



OUR LADY STAR OF THE SEA SCHOOL

He Whetu o te Moana

Strategic Plan 2019-2021

“Let us breathe the Spirit of Mary in all that we do, to think, judge feel and act as Mary in all things God has chosen us to do”

Vision

Our Lady Star of the Sea Catholic school community:
Confidently living, learning and serving with Jesus as our Guide

*Ko te tirohanga tēnei, o te whānau whānui o te Kura Katorika o Whetu o te Moana.
Me noho māia i te ao mārama, me mahi tahi ki a Ihu tō mātou kaiārahi.*

Mission

Nurture faith
Build community
Strive for excellence
Promote service and justice

OUR SCHOOL OUR CULTURE

To be an authentic Catholic School in today's world, that honours its unique heritage and continues to live and grow its Special Catholic Character

OUR SCHOOL OUR LEARNING

To strengthen and drive an aligned and connected curriculum that has rich authentic learning challenges; placing the child at the centre of their learning.

To leverage our association with the South Eastern Christian Kahui Ako to support our

OUR SCHOOL OUR COMMUNITY

To strengthen relationships and school connections with the wider lives of our students; engaging the support of family whanāu, and community.

OUR SCHOOL OUR HAUORA OUR WELLBEING

To provide conditions, infrastructure and facilities to grow and maintain the well being of our students, staff, families and environment.

Our Lady Star of the Sea, He Whetu o te Moana Howick (1514)

Strategic Plan for 2019 to 2021

STRATEGIC GOAL 1: To be an authentic Catholic School in today's world, that honours its unique heritage and continues to live and grow its Special Catholic Character

Transfer Goal (what we want our community to embody based on our strategic goals): Members of the Our Lady Star of the Sea learning community will independently know, live and grow our school vision and mission to reflect our heritage and our culture by being...

Spiritually connected; building and nurturing positive relationships as they live their lives based on Gospel values.

Understanding: *Members of the Our Lady Star of the Sea Learning Community will understand that:*

Living like Jesus enables relationships to be built and connections made to the past and present helping us shape our future

Essential Question: *Members of the Our Lady Star of the Sea Learning Community will explore...*

Why live like Jesus?
What are the qualities in our founders and those who contributed to our school that made a difference for others?

Knowledge: *Members of the Our Lady Star of the Sea Learning Community will KNOW:*

- The Gospel stories about Jesus life
- That faith impacts relationships
- Our faith calls us to act in a certain way.
- The story of our founders and their motivators
- That knowledge of the past can impact on our present and help shape our future
- Our values and learner profile and assist in growing all learners in this mission
- How our school sits at the heart of our parish

Evaluative Criteria: *Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can...*

- Verbally communicate vision of the school
- Demonstrate elements of learner profile appropriate for each student level
- Connect elements of learner profile and our school story to Gospel stories
- Recall the details of our founders and their impact on our school journey
- Identify and recount their own encounters with Christ and how they bring Christ to others
- Effectively engage in both parish and school life

Strategic Goal 2 To strengthen and drive an aligned and connected curriculum that has rich authentic learning challenges; placing the child at the centre of their learning

To leverage our association with the South-East Christian Kahui Ako to support our learners.

Transfer Goal (what we want our community to embody based on our strategic goals): Members of the Our Lady Star of the Sea learning community will independently know, live and grow our school vision and mission to reflect our heritage and our culture by being...

Learners for life; engaged, creative thinkers with a strong desire for growing their faith and enhancing their learning throughout their lives

Understandings: *Members of the Our Lady Star of the Sea Learning Community will understand that:*

- 2a. Rich and relevant contexts for learning provide authentic personalised opportunities to grow in faith, develop and apply knowledge, skills and understandings to actively help shape their learning journey
- 2b. The people around us can help inform and enhance our current actions and choices/decisions and our ongoing learning journey

Essential Question: *Members of the Our Lady Star of the Sea Learning Community will explore...*

- 2a i) What is learning?
- 2a ii) How do you manage learning for life?
- 2a iii) How does our faith affect our learning journey?
- 2b i) What impacts on a learning journey?
- 2b ii) How the experience of/in other Kahui Ako contexts can support the learning journey at OLSOS

