ORMISTON SENIOR COLLEGE

ANNUAL REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2019

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PRINCIPAL'S ANNUAL REPORT 2019

To the community of Ormiston Senior College

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

Ormiston Senior College, located in Flat Bush, Auckland, is a multi-cultural, co-educational senior secondary school (approximately 700 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.

The students are firmly at the heart of the college. We are focused on preparing and inspiring them to achieve their very best in a global society. Alongside academic excellence we aim to develop students' skills socially, culturally and globally so that they are able to reach their full potential across a range of subjects and interests. Participating in the extra-curricular life of the school is strongly encouraged.

Designed by award-winning architects, our facilities meet the needs of teaching and learning in the 21st century and provide spaces that students and staff enjoy working collaboratively in. The building sits under one roof around a central, north-facing courtyard.

Students at the college study towards New Zealand's national qualification system, the National Certificate of Educational Achievement (NCEA). The college also encourages students to work towards the Duke of Edinburgh Bronze, Silver and Gold Awards. Setting high goals and expectations while at school helps students to have aspirations for success in later life.

Ormiston Senior College

Board/Principal Reports

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organized sport. In 2019 the school received funding of $ 15,257.96 (excluding GST).

The roll of Ormiston Senior College has been steadily growing which has had an impact on the sporting codes that are offered. The funding has enabled the school to provide participating students with the necessary playing strips and equipment across the growing sport codes.

The following sports codes are offered at the school:

Rugby
Golf
Badminton – girls and boys
Basketball – girls and boys
Hockey – girls and boys
Football – girls and boys
Netball
Volleyball – girls and boys
Orienteering
Turbotouch
Tabletennis
Lawn Bowls
Swimming

During 2019 the school purchased sports uniforms and equipment. Swimming and Lawn Bowls was a new sport for Ormiston Senior College and needed to be set up from scratch.

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

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

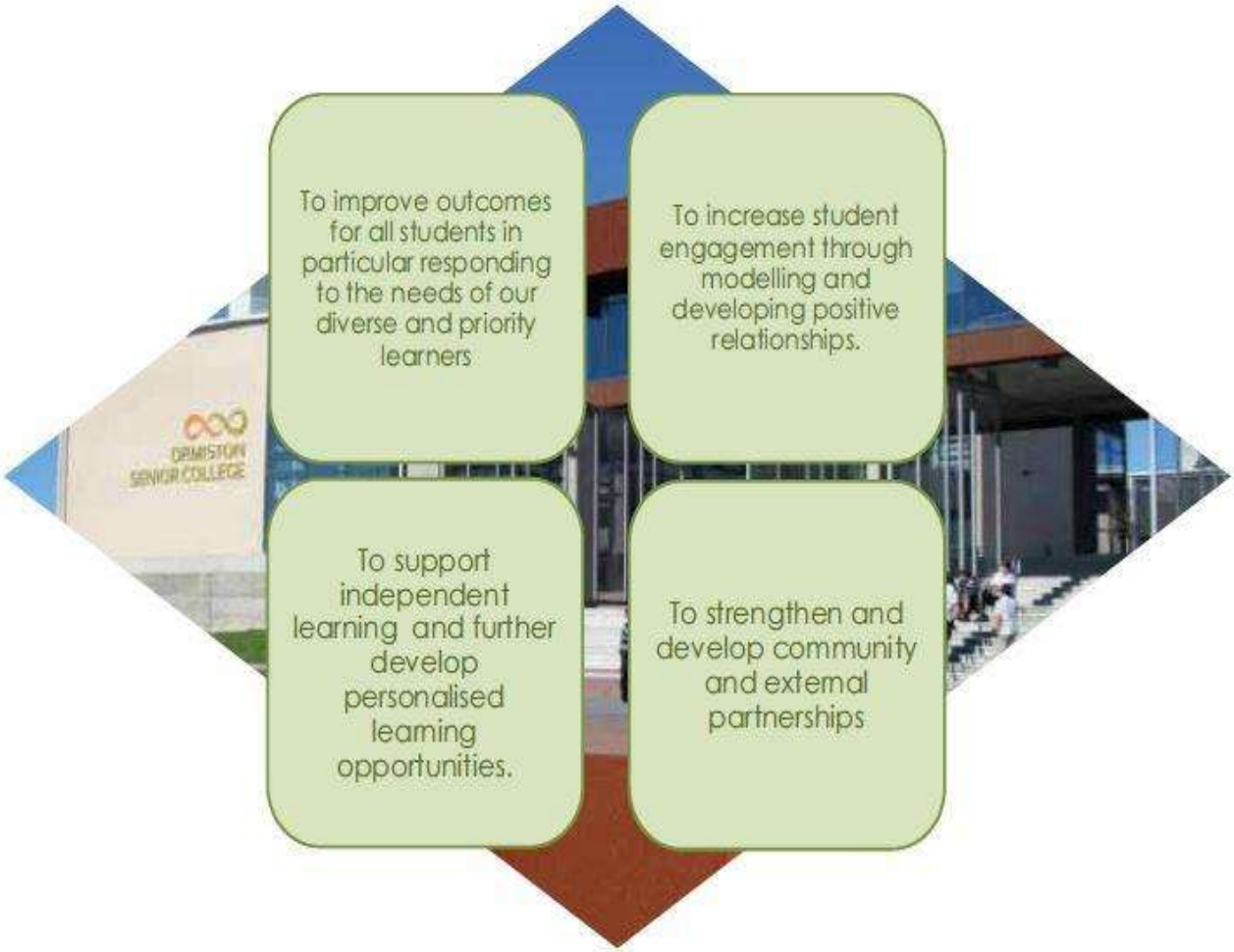
At Ormiston Senior College:

