

Annual Report St Benedict's School Khandallah

Contents

Presiding member/principal's report (optional)	2
List of all school board members (optional)	3
Evaluation and analysis of the school's students' progress and achievement (required).....	18
How we have given effect to Te Tiriti o Waitangi (required).....	22
Statement of compliance with employment policy (required)	23
Kiwisport funding (required)	24

Presiding member/principal's report (optional)

Tena koutou katoa

Ko Daniel Marks toku ingoa

Te tumuaki o The Board of Trustees o St Benedict's

My name is Daniel Marks and I have the privilege to stand here tonight to welcome you as the Presiding Member of the Board of Trustees of St Benedict's.

My beautiful wife is Waimarie Marks and we have two daughters Emma and Peyton -both who attend St Benedict's.

It is wonderful to welcome so many of you here tonight.

This is my third year as the Presiding Member, and I continue to be so impressed by the amazing effort that goes in behind the scenes by everyone. This extends from Emma and Coralie in the office, to our wonderful teaching and support staff, the After School Care (ASC) team and of course Sokry, our dedicated caretaker.

A special thanks to our dedicated Principal Tania, who deeply cares about our school, continues to make improvements in the education provided to our students, while having catholic values at the forefront of everything she does. Tania has had a fabulous leadership team of Rebecca, Anne, Cheryl and Jacqui who continue to support her wonderfully.

We of course are blessed with a wonderful school community, who's support is extremely appreciated, whether this be from the school donation, parents volunteering their own time for coaching or managing sports teams, getting our wonderful kids ready for Kapa Haka performance, or being part of HoK and Kaye's Team.

HoK especially continue to do an excellent job raising money to support the school and help to foster a sense of community. We need to look no further than the wonderful colour run held early in the year which brought the school community together.

Also, a special thankyou to my fellow Board Members who also give up their time to support the overall Governance of the School – your time and effort is extremely appreciated.

Some highlights we as a Board would like to call out from last year

- Our teachers continuing to do a wonderful job educating our children.
- Our ambitious goal setting for student achievement remains on course – the recent Progressive Achievement Tests (PAT) and Progression and Achievement Tool (PACT) show that the majority of our students are achieving above the expected progression line. Which Tania will take you through in more detail shortly
- The implementation of Positive Behaviour for Learnings across the school – which will continue in 2024 with a focus on conflict resolution and clear pathways for both children and families to seek help when relationships are not going well.
- The implementation of the Better Start Literacy Programme.
- Te Reo instruction continues to be delivered across the school and the Kapa Haka performance group performed wonderfully at the St Bridgid's School Kapa Haka festival.
- Developing the new 2 year strategic plan for 2024 to 2025 which will have three core threads: Excellence in Education, Catholic Character and School Climate
- The school's physical environment continues to improve with:

- › The replacement of the school roof.
- › The completion of the 10-year property plan for the school and agreement with the ADW which will transform the school over the coming years.

•It's been wonderful to see the relationships building within the new parish gathering space and we have had Challenge 2000 supporting us in liturgy in the library.

Overall, I am extremely pleased to see that the school has maintained a high-level of education for our children. We are in a very good financial, physical and staffing shape leading into this year.

List of all school board members (optional)

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
Daniel Marks	2025
Lucy Woolleston	2025
Erica Willoughby	2025
Ruth Burns	2024
Jools Munn	2026
Johanna Reidy-Black	2026
Duncan McDonald	2025
Aimie Hines	2026
Clare Short	2025
Tania Savage	Principal

Excellence in Education Initiatives Annual Plan Variance Report 2024

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.		

Key actions undertaken for Goal 1a in 2023

Kapa Haka

Annual Report Summary:

In 2023, our Kapa Haka program continued to flourish and showcase remarkable achievements:

- Term one and four whole school Kapa Haka and term two and three saw the continuation of both Performance Kapa Haka. The commitment of all students is evident during our school pōwhiri.
- Despite lower participation among Year 7/8 students, engagement increased in lower year levels, indicating the positive impact of early exposure to Kapa Haka.
- The Kapa Haka group excelled at the Johnsonville Mall Matariki Celebrations and the St Brigid's Kapa Haka Festival, demonstrating their talent and dedication.
- Looking ahead, our school is gearing up for the St Brigid's Kapa Haka Festival in September 2024, which we're organizing in collaboration with St Brigid's School and Newlands College, highlighting our commitment to cultural engagement and community involvement.
- Preparation for participating in the 2024 Wellington Regional Kapa Haka competition is also underway, marking a significant milestone for our extension group's journey.

Pōwhiri and Poroporoaki

Throughout 2023, we continued to build capacity in pōwhiri and poroporoaki:

- In April, we commenced the year with a traditional pōwhiri ceremony led by our tamariki, with heartfelt speeches from both school representatives and the manuhiri. Notably, a parent also contributed to the ceremony, enriching its cultural significance. We hosted the manuhiri in the library and our tamariki went back to classes for cut up fruit to return the school to noa after the pōwhiri.
- Second pōwhiri in August, ensuring all new arrivals from Term 2 were warmly welcomed into our school community. Fruit distribution after the ceremony facilitated a smooth transition back to regular activities. Despite weather constraints, the August pōwhiri remained a memorable occasion, held with warmth and inclusivity within the school library.
- Poroporoaki ceremony to bid farewell to our school leavers Fr Pete, parish priest.
- Next steps are sharing our waiata with the community so they can participate in pōwhiri with us.
- We intend to start our school year with a first day pōwhiri which will be our first one without prior practice.

Te Reo instruction

In 2023, our school made significant strides in enhancing Te Reo and cultural engagement:

- Whaea Adrienne provided fortnightly classroom lessons, fostering professional development for both teachers and students, resulting in notable growth in Te Reo capability among children.
- Recognizing the importance of cultural immersion, Adrienne explored the possibility of enrolling in the Kura Ahurea program, designed to deepen cultural understanding and connection with Te Atiawa and Taranaki tribes.
- Following thorough consideration and endorsement from Adrienne, the decision was made to pursue participation in the Kura Ahurea program, pending funding approval.
- Efforts were made to secure Professional Learning and Development (PLD) funding from the Ministry of Education (MoE) to support enrolment in the Kura Ahurea program for St Benedict's staff in 2024.
- The Kāhui Ako collaborated on a PLD application for Kura Ahurea, indicating a collective commitment to cultural enrichment across ten schools.
- Despite awaiting the outcome of the funding application, budget provisions were made for the Kura Ahurea program in the 2024 draft budget, demonstrating proactive planning.

- Furthermore, seven teachers expressed readiness to teach Te Reo for three hours per week in 2024, with plans to access additional funding from the MoE to support this initiative.
- Our MAC facilitator provided guidance around the necessary audit documentation for the MoE, ensuring compliance and effective utilization of resources.

Maori Achievement Collaborative (MAC)

Throughout 2023, our school has actively engaged in initiatives aimed at promoting Māori achievement and cultural understanding:

- Our MAC Facilitator has provided valuable support to various syndicates, including assisting the Mānuka Syndicate with their Matariki unit and collaborating with the Kauri Syndicate to integrate a Te Ao Māori focus into their Elections study.
- Reviewing the Mātauranga Māori plan in alignment with the Tau Mai Te Reo plan and the Poutama Reo ERO document reflects our commitment to continuous improvement and cultural responsiveness.
- Participation in regional and cluster wānanga has enriched our understanding of Te Whare Tapu o te Ngākau Māori and explored strategies for incorporating mihi and pepeha into our school environment.
- Ongoing professional development sessions, such as the one scheduled for August 21st, aim to deepen staff knowledge of Te Tiriti and its application within classroom contexts.
- Practical workshops, like the weaving unit facilitated by Kim with the Mānuka Syndicate, contribute to holistic learning experiences that honor tikanga Māori.
- Looking ahead, plans are in place for further collaboration with Kim to embed Te Tiriti focus across all classes in 2024 and to complete the postponed weaving unit with the Mānuka Syndicate.

