Ormiston Senior College

Charter 2021

ORMISTON
SENIOR COLLEGE

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AN INTRODUCTION

Ormiston Senior College (OSC), located in Flatbush, Auckland, is a multicultural, co-educational senior secondary school (approximately 900 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 2020 Analysis of Variance.

- An annually updated section (annual plan) that identifies the board's priorities for the coming year (2021).

- The Board Policy Review Plan

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.

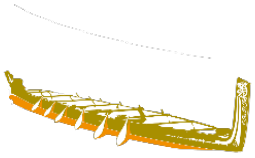
We value:

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.

	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.	Strive
	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.	Grow
	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.	Inquire
	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.	Create

	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.	Utilise
	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.	Contribute
	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.	Support

	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.	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

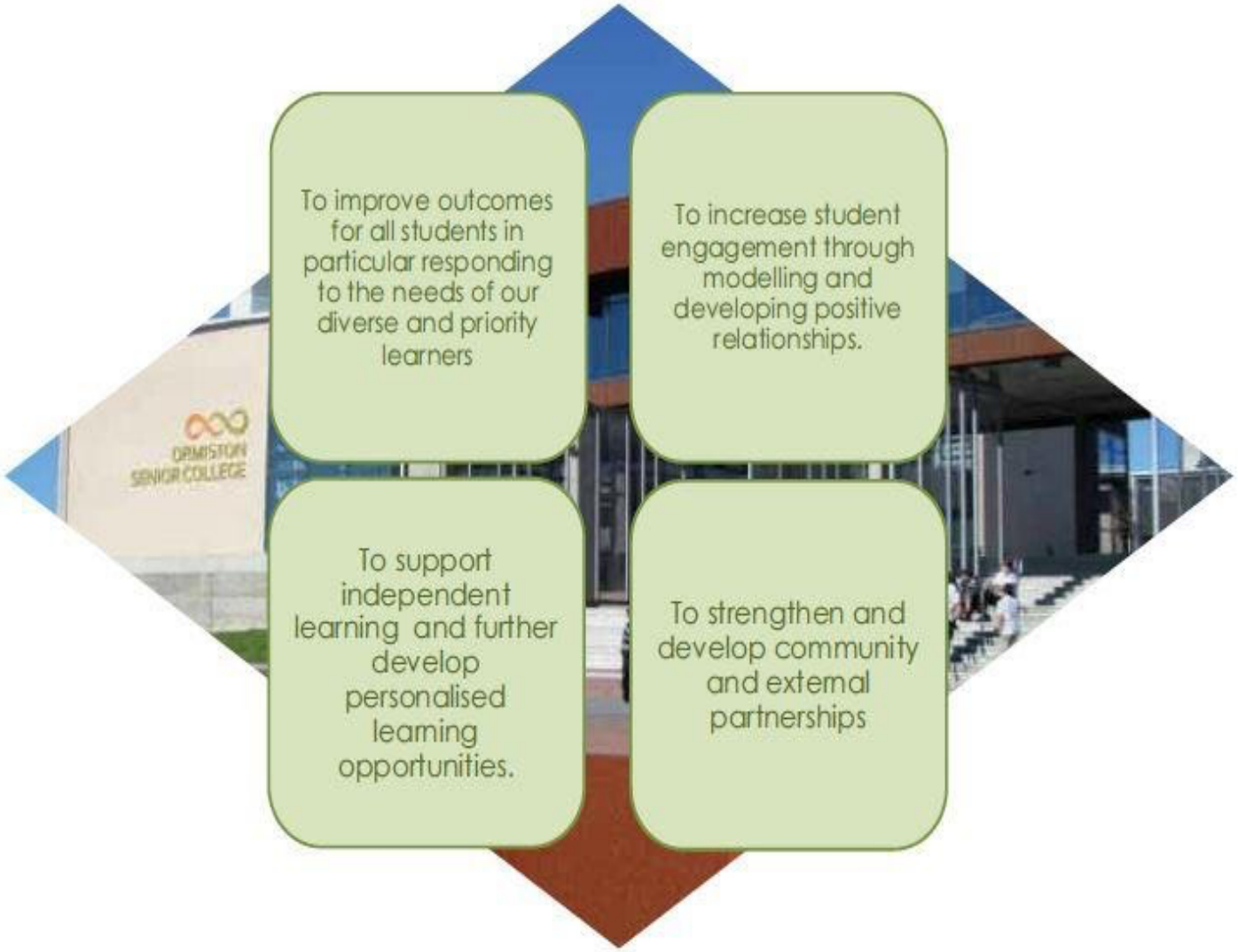
- Key Competencies are the capabilities people need in order to live, learn, work and contribute as active members of their communities.
- The College is developing a whole school culture where key competencies are talked about and modelled, encouraged and practised.
- The competencies are incorporated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

Key Competencies	Description to a learner
Managing Self	Risking: • Giving it a go • Exposing yourself to uncertain outcomes Goals: • Establishing personal goals and strategies to achieve • Aiming high Initiative: • Self-starting, self-motivation • Being primed and ready to go Reflecting: • Learning from experience • Shifting focus • Self-assessing
Relating to Others	Giving: • Time, energy, support, care and ideas Taking: • To be able to accept all of the above and put yourself second at times Active listening: • Showing interest in others and the conversation • Negotiating with others Respect: • Accepting others without judging • Showing courtesy • Developing empathy

Thinking	Processing: • Planning, doing, reviewing and applying Creativity: • Looking outside the square Critical Thinking: • Intellectual curiosity • Finding out for yourself • Using inquiry and research skills Problem Solving: • Being presented with a challenge and actively seeking a solution Independent Thinking: • Produce independent ideas to contribute to a solution and to group ideas

	Reflecting: • Reflect on own learning, ask questions and challenge assumptions
Using Language, Symbols and Texts	Literacy: • Using words to create meaning in a range of contexts Visual: • Using and recognising visual language and movement in communication and learning ICT: • Confidently use ICT and technology to access and provide information and to communicate Numeracy: • Develop and use number symbols and text
Participating and Communicating	Communities: • Be actively involved in family, whanau, school and local community Connections: • Building positive relationships with others (with others in class, at school, at home and in the local community) Groups: • Working with others to complete a common goal • Contributing appropriately • Following rules • Actively listening to others

