

Strategic Vision &

Improvement Plan

2020 – 2025



**The Cathedral
Grammar School**



Making good teaching happen for every child, every day, in every classroom is the single most important means in which schools can deliver on their promise to enable children to learn and achieve at high levels.

- Robert Peterkin, Harvard School of Education

Introduction

As The Cathedral Grammar School moves swiftly towards its 140th year, I am delighted to share with you our new Strategic Vision. This document builds on previous plans yet clearly identifies the current stages of development of our School and provides clear and exciting direction as we move further into the 21st century.

Four key focus areas have been identified, underpinned by a set of Guiding Statements. These statements align with our Anglican character and define the people and the community we aspire to be.

Our goals which are articulated in this document are bold but achievable. They serve to enhance our School's reputation for academic excellence whilst maintaining a clear focus on the wellbeing of each child and addressing character development so critical to success in our ever-changing world. While there are prescribed elements which must make up part of any strategic planning process, there must also be room for innovation and

inspiration. Cathedral Grammar is a dynamic school; our planning must encourage that dynamism.

What Cathedral Grammar is becoming has emerged from what Cathedral Grammar is today and what it has been in the past. Those entrusted with ensuring that our strategic thinking is relevant, contemporary and inclusive realise the trust that has been placed in them. It has been an absorbing, exciting and rewarding process thus far. Now, 'the time for planning is done, the time for doing has arrived'.

The Strategic Vision positions our School as a learning community with a focus on providing excellence in education for learning and life. I look forward to working with you as we realise all that has been set before us.



Scott Thelning
Principal

Our guiding statements

Our School

We prepare children for life in an environment of nurturing, knowing and growing. This means Cathedral Grammar is a safe place for students to experiment and express themselves as they discover the joy of knowledge and what the learning journey can truly mean. Students here know they'll be supported as they find their own path because they are encouraged to seek and try different ways and approaches. We tell them it's okay to try, and fail, as long as you try again, because every day is another chance to learn. And with values at our core, hearts and minds come first, and we always respect others' views. We are proud to be guided by the Anglican values and ethos of, Faith Hope and Love, that have formed the foundations of our school since 1881.

Our Vision

Balancing traditional values with an energy to move forwards, our school is a place of ambition alongside preparation. We are committed to providing a balance of tradition and rigour while being curious and adventurous every day. Supported and encouraged by a culture of nurturing, knowing and growing, our students advance on their educational journeys with a solid foundation of academic success and a well-rounded character.

Our Pillars

The Christian values of Faith, Hope and Love together with our four guiding pillars, govern and inspire all that we do at The Cathedral Grammar School. As a community of students, parents and staff, we are committed to fostering the development of the whole child through these values each and every day. Our curriculum reflects, instills and manifests these in all aspects of learning. Our four guiding pillars are:

- Everyone matters
- Fearlessly aim high
- Think, try, reflect
- Do the right thing

Our Anglican Character

- Faith
- Hope
- Love Everyone matters
- Fearlessly aim high
- Think, try, reflect
- Do the right thing
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OUR MOTTO: Semper Fedelis "Always Faithful"

OUR MISSION: Every child. Every day.

10 year future state 2027 (2017)

Our school

- A roll of 400 with a waiting list.
- 2 x full classes of year 7 and 8, both boys and girls, considering introducing second classes to year 6 boys and girls.
- We have invested in buildings so our facilities support our vision.
- Roll growth provides funding to invest in education opportunities, resources and capability that enable us to deliver our vision.
- We have a waiting list for teachers.
- We are a destination school.
- We are seen as educational leaders in our community.
- We support student's individual passion projects.
- We connect strongly with our learners, we know them well and differentiate their learning experiences so that each child is extended.
- The results aren't all academic, but a balance of heart, head and future agility.
- Our graduates are high achievers in a wide variety of areas and are recognised as such.
- We balance traditional values, progressive teaching and future focus.
- We have arts, music, technology, cultural and sport programmes to support our vision.