These actions underscore our dedication to promoting cultural inclusivity and advancing Māori achievement within our school community.

To provide additional context, the Maori Achievement Collaborative (MAC) is a collaborative network of schools, educators, and community partners focused on improving educational outcomes for Māori students. MAC initiatives often involve professional development, resources, and strategies aimed at enhancing cultural responsiveness, fostering Māori identity and language revitalization, and addressing disparities in achievement. MAC may also support schools in implementing initiatives such as the Māori education plan and incorporating Te Tiriti o Waitangi principles into educational practices.

NZ Histories Curriculum implementation

Throughout 2023, our school has made significant progress in implementing the NZ Histories Curriculum, fostering cultural understanding and educational enrichment:

- Staff participated in a walking tour led by the Wharewaka team, focusing on areas of significance for Te Ati Awa and Ngati Toa within Wellington. This experiential learning opportunity enhanced teachers' knowledge and provided valuable insights for integrating local history into the curriculum.
- The MAC Facilitator supported the Mānuka Syndicate with their Matariki unit and collaborated with the Kauri Syndicate to develop a Te Ao Māori focus for their Elections study. These initiatives align with the principles of the NZ Histories Curriculum, ensuring diverse perspectives and cultural relevance in teaching and learning.
- The Kauri Syndicate successfully delivered their NZ Histories unit on elections, with a specific focus on exploring barriers to democracy throughout New Zealand's history. This hands-on approach to learning fosters critical thinking and a deeper understanding of societal issues.
- Additionally, our Kāhui Ako was awarded 200 hours which will support our school taking part in the first year of Kura Ahurea. Program in 2024, facilitated by Te Ati Awa Taranaki Whānau Iwi, will enrich our understanding of Purakau and local Aotearoa Histories curriculum, aligning with the goals of the NZ Histories Curriculum.

These achievements highlight our dedication to providing students with a comprehensive education that values cultural diversity, promotes critical thinking, and fosters a deeper understanding of New Zealand's history.

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 2023

Universal Design for learning

In 2023, our school made significant progress in implementing Universal Design for Learning (UDL), focusing on creating inclusive and supportive classroom environments for all learners:

- Staff participated in two presentations centered on the themes of environment and representation, aimed at broadening perspectives and deepening understanding regarding classroom dynamics and inclusivity.
- Following the presentations, staff engaged in a comprehensive classroom review, identifying areas for improvement to enhance the learning environment for all students.

- Feedback from staff highlighted the effectiveness of the professional learning and development (PLD) sessions facilitated by the Deputy Principal and the report author, acknowledging their value in enhancing teaching practices.
- Through 1:1 meetings as part of the professional growth cycle, all staff members recognized the positive impact of the PLD program on their practice, indicating its usefulness in supporting their professional growth and development.
- As 2023 comes to a close, we celebrate the successful completion of the first year of PLD in the area of Universal Design for Learning. Looking ahead, we are excited to continue this journey into the second year of PLD in 2024, further advancing our commitment to creating inclusive and supportive learning environments for all students.

These actions and achievements signify our dedication to promoting equity and ensuring that all learners have access to high-quality education that meets their diverse needs.

New Zealand Mathematics and English Curriculum Refresh

In 2023, significant progress was made towards refreshing the New Zealand Mathematics and English Curriculum:

- Release of the refreshed curriculum: While the full curriculum refresh is scheduled for 2026, the Mathematics and English learning areas are expected to align with the Common Practice Model sooner, along with te reo matatini me te pāngarau. Design of the refreshed curriculum learning areas commenced as planned.
- Teacher Only Day Te Mātaiaho (New Curriculum): A dedicated day was organized to unpack the rationale and changes in the Mathematics and English curriculum, as well as explore the new Government Literacy & Communication and Maths Strategy. Additionally, a walking tour was conducted to enhance teachers' understanding of areas significant to Te Ati Awa and Ngati Toa within Wellington, supporting their knowledge for the NZ Histories Curriculum. Feedback from participating schools was overwhelmingly positive, leading to the decision to schedule a second curriculum day in Term 4.
- Finalized Mathematics and English curriculum: The curriculum for both subjects was released, awaiting support materials for dissemination to the School Board.
- Teacher Only Day (November 17th): This day focused on delving deeper into the refreshed curriculum, exploring connections with the previous curriculum, and understanding the Know Understand Do framework. Teachers also reviewed how other schools were implementing the new curriculum and identified common themes for using progressions, resulting in a successful and informative session.

These actions and achievements signify our commitment to staying abreast of educational developments and ensuring that our curriculum remains relevant and effective in meeting the needs of our students.

Digital Tech

In 2023, our school made significant strides in digital technology integration and professional development:

- Professional development (PD) sessions were meticulously planned and executed, including staff meetings and 1:1 sessions with staff, enhancing digital tech skills among educators.
- A successful four-year journey with learning architects and Shona Kelleher concluded, resulting in the development of impressive digital technology skills among staff. The delivery model of 1:1 sessions followed by staff meetings proved highly effective, prompting plans to apply for further PD funding to sustain this impactful approach.
- Plans were made to complete a PLD application for September, indicating a commitment to ongoing professional growth and development in digital technology.
- The senior leadership team reviewed options for PLD in 2024, identifying a range of focus areas including PB4L, Better Start, Universal Design for Learning, MAC support, new curriculum refresh implementation, and the Common Practice Model. Additionally, PLD funding was sought to address staff confidence in engaging in high-stakes learning conversations, recognizing the importance of staff wellbeing and effective communication.

By the end of 2023, the school had successfully met its annual plan aims, demonstrating alignment with strategic objectives and effective implementation of digital technology initiatives.

These actions and achievements underscore our commitment to leveraging digital technology to enhance teaching and learning practices while prioritizing the professional development and wellbeing of our staff.

Better Start Literacy

In 2023, our school made significant progress in implementing the Better Start Literacy program, focusing on early intervention and literacy support:

- The Better Start Literacy program continued in junior classes, ensuring that foundational literacy skills are developed from the outset of students' educational journeys.
- Training commenced for a Teacher Aide to deliver Tier 2 intervention, enhancing the school's capacity to provide targeted support to students requiring additional literacy assistance.
- Resources such as Teach my Monster to Read and letter resources were procured for the Mānuka Syndicate, enriching literacy instruction through interactive digital tools and tangible learning aids.

- Principals attended a Better Start Literacy meeting, focusing on data extraction for reporting to School Boards. A misunderstanding regarding data collection was addressed, ensuring comprehensive data collection moving forward to enable accurate reporting on student progress.
- The Better Start Canterbury University research team developed cohort data to be used for future reporting on progress to the Board, indicating a commitment to evidence-based reporting and assessment of program effectiveness.
- The implementation of the Better Start Literacy program resulted in changes to reporting frameworks shared with whānau within the first year of schooling, demonstrating a commitment to transparent communication and involving families in students' educational journeys.

These actions and achievements highlight our dedication to early literacy intervention and ensuring that all students have the foundational skills needed for academic success.

