


# 2022 Strategic Plan Holy Cross School

Achieving More Than We Ever Dreamed Possible

Whānau – Aroha – Yes

Goals	<b>Our Students</b> 1. We love learning. We have the tools for success.	<b>Our Staff</b> 2. We love teaching. We work with passion and purpose to empower all learners.	<b>Our Community</b> 3. We belong. We contribute, we work together.
Initiatives	<b>Empowering Learners</b> 1.1. Create a strength-based learning pathway model to focus, support and empower learners.	<b>Inquiry Mindedness- a way of being</b> 2.1. Implement a data inquiry model to effectively identify and meet the needs of all learners.	<b>Sharing the Journey</b> 3.1. Devise a planned approach to strengthen learning focussed relationships with whānau
	<b>Living the Holy Cross Way</b> 1.2. Provide and evaluate opportunities for students to contribute to, understand and authentically experience of the Holy Cross WAY - inside and outside the classroom.	<b>Real World Teaching</b> 2.2. Strengthen a coherent school-wide approach to teaching and learning that reflects our local setting.	<b>Honouring our Commitment</b> 3.2. Live our commitment to the Treaty of Waitangi strengthening a bicultural perspective.
	<b>Contributing to our World</b> 1.3. Introduce a design thinking model to support students to take action towards environmentally sustainable practices.	<b>Leaders of learning</b> 2.3. Create a framework that inspires staff to strengthen and share good practice	<b>Our Catholic Identity</b> 3.3. Celebrate actions that show our faith is at the heart of everything we do.  The school has an authentic presence in the community.
Success	Students know themselves as learners and are engaged in their learning. They are able to articulate their learning journey - successes, challenges and next steps.	Staff discuss their learners with enthusiasm and confidence and they are able to identify what they need to do to support positive and valued outcomes for students.	Our Community are connected to the school and engage in positive, reciprocal relationships.

# Strategic direction 2020-2022 Where we have come from, where we are going.

Our Goals	Our Initiatives	2020 Outcomes	2021 Outcomes	2022 Outcomes	Measured by	Our Success
<b>Our Students</b>  <b>1. We love learning</b>  <b>We have the tools for success.</b>	<b>Empowering learners</b> 1.1 Create a strength- based learning pathway.	-All students Y 4-8 complete Learning Pathway Plan  -Y 0-3 Introductory Adapted plan	-All Y 4-8 students complete and discuss Learning Pathway plans with confidence	-Staff and students co-design ways for students to regularly 'show' and demonstrate their learning progress/ pathway	100% students discuss their LP with confidence 2020 – Teacher led <b>2021 – Co constructed</b> 2022 – Student led	<b>Students know themselves as learners. They are able to articulate their learning journey - successes, challenges and next steps.</b>
	<b>Living the HCM Way</b> 1.2 Students contribute to, understand and experience the Holy Cross WAY	-Staff and students co construct a matrix that unpacks the school's Values - HCM WAY	-Students develop a deeper understanding of HCM WAY through, planned, authentic real-world learning experiences	-Continuous review structure in place to measure whether Living of the HCM WAY is understood, articulated and embedded in the school culture.	Wellbeing@school-survey used to Identify focus areas 2020 Student Culture & Strategies 2021: TBS 2022: TBC	
	<b>Contributing to our World</b> 1.3 Students take action to embed sustainable practices at HCM	-School-wide understanding of design thinking model to reduce waste – paper, plastic and food	- Design thinking sustainable lens applied prior to key events and activities throughout the year.	-Students plan and lead environmental action projects	Year on Year increase in the number of embedded environmental practices 2020 Waste reduction 2021 Plastic Reduction 2022 Community composting.	
<b>Our Staff</b>  <b>2. We love teaching</b>  <b>We work with passion and purpose to empower all learners.</b>	<b>Inquiry Mindedness</b> 2.1 Data inquiry model to identify and meet the needs of all learners.	-Staff have shared understanding of data inquiry model focused on Literacy  -Established baseline data T4 2019 and T1 2020	-Staff demonstrate growing capability with use of inquiry model in literacy and numeracy.	-Staff are confident in the use of inquiry to select interventions with precision, to improve learning for students	Baseline data to be entered. % student AT or above expected level 2020 74% R 72% W 80% M  2021, As above. 2022	<b>Staff discuss their learners with enthusiasm and confidence and they are able to identify what they need to do to support positive and valued outcomes for students.</b>
	<b>Real World Teaching</b> <b>2.2 Strengthen school-wide approach to T&amp;L that reflects our local setting.</b> <a href="#">Leading Local Curriculum</a>	-Staff Review (Local Curriculum) <ul style="list-style-type: none"> <li>Think Talk Create</li> <li>Garden To Table</li> <li>LEADERSHIP FIDS</li> </ul>	-Staff collaboratively explore the local curriculum resources and identify further learning opportunities within our Community including RE	-Staff and Community can show what we want our students to learn and how our curriculum is designed to achieve this. <ul style="list-style-type: none"> <li>Hybrid learning strategies embedded in teaching and planning.</li> </ul>	Integration of local curriculum into real world context Connected Curriculum documents	
	  <b>Leaders of learning</b> 2.3 Create a framework that inspires staff to strengthen and share good practice. (Pedagogy). -	-A review of current practices that support the development of staff capabilities <ul style="list-style-type: none"> <li>Professional Learning Group (PLG)</li> <li>Modelling practice</li> <li>Analysis of Practice</li> </ul>	<b>-Increased opportunities for staff to share and discuss practice with peers</b> <b>-PAC &amp; Coaching</b> <b>-PLG</b> <b>-Inquiry</b> (HPE and Student leadership)	2021 Outcomes carried over.  Staff design collaborative inquiries to meet teaching and learning needs.  -	100% of staff PLPs demonstrate: they have completed it, it's made a difference to student outcomes and they have shared it with others. 2020 – PLG focus 2021- Coaching focus 2022- Collaborative teams	

