

# 2023 Strategic Plan Holy Cross School

Achieving More Than We Ever Dreamed Possible

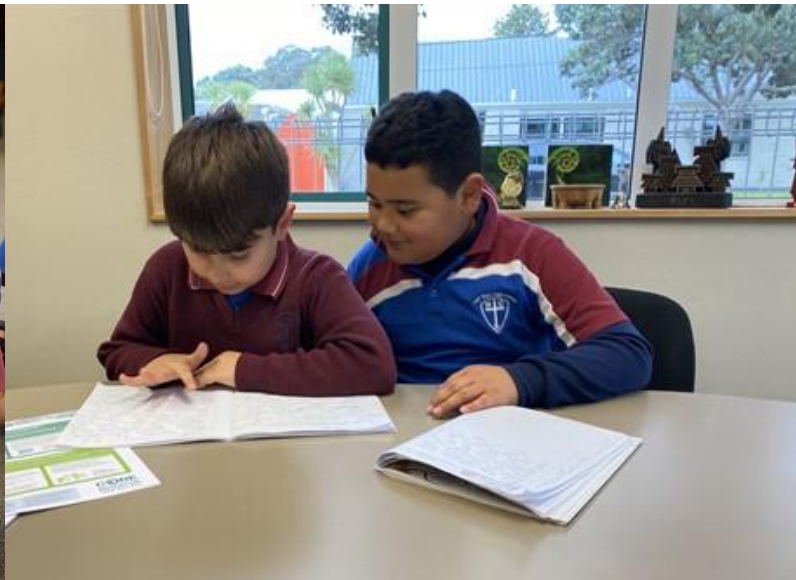
whānau – Aroha – Yes

Goals	Our Students 1. We love learning. We have the tools for success.	Our Staff 2. We love teaching. We work with passion and purpose to empower all learners.	Our Community 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 2021-2023 where we have come from, where we are going.

Our Goals	Our Initiatives	2021 Outcomes	2022 Outcomes	2023 Outcomes	Measured by	Our Success
<b>Our Students</b>  <b>1. We love learning.</b> <b>We have the tools for success.</b>	Empowering learners 1.1 Create a strength- based learning pathway.	-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- Senior syndicate	Staff and students co-design ways for students to regularly 'show' and demonstrate their learning progress/ pathway- Senior and Middle syndicate	100% students discuss their LP with confidence 2021 – Co constructed 2022 – Student led seniors. 2023- Student led Seniors and middles.	<b>Students know themselves as learners. They are able to articulate their learning journey - successes, challenges and next steps.</b>
	Living the HCM Way 1.2 Students contribute to, understand and experience the Holy Cross 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.	Students actively involved in promoting HCM Way through community Karakia, writing and reflecting on their learning.	Wellbeing@school-survey used to Identify focus areas 2021: TBS 2022: TBC 2023- implemented	
	Contributing to our World 1.3 Students take action to embed sustainable practices at HCM	- Design thinking sustainable lens applied prior to key events and activities throughout the year.	-Students plan and lead environmental action projects	Student led enquiry into the use of sustainable transport to get to school	Year on Year increase in the number of embedded environmental practices 2021 Plastic Reduction 2022 Community composting. 2023 Increase in number of students walking and biking to school. Baseline data to be entered.	
<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 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	Staff are confident to use PaCT data, as part of the evidence for inquiry, to inform planning and interventions for all students in class.	% student AT or above expected level 2021 74% R 72% W 80% M 2022 76% R 76% W 81% M	<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> 2.2 Strengthen school-wide approach to T&L that reflects our local setting. <a href="#">Leading Local Curriculum</a>	-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. - Hybrid learning strategies embedded in teaching and planning.	Staff are growing their knowledge and awareness of the focuses of the NZ Curriculum Refresh and how this connects with our local curriculum development.	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.	-Increased opportunities for staff to share and discuss practice with peers -PAC & Coaching -PLG -Inquiry (HPE and Student leadership)	<b>2021 Outcomes carried over.</b> Staff design collaborative inquiries to meet teaching and learning needs.	Putting it all together- With a peer staff participate in 3 P conversations to improve practice targeting + professional Growth cycle goals in maths and one other area of development + target learners; developing and reflecting on strategies and interventions trialled that have supported and accelerated progress. observations followed by scaffolded PAC of classroom practice.	100% of staff PLPs demonstrate: they have completed it, it's made a difference to student outcomes and they have shared it with others. 2021- Coaching focus 2022- Collaborative teams 2023- Support through 3P partners.(across the school)	

