

ORMISTON SENIOR COLLEGE



CHARTER 2022

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AN INTRODUCTION

Ormiston Senior College (OSC), located in Flatbush, Auckland, is a multicultural, co- educational senior secondary school of approximately 950 students in years 11 - 13 and has a decile rating of 7. It sits in the centre of a rapidly growing area of Auckland.

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 2021 Analysis of Variance.
- An annually updated section (annual plan) that identifies the board's priorities for the coming year (2022).
- 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, 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 Norms of Learning & Behaviour

At OSC there is not a list of rules but there is an expected and accepted way of behaving to help students learn. This way of behaving and learning is represented by our school norms.

The norms are the same for everyone at the school, including staff.

	<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</p> <p>I am a responsible and important part of the community. Aware of myself, I am able to work with others to achieve our goals.</p> <p>The Waka requires a team effort from everyone on board, paddling in unison results in greater collective success and efficiency.</p>	Contribute
	<p>Harakeke</p> <p>I respect everyone's ideas and feel comfortable sharing my opinion. Supporting the learning of others deepens my own understanding.</p> <p>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</p> <p>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 Māori and 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.

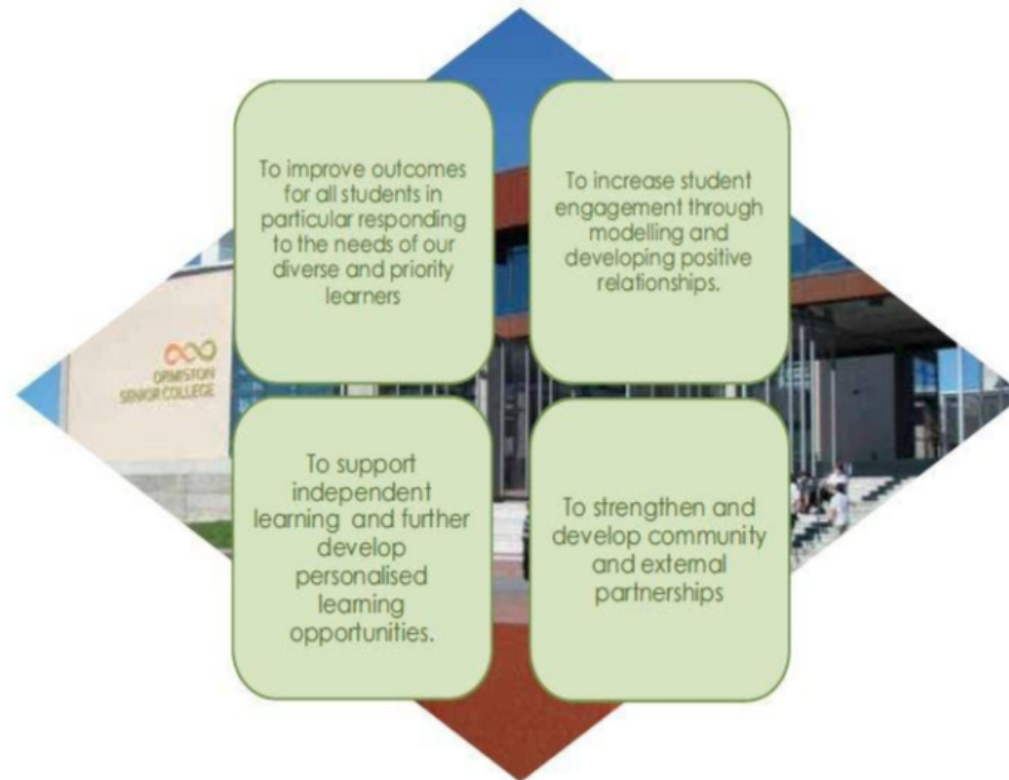
KEY COMPETENCIES

- 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 practiced.
- The competencies are incorporated into teaching and learning plans.

Key Competencies	Description for a learner
Managing Self	<p>Risking:</p> <ul style="list-style-type: none"> • Giving it a go • Exposing yourself to uncertain outcomes <p>Goals:</p> <ul style="list-style-type: none"> • Establishing personal goals and strategies to succeed • Aiming high <p>Initiative:</p> <ul style="list-style-type: none"> • Self-starting, self-motivation • Being primed and ready to go <p>Reflecting:</p> <ul style="list-style-type: none"> • Learning from experience • Shifting focus • Self-assessing
Relating to others	<p>Giving:</p> <ul style="list-style-type: none"> • Times, energy, support, care and ideas <p>Taking:</p> <ul style="list-style-type: none"> • To be able to accept all of the above and put yourself second at times <p>Active Listening:</p> <ul style="list-style-type: none"> • Showing interest in others and the conversation • Negotiating with others <p>Respect:</p> <ul style="list-style-type: none"> • Accepting others without judging • Showing courtesy • Developing empathy

