



# 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
<b>Integrated Catholic School</b>	<b>Special Character</b>	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.
<b>Student Learning</b>	<b>Student Engagement</b>	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.
	<b>Student Progress and Achievement</b>	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.	
	<b>Curriculum Delivery Learning and Teaching</b>	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.
<b>Evaluative Practices</b>	<b>Internal evaluation and inquiry</b>	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.

		the specific requirements of our community.	
<b>Resource Management</b>	<b>Personnel</b>	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.
	<b>Finance</b>	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.
	<b>Property</b>	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.
	<b>Health &amp; Safety</b>		
	<b>Community Partnership</b>	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"> <li>A greater understanding of our catholic identity and mission</li> </ul>	<ul style="list-style-type: none"> <li>A deepening understanding of what makes Ss Peter &amp; Paul an authentic catholic school</li> </ul>	<ul style="list-style-type: none"> <li>Our school community is a witness to our special catholic character</li> </ul>
Students are engaged in their learning and are supported by their families to achieve educational success.	<ul style="list-style-type: none"> <li>A collective understanding and commitment to the teaching practices that best support student learning</li> <li>Connections with the influences and expectations from home</li> <li>A building understanding of the unique position of the Maori culture in bi-cultural NZ</li> </ul>	<ul style="list-style-type: none"> <li>Learning is enhanced by approaches that have the capacity to motivate and engage learners</li> <li>Cultural responsiveness to our community</li> <li>Development of beliefs, skills and knowledge of bi-cultural NZ for the classroom</li> </ul>	<ul style="list-style-type: none"> <li>High level of engagement and achievement for all students</li> <li>High level of analysis of students progress</li> <li>Strong culturally responsive parent school partnerships</li> <li>NZ's bi-cultural identity is evident across the school and engages our students</li> </ul>
Our community is well informed and actively engaged	<ul style="list-style-type: none"> <li>Parent community well informed and actively encouraged to engage with their children's learning</li> </ul>	<ul style="list-style-type: none"> <li>Parents activated to contribute to their students' learning and the direction of the school</li> </ul>	<ul style="list-style-type: none"> <li>High levels of engagement across our parent community, both informing and supporting student learning</li> </ul>
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"> <li>A broader understanding of how the learning environment can influence engagement, well-being and learning outcomes</li> <li>Expanding our understanding of how we analyse student progress</li> </ul>	<ul style="list-style-type: none"> <li>A collaborative culture and collective effort that supports student and staff learning</li> <li>Deeper analysis of student outcomes to flow from staff collaborations</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to apply deep and authentic learning in connected, flexible and creative ways</li> <li>Relevant and sustained school development</li> </ul>
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"> <li>An expanded curriculum to ensure authentic contexts offer rich and relevant opportunities for learning</li> <li>A deepening knowledge of curriculum delivery enhances holistic support of each learner</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum is designed for rich opportunities and coherent pathways for all learners</li> <li>Greater ability of learners to transfer understanding across different contexts</li> </ul>	<ul style="list-style-type: none"> <li>The learning environment is irresistibly engaging for both students and teachers</li> <li>A curriculum that is taught with deep understanding to promote adaptive decision making</li> </ul>



<p><b>Student learning</b></p> <p><b>NAG 1</b></p>	<p>capacity to motivate and engage learners</p> <p>Cultural responsiveness to our community</p> <p>Development of beliefs, skills and knowledge of bi-cultural NZ for the classroom</p>	<ul style="list-style-type: none"> <li>• Promote approaches that support effective learning; using sound research to guide and inspire practice</li> <li>• Ensure our school environment, including library and resources available, is culturally welcoming and builds on and celebrates the diversity among our learners, staff and community</li> <li>• Curriculum programmes reflect the growing cultural diversity of our community</li> </ul> <p><b>See separate plan below</b></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>Our wellbeing@school survey shows an improved response to questions related to cultural responsiveness</p>
<p><b>Goal 3</b></p> <p><b>Resource management</b></p> <p><b>NAG 3 Personnel</b></p> <p><b>NAG 4 Finance and Property</b></p>	<p>A collaborative culture and collective effort that supports student and staff learning</p> <p>Deeper analysis of student outcomes to flow from staff collaborations</p>	<ul style="list-style-type: none"> <li>• Implementation of school wide PB4L so as to support us to realise our school vision and the vision of NZC.</li> <li>• High quality professional learning opportunities provided by external expertise targeting specific individual, group and school wide needs and direction <ul style="list-style-type: none"> <li>- Chris Duthie-Jung RE Theology paper</li> <li>- Ian Stevens (mathematics) developing an effective way of monitoring progress in mathematics</li> <li>- Chris Braid (Massey University) working with Year 1 teachers to strengthen our identification processes of students who present with issues relating to phonemic awareness and try new practices to address this</li> <li>- Depth and Complexity paper (3 teachers)</li> </ul> </li> <li>• On-site expertise</li> </ul>	<p>Consistent approach to providing a school wide environment that supports personal, social and academic growth</p> <p>A manageable and effective method of monitoring progress in mathematics is established allowing us a timely and accurate response to identified needs</p> <p>Structures and processes that support school wide professional learning communities -Quality Learning Circles and Spirals of Inquiry provide opportunities for teachers to collaborate and develop high quality thinking and reflection on their practice resulting in improved outcomes for all students</p>

