

2019 Annual Plan

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

St Benedict's School, St Teresa's School, Cardinal Mc Keefry School, St Mary's College. St Patricks College, St Catherine's College. St Patrick's Primary School, Holy Cross School, St Francis de Sales School, St Bernard's School, St Anthony's School , St Anne's School,

The following will be the four levers of change that will shape a shared understanding

- **Well Being** through cohesive co ordinated practices
- **Culturally Responsive Practices** through language, culture and identity
- **Transitions** through effective communication and pastoral care
- **Self-Efficacy** through a lens that supports Priority Learners (belief in ability to succeed)

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Te Kura Ahurewa o te Ngākau Tapu

2019

After feedback, consultations and discussions during 2018 with students, teachers, leaders, trustees, whanau and parish The following themes will be interwoven into all that we do at Sacred Heart Cathedral School.

- Our staff and students will be active learners
- We will engage with our community through effective collaboration
- Our pedagogy (best teacher practice) will be twenty first century including cultural responsiveness, integrated e learning, through a lens that focuses on equity and excellence for all.

We will focus on all aspects of Wellbeing to enable our staff and students to realise their full potential. We believe a focus on wellbeing will support all who learn and work in our school in the areas of:

- Student progress and achievement
- Stewardship/ Governance
- Leadership
- Educationally powerful connections and relationships
- Responsive curriculum, effective teaching and opportunity to learn
- Professional capability and collective capacity (this means we look at Professional Development and how we can increase our skills as a group)

Annual Plan 2019

1. Our Expectations:
 - Teachers;
 - Students;
 - School Community;
 - Board of Trustees
2. Curriculum Goals
3. School Aims
4. Data Collection
5. Reporting to Parents
6. Staffing
7. Reporting to the Board
8. Overarching Curriculum Plan 2019

1. OUR EXPECTATIONS

TEACHERS WILL:

- Deliver the National Curriculum competently;
- Encourage students to take risks challenging their own abilities;
- Meet the individual needs of all students in a culturally responsive way;
- Receive appropriate support;
- Have high expectations;
- Be enthusiastic, positive, professional and reflect the values of the school;
- Welcome all students, parents and visitors;
- Listen openly to the concerns of students/parents;
- Ensure that each student's well-being and pastoral care is paramount
- Cultivate an environment and culture that supports physical, social, intellectual, emotional and spiritual support and development.
- Aim to actively demonstrate concern for growth and wellbeing of each student and the broader community
- Gather student voice and reflect and act on it
- Support priority learners and those students who require extra support to achieve curriculum expectations
- Ensure transitions to, within and beyond Sacred Heart Cathedral School are seamless for all learners
- Have a belief that all learners can succeed in a way that enables them to be engaged, motivated learners. (I.E. our students will develop competencies needed for the future)
- Teachers will learn from each other and will build a collective advantage
- Collaboratively assess what is working, why it is working and where to next?
- Report on progress made by target students

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STUDENTS WILL:

- Be prepared to learn and do their personal best;
- Be exposed to a curriculum based on equity and excellence;
- Take increasing responsibility for their actions and learning;
- Be respectful, considerate, confident; and collaborative learners;
- Be proud of themselves, others and their school;
- Feel safe and cared for.
- Be respectful when interacting online and communicating through social media

SCHOOL COMMUNITY WILL:

- Feel welcomed and included;
- Support their child's learning;
- Ensure their children attend regularly, arrive on time and are prepared for school;
- Help out where possible with school activities.
- Develop educationally powerful connections with the school e.g. Cultural nights, liturgical celebrations and curriculum information sessions
- Be confident and trust that staff will address issues and act upon them

BOARD OF TRUSTEES WILL:

- Have effective ongoing engagement with the community;
- Meet the Ministry of Education requirements for Boards;
- Be a good employer;
- Support the Kahui Ako Catholic Community of Learning, Principal and the school and staff's ongoing development;

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Te Kura Ahurewa o te Ngākau Tapu

- Plan for the future.
- Ensure the well-being of the staff and ensure that pastoral care is paramount
- Undertake professional development in governance and reflecting on elements of best practice

2. CURRICULUM GOALS – STUDENT ACHIEVEMENT

Goals related to the New Zealand Curriculum.

(I) Reading

1.1 To identify students at risk and accelerate progress with students who are not meeting expectations of the New Zealand Curriculum.

Baseline Data: School wide data collected in November 2018

In 2018 90% of all students at Sacred Heart Cathedral School are achieving at or above expectation in Reading. (204/228)

Students not achieving at expectation and requiring additional support Total 24.

Target: For 2019

To identify students at risk and accelerate progress with students who are not meeting New Zealand Curriculum Expectations.