Our Goals	Our Initiatives	2020 Outcomes	2021 Outcomes	2022 Outcomes	Measured by	Our Success
<b>Our Community</b>  <b>3. We belong, and we contribute. We work together.</b>	<b>Sharing the Journey</b>  3.1 Devise a planned approach to increase Whānau engagement in learning- supporting learning focused relationships	Once a term open morning, community workshops and input sessions to support <ul style="list-style-type: none"> <li>• Think Talk Create</li> <li>• Garden to Table</li> <li>• Young Scientist/ leadership</li> </ul>	<b>-End of Term 'sharing the learning'- Linked to term focus and assessment task</b>	Whānau focused input into local curriculum	Year on year increase in the number of whānau involved in school programmes 2020 - 50% of whānau 2021 - 65% of whānau 2022 - 80% of whānau	<b>Our Community are connected to the school and engage in positive, reciprocal relationships.</b>
	<b>Honouring our Commitment</b> 3.2 Strengthened bicultural perspective	-Ka hikitia strengthened then support: All staff and students confidently recite their mihi and demonstrate understanding of powhiri protocol at HCM. -Whānau consultation	-Ka hikitia strengthened to support Community knowledge of the stories and history of our local area.- <b>Kura Ahurea</b>	-Ka hikitia strengthened to support <ul style="list-style-type: none"> <li>• School-wide</li> <li>• Te reo classes school-wide</li> <li>• School wide exploration of local stories</li> </ul>	100% of teachers embed the teaching of te reo and experience of tikanga in their classes	
	<b>Our Catholic Identity</b> 3.3 Our faith is at the heart of everything we do.	-Outreach to Elderly 'street neighbours' Music outreach to <ul style="list-style-type: none"> <li>• Masses</li> <li>• Holy Trinity Elders</li> <li>• Resthomes</li> </ul>	Focus on New RE curriculum – and authentic integration of RE into topic focus	-Reconnecting students with wider Catholic community when COVID restrictions ease.	Engage in one event per term that supports 'giving back' to others	



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LET YOUR LIGHT SHINE



## TARGETS 2022

### Reading Target 2022

60% of students reading below the expected level will make accelerated progress to be working at the expected curriculum level by the end of the year.

Context. 2021 saw 40 students identified as being below in reading. The end of year data showed that 42.5% of these students had moved to at expectation through the initiatives that were implemented last year.

2022 The beginning of the year data- 20 students below.

Year level and Ethnicity.

Y 2	Y 3	Y 8	Maori	Pacifica	Assyrian
16	2	2	5	1	8

### Key Action Points.

- + Implementing a cyclical opportunity for teachers to reflect, enquire and support each other when engaging with the targeted students in class.
- + Engagement with Better Start literacy program through the Wellington Catholic School Kahui Ako from the middle of the year will expand the role of teachers in the New Entrant/ Year 1 areas of the school.
- + 6 student able to access Reading Recovery this year.
- + A small identified group will be working with Resource Teacher of Literacy support.
- + Focus on ELL strategies in writing and oral language will support students literacy both in the Junior and senior ends of the school.