Our Goals	Our Initiatives	2021 Outcomes	2022 Outcomes	2023 Outcomes	Measured by	Our Success
<b>Our Community</b> <b>3. We belong, and we contribute.</b>  <b>We work together.</b>	<b>Sharing the Journey</b> 3.1 Devise a planned approach to increase whanau engagement in learning- supporting learning focused relationships.	End of Term 'sharing the learning'- Linked to term focus and assessment task	Whānau focused input into local curriculum.	Embedded practices that support this across the school- <ul style="list-style-type: none"> <li>+ Whanau conferences Term 1 and 3.</li> <li>+ Celebration of learning</li> <li>+ Whanau involvement in reporting</li> <li>+ Whanau hui for Maori whanau.</li> <li>+ Invite whanau input into planning of local curriculum focuses.</li> <li>+ Explore the need for a Pacifica focused parent group.</li> </ul>	Year on year increase in the number of whānau involved in school programs.  2021 - 65% of whānau 2022 - 80% of whānau 2023- attendance at whanau conferences T 1- 90% T3- Level of input into planning. 2022 24 responses.	<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 to support Community knowledge of the stories and history of our local area.- Kura Ahurea	-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>	Developing and embedding Kura Ahurea program to support local stories and te reo in class.	Year on year increase of the use of Te Reo in class.	
	<b>Our Catholic Identity</b> 3.3 Our faith is at the heart of everything we do.	Focus on New RE curriculum – and authentic integration of RE into topic focus	-Reconnecting students with wider Catholic community when COVID restrictions ease.	Re-establishment of the Sacramental program. Connection with local parishes through Friday mass.	Engage in one event per term that supports 'giving back' to others	





## Strengthening Plan 2023

Holy Cross School Catholic Character.



# La fa'asusulu lau lamepa



National Education and Learning Priorities- Link

**OBJECTIVE 1- Learners at the Centre-**  
Learners with their Whānau are at the center of education.

*Identify and respond to learner/ākonga strengths , progress and needs and learner/ākonga and whānau aspirations.*

**OBJECTIVE 3- Quality Teaching and Leadership-**

*Identify gaps in teaching capability and invest in opportunities for teachers/ kāiako and staff to strengthen teaching, leadership and learning support.*

Link with Strategic plan goals.	Planned Key Actions	Who will lead?	Expected Results
<p>1.2 - Living the Holy Cross WAY Provide and evaluate opportunities for students to contribute to, understand and authentically experience of the Holy Cross WAY - inside and outside the classroom.</p> <p>2.2 - Real World Teaching Strengthen a coherent school-wide approach to teaching and learning that reflects our local setting.</p> <p>3.3 - Our Catholic Identity Celebrate actions that show our faith is at the heart of everything we do.</p>	<p>Introduction of Tō Tātou Whakapono.</p> <ul style="list-style-type: none"> <li>Series of workshops delivered through our staff meetings throughout the year focusing on unpacking the Tō Tātou Whakapono.</li> <li>Opportunities for students to be involved in leading mass involving the wider Holy Cross Community-including whanau and Holy Trinity Community.</li> <li>Teachers, when confident, to integrate new curriculum into planning- Year 1 and 2 to explore resources provided by Te Kupenga. Other class levels to source resources or integrate into local curriculum.</li> <li>Tracking of cognitive and affective domains of assessment but also gathering of anecdotal evidence by teachers to track students engagement.</li> <li>Catholic Special Character Evaluation- 24-26 July.</li> </ul>	<p><b>DRS- Nik Solia.</b></p>	<ul style="list-style-type: none"> <li>Students understandings of the Catholic Faith are developed through taking an active role in religious programmes and events at school and in the community (3.3).</li> <li>The integration of RE across different curriculum areas is strengthened, with the focus remaining on RE key understandings, values and stories (2.2, 3.3).</li> <li>Teachers develop an understanding of the new RE curriculum at their teaching level (2.1).</li> <li>Increased evidence of students taking action in response to RE learning, particularly by Living the Holy Cross WAY (1.2).</li> <li>Affirmation of strengths and identification of next steps in development of Catholic Character at HCS.</li> </ul>
<b>Unplanned actions</b>		<b>Actual Outcomes.</b>	

