

School Annual Plan

Marist Catholic School

Herne Bay

2026



<u>Endorsement Principal:</u>	<i>Sarah Gleeson</i>	<u>Date:</u> 24th Feb 2026
<u>Endorsement Board of Trustees:</u>	<i>James Hunter (Chair)</i>	<u>Date:</u> 24th Feb 2026
<u>Submission Date to Ministry of Education:</u>	1st March 2026	
<p><u>Review and Consultation:</u> The Board of Trustees of Marist Catholic School, Herne Bay conducted a full strategic planning review during 2023. The staff, students, board and school community, including the Māori and Pasifika families were consulted. This Charter reflects the priorities identified by the stakeholders and guides our future strategic direction. During 2023 a community consultation gave the opportunity to share and make suggestions for future improvements. The Board collated the information gathered and formulated four strategic goals to guide us through the next three years.</p> <ul style="list-style-type: none"> • Catholic Special Character, Teaching and Learning, Community & Wellbeing <p>Each year the school will develop an annual plan to ensure it is meeting the strategic goals. Marist Catholic School will ensure a focus on national priorities as well as identifying specific school priorities.</p> <p>Our community Health consultation took place in 2025 to support and inform our teaching and learning concepts.</p> <p>Our annual internal Special Character review and consultation will continue in Term 1 & 2 involving our whole school community and the actions identified.</p> <p><u>Attendance Baseline Data:</u> Attendance rate for 2025 - 88%, Justified Absences - 7% and Unjustified Absences - 3%</p> <p>Attendance rate per Gender 2025 – Female – 78%, Male – 80% Highest & Lowest Ethnicity Group rate – NZ Māori – 100%, Pasifika – 56%</p>		



Marist Catholic School Herne Bay

"God can bring peace to your past, purpose to your present and hope to your future." John 14:27

Our Mission

Committed to excellence in education while thinking, feeling and acting in the way of Mary.

Our Vision

With the loving, faith-filled support of their whanau, school and parish, our Marist tamariki reach their potential and encounter Christ in all they do.

Our Charism

The model of Mary is at the core of our charism. It is through this charism that we pay tribute to the Marist sisters who started our school 94 years ago.

Our Values

Virtues give us the strength to do what is right (New Zealand Catholic Bishops Conference, 2014) and our core school values are all drawn from these virtues.

Whanaungatanga Te Ara o Maria
Relationships and Belonging in the way of Mary

Manaaki Te Ara o Maria
Respecting in the way of Mary

Aroha Te Ara o Maria
Loving in the way of Mary

'With God to Love and Serve'



Our motto reflects the vision of our founding order to educate those in need, and the care personified by Mary.

Our Principles:

- **High expectations** - culture of collaboration and excellence
- **Treaty of Waitangi** - partnership, protection, participation
- **Cultural Diversity** - integrated and celebrated
- **Inclusion** - connected, nurtured and valued
- **Learning to learn** - explore, discern, reflect and act
- **Community engagement** - active partnership
- **Coherence** - connections, transitions and pathways
- **Future focus** - embrace learning for and about the future

Strategic Plan 2024-2026				
Strategic Goals		Core Strategies for Achieving Goals		
		2024	2025	2026
Special Character Provide authentic opportunities that will foster and nurture spiritual growth	Increase community understanding and appreciation of how Catholic social teaching impacts on their lives	<ul style="list-style-type: none"> ❖ Newsletter section sharing about the 9 dimensions each fortnight ❖ Special Character students create short videos to share with community 		
	Increase experiential opportunities for staff to have meaningful interactions with Christ to build their capability to foster this in students	<ul style="list-style-type: none"> ❖ Regular professional development focused on Religious Education programme <ul style="list-style-type: none"> ➢ Level 5 paper on New Testament ➢ Implementation of Yr1/2 RE programme ➢ PD for Yr3/4 RE programme ❖ Complete Review of Dimensions and implement Recommendations annually ❖ Staff retreat 		
Teaching and Learning Our students are provided with a stimulating learning environment that allows them to develop to their individual potential.	Increase communication and transparency around student achievement and activity in school	<ul style="list-style-type: none"> ❖ Comms - sharing about curriculum, extra curricular activities, (e.g - sports) ❖ Expectations and purpose of Parent Interviews and home/school partnership 		
	Increase overall academic outcomes for all students	<ul style="list-style-type: none"> ❖ Opportunities for interests and excellence ❖ Support and extension programmes implemented 		
Community Connections and relationships in Marist and wider community are educationally powerful	Building connections with whānau both within school and and socially	<ul style="list-style-type: none"> ❖ Hui = curriculum based ❖ PTA events ❖ Beginning of year whanaungatanga meet and greet, BBQ after Parish/School Mass ❖ Increased gatherings of MoMs & DoMs 		
	Building connections with iwi	<ul style="list-style-type: none"> ❖ Marae visit ❖ Links through new school story 'Towards Far Horizons' 		
	Building connections with Kahui Ako	<ul style="list-style-type: none"> ❖ Language Weeks, Sports support, Special Character - Catholic Schools Day 		
	Connections with Parish	<ul style="list-style-type: none"> ❖ Incorporating a connection with Parish into our Values Challenge ❖ School community run Children's liturgy during mass 		
Wellbeing Our students develop habits and skills to support their confidence, physical, emotional, spiritual and mental wellbeing	Increase focus on Mental Health and Wellbeing with students, staff and community.	<ul style="list-style-type: none"> ❖ The Mitey Approach, working with the Mitey coach and lead (focus on improving policy, collaboration with whanau and explicit teaching of lessons). 		
	Implement updated behaviour management focusing around school values	<ul style="list-style-type: none"> ❖ Review current behaviour procedure ❖ Refresh and complete behaviour plan linked to revised values, vision, mission and Mitey approach 		

