



Ss Peter and Paul School

Charter and Strategic Plan

2018-2020

INTRODUCTION

Ss Peter & Paul School is an integrated Catholic school for boys from Year 1 to 6 and girls from Year 1 to 8. The school was established in 1855 (present site in 1929).

The students enrolled at Ss Peter & Paul School reveal something of the way in which the Gospel infuses every culture and aspect of society. The roll makeup reflects the rich diversity of the multi-cultural community in which the school is centred. School enrolment, in the main, encompasses the original Parish boundaries of Ss Peter & Paul and St Martin de Porres in Avalon. The students are predominantly from Catholic families (95%) in keeping with the school's integration agreement. The community is very proud of and committed to the school. People communicate well with each other and the school enjoys strong support from parents and the wider Church and local community.

Our Mission is to be a school where we are: following the footsteps of Jesus



Our school vision is:

To nurture independent and collaborative learners who can think creatively and critically, strengthened by our Catholic Identity.

Our School Values:

aroaha
stewardship
joy faith

We are committed to:

- Being an active Catholic community
- The belief that all students can and will achieve
- Nurturing the holistic development of each child
- Providing a rich and relevant curriculum for all students
- Recognising and valuing our bicultural partnership
- Recognising and valuing the contribution of all cultures

Partnership(s)

A feature of Ss Peter & Paul School is the way we work together to achieve a positive school culture which reflects our Catholic Special Character, supports the school mission and ensures that quality learning occurs.

Our Cultural Diversity

The School curriculum will recognise and value the unique position of Maori in New Zealand society. All students will have the opportunity to acquire knowledge of Maori language and culture. The School curriculum will encourage students to understand and respect the different cultures that make up New Zealand society.

Strategic Plan – Our Goals and Objectives

Area	Title	Goals	Objectives
Integrated Catholic School	Special Character	To provide a Christ-centred learning environment to all children which is supported by school and parish activities.	Each year consultation will take place widely to ensure a plan of action is in place to keep our Special Character vibrant and authentic.
Student Learning	Student Engagement	To provide learning programmes that promote learner-driven learning, ones that engage and motivate all students to achieve to their potential.	There will be regular collaborative evaluations and inquiries to gather data, monitor progress towards goals, assess the effectiveness of programmes or interventions.
	Student Progress and Achievement	To monitor and report on students' progress in ways that have a positive impact on learning, give clear, dependable and helpful information about their achievements, and encourage shared responsibility among students, parents and teachers for reviewing performance and deciding goals for improvement.	
Evaluative Practices	Internal evaluation and inquiry	To stimulate students' love of learning, desire to succeed and strength of self-confidence by matching curriculum, learning opportunities, teaching approaches, and achievement expectations to their interests, needs, abilities and talents. To foster and develop an inclusive school (covering race, gender, religion, ethnic background and learning capability) environment where all children will be offered opportunities to contribute and participate in school activity.	Each year the Principal and staff will develop, revise or confirm the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the delivery of the curriculum and its content, and will ensure that opportunities are continually extended and enhanced.
		To maintain a commitment to continuous improvement, and the identification of successes and weaknesses through ongoing inquiry into the school's performance in relation to our charter, policies and plans and the specific requirements of our community.	In consultation with the community, the Board with the Principal and staff will develop the school Charter which sets out the vision, values and future direction of the school.

