

Tika (Justice)

Ngāwari (Resilience)

Māia (Courage)

Manaaki (Respect)

Āwhina (Service)



OUR LADY STAR OF THE SEA SCHOOL

He Whetu o te Moana»

2022 Annual Report

“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.

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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

<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>Spiritually connected; building and nurturing positive relationships as they live their lives based on Gospel values.</p>	<p>Understanding: <i>Members of the Our Lady Star of the Sea Learning Community will understand that:</i></p> <p>Living like Jesus enables relationships to be built and connections made to the past and present helping us shape our future</p>	<p>Essential Question: <i>Members of the Our Lady Star of the Sea Learning Community will explore...</i></p> <p>Why live like Jesus? What are the qualities in our founders and those who contributed to our school that made a difference for others?</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 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 	<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"> • 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.

<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>Actively involved; in a range of contexts with family/whanau, school, parish and the wider communities to become Christ Centred global citizens.</p>	<p>Understandings: <i>Members of the Our Lady Star of the Sea Learning Community will understand that:</i></p> <p>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</p>	<p>Essential Question: <i>Members of the Our Lady Star of the Sea Learning Community will explore...</i></p> <p>How do we show we understand our learning is connected to our wider community and world? What is our shared language of learning?</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"> • 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 	<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"> • 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.

<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>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".</p>	<p>Understandings: <i>Members of the Our Lady Star of the Sea Learning Community will understand that:</i></p> <p>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</p> <p>Our physical school environment can contribute to hauora</p>	<p>Essential Question: <i>Members of the Our Lady Star of the Sea Learning Community will explore...</i></p> <p>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?</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"> • 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 	<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"> • Demonstrate elements of our Learner Profile, Vision and Values • View the school environment as a place that reflects desire for hauora in our stakeholders 	

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ANNUAL PLAN 2022

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?)
Pope Francis' 8th work of Mercy - Care for our common home: Develop Enviroschool systems and practices that teach and ensure our students are effective kaitiaki of this land.	<ul style="list-style-type: none"> - Board approval for investment in Enviroschools support in 2022 - Advertise Unit Job Description December 2021 - Appoint Unit Holder January 2022 - Unit Holder develop plans for sustainable practices at OLSOS supported by Enviroschools team and student leaders - implement plans, sharing outcomes with community through regular updates in newsletters 	Whole Year	Appoint Unit Holder January 2022	Our students will learn sustainable practices as kaitiaki of our school, local and global world.
	<p>UPDATE: May; The environmental student leadership team was appointed for the start of the year and they continue with duties around the school such as the classroom waste and compost. They have established and maintain a winter vege garden along with other interested students from other areas of the school. The whole school community participated in the annual Moth plant competition again this year. This was led by the Environmental team and we received a great response, collecting 1096 moth pods. We have been invited to a prize giving on 1 June. Lee Marten is attending with our 2 environmental leaders. At the end of last year we were invited to come on board as an enviro school. Lee Marten and Karen Noble-Campbell attend cluster meetings. This has strengthened our science/environmental resources when planning for our corrected curriculum. We will apply for bronze status at the end of the year. Last year the Environmental team worked with an organization called 'Clean Plate'. The aim of this programme is to further reduce litter in the school at it's source by reducing the rubbish that comes to school in lunch boxes. We had to put the programme on hold because of Lockdown, but we have now rescheduled for this term 2 this year. Other projects that we are looking into are installing a water tank by the field to collect rainwater to water gardens and fill the junior water trays. This idea was brought to the team by some proactive Year 4 students. We are also applying for funding to create a greenwall around the container. This will help the school's carbon footprint. This week we also held our annual waste audit. We weigh one days waste to see if we are reducing our waste. The school has acquired 2 baths and the Environmental team will be working with Mr Baird to create worm farms, helping to reduce the waste in the school and generating nutrients for the garden.</p> <p>Update September: After 3 sessions working with the team from Clean Plate the environmental team have created a series of videos to be shared with our community promoting rubbish free lunches. These videos had tips such as using a reusable container, beeswax wraps or recyclable glad bags. Some groups also made videos with recipes that families can make that have no rubbish and are healthy.. We launched the campaign in Week 6 of Term 3 in</p>			

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	<p>assembly and classes are collecting a daily count of the number of lunches that have no waste. This number has increased as the weeks have gone on. The winning class each week was rewarded with extra lunchtime and has become competitive for some classes! If families are unable to completely eliminate rubbish we have noticed the number of packaging has reduced. We shared these messages with families via the newsletter and also shared an electronic cookbook made by clean plate featuring children from Star of the Sea. This term Ken Baird has been working on our worm farm bath which will be another place we can dispose of food scraps instead of putting them into bins. The water tank for the field has been ordered and will be delivered by the end of the term. The junior and senior team has been looking at ways to care for living things this year and as part of our technology focus, students in the Year 1 and 2 classes have been planning gardens to attract Native birds to our school garden. Unfortunately we were not successful applying for funding to create a green wall around the container, but we are now planning to plant this with Jasmine vines by the end of the year. The environmental team were awarded \$170 at the Moth pod competition and they have asked that the money goes towards the water tank project initiated by the year 4 students (see May update).</p> <p>Update November: The rubbish free lunches initiative has continued to be promoted through the newsletter, seesaw and in assemblies. In week 5 of term 4 we moved to individual rewards instead of class rewards as we found the same students were engaging and we had a desire to further reach those that had yet to engage or whose engagement was sporadic. This again lifted the number of children bringing rubbish free lunches. In week 6 of Term 3 when we started the campaign we recorded an average of 8 rubbish free lunches per class, which is approx 33% of lunches. In week 6 of term 4 we recorded an average of 18 rubbish free lunches which is approximately 78% of lunches coming to school. We have started the slogan 'In 2023 Star of the Sea is going Rubbish free' to promote that this is the 'star way' from now on and all families will be informed of this as they are inducted into the school. Millie Berry our student leader, spoke to the staff to keep motivation high and floated the idea of an enviro week. Unfortunately with the business of the term this was not as successful as it could have been but it lifted the profile of Rubbish free lunches. The water tank has arrived and will be installed by Ken. The water we collect will be used to water our gardens. We are now collecting foil chip packets (or similar) as we have a contact that makes them into blankets for homeless people. We continue to collect Nespresso aluminum coffee pods. We collect a large box a couple of times a term. The Green wall around the container will now hopefully be completed with the playground upgrade next year.</p>			
Internal Review Mechanism - RE Curriculum BETA school - see Curriculum goal				
Embed recommendations from 2018 External Catholic Character Review*	- 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:</p> <p>May: at first Proprietors Reps meeting of the year with new Proprietors Reps on board, the External Review goals were discussed. Planning for which to retire and which to continue with will be undertaken at subsequent Proprietors Reps meetings this year.</p>			

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Update September: Decision made to retire the external review goals in principle.

ANNUAL PLAN 2022

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?)
Enrich the Religious Education Curriculum content and delivery at OLSOS.	BETA school for trialing the new Religious Education Curriculum being developed by NZCRS.	2022	DRS Team Leaders Classroom Teachers	Our learner's Religious Education Curriculum knowledge will be enhanced
	Utilising the new draft curriculum document, plan for, develop resources, implement and feed back to NZCRS			Our teachers will re-engage with RE content and pedagogy
	NZCRS will receive timely, honest feedback as they further develop the draft curriculum			
UPDATE: May: This term marks one year of working with the new Curriculum. Feedback around the content, delivery and resources is regularly sent through to NCRS. After two successful RE focussed teacher only days last year the Board is generously funding termly release time in conjunction with UBD stage 3 planning cycle. Teams meet with the DRS to break open each theme, identify key understandings and knowledge for each theme and plan the delivery of the programme. The Diocese is giving OLSOS staff certification points for time spent unpacking the themes and building teacher knowledge in recognition of the extra work undertaken. Through the programme delivery, students are making stronger connections between their faith, messages from Gospel stories and ways to put their faith into action. Six staff attended the recent Curriculum launch. RE comment around curriculum knowledge is being included in the Mid Year Learning Review document that goes home to families detailing mid year progress and achievement.				
Update September:At the mid year parent conference evening, information around the new Curriculum was made available for parents. Parents were 'walked' through the structure of the curriculum and the four themes., At the same time voice from the parent community around the way RE learning was shared and reporting on was sought. 98 % of parents agreed they receive enough information around their child's RE learning. 24% of parents said their child often talks about their RE learning at home and 60% said sometimes. Anecdotal evidence from staff reported the parents appreciated having the RE comment in their child's Mid Year report. Teams continue to meet with the DRS to break open the upcoming theme. This process continues to build on teacher knowledge and understanding. At the recent Community Dreaming day parents commented on the depth of the discussions their children are having with them around their RE learning has increased. NCRS Resource developer has sent through the final draft of the resources for Level 1 Good News theme. OLSOS has been asked to trial these and feedback.				
Update November: In response to the NCRS development team requesting feedback from us on a specific Level 1 AO within the curriculum, feedback was sent through from the DRS and Junior Team leader which has helped to shape the final resource. All teachers of Curriculum Level 1 will be involved in 4				

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	<p>days of PLD in 2023 as the next phase of the roll out begins. This is factored into our budget considerations. The NCRS developers will focus on Level 2 next year.</p> <p>DRS classroom observations have finished. Student voice is gathered at the same time and shared with their teacher. Students have shared they enjoy their RE lessons. Conversations with each teacher to identify next steps in practice as well as teamwide next steps are underway.</p> <p>Schoolwide we are looking to increase the ways we share student learning outcomes with their whanau to engage them in the new curriculum focus. Teachers continue to create and build a bank of resources for each theme at each level in order to engage students in their learning.</p> <p>Our priests have commented after visiting classes that the students are thinking more deeply than before.</p>			
Advance pedagogical understanding of 'what's next' in curriculum design for learning	<p>TOD at beginning of the year - Assessment for and of learning. Refresh Assessment Waterfall knowledge, understanding and implementation from Lyn Sharratts Clarity Suite.</p> <p>Use team meetings as PLGs, holding regular case management meetings developing short term SMART goals to enhance pedagogy and shift the progress of target students</p>	Termly	SLT Leadership team all teaching staff	Deepen staff's understanding of Assessment for, as, and of Learning.
	<p>Investigating the Learning Progression Framework and PACT tool</p> <ul style="list-style-type: none"> - Lead practitioner to engage in PLD offered by MOE to understand the Learning Progressions within the PaCT tool - Delivery of this PLD to staff via a succession of staff meetings - Aim to be using the tool in maths only by mid 2022 - focus Y4-6 (covid allowing) - link to teaching as inquiry in Y4-6 where links are visible <p>Engaging in Structured Literacy PLD as a school</p> <ul style="list-style-type: none"> - launch with TOD 25 Feb 2022 with the Science of Reading Christine Braid - collaborative teaching and observation with feedback and reflection throughout 	Across the year	<p>Karen Noble Campbell Heather Collins Leadership all teaching staff</p> <p>Detta Fairweather Leadership all teaching staff academic support staff</p>	<p>Deepen staff's understanding of the learning progressions within each strand of Mathematics in order to support tailored curriculum design</p> <p>Broaden the use of the learning progressions and tool itself into other curriculum areas</p>

the remainder of the year focus in Years 1-3

- link with teaching as inquiry in Junior and Middle team

UPDATE: Staff have received PLD on Assessment for, as and of Learning at the beginning of the year. This PLD has continued via our termly curriculum reviews and is addressed at planning meetings. Staff are working with the students on what they are learning, what it will look like and how to be successful in their learning. We have continued our journey with the Progress and Consistency Tool with staff understanding the Learning progressions and focussing on areas to develop in each child to move them through each signpost. This year we have had collaborative staff meetings that have focussed on different aspects of mathematics. Staff have worked collaboratively to plan and design learning tasks that allow for flexible grouping and student collaborative learning opportunities. Staff are noticing that it is taking time to develop this understanding so it has been decided to travel slowly but deeply through each aspect to truly understand it rather than rushing ahead and giving things a surface look. Staff are collecting student achievement data at the end of each aspect which will enable them to trial the PaCT tool at the end of the year.

