

Strategic and Annual Plan for

Sacred Heart Cathedral School

2019-2024

Principal's endorsement:	Bernadette Murfitt
Board of Trustees' endorsement:	5 December 2018

This document was formulated after extensive consultation with the staff, community, students and trustees. It is also informed by research on current and future educational needs, trends and best practice. It is a living document and we welcome feedback as we continuously strive to improve the way our school operates. Our ultimate aim is to ensure that our children have the very best learning outcomes possible to equip them to build successful lives in the twenty first century. The curriculum delivery will have an explicit focus on equity, excellence and wellbeing as outcomes for all our students

Sacred Heart Cathedral School is also part of the Wellington City Catholic Kahui Ako

Sacred Heart Cathedral School 2019-24 Introductory Section - Strategic Intentions

Purpose	To be the best Catholic primary school that we can be.
Mission	To educate our children within a Catholic environment to achieve their full spiritual, academic and personal potential. “ Light the Spark”
Vision	<p>Through influence, teaching, example and consistent efforts, our students are:</p> <p>Catholics who:</p> <ul style="list-style-type: none"> • have a sense of belonging to a larger Catholic community • have personal values based on gospel values • recognise and value social justice issues and take opportunities to work for the good of the wider community. <p>Learners who are:</p> <ul style="list-style-type: none"> • numerate and literate • fully engaged to achieve their potential and thereby have a happy and satisfying life • motivated to achieve personal excellence • developing positive self-esteem and confidence to allow them to be resilient when taking risks and facing challenges • confident, actively involved and connected life-long learners- Ministry of Education’s vision for the New Zealand Curriculum.

<p>Values</p>	<p>The school's values are:</p> <ul style="list-style-type: none"> • Excellence, innovation, inquiry, curiosity, diversity, equity, community and participation, ecological sustainability, integrity, respect which are the Ministry of Education's values as set out in the New Zealand Curriculum. <p>We want every decision and every interaction that takes place in Sacred Heart Cathedral School to reflect the values of the individuals involved and the collective values of the school.</p> <p>We want our students to express the school's values and to know that others may hold different values.</p> <p>We want our staff to encourage, model and explore the school's values.</p> <p>Excellence: Using our God given talents to the best of our ability</p> <p>Wonder and Awe: Being inspired by God's creation, thinking critically, creatively and reflectively</p> <p>Dignity of the person: Everyone at Sacred Heart Cathedral School is respected. This is lived out through our virtues programme</p> <p>Integrity and Respect: We will encourage and be supported to be honest, responsible, accountable and to act ethically. We will also respect ourselves, others and the environment</p> <p>Respect for life: We will respect all life and nurture all aspects of God's creation</p> <p>Equity and Solidarity with the poor: Living the theological virtues of faith, hope and love. Developing an awareness of the Social Justice teachings of the Catholic Church</p>
<p>Māori Dimensions and Cultural Diversity</p>	<p>The school recognises the unique position of Maori in Aotearoa New Zealand, and also celebrates the diversity of the many cultures that make up the school community.</p>

	We will continue to provide an education that focuses on ensuring all our Māori students gain the skills, attributes and knowledge so they can enjoy and achieve success as Māori. The implementation of Ka Hikitia through identity, language and culture will be essential foundations so curriculum delivery is one of high quality, and equitable ensuring our students will succeed and achieve.
Special Character	Sacred Heart Cathedral School is an integrated school with Catholic special character. The special character is integrated into the life of the school.
Gospel Values and fruits of the Holy Spirit	Peace: Respect: Faith: Forgiveness: Inclusion: Unity in Diversity: Justice: Compassion and Empathy : Patience and Tolerance: Strength and Gentleness: Love : Responsibility