Resource Management	Personnel	To provide a working environment where high standards of professionalism and collaboration are encouraged and valued, where everyone is a learner and committed to providing the best possible learning opportunities for our students.	The Board will prepare policies and plans to appoint quality staff so that the school can supply education in accordance with the intentions of this charter. The Board is committed to being a good employer. It will support staff development and operate a fair and effective performance management system.
	Finance	To make available, through prudent financial planning and management, the resources needed to maximise effective teaching and learning and the realisation of the school's mission.	The Board will prepare and monitor an annual budget to fund the school's curriculum, personnel, property and administrative activities.
	Property	To plan and manage programmes of property development, enhancement and upkeep, which ensure a high quality learning environment with buildings, grounds and facilities that are attractive, safe and well suited to the demands of a progressive curriculum.	The Board will comply with the conditions of current asset management agreement as a good steward of the State's and community's assets, and prepare and implement a plan of property maintenance and development. The Board will regularly review and minimise risks to staff and students.
	Health & Safety		
	Community Partnership	To promote an open and active partnership with parents and the wider school community, which fosters shared values, good communications, mutual support and high confidence in what is done for the education and well being of students.	The Board will have procedures for promoting parent-community communications and involvement.

Strategic Goals

2018 - 2020

- The Special Catholic Character of our school is integrated throughout our school life
- Students are engaged in their learning and supported by their families to achieve educational success
- Resources are provided that ensure a learning culture and learning environments support students and staff to focus on improved learning outcomes
- A rich and broad curriculum that supports students to reach their full potential is provided for all our students
- Our community is well informed and actively engaged

Core measures of our strategic success

- There is active involvement in sustainable learning for each child
- Each child recognises the need to see learning as an ongoing process throughout their life
- Learning is valued within our school community
- Staff are reflective practitioners
- There is a 'no blame' culture where individuals try new things and learn from their mistakes
- There are high quality learning outcomes for all students
- Curriculum and learning pedagogy are seen as areas of change and development and are not set in stone
- Collaborative cultures are established within the school and between neighbouring schools where staff share success and failure and learn from others
- Individuals in the school take responsibility for their roles
- Learning outcomes, as measured by tests and standards, improve slowly and consistently as deep learning improves the way staff and students work at learning challenges

Strategic Goal	2018 – 2020 progressions		
The Special Catholic Character of our school is integrated throughout school life.	<ul style="list-style-type: none"> • A greater understanding of our catholic identity and mission 	<ul style="list-style-type: none"> • Deep understanding of what makes Ss Peter & Paul an authentic catholic school 	<ul style="list-style-type: none"> • Our school community is a witness to our special catholic character
Students are engaged in their learning and are supported by their families to achieve educational success.	<ul style="list-style-type: none"> • A collective understanding and commitment to the teaching practices that best support student learning • We are culturally responsive to our community 	<ul style="list-style-type: none"> • Learning is enhanced by approaches that have the capacity to motivate and engage learners • We work in tandem with the influences and expectations from home 	<ul style="list-style-type: none"> • High levels of engagement and achievement for all students • We know we are making a difference for all students • Strong responsive parent school partnerships
Resources are provided that ensure a learning culture and learning environments support students and staff to focus on improved learning outcomes.	<ul style="list-style-type: none"> • A learning environment that encourages commitment and collaboration from all members with a focus on continuous improvement 	<ul style="list-style-type: none"> • A collaborative culture and collective effort that supports student and adult learning 	<ul style="list-style-type: none"> • Deep and sustained school development • Students are able to apply meaningfully learned knowledge and skills flexibly and creatively in different situations
A rich and broad curriculum that supports students to reach their full potential is provided for all our students.	<ul style="list-style-type: none"> • Approaches that develop a learning culture in individuals and the school resulting in deeper levels of understanding and increased motivation for learning 	<ul style="list-style-type: none"> • Coherence and depth within teaching and learning • Greater ability of learners to transfer understanding across different contexts and to address unfamiliar problems 	<ul style="list-style-type: none"> • The learning environment is irresistibly engaging for both students and teachers • A curriculum that is taught with deep understanding and adaptive decision making
Our community is well informed and actively engaged	<ul style="list-style-type: none"> • Parent community well informed and actively encouraged to engage with their children’s learning 	<ul style="list-style-type: none"> • Parents feel we work in partnership with them for the best outcomes for students 	<ul style="list-style-type: none"> • High levels of engagement across our parent community