Knowledge: *Members of the Our Lady Star of the Sea Learning Community will KNOW:*

- The competencies that make a learner
- How to learn within different contexts
- How faith affects our learning journey
- How to share their learning
- That learning is a continuous process
- How to be a part of a learning journey
- How choices and decisions can affect a learning journey.
- The skills and dispositions of a learner for life
- There are many models of learners for life in the world around us
- That learning requires risk taking - we learn from our failures in order to succeed

Evaluative Criteria: *Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can...*

- Develop and use a common language of learning that applies to all stakeholders of OLSOS
- Name the dispositions lifelong learners possess
- Name their own strengths and weaknesses regarding lifelong learning skills and dispositions
- Name possible next steps on their own learning journey in terms of developing as a lifelong learner
- Develop, know and understand an OLSOS culture (of learning) that is made obvious to all stakeholders
- Make connections between learning undertaken to help make a difference to authentic real world situations and establish ways of applying these
- Share goals and next steps
- Demonstrate elements of learner profile / values and vision appropriate for students
- Use pockets of expertise across Kahui Ako contexts to support the OLSOS learning journey

Strategic Goal 3

To strengthen relationships and school connections with the wider lives of our students; engaging the support of family whanāu, and community.

Transfer Goal (what we want our community to embody based on our strategic goals): Members of the Our Lady Star of the Sea learning community will independently know, live and grow our school vision and mission to reflect our heritage and our culture by being...

Actively involved; in a range of contexts with family/whanau, school, parish and the wider communities to become Christ Centred global citizens.

Understandings: *Members of the Our Lady Star of the Sea Learning Community will understand that:*

When learning is connected we can ensure a deeper transfer of their faith, knowledge, skills and understandings to authentic real world contexts outside of the classroom

Essential Question: *Members of the Our Lady Star of the Sea Learning Community will explore...*

How do we show we understand our learning is connected to our wider community and world?
What is our shared language of learning?

Knowledge: *Members of the Our Lady Star of the Sea Learning Community will KNOW:*

- Ways we can connect learning, both in our school context and how home / community / parish can support this
- The connections between our faith and new learning and how these apply to authentic real world situations
- The transfer of learning is best measured through authentic performance

Evaluative Criteria: *Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can...*

- Name the skills that are important to develop to create lifelong learners
- Work towards improving their skills and dispositions so as to develop fully and holistically
- Show, through their daily actions and interactions, their personal development as a lifelong learner
- Put into action support and reinforcement of this learning journey through home, community and parish

Strategic Goal 4

To provide conditions, infrastructure and facilities to grow and maintain the well being of our students, staff and families and meet the future needs and well being of our school.

Transfer Goal (what we want our community to embody based on our strategic goals): Members of the Our Lady Star of the Sea learning community will independently know, live and grow our school vision and mission to reflect our heritage and our culture by being...

Confident faith filled members of society with a positive self-image contributing to their own and others holistic well-being (Hauora). Knowing "who they are, how they are and what they can do and be".

Understandings: *Members of the Our Lady Star of the Sea Learning Community will understand that:*

When we participate as confident faith filled members of society we continue to grow our own and others hauora and contribute positively to our community

Our physical school environment can contribute to hauora

Essential Question: *Members of the Our Lady Star of the Sea Learning Community will explore...*

Why participate as faith filled members of society?
How does hauora affect community?
What can be done to our school environment to enhance the hauora of our community?

Knowledge: *Members of the Our Lady Star of the Sea*

Learning Community will KNOW:

- What hauora is
- How to grow our own hauora
- How to share our hauora with others
- How confidence affects hauora
- How to contribute positively to communities
- The dispositions of a faith filled member of society

Evaluative Criteria: *Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can...*

- Demonstrate elements of our Learner Profile, Vision and Values
- View the school environment as a place that reflects desire for hauora in our stakeholders

