



Ss Peter and Paul School
Charter and Strategic Plan
2021-2023



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).

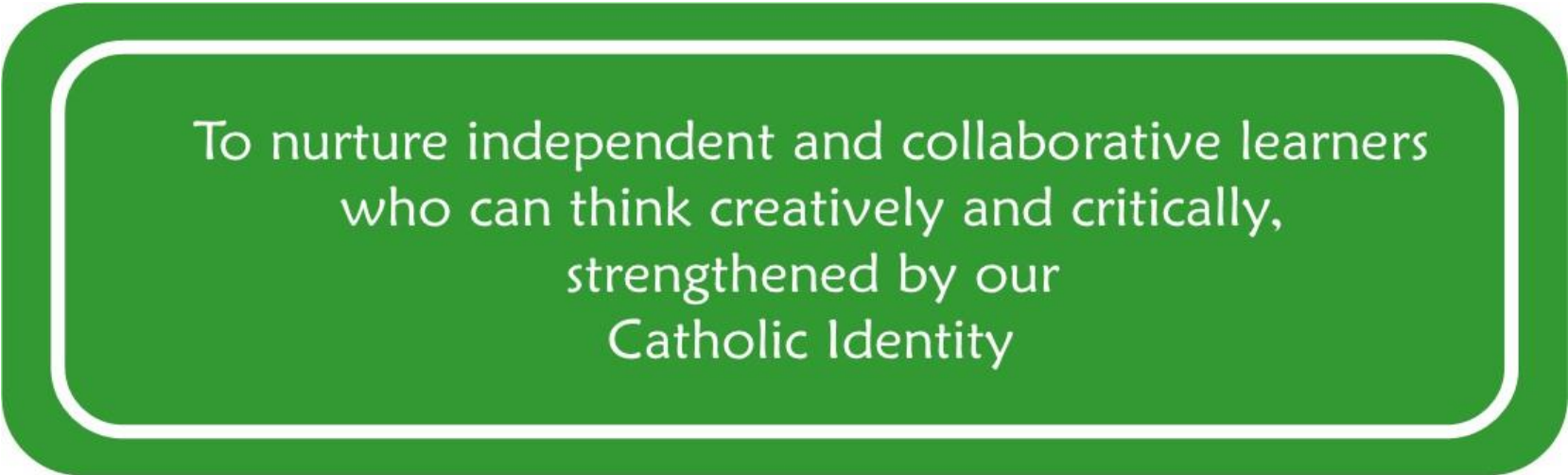
The students enrolled at Ss Peter & Paul School reveal something of the way in which the Gospel infuses every culture and aspect of society. The roll makeup reflects the rich diversity of the multi-cultural community in which the school is centred. School enrolment, in the main, encompasses the original 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



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

aroha

- Be kind and fair to everyone
- Understand others. Be inclusive and learn from one another
- Work together! Support one another to be the best that we can be
- Have the courage to speak and act with honesty

stewardship

- Do 'small things with great love' around your local area
- Take action! Make a positive difference
- Be a kaitiaki of others and our world
- Enjoy and explore our beautiful world

joy

- Be adventurous and try new things constantly
- Stick to it! Learn to keep going even if it's hard and have fun figuring it out
- Be curious about learning and life - ask questions and seek answers
- Laugh a little! Be able to laugh at yourself

faith

- Recognise God's love for us in those we meet every day
- Be Jesus to others even when they make it hard
- Choose to serve others in little things even when no one will notice
- Try to recognise and do the right thing

Strategic Goals

- We love our Catholic Identity
- We honour Te Tiriti o Waitangi
- Our approach to learning, empowers our learners to be the best they can be
- We work in partnership with our whānau
- Our school is a vibrant and valued part of our local community



