

# **Our Lady Star of the Sea School (Howick)**

## **ANNUAL REPORT**

**FOR THE YEAR ENDED 31 DECEMBER 2022**

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

## **Our Lady Star of the Sea School (Howick)**

# **Members of the Board of Trustees**

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/Expires</b>
Alina Hooper	Acting chair/Parent Representative	Elected	Election 2025
Father John Fitzmaurice	Proprietor Representative	Proprietor Appointed	
Ms Linda McQuade	Proprietor Representative	Proprietor Appointed	
Mr Anil D'Silva	Proprietor Representative	Proprietor Appointed	
Mr Bryan Mills	Proprietor Representative	Proprietor Appointed	Election 2025
Ms Sharon Yeh	Parent Representative	Elected	
Mrs Lucy Rogers	Parent Representative	Elected	
Mr David Wu	Parent Representative	Elected	Election 2025
Louise Campbell	Principal	Principal	
Mrs Maria Kelly	Staff Representative	Teacher	
Stephen McKenzie	Parent Representative	Elected	Expired 2022
Chotelle Bidois	Parent Representative	Elected	Expired 2022
Yohann Cuer	Parent Representative	Elected	Expired 2022

# Our Lady Star of the Sea School (Howick)

Annual Report - For the year ended 31 December 2022

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# Our Lady Star of the Sea School (Howick)

## Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Alina Hopper  
Full Name of Presiding Member

A. Hopper  
Signature of Presiding Member

30/6/2023  
Date:

Louise Campbell  
Full Name of Principal

L Campbell  
Signature of Principal

30-06-23  
Date:



# Our Lady Star of the Sea School (Howick)

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	2,856,727	2,510,727	2,914,149
Locally Raised Funds	3	340,157	309,200	376,877
Use of Proprietor's Land and Buildings		1,085,000	980,000	962,500
Interest Income		13,851	2,000	4,093
Other Revenue		16,059	-	-
<b>Total Revenue</b>		<b>4,311,794</b>	<b>3,801,927</b>	<b>4,257,619</b>
<b>Expenses</b>				
Locally Raised Funds	3	80,912	25,700	99,772
Learning Resources	4	2,420,210	2,336,629	2,557,610
Administration	5	296,607	273,887	265,597
Finance		2,375	3,500	3,806
Property	6	1,307,571	1,190,326	1,169,092
Equitable Leasehold Interest	7	3,081	3,081	3,081
Loss on Disposal of Property, Plant and Equipment		1,254	-	5,309
<b>Total Expenses</b>		<b>4,112,010</b>	<b>3,833,123</b>	<b>4,104,267</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>199,784</b>	<b>(31,196)</b>	<b>153,352</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>199,784</b>	<b>(31,196)</b>	<b>153,352</b>

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



# Our Lady Star of the Sea School (Howick)

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>	<u>774,726</u>	<u>774,726</u>	<u>607,883</u>
Total comprehensive revenue and expense for the year	199,784	(31,196)	153,352
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	15,371	-	13,491
<b>Equity at 31 December</b>	<u>989,881</u>	<u>743,530</u>	<u>774,726</u>
Accumulated comprehensive revenue and expense	989,881	743,530	774,726
<b>Equity at 31 December</b>	<u>989,881</u>	<u>743,530</u>	<u>774,726</u>

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



# Our Lady Star of the Sea School (Howick)

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	402,651	784,545	712,509
Accounts Receivable	9	214,570	206,500	200,890
GST Receivable		7,532	14,000	13,445
Prepayments		38,064	15,000	11,911
Inventories	10	30,233	22,000	21,715
Investments	11	509,217	-	-
		1,202,267	1,042,045	960,470
<b>Current Liabilities</b>				
Accounts Payable	14	257,153	275,984	262,542
Revenue Received in Advance	15	7,107	3,000	2,903
Provision for Cyclical Maintenance	16	88,390	120,932	65,606
Finance Lease Liability	17	18,153	12,825	21,739
Funds held on behalf of Kahui Ako Community of Learning Cluster	18	38,183	22,000	26,224
		408,986	434,741	379,014
<b>Working Capital Surplus/(Deficit)</b>		793,281	607,304	581,456
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	281,773	212,142	282,892
Equitable Leasehold Interest	13	30,808	30,808	33,889
		312,581	242,950	316,781
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	100,765	100,400	113,905
Finance Lease Liability	17	15,216	6,324	9,606
		115,981	106,724	123,511
<b>Net Assets</b>		989,881	743,530	774,726
<b>Equity</b>		989,881	743,530	774,726

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



# Our Lady Star of the Sea School (Howick)

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		867,822	710,727	804,245
Locally Raised Funds		336,571	298,697	316,685
International Students		11,304	12,000	-
Goods and Services Tax (net)		5,913	(555)	13,494
Payments to Employees		(469,601)	(485,373)	(482,709)
Payments to Suppliers		(518,733)	(416,101)	(496,125)
Interest Paid		(2,375)	(3,500)	(3,806)
Interest Received		10,436	1,811	3,726
Net cash from/(to) Operating Activities		241,337	117,706	155,510
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(50,814)	(29,250)	(60,013)
Purchase of Investments		(509,217)	-	-
Net cash from/(to) Investing Activities		(560,031)	(29,250)	(60,013)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		15,371	-	13,491
Finance Lease Payments		(18,494)	(12,196)	(16,893)
Funds Administered on Behalf of Third Parties		11,959	(4,224)	26,224
Net cash from/(to) Financing Activities		8,836	(16,420)	22,822
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(309,858)</b>	<b>72,036</b>	<b>118,319</b>
Cash and cash equivalents at the beginning of the year	8	712,509	712,509	594,190
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>402,651</b>	<b>784,545</b>	<b>712,509</b>

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

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



# Our Lady Star of the Sea School (Howick)

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### **Reporting Period**

The financial reports have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

##### **Basis of Preparation**

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

##### **Financial Reporting Standards Applied**

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

##### **PBE Accounting Standards Reduced Disclosure Regime**

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

##### **Measurement Base**

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

##### **Presentation Currency**

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

##### **Specific Accounting Policies**

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

##### **Critical Accounting Estimates And Assumptions**

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

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

##### **Cyclical maintenance**

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

##### **Useful lives of property, plant and equipment**

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.



# **Our Lady Star of the Sea School (Howick)**

## **Notes to the Financial Statements (cont'd)**

For the year ended 31 December 2022

### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17. If applicable, future operating lease commitments are disclosed in note 23b.

#### ***Recognition of grants***

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

### **c) Revenue Recognition**

#### ***Government Grants***

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

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

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

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

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

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

#### ***Other Grants where conditions exist***

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

#### ***Donations, Gifts and Bequests***

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and revenue when conditions are satisfied.

#### ***Interest Revenue***

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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



# Our Lady Star of the Sea School (Howick)

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

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

### **i) Investments**

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

### **j) Property, Plant and Equipment**

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

Improvements (funded by the Board) to buildings owned by the Proprietor or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

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





# Our Lady Star of the Sea School (Howick)

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

### **k) Impairment of property, plant, and equipment**

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

#### *Non cash generating assets*

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on the valuer's approach to determining market value.

