

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

Strategic Plan & Annual Goals

2022 - 2024

Versions: February 2022, April 2022, May 2022

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

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St Benedict's School Vision

“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

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

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 264 pupils as at 1 February 2022. The approved maximum roll of this school, specified in the Integration Agreement, is 320 pupils.

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 1 February 2022 the total school roll consists of students from 19 regions/countries and is made up of **3.79%** Māori, **55.3%** European/Pākehā, **3.79%** Pasifika, **22.73%** Asian and **16%** MELAA (Middle Eastern, Latin American and African). The school has 12 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.

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

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

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.

127 Objectives of boards in governing schools

(1) A board's primary objectives in governing a school are to ensure that—

(a) every student at the school is able to attain their highest possible standard in educational achievement; and

(b) the school—

(i) is a physically and emotionally safe place for all students and staff; and

(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and

(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and

(c) the school is inclusive of, and caters for, students with differing needs; and

(d) the school gives effect to Te Tiriti o Waitangi, including by—

(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and

(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and

(iii) achieving equitable outcomes for Māori students.

(2) To meet the primary objectives, the board must—

(a) have particular regard to the statement of national education and learning priorities issued under section 5; and

(b) give effect to its obligations in relation to—

(i) any foundation curriculum statements, national curriculum statements, and national performance measures; and

(ii) teaching and learning programmes; and

(iii) monitoring and reporting students' progress; and

(c) perform its functions and exercise its powers in a way that is financially responsible; and

(d) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and

(e) comply with all of its other obligations under this or any other Act.

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 2020

The legal responsibility of Boards of Trustees is determined by Section 125 of the Education Act 2020:

Section 125 Board is governing body

- (1) A board is the governing body of its school.
- (2) A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
- (3) Under section 130, the school's principal is the board's chief executive in relation to the school's control and management

Section 130 Principal is chief executive of board in relation to school's control and management

- (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) must comply with the board's general policy directions; and
 - (b) subject to paragraph (a), has complete discretion to manage the school's day-to-day administration as they think fit.

The Principles of our School Curriculum Decision Making

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

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

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 adaption 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

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

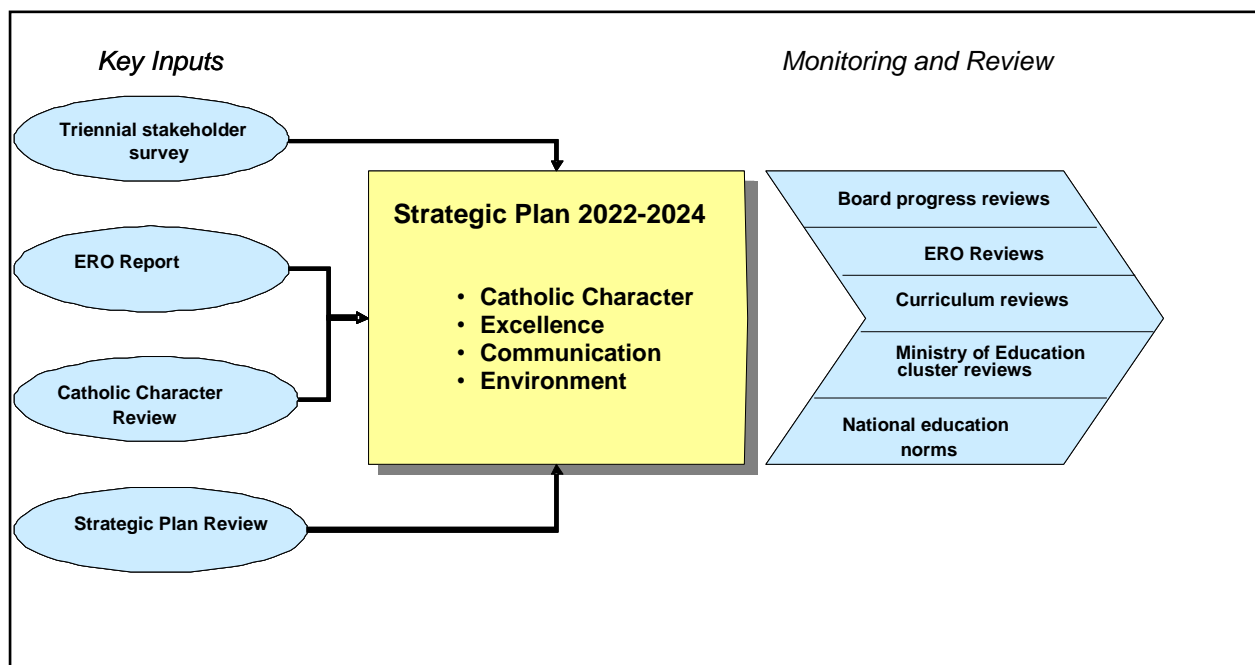
community. Our school's website is populated with sets of Board of Trustees meeting minutes; this helps keep the community informed. Additionally, the Board of Trustees compiles an annual newsletter which communicates the highlights and successes of the year to the parents, as well as hosting an Annual 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 achieve 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:

Triennial Stakeholder Survey	The Board of Trustees 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.
Education Review Office (ERO) Report	The most recent ERO report provides a key input into the strategic planning process.
National Education and Learning Priorities (NELP)	OBJECTIVE 1: LEARNERS AT THE CENTRE Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

	<p>Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>OBJECTIVE 2: BARRIER-FREE ACCESS</p> <p>Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP</p> <p>Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p>OBJECTIVE 4: FUTURE OF LEARNING AND WORK</p> <p>Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work</p>
Catholic Character Review	We use the feedback provided through our Catholic Character Review to ensure that our school environment displays and nurtures our Catholic Character.
Strategic Plan Review	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.

