

CHARTER, STRATEGIC PLAN & ANNUAL PLAN

2018-2020





Digital educational technologies will be used which allows and encourages students and teachers to inquire more deeply, research more broadly, connect more intensely, share more widely and create more powerfully.

To respect the unique status of Māori as Tangata Whenua under the Treaty of Waitangi.
 To design and deliver teaching and learning programmes that value Māori and Pasifika students' cultural identity and competencies and support their achievement.

To develop a timetable and curriculum structure which gives students, staff and whanau the time to gain an understanding of student learning, goals and vocational pathways.

ONSLow COLLEGE CHARTER & STRATEGIC PLAN 2018-2020

Vision	Values
<p>As a distinctive community of learners, , Onslow College will:</p> <ul style="list-style-type: none"> • Promote excellence and embrace difference; • Empower all learners to be confident, connected and to succeed with integrity and dignity; • Form respectful relationships which are responsive to the needs of all; • Grow and develop active learners who positively contribute to society; • Prepare learners to thrive in a lifetime of change and adaption; • Acknowledge the unique position of tangata whenua in Aotearoa New Zealand. 	<p>Working together Students, whanau, Onslow College and the College Community work together to achieve an open and inclusive College environment which is socially and culturally diverse, while remaining free from disruption, and which recognises the unique status of Māori.</p> <p>Realising potential We value and celebrate effort, success, innovation, difference, inquiry and creativity. We believe striving to meet high expectations promotes student fulfilment and achievement and encourages social responsibility.</p> <p>Mutual respect and self-management Onslow College is characterised by the mature interaction between staff and students. Teachers and students treat each other with mutual respect and students share responsibility for learning with their teachers.</p> <p>Lifelong learning Students are engaged and developed as lifelong learners. They are taught how to learn by high quality and motivated staff who continue to learn themselves.</p>
Description	
<p>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, Cashmere, Ngaio, Chartwell, Crofton Downs, Wilton, Wadestown and Northland. We also serve Karori and Kelburn. An enrolment scheme is in place limiting our roll.</p> <p>Onslow College is a learning environment which encourages independence, self-discipline, difference and social responsibility with a student-centred philosophy. There is no prescribed uniform for students. Students are treated as individuals and learning is targeted to educational needs.</p> <p>Onslow College promotes an inclusive environment for all students and is renowned for the positive, staff-student relationships, independent thinking, self-reliance and large co-curricular involvement from both groups. Through the creative talents and enthusiasm of our students and staff we strive for excellence in all aspects of College life. We encourage diversity and individuality.</p> <p>We strive for educational excellence</p>	

KEY THEMES	
Commitment to Māori	Inclusion
<p>Onslow College shares the Ministry of Education commitment to the vision of “Māori enjoying educational success as Māori” at Onslow College. Onslow College will demonstrate our commitment to upholding Te Tiriti o Waitangi, to strengthen Mana Māori and student confidence within te Ao Māori and to promote the success at Onslow College of all those who identify as Māori. Our guiding principles include manaakitanga, whanaungatanga and arohatia te reo Māori.</p> <p>This means providing Māori learners with the tautoko they require to realise their unique potential and succeed in their lives as Māori.</p> <p>This commitment to Māori benefits and enhances the educational experience of all students who attend the Onslow College.</p>	<p>Onslow College will ensure the school has an agreed approach to the early identification of students with special abilities and differences to provide the necessary opportunities for those students to thrive. The curriculum is committed to providing flexible and appropriate environments which can accommodate the range of individual learning differences.</p>
Achievement	Sustainability
<p>Onslow College promotes achievement by all students in all spheres of activity, in and out of the classroom.</p> <p>All students will be supported to realise their potential and to leave Onslow College with a minimum NCEA Level 2 qualification or equivalent.</p>	<p>Onslow College aims to develop a culture in which sustainability and environmental awareness and practices are embedded in all aspects of College life.</p>
Student Centred	Community
<p>Onslow College is student centred. It is committed to developing the meaningful involvement by all students in school activities and processes which enhance their learning and achievement.</p> <p>A guiding principle is ‘community over conformity’</p>	<p>Onslow College shows genuine commitment to its role as a community College and strives to encourage regular communication between school and home to support student achievement. The Onslow College Community will be consulted about selected aspects of school operation.</p>
Staff Development	
<p>Onslow College is committed to providing professional learning for staff members that supports the school goals and is focussed on student learning and engagement.</p>	