Structured Literacy PLD - Since the initial PLD Feb 2022, aspects of structured literacy are being embedded across all classes. We have identified the scope and sequence our school will follow and are building up a pool of resources in support. Two videos of small group teaching lessons have been created as exemplars. Teachers are currently engaging in observations as critical friends to support each other with their pedagogy and practice.

Update September: Staff have continued to implement a collaborative maths approach by teaching the aspects of the Learning progression Framework to ensure that every student has data collected for every aspect. Some teachers are revisiting aspects and are simply picking up the learning where the student finished last time. The more PLD we do around maths the better able we are to deliver a programme that encourages students to have a balanced maths diet across a week. Students are getting lots of opportunities for mixed ability grouping, practise at skills that are new and opportunities to learn and experience new maths material. Students are getting better at explaining their thinking. Teachers are assessing more confidently while in the flow rather than waiting for specific assessment times. Teacher knowledge about what is next in each aspect is developing as the teachers become more confident with the Learning Progression Framework. The collaborative planning that has occurred has been appreciated by staff as it has helped staff work smarter not harder. We have continued to look at Assessment for, as, and of learning and reviewed this each term in our curriculum review snapshots. Teachers are now confidently sharing the learning intention with the students more regularly now and as a result students have an understanding of what and why they are doing what they are doing. Having success criteria and rubrics for students to self assess against has ensured that students have more control of their learning and better understand how or what needs to be done to improve or lift their learning outcomes. Teachers have been working on giving descriptive feedback that is based around their specific learning goals and this is helping students own and progress their learning. Often after an assessment has been completed teachers will share the outcomes with students and give them immediate feedback on what was done well and what the possible next steps are. The next step is to develop peer assessment so students can effectively feedback to their peers which will further engage students in the whole assessment process.

Structured approach to literacy PLD continues. In term 2 Dr Christine Braid, facilitator from Massey University, spent time with staff observing, modelling, co teaching and providing feedforward for teacher development of pedagogy and practice. Video footage from these sessions was taken and collated giving us a resource for staff to draw from. More decodable texts will be purchased to support the needs of students across the school. Teachers in years 1 - 3 continue to work with a critical friend supporting each other through observation and inquiry discussions. Consequently this work is transferring into a structured approach to writing. Collegial support and networking through the Kahui Ako is enabling staff to share and acquire robust practices. It is widely

	<p>recognised that Phonological awareness and phonics are two of the critical components in learning to read and spell. Further PLD with Dr Christine Braid will include focus on the early writing process through a structured and systemic approach. Teachers in Years 4 - 6 are embedding the scope and sequence of The Code spelling programme, which provides a systematic approach to teaching phonological knowledge of words.</p> <p>Update November: Staff have continued to implement the assessment for learning waterfall with all staff becoming more confident at sharing the learning intention and success criteria with students so that they know what they are learning and why. Descriptive feedback based around the goal each child is focussing on is an ongoing effort being made by all staff with some staff pushing for peer feedback as well. This work is ensuring that students understand the purpose of their learning.</p> <p>Teams are constantly discussing data and honing in on students that cause concern. Intervention programmes have been set up in numeracy and literacy to support students who need extra support. SENCos have implemented Independent Learning Plans for students that have targeted needs and SMART goals to ensure incremental progress is achieved.</p> <p>Staff have continued to strengthen their ability to assess 'in the moment' and use the Maths Learning Progression Framework to make judgements against Mathematics. Staff are becoming a lot more familiar with the numeracy signposts and all students have been exposed to all 8 aspects ensuring a balanced approach to mathematics. There has been a lot of PLD available for leadership to attend in relation to ensuring that schools provide a more directive approach to mathematics that incorporates collaborative problem solving, regular practise of learnt skills and identified workshops to target problem areas or gaps in learning. The decision has been made to leave placing assessments into the PaCT tool given that the information it delivers is not as comprehensive as our curriculum bubble sheets that teachers use to moderate against. Our next step is to implement school wide planning that uses the NZ Maths website and line up our maths curriculum bubbles with the Learning Progression Framework so teachers can triangulate data to strengthen their overall assessment. This work will support us to implement the refreshed maths curriculum when it is ready to be released.</p> <p>As a result of the structured approach to literacy PLD, staff survey data from March to November shows a huge increase in teacher knowledge of Basic Linguistic Constructs (phonological awareness, morphology, grapho phoneme relationships etc). Staff now have a shared understanding of the link between writing, spelling, and automaticity in handwriting. Schoolwide phonics lessons support students with their ability to encode and decode words. Work with Dr Christine Braid and the Massey University Literacy Team continues. We are working with the Massey team to further develop a schoolwide scope and sequence in all aspects of literacy - reading, vocabulary, writing, handwriting, spelling and oral language. Staff in years 1 - 3 continue to embed the use of decodable texts to support learners to progress their reading skills. This practice has removed the need for reading intervention programmes such as Reading Recovery. More decodable texts have been purchased to support students across the levels.</p> <p>See Appendix A for end of year data</p>			
<p>Captialise on our connection with the 6 schools in the South East Christian Kahuia ako to support teaching as inquiry outcomes</p>	<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 	<p>Across the Year</p>	<p>ASTs WSTs Teachers</p>	<p>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>

- Culturally responsive practices (investigate the Aotearoa NZ Histories documentation launched 2.2.2021 by MOE)
- Pasifika whanau engagement

UPDATE:

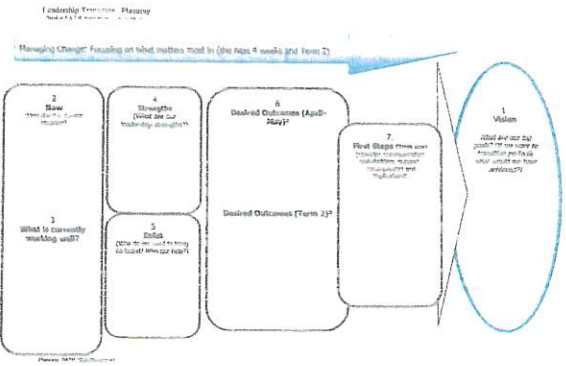
May: Two Within School Teachers appointed at the beginning of the year for their one year contract. WSTs attended induction meeting 24.2.22. Induction included grounding their inquiry in collaborative inquiry framework and introduction to the new SECKA Inquiry model based on OLSOS's Timperley et al's Spiral of Inquiry (now adopted by ELIM and Sancta College for all of their inquiries this year outside of just their WSTs). Structured Literacy Zui 7.4.22 hosted by Sancta Maria Primary to learn about their journey so far WSTs and other interested teachers attended. WSTs observed structured Literacy lesson in action at Sancta Primary. Literacy Transitions Meeting 12.5.22 for Year 5 and 7 teachers in the KA undertaken with two staff members in attendance. Pacific PLD dat 12.5.22 attended by Cultural Connect Unit holder, DP and P with follow up actions in development

Update September: Relevant staff continue to attend ongoing Literacy transition meetings, ongoing ECE|New Entrant Hui as well as relevant staff attending the Structured Literacy Hui (second of which has just been undertaken). Pacific Champion assisting leadership team to discuss and plan for use of Tui Tuia PLD offering out of the University of Auckland to support Kahui Ako schools in engaging in culturally responsive practices across the school.

WST's have attended Kahui Ako hui with other teachers across the schools and shared how their inquiries are going - what they have achieved, the impact on their targets, how they are supporting other teachers in their school with regards to their inquiry focus, and they have shared any gems that they have with others. They have also attended Structured literacy hui and observations to see how other schools are implementing Structured literacy within their own school. WST's have attended PACT writing moderation meetings to ensure consistency across the Kahui Ako and to align WST inquiries in a robust manner. Gains are being noted in The Code (scope and sequence) across the senior cohort and a deeper understanding to the 'spelling-rules' which are being taught and applied by both students and their families.

Update November: Relevant staff continue to attend ongoing Literacy transition meetings and PACT writing moderation meetings to ensure consistency across the Kahui Ako and to align WST inquiries in a robust manner. WST's have attended the concluding "Gem Sharing" Kahui Ako hui with other teachers across the KA schools and shared how their inquiries have gone, what was achieved and the overall impact on their target students. WST evaluation videos have been shared on the [SECKA website](#) and with the OLSOS staff at a staff meeting with significant gains noted in the implementations of The Code (scope and sequence) and a deeper understanding to the spelling-rules which are being taught and applied by both students and understood on a deeper level by their families. Student self-efficacy has risen significantly since Feb 2022. WST's attended "Building Learning Power through Inquiry" with Guy Claxton and Kath Murdoch early in November. Kahui Ako wide resilience survey was conducted with the AST team using the synthesis of this to shape up a renewed achievement challenge. End of year data in Reading, Writing and Maths across all schools Year 1 to 10 will also be used to form the basis of renewed achievement challenges to complete the Memorandum of Understanding Refresh. This will be ready to send to the Minister in the new year.

ANNUAL PLAN 2022

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?)
Community connection, voice and commitment to school direction through consultation around refreshing our strategic plan	<p>Engage staff at TOD, Board at first three board meetings, and family in May at our Community Dreaming Day in review of strategic goals - using 5 Capabilities Schools Need to Accelerate Learning doc and PATH model (covid allowing)</p>  <p>UPDATE: May: Staff voice gathered and Board voice gathered related to above process. Community Dreaming Day suggested in early September (between sports codes) May was initial desired timeframe, however as we sat at RED Covid Setting with no indication of when this would change all the way through to the end of Term 1, time to set the date and advertise it effectively was not possible. Planning stages for re-engaging Fono and Whanau group in process. Plan to gather voice of students around their school experience and invite families in to discuss this and gather their voice too - view to also doing this with Jia group later in year or next year depending on timing around our whole school Dreaming Day. Update September: Successful Community Dreaming Day undertaken 10.9.22 over 80 parents and a similar number of children were in attendance. Board Members Staff hosted. Intro grounding our work in wider educational context with OECD 2030 plan + NZC + school curriculum and strategy. 5 tables lead by our amazing staff /Board- one for each of our strategic goals + a wellbeing on line table. Synthesis will produce a summary by end of term</p>			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)

to go to community for additional voice for those who couldn't attend. Gratitude to the PTA for the afternoon tea/pizza for the chn, to Sancta Maria College Students, Paul and Oliver Campbell for taking care of the children. The information gleaned will reshape our strategic goals heading into 2023 and our annual action plans over the next three years.

Signalled our desire for support in engaging with our Pacific Community and building voice into our strategy with the Tui Tuia crew through our Kahui Ako connect. Further meetings to come regarding setting this up for 2023

Update November: 4.11.22 Senior Leadership met with Dr Mark Osborne from Leading Learning to begin the synthesis process in order to bring to the board working documents to shape up the new strategic plan for 2023-2025. Subsequent leadership meetings have further shaped up the working documents. The Board will be presented this at the last working meeting of 2022.

See Appendix B for synopsis of Community Consultation.