The Board undertakes an active self-review process that includes:

Board Progress Reviews	The Board undertakes a regular stock-take of progress towards our strategic goals and completes a formal review annually.
ERO Reviews	The school Board of Trustees and Principal actively measure progress against the latest ERO report as conducted by the Education Review Office.
Curriculum Reviews	These are a focus at staff meetings and when reporting to the Board of Trustees.
Ministry of Education Cluster Reviews	The school identifies goals that reflect our commitment to projects that our Kāhui Ako is committed to.
National Education Norm Data	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

Excellence in Education

Deliver a localised curriculum that encompasses our unique character and community which provide excellent educational outcomes for all.

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|--------|--|
| GOAL 1 | Children have an understanding of the different cultures that make up the St Benedict's community, especially acknowledging the unique place of Māori as Tangata Whenua. |
| GOAL 2 | Localised curriculum built on the philosophy for universal design for learning. |
| GOAL 3 | Cohesive school systems to identify school wide needs to support tamariki needs and Kaiako practice. |

*Whāia e koe te iti kahurangi ki te tūohu koe, me he maunga teitei
Pursue excellence –should you stumble, let it be to a lofty mountain.*

CREATIVITY

Communication

Design effective communication pathways that allow for connection and clarity within kura and between kura and whānau.

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| 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. |

*Mā te kōrero ka mōhio mā te mōhio kā mātau mā te mātau ka marama mā te marama ka ora
Communication is limited without understanding, understanding comes from learning, from learning comes enlightenment from enlightenment comes well being.*

EMPATHY

Catholic Character

Provide a Catholic Education that encourages evangelization, strengthening connection to our parish.

- | | |
|--------|---|
| GOAL 1 | Implement the new Religious Education curriculum, as part of our Localised Curriculum, and ensure our school values are prominent within. |
| GOAL 2 | To encourage Catholic educational programmes that foster faith-based experiences within our community. |

*Ko te wairua tētehi pou o te whare tapa whā.
Spirituality is one of the posts that stabilises the house.*

PERSEVERANCE

School Environment

Build an environment that supports the delivery of a Localised Curriculum based on the philosophy of universal design for 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 in consultation with the Archdiocese of Wellington, community, staff and students create and follow a plan for enhancing the school environment. |

*Te toto o te tangata, he kai: to oranga o te tangata, he whenua
While food provides the blood in our veins, our health is drawn from the land.*

INTEGRITY



Developing our Children's Minds
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2021 Variance Report

Excellence in Education Initiatives Annual Plan Variance Report 2021		KEY	
Goal:	Enable students to achieve personal excellence in their learning		Work in progress, on target
			Work in progress, minor issues
Outcome:	1a 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. 1b To provide learning opportunities that enable all students to achieve to the best of their potential. 1c To provide professional development opportunities to staff that are aligned with best practice and which facilitate students' learning (in support of Goal 2).		Work in progress, major issues
		✓	Work Completed
		-	Work yet to commence

Initiatives	Status	Overall Status	
1a 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.		Te Reo/tikanga Māori is delivered to all classes by a Te Reo teacher – this has been provided as PD for staff. Kapa Haka is delivered by a Kapa Haka instructor by class.	
1b To provide learning opportunities that enable all students to achieve to the best of their potential.		Moved focus to Universal Design for learning.	
1c To provide professional development opportunities to staff that are aligned with best practice and which facilitate students' learning (in support of Goal 2).		Greater focus in new strategic plan	
Key actions undertaken 2021		Key actions planned for 2022	Unplanned key actions
1a <ul style="list-style-type: none"> Kapa Haka provided to all classes on a fortnightly rotation. Te Reo lessons provided by Whāea Adrian instruction for tamariki and professional development for staff. First school Powhiri undertaken in Term 2. Whānau evening to progress talks around a Kapa Haka uniform, and a school Haka, Waiata and Karakia. June: Priority given to implementing a Kapa Haka Uniform and school waiata. The school Po, Haka and karakia to follow in due course. July: Kapa Haka uniform and school waiata being finalised. Waiata to be sung this term, uniform getting close to being signed off. 1b <ul style="list-style-type: none"> 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 Certificates and EPIC awards in assembly. School Blog shout outs; a culture of it being 'cool and safe' to learn exists. Differentiated lessons are supportive of each learner's individual need(s). July: New Teacher Aide employed until Year End. This will help us access a wider number of students. 1c <ul style="list-style-type: none"> Classroom lessons, Differentiation, Enrichment and Electives, Trips, Guest speakers, Task-based systems of work, Google classroom – collaboration June: ALIM and SPRING intervention programmes are being implemented in support of our Tiered students' needs. July: ICAS and external competitions are due to be carried out this term. 		Cohesive localised curriculum that encompasses all learners needs.	•
			Key actions planned but not completed
			1a Visual displays around the school that promote and acknowledge our cultural diversity. Parent/whānau groups to become actively involved in promoting their culture within our school. Build cultural capability so that all ākonga are secure in their identity and culture. 1b Learning through play.

<ul style="list-style-type: none"> July: Staff PLD days are effective, well planned out and relevant to the school's Charter and Annual Goals. 		
August/September: A fifth teacher aide employed (Board funded) to help support a growing number of children with educational needs.		

