



OUR LADY STAR OF THE SEA SCHOOL

He Whetu o te Moana

Strategic Plan - Year 2023-2025

“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

Confidently **LIVING** with
Jesus as our Guide

Growing the wellbeing of our
Community

Members of the OLSOS community will:

Understand: the importance of wellbeing

Know: what affects wellbeing

Do: use strategies to support the
wellbeing of self and others

Confidently **LEARNING**
with Jesus as our Guide

Growing our rich curriculum
to ensure all learners succeed
as children of God

Members of the OLSOS community will:

Understand: the design of our local
curriculum

Know: the learning needs of all learners

Do: use this knowledge to ensure every
learner succeeds to the best of their ability

Confidently **SERVING** with
Jesus as our Guide

Growing our Catholic
Community to serve God's world

Members of the OLSOS community will:

Understand: we are members of God's family

Know: our responsibility to serve God's world

Do: use this knowledge to serve God's world
with confidence



STRATEGIC GOAL 1: Confidently Living with Jesus as our Guide

Growing the wellbeing of our Community

Members of the OLSOS community will: **Understand:** the importance of wellbeing **Know:** what affects wellbeing **Do:** use strategies to support the wellbeing of self and others

National Education and Learning Priorities (NELP)		ERO Evaluation Indicators
<u>Objective 1 Learners at the Centre</u> 1.1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying 1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures <u>Objective 2 Barrier Free Access</u> 2.3 Reduce Barriers to Education for all including for Māori and Pacific ākonga, disabled ākonga, and those with learning support needs <u>Objective 3 Quality Teaching and Leadership</u> 3.5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning		Domain 1: Stewardship Domain 2: Leadership for Equity and Excellence Domain 3: Educationally powerful connections and relationships
Key Knowledge		Evaluative Criteria
Members of the Our Lady Star of the Sea Learning Community will know: <ul style="list-style-type: none"> - That wellbeing holds a vital place in our overall health, happiness and the development of the whole person - That wellbeing is made of up four dimensions; spiritual, mental emotional, physical, family social - That wellbeing is underpinned by honoring the place we stand and those that have come before us - the strategies to use to help nurture mana, build resilience and help others to do the same - that as kaitiaki of God's creation we have a responsibility to look after the world around us and encourage others to do the same - 		Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can: <ul style="list-style-type: none"> - use a common language of wellbeing between home, school and the wider community - articulate the dimensions of wellbeing and exemplify these in their words and actions - use a variety of strategies to nurture mana, show resilience and help others do the same - engage in practices that preserve our environment
2023	2024	2025
1. Introduce Te Whare Tapa Wha wellbeing model 2. Teacher induction in Mitey programme 3. Embed Enviroschools initiatives	1. Embed Te Whare Tapa Wha 2. Engage in the teaching of the Mitey programme 3. Evaluate Enviroschools initiatives	1. Evaluate Te Whare Tapa Wha 2. Embed Mitey programme 3. Implement changes to Enviroschools initiatives

Strategic Goal 2 Confidently Learning With Jesus as our Guide

Growing our rich curriculum to ensure all learners succeed as children of God

Members of the OLSOS community will: Understand: the design of our local curriculum Know: the learning needs of all learners Do: use this knowledge to ensure every learner succeeds to the best of their ability

