

**Developing our Children's Minds  
Guiding our Children's Hearts**

## **Charter & Annual Goals**

**2019 - 2021**

**Versions: December 2018, January 2019, March 2019, May 2019, July 2019, September 2019, March 2020, May 2020, July 2020, August 2020, January 2021, April 2021, June 2021, August 2021.**

A copy of this Charter is available to parents at the School Office and on the website.



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# St Benedict's School Vision

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***“Developing our children’s minds, guiding our children’s hearts”***

We are a school community which, in partnership with families and through our Catholic values, creates strong foundations where our students can truly become the best they can be, both now and in the future.

## **Achieving Our Vision**

Our school vision encompasses the whole child during their time at our school. By remaining true to our Catholic faith and Catholic Character, we are guided in how we work with the students and our community. We aim to model the Gospel Values in a way that allows every child to maintain their dignity/mana and in so doing ensure the students carry the Gospel Values into their daily lives and in all of their interactions with others.

We believe that every child within our school is created in the image and likeness of God. We acknowledge and respect that every individual is unique and possesses gifts that will lead them to fulfil their purpose in life. (c.f. Catechism of the Catholic Church 299).

As a school and community, we will achieve our vision through:

- our teaching of the Gospel Values
- including the Key Competencies of the New Zealand Curriculum to develop a holistic child
- having high expectations for all students

To support the staff to deliver on this vision, teachers will take part in professional development opportunities that will enhance their teaching practices. We believe this will allow them to continue to meet the needs of every child in a way that motivates and challenges them, teaches them how to be independent learners and to reach their full potential.

# St Benedict's School Mission Statement

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To provide a challenging, co-operative, supportive environment which incorporates Catholic ideals, attitudes and practices where children, teachers, parents and community work together to continue the full development of the child in learning for life.

# Our School

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St Benedict's School, founded in 1952 by the Brigidine Sisters is situated in the Northern Corridor of Khandallah, Wellington. St Benedict's Roman Catholic School is a Decile 10, state-integrated co-educational school offering a Special Catholic Character education for students from Year 1 to Year 8.

St Benedict's School promotes high achievement and celebrates individuality. We aim to make our curriculum thorough and challenging. Our students are happy, engaged, enthusiastic and motivated to learn. Our teachers strive for student excellence in progress and achievement. Parent involvement and support is excellent. Our students have traditionally achieved highly in academic, sporting, arts and cultural activities.

Catholic Character is a key element in the on-going success of our school. This is promoted through a comprehensive Religious Education program, and is well-supported by school Masses, liturgies and rituals, Gospel Values, worship and daily prayers. Importantly, our special Catholic Character is evident through the way we treat each other – by caring, with honesty, friendship, respect and consideration for others.

## Description of the School

The school is first and foremost a Roman Catholic School in which the school 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, as determined by the Roman Catholic Bishop of the Diocese of Wellington. The Proprietor of the school is the Roman Catholic Bishop of the Diocese of Wellington.

The school has a roll of 293 students as at 5 August 2021. The approved maximum roll of this school, specified in the Integration Agreement, is 320 pupils. The school currently has four international students, with a fifth enrolled for October this year.

The number of pupils whose parents do not have a preference of enrolment at the school is limited to 16 pupils – which is 5% of the total roll.

As of 5 August 2021, the total school roll consists of students from 31 regions/countries and is made up of **4%** Māori, **68.2%** European/Pākehā, **4%** Pasifika, **17.1%** Asian and **6.8%** MELAA (Middle Eastern, Latin American and African). The school has 13 classrooms in operation, is staffed appropriately and has a Ministry of Education approved, Out of School Care (OSCAR) After School Care Programme for up to 60 St Benedict's School students on site each school day from 2:50pm – 6:00pm. Currently, most days are full with the policy's Adult:Student ratio being met at 1:10.

Community involvement is active, varied and strongly encouraged by all in our school community, including the staff (teaching and non-teaching) and the Board of Trustees. Opportunities for involvement include assistance in various curriculum programmes and areas, attending morning prayers, providing transport, assisting in outdoor education activities and school trips, fundraising and social activities, assisting staff with students' social activities, sports activities, coaching, attending workshops, parent consultations and events where parents and carers are thanked and valued. We are fortunate to have a supportive and active HOK (Help Our Kids) parent committee who fundraise tirelessly for the school. We continue to enjoy and foster strong links with our Parish and Church, and also former members of our school community who are parishioners. Priest and youth worker visits are made to the school, and our students regularly attend whole-school Liturgies, Masses and Reconciliation opportunities throughout the school year.

# Gospel Values

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The Gospel Values we focus on at St Benedict's School are:

- **E**mpathy
- **P**erseverance
- **I**ntegrity
- **C**reativity

Our EPIC values, shaped by our Catholic Character, express how we do things as a school and as a community. Our school's values remain at the forefront of our planning, decisions and actions.

Our EPIC Values have been taken from the Brigidine Sisters, our founding order, and are closely linked to the Gospel Values, School Vision and the New Zealand Curriculum values.

The Gospel Values are demonstrated at St Benedict's School in the following ways:

- Staff modelling their relationships and behaviour on the Gospel Values;
- Placing the highest expectations on students to achieve personal excellence;
- Recognising the unique individual gifts of all of our students;
- Creating effective partnerships between students, teachers, parents and our parish as part of the development of a healthy learning environment;
- Emphasising empathy and kindness as the pathways to the creation of a healthy learning environment;
- Promoting social justice while respecting uniqueness in our community;
- Developing leadership by encouraging students to take on roles and responsibilities in caring for each other and for our environment;
- Providing a holistic education including the promotion of physical, academic, emotional, social and spiritual development;
- Creating a sense of community so that everyone feels they belong, and that they are appreciated; and
- Practising our beliefs and traditions through daily prayer, Religious Education programmes, promoting the Sacraments, attending Mass and maintaining our links with the Church and Parish.

# Governance

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The Board of Trustees emphasises strategic leadership rather than administrative detail, has a clear distinction of Board of Trustees and staff roles, concentrates on the future rather than the past or present, and attempts to be pro-active rather than reactive.

## Management

The Board of Trustees delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal.

## Education Act 1989

The legal responsibility of Boards of Trustees is determined by Schedule 6 of the Education Act 1989:

### Schedule 6, Section 13

*A Board has complete discretion to perform its functions and exercise its power as it thinks fit, subject to this and any other enactment and the general law of New Zealand.*

### Section 76 Principals

*(1) A school's Principal is the Board's chief executive in relation to the school's control and management.*

*(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the Principal –*

*(a) Shall comply with the Board's general policy directions; and*

*(b) Subject to paragraph (a) of this subsection, has complete discretion to manage as the Principal thinks fit the school's day to day administration.*

# The Principles of our School Curriculum Decision Making

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**Developed by the Board of Trustees, and agreed and implemented by the Principal and teachers, our key Curriculum Priorities for 2019-2021 are:**

- Individual faith formation through Catholic traditions, and links to home and parish
- Students progressing towards and achieving at the New Zealand Curriculum levels relevant to their ability
- Children as autonomous learners within authentic contexts
- Developing Tikanga Māori, Te Reo Māori
- Update and development of curriculum programmes that reflect our students and communities needs through meaningful contexts
- Teacher inquiry into teaching practice

The Principles in the New Zealand Curriculum 2007, page 9 are: High Expectations, Treaty of Waitangi, Cultural Diversity, Inclusion, Learning to learn, Community Engagement, Coherence and Future focus.

## Culturally Responsive Practice - Tangata Whenua, and Recognising New Zealand's Cultural Diversity

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At St Benedict's School, we aim to promote culturally responsive practices that reflect New Zealand's cultural diversity and the unique position of Māori. This is included in relevant school policies.

In recognising the unique position of Māori, St Benedict's School will take reasonable steps to provide a basic level of instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language).

In order to achieve this, the school will:

- Incorporate the use of Tikanga and Te Reo into daily lesson plans and school-wide practices, and provide opportunities for students to access Kapa Haka;
- consult Māori families about programmes of learning and assessment;
- promote the theme that New Zealand is a multicultural community with a bi-cultural heritage;
- discuss local options or dual enrolment for students when instruction in Te Reo is requested;
- embrace the cultural heritage of all our students and attempt to reflect these in our programmes and practices; and
- build cultural capability so that all ākonga are secure in their identity.

# Equity and Excellence - Special Education Needs and Inclusion

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St Benedict's School takes immense pride in being an inclusive school where all students are provided with a high-quality education tailored to meet their individual needs. The Board of Trustees recognises that every student is different and comes to St Benedict's School with different needs, strengths and abilities, different challenges and sensitivities. Equity is maintained for students working below their expected curriculum level through the adaptation and tailoring of the classroom curriculum, and teaching practices, to fit their learning style and needs.

Students identified as needing extra support will have a Priority Learner Action Plan (Tier 1-3) developed for them to support their learning and meet their needs. These will be discussed with the parents so that their input can also be included ensuring that a collaborative working partnership is fostered and maintained.

Through the Religious Education Curriculum Statement for Catholic Primary Schools in Aotearoa New Zealand and our Special Character we acknowledge that everyone is created in the image and likeness of God and that everyone learns at a pace and in a way that is unique to them.

## Community Engagement: Procedural Information and Community Consultation Information

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In order to achieve the vision of the Strategic Plan, the school has Policies and Procedures detailed in our Governance and Operations manuals.

The Board of Trustees of St Benedict's School is committed to our partnership with the school's community and parish. We recognise the need to communicate, consult, and engage with our community regularly, both informally and formally.

### **Community Consultation**

When appropriate, consultation is undertaken regarding all strategic goals, and for the development of all policies to ensure that the school's community is actively involved in communication and discussion with the Board of Trustees, and is involved in decisions made.

- All Strategic Plan statements developed for St Benedict's School and all Board of Trustees policies are made available to the school community.
- Māori whānau community are consulted annually on matters concerning the achievement of Māori Tamariki and associated systems and procedures that enhance Tikanga Māori in the school.
- The community is consulted every two years about the Health Curriculum.
- Parents are invited to engage in the learning process of their children formally through reporting and interviews held twice yearly and informally through on-going discussions with the teacher.

