



OUR LADY STAR OF THE SEA SCHOOL

He Whetu o te Moana

Strategic Plan - 2026 - 2028

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

Vision

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

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

Mission

Nurture faith
Build community
Strive for excellence
Act with compassion and mercy
Inspire curiosity and joy of learning

Confidently **LIVING** with
Jesus as our Guide

Growing the wellbeing of
our students as children of
God

Encounter with Christ

Confidently **LEARNING**
with Jesus as our Guide

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

Growth in Knowledge

Confidently **SERVING** with
Jesus as our Guide

Growing our student's faith
within our Catholic
Community to serve God's
world

Christian Witness



'Encounter with Christ'

STRATEGIC GOAL 1: Confidently Living with Jesus as our Guide

Growing the wellbeing of our students as children of God

Members of the OLSOS community will:

Understand: the importance of wellbeing

Know: what affects wellbeing.

Develop and Practice: strategies and capabilities to support the wellbeing of self, others and the environment

National Education and Learning Priorities (NELP) MOE priorities supporting wellbeing, equity & inclusion	ERO School Improvement Framework Indicators
<u>Objective 1 Learners at the Centre</u> 1.1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying 1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures <u>Objective 2 Barrier Free Access</u> 2.3 Reduce Barriers to Education for all including for Māori and Pacific ākonga, disabled ākonga, and those with learning support needs <u>Objective 3 Quality Teaching and Leadership</u> 3.5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Core Domain 1 Leadership Conditions for Success Domain 2 Inclusion and Wellbeing Conditions for Success Domain 4: Stewardship & Governance Foundation for Success Domain: Ti Tiriti o Waitangi

Key Knowledge	Evaluative Criteria
Members of the Our Lady Star of the Sea Learning Community will know • spending time with God strengthens our hauora - (spiritual - taha wairua) • when we understand the gospel messages we strengthen our encounter with Christ • their identity, their culture, and how they are unique taonga • the importance of looking after our own hauora • different situations can affect wellbeing (mental/emotional - taha hinengaro) • strategies to deal with big emotions (social/emotional/physical taha whānau/ taha tinana) • how to be inclusive and demonstrate inclusion • know who to go to for help (social/emotional - taha whānau/ taha hinengaro) • dispositional development helps grow life long learners	Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can: • utilise prayer as an opportunity to encounter Christ and support emotional and spiritual wellbeing • recognise the importance of a relationship with Christ • have a strong sense of identity • talk about their emotions • use strategies to navigate strong emotions • ask for help when needed • explain what life-long learning means

2026	2027	2028
Provide experiences for students to deepen their internal relationship with Christ through prayer Embed Te Whare Tapa Wha and Mitey wellbeing approaches Investigate ways to incorporate the mana model to strengthen students awareness of personal identity Refresh the Learner profile based on CDD feedback	Continue to provide experiences for students to deepen their internal relationship with Christ through prayer Embed Te Whare Tapa Wha and Mitey wellbeing approaches Incorporate the mana model into our system approach to wellbeing Implement the refreshed Learner profile	Widen experiences for students to deepen their internal relationship with Christ through prayer Embed Te Whare Tapa Wha and Mitey wellbeing approaches Embed mana model into our wellbeing approach Embed the refreshed Learner profile

'Growth in Knowledge'

Strategic Goal 2: Confidently Learning With Jesus as our Guide

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

Members of the OLSOS community will:

Understand: the importance of life long learning

Know and Support: the learning needs of our learners

Develop and Practice: knowledge and skills that ensures every learner succeeds to the best of their ability