Catholic Character Initiatives Annual Plan Variance Report 2021		KEY	
Goal:	Enable students to deepen their understanding of their faith		Work in progress, on target
			Work in progress, minor issues
Outcome:	2a 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. 2b To encourage Catholic educational programmes that foster faith-based opportunities and action being carried out in our community.		Work in progress, major issues
		√	Work Completed
		–	Work yet to commence

Initiatives	Status	Overall Status	
2a 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.	–	Moved focus to new RE curriculum	
2b To encourage Catholic educational programmes that foster faith-based opportunities and action being carried out in our community.	–	Ready to introduce Families of Faith	
Key actions undertaken 2021		Key actions planned for 2022	Unplanned key actions
2a <ul style="list-style-type: none"> Positive relationships have been forged with the Parish Office, WelCom and Independent Herald. The Catholic Character team lead termly assemblies that highlight a school value each term. Our school's values permeate through all we live for; are linked to scripture. The Sacramental Programme is currently in full swing. 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. 		New RE curriculum	<ul style="list-style-type: none"> None
			Key actions planned but not completed
			<ul style="list-style-type: none"> None
2b <ul style="list-style-type: none"> 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. We're on the journey of creating a localised curriculum to maximise our local learning environment. 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. 			

Communication Initiatives Annual Plan Variance Report 2021		KEY	
Goal:	Ensure effective communication between school, whānau and the community.		Work in progress, on target
			Work in progress, minor issues
Outcome:	3a Parents/caregivers (and where appropriate, the wider community), are informed and aware of key information relating to the school and its students. 3b 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.		Work in progress, major issues
		√	Work Completed
		-	Work yet to commence

Initiatives	Status	Overall Status	
3a Parents/caregivers (and where appropriate, the wider community), are informed and aware of key information relating to the school and its students.	-	Communication plan for St Ben's will be implemented.	
3b 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.	-	Marketing committee ill be set up.	
Key actions undertaken 2021		Key actions planned for 2022	Unplanned key actions
3a <ul style="list-style-type: none"> Policies adhered to Surveying of the community Annual Parents' Meeting held Annual BoT Newsletter Annual documentation sent to parents to ensure address and contact details are correct. June: Feedback from the recent School-Wide communications survey is in the process of being implemented. It's been shared with the community in the newsletter and on the school's website. August: Parents consulted with over 2022-2024 school charter input. 		Communication plan	•
		Marketing team	Key actions planned but not completed
			•
3b <ul style="list-style-type: none"> Documentation at local Kindergartens is current and correct. Information in the school's newsletters, online calendars and website is current and correct. The Parish continues to lift information from our newsletter to the Parish newsletter and back display wall. June: The Sacramental Programme was a roaring success; as too is our communication and interaction with the Parish around the Music Group, 40 Hour Famine Mass and sharing of information. July: The Sacramental Programme continues to connect with its students; a really positive and pleasing move. August: School offers articles to both the WelCom and Independent Herald around it's community outreach work in the 40 Hour Famine and the Wellington Free Ambulance (Onesie Day) 			

School Environment Initiatives Annual Plan Variance Report 2021		KEY	
Goal:	Provide a physical environment that is fit for purpose and enhance learning.		Work in progress, on target
			Work in progress, minor issues
Outcome:	4a 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. 4b The Board of Trustees, in consultation with the ADW, community, staff and students create and follows a plan for upgrading the school environment.		Work in progress, major issues
		√	Work Completed
		–	Work yet to commence

Initiatives	Status	Overall Status	
4a 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.	–	Enviro Silver was not attained	
4b The Board of Trustees, in consultation with the ADW, community, staff and students create and follows a plan for upgrading the school environment.	–	10YPP needs updating Painting plan needs updating	
Key actions undertaken 2021		Key actions planned for 2022	Unplanned key actions
4a <ul style="list-style-type: none"> In May 2021 we are having on site visit from the Enviro Schools' rep to ascertain our readiness for the Silver award status. Annual documentation sent to parents to ensure address and contact details are correct. June: Mrs Barnett and her sub-committee working towards this goal. 	4b <ul style="list-style-type: none"> Action plans, Wish lists, 10YPP, ADW contact and liaising with ADW contact and liaising with Kelly Ross, Sarita Smit, Anna-Maria Visser around all things St Benedict's School (Staff PLD, property, funding, environment, etc). September: New Playground, line markings, block wall, side wall mesh reinforcing, tar sealed driveway all taking place across Term 4 and the upcoming summer holidays. 	New Senior playground completed	•
			Key actions planned but not completed
			•

2022-2024 Strategic Plan



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

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.

Goal 1: Excellence in Education

Deliver a localised curriculum that encompasses our unique character and community which provide excellent educational outcomes for all.

Whāia e koe te iti kahurangi ki te tūohu koe, me he maunga teitei Pursue excellence –should you stumble, let it be to a lofty mountain

What will guide us as we deliver this goal:

- The current curriculum reviews underway of the NZC.
- Our commitment to te Tiriti o Waitangi.
- Our changing community.
- Tamariki and Kaiako needs.

