

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

Strategic Plan & Annual Goals

2023 - 2024

Versions: February 2022, April 2022, May 2022, November 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

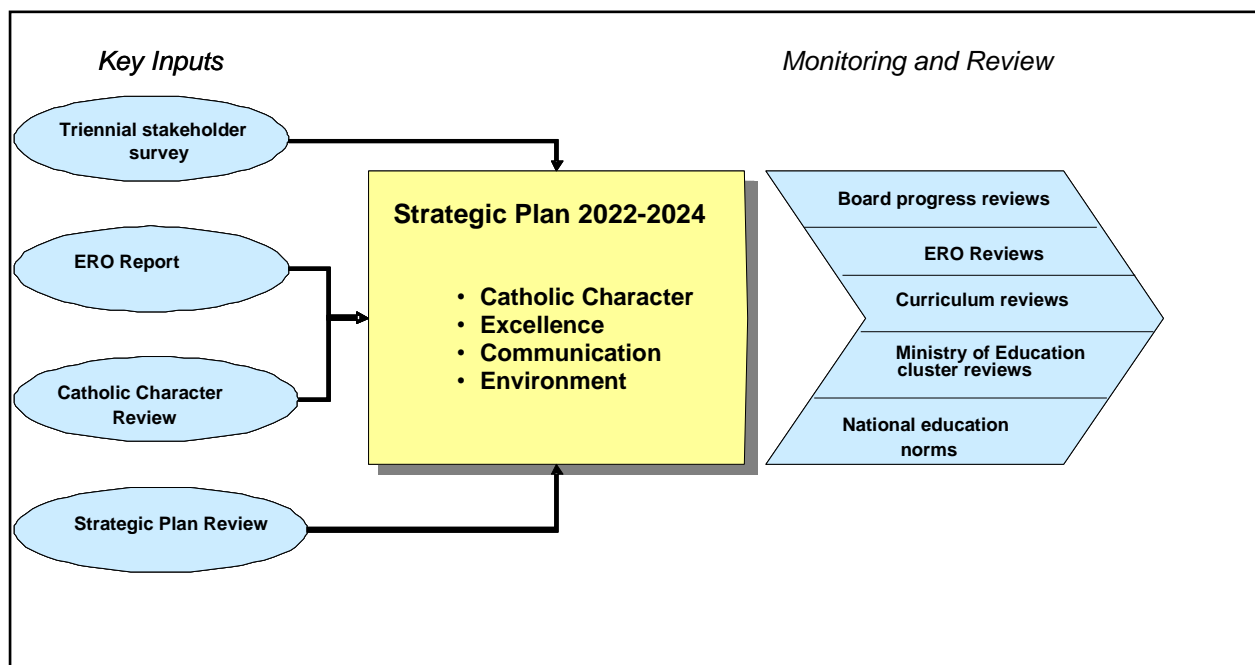
community. Our school's website is populated with sets of Board of Trustees meeting minutes; this helps keep the community informed. Additionally, the Board of Trustees compiles an annual newsletter which communicates the highlights and successes of the year to the parents, as well as hosting an Annual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

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| 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:

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| 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 ma te mohio 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.

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| 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.

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| 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
Guiding our Children's Hearts

2022 Variance Report

Excellence in Education Initiatives Annual Plan Variance Report 2022

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|--|---|---------------------------|---------------------------|---|----------------------|
| Goal: | 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. | | | | |
| 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 Localised curriculum built on the philosophy of universal design for learning. Whānau can articulate St Benedict's localised 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. | | | | |
| KEY | In progress, on target | In progress, minor issues | In progress, major issues | Completed √ | Yet to commence — |
| Initiative | | | Status | Overall Status | |
| 1a Strengthen Kaiako delivery of Te Reo Māori and Tikanga as well as broaden understanding of all cultures within the community. | | | | Excellent progress in 2022 towards strengthening both Kaiako Te Reo and developing kawa for our school. | |
| Key actions undertaken for Goal 1a in 2022 | | | | | |
| Kapa Haka Kapa Haka instruction was provided for the whole school in Term 1 and term 4. In Term 2 and 3 the Kapa Haka performance group was formed with 60 tamariki choosing to be part of the performance group. They prepared for the St Bridgid's School Kapa Haka festival on Saturday 24th of September. This was the first time in ten years that St Benedict's had taken part. The Kapa Haka group were also invited to take part in a cultural festival with our fellow Kāhui Ako schools and the year 1-6 Kapa Haka members performed on the 26th of October. The year finished with a performance at the Khandallah Fair on Sunday 11 th of December. Whānau have shared feedback that it is clear how much our school capacity in this area has grown. | | | | | |
| Pōwhiri and Poroporoaki The whole school and community took part in a Powhiri to welcome the new Principal in term 2, this was delayed due to COVID restrictions. The Pōwhiri was also part of our Matariki celebration. This was St Benedict's third pōwhiri. In 2023 we intend to have two pōwhiri to welcome new students with dates to be set. As a school need to develop capacity to have community members who can support with whaikorero for manuhiri and whakamanuhiri. The school held two poroporoaki, to farewell a staff member at the end of Term 2 and to farewell leaving students and staff at the end of Term 4. | | | | | |
| Te Reo instruction Whaea Adrienne continues to deliver lessons to each class fortnightly, with two planning days within the term. The timetable has been adjusted slightly to ensure Adrienne has time to plan and create resources for our school. Adrienne's passion for Te Reo and enjoyment in working with our tamariki is an asset to our school curriculum. This support for our kaiako was previously provided through staffing. In 2022 the Board has funded this support and will continue to do so in 2023. Te Ahu o Te Reo fortnightly evening lessons were undertaken by four members of staff. This professional development is aimed at raising NZ teachers' skill level of Te Reo. The course was delivered by passionate and highly skilled Te Reo Kaiako, was fully funded and offered as opt in by the Ministry of Education. In 2023 three of the staff will continue on with their study and more staff have | | | | | |

indicated that they will also begin studying through this programme. As a school, our aim is to be able to deliver three hours of Te Reo instruction within classes each week. This will allow our school to unlock further funding to support our Te Reo programme.

Baseline data was gathered for Year 4-8 use of Te Reo through the NZCER Taku Reo Survey. Analysis has shown that daily use of Te Reo within our classrooms is an area we can strengthen to move the responses to show more sometimes and often for classroom settings. This was analysed by staff and a school wide goal was set to shift use of Te Reo in the classroom. Each teacher has made a commitment and buddied up with a fellow staff member to work on their particular goal together. The recent released Kā Hikitia (Maori Education Plan) updated document and Tau Mai Te Reo (Maori Language plan) will also provide further guidance as part of growing our capacity in this area. Our involvement in the Maori Achievement Collaborative will provide further support for the whole school to build cultural capacity.

