HOLY CROSS
CATHOLIC SCHOOL

Hail O Cross, Our only Hope

Strategic Plan
2021 - 2023

Our Vision	Learning and growing in Christ

Our Goals	Nurturing a safe Catholic learning environment
	Holistic education with student achievement at 80% in Literacy and Numeracy
	Active student, parent and community engagement
	Inclusive collaborative learning
	Te Ao Maori. Recognising New Zealand's cultural diversity

Our Programmes	Future Leaders	Extend Potential	Mahi Tahi	Inclusive School	Treaty of Waitangi

Our Technology	Collaborative - Inquiry based - Integrated ICT environment

Our Values	Service	Human Dignity	Compassion	Reconciliation

Vision: Learning and growing in Christ

Human Dignity	Compassion	Reconciliation	Service
We accept all people created in the image and likeness of God.	To acknowledge that we are an expression of God's love for all people so we respond with compassion to the needs of others.	To acknowledge that we are made in God's image, therefore we honour each person's rights and responsibility in the light of the common good.	To ensure that the Mercy charism of service and stewardship are reflected in all that we do.
1 Corinthians 13:13 "For now there are Faith, Hope and Love. But of these three, the greatest is Love. "	Matthew 25 31:46 "When I was hungry you gave me something to eat."	Matthew 18:22 "How many times should I forgive someone? Jesus answered, "Not just seven times but seventy seven times."	Luke 1: 29 "We are called by Christ to love our neighbour as much as you love yourself."

Catholic Character
Learning and Growing in Christ

Catholic Character

Holy Cross acknowledges the beliefs and traditions of the Roman Catholic Church. At Holy Cross, every person is equally valued as an image and likeness of God. Every person has the right to a good education that will encourage everyone to utilise their talents to achieve their potential, to celebrate their cultural background and the cultures of others, and to interact positively with others so that genuine peace and unity is promoted in the World.

Holy Cross is to be a sign and source of faith. It stands as a living sign of a believing community, a witness to the religious convictions of parents, teachers and parishioners. It is a source of faith for young people to build their lives on together, to be witnesses to the Gospel values.

To achieve this the school will:

1. Support children to encounter Christ through prayer, social justice, equity, service and caring for God's creations
2. Nurture practising Catholics who keep alive the traditions and teachings of the Catholic faith
3. Develop and encourage children to be proud of their Catholic faith, to be hopeful and joy filled
4. Provide staff with opportunities to grow on their faith journey through professional development
5. Maintain and develop a progressive programme in Catholic Religious Education for all students
6. Provide pastoral care for students, teachers and the community

"For now there are Faith, Hope and Love. But of these three, the greatest is Love. "

1 Corinthians 13:13

Te Ao Maori
Recognising New Zealand's Cultural Diversity

Treaty of Waitangi

Holy Cross Catholic School acknowledges the principles of the Treaty of Waitangi valuing the bicultural foundations of Aotearoa New Zealand. It acknowledges the Treaty of Waitangi as a covenant and as Taonga Tapu (sacred treasure). Students will acquire knowledge of Te Reo Maori me ono a tikanga within the context of the Holy Cross Curriculum. The Board of Trustees will ensure all reasonable steps are taken to provide instruction in tikanga Māori and Te Reo Māori for full time students whose parents ask for it.

To achieve this the school will:

1. Maintain and develop a progressive programme in Te Reo Maori and tikanga Maori for all students.
2. Ensure the inclusion of aspects of Te Reo Maori and tikanga Maori in teaching of all areas of the curriculum.
3. Reflect the bicultural nature of the school programme and our community and the total school environment and the school wide practice.
4. Gather information which can be used to meet the learning needs of our Maori students and raise achievement by:
   - Core analysis of school wide data in literacy and numeracy.
   - Results of data can be tracked, carefully monitored and used as for trend analysis and to form future teaching.
   - Develop annually a Maori action plan in liaison with key community representatives.

