



TE WAIRUA O MARIA
THE SPIRIT OF MARY

MARIST SCHOOL

MT ALBERT

School Number: 1359

CHARTER & STRATEGIC and ANNUAL PLAN

2019 – 2021

This Charter establishes the Mission, Vision, Values, Strategic Direction,
Goals and
Improvement Plans for Student Achievement.

TE WAIRUA O MARIA

THE SPIRIT OF MARY

MISSION STATEMENT

Inspired by Mary, we use our Head, Heart and Hands
to know, live and share the joy of the gospel.

VISION

With the loving, faith-filled support of their whānau, school and parish,
our Marist tamariki learn and grow towards becoming all God created them to be.

VALUES

We are called to be courageous, loving and compassionate.
Ka karangatia tātou kia hautoa, kia aroha tētahi ki tētahi, kia ngākau mahaki.

Courage. Hautoa

We use our Head... to know who we are
and our rich potential,
to act with resilience
and to serve with humility

Love. Aroha

We use our Heart... to respect ourselves
and our neighbours both near and far.
This is Jesus' message

Compassion. Ngākau mahaki

We use our Hands... as our call to action
promoting justice
and the Marist Way

The Marist Way

with Mary beside us
we pray each and every day
to follow her son, to follow his way

STRATEGIC GOAL 1

We will develop unity and a sense of belonging, in a vibrant school community.

STRATEGIC GOAL 2

Within the spirit of Mary we will develop, nurture and resource life long learners.

STRATEGIC GOAL 3

We will develop a long term school development plan including property and resources that will enhance the school's special character and meet the needs of teaching and learning in the future.

ABOUT OUR SCHOOL

Marist Primary School is a Decile 8 school, situated in the Central Suburb of Mt Albert in Auckland. This area is centred on an ancient volcano originally named Te Puke O Wairaka.

The school is a contributing primary catering for students in Years 0 - 6.

The school was built and established in 1927 by the Marist Sisters Order with a starting roll of 80 students. In the years to follow the school continued to grow and at present has a roll of around 300 students.

Parents actively support the school through the Parents Association and the Board of Trustees.

Marist has an experienced and dedicated staff, which ensures a caring, supportive and stimulating learning environment.

The special Catholic character of the school has as its mission to educate students within an atmosphere of Mary's love, which underpins all that occurs in the school.

The school encourages growth in faith and prepares young people for their life as Christians in the community. As staff and the Board of a Catholic school we are committed to students, parents and caregivers, the community and education itself. We highly value the links we have with our Parish of St Mary's, Mt Albert.

Our mission statement and school values reflect the core values of the founding order the Marist Sisters, as well as the NZ culture and other groups and cultures.

OUR CULTURAL DIVERSITY

THE SCHOOL WILL INCLUDE TIKANGA MAORI INTO THE CURRICULUM BY:

- Teacher's planning acknowledging the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand
- Gaining a better understanding of "our place, our story."
- Beginning to implement the NZ, Aotearoa Histories Curriculum
- Waiata and Karakia incorporated into classroom programmes, assemblies, bilingual displays and instructions where appropriate.
- Tikanga Maori incorporated in class programmes e.g. days of the week, body parts, colours, numbers, greetings and instructions.
- Employing a part-time Te Reo teacher
- Growing our Kapa Haka group

NEW ZEALAND'S CULTURAL DIVERSITY:

- The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. It will acknowledge the place of Pacific Island societies in New Zealand society and New Zealand's relationships with the peoples of Asia, Europe, Africa and the South Pacific.

What will the school do to provide instruction in Te Reo Maori (Maori Language) for full time students whose parents ask for it?

All requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications; the overall school financial position; and the availability of accommodation within the school and other relevant considerations.

When and where possible we will endeavour to work with other local schools to fulfill such requests.

