

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

## **ANNUAL FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2025**

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

## Our Lady Star of the Sea School

# Members of the Board

For the year ended 31 December 2025

<b>Name</b>	<b>Position</b>	<b>How position Gained</b>	<b>Term Expired/Expires</b>
Alina Hooper	Presiding Member	Elected	Sept-28
Sharon Yeh	Parent Rep	Elected	Sept-28
Shasta Dang	Parent Rep	Elected	Sept-28
Edel Roughton	Parent Rep	Appointed	Sept-28
Bernice Chiam	Parent Rep	Elected	Sept-28
Linda McQuade	Proprietor Rep	Appointed	Sept-28
Anil D'Silva	Proprietor Rep	Appointed	Sept-28
Vernon Chun	Proprietor Rep	Appointed	Expired
Jordi Boix-Coll	Proprietor Rep	Appointed	Sept-28
Fr Rob O'Brien	Parish Priest Proprietor Rep	Appointed	Sept-28
Ailsa Thorpe	Staff Rep	Elected	Sept-28
Louise Campbell	Principal		

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

Annual Financial Statements - For the year ended 31 December 2025

## **Index**

<b>Page</b>	<b>Statement</b>
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 2025

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 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Alina Jane Hooper  
Full Name of Presiding Member

[Signature]  
Signature of Presiding Member

15/5/26  
Date:

Louise Campbell  
Full Name of Principal

[Signature]  
Signature of Principal

15.5.26  
Date:

# Our Lady Star of the Sea School (Howick)

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	2,549,371	2,300,958	2,481,984
Locally Raised Funds	3	322,070	278,740	277,782
Use of Proprietor's Land and Buildings		1,028,750	1,097,500	1,097,500
Interest		47,224	60,000	57,518
Other Revenue		13,447	-	13,434
<b>Total Revenue</b>		<b>3,960,862</b>	<b>3,737,198</b>	<b>3,928,218</b>
<b>Expense</b>				
Locally Raised Funds	3	124,600	64,740	64,016
Learning Resources	4	2,284,566	2,179,941	2,300,986
Administration	5	295,573	301,388	328,753
Interest		3,433	-	4,115
Property	6	1,255,849	1,357,190	1,339,882
Other Expense	7	3,081	-	3,081
Loss on Disposal of Property, Plant and Equipment		7,155	-	1,225
<b>Total Expense</b>		<b>3,974,257</b>	<b>3,903,259</b>	<b>4,042,058</b>
<b>Net (Deficit) for the year</b>		<b>(13,395)</b>	<b>(166,061)</b>	<b>(113,840)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(13,395)</b>	<b>(166,061)</b>	<b>(113,840)</b>

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

# Our Lady Star of the Sea School (Howick)

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>	1,138,854	1,138,854	1,204,077
Total comprehensive revenue and expense for the year	(13,395)	(166,061)	(113,840)
Contribution - Furniture and Equipment Grant	49,096	-	48,617
Contributions from the Ministry of Education	46,658	-	-
<b>Equity at 31 December</b>	1,221,213	972,793	1,138,854
Accumulated comprehensive revenue and expense	1,221,213	972,793	1,138,854
<b>Equity at 31 December</b>	1,221,213	972,793	1,138,854

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	106,225	41,816	75,724
Accounts Receivable	9	197,572	182,000	175,858
GST Receivable		15,359	20,000	17,836
Prepayments		13,479	22,000	18,117
Inventories	10	43,417	48,000	43,417
Investments	11	1,037,105	850,000	989,627
		<u>1,413,157</u>	<u>1,163,816</u>	<u>1,320,579</u>
<b>Current Liabilities</b>				
Accounts Payable	14	281,656	318,000	304,908
Revenue Received in Advance	15	16,998	8,000	17,833
Provision for Cyclical Maintenance	16	78,523	79,500	30,109
Finance Lease Liability	17	16,038	26,000	20,143
		<u>393,215</u>	<u>431,500</u>	<u>372,993</u>
<b>Working Capital Surplus/(Deficit)</b>		1,019,942	732,316	947,586
<b>Non-current Assets</b>				
Equitable Lease	13	21,565	21,565	24,646
Property, Plant and Equipment	12	317,644	381,712	338,212
		<u>339,209</u>	<u>403,277</u>	<u>362,858</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	123,632	132,800	151,998
Finance Lease Liability	17	14,306	30,000	19,592
		<u>137,938</u>	<u>162,800</u>	<u>171,590</u>
<b>Net Assets</b>		<u>1,221,213</u>	<u>972,793</u>	<u>1,138,854</u>
<b>Equity</b>		<u>1,221,213</u>	<u>972,793</u>	<u>1,138,854</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 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		694,337	590,497	718,999
Locally Raised Funds		343,386	273,609	300,886
International Students		2,543	3,000	2,918
Goods and Services Tax (net)		2,477	(2,164)	2,135
Payments to Employees		(492,028)	(524,381)	(585,004)
Payments to Suppliers		(536,087)	(472,312)	(472,584)
Interest Paid		(3,433)	-	(4,115)
Interest Received		50,241	62,451	55,485
Net cash from/(to) Operating Activities		61,436	(69,300)	18,720
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(78,238)	(120,500)	(16,631)
Purchase of Investments		(44,397)	-	(210,149)
Proceeds from Sale of Investments		-	139,627	-
Net cash from/(to) Investing Activities		(122,635)	19,127	(226,780)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		49,096	-	48,617
Contributions from Ministry of Education		46,658	-	-
Finance Lease Payments		(4,054)	16,265	(21,735)
Funds Administered on Behalf of Other Parties		-	-	(46,821)
Net cash from/(to) Financing Activities		91,700	16,265	(19,939)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>30,501</b>	<b>(33,908)</b>	<b>(227,999)</b>
Cash and cash equivalents at the beginning of the year	8	75,724	75,724	303,723
<b>Cash and cash equivalents at the end of the year</b>	8	<b>106,225</b>	<b>41,816</b>	<b>75,724</b>

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 2025

### 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 2025 to 31 December 2025 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**

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

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

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

# Our Lady Star of the Sea School (Howick)

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

For the year ended 31 December 2025

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

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

#### **Classification of leases**

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17. 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 2025

### 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 2025

### **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 service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

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

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

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

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

Revenue received in advance relates to fees received from student fees and attendance dues where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or 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.

### **p) 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.

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

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

For the year ended 31 December 2025

### **q) 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 initially recognised at fair value and 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.

### **r) 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.

### **s) Budget Figures**

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

### **t) 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 2025

### 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	705,552	600,958	679,076
Teachers' Salaries Grants	1,839,236	1,700,000	1,790,688
Other Government Grants	4,583	-	12,220
	<u>2,549,371</u>	<u>2,300,958</u>	<u>2,481,984</u>

### 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	154,539	170,000	153,199
Fees for Extra Curricular Activities	81,844	75,740	57,116
Trading	38,022	30,000	35,150
Fundraising and Community Grants	45,122	-	29,399
International Student Fees	2,543	3,000	2,918
	<u>322,070</u>	<u>278,740</u>	<u>277,782</u>
<b>Expense</b>			
Extra Curricular Activities Costs	42,524	35,740	19,956
Trading	56,602	29,000	30,224
Fundraising and Community Grant Costs	25,174	-	13,826
International Student - Other Expenses	300	-	10
	<u>124,600</u>	<u>64,740</u>	<u>64,016</u>
<b>Surplus / (Deficit) for the year Locally Raised Funds</b>	<u>197,470</u>	<u>214,000</u>	<u>213,766</u>

### 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	70,533	75,400	66,419
Information and Communication Technology	13,987	15,518	16,675
Employee Benefits - Salaries	2,074,592	1,976,023	2,097,111
Staff Development	32,689	35,000	29,807
Depreciation	91,651	77,000	90,474
Other Learning Resources	1,114	1,000	500
	<u>2,284,566</u>	<u>2,179,941</u>	<u>2,300,986</u>

# Our Lady Star of the Sea School (Howick)

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

For the year ended 31 December 2025

### 5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	12,397	11,050	12,588
Board Fees and Expenses	9,115	12,575	9,898
Other Administration Expenses	75,061	72,200	66,014
Employee Benefits - Salaries	184,869	189,579	224,186
Insurance	6,515	8,400	8,861
Service Providers, Contractors and Consultancy	7,616	7,584	7,206
	<u>295,573</u>	<u>301,388</u>	<u>328,753</u>

### 6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	45,559	46,390	47,369
Cyclical Maintenance	20,048	40,000	27,846
Heat, Light and Water	31,180	39,000	38,656
Repairs and Maintenance	17,499	21,200	21,697
Use of Land and Buildings	1,028,750	1,097,500	1,097,500
Employee Benefits - Salaries	60,077	58,000	59,239
Other Property Expenses	52,736	55,100	47,575
	<u>1,255,849</u>	<u>1,357,190</u>	<u>1,339,882</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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Amortisation of Intangible Assets	3,081	-	3,081
	<u>3,081</u>	<u>-</u>	<u>3,081</u>

### 8. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	106,225	41,816	75,724
Cash and cash equivalents for Statement of Cash Flows	<u>106,225</u>	<u>41,816</u>	<u>75,724</u>

**Our Lady Star of the Sea School (Howick)**  
**Notes to the Financial Statements (cont'd)**  
For the year ended 31 December 2025

**9. Accounts Receivable**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	3,374	10,000	7,241
Interest Receivable	9,434	10,000	12,451
Teacher Salaries Grant Receivable	184,764	162,000	156,166
	<u>197,572</u>	<u>182,000</u>	<u>175,858</u>
Receivables from Exchange Transactions	12,808	20,000	19,692
Receivables from Non-Exchange Transactions	184,764	162,000	156,166
	<u>197,572</u>	<u>182,000</u>	<u>175,858</u>

**10. Inventories**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	43,417	48,000	43,417
	<u>43,417</u>	<u>48,000</u>	<u>43,417</u>

**11. Investments**

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	1,037,105	850,000	989,627
Total Investments	<u>1,037,105</u>	<u>850,000</u>	<u>989,627</u>

# Our Lady Star of the Sea School (Howick)

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

For the year ended 31 December 2025

### 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings	38,631	-	-	-	(1,071)	37,560
Furniture and Equipment	237,004	16,125	(6,011)	-	(61,608)	185,510
Information and Communication Technology	7,385	46,658	-	-	(2,907)	51,136
Leased Assets	38,762	14,247	-	-	(24,003)	29,006
Library Resources	16,430	1,209	(1,145)	-	(2,062)	14,432
	<u>338,212</u>	<u>78,239</u>	<u>(7,156)</u>	<u>-</u>	<u>(91,651)</u>	<u>317,644</u>

The net carrying value of furniture and equipment held under a finance lease is \$30,579 (2024: \$38,762)

#### 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.

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	42,822	(5,262)	37,560	42,822	(4,191)	38,631
Furniture and Equipment	869,264	(683,754)	185,510	864,813	(627,809)	237,004
Information and Communication Technology	255,352	(204,216)	51,136	209,565	(202,180)	7,385
Leased Assets	171,814	(142,808)	29,006	167,872	(129,110)	38,762
Library Resources	52,982	(38,550)	14,432	55,649	(39,219)	16,430
	<u>1,392,234</u>	<u>(1,074,590)</u>	<u>317,644</u>	<u>1,340,721</u>	<u>(1,002,509)</u>	<u>338,212</u>

### 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.

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
The major capital works assets included in the equitable leasehold interest are :			
Network Cabling	21,565	21,565	24,646
	<u>21,565</u>	<u>21,565</u>	<u>24,646</u>

**Our Lady Star of the Sea School (Howick)**  
**Notes to the Financial Statements (cont'd)**  
For the year ended 31 December 2025

**14. Accounts Payable**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	26,187	70,000	62,730
Accruals	5,652	10,000	9,233
Employee Entitlements - Salaries	189,757	168,000	161,195
Employee Entitlements - Leave Accrual	60,060	70,000	71,750
	<u>281,656</u>	<u>318,000</u>	<u>304,908</u>
Payables for Exchange Transactions	281,656	318,000	304,908
	<u>281,656</u>	<u>318,000</u>	<u>304,908</u>

The carrying value of payables approximates their fair value.

**15. Revenue Received in Advance**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	10,461
Other revenue in Advance	16,998	8,000	7,372
	<u>16,998</u>	<u>8,000</u>	<u>17,833</u>

**16. Provision for Cyclical Maintenance**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	182,107	151,998	168,258
Increase/(decrease) to the Provision During the Year	20,048	40,000	27,846
Use of the Provision During the Year	-	20,302	(13,997)
Provision at the End of the Year	<u>202,155</u>	<u>212,300</u>	<u>182,107</u>
Cyclical Maintenance - Current	78,523	79,500	30,109
Cyclical Maintenance - Non current	123,632	132,800	151,998
	<u>202,155</u>	<u>212,300</u>	<u>182,107</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 2025

### 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:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	18,042	31,500	22,401
Later than One Year	15,355	27,500	21,402
Future Finance Charges	(3,053)	(3,000)	(4,068)
	30,344	56,000	39,735
<b>Represented by</b>			
Finance lease liability - Current	16,038	26,000	20,143
Finance lease liability - Non current	14,306	30,000	19,592
	30,344	56,000	39,735

### 18. 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. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$160,165 (2024: \$157,788). 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 \$4,524. (2024: \$Nil)

# Our Lady Star of the Sea School (Howick)

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

For the year ended 31 December 2025

### 19. Remuneration

#### Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	4,465	4,480
<i>Leadership Team</i> Remuneration Full-time equivalent members	618,898 5	494,292 4
Total key management personnel remuneration	623,363	498,772

There are 10 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 (5 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:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	160-170
Benefits and Other Emoluments	0-10	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	2025 FTE Number	2024 FTE Number
100 - 110	3.00	4.00
110 - 120	3.00	3.00
120 - 130	1.00	-
	7.00	7.00

### 20. Compensation and Other Benefits Upon Leaving

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

	2025 Actual \$0	2024 Actual \$0
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 2025

#### 21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025.  
(Contingent liabilities and assets at 31 December 2024: 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 for specific individuals. As such, this is expected to resolve the liability for School Boards.

#### Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2026.

#### 22. Commitments

##### (a) Capital Commitments

As at 31 December 2025, the Board has entered into no contract agreements for capital works. (2024: Nil)

##### (b) Operating Commitments

As at 31 December 2025, the Board has no operating commitments. (2024: Nil)

#### 23. Financial Instruments

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Financial assets measured at amortised cost</b>			
Cash and Cash Equivalents	106,225	41,816	75,724
Receivables	197,572	182,000	175,858
Investments - Term Deposits	1,037,105	850,000	989,627
<b>Total financial assets measured at amortised cost</b>	<b>1,340,902</b>	<b>1,073,816</b>	<b>1,241,209</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	281,656	318,000	304,908
Finance Leases	30,344	56,000	39,735
<b>Total financial liabilities measured at amortised cost</b>	<b>312,000</b>	<b>374,000</b>	<b>344,643</b>

#### 24. Events After Balance Date

In 2025 the school had provided for asbestos costs. In 2026 \$24,591 had been received to recover these costs.

**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 2025**

The Auditor-General is the auditor of Our Lady Star of The Sea School (Howick) (the School). The Auditor-General has appointed me, Annie Uy, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2025, 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.

**Opinion**

In our opinion the financial statements:

- a) present fairly, in all material respects:
  - the School's financial position as at 31 December 2025; and
  - the School's 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 15 May 2026. This is the date at which our opinion is expressed.

**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.

**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 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 the Board intends to close or merge the School, or has no realistic alternative but to do so.

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

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

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

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## **Responsibilities of the 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 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 included in the Board's annual report**

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as the Statement of Variance, Evaluation of Progress and Achievement, Te Tiriti o Waitangi Report, Statement of Compliance with Good Employer Assurance, and KiwiSport Report.

The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of Progress and Achievement, Te Tiriti o Waitangi Report, Statement of Compliance with Good Employer Assurance, and KiwiSport Report.

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)* issued by the New Zealand Auditing and Assurance Standards Board.

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



Annie Uy  
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 2025

### Statement of Variance

“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 **servng** 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
<p><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</p> <p><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</p> <p><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</p>		<p>Domain 1: Stewardship                      Domain 2: Leadership for Equity and Excellence                      Domain 3: Educationally powerful connections and relationships</p>
Key Knowledge	Evaluative Criteria	
<p>Members of the Our Lady Star of the Sea Learning Community will know:</p> <ul style="list-style-type: none"> <li>- That wellbeing holds a vital place in our overall health, happiness and the development of the whole person</li> <li>- That wellbeing is made of up four dimensions; spiritual, mental emotional, physical, family social</li> <li>- That wellbeing is underpinned by honoring the place we stand and those that have come before us</li> <li>- the strategies to use to help nurture mana, build resilience and help others to do the same</li> <li>- 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</li> <li>-</li> </ul>	<p>Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can:</p> <ul style="list-style-type: none"> <li>- use a common language of wellbeing between home, school and the wider community</li> <li>- articulate the dimensions of wellbeing and exemplify these in their words and actions</li> <li>- use a variety of strategies to nurture mana, show resilience and help others do the same</li> <li>- engage in practices that preserve our environment</li> </ul>	
2023	2024	2025
<ol style="list-style-type: none"> <li>1. Introduce Te Whare Tapa Wha wellbeing model</li> <li>2. Teacher induction in Mitey programme</li> <li>3. Embed Enviroschools initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. Strengthen Te Whare Tapa Wha with connection to the Mitey programme</li> <li>2. Engage in the teaching of the Mitey programme</li> <li>3. Evaluate Enviroschools initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate Te Whare Tapa Wha</li> <li>2. Embed Mitey programme</li> <li>3. Implement changes to Enviroschools initiatives</li> </ol>

## 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
<p><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</p> <p><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</p> <p><u>Objective 3 Quality Teaching and Leadership</u> 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		<p>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</p>
Key Knowledge	Evaluative Criteria	
<p>Members of the Our Lady Star of the Sea Learning Community will know:</p> <ul style="list-style-type: none"> <li>- The learning progressions students will progress through</li> <li>- That learning involves building on prior learning</li> <li>- That our learning is connected across the NZ curriculum</li> <li>- That our learning involves both dispositions and academic skills</li> <li>- That students are agents of their own learning</li> <li>- We are on a journey to implement a new RE and NZ curriculum</li> </ul>	<p>Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can:</p> <ul style="list-style-type: none"> <li>- Identify the major themes of the RE curriculum</li> <li>- Identify within learning programmes the elements of the connected curriculum (science, technology, arts, H and PE etc)</li> <li>- Put their learning into action in their everyday life</li> <li>- Name the 4 key dispositions on the graduate profile</li> <li>- Discuss goals, make a plan to achieve them and reflect on the outcomes</li> </ul>	
2023	2024	2025
<ol style="list-style-type: none"> <li>1. Continue to trial Religious Education Curriculum</li> <li>2. Further develop localised curriculum</li> <li>3. Embed structured approach to literacy + maths planning using LPFs</li> <li>4. Embed Learner Profile Dispositions</li> <li>5. Engage in preparation for implementation of refreshed NZC</li> </ol>	<ol style="list-style-type: none"> <li>1. Review implementation of Religious Education Curriculum and continue to develop resources</li> <li>2. Review localised curriculum</li> <li>3. Review structured approach to literacy + maths planning using LPFs</li> <li>4. Review Learner Profile</li> <li>5. Begin refreshed NZC implementation</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement changes in Religious Education and review to improve resources</li> <li>2. Implement changes to localised curriculum</li> <li>3. implement changes in structured approach to literacy + maths planning using LPFs</li> <li>4. Implement updated Learner profile</li> <li>5. Implement refreshed NZC</li> </ol>

With changes to the NZC due to launch in 2025, the programme of work we expected to undertake when planning ahead in 2023 has changed from the above 2025 projection

## Strategic Goal 3 Confidently **Serving** with Jesus as our Guide

Growing our Catholic Community to serve God's world

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

National Education and Learning Priorities (NELP)	ERO Evaluation Indicators
<p><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</p> <p><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</p> <p><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</p>	<p>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</p>

Key Knowledge	Evaluative Criteria
<p>Members of the Our Lady Star of the Sea Learning Community will know:</p> <ul style="list-style-type: none"> <li>- Opportunities for connections across and within the school</li> <li>- What Christian witness involves</li> <li>- The ways our school is involved in Christian witness / outreach projects</li> <li>- Opportunities to serve our Catholic community</li> <li>- The connections between the school and our K.A</li> <li>- What support is available for our Fono / Whanau / Jia groups</li> </ul>	<p>Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can:</p> <ul style="list-style-type: none"> <li>- Engage in Catholic social teaching across the community</li> <li>- Identify and support the four-key Catholic organisations our school works with</li> <li>- Recognise the involvement of our school within the K.A</li> <li>- Share their hopes and desires for our school and our learners</li> <li>- Contribute to and enrich the life of the school community.</li> </ul>

<u>2023</u>	<u>2024</u>	<u>2025</u>
<ol style="list-style-type: none"> <li>1. Develop and implement Christian Witness / outreach and service internal evaluation review and identify shifts in practice</li> <li>2. Kahui Ako Connect - wider community engagement</li> <li>3. Engage with Fono / Whanau / Jia groups</li> </ol>	<ol style="list-style-type: none"> <li>1. Embed Christian Witness / outreach and service internal evaluation review and review outcomes for learners</li> <li>2. In consultation with board and community, select internal review dimension and engage in review</li> <li>3. Kahui Ako Connect - wider community engagement</li> <li>4. Engage with Fono / Whanau / Jia groups</li> </ol>	<ol style="list-style-type: none"> <li>1. Review Christian Witness / outreach and service internal evaluation.</li> <li>2. Embed internal review outcomes</li> <li>3. In consultation with board and community, select internal review dimension and engage in review</li> <li>4. Kahui Ako Connect - wider community engagement</li> <li>5. Engage with Fono / Whanau / Jia groups</li> </ol>

## ANNUAL PLAN 2025

### OUR SCHOOL    OUR CULTURE

#### Strategic Goal 1: Growing the wellbeing of our Community

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

House in charge of the social activity for the term (the term preceding your house assembly) - at least two activities, one staffroom wall challenge and one social gathering (school or off site)

Staff 'Stitching club' evening.

Halt staff meetings during data/reporting times

UPDATE: Term 1 - Te Whare Tapa Wha on the wall of all classrooms. During RE/behaviour discussions/ sports activities/concept learning, explicit links are being made to Te Whare Tapa Wha. Teachers anecdotally have noted the children seem comfortable with conversations using language around Te Whare Tapa Wha, however we are yet to hear from the students this in use - believe this will come with continued modelling and focus. Increasingly, Seesaw posts in classrooms are containing language of Te Whare Tapa Wha and as the year progresses and focus of Seesaw posts broadens, this will occur with more regularity. Home and newsletter items contain language of Te Whare Tapa Wha supporting the development of a common language of wellbeing in the community.

Play first then eat has been introduced with overwhelmingly positive support from stakeholders anecdotally- almost all parents report more lunch is being eaten. Teachers report that after playing first, the children have a greater appetite and the read and feed is a calm way to start the afternoon with children's readiness for learning in the afternoon being greater and sustained until the end of the day. Parents reporting their children aren't 'hangry' after school like they tended to be before. The school will continue this practice.

Staff wellbeing initiative 'being mugged' (a mug filled with treats and an affirming message is given weekly to a staff member from a staff member acknowledging their kind deeds/words). Staff social functions established Term 1, stitch and 'chat' monthly at rotating houses - as of week 6 two have occurred and this will continue. Staff introduced to the 6 pillars of wellbeing at staff meeting 11.3.25 with the prompt DOT (do one thing) and once established DAT (do another thing) related to one well being - also introduced to support staff at their meeting 18.3.25 with 6 elements prompt sheets placed in all staff cubby's for self reflection/ planning purposes

#### Update Term 2

In support of Staff wellbeing we have continued with the weekly "mugging". This has gone down well and encouraged staff to look out for people that are acting positively or making a difference in the lives of others. Term 2 has seen social events continue. Maher House organised a Potluck lunch during culture week and a team of staff members joined the staff quiz table at the Parents' Committee quiz night. We also had a 'guess the hair' and 'guess the favourite song' competition running throughout Term 2. Links continue to be made to Te Whare Tapa Wha through everyday learning events - at this point it is mainly orally or incidentally - the link through to Seesaw posts is still a work in progress to ensure this message gets home to parents. Students who attended National Young Leaders Day had links made through the various presenters and were able to see the importance of a balanced wellbeing for strong leadership. Some Staff/Team meetings were reduced in Term 2 to allow staff time to focus on reporting - this was hugely appreciated by staff. Te Whare Tapa Wha was referred to at our Teachers Only Day held in June as presenters shared ways to embrace and look after our own hauora to be able to 'Teach and Lead with a Christian Heart'

Update Term 3 Annual plan review at staff meeting Week 7 gave rise to discussions at leadership about how to keep Te Whare Tapa Wha alive for the children. As a result small images have been created and laminated to go on the board as a prompt for teachers to refer to the model and the language within. Discussion on building connection between values, dispositions, Mitey and Te Whare Tapa Wha so children can see how all add to their overall growth and development. Ongoing use of contemplative prayer as part of prayer practices to support spiritual well being. Zones of regulation being utilised in some classrooms (and in IEPs) successfully to support students in emotional regulation. Wellbeing supported through acknowledgment of dispositions and learning through regular certificates at assemblies. Embedment of play first then eat - teachers report the children are more settled particularly into the afternoon - office reports there are less sore tummies in the sick bay.