### **Reporting to the Community**

The school community is kept well informed of decisions made by the Board of Trustees and receives regular feedback on student performance in the school. This includes Principal and teachers reporting to the Board of Trustees, the Board of Trustees and Principal reporting to parents, teachers reporting to parents and the school

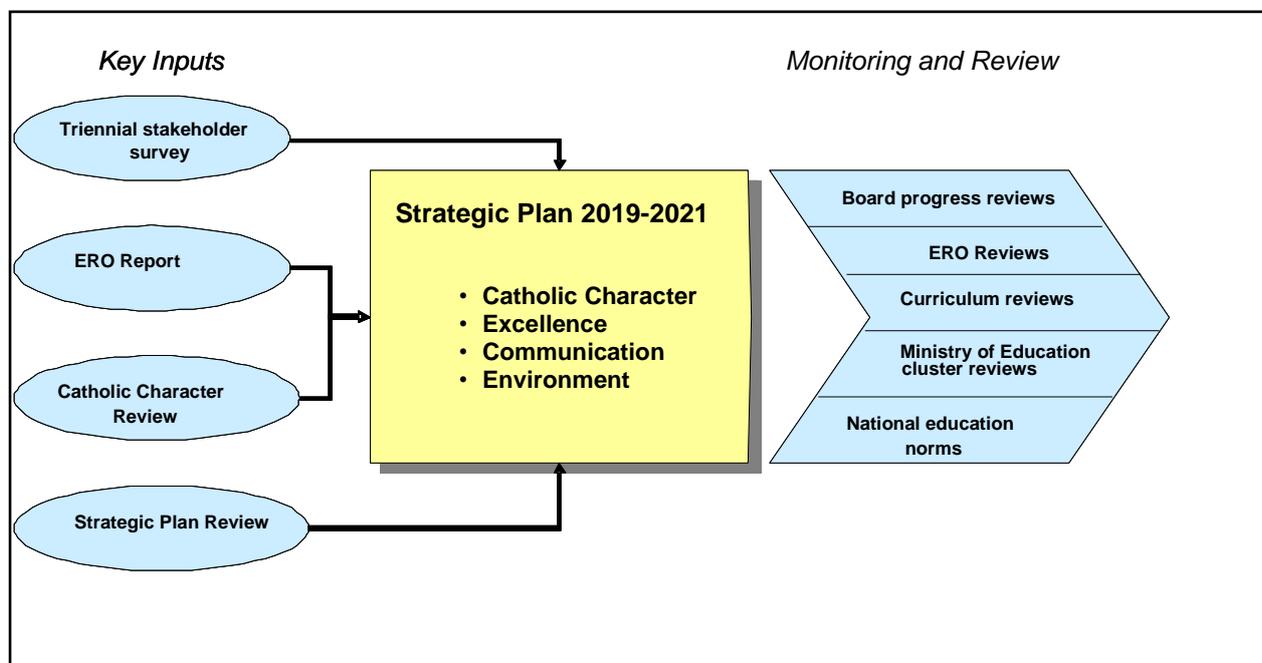
community. Our school’s website is populated with sets of Board of Trustees meeting minutes; this helps keep the community informed. Additionally, the Board of Trustees compiles an annual newsletter which communicates the highlights and successes of the year to the parents, as well as hosting an Annual General Meeting to share academic results and the strategic plans ahead.

# Strategic Planning

The Board of Trustees has agreed on four key areas of focus for St. Benedict’s School in order to achievement our vision. Given the appropriate attention and resources, the Board of Trustees wants St Benedict’s School to be the school of choice for families in the area who value educational excellence achieved through the provision of a values-based education.

## Strategic Planning Process

Our strategic planning process has drawn information from a variety of sources and is actively reviewed.



## Strategic Plan Inputs

The key inputs into the Board of Trustee’s strategic plan are as follows:

<b>Triennial Stakeholder Survey</b>	The Board of Trustee’s conducts a survey of parents, staff and students in order to determine and clarify needs and priorities. This is an essential part of our planning process that provides important information about the needs and expectations of our various stakeholders and helps inform our strategic planning process.
<b>Education Review Office (ERO) Report</b>	The most recent ERO report provides a key input into the strategic planning process.
<b>Catholic Character Review</b>	We use the feedback provided through our Catholic Character Review to ensure that our school environment displays and nurtures our Catholic Character.

<b>Strategic Plan Review</b>	The Board of Trustees conducts a review of the school's strategic direction as part of the development of the next strategic plan. We have established annual goals for each of our Board subcommittees that focus on the achievement of the four areas of strategic intent.
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**The Board undertakes an active self-review process that includes:**

<b>Board Progress Reviews</b>	The Board undertakes a regular stock-take of progress towards our strategic goals and completes a formal review annually.
<b>ERO Reviews</b>	The school Board of Trustees and Principal actively measure progress against the latest ERO report as conducted by the Education Review Office.
<b>Curriculum Reviews</b>	These are a focus at staff meetings and when reporting to the Board of Trustees.
<b>Ministry of Education Cluster Reviews</b>	The school identifies goals that reflect our commitment to projects that our Community of Learning (CoL) is committed to.
<b>National Education Norm Data</b>	Although only one measure of student progress, the school uses national norm data provided by the Ministry of Education to help identify areas of strength and weakness.

# St Benedict's School Strategic Plan and Values 2019-2021



## Excellence in Education

*Enable students to achieve personal excellence in their learning.*

GOAL 1

Students have an understanding of the different cultures that make up the St Benedict's school community, especially acknowledging the unique place of Māori as Tangata Whenua.

GOAL 2

To provide learning opportunities that enable all students to achieve to the best of their potential.

GOAL 3

To provide professional development opportunities to staff that are aligned with best practice and which facilitate students' learning (in support of Goal 2).

## Catholic Character

*Enable students to deepen their understanding of their faith.*

GOAL 1

To promote the school's values through our Catholic character teachings and the Religious Education programme and celebrate the positive impact of this on our school's culture.

GOAL 2

To encourage Catholic educational programmes that foster faith-based opportunities and action being carried out in our community.

CREATIVITY

## Communication

*Ensure effective communication between school, whanau and the community.*

GOAL 1

Parents/caregivers (and where appropriate, the wider community) are informed and aware of key information relating to the school and its students.

GOAL 2

Promote the Catholic character and successes of St Benedict's School and its students to the wider community to maintain its identity in the Parish/community.

EMPATHY

PERSISTENCE

## School Environment

*Provide a physical environment that is fit for purpose and enhances learning.*

GOAL 1

The school works to create a fit for purpose environment with a focus on raising student awareness of the impact we have on our surroundings.

GOAL 2

The Board of Trustees, in consultation with the ADW, community, staff and students creates and follows a plan for upgrading the school environment.

INTEGRITY

## Excellence in Education

Goal	Which means we will...	Success Criteria: we'll know we've been successful when...
<p><b>Goal 1.</b></p> <p>Students have an understanding of the different cultures that make up the St Benedict's School community, especially acknowledging the unique place of Māori, as Tangata Whenua.</p>	<ul style="list-style-type: none"> <li>• Incorporate te Reo/tikanga Māori into our school culture through planned lessons and activities.</li> <li>• Embed Kapa Haka into the school and provide every child the opportunity to be involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Te Reo Māori and Tikanga Māori is used seamlessly throughout the school (greetings, displays, assemblies, Masses, liturgies and songs etc.)</li> <li>• Students participate in Te Reo Māori lessons and external cultural activities such as Kapa Haka festivals.</li> <li>• We as a school are in a position to host a Powhiri to welcome new families and dignitaries on special occasions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Actively work as a community to ensure that students respect, value and develop an understanding of the cultures of others.</li> <li>• Celebrate our school's cultural diversity through planned activities throughout the year.</li> <li>• Welcome all cultures into the school community and take guidance on cultural practices from families and their children.</li> <li>• Include visual displays around the school that promote and acknowledge our cultural diversity.</li> <li>• Invite parents/whānau to become actively involved in promoting their culture within our school.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from families indicates that their cultures are acknowledged and shared with the wider-school community through events such as St Benedict's Cultural Day and our in-school Elective programmes.</li> <li>• Our school's curriculum provides opportunities for students to celebrate and learn about others' cultures, especially acknowledging our Māori students.</li> <li>• Public wall displays are changed termly throughout the year to reflect student learning and engagement.</li> </ul>
	<ul style="list-style-type: none"> <li>• Build cultural capability so that all ākongā are secure in their identity and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a broad understanding of the various cultures and can share that learning with their parents and community.</li> </ul>
<p><b>Goal 2.</b></p> <p>To provide learning opportunities that enable all students to achieve to the best of their potential.</p>	<p style="text-align: center;"><b>Which means we will...</b></p>	<p style="text-align: center;"><b>Success Criteria: we'll know we've been successful when...</b></p>
	<ul style="list-style-type: none"> <li>• Implement our Raising Achievement Plan (RAP) that focuses on acceleration of priority learners through improving teacher capability and best practice. This includes school-based in-class and withdrawal support programmes appropriate to the learner's needs.</li> <li>• Strengthen student, teacher and parent partnerships so learners are effectively supported from both home and school.</li> </ul>	<ul style="list-style-type: none"> <li>• Students requiring support or extension are scaffolded or extended through their learning through differentiated planning and/or tailored IEP's with parent support and involvement.</li> <li>• Regular communication ensures effective home/school partnerships are in place to support student learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Commence and embed a <i>Learning Through Play</i> programme to help support social interaction and learning opportunities for our Priority Learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Students requiring support or extension are scaffolded or extended through their learning.</li> <li>• Priority Learner's Action Plans are implemented, and shared with their parents.</li> <li>• Our ORS-funded students show an increased ability to work with or socialise with other students.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Provide challenging learning opportunities at appropriate levels for all students of all abilities.</li> <li>• Provide opportunities for students to show their creative potential through a range of outlets.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have access to a range of tools and resources to enhance their learning.</li> <li>• A range of Electives, our senior task-based system, and external exams and competitions provide opportunities for extension.</li> </ul>
	<ul style="list-style-type: none"> <li>• Embed best classroom practices, programmes and resources that facilitate the teaching of the New Zealand Curriculum.</li> <li>• Effectively support our priority learners' needs e.g. Māori, Reading Recovery, ALIM, SPRING and Seasons for Growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment results in Reading Recovery, ALIM, SPRING and the classroom demonstrate value-added annually.</li> <li>• Student successes are celebrated and high standards encouraged on a daily basis.</li> <li>• Lessons are differentiated and supportive of each learner's individual need(s).</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure ongoing updating and purchasing of technologies which meet the needs of all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Syndicate IT devices and programmes are varied and sufficient to foster a sense of student agency and autonomy.</li> </ul>
	<b>Which means we will...</b>	<b>Success Criteria: we'll know we've been successful when...</b>
<b>Goal 3.</b> To provide professional development opportunities to staff that are aligned with best practice and which facilitate students' learning (in support of Goal 2).	<ul style="list-style-type: none"> <li>• Ensure teacher Professional Learning Development opportunities are based on school and staff needs, which lead to improved teaching practices and increased student attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff members are annually provided with the opportunity to participate in relevant internal and external professional development.</li> </ul>
	2020 Professional Learning Development (PLD) foci: <ul style="list-style-type: none"> <li>• Digital Fluency – teachers are provided with PLD opportunities to enhance their knowledge of Apps, tools and programmes which helps support technology being used authentically.</li> <li>• Develop and embed, a Teacher Performance Management Appraisal system which allows teachers to reflect critically on their practice and teaching as inquiry.</li> <li>• Religious Education PLD sessions, courses and papers align with our school's Catholic Character and the individual needs of our staff's learning journeys.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff continue to grow in confidence and competence in using and applying a range of IT tools and apps to best support authentic teaching and learning opportunities.</li> <li>• Students are provided with opportunities to post regularly on their personal Blogs (Years 7-8), and have access to Google Classroom and student Gmail accounts (Years 5-8), IT programmes and Apps that support their continued growth in Digital Fluency.</li> <li>• Teaching as inquiry follows best practice and demonstrates effective reflective practices.</li> <li>• Religious Education instruction through planning and knowledge of the subject area, follows a cross-curricular approach to maximise student learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement a Staff Performance Management Appraisal system which supports teaching as inquiry and reflection, and links with the Teacher Standards at the Teaching Council.</li> <li>• Adopt and implement school-wide teaching practices that reflect new learning and effective methods.</li> </ul>	<ul style="list-style-type: none"> <li>• A user-friendly teacher appraisal system is entrenched, and there becomes a commonly used and understood vocabulary which supports improved teacher inquiry and reflection among the staff.</li> <li>• All teachers are appraised annually against the Teacher Standards and teaching as inquiry.</li> <li>• All staff members are appraised annually against their roles and job descriptions.</li> <li>• Staff and students embrace and engage opportunities to develop, grow and progress as life-long learners.</li> </ul>
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## Catholic Character