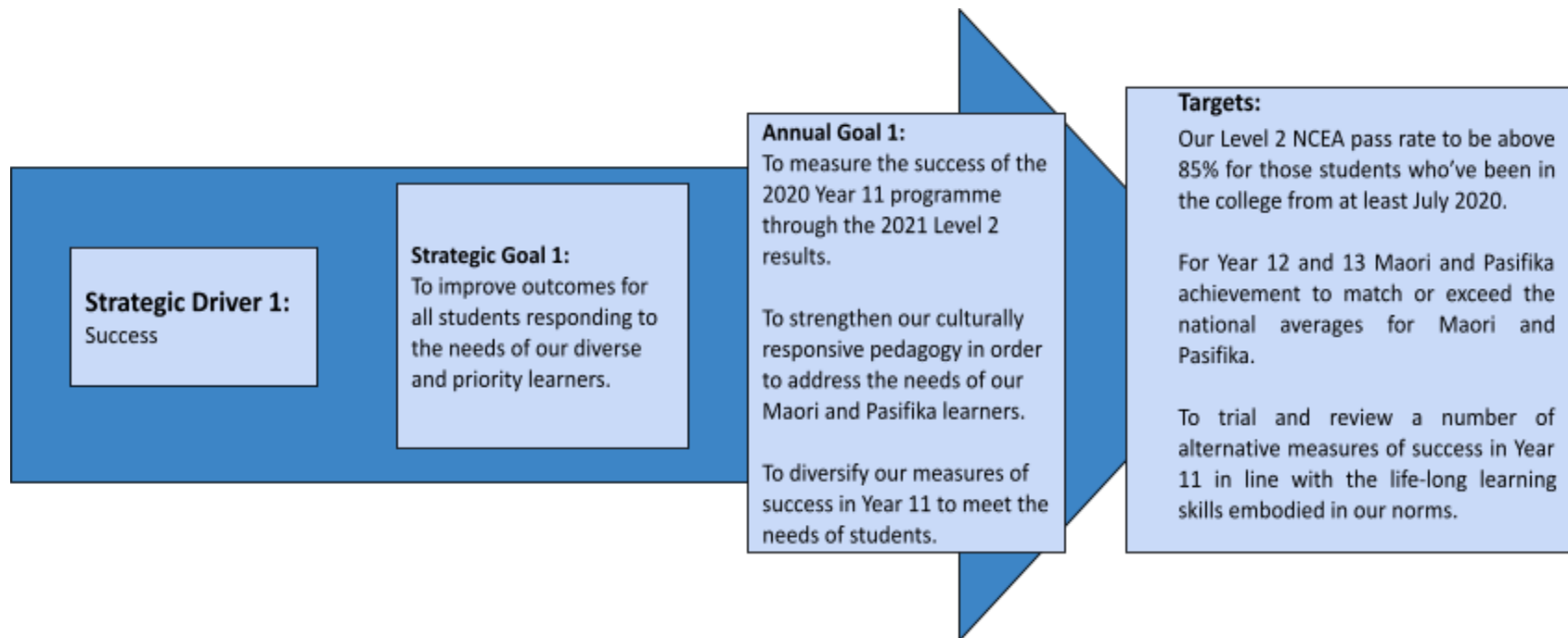
Thinking	<p>Processing:</p> <ul style="list-style-type: none"> • Planning, doing, reviewing and applying <p>Creativity:</p> <ul style="list-style-type: none"> • Looking outside the square <p>Critical thinking:</p> <ul style="list-style-type: none"> • Intellectual curiosity • Finding out for yourself • Using inquiry and research skills <p>Problem solving:</p> <ul style="list-style-type: none"> • Being presented with a challenge and actively seeking a solution <p>Independent thinking:</p> <ul style="list-style-type: none"> • Producing independent ideas to contribute to a solution and to group ideas. <p>Reflecting:</p> <ul style="list-style-type: none"> • Reflecting on own learning, asking questions and challenging assumptions.
Using language, symbol and text	<p>Literacy:</p> <ul style="list-style-type: none"> • Using words to create meaning in a range of contexts <p>Visual:</p> <ul style="list-style-type: none"> • Using and recognising visual language and movement in communication and learning <p>ICT:</p> <ul style="list-style-type: none"> • Confidently using ICT and technology to access and provide information and communicate <p>Numeracy:</p> <ul style="list-style-type: none"> • Developing and using number, symbol and text
Participating and Communicating	<p>Communities:</p> <ul style="list-style-type: none"> • Being actively involved in family, whanau, school and local community <p>Connections:</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>Groups:</p> <ul style="list-style-type: none"> • Working with others to a common goal • Contributing appropriately • Following rules • Actively listening to others

STRATEGIC GOALS 2020 - 2022



Ormiston Senior College Strategic Plan 2020 -2022

Strategic Driver 1	Strategic Goal 1	2021 Annual Goals	2021 Targets
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Annual Goal 1	
<p>Strategic Goal 1: To improve the outcomes for all students, in particular, responding to the needs of our diverse and priority learners</p>	<p>Annual Goal 1:</p> <p>To measure the effectiveness of the 2020 Year 11 programme through the 2021 Level 2 results.</p> <p>To strengthen our culturally responsive practices in order to meet the needs of our Maori and Pasifika students.</p> <p>To diversify our measures of success in Year 11 to meet the needs of students</p>
<p>Baseline data. Where are we now?</p> <p>Curriculum areas have planned Year 11 courses and are considering what should be assessed in readiness for NCEA Level 2.</p> <p>Culturally responsive pedagogy has been a focus of PL in 2020.</p>	<p>Targets</p> <p>Our Level 2 NCEA results to be above 85% for those students who've been in the school from at least July 2020 .</p> <p>For Year 12 and 13 Maori and Pasifika student achievement to match or exceed national averages for Maori and Pasifika.</p> <p>To trial a number of alternative measures of success in Year 11 in line with the life-long learning skills embodied in our norms.</p>

Analysis of Variance

Our Level 2 NCEA results to be above 85% for those students who've been in the school from at least July 2020 .

