

***He Arotake Whanaketanga mō te Mātauranga
Ahurea Katorika – Te Ture Tāuke mō ngā Kura
Katorika***

Catholic Special Character External Evaluation for Development Report

Our Lady Star of the Sea Catholic School
Howick, Auckland

Evaluation conducted 20th -21th June 2023.

Confirmed Report 25 September 2023

School Details

Name of School: Our Lady Star of the Sea

Address: 14 Oakridge Way, Northpark (Howick)

School type: Primary School Year 0-6

Actual roll: 328

Maximum roll: 600

Non-preference maximum: 30

Actual non-preference number: 30

Roll based staffing entitlement: 17.9

Required number of Special Character CI 47 positions: 11

Filled number of Special Character CI 47 positions: 11

Principal: Louise Campbell

Director of Religious Studies: Detta Fairweather

Presiding Member, Board of Trustees: Alina Hooper

Parish Priest: Fr John Fitzmaurice

Evaluation Team:

Lead Evaluator: Mrs Christine Smith

Accompanying Evaluator: Mrs Viki Trainor

Observers: Mrs Liz Henessey

Ngā Whāinga O Te Arotake-Aims of External Evaluation

The New Zealand Catholic Bishops' Conference wishes the external evaluation to show how effective the school is in handing on the faith and forming a new generation of Catholics; this includes evaluating the efficacy of Religious Education and how the whole school community engages in authentic Catholic Christian witness and evangelisation. This is the evangelising mission of the Church, in which the school participates.

The external review process is based upon the *He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika – Te Ture Tāuke mō ngā Kura Katorika – Catholic Special Character Evaluation for Development (January 2022)*. In the evaluation, schools are asked to consider and demonstrate the ways in which they have provided for their students:

- Te tūtaki ki a Te Karaiti - an encounter with Christ,
- Mā te Mātauranga ka tipu - growth in knowledge,
- Te whakaatu Karaitiana - Christian witness.

And how the school is:

- Te kaitiakitanga me te whakapakari i te tuakiri- Safeguarding and Strengthening Catholic Special Character.

The evaluation is designed to look at the work the school has done, in its internal evaluation and development, to grow Catholic Character. It affirms what the school has done and the opportunities for further development the school has discerned. It challenges the school to be more transformational. Evaluators encourage and commend good practice, and work with the school to analyse opportunities to further strengthen and develop the Catholic culture.



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Progress With Recommendations from the 2018 Catholic Special Character Evaluation for Development Report

The school induction and orientation programmes could be reviewed to further assist new members of the community (Board of Trustees, teachers, support staff and parents) to deepen their understanding of what it means to be part of a Catholic parish.... ensuring a genuine and ongoing encounter with Christ.... D1. [Met](#)

Most of the teaching staff just meet the 12 hours of required professional development in Religious Education and Special Character. Encourage teachers to undertake further study. D2 [Well Met](#)

Māori Spirituality could be integrated more fully throughout the curriculum D2. [Well Met](#)

Further develop student learning independence which could be supported with teacher planning, scaffolding and activities seen visually, possibly on a data projector and/or individual devices D2 [Very Well Met](#)

The next step for the school would be to become an Enviro School and be supported to develop this area as suggested by Pope Francis encyclical "Laudato Si" D2. [Well Met.](#)

The Parish Priest feels that the presence of the Principal at Sunday Masses in the Parish is an important aspect of Christian Witness. This would also assist in consolidating the concept of the parish-school as being one entity rather than two separate entities, the parish and the school. D3. [Very Well Met](#)

The school could be more explicit in its expectations of staff and families to live a Catholic way of life. D3. [Very Well Met](#)

The school should investigate further ways to encourage students and their families to attend Parish and School Masses and events. [Well Met](#)

Board members need to continue becoming familiar with "The Declaration", "The Handbook for BOTS of Catholic Schools" and "The Catholic Education of School-aged Children." They need to consider these documents when they are reviewing all policies, procedures, and strategic goals. D4 [In Process](#)

Our Lady Star of the Sea School has a Staffing Entitlement of 24 teachers. They currently have only 12 of the 14 S464 teachers required and therefore the next two permanent appointments must be 464 teachers. D4 [Well Met](#)