Maori Achievement Collaborative (MAC) St Benedict's was invited to be part of MAC as the new Principal was a member of the collaborative at her previous school. Several factors have impacted the launching of MAC in 2022. To begin with the school was already committed to Digital Technologies, Universal Design and Wellbeing PD prior to the school year beginning. This meant that MAC was put on hold for the staff until Term 3. The Principal attended cluster meetings and a one-day wananga but was unable to attend the conference due to the proximity of the school production. The impact of COVID restrictions and key stake holders contacting COVID, along with the appointment of several new Board members meant that both Staff and Board meetings were postponed. In Term 4 we completed one staff meeting focused on our own journeying stories as this is a theme within the Aotearoa histories curriculum. Kim Nikora who is supporting our school on its MAC journey over the next five years will attend a future meeting of the Board to further explain the MAC Kaupapa.

Whānau meetings

The impact of COVID on parent meetings has delayed this due to school capacity. These meetings will begin in Term 1 2023. Whānau who wish to be involved will be able to self-identify through our beginning of the year meetings with each teacher. Self-identification is important as not all of our whānau choose to identify as Māori on enrolment.

| Initiative | Status | Overall Status |
|--|--------|---|
| 1b Staff professional development in areas of localised curriculum, culturally sustaining practices, universal design and digital technologies. | | Preparation for UDL PD and Curriculum Refresh underway. |

Key actions undertaken for Goal 1b in 2022

NZ Histories A series of staff meetings were completed in 2022. Within syndicates teachers have further unpacked and planned with the Aotearoa New Zealand Histories curriculum. This curriculum is organised around the concepts of Know, Understand and Do. These concepts are attached to progression outcomes that all tamariki are expected to achieve by the end of Year 3, Year 6 Year 8, and Year 10. It expected that all schools will be in a place to deliver the Aotearoa New Zealand Histories Curriculum in 2023. St Benedict's has gradually implemented throughout 2022 and we believe we are in a great place for full implementational 2023. Aotearoa New Zealand Histories is a strand of the Social Sciences curriculum.

Universal Design for learning Due to school capacity impacted by COVID and the commitment to Digital Technologies PD, the focus of UDL PD was shifted to creating an implementation plan. PD provider CORE Education created a resource hub that could be used over the next three years to support staff capacity, in particular the Principal and DP, to implement Universal Design for Learning professional development within our school context. The UDL hub of resources includes planned staff meeting slides that the DP and Principal will be able to implement to build staff capacity. Having a knowledgeable guide to build the resource has been

invaluable for our school. The resources for our school have been completed and we will implement over 2023-2024. The work in this area will also dovetail into the upcoming review of the Special Needs provisions within our school, the recommendations from Catholic Character Review and the development of the Wellbeing curriculum. UDL is the process of developing a classroom environment and curriculum that can be accessed by all learners, with genuine inclusion, as opposed to developing a curriculum and adding on adaptations for some learners.

New Zealand Curriculum Refresh and RE Curriculum release. Throughout 2022 we have been involved in webinars, zooms and MoE roadshow on the upcoming refresh. These have focused on the Mathematics and English curriculum as well as the overall design of the new overarching curriculum framework Te Mātaiaho. Supports for schools from the Ministry of Education are unknown at this stage with two teacher only days in 2023 and 2024 to focus on curriculum implementation announced at the end of November 2022. The new Professional Learning Plan for the Kāhui Ako focuses strongly on supporting assessment for the refreshed curriculum. This PD application has not yet been accepted. As well as the Curriculum refresh our school will begin exploring planning using the new Religious Education Curriculum To Tātau Whakapono Our Faith, which is due for implementation by 2025. The staff have completed an induction meeting focused on To Tātau Whakapono Our Faith led by our DRS.

New Zealand Principals Foundation and Ministry of Education hosted a Mathematics Curriculum Workshop: It was well run and gave us some insight as to how we can prepare for the refreshed mathematics curriculum. The key message for schools was that we already have access to the highest-level resources through MoE provided websites and materials. The more familiar a school is with the progressions i.e. PACT, the greater their success will be in implementing the refreshed curriculum.

Digital Tech Due to the effect of COVID our Teacher Only Day was greatly affected by low attendance due to staff absences. We then requested to extend this PD until mid-2023 and this was granted. The PD was shifted to staff and syndicate level support for the rest of the project as the variation in needs is better suited by individual support. Within the first term it became obvious that the standard of WIFI access within the school was greatly affecting staff ability to use Digital tools. The Principal worked with Network for Learning to organise the replacement of routers which was completed in December 2022. The Board has discussed the long-term budget impacts on ensuring digital devices are fit for purpose by comparing leasing vs. buying within the ICT 5 year plan. The Principal has discussed with Helping Our Kids (HoK) what capacity they have to support funding in this area.

Better Start Literacy Three teachers of year 0-2 students undertook training in BSL in 2022, a New Zealand designed Structured Literacy approach to early literacy instruction. The team was supported by Amy Fleming a BSL advisor from Canterbury University to check on the fidelity of the programme and give support through demonstrating and observing lessons. One of our teachers will be training as a Better Start Literacy Facilitator in 2023. The Board is funding support for the assessment gathering for 2023. It is expected that some assessments we have historically used will no longer be required as we will have stronger and more relevant data. A key aspect of this programme is whānau involvement and whānau hui will be provided in 2023 to further support understanding. In 2023 the second-year data from Better Start Literacy will be able to compare to our first year and presented to the Board.

Wellbeing The aim of the implementation of New Zealand Institute of Resilience and Wellbeing professional development was to build staff understanding and implementation of key Wellbeing supports at a staff level. This was led by our Kāhui Ako Within School lead who attended monthly PD meetings facilitated by Kathe Delahunty of CORE Education. Throughout 2022 the staff have taken part in regular Wellbeing Staff meetings and practices such as strength identification and gratitude practices. The wider school community have been informed of these activities via our newsletter. The staff have chosen the Wellbeing model of Te Whare Tapu Wha to build our school curriculum around. This supports our staff and Board focus on Te Tiriti informed practice and our involvement in the Māori Achievement Collaborative.

In Term 3 Kath Delahunty (CORE Education) facilitated the unpacking of the staff wellbeing survey, the responses gathered on our Teacher Only Day. A school wide goal around managing email for our staff was set. The staff committed to a shared email signature that explains teacher work hours and expectations of when emails will be responded to. This will be highlighted again in 2023.