Baseline Data and School Context	
Students' Learning	<p>The school consistently achieves well across all areas of the curriculum.</p> <p>Different cohorts and ethnicities are achieving different results, and the school sets targets to address this.</p>
Students' Personal Development	<p>Behaviours in the school, including in the cyber environment are influenced by the Catholic values. Students demonstrate a high level of consideration for others, and a feeling of respect and calm is noticeable in the playground and the classroom.</p> <p>Students are expected to set goals for their development.</p> <p>Students are encouraged to take on leadership roles in the school, such as house captains, student council membership, leading assemblies, or reading at liturgies.</p>
Community Engagement	<p>Because of the school's central city location, its families are dispersed around greater Wellington. The school is culturally diverse.</p> <p>The school held an extensive consultation process in 2014 and again in 2017. We have identified a desire for more community engagement.</p> <p>As a school we will continue to deliver a curriculum that is meaningful, relevant and connected to students' lives. Community engagement is also establishing strong home school partnerships where parents, whanau and community are involved and supported in student learning. An ongoing focus for school governance and management is to ensure that we provide a variety of platforms to engage with our community in a meaningful inclusive way.</p>

<p>School Organisation and Structures</p>	<p>The staffing of the school is stable, with turnover happening for positive reasons such as more senior roles. Bernadette Murfitt started at Sacred Heart Cathedral School in May 2016.</p> <p>Financially, there are sufficient reserves for prudent management of ongoing demand. There is an ongoing challenge to balance between holding reserves for future contingencies and meeting current needs. An active Parents and Friends group supports the school through its fundraising activities and in 2018 a playground redevelopment project started.</p> <p>The school has limited outside space in its inner city environment. This is managed through a culture of respect and tolerance, and through using the city as an extension of the school for activities.</p> <p>The school's buildings are in good condition, with both blocks upgraded and one block earthquake strengthened in 2014-2015. Both blocks meet earthquake standards. There is an ongoing maintenance programme. As a community we are very committed to ensuring the external environment reflects the facilities on the internal environment.</p> <p>A SNUP network upgrade was completed in 2015, and the school has been increasing the number of devices available for classroom use.</p> <p>The Board of Trustees has a mixture of elected members, proprietor's representatives and staff representation. The makeup of the Board is reasonably reflective of the cultures that form the school community.</p> <p>The Board has set policies for:</p> <ul style="list-style-type: none"> - Spiritual Development - Academic Achievement and Personal Development - Staff Capability

	<ul style="list-style-type: none"> - Community Relationships - Finance and Property - Health and Safety - Board Governance <p>Sacred Heart Cathedral School has a comprehensive triennial three year review in place. Sacred Heart Cathedral School is also part of the Catholic Community of Learning Kahui Ako</p>
<p>Review of Charter and Consultation</p>	<p>The school undertook an extensive review in 2015 following consultation with the school community in late 2014. The consultation included a written survey open to all families, and meetings with Maori, Pasifika and general groups of parents. Throughout 2017 there was extensive consultation with the community, Maori, Pasifika, Filipino, Staff and students.</p> <p>After a full and comprehensive review throughout 2017 across a range of platforms, the 2019-2024 Strategic Plan has been updated and the priorities are reflective of the consultation process.</p>

Strategic Section

Domain	Strategic Goals	Core Strategies for Achieving Goals 2019 - 2024
Spiritual Development	<p>Ensure the school’s Catholic special character is reflected through teaching and conduct.</p> <p>Deepen students’ awareness of their Catholic identity through exposure to scripture and Catholic practices.</p>	<p>Connections: maintain a deep connection with the cycle of the Church’s liturgy during the year, and work closely with the Sacred Heart Cathedral Parish and Parish Leadership team.</p> <p>Participation: ensure participation in daily prayers, school Masses and feast day activities.</p> <p>Community: support student contributions to charitable and voluntary activities in the community.</p>
Students’ Learning	<p>Encourage all students to participate, strive for academic excellence, and develop skills for lifelong learning.</p> <p>Ensure equitable opportunities exist so students experience excellent educational outcomes.</p> <p>As each cohort of students progresses through the school, increase the proportion of students in the</p>	<p>Inquiry-based learning: Continue to increase the use of inquiry-based learning, through continuing to develop and roll out the model developed for Sacred Heart Cathedral School by school staff. Continue to build the school’s Catholic character into inquiry topics. Undertake ongoing evaluation where possible of the impact of interventions, and transfer practices across the school as appropriate.</p> <p>Technology and learning: Implement core physical and policy infrastructure to support the use of technology, continue to develop the use of technology as a tool for teaching to support inquiry-based learning, and increase the availability of technology in classrooms. Continue to increase the number of devices, and implement policy – with an emphasis on greater parent engagement - on information and communications technology (ICT) in the classroom. In future years continue to grow the use of technology based on student needs.</p>