Annual School Implementation Plan - 2026

Special Character - Catholic Faith

Strategic Goal 1: *Provide authentic opportunities that will foster and nurture spiritual growth*

Baseline Data: In 2023 as part of the strategic plan consultation our community completed a survey to give us some baseline data. 77% of our community agree they have a growing understanding and appreciation of how Catholic social teaching impacts on their lives. One of our staff has completed an RE qualification with 2 others close to finishing.

Annual Initiatives	Actions	Actual Results
Increase community understanding and appreciation of how Catholic social teaching impacts on their lives	<ul style="list-style-type: none"> ● The Special Character team create mini videos to share with the community around CST occurring at Marist. ● Create a reference document for the community around 'Steps in Faith' 	
Increase experiential opportunities for staff to have meaningful interactions with Christ to build their capability to foster this in students	<ul style="list-style-type: none"> ● Implementation of Year 5/6 RE programme ● Teachers offered the opportunity to complete further RE papers through TCI 	
Special Character Review 2026 – Dimension ? : ? / ? - ?		
Focus on a review of a Dimension	<ul style="list-style-type: none"> ● Complete an annual Special Character review by the end of Term 3 ● Identify goals that will fall out of the review process & work on these during the year and going forward into 2027. 	

Annual School Implementation Plan - 2026

Teaching and Learning

Strategic Goal 2: *Our students are provided with a stimulating learning environment that allows them to develop to their individual potential.*

Baseline Data: In 2023 as part of the strategic plan consultation our community completed a survey to give us some baseline data. 75% of our community agree we educate, support and extend the students where needed, 75% of our community agree that they are aware of what their child/ren are doing in class and where they are at with their learning. Our 2023 OTJ data shows the students 'at' or 'above expected level being; 87% - Reading, 78% - Writing & 79% - Maths.

Annual Initiative	Actions	Actual Results
Increase communication and transparency around student achievement and activity in school	<ul style="list-style-type: none"> ● Continue the Home/School Partnership Boost programme across the school ● Home/School Partnership Hui = ? (Term 2) ● Have a communication each term through the newsletter dedicated to achievement. 	
Increase overall academic outcomes for all students	<ul style="list-style-type: none"> ● Support Programmes for underachieving students <ul style="list-style-type: none"> ○ BSLA Support ○ Maths Support ● Support Programmes for extending students <ul style="list-style-type: none"> ○ Lit Quiz ○ Kiwi Competition 	

Annual School Implementation Plan - 2026

Community

Strategic Goal 3: *Connections and relationships in Marist and wider community are educationally powerful*

Baseline Data: In 2023 we had a hui based on supporting Maths at home which was attended by 18 of our families, which is 15% of our community. However, our PTA run events of Parent's Night, Colour Run and Art Exhibition were extremely well attended by the community. After coming out of 2 years with covid interruptions we MoM's and DoM's have had a slow start, however the MoM's drinks had over 30 families represented which is around 25% of our community.

