

ORMISTON SENIOR COLLEGE



CHARTER 2023



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AN INTRODUCTION

Ormiston Senior College (OSC), located in Flatbush, Auckland, is a multicultural, co- educational senior secondary school of approximately 980 students in years 11 - 13 and has an equity rating of 444. 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 2022 Analysis of Variance.
- An annually updated section (annual plan) that identifies the board's priorities for the coming year (2023).
- 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.

	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	Contribute

	collective success and efficiency.	
	<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. As a school we are committed to the integration of Mātauranga Māori into all of the courses we offer at the school. Professional Learning for 2022, and continuing into 2023 will be focused on Mātauranga Māori, in particular the new components of the NCEA system.

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 Kaiarataki 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. In 2023 we will have 2 new roles that will track and report on Māori and Pacific Peoples students outcomes

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. We have a SENCO and an assistant SENCO who will work with teacher aides to support students of high needs.

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. In 2023 we will continue to have a strong focus on upskilling the ability of our staff to implement Universal Design for Learning. (UDL)

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.

In 2023 we will engage in a process of community consultation to help set a charter for 2024-2027 that is in line with the National Education and Learning Properties.

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.

In 2023 we will be introducing an *Education for Sustainability* course at level 2, looking to grow into a Level 3 course in 2024. This course will provide a structured programme of learning around key issues of sustainability in the school, city, country and wider world. Projects will also form part of the wider curriculum for the whole school. It is hoped that this will provide an opportunity for all students to gain a deeper understanding of sustainability.

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 modeled, encouraged and practiced, these have been integrated into our school norms.
- 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

Ormiston Senior College Strategic Plan 2020 -2024

Ormiston Senior College Strategic Goals 2022 -2024 and Annual Goals 2023

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.

Annual Goals 2023



Annual Goal 1

Strategic Driver 1: Success

Strategic Goal 1: To improve the outcomes for all students, in particular, responding to the needs of our diverse and priority learners

Annual Goal 1:

Students at risk of not achieving Level 2 or 3 are identified early and intervention is put in place to support their engagement, sense of achievement and overall success.

Strengthen and extend our current understanding and implementation of culturally inclusive practice and Mātauranga Māori.

Targets:

At risk students are identified early in Term 1 based on results and attendance stats from 2022 and a culturally inclusive programme of learning is implemented to support their sense of achievement and attainment of NCEA credits

This group of students is tracked and supported throughout the year, and added to as required

All staff will participate in professional learning focused on Mātauranga Māori and culturally inclusive practice.

Strategic Goal 1	2023 Annual Goal 1 Mātauranga	2023 Targets for Annual Goal 1	Action	How do we measure this?
To improve the outcomes for all students, in particular, responding to the needs of our diverse and priority learner	<p>Students at risk of not achieving Level 2 or 3 are identified early and intervention is put in place to support their engagement, sense of achievement and overall success.</p> <p>Strengthen and extend our current understanding and implementation of culturally inclusive practice and Mātauranga Māori.</p>	<p>At risk students are identified early in Term 1 based on results and attendance stats from 2022 and a culturally inclusive programme of learning is implemented to support their sense of achievement and attainment of NCEA credits</p> <p>This group of students is tracked and supported throughout the year, and added to as required</p> <p>All staff will participate in professional learning focused on Mātauranga Māori and culturally inclusive practice.</p>	<p>Curriculum Leaders and Teachers to work with the identified group to support their achievement within their subject areas,</p> <p>Learning advisors to help students remain focused on their achievement. Kainga teams will work together to monitor, alongside the Kaitiaki and Kaiarataki, identify and add students to this programme as required.</p> <p>Establish a culturally responsive programme of intervention that focuses on connection and engagement</p> <p>School Wide PL</p>	<p>Tracking and measuring achievement of target group</p> <p>Compare number of students at risk of not gaining L2 and L3 with previous years.</p> <p>Records of interventions are recorded on KAMAR</p> <p>Every staff member takes part in PL and reflects on</p>

progress

Annual Goal 2

Strategic Driver 2: Wellbeing

Strategic Goal 2:
To develop in students
a healthy and well
informed sense of self,
others and the world.

