

CHARTER 2020



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AN INTRODUCTION

Ormiston Senior College (OSC), located in Flatbush, Auckland, is a multicultural, co-educational senior secondary school (approximately 800 students), catering for students in years eleven to thirteen, and has a decile rating of 7. It sits in the centre of a new, rapidly-expanding area of Auckland. The College opened to Year 11 students in 2011, growing to become a full senior secondary school in 2013.

Our charter is our key planning document and is the basis for all college activity. It sets out for the school, parents, families, whanau and wider school community, what the board intends to achieve for its students and how it will do this.

Our charter contains:

- Our Vision and Values Statement
- A strategic section (strategic plan) that outlines the board's strategic aims for the next three years. It reflects what the Board of Trustees is doing to make a difference for student achievement and progress, particularly for Māori and Pasifika students, and students with special education needs. It contains the 2019 Analysis of Variance.
- An annually updated section (annual plan) that identifies the board's priorities for the coming year (2020). It includes the board's actions to raise student progress and achievement.
- The Board Policy Review Plan
- Professional Learning Plan 2020

OUR LOGO

The school colours of olive and burnt orange have links to the predominant native tree of the local area - the kahikatea. These trees produce both green cones and orange/red berries. We see the kahikatea as an appropriate symbol for Ormiston Senior College as, being New Zealand's tallest native tree, it fits with our aspiration that Ormiston and its students will reach the highest heights in education and beyond. The colours are also sophisticated and contemporary, and in line with the 21st century focus of the college.

The logo has been designed to demonstrate Ormiston's innovative and holistic approach to learning, and the school's unique physical environment, while also making reference to local history. Based on the concept of educational and environmental life-cycles, it represents the continuous cycle of nurturing, growth and development through personalised learning and the gaining of skills needed for life-long learning. The constant flow of the design also emphasises the cycle of environmental sustainability within the school. Another important consideration in the design was the forging of strong relationships between students, staff and the wider community and the journey students will make from the college into life beyond the school environment. In Maori carving and pendant design, the twist represents the many paths of life and tells how the strength of the bond of friendship, loyalty and love will last forever.

OUR VISION AND VALUES STATEMENT

"Preparing and inspiring our students to achieve their very best in a global society"






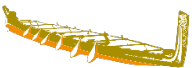


Ormiston Senior College acknowledges the vision, principles, values and key competencies in the New Zealand Curriculum and values the unique place of Maori as Tangata Whenua of New Zealand.

We value:

1. Personalised learning opportunities that are flexible and authentic and meet each student's aspirations and educational needs.
2. Achievement of excellence and a culture where success is fostered, celebrated and admired.
3. Supporting students to take responsibility for their own learning and for the learning of others.
4. Equipping students with the confidence and capability to pursue their preferred futures and lifelong learning.
5. A holistic education where, in addition to an academic focus, involvement in the wider life of the school is expected and valued. The wider life of the school could be cultural, enterprise, service or sporting.
6. Outstanding educators who foster curiosity, and inspire and support students to successfully push the boundaries of their abilities.
7. Teaching and learning based on leading edge research, the creation and sharing of ideas and knowledge, and a commitment to continuous improvement.
8. A stimulating and challenging culture where staff and students are open-minded and relate to each other respectfully and thoughtfully.
9. Diversity and the life experiences of others.
10. Integrating new technologies into the wide range of opportunities students are offered, to enable them to participate in a global world.
11. A strong connection with the local community where families and others are involved in the school, and students contribute in the community.
12. An exceptional learning environment which honours sustainability, environment and heritage.

OUR OSC NORMS

The OSC norms incorporate not only the college's vision and values but also the key competencies.

	<p>Kahikatea I strive to always achieve my best. No matter how tough things get I am able to persevere. The Kahikatea is a mighty tree that is resilient and grows tall out of the harshest of environments.</p>	Strive
	<p>Mokoroa I approach all experiences with an open mind. I continue to grow through observation and reflection. The Mokoroa goes through a great period of changing and learning as it grows from egg, to caterpillar, to chrysalis and finally to moth.</p>	Grow
	<p>Kea I am curious and seek to find answers using investigation and questioning. The Kea shows critical curiosity and explores the environment making tools and experimenting to problem solve.</p>	Inquire
	<p>Pukeko I am creative and innovative. I try to look at things in different ways, having fun and being bold in my choices. The Pukeko is comfortable with risk and is creative in taking opportunities that allow it to thrive in most environments.</p>	Create
	<p>Pungawerewere I use my prior learning to help with new learning and I look to make further connections with the wider world. The Pungawerewere makes meaning using its web, it can apply its web to multiple purposes including catching food, concealment, making nets, protecting young, even flying.</p>	Utilise
	<p>Waka I am a responsible and important part of the community. Aware of myself, I am able to work with others to achieve our goals. The Waka requires a team effort from everyone on board, paddling in unison results in greater collective success and efficiency.</p>	Contribute
	<p>Harakeke I respect everyone's ideas and feel comfortable sharing my opinion. Supporting the learning of others deepens my own understanding. The Harakeke is made strong by the relationships both within and between the leaves, combined together the leaves are strong as rope.</p>	Support
	<p>Papatuanuku I value and care for our environment; cultural, social and physical. Papatuanuku, gives life to all things, she is the foundation for culture and the idea that we are all connected through our environment.</p>	Value

PRINCIPLES

The curriculum at Ormiston Senior College is underpinned by, and consistent with the principles set out in The New Zealand Curriculum. Teaching and learning programmes must give effect to these principles.

High Expectations

At Ormiston Senior College:

Students are encouraged to accept self and collective responsibility for learning.

Standards of personal excellence are set which are designed to measure achievement, to extend each student and to widen their appreciation of the boundaries of their capabilities.

Students will develop the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world. Students will experience a broad education with a high level of competence in basic literacy and numeracy and across all learning areas.

Students will gain access to nationally and internationally recognized qualifications to encourage a high level of participation in post-school education in New Zealand.

Treaty of Waitangi

At Ormiston Senior College:

Increased participation and success is encouraged by providing instruction in Tikanga Maori (Maori culture) and including Tikanga Maori in all our ceremonies from our powhiri to our Awards Ceremony. We are also committed to providing professional learning for all teachers in culturally responsive pedagogy. The aim is for the teaching staff to come to an understanding of what Maori succeeding as Maori means. The college has created a position of Kai Arataki with specific responsibility for the oversight of Maori students. Policies and practices for the college are developed to reflect New Zealand's cultural diversity and the unique position of Maori enshrined in the Treaty of Waitangi.

Cultural Diversity

At Ormiston Senior College:

There will be respect for the diverse and ethnic cultural heritage of the New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific, and as a member of the international community of nations. Our Kai Arataki also has responsibility for the oversight of Pasifika students. International students enrolled in the college will enhance the cultural diversity of the school.

Inclusion

At Ormiston Senior College:

Students will realise their full potential as individuals, and will develop the values needed to become well-rounded citizens of New Zealand's society.

All students will have their abilities and talents recognised and affirmed.

All students learning needs will be addressed with special programmes developed for students with special needs and for students involved in extension across a range of learning areas.

Learning to learn

At Ormiston Senior College:

Learning initiatives are developed with a focus on students learning how to learn and reflecting on their own learning. These initiatives are implemented and monitored with a focus on student achievement.

Community Engagement

At Ormiston Senior College:

Information about the school and student involvement in activities is communicated through the Learning Advisors, the college newsletter, the website and college Facebook page. Community involvement and feedback is encouraged in all aspects of school life.

Parents are encouraged to make contact with staff about their students through the Learning Advisors and also through the "Student Led Conferences" Consultation with parents by the Board of Trustees is encouraged.

Coherence

At Ormiston Senior College:

Students will be offered a broad range of courses across all learning areas.

The pathways that the students choose will be the result of consultation between the Learning Advisors, students, parents, teachers and the careers department and will focus on the requirements for future learning beyond Ormiston Senior College.

Sustainability

At Ormiston Senior College:

The college will recognise the sustainable features of the building and grounds and incorporate these features into the learning programmes where possible. Sustainable practices will be carried out and considered within further campus development.