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.

STRATEGIC GOALS 2020 - 2022



STRATEGIC PLAN 2019 – 2021 AND ANALYSIS OF VARIANCE

STRATEGIC DRIVER	STRATEGIC GOAL	2019 ANNUAL GOAL 1	TARGETS
SUCCESS	To improve the outcomes for all students in particular responding to the needs of our diverse and priority learners	To pilot alternative ways (other than NCEA Level 1) to measure progress and achievement at Year 11. To strengthen our culturally responsive pedagogy in order to address the needs of our Maori and Pasifika learners	• To develop processes to measure student progress at Year 11. • For all Year 11 students to gain Level 1 Numeracy and Literacy. • To develop and evaluate a reporting system for Year 11. (SLT) • 2019 Maori and Pasifika achievement at Levels 2 and 3 to meet national levels for Decile 7 schools.

Key Improvement Strategies for Annual Goal 1

<table>
<tr><td colspan="4">Strategic Driver: Success</td></tr>
<tr><td colspan="4">What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</td></tr>
<tr><td colspan="2">Strategic Goal 1: To improve the outcomes for all students, in particular, responding to the needs of our diverse and priority learners</td><td colspan="2">Annual Goal 1: To pilot alternative ways (other than NCEA Level 1) to measure progress and achievement at Year 11.

To strengthen our culturally responsive pedagogy in order to address the needs of our Maori and Pasifika learners</td></tr>
<tr><td colspan="2">Baseline data. Where are we now?
Curriculum areas have planned Year 11 courses and are considering what should be assessed in readiness for NCEA Level 2.
Numeracy achievement has been built into the Maths Year 11 programme
Maori and Pasifika achievement at level 2 is below the national average.
Pasifika achievement at level 3 is below the national average.</td><td colspan="2">Targets
● To develop processes to measure student progress at Year 11.
● For all Year 11 students to gain Level 1 Numeracy and Literacy.
● To develop and evaluate a reporting system for Year 11. (SLT)
● 2019 Maori and Pasifika achievement at Levels 2 and 3 to meet national levels for Decile 7 schools.</td></tr>
<tr><td>Actions. Consider goal clarity and communications, strategic resourcing, PL, assessment practices
For each curriculum area to trial different methods of assessment (written, oral, visual, project based, exhibition, rubrics linked to curriculum levels, experiments) to measure student progress at Year 11.

For each Curriculum area to evaluate the assessments methods for Year 11 and standardise them within their subject.</td><td>When
T1 &2

T1 &2

T2

T2</td><td>Who
All

All

CLs

SLT</td><td>Indicators of progress.

Curriculum Leaders collaborating on assessment methods.

