



OUR LADY STAR OF THE SEA SCHOOL

He Whetu o te Moana

Annual Report 2023

“Let us breathe the Spirit of Mary in all that we do, to think, judge feel and act as Mary in all things God has chosen us to do”

Vision

Our Lady Star of the Sea Catholic school community:
Confidently **living**, **learning** and **serving** with Jesus as our Guide

*Ko te tirohanga tēnei, o te whānau whānui o te Kura Katorika o Whetu o te Moana.
Me noho māia i te ao mārama, me mahi tahi ki a Ihu tō mātou kaiārahi.*

Mission

Nurture faith
Build community
Strive for excellence
Promote service and justice

Confidently **LIVING** with
Jesus as our Guide

Growing the wellbeing of our
Community

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

Confidently **LEARNING**
with Jesus as our Guide

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

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

Confidently **SERVING** with
Jesus as our Guide

Growing our Catholic
Community to serve God's world

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



STRATEGIC GOAL 1: Confidently Living with Jesus as our Guide

Growing the wellbeing of our Community

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

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

Strategic Goal 2 Confidently Learning With Jesus as our Guide

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

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

National Education and Learning Priorities (NELP)		ERO Evaluation Indicators
<u>Objective 1 Learners at the Centre</u> 1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures <u>Objective 2 Barrier Free Access</u> 2.3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy <u>Objective 3 Quality Teaching and Leadership</u> 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		Domain 1: Stewardship Domain 2: Leadership for Equity and Excellence Domain 4: Responsive curriculum, effective teaching and opportunity to learn Domain 5: Professional capability and collective capacity Domain 6: Evaluation, Inquiry, knowledge building for improvement and innovation
Key Knowledge		Evaluative Criteria
Members of the Our Lady Star of the Sea Learning Community will know: <ul style="list-style-type: none"> - The learning progressions students will progress through - That learning involves building on prior learning - That our learning is connected across the NZ curriculum - That our learning involves both dispositions and academic skills - That students are agents of their own learning - We are on a journey to implement a new RE and NZ curriculum 		Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can: <ul style="list-style-type: none"> - Identify the major themes of the RE curriculum - Identify within learning programmes the elements of the connected curriculum (science, technology, arts, H and PE etc) - Put their learning into action in their everyday life - Name the 4 key dispositions on the graduate profile - Discuss goals, make a plan to achieve them and reflect on the outcomes
<u>2023</u>	<u>2024</u>	<u>2025</u>
1. Continue to trial Religious Education Curriculum 2. Further develop localised curriculum 3. Embed structured approach to literacy + maths planning using LPFs 4. Embed Learner Profile Dispositions 5. Engage in preparation for implementation of refreshed NZC	1. Review trial of Religious Education Curriculum and continue to develop resources 2. Review localised curriculum 3. Review structured approach to literacy + maths planning using LPFs 4. Review Learner Profile 5. Begin refreshed NZC implementation	1. Implement changes in Religious Education and review to improve resources 2. Implement changes to localised curriculum 3. implement changes in structured approach to literacy + maths planning using LPFs 4. Implement updated Learner profile 5. Implement refreshed NZC

Strategic Goal 3 Confidently Serving with Jesus as our Guide

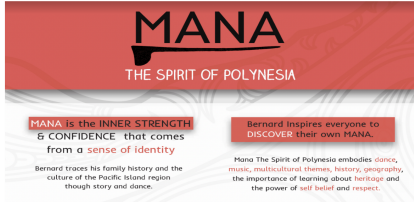
Growing our Catholic Community to serve God's world

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

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

ANNUAL PLAN OUTCOMES 2023

Strategic Goal 1: Growing the wellbeing of our Community

OUR SCHOOL OUR CULTURE	Strategic Goal 1: Growing the wellbeing of our Community				
Objectives (What are we trying to achieve?)	Action (How are we going to do this?)	Time frame	Responsible	Expected Outcome/Evaluative Outcomes (What do we expect to see?)	
Introduce Te Whare Tapa Wha wellbeing model	Introduce Te Whare Tapa Wha at ToD 26.1.23 Include reference to Te Whare Tapa Wha in curriculum planning to ensure elements are included in curriculum delivery Teachers to introduce model in class and refer to it when engaging in activity to build each of the areas of wellbeing (eg, RE/prayer, introduce meditation, embed journalling, also in other curriculum areas; PE, restorative justice conversations etc). Performance tasks connected to faith based actions Model to be included in newsletters with examples of how areas of the model are being targeted and worked on through our curriculum delivery Well being Wednesday - ideas to be sought from staff as to what activity can take place on a Wed to build staff hauora	3 years	Leadership Staff	A common language of wellbeing is used between home, school and the wider community. Articulate the dimensions of wellbeing and exemplify these in words and actions.	
	<div></div> <p>UPDATE: 3.3.23 reflection discussion with SLT - Te Whare Tapa Wha introduced in classrooms Middle/Senior. Displays in classrooms - elements are introduced and exemplified. Activity such as swimming sports, prayer etc referenced against the elements of Te Whare Tapa Wha. Te Whare Tapa Wha introduced to community through sharing at Parent/Teacher/Student conference 23.2.23. Shared with community in newsletter 24.2.23 2.3.23 speaker focus: Bernard Mangakahia identifying your own mana - speaker notes and follow up activities undertaken by staff.</p> <p>RE staff meeting contained staff audit against Te Whare Tapa Wha -question prompts from Dingwall trust. Teaching staff, academic support staff - yet to put admin staff through the process - up in the staffroom for people to add to. Te Whare Tapa Wha update presented to the Board Te Whare Tapa Wha implmentation update for the Board 28.3.23</p> <p>Term 2 update: Social club have planned activities across the term for staff to opt into. Te Whare Tapa Wha is evident throughout the classrooms (rakau to ngakau - from pen to heart - the Pen is in place, the language is in place... working towards the heart). RE staff meeting revisited Te Whare Tapa Wha. Staff walked through a gratitude exercise to support each other's spiritual and emotional well being.</p> <p>Term 3 update - Te Whare Tapa Wha continues to be referenced in classroom and during activities as stated above.</p> <p>Term 4 update - As we bring Mitey into focus in preparation for next year, we have begun investigating ways to incorporate the Mitey Mana Model into Te Whare Tapa Wha to bring further authenticity to our programme delivery</p>				
Teacher induction in Mitey programme	Beginning in Term 3 with the Mitey team - staff meetings across Term 3 and 4 to train staff with a view to implementation of the Mitey programme in 2024. Build knowledge of how Mitey supports Te Whare Tapa Wha	From Term 3 2023 3 years	Leadership Staff Mitey Coaches	Use a variety of strategies to nurture mana, show resilience and help others do the same. Using the Mitey Mana Model, students, staff and families will build capability within the emotional and mental well	

				being fields to support growth in the elements of Te Whare Tapa Wha
	<p>UPDATE: Due to begin Term 3</p> <p>Term 2 update - First Mitey induction meeting scheduled for sometime during Term 2 with a view to planning leadership and staff meetings for Terms 3 and 4.</p> <p>Term 3 update - onboarding meeting undertaken - policy / procedure meeting undertaken. SLT in process of developing Mental Health Education procedure and updating our Employee Assistance and Well Being procedure ready for when the policy committee reach this as part of their review process.</p> <p>Term 4 update - Mitey facilitators have met with the core team. Undertaken an analysis of where our school sits on the Mitey progress continuum. This will assist us to set our schoolwide goals. Mitey facilitator led staff meetings. Decision made to unpack Level 1 of the Mitey programme across the school initially throughout Term 1 2024 as an intensive. Mitey facilitator modelling of lessons in Core team classes 29.11.23. TOD meeting booked.</p>			
Embed Enviroschools initiatives	Continue the Enviroschools initiatives begun last year. Report regularly to the community on activity in newsletters Keep enviro activities at the forefront with regular updates at assemblies connecting and promoting concepts from Laudato Si and Fratteli Tutti Use Enviro Team to develop our cultural narrative through connect with Enviro-schools and Kahui Ako connect	all year	Enviro lead teacher Staff Enviro team Enviro Schools Kahui Ako all students	Engage in practices that preserve our environment and ground our students in the place on which we stand. Practices to lower waste, maximise recycling opportunities and take care of the environment undertaken at OLSOS as kaitiaki of God's creation will be transferred into home practices
	<p>UPDATE:</p> <p>8.3.23 Enviro-schools PLD day attended by Unit holder and DP regarding connection of cultural narrative,</p> <p>3.5.23 Enviro action plan established and supports from community identified from 'get to know your learner' 2023 Environmental plan Annual Waste Audit undertaken Week 5 Term 2 - our rubbish levels have remained similar to last year - however it was noted that we could reduce this further by setting up the afterschool program to reduce their waste with a compost bin and a paper bin. Liturgy Team leading a 'turn the lights off campaign.' Members have been monitoring how many rooms leave their lights on during break time and have a plan to address this. The environmental team will continue to encourage students to bring 'rubbish free lunches' next term. Parents who indicated that they would be interested in helping the school with a gardening group were contacted. We have a parent who has offered to set up and maintain the worm farm and grow and maintain the vegetable patches with the help of the Environmental team. The Environmental team has come up with an initiative to do a beach or park clean up. This will happen in Term 3. We are continuing to collect and recycle Nespresso coffee pods, collect and recycle 'glad bags' and foil chip packets that are passed on to a neighbour of the school who makes them into blankets for the homeless.</p> <p>Term 3 update Enviro initiatives continue - rubbish audit revealed sustained reduction of rubbish from previous years. As a school we diverted 231.65 kg of waste from the landfill in the past year and reduced 47.95kg Co2e of carbon emissions. A few areas of potential improvement were identified and as a result we provided a bin for Bizzy Bods so that the food scraps from their fruit can be composted. We are also educating children about sorting rubbish and paper in the classroom so that all paper waste can be correctly recycled. 88% of students are bringing litterless lunchboxes to school. This drive has been very successful - still working with incentives for classes and houses who consistently bring a litterless lunch with a view to stepping this back once the habits have firmly been established. A date has been set for the beach clean up - Friday 15 September.</p> <p>Term 4 update - Parent supported Gardening club in operation bi-weekly. Plans are being made to further develop the Sabbath Space with planting at the start of next year (weeding, planting plans and prayer rocks). The enviro team have made a video explicitly reexplaining why we need to be rubbish free and the environmental consequences to be shared as they felt that some people were getting relaxed on rubbish free lunches in some areas of the school now that incentives were not being promoted. We have applied for a grant of \$500 for waste reduction next year. The environmental team have undertaken one park clean up this term. Staff and student leaders attending cluster meetings with local schools. Installation of the water tank behind the PE is now almost complete.</p>			