### Link to Strategic Goals

#### Inquiry Mindedness

2.1. Implement a data inquiry model to effectively identify and meet the needs of all learners.

#### Real World Teaching

2.2 Strengthen a coherent school-wide approach to teaching and learning that reflects our local setting.

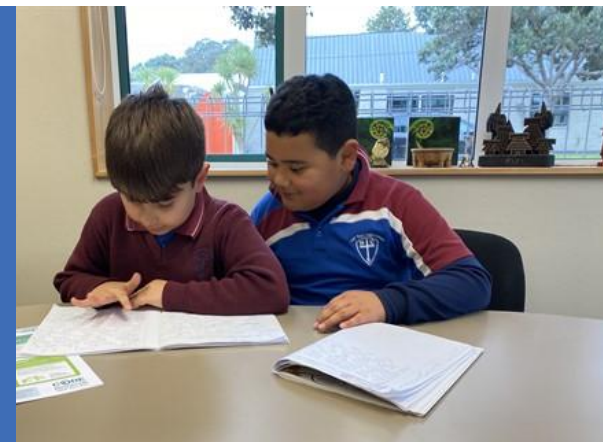
### Review.

Mid year

End of year.

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Kia Whiti To  
Marama



#### Writing Target 2022

50% of students writing below the expected level will make accelerated progress to be working at the expected curriculum level by the end of the year.

Context. 2021 saw 49 students identified as being below in writing. The end of year data showed that 22% of these students had moved to at expectation through the initiatives that were implemented last year.

2022 The beginning of the year data- 35 students below.

Year level and Ethnicity.

Y 2	Y 3	Y 4	Y 5	Y 6	Y 7	Y 8	Maori	Pacifica	Assyrian
11	6	3	3	6	2	4	3	6	8

[Whole school picture.](#)

#### Key Action Points.

- + Implementing a cyclical opportunity for teachers to reflect, enquire and support each other when engaging with the targeted students in class.
- + enlarging teaching capacity and knowledge through a focus on English Language Learners, using the English Language Learning progressions Pathways document to inform planning
- + ALL program having an explicit focus on oral language and the connections with writing.
- + Opportunities for our English Language Learners to identify their own learning steps in using the ELLP pathways specifically for students.

#### Link to Strategic Goals

##### **Inquiry Mindedness**

2.1. Implement a data inquiry model to effectively identify and meet the needs of all learners.

##### **Real World Teaching**

2.2 Strengthen a coherent school-wide approach to teaching and learning that reflects our local setting.

#### Review.

Mid year

End of year.

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## Maths Target 2022

60% of students working below the expected level in maths will make accelerated progress to be working at the expected curriculum level by the end of the year.

Context. 2021 saw 32 students identified as being below in maths. The end of year data showed that 50% of these students had moved to at expectation through the initiatives that were implemented last year.

2022 The beginning of this year data- 24 students below.

Year level and Ethnicity.

Y 2	Y 3	Y 4	Y 5	Y 6	Y 7	Y 8	Maori	Pacifica	Assyrian
7	4	1	1	2	1	4	4	3	7

## Key Action Points

- + Implementing a cyclical opportunity for teachers to reflect, enquire and support each other when engaging with the targeted students in class.
- + Two teachers identified to lead the school in Ministry of Education Professional development Just in Time maths program to support achievement in maths in Year 4-8. (term 2-4)
- + Year 1-2 teachers supported to trial aspects of maths assessment. in the New entrant kete being developed by the NZCER

## Link to Strategic Goals

### Inquiry Mindedness

2.1. Implement a data inquiry model to effectively identify and meet the needs of all learners.

### Real World Teaching

2.2 Strengthen a coherent school-wide approach to teaching and learning that reflects our local setting.

## Review.

Mid year

End of year.

# 2

## Staff

We love teaching.  
We work with passion and purpose to empower all learners.

