the end of the year</b>		<ul style="list-style-type: none"> <li>• Continue to embed new Behaviour Management System, schoolwide with focus on Restorative Practices PD to strengthen one of the core pillars of our new behaviour management and data collection and connection to the pastoral team</li> <li>• New initiatives implemented around our Professional Growth Cycle model to support collegial working in teams across the school, particularly in secondary.</li> <li>• Middle school leaders travelling to ‘model middle schools’ in New Zealand to examine practise and gather ideas to implement at CCS.</li> <li>• Enable approx. 30 teachers from CCS to attend the July NZACS Teachers’ conference at Kingsway School.</li> <li>• Staff social committee running well to ensure that space is given to relationship building between staff members.</li> <li>• Strengthening relationships through whānau hui and fono will enable Māori and Pacific families to be better understood and valued.</li> <li>• Middle school confidence course build from Feb 2025</li> <li>• Purchase one new School van to upgrade fleet.</li> <li>• Regular meetings as a whole school to strengthen schoolwide culture.</li> </ul>			
Ref	Actions to be taken	Who is Responsible	Report to BOT	Resources Required	How we will Measure Success
3.1	Continue to embed the new (2024) Behaviour management approach based on a Biblical foundation	JRE, CML	Mar	\$5000 (budgeted) Restorative Practise PD via MOE and Waikato University	<ul style="list-style-type: none"> <li>• General expectations for behaviour communicated clearly to all students at the start of the year.</li> <li>• SLT reinforcing core fundamentals of our BMS - at all meetings to check in.</li> <li>• Staff professional development around Restorative Practices to strengthen one of the core pillars of our new behaviour management approach (this programme from Waikato University is fully funded by MOE).</li> </ul>

					<ul style="list-style-type: none"> <li>• Specific focus on data collection and connection to the pastoral team</li> <li>• New-comers Club established for all students at the start of 2025 to ensure all new students understand, and buy into, the culture of Cornerstone Christian School</li> <li>• Reduction in standdowns and suspensions</li> <li>• Increase in positive Student Wellbeing Survey data</li> <li>• Stakeholder data gathered on new behaviour management model and evaluated</li> <li>• Senior School Colours (awards) Programme rewarding meritorious behaviour is well established</li> </ul>
3.2	New initiatives implemented around our Professional Growth Cycle model to support collegial working in teams across the school, particularly in secondary.	CML, JRE, LJA	Oct	Approx 6 days teacher release time (budgeted)	<ul style="list-style-type: none"> <li>• A trial mentoring group established by LJA, looking to support teachers in 'best practice', specifically with implementation of the behaviour management system, classroom management strategies and restorative practices.</li> <li>• The group will be led by a 'mentor' teacher who will have a track record of outstanding teaching and learning practices, classroom management and experience in (or willing to upskill in) restorative practices.</li> <li>• The pilot group for 2025 will consist of mentor teacher(s) and teachers who are willing to be part of the pilot (and potentially be mentor teachers themselves in 2026), ideally 5-6.</li> </ul>
3.3	A sense of 'team' amongst staff, through common endeavours and support of staff well-being.	CML, RJN, JRE	Nov	NZACS Conf - \$20,000 (budgeted) Staff EOY dinner - \$5000 (budgeted) Staffroom and Catering - \$12,000 (budgeted)	<ul style="list-style-type: none"> <li>• Approx 30 teachers from CCS attending the July NZACS Teachers' conference at Kingsway School in Albany.</li> <li>• Aspiring leadership professional development for all syndicate leads and careers advisor via EdLead (Carol Lynch).</li> <li>• Regular staff morning teas and celebration of significant staff events and milestones.</li> <li>• New (2024) Social Committee establishing termly social events for staff</li> </ul>
3.4	Development of a distinctive middle school philosophy, based on best practice that fosters student engagement and student leadership	CML, IGE, JRE, TRE, KAN	Sept	\$ 1500 (budgeted)	<ul style="list-style-type: none"> <li>• Middle School Leaders to travelling to 'model middle schools' in New Zealand to examine practise and gather ideas to implement at CCS.</li> </ul>

