



**Ormiston**  
PRIMARY SCHOOL

# Charter 2015

Strategic and Annual Plan

### School Information Details

285 Ormiston Road Flat Bush 2016 <a href="http://www.ormistonprimary.school.nz">www.ormistonprimary.school.nz</a>	(09) 253 9020 (P) <a href="mailto:admin@ormistonprimary.school.nz">admin@ormistonprimary.school.nz</a> (E)
Decile: 7	MOE Number: 1456
Staffing: 8.60	Grading: U4
Leader of Learning: Heath McNeil	eBOT Chairperson: Karen Gibson

### Strategic and Annual Plan Procedural Information

The Leader of Learning will lodge a copy of its annually updated charter to the BOT by the first Board meeting in 2015.

Ormiston Primary School will lodge a copy of its reports on annual targets to the Ministry of Education on March 1 2015.

Ormiston Primary School intends to consult with its community, including its Maori and Pasifika community, regularly as part of its three year cycle of self review. Consultation includes Community Learning Open Days, Parent Information Evenings (if required or requested), the strategic planning survey every three years, our annual survey, and our Maori and Pasifika consultation process.

A copy of the charter is available to parents and staff and is on our school website – [www.ormistonprimary.school.nz](http://www.ormistonprimary.school.nz)

Heath McNeil  
Leader of Learning

Karen Gibson  
eBOT Chairperson

School Profile 2015

<p><b>Vision</b></p>	<p><i>“Guarantee every learner engages in innovative, personalised world class learning”</i></p>
<p><b>Principles</b></p>	<p style="text-align: center;"><b>Fundamental Understandings:</b></p> <p>Schools as places to prepare young people to know themselves and their communities as they take an active role in re-futuring for the better. This requires a future building perspective, rather than future proofing ourselves, by being flexible and responsive therefore avoiding missed opportunities.</p> <p style="text-align: center;"><b>Foundations of curriculum decision making:</b></p> <p style="text-align: center;"><b>Creating and Cultivating Curiosity</b></p> <ul style="list-style-type: none"> <li>● Our curriculum encourages and provides opportunities for all learners to explore their wonderings</li> <li>● We believe knowledge gives curiosity staying power.</li> <li>● We value curiosity.</li> </ul> <p style="text-align: center;"><b>Thinking and Acting Collaboratively</b></p> <ul style="list-style-type: none"> <li>● Our curriculum gives and creates opportunities for learners to learn from and with each other.</li> <li>● We believe collaboration empowers learners to go beyond their potential.</li> <li>● We value collaboration.</li> </ul> <p style="text-align: center;"><b>Constructing and Sustaining Connections</b></p> <ul style="list-style-type: none"> <li>● Our curriculum builds connections through and across all learning areas and their life both now and in the future.</li> <li>● We believe knowledge and learning needs to be continually used in new situations across different contexts for new purposes.</li> <li>● We value connectivity.</li> </ul> <p style="text-align: center;"><b>Shaping and Developing Learning Capabilities</b></p> <ul style="list-style-type: none"> <li>● Our curriculum grows the capacity of our learners through the Key Competencies.</li> <li>● We believe learners need to be supported to build their knowledge and capabilities.</li> <li>● We value capability.</li> </ul>

<p><b>Special Character status</b></p>	<p>Ormiston Primary School has a provision of services for staff and learners enrolled in the Kelston Deaf Education Centre. The maximum intake is 20 learners. 16 learners will initially start at our school in 2015. These learners are taught the New Zealand Curriculum within the Learning Habitats of Ormiston Primary School as well as withdrawal programmes as appropriate to provide specialised educational support. The Board of Trustees has identified this as an opportunity to utilise the on-site teaching and learning skills from the KDEC and the presence of these hearing impaired learners as an opportunity to provide a special programme for the teaching of NZSL to mainstream students to enhance the ability of all learners to communicate.</p> <p>Ormiston Primary School has applied to the Ministry of Education to operate a special education programme for the teaching of New Zealand Sign Language or NZSL.</p>
<p><b>Background</b></p>	<p>In May 2006, the Minister of Education announced the Flat Bush Area Strategy to cater for the education needs of learners in this newly developing area of Auckland City. To cater effectively for this projected growth in school-age population, the Ministry of Education developed the Flat Bush Area Strategy, which outlines when and where the eight schools in the new network are being established. Alongside the area strategy, the Ministry of Education developed an early childhood education strategy and a special education strategy in consultation with a local Advisory Group.</p> <p>A new town is being built at Flat Bush and it's estimated that 40,000 people will live there by 2021. That will make it New Zealand's largest new town.</p> <p>New schools are required to meet the education needs of up to about 8,000 children who will live in Flat Bush by the time it is fully developed. Approximately half the children are expected to be primary school age and half will be intermediate and secondary school age.</p> <p>Ormiston Primary School is a contributing primary (Year 1 – 6) school that is a part of the Flat Bush Area Strategy. Established in December 2013, the school will be opening in 2015 with approximately 85 learners which include 16 learners that are enrolled in KDEC.</p> <p>Ormiston Primary School Establishment Board of Trustees welcomes all learners in our community. We are committed to their engagement in all school activities and to their achievement. There have been four community hui during the establishment year of 2014. Two consultation hui about enrolment scheme and two concerning the vision, principles, curriculum and operational matters for the 2015 opening. The Leader of Learning has met with all families individually to complete the enrolment process.</p>

## Our Learning Model

Key question that drives the learning model: why are you learning this?