Future Focus

At Ormiston Senior College:

Enterprise programmes will be taught through programmes such as the Young Enterprise Scheme and also through the subjects of Business Studies, Economics and Technology. These programmes explore what it is to be innovative and entrepreneurial.

Citizenship and what it means to students in the school and in the wider community will be developed in classes, through the Duke of Edinburgh programme and via the role of the Learning Advisor.

Globalisation – the concept of New Zealand's place in the world and the growing interconnectivity of the world is incorporated into the Learning Guides for all subject areas and through the college's wider philosophy.

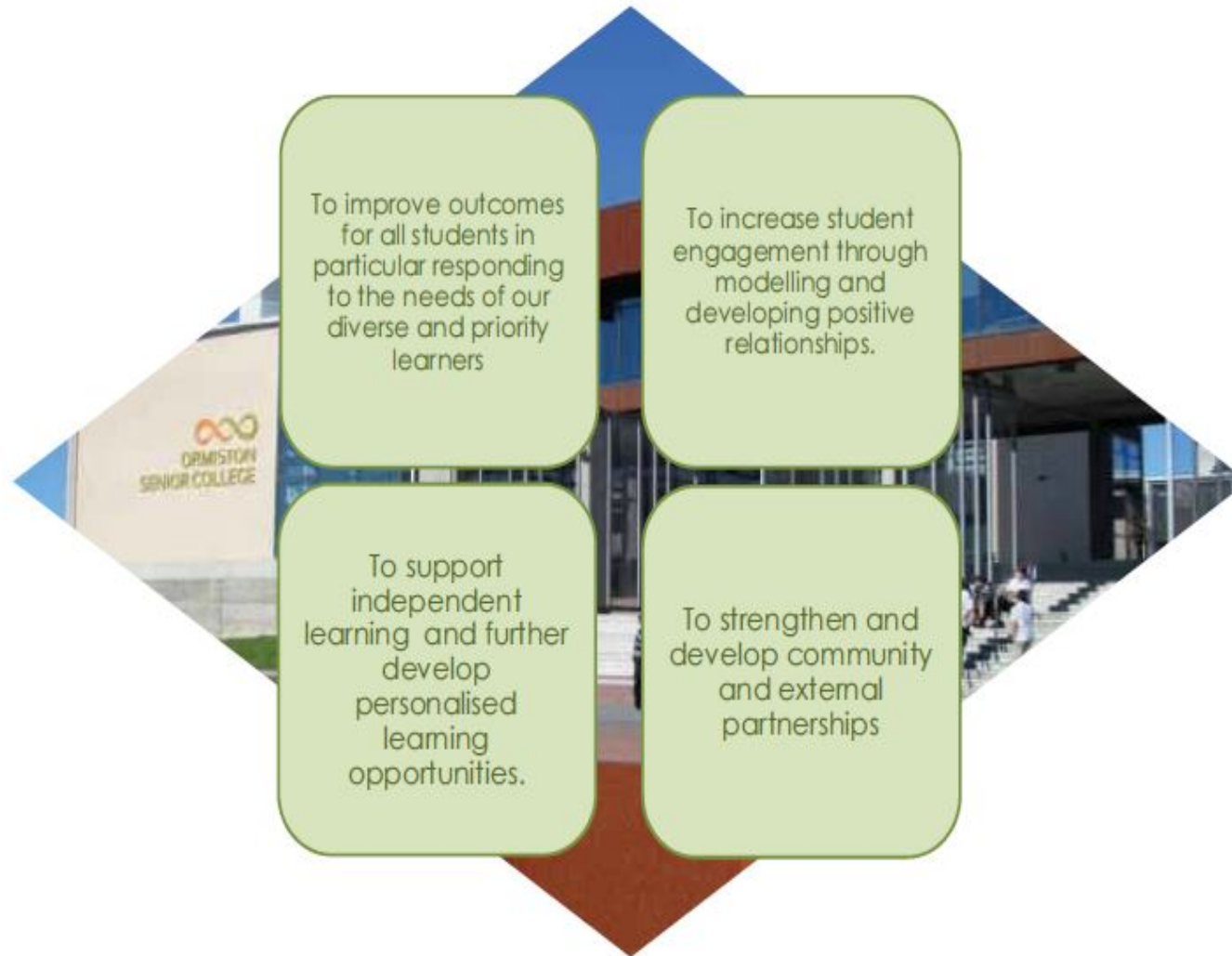
KEY COMPETENCIES

- Key Competencies are the capabilities people need in order to live, learn, work and contribute as active members of their communities.
- The College is developing a whole school culture where key competencies are talked about and modelled, encouraged and practised.
- The competencies are incorporated into teaching and learning plans.

Key Competencies	Description to a learner
Managing Self	<p><u>Risking:</u></p> <ul style="list-style-type: none"> • Giving it a go • Exposing yourself to uncertain outcomes <p><u>Goals:</u></p> <ul style="list-style-type: none"> • Establishing personal goals and strategies to achieve • Aiming high <p><u>Initiative:</u></p> <ul style="list-style-type: none"> • Self-starting, self-motivation • Being primed and ready to go <p><u>Reflecting:</u></p> <ul style="list-style-type: none"> • Learning from experience • Shifting focus • Self-assessing
Relating to Others	<p><u>Giving:</u></p> <ul style="list-style-type: none"> • Time, energy, support, care and ideas <p><u>Taking:</u></p> <ul style="list-style-type: none"> • To be able to accept all of the above and put yourself second at times <p><u>Active listening:</u></p> <ul style="list-style-type: none"> • Showing interest in others and the conversation • Negotiating with others <p><u>Respect:</u></p> <ul style="list-style-type: none"> • Accepting others without judging • Showing courtesy • Developing empathy
Thinking	<p><u>Processing:</u></p> <ul style="list-style-type: none"> • Planning, doing, reviewing and applying <p><u>Creativity:</u></p> <ul style="list-style-type: none"> • Looking outside the square <p><u>Critical Thinking:</u></p> <ul style="list-style-type: none"> • Intellectual curiosity • Finding out for yourself • Using inquiry and research skills <p><u>Problem Solving:</u></p> <ul style="list-style-type: none"> • Being presented with a challenge and actively seeking a solution <p><u>Independent Thinking:</u></p> <ul style="list-style-type: none"> • Produce independent ideas to contribute to a solution and to group ideas <p><u>Reflecting:</u></p> <ul style="list-style-type: none"> • Reflect on own learning, ask questions and challenge assumptions
Using Language, Symbols and Texts	<p><u>Literacy:</u></p> <ul style="list-style-type: none"> • Using words to create meaning in a range of contexts <p><u>Visual:</u></p>

	<ul style="list-style-type: none"> Using and recognising visual language and movement in communication and learning <p><u>ICT:</u></p> <ul style="list-style-type: none"> Confidently use ICT and technology to access and provide information and to communicate <p><u>Numeracy:</u></p> <ul style="list-style-type: none"> Develop and use number symbols and text
Participating and Communicating	<p><u>Communities:</u></p> <ul style="list-style-type: none"> Be actively involved in family, whanau, school and local community <p><u>Connections:</u></p> <ul style="list-style-type: none"> Building positive relationships with others (with others in class, at school, at home and in the local community) <p><u>Groups:</u></p> <ul style="list-style-type: none"> Working with others to complete a common goal Contributing appropriately Following rules Actively listening to others

