



TE WAIRUA O MARIA
THE SPIRIT OF MARY

MARIST SCHOOL MT ALBERT STRATEGIC and ANNUAL PLAN 2024/2025

School Number: 1359

This Charter establishes the Mission, Vision, Values, Strategic Direction, Goals and Improvement Plans for Student Achievement at Marist School Mt Albert.

MISSION STATEMENT

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

VISION

Strong in faith,
together we grow hearts and
minds to make a difference,
today, tomorrow and for life.

VALUES

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

The Marist Way...

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 MĀORI 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 Māori 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
- Teacher growth with Te Ao Māori course

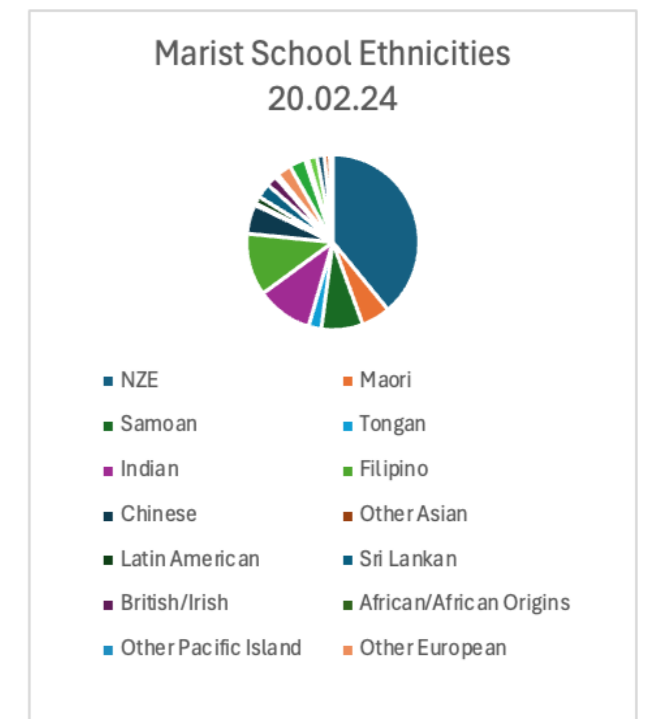
NEW ZEALAND'S CULTURAL DIVERSITY:

- 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 Māori (Māori 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				
BOT	Leadership Team	Teaching Staff	Support Staff	Students as at 20/2/2024
<p>Presiding Member Amy Smith</p> <p>Proprietor Reps Amy Smith Ramona Cobb Robert O'Connor Archala Perera</p> <p>Parent Reps Kris Baker Margaret Joiner Masha Nair Michelle Plant Silao Taulu</p> <p>Principal Carolynn Phillips</p> <p>Staff Rep Brya Lister</p>	<p>Principal: Carolynn Phillips</p> <p>Deputy Principal: Jo-anne Suelto</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 Erena Kolodzinski Brya Lister</p>	<p>Hub 1 Yr 5 & 6 Rosemary Young Sheila White Dominique Kluts</p> <p>Hub 2 Yr 4 & 5 Marie Walker Brya Lister Rachael Baker</p> <p>Hub 3 Yr 2 & 3 Erica Gracias Anne Politini Deborah Esther</p> <p>Hub 4 Yr 1 & 2 Simone Collins Anne MacLeod Shauna McGlinchey</p> <p>Hub 5 Yr 0 & 1 Erena Kolodzinski</p> <p>Part-time Teachers Cate Lal Victoria Hartstronge Judith Fullerton (Music) Dot Howard-Smith (Reading Recovery)</p>	<p>Learning Support Aides Sophie Douglas Kirsten Wolfgramm Amanda Olliver Catriona Kelly</p> <p>Te Reo Māori Teachers Whaea Liv Matua Terry</p> <p>Admin Staff Denise Sampson Bethany Lockie Carla Smith</p> <p>Caretaker Rex Woodward</p>	<p>5 Learning Hubs</p> <ul style="list-style-type: none"> • 296 pupils (max roll 350) • 164 girls • 132 boys • 38.9% NZE • 5.4% Maori • 7.8% Samoan • 2.4% Tongan • 10.5% Indian • 11.5% Filipino • 5.4% Chinese • 0.3% Other Asian • 1.4% Latin American • 2.7% Sri Lankan • 2.0% British/Irish • 0.3% African/African Origins • 0.3% Other Pacific Island • 2.7% Other European • 3.0% Other SouthEast Asian • 0.3% Korean • 0.3% Japanese • 1.7% Fijian • 1.4% Vietnamese • 1% German • 0.3% Australian • 0.3% Other Groups
CONSULTATION		STATEMENT OF INTENT		
<p>In 2022 the Board of Trustees consulted students, staff and parents on the future strategic development of the school.</p> <p>In 2022 consultation on the school's Charter occurred as the Principal was on the Springboard Trust Strategic Leadership Professional Development Programme.</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 will occur in 2024.</p> <p>Health consultation occurred 2022. Curriculum statement review 2024.</p>		<p>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 fuller effect in 2023.</p>		