ANNUAL PLAN 2021

OUR SCHOOL OUR CULTURE	Strategic Goal 1: To be an authentic Catholic School in today's world, that honours its unique heritage and continues to live its Special Catholic Character	School (ERO) Evaluation Indicators		
		Domain 1: Stewardship Domain 2: Leadership for Equity and Excellence Domain 3: Educationally powerful connections and relationships		
Objectives (What are we trying to achieve?)	Action (How are we going to do this?)	Time frame	Responsible	Expected Outcome/Evaluative Outcomes (What do we expect to see?)
Share vision/values/learning dispositions visual in signage	<ul style="list-style-type: none"> Place vision in all classrooms and correspondence via email, letter and into all policy statements and on website Create prominent visual representation of vision statement used in key places in our environment price up signage for back blocks/quad area 	Term 1		
	UPDATE			
Continue to enhance our partnership and presence in our Parish and our Catholic Community- Internal Review topic 2020/21 – Dimension 1.2 Evangelisation and engagement with parish - in line with 20 Sept 2019 letter from Bishop Pat *	<ul style="list-style-type: none"> Termly proprietors/DRS/Principal meetings to explore possibilities Proprietors report to board termly regarding progressing of this goal 		Proprietors Reps DRS Principal Leadership class teachers	
	UPDATE			
	- Fr John to speak to students about service in the parish (altar serving etc) - sign up for this will bring family to connection with parish 12.2 and 19.2.2021			
Embed recommendations from 2018 External Catholic Character Review*	<ul style="list-style-type: none"> Proprietors Reps, DRS, Principal continue to ensure recommendations from external review are embedded through termly meetings to discuss progress and report to the Board. 	Termly meetings	Proprietors Reps DRS Principal Leadership class teachers	Items of suggested action from 2018 review are considered and implementation of these are tracked and analysed
	UPDATE			
create external stations of the cross	<ul style="list-style-type: none"> (artwork done) confirm map of journey (outside of play spaces) consult with signage company source materials engage person to put together 	Term 1	DRS Principal budget	students will have a permanent outdoor stations of the cross in reflective spaces around the school that teachers can use as a tool to teach and then pray the stations alongside the students.

	- plan for the effective use of the stations as part of prayer, meditation, and learning			
	UPDATE			

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OUR SCHOOL OUR LEARNING	Strategic Goal 2 To develop our curriculum and its delivery in order to respond to, and prepare our students so as to enable them to engage and contribute to the needs of a changing global world	School (ERO) Evaluation Indicators Domain 2: Leadership for Equity and Excellence Domain 4: Responsive curriculum, effective teaching and opportunity to learn Domain 5: Professional capability and collective capacity Domain 6: Evaluation, Inquiry, knowledge building for improvement and innovation		
Objectives (What are we trying to achieve?)	Action (How are we going to do this?)	Time frame	Responsible	Expected Outcome (What do we expect to see?)
Advance pedagogical understanding of 'what's next' in curriculum design for learning	<p>Investigating the Learning Progression Framework and PACT tool</p> <ul style="list-style-type: none"> - Lead practitioner to engage in PLD offered by MOE to understand the Learning Progressions within the PaCT tool - Delivery of this PLD to staff via a succession of staff meetings - Aim to be using the tool in maths only by the end of 2021 <p>Create/collate overviews of curriculum expectations as each level progresses for use in moderation and to share in home school partnership discussions.</p>	Termly	<p>Karen Noble Campbell Heather Collins Leadership all teaching staff</p> <p>Leadership team teaching staff</p>	<p>Deepen staff's understanding of the learning progressions within each strand of Mathematics in order to support tailored curriculum design</p> <p>Broaden the use of the learning progressions and tool itself into other curriculum areas</p>
Using the Clarity Suite, further drive knowing your learner and reflection on what works and why in programme design through the Walk Talk process to enhance	<ul style="list-style-type: none"> - Leadership inquiry with Maggie Ogram into the Clarity Suite of 14 parameters of effective schools - twice termly PLD with Maggie Ogram from Osprey Consulting 	twice termly with leadership then filtering into teams as PLD unfolds	<p>Leadership</p> <p>Outside agency (Maggie Ogram Osprey Consulting)</p>	PLD will support Leadership in deepening their understanding of the 14 parameters of effective schools and use this to evaluate and shape these as need through OLSOS