Goals	Which means we will...	Success Criteria: we'll know we've been successful when...
<p><b>Goal 1.</b></p> <p>To promote the school's values through our Catholic character teachings and the Religious Education programme and celebrate the positive impact of this on our school's culture.</p>	<ul style="list-style-type: none"> <li>• Include regular articles in the School Newsletter from The Parish Administrator with a summary of the Church's teachings, student learning and class Mass reflections.</li> <li>• Promote and celebrate the school's EPIC values through teaching, assemblies and the school's blog, website and newsletters.</li> </ul>	<ul style="list-style-type: none"> <li>• An inclusive culture permeates throughout the school in the likeness of Jesus Christ's teachings.</li> <li>• Parent surveys show an awareness of the awards available in school.</li> <li>• The student-led Catholic Character Team ensures Gospel values are being played out across the school.</li> <li>• Newsletters showcase student EPIC Eddie and Edwina values and awards.</li> <li>• Families, staff and the Parish experience the benefits of having students completing the Sacramental programme.</li> </ul>
	<ul style="list-style-type: none"> <li>• Foster stronger links with the Parish – including Parish Masses, Sunday Church, Picnics, Baptisms, Evangelisation and opportunities to celebrate the rich number of cultures and diversity in our Parish.</li> </ul>	<ul style="list-style-type: none"> <li>• The school utilises the strengths of the Parish to support the Catholic character, faith and teachings of the Church in our school.</li> <li>• The DRS liaises with the Parish Leadership Team to make and send cards to identified families within the Parish – e.g. those with sick family members.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure buddying of older and younger students throughout the school to enhance an inclusive culture.</li> <li>• Encourage students to continue their Catholic education journey by attending a Catholic Secondary School.</li> <li>• Promote the Catholic Character and values of the school, and well-being of the staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and students grow friendships when respectively and consistently role modelling, and displaying the school's EPIC values.</li> <li>• Catholic secondary schools largely become the school's of choice for our Year 8 leavers. (CoL-related goal).</li> <li>• The well-being of the staff and students is monitored annually and the results are analysed and acted upon accordingly.</li> </ul>

	<ul style="list-style-type: none"> <li>Encourage family attendance and student participation in Sunday Masses.</li> </ul>	<ul style="list-style-type: none"> <li>The numbers of families attending and being given the opportunity to participate in Sunday Mass increases</li> <li>Work carried out in the community becomes a norm and not an event.</li> </ul>
<p><b>Goal 2.</b></p> <p>To encourage Catholic educational programmes that foster faith-based opportunities and action being carried out in our community.</p>	<ul style="list-style-type: none"> <li>Ensure syndicate and school-wide planning fosters a sense of serving, action and helping others in need.</li> <li>Have the School Choir and Catholic Character Teams engage with the community.</li> <li>Engage in Caritas and charity work which leads to student awareness of others' needs and presents opportunities for action.</li> <li>Invite guest speakers to present to classes, syndicates and whole-school assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Students search for opportunities to demonstrate action in their community (student agency).</li> <li>Local media highlights student action and initiatives that support the building of community.</li> <li>There are closer authentic ties, action opportunities and networking between agencies, charities and the Parish with our school, by our students and staff.</li> </ul>

## Communication

Goals	Which means we will...	Success Criteria: we'll know we've been successful when...
<p><b>Goal 1.</b></p> <p>Parents/caregivers (and where appropriate, the wider community), are informed and aware of key information relating to the school and its students.</p>	<ul style="list-style-type: none"> <li>Identify and implement/embed technology that enables effective communication about the school and its learners.</li> <li>Proactively publish Board of Trustees minutes and explanation of decisions.</li> <li>At Principal and Board of Trustees level, plan annually to ensure the school's communications needs continue to be met. Subsequently, any engagement plans created, will ensure that, where appropriate parents'/caregivers' views are sought.</li> <li>Utilise appropriate and effective communication channels to ensure parents, caregivers and the wider community remain informed.</li> <li>Maintain an accurate school contacts database through eTAP.</li> <li>Share key dates/events of the school year – both online and in hardcopy forms.</li> </ul>	<ul style="list-style-type: none"> <li>When asked (survey or otherwise), parents / caregivers know what the focus of the school is and what the priorities of the Board are.</li> <li>Parents are familiar with the types of communication they will receive to remain informed of the school's news and information.</li> <li>Parents know where to go to retrieve school-related information, and can rely on the source being up to date (e.g. the website, calendars, newsletters, Blog, eTAP).</li> <li>Our school's newsletter, along with eTAP, contribute to being major drivers of all things information and communication.</li> <li>Fewer parents ask the same questions (e.g. what does the Board do? What happens at Board meetings?)</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure a secure on-line Policies and Procedures system, along with an all-encompassing review cycle is implemented and continually carried out.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/caregivers have a sense of ownership / input into the school's policies and procedures.</li> <li>Parent/caregiver views are incorporated and reflected in Board of Trustee decisions around communication.</li> </ul>

	<ul style="list-style-type: none"> <li>Share student reports and progress with parents in ways that are meaningful and supportive of the next steps to achieve.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback on student learning, coupled with parental interaction and involvement from home, demonstrates an inclusive and effective home/school partnership.</li> </ul>
<b>Goal 2.</b>  Promote the Catholic character and successes of St Benedict's School and its students to the wider community to maintain its identity in the Parish/community.	<ul style="list-style-type: none"> <li>Proactively engage with community and Catholic media (and where appropriate, Wellington/national media).</li> <li>Provide proactive content through various communication channels (newsletter, Blog, website, public-facing school areas), celebrating St Benedict's Catholic character, academic, cultural and sporting activities/achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Regular (target one per term) items profiling St Benedict's School, are captured and celebrated in community media. (WeICom, Ind. Herald).</li> <li>St Benedict's has a regular profile in Parish publications / public notice areas.</li> <li>Our school's website and blog indicate and reflect an up to date and thorough lens into school life.</li> </ul>
	<ul style="list-style-type: none"> <li>Review and produce prospectus (digital and printed), every three years.</li> </ul>	<ul style="list-style-type: none"> <li>There is a positive awareness of St Benedict's School as evident by prospective student enrolment numbers equating to roll stability and/or growth.</li> </ul>
	<ul style="list-style-type: none"> <li>Engage with St Francis of Assisi Parish through Parish publications, and opportunities for sharing/displaying in public facing areas (e.g. church foyers).</li> </ul>	<ul style="list-style-type: none"> <li>Networking, liaising and profiling opportunities are sought to positively manage the school's good name in the community.</li> </ul>

## School Environment

Goals	Which means we will...	Success Criteria: we'll know we've been successful when...
Goal 1.  The school works to create a fit for purpose environment with a focus on raising student awareness of the impact we have on our surroundings.	<ul style="list-style-type: none"> <li>Highlight advantages of solar panels and other St Benedict's initiatives to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>We include solar panel generation in the school newsletter.</li> </ul>
	<ul style="list-style-type: none"> <li>Highlight the work done by the Enviro team, including participating in Community and school-led Enviro programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Enviro team updates are included in the school's newsletter and Blog, and where appropriate, the local newspaper.</li> <li>Enviro team student numbers are growing.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop vegetable gardens, Nature Areas and a Skink Farm overseen by the school's Enviro team.</li> </ul>	<ul style="list-style-type: none"> <li>Projects and initiatives conducted around recycling, gardening, nature and the environment are encouraged and celebrated.</li> <li>Vegetable gardens, and caterpillar and skink farms are in operation to reinforce viability and life-cycles.</li> </ul>
	<ul style="list-style-type: none"> <li>Work towards obtaining a Silver Badge award through the Enviro Schools' Awards.</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable and effective systems around recycling of paper and cardboard are in place.</li> </ul>

