



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:

aroha
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.	
	Curriculum Delivery Learning and Teaching	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.

Evaluative Practices	Internal evaluation and inquiry	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	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.
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		the specific requirements of our community.	
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 and learning environments support students and staff to create a learning culture that 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"> A deepening 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 Connections with the influences and expectations from home A building understanding of the unique position of the Maori culture in bi-cultural NZ 	<ul style="list-style-type: none"> Learning is enhanced by approaches that have the capacity to motivate and engage learners Cultural responsiveness to our community Development of beliefs, skills and knowledge of bi-cultural NZ for the classroom 	<ul style="list-style-type: none"> High level of engagement and achievement for all students High level of analysis of students progress Strong culturally responsive parent school partnerships NZ's bi-cultural identity is evident across the school and engages our students
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 activated to contribute to their students' learning and the direction of the school 	<ul style="list-style-type: none"> High levels of engagement across our parent community, both informing and supporting student learning
Resources and learning environments support students and staff to create a learning culture that focuses on improved learning outcomes.	<ul style="list-style-type: none"> A broader understanding of how the learning environment can influence engagement, well-being and learning outcomes Expanding our understanding of how we analyse student progress 	<ul style="list-style-type: none"> A collaborative culture and collective effort that supports student and staff learning Deeper analysis of student outcomes to flow from staff collaborations 	<ul style="list-style-type: none"> Students are able to apply deep and authentic learning in connected, flexible and creative ways Relevant and sustained school development
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"> An expanded curriculum to ensure authentic contexts offer rich and relevant opportunities for learning A deepening knowledge of curriculum delivery enhances holistic support of each learner 	<ul style="list-style-type: none"> Curriculum is designed for rich opportunities and coherent pathways for all learners Greater ability of learners to transfer understanding across different contexts 	<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 to promote adaptive decision making

<p>Goal 2</p> <p>Student learning</p> <p>NAG 1</p>	<p>Learning is enhanced by approaches that have the capacity to motivate and engage learners</p> <p>NZ's bi-cultural identity is evident across the school and engages our students</p> <p>Cultural responsiveness to our community</p>	<ul style="list-style-type: none"> • Improvement plan to support those students who experience difficulty with the foundation areas of writing and mathematics – see separate plan • Support an approach to the teaching of reading which brings together the explicit teaching of phonics and an integration of this teaching into the reading programme through using decodable texts. • All teaching staff participate in Kura Ahurea, a cultural support programme for schools which helps teachers to design and shape a curriculum that includes te reo Maori, alongside other learning areas and acknowledges its value • When designing local curriculum teachers will ensure it is inclusive and values language, culture and identity 	<p>Teachers share data and other relevant information to support progress for all our learners especially those with learning needs</p> <p>Teachers, support staff, experts and parents communicate effectively to develop goals and a meaningful, engaging learning plan to motivate students with learning needs</p> <p>Increased use of te reo Maori Greater understanding of the Treaty and its impact on our life in NZ</p> <p>Positive, respectful and meaningful relationships are developed with all our cultural groups</p> <p>Our classrooms and school environment reflect and celebrate the language, culture and identity of our students</p> <p>All students can see themselves in the curriculum</p>
<p>Goal 3</p> <p>Resource management</p> <p>NAG 3 Personnel</p> <p>NAG 4 Finance and Property</p>	<p>A collaborative culture and collective effort that supports student and staff learning</p>	<ul style="list-style-type: none"> • Work within a cluster of other local schools to develop a Learning Support Delivery Model • Professional learning to support the school wide implementation of the depth and complexity framework as a means to realise our school vision of nurturing creative and critical thinkers • High quality professional learning opportunities provided by external expertise targeting specific individual, group and school wide needs and direction 	<p>Collaborative relationships operate effectively both within and across schools to further improve student outcomes</p> <p>Consistent approach to providing a school wide environment that supports personal, social and academic growth</p> <p>Structures and processes that support school wide professional learning communities -Quality Learning Circles and Spirals of Inquiry provide</p>