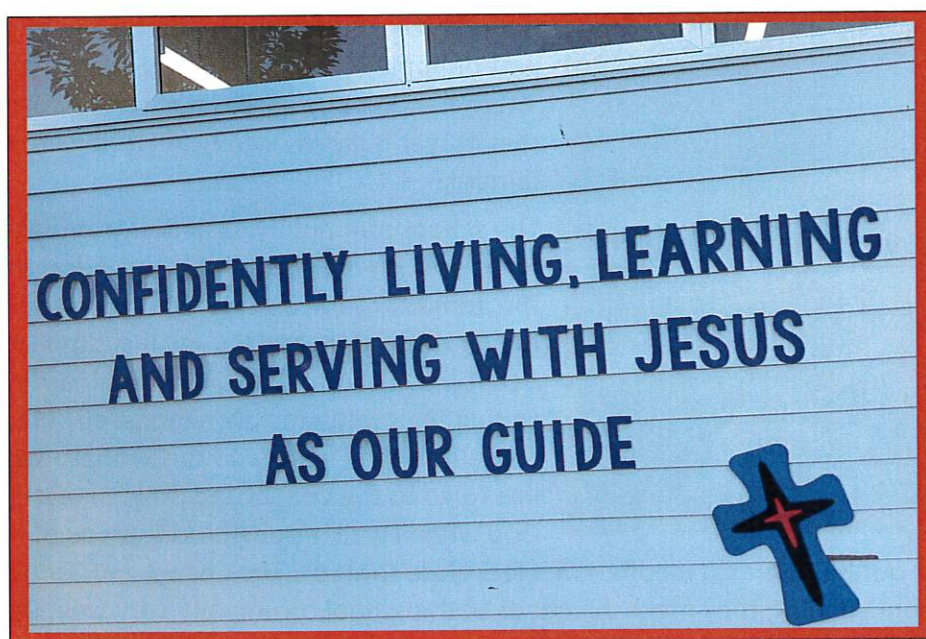
The school needs to ensure that the updated preference form is available in the enrolment section of the school website. D4 [Well Met](#)

The Board of Trustees is investigating ways to incorporate a "sacred space" within the Information Centre building to provide a special space for Masses, liturgies and prayer. They also intend to upgrade the outdoor "Sabbath" space. D4 Very [Well Met](#)

Key Recommendations: The school needs to further develop their understanding of and the ways in which they will implement through all aspects of school life:

- Facilitating the development of personal relationship with Jesus Christ
- Assisting their community to grow in the knowledge and understanding of Jesus Christ, His teachings and the Catholic Church
- Providing hope filled witness and empowering their community members to integrate faith and life.

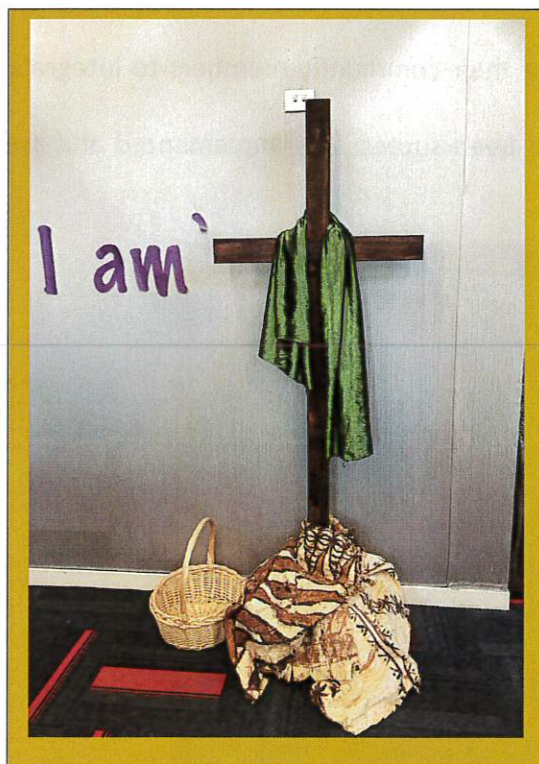
[The 3 recommendations from the 2018 Review have been successfully implemented and are evidenced in the daily life of the school.](#)



Dimension 1: Te Tūtaki Ki A Te Karaiti-Encounter with Christ

How effectively does the school encourage and facilitate the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God?

Our Lady Star of the Sea Catholic School is an authentic Catholic community who actively promote and support Encounter with Christ and practice in the life of the school and the parish community with which it is closely associated. The school day starts with prayer. It is a welcoming call that resonates across the school, drawing ākonga to their classrooms where warm environments, routines and ritual prepare ākonga to pray. Tamariki pray using a range of traditional and contemporary prayer styles that are age and stage appropriate and these practices are deepening their relationship with Christ. Kaiako are intentional with regards to the leadership of prayer spaces, enabling ākonga input into the creation of spaces for prayer that bring about connection to the living Christ and daily lives of tamariki. Evaluators witnessed empathy and compassion from tamariki commented through their rich and varied prayer responses and their meaningful conversations that followed on from prayer.



Ākonga shared openly with evaluators how prayer matters to them, how they pray in their everyday lives, and how Jesus is present to them through prayer. Whānau shared how the normalization of prayer at school flows into the home environment involving the entire family. The home-school prayer kete is testimony to this and an important part of home school prayer life. The school's own internal evaluation agrees with evaluators' findings that prayer is clearly significant in the life of tamariki.

