



## ORMISTON SCHOOLS' STRATEGIC PLAN 2024-2025 AND OJC ANNUAL IMPLEMENTATION PLAN 2024

*To guarantee every learner engages in innovative, personalised world class learning...*

### Leadership for equity and excellence

Effective leadership is a defining characteristic of communities of learning where learner outcomes are equitable and excellence is the norm. In pursuing equity and excellence, effective leaders explicitly attend to the relationships, structures and processes that perpetuate inequity and lack of opportunity to learn.

### Educationally powerful connections and relationships

Parents and whānau are the primary and ongoing influence on the development, learning, wellbeing and self-efficacy of their children. So it is important that schools engage with them and involve them in school activities, particularly those that are focused on learning.

### Responsive curriculum, effective teaching and opportunity to learn

The curriculum is enabling and future-focused and is intended to promote self-efficacy. This requires a learner-centered approach, where educators choose contexts and design learning opportunities in discussion with their learners and support them to learn collaboratively on challenges and problems set in real-world contexts.

### Professional capability and collective capacity

Leaders need to ensure that educators are continuously engaged in professional learning that increases their knowledge and skills and develops their adaptive expertise. Learners are the focus of all effective professional learning: enhancing learner outcomes is both the purpose of professional learning and the basis for evaluating its success.

### Evaluation, inquiry and knowledge building for improvement and innovation

In effective schools, evaluation, inquiry and knowledge building processes are purposeful and focus on a specific area for improvement. They work together coherently, enabling the use of relevant evidence at learner, habitat/ kāinga, year and school levels to promote improvement and innovation.



**Gives effect to [Te Tiriti o Waitangi](#), including by ensuring that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; achieving equitable outcomes for Māori students.**

**Ensure that all ākonga make continuous progress to reach their full educational potential; every student at the school is able to attain their highest possible standard in educational achievement**

**Provide exceptional teaching that is tailored to students' unique learning requirements. Ensure our school is inclusive of, and caters for, students with differing needs.**

**Provide a safe and nurturing environment, socially, emotionally and physically, where positive learning relationships thrive.**

**Maintain a physically and emotionally safe place for all students and staff; and take all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.**

## STRATEGIC PLAN 2024-2025

The Ormiston Primary School and Ormiston Junior College combined Board of Trustees utilised community engagement and feedback and the National Education and Learning Priorities (NELPs) in the development of this plan.

OrmsPS/OJC Combined Strategic Goals	Board Primary Objectives	OJC   What do we expect to see?	OJC   How do we achieve or make progress towards our goals?	OJC   How we measure success
<p>Ensure that all ākonga make continuous progress to reach their full educational potential. every student at the school is able to attain their highest possible standard in educational achievement</p> <p>Provide exceptional teaching that is tailored to students' unique learning requirements.</p> <p>Provide a safe and nurturing environment, socially, emotionally and physically, where positive learning relationships thrive.</p> <p>Maintain a physically and emotionally safe place for all students and staff; and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.</p> <p>Ensure our school is inclusive of, and caters for, students with differing needs.</p> <p>Gives effect to <a href="#">Te Tiriti o Waitangi</a>, including by ensuring that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori;</p> <p>Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori;</p> <p>achieving equitable outcomes for Māori students.</p>	<p>Section 127(1) of the Education and Training Act 2020.</p> <p>Achieved through education requirements:</p> <ul style="list-style-type: none"> <li>NELP Priorities 1-6</li> <li>Te Mātaiaho (NZC)</li> <li>Ka Hikitia</li> <li>Tau Mai te Reo approach</li> <li>The Action Plan for Pacific Education 2020-2030</li> <li>Every day counts - attendance and Engagement Strategy</li> <li>Wellbeing in Education Strategy</li> </ul>	<p>POU 2: Te Mātaiaho - The New Zealand Curriculum: Ākonga, kaiako and whānau are engaged in high quality teaching, learning and assessment practices across our local school curriculum.</p> <p>Learners attain their highest possible standards &amp; achievements</p> <p>POU 3: Whakamana/ Mana Tāngata: Ākonga, whānau &amp; kaimahi wellbeing supported through the promotion of well-being ( including social, emotional, relational and academic growth) within the implementation of cross-campus strategy for inclusion &amp; wellbeing.</p> <p>POU 1: Whanaungatanga &amp; Mana Ōrite: Give effect to <a href="#">Te Tiriti o Waitangi</a>, including by— working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; taking all reasonable steps to make instruction available in te reo me one tikanga Māori; achieving equitable outcomes for Māori students.</p>	<p>Staff will work on planning and implementing Te Mātaiaho (the refreshed curriculum), within our local curriculum and enhance the professional application of principles that guide assessment practices within and across our OJC curriculum.</p> <p>Emphasise the role, space and place of MAC/Kāinga as the central curriculum anchor for learning in, through and about hauora/wellbeing and social, emotional, relational learning AND increase professional practices to promote this.</p> <p>Staff will be better equipped with strategies for supporting ākonga and their own wellbeing and mental health.</p> <p>Grow professional understanding, capability and capacity to whakamana (enhance) Ākonga Māori (Māori learners) success as Māori and;</p> <p>Give mana ōrite (equal status) to Mātauranga Māori (Māori ways of learning, knowing and doing) within our transdisciplinary curriculum.</p>	<ul style="list-style-type: none"> <li>measuring and analysing feedback, progress, and outcomes of all learners in our local curriculum areas</li> <li>results will show increased progress for all ākonga in literacy and numeracy</li> <li>identified strategies to sustain identities, languages and culture are acknowledged as successful in feedback on implementation (Hauora 2 / Relationships 3)</li> <li>ākonga and kaiako ability to use tikanga Māori and Te Reo Māori will continue to increase (Relationships 4)</li> <li>Evidence of further growth in ākonga connectedness and wellbeing will be evident (Inspiration 2 / Excellence 2).</li> <li>Structured Orientation Plan for new MAC staff</li> <li>The planning and delivery of effective professional learning targeting the 'Big Rocks'</li> <li>'Ormiston 3' Wellbeing Strategy completed in draft.</li> <li>Board, leaders and staff will continue to grow connections with Ngāi Tai ki Tāmaki</li> <li>identifying strategies to sustain identities, languages, and culture.</li> <li>learners confidently discuss their own identities and relationships to/with others and the narratives and histories of Ngāi Tai ki Tāmaki (OJC Graduate Profile Badge - Relationships 3 &amp; 4).</li> <li>learner and whānau voice continues to speak positively of the schools relational focus and the connections between learner-coach relationships for learning, progress and achievement.</li> </ul>