Methods trialled in each curriculum area</td></tr>
</table>

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

ANALYSIS OF VARIANCE

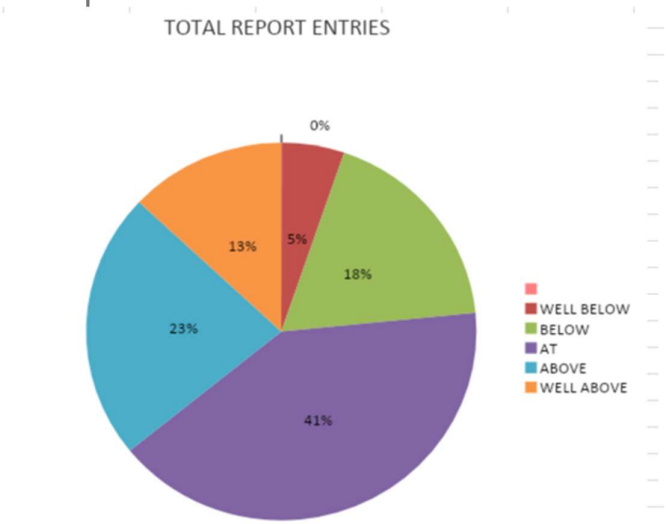
To develop processes to measure student progress at Year 11.
Each Curriculum area developed a list of key skills and content knowledge linked to their subjects and the associated Achievement Objectives in the NZ Curriculum and tracked progress based on these skills and knowledge.
Math. Tools were created by Maths staff to assess students 'knowledge and gaps' leading up to Year 11. These maintenance and mastery tests were used by all Level 1 Maths teachers to track students' progress in all strands of mathematics. Mid-year reports were based on the results gained from the maintenance and mastery tests. Students were given ample choice in their number assessment in terms of topics that they could engage in.
Science. The following assessment tools were used in the Biology, Chemistry and Physics courses: practical investigations, reports on real life applications, end of topic tests. Check point tests were developed for formative progress and development. Online testing was trialled using google forms.
Physical Education. Inquiry projects were presented through google sites. Written reports, presentations and voice recordings were assessed against Level 7 NZC in Physical Education and NCEA Level 2 standards. Google forms were used to produce self-marking learning opportunities that provided instant feedback to students.

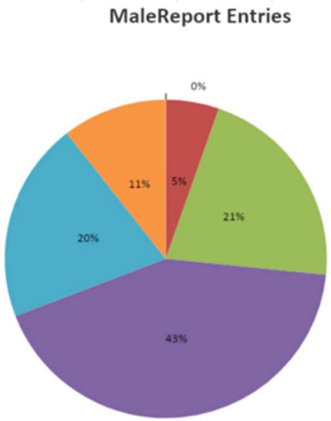
Visual / Performing Arts (VPA) Students were assessed against NZC Level 7 Achievement Objectives (AOs) if they demonstrated they were producing work at that level. Learning Guide completion was used to track progress. Project based assessments, work presented at showcases and lunchtime performances were all tools providing authentic assessment opportunities.
Technology – Food Tech, DVC and Industrial Design Tech. The following measures were used across the Technology courses to track and assess progress: portfolios, presentations, frequent feedback – verbal and written, Level 6 AOs, checkpoints, the design process focussing on skills, long-term projects, modelling of outcomes.
Social Sciences
Business Studies offered authentic learning through the opportunity to develop a business which included: the designing, making or procuring of a product, a financial plan and a market place at one of our community events to sell their products.
In Economics, History and Geography there were a range of assessment tools used including: producing visuals such as posters to convey knowledge, group work, exhibitions and written assessments.
In Accounting, topic tests were used to assess understanding of key concepts.
English English combined existing NCEA assessments (one in each semester) with innovative, collaborative projects. In Semester One students worked in groups to identify a community issue and then to come up with a solution. These were presented on websites the groups created. In Semester 2 students again worked in groups, this time to write an anthology of short stories in a particular genre of their choice. From each group one of the stories was selected and turned into a short film. These were viewed by all year 11 students and assessed by a panel of English teachers. There was high engagement and agency in these projects.

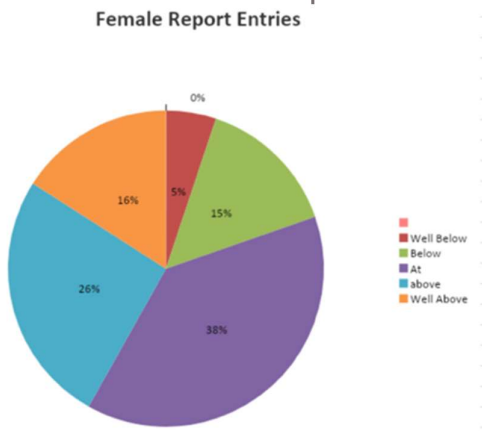
For all Year 11 students to gain Level 1 Numeracy and Literacy.

