St. Benedict's

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

Strategic Plan & Annual Goals

2024 -2025 extended to 2027

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

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St Benedict's School Vision

"Developing our children's minds, guiding our children's hearts"

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

Achieving Our Vision

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

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

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

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

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

St Benedict's School Mission Statement

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

Our School

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

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

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

Description of the School

The school is first and foremost a Roman Catholic School in which the school community, through the general school programme and in its religious instruction and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined by the Roman Catholic Bishop of the Diocese of Wellington. The Proprietor of the school is the Roman Catholic Bishop of the Diocese of Wellington.

The school has a roll of 208 pupils as at 1 March 2026. 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 March 2026 the total school roll consists of students from 20 regions/countries and is made up of **4.33%** Māori, **53.37%** European/Pākehā, **3.84%** Pasifika, **16.35%** Asian and **7.21%** MELAA (Middle Eastern, Latin American and African). The school has 9 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 FWFC (Family and Whānau Fundraising Committee) parent committee who fundraise tirelessly for the school. We continue to enjoy and foster strong links with our Parish and Church, and also former members of our school community who are parishioners. Priest and youth worker visits are made to the school, and our students regularly attend whole-school Liturgies, Masses and Reconciliation opportunities throughout the school year.

Gospel Values

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

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

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

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

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

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

Governance

The 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 Paramount objective of boards in governing schools

(1)A board's paramount objective in governing a school is to ensure that every student at the school is able to attain their highest possible standard in educational achievement.
(2)To meet the paramount objective, the board must meet the following supporting objectives:

(a)to give effect to its obligation to take all reasonable steps to ensure that the school's students attend the school when it is open:
(b)to ensure that the school uses good quality assessment and aromatawai information to monitor and evaluate students' progress and achievement, including any assessment or aromatawai specified in a foundation curriculum policy statement:
(c)to ensure that 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:

(d)to ensure that the school is inclusive of, and caters for, students with differing needs:
(e)to ensure that it—

(i) seeks to achieve equitable outcomes for Māori students; and
(ii) takes all reasonable steps to provide for students to be taught, and to learn, in te reo Māori on request of their parents or immediate caregivers; and
(iii) takes reasonable steps to ensure that the policies and practices for the school reflect New Zealand's cultural diversity:

(f) to 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:

(g)to perform its functions and exercise its powers in a way that is financially responsible:
(h)if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, to comply with its obligations under the agreement:

(i)to comply with all of its other obligations under this or any other legislation.

Te Tiriti of Waitangi Statement

St Benedict's school board recognises the importance of Te Tiriti as a founding constitutional document belonging to all of New Zealand. 2 The principles of Te Tiriti are woven together with our strong Catholic values, providing an inclusive positive culture at St Benedict's school. These values provide structure and guidance when we draft our strategic and annual plans. We can see the positive influence in the classroom and the playground and we hope and pray it is these values that our tamariki will remember when they take their place in the world. Until then, guided by the Catholic Education Office, St Benedict's school board will continue to protect and promote the principles of Te Tiriti for the enrichment of all of our tamariki.

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 2026 are:

- Implementation of the new Tō Tātou Whakapono - Our Faith Religious Education Curriculum.
- 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
- Implementation and development of the Te Mataiaho the Refreshed New Zealand Curriculum In Mathematics and English Year 0-8
- Implementation of Structured Literacy through Better Start Literacy Approach Year 0-8
- Improved regular attendance 80% of students are present 90% of the time.

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. This curriculum framework remains in effect until January 2027

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. We strive to create equitable educational outcomes 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

