



OUR LADY STAR OF THE SEA SCHOOL

He Whetu o te Moana

Strategic Plan - Year 2023-2025

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

Vision

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

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

Mission

Nurture faith
Build community
Strive for excellence
Promote service and justice

Confidently **LIVING**
with Jesus as our
Guide

Growing the wellbeing of
our Community

Members of the OLSOS

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

Confidently
with Jesus as our
Guide

Growing our Catholic
Community to serve
God's world

Members of the OLSOS community
will: we are members



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 	
<u>2023</u>	<u>2024</u>	<u>2025</u>
1. Introduce Te Whare Tapa Wha wellbeing model 2. Teacher induction in Mitey programme 3. Embed Enviroschools initiatives	1. Strengthen Te Whare Tapa Wha with connection to the Mitey programme 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 implementation 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 With changes to the NZC due to launch in 2025, the programme of work we expected to undertake when planning ahead in 2023 has changed from the above 2025 projection

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.
<u>2023</u>	<u>2024</u>	<u>2025</u>
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

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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?)
<p>Embed Te Whare Tapa Wha</p> <p><i>Ngai Tai te Tamaki Pou - Hauora (Wellbeing)</i></p>	<p>Te Whare Tapa Wha on the wall in all classrooms. Build on the model on the wall over the year - providing examples of what practices are undertaken in class and at school to support each pillar of Te Whare Tapa Wha for the children</p> <p>Teachers make explicit connections to the language of Te Whare Tapa Wha incidentally throughout their delivery of the curriculum including in prayers and journaling at prayer time (and in discussion supporting social development) so students hear throughout the day the connection to each 'happening' to the elements we are building in their wellbeing</p> <p>At the end of each day/week (regular and according to the tone of the day), teachers, in their plenary of the day refer to the wellbeing model on the wall and discuss the day, preparing their children to talk about the positives when heading home. Add to the Wall as mentioned in point 1.</p> <p>Send a copy of the model home at parent interviews so parents know the language</p> <p>Refer to the model in newsletter entries</p> <p>Try playing first then eating afterwards for a term</p> <p>Continue to build Brain breaks, hydration, music breaks into the classroom programme</p> <p>Staff Wellbeing Initiatives: Acts of appreciation - STAR moments - drop an appreciation act that someone else has done into a jar - pulled out each week - crunchy/smarties (for a smarty) as the reward. OR 'get mugged' fill a mug with treats and at a morning tea present it to a person who has shown support etc - the next week that person does the same and so on</p>	3 years	Leadership Staff	<p>A common language of wellbeing is used between home, school and the wider community.</p> <p>Articulate the dimensions of wellbeing in Te Whare Tapa Wha and exemplify these in words and actions.</p> <p>Opportunities for staff connection and wellbeing support will be available for staff who choose to be involved.</p> <p>prevent sore tummy - less rubbish - lunch time - play first - 40 mins - 1.05pm handbell for pack up - ring the bell at 1.10 for 'read and feed' where teacher reads to class (either in or out of class) - try from Week 4</p>