- With two years of disruption to learning due to Covid's protracted lockdowns, this target has not been met. The achievement rate for Level 2 NCEA in 2021 was 78% with summer school results expected to lift this to 80%. The national NCEA Level 2 average was 77%, a drop of 3% from 2020 implying the struggles students faced across the country had an effect on achievement rates. Our target was within reach and one that the college will continue to strive for. The college was satisfied that the NCEA Level 2 results were realistic and pleasing given the challenging circumstances of 2021.
- Ormiston Senior College girls' achievement was 82%, which was 3% above the national average for girls. Boys' achievement was at 74 %, which was 1% below the national average for boys. In terms of ethnicity Asian students had an 85% pass rate

which was right on our school target. European achievement was at 79%, Māori at 75%, MELA at 63% and Pasifika at 50%.

- In September, in the middle of the long lockdown the decision was made by the school to put greatest focus on Year 13 students to enable them to complete their schooling with the best possible opportunity of success. The main focus of tracking and monitoring became the Year 13s. This could have been to the detriment of some of the more vulnerable Year 12 students. However, the Year 12 students have returned to school and have the chance to succeed with their goals this year.

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

Maori achievement.

- NZQA statistics indicate that we had 5 Māori students in Year 13 and there was a 40% achievement rate. In fact, only 3 students were at school beyond June. Of these three, two of them gained both Level 3 and UE. The third student was adversely affected by the long lockdown and despite the school continuing to make contact, the student did not engage. UE achievement was at 40% in comparison with the national achievement for Māori of 30%. If we take just the students who stayed at school all year the UE result would be 66%.
- Our Year 12 Māori results were pleasing with a 75% pass rate from 20 students. This was in part due to close tracking by the Māori and Pasifika council and also students achieving some Level 2 credits the previous year in Year 11. Our Year 12 Māori achievement was 8% above the national average for Level 2 Māori.

Pasifika achievement

- Level 3 Pasifika achievement was at 61% compared with 64% nationally. There were approximately 20 Year 13 Pasifika students. In contrast, UE was above the national Pasifika average with 35% against 32% nationally.
- Level 2 Pasifika results were at 50% out of a cohort of 30 students. This was disappointing but the narrative behind this is important. The lockdown from August until November had a considerable impact on this cohort of students. Learning in school, face to face is vital for this group. The many responsibilities in the family and also the barriers to learning took a significant toll on this cohort. Laptops were delivered to a number of these students, but at times these had to be shared amongst siblings. There was care of younger siblings taking place and also a number of students took on the role of bread-winner for the family. Nowhere was the educational toll of the covid lockdown more evident than on this cohort of students. Most have returned to school to take up their studies again and teachers are seeking to re-engage these students so their learning can pick up once more. Two students who did not achieve Level 2 have transitioned to apprenticeships or tertiary courses.

To trial a number of alternative measures of success in Year 11 in line with the life-long learning skills embodied in our norms.

The following were some of the measures used to ascertain success in Year 11:

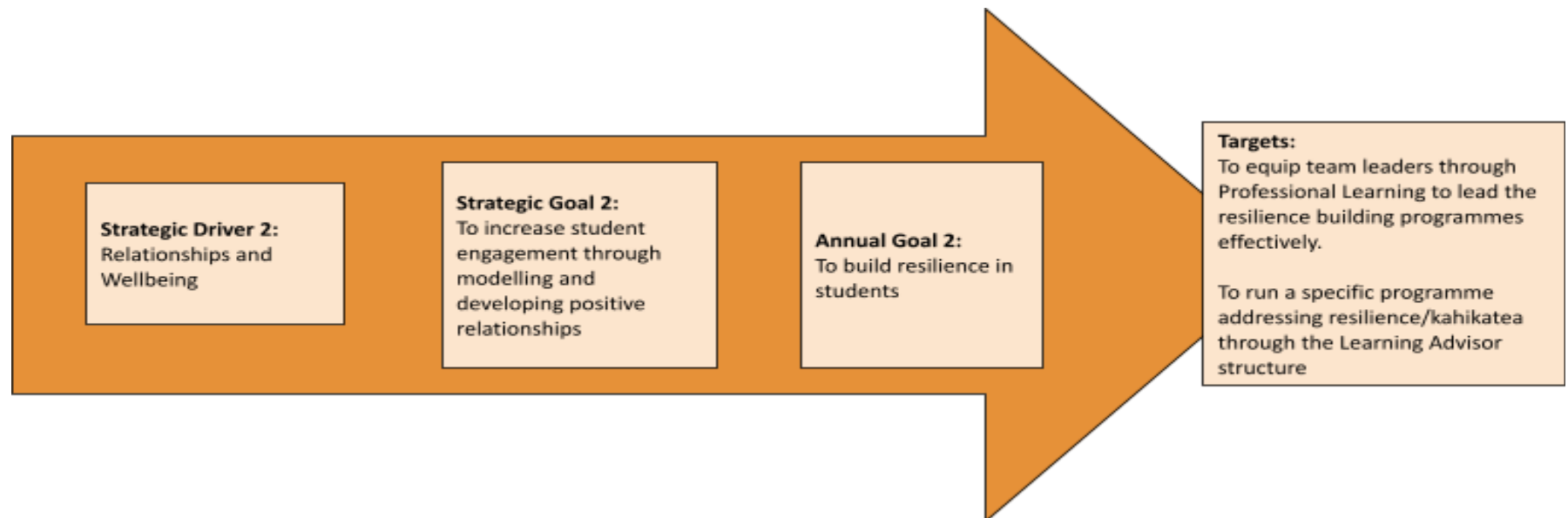
- Project based learning within subjects. In English in Term 2 a community problem solving competition was run - the 'Design Thinking Challenge'. This unit was student led, involving problem solving real world issues with a lens on their community. Students worked in groups to decide on a local issue which they then investigated and sought solutions to. These projects ranged from improving in-school facilities to local community and mental health issues. Each group presented to their English classes and the finalists then presented to the whole Year 11 cohort where the winners were selected. There was a high degree of buy-in and engagement for this project. Feedback from students and teachers was extremely positive. Skills developed in the process included research, report writing, speaking with outside experts, creativity and using an empathetic approach. In other words students were required to have a human centred focus in their projects. The tracking sheet below details the norms as students track their work.