TE WAIRUA O MARIA
THE SPIRIT OF MARY



MARIST SCHOOL STRATEGIC PLAN

OUR VISION:

Strong in faith, together we grow hearts and minds to make a difference, today, tomorrow and for life.



OUR VALUES:

Courage / Hautoa

*WE USE OUR HEAD...
to know who we are, and our rich potential, to act with resilience and to serve with humility.*

'Come follow me'
Mark 10:20

Love / Aroha

*WE USE OUR HEART...
to respect ourselves and our neighbours both near and far. This is Jesus' message*

'For where two or three gather in my name, there I am in the midst of them'
Mathew 18:20

Compassion / Ngākau mahaki

*WE USE OUR HANDS...
as our call to action promoting justice and the Marist Way*

'I have come that you may have life and have it to the full'
John 10:10



GOALS

Our Culture / Whānaungatanga

Growing a strong sense of belonging for all whānau.

INITIATIVES

Deliver initiatives to celebrate diversity and drive community inclusion.

Create opportunities to share progress, promote understanding and encourage involvement with our Strategic Plan.

SUCCESS

Whānau confidently engage and connect to their faith, identity, language & culture.

Our Learners / Ako

Deliver an engaging and innovative curriculum that empowers faith-filled, confident and creative learners.

Enhance our curriculum with localised programs that reflect who we are.

Encourage tamariki to challenge, reflect, be curious, compassionate, resilient, and wonder so as to make connections with our world.

Ākonga and kaiako embrace opportunities to become active learners who respond, seek and demonstrate the skills and attributes of a lifelong learner.

Our Environment / Whenuatanga

Provide high quality facilities that promote learning and connection.

Encourage global citizenship to reflect our vision.

Finance and support the variety of play based resources available to tamariki through effective fundraising.

A sustainable, highly effective learning environment that is enhanced through community involvement.

Marist School 2 Year Strategic Plan

Informed by: [Education \(School Planning and Reporting\) Regulations 2023](#)

Kura Vision: Strong in faith, together we grow hearts and minds to make a difference, today, tomorrow and for life.

Information informing this plan:

In 2022 the principal worked with the Springboard Trust Leadership for Principals programme around Strategic Planning. We completed SWOTS & PESTLES, consulted with our community and staff and revisioned focussing on 3 specific strategic goals around whānaungtanga, ako & whenuatanga.

The Strategic Plan is for 2023-2025 with fresh goals within 2024 as some projects were incomplete at the end of 2023.

The diversity of our community continues to grow. Staffing changes across the school have contributed to some strategic actions.

The continuation of PLD in the areas of Religious Education, BSLA & Literacy.