	<p>House in charge of the social activity for the term (the term preceding your house assembly) - at least two activities, one staffroom wall challenge and one social gathering (school or off site)</p> <p>Staff 'Stitching club' evening.</p> <p>Halt staff meetings during data/reporting times</p> <p>UPDATE:</p>			
<p>Embed Mitey programme</p> <p><i>Ngai Tai te Tamaki Pou - Hauora (Wellbeing)</i></p>	<p>Phase 2 of Mitey support engagement for next 18 months. Mitey's facilitator support is now remote - additional support; Mitey Labs for Mitey lead teacher to bring back into the school</p> <p>Ensure integrated lessons throughout the year are based on student needs</p> <p>Raise Mana of students in our physical environment</p> <ul style="list-style-type: none"> - during each language week, play the national anthem of the country at assembly then fly the flag - flags on display in the information centre or hall - welcome in different languages displayed in the school foyer - Students who have a birthday in the week ahead are acknowledged - at assembly with happy birthday sung in Te Reo <p>UPDATE:</p>	all year	Leadership Staff Mitey Coaches	<p>The use of a variety of strategies to nurture mana will grow students mana, show resilience and build cultural connections</p> <p>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>
<p>Implement changes to Enviroschools initiatives from review in 2024</p> <p><i>Ngai Tai te Tamaki Pou - Te Taiao (Environment)</i></p>	<p>Increase parent engagement by engaging the services of Nigel from Enviroschools for Asian families + reinvigorate our English language videos to further transference of learning at school into the homes</p> <p>Learn more about our energy consumption and our school carbon footprint by engaging Nigel and the enviroteam to investigate our carbon consumption and share it back with the school with new goals to reduce where we can.</p> <p>Join the pest cadetship by engaging Ethan from enviroschools to work alongside the enviro team</p> <p>Have sustainability incorporated into our concept plans where appropriate</p> <p>Plan to further develop use of our school gardens (upgrade) - eg, garden to table and support of our parish food bank. Staff member as</p>	all year	Enviro lead teacher Staff Enviro team Enviro Schools all students	<p>Engage in practices that preserve our environment and ground our students in the place on which we stand.</p> <p>Practices to lower waste, maximise recycling opportunities and take care of the environment undertaken at OLSOS as kaitiaki of God's creation will be transferred into home practices</p>

	<p>overseeing use of garden. Connect with parish/ryman for support in running, taking care of the gardens.</p> <p>Investigate planting opportunities with our local marae</p> <p>UPDATE:</p>			
<p>Engage in an Internal evaluation of an agreed area of Catholic Special Character from the Evaluation for Development document</p> <p><i>He Arotake Whanaketange mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Kura Katorika</i></p> <p><i>Ngai Tai te Tamaki Pou - Te Ahurea Oranga Me Te Tuariki (Cultural Identity)</i></p> <p>Dimension 1. Te Tūtaki ki a Te Karaiti - Encounter with Christ</p>	<p><u>Dimension 1 Encounter With Christ</u></p> <p><i>Focus Area - Spiritual Formation: How does the school provide ongoing Catholic spiritual formation to assist individuals to deepen their personal relationship with Christ? What is the effect of this?</i></p> <p>Compile the following data bases to develop an understanding of the opportunities children have to deepen their personal relationship/connection with Christ outside of their rich school experiences and support our targeting of information/promotion to support this deeper connection:</p> <ul style="list-style-type: none"> - children involved in ministry in the church, not only at OLSOS but also at other parishes as well (such as the Chinese Catholic community, the Korean Catholic community, St Marks, St Luke's etc. - 5.1 Preference status students who have yet to make their first communion Y4 up. - 5.2-5 Preference status students who are becoming baptised - actions to further this <p>Continue to develop staff and student knowledge, practice and capabilities in varied and rich prayer as an integral part of the daily routine of school life, with a continued focus on contemplative prayer and use of chapel and outdoor spaces (embedment of 2024 internal review)</p> <p>Begin the set up for investigating the incorporation of Virtues into our school system. Where they fit with vision, values, mission, behaviour plan, teaching and learning with a view to beginning the journey of bringing them on board from next year and beyond (connect to voice gathering at Community Dreaming 2026?). The Three Theological Virtues (which enable human beings to participate in the divine nature) are Faith, Hope, Charity... (across all) ... The Four Cardinal Virtues (i.e. the pivotal human virtues) are Prudence (wisdom), justice, fortitude (courage) and temperance (self-control).</p>	all year	Principal Staff Board Proprietors subcommittee parish community	<p>Families are supported and encouraged to build on the rich experiences of encounter with Christ at school. Children's home life and school life have multiple opportunities to deepen their personal relationship with Christ both within the school setting and in their home life too.</p> <p>Children's faith development will be supported by varied prayer practices. In doing so, they deepen their relationship with God and further opportunities for authentic encounter with Christ.</p> <p>The incorporation of virtues, as these 'have God for their origin, their motive, and their object' will deepen our Catholic Character practices and outcomes. Building Virtues into our school will support our Values, as Gospel Values, helping avoid them being secularised as can happen. (see Catholic Education of School Aged Children 2014 pg 29 points 69,-73)</p>

