

Our Lady Star of the Sea School (Howick)

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

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

Our Lady Star of the Sea School (Howick)

Members of the Board

For the year ended 31 December 2024

Name	Position	How position Gained	Term Expired/Expires
Louise Campbell	Principal		
Alina Hooper	Presiding Member	Elected	Election 2025
Shasta Dang	Parent Representative	Selected	Election 2025
Sharon Yeh	Parent Representative	Elected	Election 2025
Lucy Rogers	Parent Representative	Elected	Resigned Nov 2025
David Wu	Parent Representative	Elected	Election 2025
Bryan Mills	Proprietor Representative	Appointed	Resigned Nov 2025
Anil D'Silva`	Proprietor Representative	Appointed	Election 2025
Linda McQuade	Proprietor Representative	Appointed	Election 2025
Vernun Chun	Proprietor Representative	Appointed	Election 2025
Maria Kelly	Staff Rep	Elected	Election 2025

Our Lady Star of the Sea School (Howick)

Annual Financial Statements - For the year ended 31 December 2024

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 18	Notes to the Financial Statements
	Independent Auditor's Report

Our Lady Star of the Sea School (Howick)
Statement of Responsibility
For the year ended 31 December 2024

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

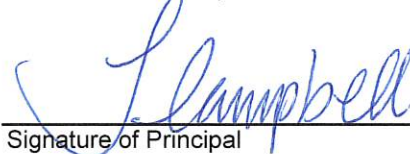
The School's 2024 financial statements are authorised for issue by the Board.

Alina Jane Hooper
Full Name of Presiding Member


Signature of Presiding Member

12/08/25
Date:

Louise Ann Campbell
Full Name of Principal


Signature of Principal

12.08.2025.
Date:

Our Lady Star of the Sea School (Howick)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	2,481,984	2,363,000	2,753,242
Locally Raised Funds	3	277,782	261,300	341,824
Use of Proprietor's Land and Buildings		1,097,500	898,326	1,097,500
Interest		57,518	33,000	44,156
Other Revenue		13,434	-	40,383
Total Revenue		3,928,218	3,555,626	4,277,105
Expense				
Locally Raised Funds	3	64,016	46,700	117,705
Learning Resources	4	2,300,986	2,185,350	2,406,407
Administration	5	328,753	277,729	301,425
Interest		4,115	-	3,016
Property	6	1,339,882	1,141,899	1,297,497
Other Expense	7	3,081	-	3,081
Loss on Disposal of Property, Plant and Equipment		1,225	-	408
Total Expense		4,042,058	3,651,678	4,129,539
Net Surplus / (Deficit) for the year		(113,840)	(96,052)	147,566
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(113,840)	(96,052)	147,566

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

Our Lady Star of the Sea School (Howick)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,204,077	1,204,079	989,879
Total comprehensive revenue and expense for the year		(113,840)	(96,052)	147,566
Contribution - Furniture and Equipment Grant		48,617	-	66,632
Equity at 31 December		1,138,854	1,108,027	1,204,077
Accumulated comprehensive revenue and expense		1,138,854	1,108,027	1,204,077
Equity at 31 December		1,138,854	1,108,027	1,204,077

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

Our Lady Star of the Sea School (Howick)

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	75,724	243,151	303,723
Accounts Receivable	9	175,858	210,000	204,151
GST Receivable		17,836	20,000	19,971
Prepayments		18,117	8,000	5,614
Inventories	10	43,417	32,000	30,233
Investments	11	989,627	815,000	779,478
		<u>1,320,579</u>	<u>1,328,151</u>	<u>1,343,170</u>
Current Liabilities				
Accounts Payable	14	304,908	308,717	292,069
Revenue Received in Advance	15	17,833	6,000	8,401
Provision for Cyclical Maintenance	16	30,109	30,454	11,088
Finance Lease Liability	17	20,143	20,000	20,706
Funds held on behalf of Kahui Ako Community (COL) Cluster	18	-	30,000	46,821
		<u>372,993</u>	<u>395,171</u>	<u>379,085</u>
Working Capital Surplus/(Deficit)		947,586	932,980	964,085
Non-current Assets				
Equitable Lease	13	24,646	24,646	27,727
Property, Plant and Equipment	12	<u>338,212</u>	<u>342,670</u>	<u>405,670</u>
		362,858	367,316	433,397
Non-current Liabilities				
Provision for Cyclical Maintenance	16	151,998	174,269	157,170
Finance Lease Liability	17	19,592	18,000	36,235
		<u>171,590</u>	<u>192,269</u>	<u>193,405</u>
Net Assets		<u>1,138,854</u>	<u>1,108,027</u>	<u>1,204,077</u>
Equity		<u>1,138,854</u>	<u>1,108,027</u>	<u>1,204,077</u>

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

Our Lady Star of the Sea School (Howick)

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		718,999	662,242	722,599
Locally Raised Funds		300,886	262,838	395,681
International Students		2,918	-	2,826
Goods and Services Tax (net)		2,135	(29)	(12,439)
Payments to Employees		(585,004)	(486,911)	(428,901)
Payments to Suppliers		(472,584)	(447,927)	(443,188)
Interest Paid		(4,115)	-	(3,016)
Interest Received		55,485	31,418	38,464
Net cash from/(to) Operating Activities		18,720	21,631	272,026
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(16,631)	(14,000)	(159,331)
Purchase of Investments		(210,149)	(32,441)	(270,261)
Net cash from/(to) Investing Activities		(226,780)	(46,441)	(429,592)
Cash flows from Financing Activities				
Furniture and Equipment Grant		48,617	-	66,632
Finance Lease Payments		(21,735)	(18,941)	(16,632)
Funds Administered on Behalf of Other Parties		(46,821)	(16,821)	8,638
Net cash from/(to) Financing Activities		(19,939)	(35,762)	58,638
Net increase/(decrease) in cash and cash equivalents		(227,999)	(60,572)	(98,928)
Cash and cash equivalents at the beginning of the year	8	303,723	303,723	402,651
Cash and cash equivalents at the end of the year	8	75,724	243,151	303,723

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

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

Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

Revenue received in advance relates to fees received from Principal Wellbeing and other student funds where there are unfulfilled obligations for the School to provide services in the future. The fees and grants are recorded as revenue as the obligations are fulfilled and the fees and grants are earned.

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

o) Funds Held for Capital Works

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

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

Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

p) Shared Funds

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

q) Provision for Cyclical Maintenance

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

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

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

r) Financial Instruments

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

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

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services Received In-Kind

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

Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

2. Government Grants

Government Grants - Ministry of Education
Teachers' Salaries Grants
Other Government Grants

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
679,076	663,000	747,375
1,790,688	1,700,000	2,005,867
12,220	-	-
2,481,984	2,363,000	2,753,242

3. Locally Raised Funds

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

Revenue

Donations and Bequests
Fees for Extra Curricular Activities
Trading
Fundraising and Community Grants
International Student Fees

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
153,199	170,000	162,609
57,116	58,300	86,227
35,150	33,000	33,489
29,399	-	56,673
2,918	-	2,826
277,782	261,300	341,824

Expense

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs
International Student - Other Expenses

19,956	17,700	63,163
30,224	29,000	29,924
13,826	-	24,323
10	-	295
64,016	46,700	117,705

Surplus / (Deficit) for the year Locally Raised Funds

213,766	214,600	224,119
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4. Learning Resources

Curricular
Information and Communication Technology
Employee Benefits - Salaries
Staff Development
Depreciation
Other Learning Resources

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
66,419	96,150	85,114
16,675	16,700	15,793
2,097,111	1,959,500	2,195,289
29,807	35,000	28,466
90,474	77,000	80,916
500	1,000	829
2,300,986	2,185,350	2,406,407

Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	12,588	9,254	9,254
Board Fees and Expenses	9,898	4,850	7,885
Other Administration Expenses	66,014	68,371	80,584
Employee Benefits - Salaries	224,186	181,718	190,391
Insurance	8,861	6,336	6,696
Service Providers, Contractors and Consultancy	7,206	7,200	6,615
	<u>328,753</u>	<u>277,729</u>	<u>301,425</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	47,369	45,000	45,040
Cyclical Maintenance	27,846	44,198	(20,897)
Heat, Light and Water	38,656	33,000	42,465
Repairs and Maintenance	21,697	14,900	28,443
Use of Land and Buildings	1,097,500	898,326	1,097,500
Employee Benefits - Salaries	59,239	52,475	58,643
Other Property Expenses	47,575	54,000	46,303
	<u>1,339,882</u>	<u>1,141,899</u>	<u>1,297,497</u>

The use of land and buildings figure represents 5% of the School's total property value. This is used as a proxy for the market rental of the property.

7. Other Expense

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Amortisation of Intangible Assets	3,081	-	3,081
	<u>3,081</u>	<u>-</u>	<u>3,081</u>

Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	75,724	243,151	303,723
Cash and cash equivalents for Statement of Cash Flows	75,724	243,151	303,723

Of the \$75,724 Cash and Cash Equivalents, \$17,833 of Revenue Received in Advance is held by the School, as disclosed in note 15.

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	7,241	20,000	19,478
Receivables from the Ministry of Education	-	18,000	21,703
Interest Receivable	12,451	12,000	10,418
Teacher Salaries Grant Receivable	156,166	160,000	152,552
	175,858	210,000	204,151
Receivables from Exchange Transactions	19,692	32,000	29,896
Receivables from Non-Exchange Transactions	156,166	178,000	174,255
	175,858	210,000	204,151

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
School Uniforms	43,417	32,000	30,233
	43,417	32,000	30,233

11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	989,627	815,000	779,478
Total Investments	989,627	815,000	779,478

Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings - School	39,702	-	-	-	(1,071)	38,631
Furniture and Equipment	283,916	15,225	-	-	(62,137)	237,004
Information and Communication Technology	7,534	2,107	-	-	(2,256)	7,385
Leased Assets	56,896	4,529	-	-	(22,663)	38,762
Library Resources	17,622	2,381	(1,226)	-	(2,347)	16,430
	405,670	24,242	(1,226)	-	(90,474)	338,212

The net carrying value of furniture and equipment held under a finance lease is \$38,762 (2023: \$56,896)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings - School	42,822	(4,191)	38,631	42,822	(3,120)	39,702
Furniture and Equipment	864,813	(627,809)	237,004	852,089	(568,173)	283,916
Information and Communication Technology	209,565	(202,180)	7,385	209,752	(202,218)	7,534
Leased Assets	167,872	(129,110)	38,762	163,343	(106,447)	56,896
Library Resources	55,649	(39,219)	16,430	57,249	(39,627)	17,622
	1,340,721	(1,002,509)	338,212	1,325,255	(919,585)	405,670

13. Equitable Lease

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

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

The major capital works assets included in the equitable leasehold interest are :

Network Cabling

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
24,646	24,646	27,727
24,646	24,646	27,727

Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

14. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	62,730	60,000	64,429
Accruals	9,233	10,000	3,153
Employee Entitlements - Salaries	161,195	170,717	161,717
Employee Entitlements - Leave Accrual	71,750	68,000	62,770
	<u>304,908</u>	<u>308,717</u>	<u>292,069</u>
Payables for Exchange Transactions	304,908	308,717	292,069
	<u>304,908</u>	<u>308,717</u>	<u>292,069</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	10,461	-	4,461
Other Revenue in Advance	7,372	6,000	3,940
	<u>17,833</u>	<u>6,000</u>	<u>8,401</u>

16. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	168,258	168,258	189,155
Increase to the Provision During the Year	27,846	44,198	(20,897)
Use of the Provision During the Year	(13,997)	(7,733)	-
Provision at the End of the Year	<u>182,107</u>	<u>204,723</u>	<u>168,258</u>
Cyclical Maintenance - Current	30,109	30,454	11,088
Cyclical Maintenance - Non current	151,998	174,269	157,170
	<u>182,107</u>	<u>204,723</u>	<u>168,258</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property Plan.

Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

17. Finance Lease Liability

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

Minimum lease payments payable:

No Later than One Year
Later than One Year and no Later than Five Years
Future Finance Charges

Represented by

Finance lease liability - Current
Finance lease liability - Non current

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
22,401	20,200	24,562
21,402	21,800	40,386
(4,068)	(4,000)	(8,007)
39,735	38,000	56,941
20,143	20,000	20,706
19,592	18,000	36,235
39,735	38,000	56,941

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

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

Funds Held at Beginning of the Year
Funds Received from Cluster Members
Total funds received

Funds Spent on Behalf of the Cluster
Funds Held at Year End

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
46,821	46,821	38,183
-	-	17,703
46,821	46,821	55,886
46,821	16,821	9,065
-	30,000	46,821

19. Related Party Transactions

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

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

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

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

Under an agency agreement, the School collects funds on behalf of the Proprietor [or vice versa]. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$157,848 (2023: \$303,074). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$Nil, (2023: \$Nil).

Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

20. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
Board Members Remuneration	4,480	3,878
Leadership Team Remuneration	494,292	646,637
Full-time equivalent members	4	6
Total key management personnel remuneration	498,772	650,515

There are 9 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance (5 members) and Property (4 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	180-190
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	4.00	1.00
110 - 120	3.00	3.00
120 - 130	-	1.00
	7.00	5.00

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

	2024 Actual	2023 Actual
Total	-	-
Number of People	-	-



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024.
(Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

22. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board has entered into no contract agreements for capital works. (2023: Nil)

(b) Operating Commitments

As at 31 December 2024, the Board has no operating commitments. (2023: Nil)

23. Financial Instruments

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	75,724	243,151	303,723
Receivables	175,858	210,000	204,151
Investments - Term Deposits	989,627	815,000	779,478
Total financial assets measured at amortised cost	1,241,209	1,268,151	1,287,352
Financial liabilities measured at amortised cost			
Payables	304,908	308,717	292,069
Finance Leases	39,735	38,000	56,941
Total financial liabilities measured at amortised cost	344,643	346,717	349,010

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

To the readers of Our Lady Star of The Sea School (Howick)'s financial statements for the year ended 31 December 2024

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

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- a) present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- b) comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 12 August 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

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Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 22 to 64, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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



OUR LADY STAR OF THE SEA SCHOOL

He Whetu o te Moana

Annual Report - Year 2024

“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. 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 4.