Tika (Justice)

Ngāwari (Resilience)

Māia (Courage)

Manaaki (Respect)

Āwhina (Service)

ANNUAL PLAN 2022

OUR SCHOOL OUR HAUORA 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?)
Our student's well being in a digital world will be supported	<ul style="list-style-type: none">- Implement Netsafe programme elements throughout the community- 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)- Review byod contracts and school approach to digital citizenship documentation	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
	<p>UPDATE: ICT Lead appointed at the beginning of the year. Covid (adult and student) + extended bereavement leave in Term 1 has impacted progress in Term 1 and early Term 2. Digital Tech room in establishment - able to go ahead under Orange covid restrictions which began in Term 2. Spheros going into use in Junior classes. Netsafe support for parents who have reached out to seek it has been shared. Community Dreaming Day will be used to share info and advice and guidance face to face. BYOD contracts sent out, filled in, returned and all are complying with the parameters within the document. ICT Lead's plan is to re-remind community of content mid year as a polite reminder of what families have agreed to as well as students and teachers too.</p> <p>Update September: Lego Spike is up and running in the assigned "techie-room" and all senior classes have had a week of STEAM learning in term 3 with this resource. The four E-Learning student leaders helped facilitate a staff meeting in early term 3 to update and inform teaching staff on the digital capabilities of Lego Spkie and the possible cross curricula links which can be explicitly made. BYOD contracts were reviewed at the community dreaming day and the findings are to be synthesised to align with a school approach to being a SMART digital citizen. Netsafe elements and learning opportunities were distributed to the community (at the previously mentioned dreaming day) and they have been incorporated into the Term 4 KOS homework programme.</p> <p>Update November: Lego Spike sessions have successfully been run and completed across all senior and middle school classes in the assigned "techie-room" with the student E-Leaders facilitating the sessions with student/teacher exposure to cross-curricula links being explicitly made. A passion project day was offered to all senior classes as part of the EOTC week encompassing the Lego Spike and Spheroes which was hugely</p>			

	popular and of high demand/interest. The Spheroes have now been rotated on a timetable basis across all of the junior classes to ignite and promote the digital curriculum to both students and teachers. Netsafe elements and KOS learning opportunities were incorporated into the KOS programme taught at the start of Term 4. Home-learning packs which aligned to the community dreaming day requests for upskilling in specific areas were shared with families as part of the KOS programme delivery. .			
Understand key wellbeing factors in our community in order to plan for growing these moving forward	<ul style="list-style-type: none"> - as part of our strategic refresh - define wellbeing at OLSOS (staff, board, students community) - identify key elements that will grow /feed wellbeing - establish goals and actions to develop these elements in our school community 	all year	Principal All Stakeholders	well being needs of students and adults in our community will be supported through programmes and systems
	<p>UPDATE:</p> <p>May: community definition of wellbeing to be furthered at the Community Dreaming Day due in September.</p> <p>Wellbeing supports for staff in place: termly social club initiatives, morning teas, change staffroom walls to reflect a calm space (removal of 'work' related wall displays and changing the layout), adjusting timeframes/meetings etc over challenging times, weekly staff prayer opportunities in the chapel, promotion of wellbeing websites and courses, support over absences due to isolation and covid. Board supported EAP services for staff utilised as needed.</p> <p>Staff acutely aware of student wellbeing. Monitoring anxiety levels related to covid and returning to school. Teachers have developed strong relationships with students in order for students to be open related to wellbeing needs. Parent concerns related to student wellbeing are taken seriously and followed up on in a respectful and timely manner.</p> <p>September Update: Wellbeing table at Community Dreaming Day gathered voice from families about the most important well being factors for them, especially since all of our lockdowns and online learning, and put forward three models of wellbeing that parents may consider as potentially appropriate for our school (as a means of supporting families to understand the elements of wellbeing and to help us settle on a definition and model to implement). This feedback will help us to create our new Wellbeing goal.</p> <p>Update November: Te Whare Tapa Wha was the most popular model to define and shape a wellbeing approach identified through the community consultation period as it encompassed spiritual wellbeing forming part of the model. This model will be incorporated into the revised strategic direction for 2023-2025, OLSOS has signed up with the Sir John Kirwin Foundation's Mitey programme which will begin in 2023 with staff training in term 3 and 4 with a new to implement in 2024. We are currently investigating whether a Kahui Ako wide approach using the Mitey programme would be viable as the Mana Model within the Mitey programme supports self concept, self efficacy and resilience which are key factors not only for our own school but for all our Kahui Ako schools.</p>			

Our physical environment supports the Hauora of our community	<ul style="list-style-type: none"> - COLA erection - turf and new BBall hoops installed - mud kitchen area Learning Through Play design to be implemented - re-promote the Buddy Bus stop as a system for well being/friendship support. 	throughout the year	Property committee Principal	<p>students will have a sun safe place to eat and play</p> <p>increase opportunities for wet weather outdoor education</p>
	<p>UPDATE</p> <p>May: COLA almost completed. Turf and new Basketball hoops due to begin 30th May.</p> <p>Been back in touch with Nature Play regarding the learning through play mud-kitchen area re-vamp - beginning scope/timeframe discussions</p> <p>Ensuring Buddy Bus Stop is accessible and attractive (shift bins to another area of the school, entirely away from this area)</p> <p>Update September:</p> <p>Cola and Tiger Turf complete, blessed and in use. Dreamscape Playgrounds have taken over the business from Nature Play. LC has had a meeting with the builder at Dreamscape who is re-scoping the work due to the extended timeframe between design phase and now that we are ready to engage in the project (extended time frame due to delays in the completion of the COLA/Turf project). Awaiting an update on costs and timeframes etc.</p> <p>EPMP projects: with thanks to Jess from Octa as project manager of the EPMP funding that OLSOS received we have completed:</p> <ul style="list-style-type: none"> - upgrading of boundary fencing around both fields - upgrade bathroom between Rooms 16 and 17 (new paint, flooring pour) - replaced and enlarged the concrete landing on entry to field - this has allowed us to suitate our new outdoor table tennis table in this area - replaced all wall coverings (autex) in admin block and top floor of double story block - remedy hot mix in areas identified in bus bay and repaint road markings in this area <p>Still to come:</p> <p>Completion of new autex wall linings in Rooms 20-23 (to be done in Term 4)</p> <p>remedy risk of low wall on top court by installing a stainless triangular cap that sits over the top of the wall and bolts onto the sides</p> <p>Replace outdoor fixed seating - to be undertaken in Term 3/4 Holidays</p> <p>Complete LED lighting installation school wide</p> <p>Update November: Dreamscapes Playgrounds will engage in the upgrade of the mud kitchen playground area over the summer holidays with a view to it being complete by January 27th.</p> <p>Final EPMP projects to be completed over the summer break are upgrading the outdoor seating in the quad and the completion of a capping to the low concrete retaining walls on the top netball court under the COLA and corresponding concrete rails in the same area to mitigate the risk of children attempting to climb, sit or walk on them.</p>			

Tika (Justice)

Ngāwari (Resilience)

Māia (Courage)

Manaaki (Respect)

Āwhina (Service)



OUR LADY STAR OF THE SEA SCHOOL

He Whetu o te Moana»

Appendix A: 2022 End of Year Data

“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 whānau, 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.

Tika (Justice)

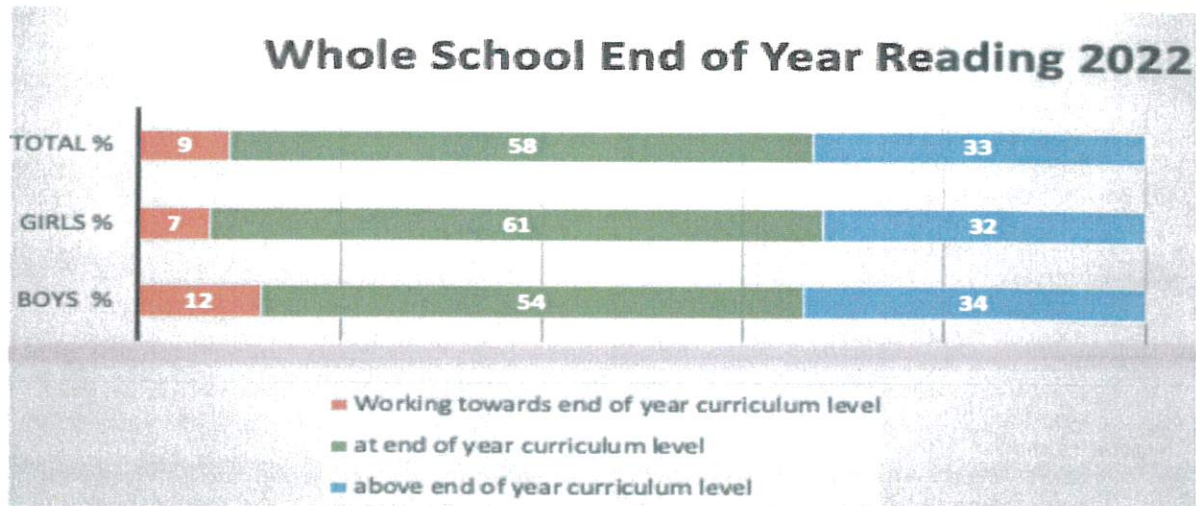
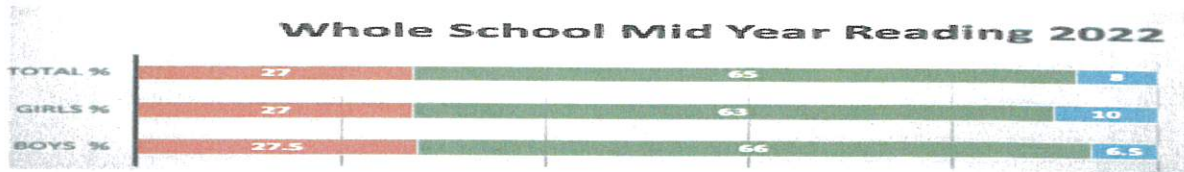
Ngāwari (Resilience)

Māia (Courage)

Manaaki (Respect)

Āwhina (Service)

**END OF YEAR EXECUTIVE SUMMARY OF CURRICULUM DATA 2022
WHOLE SCHOOL END OF YEAR READING DATA 2022**



WHOLE SCHOOL END OF YEAR READING DATA 2022 COMMENTARY

91% of the school ended the year operating at or in excess of their end of year Curriculum Level.

2021: 80% same time of the year last year *heavily covid compromised after 2 terms of lock down and 4 weeks rotating attendance in Nov/Dec comprising of 11 school days total open for students.

2020: 89% same time of the year last year

2019: 91.8% same time of the year

9% are still working towards the end of year Curriculum Level]

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

Positive Variances:

- Year 2 have a significant number of students (59% girls and 60% of boys) operating at Early Level 2 of the curriculum in reading placing them above end of year expectations
- Year 1 overall have 100% working at or above end of year curriculum level - this places them within 1B of the curriculum, however a significant number of students are at the lower levels that make up 1B and have been at school for less than 1 year. These students will enter 2023 as targets

Negative Variances:

- **Year 6** - A significant percentage of both boys and girls remained operating 'at' expectation rather than progressing into 'above' expectations (77% boys 'at' and 3% 'above'. 93% girls 'at' and 0% 'above')

- **Year 5** - 25% of Year 5 students (31% boys and 16% girls) are still working towards end of year expectations. These students need to be operating at early Level 3 of the curriculum in order to be considered working at expectation. The shift out of Level 2 and into Level 3 thinking and interpretation is significant. Of note, the year 5s in 2021, 2020 and in 2019 were also a feature as a variant to whole school data. This equates to 16 students who will enter 2023 as targets. These targets will be reported on to the board as part of mid year and end of year target reporting in 2023.

WHOLE SCHOOL MID YEAR READING DATA 2022 COMMENTARY

73% of the school is already operating at or in excess of their end of year Curriculum Level.

