



St Peter's College | Charter and Strategic Plan – 2022-2024

| PRINCIPAL ENDORSEMENT: _____ | BOARD ENDORSEMENT: _____

| SUBMISSION DATE TO MINISTRY OF EDUCATION: _____

This document sets out the Strategic Plan for the next 3 years

This Strategic Plan is an important part of our School Charter. It sets out our focus and direction for the next three years. Our annual plan provides a detailed description of what we aim to achieve in each year. This Strategic Plan comprises the following:

<p>About St Peter's</p>	<p>St Peter's is a Co-educational Integrated Roman Catholic Year 7 to 13 College offering education with a special character. The Proprietor of the College is the Roman Catholic Bishop of Dunedin. The Rosminian Fathers founded the school in 1969 and still maintain a link with it. The Rosminian Priests and Brothers belong to the Institute of Charity (Rosminians) founded by Antonio Rosmini.</p> <p>St Peter's College serves the Catholic families of Gore and the wider rural areas, drawing students from Riversdale and beyond, Clinton and beyond and boarders as far away as Queenstown, Nightcaps, Dunedin and the West Coast. There is no geographic zoning for St Peter's College.</p> <ul style="list-style-type: none"> - The maximum school roll is 510 (fixed under the Integration Agreement, with a maximum of 5% non-preference students). - There are two main intakes of students each year: Year 7 (about 75 students) and Year 9 (about 15 students). - The ethnic and cultural mix is approximately 14% Maori, 3% Pasifika, 7% Asian, 76% NZ European. - There are 6 international students beginning 2022. <p>The purpose of St Peter's College is to provide a Catholic Education, that is an education within the framework of the religious beliefs of the Roman Catholic Church and associated with the observances and traditions appropriate to that belief.</p>
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	<p>The Special Character of the school is that it is a Roman Catholic College in which the whole community through the general school programme, and in its religious instruction and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church.</p> <p>The Board of Trustees and Staff will ensure that all students are given an education which respects their dignity, rights and individuality. This education shall challenge them to achieve personal standards of excellence and to reach their full potential. All school activities are designed to advance these purposes.</p>
St Peter's College Vision	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.
St Peter's College Mission	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.
St Peter's College Motto	Charity Fulfils the Law – E kore te aroha te ture: 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.
St Peter's College Values	Compassion, Commitment, Community: 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 the Catholic faith through living these values.
St Peter's College Maori Dimension & Cultural Diversity	The school's Maori Achievement and Maori Giftedness board policies recognise the school's bi-cultural community by ensuring that face to face consultation takes place once a year with members of the school's Maori community and parents of the school's Maori students to help identify important learning and pastoral needs of our Maori students. Manaakitanga is valued in the school and its students. Students gifted in Manaakitanga respond, nurture and care for others. They display mana and integrity, they are welcoming and demonstrate hospitality and are strong in tautoko qualities. The school's Tikanga and Treaty of Waitangi board policies ensure Te Reo Maori and tikanga is integrated into the operations of the school and there is provision made for students to learn Te Reo Maori. This is done through providing opportunities for our students, parents and members of the wider community to understand, experience and appreciate Maori culture, attitudes and language through all aspects of the school, both curricula and extra curricula. Mana Whenua values are embedded within the school a culturally inclusive and responsive learning environment supports Maori students to achieve their academic potential. The learning, social, cultural and physical environment reflects and celebrates Te Ao Maori.