Staff wellbeing initiatives continue with mugging being a successful tool for acknowledging staff and the support offered and received at school. Feast Day

	<p>lunch provided by house in charge of social activity for the term (yummy soup!). Ongoing care around scheduling staff meetings during busy times of the year is appreciated by teachers.</p> <p>Update Term 4 - Teachers have shared with each other, through team meetings, how they are working on embedding Te Whare Tapa Wha into their daily classroom life. Teachers are learning from each other and adopting some ideas to use in their own room. In sharing in this manner, the use of Te Whare Tapa Wha is kept front of mind on a weekly basis. The language of Te Whare Tapa Wha is becoming more widely used across the school. All students have access to a model in their classrooms and teachers have created a variety of activities to transfer learning across to the children. Many classes are building quick brain breaks into their classroom day to allow children to refresh and refocus - these are quick get up move and stretch opportunities that support ongoing focus attention but do not detract or minimise the lesson/teaching time. Staff wellbeing initiatives: Weekly 'mugging' has continued and proven popular. Staff are ensuring that the distribution of the 'mug' is evenly shared across the school. Staff meetings have been reduced in Term 4 for moderation/ reporting purposes. End of year staff celebration after the last day is planned. Celebration of achievements and special events in staff's world supporting wellbeing such as teachers earning certification for a course, birthdays, news of a new baby in a family, appointments to permanent roles within the school...</p>			
<p>Embed Mitey programme</p> <p><i>Ngai Tai te Tamaki Pou - Hauora (Wellbeing)</i></p>	<p>Phase 2 of Mitey support engagement for next 18 months. Mitey's facilitator support is now remote - additional support; Mitey Labs for Mitey lead teacher to bring back into the school</p> <p>Ensure integrated lessons throughout the year are based on student needs</p> <p>Raise Mana of students in our physical environment</p> <ul style="list-style-type: none"> <li>- during each language week, play the national anthem of the country at assembly then fly the flag</li> <li>- flags on display in the information centre or hall</li> <li>- welcome in different languages displayed in the school foyer</li> <li>- Students who have a birthday in the week ahead are acknowledged - at assembly with happy birthday sung in Te Reo</li> </ul>	<p>all year</p>	<p>Leadership Staff Mitey Coaches</p>	<p>The use of a variety of strategies to nurture mana will grow students mana, show resilience and build cultural connections</p> <p>Using the Mitey Mana Model, students, staff and families will build capability within the emotional and mental well being fields to support growth in the elements of Te Whare Tapa Wha</p>
	<p>UPDATE: Teachers are reading stories that relate to well being and discussing strategies to help make decisions. Teachers highlighting components from Mitey as they interact with students in the moment (embedded into interactions). Positive feedback from stakeholders having introduced bringing families for a blessing when their new child is introduced and welcomed at assembly as well as acknowledging students at assembly whose birthday has happened since last assembly by singing happy birthday in te reo</p> <p>Update Term 2</p> <p>Student Council members have become "Mitey Mentors" and each break time 'look' for students that are displaying our school values and dispositions - each week 3 names are drawn out and these students are rewarded with a small bag of MnM's as a thank you for showing Mitey leadership in the playground. A selection of picture books has been withdrawn from our Info Centre from general circulation and are now catalogued as Mitey books. These books are kept in the resource room for teachers to use and share with students to keep the Mitey messages alive and at the forefront of minds. Each book has Mitey Learning Outcomes attached so teachers are able to select books that relate to their teaching programme or a need within the classroom. The Samoan flag was flown during Samoan language week. Acknowledging student birthdays and singing to our birthday students is now an expected practice at each Monday morning liturgy of the word.</p> <p>Update Term 3 Mitey mentors have continued through the weekly student notices, however the prominence is not being felt through this mechanism. During assembly Week 3 and 6 of each term, Mitey children will be acknowledged to ensure the profile of this initiative is prominent. RE lessons complement Mitey as does the Our Stories Theme, use of parables in lessons as well as linking living like Jesus to having mana and upholding inherent worth. Curriculum support unit holders in each team attended Mitey Stage 2 PLD day and returned with initiatives to support embedment. One initiative has resulted in teams preplanning for common issues that present so teachers have ready access to resource and lessons to support as needs arise. Use of picture books with</p>			

	<p>Mitey links explicit in classrooms for shared book and Mitey concept teaching. Tongan and Chinese flags on display for respective language weeks. celebration of birthdays continues and is well received at assemblies.</p> <p>Update Term 4 - There has been an increase in the use of the Mitey picture books and staff have been integrating Mitey lessons with other curriculum areas. Leadership met with a Mitey facilitator and planned for her to come and speak with teams about integrating Mitey into everyday classroom life and other curriculum areas - this will be done in January Teacher Only Days to start the year afresh. Karen attended a Mitey Pod zoom focussed on integration and gathered more ways to make Mitey Learning Outcomes integrated with other curriculum areas. Students who have been caught demonstrating our school values and dispositions in the playground have continued to be acknowledged on a weekly basis in our student notices and rewarded with a MnM treat at 3 major points in the term.</p>			
<p>Implement changes to EnviroSchools initiatives from review in 2024</p> <p><i>Ngai Tai te Tamaki Pou - Te Taiiao (Environment)</i></p>	<p>Increase parent engagement by engaging the services of Nigel from EnviroSchools for Asian families + reinvigorate our English language videos to further transference of learning at school into the homes</p> <p>Learn more about our energy consumption and our school carbon footprint by engaging Nigel and the enviroteam to investigate our carbon consumption and share it back with the school with new goals to reduce where we can.</p> <p>Join the pest cadetship by engaging Ethan from enviroschools to work alongside the enviro team</p> <p>Have sustainability incorporated into our concept plans where appropriate</p> <p>Plan to further develop use of our school gardens (upgrade) - eg, garden to table and support of our parish food bank. Staff member as overseeing use of garden. Connect with parish/Ryman for support in running, taking care of the gardens.</p> <p>Investigate planting opportunities with our local marae</p>	<p>all year</p>	<p>Enviro lead teacher Staff Enviro team Enviro Schools 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>
	<div data-bbox="539 1161 698 1302" data-label="Image"> </div> <p>UPDATE: 7.2.25 Freddie's food scraps Theatre performance - encouraging chn to use food scraps bins council provides + in the playground after school encouraging families</p> <p>5.3.25 hosted local EnviroSchools Hui in our hall for all enviro teachers across local schools - students presented and showed attendees around our school, highlighting the enviro initiatives that are in place - feedback from the EnviroSchools coordinator post visit: <i>Special thanks to Louise, Karen, Lee Laura ( Sue and Debbie in the office). We send you a huge mihi for hosting us. You are creating opportunities and natural outdoor spaces where students feel safe, supported and empowered to be a generation of young people who instinctively think and act sustainably! In particular, thank you for organising your eight fabulous Envirostudent leaders to share how sustainability is woven through your curriculum and take us on tour to showcase how akonga are empowered to create, interact, care for, and enhance a variety of natural spaces. On behalf of everyone, please can you thank each of them sincerely for sharing in such an inspiring way. There were lots of take aways</i></p> <p><i>What appears to be contributing to the special feel about EnviroSchools at Our Lady Star of the Sea is you have a number of people and factors contributing;</i></p> <ol style="list-style-type: none"> <li><i>1. you have principal and BoT support. Thank you Louise for coming last night to welcome us so warmly 😊</i></li> <li><i>2. EnviroSchools kaupapa is aligned to your values</i></li> </ol>			

	<p>3. you have a team of 3 key teachers across year levels who work well together, including you Karen from SMT who weave Enviroschools through the curriculum.</p> <p>Moth pod collection launched at assembly 10.3.25</p> <p>Local Board (and some government ministers) to be hosted and walked through our enviro initiatives 28.3.25. Pest cadets launched the same day.</p> <p>Update Term 2</p> <p>One of our Enviro Unit holders, Laura Bentley, attended an Eye on Nature sustainability day led by the Auckland Council with 30 of our senior students. Moth pod competition was entered into with members of the school community hunting down and bringing in moth pods for accumulation. This Christian Witness action contributes to a reduction in the amount of moth pods that are circulating in the community. A Waste audit was actioned in Week 5 which showed a 40% decrease in the amount of waste generated and indicated a good diversion from landfill in terms of paper and compostable waste. Bird Feeders are now installed in green space behind the Chapel / Information Centre area to attract more birds - these were designed by students through a technology project as part of concept learning from last year and the creation of the feeders themselves was outsourced from community members. Pest Cadets are working with Ethan from Enviroschools to better understand pests in our area that can detract from native birds nesting in and utilising the green space behind the Chapel through to the Information Centre. Walking Wednesdays has been initiated to encourage families to reduce their carbon footprint and congestion around the school gate - students earn points for their class if they walk (150m+), scooter, bike, carpool or bus to school on a Wednesday and the winning class each week is presented with the Walking Wednesday trophy which was donated by a community member.</p> <p>Update Term 3 Connection with Nigal from Enviroschools has not panned out as anticipated, however the connection with Ethan through the Pest Cadet programme has continued into term 3. Enviro team hosted a 'Pestival' demonstrating their empowerment actions around the school to Howick Local Board and parents who attended. They also attended an Enviro Cluster meeting with unit holding teachers. Walking Wednesday continues with results shared through the weekly student notices. Sustainability elements are currently being built into the final 'Empower' concept for the year. 'Hope' art installation using recycled materials being erected in the Information Centre. Citrus harvested from school trees donated to the Onehunga food bank whilst our Parish SVDP food bank is closed. Native trees donated to the school were planted by the Enviro team and Mr Campbell on the edge of the field.</p> <p>Update Term 4 - Cans for Kai collection point has been established - students have been encouraged to collect aluminium cans and deposit these in a large bin in the school entrance way. These cans will be donated and the money raised will go towards feeding those in need. Rubbish Free lunches have been promoted this term with a class weekly survey on a Wednesday and random spot prizes during the week for students that bring a rubbish free lunch - a trophy has been created and the class that gets the highest percentage of students with a Rubbish Free Lunch wins the trophy for a week. Walking or Wheels Wednesday has continued to be promoted as a way to reduce congestion at the school gate - teachers collect the statistics of how students come to school on a Wednesday and the class that gets the highest percentage of walkers, car poolers, bus or bike or scooter riders wins the trophy. Our gardens were planted out by students on Mercy Day and students are responsible for watering these each day while also watching the growing process. Tomato seedlings were raised and sold at the Twilight Market by our groundsperson Lorraine Brooke. The Worm Farm continues to flourish with 'worm wee' being used as fertilizer on the grounds. Staff have installed a council collected food scraps bin in the staffroom and this is helping to divert waste from landfill.</p>			
<p>Engage in an Internal evaluation of an agreed area of Catholic Special Character from the Evaluation for Development document <i>He Arotake Whanaketange mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Kura Katorika</i></p>	<p><b>Dimension 1 Encounter With Christ</b></p> <p><b>Focus Area - Spiritual Formation:</b> <i>How does the school provide ongoing Catholic spiritual formation to assist individuals to deepen their personal relationship with Christ? What is the effect of this?</i></p> <p>Compile the following data bases to develop an understanding of the opportunities children have to deepen their personal relationship/connection with Christ outside of their rich school experiences and support our targeting of information/promotion to support this deeper connection:</p> <ul style="list-style-type: none"> <li>- children involved in ministry in the church, not only at OLSOS but also at other parishes as well (such as the</li> </ul>	<p>all year</p>	<p>Principal Staff Board Proprietors subcommittee parish community</p>	<p>Families are supported and encouraged to build on the rich experiences of encounter with Christ at school. Children's home life and school life have multiple opportunities to deepen their personal relationship with Christ both within the school setting and in their home life too.</p>

<p><i>Ngai Tai te Tamaki Pou - Te Ahurea Oranga Me Te Tuariki (Cultural Identity)</i></p> <p>Dimension 1. Te Tūtaki ki a Te Karaiti - Encounter with Christ</p>	<p>Chinese Catholic community, the Korean Catholic community, St Marks, St Luke's etc.</p> <ul style="list-style-type: none"> <li>- 5.1 Preference status students who have yet to make their first communion Y4 up.</li> <li>- 5.2-5 Preference status students who are becoming baptised - actions to further this</li> </ul> <p>Continue to develop staff and student knowledge, practice and capabilities in varied and rich prayer as an integral part of the daily routine of school life, with a continued focus on contemplative prayer and use of chapel and outdoor spaces (embedment of 2024 internal review)</p> <p>Begin the set up for investigating the incorporation of Virtues into our school system. Where they fit with vision, values, mission, behaviour plan, teaching and learning with a view to beginning the journey of bringing them on board from next year and beyond (connect to voice gathering at Community Dreaming 2026?). The Three Theological Virtues (which enable human beings to participate in the divine nature) are Faith, Hope, Charity... (across all) ... The Four Cardinal Virtues (i.e. the pivotal human virtues) are Prudence (wisdom), justice, fortitude (courage) and temperance (self-control).</p> <p><u>Focus Area Evangelisation:</u> How does the school, through its practices and communications, facilitate an encounter with Christ and spread the Good News to the community? What is the effect of this?</p> <p>Embed induction of new families and extend a further induction opportunity mid year</p> <p>2025 Catholic schools day coming up in May - opportunities for evangelisation both within our community and within the local community</p>			<p>Children's faith development will be supported by varied prayer practices. In doing so, they deepen their relationship with God and further opportunities for authentic encounter with Christ.</p> <p>The incorporation of virtues, as these 'have God for their origin, their motive, and their object' will deepen our Catholic Character practices and outcomes. Building Virtues into our school will support our Values, as Gospel Values, helping avoid them being secularised as can happen. (see Catholic Education of School Aged Children 2014 pg 29 points 69,-73)</p> <p>Families transitioning to OLSOS will have a deeper understanding of Catholic education and their role in supporting their child and the school in their Catholic practices at home.</p> <p>The Catholic Faith is shared and promoted both within our school community and with our local community</p>
<p>UPDATE: Continued modelling of varied forms of prayer at staff meetings, staff morning prayer weekly as well as in use in classrooms. DRS has provided space in her release for classrooms to have a guided lesson on the content and use of the chapel space. Journaling in Year 3 to 6 has been introduced and continued from last year. Prayer bags are in use to encourage home school partnership in sharing of prayer practices from school into the home. At the beginning of each newsletter parish connect section contains a link to the Mass readings for the following week.</p> <p>Update Term 2</p> <p>Data was gathered in Term One and presented to the Board in Term Two around involvement in parish life of the Church and the numbers of sacramental students who have received the various Sacraments of Initiation. The data collected will now be used as baseline data and as a benchmark to monitor involvement in both areas over the coming years with data being collected late Term 1 for Term 2 presentation. Staff are working to embed contemplative</p>				

prayer both at a staff and student level. Voice was gathered from the students that indicated that they are feeling closer to God and building a strong prayer life through the various opportunities offered to them. Students indicated the types of prayer they prefer. Since its inception staff are now noticing that the students are more settled and contemplative when they are journaling or involved in various forms of contemplative prayer. The DRS has continued to add messages to the newsletter about ways to build the prayer life at home and build family prayer life. Each newsletter the Principal includes links to the weekly gospel readings. Orientation Morning is happening on Thursday 26th June for all families of students entering the school in Term 3 and 4 - this will support induction into school. Catholic Schools Day was held on the 28th of May - A selection of Year 6 students attended the parish Liturgy of the Word with Communion, our Year 6 students visited Sancta Maria College and half our Year 4 & 5 visited Sancta Maria Primary as Manuhiri. Half of the Year 4 & 5 students from Sancta Maria Primary came to our school and our Year 4 & 5 students hosted them as Tangata Whenua. Bookmarks were made to commemorate the occasion as a memento for students - these were funded by our Parents' Committee.

