

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

Strategic Goals & Strategic Plan

2024 -2025



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



Contents

St Benedict's School Vision	2
Achieving our Vision.....	2
St Benedict's School Mission Statement	2
Our School	2
Description of the School.....	2
Gospel Values	4
Governance	5
Management.....	5
Education Act 1989	5
The Principles of our School Curriculum Decision Making	7
Culturally Responsive Practice and Recognising New Zealand's Cultural Diversity	7
Equity and Excellence - Special Education Needs and Inclusion	8
Community Engagement: Procedural Information and Community Consultation Information	8
Strategic Planning	9
Strategic Planning Process	9
Strategic Planning Inputs	9
Overview of St Benedict's School Strategic Plan and Values	12
Strategic Goals (Excellence in Education, Catholic Character, School Climate)	14
Strategic Plan	16

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 suburb 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 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 2024 the total school roll consists of students from 20 regions/countries and is made up of **6.28%** Māori, **52.02%** Pākehā, **3.14%** Pasifika, **17.5%** Asian and **6.26%** MELAA (Middle Eastern, Latin American and African). The school has 10 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 School Board. 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 sacramental 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 School Board emphasises strategic leadership rather than administrative detail, has a clear distinction of School Board 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 School Board 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 School Board, and agreed and implemented by the Principal and teachers, our key Curriculum Priorities for 2024-2025 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 School Board 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 School Board 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 School Board, and is involved in decisions made.

- All Strategic Plan statements developed for St Benedict's School and all School Board 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 School Board and receives regular feedback on student performance in the school. This includes Principal and teachers reporting to the School Board, the School Board and Principal reporting to parents, teachers reporting to parents and the school community. Our school's website is populated with sets of School Board meeting minutes; this helps keep the community informed. Additionally, the School Board 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.

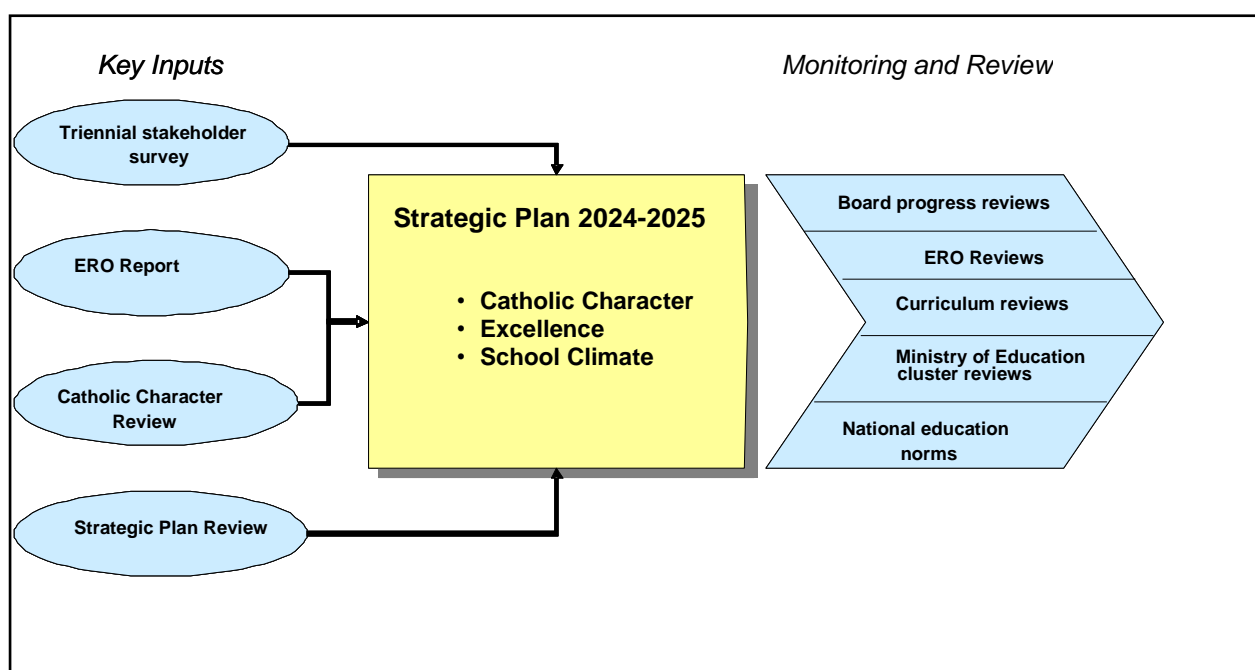
Strategic Planning

The School Board 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 School Board 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. Figure 1 below illustrates our process

