

# Charter, Strategic & Annual Plan

## Marist Herne Bay

### 2021



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## SECTION ONE: BACKGROUND

Marist Catholic School is a decile 9 Catholic primary school catering for children in Years 0-6 with a current roll of approximately 190.

Marist was founded by the Herne Bay Catholic community and run by the Marist Sisters . Marist Catholic School celebrated its 90th Jubilee in September 2018.

Marist Catholic School is a place where we think, judge, feel and act in the ways of Mary who brings us closer to Christ who is at the centre of our community and the Christian values of respect, integrity, courage and humility provide the foundation for us to build on our strong Catholic character.

The school is well supported by parents' involvement through the Parent Teacher Association (PTA) and the Board of Trustees (Board). In addition to this, parents also participate in a range of other ways such as coaching sports teams, accompanying students and staff on trips and camp, working bees and gardening. The Board is committed to providing high quality education and facilities with well-maintained physical resources.

Our school is part of the Auckland Central Catholic Kahui Ako with 14 other primary and secondary Catholic schools in the central Auckland area.

Our school delivers *The New Zealand Curriculum* through comprehensive teaching and learning programmes and, together with a professional, dedicated and approachable team of teachers, ensures a supportive and dynamic learning environment.

The school's **motto** is 'With God to Love and Serve' and our values are at the centre of all we do. This best reflects the special place that is Marist Catholic School.

### Marist Catholic School 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 over 90 years ago.

Our school motto, 'With God to Love and Serve', reflects the vision of our founding order to educate those in need, and the care personified by Mary. Virtues give us the strength to do what is right (New Zealand Catholic Bishops Conference, 2014) and our core school values of *Respect, Integrity, Courage* and *Humility* are drawn from these virtues.

### Vision Statement

Marist Catholic School provides a Catholic environment in which students receive quality learning opportunities, with Jesus Christ as our guide.

Marist Catholic School Vision for Year 6 students leaving the school is that they:

- Have a strong relationship with God
- Confident, resilient, life-long learners
- Proud of their own identity and strive for excellence

## SECTION TWO: STRATEGIC PLAN

### Introduction

The Marist Catholic School Board aims to provide the best possible learning environment for our students, give them a strong foundation in the Catholic faith and ensure they are ready for future learning. The Board aims to ensure a strong community network to support the children, staff and the families of the school. The Board has, in consultation with the school community, identified strategic goals for the period 2020 – 2022 in the following areas:

1. Catholic Special Character
2. Teaching and Learning
3. Cultural Responsiveness
4. Environment
5. Size & Strength

These focus areas will be reviewed and revised after our next consultation with the school community, which will take place in 2022.

Each year the school will develop an annual plan to ensure it is meeting the strategic goals. The annual plan makes up part of the strategic plan and can be found under Appendix One of this document.

Marist Catholic School will ensure a focus on national priorities as well as identifying specific school priorities. In meeting these priorities, the school undertakes to work within the National Administration Guidelines framework.

The Board will document and maintain an ongoing programme of reporting, self-review and community consultation over a five-year period. These reports will form the basis for deciding priorities for school development and improvement. The charter, strategic plan, annual plan, student achievement and learning programmes will be reviewed annually. Our school's Catholic Character will be reflected in all aspects of the school's life and will be a consideration in the setting of all goals.

#### Key

	Action is yet to start
	Action has begun and is on track to happen on time and achieve target
	Action is delayed or not on track to achieve target, corrective action is in place
	Action is delayed or not on track to achieve target and it is blocked
	Action is completed
X	Action is Cancelled

## STRATEGIC GOAL 1: Special Character

Strategic Goal	Our students develop a personal relationship with God and grow in knowledge of Jesus through Mary, living and experiencing his values on a daily basis.			
Measures	Past Actual		Target	
	Fy19	FY 2020	2021	2022
Students have a personal relationship with a loving God.	44% strong agree	45% strongly agree	55% strongly agree	60% strongly agree
Students feel individually known, cared for and recognised as being made in the image and likeness of God	20% strong agree	40% strongly agree	45% strongly agree	55% strongly agree
Students are proud to be part of Marist Catholic School	56% strong agree	50% strongly agree	65% strongly agree	70% strongly agree
Attendance at parish/school masses	T1 - 87% & T3 - 79%	T1 - 85% & T3 - 0%	T1 - 90% & T3 - 90%	T1 - 90% & T3 - 90%
% Teaching staff TAG	40%	60%	60%	60%
Teacher confidence in teaching RE	80%	80%	90%	100%
Teacher confidence in knowledge of charism	60%	80%	85%	95%