ANNUAL PLAN OUTCOMES 2023

OUR SCHOOL OUR LEARNING	Strategic Goal 2 Growing our rich curriculum to ensure all learners succeed as children of God			
Objectives (What are we trying to achieve?)	Action (How are we going to do this?)	Time frame	Responsible	Expected Outcome (What do we expect to see?)
Embed Religious Education Curriculum	Include Religious Education Planning sessions as part of Curriculum Planning cycle termly Observe and give feedback on RE delivery in classes Provide termly updates to the board on the journey of the implementation of the new RE curriculum	all year	DRS, Leadership staff	The major themes of the RE curriculum will be known by the community. The delivery of the RE curriculum will provide deep teaching and learning opportunities for students. The learning undertaken will enrich the lives of staff and students and be transferred into homes in our community.
	UPDATE: Revisiting of RE curriculum aspects occurring this year for the second round of the trial- building on last year's knowledge, understanding and confidence. RE planning days where staff are released to work alongside the Director of Religious Education to develop understanding and planning Term 2 Before starting planning for the next area a review of the previous theme is undertaken. Reflection is undertaken when beginning to think about the next learning area. L1 Curriculum resources have now been made available - Junior team doing justice to using the resources as a trial school - feedback being delivered to NZCRS on the resources and suggestions about how to deepen and broaden the resources they are creating. Teacher theology notes being delivered by the NZCRS are considered valuable in supporting teacher knowledge to support adult understanding of concepts. Use of what to "SAY" to the students has helped to provide consistency across teams and ensure key knowledge is shared. Next steps - plan activities / discussion threads / questions to use for home learning connections. Term 3 update Continued collaborative planning supporting delivery of the REC. Strong feedback from the external review team from the CDA with regard to rigor of programme and strength in pedagogy and delivery. RE staff meeting undertaken. Board funded planning days continue. The cross themes of Grace, Holiness, Wisdom, Justice and Prayer are to be promoted through the RE programme. Home learning connections continues to be an area to grow Term 4 update Continued collaborative planning supporting delivery of the REC. REA's have been in to see the work that is being done. From this, SLT was invited to present to the National Hui involving the NCRS development team and REA's across the country. Level 2 resources will be available in 2024. PLD for teachers in Yr 3 and 4 classes will take place across the year. Year 5/6 teachers approached by NCRS to support with ideas for tasks and resources			
Further develop localised curriculum	Provide CORE Team and staff structured opportunities for development of localised curriculum using the UBD framework. Connect with local iwi - staff visit Te Whare Matariki Marae to learn more about local iwi history in order to share with staff/children and establish connection with Marae for class visits/visit marae and church / historic walk	all year	Curriculum lead Leadership staff	Our students and community will be able to identify within learning programmes the elements of the connected curriculum (science, technology, arts, H and PE etc). Name the 4 key dispositions in our Graduate Profile. Local curriculum design meets the learning needs of our students, is engaging and relevant to today's students. Learning undertaken across the curriculum will advance learning dispositions. Learning will be transferred into action in students daily lives.
	UPDATE: 25.2.23 LC, DB, HC, DF, CS (?) visit Te Whare Matariki Marae with Kahui Ako to learn history and establish connection with Taini Drummond Curriculum Lead working on Common Practice national development team (12 involved nationally)			

	<p>Term 2 update. Visual in draft to exemplify our Localised Curriculum crafted. Te Whare Matariki Marae unable to accommodate us this year as manawhenua are stretched to capacity. Maraetai Umapuia Marae (Ngai Tai) also contacted with same response. Each staff member has taken 'Church, Maori, Fencibles, our School' as part of our stories planning. Leadership decision to reshape journey and continue to pursue building knowledge and stories of our local history with our teachers in order for them to use this with our students. Next step to create a school Pepeha and combine this knowledge into a school history story which will go visually on our wall. 16.5.23 staff went on a Hui to local sites in preparation for planning school trips to significant local sites to establish common language and understanding.</p> <p>Term 3 update: Localised curriculum visual completed. Concept continues building Te Ao and Mataranga Maori concepts into curriculum design through the implementation of the Aotearoa NZ Histories sub-curriculum area. All year levels undertook a hui to local places of historical interest as part of their learning journey following the staff hui in preparation. Establishment of visual representation of our local history in association with the 'muralists' Year 12/13 local students from St Kentigerns College. 175th Open Day and associated celebrations provided authentic opportunity to exemplify learning with work on display related to connected curriculum learning. Health Curriculum consultation undertaken at mid year parent/teacher/student conferences. Strong voice received with over 100 parents attending. Outcomes shared with community through newsletter and will guide our future teaching and learning programmes .</p> <p>Term 4 Update</p> <p>DF and KNC attended a Ngāi Tai hui in the September holidays to learn more about the iwi and their desires for schools which inhabit their land. They have 4 pou which they hold true to preserving - the environment, the language, identity and well being - we will blend this thinking in with our 2024 planning. TOD held 13th Nov to introduce the first 3 components of the Refreshed curriculum to understand its purpose. An indepth curriculum review was also held highlighting areas we need to address to fully cover the breadth of the curriculum. Front cover of our localised curriculum designed by a graphic artist outlining the layers of our local curriculum with students at the centre. 2024 planning begun with the CORE team following the review.</p>			
Embed structured approach to literacy + maths planning using LPFs	<p>Utilise the 200 hours of MOE PLD using Dr Christine Braid and the Massey Literacy Team to build on foundations of the Structured Approach to Literacy from 2022</p> <p>Share our journey with Kahui Ako Schools and learn from the sharing of their journey with us</p> <p>Collaboratively plan as a staff once a term at a staff meeting using the LPFs and previous signpost plans to sharpen delivery using the framework</p> <p>Track Year 2 students from last year into 2023</p>	all year	Leadership Staff Massey University TEam	<p>Staff are skilled and well planned in order to meet the diverse literacy and numeracy learning needs of their students.</p> <p>Students and their families will discuss goals and make a plan to achieve them and reflect on their outcomes with their Teacher.</p> <p>Student achievement in literacy and numeracy is maximised so our learners perform to the best of their ability.</p>
	<p>UPDATE:</p> <p>TOD 25.1.23 Strictured approach to Literacy = Writing PLD day</p> <p>28.2.23 Claire from Massey University working alongside staff in delivery of writing - observation and feedback. Team Leaders released to participate in observation and evaluative discussion. Each staff member has an identified next step to work on based on observations.</p> <p>Term 2 update - PLD continues - Data moderation leadership day end of Term 1 revealed where our PLD resource needed to be focused. Term 2 foci continues as a result. Literacy staff meeting focus on PLD takeaways, next steps, unpacking vocab for students in the context of non fiction texts. Massey University Team in for modelling lessons and observing lessons. Team leaders are released to participate in the evaluative discussion with Massey facilitator. Notes are used by team leaders to help drive the PLD during team meetings. Strong feedback from the Massey Team facilitator about the work that each teacher is doing in their professional learning journey.</p> <p>Term 3 update: following a time of embedding of new learning, the Massey Team have returned mid/late August and early September to model and then work alongside teachers across the school, supporting and working to sustain the model of delivery. Maths planning and assessment continues using the LPF framework - this is ensuring wider coverage of maths and statistics rather than a narrower numeracy focus. Teacher understanding of the learning progressions and how to implement a collaborative problem solving approach continues to deepen. Team leaders and KNC attended Maths Lead Teacher meetings to stay informed of latest pedagogical understanding</p>			