## Strengthening plan 2023

Te Ao Māori

# Kia Whiti To Marama

National Education and Learning Priorities- Link

**OBJECTIVE 1- Learners at the Centre-**  
Learners with their Whānau are at the center of education.

*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*

**OBJECTIVE 2- Barrier Free Access**  
Great Education opportunities and outcomes are within reach of every learner.

*Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs*

**OBJECTIVE 3- Quality teaching and Leadership**

*Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning*

Link with Strategic plan.	Key actions	Who	Outcomes
<p><b>2.2 - Real World Teaching</b> Strengthen a coherent school-wide approach to teaching and learning that reflects our local setting.</p> <p><b>3.1.- Sharing the Journey.</b> Devise a planned approach to strengthen learning focussed relationships with whānau</p> <p><b>3.2 - Honouring our Commitment</b> Live our commitment to the Treaty of Waitangi strengthening a bicultural perspective.</p> <p>Link to Maths Improvement Plan and work of the Kahui Ako.</p>	<p><b>KURA AHUREA Year 3 program</b></p> <ul style="list-style-type: none"> <li>+ Cultural lead and one other teacher released to attend termly Toa meeting and hold one staff meeting a term to upskill staff on new content.</li> <li>+ Teachers to incorporate purakau and te reo from Kura Ahurea into classroom programs at the appropriate level with a focus on content of Taumata 1.</li> <li>+ Waiata introduced and used in culture group and Journeys Production.</li> <li>+ Roll out of Taku Reo survey in term 3 to Y 4-8- Analyse data.</li> </ul> <p><b>Māori Achievement Challenge</b></p> <ul style="list-style-type: none"> <li>+ Principal to continue to engage with local MAC cluster and regional hui to benefit from shared practice and collaboration to support our journey with Te Mātaiaho framework-Refreshed Curriculum.</li> <li>+ MAC facilitator to support staff in self assessment using Niho Taniwha Te Reo assessment and Bennett's Model of Intercultural Sensitivity over two staff sessions.</li> </ul> <p>Possible PLD through Kahui Ako for teachers and staff to access. (dependent on acceptance of PLD application. Winter Hui Guest speaker.</p>	<p><b>Ethel Renata</b> <b>SLT</b> <b>Kim Nikora MAC</b> <b>Kura Ahurea</b></p>	<ul style="list-style-type: none"> <li>• Akonga will have an increasing awareness of the value of Te Reo and Te Ao Māori perspectives, particularly students who identify as Māori - -Measure: Repeat Taku Reo for 2023- Y 4-8 and compare results)</li> <li>• Teachers will be comfortable to self assess their level of cultural responsiveness to Te Ao perspectives in Education and consider next steps in light of the Refreshed Curriculum. .</li> <li>• Teachers and students Te Reo will be extended through teachers using the language from Taumata 1 in the classroom and playground. 3.2).Measures- Niho Taniwha language assessment- teachers.</li> <li>• Extension of Purakau and Waiata used in school as a result of Year 3 of Kura Ahurea.</li> <li>• Whānau Hui embedded as a group with a voice sharing aspirations and vision for tamariki.</li> </ul>