OUR PEOPLE

Board of Trustees	Leadership Team	Teaching Staff	Support Staff	Students <small>as at 9/2/2021</small>
<p>Catherine Gilchrist (Chairperson)</p> <p><u>Proprietor Reps</u></p> <p>Fr Carlo Cruz John Ah Loo Catherine Gilchrist Lisa Hyde</p> <p><u>Parent Reps</u></p> <p>Michael Barlow Sian Kelly Matt Pickering Amy Smith Gerard Thompson</p> <p>Carolynn Phillips (Principal) Cate Lal (Staff Rep)</p>	<p>Principal: Carolynn Phillips</p> <p>Deputy Principal: Christine Allen</p> <p>Associate Principal/SENCO: Janet Lulich</p> <p>Director of Religious Studies: Marie Walker</p> <p>Auckland Central Catholic Kāhui Ako Within School Teachers</p> <p>Erena Kolodzinski Catherine Lal</p>	<p>Hub 1 Yr 5 & 6</p> <p>Rosemary Young Sheila White Christina Stokes</p> <p>Hub 2 Yr 4 & 5</p> <p>Marie Walker Anne Politini Sueanne D'Souza</p> <p>Hub 3 Yr 2 & 3</p> <p>Catherine Lal Brya Lister Gretel Sequeira</p> <p>Hub 4 Yr 1 & 2</p> <p>Anne MacLeod Jenna Wilkins Simone Collins</p> <p>Hub 5 Yr 0 & 1</p> <p>Erena Kolodzinski MyLinh Narayan Deborah Esther</p> <p><u>Part-time</u></p> <p>Dot Howard-Smith (Rdg Recovery) Dominique Kluts</p>	<p><u>Learning Support Aides</u></p> <p>Sophie Douglas Kirsten Wolfgramm Amanda Olliver</p> <p><u>Part-time Term 1 only</u></p> <p>Christy Hitchcock Ngairé Polwart</p> <p><u>Admin</u></p> <p>Denise Sampson Bethany Lockie Tina Koulianos</p> <p><u>Caretaker</u></p> <p>Rex Woodward</p>	<p>5 Learning Hubs</p> <ul style="list-style-type: none"> ● 292 pupils (max roll 350) ● 161 girls ● 131 boys ● 55.5% NZE ● 2.7% Maori ● 0.7% Cook Island Maori ● 6.2% Samoan ● 1.7% Tongan ● 6.8% Indian ● 7.2% Filipino ● 3.8% Chinese ● 0.3% Other Asian ● 2.1% Latin American ● 2.7% Sri Lankan ● 1.7% British/Irish ● 1.0% African/African Origins ● 0.7% Other Pacific Island ● 1.0% Other European ● 1.4% Other SouthEast Asian ● 0.3% Korean ● 0.7% Japanese ● 1.4% Fijian ● 1.0% Vietnamese ● 0.3% German ● 0.3% Australian ● 0.3% Other Groups

CONSULTATION	STATEMENT OF INTENT
<p>In Term 4, 2017 the Board of Trustees consulted students, staff and parents on the future strategic development of the school. In 2018 an action group was formed to update the school’s Charter to reflect the vision of the community.</p> <p>In 2021 consultation on the school’s Charter will occur.</p> <p>A dimension of Catholic Special Character is reviewed annually for which consultation is carried out through parent, staff and student surveys. An external review occurred in 2019.</p> <p>Health consultation occurred 2019. Health Education consultation will occur in 2021.</p>	<p><i>The Marist School Board of Trustees undertakes to ensure all reasonable steps are taken to achieve the purpose, aims and objectives in this Charter, which has been approved by the Board following consultation with the community, and to take full account of the National Education Guidelines and all statutory obligations.</i></p> <p><i>The Marist School Board of Trustees undertakes to ensure all reasonable steps are taken to achieve the purpose, aims and objectives in this Charter, which has been approved by the Board following consultation with the community, and to unpack the new NELP (National Education and Learning Priorities) for full effect in 2023.</i></p>

MARIST SCHOOL ANNUAL PLAN 2021

STRATEGIC GOAL 1

We will develop unity and a sense of belonging, in a vibrant school community.

