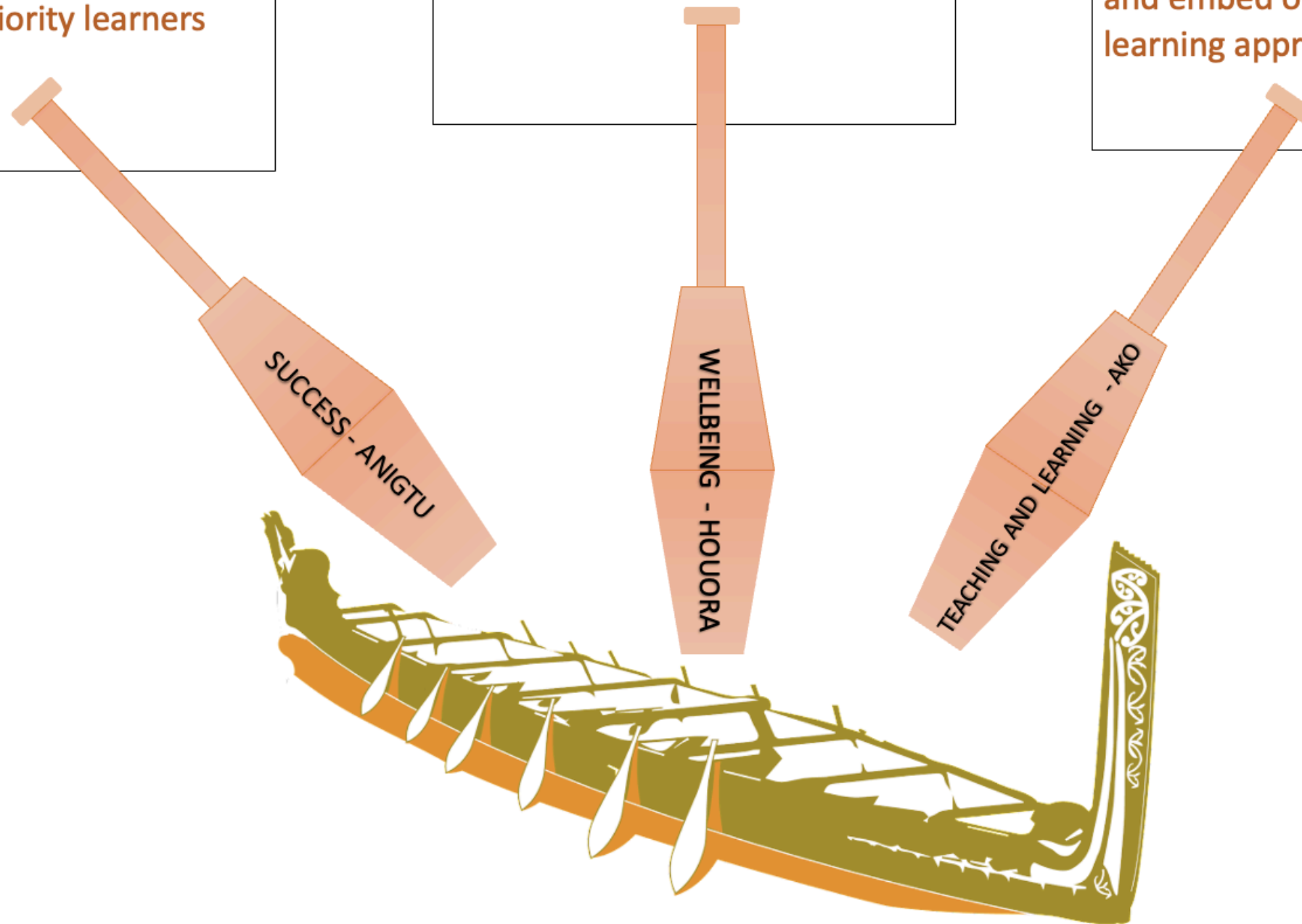


Ormiston Senior College Strategic Goals 2024-2025

Attain the highest possible outcomes for all students, including responding to the needs of our priority learners

Ensure a safe environment where students have a positive, healthy, well informed sense of self, Te Ao Māori and the world.