student agency and outcomes supported by Hub Inquiries	<ul style="list-style-type: none"> - Data wall, the environment as the third teacher, the Walk Talk process (student voice), feeding back to teachers about the impact of their inquiries on shifting learning and dispositions 		teaching staff	<p>Support Leadership understanding of quality practices throughout the school.</p> <p>Support the inquiry process of teachers through the Walk Talk process</p> <p>Shifts student agency and outcomes</p>
UPDATE:				
<p>Launch Learner Profile : ‘Communicator’ (T1/2), ‘Collaborator’ (T1/2) ‘Creative thinker’ (T3/4) ‘Critical thinker’ (T3/4)</p> <p>...(but not assessing/reporting critical / creative - we will report measure Communicator / collaborator mid year and end of year - intro creative critical second half of year and measure all in 2022</p>	<ol style="list-style-type: none"> 1. garner feedback on content of learner profile from Pasifica Fono group, Maori Whanau Group and Asian Jia group 2. make adjustments based on above 3. launch <ol style="list-style-type: none"> a. community - importance of it (comms to parents, website) b. teachers - reflect on how they are using it - what is working well c. children - actions and evidence of use in sharing with home 4. MEASURE - termly questionnaire / survey with a view to continue this form of measuring impact of learner profile on language of learning and transfer of the disposition - for family eg, <ol style="list-style-type: none"> a. does your child share their knowledge of what it means to be a ____ with you at home b. how do you see this disposition impacting your child's interactions as they come to learn more about themselves as a ____ <p>for our students - develop similar questions in child's speak</p>	Term 1 then throughout the year	<p>SLT</p> <p>leadership all staff</p> <p>SLT</p>	<p>OLSOS community will have a shared language of learning</p> <p>learner profile used as self reflection, teacher reflection, home reflection tool to support the development of learner dispositions in students</p>
UPDATE:				

Hook into Kahui Ako streams of work to support teaching as inquiry outcomes	<ul style="list-style-type: none"> - Learner Agency / Measurement workstream - Growing Literacy Teacher Capabilities workstream (including the science of reading decodable texts work) - Learning through play - active learning - Developing what it looks like across Years 1 - 3 and then what it looks like in years 4 - 6 as inquiry / student led - Culturally responsive practices (investigate the Aotearoa NZ Histories documentation launched 2.2.2021 by MOE) - Pasifika whanau engagement 	Across the Year	ASTs WSTs Teachers	Connect with teachers in other schools to share and raise the capacity of all teachers to meet the needs of the students in their context.
	UPDATE:			
Use the digital technologies pathway work to further develop the implementation of digital technology curriculum	<ul style="list-style-type: none"> - use Leading Local Curriculum Design in the Revised Technology Learning Area (MOE) to support the inclusion of Digital Technologies in local curriculum design - Atlas include a feature to ensure digital technologies are integrated across the curriculum. Ensure two elements of the DTC are incorporated (designing and developing digital outcomes (L2+) and Computational thinking (L1 builds into L2 + L3)) - evidence the embeddedness of the digital technologies curriculum in weekly planning, student engagement and concrete outcomes 	Across the year	all teachers	Digital Technologies will be deliberately planned for and embedded in curriculum design and outcomes
	UPDATE:			
Develop curriculum level/link 'tag' capability of Seesaw as a further step towards real time reporting	<ul style="list-style-type: none"> - trial with a small group of teachers. With launch of Communicator/Collaborator learner profile elements, use evidence being shared through Seesaw with 'tag' to learner disposition 	Throughout the year	shoulder tap teachers to trial	Seesaw will support the implementation of learner profile elements and contribute to the overall picture of the development of learner profile dispositions within students.