Each piece has 'action words' to help describe some of the learning that can be associated with a particular piece. These verbs help the learner to describe their learning and also allow the school to have a language of learning that is consistent as they move through different Habitats.

They are koru puzzle pieces so that they can be used in a variety of ways to support both the teaching and learning process. Sometimes the learners will use all the pieces in a particular order - for example during an inquiry and sometimes they will mix up the pieces depending on the learning task.

Pathways and Cycles - *petite learning adventures* to *grand learning adventures*. Each learner will decide where they start on the koru wheel- and they can use it as a puzzle to piece together their learning process for a learning adventure- this could be a pathway or cycle depending on purpose of the learning. The learner take the pieces out to create their pathway through different iterations. Most learning involves a number of these pieces. The white part is 'stop-think-evaluate'.



Learning coaches will initially work with all learners to use this model to plan their next steps until they can do so independently.

The Learning Model can be used in all Learning Areas of the Curriculum as well as Home Learning. It could also be used by learners to help them map out their day, week, term.

***“Guarantee every learner engages in innovative, personalised world class learning”***



## Maori Responsiveness Plan

The responsiveness plan is a guide to the measures the school will take if the parent of a Maori learner approaches the school seeking a higher level of tuition in Te Reo and Tikanga Maori for their child.

### Process

If a Whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Maori programme the staff and family will discuss and explore the following options:-

- Further explain the existing programmes
- Further extend the existing programmes if & as appropriate
- Combine with a neighbouring school for parts of the day/programme
- Dual enrolment with Correspondence School
- Provide in school support & resources to further enhance inclusion of Te Reo & Tikanga within the child's Learning Space.
- Other negotiated actions

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Graphical Summary of Strategic Plan 2015-2020

Annual Plan Overview for 2015 – Our Areas of Development

### **Section Two: Learner Achievement Plan**

Summary of Learner Achievement Targets to improve learner outcomes

### **Section Three: Operational Plan**

Operational action plans based on our four key strategic areas of Our Principles, Our Directions, Our Voices and Our Hauora. These areas have some links to the learner achievement section.

### **Section Four: National Standards**

No information due to foundation year 2015

### **Appendix:**

Full Strategic Plan 2015-2020

Treaty & Recognition of Cultural Diversity



Section One: Strategic Plan

	Strategic Goals 2015 - 2020	Core Strategies for Achieving Goals 2015 - 2017
<p><b>@OrmPS Principles - (Collaborative, Curious, Capable, Connected)</b>  <i>Guaranteeing every learner engages in innovative, personalised world class learning</i> requires us to challenge our students and stimulate enquiring young minds as well as having a motivated and capable team all working towards our vision.</p>	<p>All learners and educators are able to exploit the New Zealand Curriculum to enable and accelerate learner progress and achievement.</p>	<p><b>Beyond 'business as usual':</b>  <b>@OrmPS Principles</b> is informed by</p> <ul style="list-style-type: none"> <li>● School Vision and Vision Principles</li> </ul> <p>2015</p> <ul style="list-style-type: none"> <li>● Educators participate in co-teaching learning opportunities and collaboration.</li> <li>● Learners begin to use online collaborative pedagogies through digital technologies to demonstrate understanding and evidence their learning.</li> <li>● Educators support learners to develop their understanding of how they learn to read and what helps them in their reading.</li> <li>● Reading learning progressions and personalised pathways are co-developed with the learners</li> </ul> <p>2016</p> <ul style="list-style-type: none"> <li>● Educators participate in co-teaching learning opportunities and collaboration.</li> <li>● Learners use online collaborative pedagogies through digital technologies to demonstrate understanding and evidence their learning.</li> <li>● Educators support learners to develop their understanding of how they learn mathematics and what helps them in their mathematics.</li> <li>● Mathematics learning progressions and personalised pathways are co-developed with the learners</li> </ul> <p>2017</p> <ul style="list-style-type: none"> <li>● Educators participate in co-teaching learning opportunities and collaboration.</li> <li>● Learners create opportunities to utilise online collaborative pedagogies through digital technologies to demonstrate understanding and evidence their learning.</li> <li>● Educators support learners to develop their understanding of how they learn to write and what helps them in their writing.</li> <li>● Writing learning progressions and personalised pathways are co-developed with the learners</li> </ul> <p>2015/16</p> <ul style="list-style-type: none"> <li>● SENCO role is established</li> <li>● Continue to work with contributing ECE to ensure pathways of learning for our learners</li> </ul>