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

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

### **n) Revenue Received in Advance**

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

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

### **o) Funds Held for Capital Works**

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School's five year capital works agreement. These funds are held on behalf and for a specified purpose, as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

### **p) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expenses. In instances where the School is determined to be the principal for providing the service related to the Shared Funds, all income and expenditure related to the provision of recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.





# **Our Lady Star of the Sea School (Howick)**

## **Notes to the Financial Statements (cont'd)**

For the year ended 31 December 2022

### **q) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7-10 year period, the economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

### **r) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain on derecognition are recognised in surplus or deficit.

### **s) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

### **t) Budget Figures**

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

### **u) Services Received In-Kind**

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



# Our Lady Star of the Sea School (Howick)

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

### 2. Government Grants

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	874,070	700,727	818,074
Teachers' Salaries Grants	1,982,657	1,800,000	2,091,708
Other Government Grants	-	10,000	4,367
	<u>2,856,727</u>	<u>2,510,727</u>	<u>2,914,149</u>

### 3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	192,932	234,400	232,752
Curriculum related Activities - Purchase of goods and services	43,460	43,700	90,324
Trading	40,838	4,100	26,798
Fundraising & Community Grants	51,623	-	1,117
Other Revenue	-	15,000	15,451
International Student Fees	11,304	12,000	10,435
	<u>340,157</u>	<u>309,200</u>	<u>376,877</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	27,983	25,700	74,915
Trading	30,404	-	22,911
Fundraising and Community Grant Costs	22,213	-	1,345
International Student - Other Expenses	312	-	601
	<u>80,912</u>	<u>25,700</u>	<u>99,772</u>
	<u>259,245</u>	<u>283,500</u>	<u>277,105</u>

*Surplus/ (Deficit) for the year Locally raised funds*

During the year the School hosted 1 International student (2021:1)

### 4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	78,380	93,265	59,460
Equipment Repairs	493	300	194
Information and Communication Technology	14,240	18,225	13,041
Library Resources	251	1,500	544
Employee Benefits - Salaries	2,204,013	2,052,214	
Staff Development	45,388	71,125	
Depreciation	77,445	100,000	
	<u>2,420,210</u>	<u>2,336,629</u>	



# Our Lady Star of the Sea School (Howick)

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

### 5. Administration

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Audit Fee	8,984	8,984	8,722
Board Fees	3,750	3,850	4,370
Board Expenses	8,272	6,940	5,913
Communication	5,771	6,500	6,256
Consumables	47,469	35,693	42,370
Other	7,729	8,350	8,101
Employee Benefits - Salaries	202,519	190,510	176,639
Insurance	6,123	6,700	5,550
Service Providers, Contractors and Consultancy	5,990	6,360	7,676
	<u>296,607</u>	<u>273,887</u>	<u>265,597</u>

### 6. Property

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	9,403	9,200	8,223
Consultancy and Contract Services	45,040	44,000	45,040
Cyclical Maintenance Provision	39,898	21,000	21,670
Grounds	14,549	23,600	23,168
Heat, Light and Water	34,129	27,500	23,798
Repairs and Maintenance	14,256	30,200	19,558
Use of Land and Buildings	1,085,000	980,000	962,500
Security	11,013	9,000	9,436
Employee Benefits - Salaries	54,283	45,826	55,699
	<u>1,307,571</u>	<u>1,190,326</u>	<u>1,169,092</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

### 7. Other Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Equitable Leasehold Interest	3,081	3,081	3,081
	<u>3,081</u>	<u>3,081</u>	



# Our Lady Star of the Sea School (Howick)

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

### 8. Cash and Cash Equivalents

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Bank Accounts	402,651	284,545	220,222
Short-term Bank Deposits	-	500,000	492,287
Cash and cash equivalents for Statement of Cash Flows	402,651	784,545	712,509

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

Of the \$402,651 Cash and Cash Equivalents, \$38,183 is held by the School on behalf of the Kahui Ako Community of Learning (COL) cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

### 9. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	38,945	25,000	26,400
Interest Receivable	4,726	1,500	1,311
Teacher Salaries Grant Receivable	170,899	180,000	173,179
	214,570	206,500	200,890
Receivables from Exchange Transactions	43,671	26,500	27,711
Receivables from Non-Exchange Transactions	170,899	180,000	173,179
	214,570	206,500	200,890

### 10. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
School Uniforms	30,233	22,000	21,715
	30,233	22,000	21,715



# Our Lady Star of the Sea School (Howick)

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

### 11. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Current Asset Short-term Bank Deposits	509,217	-	-
<b>Total Investments</b>	<b>509,217</b>	<b>-</b>	<b>-</b>

### 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings - School	25,369	16,171	-	-	(767)	40,773
Furniture and Equipment	197,460	32,343	(517)	-	(43,087)	186,199
Information and Communication Technology	13,245	-	-	-	(8,394)	4,851
Leased Assets	28,110	26,766	-	-	(22,663)	32,213
Library Resources	18,708	2,300	(737)	-	(2,534)	17,737
<b>Balance at 31 December 2022</b>	<b>282,892</b>	<b>77,580</b>	<b>(1,254)</b>	<b>-</b>	<b>(77,445)</b>	<b>281,773</b>

The net carrying value of furniture and equipment held under a finance lease is \$32,213 (2021: \$28,110)

#### Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Buildings - School	42,822	(2,049)	40,773	26,651	(1,282)	25,369
Furniture and Equipment	704,074	(517,875)	186,199	686,244	(488,784)	197,460
Information and Communication Technology	204,260	(199,409)	4,851	227,534	(214,289)	13,245
Leased Assets	134,501	(102,288)	32,213	107,735	(79,625)	28,110
Library Resources	55,721	(37,984)	17,737	55,611	(36,903)	18,708
<b>Balance at 31 December</b>	<b>1,141,378</b>	<b>(859,605)</b>	<b>281,773</b>	<b>1,103,775</b>	<b>(820,883)</b>	<b>282,892</b>



# Our Lady Star of the Sea School (Howick)

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

### 13. Equitable Leasehold Interest

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

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
The major capital works assets included in the equitable leasehold interest are:			
Network Cabling	30,808	30,808	33,889
	<u>30,808</u>	<u>30,808</u>	<u>33,889</u>

### 14. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	14,890	30,000	29,434
Accruals	8,984	8,984	6,106
Employee Entitlements - Salaries	172,447	182,000	174,716
Employee Entitlements - Leave Accrual	60,832	55,000	52,286
	<u>257,153</u>	<u>275,984</u>	<u>262,542</u>
Payables for Exchange Transactions	257,153	275,984	262,542
	<u>257,153</u>	<u>275,984</u>	<u>262,542</u>

The carrying value of payables approximates their fair value.

