

St Peter's College

STRATEGIC PLAN

Standing Tall, Promoting Excellence and Developing Understanding



2024

MISSION STATEMENT

St Peter's College is dedicated to providing the spiritual development and academic education of their students within the framework of the tradition of the Catholic Church.

VISION

St Peter's College celebrates being a Catholic Faith Community where students, teachers and families work in partnership to develop empowered, self-managing, lifelong learners, who live the Gospel values in a changing world.



Educational Philosophy

St Peter's College is an Integrated Secondary School, which is profoundly Catholic. The College exists to provide the best possible education for Catholic and other students from the wider Manawatu community.

The spiritual values that we live by are based on the life and teachings of Jesus Christ and are within the framework of the practices and traditions of the Catholic Church. Every student must participate in a comprehensive Religious Studies programme.

Subjects are taught within the structure of Catholic values and teachings. The Board, Staff and community are committed to upholding the Special Character of the College. The Bishop of the Palmerston North Diocese owns the College. It has an Integration Agreement with the Ministry of Education and this agreement is central to the support of the school's operations. Any decisions made by the school must be in the context of this Integration Agreement.

Our School Prayer reflects what we are striving to achieve with our students so far as their life education and spiritual education is concerned.

Dear God

You call us to live lives that matter,
Lives that change our world for the better.

Give us eyes that see the needs of others,
And hearts that reach out to fill those needs.

Help us Lord, to recognise and appreciate the
strengths and weaknesses of those
we live and work with.

May Your Spirit move through each of us
to strengthen and enrich our
St Peter's College faith community.

Amen

E Te Ariki,

Nāu mātau i karanga kia nōhia he
oranga whai hua,

He oranga whai hua ora mō te
ao katoa,

Tuia kia mātau ngā kamo mārama ki te
hiahia o te tangata,

ā, tākohangia kia mātau he manawa hai
whakaū i aua hiahia

E Pā, tiaho mai ki a mātau te
māramatanga mē te maioha

Ki ngā whirikoka mē ngā
ngoikoretanga o te hunga tata ki
a mātau,

Mā to wairua e whakakaha e hono te
iwi whakapono o Hato Petera

Amine

This reflects the values that we have made the cornerstone of our St Peter's College curriculum. Today St Peter's College is a Year 7 - 13 school of 780 students. It attracts students from all over Palmerston North and the Manawatu. Since mid-2014 the College has been undergoing modernisation of the classroom facilities to meet the needs of the staff and students as we adapt our curriculum and pedagogical practices to ensure students' success post their time in our community. This modernisation continues as we complete one more teaching block.

As an Integrated Catholic College:

- We will develop policies and practices that clearly reflect and uphold our Catholic Special Character
- We will develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture and
- We will ensure that all reasonable steps are taken to provide instruction in Tikanga Māori and Te Reo Māori for full time students whose parents/whānau ask for it.

Educational Aspirations

The Board, staff and community have a very clear understanding of how the aspirations we have as a Catholic College intent on meeting our vision for our students fit together. Below is a summarised visual representation of how all the elements of our school's aspirations combine and interact to meet the mission and vision of the College while preparing students to be successful lifelong learners.

The Catholic Church is at the heart of our school, and from this we have our mission to communicate Christ and to help form Christ in the lives of others. Christ works through every element and is reflected in all aspects of the College.

From this foundation, our vision and values were developed in consultation with the school community, and these influence everything that we do.

The philosophy of the school has now been developed to live out our vision. This has implications for what we teach (the curriculum of the school) and how we teach (the teaching and learning of the school).

Developing life-long learners is at the centre of all that we do.

St Peter's College Values & Ngā Pou Hato Petera

St Peter's College values are based on the Gospel values and are the foundation of the College curriculum. There is an expectation that these values will be evident in St Peter's College Special Character philosophy, structures, curriculum, pedagogy, classrooms, and relationships.

Service is the free and generous use of one's self, time and resources to assist people, and enable positive changes within their lives, the school and wider community.