<p>Goal 2.</p> <p>The Board of Trustees, in consultation with the ADW, community, staff and students creates and follows a plan for upgrading the school environment.</p>	<ul style="list-style-type: none"> <li>• Prioritise a range of projects to ensure return on investment (10YPP and Cyclical Maintenance plans).</li> <li>• The School Board of Trustees liaise and agree on the prioritising of any funding requests from Board sub-committees, parents or otherwise.</li> </ul>	<ul style="list-style-type: none"> <li>• We hold a regularly updated and prioritised list of projects that are either being actioned, are in discussion or are yet to be considered.</li> <li>• Our designated support parent who accesses and actions potential school grants is actively engaged and involved in sourcing extra funding for the school.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and source other avenues of funding and income available e.g. local business and families within the school community.</li> <li>• Ensure opportunities to supplement school funding which are outside the core curriculum areas and being substantial in either time, size or value, are presented to the Board of Trustees for consideration.</li> </ul>	<ul style="list-style-type: none"> <li>• We have an increase in third party funding (compared to previous years) to enable maintenance and investment in school environment upgrades.</li> <li>• Adequate funding is budgeted which covers long-term maintenance projects.</li> </ul>

## 2021 Annual Goals

### Area: Excellence in Education

Goals	Which means we will...	How will this be achieved (Action, Personnel, Resources)	Success Criteria; we'll know we've been successful when...	Progress Update (Ongoing)	BoT Year-End Evaluation / Reflection
<p><b>Goal 1.</b></p> <p>Students have an understanding of the different cultures that make up the St Benedict's School community, especially acknowledging the unique place of Māori, as Tangata Whenua.</p>	<p>Embed Kapa Haka into the school and provide every child the opportunity to be involved.</p> <p>Build cultural capability so that all ākongā are secure in their identity and culture.</p>	<p>Nicole Simson Richard Smith Michael Hinds Matua Hēmi Whaea Adrienne</p> <p>Te Reo and Kapa Haka Budget Lines; HoK financial support.</p>	<p>Students participate in Te Reo Māori lessons and external cultural activities such as Kapa Haka festivals.</p> <p>We as a school are in a position to host a Powhiri to welcome new families and dignitaries on special occasions.</p>	<p>Powhiri being held in Term 2 to welcome all new families.</p> <p>Whānau evening to progress talks around a Kapa Haka uniform, and a school Haka, Waiata and Karakia.</p> <p>June: Priority given to implementing a Kapa Haka Uniform and school waiata. The school Po, Haka and karakia to follow in due course.</p> <p>July: Kapa Haka uniform and school waiata being finalised. Waiata to be sung this term,</p>	

				uniform getting close to being signed off.	
<p><b>Goal 2.</b></p> <p>To provide learning opportunities that enable all students to achieve to the best of their potential.</p>	<p>Effectively support our priority learners' needs e.g. Māori, Reading Recovery, ALIM, SPRING and Seasons for Growth.</p> <p>Ensure ongoing updating and purchasing of technologies which meet the needs of all learners.</p>	<p>Cheryl Taylor Mary Ryan Mary Ann Mulqueen Winnie Newenham Leanne Smart Siobhan Douglas</p> <p>Rebecca Blackwood Shona Kelleher (external DTC support)</p>	<p>Assessment results in Reading Recovery, ALIM, SPRING and the classroom demonstrate value-added annually.</p> <p>Student successes are celebrated and high standards encouraged on a daily basis.</p> <p>DTC lessons are designed to support teaching and learning; as opposed to replacing it.</p>	<p>Our school's SENCo continues to deploy our TA's to the areas of the school where students are most needed; set programmes of work are in place for them to experience success/support.</p> <p>Certificates and EPIC awards in assembly. School Blog shout outs; a culture of it being 'cool and safe' to learn exists.</p> <p>Differentiated lessons are supportive of each learner's individual need(s).</p> <p>July: New Teacher Aide employed until Year End. This will help us access a wider number of students.</p>	
<p><b>Goal 3.</b></p> <p>To provide professional development opportunities to staff that are aligned with best practice and which facilitate students' learning (in support of Goal 2).</p>	<p>Develop and embed, a Teacher Performance Management Appraisal system which allows teachers to reflect critically on their practice and teaching as inquiry.</p> <p>Religious Education PLD sessions, courses and papers align with our school's Catholic Character and the individual needs of our staff's learning journeys.</p> <p>Provide challenging learning opportunities at appropriate levels for all students of all abilities.</p>	<p>Michael Hinds Cheryl Taylor Anne Minto Rebecca Blackwood</p> <p>Jacqui Miranda Cheryl Taylor Fiona Barnett</p> <p>All teachers</p>	<p>Teaching as inquiry follows best practice and demonstrates effective reflective practices.</p> <p>Religious Education instruction through planning and knowledge of the subject area, follows a cross-curricular approach to maximise student learning.</p> <p>Differentiated lessons are supportive of each learner's individual need(s).</p> <p><b>Reading:</b> 37 out of 266 students (13%) are achieving 'Below' their</p>	<p>Classroom lessons Differentiation Enrichment and Electives Trips Guest speakers Task-based systems of work Google classroom – collaboration</p> <p>June: ALIM and SPRING intervention programmes are being implemented in support of our Tiered students' needs.</p> <p>July: ICAS and external competitions are due to be carried out this term.</p>	

			<p>expected NZ Curriculum Level in Reading.</p> <p><b>Reading Target:</b> Therefore, our Reading target is to move 33% (12 students) across the school from achieving 'Below' to achieving either 'At' or 'Above' their relevant NZ Curriculum Reading Level by the end of the year.</p> <p><b>Writing:</b> When analysing our end of 2020 Writing data we found that five of our 25 Year 7 girls (25%) were achieving 'Below' in their expected NZ Curriculum Level.</p> <p><b>Writing Target:</b> Our target is to move all five Year 8 girls from achieving 'Below' to achieving 'At' their relevant NZ Curriculum Writing Level by the end of the year.</p> <p><b>Mathematics:</b> Although our Mathematics results were strong again across the school, when analysing our end of year 2020 Mathematics data we found that seven Year 4 students were achieving 'Below' the expected NZ Curriculum Level in Mathematics for their year group.</p> <p><b>Mathematics Target:</b> With this data in mind, we have set our Mathematics target to being able to move three of our Year 5 students from achieving 'Below'</p>	<p>July: Staff PLD days are effective, well planned out and relevant to the school's Charter and Annual Goals.</p>	
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			to achieving 'At' their relevant NZ Curriculum Mathematics Level by the end of the year.		
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**Area: Catholic Character**

<b>Goals</b>	<b>Which means we will...</b>	<b>How will this be achieved (Action, Personnel, Resources)</b>	<b>Success Criteria; we'll know we've been successful</b>	<b>Progress Update</b>	<b>BoT Year-End Evaluation / Reflection</b>
<p><b>Goal 1.</b></p> <p>To promote the school's values through our Catholic character teachings and the Religious Education programme and celebrate the positive impact of this on our school's culture.</p>	<p>Include regular articles in the School Newsletter from The Parish Administrator with a summary of the Church's teachings, student learning and class Mass reflections.</p> <p>Promote and celebrate the school's EPIC values through teaching, assemblies and the school's blog, website and newsletters.</p> <p>Promote the Catholic Character and values of the school, and well-being of the staff and students.</p>	<p>Michael Hinds Teachers</p> <p>Michael Hinds Teachers</p> <p>All staff</p>	<p>The school's roll is at capacity because of the good name in the community that our school carries.</p> <p>The student-led Catholic Character Team ensures Gospel values are being played out across the school.</p> <p>Newsletters showcase student EPIC Eddie and Edwina values and awards.</p> <p>Families, staff and the Parish experience the benefits of having students completing the Sacramental programme.</p>	<p>Positive relationships have been forged with the Parish Office, WelCom and Independent Herald.</p> <p>July: The school's affiliation with Caritas continues to strengthen.</p> <p>The Catholic Character team lead termly assemblies that highlight a school value each term.</p> <p>Our school's values permeate through all we life for; are linked to scripture.</p> <p>The Sacramental Programme is currently in full swing.</p> <p>June: Five thousand dollars of sponsorship money from the local community, has been sourced in support of families in need of financial backing to ensure their child(ren) can access the full curriculum, or receive counselling, or uniform support.</p>	

<p><b>Goal 2.</b></p> <p>To encourage Catholic educational programmes that foster faith-based opportunities and action being carried out in our community.</p>	<p>Ensure syndicate and school-wide planning fosters a sense of serving, action and helping others in need.</p> <p>Invite guest speakers to present to classes, syndicates and whole-school assemblies.</p>	<p>Jacqui Miranda</p> <p>Syndicate Leaders</p>	<p>Students search for opportunities to demonstrate action in their community (student agency).</p> <p>Local media highlights student action and initiatives that support the building of community.</p> <p>There are closer authentic ties, action opportunities and networking between agencies, charities and the Parish with our school, by our students and staff.</p>	<p>Guest speakers have been on site (Samoan, current and former MP's, vets, services, librarian, authors); students day trips to see places and people of interest.</p> <p>We're on the journey of creating a localised curriculum to maximise our local learning environment.</p> <p>June: Kōwhai Syndicate's 'Meet the Locals' topic has been well received. Connecting with our local community has been positive and made many connections going forward.</p>	
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### Area: Communication