Strategic Goals:	Actions: <i>Define one to three high level tangible steps for each strategic goal to inform the annual targets.</i>	Success: <i>Define what you expect to see at the end of three years</i>	NELPS & Relevant Strategies:	Board Primary Objectives (71b):
1. Whānaungatanga (Our Culture) Growing a strong sense of belonging for all whānau	<ul style="list-style-type: none"> Sharing of the Marist Story Cultural Events Programme Special Catholic Character External Review 	Our whānau are confidently engaging and connecting to their faith, identity, language and culture	NELP 1 Learners at the Centre Priority 1 & 2 NELP 2 Barrier Free Access Priority 3 & 4	1a,b,c
2. Ako (Our Learners) Deliver an engaging and innovative curriculum that empowers fatih-filled, confident and creative learners & leaders.	<ul style="list-style-type: none"> Engage with the Curriculum Refresh changes, ensuring a rich coverage of the The Arts Review & continue to refresh our school curriculum including assessment, reporting and learning pathways Grow the capabilities of our leaders to ensure the delivery of high level differentiated teaching and learning programmes Continue to develop robust & consistent assessment practices that can be reliably used to inform teaching, learning, reporting and school wide planning Explore Writing PLD & support to improve neurodiverse, including ESOL, student outcomes <ul style="list-style-type: none"> Enlisting experienced facilitator to support staff with specific classroom strategies to support ESOL students Collation of Year 4-6 Writing Data Kāhui ako PD & cross school Writing moderation 	Our ākonga & kaiako will embrace opportunities to become active learners who respond, seek and demonstrate the skills & attributes of a lifelong learner	NELP 1 Learners at the Centre Priority 1 & 2 NELP 2 Barrier Free Access Priority 3 & 4 NELP 3 Quality Teaching & Leadership Priority 5 & 6	1a,b,c,d

<p>3. Whenuatanga (Our Environment)</p> <p>Our pupils are provided with high quality facilities that promote engaging and innovative learning opportunities.</p>	<ul style="list-style-type: none"> • Visual Arts displayed around the school environment reflecting our cultural identity. • Encourage greater use of play based learning–equipment outside at break times 	<p>A sustainable, highly effective learning environment that is enhanced through community involvement.</p>	<p>NELP 1 Learners at the Centre Priority 1 & 2</p>	<p>1 b, c</p>
<p>Evidence:</p> <ul style="list-style-type: none"> - Documented data of our ethnically diverse community. - Documented data of our ESOL students - Learning registrar of neurodiverse learners - Analysis of assessment data showing evidence of differentiation of planning and learning. - Providing wider curriculum engagement of the Arts through enlisting specialist teachers - Ensuring Junior school children are engaged in play at break times 				

<p>Strategies for giving effect to Te Tiriti o Waitangi:</p>
<p>Continually asking whose voice is missing with full community consultation Funding for Te Reo & Kapa haka kaiako; Knowledge of tangata whenua within the Telling of our Marist Story–Our Foundation. Continuing to grow understanding around Te Ao Māori Actively promoting, protecting and revitalising Te reo & Tikanga Māori</p>

ANNUAL IMPLEMENTATION PLAN STRATEGIC GOAL 1

Strategic Goal 1:	Whānaungatanga (Our Culture) Growing a strong sense of belonging for all whānau <ul style="list-style-type: none"> • Sharing of the Marist Story
Strategic Action:	<ul style="list-style-type: none"> • Kāhui ako initiative “Telling Our Story–Te Paki Project—Engaged external facilitator Del Costello who worked with Within School Teacher to collate & document The Marist Story. • Creation of resources in child’s speak in digital format with resources. • Shared with staff to be used as curriculum resource supporting Aotearoa NZ Histories Curriculum • Provide rich teaching & learning opportunities around The Marist Story
Annual Target: <i>Informed by the strategic actions (one or two per strategic goal)</i>	<ul style="list-style-type: none"> • Customise individual QR codes per digital image from the story to provide whānau use of this resource. Embedding of teaching & learning resources across the school ensures that The Marist Story is alive and well. To ensure that the Marist Story is a living document.
Success: what we expect to see at the end of the year	<ul style="list-style-type: none"> • The Marist Community being able to verbally articulate our story and to see their place within it • Growth of this resource to continue its ongoing use • Preservation of our Marist Charism
Previous years performance:	<ul style="list-style-type: none"> • This project began last year (2023). • A greater understanding of the Marist Story by staff