Initiative	Project / What	Who	Status	Notes/Progress/Review
Enhance our environment so that it is supportive / conducive to experiencing Christ Daily	Complete Internal Review and implement recommendations	DRS Proprietors		<ul style="list-style-type: none"> <li>Complete Internal Review and implement recommendations               <ul style="list-style-type: none"> <li><u>Dimension 2: Te Whakatupu Ma Te Matauranga (Growth in Knowledge)</u> How does the school assist its community to grow in the knowledge and understanding of Jesus Christ, his teachings and the Catholic Church?                   <ul style="list-style-type: none"> <li><b>Religious Education:</b> <i>How is the Religious Education programme given high status, and what evidence is there that it is soundly managed, appropriately resources, and professionally delivered by qualified kaiako (teachers)?</i></li> </ul> </li> <li>Evidence has been collected and report is currently being written for tabling at May BoT meeting</li> </ul> </li> <li>Develop a new reflection space in grounds for students               <ul style="list-style-type: none"> <li>PTA will be fundraising for this space this year</li> </ul> </li> <li>A group of representatives from our community will be involved in the design of this space which will meet in Term 2</li> </ul>
	Develop a new reflection space in grounds for students	Principal Prop Team		
Increase opportunities for staff and students to have meaningful encounters	Participating in 'Having Life to the Full' paper	Staff		<ul style="list-style-type: none"> <li>Participating in 'Having Life to the Full' paper               <ul style="list-style-type: none"> <li>6 teachers completed the first 2 of 4 days course for this paper in February. The 2nd 2 days will be completed in the April holidays.</li> </ul> </li> </ul>

with Christ	Build an understanding of Our Lady of Perpetual Help	DRS		<ul style="list-style-type: none"> <li>○ The 4 senior management team had already completed this paper previously, however, are joining the last day of delivery in the April holidays to participate in the section around Transgender as this section of the paper has been added since they participated</li> <li>● Build an understanding of Our Lady of Perpetual Help <ul style="list-style-type: none"> <li>○ Katherine (DRS) is in discussions with the Diocese to organise a staff meeting for them to facilitate our understanding of this image</li> </ul> </li> </ul>
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## STRATEGIC GOAL 2: Teaching & Learning

Strategic Goal	Our students are provided with a stimulating learning environment that allows them to develop to their individual potential.
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Measures	Past Actual		Target	
	Fy19	FY 2020	2021	2022
Percentage of students feel they have ownership of learning	45%	90%	90%	95%
% of teachers rating >3 on the Teacher Capabilities Matrix	70% 1&2	95% 1&2	95% 1-3 & 67% 3&4	95% 1-6
Percent parent participation in blog	0%	20%	40%	60%
Parent attendance at Home/School Meeting	75% Interv. & 38% Mtgs	85% Interv. & 45% Mtgs	90% Interv. & 60% Mtgs	95% Interv. & 75% Mtgs
Overall Maths academic outcomes	Below - 2%, At - 80%, Ab - 18%	Below - 15%, At - 37%, Ab - 48%	Below - 5%, At - 47%, Ab - 48%	Below - 1%, At - 49%, Ab - 50%
Overall Reading academic outcomes	Below - 3%, At - 66%, Ab - 31%	Below - 6%, At - 31%, Ab - 63%	Below - 3%, At - 34%, Ab - 63%	Below - 2%, At - 33%, Ab - 65%
Overall Writing academic outcomes	Below - 1%, At - 93%, Ab - 6%	Below - 19%, At - 54%, Ab - 27%	Below - 5%, At - 68%, Ab - 27%	Below - 1%, At - 62%, Ab - 37%
% of teachers rating >3 on the eLearning framework	65%	86%	90%	95%

Initiative	Project / What	Who	Status	Notes/Progress/Review
Increase teaching student capability so they are sources of talent in the Auckland market	Investigate and use effective methods for collecting student voice	SLT		<ul style="list-style-type: none"> <li>● Senior Leadership Team PLD around ERO indicators and student voice</li> <li>● Introduced as part of the quality assurance</li> <li>● Additional questions added to the Wellbeing Survey to inform</li> <li>● Staff meeting around analysing data</li> <li>● Establishing consistency around unit plans and developing overall expectations for</li> </ul>