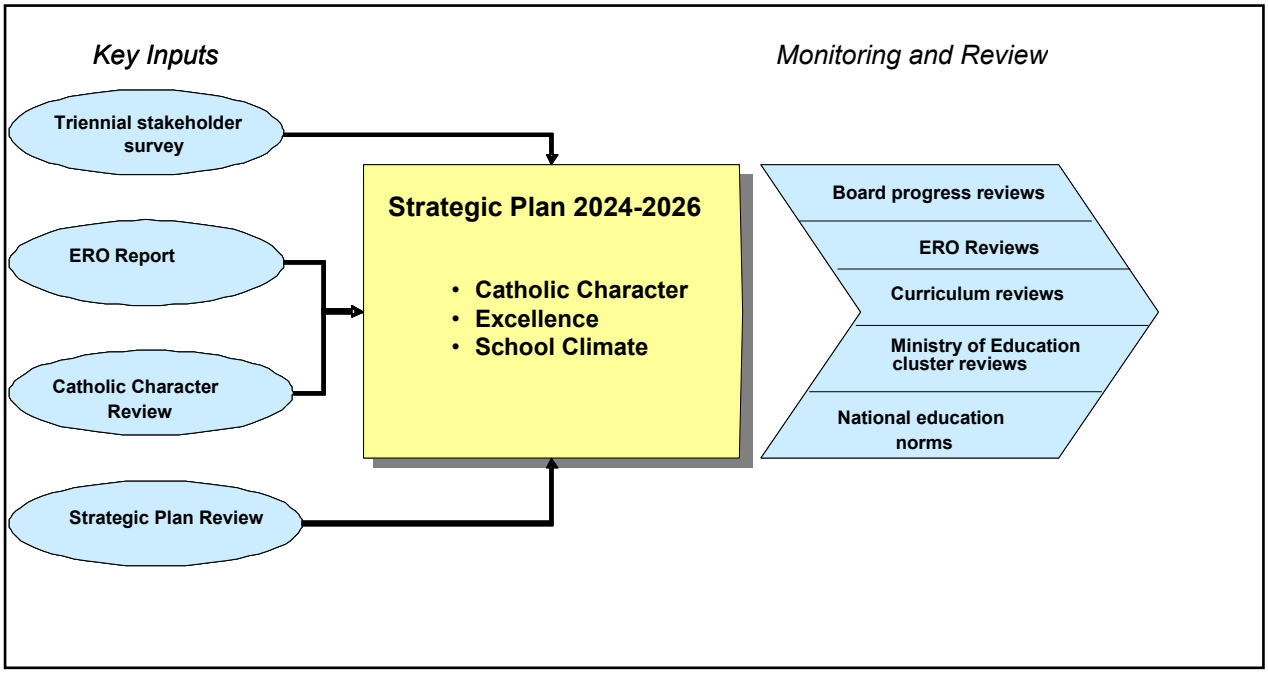
The school community is kept well informed of decisions made by the School Board and receives regular feedback on student performance in the school. This includes Principal and teachers reporting to the School Board, the School Board and Principal reporting to parents, teachers reporting to parents and 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 Parent Meeting to share academic results and the strategic plan ahead.

Strategic Planning

The School Board has agreed on three 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 Catholic education.

Strategic Planning Process

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



Strategic Plan Inputs

The key inputs into the Board of Trustee's strategic plan are as follows: (MoE have asked schools to delay new strategic plan to 2027 therefore we have extended our current strategic plan with some light updates)

Parent consultation	SCOT review 2023 Parent draft goals input meeting Term 1 2024 SCOT review 2025 Loop Review Staf and Board 2025
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) Expired 2025 will remain in our strategic plan until new plan 2027	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 Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

	Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce OBJECTIVE 4: FUTURE OF LEARNING AND WORK Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work
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:

Board Progress Reviews	The Board undertakes a regular stock-take of progress towards our strategic goals and completes a formal review annually.
ERO Reviews	The School Board 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.

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 facilitates 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 extended to 2026 Strategic Plan

St. Benedict's

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 Objective 3 Quality Teaching and Leadership Objective 4 Future of Learning and Work Ka Hikitia Pasifika Education Plan au Mai Te Reo Tō Tātou Whakapono – Our faith Te Mātaiaho The Refreshed New Zealand Curriculum	Teachers are confident and competent with using Te Reo and following tikanga 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	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 2025 20% improvement Te Reo in class and Playground. Visual representations and celebrations of cultures of St Ben's
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		Teachers are confident in developing learning programmes that ignite curiosity through all curriculum areas including STEAM. The Te Mātaiaho is integrated into planning and assessment Whānau are supported to understand the Te Mātaiaho and their tamaiti attainment	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. New curriculum only finalised November 2025 Change to 70% of whānau understand the revised mathematics and English curriculum.
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		Assessment / reporting procedures align with refreshed curriculum and support whānau understanding of tamaiti attainment. 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.	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 the community. School develop clear assessment guidelines for Mathematics and English curriculum Pro-Social student culture decrease by 30% disagree/strongly disagree from 2021-2026. Alignment of St Benedict's Wellbeing Curriculum/EPIC Values/PB4L/KiVa

	within the school; and (c) the school is inclusive of, and caters for, students with differing needs				All tamariki make at least a year's learning progress or achieve IEP goals.
			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.