### 15. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Other	7,107	3,000	2,903
	<u>7,107</u>	<u>3,000</u>	<u>2,903</u>



# Our Lady Star of the Sea School (Howick)

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

### 16. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	179,511	179,511	163,637
Increase to the Provision During the Year	39,898	21,000	21,670
Use of the Provision During the Year	(30,254)	20,821	(5,796)
Provision at the End of the Year	189,155	221,332	179,511
Cyclical Maintenance - Current	88,390	120,932	65,606
Cyclical Maintenance - Non current	100,765	100,400	113,905
	189,155	221,332	179,511

The school's cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

### 17. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment.

Minimum lease payments payable:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	19,855	14,525	23,560
Later than One Year and no Later than Five Years	16,160	7,245	9,996
Future Finance Charges	(2,646)	(2,621)	(2,211)
	33,369	19,149	31,345
<b>Represented by</b>			
Finance lease liability - Current	18,153	12,825	21,739
Finance lease liability - Non current	15,216	6,324	9,606
	33,369	19,149	31,345



# Our Lady Star of the Sea School (Howick)

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

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

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	26,224	26,224	40,135
Funds Received from Cluster Members	19,500	-	-
Total funds received	45,724	26,224	40,135
Funds Spent on Behalf of the Cluster	7,541	4,224	13,911
Funds remaining	38,183	22,000	26,224
Distribution of Funds			
Funds Held at Year End	38,183	22,000	26,224

### 19. Related Party Transactions

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

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

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

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

Under an agency agreement, the School collects funds on behalf of the Proprietor [or vice versa]. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$148,718 (2021: \$159,079). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are Nil. (2021: Nil).





# Our Lady Star of the Sea School (Howick)

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

### 20. Remuneration

#### Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,750	4,370
<i>Leadership Team</i>		
Remuneration	713,450	607,693
Full-time equivalent members	6	5
Total key management personnel remuneration	<u>717,200</u>	<u>612,063</u>

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

#### Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	170-180
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

#### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100-110	3.00	4.00
120-130	2.00	1.00
	<u>5.00</u>	<u>5.00</u>

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

### 21. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	
Total	-	
Number of People	-	



# **Our Lady Star of the Sea School (Howick)**

## **Notes to the Financial Statements (cont'd)**

For the year ended 31 December 2022

### **22. Contingencies**

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022.

(Contingent liabilities and assets at 31 December 2021: nil).

#### **Holidays Act Compliance – schools payroll**

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

#### **Additional Funding wash up payment**

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

### **23. Commitments**

#### **(a) Capital Commitments**

As at 31 December 2022 the Board has entered into no contract agreements for capital works.

(Capital commitments at 31 December 2021: Nil)



# Our Lady Star of the Sea School (Howick)

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

### 24. Financial Instruments

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
<b>Financial assets measured at amortised cost</b>			
Cash and Cash Equivalents	402,651	784,545	712,509
Receivables	214,570	206,500	200,890
Investments - Term Deposits	509,217	-	-
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>1,126,438</b>	<b>991,045</b>	<b>913,399</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	257,153	275,984	262,542
Finance Leases	33,369	19,149	31,345
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>290,522</b>	<b>295,133</b>	<b>293,887</b>

### 25. Events After Balance Date

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

### 26. Comparatives

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



**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF OUR LADY STAR OF THE SEA SCHOOL  
(HOWICK)'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2022**

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

**Opinion**

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2022; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 30 June 2023. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

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

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

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

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### **Responsibilities of the Board for the financial statements**

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

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Kiwi Sport Note, 2022 Annual Report and Statement of Compliance with Good Employer Policy, but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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

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



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



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 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)



**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><b>Transfer Goal</b> (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><b>Spiritually connected;</b> building and nurturing positive relationships as they live their lives based on Gospel values.</p>	<p><b>Understanding:</b> <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><b>Essential Question:</b> <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><b>Knowledge:</b> <i>Members of the Our Lady Star of the Sea Learning Community will KNOW:</i></p> <ul style="list-style-type: none"> <li>• The Gospel stories about Jesus life</li> <li>• That faith impacts relationships</li> <li>• Our faith calls us to act in a certain way.</li> <li>• The story of our founders and their motivators</li> <li>• That knowledge of the past can impact on our present and help shape our future</li> <li>• Our values and learner profile and assist in growing all learners in this mission</li> <li>• How our school sits at the heart of our parish</li> </ul>	<p><b>Evaluative Criteria:</b> <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"> <li>• Verbally communicate vision of the school</li> <li>• Demonstrate elements of learner profile appropriate for each student level</li> <li>• Connect elements of learner profile and our school story to Gospel stories</li> <li>• Recall the details of our founders and their impact on our school journey</li> <li>• Identify and recount their own encounters with Christ and how they bring Christ to others</li> <li>• Effectively engage in both parish and school life</li> </ul>	



**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><b>Transfer Goal</b> (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><b>Learners for life</b>; engaged, creative thinkers with a strong desire for growing their faith and enhancing their learning throughout their lives</p>	<p><b>Understandings:</b> <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><b>Essential Question:</b> <i>Members of the Our Lady Star of the Sea Learning Community will explore...</i></p> <p>2a i) What is learning? 2a ii) How do you manage learning for life? 2a iii) How does our faith affect our learning journey?</p> <p>2b i) What impacts on a learning journey? 2b ii) How the experience of/in other Kahui Ako contexts can support the learning journey at OLSOS</p>
<p><b>Knowledge:</b> <i>Members of the Our Lady Star of the Sea Learning Community will KNOW:</i></p> <ul style="list-style-type: none"><li>• The competencies that make a learner</li><li>• How to learn within different contexts</li><li>• How faith affects our learning journey</li><li>• How to share their learning</li><li>• That learning is a continuous process</li><li>• How to be a part of a learning journey</li><li>• How choices and decisions can affect a learning journey.</li><li>• The skills and dispositions of a learner for life</li><li>• There are many models of learners for life in the world around us</li><li>• That learning requires risk taking - we learn from our failures in order to succeed</li></ul>	<p><b>Evaluative Criteria:</b> <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"><li>• Develop and use a common language of learning that applies to all stakeholders of OLSOS</li><li>• Name the dispositions lifelong learners possess</li><li>• Name their own strengths and weaknesses regarding lifelong learning skills and dispositions</li><li>• Name possible next steps on their own learning journey in terms of developing as a lifelong learner</li><li>• Develop, know and understand an OLSOS culture (of learning) that is made obvious to all stakeholders</li><li>• Make connections between learning undertaken to help make a difference to authentic real world situations and establish ways of applying these</li><li>• Share goals and next steps</li><li>• Demonstrate elements of learner profile / values and vision appropriate for students</li><li>• Use pockets of expertise across Kahui Ako contexts to support the OLSOS learning journey</li></ul>	



**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><b>Transfer Goal</b> (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><b>Actively involved;</b> in a range of contexts with family/whanau, school, parish and the wider communities to become Christ Centred global citizens.</p>	<p><b>Understandings:</b> <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><b>Essential Question:</b> <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><b>Knowledge:</b> <i>Members of the Our Lady Star of the Sea Learning Community will KNOW:</i></p> <ul style="list-style-type: none"> <li>• Ways we can connect learning, both in our school context and how home / community / parish can support this</li> <li>• The connections between our faith and new learning and how these apply to authentic real world situations</li> <li>• The transfer of learning is best measured through authentic performance</li> </ul>	<p><b>Evaluative Criteria:</b> <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"> <li>• Name the skills that are important to develop to create lifelong learners</li> <li>• Work towards improving their skills and dispositions so as to develop fully and holistically</li> <li>• Show, through their daily actions and interactions, their personal development as a lifelong learner</li> <li>• Put into action support and reinforcement of this learning journey through home, community and parish</li> </ul>	



