



MARIAN CATHOLIC SCHOOL
Empowered to Learn, Inspired for Life

Strategic Plan 2024-2025 and Annual Plan 2024

LIVE CHRIST

by being the hands, face and voice of Jesus by:
LIVE LOVE, LIVE FAITH, LIVE COMMUNITY and LIVE MISSION.

Motto: Bring Christ into the World

School Profile

We are a thriving school in the heart of Hamilton East catering for 600 students from year 1 through to year 8. We are located in close proximity to the Cathedral of the Blessed Virgin Mary and across the road from Sacred Heart Girls' College, catering for students from both Cathedral and St Matthew's (Hillcrest/Silverdale) Parishes.

Our school was established in 1989 following the amalgamation of St Mary's Cathedral School and Marist School which had previously coexisted on adjoining sites. Marian Catholic School recognizes and celebrates the founding charisms of the Sisters of Our Lady of the Missions foundress, Euphrasie Barbier and the Marist Brothers founder, Marcellin Champagnat. Our Charism today is: Live Christ, be the hands, face and voice of Jesus. Each term we focus on one of our charism values; Live Love, Live Faith, Live Community and Live Mission.

We are proud of our multicultural diverse school, and we actively seek to connect with our parents to build positive partnerships. The school provides a safe and culturally responsive environment for all students. We actively seek to ensure our students feel proud and celebrate their culture. We hold cultural assemblies to celebrate the diversity of culture within our school.

Learning is our core business and we believe developing whānau like relationships is foundational in order to implement effective teaching and learning within our classrooms. Our students are supported by dynamic teachers and a dedicated team of support staff. The teaching staff have a range of expertise, interests and experience. They work collaboratively sharing professional skills and knowledge to help our students achieve.

Special Character Goals

The Board of Trustees of Marian Catholic School will ensure that the school reflects in its teaching and conduct, Special Character as specified in the integration of Marian Catholic School by:

Fulfilling the intent of the Special Character statement in the Integration Agreement.

Maintaining and safeguarding the important link that the school has with Cathedral Parish by promoting the school and parish as 'one worshipping community'.

Recognising the right of the Proprietor to supervise the maintenance and preservation of Special Character as provided in the Private Schools

Conditional Integration Act 1975 and the Integration Agreement of Marian Catholic School.

Recognising the right of the Proprietor to determine from time to time what is necessary to preserve and safeguard the Special Character of

the education provided at Marian Catholic School as required in the Private Schools Conditional Integration Act 1975 and the Integration Agreement of Marian Catholic School.

Marian Catholic School ...

is a Roman Catholic school in which the whole school community, through the general school programme and in its religious instructions and observances exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese of Hamilton.

New Zealand Legislation

Education and Training Act 2020

127 Objectives of boards in governing schools

- (1) A board's primary objectives in governing a school are to ensure that—
 - (a) every student at the school is able to attain their highest possible standard in educational achievement; and
 - (b) the school—
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and
 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
 - (c) the school is inclusive of, and caters for, students with differing needs; and
 - (d) the school gives effect to [Te Tiriti o Waitangi](#), including by—
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.
- (2) To meet the primary objectives, the board must—
 - (a) have particular regard to the statement of national education and learning priorities issued under [section 5](#); and
 - (b) give effect to its obligations in relation to—
 - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
 - (ii) teaching and learning programmes; and
 - (iii) monitoring and reporting students' progress; and
 - (c) perform its functions and exercise its powers in a way that is financially responsible; and
 - (d) if the school is a member of a community of learning that has a community of learning agreement under [clause 2](#) of Schedule 5, comply with its obligations under the agreement; and
 - (e) comply with all of its other obligations under this or any other Act.

Compare: 1989 No 80 Schedule 6 cl 5

Te Tiriti o Waitangi

The unique position of iwi Māori as tangata whenua, and Te Āo Māori

We acknowledge the special place of iwi Māori as Tangata Whenua and the unique position of Te Āo Māori in Aotearoa New Zealand. All students will learn Te Reo, tikanga, mātauranga Māori as well as wairuatanga Katorika Māori. Māori values, practices, traditions, histories and spirituality forms the basis of our relationships with all New Zealanders. This upholds and celebrates the relationship created by Te Tiriti o Waitangi.

