

Our Lady Star of the Sea School (Howick)

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

Ministry Number:	1514
Principal:	Louise Campbell
School Address:	14 Oakridge Way, Howick, Auckland 2013
School Postal Address:	14 Oakridge Way, Howick, Auckland 2013
School Phone:	09 538 0195
School Email:	office@starofthesea.school.nz
Accountant / Service Provider:	School Finance Hub

Our Lady Star of the Sea School (Howick)

Members of the Board of Trustees

For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expired/Expires
Chotelle Bidois	Parent Representative	Elected	Election 2022
Alina Hooper	Parent Representative	Elected	Election 2022
Father John Fitzmaurice	Proprietor Representative	Proprietor Appointed	
Yohann Cuer	Parent Representative	Elected	Election 2022
John Kuok	Proprietor Representative	Proprietor Appointed	
Karen Noble-Campbell	Staff Representative	Teacher Staff Rep	Election 2022
Louise Campbell	Principal	Principal	
Vaughan Fraser	Chairperson	Elected	Election 2022
Sunil Serrao	Proprietor Representative	Proprietor Appointed	
Kerry Hunt	Proprietor Representative	Proprietor Appointed	
Sarah Richards	Secretary		
Sharon Yeh	Parent Representative	Appointed	Election 2022

Our Lady Star of the Sea School (Howick)

Annual Report - For the year ended 31 December 2021

Index

Page	Statement
------	-----------

Financial Statements	
-----------------------------	--

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 20	Notes to the Financial Statements

Other Information	
--------------------------	--

Analysis of Variance	
----------------------	--

Kiwisport	
-----------	--

Our Lady Star of the Sea School (Howick)

Statement of Responsibility

For the year ended 31 December 2021

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Vaughan Fraser
Full Name of Presiding Member


Signature of Presiding Member

19-10-2022
Date:

Louise Campbell
Full Name of Principal

Louise Campbell
Signature of Principal

19-10-2022
Date:

Our Lady Star of the Sea School (Howick)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	2,914,149	2,573,714	2,807,063
Locally Raised Funds	3	366,442	407,620	399,417
Use of Proprietor's Land and Buildings		962,500	980,000	1,540,000
Interest Income		4,093	3,000	6,277
International Students	4	10,435	12,000	42,522
		<u>4,257,619</u>	<u>3,976,334</u>	<u>4,795,279</u>
Expenses				
Locally Raised Funds	3	99,171	73,563	76,342
International Students	4	601	-	1,472
Learning Resources	5	2,463,387	2,317,190	2,426,144
Administration	6	265,597	294,607	292,165
Finance		3,806	3,600	4,257
Property	7	1,169,092	1,191,510	1,799,384
Depreciation	11	94,223	100,000	94,802
Loss on Disposal of Property, Plant and Equipment		5,309	700	8,830
Equitable Leasehold Interest	12	3,081	3,081	3,081
		<u>4,104,267</u>	<u>3,984,251</u>	<u>4,706,477</u>
Net Surplus / (Deficit) for the year		153,352	(7,917)	88,802
Other Comprehensive Revenue and Expense				
Total Comprehensive Revenue and Expense for the Year		<u>153,352</u>	<u>(7,917)</u>	<u>88,802</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



Our Lady Star of the Sea School (Howick)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January	607,883	607,883	505,425
Total comprehensive revenue and expense for the year	153,352	(7,917)	88,802
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	13,491	-	13,656
Equity at 31 December	774,726	599,966	607,883

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Our Lady Star of the Sea School (Howick)

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	712,509	696,040	594,190
Accounts Receivable	9	200,890	148,800	149,559
GST Receivable		13,445	26,000	26,939
Prepayments		11,911	15,000	15,413
Inventories	10	21,715	21,000	21,715
		960,470	906,840	807,816
Current Liabilities				
Accounts Payable	13	262,542	288,959	289,667
Revenue Received in Advance	14	2,903	50,000	50,874
Provision for Cyclical Maintenance	15	65,606	85,904	51,166
Finance Lease Liability	16	21,739	21,833	23,790
Funds held on behalf of Kahui Ako (COL) Cluster	17	26,224	-	-
		379,014	446,696	415,497
Working Capital Surplus/(Deficit)		581,456	460,144	392,319
Non-current Assets				
Property, Plant and Equipment	11	282,892	222,411	322,411
Equitable Leasehold Interest	12	33,889	33,889	36,970
		316,781	256,300	359,381
Non-current Liabilities				
Provision for Cyclical Maintenance	15	113,905	107,153	112,471
Finance Lease Liability	16	9,606	9,325	31,346
		123,511	116,478	143,817
Net Assets		774,726	599,966	607,883
Equity		774,726	599,966	607,883

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.



Our Lady Star of the Sea School (Howick)

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		804,245	862,218	825,068
Locally Raised Funds		316,685	407,460	418,129
International Students		-	11,565	15,653
Goods and Services Tax (net)		13,494	939	(1,080)
Payments to Employees		(482,709)	(582,317)	(525,695)
Payments to Suppliers		(496,125)	(483,979)	(499,127)
Cyclical Maintenance Payments in the year		-	-	(57,850)
Interest Paid		(3,806)	(3,600)	(4,257)
Interest Received		3,726	3,044	5,896
Net cash from/(to) Operating Activities		155,510	215,330	176,737
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(700)	1
Purchase of Property Plant & Equipment (and Intangibles)		(60,013)	(107,735)	(44,376)
Proceeds from Sale of Investments		-	-	41,084
Net cash from/(to) Investing Activities		(60,013)	(108,435)	(3,291)
Cash flows from Financing Activities				
Furniture and Equipment Grant		13,491	-	13,656
Finance Lease Payments		(16,893)	(5,045)	(15,286)
Funds Administered on Behalf of Third Parties		26,224	-	-
Net cash from/(to) Financing Activities		22,822	(5,045)	(1,630)
Net increase/(decrease) in cash and cash equivalents		118,319	101,850	171,816
Cash and cash equivalents at the beginning of the year	8	594,190	594,190	422,374
Cash and cash equivalents at the end of the year	8	712,509	696,040	594,190

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Our Lady Star of the Sea School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2021

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2021

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

Land and buildings owned by the Proprietor are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	40 years
Furniture and equipment	10-15 years
Information and communication technology	4-10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2021

k) Impairment of property, plant, and equipment

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and student fees received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to the above revenue received in advance, should the School be unable to provide the services to which they relate.

o) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2021

p) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

q) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable and finance lease liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

r) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

t) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.



Our Lady Star of the Sea School (Howick)

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	616,493	584,617	581,659
Teachers' Salaries Grants	2,091,708	1,800,000	1,985,088
Other MoE Grants	201,581	174,097	240,316
Other Government Grants	4,367	15,000	-
	<u>2,914,149</u>	<u>2,573,714</u>	<u>2,807,063</u>

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

Revenue

Donations & Bequests	232,752	267,600	270,288
Curriculum related Activities - Purchase of goods and services	90,324	92,820	41,631
Trading	26,798	10,200	47,389
Fundraising & Community Grants	1,117	22,000	29,078
Other Revenue	15,451	15,000	11,031
	<u>366,442</u>	<u>407,620</u>	<u>399,417</u>

Expenses

Extra Curricular Activities Costs	74,915	73,563	30,381
Trading	22,911	-	37,526
Fundraising and Community Grant Costs	1,345	-	8,435
	<u>99,171</u>	<u>73,563</u>	<u>76,342</u>

Surplus / (Deficit) for the year Locally Raised Funds

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
	232,752	267,600	270,288
	90,324	92,820	41,631
	26,798	10,200	47,389
	1,117	22,000	29,078
	15,451	15,000	11,031
	<u>366,442</u>	<u>407,620</u>	<u>399,417</u>
	74,915	73,563	30,381
	22,911	-	37,526
	1,345	-	8,435
	<u>99,171</u>	<u>73,563</u>	<u>76,342</u>
	<u>267,271</u>	<u>334,057</u>	<u>323,075</u>

4. International Student Revenue and Expenses

International Student Roll

Revenue

International Student Fees	10,435	12,000	42,522
----------------------------	--------	--------	--------

Expenses

Other Expenses	601	-	1,472
	<u>601</u>	<u>-</u>	<u>1,472</u>

Surplus / (Deficit) for the year International Students

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
	1	1	3
	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
	10,435	12,000	42,522
	601	-	1,472
	<u>601</u>	<u>-</u>	<u>1,472</u>
	<u>9,834</u>	<u>12,000</u>	<u>41,050</u>

Our Lady Star of the Sea School (Howick)

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

5. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	59,460	125,394	94,122
Equipment Repairs	194	-	-
Information and Communication Technology	13,041	18,225	29,148
Library Resources	544	1,000	578
Employee Benefits - Salaries	2,343,765	2,122,451	2,263,172
Staff Development	46,383	50,120	39,124
	<u>2,463,387</u>	<u>2,317,190</u>	<u>2,426,144</u>

6. Administration

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Audit Fee	8,722	8,229	8,229
Board Fees	4,370	3,850	4,237
Board Expenses	5,913	5,000	6,419
Communication	6,256	6,500	6,655
Consumables	42,370	42,900	46,947
Operating Lease	-	-	(351)
Other	8,101	8,550	8,525
Employee Benefits - Salaries	176,639	207,378	199,607
Insurance	5,550	5,700	5,969
Service Providers, Contractors and Consultancy	7,676	6,500	5,928
	<u>265,597</u>	<u>294,607</u>	<u>292,165</u>

7. Property

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	8,223	9,300	11,285
Consultancy and Contract Services	45,040	44,000	45,040
Cyclical Maintenance Provision	21,670	21,000	71,995
Grounds	23,168	23,800	16,414
Heat, Light and Water	23,798	27,500	22,103
Repairs and Maintenance	19,558	24,100	29,208
Use of Land and Buildings	962,500	980,000	1,540,000
Security	9,436	9,000	10,315
Employee Benefits - Salaries	55,699	52,810	53,024
	<u>1,169,092</u>	<u>1,191,510</u>	<u>1,799,384</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Change rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's yearend reporting purposes.

Our Lady Star of the Sea School (Howick)

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

8. Cash and Cash Equivalents

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Bank Accounts	220,222	324,040	221,625
Short-term Bank Deposits	492,287	372,000	372,565
Cash and cash equivalents for Statement of Cash Flows	712,509	696,040	594,190

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$712,509 Cash and Cash Equivalents, \$26,224 is held by the School on behalf of the Kahui Ako (COL) cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

9. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Receivables	26,400	2,900	2,881
Interest Receivable	1,311	900	944
Teacher Salaries Grant Receivable	173,179	145,000	145,734
	200,890	148,800	149,559
Receivables from Exchange Transactions	27,711	3,800	3,825
Receivables from Non-Exchange Transactions	173,179	145,000	145,734
	200,890	148,800	149,559

10. Inventories

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
School Uniforms	21,715	21,000	21,715
	21,715	21,000	21,715



Our Lady Star of the Sea School (Howick)

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	12,078	13,645	-	-	(354)	25,369
Furniture and Equipment	213,688	41,686	(3,091)	-	(54,823)	197,460
Information and Communication Technology	25,248	1,937	(1,391)	-	(12,549)	13,245
Leased Assets	51,935	-	-	-	(23,825)	28,110
Library Resources	19,462	2,747	(829)	-	(2,672)	18,708
Balance at 31 December 2021	322,411	60,015	(5,311)	-	(94,223)	282,892

The net carrying value of equipment held under a finance lease is \$28,110 (2020: \$51,935)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	26,651	(1,282)	25,369	13,007	(929)	12,078
Furniture and Equipment	686,244	(488,784)	197,460	647,870	(434,182)	213,688
Information and Communication Technology	227,534	(214,289)	13,245	228,611	(203,363)	25,248
Leased Assets	107,735	(79,625)	28,110	107,735	(55,800)	51,935
Library Resources	55,611	(36,903)	18,708	55,212	(35,750)	19,462
Balance at 31 December	1,103,775	(820,883)	282,892	1,052,435	(730,024)	322,411

12. Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. The equitable leasehold interest represents the Board's interest in capital works assets owned by the Proprietor but paid for in whole or part by the Board of Trustees, either from Government funding or community raised funds.