Respect is the understanding, recognition and consideration of the needs and feeling of others. It recognises that each person is sacred and is called to develop fully. Respect is shown in our actions.

Community is people being connected and united through Eucharist, common values, beliefs, and purpose and celebrating the diversity, culture and members of the community.

Stewardship: As a school, we share a responsibility to protect and respect the Catholic faith, academic knowledge and the resources of the school and the world. We care for each other and the environment of the past and present for the future. We discover and develop each individual's talents and encourage their use for the benefit of the wider community.

Integrity is choosing to do the right thing and being honest. It is about standing firm in your Christian and Gospel values and principles. It is in living out these gospel values with integrity that leads to the kingdom of heaven.

Curiosity, wonder and awe, in the physical and spiritual dimension of our world leads us to ask questions and seek answers in order that we can change our world for the better. Awe and wonder are gifts of the Holy Spirit and are part of the path to wisdom.

Ngā Pou o Hato Petera

Ngā Pou o Hato Petera is a series of statements that give meaning and understanding to what our Whānau would see as success for our Māori students with respect to academic, cultural, spiritual, and sporting achievement.

Pou: Tikanga Māori and Te Reo Māori (custom, language and kawa)

St Peter's College endorses gaining an understanding of what it is to be Māori providing opportunities to participate in and celebrate Te Reo Māori, Kapa Haka, Pōwhiri, Tikanga Māori, Te Ao Māori, Ngā Manu Kōrero, hangi, hui and noho marae. At St Peter's College, being Māori is an advantage and all students will be given the opportunity to learn Te Reo Māori.

Pou: Māramatanga (understanding, enlightenment)

St Peter's College incorporates Māramatanga across the curriculum when recognising Māori potential and encouraging Māori students to value academic, sporting, and cultural success while ensuring that the curriculum content across the school will reflect our bicultural heritage in content, context, topics, and resources. The College will support the students to be the best they can be.

Pou: Kotāhitanga (unity – working together as one)

St Peter's College fosters Kotāhitanga where staff, students, whānau, iwi, community providers, work in partnership to support our Māori students and deepen their knowledge of what it is to be Māori. The college will promote opportunities for our community to understand and celebrate cultural differences and assist Māori students in their educational aspirations.

Pou: Matauranga (Education – knowledge)

St Peter's College will actively work in partnership with Māori student's whanau, as teachers set high expectations valuing our Māori students' cultural knowledge and experience. The College will ensure that teachers of Te Reo are adequately supported to perform their role and that all teachers are skilled in developing positive classroom relationships.

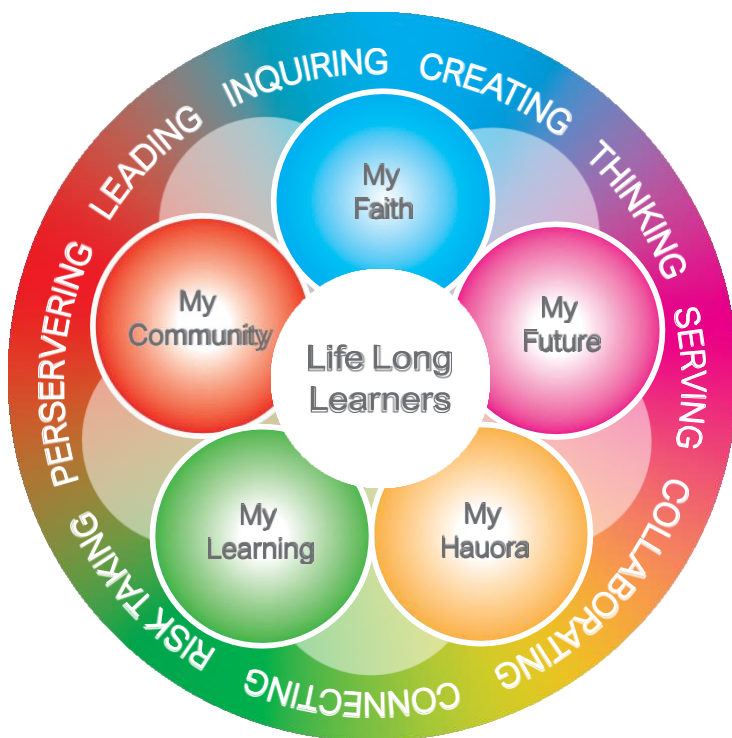
Pou: Rangatiratanga (Self-empowerment – Self management)

St Peter's College supports Rangatiratanga by offering opportunities for students to develop leadership skills and mentoring which inspires Māori students to set goals and track their progress and take responsibility for their learning.