	<p>cohort that are at or above curriculum expectations. Identify at-risk students and high performing students, develop tailored strategies for them, and evaluate impacts.</p>	<p>Languages: Continue the teaching of mandarin with a language learning assistant, and continue increasing the prominence of te reo Maori in the school.</p> <p>Focus: Maintain a particular focus on student's not achieving or requiring acceleration. Keep building on strategy for better outcomes for students.</p> <p>Reporting: Provide high quality reporting to the Board, especially for target groups.</p>
<p>Students' Personal Development</p>	<p>Encourage students to develop responsibility, teamwork and leadership skills, a positive work ethic, and respect for themselves, others, and the environment. Develop students' cultural, physical and wellbeing skills. Maintain a high level of consideration for others, which manifests in the respect, calmness and order that the school is known for.</p>	<p>Extra-curricular activities: Encourage and provide opportunities for students to participate in extra-curricular activities, and acknowledge their successes.</p> <p>Leadership: Encourage and provide opportunities for students to take on leadership roles in the school, such as house captains, student council membership, leading assemblies, or reading at liturgies.</p> <p>Cultures: Encourage and provide opportunities for students to celebrate their own culture and the cultural diversity of the school. Lift the profile of cultures within the school to build awareness and pride through identity, language and culture. Continue to make learning relevant and authentic.</p> <p>Wellbeing: Develop the capability of all students through a wellbeing lens.</p> <p>Share: Time, words and presence</p> <p>Be a lifelong learner: Try new experiences, See opportunities,</p> <p>Stay active: Exercise and move the mood if necessary.</p> <p>Be thankful: For all the blessings in our life.</p>

		Connect: Talk and listen, feel connected.
Staff Capability	<p>Recruit and develop high performing staff, who work together as a team.</p> <p>Develop staff to be able to take on leadership roles, in this school or others.</p>	<p>Performance and Development: Ensure active management of staff performance. Prioritise funding for staff development.</p> <p>Teaching as inquiry: Support teachers to develop their teaching approaches through the use of teaching-as-inquiry as a standard practice in the school.</p> <p>Recruitment: Set a high bar when recruiting. Maintain the required number of “tagged” teachers (those willing and able to teach the Catholic programme in the school).</p>
Community Engagement	<p>Develop further means of communication and engagement with the school’s dispersed community of parents and caregivers.</p> <p>Deepen engagement with the school’s range of cultural communities, especially the Filipino, Pasifika and Maori communities.</p>	<p>School: parent communication: Increase the use of technology for engaging and communicating with the school community, quickly and efficiently.</p> <p>Events: Maintain an annual programme of events, including liturgies and social events.</p> <p>Consultation: Maintain targeted consultation with the Filipino, Pasifika and Maori communities. Themes from consultation will be reflected in the annual plan and we will keep building on strategy and best practice ensuring better outcomes for all learners.</p>
Finance and Property	<p>Ensure sound management of school property and finances, and maintain an appropriate level of financial reserves.</p>	<p>Property plan: Implement the 10 year property maintenance plan.</p> <p>Playground: Work with Archdiocese of Wellington, Parents and Friends to complete playground redevelopment.</p>