National Education and Learning Priorities (NELP)		ERO Evaluation Indicators
<u>Objective 1 Learners at the Centre</u> 1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures <u>Objective 2 Barrier Free Access</u> 2.3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy <u>Objective 3 Quality Teaching and Leadership</u> 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		Domain 1: Stewardship 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
Key Knowledge		Evaluative Criteria
Members of the Our Lady Star of the Sea Learning Community will know: <ul style="list-style-type: none"> - The learning progressions students will progress through - That learning involves building on prior learning - That our learning is connected across the NZ curriculum - That our learning involves both dispositions and academic skills - That students are agents of their own learning - We are on a journey to implement a new RE and NZ curriculum 		Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can: <ul style="list-style-type: none"> - Identify the major themes of the RE curriculum - Identify within learning programmes the elements of the connected curriculum (science, technology, arts, H and PE etc) - Put their learning into action in their everyday life - Name the 4 key dispositions on the graduate profile - Discuss goals, make a plan to achieve them and reflect on the outcomes
<u>2023</u>	<u>2024</u>	<u>2025</u>
1. Continue to trial Religious Education Curriculum 2. Further develop localised curriculum 3. Embed structured approach to literacy + maths planning using LPFs 4. Embed Learner Profile Dispositions 5. Engage in preparation for implementation of refreshed NZC	1. Review trial of Religious Education Curriculum and continue to develop resources 2. Review localised curriculum 3. Review structured approach to literacy + maths planning using LPFs 4. Review Learner Profile 5. Begin refreshed NZC implementation	1. Implement changes in Religious Education and review to improve resources 2. Implement changes to localised curriculum 3. implement changes in structured approach to literacy + maths planning using LPFs 4. Implement updated Learner profile 5. Implement refreshed NZC

Strategic Goal 3 Confidently Serving with Jesus as our Guide

Growing our Catholic Community to serve God's world

Members of the OLSOS community will: Understand: we are members of God's family Know: our responsibility to serve God's world Do: use this knowledge to serve God's world with confidence

National Education and Learning Priorities (NELP)		ERO Evaluation Indicators
<u>Objective 1 Learners at the Centre</u> 1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures <u>Objective 2 Barrier Free Access</u> 2.3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy <u>Objective 3 Quality Teaching and Leadership</u> 3.5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		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 Domain 5: Professional capability and collective capacity Domain 6: Evaluation, Inquiry, knowledge building for improvement and innovation
Key Knowledge		Evaluative Criteria
Members of the Our Lady Star of the Sea Learning Community will know: <ul style="list-style-type: none"> - Opportunities for connections across and within the school - What Christian witness involves - The ways our school is involved in Christian witness / outreach projects - Opportunities to serve our Catholic community - The connections between the school and our K.A - What support is available for our Fono / Whanau / Jia groups 		Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can: <ul style="list-style-type: none"> - Engage in Catholic social teaching across the community - Identify and support the four-key Catholic organisations our school works with - Recognise the involvement of our school within the K.A - Share their hopes and desires for our school and our learners - Contribute to and enrich the life of the school community.
2023	2024	2025
1. Develop and implement Christian Witness / outreach and service internal evaluation review and identify shifts in practice 2. Kahui Ako Connect - wider community engagement 3. Engage with Fono / Whanau / Jia groups	1. Embed Christian Witness / outreach and service internal evaluation review and review outcomes for learners 2. In consultation with board and community, select internal review dimension and engage in review 3. Kahui Ako Connect - wider community engagement 4. Engage with Fono / Whanau / Jia groups	1. Review Christian Witness / outreach and service internal evaluation. 2. Embed internal review outcomes 3. In consultation with board and community, select internal review dimension and engage in review 4. Kahui Ako Connect - wider community engagement 5. Engage with Fono / Whanau / Jia groups