Fig 1: St Benedict’s School Strategic Planning Process



Strategic Plan Inputs

The key inputs into the School Board’s strategic plan are outlined in Table 1

Table 1: Strategic Plan Inputs

Key inputs	Detail
Parent consultation	SCOT review 2023 Parent draft goals input meeting Term 1 2024
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 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 OBJECTIVE 2: BARRIER-FREE ACCESS

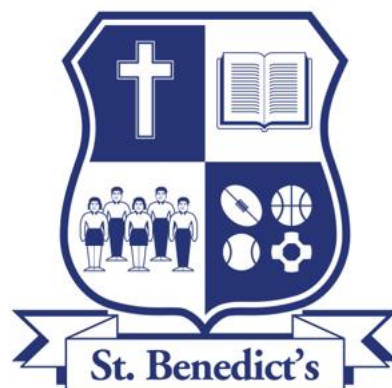
	<p>Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>OBJECTIVE 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 School Board 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:

Table 2: Detail of Board Active Self-Review

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 School Board 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 School Board.
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.

2024-2025 Strategic Goals



**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

Through a tailored curriculum, igniting a journey of discovery and excellence for every learner which unleashes the power of our community's unique spirit and character .

Empower students to embrace the rich tapestry of cultures at St. Benedict's School, with acknowledgement of Māori as Tangata Whenua/ Te Tiriti o Waitangi partner.

Implement the refreshed New Zealand curriculum, igniting a culture of inclusivity and innovation, empowering every learner to embark on a journey toward excellence.

Strengthen whole-school systems and resources to identify and remove barriers to learning.

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.



Catholic Character

Ignite hearts and minds with a transformative Catholic Education that sparks the flames of faith, nurturing deeper bonds with our parish community on a journey of spiritual growth and unity.

Implement the *Tō Tātou Whakapono - Our faith*, including strong connections to our localised curriculum and the refreshed curriculum, ensuring our school values of Empathy, Perseverance, Integrity, and Creativity (EPIC) shine through in every aspect.

Deliver Catholic educational programs that ignite faith-based opportunities and empower meaningful action within our community, enriching the lives of all involved.

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



School Climate

Cultivate a positive school climate by improving whānau-kura communication, enhancing classroom and playground environments, and strengthening school board governance to support student well-being and success

Ensure continued, sustainable accessible communication that builds relationships across the whole school community.

Playground environment that ensures positive friendships and continues to grow EPIC children

Fit for purpose school environment for now and into the future

A capable School Board that strives to represent and connect to the community it serves, by ensuring a role of Kaitiakitanga /stewardship.

Ehara toa i te toa takitahi, engari, he toa takitini
My success and my strength is not that of a single person but instead the strength of many.

2024-2025 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

Through a tailored curriculum, igniting a journey of discovery and excellence for every learner which unleashes the power of our community's unique spirit and character .

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.