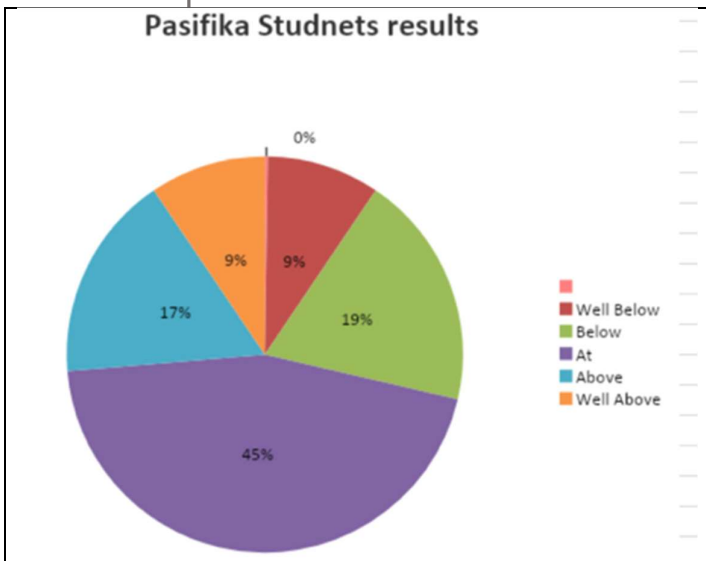
Numeracy: This goal was not met. Of the Year 11 students who were at school from the start of the year 92% gained their Numeracy credits. This is in line with previous years and over the national average. Approximately 7% of Year 11 students started school in Term 3 or later and they did not have the opportunity of gaining all their Numeracy credits. They should gain Numeracy during Term 1 of 2020 when they complete their first Level 2 Maths or Stats standard. These students will be specifically tracked by the Maths Curriculum area. The target of a 100% numeracy pass rate was unrealistic in retrospect.
Literacy: This goal was not met. As with Numeracy, of the Year 11 students who were at school from the start of the year 92% gained their Literacy credits. This is in line with previous years and over the national average. The percentage reported by NZQA is 84.9 but this includes the 7% of students who were with us for less than half a year. Learning Advisors of the students who did not yet achieve Literacy will track their progress to ensure success in the first half of 2020.

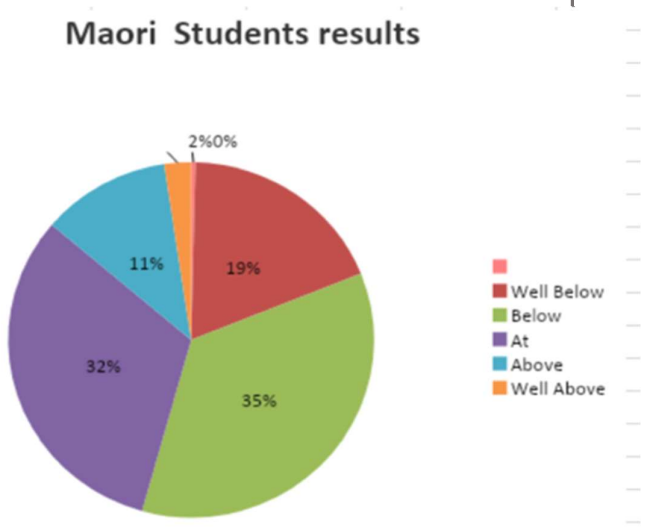
To develop and evaluate a reporting system for Year 11
The Deputy Principals developed a report that was sent out at end of each semester. This report was skills based for each subject and indicated whether a student was below, at or above the expected level of achievement. The expected level was Level 6 of the NZ Curriculum.
The Curriculum Leaders selected the skills they would report on in their courses with up to 3 skills assessed in each course. Skills were reported on a 5 point sliding scale: at the expected level, above, well above, below, well below.
The results for all Year 11 students across all their courses after Semester 1 are aggregated here:


TOTAL REPORT ENTRIES
0%
5%
18%
13%
23%
41%
WELL BELOW
BELOW
AT
ABOVE
WELL ABOVE


MaleReport Entries
0%
5%
21%
11%
20%
43%


Female Report Entries
0%
5%
15%
16%
26%
38%
Well Below
Below
At
above
Well Above





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

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

NCEA Level 2 achievement for Pasifika

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

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

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

NCEA Level 3 achievement for Pasifika

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

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

NCEA Level 2 achievement for Maori.