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
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.	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.	NELP Objective 1 Learners at the centre Objective 2 Barrier free Access Objective 3 Quality Teaching and Leadership Objective 4 Future of Learning and Work Ka Hikitia Pasifika Education Plan au Mai Te Reo Tō Tātou Whakapono - Our faith Te Mātaiaho The Refreshed New Zealand Curriculum	Develop curriculum plan for Made in God's Image curriculum Year 1-8 Health and PE and Religious Education	Community consultation EPIC values enhancement through Te Ao Maori and Gospel Engagement in curriculum professional development	Made in God's image curriculum that includes appropriate Relationship and Sexuality education Years 1-8 with a Catholic lense and meets statutory requirements. Statutory requirements not yet released. Training for staff in Having Life to the full 2027 focus. Resource developed that links EPIC to Te Ao Maori and Gospel stories. Tō Tātou Whakapono Year 1-8.
			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		
Deliver Catholic educational programs that ignite faith-based opportunities and empower meaningful action within our community, enriching the lives of all involved.			Teachers and Board undergo ongoing professional learning to support the fidelity of the catholic school	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	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.
			Opportunities for faith development in sacramental programme is promoted and supported		
			Ongoing faith development is provided for whānau in partnership with parish		

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. Playground environment that fosters/ensures positive friendships and continues to grow EPIC children	(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 Objective 2 Barrier free Access Objective 3 Quality Teaching and Leadership Objective 4 Future of Learning and Work Ka Hikitia Pasifika Education Plan au Mai Te Reo Te Mātaiaho The Refreshed New Zealand Curriculum	Comprehensive communication using various communication channels which is sustainable and considers teacher/school capacity ~~Reporting students' progress is clear, useful and accessible to our school community. Linked Goal 1~~ Feedback processes for whānau to ensure their voices are heard and valued in decision-making processes	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	School wide communication plan. Tamariki opportunities to lead communication. ~~Reports clear/useful for kura and whānau aligned to Te Mātaiaho.~~ Set Induction for new whānau – buddies, communication, connection to HoK.
			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
Fit for purpose school environment for now and into the future	Section 238		Welcoming, culturally responsive, and stimulating learning spaces Ongoing property redevelopment in partnership with Archdiocese of Wellington	Ensuring learning spaces reflect best educational practices Work closely with ADW to complete upgrades identified in 10-year property plan	Environment reflects cultures within our school, visual survey. Progress against 10 year property plan
Capable School Board Kaitiakitanga /stewardship that strives to represent eh community we serve.	Section 118-163		School Board policies reviewed by community. School Board members understand governance best practices, the legal obligations, and cultural responsiveness Collaborative relationships across community support the school's vision and goals.	School board policies and procedures reviewed to transparency, accountability, and effectiveness in decision-making Board commitment to ongoing training and collaboration with the community	60% engagement in community and 100% engagement by Board in Our School Docs review processes. Register of training for Board members Regular Board communication from and to the community

2026 Annual Plan

St. Benedict's

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					
Goal: 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.					
Initiative	Intervention	T1 2026	T2 2026	T3 2026	T4 2026
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.	Kura Ahurea				
	Kapa Haka Te Reo				
	Culturally Sustaining Practice				
	Te Reo Upskilling				
Implement the refreshed New Zealand curriculum, igniting a culture of inclusivity and innovation, empowering every learner to embark on a journey toward excellence.	UDL				
	EPIC Learner				
	MOE Refreshed Curriculum				
	Parent Meetings				
Strengthen whole-school systems and resources to identify and remove barriers to learning.	Robust assessment Data Analysis				
	Better Start Literacy				
	KiVa/ PB4L/ Wellbeing curriculum				
	Reporting to Parents				

Excellence in Education Whāia e koe te iti kahurangi ki te tūohu koe, me he maunga teitei Pursue excellence –should you stumble, let it be to a lofty mountain			
Goal:	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 .	Initiative:	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.
Outcome:	Teachers are confident and competent with using Te Reo and following tikanga 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		
Measures 2025:	Taku Reo Term 2 2022 vrs Term 2 2025 20% improvement Te Reo in class and Playground. Visual representations and celebrations of cultures of St Ben's		