Baseline Data

Students' Learning

NCEA and UE Achievement (percentage)

	2017	2018	2019	2020	2021
L1 All	85.3	93.5	94.2	84.2	94.0
L 1 Māori	88.9	83.3	100	70.0	87.5
L1 Boys	88.2	92.0	88.0	80.6	100
L1 Girls	82.4	94.6	100	88.5	89.7
L2 All	84.9	90.7	95.0	93.9	98.0
L2 Māori	100.0	87.5	83.3	100	100
L2 Boys	80.0	90.3	100	86.4	96.7
L2 Girls	89.3	91.3	91.4	100	100
L3 All	85.4	68.6	82.1	78.3	84.6
L3 Māori	83.3	*	100	50.0	50.0
L3 Boys	66.7	66.7	70.0	78.9	100
L3 Girls	100.0	70.0	94.7	77.8	76.0
UE All	75.0	54.3	76.9	71.7	69.2
UE Māori	83.3	*	100	50.0	50.0
UE Boys	52.4	46.7	70.0	68.4	64.3
UE Girls	92.6	60.0	84.2	74.1	72.0

Maori students number 2 or less *

Year 9 & 10 Literacy and Numeracy Achievement (percentage)

	2017	2018	2019	2020	2021
Reading					
All	47	49	70	59	75
Girls	58	53	*	72	86
Boys	36	43	59	42	47
Maori	43	50	61	63	57
Writing					
All	67	50	73	62	57
Girls	75	53	*	77	78
Boys	56	45	68	46	39
Maori	57	58	61	60	40
Mathematics					
All	*	*	*	58	56
Girls	*	*	*	63	55
Boys	*	*	*	60	48
Maori	*	*	*	62	33

Data unavailable *

Engagement Data

	2019	2020	2021
Stand downs	10	4	13
Stand down days	22	9	26
Suspensions	3	0	1
Exclusions	1	0	0

Year 7 & 8 Literacy and Numeracy Achievement (percentage)

	2017	2018	2019	2020	2021
Reading					
All	86	83	76	93	87
Girls	84	84	92	95	94
Boys	89	85	66	91	81
Maori	71	57	61	100	85
Writing					
All	86	63	66	78	80
Girls	88	58	80	87	86
Boys	85	69	56	71	74
Maori	71	29	46	59	85
Mathematics					
All	83	86	79	85	87
Girls	80	88	78	82	91
Boys	87	84	78	86	86
Maori	71	64	76	67	85

Student Engagement

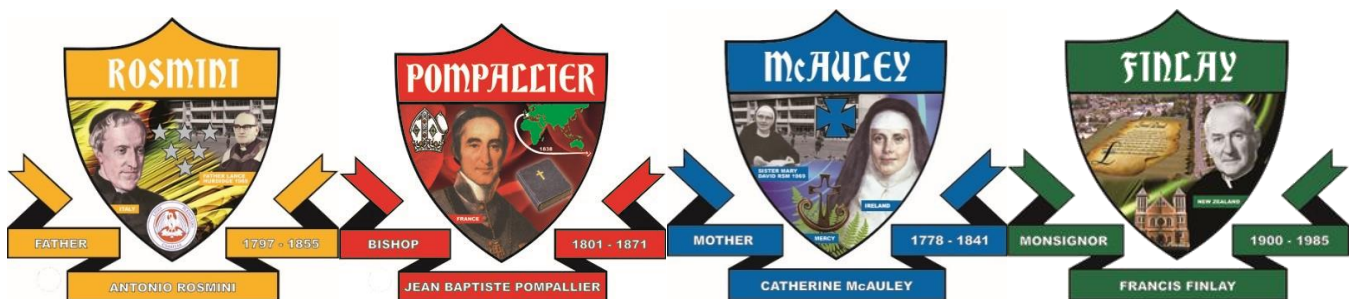
Student retention and engagement are minor issues for the school. Attendance levels are high with most students attendance is over 90%. Almost all absences are justified by parents or are for ongoing health issues.

School Organisation & Structures


The school is led by the Senior Leadership Team of two Deputy Principals, the Director of Religious Studies and the Executive Officer. Property is managed by the Proprietor and the governance of the school by a stable Board of Trustees. The College offers a seamless curriculum from year 7 to 13 with specialist teachers at all levels with a wide variety of subjects. Religious Education is compulsory for all students. All students in year 7-8 participate in a compulsory Te Reo programme. The school timetable runs on a 5 day, 6 periods a day rotation. Many opportunities for participation in sports, cultural activities and performing arts are offered. There is a high level of pastoral care for all students through the whanau group system and year level Dean structure.