Kua tawhiti ke to haerenga mai, kia kore e haere tonu.
You have come too far, not to go further.
He tino nui rawa ou mahi, kia kore e mahi nui tonu.
You have done too much, not to do more.
Ta Himi Henare
Ngati Hine
1989

Te Ao Pasifika
Recognising New Zealand's Cultural Diversity

Tapasa Cultural Competencies Framework

Holy Cross Catholic School acknowledges the need to nurture strong, successful and vibrant Pasifika students who achieve educational success. The Tapasa document provides a strategic direction towards achieving these goals, through principles that can be adopted within our school and wider community. The Board of Trustees will take all reasonable steps towards ensuring Pasifika students are encouraged to be confident and secure in their identities, throughout all curriculum areas. To achieve this the school will:

1. Ensure the inclusion of aspects of Pasifika culture wherever possible, in a range of curriculum areas.
2. Deliberately and systematically utilise a holistic approach to teaching Pasifika children.
3. Engage our community in order to support the specific needs of our Pasifika learners.
4. Reflect the multicultural nature of the students and our community through our school programme, the total school environment and the school wide practice.
5. Gather information which can be used to meet the learning needs of our Pasifika students and raise achievement by:

    a. Core analysis of school wide data in literacy and numeracy

    b. Results of data can be tracked, carefully monitored and used as for trend analysis and to form future teaching.

    c. Lead an annual fono to liaise with key Pasifika community representatives.

"O le tele o sulu e maua ai figota".
Through collaboration the most difficult challenges can be overcome.

Ruta McKenzie 2010

Holistic Education with High Student Success
Recognising the Holistic Child when Supporting Excellence

New Zealand Curriculum Framework

Holy Cross Catholic School acknowledges the holistic nature of students - their mind, body and spirit - when supporting them to succeed to their highest potential. The New Zealand Curriculum document provides strategic direction towards responding to the holistic needs of students, with goals and principles that can be adopted within our school and wider community to support holistic education. The Board of Trustees will take all reasonable steps towards ensuring students' holistic needs are acknowledged in our learning programmes.

To achieve this the school will:

1. Understand the various aspects of students' learning and development - spiritual, cognitive, social, emotional, physical and cultural - are an integrated and interconnected whole.
2. Ensure our school value of *Human Dignity*, as underpinned by a *Whare Tapa Wha* model - recognising the *Taha Wairua* (Spiritual health), *Taha Hinengaro* (Mental health), *Taha Tinana* (Physical health) and *Taha Whanau* (Family health) - underpins a relevant student-centred curriculum delivery for each student.
3. Support teachers to be equipped with a toolbox of practices that most effectively caters to the needs of students - understanding that every aspect of the environment, resources, relationships, emotional climate, interactions and community are recognised as influential.
4. Regularly gather information and data using effective assessment practices, thereby supporting progress review of students and adaptation of our programmes accordingly, to ensure students' holistic needs are being met.

'Educating the mind without educating the heart
is not education at all"
Aristotle

Inclusive Education for All Students
Promoting Effective Teaching and Learning while Recognising Excellence

Curriculum Levels Framework

Holy Cross Catholic School acknowledges the holistic nature of students in supporting them to succeed to their highest potential. The New Zealand curriculum document provides strategic direction towards achieving these goals, through principles that can be adopted within our school and wider community. The Board of Trustees will take all reasonable steps towards ensuring Maori and Pasifika students are encouraged to be confident and secure in their identities, throughout all curriculum areas.

To achieve this the school will:

1. Ensure the inclusion of aspects of Maori and Pasifika culture across all curriculum areas.
2. Provide inclusive educational programmes for those students identified with special needs who require adaptation of the curriculum.
3. Provide explicit teaching for students requiring learning support and ensure additional Teacher Aide support is available when required.
4. Identify students who need acceleration and extension to ensure their individual needs are met and they reach their full potential.
5. Access outside agencies to provide specialised support for students that meet the specific criteria, ie Speech Language Therapy, Resource Teachers of Learning Behaviours, Moderate Needs, Social Workers in Schools, etc
6. Liaise with parents through our huis and fonos to ensure students cultural needs are being addressed and provided for in their daily learning.

"O le tele o sulu e maua ai figota".
Through collaboration the most difficult challenges can be overcome.

Ruta McKenzie 2010

Strategic Aims

1. **Nurturing** a safe **Catholic** learning **environment**

1. **Consistent student achievement** at 80% in Literacy and Numeracy incorporating Digital Literacy

1. **Active** parent and community **engagement**

1. **Inclusive** collaborative **learning**

1. **Te Ao Maori** Recognising New Zealand's cultural diversity

Annual Aims

1. **Future Leaders:** To build the capacity of staff and children to be Future Leaders in Catholic Schools.