**Unplanned actions**

**Actual Outcomes.**

## Improvement plan 2023

### Enrichment through the Arts.

تحقيق أكثر مما حلمنا ممكن

Tahqiq 'akthar  
mimaa halamna  
mumkin

National Education and Learning Priorities- Link



<b>OBJECTIVE 1- Learners at the Centre-</b> <b>Learners with their Whānau are at the center of education.</b>		<i>Identify and respond to learner/ākonga strengths , progress and needs and learner/ākonga and whānau aspirations.</i>	
Link with Strategic plan.	Key actions	Who will lead?	Outcomes
<p>2.2 - Real World Teaching Strengthen a coherent school-wide approach to teaching and learning that reflects our local setting.</p> <p>3.1 - Sharing the Journey Devise a planned approach to strengthen learning focussed relationships with whānau</p> <p>3.2 - Honouring our Commitment Live our commitment to the Treaty of Waitangi strengthening a bicultural perspective.</p>	<p><b>Our Journey! -Tō Tātou Haerenga</b></p> <p><b>Term 1 tasks include:</b></p> <ul style="list-style-type: none"> <li>planning sessions with the creative,</li> <li>Research the journey's that our whanau and community have undertaken. Teachers to connect to the concept of journey in class.</li> <li>Assessing resources, funds and talking about ideas for the show.</li> </ul> <p><b>Term 2 tasks include:</b></p> <ul style="list-style-type: none"> <li>Create the script and plot of the show in conjunction with teachers, whānau and students.</li> <li>Start rehearsals for the production from week 5 onwards.</li> <li>Create resources for the production including sets, costumes, music etc.</li> </ul> <p><b>Term 3 tasks include:</b></p> <ul style="list-style-type: none"> <li>Finalising the key details like: who, what, where and when with the teachers, whānau and students.</li> <li>Advertising for the show, ideally 2-3 shows ( 1 matinee, 2 night shows)</li> <li>Final rehearsals, set up in the school and production date approximately week 8, term 3.</li> </ul>	<p><b>Lead Teacher: Tala Moemai.</b></p> <p><b>MoE Creative: Frances Leota</b></p>	<ul style="list-style-type: none"> <li>All students will participate and contribute in creating, performing and supporting our arts project (3.1).</li> <li>A quality performance will be produced that makes connections to our local setting and community (3.1).</li> <li>Children will develop skills, confidence, positive attitude and social connections through their experiences in the arts (3.1).</li> <li>Teaching about our journey through our connected and local curriculum (2.2)</li> <li>Acknowledging the different parts of the school curriculum within an authentic context with exposure to the arts, music and performance. (2.2)</li> <li>Making connections to our Catholic journey through making connections to important physical and spiritual journeys in the Church, Bible and through institutions like Caritas.</li> <li>Using what we know about our own personal journeys to connect to important journey's that are important in NZ like the migration of Polynesians to NZ. (3.2)</li> <li>Using NZ Histories to explore other important Journey for Māori and Non Māori in our rohe - Te Atiawa, Suzanne Aubert, Holy Cross School / Marist Holy Cross etc. (3.2)</li> </ul>
<b>Unplanned actions</b>		<b>Actual Outcomes</b>	



## Strengthening Plan 2023

### Literacy

تحقيق أكثر مما حلمنا ممكن

**Tahqiq 'akthar  
mimaa halamna  
mumkin**



National Education and Learning Priorities- Link

**OBJECTIVE 1- Learners at the Centre-**  
Learners with their Whānau are at the center of education.

*Identify and respond to learner/ākonga strengths , progress and needs and learner/ākonga and whānau aspirations.*

**OBJECTIVE 2- Barrier Free Access**  
Great Education opportunities and outcomes are within reach of every learner.

*Ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy.*

Link with Strategic plan goals.	Planned Key Actions	Who will lead?	Expected Results
<p><b>1.1 - Empowering Learners</b> Create a strength-based learning pathway model to focus, support and empower learners.</p> <p><b>2.1- Inquiry Mindedness</b> Implement a data inquiry model to effectively identify and meet the needs of all learners.</p> <p><b>2.2- Real world Teaching</b> Strengthen a coherent school-wide approach to teaching and learning that reflects our local setting.</p> <p>Links to the Kāhui Ako.</p>	<ul style="list-style-type: none"> <li>BSLA development - training extended to Year 2 teacher and two TLAs in NE and Y1 classes. -NE /Year 1 program embedded as teachers complete full year cycle of delivery with tier 1 and 2.</li> <li>Reading Recovery development- - training for one RR tutor in the Early Literacy Support Program.</li> <li>Embedding and developing of tier two in class support for ākonga identified as below- through buddy professional conversations and teacher actions.</li> <li>Implementation of tier 3 support programs for identified needs in literacy using in school specialist capability.</li> <li>Begin to unpack refreshed curriculum expectations around Literacy.</li> </ul>	<p><b>SLT</b> <b>Meg Davies</b> <b>BSLA support.</b></p>	<ul style="list-style-type: none"> <li>Improvement in Year 1 literacy data- evident through BSLA assessments and 6 Year Net data.</li> <li>Meet targets set in Reading and Writing- informed by PaCT.</li> <li>Improved teacher confidence and ability to deliver effective literacy programs in Year 1-2 classes.</li> <li>Improved teacher confidence and ability to meet needs in class through responsive , flexible grouping informed by data.</li> <li>Ākonga have increased ability to identify next steps in learning in literacy.</li> <li>Kaiko have increased understanding of refreshed curriculum expectations in literacy. .</li> </ul>
<b>Unplanned actions</b>		<b>Actual Outcomes.</b>	

## TARGETS 2023

### Reading Target 2023

60% of students currently reading below the expected level will be reading at the expected curriculum level by the end of the year.