## Achieving More Than We Ever Dreamed Possible

### 3 Year success measures:

- Increased % students AT or above expected level
- Connected curriculum documents reflect integration of local curriculum
- Professional Learning Plans demonstrate collaborative inquiry and difference made to student learning



MAJOR FOCUS 2022				
Initiative	Key Actions	Who will lead?	Timeframes	Outcomes
<b>Inquiry Mindedness</b>  2.1. Implement a data inquiry model to effectively identify and meet the needs of all learners.	-Identify and cyclically track 'At risk' students with a new Variance system focused primarily on those below who form our target groups across all classes. When there isn't a group to track, identify 'fragile learners'- those whose achievement may be impacted by current barriers- COVID, online learning. - three tracking syndicate meetings where students progress is discussed, ideas are shared across the syndicate with these ideas feeding into staff's professional inquiry.	SLT	3 times a term across three terms.	-Priority students will be well-known and their needs and progress tracked and discussed regularly.
	Meeting the needs of all learners.  Tracking English Language Learners progress through the ELLPS pathway document throughout the year- PD delivered by ESOL teacher in term 1. ALL cycles across school support inquiries set up in tracking meetings- focus is on writing.	SLT and ESOL teacher. JB	Term 1- PD in ELLPS pathways.	- English language learners explicitly identified and catered for in classroom programs- improved achievement.
<b>Term 1/ 2 Review</b>		<b>Term 3/ 4 Review</b>		

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La fa'asusulu lau  
lamepa



Initiative	KEY ACTIONS	Who	Timeframes	Outcomes
<b>Real World Teaching</b> 2.2 Strengthen a coherent school-wide approach to teaching and learning that reflects our local setting.  Teaching and learning within authentic, local contexts	Embed concepts of Hybrid learning into classroom programs so learning can happen in a seamless fashion face to face, at a distance and online. <ul style="list-style-type: none"> <li>Structures put into place to support this learning</li> <li>Parents involved in setting up and encouraging access in response to COVID situation.</li> </ul>	SLT	Set up= Term 1 Utilisation Term 1-4	-Staff utilising Online space as another teaching, learning and demonstration tool. - students demonstrating understanding and achievement using online tools  -Staff will have a greater knowledge and understanding of the programmes across the school.
	Strengthen teacher knowledge and understanding of writing as a key tool for communicating ideas through all curriculum areas. <ul style="list-style-type: none"> <li>PD focus on links with oral language and writing- ELLPS pathways and ALL.</li> <li>Focus on identifying the explicit skills of writing (Writing Revolution) and teach these through Integrated Curriculum. Build students awareness of these.</li> </ul>	JB and ESOL teacher, Literacy lead/ WSL	Term 1 and 2.	-There will be strengthened Intentional integration of literacy into contexts- utilizing PACT  -Increased opportunities for students as agentic learners
	Incorporate new approaches to teaching reading in Junior school through Better Start literacy program. <ul style="list-style-type: none"> <li>Focus for teachers in NE and Year 1 2022.</li> </ul>	Literacy lead/ WSL	Term 3/ 4	-improved outcomes for at risk learners.
	Building teacher capacity in maths at Y4-8 level through involvement in Just in Time maths PD- focusing on a balanced approach using current resources available to NZ teachers. . <ul style="list-style-type: none"> <li>appoint two school leads.</li> <li>upskilling staff.</li> </ul>	Maths leads.		- staff refreshed in approaches to maths and literacy.  -Staff and students have increasing knowledge of Te Reo, local stories and waiata. Able to weave these into their class program.
	Incorporate Kura Ahurea focuses into class programs explicitly <ul style="list-style-type: none"> <li>increased use of kupu in class routines and responses.</li> <li>knowledge built of local stories and waiata.</li> </ul>	Kura Ahurea lead		
<b>REVIEW - T 1/2</b>		<b>T 3/ 4</b>		

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## Ke ulo atu ho'o maama



Initiative	FOUNDATIONAL ELEMENTS	Who	Timeframes	Outcomes
<p><b>Leaders of learning</b></p> <p>2.3. Create a framework that inspires staff to strengthen and share good practice</p> <p>Inspiring staff and embedding good practice</p>	<p>Using a range of tools and ideas to deepen leadership understanding around good practice- agenic, culturally sustaining and evaluative practices.</p> <ul style="list-style-type: none"> <li>Enhance leadership ability to reflect and evaluate how effective we are at meeting current complex challenges.</li> <li>Refine aspects of Practice analysis conversations, professional learning groups and modelling and sharing of practice using the Teacher and student capability model- Evaluation associates.</li> <li>Support and review of progress for those taking on leadership roles – linked to job descriptions and leadership capabilities Evaluation Associates.</li> </ul>	<p>SLT</p> <p>Initiative Leaders</p> <p>WSL</p>	<p>Across the year.</p>	<p>-Provision of quality time to participate in these practices.</p> <p>-Teachers will become more skilled in observing, prompting, supporting and coaching one another.</p> <p>-Teachers will become more skilled in articulating the pedagogy that supports their practice.</p> <p>Structures will be in place to support teaching and learning.</p> <p>Leadership will be more agile and responsive to complexities of our school environment.</p>
Review T1/ 2		Review T 3 /4		