The school community, especially tamariki, take great pride in the school's Chapel. Located beside the administration block, it is a sanctuary for prayer, reflection, and liturgy. It is simply but beautifully decorated with liturgical furniture. During the evaluation ākonga shared "I feel close to Jesus in the Chapel and the Sabbath space" "I like to go to the Chapel and pray" "I feel close to God when I walk through the stations of the Cross

garden", "after our lunch we do meditation, I feel close to God". The Chapel and Sacred Space are places of nourishment; they meet the needs of the school community very well. Parents, whānau and staff also use the chapel. This Chapel exudes rangimārie, the (peace) of our living

God. The impact of such an intentional space is gently nurturing , enabling encounter with Christ.

The school's Values are clearly Gospel based. Ākonga understand them well and integrate them into their everyday lives, for example using the principles of restorative justice in the playground. They have a mature understanding of ethical issues that are present in our modern world. They grasp the wisdom of critiquing from a Catholic perspective. Journalling practices are in place years 2-6 and ākonga spend this time talking with God, sharing their thoughts and prayers through the very personal craft of journalling, ākonga treasure their journals, and the time for encounter when using them. Evaluators were able to see evidence of discussions on Ukraine and a recent connection with an orphanage in South Africa. Year 5/6 students were able to lead a discussion on the impact of subsidiarity and why this was a justice issue for them as Catholics.

Through the Southeastern Kahui Ako, the school is strengthening a relationship with their local Marae. Since the last evaluation, they have continued to develop Te ao Māori and Mātauranga Māori. The ongoing development of this relationship will lead to all ākonga, kaiako and whānau of Our Lady Star of the Sea becoming Tāngata whenua – Tangata Tiriti (People of the land- People of the treaty), although the impact and effect of this is yet to be fully realized in the classrooms. However progress so far, in teaching and learning and the spiritual life of the school buoys up the opportunities of ākonga, kaiako and whānau encountering Christ in a Tūturu Katorika (authentically Catholic) way.

Our Lady Star of the Sea school is committed to honouring the principles of Protection, Partnership and Participation to ensure that tamariki Māori and their whānau seek Te ao Māori and Mātauranga Māori, actualized as tikanga and te reo Māori within the school so that it is embedded and integral to the life of the school and its expression is lived out by the entire community for the entire community Tangata whenua and Tangata Tiriti.

The school's journey to know Aotearoa NZ's historical and cultural landscape is authentically continued at OLSOTS as has their exploration of their local curriculum. Professional development to deepen Kaiako and leaders understanding of cultural narrative is promoting many positive outcomes, for example, a nuanced robust curriculum design, the understanding of bigger social constructs, enabling the narrative of Whetumoana, linked to school visuals and school Gospel Values and Charism to occur.

Curriculum design will continue to be enriched as relationships with mana whenua and iwi and tangata tiriti are developed and local stories are shared and valued. Ākonga take pride in their haka, their pepeha and the school's very beautiful waiata written by the DP-DRS encapsulates all the elements of the school and their developing identity as Tangata Whenua, people of the land, Tangata Tiriti, people of the treaty.

All of this provides opportunity for ākonga to deepen concepts within the rigor of the Religious Education programme, for example: The Schoolwide concept for 2023 is "Mission" requiring all Tamariki to be on a mission to, Stand Tall and Be Proud. In Term 1, Religious Education Planning teaching and learning at level 2 asked tamariki to undertake a mission by inquiring into two

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essential questions: What is Trinity? What has God got to do with me? There was deep inquiry undertaken within whānau and classroom learning cultures as these open ended questions demanded a deeper knowing of 'who are we', and 'how we are known' so "how are we known by Christ" emerges. Ākonga are encountering Christ within the rigor of the new Our Faith Programme, as it drills down, provokes and deepens concepts.

The Gospel message of the Risen Christ is lived out loudly at Our Lady Star of the Sea, consequently the encounter with Jesus Christ is having an impact on the heart, mind and will of ākonga and Kaiako. Religious Education teaching is engaging, participatory and stirs encounter. Evaluators found Christian encounter to be a visible heartbeat and pulse of the school. They observed ākonga engaging with the Gospel message with an instinctive regularity. It is a visceral part of who they are, and they readily described this as being:

- "We pray for people going through tough times."
- "We play with others when they're lonely."
- "He sacrificed himself so we could be free from sin.... forgiven every time we make a mistake, which is okay, we all make mistakes... no one is perfect!"

These expressions of ākonga thoughts about 'things Spiritual and Catholic' are integral to the authenticity of a Catholic school and at Our Lady Star of The Sea it is evidenced as robust and effective. It reveals itself in ākonga expression of love for each other, for their school, their Kaiako and Parish Priests.

These are encapsulated in the Our Lady Star of The Sea Gospel Values. Ākonga clearly understand these values: Tika (Justice) Ngāwari (Resilience) Maia (Courage) Manaaki (Respect) Āwhina (Service). Ākonga know the school story and this brings life to the school's Marist, Mercy and Mission, Charism. They are owned and lived out by the whole community. The values, vision and mission are visually encountered in bold signage in and around the school, confidently stating that Jesus is the Reason for this school.