Outcome	Initiative	2022				2023				2024			
		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
1a 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.	1a Strengthen Kaiako delivery of Te Reo Māori and Tikanga as well as broaden understanding of all cultures within the community.	Board funded PD Te Reo teacher and Kapa Haka Teacher and ongoing teacher study in Te Reo to build competency.				Board funded PD Te Reo teacher and Kapa Haka Teacher. Ongoing teacher study in Te Reo to build competency.		Review of PD	Continue PD with changes from review and ongoing teacher study in Te Reo to build competency.				
		Preparation for NZ Histories.				Implementation of NZ Histories.				Review of NZ Histories.			
		Māori Achievement Collaborative (MAC) PLD year 1.				Māori Achievement Collaborative (MAC) PLD year 2.				Māori Achievement Collaborative (MAC) PLD year 3.			
		Whānau meetings for all cultural groups		Review Matauranga Māori Kaupapa.		Implement Matauranga Māori Kaupapa.				Continue with Matauranga Māori Kaupapa and build whānau capacity.			
1b Localised curriculum built on the philosophy for universal design for learning. Whānau can articulate St	1b Staff professional development in areas of localised curriculum, culturally	Review of current Localised curriculum.		PD support Universal Design for Learning through mathematics.		Redesign implementation of localised curriculum and create EPIC learner profile.		Community consultation localised curriculum.	Implement new localised curriculum including Wellbeing framework and digital technologies expectations. Further expand Structured Literacy and Mathematics curriculum guidance.				
		PD Digital Technologies through literacy.											
		Better Start Literacy PD.				Structured Literacy review and implementation plan School Wide.							

Ben's curriculum and identify where their tamariki are achieving on St Benedict's EPIC learner profile. 1c Cohesive whole school systems to identify school wide needs to support tamariki needs and kaiako practice.	sustaining practices, universal design and digital technologies.	NZIWR PD Kahui Ako funded Wellbeing support Year 1 to develop school wide wellbeing curriculum.				NZIWR PD Kahui Ako funded Wellbeing support Year 2 to develop school wide wellbeing curriculum.				Access PD to further strengthen the above areas.	
	1c Coherence across localised curriculum, SNECO, SMS reporting and teacher planning.	Review of assessment and reporting including SMS options.	Change management plan finalised.			Implement increased use of SMS for school monitoring and reporting.		Trial of Realtime reporting.		Implementation of whole school real time reporting.	
			School led PD in reading PACT Kāhui Ako requirement.			School led PD writing PACT.					
		Redevelopment of Appraisal system in line with the Professional Growth Cycle.	Implement Professional growth cycle.			School led PD in Practice Analysis Conversations.		Implement teacher led Practice Analysis Conversations.		Link Practice Analysis Conversations to strategic plan goals.	
		Review of SENCO procedures.			Community consultation.		Revised procedures implemented.			Identify PD needs.	Deliver identified PD to support teachers to cater for all tamariki.
			Review behaviour responses	Restorative practice PD.	Redevelopment of Behaviour Management system in line with Restorative practice.		Implementation of Behaviour Management.			Review and refine of current Behaviour Management systems	
Business as Usual	<ul style="list-style-type: none">Review and refine effective teaching practice across all learning areas.Take part in NZ Curriculum reviews that are current focus of Ministry of Education.All learners' needs are supported effectively through SENCO procedures and classroom programme.Digital tools are used across the curriculum.Digital supports purchase plan is developed and implemented as part of the three-year cycle.Curriculum leads continue to keep staff updated with developments specific to area through staff meetings within school PD.										

Goal 1	What success looks like	Key metrics (summary)	2022 (milestones)	2023 (milestones)	2024 (milestones)
<p>1a 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>1b Localised curriculum built on the philosophy of Universal Design for Learning.</p>		<p>Taku Reo standard data gathered Term 2 2022 Yr 4-8. NZCER.</p> <p>Participation in Kapa Haka.</p> <p>Visual cultural representations of our school community increased across school.</p> <p>Embed use of school waiata/karakia/haka where appropriate.</p> <p>70% of whānau will be able to identify key aspect of the St Ben's curriculum during whānau/kaiako/tamaiti hui.</p> <p>Tamariki can identify where they are on St Ben's Epic learner profile 70% of tamariki can identify where they are on our EPIC Learner profile.</p>	<p>Base line data gathered Term 2 2022.</p> <p>Base line Environment survey completed Term 2 2022.</p>	<p>20% improvement in Te Reo spoken in classroom and playground.</p> <p>30% improvement in cultural display.</p> <p>Base line data gathered at PCT interviews Term 1.</p> <p>EPIC learner profile launched base line data gathered Term 3.</p>	<p>20% improvement on 2023 data in Te Reo spoken in classroom and playground.</p> <p>30% improvement on 2023 data cultural display.</p> <p>50% of whānau will be able to identify key aspect of the St Ben's curriculum during whānau/kaiako/tamaiti hui.</p> <p>40% of tamariki can identify where they are on our EPIC Learner profile.</p>

<p>1c Cohesive whole school systems to identify school wide needs to support tamariki needs and Kaiako practice.</p>	<p>Wellbeing at School Survey Data Baseline Data Pro-Social student culture and strategies.</p> <p>Review of current SENCO procedures to ensure best practice for all priority learners.</p> <p>Monitoring of Behaviour 30 % reduction of Baseline Data Pro-Social student culture and strategies.</p>	<p>Pro-Social student culture and strategies decrease by 10% disagree/strongly disagree from 2021.</p> <p>Inclusive Practices survey base line data gathered Term 4.</p> <p>Pro-Social student culture and strategies decrease by 10% disagree/strongly disagree from 2021.</p>	<p>Pro-Social student culture and strategies decrease by 10% disagree/strongly disagree from 2022</p> <p>Plan from survey data set benchmark.</p> <p>Pro-Social student culture and strategies decrease by 10% disagree/strongly disagree from 2022.</p>	<p>Pro-Social student culture and strategies decrease by 10% disagree/strongly disagree from 2023</p> <p>Inclusive Practices survey.</p> <p>Pro-Social student culture and strategies decrease by 10% disagree/strongly disagree from 2023.</p>
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Goal 2: Catholic Character

Provide a Catholic Education that encourages evangelization, strengthening connection to our parish.