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

Actions to Achieve Targets:

- Differentiated teaching to meet student learning needs.
- Teacher Aide assistance.
- Reading Recovery.
- Where possible Parent Tutor Readers.
- Teachers to have a thorough knowledge of literacy progressions and English language learning progressions.
- For all teachers to participate in Professional Development continuing to use Information Communication Technology as a tool to embed the New Zealand Curriculum.
- Teachers will use an integrated approach to implement the New Zealand Curriculum.
- Intervention programmes targeting student needs for literacy
- Groupings to reflect needs of students.
- Ongoing monitoring of student achievement using a wide range of tools as per assessment schedule.
- Literacy leadership team to enhance Literacy pedagogy.
- Each teacher will have target students who will be closely monitored throughout the year within classes and across syndicates using overall teacher judgement and class target sheets.

- To provide staff with feedback re the teaching of Literacy through the professional growth cycle.
- Ongoing Professional Development targeting staff needs.
- Budget allocation to purchase resources to support classroom programmes.
- Regular discussions of student results and knowledge activities.
- Teachers to gain confidence, experience and expertise in instructional strategies and teaching of groups.
- To strengthen the use of effective questioning by teachers.
- To use Information Communication Technology as a tool when teaching Literacy.
- Compare achievement results of Pasifika/ Maori/Asian, Male/female students with the rest of the school.
- On-going tracking of target students
- Consistently moderate across the school in Literacy
- Strengthen home school partnership
- Ensure English Language Learning Programme is responsive to the needs of the students. This will be monitored and documented in the English as a Second Language Register.
- Pasifika parent support group

(II) Writing

1.2 To identify students at risk and accelerate progress with students who are not meeting New Zealand Curriculum expectations.

Baseline data: School wide National Standard data collected in November 2018

79% of all students at Sacred Heart Cathedral School are achieving at or above expectations in Writing (182/228 students)

Students not achieving at expectation and requiring extra support. Total 46.

Target: For 2019

To identify students at risk and accelerate progress with students who are not meeting New Zealand Curriculum expectations.

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

Actions to Achieve Targets:

- Differentiated teaching to meet student learning needs.
- Peer Tutor Writing.
- Teacher Aide assistance.
- Teachers to have a thorough knowledge of literacy progressions and English language learning progressions.
- For all teachers to participate in Professional Development continuing to use Information Communication Technology as a tool to embed the New Zealand Curriculum.
- Teachers will use an integrated approach to implement the New Zealand Curriculum
- Groupings to reflect needs of students.
- Ongoing monitoring of student achievement using a wide range of tools as per assessment schedule.
- Literacy leadership team to enhance Literacy pedagogy
- Each teacher will have target students who will be closely monitored throughout the year within classes and across syndicates using overall teacher judgement and tracking sheets.
- To provide staff with feedback re the teaching of Literacy through the professional growth cycle.
- Ongoing Professional Development targeting staff needs.

- Budget allocation to purchase resources to support classroom programmes.
- Regular discussions of student results and knowledge activities.
- Teachers to gain confidence, experience and expertise in instructional strategies and teaching of groups.
- To strengthen the use of effective questioning by teachers.
- To use Information Communication Technology as a tool when teaching Literacy.
- On-going tracking of target students.
- Consistently moderate across the school in Literacy.
- English Language Learning Programme is responsive to the needs of the students. This will be monitored and documented in the English as a Second Language Register.
- Pasifika parent support group

(III) Mathematics

1.3 To identify students at risk and accelerate progress with students who are not meeting New Zealand Curriculum expectations.

Baseline data: School wide Mathematics data collected in November 2018 showed that 84% of all students were achieving or exceeding Curriculum expectations at their level.

Students not achieving the expectation included: Total 37.

Target: For 2019

To identify students at risk and accelerate progress with students who are not meeting New Zealand Curriculum expectations.

- 2019 Year 4 cohort
- 2019 Year 6 cohort
- 2019 Year 7 cohort
- Pasifika students across the school

Actions to Achieve Targets:

- Differentiated teaching to meet student learning needs
- Teacher Aide support;
- Parent help;
- Certificates in assembly for improvement/excellence/hard work, to raise the profile of Maths across the school.
- Teachers to have a thorough knowledge of the number framework
- For all teachers to participate in Professional Development continuing to use Information Communication Technology as a tool to embed the New Zealand Curriculum
- Teachers will use an integrated approach to implement the New Zealand Curriculum
- Intervention programmes targeting student needs in numeracy.
- Groupings to reflect needs of students.
- Ongoing monitoring of student achievement using a wide range of tools as per assessment schedule.
- Mathematics leadership team to enhance Mathematics pedagogy.