National Education and Learning Priorities (NELP) MOE priorities supporting wellbeing, equity & inclusion		ERO School Improvement Framework Indicators
<u>Objective 1 Learners at the Centre</u> 1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures <u>Objective 2 Barrier Free Access</u> 2.3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy <u>Objective 3 Quality Teaching and Leadership</u> 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		Core Domain 1 Leadership Core Domain 2 Curriculum Core Domain 3 Teaching and Learning Conditions for Success Domain 1 Professional Capacity and Collective Efficacy Conditions for Success Domain 4: Stewardship & Governance Foundation for Success Domain: Ti Tiriti o Waitangi Evaluation Lens Domain: Evaluation for Improvement
Key Knowledge		Evaluative Criteria
Members of the Our Lady Star of the Sea Learning Community will know: - noticing, thinking and wondering help us become life long learners. - curiosity builds knowledge and understanding - motivation and resilience builds ownership of learning (student agency)		Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can: - show they have agency over their own learning - be curious and notice, think and wonder about the world around them - take opportunities to learn when they are offered - students can continue applying effort even when it is difficult
2026	2027	2028
Implementing the new English and Maths and Statistics curricular Introduce the new reporting progress descriptors Implement the MOE requirements for reporting to whānau Create an OLSOS scope and sequence of sounds in English in reading and spelling Revisiting agency and what that looks like across all year levels	Integrate the new English and Maths and Statistics curricular Implement Science and Social Studies curricula Refine the reporting to whānau process Implement the OLSOS scope and sequence	Embed the new English and Maths and Statistics curricular Implement remaining four curricula - Health and PE, Technology, The Arts, Learning Languages Integrating Science and Social Studies curricula Embed the reporting to whānau process Embed the OLSOS scope and sequence

‘Christian Witness’

Strategic Goal 3 : Confidently Serving with Jesus as our Guide

Growing our student’s faith within our Catholic Community to serve God’s world

Members of the OLSOS community will:

Understand: that our faith drives our actions of service

Know: it is our responsibility to serve others and our environment

Develop and Practice: knowledge and skills to serve God’s world

National Education and Learning Priorities (NELP) MOE priorities supporting wellbeing, equity and inclusion	ERO School Improvement Framework Indicators
<u>Objective 1 Learners at the Centre</u> 1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures <u>Objective 2 Barrier Free Access</u> 2.3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy <u>Objective 3 Quality Teaching and Leadership</u> 3.5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Core Domain 1 Leadership Conditions for Success Domain 1 Professional Capacity and Collective Efficacy Conditions for Success Domain 2 Inclusion and Wellbeing Conditions for Success Domain 3 Partnerships Conditions for Success Domain 4: Stewardship & Governance Foundation for Success Domain: Ti Tiriti o Waitangi Evaluation Lens Domain: Evaluation for Improvement

Key Knowledge	Evaluative Criteria
Members of the Our Lady Star of the Sea Learning Community will know: • Christ is the model for how to live and serve • being Catholic looks like service in action • our faith supports us to serve • we become stronger together when we are active members of the Church • it is our responsibility to be kaitiaki now to protect the world for future generations	Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can: • describe ways that they are active members of the Church • embody acts of service in their daily lives at school, at home and in the community • treat themselves and others as Jesus asks us to (<i>John 15:34 - 35</i>)

2026	2027	2028
Make explicit links to actions of service as a form of Christian witness Bring alive Catholic Social teachings to understand the impact of Christian witness Make a connection with Ngai Tai te Tamaki as mana whenua and formulate a plan as to how we can work alongside iwi through acts of Christian witness Embed current Enviroschool actions to ensure understanding and connections to our faith	Continue to make explicit links to actions of service as a form of Christian witness Promoting Catholic Social teachings to understand the impact of Christian witness Deepening our connection with Ngai Tai te Tamaki as mana whenua and implement a plan to work alongside iwi through acts of Christian witness Investigate ways to reduce our carbon footprint to support Enviroschool actions to better connect to our faith	Embedding our links to actions of service as a form of Christian witness Deepening Catholic Social teachings to understand the impact of Christian witness Embedding our connection with Ngai Tai te Tamaki as mana whenua and implement a plan to work alongside iwi through acts of Christian witness Implementing ways to reduce our carbon footprint to support Enviroschool actions to better connect to our faith

ANNUAL PLAN 2026

Strategic Goal 1: Growing the wellbeing of our students as children of God Encounter with Christ

