

Marist College Strategic Plan 2022 – 2026

Marist College, founded in 1928 by the Marist Sisters, is a Catholic Secondary School for girls situated in Mt Albert, Auckland. As a faith-based school, we deliver a curriculum that is built on core values that challenge our young women to live and act as Mary the Mother of Jesus would in today's world.

We currently have a roll of 750 students who strive for excellence in all aspects of their school life. Excellent teachers, staff, school community and learning facilities combined with strong academic success, pastoral care systems, and vast cultural and sporting opportunities ensures that our students gain a full and holistic education. Our college is vibrant and diverse yet firmly grounded in its ethos of Catholicism and family.

Marist women will graduate as well qualified, faith-driven, competitive, nurturing, community leaders who have a sense of purpose and a sense of belonging.

The Marist Charism

Ad Jesum Per Mariam – To Jesus through Mary

In Mary's Way – Bringing the Gospel of Jesus to the world. Thinking, judging, feeling, and acting as Mary would in the world today.

Our Mission

The Marist College Community is committed to fostering excellence in education founded on living Catholic values and the Spirit of Mary.

Our College Values

Underpinning Marist College Values are the **theological virtues** that come from God and lead to God. **Cardinal virtues** that are human virtues, acquired by education and good actions. These virtues are qualities of moral goodness.

The Theological Virtues are Faith, Hope, and Charity.

The Cardinal Virtues are Prudence, Justice, Fortitude and Temperance

With these theological and cardinal virtues as our basis we strive to live these **Gospel Values** in thoughts, actions, and interactions by living our school values in our everyday lives through:

FAMILY SPIRIT IN MARY'S WAY - fostering a sense of belonging, encouragement, unconditional love, and acceptance of each person

PRESENCE IN MARY'S WAY - engaging fully in life, in a simple, gentle, compassionate way working to build community

EMPOWERMENT IN MARY'S WAY - fostering a sense of self-worth and confidence in each person so they may fulfil their potential for excellence

The Marist Graduate

Marist women will graduate as faith-driven, well qualified, competitive, nurturing, community leaders who have a sense of purpose and a sense of belonging.

- Catholic Education
- Academic Success
- Leadership through Service
- Sense of belonging

Our Strategic Direction 2022 - 2026

The Marist College Strategic direction is underpinned by the National Education and Learning Priorities (NELP). The Strategic Plan sets out what Marist College strives to achieve over the next five years. The Board regularly reviews the direction and prioritises the annual initiatives it believes best support our strategic direction and the goals that result from them.

Consultation Process

To ensure that this Strategic Plan was developed with the voice of the Marist College community, the Board of Trustees engaged the services of 'The Education Group' in 2021 to complete a full external review of the school. Their findings provided the foundation in which these directions were formed. This review included a survey of all students, staff, and caregivers. A series of focus groups and individual interviews of Māori Students and their whanau, Pacifica Students and their Inga, small staff focus groups, and small community focus groups were also completed. The Board then provided an opportunity for the draft plan to be shared with key stakeholders for feedback.

Changes to the New Zealand Education System

Significant reviews and changes to the New Zealand Education System have also contributed to the development of the Strategic direction. These include:

- The Reform of Tomorrow's Schools
- The NZ Curriculum Reform including the Refresh of the National Curriculum
- The Reform of Vocational Pathways
- The NCEA Change Program
- The Introduction of the New Zealand's Histories Curriculum
- Development of the Literacy and Numeracy Standards
- The Implementation of Mātauranga Māori Learning Context in all School Areas
- The Updated Action Plan for Pacific Education and Ka Hikitia including Ka Hāpaiti and Tau Mai Te Reo.
- The Updated Learning Support Action Plan.

