

Onslow College Annual Report 2017



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Ms Michelle Rush

BoT Chairperson

Date ___/___/2018

Mr Peter Leggat

Principal

Date ___/___/2018

Board of Trustee Chairperson's Report – Mike Doogan

In so many ways 2017 was another great year for the College. There was innovation such as the introduction of AKO and there was consistent high achievement across academic, cultural and sporting endeavours.

I, in no way, wish to diminish these achievements by not dwelling on them. The School is in good heart, and remains a welcoming and inclusive environment for students, teachers and the wider community.

There are however, some ongoing challenges. Regrettably they deserve emphasis because in large part they are matters beyond the immediate control of the Board. It is frustrating to have to once again highlight what remain serious structural impediments to the kind of quality public education all New Zealand children and their families should be entitled to expect - buildings. Put simply, much of the School's infrastructure has reached, or is beyond, its economic life. While there has been some welcome classroom upgrades, much of the limited funding as was available for planned maintenance or upgrade has in the past four to five years been diverted towards correcting leaky building problems or earthquake strengthening. This, combined with what appears to be a lack of medium to long term planning for capital expenditure means that year-on-year the College faces ad-hoc and incremental battles with the Ministry over what should be basic planned maintenance and replacement. This is frustrating and is an unnecessary diversion of effort that could, and should, be applied to advancing the educational needs of the students.

A second ongoing problem is inequitable funding for high decile schools such as Onslow that promote and maintain a truly inclusive character.

Securing equitable funding to staff the School appropriately in order to support the full range of learning needs remains a challenge year-on-year. Because Onslow is genuine in its commitment to maintaining an inclusive environment we continue to cater for, and attract, a significant number of students who require extra support. Since around 2013 the number of students who receive ORS funding has remained reasonably constant at between 15 and 17 students. However, there has been a steady increase in the number of students who have high to moderate learning needs but who do not qualify for ORS funding. In 2013-2014, there were 14 students in this category, in 2016 there were 25 and in 2017 there were 41. In 2013 there were a total of 68 students who met the criteria for special assessment conditions, in 2017 there are 120.

The decile funding system is seriously flawed. High decile colleges such as Onslow receive far less per student than lower decile schools but no comparable weighting or additional funding is provided for learning support or special education needs. The overall funding of learning support or special education needs is a major issue in itself, particularly given the length of time that area has been consistently underfunded by successive governments. As a result, the Board continues to overstaff the College in order to try and maximise opportunities for all students within available means.

In last year's report I noted that there was a review of the decile funding system underway but that review had "parked" the question of funding for students with high needs to be addressed separately on some other occasion. The following from our 2016 report bears repeating:

"This continues an unfortunate legacy of successive governments dating back to the late 1980's when mainstreaming was first introduced. Whilst promises were consistently made that resources would be made available to ensure mainstreaming would function effectively, policy and practise has been inconsistent and often parsimonious. The students and their families affected deserve better, and should not have to endure increasingly adversarial battles with the Ministry to secure funding for their children particularly as they leave Primary and Intermediate and enter the College environment. It says a lot about a Government's priorities when they make available extra funding for private and charter Schools but consistently fail to provide equitable resourcing for students with the greatest educational needs in the public sector".

This issue now confronts the new Government and we live in hope.

During 2017, the Board continued to support the focus on literacy and strategies to identify students not achieving to potential. These initiatives and steps to improve the accuracy of the data is ongoing.

2017 saw the introduction of Ako time and the corresponding adjustments to the timetable. Considerable ongoing work is underway to imbed these changes. While support for some of these initiatives has been

variable amongst some students and some staff, the Board remains committed to their implementation and the long-term value they will add.

Students have continued to build on the Celebration of Success evening and the event in 2017 was a great credit to the student representatives who organised the evening and the awards. The Board continues to support the development of this and other initiatives to recognise the considerable achievements of our students.

The School finances are in reasonable shape. We are fortunate that we have the consistently well performing International Department which contributes so much, not only to the overall vibrancy of the student community, but also to our ability to fund extra staffing for the benefit of all students. I wish to acknowledge the work of the Finance Committee supported by Mr Leggat and Craig McWilliam and also the leadership of Kerry Finnigan and her team in the International Department.

The College is fortunate to attract and retain good staff. The Board is conscious of the heavy load placed on staff, particularly the assessment load. This is a matter we will continue to monitor. The Board is particularly fortunate to have the support and professional leadership of the Principal, Mr Leggat. His commitment to the College and the positive leadership he demonstrates are an asset and his tireless advocacy on behalf of the students and staff is greatly valued. The Board also appreciates the work of the Senior Management Team and the Learning Area Leaders who report to the Board. I would also like to acknowledge all those staff who go the extra mile for students in so many ways. Thank you for having their interests at heart.

