

# School Annual Plan

## Marist Catholic School

### Herne Bay

# 2025



**Endorsement Principal:**

*Sarah Gleeson*

**Date:** 25th Feb 2025

**Endorsement Board of Trustees:**

*Carmel Turnbull (Chair)*

**Date:** 25th Feb 2025

**Submission Date to Ministry of Education:**

1st March 2025

**Review and Consultation:** 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 two years.

- Catholic Special Character, Teaching and Learning, Community & Wellbeing

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.

Our community Health consultation took place in 2023 to support and inform our teaching and learning concepts, however, it will be redone in 2025.

Our annual internal Special Character review and consultation will continue in Term 1 & 2 involving our whole school community and the actions identified.

**Attendance Baseline Data:** Attendance rate for 2024 - 90%, Justified Absences - 7% and Unjustified Absences - 3%

**Attendance rate per Gender 2024** – Female – 76%, Male – 81%

**Highest & Lowest Ethnicity Group rate** – NZ Māori – 100%, Pasifika – 56%



# 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 2024-2025			
Strategic Goals		Core Strategies for Achieving Goals	
		2024	2025
<b>Special Character</b> Provide authentic opportunities that will foster and nurture spiritual growth	Increase community understanding and appreciation of how Catholic social teaching impacts on their lives	❖ 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	❖ Regular professional development focused on Religious Education programme <ul style="list-style-type: none"><li>➢ Level 5 paper on New Testament</li><li>➢ Implementation of Yr1/2 RE programme</li><li>➢ PD for Yr3/4 RE programme</li></ul> ❖ Complete Review of Dimensions and implement Recommendations annually ❖ Staff retreat	
<b>Teaching and Learning</b> 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	❖ 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	❖ Opportunities for interests and excellence ❖ Support and extension programmes implemented	
<b>Community</b> Connections and relationships in Marist and wider community are educationally powerful	Building connections with whānau both within school and and socially	❖ 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	❖ Marae visit ❖ Links through new school story ‘Towards Far Horizons’	
	Building connections with Kahui Ako	❖ Language Weeks, Sports support, Special Character - Catholic Schools Day	
	Connections with Parish	❖ Incorporating a connection with Parish into our Values Challenge ❖ School community run Children’s liturgy during mass	
<b>Wellbeing</b> 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.	❖ 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	❖ Review current behaviour procedure ❖ Refresh and complete behaviour plan linked to revised values, vision, mission and Mitey approach	

## Annual School Implementation Plan - 2025

### 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"> <li>The Special Character team create mini videos to share with the community around CST occurring at Marist.</li> </ul>	-
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"> <li>Professional development for Year 5/6 RE programme</li> <li>Implementation of Year 3/4 RE programme</li> </ul>	
<b>Special Character Review 2025 – Dimension 4: Safeguarding &amp; Strengthening Catholic Character / Te Kaitiakitanga Me To Whakapakari I Te Tuakiri Katorika - Stewardship</b> - How does Governance and management safeguard and strengthen Catholic Character within the areas of Organisation, Employment, Professional Development and Enrolment?		
Focus on a review of a Dimension	<ul style="list-style-type: none"> <li>Complete an annual Special Character review by the end of Term 4</li> <li>Identify goals that will fall out of the review process &amp; work on these during the year and going forward into 2026.</li> </ul>	

## Annual School Implementation Plan - 2025

### 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"> <li>Continue the Home/School Partnership Boost programme across the school</li> <li>Home/School Partnership Hui based around Health Consultation (Term 3) and Maths/English (Term 1)</li> <li>Have a communication each term through the newsletter dedicated to achievement.</li> </ul>	
Increase overall academic outcomes for all students	<ul style="list-style-type: none"> <li>Support Programmes for underachieving students               <ul style="list-style-type: none"> <li>Reading Support</li> <li>Rainbow Reading</li> <li>Writing workshops</li> <li>Basic Maths Boost programme</li> </ul> </li> <li>Support Programmes for extending students               <ul style="list-style-type: none"> <li>Lit Quiz</li> <li>Book Club</li> <li>Writing workshop</li> <li>Kiwi Competition</li> </ul> </li> </ul>	

## Annual School Implementation Plan - 2025

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

### 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"> <li>Integrate 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).</li> </ul>	
Implement updated behaviour management focusing around school values	<ul style="list-style-type: none"> <li>Review current behaviour procedure</li> <li>Refresh and complete behaviour plan linked to revised values, vision, mission and Mitey approach</li> </ul>	