	Term 4 update - Massey Team returned early October. Teacher's identified their own areas of focus for development. Facilitator presentation on Writing and Sentence Structure was well received by staff and the Kahui Ako literacy workstream. A shift in student writing - functionally and structurally - has been noted across the school. Resources have been purchased to support the teaching and learning programmes across Yrs 1 - 3 classes. Massey Team booked to lead TOD Jan 2024. AST from Kahui Ako shared her understanding and possible resources for Leadership to learn more about a structured approach to maths as a possible intervention for students struggling to pick up maths understandings. More work to be done in this area once the refreshed curriculum is confirmed			
Embed Learner Profile Dispositions	Seek from families their desire for the disposition/gospel value area that most needs development in their child to formulate a disposition goal at the beginning of the year. Update mid and reshape disposition goal as needed	all year	Leadership staff families	The four key dispositions on the Graduate Profile are known by the community. The development of learning dispositions will be at the forefront of conversations between home and school. Students and their families will discuss disposition goals and make a plan to achieve them with their Teacher. Families will support their children in the development of dispositions that will underpin and strengthen academic outcomes and assist to grow the whole child
	<p>UPDATE:</p> <p>23.2.23 Parent teacher student goal setting conferences - development of a goal based on the learning profile dispositions alongside academic goals. Parents were asked to indicate prior to the meeting based on the framework a disposition goal to discuss at the meeting (there was a 50/50 update of the pre work but the interviews was a good chance to consolidate this). Staff report that families have strong knowledge in disposition framework.</p> <p>Term 2 update - the Get to Know your Learner sheets sent out at the beginning of the year - Information from this was collated. Communicator across the school was revealed as the most common disposition through home school partnerships to be working on. We have also gathered ways our community can support us and using this for any initiatives or learning opportunities offered in school.</p> <p>Term 3 update: Update to disposition goals in mid year reports with student voice contributing in Years 4-6. Parent/Student/Teacher conferences beginning of Term 3 reconfirmed disposition goals from the Learner Profile. Update goal sheets made available to parents after interviews.</p> <p>Term 4 - Students Y 4-6 reflected on their dispositions and wrote comments in their end of year reports.</p> <p>When engaging in curriculum review and forward planning into next year this term, the Learner profile incorporated in skill development featured striking in discussions and planning in Health and PE curriculum for 2024.</p>			
Engage in preparation for implementation of refreshed NZC	SLT attend PLD sessions seeking feedback as the refreshed NZC is taking shape SLT to keep staff informed as the NZC refresh grows Work alongside Kahui Ako in developing an understanding of the changes in the refreshed NZC Reflect curriculum refresh in localised curriculum	all year	leadership staff	When the time comes to fully engage with the NZC refresh, leadership and staff will be prepared to make the needed changes in delivery. Leadership and staff will be upskilled to competently bring families along on the change journey in terms of their understanding and change in reporting that will occur.
	<p>UPDATE:</p> <p>Term 2 Update - TOD to begin the 'raise awareness' journey with MOE undertaken on the first day of Term 2. Planning and enacting our 2023 connected curriculum journey of 'stories', activating the use of the Aotearoa New Zealand Histories Curriculum, reflecting on the phases and enacting the 'understand, know, do' framework is supporting our step into the refreshed NZC</p> <p>Our SECKA Kahui Ako (1 of 15 in Auckland) have been accepted into Kokiritia Marautanga PLD- a networked curriculum community which is a partnership collaboration between the Ministry of Education, Tui Tuia Learning Circle, University of Auckland, Auckland Primary Principals' Association (APPA), and Auckland Secondary Schools Principals' Association (ASSPA). This is an opportunity to lead our school community to successfully embed the refreshed NZ Curriculum. The aim of this community is to understand the design and intent of Te Mātaiaho (the refreshed NZC) across Years 1-13. Kōkiritia Marautanga is based on a shared commitment to successfully implement Te Mātaiaho, which will allow schools to assess how change is implemented and the associated successes or challenges. Participating Kāhui Ako will be able to advise the Ministry of Education about the issues experienced in the</p>			

	<p>implementation of the NZ Curriculum Refresh. Principals, curriculum leaders, and other partners involved in this collaboration will receive the support they need to understand and implement the changes. Hui for this will begin in Term 3 2023.</p> <p>Term 3 Update: Kokiritia Marautanga PLD session 1 has been undertaken (two more to come) From this, greater insights into the intent of the refreshed curriculum has surfaced. Further sessions will support digging more deeply into the documentation and be fed back as appropriate to staff.</p> <p>Term 4 Update: Continued attendance as members of SECKA at Kokiritia Marautanga to learn more about the implementation of the refreshed curriculum. Latest hui 1.11.23, was based around the aspect of engaging with iwi and Māori success as Māori. Learning from this PLD has informed our TOD offering at school on 13.11.23. Three more PLD opportunities offered in early 2024 will continue this PLD which we can bring into the school.</p>
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ANNUAL PLAN OUTCOMES 2023

OUR SCHOOL OUR COMMUNITY	Strategic Goal 3 Growing our Catholic Community to serve God’s world			
Objectives (What are we trying to achieve?)	Action (How are we going to do this?)	Time frame	Responsible	Expected Outcome (What do we expect to see?)
Christian Witness/ outreach and service development processes	Create an overview of schoolwide outreach actions already in place. Identify any gaps / opportunities that could be added to our outreach response - develop an action plan for 2023 christian witness outreach activity with the Liturgy Team and Student Council Unpack and communicate to the wider school community the understanding of what Christian Witness means at a primary school level and the links to Encounter with Christ Engage in a schoolwide Caritas Challenge to support an identified community. Reinstate the termly mufti days in support of Catholic organisations i.e Caring Foundation, Caritas, Mission and Mercy.	across the year	DRS Leadership Liturgy Team Staff	Our community will grow in understanding of Catholic Social Teaching. The four key Catholic Organisations that support Christian Witness and outreach will be known by and supported by the community Christian Witness elements will be strengthened where needed in our school Families will be aware of the Christian Witness outreach opportunities students have at OLSOS Students will develop a sense of service to their community and the world driven to action by their Catholic Faith
	<p>UPDATE:</p> <p>Flood the food bank with love mission through lantern challenge underway. Sharing how many families we support each week through donations (17 items = supporting 1 family) - week 4 the school fed 11 families.</p> <p>Overview of outreach shared with parents</p> <p>Term 2 Update - 96 families were supported through the Flood the Foodbank with Love initiative. Collation of school wide activities under the 3 dimensions and shared this with the Board. Information from the Getting to Know the Learner sheets identified community desire for students to connect with the elderly, either in rest homes or in their own homes. Addition of knitting group to support Middlemore hospital with creation of blankets undertaken - using terminology / language of encounter with Christ, Christian Witness, outreach etc being used in newsletters etc. Parish school community invited in to support. Initiative advertised in the parish newsletter. Many grandparents and extended family and 3 staff regularly attend the sessions. Positive community connections are being forged with elderly and students alike.</p> <p>Term 3 Update: Term 3 Christian Witness outreach through the Caritas Challenge lead by Liturgy Team in planning stages. The Liturgy Team has identified several options for the Caritas Challenge this year and selected an orphanage in Howick, South Africa as the focus. The orphanage already has connections with Caritas. Many links to our school - our school was an orphanage, the name Howick, one of our school families has a link to the orphanage resonated with the team. Caritas NZ has been approached for images of the area that can be shared with the school.</p> <p>Term 4 update - Caritas Challenge focus on the preciousness of water helping our students to be more aware of the availability and accessibility of water for us and for others. Funds from the Mission Day Market will go towards the purchase of a water tank for Khazimula Children’s Home in SA. Liturgy team has been promoting water tank fundraiser at Morning prayer to increase student awareness. Through the internal review process, staff have become more explicit in their language around the purpose of fundraising opportunities. Connections to the Gospel stories are being more clearly made for students and the community.</p> <p>An overview of schoolwide actions for each of the 3 dimensions has been created and will be used as a plan for following years.</p>			

Use connection with the wider community of our Kahui Ako to develop school processes	WST appointment and regular sharing	Across the year	Principal Leadership Team WST staff Staff	Professional growth and development opportunities will be maximised through the connection with the Kahui Ako.
	Updates in Leadership Minutes shared with staff			The community will recognise the involvement of our school within a wider network of local Christian Schools for the benefit of all akonga.
	Engage with Tui Tuia to support Fono Whanau group engagement			
	Engage with Cultural Narrative element of Kahui Ako linked to environmental work			
	UPDATE: Term 2 update - Fono family group met first Saturday of term 2 at a parents house for talanoa; discussion and fellowship. (see further details below) See Update Goal 2 Action point 5 (SECKA Kōkiritia Marautanga opportunity) Term 3 Update: following successful talanoa in Term 2, the Fono group are keen to engage in a follow up meeting - timing in Term 3 has proved challenging due to Saturday scheduling clashes, a date is being sought in Term 4 that will work with families. Mural work typifying our history from Maori settlement through to current day being undertaken as a visual representation of our cultural narrative. This will go opposite our school pepeha once this is established on the walls leading up to our field. Term 4 update: Following a meeting of school leaders in the wider area and the Iwi o Ngāi Tai 3.10.23 , we will leverage support through the KA to engage further with the Iwi. This builds into Achievement challenge 1 of the use of bi-culturally embedded practices to increase our students' / ākonga understanding and knowledge of Te Ao Māori in its unique place in Aotearoa New Zealand. Iwi o Ngāi Tai identify four pou of Te Taiao - environment; Te Reo Rangitira - language; Hauora - well being; Te Ahurea Oranga me te tuariki - cultural identity. These are being included into schoolwide concept planning foci. Tui Tuia supported SLT to plan for a fono group talanoa (more details below). 9.11.23 The Kahui Ako AST team presented workstreams and heard OLSOS focus for 2024 at a day long hui - many connections made to capitalise on in 2024.			
Engage with our school families (Fono / Whanau / Jia groups) and wider community	Grandparents day - Wednesday 26th July (Feast of Anne and Joachim)	across the year	Leadership Pacific Champion staff member Staff Families	Students sense of self is reflected in the school environment.
	Further comms re invitation for prayer in class			To maximise home school partnerships to better understand needs of families and students and plan to meet these needs
	Initiate 'Coffee with the Principal 2.15pm once a month - include prayer with parents in this as a beginning to developing a parent prayer group			Our community positively contributes to the life of the school
	Reinstate passion projects including members of the community in sharing their passion			Students wellbeing is supported
	Utilise the expertise of Tui Tuia from Auckland University (connect through Kahui Ako) to engage with our Pacific Whanau and use experience to build model to engage with Maori and Jia groups			