Annual Goal 2:
Utilise our pastoral and
wellbeing framework - Te
Whare Tapa Whā - to
develop and strengthen
hauora tools and
approaches to improve
belonging and engagement.

Targets:

Targets will be set through
elements of te whare tapa whā:

1. Taha tinana mew te tinana
2. Taha whānau
3. Taha wairua
4. Taha whenua

Strategic Goal 2	2023 Annual Goal 2 Oranga	2023 Targets for Annual Goal 2	Action	How do we measure this?
To develop in students a healthy and well informed sense of self, others and the world.	Utilise our pastoral and wellbeing framework - Te Whare Tapa Whā - to develop and strengthen hauora tools and approaches to improve belonging and engagement.	<p>Targets focused through Te Whare Tapa Whā:</p> <p>1. <u>Taha Tinana me te hinengaro: Wellbeing</u> Embed Caseworking into our practice with the Wellbeing team & Kāinga How will we know:</p> <ul style="list-style-type: none"> A. Caseworking model is developed and implemented B. We begin using Te whare tapa whā to track impact with a qualitative focus C. That we track the number and impact of interventions from the separate Kāinga team and Wellbeing team. <p>2. <u>Taha whānau - Pastoral</u> Strengthening and shaping our planner use as a tool to connect the wellbeing, KL and wairua teams through to LA and student practice How will we know:</p> <ul style="list-style-type: none"> A. We use the 'question of the week' as schoolwide practice and track the student response through the LA. B. We create an LA notes equivalent of the planner C. We share staff and student voices around 'question of the week' in staff briefing and LA times. <p>3. <u>Taha wairua</u> a. To support and track the impact of:</p> <ul style="list-style-type: none"> i. Student led initiative ii. Staff led initiative <p>4. <u>Taha whenua</u> Strengthening opportunities where ākonga can engage in Māori and Pacific activities in and outside of school:</p> <ul style="list-style-type: none"> a. Increasing engagement and attendance at our Hui Fono b. Engage with external cultural providers to engage and broaden student learning 	<p>1. Kāinga leaders and the wellbeing team use interview and caseworking data to track implementation and engagement</p> <p>2. Learning advisors use the planner to record and track students during LA times - with a focus on the 'Question of the week'</p> <p>3. We develop and track existing initiatives in our school wellbeing space</p> <p>4. We increase attendance at hui fono and bring new and different groups in to our school to strengthen our cultural practice</p>	<p>Interview and caseworking numbers and responses</p> <p>LA and student engagement through use and quality of information</p> <p>To be decided by initiatives</p> <p>Attendance numbers</p> <p>Providers in and engagement of students</p>

Annual Goal 3

Strategic Driver 3:
Pedagogy

Strategic Goal 3:
To develop high quality
teaching programmes
that support innovative
and culturally
responsive practice.

Annual Goal 3:
To design culturally
responsive Programmes
of Learning that embed
Significant Learning and
Big Ideas

Targets:
Strengthening and sustaining
learning guide principles in
practice

Implementing and delivering
every semester course with a
focus on the Big Ideas and
Significant Learning.

CLs: To lead and inspire
“teaching to the northeast”

Strategic Goal 3	2023 Annual Goal 3 Ako	2023 Targets for Annual Goal 3	Action	How do we measure?
To develop high-quality teaching programmes that support innovative and culturally responsive practice.	To design culturally responsive Programmes of Learning that embeds the Significant Learning and Big Ideas	<p>Implementing and delivering every Level 1 course with a focus on the Big Ideas and Significant Learning.</p> <p>Strengthening and sustaining learning guide principles in practice</p> <p>To lead and inspire “teaching to the Northeast”</p>	<p>CL's work with teachers to ensure “Significant Learning and Big Ideas” are planned and implemented in the semester courses</p> <p>Every course has a programme of learning aligned with the learning guides</p> <p>For each CL to set a “leading to the North-East” goal in their curriculum area</p>	<p>Observations, data from semester reports and course reviews provides evidence of implementation and impact</p> <p>Observational data, student voice and course reviews provides evidence of programme of learning delivered through learning guides</p>

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	