The school will support and celebrate the unique position of iwi Māori and Te Āo Māori in the curriculum by:

- Working closely with our whānau Māori community
- Reporting to and consultation with our whānau Māori Community.
- Acknowledging and teaching about the special place of Katorikatanga Māori in the special character and religious education programmes of our school.
- A Miha Māori is held each year
- Tamariki Māori will be given opportunities to participate and lead in this learning e.g Rangiāowhia
- Teachers' planning will reflect Aotearoa New Zealand's bi-cultural heritage established by Te Tiriti o Waitangi
- Classroom programmes will include meaningful interaction and learning in Te Reo, tikanga, mātauranga and wairuatanga Katorika Māori.
- Whakapapa, tikanga, ngā mahi ā rēhia and pūrākau will be incorporated into Literacy and Arts programmes.
- Te Reo, waiata and karakia are incorporated into assemblies and hui

Reflecting multi 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 also New Zealand's relationships with the peoples of other nations.

- Every culture, and their unique relationship to God, will be valued so that all families feel respected and acknowledged.
- Reporting to and consultation with Pasifika Community
- A Pasifika Mass held each year.
- An extensive ESOL programme is provided for those who qualify for assistance with second language learning.
- Attempts will be made to find interpreters, especially for report evenings, if needed.
- Incorporate different languages into our 'Prayers of the faithful' within our school masses, with Te Reo and English being the constant languages
- We hold two Cultural assemblies each year to celebrate cultural groups with the school with tangata whenua as the host culture

National Education and Learning Priorities (NELPS)

The Board of Trustees at Marian Catholic School provides:



Te Mātaiaho | the refreshed NZ curriculum

Principle: Give effect to Te Tiriti o Waitangi

This is a shift from acknowledgment to authentic understanding and valuing of Te Tiriti o Waitangi and its principles. Curriculum interventions and initiatives can best serve the needs of ākonga Māori by enabling student identities and cultural backgrounds to be legitimated, included, and expressed through and in the learning contexts in which they are situated. Giving effect to Te Tiriti and its principles in schools means ensuring that expressions of Māori language, knowledge, and culture, and therefore the identity of ākonga Māori, are valued and inequities are addressed.

Principle: Hold a broad view of ākonga success

This principle establishes the value Te Mātaiaho places on both wellbeing (cultural, physical, emotional, social, and psychological) and excellence as connected and important outcomes of schooling. Te Mātaiaho reinforces the values of inclusion, through a focus on positive, inclusive relationships, a sense of belonging for all, and the promotion of diversity as ordinary and expected. It sets an expectation of planning from the outset for all ākonga and views every learner as having open-ended potential.

Principle: Hold high expectations for all ākonga

The curriculum is designed to recognise the strengths, interests, and open-ended potential of every ākonga. It acknowledges that, while ākonga have different starting points and progress in different ways, they must all be able to access rigorous learning to develop the knowledge, skills, and capabilities that will enable them to excel in schooling and beyond.

Strategic Plan 2024 -2025

Goals and Initiatives

Strategic goals	Presence Catholic Character	People <i>NELP 1.2 and 3</i>	Practice <i>NELP 1,2 and 3</i>	Place <i>NELP 1 and 3</i>
	<i>Encounter Christ and develop a lifelong connection with God and the Church</i>	<i>Our people are well equipped to support learning</i>	<i>Lead and teach in the North East with high learning relationships with learners and their whanau, effective teaching pedagogies and continual monitoring of impact.</i>	<i>Create safe and inclusive learning environments across the school.</i>
Strategic Initiatives	1.Kaiako grow student's RE knowledge through an integrated curriculum	1. Teachers will have a working understanding of Literacy and numeracy aligned to Te Mātaioho and the school curriculum.	1.Strengthening teacher and leader capability in and implementation of the North East Teaching Profile <i>NELP 1, 2 and 3</i>	1. Create an environment where Māori and Pasifika students see themselves reflected and valued. <i>NELP 1 and 3</i>
	2. Celebrate our Catholic faith within the different cultures of our school.	2. Whānau understand their child's learning in literacy and numeracy. <i>NELP 1 #2</i>	2. Raise student achievement to achieve parity in literacy and numeracy across the school. <i>NELP 2 #4</i>	2. Carry out the design, procurement and construction phase of the EPMP Project - and St Theresa's replacement.

Initiative Links to Te Tiriti o Waitangi

"The curriculum acknowledges the principles of the Te Tiriti o Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga."