Explain how your project idea meets each of the school's norms. Tracking your progress

	Growth Behaviours Kahikatea STRIVE	Growth Behaviours Mokoroa GROW	Discovery Behaviours Kea INQUIRY	Discovery Behaviours Pukeko CREATE	Discovery Behaviours Pungawerewere UTILISE	Citizenship Behaviours Waka CONTRIBUTE	Citizenship Behaviours Harakeke SUPPORT
	Student-driven. Students lead their project. Strive to always achieve your best no matter how tough things get. To be resilient and to persevere.	Approach new experiences with an open mind. Through observation, why is this project worth learning? What new learning is there?	Use curiosity to seek to find answers using investigation and questioning.	To be creative and innovative and look at things in different ways. To have fun and be bold in my choices. To take risks and make the most of opportunities.	Use prior learning to help with new learning as I look to make further connections with the wider world.	As an important part of the community, I will work together with others to achieve our goals. This is a team effort in a waka, everyone, paddling in unison for collective success and efficiency.	I respect everyone's ideas and share opinions. I support others with their learning to deepen my own understanding. Made by strong relationships within the group as a combined effort.
Please explain how your project meets these norms?							
Describe the potential you see your project has to get to the norms.							
Teacher Feedback 1							

- Cross-curricular success - Geography and Maths embarked on a joint project stemming from a data collecting off site trip. The data which was collected in a forest and a stream was used within the two subjects to come up with solutions to environmental issues.
- Cross-curricular success- Business Studies and Food Technology combined to run a course where success was the running of a food business. The products were marketed at one of our community evenings held at the college.
- Four Year 11 subject areas (English, Science, PE/Health and Industrial Design) combined to investigate how often students demonstrated their use of the norms in each of the learning areas. This began with a comprehensive student survey using a five point scale for students to self-assess their strengths in the norms in each subject. The results were collated into a spreadsheet with each learning area having an average score (from 1-5 from the survey) for each of the norms. A norms web was created to show strengths and weaknesses in each subject area. This data was used to begin to redesign courses and implement new strategies to ensure students became more competent in each of the norms. This was a work in progress and the aim is to continue this in 2022.
- Year 11 students created their own E Portfolios at the beginning of the year to personalise and showcase success in English. Students added examples of their successful work in other learning areas to their portfolios as well. In addition, a few students added their term reports. Students also included their pepeha to their E Portfolios. The aim is to continue with the portfolios for their three years at the college and have a large body of work amassed which demonstrates the depth and breadth of their learning and growth.

Strategic Driver 2	Strategic Goal 2	2021 Annual Goals	2021 Targets
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Annual Goal 2	
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? Team Leaders are requesting training to deliver resilience building programmes. Resources identified as being useful for teachers.	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