	Annual Goals	Strategies	Who	Expected Outcomes
1.	Explore and grow Marist's renewed Mission, Vision and Values reflective of Cultural Responsiveness and within our new Innovative Learning Environment	<ul style="list-style-type: none"> An active focus on the Gospel message 'We are a People of Hope' through staff reflection, whanau communications & Hub learning Through a variety of ways appropriate to our diverse community we will focus on nurturing a holistic approach through Growth Mindset, KiVa & the development of The Arts for the well-being of all children, whanau, staff. Have coherent goals with Kahui ako, PLD and the Marist Vision. WSTs working with PLD facilitators. Overarching 2020 theme 'A Place to Call Home.' --made a start in T1. Extension of theme--Growing a Place to Call Home--Connect to my place, make a difference in my space Build a localised connected curriculum, with a strong emphasis on student voice. Continue work with PLD providers to develop localised curriculum. (funded by school & Kahui ako) 	DRS Principal Senior Leadership All Staff Board of Trustees	<ul style="list-style-type: none"> The Mission, Vision and Values are known, shared and articulated by all the Marist School community ie our tamariki, staff and whanau Recognition & ownership of our identity as a Marist School Recognition and shared understanding of identity, language & culture of all peoples An understanding of Tapasa & Tataiako and the clear connection with Teachers Professional Standards Vibrant community connections through: Cultural Day, Grandparents Day, Masses, Liturgies, Social Events Smooth transitions through strong relationships within our school and with other centres, schools & colleges. Framework for Marist School Curriculum.

		<ul style="list-style-type: none"> • Shared Community Garden between Parish, Primary & College—Garden to Table programme. Continue with an emphasis on whole school ownership & responsibility for our environment—both local, national & global. The focus on the garden emphasises the connectedness of the Marist curriculum (STEM). • Use of Ministry ‘Leading Local Curriculum’ guide series . • Introduction of Kaitiaki—Guardians of the Environment—fortnightly award after weekly audit by senior students. • Communicate to parents community through fortnightly Newsflash, Pinboard, team updates, homelearning, website etc. Use of new Spotlight tool to provide real time reporting to whanau of student progress & achievement throughout the year. Use of SchoolApp continues to communicate with whanau in a timely manner. 	<p>DRS Principal Senior Leadership BOT Special Character Committee All Staff</p>	<ul style="list-style-type: none"> • Greater participation by children and families with the parish • A fully connected school/parish community
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<p>2.</p>	<p>Continue to strengthen links with our St Mary's Parish Community (especially with a new Parish priest).</p> <p>Continuation of Internal Special Catholic Character Self-review using the 'Draft Review for Development' document</p>	<ul style="list-style-type: none"> ● Meet with Parish Priest to determine how the parish/school will aim to foster and assist families & their children to connect with the parish community and become regular participants in parish life. ● Parish Priest a visible presence at school ● Increased involvement in school/parish Masses ● Joint Liturgical celebrations with the parish throughout the year ● Open invitation to the Parish to school celebrations ● Initiate End of Year & Beginning of Year full school mass. <p>Using the Internal Evaluation Process from the 'Draft Review for Development'</p> <ul style="list-style-type: none"> ● Focus on Encountering Christ & Spirituality ● Continue to focus on growing the spirituality of the Board of Trustees by providing them with different opportunities to encounter Christ as a community. Term 1 BOT retreat around Maori Spirituality. 	