



Vision Statement:

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

Ormiston Primary and Junior College Combined School Board utilised community engagement and feedback and the National Education and Learning Priorities in the development of this plan.

Community engagement was through a series of face to face opportunities including Māori hui and Pasifika fono through korero/talanoa as well as a brief online survey sent to all members of our school community. This survey was translated into 10 languages and sought views about priorities, opportunities, barriers and values. Learners and educators were also involved in identifying the key priorities for the next two years. The key themes that emerged centred around well-being, holistic progress and achievement and cultural sustainability. Historical achievement and progress data was also analysed to look at trends and patterns across the ten years of schooling. The three Pou capture the priorities of our community.

Strategic Goal	Board Primary Objectives	Education Requirement	What we expect to see?	How we achieve or make progress towards our goals?	How we measure success
<p>Our goal is to ensure that all our students, known as ākonga, make continuous progress and reach their full educational potential.</p> <p>To achieve this, we are committed to providing them with exceptional teaching that is tailored to their unique learning requirements.</p> <p>We prioritize creating a safe and nurturing environment, both emotionally and physically, where positive relationships thrive.</p>	<p>All of Section 127(1) of the Education and Training Act 2020 apply.</p>	<ul style="list-style-type: none"> NELP Priorities 1-6 Te Mātaiaho Ka Hikitia Tau Mai te Reo approach The Action Plan for Pacific Education 2020-2030 Attendance and Engagement Strategy Wellbeing in Education Strategy 	<p>POU TUARUA: Te Mātaiaho NZ Curriculum (NELP 1, 2, 3, 4, 5, 6)</p> <p>Ākonga, kaiako, whanau, and school leaders are engaged with their local school curriculum.</p>	<p>Staff will work on planning and implementing Te Mātaiaho (the refreshed curriculum), changes to curricula, with a focus on the Common Practice Model including Learning Progressions in Literacy and Numeracy.</p> <p>We will work with knowledgeable others and our professional learning and development providers.</p>	<ul style="list-style-type: none"> We will know we have been successful by measuring and analysing feedback, progress, and outcomes of all learners in our local curriculum. Academic results will show increased progress for all ākonga in literacy and mathematics. A codesigned wellbeing curriculum that is sustainable, fit-for-purpose and uniquely Ormiston. Evidence of further growth in ākonga connectedness and wellbeing will be evident. Strategies identified to sustain identities, languages and culture are acknowledged as successful in feedback on implementation. Our ākonga and kaiako ability to use tikanga Māori and Te Reo Māori will continue to increase.
			<p>POU TUATORU: Whakamana/ Mana Tangata (NELP 1, 2, 3, 5)</p> <p>Ākonga, kaiako, and staff wellbeing prioritised through the implementation of campus strategy for supporting wellbeing.</p>	<p>Staff will be better equipped with strategies for supporting ākonga and their own wellbeing and mental health.</p> <p>We will work with knowledgeable others across the campus and our professional learning and development provider.</p>	
			<p>POU TUATAHI: Whanaungatanga (NELP 1, 2, 3, 4, 5, 6)</p> <p>Giving effect to Te Tiriti o Waitangi through meaningful and respectful connections developed with ākonga, kaiako, whānau and our local iwi.</p>	<p>Board and staff will continue to grow connections with Ngāi Tai ki Tāmaki identifying strategies to sustain identities, languages, and culture.</p> <p>We will continue to take all reasonable steps to provide instruction in tikanga Māori and te reo Māori.</p>	