Describe how the annual targets and actions support student progress:

Considerations

Inclusivity: <i>Teaching and learning (Literacy/Maths)</i> <i>Strategies/programmes</i> <i>Resources</i>	Needs assessment <i>Pacific and Māori</i> <i>Learners with disabilities</i> <i>Students not progressing</i> <i>Students in care/under Oranga Tamariki</i>	Collaboration/Partnerships <i>Community organisations</i> <i>Educational experts</i> <i>Local resources/partnerships</i>	Professional Development <i>Investment in professional development</i>
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- Provide a rich, relevant context (local curriculum) for engagement across the curriculum with Our Marist Story
- Raise awareness of the tangata whenua in this area
- Make explicit links to Aotearoa NZ Histories Curriculum
- Ongoing engagement with Marist Sisters and Marist schools

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

Explicit teaching of Te Tiriti o Waitangi
 Links with local Māori stories, affirming atua Māori & Māori spirituality

ANNUAL IMPLEMENTATION PLAN STRATEGIC GOAL 1

Strategic Goal 1:	Whānaungatanga (Our Culture) Growing a strong sense of belonging for all whanau – Cultural Events Programme
Strategic Action:	<ul style="list-style-type: none"> ● Set-up a whānau committee with teacher cultural leader ● Initiate Grandparent’s Day (26 July)
Annual Target/s: <i>Informed by the strategic actions (one or two per strategic goal)</i>	<ul style="list-style-type: none"> ● Timetable for a yearlong cultural events. ● Strongly embedded cultural engagement across the curriculum; identity, language, and culture of all is recognised. ● Revisit previous community consultation to ensure we are being responsive to community voice, and examine whose voice is missing at all stages
Success: what we expect to see at the end of the year	<ul style="list-style-type: none"> ● Implementation of cultural events timeline ● Demonstration of whānau confidently engaging and connecting to their faith, identity, language, and culture ● Celebrating cultural diversity across the school in a variety of ways
Previous year’s performance:	<ul style="list-style-type: none"> ● A Community Dreaming Evening and Consultation ● Well established Kapa Haka and Pasifika groups ● Cultural capabilities PD ● Establishment of cultural coordinator and cultural student leaders ● Students enter Auckland Central Catholic Kāhui ako Cultural Competitions–art, debate, speech.

Describe how the annual targets and actions support student progress:

Considerations

Inclusivity: <i>Teaching and learning (Literacy/Maths)</i> <i>Strategies/programmes</i> <i>Resources</i>	Needs assessment <i>Pacific and Māori</i> <i>Learners with disabilities</i> <i>Students not progressing</i> <i>Students in care/under Oranga Tamariki</i>	Collaboration/Partnerships <i>Community organisations</i> <i>Educational experts</i> <i>Local resources/partnerships</i>	Professional Development <i>Investment in professional development</i>
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Students are empowered to share & celebrate their identity, language & culture
 Staff attend cultural capabilities PD opportunities, especially new staff
 The wider local community is involved in all aspects of our cultural plan–especially the Parish, Marist College and local community organisations
 Draw on the skills & gifts of all

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi:

Community consultation is ongoing and we are always asking whose voice/culture is missing and will work at rectifying this by reaching out in a variety of ways... hui, fono, zooms, small group gatherings, Hub gatherings etc.
 Encourage all students to share their personal stories. Provide equitable opportunities for all students to be involved in cultural celebrations whether it be through oral, written, visual, music, dance etc.
 Providing ongoing opportunities for tikanga Māori to be embedded across the school.