## OJC | IMPLEMENTATION PLAN 2024

**Summary of the plan:** *We are working on three specific areas for improvement.*

### **Pou 1: Giving effect to Te Tiriti o Waitangi**

To grow professional understanding, capability and capacity to whakamana (enhance) Ākonga Māori (Māori learners) success as Māori, and; Give mana ōrite (equal status) to Mātauranga Māori (Māori ways of learning, knowing and doing) within our transdisciplinary curriculum.

### **Pou 2: Learners attain their highest possible standards & achievements**

To enhance the professional application of principles that guide assessment practices within and across our OJC curriculum

### **Pou 3: Promotes the well-being and inclusion of all learners**

To emphasise the role, space and place of MAC/Kāinga as the central curriculum anchor for learning in, through and about hauora/wellbeing and social, emotional, relational learning AND increase professional practices to promote this.

**Where we are currently at:** *What has already been done in the previous year to meet the targets, and what will need to be done this year to address any targets that were not met last year.*

### **Pou 1: Give effect to Te Tiriti o Waitangi**

Goal remains on going with greater clarity provided for awareness of the two distinct inputs and outcomes required. Significant work has been achieved in building school wide resources and representation in staff to support ākonga Māori seeing themselves reflected in staff and in the opportunities offered because of the range of staff expertise. Key staff in Māori (and Pasefika) spaces have contributed aligned and targeted approaches and systems for sustaining community and whānau links (beyond those formed with MACs) that build on existing relationships and emphasise the school value of whakawhanaungatanga in nurturing Māori and Pasefika whānau frequency and input to shape and inform school growth and provision for teaching and learning programmes support ākonga Māori *as Maori*.

While collective and systems level successes have been highlighted school wide, next steps see our focus shift to individual teaching and learning interactions and the pedagogies of CRRP for kaiako to see shifts in the achievement and progress of all their learners *as and who they are* (personalised).

### **Pou 2: Learners attain their highest possible standards & achievements**

Aligned Associate Leaders of Learning continue to work alongside sg Designers to make explicit connections between our assessment goals and the learning design required to make incremental and consistent progress. Curriculum re-development and mapping across the learning progressions (Year 7 - 10) provides the impetus for appropriate assessment conversations across the year. Likewise, a data analysis was completed at the end of 2023 which provided key data, delineated by gender, and ethnicity that provides the foundation for purposeful and targeted learning design in 2024. Continue to develop wider clarity around the role and equal status of our three assessment pillars and inputs is being: (1) narrative assessment, our learning journeys that show progress in students learning; (2) digital badging, our graduate profile achievement in components of learning; (3) use of standardised assessment; use of e-AsTTle; to triangulate robust assessment practices.