A lease between the Board and the Proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over the economic life of the capital works asset(s) involved. The interest may be realised on the sale of the capital works by the Proprietor or closure of the school.

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
The major capital works assets included in the equitable leasehold interest are:			
Network Cabling	33,889	33,889	36,970
	33,889	33,889	36,970

Our Lady Star of the Sea School (Howick)

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

13. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	29,434	86,000	86,275
Accruals	6,106	5,500	5,521
Employee Entitlements - Salaries	174,716	147,000	147,412
Employee Entitlements - Leave Accrual	52,286	50,459	50,459
	<u>262,542</u>	<u>288,959</u>	<u>289,667</u>
Payables for Exchange Transactions	262,542	288,959	289,667
	<u>262,542</u>	<u>288,959</u>	<u>289,667</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Grants in Advance - Ministry	-	11,000	11,298
International Student Fees	-	10,000	10,435
Other	2,903	29,000	29,141
	<u>2,903</u>	<u>50,000</u>	<u>50,874</u>

15. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	163,637	163,637	149,492
Increase / (decrease) to the Provision During the Year	21,670	21,000	71,995
Use of the Provision During the Year	(5,796)	8,420	(57,850)
Provision at the End of the Year	<u>179,511</u>	<u>193,057</u>	<u>163,637</u>
Cyclical Maintenance - Current	65,606	85,904	51,166
Cyclical Maintenance - Term	<u>113,905</u>	<u>107,153</u>	<u>112,471</u>
	<u>179,511</u>	<u>193,057</u>	<u>163,637</u>



Our Lady Star of the Sea School (Howick)

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

16. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment including a photocopier.
Minimum lease payments payable:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	23,560	23,833	23,790
Later than One Year and no Later than Five Years	9,996	10,925	31,346
Future Finance Charges	(2,211)	(3,600)	-
	<u>31,345</u>	<u>31,158</u>	<u>55,136</u>
Represented by			
Finance lease liability - Current	21,739	21,833	23,790
Finance lease liability - Term	9,606	9,325	31,346
	<u>31,345</u>	<u>31,158</u>	<u>55,136</u>

17. Funds Held on Behalf of Kahui Ako Community of Learning (COL) Cluster

Our Lady Star of the Sea School (Howick) is the lead school and holds funds on behalf of the Kahui Ako Community of Learning (COL) cluster, a group of schools funded by the Ministry.

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Received from Cluster Members	40,135	-	-
Total funds received	40,135	-	-
Funds Spent on Behalf of the Cluster	13,911	-	-
Funds Held at Year End	<u>26,224</u>	<u>-</u>	<u>-</u>



Our Lady Star of the Sea School (Howick)

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

The Proprietor of the School (Catholic Diocese of Auckland) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects funds on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

Under an agency agreement, the School collects funds on behalf of the Proprietor [or vice versa]. These can include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$159,079 (2020: \$169,034). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are Nil. (2020:Nil).



Our Lady Star of the Sea School (Howick)

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

19. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2021 Actual \$	2020 Actual \$
Board Members Remuneration	4,370	4,237
Leadership Team Remuneration Full-time equivalent members	607,693 5	533,309 5
Total key management personnel remuneration	<u>612,063</u>	<u>537,546</u>

There are 9 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance (4 members) that meet monthly. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	140-150
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	4.00	2.00
120-130	1.00	-
	<u>5.00</u>	<u>2.00</u>

The disclosure for 'Other Employees' does not include remuneration of the Principal.

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2021 Actual	2020 Actual
Total Number of People	- -	- -

Our Lady Star of the Sea School (Howick)

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021.

(Contingent liabilities and assets at 31 December 2020: Nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2020: Nil)

23. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	712,509	696,040	594,190
Receivables	200,890	148,800	149,559
Total Financial assets measured at amortised cost	<u>913,399</u>	<u>844,840</u>	<u>743,749</u>
Financial liabilities measured at amortised cost			
Payables	262,542	288,959	289,667
Finance Leases	31,345	31,158	55,136
Total Financial liabilities measured at amortised cost	<u>293,887</u>	<u>320,117</u>	<u>344,803</u>

24. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

25. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.



Our Lady Star of the Sea School (Howick)

Notes to Financial Statements (cont'd)

For the year ended 31 December 2021

26. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.



INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF OUR LADY STAR OF THE SEA SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021**

The Auditor-General is the auditor of Our Lady Star of the Sea School (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime

Our audit was completed on 20th October 2022. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss Verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.

Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

© 2022 Findex (Aust) Pty Ltd

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises Kiwi sport report and Strategic Plan 2019-2021, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Kurt Sherlock
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand



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 learners.

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.

<p>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...</p> <p>Learners for life; engaged, creative thinkers with a strong desire for growing their faith and enhancing their learning throughout their lives</p>	<p>Understandings: <i>Members of the Our Lady Star of the Sea Learning Community will understand that:</i></p> <p>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</p> <p>2b. The people around us can help inform and enhance our current actions and choices/decisions and our ongoing learning journey</p>	<p>Essential Question: <i>Members of the Our Lady Star of the Sea Learning Community will explore...</i></p> <p>2a i) What is learning?</p> <p>2a ii) How do you manage learning for life?</p> <p>2a iii) How does our faith affect our learning journey?</p> <p>2b i) What impacts on a learning journey?</p> <p>2b ii) How the experience of/in other Kahui Ako contexts can support the learning journey at OLSOS</p>
<p>Knowledge: <i>Members of the Our Lady Star of the Sea Learning Community will KNOW:</i></p> <ul style="list-style-type: none">• 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	<p>Evaluative Criteria: <i>Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can...</i></p> <ul style="list-style-type: none">• 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	Principal	Our vision, values and dispositions are visible in our learning environment, signalling what we are about as a school in visual form for all who enter the grounds to know.	
	<p>UPDATE: Final visuals approved - values posters completed by the designer Week 2 Term 2 to laminate for classrooms. Updated certificates completed by designer - through to printer for quotes. Website updated with new visuals. Quotes back from signage company for signs in various parts of the school. Finance committee approved. Awaiting installation time frame. Goal setting first half of the year developed with 'Jesus as our guide' elements of our school vision as part of their creation.</p> <p>UPDATE: T3: Signage complete - back block wall, quad on resource room wall, in hall, all certificates converted to match new signage and in use, all classrooms displaying new values and dispositions signage. still to come: signage on curved wall by top tennis court, once solution to low wall done.</p> 				
Continue to enhance our partnership and presence in our Parish and our Catholic Community- Internal Review topic 2020/21 – Dimension 1.2	<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	The school will continue to be seen as an integral part of the parish and visa versa.	

Evangelisation and engagement with parish - in line with 20 Sept 2019 letter from Bishop Pat *	<p>UPDATE</p> <ul style="list-style-type: none"> - Fr John spoke 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 - Fr John has conducted PD with staff on understanding the Mass. - Fr Terry has trained staff to become Eucharistic Ministers. <p>Internal review mechanism operating. 2020/21 docs ready to table at May Board Meeting to then present to the CDA through shared doc which has been established.</p> <p>UPDATE: T3: Fr Terry was running his Alpha programme from the staffroom each Tuesday night prior to Covid L4 lockdown in Week 4 T3. Covid has interrupted gathering as church in the second half of the year - no buddy masses, parish is closed as is school from 17.8.21 to at least 18.10.21 (the start of T4 - tbc) 21 students + 4 younger siblings to be Baptised in the Baptism of school aged children programme. On hold due to lockdown levels.</p> <p>UPDATE T4: School promoting events and liturgical seasons in the diocese and parish zoom masses through school communications. With School and Parish under Level 3 lockdown for Term 4 no further update to share</p>			
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
	<p>UPDATE: see Proprietors Reports for updates. RE observations underway to evidence practice.</p> <ul style="list-style-type: none"> - Strong RE foundation to all Understanding by Design Connected Curriculum local curriculum design - Senior School have hosted Sunday evening Mass at the Parish (Middles to come 30.5.21). - Parent Prayer group established through Lent has continued beyond - Buddy Masses weekly have begun - Two staff annually on 'Living life to the full' PLD <p>External review mechanism operating. 2020/21 docs ready to table at May Board Meeting to then present to the CDA through shared doc which has been established.</p> <ul style="list-style-type: none"> • approved as a pilot school for for the new Religious Education Curriculum. PLD for new curriculum as part of this process as well as engaging with NZCRS and the CDA RE Advisers around the curriculum in practice. Intro PLD undertaken with a view to begin trial in second half of the year. <p>UPDATE: T3:RE observations complete prior to lockdown. Pilot school for new RE Curriculum is progressing well. We have a strong connect with the developers and are sending regular feedback as to the validity of the Achievement Objectives and other additional content that could be included. Time during zoom TOD 17.8.21 to connect RE planning to our Local Curriculum Design work undertaken in teams.</p> <p>UPDATE T4: RE Curriculum work as a BETA trial school has continued over lockdown in Term 4. Staff have voiced the challenge of teaching RE content in an online context. Feedback on content continues to be shared with the development team of NZCRS in Dunedin.</p> <p>See RE Curriculum BETA Trial School Report Appendix 1</p>			
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			
	<p>UPDATE: Map confirmed, consultation with signage company undertaken. Quote through - awaiting timeline. Timber posts picked up Week 3 T2 - signage company to cut and mount as part of their scope of works.</p> <p>UPDATE: T3: Completed and in place - due to have these blessed 15.9.21 but due to L4 lockdown this has had to be postponed. Hopefully if we reach Level 1 in Term 4 we will be able to find a date that suits Fr for the blessing.</p> <p>UPDATE T4: Name plaques for each station have been added to each station. Blessing planned for early 2022. Otherwise with School and Parish under Level 3 lockdown for Term 4 no further update to share.</p>			

