

Annual Implementation Plan 2025 – St Peter’s College Gore

Summary of the plan

A key focus for St Peter’s College in 2025 will be the embedding of both structured literacy and mathematics in the Junior School Curriculum. We will also be working to develop an Effective Teacher Profile for the College and may work towards an Instructional Framework.

We will use a range of data to further strengthen programmes especially senior NCEA programmes so that we can ensure our pass rates are improving annually and where all students can leave with a valued qualification and having experienced success.

We will continue to engage with a range of community, whānau, students and staff consultation to build our strategic documents and planning for the future. This will include our Effective Teacher Profile, Graduate Student Profile, Strategic Plan for 2026 onwards, and a range of other strategic plans including for Te Ao Māori.

Staff will be upskilled throughout the year in the use of various assessment tools and the analysis of data. We will also engage with a range of PLD around the use of Kamar and how this can assist with accurate progress tracking.

We will continue to focus on regular attendance and ensuring that we mitigate as many barriers to regular attendance as we can.

Where we are at currently:

We are entering into a phase of rebuilding with the appointment of a new Principal and several staff changes. We continue to have strong pass rates at NCEA Level One and Two and aim to build on these moving forward so that all students who enter St Peter’s College will experience success. From our Annual Implementation Plan for 2024 we have completed the following actions to meet each goal:

- *To continue to give effect to the special catholic character of St Peter’s College.* We did this through: a Special Character review, Special Character PLD, Promotion of Special Character events, Arohanui awards, values badges, RE unit evaluations.
- *Reconfigure the year 7 – 11 timetable and curriculum in order to allow for greater ākonga/student agency, choice, engagement and success.* Planning for this will use *Te Mātaiaho, Te Tiriti o Waitangi and Tō Tātou Whakapono, Our Faith as the framework.* We did this through: implementing structured literacy PLD and resources, data analysis, NCEA tracking, a wider range of course offered across Year 7-11
- *To implement the use of My Mahi to support ākonga/students to chart their pathway planning.* We did this through: MOE support, use of My Mahi in whanau classes

From our 2024 Annual Implementation Plan we will continue to embed what work has been done on these three goals during 2025. The main focus of 2025 will be making sure we are doing the basics well, strengthening tracking and returning to normal school operations. We will work hard to rebuild community confidence moving forward making St Peter’s the school of choice for families in Gore.

Regulation 9(1)(e)

How will our targets and actions give effect to Te Tiriti o Waitangi:

For specified kura boards – include a general description of how the kaupapa of your kura reflects Te Tiriti o Waitangi:

In 2025 we will develop a Te Ao Māori strategic plan for the entire school to ensure that all students and staff continue to deepen their knowledge and understanding of Te Ao and Te Reo Māori. We will continue to engage with whānau through hui and other consultation to ensure that their voice is reflected in the direction of the school moving forward. We will continue to provide students with learning opportunities in Te Reo and Te Ao Māori and work towards establishing a designated Te Ao Māori physical space/classroom within the school.

We will continue to ensure that Te Tiriti is incorporated into school strategic planning, documentation and the overall ethos of the school.

Regulation 9(1)(g)

Information on teaching and learning strategies:

In 2025 we will develop an Effective Teacher Profile (ETP) which outlines what good practice and pedagogy looks like here at St Peter’s College. This will then be used to bring about consistency across classrooms and build a common lesson structure for the Junior classes in 2026.

We are engaging with a range of PLD around both structured literacy and mathematics for the Junior School in 2025, including implementing the new MOE approved resources for mathematics.

Regulation 9(1)(f)

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Strategic Goal: <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.</i> <i>Regulation 9(1)(a)</i>																													
Annual Target/Goal: <i>Support staff and students to grow in the knowledge and understanding of Jesus Christ, his teachings, and the Catholic Church.</i> <i>Regulation 9(1)(a)</i>																													
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Strategic Goal: <i>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.</i> <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: <i>St Peter’s will provide a high quality education for all students ensuring that they can all experience success</i> <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? <i>All students will show learning progression using standardised testing in the Junior School and improved pass rates for NCEA in Level Two and Three. Our goal is for 90% pass rates at both Level Two and Three.</i> <i>Regulation 9(1)(d)</i>				
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Structured mathematics will be implemented in Yr 7 - 8	DP Year 7 & 8 Team Leader	PLD for teachers of Yr 7 & 8 Mathematics including two Teacher Only Days MOE Approved Mathematics resources Planning will demonstrate the implementation of new curriculum resources and make explicit links to these	By end of Term Three All Year By the end of Term Three	All staff teaching Yr 7 & 8 Mathematics will engage in PLD All teachers of Yr 7 & 8 Mathematics will be using the approved MOE resources All teachers of 7 & 8 Mathematics will have engaged in planning for the new curriculum and PLD to support the delivery
Increased tracking of Yr 12 and 13 NCEA Progress and additional credits offered for students needing them	Principal DP Year 12 and 13 Dean	Tracking wall in staffroom for all Year 12 and 13 students Additional standards offered for ARONA students including International students Holiday catch up programme offered in Term 3 break if needed	End of Term One Throughout the Year Term Three Break	Tracking wall will be updated regularly so all staff know where students are at 90% + Pass rates roll based for Level Two and Three Students needing additional credits will attend catch up school
An Effective Teacher Profile (ETP) is developed with staff and community consultation	Principal DP	Staff, students and parent feedback Meeting time to brainstorm and develop what effective teaching practice looks like at SPC Hattie’s meta-analysis data on teacher effectiveness	Term Two End of Term Three	An Effective Teacher Profile has been developed by the end of the year and is in place for 2026 with Strategic Planning, PLD and PGC all aligned to the ETP

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Strategic Goal: <i>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.</i> <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: <i>Provide students with pathway planning tools and supports that are appropriate.</i> <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? <i>All students will have access to My Mahi and be familiar with this platform. Senior students will be familiar with the various options open to them post-Secondary education.</i> <i>Regulation 9(1)(d)</i>				
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Provide all students with access to My Mahi and guidance around careers and pathways planning within My Mahi	DP Whanau Teachers	Access to My Mahi platform for all students and teachers Guidance for staff on what lessons as well as tools within My Mahi to use	Start of the Year Ongoing	Students and staff can all access My Mahi 90% + of students have completed Careers Quest survey
Students to be provided with appropriate information re Careers and Tertiary pathways	Careers Teacher Yr 13 Dean	Tertiary providers information is available and displayed Visits from tertiary providers	Throughout the Year	Students will make visits to tertiary providers Tertiary providers will visit the College Information is accessible for students
Regular monitoring of attendance data and agencies engaging with chronic attendance issues	Principal Deans	Attendance Matters reports, Kamar attendance data Details of various services/agencies available to support whānau and student attendance	Throughout the year	Drop in the number of students with chronic attendance issues Reduction in number of students with unknown code for attendance Ongoing relationship with attendance service support providers