Goals	Which means we will...	How will this be achieved (Action, Personnel, Resources)	Success Criteria; we'll know we've been successful	Progress Update	BoT Year-End Evaluation / Reflection
<p><b>Goal 1.</b></p> <p>Parents/caregivers (and where appropriate, the wider community), are informed and aware of key information relating to the school and its students.</p>	<p>Proactively publish Board of Trustees minutes and explanation of decisions.</p> <p>At Principal and Board of Trustees level, plan annually to ensure the school's communications needs continue to be met. Subsequently, any engagement plans created, will ensure that, where appropriate parents'/caregivers' views are sought.</p> <p>Maintain an accurate school contacts database through eTAP.</p>	<p>Michael Hinds</p> <p>Coralie Purnell</p>	<p>Parents are familiar with the types of communication they will receive to remain informed of the school's news and information.</p> <p>Parents know where to go to retrieve school-related information, and can rely on the source being up to date (e.g. BoT meeting minutes, the school's website, calendars, newsletters, Blog, eTAP).</p>	<p>Policies adhered to</p> <p>Surveying of the community</p> <p>Annual Parents' Meeting held</p> <p>Annual BoT Newsletter</p> <p>Annual documentation sent to parents to ensure address and contact details are correct.</p> <p>June: Feedback from the recent School-Wide communications survey is in the process of being implemented. It's been shared with</p>	

				the community in the newsletter and on the school's website.	
<p><b>Goal 2.</b></p> <p>Promote the Catholic character and successes of St Benedict's School and its students to the wider community to maintain its identity in the Parish/community.</p>	<p>Review and produce prospectus (digital and printed), every three years.</p> <p>Engage with St Francis of Assisi Parish through Parish publications, and opportunities for sharing/displaying in public facing areas (e.g. church foyers).</p>	<p>Michael Hinds Cheryl Taylor Anne Minto Rebecca Blackwood Coralie Purnell</p>	<p>There is a positive awareness of St Benedict's School as evident by prospective student enrolment numbers equating to roll stability and/or growth.</p> <p>Networking, liaising and profiling opportunities are sought to positively manage the school's good name in the community.</p>	<p>Documentation at local Kindergartens is current and correct.</p> <p>Information in the school's newsletters, online calendars and website is current and correct.</p> <p>The Parish continues to lift information from our newsletter to the Parish newsletter and back display wall.</p> <p>June: The Sacramental Programme was a roaring success; as is our communication and interaction with the Parish around the Music Group, 40 Hour Famine Mass and sharing of information.</p> <p>July: The Sacramental Programme continues to connect with its students; a really positive and pleasing move.</p>	

### Area: School Environment

Goals	Which means we will...	How will this be achieved (Action, Personnel, Resources)	Success Criteria; we'll know we've been successful	Progress Update	BoT Year-End Evaluation / Reflection
<p>Goal 1.</p> <p>The school works to create a fit for purpose environment with a focus on raising student awareness of</p>	<p>Work towards obtaining a Silver Badge award through the Enviro Schools' Awards.</p>	<p>Fiona Barnett Michael Havell Teachers</p>	<p>Sustainable and effective systems around recycling of paper and cardboard are in place.</p>	<p>In May 2021 we are having on site visit from the Enviro Schools' rep to ascertain our readiness for the Silver award status.</p>	

the impact we have on our surroundings.				June: Mrs Barnett and her sub-committee working towards this goal.	
Goal 2.  The Board of Trustees, in consultation with the ADW, community, staff and students creates and follows a plan for upgrading the school environment.	The School Board of Trustees liaise and agree on the prioritising of any funding requests from Board sub-committees, parents or otherwise.  Ensure opportunities to supplement school funding which are outside the core curriculum areas and being substantial in either time, size or value, are presented to the Board of Trustees for consideration.	Michael Hinds Anna McDougall Daniel Marks BoT HoK Teachers	We hold a regularly updated and prioritised list of projects that are either being actioned, are in discussion or are yet to be considered.  Our designated support parent who accesses and actions potential school grants is actively engaged and involved in sourcing extra funding for the school.	Action plans Wish lists 10YPP  June: ADW contact and liaising with Kelly Ross, Sarita Smit, Anna-Maria Visser around all thing St Benedict's School (Staff PLD, property, funding, environment, etc).	

## 2020 Annual Goals – Now Archived (But referred to regularly for reflection, reference and growth over time)

<b>Area: Excellence in Education</b>					
<b>Goals</b>	<b>Which means we will...</b>	<b>How will this be achieved (Action, Personnel, Resources)</b>	<b>Success Criteria; we'll know we've been successful when...</b>	<b>Progress Update (Ongoing)</b>	<b>BoT Year-End Evaluation / Reflection</b>
<b>Goal 1.</b> Students have an understanding of the different cultures that make up the St Benedict's School community, especially acknowledging the unique place of Māori, as Tangata Whenua.	Incorporate Te Reo/tikanga Māori into our school culture through planned lessons and activities.  Embed Kapa Haka into the school and provide every child the opportunity to be involved..	Employment of instructors (budget line created) Staff PLD – te Reo courses Weekly Friday sessions – Kapa Haka / Te Reo lessons (which support the teaching and learning of this during the week).  Principal, Deputy Principal, Te Reo Co-ordinator, te Reo team, external instructors.  Parent consultations	Te Reo Māori and Tikanga Māori is used seamlessly throughout the school (greetings, displays, assemblies, Masses, liturgies and songs etc.)  Students participate in Te Reo Māori lessons and external cultural activities such as Kapa Haka festivals.  We as a school are in a position to host a Powhiri to welcome new	Cultural Day goes a long way to helping breath life in to this crucial target. In 2021 we will be hosting an international day for our school.  COVID-19 has stalled progress, however since we've been back, contact made with a potential Kapa Haka teacher to move us forward in this area.	<b>Our kura's Matauranga Māori Kaupapa document has enabled progress and a honed focus in this area.</b>  <b>Deploying a head of Te Reo Māori, a Te Reo Māori teacher (Wednesdays) and a Kapa Haka teacher (Wednesdays) has been a positive move in ensuring our akonga are receiving the exposure to te Reo and tikanga.</b>

		<p>Electives St Benedict's Cultural day National Dress Displays Greetings Awareness of cultures in assemblies Kapa Haka and Te Reo Lessons Marae visit (Pipitea Marae – and other Marae)</p>	families and dignitaries on special occasions.	<p>June update: A te Reo Māori teacher has been employed to teach lessons to our akonga weekly.</p> <p>August update: A Kapa Haka teacher has been employed to work with our staff and students commencing Term 4 2020.</p>	<p><b>In 2021 we expect to be honed and practised to incorporate powhiri as normal practice as opposed to a one-off big events.</b></p> <p><b>Annual whānau hui positive; parents on board and supportive of the matauranga Māori kaupapa..</b></p> <p><b>Has been stop/start; difficult to identify and continue with Te Reo and Kapa Haka teachers for a number of genuine reasons.</b></p> <p><b>Aiming for greater consistency in this area in 2020 and beyond.</b></p> <p><b>The school continues to have a steely focus on a Kapa Haka uniform and ambition to participate in the local Kapa Haka festival.</b></p>
<p><b>Goal 2.</b> To provide learning opportunities that enable all students to achieve to the best of their potential.</p>	Provide challenging learning opportunities at appropriate levels for all students of all abilities.	<p>Spring Targeted reading and writing support ALIM Reading Recovery Learning Through Play sessions Extension Programmes (Everyone out, Mind Plus, Electives, Mathswell, Literacy Quiz)</p> <p>Small group and 1:1 intervention Classroom curriculum and differentiated learning Tailored IEPs</p> <p>(Classroom teachers, SENCO, Teachers, Teacher Aides, BoT</p>	<p><b>Reading:</b> Although our Reading results were strong across the school, when analysing our end of 2019 Reading data, we found that our Year 3 and 4 girls had a greater tail than any other year group with 27% and 19% respectively achieving 'Below' the expected NZ Curriculum Level for their age.</p> <p><b>Reading Target:</b> Therefore, our Reading target is for 90% of our Year 4 and 5 girls to achieve 'At' or</p>	<p>Our school's Leadership Team continue to meet and discuss progress being made against these lofty targets.</p> <p>From here, the Syndicate Leaders take these strategic discussions back to their respective teams to ensure teaching, learning, strategies, groups, differentiation and explicit teaching is happening for the targeted students.</p> <p>The employment of an extra Teacher Aide has moved the school's ability forward to access</p>	<p><b>Reading Target – Met</b></p> <p><b>End of Year data shows:</b></p> <p><b>Year 4 – 95% At or Above.</b></p> <p><b>Year 5 – 88% At or Above.</b></p>