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

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 2024

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?)	
Strengthen Te Whare Tapa Wha wellbeing model through engaging with the Mitey Programme <i>Ngai Tai te Tamaki Pou - Hauora (Wellbeing)</i>	Include reference to Te Whare Tapa Wha in curriculum planning to ensure elements are included across the curriculum delivery especially connecting to Mitey programme Teachers in Years 3 to 6 to embed the model in class (Year 1 and 2 Teachers introduce model) and use this as an overarching umbrella to introduce Mitey (when we are strong in knowing who we are, our overall wellbeing grows) Refer to the model when engaging in activity to focus students and support them in making connections between activity in school and the elements of Te Whare Tapa Wha and their Haoura (eg, RE/prayer/meditation/journalling reference Spritual well being; PE reference to physical and mental wellbeing; restorative justice conversations to emotional wellbeing; reading, writing, maths to mental wellbeing etc). Model to be included in newsletters with examples of how areas of the model are being targeted and worked on through our curriculum delivery Staff wellbeing support - staff run termly social events with a house per term taking the lead. Organise a minimum of 1 well being focused events per term to support staff wellbeing	3 years	Leadership Staff	A common language of wellbeing is used between home, school and the wider community. Articulate the dimensions of wellbeing in Te Whare Tapa Wha and exemplify these in words and actions.	
	Opportunities for staff connection and wellbeing support will be available for staff who choose to be involved.				
UPDATE: Term 1 - Curriculum: new learning in the delivery of Mitey has been undertaken across the team with the Mitey Coach in regularly to support with staff meetings, co-teaching and modelling as staff identify areas they require more support with the roll out of the sessions. Once we are passed the new learning phase, opportunities in planning and in-class teaching to actively connect the concepts in Mitey to Te Whare Tapa Wha will be more explicit and ready to bring alive.Term 2 Update - delivery of Mitey lessons in all classes continues. While still in the learning stages with Mitey the connection is at a high level - ie, today we are working on building our mental and emotional wellbeing at the onset of the lesson. Term 3 Update - delivery of Mitey continues with PLD process now sitting at the PLD provider modelling and feeding back to individual teachers based on questions they have about the delivery of certain concepts. Te Whare Tapa Wha will be one of the lenses we filter our community voice through when considering tikanga practices in our gap analysis process					

	<p>Term 4 Update Integration of Mitey across the curriculum has been the focus in the second half of this year, particularly in Term 4, now that teachers are becoming confident in the content and the delivery. Students have an awareness of how Mitey has strengthened their hauora, next step is to take what they learn in Mitey into their work with building relationships with others. Discussion ensued about the need to set personal goals under each pillar to achieve throughout 2025</p> <p><u>Communication:</u> In the first 6 weeks of the term, in the first three newsletters, information about Mitey connects with Te Whare Tapa Wha has been published to inform the community of different aspects. Our Mental Health Statement was shared at the Parent Consultation held in the Information Centre over Parent Interviews in Term 1 with voice sought from community as to the contents. Strong voice affirming the contents and the need for this form of education to be included as part of our teaching and learning. This Mental Health Statement was subsequently published in our newsletter and forms the grounding statement in our Mental Health Education Procedure which the Policy Committee on the Board have added to the Health, Safety and Welfare Policy. Term 2 plan to have newsletters share each element of the model and how this connects to Te Whare Tapa Wha for our families. Term 2 Update - newsletters have contained a deeper dive into the Mitey Mana Model, giving parents updates of the following elements of Mana that sit in the Mitey framework and cross referencing these to Te Whare Tapa Whā: Mana Whānau, Mana Ūkaipō, Mana Motuhake, Mana Tū with Mana Tangatarua coming up in our last newsletter of the term. Leadership are engaged in the process of unpacking community engagement and creating the next step in line with strategic direction. Term 3 Update - Post consultation at student/teacher/parent meetings where we shared our curriculum journey update and seeking voice about what else (this included how Mitey and Te Whare Tapa Wha has been woven and incorporated into curriculum design), school newsletter also communicated how Te Whare Tapa Wha and Mitey connect with our curriculum journey to meet the needs of community voice from our most recent full school strategic plan.</p> <p>Term 4 Update a summary of use of Te Whare Tapa Whā alongside Mitey printed in Principal blurb at front of 2024 magazine and in end of year address at prizegiving.</p> <p><u>Staff:</u> Staff agreed that each term, school houses would support the planning and implementation of termly social activities. Term 1, staff social gathering before the PTA colour run was a successful staff wellbeing, social event. On the last Thursday of term free staff flu vaccinations were administered to school staff who wanted them at school by a medical professional. Weekly roster for staff morning teas have supported the hospitality element of our staff culture in support of wellbeing. Birthday flowers and acknowledgement at morning tea for staff members has run throughout the term. Blessing of staff members who are heading away on extended leave (3) undertaken. Farewell/retirement of caretaker celebrated by staff, invited guests and student community. Term 2 Update: some staff attended PTA quiz night as a wellbeing social activity for the term. Continued staff morning teas have continued alongside flowers for birthdays. Blessing of maternity leave and 1 staff leaver also undertaken. In this busy term with reports and data, utilising 5 of the 15 hour provision of Classroom Release per teacher for teachers to book a day of release when it suits them to support their needs was undertaken. Additional staff meetings have been halted over report writing weeks to provide additional time for teaching staff to focus on this task. Term 3 Update - prayer/breakfast for Feast Day was attended by 95% of staff. Staff social events; dinner after off site staff meeting and staff quiz guess the bucket list item/person on staffroom wall</p> <p>Term 4 Update Reduction of meetings around report writing. Flexi classroom release so teachers can book when they need it to accommodate testing and report writing demands. Moderation practices incorporated in November Teacher Only Day instead of spreading these across more team meetings. Appreciation morning tea with a Board member present to talk to staff 13.12.24. Staff end of year lunch offsite with board appreciation gift for all of the hard work in the year for each staff member. Staff have continued to have social events that tie in with school life</p>			
Engage in the teaching of the Mitey Mental Health Education programme	Partnering with our Mitey Coach to Implement the Mitey programme, during Term 1 and early Term 2 through our Harmony concept two to three times weekly.	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
Ngai Tai te Tamaki Pou - Hauora (Wellbeing)	<p>Twice weekly lessons continued throughout the rest of the year based on student needs</p> <p><u>UPDATE:</u></p> <p>Mitey programme implemented at level one across the school as we are learning. Mitey Coach in regularly responding to teachers' requests for modelling of concepts and how to draw deeper responses/thinking from our students. Taking the time, learning, going slow as we are learning is being reinforced with staff so that the foundations are laid. Senior school finding the start to L1 simplistic in the first instance but report deeper dives into concepts after the first 6 weeks of delivery. Sharing staff meeting week 8 T1 sharing successes in delivery across classes. Mitey Coach has commended the staff on the way they have embraced the programme and supported each other to learn and grow.</p>			

	<p>Term 2 Update - delivery of Mitey lessons in all classes continues. Personal safety lessons with the NZ Police Keeping Ourselves Safe and the netsafe programme integrated occurred as a stand alone teaching unit occurred before the second concept of Curiosity concept began - the connections between KOS and Mitey mental health lessons were very evident. - reminders to teaching staff to continue to make clear connections between the health lessons of Mitey and KOS programme and the links to mental and physical wellbeing pillars of Te Whare Tapa Wha. Notable broadening of students' ability to discuss and identify different feelings and their impact on themselves / others. Vocab and concept development, confidence and willingness to share is a visible change.</p> <p>Term 3 update- staff meeting utilising different texts (aligned with Massy Uni PLD in literacy in use of picture books) to exemplify different emotions and mental health teaching. Staff voice reports much higher knowledge and vocab describing feelings which enables discussions to be rich. Mitey now being connected and delivered interwoven into other curriculum areas. In doing so, mental health education is moving from a stand alone subject to being part of our everyday curriculum delivery. An example of this as shared at staff meeting: Student freeze frames around 'before' 'current' 'after' an event that is posed with students giving voice to how they/the character in the book are feeling in the before, current, after stage/ writing text summaries which include the mental health of the character.</p> <p>Term 4 Update</p> <p>During Term 4 Moey (Mitey coach) has worked with the Junior Team and two senior staff on how to integrate the Mitey programme into other curriculums. The staff involved got worthwhile feedback to help transfer the Mitey Learning Outcomes into other curriculum areas. At our curriculum review staff commented on the need to try in 2025 to transfer Mitey into PE, RE, Maths lessons as well as English which is currently being done. Senior staff have made up lesson plans for them to share amongst each other to support curriculum integration. Moey has met with Karen NC to formulate goals for 2025 based on community engagement - these goals will be transferred into our curriculum and annual planning for 2025. Moey met with the junior team to share ways of broadening the emotional literacy of our younger students. Moey will be working with the CORE team late November to do the third iteration of the Wellbeing Review tool to further identify ways we can continue to improve our Mitey journey. At the January 2025 TOD Moey will work with staff on raising staff mental wellbeing awareness.</p>			
<p>Evaluate Enviroschools initiatives</p> <p><i>Ngai Tai te Tamaki Pou - Te Taiao (Environment)</i></p>	<p>Evaluate the effectiveness of current initiatives: question parents/students/staff on shift in enviro practices in school - has it made a difference - identify what else could be done</p> <p>Apply for Bronze Enviro Schools Award through the Enviro Schools organisation</p>	Mid year	<p>Enviro lead teacher</p> <p>Staff</p> <p>Enviro team</p> <p>Enviro Schools</p> <p>all students</p>	<p>Engage in practices that preserve our environment and ground our students in the place on which we stand.</p> <p>Practices to lower waste, maximise recycling opportunities and take care of the environment undertaken at OLSOS as kaitiaki of God's creation will be transferred into home practices</p>
	<p>UPDATE:</p> <p>Two teachers sharing the lead role this year. Cluster meeting attended with the focus of this meeting on flood zones. Paperwork to complete the bronze award will be undertaken with support from Enviro Schools liaison in Term 2. The environmental team has registered for the moth pod eradication competition. We have publicised with the community and pods are coming in. The team also removed a bunch of mothpods from the school sabbath space. There is the opportunity for the team to visit local gardens to remove pods if the timing is right.</p> <p>Term 2 Update Staff meeting with Enviro Schools facilitator to gather staff voice under the 5 guiding principles with links to our Charism, Catholic Character and Tikanga links - reinforcing that the enviro initiatives are not stand alone but embedded in our practices - next steps identified through reflection against guiding principles. Student voice being gathered currently, past pupils voice being gathered currently (20.6.24) with community voice gathered at student lead conferences Term 3 week 3 (are messages translating to home and what else). Annual waste audit conducted 20.6.24 - Our overall waste was down from 4.32kg last year to 3.62kg this year. We have added a food scraps bin to the staff room and hall kitchen to help direct food waste from the landfill. This will hopefully continue to see our waste decrease. We have also provided Bizzy Bods with a paper bin so that they can add their paper waste to the correct bin. Our paper waste has increased from last year so we will remind the school about sorting. We will also remind the school about rubbish free term lunches at the next whole school assembly.</p> <p>Term 3 update - gathered voice of parents at the mid year conferences (in the information centre) - yet to analyse - staff, student and community voice will distil into our application for Enviro schools status. Enviro leaders are using Enviro school initiatives to improve environment - applied for and utilising vouchers for planting around school. Two staff members attended a local cluster schools meeting with the student environmental leaders and we were acknowledged for our efforts collecting moth poth in the local area.</p> <p>Newsletter shared summary of enviro consultation and outcomes at community consultation conducted at parent/teacher/student conferences to reach community who were not able to attend this consultation. 'Enviro Consultation. Over the past three years we have been working hard as an Enviroschool to raise awareness</p>			

of how to care more about our people and our environment through a sustainable lens. To support this we have implemented a number of environment and people oriented initiatives. We have introduced initiatives ranging from adopting a reduce, reuse, recycle attitude, to such practices as rubbish free lunches, reusable packaging, growing food, composting and worm farming and garden pest/weed eradication. Amongst other initiatives designed to develop an understanding and caring attitude towards the people in our environment we have introduced the provision of more shade around our school, introduced and upgraded the nature play space and loose parts play space, built our graduate profile, broadened our Christian outreach initiatives, introduced the wellbeing model of Te Whare Tapa Wha and implemented the Mitey mental wellbeing programme.

We are interested to know which of these initiatives our whānau and community are aware of as your children are transferring the messages between school and home. At the consultation during Parent, Student, Teacher Conferences, there was strong voice shared that families were hearing about these knowledge, skills and attitude development in their children, and families were active in adopting practices at home too.'

Term 4 Update

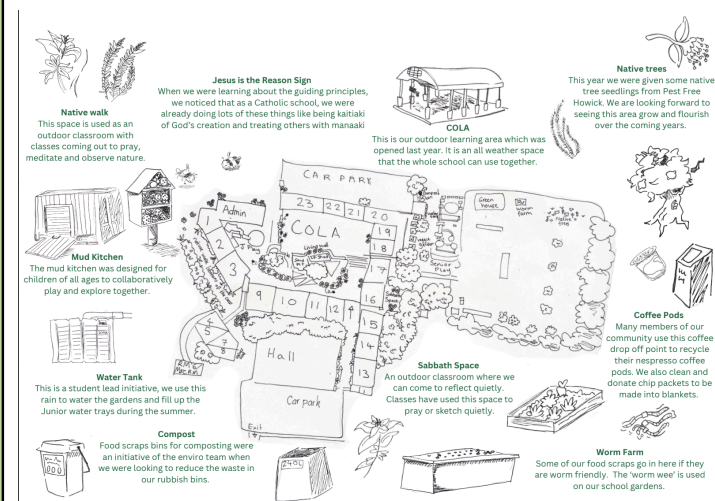
In term 4 the team from Enviro Schools were shown around the school by a group of senior students and we achieved our Bronze status. Highlights of the reflection were the installation of our water tank, the installation of the mud kitchen and play area, our worm farms/composting systems and our native walkway behind Rooms 1 - 3. We established our next steps:

- Increase parent engagement
- Transference of learning at schools into the homes
- Learn more about our energy consumption and our school carbon footprint
- Join the pest cadetship next year
- Have sustainability incorporated into our concept plans where appropriate

The environmental team will join an online celebration cluster meeting with other schools.

One student, one parent and two teachers were lucky enough to be asked on a trip to Motuihe Island to look at the conservation work happening. They were transported on classic

yachts and were able to chat to other schools about their environmental goals.



Map of the school shared with Enviro school visitors - illustrated by a Year 6 student.

