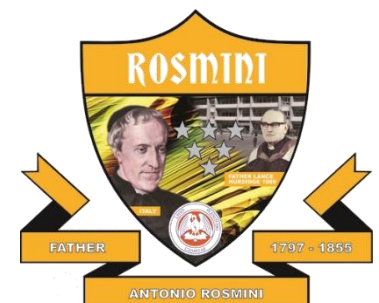
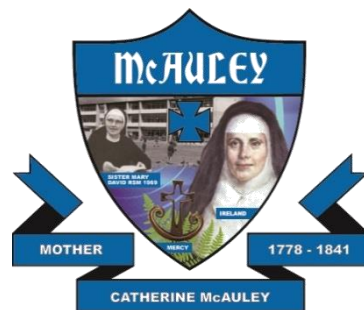




“Learning to see Jesus in the face of others through compassion, commitment and community”

St Peter's College CHARTER 2019 – 2021



MISSION

CHARITY FULFILS THE LAW

St Peter's College is a co-educational Catholic School in which the community is committed to educating the whole person to strive for excellence in accordance with the values of Jesus Christ and Catholic tradition

VISION

PREPARATION FOR LIFE

Students leaving St. Peter's College will be equipped with a spiritual, moral and academic framework that enables them to be capable, resilient and creative, with a strong social conscience, living out the values of Jesus Christ in everyday life.

VALUES

COMPASSION

COMMUNITY

COMMITMENT

St Peter's College exists as a commitment of the local Catholic Community to preserve Christian values in their children. These values are centred on the Gospel. They imply a belief in Jesus, hope for the future, care and concern for each other, the uniqueness and giftedness of the individual, development of talent and preparedness for leadership in the wider community.

CHARTER AIMS

The aims cover the three statutory areas of student achievement, school performance and use of resources (Education Standards Act 2001).

Special Character	<p>To ensure that Catholic traditions and values are central to the curriculum. This will occur within a climate of sharing, caring, respect and service where men and women work together as equals.</p> <p>To recognise the right of the Proprietor to maintain and preserve the Special Character as laid down in the Private Schools Conditional Integration Act and this College's Integration Agreement.</p> <p>The College's Special Character will be formally reviewed regularly with the Proprietor according to the process mutually agreed between the Board and the Proprietor.</p>
Curriculum Delivery	<p>To promote student learning by</p> <ul style="list-style-type: none"> • Recognising students' different needs, abilities, aspirations and learning styles; • Nurturing self-esteem and initiative, and having high expectations of effort, personal responsibility and self-discipline; • Providing conditions that are inviting, non-threatening and motivating. <p>Each year the principal and staff will develop, revise or confirm the College's curriculum plans in collaboration with the board. These plans will include specific objectives for curriculum delivery, content, the maintenance of a safe environment, and the provision of appropriate career information and guidance for all students.</p>
Curriculum Content	<p>To provide a balanced, broad-based curriculum which recognises national requirements, the College's religious character, and the need to prepare students with knowledge, competencies and values that help them to be successful members of society and learners for life.</p>
Assessment and Reporting	<p>To monitor student performance in relation to curriculum targets. We will report this information in ways that give objective, constructive and reliable feedback to students and parents, give recognition of effort and achievements, and identify priorities for future learning.</p> <p>The College's curriculum plan will identify the purpose and key approaches for assessing, recording and reporting on student progress.</p>
Personnel	<p>To appoint quality staff who are committed to achieving the intentions of this charter and who are excellent role models for students; to promote high levels of staff performance by supporting ongoing professional development and the provision of appropriate resources; to value and recognise the work of staff for the College and its students, and to be a good and fair employer.</p> <p>In consultation with staff the board will prepare policies and plans to appoint quality staff, to reflect its commitment to being a good employer, and to guide the operation of fair, effective performance management systems.</p>
Finance	<p>To make available, through prudent financial management, the resources needed to maximise the effective teaching and learning and the realisation of the College's vision.</p> <p>The Board will prepare an annual budget to fund the College's curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts.</p>

Property

To maintain and develop the College's buildings, grounds and facilities to standards that ensure a healthy, attractive and purpose orientated environment for students, staff and visitors
The Board will comply with the conditions of any current asset management agreement on the Proprietor's behalf, and prepare and implement in consultation with the Proprietor an annual plan of property maintenance and development, including provision for health, safety and hygiene.