Wellbeing

In 2023, St Benedict's School made significant strides in prioritizing and enhancing wellbeing among students and staff, with a focus on data analysis, targeted interventions, and holistic support:

- The Wellbeing @ School survey was conducted in Week 4, providing valuable insights into the school's current state of wellbeing.
- Anne Minto assumed the role of Within School Lead, collaborating with Kath Delahunty of CORE education to develop and implement wellbeing initiatives.
- The Kāhui Ako successfully secured PLD hours for wellbeing initiatives, enabling Anne to work with Kath Delahunty and analyze school data to identify trends and areas for improvement.
- Student Wellbeing surveys were administered in Term 2, with data analysis informing targeted actions to enhance student wellbeing.
- The Wellbeing team conducted data reviews, syndicate discussions, and identified next steps for the school's wellbeing strategy, to be shared with the Board.
- Anne Minto provided a comprehensive report to the Board in November, outlining key focus areas and actions for facilitating wellbeing in 2023 and beyond.
- Actions included promoting staff wellbeing to support student wellbeing, implementing syndicate-led whānaungatanga in staff meetings, administering surveys for students and staff, creating a Student Wellbeing display board, and recognizing significant events through a wellbeing lens.
- Resources were purchased to support wellbeing initiatives, including Strengths Cards for classrooms and The Educator's Guide to Whole-School Wellbeing.
- Considerations for 2024 include aligning wellbeing plans with school values, holistic wellbeing models, and the School Action Plan, ensuring a comprehensive approach to supporting the wellbeing of all stakeholders.

These actions and achievements demonstrate St Benedict's School's commitment to fostering a supportive, inclusive, and wellbeing-focused learning environment for students and staff alike.

Whānau hui in various areas such as Wellbeing, UDL, Better Start to promote reconnection and engagement.

In 2023, St Benedict's School organized various whānau hui in different areas, fostering reconnection and engagement with families:

- Term 1 commenced with a focus on Better Start Literacy, highlighting the importance of early literacy intervention and support for students.
- Term 2 centered around Building Families of Faith, aiming to strengthen connections between families and the school's Catholic character development goals.
- An information and consultation evening was held in Term 3 to gather input from parents and develop next steps, including discussions on behavior management strategies and capturing ideas for enhancing the school's EPIC values.
- A PB4L parent meeting was conducted, engaging parents in discussions about what it means to be an EPIC student and seeking their input on behavior expectations. Feedback from attendees was overwhelmingly positive, indicating strong support for the school's initiatives.
- The Families of Faith whānau engagement session in Term 3 further strengthened connections between families and the school community.
- Plans are underway for parent meetings in Term 4, focusing on the Board's draft Strategic Plan and assessment data for 2023, ensuring transparency and collaboration in shaping the school's direction.
- In Term 1 of 2024, a repeat of the Better Start Literacy meeting will be provided, underscoring the school's commitment to supporting literacy development.
- Efforts are being made to update New Entrant information to include Better Start Literacy details, ensuring that families are well-informed about the school's literacy initiatives from the outset.

These actions and achievements demonstrate St Benedict's School's commitment to meaningful engagement with families and the wider community, fostering partnerships that support student success and holistic development.

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 2023

Assessment and Student Management System

In 2023, St Benedict's School made significant progress in assessment and student management systems, focusing on data collection, analysis, and utilization to support student learning and achievement:

- Better Start Literacy online assessments were implemented in Mānuka, providing valuable data on literacy skills for students.
- Staff received training on utilizing the Progress and Achievement Tool (PACT) in writing, enhancing their ability to assess student progress and make informed instructional decisions.
- Data from PACT assessments was collected and analyzed school-wide, identifying students for additional support in Term 4 and informing instructional planning.
- PACT data, along with other assessment data such as PAT and eASttle, was presented to the Board and will be shared with the wider community in Term 4 hui, fostering transparency and collaboration.
- PACT data revealed that many students are achieving above expected progression levels, with the majority achieving readiness for NZCEA co-requisites in reading and writing by Year 6.
- Overall achievement from PACT and PAT assessments showed that the majority of students are performing well, with identified pockets of learners in Year 4, Year 6 and Year 8 identified to receive targeted support in 2024
- Next steps include reviewing and revising the school's Assessment Schedule to incorporate changes such as Better Start Literacy and the introduction of PACT, as well as ensuring assessments are timely and useful for classroom instruction and reporting to the Board.

These actions and achievements demonstrate St Benedict's School's commitment to data-driven decision-making and continuous improvement in supporting student learning and academic success.

Student Management System increased use for school monitoring and reporting

Currently classroom data is gathered on an assessment sheet using excel. In 2024 we will move gather this in our SMS.

Professional Growth Cycle Implement

In 2023, St Benedict's School successfully implemented the Professional Growth Cycle, fostering continuous professional development and growth among staff:

- Term 1 began with 1:1 meetings, setting the stage for individualized professional development goals and plans.
- Classroom observations were conducted in subsequent terms, providing opportunities for teachers to showcase their practice and receive feedback.
- The Principal's PLG group was initiated, offering a platform for collaborative professional learning and development.
- Neal Swindells facilitated conversations to inform the Principal's Professional Growth Cycle, ensuring alignment with school goals and priorities.
- The Principal met with teachers to complete their Professional Growth Cycle and sign off on meeting the Professional Standards.
- Neal Swindells completed the principal's appraisal, providing valuable feedback and insights for professional growth.
- 1:1 meetings with classroom teachers marked the conclusion of the Professional Growth Cycle, with areas for development identified for the coming year.
- All staff successfully met the professional standards, reflecting the dedication and commitment of the school community to continuous improvement.

Overall, the Professional Growth Cycle at St Benedict's School played a vital role in enhancing teaching practice, fostering collaboration, and supporting ongoing professional development for staff.

Positive Behaviour for Learning Framework Year 1

Annual Report Summary:

St. Benedict's School made significant progress in implementing the Positive Behaviour for Learning (PB4L) framework in Year 1, fostering a positive and respectful school culture:

- Two leadership team days and one team day in Term 1 focused on unpacking the framework's principles and defining what it means to be safe, responsible, and respectful.
- Term 2 included a leaders development day and a team day, along with two staff meetings addressing EPIC children and behavior classifications.

- An information and consultation evening in Term 2 engaged parents in sharing the school's journey and gathering feedback on behavior management strategies.
- Term 3 involved two leaders development days and team days, with an engaging PB4L launch event and the production of a video for the school newsletter to capture key points and seek input from the community.
- The PB4L team focused on developing consistency in behavior classifications and responses in Term 4, with plans to finalize behavior guidelines and seek community feedback.
- The PB4L initiative involved a team of lead teachers, board members, and support staff leading professional development sessions facilitated by the Ministry of Education PB4L support team.
- Milestones achieved include developing a mission statement, defining desired student attributes, setting up a reward system, and initiating parent engagement through an evening session.
- Next steps include finalizing the behavior matrix to document behavior management processes comprehensively and aligning them with the school's mission to create a safe, respectful, and inclusive community conducive to teaching and learning.

SENCO Review

St. Benedict's School conducted a comprehensive review of its Special Education process under the guidance of the SENCO (Special Educational Needs Coordinator) with significant achievements and actions:

Review Process

- Staff meetings were held to review documentation and transition from manual to electronic systems for student registers.
- An Inclusive Practices survey was conducted among staff, students, and the wider community to gather feedback.
- The survey results indicated overall satisfaction with the inclusive environment but highlighted areas for improvement, such as valuing all cultures and involving students in program design.
- Improvements were made in identifying students with special needs and ensuring appropriate support mechanisms were in place, including a Tier 1, 2, and 3 action plan.