ANNUAL IMPLEMENTATION PLAN STRATEGIC GOAL 1

Strategic Goal 1:	Whānaungatanga (Our Culture) Growing a strong sense of belonging for all whanau - 2024 Special Catholic Character External Review
Strategic Action:	<ul style="list-style-type: none"> Meet with DRS & Special Catholic Character BOT Sub Committee to prepare for External Review in November 2024
Annual Target/s: <i>Informed by the strategic actions (one or two per strategic goal)</i>	<ul style="list-style-type: none"> Collate requested documentation from the Auckland Catholic Diocese Religious Education staff meetings timetabled for the year Growth of tagged teachers to support special character & DRS Initiate Young Vinnies student group
Success: what we expect to see at the end of the year	<ul style="list-style-type: none"> An affirming Special Catholic Character External Review with realistic recommendations Recognition of the ongoing hard work of the DRS, BOT & Staff A stronger working relationship with the Auckland Catholic Diocese The Marist whānau actively involved in the Special Character of Marist School
Previous years performance:	<ul style="list-style-type: none"> 2018 Special Catholic Character Report was affirming with a few recommendations. These recommendations have been fulfilled. PD with Year 1 & 2 teachers with new Religious Education programme Staff completed Te Ao Māori course & Catholic Social Teaching Theology paper

Describe how the annual targets and actions support student progress:

Considerations

Inclusivity: <i>Teaching and learning (Literacy/Maths)</i> <i>Strategies/programmes</i> <i>Resources</i>	Needs assessment <i>Pacific and Māori</i> <i>Learners with disabilities</i> <i>Students not progressing</i> <i>Students in care/under Oranga Tamariki</i>	Collaboration/Partnerships <i>Community organisations</i> <i>Educational experts</i> <i>Local resources/partnerships</i>	Professional Development <i>Investment in professional development</i>
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Ensuring that the Special Catholic Character is embedded in all teaching & learning
Culturally Responsive Practice permeates all teaching and learning
Mana Motuhake, Whānaungatanga & recognition of Māori & Pasifika Worldviews are evident in planning, teaching & learning and action
Explicit teachings of Catholic Social Teachings affirming Māori Spirituality & Te Ao Māori
Collaboration & partnerships with the Catholic Diocese & Kāhui ako are strengthened

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi:

Mana Motuhake, Whānaungatanga & recognition of Māori & Pasifika Worldviews are evident in planning, teaching & learning and action
Explicit teachings of Catholic Social Teachings affirming Māori Spirituality & Te Ao Māori & providing outreach for those less fortunate than ourselves - Young Vinnies, Parish foodbank, Caritas collection, visiting the elderly etc.
Culturally Responsive Practice permeates all teaching and learning.
Cultural & spiritual beliefs are respected.

Annual Target 1:	Sharing of the Marist Story: Customise individual QR codes per digital image from the story to provide whānau use of this resource					
Action	Resources Allocation	Evidence/Measures of success	Person/s Responsible	Timeframe	Progress Actioned ✓ Working towards →	
					Mid-Year	End of Year
Kāhui ako within school leaders will work on creating the QR codes and allocating the appropriate resources to each code	Kāhui ako budget	Use of the QR codes throughout the school (staff and students)	EK / BL	End of Term 1		
Facilitate a staff meeting	Time	Staff understanding & using the resource	EK / BL	End of Term 1		
Work with leadership team on how to share The Marist Story with the wider school community and showcasing student engagement	Time	Engagement by community and students	EK / BL and Leadership Team	End of Term 3		
Monitoring and evaluation:	Mid-year: <ul style="list-style-type: none"> - Tools being utilised - Engagement with whānau - Collate pre knowledge from our students around our House Founders/The Marist Story - Promotion on the use of this resource through Newsletter and face to face gatherings with our parent community 		End of year: <ul style="list-style-type: none"> - Collate post knowledge from our students around our House Founders/The Marist Story - Wider use of this resource with the whole school community i.e. parents and other whānau using the QR code to further their knowledge 			