High-quality teaching programmes that support culturally responsive practice and embed our personalised learning approaches



OSC Strategic Plan DRAFT 2024-25

Vision Statement:

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

Surveys of current Whanau, incoming Whanau, Current Staff and Current students. - Small group meeting with whanau at a fono/hui. - Through this process it has been identified that our community would like to see success celebrated more often for their akonga.

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>STRATEGIC DRIVER: SUCCESS</p> <p>Improve the outcomes for all students, in particular, responding to the needs of our priority learners.</p>	<p>1(a) Every student at the school is able to attain their highest possible standard in educational achievement</p> <p>1(d)(iii) Achieving equitable outcomes for Māori students.</p>	<p>NELP 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>NELP 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>NELP 4. Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p>	<p>Strengthen and extend our current understanding and implementation of culturally inclusive practice and Mātauranga Māori.</p> <p>Targeted support for students new to New Zealand will be developed to help them achieve success, in particular Literacy and Numeracy during their time at the school.</p> <p>More students celebrated for their success throughout the year</p>	<p>Professional Learning programmes</p> <p>Targeted wananga and community engagement</p> <p>New Programmes and interventions for English Language learners will be developed</p> <p>Achievement will be tracked relevant value added, rather than merely by year level.</p>	<p>Value added to baseline data (start of 2024) for every Māori student after 2-3 years using NCEA data and student voice.</p> <p>Tracking achievement of all students will be separated out into relevant areas to show value added and increased achievement in target areas, detailed in the annual goals.</p> <p>Success for all students is celebrated and acknowledged.</p>

<p>STRATEGIC DRIVER: WELLBEING</p> <p>Create a safe environment in which students have a healthy, well informed sense of self, others, Te Ao Māori and the world</p>	<p>1(b) b) the school— (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;</p>	<p>1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>		<p>Evidence</p> <p>Growth towards the holistic health and wellbeing of students and staff through:</p> <ul style="list-style-type: none"> • Taha whānau • Taha Hinengaro • Taha Tinana • Taha wairua • Taha whenua <p>Shifts and changes</p> <p>Students have identified that they are thriving: healthy, well informed, have a positive sense of self and are secure in their place in te ao Māori and the world.</p> <p>AND</p> <p>Where otherwise identified, students have access to a range of support to promote their culture, mental health and wellbeing</p>		<p>Taha whanau - Working with Whānau Working with students</p> <p>Taha Hinengaro me te Tinana - Working with the Health Centre Working with staff</p> <p>Taha Whenua - Working with Iwi Working with whānau Working with Staff Working with students</p> <p>Taha wairua - Schoolwide initiatives Student led initiatives Staff led initiatives</p> <p>Developing and sustaining School culture through change and growth</p>		<p>A range of initiatives to support a thriving school will be imbedded</p> <p>The school will track stakeholder engagement, feedback, voice and participation through these initiatives.</p>
<p>STRATEGIC DRIVER: TEACHING AND LEARNING</p> <p>High-quality teaching programmes that support culturally responsive practice and embed our personalised learning approaches</p>	<p>1 (d) the school gives effect to Te Tiriti o Waitangi, including by— (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; 1 (c) the school is inclusive of, and caters for, students with differing needs;</p>	<p>Nelp 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p>Identify gaps in teaching capability and invest in opportunities for educators and staff to strengthen teaching, leadership and learning support</p> <p>Value diversity in your workforce and hire staff with a range of backgrounds, identities, languages and cultures to grow a workforce representative of the diversity of your earners/ākonga and communities</p>		<p>Teachers and learners are able to -</p> <p>Set goals for their own teaching/learning and use their performance to guide their teaching/learning towards these goals,</p> <p>participate in leadership roles and functions,</p> <ul style="list-style-type: none"> · include others in their learning, · Use evidence of their current performance to identify next learning steps, <p>take ownership of their own teaching/learning;</p> <p>be self-regulating and self-determining learners.</p>		<ul style="list-style-type: none"> • Establish responsive support for the Middle leaders and teachers to ensure <i>fidelity</i> of the interventions. • Crucial to this is a means of collaboratively evaluating the impact of the personalised strategies on learners' progress and appropriate modification 		<p>All SLT and Middle Leaders will have engaged with culturally responsive professional learning and will have evidence of how they have implemented this in their areas of leadership</p> <p>All teachers will have evidence of culturally responsive practice in their teaching.</p> <p>All Maori students experience success for who they are as learners and as people.</p>