Our students

- We equip our students with the skills, qualities and dispositions they need to thrive in an exponentially changing world.
- Our students are powerful leaders and know what is powerful to learn.
- We have highly engaged, motivated and inspired students immersed in meaningful, relevant and rich learning and teaching experiences.
- Our families are raving fans and see the difference we make.
- We have a connected and supportive community.
- We support the wider community – we are globally minded and connected.

Our community

How we did it

What we did

- We adapted and evolved the curriculum - linking who, what, how and roles.
- We used data, analysis, discussion and agile decision making to keep future focused.
- We enabled students to be engaged lifelong adaptive learners and role modeled this.
- Developed our people and our leaders – we coached, mentored and learnt from each other.
- We captured and measured 21st century skills (WEF).
- We clearly communicated expectations, internally and externally, and built trust and confidence.
- We aligned our measurement, outcomes and teaching expectations.
- We managed and led change – seeking input, opinion and collaborated as appropriate.
- We developed our people and our leaders – we coached, mentored and learnt from each other.
- We told a consistent old inspiring story to multiple channels.

- We delivered on our brand promise – every day.
- We offered scholarships to give opportunities to children who may not otherwise receive a world class education.
- We were strongly connected with our follow-on schools.
- We connected with, followed and collaborated with world leading schools.

The way we did it

- We were open to challenge, and enabled and built people on the journey.
- We had great talent and valued them – leading legends.
- We live our vision and values. We live our Anglican ethos and connections.
- We had an engaged staff and believed in what we do.
- We used reflective practice and personal development.
- We were ruthless finishers.

A young woman with blonde hair, wearing a red and white school uniform, is smiling and hanging from a pull-up bar at an outdoor gym. The background shows other gym equipment and a blurred crowd of people.

STRATEGIC VISION & IMPROVEMENT

AGENDA 2020 – 2025



**STRATEGIC VISION & IMPROVEMENT
AGENDA 2020 – 2025**

Strategic priority areas for the next generation of
Cathedral Grammar students.

2-3 YEAR IMPLEMENTATION PLANS

Specific strategies, actions and measurable
outcomes.

ANNUAL PLAN

Implemented plan assessed and reported
upon.

THE CATHEDRAL GRAMMAR SCHOOL

GRADUATE HAS...



Our graduates

Commitment – Herenga

When we display commitment we are focusing our energy and efforts on a particular task with perseverance.

Creativity – Wihanga-Tanga

When we display creativity we experiment and produce new ideas. We are willing to think 'outside the box' and to take risks.

Courage – Māia

When we display courage we are standing up for what we believe in.

Curiosity – Pākiki

When we show curiosity we are inquisitive about things. We express a desire to learn, understand and make sense of the world.

Empathy – Aroha

When we display empathy we are aware of the feelings and emotions of others.

Excellence – Hiranga

When we display excellence we are giving our best to any task we do or any relationships we have.

Generosity – Ohaoha

When we display generosity, we are giving and sharing without the intention of receiving recognition or reward in return.

Honesty – Pono

When we display honesty we are being sincere, open, trustworthy, and truthful.

Integrity – Tapatahi

When we display integrity we consistently choose to behave in a manner that shows strong moral and ethical principles. We do the right thing because it is the right thing to do.

Resilience – Manawanawa

When we are resilient we have the capacity to recover from difficulties and adapt well to life-changing situations, stressful conditions and personal setbacks. Developing resilience is crucial if we are to be equipped for a world where failure is accepted as a part of growth and learning.

Respect – Whakaute

When we display respect we are honouring people and caring about their rights. Treating people with respect gives them the dignity they deserve. Being respectful is reflected in the courtesy with which we treat one another, and in the way we speak.

Unity – Kotahitanga

When we display unity we willingly interact with a variety of people, treating others fairly and equally.



Growing our heritage & rich history through innovation

One of the most distinguishing threads of The Cathedral Grammar School story is how it has honoured the legacy and contributions of its past generations, whilst confidently being at the forefront of educational innovation and change. For nearly 140 years the School has confidentially and positively responded to change and transformation itself as a leader in contemporary learning, progressive practice and innovation education.

The **philosophy** that underpins the Schools understanding of exceptional education is manifest in our **purpose**, spirit, focus, character and beliefs.