ANNUAL PLAN 2021

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	Investigating the Learning Progression Framework and PACT tool <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 Create/collate overviews of curriculum expectations as each level progresses for use in moderation and to share in home school partnership discussions.	Termly	Karen Noble Campbell Heather Collins Leadership all teaching staff	Deepen staff’s understanding of the learning progressions within each strand of Mathematics in order to support tailored curriculum design
			Leadership team teaching staff	Broaden the use of the learning progressions and tool itself into other curriculum areas
<p>UPDATE: Lead Practitioner established. 7 sessions undertaken with MOE PLD providers. PACT staff meetings proceeding. Staff upskilling in aspects within each area of the Maths Learning Progressions and beginning to use these aspects as part of observation through problem solving to support workshop/design for learning.</p> <p>Overviews of curriculum expectations have been presented to parents in draft form at the Meet the Teacher Consultation evening in Term 1. Feedback from parent consultation was reflected in changes made to the documents. Currently in the finalisation stage before sharing with community in digital form - these will be of great use in discussion with their children and as information to know how to support at home. Teams have used these docs in supporting the creation of goals with students and their families, and for moderation purposes.</p> <p>UPDATE: T3: Pact PLD zoom sessions continue to be undertaken by Karen and Heather. Opportunities for staff meetings related to pact have been impacted by L4 lockdown - the information is stored and will be shared with staff going forward when able to. Mid year appraisal meetings showed that staff have a deepening understanding of the signposts that sit within the learning progressions to support curriculum design and next steps. This is beginning to be reflected in units of planning and will develop more so as each unit is developed.</p> <p>UPDATE T4: LPF PLD work has been impacted with School under Level 3 lockdown for Term 4. This will continue to feature in staff meetings in 2022 with a view to trialing the tool itself later in 2022. Curriculum expectations at each level available in the portal to assist parents when reading reports. These have also assisted teachers when identifying where to next and goal setting this year.</p>				

	See Curriculum Lead Report Appendix 2			
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 student agency and outcomes supported by Hub Inquiries	<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 - 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 	twice termly with leadership then filtering into teams as PLD unfolds	Leadership Outside agency (Maggie Ogram Osprey Consulting) teaching staff	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 Support Leadership understanding of quality practices throughout the school. Support the inquiry process of teachers through the Walk Talk process Shifts student agency and outcomes
	<p>UPDATE: Leadership meetings with Maggie from Osprey consulting proceeding as planned. Inquiry question developed: How do we as a leadership team support professional growth through collaborative practice to impact student learning? Hub leaders to launch the initiative of 'putting faces to the data' at tWeek 3 Term 2's Hub meetings. Sessions with Mark Osborne supporting Hub leaders in the process of putting faces to the data work.</p> <p>UPDATE: T3: Zoom sessions have continued during Term 3 and over lockdown - the latest three of these have been pivotal in shaping leadership direction in terms of next steps in rolling key elements of the Clarity Suite into pld for staff... staff meeting on the assessment waterfall, case management meetings and the knowledgeable other couldn't occur due to lockdown - instead of running these in Term 4 leadership decision to shape these up at TOD start of 2022 for maximum benefit (T4 staff will be focused on settling students back after lockdown, assessments, reporting, end of year processes so this new learning won't be of maximum benefit at this time)</p> <p>UPDATE T4: Leadership zooms continued through Term 4. The staff meetings around the assessment waterfall/assessment for learning PLD will roll into TOD at the beginning of 2022 (Maggie Ogram already booked for this) - See Hub Leaders Reports Appendix 3 See AOV Report Appendix 6</p>			
Launch Learner Profile : 'Communicator' (T1/2), 'Collaborator' (T1/2) 'Creative thinker' (T3/4) 'Critical thinker' (T3/4) ...(but not assessing/reporting critical / creative - we will report measure Communicator / collaborator mid year and end of year - intro creative critical second	<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 	Term 1 then throughout the year	SLT leadership all staff SLT	OLSOS community will have a shared language of learning learner profile used as self reflection, teacher reflection, home reflection tool to support the development of learner dispositions in students

half of year and measure all in 2022

language of learning and transfer of the disposition - for family eg,
 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 ____
 for our students - develop similar questions in child's speak

UPDATE: PE TOD at beginning of the year reinforced the language of the dispositions and connected this to the health and PE curriculum. Learner Profile launched at consultation at start of the year as parents came in for meet the teacher - 180+ parents signed to say they had been present in order for their children to earn house points. Launched as skills and dispositions that support strong academic outcomes and life long learning. Newsletters have been utilised to inform community of examples of use in school as well as a wider look at topical issues and how these skills and dispositions are apparent with real life examples. SLT have been keeping track of launch activity in [The Learner Profile Transfer Opportunities document](#). SLT developing dispositions questionnaire to send to parents ahead of mid year reporting. Parent, student and teacher voice will contribute to this questionnaire and form part of the mid year reporting cycle. This will also be our first measure of transfer - we will use this measure mid year each year to see if we are creating shift in our schooling by design strategy goals.

Feedback from Parent Teacher Conferences beginning of Term 2 from whanau was positive related to how the dispositions sat within the academic and RE goals.

UPDATE: T3: Student, Parent and Teacher voice related to the elements of Communicator and Collaborator was gathered and shared as part of mid year reporting at the end of Term 2. A summary of the Communicator and Collaborator outcomes was presented to the Board as part of mid year data sharing. The Learner Profile continued to feature in Parent Consultation at Mid year conferences in Week 1 of Term 3 (around 120 parents signed to say they had engaged) as well as in newsletters etc (see 'Learner Profile Transfer Opportunities' document above which has continued to be populated. Term 3 saw the launch of the Critical and Creative Thinking Learner Profile elements, connected to our Creativity and Inspire curriculum concepts for Term 3 and 4. Despite lockdown, classes have been connecting their learning with these two dispositions as part of their introduction. We will gather parent, student and teacher voice related to the launch of these final two elements of our Learner Profile after the week of sharing of inspiration which we are still planning to take place in Week 5 of Term 4 (covid lockdown levels allowing). This voice will be shared in the end of year reports and a summary prepared for the Board.

UPDATE T4: Aim of collecting voice on Critical and Creative thinking after the Exhibition of Inspiration could not go ahead as lockdown has extended across Term 4 and the exhibition had to be cancelled. Despite covid, these two dispositions have been launched through online learning. With agility in mind over this pandemic leadership's next step in utilising the Learner Profile will be at the start of 2022 where parents will be asked to give voice to the area of the learner profile that they believe is the most important to form a goal around for their child/ren at the very beginning of the year. That goal will then be reported on mid and modified if needed for the second half of the year. End of year reporting included the opportunity for all parents and students in Years 4 - 6 to comment on the successes and challenges with school led learning from home. it was pleasing to note the majority of comments were dispositional based.

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.
	<p>UPDATE: Workstreams introduction presented to staff end of Term 1 with invitation to join where alignment with inquiry occurred. 78% of teaching staff have elected to join a workstream.</p> <p>DP Y1-3 appointed as Pacific Workstream liaise - data contributed to the PLD application - once funding comes through MOE PLD proposal work under this workstream will begin.</p> <p>Play based cluster meetings attended by our Junior school (OLSOS to host the next meeting)</p> <p>SLT attended new NZ Histories launch webinar</p> <p>UPDATE: T3: The benefits of the Kahui Ako workstreams and the Teacher Only Day on June 6th (which completed the launch of the KA operation model, learner agency tool and introduction of the measurements components for agency as well as workstream workshops) grounded and supported many teacher inquiries this year. In the mid year Professional Growth Cycle 1:1 meetings (formally appraisals) this was clearly evident when discussing teacher's teaching as inquiry process undertaken using Timperley's Spiral of Inquiry. Continued connection with KA workstreams over lockdown and when transitioning students back into school after 2 months of lockdown L4 and 3 will take a secondary nature compared to the wellbeing and focused, in class learning programmes in Term 4.</p> <p>UPDATE T4: under Level 3 lockdown for Term 4 the Kahui Ako Principal's continued to require their staff to be back in their own school supporting staff and families with the ongoing demands of online learning to complete the year. No further update.</p>			
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) 	Across the year	all teachers	Digital Technologies will be deliberately planned for and embedded in curriculum design and outcomes

	<ul style="list-style-type: none"> - evidence the embeddedness of the digital technologies curriculum in weekly planning, student engagement and concrete outcomes 			
	<p>UPDATE: Kahui Ako provided 16 additional hours of PLD with OMG!Tech. 4.5.21 teams released through the day to engage with OMG!Tech, analysing how DTs can feature in Term 2 connected curriculum planning and which tools lend themselves to supporting local curriculum with a DTs element. Awaiting confirmation of a followup engagement with PLD provider based on next steps identified by staff.</p> <p>Spheros in action across classes on rotation. Digital lead teacher is visiting Office Max showroom to look at resources to support teachers with Spheros as teacher and student knowledge and confidence in coding develops.</p> <p>Modified local curriculum planning tool (Atlas) to include a digital technology area where we ensure we record evidence of how DTs will be incorporated through our connected curriculum design.</p> <p>Middle team have engaged in PLD around the use of Google Apps for Education with an external provided sourced through the Kahui Ako connect.</p> <p>UPDATE: T3: Term 2 2021 Milestone Board Report - Digital Technologies.docx</p> <ul style="list-style-type: none"> Following the support of the technology expenditure proposal from the board, a Lego coding kit ("Spike") will now be added to the E-learning kete at OLSOS. These kits will be suitable mainly for Year 3-6s and the vision for the equipment to have a designated area of usage and that it will be available to help support students with their creative and critical thinking by engaging and collaborating in a small group environment. In addition, another Sphero education power pack and mat will be added to the on-site kit to support the computational understanding/ thinking already underway across the whole school. Furthermore, to support the current EPro8 kit on site for the Yrs 4-6 the "Electronics" starter kit will be purchased which is fully compatible with our EPro8 Construction Equipment and includes the basic elements of the EPro8 electronics used at the national programme we compete in. All of these E-Learning tools are also part of the passion project vision for 2022 which enables and empowers students to try new skills in areas that they have little/no knowledge of. Professional development for staff (1 ½ hrs) has been offered by one of the suppliers which we will look to secure at a mutually convenient time. OLSOS was unsuccessful in gaining a Genesis School-gen Trust application for 2021. <p>UPDATE T4: Equipment purchased has arrived and is being processed ready for 2022. With School under Level 3 lockdown for Term 4 no further update to share</p>			
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 - 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. <p>Seesaw PYP skills</p>	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.

Tika (Justice)

Ngāwari (Resilience)

Māia (Courage)

Manaaki (Respect)

Āwhina (Service)

[Seesaw Presentation on skills](#)

UPDATE: OLSOS Learner Profile elements have been crafted in Seesaw. Next step, trial use in small group of classes to iron out glitches before launch. Subsequently identified this as an inward facing tool and not fit for purpose of informing whanau of dispositions - further investigation to be undertaken.

UPDATE: T3: No further action as Seesaw does not support this process as we initially thought it would.