	<p><u>Focus Area Evangelisation:</u> How does the school, through its practices and communications, facilitate an encounter with Christ and spread the Good News to the community? What is the effect of this?</p> <p>Embed induction of new families and extend a further induction opportunity mid year</p> <p>2025 Catholic schools day coming up in May - opportunities for evangelisation both within our community and within the local community</p>			<p>Families transitioning to OLSOS will have a deeper understanding of Catholic education and their role in supporting their child and the school in their Catholic practices at home.</p> <p>The Catholic Faith is shared and promoted both within our school community and with our local community</p>
	<p>UPDATE:</p>			

ANNUAL PLAN 2025

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?)
Onboard Year 5/6 with the newly published resources for the teaching of the new Religious Education Curriculum	Explore and develop a further understanding about how the Te Tatou Whakapono website works.	all year	DRS, Leadership staff	The major themes of the RE curriculum will be known by the community.
	Share theme information with community through regular updates in our school newsletter			The delivery of the RE curriculum will provide deep teaching and learning opportunities for students.
	Implement planning and trial new activities from the planning documents			The learning undertaken will enrich the lives of staff and students and be transferred into homes in our community.
	Attend at least the first season of PLD offered by the Diocese (May, July, October)			
	UPDATE			
Modify localised curriculum to ensure coverage of new NZ Curriculum Te Mataiaho expectations in literacy and mathematics are explicit, making connections across the curriculum where appropriate	Intent statements in our localised curriculum are updated, reflecting the purpose statements in the new Maths and English curricula.	by Mid year	Curriculum lead Leadership staff	Our Local Curriculum will continue to reflect and be fully aligned with the New Zealand Curriculum with a lens that reflects our local community voice.
	UPDATE:			
Begin journey of upskilling and implementing a mastery approach to Mathematics in line with the new NZC	Engage in MOE provided PLD to understand the pedagogy and intent of the new Maths Curriculum	all year	Leadership Staff MNP PLD team MoE PLD providers	Staff are skilled and well planned in order to meet the diverse numeracy learning needs of their students.
	Engage in PLD in the use of the Maths No Problem Resource			
	Draw on support and expertise through the Mathematics workstream of the Kahui Ako			
	Establish Teaching as Inquiry cycle for 2025 centred around the delivery of a mastery approach and the use of Maths No Problem as a resource			Teachers will utilise the Teaching as Inquiry methodology to support their new learning in the teaching of a mastery approach through the support of the Maths No Problem resource

	<p>Engage a critical (as in 'essential') friend to support each teacher in their inquiry</p> <p>Engage in MOE provided ALiM (Accelerated Learning in Maths) PLD to boost maths mastery for identified students</p> <p>Create comprehensive seesaw posts (3 students a week on rota) representing maths learning goals so parents can see the progress their child is making towards their learning goals. Ensuring over the course of four terms, each student will have two maths seesaw posts. There will be a view to habitualising this practice / increasing it to twice a term once the process is up and running well. Regular sharing/discussing in teams - Termly staff meetings share quality seesaw posts to grow collaborative sense making in this process.</p> <p>Host model maths and literacy lessons for parents to learn about the different approach (evening/during the day) ... if we know more about reporting by then, also include this in the info meeting for parents</p> <p>At PTCs in Week 7 share the curriculum and the resource in the information centre for parents to engage with and start their learning journey</p> <p>Streamline assessment processes to track student progress to meet achievement objectives of the Maths Curriculum and ensure Student Management System supports the emerging assessment direction</p> <p>Investigate and implement changes to our reporting wording and processes in line with emerging MOE requirements</p> <p>Make the new curriculum cognitively portable by aligning the delivery of a mastery approach (through implementation of the</p>	two staff WSTs		<p>Parents learn more about the delivery of the mastery approach and can support their children more fully.</p> <p>They will be able to discuss maths goals at home and support learning at home.</p> <p>Students/teachers and parents will be able to make a plan to achieve numeracy goals and reflect on their outcomes with their Teacher over time.</p> <p>Student agency in maths increases.</p>
		Term 3		<p>Parent understanding of the mastery approach will increase over time.</p>
		By the end of 2025		<p>Student achievement in numeracy is maximised so our learners perform to the best of their ability.</p> <p>Our assessment and reporting is in line with the new maths curriculum</p> <p>Our teachers will, over time, have a 'go to' document to support planning and implementation that utilises the best from the resources available and ties directly to the maths curriculum</p>