**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><b>Transfer Goal</b> (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><b>Confident faith filled members of society</b> 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><b>Understandings:</b> <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><b>Essential Question:</b> <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><b>Knowledge:</b> <i>Members of the Our Lady Star of the Sea Learning Community will KNOW:</i></p> <ul style="list-style-type: none"> <li>• What hauora is</li> <li>• How to grow our own hauora</li> <li>• How to share our hauora with others</li> <li>• How confidence affects hauora</li> <li>• How to contribute positively to communities</li> <li>• The dispositions of a faith filled member of society</li> </ul>	<p><b>Evaluative Criteria:</b> <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"> <li>• Demonstrate elements of our Learner Profile, Vision and Values</li> <li>• View the school environment as a place that reflects desire for hauora in our stakeholders</li> </ul>	



Tika (Justice)

Ngāwari (Resilience)

Māia (Courage)

Manaaki (Respect)

Āwhina (Service)

## 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?)
<p>Pope Francis' 8th work of Mercy - Care for our common home:</p> <p>Develop EnviroSchool systems and practices that teach and ensure our students are effective kaitiaki of this land.</p>	<ul style="list-style-type: none"> <li>- Board approval for investment in EnviroSchools support in 2022</li> <li>- Advertise Unit Job Description December 2021</li> <li>- Appoint Unit Holder January 2022</li> <li>- Unit Holder develop plans for sustainable practices at OLSOS supported by EnviroSchools team and student leaders</li> <li>- implement plans, sharing outcomes with community through regular updates in newsletters</li> </ul>	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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Āwhina (Service)



	<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			
<p>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.</p> <p>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.</p> <p>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</p>				

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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"> <li>- Lead practitioner to engage in PLD offered by MOE to understand the Learning Progressions within the PaCT tool</li> <li>- Delivery of this PLD to staff via a succession of staff meetings</li> <li>- Aim to be using the tool in maths only by mid 2022 - focus Y4-6 (covid allowing)</li> <li>- link to teaching as inquiry in Y4-6 where links are visible</li> </ul> <p>Engaging in Structured Literacy PLD as a school</p> <ul style="list-style-type: none"> <li>- launch with TOD 25 Feb 2022 with the Science of Reading Christine Braid</li> <li>- collaborative teaching and observation with feedback and reflection throughout</li> </ul>	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><b>See Appendix A for end of year data</b></p>			
Captialise on our connection with the 6 schools in the South East Christian Kahuia ako to support teaching as inquiry outcomes	<ul style="list-style-type: none"> <li>- Learner Agency / Measurement workstream</li> <li>- Growing Literacy Teacher Capabilities workstream (including the science of reading decodable texts work)</li> <li>- 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</li> </ul>	Across the Year	ASTs WSTs Teachers	Connect with teachers in other schools to share and raise the capacity of all teachers to meet the needs of the students in their context.



- 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

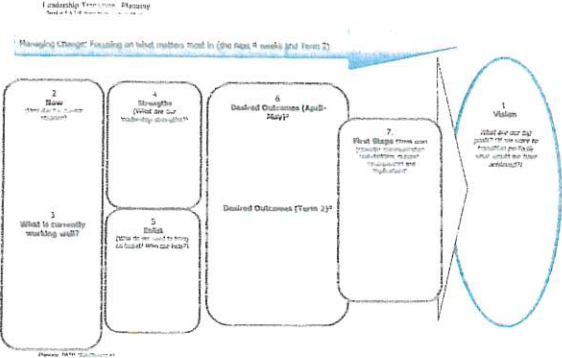
Update September: Relevant staff continue to attend ongoing Literacy transition meetings, ongoing ECE|New Entrant Hui as well as relevant staff attending the Structured Literacy Hui (second of which has just been undertaken). Pacific Champion assisting leadership team to discuss and plan for use of Tui 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	<b>Strategic Goal 3</b> 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> 			Our diverse community will feel connected to the school journey and supported in their learning journey with their children
	<p><b>UPDATE:</b>            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>			



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"><li>- Implement Netsafe programme elements throughout the community</li><li>- appoint an ICT lead - management unit attached</li><li>- establish parameters of Netsafe programme for parents, teachers, chn</li><li>- engage in roll out of netsafe programme (could be parent meeting content in this element too)</li><li>- Review byod contracts and school approach to digital citizenship documentation</li></ul>	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"> <li>- as part of our strategic refresh</li> <li>- define wellbeing at OLSOS (staff, board, students community)</li> <li>- identify key elements that will grow /feed wellbeing</li> <li>- establish goals and actions to develop these elements in our school community</li> </ul>	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"> <li>- COLA erection</li> <li>- turf and new BBall hoops installed</li> <li>- mud kitchen area Learning Through Play design to be implemented</li> <li>- re-promote the Buddy Bus stop as a system for well being/friendship support.</li> </ul>	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><b>UPDATE</b></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"> <li>- upgrading of boundary fencing around both fields</li> <li>- upgrade bathroom between Rooms 16 and 17 (new paint, flooring pour)</li> <li>- 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</li> <li>- replaced all wall coverings (autex) in admin block and top floor of double story block</li> <li>- remedy hot mix in areas identified in bus bay and repaint road markings in this area</li> </ul> <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)

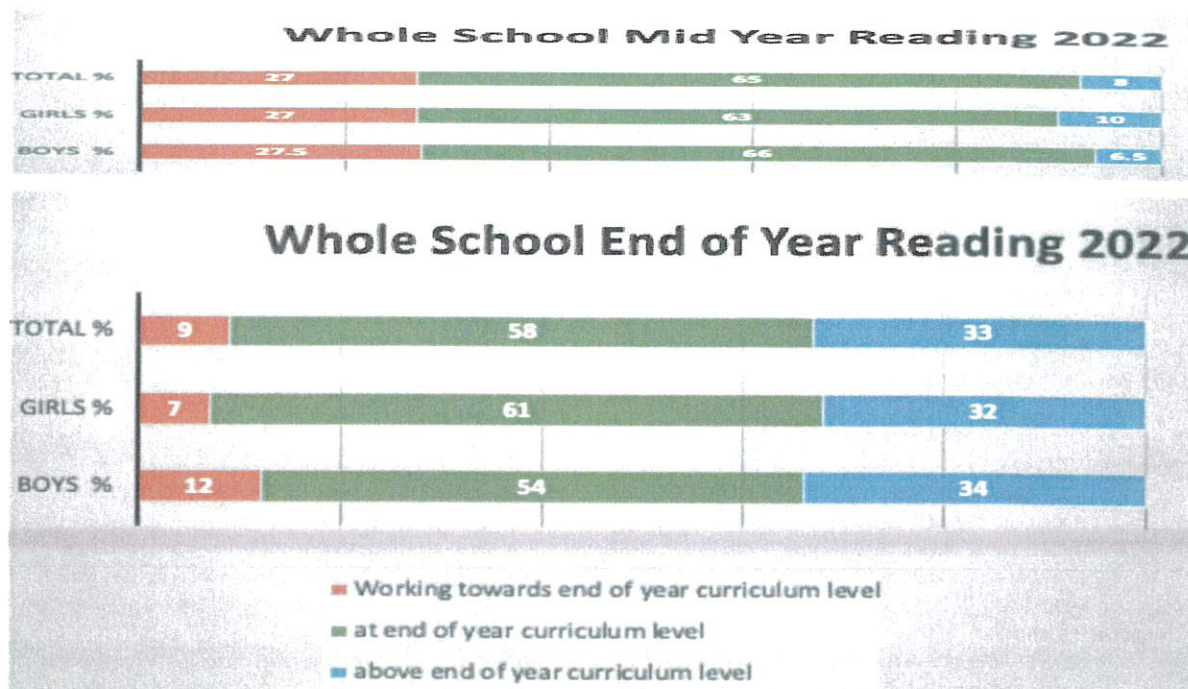
Māia (Courage)