Initiatives	Board Primary Objective Section 127	Links to Education requirements	Outcomes	Actions	Measures
Empower students to embrace the rich tapestry of cultures at St. Benedict's School, with acknowledgement of Māori as Tangata Whenua/ Te Tiriti o Waitangi partner.	(1)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.	NELP Objective 1 Learners at the centre Objective 2 Barrier free Access	Teachers are confident and competent with using Te Reo and following tikanga	Kura Ahurea partnership with Te Ati Awa Taranaki Whanau Staff upskilling in Te Reo Continuing development of Kapa Haka and Te Reo Staff development culturally sustaining practices	Taku Reo Term 2 2022 vrs Term 2 2024 20% improvement Te Reo in class and Playground. Visual representations and celebrations of cultures of St Ben's
			Strengthen connections to Te Ati Awa Taranaki Whānau and iwi connected to whānau in our community		
			Teachers understand all cultures within the community and implement culturally responsive practices		
Implement the refreshed New Zealand curriculum, igniting a culture of inclusivity and innovation, empowering every learner to embark on a journey toward excellence.	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	Objective 3 Quality Teaching and Leadership Objective 4 Future of Learning and Work Ka Hikitia Pasifika Education Plan Tau Mai Te Reo Tō Tātou Whakapono - Our faith	Teachers are confident in developing learning programmes that ignite curiosity through all curriculum areas including STEAM.	Continued development of UDL practices and community understanding. EPIC learner profile competencies developed. Engage in MoE supports for refreshed curriculum with focus on literacy/numeracy within STEAM subjects. Regular parent meetings/communication unveils the classroom.	All tamariki make at least a year's learning progress or achieve IEP goals. 70% of Year 3-8 tamariki can identify current achievement and set personal goals that Empower them to be EPIC Learners. 70% of whānau understand St Ben's curriculum and know what this looks like in the classroom.
			The Te Mātaiaho is integrated into planning and assessment		
			Whānau are supported to understand the Te Mātaiaho and their tamaiti attainment		
Strengthen whole-school systems and resources to identify and remove barriers to learning.	(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	Te Mātaiaho The Refreshed New Zealand Curriculum	Assessment / reporting procedures align with refreshed curriculum and support whānau understanding of tamaiti attainment.	Robust assessment processes informing learning support. Better Start Literacy Approach KiVa Positive Behaviour for Learning Data analysed to identify schoolwide targets.	Clear assessment guidelines /schedule shared with community. Pro-Social student culture decrease by 30% disagree/strongly disagree from 2021-2025. Alignment of St Benedict's Wellbeing Curriculum/EPIC Values/PB4L/KiVa KiVa Survey data reduction 15% All tamariki make at least a year's learning progress. Target students make accelerated progress, more than a year. IEP goals are met.
			KiVa and Positive Behaviour for Learning and Te Whāre Tapu Wha support tamaiti wellbeing. Whānau understanding and trust school procedures and policy.		
			All learners' needs are supported effectively through school programmes for learning support and extension.		

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Goal 2 Catholic Character

Ignite hearts and minds with a transformative Catholic Education that sparks the flames of faith, nurturing deeper bonds with our parish community on a journey of spiritual growth and unity.

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

Initiatives	Board Primary Objective Schedule 6 State Integrated Schools. St Benedict's School Integration Agreement	Links to Education requirements	Outcomes	Actions	Measures
<p>Implement the Tō Tātou Whakapono - Our faith, including strong connections to our localised curriculum and the refreshed curriculum, ensuring our school values of Empathy, Perseverance, Integrity, and Creativity (EPIC) shine through in every aspect.</p>	<p>Preservation of special character of State integrated schools (1)A State integrated school on integration continues to have the right to reflect, through its teaching and conduct, the education with a special character provided by it. (2)Integration must not jeopardise the special character of a State integrated school. (3)Subject to the integration agreement, the proprietor of a State integrated school— (a)continues to have the responsibility of supervising the maintenance and preservation of the education with a special character provided by the school: (b)continues to have the right to determine what is necessary to preserve and safeguard the special character of the education provided by the school and described in the integration agreement. (4)If, in the proprietor's opinion, the special character of the school as defined and described in the integration agreement has been or is likely to be jeopardised, or the education with a special character provided by the school as defined and described in the integration agreement is no longer preserved and safeguarded, the proprietor may invoke the powers conferred on the proprietor by this schedule.</p>	<p>NELP Objective 1 Learners at the centre Objective 2 Barrier free Access Objective 3 Quality Teaching and Leadership</p>	<p>Develop curriculum plan for Made in God's Image curriculum Year 1-8 Health and PE and Religious Education EPIC values ties to te Ao Maori and Gospel stories further developed Implementation of Tō Tātou Whakapono - Our faith up to year 6 by 2025</p>	<p>Community consultation EPIC values enhancement through Te Ao Maori and Gospel Engagement in curriculum professional development</p>	<p>Made in God's image curriculum that includes appropriate Relationship and Sexuality education Years 1-8 with a Catholic lense and meets statutory requirements. Resource developed that links EPIC to Te Ao Maori and Gospel stories. Tō Tātou Whakapono Year 1-6.</p>
<p>Deliver Catholic educational programs that ignite faith-based opportunities and empower meaningful action within our community, enriching the lives of all involved.</p>	<p>(b)continues to have the right to determine what is necessary to preserve and safeguard the special character of the education provided by the school and described in the integration agreement. (4)If, in the proprietor's opinion, the special character of the school as defined and described in the integration agreement has been or is likely to be jeopardised, or the education with a special character provided by the school as defined and described in the integration agreement is no longer preserved and safeguarded, the proprietor may invoke the powers conferred on the proprietor by this schedule.</p>	<p>Objective 4 Future of Learning and Work Ka Hikitia Pasifika Education Plan Tau Mai Te Reo Tō Tātou Whakapono - Our faith Te Mātaiaho The Refreshed New Zealand Curriculum</p>	<p>Teachers and Board undergo ongoing professional learning to support the fidelity of the catholic school Opportunities for faith development in sacramental programme is promoted and supported Ongoing faith development is provided for whānau in partnership with parish</p>	<p>Strengthen connection to Parish Sacramental programme Families of Faith parent meetings for all new whānau Developing opportunities to share our Catholic Character through community/parish volunteering</p>	<p>70% of those eligible will take part in sacramental programme. 60% of new to St Ben's parents' complete Families of Faith programme. Programme Termly focus incorporated to encourage volunteering through our faith.</p>