These timeless principles define who we are. They describe what we stand for and what we aspire to achieve. Everything we do is grounded in these principles and there is much to retain, continue and build on.

OUR PURPOSE

to prepare our students for the future by providing the highest quality teaching in Canterbury with an Anglican focus.

OUR FOCUS

is learning to flourish.

OUR SPIRIT

is making a positive difference.

THE **PHILOSOPHY** THAT UNDERPINS THE SCHOOL'S UNDERSTANDING OF EXCEPTIONAL EDUCATION IS MANIFEST IN OUR **PURPOSE**, SPIRIT, FOCUS, CHARACTER AND BELIEFS.

OUR CHARACTER

our character is to be authentic, reflect our Christian values, courageous, dedicated, forgiving, inquiring, hopeful, faithful, loving, optimistic, passionate, resilient and trusting.

OUR CHALLENGE

is to develop creative thinking and learning to engage with the complex opportunities of a changing world.

WE BELIEVE

- our rigorous academic programmes create wonder, curiosity, and a desire to learn
- partnerships between our parents, staff, the Cathedral and students provide the best learning outcomes
- positive education enhances wellbeing and enables individuals to flourish
- our exceptional staff bring character and richness to the life of the school
- in the power of creative thinking and the courage to try new ideas
- in fostering spirituality and celebrating our Anglican tradition
- in serving others and building social responsibility

THE WORLD WE ARE

PREPARING FOR



Ever-changing

Over recent years, the concept of learning has moved increasingly due to the scale of change in the world – the rapid advances in information and communication technology (ICT), the shift to economies based on knowledge, and the emphasis on the skills required to thrive in them.

At the same time, empirical research on how people learn, how the mind and brain develop, how interests and mindsets form and how people differ in all these (science of learning) has expanded tremendously.

Schools and education systems around the world are having to reconsider their design and approach to teaching and learning.

What should schooling, teaching and most importantly, learning, look like in a rapidly changing world?

The learner, both student and teacher, will need to be able to function in a world of relentless and often speedy change where social relationships and networking skills become essential for success in many fields.

Jobs most likely to endure over the next

couple of decades are ones that require high levels of social intelligence, technical ability and creative intelligence. This has implications for schools.

Critical thinking and reasoning, reflective practice, collaboration, cultural sensitivity and the ability to manage oneself in both the virtual and real worlds will play an even more important role in education.

In our students and teachers, we must strive to engage and develop interdisciplinary thinking and a robust growth mindset for learning.

The Cathedral Grammar School heralds new approaches to learning and reinforces the importance of critical thinking and creativity, positive wellbeing, intellectual rigour, and academic excellence, acceptance and inter-cultural competence, inquiry and meaningful action.

We will remain true to the values which have continually sustained us, and at the same time, will be open to transformational change in order to lead the world in contemporary, well-rounded, inspiring and exceptional education.

A young boy with dark hair, wearing a grey sweater over a white collared shirt and a red tie, is shown in profile, focused on playing a cello. The background is a warm, wooden interior, possibly a school music room. The lighting is soft and natural, highlighting the boy's concentration.

STRATEGIC GOALS

The ultimate goal of school improvement is to improve outcomes for students and staff, including levels of achievement and wellbeing.

01 Home, school & community partnerships

Connected and engaged students, staff and community.

We actively seek ways to enhance student learning and wellbeing by partnering with parents and families, who we recognise as partners in their children's education. There is a strong collegial culture of mutual respect, trust and support among teachers, students and parents.

- Our curriculum engages students in community service and provides students with authentic means to take action.
- Students take an active role in caring for the environment and promoting a sustainable future.
- There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible and imperative. Staff will;
- Maintain an unrelenting focus on the quality of learning and teaching.
- Ensure an orderly, stimulating and well-resourced learning environment.
- Generate and empower professional responsibility and accountability.
- We place a great emphasis on building a reputation in our community for our strong stance on the benefits of both co-education and single cell settings.

A young girl with light brown hair tied back, wearing a white school shirt and a red tie, is smiling broadly. She is sitting at a desk, holding a black marker in her right hand. In front of her is a large sheet of paper with a colorful, abstract pattern of red, green, and blue squares. The background is a bright, out-of-focus classroom with windows and colorful decorations.