STRATEGIC GOALS 2018-2020

Student Achievement	Student Engagement
<p>To provide a curriculum which engages and challenges all students allowing each student to achieve personal excellence.</p> <p>To set school wide goals and specific targets to accelerate the learning of students at risk of underachievement including priority learners, using a range of evidence from evaluation, inquiry and knowledge building activities to develop, implement, monitor and modify strategies for improvement.</p> <p>To develop individual learning profiles for all students, with Māori students being identified and individually tracked through the Ako programme.</p>	<p>To support students learn most effectively where they understand what they are learning, why they are learning it and how they will be able to use their new learning.</p> <p>To develop Onslow College’s student centred philosophy by providing increased opportunities for students to engage with their learning, school and wider community through the Ako programme, learning conversations and tracking their own progress.</p> <p>To support staff to incorporate important aspects of Māori tikanga into their daily lessons.</p>
Inquiry	Pathways
<p>Effective pedagogy requires teachers to inquire into the impact of their teaching on student learning.</p> <p>Teachers will use evidence from research, or from their own best practice or that of colleagues, to advance teaching and learning opportunities which will support students to achieve their potential.</p>	<p>To ensure student progress and achievement is tracked to ensure closely supported pathway progression for each student through the Ako programme.</p> <p>Students will have multiple pathways available to them to help develop key competencies for their futures.</p> <p>To ensure the school curriculum design will ensure positive transitions with a clear sense of continuity and direction for students. Student’s progress through school will prepare them and connect to the next stage of their learning.</p>
Included	Connected
<p>To ensure that the school has an agreed approach to the early identification of students with learning differences to ensure their full participation in every aspect of the College.</p> <p>The curriculum ensures students’ identities, language, abilities and talents are recognised and affirmed and that their learning needs are addressed.</p> <p>To ensure diversity is valued and can be expressed through its many forms, that difference is celebrated and every student has a place and their progress accelerated.</p> <p>To ensure priority learners are included and connected and every student has a place within the school curriculum in a mainstream setting.</p>	<p>Students will be able to relate well to each other and the College community using a range of communication tools to enable them to connect locally and globally.</p> <p>Students will have enhanced opportunities to learn through virtual and contextual experiences to expand their learning.</p>

ANNUAL GOALS 2018**Goal 1: Develop the use of technology to support teaching and learning within the school.**

Actions	Progress at 31/7/18	Progress at 31/12/18	Variance
<ul style="list-style-type: none">Teachers are supported to develop their use of sound pedagogical digital technologies, to use in their teaching and learning programmes to enhance student learning. This will reflect on their practice.			

Goal 2: Develop a whole school approach to support students to access pathways that maximise their learning opportunities.

Actions	Progress at 31/7/18	Progress at 31/12/18	Variance
<ul style="list-style-type: none">Develop understanding in the College and wider community of vocational pathways and how they are relevant to student learning.Develop a timetable structure which supports extended learning opportunities and AkoDevelop courses within a coherent framework to provide meaningful opportunities and clear pathways for students.			