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?)
Deepen contemplative prayer processes (external eval goal CDA) <i>Ngai Tai te Tamaki Pou - Hauora (Wellbeing)</i> <i>Ngai Tai te Tamaki Pou - Te Reo Rangatira (Language)</i>	Incorporate different forms of prayer into class weekly prayer plans. Provide further PLD opportunities to strengthen staff experiences of contemplative prayer processes with children.			
	Semester 1 Update: Teachers continue to embed contemplative and meditative prayer opportunities in class morning prayer. At the beginning of Monday full school liturgy, students are led through a time of preparation - e.g. <i>sit breathe relax close eyes breath listen</i> Meditative music is played before the liturgy starts.			
Support emotional regulation and dispositional capabilities in all of our students <i>Ngai Tai te Tamaki Pou - Hauora (Wellbeing)</i>	Embed Mitey mental health components within our everyday curriculum delivery Investigate ways to incorporate the Mana Model in our system to build and support identity and belonging Continue to use the umbrella model of Te Whare Tapa Wha wellbeing model when introducing subjects / at transition points throughout the day from subject to subject/ activity to activity so that students are aware of how we support Hauora in our daily life Engage Kia Ora Ake councillors as needed for identified needs Refresh the Learner Profile based on CDD feedback			
	Semester 1 Update: Continued to weave Mitey Mental Health concepts through learning. Utilising the picture books selected for their connection to Mitey concepts through shared reading in classes. Kia Ora Ake programme offered by the Ministry of Health in operation for selected students (group and 1:1 sessions) as identified needs arise. Lee and Laura attended a Mitey conference and shared the key teachings with the staff and did a session focusing on staff own well being. Students in Years 1-4 attended Think, Be Me show with messages on how to manage big feelings with resources to take back to classrooms.			

Strengthen students' understanding of key Gospel messages to support them to grow their encounter with the living Christ	Use Sunday Gospel reading as focus for morning prayer / liturgy			
	Translate the key Gospel messages into tangible practical actions of services supporting students to make connections			
	Semester 1 Update: This was supported by the resources from Caritas created for Lent. Curriculum review question 'How does our Prayer delivery support our young people to encounter the living Christ?' showed this was working. Teacher reflections, particularly in years 4 - 6, showed greater thought and reflection was happening by students. Decision made to continue the weekly focus for Term 2. Term 2. DRS gathered student voice across the year levels. Feedback showed students recognised the focus on one Gospel story was helping them to gain deeper understanding. Students were making connections from the story to their own lives. Students also expressed the desire to continue experiencing different forms of prayer across the week.			
Strengthen students' personal identity mana	Appoint a unit holder Appoint cultural student leaders Develop Culture Week as a feature of our school calendar Cultural student leaders meet regularly with assigned teacher to plan for ways to incorporate culture and support language weeks and how we celebrate these as a school Use art exhibition as vehicle to support student's expression of their faith and culture in action	all year	unit holders student leaders and liaise teacher	
	Semester 1 Update: 2 teachers selected to share the Cultural unit. 5 x 6yr children chosen to be the Cultural Leaders of the school with 2 of them being a part of the Student Council. Cultural leaders are supported by ESOL teacher and meet on a regular basis. During Week 6 of Term 2, we held a Cultural Week. Those parents who are noted down on the 'Getting to know the Learner' sheet, saying that they could support with Cultural Week, were contacted to organise ways they could support their child's class with learning about their culture. Cultural week began with Pentecost Liturgy and children dressing in their cultural dress. Throughout the week, there was a great uptake of children in every class bringing things along to share with their class. At the end of the week, we had a cultural celebration with each class sharing a dance, song, artwork etc that they had learnt/created throughout the week. Art Exhibition - art pieces have started to be created in classes.			