		<ul style="list-style-type: none"> <li>• Analysis of how resources and learning environments encourage collaboration and empower student learning</li> <li>• Continued upgrading of classrooms to reflect a coherent school wide approach that recognises the particular needs of each level</li> </ul>	<p>Redesigned classroom environments and the purchasing of furniture and resources reflect the underlying pedagogical aims</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><b>Goal 4</b></p> <p><b>Curriculum Delivery</b></p> <p><b>Internal evaluations and inquiries</b></p> <p><b>NAG 2</b></p> <p><b>NAG 2A</b></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"> <li>• Curriculum planning seeks authentic, localised contexts for learning to carry broader themes and concerns</li> <li>• Teachers designing rich, open tasks that involve critical and creative thinking in multiple ways to fulfil</li> <li>• The embedding of our library inquiry teaching vision and information insight model supported through our inquiry team working in conjunction with our expert teacher.</li> <li>• A continued focus on making connections across the curriculum to support adaptability of knowledge and skills</li> <li>• All students are introduced to the new digital technologies curriculum – learning about they work and how to be a creator in a digital world</li> <li>• Our 2018 Sportstart PD is reflected in the planning and delivery of programmes that build</li> </ul>	<p>Units that relate to the geographical environs of Lower Hutt, the cultural background and social histories, interests and questions of our students</p> <p>Opportunities within the classroom for reflection on learning and how to apply this in new and creative ways</p> <p>An increase of students questioning, making connections and taking risks</p> <p>Teachers demonstrate a growing awareness of the changing digital landscape and their programmes incorporate the teaching of critical literacy</p> <p>Students are enabled to be more discerning and creative with new technologies</p> <p>Team work within the classroom reflects the values of fair play and cooperative learning</p>

		our students' physical literacy in a way that encourages their motivation, confidence and competence to be active, along with their communication and problem solving.	Our student surveys confirm that their overall wellbeing is impacted positively by the quality experiences they have aimed at their physical literacy development.
<p><b>Goal 5</b></p> <p><b>Community</b></p> <p><b>NAG 1</b></p>	<p>Parents activated to contribute to their students' learning and the direction of the school</p>	<ul style="list-style-type: none"> <li>• Ensure all points of contact with the school promote our key message of warmly welcoming and including all families</li> <li>• Communicate with parents openly, frequently and relevantly about their children's progress and achievement, learning dispositions, behaviour; its impact on them and others</li> <li>• Ensure all communication with parents is conducted in a timely and effective manner</li> <li>• Clarify systems for raising and resolving problems to ensure a partnered response to issues as they arise</li> <li>• Strengthen culture to ensure parent input is valued and where appropriate acted upon</li> <li>• Continue to increase the opportunities for parents to engage with the school: surveys, meetings, on-line and community gatherings</li> <li>• Establish manageable and effective platforms for communicating with parents around their children's learning in an on-going manner</li> </ul>	<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>Parents and whanau feel comfortable taking issues directly to the classroom teacher with an appreciation that there may be two sides to the story.</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><b>Te Reo Maori me ona Tikanga</b></p>	<p>Our Maori students experience an education that reflects and values their identity, language and culture</p> <p>Te Reo and Tikanga Maori programmes are valued by members of our school community</p>	<p><b>MAORI COMMUNITY</b></p> <ul style="list-style-type: none"> <li>• Continue to engage our school whanau and encourage them to share their knowledge of Maori language, culture and identity with us and contribute to our learning programmes</li> </ul> <p><b>CLASSROOM</b></p> <ul style="list-style-type: none"> <li>• Keep Professional Standard 1 as a focus for teacher appraisal and provide more structured approach to lifting the quality of evidence provided by teachers – unit for Michelle to lead this work</li> </ul>	<ul style="list-style-type: none"> <li>• Base line data established using STA survey to whanau</li> <li>• Positive response by Whanau at 2019 Hui - a sense of shared decision-making</li> <li>• A stronger and more consistent gathering of evidence to support this Standard.</li> <li>• Teachers feel supported to extend themselves further by the collaborative approach and support provided</li> </ul>

	<p>The engagement and contribution of whanau is recognised and valued</p>	<ul style="list-style-type: none"><li>• For teachers to continue with the meaningful integration of te reo me ona tikanga Maori in their classroom programmes – commit to learning the karakia, waiata, saying the weekly whakatauki, learning and sharing mihi</li><li>• Planning and programmes delivered reflect an appreciation of the diversity of the heritage, identity and culture of all learners with a particular focus on our obligation to our Maori learners</li></ul> <p>SCHOOL WIDE</p> <ul style="list-style-type: none"><li>• To establish a Kapa Haka group – understand the pedagogy that is inherent in Kapa Haka</li></ul>	<ul style="list-style-type: none"><li>• Parents and whanau experience a variety of opportunities that involve students performing or sharing their learning.</li></ul>
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