Analysis of Variance

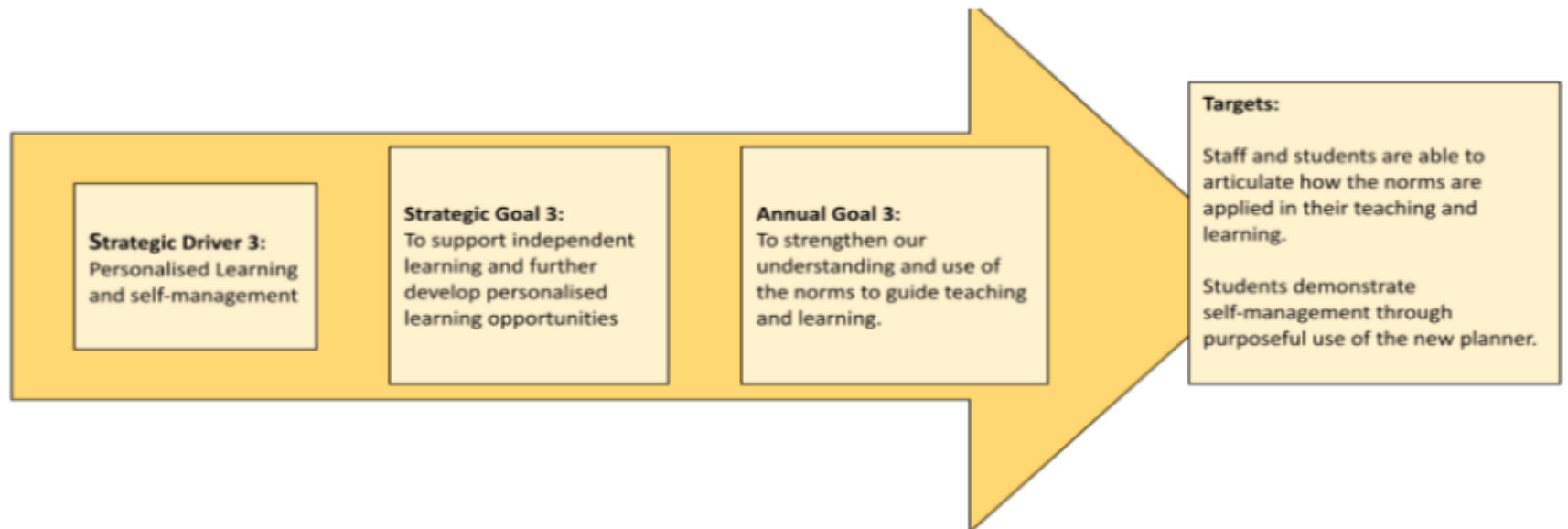
To equip Team Leaders through professional learning to lead the resilience building programmes effectively.

- There was a professional learning focus for all Team Leaders as part of the Term Two and Term Three Professional Learning strands. Wellbeing was a compulsory strand for Team Leaders, whereas other staff could opt in to other stands. A [Wellbeing Research and Action Plan](#) was developed over the course of Term Two, with the intention of actioning the plan in Term 3.
- The text *Teaching the Whole Teen* by Rachel Poliner and Jeffrey Benson was used to undertake a collaborative study of wellbeing in a school context. It was used as a foundational text for a professional investigation of wellbeing.
- Mason Durie workshop attended by 4 middle / senior leaders, designed to support our understanding of wellbeing with Maori perspectives.
- At the start of Term 3 Team Leaders presented [Wellbeing at OSC](#) to the staff, summarising the work they had undertaken in Term 2 and outlining next steps.
- A Professional Learning conference booked for all Team Leaders which was canceled because of Covid.

To run a specific programme addressing resilience/kahikatea through the LA structure

- Before rolling out a programme addressing resilience, it was decided that the most critical factor was collecting data and that the first group to target was the adults, not the students. Thus, a wellbeing survey for staff was being developed in the time just before we went into lockdown. The survey remains incomplete.
- While a specific programme was not run, nevertheless a focus of LA time was on building resilience and perseverance. This was developed through weekly conversations with students focusing on goal setting and the perseverance required each day to meet specific and targeted goals. There was frequent encouragement to strive to improve performance whether it be in co-curricular or curricular fields. Goal setting was a key method used to build resilience.

Strategic Driver 3	Strategic Goal 3	2021 Annual Goals	2021 Targets
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Strategic Driver 3:
Personalised 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.

Targets:

Staff and students are able to articulate how the norms are applied in their teaching and learning.

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

Annual Goal 3	
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? New planner ready for roll out at the start of 2021. Norms to be focus at Term 1 PL	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.

Analysis of variance

Staff and students are able to articulate how the norms are applied to their teaching and learning.