- Each teacher will have target students who will be closely monitored throughout the year within classes and across syndicates using overall teacher judgement and tracking sheets.
- To provide staff with feedback re the teaching of Mathematics through the professional growth cycle.
- Ongoing Professional Development targeting staff needs.
- Budget allocation to purchase resources to support classroom programmes.
- Regular discussions of student results and knowledge activities.
- Teachers to gain confidence, experience and expertise in instructional strategies and teaching of groups.
- To strengthen the use of effective questioning by teachers.
- To use Information Communication Technology as a tool when teaching Mathematics.
- On-going tracking of target students
- Consistently moderate across the school in Mathematics
- Pasifika parent support group

Summary

In 2019 there will be a focus on acceleration strategies for those students who are not meeting New Zealand Curriculum expectations in Reading, Writing and Mathematics.

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3. SCHOOL AIMS FOR 2019

Aim 1: *Special Character: Ensure the schools' Catholic Character and identity is reflected and practiced through teaching, learning and conduct*

- Embed stewardship practices into everyday life at Sacred Heart Cathedral School- this includes student social action and school pastoral care programme
- Welcome new families and students through powhiri and blessing
- Strengthen links between Sacred Heart Cathedral Parish and Sacred Heart Cathedral School
- Develop an understanding of the charism of the school (spiritual gift and talent granted by God to the recipient for the benefit of others)

Aim 2: *Learning: Raise student achievement through innovative and effective teaching practice*

- Students to access the New Zealand Curriculum as evidenced by achievement
- Learners believe that they can succeed in a way that enables them to be engaged, motivated learners.
- All participate in Catholic Community of Learning Kahui Ako
- Provide scaffolding and clear boundaries in order for students to manage their own behaviour and that of their peers

Aim 3: *Community Relationships: Strengthen learning focussed relationships and environment*

- Consult and develop closer ties with cultural groups within our school
- Connect with resources within the wider community
- Develop school wide online communication networks

Aim 4: *Finance/Resource Management: Provide excellent facilities to support effective and innovative teaching and learning*

- Increase the number of devices in the school.
- Work with the Archdiocese of Wellington, Parents and Friends for continued development and landscaping of the playground
- Strengthen After School Care systems and processes. Improve the facilities and delivery of programme
- Wall coverings in shared areas including library

Aim 5: *Staff Capability: Raise achievement through innovative and effective teaching practice*

- Further develop quality-teaching practices by implementing programmes that are culturally responsive and culturally sustainable.
- Staff to further develop instructional strategies that will lift and accelerate achievement in reading, writing and mathematics
- Staff to embed knowledge and use of E Learning, Culturally Responsive practices and the Digital Technology Curriculum
- Strengthen teacher as inquiry as collaborative process

Aim 6: *Governance and Best Practice:*

- The BOT will undertake professional development reflecting on the elements of best practice with one or two specific goals in areas where it can enhance performance
- Induct new trustees after elections into their role as governors

4. DATA COLLECTION-

Ongoing student voice

Teachers use all forms of assessment diagnostic, formative and summative plus a wide range of sources of evidence such as observation, conversations, discussion, questioning, self-assessment, conferencing, student work and assessment tools. All of this evidence informs planning, goals, programmes and next steps at strategic and class level.

Observations and conversations	Tasks	Tools
<p>Observing including diagnostic tools such as Junior Assessment Mathematics, Pre tests and running records Listening Discussing Conferencing Questioning Self Assessment Peer Assessment Student reflections Explaining</p>	<p>Instructional activities Independent activities Group activities Student work</p>	<p>PATs. E AsTTle, STAR Observation Survey i.e. norm referenced tools</p>

Junior Years 1-3

- School Entry Assessment.
- Terms 2 and 4: Reading levels, Writing levels, Numeracy levels, South Australia spelling and essential words,
- Terms 1 and 3: e asTTle.
- As each child turns 6 they will be taken through a '6 year observation survey'.
- Year 3 will complete STAR, PAT Maths and Listening.
- Junior data will be presented to the Board in Term 4 including a deep dive into Literacy /Mathematics

Middle/Senior School

- Term 1, Week 5 Deep dive into individual student achievement. PAT's for Comprehension, Mathematics, Vocabulary, Listening Grammar and Punctuation along with a STAR (Reading). These will be done by all children Years 4-8. An asTTle writing sample will be completed in Term 1 and Term 3. The South Australian Spelling Test will be used as a spelling measure.
- Term 4, Week 2 Deep dive into student achievement. Some PAT's and STAR will be given. A mathematical assessment will also be carried out. This data will be used to

identify strengths and weaknesses (gaps in learning) to group for next steps; report on cohort achievement to the Board and Community; and use overall teacher judgement for assessing against the New Zealand Curriculum.

