Annual Report Template

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Presiding member/principal's report (optional)

List of all school board members (optional)

You may like to list the names of each school board member who have served on St Benedict's 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	September 2025
Lucy Woollaston	November 2026
Michelle Bowmaker	November 2026
Fr Alfred Tong	2028
Jools Munn	2028
Johanna Reidy	2028
Duncan McDonald	September 2025
Aimie Hines	September 2025
Clare Short	December 2025
Tania Savage	Principal
Lisa McGregor	2028
Campbell Featherston	September 2028
Juan Rubio	September 2028
Albie Calope	September 2028

Statement of variance: progress against targets (required)

Excellence in Education Initiatives Annual Plan Variance Report 2025

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 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.
Intiatives:	1a 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. 1b Implement the refreshed New Zealand curriculum, igniting a culture of inclusivity and innovation, empowering every learner to embark on a journey toward excellence. **1c** Strengthen whole-school systems and resources to identify and remove barriers to learning.

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

Initiative	Status	Overall Status
1a 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.		In progress on Target

Key actions towards outcomes undertaken for Goal 1a in 2024

Kura Ahurea partnership with Te Ati Awa Taranaki Whanau

Implementation of Kura Ahurea, led by our designated curriculum leads, continued for our second year of engagement. Kura Ahurea was integrated into our wider professional development calendar to ensure sustainability and meaningful engagement across the syndicates. School wide displays, buddy class activities and drama experience supported Kura Ahurea in the classroom across the year. The Kura Ahurea leads attended four wānanga throughout the year, sharing their insights during staff hui in Term 2, Term 3, and Term 4. This ensured that the mātauranga gained from the professional development was effectively translated into classroom practice.

In the first half of the year, the implementation schedule was carefully managed to sit alongside our primary school-wide focus on Mathematics professional learning. The Kura Ahurea leads attended the first two wānanga in April and May, using this foundational time to formulate a comprehensive school-wide plan. This plan was subsequently shared with all kaiako in week 5 of term 2, providing a clear roadmap for the remainder of the year and ensuring the staff were well-prepared for the new Kaupapa.

Following the third hui in August, the leads facilitated a structured feedback session during the week 10 staff hui in term 3. This ensured that the insights and mātauranga gained from the professional development were shared across the school.

The fourth wānanga in October, was followed by a formal strategic review of the programme's impact. The findings from this review have been integrated into our Variance Report, allowing us to evaluate the progress made against our initial goals and reflect on the shift in teacher confidence and practice. The year concluded in November with a collaborative staff session in week 7, where the learning from term 4 was presented and the foundations were laid for our 2026 implementation strategy, ensuring the continuity of Kura Ahurea within our school culture.

Continuing development of Kapa Haka and Te Reo

2025 we continued our focus on building collective confidence in Te Reo Māori and expanding the reach of our Kapa Haka across the wider community. Continuing fortnightly lessons led by Whaea Adrienne helped to support teacher capacity. These sessions were designed to support the new mathematics curriculum through Te Reo Māori, allowing students to engage with numeracy in a way that reflects our dual heritage. Extension lessons were introduced from Term 3 onwards for our more confident learners and for students who whakapapa Māori, ensuring they are being appropriately challenged and connected to their identity.

The Kapa Haka group has been incredibly active as ambassadors for our school throughout the year. The group represented us with pride at the New Zealand Catholic Principals conference in June, showcasing the depth of their practice to educational leaders. Term 3 was dedicated to preparing for the St Brigid's Kapa Haka festival in August, a goal that was successfully achieved with a high-quality performance. This momentum carried into Term 4, where the group supported our local community at the Rotary Fair and played a vital role in our school ceremonies.

A major highlight of the second term was our Matariki celebration held on June 18th. This event served as a beautiful expression of whanaungatanga, bringing our school and local community together to acknowledge the year past and look forward to the future. The afternoon was designed to be a meaningful learning experience, where families engaged with classroom displays about the nine stars of Matariki and participated in creative activities like painting themed stones for our new garden. The evening culminated in a powerful moment of kotahitanga, as our Kapa Haka group led the community in waiata they had learned together. The sense of Manākitanga was further extended through the sharing of pre-prepared soup, made from generous whānau donations, with leftovers frozen to support families in need in the future.

The final phase of the 2025 cycle involved a formal strategic review of our cultural programmes and the hosting of our first pōwhiri under our new canopy in Term 4. Despite the absence of Matua Hemi due to illness, the event was a success, demonstrating the growing resilience and leadership within our student group. Following this experience, we are currently reflecting on our formal

welcoming procedures and seeking advice on transitioning from pōwhiri to mihi Whakatau. This review highlights our commitment to ensuring that our kawa and processes are entirely appropriate for our specific school environment as we look ahead to 2026.

Staff upskilling in Te Reo Review

The 2025 school year has seen a continued effort to build staff capability and confidence in Te Reo Māori, ensuring that the language is not just taught as a subject but integrated into the daily life of our school. Four of our teachers now reporting they feel comfortable delivering up to three hours of Te Reo Māori in their classrooms each week

However, a strategic review conducted in October and November has highlighted significant challenges for our 2026 outlook.

- Over the past two years, changes in personnel have resulted in a loss of four competent Te Reo Māori speakers.
- The removal of funding for teachers to continue to grow their capacity by the Ministry of Education in 2023 has impacted our teacher's ability to improve their capabilities.
- This reduction in staff capacity has a direct impact on our Ministry funding for Level 4B and our ability to maintain the high level of instruction previously achieved.

To ensure we do not lose the progress made this year, professional development in Te Reo Māori will remain a critical school-wide focus for 2026. We have identified the need for continuing targeted support from the Māori Achievement Collaboratives (MAC), another initiative which no longer receives MOE funding, alongside Kura Ahurea to upskill our current teachers. The goal for the coming year is to rebuild our internal capacity so that we can once again reach a baseline where teachers are delivering three hours of instruction, ensuring the long-term sustainability of Te Reo Māori within our school.

Teachers understand all cultures within the community and implement culturally responsive practices

Wellbeing intervention: Successful introduction of a school-wide cultural calendar, designed to celebrate the diverse backgrounds of our ākonga and whānau through our regular assembly cycle. This initiative has provided a platform for students to see their own identities reflected and valued within the school community.