We were unable to share our journey so far with whānau through hui due to COVID restrictions. A whānau meeting is a priority for this area in 2023. Whānau consultation on what wellbeing means to them resulted in 30 responses from a possible 175. The data shows that wellbeing is a all-encompassing term, and it has an array of meanings for our school community. As we build our school wellbeing practices and embed these into various curriculum areas such as To Tātau Whakapono Our Faith, Health and PE our school community will be able to identify areas we are working to support school wellbeing. Ensuring a wellbeing focus is included regularly in our newsletter will also support the community understanding. On the first and second of February whānau conferences are scheduled to support a seamless and positive start to the year to foster early relationship building with whānau and kaiako which is a key condition for wellbeing at school.

COVID has had an impact on the delivery of the PD and the wellbeing levels of our school community. The impact of separate playgrounds was quite telling on how our younger tamariki engaged without the steading support of older tamariki. Once the peak plateaued, we returned to a mixed playground as the impact on wellbeing within the playground was greater than the risk of catching COVID in the playground. Staff found it quite isolating to be in pods for morning tea and lunch and it impacted the whole school. The move to being a full staff again was completed in term 2 however COVID has continue to have a massive impact due to staff and student sickness throughout the year. A final surge of cases in November affected key staff members and has affected the reflection and planning aspect of our Strategic Plan and school organisation decisions.

| Initiative | Status | Overall Status |
|--|--------|---|
| 1c Coherence across localised curriculum, SNECO, SMS reporting and teacher planning. | — | Timeline shifted due to COVID and Curriculum Refresh/RE Curriculum. |

Key actions undertaken for Goal 1c in 2022

Assessment and Student Management System

Assessment This year we have addressed teacher workload issues when using PAT assessment by moving to online marking. In 2023 the Board will fund support for the ongoing assessment for Better Start Literacy and will invest in training a Teacher Aide who can support this programme. The school has also undergone professional development using the Progression and Achievement Tool in the area of reading. The aim of using this assessment is that it enables us to track student progress across the whole school to provide a school wide overview of achievement against the New Zealand Curriculum. Having this data will allow us to identify school wide needs for further intervention or extension. Review of assessments and how these are shared with whānau and the wider school community will be part of this work stream in 2023.

Student Management System During Term 3 the Deputy Principal and Principal visited St Joseph's Upper Hut who use HERO, Paraparaumu Beach School who use eTap and Tawhai School who use Educa. All schools we visited were not as far along as our Principals former school at using an online reporting system. The process of taking it slowly to move to online reporting and setting a set criterion for reporting across schools was key for all schools visited. This is also our Principal's experience at her former school. Of the SMS we saw in action HERO and ETap provided similar experiences with HERO being a far more visually pleasant interface. The strategic plan for 2022-2024 identified moving towards real-time reporting using our current SMS system. Due to the immense amount of change upcoming in all curriculum areas it is recommended that real-time reporting becomes a focus after curriculum implementation has been completed and shifting this focus to ensuring we use eTap to its full capacity.

Professional Growth Cycle The Professional Growth Cycle replaced the previous compliance led appraisal system in 2019. Each school was then tasked to develop a template of Quality Practice (QPT) that is expected in their environment. As this had not been completed this became a priority in 2022. The QPT was developed in consultation with staff who explored explore the professional teaching standards and what they look like in action within the St Benedict's setting. A Draft Professional Growth Cycle, including

1:1 meetings, observations and the use of the QPT, has been developed for staff consultation and is being shared with syndicates for further feedback. The implementation of the Professional Growth Cycle will begin in 2023.

Restorative Schools

First session of the Kāhui Ako provided PD on Restorative Practices, led by Greg Jensen of Restorative Schools, was held as part of the mid-winter hui. Eight staff members attended and found the support provided to be very useful. It looks likely that the Kāhui Ako may not work with Restorative Schools in 2023 due to the difficulty in aligning delivery dates with them. The new appointment of Gerard Tully as the Leadership advisor for the Archdiocese of Wellington may mean we work with him instead as he also has a background in restorative practice.

Restorative School is also part of the Positive Behaviour for Learning framework supported by the Ministry of Education. See unplanned key actions below.

SENCO Review

This piece of work has been greatly impacted by the effects of COVID on school capacity. To do this survey justice and to ensure our SENCO review of processes is completed with thought and care we decided to move this piece of work to 2023 and align it with the Wellbeing/Curriculum/UDL foci within goal 1b.

Unplanned key actions/Emergent Self- Review

Key events affected by COVID

Throughout the year we have had to shuffle several events as the Ministries of Health and Education guidance changed and as our school and staff were affected by COVID illness. Beginning of year pōwhiri was moved to Matariki; Playground Blessing from Term 1 to term 2; Year 6 and 8 camps from Term 1 to Term 3; School interviews and reporting from end of Term 2 to beginning of Term 3; Production from term 3 to 4. While all these events were successfully held the changes that COVID has forced on our school community have had a lasting effect. In particular having to limit whānau access and then catch up on events this year have meant that opportunities for whānau to engage with the school have been impeded. For the new Principal this has greatly impacted her ability to connect with the community. Whānau reconnection and engagement is crucial to the success of the outcomes of Goal 1 in 2023.

Student Wellbeing and Behaviour

Throughout the year we have supported tamariki with online incidents outside of school that have had a wide-ranging effect on tamariki relationships within the school. Whanau reached out for support, and we provided an online seminar with NetSafe in August 2022.

The impact of tamariki coming in and out of isolation and the knock-on effects of lockdowns over the past few years is causing some socialisation issues within the playground. This resulted in the implementation of a school wide monitoring system of behaviours to ensure repeated behaviours are recognised and dealt with in Term 2. Tamariki often reported they found it difficult to find a teacher to help them. This is also linked to the fact that tamariki only know their own teacher due to the limited times we gather as a whole school. When reviewing the data as a staff in Term 3 it was identified that the layout of the playground and number of students, we currently have required the addition of a second teacher on duty. The first aide duty has been absorbed into the admin staff and principal's role to free up the teachers. This change was implemented in Term 4.

The ongoing review of unwanted behaviours and how we deal with them as a school, as well as community feedback, has highlighted that our current policies and procedures could be redesigned for clarity and implementation. A small group of senior tamariki have a reluctance to engage adult support when relationships break down and whānau try to solve these problems without engaging staff support. Staff have discussed the importance of having clear guidelines, procedures and consistency that tamariki, staff and whānau understand. The Ministry of Education provides support for schools via the Positive Behaviour for Learning Framework. The PB4L team help school to develop the seven essential conditions to support school culture. Staff will engage with the PB4L team on teacher only day in 2023 to decide whether the PB4L approach will meet our schools needs and fit with our current school direction.