<i>Article One</i> <i>Kāwanatanga - Honourable governance</i>	<i>Article Two</i> <i>Rangatiratanga - Self determination</i>	<i>Article Three</i> <i>Ōritetanga - Equity</i>
<p>Strengthening teacher and leader capability to teach and lead in the North-East</p> <hr/> <p>All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga</p> <hr/> <p>Strengthen learning partnerships with whānau</p>	<p>Strengthening teacher and leader capability to teach and lead in the North-East</p> <hr/> <p>Strengthen learning partnerships with whānau</p> <hr/>	<p>Strengthening teacher and leader capability to teach and lead in the North-East</p> <hr/> <p>Create an environment where Māori and Pasifika students see themselves reflected and valued</p> <hr/> <p>Raise student achievement and reduce disparity in literacy and numeracy across the school.</p>

Initiative Links to National Education and Learning Priorities (NELP)

<div> <div>OBJECTIVES</div> <div> OBJECTIVE 1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education </div> </div> <div> <div>PRIORITIES</div> <div> 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying </div> <div> 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures </div> </div>	<div> <div>OBJECTIVE 2</div> <div> BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner </div> </div> <div> <div> 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs </div> <div> 4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy </div> </div>	<div> <div>OBJECTIVE 3</div> <div> QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau </div> </div> <div> <div> 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning </div> <div> 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce </div> </div>
<p>Strengthening teacher and leader capability to teach and lead in the North-East</p> <hr/> <p>Strengthen learning partnerships with whānau</p>	<p>Strengthening teacher and leader capability to teach and lead in the North-East</p> <hr/> <p>Raise student achievement and reduce disparity in literacy and numeracy across the school.</p>	<p>Strengthening teacher and leader capability to teach and lead in the North-East</p> <hr/> <p>Create an environment where Māori and Pasifika students see themselves reflected and valued</p>

Annual Implementation Plan 2024

Presence - Catholic Character <i>Encounter Christ and develop a lifelong connection with God and the Church</i>		
Initiative #1: Kaiako grow student's RE knowledge through an integrated curriculum		
What we expect to see?	How we will achieve or make progress towards our strategic goals?	How will we measure success?
<p>Teachers creating engaging learning experiences to develop the child's knowledge of their faith.</p> <p>Students demonstrating the charism in their interactions with others.</p> <p>We will have at least 80% of our students able to articulate our:</p> <ul style="list-style-type: none"> • Charism and school story • House Saints • Traditional prayers • Bible Parable stories • Stories of Mary - Visitation and Assumption 	<ul style="list-style-type: none"> • Explicit planning and teaching of RE topics. • Deliver the RE content in an engaging manner • Integrating the RE context into other learning areas while retaining the learning of both curriculum areas. • Explicitly plan and teach traditional prayers, Bible Parable stories, and Stories of Mary - Visitation and Assumption 	<ul style="list-style-type: none"> • In class written and oral assessments • Student voice gathered through group interviews • 80% of students will move one stage on our PB4L - Charism cards system. • 50% of each year group; Year 4, 6 and 8 will receive their Round Charism badge. • Anecdotal observations of Charism in action
Initiative #2: Celebrate our Catholic faith within the different cultures of our school.		
What we expect to see?	How we will achieve or make progress towards our strategic goals?	How will we measure success?
<p>Our diverse multi cultural school community is reflected in our faith based liturgies and masses.</p>	<ul style="list-style-type: none"> • Building strong partnerships with whānau. • Provide whānau regular opportunities and support to lead masses, liturgies and important celebrations. • Visual display of the cultures of the school in the GSEC (i.e. flags on Pentecost) • Different whānau cultural groups visible in 	<ul style="list-style-type: none"> • 50% of our Liturgy/Masses will have a cultural whānau involvement • Carry out a school environment audit to identify how cultures are reflected • Analysis of student and whānau voice