STRATEGIC GOALS 2020 - 2022



STRATEGIC PLAN 2019 – 2021 AND ANALYSIS OF VARIANCE



Key Improvement Strategies for Annual Goal 1

Strategic Driver: Success			
What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?			
Strategic Goal 1: To improve the outcomes for all students, in particular, responding to the needs of our diverse and priority learners		Annual Goal 1: To pilot alternative ways (other than NCEA Level 1) to measure progress and achievement at Year 11. To strengthen our culturally responsive pedagogy in order to address the needs of our Maori and Pasifika learners	
Baseline data. Where are we now? Curriculum areas have planned Year 11 courses and are considering what should be assessed in readiness for NCEA Level 2. Numeracy achievement has been built into the Maths Year 11 programme Maori and Pasifika achievement at level 2 is below the national average. Pasifika achievement at level 3 is below the national average.		Targets <ul style="list-style-type: none"> • To develop processes to measure student progress at Year 11. • For all Year 11 students to gain Level 1 Numeracy and Literacy. • To develop and evaluate a reporting system for Year 11. (SLT) • 2019 Maori and Pasifika achievement at Levels 2 and 3 to meet national levels for Decile 7 schools. 	
Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices For each curriculum area to trial different methods of assessment (written, oral, visual, project based, exhibition, rubrics linked to curriculum levels, experiments) to measure student progress at Year 11. For each Curriculum area to evaluate the assessments methods for Year 11	When T1 &2 T1 &2 T2 T2	Who All All CLs SLT	Indicators of progress. Curriculum Leaders collaborating on assessment methods. Methods trialled in each curriculum area

and standardise them within their subject.	T1	All	Ongoing through Curriculum Leader meetings
For each Curriculum leader to liaise with the DPs over these assessment methods in preparation for reporting home.			
For SLT to develop plain English methods of reporting to parents.	T3	All	Finalised in Term 2 by Deputy Principals and approved by Curriculum Leaders
To gather regular student voice from Maori and Pasifika students in their classes in order to implement and evaluate effective strategies for success.(every teacher)			Teachers collected student voice for their inquiries.
Culturally responsive PL			
To use external facilitators for culturally responsive pedagogy PL.			Facilitator used in Term 1 for culturally responsive Pasifika pedagogy.

ANALYSIS OF VARIANCE

To develop processes to measure student progress at Year 11.

Each Curriculum area developed a list of key skills and content knowledge linked to their subjects and the associated Achievement Objectives in the NZ Curriculum and tracked progress based on these skills and knowledge.

Math. Tools were created by Maths staff to assess students' 'knowledge and gaps' leading up to Year 11. These maintenance and mastery tests were used by all Level 1 Maths teachers to track students' progress in all strands of mathematics. Mid-year reports were based on the results gained from the maintenance and mastery tests. Students were given ample choice in their number assessment in terms of topics that they could engage in.

Science. The following assessment tools were used in the Biology, Chemistry and Physics courses: practical investigations, reports on real life applications, end of topic tests. Check point tests were developed for formative progress and development. Online testing was trialled using google forms.

Physical Education. Inquiry projects were presented through google sites. Written reports, presentations and voice recordings were assessed against Level 7 NZC in Physical Education and NCEA Level 2 standards. Google forms were used to produce self-marking learning opportunities that provided instant feedback to students.

Visual / Performing Arts (VPA) Students were assessed against NZC Level 7 Achievement Objectives (AOs) if they demonstrated they were producing work at that level. Learning Guide completion was used to track progress. Project based assessments, work presented at showcases and lunchtime performances were all tools providing authentic assessment opportunities.

Technology – Food Tech, DVC and Industrial Design Tech. The following measures were used across the Technology courses to track and assess progress: portfolios, presentations, frequent feedback – verbal and written, Level 6 AOs, checkpoints, the design process focussing on skills, long-term projects, modelling of outcomes.

Social Sciences

Business Studies offered authentic learning through the opportunity to develop a business which included: the designing, making or procuring of a product, a financial plan and a market place at one of our community events to sell their products.

In Economics, History and Geography there were a range of assessment tools used including: producing visuals such as posters to convey knowledge, group work, exhibitions and written assessments.

In Accounting, topic tests were used to assess understanding of key concepts.

English English combined existing NCEA assessments (one in each semester) with innovative, collaborative projects. In Semester One students worked in groups to identify a community issue and then to come up with a solution. These were presented on websites the groups created. In Semester 2 students again worked in groups, this time to write an anthology of short stories in a particular genre of their choice. From each group one of the stories was selected and turned into a short film. These were viewed by all year 11 students and assessed by a panel of English teachers. There was high engagement and agency in these projects.

For all Year 11 students to gain Level 1 Numeracy and Literacy.

Numeracy: This goal was not met. Of the Year 11 students who were at school from the start of the year 92% gained their Numeracy credits. This is in line with previous years and over the national average. Approximately 7% of Year 11 students started school in Term 3 or later and they did not have the opportunity of gaining all their Numeracy credits. They should gain Numeracy during Term 1 of 2020 when they complete their first Level 2 Maths or Stats standard. These students will be specifically tracked by the Maths Curriculum area. The target of a 100% numeracy pass rate was unrealistic in retrospect.

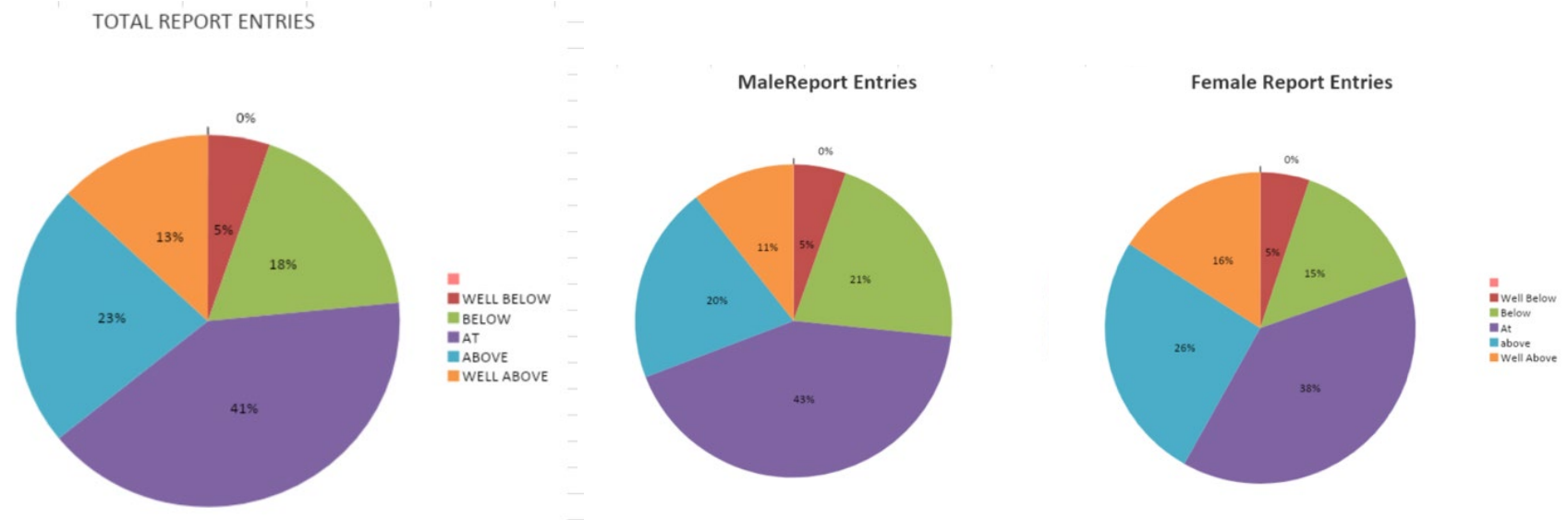
Literacy: This goal was not met. As with Numeracy, of the Year 11 students who were at school from the start of the year 92% gained their Literacy credits. This is in line with previous years and over the national average. The percentage reported by NZQA is 84.9 but this includes the 7% of students who were with us for less than half a year. Learning Advisors of the students who did not yet achieve Literacy will track their progress to ensure success in the first half of 2020.

To develop and evaluate a reporting system for Year 11

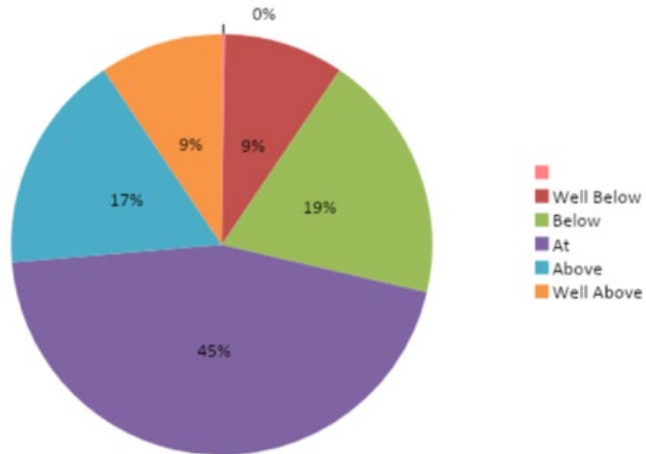
The Deputy Principals developed a report that was sent out at end of each semester. This report was skills based for each subject and indicated whether a student was below, at or above the expected level of achievement. The expected level was Level 6 of the NZ Curriculum.