Ko te wairua tētehi pou o te whare tapawhā. Spirituality is one of the posts that stabilises the house.

What will guide us as we deliver this goal:

- Our School Wide Values.
- Outward focus on our community.
- Opportunities to be of service.
- Entwining our work with New Zealand Institute of Wellbeing and Resilience with our Catholic Character incorporating Gospel and school values.

Outcome	Initiative	2022				2023				2024			
		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
2a Implement the new Religious Education curriculum, as part of our Localised Curriculum, and ensure our school values are prominent within.	2a Staff profesional development in areas of Religious Education as we develop our own localised curriculum.	PD on new Religious Education curriculum.				Draft RE part of localised curriculum		Consultation with Kaiako and community		Implement new RE curriculum through a lens of integration within Localised Curriculum.			
				Catholic Character Review.	Develop & Implement plan for response to CCR.	Implementation plan for CCR recommendations.			Review of teacher skill/ knowledge	See goal 1B PD focus informed by teacher review.			
	2a Develop School Cultural and Liturgical Calendar to support localised curriculum. Support goal 1A.	Design joint cultural and liturgical calendar.			Present to Kaiako.	Implement cultural and liturgical calendar and look for connections to embed in to localised curriculum.				Review further aspects to strengthen Catholic and cultural mouri of St Benedict's.			
2b To encourage Catholic educational programmes that foster	2b Develop parental programs to promote a	Promotion of tamariki who are undertaking faith formation		Whānau meetings for year 1-2 Building Families of Faith		Promotion of tamariki who are undertaking faith formation journey through sacramental programme				Approach whānau who have missed sacramental milestones and offer a catch-up course in partnership with parish.			

faith-based opportunities and action being carried out in our community.	journey towards faith and evangelisation.	journey through sacramental programme.	supported by family Ministry team.	Partnership with parish – Challenge 2000.	Adapt to changes within Parish through review.
				Whānau meetings for year 1-2 Building Families of Faith supported by family ministry team.	Whānau meetings for year 1-2 Building Families of Faith supported by family ministry team.
Business as Usual	<ul style="list-style-type: none">• Catholic Character and a Brigidine charism is at the heart of all we do.• Daily prayer and participation in Catholic Traditions is prioritised.• Catholic Character team support school-wide spirituality.• Challenge 2000.• Support of Sacramental programme.• Regular Masses and Liturgies.• Seasons for Growth.• Alumni visits for tamariki to meet successful Catholic adults beyond their teachers and families.				

Goal 2	What success looks like	Key metrics (summary)	2022 (milestones)	2023 (milestones)	2024 (milestones)
2a 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.		Implementation of new Religious Education Curriculum as part of Localised curriculum.	Comparison between Bridging document and identification of areas requiring support develop draft document.	Implement draft document and review at end of year.	Finalise new RE strand of Localised Curriculum.
		Develop School Cultural and Liturgical Calendar to support localised curriculum and enrich Tamariki understanding of our Catholic traditions and the cultures that make up our community. (Supports 1a)	Gather cultural celebrations for our school community and present draft.	Implement cultural and liturgical calendar and review success.	Create visual representation of cultural and liturgical calendar for classrooms.
2b To encourage Catholic educational programmes that foster faith-based opportunities and action being carried out in our community.		School promotion of Parish Sacramental programme through newsletter and within class. Use of prayer display to identify tamariki undertaking Sacramental programme.	50% of those eligible will take part in sacramental programme.	60% of those eligible will take part in sacramental programme	70% of those eligible will take part in sacramental programme
		Implementation of parent faith programme from Family Outreach Building Families Of Faith run by Archdiocese of Wellington.	Begin Building Families of Faith in Term 3	60% of year 1 parents' complete programme.	80% of year 1 parents complete the programme.

Goal 3: Communication

Design effective communication pathways that allow for connection and clarity within kura and between kura and whānau.

Mā te kōrero ka mōhio ma te mohio kā mātau mā te mātau ka mārama mā te mārama ka ora

Communication is limited without understanding, understanding comes from learning, from learning comes enlightenment from enlightenment comes well being

What will guide us as we deliver this goal:

- Timely sharing of information.
- Following our communication plan.
- Communication builds current connections and maintains former connections.
- Effective communication that is targeted to promotion.