	opportunities.				<ul style="list-style-type: none"> <li>• Middle School continuing to develop its own unique identity, and this can be articulated by staff and students</li> <li>• Positive student engagement and wellbeing measures in years 7 through 10</li> <li>• Unique Middle School student leadership opportunities</li> <li>• Modules and extra-curricular activities unique to Middle School.g. TOM, Kapahaka, EPRO-8, Robotics, Te Reo</li> <li>• Strong and positive learning outcomes for year 7-10 students.</li> </ul>
3.5	Students with special needs connected and supported	CLG, NKN, CHL	Oct	The TLC will be staffed by a full-time specialist teacher (Mrs Nicole Koolhoven 0.5 ORS and 0.5 GMFS), and a learning assistant (Mrs Maria McDonald – 20 hours TA time) CCS will continue to prioritise funding of support staff up to ¼ of Operational Grant.	<ul style="list-style-type: none"> <li>• Establishment of ‘The Learning Centre’ or TLC to provide an alternative educational pathway for secondary students currently academically working within a primary school curriculum framework achieving positive learning outcomes for all students engaged within programmes and progress markers as measured by NZQA SPEC programme.</li> <li>• Special needs students included in mainstream classes schoolwide wherever possible and practical.</li> <li>• Support staff employed and empowered to assist with the learning outcomes of students with special needs.</li> <li>• IEP’s conducted for all students with significant learning needs</li> <li>• Special assessment conditions arranged for year 11-13 as needed</li> <li>• Special needs learning programmes including the Waiata special needs area resourced effectively</li> </ul>
3.6	Regular meetings as a whole school to strengthen schoolwide culture.	CML, JRE, HHT, IGE, RSN	Oct	Koha to Wiremu and Trieste (\$300).	<ul style="list-style-type: none"> <li>• Pōwhiri to welcome new students and staff at the beginning of the year</li> <li>• Whole school gatherings three times per term</li> <li>• Regular syndicate/team assemblies with attendance and contribution from senior leaders.</li> </ul>
3.7	Start build of Middle School confidence course in Feb 2025.	CML, CCET	Jun		Positive feedback from Middle School students around provision of the Middle School confidence course.
3.8	Move towards greater sustainability with school rubbish and recycling collection	VSN, CML	Jul	Reduction in rubbish disposal costing	Student education around the importance of rubbish recycling and resource sustainability Better facilities provided for recycling schoolwide and education

					for all staff and students around use of these
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<b>Strategic Goal 3: Communication</b>		To streamline communication between home and school and improve profile and connection with the wider community, including churches.			
<b>Goal/ Expectations for the Current year</b> related to an aspect of the Strategic Goal		<ul style="list-style-type: none"> <li>• Recognises that a community has different perspectives, acknowledge the lenses through which we make meaning/understand/perceive.</li> <li>• School/Home communication is clear, accessible, and understandable for all recipients.</li> <li>• Responsive to serve individuals and groups within the wider community.</li> <li>• Specialist insights and skills contribute to the learning programme.</li> <li>• A place that celebrates the richness and diversity of cultural forms.</li> </ul>			
<b>What we expect to see by the end of the year</b>		Positive feedback on school initiatives to improve communication with parents New and improved connections with identified community groups and iwi Authentic, student-led Service-Learning initiatives are incorporated into all class programmes			
<b>Ref</b>	<b>Actions to be taken</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	<b>Who is Responsible</b>	<b>Report to BOT</b>	<b>Resources Required</b>	<b>How we will Measure Success</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
4.1	Communications audit and action plan adopted and phased in across the year	CML, RJN, CYS	May	May require change to subscriptions budget dependent on App package used Approx \$7000 cost to switch to EDGE (not currently budgeted but could be managed if deemed necessary)	<ul style="list-style-type: none"> <li>• Use of school apps rationalised i.e. SchoolApp, MyKindo, KAMAR, ClassDojo merged where possible</li> <li>• Cornerstone Website kept up to date with news and timely information</li> <li>• Media drive record of school events for 2025 up to date and intact</li> <li>• Staff member with oversight of social media appointed and clear organisation of communication with school community</li> <li>• Regular communication of Cornerstone Christian School success stories</li> <li>• Positive feedback from school community on new initiatives</li> </ul>
4.2	Student reporting review	RSN, HHT, IGE	July	N/A	Student report reflect the general needs of the parent community in order to communicate 'regularly and well' around student achievement
4.3	The diversity of culture at Cornerstone Christian	CML, IGE,	Nov	\$17,000 currently	<ul style="list-style-type: none"> <li>• Matariki celebrated schoolwide in term 2 with schoolwide</li> </ul>