The Curriculum Leaders selected the skills they would report on in their courses with up to 3 skills assessed in each course. Skills were reported on a 5 point sliding scale: at the expected level, above, well above, below, well below.

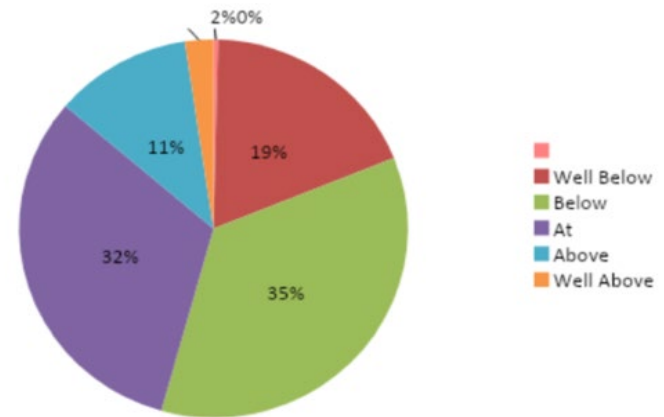
The results for all Year 11 students across all their courses after Semester 1 are aggregated here:



Pasifika Studnets results



Maori Students results



Community feedback on the new report was requested. Only 13 out of 250 families responded and 12 of these indicated that they agreed or strongly agreed that the reports contained satisfactory information for them that was readily understood. One reply was neutral.

2019 Maori and Pasifika achievement at Levels 2 and 3 to meet national levels for Decile 7 schools

NCEA Level 2 achievement for Pasifika

Level 2 achievement for our Pasifika students rose from 50% to 55.6% from 2018 to 2019. Our data shows that 11 out of 20 students achieved. This is below the national level which for 2019 was 69%.

Of the 9 that did not achieve, 2 left during the year, 3 arrived late, so 5 did not complete a full year. One of the 9 was one credit off passing and has achieved that through summer school which takes the percentage pass rate to 60%. That leaves three who were at school all year who did not achieve. Two of these should achieve Level 2 this year.

Five of our Pasifika students who gained Level 2 left at the end of their Year 12: 2 to other schools and 3 to a career pathway.

NCEA Level 3 achievement for Pasifika

Achievement is sitting at approx. 33%, the same as 2018 as against a national average of 56%. Our headcount indicates that 8 out of 20 students achieved (40%). In April we had 17 Year 13 Pasifika students indicating that three Pasifika students did not have a full year with us.

Some students who did not achieve were difficult to motivate because they did not have a specific goal they were working towards or a career pathway they were pursuing. The Careers dept and Learning Advisors worked closely with the students who were at risk of not achieving, offering them short STAR courses which gave them some success and several attended a NZ Sports Institute programme during the holidays. However, absenteeism, difficulty of accessing families and inability to help them find a direction led to low motivation and drive. The Careers department organised for a group of six boys to be interviewed by a trades specialist about apprenticeships and the school also organised for these boys to sit their learners licences. Two of these students did gain their learners licence which opened the pathway for them to progress to their restricted licences and thus be eligible for apprenticeships. The boys had also had the option from the start of the year to attend an MIT Trades course two days a week alongside 3 days at school but none of them took this opportunity. We also had outside providers coming in to school to assist some students to enrol and transition to the providers. Nearly all of these boys had gained Level 2 the previous year. Their Gateway programme which gave them practical skills helped them to meet this goal in 2018. For these boys it may well have been better for them to go straight from Level 2 into the workforce or training, but families told us they wanted their boys to finish school. Two new courses introduced this year – the Police course and Financial literacy alongside offering an onsite drivers licence programme will provide further opportunities for our year 13 students in 2020.

NCEA Level 2 achievement for Maori.

While the NZQA data for NCEA Level 2 achievement for Maori indicate that 47% achieved, on our headcount of the actual students we have 8 out of 15 achieving (53%). NZQA counted in two students who did no Year 12 schooling during 2019 (their count was 17 students) – one was doing a Level 1 course, the other did not come into school and was only taken off the roll in May after all efforts to get them here failed. Two further students left for employment and another arrived half way through the year with no grades and yet another had major attendance issues and support agencies were involved with the family. Four students who were with us all year did not achieve. Two of these have since gained Level 2 through summer school. The final figure is 10 out of 15 students achieving which is on a par with the national average for Maori students.

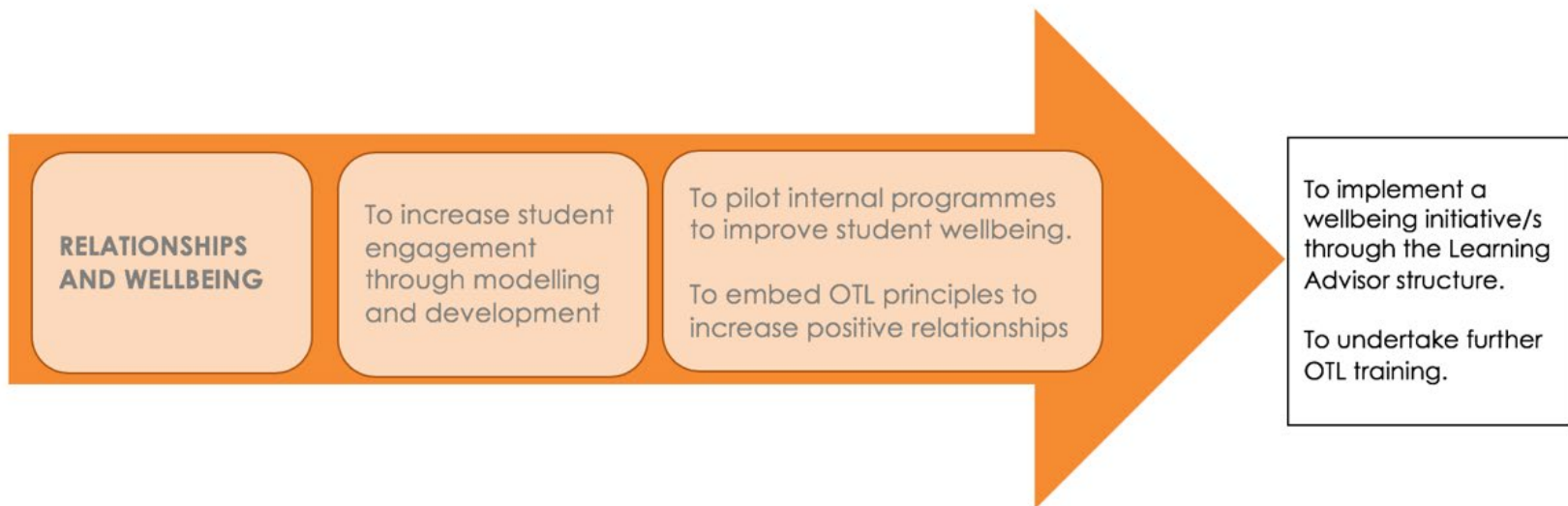
These statistics are up on the same cohort's 2018 achievement where just 33% gained NCEA Level 1.

Of those Level 2 Maori students who achieved, three have left school, have been accepted into tertiary courses and have begun their career pathways. One has, in the three months since leaving school, completed a Level 4 Hotel Management course and has been accepted into a Level 5 programme.

NCEA Level 3 achievement for Maori. Only one of our five students who identified as Maori achieved NCEA Level 3. Two of the others left school well before the end of Term 2 but are still counted in our statistics. Two others had intermittent attendance and other causal factors affecting engagement and achievement. Interventions and support put in place was not successful in helping these students to gain NCEA Level 3. One of these students however did gain NCEA Level 2 which was their goal.