	<ul style="list-style-type: none"> - review ease of use, impact (home and school) and review data elements to ascertain whether this method adds to our understanding of the development of the learner profile elements with our learners. Seesaw PYP skills Seesaw Presentation on skills			
	UPDATE:			

ANNUAL PLAN 2021

OUR SCHOOL OUR COMMUNITY	Strategic Goal 3 To strengthen relationships and school connections with the wider lives of our students; engaging the support of family whanāu, and community.	School (ERO) Evaluation Indicators Domain 2: Leadership for equity and excellence Domain 3: Educationally powerful connections and relationships		
Objectives (What are we trying to achieve?)	Action (How are we going to do this?)	Time frame	Responsible	Expected Outcome (What do we expect to see?)
From feedback, engage with our parent community to support their understanding of key elements of primary education	Host community meetings that cover multiple topics in one event, hosting these between 6pm and 7.45 weekday evenings (Term 2 and Term 3)	Term 2 and Term 3	SLT Teachers	Parents will develop an understanding of current pedagogy and ways to support this at home. Parents will further their ability to engage with their children and the school using a shared understanding of the learning process
	UPDATE:			
Regularly engage with our diverse community groups in line with 2019 ERO recommendation around engagement with Whanau Group	Use feedback opportunities from Learner Profile consultations at the end of last year to establish a view of what these groups want in terms of meetings with a purpose and set these in motion	Term 1 then ongoing	SLT Jia, Whanau and Pasifika Groups	Our diverse community will feel connected to the school journey and supported in their learning journey with their children

	Hook into the Kahui Ako Pasifika family engagement workstream to investigate new ways of bringing Pasifika families into schooling journey			
	Iwi connect workstream of Kahui Ako			
	UPDATE:			

ANNUAL PLAN 2021

OUR SCHOOL OUR HAOURA OUR WELL BEING	Strategic Goal 4 To provide conditions, infrastructure and facilities to grow and maintain the well being of our students, staff and families and meet the future needs and well being of our school.	School (ERO) Evaluation Indicators Domain 1: Stewardship Domain 2: Leadership for equity and excellence Domain 3: Educationally powerful connections and relationships Domain 4: Responsive curriculum, effective teaching and opportunity to learn		
Objectives (What are we trying to achieve?)	Action (How are we going to do this?)	Time frame	Responsible	Expected Outcome (What do we expect to see?)
Implement Netsafe programme elements throughout the community	<ul style="list-style-type: none"> - appoint an ICT lead - management unit attached - establish parameters of Netsafe programme for parents, teachers, chn - engage in roll out of netsafe programme (could be parent meeting content in this element too) 	all year	ICT lead	all stakeholders will be alert to the positives and negatives of online profiles Digital Citizenship will be evident across our learning community
	UPDATE:			
Examine key components of our Health and PE curriculum to ensure student well being is being supported	<ul style="list-style-type: none"> - Investigate change in pedagogy and practice in the delivery of the whole HPE curriculum to support student well being with a focus on purpose and agency - Ensure connection between He Anga Whakamarama (Human Sexuality Education: A guide for Catholic Communities in Aotearoa New Zealand) and Relationships and 	Across the year	SLT and teachers	student well being and learner profile elements will be supported by the delivery of HPE

	Sexuality Education (MOE doc launched Sept 2020) feature in our local curriculum design			
	<p>UPDATE: TOD 2.2.2021 Health and PE PLD - how to drive learner profile and Whanaungatanga (T1 concept) through Health and PE lessons</p> <ul style="list-style-type: none"> - analyse reflections of staff from TOD to plan steps going forward - set as workstream/project for SLT to engage with documentation - good tie in with Kendall's PLD 			
Utilise Enviro Team to embed sustainable practices in the school	<ul style="list-style-type: none"> - review Job Description of Unit holder - appoint unit holder - unit holder to draw up plans for sustainable practices 2021 - regularly inform SLT as to progress towards plans. - communicate with community 	throughout the year	Unit holder	our vision and local curriculum design is supported by sustainable practices across the school to meet the well being needs across our school
	UPDATE:			
Implement Property Develop Plan	<ul style="list-style-type: none"> - COLA erection timeframe set for completion T1/2 holidays - turf to be investigated - mud kitchen area Learning Through Play design philosophy consulted and implementation plan developed - stations of the cross erection 	throughout the year	Property committee Principal	<p>students will have a sun safe place to eat and play</p> <p>increase opportunities for wet weather outdoor education</p>
	UPDATE:			