Update Term 3 Sister Jill McLaughlan conducted a staff meeting on contemplative prayer in Term 3, reminding teachers of the practices of meditation and contemplation that are being incorporated during prayer time in classes. Teachers are finding children are settling into the stillness and quietness during contemplative prayer, and the time they can sustain this is increasing. DRS observation of contemplative prayer practices are being undertaken in Term 3 and 4 whilst at the same time gathering student voice on the impact of an increased focus on contemplative prayer for them. Feast Day Mass and liturgy practices in Term 3 gives multiple opportunities for children to read and participate in contemplative and celebratory aspects of prayer. Proclaiming the word competition undertaken in Term 3, with the qualifying top student in our school competition representing us at the Auckland Catholic Schools competition. Initial discussions about where the Virtues fit in our current set up have begun. Initial thinking; cardinal virtues of justice and fortitude (courage) are lived in our values, temperance (self-control) and prudence (wisdom) is embodied in our behaviour plan which is based on our values and restorative justice. The three theological virtues of faith, hope and charity are embedded through our encounter with Christ, growth in knowledge and Christian witness practices. Middlemore acknowledged in a thank you card the knitted blankets sent to them from our Christian outreach activity with some lovely photos that were shared with the community through our newsletter.

Initial analysis of the parent comments in the students RE books sent home at the end of each concept shows that the language parents are using to describe their children's learning in RE is shifting to more subject specific feedback, referring to 'faith journey', growth in knowledge and increased engagement in RE themes. Term 4 will see this analysis completed.

Update Term 4: Observation of class prayer completed and student voice gathered. Analysis of this reported to the special character team and the board via the External Review Documentation due to the crossover between the two review mechanisms. Term 4 staff meeting (week 9) focus prayer practices and prayer planning for 2026, shaping a format for prayer in a classroom for the week based on a scripture and various prayer practices that unravel from that scripture, eg, lectio divina, meditation, journaling, Ignatian contemplative prayer. Andrew Chinn provided a day of song and worship during Term 4. He worked with each team and the Junior Choir through the morning. The day concluded with a concert that community members were invited to.

## ANNUAL PLAN 2025

OUR SCHOOL OUR LEARNING	Strategic Goal 2 Growing our rich curriculum to ensure all learners succeed as children of God			
Objectives (What are we trying to achieve?)	Action (How are we going to do this?)	Time frame	Responsible	Expected Outcome (What do we expect to see?)
Onboard Year 5/6 with the newly published resources for the teaching of the new Religious Education Curriculum	Explore and develop a further understanding about how the Te Tatou Whakapono website works.	all year	DRS, Leadership staff	The major themes of the RE curriculum will be known by the community.
	Share theme information with community through regular updates in our school newsletter			The delivery of the RE curriculum will provide deep teaching and learning opportunities for students.
	Implement planning and trial new activities from the planning documents			The learning undertaken will enrich the lives of staff and students and be transferred into homes in our community.
	Attend at least the first season of PLD offered by the Diocese (May, July, October)			
	<p>UPDATE: Year 1 to 6 teachers report they are all confident in the use of the website now. Whanau pages are shared before each theme is introduced. These are posted on Seesaw for families. Year 5/6 have started teaching the new curriculum and report that it is working well and is easy to follow with activities and resources pitched well for the level.</p> <p>Update Term 2</p> <p>All levels are now using Tō Tātou Whakapono as their curriculum for teaching Religious Education. Religious Education books now go home at the end of each theme so that parents can view the work that has been occurring and discussions at home around the learning can be had. Teams are gathering pre and post data to know what needs to be taught and how much has been learned. Teams are placing Learning Intentions(LIs) on flip charts so that the LIs can be referred to while the teaching is occurring. Teams are reading and discussing the background notes before teaching achievement objectives so that the theology that is taught aligns with Catholic teachings. The purpose statement in our localised curriculum has been updated to reflect the purpose statements of Tō Tātou Whakapono - The New Zealand Religious Education Curriculum</p> <p>Update Term 3 Year 5/6 are enjoying using the new curriculum - it is well resourced with video's, flip books and can be administered through google classroom. Good News has been implemented in Term 3. Great resources and succinct planning. RE books continue to go home at the end of each term for the family to see the learning and comment. PRe/post testing undertaken to see shift in learning. Seesaw used to post home about RE learning.</p> <p>Update Term 4 - Pre and post testing continues for the Being Church theme. Staff continue to reflect at the end of each theme of learning noting the resources that worked well and the Learning Intentions that required more attention. All planning is now in learning packs and the Achievement Objectives for each year level in each theme are being integrated across the theme's teaching. Year 5 and 6 are trialling the Being Church theme and finding links to other themes taught throughout the year. Staff are very conversant with how the Tō Tātou Whakapono website works and use it confidently.</p>			
Modify localised curriculum to ensure coverage of new NZ Curriculum Te Mataiaho expectations in literacy and mathematics are explicit, making connections across	Intent statements in our localised curriculum are updated, reflecting the purpose statements in the new Maths and English curricula.	by Mid year	Curriculum lead Leadership staff	Our Local Curriculum will continue to reflect and be fully aligned with the New Zealand Curriculum with a lens that reflects our local community voice.
	UPDATE: No update as yet DP has created a simplified version of the NZC for all cohort levels which has made the connections across the localised curriculum easier to identify for oral language aspect			



	<p>Host model maths and literacy lessons for parents to learn about the different approach (evening/during the day) ... if we know more about reporting by then, also include this in the info meeting for parents</p> <p>At PTCs in Week 7 share the curriculum and the resource in the information centre for parents to engage with and start their learning journey</p> <p>Streamline assessment processes to track student progress to meet achievement objectives of the Maths Curriculum and ensure Student Management System supports the emerging assessment direction</p> <p>Investigate and implement changes to our reporting wording and processes in line with emerging MOE requirements</p> <p>Make the new curriculum cognitively portable by aligning the delivery of a mastery approach (through implementation of the Maths No Problem programme) to the NZC progress outcomes, ensuring our 'bubble sheet' mechanism and reporting components (drop downs) align.</p>	<p>Term 3</p> <p>By the end of 2025</p>		<p>Parent understanding of the mastery approach will increase over time.</p> <p>Student achievement in numeracy is maximised so our learners perform to the best of their ability.</p> <p>Our assessment and reporting is in line with the new maths curriculum</p> <p>Our teachers will, over time, have a 'go to' document to support planning and implementation that utilises the best from the resources available and ties directly to the maths curriculum</p>
<p>UPDATE: Resources purchased (materials) to support the delivery of the new curriculum ordered and arrived.</p> <p>31.1.25 Maths No Problem PLD with whole teaching staff - insights into the structure of the resource supporting our delivery of the new maths curriculum. Follow up release of Maths Hub online resource and pomegranate for additional support in implementing the tool - all teachers set up with log on and access and all fully in use.</p> <p>7.3.25 TOD with Evaluation Associates providing PLD on the new maths curriculum on behalf of the MOE.</p> <p>Within School Teachers appointed (SECKA) x2. Both enrolled in ALiM (accelerating learning in maths) PLD delivered by Cognition on behalf of the MOE to add to their inquiry in maths - OLSOS hosting Cognition's delivery of this programme to schools across Auckland (PLD days 5.3.25, 26.3.25, 21.5.25, 30.7.25, 5.11.25)</p> <p>All classes planning and teaching using the Math No Problem Resource - Year 5 and 6 trialling the delivery in cohorts requiring movement between classes. Year 1 and 2 trailing teaching the two programmes parallel within one room. End of chapter reviews and data gathering from this being undertaken with advice sought from Kahui Ako Maths Workstream Across School Teacher with recording and analysis of.</p> <p>Team meetings being utilised to share discoveries, successes and trouble shoot around challenges discovered. Each teacher has a critical friend of similar level for collaborative sense making, planning and discussion.</p> <p>The use of speaking frames on Seesaw, are increasingly focused on demonstrating learning outcomes - further work is being undertaken to build capacity in sharing the new maths learning which is being undertaken. Teams are sharing the building of strengths in the seesaw posts, in order to support one another in the step up in expectation of content.</p> <p>Parent information on the new curriculum and MNP updated in each newsletter. Parent teacher Conferences in Week 7 had an opportunity for parents to visit information centre to find out more about the new curriculum and resources and view the MNP tool.</p>				

It has quickly become apparent that our previous 'bubble sheet' mechanism for grouping progress outcomes by level for planning, assessment and moderation practices will not work / align simply with the new curriculum. Regular discussions at SLT and staff meetings, bringing the challenge of how else we pull this info out of the new maths curriculum together in a concise, cognitively portable way, and align our reports to the new curriculum currently being undertaken.

SLT have decided that the MOEs advice of stick to the status quo (old mechanisms) in the absence of any direction or guidance on assessment/reporting from the MOE at this point in time will not work for us as the difference between the old maths curriculum, levels and new maths curriculum and phases means we cannot do justice to the delivery of the new without a change in how we utilise and present progress outcomes from the new curriculum for ourselves and in reporting to our community - work in this space is extensive and ongoing. The Board have already been informed when the new curriculum came out at the end of last year that Board reporting mid and end of year will be different as a result of the changes outlined above - currently there are no further insights out of the Ministry.

New Maths Curriculum used by teachers to decide on learning goals for the students.

#### Update Term 2

Kahui Ako hui held at St Marks with curriculum leads to talk about assessment and align the Maths No Problem (MNP) resource with the curriculum. The Mid and End of Year reports, in collaboration with all staff, have been updated to reflect the new progress outcomes expectations and assessments aligned with both the MNP resource and observations and diagnostic testing of students. Staff have utilised a Notice, Recognise and Respond assessment practice to their teaching and learning programmes where they Notice what they see students doing, Recognise their next learning step and Respond by providing learning centralised around the next need. A Kahui Ako Across School teacher came in to observe the Junior Team teaching the MNP resource and model lessons for staff for professional learning and development (PLD), she also attended a team meeting where staff got to air their concerns and ask any questions. Two leadership members attended a Maths Lead Teacher Cluster meeting to stay informed about changes to the curriculum and tips and tricks to its implementation. Mid Year reports have been designed to meet the changes in the Mathematics & Statistics curriculum. Parents have been directed to the new parent portal on the MOE website for information around changes to the curriculum and progress outcomes, along with suggestions of 'ways to help at home'.

Update Term 3 The second MOE PLD day on the new maths curriculum was attended as TOD in August with all teaching staff present.

Great use of the Kahui Ako maths workstream lead AST who has supported in team meetings as well as in classrooms with observations and feedback as requested by individual teachers. Opportunities for teachers to visit another school to observe maths lessons undertaken where this fits the teacher's spiral of inquiry.

Mid year professional growth cycle meetings with Principal evidenced sound Teaching as Inquiry cycle in Maths for those teachers whose spiral of inquiry is related to Maths. Pleasing shifts in outcomes and strong voice around the impact of explicit teaching of maths vocabulary through the new curriculum expectations and the Maths No Problem resource really making a difference to our children's ability to identify the maths in a word problem and set about solving it with confidence.