Community Participation

To foster confidence, goodwill and active support of parents and others in urban and rural parishes and communities served by the College. To encourage shared responsibility for the education and well-being of our students.

The Board will have a policy with objectives for achieving parent-community support and involvement. The policy will be reviewed and reported on at least tri-annually, and revised as the need arises.

Strategic Planning and Self-Review

To regularly update the College Charter and measure that through self-review of the College's performance and effectiveness so that can be gauged and priorities decided for the future.

The Board will have a triennial plan for the ongoing review of its plans and policies, ensuring that each plan and policy defines the procedures for its review. Reports from reviews will form the basis for deciding priorities for College development and improvement.

New Zealand's cultural diversity and the unique position of Maori culture

To ensure the College's plans and policies are implemented in ways that are sensitive to the cultural backgrounds and values of individual children and their families. This includes recognition of the unique position of the Maori people and our obligations under the Treaty of Waitangi by:

- Ensuring policies and practices for the school reflect New Zealand's cultural diversity, and the unique position of Maori Culture; and
- Ensuring all reasonable steps are taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language) are provided for full time students whose parents request it.
- Providing opportunities to all students for the education and experience in Tikanga Maori and Te Reo Maori through curricular and/or extra-curricular activities

STRATEGIC GOALS 2019 – 2021

Strategic Focus	Special Character <i>The Rock</i>	Teaching and Learning <i>Preparation for Life</i>	Pastoral <i>Compassion, Commitment and Community</i>	Resourcing, Communication and Compliance <i>The Platform</i>
Strategic Intention	<ul style="list-style-type: none"> Students and staff are provided with opportunities to learn and live the Gospel of Jesus Christ 	<ul style="list-style-type: none"> Develop capable, creative and resilient 21st century learners 	<ul style="list-style-type: none"> All students are provided with a safe, respectful and inclusive learning environment that promotes personal wellbeing 	<ul style="list-style-type: none"> Position the College for a sustainable future by providing agreed resources so that the shared vision for student success is achieved
Strategic Goals	<ul style="list-style-type: none"> All staff will develop their understanding of, and model, the Catholic character of St Peter's College and its charisms All aspects of school life will incorporate the Gospel values and the Catholic Social Teachings 	<ul style="list-style-type: none"> Learners will be effective communicators and critical thinkers Rich learning experiences will develop the skills of creativity, collaboration, and problem solving using a variety of digital tools and resources All Year 7 - 10 learning programmes will incorporate the Digital Technologies curriculum 	<ul style="list-style-type: none"> Pastoral processes using restorative practices and consistent expectations will reflect the core values of St Peter's College An environment exists that encourages cultural inclusiveness will support all learners to develop their identity, language and culture 	<ul style="list-style-type: none"> Work closely with our Proprietor to ensure that the future needs of the College are well planned and resourced Regular, robust evaluation which involves stakeholder reflection and input Comply in full with current legislation Contribute to the success of the Eastern Southland Kahui Ako
We will give action to our goals through ...	<ul style="list-style-type: none"> Opportunities to learn and live out the Catholic Social Teachings and Gospel Values 	<ul style="list-style-type: none"> Introducing Project Based Learning in Years 8-10 Development of literacy and communication skills in Years 7-13 Developing digital competency to enhance learning including integrating the digital technologies curriculum into Year 7-10 learning programmes 	<ul style="list-style-type: none"> Strengthening restorative practices Further development of cultural awareness/identity/inclusive practice Reviewing and developing pastoral wellbeing practices 	<ul style="list-style-type: none"> A strong partnership between the management and leadership of the college and the governance of the Board of Trustees Actions that promote the success of Eastern Southland Kahui Ako

**Context and
Baseline Data****School Context**

St Peter's College is a year 7-13, Catholic, co-educational boarding school, decile 8, in the heart of rural Southland. We are one of three intermediate and secondary schools in Gore and one of four secondary schools within a radius of 30kms. Traditionally, over 50% of our year 7 students come to us from St Mary's School in Gore.