2. **Extend their full Potential:** All akonga particularly our Maori and Pasifika akonga are able to access the New Zealand Curriculum through Digital Literacy, as evidenced by achievement in relation to curriculum levels.

3. **Partnership:** To further develop seamless relationships within our school community by acknowledging our cultural diversity and developing a positive and inclusive partnership between school, whanau and Parish.

4. **Inclusive School:** Teachers are clear about how to work with different cultures to gain a better understanding of learners with special needs and to use this knowledge to deliver full inclusive teaching programmes.

5. **Treaty of Waitangi:** Acknowledge the principles of the Treaty of Waitangi as a covenant and as Taonga Tapu (sacred treasure). The Board of Trustees will ensure all reasonable steps are taken to provide instruction in tikanga Maori and Te Reo Maori for full time students who parents ask for it.

Principles

1. **Christ Centred**
   The curriculum supports and enhances the faith life of students as a relationship with God the Father, through the son Jesus Christ, in the power of the Holy Spirit.

2. **High Expectations**
   The Religious Education Curriculum, being the prime essential learning area of Holy Cross Catholic Curriculum, supports and empowers all students to learn and achieve personal excellence regardless of their individual circumstances.

3. **Treaty of Waitangi**
   Holy Cross Catholic Curriculum acknowledges the principles of the Treaty of Waitangi the bicultural foundations of Aotearoa New Zealand.

4. **Cultural Diversity**
   Holy Cross Curriculum values and reflects New Zealand's inclusive multicultural nature and the history and traditions of its entire people.

5. **Inclusion**
   Holy Cross Curriculum is non sexist, non racist and non discriminatory. It ensures that students' identity, language abilities and talents are recognised and affirmed and that their learning needs are addressed. It provides flexibility which will enable teachers to adapt material to fit the context and needs of the students.

6. **Collaborative Learning**
   Holy Cross Curriculum encourages all students to reflect on their own learning, and create their own learning pathways, to progress and to learn how to learn in an inclusive environment.

7. **Community Engagement**
   The Holy Cross Curriculum has meaning for students that connects with their wider lives and engages the support of their whanau, parishes and wider communities and encourages children to be committed to the truth of the Gospel, to share in it and to live the Gospel Values in their communities.

8. **Coherence**
   The Holy Cross Curriculum offers all students a broad education that makes links within and across learning areas, provides for coherence transition and opens up further pathways for learning.

9. **Future Focus**
   The Holy Cross Curriculum encourages all students to look at the future by exploring such significant future issues such as sustainability, citizenship, enterprises and globalisation.

Goal 1: Nurturing a safe Catholic learning environment
Programme: Future Leaders
Action Plan: Staff Professional Development

2021	2022	2023
• All staff complete the *Meditation with Rock* seminar with Lyn Smith	• All staff complete Paper RE 502 Spirituality for Teachers	• All Staff attend Retreat at Vaughan Park
• Review the Teacher's Introduction to Holy Cross School programme	• Review RE Planning in light of the REBD	• Review the Holy Cross Education Plan.
• Four meetings led by DRS		
• Three strand meetings led by CSO		

Talent Acquisition:
• Workforce planning: Catholic teachers to meet the diverse needs of the groups within Holy Cross Catholic School.
• Regularly monitor the makeup of staff during appointments to ensure we are meeting the needs of all groups within Holy Cross Catholic School.

Goal 1: Nurturing a safe Catholic learning environment
Programme: Future Leaders
Action Plan: Staff Professional Development

ACTIONS / MEASURES	2020 baseline	2021	2022	2023
Classroom Level – 100 hours RE study/5 years of teaching	• 89% of all staff (achieved)	80%	80%	90%
Leadership Level – additional 75 hours & 2 years of teaching	• 64% of those with Classroom Level (achieved)	70%	75%	80%
Endorsement – additional 25 hours & 2 years of teaching	• 81% of those with Leadership Level (achieved)	50%	60%	70%
Having Life to the Full – 50 hours	• 53% of all staff (achieved)	60%	70%	80%
Complete a certificate in RE	• 38% of all staff (achieved)	45%	60%	80%

Goal 2: Consistent student achievement at 80% in Literacy and Reading.
Programme: Extend their full Potential
Action Plan: Targeting Achievement

