



**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 are creative, critical and caring in their thinking,  
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 live 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  |   |   |
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| 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 &amp; Tau Mai te Reo strategies as well as incorporating Te Reo Maori &amp; 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   |

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| 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>  |

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| 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 Implementation Plan 2023

| Area   | Objectives  | Actions   | Progress and outcomes   |
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| <b>Goal 1</b><br><br>We live our Catholic Identity | Increase our capability to deliver catholic education through a cohesive and interwoven curriculum from a committed and knowledgeable staff | <p><b>Action 1:</b><br/>Unpack the recommendations of the Catholic Character review and the implementation plan - This includes the delivery of the new RE Curriculum, by the teachers. The Working Retreat for DRS in week 5, will be an opportunity to discuss the new RE Curriculum document and its 2024 implementation</p> <p>Complete the <a href="#">Alpha</a> programme as a staff– a programme designed to take people on a journey of faith over multiple weeks. Each session covers a key element of the gospel and leaves space for people to explore their questions about life, faith and God.</p> <p>Implement a more strategic approach to getting every teacher to classroom level accreditation and then leadership level. Investigate more opportunities for</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>Deeper connection to our Christian Faith and a willingness to learn more</p> |

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|               | <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 interactions, including restorative resolutions</p> <p>Increase family engagement and deepen understanding of catholic identity</p> | <p>staff members to undertake professional development, to further their qualifications in Religious Education and Catholic Special Character.</p> <p>Utilise PD opportunities for all staff such as Having Life to the Full, foundation level for beginning teachers / teachers new to Catholic Schools, exploring the new RE curriculum</p> <p><b>Action 2:</b><br/>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>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><b>Action 3:</b><br/>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. A new initiative - Grandparents Liturgy in the Nikau area - a great opportunity to invite families to join in the liturgy and celebrate Grandparents Day.</p> <p>Continue to deepen our relationship with our Parish and Arch Diocesan Teams to encourage and support the faith development of our whānau</p> | <p>Our school mission, vision and values are visible to students, families and other visitors to our school</p> <p>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>Families feel an increased sense of belonging to our school and parish as a catholic community through their involvement with Liturgy, prayer, their children's sacramental journey, general school communication and gatherings</p> |
| <b>Goal 2</b> | Ensure students have a meaningful awareness of Te Ao   | <p><b>Action 1:</b><br/>Through our PLD with mana whenua (Te Wharewaka Poneke) we will:</p>  | Te Reo & Tikanga is 'normalised' as part of our students' identity in living in Aotearoa  |





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|  | <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>Interpret and review findings from effective processes for student assessment and deeper evaluation of all learning opportunities. Apply learnings.</p> | <p>response to rich tasks, curious questions and interests-led inquiry.</p> <p><b>Action 2</b><br/>Continue to embrace a universal concept across the school, driven by ‘big ideas’ to add depth and breadth across the curriculum.</p> <p>Provide ongoing support to staff in the teaching of Depth and Complexity tools to ensure consistency within teams and effectiveness across the whole school.</p> <p>Develop critical and creative thinking skills underpinned by the principles of Information Insight, Growth Mindset and The Behaviours, Attitudes and Dispositions for Learning.</p> <p>Continue to build the scope and function of the library beyond Warepukapuka to Te Puna O Matauranga to support deeper and wider learning throughout the school.</p> <p>Enable students to be independent in the selection and use of all available tools to give greater autonomy in learning.</p> <p><b>Action 3</b><br/>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><b>Action 4</b><br/>Continue to review our school-wide assessment processes for relevance and effectiveness, ensuring assessment is always meaningful in the greater cycle</p> | <p>The universal concept is on display in and is included in a range of different ways and contexts in every classroom.</p> <p>Depth and complexity tools are on display and used weekly in classrooms to support deeper understandings and richer learning across the curriculum. Students are familiar with the Depth and Complexity tools.</p> <p>Students exhibit active thinking skills that enable them to solve problems effectively in a range of creative ways.</p> <p>Staff are supported to continue investigating the wider dispositions for effective learning (CPM).</p> <p>Staff and students experience the library as a welcoming space and positive resource that supports learning in all curriculum areas especially literacy and Information Insight</p> <p>Students feel empowered to choose which tools will best match their independent learning and feel confident to discuss these choices.</p> <p>Our students, teachers and parents are actively involved in ensuring our assessment is useful and relevant</p> |
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|  |   | of student- centred teaching and learning.   |  |
| <p><b>Goal 4</b></p> <p>We work in partnership with our whānau</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><b>Action 1</b></p> <p>Teachers communicate with families about learning and behaviour issues that are impacting on relationships and learning, including a school wide focused strategy on engagement and attendance</p> <p>Support new staff to understand and implement our values’ framework so this is both explicitly taught and embedded into classroom culture.</p> <p>Deepen our communication to the community on our structured and consistent approach to restorative practices which is underpinned by our Catholic values in action at all levels</p> <p>Continue to strengthen the ways we gather student and parent voice on social and emotional well-being needs using resources such as Mental Health Education</p> <p><b>Action 2</b></p> <p>Continue to build on the ways we acknowledge and celebrate the many cultures we have in the school using resources such as outcomes of ERO’s Responding to Diverse Cultures, MoE’s community partnership learning hubs</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>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 unified and constructive approach which supports a vibrant and engaging place to be for all the school community</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 and community gatherings reflect the cultural diversity of our school through visual displays of learning, art and artefacts, master class opportunities</p> |
| <b>Goal 5</b>  | Continue to build and deepen an understanding of the principles of social justice in authentic contexts as faith in   | <p><b>Action 1</b></p> <p>Continue to integrate opportunities for a deeper understanding of social justice into the wider curriculum; building a Catholic perspective into a</p>   | Students develop an understanding of their responsibilities as global citizens and have opportunities to support a range of initiatives in response to community needs   |

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| <p>Our school is a vibrant and valued part of our local community</p> | <p>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>greater range of learning contexts across the curriculum</p> <p><b>Action 2</b><br/>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<br/>Review wording and processes to ensure families feel empowered, included and supported</p> <p><b>Action 3</b><br/>Continue to empower student leadership to take initiative in developing outreach opportunities<br/>Support the work of Te Awakairangi Parish through involvement in fundraising for St Vincent de Paul, Caritas, and other worthy causes</p> <p>Through art and literacy empower students to acknowledge, support or protest action in the community</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>Staff are aware of families' needs and discretely advocate for equity to support families to feel respected and supported without experiencing feelings of shame</p> <p>All students have clarity and understanding of the work they do as leaders and its alignment to our school vision and values<br/>Students experience a range of outreach opportunities and feel empowered to have a voice in the community to make change for good</p> |
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| Signs of progress   |  |
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| Qualitative data  | Quantitative data  |
| <ul style="list-style-type: none"> <li>• annual well-being@school survey</li> <li>• cultural surveys</li> <li>• on-going engagement levels</li> <li>• on-going internal evaluations</li> <li>• Professional growth cycle</li> </ul> | <ul style="list-style-type: none"> <li>• progress &amp; achievement data</li> <li>• attendance data</li> <li>• accreditation level data</li> <li>• attendance at 3-way-conferencing</li> <li>• PLD hours provided</li> </ul> |