This year we celebrated Ireland, China, Philippines, Poland, Egypt and Tonga; exploring the unique traditions, languages, and histories of these cultures and enriching our collective understanding of the diverse ethnic groups that make up our school fabric. Alongside these student-led celebrations, the school has been engaged in a significant review of our formal welcoming procedures. We have been working closely with our Māori Achievement Collaboratives (MAC) facilitator to finalise a transition from pōwhiri to mihi Whakatau. This shift is undertaken to ensure that our tikanga are the most appropriate fit for our specific school setting and that our kawa (protocols) are sustainable and authentic to our environment. By aligning our assembly calendar with culturally sustaining practices and seeking expert guidance on our formal rituals, we are ensuring that our school environment remains inclusive and respectful of all cultures while upholding a strong foundation in Te Ao Māori.

Initiative	Status	Overall Status
1b Implement the refreshed New Zealand curriculum, igniting a culture of inclusivity and innovation, empowering every learner to embark on a journey toward excellence.		On track

Key actions undertaken for Goal 1b in 2025

Continued development of UDL practices and community understanding.

During Term 3, our strategic review focused on enhancing student agency and teacher practice through the lens of a Y-Chart. This process allowed us to define exactly what effective learning looks like, feels like, and sounds like in our classrooms, with a specific focus on students taking greater ownership of their progress.

Student Agency and Learning Clarity

The review identified four key goals for our students to move beyond simply completing tasks to being able to articulate the purpose of their work and how it connects to their wider learning journey in a meaningful way.

Key student outcomes focused on:

- Articulating the "why" and "how" behind every learning task.
- Identifying their own next learning steps and the specific support required to reach them.
- Demonstrating independence in knowing when and how to access resources, including peer and teacher support, to move their understanding forward.
- Developing the confidence to share their learning journey and successes with their whānau.

Teacher Practice and Differentiation

In 2026 we will explore further the design of a formal feedback and reflection form that allows students to engage in meaningful goal setting. Developing learning opportunities that explicitly allow tamariki to practice using different supports and scaffolds. Exploring

more effective ways to open the classroom to our community, looking at how we use Google Classroom, eTap blogs, physical books, and school invites to keep whānau connected to student progress.

Engage in MoE supports for refreshed curriculum with focus on literacy/numeracy within STEAM subjects.
The 2025 school year has been a period of significant transition as we worked to implement the refreshed New Zealand Mathematics curriculum while navigating substantial shifts in Ministry of Education directives. Our focus has remained on fostering an inclusive and innovative culture that empowers every learner toward excellence.
The year commenced with a dedicated Professional Learning and Development (PLD) day, where all staff explored the new Maths No Problem resource. This session allowed teachers to engage with the Pomegranate online platform and determine how to integrate these tools into our existing high-quality classroom practices. To ensure a cohesive rollout, all staff meetings throughout Term 1 were dedicated to mastering this resource.

Following this, a Teacher Only Day (TOD) in April focused on the Understand, Know, and Do framework. We explored the essential balance between conceptual understanding—connecting mathematical ideas and representations—and procedural fluency, which emphasizes the flexible and accurate application of strategies rather than rote memorization. Using the analogy of a spider web, the facilitator highlighted that a weakness in any single mathematical strand compromises the integrity of a student's entire knowledge base.
The second TOD focused on the science of learning, explicit teaching, and measurement-rich tasks for Phases 1, 2, and 3.

However, this work was significantly impacted by the unexpected release of revised curriculum documents on October 20th, the day before our Teacher Only Day. These final versions are markedly different from the Understand, Know, and Do framework that we had been preparing for since 2023 as in term four the maths curriculum was significantly re written removing this framework completely.
A primary concern throughout the implementation has been the tension between the Ministry's one-pace approach and our school's history of high student achievement. The new curriculum assumes tamariki progress at the same rate; however, to protect the learning trajectories of our high achievers, we have purchased additional resources to provide necessary extensions.

Critical Areas of Concern for the Ministry of Education
Several significant concerns regarding the final curriculum iteration remain:

- Much of the strategic implementation work and staff upskilling completed throughout 2025 has been rendered redundant by the late-year changes to the curriculum structure.
- The increased number of items identified for teaching in each phase risks a surface-level delivery, potentially preventing students from forming deep conceptual connections.
- The revised phases for certain concepts no longer align with the international benchmarks previously cited as guiding documents.
- We hold strong reservations regarding the underlying belief that all tamariki learn at the same pace. This does not reflect the diverse reality of our classrooms or our commitment to differentiated instruction.

Regular parent meetings/communication unveils the classroom.
A significant shift was implemented in 2025 regarding transition meetings for tamariki requiring additional curriculum or safety support. These were integrated into the initial whānau meetings on January 30th and 31st, allowing outgoing and incoming teachers to collaborate with families to unpack the Tamaiti Passport. These passports serve as a vital guide for successful classroom support and are also utilized by relieving teachers to ensure consistency of care and learning. A key outcome of these early meetings was the collaborative setting of academic goals, which formed the basis of our mid-year reporting.

Curriculum and Strategic Consultation
Throughout the year, we held specific meetings to keep parents informed of our core learning programmes and strategic direction:

- BSLA and Mathematics: Following a board meeting in April, we followed up with parents regarding Better Start Literacy Approach (BSLA) progress and began planning further curriculum-focused evenings.
- Parent teacher interviews were held on the Tuesday and Thursday of the first week back to discuss reports. This is a valuable time for whānau and kaiako to ensure they are on the same page with ways to support tamariki.
- In May and October, specific sessions were held for Year 7/8 whānau, focusing on upcoming camp logistics and the transition to senior primary years.

- Our Art Exhibition in October served as a highly successful venue for Strategic Plan consultation, yielding a high participation rate as families engaged with the school's future vision while celebrating student creativity.
- Annual parent meeting reporting on student achievement and looking forward to 2026.

Community Celebrations and Cultural Connection
Our school and community celebrated Matariki on June 18th, an event that epitomised whanaungatanga and kotahitanga. The afternoon focused on shared learning, where families engaged with student-created displays about the nine stars of Matariki and participated in activities such as painting themed stones for our new turf garden. The evening concluded with a community kapa haka performance and the sharing of Matariki soup, made from whānau donations. This event not only celebrated the Māori New Year but also allowed us to stock our school freezer with leftovers to support families in need.

St Benedict's maintains an open-door policy, encouraging families to contact teachers as soon as social, academic, or behavioural concerns arise. This commitment to immediate and open dialogue ensures that issues are addressed collaboratively before they escalate.

Initiative	Status	Overall Status
1c Strengthen whole-school systems and resources to identify and remove barriers to learning.	–	On track

Key actions undertaken for Goal 1c in 2025

Robust assessment processes informing learning support. Data analysed to identify schoolwide targets.
Throughout 2025, the school has maintained a focus on robust assessment and data-driven instruction while navigating a rapidly changing national landscape of mandated tools and curriculum shifts. Our priority has remained on using assessments that provide clear, actionable information for kaiako and meaningful progress reports for whānau.