	 <p>Poutama Reo is a quality improvement framework that provides a progressive pathway for English-medium schools to review and improve their provision of te reo Māori language and culture. It is also known as the Te Aho Māori Quality Improvement Framework, and forms part of the broader revitalisation of te reo Māori.</p> <p>Poutama Reo was developed by Te Hui Whānau and will be introduced to schools next year. You can use Poutama Reo to determine where your school is on your te reo Māori journey and explore possible next steps.</p> <p>Participants in the Poutama Reo pilot indicated that the framework supplied much needed clarity and guidance for schools.</p> <p>Your evaluation partner can talk to you about this in the new year.</p>	<p>Education Now</p> <p>Education Now is a free survey tool that gathers the voices of leaders, teachers, students, whānau and the board.</p> <p>Education Now's surveys include questions aligned to the School Evaluation Indicators to help schools with useful insights and real data from their whole community. Every Te Huiwhaka researchers will collect and analyse the data, and participating schools will receive a free report summarising information about their school drawn from these surveys. This is helpful for schools' own internal evaluation and is most useful alongside the School Improvement Framework.</p> <p>Find out more about Education Now on our website.</p>			
	<p>UPDATE:</p> <p>10.2.23 initial meeting with parent lead of Fono Group and Tui Tuia facilitator to discuss and prepare Talanoa opportunity in April</p> <p>Term 2 update - successful Talanoa held on Saturday 29th April at one of our Fono group's homes - discussion points recorded before Teacher, 2 DPs and Principal joined the group. Analysis of this and planning forward for our next meeting 17.5.23 - planning also for Samoan Language Week at this meeting. Coffee with the Principal has been scheduled into Louise's calendar and will happen twice termly. Fono group leading the celebration of Samoan Language week with students empowered to share their culture with the school through mufti day, sharing assembly, quiz, songs, prayer. Whanaungatanga with food.</p> <p>Term 3 Update: 26.7.23 Grandparents Day a huge success (on the Feast of St Anne and St Joachim). Around 180 Grandparents (or grandparent figures in the lives of our chn) attended the liturgy and spent time in classrooms with the students.</p> <p>Coffee with the Principal dates advertised on the website calendar and in the 'events' emails that go out a week in advance (also through school loop app). Senior school students 'electives' have begun this term (passion projects) with a variety of choices on offer for students to engage in.</p> <p>Fono group engagement with support through Tutuia proceeding with learnings/ insights gleaned supporting our planning for engaging with our Whanau and Jia groups.</p> <p>Term 4 update: A parent leader from the Fono group has had several meetings with SLT based around the work with TuiTuia in preparation for our next Fono Talanoa. 21.11.23 Fono Talanoa was held at school attended by a large proportion of our Pacific families. We unpacked the 5 system levers identified by the Ministry of Education across the education sector contained in the 2023 revised Pacific Education Plan with the Fono group. Our Strategic plan goals were shared and parents spent time discussing the impact of these goals for them as Pacific families at OLSOS, what they could do and the school could do to strengthen these goals for Pacific students and families. Connections were made between the system levers in the Pacific Education Plan and the school's strategic goals. The Fono group shared their thoughts and wonderings about how these connections could also be strengthened. Initial ontact made with small number of identified Māori whanau to seek further engagement in planning forward activity into 2024.</p>				



OUR LADY STAR OF THE SEA SCHOOL

He Whetu o te Moana

VARIANCE STATEMENT 2023

“Let us breathe the Spirit of Mary in all that we do, to think, judge feel and act as Mary in all things God has chosen us to do”

Vision

Our Lady Star of the Sea Catholic school community:
Confidently **living**, **learning** and **serving** with Jesus as our Guide

*Ko te tirohanga tēnei, o te whānau whānui o te Kura Katorika o Whetu o te Moana.
Me noho māia i te ao mārama, me mahi tahi ki a Ihu tō mātou kaiārahi.*

Mission

Nurture faith
Build community
Strive for excellence
Promote service and justice

Confidently **LIVING** with
Jesus as our Guide

Growing the wellbeing of our
Community

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

Confidently **LEARNING**
with Jesus as our Guide

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

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

Confidently **SERVING** with
Jesus as our Guide

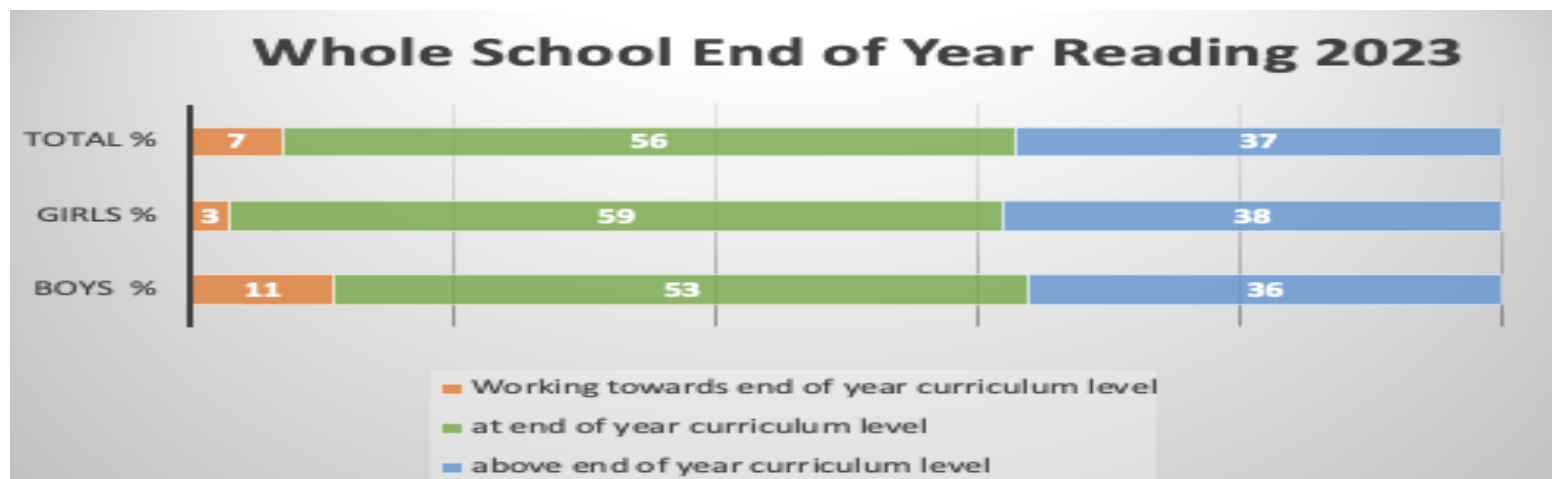
Growing our Catholic
Community to serve God's world

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



END OF YEAR EXECUTIVE SUMMARY OF CURRICULUM DATA 2023

WHOLE SCHOOL END OF YEAR READING DATA 2023



WHOLE SCHOOL END OF YEAR READING DATA 2023 COMMENTARY

93% of the school are operating at or in excess of their end of year Curriculum Level.

2022: 91% same time of the year last year

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

7% continue to be working towards the end of year Curriculum Level

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

Positive Variances:

- Year 5s are disproportionately represented in the 'above end of year curriculum level' 53% (63% boys and 53% girls).
- Year 3 are disproportionately represented in the 'above end of year curriculum level' 53% (55% boys and 50% girls).
- Year 2 are disproportionately represented in the 'above end of year curriculum level' 56% (50% boys and 56% girls).