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

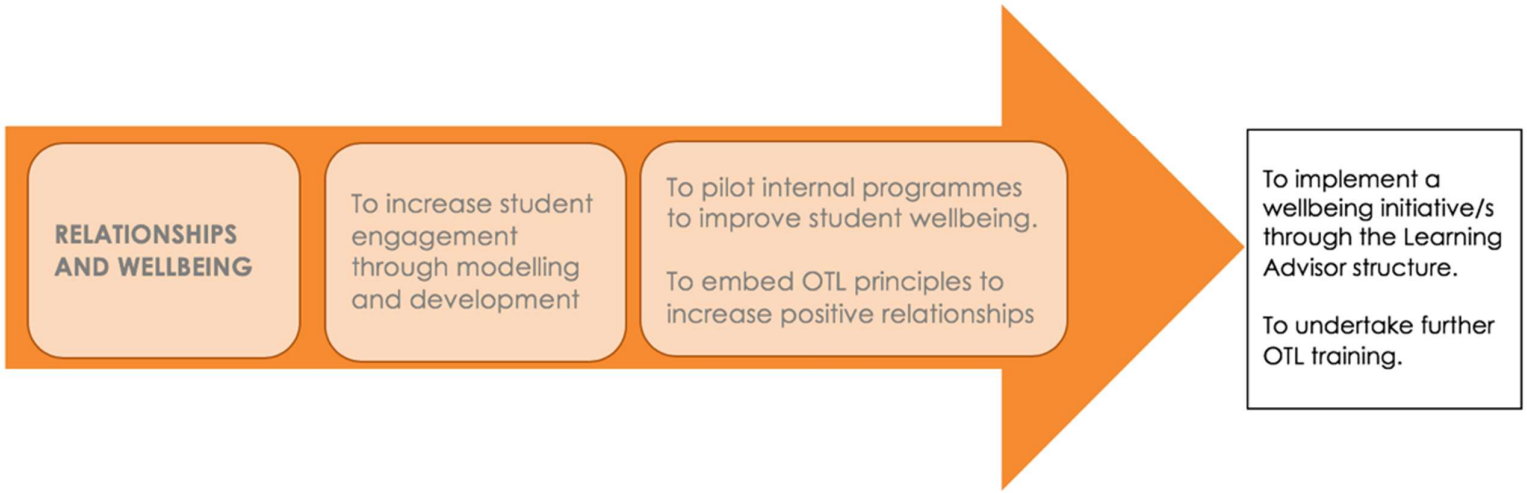
support agencies were involved with the family. Four students who were with us all year did not achieve. Two of these have since gained Level 2 through summer school. The final figure is 10 out of 15 students achieving which is on a par with the national average for Maori students.

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

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

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

STRATEGIC DRIVER	STRATEGIC GOAL	2019 ANNUAL GOAL 2	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?

<table>
<tr><td colspan="4">Strategic Driver: Relationships and Wellbeing</td></tr>
<tr><td colspan="2">Strategic Goal 2: To increase student engagement through modelling and developing positive relationships</td><td colspan="2">Annual Goal 2:
To pilot internal programmes to improve student wellbeing

To embed OTL principles to increase positive relationships.</td></tr>
<tr><td colspan="2">Baseline data. Where are we now?
Wellbeing data from Term 2 2018 survey analysed
Counsellor's 2018 report tabled with principal indicating trends and patterns
Contact made with outside expert in mindfulness and proposal for a pilot programme discussed
LAs canvassed by Team Leaders for their willingness/ability to engage with wellbeing initiatives</td><td colspan="2">Targets
To implement a wellbeing initiative/s through the Learning Advisor structure.