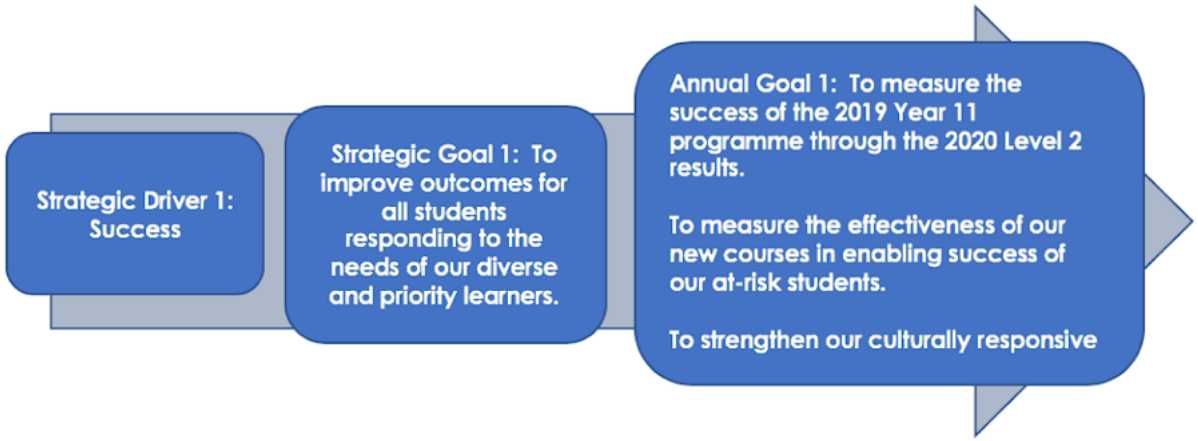
STRATEGIC GOALS 2020 - 2022



Ormiston Senior College Strategic Plan 2020 - 2022 &

Analysis of Variance 2020

Strategic Driver 1	Strategic Goal 1	2020 Annual Goals	2020 Targets



Annual Goal 1 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

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 measure the effectiveness 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 meet the needs of our Maori and Pasifika students.		
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 achievement at level 2 is at the national average. Pasifika achievement at level 2 is below the national average. Pasifika achievement at level 3 is below the national average	**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.**

NCEA L2 tracking - Term 1: Our Level 2 NCEA results to be above 85% for those students who've been in the school from at least July 2019 : Collate achievement for each student in each course to enable average 14 credit course entries For Year 12 and 13 Maori and Pasifika student achievement to match or exceed national averages for Maori and Pasifika.	JE/RP/BT		Markbook summaries available for each course teacher End of Term 2 tracking (Juy 2020) At risk students list to CLs & then teachers July: Clear pathways for all Year 13 Maori and Pasifika students Ach for M and P are being tracked according to their pathways, eg tracking for the trade.

Analysis of Variance

To measure the effectiveness of the 2019 Year 11 programme through the 2020 Level 2 results. Our Level 2 NCEA results to be above 85% for those students who've been in the school from at least July 2019 .

Our overall **Level 2 results** are sitting right on the national average. However, if we calculate the results based on the students who were in the school for 18 months or more before the end of Year 12, the pass rate is 84%. Our annual target for Level 2 pass rate was 85% for those students who were with us for at least 18 months. We were just 1% off this target. Approximately 35 students joined us for less than 18 months before the end of Year 12. These students achieved at a lower rate to the ones who had been with us for longer. There could be several reasons for this. Some came from overseas and had language challenges. In addition, they also had to gain the full 80 credits in one year. Others came from schools within NZ where the learning was delivered differently and took some time to adjust. The school considers that this measurement of an 85% pass rate for students who have completed 18 months with us is a valid way to assess the effectiveness of the Year 11 programme in preparing students for success in NCEA Level 2. The school will continue using this measurement target.

To measure the effectiveness of our new courses in enabling success of our at risk students. 75% of students in our new courses should gain at least 12 credits in these courses.

Financial Literacy Level 2
There were 18 students enrolled in the class. 12 students gained at least 12 credits – 67%. Of the remaining 6 students, three left before the middle of the year and the remaining three had significant attendance issues. If the stats were compiled using data pertaining to students in school until the end of the year the percentage gaining 12 credits would have been have been 80%.

Financial Literacy Level 3
There were 26 students enrolled in the course and 24 of these – 92% - gained at least 12 credits. This was an excellent result. Students saw the benefit of this course and were engaged in the learning throughout the year. This course certainly enabled success for our at risk learners.

Health Level 2
There were 22 students in the class. 11 students achieved 15 credits - 52% - and 2 students achieved 10 credits -10% -which resulted in 62% of the class achieving 10 credits or more. The HEALTH2 course was split into three internal achievement standards each worth 5 credits. These were selected by the students via student voice at the beginning of the year. The assessment tasks were based on student interest. Students had additional time for completion of the assessment tasks and a range of contexts and methods of submission. The Curriculum teacher reported that although the results weren't as good as they would have liked them to be it was still a successful course. Of the 6 identified at risk students, one arrived late, another left school well before the end of the year and the other four opted for a variety of reasons not to complete one of the standards. Achievement in the Health 2 course was above the national average. The number of Merits gained for individual standards was also pleasing.

Police 3
There were 22 students enrolled in the course. 41% or 9 of the 22 gained 10 or more credits. The course started strongly with high achievement in the first two assessments *Planning a Police Career Pathway* and *Fitness for the Profession* which were carried out before the first lockdown. However, several of the subsequent standards were practical or had to be carried out in conjunction with students from other schools and were unable to be completed. The SADD project and the Tough Guy/ Tough Girl challenge were two of these. Some students prioritised other subjects above the Police course, so in the second half of the year failed to complete assessments in the Police course. At least 4 students left before the end of the year. The course will be offered again in 2021.

Science 3
77% (17 of 22) students have gained 12 credits in overall Sciences. All internals had a pass rate of over 75%.
Science Level 3 was personalized according to student choice. However, certain standards were conducted at a specific timeframe. Science logs were created to encourage the Level 3 Science students to be more accountable for their learning. This was especially targeted at priority learners as the class struggled with time management. The students were given the resources in

this log so they could explore the resources at their own pace. Tutorials were run for the students so that they had extra guidance on how to write the reports. The students were given starter questions to help them unpack the questions.
Every student chose to be entered for Earth and Space Science and Earth and Space Science internal standards. This minimized the teacher's workload and allowed a more effective learning opportunity for students as well. It was easier to monitor and guide the students. The assessment was conducted online as lockdown was extended. The progress was monitored using "Classwork Zoom".
Two assessments were conducted at a time in Term 3. Chemistry and Physics at the beginning of Term 3 and then another Chemistry standard and a Biology standard during the remainder of the term. Some students chose to be assessed by presenting their findings orally. This was different to previous years where the students wrote a research report. Student response to this was very positive and another example of how learning and assessment was personalized to students' needs. This course was highly effective in providing opportunity for success for at risk students.