	classrooms	
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People NELP: 1,2 and 3 <i>Our people are well equipped to support learning</i>		
Initiative #1: Ensure every learner gains sound foundation skills, including language, literacy and numeracy.		
What we expect to see?	How we will achieve or make progress towards our strategic goals?	How will we measure success?
<p>Teachers will have a working understanding of literacy and numeracy aligned to Te Mataiho and the school curriculum</p> <p>Teachers with high curriculum knowledge using effective pedagogical strategies to teach literacy and numeracy to our ESOL and neuro diverse learners.</p> <p>SENCO actively involved in supporting the learning of our ESOL and neuro diverse learners</p>	<p>Staff PD</p> <ul style="list-style-type: none"> • Train new teachers in BSLA in Year 1-3 • Provide ongoing PLD in Writers Toolbox to teachers in Years 4-8 • Build teacher capability to effectively use learning pathways in writing for Years 5-8 • Build on the PLD in mathematics delivered by Bruce Moody • Expectation of differentiated planning reflecting relevant content from Te Mataiaho and the school curriculum framework <p>ESOL Support</p> <ul style="list-style-type: none"> • Applications made for additional learning support. • Teacher aid hours assigned to meet priority needs. • Registered teacher employed to teach ESOL students providing additional learning support. • Regular reviews by SENCO of teacher planning and IEPs 	<ul style="list-style-type: none"> • Teacher survey of knowledge and confidence • Classroom observations and coaching conversations. • Analysis of student achievement data. • Analysis of student and whānau voice data.
Initiative #2:. Whānau understand their child's learning in literacy and numeracy		
What we expect to see?	How we will achieve or make progress towards our strategic goals?	How will we measure success?

Regular teacher engagement with whānau sharing where students are on their learning journey. Whānau empowered to support children's learning - Structured Literacy, Writing (WTB) and Mathematics	<ul style="list-style-type: none"> • Whanau will have agency to decide when/where/ time and content of hui • Whanau will lead the hui and determine the content for hui • Whanau will prioritise goals for 2024 • Clear expectations from senior leadership for frequency of contact with whānau. • Build teacher capability and confidence in engaging with whānau. • Leaders of learning regularly meeting with teachers to monitor 	<ul style="list-style-type: none"> • Ongoing analysis of voice collection from students, whānau, teachers, leaders. • 40% of whānau will attend learning workshops held at school for Structured Literacy and Mathematics.
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Practice NELP: 1,2 and 3 Goal: We Teach and Lead in the North-East With High Relationships, High Teaching and High Monitoring		
Initiative #1: Strengthen kaiako and leader capability to teach and lead in the North-East.		
What we expect to see?	How we will achieve or make progress towards our strategic goals?	How will we measure success?
Teachers confidently and competently implement the effective pedagogies within Teacher Effectiveness Profile (Teaching to the North East).	<ul style="list-style-type: none"> • Deliver the components of Teaching and Leading to the North East with fidelity consistently across the school. • Using the ITAR model to build teacher capability (Induction (<i>explicit instruction</i>), Trialling, Application, Reflection) 	<ul style="list-style-type: none"> • Use and analysis of Teacher Effectiveness Profile, Classroom observation and coaching conversations. • Ongoing analysis of voice collection from students, whānau, teachers, leaders. • Ongoing analysis of PB4L Behaviour data.
Initiative #2: Raise student achievement to achieve parity across ethnicities in literacy and numeracy		
What we expect to see?	How we will achieve or make progress towards our strategic goals?	How will we measure success?

<p>Māori and Pasifika learners achieving parity with non-Māori learners.</p> <p>Students achieving below expected curriculum levels at the beginning of the year making accelerated progress by the end of 2024.</p> <p>Teachers delivering culturally responsive practices</p> <p>Confident capable teachers in literacy and numeracy across the school</p>	<ul style="list-style-type: none"> ● ITAR model used to increase teacher curriculum knowledge for literacy and numeracy ● ITAR model used to build teacher capability in implementing Teaching to the North-East pedagogies. ● School wide expectations on planning and assessment will be regularly monitored ● Leaders regularly monitoring teacher impact and student achievement ● Regularly scheduled huis where teachers collaboratively interrogate evidence of their impact, and determine next steps. ● Regular classroom observation and coaching conversations held for all teaching staff. ● Teachers will complete the training and implement structured literacy with fidelity. 	<ul style="list-style-type: none"> ● Ongoing analysis of voice collection from students, whānau, teachers, leaders. ● Ongoing analysis of student achievement data ● 100% of teachers will be implementing the Teaching to the North East pedagogies. This will be measured through evidence of teacher practice, student voice, and student performance ● We will have 100% of teachers feeling an increase in confidence and capability to teach an effective writing programme. ● All teachers will show understanding of an effective maths programme. This will be measured through evidence of teacher practice, student voice, and student performance.
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Place NELP: 1, and 3 Goal: Create safe and inclusive learning environments across the school.		
Initiative #1: Create an environment where Māori and Pasifika students see themselves reflected and valued.		
What we expect to see?	How we will achieve or make progress towards our strategic goals?	How will we measure success?
<p>Teachers developing high learning focussed relationships with all akonga</p> <p>Teachers knowing each akonga - learning needs and next steps</p> <p>Learning is explicit</p> <p>Teacher demonstrates high expectations for all akonga</p> <p>Our school environment reflects we are a Catholic</p>	<ul style="list-style-type: none"> ● Create a system to regularly collect, review and act on student and whānau voice ● Regular staff meetings to build teacher knowledge with opportunities to collaboratively share best practice ● Analyse and provide opportunities for teachers to work with the data and set 	<ul style="list-style-type: none"> ● 100% of our Māori students will show progress in their learning achievement ● Student voice will be analysed and 80% of our māori and Pasifika students will demonstrate feeling a part of our school community ● 100% of Māori and Pasifika students will be