### **Pou 3: Promotes the well-being and inclusion of all learners**

Towards the end of 2023 we started the review and refresh of the MAC structure (curriculum and operational) which came about due to reflection related to Pou 3. This involved the ALOs and Kāinga Designers who lead this area within our school. It included an analysis of the current MAC structure, Golden Threads curriculum and the roles and responsibilities of key people and the relationships between them. Through this we identified coach capability as a key area of focus for 2024. Strengthening Kāinga Designers knowledge and understanding of our social, emotional and academic curriculum through professional learning enables them to lead their teams to develop purposeful practice as MACs. The foundational work for this has been set.

## **How will our targets and actions give effect to Te Tiriti o Waitangi:**

### **Strategic Goal (Pou) 1 focuses on:**

- Giving effect to Te Tiriti o Waitangi through meaningful connections developed with ākonga, kaiako, whānau and Ngāi Tai ki Tāmaki
- Ākonga Māori (Māori Learners) experience increased achievement and engagement within and across our transdisciplinary curriculum
- There is also a significant connection to both Pou 2 and Pou 3 in this regard.

### **We will do this in 2024 by:**

- growing professional understanding, capability and capacity to whakamana (enhance) Ākonga Māori (Māori learners) success as Māori and;
- giving mana ōrite (equal status) to Mātauranga Māori (Māori ways of learning, knowing and doing) within our transdisciplinary curriculum.

	<b>POU TUATAHI:</b> <i>Gives effect to Te Tiriti o Waitangi</i>	<b>POU TUARUA:</b> <i>Learners attain their highest possible standards &amp; achievements</i>	<b>POU TUATORU:</b> <i>Promotes the well-being and inclusion of all learners</i>
<b>ERO Indicators</b>	<b>Stewardship</b> Leadership for equity and excellence	<b>Professional capability and collective capacity</b>	<b>Professional capability and collective capacity</b> Responsive curriculum, effective teaching and opportunity to learn
	<b>Evaluation, inquiry and knowledge building for improvement and innovation</b>	<b>Evaluation, inquiry and knowledge building for improvement and innovation</b>	<b>Educationally powerful connections and relationships</b> Leadership for equity and excellence
	Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence. Leadership promotes and participates in teacher learning and development. Students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum and/or Te Marautanga o Aotearoa. Effective, culturally responsive pedagogy supports and promotes student learning. The board actively represents and serves the school and education community in its stewardship role.	A strategic and coherent approach to human resource management builds professional capacity and collective capacity. Leadership promotes and participates in teacher learning and development. The board scrutinises the effectiveness of the school in achieving its values and student outcomes. Assessment for learning develops students' assessment and learning-to-learn capabilities. Organizational structures, processes and practices enable and sustain ongoing learning, collaborative activity and collective decision making.	Students learn, achieve and progress in the breadth and depth of the New Zealand Curriculum and Te Maturanga o Aotearoa. Students have effective, sufficient and equitable opportunities to learn. Students participate and learn in caring, collaborative, inclusive learning communities. Organisational structures, processes and practices enable and sustain ongoing learning, collaborative activity and collective decision making. Access to relevant expertise builds capability for ongoing improvement and innovation.
<b>OJC Values &amp; Beliefs</b>	<b>Why?</b> <ul style="list-style-type: none"> <li>We value whanaungatanga and believe relationships underpin all learning.</li> <li>We believe in kaitiakitanga: "what do we do when no one else is looking.?"</li> <li>We believe in equity and value diversity in our community of learners.</li> <li>We believe all learners have an innate curiosity to make sense of the world they live in.</li> <li>We value and believe in authentic and real world learning.</li> <li>We believe in celebrating excellence - 'finding the genius in everyone'.</li> <li>We believe in the possibility of exceeding expectations/aspirations.</li> <li>We believe that success is personalised and growth is integral to excellence.</li> </ul>	<b>Why?</b> <ul style="list-style-type: none"> <li>We value and believe in learning to learn.