

# Onslow College – our charter



## Introduction

A charter is the key planning document for schools in Aotearoa New Zealand. It sets the direction for a school and identifies the priorities the Board expects the Principal to be leading. The Education Act requires every school's Board of Trustees to:

- prepare and maintain a charter
- send a reviewed and updated charter to the Ministry of Education every year

A charter includes strategic aims and annual plans which:

- reflect the goals and aspirations the community has for the school and its students for the next 3-5 years
- outline how the school is implementing the government's priorities as set out in the National Educational Guidelines and the National Administration Guidelines
- identify the key areas the Board will focus on, both in the coming year and long term to improve the progress and achievement of all students.

In the words of the Education Act, Section 63:

*A school charter has effect as an undertaking by the board to the Minister to take all reasonable steps (not inconsistent with any enactment, or the general law of New Zealand) to ensure that -*

- *the school is managed, organised, conducted, and administered for the purposes set out in the school charter; and*
- *the school, and its students and community, achieve the aims and objectives set out in the school charter.*

The Board has overall responsibility for developing and reviewing the school's charter. It plays an active role in setting the strategic direction. There is a governance –management partnership between the Board of Trustees and the Principal. The Principal and Board of Trustees will participate in this partnership to develop and implement the charter. Together, they will:

- Develop 3 to 5-year strategic aims and expected outcomes for students is a governance role.
  - Determine the specific steps that the school will take year by year to achieve the strategic goals is a management role.

The strategic plan, and each year's annual plan, will focus on what is most important to achieve the school's vision and the government's priorities.

The Ministry of Education expects the school to review and update the charter as part of an annual planning and reporting cycle, in accordance with the National Administration Guidelines. The Board, Principal, school leaders and teachers all have roles and responsibilities in the school's annual planning and reporting cycle.

## School Profile

Onslow College is a coeducational, decile 10 state secondary school located in the north-western suburbs of Wellington. Our zone includes Johnsonville, Churton Park, Ohariu Valley, Broadmeadows, Khandallah, Ngaio, Chartwell, Crofton Downs, Wilton, Wadestown and Northland. We also serve Karori and Kelburn. Onslow College operates an enrolment scheme. There is no prescribed uniform for students.

There are approximately 1,350 students, 95 teachers and 35 support staff at Onslow College.

Onslow College is proud of creating an environment that encourages independence, self-discipline, and social responsibility with a student-centred philosophy.

We promote an inclusive environment for all students, positive staff-student relationships and large involvement of both groups in the many activities that happen outside of the class-room. Through the creative talents and enthusiasm of our students and staff, we strive for excellence in all aspects of college life.

While diversity and individuality are encouraged, we ensure that a student's behaviour does not jeopardise the rights of other students to an excellent education.

We work hard to communicate with our wider community and involve parents/caregivers and whānau whenever possible because we know that they play a key role in supporting our students' learning and success at collage.

## SECTION 1: ONSLOW COLLEGE STRATEGIC PLAN 2021 – 2023

### 1. STRATEGIC FOCUS

This charter sets out our obligations and aspirations to be an inclusive, diverse, culturally-responsive community. Our aim is to inspire our young people to grow and thrive during their time at Onslow and after they leave. The charter also documents our commitment to continuously improving the way we support every student.

The charter also helps the Board of Trustees prioritise its aspirations for students, with a specific focus on Māori students, Pasifika students and students with special needs.

Under the National Administration Guidelines, the Board is required to develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development.

Students are at the centre of everything we do at Onslow College. We are committed to every student having a meaningful and relevant learning journey, that they experience success so they can effectively thrive as they transition from school.

Our college is strongly focussed on students achieving their aspirations and pursuing equity for everyone who walks through our gates. We wish to develop our ability to be flexible in everything that we do and to meet the demand for us to focus on meeting individual needs.