Leadership development The leadership team attended two leadership development days with Greg Jansen of Restorative Schools. The workshop focused on the concept of getting the right balance for us and our team of being on the balcony (scanning our school and having a vision) and on the dancefloor (being close enough to notice what is happening the reality). This experience was invaluable for our new leadership team as we build our practice together.

Teacher recruitment 2023 Two new members of staff were employed for 2023.

Key actions planned but not completed

- SENCO REVIEW moved to 2023.
- Digital tech- COVID affected extended in to the second Term of 2023.
- Universal Design for learning – This was intended as whole school PD however shifted to DP and Principal to upskill and lead from 2023.
- The Teaching and School Practices Survey Tool (TSP). This is a free online survey tool that provides a picture of teaching and school practices, and principal leadership in English-medium schools provided by NZCER and commissioned by the MoE for development in 2017. Due to pressures placed upon teachers with COVID throughout 2022 this was not completed.

Key actions planned for 2023

1a

- Two pōwhiri to welcome new students.
- Further Staff PD in Te Reo including support for Kapa Haka and classroom instruction.
- Whānau hui.
- School engagement in Māori Achievement Collaborative.

1b

- Universal Design for Learning.
- Wellbeing – including review of framework for dealing with unwanted behaviour possibly working with PB4L team.
- Better Start continued implementation and training.
- Whānau hui in various areas such as Wellbeing, UDL, Better Start to promote reconnection and engagement.

1c

- Assessment review and communication of data to community.
- Use eTap to its full capacity.
- Implementation of the Professional Growth Cycle.
- SENCO REVIEW.
- The Teaching and School Practices Survey Tool (TSP).

Catholic Character Initiatives Annual Plan Variance Report 2022

| | | | | | |
|--|--|---------------------------|---------------------------|----------------|----------------------|
| Goal: | 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 | | | | |
| Outcome : | 2a Implement the new Religious Education curriculum, as part of our Localised Curriculum, and ensure our school values are prominent within. 2b To encourage Catholic educational programmes that foster faith-based opportunities and action being carried out in our community. | | | | |
| KEY | In progress, on target | In progress, minor issues | In progress, major issues | Completed √ | Yet to commence — |
| Initiative | | | Status | Overall Status | |
| 2a Staff professional development in areas of Religious Education as we develop our own localised curriculum. | | | | | |
| Key actions undertaken for Goal 2a in 2022 | | | | | |
| 2a Catholic Character Review The review was completed in August 2022. The team highlighted how successful the school had been in meeting the previous recommendations from the 2018 Catholic Special Character Review 1. Beginning at school enrolment, develop and embed a school process, in partnership with the parish, to ensure that all students are supported to receive the appropriate sacraments for their age. The Parish Sacramental programme is run by Challenge2000, and meetings hosted in the school by their Young Adult leadership team have been effective. The programme is well supported and promoted within the school. 2. Continue to use authentic contexts to integrate RE with other curriculum areas across all syndicates, while retaining the integrity of the RE curriculum. There is evidence of integrated planning, teaching and across the school. Some RE content that does not integrate well is taught effectively as a standalone topic. 3. Continue to grow whole school knowledge and practice in Tikanga Māori, particularly in areas that enrich the Catholic Character. Since the last Review, a Mātauranga Māori Kaupapa plan has been completed with whānau and the previous Principal. The Board has employed te reo and kapa haka instructors which all students and staff participate in. Pōwhiri and poroporoaki processes have been established. Waiata being taught are appropriate for both the Catholic Mass setting as well as for performance. 4. Continue to build authentic links between school families and parish as a natural extension of children’s faith development. Current pandemic restrictions have made it harder, but the school has used outdoor events and Zoom to build links between home, school and Parish. Ash Wednesday liturgies went ahead in a different way this year. The Year 8 Catholic Character Team has led many of these liturgies and Masses. The upcoming review outcome of St Francis of Assisi Parish will have an impact on how the | | | | | |

school and parish build authentic links. The plan to run the Families of Faith programme in 2021 was postponed and has been rescheduled for 2022

The teams 2022 recommendations will adjust our current Catholic Character initiatives from 2023 onwards.

1. Continue to grow whole school knowledge and practice of the EPIC school values, including their links to Te Ao Māori and the connections between Jesus' mission and the Gospel. Identify ways to increase tamariki and whānau understanding of and engagement with the values.

The EPIC values are a cornerstone of the key initiatives in the areas of Excellence in Education 1a, 1b and 1c as well as Catholic Character goals 2a and 2b.

2. Continue to integrate Religious Education as part of the school's redevelopment of their localised curriculum using Tō Tātau Whakapono Our Faith Religious Education Curriculum as the guiding document for authentic contexts. Particular focus to be given to further developing the Health Curriculum guiding statement and implementation from Year 0-8 which reflects the expectations of the documents, Relationships and Sexuality Education (MoE) and Wonderfully Made In Gods Image (NCRS).

The development of the RE curriculum and Health curriculum are also supported by key initiatives in areas of Excellence in Education 1a, 1b and 1c as well as Catholic Character goals 2a and 2b.

3. Use the Catholic Special Character Evaluation for Development Document and your internal evaluation cycle to identify areas for development and the effectiveness of the actions you have taken. Your three-year cycle for Internal Evaluation should be evident in the Board's Strategic Plan

As part of the Boards review of the strategic plan in February 2023 we will develop a 2c goal that will focus on a three year cycle of internal review using the new Catholic Character Review framework dimensions. DIMENSION 1: Te Tūtaki Ki A Te Karaiti | Encounter with Christ; DIMENSION 2: Te Whakatupu Mā Te Mātauranga | Growth in Knowledge; DIMENSION 3: Te Whakaatu Karaitiana | Christian Witness; DIMENSION 4: Te Kotahitanga Me To Whakapakari I Te Tuakiri Katorika | Safeguarding and Strengthening Catholic Character

Religious Education Curriculum

We engaged in the development day held by the National Centre for Religious Studies. NCRS have developed a series of videos give a great overview of the curriculum staff and community knowledge. The staff have completed an induction meeting focused on To Tātau Whakapono led by our DRS. The DRS will work on an implementation plan for the roll out of the curriculum for the next three years. A two day planning curriculum workshop was affected by COVID and the rescheduled dates clashed with our school calendar. The National Centre for Religious Studies (NCRS) will be leading the professional development and implementation of this new curriculum. They are currently working through the writing and trialling stage for Year 1-2 and Year 9-13. Due to resourcing constraints the implementation of the new curriculum has been focused on the Year 1 / 2 and Year 9/10 areas so both Primary and Secondary schools can begin using the documents if they choose to do so at this early stage. This means primary schools will decide whether to implement Year 1/2 only, implement without resources or wait until the curriculum is fully resourced in 2025. The leadership team are still deciding on our school's approach however, our current thoughts are to start implementing from 2023. The expectation from the Bishops Council and NCRS is that Year 1-4 is fully implemented by 2025, Year 5-6 from 2026 and Years 7-8 2027.