**02 EVIDENCE BASED TEACHING
BASED ON BEST PRACTICE AND
GLOBAL ASPIRATIONS**

02 Evidence based teaching

Evidence-based teaching, based on best practice and global aspirations.

We demonstrate a strong conviction that improved teaching is the key to improved student learning and therefore we place a strong emphasis on building the capacity and capability of all staff.

- The teaching staff have high levels of pedagogical knowledge and are committed to the continuous improvement of their own teaching practices.
- Priority is placed on the ongoing professional learning of all staff and on the development of a school-wide, self reflective culture on improved teaching.
- Professional learning teams are established to ensure the promotion of collaboration and teamwork, and to allow teachers to learn from each other's practices.

03 A HIGHLY REGARDED
WELLBEING PROGRAMME



03 Wellbeing programme

A highly regarded wellbeing programme.

Our school is driven by our Anglican character and Christian values of faith, hope and love. We have the deep belief that every child is capable of successful learning when student wellbeing is prioritised with an equal focus on their heart, as well as their head.

- Our Anglican character is clearly at the heart of who we are as a school and how we function as a school community
- The Cathedral Grammar School staff take personal and collective responsibility for student learning and wellbeing.
- Develop a school-wide research based wellbeing programme for Pre-School to Year 8.
- Have a reputation in the Christchurch community for having a highly regarded wellbeing programme and pastoral care.
- A high priority is given to building and maintaining positive and caring relationships between staff students and parents.
- We work to maintain a learning environment that is safe, respectful, accepting, inclusive and that promotes intellectual rigour and personal wellbeing.



04 PERFORMING ARTS, MUSIC

AND CULTURAL FOCUS

04 Performing arts, music and cultural focus

Develop a strong performing arts, music and cultural focus.

We believe learning in, through, and about the arts stimulates creative action and response by engaging and connecting thinking, imagination, senses, and feelings. By participating in the arts, students' personal well-being is enhanced. As students express and interpret ideas within creative, aesthetic, and technological frameworks, their confidence to take risks is increased. Specialist studies enable students to contribute their vision, abilities, and energies to arts initiatives and creative industries.

- Through the arts, students are learning to work both independently and collaboratively to construct meanings, produce works, and respond to and value others' contributions.
- Students are learning to use imagination to engage with unexpected outcomes and to explore multiple solutions.
- Through the development of arts literacies, students, as creators, presenters, viewers, and listeners, will be participating in, interpret, value, and enjoy the arts throughout their lives.
- Through the use of creative and intuitive thought and action, students will be viewing their world from new perspectives.
- We will have a reputation within the Christchurch community for having a highly regarded arts programme.

05 DEVELOP A FACILITIES ENHANCEMENT

PROGRAMME, ALONG WITH A FUNDRAISING

STRATEGY TO SUPPORT THIS.