Funding

- Acknowledgment was given to the Board for supporting funding for teacher aides, enabling small group and 1:1 support for students with additional needs, including full-time cover for Ongoing Resource Students (ORS).

Programs in Place

- **Learning through Play:** Implemented to foster socialization skills through play, conducted 2-4 times weekly based on student needs.
- **Better Start Literacy (BSLA):** Teacher aides administer the tier 2 program for students requiring extra literacy support.
- **Speech Therapy Support:** Collaboration with a Ministry of Education speech therapist, facilitated by a teacher aide, to support a student's speech therapy needs.
- **In-Class Support:** Several students receive regular in-class support from teacher aides across the school.

Overall, the review process led to enhancements in the school's approach to special education, ensuring a supportive and inclusive environment for all learners while addressing specific needs and challenges effectively.

Unplanned key actions/Emergent Self- Review

The Mandarin Language Assistant (MLA) commenced Mandarin lessons for Year 5-8 students on March 17. The MLA demonstrated exceptional skills, and students thoroughly enjoyed the lessons.

Additionally, the school reviewed its current Strategic Plan and identified alignment with the National Education and Learning Priorities (NELPS). Plans were made to adhere to new regulations and frameworks, with a toolkit expected to support planning and reporting under the new framework. The school community will be consulted, with initial timeframes to be set by the Board once expectations are clarified. Historically, the completed strategic plan was due on March 1, but in 2023, the deadline was extended to March 31.

Application for PLD for leading by learning

Key actions planned but not completed

Key actions planned for 2024

- 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
- 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.
- Robust assessment processes informing learning support.

- Better Start Literacy Approach
- KiVa
- Positive Behaviour for Learning
- Data analysed to identify schoolwide targets.

Catholic Character Initiatives Annual Plan Variance Report 2023

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 :	<p>2a Implement the new Religious Education curriculum, as part of our Localised Curriculum, and ensure our school values are prominent within.</p> <p>2b To encourage Catholic educational programmes that foster faith-based opportunities and action being carried out in our community.</p> <p>2c that will focus on a three-year cycle of internal review using the new Catholic Character Review framework dimensions.</p>

KEY	In progress, on target	In progress, minor issues	In progress, major issues	Completed √	Yet to commence —
-----	------------------------	---------------------------	---------------------------	----------------	----------------------

Initiative	Status	Overall Status
------------	--------	----------------

<p>2a Staff professional development in areas of Religious Education as we develop our own localised curriculum.</p>		
---	--	--

Key actions undertaken for Goal 2a in 2023

2a
Religious Education Curriculum
 The Religious Education Curriculum saw significant developments and plans for the future. In 2023, the Kāhui Ako teacher-only day featured presentations by Dr. Melinda Webber and Cardinal John Dew, along with workshops by Kāhui Ako educators.

Looking ahead to 2024, there are plans to implement a new curriculum for Year 1-4. Training sessions will be provided for Year 3 and 4 teachers to acquaint them with the new curriculum resources. While all syndicates are incorporating the new document into their teaching, challenges arise due to the lack of resources to support its delivery.

Initiative	Status	Overall Status
------------	--------	----------------

<p>2b To encourage Catholic educational programmes that foster faith-based opportunities and action being carried out in our community.</p>	—	Yet to commence
--	---	-----------------

Key actions undertaken for Goal 2b in 2023

Faith Experiences
 The Faith Experience at St. Benedict's School has seen significant progress and engagement. Liturgies have been reinstated in the library for year groups, with each group participating twice a term, supported by Challenge 2000 young leaders.

The completion of the first cycle of classes experiencing liturgy in the library has been met with enthusiasm from students. Additionally, celebrations such as Pentecost and St. Benedict's Day have been commemorated, with plans for future masses in the Parish Church. Masses in the new church have been well attended by the parent/grandparent community, with adjustments made for smooth bus travel logistics.

Sacramental Programme
 The Sacramental Programme at St. Benedict's School has been actively supporting the parish, offering space for catch-up sessions at late notice. Notably, the first combined Holy Communion at St. Francis of Assisi is scheduled for August 6th, representing an additional service due to the high number of participants. Looking forward, discussions are underway regarding the structure of the sacramental programme for 2024, involving both the parish and the Archdiocese. Addressing the challenge of a significant drop-off in numbers between first Holy Communion and Confirmation in 2023 is a priority.

Working with Parish
 Efforts to strengthen collaboration with the parish have been ongoing, with a focus on securing access to the church for school-related activities.

A meeting was scheduled to discuss the school's access to the church, involving key stakeholders such as Jennifer Ioannou, Joe Green, Fr Pete Rowe, and others. This meeting aimed to address the Liturgy team's request for joint masses. Further discussions are planned with the Principals of both schools, Fr Pete, and Joe Green to enhance cooperation between the school and the parish.

However, challenges remain unresolved, such as securing financial support for mass travel, with no outcome from previous conversations. A draft letter requesting support is under consideration in the board papers. Additionally, there are concerns within the community about the hiring out of the former St Benedict's church to another faith tradition, highlighting the need for ongoing dialogue and collaboration.

The parish priest has yet to be announced. The former St Benedict's church has been hired out to another faith tradition and this has been upsetting to members in our community.

Families of Faith

Annual Report Summary:

The Families of Faith initiative, aimed at strengthening faith connections within the school community, commenced with the first session held in May. The initial session saw positive participation from four families, fostering engaging discussions and a sense of community spirit.

However, the second session, originally planned for June, was rescheduled to August.

In addition to the program activities, efforts were made to support a new family's journey into Catholicism by appointing a Godparent for one of the students, Oscar.

Despite the rescheduling of the second session, the Families of Faith program concluded successfully for 2023. Plans are in place to continue and potentially expand the initiative in 2024 to further foster a sense of faith and community within the school environment.

Initiative	Status	Overall Status
2c that will focus on a three-year cycle of internal review using the new Catholic Character Review framework dimensions.	—	

Key actions undertaken for Goal 2c in 2023

Catholic Character Review

1

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 Catholic Character Recommendation 1 initiative progressed significantly throughout the year with collaborative efforts between the PB4L and Catholic Character teams.

In term 2, plans were made to conduct school-wide consultation on integrating PB4L principles with Catholic Character values.

By term 3, an information and consultation evening was scheduled to further develop the initiative. Parents were actively involved in providing input on defining EPIC (Empathy, Perseverance, Integrity, and Creativity) values for Year 8 students, aligning with the Catholic Character development goal.

In Term 4, PB4L meetings focused on finalizing behaviour guidelines, emphasizing the alignment of behaviour responses with Catholic Character values. Despite scheduling challenges, efforts were made to ensure completion of this crucial step in the initiative.

Overall, the collaboration between PB4L and Catholic Character teams, along with active parent involvement, contributed to the progress and success of Recommendation 1, fostering a positive school culture rooted in Catholic values.

2. Continue to integrate Religious Education as part of the school's redevelopment of their localised curriculum using Tō Tātou 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 Catholic Character Review Recommendation 2 focused on implementing a new curriculum to enhance religious education.

In term 1, the Mānuka Syndicate participated in professional learning and development (PLD), with further PLD planned, indicating a commitment to teacher training and development.