Strategic Goal	2021 – 2023 progressions		
<p>We live our Catholic Identity</p>	<p>Progress the change for teaching Religious Education towards a cohesive and interwoven curriculum</p> <p>Clearly connect our school values with our behaviour expectations and restorative resolutions</p> <p>Offer opportunities for our families to experience a catholic identity</p>	<p>Deliver catholic education through a cohesive and interwoven curriculum</p> <p>Ensure students, staff and parent community have a greater understanding of the source of our school values</p> <p>Increase family engagement and deepen understanding of catholic identity</p>	<p>Empower our students to experience a rich catholic education underpinned by authentic contexts for faith in action</p> <p>Strengthen learning behaviours and restorative resolutions by the conviction of our school values</p> <p>Build and strengthen our families' connection to catholic faith</p>
<p>We honour Te Tiriti o Waitangi</p>	<p>In designing enriched curricula, give effect to Ka Hikitia & Tau Mai te Reo strategies as well as incorporating Te Reo Maori & tikanga Maori development and NZ Histories from Maori perspectives</p> <p>Deepen our collective understanding of Treaty articles and principles</p>	<p>In designing and delivering enriched curricula, create coherence between NZC and Te Hurihanganui</p> <p>Identify how deepened understanding of Treaty articles and principles can enhance engagement and achievement for all learners</p>	<p>Ensure students have a meaningful awareness of Te Ao Maori that links their understandings of faith, culture, diversity and identity</p> <p>Continue to apply our deepened understandings of Treaty articles and principles into our classroom practices</p>
<p>Our approach to learning, empowers our learners to be</p>	<p>Support educators to design and deliver an appropriate and integrated curriculum, recognising the links across and within learning areas using an authentic inquiry</p>	<p>Enhance learning by ongoing exploration of approaches that have the capacity to motivate and engage learners for higher success</p>	<p>Provide an integrated and coherent curriculum that ensures high levels of engagement and achievement for all students</p>

<p>the best they can be</p>	<p>based approach</p> <p>Begin to co-construct the design of student learning developing tools and ideas to support greater independence</p> <p>Examine and apply processes for student assessment and deeper evaluation of all learning opportunities</p>	<p>Guide students to have more input into the design process, supported by teachers with increasing knowledge of the Depth and Complexity Framework</p> <p>Establish effective processes for student assessment and deeper evaluation of all learning opportunities</p>	<p>Empower students to use the Depth and Complexity Framework to dig deeper into their learning with increasing independence.</p> <p>Interpret and review findings from effective processes for student assessment and deeper evaluation of all learning opportunities. Apply learnings.</p>
<p>We work in partnership with our whānau</p>	<p>Encourage a school and whanau relationship that is focused on identifying and supporting social and emotional well-being, recognising concepts of success beyond academic for all learners</p> <p>Continue to acknowledge and celebrate the diversity of culture, language and identity within our classrooms and across our school</p>	<p>The channels are open between school and whanau so both parties have confidence that social and emotional well-being needs are being addressed</p> <p>Extend our connections with whanau to deepen our understanding of the diverse experiences of our learners</p>	<p>Through working together, the social and emotional well-being of students are met so learning outcomes for all students are enhanced</p> <p>Integrate the cultural experiences of our community into our curriculum to offer a broad range of perspectives to support tolerance, inclusiveness and wider understanding</p>
<p>Our school is a vibrant and</p>	<p>From within the wider curriculum, build an understanding of the principles of social justice in authentic contexts to enable faith in action</p>	<p>Deepen our students' understanding of social justice ensuring all students experience the opportunity to be of service to their community</p>	<p>Ensure our students have an age appropriate understanding of the principles of social justice and feel empowered to bring about meaningful change for good.</p>

valued part of our local community	<p>Respecting privacy, identify areas of disadvantage and need within our community, while acknowledging the complexities surrounding these issues.</p> <p>Co-construct what it would look like for the school being known within the local community for its students living their school vision and values</p>	<p>Remove barriers for disadvantaged families at our school to promote fairness and dignity</p> <p>Maintaining and / or progressing towards the school being known within the local community for its students living their school vision and values</p>	<p>Further develop support options that will help future disadvantaged families experience our catholic values in action</p> <p>The school is known within the local community for its students living their school vision and values</p>
------------------------------------	--	--	---