Finally, I would like to acknowledge my fellow Board members for their ongoing constructive and cheerful collaboration. I would like to particularly thank Sue Barker for the wonderful contribution she made to the Board during her time and to welcome Mark Patchett who was newly elected in the latter part of 2017.

Mike Doogan

Chairperson Board of Trustees

Principal's Report 2017

Onslow College enjoyed another very positive year in 2017. We had the largest intake at Year 9 for many years showing that the community clearly values what Onslow College stands for and what it is providing for those fortunate to attend. The School continued to make changes to benefit teaching and learning including the introduction of Ako and the managed use of IT to support learning. We continue to struggle to have much of our aging and out of date infrastructure recognised by the authorities, however we are making some progress and I am hopeful the condition assessment carried out will show just how much needs to be done to see Onslow College students enjoy the same quality of facilities as other schools appear to be getting. It was with some relief that the much maligned elevator project was finally completed – only 14 months over date and considerably over budget. Thankfully this was a Ministry led project and we only suffered inconvenience and not financial hardship. The increased pressure of a growing roll has not helped and it is a credit to the staff and students that in these times of disruption and inadequate facilities, they just get on with things and make the most of being at Onslow College.

The results in NCEA were once again pleasing although we are always looking for improvement. I do worry that our students are being over-assessed and that the pressure being put on schools by the tertiary sector is forcing students to chase credits rather than enable deep and relevant learning. This debate will continue and I am pleased to see the Ministry talk of a taskforce to investigate the reduction of assessments. Something we can continue to be proud of is that over 95% of our students have a minimum of Level 2 pass by the time they leave school.

(A full commentary on NCEA is below)

The commitment of staff and their willingness to provide hours of additional tuition and support were gratefully received by students. There was also a very successful Peer Tutoring Programme set up by our senior students and that shows what a strong community we have developed here. It is a feature of our students that they accept responsibility for their share of the learning partnership and they can be proud of what they achieved. The Ako programme introduced in Term Three saw a change from the traditional Form Teacher and class role to one where there is a greater focus on the teacher being a learning advisor and someone who knows how each student is doing across the board and not just in the specific subject they might teach. It was interesting to see the Juniors settle in to Ako relatively easily while the Year 13 students saw the value in it but realised it was probably a bit late for them. We had an interesting group of students who found change difficult to accept which always surprises me as they claim to be quite liberal in their thinking yet are actually quite conservative.

We continue to be well supported by our community and we strive to keep our parent body well informed about happenings at school. The weekly Bulletin continues to be our main regular communication with parents and is well received from the feedback we get. The parent portal has also been well used by parents to keep up to date with how their child is going at school. While we appreciate the support of parents in the academic field, we also are fortunate with the large number of community people who volunteer to assist with cultural and sporting activities meaning we can offer a wide range to our students. It is this strength of community that I believe sets Onslow College apart from many other schools who still take us lightly, much to their error as we are a superb school and our students are superb young people. I find it very heartening to hear people speak so positively about Onslow College students thanks to the way our students represent us when out and about. The leadership shown by our Year 13 Peer Supporters is hugely influential in the settling in to secondary school for our Year 9s. The recent changes in many Primary and Intermediate schools have seen students arrive at college and struggle to adapt to the rigors that secondary school work demands as we prepare them for subject specific national qualifications. The Peer Support Programme does a lot to make this transition as enjoyable as possible in the early stages of the year but work is needed for the in-class aspect. This concern with students arriving less than traditionally ready for College life will be an on-going area of work for us in the years ahead.

The staff know their learners well and foster a positive achievement focused environment in their classrooms. Students respond to this and I enjoy wandering around the School watching classes engaged in quality learning where everyone is contributing. The end of 2017 saw the retirement of some very long-standing staff who have made a significant contribution to the school. In particular, Marilyn Wild who left her position as Learning Area Leader English. However we were fortunate to be able to recruit highly trained and motivated teachers to join

the staff and, in times where some schools are struggling to fill their staffing vacancies, it is heartening to see our positions heavily sought after.

The increased workload on staff is noticeable especially around assessments and compliance requirements. This needs to be addressed as it is taking away from the quality learning time we want our students to have. While the Board have been very supportive in the provision of additional administrative staff, there is still a heavy load on teachers with moderation and assessment. The Board also fund a number of additional staff and this allows us to not only better meet individual students' needs but also to be able to offer a comprehensive range of subjects. This is paid for from our self-generated income and reflects the fact that the Government funded staffing allocation is simply not sufficient. Given the importance of education for the future of our society, I feel privileged to work with such outstanding teachers who are ably supported by the equally hard working and committed non-teaching staff.