Annual Initiative	Actions	Actual Results
Building connections with whānau both within school and socially	<ul style="list-style-type: none"> ● Home/school partnership support (2/3 students per whānau) ● Encouraging whānau into the classes throughout the year ● Mix and Mingle (beginning of Year) 	
Building connections with Parish	<ul style="list-style-type: none"> ● Developing community understanding of DRS Role ● Work alongside the parish to support the Sacramental Programme ● Implement a school based baptismal programme 	-

Annual School Implementation Plan - 2026

Wellbeing

Strategic Goal 4: *Our students develop habits and skills to support their confidence, physical, emotional, spiritual and mental wellbeing*

Baseline Data: After two years of Covid-19 disruptions, it became evident that there is a need to focus on the well being of our students and families.

Annual Initiative	Actions	Actual Results
Increase focus on Mental Health and Wellbeing with students, staff and community.	<ul style="list-style-type: none"> ● Embed the Mitey Approach into classroom programmes and ensure that it is embedded in all that we do (focus on improving policy, collaboration with whanau and explicit teaching of lessons). 	-

	Targets	School Context																																								
Reading	<p>End of 2025: 82% at or above in Reading 18% below - 24 students reading below expectation Maori - Needs Support (9%), Proficient (82%), Exceeding (9%) Pasifika - Needs Support (27%), Proficient (73%), Exceeding (0%)</p> <ul style="list-style-type: none"> To meet the 10% 'Below' target 9 of the 18 Years 2-6 students who were Below the expectation at the end of 2025 will need to be Proficient in December 2026. <p>End of 2024: 89% at or above in Reading 11% below - 15 students reading below Maori - Below (20%), At (50%), Above (30%) Pasifika - Below (20%), At (76%), Above (4%)</p> <ul style="list-style-type: none"> To meet the 10% 'Below' target 3 of the 13 Years 2-6 students who are 'Below' the standard at the end of 2024 will need to be 'At' in December 2025. <p>End of 2023: 87% at or above in Reading 13% below - 20 students reading below Maori - Below (0%), At (66%), Above (33%) Pasifika - Below (24%), At (66%), Above (10%)</p>	<table border="1"> <thead> <tr> <th>2025</th> <th>Support</th> <th>Proficient</th> <th>Excelling</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>7 (44%)</td> <td>8 (50%)</td> <td>1 (6%)</td> <td>16</td> </tr> <tr> <td>Year 2</td> <td>1 (5%)</td> <td>16 (84%)</td> <td>2 (11%)</td> <td>19</td> </tr> <tr> <td>Year 3</td> <td>5 (23%)</td> <td>15 (73%)</td> <td>2 (4%)</td> <td>22</td> </tr> <tr> <td>Year 4</td> <td>0 (0%)</td> <td>12 (80%)</td> <td>3 (20%)</td> <td>15</td> </tr> <tr> <td>Year 5</td> <td>8 (28%)</td> <td>21 (72%)</td> <td>0 (0%)</td> <td>29</td> </tr> <tr> <td>Year 6</td> <td>3 (10%)</td> <td>22 (73%)</td> <td>5 (17%)</td> <td>30</td> </tr> <tr> <td>ALL</td> <td>24 (18%)</td> <td>94 (72%)</td> <td>13 (10%)</td> <td>131</td> </tr> </tbody> </table>	2025	Support	Proficient	Excelling	Total	Year 1	7 (44%)	8 (50%)	1 (6%)	16	Year 2	1 (5%)	16 (84%)	2 (11%)	19	Year 3	5 (23%)	15 (73%)	2 (4%)	22	Year 4	0 (0%)	12 (80%)	3 (20%)	15	Year 5	8 (28%)	21 (72%)	0 (0%)	29	Year 6	3 (10%)	22 (73%)	5 (17%)	30	ALL	24 (18%)	94 (72%)	13 (10%)	131
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Writing	<p>End of 2025: 77% at or above in Reading 23% below - 30 students writing below expectation Maori - Needs Support (27%), Proficient (64%), Exceeding (9%) Pasifika - Needs Support (27%), Proficient (73%), Exceeding (0%)</p> <ul style="list-style-type: none"> To meet the 15% 'Below' target 10 of the 25 Years 2-6 students who were 'Needing Support' at the end of 2025 will need to be within their expected phase of their year level in December 2026. <p>End of 2024: 83% at or above in Writing 17% below - 23 students writing below</p>	<table border="1"> <thead> <tr> <th>2024</th> <th>Below</th> <th>At</th> <th>Above</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>6 (32%)</td> <td>12 (63%)</td> <td>1 (5%)</td> <td>19</td> </tr> <tr> <td>Year 2</td> <td>1 (5%)</td> <td>12 (60%)</td> <td>7 (35%)</td> <td>20</td> </tr> <tr> <td>Year 3</td> <td>0 (0%)</td> <td>9 (60%)</td> <td>6 (40%)</td> <td>15</td> </tr> <tr> <td>Year 4</td> <td>2 (7%)</td> <td>22 (76%)</td> <td>5 (17%)</td> <td>29</td> </tr> <tr> <td>Year 5</td> <td>4 (12%)</td> <td>21 (64%)</td> <td>8 (24%)</td> <td>33</td> </tr> <tr> <td>Year 6</td> <td>2 (9%)</td> <td>14 (61%)</td> <td>7 (30%)</td> <td>23</td> </tr> <tr> <td>ALL</td> <td>15 (11%)</td> <td>90 (65%)</td> <td>34 (24%)</td> <td>139</td> </tr> </tbody> </table>	2024	Below	At	Above	Total	Year 1	6 (32%)	12 (63%)	1 (5%)	19	Year 2	1 (5%)	12 (60%)	7 (35%)	20	Year 3	0 (0%)	9 (60%)	6 (40%)	15	Year 4	2 (7%)	22 (76%)	5 (17%)	29	Year 5	4 (12%)	21 (64%)	8 (24%)	33	Year 6	2 (9%)	14 (61%)	7 (30%)	23	ALL	15 (11%)	90 (65%)	34 (24%)	139
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Maori - Below (10%), At (60%), Above (30%)
Pasifika - Below (28%), At (64%), Above (8%)