Gospel Values are integral to ākonga way of being, and this was very evident in their fluency and familiarity when unpacking them. Ākonga Evaluators spoke with showed perception and maturity in their concepts, understanding and unpacking of ideas for example around, spiritual issues sacramental life at the school and the lived-out faith of staff, (that they observed) and other ākonga. The positive relationship with the parish of Our Lady Star of the Sea enables a healthy, enlivened, and evangelising mission at Our Lady Star of The Sea School. In 2022, 70 tamariki made their first Holy Communion and Confirmation and between 15-20 tamariki participate in the life of the Parish as Altar servers, others are part of the music service.

Enrollment conversations, school and whānau documentation and school expectation regarding the school's Special Character and expectation are deliberate, intentional, and explicit. Jesus Christ is proclaimed unequivocally at this school to support whānau in their relationships and responsibilities inherent in belonging to a Catholic school community.

The Parish Priests are integral to the fabric of the school. They are faithful, visible, and actively evidenced in the everyday life of the school. Senior leaders and Kaiako appreciate the beautiful

tamariki centred liturgy the Parish Priests deliver in class liturgies. The school very deliberately evangelizes, promoting the Parish based youth group, and hosting the Alpha programmes.

Next Steps for Development

1. Further developing meditative prayer in classrooms across the school, with the possibility of it deepening collaborative prayer practice. Consider the possibility of using the beautiful outdoor areas in and around the school.

Dimension 2: Te Whakatupu Mā Te Mātauranga: Growth in Knowledge

How effectively does the school assist its community to grow in the knowledge and understanding of Jesus Christ, his teachings, and the Catholic Church?

The senior leadership team is highly effective. They ensure the transmission of a Catholic worldview is central at Our Lady Star of the Sea, so that all knowledge reflects the person of Christ. This provides ākonga and whānau with a living synthesis of faith and life and faith and culture which is enacted in the work of the school.

The senior leadership team hereafter (SLT) consists of the:

1: **Principal**, who demonstrates vanguard leadership, vision, and acumen, committed to empowering others, growing capability. She promotes sustainable practice as evidenced within distributive practice of the SLT.

2: **Deputy Principal - Director of Religious Studies, hereafter (DP-DRS)** who provides robust, visionary leadership enabling the successful introduction and trialling of Our Faith new curriculum schoolwide. This key is a pedagogical driver in the school.

3: **Deputy Principal- Curriculum hereafter (DP-C)** who is an accomplished professional who has enabled far-sighted implementation of curriculum across the school. This has been curated to enable both depth and width of curriculum and ensures currency of pedagogy in all curriculum areas is evident.

4.: ***The Leadership team consists of the SLT and 3 team leaders***

This team work as one, they are the grit for each other, to effect very good outcomes for ākonga and community at Our Lady Star of the Sea. Together, this senior team are leading the school with exceptional educational rigor.

The school is future facing, ensuring ākonga are prepared for learning and living in the second part of the 21st century as global rangatahi. Leadership is committed to empowering others and growing the capacity and capability of the learning community. There is emphasis within the teaching and learning-centred pedagogy ensuring it is authentic to the Mission, Gospel Values and Christ-Centred Vision of OLSoS school.

The SLT bring everything back to ensuring the school's purpose is always Christ-centric to its core. Catholic Social teaching is integrated very effectively through the integrated curriculum alongside other aspects of the Religious Education Programme that very effectively cohere with the integrated curriculum. For example: deliberate teaching about the parts of the Mass, utilising the Chapel as the key resource co-constructing with literacy, visual, written, signs and symbols, listening and speaking and the Religious Education Curriculum. The leadership team have built a highly effective organisational culture that emanates coherence, agency, and collaboration that permeates the school.

This is characterised by a seamless integration of faith and spirituality and is evidenced in the social interactions of ākonga and kaiako, fostering a faith-filled, professional environment for all learners.

This is reflected in the continuity of language and messaging within documentation.

Examples found in documentation are:

1. **Strategic Planning:** Very high-level strategic thinking and organisation. Christ Centric led Strategy. Future focused, aligned, congruent with the voice of a community in play.
2. **Professional Growth Cycle:** Designed to promote growth and provoke potential.
3. **UBD, Integrated Curriculum Concept Planning.** Considered, aligned and robust, very well designed, reflects the voices of each team, future focused.
4. **Te Whare Tapu Whā** – Congruent with all school approaches to health and wellbeing.
5. **Catholic Special Character Review for Development and Internal Evaluation:** Robust internal evaluation that leads to evidenced school improvement.
6. **Learner Profile.** Describes for tamariki and whānau a learner at Our Lady Star of the Sea.
7. **Resourcing of the Religious Education Curriculum.** Innovative, vanguard leadership teaching and learning. Highly responsive to learners needs and aspirations.