Interventions	Responsible	Implementation	Resource	Start	Due	Measure end of 2026
Kura Ahurea partnership with Te Ati Awa Taranaki Whanau Staff development culturally sustaining practices with MAC	Mike Havell, Tyler Stevens Principal Syndicate Leaders Maori Achievement Collaborative (MAC) Advisor. Mandarin Language Assistant	Resource Access: Provide all staff with digital Kura Ahurea kits tailored to their syndicate's pūrākau. Staff PD: Deliver TOA training and workshops to build teacher confidence in sharing pūrākau. Waiata: Ensure all staff and ākonga can confidently sing the first three pūrākau waiata. Monitoring: Conduct regular walkthroughs and observations to track cultural delivery in classrooms. Whānau Connections: Formally document Iwi connections within our school whānau and community. Visual Identity: Visually represent all school cultures across the physical environment. Te Reo Māori: Use a Partnership Teaching Model (Class Teacher & Whāea Adrienne) to deliver 3 hours of Te Reo weekly. Mandarin: Implement school-wide Mandarin lessons facilitated by the Mandarin Language Assistant.	$2500 Kura Ahurea (PLD fund) $3000 MAC (PLD fund) Mandarin Language Assistant	Term 2 - 2024	Term 4 2026	Action a tailored Kura Ahurea and Tikanga plan specifically for the St Benedict's context. Protocol Kawa: Embed consistent school-wide protocols for pōwhiri, Whakatau, and poroporoaki, including develop Classroom Whakatau for new tamariki and formal Guest Whakatau for all staff and students. Target a 90% positive response from Māori whānau regarding their child's identity being "visible and valued." Evidence the removal of barriers by representing Māori identity in both school environment and pedagogy.
Continuing development of Kapa Haka and Te Reo, Staff upskilling in Te Reo	Matua Hemi Whāea Adrienne Tania Savage and T.O.A	Cultural Leadership: Matua Hemi and Whāea Adrienne to integrate pūrākau waiata into Kapa Haka to support Kura Ahurea. Curriculum Review: Conduct termly syndicate reviews of Mātauranga Māori integration during planning cycles. Assembly Performances: Schedule syndicate-led pūrākau performances for one school assembly per syndicate Staff Stocktake: Complete an annual Te Reo Māori proficiency stocktake for staff, linked to Professional Growth Cycles (PGC).	.2 staffing $5000 Kapa Haka	Term 1 2024	Ongoing	Partnership Teaching: Deliver 3 hours of Te Reo weekly via a collaborative model between teachers and Whāea Adrienne. Performance Kapa Haka: Maintain a performance rōpū for community events and competitions. Te Reo Extension: Provide immersion classes for Tangata whenua and high-achieving ākonga with Whāea Adrienne. Co-planning: Hold termly syndicate sessions to transition Te Reo skills from Whāea Adrienne to classroom staff.

Excellence in Education			
Whāia e koe te iti kahurangi ki te tūohu koe, me he maunga teitei Pursue excellence –should you stumble, let it be to a lofty mountain.			
Goal:	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	Initiative:	Implement the refreshed New Zealand curriculum, igniting a culture of inclusivity and innovation, empowering every learner to embark on a journey toward excellence.
Outcome:	Teachers are confident in developing learning programmes that ignite curiosity through all curriculum areas including STEAM. The Te Mātaiaho is integrated into planning and assessment Whānau are supported to understand the Te Mātaiaho and their tamaiti attainment		
Measures:	All tamariki make at least a year's learning progress or achieve IEP goals. Reports clear/useful for kura and whānau aligned to Te Mātaiaho.		

Interventions	Responsible	Implementation	Resource	Start	Due	Measure end of 2025
Continued development of UDL practices and community understanding. Te Mātaiaho creating responsive learning environments	Cheryl Taylor Fi Bolger Anne Minto	Syndicate meetings unit planning Refine learning activity design to include multiple pathways for success, ensuring resources and challenges are appropriately tiered.	New Zealand Curriculum MOE UDL resources	Term 2 2022	Term 4 2026	Planning: Incorporate UDL principles in all planning to meet diverse needs within Te Mātaiaho Environment: Evidence UDL in action via visual scaffolds, systems, and digital tools for independent learning. Agency: Ensure 100% of tamariki can articulate their learning intentions and the "why" behind their mahi. Consistency: Conduct observation walkthroughs to verify multiple means of engagement, representation, and expression.
EPIC ~~learner~~ St Benedicts leaver profile	~~Leadership team~~	~~Draft EPIC learner profile~~	~~Leadership team meetings~~	~~Term 1 2026~~	~~Term 4 2026~~	~~EPIC learner profile~~ Due to large amount of new curriculum learning and changes in reporting this will be left to fallow as we prepare for the 2027 Strategic plan.
Implementation of new Mathematics and Statistics Curriculum and English Curriculum	Tania Savage Leadership Team Sarah Wood Cheryl Taylor	SLA (Y1–8): Sarah to monitor and support whole school implementation Implement Mathematics and Statistics Curriculum use Maths — No Problem! as a supporting resource where appropriate across Y1–7, supported by the digital Teacher Hub. Provide targeted planning time for Year 8 teachers to design bespoke maths activities the new curriculum. Two Mathematics TODs and termly half-day assessment focus sessions to build teacher capacity. Half day whole school moderation student work against new Progress Outcomes (Y1–8) to	All staff trained Literacy Leader Sarah Wood Mathematics Leader	Term 1 2026	Term 4 2026	SLA (Y1–8): 100% of classrooms show evidence of BSLA instruction in planning and practice, verified through observation walkthroughs by Sarah. 100% teachers/syndicates can confidently plan Mathematics and Statistics delivery for their individual classroom needs and chose appropriate resources including Maths -No problem. Year 8 resources developed for Year 8 classes. 100% attendance at Maths TODs or catch-up days and half-day sessions, with staff surveys showing increased confidence in delivering the refreshed curriculum. All student reports accurately reflect achievement