<p>Engage in an Internal evaluation of an agreed area of Catholic Special Character Evaluation for Development <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><i>Dimension 1 is the most critical element - if children don't encounter Christ they won't have the opportunity to take Christ into their lives beyond their experience at our Catholic school.</i></p>	<p>Dimension 1 Evangelisation: Tamariki/rangatahi 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>Transition to school and orientation programmes assist new members of the community (including tamariki/rangitahi, whānau, Board, non teaching staff and kaiako) to deepen their understanding of what it means to be part of a Catholic community</p> <ul style="list-style-type: none"> - With support of parish council. further develop our existing transition to school/ orientation programme to support families in deepening their understanding of catholic education. <p>Dimension 1, Spiritual formation: Varied and rich prayer is an integral part of the daily routine of school life. This includes individual and community prayer using traditional and contemporary forms.</p>	<p>all year</p>	<p>Principal Staff Board Proprietors subcommittee parish community</p>	<p>Our Māori whānau have full opportunity as Tūturu Māori Tūturu Katorika to stand tall and be proud belonging to our school.</p> <p>Our community further develop an understanding of our collective responsibility to uphold Titiriri o Waitangi and as Mana Whenua our responsibility to keep Te Ao Māori alive for future generations.</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>Children's faith development will be supported by varied prayer practices. In doing so, deepening their relationship with God and furthering opportunities for authentic encounter with Christ.</p>
	<p>UPDATE:</p> <p><u>Māori whānau/ Te Ao:</u> Teacher Only Day 30.1.24 Manuel Beazley, Vicar of Māori for the Auckland Diocese presented to staff and invited Board members on the theme of Authentically Māori/Authentically Catholic Tūturu Māori Tūturu Katorika. Filmed segments of this presentation are being delivered at each Board meeting over the course of the year to support the development of this knowledge in our Board.</p> <p>CRT system (1 hour a week introduced this year) supports the delivery of Te Reo/Te Ao Maori concepts in 10 week blocks to classes for a Term. Class teachers gifted back the knowledge and capabilities learnt by the children to continue weekly sessions in their classrooms. continuing</p> <p>Steering group (3 Māori parents + P + DP) met 7.3.24. Survey to Māori whānau to gauge best meeting time sent out. First meeting set for early Term 2 Term 2 update sharing of videos from Manuel continues at board level Māori Whanau meeting 7.5.24 well attended - discussed with whānau what they value at OLSOS (why us) and opened the floor for anything else we can do - all agreed great platform and committed to attending termly meetings where we discuss school practices further and provide opportunity for Māori tamariki across the school to engage together as well as parents. Strong voice regarding a desire for their children to stand tall as Māori, proud of their culture.</p> <p>Kapa Haka sessions weekly as part of electives in Term 2 - 53 participants Year 3-6. One of their learnings is to sing the Lord's Prayer in Te Reo - this will then be gifted into classrooms so that Kapa Haka chn can support class teachers in teaching children. Plans for T3 to continue all comers plus prepare performance ropu with invitation to families to come join in and learn tikanga, pronunciation and song (2.30-3.30 Monday afternoons)</p> <p>Term 3 update: The first staff meeting of the term placed the 8 tikanga practices as shared by Manuel Beazley at the Catholic Education Conference in Wellington late Term 2 on the table. Staff voice was gathered for what school practices we undertake that resonate with each of the 8 tikanga elements. Student voice gathered against these 8 practices also undertaken in Week 7. The scheduled Māori whānau meeting was postponed due to numbers available. When we surveyed our whāuau Māori at the start of the year, Tuesdays were the preferred day, however over this winter term, Tuesdays have turned into sport practices etc - we have resurveyed to seek voice on a better day to host a kanohi ki te kanohi hui. In the meantime, we have also sent out the 8 elements of tikanga as learned from Manuel Beazley at the Catholic Education Conference in Wellington to our Māori whānau as an offering of what we have learnt which may be of support in thinking about tikanga practices at home. We have done this to meet the voice of our Māori whānau who expressed their desire to learn more so they can support their children to stand tall and be proud as young Māori. We hope to gather voice remotely from them at the same time so we can understand where they see tikanga practices alive and well at school. Depending on uptake of remote offering, we plan to either put it on the table at our next hui or utilise the voice from our</p>			

remote engagement. 9.9.24 second meeting with Ruth and Kerry from Evaluation Associates through the lens of Melanie Riwai-Couch's Niho Taniwha - Improving Teaching and Learning for akonga Māori. Honed our combined synthesis method with the visual of a bridge - what we do that is Tūturu Katorika (authentically Catholic) that bridges to Tūturu Māori (authentic Māori) practices. The lens of gospel values and Te Whare Tapa Wha as filters through this synthesis process were also discussed. Next meeting scheduled for early Term 4. Great to see at Junior Production the prominence Tikanga Māori had, with a spotlight on one of our young Kapa Haka performers as well as other elements present.

Term 4 Update Huge engagement spreading on from Term 3 with Kapa Haka - 60 of our 76 strong All comers Kapa Haka Rōpu (largest group in many years) performed at the SECKA Kapa Haka Festival and Twilight Market in Term 4. Parents very engaged in costuming and weekend practise as well as in support at each performance. We were gifted with moko 'stamping' as part of costuming from several members of one of our Māori whānau. The open invitation to families to join and learn alongside their children had a couple of parents joining in each session. High praise for the passion and heart felt performances at each occasion. Matua Hone's knowledge, enthusiasm, ability to imbue each season with Tikanga elements and support weekly from Term 2 through to the performances in Term 4 cannot be understated. His commitment in volunteering in this role is a real asset to our community.

Transition to school offering: Investigation begun into resources available to base a programme on. RE Family Whānau book forming the start of pulling resource together. Term 2 update Continuing development of powerpoint of information - discussion around making the information widely available to new parents without it being included in the huge amount of information that is delivered at orientation - initial thoughts around developing videos sent the two weeks leading up to orientation with an invitation to bring questions to the meeting... have Fr John at the meeting to speak/answer any questions as a possibility Term 3 update:

Continuing

Term 4 Update Fr John responded to 'interview' questions via video which is compiled into a 12 minute video introduction to go to families a week prior to our orientation morning in early December with the invitation to parents to discuss content at home and bring any questions to the orientation morning. Fr John will attend this morning to field any questions (including the 'frequently asked questions' that we prompt him with to get the ball rolling! https://youtu.be/O06M7YP_ngl

Varied prayer: Continuation/strengthening the use of Te Reo Māori responses during prayer, liturgies and Mass. Senior Team Retreat 14.3 provided the children (years 4-6) with the opportunity to engage in different prayer forms (stations of the cross, meditative colouring, prayer rocks, liturgical dance). Investigation has begun into various forms of meditative prayer. Staff meeting around Contemplative prayer/Meditation at the beginning of T2.

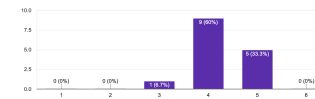
Term 2 update 30.4.24 Staff meeting with Margaret Fitzpatrick (REA) on contemplative prayer/meditation. Staff prayer on Thursdays continues to be a way of modelling and sharing varied prayer forms which teachers are then utilising in their classrooms with their learners. Plan forward for buddy delivery of meditative prayer T3 onwards Term 3 update: First staff meeting of Term 3, Sr Catherine Wiles Pickard (last Religious Sister Principal at OLSOS in the 1970s) conducted a staff meeting on contemplative prayer for children. She introduced ten different techniques for contemplative and meditative prayer to our staff. Second staff meeting of Term 3, Fr Richard Shortall conducted a staff retreat as part of his ministry at the Parish Retreat. Fr Richard introduced and had staff practice 4 forms of Jesuit contemplative prayer. Practice of contemplative and meditative prayer continues at weekly staff prayers on a Thursday morning and at staff and leadership meetings. Teachers are engaging in meditative or contemplative prayer at least once a week with their class. As they are learning together (staff and their class) we decided to keep the teaching and experience to each class individually, as buddy classes would mean too many children in the room and more scope for distraction in this learning phase. Plan to seek voice from students next term as further practice opportunities over time will support the development of meditative and contemplative prayer.

Term 4 Update contemplative/meditation prayer has continued in classes and as a staff throughout Term 4. Staff voice gathered in Term 4 shows an increase in their knowledge regarding contemplative and meditative prayer compared to the beginning of the year:

Beginning of the year:



End of the year:



With 90% of teaching staff observing an increased ability in students to be still in prayer following the introduction of contemplative/meditative prayer opportunities.

Sample of other feedback from staff from both junior and senior school: *I think the children enjoy the calmness in the activity of meditation and this can settle their minds and bodies. They are able to maintain this for longer periods over time. They are more self-aware of the need to have moments of calm and quiet contemplation and they are learning that this is important for their overall physical, mental and spiritual well-being. Immediately after, students are very calm and quiet...Can't say it has a long lasting effect just yet.*

ANNUAL PLAN OUTCOMES 2024

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?)
Review/evaluate implementation of Religious Education Curriculum	Evaluate/ modify and update Years 1 and 2 delivery plan from 2022 for delivery in 2024 incorporating Tō Tātōu Whakapono resources	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.
	Years 3 and 4 incorporate newly released resources into delivery of RE curriculum			
	Year 5 and 6 continue to deliver RE curriculum evaluating previous implementation + reviewing/modifying resources and delivery plan			
	UPDATE: T1 Year 3/4 attending launch of middle years programme and resourcing - our staff offered voice of experience in the delivery of the programme. REAs advised our teachers they don't need to attend the two further days later in the year. The time spent trialling the programme has given our staff enough knowledge around its implementation that these courses are not worthwhile. When undertaking RE curriculum planning, the evaluation process (what has worked, what problems of practice you faced, where to next) have been built into the RE curriculum review. These notes then inform planning when the theme is revisited then proceeds from. T1 Year 1/2 teachers (10.4) attended a curriculum catch-up zoom- our staff shared feedback about what is working well, the next steps and any difficulties we are facing with the implementation of Tō Tātou Whakapono Our Faith. This feedback will go back to NCRS to help inform future development of the curriculum. Term 2 Update continuation of RE delivery - review of theme delivered last before planning forward - using evaluation model - what worked well, problems of practice, what next. Pre voice and post voice gathered Y1-4 teachers with delivery of new curriculum - awaiting Y5/6 launch from NCRS. Year 1-4 RE books being sent home - whanau pages newly produced to share with home and QR codes for families - shared at start of theme, then children take book home at end of learning to share. Building seesaw posts sharing learning with home in Yr 5/6 explicitly planned for. Term 3 Update- Continuation of above Term 4 Update - continued practice as above. In 2025 the Year 5 and 6 programme will be rolled out. Our staff will be involved as the themes come to hand.			
Review localised curriculum	at Mid year conferences present to parent community their voice from our community dreaming day in 2022, what we have done so far and seek information from them on what else we could do student voice - using our overarching statement for the year pose to focus groups in our school: what do you notice in our world that is not working well, that we can do to make a difference in our world today	Mid 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). Our students and community will be able to 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.

	Synthesise above information and plan forward for 2025			Learning will be transferred into action in students daily lives.
	<p>UPDATE: review to commence in the second semester of this year.</p> <p>Term 2 Update: as above</p> <p>Term 3 update. Mid year Student Parent Teacher conferences consultation in the information centre was well attended. Parents received an update as to what we have done with their voice from the community consultation (Community Dreaming Day) in 2022. We also sought voice about what else we can add to our curriculum delivery at this interim point between full school consultations Continuing our Christian Outreach programmes to serve those in our community, continuing to include inspirational speakers in our curriculum delivery and supporting mental and emotional literacy as well as financial literacy came through. This voice will be incorporated into planning for 2025 and beyond.</p> <p>This was followed up by a summary presented in the school newsletter and a further invitation to contribute voice to community members who were not able to attend the consultation in the Information Centre 16.8.24 'This week I will share a condensed version of our Curriculum Update.</p> <p>We shared what we have been working on after hearing the voice from our community at our 2022 Community Dreaming Day and consultation. As requested we have worked hard to support our students to build relationships, make connections and demonstrate resilience. We have also responded to parent voice around more hands on activities, celebrating difference, keeping a balance between screen time and off screen time. You will have noticed that we have introduced, amongst many other things, the following opportunities as a result:</p> <ul style="list-style-type: none"> • The adoption of the Te Whare Tapa Wha model of wellbeing to frame up whole self development and resilience with our community • Introduction of the Mitey Programme to help build self efficacy and mental wellbeing supporting the confidence to make friends and express themselves and their feelings to others. • Provided multiple opportunities for our students to be engaged in extracurricular activities – sporting/ arts/ academic challenges, Writers Festival etc. • Engaged inspirational speakers such as Bernard Mangakahia, Nanogirl, NED, Andrew Chinn, Playhouse Theatre as well as multiple authors and illustrators etc to show students the benefits of making connections and building relationships and resilience. • We added Grandparents Day celebrations to show our students the importance of respecting and honouring our elders. • We introduced Culture Week; celebrating difference. • We provided more practical opportunities for hands on learning, testing and trial through a review of our science curriculum to include more physical and material world experiences e.g. forces, planet earth and beyond, seasons and weather patterns etc. • Incorporated off screen and brain breaks to support overall wellness and decrease cognitive overload. <p>We are now looking to the next 18 months before our next Dreaming Day and are keen to hear what else you would like us to include.</p> <p>Professor Yong Zhao suggests that rather than asking students what they would like to learn about we instead ask “What are some of the issues you see in our world today that you would like to make a difference to?” and we use those ideas to formulate some learning experiences and fit them into the different nine curriculums. So what do you think some of those issues are?</p> <p>Term 4 Update - Staff met together to review the minor learning areas of our curriculum in Week 4. The staff broke into 5 groups and reviewed what the strengths, areas of repetition, areas of omission and next steps were in the curriculum areas of Health and PE, Technology, Science, The Arts, and Social Studies. The staff reviewed the current connected learning planning, the success of spending more time on each concept as well as giving the first 5 weeks of the year dedicated to getting to know the learner and set class expectations. The voice of our community that was gathered at Term 3 PTCs was also tabled for consideration. The Core team synthesised this information as well as confirming the concepts for 2025 and their connected curriculums. Staff were in favour of a cyclic programme with the overarching transfers of Explore and Mission and revisiting Discovery, Stories and Empower as the concepts. Student voice gathered (two groups of Year 4 and 5 students) 20.11.24. Their voice was tabled at CORE planning day as well as parent suggestions from mid year conferences and included in the journey for next year.</p>			
Continue to embed structured approach to literacy + maths planning using LPFs	<p>Implement of a strong writing programme across the school inclusive or spelling and handwriting using PLD at TOD (Massey Team support)</p> <p>Continue to embed of the use of decodable texts for students that require a differentiated approach</p>	all year	<p>Leadership Staff</p> <p>Massey University TEam</p>	<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>* SLT decision to continue embedding rather than review this area as previously forecast when we established our strategic plan in 2022</p>	<p>Embed a strong understanding of phonemic awareness within the students using the OLSOS Scope and sequence</p> <p>Continue to track the SAL students (2022 Year 2) to ensure ongoing progress and achievement is occurring</p> <p>Review the curriculum bubble sheets to line up with the refreshed english and maths curriculums</p> <p>Investigate a scope and sequence for the teaching of number across the school</p> <p>Embed the pedagogical understanding of LPFs progressions with teaching staff and ensure the ongoing use of these in teaching and learning programmes</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>Structured approach to literacy continues to be implemented and embedded across classrooms. All clases are using resource created by Massey Team to embed a structured approach to writing - Fast feedback modelis being trialled in rooms. Y4-6 cross group students to target like learners for efficiency and consistency in place weekly around the area of spelling. PLD hours with Massey University in the structured approach to literacy are coming to an end. We have our last PLD with the providers in May with a focus on the Fast Feedback model. A view to establish webinar style refresh of key components for staff to revisit with the remaining hours.</p> <p>Data has been collected on the 2022 students and their progress is being closely monitored by classroom teachers and Team Leader. Two Kahui Ako Within School Teachers appointed at the start of this year (Year 3 and Year 5/6). Their teaching as inquiry process is centred on investigating a structured approach to maths(SAM) and how this can add to the current strong practices in mathematics planning and delivery. At this early stage in the year, time has been spent on finding links from examples of SAM programmes, the refreshed NZC outcomes in maths and our current resources, LPF planning and expected curriculum outcomes.</p> <p>Term 2 Update: SAL continues to be embedded across all classes. One WST currently advertised for next two terms as leadership team changes necessitate a change in roles. Current WSTs are exploring nd trialling a structured approach to maths which is starting to emerge benefits.</p> <p>Term 3 update: Structured approach to literacy continues to be fully embedded in all classrooms. Second WST role appointed for Term 3 and 4. Alongside our other WST, both are investigating the components of the science of maths learning (SAM). The new Maths and English curriculum delivery time frame has been brought forward by our current government. Draft English and Maths documents currently circulating for schools to give feedback on (for four weeks)- see below details related to the refreshed NZC goal. Staff attended SECKA staff meetings in structured literacy and science of maths in term 3.</p> <p>Term 4 Update - Our staff met on the 11th of November TOD to receive PLD on the Science of Learning which underpins the refreshed curriculum and open up the new English and Maths curriculums reviewing the pedagogy behind each of the curricula in preparation for implementation in 2025. Structured approaches in literacy have been trialled in different ways in the senior team with pleasing results in the data. Ongoing purchases of a variety of resources to support the Structured approach to literacy. Maths No Problem (MNP) ordered as a MOE provided resource - our WSTs have been trialling the use of this. WSTs and KNC met to discuss implications for our school - initial decision is to create a template that all teachers use for planning to ensure nothing gets left to chance. Spreadsheets will be created for staff to track student progress using the aspects of MNP and the new refreshed maths curriculum. As a staff we have joined with Elim School to take part in MOE provided maths PLD</p>			
<p>Review Learner Profile Dispositions</p>	<p>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.</p> <p>Update mid and reshape disposition goal as needed</p>	<p>all year</p>	<p>Leadership staff families</p>	<p>The four key dispositions on the Graduate Profile are known by the community.</p>