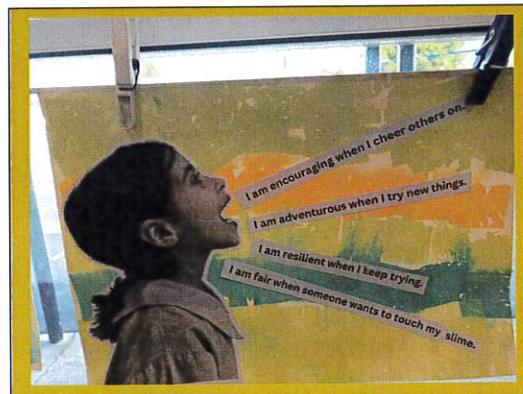
Religious Education teaching and learning at Our Lady Star of the Sea is a success story that belongs to a community. It is underpinned by the pedagogical capability and competence of school leaders, Kaiako and a championing Board. In 2021 OLSoS was accepted by NCRS as a trial school, to implement the trial programme of the Our Faith curriculum. It required community commitment, Kaiako, Board and SLT commitment, importantly a DP-DRS who needed to lead the initiative and liaise with NCRS. This has been undertaken unequivocally and is reflected in what the evaluation team evidenced as an intrinsically sound Religious Education curriculum, delivering on all NCRS requirements, ensuring high level curriculum design, are written, then delivered across the school.

To obtain this standard the board have undertaken to fund a planning day each term where the DP-DRS leads a process of evaluation of teaching and learning, previous theme, new planning. The DP-DRS supports each of the school's three teams with planning and evaluation in this release time. She continues to provide substantial leadership and support for all aspects of the Religious Education Programme and its development. Kaiako innovatively resource the new curriculum and there is very good alignment with the local curriculum.

Throughout observations of teaching and learning ākonga revealed a definite move from transactional faith to a really deep understanding of their faith. This was forthcoming from ākonga on many occasions over the two days Evaluators spent in the school. “the heart of our school is Jesus/ God” “Jesus is the reason for this school-its written on the front of our school” “It’s all about friends and family and how they can shape who you are” “We know how to be good friends-older children show us how to do this”.

Both the Board and Kaiako expressed that the implementation of the new RE programme was providing students with a greater depth of understanding about theological and spiritual issues.

Robust curriculum and pedagogical leadership is provided by the respective Deputy Principals who have comprehensive expertise and knowledge. There is rigor across all areas of the schools professional learning community. It has a synergy that leads to continual renewal and strengthening of Religious Education teaching and learning. Kaiako participate in and share their Special Character goals within their Professional Growth Cycle Hereafter (PCG), and this is actively pursued through their PCG, with a specific lens on ākonga learning improvement - kaiako teaching focus. These operate across ākonga levels enabling kaiako to evidence strong academic knowledge and importantly, social, emotional, and developmental insight into tamariki. This insight is reflected into classroom teaching and learning. Therein Our Lady Star of the Sea school is a village, where kaiako and learning assistants work collaboratively to know and nurture ākonga.



Academic achievement and depth of learning are promoted in all curriculum areas as is evidenced in the outcomes the Evaluation team observed and in discussion with Kaiako and whānau. Ākonga agency drives learning and kaiako agentic approaches towards assessment and evaluation are ensuring that responsive teaching and learning is the norm. The impact of this is that ākonga learn in vital and meaningful environments where scripture and the Gospel message is made relevant to who ākonga are as learners, culturally and pedagogically. Kaiako are igniting curiosity and meeting learning needs very well. Evaluators witnessed conversations with ākonga and kaiako that were well scaffolded and deep, fully engaging ākonga in complex processing, thinking and discussion. The overarching Curriculum is always derived from the Catholic Special Character. This is then reflected through teaching and learning programmes

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utilising a well-designed, integrated concept plan. There is good evidence in 2023 Concepts of Aotearoa NZ Histories integrated with the local curriculum and Te Tiriti and the new trial of 'Our Faith'. Creative learning spaces have been provided for ākonga and it is clear to see how valuable these are to the play and imaginative world of ākonga, for example, the addition of a native garden board walk around three quarters of the school's perimeter that is also the home of the Stations of the Cross.

The newly built sensory play space hosts many adventures and are key attractions at break



times for all children as is the covered outdoor learning area (COLA). These and many other activities sit effectively and comfortably alongside classroom learning as areas for outdoor Mass, liturgy, and prayer. Ākonga said they also like to use some areas, for "sacred prayer".

The effect on learners is they are enabled to achieve very good outcomes, spiritual, social, academic, and cultural competency. The Evaluation team agrees there is a synthesis of culture that enables ākonga to achieve social, spiritual, and emotional well-being. This optimises the academic opportunity and the balance of robustness/nurture in the school setting.

Evaluators evidenced SLT and Kaiako with a strong faith and curriculum leadership, underpinned by a passionate and progressive openheartedness, this is a vital component of their effectiveness.

The principals of Catholic Social Teaching are taught and practised and lived. Kaiako implement the principles of reciprocity and agency in their teaching, for example senior tamariki were planning and leading their own liturgy. Each was peer and teacher assessed against an agreed rubric for next steps and development, tamariki were responding well to this challenge and thoughtfulness was evident. Kaiako acknowledge that ākonga and whānau cannot be Catholic Special Character Evaluation. Our Lady Star of the Sea Catholic School Howick. 20-21 June 2023

separated. There are inspiring programmes in place to ensure the Catholic perspective is included in all curriculum and evaluative systems to monitor these.