Tika (Justice)

Ngāwari (Resilience)

Māia (Courage)

Manaaki (Respect)

Āwhina (Service)

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: Community Meeting held to coincide with Meet the Teacher evening 25.2.21 - Topics: NZC information, draft achievement components by curriculum level in reading, writing, maths, journey to learning dispositions in learner profile Term 2 Parent Teacher Student conferences had the learner profile out and discussed to make links to student goals and further parent understanding of the content. UPDATE: T3: Mid year Parent, Teacher, Student conferences formed another opportunity to engage with families covering multiple topics at one event (parent information and gathering voice around our current strategic goals, cyber safety at home) 2021 Mid Year Community Consultation Review We had a parent information evening related to our curriculum set aside for Thursday 16th September but due to Level 4 lockdown this could not be done. UPDATE T4: with School under Level 3 lockdown for Term 4 no further update to share				
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 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	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	

Tika (Justice)

Ngāwari (Resilience)

Māia (Courage)

Manaaki (Respect)

Āwhina (Service)

UPDATE: Beginning of the year 'Getting to know the learner' sheets used as a prompt to engage families and have meaningful home school partnerships set up with all diverse family groups. Family picnic at the start of the year another tool to engage families. Goal setting meetings beginning of Term 2 engaging families from our diverse community.

Appointed liaise to work with Kahui Ako Pacific workstream - awaiting results of PLD application from which Fono engagement will be sought

2 opportunities in Term 1 to meet with kaumatua were canceled due to covid and sickness. Purpose was to support teachers unpack whanaungatanga.

Parent - Kai Korero for senior marae visit coming in to speak to senior team about marae protocols. 2x Marae trips planned 29.7 and 5.8 to Whare o te Ruapotaka

Koanga festival and Cultural Festival engagement with our Whanau Group as tutors and mentors

Parent prayer group established and operational connecting diverse community groups

Parents invited to assemblies and Mass

UPDATE: T3: Kapa Haka Kahui Ako Festival has not gone ahead as L4 covid restrictions have prevented this. Week 1 T4 we were due to join the Sancta Maria College Cultural Festival, however this has also been impacted by Covid restrictions and lockdowns. The Fono group have continued meeting related to our learner profile - we are looking forward to hearing the outcomes of these. Whanau and Jia Group have contributed to the Catholic Schools Day prayer capsule.

UPDATE T4: with School under Level 3 lockdown for Term 4 no further update to share

Tika (Justice)

Ngāwari (Resilience)

Māia (Courage)

Manaaki (Respect)

Āwhina (Service)

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: Currently in the planning process to be implemented in the second half of the year - Netsafe leads appointed. Life Education Van in Term 1 dealt with internet safety with our senior students UPDATE: T3: Parent and student questionnaires undertaken after Parent consultation T3 Week 1 at our mid year Parent/Student/Teacher interviews. Analysis of the outcomes seen here Next steps to be established and set in place once we are back up and running post lockdown interruptions. UPDATE T4: with School under Level 3 lockdown for Term 4 no further update to share See Digital Technology Report Appendix 4			
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 Sexuality Education (MOE doc launched Sept 2020) feature in our local curriculum design	Across the year	SLT and teachers	student well being and learner profile elements will be supported by the delivery of HPE
	UPDATE: TOD 2.2.2021 Health and PE PLD - how to drive learner profile and Whanaungatanga (T1 concept) through Health and PE lessons <ul style="list-style-type: none">- analyse reflections of staff from TOD to plan steps going forward- PE planning and delivery has been adjusted based on PLD engaged with.- senior students have PE journal to reflect on each PE session			
Addendum - staff well being: Establishment of EAP - Employee Assistance Programme engaged to deliver employee support solutions				

Addendum - staff well being:
Establishment of EAP - Employee Assistance Programme engaged to deliver employee support solutions

	<ul style="list-style-type: none"> - engagement with the 'have a go' field days providing broad opportunities for students to try different codes to discover a sport that supports their wellbeing - connection between Catholic material and MOE sexuality material is set as workstream/project for SLT to engage with documentation - good tie in with Health and PE PLD. Work yet to commence on this. <p>UPDATE: T3: KOS/human sexuality intermerged with concept in Term 4. Aspects of the KOS and above booklets as stated in the second bullet point are featured in local curriculum design in T4. NEST puberty parent and student talk in T4. Survey undertaken in consultation with MOE around period products required. Second order now in for MOE supplied period products for students - increased order due to demand and supply.</p> <p>UPDATE T4: with School under Level 3 lockdown for Term 4 no further update to share. During schooled learning from home Teachers included a Health and PE weekly task sheet, provided by Sport Auckland, that exposed the students to a variety of active learning opportunities</p>			
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
	<p>UPDATE: Unit holder appointed.</p> <p>sustainable practices underway: Recycling coffee pods, composting, gardening and ground works, Clean Plate work (Enviro team learn to cook recipes for litterless lunches - to be published into a book for parents to use), regular waste audits, moth plant initiative to bring the issue of this noxious plant to the communities notice, and help eradicate it from school and local community. Applied for funding to implement litterless lunches</p> <p>UPDATE: T3: E cookbook shared on social media with a video sharing ideas about how to create healthy litter free lunches. Approval of 2 grants (each \$500) from Waste minimisation and Howick ward to contribute to our plan to reduce waste in the school. Survey of lunches completed in the school to see how much litter there is currently and how we can reduce the amount coming to school. The environmental team had one session working with the team from Clean plate, learning about how to reduce waste in our lunch boxes and what a healthy lunch looks like. They also learnt how to share a message through social media. How to create a good message, capture on film and present. The second session had to be postponed due to the lockdown.</p> <p>UPDATE T4: with School under Level 3 lockdown for Term 4 no further update to share'</p> <p>See Enviro Report Appendix 5</p>			
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	students will have a sun safe place to eat and play
	UPDATE: COLA erection extended to T2/3 holidays due to covid related delays. Stations of the cross artwork complete, timber purchased			

Road Safety Week Week 3 Term 2 park and walk initiative to increase comfort of parents / students to drop children on Orangewood and walk into school - support safety around school by reducing congestion.

UPDATE: T3: COLA erection now extended to T3/4 holidays due to covid related delays. Once this is in place we will re-engage with the turf company. Implementation plan around the mud kitchen area ready to be actioned once turf complete. Stations of the cross completed... opening/blessing tbc (postponed due to Level 4 lockdown)

UPDATE T4: COLA still not in place due to covid border restrictions - awaiting timeframe for this to happen. Re-engagement with Tiger Turf. Update of quote undertaken and agreed on by CDA (minus Basketball hoops which will become a 2022 capex spend). Confirmed turf marking configuration and colours, digital crest sent for production purposes. As mentioned earlier, blessing of stations of the cross will be in 2022 due to covid lockdown Term 4.

Appendix 1 2021 - RE Curriculum BETA School Report

Early Term 1 2021, Our Lady Star of the Sea school was approved as a BETA trial school for the new draft RE curriculum for years 1 - 13 which is being developed by the National Centre for Religious Studies (NCRS). The Board approved Teacher Only Day in March was used by staff to become familiar with the content of the document and unpack the introduction, themes and touchstones within the context of our localised curriculum. Colin McLoed (Curriculum Developer, NCRS), supported us on this day. The four themes of God, Good News, Our Story and Being Church, alongwith the Touchstones of Grace, Holiness, Wisdom, Justice and Prayer bring a new approach to the curriculum.

The draft curriculum is currently unresourced which has a significant impact on the programme design and teacher workload. Each term, team RE planning sessions are included in the connected curriculum planning day. The sessions include an element of professional learning and development as each term a new theme and related touchstone is unpacked. The diocese has acknowledged the extra work involved with this and has awarded staff 'accreditation points' towards certification for each planning session.

Timely feedback is sent through to NCRS to assist with the development of the curriculum. The development team welcomes the input. Lockdown has impacted on the delivery of the RE teaching and learning programme. Staff adapted to a remote delivery of the curriculum. Feedback from parents, students and staff has highlighted the difficulties in teaching the new curriculum remotely. More parent feedback was received through remote teaching giving the curriculum developers another perspective.

Where possible the RE focus each term is woven through the connected curriculum approach to bring authentic teaching and learning situations to the forefront. As required, stand alone RE lessons are planned to cater for 'theme' specific content knowledge. Resources are being created and collated along the way with many adaptations made. Teachers have been working with integrity and in faith to meet the demands as a trial school.

Appendix 2 2021 Curriculum Report

Overarching Concept - JOY

We have explored this concept through 4 minor concepts with each concept having different curriculum foci (green – major/ blue – minor). As the year unfolds each concept builds on from the previous with students using what they learn in the previous term in the following concept.

Term 1 - Whanaungatanga

Religious Education

Health and PE

Social Studies

English

The Arts

Maths

Term 2 - Discovery

Religious Education

Science

English

The Arts

Maths

Health and PE

Term 3 - Creativity

Religious Education

Technology

English

Maths

The Arts

Health and PE

Term 4 - Inspire

Religious Education

Health and PE

English

Maths

Term 1 - Whanaungatanga

Using the gospel values students will independently use their learning to grow themselves to build relationships that bring joy and inspire others as Jesus does

This concept saw the students looking at themselves and their own relationships and discovering ways of building these so as to bring joy to those around them. They looked at their own personal gifts through pepeha, family, school and local and national connections and were challenged to think deeply about the way we welcome people and create relationships within the different groups we work amongst. Through RE the students explored the relationship they have with God and how to strengthen these along with how to use the personal gifts given by God help build and maintain relationships.

Term 2 - Discovery

Using the gospel values students will independently use their learning to notice think and wonder to make discoveries about the world around us that can bring joy and tell stories as Jesus did.

This concept saw the students looking into the different aspects of the material world through a science lens. They explored natural and manmade materials and looked at the properties of these making links back to God's creations. Through the arts lens students explored the various materials that are used in art works and the reasons why artists chose those materials. They built on their relationship learning discovered in Whanaungatanga to identify the relationship they have with God's creations.

Term 3 - Creativity

Using the gospel values students will independently use their learning to think creatively, design and make something new and bring joy as Jesus does

This concept saw the students using the technology design thinking process to be creative through the arts. This required students to empathise, ideate, design, prototype, test and implement in an area of the arts that interested them. The connection back to the Discovery concept was made with the students using what they learnt about manmade and natural materials and their properties in their own art works. It was envisaged that students would have at least one piece of creative work to share at our Exhibition of Inspiration in term 4 but unfortunately Covid has interrupted this desire. Agile thinking has had to be implemented to ensure learning through this lens continues through the various emergency remote learning from home activities. Through RE the students explored the various creative ways Jesus shared his messages and how we are challenged to do the same along with being kaitiaki of God's resources in creative ways.

Term 4 - Inspire

Using the gospel values students will independently use their learning to inspire joy in God's world

This concept sees the students using their English skills that have been developed throughout the year to create a presentation that tells the story of their creative piece of work and the journey the student went on to create that piece of work. Health is explored as the student reflect on their personal growth through the 4 aspects of hauora (spiritual, emotional, mental and physical) in the year that has been as well as engaging in our biannual lessons around the Police developed programme of Keeping Ourselves Safe. Through RE the students are looking at what it means to be part of God's Family and the Catholic community, the responsibility each of us have in building God's kingdom here on earth and the ways we can inspire others to join in.

Appendix 3 2021 Hub Leaders Reports

Year 1 Hub Leader Report - D 2021

The Year 1 hub started with two teachers and grew to three by the end of Term 2.

The focus of the hub inquiry was to improve the learning outcomes in reading of targeted students through an increase in self esteem, self confidence and self motivation.