Context. 2022 saw 16 students identified as being below in reading. The end of year data showed that 44% of these students had moved to at expectation through the initiatives that were implemented last year. Year 2 and 3 continues to be a focus group within the target. Akonga who began school during 2020 COVID year are now in Year 3/ 4.

2023 The beginning of the year data- 23 students below.

Year level and Ethnicity.

Y 2	Y 3	Y 4	Y6	Y 8	Maori	Pacifica	Assyrian	Male	Female
11	6	3	2	1	4	7	4	12	11

### Writing Target 2023

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

Context. 2022 saw 30 students identified as being below in writing. The end of year data showed that 33% of these students had moved to at expectation through the initiatives that were implemented last year.

2023 The beginning of the year data- 18 students below.

Year level and Ethnicity.

Y 2	Y 3	Y 4	Y 5	Y6	Y7	Y8	Maori	Pacific	Assyrian	Male	Female.
6	3	3		3	1	1	1	6	3	12	5



## Strengthening plan 2023

### Cultural Capability through a Maths Lens.

Ke ulu atu ho'o  
maama



#### National Education and Learning Priorities- Link

**OBJECTIVE 1- Learners at the Centre-**  
Learners with their Whānau are at the center of education.

*Identify and respond to learner/ākonga strengths , progress and needs and learner/ākonga and whānau aspirations.*

**OBJECTIVE 2- Barrier Free Access**  
Great Education opportunities and outcomes are within reach of every learner.

*Ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy.*

Link with Strategic plan goals	KEY ACTIONS	Who	Timeframes	Expected Results.
<p>1.1 - Empowering Learners Create a strength-based learning pathway model to focus, support and empower learners.</p> <p>2.1 - Inquiry Mindedness 2.2 - Real World Teaching 3.1 - Sharing the Journey</p>	<p>Cultural Capability through a maths lens Contract with Cognition to deliver PLD across the school. Following key actions to take place</p> <ul style="list-style-type: none"> <li>+ Gathering of voice data across school community- ākonga, kaiako, whānau.</li> <li>+ Staff discussion, reflection and implementation of culturally sustaining relational and discursive pedagogies in maths- supported through, staff meetings, goal setting, observation and coaching focused on this.</li> <li>+ Ākonga to set goals in maths and be supported in achieving these by whānau and teachers.</li> <li>+ Processes to track and evaluate goals set by all.</li> <li>+ PaCT judgements and reporting against goals.</li> <li>+ Opportunities for whānau to share maths and develop maths understandings through learning celebrations and other events.</li> </ul>	<p><b>Louise Miller</b> <b>Cognition and Maths lead team-</b> <b>Ben Gittos and Ethel Renata</b></p>		<ul style="list-style-type: none"> <li>Teachers can identify and implement culturally sustaining teaching and learning strategies that support inclusion and success of all students in maths.</li> <li>In maths planning, there is evidence of connections to our local curriculum <ul style="list-style-type: none"> <li>- Cultural events / celebrations</li> <li>- School topics</li> <li>- Links to our place (Wellington, Peninsula)</li> <li>- Local resources (rugby field for measuring)</li> <li>- Garden to Table (2.2).</li> </ul> </li> <li>A range of strategies are used by teachers and students in all classes that encourage agency and inclusion.</li> <li>Teachers use PaCT as a tool to inform learners' next steps (1.1).</li> <li>Needs based and social groups are used in maths (2.2).</li> <li>All teachers have a maths inquiry goal as part of their PGC (1.1).</li> <li>Whānau voice is collected throughout the year (3.1).</li> <li>Maths strategies and resources are shared at our celebration of learning each term (3.1).</li> </ul>
<b>Unplanned actions</b>		<b>Actual Outcomes.</b>		

# Achieving More Than We Ever Dreamed Possible

دع ضوءك يلمع



## Maths Target 2023

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. 2022 saw 16 students identified as being below in maths. The end of year data showed that 25% of these students had moved to at expectation through the initiatives that were implemented last year.

2023 The beginning of this year data- 18 below  
Year level and Ethnicity.

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