<p><i>Ngai Tai te Tamaki Pou - Te Ahurea Oranga Me Te Tuariki (Cultural Identity)</i></p>	<p>At the Mid Year conferences, gather parent voice (information centre consultation format) related to the Learner Profile - what dispositions are the most important as recorded, what is the least, what else we could add</p> <p>Focus group student consultation - same content as above with students in focus groups</p> <p>Staff consultation - same content</p> <p>Analysis of three voices to inform review and refinement of learner profile</p>	<p>mid year to end of year</p>		<p>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>
	<p>UPDATE: Learner and Graduate profiles have been tweaked to allow the language to be better understood by students - these have been updated on the reporting tool as well to align. Review to commence in second semester of this year. Term 2 Update: At mid year 'litmus test' evaluation discussion with critical friend/coach Dr Mark Osborne revealed, this area of our annual action plan may be a review/voice gathering exercise too far with our other review elements in operation for this year. Potential to pause this body of work and undertake his important review in 2025 where there is space in our delivery plan is anticipated.</p>			
<p>Begin implementation of refreshed NZC</p>	<p>Keep informed and up to date in regards of changes occurring with the curriculum</p> <p>Implement the english and maths curriculums when ready</p> <p>Unpack the Common Practice Model when it is released for use</p>	<p>all year</p>	<p>leadership staff</p>	<p>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>
	<p>UPDATE: School structure Y1-3/4 - 6 aligns with Te Mataiaho - Understand, Know, Do features in our overall goals in our strategic plan as well as in the relevant curriculum areas in our curriculum planning. Refreshed curriculums being used for english, maths and social studies learning. Parent consultation at term 1 goal setting evening shared information with parents as to the 'why' and 'how' the refreshed curriculum is changing along with what will change - this incorporated the phases of learning. Term 2 Update: On hold currently due to Te Mataiaho being on hold by the Government - continue delivery of connected localised curriculum. Ministerial Advisory Group Initial Report for redesigning the English and Maths learning areas in the refreshed NZC for years 0-10 which went to the Minister in March has just been released (17.6.24) We await to see the outcomes from the Minister. English will be expected to be implemented in 2025. Term 3 Update: Draft English Curriculum released for consultation between 26.8.24 and 20.9.24. OLSOS submitted our feedback through the MOE process. We await the final document which we will be required to implement in 2025. The journey OLSOS has been on for the past 4 years in the structured literacy space stands us in good stead for the delivery of the new document when it arrives. New timeframe for the delivery of the new Maths Curriculum has been brought forward to 2025 also. The draft document was released for consultation between 12.8.24 and 6.9.24. OLSOS submitted our feedback through the MOE process. We await the final document which we will be required to implement in 2025. We understand at this stage that the MOE will be providing schools with resources in the form of workbooks and teaching support materials, however, we are yet to see what form these will take. We also understand that the MOE will be providing PLD to support the implementation of the new curriculum, however we are yet to understand what this will look like. Term 4 Update - Our staff met on the 11th of November TOD to receive PLD on the Science of Learning and open up the new English and Maths curriculums reviewing the pedagogy behind each of the curricula in preparation for implementation in 2025. MOE funded maths resources (teacher and student) are ordered for 2025 (see above goal).</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>Reconnect our Whānau group to help make decisions about the education of our Māori learners. Seek support and guidance from them as to what their desires for their children are</p> <p>Analyse data for our Māori students to identify needs and plan for supports for accelerated achievement</p> <p>Continue engagement Manuel Beasley, Vicar for Māori in the Auckland Diocese about being authentically Māori and authentically Catholic</p> <p>Utilise Ka Hikitia as a staff to continue journey to upskill in knowledge of what success looks like for our Māori students</p>	all year	Leadership and staff	<p>Understand what is important for our Māori families and have school activity reflect this Our Māori learners and their whanau will have a strong sense of belonging.</p> <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>UPDATE:</p> <p>Steering group (3 Māori parents + P + DP) met 7.3.24. Survey to Māori whānau to gauge best meeting time sent out. First meeting set for early Term 2 7.5.24. Analysis of end of year data informs us that, although small numbers, there is the need to continue to focus on ensuring our Māori students receive the support they require across Reading, Writing and Maths.</p> <p>Term 2 Update: Mid year data is currently being prepared. This will be ready for presentation to the board in our July meeting. Preparation for the next whānau meeting will begin nearer the end of Term 2. Leadership planning forward for use of ERO publication Poutama Reo An Improvement Journey (with a view to move into using Ka Hikitia afterwards) to assist us in identifying gaps in our current practice using their self evaluation tool as a staff in Term 3 under the headings of Leading, Teaching and Learning, Whānau, hapū, iwi and Student Agency.</p> <p>Term 3 Update: Second Maori Whanau Meeting scheduled for 3.9.24 became an online sharing of tikanga practices due to changes in whānau ability to attend. Analysis of mid year data undertaken - students (including Māori) identified for further supports as class targets and in additional learning programmes. Principal attended Manuel Beasley, Vicar for Maori workshop at the Catholic Education Convention in Wellington at the end of Term 2. 8 elements of Tikanga shared back with leadership team and decision made to utilise these to begin gathering voice around tikanga practices as OLSOS, holding the Poutama Reo publication for use at a later date. Staff meeting 22.7.24 gathered staff voice related to 8 tikanga elements to begin gap analysis</p> <p>Manuel Beasley - Tikanga Elements + Staff Voice 22.7.24 DP/P met with Niho Taniwha PLD providers through Kahui Ako and oriented them to our journey. Post staff, Māori Whānau voice and student voice gathering they will support us in the analysis of and planning forward.</p> <p>Term 4 Update: Te Whare Tapa Whā wellbeing model used to organise and begin synthesis process of voice. 8.11.24 DP/P met with Niho Taniwha PLD providers sharing start of synthesis. PLD providers shared draft of further insights from Māori world view of 8 elements of tikanga as identified by Manuel Beasley. Once sharpened up we will have this as an additional filter to our voice - the idea of venn diagram; Māori Tikanga, OLSOS practices and where they bisect was raised to the table once again as a helpful way of representing our journey in this space. Good springboard into further engagement and understanding of Māori experiencing success as Māori here at OLSOS.</p>			

ANNUAL PLAN OUTCOMES 2024

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?)	
Embed Christian Witness/ outreach and service development processes	Embed Christian Witness outreach and service actions throughout the year (ie, Enviro, knitting, lenten outreach, food bank, helping hands, caritas challenge)	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	
	Ensure communities are aware of activity as explicitly Christian Witness oriented with supported reasoning.			Christian Witness elements will be strengthened where needed in our school	
	Connect Christian Witness activities with our Charism and with Catholic Social Teaching (CST) principles when sharing with students and our community			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: Term 1 Christian Witness activity undertaken: Helping Hands for families who need support in our school community, SVDP Lenten Foodbank annual appeal - FLOOD the FOODBANK with AROHA, feeding 64 families in our local community. Mufti in support of SVDP's Aroha Meal Outreach Programme raising a total of \$810.20 allowing 147 meals to be provided to individuals and families in need. 35 Children Years 4 and above are enrolled in the first reconciliation, confirmation and first communion programme at the parish this year.</p> <p>Term 2 Update - Jammies in June initiative + mufti day in support of - group knitting for blankets for Middlemore - hosting interschool proclaiming the word competition in T3. Caritas challenge alignment with our curriculum delivery process in our connected curriculum T3 - challenge connected to where money raised is going to.</p> <p>Term 3 Update - Caritas Challenge and Mufti Day- 4th of September. Focus was on extending a helping hand to Holy Trinity Primary School in Vanimo, Papua New Guinea. Money raised (\$650) from the mufti day has gone to Caritas NZ to support PNG. Hosted interschool Proclaiming the Word competition at OLSOS parish, 15 schools from around the Auckland diocese participated. T4 - Christian outreach will link to the concept of 'Serve' and Advent.</p> <p>Term 4 Update- Christian outreach linked to the concept of Serve. Children are invited to do jobs at home to raise money for charity. The money raised will be divided between various charities supporting our most vulnerable during Christmas. Helping Hands has supported 17 families so far this year. Throughout the year, fresh produce like oranges, lemons, and silverbeet has been harvested from our school gardens and donated to our Parish's St. Vincent de Paul food bank for distribution in their food parcels.</p> <p>Christian Witness initiatives are shared throughout the year via the newsletter, assemblies and seesaw so that families are aware of the activity. Links to Christian Witness and CST principles are made explicit. Recap of the years outreach to go in the magazine.</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 - begin investigation of structured approach to Math.	
	Updates in Leadership Minutes shared with staff				
	Engage with Tui Tuia to support Fono Whanau group engagement			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 Cultural Narrative element of Kahui Ako linked to environmental work - utilise the creatives in schools funding through Kahui Ako			
	Healthy active schools in association with Sport Auckland - SECKA Waka Ama this year Year 4-6	second half of the year		The experience will support us in building Matauranga Maori practices in our school connected to our external evaluation goal below
	<p>UPDATE:</p> <p>WSTs (x2) engaged in teaching as inquiry process alongside 19 others across the Kahui Ako. Engagement with Tui Tuia continues to support Fono Group engagement (see below). Creative in schools funding from MOE through Kahui Ako on hold so this process of engagement is on hold. Waka Ama potentially Term 4 tbc.</p> <p>Term 2 Update Niho Taniwha hours applied for and awarded 20 hours through SECKA - more details to come on how this will roll out. Will support further development of our school kawa.</p> <p>Term 3 Update. 10.8.24 Fono group meeting - through discussion with liaise parent and Tui Tuia consultant in prep, utilised the reporting element of our consultation to present and discuss with Fono group to gather further voice on. Two meetings with Evaluation Associates Niho Taniwha PLD providers have happened since the hours were awarded. As mentioned in strat goal 1, Evaluation Associates through the lens of Melanie Riwai-Couch's Niho Taniwha - Improving Teaching and Learning for akonga Māori. Honed our combined synthesis method with the visual of a bridge - what we do that is Tūturu Katorika (authentically Catholic) that bridges to Tūturu Māori (authentic Māori) practices. The lens of gospel values and Te Whare Tapa Wha as filters through this synthesis process were also discussed. Next meeting scheduled for early Term 4.</p> <p>Cultural Narrative creatives in schools through SECKA was paused by the new govt.</p> <p>Waka Ama application for 2025 has been submitted by SECKA.</p> <p>8.8.24 Staff attended SECKA Structured Literacy Unconference. Two groups of OLSOS staff presented at the unconference with very strong feedback sent through the attendee evaluation process. 5.9.24 Staff attended the SECKA Science of Math Hui.</p> <p>Term 4 Update: WSTs completed inquiry and sharing through SECKA mechanism in November. Fono group meetings in Term 4 centred around support of Twilight Market so a diversion from ongoing sharing and gathering of voice to continue our direction. This will be picked up again next year. Continued engagement with Niho Taniwha PLD hours granted through SECKA - see Goal 2 objective 6 above for details. OLSOS organised and hosted 'Keeping our Kids Safe Online' parent meeting 18.11.24 attended by over 235 adults from OLSOS, St Marks and SMCPs. working on securing joint TOD dates in 2026 with ELIM and St Marks to attend F2F MOE Maths PD that is being rolled out next year.</p>			
	Engage with our school families (Fono / Whānau / 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
	<i>Ngai Tai te Tamaki Pou - Te Ahurea Oranga Me Te Tuariki (Cultural Identity)</i>	Further comms re invitation for prayer in class		Students sense of self is reflected in the school environment.
	Reinstate passion projects including members of the community in sharing their passion	Continue to utilise the expertise of Tui Tuia from Auckland University (connect through Kāhui Ako) to engage with our Pacific Whānau and use experience to build model to engage with Māori Whānau and then Jia groups and beyond		To maximise home school partnerships to better understand needs of families and students and plan to meet these needs
				Our community positively contributes to the life of the school
				Students wellbeing is supported
	<p>UPDATE: Passion projects (electives) due to begin Term 2. Kapa Haka is inclusive of this along with choir, chess and knitting.</p> <p>19.3.24 Fono parent liaise, Jo Grant, Saliva from Tui Tuia, DP, P met to plan forward for next Fono group engagement. Fono group met on Saturday 23.3.24 to scrutinise / discuss data (end of year 2023 whole school vs Pacific students) commenting favourably on how our Pacific learners achieve</p>			