2 teachers continue ALIM training and implementation - their journey and learnings shared at the SECKA numeracy unconference as well as at staff meeting in August. Teaching staff attended the numeracy unconference and heard subject experts as well as WSTs present. Lots of sharing of good practice and ideas, particularly of support for our Year 1 teachers where the resource is yet to meet curriculum expectations or bridge effectively to the Year 2 resource. Comprehensive seesaw posts on a weekly rotation has been challenging this year in terms of consistency in all classes, as the emphasis has been on learning about the new curriculum while delivering it. Discussion at staff meeting around ways to do this with some efficiency, and the balance of expecting older cohorts to create this themselves as part of the learning, and the technology and quality of their efforts (sound quality etc) making understanding the content challenging. Discussion at leadership about the feasibility of pressing forward with this considering all that is on our teachers' plates at the moment with the two new curricula and the timing in the year. Sharing regular updates on Seesaw of the learning intention in maths and images of the children working going forward while we are starting out in the delivery of the new curriculum rather than a parent meeting at this time due to work load has been decided. . Rather than using the Information Centre at Parent Teacher Conferences to share the new resource (due to personnel shortage with Principal on sabbatical), feedback on new reporting in maths and literacy was undertaken through a survey. QR codes were posted around the school on the night of PTC (and are still on display) directing parents to the Ministry of Education's website containing curriculum information and how you can help at home supports. A lot of work has gone into our student management system in building the markbooks and reporting systems to support the progress outcomes in the new

	<p>curriculum, so the teachers can begin tracking student progress in line with the new curriculum. We are fortunate to have in-house expertise in the creation of this in the SMS, with time given to this while on additional release to support Acting Principal while Principal on sabbatical. Efforts to align our former bubble sheets (cognitively portable) have proven unsuccessful, however due to the explicit content of the curriculum, this is proving to contain the scope and sequence to deliver the new progress outcomes.</p> <p>Update Term 4 - We have received the finalised Mathematics and Statistics Curriculum from the Ministry and are currently unpacking this as a staff. There are a number of changes and this will impact the work done on understanding the curriculum to date. The changes have hindered making the contents of the curriculum cognitively portable as we have to start again to make sense of the content. Staff have made an effort to put posts up about work done in class on Seesaw so families can see the work in progress and the way maths is being conducted in classes. A staff meeting was held at the beginning of the term where Maths No Problem was discussed and reviewed. The resource has continued to be implemented and its delivery has been reviewed and connections to the curriculum made, with some agreed adaptations to be made in 2026. ` Moderation has occurred for reporting purposes with staff utilising the current curriculum along with other assessment data to make an Overall Teacher Judgement to report on student progress. ALiM teaching concluded at the end of Term 3 and a final hui was held in November for teachers to share insights and learnings.</p>			
<p>Begin journey of upskilling and implementing the new English Curriculum</p>	<p>Draw on support and expertise through the Literacy workstream of the Kahui Ako</p> <p>provide PLD for those requesting from MOE</p> <p>Where appropriate, establish Teaching as Inquiry cycle for 2025 centred around the delivery of a structured approach to Lit</p> <p>Engage a critical (as in 'essential) friend to support each teacher in their inquiry</p> <p>Create comprehensive seesaw posts (3 students a week on rota) representing literacy learning goals so parents can see the progress their child is making towards their learning goals.</p> <p>Ensuring over the course of four terms, each student will have two Literacy seesaw posts.</p> <p>There will be a view to habituating this practice / increasing it to twice a term once the process is up and running well.</p> <p>Regular sharing/discussing in teams - Termly staff meetings share quality seesaw posts to grow collaborative sense making in this process.</p> <p>Host model maths and literacy lessons for parents to learn about the different approach</p> <p>... if we know more about reporting by then, also include this in the info meeting for parents</p>	<p>all year</p>	<p>Leadership staff families</p>	<p>Staff are skilled and well planned in order to meet the diverse literacy learning needs of their students.</p> <p>Teachers will utilise the Teaching as Inquiry methodology to support their new learning in the teaching of literacy</p> <p>Parents learn more about the delivery of the new English curriculum and can support their children more fully.</p> <p>They will be able to discuss literacy goals at home and support learning at home.</p> <p>Students/teachers and parents will be able to make a plan to achieve literacy goals and reflect on their outcomes with their Teacher over time.</p> <p>Student agency in literacy increases.</p> <p>Parent understanding of the new English curriculum will increase over time.</p>

	<p>At PTCs in Week 7 share the curriculum and the resource in the information centre for parents to engage with and start their learning journey</p> <p>Streamline assessment processes to track student progress to meet achievement objectives of the English Curriculum and ensure Student Management System supports the emerging assessment direction</p> <p>Investigate and implement changes to our reporting wording and processes in line with emerging MOE requirements</p> <p>Make the English curriculum cognitively portable by aligning our OLSOS scope and sequence with the 'spelling' strand and ensuring our 'bubble sheet' mechanism and reporting components (drop downs) align with the new strands as described in the English Curriculum.</p>			<p>Student achievement in numeracy is maximised so our learners perform to the best of their ability.</p> <p>Our assessment and reporting is in line with the new English curriculum</p> <p>Our teachers will, over time, have a 'go to' document to support planning and implementation that ties directly to the English curriculum</p>
	<p>UPDATE: Two teachers (Y3/Y1) enrolled in and attending Cohort 3 of Structured Literacy PLD delivered by the Massey University team, Tatai Angitu on behalf of the Ministry of Education - the use of Dibble as an assessment resource through this PLD is a trial - leadership monitor as progressing with possibility of utilising this tool beyond this year.</p> <p>Two further teachers (Y4, juniors) enrolled in and attending Cohort 4 of Structured Literacy PLD delivered by the Massey University team, Tatai Angitu on behalf of the MOE - both comprising of 3 days training.</p> <p>Decision to focus on maths with parent community comms and demos as our work in a structured approach to literacy over the past 5 years means the move to the new literacy curriculum does not require as much of a change in pedagogy and delivery, means that content/activity in the maths goal above is where school energy has sat more strongly in the first term.</p> <p>Staff Meeting to align 'bubble sheets' with new english curriculum quickly revealed alignment not possible - further investigation into how we represent all curriculum content in a cognitively portable manner for teachers to use. All staff agreed that utilising the content directly from the curriculum as the sequence is clear in the interim is feasible and are undertaking their planning and design for learning in this way. New English Curriculum used by teachers to decide on learning goals for the students.</p> <p>Update Term 2</p> <p>Four teachers have attended the Ministry of Education PLD led by Tatai Angitu (Massey University) to upskill themselves on their structured approach to literacy understanding. 2 in each PLD cohort. These teachers trialled the use of different assessment data and fed back to teams on its effectiveness. The Mid and End of Year reports have been updated, in collaboration with all staff, to reflect the new refreshed curriculum progress outcomes, assessments and observations and diagnostic testing of students. Regular Seesaw posts have gone home reflecting the work done towards learning goals - this action involves upskilling students on the use of digital technology to report to families. Senior Team staff members attend a SECKA Kahui Ako Literacy hui to work on unpacking the English curriculum and aligning work done in Phase 2 with Phase 3. Moderation of writing samples occurred at this meeting to ensure alignment across all Kahui Ako schools. Mid Year reports have been designed to meet the changes in the English curriculum. Parents have been directed to the new parent portal on the MOE website for information around changes to the curriculum and progress outcomes, along with suggestions of 'ways to help at home'.</p> <p>Update Term 3 Similar journey to the maths above in terms of curriculum learning, reporting and informing parents. Staff meeting in Term 3 unpacking the oral language element of the curriculum and identifying links across the curriculum. The ESOL programme complements the writing programme as attested to in</p>			

	<p>the ESOL Audit undertaken by the MOE in Term 3. The Implementation of the refreshed curriculum outcomes were noted in the report and gave high praise to the quality of the programme, the transparency of the analysis of the data to inform who receives the support and the way the ESOL teacher aligns her work with the classroom programme for maximum benefit for the children.</p> <p>Update Term 4 - We have received the finalised English Curriculum from the Ministry and are currently unpacking this as a staff. There are a number of changes and this will impact the work done on understanding the curriculum to date and hindered making the information cognitively portable. Year 5 and 6 teachers trialled an online assessment writing tool through NZCER PAT. Moderation has occurred for reporting purposes with staff utilising the current curriculum along with other assessment data to make an Overall Teacher Judgement to report on student progress.</p>			
<p>Including the progress and achievement of Māori students against plans and targets (i.e. plans and targets for improving the progress and achievement of Māori students)</p> <p>Continuation of internal review goal from 2024: Tamariki/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>Use the data to inform targets both in class and for additional support, ensuring Māori students are included where required.</p> <p>A focus on relationship based learning; including an analysis of 'getting to know your learner' strengths and weaknesses to better understand how students learn and using this knowledge to create the best conditions for learning</p> <p>Continue efforts to reconnect our Whānau group to understand what is important for us to be doing at OLSOS to support our children. Reflecting further on the research of ways Maori 'see' success</p>	<p>all year</p>	<p>Leadership and staff</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>Understand what is important for our Māori families and have school activity reflect this</p> <p>Our Māori learners and their whanau will have a strong sense of belonging.</p>
	<p>UPDATE: Targets established. Get to Know the Learner profile asked Māori families which iwi they whakapapa to, to enable school to build familial links. Student Teacher Parent goal setting conferences week 7 a powerful tool to engage families. Strong focus on relationship based learning in Term 1 means teachers know their learners well. Establishment of Kapa Haka early this year in prep for the festival in September and other opportunities.</p> <p>Update Term 2</p> <p>The Kapa Haka group is now fully up and running. Group meets weekly at 8am on a Tuesday - community member John Henry Smith (Matua Hone) leads the group with the support of two staff. Group of 50 + includes students from all levels of the school. Accelerated Learning in Maths (ALiM) is operating in the school this year with the support of the Ministry. Students selected for these pick up groups were based on Māori and Pasifika first and then others not achieving at expectation. Karen NC attended a workshop on Tiriti Led Practice and this has given knowledge of how best to support our students to achieve as Māori in a Māori world. Teachers are being urged to showcase Māori and Pasifika success stories to the students so they have aspirations around personal achievement. A Matariki sleepover occurred on the 19th June with the Kapa Haka group and any other students on the Māori roll. 50+ Students and their families were invited to take part in an evening of tikanga practices and view Matariki in the morning of the public holiday. Consultation with whānau will happen as a part of this event to discern what is important to whānau to have success as Māori. The Kahui Ako Teacher Only Day focussed on 'Teaching and Leading with a Christian Heart' and one of the speakers spoke about building rangatira through providing strong morals and values within our students.</p> <p>Update Term 3 Kapa Haka performance in last week of term 3. Beginning early in the year has paid dividends as preparedness does not feel rushed. High levels of engagement and pride on display at practices. ALiM and other support programmes pick up Maori and Pasifika learners as well as other learners as they present with a need. At enrolment of NE students, the getting to know your learner sheet is part of the process, meaning our NE teacher has current data to work from as children arrive,</p> <p>Update Term 4 - Our Māori and Pasifika data continues to be a tool used to form intervention groups. Individual teachers know and track their Māori and Pasifika students and apply intervention strategies in class to help them make incremental progress. Data collected for Term 4 reporting will be used to establish intervention programmes candidates for 2026. Kapa Haka has continued to operate this term raising the mana and the understanding of Tikanga for many of our Māori students. Matua Hone has created a school song which incorporates our school story, pepeha, and values. Our senior Kapa Haka students have been working hard to learn this to be able to share at prize giving.</p>			

## ANNUAL PLAN 2025

OUR SCHOOL OUR COMMUNITY	<b>Strategic Goal 3</b> Growing our Catholic Community to serve God's world			
Objectives (What are we trying to achieve?)	Action (How are we going to do this?)	Time frame	Responsible	Expected Outcome (What do we expect to see?)
Continue embedding Christian Witness / outreach and service internal evaluation.	<p>Continue Christian Witness activity throughout the year (ie, Enviro, knitting, lenten outreach, food bank, helping hands, caritas challenge) Add recycling - cans for kai</p> <p>Ensure community is aware of activity as explicitly Christian Witness oriented with supported reasoning. Gather voice from community as to what can be seen and heard in terms of Christian Witness in our school</p> <p>Connect Christian Witness activities with our Charism and with Catholic Social Teaching (CST) principles when sharing with students and our community</p> <p>Continue to build community connections with our parish and local area (eg retirement home) - sing, read, invite them here for production, parent/grandparent, parish readers</p>	across the year	DRS Leadership Liturgy Team Staff	<p>Our community will grow in understanding of Catholic Social Teaching and ways that we can support society through Christian Witness outreach activities</p> <p>Christian Witness elements will be strengthened where needed in our school</p> <p>Families will be aware of the Christian Witness outreach opportunities students have at OLSOS</p> <p>Students will develop a sense of service to their community and the world driven to action by their Catholic Faith</p>
	<p>UPDATE: Liturgy Team and Student Council took part in the Caritas Justice Chats. From this they will discern this year's Caritas focus for the school. Lenten Christian Witness Activity throughout most of Term 1 is 'We can bring a can' supporting St Vincent de Paul Food Bank operating out of our Parish. Weekly updates shared during assembly showing how many families we have fed this week to build understanding and momentum/motivation to support. 'We can bring a can' also promoted in newsletter, seesaw, posters and through student leadership at weekly assemblies.</p> <p>Update Term 2 Knitting Club is up and running on a Thursday lunchtime. Members of the community come in and support the students to knit. Parishioners and community members who cannot come in are making knitted squares at home and dropping them into the office ready to be made into blankets. Other Christian Witness initiatives include Jammies in June, Pest Cadets and re energising Rubbish Free Lunches. Buddy Masses have once again resumed and families are encouraged to donate food bank items which are currently being passed on to St Vincent de Paul in Onehunga while our local StVdP is out of action due to parish renovations. On Catholic Schools Day it was planned to do acts of service in our community but unfortunately the poor weather meant this could not go ahead. Senior Team parents have come forward to help support with prop making and backdrops for the school production. Whenever a Christian Witness action is undertaken wording around this is used to make it explicit to the community. Currently our parish office is operating out of school and the liturgy team are supporting each week with the folding of the weekly parish newsletters. We are a drop off point for the parish of blankets, pyjamas and food donations.</p> <p>Update Term 3 Board updated regularly on Christian Witness activity through fortnightly newsletters and DRS reports to the board. The language used around the 'why' when we are raising money or donations for a purpose has become more explicit. Students know why we are engaging in the activity and the impact</p>			