For Year 12 and 13 Maori and Pasifika student achievement to match or exceed national averages for Maori and Pasifika.

Maori student results

	NCEA Level 2	**NCEA Level 3**	**UE**
2020	**66.7%** (10 students)	**43%** (12 students)	**14.3%**
2019	60%	16.7% (5 students)	0%

Commentary

These are the official NZQA results. A detailed analysis of our students who attended all year indicates a higher pass rate. If students identify as both Maori and Pasifika they are counted by NZQA in both sets of statistics. At Ormiston we have counted our students only as Maori if they identify as both ethnicities. We had 12 Level 3 Maori students on the roll during the year. All these are counted by NZQA. However, only 9 of these students completed a full year's schooling. Of these nine, six achieved NCEA Level 3 which indicates a 66% pass rate for those students who completed the year.

Our school stats for NCEA L2 Maori students match those of NZQA's. The results for Maori students sit below the national average and below our targets although they are an improvement on 2019. Again the small number of students in this cohort mean it is difficult to plot trends or draw definitive conclusions from the data. Our focus is on providing relevant pathways for these students.

Pasifika student results

	NCEA Level 2	**NCEA Level 3**	**UE**
2020	**64.5%**	**45.5%**	**18%**
2019	63%	40.9%	18%

Again it should be noted that students with dual ethnicity are counted in both NZQA stats**.** 14 x Level 3 Pasifika students attended for some of Year 13. However, our records indicate that only 12 of them completed the year. The NZQA stats are based on 14 students. According to our records, of the 12 who completed the year, 7 of them or 58% achieved.

In Year 12 we had 26 Pasifika students, one of whom is an ORS funded student not entered for NCEA and 3 who left early. If the stats are calculated on students who actually completed a full year they are significantly higher. Our data indicates that 16 out of the 22 students who completed the year achieved Level 2. This is an achievement rate of 73%. The stats provided by NZQA put us below the national averages, but if the calculation is done using students who completed their year we are on a par with the National Pasifika stats at Level 2 but still below at Level 3 and UE.

The two lockdowns affected our Maori and Pasifika students' learning significantly with some having to take on child care in the home and others having to share a laptop or device amongst siblings. During the lockdowns more devices were distributed to our Maori and Pasifika students than any other group. We are continuing to work to address issues of inequity.

Strategic Driver 2	Strategic Goal 2	2020 Annual Goals	2020 Targets

Annual Goal 2 Targets

- To equip Team Leaders through Professional Learning to lead effectively
- To identify student wellbeing needs in Term 1
- To implement specific actions to meet the needs identified in the survey

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?		**Targets** To equip Team Leaders through professional learning to lead their teams 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.**
TL's to access expert PL in Wellbeing education	Term 1	Mark	Wellbeing in Education conference booked, 6-7 April 2020, all TL's to attend with Mark, Tim and Roz. Sept 13-14 conference a replacement
Students to be surveyed as to their Wellbeing needs	Term 1	Mark and Roz	Survey summary

Delivery of a general wellbeing programme	Terms 1 to 3	Mark, Tim, Roz	Mates for Dates programme has begun for year 11 students.
Delivery of a specific wellbeing programme meeting identified needs			PL in Term 3 will provide opportunities for programmes

Analysis of Variance

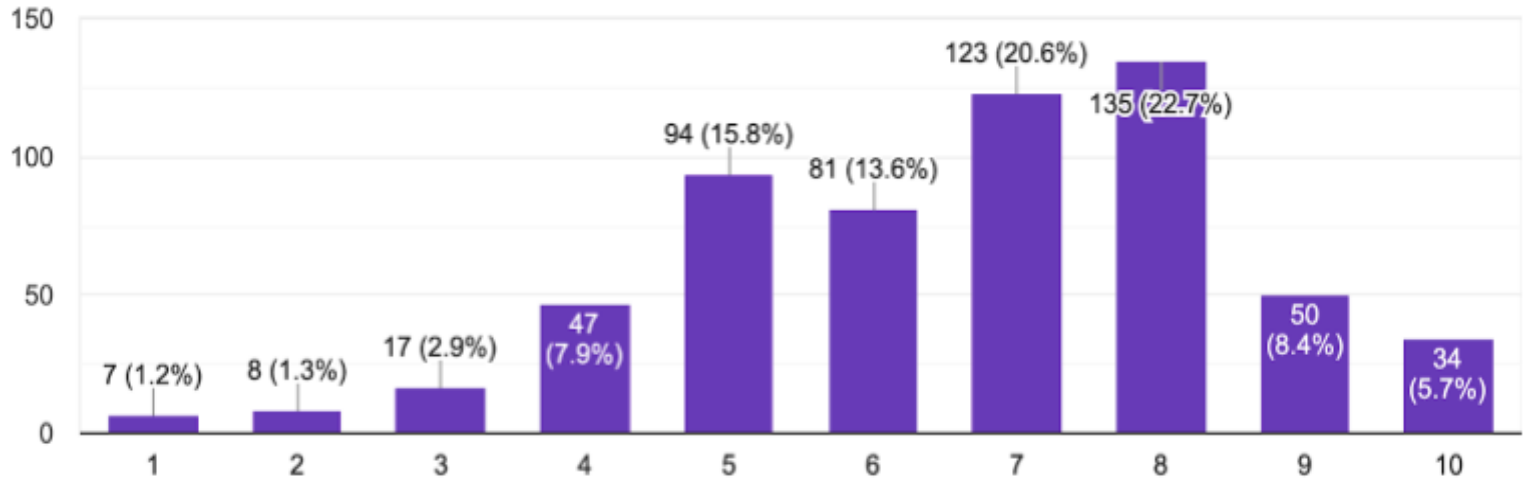
To equip Team Leaders through professional learning to lead their teams effectively.
The aim to send all the Team Leaders to a two day conference on wellbeing in schools was thwarted by the April lockdown. The course was rescheduled and rebooked for September but again was cancelled. This target was not met. In-school Professional Learning in Term 3 offered a wellbeing stream which some Team Leaders took the opportunity to attend. However, this was not completed because of the August lockdown and when the school reopened the focus was on students and the staff Professional Learning programme had to be modified.

To identify student wellbeing needs in Term 1
A comprehensive online student survey took place after the first lockdown. Almost 600 of our 745 of our students or 80% took part in the survey.