	Continue to build 'The Marist Way' local Curriculum	SLT		unit plans <ul style="list-style-type: none"> <li>Discussions around unifying our processes for assessment</li> <li>Building a school spelling programme across the school with support from RTLB facilitators</li> <li>Development of our OTJ's moderation</li> <li>PLG's - discussing extension students (all students)</li> </ul>
	Review assessment processes to build effective forms of formative and summative assessment to guide teaching and learning	SLT		
	Identifying students with increased capabilities to provide them with the ability to extend	Staff		
Communication with parents around the teaching and learning occurring in the school	Have home/school partnership meetings 2 or 3 times a year around areas of learning	SLT		<ul style="list-style-type: none"> <li>Working with specific students parents focusing in improving learning</li> <li>Maori &amp; Pacific Nation meet and greet</li> <li>Teachers have been scheduling meeting to target learning support and needs for at home</li> </ul>
	Work closely with parents of students who are underachieving to support parents to help students at home	Staff		

### STRATEGIC GOAL 3: Cultural Responsiveness

Strategic Goal	All our students gain an appreciation of biculturalism (Te Tiriti o Waitangi) and gain a sense of identity, building strong connections with all cultures in our community. We celebrate our cultural diversity.
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Measures	Past Actual		Target	
	Fy19	FY20	2021	2022
T's have confidence in teaching Te Reo	20%	40%	60%	80%
Students strongly agree the school provides opportunities to take part in cultural events	51%	50%	65%	75%
students strongly agree they feel included in all parts of school life	39%	40%	50%	60%
Maori Maths academic outcomes	Below - 0%, At - 100%, Ab - 0%	Below - 33%, At - 45%, Ab - 22%	Below - 3%, At - 75%, Ab - 22%	Below - 1%, At - 55%, Ab - 44%

Maori Reading academic outcomes	Below - 10%, At - 80%, Ab - 10%	Below - 0%, At - 67%, Ab - 33%	Below - 0%, At - 67%, Ab - 33%	Below - 0%, At - 50%, Ab - 50%
Maori Writing academic outcomes	Below - 0%, At - 100%, Ab - 0%	Below - 44%, At - 44%, Ab - 12%	Below - 22%, At - 56%, Ab - 22%	Below - 11%, At - 56%, Ab - 33%
Pasifika Maths academic outcomes	Below - 7%, At - 83%, Ab - 10%	Below - 35%, At - 22%, Ab - 43%	Below - 16%, At - 41%, Ab - 431%	Below - 5%, At - 49%, Ab - 46%
Pasifika Reading academic outcomes	Below - 63%, At - 71%, Ab - 23%	Below - 8%, At - 46%, Ab - 46%	Below - 3%, At - 51%, Ab - 46%	Below - 3%, At - 46%, Ab - 51%
Pasifika Writing academic outcomes	Below - 2%, At - 94%, Ab - 4%	Below - 38%, At - 41%, Ab - 22%	Below - 19%, At - 59%, Ab - 22%	Below - 13%, At - 60%, Ab - 27%

Initiative	Project / What	Who	Status	Notes/Progress/Review
Introduce biculturalism within our community	Investigate links with iwi	Principal		<ul style="list-style-type: none"> <li>Staff using more Te Reo in classrooms and through assemblies etc</li> <li>More te reo through newsletters emails</li> <li>A more complex teaching around Te Reo as students progress through the school</li> </ul>
Embed multiculturalism around the school building strong connections with all cultures in our community.	Edit and put together cultural calendar	WST		<ul style="list-style-type: none"> <li>Professional reading around this area led management to understand that the cultural calendar can cause more exclusion than inclusion and can be seen as tokenism. So this project did not move forward.</li> <li>Our student Cultural Leaders have been involved in celebrating a few of our cultures across the school (e.g. Chinese New Year, Holi &amp; Ramadan. Our lead teacher also involved a range of other students from across the school who identified as having a connection with these cultures to help with the student leaders.</li> <li>Established Oceania cultural group to reflect groups wanting to participate in cultural dance (Kpahaka, Samoan &amp; Tongan, etc).</li> <li>Staff are participating in professional development around culturally responsive practises focusing on both their own unconscious bias as well as how to celebrate and incorporate the students' cultures into their classrooms and programmes.</li> </ul>
	Reflect the diversity of the school within the school environment - Fale, mural, displays	WST SLT		
Achieve equality in academic outcomes for Maori Children	Build capability for our teachers of Maori learners by working through documents such as Tātaiako, ETP	SLT WST		<ul style="list-style-type: none"> <li>Our Kahui Ako Across School Leader and Alana Madgwick are working with our leadership team unpacking the Tapasa, Tataiako Effective Teacher Practise documents and how they can be used in our school. We are also working with St Paul's senior leadership team for this professional development.</li> </ul>