Goal 3: School Climate

Cultivate a positive school climate by improving whānau-kura communication, enhancing classroom and playground environments, and strengthening school board governance to support student well-being and success

Ehara toa i te toa takitahi, engari, he toa takitini My success and my strength is not that of a single person but instead the strength of many.

Initiatives	Board Primary Objective Section 127	Links to Education requirements	Outcomes	Actions	Measures
Ensure continued sustainable accessible communication that builds relationships across the whole school community.	(1) A board's primary objectives in governing a school are to ensure that—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	NELP Objective 1 Learners at the centre	Comprehensive communication using various communication channels which is sustainable and considers teacher/school capacity	Clarity of school communication pathways. Training for new whānau on St Ben's communication pathways.	School wide communication plan. Tamariki opportunities to lead communication.
Playground environment that fosters/ensures positive friendships and continues to grow EPIC children		Objective 2 Barrier free Access	Reporting students' progress is clear, useful and accessible to our school community. Linked Goal 1	Assessment / reporting procedures align with refreshed curriculum and support whānau understanding of tamaiti attainment.	Reports clear/useful for kura and whānau aligned to Te Mātaiaho.
		Objective 3 Quality Teaching and Leadership	Feedback processes for whānau to ensure their voices are heard and valued in decision-making processes	Channels and opportunities for whānau feedback	Set Induction for new whānau – buddies, communication, connection to HoK.
Fit for purpose school environment for now and into the future	Section 238	Objective 4 Future of Learning and Work	Implement proactive measures to support an inclusive playground that accommodate diverse needs and interests ensuring all students feel valued and included	Strengthen House Groups Play Pals playground support. Identify opportunities to further enhance the playground environment. EPIC tokens	Wellbeing @School Pro-Social student culture decrease by 30% disagree/strongly disagree from 2021-2025
		Ka Hikitia Pasifika Education Plan	Welcoming, culturally responsive, and stimulating learning spaces	Ensuring learning spaces reflect best educational practices	Environment reflects cultures within our school, visual survey.
Capable School Board Kaitiakitanga /stewardship that strives to represent eh community we serve.	Section 118-163	Tau Mai Te Reo	Ongoing property redevelopment in partnership with Archdiocese of Wellington	Work closely with ADW to complete upgrades identified in 10-year property plan	Progress against 10 year property plan
		Tō Tātou Whakapono - Our faith	School Board policies reviewed by community.	School board policies and procedures reviewed to transparency, accountability, and effectiveness in decision-making	60% engagement in community and 100% engagement by Board in Our School Docs review processes.
		Te Mātaiaho The Refreshed New Zealand Curriculum	School Board members understand governance best practices, the legal obligations, and cultural responsiveness	Board commitment to ongoing training and collaboration with the community	Register of training for Board members Regular Board communication from and to the community
			Collaborative relationships across community support the school's vision and goals.		