| Initiative | Status | Overall Status |
|--|--------|-----------------|
| 2a Develop School Cultural and Liturgical Calendar to support localised curriculum. | | Yet to commence |

| | | |
|--|--------|----------------|
| | — | |
| Key actions undertaken for Goal 1b in 2022 | | |
| | | |
| Initiative | Status | Overall Status |
| 2b Develop parental programs to promote a journey towards faith and evangelisation | — | |
| Key actions undertaken for Goal 1c in 2022 | | |
| <p>Faith Experience As is prevalent in all areas of the variance report COVID also impacted our faith experiences in 2023. The Ash Wednesday liturgies went ahead within class however with the beginning of our Omicron outbreak at that time the liturgies were run by teachers and the ashes delivered by scattering on the head as advised by the Bishops Council.</p> <p>The liturgy to mark the Stations of the Cross on Thursday 14th of April was held outside on the turf and restricted to school only. The liturgy was live streamed to families and was an immensely special spiritual time for all participants.</p> <p>Our first opportunity to gather as a faith community was in term 2 when Archbishop Paul Martin blessed our new school playground on the 27 May. Guest from ADW, St Benedict's Parish, St Benedict's Friends of School Trust, HoK, Brigidine Nuns and our current families attended. Following the ceremony, we were able to host a morning tea for our guests.</p> <p>After week 6 of Term 2, we were finally able to return to inviting our whānau community back into our classrooms as the COVID wave had decreased in our community. It was delightful to see the return of our school community to take part in classroom daily prayer.</p> <p>We were able to return to the church to celebrate our faith at the end of Term 2 with the St Benedict's Day celebrations. The Grandparents Day, Assumption, All Saints Day, Reconciliation, End of Year mass and Carol service were all opportunities to gather as a faith community.</p> <p>Sacramental Programme</p> <p>Parish sacramental programme was delivered, run again by the capable group from Challenge 2000. Challenge 2000 consulted with the community to identify their preferred method of delivery and a variety of options were available to ensure our tamariki are able to participate in this programme.</p> <p>Working with faith organisations</p> <p>Challenge 2000 run an internship programme for young Catholic leaders who are interested in moving in to youth work or education as a career. One of the interns worked within our school in Term 2 and 4, in Term 4 they supported a trained counsellor, also employed by Challenge 2000, to deliver the Seasons for Growth grief loss and change programme. Challenge 2000 support the delivery of our Year 7 leadership retreat. In 2023 we will work with them to strengthen our Year 8's connection to our EPIC values as part of their leadership of our school.</p> <p>Our Year 6 tamariki undertook a retreat at the Home of Compassion.</p> | | |
| Unplanned key actions/Emergent Self- Review | | |
| <p>Parish Draft Review</p> <p>In the first half of the year the decision from the Cardinal John Drew was confirmed, that the recommended way forward for the St Francis of Assisi Ohariu Parish is to close St Benedict's and St Andrew's churches and to eventually develop a new church based at the St Peter and Pauls site in Johnsonville.</p> | | |

The effect on our school community is considerable as it removes the option for us of gathering as a school and parent community. Our final mass at the church will be at the beginning of the school year. Feelings about this for some staff are quite high as they are active in the St Francis of Assisi Ohariu parish.

There are several teams working together to ensure our school voice is heard through the process. Two staff members are involved with the overall planning of how we will move from one site to another. The proprietors' reps and Principal are working with Thomas Davies to explore options as to how the Parish could support St Benedict's School to have a future gathering space and to attend mass at the new location.

Key actions planned but not completed

Develop School Cultural and Liturgical Calendar to support localised curriculum.

Our beginning of year meetings with whānau will allow us to capture information on the types of cultural celebrations that are important for our community. This will allow this goal to progress.

Families of Faith

Due to COVID restrictions and a crowded second half of the year it has again been pushed in to 2023

Key actions planned for 2023

2a

- An implementation plan for the roll out of the curriculum that dovetails with the UDL, Refreshed Curriculum and Wellbeing Professional Development.
- Develop School Cultural and Liturgical Calendar to support localised curriculum.

2b

- Families of Faith implementation in Manuka Syndicate.

2c

- Develop a 2c goal that will focus on a three-year cycle of internal review using the new Catholic Character Review framework dimensions.

Communication Initiatives Annual Plan Variance Report 2022

| | | | | | |
|-----------|---|---------------------------|---------------------------|----------------|----------------------|
| Goal: | <p>Design effective communication pathways that allow for connection and clarity within kura and between kura and whānau.</p> <p>Mā te kōrero ka mōhio ma te mohio kā mātau mā te mātau ka mārama mā te mārama ka ora.</p> <p>Communication is limited without understanding, understanding comes from learning, from learning comes enlightenment from enlightenment comes well being.</p> | | | | |
| Outcome : | <p>3a Parents/caregivers (and where appropriate, the wider community), are informed and aware of key information relating to the school and its students.</p> <p>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.</p> | | | | |
| KEY | In progress, on target | In progress, minor issues | In progress, major issues | Completed √ | Yet to commence — |

| Initiative | Status | Overall Status |
|--|--------|---|
| 3a Develop a clear and concise communication plan which identifies key stakeholders and responsibilities | | Draft plan was completed and aspects of the plan implemented. |
| Key actions undertaken for Goal 3a in 2022 | | |
| 3a Communication plan The draft communication plan was developed in Term 1. Throughout the year the Principal has reviewed how different events are communicated and where the responsibilities lie for this communication. Now the full year has been completed the Principal will work with a representative of HoK and of the Board to identify ways that communication can be further strengthened between home and school. | | |
| Initiative | Status | Overall Status |
| 3b Develop a responsive marketing plan that identifies and targets the various stakeholders we wish to engage with. | — | |
| Key actions undertaken for Goal 1b in 2022 | | |
| Marketing While this is a high priority, we have been unable to focus on this due to the strain of absences in throughout the year. The Board decided to move this initiative in to a 2023 focus Alumni Chris Finlayson, HoK and Board presiding member met to discuss the aims of this initiative Over the next year the aim is to gently reengage with former students to build an alumni database. Our present focus will be on inviting alumni to be part of school events. | | |
| Unplanned key actions/Emergent Self- Review | | |
| Newsletter The responsiveness of our current newsletter on mobile devices, the inability to move easily between sections and the lack of ability to provide photo galleries or video was a challenge for our community. We reviewed the types of newsletters our Northern Zones Cluster used and identified SchoolZine as our provider. HoK has partnered with the school in funding the newsletter. | | |
| Key actions planned but not completed | | |
| Website The upgrade of our website will now take place in Term 1 2023 School App The School App is ready to launch. Unfortunately staff capacity due to the pressures of COVID 2022 have meant we were unable to undergo PD so teachers can start using the APP for communicating for whole class and school communication rather than email. | | |
| Key actions planned for 2023 | | |
| 4a <ul style="list-style-type: none"> Alumni Marketing plan 4b <ul style="list-style-type: none"> Communication group and finalisation of plan Website upgrade School App launch | | |

