

St Peter's College Strategic Plan 2024-2025



Vision Statement:

We lay the foundation for educating the whole person in creating lives that have meaning and develop creative lifelong learners who are challenged to reach their personal and academic potential in a supportive and warm environment in accordance with the values of Jesus Christ and Catholic tradition.

Mission Statement:

Just as Jesus Christ loves us, at St Peter's College we are called to love one another through actions of Compassion, Community and Commitment.

Motto: E kore te aroha te ture - Charity Fulfils the Law - From the Rosminian tradition but also reflecting the charism of the Sisters of Mercy, Charity Fulfils the Law can also be translated as love fulfils the law. The "law" of Jesus Christ is the commandment to love God and love thy neighbour. Love is about acting in a way that is consistent with the Ten Commandments.

Values:

It is important for our students to follow in Jesus Christ's footsteps through servant leadership. Consideration for others is evident in all that we do, and St Peter's College exists to ensure all students are grounded in their Catholic faith through living these values.

Summary of the information used to develop this plan/How did you create this plan

The Board has carefully considered all the information gathered from ākonga/students, whānau, staff and the hapori/wider school community through surveys and feedback and has adopted three strategic goals designed to improve outcomes for students to be worked towards throughout 2024 and 2025 that reflects the aspirations of our hapori/community. The strategic goals were prioritised in relation to the key themes that arose from the hapori/community engagement and consultation which were: Having Te Tiriti o Waitangi and our Catholic faith underpinning everything we do, increasing student voice to increase their engagement, and improving the wellbeing of ākonga/students and staff.

Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i>	Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i>	Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>	What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i>	How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i> <i>These must be based on the identities, needs and aspirations or your school community.</i> <i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i>	How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i>
The Special Character of St Peter's College will be understood and lived through the Gospel values of Commitment, Compassion and Community guided by the example of Jesus Christ.	New Zealand legislation special character obligations that are required of school Boards of Catholic integrated schools has requirements that are stated in: <ul style="list-style-type: none"> Schedule 6 of the Education and Training Act 2020 (previously Part 33 of the Education Act 1989, and before that Private Schools Conditional Integration Act 1975) Individual Integration Agreements for each Catholic School Education and Training Act 2020 https://www.nzceo.org.nz/wp-	National RE curriculum- <i>Tō Tātou Whakapono Our Faith.</i> https://www.totatouwhakapono.nz/ The Aotearoa New Zealand Catholic RE Curriculum <i>Tō Tātou Whakapono Our Faith</i> is independent of Te Mātaiaho New Zealand Curriculum (NZC), serving the intent of the NZ Catholic Bishops and Catholic whānau, to provide Catholic education in faith as required by the New Zealand Education and Training Act (2020). The New Zealand Catholic Education Office is the office of the New Zealand Council of Proprietors of Catholic Integrated	 <ul style="list-style-type: none"> Improved understanding by staff about how to effectively role model and teach the Special Character values. Increased understanding of the Special Character of the school by all sectors of the hapori/school community Increased opportunities for recognising and celebrating ākonga/student achievement based on Special Character values Enhanced relationships with the Parish and St Mary's School Increased hapori/community engagement in Special Character events 	 <ul style="list-style-type: none"> Presentations to the Board on the charism and implementation of Years 1 (2024) and 2(2025) of the new Religious Education curriculum Resourcing is allocated for PLD to assist staff with understanding and embodying the values, creating a vibrant and spiritually enriching atmosphere within the hapori/wider school community. Implement programmes and initiatives that promote a sense of belonging and mahi tahi/ collaboration and co-operation. Implement programmes and initiatives that ensure Māori can achieve as Māori Celebrations of ākonga/student achievements that are a direct result of teaching and learning programmes and other initiatives that focus on the school values are enhanced and increased. Focused consultation with all sectors of the hapori/school community to develop and promote understanding of the School's Special Character and values. 	 <ul style="list-style-type: none"> The decisions of the Board give effect to the Special Character values and honour Te Tiriti o Waitangi Reports to the Board detail the PLD undertaken by staff to give effect to this goal. Evaluation of the leadership and staff development programs in place to ensure that educators are being effectively equipped to model and promote the Gospel values. Track and assess the success and the contributions of ākonga/students who serve the hapori/school community for the common good of all. Increased school community attendance at Special Character events Special Catholic Character external review 2024.