School in Aotearoa.	personal goals against the Teacher Effectiveness profile <ul style="list-style-type: none"> Teachers to regular seek student voice on their learning 	able to show movement from unclear to clear on next learning steps question in our profile
Initiative #2: Carry out the design procurement and construction phase of EPMP Project in Atrium and replacement of St Theresa's block.		
What we expect to see?	How we will achieve or make progress towards our strategic goals?	How will we measure success?
<p>By the end of Term Three we expect to see an upgrade to the Atrium to provide a shared wet teaching space for Year 7-8 art/science.</p> <p>By the end of 2025 we expect to see a completed replacement block for St Theresa's.</p>	<ul style="list-style-type: none"> Regular meetings with Architect for EPMP Atrium project EPMP Atrium project. The architect is working towards a Term Two start. The building is expected to take all of Term Two. This work is required to be completed by August 2024. St Theresa's Replacement - the timeline at this stage is: Detail Design completed by 26/08/24, Procurement completed by 4/11/24 and construction began by the beginning of November. The replacement build will take one year. 	We meet the projected timeline of the projects.

Business As Usual our requirements to meet:

Special Character

Student Achievement Curriculum Targets in Reading, Written Language and Mathematics (NELP 1, 2 and 3)

Self Review

People (NELP 1 and 3)

Financial and Property

Health and Safety (NELP 1)

SPECIAL CHARACTER

STRATEGIC GOAL: Presence Encounter Christ and develop a lifelong connection with God and the Church		
2024	2025	2026
<ul style="list-style-type: none"> • Select quotes from our Founders that support our Marian Charism and display them around the school • Identify Mary's Mission and how we can live this out in our school through looking at the Marian Feast Days: Annunciation, Visitation and the Assumption. • To create a visual display of Mission Sisters in GSEC - honouring the history of the building. • To create a visual display of Marist Brothers in Atrium - honouring the history of the building. • Make effective use of the RE digital resource as well as sharing and making use of websites and online resources. • Students attend school Mass/Liturgies at least 3 times per term. • Buddy classes attend Parish weekday Mass twice during the year. • Parish /School Mass on Sunday each Term -led by LC. • Organise a Yr 8 special Retreat at year end. • Actively promote Young Vinnies. • Promote and publicise Sunday Mass in school newsletter. • Weekly Prayer Assembly. • Sacramental programmes. • Nearest and Dearest Day. • Catholic Charter Self-Review (one per year) • Christian Witness • School newsletter contains Gospel reflection and Charism values. • Job descriptions include and identify responsibilities related to Special Character and reviewed as part of teachers' appraisal. 	<ul style="list-style-type: none"> • Hold a staff Retreat Day • Identify Mary's Mission and how we can live this out in our school through looking at the Life of Christ. • Hold at least 12 hours per year RE staff meeting per term. • All students attend school Mass/Liturgies at least 3 times per term. • Buddy classes attend Parish weekday Mass twice during the year. • Parish /School Mass on Sunday each Term -led by LC. • Organise a Year 8 special Retreat at year end and a Year 7 Servant Leadership retreat in Term 4. • Actively promote Young Vinnies. • Promote and publicise Sunday Mass in school newsletter. • Job descriptions include and identify responsibilities related to Special Character and reviewed as part of teachers' appraisal. • Weekly Prayer Assembly. • Sacramental programmes. • Nearest and Dearest Day. • School newsletter contains Gospel reflection and Charism values. • Catholic Charter Self-Review (one per year) <ul style="list-style-type: none"> o Encountering Christ 	<ul style="list-style-type: none"> • Hold staff meetings facilitated by DRS or other guest speakers. • Incorporate the Māori bicultural dimensions into RE lessons, liturgies and Masses e.g. sign of the cross in Māori. • Make effective use of the RE digital resource as well as sharing and making use of websites and online resources. • Hold at least 12 hours per year RE staff meeting per term. • All students attend school Mass/Liturgies at least 3 times per term. • Staff undertake RE Professional Development • Two Buddy classes attending a Thursday 12.05 Parish Mass. • Organise Yr 8 special Retreats at year end and a Leadership day for Year 7's • Actively promote Young Vinnies. • Promote and publicise Sunday Mass in school newsletter. • Weekly Prayer Assembly. • Sacramental programmes. • Nearest and Dearest Day. • School newsletter contains Gospel reflection and Charism values. • Job descriptions include and identify responsibilities related to Special Character and reviewed as part of teachers' appraisal. • Catholic Charter Self-Review (one per year) <ul style="list-style-type: none"> o Growth and Knowledge