STRATEGIC PLAN 2019-2021

STRATEGIC DRIVER	STRATEGIC GOAL	2019 ANNUAL GOAL 2	TARGETS
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Key Improvement Strategies for Annual Goal 2

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

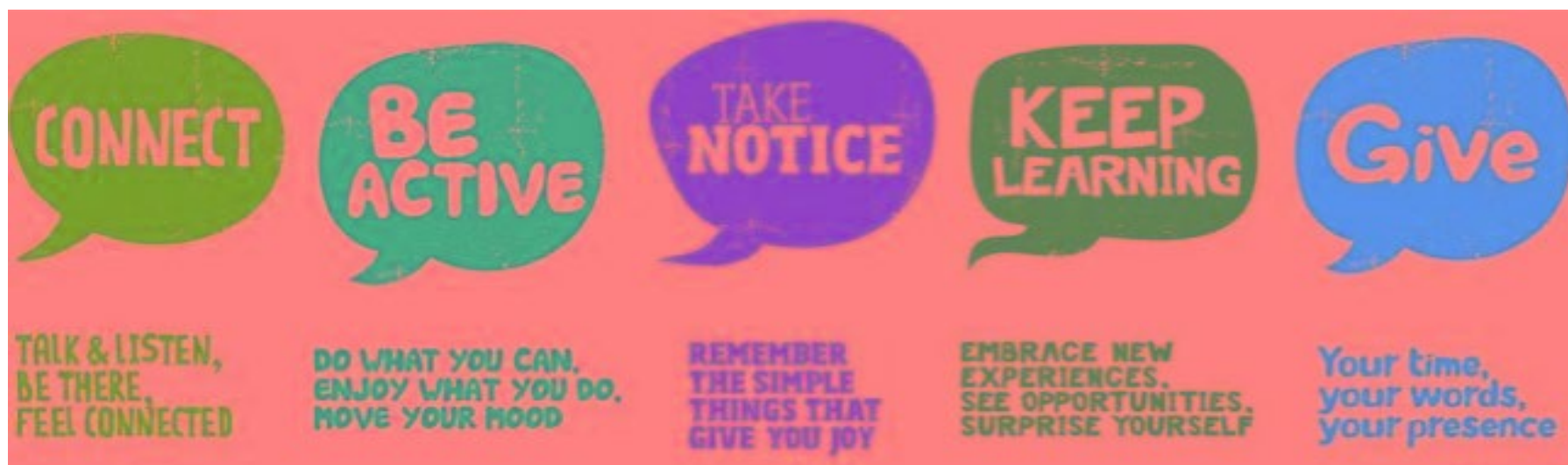
Strategic Driver: Relationships and Wellbeing			
Strategic Goal 2: To increase student engagement through modelling and developing positive relationships		Annual Goal 2: To pilot internal programmes to improve student wellbeing To embed OTL principles to increase positive relationships.	
Baseline data. Where are we now? Wellbeing data from Term 2 2018 survey analysed Counsellor's 2018 report tabled with principal indicating trends and patterns Contact made with outside expert in mindfulness and proposal for a pilot programme discussed LAs canvassed by Team Leaders for their willingness/ability to engage with wellbeing initiatives		Targets To implement a wellbeing initiative/s through the Learning Advisor structure. To undertake further OTL training	
Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices	When	Who	Indicators of progress.
To pilot a mindfulness programme in the school facilitated by an outside provider.	Term 2	External	Mindfulness programme in term 2 attended by a number of our staff and staff at Ormiston Primary School.
To survey students to measure the effectiveness of wellbeing initiatives piloted in 2019	Terms 2 and 3	Team leaders	
To model wellbeing strategies in our staff PL.	ongoing	SLT	Term 1 and 2 professional learning
Use Hauora curriculum	Term 3	LAs	
Start with wellbeing initiatives that are able to be introduced safely by LAs – eg sleep and routines, exercise, healthy eating			

ANALYSIS OF VARIANCE

To implement a wellbeing initiative/s through the Learning Advisor structure

Wellbeing initiatives included this following:

- In Term 1 Mike King spoke to the whole school about mental health and provided strategies to deal with anxiety, anger and depression. The counsellor saw an increase in the number of students in the weeks following this address. There was also an increase in students noticing changes in their peers' behaviour or mood and reporting these to the counsellor who then followed up with these students.
- The counsellor and one of the Assistant Principals attended a two day conference on student wellbeing at the end of Term 3.
- A Wellbeing focus took place in Term 3 run through the Learning Advisor structure. This focused on the basics of wellbeing with our students – routines, healthy eating, getting enough sleep and regular exercise. Students were asked to look at one area of their wellbeing and monitor it for a week. Students were keen to consider their own habits and how they might be improved. They were also eager to share the changes they had made to diet or sleep patterns for example.
- Students were asked to consider the four aspects of Hauora as exemplified by the chart below. Students identified where they felt their wellbeing was strongest and where they would like to develop and set some goals. This exercise was an individual and personal exercise and not shared with the group or the Learning Advisor.



Mental and Emotional Wellbeing <ul style="list-style-type: none"> - Learn new skills - Reading - Being curious - Making time for hobbies - Planning and time management - Putting 1st things 1st - Self-expression - Fun - Problem-solving - Expressing emotions and feelings 	Social well-being <ul style="list-style-type: none"> - Face to face interaction - Time out to recharge - Shared activities with others - Family time - Device-free friend-time - Board games? Movie night? Pizza night? - Compassion - Including others - Cultural experiences - Being with others
Physical Wellbeing <ul style="list-style-type: none"> - Having breakfast - Daily Activity (Cycling/walking/sport/dance/Gym etc) 	Spiritual Wellbeing <ul style="list-style-type: none"> -Positive self-talk -Reflection

<ul style="list-style-type: none"> - Reducing sugar - Getting your sleep - Reducing screens before sleep! - Winding-down time - Sensible snacking - Sport - social or competitive - Physical activity and training - Mindful Relaxation - Eating "real food" - Flexibility 	<ul style="list-style-type: none"> -Being in nature - Serving others - Meditating - Prayer - Create art/poetry/writing - Journaling - Practising thankfulness - Mindfulness - Values reflection and activities that reflect your values - Cultural experiences
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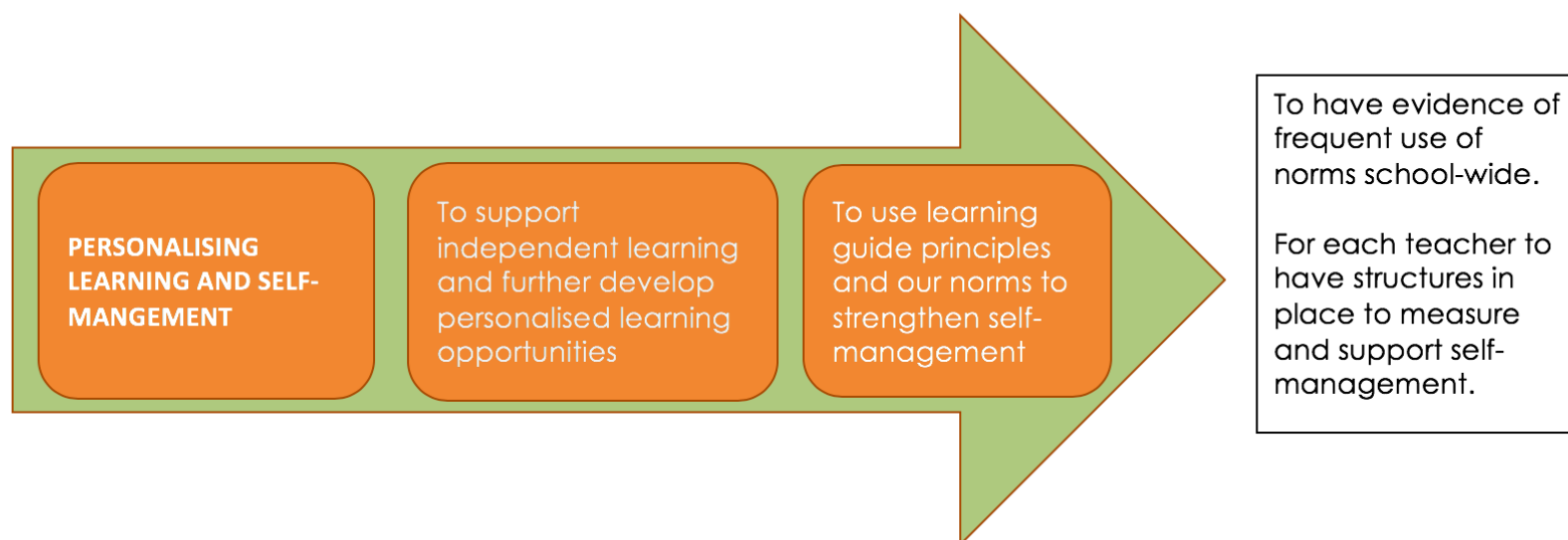
- Simple wellbeing activities were introduced to encourage everyone to consider the wellbeing of others.
- A PE week during Term 3 also focused on physical and mental wellbeing, offering lunchtime activities from exercise to yoga. Ownership was given to some Year 11 PE classes to run the lunchtime sessions.
- Staff were offered a subsidised Mindfulness programme with a view to a programme being run for students in 2020.
- 170 of our students took part in a national-wide survey: *The Health and Wellbeing of Secondary School Students in NZ*. This was a wide-ranging survey developed, administered and analysed by four of NZ's universities. The findings of this survey from the students at Ormiston were sent to us at the end of 2019 and will form the basis for planning the wellbeing programme in 2020.