	<p>Deeper analysis of student outcomes to flow from staff collaborations</p>	<ul style="list-style-type: none"> • Continue to develop on-site expertise through processes and protocols around our inquiry group work, quality learning circles and curriculum reviews • Monitoring of progress of student outcomes at classroom, area and school wide level continue to recognise the contributions of student voice: learning conferences, written report, self-assessment, surveys • Strengthen evaluative processes to ensure we maximise the teacher aide time available across the school • Coherent school wide plan to ensure the planned purchase of devices is pedagogically sound and provides value for money for the school • Our classroom environment provide flexibility for the learning needs of all our students 	<p>opportunities for teachers to collaborate and develop high quality thinking and reflection on their practice resulting in improved outcomes for all students</p> <p>Redesigned classroom environments and the purchasing of furniture and resources reflect the underlying pedagogical aims</p> <p>Our teacher aides are recognised as an essential part of our teaching teams</p> <p>Resources, furniture and spaces are utilised to encourage the collaborative culture of the classroom.</p> <p>Increased capacity of students and staff to work individually and collaboratively demonstrating improved critical and creative thinking</p>
<p>Goal 4</p> <p>Curriculum Delivery</p> <p>Internal evaluations</p>	<p>Curriculum is designed for rich opportunities and coherent pathways for all learners</p> <p>Greater ability of learners to transfer understanding across different contexts</p>	<ul style="list-style-type: none"> • All teachers will engage in professional learning in a depth and complexity framework that will support a learning environment that nurtures deeper and higher level thinking, encourages scholarly habits, activates and builds on prior knowledge and the development of capabilities. • Our curriculum reviews for Social Sciences and Literacy (reading and spelling) will include the explicit need for pedagogical content knowledge using the latest research from NMSSA and Enhancing Literacy Learning Outcomes for Beginning Readers: Research Results and Teaching Strategies (which has influenced the Ministry's decision to rewrite the early reader 	<p>Students will be provided with a more coherent curriculum and important learning will not be left to chance</p> <p>Learning is less fragmented and therefore better retained</p> <p>Students learning will deepen as they progress through the school</p> <p>Students will be able to transfer their learning across different contexts</p>

<p>and inquiries</p> <p>NAG 2 NAG 2A</p>		<p>books.</p> <ul style="list-style-type: none"> • Curriculum planning seeks authentic, localised contexts for learning to carry broader themes and concerns • Teachers will work collaboratively to design curriculum which links learning and shows students how Learning Areas are connected • The embedding of our library inquiry teaching vision and information insight model supported through our inquiry team and in conjunction with the depth and complexity work. • The Digital Inquiry Team will implement the recommendations from 2019, acknowledging that from 2020 teachers are expected to be fully implanting the new Digital Technologies Curriculum. 	<p>Learning pathways have a layered approach which build from holistic foundation learning through to wider depth and abstraction, problem based learning</p> <p>Students are provided with multiple opportunities to identify and develop their strengths and interests</p>
<p>Goal 5</p> <p>Community</p> <p>NAG 1</p>	<p>Parents activated to contribute to their students' learning and the direction of the school</p>	<ul style="list-style-type: none"> • Continue to develop systems for reporting to parents on progress and achievement across the curriculum on a regular and on-going basis • Be aware of and utilise the tools being developed such as the curriculum progress markers, which will provide a holistic picture for teachers and parents of a child's learning in the foundation areas along with their social and emotional development • Continue to strengthen our systems for raising and resolving problems to ensure a partnered response to issues as they arise • Continue to increase the opportunities for parents to engage with the school: surveys, meetings, on-line and community gatherings particularly as we develop our new strategic plan and strengthen our local curriculum • Establish manageable and effective platforms for communicating with parents around their children's learning in an on-going manner 	<p>Parents and whanau are engaged to participate in our community surveys. Their ideas both reflect our learning conversations as well as informing our future direction.</p> <p>Our school is a positive learning environment that promotes wellbeing and where the whole learning community, including families and whānau, is involved</p> <p>Parents are receptive to issues raised about their child and teachers approach families sensitively, open to new information and understanding.</p> <p>Parents and whanau experience a variety of opportunities that involve students performing or sharing their learning.</p>
		<p>MAORI COMMUNITY</p>	

<p>Te Reo Māori me ona Tikanga</p>	<p>Our Māori students experience an education that reflects and values their identity, language and culture</p> <p>Te Reo and Tikanga Māori programmes are valued by members of our school community</p> <p>The engagement and contribution of whanau is recognised and valued</p>	<ul style="list-style-type: none"> • Continue to engage our school whanau and keep them well informed of the progress of our on-going initiatives; proactively seeking their support and guidance <p>CLASSROOM</p> <ul style="list-style-type: none"> • Teachers' participation in the Kura Ahurea programme and subsequent integration of te reo me ona tikanga Māori in their classroom programmes • Our students continue their learning on local Māori history to build a knowledge base for a conceptual understanding of Te Tiriti o Waitangi <p>SCHOOL WIDE</p> <ul style="list-style-type: none"> • Establishment of correct structure and protocols for all gatherings such as welcoming whanau, holding hui, powhiri etc • Our school wide Kapa Haka group will continue to develop with an established repertoire of waiata, poi and haka • Continued development of the PB4L framework as a consistent model for managing behaviour and alignment of our school values will strengthen culturally responsive practice across the school, in classrooms and playgrounds 	<ul style="list-style-type: none"> • Positive response by Whanau at 2020 Hui - a sense of shared decision-making. • Teachers feel supported to extend themselves further by the professional learning provided • All students and staff finish the year operating at least at Level 1 of te reo Māori • The development of identity and culturally responsive pedagogy is enhanced through our efforts with te reo Māori • Parents and whanau experience a variety of opportunities that involve students performing or sharing their learning.
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