Literacy and Phonics Assessment
The Better Start Literacy Approach (BSLA) continues to provide high-quality data that informs teaching programmes across the Manuka syndicate. While the Ministry of Education released a new phonics check for the 20 and 40-week milestones, our analysis found that it does not currently align with the BSLA scope and sequence. Consequently, we have opted to monitor the national implementation of this experimental phase before mandated use in 2026.

Refining Assessment Tools
Following a strategic review in April, the school moved away from PACT due to a lack of ongoing Ministry support. In its place, we have focused on developing our use of PAT (Progressive Achievement Test) assessments. We trialled the NZCER PAT online writing assessment with our Year 6 and Year 8 cohorts to evaluate its effectiveness in tracking writing progress.
We took a measured approach to new reporting tools. While new options were being offered for parent reporting, we prioritised tools that provide clear, useful information that our staff and whānau already understand.

Reporting to Whānau and Curriculum Alignment
In response to feedback from kaiako and whānau, the Term 4 reporting template was refined. We adjusted the descriptors for our school values and key competencies to better reflect the current curriculum. Notably, we have moved to a scale that explicitly shows the level of teacher support, peer support, or independence a student demonstrates, providing a more nuanced view of learner agency. We will, of course have to review our reporting again once the guidelines for 2026 are released.

Challenges and Future Implementation (2026)
The implementation of new assessment frameworks has been significantly complicated by the curriculum documents released on October 20th. These final versions are markedly different from the drafts we used to build our reporting frameworks throughout the year, rendering much of that developmental work redundant.

As we look toward 2026, several mandates are on the horizon:

- Mandated Phonics Check: This will be implemented in 2026, though we note it will largely duplicate the robust data we already gather through BSLA.

- Year 2 Maths Check: This is due for Term 4, 2026. We had proactively asked to be part of the trial schools for this assessment to ensure our staff are well-prepared despite the current lack of training and information. Unfortunately, we were not successful with this request.
- Progression Markers: We are awaiting final guidance on the language and markers for reporting to parents. We will review these against our school priorities once they are finalised to ensure they align with the actual curriculum delivered in our classrooms.

Better Start Literacy Approach

Annual Review of Better Start Literacy Approach (BSLA) Implementation 2025

The 2025 school year has been an expansion of our Structured Literacy journey, with the Better Start Literacy Approach (BSLA) now reaching across every level of the school. This year focused on shifting from early-years implementation to a comprehensive school-wide model, supported by targeted interventions and specialised staff training.

Expanding Staff Expertise and Capacity

To ensure the sustainability of our literacy programmes, we successfully increased our leadership capacity in structured literacy by training two staff as literacy leaders and one staff member as a literacy interventionist.

Phased Rollout Across the Syndicates

The implementation followed a clear, staged timeline throughout the year:

- **Year 1–3 (Mānuka/Kowhai):** Having completed initial training, these teachers spent 2025 embedding BSLA practices into their daily classroom routines. The Kowhai syndicate officially began their formal training in Term 2 to align with this school-wide direction.
- **Year 4–6:** Teachers underwent an intensive training phase from Term 2 through Term 4. This included weekly tutorials, fortnightly Zoom sessions, and webinars. A significant addition to their toolkit was the introduction of the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment tool to track student progress with greater precision.
- **Year 7–8: Kauri Syndicate** began their transition in Term 3 with a two-day intensive workshop in Week 6. Their training will continue through Term 1 of 2026, ensuring that by next year, Structured Literacy underpins literacy learning across the school.

Strengthening Tier 2 and 3 Interventions

Our commitment to learners who require additional support was bolstered by a .1 FTTE grant from the Ministry of Education, which the school matched from our operations grant. This funding directly supports Sarah Wood's work with the Manuka syndicate, where she is currently providing targeted Tier 2 support.

Sarah is undertaking specialised training in Tier 2 and 3 literacy support. This training includes dyslexia screening, which will provide our whānau with essential insights into their children's learning needs without the barrier of private assessment costs. One Teacher Assistant (TA) is also undergoing specific BSLA training in Terms 3 and 4 to ensure all support staff are aligned with our instructional methods.

Future Outlook: 2026 and Beyond

With BSLA now having secured a three-year contract with the Ministry of Education, we have a clear pathway for the future. The training currently being undertaken by our Year 7–8 teachers and our intervention specialists will conclude in the first half of 2026. This will result in a fully realised, school-wide Structured Literacy framework, providing every student at our school with a consistent, evidence-based approach to reading and writing.

KIVA

The 2025 academic year marks the completion of the first full implementation cycle of the KiVa anti-bullying programme. Following the initial administrative challenges with data collection in late 2024, the KiVa leads successfully formalised the survey process, ensuring 100% participation across all syndicates this year.

Comparative Data Analysis (2024–2025)

With the support of the Elephant Trust, we have analysed our November 2025 data against our original February 2024 baseline. The results demonstrate a significant shift in school culture and student safety.

Measure	Feb 2024 (Baseline)	Nov 2024 (Year 1)	Nov 2025 (Current)
Students reporting being bullied	20.7%	14.9%	**9%**
Students bullying others	4%	4.%	**3%**
Students who told no one	12 students	6 students	**2 students**
Students bullied online	16%	14.6%	**1%**

Key Findings and Strategic Success

Our strategic goal for the year was to reduce the reporting of being bullied by 15% from our baseline. By moving from 20.7% to 9%, we have achieved an overall reduction of over 50% since the programme's inception, far exceeding our initial target. One of the most remarkable outcomes of the 2025 year is the decrease in online bullying, dropping from 16% at the start of 2024 to just 1% in November 2025. This suggests that our digital citizenship and KiVa lessons are effectively reaching students beyond the physical classroom. The number of students who told no one about being bullied has decreased from 12 students to just 2. Showing increased trust in school systems and a shift toward a upstander culture where tamariki feel safe seeking help.
The KiVa leads have taken full responsibility for the COMS hub communications, ensuring the data collection was robust and that the missed data issue from 2024 was not repeated.
Our focus for 2026 will be on maintaining these low percentages and continuing to support the small group of students identified as bullying others to ensure a safe and inclusive environment for all. Identifying and delivering KiVa lessons by analysing needs from our PB4L and KiVa data will also be a 2026 approach to ensure these important interventions can remain with the expanded curriculum expectations.

Wellbeing Initiative
Successful introduction of a school-wide cultural calendar, designed to celebrate the diverse backgrounds of our ākonga and whānau through our regular assembly cycle. This initiative has provided a platform for students to see their own identities reflected and valued within the school community.
This year we celebrated Ireland, China, Philippines, Poland, Egypt and Tonga; exploring the unique traditions, languages, and histories of these cultures and enriching our collective understanding of the diverse ethnic groups that make up our school fabric.