Review of Charter & Consultation

Full community consultation took place in 2021 involving student voice, staff voice, whanau voice and parent voice. The Board of Trustees engaged the New Zealand School Trustees Association to guide the consultation process. The whole school community formed a critical part of the review process upon which this strategic plan is based. Consultation identifies the needs and expectations of our community, including internal and external stakeholders, the Board of Trustees, the PTFA, senior school leadership and parents. The vision, mission and strategic focus of this plan are a partnership between the Board of Trustees and the school community.



Special Character – The Rock:	Pastoral Care – The 3 C's:	Teaching & Learning – Preparation for Life:	Resourcing – The Platform:
St Peter's College provides a place of ongoing evangelisation for our akonga and whanau	Processes will improve akonga wellbeing and reflect the core values of St Peter's College	St Peter's College akonga are at the centre of all learning	Optimise our financial, physical, environment and human resources in an equitable way for all akonga

 Special Character – The Rock		
Goals	Strategic action(s)	Performance measure/targets
Encourage and facilitate the development of a personal relationship with Jesus Christ for all staff and students	<ul style="list-style-type: none"> - Continue to maintain and support evangelisation within the school and parish communities - Provide opportunities for all students to have a personal encounter with Christ in the Religious Education and Special Character programmes 	<p>Develop a sustainable sacramental programme</p> <p>Promote regular family involvement in Sunday Eucharistic gatherings</p>
Assist the community to grow in the knowledge and understanding of Jesus Christ, his teachings and the Catholic Church	<ul style="list-style-type: none"> - Ensure that effective delivery of the New Zealand Bishop's Curriculum - Regularly review the Religious Education and Special Character programmes to ensure they are up to date and respond to the needs of the community - Formulate and implement a Health Education Delivery statement for the school community 	<p>Prepare for the adoption of o Tātou Whakpono Our Faith in 2024</p> <p>Annual departmental reports to the Board</p> <p>Student voice surveys</p> <p>Community consultation</p>
Expand our capability in providing a hope-filled Christian witness which empowers our community	<ul style="list-style-type: none"> - Provide opportunities for special character professional development and spiritual formation for staff - Pastoral care systems and procedures are responsive to the needs of ākonga, and reflect Gospel values and Church teachings 	<p>Maintain a certification register</p> <p>Reviews of pastoral care and special character align</p>
Cultivate service and outreach in academic and personal endeavours	<ul style="list-style-type: none"> - Develop an an explicitly Christ-centred culture of justice, service and outreach in local, national and international communities 	<p>Allocation of workday and other fundraising monies</p>
Safeguard and strengthen our Catholic identity	<ul style="list-style-type: none"> - Refine the Special Character internal review process that emphasises the recommendations and areas of challenge in the 2022 external review document 	<p>Special character board reports will include the 4 review dimension headings as a form of ongoing self review</p>