ANNUAL PLAN 2023

Strategic Goal 1: Growing the wellbeing of our Community

OUR SCHOOL OUR CULTURE	Strategic Goal 1: Growing the wellbeing of our Community			
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?)
Introduce Te Whare Tapa Wha wellbeing model	<p>Introduce Te Whare Tapa Wha at ToD 26.1.23</p> <p>Include reference to Te Whare Tapa Wha in curriculum planning to ensure elements are included in curriculum delivery</p> <p>Teachers to introduce model in class and refer to it when engaging in activity to build each of the areas of wellbeing (eg, RE/prayer, introduce meditation, embed journalling, also in other curriculum areas; PE, restorative justice conversations etc). Performance tasks connected to faith based actions</p> <p>Model to be included in newsletters with examples of how areas of the model are being targeted and worked on through our curriculum delivery</p> <p>Well being Wednesday - ideas to be sought from staff as to what activity can take place on a Wed to build staff hauora</p>	3 years	Leadership Staff	<p>A common language of wellbeing is used between home, school and the wider community.</p> <p>Articulate the dimensions of wellbeing and exemplify these in words and actions.</p>
Teacher induction in Mitey programme	<p>Beginning in Term 3 with the Mitey team - staff meetings across Term 3 and 4 to train staff with a view to implementation of the Mitey programme in 2024.</p> <p>Build knowledge of how Mitey supports Te Whare Tapa Wha</p>	3 years	Leadership Staff Mitey Coaches	<p>Use a variety of strategies to nurture mana, show resilience and help others do the same.</p> <p>Using the Mitey Mana Model, students, staff and families will build capability within the emotional and mental wellbeing fields to support growth in the elements of Te Whare Tapa Wha</p>
				<p>UPDATE:</p>
Embed Enviroschools initiatives	<p>Continue the Enviroschools initiatives begun last year. Report regularly to the community on activity in newsletters</p> <p>Keep enviro activities at the forefront with regular updates at assemblies connecting and promoting concepts from Laudato Si and Fratteli Tutti</p> <p>Use Enviro Team to develop our cultural narrative through connect with Enviro-schools and Kahui Ako connect</p>	all year	Enviro lead teacher Staff Enviro team Enviro Schools Kahui Ako all students	<p>Engage in practices that preserve our environment and ground our students in the place on which we stand.</p> <p>Practices to lower waste, maximise recycling opportunities and take care of the environment undertaken at OLSOS as kaitiaki of God's creation will be transferred into home practices</p>
				<p>UPDATE:</p>



ANNUAL PLAN 2023

OUR SCHOOL OUR LEARNING	Strategic Goal 2 Growing our rich curriculum to ensure all learners succeed as children of God			
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?)
Embed Religious Education Curriculum	Include Religious Education Planning sessions as part of Curriculum Planning cycle termly Observe and give feedback on RE delivery in classes Provide termly updates to the board on the journey of the implementation of the new RE curriculum	all year	DRS, Leadership staff	The major themes of the RE curriculum will be known by the community. The delivery of the RE curriculum will provide deep teaching and learning opportunities for students. The learning undertaken will enrich the lives of staff and students and be transferred into homes in our community.
	UPDATE:			
Further develop localised curriculum	Provide CORE Team and staff structured opportunities for development of localised curriculum using the UBD framework. Connect with local iwi - staff visit Te Whare Matariki Marae to learn more about local iwi history in order to share with staff/children and establish connection with Marae for class visits/visit marae and church / historic walk	all year	Curriculum lead Leadership staff	Our students and community will be able to identify within learning programmes the elements of the connected curriculum (science, technology, arts, H and PE etc). Name the 4 key dispositions in our Graduate Profile. Local curriculum design meets the learning needs of our students, is engaging and relevant to today's students. Learning undertaken across the curriculum will advance learning dispositions. Learning will be transferred into action in students daily lives.
	UPDATE:			
Embed structured approach to literacy + maths planning using LPFs	Utilise the 200 hours of MOE PLD using Dr Christine Braid and the Massey Literacy Team to build on foundations of the Structured Approach to Literacy from 2022 Share our journey with Kahui Ako Schools and learn from the sharing of their journey with us Collaboratively plan as a staff once a term at a staff meeting using the LPFs and previous signpost plans to sharpen delivery using the framework	all year	Leadership Staff Massey University TEam	Staff are skilled and well planned in order to meet the diverse literacy and numeracy learning needs of their students. Students and their families will discuss goals and make a plan to achieve them and reflect on their outcomes with their Teacher. Student achievement in literacy and numeracy is maximised so our learners perform to the best of their ability.

	Track Year 2 students from last year into 2023			
	UPDATE:			
Embed Learner Profile Dispositions	Seek from families their desire for the disposition/gospel value area that most needs development in their child to formulate a disposition goal at the beginning of the year. Update mid and reshape disposition goal as needed	all year	Leadership staff families	The four key dispositions on the Graduate Profile are known by the community. The development of learning dispositions will be at the forefront of conversations between home and school. Students and their families will discuss disposition goals and make a plan to achieve them with their Teacher. Families will support their children in the development of dispositions that will underpin and strengthen academic outcomes and assist to grow the whole child
	UPDATE:			
Engage in preparation for implementation of refreshed NZC	SLT attend PLD sessions seeking feedback as the refreshed NZC is taking shape SLT to keep staff informed as the NZC refresh grows Work alongside Kahui Ako in developing an understanding of the changes in the refreshed NZC Reflect curriculum refresh in localised curriculum	all year	leadership staff	When the time comes to fully engage with the NZC refresh, leadership and staff will be prepared to make the needed changes in delivery. Leadership and staff will be upskilled to competently bring families along on the change journey in terms of their understanding and change in reporting that will occur.
	UPDATE:			