<p>DRS Principal Proprietor's Reps BOT All Staff Whanau</p>	<p>A deeper awareness & shared understanding of 'Encountering Christ' and Spirituality. A closer relationship between all stakeholders and for children and their families to experience a variety of opportunities to encounter Christ.</p> <p>On-going review and analysis of the data, evaluation report or report on development/ progress of the inquiry Evaluation of the effect the inquiry has had. Next steps identified and included in future planning.</p>
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		<ul style="list-style-type: none">• Teachers to implement a variety of prayer opportunities within their own classes so children are provided with opportunities to Encounter Christ.• Building on the staff retreat day teachers encourage children to actively become a People of Hope e.g Weekly sharing the Good News; greater use of Scripture to generate reflection.• Focus on providing family / whanau with opportunities to encounter Christ within our school community• Explore & begin to unpack the Mission Map in conjunction with the Parish.		
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STRATEGIC GOAL 2		Within the spirit of Mary we will develop, nurture and resource life long learners.		
	Annual Goals	Strategies	Who	Expected Outcomes
1.	<ul style="list-style-type: none"> • Sustain schoolwide effective pedagogy and practices required for our learners today and into their future • Ensure consistent teaching and learning practices especially with Literacy & Numeracy • Provide a connected, holistic curriculum • Emphasis on growing a Growth Mindset across the community 	<p>We will achieve this through:</p> <ul style="list-style-type: none"> • Cultural Responsiveness • Collaborative teaching & planning • staff meetings • teaching observations • coaching and modelling • alignment with Kahui ako goals • PLD for Digital Curriculum & the use of the Spotlight tool. • Greater emphasis on moderation across curriculum levels. <p>Consistency of Literacy Teaching and Learning practice through- out each hub through</p> <ul style="list-style-type: none"> • Regular meetings where children's progress is monitored and moderated with a view to developing consistent practice by • sharing successes, strategies and ideas to accelerate learning. • Regular timetabled across hub meetings to ensure consistency of practice & sharing effective strategies including a focus on accelerating progress for children with special learning needs through 	All staff	<p>Develop a shared purpose that ensures all stakeholders understand the need for future readiness, develop a shared mission, vision and aligned teaching and learning principles, then co-construct a plan for development.</p> <p>Growing people both individually and collectively through analysing their capacity, developing their capability and building a collective culture.</p> <p>Transforming pedagogy and practices so they enable learner agency and personalisation within a relevant, inclusive, integrated, local curriculum.</p> <p>Ensuring measurable progress through an effective Appraisal--to use the Professional Growth Cycle.</p>