2021: 69% same time of the year last year

2020: 68.6% same time of the year

2019: 78.1% same time of the year

27% are working towards the end of year Curriculum Level

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

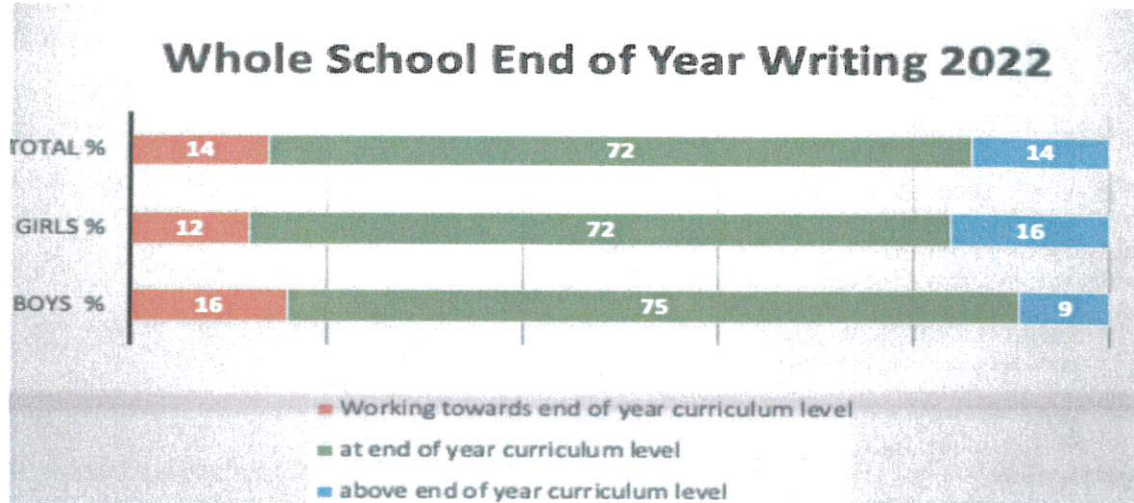
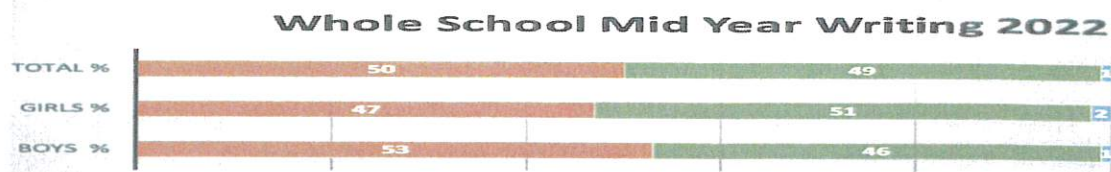
Positive Variances:

- Year 2 have a significant number of students (35%) operating at Early Level 2 of the curriculum in reading placing them above end of year expectations
- Year 1 overall have 97% working at or above end of year curriculum level - this places them within 1B of the curriculum, however a significant number of students are at the lower levels that make up 1B and have been at school for less than 1 year

Negative Variances:

- **Year 5** - 46% of Year 5 students (47% boys and 45% girls) are working towards end of year expectations. These students need to be operating at early Level 3 of the curriculum by the end of the year. The shift out of Level 2 and into Level 3 thinking and interpretation is significant. You will note the year 5s in 2021, 2020 and in 2019 were also a feature as a variant to whole school data at this mid year point.
- **Year 3** - 44% of Year 3 boys are working toward end of year expectations. The shift out of Level 1 thinking and interpretation of text is significant. You will note the year 3s in 2021, 2020 and in 2019 were also a feature as a variant to whole school data at this mid year point.
- **Year 2** - 41% of Year 2 girls are working towards end of year expectations. Usually more Year 2 students reach end of year expectations in reading by this mid year point, however these students have had a very disrupted start to their schooling due to covid.

WHOLE SCHOOL MID YEAR WRITING DATA 2022



WHOLE SCHOOL END OF YEAR Writing DATA 2022 COMMENTARY

86% of the school ended the year operating at or in excess of their end of year Curriculum Level.

2021: 64% same time of the year last year *heavily covid compromised after 2 terms of lock down and 4 weeks rotating attendance in Nov/Dec comprising of 11 school days total open for students.

2020: 83.5% same time of the year last year

2019: 87.2% same time of the year

14% are still working towards the end of year Curriculum Level

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

Positive Variances:

- Year 1 overall have 0% working below end of year expectations (all are working at least at 1B which equates to 'at' expectation - within this group there are at least 5 students with already identified learning needs and at least the same the team are targeting). Year 1 also has 32% working above the expected 1B curriculum level.

Negative Variances:

- **Year 5** - Both boys and girls are disproportionately represented in the 'below' curriculum level. 30% (13) boys and 24% (6) girls are still working towards end of year expectations. The shift out of Level 2 and into Level 3 with increased text development, complexity and breadth is significant. You will note the year 5s in 2021, 2020 and in 2019 were also a feature as a variant to whole school data. Of these 19 students, 3 did not start their schooling at OLSOS.

- 14 (8 boys and 6 girls) are one sublevel below. 6 students (5 boys and 1 girl) made significant accelerated progress in 2022 (3+ sublevels), 4 (2 boys and 2 girls) have made a strong 2 sublevel shift and 3 (1 boy and 2 girls) have made a lower standard 1 sublevel shift. 1 has made no shift - this child arrived in October this year. All will enter 2023 as targets. These targets will be reported on to the board as part of mid year and end of year target reporting in 2023
- 4 boys are two sublevels below end of year expectation. All are a target for 2023. 1 boy made significant accelerated progress in 2022 (3+ sublevels), 2 boys have made a strong 2 sublevel shift and 1 boy has made a lower standard 1 sublevel shift. All have identified needs and receive support.
- 1 boy is 3+ sublevels below end of year expectations and is new to OLSOS in the second half of this year.

WHOLE SCHOOL MID YEAR WRITING DATA 2022 COMMENTARY

50% of the school is already operating at or in excess of their end of year Curriculum Level.

2021: 61% same time of the year last year

2020: 54.1% same time of the year

2019: 56.7% same time of the year

50% are working towards the end of year Curriculum Level

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

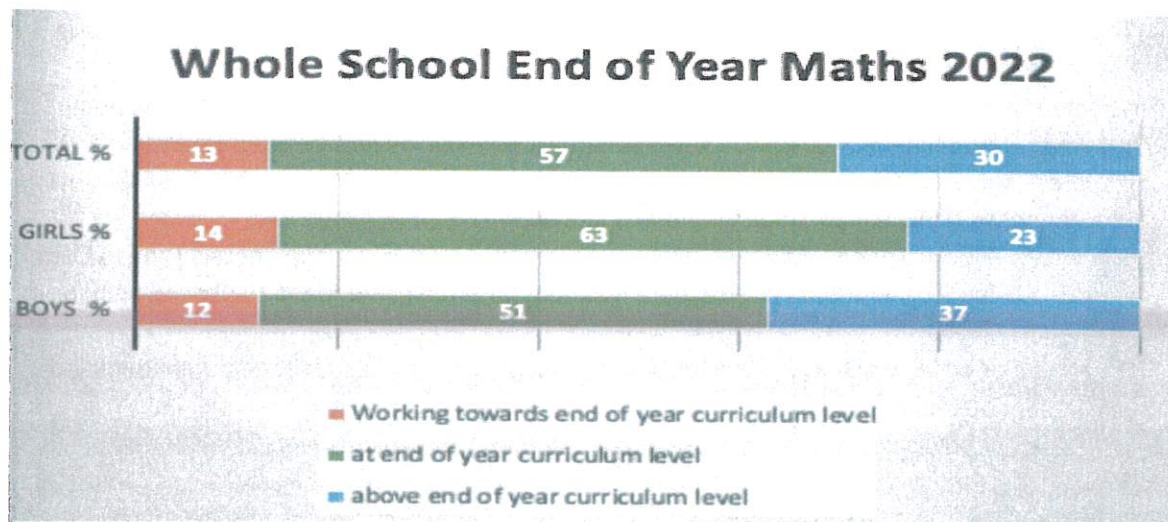
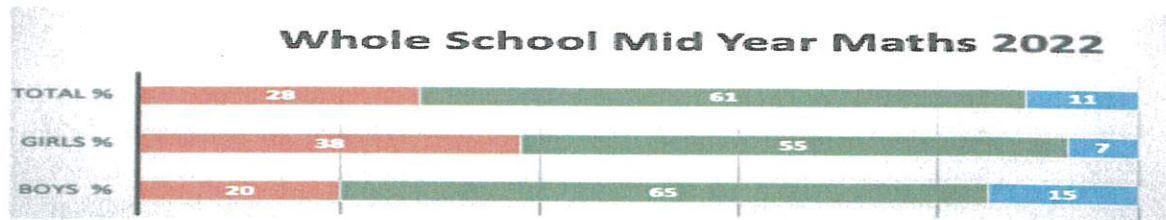
Positive Variances:

- Year 2 overall have 67% working at or above end of year expectations (with 29% of boys and 41% 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** - 32% of boys (9 boys) are working at or above end of year expectation (68% (20 boys) are working towards their end of year Curriculum Level. Of these, 15 are one sublevel below and are expected to reach CL by the end of the year. 5 are being monitored / targeted.
- **Year 5** - overall have 26% working at or above end of year expectations (79% (30) of boys and 67% (16) of girls are working towards end of year expectations). The shift out of Level 2 and into Level 3 with Increased text development, complexity and breadth is significant. You will note the year 5s in 2021, 2020 and in 2019 were also a feature as a variant to whole school data. Of these 46 students, 24 (15 boys and 9 girls) are one sublevel below and expected to reach CL by the end of the year. 22 (15 boys and 7 girls) are being monitored / targeted.
- **Year 3** - overall have 20% working at or above end of year expectations (91% (29) of boys and 69% (20) of girls) The shift out of Level 1 to Level 2 with Increased text development and complexity is significant. You will note the year 3s in 2021, 2020 and in 2019 were also a feature as a variant to whole school data. Of these 49 students, 33 (16 boys and 17 girls) are one sublevel below and expected to reach CL by the end of the year. 16 (13 boys and 3 girls) are being monitored / targeted.

WHOLE SCHOOL END OF YEAR MATHS DATA 2022



WHOLE SCHOOL END OF YEAR MATHS DATA 2022 COMMENTARY

87% of the school ended the year operating at or in excess of their end of year Curriculum Level.

2021: 80% same time of the year last year *heavily covid compromised after 2 terms of lock down and 4 weeks rotating attendance in Nov/Dec comprising of 11 school days total open for students.

2020: 88.9% same time of the year last year

2019: 86.3% same time of the year

13% are still working towards the end of year Curriculum Level

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

Positive Variances:

- Year 2 overall have 98% working at or above curriculum level
- Year 1 overall have all students working at curriculum level. This is common annually.

Negative Variances:

- **Year 5** - 25% (21% of boys and 32% of girls) are working towards end of year expectations. The shift out of Level 2 and into Level 3 with increased sophistication required in the ability to work flexibly with numbers is significant. Of these 16 students, 3 did not start their schooling at OLSOS (two new this year, one in 2019)
 - 8 are one sublevel below and will go into 2023 as targets. (3 boys and 5 girls). 6 students (5 boys and 1 girl) made a full curriculum level shifts this year which is accelerated progress, 4 (2 boy and 2 girls) have made a strong 2 sublevel shift and 3 (1 boy and 2 girls) have made a lower standard 1 sublevel shift. 1 has

made no shift - this child arrived in October this year. All will enter 2023 as targets. These targets will be reported on to the board as part of mid year and end of year target reporting in 2023

- 5 (3 boys and 2 girls) are two sublevels below end of year expectation. 2 new to the school in 2022 All are a target for 2023. 1 boy has made a strong 2 sublevel shift and 3 (1 boy and 2 girls) have made a lower standard 1 sublevel shift. 1 has made no shift - this child arrived in October this year.
- 3 are 3+ sublevels below end of year expectations (3 boys). 1 new to OLSOS in the second half of this year. 1 boy has made accelerated progress with a curriculum level shift. 1 has made a lower standard one sublevel shift and one is new and made no shift yet.
- **Year 3 boys** - 28% of Year 3 boys are still working towards the end of year curriculum level. The shift out of Level 1 mathematical ability is significant and often takes more time. You will note the year 3s in 2021, 2020 and in 2019 were also a feature as a variant to whole school data. Of these 9 students,
 - 7 boys are one sublevel below expectation. All have identified needs (one is ORS funded) however have made a commendable lower standard 1 sublevel shift in 2022.
 - 1 boy is working 2 sublevels below expected curriculum level also with identified needs
 - 1 boy is working 3 sublevels below expected curriculum level. ORS funded.

WHOLE SCHOOL MID YEAR MATHEMATICS DATA 2022 COMMENTARY

72% of the school is already operating at or in excess of their end of year Curriculum Level.