- 57.4% of respondents (342 students) rated their wellbeing at 7 or above with 84 of those students gave themselves a score of 9 or 10
- More respondents gave themselves a score of 9 and 10 than there are respondents who gave themselves a score of less than 5
- 13.3% of respondents (79 students) rated their wellbeing at less than 5 out of 10 with 47 of those students giving themselves a score of 4
- 2.5% of respondents (15 students) rate their wellbeing at the lowest scores of 1 or 2

2. How would you rate your overall wellbeing at the moment?

596 responses

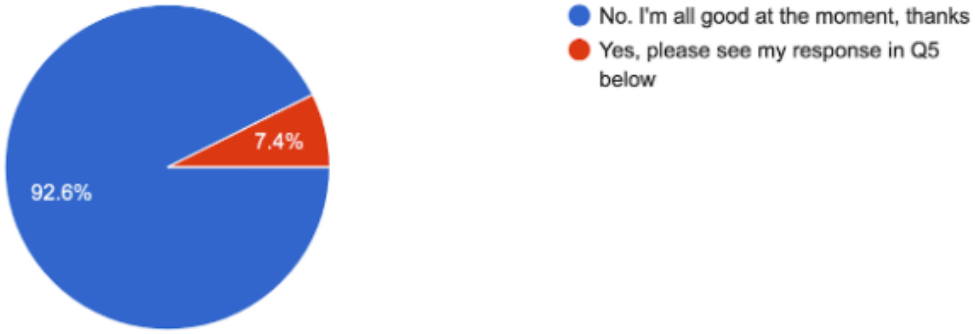


Challenges to wellbeing included the following:

- 58.4% of respondents (348 students) identified pressure from assessment deadlines
- 48.3% of respondents (288 students) identified anxiety about their future
- 17.1% of respondents (102 students) identified feeling lonely or isolated
- 12.6% of respondents (75 students) identified concern about money and my family's finances
- 5.5% of respondents (33 students) identified concern about Covid-19
- 3.6% of respondents (200 students) identified no challenges to their wellbeing

4. In terms of your wellbeing, is there anything you would like to know more about, or you would like more information on. It could be about anything - mental, social, physical, emotional or spiritual wellbeing. If yes, please describe what you would like to know in Q5. Thanks!

596 responses



There was request for more information about the following:

- Reducing stress and anxiety
- Better ways of asking for help
- How to control emotions
- Balancing school and work pressures
- Making friends
- How to relax
- Re-evaluate the place of Te Ao Maori in our school
- Mindfulness

To implement specific actions to meet the needs identified in the survey.

The following actions were taken:

- Course teachers modified their programmes in response to the assessment anxiety associated with the lockdown. Deadlines were pushed out and some assessments removed from programmes.
- The timetable was modified for the remainder of Term 2 to give students with practical subjects more in school time to work on portfolios or hands-on learning.
- All Year 11 students took part in a relationships programme called *Mates and Dates* funded by ACC and run by Nest Consulting. This was an hour a week programme for 5 weeks.
- Some teachers introduced mindfulness exercises to their classes.
- Learning Advisors had a focus on wellbeing during Learning Advisor times
- A proposed school-wide health expo was unable to be run, however small scale health presentations were organised and presented by students through the Health Studies programme. These were coordinated by the PEH Curriculum Leader in consultation with SLT, and were presented in expo style to students
- Students are encouraged and supported to be active leaders in our school and during the year a Year 13 student established a Prism group and organised a Pride Week (with the support of SLT). Both of these initiatives supported our LGBTQIA+ community and both will continue operating this year under the leadership of other students.
- Careers advice, a modified Careers expo and university presentations all positively impacted on wellbeing by providing guidance and advice.

Strategic Driver 3	Strategic Goal 3	2020 Annual Goals	2020 Targets

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?

<table>
<tr><td colspan="4">Strategic Driver: Personalising learning and self-management</td></tr>
<tr><td colspan="2">Strategic Goal 3: To support independent learning and further develop personalised learning opportunities.</td><td colspan="2">Annual Goal 3:
To use the learning guide principles to drive learning.</td></tr>
<tr><td colspan="2">Baseline data. Where are we now?
Learning guide principles may not be visible to all 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.</td><td colspan="2">Targets
Learning Guide principles to be visible in teaching and learning.

Students are to be able to identify how the norms are demonstrated in their learning.

Students can demonstrate self-management through purposeful use of the planner.</td></tr>
<tr><td>Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices

Learning guide principles discussed in Curriculum areas

Learning Guide principles to be visible in teaching and learning.

Students are to be able to identify how the norms are demonstrated in their learning.</td><td>When

5/3</td><td>Who

All</td><td>Indicators of progress.
PL Term 1- curtailed because of Covid shut down.
Foundation staff member presenting
Reflections in appraisals
Norms poster for students in lockdown.
PE using norms Kea and Pukeko at start of courses
Maths commons - norms more visible and new staff being upskilled.
SLC - students to focus on one or two to talk about.</td></tr>
</table>

Students can demonstrate self-management through purposeful use of the planner.			Signage with the verbs now visible - raises the profile of the norms. Enhanced personalised opportunities through tutorials after lockdown. TLs support LAs to check planners. Effective for LAs with weekly goals.

ANALYSIS OF VARIANCE

Learning Guide Design Principles:

1. Learning purpose is clearly communicated. The big ideas or skills developed in a learning guide are apparent. These should fall naturally out of the programmes of learning.

2. Learning is student centred. The learning takes students on a journey as most tasks are student centred.

3. Learning is differentiated - by process, context or product and content.

4. Learning can be completely independent of the teacher.

5. Learning is varied. Both within learning guides and from one learning guide to the next.

6. Learning processes are explicit. Where possible, learning behaviours (eg norms) and skills (eg thinking skills) are identified.

7. Learning is challenging. Tasks provide appropriate level of challenge to engage and sustain interest.

8. Learning is monitored. Could be through self-assessment and reflections, peer assessments, formative assessments, diagnostic assessments or other checkpoints.

9. Learning timeframes are indicated.

Learning Guide principles to be visible in teaching and learning.

- The year began with Professional Learning being led by one of our foundation staff who was instrumental in setting up the learning guide principles. Their sessions focused on the reasons for these principles and laid the foundation for new staff to understand the rationale and purpose of these principles.
- Reflection on use of the Learning Guides was part of the first appraisal meeting cycle.
- Teachers included learning guide principles on their online learning platforms
- Curriculum Leaders worked with their departments to make learning guide principles visible
- From English learning area:

- Student centred learning - giving students opportunities to make decisions about their learning. Students choosing texts to study and engage with due to their interests. Students actively involved in their learning. Students choosing how to present their knowledge, eg. written reports, using slide presentations, video / recordings.
- Students take ownership of their learning: When learners link content to their passions and interests, they have a greater stake in what they are doing. When they set personal goals, the learning becomes theirs. This sense of ownership leads to increased motivation. TKI - elearning- learner agency
- Making instructions explicit - adding labels to whiteboards. Lesson outcome, success criteria, key competency, homework, do now.
- Varied activities. Learning in groups, mixing up groups to foster socialisation skills, presenting learning in various ways, eg. seminar style presentations.
- Learning guides differentiated where no task is always the same to foster intrinsic motivation.
- Differentiated - personalised learning which includes individual conversations, different due dates, group work, peer feedback, providing alternate ways in which to present new knowledge, gamification style tasks to foster engagement
- Feedback and feedforward assessment practice.
- Assess when ready - explore in more detail on what this looks like for our learners going forward for 2021. TKI has a good range of resources. Dylan William has also written an article on 'Assessment for Learning ' which will form part of the department decision making in 2021.
- Conversations with team members, regular to ensure everyone is supported within the team.