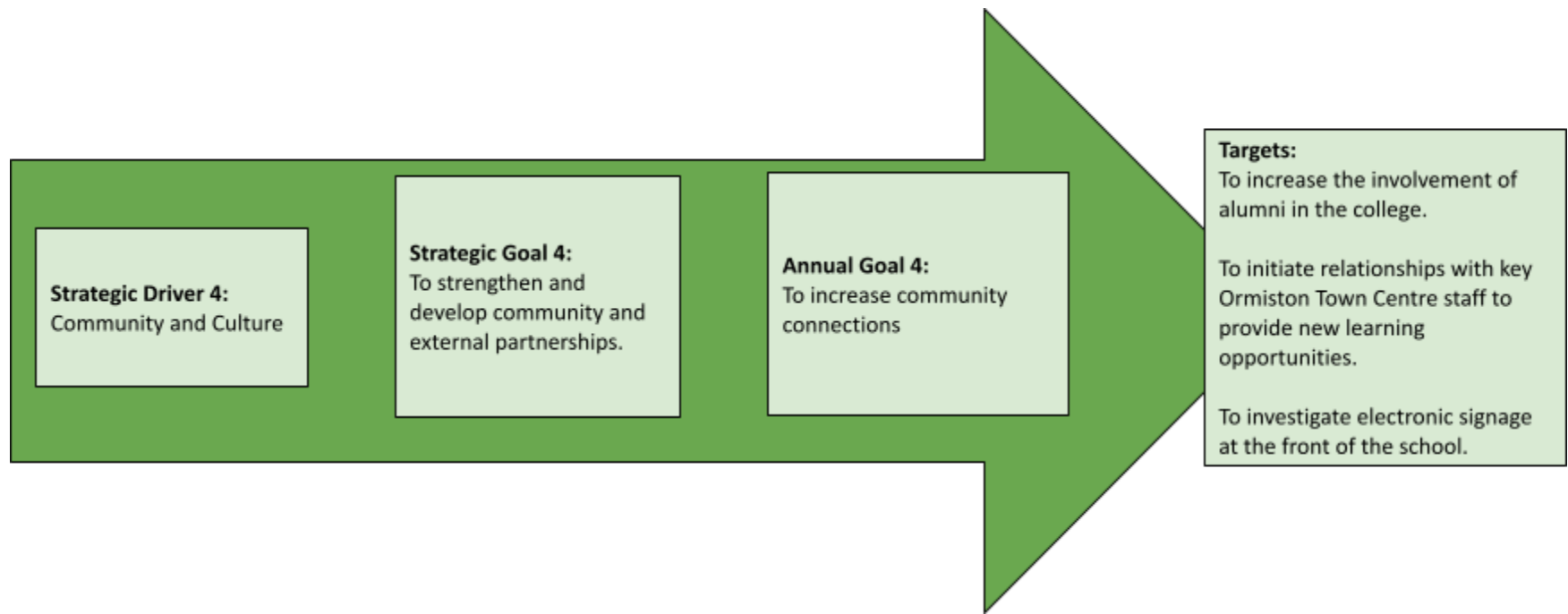
- In Professional Learning each week in Term 1 there was a focus on equipping our teachers to understand the eight OSC norms better. Our 8 norms are explained earlier in the charter. This was achieved by different staff members who volunteered to unpack one of the norms each week. The aim was to hear personal accounts of the significance of a particular norm and also its application to learning at school. Having a different staff member present each week gave a wider and deeper understanding and also increased the ownership of the norms to a broader range of staff.
- Student planners were redesigned for the first time in 10 years and the new look planners contained a greater focus on the norms and an integration of them into the weekly goals for the students. Use of the norms icons throughout reinforced their importance and aided memory. A new feature of the planners was a question of the week which enabled students to reflect on and was often linked to one of the 8 norms.
- Greater significance was placed on the criteria for our Awards Ceremony which is based solely around the norms. The criteria were outlined at the front of the student planners. They were also presented at House assemblies.

- Students were encouraged to self-nominate for an award so their understanding deepened. This was very successful with students being able to articulate how they had demonstrated mastery of a norm and there were many self-nominations, particularly from Year 13 students.
- There was an expectation that teachers would include reference to the norms in their learning guides and hence students could articulate how they had met a particular norm through an activity or task in class.
- Learning Advisors used the language of the norms in conversations with students each week.

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

- New planners were introduced at the start of Term 1 with every student having to purchase one. Those students who didn't were provided with one from the school so there was consistency throughout the whole school regarding the necessity of having and using the planner.
- Year 11 students were given specific instruction regarding how to use the planner on a daily basis, both to set weekly goals and to track key tasks to be completed in each subject.
- Time was given in the first few weeks of Term 1 to understanding and writing SMART goals. Students could articulate what was and what wasn't a SMART goal and honed their skills at writing them.
- During lockdown the planners continued to be used and students took screenshots of their SMART goals each week and sent them to the Learning Advisor to demonstrate how learning was progressing. This became a focus of conversations with the students through their google meets.
- What students were most proud of on a Friday at Learning Advisor time was the achievement of the goals set on a Monday. Their sense of satisfaction at progress being made and targets achieved was a common refrain.
- Students could demonstrate their self-management in a very tangible way each week by meeting their goals. They were also able to articulate how they had met their goals - for example by attending an extra tutorial, getting help from a peer or by putting in hours of work at home. Confidence grew as students gained success by setting and meeting their own goals.

Strategic Driver 4	Strategic Goal 4	2021 Annual Goals	2021 Targets
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Strategic Driver 4:
Community and Culture

Strategic Goal 4:
To strengthen and develop community and external partnerships.

Annual Goal 4:
To increase community connections

Targets:
To increase the involvement of alumni in the college.

To initiate relationships with key Ormiston Town Centre staff to provide new learning opportunities.

To investigate electronic signage at the front of the school.

Annual Goal 4	
Strategic Driver: Community and culture	
Strategic Goal: to strengthen and develop community and external partnerships	Annual Goal. To increase community connections.
<p>Baseline data. Where are we now?</p> <p>Good community engagement between Learning Advisors and their families.</p> <p>Excellent attendance at Student Led Conferences</p> <p>Very good attendance at our Open Night for year 10 students and their families</p> <p>Good attendance at hui and fono.</p> <p>Good attendance at International Evening and Oceania Evening.</p> <p>The Ormiston Town Centre is new and no relationship has been established.</p>	<p>Targets</p> <p>To increase the involvement of alumni in the college.</p> <p>To initiate relationships with key members of the Ormiston Town Centre to provide new learning opportunities.</p> <p>To investigate electronic signage at the front of the school,</p>

Analysis of Variance

To increase the involvement of alumni in the college.

With the school reaching the 10 year milestone and a celebration planned, a data base and a website were set up to attract alumni to stay connected to the school. The first event for alumni was the 10 year celebration planned for Feb 2021. Because of Covid this had to be postponed and the postponed date had to be cancelled because of a second lockdown in March. Several dozen ex-students joined the database; however momentum for reconnecting with alumni was not achieved. Nevertheless, a number of ex-students have been part of school life. A group of recent alumni presented to year 13 students on university life. Another student returned to lead and coach the debating teams. Other ex-students have volunteered to coach our sports teams.