# 3

## Community

We belong, and we contribute.  
We work together

## Achieving More Than We Ever Dreamed Possible

### 3 Year success measures:

- Year on year increase in the number of whānau involved in school programmes. 2020 - 50%, 2021 - 65%, 2022 - 80%
- 100% of teachers embed the teaching of te reo and experience of tikanga in their classes
- Engage in one event per term that supports 'giving back' to others



Initiative	Key Actions	Who will lead?	Timeframes	Outcomes
<b>Honouring our Commitment</b>  3.2 Strengthening Of bicultural perspective	What does Maori achieving success as Maori mean for our whanau and our tamariki at Holy Cross? Is it te reo, nurturing cultural identity, developing efficacy, knowing whakapapa-family connections. + hui with whanau to explore. + focus PLGs to explore based on student/whanau voice. + NZCER- Taku Reo Year 4-8 survey for all children on looking at their perceptions of Te Reo Maori. Analysis of the results. What could be in our tamariki kete come the end of the year that would add to their experience of Maori achieving success as Maori?	Kura Ahurea Lead SLT  Kura Ahurea Lead  Principal, kura ahurea and SLT and MAC lead.	each term-connection made. Whole year.	Increased Maori whanau voice in the direction of the school.  Closer partnership with parents.
	+ Matariki- meaningful celebration that encompasses community. + Te Reo- upskilling the staff through the Kahui Ako initiative. Gives staff the opportunity to gift Maori to their Maori and other students. Give this gift through Kura Ahurea structure. + Develop structures around establishing the NZ histories curriculum- consultation with whanau, kaiako and being informed by Kura Ahurea as Mana whenua.			Increased teacher, student and whanau knowledge of the stories. kupu and waita of Mana whenua.

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Whanau, Aroha,  
Yes



Minor Focus/ Sustainability actions.

Initiative	Key Actions for Development/ Sustainability.	Who?	Timeframes	Outcomes
<b>Empowering Learners</b> 1.1. Create a strength-based learning pathway model to focus, support and empower learners.	- Continue to develop the learning progressions frameworks in writing and maths as tools to empower students to understand and share their learning- Year 4-8 -Case study- trial using assessment for learning matrix in Room 1 with students as a tool to understand empowerment and agency,	SLT  AP and PD providers.	Term 1 and 2 writing. Term 3 and 4 maths	- Student voice in reporting reflects deepening understanding. - Room 1 students can identify progress made in developing empowerment and agency.
<b>Living the HCM Way</b> 1.2 Supporting our Values Inside and outside the classroom.	-Reigniting the PB4L team to develop tier 2 implementation of PB4L with a focus on active problem solving.	PB4L team	Throughout the year.	- reduction in longterm problematic behaviour for identified students.
<b>Contributing to our World</b> 1.3 Students take action Sustainable Practices	- School wide focus on sustainable waste disposal through composting.	PD provider- Wellington Council/ GTT lead.	Term 2 teaching Term 3/ 4 implementation.	- all classes aware and contributing to composting - 60% students contributing compost from home
Review Term 1/2		Review Term 3/4		

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Te ekenga nui atu i ta  
tatou i moemoea ai.



Minor Focus/ Sustainability actions.

Initiative	Key Actions for Development/ Sustainability.	Who?	Timeframes	Outcomes
<b>Sharing the Journey</b> 3.1. Devise a planned approach to strengthen learning focussed relationships with whānau	- Deepen engagement with whanau of targeted students through seeking whanau voice through learning celebrations and opportunities for reporting.	SLT	End of term learning celebrations and reporting opportunities	Involvement of 80% or more parents in contact opportunities.
<b>Our Catholic Identity</b> 3.3. Celebrate actions that show our faith is at the heart of everything we do.	-New to Catholic Schools staff participate in professional development, supported by DRS.	DRS PD provider.		Our students' faith journey is nurtured in such a way that they come to recognize and know the presence of God in their lives. -A strong, authentic RE programme is integrated and implemented – reflecting our school's Catholic Character and localized curriculum.
<b>Review Term 1/2</b>		<b>Review Term 3/4</b>		