Positive Behaviour for Learning Framework Year 3
In its third year of implementation, the PB4L framework at St Benedict's has become deeply integrated with our KiVa programme, focusing on transparent communication, data-driven playground adaptations, and strengthening the partnership between home and school.

Behaviour Data Analysis and Tiered Interventions
The 2025 data reflect successes reteaching and redirecting behaviours with 57% of student having no or only one behaviour referral. Many of the two to five referrals are in the Manuka syndicate tamariki where learning socialisation skills such as compromising and staying within group games rules is to be expected.

School-Wide Behaviour Referral Comparison		
Category	**2025 Data**	**Trend from 2024**
No Behaviour Referrals	39.0%	↓ 16%
One Behaviour Referral	18.9%	↓ 0.1%
Two–Five Referrals	24.7%	↑ 2.4%
Six or More Referrals	18.9%	↑ **1.6%**

Note: 2.7% represents approximately one child.

A key focus this year was addressing recurring playground disagreements during break times, particularly within the Mānuka syndicate. In late Term 2 and early Term 3, staff conducted formal observations of Year 3 chasing games. It was identified that these student-led games frequently resulted in complaints to staff and whānau. As a result, Year 3 students were moved from the lower adventure playground to reduce possibility for conflict, and staff actively discouraging these games which can quickly spiral into conflict.
We have proactively partnered with local businesses, such as New World, to address reports of anti-social behaviour by students outside of school grounds and have been well supported by whānau in these situations.
Our reward systems continue to provide strong visual reinforcement of our values with all houses filling their Jar and the school wide jar being filled for a whole school reward.
A major achievement this year was the development and refinement of a new PB4L Family Brochure. This brochure explains the PB4L philosophy and protocols clearly for families and is included in all new enrolment packs to set clear expectations from day one.
We continue to work with a small number of families who remain hesitant, reassuring them that our formal investigation processes are designed to resolve situations fairly and thoroughly without inflaming relationships.
The Parent Code of Conduct, a board initiative after the 2024 review has also been completed and complements this work

Unplanned key actions/Emergent Self- Review

- Year 7/8 taking up BSLA training. We expected that this would happen in 20206 however staff wanted to ensure they received training.

Key actions planned but not completed

Reporting framework

- EPIC learner profile competencies developed, the changes in curriculum have affected the delivery of this work and it is now on hold until the curriculum has been fully implemented.

Key actions planned for 2026

- Kura Ahurea partnership with Te Ati Awa Taranaki Whanau Staff development culturally sustaining practices with MAC
- Continuing development of Kapa Haka and Te Reo, Staff upskilling in Te Reo
- Continued development of UDL practices and community understanding through Te Mātaiaho creating responsive learning environments
- Implementation of new Mathematics and Statistics Curriculum and English Curriculum
- Regular parent meetings/communication unveils the classroom.
- 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.
- Robust assessment processes informing learning support. Data analyzed to identify schoolwide targets.
- TARGET 90% tamariki achieving at or above cohort. Tier 2/Tier 3 Interventions English and Mathematics
- Wellbeing KiVa/ Positive Behaviour for Learning

Catholic Character Initiatives Annual Plan Variance Report 2025?

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. Ko te wairua tētehi pou o te whare tapawhā. Spirituality is one of the posts that stabilises the house				
Outcome:	**2a** 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. **2b** Deliver Catholic educational programs that ignite faith-based opportunities and empower meaningful action within our community, enriching the lives of all involved. 2c that will focus on a three-year cycle of internal review using the new Catholic Character Review framework dimensions.				
KEY	In progress, on target	In progress, minor issues	In progress, major issues	Completed √	Yet to commence –

Initiative	Status	Overall Status
2a Staff professional development in areas of Religious Education as we develop our own localised curriculum.		On track

Key actions undertaken for Goal 2a in 2024

Engagement in curriculum professional development

Annual Review of Special Character and Religious Education (RE) Professional Development: 2025 Our professional development has focused on strengthening our theological understanding while equipping staff to deliver the new curriculum in a way that fosters a tangible Christian hope for our tamariki.

A significant milestone this year was the launch of the new national document, Being Church in Aotearoa New Zealand Catholic Schools, at the triennial NZ Catholic Primary Principals conference in June. This resource re-emphasises the unique role of Catholic schools in our modern context and serves as a foundational guide for our Board and leadership team in defining what it means to be a Catholic school in Aotearoa today.

Further leadership growth occurred in May, when our Director of Religious Studies (DRS) attended the national conference at the Home of Compassion, focusing on the spiritual and strategic direction of the RE curriculum.

Curriculum Implementation: Te Whakapono | Our Faith

Staff have dedicated significant time to the implementation of the Te Whakapono | Our Faith Religious Education curriculum. During a July holiday callback day, staff worked in syndicates to unpack the document and plan units of study. This allowed kaiako to find meaningful ways to integrate the curriculum's foci into their daily classroom practice. In September, three staff members attended a PLD day with David Wells on Living the Gospel – Faith, Hope, and Love. This session explored how these three virtues empower us to act to make the world better, providing students with a sense of hope and mission that is central to our school's identity. The latter half of the year required adaptability due to personnel changes within the Archdiocese of Wellington (ADW). Following the unexpected resignation of the Primary RE Advisor, our scheduled RE Teacher Only Day was successfully pivoted to focus on Staff Safeguarding Training. This ensured we remained compliant with current best practices in child protection.

Teacher Accreditation: We are proud to announce that three teachers are on track to receive their Classroom Level Endorsement in 2026. We are currently navigating the transition to new NZQA-approved accreditation requirements, ensuring our budget for RE Professional Development supports staff in achieving these higher graduate-level qualifications.

Future Outlook: 2026
As we look toward 2026, the school remains in close contact with the ADW regarding the vacant RE Advisor role. We are committed to maintaining the momentum of our curriculum implementation and will continue to prioritise the professional growth of our staff to ensure the Special Character of St Benedict's remains vibrant and central to our learners' experience.

Initiative	Status	Overall Status
2b Deliver Catholic educational programs that ignite faith-based opportunities and empower meaningful action within our community, enriching the lives of all involved.	–	On track

Key actions undertaken for Goal 2b in 2024

Strengthen connection to Parish Sacramental Programme Liturgy
The 2025 school year has seen a continued strong partnership between St Benedict's School and the Parish, characterised by high levels of whānau engagement in the sacramental journey of our tamariki and a vibrant, prayerful liturgical life. The Parish sacramental programme remains a cornerstone of our community's spiritual life, marked by deep commitment from our families:

Confirmation & First Holy Communion
On September 15th, a large group of tamariki received the Sacrament of Confirmation, followed by First Holy Communion on November 16th. The exceptional turnout at both events highlights the active role our whānau play in supporting their children's initiation into the Catholic Church.
Baptismal Preparation:
Building on the success of 2024, we again offered a specialized baptismal preparation programme. While there was no uptake this year, we remain committed to providing this annual pathway, recognizing that the decision to pursue baptism is a unique family milestone that occurs in its own time.