	School is celebrated	HHT		budgeted for all Te Reo Māori, Kapahaka support. Would need to be found within this budget.	<p>Hangi event</p> <ul style="list-style-type: none"> <li>• Teachers and classes draw and incorporate in learning, the richness of cultures represented in the student body.</li> <li>• Language weeks observed throughout the year</li> <li>• Cultures Day celebration in term 4</li> </ul>
4.4	Cornerstone Christian School reflects the sense of partnership with parents expressed in its mission statement	CML	Nov	<p>BOT Expenses - \$15,000 total budgeted for the year</p> <p>Advertising and Promotion - \$6000 budgeted for the year</p>	<ul style="list-style-type: none"> <li>• Increased teacher and parent participation and representation in the Cornerstone Fundraising Group (CFG)</li> <li>• A range of smaller scale CFG events across the year that function to gather community.</li> <li>• Principal and CCET to engage with key Manawatu churches to raise profile of Cornerstone Christian School to Christian community and gauge demand for Christian Education across the Manawatū</li> <li>• School Open Day in term 3, 2025 to ensure enrolments remain strong for 2026</li> </ul>
4.5	Navigate upgrade of Water Pumping Station and Chlorine Treatment plant adjacent to CCS and CCP on Roberts Line	CML, JRE	Apr		<ul style="list-style-type: none"> <li>• Sound consultation process with PNCC and wider school community to ensure information conveyed is accurate and that community voice is heard and understood.</li> </ul>

## Student Achievement Goal

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

### Introduction

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

These describe the level of learning that should be achievable by a student working within a specific year group. A single level can be spread over a year and a half to two years of schooling. Each year group has an 'expected' level at which they work e.g. year 7 could be expected to be working 'on average' at the top end of Level 3 and into Level 4 of the curriculum by the end of the year. However, some pupils in year 7 may be working at Level 2 (below expectations) in some subjects, and level 5 (above expectations) in other subjects.

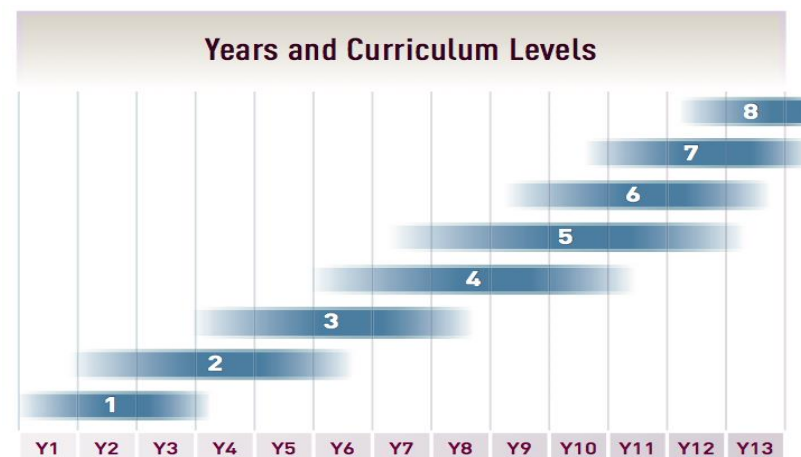
Within each level there are three 'sub-levels'. The three sublevels are;

- A Advanced – the student shows an advanced grasp of the requirements of the curriculum material, but not to the extent of that described by next curriculum level up.
- P Proficient – the student shows a proficient grasp of the requirements listed for that curriculum level.
- B Beginning – the students shows that they are a beginning to meet the requirements of that curriculum level.

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

### Overall Teacher Judgements in Year 7-10

In Year 7-10, teachers are encouraged to make Overall Teacher Judgements (OTJ's) about where a student is achieving, compared to the New Zealand Curriculum. When doing so Teachers should consider all the information gathered about a student together, and not focus on one aspect only (e.g. test scores). For instance, an end of year test compared to a start of year score might suggest that no progress has been made but observations of learning compared to school learning progressions (see below) and teacher anecdotal records are just as important as the test scores.





### Factors influencing the NCEA outcomes in Year 11-13

Cohort pass rates go up and down depending on many factors. For example, NZQA statistics include leavers in Year 13 who were not here to complete their courses but are still counted in overall statistics. So, a Year 13 cohort with 10-12% of the students leaving before the end of the year for employment may well drag down the overall pass rate at Level 3 for that year. Likewise, a Year 12 cohort with a number of supported learning students who may not be entered for NCEA will also decrease the pass rates. There are benefits to including the above students in statistics. However, because they are included, we should avoid drawing conclusions from increases in pass rates without understanding the mechanism behind those increases.

### Setting Cohort Targets

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

### Relating performance to the achievement of targets

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

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

***Exceeding or falling short of meeting targets should not be used to infer poor teacher performance.*** Rather, achieving or not achieving targets should prompt an inquiry that then reviews the mechanisms of achievement or lack thereof. Recommendations and implementation plans are then decided within resourcing limitations.

### Priority Learners within Targets

Priority learners are groups of students who have been identified as historically not experiencing success in the New Zealand schooling system. These include many Māori and Pacific learners, those from low socio-economic backgrounds, and students with special education needs. When weighing up what our targets will be in Yr7-13, Maori and Pasifika ethnicities are accounted for separately from all other ethnicities within a given Target foci.

**Specific Targets for each Team across the school to be detailed below.**