	<p>All learners are supported in their learning so that they can progress in relation to The New Zealand Curriculum and fully participate in and contribute to our school and their communities.</p> <p>Develop and embed an @OrmPS curriculum that honours the School Vision, Educative Purposes and Principles.</p> <p>Attract, appoint and grow educators to lead and contribute to world class learning and education, within our school and the wider educative community.</p>	<ul style="list-style-type: none"> <li>● Implement academic and well-being tracking and monitoring systems</li> <li>● Personalised Pathways implemented for learners</li> </ul> <p>2017</p> <ul style="list-style-type: none"> <li>● Personalised Pathways embedded into all learning across the school</li> </ul> <p>2015</p> <ul style="list-style-type: none"> <li>● Teaching as Inquiry focus is on <i>iExplore</i> Learning Block. This learning block is self-directed and based on learner interest. Supported implementation of iExplore through PL. Ongoing review and refinement by educators.</li> </ul> <p>2016</p> <ul style="list-style-type: none"> <li>● Teaching as Inquiry focus is on <i>iExperience</i> Learning Block. This learning block contains a mix of compulsory and optional immersion sessions to gain knowledge and expertise in certain areas. Supported, continued implementation of iExperience through PL. Ongoing review and refinement by educators.</li> </ul> <p>2017</p> <ul style="list-style-type: none"> <li>● Teaching as Inquiry focus is on <i>iDevelop</i> Learning Block. This learning block involves targeted, personalised sessions with a learning coach to development literacy and numeracy capabilities. Supported, continued implementation of iDevelop through PLD. Ongoing review and refinement by educators.</li> </ul> <p>2015</p> <ul style="list-style-type: none"> <li>● Design appointment process for 2016.</li> <li>● Review induction for foundation staff.</li> <li>● Career planning for all staff.</li> <li>● Staff to be encouraged and supported to share learning at education conferences.</li> </ul> <p>2016/17</p> <ul style="list-style-type: none"> <li>● Induction for new staff, designed in reference to foundation induction practices</li> <li>● Staff to be encouraged and supported to share learning at education conferences.</li> <li>● Personalised Professional Learning for all staff</li> </ul>
<p><b>@OrmPS Voices</b>  <i>Guaranteeing every learner engages in innovative, personalised world class learning requires a strong home-school</i></p>		<p><b>Beyond 'business as usual':</b>  <b>@OrmPS Voices</b> is informed by School Vision and Vision Principles</p>

<p>partnership and interaction with the wider community.</p>	<p>All learners are engaged in their learning and achieving educational success with pride in their unique identity, language and culture. Whanau are engaged with and invited to support their children’s learning.</p> <p>Support the development of our Ormiston Community Campus (Y1-13), including cultural development, resource management and seamless learner pathways.</p>	<p>2015/16</p> <ul style="list-style-type: none"> <li>● Continue engagement and build relationships with Ngai Tai</li> <li>● Investigate co-option opportunities for iwi and community members</li> <li>● Continue ‘Family Database’ for strengthening, enriching opportunities for community engagement in learning.</li> <li>● Engage with different community groups to introduce and consult on the Community engagement framework.</li> </ul> <p>2017</p> <ul style="list-style-type: none"> <li>● Work alongside community groups for learning opportunities with our learners</li> </ul> <p>2015/16</p> <ul style="list-style-type: none"> <li>● Regular meetings of Leadership groups from all three schools</li> <li>● Assist with the development of Ormiston Junior College in consultation with eBoT and Junior College Leadership team</li> <li>● Create strategy for Ormiston Campus</li> <li>● Create pathway plans for Ormiston Primary School to Ormiston Junior College</li> </ul> <p>2017</p> <ul style="list-style-type: none"> <li>● Assist and support Ormiston Junior College staff in foundation year</li> <li>● Implement pathway plans for learners</li> <li>● Implement strategy for Ormiston Campus</li> </ul>
<p><b>@OrmPS Hauora</b>  <i>Guaranteeing every learner engages in innovative, personalised world class learning</i> requires having a school culture that is value based and nurturing, that values our heritage without being afraid to change and that gives every child a chance to succeed.</p>	<p>Establish a positive school culture that empowers all members of our community to feel valued and contribute to change and continual review.</p> <p>To explore, encourage, and model the school values that reflect the aspirations that our</p>	<p><b>Beyond ‘business as usual’:</b>  <b>@OrmPS Hauora</b> is informed by School Vision and Vision Principles</p> <p>2015</p> <ul style="list-style-type: none"> <li>● Continue partnership with Ngai Tai to develop Learning Habitat names and other learning spaces.</li> <li>● Co-create school traditions with our learners and their families and record them including the Official Opening.</li> </ul> <p>2016/17</p> <ul style="list-style-type: none"> <li>● Survey four groups of stakeholders (learners, educators, families and community) around the establishment of our school culture</li> </ul> <p>2015</p> <ul style="list-style-type: none"> <li>● Consult with the four groups of stakeholders about their values and how they</li> </ul>