To undertake further Open to Learning training

Open to Learning conversations were revisited during Professional Learning in Term 1 and 2. This has involved:

- Going back to the presentations by Prof Viviane Robinson from 2017 and familiarising ourselves once more with the key principles and steps.
- Having Open To Learning conversations modelled by an Assistant Principal. This was done by him video recording an authentic conversation with an at risk student (with their permission) and then analysing it in the light of the OTL principles.
- Teachers having an OTL conversation with a student they had learning concerns about and sharing these with their professional learning group.
- The Assistant Principal modelled a second conversation with the same student re progress thus providing another resource for discussion and analysis.
- Teachers used the conversations they had as part of the evidence for their inquiries into student progress.

STRATEGIC DRIVER	STRATEGIC GOAL	2019 ANNUAL GOAL 3	TARGETS
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Key Improvement Strategies for Annual Goal 3

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

Strategic Driver: Personalising learning and self-management			
Strategic Goal 3: To support independent learning and further develop personalised learning opportunities.		Annual Goal 3: To use learning guide principles and our norms to strengthen self-management.	
Baseline data. Where are we now? Norms are used schoolwide but not in a consistent manner. Some data exists on self-management – eg for students in Year 12 who are able to have unsupervised Study instead of i-time. Year 12 i-time teachers have observed their students and will be putting more structure in for those students who need it. – eg more frequent checking in with teacher to review goals being met, keeping students close by who need greater supervision		Targets To have evidence of frequent use of norms school-wide. For each teacher to have structures in place to measure and support self-management.	
Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices To target Year 13 students who are struggling with self-management and provide more structure. For norms discussions to be a frequent part of LA conversations on a weekly basis. To collect student voice on the effectiveness of the learning guide principles and our norms in the teaching process. To use the data from student voice to refine our teaching programmes. To expand the promotion the Norms and PB4L practices within the school to include subject classes to imbed the practice as school-wide positive behaviours.	When	Who	Indicators of progress.
		All	
		All - linked to inquiries	

ANALYSIS OF VARIANCE

To have evidence of frequent use of norms school-wide

The year began with a focus on our Norms for Learning and Behaviour. These were introduced first by Learning Advisors at the parent interviews held at the end of January, then reinforced through the student diaries, the Learning Advisor groups and commons assemblies in February. Each of the eight commons is named after one of the norms and the icon appears on the wall at the entrance to the commons. This frequent referencing of the norms goes towards keeping them at the forefront. One activity Learning Advisors used was to get students to identify the norms they felt were their strongest and those they needed to work on. For example, when a number of students indicated that the Kea norm which is about curiosity was weak, they set an aim to ask a question in every class for a week.

As part of their weekly reflections students were asked to identify which of the norms they had employed in their learning during the week.

An online tool has been developed to assess each student's strengths and weaknesses in the norms. This is the *Norms web*. When students have completed a comprehensive questionnaire about how they learn, a graph is created mapping their strengths and gaps in the norms. Individual discussions with each student who had completed the questions ensued. From here students worked with their LAs to put in strategies to improve.

In Term 1 reports, dispositions linked to the norms were reported on by both the subject teachers and the LAs.

Students in each commons were made aware of the Awards system and the way it is based on the norms. This year students were able to nominate themselves for a particular award. This is heightening awareness of the norms. Norms are also used within courses to indicate which of the soft skills they are developing when they are completing a task or project.

For each teacher to have structures in place to measure and support self-management

The English curriculum area developed a rubric to track students' self-management. Students assessed their own capabilities and teachers also assessed students. The rubric was used in English and also in Year 12 i-times. See below.

Other curriculum areas set up digital systems which tracked the meeting of deadlines and checkpoints which is a key indicator of self-management. From here discussions were had with students about time management and what strategies might help them improve.

Google forms and spreadsheets were used to indicate task completion each week.

Digital spreadsheets were also used for students to track their own progress.

Student diaries were used to set goals on a Monday and reflect on progress on a Friday.



English Curriculum Area – Self-Efficacy Rubric

Behaviours and Characteristics	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Effort and Application	<i>Passive</i> approach to learning - lacks enthusiasm, energy and appears disinterested	Willing to learn and improve - mostly works hard, listens and is keen to receive advice	Pro-active in learning - seeks advice on how to improve and consistently strives to produce best	Encourages others and leads by example – is pro-active and helps others to engage and stay ‘on task’	Empowered and fully engaged in learning – role-model and sets standards for others to follow
Self-Regulation and Strategic Learning	Overly-Dependent on teacher – struggles to focus, distracts others, and lacks strategies for tackling tasks	Competent and able – can follow a plan, maintain focus on tasks, and work productively with teacher support	Confident and capable – is reflective, respectful of others, sees teachers as a resource, and is able to co-construct learning	Responsible and productive – controlled, increasingly independent, with a systematic approach to new learning	Independent life-long learner – effectively able to deconstruct any task in order to problem solve and produce high-quality work
Contribution and Collaboration	Unaware of own behavior and how it can negatively affect others - limited input or over-bearing approach to group work	Awareness of own behavior and how it affects group dynamic – understands views of self and others	Involved in group tasks - demonstrates a willingness to contribute to group and consider others’ viewpoints	Central Role in organising, planning and contributing to group – knows that success of the group is most important	Facilitates discussion and actively involves others in decision-making processes – fosters contribution and collaboration of others
Digital Competency	Distracted by digital devices – intentionally uses playing games, Facebook or texting as a way to avoid set work	Guidance required to use digital devices productively – needs teacher-direction and reminders to be ‘On Task’	Utilises digital devices well – focused and can make informed decisions regarding tools to support the learning process	Evaluates the best digital devices to use for specific tasks – control over a variety of tools as a way to enhance own learning	Ownership over a range of digital devices - is able to manipulate a variety of technological options to produce the best results
Cognition and Metacognition	Fixed Mindset: Holds deep-rooted beliefs that “ I can’t do it ” and is self-defeatist or rejects tasks without even trying	Open to Learning: Willing to “ Give it a go ” regardless of the size or difficulty of the task with teacher prompts	Enjoys Challenge: Accepts that being “ In the Pit ” is a cognitive part of the learning process and embraces this struggle	Growth Mindset: Able to self-initiate, self-modify, deconstruct big tasks and “ Chunk, Chew, Check ” their way to new learning	Genuine Agency: Strongly projects a self-determined approach towards new learning with an “ I can do anything ” attitude

STRATEGIC DRIVER	STRATEGIC GOAL	2019 ANNUAL GOAL 4	TARGETS
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Key Improvement Strategies for Annual Goal 4

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

Strategic Driver: Community and culture			
Strategic Goal: to strengthen and develop community and external partnerships		Annual Goal. To promote and communicate our Year 11 programme to the community through a range of media. To increase community involvement in school events.	
Baseline data. Where are we now? Year 11 programme introduced to the community through community meetings in 2018 and through material on the website. All Year 11 families have had an enrolment interview where our new Year 11 programme was explained. Website up-to-date Most up-to-date parent voice was almost two years ago. It showed families were happy with level of communication home and the teacher at OSC.		Targets To profile our Year 11 programme to the community at the end of each semester. To gain feedback from the community about Year 11 student reporting system. To survey the Ormiston families regarding community events at the college	
Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices	When	Who	Indicators of progress.
To incorporate in teaching programmes aspects of learning that could be displayed or exhibited or performed in order to be able to profile the programme. Develop a survey for Year 11 parents at the end of Semester 1 to be repeated at the end of Semester 2. To distribute a questionnaire to families at the student led conferences in June to seek feedback about level of community participation.	Term 1 and 2	All	
	Term 2	Board/SLT	
	Term 2	Board	

ANALYSIS OF VARIANCE

To profile our Year 11 programme to the community at the end of each semester

Two Exhibition days were held- one at the end of each semester to showcase the Year 11 programme. The first showcase was held from 2:00 – 7:00pm on a week day at the end of Term 2. All families were informed on several occasions (emails, newsletters) about the event. Just over 50 out of a possible 240 families visited the exhibition. This was disappointing given the amount of preparation staff and students had put into the event. The showcase was subsequently profiled in the monthly newsletter.