2021	2022	2023
• Use an integrated approach to ensure appropriate Language material is being selected to scaffold student learning.	Use an integrated approach to ensure appropriate Language material is being selected to scaffold student learning.	Use an integrated approach to ensure appropriate Language material is being selected to scaffold student learning.
• Using student data to design improved classroom programmes that reflect 21st century learning practices	Using student data to design improved classroom programmes that reflect 21st century learning practices	Using student data to design improved classroom programmes that reflect 21st century learning practices
• Staff to use diagnostic tools to deliver programmes with a focus on Language	Staff to use diagnostic tools to deliver programmes with a focus on Language	• Staff to use diagnostic tools to deliver programmes with a focus on Language
• Continue to employ and provide training for Teacher Aides to ensure they can confidently work with students using the different support programmes implemented within our school.	• Continue to employ and provide training for Teacher Aides to ensure they can confidently work with students using the different support programmes implemented within our school.	Continue to employ and provide training for Teacher Aides to ensure they can confidently work with students using the different support programmes implemented within our school.
• Mahi Tahi Preschool and Transition to school will continue to develop home school partnership by providing workshops to inform and support parents with ways they can support their child's learning.	Mahi Tahi Preschool and Transition to school will continue to develop home school partnership by providing workshops to inform and support parents with ways they can support their child's learning.	Mahi Tahi Preschool and Transition to school will continue to develop home school partnership by providing workshops to inform and support parents with ways they can support their child's learning.
Costings Teacher Aides approx $260,000 Reading Material approx $20,000	**Costings** Teacher Aides approx $260,000 Reading Material approx $20,000	**Costings** Teacher Aides approx $260,000 Reading Material approx $20,000

Goal 2: Consistent student achievement at 80% in Numeracy
Programme: Extend their full Potential
Action Plan: Targeting Achievement

2021	2022	2023
• Use an integrated approach to ensure appropriate Numeracy material and effective pedagogy is being utilised to scaffold student learning.	• Use an integrated approach to ensure appropriate Numeracy material and effective pedagogy is being utilised to scaffold student learning.	• Use an integrated approach to ensure appropriate Numeracy material and effective pedagogy is being utilised to scaffold student learning.
• Introduce a DMIC Developing Mathematical Inquiry Communities pedagogy across the school	• Continue to develop a DMIC Developing Mathematical Inquiry Communities pedagogy across the school	• Effectively utilise a DMIC Developing Mathematical Inquiry Communities pedagogy across the school
• Effectively utilise digital resources to enhance learning in Mathematics and reflect 21st century learning.	• Effectively utilise digital resources to enhance learning in Mathematics and reflect 21st century learning.	• Effectively utilise digital resources to enhance learning in Mathematics and reflect 21st century learning.
• Review the integration of Mathematics through a collaborative STeM (Science, Technology, Mathematics) medium	• Introduce STeM as a viable means of supporting the Mathematics programme	• Effectively utilise a STeM approach as a means of supporting the Mathematics programme
• Engage with whanau in effective ways to support at-home Mathematics	• Engage with whanau in effective ways to support at-home Mathematics	• Engage with whanau in effective ways to support at-home Mathematics
• Review available support programmes to be delivered by a teacher aide to accelerate targeted learners in Mathematics.	• Utilise a teacher aide to provide additional adapted numeracy support to targeted groups.	• Utilise a teacher aide to provide additional adapted numeracy support to targeted groups.
• **Costings** Through COL and BOT	• **Costings** Through COL and BOT Teacher Aide	• **Costings** Through COL and BOT Teacher Aide

Goal 2: Consistent student achievement at 80% in Literacy and Support Programmes
Programme: Extend their full Potential
Action Plan: Targeting Achievement

ACTIONS / MEASURES	2020 baseline	2021	2022	2023
Quick 60	**Three teacher aides are trained in this programme**	• One teacher aide delivers Quick 60	• One teacher aide delivers Quick 60	• One teacher aide delivers Quick 60
Employment of teacher aides to support literacy programmes	• **Six permanent teacher aides and two fixed term teacher aides**	• Six permanent and two fixed term teacher aides supporting the literacy programme	• Six permanent and two fixed term teacher aides supporting the literacy programme	• Six permanent and two fixed term teacher aides supporting the literacy programme
Employment of teachers aides to support students with learning difficulties	• **Five teacher aides have received training in differentiated learning programmes**	• Five teacher aides are providing differentiated learning programmes	• Three teacher aides are providing differentiated learning programmes	• Three teacher aides are providing differentiated learning programmes
Costings	• Approx $200,000	• Approx $260,000	• Approx $280,000	• Approx $300,000