Term 2 included participation in a Kāhui Ako teacher-only day, providing opportunities to learn from experts like Dr. Melinda Webber and Cardinal John Dew, as well as workshops led by educators within the Kāhui Ako.

In term 3, Year 1 teachers had already begun using the new curriculum and resources, showcasing proactive implementation efforts.

Looking ahead to 2024, plans were made to implement the new curriculum in Year 1-4 in the following year, with specific training offered to Year 3 and 4 teachers to ensure familiarity with the resources. Despite initial challenges with resource availability, syndicates were utilizing the new document to enhance current teaching practices.

We will be reviewing the Made in God's Likeness curriculum for Year 1-8 in 2024, indicating a commitment to ongoing improvement. Additionally, a Health and Physical Education Consultation with the community was planned as part of this review process, demonstrating a comprehensive approach to curriculum development and community engagement.

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
Te Tūtaki ki a te Karaiti Encounter with Christ would be a suitable focus area, especially considering the adjustment to a different relationship with the Parish Church due to its location.

Mid year saw the establishment of regular meetings with the principals of both schools and parish representatives, indicating a commitment to collaboration and coordination between them.

Information from the Wellbeing at School and Inclusion survey would support the review of Te Tūtaki ki a te Karaiti Encounter with Christ, underscoring the importance of data-driven decision-making and comprehensive evaluation processes.

Unplanned key actions/Emergent Self- Review

Key actions planned but not completed

- Development of cultural calendar has now been taken up by the Wellbeing team.

Key actions planned for 2024

- Community consultation
- EPIC values enhancement through Te Ao Maori and Gospel
- Engagement in curriculum professional development
- 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

Communication Initiatives Annual Plan Variance Report 2023

Goal:	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.				
Outcome :	3a Parents/caregivers (and where appropriate, the wider community), are informed and aware of key information relating to the school and its students. 3b Promote the Catholic character and successes of St Benedict's School and its students to the wider community to maintain its identity in the Parish/community.				
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 2023

3a Communication plan

Improvements were made to the school donation letter.

The Communication Plan gained momentum in Term 3 with the successful launch of the School App. Testing of the app commenced in Week 6 of Term 2, with positive feedback from the HoK committee. The app's features, including automatic emails for student absences, were well received. Feedback on the School App was overwhelmingly positive, particularly regarding its efficiency in reporting student absences.

Efforts were made to streamline communication by identifying items suitable for sharing on the School App, aiming to reduce the size of the newsletter and improve accessibility to important information.

Website

Plans were made to undertake website consultation following the launch of the School App. The possibility of holding a consultation evening was discussed to engage parents after COVID restrictions.

Initial feedback from the School App testing group was sought, and collaboration with a communication expert was initiated to explore the purpose of the website. Data from the current website was collected to identify popular pages, and plans were made to finalize the site map for the redesign.

However, the website faced security issues due to inadequate measures by the hosting provider. As a result, Schoolzine offered a free, secure website with ongoing hosting costs. AISCORP provided a report on the issue and resolved it without additional charges. This has now resulted in an extra expectation of training for staff in scam recognition in order to have our cyber security, even though it was not our school staff that created this issue.

AISCORP upgraded Google security settings, inadvertently causing issues with community access to the school calendar, which were subsequently resolved.

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 3b in 2023

Marketing

During the year, plans were made to utilize Lowe and Co for promoting upcoming Open Days and to explore options for engaging with international students through a broker. However, school staff capacity hindered engagement in the international education space, which was identified as a focus area for the upcoming school holidays. Discussions with brokers have identified that they are only willing to engage with high school students who are able to have home stay.

The school was featured in the Independent Herald for a meet-the-principal feature, and efforts were made to advertise the next Open Day across suburban areas.

A setback occurred when election hoardings occupied advertising spaces, leading to the postponement of the Open Day to Term 4. Preparations were made for the rescheduled Open Day on November 13th, with leaflets distributed to ten early childhood providers to share with their communities.

The Open Day saw 30 attendees and 23 confirmed enrollments for the upcoming academic year, although two withdrawals were noted due to afterschool care confusion.

Open Days Outreach days

Week 10 of Term 2 and Term 3 were designated for Open Days.

The first Open Day had low-key signage and advertisement due to school capacity constraints, but plans were made to advertise more widely through parish newsletters for the next Open Day.

Local Kindergartens were invited to a Kapa Haka dress rehearsal, although the timing was not convenient for pickups. Alternative arrangements to visit former students were discussed for Term 4.

Best Start Kaiwharawhara expressed interest in hosting an information evening about St Ben's for their parent community in Term 1 of 2024. Additionally, an open evening for the intermediate intake for 2025 was planned for Term 1 of 2024.

Alumni/Jubilee 2027

An identified driver from the wider community was sought to work on developing a database for the Alumni/Jubilee initiative.

Discussions about this initiative also involved the HoK committee.

Plans were made in Meeting 6 of 2023 to convene a committee to support the planning of the jubilee. Ideally, this committee would include representatives from staff, HoK, and the Board, along with a former pupil or teacher leading the committee.

Unplanned key actions/Emergent Self- Review

Principals feature in Independent Herald.
Postponement of open day

Key actions planned but not completed

Key actions planned for 2024

Amalgamation of Communication and Environment under School Climate

- Clarity of school communication pathways.
- Training for new whānau on St Ben's communication pathways.
- Assessment / reporting procedures align with refreshed curriculum and support whānau understanding of tamaiti attainment.
- Channels and opportunities for whānau feedback

- Strengthen House Groups
- Play Pals playground support.
- identify opportunities to further enhance the playground environment.
- EPIC tokens

- Ensuring learning spaces reflect best educational practices
- Work closely with ADW to complete upgrades identified in 10-year property plan

- School board policies and procedures reviewed to transparency, accountability, and effectiveness in decision-making
- Board commitment to ongoing training and collaboration with the community

School Environment Initiatives Annual Plan Variance Report 2023

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 4a in 2023					
Framework for Tamariki participating in environmental efforts linked to curriculum					
Meeting 3 Update 2023 No Update					

Meeting 4 update 2023

With the upcoming changes to the Curriculum, it is probably best this is moved to a focus once we are aware of the curriculum changes.

Initiative	Status	Overall Status
4b Future proofing school by developing and implementing new 10 year property plan		

Key actions undertaken for Goal 4b in 2023

10 year Property Plan

The re-cladding of the Library, Room 9, and Room 10 was confirmed as approved after a meeting with Koa Martel, the new ADW property person.

Driveway access issues were under review, with no significant updates provided in subsequent meetings.

Efforts were made to better differentiate asphalt and classroom upgrades on the 10-year property plan for easier identification of areas that could be addressed with available funds.

Despite no updates on the driveway design, plans were initiated for widening the lower driveway, with architects beginning the planning process.

Regarding classroom upgrades, HoK indicated that supporting teaching walls in each classroom was not a priority for their fundraising efforts. However, quotes were sought for installing teaching walls in junior school classrooms from both CLASS and Furnware suppliers, including installation costs.

Additionally, the school replaced the fridge and sought to upgrade staffroom seating. A sinkhole on the court was repaired, but no communication was received regarding its impact on current property priorities.

Painting:

A budget for painting in 2024 was planned to be set during an internal meeting in Term 3, 2023.

Internal areas for painting in 2024 were identified, including the internal stairwell from Room 2 to 3, and Room 2, 3, and 4. Costings were awaited from CARIUS.