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):**

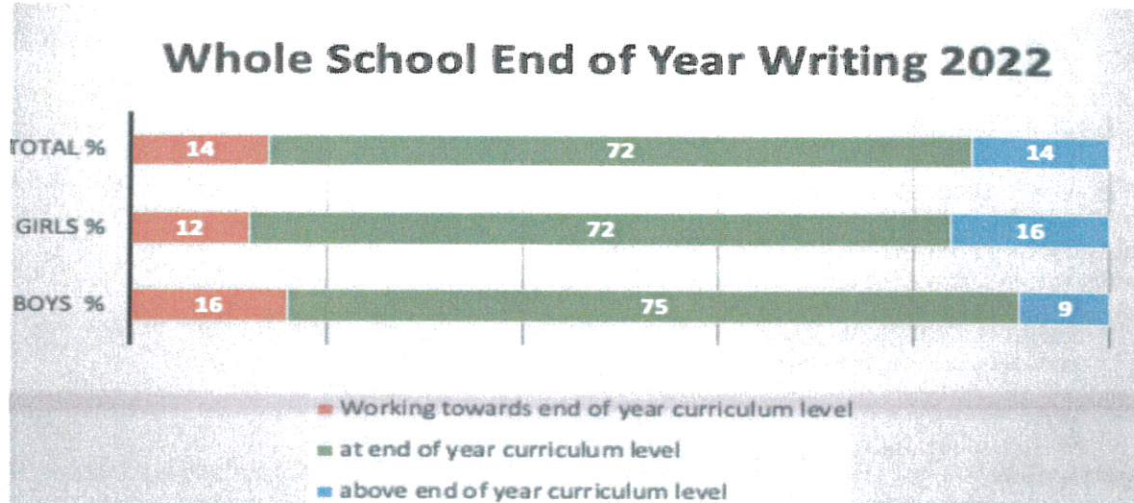
#### **Positive Variances:**

- 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:**

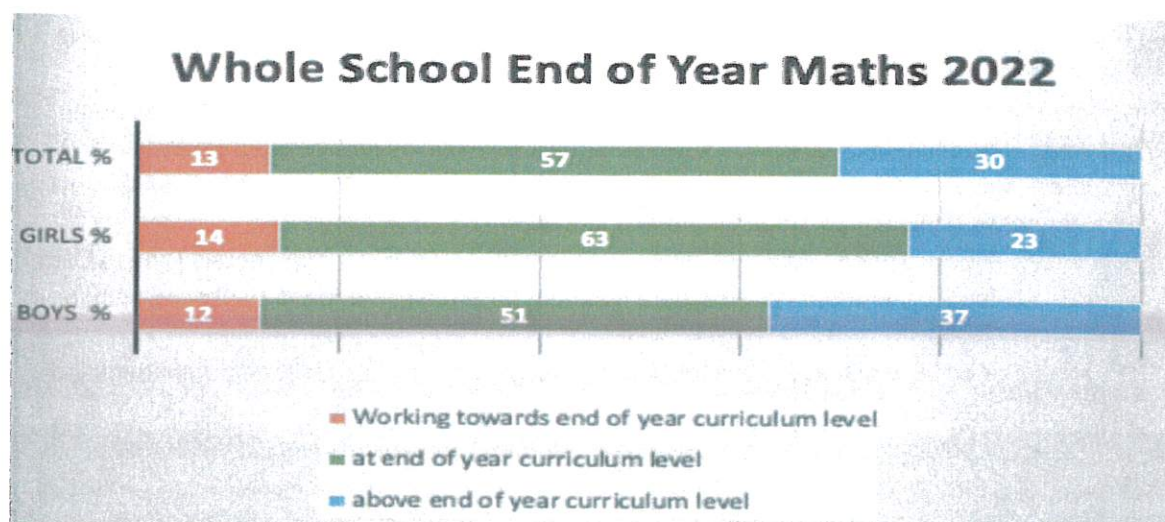
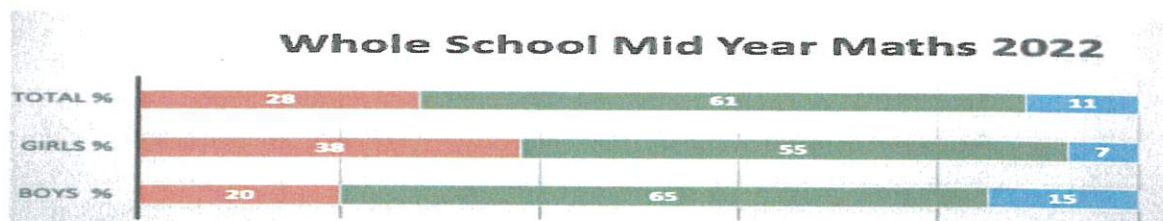
- Year 2 overall have 67% working at or above end of year expectations (with 29% of boys and 41% of girls working towards end of year expectations).
- Year 1 overall have all students working at curriculum level. This is common annually.