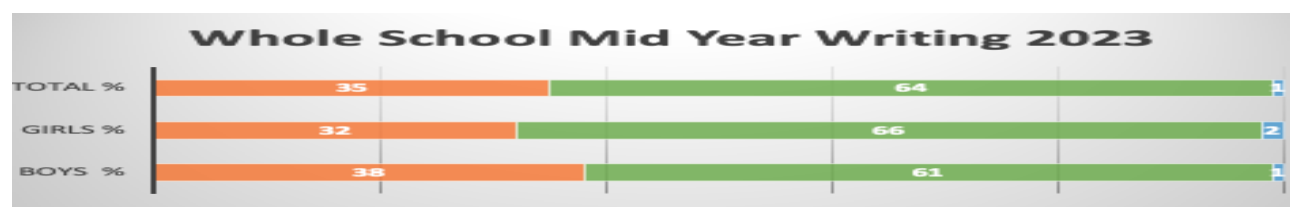
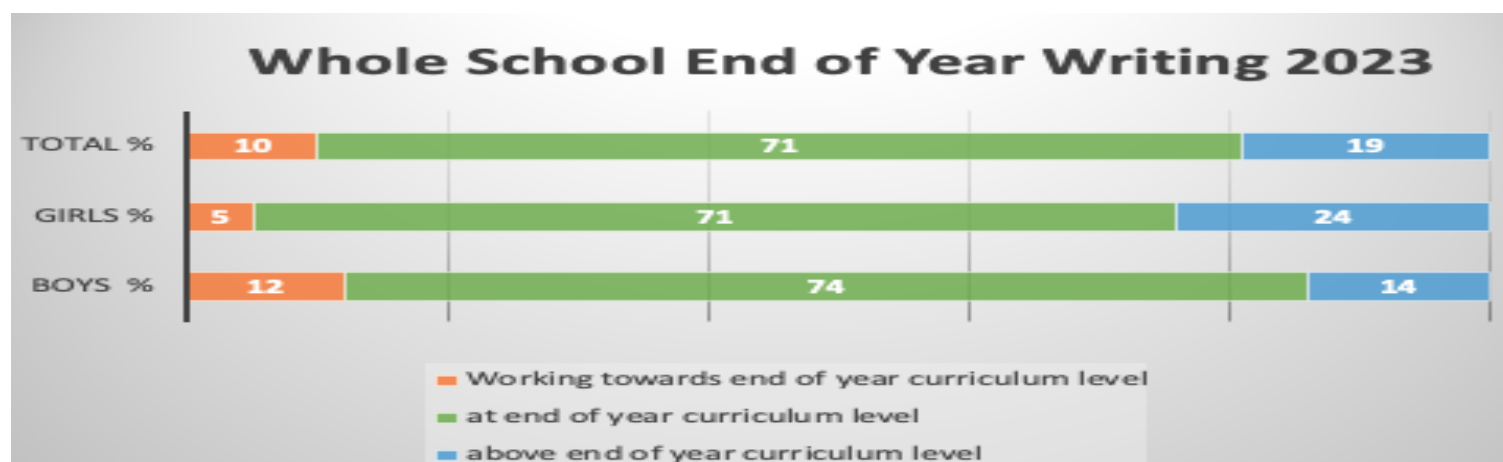
Where students are disproportionately represented in the 'above end of year curriculum level' (as detailed above), an inverse correlation exists between 'above' and 'at' end of year curriculum level (ie, the % of students working 'at' is less than the average reported)

- Year 1 children are all already operating at 1B (end of year expectation), however this is a wide band of achievement and there are targets within this.

Negative Variances:

- **Year 2 boys** - 21% of Year 2 boys (3/14 boys) are still working towards end of year expectations.

WHOLE SCHOOL END OF YEAR WRITING DATA 2023



WHOLE SCHOOL END OF YEAR WRITING DATA 2023 COMMENTARY

90% of the school is operating at or in excess of their end of year Curriculum Level.

2022: 86% same time of the year last year

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

10% are working towards the end of year Curriculum Level

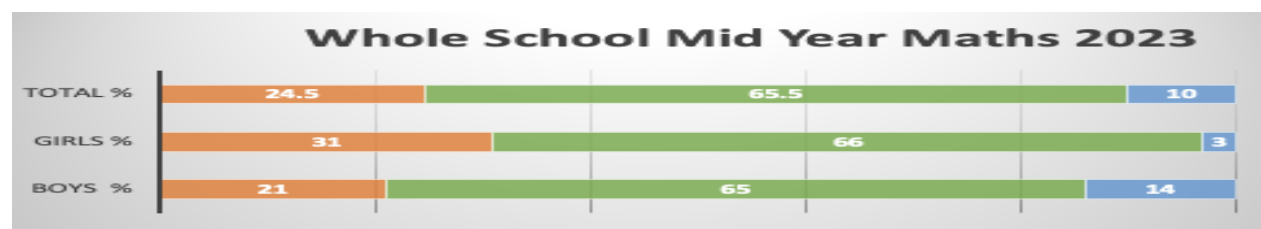
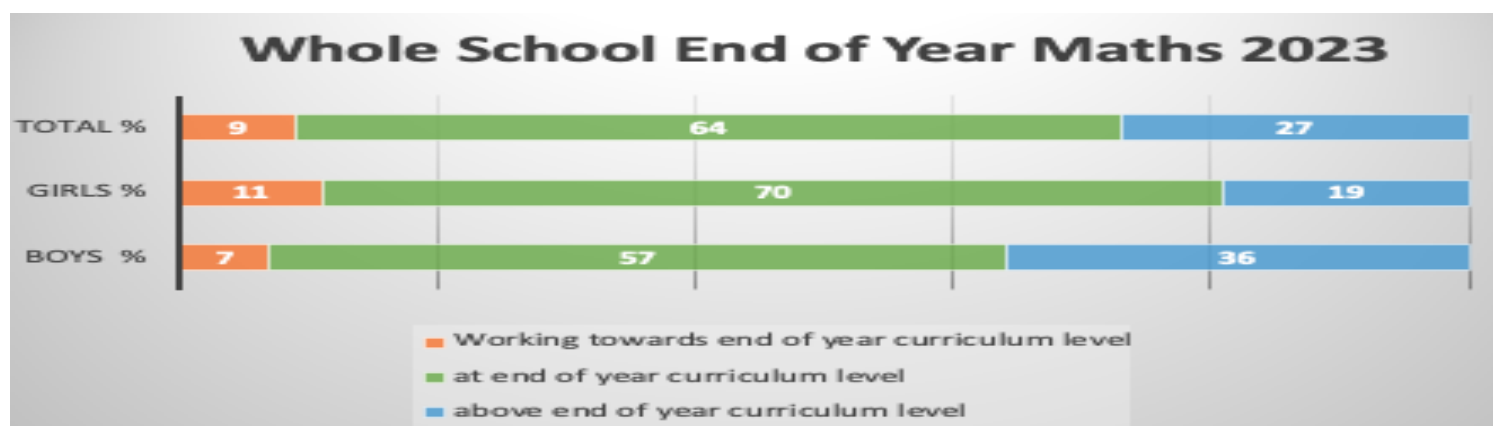
Of note (+/- >10% variance to the above):

Positive Variances:

Negative Variances:

- **Year 6** - 24% of Year 6 boys (10 boys) ended the year still working towards the end of year expectations. 4 of these students are new to OLSOS in the last 2 years. 4 receive learning support through ORS/RTLB/IEP/ILP programmes.

WHOLE SCHOOL END OF YEAR MATHS DATA 2023



WHOLE SCHOOL END OF YEAR MATHEMATICS DATA 2023 COMMENTARY

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

2022: 87% same time of the year last year

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

9% are working towards the end of year Curriculum Level

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

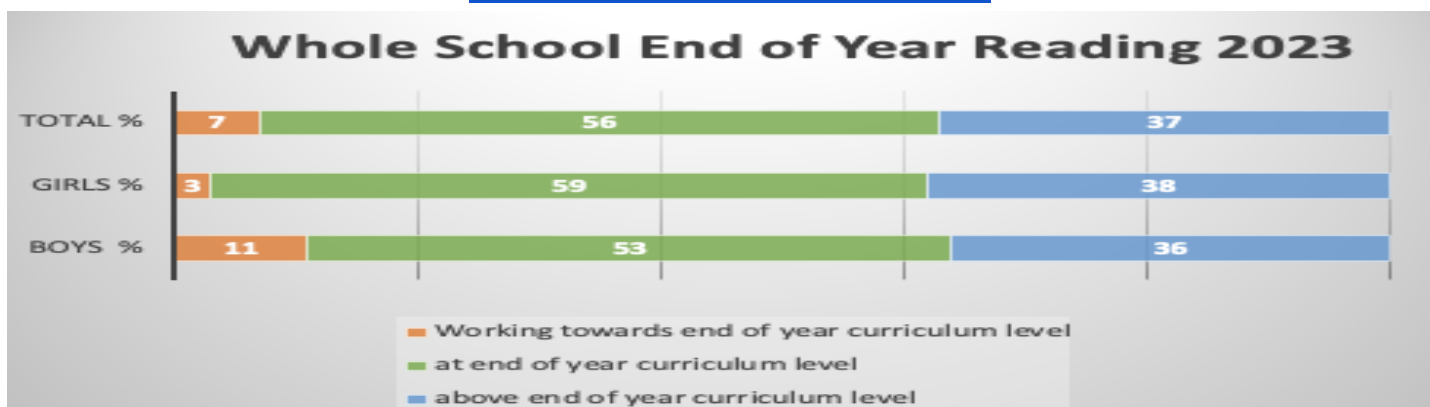
Positive Variances:

- Year 5 boys - 60% of Year 5 boys (19 boys) are working above end of year expectations.

Negative Variances:

- **Year 3** - 33% of Year 3 girls are still working towards end of year expectations (6 students). These students will enter 2024 as targets.

END OF YEAR ETHNICITY DATA 2023



WHOLE SCHOOL END OF YEAR READING DATA 2023

93% of the school concluded the year operating at or in excess of their end of year Curriculum Level.