</li> <li>We believe student agency prepares lifelong learners.</li> <li>We believe in provocation, taking risks, and celebrating the zest in learning.</li> <li>We believe in celebrating excellence - 'finding the genius in everyone'.</li> <li>We believe in the possibility of exceeding expectations/aspirations.</li> <li>We believe that success is personalised and growth is integral to excellence.</li> </ul>	<b>Why?</b> <ul style="list-style-type: none"> <li>We value whanaungatanga and believe relationships underpin all learning.</li> <li>We believe in a collective responsibility for whakawhanaungatanga through the actions we take.</li> <li>We believe in the wellbeing of all learners and the environments that foster this.</li> <li>We believe that success is personalised and growth is integral to excellence.</li> </ul>
	<b>Whanaungatanga   Relationships</b> We believe people are taonga (treasures). Therefore, the systems of kinship, whānau, hapu, and iwi are at the foundation of this principle. This includes rights and reciprocal obligations that underpin the social organisation as well as being part of a larger whole. We can also feel and express whanaungatanga with our natural environment and surroundings. Whanaungatanga is about knowing you are not alone, and that you have a wider network that provides support, assistance, nurturing, guidance and direction when needed. Defined roles and actions within OJC such as <i>Leaders of Learning, Learning Coaches</i> , learning conversations, community mentors/expertise and student leadership founded on tuakana/teina are also part of whanaungatanga. Interdependence with each other, rather than independence, is the focus of our relationships at OJC.  <b>Ngakau Tapatahi   Integrity</b> We believe that honesty, integrity and adherence to moral and ethical principles and having soundness of moral character are crucial to the state of the whole learner. This in turn supports the whole learning community to achieve the best possible outcomes and design the most appropriate learning pathway for each learner and guides our learning community's code of conduct.	<b>Hiranga   Excellence</b> We believe that one of the key objectives in learning is aiming for hirangi/excellence. Excellence is the quality of excelling, of being truly the best at something or producing the highest possible quality outcome or result. OJC values each learner's ability to function at this high level and develop their knowledge, skills, and dispositions to continue to push the boundaries of their learning. Every action, learning experience and conversation is held with keeping excellence at the heart of developing each learner.  <b>Auaha   Innovation</b> We believe auaha/innovation lies at the heart of future focused learning. Auaha is also closely connected to shaping, creating, forming, and fashioning activities and experiences. At OJC we value innovation as both an overall approach to contemporary problem solving as well as an intentionally developed mindset as the outcome of a world-class & future focused education.	<b>Hauora   Wellbeing</b> A Holistic approach to learner wellbeing & learning underpins all our values, principles and practices at OJC and will also live through all core values. We believe that the Hauora of each learner is at the center of learning. This belief is founded on Mason Durie's model of Te Whare Tapa Wha as articulated in the New Zealand Curriculum document. We believe that all learning must take these principles into account for each individual, and that Hauora and its dimensions are in fact, the "why" of any learning in the 21st century.  <b>Wana   Inspiration</b> We believe that learning should be filled with inspiration for all learners, and that learning experiences should activate both social and emotional engagement which lead to deep learning, and influences and impels further action and applications of learning for each learner and the community. (Social emotional engagement in learning is derived from OECD's "The Nature of Learning")
<b>Tūmanakotanga</b>	Give effect to <u>Te Tiriti o Waitangi</u> , including by— working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; taking all reasonable steps to make instruction available in te reo me one tikanga Māori; achieving equitable outcomes for Māori students.	To enhance the professional application of principles that guide assessment practices within and across our OJC curriculum.	To emphasise the role, space and place of MAC/Kāinga as the central curriculum anchor for learning in, through and about hauora/wellbeing and social, emotional, relational learning AND increase professional practices to promote this.