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

- The principal met with the Centre Manager to form a connection with the centre. The purpose was to explore opportunities for Ormiston students to use the centre for educational purposes and secondly to ensure that the centre could readily contact us if there were any concerns with our students after school. The centre was made aware of our policy that students did not go off-site during the day.
- Business Studies students were exploring using the centre for their market day but the extended lockdown from August stopped that from occurring in 2021.
- One company from the Town Centre visited the principal to look for connections with the college but the lockdown precluded further meetings.
- Further opportunities will be explored in 2022.

To investigate electronic signage at the front of the school

This target was not investigated in 2021. There were other property matters that took priority.

Ormiston Senior College Strategic Goals 2022 -2024 and Annual Goals 2022

Strategic Goal 1: Success

To improve the outcomes for all students responding to the needs of our priority and diverse learners.



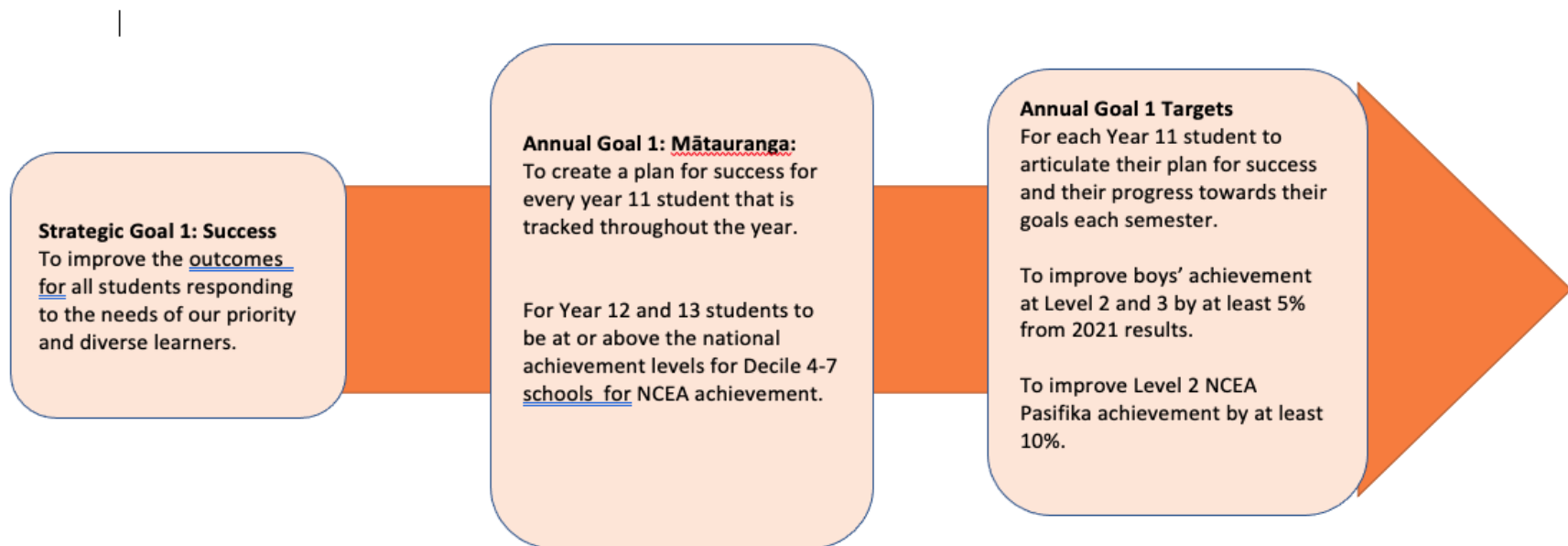
Strategic Goal 3: Pedagogy

To develop high quality teaching programmes that support innovative and culturally responsive practice.