Students are to be able to identify how the norms are demonstrated in their learning.

- A new norms poster was created by an AP for remote learning. This reinforced our way of learning even when not at school.
- The norms form part of weekly conversations between Learning Advisors and students
- Students all had to reflect on their growth in at least two of the norms in their Student Led Conferences at the start of Term 3. Feedback from teachers suggests students have a strong understanding of the norms and how they are vital for life-long learning.
- The verbs associated with each norm have now been added to the walls in each of the commons. Now with the greater visibility of the meanings of each norm students are becoming more conversant with the concepts
- Students were able to nominate themselves for a norms award for the Award Ceremony thus demonstrating understanding.

Growth

Kahikatea and Mokoroa

Continue to **strive** and **grow**, these are difficult times, but they will pass, continue to be resilient and stay motivated.

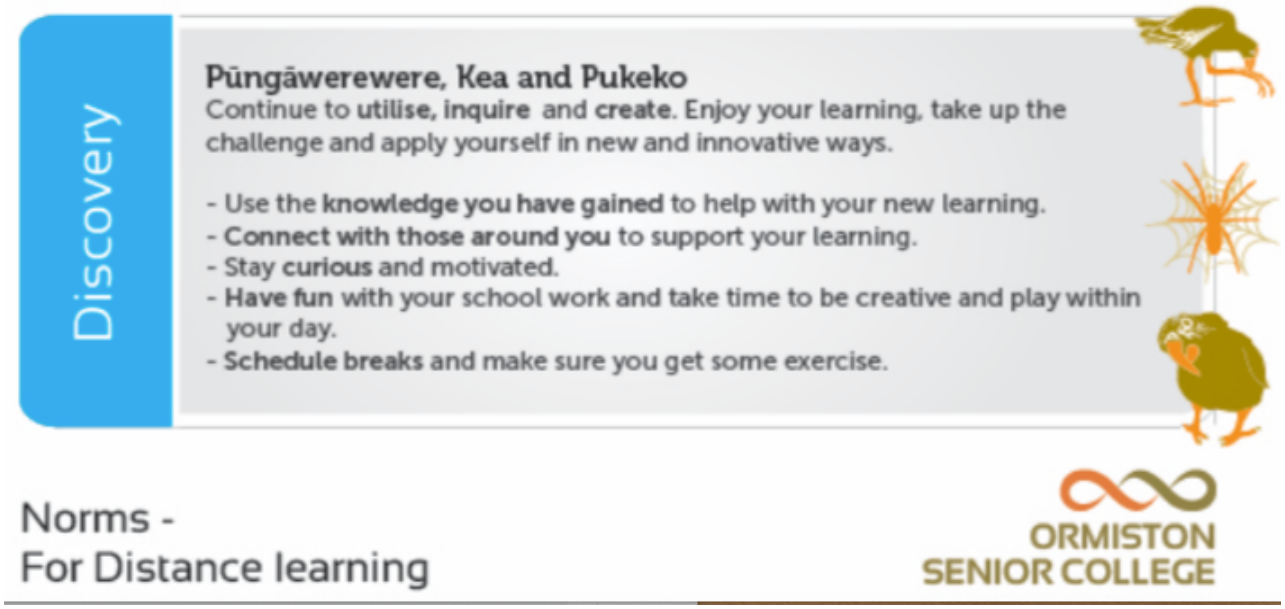
- Do what you can, when you can, each person's situation is different, your teachers will **empathise** with your situation, just let them (or your Learning advisor) know if you are struggling.
- Break **larger pieces** of work into **smaller chunks.**
- **Create plans:**
  - **Everyday,** even if it is small, set yourselves tasks to complete.
  - **Create weekly plans**, and share these with your Learning Advisor, set tasks that are realistic for you to achieve each week.
- **Take care of yourself**, stay positive and trust yourself to get things done.

Citizenship

Harakeke, Waka and Papatūānuku

Continue to **support, contribute** and **value**, yourselves and others. We are all in this together and we must be kind to one another.

- Speak and post politely, treat everyone with **respect.**
- **Help where you can** - at home and online, check in with your friends, see if you can help them. Look after the environment that you are in.
- Stay **connected**, check your Classroom, Gmail, etc every weekday morning.
- Be up and ready to work by 9am every school day, **allocate time each day** that is dedicated to school work and hold yourself accountable to that time (no social media, gaming etc).
- Complete assignments with **integrity and academic honesty,** doing your best work. For example, if it is an individual task, make sure you are working on it alone, if it is a group task make sure you are working with your peers.
- If you are participating in a video chat **present yourself appropriately.** For example, sit at your desk dressed in something more formal than your pyjamas!
- Try to **identify a dedicated distraction-free quiet space** in your home where you can work effectively and successfully, if you don't have this, try and allocate time where you will be less distracted in your workspace.



Students can demonstrate self-management through purposeful use of the planner.

- Planner used consistently across the school in Monday and Friday Learning Advisor time. Setting SMART goals has become part of the fabric of the school. Team Leaders have played a role in ensuring consistency across the commons.
- Year 11 students report that their understanding of how to plan and make specific goals using their planner has improved over the year.
- Evidence of Year 12 and 13 students using the planner to plan their study and i-times for the week thus demonstrating self-management.
- With a modified and more flexible timetable in Term 2 after lockdown students had an added opportunity to plan and make decisions about their own learning.
- An identified area of improvement was the design and layout of the student planner. A survey was conducted with the students in Term 3 (which yielded 278 responses) and based on the survey an extensive review of the planner was undertaken by the Team Leaders in Term 4. The working brief was to create a more purposeful, user-friendly, inspirational

and meaningful planner which wasmore affordable for students and better utilised on a day-to-day basis. Strengthening the wellbeing of students was a critical consideration underpinning the review.