<ul style="list-style-type: none"> Develop the Ako programme which fosters the development of coaching and mentoring relationships for each learner and a teacher. Develop reciprocal relationships between school, students, whanau and the wider community 			
Goal 3: Cultural Awareness: To respect the unique status of Māori as Tangata Whenua under the Treaty of Waitangi. To design and deliver teaching and learning programmes that value Māori and Pasifika students' cultural identity and competencies and support their achievement.			
Actions	Progress at 31/7/18	Progress at 31/12/18	Variance
<ul style="list-style-type: none"> Teachers engage in PLD designed to raise awareness and knowledge of their own cultural values, beliefs and assumptions. Teachers engage in PLD designed to raise awareness and knowledge of Māori and Pasifika values, beliefs and assumptions. Establish a lead group of staff, students, Board of Trustees and whanau who will set the direction (kaupapa) for the school to progress the development of culturally responsive teaching and learning programmes. 			

Goal 4: To accelerate the achievement of Māori and Pasifika Learners in Year 9 & 10 and for those students in NCEA to achieve at the same level as national & decile cohort comparisons.

Actions	Progress at 31/7/18	Progress at 31/12/18	Variance
<ul style="list-style-type: none"> • Teachers are familiar with Priority Learners within their classroom and the College community. • Learning profiles developed for each Priority Learner which will enable learners, teachers and the College to track individual progress. • Each Priority Learner will have their progress monitored through the Ako programme. 			

Goal 5: All students will be supported to realise their potential and to leave Onslow College with a minimum NCEA Level 2 or equivalent qualification

Actions	Progress at 31/7/18	Progress at 31/12/18	Variance
<ul style="list-style-type: none"> • Learning profiles developed for each student and monitored through the Ako programme. • Support students to access information about their achievement and possible future pathways, set goals, reflect on their progress and make informed decisions • Student achievement in NCEA will be equal to or above Decile 8-10 school comparisons. 			

Glossary:

- Reading Comprehension: Using teaching and learning strategies around reading behaviours
- Triangulation: all available data for identified target students for example: e-asTTle, PATs, past years' assessment data, observations in class
- Target Student: as identified by e-asTTle testing
- Reflection on practice by Inquiry: Teachers will undertake two inquiries per year, based on school goals
- Vocational Pathways: The Vocational Pathways provide a framework for students to show how their learning and achievement is valued in the workplace by aligning learning to the skills needed for industry.
- Priority learners: Māori and Pasifika students

STRATEGIC RESPONSIBILITIES	
Board of Trustees	Executive Group
<p>To engage the wider school community in the process of setting the strategic direction for the school.</p> <p>To ensure school goals are in line with government priorities and informed by data collected for Onslow College.</p> <p>To work with the principal and staff to shape the strategic vision into a workable, affordable and sustainable plan for the school.</p> <p>To report annually to the wider school community on progress on achieving the strategic, annual and financial goals and national priority achievement areas.</p>	<p>To ensure coherence in annual planning, goal setting, resource allocation, professional development and school self-review.</p> <p>To take leadership in portfolio responsibilities.</p> <p>To provide the Board with regular reports on progress towards school strategic and annual goals.</p> <p>To set the direction of Teacher Professional Learning (TPL) for the year based on the identified school goals.</p>
Learning Areas	Individual Teachers
<p>To identify the specific contribution that the Learning Area will make to the achievement of the school goals and specific targets.</p> <p>To monitor student achievement within the Learning Area and support students achieve to their potential.</p> <p>To complete self-review documentation annually and present these reports to the Board.</p> <p>To ensure Learning Area staff are appraised appropriately to meet school, Learning Area and personal goals.</p> <p>To implement the annual plan and ensure appropriate support and progress evaluation procedures are in place for all staff.</p>	<p>To monitor the achievement of students in their classes and ensure that all students achieve success.</p> <p>To actively contribute to the achievement of the annual goals in their various roles of classroom teacher, learning advisor/Ako mentor etc.</p> <p>To negotiate aligned personal goals and professional development to school annual goals.</p> <p>To actively engage in teaching as inquiry.</p> <p>To engage with families/whānau keeping them informed about student progress and building a learning partnership with homes.</p>