Data collection and professional reading during term 1 and 2 focussed pedagogy towards a structured literacy approach. The PLD provided at the Kahui Ako TOD supported the thinking that students whose progress was lesser than their peers would feel more confident and competent with this style of instruction. At the same time, hub meetings included discussion and reflection around the active learning approach undertaken in Year 1. The spiral of inquiry assisted us to probe and challenge what the current approach was and how to combine both practices - active learning and structured literacy.

The addition of another teacher to the hub brought a different perspective to the group, providing opportunities to reflect on and voice the philosophy behind active learning, the reasons for and against and share professional readings. Through these discussions the [OLSOS play base document](#) was reviewed and updated. Strong links were made between this approach and [our school learner profile](#).

Hub leaders' meetings with Mark Osborne were beneficial. Mark's facilitation supported the group to grow understanding of the spiral of inquiry at work, the importance of professional readings and testing hunches. It can be easy to focus on our own prejudices and preferences. Mark challenged the group to ensure hub members used qualitative and quantitative data as well as professional readings to inform practice. Lockdown impacted on the progress of the inquiries

Prior to lockdown classroom observations between hub members were arranged, hub members agreed on a unified phonological approach using the Heggarty programme each day, assessments were undertaken for baseline data, hub members focussed on strategies to support a structured literacy approach.

Although the inquiry process was disrupted by lockdown, the Year 1 hub recognised the importance of phonological awareness being explicitly taught in a structured way and for teachers to make explicit connections between the reading and writing process for early learners. This approach will build confidence and competence for struggling readers. This is an area of work to build on in 2022.

Year 2 Hub Leader Report - B 2021

The direction of inquiries in our hub are as follows:

Inquiry Question - Which strategies might best support learners struggling with low levels of literacy (reading/writing)?

These inquiries remained the same throughout the year and were still a focus during school led learning from home. We continued to take action to support our target groups via zoom.

It was agreed that the way in which the hubs were organised this year (horizontally) allowed for deeper discussions at our level of the curriculum. We found it very beneficial having the same inquiry focus as it meant we were able to support one another and hold reciprocal conversations about our learners.

The hub meetings allowed me to facilitate the spiral of inquiry process in a structured way. These meetings helped to keep our inquiries at the forefront of teaching and learning. They gave us an opportunity to talk about what we were noticing, recognising and responding to within our classrooms. It was beneficial being able to discuss our thinking and ask questions to help strengthen our inquiry. We noticed that through the horizontal grouping we were able to support each other a lot more and have more informative conversations about the students we teach. Unfortunately, work in my unit holding area was affected by the lockdown as hub meetings were disrupted.

We were supported by Mark Osbourne in the facilitation of each meeting. Mark ensured that all Hub Leaders had a collective understanding of the inquiry process and that we were speaking the same language. We were given ownership over the process and were able to work through the spiral at a pace that was suitable for our hub members.

Despite the disruption to our spiral process we were able to make positive changes in our teaching practises. The outcomes of our inquiries are as follows:

As a hub we had recognised that many children in our year levels lacked phonological awareness. They had difficulty blending and segmenting words, which meant that they found decoding words tricky.

In response to this hunch we gathered evidence and focused on implementing different strategies to support these learners. We developed our shared book practises and created a new plan for our teaching of this. We focused on building the children's confidence as capable readers/writers and we actioned a structured literacy approach as a tier two programme with our learners. This has been a year-long journey which has been supported by PLD and resourcing. Through this action, we have seen our target children make pleasing progress with their reading and writing skills. Unfortunately, due to the lockdown we were unable to assess this progress in a quantitative way. We are hoping to continue this approach next year with our learners.

Year 3 Hub Report K 2021

This year our inquiry was based around target children with identified literacy needs.

Our inquiries were based around the following statements:

K: Which strategies might best support ESOL learners struggling with low levels of literacy?

R: Which strategies might best support learners who are underachieving in writing to develop their ideas, structure and vocabulary in order to make progress?

M: Which strategies might best support learners with low levels of literacy who struggle to focus?

Professional Learning to support our Inquiry:

- Kahui Ako TOD - 8th June (attended by R and K), Kahui Ako - ESOL workstream (KA WST), ESOL Eastern Network Cluster Meetings, Structured Literacy PD - Sunnyhills School, RTLB - support with implementation of Structured Literacy.

The Process / What Worked Well:

- Sharing the Timperley, Kaser and Halbert Spiral of Inquiry Document to frame the process of inquiry
- Establishing shared understanding for how the Hub would run - co construct agreed group norms -recorded at the top of Hub minutes.
- Gathering of POV data - Product, Observation, Voice to broaden our understanding of target children and focus our inquiry plans. Our inquiry was data driven and had multiple sources of data to help us form hunches.
- Data discussions identifying areas and subjects of concern + target children that we felt could be part of the inquiry to shape up question
- Observation and gathering voice of children. Powerful way to inform our practice and helped to develop understanding of needs. Discussed essential dispositions for growing learning and the need for them to have self-efficacy as learners.
- Data boards established per Clarity work to focus on target children - data was recorded and SMART goals were formulated.
- Sharing experiences and expertise among the Hub was valuable in driving our inquiries forward.
- PD from Mark Osborne to guide Hub Leaders was excellent - talking through the process and understanding the Hub Leader role.
- ELN workshops - enabled professional growth in hub leadership.
- Professional reading - this was the driving force behind most of our shifts in practice.

Outcomes:

- Extended Covid Lockdown meant unable to assess target children. Many of our intended interventions were not able to be implemented with the switch to online learning with inquiries on hold since Lockdown began in August.

Challenges during this Inquiry:

- The obvious challenge was the extended period of school-led learning from home. Momentum with our inquiries was difficult as the need to focus on supporting the children in learning from home became the priority and our own inquiries had to take a back seat.
- Hub meetings were not as regular due to the disruptive year.

- As a Hub we also had one member who had an extended period of time off school with a broken arm in the first half of the year while we were still face to face. This meant that our opportunities to have all of us present at Hub Meetings was reduced considerably and it was hard to keep ourselves all at the same stage of the process.

Summary:

- In summary, as a Hub, we have experienced success in building relationships with each other and creating a culture of professional learning through engagement in hub meetings.
- As teachers, we have been open to learning and willing to engage in PD and professional reading to improve our practice and shift some of our fixed mindset ideas.
- As teachers, we have moved out of our comfort zone and explored and been willing to try new ideas in order to develop key dispositions in our learners and to accelerate their learning in literacy.
- Although progress for our target children has been difficult to assess, during online learning we were able to continue to provide opportunities for learning via zoom workshops.

Year 4 Hub Report T 2021

This year we were grouped in year level/cohort hubs. Our hub consisted of 2 Year 4 teachers and a Year 3/4 teacher. Mark Osborne was again supporting the hub leaders and we would meet prior to each hub meeting to set the agenda and to discuss how best to support each member of the hub in terms of the points set in the agenda. This year I felt there was really good support on how to formulate questions for our hub inquiries to provide better clarity.

Through discussion, 2 teachers identified writing as an area of need - specifically around children who needed to include greater depth and vocabulary to their work. Teacher 1 inquiry question: "Which strategies might best support mid-level boys to use richer vocab and greater detail in their writing?" Looking at a cross over of best practice in teaching students who are ELLs and student agency to increase their motivation to write. Teacher 2 inquiry question: "How to grow the self efficacy of my students during writing time?". Both were drawing on student agency and linking in with the student agency work stream through the Kahui Ako. The third teacher's inquiry was defined by her role as a Within School leader for the Kahui Ako. Her inquiry question was "How do I as a leader support professional growth through collaborative practice to impact student learning?"

This year we were also supported by the Kahui Ako website and a Kahui Ako Schools Teacher Only day of professional development. We were encouraged to attend workshops that related to our inquiry. We also joined work streams that related to our inquiries.

There was also the implementation of data boards which we created (through the Clairy inquiry) as a hub and included the photos of our target children and their associated data, along with their smart goals. The inquiries received a lot of support. However due to the 2 lockdowns, the actual inquiries were interrupted at the point of starting interventions and were unable to see a result and collect data to support evidence of change in the second half of the year.

Year 5/6 Hub Report A 2021**Direction of Inquiries**

The direction of our inquiries were all varied, as we all focused on different curriculum areas. Our Inquiry questions were as follows:

A What strategies with a lens of ‘culture of care’ can lift students self concept and self efficacy?

- With the focus on Developing Student Agency, A chose to work on developing a culture of care to lift student’s Self-Concept - how they see themselves as learners and their overall attitude about themselves and the ability to achieve in their learning.

H How do I as a leader support professional growth through collaborative practice to impact student learning?

Q. By creating an inadvertent authentic wordstock will it impact student progress?

- H focus looked at lifting writing outcomes in her ESOL learners, and focusing on growing their vocabulary.

Meetings

With Covid19 causing many disruptions this year, it made it very difficult to have inquiries that were coherent and see the Spiral of Inquiry cycle right through. We managed a total of five meetings through 2021. We adapted well considering, but upon reflection, we both found it difficult to implement and trial new strategies and interventions with the disruption of lockdown, especially from term 3 onwards.

During our meetings, we used this time to have open and honest discussions about how our inquiries were going. Hub Lead shared readings on the Spiral of Inquiry at the beginning of the year, and we looked at the resource available on the Kahui Ako website on Unpacking Learner Agency and creating a definition for what it is. After the TOD in June, we had more clarity on the Learner Agency model. We discussed where our inquiry would sit within these aspects.

Where possible, we would make links to these aspects at our meetings.

We reflected on some useful learning that we encountered from the Kahui Ako TOD and found interventions and ideas that we could trial in our own classes. One hub member found Rachel Price’s presentation on ESOL learners a refresher for strategies. She found the ideas and presentation very valuable.

Supports

It was great to have the support of the other hub leaders and the valuable meetings with Mark Osborne, who guided and mentored us, growing us as coaches and facilitators. We would work collaboratively to put an agenda together, knowing that what would be discussed at our own hub meetings, would follow the same agenda. Mark would encourage us to share what was going well in our hubs and what wasn’t going as well, and gave us advice on next steps.

Outcomes

Despite the disruptive year, we saw success in all our target students. One hub member was most impressed with the shifts her learners made, after looking at the data around vocabulary. Although she found that most of her target students were so successful in their shifts, that they no longer were considered target students, she continued to keep those students as a focus group.

Data boards (implemented through the CLARITY suite work) were put into action this year, where students had their photo and their current data visible and updated regularly. Every hub meeting, we would take the boards out and use them as discussion points. We would also create SMART goals for our students.

They were short term goals, so it kept the teachers on track and these students were at the forefront to ensure they were working on their goals during each 3-4 week interval between hub meetings.

H shifts in data of 4 target students:

Reading - 3 obtained 1 sublevel shift. 1 obtained 3 sublevel shifts. **Writing** - 1 remained stable in their level, 2 obtained 1 sublevel shift and 1 obtained 2 sublevel shifts **Maths** - 4 obtained 1 sublevel shift. **Oral Language age**- as of T3 week 3 lockdown, 2 students gained 8 months and 1 4 months of oral language age - lockdown impacted the ability to measure this in Term 4.