	Maths No Problem programme) to the NZC progress outcomes, ensuring our 'bubble sheet' mechanism and reporting components (drop downs) align.			
	UPDATE:			
Begin journey of upskilling and implementing the new English Curriculum	<p>Draw on support and expertise through the Literacy workstream of the Kahui Ako</p> <p>provide PLD for those requesting from MOE</p> <p>Where appropriate, establish Teaching as Inquiry cycle for 2025 centred around the delivery of a structured approach to Lit</p> <p>Engage a critical (as in 'essential) friend to support each teacher in their inquiry</p> <p>Create comprehensive seesaw posts (3 students a week on rota) representing literacy learning goals so parents can see the progress their child is making towards their learning goals.</p> <p>Ensuring over the course of four terms, each student will have two Literacy seesaw posts.</p> <p>There will be a view to habituating this practice / increasing it to twice a term once the process is up and running well.</p> <p>Regular sharing/discussing in teams - Termly staff meetings share quality seesaw posts to grow collaborative sense making in this process.</p> <p>Host model maths and literacy lessons for parents to learn about the different approach</p> <p>... if we know more about reporting by then, also include this in the info meeting for parents</p> <p>At PTCs in Week 7 share the curriculum and the resource in the information centre for parents to engage with and start their learning journey</p> <p>Streamline assessment processes to track student progress to meet achievement objectives of the English Curriculum and ensure Student Management System supports the emerging assessment direction</p>	all year	Leadership staff families	<p>Staff are skilled and well planned in order to meet the diverse literacy learning needs of their students.</p> <p>Teachers will utilise the Teaching as Inquiry methodology to support their new learning in the teaching of literacy</p> <p>Parents learn more about the delivery of the new English curriculum and can support their children more fully.</p> <p>They will be able to discuss literacy goals at home and support learning at home.</p> <p>Students/teachers and parents will be able to make a plan to achieve literacy goals and reflect on their outcomes with their Teacher over time.</p> <p>Student agency in literacy increases.</p> <p>Parent understanding of the new English curriculum will increase over time.</p> <p>Student achievement in numeracy is maximised so our learners perform to the best of their ability.</p> <p>Our assessment and reporting is in line with the new English curriculum</p>

	<p>Investigate and implement changes to our reporting wording and processes in line with emerging MOE requirements</p> <p>Make the English curriculum cognitively portable by aligning our OLSOS scope and sequence with the 'spelling' strand and ensuring our 'bubble sheet' mechanism and reporting components (drop downs) align with the new strands as described in the English Curriculum.</p>			<p>Our teachers will, over time, have a 'go to' document to support planning and implementation that ties directly to the English curriculum</p>
	UPDATE:			
<p>Including the progress and achievement of Māori students against plans and targets (i.e. plans and targets for improving the progress and achievement of Māori students)</p> <p>Continuation of internal review goal from 2024: Tamariki/rāngatahi and whānau Māori feel valued as tangata whenua due to the normalisation of te ao, tikanga and wairuatanga Māori into the Catholic Special Character of the School.</p>	<p>Use the data to inform targets both in class and for additional support, ensuring Māori students are included where required.</p> <p>A focus on relationship based learning; including an analysis of 'getting to know your learner' strengths and weaknesses to better understand how students learn and using this knowledge to create the best conditions for learning</p> <p>Continue efforts to reconnect our Whānau group to understand what is important for us to be doing at OLSOS to support our children. Reflecting further on the research of ways Maori 'see' success</p>	all year	Leadership and staff	<p>Staff will have a clear understanding of what success as Māori looks like and incorporate effective practices for Māori students into all school practices.</p> <p>Understand what is important for our Māori families and have school activity reflect this</p> <p>Our Māori learners and their whanau will have a strong sense of belonging.</p>
UPDATE:				