Educational Philosophy

The College educational philosophy is best expressed through the five learner contexts of My Faith, My Community, My Future, My Learning and My Hauora. Our educational philosophy is the vehicle for bringing our vision and aspirations to fruition, hopefully setting up our students for a rich, interesting, and successful life despite the challenges that come with living in the 21st Century. The nine keys have a direct impact on both the curriculum and the pedagogy we use as teachers in the classroom. These keys help unlock the potential of each learner and provide a framework to teach important life competencies.



- My Faith** - How can you live out the Gospel values of Jesus and develop my own personal faith to be empowered to spread the Good News through service and mission?
- My Future** - How can I prepare for my future pathway?
- My Hauora** - How can I develop my physical, mental, spiritual, social and emotional well-being?
- My Learning** - How can I grow my capacity to think and learn?
- My Community** - How can I find my place in the world and participate positively?

The Five Contexts - areas of student life which student learning is focused on

The Keys - aptitudes that are taught and developed, and which unlock the potential of the student





STRATEGIC PLAN 2024-2025



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	Guiding statement	Strategic Goal (2024-2025)	NELPs	Primary Objective	Expectation end 2025	How will we achieve/progress	Measurement of success
			NELPs	Education & Training Act 2020			
Whakapono Catholic Character	We will promote a Catholic Worldview which reflects the life and values of Jesus, the importance of partnership, and the development of positive relationships throughout the College.	Ensure a shared understanding of the Catholic Social Teaching principles which permeate throughout the college and the St Peter's College faith community.	6	1(b)(i)	CST principles are in curriculum unit plans. Special Character PLD incorporates CST principles. CST principles are weaved into communications home e.g. newsletter and schoolapp.	Special Character PLD with staff SLT formation with CST principles Develop strategies to use in communication where possible	Course/unit plans have CST integrated into them. Communications have deliberate links to CST.
		Develop understanding of our Champagnat Marist and Mercy charisms.	6	1(b)(i)	Special Character PLD has a Marist/Mercy focus	Staff retreats, internal PLD and external PLD	Charisms integrated into unit plans where possible. Imagery around College to enhance understanding.
		The Gospel values are reviewed to align with ROCK expectations to make intentional connections with Jesus.	1, 2	1(b)(i)	The Gospel values will align with ROCK and be explicitly taught to students and communicated to parents/whānau.	Community consultation Work with Diocese team to support review	The Gospel values will align with ROCK and be explicitly taught to students and communicated to parents/whānau.
Whanaungatanga Bicultural citizenship & Cultural identity	We will recognise Māori as Tangata Whenua supporting our Māori ākonga to succeed as Māori while developing a community that is connected and respectful of the diversity in our multi-cultural community.	Ensure all kaiako journey with the learning of te reo, me ngā tikanga Māori in the daily life of the college and in the curriculum using placed based contexts.	2	1(d)(i)	Evidence of PLD that teachers are learning Te Reo. 75% of teachers are engaged in learning Te Reo. Department plans will indicate place based contexts.	External providers coming into Kura to provide PLD. Work alongside Rangitāne and PLD providers to support place based contexts.	There is progression on Te Hōkaiatanga ki te Atua. Evidence in Professional Growth Cycle for each teacher, signed by Professional Leaders.