Ss Peter & Paul Annual Plan 2021

Area	Objectives	Actions	Progress and outcomes
<p>Goal 1</p> <p>We live our Catholic Identity</p>	<p>Progress the change for teaching Religious Education towards a cohesive and interwoven curriculum</p> <p>Clearly connect our school values with our behaviour expectations and restorative resolutions.</p>	<ul style="list-style-type: none"> Take an active role in the trial and development of 'To Tatou Whakapono – Our Faith' Regularly update staff understanding of pedagogical ideas in the teaching of RE Utilise PD opportunities for all staff such as Having Life to the Full, RE501 for beginning teachers / teachers new to Catholic Schools Ensure high visibility throughout school and shared with parent community through the newsletter Work with the staff to unpack what each means and ways they can be taught in the classroom so they become embedded into the classroom culture and learning programme. 	<p>We will have a working knowledge of the new RE curriculum</p> <p>Increased and knowledge and skill across our staff</p> <p>By mid-year we would have most of this up and running but by the end of the year having it more consistently demonstrated and understood by staff, children and parents.</p>

	Offer opportunities for our families to experience a catholic identity	<ul style="list-style-type: none"> • Extend whanau invitations to attend Area / School-wide celebrations where our Catholic Identity is evident – school / parish Masses, assemblies and celebrations, Area Liturgy and Karikia • Continue to use Family Ministry to encourage and support the Faith development of our whanau 	<p>Our school mission, vision and values are visible to others</p> <p>Our families feel an increased sense of belonging to our school and parish community</p> <p>Our parents have access to knowledge through 'Building Families of Faith' Faith formation programme run by the Archdiocesan Family Ministry.</p>
<p>Goal 2</p> <p>We honour Te Tiriti o Waitangi</p>	<p>In designing enriched curricula, give effect to Ka Hikitia & Tau Mai te Reo strategies as well as incorporating Te Reo Maori & tikanga Maori development and NZ Histories from Maori perspectives</p> <p>Deepen our collective understanding of Treaty articles and principles</p>	<ul style="list-style-type: none"> • Create authentic purpose for using learnt tikanga me kawa showing our bi-cultural commitment to Te Tiriti • Embed the kawa of our local iwi • We have a repertoire of waiata that we sing confidently across the school, specific to these authentic occasions • Through kura ahurea we (kaiako and tamariki) are collectively learning te reo through a progressive framework, building on prior knowledge • Take an active role in the trial and development of NZ Histories • Begin the journey to pursue the creation of a school waiata 	<p>Our students and staff participate fully and confidently in authentic contexts to be able use te reo me tikanga with confidence and appropriateness</p> <p>All students and staff have a deep understanding and connection to our Manu whenua</p> <p>After two years of the Kura Ahurea programme our students (year 3 and above) will be able to progress onto Level 2.</p> <p>All staff and students embed the tikanga that is appropriate to the school environment and respectful towards Maori</p>
<p>Goal 3</p> <p>Our approach to learning, empowers our learners</p>	<p>Support educators to design and deliver an appropriate and integrated curriculum, recognising the links across and within learning areas using an authentic inquiry based approach</p>	<ul style="list-style-type: none"> • School wide participation in trialling NZ Histories curriculum and making connections to Social Sciences • On-going inquiry work with Social Sciences curriculum • New inquiry into mathematics teaching and learning 	<p>Teachers contribute nationally to an important piece of work and gain an understanding of the critical aspects of their practice that will improve outcomes for Maori students.</p> <p>Teachers experience the prototype for the future refresh of the NZ Curriculum</p>

<p>to be the best they can be</p>	<p>Begin to co-construct the design of student learning developing tools and ideas to support greater independence</p> <p>Examine and apply processes for student assessment and deeper evaluation of all learning opportunities</p>	<ul style="list-style-type: none"> • Introduction and use of a universal concept across the school, driven by 'big ideas' to add depth and breadth within learning areas and across the curriculum. • Each teacher develops the students' critical thinking skills through explicit teaching and use of the depth and complexity tools. • Once tools have been taught and used across the curriculum students are encouraged to independently select and use the most appropriate ones where necessary to support them with their learning. • Review current components of school entry assessments to better inform teachers about the needs of individual students which will be reflected in the design and delivery of learning programmes • Continue with the development of our school-wide learning support delivery model – role definitions, identification procedures utilising new tools becoming available, appropriate support and storage of data • Contribute to the work of our local cluster learning support delivery model 'Puni Kura' through attendance at cluster meetings and trialling of cluster register 	<p>We are informed and participate in the national discussion about mathematics learning and teaching while at the same time reviewing and adapting our current practices</p> <p>The universal concept and 'big ideas' are on display in the classroom. They are used throughout the year by the teachers and students to examine ideas closely and determine how they relate to the concept. Different curriculum content is used to explore the 'big ideas' and universal concept in depth.</p> <p>Depth and complexity tools are on display and used weekly in the classroom to deepen students' understanding and learning across the curriculum. Students will independently use the tools to move towards expert knowledge of the content in different learning areas.</p> <p>School entry assessment information informs a differentiated learning programme that meets the needs of the students</p> <p>Our learning support register is aligned to the NZ standardised learning support register, uses the common language and fields and strengthens school wide learning support</p> <p>Our contribution to the wider needs of our local cluster is useful and valued</p>
-----------------------------------	--	--	--