- The survey identified that almost 70% of students considered that using the planner was important in helping them achieve their goals.
- Self-management was evident in lockdown, through tracking documents used by the staff. However, this was not necessarily because of planner use.

Strategic Driver 4	Strategic Goal 4	2020 Annual Goals	2020 Targets

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?

<table>
<tr><td colspan="4">Strategic Driver: Community and culture</td></tr>
<tr><td colspan="2">Strategic Goal: to strengthen and develop community and external partnerships</td><td colspan="2">Annual Goal. To seek external opportunities to promote Ormiston Senior College successes.</td></tr>
<tr><td colspan="2">Baseline data. Where are we now?
Some success stories published in traditional media last year - of note: Business Studies and debating.

Very little parent support for sporting codes either coaching or supporting at games. The exception has been rugby where the families have supported the team.

Interest shown among staff to set up an alumni network and form a team to work towards 10 year celebration.

A number of learning areas are part of subject associations.</td><td colspan="2">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.</td></tr>
<tr><td>Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices</td><td>When</td><td>Who</td><td>Indicators of progress.</td></tr>
</table>

To create an alumni network or database and a team to prepare for the 10 year celebration. Social media announcements To increase the visibility of Ormiston Senior College to the educational community.		PE WL WL	BT - Discussed with AJ about setting up a team of MED students to initiate interviews with a template to share on our social media sites. FEB - Celebration of 3 students who are performing in a professional production of a devised performance. Student involvement in Theatre was promoted through Facebook - including a photo of students. Student leaders involved in the Howick Youth Council have been promoted through two videos on Facebook - Year 11 course videos Videos to promote the school awards on the school website/facebook Chris has been running workshops for teachers on self-efficacy, collective teacher efficacy and cultural capital at Kohia. He has been working with a range of schools and ages, primary to secondary. Erika has been a face-to-face mentor for Teach First student teachers.

Analysis of Variance

To deliver a success story through any media source once a month. This was a challenge because of the nature of the year. However, Ormiston Senior College featured in the following: • Interview with the principal on RNZ during the first lockdown • Interview with the principal followed by an article where Ormiston was quoted in the NZ Herald • School drama production *The Crucible* featured in the local paper • Students taking part in a drama production with students from other school promoted through Facebook

- Ormiston students who were part of Howick Youth Council initiatives featured in videos on Facebook
- A group of students who embarked on a charity project linked to Geography featured in local paper
- Principal and SLT created videos posted on Facebook to connect with Ormiston community during lockdown

To create an alumni network or database and a team to prepare for the 10 year celebration.

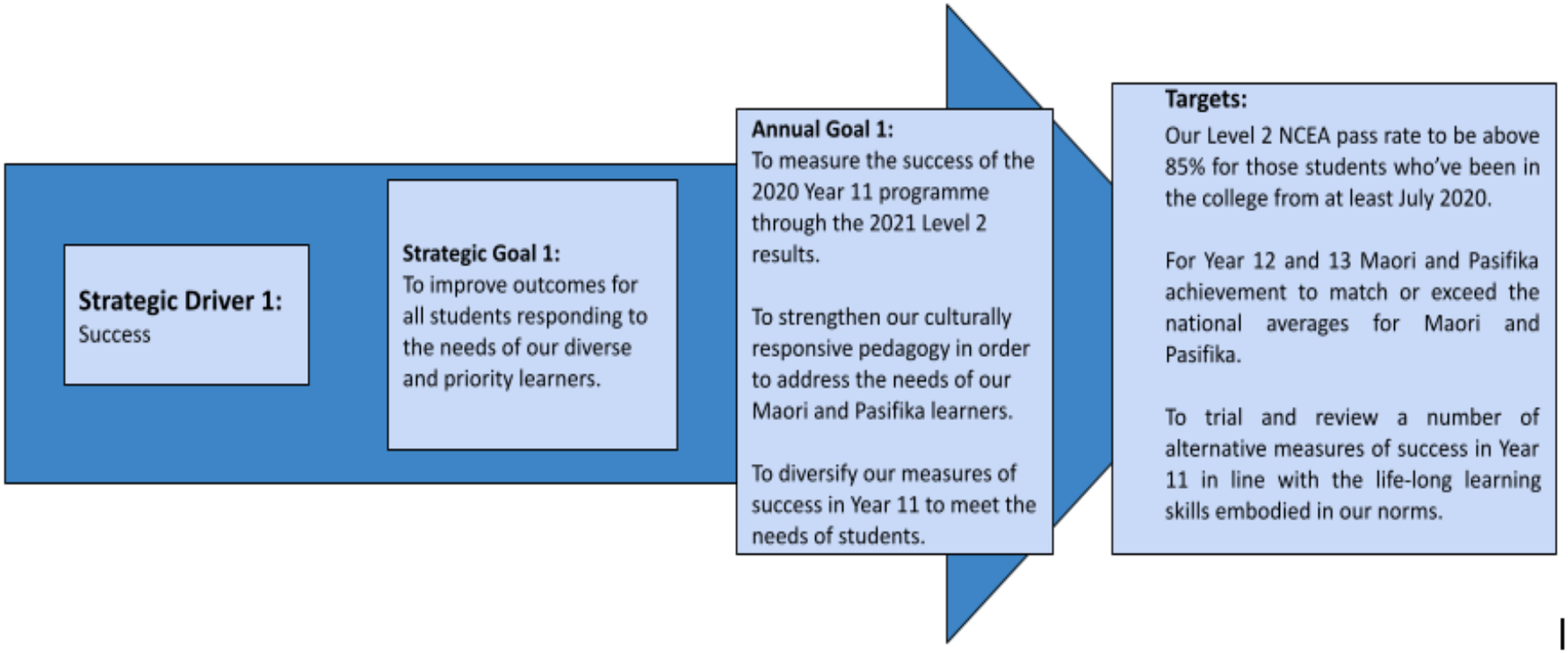
- Team set up at the end of Term 2 to begin preparation for 10th anniversary celebration
- Decision made to limit the celebration to one occasion
- 19 Feb 2021 was selected as the date for the celebration. School tours during the day and an event for present and past staff, invited guests and ex-students at the school in the evening planned. This to be in the form of an informal gathering in the courtyard and café with speeches, finger food and a time to reconnect with past colleagues and students
- Planning took place during the second half of 2020 with a powhiri and cultural performances added to the programme
- Term 4 – a database set up for past students and staff. A link to this is via an Alumni tab on the front page of the school website
- Invites sent out and catering organised before the end of the year.
- Preparations well underway by the end of the year and the data base beginning to be populated.
- Facebook and other social media channels and a billboard outside the school used to promote the event and the database.

To increase the visibility of Ormiston Senior College to the educational community.