	Build confidence for our teachers of Maori learners by implementing PD	SLT		<ul style="list-style-type: none"> <li>All staff have registered to participate in a Maori paper through the Ministry of Education. This doesn't start until Term 3 so currently we are doing more in-house PD through all staff using more Te Reo and focusing on building our confidence.</li> <li>We have been connecting students prior knowledge and worldviews to experience success, which in turns builds confidence, e.g. Recount writing of different Christmas traditions, dinosaurs mythology and stories.</li> <li>We have focused on ensuring that students have opportunities to share their culture and their world views through Pepeha and Me Boards using the first teachers (parents) to support</li> <li>Integration of Maori numerals to unpack the meaning of teen words, ten and facts, reinforcing place value and making numbers, e.g. tekau ma toru (thirteen) is 10 and 3.</li> </ul>
	Implement support programme with identified underachieving students and their parents	Staff		
Achieve equality in academic outcomes for Pacific Nations children	Build capability and confidence for our teachers of Pacific nations learners by working through documents such as Tapasa, Pasifika Education Plan	SLT WST		<ul style="list-style-type: none"> <li>Implemented programmes for students who require academic support (it is not just Pasific Nation students participating in these programmes, however, they are represented in each one .....               <ul style="list-style-type: none"> <li>COSDBRICCS maths programme (Maths Knowledge based - to fill in knowledge gaps)</li> <li>Phonics programme (Literacy programme (to support students learning sounds and blends)</li> <li>Reading Recovery (Reading programme (early literacy intervention offered to children who have made slow progress with literacy learning after completing their first year of schooling)</li> <li>Responsive programmes in Writing (engaging boys who have been identified in Term 1 and eAstle analysis confirmed)</li> </ul> </li> </ul>
	Implement support programme with identified underachieving students and their parents	Staff		

## STRATEGIC GOAL 4: Environment

Strategic Goal	Embrace the Pope's message (Laudato Si) by taking first steps toward being a fully sustainable school.
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Measures	Past Actual		Target	
	Fy19	FY20	2021	2022
Rubbish collection	17.2kg	13kg	10kg	8kg
Actual Rubbish	6.3kg	5.9kg	4kg	3kg
Students in Garden Club	0	18	20	25
Parent support for Garden			2	3



Initiative	Project / What	Who	Status	Notes/Progress/Review
Implement a whole school community shared understanding of environmental sustainability at Marist	Invite parents/ whanau to be involved in the Enviro Team	Enviro Leader		<ul style="list-style-type: none"> <li>Advertised for whanau support in the newsletter and week ahead, no one has come forward to date.</li> <li>Developed the Recycling Kiwi to encourage students to recycle</li> <li>Upgraded all bins around the school to ensure that there is a clear distinction between recycling and landfill bins</li> <li>When organising events within the school all areas are environmentally friendly where possible</li> </ul>
	Enviro Team to create a resource for sharing common practices around recycling	Principal Enviro Leader		
	Share information with parents through the website	Principal Enviro Leader		
	Events are sustainable	PTA Principal		
	Use of Caritas resource focussing on Stewards and guardians of the environment	DRS Enviro Leader		

## STRATEGIC GOAL 5: Size & Strength

Strategic Goal	Our school is growing, financially sustainable and optimising the use of its assets
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Measures	Past Actual		Target	
	Fy19	FY20	2021	2022
Pre-enrolment/Enrolment	35	43	50	60
Known Leavers	14	5		
School Role	197	190	210	220
% Donations Collected	60%	83%	85%	90%
% Fees Collected	95%	97%	98%	100%

Initiative	Project / What	Who	Status	Notes/Progress/Review
Implement a new plan to grow the roll to optimum level by getting 45 new enrolments.	Advertising in local publications	Principal BOT		<ul style="list-style-type: none"> <li>An article will be written for Ponsonby News (Jo overseeing)</li> <li>Management continue to build relationships with pre-schools and Church</li> </ul>
	Pre-school & Church presentations	Principal BOT		
Increase school project capital base	Donation Project	BOT		