However, subsequent meetings with CARIUS resulted in a setback, as the contact person switched to another firm, Programmed. This necessitated further meetings to finalize a quote for painting. Despite this, the internal areas identified for painting remained consistent, and the 2024 budget accounted for estimated costs associated with this work.

Watertightness

Watertightness:

Approval was obtained for the re-cladding of the Library, Room 9, and 10. the tender was allocated, and a start date for the project was anticipated in February 2024.

Storage for PE and Caretaker

In Meeting 3, it was noted that the Home and School Committee (HoK) didn't view storage as a fundraising priority.

However, by Meeting 6, during a Universal Design for Learning (UDL) Professional Learning and Development (PLD) session, the need for proper storage for excess furniture and PE equipment was emphasized. It was suggested that a two-bay garage structure could address this issue, and a Board member was tasked with gathering costings and potential installation spaces.

In Meeting 8, it was decided to include the placement and design of a garage structure in the court refurbishment plan. ADW agreed to prioritize this item on the 10-year property plan to improve storage facilities at the school.

Gathering Space

There was no feedback from the Parish regarding a possible donation for the gathering space. The architect continued to work on potential plans for extending the Library.

A fundraising presentation was made to the Home and School Committee (HoK) regarding the gathering space.

However, it was confirmed by the architect that extending the Library was not feasible due to various restrictions. Extending towards the turf would interfere with vehicle access, while extending towards other classrooms would impact access ways and escape routes. It was suggested that additions to the turf area and the creation of covered spaces might be the best options for establishing gathering spaces for the whole school community.

Lower court turf and cover

Initially, the Home and School Committee (HoK) began fundraising for turf, but uncertainties arose when the asphalt work, which included drainage fixes, was not scheduled by ADW in the near future.

Following discussions with the St. Benedict's Trust, it was agreed that the Trust would support fundraising for the cover of the courts. Emma is currently sourcing quotes and information for the project.

Quotes are being obtained to determine the cost of covering the courts to establish a fundraising goal.

The first quote for the canopy ranged from \$330,000 to \$514,000, depending on additional features.

The sinkhole prompted the refurbishment of the courts in 2024. The Grants for Good team cannot assist with fundraising due to time constraints on using gambling funds. A member of the school community will be identified to complete grants for the canopy. Time is critical, as foundations need to be laid during court refurbishment. A quote for foundations only has been requested to support planning the fundraising approach.

Unplanned key actions/Emergent Self- Review

Long term fundraising focus presentation
Seeking quotes for teacher walls.
Cameras and Deck upgrades.

Key actions planned but not completed

Framework for Tamariki participating in environmental efforts linked to curriculum

Key actions planned for 2024

Amalgamation of Communication and Environment under School Climate

- Clarity of school communication pathways.
- Training for new whānau on St Ben's communication pathways.
- Assessment / reporting procedures align with refreshed curriculum and support whānau understanding of tamaiti attainment.
- Channels and opportunities for whānau feedback

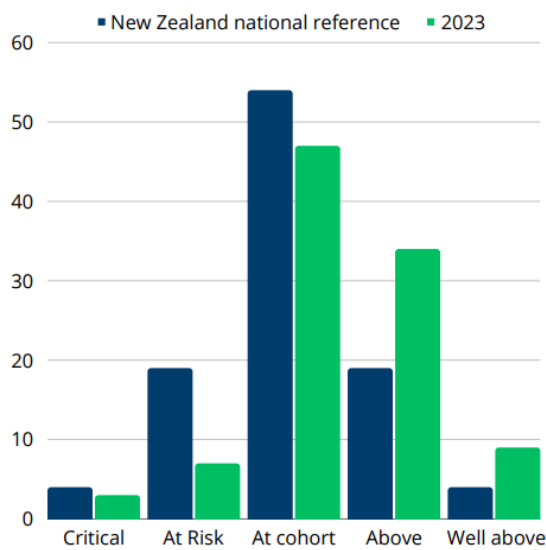
- Strengthen House Groups
- Play Pals playground support.
- identify opportunities to further enhance the playground environment.
- EPIC tokens

- Ensuring learning spaces reflect best educational practices
- Work closely with ADW to complete upgrades identified in 10-year property plan

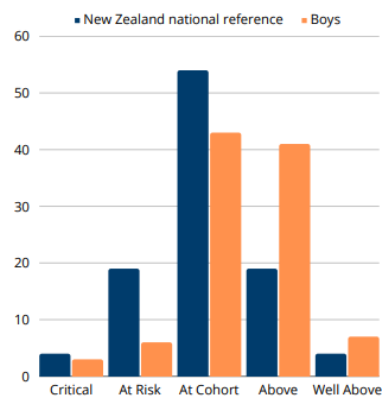
- School board policies and procedures reviewed to transparency, accountability, and effectiveness in decision-making
- Board commitment to ongoing training and collaboration with the community

Evaluation and analysis of the school's students' progress and achievement (required)