## 2. PRINCIPAL'S STATEMENT

Ngā mihi nui ki a koutou kātoa. It is a privilege to be the Principal of Onslow College and I thoroughly enjoy working with the young people and staff at this extraordinary School. Onslow College believes strongly in developing the whole person and a strength-based approach to supporting young people. We are committed to helping young people reach their aspirations and thrive as they grow.

We are passionate about education and it is this passion that drives our staff and students to strive for an inclusive educational environment where every individual can have their needs met and succeed in their goals. We are embarking on a very exciting time at Onslow College with roll growth offering wonderful building and curriculum design possibilities.

A school is only as strong as the relationships it builds with its parents, caregivers, whānau and community. We enjoy working with our diverse community and being part of our wonderfully inclusive and unique culture at our college.

### **ANNUAL PLANNING AND REPORTING**

The 2021 annual plan for Onslow College establishes the planned priorities, goals and targets. It is one of two key accountability documents that the Board of Trustees uses to report to stakeholders.

The annual report contains an analysis of any variance between the planned aims, objectives, directions, priorities, or targets (as set out in the previous year's Charter and Annual plan) and what the school has actually achieved during the year. The analysis of variance describes for the community how the school has addressed the Board's priorities for improving student achievement, and how successful the school's approach has been. The analysis of variance also provides the basis for plans for the coming year. The annual report, also contains the annual financial statements that show how the Board has applied its financial resources to achieve its charter's goals.

### **RESEARCH**

In recent years, there has been a marked increase in research outlining the many factors that contribute to achievement, and actions that counter underachievement in schools.

International research on school leadership shows that leadership which focus' on teaching and learning (pedagogical leadership) has a key influence on improving student outcomes for diverse learners. Target or goal setting is important within pedagogical leadership because it creates high expectations. Pedagogical leaders take key actions that make the link between direction setting and wider school processes of strategic and curriculum planning, pedagogical development and focused resourcing.

New Zealand research on effective school improvement shows that schools need to combine processes of target setting based on achievement information, with planning in-school actions. To succeed, schools need

to apply their time and money strategically, to build teacher capacity. Student achievement and engagement is improved through improved learning opportunities.

The Education Review Office's School Evaluation Indicators (2016) are drawn from an analysis and synthesis of research and evaluation findings linked to student outcomes. They focus on what makes the most difference to achieve equity and excellence. This requires a national effort to reduce the achievement disparity within and across schools, to improve education provision and outcomes for all students, and to ensure that Māori achieve educational success as Māori.

Meta-analyses that pull together large international studies of learning and teaching show that to accelerate learning, in-school conversations need to focus on defining progress and implementing interventions for students at risk of underachieving. Educational officials, school leaders and teachers need to work together more collaboratively than they have in the past for successful educational reform.

Onslow College is committed to understanding and applying this research to its annual planning through the strategic priorities, strategies and targets to improve the achievement of and successful outcomes for students.

## **AREAS OF FOCUS**

The Education Review Office's analysis of the conditions and practices in schools succeeding at raising achievement, found four key differences between the planning and actions of successful and less successful schools. The successful schools demonstrated:

1. an explicit commitment to equity and excellence
2. the effective targeting of progression
3. leadership at multiple levels
4. capability building for school improvement.

These four areas are relevant for Onslow College and will guide and influence the planning and target setting.

Our Board of Trustees embarked on a consultation period during 2020 which included staff, whānau and students. From this consultation, a steering group was formed and included members of the Board of Trustees, Staff and Student representatives. This group worked through the consultation data, data gained from our Values Survey and consultation to develop a Vision, Values and goals for the school. The aim of the steering group was to make explicit a vision which valued every person at Onslow College; a vision underpinned by values which allowed a sense of community and belonging for everyone.