#### **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

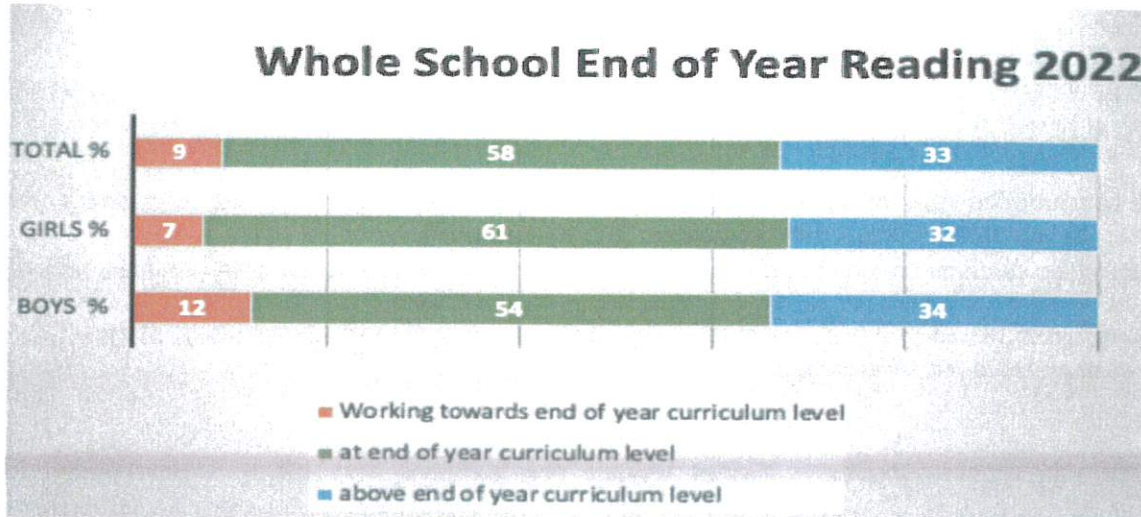
Of note (+/- >10% variance to the above):

#### 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]

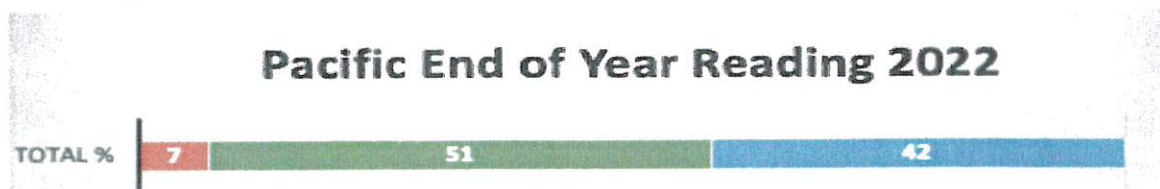


We conclude the year with 23 Maori Students 6.8% of our total roll. Same time 2021 32 students 7.8% of our total 2021 roll 2020 38 students 9.1%)

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

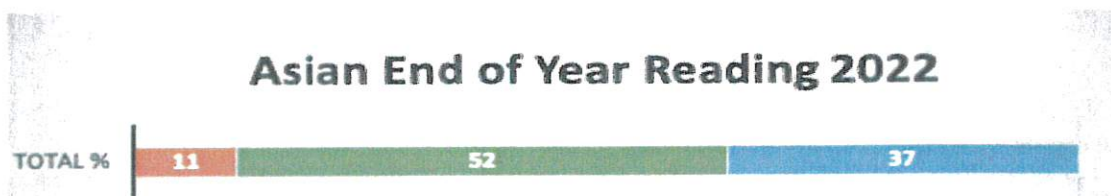


13.2% working towards, 68.4% at, 18.4% above, same time 2019 11.9% working towards, 61.9% at, 26.2 above end of year curriculum level)



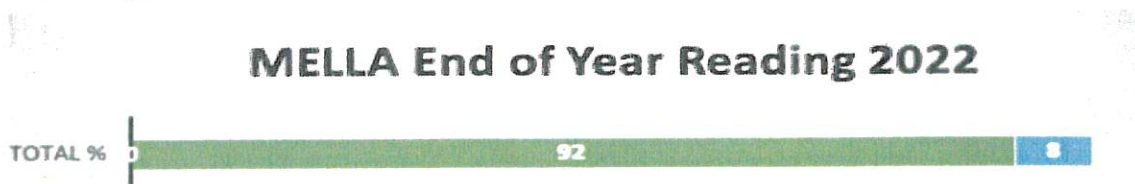
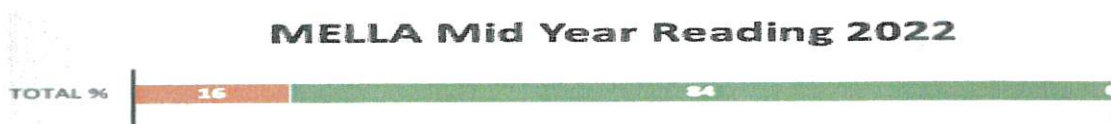
We conclude the year with 20 Pacific students 5.9% of our total roll. (same time 2021 23 students 5.7% of our roll. 2020 24 students, 5.6% of our roll and 2019 26 students)

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)

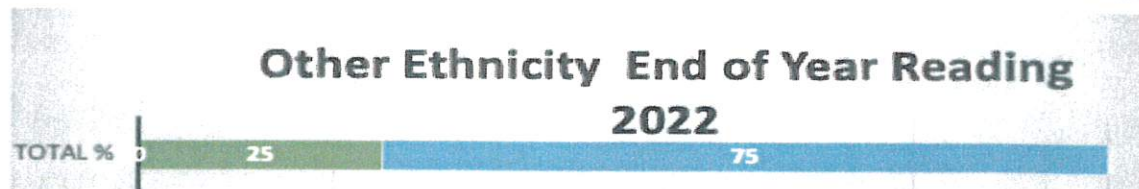
Our Asian students are achieving equitably compared to our whole school data (same time 2021 20% working towards and 68% working at, 12% working above end of year curriculum level, 2020 8.6% working towards, 57.4% working at, 34% above end of year curriculum level, 2019 7% working towards, 50.2% at, 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)

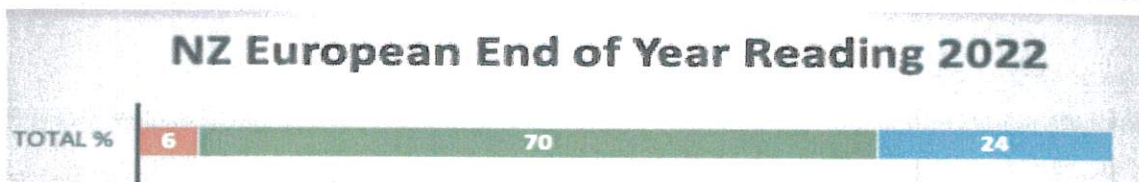


Our MELLA students are achieving equitably compared to our whole school data (same time 2021 4% working towards and 96% working at, 0% working above end of year curriculum level,



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).