Liturgical Life and Special Character
Our school's Special Character has been brought to life through regular celebration and the honouring of Catholic tradition:

- **Liturgical Celebration**: In March, students and staff worked with Andrew Chinn, a renowned liturgical singer. The culminating concert provided a vibrant expression of faith through song, which was warmly received by the parent community. Throughout 2025 we also celebrated the All-Saints Day liturgy (October 31st), our St Benedict's Feast Day, and our final community gatherings: the Carol Service/Prizegiving (December 6th) and the End of Year Mass (December 12th).
- **Sr Cyprian's 100th Birthday:** As our Year 8s were at technology classes, a group of Year 6 students proudly represented St Benedict's at this centennial celebration, honoring the foundational legacy of the Sisters.
- **Jubilee Year: Pilgrims of Hope:** We held a beautiful mass to mark this global theme. We acknowledge our staff for their skill in transitioning tamariki from the excitement of the bus journey into the quiet reverence required for the service.
- **Feasts and Seasons:** The school year was punctuated by significant liturgical markers, including the Stations of the Cross, the Resurrection, and a vibrant Pentecost celebration where tamariki wore cultural colors or dress to represent the many cultures of the Church.
- **Honouring the Papacy:** The school community gathered to acknowledge the passing of Pope Francis and offered prayers for the appointment of Pope Leo, connecting our local community to the Universal Church.
- **Classroom Masses:** We are incredibly appreciative of Fr Alfred's ongoing commitment. His regular classroom masses provide an intimate setting for tamariki to engage with the liturgy.

- **Grandparents' Day Mass:** This was an immense success, with over 60 grandparents attending—a massive increase from just 10 participants two years ago. The demand for the bus service was so high that some guests traveled alongside our classes, reflecting the wonderful growth in our community bonds..

The consistently high engagement in these faith experiences is a testament to the vibrant faith culture at St Benedict's. Our role as a school continues to be one of support—walking alongside families as they navigate these sacred steps and ensuring our students remain connected to the wider Catholic community of Aotearoa.

Developing opportunities to share our Catholic Character through community/parish volunteering
Catholic implementation

A primary focus for 2025 was the development of a reciprocal relationship with the Malvina Major Retirement Village. Initiated in by Fiona Barnett, this letter-writing project connected tamariki with residents, including former principal Natalie Brookie. This project has made a genuine difference to the lives of the residents, providing a tangible way for students to practice empathy and connection. Rooms 3 and 4 visited the village to meet their pen pals in person. This event was supported by an abundance of home baking from parents, fostering a true sense of community. The School Choir accompanied the pen pals to sing for the residents. The enthusiasm from both the tamariki and the residents highlighted the success of this intergenerational bridge-building. To ensure this relationship is two-way, residents were formally invited to attend the school's Art Exhibition, opening our school doors to our wider community. In term 4, the Mānuka syndicate continued the spirit of service by visiting Malvina Major specifically to share Christmas Carols, ensuring that the message of Christian Hope reaches those who may be isolated.
We have successfully moved pastoral care into the service space. The pen pal project and village visits have provided students with a clear understanding of how their actions can impact others positively. The collaboration between staff (Fiona Barnett), parents (Albie Calope), and the community has been a highlight.

Review of Pastoral care at St Benedict's Khandallah
The 2025 school year has seen a comprehensive review of our pastoral care systems, ensuring that our "St Ben's way" of caring for tamariki and whānau is visible, effective, and deeply rooted in our school values. Our approach focuses on moving beyond mere inclusion to fostering a deep sense of belonging and holistic support.

1. Community, Support, and Gratitude
At the heart of our pastoral care is the partnership between home and school. Initiatives such as the Food Train and FWFC (Family, Whānau, Community) have been instrumental in providing tangible support to families during challenging times. Feedback from our community expresses a high level of gratitude for these systems, particularly regarding the proactive care shown by staff during student transitions into school life. We continue to prioritize a team around the child approach, ensuring that parents feel as supported as the students themselves.

2. Values-Based Culture: EPIC and PB4L
Our pastoral care is framed by the EPIC (Excellence, Pride, Integrity, Community) values and the PB4L (Positive Behaviour for Learning) framework. These structures allow us to move away from punitive measures toward a culture of kindness and affirmation. By teaching kindness explicitly and nurturing positive values, we have created an environment where students understand how their behaviour impacts the collective wellbeing of the school.

3. Cultural Authenticity and Belonging
A significant theme of this year's review was the move from helping people fit in to ensuring they are truly welcome. The integration of Tikanga Māori and the growth of our Kapa Haka group are central to this. We recognize that pastoral care must be culturally responsive, respecting the identity and whakapapa of every student. The development of a school cultural calendar is also supporting cultural authenticity in daily school life. This cultural integration ensures that our school environment reflects the diverse community we serve.

4. Wellbeing Frameworks: KiVa and Mental Health
The successful implementation of the KiVa anti-bullying programme has provided a clear, evidence-based structure for addressing social friction and emotional safety. By combining KiVa with our wider wellbeing initiatives, we provide a dual layer of support that addresses both academic and behavioural needs. This creates a predictable and safe environment where tamariki feel empowered to speak up and seek support.

5. Specialist Care and Communication

The review highlighted a need for greater clarity regarding Specialist Care and Services. While robust support systems exist, parents,particularly those of new entrants, expressed uncertainty about what specialist services are available and how to access them.

Strategic Next Steps for 2026:

- Clearer Signposting: Develop a "Wellbeing Roadmap" for parents that outlines the specialist supports available (both internal and external).
- Include detailed pastoral care overviews in New Entrant packs to remove uncertainty from day one.
- Continue to monitor the effectiveness of our pastoral care interventions and ensure they remain "observable" and impactful.

This review confirms that while our core values of care and kindness are strong, our focus for the coming year will be on transparency and communication, ensuring every family knows exactly how we support the emotional and social wellbeing of their children.

Key actions planned but not completed

- EPIC values enhancement through Te Ao Maori and Gospel
- Families of Faith parent meetings for all new whānau

Key actions planned for 2026

- Strengthening connection to Parish Engagement in curriculum professional development
- Catholic implementation
- Sacramental programme
- Developing opportunities to share our Catholic Character through community/parish volunteering and implementing the Willima Pike Challenge Award.