Annual Target 2:	Annual Cultural Events Timetable					
Action	Resources Allocation	Evidence/Measures of success	Person/s Responsible	Timeframe	Progress Actioned ✓ Working towards →	
					Mid-Year	End of Year
SLT meet with Cultural Coordinator	Release when needed Time	Successful meeting; set plan of work for Cultural Coordinator; beginnings of an annual plan	RB	Term 1 Week 6		
Consultation with community	Time/digital tools	Responsive whānau willing to support cultural events	RB	Term 1		
Monitoring and evaluation: Attendance numbers at events Diversity of attendees (ethnicity & new/existing whānau) Engagement levels	Mid-year: How are we going? What's on top? Greatest needs to reset if necessary, Term 3 & 4 plans		End of year: Evaluate each event/celebration Whānau cultural committee Gather whānau voice across the school			

ANNUAL IMPLEMENTATION PLAN STRATEGIC GOAL 2

Strategic Goal 2:	Ako (Our Learners) Deliver an engaging and innovative curriculum that empowers fatih-filled, confident and creative learners & leaders — provide an innovative, localised and future focused curriculum that reflects who we are & create opportunities for teachers to grow from within
Strategic Action:	<ul style="list-style-type: none"> Engage with the Curriculum Refresh changes, ensuring a rich coverage of the The Arts Grow the capabilities of our leaders to ensure the delivery of high level differentiated teaching and learning programmes Explore Writing PLD & support to improve neurodiverse, including ESOL, student outcomes based on data informed practices
Annual Target(s): <i>Informed by the strategic actions (one or two per strategic goal)</i>	<ul style="list-style-type: none"> Provide PLD for leaders & kāiako engaging with Te Mātaiaho/Common Practice Model Grow Leadership team & structure Improve student outcomes for all learners, especially our ESOL and Neurodiverse learners
Success: what we expect to see at the end of the year	<ul style="list-style-type: none"> Participation & engagement of teachers with the curriculum Use of Common Practice Model Ongoing growth of our Tūakana & Teina Coordinators and Cultural Coordinator
Previous years performance:	<ul style="list-style-type: none"> Engaged PLD facilitator to work with teachers around Aotearoa NZ Histories Curriculum, Inquiry Model & Curriculum Mapping Engaged PLD facilitator through Kāhui ako around Effective Teacher Profile & Culturally Responsive Pedagogy & Practices Initiated Tūakana & Teina Coordinators to oversee curriculum development across their teams Rich, robust staff meetings

Describe how the annual targets and actions support student progress:

Considerations

Inclusivity: <i>Teaching and learning (Literacy/Maths)</i> <i>Strategies/programmes</i> <i>Resources</i>	Needs assessment <i>Pacific and Māori</i> <i>Learners with disabilities</i> <i>Students not progressing</i> <i>Students in care/under Oranga Tamariki</i>	Collaboration/Partnerships <i>Community organisations</i> <i>Educational experts</i> <i>Local resources/partnerships</i>	Professional Development <i>Investment in professional development</i>
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Supporting & ensuring teacher capability through professional development of teachers around the curriculum. Ensuring consistency of global understanding of the curriculum, inquiry approaches, learning progressions. Moderation is robust ensuring targeted student progress & expectations.
 PLD supports neurodiverse & ESOL students; equitable outcomes for all learners.
 Increased home/school partnerships to support learners.
 Opportunities for tamariki to explore and develop their skills & talents in other curriculum areas, especially The Arts curriculum.