Our 2019 roll is approximately 390 students and we have 18 international students within this number. About 10% of the students are boarders. Ethnic diversity is increasing with Maori students increasing to 13%, Pasifika now 3%, and Filipino students 5%, of our total roll. St Peter's College is a member of the Eastern Southland Kahui Ako of 13 schools. The Principal is a support principal within the Kahui Ako and we employ one of the two Across School Teachers. In 2019, we will be employing three Within School Teachers to work within our staff.

**NCEA and UE
Achievement****BASELINE DATA – NCEA, UE and Year 7&8 Literacy and Numeracy**

	2015	2016	2017	2018
L1 All	76.7	94.3	85.3	93.5
L 1 Māori	45.5	85.7	88.9	83.3
L1 Boys	70.6	100	88.2	92.0
L1 Girls	82.1	90.3	82.4	94.6
L2 All	90.3	89.6	84.9	90.7
L2 Māori	85.7	70.0	100.0	87.5
L2 Boys	97	90.3	80.0	90.3
L2 Girls	82.8	88.9	89.3	91.3
L3 All	60.4	75.5	85.4	68.6
L3 Māori	25	83.3	83.3	*
L3 Boys	35	67.9	66.7	66.7
L3 Girls	75.8	85.7	100.0	70.0
UE All	56.6	65.3	75.0	54.3
UE Māori	25	66.7	83.3	*
UE Boys	35	53.6	52.4	46.7
UE Girls	69.7	81.0	92.6	60.0

Maori students number 2 or less *

**Year 7&8
Literacy and
Numeracy
Achievement
(At or Above
expected
curriculum level)**

	2015	2016	2017	2018
Reading				
All	82	79	86	83
Girls	94	88	84	84
Boys	71	70	89	85
Maori	82	77	71	57
Writing				
All	74	80	86	63
Girls	87	89	88	58
Boys	61	72	85	69
Maori	91	77	71	29
Mathematics				
All	75	77	83	86
Girls	83	77	80	88
Boys	67	76	87	84
Maori	91	69	71	64

**Review of
Charter and
Consultation**

- Full community consultation November 2018
- Staff consultation from October 2018 – February 2019
- Student consultation February 2019

Special Character
'The Rock'

ANNUAL IMPROVEMENT PLAN – SPECIAL CHARACTER

Strategic Intention

Students and staff are provided with opportunities to learn and live the Gospel of Jesus Christ

Strategic Goal SC 1

Staff will develop their understanding of, and model, the Catholic character of St Peter's College and its charisms

Annual Goal

- Opportunities to learn and live out the Catholic Social Teachings and Gospel Values

Baseline data

- Regular PLD for all staff in 2018
- Appraisal connector has been used as the vehicle for special character appraisal from June 2018

Key Improvement Strategies

When	What	Who	Progress
Termly	Professional development built into the weekly staff PD programme.	BJT; BGR	
Termly	Offer external PLD (eg Twilights) and internal PD (eg Fatih central) to all RE department staff. internal and external PD.	BJT	
Term 2	Teachers New to Catholic Schools course for all new teaching staff	Katrina Van de Water; EMM	
Term 2	Review success of the Elaborations within the appraisal process and implement changes as necessary into the appraisal system for 2019 - 2020	BJT; BGR	
Term 4	DRS conference	BJT	

Monitoring: Special character reports to the BOT twice termly. Annual internal evaluation by BOT special character committee term 4. Appraisal evaluation.

Resourcing: DRS conference; external PLD opportunities as available.