	<p>communities have for our young people.</p>	<ul style="list-style-type: none"> <li>● relate to our learning environment</li> <li>● Create and document the 'Values' of Ormiston Primary School</li> <li>● Positive Learning for Behaviour Contract (PB4L) Tier 1</li> <li>● Create systems &amp; practices that enable positive learning environments</li> </ul> <p>2016/17</p> <ul style="list-style-type: none"> <li>● Implement the framework to provide a platform for valuing and addressing the differences and needs of the Ormiston Primary School communities.</li> <li>● Positive Learning for Behaviour Contract (PB4L) Tier 2 &amp; 3</li> <li>● On-going review of systems and practices</li> <li>● Refine strategies for learners with high neSecteds</li> </ul>
<p><b>@OrmPS Direction</b>  <i>Guaranteeing every learner engages in innovative, personalised world class learning</i> requires us to set a clear direction and maintain an ongoing programme of self review and succession planning. It also requires astute management of our resources.</p>	<p>To implement and embed our vision, throughout all aspects of our school life.</p> <p>To implement a new BOT operations model (and workplan) – revolving around the 4 key areas of @OrmPS Principles, @OrmPS Voices, @OrmPS Hauora and @OrmPS Direction.</p> <p>The Board's role is clearly explained to the school community, new board members are</p>	<p><b>Beyond 'business as usual':</b>  <b>@OrmPS Direction</b> is informed by School Vision and Vision Principles</p> <p>2015/16</p> <ul style="list-style-type: none"> <li>● Signage to create visual presence</li> <li>● All documentation / processes created will be aligned with vision.</li> <li>● School families, including learners, can articulate the vision</li> <li>● Design and fundraise for a playground</li> </ul> <p>2017</p> <ul style="list-style-type: none"> <li>● School families understand the vision and can articulate the connections and relevance to learning</li> </ul> <p>2015/16</p> <ul style="list-style-type: none"> <li>● All documentation to reflect operations model</li> <li>● Use visuals to help reinforce model in communication with community</li> </ul> <p>2017</p> <ul style="list-style-type: none"> <li>● Parent-elected Board of Trustees review the model</li> </ul> <p>2015/16</p> <ul style="list-style-type: none"> <li>● Regular communication with community from eBoT</li> <li>● MoE and eBoT to develop processes for handover to Parent-elected Board of Trustees especially if single Board for Primary and Junior College.</li> </ul>

	<p>actively recruited and supported with a streamlined handover process.</p> <p>Plan for the extension of our Innovative Learning Environment (Stage 2).</p>	<p>2017</p> <ul style="list-style-type: none"> <li>● eBoT undertake final planning for election</li> <li>● Parent-elected Board of Trustees takes office</li> </ul> <p>2015/16</p> <ul style="list-style-type: none"> <li>● Gain feedback on Stage One build including both processes and product</li> <li>● Actively involve community including learners in plan for Stage Two</li> </ul> <p>2017</p> <ul style="list-style-type: none"> <li>● Begin planning for Stage 2</li> </ul>
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## **ANNUAL PLAN OVERVIEW FOR 2015 – OUR AREAS FOR DEVELOPMENT**

### Priority areas for Learner Achievement

To increase the number of learners achieving at or above National Standard in Reading

To increase the number of learners achieving at or above National Standard in Mathematics

To increase the number of learners achieving at or above National Standard in Writing

## Section Two: Learner Achievement Plan

<b>Improvement Plan - @OrmPS Principles</b>	<b>Strategic Goals</b> All learners and educators are able to exploit the New Zealand Curriculum to enable and accelerate learner progress and achievement.	<b>Annual Goal</b> To increase the number of learners achieving at or above the National Standard in reading	<b>Annual Target</b> <i>Where do we want to be at the end of 2015?</i> 85% of learners will be at or above the National Standard in Reading
<b>Baseline data</b> <i>Where are we now?</i> <b>Cohort 1: New Entrants (Yr1)</b> There is a large number of our foundation learners that are new entrants. Over 25% of the learners are new entrants which will increase as a percentage of the school as the year develops. <b>Cohort 2: Year 5-6</b> Ensuring these learners are prepared for their next educational pathway and are successful in their final years of primary school. We have no reading data levels for these learners.			
<b>Key Improvement Strategies</b>			
<b>When</b> <i>When will this occur?</i>	<b>What</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b> <i>Who is responsible for ensuring this is done?</i>	<b>Indicators of Progress</b> <i>What will we see?</i>
Week 1-6, Term 1.	Review assessment data with educators and determine the particular learning needs of target students.	Leader of Learning	Review statement completed and provided to Board.
Ongoing throughout the year.	Monitoring meetings between educators to discuss progress of target students as appropriate	SENCO	Meetings are ongoing with appropriate gains in achievement level.  Leader of Learning to meet with SENCO twice a term to discuss learner progress.  Referral recommendations for in-school support as well as Outside Agencies
Term 1.	Plan reading programme (in school, with community, in the context of the learning areas of the curriculum).	All Educators	Programme is documented.