	Targets	School Context																																																																																
Reading	<p><b>End of 2024:</b></p> <p><b>89%</b> at or above in Reading</p> <p>11% below - 15 students reading below</p> <p><b>Maori</b> - Below (20%), At (50%), Above (30%)</p> <p><b>Pasifika</b> - Below (20%), At (76%), Above (4%)</p> <ul style="list-style-type: none"><li><b>To meet the 10% ‘Below’ target</b></li></ul> <p>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> <ul style="list-style-type: none"><li><b>To achieve the 28% ‘Above’ target</b></li></ul> <p>6 of the 76 Years 2-6 students who are achieving ‘At’ the standard at the end of 2024 will need to be ‘Above’ in December 2025.</p> <p><b>End of 2023:</b></p> <p><b>87%</b> at or above in Reading</p> <p>13% below - 20 students reading below</p> <p><b>Maori</b> - Below (0%), At (66%), Above (33%)</p> <p><b>Pasifika</b> - Below (24%), At (66%), Above (10%)</p> <ul style="list-style-type: none"><li><b>To meet the 11% ‘Below’ target</b></li></ul> <p>3 of the 16 Years 2-6 students who are ‘Below’ the standard at the end of 2023 will need to be ‘At’ in December 2024.</p> <ul style="list-style-type: none"><li><b>To achieve the 35% ‘Above’ target</b></li></ul> <p>7 of the 66 Years 2-6 students who are achieving ‘At’ the standard at the end of 2023 will need to be ‘Above’ in December 2024.</p>	<table><tr><th>2024</th><th>Below</th><th>At</th><th>Above</th><th>Total</th></tr><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></table> <table><tr><th>2023</th><th>Below</th><th>At</th><th>Above</th><th>Total</th></tr><tr><td>Year 1</td><td>6 (31.5%)</td><td>7 (37%)</td><td>6 (31.5%)</td><td>19</td></tr><tr><td>Year 2</td><td>0 (0%)</td><td>9 (64%)</td><td>5 (36%)</td><td>14</td></tr><tr><td>Year 3</td><td>4 (14%)</td><td>14 (50%)</td><td>10 (36%)</td><td>28</td></tr><tr><td>Year 4</td><td>4 (13%)</td><td>19 (61%)</td><td>8 (26%)</td><td>31</td></tr><tr><td>Year 5</td><td>3 (12%)</td><td>18 (72%)</td><td>4 (16%)</td><td>25</td></tr><tr><td>Year 6</td><td>3 (8%)</td><td>25 (73%)</td><td>6 (19%)</td><td>34</td></tr><tr><td>ALL</td><td>23 (13%)</td><td>92 (61%)</td><td>39 (26%)</td><td>151</td></tr></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	2023	Below	At	Above	Total	Year 1	6 (31.5%)	7 (37%)	6 (31.5%)	19	Year 2	0 (0%)	9 (64%)	5 (36%)	14	Year 3	4 (14%)	14 (50%)	10 (36%)	28	Year 4	4 (13%)	19 (61%)	8 (26%)	31	Year 5	3 (12%)	18 (72%)	4 (16%)	25	Year 6	3 (8%)	25 (73%)	6 (19%)	34	ALL	23 (13%)	92 (61%)	39 (26%)	151
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Writing	<p><b>End of 2024:</b></p> <p><b>83%</b> at or above in Writing</p> <p>17% below - 23 students writing below</p> <p><b>Maori</b> - Below (10%), At (60%), Above (30%)</p> <p><b>Pasifika</b> - Below (28%), At (64%), Above (8%)</p> <ul style="list-style-type: none"><li><b>To meet the 11% ‘Below’ target</b></li></ul> <p>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.</p> <ul style="list-style-type: none"><li><b>To achieve the 23% ‘Above target</b></li></ul> <p>7 of the 73 Years 2-6 students who are achieving ‘At’ the standard at the end of 2024 will need to be ‘Above’ in December 2025.</p>	<table><tr><th>2024</th><th>Below</th><th>At</th><th>Above</th><th>Total</th></tr><tr><td>Year 1</td><td>5 (26%)</td><td>13 (69%)</td><td>1 (5%)</td><td>19</td></tr><tr><td>Year 2</td><td>3 (15%)</td><td>12 (60%)</td><td>5 (25%)</td><td>20</td></tr><tr><td>Year 3</td><td>3 (20%)</td><td>11 (73%)</td><td>1 (7%)</td><td>15</td></tr><tr><td>Year 4</td><td>3 (10%)</td><td>22 (76%)</td><td>4 (14%)</td><td>29</td></tr><tr><td>Year 5</td><td>6 (18%)</td><td>17 (52%)</td><td>10 (30%)</td><td>33</td></tr><tr><td>Year 6</td><td>3 (13%)</td><td>13 (57%)</td><td>7 (30%)</td><td>23</td></tr><tr><td>ALL</td><td>23 (17%)</td><td>88 (63%)</td><td>28 (20%)</td><td>139</td></tr></table>	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																																								
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