The Statement of National Education and Learning Priorities (NELP)

Underpinned by the National Education and Learning Priorities are the strategy documents issued under the Education and Training Act 2020. These priorities set the Ministry of Education expectations and direction the school must take to deliver successful outcomes for all learners. The key objectives of the plan are:

- Objective 1: LEARNERS AT THE CENTRE – Learners with their whanau are at the center of education.
- Objective 2: BARRIER FREE ACCESS – Great education opportunities and outcomes are within reach for every learner.
- Objective 3: QUALITY TEACHING AND LEADERSHIP – Quality teaching and leadership make the difference for learners and their whanau.
- Objective 4: FUTURE OF LEARNER AND WORK – Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Implementation of the Statement of National Education and Learning Priorities in schools and kura



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.



Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
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LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

<p>Actions for schools and kura</p>	<p>1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>2</p> <p>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</p>	<p>3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>4</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>7</p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8</p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
	<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>	<p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD² policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiaiko and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/kaiaiko and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiaiko confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>Support learners/ākonga to see the connection between what they're learning and the world of work</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education</p>	

² Bring your own device.

Implementation of the Statement of National Education and Learning Priorities in schools and kura (continued)

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>			
<p>1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>2</p> <p>Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, languages and cultures</p>	<p>3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākongā and those with learning support needs</p>	<p>4</p> <p>Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy</p>	<p>5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>7</p> <p>Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work</p>	<p>8</p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Delivering Te Hurihanganu to address racism, strengthen equity and accelerate Māori educational achievement and wellbeing</p> <p>Implement the actions committed to in the Action Plan for Pacific Education</p> <p>Investing in and supporting the development of programmes and pathways for learning in Pacific languages</p> <p>Amend the Education Act to make it clear that providing an emotionally and physically safe environment is a key objective of boards of schools and kura</p> <p>Introduce a mandatory code of conduct for boards of schools and kura to support good governance</p> <p>Providing tools and guidance, such as Not Part of My World toolkit, to confront and eliminate racism</p> <p>Refreshing the Relationship and Sexuality Education Guidelines in the New Zealand Curriculum</p> <p>Investing \$78.5 million over four years to fund greater access to mental health and wellbeing support services for primary and secondary learners/ākongā</p> <p>Allocating \$50 million to provide immediate support for wellbeing issues for learners/ākongā in early learning services, schools and kura as a result of the COVID-19 lockdown, or lockdown-related hardships</p> <p>Working with Netsafe to provide the Netsafe Schools Programme</p> <p>Supporting the Keep It Real Online multimedia campaign</p> <p>Providing resources for teachers/kaiaako through The Respectful Relationships toolkit</p> <p>Establishing Curriculum Leads to support early learning services, schools and kura with the teaching of mental health and healthy relationships and promote learner/ākongā wellbeing</p>	<p>Investing in professional learning and development to raise critical consciousness and support cultural capabilities, including Te Hurihanganu</p> <p>Implementing Toikuranui to develop local education initiatives with iwi, and Pae Aronui to support great partnerships between whānau and education services</p> <p>Deliver locally focused PLD priorities, with a focus on cultural capability, inclusion and critical consciousness</p> <p>Developing professional learning resources based on the Tapaaki: Cultural competencies framework for teachers of Pacific learners</p> <p>Deliver Tānako Ako programme to support Pacific families</p> <p>Supporting the development of programmes and pathways for learning in Pacific languages</p> <p>Amend the Education Act to require boards to give effect to Te Tiriti o Wāitangi as one of their key objectives</p> <p>Developing tools for rich records of learning to capture aspirations, strengths and learning progress</p> <p>Strengthening the Māori-medium pathway in partnership with Māori to ensure the education system