At the end of Term 4 our second exhibition was held during school time only and families were again invited to accompany their son or daughter on the day. Even fewer families turned up to this occasion. However, within the school community all Year 11 students and teachers viewed and interacted with presentations and performances from all learning areas. Students were asked to evaluate the work that was showcased and provide feedback. This led to a number of students receiving special showcase awards at the Year 11 Awards Ceremony. It was worthwhile for students and staff to see the learning that was occurring across the curriculum and the day was extremely positive for the in-school community.

To gain feedback from the community about Year 11 student reporting system.

Progress reports were sent to all Year 11 families in the last week of Term 2. The access data indicated that by 18 July, 189 of the 238 families had opened the schoolkiwi link to access their child's report. 37 were not opened and there were 11 errors in email addresses.

Verbal feedback was gathered from 13 families. 12 of these happy with the report and had no questions. One family had not opened the report. In addition, an online survey with 3 questions was sent out in Term 3 Week 2 to all year 11 families. This survey asked the degree of satisfaction with the recent report and any changes they might suggest. There were fewer than 10 responses and these indicated families were in the main satisfied with the reporting format.

To survey the Ormiston families regarding community events at the college

Following the very low number of responses from the reporting survey in August a general survey about community events at the college was not sent out. When the survey was carried out in 2017 100% of the responses indicated they were happy with what the school was offering in the way of community events. The Board will consider what consultation with the community is required in 2020.

STRATEGIC PLAN 2020 -2022

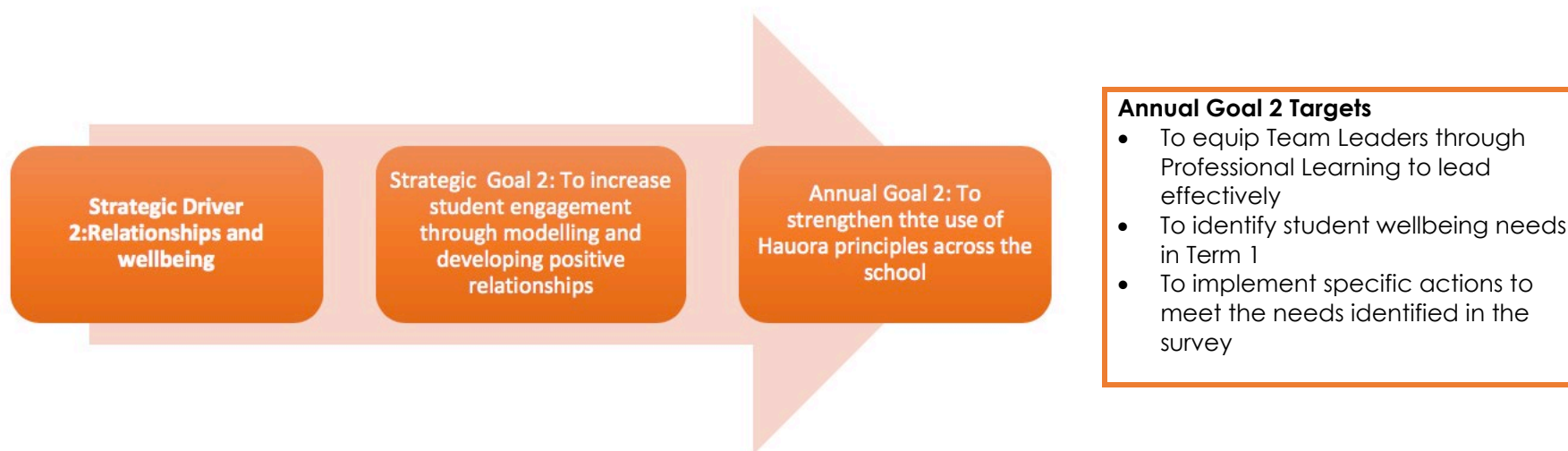
Strategic Driver	Strategic Goal	2020 Annual Goals	2020 Targets
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Key Improvement Strategies for Annual Goal 1

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?			
Strategic Driver: Success			
Strategic Goal 1: To improve the outcomes for all students, in particular, responding to the needs of our diverse and priority learners		Annual Goal 1: To measure the success of the 2019 Year 11 programme through the 2020 Level 2 results. To measure the effectiveness of our new courses in enabling success of our at-risk students. To strengthen our culturally responsive practices in order to address the needs of our Maori and Pasifika students.	
Baseline data. Where are we now? 74% of last year's Year 11 cohort have 10 or more credits at NCEA Level 2 45% have 15 or more Level 2 credits. 93% has some Level 2 credits. Our at-risk students will be readily identifiable early from this data. The students who do not have Level 1 Numeracy or Literacy will be readily tracked by LAs. Our at-risk students taking the new courses will be easy to identify early from their 2019 results. We have 2019 achievement data for Year 12 and 13 Maori and Pasifika students		Targets Our Level 2 NCEA results to be above 85% for those students who've been in the school from at least July 2019 . 75% of students in our new courses should gain at least 12 credits in these courses. For Year 12 and 13 Maori and Pasifika student achievement to match or exceed national averages for Maori and Pasifika.	
Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices.	Who	When	Indicators of progress.

Strategic Driver	Strategic Goal	2020 Annual Goals	2020 Targets
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Key Improvement Strategies for Annual Goal 2

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

Strategic Driver: Relationships and Wellbeing			
Strategic Goal 2: To increase student engagement through modelling and developing positive relationships		Annual Goal 2: To strengthen the use of Hauora principles across the school	
Baseline data. Where are we now? We have data from the national wellbeing survey from 2019 to inform this year's goals. Wellbeing conference identified and all Team Leaders booked to attend.		Targets <ul style="list-style-type: none"> • To equip Team Leaders through Professional Learning to lead s effectively • To identify student wellbeing needs in Term 1 • To implement specific actions to meet the needs identified in the survey 	
Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices	When	Who	Indicators of progress.

Strategic Driver	Strategic Goal	2020 Annual Goals	2020 Targets
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**Strategic Driver 3:
Personalising learning and
self-management**

**Strategic Goal 3: To support
independent learning and
further develop personalised
learning opportunities**

**Annual Goal 3: To use
learning guide principles to
drive learning.**

Annual Goal 3

Targets

- Learning Guide principles to be visible in teaching and learning.
- Students are able to identify how the norms are demonstrated in their learning.
- Students demonstrate self-management through purposeful use of the planner.

Key Improvement Strategies for Annual Goal 3

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

Strategic Driver: Personalising learning and self-management			
Strategic Goal 3: To support independent learning and further develop personalised learning opportunities.		Annual Goal 3: To use learning guide principles to drive learning.	
Baseline data. Where are we now? Learning guide principles inconsistently used or used but are not visible to students. Students know what the norms are but may not associate them with their day-to-day learning. Planner used well by a number of students but we need to raise the bar and have use more consistent.		Targets Learning Guide principles to be visible in teaching and learning. Students are able to identify how the norms are demonstrated in their learning. Students demonstrate self-management through purposeful use of the planner.	
Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices	When	Who	Indicators of progress.