To undertake further OTL training</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 pilot a mindfulness programme in the school facilitated by an outside provider. To survey students to measure the effectiveness of wellbeing initiatives piloted in 2019 To model wellbeing strategies in our staff PL. Use Hauora curriculum Start with wellbeing initiatives that are able to be introduced safely by LAs – eg sleep and routines, exercise, healthy eating	Term 2 Terms 2 and 3 ongoing Term 3	External Team leaders SLT LAs	Mindfulness programme in term 2 attended by a number of our staff and staff at Ormiston Primary School. Term 1 and 2 professional learning

ANALYSIS OF VARIANCE

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

Wellbeing initiatives included this following:

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

Mental and Emotional Wellbeing	**Social well-being**
- Learn new skills - Reading - Being curious - Making time for hobbies - Planning and time management - Putting 1st things 1st - Self-expression - Fun - Problem-solving - Expressing emotions and feelings	- Face to face interaction - Time out to recharge - Shared activities with others - Family time - Device-free friend-time - Board games? Movie night? Pizza night? - Compassion - Including others - Cultural experiences - Being with others

Physical Wellbeing	**Spiritual Wellbeing**
- Having breakfast - Daily Activity (Cycling/walking/sport/dance/Gym etc) - Reducing sugar - Getting your sleep - Reducing screens before sleep! - Winding-down time - Sensible snacking - Sport - social or competitive - Physical activity and training - Mindful Relaxation - Eating "real food" - Flexibility	-Positive self-talk -Reflection -Being in nature - Serving others - Meditating - Prayer - Create art/poetry/writing - Journaling - Practising thankfulness - Mindfulness - Values reflection and activities that reflect your values - Cultural experiences

- Simple wellbeing activities were introduced to encourage everyone to consider the wellbeing of others.
- A PE week during Term 3 also focused on physical and mental wellbeing, offering lunchtime activities from exercise to yoga. Ownership was given to some Year 11 PE classes to run the lunchtime sessions.
- Staff were offered a subsidised Mindfulness programme with a view to a programme being run for students in 2020.
- 170 of our students took part in a national-wide survey: *The Health and Wellbeing of Secondary School Students in NZ.* This was a wide-ranging survey developed, administered and analysed by four of NZ's universities. The findings of this survey from the students at Ormiston were sent to us at the end of 2019 and will form the basis for planning the wellbeing programme in 2020.

To undertake further Open to Learning training

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

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

STRATEGIC DRIVER	STRATEGIC GOAL	2019 ANNUAL GOAL 3	TARGETS

To have evidence of frequent use of norms school-wide.

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

Key Improvement Strategies for Annual Goal 3

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

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

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ANALYSIS OF VARIANCE

To have evidence of frequent use of norms school-wide

The year began with a focus on our Norms for Learning and Behaviour. These were introduced first by Learning Advisors at the parent interviews held at the end of January, then reinforced through the student diaries, the Learning Advisor groups and commons assemblies in February. Each of the eight commons is named after one of the norms and the icon appears on the wall at the entrance to the commons. This frequent referencing of the norms goes towards keeping them at the forefront. One activity Learning Advisors used was to get students to identify the norms they felt were their strongest and those they needed to work on. For example, when a number of students indicated that the Kea norm which is about curiosity was weak, they set an aim to ask a question in every class for a week.
As part of their weekly reflections students were asked to identify which of the norms they had employed in their learning during the week.
An online tool has been developed to assess each student's strengths and weaknesses in the norms. This is the *Norms web*. When students have completed a comprehensive questionnaire about how they learn, a graph is created mapping their strengths and gaps in the norms. Individual discussions with each student who had completed the questions ensued. From here students worked with their LAs to put in strategies to improve.
In Term 1 reports, dispositions linked to the norms were reported on by both the subject teachers and the LAs.
Students in each commons were made aware of the Awards system and the way it is based on the norms. This year students were able to nominate themselves for a particular award. This is heightening awareness of the norms. Norms are also used within courses to indicate which of the soft skills they are developing when they are completing a task or project.

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

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

Other curriculum areas set up digital systems which tracked the meeting of deadlines and checkpoints which is a key indicator of self-management. From here discussions were had with students about time management and what strategies might help them improve.
Google forms and spreadsheets were used to indicate task completion each week.
Digital spreadsheets were also used for students to track their own progress.
Student diaries were used to set goals on a Monday and reflect on progress on a Friday.

ORMISTON SENIOR COLLEGE

English Curriculum Area – Self-Efficacy Rubric

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

STRATEGIC DRIVER	STRATEGIC GOAL	2019 ANNUAL GOAL 4	TARGETS

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

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

To survey the Ormiston families regarding community events at the college

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 promote and communicate our Year 11 programme to the community through a range of media.

To increase community involvement in school events.</td></tr>
<tr><td colspan="2">Baseline data. Where are we now?
Year 11 programme introduced to the community through community meetings in 2018 and through material on the website.

All Year 11 families have had an enrolment interview where our new Year 11 programme was explained.