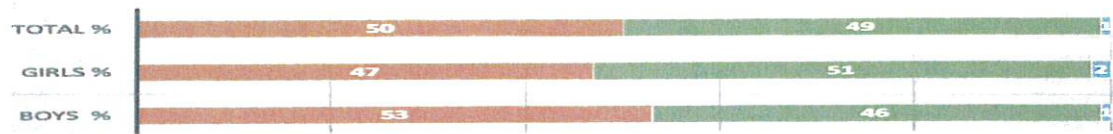
Our 'Other Ethnicity' students are achieving strongly compared to our whole school data (same time 2021 0% working towards, 100% working at, 0% above end of year curriculum level. 2020 10.5% working towards, 63.2% working at, 26.3% above end of year curriculum level)



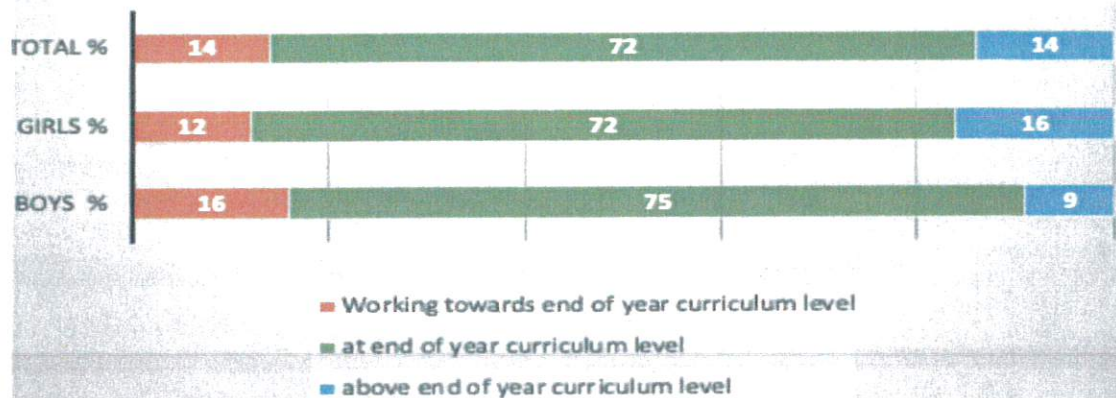
We conclude the year with 101 New Zealand European students 30% of our total roll. (same time 2021 127 students 32%. 2020 130 students, 31.3% of total roll).

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



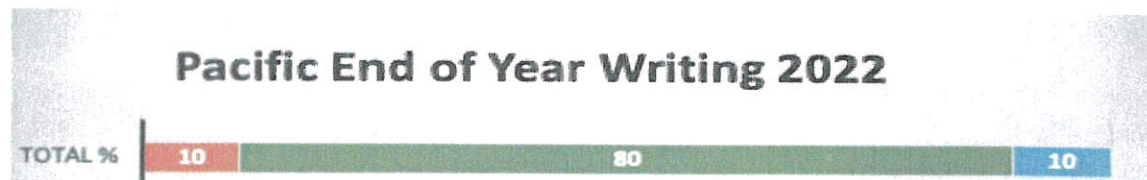
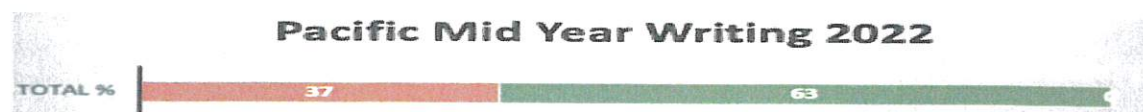
### Maori Mid Year Writing 2022



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%)

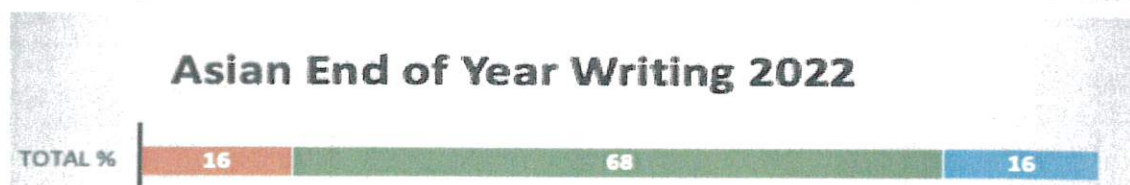
Maori students are disproportionately represented in working below expectations. (34% Maori students compared to 14% of whole school students - this equates to 8 Maori students across the school). As numbers are low in each cohort, revealing which year levels in this analysis would risk identification 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)



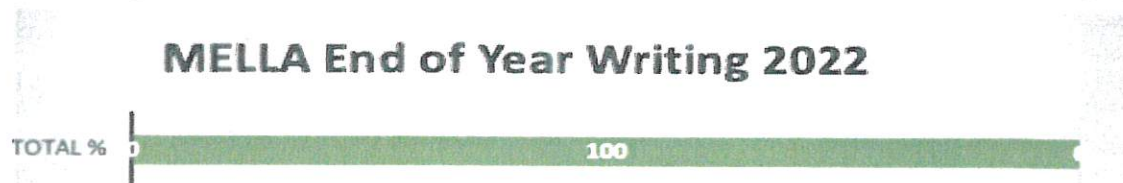
We conclude the year with 20 Pacific students 5.9% of our total roll. (same time 2021 23 students 5.7% of our roll. 2020 24 students, 5.6% of our roll and 2019 26 students)

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)

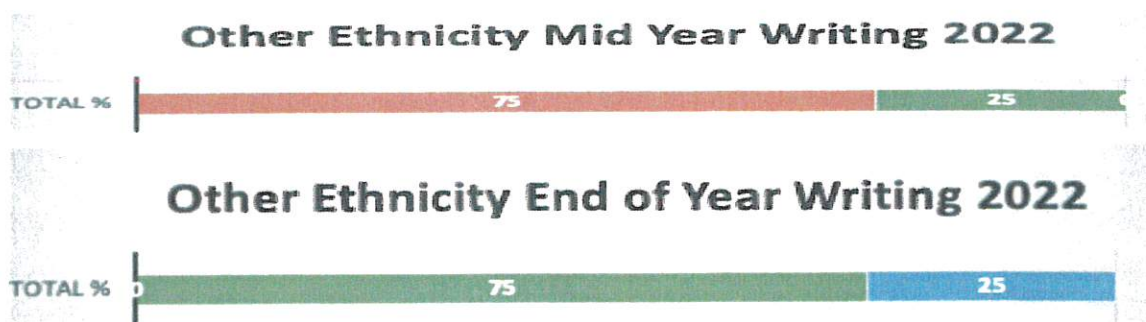
Our Asian students are achieving equitably compared to our whole school mid year data. Year 5 students are disproportionately represented in the 'working towards' category at 42%. (same time 2021 33% working towards, 60% at, 7% working above. 2020 17.2% working towards, 66.7% working at, 16.1% above 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)

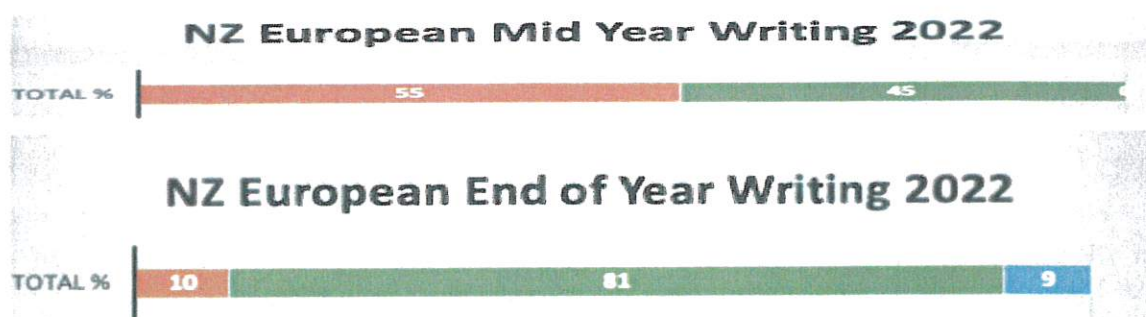


Our MELLA students are achieving equitably compared to our whole school mid year data (2021 60% working towards and 40% already working at, 0% working above end of year curriculum level.