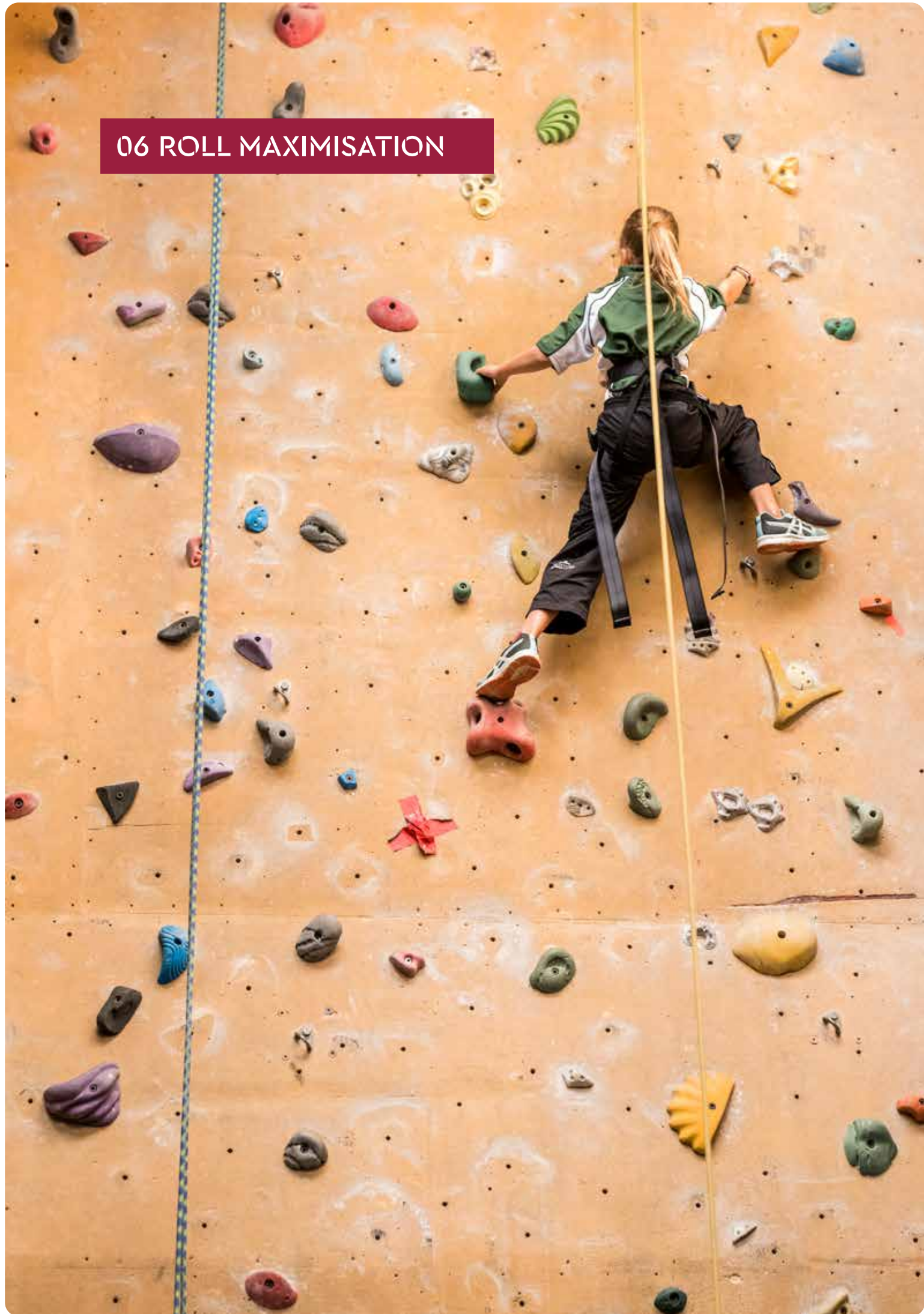
05 Fundraising strategy

Develop a facilities enhancement programme, along with a fundraising strategy to support this.

High quality experiences, opportunities and outcomes for students are enhanced and supported through the provision of high quality, functional and purposeful facilities.

- A transparent facilities enhancement programme and associated funding strategy, based on educational offerings and opportunities that reflect our aspirations, is developed and implemented.
- The school community are clear about and engaged with the facilities enhancement programme and the funding support and plans required.
- The students are engaged in a very broad range of educational offerings supported by specifically designed facilities.
- Our staff and students have a wide range of facilities that engage and inspire.

06 ROLL MAXIMISATION



06 Roll maximisation

It is imperative that we have a thriving roll with very high demand for what our school offers and provides for students. This enables us to fully enact our strategy and enable our staff, students and community to flourish and exceed expectations.

- Based upon our high quality service delivery, offerings, opportunities and outcomes, our current families are our biggest marketers through glowing 'word of mouth'.
- We have a high quality and leading marketing, communication and branding strategy in operation.
- We have a FTE roll of 350 students across the Pre-School to Year 8 roll.
- Our Pre-School is operating at our agreed capacity with a 90% flow through to the school.
- We have three Year 1 classes operating from the beginning of each year.
- We have at least 100 girls in Years 4–8.
- We are highly regarded for our Year 7/8 high school preparation programme.
- We have multiple waiting pools across different year levels.



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