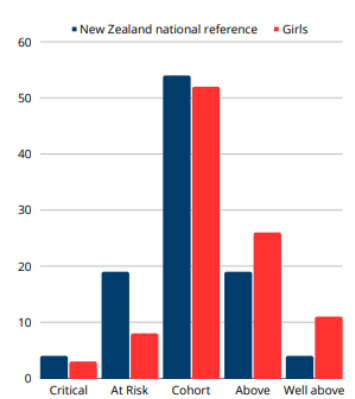
Year 3-8 PAT Mathematics 2023



Male

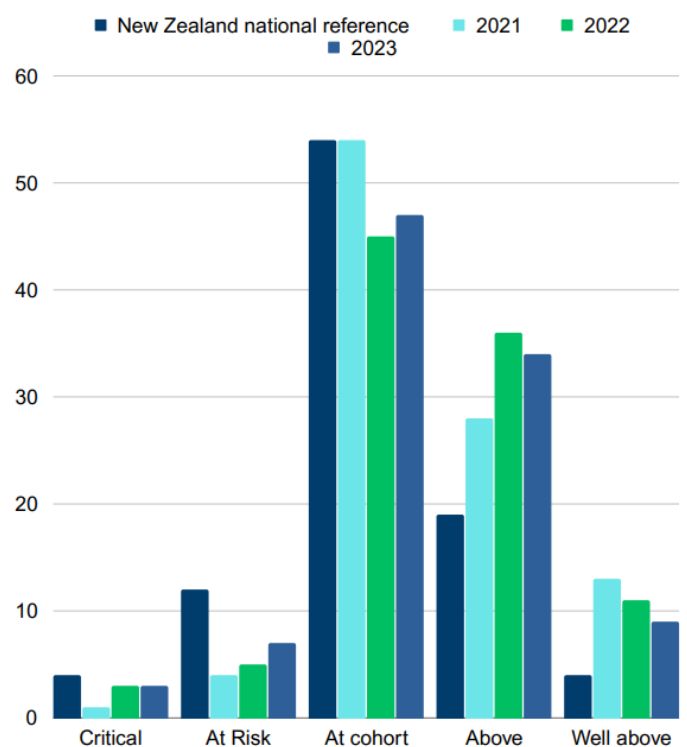


Female

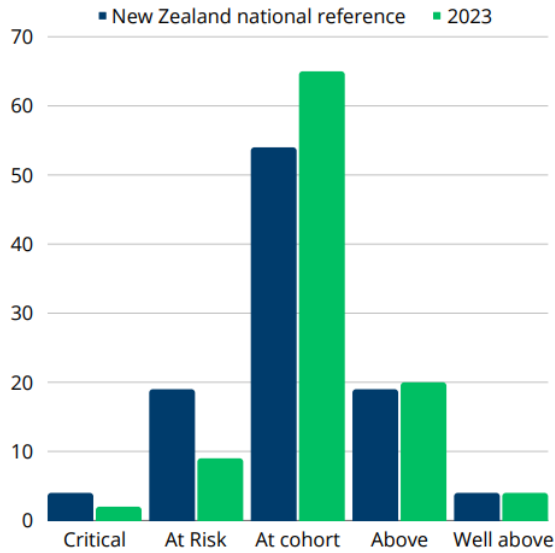


PAT Maths over time

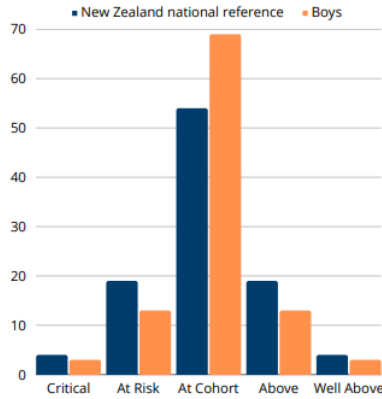
- 90% of our tamairiki are consistently at or above
- A year group is added and removed each year
- A number of year 6 students start at year 7-13 colleges
- 77% New Zealand Average for at and above



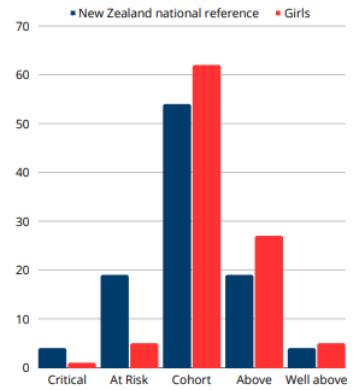
Year 4-8 PAT Reading Comprehension 2023



Male

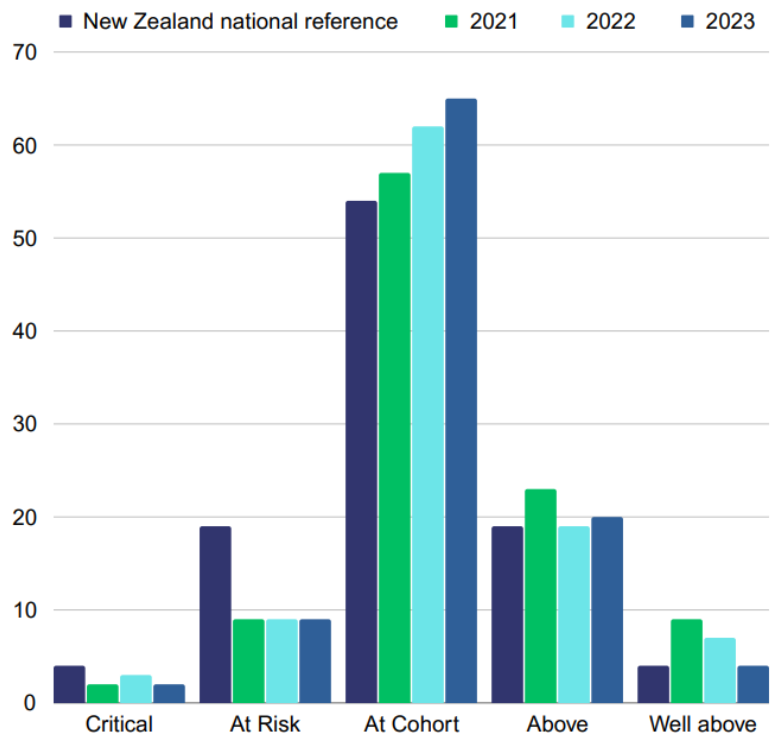


Female



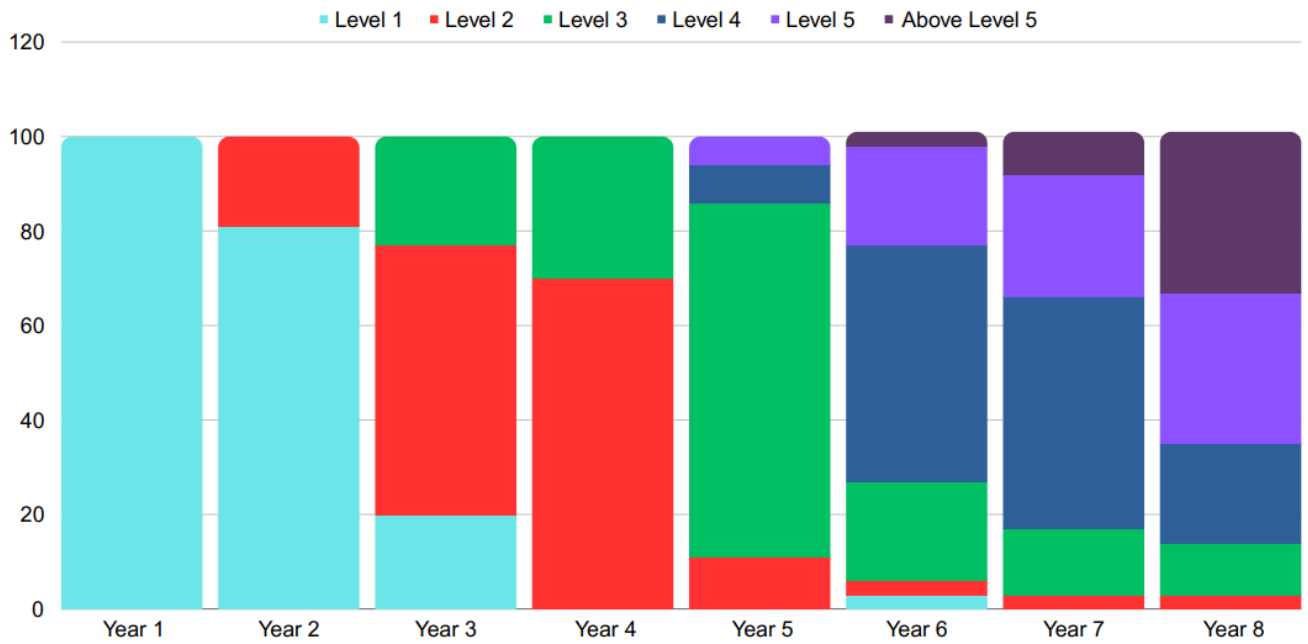
PAT Reading over time

- 89% of our tamairiki are at or above.
- A year group is added and removed each year.
- A number of year 6 students start at year 7-13 colleges
- 77% New Zealand Average at or above