ANNUAL PLAN 2023

OUR SCHOOL OUR COMMUNITY	Strategic Goal 3 Growing our Catholic Community to serve God’s world			
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?)
Christian Witness/ outreach and service development processes	Create an overview of schoolwide outreach actions already in place. Identify any gaps / opportunities that could be added to our outreach response - develop an action plan for 2023 christian witness outreach activity with the Liturgy Team and Student Council Unpack and communicate to the wider school community the understanding of what Christian Witness means at a primary school level and the links to Encounter with Christ Engage in a schoolwide Caritas Challenge to support an identified community. Reinstate the termly mufti days in support of Catholic organisations i.e Caring Foundation, Caritas, Mission and Mercy.	across the year	DRS Leadership Liturgy Team Staff	Our community will grow in understanding of Catholic Social Teaching. The four key Catholic Organisations that support Christian Witness and outreach will be known by and supported by the community Christian Witness elements will be strengthened where needed in our school Families will be aware of the Christian Witness outreach opportunities students have at OLSOS Students will develop a sense of service to their community and the world driven to action by their Catholic Faith
	UPDATE:			
Use connection with the wider community of our Kahui Ako to develop school processes	WST appointment and regular sharing Updates in Leadership Minutes shared with staff Engage with Tui Tuia to support Fono Whanau group engagement Engage with Cultural Narrative element of Kahui Ako linked to environmental work	Across the year	Principal Leadership Team WST staff Staff	Professional growth and development opportunities will be maximised through the connection with the Kahui Ako. The community will recognise the involvement of our school within a wider network of local Christian Schools for the benefit of all akonga.
	UPDATE:			
Engage with our school families (Fono / Whanau / Jia groups) and wider community	Grandparents day - Wednesday 26th July (Feast of Anne and Joachim) Further comms re invitation for prayer in class	across the year	Leadership Pacific Champion staff member Staff Families	Students sense of self is reflected in the school environment. To maximise home school partnerships to better understand needs of families and students and plan to meet these needs Our community positively contributes to the life of the school

	<p>Initiate ‘Coffee with the Principal 2.15pm once a month - include prayer with parents in this as a beginning to developing a parent prayer group</p> <p>Reinstate passion projects including members of the community in sharing their passion</p> <p>Utilise the expertise of Tui Tuia from Auckland University (connect through Kahui Ako) to engage with our Pacific Whanau and use experience to build model to engage with Maori and Jia groups</p> <div data-bbox="544 454 1043 635"><div><p>Poutama Reo</p><p>Poutama Reo is a quality improvement framework that provides a progressive pathway for English-medium schools to review and improve their provision of te reo Māori language school-wide. It is also known as the 'Te Reo Māori Quality Improvement Framework', and forms part of the broader revitalisation of te reo Māori.</p><p>Poutama Reo was developed by Te Pou Māhau and will be introduced to schools next year. You can use Poutama Reo to determine where your school is on your te reo Māori journey and explore possible next steps.</p><p>Participants in the Poutama Reo pilot indicated that the framework helped much needed clarity and guidance for schools.</p><p>Your evaluation partner can talk to you about this in the next year.</p></div><div><p>Education Now</p><p>Education Now is a free survey tool that gathers the voices of leaders, teachers, students, whānau and the board.</p><p>Education Now's surveys include questions aligned to the School Evaluation Indicators to help schools with useful insights and real data from their whole community. ERG's 'Te Ihaka' researchers will collect and analyse the data, and participating schools will receive a free report summarising information about their school drawn from these surveys. This is helpful for schools' own internal evaluation and is most useful alongside the School Improvement Framework.</p><p>Find out more about Education Now on our website.</p></div></div>			<p>Students wellbeing is supported</p>
<p>UPDATE:</p>				