	<p>this will have. Knitted blankets have been delivered to the hospital and members of our extended parish community are continuing to knit squares and bring them in to school to make more blankets. Looking into planning for Term 4, Being Church and Christian Witness activity is aligned for strong connections. Senior Production as a vehicle to continue to build connections with the local community where local retirement villages, parish and supporters are invited as special guests.</p> <p>Update Term 4 - Cans for Kai has been established - see Enviro section above. Students have taken part in two schoolwide acts of Christian Witness: a 'no uniform' day was held with a gold coin or other donation to raise funds for Kiwi Christmas Books. This day raised enough money to purchase over 40 books to donate to needy students for Christmas gifts. Mission Day was held on Friday of Week 7 with students attending a Mission Day Liturgy and Year 3-6 students hosting a Mission Day Market. Funds raised will go towards purchasing gift cards from KMart or The Warehouse to give to St Vincent de Paul to support needy families this Christmas connecting with our mission of providing for those less fortunate than ourselves. The Junior and Senior Choirs are going to Bruce McLaren Rest Home on Chapel Road to perform a medley of songs to the elderly in early December; this aims to be the start of a community connection where students can regularly attend the rest home and build connections.</p>			
<p>Use connection with the wider community of our South East Christian Kahui Ako (SECKA) to develop school Community</p>	<p>WST appointment and regular sharing</p> <p>Updates in Leadership Minutes shared with staff</p> <p>Healthy active schools in association with Sport Auckland - SECKA Waka Ama this year Year 5-6</p> <p>Leverage SECKA English and Numeracy Workstreams to support our two curriculum goals to benefit our wider school community growth in learning</p> <p>Catholic Schools Day 2025 - primary schools come together for a day / afternoon</p>	<p>Across the year</p>	<p>Principal Leadership Team WST staff Staff</p>	<p>Professional growth and development opportunities will be maximised through the connection with the South East Christian Kahui Ako</p> <p>The community will recognise the involvement of our school within a wider network of local Christian Schools for the benefit of all akonga.</p> <p>The experience will support us in building Maturanga Maori practices in our school connected to our external evaluation goal below</p>
<p>UPDATE: 2x Within School Teachers appointed and have attended SECKA induction. Both leading inquiry in a mastery maths approach with ALiM as the additional challenge/support/inquiry. Across School Teacher in maths workstream has been of invaluable support so far of WSTs and school in terms of what assessment may look like using the MNP tool.</p> <p>At first Wider Leadership meeting Niho Taniwha PLD included discussions around iwi engagement.</p> <p>Waka Ama initiative will be undertaken by OLSOS Y 5/6 in Term 2.</p> <p>Discussion around Catholic Schools Day activity undertaken at leadership 13.3.25. One of our local catholic primary schools is keen to connect for this day - see internal evaluation goal around evangelisation for further details</p> <p>Update Term 2</p> <p>Waka Ama for Years 5 and 6 took place early in Term 2 - this was a good opportunity to take part in tikanga practices of Māori and also explore the stories of the local area pertinent to local iwi. Catholic Schools Day was an opportunity to forge connections between our Catholic Schools with students travelling between schools to experience life at the various schools of our Kahui Ako. Teacher Only Day in Term 2 was held by the Kahui Ako with presenters speaking on the theme of Teaching and Leading with a Christian Heart. Collegial connections were reignited as staff from all SECKA schools intermingled and connected. Across School Teachers (AST) have supported our school with numeracy and literacy workstreams. The numeracy AST visited our school and worked in our Junior Team as well as supporting our in school Within School Teachers (WST). The Bi Cultural Practice (BiCePs) AST also shared resources for Matariki with all SECKA teachers. The SECKA Within School Teachers (WST) have met twice this term to have hui together discussing their inquiries and sharing practice.</p> <p>Update Term 3 As described earlier, the connections through SECKA experienced with sharing at the numeracy unconference where skill shared across the schools as well as at our staff meeting in Week 7 term 2. SECKA Kapa Haka Festival (55 strong rōpu representing OLSOS) another great way to deepen connection with our wider Christian community. Enviro leaders hui. Looking at the wider Catholic community, two SHC students regularly helping after school</p>				

	<p>hours in the school grounds as part of their service hours and 6 Year 12 students from St Mary's Ponsonby spent a day in school in Term 3 as part of their christian witness and outreach programme, both great examples to our students of ongoing support for community and service as children grow beyond primary school.</p> <p>Update Term 4 - 25 October DP/Principal attended the Ministry of Education Curriculum Road Show alongside other SECKA leaders. The SECKA connection will be celebrated with an end of year luncheon for the principals, ASTs and other leadership members. Baradene ex students will be helping out at school as part of their outreach service on Friday of Week 7. Our OLSOS WSTs shared the outcomes of their inquiries as a group at a WST hui in late November</p>			
<p>Engage with our school families.</p> <p>Engage with cultural family groups (Fono / Whānau / Jia groups) and wider community</p> <p><i>Ngai Tai te Tamaki Pou - Te Ahurea Oranga Me Te Tuariki (Cultural Identity)</i></p>	<p>Grandparents day - Friday 25th July (the day before the Feast of Anne and Joachim)</p> <p>Further comms re invitation for prayer in class</p> <p>Passion projects including members of the community in sharing their passion</p> <p>Cultural Week - families invited to share their culture with class/school</p> <p>Engage with the community to support the presentation of a senior production</p> <p>Reinstate Jia Group meeting with school to further source what is important for our Jia families.</p>	<p>across the year</p> <p>first half of the year</p>	<p>Leadership Pacific Champion staff member Staff Families</p>	<p>Students' sense of self is reflected in the school environment.</p> <p>To maximise home school partnerships to better connect families and students and plan to meet these needs</p> <p>Our community positively contributes to the life of the school</p> <p>Student mana and wellbeing is supported</p>
<p>UPDATE: Welcome picnic well attended with opportunity to learn a bit and meet teachers as well as connect families. Parents regularly encouraged to attend prayers, liturgies, assemblies. Pacifika and Kapa Haka up and running for the year early. How you can help harvested from Get to Know the Learner sheets. Feasibility study gala/twilight market survey being undertaken Term 1.</p> <p>Update Term 2</p> <p>Fono group met early Term 2 to reestablish the group and incorporate new families. No lead facilitator was selected but the group are creating a new group social media page so that they can stay connected. One family member has offered to coordinate the Twilight Market Food stall on behalf of the fono group. A school coordinator/liason will continue to be considered as the group resettles and reshapes. There was large involvement at our Pentecost liturgy as we celebrated the many cultures we all align with. During Culture Week families either sent in or shared in person aspects of their culture that are special and important to them. All contributions have been collected and stored on the school drive for future use. Our Seesaw posts keep the community connected with happenings within the classroom and in the wider school life. Community engagement being approached for support with production. Sleepover for Matariki involves families in New Zealand/ Māori cultural practices. Families are invited to and some attend buddy class Masses. An induction meeting will be held in week 9 for families of students joining our school family / community in Terms 3 three and four.</p> <p>Update Term 3 Providing opportunity for Fono group to meet together at school on the weekend to support their connection. Jia group meeting in Week 6 well attended by members from our Asian community with long standing Asian family liaise mentoring a new parent stepping into that role. Strong voice regarding the strength of Catholic values education with high expectations of conduct and learning clear in the voice gathered at this meeting. Strong whanau support through production (set up,props, stage, make up, costumes, script writing) and Kapa Haka in Term 3 with community connections and engagement strong.</p> <p>Update Term 4 - The wider Community continues to be invited to whole school events; Andrew Chinn performance, rosaries in October, special liturgies (farewell for Father John and welcome for Father Rob, Mission Day). The Twilight market was a momentous occasion that brought the whole community together for an evening of fundraising and community engagement. At this event various community groups; Pasifika, Asian, South African and Filipino came together to provide food for the community pertaining to their culture.</p>				





# OUR LADY STAR OF THE SEA SCHOOL

He Whetu o te Moana

## Evaluation of Progress and Achievement 2025

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

### Vision

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

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

### Mission

Nurture faith  
Build community  
Strive for excellence  
Promote service and justice

Confidently **LIVING** with  
Jesus as our Guide

Growing the wellbeing of our  
Community

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

Confidently **LEARNING**  
with Jesus as our Guide

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

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

Confidently **SERVING** with  
Jesus as our Guide

Growing our Catholic  
Community to serve God’s world

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



## End of Year Data Executive Summary 2025

The Board is aware of the introduction and implementation of the Refreshed New Zealand Curriculum with new Literacy and Maths Curricula being introduced and implemented in 2025.

Staff have been engaged in Ministry of Education delivered professional development and worked collaboratively to unpack the new curricula at staff and team level, focusing on understanding expectations at each year level and planning for effective delivery.

A key change is in how learning is reported. Previously, progress and achievement were described in curriculum levels (L1 for Year 1 and 2, L2 for Year 3 and 4, and L3 for Year 5 and 6). The two new curricula instead use **Phases**;

- Phase 1 for Year 1 to 3
- Phase 2 for Year 4 to 6

In 2025, the two new curricula require schools to report on a child's learning in relation to their progress and achievement against the progress outcomes of **their year level** using these descriptors:

- **Needing Support** requiring support to access learning at their year level
- **Working Towards** the learning that is being delivered in their year level
- **Proficient** working comfortably within the curriculum that is being delivered at their year level
- **Exceeding** engaging in deeper exploration of the curriculum at their year level

At Our Lady Star of the Sea we have added two sub-levels within *Working Towards* and *Proficient* to demonstrate shifts in progress across the year even though, potentially, the child remains working within the Ministry provided descriptors above. You will see this in the data summaries below.

In October 2025 further changes to both the Maths and English curricular were released, necessitating further adjustments to our curriculum delivery in 2026. In 2026 a **fifth progress outcome** will be added between 'working towards' and 'proficient', namely '**Consolidating**'. This will be a further change to how we report in 2026.

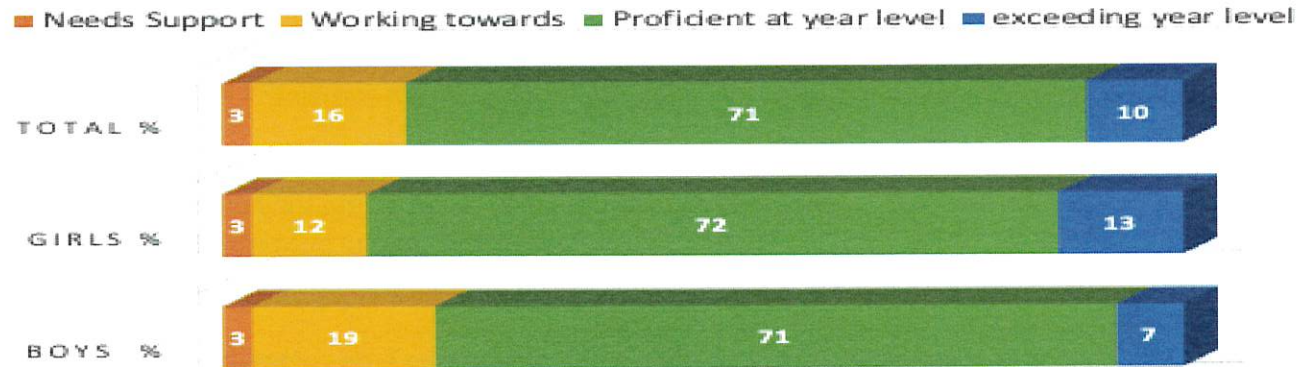
As the content of the new curricula differs significantly from the previous Literacy and Maths curricula, comparisons can no longer be made. Meaningful comparisons will only be possible once consecutive years of new curriculum data are available. For example 2026 (Including the above-mentioned changes) compared with 2028. For this reason, the executive summary does not reference past data.

# End of Year Reading Summary

## MID YEAR READING 2025



## END OF YEAR READING 2025



81% (mid-year: 66%) of our students ended the year working proficiently, or exceeding the curriculum delivered at their year level.

19% (mid-year: 34%) are either working towards or needing support to access the curriculum at their year level.