Initiated by end of term 1.	Work with parents, families and whānau around ways to support students' learning, particularly to inform choice of reading planning and materials including digital.	Associate Leader of Learning - Literacy & Te Manawa Leaders	Learner voice is evident in teaching and learning programme  Cohort 1 & 2 learners make accelerated progress to reach or exceed National Standard  Regular communication and updates of progress through Learning Pathway (Google Site) with parents including how they can assist at home.
Complete by end of term 1. Data reviewed each term.	Individual reading monitoring procedures will be moderated to ensure school-wide consistency.	Associate Leader of Learning - Literacy	Individual reading monitoring procedures are consistently applied across the school.
Ongoing throughout the year.	School-wide professional learning for educators on co-teaching practices.	Leader of Learning	Improved educator practices are having a positive impact on learner outcomes.
Ongoing throughout the year.	School-wide professional learning for educators on responsive practices for teaching deaf learners including NZSL.	KDEC	Improved educator practices are having a positive impact on deaf learner outcomes.
Ongoing throughout the year.	Process put in place for educators to reflect on and improve practice.	Strategic Leadership Team	Reflective practices are seen as the norm within the school (ie. as evidence in the individual Learning Coach learning pathway)
Ongoing throughout the year.	Learner voice considered in reading plannings and materials.	Learning Coaches & Te Manawa Leaders	Learner voice is strongly represented in teaching and learning.
End of year.	Analyse year-end data to inform progress and planning for the following year.	Strategic Leadership Team	End of year results used to inform next steps.
<p><b>Monitoring</b> <i>How are we going – check learner outcomes every term? Where are the gaps? What needs to change if this is not working?</i> Reporting against each of the actions is completed for each Board meeting</p>			
<p><b>Resourcing</b> <i>How much money and time is needed? Who will help us?</i> We have identified that these actions will mainly cost in terms of educator release. This will be covered using banking staffing or Strategic Leadership Team providing release time.</p>			

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<b>Improvement Plan - @OrmPS Principles</b>	<b>Strategic Goals</b> Develop and embed an @OrmPS curriculum that honours the School Vision, Educative Purposes and Principles.	<b>Annual Goal</b> To design effective iExplore learning programmes through 'Teaching as Inquiry' cycles and learner voice.	<b>Annual Target</b> <i>Where do we want to be at the end of 2015?</i> All learners and educators will understand the purpose of iExplore as well as provide documented evidence / exemplars / reflections of successful learning, progress and achievement.
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**Baseline data** *Where are we now?*

**Overall:**

A number of learners are coming from educational institutions that have varying degrees of student autonomy at the planning stage of curriculum decisions. There are also learners that have their most recent experience in early childhood settings where learner interests are often valued.

iExplore is a self-directed, learner interest based learning block. It is time for learners to be curious. We see it as 'our reason to get out of bed in the morning'. iExplore time will be:

- negotiated with a Learning Coach and used to map learner iDevelop needs, track progress and grow a learning portfolio
- ongoing (grande learning adventures) or short term (petite learning adventures)
- in partnership with external experts (online or f2f)
- integrating multiple curriculum areas
- self-directed whether individual or collaborative

**Key Improvement Strategies**

<b>When</b> <i>When will this occur?</i>	<b>What</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b> <i>Who is responsible for ensuring this is done?</i>	<b>Indicators of Progress</b> <i>What will we see?</i>
Ongoing	Establish a picture of and monitor learner attitudes to iExplore through surveys, focus groups and / or learning conversations over the year	Strategic Leadership Team	Ongoing surveying takes place and changes made to iExplore in response to feedback
Term 1 and 2	In school Professional learning in 'Teaching as Inquiry' linked to educator "career design" process	Associate Leader of Learning - D Wilkes	Educators deeper understanding of 'Teaching as Inquiry'  Professional learning is personalised for educators developmental needs
Term 1	Collect data about how learning coaches and learners	Associate Leader of Learning - D	Effective tracking / monitoring of learners

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	are utilising iExplore	Wilkes	
Term 1 - Create Term 2 - 4 Refinement	Create and refine monitoring / goal setting scaffolds to guide learners during iExplore	Educators	Scaffolds are useful for learners to guide learning
Ongoing	Develop multiple ways of sharing learning successes and failures with all four key stakeholder groups	Educators	Learners, families, educators and community are more confident in supporting learner progress.  'Live' performances of iExplore learning are captured and distributed
Ongoing	Using their Design Time, educators respond to and document evidence of, Key Competencies and Vision Principles in action.	Learning Coaches	Design Time is utilised effectively to document and respond to learner needs.
Ongoing	In-School Professional learning of narrative assessment practices	Leader of Learning	Improved educator practices of narrative assessment that enable more insight into the learning of learners  Narrative assessments are evident in each Learner Pathway
Term 4	Analyse year-end evidence to inform progress and planning for 2016	Strategic Leadership Team	End of year information and evidence are used to inform next steps.
<p><b>Monitoring</b> <i>How are we going – check learner outcomes every term? Where are the gaps? What needs to change if this is not working?</i> Reporting against each of the actions is completed for each Board meeting</p>			
<p><b>Resourcing</b> <i>How much money and time is needed? Who will help us?</i> We have identified that these actions will mainly cost in terms of educator release. This will be covered using banking staffing or Strategic Leadership Team providing release time.</p>			