	<p>equitably compared to whole school data. Discussion around how families support their children at home also a feature of the meeting. All cultural groups reached out to to ask for support with Cultural week in Term 2 Week 4 - there was an excitement about allowing our families to be able to share culture with our students</p> <p>Term 2 Update: cultural week showed huge community connection with families coming in and contributing, sharing their culture with the school. Maori Whanau group initial meeting held with great desire for this to continue - kapa haka space connection + Fono group operating strongly</p> <p>Term 3 Update Grandparents Day a huge success again in the first week of Term 3. Very well attended by extended families. Passion projects (in the form of electives) operated across term 2. These saw whānau members and teachers share skills in Kapa Haka, knitting, choir, chess as well as gardening, art, Spanish, recycled sculpture and board games. Fono meetings termly have continued. Re-surveyed whānau community to gain insights into best time to meet as, over the winter availability has changed from original voice with winter sports practices etc. Jia group engagement will happen in the new year</p> <p>Term 4 Update Huge engagement at Twilight Market with families from varied cultures, highlighting culture through the sharing of food. Pasifika group and Kapa Haka group performed, providing another opportunity for students to demonstrate their learning and families to come together in support of their learners. The SECKA Kapa Haka Festival also drew engagement of community to build connection with learning.</p>			
As Mana Whenua, incorporate the four Ngai Tai Te Tamaki Pou (our local Iwi goals) into the life of Our Lady Star of the Sea:	<p><i>Pou:</i></p> <ol style="list-style-type: none"> 1. <i>Te Taiao (Environment: protection and regeneration of native plants and animals)</i> 2. <i>Te Reo Rangatira (Language: protect and promote Te Reo)</i> 3. <i>Hauora (Wellbeing: overall care for our own and others' wellbeing)</i> 4. <i>Te Ahurea Oranga Me Te Tuariki (Cultural Identity: Maori success as Maori)</i> <p>Look for ways to exemplify and connect our practices and activity as a school under each of the four Iwi pou.</p> <p>Identify which annual plan goals link with, build and strengthen the Ngai Tai Te Tamaki goals.</p>	all year	leadership and staff	Acknowledging Iwi as Tangata Whenua and placing emphasis on what their goals for their people, area and environment
	<p>UPDATE: Ngai Tai Te Tamaki Pou are made explicit in our annual plan against goals we are working on as a school, which line up with our local iwi goals. This is helping us to understand and develop further our OLSOS kawa (our school customs and protocol); surfacing, building and connecting our Catholic, charism specific and school wide explicit tikanga/te ao practices</p> <p>Term 2 - strong tikanga and Te Ao Māori links re the environmental action work for bronze status.</p> <p>Term 4 Update: Through synthesis work with support of Niho Taniwha PLD providers, Ngai Tai Te Tamaki Pou will also be incorporated into 8 elements of tikanga and Te Whare Tapa Whā elements with a view to further feature our local iwi goals in our school structures.</p>			
Implement actions towards External Review Goals as established with the Catholic Diocese of Auckland	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	over the next 5 years	leadership DRS Staff Board	school activity will further the goals identified by the Catholic Diocese of Auckland as elements to bring to the forefront of our practice.
<i>Ngai Tai te Tamaki Pou - Te Ahurea Oranga Me Te Tuariki (Cultural Identity)</i>	Deepening meditative prayer in classrooms across the school, with the possibility of deepening collaborative			

<i>Ngai Tai te Tamaki Pou - Te Reo Rangatira (Language)</i>	<p>prayer practice. Consider the possibility of using the beautiful outdoor areas in and around the school.</p> <p>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.</p>	<p>Tern 3/4</p>	<p>SECKA staff</p>	
	<p>UPDATE: https://docs.google.com/document/d/1kyFI7Fkly2eppirs_FZtcNgWiTMbtHBI/edit </p>			



OUR LADY STAR OF THE SEA SCHOOL

He Whetu o te Moana

Analysis of Variance - Year 2024

“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

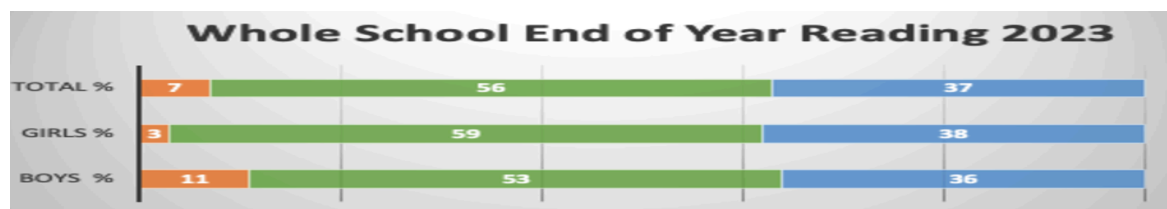
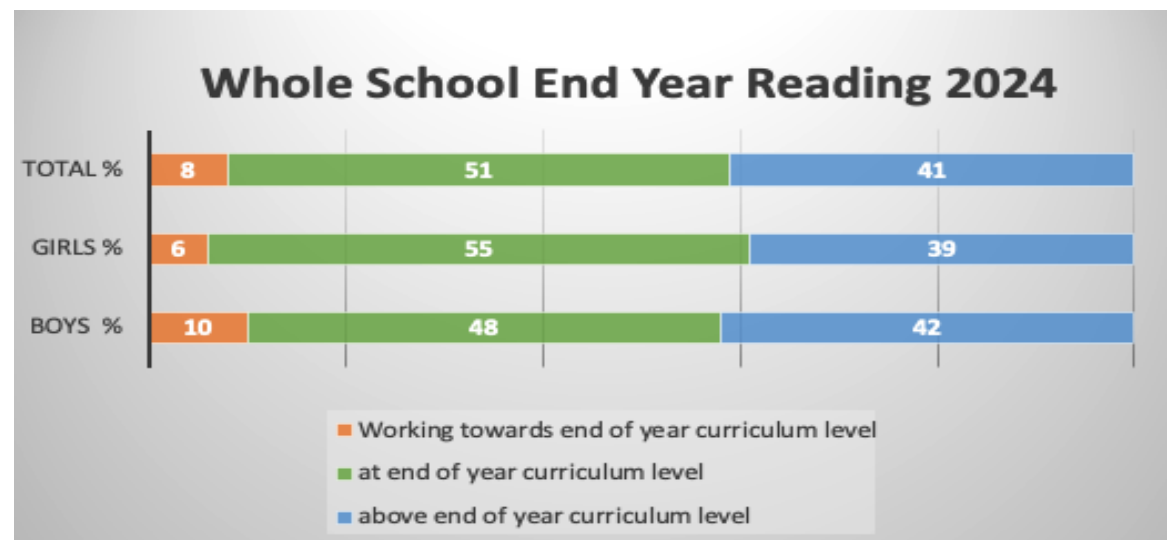
Growing our Catholic
Community to serve God's world

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-YEAR EXECUTIVE SUMMARY OF CURRICULUM DATA 2024

WHOLE SCHOOL END-YEAR READING DATA 2024



WHOLE SCHOOL END-YEAR READING DATA 2024 COMMENTARY

92% of the school is already operating at or in excess of their end of year Curriculum Level.

2023: 93% same time of the year last year

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

8% are working towards the end of year Curriculum Level (of those still working toward their end of year curriculum level, 24% did not begin their schooling at OLSOS 5/21

You will note that we have more students working 'above' compared to this time last year (41% 2024 vs 37% 2023)

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

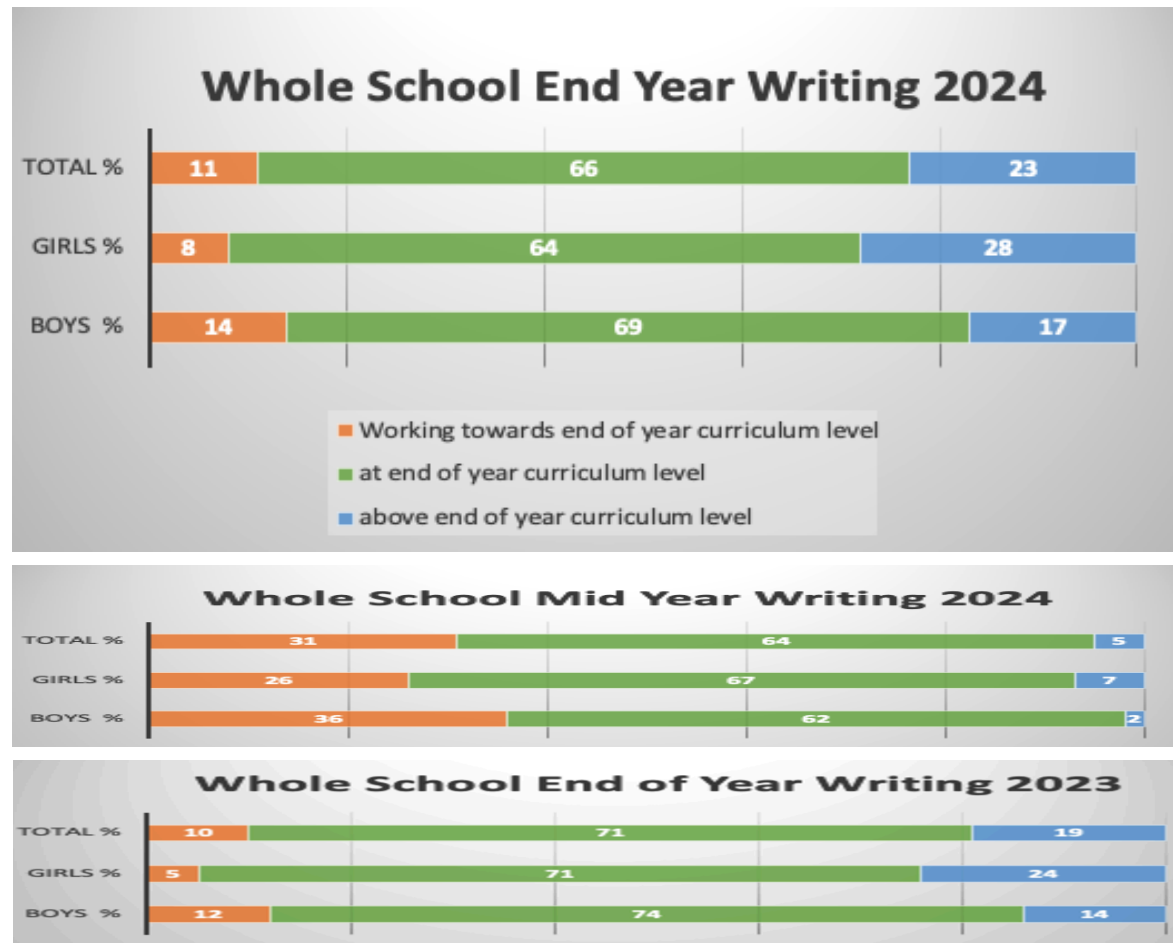
Positive Variances:

- Year 5 girls - 'above' end of year curriculum level at 50% compared to 39% whole school girls.
- Year 5 boys - 'above' end of year curriculum level at 56% compared to 42% whole school boys.
- Year 3 girls - 'above' end of year curriculum level at 60% compared to 39% whole school girls.

Negative Variances:

- **Year 3 boys** - 20% of Year 3 boys (3 students) are working toward end of year expectations compared to 10% of boys school wide. This is a small cohort of boys (15 in total) which exaggerates the statistic. The shift out of Level 1 thinking and interpretation of text is significant. You will note the year 3s in 2021, 2020 and in 2019 were also a feature as a variant to whole school data at this mid year point.
- **Year 2 boys** - 25% of Year 2 boys (4 boys) compared to 10%. This is a small cohort of boys (16 in total) which exaggerates the statistic.

WHOLE SCHOOL END-YEAR WRITING DATA 2024



WHOLE SCHOOL END-YEAR WRITING DATA 2024 COMMENTARY

89% of the school is already operating at or in excess of their end of year Curriculum Level.

2023: 90% same time of the year last year

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

11% are working towards the end of year Curriculum Level

You will note that we have more students working 'above' compared to this time last year (23% 2024 vs 19% 2023)

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

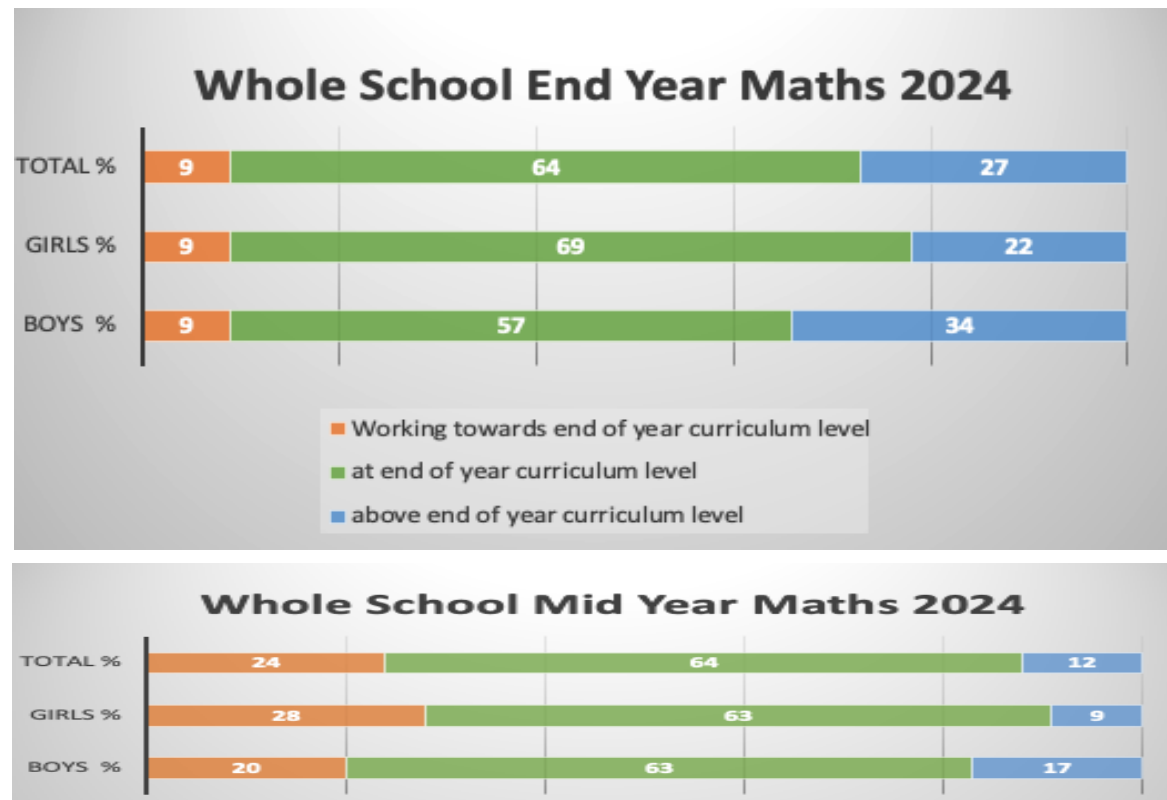
Positive Variances:

- Year 4 boys are performing strongly compared to whole school data with 100% working at or above end of year expectations compared to whole school data of 89%
- Year 2 girls are performing strongly compared to whole school data with 100% working at or above end of year expectations compared to whole school data of 89%
- Year 1 boys and girls are performing strongly compared to whole school data with 100% working at or above end of year expectations compared to whole school data of 89%

Negative Variances:

- **Year 5 boys** - 25% of Year 5 boys (8 boys) are working towards the end of year expectations. The shift out of Level 2 and into Level 3 with increased text development, complexity and breadth is significant. You will note the year 5s in 2023, 2022, 2021, 2020 and in 2019 were also a feature as a variant to whole school data. Of these 8 students, 5 are one sublevel below (1 has made strong 2 sublevel progress this year, the other 4 have made one sublevel progress. One works from an individual learning plans) **These boys will enter Year 6 as board targets for 2025.** 1 boy is two sublevels below and has made one sublevel progress this year. 2 boys are 3 sublevels below. Both receive support through the individual education plan process (one is ORS funded and the other has received support from RTLit this year. Both boys have made one sublevel progress in writing this year.
- **Year 3 boys and girls** - 28% of Year 3 students (40% of boys - 6 boys - and 21% of girls - 6 girls) are working towards end of year expectations. The shift out of Level 1 to Level 2 with increased text development and complexity is significant. You will note the year 3s in 2023, 2022, 2021, 2020 and in 2019 were also a feature as a variant to whole school data. One is new to OLSOS this year. 8 (3 boys and 5 girls) are one sublevel below. Of these 8, 7 have made one sublevel progress this year and 1 has made a strong two sublevel progress. **These children will enter 2025 as board targets for 2025.** 4 (3 boys and 1 girl) are working two sublevels below. All 4 have made one sublevel progress this year and are supported by the individual education plan process.

WHOLE SCHOOL END-YEAR MATHS DATA 2024



WHOLE SCHOOL END YEAR MATHEMATICS DATA 2024 COMMENTARY

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

2023: 91% same time last year

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 1 and 2 have higher percentages of students already at/above expectations (100% and 96% respectively)

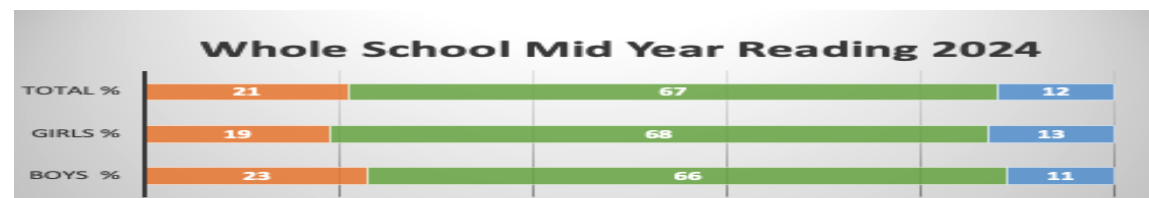
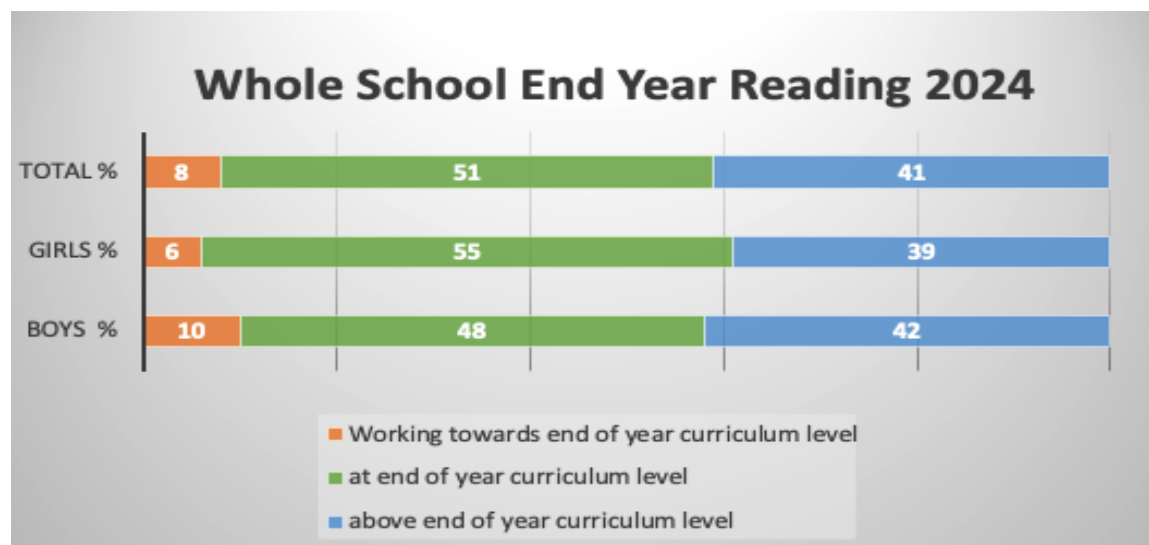
Negative Variances:

- **Year 5 boys and girls** - 19% of Year 5 boys and 22% of Year 5 girls are still working towards end of year expectations compared to 9% of the whole school. Of the 13 students, 4 are new to OLSOS in the last 18 months. 10 (4 boys and 6 girls) are one sublevel below. All have made at least 1 sublevel shift this year with two students making a strong 2 sublevel shift. These students will enter Year 6 as board targets for 2025. 2 (1 boy and 1 girl) are two sublevels below. One of these students made a strong 2 sublevel shift this year, the other made 1 sublevel shift. 1 boy is 3 sublevels below

and is supported by the ORS/IEP process.

The shift out of Level 2 and into Level 3 with increased text development, complexity and breadth is significant. You will note the year 5s in 2023, 2022, 2021, 2020 and in 2019 were also a feature as a variant to whole school data.

END-YEAR ETHNICITY SUMMARY OF CURRICULUM DATA 2024



WHOLE SCHOOL END YEAR READING DATA 2024

92% of the school has completed the year operating at or in excess of their end of year Curriculum Level.

2023: 93% same time of the year last year

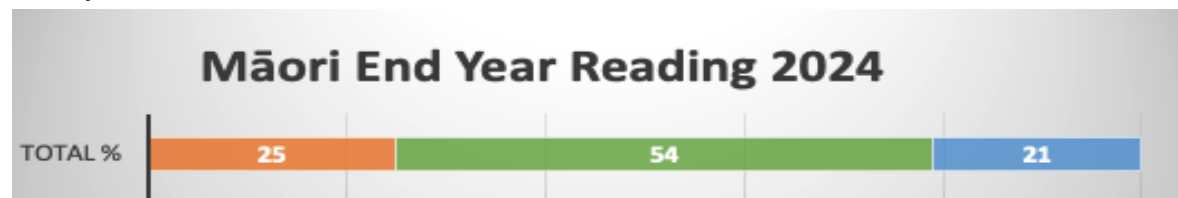
2022: 91% same time of the year last year

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

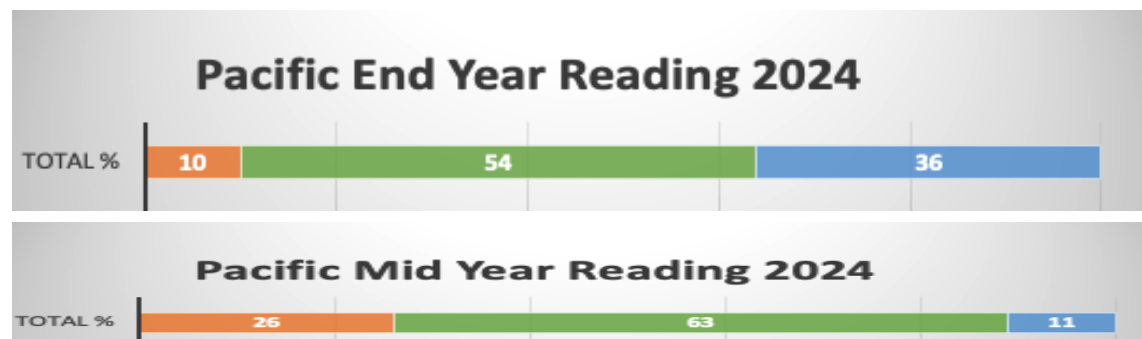
8% are working towards the end of year Curriculum Level





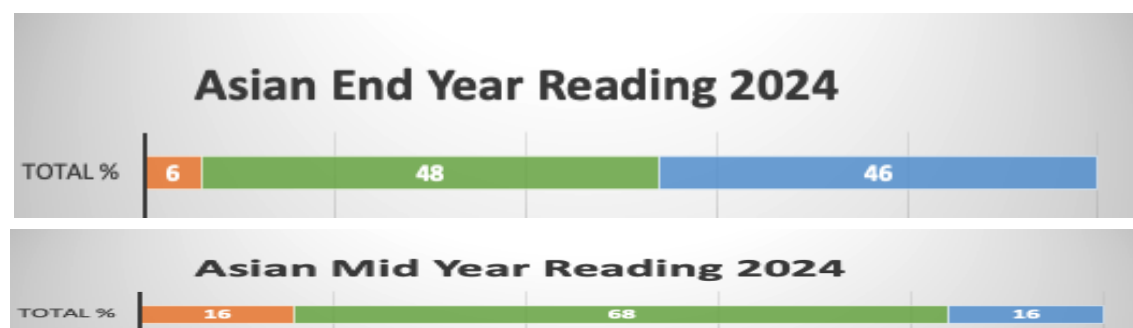
We have 24 Māori students across the school. 7.9% of our total roll. (same time 2023 24 students 7.36%, 2022 23 Maori Students 6.8% of our total roll, 2021 32 students 7.8% of our total 2021 roll 2020 38 students 9.1%)

Māori students are disproportionately represented in working towards expectation compared to whole school data. This equates to 7 students schoolwide. As numbers are small in each cohort, revealing which year levels in this analysis could risk the identification of students. These students are targets. (Same time 2023 23% working towards, 56% working at, 21% working above. 2023 23% working towards, 56% working at and 21% working above. 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)



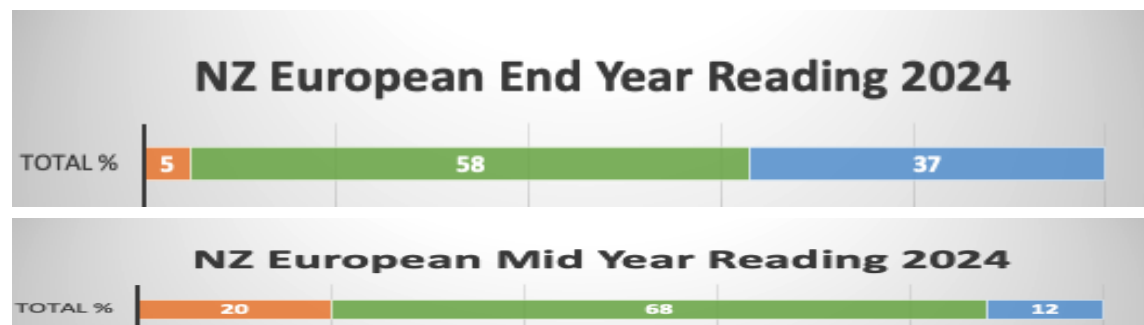
We have 28 Pacific students across the school, an increase of 1 student since mid year. 9.3% of our total roll. (same time 2023 25 students 7.66%, 2022 20 students, 5.9% of our roll, 2021 22 students 5.7% of our roll. 2020 24 students, 5.6% of our roll and 2019 26 students)

Our Pacific students are achieving equitably compared to our whole school data (same time 2023 13% working towards, 49% already working at, 38% above, 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)



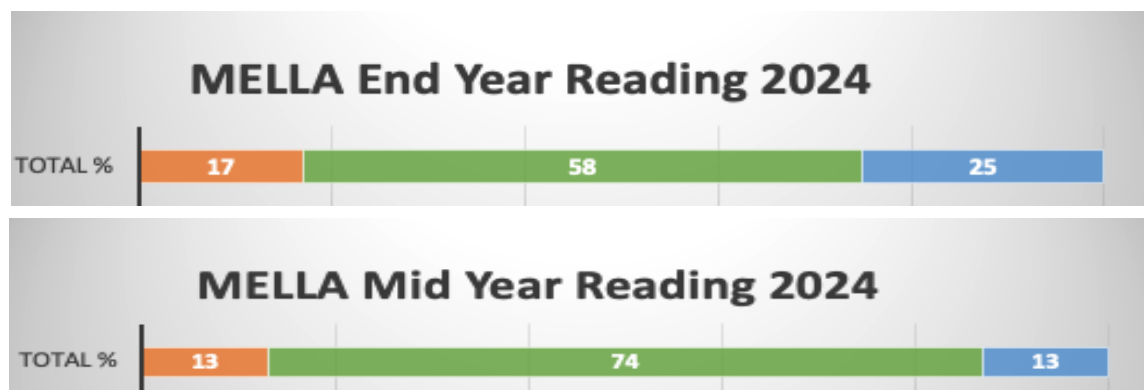
We have 154 Asian students across the school, an increase of 7 students since mid year. 50.3% of our total roll. (same time 2023 170 students, 52.14% of our total roll, 2022 176 students, 52.2% of our total roll, 2021 191 students 49.1% of our total roll. 2020 209, 49.2% of total roll. 2019 199 students)

Our Asian students are achieving equitably compared to whole school data. (same time 2023 5% working towards, 52% already working at, 43% above, 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 87 New Zealand European students across the school. 28.4% of our total roll. (same time 2023 95 students, 29.16% of our roll, 2022 101 students 30% of our roll, 2021 127 students 32%. 2020 130 students, 31.3% of total roll)