5. REPORTING TO PARENTS

6 week report to parents explaining quantitative and qualitative social and contextual information

6 year observation survey is reported to parents after one year of Literacy instruction

Goal setting –Term 1

Interim/ Progress reporting- Term 2

Sharing of learning – Term 3

Summative/ Achievement reporting – Term 4

6. STAFFING

In addition to teaching staff, there are teacher aides assigned to meet student needs. There is a part time Reading Recovery Teacher, Kapa Haka tutor, Classroom Release teachers, and a Mandarin Language Assistant (shared with Thorndon School)

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Te Kura Ahurewa o te Ngākau Tapu

Year: 2019 Review	Area for Review	BOARD MEETING DATES							
		JAN	FEB/MAR	APRIL/MAY	JUNE/JULY	AUG/SEP	OCT/NOV	NOV/DEC	DEC
Strategic Review	Charter	Review charter	Approve & send to MOE						Develop 2020 Annual goals
	Strategic Goals/Aims	Academic Achievement & Personal Development	Health & Safety	Community Relationships	Board Governance	Staffing	Finances & Resources	Spiritual Growth	
Regular Review	Policy	Academic Achievement & Personal Development			Board Governance				
	Student progress and achievement				Reading	Maths	Junior achievement	Writing	Overall data goals 2020
	Principal Performance								
	Curriculum					Digital Technology			
	Budget	Review & accept	Monitor	Monitor	Mid year review	Monitor	Monitor	Monitor	Draft for 2020
Emergent Review	New Govt Initiatives	Part 1AA Ed Act & NELP							New plan & report framework
	New Local Initiatives								
Other	Board Process and requirements	BOT election Appoint returning officer & set date	Accounts to auditor		BOT election, chair appt & Induction Parent Reporting		RE Curriculum		Parent reporting

7. REPORTING TO THE BOARD

February/March

- Academic achievement and personal development
- Monitor budget

April/May

- Monitoring of Budget

June/ July

- Reading
- Midyear review of budget
- New Trustee induction

August/Sept

- Mathematics
- Digital technology
- Monitor budget

Oct/Nov

- Junior Achievement

- RE curriculum
 - Monitor budget
- Nov/Dec
- Overall data
 - Draft Budget 2020
 - Writing
 - Draft annual plan

Strategic Areas

January

- Charter review

February/ March

- Annual accounts
- Health and safety

April/May

- Community Relationships

June/July

- Board Governance

August/September

- Staffing

October /November

- Finances and resources

November/December

- Spiritual Growth

December

- Develop 2020 annual goals

Bernadette Murfitt

Sacred Heart Cathedral School

Te Kura Ahurewa o te Ngākau Tapu

Over-arching Big Question How can we prepare our students and whanau for life in the twenty first century? How can we show respect, resilience, responsible relationships that ensure the wellbeing and safety of all?						
	Community Engagement	Term 1 Goal Setting, Beach Day, Fono, powhiri	Term 2 Progress Reports/Interviews, Whanau hui , powhiri,	Term 3 Art Splash/Wearable Arts,Community Consultation , Celebration of Learning Fono, powhiri	Term 4 Achievement Reports, End of Year Mass, Whanau hui, powhiri	
	Values	Community & Participation, Ecological Sustainability, Innovation, Inquiry & Curiosity, Excellence, Diversity, Integrity				
	Principles	High Expectations, Treaty of Waitangi, Cultural Diversity, Inclusion, Learning to Learn, Community Engagement, Coherence, Future Focus				
	R.E	Welcome, Treaties, Ash Wednesday, Lent, Caritas, Holy week.	Sacraments Sacred Heart Feast Day, Mother's Day	Jesus Assumption, Father's Day, Social Justice	Church All Souls, Grandparents End of Year.	
	K.C	Participating and Contributing, Thinking, Managing Self, Relating to Others, Using Language, Symbols and Texts				
	NZC	<i>PE and Health- Inner fit Identity, self esteem and resilience Ko wai ma Tatou? Healthy Communities</i>	<i>Science Physical World</i>	The Arts Focus on visual art and artists and the Arts as a form of employment	<i>Social Science: Understand events have causes and effects Through safety and resilience</i>	
2019	Junior	Better than before Better from the inside out Focus on positive friendships	Movement – Push and Pull	Reduce , reuse , recycle	People who help us	
	Middle	Better than before Better from the inside out Focus on positive friendships	Moving Toys	Reduce , reuse , recycle	Disasters and preparing	
	Senior	Better than before Better from the inside out Focus on positive friendships	Forces	Reduce , reuse , recycle	Disaster Management	

Each syndicate will choose the order in which the content will be covered for the year to enable us to better meet the needs of students and share the resources more effectively.