	<p>Provide opportunities for students to show their creative potential through a range of outlets.</p> <p>Commence and embed a <i>Learning Through Play</i> programme to help support social interaction and learning opportunities for our Priority Learners.</p>	<p>Funding, Principal, Deputy Principal)</p>	<p>‘Above’ their relevant NZ Curriculum Level by the end of the year.</p> <p><b>Writing:</b> When analysing our end of 2019 Writing data we found that 80% of our Year 5 boys were achieving ‘At’ their expected NZ Curriculum Level, with only 15% above the expected Level. This is compared to the Year 5 girls where 60% were ‘At’ the expected NZ Curriculum Level and 35% were achieving ‘Above’ the expected NZ Curriculum Level.</p> <p><b>Writing Target:</b> Although these Writing results are strong, we are focusing on targeting a further 10% of our Year 6 Boys moving from achieving ‘At’ to achieving ‘Above’ their relevant NZ Curriculum Level by the end of the year.</p> <p><b>Mathematics:</b> Although our Mathematics results were strong across the school, when analysing our end of 2019 Mathematics data we found that 14% of our Year 3 boys and 20% of our Year 3 girls were achieving ‘Below’ the expected NZ Curriculum Level. Likewise, we had a greater tail with our Year 4 students especially with</p>	<p>a greater number of students with learning needs. This includes 1:1 sessions, extra reading, SPRING mathematics programmes, push-in class support and planning/preparation. The BoT is to be commended for their financial backing to ensure students are given the time, support and resources they need to experience educational success.</p>	<p><b>Writing Target – Exceeded</b></p> <p><b>End of Year data shows:</b></p> <p><b>Year 6 Boys – 44% of our Year 6 Boys are now writing Above their expected Level of the NZ Curriculum.</b></p>
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			<p>the girls where 10% were achieving 'Below' and 10% 'Well below' the expected Mathematics Level for their age.</p> <p><b>Mathematics Target:</b> With this data in mind, we have set our Mathematics target to being able to move 40% of our Year 4 students and 45% of our Year 5 students (especially the girls) from achieving 'At' to achieving 'Above' their relevant NZ Curriculum Level in Mathematics by the end of the year.</p> <p>Students requiring support or extension are scaffolded or extended through their learning.</p> <p>Priority Learner's Action Plans are implemented, and shared with their parents.</p> <p>Our ORS-funded students show an increased ability to work with or socialise with other students.</p> <p>Students have access to a range of tools and resources to enhance their learning.</p> <p>A range of Electives, our senior task-based system, and external exams and competitions provide opportunities for extension.</p>	<p>Our Seasons for Growth programme is about to commence again in 2020, this will enable a number of students to receive in-house support in a safe environment for loss, grief or change.</p> <p>Our teachers aides meet with the SENCO weekly to work through planning, scenarios and to discuss ideas which help support the students in their care.</p> <p>Our Electives' programmes is soon to commence in Term 3; this provides a platform for students to experience new concepts, arts,</p>	<p><b>Mathematics Target – Not Quite Met</b></p> <p><b>End of Year data shows:</b></p> <p><b>36% of our Year 4 Students achieved at 'Above' at their appropriate NZ Curriculum Level.</b></p> <p><b>33% of our Year 5 Students achieved at 'Above' at their appropriate NZ Curriculum Level.</b></p> <p><b>The Seasons for Growth Programme continued for a small number of students who received support for either relocating, grief, loss or change. This was successful in a) identifying the students and b) working with the families to help offer support.</b></p> <p><b>In 2020 we have continued with our SENCO meeting weekly with our Teacher Aides. This has been beneficial for aligning our practices, while sharing out tips, strategies, and best practice.</b></p>
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				languages, sports and drama opportunities.	<b>The Electives Programme did not happen in Term 3 as planned due to COVID-19.</b>
<b>Goal 3.</b> To provide professional development opportunities to staff that are aligned with best practice and which facilitate students' learning (in support of Goal 2).	Digital Fluency – teachers are provided with PLD opportunities to enhance their knowledge of Apps, tools and programmes which helps support technology being used authentically.	Targeted Digital Technology Centrally Funded PLD  (Principal, Classroom teachers)	Staff continue to grow in confidence and competence in using and applying a range of IT tools and apps to best support authentic teaching and learning opportunities.  Students are provided with opportunities to post regularly on their personal Blogs (Years 7-8), and have access to Google Classroom and student Gmail accounts (Years 5-8), IT programmes and Apps that support their continued growth in Digital Fluency.	Our school's PLD stance remains a two-pronged approach.  Staff are encouraged to source PLD opportunities that help them grow as practitioners, while whole-school PLD opportunities ensure progress is being made towards the goals set in the school's charter.  Our Digital Fluency PLD continues to move in a direction that is ensuring staff are feeling more confident and au-fait with a variety of Apps and programmes to use in the classroom. This is having a positive effect on our students' learning around Digital Technology. A second round of centrally funded-PLD has been won by the school which will ensure further progress is being made in this important area.	<b>Although 2020 proved a difficult year for face-to-face courses and PLD, we still managed to continue with our school's focus on the DTC curriculum and roll out. This has proved successful with MoE funded DTC PLD support and our teachers working with an outside facilitator to grow in this area.</b>  <b>Staff were also encouraged and supported to continue personal PLD that supported their continued growth as well as helping the school achieve its aims and strategic goals.</b>
	Adopt and implement school-wide teaching practices that reflect new learning and effective methods.	Staff PLD Time given at staff meetings to discuss new learnings, opportunities and courses Syndicate and school wide discussions Sharing ideas and best practice  (Principal, Syndicate Leaders, Teachers)	The Leadership Team, staff and students embrace and engage opportunities to develop, grow and progress as life-long learners.	Our staff meetings reflect a positive change in this area whereby those on PLD courses are given time to feedback any new, relevant or appropriate learnings for staff to learn from.  Centrally-funded staff PLD in Digital Technology is seeing a shift pedagogy in this area. IT lessons, apps, and programmes are being used across our school in	<b>It is now part of staff-meeting culture for teachers and Principal to feed back to the wider staff their learnings from courses attended.</b>  <b>Having centrally-funded MoE support for the new DTC curriculum has enabled continued growth in this area.</b>

				meaningful ways as our staff and students embrace 21 <sup>st</sup> century learning.	
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### Area: Catholic Character

Goals	Which means we will...	How will this be achieved (Action, Personnel, Resources)	Success Criteria; we'll know we've been successful	Progress Update	BoT Year-End Evaluation / Reflection
<b>Goal 1.</b> To promote the school's values through our Catholic character teachings and the Religious Education programme and celebrate the positive impact of this on our school's culture.	Foster stronger links with the Parish – including Parish Masses, Sunday Church, Picnics, Baptisms, Evangelisation and opportunities to celebrate the rich number of cultures and diversity in our Parish.	Highlight key upcoming events in Parish newsletter, website and school newsletter WelCom articles Outreach opportunities Positive school/parish connections Guests invited to school functions  (Director of Religious Studies)	The school utilises the strengths of the Parish to support the Catholic character, faith and teachings of the Church in our school.  The DRS liaises with the Parish Leadership Team to make and send cards to identified families within the Parish – e.g. those with sick family members.	The school's Prop Reps, DP, DRS, Principal and Prop Reps met with members of the Parish LFT to set all Mass, Liturgies and Church bookings for 2020.  We are likely to follow the same process for 2021.	<b>Plenty of activity in this area, but would be good to see more progress and embedding in this area as the new Parish model evolves over time.</b>  <b>Great ideas but would be good to see this as a continued goal for 2020.</b>
	Encourage students to continue their Catholic education journey by attending a Catholic Secondary School.	Actively seek opportunities for St Mary's and St Patrick's College Principals, staff and students to attend our school, meet with our students.  Actively seek opportunities for our students to attend on occasion: events, Masses, traditionals and assemblies to inspire and engage them for Catholic Secondary Schooling.  Bring our Year 8 students to the colleges on more than just Open Days.	Catholic secondary schools largely become the schools of choice for our Year 8 leavers. (CoL-related goal).	Both the Principal and Rector of St Mary's and St Patrick's College respectively came to visit our prospective Year 8 students, the Colleges have both since had their Open Days.  In the future it could be both fitting and appropriate for our Year 8's to visit the College for traditionals, musicals, events etc. It would help to further build that rapport.	<b>The pathway for Year 8 boys to St Patrick's College remains strong and almost a right of passage.</b>  <b>The pathway to St Mary's College for the girls however, is not so well worn. We are hopeful that a change in personnel will ensure</b>

<p><b>Goal 2.</b> To encourage Catholic educational programmes that foster faith-based opportunities and action being carried out in our community.</p>	<p>Have the School Choir and Catholic Character Teams engage with the community.</p>	<p>Actively seeking opportunities to engage with the community – outreach, action, connection.</p> <p>DRS (Mrs Miranda) Choir teachers (Mrs Short, Mr Bath)</p>	<p>Students search for opportunities to demonstrate action in their community (student agency).</p> <p>Local media highlights student action and initiatives that support the building of community.</p> <p>There are closer authentic ties, action opportunities and networking between agencies, charities and the Parish with our school, by our students and staff.</p>	<p>Our school’s Catholic Character Team is guided ably by our DRS who along with the House Captains and DP ensure a number of school-wide responsibilities, roles and initiatives are led by students from these two groups.</p>	<p><b>COVID-19 put a stop with many of our outreach programmes, including visits to Retirement Homes etc. We did manage to support SVDP Society twice in 2020 through a Giving Tree (Gifts @ Christmas) and a Tin Can mufti day drive.</b></p>
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### Area: Communication

Goals	Which means we will...	How will this be achieved (Action, Personnel, Resources)	Success Criteria; we’ll know we’ve been successful	Progress Update	BoT Year-End Evaluation / Reflection
<p><b>Goal 1.</b> Parents/caregivers (and where appropriate, the wider community) are informed and aware of key information relating to the school and its students.</p>	<p>Identify and implement/embed technology that enables effective communication about the school and its learners.</p>	<p>Website Blog eTAP Weekly school-wide newsletter Termly syndicate newsletters Teacher messages / emails Office communication</p> <p>(BoT, Principal, Teachers, Office Staff)</p>	<p>Parents are familiar with the types of communication they will receive to remain informed of the school’s news and information.</p> <p>Parents know where to go to retrieve school-related information, and can rely on the source being up to date (e.g. the website, calendars, newsletters, Blog, eTAP).</p>	<p>Overview sheets are provided at the start of each academic year; this also resides on the school’s website.</p> <p>Parents receive a weekly newsletter along with emails, phone calls and messages via text, or our school’s automated email eTAP service.</p>	<p><b>On top of a termly syndicate newsletter, the weekly school newsletter and an online calendar, all of which provide up to date information about the school’s events etc, an A4 2020 overview was shared with the parents at the start of the school year to ensure they had the ‘big ticket’ items well in advance.</b></p>
<p><b>Goal 2.</b> Promote the Catholic character and successes of St Benedict’s School and its students to the wider community to maintain its identity in the Parish/community.</p>	<p>Proactively engage with community and Catholic media (and where appropriate, Wellington/national media).</p>	<p>BoT and Principal</p>	<p>Regular (target one per term) items profiling St Benedict’s School, are captured and celebrated in community media. (WelCom, Ind. Herald).</p>	<p>Independent Herald and WelCom exposure, but our school’s good name continues to permeate throughout the community. Booming numbers are a result of this success. This is a strength and reward of a solid home/school</p>	<p><b>Despite the challenges of 2020, the school further developed its relationship with the Parish Leadership Formation Team with the booking of all Liturgies, Masses and Church events. This will happen in 2021 too, with</b></p>

			<p>St Benedict's has a regular profile in Parish publications / public notice areas.</p> <p>Our school's website and blog indicate and reflect an up to date and thorough lens into school life.</p>	<p>partnership, flanked by a BoT and Parish who care for our school.</p>	<p><b>there being a possibility of a changing of the guard around the Sacramental Programme.</b></p>
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### Area: School Environment