		ensure all reporting meets current achievement guidelines.				against new Progress Outcomes, backed by cross-syndicate/school moderation
Regular parent meetings/communication unveils the classroom.	All staff	Series of parent meetings over 2026, BSLA, Curriculum, Cybersafe, KiVa and PB4L 1:1 parent meetings. Regular sharing of tamariki learning in newsletter Displays related to school learning	Parent meetings Parent interviews Newsletter School wide displays.	Term 1 2024	Term 4 2026	Introduce our school community to new curriculum through meetings and interviews.
Assessment / reporting procedures align with refreshed curriculum and support whānau understanding of tamaiti attainment using progress descriptions Emerging, Developing, Consolidating, proficient, Exceeding Aligned with initiative 1c Strengthen whole-school systems and resources to identify and remove barriers to learning.	Leadership team	School develops clear assessment guidelines for Mathematics and English curriculum Create new report template that reflect new requirement and is sustainable for the St Benedict's teachers Continue use of PAT to gather standardised data and report to the Board Trial use of SMART tool to ensure tamariki like St Benedict's children are considered when the alignment of test questions are designed.	MoE requirements	Term 1 2026	Term 4 2026	Reporting expectations are sustainable for staff and do not impact on delivery of learning. Reports clear/useful for kura and whānau aligned to Te Mātaiaho. using progress descriptions Emerging, Developing, Consolidating, Proficient, Exceeding Clear guidelines for our school on what assessments will and will not be shared and why. Note: advice in this area is constantly changing

Excellence in Education						
Whāia e koe te iti kahurangi ki te tūohu koe, me he maunga teitei Pursue excellence –should you stumble, let it be to a lofty mountain						
Goal:	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		Initiative:	Strengthen whole-school systems and resources to identify and remove barriers to learning.		
Outcome:	Assessment / reporting procedures align with refreshed curriculum and support whānau understanding of tamaiti attainment. 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.					
Measures:	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/Sexuality curriculum 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. 90% students at or above 2025 PAT Maths year 3-8 96% students, Reading Year 4-8 81% students, Vocabulary 93% Students.					
Interventions	Responsible	Implementation	Resource	Start	Due	Measure end of 2025
Robust assessment processes informing learning support. Data analysed to identify schoolwide targets.	Leadership team	Review and revise the annual assessment schedule to align with current Mathematics and English curriculum requirements. Teachers, Syndicates and leadership analyse student data termly to identify strengths and targeted support needs. Present comprehensive achievement data to the Board at the end of Term 2 and Term 4. Share school-wide achievement data with the community in Term 4 2026. Allocate Learning Assistant (Teacher Aide) support based on evidence from data reviews. Leadership and teachers identify priority learners for monitoring and tracking by the SENCO. Implement the mandated Phonics Check for all relevant ākonga. Provide "feed-forward" coaching during classroom practice for both Mathematics and BSLA. SMART Tool: Trial and implement the SMART tool Trial BSLA Reading Comprehension Year 3	$2000 online testing Leadership team meetings	Term 1 2024	Term 4 2025	School develops clear assessment guidelines for Mathematics and English curriculum and reporting requirements. 90% of Tamariki are achieving at or above curriculum expectation. Tamariki who do not reach target are making accelerated progress towards the curriculum or have IEP to support progress. See reporting to parents
TARGET 90% tamariki achieving at or above cohort. Tier 2/Tier 3 Interventions English and Mathematics	Leadership Team SENCO	Literacy Lead to complete a year-long specialist course to support ākonga with additional literacy needs. Deliver the Spring into Maths programme, facilitated by TA's and the SENCO. Release the SENCO (Mathematics) and Literacy Leader (Term 1) to provide targeted coaching for Y1–8 teachers and direct intervention for priority ākonga Tier 2 and 3 groups Implement school-wide Structured Literacy (BSLA) to raise attainment and close achievement gaps. Address Y6 reading variability by using vocabulary and comprehension scores to differentiate instruction for strong and developing readers.	Personnel	Term 1 2026	Term 4 2026	Data available to share with the Board and identify programmes impact. Target Year 5 maths monitored term 1 and then targeted for additional support where required. 100% of students identified as "at risk" receive Tier 2 intervention SENCO records show measurable progress for ākonga receiving targeted intervention. Y4–8 teachers demonstrate increased proficiency in structured literacy following Literacy Leader coaching.