2021: 68% same time of the year last year

2020: 59.4% same time of the year

2019: 71.3% same time of the year

28% are working towards the end of year Curriculum Level

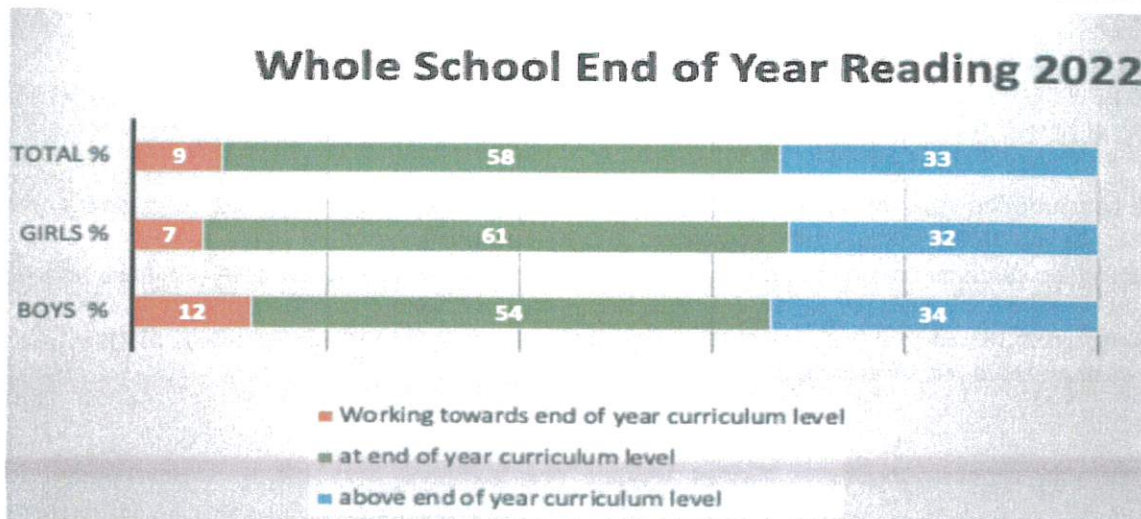
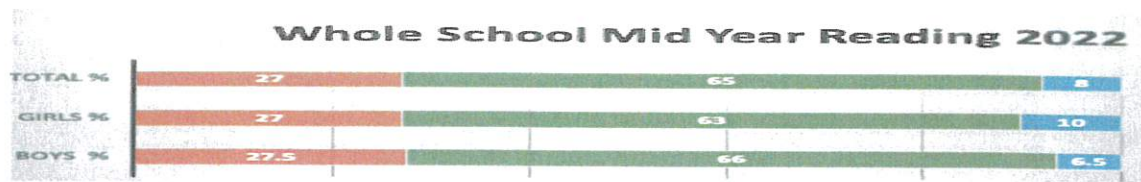
Of note (+/- >10% variance to the above):

Positive Variances:

- Year 2 overall have 94% working at or above curriculum level
- Year 1 overall have all students working at curriculum level. This is common annually.

Negative Variances:

- **Year 5** - overall have 53% working at or above end of year expectations (63% of boys and 37% of girls are working towards end of year expectations). The shift out of Level 2 and into Level 3 with increased sophistication required in the ability to work flexibly with numbers is significant. Of these 29 students, 19 are one sublevel below and expected to reach curriculum level by the end of the year. 10 are being monitored / targeted.
- **Year 4 girls** - 44% of Year 4 girls are working at or above end of year expectations. Of these 15 girls, 11 are working one sublevel below and are expected to reach CL by the end of the year. 4 are being monitored / targeted
- **Year 3** - overall have 51% working at or above end of year expectations (56% of boys and 45% of girls). The shift out of Level 1 mathematical ability is significant and often takes more time. You will note the year 3s in 2021, 2020 and in 2019 were also a feature as a variant to whole school data. Of these 30 students, 23 are one sublevel below and expected to reach curriculum level by the end of the year. 7 are being monitored / targeted.



WHOLE SCHOOL END OF YEAR READING DATA 2022

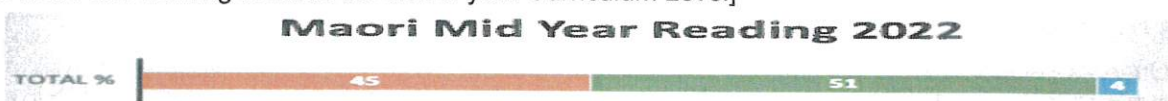
91% of the school ended the year operating at or in excess of their end of year Curriculum Level.

2021: 80% same time of the year last year *heavily covid compromised after 2 terms of lock down and 4 weeks rotating attendance in Nov/Dec comprising of 11 school days total open for students.

2020: 89% same time of the year last year

2019: 91.8% same time of the year

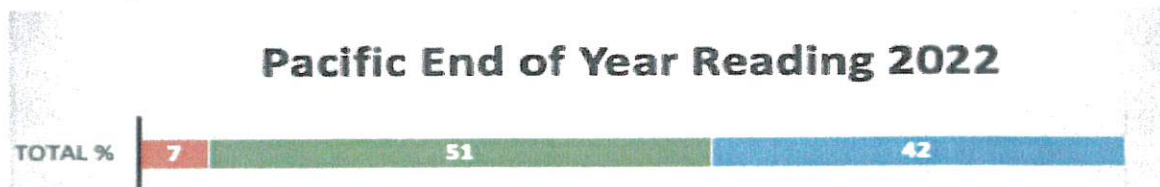
9% are still working towards the end of year Curriculum Level]



We conclude the year with 23 Maori Students 6.8% of our total roll. Same time 2021 32 students 7.8% of our total 2021 roll 2020 38 students 9.1%)

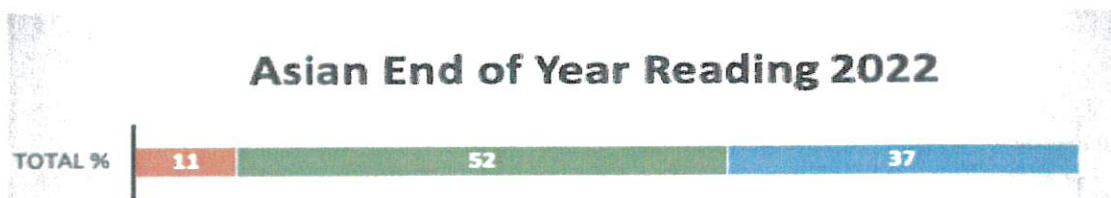
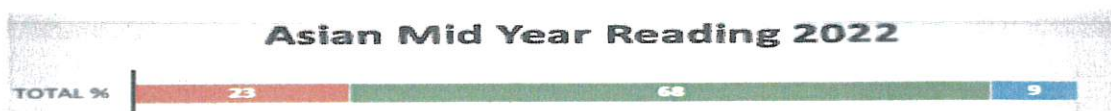
Maori students are disproportionately represented in working below expectations. (23% Maori students compared to 9% of whole school students - this equates to 6 Maori students across the school). As numbers are low in each cohort, revealing which year levels in this analysis would risk identification of individual students. There are two year levels that influence this statistic and three year levels where no Maori students are working below. These students will enter 2023 as targets Same time 2021 32% working towards, 68% working at 0% working above end of year expectations, 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)



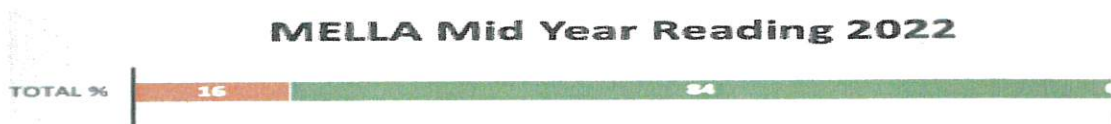
We conclude the year with 20 Pacific students 5.9% of our total roll. (same time 2021 23 students 5.7% of our roll. 2020 24 students, 5.6% of our roll and 2019 26 students)

Our Pacific students are achieving equitably compared to our whole school data (same time 2021 16.6% working towards and 62.4% working at 21% working above end of year curriculum level, 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)



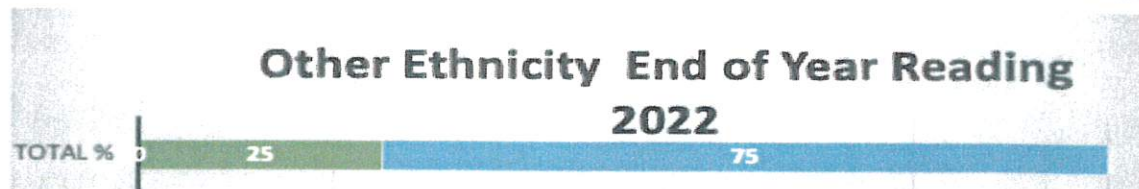
We conclude the year with 176 Asian students 52.2% of our total roll. (same time 2021 195 students 49.1% of our roll. 2020 204, 50.2% of total roll)

Our Asian students are achieving equitably compared to our whole school data (same time 2021 20% working towards and 68% working at, 12% working above end of year curriculum level, 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)



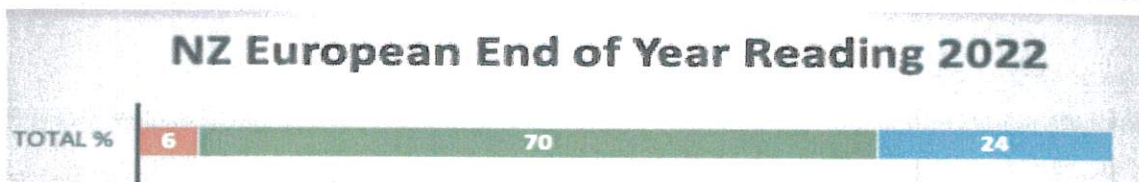
We conclude the year with 13 MELLA students (= Middle Eastern / Latin American / African) 3.8% of our total roll. (same time 2021 15 students 3.8% of our roll)

Our MELLA students are achieving equitably compared to our whole school data (same time 2021 4% working towards and 96% working at, 0% working above end of year curriculum level,



We conclude the year with 4 Other Ethnicity students, 1.2% of our total roll. (same time 2021 5 students schoolwide 1% of our total roll. 2020 19 students, 4.6% of total roll).

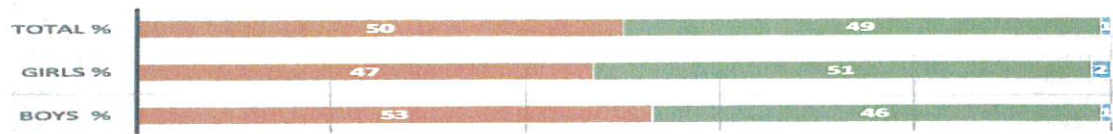
Our 'Other Ethnicity' students are achieving strongly compared to our whole school data (same time 2021 0% working towards, 100% working at, 0% above end of year curriculum level. 2020 10.5% working towards, 63.2% working at, 26.3% above end of year curriculum level)



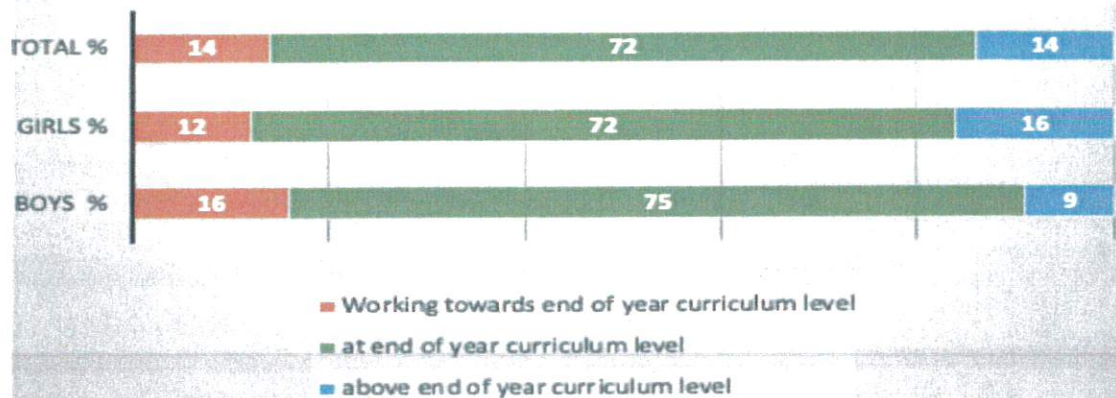
We conclude the year with 101 New Zealand European students 30% of our total roll. (same time 2021 127 students 32%. 2020 130 students, 31.3% of total roll).