Pastoral care – The 3 C's


Goals	Strategic action(s)	Performance measure/targets
All students are provided with a safe, respectful and inclusive learning environment	<ul style="list-style-type: none"> - Implement, maintain and review programmes that support all students to thrive across all ages and levels - Commitment to providing a well managed learning environment that enures students feel safe and supported through restorative practices that create a greater sense of wellbeing 	<p>Sustainable procedures are developed, are articulated by the pastoral team and shared widely</p> <p>Awards, recognitions, learning outcomes and behaviours</p>
All students are provided the opportunity to develop a significant relationship with a staff member	<ul style="list-style-type: none"> - Foster networks of communication and support through students remaining with the same vertical whanau class throughout their years at school 	Feedback from staff, students and parents
Maintain a whole school evidence informed approach to developing and sustaining student and staff wellbeing	<ul style="list-style-type: none"> - Systems are in place to ensure that ākonga are personally known, cared for, and provided with support as required - Professional development and well structured support is provided to staff to enable them to improve in relational and restorative practices 	<p>Provide opportunities for ongoing feedback about the wellbeing of students</p> <p>Surveys and meetings allow for staff discussions as part of review and alignment</p>
Encourage balance and resilience in prioritising time for staff and students to build relationships	<ul style="list-style-type: none"> - The sacred dignity of each individual is acknowledged and upheld; processes are linked to Catholic social teachings - The vertical whanau system will provide students and staff opportunities to build relationships 	<p>Participation in and commitment to the whanau house system</p> <p>Relationships are sustained</p>
Provide occasions for both high quality outcomes and participation in extra-curricula activities- sporting and cultural	<ul style="list-style-type: none"> - Embed the Servant Leadership council further into the schools service and outreach activities and celebrate its successes - Continue to promote an holistic education for all students wellbeing to participate in all aspects of life e.g. spiritual, physical, mental, social and emotional 	<p>Acknowledgement and recognition of service and outreach efforts</p> <p>Increased participation in the life of the school e.g. sports and cultural</p>



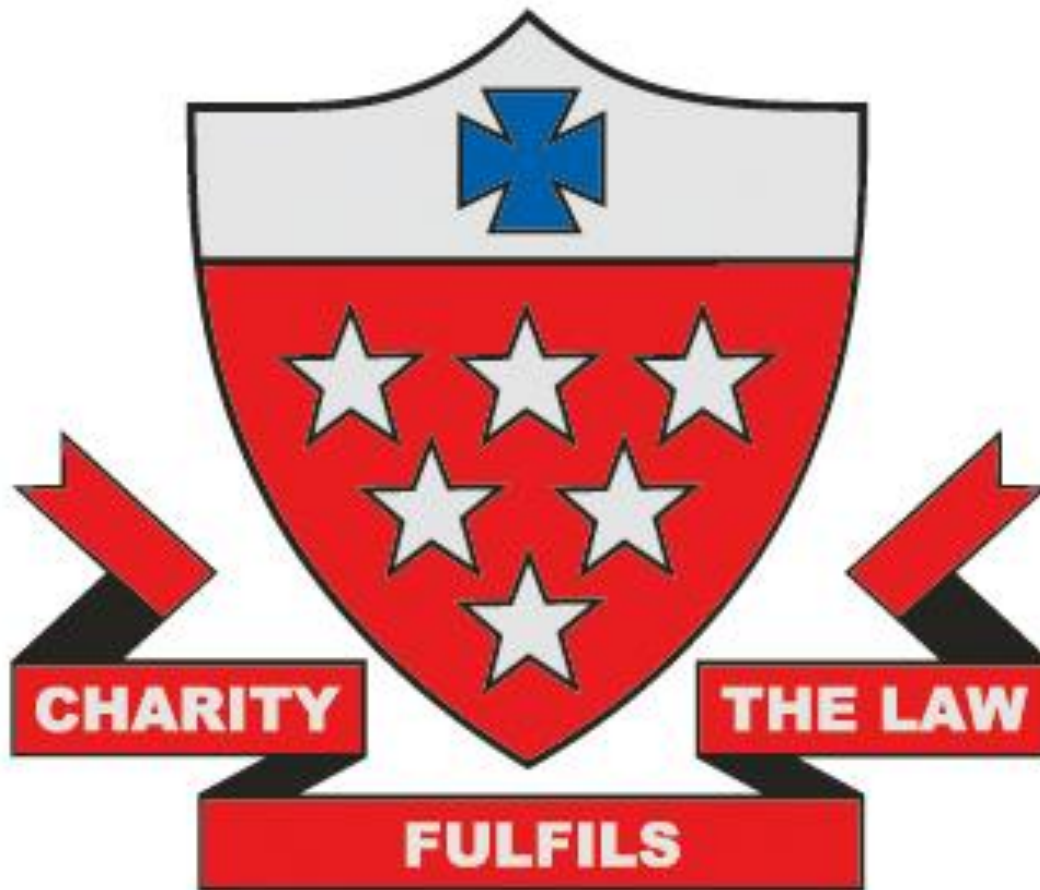
Teaching & Learning – Preparation for Life

