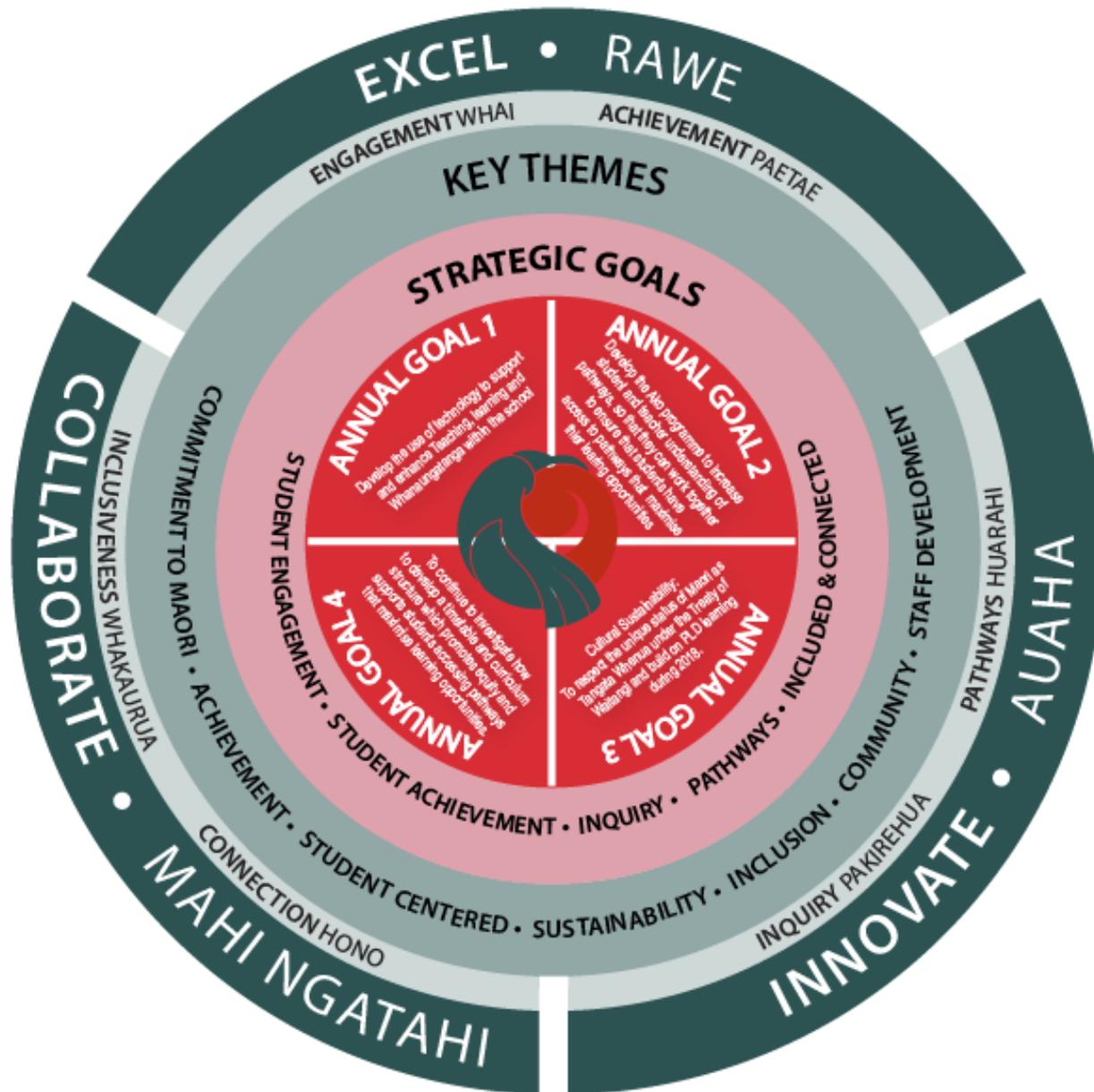# CHARTER, STRATEGIC PLAN & ANNUAL PLAN

2019-2021

Digital educational technologies will be used which allows and encourages everyone to collaborate and connect more powerfully. It will encourage whānaungatanga.

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. Tauiwi will be supported to understand their obligations in relation to Te Tiriti o Waitangi.

To develop a timetable and curriculum structure which promotes equity and is student centred.

ONSLOW COLLEGE CHARTER & STRATEGIC PLAN 2019-2021

Vision	Values
As a distinctive community of learners, , Onslow College will: • Promote excellence and embrace difference; • Promote a safe collaborative learning environment where students and teachers can innovate and excel; • 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.	**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. **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. **Mutual respect and self-management** Onslow College is characterised by the mature interaction between all learners. Learners treat each other with mutual respect and everyone shares responsibility for learning. **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.

Description

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.

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.

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.
We strive for educational excellence

KEY THEMES	
Commitment to Māori	**Inclusion**
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. This means providing Māori learners with the tautoko they require to realise their unique potential and succeed in their lives as Māori. We are also committed to working with tauiwi learners to ensure they understand their obligations in relation to Te Tiriti o Waitangi. This commitment to Māori benefits and enhances the educational experience of all students who attend the Onslow College.	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.
Achievement	**Sustainability**
Onslow College promotes achievement by all students in all spheres of activity, in and out of the classroom. All students will be supported to realise their potential and to leave Onslow College with a minimum NCEA Level 2 qualification or equivalent.	Onslow College aims to develop a culture in which sustainability and environmental awareness and practices are embedded in all aspects of College life.
Student Centred	Community
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. A guiding principle is 'community over conformity'	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.
Staff Development	
Onslow College is committed to providing professional learning for staff members that supports the school goals and is focussed on student learning and engagement.	