**1. STRATEGIC GOAL / POU 1:**

Give effect to Te Tiriti o Waitangi, including by— working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; taking all reasonable steps to make instruction available in te reo me one tikanga Māori; achieving equitable outcomes for Māori students.

**Annual Target/Goal:**

- to grow professional understanding, capability and capacity to whakamana (enhance) Ākonga Māori (Māori learners) success as Māori and;
- give mana ōrite (equal status) to Mātauranga Māori (Māori ways of learning, knowing and doing) within our transdisciplinary curriculum.

**What do we expect to see by the end of the year?**

*What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.*

- Giving effect to Te Tiriti o Waitangi through meaningful connections developed with ākonga, kaiako, whānau and Ngāi Tai ki Tāmaki
- Ākonga Māori (Māori Learners) experience increased achievement and engagement within and across our transdisciplinary curriculum

	<b>Actions:</b>	<b>Who is responsible?</b>	<b>Resources Required:</b>	<b>Timeframe:</b>	<b>How will you measure success?</b>
Te Ara	<p>Explicit teaching and learning of tūrangawaewae through MAC Kāinga curriculum - building early belonging and connection to a range of identities.</p> <p>Ngāi Tai ki Tāmaki narratives and locations of significance shared with all learners as part of teaching &amp; learning.</p> <p>Whānau hui (and fono) establish regular links for whānau to engage with Māori (and Pasefika) staff members and to exchange aspirations for the experiences of ākonga Māori within school - increasingly moving from sharing exchanging aspirations and expectations to support stronger outcomes..</p> <p>Literacy pathways within timetable provided in both Te Ao Māori (and Pasefika) contexts and within TAIP and Whānau Ora contexts.</p>	<p>BOT LOL ALOLs LDs/KDs ALL LCs Ls</p>	<ul style="list-style-type: none"> <li>• Tūrangawaewae GTP - MAC curriculum resources.</li> <li>• Teaching &amp; Learning plans / experiences from established staff.</li> <li>• Ngāi Tai ki Tāmaki collected resources - drive folder.</li> <li>• All new staff inducted with Ngāi Tai ki Tāmaki van tour.</li> <li>• EOTC supports all learners to continue Ngāi Tai hiko in Term 1 of each year.</li> <li>• Whānau hui outputs inform on-going development</li> <li>• Learner voice</li> </ul>	<p>Term 1, 2024 &amp; On-going</p>	<p>Student identities and whānau and community knowledge, (including our Ngāi Tai ki Tāmaki relationships, narratives) and histories; language and culture are represented in curriculum material and the enacted curriculum.</p> <p>Learners confidently discuss their own identities and relationships to/with others and their place here within the narratives and histories of Ngāi Tai ki Tāmaki (<i>OJC Graduate Profile Badge - Relationships 3 &amp; 4</i>).</p> <p>Learner and whānau voice continues to speak positively of the school's relational focus and the connections between learner-coach relationships for learning and progress and achievement are clear for all.</p>
	<p>Common language of learning revisited and used throughout OJC curriculum areas.</p> <p>On-going refinement of language of learning terminology to explicitly include effective teacher profile (ETP) dimensions.</p> <p>Powerful practice workshops provide space for CRRP expertise to be shared, targeting and aligning with existing 'big rocks' and 'PP' success indicators.</p>	<p>BOT LOL ALOLs LDs/KDs ALL LCs Ls</p>	<ul style="list-style-type: none"> <li>• OJC Abridged Glossary &amp; Language of Learning</li> <li>• Tātaiako</li> <li>• Effective Teacher Profile dimensions</li> <li>• Professional readings to promote alignment with concepts and applied practice.</li> <li>• External PL opportunities prioritised for connection to this.</li> <li>• Internal PL plan aligns Kāinga 'big rocks' and Learning Designer 'powerful practices' with RCRP.</li> <li>• Learner voice - progress and achievement.</li> </ul>	<p>Whole year focus on all PL.</p>	<p>Common language continually developed and refined and application for cultural competencies for teachers of Ākonga Māori: manaakitanga, ako, whanaungatanga, wānanga and tangata whenuatanga are expanded upon and applied consistently across professional learning contexts as daily praxis.</p>
	<p>Student learning is scaffolded appropriately through the use of practices such: guided, navigator and explorer pathways;</p> <p>Teaching and learning utilises prompts, open questioning, explanations, worked examples; experiences / provocation / experiential learning and active discussion <u>and</u> the provision of other appropriate tools and resources.</p>	<p>LOL ALOLs LDs/KDs ALL LCs</p>	<ul style="list-style-type: none"> <li>• OJC Abridged Glossary &amp; Language of Learning</li> <li>• Tātaiako</li> <li>• Effective Teacher Profile dimensions</li> <li>• Professional readings</li> <li>• External PL opportunities</li> <li>• Internal PL plan aligns Kāinga 'big rocks' and Learning Designer 'powerful practices' with RCRP.</li> <li>• Learner voice - progress and achievement.</li> </ul>	<p>Learners voice snapshots - Term 2 &amp; 3</p>	<p>Teaching uses culturally responsive and relational pedagogies (CRRP): (<i>including questioning, wait time, and providing opportunities for application, problem solving, creativity and invention</i>) to engage students in learning and thinking.</p>

<p>Staff understand the effective teacher profile (ETP) dimensions leading to culturally responsive (sustaining) and relational pedagogies (CRRP).</p> <p>Professional growth* harnesses existing secondary staff expertise capabilities and experiences in <i>Te Kōtahitanga</i> and <i>Kia Eke Panuku</i> as baseline guides for further development;</p> <p>Utilise <i>Niho Taniwha</i> and <i>Community - the Structure of Belonging</i> as critical readings to support implementation and meaningful community engagement.</p> <p>Community Engagement - Connect with Community Experts / Iwi Representatives whether through Programme Planning or Leading regular workshops to ensure both Staff and Learner involvement and increased knowledge / capabilities</p>	<p>LOL ALOLs LDs/KDs ALL LCs Learners Whānau</p> <p>LOL ALOLs LDs/KDs ALL LCs Learners Whānau</p>	<ul style="list-style-type: none"> <li>• PLGs</li> <li>• staff expertise across Te Kōtahitanga.</li> <li>• Internal PL plan aligns Kāinga 'big rocks' and Learning Designer 'powerful practices'.</li> <li>• Whānau hui voice</li> <li>• Learner voice - progress and achievement.</li> </ul>	<p>Whole year focus across all PL.</p> <p>Whole year - depending on scheduled Events throughout Term</p>	<p>Professional understanding and range of tools and approaches for staff to whakamana ākonga Māori success as Māori is increased in ways which target ākonga Māori and benefit all in the process.</p> <p>Staff and learner voice positive - case studies reflected regularly at pastoral, and team hui, PLCCs, and in the attainment of OJC Graduate Profile digital badge assessment outcomes.</p> <p>Learner and whanau voice confirm outcomes.</p> <p>Whānau Hui / Fono for feedback confirming progress / movement forward Strong presence of Whakawhanaungatanga / Community / Ākonga - supporting schools Incentives</p>
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*\*Professional Growth refers to all governance and operational functions: Board of Trustees (community perspectives), leadership team (LOLs), middle leadership (Designers), teaching staff (Learning Coaches) and support staff (Learning Assistants & Administrative Staff) developing individual and collective understanding, capability and capacity in their respective areas.*