		<p>differentiation of learning programmes.</p> <ul style="list-style-type: none"> ● Implementing the Learning Staircase Literacy programme to support phonics development. Years 4-6 will implement this programme for all students in 2021. ● Trialled Quick 60 programme. ● Providing regular parent information meetings to share ideas on how to support their child's reading ● Regular posting of children's learning, using the Spotlight tool, will occur throughout the term. ● Provide opportunities for whole school student/teacher conferencing and one-on-one meetings as required. ● Provide topic specific meetings for the community e.g Spotlight, The Marist Way, KiVa, Puberty etc. 		
2.	<ul style="list-style-type: none"> ● Continue to lift student achievement and effective classroom teaching in Numeracy/Literacy & embed effective strategies across the curriculum 	<p>Literacy PLD including:</p> <ul style="list-style-type: none"> ● Cultural Responsiveness ● Collaborative teaching & planning ● staff meetings ● teaching observations ● coaching and modelling ● use of Effective Teacher Profile ● 	<p>Christine Hardie Facilitator Kāhui Ako WSTs Kahui Ako facilitator SLT Teachers</p>	<p>Progress for small groups of learners who are achieving below expectations.</p> <p>Growth in professional knowledge and capability in using accelerative strategies with students.</p>

		Ongoing moderating, monitoring and collaborative discussions around strategies to accelerate progress		<p>Mentoring of teachers to grow leadership capability and lead sustained change in student achievement.</p> <p>Evidence of teachers working in partnership with parents, families and whānau to support and sustain accelerative achievement gains.</p>
3	<p>Teacher Led Appraisal</p> <p>Embed the Professional Growth Cycle as the basis of Appraisal</p>	<ul style="list-style-type: none"> • Explore Teaching Standards as a whole staff • Revisit the Code of Professional Responsibilities • Improve student achievement through shared observations and rich conversations 	<p>SLT WSTs Teachers</p>	<p>Professional Growth Cycle is successfully implemented.</p> <p>Teachers are reflective practitioners</p> <p>Teaching and learning is improved through quality reflection and rich discussions</p> <p>Growth of effective shared practices across the school to enhance outcomes for all learners</p> <p>Appraisal system meets any compliance requirements</p>
4.	Continue to use KiVa - an evidence-based program, designed to prevent bullying and to tackle cases of bullying more effectively.	<ul style="list-style-type: none"> • Annual survey of children to inform planning • Continue to prioritise time for KiVa lessons using the programme as a resource • Explore supplementary resources to further support specific needs e.g resilience • Teacher focus shifted to Whanau & student well-being in response to Covid. 	<p>SLT KiVa team Teachers</p>	<p>Students feeling safe at school</p> <p>Students have increased resilience and the strategies needed to manage challenging situations both at and outside of school</p> <p>The incidence of bullying is reduced.</p> <p>Information from the annual student survey gives the school</p>

		<ul style="list-style-type: none"> • Teachers will plan their KiVa sessions with their children's needs in mind • New staff will be supported in the use of the resources • Continue to inform the parent community about the programme • Network with other KiVa schools 		<p>information on our situation and how it changes over time.</p> <p>Students develop a Growth Mindset</p>
5.	<ul style="list-style-type: none"> • Review school-wide assessment and reporting 	<ul style="list-style-type: none"> • Review current reporting to parents/caregivers practices including community consultation (especially in light of ILE) • Use of the Spotlight tool within e-Tap to provide whanau with 'real-time' reporting. • Effective use of e-Tap markbooks. • Greater emphasis & time given to moderation to inform progress & achievement of students • PD around effective use of e-Tap. • Through PLD facilitator look at & use a range of assessment practices and data gathering to track and improve student achievement within our new environment • Establish a data/learner wall within hubs for rich, robust conversations and ownership of all learners, especially priority learners • Use of Data Wall to identify school wide patterns & trends • Teachers use student progress and achievement information 	Principal SLT WSTs Teachers	<p>SMS meets the teacher requirements to gather and analyse student achievement. Assessment procedures and practices are effective and provide quality information for students, parents, teachers and BOT</p> <p>Assessment as learning is evident</p> <p>On-Going progress and practices discussed.</p>

		to regularly reflect and inquire into their practice .		
6.	<ul style="list-style-type: none"> • Enhance home/school engagement in student learning with attention to Maori and Pasifika students • Gain an understanding of and embed a Culturally Responsive Local Curriculum 	<ul style="list-style-type: none"> • Review current reporting to parents practices including community consultation • Hold Whanau Hui and Pasifika Fono • Explore a variety of methods of reporting, including ‘real-time’ through Digital Technology, student voice etc • PLD will support this Annual Goal with a focus on the Effective Teacher Profile & the Principles of Whanautanga, Manaakitanga, Builds on Maori & Pacific Worldviews & Context. 	BOT Principal All Staff	Community consultation findings are actioned Consultation with Maori and Pacifica parents leads to improved outcomes for students. Maori & Pacifica culture, language and identity will be respected & highly valued.

STRATEGIC GOAL 3		We will develop a long term school development plan including property and resources that will enhance the school's special character and meet the needs of teaching and learning in the future.		
	Annual Goals	Strategies	Who	Expected Outcomes
	To support Goal 1 & 2 around the environment.	<ul style="list-style-type: none"> ● Scope landscaping plan for development ● Plan & action around shade around the school ● A staged action plan for the next 5-7 years ● Targeted fundraising--2021 Marist School Cultural Cookbook ● An updated 10YPP ● Keep school and parish community informed of development ● continue to provide opportunities for parents to explore/see ILEs in action ● Plan for parent information opportunities to grow understanding of and learning within an ILE 	BOT SLT All Staff	<p>Enhanced, improved teaching & learning practices</p> <p>Enhanced collaborative practices</p> <p>An attractive, high functioning community learning environment</p>