Our New Zealand European students are achieving equitably compared to our whole school data. (same time 2021 15.7% working towards, 66.8% working at 17.5% working above end of year curriculum level. 2020 13.1% working towards, 60% working at, 26.9% above end of year curriculum level)

Whole School Mid Year Writing 2022



Whole School End of Year Writing 2022



WHOLE SCHOOL END OF YEAR Writing DATA 2022 COMMENTARY

86% of the school ended the year operating at or in excess of their end of year Curriculum Level.

2021: 64% same time of the year last year *heavily covid compromised after 2 terms of lock down and 4 weeks rotating attendance in Nov/Dec comprising of 11 school days total open for students.

2020: 83.5% same time of the year last year

2019: 87.2% same time of the year

14% are still working towards the end of year Curriculum Level

Maori End of Year Writing 2022



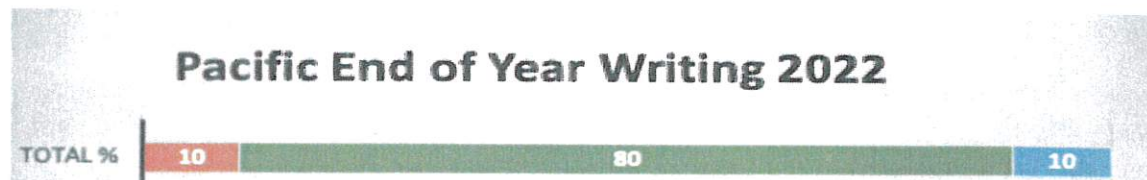
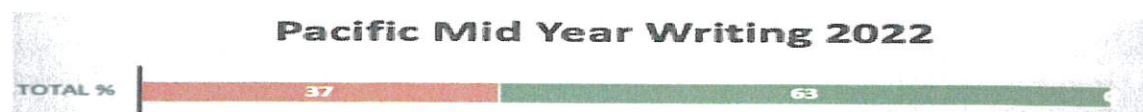
Maori Mid Year Writing 2022



We conclude the year with 23 Maori Students 6.8% of our total roll. Same time 2021 32 students 7.8% of our total 2021 roll 2020 38 students 9.1%)

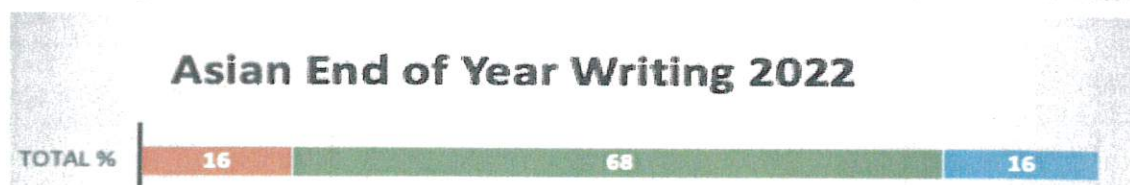
Maori students are disproportionately represented in working below expectations. (34% Maori students compared to 14% of whole school students - this equates to 8 Maori students across the school). As numbers are low in each cohort, revealing which year levels in this analysis would risk identification of individual students. There are two year levels that influence this statistic and three year levels where no Maori students are working below. These students will

enter 2023 as targets. (same time 2021 36.8% working towards, 53.5% at, 9.7% above, 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 conclude the year with 20 Pacific students 5.9% of our total roll. (same time 2021 23 students 5.7% of our roll. 2020 24 students, 5.6% of our roll and 2019 26 students)

Our Pacific students are achieving equitably compared to our whole school end of year data (same time 2021 43% working towards, 50.3% at, 6.7% working above. 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)



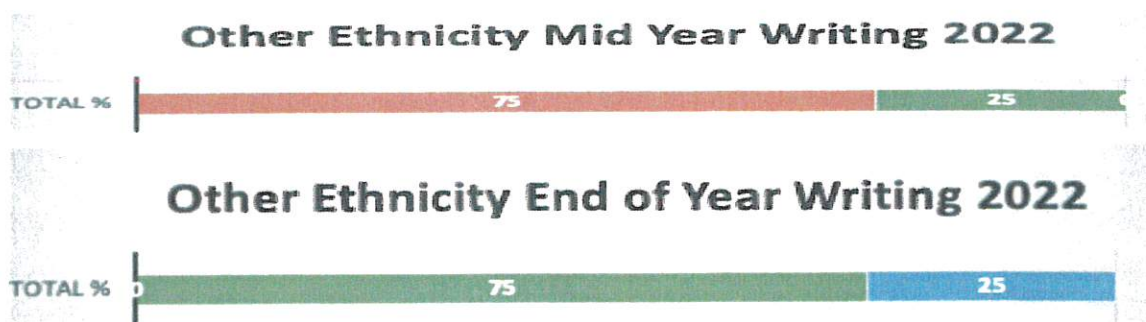
We conclude the year with 176 Asian students 52.2% of our total roll. (same time 2021 195 students 49.1% of our roll. 2020 204, 50.2% of total roll)

Our Asian students are achieving equitably compared to our whole school mid year data. Year 5 students are disproportionately represented in the 'working towards' category at 42%. (same time 2021 33% working towards, 60% at, 7% working above. 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)



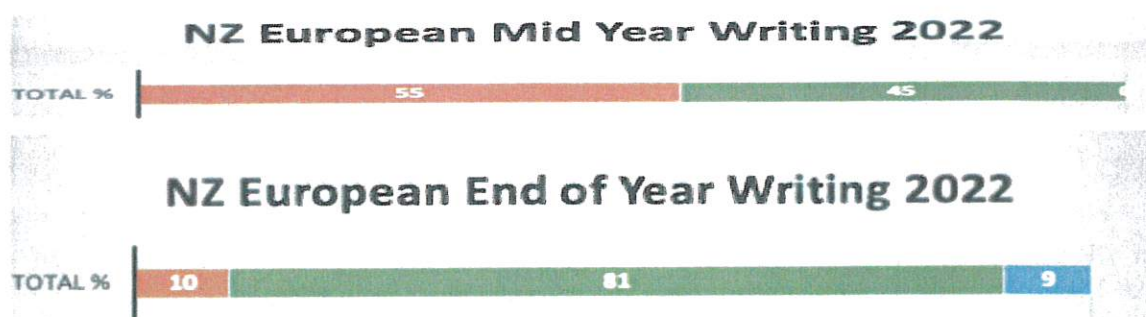
We conclude the year with 13 MELLA students (= Middle Eastern / Latin American / African) 3.8% of our total roll. (same time 2021 15 students 3.8% of our roll)

Our MELLA students are achieving equitably compared to our whole school mid year data (2021 60% working towards and 40% already working at, 0% working above end of year curriculum level.



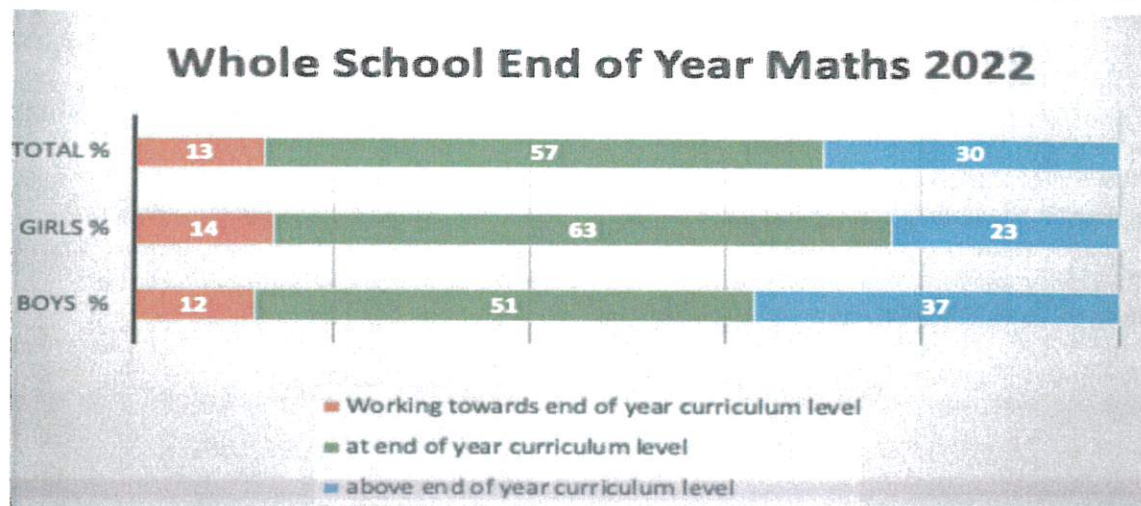
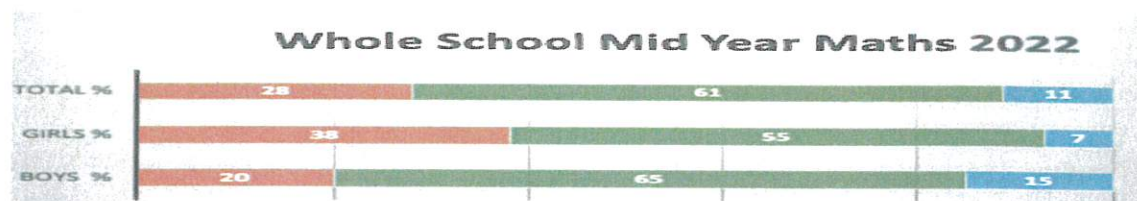
We conclude the year with 4 Other Ethnicity students, 1.2% of our total roll. (same time 2021 5 students schoolwide 1% of our total roll. 2020 19 students, 4.6% of total roll).

Our 'Other Ethnicity' students achieving strongly compared to whole school data. With only 4 students in this category these percentages are very loaded. (same time 2021 100% working at end of year expectation. 2020 10.5% working towards, 84.2% working at, 5.3% above end of year curriculum level)



We conclude the year with 101 New Zealand European students 30% of our total roll. (same time 2021 127 students 32%. 2020 130 students, 31.3% of total roll).

Our New Zealand European students are achieving equitably compared to our whole school data. (same time 2021 34% working towards, 58.3% working at and 7.7% working above. 2020 20% working towards, 66.2% working at, 13.8% above end of year curriculum level)



WHOLE SCHOOL END OF YEAR MATHS DATA 2022 COMMENTARY

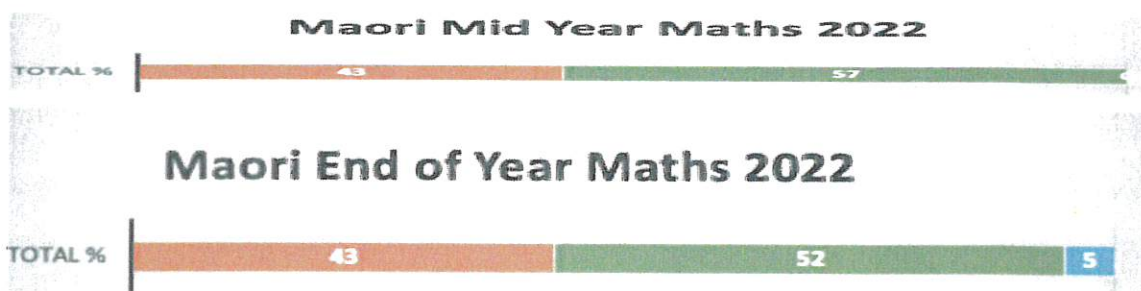
87% of the school ended the year operating at or in excess of their end of year Curriculum Level.

2021: 80% same time of the year last year *heavily covid compromised after 2 terms of lock down and 4 weeks rotating attendance in Nov/Dec comprising of 11 school days total open for students.