- **To meet the 11% 'Below' target**

4 of the 16 Years 2-6 students who are 'Below' the standard at the end of 2024 will need to be At in December 2025.

End of 2023:
78% at or above in Writing
 22% below - 33 students writing below
Maori - Below (0%), At (83%), Above (17%)
Pasifika - Below (28%), At (72%), Above (0%)

2024	Below	At	Above	Total
Year 1	5 (26%)	13 (69%)	1 (5%)	19
Year 2	3 (15%)	12 (60%)	5 (25%)	20
Year 3	3 (20%)	11 (73%)	1 (7%)	15
Year 4	3 (10%)	22 (76%)	4 (14%)	29
Year 5	6 (18%)	17 (52%)	10 (30%)	33
Year 6	3 (13%)	13 (57%)	7 (30%)	23
ALL	23 (17%)	88 (63%)	28 (20%)	139

End of 2025:
87% at or above in Reading
 13% below - 19 students maths are below expectation
Maori - Needs Support (18%), Proficient (73%), Exceeding (9%)
Pasifika - Needs Support (27%), Proficient (73%), Exceeding (0%)

Maths

- **To meet the 15% 'Below' target**

10 of the 25 Years 2-6 students who were 'Needing Support' at the end of 2025 will need to be within their expected phase of their year level in December 2026.

End of 2024:
87% at or above in Maths
 13% below - 18 maths students below
Maori - Below (20%), At (80%), Above (0%)
Pasifika - Below (36%), At (60%), Above (4%)

- **To meet the 10% 'Below' target**

4 of the 12 Years 2-6 students who are 'Below' the standard at the end of 2024 will need to be At in December 2025.

End of 2023:
79% at or above in Maths
 21% below - 32 maths students below
Maori - Below (17%), At (83%), Above (0%)
Pasifika - Below (38%), At (55%), Above (7%)

2025	Below	At	Above	Total
Year 1	2 (12%)	14 (88%)	0 (0%)	16
Year 2	3 (16%)	14 (74%)	2 (10%)	19
Year 3	5 (23%)	15 (68%)	2 (9%)	22
Year 4	0 (0%)	11 (73%)	4 (27%)	15
Year 5	4 (14%)	21 (72%)	4 (14%)	29
Year 6	5 (17%)	21 (70%)	4 (13%)	30
ALL	19 (13%)	96 (70%)	16 (17%)	131

2024	Below	At	Above	Total
Year 1	3 (16%)	15 (79%)	1 (5%)	19
Year 2	2 (10%)	18 (90%)	0 (0%)	20
Year 3	1 (6%)	10 (67%)	4 (27%)	15
Year 4	3 (10%)	21 (72%)	5 (18%)	29
Year 5	7 (21%)	18 (55%)	8 (24%)	33
Year 6	2 (9%)	16 (69%)	5 (22%)	23
ALL	18 (13%)	98 (70%)	23 (17%)	139