Goals	Which means we will...	How will this be achieved (Action, Personnel, Resources)	Success Criteria; we'll know we've been successful	Progress Update	BoT Year-End Evaluation / Reflection
<p><b>Goal 1.</b> The school works to create a fit for purpose environment with a focus on raising student awareness of the impact we have on our surroundings.</p>	<p>Highlight the work done by the Enviro team, including participating in Community and school-led Enviro programmes.</p>	<p>WCC partnership Otari Wilton Bush Enviro Schools Working Bees Enviro awareness, workshops and trips Links to Laudato Si'  (Enviro Leader)</p>	<p>Enviro team updates are included in the school's newsletter and Blog, and where appropriate, the local newspaper.</p> <p>Enviro team student numbers are growing.</p>	<p>Continued capital projects across the school (both inside and out) have been identified to ensure that our school remains aesthetically easy on the eye, while safe for our students.</p>	<p><b>The school endured a year of uncertainty around COVID-19 levels and therefore the time to fundraise was not fitting or pertinent. We look forward to 2021 being more effective in this area.</b></p>
<p><b>Goal 2.</b> The Board of Trustees, in consultation with the ADW, community, staff and students creates and follows a plan for upgrading the school environment.</p>	<p>Identify and source other avenues of funding and income available e.g. local business and families within the school community.</p>	<p>Capital Projects Plan finalised and prioritised.  (BoT, Finance Sub-Committee Principal)</p>	<p>We hold a regularly updated and prioritised list of projects that are either being actioned, are in discussion or are yet to be considered.</p> <p>We have an increase in third party funding (compared to previous years) to enable maintenance and investment in school environment upgrades.</p> <p>Adequate funding is budgeted which covers long-term maintenance projects.</p>	<p>The school works closely with the ADW to ensure that our buildings, Heatpumps, and grounds are insured, kept safe and maintained for the safety, well-being or all stakeholders.</p>	<p><b>Pleasingly the ADW has committed to funding the Rockwall at the school's entrance; while HoK is keen to get in behind the fundraising of the Year 3-8 playground. 2021 will show much traction in both of these areas.</b></p>

## 2019 Annual Goals – Now Archived (But referred to regularly for reflection, reference and growth over time)

<b>Area: Excellence in Education</b>					
Goals	Which means we will...	How will this be achieved (Action, Personnel, Resources)	Success Criteria; we'll know we've been successful when...	Progress Update (Ongoing)	BoT Year-End Evaluation / Reflection
<p><b>Goal 1.</b> Students have an understanding of the different cultures that make up the St Benedict's School community, especially acknowledging the unique place of Māori, as Tangata Whenua.</p>	<p>Actively work as a community to ensure that students respect, value and develop an understanding of the cultures of others.</p> <p>Celebrate our school's cultural diversity through planned activities throughout the year.</p> <p>Welcome all cultures into the school community and take guidance on cultural practices from families and their children.</p> <p>Include visual displays around the school that promote and acknowledge our cultural diversity.</p> <p>Invite parents/whānau to become actively involved in promoting their culture within our school.</p>	<p>Parent consultations Electives St Benedict's Cultural Day National Dress Displays Greetings Awareness of cultures in assemblies Kapa Haka and Te Reo Lessons Marae visit (Pipitea Marae)</p> <p>(Principal, Deputy Principal, Te Reo Co-ordinator, Director of Religious Studies)</p>	<p>Feedback from families indicates that their cultures are acknowledged and shared with the wider-school community through events such as St Benedict's Cultural Day and our in-school Elective programmes.</p> <p>Our school's curriculum provides opportunities for students to celebrate and learn about others' cultures, especially acknowledging our Māori students.</p> <p>Public wall displays are changed termly throughout the year to reflect student learning and engagement.</p>	<p>Matauranga Māori Kaupapa (Māori Education plan) developed and is now live Input received from Board of Trustees, Leadership Team, Staff, Internal Te-Reo Māori Coordinator, <i>Archdiocese of Wellington Māori pastoral Vicariate (Deacon Danny)</i></p> <p><i>Māori Whānau consulted with and invaluable feedback received which was also added/changed to the plan.</i></p> <p><i>Two Te Reo Māori instructors hired to deliver lessons to the students. Teachers stay with the class for these lessons in order to develop professionally in this area.</i></p> <p><i>Weekly Te Reo lessons are now being embedded within the school</i></p> <p><i>The whole school Kapa Haka group is also making solid progress. As a direct result of our instructors' support, we are working towards hosting our first</i></p>	<p><b>Has been good to implement a document that drives our school forward in this area.</b></p> <p><b>Annual whānau hui now in place. Well received and great to connect. Advice sought from whānau on how best to interact and engage with Māori akonga.</b></p> <p><b>Has been stop/start; difficult to identify and continue with Te Reo and Kapa Haka teachers for a number of genuine reasons.</b></p> <p><b>Aiming for greater consistency in this area in 2020 and beyond.</b></p> <p><b>The school harbours strong ambitions to enter in to the local Kapa Haka festival.</b></p> <p><b>Powhiri practices for first day students/staff and whānau.</b></p>

				<p><i>Powhiri and will have completed this in July.</i></p> <p>The Māori wall display in the office foyer (June and July) depicts our Māori Tamariki, and their iwi.</p> <p>Māori whanau and Tamariki taken to Pipitea Marae to celebrate and embrace culture to language in September.</p>	<p><b>All students to experience a mārae visit.</b></p>
<p><b>Goal 2.</b> To provide learning opportunities that enable all students to achieve to the best of their potential.</p>	<p>Implement our Raising Achievement Plan (RAP) that focuses on acceleration of priority learners through improving teacher capability and best practice. This includes school-based in-class and withdrawal support programmes appropriate to the learner's needs.</p>	<p>Spring Targeted reading and writing support ALiM Reading Recovery Learning Through Play Small group and 1:1 intervention Classroom curriculum and differentiated learning Tailored IEPs</p> <p>(Classroom teachers, SENCO, Teachers, Teacher Aides, BoT Funding, Principal, Deputy Principal)</p>	<p>Students requiring support or extension are scaffolded or extended through their learning through differentiated planning and/or tailored IEP's with parent support and involvement.</p>	<p>The school's Leadership Team have revamped the current RAP to show value-added over time.</p> <p>We have identified a school-wide set of priority learners and through a range of initiatives have been able to ensure these students receive the support and intervention that they need to access the NZC.</p> <p>(ALiM, Spring, 1:1 sessions and Learning Through Play sessions are proving beneficial for our students' learning and progress). BoT received a report on the success of our students accelerated growth.</p>	<p><b>Very good support, and provisions for those with learning needs.</b></p> <p><b>Looking forward; would be good to have additional resources/time/programmes dedicated for those students who are in the gifted and talented bracket.</b></p>
	<p>Embed best classroom practices, programmes and resources that facilitate the teaching of the New Zealand Curriculum.</p>	<p>Spring Targeted reading and writing support ALiM Reading Recovery Learning Through Play Small group and 1:1 intervention Classroom curriculum and differentiated learning</p>	<p>At the end of 2018, 96% of our Year 3-8 students achieved at or above their appropriate New Zealand Curriculum Level in reading comprehension.</p> <p>At the end of 2018, 97% of our Year 3-8 students achieved at or above their appropriate New</p>	<p>Focused and deliberate work continues in this area to ensure that we are on course to meet our targets.</p> <p>Roll growth, along with the BoT-funding of an extra Teacher Aide this year has enabled our SENCO and Principal to put in place new educational programmes to</p>	<p><b>The BoT are confident that the financial support they provide in this area is sufficient to support a number of students to move from working below, to working at in their respective curriculum areas.</b></p> <p><b>Art and Music, on top of the normal curriculum, this is being</b></p>

		<p>Tailored IEPs (Classroom teachers, SENCO, Teachers, Teacher Aides, BoT Funding, Principal, Deputy Principal)</p>	<p>Zealand Curriculum Level in reading vocabulary.</p> <p>At the end of 2018, 86% of our Year 1-2 students (13 out of 91 were below) achieved at or above their appropriate New Zealand Curriculum Level in reading. Our target by the end of the 2019 year, is to have 93% of our Year 2-3 students achieving at or above their appropriate New Zealand Curriculum Level in reading.</p> <p>At the end of 2018, 95% of our Year 1-8 students achieved at or above their appropriate New Zealand Curriculum Level in writing with the exception of our Year 2 students who achieved 77% (5 out of 22 students were below). Our target by the end of the 2019 year, is to have 95% of our Year 3 students achieving at or above their appropriate New Zealand Curriculum Level in writing.</p> <p>At the end of 2018, 88% of our Year 1-8 students achieved at or above their appropriate New Zealand Curriculum Level in mathematics. Our target by the end of the 2019 year, is to have 93% of our Year 3 and Year 8 students achieving at or above their appropriate New Zealand Curriculum Level in mathematics.</p>	<p>achieve equity and excellence for all students.</p> <p>At the end of 2019, 83% (54/65) of our Year 2-3 students were achieving at or above the expected NZC level in Reading. 17% (11/65) students were achieving below the expected NZC level in Reading at the end of 2019.</p> <p>At the end of 2019 82% (18/22) of our Year 3 students were achieving at or above the expected NZC level in Writing. 18% (4/22) students were achieving below the expected NZC level in Writing at the end of 2019.</p> <p>Our mathematics results show that on average across our Year 3-8 year groups 95.5% of our students are achieving at or above the national norm in PAT standardised tests. (Over 200 students).</p>	<p><b>achieved through: Artsplash, assemblies, the Art Exhibition, School Production (alternate years) and the Electives programme.</b></p> <p><b>A Teacher Aide has been employed to work with students in Years 2-5 who require extra support.</b></p> <p><b>Similarly, our SENCO and ESOL teachers work with a range of students, either themselves or via delegation to a Teacher Aide.</b></p>
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				<p>Teachers have focus groups, while those students who require extra support are targeted. Parents are informed and brought on board to help support, while our Learning Through Play programme has given access to the NZC to many students on a weekly basis.</p> <p>We have also initiated in-class support for those students who need it, while providing out of class small group extra mathematics lessons for those who require it too.</p> <p>Having a number of teachers who have attended PLD in ALL, has seen this learning transfer to school-wide practices.</p> <p>Our next round of assessment is in Term 3, as to our external PAT tests and our optional ICAS reading, writing and science examinations.</p>	
	Strengthen student, teacher and parent partnerships so learners are effectively supported from both home and school.	<p>Priority Learner Action Plans IEPs Teacher / parent conversations</p> <p>(SENCO, Specialist Teacher, Classroom Teachers)</p>	Regular communication ensures effective home/school partnerships are in place to support student learning.	IEP meetings taking place, as to are regular check ins and ad-hoc communication and meetings as and when required to ensure that home and school remain connected.	<b>IEP's take place Termly, or as needed, as well as at the end of the year which include summary, handover and transition to the next year's teacher.</b>
<b>Goal 3.</b> To provide professional development opportunities to staff that are aligned with best practice and which facilitate students' learning (in support of Goal 2).	Ensure teacher Professional Learning Development opportunities are based on school and staff needs, which lead to improved teaching practices and increased student attainment.	<p>Digital Technology Centrally Funded PLD SPRING PLD RE PLD Targeted PLD for teachers/Principal</p> <p>(Principal, Classroom teachers and teacher Aides)</p>	All staff members are annually provided with the opportunity to participate in relevant internal and external professional development.	The school's teachers are receiving year-long PLD in Digital Fluency. This new learning is transferring directly to the students' learning with new programmes, Apps and websites creating a host of new learning opportunities.	<b>Great diversity in PLD, along with quality PLD sought. Next step: What is the impact of this training? Clear focus sought from Leadership Team</b>