		Target areas for resourcing: Prioritise funding of staff development, technology rollouts, and ensuring classrooms are modern learning environments for students.
Health and Safety	Maintain a healthy and safe school environment for staff, students and visitors.	H&S Governance: Monitor and verify compliance to ensure systems and procedures are working.
Board of Trustees Governance	Use good governance practices. Ensure that the wider school community can see and engage with the school's governance processes.	Governance visibility: Continue to increase the visibility of board governance through an active programme of communicating information. Continue reporting on Board of Trustees meetings via the website and school newsletter, and include more information about the Board on the website. Governance capability: Encourage trustees to take up opportunities for Board training and induction. Develop knowledge of the Principles of Treaty of Waitangi

New Zealand Curriculum	Sacred Heart Cathedral School endorses the key competencies, values and principles encouraged in the New Zealand Curriculum		
Key competencies	thinking, using language symbols and text, managing self, relating to others, participating and contributing		
Values	Excellence, innovation, inquiry, curiosity, diversity, equity, community and participation, ecological sustainability, integrity, respect		
Principles	Learning to learn: Learners will be able to explore future focused issues through our cultural journey	Tangata Whenuatanga: Affirming culture	Rangatiratanga: Teacher Effectiveness:

	<p>Community Engagement: Learners achieve where there is an open communication between home, school, and community</p> <p>Coherence: Connections, and alignment are made to other learning areas and new ideas are put into practice.</p> <p>Cultural Diversity: Learners cultural backgrounds are acknowledged and valued. The school environment reflects this</p> <p>High Expectations: Learners value high expectations from their teachers and are responsive when provided an environment where their learning is clearly articulated through meaningful feedback.</p> <p>Treaty of Waitangi: Te Tiriti o Waitangi is the founding New Zealand document, students have opportunities to acquire Te Reo and Tikanga</p> <p>Inclusion: All learners and their families need to feel acceptance, belonging, affirmation, ownership and a sense of confidence and security in the learning environment.</p>	<p>Whangaungatanga: Relationships</p> <p>Awhinatanga: Guiding and Supporting</p> <p>Kotahitanga: Collective Vision</p> <p>Manaakitanga: Intergrity, sincerity, respect</p> <p>Pumanawatanga: Morale, tone</p> <p>Ako : Being a learner</p> <p>Pono: Having self-belief</p> <p>Wananga: Sharing of knowledge</p>
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	Future Focus: Learners will be able to explore future focused issues through our curriculum delivery.	
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2019 Priorities

Of the core strategies for achieving the goals, the priorities for 2019 are:

Catholic Character: Ensure the schools' Catholic Character and Identity is reflected and practiced through effective teaching learning and conduct

Learning and Inquiry based learning: Raise student achievement through innovation and effective teaching practice. Continue to develop and roll out the inquiry-based learning model developed by the school staff, including building the school's Catholic character into inquiry topics and evaluating the impact of interventions

Community Relationships: Strengthen learning focussed relationships with a focus on equity and excellence. Communicate with families using online platforms.

Technology and learning: Replace and update devices within each classroom and participate in Professional Development

Te Reo Maori: Increasing the prominence of te reo Maori in the school.

Playground: Complete the redevelopment playground to provide a stimulating modern and safe environment for the children at Sacred Heart Cathedral School.

Consultation: Consult Sacred Heart Cathedral School Community on ways to improve the way our school operates.

Finance/Resource Management: Provide excellent facilities to support effective and innovative teaching and learning

Staff capability: Raise achievement through innovative and effective teaching practice and implement Digital Technology Curriculum

Governance and Best Practice: To provide a comprehensive induction programme for new trustees after Board elections. Continue to be a good employer while providing a safe environment and quality education for the students at Sacred Heart Cathedral School.