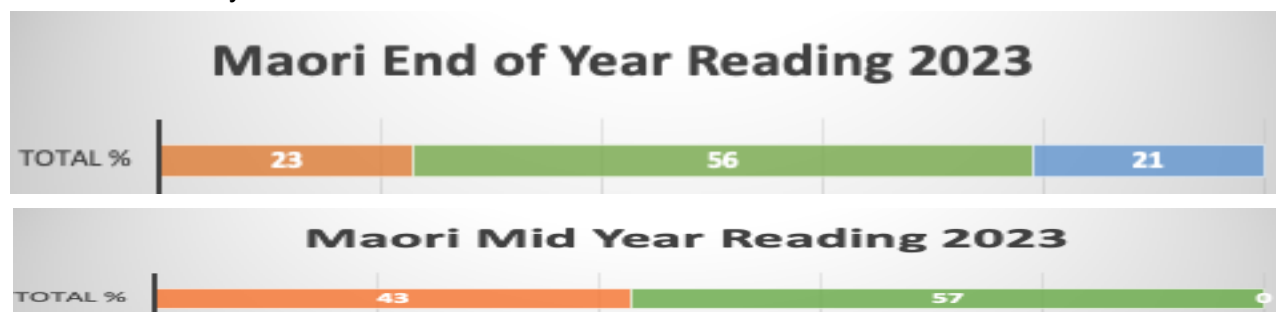
2022: 91% same time of the year last year

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

7% continue to be working towards the end of year Curriculum Level



We have 24 Maori students across the school at this mid year point in our year. 7.36% of our total end of year roll. (same time 2022 23 Maori Students 6.8% of our total roll, 2021 32 students 7.8% of our total 2021 roll 2020 38 students 9.1%)

Maori students are disproportionately represented in working towards expectation compared to whole school data. As numbers are small in each cohort, revealing which year levels in this analysis could risk the identification of students - this equates to 1 child in two cohorts, 2 in another cohort. These students are targets. (Same time 2022 23% working towards, 69% working at, 8% working above, 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 have 25 Pacific students across the school at the end of our school year. 7.66% of our total roll. (same time 2022 20 students, 5.9% of our roll, 2021 22 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 2022 7% working towards, 51% at 42% above, 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 have 170 Asian students across the school. 52.14% of our total mid year roll. (same time 2022 176 students, 52.2% of our total roll, 2021 191 students 49.1% of our total roll. 2020 209, 49.2% of total roll. 2019 199 students)

Our Asian students are achieving equitably compared to our whole school mid year data. (same time 2022 11% working towards, 52% at, 37% above, 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 have 9 MELAA (Middle Eastern / Latin American / African) students across the school. 2.76% of our roll. (same time 2022 13 students 3.8%, 2021 14 MELLA students 3.6% of our total roll)

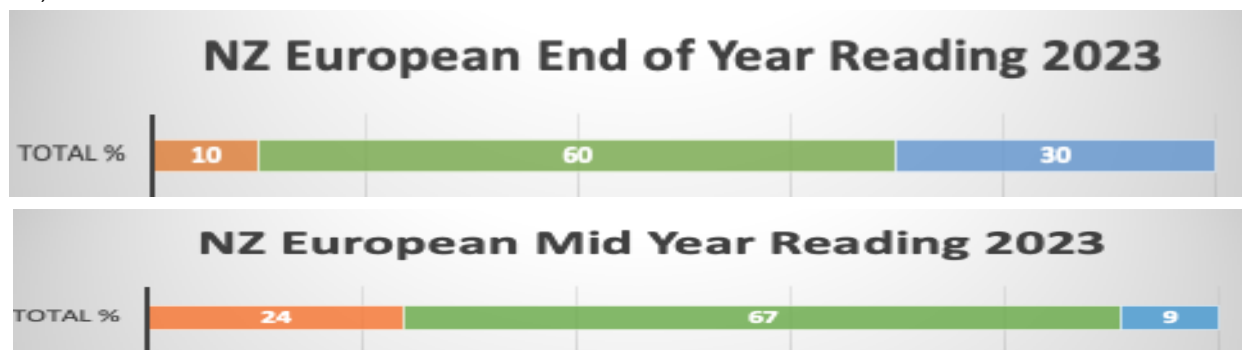
Our 'MELLA' students were reported inaccurately mid year as discovered when making comparison at end of year - updated mid year graph presented above. Apologies for this.

Our MELLA students are achieving disproportionately compared to whole school data in the 'working towards' category. With such small numbers, this equates to one additional student enrolled since mid year (same time 2022 92% working at, 8% above, 2021 14% working towards, 86% already working at/above end of year curriculum level)



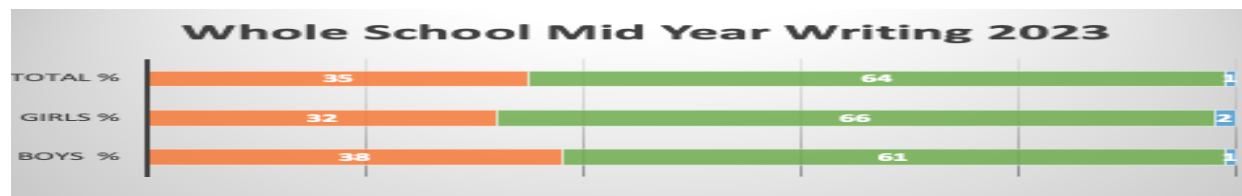
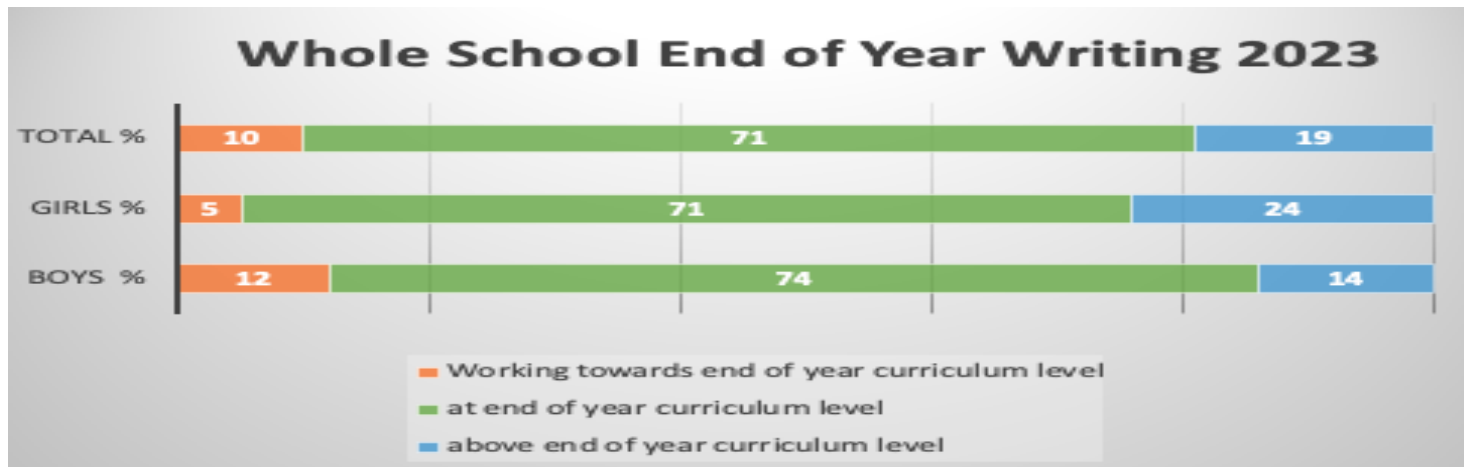
We have 3 'Other Ethnicity' students across the school. 0.92% of our total roll. (same time 2022 4 students 1.2%, 2021 6 students schoolwide 1.5% of our total roll. 2020 20 students, 4.7% of total roll).

Our 'Other Ethnicity' students are achieving equitably compared to our whole school data (same time 2022 25% working at 74% above, 2021 2021 0% working towards, 100% working at, 0% above end of year)



We have 95 New Zealand European students across the school. 29.16% of our total mid year roll. (same time 2022 101 students 30% of our roll, 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 2022 6% working towards and 70% at, 24% above end of year curriculum level, 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 END OF YEAR WRITING DATA 2023 COMMENTARY

90% of the school is already operating at or in excess of their end of year Curriculum Level.

2022: 86% same time of the year last year

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

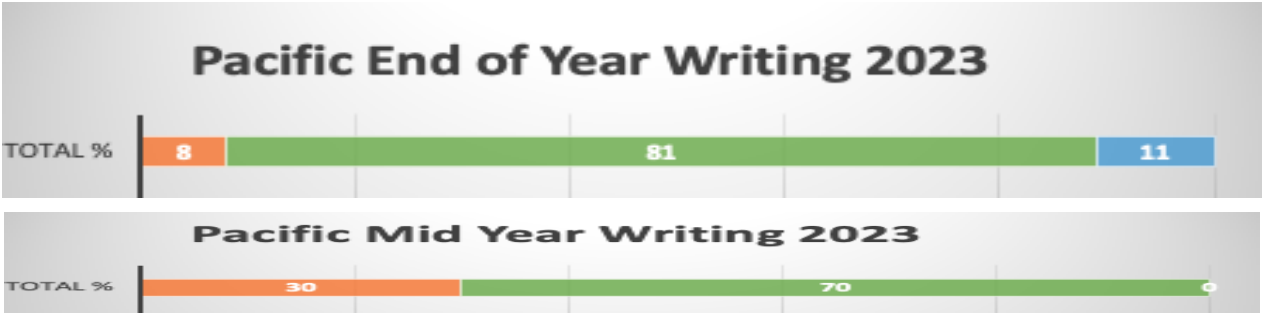
10% are working towards the end of year Curriculum Level



We have 24 Maori students across the school at this mid year point in our year. 7.36% of our total end of year roll. (same time 2022 23 Maori Students 6.8% of our total roll, 2021 32 students 7.8% of our total 2021 roll 2020 38 students 9.1%)

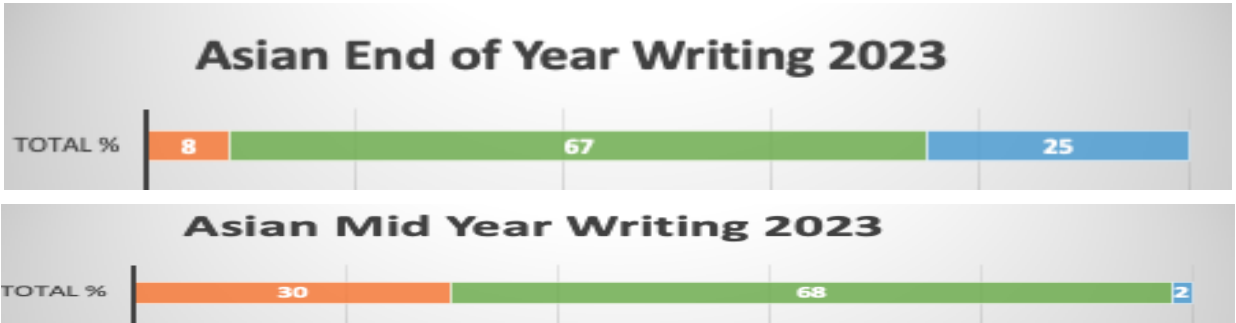
Our Maori students are disproportionately represented in the working towards category compared to whole school data. The 38% still working towards end of year expectations equates to 9 students across the school. All are targets for 2024 (and Year 6's have been transitioned individually to next school). As numbers are so small in year levels, naming the year levels risks individual identification.