ANNUAL PLAN 2026

Strategic Goal 2 Growing our rich curriculum to ensure all students succeed as children of God Growth in Knowledge

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?)
Undergo our 6 yearly strategic review of our Vision, Mission, Values and three Strategic Goals <i>Ngai Tai te Tamaki Pou - Te Ahurea Oranga Me Te Tuariki (Cultural Identity)</i>	Board and Staff prepare a Community Consultation Process early in term 1 to review all elements of our strategic focus and goals. Present, as part of this consultation an update of the changes to the NZC in English and Maths with Statistics Provide take-home material for parents with insights into the English and Maths with Statistics	Saturday 7th March Community Dreaming Day	Board Principal Leadership Teaching staff Parents	Synthesis of voice from CDD and following online consultation will reshape or reconfirm our school direction. Any changes will be reflected in subsequent updated vision, values, dispositions, strategic plan and annual plan goals and activities recorded
<u>Semester 1 Update</u> <u>Prereading sent out prior to the community engagement process:</u>  <u>Prereading - Curriculum table CDD</u> <u>Preparation for presentation on the day of the community engagement:</u>  <u>Opening Presentation Community Dreaming Day 7.3.26</u>  <u>Community Dreaming Day - curriculum table</u>				
Implement refreshed Maths curriculum	Unpack as a staff and understand the knowledge and practices required for across school development Engage in MoE led PLD to better understand how to teach and deliver the new refreshed mathematics curriculum Update the Progress outcomes indicators to ensure that progress markers are highlighted to show student proficiency Develop spreadsheets for each year level that outline the expected practices Embed the use of the Maths No Problem resource to support the explicit teaching of the NZ Maths and Statistics curriculum progress outcomes			
<u>Semester 1 Update:</u> MoE lead Teacher only day held in Term One led by Sue Pine focussing on Communication in Maths and Statistics, Accelerating Learning and Relational Numbers Teams have unpacked the knowledge and practices required at their year level and discussed how the learning progresses across the year levels. Year level curriculum spreadsheets have been highlighted to show the progress outcomes that students must have on board to show proficiency - these will be refined throughout the				

	assessment/moderation process. Maths Acceleration Programme (MAP .35 fte) in operation - just completing the first 12 week programme for identified students in Year 6 (three groups)- testing still to be completed , ready to pick up 2x Year 5 and 1x Year 4 group next. MAP 1 day PLD for specialist teacher (+DP+P) undertaken, followed up by several webinars for specialist teacher Decision to continue with the MNP resource as a teaching tool in 2027 which has been aligned with NZ refreshed Maths and Statistics curriculum - resources order at the end of Term 2 Team Leaders and DP attending Maths Lead Teacher termly cluster meetings			
Implement a refreshed English curriculum	Unpack as a staff and understand the knowledge and practices required for across school development Engage in staff led PLD to better understand how to teach and deliver the new refreshed English curriculum Develop spreadsheets for each year level that outline the expected practices Develop an OLSOS scope and sequence for both reading and spelling Investigate writing programmes that can be used for assessment, particularly in phase two - particularly Smartlab(an online programme that supports English skills) and Scribo (an accelerated writing programme for students not proficient in Year 6)			
	Semester 1 Update: Ongoing implementation of refreshed English Curriculum school wide. Challenge unpicking areas where the reading and spelling curricula in specific year levels does not align - identified the difference between introduction of concept in reading in one year level followed up by the expectation of the demonstration of mastery in spelling the following year in order to reconcile differences. Structured Literacy Specialist teacher (SLA) in operation across the school (.66 fte) supporting small groups (Years 2, 3, 4). As with MAP above, 12 week programme coming to a conclusion with students being transitioned back into class and a review of new students to pick up. OLSOS hosted local cluster meeting for SLA's and Literacy leads in Term 1.			
Ensure reporting processes continue to align with MOE guidelines through the changes in NZC	Align our school assessment schedule to ensure appropriate assessment is being gathered to triangulate data Refine our reporting templates on KAMAR to incorporate the new MoE expectations Hold staff PLD on the new requirements for reporting Hold team moderations to better understand the expectations for students to meet proficiency or beyond at their year level Provide Community understanding of new progress descriptors and what they mean for students			