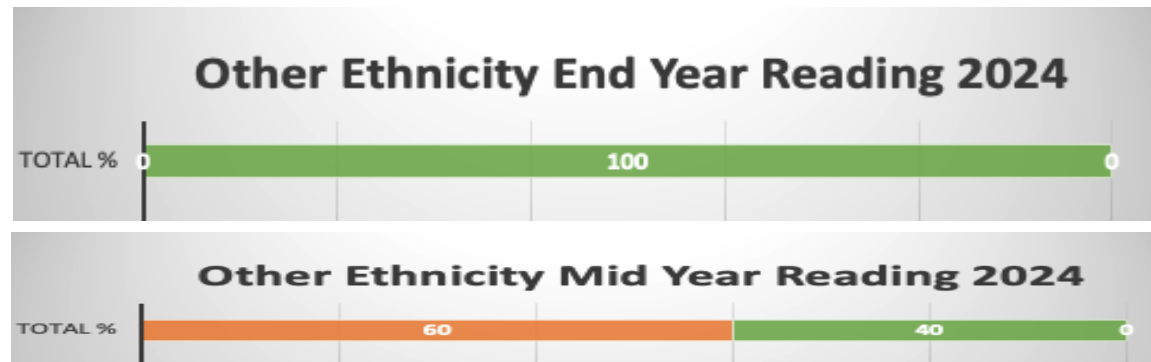
Our New Zealand European students are achieving equitably compared to whole school data. (same time 2023 10% working below, 60% working at, 30% working above. 2022 6% working towards and 70% at, 24% above end of year curriculum level, 2021 15.7% working towards, 66.8% working at 17.5% working above end of year curriculum level. 2020 13.1% working towards, 60% working at, 26.9% above end of year curriculum level)



We have 12 MELAA (Middle Eastern / Latin American / African) students across the school, an increase of four students since the middle of the year. 4% of our total roll. (same time 2023 9 students, 2.76%, 2022 13 students 3.8%, 2021 14 MELAA students 3.6% of our total roll)

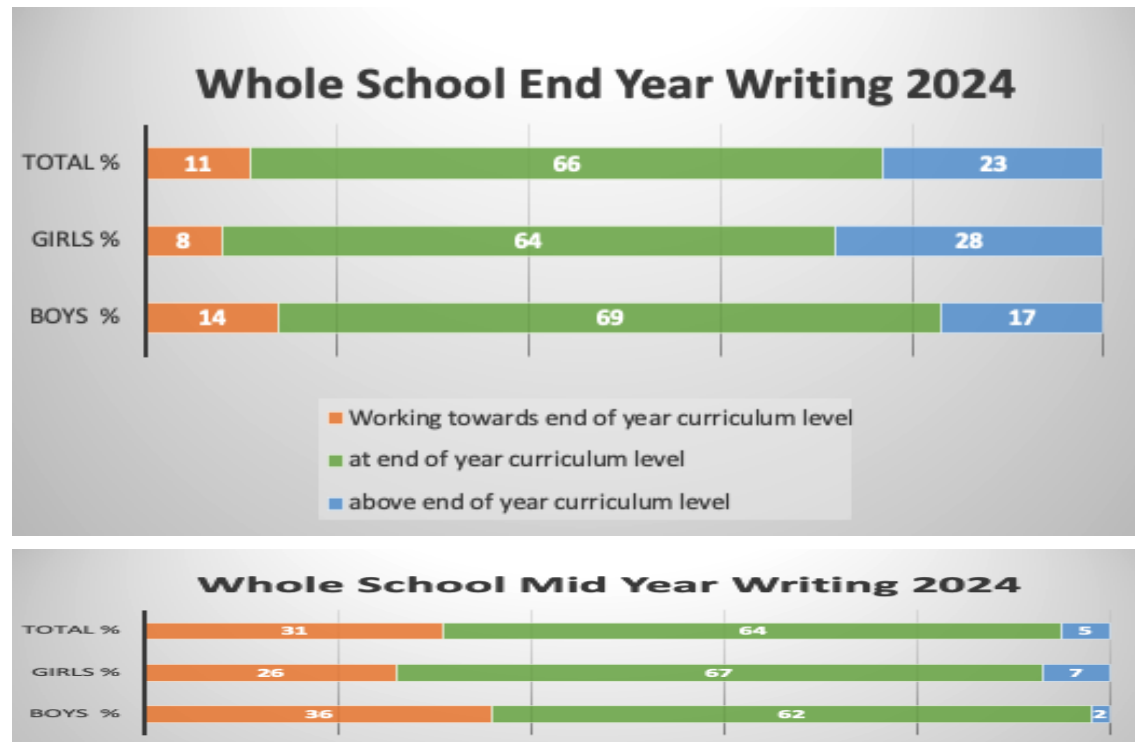
Our 'MELLA' students are achieving disproportionately in the 'working towards' area. This is connected directly to the additional numbers enrolled since mid year.

(same time 2023 22% working towards, 56% working at, 22% above. 2022 92% working at, 8% above, 2021 14% working towards, 86% already working at/above end of year curriculum level)



We have 2 'Other Ethnicity' students. Two were adjusted into our MELLA to better reflect their ethnicity. 0.7% of our total roll. (same time 2023 3 students, 0.92%, 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 both working within expectations (same time 2023 100% working at expectation. 2022 25% working at 74% above, 2021 0% working towards, 100% working at, 0% above end of year)



WHOLE SCHOOL END YEAR WRITING DATA 2024 COMMENTARY

89% of the school is operating at or in excess of their end of year Curriculum Level.

2023: 90% same time of the year last year

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

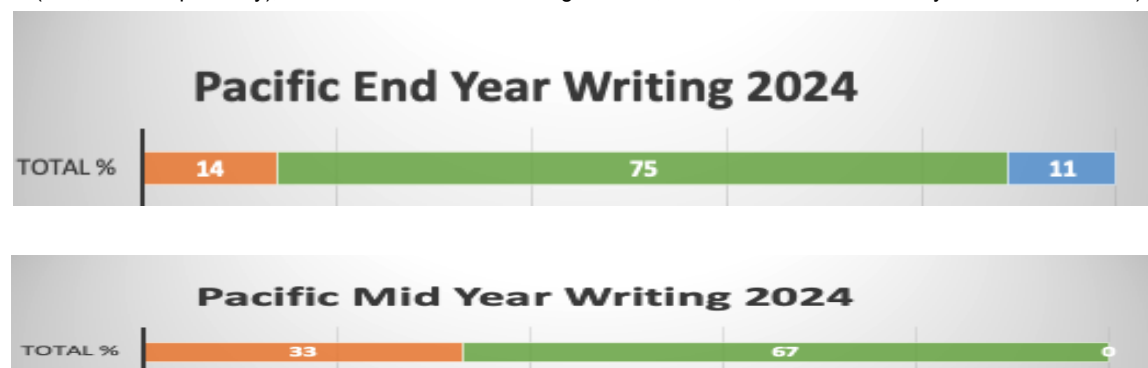
11% are working towards the end of year Curriculum Level



We have 24 Māori students across the school. 7.9% of our total roll. (same time 2023 24 students 7.36%, 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%)

Although our Maori students are disproportionately represented in the working towards category compared to whole school data, this proportion has reduced compared to previous years. It is also pleasing to note that more Māori students are working **above expectations, 23%**, compared to previous years. Two year levels contribute to this in alignment with whole school year level variances - all are targets. As numbers are so small in year levels, naming the year levels risks individual identification.

(same time 2023 38% working towards and 54% already working at **8% above** end of year expectations. 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)



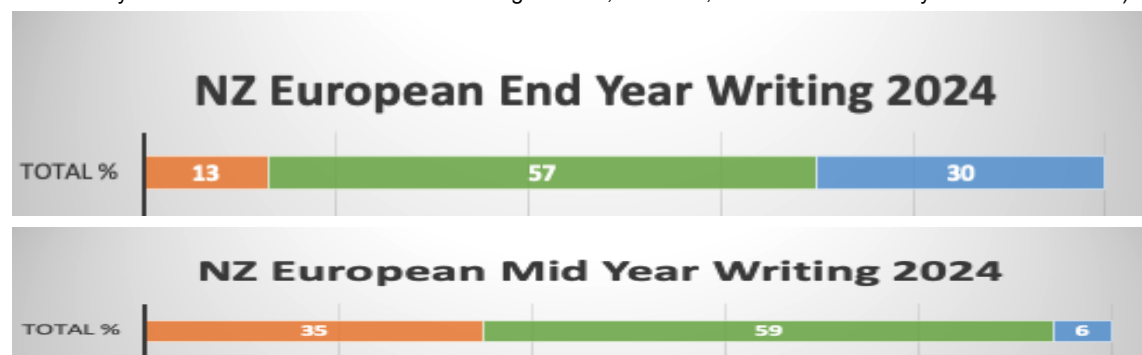
We have 28 Pacific students across the school, an increase of 1 student since mid year. 9.3% of our total roll. (same time 2023 25 students 7.66%, 2022 20 students, 5.9% of our roll, 2021 22 students 5.7% of our roll. 2020 24 students, 5.6% of our roll and 2019 26 students)

Our Pacific students are achieving equitably compared to our whole school data when looking at percentages of students in the working towards category. Those sitting in the 'towards' category are made up by two year levels in alignment with whole school year level variances. There is a discrepancy between the percentage of students working above expectation (11% P vs 23% whole school (same time 2023 8% working towards and 81% already working at, 11% above end of year expectations. 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)



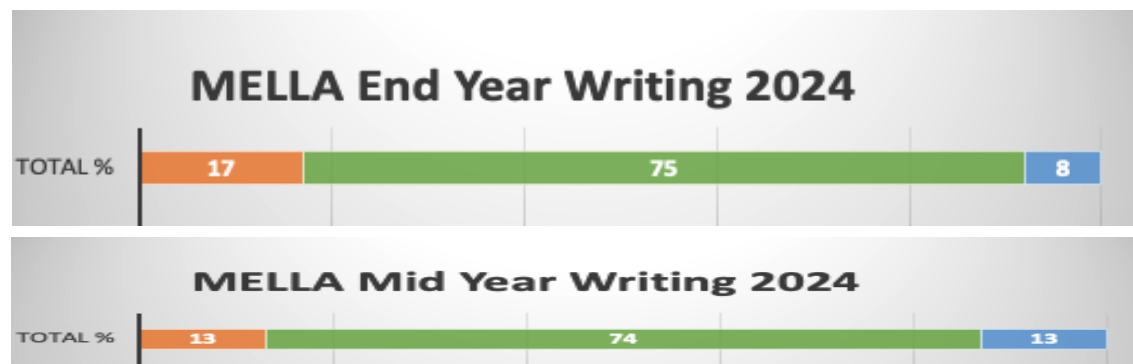
We have 154 Asian students across the school, an increase of 7 students since mid year. 50.3% of our total roll. (same time 2023 170 students, 52.14% of our total roll, 2022 176 students, 52.2% of our total roll, 2021 191 students 49.1% of our total roll. 2020 209, 49.2% of total roll. 2019 199 students)

Our Asian students are achieving equitably compared to our whole school data. (same time 2023 8% working towards and 67% already working at, 25% above end of year expectations with Year 6 and Year 3 Asian students disproportionately represented in the 'working towards' category at 55% and 48% respectively, 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 87 New Zealand European students across the school. 28.7% of our total roll. (same time 2023 95 students, 29.16% of our roll, 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. Year 3 learners are disproportionately represented in the 'working towards' category at 45% in line with whole school targets. (same time 2023 6% working towards and 72% already working at, 22% above end of year expectations with Year 5 and Year 3 NZE students are disproportionately represented in the 'working towards' category at 57% and 78% respectively, 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)



We have 12 MELAA (Middle Eastern / Latin American / African) students across the school, an increase of four students since the middle of the year. 4% of our total roll. (same time 2023 9 students, 2.76%, 2022 13 students 3.8%, 2021 14 MELAA students 3.6% of our total roll)

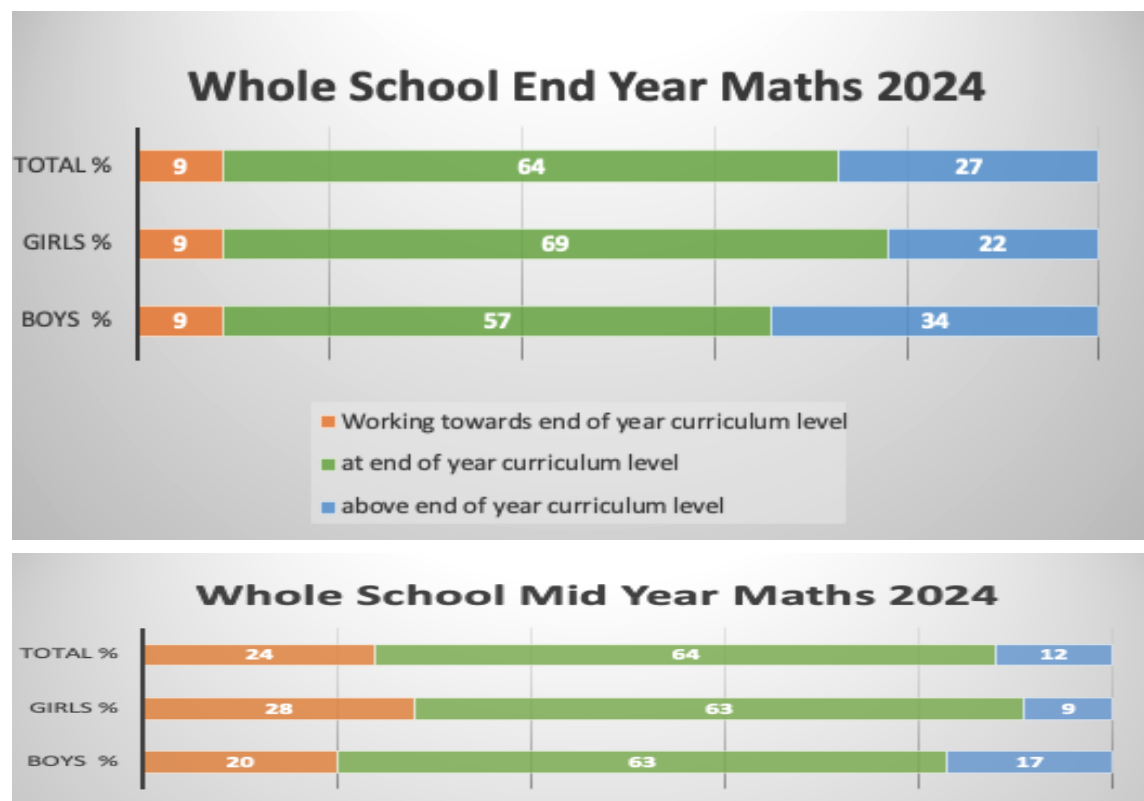
Our MELLA students are achieving equitably compared to our whole school data.