<b>Improvement Plan - @OrmPS Hauora</b>	<b>Strategic Goals</b> To explore, encourage, and model the school values that reflect the aspirations that our communities have for our young people.	<b>Annual Goal</b> To design systems and practices that enable positive learning environments that reflect our four stakeholder groups' values.	<b>Annual Target</b> <i>Where do we want to be at the end of 2015?</i> Values for OrmPS are uncovered and articulated through consultation. Systems and practices are clearly aligned to these values.
<b>Baseline data</b> <i>Where are we now?</i> <b>Overall:</b> Learners are coming from approximately 14 different early childhood centres and 25 different schools. This means that there is likely to be a wide variety in expectations in terms of behaviour and standards. Over 25% of the learners are new entrants which will increase as a percentage of the school as the year develops, therefore it is important that these learners get to understand the values of the school as they will be the role models for future cohorts in the coming years. Ormiston Senior College is also undertaking PB4L contract in 2015 so this is an opportunity to join with them to ensure consistent expectations across the campus.			
<b>Key Improvement Strategies</b>			
<b>When</b> <i>When will this occur?</i>	<b>What</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b> <i>Who is responsible for ensuring this is done?</i>	<b>Indicators of Progress</b> <i>What will we see?</i>
Term 1	Set up a PB4L School-Wide Team  Participate in PB4L Contract	Strategic Leadership Team	Team set up and functions effectively  Training sessions attended and learning shared on return to rest of staff
Ongoing	Analyse and report on information about incidents around the school	Strategic Leadership Team	SMS eTap is utilised for recording behavioural incidents and notes.  Analysis shows different groups aggregated data to provide more clarity for decision making.
By Term 4	Identify 3 - 5 behaviour expectations for OrmPS	Educators	Behaviour expectations are aligned to Vision and Vision Principles.
Ongoing	Design multiple ways and opportunities of consulting with our four groups of stakeholders	Strategic Leadership Team	Learners, educators, families and community have all had opportunities to

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	about their values		discuss and share their values and beliefs. Effective ways of consultation identified for different groups, sub-groups and individuals.
Term 4	Document the values of OrmPS and create a visual presence of them around the learning environments of the school	Educators and Learners	Values are displayed prominently
<p><b>Monitoring</b> <i>How are we going – check learner outcomes every term? Where are the gaps? What needs to change if this is not working?</i></p> <p>Reporting against each of the actions is completed for each Board meeting. Informing stakeholders will occur informally throughout the year and formally through various communication tools.</p>			
<p><b>Resourcing</b> <i>How much money and time is needed? Who will help us?</i></p> <p>We have identified that these actions will cost in terms of educator release, expenses related to consultation and creating a visual presence of the values. As part of the PB4L contract, \$10 000 is provided to assist with these costs. This amount will be sufficient to cover our expenses.</p>			

### **Section Three: Operational Plan**

The operational plan is a supporting document to our School Charter and our full Strategic Plan. Whilst learner achievement is the key focus of this Charter, most actions within this operational plan will have a positive outcome on learner achievement.

The operational plan is about the school's continued growth in all areas. Not only does it contain some new curriculum initiatives but it also ensures that the school is a safe, attractive place to learn, that the staff continue to develop professionally and that as a self governing school we have a system of review that is practical, transparent and leads to future development.

The goals in the plan are general and are the basis for the action plan in each area for the next three to five years. The action plans are reviewed annually and contain a variety of targets pertaining to that particular area.

In 2015, we have decided to only include one action plan from 'Our Direction'. This is due to the need to establish much of the "Business as Usual" procedures, systems and practices that established schools can often take for granted.

**Action Plan: @OrmPS Direction**

*Guaranteeing every learner engages in innovative, personalised world class learning requires us to set a clear direction and maintain an ongoing programme of self review and succession planning. It also requires astute management of our resources.*

<b>Strategic Goal:</b> To implement and embed our vision, throughout all aspects of our school life.		<b>Historical Position:</b> New Schools Grants from the Ministry of Education do not include specific funding for Playgrounds.	
<b>Action</b>	<b>Key Tasks / Outcomes</b>	<b>Timeframe</b>	<b>Resources / Finance</b>
Design playground environment that aligns with our vision, vision principles and our existing Innovative Learning Environment	Design curriculum initiative to involve 4 groups of stakeholders in process, particularly learners. Partner with design team	Term 1 and 2	Visits to other playgrounds 3D Printing costs Modelling materials
Engage a designer / landscaper / playground provider to develop plans for construction	Contact Out of Eden Landscaping Appoint Out of Eden Landscaping Develop Concept Plan	Term 2	Out of Eden Landscaping - Murray Concept Plan
Meet with Community Groups including Local Council Board to discuss possible partnerships for playground development plan	Make contact with Howick Local Board Develop proposals for community groups with learner involvement	Ongoing	Printing costs
Construct a staged project development for implementation of playground plan, in conjunction with funding plan	Clear stages identified Develop funding plan for different stages	Term 3	
Convene a 'Friends of OrmPS' Playground Project team	Take shared ownership of project completion Investigate different funding options Report back to BOT at regular intervals on progress of the project	Ongoing	Community Trusts