**2. STRATEGIC GOAL / POU 2:**

Learners attain their highest possible standards and achievements.

**Annual Target/Goal:**

- to enhance the professional application of principles that guide assessment practices within and across our OJC curriculum.

**What do we expect to see by the end of the year?**

*What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.*

- A framework that staff know and follow which combines multiple quantitative and qualitative (and narrative) data points to drive teaching and learning and which makes student achievement more robust
- Staff have grown in their assessment capabilities evidenced by effective teaching and learning through our focus on and understanding of "Powerful Practice"

	<b>Actions:</b>	<b>Who is responsible?</b>	<b>Resources Required:</b>	<b>Timeframe:</b>	<b>How will you measure success?</b>
Te Ara	<p>Develop staff-wide clarity around the role and equal status of our three assessment pillars and inputs:</p> <ol style="list-style-type: none"> <li>narrative assessment, our learning journeys that show progress in students learning;</li> <li>digital badging, our graduate profile achievement in components of learning;</li> <li>use of standardised assessment; use of e-AsTTle; to triangulate robust assessment practices.</li> </ol>	<p>LOL ALOLs LDs/KDs ALL LCs External Providers</p>	<ul style="list-style-type: none"> <li>Annual Professional Learning Plan explicitly designed to build capacity in both understanding and executing the strategic goals</li> <li>Scheduled professional learning meetings (PLGs)</li> <li>Use of outside data collation dashboards to base data analysis conversations (e-asTTle &amp; digital badging)</li> </ul>	<p>Ongoing</p>	<p>We know we will be successful when staff make explicit and automatic connections between the strategic plan and planning for learning.</p> <p>Learners' voices and the evidence they are able to cite reflect progress against the graduate profile and in the learning journey which correlates to staff efficacy in translating the goals stated in the strategic plan and Learners on track to complete their Graduate Profile.</p> <p>Staff have the capacity to differentiate their teaching using asTTle and a range of assessment data. Staff will be seen to incorporate/triangulate asTTle data together with in class assessments and student voice when making professional judgements around student achievement.</p>
	<p>To build partnerships between educators, learners/ākonga, and whānau where whānau use reliable and dependable assessment (asTTle and progress towards the OJC Graduate Profile) information about their ākonga.</p>	<p>LOL ALOLs LDs/KDs ALL LCs</p>	<ul style="list-style-type: none"> <li>Parent learner coach conversations (PLCC)</li> <li>Mentor, Advisor, Coach teacher (MAC)- students stay with same MAC over time at OJC to build relationships</li> <li>Initial student interviews</li> <li>Inspire day- all prospective students coming to OJC visit school for a day</li> <li>Open night &amp; family tours</li> <li>Termly newsletters</li> <li>Regular surveys to families</li> <li>SMS- live reporting of any uploaded data</li> </ul>	<p>Ongoing</p>	<p>High attendance rate (90%+) for Parent Learner Coach Conversation evenings, and other opportunities to engage with the tamariki involvements in school.</p> <p>High &amp; regular communication between MACs and their families.</p> <p>High attendance at Family Tours events (for feeder schools) and opportunities to engage with school as current and future learners.</p> <p>Feedback from surveys and community consultations are widely engaged with and the feedback received is positive.</p>
	<p>Continue to build dependable data (quant &amp; qual) that supports school planning.</p> <p>Continue data analysis focus and support designers to lead staff PL in assessment; including use of national, standardised tools to inform teaching and learning.</p> <p>Alongside outside expertise, ALOLs continue to develop the process necessary to review our current assessment practices regarding the OJC Graduate Profile with a view to making our data systems more robust and reliable.</p>	<p>LOL ALOLs LDs/KDs External Providers</p>	<ul style="list-style-type: none"> <li>Data sources - SMS and e-asTTle and badge data sets</li> <li>PLGs - powerful practice on data use to inform learning design and planning.</li> </ul>	<p>Ongoing</p>	<p>Shift from the Associate Leaders of Learning from overseeing data analysis to this task being equally shared with middle leaders (Learning Designers).</p> <p>Middle Leaders and Learning Coaches are conversant in the language of assessment building trust by the senior leadership team in the quality of data received.</p> <p>Data as integral to learning conversations between coaches and students and whānau.</p> <p>At leadership level, we have completed a cycle of inquiry of reviewing the Graduate Profile to inform and guide any future changes.</p>