Goal 2: Consistent student achievement at 80% in Literacy, Language and Numeracy
Programme: Extend their full Potential
Action Plan: Targeting Achievement

ACTIONS / MEASURES	2020 baseline	2021	2022	2023
All student achievement *within* or *beyond* Curriculum Year Level expectations (80%)	**Written Language** • *Within* – 57% • *Beyond* – 23%	**Written Language** • *Within* – 56% • *Beyond* – 24%	**Written Language** • *Within* – 55% • *Beyond* – 25%	**Written Language** • *Within* – 55% • *Beyond* – 25%
	Reading • *Within* – 44% • *Beyond* – 41%	**Reading** • *Within* – 43% • *Beyond* – 42%	**Reading** • *Within* – 43% • *Beyond* – 42%	**Reading** • *Within* – 42% • *Beyond* – 43%
	Numeracy • *Within* – 46% • *Beyond* – 33%	**Numeracy** • *Within* – 46% • *Beyond* – 35%	**Numeracy** • *Within* – 47% • *Beyond* – 37%	**Numeracy** • *Within* – 48% • *Beyond* – 40%

Goal 2: Consistent student achievement at 80% in Literacy, Language and Numeracy
Programme: Extend their full Potential
Action Plan: Targeting Achievement

ACTIONS / MEASURES	2020 baseline	2021	2022	2023
Maori student achievement *within* or *beyond* Curriculum Year Level expectations (85%)	**Written Language** • *Within* – 52% • *Beyond* – 29%	**Written Language** • *Within* – 53% • *Beyond* – 29%	**Written Language** • *Within* – 54% • *Beyond* – 29%	**Written Language** • *Within* – 55% • *Beyond* – 29%
	Reading • *Within* – 40% • *Beyond* – 46%	**Reading** • *Within* – 41% • *Beyond* – 46%	**Reading** • *Within* – 41% • *Beyond* – 46%	**Reading** • *Within* – 42% • *Beyond* – 46%
	Numeracy • *Within* – 34% • *Beyond* – 44%	**Numeracy** • *Within* – 36% • *Beyond* – 46%	**Numeracy** • *Within* – 38% • *Beyond* – 48%	**Numeracy** • *Within* – 40% • *Beyond* – 50%

Goal 2: Consistent student achievement at 80% in Literacy, Language and Numeracy
Programme: Extend their full Potential
Action Plan: Targeting Achievement

ACTIONS / MEASURES	2020 baseline	2021	2022	2023
Pasifika student achievement *within* or *towards* Curriculum Year Level expectations (85%)	**Written Language** • *Within* – 55% • *Beyond* – 22%	**Written Language** • *Within* – 57% • *Beyond* – 22%	**Written Language** • *Within* –59% • *Beyond* –23%	**Written Language** • *Within* – 60% • *Beyond* – 23 %
	Reading • *Within* – 45% • *Beyond* – 37%	**Reading** • *Within* – 46% • *Beyond* – 37%	**Reading** • *Within* – 46% • *Beyond* – 38	**Reading** • *Within* –47% • *Beyond* – 38%
	Numeracy • *Within* – 50% • *Beyond* – 26%	**Numeracy** • *Within* – 52% • *Beyond* – 28%	**Numeracy** • *Within* – 54% • *Beyond* – 30%	**Numeracy** • *Within* – 56% • *Beyond* – 32%

Goal 3: Active parent and community engagement
Programme: Partnership
Action Plan: Developing relationships