A shifts in data of 5 target students:

Reading - 3 obtained 1 sublevel shift. 2 remained stable in their learning. **Writing** - 4 obtained 1 sublevel shift and 1 remained stable in their level **Maths** - 4 obtained 1 sublevel shift and 1 obtained 3 sublevels shift.

These students were picked up purely on observations initially on what they were like in the classroom, how they interacted in class and their academic performance. The self-efficacy survey that the students completed had matched up with the students I was concerned about. This was very reassuring.

I had to then find ways and strategies to help these students develop their growth mindset and their self-concept. This included using positive self-talk, the School Kit resource where students do a 'check in' on how they're feeling using a traffic light system. Based on this, I was able to find out pretty quickly on how the kids were feeling. There was a common trend that the same kids were checking in as only feeling 'ok'. I also consciously changed the way I would give feedback, that helped students identify that it's the effort they put into their work that is more important than the overall result.

It was great to see some shifts in my target students' academic data, however we never got to the stage where I could re-survey my students on self-concept due to the lockdown.

Appendix 4 Unit holders report Digital Technologies

(A & H; OLSOS E-Learning Leaders)

- T1 Life Education: Digital Citizenship / Social Media / Online Interaction / Digital Footprint. These lessons initially happened via zoom due to lockdown, but then once we were back in Level 2 these lessons continued onsite with the focus of [How can we keep safe on line?](#)
- OMG Tech facilitator (Viv Chandra) has worked on-site with teachers across all year levels on how to integrate the digital technologies curriculum into the current classroom practice and pedagogy. OMG Tech provided specific professional development on using **Scratch** coding to the middle and seniors years linked specifically to the maths geometry strand. Plans were under negotiation for further PD in Term 3 to add depth and greater knowledge in these areas and authentic resources...lockdown prevented this from occurring. We still have some hours remaining with OMGTech to use in 2022.
- Middle school teachers participated in 2 hours of PLD on the use of Google Classroom with an outside facilitator as part of a plan to upskill students and staff in using Google Classroom in preparation for the 2022 cohort and best classroom practices for digital development and usage. Additional follow-up sessions with staff and students did not happen due to lockdown. We still have some hours remaining with OMGTech to use in 2022.
- [Staff Survey](#) was sent in Week 4 of Term 2 with the purpose to identify specific teacher needs and support best classroom practices. Of the 8 responses from teachers, many teachers are still finding it difficult to deliberately integrate computational thinking into their planning. The Spheros are helping but we are working on moving beyond incidental teaching. Some of them are including digital tools as an independent activity in a tumble, however, no deliberate lessons are planned for. Teachers find maths and literacy the easiest curriculum area to integrate into. Health/PE/RE and Art are more difficult to integrate. Teachers found the spheros great support and found OMGTech PD with Viv useful. Time is a big challenge for our teachers, as they are finding it difficult to fit everything into the school day. There is a range of areas that teachers need support in, which we will need to cater for. Scratch has been a request to grow in teacher capabilities. We had organised for Viv from OMGTech to facilitate these follow-up sessions but they did not happen due to lockdown
- The Sphero Robots were actively being used in all classes as part of an integrated programme and/or support on contextualised learning; geometry, instructional language, positional form. The Spheros are also being offered as a Passion Project option after student voice was listened to in a responsive manner. Having sphero monitors (Year 5) helped to ensure the Spheros were delivered to classrooms daily. They developed self-management and responsibilities to ensure their jobs were done each day.
- The application for the Genesis School Gen Trust STEM package in terms of coding and robotics; (first steps coding, first steps coding LEGO Education, coding detectives, coding detectives LEGO Education, next level coding, next level coding LEGO Education and advanced coding and robotics) was unsuccessful.

- A simple student (years 4-6) and parent survey was created and sent out in Term 3. The survey was used to pre-determine a 2022 E-learning strategy of support in terms of the well-being of our students and by engaging both home and school by ensuring that our students are safe and supported online. A better understanding of our student's knowledge and confidence when using devices and digital technology in school and at home was gained and an initial plan was underway but it was put on hold due to lockdown. The analysis of these results can be found here: [Using Devices at Home Analysis](#)
- A Netsafe Review Tool for OLSOS (How safe are we online?) was underway and once complete will provide access to a kete of Netsafe resources specifically tailored to our determined needs; this was not completed due to lockdown and will have to be redone to gauge a better understanding for our particular needs and setting post lockdown.
- A Netsafe / Staying safe online information gallery evening was held in Week 1, Term 3, to coincide with the parent conferences in the Information Centre. This linked in with the findings of the student/parent survey and the anomalies which the data displayed.
- Thanks to the Board, our proposal to purchase more STEM and Sphero equipment was approved. Through Office Max, we purchased another 15 Spheros, some activity cards to encourage students to find ways to code the spheros, and some Sphero Activity Mats. We also purchased 10 packs of LEGO Education SPIKE boxes and expansion packs to go with these. We also purchased an E-PRO 8 electronics kit that is pre-ordered for Feb 2022 delivery. The next step is to upskill teachers on how to use this equipment so that it is purposeful and not used as a 'time filler'. We are currently looking to secure PD that helps with this, especially the LEGO SPIKE kits. Potential 'facilitation-room'; Rm 20.
- Cybersmart programme 2022 proposal; **Cybersmart 101 / Smart Learners / Smart Footprint / Smart Relationships / SmartMedia** and a "Community Information" evening facilitated by NETSAFE / E-Learning Leaders in T1 2022.
- Revision of the OLSOS E-Learning compact and digital agreement for 2022; with guidance from NETSAFE; impeded due to Lockdown, hopeful of completion by A & H before they relinquish their roles for 2021

Appendix 5 Environmental Unit Holder Report 2021

This year our main focus was to continue the great work we have already started, reducing the waste in our school. Since 2019 we have reduced the amount of waste that goes to the landfill by 60%. Our target is to work towards zero waste.

As a school we applied for 2 grants in 2021 to help fund our waste reduction project. We were successful with both applications. 1. The local Howick ward funded us \$500 and 2. The Auckland wide waste reduction project granted us another \$500. Having already reduced a huge amount of waste coming from the classrooms we decided to target reducing waste in lunchboxes. Using these grants we employed a company called 'Clean plate' who worked with a group of students to educate them on packaging and healthy lunch eating options. They then work with the students to share their message via the school's social media platforms. We were able to work with Fern from 'clean plate' for 1 session before we went into lockdown. The children learned about packaging, how to create a strong message and how to share a message using good camera techniques. Unfortunately this had to go on hold during lockdown but we intend to pick it up next year.

As a result of our commitment to reducing waste we were asked if we would be interested in applying to be an Enviro school. We were very excited about this opportunity and we thank the board for their support. Through this contact I have attended several zoom meetings including measuring the schools carbon footprint and waste reduction. The necessary paperwork has been submitted and we have been approved as an Enviro School.

The school environmental team also took part in a local 'moth plant' eradication programme. We educated our school community about the problem of moth plant killing our native trees and had several sessions removing the plant from our school gardens and in our local community. Overall we collected hundreds and hundreds of pods.

I attended several local cluster meetings this year. At these meetings schools meet to share ideas and resources to help meet our environmental targets. It was great to be able to take students along to the meeting this year so that they are also hearing and being motivated by hearing about what other schools are doing.

This year we initiated collecting nespresso coffee pods and Glad products for return and recycling. This is going well, but could be further improved with greater promotion with our school community.

Throughout the year the Environmental team have also helped out in the gardens around the school. Weeding, clearing debris and planting vegetables. They also collect food scraps for the school compost bins. There were a few opportunities to speak at assemblies to promote the work that the environmental team were undertaking. The team also collected food scraps from children during lunch eating for the compost and we reinstated our worm farm.

Next year will be a big year working towards our Enviro school goals and continuing the work to reduce waste.

Appendix 6 Data / AOV Report 2021**END OF YEAR EXECUTIVE SUMMARY OF CURRICULUM DATA 2021**

As the Board know, the last two terms of 2021 were largely in lockdown where teachers were required to modify programmes to be delivered on line and parents shouldered the responsibility of supporting their children in the learning offered at home.

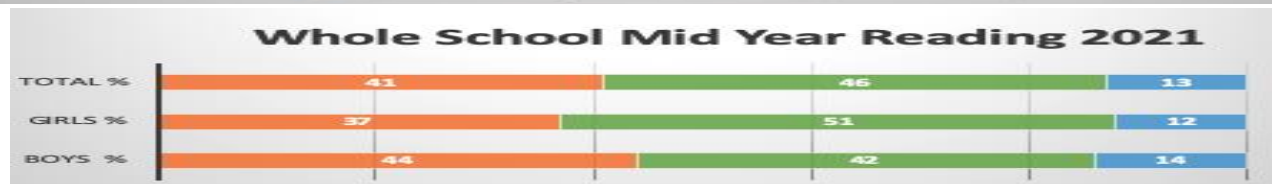
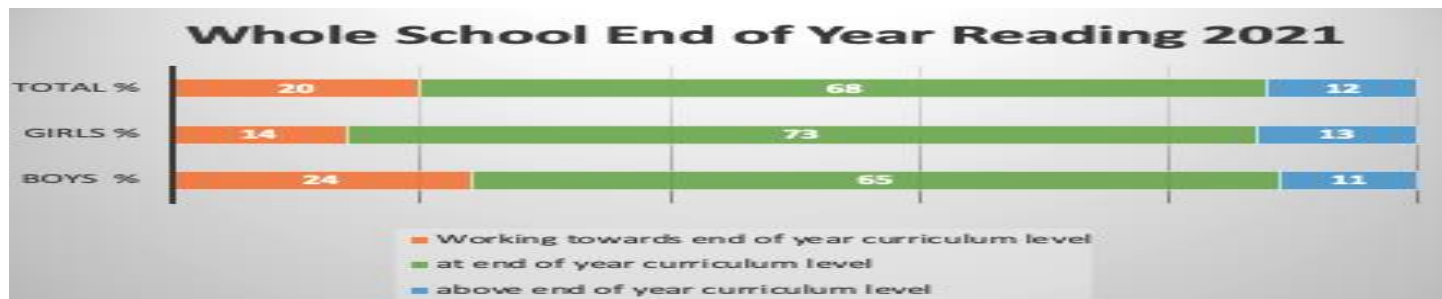
Some students were fortunate to have a parent able to support while other families were in the position of needing to work full time from home at the same time as supporting their children's learning.

At the end of the year, each student was offered the opportunity to return to school for 11 school days spread over 4 weeks under Level 3 lockdown conditions. We had about 65% of our community send their children back to school for these 11 days.

At this time the emphasis was very much on reconnection after over three months of being locked down at home, with a heavy focus on well being. Assessments (many of which are 1:1 in the primary sector) were not able to be undertaken to back up the overall teacher judgements (OTJ) which were made by teaching staff at the end of the school year. Teachers were advised to be cautious in their OTJ and if in doubt or unsure of shift, rely on the verified mid year OTJ to carry over into the end of year data.

Therefore the data presented below are very much covid compromised OTJs.

Time will be taken to assess and verify the gaps/needs of students at the beginning of 2022 in order to form an accurate picture of student needs and therefore programme design heading into the new year.