<p>Use and apply evidence of progress (asTTie/OJC Graduate Profile) for all students and improvement in equitable outcomes for all students.</p>	<p>LOL ALOLs LDs/KDs External Providers</p>	<ul style="list-style-type: none"> <li>• Data sources - SMS and e-asttle and badge data sets</li> <li>• Analysis of achievement delineated by ethnicity</li> <li>• Design of termly plans directly correlated to data analysis</li> </ul>	<p>Ongoing</p>	<p>Collation of student voice and feedback.</p> <p>Specific focus on and analysis of specific demographics and cohorts of students show no significant differences in the achievement of the OJC Graduate Profile. Data consistently demonstrates that all students are on track to complete the Graduate Profile.</p> <p>Our Relationships 4 badge which provides authentic opportunities for Māori success as Māori will show more students tracking towards completion of this graduate profile criteria.</p> <p>This also aligns with our Pou 1 focus; to give effect to Te Tiriti O Waitangi.</p>
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### 3. STRATEGIC GOAL / POU 3:

Promote the well-being and inclusion of all learners.

#### Annual Target/Goal:

- Emphasise the role, space and place of MAC/Kāinga as the central curriculum anchor for learning in, through and about hauora/wellbeing and social, emotional, relational learning AND increase professional practices to promote this.

#### What do we expect to see by the end of the year?

*What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.*

- Structured Orientation Plan for new MAC staff
- The planning and delivery of effective professional learning targeting the 'Big Rocks'
- 'Ormiston 3' Wellbeing Strategy in draft

	Actions:	Who is responsible?	Resources Required:	Timeframe:	How will you measure success?
Te Ara	Develop and deliver professional learning that allows all staff to gain key knowledge, skills and dispositions to feel confident and capable MACs.	LOL ALOL KDs Health & Guidance Team (HH)	<ul style="list-style-type: none"> <li>• Professional learning that promotes and supports MACs to gain a deeper understanding of Hauora/wellbeing and social, emotional and relational learning using internal an external expertise</li> <li>• Planning templates</li> <li>• Teaching resources that support wellbeing and Hauora concepts</li> </ul>	Term 1, 2024 launch and ongoing throughout 2024	Proactive, intentional and deliberate teaching and learning design of wellbeing and Hauora learning concepts supporting our Wellbeing and Counselling services to target their professional clinical services at acute needs. <ul style="list-style-type: none"> <li>• MAC planning - teacher planning will include explicit focus and connection to Wellbeing and Hauora learning concepts that support learners</li> <li>• Hauora Hub end of year report</li> <li>• Common language across staff and learners</li> </ul>
	Ensure regular multi-disciplinary meetings between Leadership. Kāinga Designers, SENCO and Hauora Hub staff - counsellors, nurse and social worker.	LOL ALOL KDs HH	<ul style="list-style-type: none"> <li>• Regular multi-disciplinary meetings with minutes outlining patterns and trends</li> <li>• Golden Threads site - central location for planning and resources</li> </ul>	Fortnightly, ongoing	
	Develop the Golden Threads curriculum and resource toolkit to support MAC planning and implementation	ALOL KDs		Ongoing	Professional practices and student wellbeing practices take into account the cultural identity, curiosities, and aspirations of both coaches and students, in so doing provoking risk taking, activating the zest in learning and maximising the potential of the school community.
	Ensure the Golden Threads site is kept as a central location that is up to date with planning and resources for MAC	KDs MACs		Ongoing	Staff voice & learner voice
	Develop a timeline for new MACs outlining expectations and levels of support	Leaders of Learning Kāinga Designers	<ul style="list-style-type: none"> <li>• Induction resource - digital and hard copy</li> <li>• Toolkit resources (Deep Speak cards, Positive Education books, Circle time resources etc)</li> <li>• Opportunities for connection and communication are built into the structure of the school - Hero, Parent Learning Coach conversations, learning exhibitions, email, open evenings etc.</li> <li>• External professional development for KDs for upskilling</li> </ul>	Term 4, 2024	MACs are empowered through tool kits <ul style="list-style-type: none"> <li>• Identify the use of the toolkit &amp; resources in MAC planning</li> <li>• High attendance rate (90%) of PLCC bookings and school community events</li> </ul>
	Develop and design an induction resource for all MACs that identifies key responsibilities and provides clarity on the purpose and impact of the MAC structure			Term 4, 2024	KDs engage in external PL and use that knowledge and theory to design and implement robust professional learning
	Professional learning in Positive Education (social, emotional, relational learning) delivered by KDs to Learning Coaches.			Term 2, 2024	MACs are able to differentiate social and emotional learning for their learners <ul style="list-style-type: none"> <li>• This would be evident in their MAC planning and Kāinga sharing</li> </ul>
	Ormiston Primary, Ormiston Junior College & Ormiston Senior College collaborate on a community wellbeing strategy that aligns with vision, values and principles of our schools	LOL ALOL OrmPS OSC	<ul style="list-style-type: none"> <li>• External facilitator for co-design</li> <li>• Time and space to meet across all schools</li> <li>• Survey focus groups - staff, learners &amp; whānau</li> <li>• Wellbeing framework</li> </ul>	On-going	Ormiston 3 Wellbeing Model developed and in draft, shared with school community  A wellbeing framework is co-designed by the Ormiston 3 that connects common vision, values and key documents