Kahui Ako Wellington City Catholic Community of Learning: Raise achievement for all students by collaborating to improve teaching and learning through wellbeing and literacy

2019 Improvement Plan - Domain: Students' Learning

Strategic Goals

Encourage all students to participate, strive for academic excellence, and develop skills for lifelong learning.
Identify at-risk students and high performing students, develop tailored strategies for them, and evaluate impacts.

Annual Goal

Increase the progress of those students who were below or well below curriculum expectations at the end of 2018 with a particular focus on Pasifika students. This target group includes students returning to Sacred Heart Cathedral School and some who are new to our school.

Annual Target 80% of all students at Sacred Heart Cathedral School are at or above New Zealand Curriculum expectations.

Our school will continue to use a range of formative assessment tools and teaching techniques to improve the achievement of the following groups

Careful analysis of data throughout 2018 have identified the following cohorts:

Reading:

- 2019 Year 3 school cohort
- Asian students across the school
- Pasifika students across the school

Writing

- 2019 Year 5 cohort
- 2018 Year 7 cohort
- Male students across the school
- Pasifika students across the school

	Mathematics <ul style="list-style-type: none">• 2019 Year 4 cohort• 2019 Year 6 cohort• 2019 Year 7 cohort• Pasifika students across the school
Baseline data <p>From November 2018 School Wide Curriculum expectation data we have:</p> <p>Reading 24 Below expectation and requiring additional support Writing 46 Below expectation and requiring additional support Mathematics 37 Below expectation and requiring additional support</p>	

2019 Improvement Plan - Domain: Students' Learning – Continued

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
2019	Focus: Maintain a particular focus on Pasifika students. (See Annual Plan for more detail of targeted actions.)	Principal, staff and Board Pasifika Support Group	Increases in achievement of students in the target group through 2019.
2019	Inquiry-based learning and implementation of Digital Technology Curriculum: Increase the use of inquiry-based learning – continue to develop and roll out the model developed for Sacred Heart Cathedral School by school staff, including building the school's Catholic character into inquiry topics and evaluating the impact of interventions.	Principal and staff	Higher student achievement over time, as new ways of learning, thinking and pedagogy are adopted.
2019	Technology and learning: Continue to increase the number of devices, positively engage with parents and students re - information and communications technology (ICT) in the classroom.	Principal, staff and Board	Greater use of technology for teaching and learning, in a way that meets the expectations of the wider school community.

Monitoring

Regular reporting by Principal to Board of Trustees

<p>Resourcing Existing staff resources. Additional financial commitment for technology and teacher professional development.</p>			
<p>Other 2019 Key Improvement Strategies to Achieve Strategic Vision</p>			
<p>Reporting: progress to be reported to the Board of Trustees by the Principal.</p>			
<p>Spiritual Development</p>		<p>Students' Personal Development</p>	
<p>Connections: maintain a deep connection with the cycle of the Church's liturgy during the year, and work closely with the Sacred Heart Cathedral Parish and Parish Leadership team.</p> <p>Participation: ensure participation in daily prayers, school Masses, liturgies and feast day activities.</p> <p>Community: support student contributions to charitable and voluntary activities in the community.</p>		<p>Extra-curricular activities: Encourage and provide opportunities for students to participate in extra-curricular activities, and acknowledge their successes.</p> <p>Leadership: Encourage and provide opportunities for students to take on leadership roles in the school, such as house captains, student council membership, pastoral care, social action, leading assemblies, or reading at liturgies.</p> <p>Cultures: Encourage and provide opportunities for students to celebrate their own culture and the cultural diversity of the school. Lift the profile of all cultures within the school to value identity and culture.</p>	