(same time 2022 34% working towards and 66% at end of year expectations, 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)



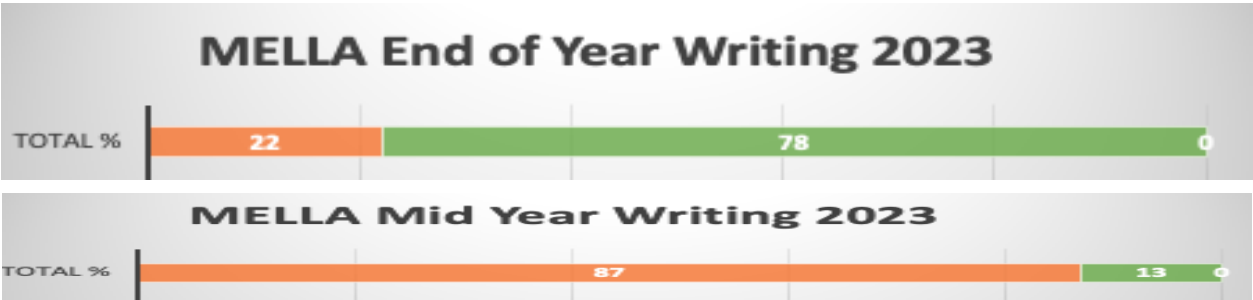
We have 25 Pacific students across the school at the end of our school year. 7.66% of our total roll. (same time 2022 20 students, 5.9% of our roll, 2021 22 students 5.7% of our roll. 2020 24 students, 5.6% of our roll and 2019 26 students)

Our Pacific students are achieving equitably compared to our whole school data (same time 2022 10% working towards, 80% working at, 10% above end of year expectations, 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 have 170 Asian students across the school. 52.14% of our total mid year roll. (same time 2022 176 students, 52.2% of our total roll, 2021 191 students 49.1% of our total roll. 2020 209, 49.2% of total roll. 2019 199 students)

Our Asian students are achieving equitably compared to our whole school mid year data. Year 6 Asian students are disproportionately represented in the 'working towards' category at 23%. (same time 2022 16% working towards, 68% working at 16% above end of year expectations with Year 5 disproportionately represented in working towards at 42%), 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 have 9 MELAA (Middle Eastern / Latin American / African) students across the school. 2.76% of our roll. (same time 2022 13 students 3.8%, 2021 14 MELLA students 3.6% of our total roll)

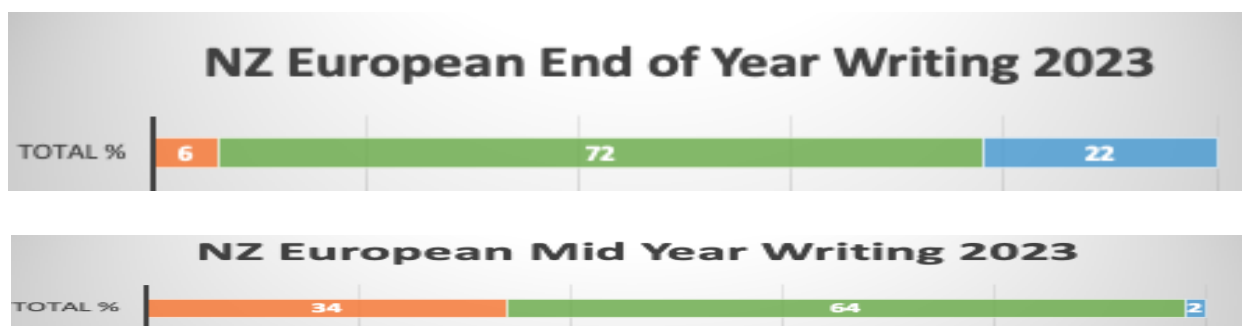
Our MELLA students are achieving disproportionately in the working towards category compared to our whole school data. As numbers are so low, this equates to individuals in certain year levels.

(2022 100% already working at end of year curriculum level, 2021 60% working towards and 40% already working at, 0% working above end of year curriculum level.



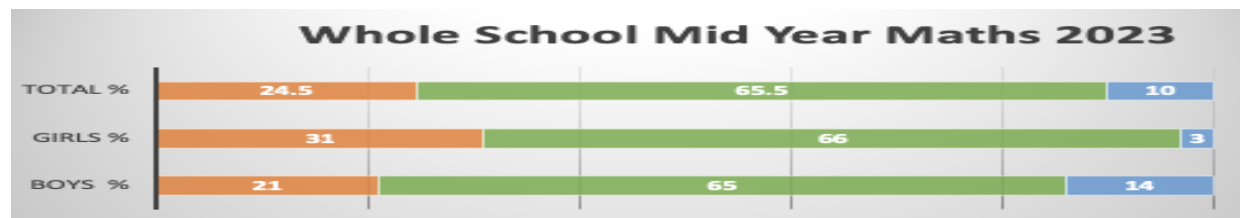
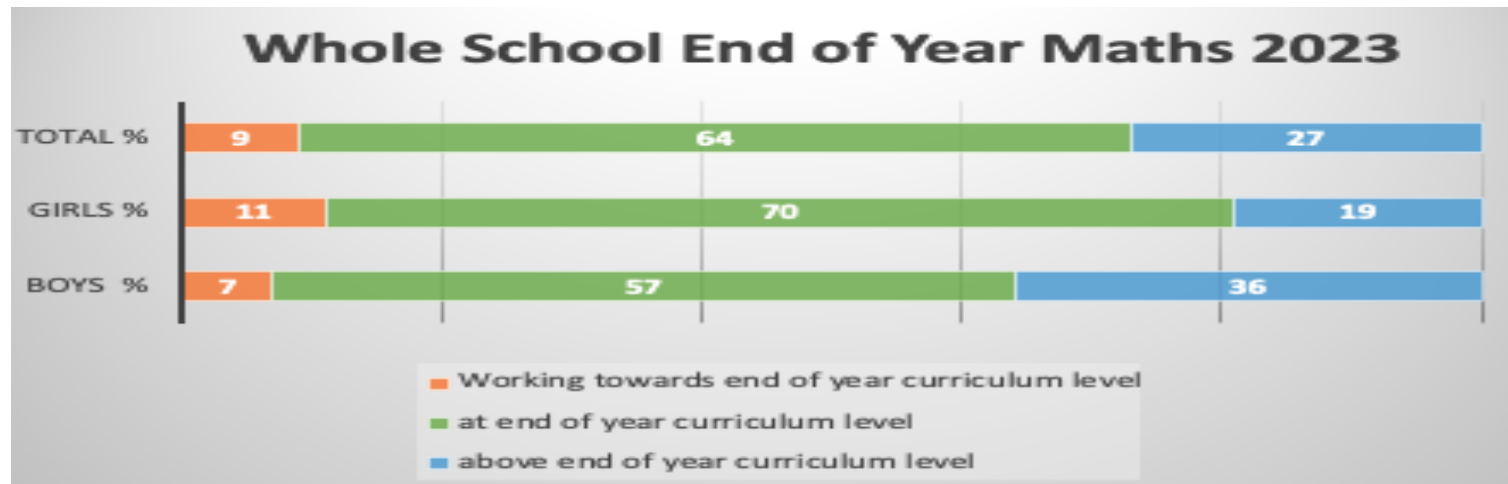
We have 3 'Other Ethnicity' students across the school. 0.92% of our total roll. (same time 2022 4 students 1.2%, 2021 6 students schoolwide 1.5% of our total roll. 2020 20 students, 4.7% of total roll).