2020: 88.9% same time of the year last year

2019: 86.3% same time of the year

13% are still working towards the end of year Curriculum Level



We conclude the year with 23 Maori Students 6.8% of our total roll. Same time 2021 32 students 7.8% of our total 2021 roll 2020 38 students 9.1%)

Our Maori students are disproportionately represented in the working towards category at 43% made up of students in Years 3, 4 and 5. These are very small numbers in each cohort all of who are targets (same time 2021 28% working towards, 72% already at, 0% above end of year curriculum level Y3 and 4 Maori students are disproportionately represented in the 'working towards' category at 50% and 83%. 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)

Pacific Mid Year Maths 2022



Pacific End of Year Maths 2022



We conclude the year with 20 Pacific students 5.9% of our total roll. (same time 2021 23 students 5.7% of our roll. 2020 24 students, 5.6% of our roll and 2019 26 students)

Our Pacific students are achieving equitably compared to our whole school mid year data (same time 2021 21.3% working towards and 75.3% already working at and 3.4% above end of year curriculum level. 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)

Asian Mid Year Maths 2022



Asian End of Year Maths 2022



We conclude the year with 176 Asian students 52.2% of our total roll. (same time 2021 195 students 49.1% of our roll. 2020 204, 50.2% of total roll)

Our Asian students are achieving strongly compared to our whole school mid year data. Year 5 disproportionately represented in the 'working towards' category at 25%. (same time 2021 13.7% working towards, 63.5% already working at and 22.8 above end of year curriculum level with Year 5 and Year 3 Asian students are disproportionately represented in the 'working towards' category at 42% and 43% respectively. 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)

MELLA Mid Year Maths 2022



MELLA End of Year Maths 2022



We conclude the year with 13 MELLA students (= Middle Eastern / Latin American / African) 3.8% of our total roll. (same time 2021 15 students 3.8% of our roll)

Our 'MELLA' students are achieving equitably compared to our whole school mid year data. (Same time 2021 20% working towards, 73% already working at and 7% above end of year curriculum level.

Other Ethnicity Mid Year Maths 2022



Other Ethnicity End of Year Maths 2022



We conclude the year with 4 Other Ethnicity students, 1.2% of our total roll. (same time 2021 5 students schoolwide 1% of our total roll. 2020 19 students, 4.6% of total roll).

(Same time 2021 100% working at end of year curriculum level.

NZ European Mid Year Maths 2022



NZ European End of Year Maths 2022



We conclude the year with 101 New Zealand European students 30% of our total roll. (same time 2021 127 students 32%. 2020 130 students, 31.3% of total roll).

Our New Zealand European students are achieving equitably compared to our whole school mid year data. (same time 2021 22% working towards 72% already working at and 6% working above end of year curriculum level with Year 5 and Year 3 NZE students are disproportionately represented in the 'working towards' category at 45% and 40% 2020 16.2% working towards, 66.9% working at, 16.9% above end of year curriculum level)

2022 School Targets (disproportionate representations from 2021)

Mid Year update 2022

End of Year Update 2022

The below school targets are groups of students that were disproportionately represented in our end of year 2021 data in comparison to the achievement of the rest of the school. Targets exist in all classes and year levels, however these groups will be tracked and shared with the Board.

The Board needs to keep at the forefront of their minds that end of year 2021 data is heavily covid-compromised. While locked down from August, then only open for children of essential workers, then partially open for 4 weeks in December, teachers were not able to assess students to back up their OTJs (Overall Teacher Judgement). They did not see around 40% of their children face to face at the end of the year and those they did see, they only saw for 11 days staggered across 4 weeks. These circumstances have very much impacted not only end of year outcomes but also the rigour of the OTJ process

READING

Variances from end of year 2021 data analysis:

- **Year 6 boys 2022** 40% of boys ended 2021 still working towards the Year 5 end of year expectations. (12 boys)
 - **Mid Year 2022 update:** 28% of Year 6 boys are working towards the end of Year 6 curriculum level (8 boys). Of these, 3 boys are working one sublevel below and are expected to reach EOY expectation by the end of the year. 2 boys are two sublevels below and with targeted support it is anticipated they will continue their progress and reach curriculum level. One of these boys was new in 2020 so hasn't done all of his schooling at OLSOS. 3 boys are 3+ sublevels below. Each have specific, identified learning needs and have IEPs /RTLB/ORS/Teacher Aide support.
 - **End of Year 2022 update:**
Through targeted teacher intervention, 60% of our original targets have made accelerated progress and are now operating at the end of year expectation.
 - Of the 5 boys still operating below end of year expectations
 - 60% (3/5 of the boys) still operating below end of year expectation have made accelerated progress in 2022 (3+ sublevels progress in one year)
 - 20% (1/5) has made a standard one sublevel shift
 - 20% (1/5) is an ORS funded student (top 4% of need nationally) and works on IEP goals that are not reflected in curriculum level shifts

- **Year 3 boys 2022** 32% of boys ended 2021 still working toward the Year 2 end of year expectations (10 boys)
 - Mid Year 2022 update: 44% of Year 3 boys are working towards the end of Year 3 curriculum level (14 boys). Of these, 6 boys are working one sublevel below and are expected to reach EOY expectation by the end of the year. 5 boys are two sublevels below and with targeted support it is anticipated they will continue their progress however with their identified learning needs are unlikely to reach curriculum level. 3 boys are 3+ sublevels below. Each have specific, identified learning needs and have IEPs /RTLB/ORS/Teacher Aide support.
 - End of Year 2022 update:
 - Through targeted teacher intervention, 60% of our original targets have made accelerated progress and are now operating at the end of year expectation.
 - Of the 4 boys still operating below end of year expectations,
 - 50% (2/4 of the boys) still operating below end of year expectation have made accelerated progress in 2022 (10+ reading level progress in one year)
 - 25% (1/4) has made a strong 5 reading level shift with teacher and RTLB support
 - 25% (1/4) is an ORS funded student (top 4% of need nationally) and works on IEP goals that are not reflected in curriculum level shifts

WRITING

Variances from end of year 2021 data analysis:

- **Year 6 boys 2022** 86% of boys ended 2021 still working towards the Year 5 end of year expectations (25 boys)
 - Mid Year 2022 update: 68% of Year 6 boys are working towards the end of Year 6 curriculum level (20 boys). Of these, 15 boys are working one sublevel below and are expected to reach EOY expectation by the end of the year. 2 boys are two sublevels below and with targeted support it is anticipated they will continue their progress however, in writing it is unlikely they will reach curriculum level. One of these boys was new in 2020 so hasn't done all of his schooling at OLSOS. 3 boys are 3+ sublevels below. Each have specific, identified learning needs and have IEPs /RTLB/ORS/Teacher Aide support.
 - End of Year 2022 update:
 - Through targeted teacher intervention, 76% (19 boys) of our original targets have made accelerated progress and are now operating at the end of year expectation.
 - Of the 6 boys still operating below end of year expectations
 - 33% (2/6 of the boys) still operating below end of year expectation have made strong progress in 2022 (2 sublevels progress in one year)
 - 50% (3/6) made a standard one sublevel shift,

- 17% (1/6) is an ORS funded student (top 4% of need nationally) and works on IEP goals that are not reflected in curriculum level shifts.
- **Year 4 boys 2022** 68% of boys ended 2021 still working towards the Year 3 expectations (24 boys)
 - Mid Year 2022 update: 51% of Year 4 boys are working towards the end of Year 4 curriculum level (18 boys). Of these, 15 boys are working one sublevel below and are expected to reach EOY expectation by the end of the year. 1 boy is two sublevels below and with targeted support it is anticipated they will continue their progress however, in writing it is unlikely they will reach curriculum level. 2 boys are 3+ sublevels below. Each have specific, identified learning needs and have IEPs/ILPs/RTLB//Teacher Aide support.
 - End of Year 2022 update:
Through targeted teacher intervention, 92% (22 boys) of our original targets have made accelerated progress and are now operating at the end of year expectation.
 - Of the 2 boys still operating below end of year expectations both are receiving specialist support
 - 50% (1/2 of the boys) still operating below end of year expectation have made strong progress in 2022 (2 sublevels progress in one year)
 - 50% (1/2) made a standard one sublevel shift
- **Year 4 girls 2022** 48% of girls ended 2021 still working towards the Year 3 expectations (14 girls)
 - Mid Year 2022 update: 52% of Year 4 girls are working towards the end of Year 4 curriculum level (14 girls). Of these, 12 girls are working one sublevel below and are expected to reach EOY expectation by the end of the year. 2 girls are two sublevels below and with targeted support it is anticipated they will continue their progress however, in writing it is unlikely they will reach curriculum level. One of these girls started in 2021 so hasn't had all of her schooling at OLSOS.
 - End of Year 2022 update:
Through targeted teacher intervention, 86% (12 girls) of our original targets have made accelerated progress and are now operating at the end of year expectation.
 - Of the 2 girls still operating below end of year expectations both are receiving specialist support
 - 50% (1/2 of the boys) still operating below end of year expectation have made strong progress in 2022 (2 sublevels progress in one year)
 - 50% (1/2) made a standard one sublevel shift

Maths

Variances from end of year 2021 data analysis:

- **Year 6 girls 2022** 41% of girls ended 2021 still working towards the Year 5 expectations (12 girls)
 - Mid Year 2022 update: 43% of Year 6 girls are working towards the end of Year 6 curriculum level (13 girls). Of these, 8 girls are working one sublevel below and are expected to reach EOY expectation by the end of the year. 2 girls are two sublevels below and with targeted support it is anticipated they will continue their progress and reach curriculum level. 3 girls are 3+ sublevels below. Each have specific learning needs and two have had RTLB support, one was new in 2020 so hasn't had all of her schooling at OLSOS.
 - End of Year 2022 update:
Through targeted teacher intervention, 50% (6 girls) of our original targets have made accelerated progress and are now operating at the end of year expectation.
 - Of the 6 girls still operating below end of year expectations two did not start their schooling at OLSOS (one new in 2020 and one new in 2021)
 - 17% (1/6 girls) still operating below end of year expectation have made accelerated progress in 2022 (3+ sublevels progress in one year)
 - 33% (2/6) have made strong progress in 2022 (2 sublevels progress in one year)
 - 50% (3/6) have made a standard one sublevel shift
- **Year 4 girls 2022** 52% of girls ended 2021 still working towards the Year 3 expectations (15 girls)
 - Mid Year 2022 update: 56% of Year 4 girls are working towards the end of Year 4 curriculum level (15 girls). Of these, 11 girls are working one sublevel below and are expected to reach EOY expectation by the end of the year. 4 girls are two sublevels below and with targeted support it is anticipated they will continue to make incremental shifts, however they are unlikely to reach curriculum level by the end of the year. One of these girls started in 2021 so hasn't had all of her schooling at OLSOS.
 - End of Year 2022 update:
Through targeted teacher intervention, 80% (12 girls) of our original targets have made accelerated progress and are now operating at the end of year expectation.
 - Of the 3 girls still operating below end of year expectations one did not start their schooling at OLSOS (one new in 2020)
 - 33% (1/3) have made strong progress in 2022 (2 sublevels progress in one year)
 - 67% (2/3) have made a standard one sublevel shift

Tika (Justice)

Ngāwari (Resilience)

Māia (Courage)

Manaaki (Respect)

Āwhina (Service)



OUR LADY STAR OF THE SEA SCHOOL

He Whetu o te Moana»

Appendix B: 2022 Community Consultation Summary

“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.

Tika (Justice)

Ngāwari (Resilience)

Māia (Courage)

Manaaki (Respect)

Āwhina (Service)

Community Dreaming Day Summary and Invitation for Further Feedback

September 2022



Our **Community Dreaming Day** was held at Our Lady Star of the Sea on Saturday 10th September. This was an opportunity for us to celebrate and explore what makes OLSOS a great place for our children to be and to gain voice from our community on our 4 Strategic Goals. We also made the most of the opportunity to share information about 21 Century Learning, and ways to support our children's well-being on-line.

Around 80 adults plus our Board and Teaching Staff, and 90 children attended the event, which is a fantastic reflection of how engaged our community is. A **summary of the information and feedback from the five workshop sessions** is detailed below.

Where to From Here? If you were not able to attend the Community Dreaming Day and you wish to comment against any of the questions or items in this summary, you have until **Friday 28th October** to email your comments to lcampbell@starofthesea.school.nz.

Once the extended consultation period above comes to a conclusion, the OLSOS Leadership Team will work with the Board to adjust our strategic goals as needed and use the information to sharpen our planning and activity over the next three years.

With a humble heart I wish to thank all who have given their time, thoughts and energy to this consultation process.

Louise Campbell, Principal

Strategic Goal 1 – Our School, Our Culture

We shared the three dimensions that guide strategic thinking related to our Catholic Special Character: **Encounter with Christ, Growth in Knowledge, and Christian Witness**. These dimensions are used for external (Catholic Schools Office) and internal review (School Board and Leadership).