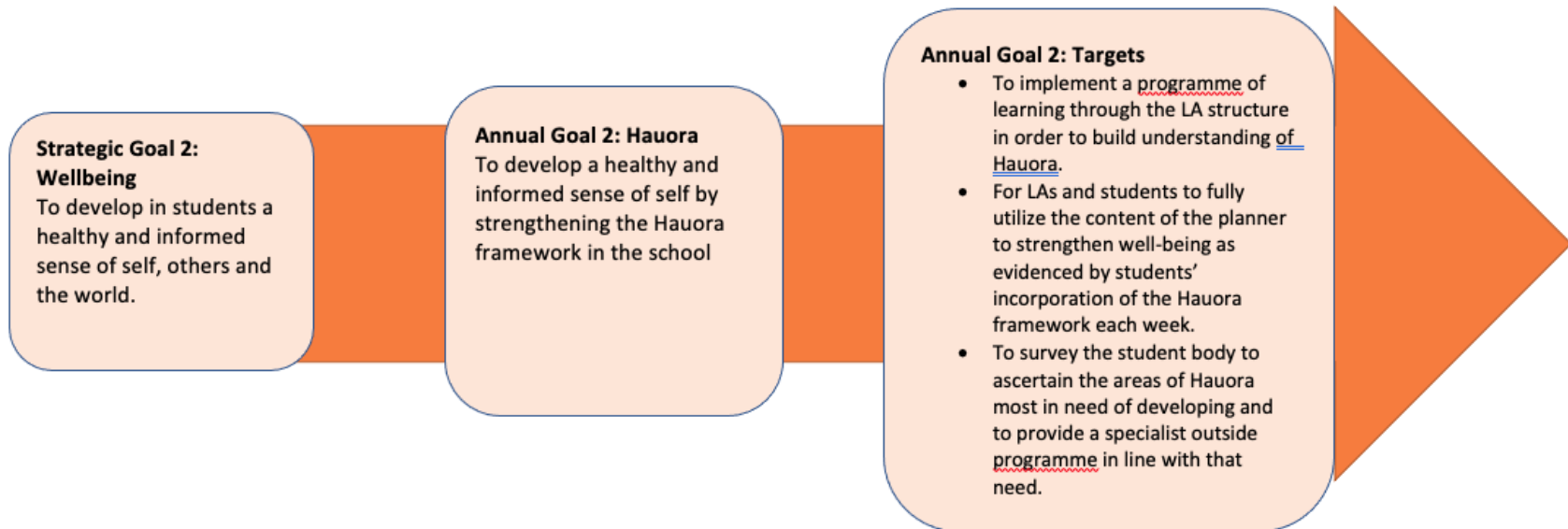
Strategic Goal 2: Wellbeing

To develop in students a healthy and informed sense of self, others and the world.

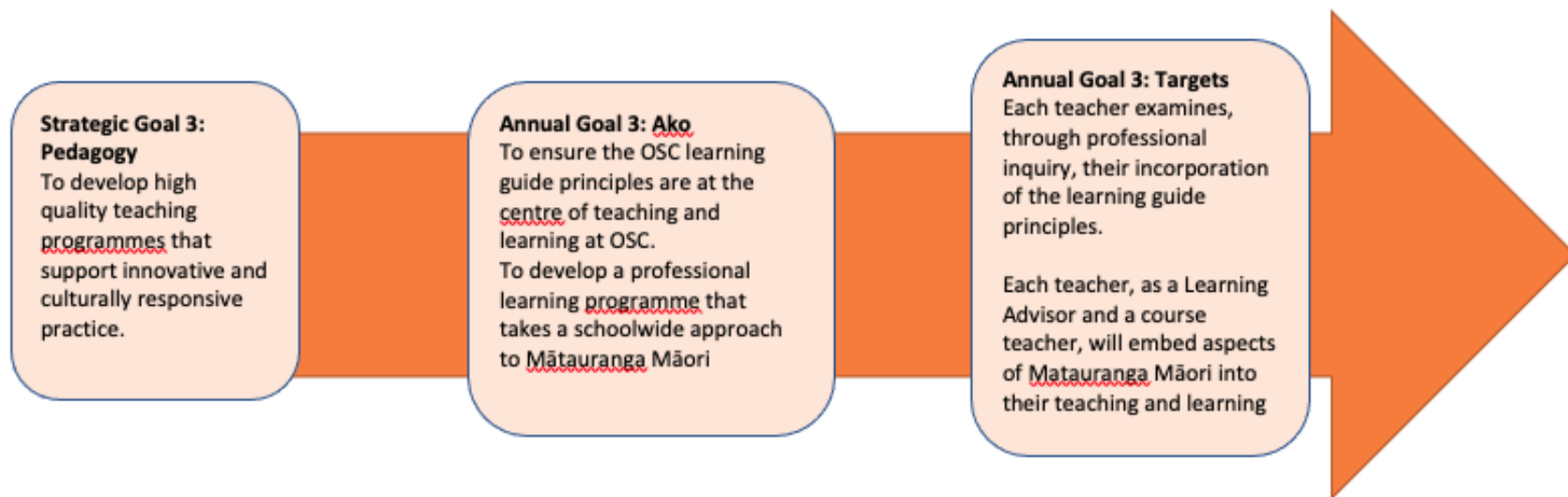
Strategic Goal 1	2022 Annual Goal 1 Mātauranga	2022 Targets for Annual Goal 1
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Strategic Goal 2	2022 Annual Goal 2 Hauora	2022 Targets for Annual Goal 2
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Strategic Goal 3	2022 Annual Goal 3 Ako	2022 Targets for Annual Goal 3
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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	*Complaints *Police Vetting	*Child Protection	*Property	*Bullying & Prevention *International (8)	*Traumatic Incident *Strategic Planning Self Review & Reporting	*EOTC *Human Resources	*Attendance	*Timetable		
	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 2022	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	*Complaints *Police Vetting	*Governance Manual *Governance *Policy on Policy Development	*Financial Mgmt *Bullying & Prevention	*All Intl Policies	*Strategic planning & Self-Review & reporting	*Traumatic Incident		*Timetable		
	Student progress & Achievement	NCEA Results										
	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											
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 2023

YEAR OF REVIEW 2023	AREA OF REVIEW											
		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 development and review	* Financial Management *Health/Safety	*International Student policies (8) *Bullying prevention	Strategic Planning, Self-Review and Reporting	Traumatic incident	*Int. recruitment agencies * Sponsorship	*Timetable *Credit Card Policy	Int. refund of fees	
	Student progress & Achievement	NCEA Results 2022										
	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 Elections		Board Self Review	