School Climate Initiatives Annual Plan Variance Report 2025					
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 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** Ensure continued sustainable accessible communication that builds relationships across the whole school community. **3b** Playground environment that fosters/ensures positive friendships and continues to grow EPIC children 3c Fit for purpose school environment for now and into the future 3d Capable School Board Kaitiakitanga /stewardship that strives to represent the community we serve.				
KEY	In progress, on target	In progress, minor issues	In progress, major issues	Completed √	Yet to commence –

Initiative	Status	Overall Status
3a Ensure continued sustainable accessible communication that builds relationships across the whole school community.		Draft plan was completed and aspects of the plan implemented.

Key actions undertaken for Goal 3a in 2025

Throughout 2025, our communication strategy has been defined by a commitment to transparency, adaptability, and systemic improvement. While we faced operational constraints—specifically a support staff review in Term 1 and significant

staff changes in Term 2. We have remained focused on strengthening our feedback loops and governance frameworks. Our approach has been to prioritise clarity and community partnership, even when external guidance (such as from the Ministry of Education) was pending.

Communication and Feedback

Parent Induction & Relationship Building

Our original roadmap for refining parent induction was adjusted to navigate the internal reviews and staff transitions that characterised the first half of 2025.

- Support Staff Review: The support staff review conducted in Term 1, combined with the recruitment needs of Term 2, necessitated a shift in our timeline for induction refinement.
- Induction Survey: Despite these disruptions, we successfully implemented an Induction Survey for the first time in 2025. This critical step has provided us with foundational data regarding our new parents' experiences, which will directly inform our induction strategy moving forward.

Governance & Parent Code of Conduct

The Board identified a need to strengthen the framework for community interaction through 2024 review, resulting in the creation of a new Parent Code of Conduct. Throughout 2025, the Board collaborated on the language and expectations for this document. By November 2025, the Board successfully completed the communication of this new Code of Conduct to the school community, establishing clearer expectations for mutual respect and partnership.

Reporting

In 2025, reporting changes were kept to a minimum as we awaited formal guidance from the Ministry of Education (MoE).

- Curriculum Alignment: We ensured our reporting practices remained stable while waiting for updated national direction. For detailed insights into how these reporting structures align with our broader pedagogical goals, please refer to the Curriculum Updates Report within the *Excellence for Education* section.

For 2026 the focus on reporting to parents will be moved to become an initiative linked to our Excellence in Education goal under assessment initiatives.

Initiative	Status	Overall Status
3b Playground environment that fosters/ensures positive friendships and continues to grow EPIC children		**On track**

Key actions undertaken for Goal 3a in 2024

Throughout 2025, our focus has been to transform the playground from a neutral space into an intentional environment for social and emotional development. By embedding the KiVa anti-bullying framework and the PB4L (Positive Behaviour for Learning) matrix into the playground experience, we have provided our tamariki with the tools to navigate relationships confidently. This approach has turned the playground into a living classroom where EPIC values are applied in real-time. The playground has served as the primary setting for the operationalization of our behavioural frameworks.

- **PB4L Application:** Students have moved beyond simply reciting the PB4L behaviour matrix; they are actively identifying and applying these expectations in their daily play. This has resulted in a playground culture where expected behaviour is the norm, not the exception.
- **KiVa Efficacy:** By embedding the KiVa process, we have seen students grow in confidence to resolve bullying issues. The playground is now a space where students feel empowered to engage in honest conversations and utilize established processes to maintain a safe environment for all.

2. Fostering Connection (House Groups & Play Pals)

To ensure every student has a sense of belonging, we implemented structured social initiatives throughout the year.

- **House Groups:** The re-introduction of fortnightly House meetings has been instrumental in building cross-year-level relationships. The Dance-Off was a significant highlight, providing a high-energy, creative outlet that fostered house spirit and shared joy, directly supporting our Creativity and Integrity (participation) values.
- **Play Pals (Term 2):** To ensure no child is left on the sidelines, the Play Pals initiative was successfully launched in Term 2. This program has provided the necessary scaffolding for students who need extra support in initiating play, significantly reducing social isolation and ensuring every child has a peer to connect with.

3. Building Community & Culture

Our commitment to EPIC children was further realized through cultural and seasonal community building.

- **Te Wiki o Te Reo Māori:** The inter-house waiata competition was a powerful expression of collective identity. It allowed students to demonstrate Perseverance (learning lyrics/actions) and Empathy (respecting cultural heritage), unifying the school in a shared, meaningful activity.

- **House Carols:** Preparing for House carols in the final term maintained this momentum of unity, ensuring that even as the year draws to a close, the focus remains on positive, collaborative interactions.

Initiative	Status	Overall Status
3b Fit for purpose school environment for now and into the future	—	Excellent

Key actions undertaken for Goal 3b in 2025

Throughout 2025, our focus has been on ensuring our school environment is not only safe and functional for today but strategically prepared for the future. We have successfully navigated a dual path of proactive maintenance and major capital infrastructure improvements. By effectively leveraging partnerships, reallocating resources, and responding decisively to building audits, the Board has ensured that St Benedict's remains a fit-for-purpose learning environment.

Ensuring learning spaces reflect best educational practices

The completion of the court refurbishment has been a standout success for our School climate and well-being goals.

- Wet-Day Utility: Since opening in June 2025, the new turf and canopy have transformed our ability to support students during inclement weather, providing a dry, usable space that is in high demand by both students and the wider community.
- Community Milestone: The blessing of the new space by Bishop Paul Martin on June 3rd served as a vibrant moment of community connection and celebration.
- Partnership: Our collaboration with the FWFC and the Grant ensured a cost-effective and sustainable refurbishment that will serve our tamariki for years to come.

Work closely with ADW to complete upgrades identified in 10-year property plan

Through close consultation with the Archdiocese of Wellington (ADW) and Silverwood Architects, we transitioned from basic repairs to a comprehensive staged weathertightness project began in the 2025 school holidays

As we move into 2026, the Board's focus remains on:

- The Weathertightness Project: Managing the staged implementation of roof, window, and cladding replacements.
- Contingency Planning: Ensuring minimal disruption to student learning through flexible space management
- The reconstruction of Room 6 deck and creating of covered and glazed deck off Rooms 1 and 2 creates additional, purposeful learning spaces for Rooms 1 and 2.
- As ADW is covering the cost of the school's external repainting, the Board is able to reallocate our planned painting budget for 2026 toward the installation of Autex acoustic treatments within hallways to further reduce the internal painting requirements of the school and therefore managing future budget pressures
- Tui Block Painting over the 2025–2026 school holidays, ensured these areas remain in excellent condition as the rest of the school is painted through the upgrade works.