Outcome	Initiative	2022				2023				2024						
		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4			
3a Parents/caregivers (and where appropriate, the wider community), are informed and aware of key information relating to the school and its students.	3a Develop a clear and concise communication plan which identifies key stakeholders and responsibilities.	Communication Plan developed.	Communication plan implemented.	Review for gaps in communication.	Communication plan implemented increase supporting technology School APP.				Communication Survey Consultation.	Adapt plan and include new communication technology.						
					Create image that explains the localised curriculum and EPIC learner framework for Tamariki, whānau and kaiako.											
		Review tools to support teacher communication with whānau.				Provide and maintain tools to support teacher communication with whānau.										
		Review and finalise SMS systems and real time reporting systems – decide on system for St Ben's.			Set up system for trial of real time reporting in 2022.	One curriculum area 5 tamariki per class invited to trial Real Time Reporting. Review at end of term 2.		One curriculum (Mathematics) per class trial Real Time Reporting. Review at end of term 4					Launch real time reporting in English, Mathematics and Religious Education (allowing for reflection of integration of learning areas).			
3b 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/commu nity.		Parent information evenings to allow parents to be partners in learning journey. Curriculum explanation and specific curriculum areas.				
	3b Develop a responsive marketing plan that identifies and targets the various stakeholders we wish to engage with.	Establish marketing group with key members of BOT/staff and community with skills to support.	Design marketing plan.	Align marketing plan with communication plan to ensure seamless promotion.		Implement marketing plan.
		School promotion and open days.		Review impact.	Redesign of enrolment practices.	Implement Enrolment practices.
		Alumni Data base.				Preparation for 75 Reunion 2027.
Business as Usual	<ul style="list-style-type: none">• Promotional material.• School visits.• Principal meeting new families.• Promoting St Ben's to nearby primaries for year 7 entry.					

Goal 3	What success looks like	Key metrics (summary)	2022 (milestones)	2023 (milestones)	2024 (milestones)
3a Parents/caregivers (and where appropriate, the wider community), are informed and aware of key information relating to the school and its students.		Development and implementation of School wide communication plan, including identifying opportunities for tamariki to lead communication.	Review current communication, and develop communication plan	Identify areas for improvement and ways to encompass new types of communication.	
		Development of Real time Reporting via SMS.	Review current SMS vrs other SMS for ease of access for Kaiako/staff Decide on SMS we will use.	Small trial of Real Time Reporting with one curriculum area across syndicates.	Reporting of Mathematics, English and Religious Education via realtime reporting.
		Alumni database developed.	Key driver for this initiative identified - former student or whānau.	Build database.	Invite Database to attend St Benedict's Day celebrations.
3b 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.					

Goal 4: School Environment

Build an environment that supports the delivery of a Localised Curriculum based on the philosophy of universal design for learning.

Te toto o te tangata, he kai: to oranga o te tangata, he whenua.

While food provides the blood in our veins, our health is drawn from the land.

What will guide us as we deliver this goal:

- Principals of Universal Design for Learning.
- Principles of good stewardship of the grounds.
- Laudato si and Religious Education Curriculum.
- Financially responsible decision making.

Outcome	Initiative	2022				2023				2024			
		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
4a 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.	4a Kaiako and tamariki use school environmental to develop cultural, environmental capabilities.	Enviro Schools Silver.								Enviro Schools Gold.			
		Multi-purpose teaching areas outside.											
		Space audit as part of school wide property plan.				Furniture purchasing plan to support universal design for learning – quite spaces etc.				Implement furniture purchasing plan.			
		Storage solutions for Caretaker and Sports equipment.				Planning and preparation options to utilise space 2026-2027.							
	4b Future proofing school by developing and implementing	Review of school wide property needs to inform 10 year property plan and 5 year maintenance plan.				Implement 10 year property plan.							
Painting plan review and implementation						Follow painting plan.							
4b The Board of Trustees, in consultation with the ADW, community, staff and students creates and													

follows a plan for upgrading the school environment.	new 10 year property plan.	Work in partnership with Helping our Kids committee to support implementation of property and curriculum goals through targeted fundraising.		
		Develop design for the court space and identify grants to support project.	Decide on design and start fundraising.	Work towards the jubilee date for opening.
Business as Usual	<ul style="list-style-type: none"> • Implement painting plan. • Ongoing maintenance of school wide property in conjunction with ADW. • Reporting of hazards and monitoring of health and safety. • Enviro school infrastructure plan – compost, worm farm etc. 			

Goal	What success looks like	Key metrics (summary)	2022 (milestones)	2023 (milestones)	2024 (milestones)
4a 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.		Achieving Silver for Enviroschools.	Identify areas for development and planned implementation.	Completed implementation and set meeting with Enviroschools.	Revise plan for Achieving GOLD.
4b The Board of Trustees, in consultation with the ADW, community, staff and students create and follows a plan for upgrading the school environment.		Furniture plan developed that supports Universal Design for Learning principals.	Plan created and budget developed.	Plan implemented.	All classes have a variety of seating and learning areas within the classroom.

2022 Annual Plan



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

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.

Excellence in Education Initiative 1a

Whāia e koe te iti kahurangi ki te tūohu koe, me he maunga teitei Pursue excellence –should you stumble, let it be to a lofty mountain

Goal:	Deliver a localised curriculum that encompasses our unique character and community which provide excellent educational outcomes for all.	Initiative:	1a Strengthen Kaiako delivery of Te Reo Māori and Tikanga as well as broaden understanding of all cultures within the community.		
Outcome:	1a 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				
Measures:	Taku Reo Survey, Visual survey of spaces				
Action		Responsible	Resource	Start	Due
Te Reo teacher and Kapa Haka Teacher.	Fortnightly lesson to support Staff teaching.	Te Reo Māori group.		Term 1 2022	Term 4 2022
	Five staff undertaking Te Ahu o Te Reo over the year.		Ministry funded two full weekend courses. Fortnightly 2 hour classes, alternative fortnight 1 hour tutorial	Term 1 2022	Ongoing
	Kahui Ako Te Reo opportunity.		Wednesday sessions provided by Kāhui Ako.	Term 2 2022	Term 3 2022
Matariki Celebration.	Whole school celebration to mark first public holiday event.	Te Reo Māori group Whānau Group	\$200 for soup supplies.	Term 2 2022	
Preparation for NZ Histories.	See goal 1b	DP and Principal	Supported by MAC Kim Nikora.	Term 2 2022	Term 4 2022
Māori Achievement Collaborative (MAC) PLD year 1.	Tania to lead Board and staff through gathering initial data in regards to culturally sustaining practices. Supported by Kim Nikora.	Principal	Ministry funded 4 hui, 1:1 mentor. Noho marae. Staff meetings. BOT meetings.	Term 1 2022	Term 4 2026
Whānau meetings for all cultural groups	Indian, Chinese, Middle Eastern, Latin America, African and Pakeha.	Principal and interested staff.	Focus on days of cultural importance.	Ongoing throughout the year.	
Review Matauranga Māori Kaupapa	Meet with Māori whānau to review and develop specific actions.	Principal and Te Reo Maori group	Termly meetings – either after school or during school.	Continues every year – no end point.	