		Review and update the Assessment Calendar to track the impact of literacy and numeracy interventions.				Year 7 data show a reduction in reading variability and improved comprehension scores by Term 4
Wellbeing KiVa/ Positive Behaviour for Learning	All school KiVa team All School PB4L leads and team	Teachers teach KiVa lessons and reinforce them regularly Regularly explaining and referring to the PB4L matrix ensures that school wide expectations are maintained. Monitor PB4L through termly analysis of eTAP behaviour referrals to identify areas of concern. Review and Refresh session for the PB4L behaviour matrix in Term 2 and Term 3 100% of staff consistently use the matrix language, reducing student confusion regarding expectations. Ensuring repairing of relationship is a priority through restorative practice. Distribute the PB4L Family Brochure to all current and enrolling families. Develop a KiVa brochure for families 2027 focus once new curricula in Social Studies, Health and PE finalised. Finalise Wellbeing Curriculum scope and sequence – identify where Curriculum areas (Health and PE/Te Whakapono/Social Studies) and School wide programmes (KiVa/PB4L/Te Whare Tapu Wha) align and how we deliver consistency of approach across the school.	$3000 OPS Grant funds MOE support PB4L	Term 1 2024	Ongoing	KiVa Survey data reduction 28% decrease 2024 (20.7% - 14.88 %) target below 10% reached 2025, Maintain below 10% in 2026 (November) Students can articulate KiVa principles (November survey) Students identify and apply the PB4L behaviour matrix. Decrease of 2-6 referrals (Behaviour referral data) 100% of Teacher responses to behaviour responses are grounded in both PB4L and Catholic character with restorative justice principals Family brochure for KiVa completed 2027 focus St Benedict's School Wellbeing Curriculum finalised .

Catholic Character					
Goal: 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.					
Initiative	Intervention	T1 2026	T2 2026	T3 2026	T4 2026
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.	Whole school delivery and assessment				
	Curriculum PD				
	Epic Values				
	Christian Witness Review				
Deliver Catholic educational programs that ignite faith-based opportunities and empower meaningful action within our community, enriching the lives of all involved.	Parish Connection				
	Sacramental Programme				
	Parent meetings				
	Catholic Character in action				
	Catholic Character implementation				

Catholic Character			
Ko te wairua tētehi pou o te whare tapawhā. Spirituality is one of the posts that stabilises the house.			
Goal:	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.	Initiative:	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.
Outcome:	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		
Measures:	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 1-8.		

Interventions	Responsible	Implementation	Resource	Start	Due	Measure end of 2026
Development and implementation of Relationship and Sexuality education Years 1-8 Delayed due to awaiting new MOE guidelines Implement current curriculum	Jacqui Miranda Syndicate Leaders Leadership team	~~Term 2 curriculum statements and implementation finalise to share with community.~~ ~~Term 3 consultation including proprietor~~ ~~Term 4 implementation~~ 2027 all staff to complete Having life to the full who have not done so. (4 currently have) Year 1-8 sexuality focus Term 3.	ADW resources, new curriculum, MOE guidelines new curriculum	Term 2 2026	Term 4 2026	~~Made in God's image curriculum that includes appropriate Relationship and Sexuality education Years 1-8 with a Catholic Lense and meets statutory requirements~~ Draft Health and PE curriculum has guidance but not released until 2027 Year 1-8 sexuality focus Term 3.
Engagement in curriculum professional development	All Staff	Whole school PLD series David Wells	Staff meeting s	Term 1 2026	Term 4 2026	Video series in staff meetings faith renewal
EPIC values enhancement through Te Ao Maori and Gospel	T.O.A, WSL, Leadership, DRS. MAC, Whaea Adrienne	Review EPIC values and identify Gospel stories that reflect these values. Map to the new curriculum. DRs and Kura Ahurea Toa to work together to Identify Te Ao Maori values that align with EPIC values. Identify whakatoki and Purakau that support these values.	MAC support MoE funded. Kura Ahurea Kāhui Ako funded Staff meetings	Term 2 2026	Term 4 2026	Identify Te Ao Maori values that align with EPIC values. Identify whakatoki and Purakau that support these values. Gospel stories aligned for EPIC values.
Review of Christian Witness at St Benedict's Khandallah	Proprietors Rep Leadership team	Proprietors Reps Identify scope of review using Catholic Character Review Framework. Gather information, review for next steps. Present report and actions for Board and School	Prop rep and Leadership time	Term 1 2026	Term 4 2026	Christian Witness report completed, and actions taken.