WHOLE SCHOOL END OF YEAR READING DATA 2021**WHOLE SCHOOL END OF YEAR READING DATA 2021 COMMENTARY**

80% of the school ended the year operating at or in excess of their end of year Curriculum Level.

2020: 89% same time of the year last year

2019: 91.8% same time of the year

20% are still working towards the end of year Curriculum Level

Of note (+/- >10% variance to the above):

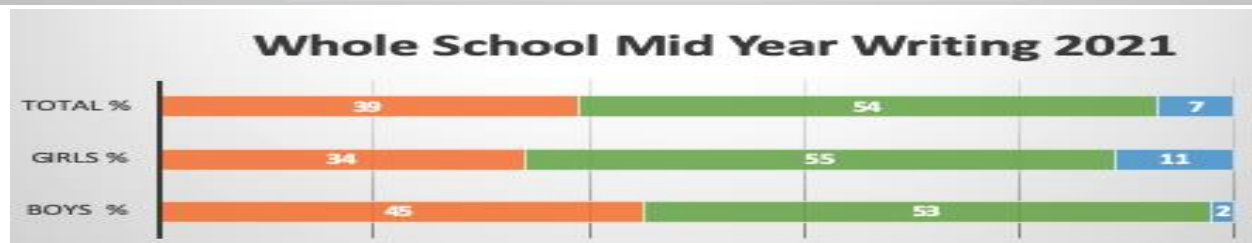
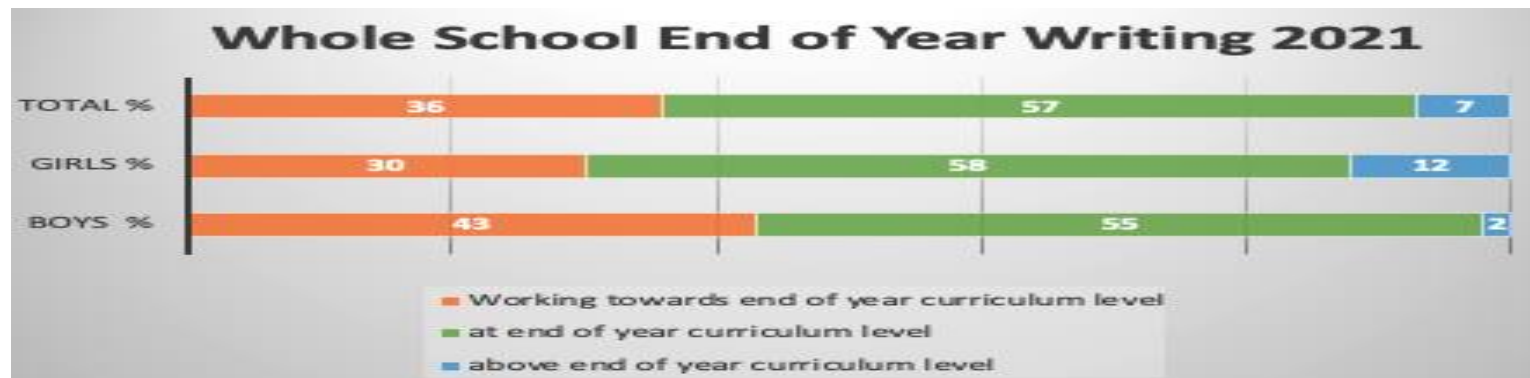
Positive Variances:

- Year 1 readers - all working within 1B of the curriculum as expected - this is a wide curriculum span (reading levels 1-14) - within this group mid year data has carried that there are 15 students of note to monitor who are 5+ levels away from expectations.

Negative Variances:

- **Year 6 boys** - 32% (15) of Year 6 boys ended the year still working towards their end of year curriculum level.
- **Year 5** - 40% (12) boys are still working towards end of year expectations. The shift out of Level 2 thinking and interpretation of text is significant. You will note the year 5s in 2020 and in 2019 were also a feature as a variant to whole school data. **These students will enter Year 6 as a school target group.**
- **Year 2** - 32% (10) boys are still working toward end of year expectations. **These students will enter Year 3 as a school target group**

WHOLE SCHOOL END OF YEAR WRITING DATA 2021



WHOLE SCHOOL END OF YEAR WRITING DATA 2021 COMMENTARY

64% of the school is operating at or in excess of their end of year Curriculum Level.

2020: 83.5% same time of the year last year

2019: 87.2% same time of the year

36% are still working towards the end of year Curriculum Level

Of note (+/- >10% variance to the above):

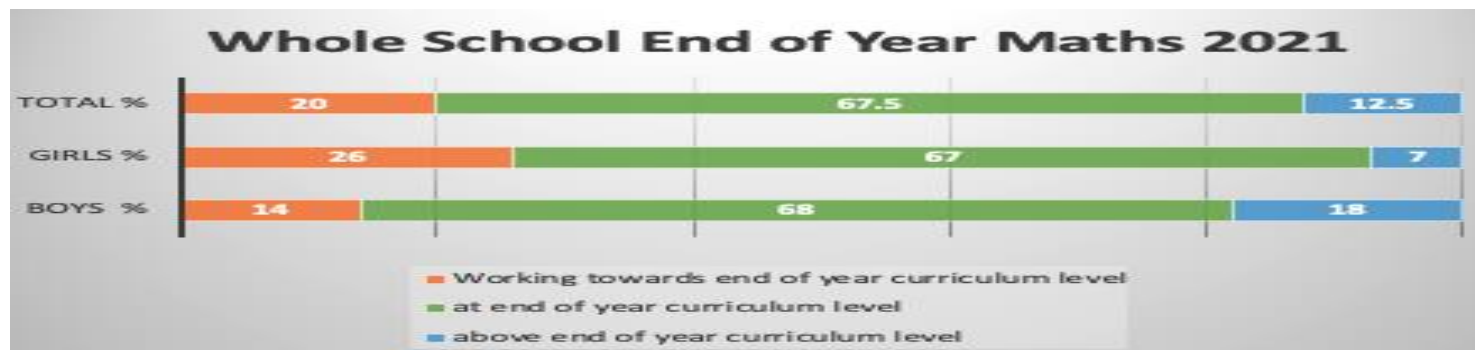
Positive Variances:

- Year 2 overall have 81% working at or above end of year expectations (with 26% of boys and 12% of girls working towards end of year expectations).
- Year 1 overall have all students working at curriculum level. This is common annually.

Negative Variances:

- **Year 6** - 42% (17) girls are still working toward their end of year curriculum level. 12 are one sublevel below and expected to meet expectations early in 2022. The remaining 5 girls will be sent through to intermediate school as target students.
- **Year 5** - overall have 39% working at or above end of year expectations (17% of boys and 62% of girls) The shift out of Level 2 thinking and interpretation of text is significant. You will note the year 5s in 2020 and in 2019 were also a feature as a variant to whole school data. Of the 36 students still working toward their end of year curriculum level, 25 are boys. 20 are one sublevel below, 2 are two sublevels below and 3 boys are one curriculum (three sublevels +) below. **The Year 5 boys (25) in this category will enter 2022 as a school target group**
- **Year 3** - overall have 43% working at or above end of year expectations (35% of boys and 52% of girls). The shift out of Level 1 is significant. You will note the year 3s in 2020 and in 2019 were also a feature as a variant to whole school data. Of the 38 students still working towards their end of year expectation, 28 (19 boys and 9 girls) are one sublevel below, 5 boys and 5 girls are two sublevels below. **In their two years of schooling so far their time at school has been significantly impacted by the Covid 19 Pandemic. These Year 3 students will enter 2022 as a school target group**

WHOLE SCHOOL END OF YEAR MATHS DATA 2021





WHOLE SCHOOL END OF YEAR MATHEMATICS DATA 2021 COMMENTARY

80% of the school ended the year operating at or in excess of their end of year Curriculum Level.

2020: 88.9% same time of the year last year

2019: 86.3% same time of the year

20% are still working towards the end of year Curriculum Level

Of note (+/- >10% variance to the above):

Positive Variances:

- Year 2 overall have 98.5% working at or above
- Year 1 overall have all students working at curriculum level. This is common annually.

Negative Variances:

- **Year 5** - overall have 32% still working towards end of year expectations (23% of boys - within whole school data parameters, and 41% of girls). **The Year 5 girls (12) in this category will enter 2022 as a school target group (8 are one sublevel below, 1 is 2 sublevels and 3 are 3 sublevels)**
- **Year 3** - overall have 35% still working towards end of year expectations (22% of boys - within whole school data parameters, and 52% of girls). The shift out of Level 1 is significant. You will note the year 3s in 2020 and in 2019 were also a feature as a variant to whole school data. **The Year 3 girls (15) in this category will enter 2022 as a school target group (13 are one sublevel below and 2 are 2 sublevels).**

WHOLE SCHOOL END OF YEAR ETHNICITY DATA

READING DATA 2021

80% of the school is already operating at or in excess of their end of year Curriculum Level.

2020: 89% same time of the year last year

2019: 91.8% same time of the year

20% are working towards the end of year Curriculum Level

WHOLE SCHOOL END OF YEAR ETHNICITY READING DATA 2021 COMMENTARY



We have 32 Maori students across the school. 7.8% of our total 2021 roll. (same time 2020 38 students 9.1%)

Our Maori students are disproportionately represented in the 'working towards' category compared to our whole school data (32% Maori compared to 20% whole school. This figure is influenced by students in two year levels. With figures so small (4 students in one year and 2 in the other, the Board should know we have these students as targets, however disclosing the year levels in this report may reveal to the Board members who individual students are, so the specifics are not recorded here). Same time 2020 13.2% working towards, 68.4% at, 18.4% above, same time 2019 11.9% working towards, 61.9% at, 26.2 above end of year curriculum level)



We have 23 Pacific students across the school. 5.7% of our total roll. (same time 2020 24 students, 5.8% of our roll)

Our Pacific students are achieving equitably compared to our whole school data (same time 2020 12.5% working towards and 58.3% working at 29.2% above end of year curriculum level, 2019 10.4% working towards, 51.7% at, 37.9% above end of year curriculum level)



We have 195 Asian students across the school. 49.1% of our total roll. (same time 2020 204, 50.2% of total roll)

Our Asian students are achieving equitably compared to our whole school data. Year 5 Asian students are disproportionately represented in the 'working towards' category at 39%. (same time 2020 8.6% working towards, 57.4% working at, 34% above end of year curriculum level, 2019 7% working towards, 50.2% at, 42.8% above end of year curriculum level)



We have 15 'MELAA' students across the school. 3.8% of our total roll.

Our 'MELAA' students are achieving strongly compared to our whole school data



We have 5 'Other Ethnicity' students across the school. Less than 1% of our total roll. (same time 2020 19 students, 4.6% of total roll).

Our 'Other Ethnicity' students are achieving strongly compared to our whole school data (same time 2020 10.5% working towards, 63.2% working at, 26.3% above end of year curriculum level)



We have 127 New Zealand European students across the school. 32% of our total roll. (same time 2020 130 students, 31.3% of total roll).