School Environment Initiatives Annual Plan Variance Report 2022

| | | | | | |
|---|--|---------------------------|---------------------------|---|----------------------|
| Goal: | 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. | | | | |
| 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 creates and follows a plan for upgrading the school environment. | | | | |
| KEY | In progress, on target | In progress, minor issues | In progress, major issues | Completed √ | Yet to commence — |
| Initiative | | | Status | Overall Status | |
| 4a Kaiako and tamariki use school environmental to develop cultural, environmental capabilities. | | | — | Key action from previous Strategic Plan was to move to silver for Enviro Schools. | |
| Key actions undertaken for Goal 2a in 2022 | | | | | |
| | | | | | |
| Initiative | | | Status | Overall Status | |
| 4b Future proofing school by developing and implementing new 10 year property plan | | | | | |
| Key actions undertaken for Goal 1b in 2022 | | | | | |
| Space audit as part of school wide property plan and Storage solutions for Caretaker and Sports equipment | | | | | |
| As part of reviewing our current property plan our property manager commissioned a review of use of space. This identified further works for our 10-year plan and supported the priority 3 project already identified of refurbishing classrooms implementation. Over 2022 we held three meetings with an architect to explore ways we could maximise and improve our spaces for learning within our building’s constraints. The 10-year Master Plan was presented to Board at August meeting. We have yet to receive feedback from ADW. Master plan as it is currently being organised into priorities. The 1st priority is the junior classroom development. These are then priced and added to the school’s capital works plan. This plan is submitted in December and then the ADW board meets in April - after April we hear what has been approved. The courts are already on the capital works plan so focusing on the courts/turf and the storage for caretaker and sports equipment as our major fundraiser is probably the next best step for 2023. The storage solution would need to be completed using community raised funds. | | | | | |
| Driveway | | | | | |
| The driveway works have been a constant feature of our school environment for 2022.This was confusing for our community as they had been told the works would be completed by the beginning of the school year in February. It appears that there was some confusion between information shared as the original plans show that the works were always scheduled to take until the later part of 2022. They have affected access and ability to utilise our school playground. The resurfacing of the driveway was also quite noisy | | | | | |

for the classrooms that buttress this area. The work has been complete to a high standard however design changes have now narrowed our driveway, and this impacts the ability for trucks to safely go up the drive. This was a result of the engineer changing the fencing design. The old lower gate will need to be removed to widen the access.

Painting

To ensure our capital maintenance budget is sufficient, quotes were procured from three painting companies for internal and external painting. As the painting occurred only 5 years ago, we have told Carius, our preferred supplier, that we will ask them for a new quote in two years' time. The quoting exercise has identified that the painting capital provision is too low and that the internal painting is currently not included in this provision. The Board acknowledged the need to increase our capital maintenance provision in the budget and this was actioned

EMPM

This money was to be spent on items that are on the current 10 year property plan. ADW did not have the funds to top up the work to turf the bottom court that was the next project on the 10 year property plan. This project was scoped for costings by ADW during the middle of the year.

Instead ADW to bring forward a piece of work that involved replacing and repair of the roof above Rooms 12-10.

This began in September, and has been quite disruptive with building noise for all classes. The work is expected to be complete by the end of March 2023. The basketball court has been affected by the equipment being stored on the back wall side of the court. The access behind the school has been closed off due to the scaffolding.

Playground Asset:

There was a misunderstanding that the playground would be transferred to ADW assets like the Turf and previous playground. The Turf was an upgrade of an existing ADW asset, so it was transferred to ADW after completion. While there is no record of the junior playground being transferred to ADW, our junior playground is insured by ADW. The new playground was added to the school insurance and will be covered by the school.

Unplanned key actions/Emergent Self- Review

Internet Access

The poor access for internet was identified as an ongoing issue for teaching and learning during Term 1. The Principal contacted Network for Learning who provide the internet who agreed to upgrading of switches and routers. COVID has affected the access to switches and to ensure the internet upgrade went ahead the upgrade has been split in to two parts. The router upgrade is happening in December 2022 with the switches being upgraded in 2023.

Lighting

Benji Stretton, the Area Manager for Direct Energy Solutions, supported our school to receive a government agency funding grant to have our lighting upgraded to LED's without impacting on the school budget, and minimizing our carbon footprint by markedly reducing our power consumption. It was hoped that this would be completed during July holidays, but the closing of the driveway delayed this. The rescheduled date was the October holidays however the asphaltting of the driveway meant access was not available. The installation was completed over the weekend in November. The result is bright and light classrooms and corridors. The savings on the electricity bill will be diverted to repay the grant over the next 5 years.

Watertightness

There have been ongoing watertightness concerns in Room 7 for several years. Mainly it has been put down to the closeness of the bank to that classroom. A major leak resulted in the doorway being replaced but further leaks happened after that replacement. Before ordering further piecemeal replacements the Principal asked for a review of the watertightness of the room to be completed by ADW. They contracted the same person who reviewed the foyer and office in 2019. The report also tested for the presence of mould spores within the classroom. The testing was completed on the extra public holiday for the Queen's passing and the room was sealed for two days prior. The report shows that there are some serious concerns with weathertightness. This has been passed on to the ADW team and it is likely that it will be placed on our 10-year property plan and become the highest priority. The report showed that mould spores were not present in the air. We are currently using both dehumidifiers and air purifiers in that room and they make a difference to the atmosphere. In 2023, as we have 11 classes to begin next year, we will not allocate a class to that room. It is expected that the remediation work will begin in 2023.

ICT

The Board reviewed options for maintaining fit for purpose ICT equipment for the classrooms. The cost to replace devices over the next 5 years is not one that can be funded from the operations grant funding. The Board investigated the cost of leasing which would be approximately \$10,000 per year. Discussions are underway to formalise leasing agreements and to identify ways HoK can support this ongoing cost.

Key actions planned but not completed

Enviro Schools Silver award

- This goal was transferred from the previous Strategic Plan. In February 2023 we will review what is needed to be completed to be a silver school and to check whether this is a goal that the Board, Staff and Community are committed to and why. It would be also worthwhile to explore how our SchoolGen School status is being utilised and whether we are taking advantage of the opportunities that are available in this area.

