

# *St Peter's College*

## ANNUAL IMPLEMENTATION 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.



<b>Strategic Goal 1:</b>	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.
<b>Annual Goal:</b>	Develop a shared understanding of the Catholic Social Teaching principles and school values which permeate throughout the college with an understanding of our Marist and Mercy charisms.

<b>Actions</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will we measure success?</b>
Establish Catholic Social Teaching principles into curriculum unit plans. Special Character PLD will incorporate CST principles. CST weaved into communications home	Senior Leadership Team	Catholic Social Teaching principles <a href="https://www.caritas.org.nz/catholic-social-teaching">https://www.caritas.org.nz/catholic-social-teaching</a>  PLD budget/allocation	Term 1 - 4	Course/unit plans have CST integrated into them. Communications have deliberate links to CST.
Undertake Special Character PLD which has a Marist/Mercy focus	Director Religious Studies	Marist values document Mercy Values document PLD budget/allocation	Term 1 - 4	The Mercy/Marist charisms integrated into unit plans where possible Imagery displayed to enhance understanding.
Align our Gospel values with ROCK and explicitly teach and communicate to parents/whānau.	Senior Leadership Team	Survey analysis PN Diocese Education team	Term 2 - 4	The Gospel values will align with ROCK, be explicitly used throughout the college, and community. Kaiako/Ākonga/Whānau surveys. Ākonga feedback for understanding.

<b>Strategic Goal 2:</b>	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 multicultural community.
<b>Annual Goal:</b>	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 with Te Hōkaiatanga ki te Atua at the heart to grow kaiako and ākonga cultural capabilities; and build positive relationships with Māori whānau and Pasifika aiga to ensure successful educational outcomes, ensuring equity of outcomes for all ethnic groups and those with specific learning needs.

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
Kaiako to be engaged in learning Te Reo and deliver local curriculum as seen within department plans.	Senior Leadership Team	PLD budget/allocation TupuOra PLD Te Hōkaiatanga ki te Atua framework	Term 1 - 4	Progression on Te Hōkaiatanga ki te Atua. Evidence in Professional Growth Cycle for each teacher showing progression Increase use and understanding of Te Reo Local curriculum taught throughout departments
The Pūhoro programme is embedded as a school priority. Yrs 7-10 will have a cultural experience every year.	Senior Leadership Team HOD Māori HOD Science	Allocated time Staffing <a href="#">Pūhoro support</a>	Term 1 - 4	Te Hōkaiatanga ki te Atua progression. NCEA data, ākonga voice, Pūhoro participation and graduation. Teachers actively engaged with cultural experiences which are then evident in unit plans.
Tapasā to be incorporated into teaching to increase the capability of Kaiako of Pacific learners.	Senior Leadership Team Pasifika Liaison	PLD budget/allocation Auckland University PLD <a href="#">Tapasā cultural competencies</a>	Term 2 - 4	Kaiako feedback on Tapasā PLD Localised teaching through Pasifika lens. Pasifika Fusion. Ākonga voice
All learners are given equitable accessibility, provision and resources to support them.	Senior Leadership Team	Budget allocation Data tracking Kamar tracking	Term 1 - 4	Progression of learning Y7-13 NCEA results Pastoral data analysed

<b>Strategic Goal 3:</b>	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.
<b>Annual Goal:</b>	Ensure learners with diverse learning needs feel safe, included, and supported to ensure that barriers to learning are removed by using culturally relational practice, in line with our Catholic school values.

<b>Actions</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will we measure success?</b>
Establish inclusive practice where learning is adapted to respond to whānau and ākonga voices, respecting individual learning preferences and innovative approaches.	Senior Leadership Team HOD Learning Support	IEPs <a href="#">MoE learning support</a> Budget allocation PLD	Term 1 - 4	Ākonga voice Learning Support Kaiako voice. Whānau voice
Undertake PLD that is focused on culturally relational practice that enhances character strengths and well-being.	Senior Leadership Team	PLD budget/allocation	Term 1 - 4	Ākonga, Kaiako, and counselling voice. 'Having Life to the Full' attendance
Support rangatahi who identify as LGBTQIA+ and grow a supportive diversity group.	Senior Leadership Team Counselling team	<a href="#">Aroha &amp; Diversity in Catholic Schools</a> Youthline support – face to face <a href="#">RainbowYOUTH</a>	Term 1 - 4	Counselling report Ākonga voice

<b>Strategic Goal 4:</b>	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.
<b>Annual Goal:</b>	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, NCEA changes and building a consistent approach to Literacy and Numeracy.

<b>Actions</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will we measure success?</b>
Embed local contexts into local school curriculums with support of Rangitāne.	Senior Leadership Team HODs	PLD budget/allocation Rangitāne iwi support	Term 1 - 4	Ākonga and Kaiako voice Course outlines and unit plans show evidence
Ensure coherent pathways for all learners through effective teaching and learning programmes.	Senior Leadership Team HODs	Budget allocation	Term 1 - 4	Use leaving forms to track and gather statistics identifying destinations. Pūhoro graduation.
Track academic data - in particular Literacy, Numeracy and NCEA, with clear reporting to whānau.	Senior Leadership Team Literacy Lead HOD Maths HODs	Data - OTJs, E-Asttle, Literacy/Numeracy standards, NCEA internal and external data	Term 1 - 4	Literacy, Numeracy and NCEA results