Annual Curriculum Targets

NELP 1: Learners at the Centre, NELP 2: Great opportunities and outcomes are within reach for every learner, NELP 3: Quality teaching and leadership

Reading

STRATEGIC OUTCOME: Raising expectations for achievement of all learners by ongoing quality self-review.

STRATEGY: Teachers will use evidence to inform planning, identify what students can do and identify the next learning steps. To accelerate progress, target students will receive regular class instructional reading lessons with learning support programmes as additional to class programmes. School wide review of target students will occur in Week 8 of each term. Professional learning in Better Start Literacy (BSLA) will allow for consistent teaching for Years 0-2.

Whole school READING data summary end of 2023

81% All Year 2-8 Students at or above in Reading

Students new to Marian in 2023 at or above in Reading - 23/49 - 47%

Māori students at or above in Reading - 69%

Pasifika students at or above in Reading - 80%

NZ European students at or above in Reading - 92%

Asian students at or above in Reading - 77%

MELAA students at or above in Reading - 79%

Boys at or above in Reading - 79% Girls at or above in Reading - 82%

Year Groups: All Students at or above

Year 2 - 70%

Year 3 - 78%

Year 4 - 89%

Year 5 - 83%

Year 6 - 78%

Year 7 - 82%

Year 8 - 85%

Learning Targets for 2024 Reading

Year	BELOW (Current Students 2023 OTJ)	Target for 2024 (40%)
Three	22 students; 12 boys and 10 girls Maori: 1 boy and 2 girls Pasifika: 1 boy and 1 girl	We need to move 9 students

Four	15 students; 6 boys and 9 girls Maori: 1 boy Pasifika: no boys and no girls	We need to move 6 students
Seven	20 students; 12 boys and 8 girls Maori: 1 boy Pasifika: 1 girl	We need to move 8 students

Writing

STRATEGIC OUTCOME: Raising expectations for achievement of all learners by ongoing quality self-review.

STRATEGY: Teachers will use evidence to inform planning, identify what students can do and identify the next learning steps. To accelerate progress, target students will receive regular class instructional writing lessons with learning support programmes as additional. School wide review of target students will occur in Week 8 of each term. All students will have one hour a day writing. Professional learning in BSLA and Writer's Toolbox to further develop consistency across the school.