Catholic Character

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

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

Interventions	Responsible	Implementation	Resource	Start	Due	Measure end of 2026
Strengthen connection to Parish	Board All Staff DRS Leadership	Support Fr Alfred to visit our school on Thursday each week to deliver syndicate masses Maintain Termly mass at church supported by parish paying bus cost. Ensure Parish members are becoming proprietors' reps to further strengthen this connection. Be an active participate of current Parish Property review.	Parish funded bus transport.	Term 3 2023	Ongoing	All classes have regular mass experience with Parish priest through syndicate masses. St benedict's School regularly visits the St Francis of Assis Church. School principals meet regularly with Parish Priests.
Sacramental programme	St Francis of Assisi Ohariu Parish Leadership	Promote sacramental programme within school communication channels. Invite all 5.2,3,4,5 and non-preference to baptism that allow tamariki to take part in sacramental programme	St Francis of Assisi Ohariu Parish providing school base baptism programme.	Term 1 2024	Term 5 2025	70% of those eligible will take part in sacramental programme. School Baptisms at St Benedict's Day Mass
Developing opportunities to share our Catholic Character through community/parish volunteering	DRS All Staff	Implement the William Pike Challenge Award in Year 7/8 and support tamariki to complete 20 hours volunteer work., Maintain the Mission Fair focused on Caritas fundraising each year with year 6-8 students. Continue to build the Malvina Major connection via Manuka syndicate and Choir/kapa haka visits.	$3500	Term 1 2026	ongoing	All WPCA participants complete 20 hours volunteering Maintain visits to Malvina Major Mission fair Tamariki see themselves as able to support our community
Catholic implementation	All staff All Board All whānau All Parish	At all-time ensure that our Catholic Character is present within strategic plan.	Strong understanding of the Catholic Character of our school	Ongoing	Ongoing	Reflect on whether actions taken to support strategic plan support our Catholic Character.

School Climate					
Goal: 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					
Initiative	Intervention	T1 2026	T2 2026	T3 2026	T4 2026
Ensure continued sustainable accessible communication that builds relationships across the whole school community.	Clarity Comms and Feedback				
	Induction				
School environment that fosters/ensures positive friendships and continues to grow EPIC children	House Groups				
	Play Pals				
	Playground EPIC				
Fit for purpose school environment for now and into the future	Learning Spaces				
	10 Year Prop plan				
Capable School Board Kaitiakitanga /stewardship that strives to represent the community we serve.	Compliance				
	Training and engagement				

School Climate

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

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

Goal:	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	Initiative:	Ensure continued sustainable accessible communication that builds relationships across the whole school community.
Outcome:	Comprehensive communication using various communication channels which is sustainable and considers teacher/school capacity Reporting students' progress is clear, useful and accessible to our school community. Linked Goal 1 Feedback processes for whānau to ensure their voices are heard and valued in decision-making processes		
Measures:	School wide communication plan. Tamariki opportunities to lead communication. Set Induction for new whānau – buddies, communication, connection to HoK.		

Interventions	Responsible	Implementation	Resource	Start	Due	Measure end of 2026
Clarity of school communication pathways. Channels and opportunities for whānau feedback	Leadership team	Review current pathways and identify what is and isn't working for whānau and staff. Finalise school communication pathways for, within and outside of school, identify types of communication taking in to account the following: • Identify which groups communicate on behalf of school and how they will do that. • Identify how each syndicate will communicate with whānau and how regularly this will take place. • Identify what events need communication/when//for whom and how • New newsletter connected to our school • Identify how regularly feedback will be sought and for what aim – clarity around what can and can't be changed within the Catholic School setting. • Consider if current tools are working as expected regarding impact for whānau and time required by staff. • Review Board communication within and with community. • Yearly events overview for new whānau Share regular comms about progress and launch School Communication plan to whānau.	~~HoK supplied newsletter platform $700~~ SMS $1000 (includes APP) Google free School Mobile $65 month School Website for newsletter	Term 2 2026	Term 4 2026	Finalise school communication pathways for, within and outside of school, and monitor for effectiveness. Feedback aims set and periods of gathering defined Community can articulate main events happening at school

Inducting new whānau	Principal	Induction meetings framework designed. Buddy system finalised and identified which level and who gains buddies. Administration allocates buddies with email template.	Google forms Face to face	Term 2 2026	Term 3 2026	Induction framework that can be delivery by teacher, or initial principal meetings.