### **3. VISION**

<b>Kei konei ahau</b>	<b>You bring yourself</b>
<b>Kia puāwai</b>	<b>Grow</b>
<b>Haere whakamua</b>	<b>Thrive in the paths you choose</b>

Our vision is for every ākonga to be able to come as they are to Onslow College, for them to grow as a whole person (academically, socially, artistically, culturally, sportwise) and for them to be able to thrive in their future. We will use our values to guide our behaviours and to help us support everyone to be able to grow and succeed.

#### 4. VALUES – THE ONSLOW WAY



Our values highlight how important it is for ākonga to be able to bring who they are to the college and for them to be respected for who they are. They also show that for this to happen we need to have a community which allows diversity to be celebrated and for everyone to be able to stand on this whenua with a sense of belonging.

We have selected this emblem because.

- The Rata tree is a rich visual representation of connection to our whenua; with our many whānau and community connected relationships represented via the rata roots.
- The branches of the Rata are strong yet flexible to enable growth towards "light" that is, a kura that flexes for the needs of the community, nga whānau in pursuit of continued learning and what's right at the time its needed
- The rata is providing a stable centre for our tamariki.
- The rata will feed our vision and the Kākā

**Whānau** – this value is about Onslow College being an extended family, a collective who care. We take the time to know each other, and we work hard to make sure that everyone feels safe. Whānau show care for each other.

**Whenua** – this value is about Onslow College being a place for ākonga to find sustenance so that they can grow and thrive. This means we focus on wellbeing and identity in all that we do and say to sustain growth and the ability to thrive.

**Whakapapa** – this value is about the layers which make up who we are. The way these layers combine make us unique. It also identifies all that ākonga bring with them each day. The way our families and influences make us who we are and how they connect us.

**Diversity** – this value is about including and accepting people of different social, socio-economic, learning styles, ethnic, genders, faith, sexual orientation, valuing diversity is inclusion.

**Community** – this value highlights that Onslow College is a group of people that care about each other and feel they belong together. A group of people who balance the rights of the individual against what is best for the group.

## 5. STRATEGIC GOALS

From the Board of Trustees consultation with the community, four Strategic Goals were identified. These goals highlight the emphasis placed in the consultation on wellbeing and students being the supported to be their best selves. The goals identified are:

1. Wellbeing – To ensure that all aspects of the wellbeing of our ākonga (staff and students) are supported so they can grow and thrive.
2. Biculturalism – To create positive opportunities for Māori and all ākonga to be biculturally confident citizens; honour Te Tiriti o Waitangi.
3. Student Achievement – To collaboratively design an innovative curriculum that supports equitable learning pathways.
4. Property – To create a physical environment that enhances the Onslow Way and nurtures ākonga (students and staff)

To achieve these goals over the next three years our Senior Leadership Team has identified its annual goals for 2021. To achieve these goals, targets have been identified as the stepping stones required to allow our school to move towards achieving its goals and realising its vision.

## 6. ANNUAL GOALS AND TARGETS

- i) **Wellbeing** – To ensure that all aspects of the wellbeing of our ākonga (staff and students) are supported so that they can grow and thrive.

**Annual Goal** – To promote our staff’s wellbeing

**Targets** - Develop a plan by the end of 2021 which outlines how our staff’s wellbeing is supported and addressed

Communicate each term with staff about wellbeing

Annual Goal – To promote our students’ wellbeing

**Targets** - Develop a plan by the end of 2021 which outlines how our student’s wellbeing is supported and addressed

Have Deans work collaboratively with Ako teachers to lead Ako

Develop a tool to track the progression of student achievement

For teachers to be able to use the developed tracing tool

- ii) **Biculturalism** – To create positive opportunities for Māori and all ākonga to be biculturally confident citizens; honor Te Tiriti o Waitangi.