Our New Zealand European students are achieving equitably compared to our whole school data. (same time 2020 13.1% working towards, 60% working at, 26.9% above end of year curriculum level)

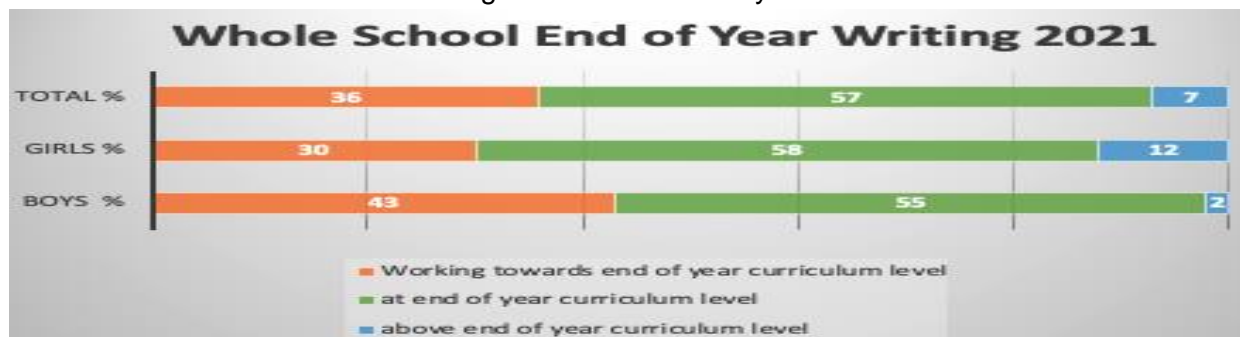
WHOLE SCHOOL END OF YEAR WRITING DATA 2021

64% of the school is operating at or in excess of their end of year Curriculum Level.

2020: 83.5% same time of the year last year

2019: 87.2% same time of the year

36% are still working towards the end of year Curriculum Level



WHOLE SCHOOL END OF YEAR WRITING ETHNICITY DATA 2021 COMMENTARY



We have 32 Maori students across the school. 7.8% of our total 2021 roll. (same time 2020 38 students 9.1%)

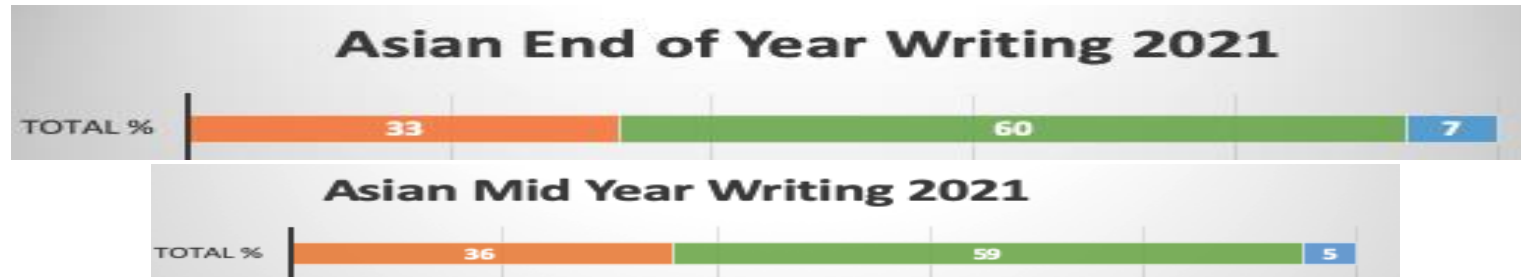
Overall our Maori students are achieving equitably compared to our whole school data.

We do have a 10% variance to whole school data in students working towards end of year curriculum levels in Year 2 and Year 4, however these are very small numbers in each cohort (same time 2020 21.1% working towards, 73.7% at, 5.2% above with Year 3, 5 and Year 5 Maori writers disproportionately represented in the working towards category (75%, 27% respectively), same time 2019 12% working towards, 69% at, 19% above end of year curriculum level)



We have 23 Pacific students across the school. 5.7% of our total roll. (same time 2020 24 students, 5.8% of our roll)

Overall our Pacific students are achieving equitably compared to our whole school data. Year 4, 5, 6 Pasifica are disproportionately represented in the 'working towards category at 67%, 67% and 50% respectively (there are small numbers of students, totalling 7 altogether across the three year levels). (same time 2020 16.7% working towards and 62.5% working at, 20.8% above end of year curriculum level, 2019 3.4% working towards, 79.4% at, 17.2% above end of year curriculum level)



We have 195 Asian students across the school. 49.1% of our total roll. (same time 2020 204, 50.2% of total roll)

Overall our Asian students are achieving equitably compared to our whole school data. Year 5 and Year 3 Asian students are disproportionately represented in the 'working towards' category at 68% and 50% respectively. (same time 2020 17.2% working towards, 66.7% working at, 16.1% above end of year curriculum level. 2019 8.8% working towards, 69.3% at, 21.9% above end of year curriculum level)



We have 15 'MELAA' students across the school. 3.8% of our total roll.

Our 'MELAA' students are disproportionately represented in the working towards category, however with such small numbers this equates to 9 students overall. Y 3 and 5 are targets heading into 2022.



We have 5 'Other Ethnicity' students across the school. Less than 1% of our total roll. (same time 2020 19 students, 4.6% of total roll).

Our 'Other Ethnicity' students are achieving strongly compared to our whole school data (same time 2020 10.5% working towards, 84.2% working at, 5.3% above end of year curriculum level)



We have 127 New Zealand European students across the school. 32% of our total roll. (same time 2020 130 students, 31.3% of total roll).

Overall our New Zealand European students are achieving equitably compared to our whole school data. Our Year 5 and Year 3 NZE students are disproportionately represented in the 'working towards' category at 65% and 60%. (same time 2020 20% working towards, 66.2% working at, 13.8% above end of year curriculum level)

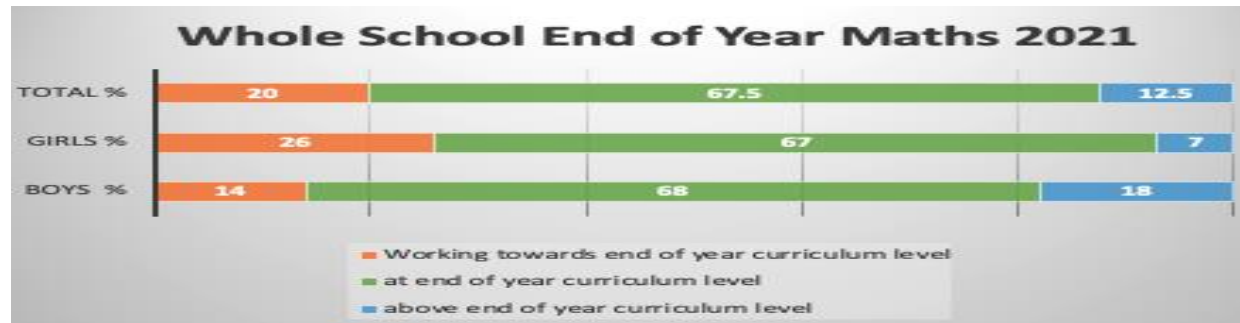
WHOLE SCHOOL END OF YEAR MATHEMATICS DATA 2021

80% of the school ended the year operating at or in excess of their end of year Curriculum Level.

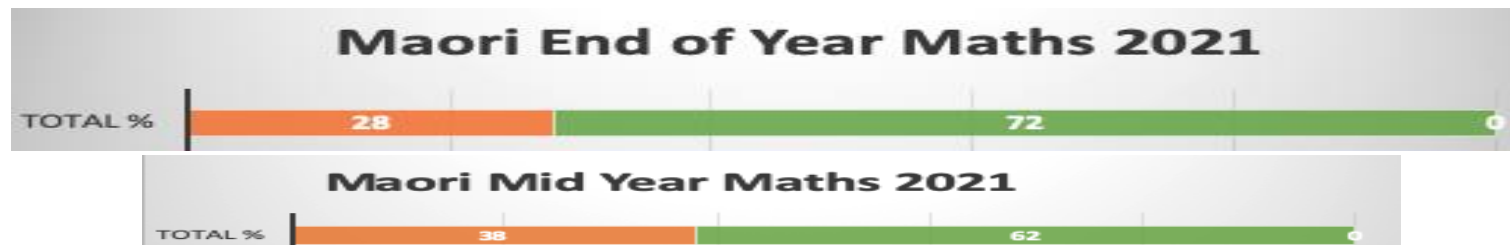
2020: 88.9% same time of the year last year

2019: 86.3% same time of the year

20% are still working towards the end of year Curriculum Level



WHOLE SCHOOL END OF YEAR MATHEMATICS ETHNICITY DATA 2021 COMMENTARY



We have 32 Maori students across the school. 7.8% of our total 2021 roll. (same time 2020 38 students 9.1%)

Overall our Maori students are achieving equitably compared to our whole school data. Y3 and 4 Maori students are disproportionately represented in the 'working towards' category at 50% and 83%. This equates to 7 students across both year levels who are targets in 2022 (same time 2020 15.8% working towards, 76.3% at, 7.9% above, same time 2019 19.1% working towards, 59.5% at, 21.4% above end of year curriculum level)



We have 23 Pacific students across the school. 5.7% of our total roll. (same time 2020 24 students, 5.8% of our roll)

Our Pacific students are achieving equitably compared to our whole school data with Year 6 disproportionately represented in the working towards category at 50% (same time 2020 29.2% working towards and 54.2% working at, 16.6% above end of year curriculum level., 2019 20.7% working towards, 48.3% at, 31% above end of year curriculum level)



We have 195 Asian students across the school. 49.1% of our total roll. (same time 2020 204, 50.2% of total roll)

Overall our Asian students are achieving strongly compared to our whole school data. (same time 2020 9.3% working towards, 59.3% working at, 31.4% above end of year curriculum level. 2019 7.5% working towards, 39.5% at, 53% above end of year curriculum level)



We have 15 'MELAA' students across the school. 3.8% of our total roll.

Overall our MELAA students are achieving equitably compared to our whole school data.



We have 5 'Other Ethnicity' students across the school. Less than 1% of our total roll. (same time 2020 19 students, 4.6% of total roll).

Our 'Other Ethnicity' students are achieving strongly compared to our whole school data (same time 2020 15.8% working towards, 73.7% working at, 10.5% above end of year curriculum level)



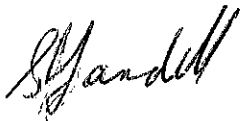
We have 127 New Zealand European students across the school. 32% of our total roll. (same time 2020 130 students, 31.3% of total roll).

Overall our New Zealand European students are achieving equitably compared to our whole school data. Our Year 5 and Year 3 NZE students are disproportionately represented in the 'working towards' category at 45% and 40%. These are school targets heading into 2022 (same time 2020 16.2% working towards, 66.9% working at, 16.9% above end of year curriculum level)

KIWISPORT 2021

The Operational Grant allocation for 2021 was \$6315.65 in total.

Star of the Sea School spent this amount on purchasing corporate school equipment including cricket bats, stumps, gloves; Badminton equipment; various other sports equipment. Also included was printing of soccer shirts and supply of soccer socks. Storage containers for sports gear were also purchased.

A handwritten signature in black ink, appearing to read 'Sue Yandell', written in a cursive style.

Sue Yandell