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi:

Equity for all learners
 Culturally Responsive Practice permeates all teaching and learning
 Cultural & spiritual beliefs are respected
 Providing ongoing opportunities for tikanga Māori to be embedded across the school

Annual Target 1: Provide PLD for leaders & k̄iako engaging with Te M̄taiaho/Common Practice Model						
Action	Resources Allocation	Evidence/Measures of success	Person/s Responsible	Timeframe	Progress	
					Mid-Year	End of Year
					Actioned ✓ Working towards →	
Work with PLD provider (Tracey) & MOE Education Advisors	K̄ahui ako PLD funding Alison Fowkes MOE Education Advisor Meetings	CPM fully implemented in curriculum Ensure Literacy, Communication and Maths tools are fully integrated within teaching & learning practices	SLT Leadership Team Tracey & Alison	All year		
Staff Meetings around the Common Practice Model	Alison Fowkes MOE Education Advisor Meetings	CPM fully implemented in curriculum	SLT Leadership Team Tracey & Alison	All year		
Monitoring and evaluation (9e) :	Mid year: Review teacher understanding & capabilities in implementation Continue to encourage teacher reflection Provide support where needed		End of year: Review teacher understanding & capabilities Clarity and consistency for teachers and students to bring rigour to the teaching and learning of literacy, communication and maths, and support equity and excellence for all students\			

Annual Target 2: Grow Leadership Team & Structure						
Action	Resources Allocation	Evidence/Measures of success	Person/s Responsible	Timeframe	Progress	
					Mid-Year	End of Year
					Actioned ✓ Working towards →	
Set up Middle Leadership positions within current staff	SLT Support Management Units	Ongoing conversations with SLT	SLT/Leadership Team	Term 1		
SLT work collaboratively with Middle Leaders to establish job descriptions & systems Initiate new meeting structure for whole Leadership Team	SLT Support Time	Stronger relationships across Leadership Team High functioning team meeting Professional conversations Happy staff Growth of leader capabilities Established assessment & reporting framework	SLT/Leadership Team	Ongoing Monday meetings		

Monitoring and evaluation (9e):	Mid year: Meet with Middle Leaders for one on one conversations to review beginning of the year goals Evaluate success Provide opportunity for honest feedback/feedforward	End of year: Evaluate sustainability of this leadership structure Decision made around renewal of roles
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Annual Target 3: Improve student outcomes for all learners, especially our ESOL and Neurodiverse learners						
Action	Resources Allocation	Evidence/Measures of success	Person/s Responsible	Timeframe	Progress	
					Mid-Year	End of Year
Collate & analyse student data	Time	Ongoing monitoring & adjust as necessary	DP/AP	Bi-Annually (mid & end)		
Continue to work with PLD provider (Tracey) on developing strategies to cater for all learners especially ESOL & Neurodiverse students Source external PLD	Team Meetings Staff Meetings PLD through Kāhui ako & other external sources	Differentiated teaching & learning strategies for targeted groups Improved student outcomes Upskilled staff	Tūakana & Teina coordinators Teachers Learning Support teachers SENCO RTLB	All year		
Ensure that teachers PGCs include specific goal on this annual target	Meeting times Rich conversations..ideas & strategies are shared	Ongoing monitoring & adjust as necessary Ongoing teacher reflection & conversations	SLT Leadership Team Teachers	All Year		
Monitoring and evaluation (9e):	Mid-year: Gather & analyse whole school data Identify any new targets & set goals		End of year: Gather & analyse whole school data Evaluate progress & achievement Identify any new targets, goals & strategies for 2025			