		Ensure that Te Hōkaiatanga ki te Atua is at the heart of the College that will continue to grow kaiako and ākonga cultural capabilities; and build positive relationships with Māori whānau and Pasifika aiga to ensure successful educational outcomes.	2, 3	1(a) 1(d)(ii) 1(d)(iii)	Hui/fono will take place every term. Puhoro programme is embedded as a school priority. Yrs 7-10 will have a cultural experience every year. Tapasā incorporated into teaching to increase capability of teachers of Pacific learners.	Schedule of hui/fono events. Puhoro is embedded into the weekly timetable schedule. Track academic data of Puhoro students. School calendar with cultural experiences for Y7-10 – evident in unit plans. External Tapasā PLD.	Te Hōkaiatanga ki te Atua progression. NCEA data, Student voice. Puhoro participation and graduation. Teachers actively engaged with cultural experiences. Localised teaching through Pasifika lens. Pasifika Fusion.
		Ensure equity of outcomes for all ethnic groups and those with specific learning needs.	3	1(d)(iii)	All learners are given equitable accessibility, provision and resources to support them.	Track academic data - Literacy, Numeracy and NCEA. Track Pastoral records.	NCEA results and pastoral data analysed.
Hauora	We will prioritise and recognise the importance of ākonga and kaiako well-being and promote ways to support ākonga and kaiako to be active partners to change in our community.	Ensure learners with diverse learning needs feel safe, included, and supported to ensure that barriers to learning are removed.	1, 4	1(b)(i) 1(b)(ii) 1(b)(iii) 1(c)	Inclusive practice evident, and learning is adapted to respond to whānau and student voices, respecting individual learning preferences and innovative approaches.	Support financial assistance. Counselling reports Breakfast club attendance	Student voice, Learning Support teacher voice.
		By using culturally relational practice, in line with our Catholic school values, ensure there is a high trust, safe and inclusive environment where diversity is valued for all to achieve potential in all aspects of life for both kaiako and ākonga.	1, 2	1(a) 1(b)(i), 1(b)(ii) 1(b)(iii) 1(c)	Having Life to the Full' has been attended by 50% of teaching staff. SPC PLD is focused on culturally relational practice (CRP) that enhance character strengths and wellbeing throughout the college. Support rangatahi who identify as LGBTQIA+ and grow a supportive diversity group.	Enrol staff to attend 'Having Life to the Full'. Special Character PLD will be scheduled that aligns with Te Whare Tapa Whā wellbeing model. Counselling report to ensure LGBTQIA+ are supported as a group.	Student, teacher, counselling voice. 'Having Life to the Full' has been attended by 50% of staff. PLD schedule is evident of CRP.
Whakamana Teaching and Learning	We will prioritise and support kaiako in implementing quality teaching and learning strategies into the classroom that are connected to the ākonga world and the world of work which prepare the ākonga to thrive in the 21st century.	Ensure our local curriculum is responsive to the needs, identity, language, culture, interests, strengths and aspirations of our ākonga and whānau when developing refreshed curriculums and NCEA changes.	2, 3, & 5	1(d)(i)	Local contexts are embedded in course outlines and unit plans. NCEA L1 programmes have local curriculum embedded.	External PLD, cluster meetings, work with Rangitāne, department PLD with Rangitāne.	Student and teacher voice Course outlines and unit plans show evidence
		Ensure that teaching and learning programmes are designed to develop rich opportunities and coherent pathways for all learners.	7	1(a)	100% of students have a coherent pathway.	Tracking through careers and gateway coordinators, C2S coach, and DP Senior school. Leaving forms will indicate.	Use leaving forms to track and gather statistics identifying destinations. Pūhoro graduation.
		Ensure that learning progressions are used Y7-10 to build a consistent approach to Literacy and Numeracy. NCEA achievement is above national averages in all categories.	4	1(a)	85% Y7-10 At or above expected level in Literacy and Numeracy; 95% NCEA L1 & L2; 90% NCEA L3; 70% UE. Increase Merit and Excellence endorsements at least 50% of each cohort in Y11-13.	Track academic data - Literacy, Numeracy and NCEA. C2S coaches to support and guide students and inform whānau through reporting and conferencing.	Literacy, Numeracy and NCEA results