Of the 19% working towards proficiency (51 students; 30 boys and 21 girls),

- 33 students; 20 boys and 13 girls (11% of whole school, 63% of 'working towards' students) are working one sublevel below working proficiently at the curriculum for their year group meaning they are close to working proficiently. These students will enter 2026 as targets
- 18 students; 10 boys and 8 girls (6% of whole school, 35% of 'working towards' students) are working within the second sublevel of this category, so they have further to progress to demonstrate proficiency in the curriculum at their year level. These students will enter 2026 as targets

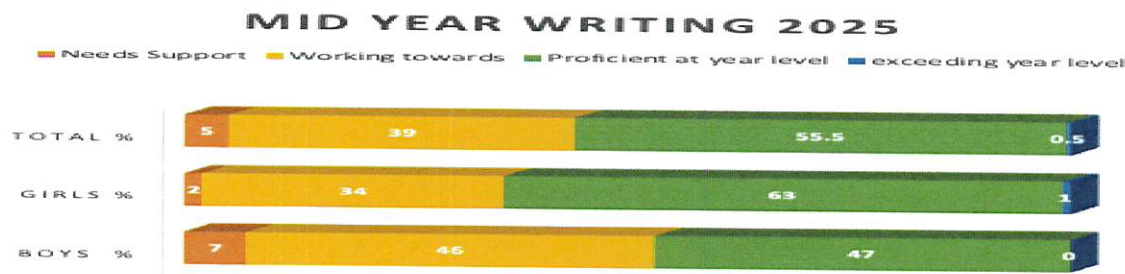
Each of the 3% of students identified as needing support are supported through the IEP, RTLB, or ORS programme

### Disproportionate Representations:

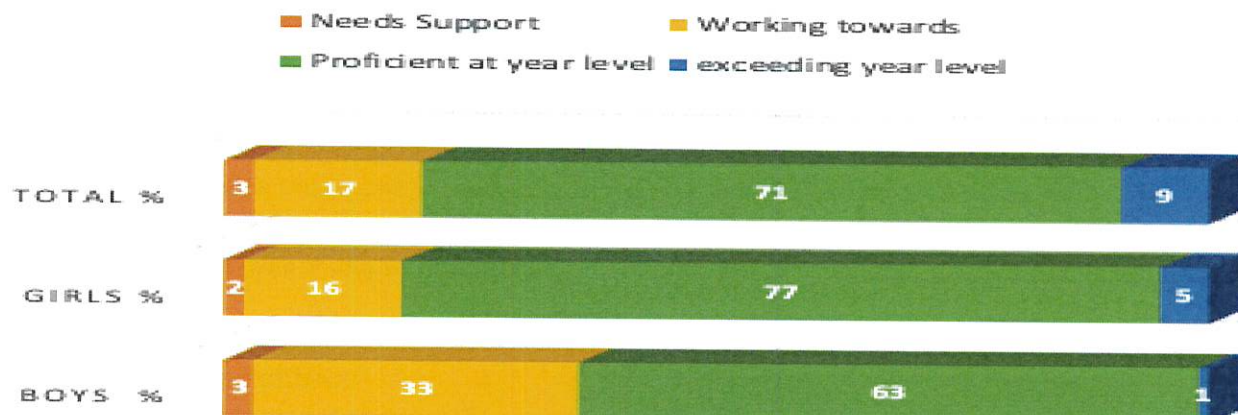
- Year 1 boys and girls (many of whom were measured against the 'during the first 6 months' progress outcomes in the middle of the year), formed a larger proportion of working towards at 60% of boys and 86% of girls compared to 17% of whole school data. These children are still considered new in their school career and it is expected that, with more experience at school, the students with learning needs within this group will surface.

- Year 2 boys at 39% operating in the working towards category compared to 17% of whole school data. All are targets for next year.

## End of the Year Writing Summary 2025



## END OF YEAR WRITING 2025



80% (mid-year: 56%) of our students ended the year working proficiently, or exceeding the curriculum delivered at their year level.

20% are either working towards or needing support to access the curriculum at their year level.

Of the 17% working towards (76 students; 50 boys and 26 girls),

- 53 students; 35 boys and 18 girls (17% of whole school, 70% of 'working towards' students) are working one sublevel below proficiency at the curriculum for their year group, meaning they are close to working proficiently. These students will enter 2026 as targets
- 23 students; 15 boys and 8 girls (7% of whole school, 30% of 'working towards' students) are working within the second sublevel of this category, so they have further to progress to demonstrate proficiency in the curriculum at their year level. These students will enter 2026 as targets

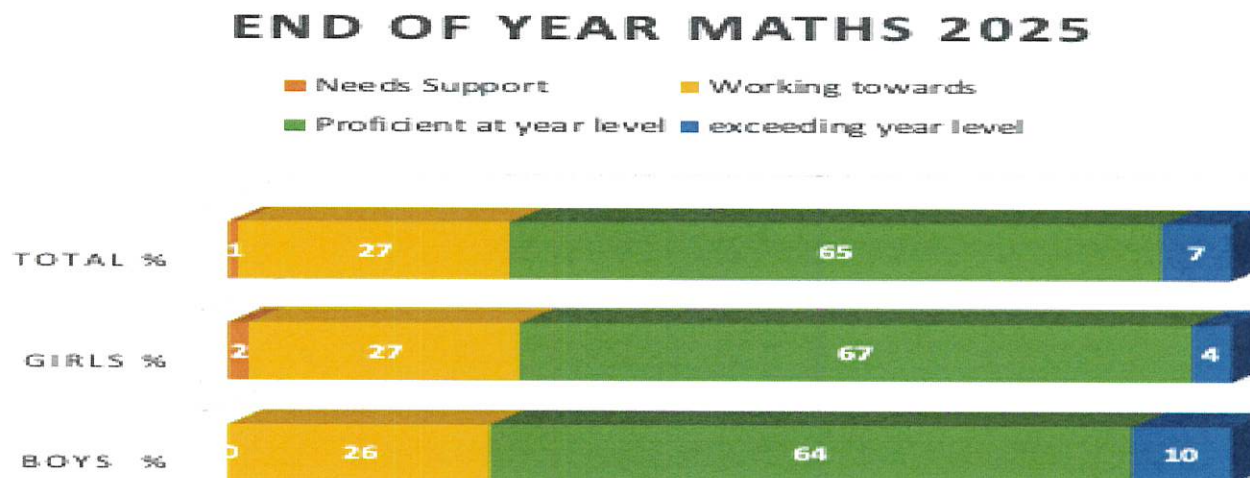
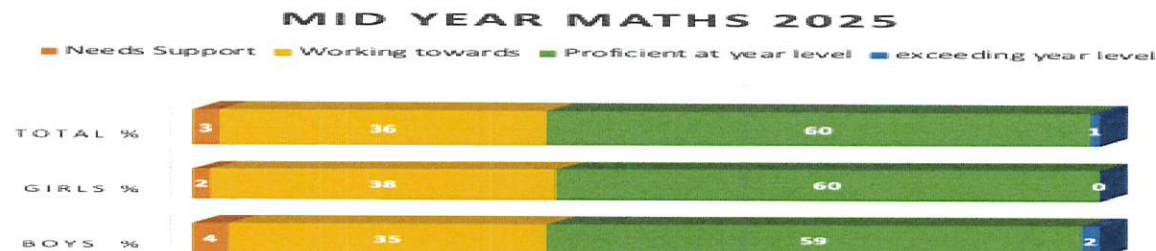
Each of the 3% of students identified as needing support are supported through the IEP, RTLB, or ORS programme

**Disproportional Representations:**

- During the first 6 months of learning boys and girls are disproportionately represented in the needs support and working towards categories of achievement - 20 children are in this group, many of whom have had less than a term of learning.
- During the first year of learning, boys are disproportionately represented in the working towards category (46% compared to 33% of boys across the school and 17% of all learners). These children are still considered new in their school career and it is expected that, with more experience at school, the students with learning needs within this group will surface.
- Year 2 boys are disproportionately represented in the working towards category at 50% (compared to 33% of boys across the school and 17% of all learners). These students will enter 2026 as targets.
- Year 3 boys are disproportionately represented in the working towards category at 50% (compared to 33% of boys across the school and 17% of all learners). These students will enter 2026 as targets.

It is worthy to note that the new English curriculum has a higher emphasis on all components of writing, including spelling, handwriting, writing in a variety of genres and higher expectations for the actual writing process. Our data will likely be irregular or slightly lower than we are accustomed to as we work to support students to meet the new expected progress outcomes.

# End of Year Maths Summary 2025



72% (mid-year: 61%) of our students ended the year working proficiently, or exceeding the curriculum delivered at their year level.

28% are either working towards or needing support to access the curriculum at their year level.

Of the 27% working towards (85 students; 40 boys and 45 girls),

- 58 students; 25 boys and 33 girls (18% of whole school, 68% of 'working towards' students) are working one sublevel below proficiency at the curriculum for their year group, meaning they are close to working proficiently. These students will enter 2026 as targets
- 27 students; 15 boys and 12 girls (8% of whole school, 32% of 'working towards' students) are working within the second sublevel of this category, so they have further to progress to demonstrate proficiency in the curriculum at their year level. These students will enter 2026 as targets

Each of the 1% of students identified as needing support are supported through the IEP, RTLB, or ORS programme

## Disproportional Representations:

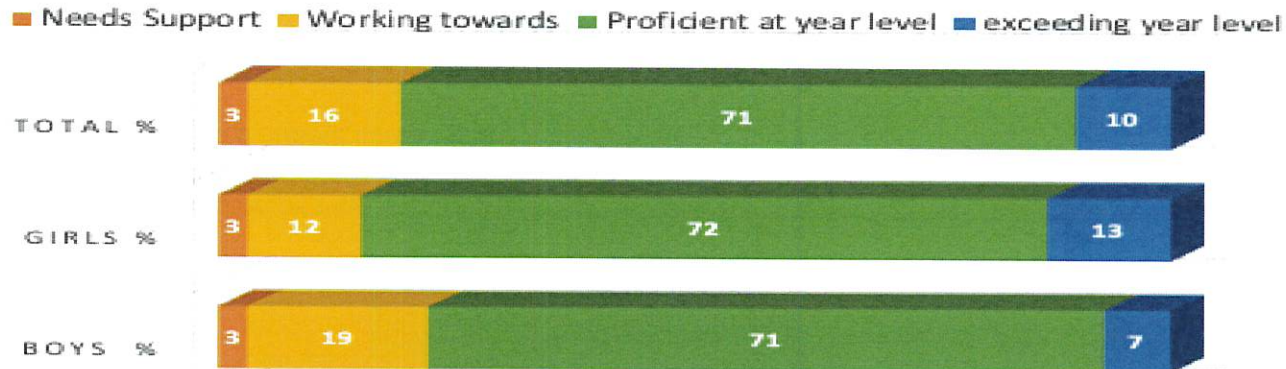
- During the first 6 months of learning boys and girls are disproportionately represented in the needs support and working towards categories of achievement - 12 children are in this group, many of whom have had less than a term of learning.

- During the first year of learning boys and girls are disproportionately represented in the working towards category (54% of boys compared to 26% of boys across the school and 47% of girls compared to 27% of girls across the school). These children are still considered new in their school career and it is expected that, with more experience at school, the students with learning needs within this group will surface.

It is worth noting the expectations for mathematics and statistics have lifted considerably with the new curriculum. The number range students are expected to perform within has increased for each year level as well as the demands in the strand areas (measurement, algebra, geometry, statistics and probability). The introduction of the Maths No Problem resource is supporting an accelerated approach to mathematics learning and explicit teaching of each of the outcomes. It will take time to ensure the majority of students have the mathematical knowledge to be proficient with the progress outcomes of their level.

# End of Year Reading Ethnicity Summary 2025

## END OF YEAR READING 2025



81% (mid-year: 66%) of our students ended the year working proficiently, or exceeding the curriculum delivered at their year level.

19% (mid-year: 34%) are either working towards or needing support to access the curriculum at their year level.

## MĀORI END OF YEAR READING 25



We concluded 2025 with 24 Māori students at OLSOS. 7.5% of our total roll. (2024 24 students 7.9%, 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 working equitably in reading compared to whole school data

## PACIFIC END OF YEAR READING 2025

Needs Support Working towards Proficient at year level exceeding year level



We concluded the year with 29 Pacific students at OLSOS. 9.1% of our total roll. (2024 28 students 9.3%, 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).

28% (8/29 Pacific students) did not start their schooling at OLSOS.

Pacific students are working equitably in reading compared to whole school data

## ASIAN END OF YEAR READING 2025

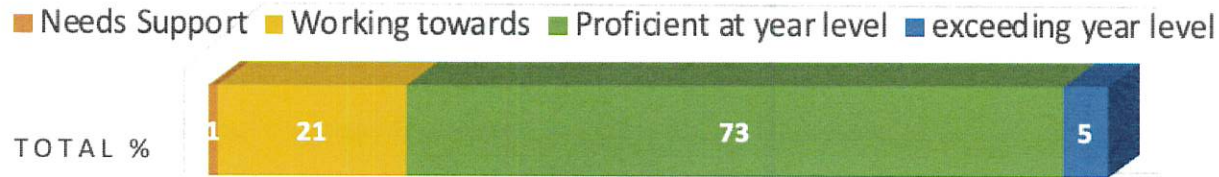
Needs Support Working towards Proficient at year level exceeding year level



We concluded the year with 165 Asian students across the school, 51.7% of our total roll. ( 2024 154 50.3%, 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 the total roll. 2019 199 students)

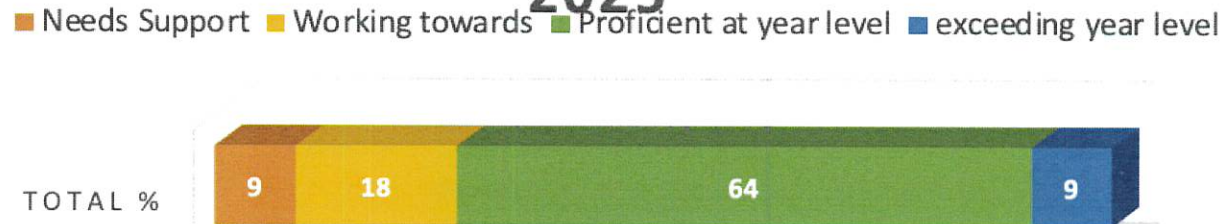
Asian students are working equitably compared to whole school data.

## NZE END OF YEAR READING 2025



We concluded the year with 87 New Zealand European students across the school. 27.3% of our total roll. (2024 87 students, 28.4% of total roll, 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)  
 New Zealand European students are working equitably compared to whole school data.