Excellence in Education Initiative 1b

Whāia e koe te iti kahurangi ki te tūohu koe, me he maunga teitei Pursue excellence –should you stumble, let it be to a lofty mountain.

Goal:	Deliver a localised curriculum that encompasses our unique character and community which provide excellent educational outcomes for all.	Initiative:	1b Staff professional development in areas of localised curriculum, culturally sustaining practices, universal design and digital technologies
Outcome:	1b Localised curriculum built on the philosophy for universal design for learning.		
Measures:	Whānau can articulate St Ben's curriculum and identify where their tamariki are achieving on St Benedict's EPIC learner profile. Tamariki can identify where they are on St Ben's epic learner profile.		

Action		Responsible	Resource	Start	Due
Review and redesign of current curriculum content and delivery plan to develop curriculum underpinned by universal design for learning.	PD support Universal Design for Learning develop school wide philosophy. Focus on building knowledge and resources to support PD beyond 2022.	Principal and DP	45 hours funded by Kāhui Ako for 2022.	Term 1 2022	Term 4 2023
	PD Digital Technologies building digital fluency. Will ask MoE for extension of hours.	Rebecca	100 hours funded by MOE.	Term 2 2022	Term 4 2022
	PE deliver PD new resources.	Paul	Management release time. 3 staff meetings.	Term 2 2022	Term 3 2022
	New Zealand Histories – Syndicates to explore use of new curriculum.	Syndicate Leaders	MAC group.	Term2 2022	Term 4 2022
	Mathematics Review focus of Universal Design PD to support philosophy understanding.	Maths Team Cheryl	Staff meetings. Universal Design PD hours DP management time.	Term 3 2022	Term 4 2023
	Religious Education Curriculum implementation plan.	DRS and Religious Team	Staff meetings DRS management time.	Term 2 2022	Term 4 2022
	Better Start Literacy.	Manuka Syndicate	Across School Lead Meg.	Term 2 2022	Term 4 2022
NZIWR PD Kahui Ako funded Wellbeing support Year 1.	1st year of programme.	Sarah and Wellbeing team	Core Education 2 year support.	Term 1 2022	Term 4 2023

Excellence in Education Initiative 1c

Whāia e koe te iti kahurangi ki te tūohu koe, me he maunga teitei Pursue excellence –should you stumble, let it be to a lofty mountain

Goal:	Deliver a localised curriculum that encompasses our unique character and community which provide excellent educational outcomes for all.	Initiative:	1c Coherence across localised curriculum, SNECO, SMS and reporting and teacher planning		
Outcome:	1c Cohesive whole school systems to identify school wide needs to support tamariki needs and Kaiako practice.				
Measures:	Inclusion Survey Review of current SENCO systems Restorative practice implementation				
Action		Responsible	Resource	Start	Due
Review of current SENCO procedures to ensure best practice for all learners.		Cheryl	SESCO release, Staff meetings, Survey analysis, Attending sector meetings.	Term 2 2022	Term 4 2022
Review of assessment and reporting including SMS options.		Cheryl and Tania	Staff meetings, surveys, school visits.	Term 3 2022	Term 3 2022
School led PD in PACT Kāhui Ako requirement. Reading.		Tania and Julie Beattie	Kāhui Ako funded hours 5 hours required, for syndicates.	Term 3 2022	Term 4 2022
Manuka Syndicate PD in Better Start Literacy – review of Year 1 assessments.		Sarah, Fiona and Anne	Funded PD from Kāhui Ako.	Term 2 2022	Term 4 2022
Redevelopment of appraisal system in line with the Professional Growth Cycle.		Tania and Cheryl	Staff meetings, Syndicate meetings.	Term 2 2022	Term 4 2022
Review responding to behaviour respectfully review of current behaviour management and recording on SMS.		Tania and Cheryl	Safe at school survey years 4-8 to get a climate read.	Term 3 2022	Term 4 2022
Restorative practice PD.		Tania, Cheryl, Rebecca, Anne and Jacqui	Kāhui Ako funded Teacher Only Day and ongoing sessions.	Term 2 2022	Term 4 2023

Catholic Character Initiative 2a

Ko te wairua tētehi pou o te whare tapawhā. Spirituality is one of the posts that stabilises the house.