Whole school Writing data summary end of 2023

63% All Year 2-8 Students at or above in Writing

Students new to Marian in 2023 at or above in Writing - 13/49 - 27%

Māori students at or above in Writing - 54%

Pasifika students at or above in Writing - 59%

NZ European students at or above in Writing - 71%

Asian students at or above in Writing - 64%

MELAA students at or above in Writing - 52%

Boys at or above in Writing - 56% Girls at or above in Writing- 69%

Year Groups: All Students at or above

Year 2 - 46%

Year 3 - 68%

Year 4 - 76%

Year 5 - 56%

Year 6 - 55%

Year 7 - 62%

Year 8 - 80%

Learning Targets for 2024 Writing

Year	BELOW (Current Students 2023 OTJ)	Target for 2024 (40%)
Three	38 students; 21 boys and 17 girls Maori: 3 boys and 2 girls Pasifika: 1 boy and 1 girl	We need to move 15 students
Four	22 students; 11 boys and 11 girls Maori: 1 boy Pasifika: 1 girl	We need to move 9 students
Five	19 students; 9 boys and 10 girls Maori: 2 girls Pasifika: 4 boys and 1 girl	We need to move 7 students
Six	38 students; 15 boys and 23 girls Maori: 5 boys and 5 girls Pasifika: no boys and no girls	We need to move 15 students
Seven	37 students; 20 boys and 17 girls Maori: 1 boy Pasifika: 1 boy and 2 girls	We need to move 15 students
Eight	27 students; 15 boys and 12 girls Maori: 2 boys and 3 girls Pasifika: 1 boy and 4 girls	We need to move 11 students

Mathematics

STRATEGIC OUTCOME: Raising expectations for achievement of all learners by ongoing quality self-review.

STRATEGY: Teachers will use evidence to inform planning, identify what students can do and identify the next learning steps. To accelerate progress target students will receive regular class instructional lessons with learning support programmes as additional. School wide review of ALL students will occur in Week 8 of each term. Further development on consistency of the programme in the senior school.

Whole school Mathematics data summary end of 2023

75% All Year 1-8 Students at or above in Mathematics

Year Groups: All Students at or above

Year 1- 78%

<p>Students new to Marian in 2023 at or above in Mathematics - 43/86 - 50%</p> <p>Māori students at or above in Mathematics - 65%</p> <p>Pasifika students at or above in Mathematics - 66%</p> <p>NZ European students at or above in Mathematics - 80%</p> <p>Asian students at or above in Mathematics - 78%</p> <p>MELAA students at or above in Mathematics - 66%</p> <p><i>Boys at or above in Mathematics - 83% Girls at or above in Mathematics- 70%</i></p>	<p>Year 2 - 82%</p> <p>Year 3 - 77%</p> <p>Year 4 - 84%</p> <p>Year 5 - 64%</p> <p>Year 6 - 75%</p> <p>Year 7 - 76%</p> <p>Year 8 - 69%</p>
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Learning Targets for 2024 Mathematics		
Year	BELOW (Current Students 2023 OTJ)	Target for 2024 (40%)
Two	21 students; 8 boys and 13 girls Maori: 4 girls Pasifika: 2 boys	We need to move 8 students
Four	15 students; 4 boys and 11 girls Maori: no boys and no girls Pasifika: no boys and no girls	We need to move 6 students
Six	31 students; 11 boys and 20 girls Maori: 4 boys and 3 girls Pasifika: 1 girl	We need to move 12 students
Seven	23 students; 7 boys and 16 girls Maori: 1 boy and 1 girl Pasifika: 3 girls	We need to move 9 students
Eight	17 students; 5 boys and 12 girls Maori: 1 boys and 3 girls Pasifika: 1 boy and 3 girls	We need to move 7 students

SELF REVIEW

STRATEGIC OUTCOME: Raising expectations for achievement of all learners by ongoing quality self-review.

2024	2025	2026
<ul style="list-style-type: none"> ● Catholic Charter Self-Review (one per year) - Christian Witness ● Ongoing BOT cyclical review of all policies according to SchoolDocs schedule. ● Code of Practice attestation. ● Special Character Attestation. ● Review learning support programmes and make recommendations for 2024. ● Perception check surveys of community ● Review of School Strategic Plan ● Wellbeing@school survey. 	<ul style="list-style-type: none"> ● Catholic Charter Self-Review (one per year) - Encountering Christ ● Special Character Attestation. ● Survey school community on Health programmes. ● Curriculum teams review curriculum areas and make recommendations for 2025. ● Ongoing BOT cyclical review of all policies according to SchoolDocs schedule. ● Code of Practice attestation. ● Special Character Attestation. ● Review learning support programmes and make recommendations for 2025. ● Perception check surveys of the community. 	<ul style="list-style-type: none"> ● Catholic Charter Self-Review (one per year) -Growth and Knowledge ● Ongoing BOT cyclical review of all policies according to SchoolDocs schedule. ● Code of Practice attestation. ● Review learning support programmes and make recommendations for 2026. ● Perception check surveys of community ● Wellbeing@school survey.

