



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



Our school vision is:

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

aroaha

- 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		
We live our Catholic Identity	<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>
We honour Te Tiriti o Waitangi	<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>
Our approach to learning, empowers our learners to be	Support educators to design and deliver an appropriate and integrated curriculum, recognising the links across and within learning areas using an authentic inquiry	Enhance learning by ongoing exploration of approaches that have the capacity to motivate and engage learners for higher success	Provide an integrated and coherent curriculum that ensures high levels of engagement and achievement for all students

the best they can be	<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>
We work in partnership with our whānau	<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>
Our school is a vibrant and	<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>
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Ss Peter & Paul Annual Plan 2022

Area	Objectives	Actions	Progress and outcomes
Goal 1 We live our Catholic Identity	<p>Increase our capability to deliver catholic education through a cohesive and interwoven curriculum</p> <p>Clearly connect our school values with our behaviour expectations and restorative resolutions.</p> <p>Ensure students, staff and parent community have a greater understanding of our framework 'Living and Learning by our Values' and how this permeates and influence school</p>	<p>Work with our RE adviser to further develop consistent planning and delivery of RE by using the Depth and Complexity framework, the RE Bridging Document, and through links in other learning areas</p> <p>Utilise PD opportunities for all staff such as Having Life to the Full, RE501 for beginning teachers / teachers new to Catholic Schools</p> <p>Ensure high visibility of school values physically throughout the school and in the school newsletter</p> <p>Make clear connections for our students between our school values and our behaviour expectations and restorative resolutions, which are communicated to our parent community through our website and the school newsletter</p>	<p>All teachers will have working knowledge of the new RE curriculum and have the tools to teach and integrate it in meaningful classroom programmes</p> <p>Increased knowledge and skill across our staff as a whole</p> <p>Our school mission, vision and values are visible to students, families and other visitors to our school</p> <p>By mid-year staff, children and parents understand we have a framework for behaviour expectations which is underpinned by our values and consistent across the school.</p> <p>By the end of the year students, staff and parents</p>

	<p>interactions</p> <p>Offer opportunities for our families to experience a catholic identity to deepen understanding</p> <p>Increase family engagement</p>	<p>Support new staff to understand and implement our framework so this is both explicitly taught and embedded into classroom culture.</p> <p>Develop clear links between our school values with the Gospels and supporting writings including messages from Pope Francis, Cardinal John, Fr Patrick, Te Motu to ensure there is an understanding of the source of our catholic values</p> <p>Extend whānau invitations to attend Area / School-wide celebrations where our Catholic Identity is evident such as school / parish Masses, assemblies and celebrations, Area Liturgy and Karakia</p> <p>Continue to use Family Ministry to encourage and support the faith development of our whānau</p>	<p>consistently demonstrate understanding of the framework itself.</p> <p>Families feel an increased sense of belonging to our school and parish as a catholic community</p> <p>Our families have access to knowledge through the '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 and delivering enriched curricula, create coherence between NZC and Ministry of Education strategies</p> <p>Identify how deepened understanding of Treaty articles and principles can enhance engagement and achievement for all learners</p>	<p>Build on staff understanding and knowledge of te reo me ona tikanga Māori so they can have confidence to transfer their knowledge to ākonga in their class and across the school.</p> <p>Increase our staff's understanding and connection to our local region. There is a need for deep understanding as our region is complex.</p> <p>Provide in depth and on-going support for staff to develop a consistency of understanding & culturally responsive practices across the school</p> <p>Develop ongoing induction support for new teachers, staff & whanau in understanding our local curriculum and practices.</p> <p>Provide support for staff to deepen their understanding of Te Tiriti o Waitangi & what that means for all Learners (Akonga) staff, whanau, and</p>	<p>Te Reo & Tikanga is 'normalised' as part of our students' identity in living in Aotearoa</p> <p>Staff are motivated and passionate about local stories, te reo and mana whenua tikanga and this then transfers to their practices in the classroom and their interactions with our community/whanau.</p> <p>Our Maori students know their history, their whakapapa, their own culture and their leadership is nurtured and grown</p> <p>All students across the school lead the change/understanding of what authentic partnership means through the lens of Mana Whenua in relation to Te Tiriti o Waitangi.</p> <p>Teachers have a deepened understanding and</p>