Strategic Goal SC 2

All teaching and learning, along with extra-curricular activities, will incorporate and model the special character of St Peter's College

Annual Goal

- Review and plan using the Secondary Bridging Document as appropriate
- Develop understanding of the Catholic Dimensions for internal and external evaluation

Baseline data

- Currently using the NCRS resources
- Evaluation of special character aspects of the school has used the following – community, pastoral, religious education

Key Improvement Strategies

When	What	Who	Progress
Term 3	Review the proposed secondary bridging document	BJT; EMM; depart ment staff	
Terms 2 and 3	Principal and DRS to attend a special character review in another school	KMN; BJT	
Term 4	Use the new dimension – Encounter with Christ for internal evaluation	BOT; BJT; KMN	

Monitoring: HELA annual report; Special Character reports to the BOT twice termly; Internal evaluation reports from BOT SC committee.

Resourcing: Staff relief costs for time spent on Special Character review team.

**Special Character
'The Rock'**

IMPROVEMENT PLAN – TEACHING AND LEARNING

Strategic Intention

Develop capable, creative and resilient 21st century learners

Strategic Goal TL 1

Learners will be effective communicators and critical thinkers

Annual Goal

- Development of a common framework across curriculum areas to support literacy and communication skills in Years 7-13

Baseline data

- 'Literacy across the curriculum' was part of the strategic plan prior to 2014. Annual reports from HELAs show that declining literacy levels are impacting the ability of students to fully access learning programmes

Key Improvement Strategies

When	What	Who	Progress
Term 2	Small number of staff to investigate the Literacy Learning Progressions Framework from year 7 – 10 and determine how it could be used to support literacy learning across departments <i>(NB Link to ES Kahui Ako Annual Plan)</i>	KMN / BGR / Learning Committee	
Term 2	Learning Committee time devoted to understanding the LLPF and identifying parts of all current programmes that can be used to teach, learn and show progress using the framework	HELAs	
Term 3	Literacy PLD for all staff; incorporated into project learning at year 8-10	BGR	
Term 4	Data gathered for years 7 – 10 literacy using the framework, in order to make decisions re 2020 actions	KMN / BGR / JBS / HELA English	
Term 2	Small number of staff to investigate the Literacy Learning Progressions Framework from year 7 – 10 and determine how it could be used to support literacy learning across departments <i>(NB Link to ES Kahui Ako Annual Plan)</i>	KMN / BGR / Learning Committee	

Monitoring: Review with HELAs at the end of 2018; Literacy data comparisons; progress from literacy frameworks used in PBL terms 3&4.

Resourcing: External PD or visiting advisor to guide with the LLPF understanding

Strategic Goal TL 2

Rich learning experiences will develop the skills of creativity, collaboration, problem solving using a variety of digital tools and resources

Annual Goal

- Introduce Project Based Learning into the year 8 – 10 programme from term 3

Baseline data

- Staff have explored various models of PBL
- Agreement by BOT and staff that this be developed
- Project working group has researched PBL and the competencies required
- Contracted change manager consultant to support leadership and staff with this change

Key Improvement Strategies

When	What	Who	Progress
Pre-Term 1	Two teacher only days to develop facilitation skills	Change Manager; all staff	
Term 1 & 2	Working groups developing key ideas and structures to ensure a smooth transition and common understanding	Staff	
Term 1 & 2	Weekly PD provides PLGs with opportunities to learn about facilitation and project learning	BGR; LGR; Staff	
Term 2	Systems and frameworks developed for PBL	Working groups	
Term 3	Launch of the PBL programme	KMN / BGR	
Term 3&4	Ongoing review, refining and monitoring. Decision making re identified change for 2020	Key staff in review group	

Monitoring: Sharing of information with staff regularly; ongoing review in terms 3&4; BOT reporting; Coaching sessions with change manager; Student, staff and parent voice throughout process

Resourcing: Consultant 12 month contract; Teacher Aide funding from RTLB application; Visits to schools / PD providers as applicable

Strategic Goal TL 3

All Year 7 - 10 learning programmes will incorporate the Digital Technologies curriculum