Goal:	Provide a Catholic Education that encourages evangelisation and connection to our parish.	Initiative:	2a Staff professional development in areas of Religious Education and we develop our own localised curriculum.		
Outcome:	2a Implement the new Religious Education curriculum, as part of our Localised Curriculum, and ensure our school values are prominent within.				
Measures:	Implementation of new Religious Education Curriculum as part of Localised curriculum. Develop School Cultural and Liturgical Calendar to support localised curriculum and enrich Tamariki understanding of our Catholic traditions and the cultures that make up our community. (Supports 1a)				
Action		Responsible	Resource	Start	Due
PD new RE curriculum – explore how Universal Design for Learning principals can apply to RE when we have varying connection of faith for families.		DRS	New curriculum, ADW support. Two day PD in Term 3, DRS release.	Term 3 2022	Term 4 2023
Cultural Liturgical calendar.		Catholic Character Team and Jacqui	Whānau hui, staff meetings DRS release.	Term 2 2022	Term 4 2023

Catholic Character Initiative 2b

Ko te wairua tētehi pou o te whare tapawhā. Spirituality is one of the posts that stabilises the house.

Goal:	Provide a Catholic Education that encourages evangelisation and connection to our parish.	Initiative:	2b Develop parental programs to promote a journey towards faith and evangelisation.		
Outcome:	2b To encourage Catholic educational programmes that foster faith-based experiences within our community.				
Measures:	School promotion of Parish Sacramental programme through newsletter and within class. Use of prayer display to identify tamariki undertaking Sacramental programme. Feedback from implementation of parent faith programme from Family Outreach Building Families of Faith run by Archdiocese of Wellington.				
Action		Responsible	Resource	Start	Due
Promotion of sacramental programme participants.		Principal DRS	Close relationship with Challenge 2000.	Term 4 2022	Term 4 2023
Building families of faith course.		DRS Principal Manuka Syndicate	ADW families support team Two – four parent meetings.	Term 3 2022	Term 3 2023

Communication Initiative 3a

Ma te korero ka mohio ma te mohio ka matau ma te matau ka marama ma te marama ka ora

Communication is limited without understanding, understanding comes from learning, from learning comes enlightenment from enlightenment comes well being.

Goal:	Design effective communication pathways that allow for connection and clarity within kura and between kura and whānau.	Initiative:	3a Develop a clear and concise communication plan which identifies key stakeholders and responsibilities.
Outcome:	3a Parents/caregivers (and where appropriate, the wider community), are informed and aware of key information relating to the school and its students.		
Measures:	Development and implementation of School wide communication plan, including identifying opportunities for tamariki to lead communication. Development of real time Reporting via SMS.		

Action	Responsible	Resource	Start	Due
Development of communication plan.	Principal HoK, Board	Staff meetings, meetings with HoK representative and Board Chair.	Term 1 2022	Term 2 2022
Review SMS system and decide on real time reporting tools.	Principal DP Molly	School visits to explore Educa, Hero and Seesaw to compare to SMS. 3 meetings.	Term 2 2022	Term 3 2022
Parent info meetings.	Syndicate leaders, DP, Principal	Families of Faith, Google Classroom, Better start literacy.	Term 2 2022	Term 4 2022
Community building through Picnic, Grandparents Mass, St Benedict's Day, Matariki.	ALL staff	Ensure regular community gathering throughout the year.	Ongoing	

Communication Initiative 3b

Ma te korero ka mohio ma te mohio ka matau ma te matau ka marama ma te marama ka ora
Communication is limited without understanding, understanding comes from learning, from learning comes enlightenment from enlightenment comes well being.

Goal:	Design effective communication pathways that allow for connection and clarity within kura and between kura and whānau.	Initiative:	3b Develop a responsive marketing plan that identifies and targets the various stakeholders we wish to engage with.
Outcome:	3b 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.		
Measures:	Alumni database developed. Establish marketing group with key members of BOT/Staff and community with skills to support.		

Action	Responsible	Resource	Start	Due
Marketing group – targeted promotion through social media and print based media as well as in feeder ECE.	Principal, BOT marketing group	Develop marketing group from school community.	Term 3 2022	Ongoing
Open days and school promotion – Whole school, Senior school.	Principal and Syndicate Leaders	Sponsorship for signage around Khandallah.	Term 2 2022	Term 4 2022
Alumni Data base.	Identify leader	Connections former students – Year books etc.	Ongoing	

School Environment 4a

Toitū te marae a Tāne- mahuta, toitoū te marae a Tangaroa, toitū te tangata – If the land is well and the sea is well, the people will thrive.

Goal:	Build an environment that supports the delivery of a localised curriculum based on the philosophy of universal design for learning.	Initiative:	4a Kaiako and tamariki use school environmental to develop cultural, environmental capabilities.
Outcome:	4a 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.		
Measures:	Achieving Enviroschool Silver badge.		

Action	Responsible	Resource	Start	Due
Enviro School Silver	Fiona and all staff	Follow plan developed in 2021	Term 4 2021	Term 4 2023
Multipurpose teaching outdoor areas	BOT	Develop plan	Term 2 2022	Term 4 2024

School Environment 4a

Toitū te marae a Tāne- mahuta, toitoū te marae a Tangaroa, toitū te tangata – If the land is well and the sea is well, the people will thrive

Goal:	Build an environment that supports the delivery of a localised curriculum based on the philosophy of universal design for learning.	Initiative:	1a Strengthen Kaiako delivery of Te Reo Māori and Tikanga as well as broaden understanding of all cultures within the community.		
Outcome:	1a 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.				
Measures:	Following 10 year property plan.				
Action		Responsible	Resource	Start	Due
10 year property review		BOT	ADW support	Ongoing	
Painting plan		BOT	Adequate money put aside in accounts	Ongoing	