	<p>content/uploads/2020/10/Spec-Character-Legal-obligations-.pdf</p> <p>Section 127 of the Education and Training Act 2020 recognizes the diversity of educational providers. Special character schools incorporate their beliefs and values into the educational experience.</p>	<p>Schools.</p> <p>https://www.nzceo.org.nz/about-nzceo-goals-mission-leadership/</p>					<ul style="list-style-type: none"> Surveys of ākonga/students, whānau, parents, staff and hapori/the wider school community 	
<p>Ākonga/Students will experience high quality education through effective teaching and leadership that enables them to strive to achieve their own personal excellence based on the principles of Te Mātaiaho/The NZ Curriculum, Te Tiriti o Waitangi and the Roman Catholic Faith.</p>	<p>Section 127 of the Education and Training Act: emphasizes quality education, alignment with Te Mātaiaho NZ Curriculum, recognition of diversity in educational provision, and the importance of effective teaching and leadership for student success.</p> <p>Section 127 of the Education and Training Act: emphasizes the provision of a high-quality education to all students.</p> <p>Section 127 of the Education and Training Act: gives effect to Te Tiriti o Waitangi including by working to ensure its plans, policies and local curriculum reflect local tikanga Māori, Mātauranga Māori and te ao Māori, taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and achieving equitable outcomes for Māori ākonga/students.</p>	<p>NELP objectives two: Barrier free access.</p> <p>https://assets.education.govt.nz/public/Documents/NELP-TES-documents/NELP-TES-summary-page.pdf</p> <p>NELP objective three: Quality teaching and learning</p> <p>https://assets.education.govt.nz/public/Documents/NELP-TES-documents/NELP-TES-summary-page.pdf</p> <p>Te Mātaiaho/the refreshed NZ curriculum:</p> <p>https://curriculumrefresh.education.govt.nz/whats-changing</p> <p>The Aotearoa New Zealand Catholic RE Curriculum <i>Tō Tātou Whakapono Our Faith</i> is independent of Te Mātaiaho New Zealand Curriculum (NZC), serving the intent of the NZ Catholic Bishops and Catholic whānau, to provide Catholic education in faith as required by the New Zealand Education and Training Act (2020).</p>	➔	<ul style="list-style-type: none"> Literacy teaching and learning will be strengthened, shown through improved achievement outcomes in years 9 and 10. Assessment practices will provide relevant and timely information for progress to be monitored and acted upon. Te Tiriti o Waitangi is understood and embedded across the school, reflecting the bi-cultural nature of our school and bi-cultural Church Kotahitanga - Senior and middle leadership support each other to work towards achieving these goals Mana Motuhake – Ākonga/Students are engaged in the learning process and challenged to reach their personal and academic potential through effective teaching practices. Parents and whānau understand and support literacy initiatives. 	➔	<ul style="list-style-type: none"> The Board will honour Te Tiriti o Waitangi by learning the tikanga to be observed at Board hui, including karakia and by learning and using Te Reo Māori Regular Whānau Māori hui will be held to foster partnership and engagement. Allocate appropriate resources to support staff wellbeing and professional learning and development. Engagement of all staff all learning areas in professional learning and development on literacy across the curriculum Clear literacy goals are established and aligned across the school. The implementation of new courses up until year 11, Te Ao Haka and Tikanga and the implementation of the guiding principles of Poutama Reo to further guide Te Reo Māori development. Effective performance management systems in place that promote effective teaching and leadership and are linked to school policy. ERO's resources on Effective Teaching and the Teaching Evaluation indicators used to promote discussion around effective teaching practices. 	➔	<ul style="list-style-type: none"> Board hui will demonstrate the Board's commitment to Te Tiriti o Waitangi Reporting to the Board on analyses of ākonga/student performance data to determine the impact of literacy initiatives on learning outcomes including NCEA. Ākonga/Student Survey results Results from Poutama Reo progressions evaluation tool show continuous progress is being made. Reports to the Board showing achievement tracking, predictions and planning to lift achievement. Teachers Council Standards for the Teaching profession are consistently met Results from using the Effective teaching rubric ERO evaluation tool show ongoing continuous improvements are being made Ākonga/Student Progress and Achievement is regularly and effectively communicated to parents/whānau.
<p>To find innovative or bespoke options to better support ākonga/students in their personalised pathways, especially in the senior school, and effectively communicating pathway options to ākonga/students and parents/whānau from an early stage.</p>	<p>Section 127 of the Education and Training Act: provides that a board's primary objectives are to ensure that every ākonga/student is able to attain their highest possible standard in education achievement and that the school is a physically and</p>	<p>NELP objectives four: Future of learning and work</p> <p>https://assets.education.govt.nz/public/Documents/NELP-TES-documents/NELP-TES-summary-page.pdf</p> <p>NELP objective five: World class quality education</p> <p>https://assets.education.govt.nz/public/Documents/</p>	➔	<ul style="list-style-type: none"> Career exploration programmes and career counselling and guidance are available for ākonga/students from an early age. Personalised plans are developed for ākonga/students that align with their career interests and goals. 	➔	<ul style="list-style-type: none"> Gather feedback from ākonga/students, kaiako/teachers, and industry professionals to understand current needs and trends. Evaluate existing ākonga/student pathways to identify strengths, areas for development, and gaps. Engage and regularly and effectively communicate with parents/whānau about their child's personalised pathway, particularly in the senior school Forge additional partnerships with local businesses, industries, and community 	➔	<ul style="list-style-type: none"> Reporting to Board, whānau and hapori/community on ākonga/student outcomes, satisfaction, and success in transitioning to higher education or the workforce. Alumni share their experiences and insights with current ākonga/students. Participation and attendance of dedicated career and higher education events.