- Videos made by our students about each Year 11 course offered at Ormiston. This resource was posted on our website to be used as promotional material for new students to the college. Other educators also accessed these videos.
- An AP has been involved as a face-to-face mentor for Teach First student teachers
- An AP has been running workshops for teachers on self-efficacy, collective teacher efficacy and cultural capital at the Kohia. Teachers Centre. He has been working with a range of schools primary to secondary. He has been collecting and analysing data from each school and using this to help the staff lead change to foster positive self-efficacy in their schools. He has used the data to inform decisions about Professional Learning at Ormiston Senior College. He has worked with 10 schools and worked with some of their principals
- Curriculum clusters have been held at Ormiston – eg PENZ meetings held at OSC
- SA small number of our staff are national moderators.
- Online resources have been written for national curriculum body (English)
- Ormiston hosted a group of student teachers in Eco, Bus and Acc for a three day visit because their practicums had been truncated by Covid.

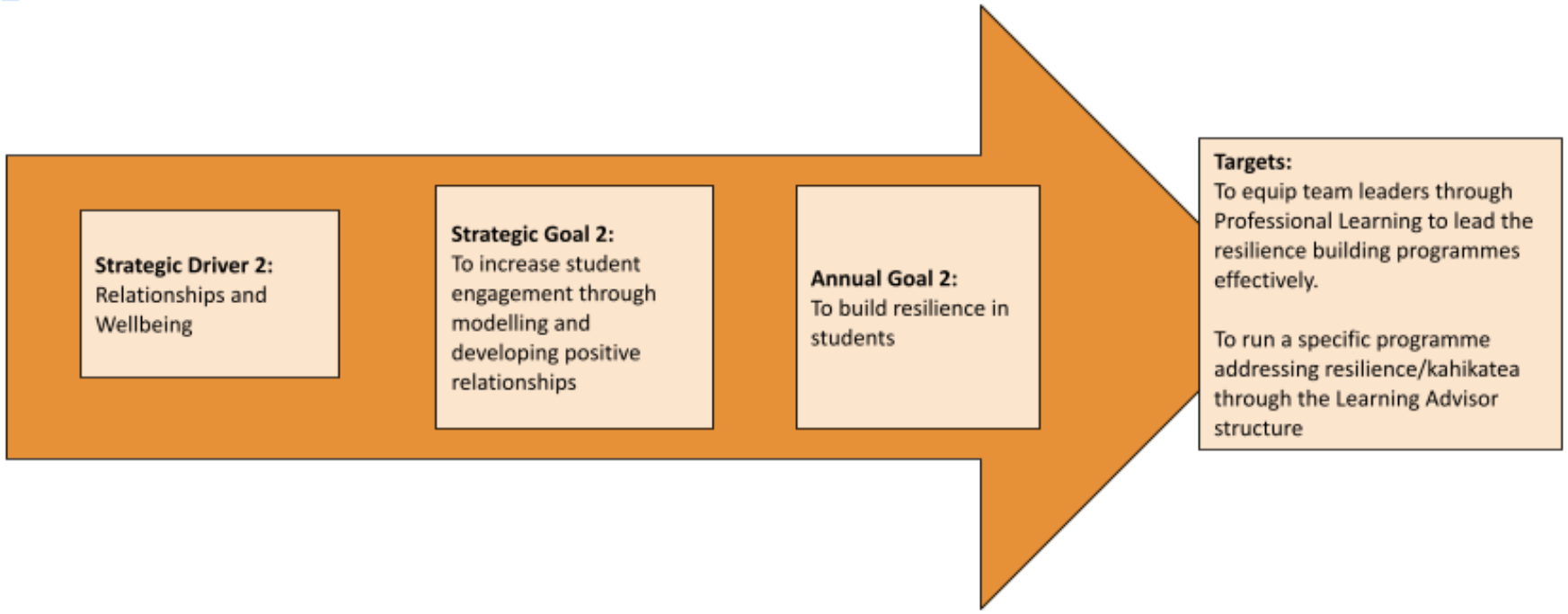
STRATEGIC PLAN 2020- 2022

Strategic Driver 1	Strategic Goal 1	2021 Annual Goals	2021 Targets



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 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 effectiveness of the 2020 Year 11 programme through the 2021 Level 2 results. To strengthen our culturally responsive practices in order to meet the needs of our Maori and Pasifika students. To diversify our measures of success in Year 11 to meet the needs of students
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.			**Targets** Our Level 2 NCEA results to be above 85% for those students who've been in the school from at least July 2020 . For Year 12 and 13 Maori and Pasifika student achievement to match or exceed national averages for Maori and Pasifika. To trial a number of alternative measures of success in Year 11 in line with the life-long learning skills embodied in our norms.
Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices.	**Who**	**When**	**Indicators of progress.**