Goals	Strategic action(s)	Performance measure/targets
Implement the systemic changes that will be required with the Curriculum refresh and NCEA review	<ul style="list-style-type: none"> - Investigate and review course structure and timetable options and implement changes to privilege ākonga agency and coverage of a wide range of learning areas 	<p>Timetable review committee recommendations</p> <p>Feedback from students and institutions</p>

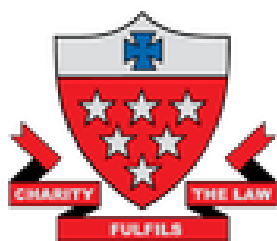
Optimise and improve student achievement in partnership with akonga and whanau	<ul style="list-style-type: none"> - Implement a three tier ākonga focused reporting system which prioritises ākonga and whānau involvement in partnership with kaiako 	Stage One Reporting Review Committee recommendations Community consultation findings
Explicitly develop Mātauranga Māori in all curriculum areas	<ul style="list-style-type: none"> - Tikanga Māori, te Reo Māori and Mātauranga Māori are embedded in all learning areas. - Kaiako engage in PLD related to Mātauranga Māori including Poutama Pounamu as kaiwhakaako or ākonga 	Kahui Ako support and commitment Enrolment and engagement in PLD opportunities
Fully leverage student driven flexibility	<ul style="list-style-type: none"> - Strengths Based Individual Learning Plans are co-constructed by ākonga, whānau and kaiako for all ākonga 	Reporting system reflects individual learning plans
Strengthen internal review processes	<ul style="list-style-type: none"> - Streamline Learning Area reporting and review processes to ensure valuable data is gathered and used 	Data collected informs self review and action plans

 Resourcing – The Platform		
Goals	Strategic action(s)	Performance measure/targets
Improve best practice in health and safety and risk management	<ul style="list-style-type: none"> - Provide and implement a Health and Safety procedure that meets regulations - Regular review of the procedure by the Health and Safety committee to increase improvements - Upgrade classroom furniture and facilities as per the property and maintenance plans 	Use of Safe365 online and in the app by all staff Consistent reporting on H&S to the board Active management of hazards
Continually monitor external trends and internal realities to adapt to and improve opportunities for organisational effectiveness	<ul style="list-style-type: none"> - Design physical workspaces to facilitate efficiency and well-being - Human Resources within leadership to improve and diversify operational efficiency - Hire teaching and non teaching staff with the expertise to implement the schools strategic plan and vision 	A staff break and work area fit for purpose Increased staff ownership of the school goals
Commit to and proactively increase our commitment to a sustainable future- Te Ao Maori Kaitiaki	<ul style="list-style-type: none"> - Continually upgrade, enhance and improve the environment - Proactively increase our level of environmental sustainability - Investigate future sustainable operations e.g. Heat, Lighting and Water use 	Implementation of the property plan Monitoring new ways to increase sustainability and decrease costs
Prudently manage finances and physical assets in collaboration and partnership with the Diocese	<ul style="list-style-type: none"> - Develop a 10 year property plan of how we will fund our operations - Operate within annual grants 	Annual review of progress to plan. Budgets confirmed.

	<ul style="list-style-type: none"> - Upgrade classroom furniture as per the property plan - Liaise with the Diocese/Proprietor to ensure new classrooms are built and existing spaces modernised 	
Improve and diversify operational efficiency	<ul style="list-style-type: none"> - Identify financial and non-financial resources to support the full range of school activities 	Increased locally raised funds and community involvement
Strengthen marketing and communication	<ul style="list-style-type: none"> - Improve the schools online presence through an upgrade of the website and a redesign of promotional tools 	Active management of online and promotional tools



St Peter's College



Preparation for Life!