STRATEGIC GOALS 2019-2021	
Student Achievement	**Student Engagement**
To provide a curriculum which engages and challenges all students allowing each student to achieve personal excellence.	To support students to understand what they are learning, why they are learning it and how they will be able to use their new learning.
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.	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.
To develop individual learning profiles for all students, with Māori students being identified and individually tracked.	To support staff to incorporate important aspects of Māori tikanga into their daily lessons.
Inquiry	**Pathways**
Effective pedagogy requires teachers to inquire into the impact of their teaching on student learning.	To ensure student progress and achievement is tracked to ensure closely supported pathway progression for each student through the Ako programme.
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.	Students will have multiple pathways available to them to help develop key competencies for their futures.
	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.
Included	**Connected**
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.	Students will 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.
The curriculum ensures students' identities, language, abilities and talents are recognised and affirmed and that their learning needs are addressed.	Students will have enhanced opportunities to learn through virtual and contextual experiences to expand their learning.
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.	
To ensure priority learners are included and connected and every student has a place within the school curriculum in a mainstream setting.	
To focus on whānaungatanga and the well-being of all.	

ANNUAL GOALS 2019			
Goal 1: To develop the use of technology to support and enhance teaching, learning and whānaungatanga within the school.			
Actions	**Targets**	**Progress**	**Variance**
• 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. • Student Management System use is refined and a review of the system is put in place. • To use technology to develop whānaungatanga in the school.	• SMS System use refined – data on Behaviour Notes, absence records, use of reporting programme all to increase • Review group formed to look at SMS • Mail 365 introduced term 2 • One Note being used by 80% of staff • Plan for moving to cloud based system 2020 • PLD feedback shows increased confidence of staff regarding use of IT • PLD links technology use to whānaungatanga • Touch-screen computer users lead learning for staff at least once. • To gather student voice in Term 4 to understand their perspectives of technology use.		

Goal 2: Develop the Ako programme to increase student and teacher understanding of pathways, so that they can work together to ensure that students have access to pathways that maximise their learning opportunities.			
Actions	**Targets**	**Progress**	**Variance**
• 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. • To develop Deans ability to support Ako teachers to become learning leaders. • To work towards the Ako teacher being the significant adult at school for students. • To develop the Ako teachers ability to support students maximise their learning opportunites. • To ensure student well-being is a focus.	• Ako leaders are developed as learning leaders and Ako level groups as professional learning groups • Ako teachers are supported to develop the skills needed to have (pathways) conversations with students • Ako teachers will well informed about the range of pathways and will have support from Careers, including good tools, so that they can work with their Ako students • Students will have meaningful discussions with their Ako teachers about their subject (and other) choices to ensure that their chosen pathway enables their aspirations, aims and goals. • A Whānau-Ako conference for Year 9 students will be held		

Goal 3: Cultural Sustainability: To respect the unique status of Māori as Tangata Whenua under the Treaty of Waitangi and build on PLD learning done in 2018, building middle management capability to work with their teams to address equity for Māori, through design and delivery of teaching and learning programmes that value Māori learners' cultural identity and competencies. To further develop staff and tāuiwi understanding of their role in a bicultural nation.			
Actions	**Targets**	**Progress**	**Variance**
• Further develop LLT (Learning Leadship Team) ability to Lead PLD. • Develop a process to measure and track the learning journey of Y9 and 10 Māori learners. • To develop the use of a Māori cultural lens. • To gather whānau voice.	• To further develop LLTs' leadership capabilities to lead their staff in PLD so that equity issues are identified and discussed in each team across the year and interventions are inquired into to start to address inequity. Outcomes will be reflected in changes to the content, design and delivery of teaching and learning programmes, and the review of tracking the progress of Māori students throughout the year in the LA. • To support the Ako Leadership Team to lead their teams using a Māori cultural lens • To accelerate the achievement of Māori learners in Year 9 and 10 as identified by Tataiako Ako, by developing best practice process in measuring		

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progress and tracking that learning journey throughout the year both through quantitative and qualitative data.

To complete baseline data survey on culturally sustaining pedagogical practice in the kura and use the results to plan targets for 2020
To support LLs to interrogate Māori achievement and retention data to address equity issues
To investigate and identify best possible use of SMS to support acceleration.
To include whanau and student voice to inform this data gathering work.

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Goal 4: To continue to investigate how to develop a timetable and curriculum structure which promotes equity and supports students accessing pathways that maximise learning opportunities..

Actions	Target	Progress	Variance
• Complete review of 8LA which was started in 2018. 8LA refers to Yr 9 students being required to study across all 8 Learning Areas of the NZC, including a subject from Languages/Arts/Technology	• Review of 8LA completed • Staff survey of effectiveness of split-double		

Actions	Target	Progress	Variance
• To assess the effectiveness of the split-double timetable structure & look at what support staff may need to use the time for maximum benefit • To look further at TT/curriculum structure to propose another model, which comprises of Extended Learning Opportunities & curriculum integration	• Complete report on other possible curriculum models. • To complete a review of the number of standards and assessments offered in each course. • To work with Principal to facilitate a discussion around banding/streaming and pre-requisites.		

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	Target	Progress	Variance
• 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.	• Students at risk to be identified • Students at likely to miss to have an intervention plan • Students who miss to be identified and an understanding of why they have missed to be gained		

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