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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?)
Continue embedding Christian Witness / outreach and service internal evaluation.	Continue Christian Witness activity throughout the year (ie, Enviro, knitting, lenten outreach, food bank, helping hands, caritas challenge) Add recycling - cans for kai Ensure community is aware of activity as explicitly Christian Witness oriented with supported reasoning. Gather voice from community as to what can be seen and heard in terms of Christian Witness in our school Connect Christian Witness activities with our Charism and with Catholic Social Teaching (CST) principles when sharing with students and our community Continue to build community connections with our parish and local area (eg retirement home) - sing, read, invite them here for production, parent/grandparent, parish readers	across the year	DRS Leadership Liturgy Team Staff	Our community will grow in understanding of Catholic Social Teaching and ways that we can support society through Christian Witness outreach activities Christian Witness elements will be strengthened where needed in our school Families will be aware of the Christian Witness outreach opportunities students have at OLSOS Students will develop a sense of service to their community and the world driven to action by their Catholic Faith
	UPDATE:			
Use connection with the wider community of our South East Christian Kahui Ako to develop school Community	WST appointment and regular sharing Updates in Leadership Minutes shared with staff Healthy active schools in association with Sport Auckland - SECKA Waka Ama this year Year 5-6 Leverage SECKA English and Numeracy Workstreams to support our two curriculum goals to benefit our wider school community growth in learning Catholic Schools Day 2025 - primary schools come together for a day / afternoon	Across the year	Principal Leadership Team WST staff Staff	Professional growth and development opportunities will be maximised through the connection with the South East Christian Kahui Ako The community will recognise the involvement of our school within a wider network of local Christian Schools for the benefit of all akonga. The experience will support us in building Matauranga Maori practices in our school connected to our external evaluation goal below

UPDATE:				
Engage with our school families. Engage with cultural family groups (Fono / Whānau / Jia groups) and wider community <i>Ngai Tai te Tamaki Pou - Te Ahurea Oranga Me Te Tuariki (Cultural Identity)</i>	Grandparents day - Friday 25th July (the day before the Feast of Anne and Joachim) Further comms re invitation for prayer in class Passion projects including members of the community in sharing their passion Cultural Week - families invited to share their culture with class/school Engage with the community to support the presentation of a senior production Reinstate Jia Group meeting with school to further source what is important for our Jia families.	across the year first half of the year	Leadership Pacific Champion staff member Staff Families	Students' sense of self is reflected in the school environment. To maximise home school partnerships to better connect families and students and plan to meet these needs Our community positively contributes to the life of the school Student mana and wellbeing is supported
	UPDATE:			
Implement actions towards External Review Goals as established with the Catholic Diocese of Auckland <i>Ngai Tai te Tamaki Pou - Te Ahurea Oranga Me Te Tuariki (Cultural Identity)</i> <i>Ngai Tai te Tamaki Pou - Te Reo Rangatira (Language)</i>	Ensuring 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 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. Undertaking 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.	over the next 5 years Tern 3/4	leadership DRS Staff Board SECKA staff	school activity will further the goals identified by the Catholic Diocese of Auckland as elements to bring to the forefront of our practice.
	UPDATE: https://docs.google.com/document/d/1kyFI7Fkly2eppirs_FZtcNgWiTMbtHBI/edit			