is responsive to meeting the needs and aspirations of āonga Māori and their whānau</p> <p>Updating the National Curricula so Aotearoa New Zealand histories will be taught in all schools and kura</p> <p>Strengthening how The New Zealand Curriculum supports schools to bring Te Tiriti o Wāitangi to life in local curriculum</p>	<p>Funding innovative Pacific education initiatives that respond to curriculum and wellbeing needs exacerbated by COVID-19</p> <p>Funding Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families and support strong relationships with education providers</p> <p>Establishing a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive</p> <p>Amend the Education Act to provide for the establishment of disputes resolution panels</p> <p>Amend the Education Act to shift responsibility for the development and consultation of enrolment and schemes to the Ministry of Education</p> <p>School Donations Scheme</p> <p>Fees-free NCEA</p> <p>School Lunch programme</p> <p>Free access to sanitary products</p> <p>School Property Strategy 2030</p> <p>Review of alternative education, and of the stand-downs, suspensions, exclusions and expulsion (SSEE) guidelines</p> <p>Reviewing existing supports for children and young people with high levels of need, and by fully participating in the Learning Support Delivery Model</p> <p>Support schools and kura to ensure appropriate qualifications and awards are in reach for all learners/ākongā</p> <p>NCEA change: Special Assessment Conditions</p> <p>Support coherent secondary/tertiary learning pathways, achievement, and transition to employment</p>	<p>Providing high quality Māori-medium education, including developing a long-term Education Workforce Strategy and Rangai Māori, a Network Plan, and reviewing funding rates</p> <p>Establish a nationally-based Curriculum Centre to enable effective delivery of the New Zealand Curriculum and Te Marautanga o Aotearoa</p> <p>Developing tools to support kaiaako and teachers' understanding of children's learning progress, including for early learning, school and kura entry assessment, and social-emotional learning along the pathways</p> <p>Supporting implementation of the digital technologies/hangarau mathiko curriculum</p> <p>Renew the New Zealand Curriculum and Te Marautanga o Aotearoa to make clear the learning that is too important to leave to chance</p> <p>Implement the NCEA Change Package to strengthen literacy and numeracy requirements, and strengthen supports along the pathways</p>	<p>Allocating \$200 million to support ākongā Māori and whānau to reconnect and succeed in education post COVID-19 and strengthen the integration of te reo Māori into all students' learning</p> <p>Strengthening the delivery of Māori Language in Education, including support for the education workforce, resource development, and information for learners/ākongā and their whānau</p> <p>Delivering Kawwhata Rōo, the online hub for te reo Māori resources, and the development of localised te reo Māori curriculum resources through Te Aho Ngārahū</p> <p>Amend the Education Act to require school boards to take all reasonable steps to provide Te Reo Māori</p> <p>Implement Ka Hikitia and develop skills and capacity in the education workforce</p> <p>Work closely with Māori-medium leaders to invest in Māori-Medium pathways</p> <p>Strengthen how Te Marautanga o Aotearoa reflects te ao Māori approaches to education while continuing to reflect what Māori deem to be important for their children and young people</p> <p>Implement the NCEA Change Package to support parity for mātauranga Māori and increasing opportunities to follow Māori-medium pathways</p>	<p>Extending Te Ahu o te reo Māori to support the education workforce to integrate te reo Māori into their practice</p> <p>Expanding the delivery of Tautai o le Moana, an educational leadership collaboration which seeks to strengthen the capabilities of those in leadership, to improve outcomes and support the wellbeing of Pacific learners/ākongā</p> <p>Deliver evidence-based, targeted, intensive Developing Mathematical Communities of Inquiry (DMCI) to schools with high numbers of Pacific learners/ākongā</p> <p>Introducing mechanisms to improve school board of trustee skills and accountability, including mandatory training and a code of conduct</p> <p>Advice on strengthening collaborative networks across the system, including any changes to Kāhui Ako</p> <p>Enabling principal eligibility criteria</p> <p>Establish a Leadership Centre within the Teaching Council of Aotearoa New Zealand</p> <p>Resetting national priorities for PLD to focus on core curriculum capabilities and assessment approaches that enable a more inclusive and equitable education system</p> <p>Providing funding for teacher allies to access professional learning</p>	<p>Develop tools and information to support learners/ākongā to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers</p> <p>Implement NCEA Change Package to enhance education pathways for learners/ākongā, and support their transition into further education and employment</p> <p>Supporting learners/ākongā post-school through the School Leavers' Toolkit</p> <p>Valuing vocational education pathways by awarding the Prime Minister's Vocational Education Awards</p>	

Statement of National Education and Learning Priorities

Community directions as decided by the Board of Trustees after community consultation