Annual Goal

- Preparing for the digital technologies curriculum to be incorporated into Year 7-10 learning programmes

Annual Targets

Digital readiness of staff improves throughout the year, and all staff understand how to incorporate the new digital technologies curriculum into learning programmes

Baseline data

- Four years of BYOD
- Ongoing staff professional learning throughout the last four years, internal and external
- Microsoft 365 used in learning programmes throughout the school
- Cyclone contracted for two year PD programme

Key Improvement Strategies

When	What	Who	Progress
Term 2	Review of student competency and current programmes in place	IT committee	
Term 3	Determine how the new DT curriculum can be integrated into project learning	IT / Project learning group	
Term 3	Assess PLD needs and programme change and implementation for 2020 and beyond	IT committee	

Monitoring: Review, trialling and planning for 2020

Resourcing: Cyclone contract – 6 days of PLD; Microsoft support; Possible MOE PLD funding (to be determined)

**Pastoral
'Commitment, Community, Compassion'**

IMPROVEMENT PLAN – PASTORAL

Strategic Intentions

All students are provided with a safe, respectful and inclusive learning environment that promotes personal wellbeing

Strategic Goal P 1

Pastoral processes using restorative practices and consistent expectations will reflect the core values of St Peter's College

Annual Goal

- Strengthen restorative practices within the college

Baseline data

Engagement Data 2018

	2018
Number of Stand-downs	3
Number of Stand-down days	5
Suspensions	2
Exclusions	0

- Ongoing work on teacher student relationships throughout the year appear to be influencing student engagement
- Restorative practices are used in higher end discipline issues, however not all staff feel confident to use it in classroom management

Key Improvement Strategies

When	Strategies	Who	Progress
Term 1	Pastoral review committee in place with terms of reference developed for review.	DAJ	
Term 1	Visits to other schools in Southland and Otago to examine processes	Review team members	

Term 1	Guidance Counsellor attends the Positive Education NZ conference	CBS	
Term 2	Wellbeing survey to determine baseline data compared with previous years	DAJ	
Term 2	AWE survey introduction to kahui ako schools (<i>NB Link to ES Kahui Ako Annual Plan</i>)	DAJ / Kahui Ako leaders	
Term 2	Restorative training with Marg Thorsborne	Identified staff	

Monitoring: The review process will monitor data and change throughout the year

Resourcing: AWE survey costs; teacher relief and travel costs to visit schools; restorative training; PENZ conference costs

Strategic Goal P 2

An environment exists that encourages cultural inclusiveness will support all learners to develop their identity, language and culture

Annual Goal

- Maori goals 2019
- Cultural inclusiveness – all cultures

Baseline data

- Tikanga, te reo and kapahaka tutor now working directly with year 8 classes and supporting year 7 homeroom teachers to integrate te reo and tikanga into learning programmes
- Maori tikanga has become an expected, celebrated and 'normal' part of most major formal school gatherings. Maori students experience a sense of belonging and identity and it allows all students, staff and community to identify a shared culture of what it is to be a New Zealand citizen in the 21st century.
- Past and present Maori learning examples are interwoven into the fabric of the teaching curriculum where ever possible
- Student Kapa Haka numbers have risen to approximately 60, with 33 travelling on a North Island Hiko in April 2019
- Due to the hiko, many parent hui have been held
- Developing a waitoho or logo to be adopted school wide. Consultation with students, staff, community, BOT and kaumatua to date.
- Full staff PD regularly in terms 3 and 4 regarding Maori tikanga and te reo, Pasifika understanding, and international student identity

Key Improvement Strategies

When	Strategies	Who	Progress
Term 1	Develop our own tikanga policy	KMN / DAJ / VW	
Term 2	Maori Strategic plan reviewed and developed for next three years	DAJ	