Website up-to-date

Most up-to-date parent voice was almost two years ago. It showed families were happy with level of communication home and the teacher at OSC.</td><td colspan="2">Targets
To profile our Year 11 programme to the community at the end of each semester.

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

To survey the Ormiston families regarding community events at the college</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 incorporate in teaching programmes aspects of learning that could be displayed or exhibited or performed in order to be able to profile the programme. Develop a survey for Year 11 parents at the end of Semester 1 to be repeated at the end of Semester 2. To distribute a questionnaire to families at the student led conferences in June to seek feedback about level of community participation.	Term 1 and 2 Term 2 Term 2		All Board/SLT Board	

ANALYSIS OF VARIANCE

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

wo Exhibition days were held- one at the end of each semester to showcase the Year 11 programme. The first showcase was held from 2:00 – 7:00pm on a week day at the end of Term 2. All families were informed on several occasions (emails, newsletters) about the event. Just over 50 out of a possible 240 families visited the exhibition. This was disappointing given the amount of preparation staff and students had put into the event. The showcase was subsequently profiled in the monthly newsletter.
At the end of Term 4 our second exhibition was held during school time only and families were again invited to accompany their son or daughter on the day. Even fewer families turned up to this occasion. However, within the school community all Year 11 students and teachers viewed and interacted with presentations and performances from all learning areas. Students were asked to evaluate the work that was showcased and provide feedback. This led to a number of students receiving special showcase awards at the Year 11 Awards Ceremony. It was worthwhile for students and staff to see the learning that was occurring across the curriculum and the day was extremely positive for the in-school community.

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

Progress reports were sent to all Year 11 families in the last week of Term 2. The access data indicated that by 18 July, 189 of the 238 families had opened the schoolkiwi link to access their child's report. 37 were not opened and there were 11 errors in email addresses.
Verbal feedback was gathered from 13 families. 12 of these happy with the report and had no questions. One family had not opened the report. In addition, an online survey with 3 questions was sent out in Term 3 Week 2 to all year 11 families. This survey asked the degree of satisfaction with the recent report and any changes they might suggest. There were fewer than 10 responses and these indicated families were in the main satisfied with the reporting format.

To survey the Ormiston families regarding community events at the college

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

STATEMENT OF RESOURCES

School roll and days open

The school roll at:	1 March 2018	1 March 2019
	572	676

The school was open for 380 half days in 2019 (2018: 380).

Physical resources

The board is responsible for the management of the land and buildings under an occupancy agreement with the Ministry.

Staffing

Funded staffing:	**2018**	**2019**
Principal	1	1
Teachers	39	44
The board also employed:		
Executive Officer	1	1
Financial Clerk	1	1
Librarian	1	1
Guidance Counsellor	1	1
Careers Advisor	1	1
Finance Manager	0	0
Caretaker	1.5	1.5
Receptionist/Enrolment Officer	1	1
IT Helpdesk Technician	.5	.5
Laboratory Technician	.4	.4
Student Services Receptionist	1	1
Teacher Aides	3	4
Gateway Coordinator	1	1
International Student Manager	.7	1
Principal Assistant	1	1
International Student Administrator	.4	.4
Sports coordinator	.4	
Attendance Officer	1	1
Property Manager	1	1

BOARD OF TRUSTEES - ORMISTON SENIOR COLLEGE 2019-2022				
				Term Expired/Expire
Name	**OCCUPATION**	**POSITION**	**HOW POSITION ON BOARD GAINED**	
Shireen Chetty (Chair)	Occupation : Client Executive - Technology	CHAIR	Elected	June 2022
John Bassano	Head of Diagnostic Imaging	PARENT TRUSTEE	Elected	June 2022
Clifford Wadsworth	Christian Pastor	PARENT TRUSTEE	Elected	June 2022
Jason Tuhaka	Māori and Pasifika Team Leader, Mission Heights Primary School	PARENT TRUSTEE	Elected	June 2022
Brendan Hua	Student Representative	STUDENT TRUSTEE	Elected	September 2019
Sibylle Townsend	Library Manager at Mission Heights Schools	PARENT TRUSTEE	Elected	June 2022
Andrew Kirk	Teacher	STAFF TRUSTREE	Appointed Feb 2016	September 2020
Keith Rushbrook	Self Employed, retired accountant	SECONDED TRUSTEE	Seconded	
Diana Patience (Principal)	Principal OSC	PRINCIPAL		