		<ul style="list-style-type: none"> • Provide for support for Sarah to successfully complete 2 Post Grad papers towards a PG Dip Specialist Teaching) Learning and Behaviour) programme 	<p>We use the most recent literature and other sources of evidence in the on-going support we provide for students</p>
<p>Goal 4</p> <p>We work in partnership with our whānau</p>	<p>Encourage a school and whanau relationship that is focused on identifying and supporting social and emotional well-being, recognising concepts of success beyond academic for all learners</p> <p>Continue to acknowledge and celebrate the diversity of culture, language and identity within our classrooms and across our school</p>	<ul style="list-style-type: none"> • Inquiry and review into the learning and teaching of Health with a particular focus on mental health and the newly released Relationships and Sexuality Education guide for teachers, leaders and BOTs • Ensure consistent implementation of He Mapuna te Tamaiti – Supporting Social and Emotional Competence in Early Learning for our year 1 & 2 students • Continue to build on the ways we Identify and celebrate the many cultures we have in the school. Celebrate each at appropriate times of the year and through a range of ways. 	<p>Delivery of high quality programmes covering relationships and sexuality with a focus on well-being</p> <p>A strengthened and more cohesive mental health programme is provided for all students, aligned with the Health and PE curriculum</p> <p>The key competencies of managing self and relating to others are demonstrated effectively by our Year 1 & 2 students</p> <p>All teachers are aware of the cultural diversity within their classroom and respond to this through authentic curriculum design that both celebrates each culture and motivates all students to seek greater understanding and knowledge</p> <p>Our environment reflects the cultural diversity of our school through visual displays of learning, art and artefacts</p>
<p>Goal 5</p> <p>Our school is a vibrant and valued part of our local community</p>	<p>From within the wider curriculum, build an understanding of the principles of social justice in authentic contexts to enable faith in action</p>	<ul style="list-style-type: none"> • Work with a range of resources including personnel such as Caritas to explore and build a conceptual understanding of social justice • Build a Catholic perspective into a greater range of learning contexts across the curriculum 	<p>Students develop an understanding of their responsibilities as global citizens</p> <p>Students have opportunities to support a range of initiatives in response to community needs</p> <p>Students are able to apply Depth and Complexity tools to consider the ethics and perspectives of</p>

	<p>Respecting privacy, identify areas of disadvantage and need within our community, while acknowledging the complexities surrounding these issues.</p> <p>Co-construct what it would look like for the school being known within the local community for its students living their school vision and values</p>	<ul style="list-style-type: none"> • Regular reminders in the newsletter about help available for Attendance Dues • Continue to address barriers that the purchase of school uniform can bring – donated second hand uniform offered to parents at the end of each term • Form student leadership in their support of outreach initiatives • Support the work of Te Awakairangi Parish within our local community through involvement in fundraising for St Vincent de Paul, Caritas, and other worthy causes • Visit local rest homes to provide company and entertainment 	<p>Catholic teachings incorporating our school values, to a range of learning contexts and concepts</p> <p>Families’ financial concerns are somewhat alleviated</p> <p>Staff are aware of families’ needs and discretely advocate for equity</p> <p>Christian Service Leaders have clarity and understanding of the work they do and its alignment to our school vision and values</p> <p>Students experience a range of outreach opportunities</p>
--	--	--	---