Strategic Driver	Strategic Goal	2020 Annual Goals	2020 Targets
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Annual Goal 4

Targets:

- To deliver a success story through any media source once a month.
- To create an alumni network or database and a team to prepare for the 10 year celebration.
- To increase the visibility of Ormiston Senior College to the educational community.

Key Improvement Strategies for Annual Goal 4

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

Strategic Driver: Community and culture			
Strategic Goal: to strengthen and develop community and external partnerships		Annual Goal. To seek external opportunities to promote Ormiston Senior College successes	
Baseline data. Where are we now? Some success stories published in traditional media last year - of note: Business Studies and debating. Interest shown among staff to set up an alumni network and form a team to work towards 10 year celebration. Two staff members already booked to speak at external educational events or conferences.		Targets To deliver a success story through any media source once a month. To create an alumni network or database and a team to prepare for the 10 year celebration. To increase the visibility of Ormiston Senior College to the educational community.	
Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices	When	Who	Indicators of progress.

POLICY REVIEW PLAN

YEAR OF REVIEW 2019	AREA OF REVIEW	YEAR OF REVIEW 2019										
		February	March	April	May	June	July	August	Sept	Oct	Nov	Dec
Strategic Review	Charter	Approve Charter & send to MoE				Renew	Consultation					
	Strategic Aims		Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 3	Goal 4		
Regular Review	Policy	Delegation of Authority Framework	*Governance	*Policy on development and review	*Financial Management *Health/Safety Bullying prevention	*International Student policies (8) *Bullying Prevention	Strategic Planning, Self-Review and Reporting	Traumatic incident	*Int.Policy for recruitment agencies	Timetable	Int. refund of fees	
	Student progress & Achievement	NCEA Results 2018										
	HR	Living the Norms										
	Curriculum		Curriculum Leader NCEA Report									
	Budget	Update	Update against 1 March return								Draft Budget Approved	
Emergent Review	Government Initiatives											
	Local Initiatives						Community Consultation					
Board Process Requirements			Accounts to Auditor		Annual Report to MoE incl. analysis of variance	Appoint Chair			New Student Trustee Election		Board Self Review	

	AREA OF REVIEW	YEAR OF REVIEW 2020										
		February	March	April	May	June	July	August	Sept	Oct	Nov	Dec
Strategic Review	Charter	Approve Charter & send to MoE				Renew	Consultation					
	Strategic Aims		Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 3	Goal 4		
Regular Review	Policy	*Child Protection *Delegation of Authority Framework	* Complaints	*Governance *Policy development and review	*Bullying prevention	*Bullying Prevention *International (11)		*Attendance *Sensitive Expenditure	*	*Leave	*Protective disclosure	
	Student progress & Achievement	NCEA Results 2019										
	HR	Living the Norms										
	Curriculum		Curriculum Leader NCEA Report									
	Budget	Update	Update against 1 March return								Draft Budget Approved	
Emergen t Review	Government Initiatives											
	Local Initiatives						Community Consultation					
Board Process Requirements		Appoint Chair	Accounts to Auditor		Annual Report to MoE incl. analysis of variance				New Student Trustee Election		Board Self Review	

YEAR OF REVIEW 2021	AREA OF REVIEW	YEAR OF REVIEW 2021										
		February	March	April	May	June	July	August	Sept	Oct	Nov	Dec
Strategic Review	Charter	Approve Charter & send to MoE				Renew	Consultation					
	Strategic Aims		Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 3	Goal 4		
Regular Review	Policy	*Child protection • Delegation of authority framework	*Complaints *Police vetting	*	*Property	*Bullying prevention *international (8)	*	*EOTC	*Attendance	*	*	
	Student progress & Achievement	NCEA Results 2020										
	HR	Living the Norms										
	Curriculum		Curriculum Leader NCEA Report									
	Budget	Update	Update against 1 March return								Draft Budget Approved	
Emergent Review	Government Initiatives											
	Local Initiatives						Community Consultation					
Board Process Requirements		Appoint Chair	Accounts to Auditor		Annual Report to MoE incl. analysis of variance				New Student Trustee Election		Board Self Review	

PROFESSIONAL LEARNING PLAN 2020

Blue - Whole school PL

Orange - In curriculum teams

Green - In learning advisor teams

Purple - Appraisal

Professional Learning 2020 - The Rainbow Edition											
TERM 1	Week 1 28 - 31 Jan	Week 2 3 - 7 Feb	Week 3 10 - 14 Feb	Week 4 17 - 21 Feb	Week 5 24 - 28 Feb	Week 6 2 - 6 Mar	Week 7 9 - 13 Mar	Week 8 16 - 20 Mar	Week 9 23 - 27 Mar	Week 10 30 - 3 Apr	Week 11 6 - 9 Apr
To use learning guide principles to drive learning, including Māori and Pasifika lens.	27th - Akl Anniv	6th - Waitangi			DofE Bronze						
	No PL Learning Advisor Meeting	No PL Waitangi Day	Support Structures SENCO/LS/SCT ELL's	No PL Paid Union Meeting	PL TBC Waiting on DofE Staffing	Learning Guide Principles How they relate to your subject	Guest Speaker Learning Guide Principles, key messages and delivery.	Learning Guide Principles How they relate to your subject	Appraisal Meet appraiser (20 minutes)	Learning Guide Principles How they relate to your subject	Term Celebration Evidence towards end of year awards and the great Easter Egg Hunt
TERM 2	Week 1 28 - 1 May	Week 2 4 - 8 May	Week 3 11 - 15 May	Week 4 18 - 22 May	Week 5 25 - 29 May	Week 6 1 - 5 Jun	Week 7 8 - 12 Jun	Week 8 15 - 19 Jun	Week 9 22 - 26 Jun	Week 10 29 - 3 Jul	
To strengthen the use of Hauora principles across the school, including Māori and Pasifika lens.						1st - Queen's Bdy 2nd - Tchr Only Day		Cultural Week	Student Led Confr	Year 11 Showcase	
	Guest Speaker Hauora Introduction	Hauora What does this mean for us	Hauora Hauora in your team commons	Hauora Hauora in your team commons	No PL Time for prep for for ToD	ToD Reflect Time to reflect on ToD	Appraisal Meet appraiser (20 minutes)	No PL Prep for year 11 showcase and report writing	No PL Time for Student Led Conferences	Term Celebration Evidence towards end of year awards and the great ...	
TERM 3	Week 1 20 - 24 Jul	Week 2 27 - 31 Jul	Week 3 3 - 7 Aug	Week 4 10 - 14 Aug	Week 5 17 - 21 Aug	Week 6 24 - 28 Aug	Week 7 31 - 4 Sep	Week 8 7 - 11 Sep	Week 9 14 - 18 Sep	Week 10 21 - 25 Sep	
Supporting our students who are at risk of not achieving, including Māori and Pasifika lens.			6th NZQA T.O.D.				Tournament week	Exams	Exams		
	Guest Speaker Culturally responsive practice	Who do we need to support? Who are our students we are most worried about. Identification & strategy in teams.	TBC Waiting on NZQA	What can we do to support these students? Working in curriculum teams to strategise for at risk students.	What can we do to support these students? Working in curriculum teams to strategise for at risk students.	Interventions How can Learning Advisors further support	Appraisal Meet appraiser (20 minutes)	No PL Time for Marking	No PL Time for Marking	Term Celebration Evidence towards end of year awards and the great ...	
TERM 4	Week 1 12 - 16 Oct	Week 2 19 - 23 Oct	Week 3 26 - 30 Oct	Week 4 2 - 6 Nov	Week 5 9 - 13 Nov	Week 6 16 - 20 Nov	Week 7 23 - 27 Nov	Week 8 30 - 4 Dec	Week 9 7 - 9 Dec		
			26th - Labour Day			19th NZQA T.O.D.		4th - Yr 11 finish	9th Last Day		
	Tutorials Time for optional tutorials	Tutorials Time for optional tutorials	Tutorials Time for optional tutorials	Reflections Reflecting on the year and prep for annual goals	Reflections Reflecting on the year and prep for annual goals	TBC Waiting on NZQA	Annual Goals For 2021	Annual Goals For 2021			