### Appendix 1: Our BOT responsibilities aligned with NEGs & NAGs

BOT Responsibilities	National Education Goals	National Administration Guidelines	N Z Curriculum
Our Direction	- Equality of educational opportunity.	NAG 2: Plan for improved outcomes for all students – strategic and annual planning; maintain an ongoing programme of self-review. NAG 6: Comply with compulsory requirements for implementing crown policy	Implement the New Zealand Curriculum: identify vision, values, principles in Charter
Our Principles	- Highest standards of achievement. - Excellence through programmes which enable students to realise their full potential as individuals.	NAG 1: Gather information to enable the progress and achievement of students to be evaluated – with priority to achievement in literacy and numeracy in years 1-4; and then to learning related to needs, abilities and interest of students.	
Our Principles	- Equality of educational opportunity ... by identifying and removing barriers to achievement; Success in learning for those with special needs; Increased participation and success by Maori.	NAG 1: Identify students who are not achieving or are a risk of not achieving; and who have special needs, including gifted and talented students.; - provide appropriate career education and guidance and for all students (for year 7 and above), with a particular emphasis on specific career guidance for those students who have been identified as being at risk of leaving school unprepared for transition to the workplace or further education	
Our Principles	- Development of the knowledge, understanding and skills needed by NZ'ers to compete in the modern world. - A broad education through a balanced curriculum.	NAG 1: Develop and implement teaching and learning programmes to provide all students with opportunities for success in the New Zealand curriculum; develop and implement teaching and learning strategies to address the needs of students.	Implement the New Zealand Curriculum: learning areas, values, key competencies etc
Our Principles	- Excellence in teaching.	NAG 3: Employ and manage staff - promote high levels of staff performance; be a good employer.	
Our Hauora	- Develop values needed to become full members of society.	NAG 5: Provide a safe physical and emotional environment for students and employees.; promote healthy food and nutrition for all students; comply with any legislation ... to ensure the safety of students and employees.	
Our Direction		NAG 4: Managing assets (finance and property); allocate funds to reflect school priorities; monitor and control school expenditure; comply with current asset management agreements; implement property plans	
Our Voices	- Respect for the diverse ethnic and cultural heritage of New Zealand, with acknowledgement of the unique place of Maori.	NAG 1: In consultation with the Maori community develop policies, plans and targets for improving the achievement of Maori students. NAG 2: report to students and parents on the achievement of individual students, and to the school's community on the achievement of students as a whole. NAG 2A: report to students and parents against National Standards	

## Appendix 2: Our Five Year Goals 2015-2020

### “Guarantee every learner engages in innovative, personalised world class learning”

#### @OrmPS Principles - (Collaborative, Curious, Capable, Connected)

*Guaranteeing every learner engages in innovative, personalised world class learning* requires us to challenge our students and stimulate enquiring young minds as well as having a motivated and capable team all working towards our vision.

#### Regular Goals:

- Connect
  - Seamlessly connect the NZC with the OPSC and effective pedagogy through explicit use of our Learning Model
  - Align expertise with leadership opportunities through MUs for all members of the team
- Collaborate
  - Ensure each individual learner’s achievement is celebrated and monitored through regular coaching conversations and robust moderation
  - Identify next steps and co-construct challenging targets with learners using assessment data
- Curious
  - Ensure learners have agency in their learning through iTime (particularly iExplore) activities
  - Use teaching as inquiry to ensure ‘if there is a better way we will find it’
- Capable
  - Support and grow self-directed, purposeful learning for our team in alignment with appraisal processes / Career Design
  - Ensure that we are an Equal Opportunity Employer

#### Strategic Goals

- All learners and educators are able to exploit the New Zealand Curriculum to enable and accelerate learner progress and achievement.
- All learners are supported in their learning so that they can progress in relation to The New Zealand Curriculum and fully participate in and contribute to our school and their communities.
- Develop and embed an @OrmPS curriculum that honours the School Vision, Educative Purposes and Principles.
- Attract, appoint and grow educators to lead and contribute to world class learning and education, within our school and the wider educative community.