Initiative	Status	Overall Status
3 d Capable School Board Kaitiakitanga /stewardship that strives to represent the community we serve.		**On track**

Compliance

Community consultation Health and PE curriculum implementation including Relationship and Sexuality education Years 1-8

In April 2025, the Board completed its mandated biennial review of the Health and Physical Education (HPE) curriculum. The 2024–2025 survey engaged 59 respondents, providing a comprehensive data set across all year levels. The community expressed overwhelming support for the school's focus on holistic wellbeing, with high importance placed on mental health and bullying prevention.

Key Findings: Mental Health and Wellbeing: 96.6% of parents identified mental health as "important" to "extremely important". Feedback emphasized the development of resilience, emotional understanding, and coping strategies for anxiety. In 2026 we are able to make use of a student counsellor from Whitireia.

Bullying Prevention: 98.2% of respondents rated this as a priority. Parents expressed strong confidence in existing frameworks such as KiVa, which has been successful in helping students distinguish between everyday conflict and bullying behaviour.

Physical Activity and Excellence: A primary theme was the desire for increased daily physical activity and a wider variety of sporting opportunities. Parents specifically called for the recognition of sporting excellence alongside academic achievement.

Sexuality Education: While most families expressed trust in St Benedict's to deliver this within a Catholic lens of love and self-acceptance, there was a clear preference for content to be introduced more intensively from Year 4 onwards and for Year 7–8 students.

Partnership and Communication: A recurring sentiment across all categories(particularly in food and nutrition) was the desire for a "shared responsibility" model. Families requested clearer termly communication regarding HPE goals so that learning could be reinforced at home.

Future Strategic Actions
Based on this review, the school has identified several key "Next Steps" to enhance our delivery:

Enhanced Communication: Development of a clear statement clarifying exactly what is delivered at St Benedict's through the HPE curriculum at class, syndicate, and school-wide levels.
Facility Utilization: The completion of the new Turf and Canopy will be leveraged to increase physical activity opportunities regardless of weather conditions.
Curriculum Transparency: Completion of a whole-school Sexuality Curriculum to help whānau understand the specific "what" and "when" of delivery.
Whānau Support: Hosting parent meetings (potentially supported by the Elephant Trust) focused on how parents can support their children's wellbeing and navigate challenges.

The Board acknowledges the significant work required to balance a mandated curriculum with diverse community views. We remain committed to an "open-door" approach that fosters a safe, supportive, and active learning environment for all tamariki.

Unplanned key actions/Emergent Self- Review

Key actions planned but not completed

- Board training levels were low
- Board policy reviews had a low percentage of engagement.

Key actions planned for 2026

School Climate

- Complete and implement communications plan
- Strengthen House Groups
- Continue Play Pals playground support.
- Identify opportunities to further enhance the playground environment – Deck upgrade
- Ensuring learning spaces reflect best educational practices – Library upgrade
- 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

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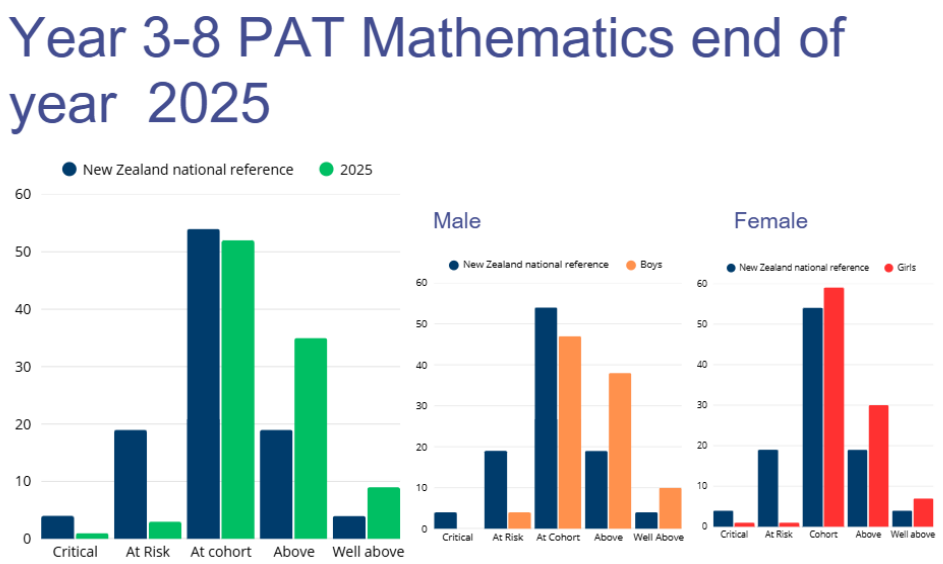
Evaluation and analysis of St Benedict's students' progress and achievement (required)



The data shows a strong attainment of skills and knowledge by our students in PAT Maths, with 96% of our students achieving from Stanine 4-8 (at year level or above), 63% of students scoring across Stanine 6-9 (lower) The combined percentage for high stanines (7-9) is 44% (6% lower), much higher than the New Zealand mean of 23%.
Only 4% (6) of students are in the lowest stanines (1-3), compared to a 23% New Zealand mean. Four of these students have identified additional education needs.
We are currently identifying the specific needs of students and designing targeted interventions to address gaps in knowledge and skills.
The release of our DP to give targeted support for these tamariki is part of our intervention response.
Both male and female students at our school achieved well in PAT Mathematics. There are considerably more male students than female however, with this taken into account, we will continue to focus on the slight disparity between female achievement at Stanine 8 and 9.

Ethnicity analysis

- Asian students show a strong grasp of skills and knowledge with mostly all students, 94% of students at or above expectations.
- Māori students show a solid grasp of skills and knowledge, with 89% of tamariki at or above expectation. NZ European, Pakeha, and Other European students show a strong grasp of skills and knowledge, with 97% at or above expectations
- MELAA students show a strong grasp of skills and knowledge, with 94% at or above expectations.
- Pasifika students show a solid grasp of skills and knowledge with 100% at or above expectations.

Year Level Analysis Term 2 – Term 4

Growth Across Terms:

- All year 3, 7 and 8 show an increase in scaled scores from Term 2 to Term 4, indicating consistent and in some cases accelerated progress.

- Year 4: Mean stayed the same and this indicates a widening spread in achievement. When analysed at student level there is a large group of students whose result is stanine 4 and have not made as much progress as others. This is still identified as achieving but indicates a drop in their previous on the day achievement while the majority in stanine 4 in Term 2 are now achieving stanine 5 and above. There is a significant cohort of neurodiverse needs within the year 4 cohort.