<p>Strategy Co-Creation: Involve staff, students, parents, and community members via focus groups.- feedback on draft strategy Detail an Annual Plan with Targets, Actions and Measures of Success. Design a Wellbeing framework that draws together the three campuses.</p> <p>Curriculum Mapping: Establish a cross campus working group</p> <p>Ormiston Primary, Junior and Senior Colleges Health and Guidance Teams work closely alongside each other to capture, support and transition in / out vulnerable learners between schools smoothly. All appropriate staff involved are all on the same page about learners coming through.</p>	<p>OrmPS, OJC and OSC Health and Guidance Teams, KDs, LoLs and ALoLs</p>	<ul style="list-style-type: none"> <li>• Cross-campus working group established</li> <li>• Shared Database of learners and notes between schools</li> </ul>	<p>Ongoing</p>	<p>Community consultation events have occurred that engage whānau to express and share their perspectives on wellbeing to inform the Ormiston 3 wellbeing strategy.</p> <p>Cross-working group established within each of the 3 schools led by ALoLs. These working groups will be established and meet regularly within their own schools and cross-school to refine the MAC curriculum to align from Y1-Y13.</p> <p>Pilot launched at OJC focused on 2 identified areas led by the cross-working group</p> <ul style="list-style-type: none"> <li>• Positive Outcomes / Pathways and solid Transition of learners into next school / Community</li> <li>• Smaller List / Database of learners and whānau with high needs</li> </ul>
<p>Develop and deliver professional learning that allows all staff to gain key knowledge, skills and dispositions to feel confident and capable MACs.</p> <p>Ensure regular multi-disciplinary meetings between Leadership. Kāinga Designers, SENCO and Hauora Hub staff - counsellors, nurse and social worker.</p> <p>Develop the Golden Threads curriculum and resource toolkit to support MAC planning and implementation</p> <p>Ensure the Golden Threads site is kept as a central location that is up to date with planning and resources for MAC</p>	<p>LOL ALOL KDs Health &amp; Guidance Team (HH)</p> <p>LOL ALOL KDs HH</p> <p>ALOL KDs</p> <p>KDs MACs</p>	<ul style="list-style-type: none"> <li>• Professional learning that promotes and supports MACs to gain a deeper understanding of Hauora/wellbeing and social, emotional and relational learning using internal an external expertise</li> <li>• Planning templates</li> <li>• Teaching resources that support wellbeing and Hauora concepts</li> <li>• Regular multi-disciplinary meetings with minutes outlining patterns and trends</li> <li>• Golden Threads site - central location for planning and resources</li> </ul>	<p>Term 1, 2024 launch and ongoing throughout 2024</p> <p>Fortnightly, ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Proactive, intentional and deliberate teaching and learning design of wellbeing and Hauora learning concepts supporting our Wellbeing and Counselling services to target their professional clinical services at acute needs.</p> <ul style="list-style-type: none"> <li>• MAC planning - teacher planning will include explicit focus and connection to Wellbeing and Hauora learning concepts that support learners</li> <li>• Hauora Hub end of year report</li> <li>• Common language across staff and learners</li> </ul> <p>Professional practices and student wellbeing practices take into account the cultural identity, curiosities, and aspirations of both coaches and students, in so doing provoking risk taking, activating the zest in learning and maximising the potential of the school community.</p> <p>Staff voice &amp; learner voice</p>