Key actions planned for 2023

4a

- February 2023 we will review what is needed to be completed to be a silver school and to check whether this is a goal that the Board, Staff and Community are committed to and why.

4b

- Roofing replacement
- ICT equipment
- Remediation of watertightness issue
- Gathering Space
- Storage for PE and Caretaker.

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. | | | | | | |
| | | | | | | | | | | | | | | | |
| | | Explore extension through correspondence school for tamariki. | | | | Increase number of tamariki in level 2 of NZ Te Reo curriculum. | | | | | | | | | |
| | | 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. | | | | | |
| 1b Localised curriculum built on the philosophy for universal design for learning. Whānau can articulate St Ben's localised | 1b Staff professional development in areas of localised curriculum, culturally sustaining | 2022 initiative moved to 2023 → | | | | Whānau meetings for all cultural groups | | Review Matauranga Māori Kaupapa. | | Implement Matauranga Māori Kaupapa. | | | | | |
| | | 2022 initiative moved to 2023 → | | | | PD support Universal Design for Learning | | | | . Redesign implementation of localised curriculum and create EPIC learner profile. | | | | | |
| | | | | | | Review of current Localised curriculum. | | | | | | | | | |
| | | PD Digital Technologies through literacy. Extended due to COVID impact → | | | | | | Mathematics and English Curriculum Refresh PD | | Mathematics/English Curriculum delivery review in line with MOE curriculum review. | | | | | |
| | | Better Start Literacy PD. | | | | Better Start Literacy PD Year 2 implementation | | | | Better Start Literacy review. | | | | | |

Community consultation
localised curriculum.

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| curriculum and identify where their tamariki are achieving on St Benedict's EPIC learner profile. < |
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| Goal 1 | What success looks like | Key metrics (summary) | 2022 (milestones) | 2023 (milestones) | 2024 (milestones) |
|--------|-------------------------|-----------------------|-------------------|-------------------|-------------------|

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| <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. Not completed</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>Inclusive Practices survey base line data gathered Term 3 as part of SENCO review</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.  Cancelled by NZCRS | | | | Catholic Character Review Recommendation Implement Year one and two curriculum. Trial aspects of curriculum in current integrated topics at other levels | | | | Implement Year three and four curriculum. | | | |
| | | | | Catholic Character Review. | Plan identified in areas  | Catholic Character Review Recommendation Develop curriculum plan for Living Life to the Full curriculum Year 1-8 Health and PE and Religious Education | | | | Implement curriculum plan for Living Life to the Full curriculum Year 1-8 Health and PE and Religious Education | | | |
| | | | | | | Catholic Character Review Recommendation EPIC values ties to te Ao Maori and Gospel stories further developed | | | | Catholic Character Review Recommendation EPIC values ties to te Ao Maori and Gospel stories implemented | | | |
| | 2a Develop School Cultural and Liturgical Calendar to support localised curriculum. Support goal 1A. | Moved due to 2023 school capacity.  | | | | Design joint cultural and liturgical calendar. | | Present to Kaiako. | Implement cultural and liturgical calendar and look for connections to embed in to localised curriculum. | | | | |
| | 2b Develop parental programs to promote a | Promotion of tamariki who are undertaking faith formation journey through sacramental programme. | | | | 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. | | | |

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| out in our community. | journey towards faith and evangelisation. | | Catholic Character Review Recommendation Partnership with parish focus due to Church closing – Challenge 2000. | Adapt to changes within Parish through review. | |
| | | Moved to 2023 due to Covid Restrictions  | 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 document for Year 1 and 2 and review at end of year. | Implement document for Year 1 and 2, 3 and 4 and review at end of year. |
| | | 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. Not completed | Gather cultural celebrations for our school community and present draft | Implement cultural and liturgical calendar and review success. |
| 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 Archdioces of Wellington. | Begin Building Families of Faith in Term 3 Moved to 2023 | Begin Building Families of Faith in Term 2 | 60% of year 1 parents' complete 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.

| 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. | Draft Communication Plan developed | | Communication group set up | Communication Survey include Website focus | Communication plan implemented increase supporting technology School APP. | | | Communication Survey include | Adapt plan and include new communication technology. | | | |
| | | Implementation moved to 2023 | | | | Launch School App | Provide and maintain tools to support teacher communication with whānau. | | | | | | |
| | | Review tools to support teacher communication with whānau. | | | | | | | | | | | |
| | | Initiative Removed until Curriculum refresh is completed. | | 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). | | |
| | | Review and finalise SMS systems and real time reporting systems — decide on system for St Ben's. | | | 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). | | |

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|--|---|---|--------------------|---|---|--|
| 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. | | | | |
| | | Better start Literacy Refresh | | Better StartLiteracy/ Families of Faith/ | | Mathematics and English |
| | 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. | Moved to 2023 ➡ | Design marketing plan. | Align marketing plan with communication plan to ensure seamless promotion. | Implement marketing plan. |
| | | Moved due to COVID restrictions ➡ | | School promotion and open days. | | School promotion and open days. |
| 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 communciation. | | Review current communication, and develop communication plan | develop communication plan | Identify areas for improvement and ways to encompass new types of communication. |
| 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. | | Development of Real time Reporting via SMS. On hold until curriculum refresh is completed. Alumni database developed. | | Review current SMS vrs other SMS for ease of access for Kaiako/staff Decide on SMS we will use. Key driver for this initiative identified -former student or whānau. | Small trial of Real Time Reporting with one curriculum area across syndicates. Build database. | Reporting of Mathematics, English and Religious Education via realtime reporting. Invite Database to attend St Benedict's Day celebrations. |

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. Silver award not the focus of environmental education | | | | Develop framework for tamariki participation in environmental efforts linked to localised curriculum development such as Nude Food, Pedal ready, Science Fair | | | | Implement framework for tamariki participation in environmental efforts linked to localised curriculum development | | | |
| | | Multi-purpose teaching areas outside.? Identify what this needs? | | | | | | | | | | | |
| | | Space audit as part of school wide property plan. | | | | Furniture purchasing plan to support universal design for learning – quiet spaces etc. | | | | Implement furniture purchasing plan. | | | |
| | | Storage solutions for Caretaker and Sports equipment. | | | | Planning and preparation options to utilise space 2026-2027. | | | | | | | |
| | | Review of school wide property needs to inform 10 year property plan and 5 year maintenance plan. | | | | Implement 10 year property plan. | | | | | | | |
| 4b The Board of Trustees, in consultation with the ADW, community, staff | | | | | | | | | | | | | |