	Create comment banks in KAMAR that support the refreshed curriculum and are in plain language for parents			
	Semester 1 Update: Data gathering processes refined with staff meetings undertaken on the connection between the new maths and literacy curricular and the progress descriptors which we are expected to utilise in reporting. Report templates crafted and refined in negotiation with staff to ensure they contain what is required as well as being user friendly. Markbooks created in student management system to align with new progress descriptors and pulled through to reports. Staff Meetings on new progress markers introduced by the MOE and how these connect to the content of the curriculum and help inform a teacher's selection of the appropriate progress descriptor. Mid year reports prepared and ready to be sent out at the end of this term alongside parent information to assist families in their understanding of the new progress descriptors.			
Challenge ourselves to promote content from RE curriculum delivery is transferred to daily life	Undertake a termly curriculum review in teams incorporate higher order thinking skills in RE delivery process to help support children to have deeper transfer of the messages and share their critical and creative thinking			
<i>Ngai Tai te Tamaki Pou - Hauora (Wellbeing)</i>	Semester 1 Update: Term 1 curriculum review focus questions How does our use of Tō Tātou Whakapono support our young people to better understand the living Christ? How do we provide sufficient extension opportunities for learners with more prior knowledge?			
Ensure we are at the forefront of the delivery of the wider curriculum	Trial aspects of the wider curriculum Review the connected curriculum approach to enable minor curriculum areas to have adequate teaching (Social Studies, Science, PE &Health, Technology, Learning Languages) Keep abreast of changes as they drop and inform staff as necessary			
<i>Ngai Tai te Tamaki Pou - Te Reo Rangatira (Language)</i>	Semester 1 Update: 4 staff offered to trial the new draft curricula in Science and Social Studies during the back half of Term One. Unfortunately, what we signed up for we did not receive. We were promised expert support and resources and we received neither. We submitted our disappointment in our feedback. Phase 1 learners (Years 1-3) operated a connected curriculum around the concept of Harmony. Phase 2 learners (Years 4-6) operated a siloed Science, Social Studies, Health and PE and Arts timetable to trial teaching as expected by the Ministry. Given the knowledge and skills of the senior students the siloed approach works well for them as a lot of the fact learning can be done through the literacy programme and the hands on learning done in the allotted hours each week. Phase 1 learners need more practical integrated learning programmes and resourcing this to teach the expectations of the current drafts is not possible.			

ANNUAL PLAN 2026

Strategic Goal 3 Growing our student's faith within our Catholic Community to serve God's world Christian Witness

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?)
Undergo our 6 yearly strategic review of our Vision, Mission, Values and three Strategic Goals <i>Ngai Tai te Tamaki Pou - Te Ahurea Oranga Me Te Tuariki (Cultural Identity)</i>	Board and Staff prepare a Community Consultation Process early in term 1 to review all elements of our strategic focus and goals. Prepare summary of community consultation to present to the wider community for additional voice. Following the conclusion of the consultation period with the community, reflect community voice, the Vision for education from the NZC and the evaluative lens of the NZ Catholic Bishops through our Vision, Mission, Values and three strategic goals and adjust elements as necessary. Launch updated Vision, Mission, Values and three strategic goals with annual activity to the community, the Diocese and the Ministry of Education.			Synthesis of voice from CDD and following online consultation will reshape or reconfirm our school direction. Any changes will be reflected in subsequent updated vision, values, dispositions, strategic plan and annual plan goals and activities recorded
Semester 1 Update: <i>Prereading sent out prior to the community engagement process:</i>  <i>Vision + Mission Table Dreaming Day - prereading</i>  <i>Gospel Values and Dispositions Table - prereading</i>  <i>Three Strategic Goals Table - prereading</i> <i>Preparation for presentation on the day of the community engagement:</i>  <i>Opening Presentation Community Dreaming Day 7.3.26</i>  <i>Com Dream Day Gospel Values and Dispositions</i>  <i>Values and Dispositions table</i> <i>The day: over 120 adults and a similar number of children attended and rotated through the four consultation tables led by Board and Teaching staff.</i>				
     				



Feedback summary documentation from each strategic engagement table:

- ☰ Vision and Mission Table Feedback Community Dreaming DAY
- ☰ Values and Disposition Table Feedback Community Dreaming DAY
- ☰ Strategic Goals Feedback Community Dreaming Day
- ☰ Wonder Wall data gathering

Overall summary sent to all families with invitation to participate in follow up survey

📄 Summary Community Dreaming Day Consultation Outcomes March 2026.docx

The Outcomes: Raised profile of the work of the Board and the incredibly knowledgeable, committed and engaged educational staff at OLSOS

Revised Mission:

Updated three year strategic roadmap under each of our goals

Updated the wording underpinning the three strategic goals to best reflect the adjustments based on community feedback

Repopulated Annual Plan as seen in this document.