School Climate

Ma te korero ka mohio ma te mohio ka matau ma te matau ka marama ma te marama ka ora
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Goal:	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	Initiative:	Playground environment that fosters/ensures positive friendships and continues to grow EPIC children
Outcome:	Implement proactive measures to support an inclusive community that accommodate diverse needs and interests ensuring all students feel valued and included		
Measures:	Wellbeing @School Pro-Social student culture decrease by 30% disagree/strongly disagree from 2021-2025		

Interventions	Responsible	Implementation	Resource	Start	Due	Measure end of 2024
Strengthen House Groups	All Staff House leaders Whānau Tamariki Principal	Review current system and how well it links to other aspects of the school. Introduce KiVa and PB4L focus in to house meetings to support focus – led by house teachers and house captains. Survey previous House Captains for their reflection on time as a house leader.	Google forms Staff discussion House leaders feed back	Term 4 2023	Term 4 2025	House captains and house year calendar that identifies when House Spirit will be build and how teachers, whānau will support it.
Play Pals playground support. Student leadership	Anne Minto WSL	Train Play Pals, resource the games and implement the programme Review end of 2026	Play Pals programme Sport Wellington	Term 1 2024	Term 4 2026	Play pals programme reviewed for impact.
Identify opportunities to further enhance the playground environment. EPIC tokens	All Staff Sports coordinator PB4L team KiVa Team Year 7/8 teachers.	Identify equipment and area of playground that could be further developed for all students. Particularly focus on year 7/8 students needs within playground.	PB4L training Review of Behaviour data Equipment purchases	Term 3 2023	Term 4 2025	Identified strategy of Year 7/8 enjoyment of the playground.

School Climate

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

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

Goal:	. 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	Initiative:	Fit for purpose school environment for now and into the future
Outcome:	Welcoming, culturally responsive, and stimulating learning spaces Ongoing property redevelopment in partnership with Archdiocese of Wellington		
Measures:	Environment reflects cultures within our school, visual survey. Progress against 10 year property plan		

Interventions	Responsible	Implementation	Resource	Start	Due	Measure end of 2026
Ensuring learning spaces reflect best educational practices	Board Leadership ADW	Review Library and consider move to ASC room once work is completed. Upgrade Library furniture Fix deck with community working bee Classroom teacher walls for Rooms 8-13	ADW resources Grant application	Term 3 2022	Term 2 2025	Revitalised Library space Revitalised ASC and permanent gathering space. Successful recladding of deck Two classroom walls completed.
Work closely with ADW to complete upgrades identified in 10-year property plan	Board Leadership ADW	Complete Room 1 and 2 upgrade Complete ASC room upgrade Cladding and joinery upgraded across the building	ADW resources	Term 1 2022	Term 2 2026	All remediation work is completed for school.

School Climate

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

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

Goal:	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	Initiative:	Capable School Board Kaitiakitanga /stewardship that strives to represent the community we serve.
Outcome:	School Board policies reviewed by community. School Board members understand governance best practices, the legal obligations, and cultural responsiveness Collaborative relationships across community support the school's vision and goals		
Measures:	60% engagement in community and 100% engagement by Board in Our School Docs review processes. Register of training for Board members Regular Board communication from and to the community		

Interventions	Responsible	Implementation	Resource	Start	Due	Measure end of 2026
School board policies and procedures reviewed to transparency, accountability, and effectiveness in decision-making	Board	Reminders sent through Board Pro to ensure policies are reviewed.	Board Pro and School Docs	March 2025	December 2025	Board will review allocated polices at 100% engagement of board members.
Board commitment to ongoing training and collaboration with the community	Board	New Website Survey data Board reps at each parent evening Register of training at each meeting. Online training opportunities taken up that align with each Board members committee responsibilities.	NZSBA training programmes, and other professional development that members undertake	March 2025	December 2025	Minimum one board member at each parent event. Communication of Board with community aligns with strategic plan goals. 100% Board members complete training related to committee responsibilities through NZSBA online learning portal or through employment, as proprietors appointees training etc.