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| and students creates and follows a plan for upgrading the school environment. | 4b Future proofing school by developing and implementing new 10 year property plan. | Painting plan review and implementation | | Follow painting 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. No longer considered a priority Instead Develop framework for tamariki participation in environmental efforts linked to localised curriculum development such as Nude Food, Pedal ready, Science Fair | | Identify areas for development and planned implementation. | Develop framework for tamariki participation in environmental efforts linked to localised curriculum | Start implementation |
| 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 created and budget developed. | 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 lead by Nic Simpson | Board Funded Kapa Haka and Te Reo | Term 1 2022 | |
| | PGC goals to support teacher’s implementation of Te Reo | | Supported by Te Reo teacher Board Funded | Term 2 2023 | Term 4 2023 |
| | Kapa Haka Whole School Term ½ Performance Term 3. | | Wednesday sessions provided by Kāhui Ako. | Term 1 2023 | Ongoing |
| Implementation NZ Histories. | Syndicate foci on NZ Histories over term two or three. Kim working with Manuka Syndicate. Working in small cluster with Sacred Heart, Cardinal McKeefry, St Teresa’s on Curriculum refresh | DP and Principal and MAC Ann Minto Kāhui Ako | Supported by MAC Kim Nikora. Syndicate meeting Curriculum Refresh Teacher only Day Wharewaka walking tour | Term 3 2022 | Ongoing |
| Māori Achievement Collaborative (MAC) PLD year 2. | Tania to lead Board and staff through gathering initial data in regard 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. | |
| Pōwhiri and Poroporoaki | Two Pōwhiri this year – move to our Year 8 tamariki able to lead key aspects. Formalise poroporoaki | Principal and Te Reo Maori group | Food for after Pōwhirir | Term 1 Week 9 and Term 3 Week 9 | |

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| Extension through Correspondence School | Identify learners who are ready for a next challenge in Te Reo and offer correspondence for these tamariki | Kauri Syndicate focus | MOE funded Correspondence school | Continues every year – no end point. |
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| 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. | Implement Universal Design for Learning PD | Principal and DP | Staff meetings and Teacher Only Days | Term 1 2023 | Term 4 2024 |
| | PD Digital Technologies building digital fluency completion in June | Rebecca | 50 hours funded by MOE. 1:1 support in school. | Term 1 2022 | Term 3 2023 |
| | New Zealand Mathematics and English Curriculum Refresh Draft review. | Principal and DP Kāhui Ako | Two curriculum refresh teacher only days working with small cluster of Kāhui Ako Schools. Take part in MoE supports offered. | Term 1 2023 | Term 4 2023 |
| | NZIWR PD Kahui Ako funded Wellbeing support Year 2 | Sarah Wood | Safe at School survey Wellbeing in schools survey Currently identifying funding with Kāhui Ako | Term 1 2022 | Term 4 2023 |
| | Whānau hui in various areas such as Wellbeing, UDL, Better Start, Families of Faith to promote reconnection and engagement. | Whole School | After School sessions offered for whānau. | Ongoing each year | |
| | Better Start Literacy. | Manuka Syndicate | Across School Lead Sarah | Term 2 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

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|--|--|---|---|-------------|-------------|
| 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 | SENCO release, Staff meetings, Survey analysis, Attending sector meetings. | Term 2 2023 | Term 4 2023 |
| Student Management System increased use for school monitoring and reporting | | Cheryl and Tania | Senior Teacher meetings Staff consultation | Term 3 2022 | Term 4 2023 |
| School led PD in PACT Kāhui Ako requirement. Reading and | | Tania and Julie Beattie | Funded PD from Kāhui Ako | Term 3 2022 | Term 4 2023 |
| Manuka Syndicate PD in Better Start Literacy – review of Year 1 assessments. | | Sarah, Fiona, Mike, Rachel and Anne | Funded PD from Kāhui Ako. Board funding \$4000 | Term 2 2023 | Term 4 2023 |
| Professional Growth Cycle. Implementation. | | Tania and Cheryl | Staff meetings, Syndicate meetings. 1:1 coaching meetings Observations | Term 1 2023 | ongoing |
| Positive Behaviour for Learning Framework Year 1 | | Positive Behaviour for Learning Implementation team | \$10,000 4 leadership days 4 team days 1 principal day. School staff meetings | Term 1 2023 | ongoing |
| The Teaching and School Practices Survey Tool | | Tania, | NZCER – reviews management of school and Teacher's capabilities. | Term 2 2023 | Ongoing |

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 |
| Catholic Character Review follow up of goals set and design implementation plan. | | DRS | Staff meetings ADW | Term 3 2022 | Term 4 2023 |
| Religious Education Curriculum Yr 1 and 2 | | Jacqui and Manuka syndicate | NCRS and ADW implme4ntion days x 4 | 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 |
| Sacramental programme participants | | Principal DRS | Use SMS to identify and send a letter to those who should be participating. | Term 4 2022 | Term 4 2023 |
| Building families of faith course. | | DRS Principal Manuka Syndicate | ADW families support team Two – four parent meetings. | Term 2 2023 | Term 3 2023 |
| Partnership with parish – Challenge 2000 Working with faith organisations | | DRS and Catholic Character Team | Using the parish to support liturgical celebrations | Ongoing | |

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| Develop School Cultural and Liturgical Calendar to support localised curriculum. | DRS | Pentecost focus and how it is represented across the world. | Ongoing |
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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.

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| 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 4 2023 |
| School App | Principal DP Molly | School visits to explore Educa, Hero and Seesaw to compare to SMS. 3 meetings. | Term 2 2023 | Ongoing |
| Whānau hui in various areas such as Wellbeing, UDL, Better Start to promote reconnection and engagement. | Syndicate leaders, DP, Principal | Families of Faith, Google Classroom, Better start literacy. | Term 1 2023 | Term 4 2023 |
| Community building through Picnic, Grandparents Mass, St Benedict's Day, Hok Events | 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.

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| 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 2023 | Term 4 2023 |
| 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 |
|--------|-------------|----------|-------|-----|
|--------|-------------|----------|-------|-----|

| | | | | |
|--|---------------------|--|-------------|-------------|
| Framework for Tamariki participating in environmental efforts linked to curriculum | Fiona and all staff | Identify resources to support enviro education such as House of Science. | 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 | |
| Watertightness | | ADW | Resources unknown | Ongoing | |
| Storage for PE and Caretaker | | BOT | Grant applications | Ongoing | |
| Lower court turf and cover | | HoK/BOT | Fundraising and ADW partnership | Ongoing | |
| Gathering Space | | BOT/Parish | Development plan being completed for further work | Ongoing | |