	Term 1	Hikoi to North Island with kapahaka group	DAJ / VS / CBS	
	Term 2	Confirm the waitoho once final consultation has happened with staff and BOT	DAJ / VW	
	Terms 2 - 4	Opportunities found for staff to develop cultural competency for all learners with an emphasis on pasifika, filipino, maori and international esol students	DAJ	
	Term 2	Develop a staff/student advisory group to review, monitor and implement progress in cultural competency in the college	DAJ	
Monitoring: Strategic plan will give the opportunity for review				
Resourcing: Branding changes with waitoho; teacher relief during hikoi; PD costs as available and required				

Other key improvement strategies to assist in achieving the strategic vision

Regular Evaluation	Property	NCEA and UE Achievement
Triennial Review Cycle will ensure ongoing improvement of operations 2019 <ul style="list-style-type: none"> • Pastoral and Welbeing • Social Sciences • Health and PE • International students • EOTC • Health and Safety • Library • Special Character 	Review the 10 year property and maintenance plans Work with the Diocese regarding the upcoming building project Review IT needs and manage the cloud migration	Targets <ul style="list-style-type: none"> • To maintain NCEA and UE achievement data at a level at least equal to national data for decile 8-10 schools • To at least maintain NCEA and UE achievement for Maori students within 8% of Pakeha achievement Strategies <ul style="list-style-type: none"> • Continue to monitor progress throughout the year • Ensure the programmes are personalised to suit the student
Year 7 – 10 Literacy and Numeracy	Eastern Southland Kahui Ako	
Literacy Targets <ul style="list-style-type: none"> • 80% of year 10s will be at or above the expected CL by EY for both reading and writing • To shift all year 7&8 students at least one sublevel by EY (OTJ data including PAT testing) for reading • Accelerate progress of year 8 students in writing so that 80% of all students are at or above the expected CL by EY Strategies <ul style="list-style-type: none"> • Although baseline data shows that a number of students in Years 7&8 did not progress in reading, this is likely to be from the introduction of 	Also refer to ES Kahui Ako Annual Plan Target Develop a culture that is above the line and envelops all our learners and so through collaboration we can raise achievement in Literacy so as to accelerate the rate of progress for students in Years 3, 5, 7 and 9 not accessing the curriculum at the appropriate level.	

OTJ's being judged either at the level or beginning the next level. We believe this does not provide a true indication of the student's progress so we will use beginning, at and end of each level in 2019.

- Continuing, needs based small group literacy programmes will happen throughout the year for years 7 - 9
- Staff will trial ability grouping students across three Year 7 homerooms for literacy to allow for more targeted teaching.
- 'ReadingPlus' will be used by all students to develop reading mileage and comprehension strategies
- Use the AST and WST roles, to increase literacy achievement at years 7&9 (NB Link to ES Kahui Ako Annual Plan)

Strategies

- Staff Only Day – 29th March
- Work on 'above the line' culture
- AWE survey introduction to kahui ako schools (**see link to our Pastoral focus**)
- Literacy - years 7 & 9 – use the AST and WST roles, to increase literacy achievement at years 7 & 9 (**see link to our Year 7-10 Literacy focus**)
- Literacy Learning Progression Framework (**see link to our Literacy Across the Curriculum focus**)

Numeracy

Targets

- All year 7&8 students will make at least expected progress for one year's worth of learning by EY
- All Year 9 & 10 students will make at the expected progress for one year's worth of learning by end of year.
- For a Year 9 student, by the end of the year they will be achieving at 4A-5B, or have moved 1-2 sublevels by end of year.
- For a Year 10 student, by the end of the year they will be achieving at 5P-5A, or have moved 1-2 sublevels by end of year.

Strategies

- Staff will ability group students across three Year 7 homerooms for numeracy to allow for more targeted teaching.
- ALiM groups will occur in year 8
- Review the interface between year 7&8 maths programme and the year 9&10 programme to determine curriculum needs at both levels
- Staff will differentiate learning to suit the students' levels, where possible, and use resources such as Education Perfect to help with this.

Principal's Endorsement



Kate M Nicholson

Board of Trustees Endorsement



Rhonda Reid (Chair)

Submission Date to the Ministry of Education

15 March, 2019