PERSONNEL

STRATEGIC OUTCOME: To build a school community where students, their parents, staff and BOT members are valued and supported to work to their potential.

Strategic outcomes for:	2023	2024	2025
STAFF: <ul style="list-style-type: none"> Staff feel safe physically and emotionally in the school environment. Staff are actively involved in ongoing professional development. BOT: <ul style="list-style-type: none"> Effectively govern the school. STUDENTS: <ul style="list-style-type: none"> Positive members of society with a well-developed faith background. Independent, life-long learners. 	<ul style="list-style-type: none"> Implement a transparent performance management system. Provide opportunities for staff to reflect on, implement/share professional development opportunities. Administer EEO survey to all staff. Develop 2023-2024 EEO plan. BOT to review Governance Manual PB4L - Embed PB4L across the school - Charism Rewards - Pens and Badges Wellbeing@school survey. 	<ul style="list-style-type: none"> Implement a transparent performance management system. Provide opportunities for staff to reflect on, implement/share professional development opportunities. Review school culture through surveying staff, students and parents BOT to engage in quality BOT training. 	<ul style="list-style-type: none"> Implement a transparent performance management system. Provide opportunities for staff to reflect on, implement/share professional development opportunities. Review 2023-24 EEO plan BOT to engage in quality BOT training.

FINANCE and PROPERTY

FINANCIAL: Ensure that there are sufficient funds to support the strategic direction of the school.

PROPERTY: To upgrade and improve our space so that we can continue to deliver a high quality curriculum.

- Develop and have approved annual budget.
- Annual Audit Report compliance.
- Lodge Annual Report with MOE.
- Review 10 year Cyclical Maintenance programme.
- Review monthly accounts procedures (office/internal controls)
- Presentation of monthly accounts to Board of Trustees.
- Monitoring Actual Cashflow & Budget.
- Ongoing review of Capital Expenditure Programme.
- Implement proactive Grants Applications for identified needs.
- Co-ordinate with PTFA regarding specific fundraising initiatives.

- Monthly report to BOT by Caretaker.
- Weekly meetings with Principal /Caretaker
- Enviroschools – work with students on planting initiatives.
- Work closely with CISO to implement our Ten Year development plan for our school.
- Complete EPMP project in Atrium within time frame
- Continue work with Diocese with planning of St Teresa's rebuild.
- Carry out ongoing maintenance in accordance to our plan.
- Undertake bi-annual Property Audit by Covekinloch for Bishop.

HEALTH AND SAFETY

Goal: To provide a safe emotional environment for students.

Strategy: Using a co-ordinated approach with students, staff, parents and BOT, to promote the positive behaviours in accordance with the 'Bringing Christ into the World' through being the hands, face and voice of Jesus, in action in our classrooms, playground and sports fields.

ACTIONS PLANNED FOR 2024

STUDENTS	STAFF	PARENTS	BOT
<ul style="list-style-type: none"> Develop a Class Treaty based on our motto "Bring Christ into the world" by being the hands, face and voice of Christ. PB4L School wide system Rewarded for positive behaviour using Charism Cards Regular draws at Team Assemblies, Certificates, School pens, Badges Reward success with learning competencies through ACTS certificates. Sign Internet User Agreement. 	<ul style="list-style-type: none"> Promote positive behaviours in class/playground using PB4L Charism Cards Monday morning 'Gospel/Prayer' assembly to promote acceptable behaviours in our school. Promote our motto Bringing Christ into the world- How are we the hands, face and feet of Jesus? Promote the Charism value of the term. Health and Safety Committee meet monthly 	<ul style="list-style-type: none"> Internet User Agreement Regular notices and tips in newsletter on Cyber Safety Share our Charism Value focus in fortnightly newsletter. Sports parents agree to abide by Code of Conduct. Meetings held to fully inform parents of all major EOTC events. <ul style="list-style-type: none"> Year 4 - 5 -6 camp Year 7 – 8 camp AIMS Games 	<ul style="list-style-type: none"> Reported at monthly BOT meetings: Total number of incidents recorded in First Aid Register Number of parents contacted as a result of a First Aid incident Health and Safety checks by Principal/Caretaker Health and Safety Committee report. BOT to approve all major EOTC events ie. Camps, AIMS Games