<p>Catholic Education</p>	<ul style="list-style-type: none"> • To provide opportunities to live our Catholic values and virtues through: <ul style="list-style-type: none"> ○ Te Tūtaki Ki A Karaiti: Encounters with Christ (2022) ○ Te Wakatupu Mā Te Mātauranga: Growth of Knowledge (2023) ○ Te Whakaatu Karaitian: Christian Witness (2024) ○ Te Kaitiakitanga me to Whakapakkari the Tuakiri Katorika: Safeguarding and Strengthening Catholic Character (Annually) • To understand our role as Catholics to be stewards of the earth • To develop an understanding of the role of the Catholic Church in Aotearoa • To transition to the new Religious Education Curriculum • To implement the new Religious Education NCEA standards
<p>Academic Success</p>	<ul style="list-style-type: none"> • To provide ongoing opportunities for students to achieve personal excellence in their learning • To continue to have high expectations for academic success for every student so that they can pursue their chosen pathways • To continue to deliver a strong core curriculum with increased opportunities to grow our contemporary learning projects • To identify and remove barriers for diverse and priority learners • To strengthen our Mathematics and Science facilities to enhance the delivery of our nationally recognized Mathematics and Science programs
<p>Leadership through Service</p>	<ul style="list-style-type: none"> • To build social awareness that leads to social action • To foster an understanding that other centeredness creates personal wellbeing • To build our restorative pastoral care system • To build a culture of environmentally sustainable practice
<p>Sense of Belonging</p>	<ul style="list-style-type: none"> • We are committed to enacting the Te Tiriti O Waitangi. • We will strive to foster a relationship with mana whenua. • We embrace the wider Marist College community in the holistic education of our students. • We acknowledge and celebrate personal excellence in Academics, Sports, Arts, and Culture. • We provide a safe and inclusive 21st century learning environment.

- We prepare to celebrate with our alumnae the centennial of the College.

Additional Annual Plan Actions – based on Community Consultation Feedback and Strategic Plan

Catholic Education	<ul style="list-style-type: none"> • To grow our knowledge and links with student Parishes. • To provide the right Professional Development for staff to implement new curriculum. • To review our school curriculum to ensure the inclusion of Gospel teachings, Mātauranga Māori learning context and sustainability and resource this accordingly.
Academic Success	<ul style="list-style-type: none"> • Establish a system for academic tracking across all year levels and abilities. • Review the school timetable, and subject structure. • Review our learning support structure to support curriculum refresh and NCEA changes. • Bring back past students to speak and engage students in industries. • Build the Marist College Mathematics and Science Centre.
Leadership through Service	<ul style="list-style-type: none"> • Review the service program and booklets. • Share feedback of service activities with the community. Look for long term external service projects. • Build our restorative pastoral care system.
Sense of Belonging	<ul style="list-style-type: none"> • Recognise the history of the Sisters in our curriculum and in our future. • Ensure the implementation and review of Mātauranga Māori learning context in all school areas starting with PLD in 2022. • Continue to develop our Te Ao Māori annual plan. • Celebrate the Arts, Sports, and Culture more at the school's main prizegiving. • Provide opportunities for the Alumnae to connect with school on a regular basis. • Peer support and review. • What could be launched or opened at the Centennial?

Review and Evaluations of Strategic Direction

Internal Reviews and Evaluations:

- Annual Review of Strategic Direction in November to create the following year's Annual Plan to be completed by the Board of Trustees.
- Annual Plan creation and consultation November – February. Completed by SLT and Board of Trustees.
- Annual Plan evaluated every month. Reported by Principal to the Board of Trustees.
- Department Reports completed annually by the Curriculum Leaders and presented to SLT and Board of Trustees.
- Term Special Character Reports completed by the Assistant Principal Special Character, DRS and reviewed by Proprietor's Representatives on the Board of Trustees.
- Community feedback surveys twice a year with all stakeholders. Reported in Annual Plan Review.

External Reviews:

- Education Review Office
- Catholic Review Office: Evaluation to improve our Christ Centred Catholic Schools. Scheduled for 2023.