## MELLA END OF YEAR READING 2025



We have 11 MELAA (Middle Eastern / Latin American / African) students across the school, 3.4% of our total roll. (2024 12 students, 4% of total roll, 2023 9 students, 2.76%, 2022 13 students 3.8%, 2021 14 MELAA students 3.6% of our total roll)  
 Our 'MELLA' students are working equitably compared to whole school data.

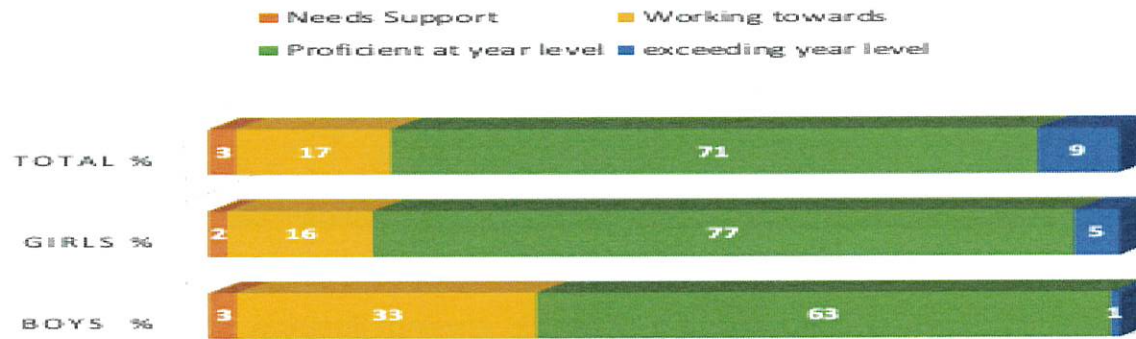
## OTHER ETHNICITY END OF YEAR READING 2025



We have 3 'Other Ethnicity' students. Two were adjusted into our MELLA to better reflect their ethnicity. 1% of our total roll. (2024 2 students .07% of total roll, 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 strongly compared to whole school data.

## End of Year Writing Ethnicity Summary 2025

### END OF YEAR WRITING 2025

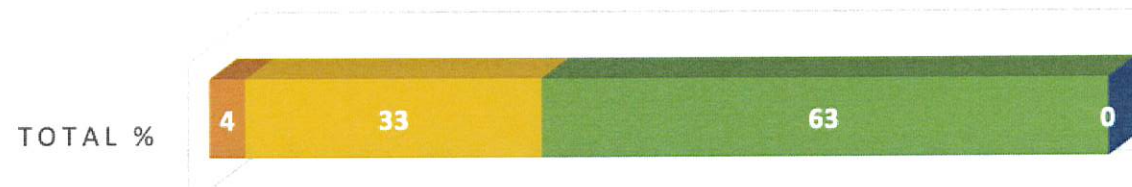


80% (mid-year: 56%) of our students ended the year working proficiently, or exceeding the curriculum delivered at their year level.

20% are either working towards or needing support to access the curriculum at their year level.

## MĀORI END OF YEAR WRITING 2025

Needs Support Working towards Proficient at year level exceeding year level



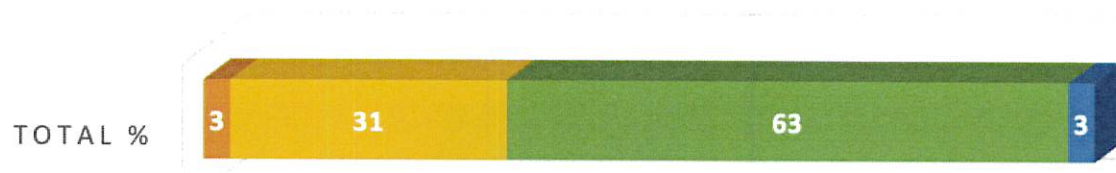
We concluded 2025 with 24 Māori students at OLSOS. 7.5% of our total roll. (2024 24 students 7.9%, 2023 24 students 7.36%, 2022 23 Maori Students 6.8% of our total roll, 2021 32 students 7.8% of our total 2021 roll 2020 38 students 9.1%)

Māori students are disproportionately represented in the working towards area of the achievement categories (33% vs 17% whole school). As numbers are small, this equates to 5 students across the school.

## PACIFIC END OF YEAR WRITING

### 2025

■ Needs Support ■ Working towards ■ Proficient at year level ■ exceeding year level



We concluded the year with 29 Pacific students at OLSOS. 9.1% of our total roll. (2024 28 students 9.3%, 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).

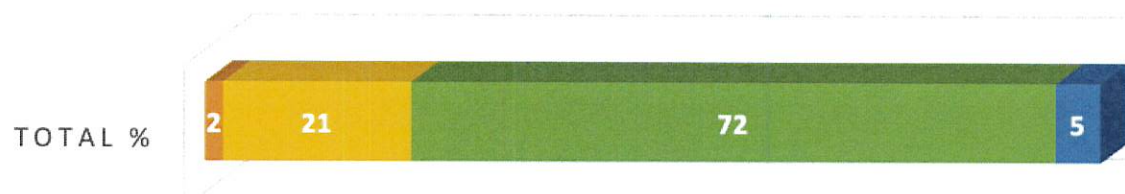
28% (8/29 Pacific students) did not start their schooling at OLSOS.

Pacific students are disproportionately represented in the 'working towards' achievement categories (31% vs 17% whole school). As numbers are small, this equates to 10 students across the school.

## ASIAN END OF YEAR WRITING

### 2025

■ Needs Support ■ Working towards ■ Proficient at year level ■ exceeding year level



We concluded the year with 165 Asian students across the school, 51.7% of our total roll. ( 2024 154 50.3%, 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 the total roll. 2019 199 students)

Asian students are working equitably compared to whole school data.

# NZE END OF YEAR WRITING 2025

Needs Support Working towards Proficient at year level exceeding year level



We concluded the year with 87 New Zealand European students across the school. 27.3% of our total roll. (2024 87 students, 28.4% of total roll, 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)

New Zealand European students are working equitably compared to whole school data.

# MELLA END OF YEAR WRITING 2025

Needs Support Working towards Proficient at year level exceeding year level



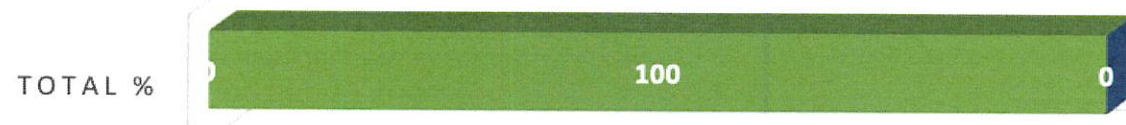
We have 11 MELAA (Middle Eastern / Latin American / African) students across the school, 3.4% of our total roll. (2024 12 students, 4% of total roll, 2023 9 students, 2.76%, 2022 13 students 3.8%, 2021 14 MELLA students 3.6% of our total roll)

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

# OTHER ETHNICITY END OF YEAR

## WRITING 2025

Needs Support Working towards Proficient at year level exceeding year level



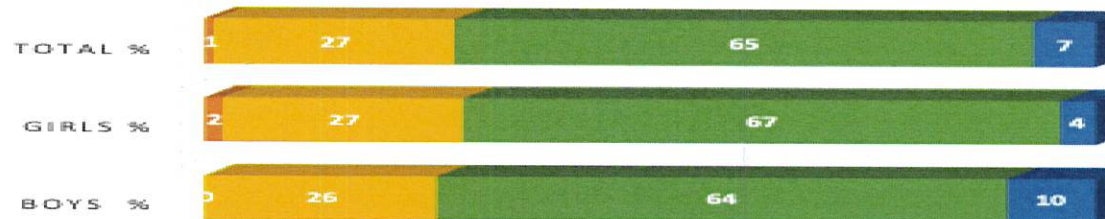
We have 3 'Other Ethnicity' students. Two were adjusted into our MELLA to better reflect their ethnicity. 1% of our total roll. (2024 2 students .07% of total roll, 2023 3 students, 0.92%, 2022 4 students 1.2%, 2021 6 students schoolwide 1.5% of our total roll. 2020 20 students, 4.7% of total roll).

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

# End of Year Maths Ethnicity Summary 2025

## END OF YEAR MATHS 2025

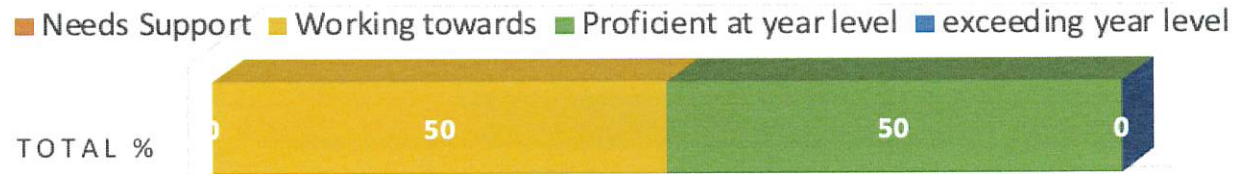
Needs Support Working towards Proficient at year level exceeding year level



72% (mid-year: 61%) of our students ended the year working proficiently, or exceeding the curriculum delivered at their year level.

28% are either working towards or needing support to access the curriculum at their year level.

# MĀORI END OF YEAR MATHS 2025



We concluded 2025 with 24 Māori students at OLSOS. 7.5% of our total roll. (2024 24 students 7.9%, 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 the working towards area of the achievement categories (50% vs 27% whole school). Numbers are small; this equates to 12 students across the school, with the most significant grouping in Year 1

# PACIFIC END OF YEAR MATHS 2025



We concluded the year with 29 Pacific students at OLSOS. 9.1% of our total roll. (2024 28 students 9.3%, 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).

28% (8/29 Pacific students) did not start their schooling at OLSOS.

Pacific students are disproportionately represented in the 'working towards' achievement category (52% vs 27% whole school). As numbers are small, this equates to 15 students across the school, with the most significant groupings in Year 4 and 1

## ASIAN END OF YEAR MATHS 2025



We concluded the year with 165 Asian students across the school, 51.7% of our total roll. ( 2024 154 50.3%, 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 the total roll. 2019 199 students)  
Asian students are working equitably compared to whole school data..

## NZE END OF YEAR MATHS 2025



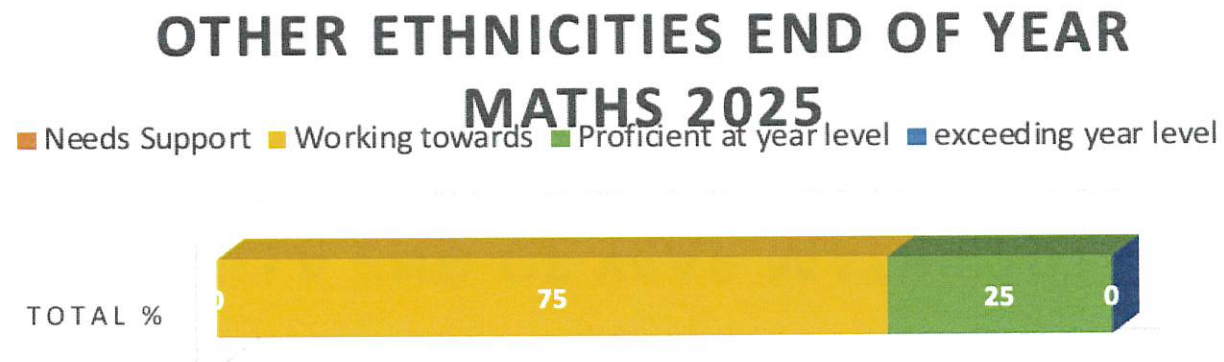
We concluded the year with 87 New Zealand European students across the school. 27.3% of our total roll. (2024 87 students, 28.4% of total roll, 2023 95 students, 29.16% of our roll, 2022 101 students 30% of our roll, 2021 127 students 32%. 2020 130 students, 31.3% of total roll)  
New Zealand European students are working equitably compared to whole school data.

## MELLA END OF YEAR MATHS 2025



We have 11 MELAA (Middle Eastern / Latin American / African) students across the school, 3.4% of our total roll. (2024 12 students, 4% of total roll, 2023 9 students, 2.76%, 2022 13 students 3.8%, 2021 14 MELLA students 3.6% of our total roll)

Our 'MELLA' students are achieving disproportionately in the 'working towards' area. This equates to 5 students school-wide.



We have 3 'Other Ethnicity' students. Two were adjusted into our MELLA to better reflect their ethnicity. 1% of our total roll. (2024 2 students .07% of total roll, 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 disproportionately in the 'working towards' area. This equates to 2 students school-wide.

## 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*

*Ph: 09 538 0195*



## 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.

*He Whetu o te Moana  
Our Lady Star of the Sea School  
14 Oakridge Way  
Howick  
Auckland 2014  
Ph: 09 538 0195*



## KIWISPORT 2025

Star of the Sea School spent a total of \$6,117 from its Kiwisport ledger.

The Operational Grant allocation for 2025 was \$4,836 in total.

Star of the Sea School spent over and above this amount by subsidising Year 1-2 school swimming lessons.

Sue Yandell

*He Whetu o te Moana  
Our Lady Star of the Sea School  
14 Oakridge Way  
Howick  
Auckland 2014  
Ph: 09 538 0195*