Staff Capability		Community Engagement	
<p>Performance and Development: Ensure active management of staff performance. Prioritise funding for staff development. In 2019</p> <ul style="list-style-type: none"> All staff to have professional development in teaching a culturally sustainable pedagogy and new Digital Technology Curriculum ; <p>Teaching as inquiry: Support teachers to develop their teaching approaches through the use of teaching-as inquiry as a standard practice in the school. In 2019 a collaborative teacher inquiry will be introduced.</p>		<p>School-parent communication: Provide a variety of platforms for parents to be actively involved in school life.</p> <p>Consult with parents on the implementation of the New Zealand Curriculum.</p> <p>Events: Maintain an annual programme of events, including liturgies and social events.</p> <p>Regular engagement with Pasifika parent support group.</p>	
Finance and Property		Health and Safety	
<p>Property plan: Implement the 10 year property maintenance plan.</p> <p>Playground: Work with Archdiocese of Wellington, Parents and Friends to complete the redevelopment of our external environment</p>		<p>H&S Governance: Monitor and verify compliance to ensure systems and procedures are working.</p>	

<p>Target areas for resourcing: Prioritise funding of staff development, technology rollouts, and ensuring classrooms are modern learning environments.</p>			
<p>Board of Trustees Governance</p>		<p>Te Reo Maori</p>	
<p>Governance visibility: continue reporting on Board of Trustees meetings via the website and school newsletter, and include more information about the Board on the website.</p> <p>Governance capability: look for opportunities for Board training. Focus on induction training after 2019 elections.</p>		<p>Continue increasing the prominence of te reo Maori and tikanga in the school, including the use of Maori in prayers.</p>	

An education at Sacred Heart Cathedral School will equip our learners with agency, a sense of purpose, competencies they need to shape their own lives and the lives of others. As a school we need to be continually reflecting on what knowledge, skills attitudes and values will our students of today need to thrive and shape their world and what is the best way to go about this?

We need to continue to personalise the learning so that it is focused on the learner. We need to take into account resources for learning (teachers, time, space, technology) so that these are flexible to meet the learners' needs.
We need to develop innovative ways of thinking about equity and diversity. Equity in the sense of addressing those who are under achieving, disadvantaged or disengaging.
From a teacher's perspective there needs to be a greater focus on recognising and working with our learners' strengths and thinking about what role a teacher has in supporting the development of every learners' potential.

The curriculum delivered at Sacred Heart Cathedral School will provide a powerful learning culture for staff and students alike. Our “school values” and “New Zealand Curriculum key competencies” play an integral part in how teachers plan and deliver learning programmes. Teachers are required to look at both what a student is learning (content) and how a student learns best (process). Improve learning for all students through clearer reporting to parents.

Teachers at Sacred Heart Cathedral School use a range of assessment approaches and tools to gather information about students

Overall teacher judgements are made in relation to the New Zealand Curriculum by triangulating evidence of student achievement and progress through a clear moderation process.

Effective Pedagogy (Effective teaching and learning)

Through school wide and individual professional development programmes identified in the appraisal and self-review cycle, Sacred Heart Cathedral School teachers have the opportunity to develop in both learning areas and pedagogical content.

Participating in action research through inquiry combined with on-going conversations with colleagues ensures development of shared understandings amongst teaching staff and personal development.

Reporting to parents is formally carried out three times per year: goal setting, mid-year review plus written report, and an end of the year summative written report. Parents are encouraged to meet with the classroom teacher if they have any concerns about their child’s learning

We can measure our strategic success by ensuring

- That each child at our school recognises learning as an ongoing process throughout their life
- Learning is paramount within our school community
- Our staff are reflective practitioners
- High quality learning for all students
- Collaborative learning cultures within our school and between neighboring schools where staff share success and learn from each other
- Learning outcomes are measured and improvement is evident through learning challenges
- Individuals take responsibility for their actions
- Learning focused relationships between child, teacher and whanau
- Strengthening of teaching , learning and assessment practices of the New Zealand Curriculum

This document is constructed in response to the Statement of National Education and Learning Priorities (NELP) set out in Part 1AA, Education Act 1989 and in particular S I A 3. This document will be reviewed by the Board against any NELP statement issued by the Minister in the future. This document also takes into account the desires of the school community.