Mission
Nurture faith
Build community
Strive for excellence
Act with compassion and mercy
Inspire curiosity and joy of learning

Build a connection with mana whenua

Ngai Tai te Tamaki Pou - Te Ahurea Oranga Me Te Tuariki (Cultural Identity)
Ngai Tai te Tamaki Pou - Te Reo Rangatira (Language)

Investigate opportunities to engage with Ngai Tai te Tamaki and take appropriate action

Investigate opportunities to engage with Matariki Marae and take appropriate action

Semester 1 Update:

Kapa Haka Roopu meeting weekly from week 4 of Term 1, learning tikanga, te reo, and practicing items for Kapa Haka Festival and in preparation for other opportunities to perform, welcome and taitoko as appropriate.

Indicated interest in engaging with Ngai Tai te Tamaki when they sent their expression of interest email from their new education engagement facilitator and responded with several dates to their follow up email to begin engagement process. Awaiting confirmation of date.

Actively supporting the re-engagement of an East Auckland Koanga Kapa Haka Festival in 2026. Louise is sitting on the establishment committee alongside our Kapa Haka Tutor and local council representatives with members of Matariki Marae and is responsible for setting up comms out to the local HPPA schools and hosting the documentation for expressions of interest (so far 38 schools). We are hoping to secure one (or two) venues for Saturday September 19.

Kapa Haka Roopu is learning the new song written by our Kapa Haka Tutor, Matua Hone, which we will perform alongside other rūpu at the renaming ceremony of Matariki Marae in Uxbridge Road later in the year (October)

Ensure OLSOS continues to uphold our Catholic Character which sits at the heart of a Catholic school.

Review processes and practices in line with Being Church in Aotearoa New Zealand Catholic Schools

<i>Ngai Tai te Tamaki Pou - Te Ahurea Oranga Me Te Tuariki (Cultural Identity)</i>	Semester 1 Update: Leadership selecting 1 item from the document to reflect on at each meeting. Thoughts are documented in the weekly leadership meeting minutes for staff to see. Special Character subcommittee of the board have begun to use this document as a reflection tool themselves, including an item from the document to pose to the whole board at each months meeting to discuss and reflect on school practices.			
Empower all stakeholders to be sustainable <i>Ngai Tai te Tamaki Pou - Te Taiao (Environment)</i>	Appoint Enviro lead teacher (s) and student leaders Continue engagement with Local Council, the schools network and PLD opportunities around sustainable praties Continue the Pest Cadet programme engagement Continue rubbish free lunch drive throughout the school Continue walking to school initiative to support sustainable fuel use and support parking and congestion around the school gates			
	Semester 1 Update: Lee and Laura have attended 2 local cluster meetings where we heard from other schools and shared ideas about how to be more sustainable. We gathered some ideas about our vege garden spaces and as a result planted winter vegetables with the enviro team to make Matakriki soup later in the year. Laura attended a day at the Auckland Botanical Gardens with the team focusing on sustainable actions. We have conducted our annual waste audit - unfortunately we have increased our daily waste - therefore the team will make presentations at the next few assemblies to encourage recycling correctly. We are enrolled in the pest cadetship for the second year in a row and Ethan from Pest free Howick will conduct 3 sessions with our team focusing on eradicating pest animals and plants from our gardens. This cadetship will conclude with a trip to mangemangeroa to see these pest free initiatives in action. Each week after our Monday liturgy our Enviro team leaders present a trophy to the class who has the highest number of rubbish free lunches and the class who has the highest number of children who walk at least 100 steps into school or bus to avoid congestion at our gate. We have introduced a box for recycling mobile phones in the office, money they charity makes goes towards cleaning our waterways.			