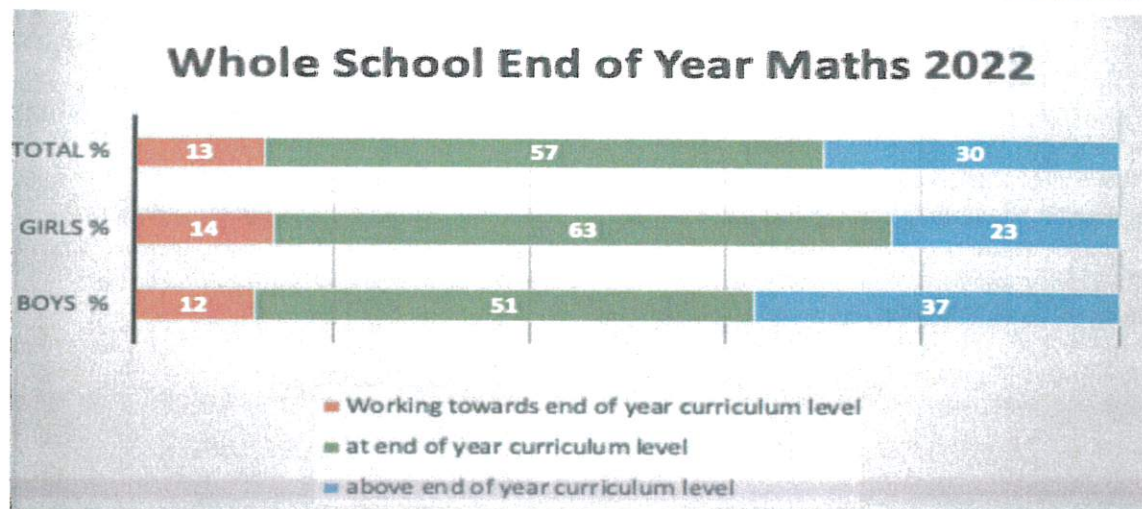
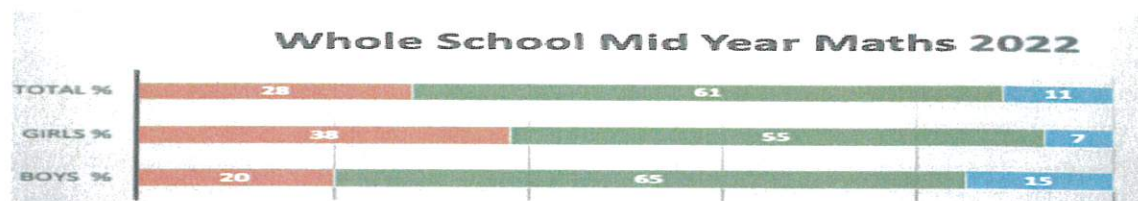
We conclude the year with 4 Other Ethnicity students, 1.2% of our total roll. (same time 2021 5 students schoolwide 1% of our total roll. 2020 19 students, 4.6% of total roll).

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

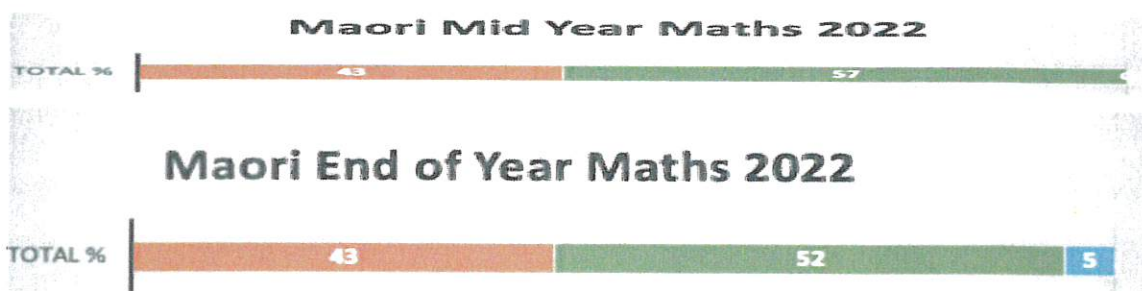
87% of the school ended the year operating at or in excess of their end of year Curriculum Level.

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 10<sup>th</sup> 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 28<sup>th</sup> October** to email your comments to [lcampbell@starofthesea.school.nz](mailto: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

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

### 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\*

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.

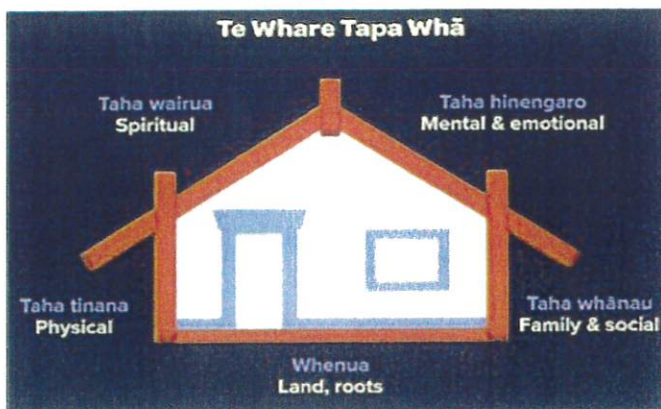
We also shared three Well Being models that are used in schools and gathered  
parent voice on which model resonates the most with our families

Here is what you told us:

Voice that received a lot of support	Voice that received some support	Some other ideas mentioned
<b>Spiritual Well being</b>		
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
<b>Physical Well being</b>		
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
<b>Mental / Emotional / Self Well being</b>		
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
<b>Classroom / environmental considerations to support Well being</b>		
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



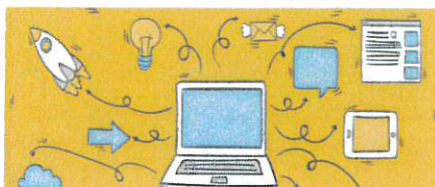


# Community Dreaming Day Summary and Invitation for Further Feedback

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 28<sup>th</sup> October** to email your comments to [lcampbell@starofthesea.school.nz](mailto: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.

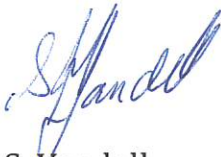


## **KIWISPORT 2022 REPORT**

Star of the Sea School spent a total of \$7,453.91 from its Kiwisport ledger.

The Operational Grant allocation for 2022 was \$5704.35 in total.

Star of the Sea School spent over and above this amount by subsidising corporate school swimming.



S. Vandell

Executive Officer

## Statement of Compliance with Good Employer Assurance

As a good employer, Our Lady Star of the Sea School operates an employment policy that contains provisions that are necessary for the fair and proper treatment of employees in all aspects of their employment including:

- Follow Health and Safety procedures and monitor staff wellbeing.
- Abide by the Equal Employment Opportunities requirements.
- Opportunities to explore further professional development.
- Recognition of ethnic and cultural needs and differences.