Ākonga learn the Katorika history of Tangata whenua, Tangata Tiriti and Tau iwi, their connection with each other and the local whenua as part of these inquiries. The school undertakes to develop ākonga awareness as global citizens and citizens of Aotearoa NZ. This is important given the many cultures that form the community at OLSOTS.

This school has a deep desire as an authentic Catholic community to demonstrate its strong commitment to the principles of Protection Partnership and Participation, in so doing becoming Tūturu Katorika authentically Catholic reflecting our Bi Cultural Church Aotearoa NZ (1989 Bishops Conference). There is good evidence of Mātauranga Māori developing with authenticity across the school and there is now a readiness to develop this further. Given the schools significant Professional development load this could initially be in the form of a strategic plan.

The school undertakes highly effective consultation in all areas with their community. They are evaluative and responsive. The 2022 Consultation of Community 'Dreaming Day' process is evidence of enabling a community. Led by the SLT this action allowed rich and useful data to be accessed then evaluated, from the people for the people. A good culturally appropriate processes with meaningful outcomes.

Next Steps for Development

1.Ensure Te ao Māori and Mātauranga Māori inclusive of tikanga and te reo for years 1-6 for kaiako and tamariki are evident in the strategic goals and pulled through the annual plan into teaching and learning practices.

Dimension 3: Te Whakaatu Karaitiana-Christian Witness

How effectively does the school provide a hope-filled Christian witness which empowers its community members to integrate their faith and their life?

As a Catholic Community we are called to communicate Jesus' message of love, mercy and justice in both actions and word. There is clear correlation between the word and the deed and the lived reality of the people of this community. This speaks very strongly of what Pope Francis refers to as a unity of head, heart, and hands galvanizing the link between learning, doing, and feeling. For this reason, Our Lady Star of the Sea school delivers not only an excellent academic curriculum but also a coherent vision of life inspired by the teachings of Christ.

Ākonga shared with evaluators that they integrate Gospel Values and what this looks like:

"You can be an upstander when you see something wrong, not a bystander and just walk away. See a need and help them."

"Smile, help others in need especially if they're in a hard time or they're poor. You can share the Gospel-show it."

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"Help people when they need it, don't judge people by looks or their actions...include them in your play."

Whānau reflected the visible impact this school is having on their children:

"It's leading my child to ask questions about things outside their own immediate environment. To have a greater appreciation for the world around them."

"Helping my child move the focus from oneself, to thinking of us. That our actions and words do have consequences & can affect others, when we think of others, we are living the life of Jesus."

"Relating day to day activities and learning back to our connection with Jesus so my children see how the two are connected.... and how simple it is to follow the footsteps of Jesus by doing the little things every day."

"My child's actions are guided by what would Jesus do, thinking."

"A relationship with Jesus can influence my child's values, shaping his decision making. It guides him in his faith."

Our Lady Star of the Sea School is first and foremost a Catholic Community that empowers its people to integrate faith and life and all leaders and kaiako invest in 'knowing' their people, both whānau and ākonga. The faith leadership of the SLT and Parish Priest lead a process where building, nurturing, and sustaining relationship is prioritised. This approach is ensuring every ākonga will appreciate their own cultural landscape with particular emphasis on understanding the bi-cultural landscape that reflects Aotearoa New Zealand.

The school's Values, Vision and Mission are congruent and underpin the curriculum and the spiritual direction and shape of its learners, by connecting them deeply to who they are as people of God. The effect is a clear sense of identity. In addition to this there is ongoing access and exposure to OLSoS language and culture, this is foundational and a very effective strategy for building opportunities effective learning and creating a strong corporate (school) culture. It is connecting ākonga with new knowledge and new accessible language, provided by the Christ Centric integrated Curriculum. For example, when implementing key understandings in new curriculum the new by-line of kaiako and DP-DRS is "say" a working example being "we are a gift from God" is the key learning from term 2 2023 integrated overview. "We are a gift from God" is the "say" frequently repeated across the term, through the integrated lessons as it fits, thereby building knowledge, language and understanding for ākonga. Māori tamariki told Evaluators, they felt valued at school. They said they would like to provide leadership in events that pertain to things Māori. Tamariki made observations: "We know how to be good friends with each other, we've learnt this from older students."

"It's all about friends and family and how they can shape who you are."

" Different kinds of languages- Māori language and other languages".

The relationship between the school and the parish is positive example of Christian Witness. It

is affirming and enabling. School leaders valued the openness of the parish priest and the priest in residence and their willingness to stand alongside the school and work with the school. They are seen as a source as a real and visible source of Christian witness. The Alpha programme and the Passionist family groups are promoted by the school. The Parish Priest companions the school, and his wisdom is greatly valued. He works alongside the school supporting the direction and aspirations of the school. This cohesion is invaluable, and the effect is joy and Christian witness, as part of everyday living, in both the big and little moments.