Strategic Driver 2	Strategic Goal 2	2021 Annual Goals	2021 Targets

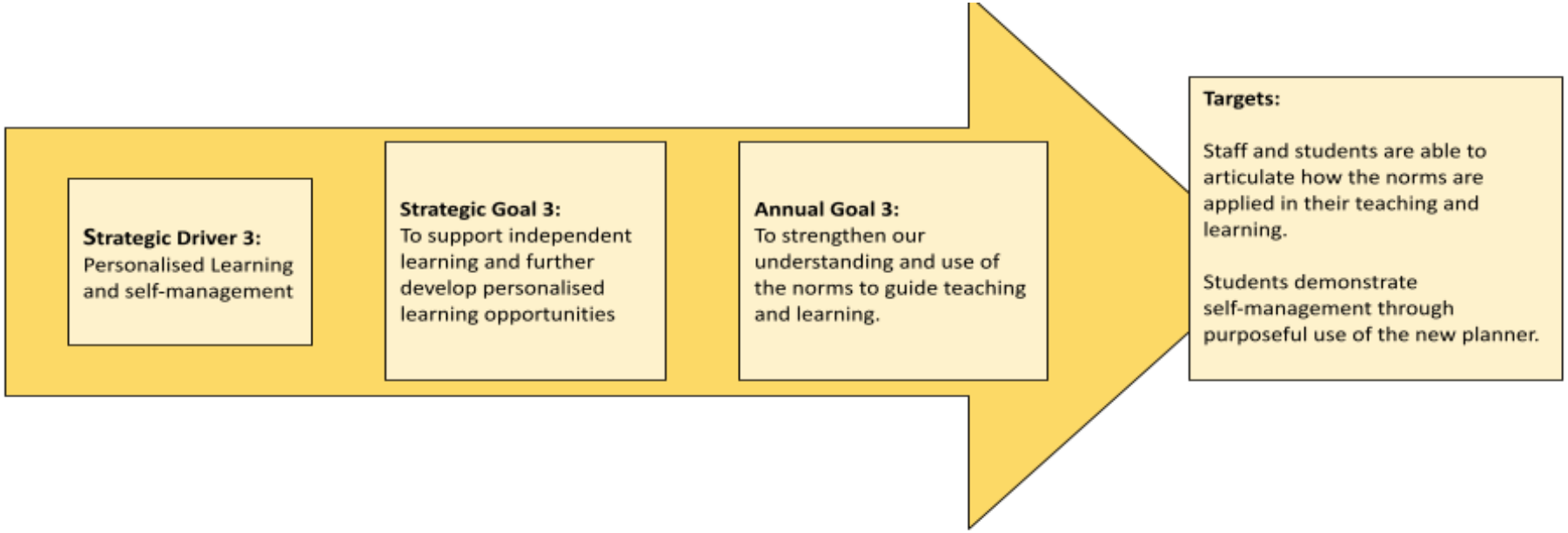


Key Improvement Strategies for Annual Goal 2

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 build resilience in students	
Baseline data. Where are we now?		**Targets** To equip Team Leaders through professional learning to lead the resilience building programmes effectively. To run a specific programme addressing resilience/kahikatea through the LA structure	
Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices	**When**	**Who**	**Indicators of progress.**
	Term 1		
	Term 1		

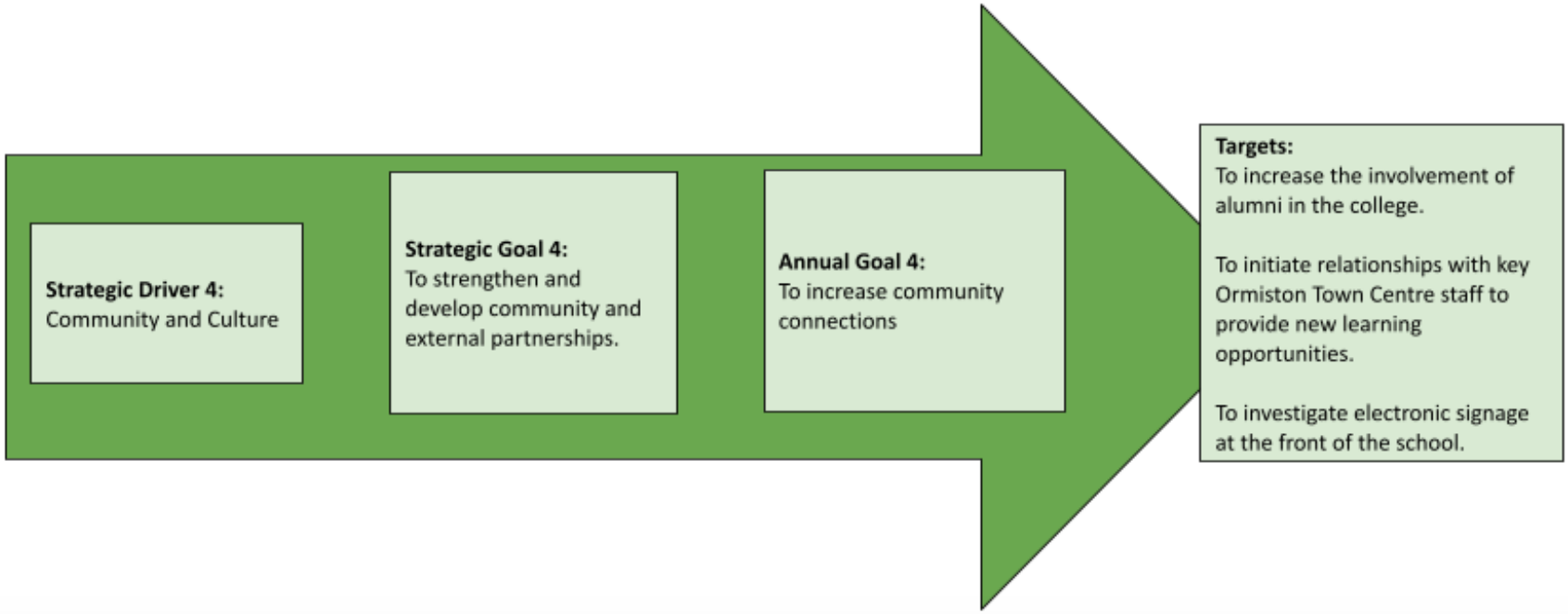
Strategic Driver 3	Strategic Goal 3	2021 Annual Goals	2021 Targets



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 strengthen our understanding and use of the norms to guide teaching and learning.	
Baseline data. Where are we now?		**Targets** Staff and students are able to articulate how the norms are applied to their teaching and learning. Students demonstrate self-management through purposeful use of the new planner.	
Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices	**When**	**Who**	**Indicators of progress.**
Students can demonstrate self-management through purposeful use of the planner. **Norms a focus of each CL and TL meeting** **Strengthening norms understanding during PL**		**All staff in Curriculum areas**	

Strategic Driver 4	Strategic Goal 4	2021 Annual Goals	2021 Targets



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?

<table>
<tr><td colspan="4">Strategic Driver: Community and culture</td></tr>
<tr><td colspan="2">Strategic Goal: to strengthen and develop community and external partnerships</td><td colspan="2">Annual Goal. To increase community connections.</td></tr>
<tr><td colspan="2">Baseline data. Where are we now?</td><td colspan="2">Targets
To increase the involvement of alumni in the college.

To initiate relationships with key members of the Ormiston Town Centre to provide new learning opportunities.

To investigate electronic signage at the front of the school,</td></tr>
<tr><td>Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices</td><td>When</td><td>Who</td><td>Indicators of progress.</td></tr>
</table>

POLICY REVIEW PLAN 2020

	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	
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	

POLICY REVIEW PLAN 2021

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	*Delegation of Authority Framework *Staff Travel Policy	*Complaints *Police vetting	*Child Protection *Property Policy	*Property	*Bullying prevention *international (8)	*Traumatic Incident Policy *Strategic Planning Self-Review & Reporting Policy	*EOTC *Human Resources	*Attendance	*Timetable Policy		
	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	

POLICY REVIEW PLAN 2022

YEAR OF REVIEW **2021**	AREA OF REVIEW	YEAR OF REVIEW 2022										
		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	*Governance Manual * Governance Policy *Policy on Policy Development	*Financial Management Policy *Bullying Prevention Policy	*All International Policies	* Strategic planning and self-review and reporting	*Traumatic Incident Policy		*Timetable Policy		
	Student progress & Achievement	NCEA Results 2021										
	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	