	<p>emotionally safe place for all ākonga/students and staff and that it gives effect to relevant student rights, takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school. The school is also inclusive of and caters for ākonga/students with differing needs</p>	<p>NELP-TES-documents/NELP-TES-summary-page.pdf</p> <p>The Education Review Office (ERO) has identified the need for St Peter's College to further improve literacy achievement in years 9 and 10 to ensure ākonga/students achieve parity and success in all aspects of literacy.</p> <p>Te Mātaiaho gives expression to the right to education set out in the Education and Training Act 2020 that every ākonga, no matter who they are, where they live, or what school they attend, can attain their highest possible standard in educational achievement..</p>		<ul style="list-style-type: none"> • Ākonga/Students understand the purpose of their learning and are engaged and keen to progress and achieve their goals • Increased opportunities are provided for ākonga/students within their personalised pathways • Opportunities and input from industry professionals and course providers within Māruawai/Gore, regionally and nationally are communicated effectively. 		<p>organisations related to personalised pathways and align the curriculum and experiences with real world needs and Mātauranga Māori.</p> <ul style="list-style-type: none"> • Where appropriate, offer a mix of traditional classroom learning, hands on experiences, mentorships and online learning opportunities alongside Gateway and Murihiku Trades Academy. • Provide guest speakers, workshops and interactive activities to expose ākonga/students to a variety of career options alongside opportunities outside the school e.g. Career expos. • Provide regular career and higher education updates to parents/whānau through hui, newsletters, website and social media. 	<ul style="list-style-type: none"> • Gateway and MTA achievements shared and celebrated regularly alongside graduation updates. • Appropriate and successful workplace and course placements for senior ākonga/students. • Improved University Entrance results for year 13 ākonga/students.
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Lifting aspiration and raising educational achievement **for every New Zealander** Lifting aspiration and raising educational achievement **for every New Zealander**