We asked for feedback on how effectively the school *encourages and facilitates the development of a personal relationship with Jesus Christ*, how effectively the school *assists its community to grow in knowledge and understanding of Jesus Christ, his teaching and the Catholic Church*, and how effectively the school *provides a hope filled Christian witness empowering our community members to integrate their faith and life*.

We shared multiple examples of the activity we undertake to bring each of these dimensions to life – a brief summary of which is below:

Dimension 1 : Encounter with Christ

Liturgy <ul style="list-style-type: none"> - for special Feast Days - Mothers' Day / Fathers' Day - Daily morning prayer liturgy - To start Assembly 	Prayer <ul style="list-style-type: none"> - Student led in Years 4 - 6 - Student supported in Years 1 - 3 - Traditional / Contemplative / Intercersory / Thanksgiving - Journalling - Staff prayer before meetings / weekly before school gathering - To start community meetings / meetings with external agencies 	<ul style="list-style-type: none"> - Trial school for new Curriculum - Overview of the new Curriculum shared in the information centre on Conference night. - Parent voice sought on Conference Night about school reporting on student progress and achievement in Religious Education - Parent voice sought on Conference Night about student RE work shared with home - Board funded teacher release for planning of the new RE theme each term - Year 5 & 6 retreats linked to school Charism 	<ul style="list-style-type: none"> - Staff attendance at RE Cluster Meetings - Staff meetings / PD - Books in the Information Centre on our Catholic faith for parent community - Information in school newsletter Inclusive of weekly readings - School information in the parish newsletter and magazine - School revisioning to include 'Jesus as our guide' statement - Leaders Caritas chats
Mass <ul style="list-style-type: none"> - At Church for the beginning of the year / end of the year / Feast Day - At school - special Masses i.e All Saints Day, - Buddy Class Mass - Creation of the school Chapel Space 	Parish Connect <ul style="list-style-type: none"> - School display in the foyer - School images on the Mass powerpoint - Eucharist Minister / Altar Server training - Promotion of the parish through school communications - Baptism of School Aged Children programme - Venue support for Alpha programme - Classroom visits by the parish priest 		
Values <ul style="list-style-type: none"> - Form the basis of the school behaviour plan - Incorporated in the school learner profile - Acknowledged through values certificates 			

Dimension 2 : Growth in Knowledge

Dimension 3 : Christian Witness

- Stations of the Cross walk
- Values images
- ESOL Cross display
- Mary garden
- Planting under Crozier
- Lenten challenge 'We Can Bring a Can.'
- Strong connection with St Vincent de Paul
- Book of Memories recording the name of members of our community who have died.
- Garden of Memories in the Sabbath Space
- Jesus is the reason sign
- Helping hands
- PJ day to support KidzFirst
- Staff knitting for Middlemore
- Caritas Connection
- Seasons for Growth
- Contacting schools in Nelson

We asked those present to identify which of the three dimensions they would like to see us engage with further. **Families responded with a desire for the school to pursue the Christian Witness dimension** with most comments related to promoting outreach and Christian Witness activities within the community.

This also helped us understand that we need to continue sharing the activity in each of these dimensions so our community fully understand the rich and important activity being undertaken (and revitalised after 2.5 years of covid restrictions) for the continued engagement of our learners

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

Strategic Goal 2 - Our School, Our Learning

We shared our **connected curriculum design methodology**, detailing how we meet the demands of the Religious Education, English, Mathematics, Social Studies, Science, Technology, Health and PE, and The Arts curriculums through our Understanding By Design backward mapping process delivered through **Concepts or Big Ideas, essential questions** and **skills and dispositional planning**.

We then focussed on gathering the voice of our community about what was important for our students to have an understanding and knowledge of to best prepare them for what they will face moving forward.

We asked the question of *"What is important to you and your family for our students to have an understanding of so they are prepared for the future?"*

Alongside strong academic outcomes, it was fabulous to hear a lot of talk about dispositions being the focus point for many of our families that were present. The dispositions that were most discussed and favoured were being able to be **discerning** and **critical** along with **thinking creatively** to **problem solve** their way out of issues. Families also commented on the importance of having a **growth mindset** and being a **resilient risk taker**. It was heartening to hear that the work we have started via establishing and using our Learner profile, created from the work done at the last Dreaming Day in 2019, is already on track to address these dispositions and that similar language between home and school is emerging and evident.

In terms of what big ideas are important to have a firm understanding of, exploring, building and navigating **relationships** was a large part of the voice we received. Other thoughts were the **use of tools** such as the internet and technology and their impact on relationships along with their ability to **build community**. Being **faith based citizens** who **value different cultures** and **celebrate migration** and **diversity** was more strong voice that came through.

Other ideas shared on the day included investigating **climate change**, developing **financial literacy** and having an appreciation of **environmental sustainability** along with playing a proactive part in being a citizen of a wider world.

There was a strong voice around ensuring we deliver our lessons through a **practical hands on, inquiry focussed approach**. Families spoke about the need to balance our **hauora** (well being) and build, not only our **social relationships**, but also our **spiritual relationships** while keeping our **physical and mental well being** in balance too.

We wish to thank all the families for sharing what was important to them and, after receiving any extra voice from our extended community who could not make it on the day, we will endeavour to ensure that this voice plays a large part of creating a localised curriculum which focuses on what is important for our school community.

Community Dreaming Day Summary and Invitation for Further Feedback





September 2022



Strategic Goal 3 Our School, Our Community

We shared the different ways that we engage with our community for different purposes:

Communication

Weekly Events	Friday	Reminders/ general communication
Fortnightly newsletter	Friday	Sharing of school activities and events
 Seesaw	Seesaw	Sharing of children's learning, announcements, DM to class teacher
 facebook	Facebook	Sharing of school events and celebrations
 SKOOL LOOP	Skool loop	Booking of conferences/Weekly Events/Newsletters/Student Management System/absences/order school lunches
 Our Lady Star of the Sea School website	Our Lady Star of the Sea School website	Portal - school reports/Newsletter/Enrolments Absences/Events/Emergencies/Lockdowns Information for parents

OUR SCHOOL. OUR COMMUNITY

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

We took the time to find out from families which communication tool they most commonly use in order for us to understand which works best for our community – here is what you told us:

Most used Communication tools:

1. Seesaw
2. Newsletter
3. Skool loop app
4. Facebook
5. Weekly

We asked how we can build on the way we communicate. Here is what you told us:

Share information on activities for our children to get involved in
Updates on subjects the children are working on
Share when homework is due - children don't always share this with us parents!
Gather families together now that covid restrictions have eased to share learning expectations

We asked for community voice on the ways we build community at school. It is great to see an alignment between our school practices and our community voice. Common themes relating to community engagement included:

Cultural days School Trips Sports teams Buddy class connections
Parents attending class prayer times in the morning Parent networking opportunities
Family events, eg, picnics, discos, quiz nights, movies, sports days (weekends so families who work can attend)
Parish connect with school Masses in our Parish Church on the weekend

now that covid restrictions have eased you will see a reinvigoration of community practices which we have been unable to engage with over the last two and a half years

We are all feeling the effects of two and a half years of lockdowns and ongoing restrictions on gatherings due to Covid

What about our school reports?

Which student progress reporting do you value:

1. Parent Teacher Student conference
2. Written report
3. Seesaw updates

Which part of the written report do you value:

- Achievement and next steps in Reading, Writing and Maths
- Curriculum Level updates
- Teacher comments

Feedback indicated each area of the report was equally valued

What else do you want to see in reports?

More information about curriculum leveling* More about cultural and sports aspects
Indication of improvement since last report (update of curriculum level / graph)
Student voice in reports reflecting how my child feels about their learning
Include groups children are involved in Include information on my child's wellbeing
Anything that could be a surprise should be talked about before the report
Information about what my child needs to work on* Information on development of soft skills

You're all doing GREAT – thank you for all you do

** This voice helped us understand that some of our families are yet to make the connection between the Curriculum Level 'bubble sheets' which we have developed and shared and their link to helping our parents understand the curriculum levels as recorded on our report. We also need to emphasise their other purpose; to help families understand what their child needs to work on and how they can help at home*

Strategic Goal 4 – Our School, Our Hauora, Our Wellbeing

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.

We asked what wellbeing factors are most important to families.

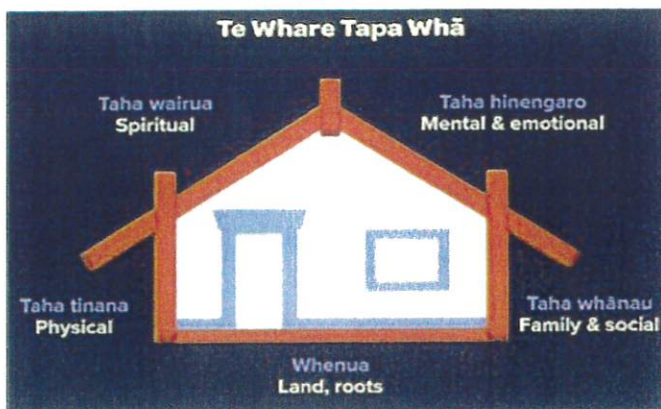
We also shared three Well Being models that are used in schools and gathered
parent voice on which model resonates the most with our families

Here is what you told us:

Voice that received a lot of support	Voice that received some support	Some other ideas mentioned
Spiritual Well being		
Knowledge our children are loved by God	Embracing faith even though it is 'counter cultural' in todays world	Connecting with self and others
There is more to life than material gains	Meditation	Relaxation
Remembering the simple things that bring joy	Taking notice – appreciating nature	Service for those less fortunate
Physical Well being		
Outside activities to increase engagement	Activities to catch their short attention span	Dance and music during class time
School disco	Non-competitive sports	Girls team sports
Have a go sports at lunchtime	Interhouse sports competitions	Revamp playground on the field
Mental / Emotional / Self Well being		
Building confidence and resilience – belief in oneself	Embracing new experiences	Making positive choices
Staying positive in difficult times	Encouraging to ask for help	Reducing stress
Expressing feeling and emotions – and how to manage them	Knowing how to problem solve	How to cope in a rapidly changing world
Classroom / environmental considerations to support Well being		
Music and art for creativity and for calming purposes	Celebration of achievement	Support for gaps in knowledge
The importance of strong adult and student relationships	Wellbeing in class as well as out of class	Encourage students to keep toilet areas clean
The importance of positive feedback	Taking regular breaks	

Well being Models Shared:

Most Popular - Te Whare Tapa Whā



Second most popular – 5 ways to wellbeing



Third most popular – PERMA Model

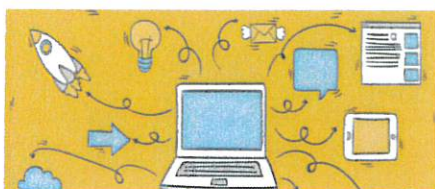


Community Dreaming Day Summary and Invitation for Further Feedback

September 2022



We took the opportunity to share more about how to support our [Students Well Being Online](#) as a direct response to supporting families to understand how to help their children to navigate the information age as 21 Century Learners



Together we reviewed our BYOD consent document. As a result we will:

- Provide families information on how to block apps where children can communicate during school hours (eg, robloks)
- Include 'no sharing of usernames' in our BYOD form

We shared information about being safe online and how, as parents, we can support our children

Here is what wonderings and suggestions our families had:

- A desire for further parent seminars to teach online safety, tech updates, and new developments (e.g. Spheroes/Lego)
- 1 request for parent computer lessons for parents who aren't computer savvy
- 1 request to bring BYOD earlier into Y3/4
- 1 request for school to provide a device for every student
- A request for clarification between ipads and Chromebooks
- A suggestion to limit screen-time; 20 minutes per session with a max of 1hr per day



What Next?

Where to From Here? If you were not able to attend the Community Dreaming Day and you wish to comment against any of the questions or items in this summary, you have until **Friday 28th October** to email your comments to lcampbell@starofthesea.school.nz.

Once the extended consultation period above comes to a conclusion, the OLSOS Leadership Team will work with the Board to adjust our strategic goals as needed and use the information to sharpen our planning and activity over the next three years.