ANNUAL IMPLEMENTATION PLAN STRATEGIC GOAL 3

Strategic Goal 3:	Whenuatanga- (Our Environment) Our pupils are provided with high quality facilities that promote engaging and innovative learning opportunities.
Strategic Action:	<ul style="list-style-type: none"> • Visual Arts displayed around the school environment reflecting our cultural identity • Encourage greater use of play based learning–equipment outside at break times
Annual Target(s): <i>Informed by the strategic actions (one or two per strategic goal)</i>	<ul style="list-style-type: none"> • Work with Cultural Coordinator to plan, design & display cultural visuals around school environment • Complete Stage 2 Landscape plan • Junior Team ensures use of play based learning equipment
Success: what we expect to see at the end of the year	<ul style="list-style-type: none"> • A sustainable, highly effective learning environment that is enhanced through community involvement. • Our school hall being utilised by school and parish
Previous years performance:	<ul style="list-style-type: none"> • Year 6 Leavers Legacy Wall • Renovated school hall (original 1927 school building) • Landscaping Stage 1 –shade, planting

Describe how the annual targets and actions support student progress:

Considerations

Inclusivity: <i>Teaching and learning (Literacy/Maths)</i> <i>Strategies/programmes</i> <i>Resources</i>	Needs assessment <i>Pacific and Māori</i> <i>Learners with disabilities</i> <i>Students not progressing</i> <i>Students in care/under Oranga Tamariki</i>	Collaboration/Partnerships <i>Community organisations</i> <i>Educational experts</i> <i>Local resources/partnerships</i>	Professional Development <i>Investment in professional development</i>
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Working with the whole community–school & parish. Involvement of parents, grandparents & staff
 Students identity, language & culture is respected & reflected in visual ways
 Students source external support, funding–providing opportunity for student agency
 Students & community share ownership & care of finished works
 Students are engaged in a variety of play, building friendships, resilience, sharing.

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi:

Equity for all learners
 Cultural & spiritual beliefs are respected.
 Recognition of diversity of cultures across our school
 School Pepeha displayed visually

Annual Target 1: Work with Cultural Coordinator to plan, design & display cultural visuals around school environment						
Action	Resources Allocation	Evidence/Measures of success	Person/s Responsible	Timeframe	Progress Actioned ✓ Working towards →	
					Mid-Year	End of Year
Meet with Cultural Coordinator to initiate plan for year	Time Management Unit	Visual displays around school environment celebrating our diversity	Cultural Coordinator	All year		
Year 6 Legacy Wall	Stu Duval artist & cost of supplies Apply for Resene paint grant		Year 6 timetabling Year 6 Teachers Cultural Coordinator Carla	Term 3 & 4 Complete by end of term 4 for Community Christmas Picnic unveiling		
Monitoring and evaluation (9e):	Mid-year: Timeline of projects Evaluate involvement of students, staff, community		End of year: Complete 2024 Year 6 Leavers Legacy Wall art work Evaluate projects & what next for 2025			

Annual Target 2: Complete Stage 2 Landscape plan						
Action	Resources Allocation	Evidence/Measures of success	Person/s Responsible	Timeframe	Progress Actioned ✓ Working towards →	
					Mid-Year	End of Year
Book Stage 2 Landscape Project plan		Completed stage 2 landscape plan Children engages with the changes to the environment	Beth/Carolynn	End of Term 1 Holidays		
Continue to fundraise to support final payment	PTFA Marist whānau	Fully paid project with next step opportunities with funds raised	PTFA BOT Principal	End of Term 2		
Monitoring and evaluation (9e):	Mid-year: Review use of the playground Explore next steps if any		End of year: A high functioning school environment by all the Marist Community			

Annual Target 3: Junior Team ensures use of play based learning equipment						
Action	Resources Allocation	Evidence/Measures of success	Person/s Responsible	Timeframe	Progress	
					Mid-Year	End of Year
					Actioned ✓	Working towards →
Teina Coordinator liaises with junior team to ensure play based equipment is utilised Year 5 students trained in putting out & bringing in equipment	Play based equipment	Children using play-based equipment at break times Year 5 student leaders developing organisational skills	Teina Coordinator Year 5 Leaders Junior Teachers			
Monitoring and evaluation (9e):	Mid-year: Review use of the equipment Complete an audit Purchase or donate		End of year: Evaluate the year, winter/summer use Reset timetable for 2025			