There is an authenticity reflected in the story's evaluators heard regarding Pastoral Care at Our Lady Star of the Sea school. This indicates that there are systems in place to support all whānau, staff, ākonga and kaiako. The Board understand the primacy of Tangata Whenua and the importance of Tangata Tiriti and Tauīwi there is respect and acknowledgment of all cultures. The school warmly welcomes ākonga with diverse learning needs and provides appropriate assistance to support them fulfilling their potential.

Staff are affirmed and appreciated, manaakitanga is overt with warm and welcoming office personnel greeting everyone who comes into the school, wellbeing is important at OLSoS. As people of the Gospel and in light of the preferential optional for the poor staff and students treat each person with respect and aroha reaching out to those in have need. More recently because of the pandemic social economic and spiritual needs of communities have been greater and the school community have responded as a Gospel people. They are the head the heart and the hands of the Church in action. Our Lady Star of the Sea families engage in authentic outreach, that touches people in practical ways: in preparing meals and supporting the school and identified families through the agency of the school, the PTA, and the Board. Ākonga enthusiastically manage outreach through the student liturgy team who highlight Special Character activities across the school and meet with the DP-DRS as an active group, along with the gardening group, Laudato-Si, tuakana teina peer mediators. Significant fundraising is undertaken for Social Justice issues as well as global disasters (Ukraine and Tongan Tsunami). Outreach activities have explicit links to the Gospel and are led by the student liturgy team with support from the DP-DRS. A termly focus is responsive to the local curriculum, for example: Term 1 Flood the Foodbank, term 2 knitting blankets for Middlemore Hospital.

Laudato Si is highly evident throughout all aspects of the school. Fruit and vegetables are grown for the foodbank. The Sabbath place for prayer and retreat along with the Our Lady Star of the Sea-board walk are tranquil environmental spaces that enable ākonga to spend reflective time. Kaiako and SLT confirmed these were frequently used.

Whānau shared the impact the school's Vision and Values have on their tamariki and how they thrive on its call to serve others as Christ served. This pastoral ethos enables tamariki to be servant leaders to others, to always consider the common good and be who God intended them to be. Tamariki are flourishing in this environment, knowing they are deeply loved and cared for by all at Our Lady Star of the Sea

Dimension 4: Te Kaitiakitanga Me To Whakapakari I Te Tuakiri Katorika-Safeguarding and Strengthening Catholic Character Stewardship Legal

How effectively does the school, in its stewardship, and its compliance with legal obligations, safeguard and strengthen its Catholic identity?

Our Lady Star of the Sea School Board values educational excellence for all ākonga and the Board have ensured that the vision and strategic direction for the school clearly and explicitly reflects the Catholic Special Character of the School. At the time of this evaluation the Board was compliant with legal obligations, governance, and management. Board members are committed to ensuring that Catholic Special Character is safeguarded and strengthened. It is evident in discussion with Evaluators that the Board have the safeguarding of their school's Special Character front of mind and the impact of this can only be positive for the school going forward.

Board Policies sit within the NZCEO, NZSTA suite and therefore reflect a Catholic worldview.

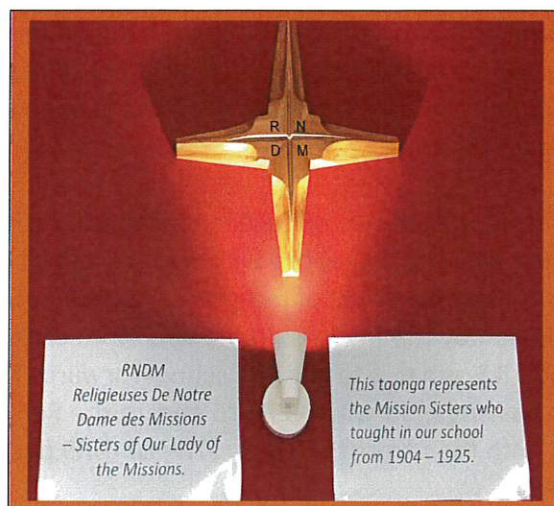
In the face of changing expectations of governance and cultural and curriculum landscape (Aotearoa NZ Histories, Tō Tātou Whakapono Our Faith and Objective 3, NELP 5) it would seem prudent for the Board as the governing body of the Taonga 'Our Lady Star of the Sea Catholic School' to undertake ongoing learning and formation around these aspects. Part of this may be alongside school staff and part may be as a Board.

'The Catholic Education of School Age Children' is a seminal document and the general themes of the document are reflected positively in day-to-day operations and the conduct and documentation of the school. The Evaluation team strongly support a whole Board approach to revisiting this document now the new board is in place.

The Board are committed to undertaking relevant Board training when it is available and understand its importance. The Board is very well led by the Board Chair. Board members demonstrated to reviewers that they are highly committed to the school and that upholding the Catholic Character of the school is a priority.