2021	2022	2023
Develop seamless relationships within our school community by acknowledging our cultural diversity and developing a positive and inclusive partnership between school, whanau and Parish.		
• Transition to School programme (Mahi Tahi)	• Transition to School programme (Mahi Tahi)	• Transition to School programme (Mahi Tahi)
• Pre-school reading programme	• Pre-school reading programme	• Pre-school reading programme
• Hold at least one Maori hui per term	• Hold at least one Maori hui per term	• Hold at least one Maori hui per term
• Hold at least one Pasifika fono per term	• Hold at least one Pasifika fono per term	• Hold at least one Pasifika fono per term
• Regular Parent reporting and participation in Parent/Teacher interviews	• Regular Parent reporting and participation in Parent/Teacher interviews	• Regular Parent reporting and participation in Parent/Teacher interviews
• Lead Parish Mass 3 times per year and lead the Holy Communion & Confirmation programmes	• Lead Parish Mass 3 times per year and lead the Holy Communion & Confirmation programmes	• Lead Parish Mass 3 times per year and lead the Holy Communion & Confirmation programmes
• **Costings** $5000	• **Costings** $5000	• **Costings** $5000

Goal 3: Active parent and community engagement
Programme: Partnership
Action Plan: Developing relationships

ACTIONS / MEASURES	2020 baseline	2021	2022	2023
Transition to School (Mahi Tahi)	95%	100%	100%	100%
Pre-school reading	20%	40%	50%	55%
Hui attendance (presently 45 families in school)	50%	100%	100%	100%
Fono attendance	50%	75%	80%	80%
Parent interviews	92%	95%	95%	95%
Sacramental programme	• 100% (teachers) • 80% (students)	• 100% (teachers) • 90% (students)	• 100% (teachers) • 90% (students)	• 100% (teachers) • 90% (students)

Goal 4: Inclusive collaborative learning
Programme: Inclusive School
Action Plan: Embracing differences

2021	2022	2023
Teachers are clear about how to work with different cultures to gain a better understanding of learners with special needs and to use this knowledge to deliver fully inclusive teaching programmes.		

- Deliver programmes that are inclusive and differentiated to accommodate the needs of children with disabilities

- Create programmes that embrace cultural diversity, tailored to the learning stages of the students

- Continue to develop Parent Support groups for children who require additional learning support.

- Continuous training for staff on cultural diversity

- Continuous training for staff on meeting the needs of children who require learning support.

• **Costings** $12000	• $	• $

Goal 4: Inclusive collaborative learning
Programme: Inclusive School
Action Plan: Embracing differences

ACTIONS / MEASURES	2021	2022	2023
Appraisal and ongoing observations of classroom programmes to ensure learning support programmes are meeting the needs of the individual child	• 100% of programmes accommodate learning needs	• 100% of programmes accommodate learning needs	• 100% of programmes accommodate learning needs
Parent Support group participation	95%	96%	97%
Deliver programmes celebrating cultural diversity via a range of media and learning styles	100%	100%	100%
Staff development on cultural diversity	• 100% attendance	• 100% attendance	• 100% attendance
Staff development on the needs of children requiring additional learning support	• 100% completion of professional development courses	• 100% completion of professional development courses	• 100% completion of professional development courses
Costings	• $10000	• $10,000	• $10,000

Goal 5: Te Ao Maori – Recognising the unique position of Maori Culture
Programme: Our children are proud to be Maori
Action Plan: Strengthen the unique position of Maori Culture at Te Kura Ripeka Tapu

2021	2022	2023
• Host a hui for parents of Maori children at least once a term	• Host a hui for parents of Maori children at least once a term	• Host a hui for parents of Maori children at least once a term
• Hold a whānau Day at the beginning of the school year at Whaiora Marae	• Hold a whānau Day at the beginning of the school year at Whaiora Marae	• Hold a whānau Day at the beginning of the school year at Whaiora Marae
• Provide support which promotes Whanaungatanga	• Provide support which promotes Whanaungatanga	• Provide support which promotes Whanaungatanga
• Senior Maori students to visit Waitangi	• Senior Maori students to visit a site of cultural significance	• Senior Maori students to visit a site of cultural significance
• Review the progress of Te Reo as part of the planned teaching and learning programmes	• Plan, teach and assess progress in Te Reo as part of the planned teaching and learning programmes	• Plan, teach and assess progress in Te Reo as part of the planned teaching and learning programmes
• Review and effectively utilise tikanga Maori protocols	• Effectively utilise tikanga Maori protocols	• Effectively utilise tikanga Maori protocols
• Staff to use correct pronunciation of Te Reo Maori	• Staff to use correct pronunciation of Te Reo Maori	• Staff to use correct pronunciation of Te Reo Maori
Costings		