Our 'Other Ethnicity' students are achieving equitably compared to our whole school data. With only 3 students in this category these percentages are very loaded. (same time 2022 75% working at 25% above end of year expectations, 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 have 95 New Zealand European students across the school. 29.16% of our total mid year roll. (same time 2022 101 students 30% of our roll, 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 2022 10% working towards, 81% already working at 9% above end of year expectation. 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 MID YEAR MATHEMATICS DATA 2023 COMMENTARY

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

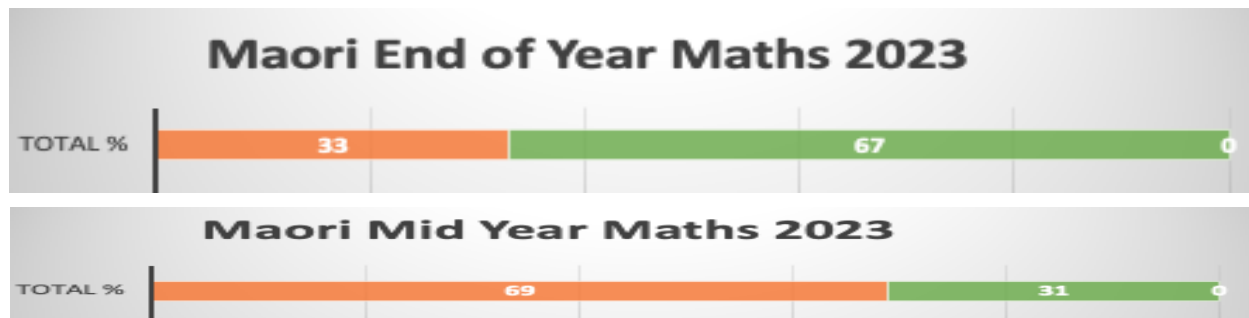
2022: 87% same time of the year last year

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

9% are working towards the end of year Curriculum Level



We have 24 Maori students across the school at this mid year point in our year. 7.36% of our total end of year roll. (same time 2022 23 Maori Students 6.8% of our total roll, 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 33% made up of students across most year levels. These are very small numbers in each cohort all of who are targets (same time 2022 43% working towards, 52% at, 5% above end of year curriculum level with Years 3, 4, 5 disproportionately)

represented, 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)



We have 25 Pacific students across the school at the end of our school year. 7.66% of our total roll. (same time 2022 20 students, 5.9% of our roll, 2021 22 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 2022 15% working towards, 80% working at, 5% above end of year expectation. 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)



We have 170 Asian students across the school. 52.14% of our total mid year roll. (same time 2022 176 students, 52.2% of our total roll, 2021 191 students 49.1% of our total roll. 2020 209, 49.2% of total roll. 2019 199 students)

Our Asian students are achieving strongly compared to our whole school data. Year 5 with 63% above, Year 3 with 57% above and Year2 with 40% above. (same time 2022 10% working towards, 48% working at 42% above end of year expectations with Year 5 disproportionately represented in the working towards category at 25%, 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)





We have 9 MELAA (Middle Eastern / Latin American / African) students across the school. 2.76% of our roll. (same time 2022 13 students 3.8%, 2021 14 MELAA students 3.6% of our total roll)

Our 'MELLA' students are achieving equitably compared to our whole school data.

(Same time 2022 8% working towards, 69% working at, 23% above end of year expectations, 2021 20% working towards, 73% already working at and 7% above end of year curriculum level)



We have 3 'Other Ethnicity' students across the school. 0.92% of our total roll. (same time 2022 4 students 1.2%, 2021 6 students schoolwide 1.5% of our total roll. 2020 20 students, 4.7% of total roll).

Our 'Other Ethnicity' students are achieving equitably compared to our whole school data.

(Same time 2022 0% working towards, 100% working at, 0% above end of year expectations, 2021 100% working at end of year curriculum level).



We have 95 New Zealand European students across the school. 29.16% of our total mid year roll. (same time 2022 101 students 30% of our roll, 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 2022 12% working towards and 64% already working at 24% above end of year curriculum level; 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)

2023 School Targets (disproportionate representations from 2022) End of Year 2023

The below school targets are groups of students that were disproportionately represented in our end of year 2022 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.

READING

Variances from end of year 2022 data analysis:

- **Year 6** - 25% of Year 5 students (16 students) at the end of 2022 were still working towards end of year expectations (31% boys, 12 boys and 16% girls, 4 girls). These students needed to be operating at early Level 3 of the curriculum in order to be considered working at expectation at the end of 2022. 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. **1 student left at the beginning of 2023.**
 - 13 were one sublevel below (9 boys and 4 girls), **10 students, 6 boys and 4 girls made the strong two sublevel progress in 2023 to place them 'at curriculum Level'**
2 boys made a standard one sublevel shift in 2023, ending the year 1 sublevel below end of year expectations.
 - 1 boy was two sublevels below **This boy made a strong two sublevel shift** in 2023, placing him just one sublevel below end of year expectations.
 - 2 boys were 3+ sub levels below (IEP/RTLB support + new to OLSOS in 2022). **Both of these boys made accelerated progress in 2023, shifting 3 sublevels across the year. This placed 1 boy one sublevel below end of year expectations and the other two sublevels below end of year 6 outcomes.**

WRITING

Variances from end of year 2022 data analysis:

- **Year 6** - 30% of Year 5 students (19 students) at the end of 2022 were still working towards end of year 5 expectations (34% boys, 13 boys and 24% girls, 6 girls). These students needed 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.
 - Of these 19 students,
 - 14 (8 boys and 6 girls) were one sublevel below. 3 of whom were new to OLSOS between 2019 and 2022.
 - **1 girl left at the beginning of 2023 reducing the target group to 13 (8 boys and 5 girls).**
 - **9 students, 4 boys and 5 girls made strong two sublevel progress** in 2023 to place them 'at curriculum Level' at the end of 2023
 - **3 boys made a standard one sublevel shift** in 2023, ending the year 1 sublevel below end of year expectations.
 - **1 boy remained stable** in his writing curriculum level, ending the year two sublevels below end of year expectations.
 - 4 boys are two sublevels below end of year expectation.
 - **1 boy made accelerated progress of three sublevels** placing him 'at curriculum level' at the end of the year.

- 1 boy made a **strong two sublevel shift** in 2023, placing him just one sublevel below end of year expectations.
- 2 boys **remained stable** in their writing curriculum level, ending the year two sublevels below end of year expectations. Both have identified learning challenges and supports in place. They were targets in reading above and their success in accelerated progress (1 boy), and standard progress (1 boy) in reading are to be celebrated.
- 1 boy was 3+ sublevels below end of year expectations and was new to OLSOS in 2022. This boy made a **standard one sublevel shift** in 2023 placing him in excess of 3 sublevels below end of year 6 expectations. He was a target in reading above and his accelerated progress in that curriculum is to be celebrated.
- **Year 4 boys** - 28% of Year 3 boys (9 boys) at the end of 2022 were still working towards end of year expectations. These students needed to be operating at early Level 1 of the curriculum in order to be considered working at expectation. The shift out of Level 2 and into Level 2 thinking and interpretation is significant. Of note, the year 3s in 2021, 2020 and in 2019 were also a feature as a variant to whole school data. 1 boy left at the beginning of 2023 reducing the target group to 8 boys.
 - Of these 9|8 boys,
 - 6 were one sub level below
 - 4 boys made **strong two sublevel progress** in 2023 to place them 'at curriculum Level' at the end of 2023
 - 1 boy made a **standard one sublevel shift** in 2023, ending the year 1 sublevel below end of year expectations.
 - 1 boy **remained stable** in their writing curriculum level, ending the year two sublevels below end of year expectations.
 - 1 was two sub levels below (has an IEP and RTLB support) This boy made **strong two sublevel progress** in 2023 to place them one sublevel below curriculum Level at the end of 2023
 - 2|1 boys were working 3 sublevels below (ORS funded) This boy made **strong two sublevel progress** in 2023 to place them 2 sublevels below at the end of 2023

Maths

Variances from end of year 2022 data analysis:

- **Year 6** - 25% of Year 5 students (16 students) at the end of 2022 were still working towards end of year expectations (21% of boys, 9 boys and 32% of girls, 7 girls). These students needed 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 these 16 students, 6 did not start their schooling at OLSOS (3 new this 2022, 2 2021 and 1 in 2019) 1 boy and 1 girl left at the beginning of 2023 reducing the target group to 7 boys and 6 girls
 - 8 were one sublevel below (3 boys and 4 girls).
 - 5 students, 1 boy and 4 girls made the **strong two sublevel progress** in 2023 to place them 'at curriculum Level' at the end of 2023
 - 1 boy made a **standard one sublevel shift** in 2023, ending the year 1 sublevel below end of year expectations.
 - 5 (3 boys and 2 girls) were two sublevels below end of year expectation.
 - 1 girl made **accelerated progress**, shifting 3 sublevels placing her 'at curriculum Level' at the end of 2023
 - 3 students, 2 boys and 1 girl made the **strong two sublevel progress** in 2023 to place them 'at curriculum Level' at the end of 2023
 - 3 boys were 3+ sublevels below end of year expectations (IEPs, RTLB).
 - 1 boy made **accelerated progress of three sublevels** ending the year two sublevels below Year 6 expectations
 - 1 boy made **strong two sublevel progress** ending the year 2 sublevels below Year 6 expectations

- **Year 4 boys** - 28% of Year 3 boys (9 boys) were 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. 1 boy left at the beginning of 2023 reducing the target group to 8 boys.
 - Of these 9|8 students, 7 boys were one sublevel below expectation, one is ORS funded.
 - 5 made **strong two sublevel progress**, placing them within end of year 4 expectations.
 - 2 made the **standard one sublevel progress**, placing them one sublevel below end of Year 4 expectations. These students will enter 2024 as targets.
 - 1 boy was working 2 sublevels below expected curriculum level.
 - This boy made **strong two sublevel progress** this year, ending the year one sublevel below expectations. He will enter 2024 as a target.