Next Steps for Development

1. To align with the school's commitment to enduring bicultural partnership the Board are encouraged to reflect this in their Board policies. The Board is encouraged to continue to reference NZCEO Governance Framework
 2. To undertake Board formation to grow Tūturu Māori Tūturu Katorika -Authentically Māori Authentically Catholic; so that the Board continue to govern their Catholic School with current knowledge and wisdom, enabling them to fulfill the Gospel Message of spreading the Good News of Christ.
 3. For all Board members to read and continually unpack, The Catholic Education of School Age Children. To understand the essence of this document as it informs the heart of a Catholic school. It will be important to add this to the agenda to ensure it is a regular and ongoing item.
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Catholic Special Character Evaluation Report Summary

Areas of growth since the last evaluation report

The Gospel message of the Risen Christ is lived with authenticity at Our Lady Star of the Sea, consequently the encounter with Jesus Christ is having an impact on the heart, mind and hands of ākonga and Kaiako. Religious Education teaching is participatory and provokes encounter through inquiry for all ākonga. Notably the trial of Our Faith, the new Religious Education Curriculum is having a very positive impact on teaching and learning of religious education. Evaluators found Christian encounter, Growth in Knowledge and Christian Witness to be the heartbeat and living pulse of the school. Ākonga are engaging with an integrated curriculum as part of their everyday lives.

Kaiako are a high performing team who collaboratively work together to provide authentic Catholic learning, knowledge, and experiences for all tamariki. A robust integrated concept overview ensures connection with other curriculum areas and creating relevance and meaning to learning. This results in high levels of student agency as ākonga inquire into learning experiences that are relatable, provocative, and based in the world they live in both local, national, and global.

The ongoing development of a robust Professional Growth Cycle ensures that the Our Lady Star of the Sea Learning Community continues to grow and become even more substantive as a professional entity. Vanguard leadership from the principal and leadership team ensures the capacity and capability of Kaiako is continually fed, ensuring agentic teaching and learning. The effect of this is, ākonga are involved in Religious Education learning, they enjoy and celebrate it.

Curriculum development has been robust and significant, and it is ongoing ensuring Our Lady Star of the Sea is at the forefront of teaching and learning requirements (MOE and NZCEO). Planning assessment and reporting procedures are based on high quality valid data about

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ākonga learning and achievement. Importantly although the Religious Education Curriculum is congruent within the connected curriculum ākonga can articulate the seminal connection it provides to the other curriculum areas continuing to progress ākonga access to very good Religious Education teaching and Learning.

At Our Lady Star of the Sea there is evidence of excellent academic achievement and depth of learning in Religious education which is evaluated with rigor across all curriculum areas. Religious Education is always at the forefront of integrated curriculum design. The professional learning community of kaiako led by the leadership team, continues to be a driving force in the professional life of the school. It is what is taking the school forward. The school is congratulated on the way it has engaged with NCRS to ensure the Religious Education Curriculum has been trialed with the utmost integrity. The DP-DRS has worked diligently and deliberately to bring this about.

The exceptional leadership, organizational capability, and capacity of the principal to harness and skillfully work with her SLT and kaiako has ensured continued progress has been made at Our Lady Star of the Sea. This progress ensures the school is, deeply grounded in a living Catholic Faith.

Evaluators would like to acknowledge the principal as a progressive lead educator of a highly professional Senior Leadership Team. They are both the faith and educational leaders of Our Lady Star of The Sea. They deeply understand the importance of being intentional, purposeful, and authentic in the communication of the person of Christ. This acknowledgement includes all staff at Our Lady Star of the Sea Catholic School for their faith-filled presence in their community. As a staff they safeguard and strengthen the Catholic Special Character unique to Our Lady Star of the Sea Catholic School. The strength of the Senior Leadership Team is that it is always future focused and steeped in Catholicism which results in Catholic Special Character always being prioritised and considered.

Recommendations

- 1.Ensure Te ao Māori and Mātauranga Māori inclusive of tikanga and te reo for years 1-6 for kaiako and tamariki are evident in the strategic goals and pulled through the annual plan into teaching and learning practices.
- 2.Deepening meditative prayer in classrooms across the school, with the possibility of deepening collaborative prayer practice. Consider the possibility of using the beautiful outdoor areas in and around the school.
- 3.To undertake Board formation to grow Tūturu Māori Tūturu Katorika -Authentically Māori Authentically Catholic; so as Trustees, the Board continue to govern their Catholic School as leaders with current knowledge and wisdom, that enables them to fulfill the Gospel Message.

The evaluation team is confident that the Our Lady Star of The Sea Leadership Team and Board of Trustees, have the willingness and ability to address these recommendations fully before the next external evaluation. The Catholic Education Office staff are available to assist the Principal, Board of Trustees and staff in compiling an action plan to address these recommendations.

The evaluation team thank the community for the welcome, hospitality and cooperation extended to them and for the opportunity to experience the way that they safeguard and strengthen their Catholic special character. The organisation and preparation for the evaluation by the school is greatly appreciated.



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