					Appraisal system tweaked to support the teachers, leadership team and school's needs. Accountable and meaningful PLD.
	Implement a Staff Performance Management Appraisal system which supports teaching as inquiry and reflection, and links with the Teacher Standards at the Teaching Council.	Staff PLD Time given at staff meetings Syndicate and school wise discussions Sharing ideas and best practice  (Principal, Syndicate Leaders, Teachers)	The Arinui teacher appraisal system is entrenched, and there becomes a commonly used and understood vocabulary which supports improved teacher inquiry and reflection among the staff.  All teachers are appraised annually against the Teacher Standards and teaching as inquiry.  All staff members are appraised annually against their roles and job descriptions.	Arinui has been implemented; it will take a few years for this to bed in.	PLD opportunities for all staff are plentiful and appropriate, how can we demonstrate the value-added of this PLD?

### Area: Catholic Character

Goals	Which means we will...	How will this be achieved (Action, Personnel, Resources)	Success Criteria; we'll know we've been successful	Progress Update	BoT Year-End Evaluation / Reflection
<b>Goal 1.</b> To promote the school's values through our Catholic character teachings and the Religious Education programme and celebrate the positive impact of this on our school's culture.	Foster stronger links with the Parish – including Parish Masses, Sunday Church, Picnics, Baptisms, Evangelisation and opportunities to celebrate the rich number of cultures and diversity in our Parish.	Highlight key upcoming events in Parish newsletter, website and school newsletter WelCom articles Outreach opportunities Positive school/parish connections Guests invited to school functions  (Director of Religious Studies)	The school utilises the strengths of the Parish to support the Catholic character, faith and teachings of the Church in our school.  The DRS liaises with the Parish Leadership Team to make and send cards to identified families within the Parish – e.g. those with sick family members.	A successful church picnic after Mass in February was held, while Deb in the Parish Office liaises with us, as to does Sio and the Parish teams.  The Proprietors' Reps, Leadership Team, DRS, members of the Parish and members of the LFT team met to discuss our school's Masses, Liturgies and RE programme and needs for the remainder of 2019. Status quo. At the end of the year we will meet again to discuss the path for 2020.	<b>Plenty of activity in this area, but would be good to see more progress and embedding in this area as the new Parish model evolves over time.</b>  <b>Great ideas but would be good to see this as a continued goal for 2020.</b>

	Ensure buddying of older and younger students throughout the school to enhance an inclusive culture.	DP to email House Captains each time a new student arrives  (Deputy Principal)	Staff and students grow friendships when respectfully and consistently role modelling, and displaying the school's EPIC values.	This new initiative is in place to welcome all new students.	<b>School's Management team to continue this process, as well as new staff continuing to be welcomed, inducted and 'buddied' by the P, DP and Syndicate Leader.</b>
	Encourage family attendance and student participation in Sunday Masses.	DRS and Principal liaising with Parish LFT to grow opportunities.  (Principal)	The numbers of families attending and being given the opportunity to participate in Sunday Mass increases.	The LFT are currently working on an initiative to hold Sunday monthly children's Masses at St Benedict's Church.	<b>What about the adults? Would be good to see education for adults too. Which means we will – we could redefine this part too.</b>
<b>Goal 2.</b> To encourage Catholic educational programmes that foster faith-based opportunities and action being carried out in our community.	Engage in Caritas and charity work which leads to student awareness of others' needs and presents opportunities for action.	Caritas units completed annually Focus on RE planning around social justice Outreach programmes (Deputy Principal)	There are closer authentic ties, action opportunities and networking between agencies, charities and the Parish with our school.	Recent charity work with Caritas and studies around migration and refugees is enabling student opportunities for making connections and taking personal action.	<b>Going forward there is the potential in the Parish to have a goal reflecting adult education in this area.</b>

### Area: Communication

Goals	Which means we will...	How will this be achieved (Action, Personnel, Resources)	Success Criteria; we'll know we've been successful	Progress Update	BoT Year-End Evaluation / Reflection
<b>Goal 1.</b> Parents/caregivers (and where appropriate, the wider community) are informed and aware of key information relating to the school and its students.	Utilise appropriate and effective communication channels to ensure parents, caregivers and the wider community remain informed. (School-wide communication).	Website Blog Weekly school-wide newsletter Termly syndicate newsletters Teacher messages / emails Office communication eTAP  (Principal, Teachers, Office Staff)	When asked (survey or otherwise), parents / caregivers know what the focus of the school is and what the priorities of the Board are.  Parents know where to go to retrieve school-related information, and can rely on the source being up to date (e.g. the website)  Our school's newsletter, along with eTAP, contribute to being	The Newsletter and Blog remain the two most used platforms for communication by the school for sharing information. Close behind are eTAP – and email, for giving messages out to the community.  Our Parent Reps are supportive and disseminate information to whole classes' at a time – all very positive.	<b>Excellent communications. Perhaps more regular requests to update changes in email.</b>  <b>Consider having a portal/App/platform for communications; investigate these opportunities by other schools.</b> <b>Later enhancement – ability to have pushed calendars – review communications channel.</b>

			major drivers of all things information and communication.		People may be over informed, but can never say they didn't know. Continue to use all communications channels (Newsletter, eTAP, Blog, Website).
	Ensure a secure on-line Policies and Procedures system, along with an all-encompassing review cycle is implemented and continually carried out.	School Docs implemented  (BoT, Principal)	Parents/caregivers have a sense of ownership / input into the school's policies and procedures.  Parent/caregiver views are incorporated and reflected in Board of Trustee decisions around communication.	SchoolDocs has been implemented, and we are soon to be reaping the benefits of this on-line system.	Parents given opportunity to feedback via email; feedback received. Parents better informed. BoT feeling supported and secure in our school's Policies and Procedures. Review system that is water-tight and works.
	Share student reports and progress with parents in ways that are meaningful and supportive of the next steps to achieve.	Staff collaboration on next steps with our Term 1 student target setting – to see closure on set goals from Term 1.	Feedback on student learning, coupled with parental interaction and involvement from home, demonstrates an inclusive and effective home/school partnership.	At the Term 2 Parent / Teacher / Student Conferences, teachers were able to gain closure on the Term 1 Goal Setting targets. This was a positive move and well received.	Provision of statistics (parent turn out) well received. Our school goes well above the national expectation for parent meetings/reporting and opportunities to meet.
<b>Goal 2.</b> Promote the Catholic character and successes of St Benedict's School and its students to the wider community to maintain its identity in the Parish/community.	Provide proactive content through various communication channels (newsletter, Blog, website, public-facing school areas), celebrating St Benedict's Catholic character, academic, cultural and sporting activities/achievements.	Highlight key upcoming events in Parish newsletter WelCom articles Outreach opportunities Positive school/parish connections Guests invited to school functions (DRS).	St Benedict's has a regular profile in Parish publications / public notice areas.  Our school's website and blog indicate and reflect an up to date and thorough lens into school life.	Regular articles in the local newspaper and a recent article in the Catholic WelCom are exposing the school to much positive coverage.	A noted improvement in this area. Question: Should we have more of a social media influence in this modern world?

**Area: School Environment**

Goals	Which means we will...	How will this be achieved (Action, Personnel, Resources)	Success Criteria; we'll know we've been successful	Progress Update	BoT Year-End Evaluation / Reflection
<p><b>Goal 1.</b> The school works to create a fit for purpose environment with a focus on raising student awareness of the impact we have on our surroundings.</p>	<p>Develop vegetable gardens, Nature Areas and a Skink Farm overseen by the school's Enviro team.</p>	<p>WCC partnership Otari Wilton Bush Enviro Schools Working Bees Enviro awareness, workshops and trips Links to Laudato Si'  (Enviro Leader)</p>	<p>Projects and initiatives conducted around recycling, gardening, nature and the environment are encouraged and celebrated. Vegetable gardens, and caterpillar and skink farms are in operation to reinforce viability and life-cycles.</p>	<p>The school's Enviro team (led by Mrs Barnett) continue to make progress in a number of eco, and enviro-related initiatives. Evidence on the school's blog and in the school's newsletter is plentiful. We continue to move towards the Silver Enviro Badge. We are making progress towards the Silver Enviro Badge – we will be going for this in Term 1, 2020.</p>	<p><b>Students taking action in our community is positive. Sustainable development / goals awareness. Students wanting to be part of this – taking action. (Enviro). Student ownership. Community are informed by regular communications, Blog, Newsletter and Ind. Herald. Parents and students educated on Laudato Si'. New curriculum around climate change.</b></p>
<p><b>Goal 2.</b> The Board of Trustees, in consultation with the ADW, community, staff and students creates and follows a plan for upgrading the school environment.</p>	<p>Prioritise a range of projects to ensure return on investment (10YPP and Cyclical Maintenance plans).</p>	<p>Cyclical maintenance plan  (BoT, Principal)</p>	<p>We hold a regularly updated and prioritised list of projects that are either being actioned, are in discussion or are yet to be considered.</p>	<p>Progress on this has commenced with the Environment Committee meeting in October to discuss several projects that would enhance the school. The sub-committee will be presenting to the full BoT in the October BoT meeting to discuss and agree the next steps.</p>	<p><b>Astroturf. Big projects identified. ADW – Open to discussions on essential upgrade works. Good structure set up on upgrades. Assessing key capital spends Implement in 2020 these key plans.</b></p>