**Annual Goal** - Accelerate improvement for Māori Learners by using the Learning Conversation Tool

**Targets** – All teachers have used, implemented and referenced the tool  
Māori Learners are represented in STEM pathways at Level 1 in the same proportion as enrolment numbers  
Level 1 NCEA Māori Learner achievement is at the same levels as Pākehā

**Annual Goal** - Further develop staff conscientization (the idea of developing, strengthening, and changing consciousness)

**Targets** – Rangatahi Survey feedback in Term 3 shows improvement in experiences and sense of belonging.  
There will be a clear plan for no streaming in Years 10 and 11  
All staff will be able to deliver their pepeha

**Annual Goal** - Develop a model through teaching the two lowest streamed Math's classes that promotes biculturalism through culturally responsive pedagogical ideas.

**Targets** – Numeracy is gained for 90% of students in a way that leads to a career pathway.  
There is active engagement with 80% of parents of students at least once a term.  
Māori students can articulate high expectations set for them.

iii) **Student Achievement** – To collaboratively design an innovative curriculum that supports equitable learning pathways.

**Annual Goal** - Develop a consistent equitable approach for reporting through the learning programme

**Targets** – By the middle of 2021, clearly define the problem that needs solving regarding the Learning Programme and set a timeline of what changes need to be made and when they will be made.  
Implement the solutions identified by staff.

**Annual Goal** - Investigate the development of an equitable junior curriculum.

**Targets** - Investigate what looks best for Onslow Colleg and making recommendations for a change in 2022

iv) **Property** – To create a physical environment that enhances the Onslow Way and nurtures ākonga (students and staff)

**Annual Goal** - Promote Tiaki taiao

**Targets** - All building programmes operate under the principles of sustainability.  
Student representatives are part of all building projects.

**Annual Goal** – Reflect Aotearoa New Zealand being bicultural in our design.

**Targets** – It is clear that our buildings link with the whenua and mana whenua, acknowledging local rohe  
 A whare is part of the first stage of the masterplan.

**Annual Goal** - Create spaces for equitable learning.

**Targets** – By the end of 2021 staff share and understanding of what equitable learning means  
 Any building reflects and equitable approach to learning through being flexible and meeting the diverse needs of our students

## Achievement and Attendance Goals 2021

### 2020 Attendance

	Pakeha	Asian	Euro	Māori	Pasifik	SE Asia	Melaa
<b>Year 9 Male</b>	91.91	93.4	95.24	87.48	91.8	94.06	99.4
<b>Year 9 Female</b>	92.85	93.38	96.32	84.65	85.95	98.33	91.95
<b>Year 10 Male</b>	91.86	93.33	93.72	87.67	88.68	97.8	N/A
<b>Year 10 Female</b>	90.99	94.35	92.86	77.01	92.8	96.4	91.2
<b>Year 11 Male</b>	93.06	93.49	93.88	87.56	86.05	93.22	96.15
<b>Year 11 Female</b>	90.45	94.56	90.83	92.97	89.4	94.83	83.3
<b>Year 12 Male</b>	92.81	93.54	92.05	86.65	80.83	95.96	94.66
<b>Year 12 Female</b>	90.19	94.8	88.98	89.45	90.3	90.14	78.5
<b>Year 13 Male</b>	82.78	81.98	83.42	80.48	80.72	89	78.16
<b>Year 13 Female</b>	82.77	82.6	83.61	68.83	N/A	77.9	76.65

Annual Attendance Goal 2021:

Maori students will achieve an attendance rate of 90% or better (Ministry requirements for regular attendance) Pasifika students will achieve an attendance rate of 90% or better (Ministry requirements for regular attendance) Year 13 students will achieve an attendance rate of 90% or better.

2020 Achievement Data

See the Achievement Reports [here](#)

Identify the **individual aspirations** for each Year 12 and 13 student and ensure that their chosen course enables them to achieve their aspirations. Measure the success rate and analyse outcomes.

Our **2021 NCEA results** will be:

Level 1 above Decile 8-10 average

Level 2 above Decile 8-10 average

Level 3 above Decile 8-10 average

Our results at Level 1 for Māori and females will be above Decile 8-10 average