Year 1-8 Reading Teacher Curriculum Judgement

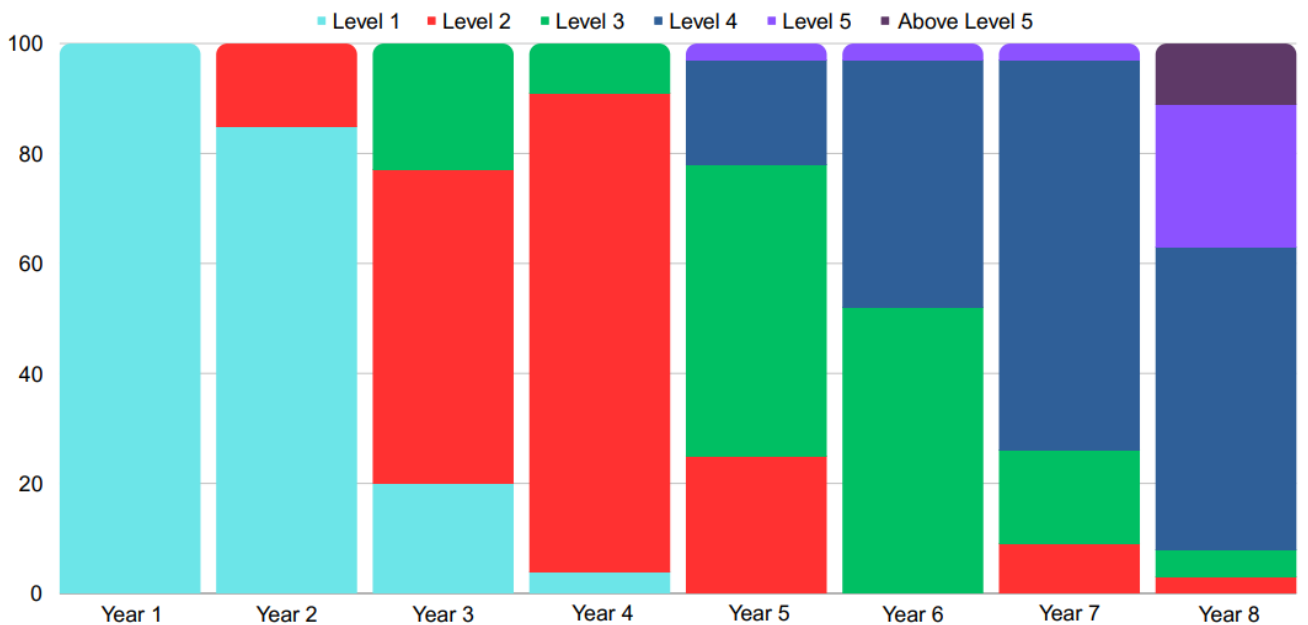
Level 4 and above indicate readiness for NCEA Reading



Progression and Achievement Tool (PACT) to support Teacher Judgement

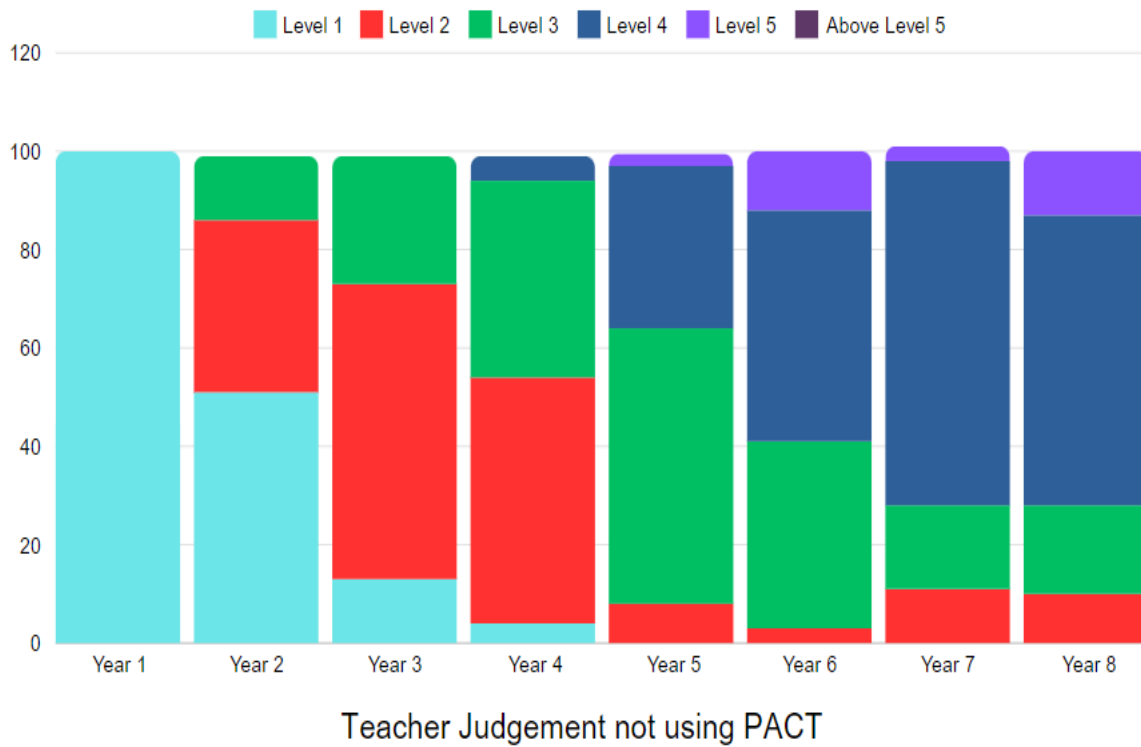
Year 1-8 Writing Teacher Curriculum Judgement

Level 4 and above indicate readiness for NCEA Writing



Progression and Achievement Tool (PACT) to support Teacher Judgement

Year 1-8 Mathematics Teacher Curriculum Judgement



Overall achievement from PACT and PAT, Teacher Judgment maths the majority of our students achieve extremely well, and many students identified earlier in the year have made accelerated progress to now be achieving at cohort. There are identified pockets of learners who will receive extra support in English or Mathematics in our 2025 Year 8 cohort, Year 6 cohort and Year 4 cohort.

How we have given effect to Te Tiriti o Waitangi (required)

Refer to variance report **1a** Strengthen Kaiako delivery of Te Reo Māori and Tikanga as well as broaden understanding of all cultures within the community.

Statement of compliance with employment policy (required)

Reporting on the principles of being a Good Employer	Yes	No
Do you operate an EO policy/programme?	Yes	
Has this policy and programme been made available to staff?	Yes	
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Job Description and Criteria outlining the required qualifications, skills, and experience for the position.</p> <p>Recruitment Process: Advertise the job vacancy widely to attract a diverse pool of candidates.</p> <p>Application Screening: Establish a screening committee to review applications objectively based on the predetermined selection criteria, focusing solely on qualifications and experience relevant to the role.</p> <p>Interview Process: Conduct interviews using structured interview questions designed to assess candidates' suitability for the position..</p> <p>Selection Panel: Form a selection panel following our school policy</p> <p>Reference Checks: Verify the credentials and suitability of shortlisted candidates through thorough reference checks.</p> <p>Decision-Making Process: Base the final decision on the collective assessment of all candidates' qualifications, performance during interviews, reference checks, and assessment exercises.</p> <p>Document the rationale for the selection decision to ensure transparency and accountability.</p> <p>Feedback Mechanism: Provide constructive feedback to all applicants, including those who were not selected, to support their ongoing professional development and enhance the transparency of the selection process.</p>	
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	Identified in Strategic plan as a priority for our School Board.	
How have you enhanced the abilities of individual employees?	<i>We provide a range of professional development identified within our variance report for all individuals including our support staff.</i>	
How are you recognising the employment requirements of women?	<i>Our school is a majority female workspace and caters for requirements for all.</i>	
How are you recognising the employment requirements of persons with disabilities?	<i>Our school has identified site challenges that would require extra support to be identified with the specified person. We are able and willing to do so.</i>	

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	

Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?		No

Kiwisport funding (required)

The school has used the Ministry of Education funding to provide by on-site and off-site sport facilities and experiences for our students. These have included the Get Set Go programme for Years 1-3 students, the Easy Swim programme for Years 1-2 students and WCC swimming for Years 4-8 students.