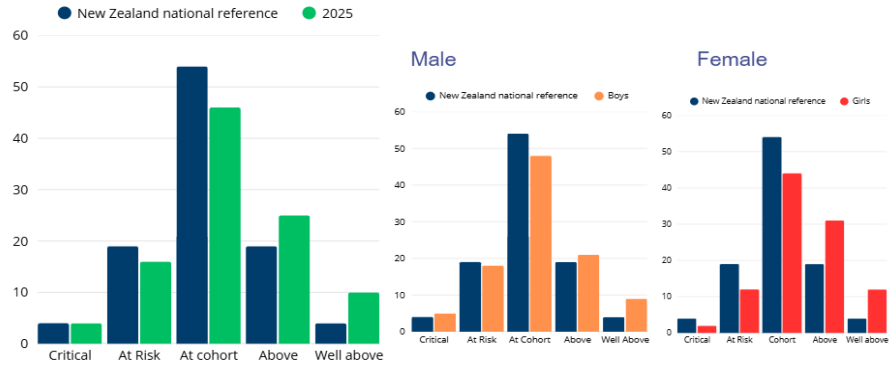
Performance Against National Norms:

- Nearly all year level consistently outperforms national benchmarks across most metrics, particularly in scaled scores and raw scores.

Focus Areas:

- Target Year 4 for additional foundational support to enhance early-term performance. This year level was also identified in 2024 data.
- In 2024 we identified targeting Year 7 variability for opportunities to narrow the spread and this was successful in 2025 with Year 8 progress show the most accelerated progress.

Year 4-8 PAT Reading Comprehension End of Year 2025



The data shows a strong attainment of skills and knowledge by our tamariki in PAT Reading Comprehension , with 81% of our students achieving at or above expected expectations

16% of students are in the at risk (Stanines 2-3), and 4% (Stanine 1).

School wide implementation of structured literacy over the next year will support these tamariki attainment. We have also released our Literacy Leader for the first term of 2026 to support classroom teachers in Year 4-8 level with literacy instruction.

Both male and female students at our school achieved well in PAT Reading Comprehension. Compared to Term 2 there is now a disparity between those tamariki requiring support 19 male and 6 female. 19 of those identified are within the year 4-6 area of the school. When analysing the Stanine 3 data it was clear that when the margin of error was applied to their scaled score many of these tamariki were very close to attaining stanine 4. There no disparity between genders in stanine 7-9.

Releasing our Literacy Leader for the first term of 2026 to support classroom teachers in Year 4-8 level with literacy instruction for the identified 25 tamariki will be a key intervention. This will also ensure fidelity to the BSLA approach within classrooms.

Ethnicity analysis:

- Asian students show a strong grasp of skills and knowledge with 72% of students at or above expectations. There has been a drop from 86% (4-9 tamariki) in mid-year.
- Māori student's show a strong grasp of skills and knowledge with 66% of students at or above expectations. Tamariki in stanine 1 have identified additional literacy attainment needs.
- NZ European, Pakeha, and Other European tamariki are demonstrating a strong grasp of skills and knowledge, with 83% achieving at or above expectations.

- MELAA tamariki are demonstrating a strong grasp of skills and knowledge, with 100% achieving at or above expectations.
- Pasifika tamariki are demonstrating a strong grasp of skills and knowledge, with 83 % achieving at or above expectations.

Year Level Analysis:
Across year levels, the majority of cohorts perform at or above the national mean.
Year 5 successfully shortened the range of scores which indicated some decreased in variability in performance.
Year 6 has a range of scores indicates some variability in performance, suggesting a mix of strong and developing readers.
Year Level Analysis Term 2 – Term 4
Growth Across Terms:

- Year 4 and 6: Have a greater range of reading attainment between top and bottom cohort than in term 2.
- Year 5 and 8: have reduced the range of reading attainment indicating accelerated progress.

Performance Against National Norms:
Each year level consistently at or above national benchmarks across all metrics, particularly in scaled scores and raw scores.
Highlights:
Year 5 and 8 decrease in tail
Focus Areas:
Introduction of BSLA from year 4-8 has only been implemented in Term 3 and 4, a full year implementation in 2026 should see greater consistency in results.

Year level	Working Towards	At	Above
1	20%	75%	5%
2	14%	27%	59%
3	5%	24%	71%
4	6%	49%	40%
5	6%	72%	44%
6	5%	47%	47%
7	3%	62%	35%
8	3%	66%	31%

Year level	Working Towards	At	Above
1	15%	85%	0%
2	0%	61%	39%
3	29%	71%	0%
4	3%	66%	31%
5	5%	71%	24%
6	16%	84%	0%
7	5%	81%	14%
8	0%	66%	34%

Year 1-8 Oral Language End of Year 2025 Teacher Curriculum Judgement

Overall Teacher Judgement

Year level	Working Towards	At	Above
1	5%	90%	5%
2	17%	54%	29%
3	43%	43%	14%
4	6%	71%	23%
5	5%	27%	68%
6	5%	74%	21%
7	3%	81%	16%
8	3%	55%	39%

Year 1-8 Writing End of Year 2025 Teacher Curriculum Judgement

Overall Teacher Judgement

Year level	Working Towards	At	Above
1	5%	90%	5%
2	8%	63%	29%
3	19%	38%	43%
4	6%	46%	46%
5	9%	45%	45%
6	5%	53%	42%
7	0%	73%	27%
8	6%	56%	38%

Commented [J1]: Are you waiting the maths table?

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?	Job Description and Criteria outlining the required qualifications, skills, and experience for the position. Recruitment Process: Advertise the job vacancy widely to attract a diverse pool of candidates. 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. Interview Process: Conduct interviews using structured interview questions designed to assess candidates' suitability for the position.. Selection Panel: Form a selection panel following our school policy Reference Checks: Verify the credentials and suitability of shortlisted candidates through thorough reference checks. Decision-Making Process: Base the final decision on the collective assessment of all candidates' qualifications, performance during interviews, reference checks, and assessment exercises. Document the rationale for the selection decision to ensure transparency and accountability. 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.	
How are you recognising, – **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?	We provide a range of professional development identified within our variance report for all individuals including our support staff.	
How are you recognising the employment requirements of women?	Our school is a majority female workspace and caters for requirements for all.	
How are you recognising the employment requirements of persons with disabilities?	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.	

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

Financial statements (required)

See separate document

Report on other special and contestable funding (required)

No funds received in 2025.

Kiwisport funding (required)

Kiwi Sport Funding

St Benedict's has used the Ministry of Education funding to subsidise on-site and off-site sport facilities and experiences for our students. These have included the Swim programme for all students