(2023 22% working towards and 78% already working at end of year expectation, 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 2 'Other Ethnicity' students. Two were adjusted into our MELLA to better reflect their ethnicity. 0.7% of our total roll. (same time 2023 3 students, 0.92%, 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 whole school data. (same time 2023 100% were working at end of year expectation. 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)

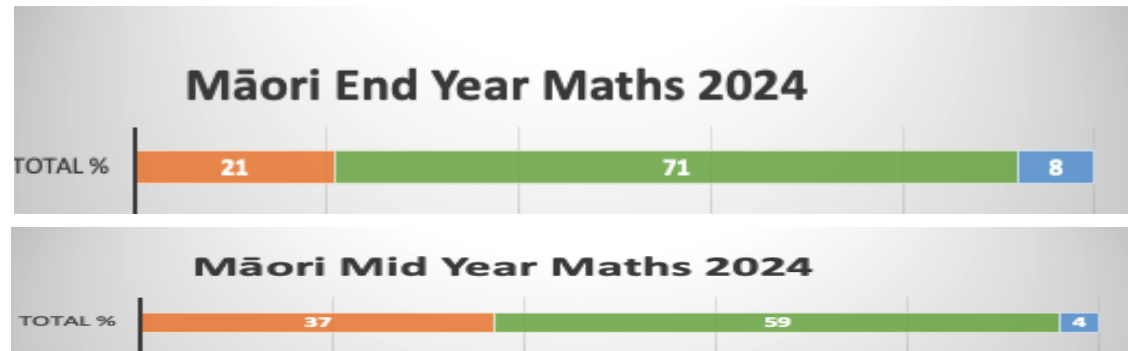


WHOLE SCHOOL END YEAR MATHEMATICS DATA 2024 COMMENTARY

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

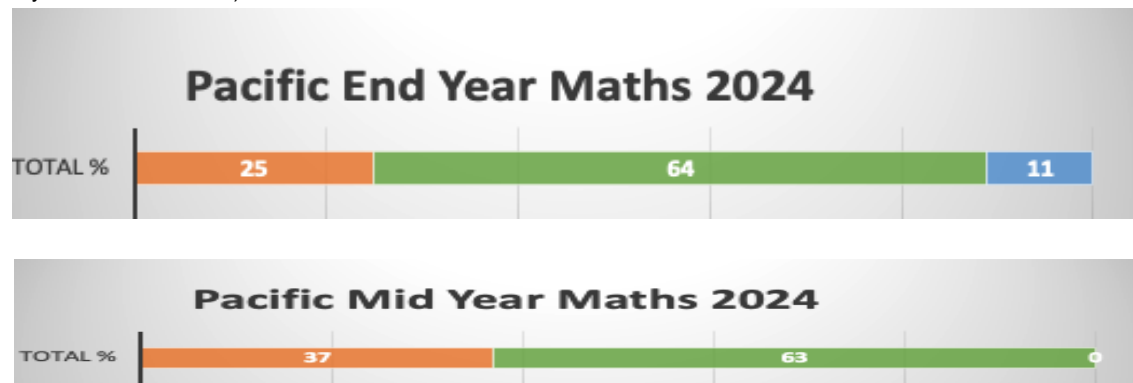
2023: 91% same time last year
2022: 87% same time of the year last year
2021: 80% same time of the year last year *heavily covid compromised after 2 terms of lock down and 4 weeks rotating attendance in Nov/Dec comprising of 11 school days total open for students.
2020: 88.9% same time of the year last year
2019: 86.3% same time of the year

9% are working towards the end of year Curriculum Level



We have 24 Māori students across the school. 7.9% of our total roll. (same time 2023 24 students 7.36%, 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%)

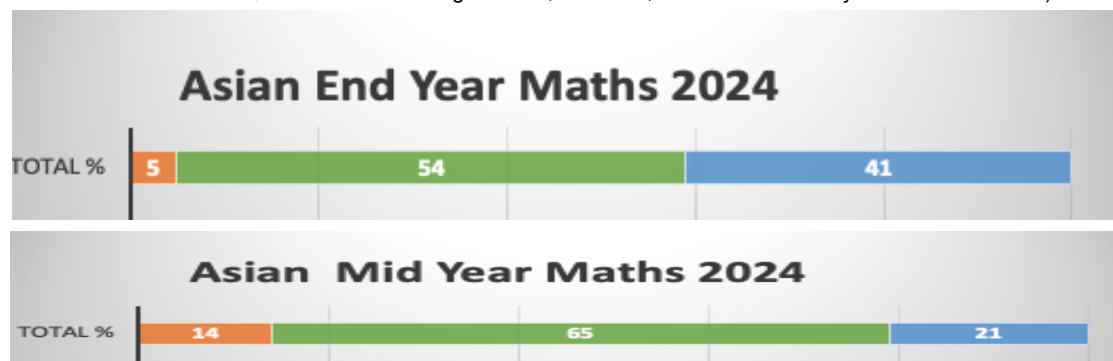
Although our Maori students are disproportionately represented in the working towards category compared to whole school data, this proportion has reduced compared to previous years. Two year levels contribute to this in alignment with whole school year level variances - all are targets. As numbers are so small in year levels, naming the year levels risks individual identification. (same time 2023 33% working towards, 67% at, 0% above end of year curriculum level, 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 28 Pacific students across the school, an increase of 1 student since mid year. 9.3% of our total roll. (same time 2023 25 students 7.66%, 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)

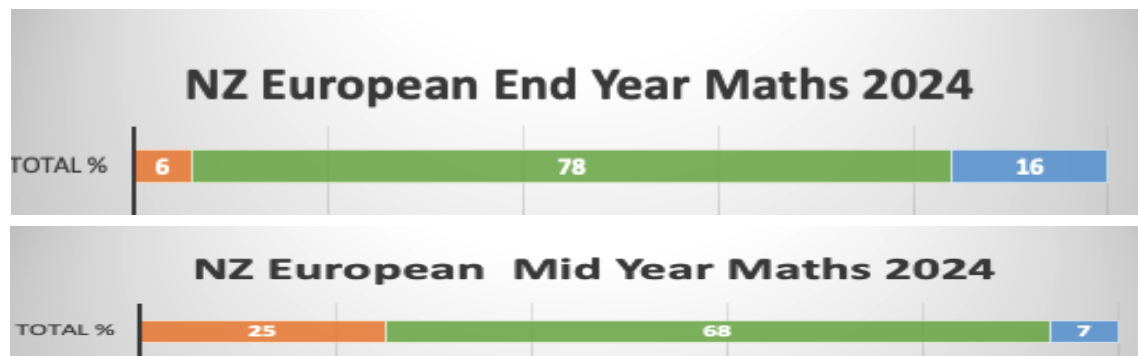
Our Pacific students are disproportionately represented in the working towards category at 25% compared to the whole school 9%. Of note: Five students in the working towards category did not start their schooling at OLSOS. Two year levels contribute to this in alignment with whole school year level variances - all

are targets. (same time 2023 13% working towards, 75% working at 12% above end of year expectation. 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)



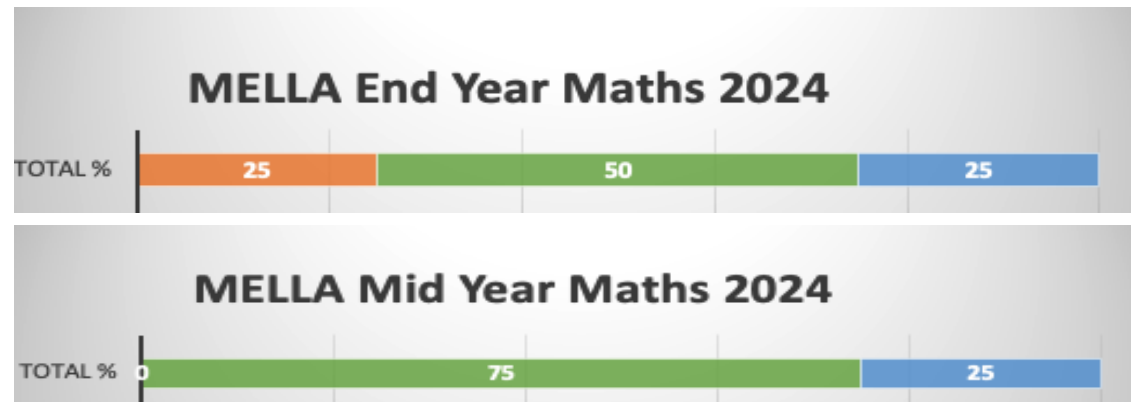
We have 154 Asian students across the school, an increase of 7 students since mid year. 50.3% of our total roll. (same time 2023 170 students, 52.14% of our total roll, 2022 176 students, 52.2% of our total roll, 2021 191 students 49.1% of our total roll. 2020 209, 49.2% of total roll. 2019 199 students)

Our Asian students are achieving strongly compared to our whole school data. (same time 2023 6% working towards, 52% working at, 42% above end of year expectations. 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 87 New Zealand European students across the school. 28.7% of our total roll. (same time 2023 95 students, 29.16% of our roll, 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 2023 7% working towards, 77% working at 16% above end of year expectations. 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)



We have 12 MELAA (Middle Eastern / Latin American / African) students across the school, an increase of four students since the middle of the year. 4% of our total roll. (same time 2023 9 students, 2.76%, 2022 13 students 3.8%, 2021 14 MELAA students 3.6% of our total roll)

Our 'MELLA' students are disproportionately represented in the working towards category at 25% compared to the whole school 9%.

(Same time 2023 11% working towards, 56% working at, 33% above end of year expectations, 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 2 'Other Ethnicity' students. Two were adjusted into our MELLA to better reflect their ethnicity. 0.7% of our total roll. (same time 2023 3 students, 0.92%, 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 whole school data. With only 2 students in this category these percentages are very loaded.

(Same time 2023 11% working towards and 56% working at 33% above end of year expectation, 2022 0% working towards, 100% working at, 0% above end of year expectations, 2021 100% working at end of year curriculum level.

END-YEAR SCHOOL TARGETS SUMMARY OF CURRICULUM DATA 2024

(disproportionate representations from 2023)

Blue = mid year update

Purple = end Year outcome blue shading positive progress green shading expected progress red shading did not make curriculum level and/or learning remained stable

The below school targets are groups of students that were disproportionately represented in our end of year 2023 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 due to their disproportionate nature.

Maori Learners

Variances from end of year 2023 data analysis:

- **Maori Writers** - 38% of Maori Readers (9 students) at the end of 2023 were still working towards end of year expectations.
 - 2 were in Year 6 and have been carefully transitioned to their respective intermediate schools, and the IEP process caters for 1 so will not be included in this target process, reducing this **target group to 6 for 2024.**
 - 6 (4 boys and 2 girls) spread across the school were one sublevel below their expected curriculum level at the end of 2023
 - All remain targets - as their year level has changed from last year, the end of year expectations have also changed from last year.
 - All 6 attendance statistics have increased by an average of 10% (range 7% to 17% improvement)
 - 5 (3 boys and 2 girls) have made one sublevel shift this first semester. This is good progress so far.
 - 1 boy remains stable. He made accelerated progress (three sublevels last year) and is in a time of consolidation and confidence building
 - All 6 target students' end of year attendance statistics have increased by an average of 11% (range 8% to 16%)
 - 1 girl made accelerated progress of three sublevels in writing (five sublevels in two years), ending the year at expectations
 - 3 boys made the expected three sublevel shift in two years All 3 boys made a strong two sublevel shift this year 2 of these boys ended the year at expectation 1 ended one sublevel below end of year expectation and will go into 2025 as a target
 - 1 girl made a strong 2 sublevel shift this year, She is one sublevel below expectations and will go into 2025 as a target
 - 1 boy ended the year remaining stable (two sublevels below) he is the youngest in his cohort and is reclassified in 2025
- **Maori Mathematicians** - 33% of Maori Readers (8 students) at the end of 2023 were still working towards end of year expectations.
 - 2 were in Year 6 and have been carefully transitioned to their respective intermediate schools reducing this **target group to 6 for 2024.**
 - 6 (2 boys and 4 girls) spread across the school were one sublevel below their expected curriculum level at the end of 2023.
 - *it should be noted that some students are a target for both maths and writing.
 - Two girls are no longer in this target group as they have made significant progress in the first semester and are now working at their end of year expectation.
 - Of the remaining 4 students, their attendance statistics have increased by an average of 11.5% (range 7% to 17%)
 - 4 (2 boys and 2 girls) have made one sublevel shift this first semester. This is good progress so far.
 - All 4 (2 boys and 2 girls) remaining target students' end of year attendance statistics have increased by an average of 11% (range 8% to 16%)
 - 1 girl made accelerated progress of three sublevels in Maths (four in 2 years), ending the year at expectations

- 1 boy made the expected three sublevel progress in two years ending the year at curriculum level. He will continue as a target as his 'at' is at the lower band of 'at' curriculum level. He also made a strong two sublevel shift this year
- 1 girl made one sublevel shift this year however this was not enough to place her at curriculum level. She enters 2025 as a target 2 sublevels below expectations.
- 1 boy ended the year remaining stable (two sublevels below) he is the youngest in his cohort and is reclassified in 2025

KIWISPORT 2024

Star of the Sea School spent a total of \$5,708 from its Kiwisport ledger.

The Operational Grant allocation for 2024 was \$4,778 in total.

Star of the Sea School spent over and above this amount by subsidising Year 1-3 school swimming lessons.

Sue Yandell



Statement of Compliance with Good Employer Assurance

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

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

Te Tiriti o Waitangi Report

The school gives effect to Te Tiriti o Waitangi in a multitude of ways, some of which include:

- Curriculum design including NZ history/local history and practices
- Te Reo lessons
- active Enviro team advancing practices as kaitiaki of our local environment
- utilising the Māori model of wellbeing, Te Whare Tapa Wha in consultation with our community
- Kapa Haka group open to all
- analysis of data for our Māori learners utilised to plan forward for supports as needed
- intervention programmes in the school for Māori first as needed
- Consultation with community - information sharing and gathering of voice to shape school direction
- school vision and values in Te Reo as well as English
- prayer, song, greetings, commands etc across the school include the use of Te Reo
- Classroom environments include Māori motifs

Ngā mihi,

Louise

Louise Campbell

Principal

He Whetu o te Moana

Our Lady Star of the Sea School

14 Oakridge Way

Howick

Auckland 2014

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