## **@OrmPS Voices**

*Guaranteeing every learner engages in innovative, personalised world class learning requires a strong home-school partnership and interaction with the wider community.*

### *Regular Goals:*

- Connect
  - Regularly consult, inform and report to parents on the achievement of individual learners and to the community on the achievement of OrmPS learners as a whole
- Collaborate
  - In consultation with the Maori & Pasifika community develop policies, plans and targets for improving the achievement of Maori & Pasifika learners
  - Create a curriculum that values diversity as a strength and utilizes the range of skills, knowledge and expertise of our community
- Curious
  - Cultivate curiosity for the diverse ethnic and cultural heritage of NZ, and develop pride in themselves as part of the larger Aotearoa community
- Capable
  - Nurture, value and respect a strong home-school partnership where all staff invite active involvement in the learning programme

### *Strategic Goals*

- All learners are engaged in their learning and achieving educational success with pride in their unique identity, language and culture. Whanau are engaged with and supported to accelerate their children's learning.
- Support the development of our Ormiston Community Campus (Y1-13), including cultural development, resource management and seamless learner pathways.

## **@OrmPS Hauora**

*Guaranteeing every learner engages in innovative, personalised world class learning requires* means having a school culture that is value based and nurturing, that values our heritage without being afraid to change and that gives every child a chance to shine.

### *Regular Goals:*

- Connect
  - Promote food to our community, developing understanding of health, nutrition and the impact on both the environment and their own well-being
- Collaborate
  - Actively celebrate the diversity within our learning community providing opportunities
  - Work with Ngai Tai as well as other community members to celebrate individuals and cultures that make up our community and honour the bicultural heritage of New Zealand
- Curious
  - Use the Learning Model to promote exploration of our values, the environment and sustainability
  - Encourage the investigation of the school values and vision principles
- Capable
  - To provide a safe environment for each learner's physical, emotional, spiritual and social well-being
  - To encourage participation in co-curricular activities

### *Strategic Goals*

- Establish a positive school culture that empowers all members of our community to feel valued and contribute to change and continual review.
- To explore, encourage, and model the school values that reflect the aspirations that our communities have for our young people.

## **@OrmPS Direction**

*Guaranteeing every learner engages in innovative, personalised world class learning* requires us to set a clear direction and maintain an ongoing programme of self review and succession planning. It also requires astute management of our resources.

### *Regular Goals:*

- Connect
  - Regularly survey our community regarding our school and use the resulting data to inform our decisions
  - Maintain relationships with suppliers and organisations to provide our learners with the best
- Collaborate
  - Seek feedback and value input from all members of the learning community including learners, their parents and learning coaches
- Curious
  - Inquire to strengthen our process of continual review and the learning model
- Capable
  - Comply with all statutory requirements
  - Prepare and report against our Annual Charter

### *Strategic Goals*

- To implement and embed our vision, throughout all aspects of our school life.
- To implement a new BOT operations model (and workplan) – revolving around the 4 key areas of @OrmPS Principles, @OrmPS Voices, @OrmPS Hauora and @OrmPS Direction.
- The Board’s role is clearly explained to the school community, new board members are actively recruited and supported with a streamlined handover process.
- Plan for the extension of our Innovative Learning Environment (Stage 2 including playground).

## Appendix 3: Treaty & Cultural Diversity

### Treaty of Waitangi

We acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua.

Ormiston Primary School's commitment to the principles of the Treaty of Waitangi is reflected through the following:

**Partnership and Consultation:** We recognise and value all cultures at our school, and acknowledge the special position of Māori in New Zealand society. We work together to achieve the best environment for success for our students. We consult with our Māori community in creating and maintaining our school charter which is the guiding document of our school, and access cultural advice as appropriate.

**Protection and Self Determination:** We respect each person's culture and their right to follow their cultural direction. We promote the value of te reo (Māori language) and tikanga Māori (Māori culture).

**Participation:** We promote Māori achievement and equal opportunities for all members of the school community, including our staff, and our students who need extra support at school. These principles guide our practice and are incorporated into our policies and procedures.

### Recognition of Cultural Diversity

We cater for a number of cultures by celebrating cultural difference as appropriate.

In recognising the unique position of the Māori culture, we provide some instruction in tikanga (culture) and te reo Māori (language) for students. We currently foster Māori culture through:

- teaching te reo Māori to an elementary level (greetings, counting, basic pronunciation of place names)
- using resources in the curriculum (especially reading, maths, science, social studies, art, music and phys. ed) which recognise New Zealand's dual cultural heritage
- integrating tikanga Māori through all curriculum areas where appropriate
- cultural group
- visits to marae.

If a whānau requests a higher level of tikanga and/or te reo, staff and family will discuss and explore the following options:

- after school te reo & tikanga lessons with trained te reo teacher
- further explanation of existing programmes
- extension of the existing programmes if and as appropriate
- combining with a neighbouring school for parts of the day/programme
- providing in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the child's classroom
- exploring other schools which may offer programmes closer to their expectations
- using community expertise (people and places) to help with any of the above.

We also celebrate and value a variety of cultures by recognising cultural difference as appropriate, for example:

- integration of cultural perspectives throughout unit studies across all levels,
- convening parent support groups and meetings,
- accessing cultural advisors, cultural dance/food festivals,
- classroom programmes incorporating different greetings.