		<p>students.</p> <p>Continue to deepen our understanding and strengthen authentic relationships with mana whenua</p>	<p>perspectives/experiences of Te Ao Maori and how this impacts on our classroom practices.</p>
<p>Goal 3</p> <p>Our approach to learning, empowers our learners to be the best they can be</p>	<p>Enhance learning by ongoing exploration of approaches that have the capacity to motivate and engage learners for higher success</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>Engage with the refreshed Social Sciences curriculum to incorporate new perspectives in the NZ Histories curriculum, and to enhance deeper literacy and information skills through integration in this area</p> <p>Continue to enrich our teaching and learning in mathematics and statistics with reference to Ministry Expert Advisory Panel advice in this learning area</p> <p>Continue to develop teaching practices that stimulate engaged learning conversations between students in response to rich tasks, curious questions and interests-led inquiry.</p> <p>Continue to use a universal concept across the school, driven by 'big ideas' to add depth and breadth within learning areas and across the curriculum.</p> <p>Provide support to staff in the teaching of Depth and Complexity tools to maximise consistency and effectiveness.</p> <p>Develop critical and creative thinking skills through explicit teaching that includes the use of depth and complexity tools.</p> <p>Encourage students to be independent in the selection and use of available tools to give them greater autonomy over their learning</p>	<p>We offer a curriculum that upholds our obligations under Te Tiriti in both content and approaches</p> <p>Teachers experience the prototype for the future refresh of the NZ Curriculum</p> <p>We are informed and participate in the national discussion about mathematics learning and teaching while reviewing and adapting our current practices</p> <p>We see and hear lively classrooms where children are engaged in talking about relevant content as they draw new understandings from each other.</p> <p>Universal concepts and 'big ideas' are on display in classes. Through the year teachers and students examine these ideas closely and determine how they relate to the concept. Different curriculum content is used to explore 'big ideas' and universal concepts 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.</p> <p>Students will independently use the tools to move towards expert knowledge of the content in different learning areas.</p>

	<p>Establish effective processes for student assessment and deeper evaluation of all learning opportunities</p>	<p>Continue to 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</p> <p>Continue to develop our school wide learning support delivery model including role definitions, identification procedures utilising new tools, accessing and putting in place appropriate support and data storage</p> <p>Provide for support for Sarah to successfully complete 2 Post Grad papers towards a PG Dip (Specialist Teaching) Learning and Behaviour) programme</p> <p>Continue to review our school-wide assessment processes for relevance and effectiveness, ensuring assessment is always meaningful in the greater cycle of student- centred teaching and learning.</p>	<p>School entry assessment information informs a differentiated learning programme that meets student needs</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 to develop independence and confidence for all our learners</p> <p>Our practices for learning and behaviour are well researched and align with our goal to live by our Catholic identity</p> <p>We use the most recent literature and other sources of evidence in the on-going support we provide for students</p> <p>Our students, teachers and parents are actively involved in ensuring our assessment is useful and relevant</p>
<p>Goal 4</p> <p>We work in partnership with our whānau</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>Teachers reach out to communicate with families about learning and behaviour issues that are impacting on relationships.</p> <p>Communicate our structured and consistent approach to restorative practices at all levels</p> <p>Continue to strengthen our health programmes and inform our parent community through newsletters, sharing of learning</p> <p>Continue to strengthen the ways we gather student</p>	<p>Stronger relationships between school and home.</p> <p>Deeper understanding within the wider school community of our approach to learning and behaviour concerns.</p> <p>A more unified and constructive approach</p> <p>A vibrant and happy school</p> <p>All teachers are aware of the cultural diversity within their classroom and respond to this</p>

	Extend our connections with whanau to deepen our understanding of the diverse experiences of our learners	<p>and parent voice on social and emotional well-being needs</p> <p>Continue to build on the ways we acknowledge and celebrate the many cultures we have in the school.</p> <p>Create opportunities to invite whanau into our school to be a part of a range of events and celebrations and have fun together</p>	<p>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>Continue to build and deepen an understanding of the principles of social justice in authentic contexts as faith in action</p> <p>Continue to remove barriers for disadvantaged families at our school to promote fairness and dignity.</p> <p>Continue to develop a school culture where students are known in the local community for living their school vision and values</p>	<p>Continue to integrate opportunities for a deeper understanding of social justice into the wider curriculum</p> <p>Continue to make links between personal acts of kindness and wider issues of social justice</p> <p>Continue to promote a school-wide behaviour management plan that is underpinned by our Catholic values in action</p> <p>Continue to build a Catholic perspective into a greater range of learning contexts across the curriculum</p> <p>Continue to include regular newsletter reminders about help available for Attendance Dues</p> <p>Continue to address barriers around purchasing the school uniform – donated second hand uniform to be offered to parents at the end of each term</p> <p>Review wording and processes to ensure families feel empowered, included and supported</p> <p>Continue to empower student leadership to take initiative in developing outreach opportunities</p> <p>Support the work of Te Awakairangi Parish through involvement in fundraising for St Vincent de Paul, Caritas, and other worthy causes</p>	<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 Catholic teachings incorporating our school values, to a range of learning contexts and concepts</p> <p>Students recognise individual behaviour can reflect values that shape behaviour on a global scale</p> <p>Some financial concerns are lessened for families</p> <p>Staff are aware of families' needs and discretely advocate for equity</p> <p>Families feel respected and supported without shame</p> <p>All students have clarity and understanding of the work they do as leaders and its alignment to our</p>

		Through art and literacy empower students to acknowledge, support or protest action in the community	<p>school vision and values</p> <p>Students experience a range of outreach opportunities</p> <p>Students feel empowered to have a voice in the community to make change for good</p>
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