We regard the on-going professional development of staff as a real priority and they work tirelessly to remain at the very cutting edge of modern teaching and learning pedagogy. The Board provide a generous budget allocation to staff development and I believe we are getting good value from the funds allocated.

Finally I would like to acknowledge the Board of Trustees for their very clear governance role. They set the strategic direction for the School and allow management to do their job. They represent the community superbly and Onslow College is fortunate to have such a high quality and committed Board of Trustees. I would like to pay special mention to Chairperson Mike Doogan for his advice, guidance and support.

Onslow College is a wonderful school in every way and it is the contribution of all those involved that make it such an outstanding educational provider in our community.

Peter Leggat

NCEA

While the analysis of NCEA results based on the 1 July roll (Roll Based) prevents schools enhancing their results by withdrawing students who are identified as not likely to achieve, it also does not take into account the students on that July roll for whom NCEA was not their objective. Students who fall into this category include Learning Support students, International students on half year placements and students who return to school for a specific time to complete required qualifications to enter tertiary study or until they find employment. All students who enter the qualification in some part make up the Participation Based statistics.

When comparing the overall achievement of Onslow College students roll versus participation, it must be noted that some of the difference between the figures for our School reflect the high retention rates of our students and our policy of encouraging all students to enter for their NCEA standards regardless of whether they have a full course or have/have not achieved in their internals during the year. Analysis of our 2017 Senior roll shows that we had considerably more students on the roll who did not or were never intending to sit NCEA. As stated, these include our International Students and also some of our Learning Support students.

This is further reflected by the larger difference between the Roll and Participation data.

For accurate comparisons with other schools, the roll based figures are now widely used although many schools use participation based for promotional activities.

Overall

Students at Onslow College continue to perform well in NCEA and our achievement rates are above national statistics. The school does a comparison with similar decile schools, however the main analysis is done within each subject area as staff complete their annual self-review which informs planning for the next year. The majority of our students are focussed and take responsibility for their achievements with most knowing exactly what they need to allow them to have choice for their future. This can be frustrating for staff as some students do the bare minimum and quite possibly leave credits 'behind' that with a little extra effort, they could achieve. The College has developed effective tracking mechanisms with initiatives such as 'Students not Achieving to Potential' (SNAP) and staff mentoring students identified as being at risk, however, we believe the move to the Ako based pastoral care system will see students being able to discuss progress with their Ako teacher and closer monitoring of their achievement in place.

A comprehensive analysis of the NCEA achievement data is included in Appendix 1

School Roll

The roll remains very healthy with places in the school in demand especially at Year 9 and then again in Year 12 and 13. The College maintains a strict zone and out-of-zone applications for enrolment go into a ballot. In recent years the School has accepted very few out-of-zone enrolments mainly siblings of current students as the demand from our in-zone students is putting pressure on our facilities. Despite the numbers showing roll growth, the Ministry claims there is no growth in our area and we are battling to have our classroom number deficiencies addressed. Pressure remains on our specialist rooms, especially in the Technology and Science areas that require specialist spaces for curriculum delivery.

Finance

The School had another sound financial year in 2017 with a conservative budget resulting in a modest surplus. There was a considerable increase in spending to support teaching and learning especially in the provision of ICT facilities. Additional Resource Assistant and Teacher Aide hours have also been continued so teachers can focus on student achievement and not be tied down by administrative demands. The Board funded release time for teachers to run student achievement based initiatives such as our SNAP programme and specialist assistance for students with dyslexia. These will continue in 2018.

As a result of our strong financial position, the School is now able to channel additional resources into our core business of teaching and learning while also addressing some long overdue refurbishment and capital expenditure. A significant contribution to the financial situation is our highly successful International Student Programme especially the demand for places at Onslow College from China. The School remains mindful of the volatility of International Students and while continuing to market successfully in China, have contingency plans

in place should that market change. It should be noted that these International Students add a lot to Onslow College and become fully integrated into school life.

The audited annual accounts are included in Appendix 2

Annual Goals

The Annual Goals established for 2017 were based around our main strategic goal of;

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

2017 School Goals

Goal 1: Embedding Reading Comprehension into teacher practice. (2015-2017)

- Teachers feel confident to use triangulation to identify a reading behaviour(s) gap (related to target student needs), address that gap in the context of their programme, and will reflect on their practice.

Goal 2: Develop the use of technology to support teaching and learning within the school. (2016-2018)

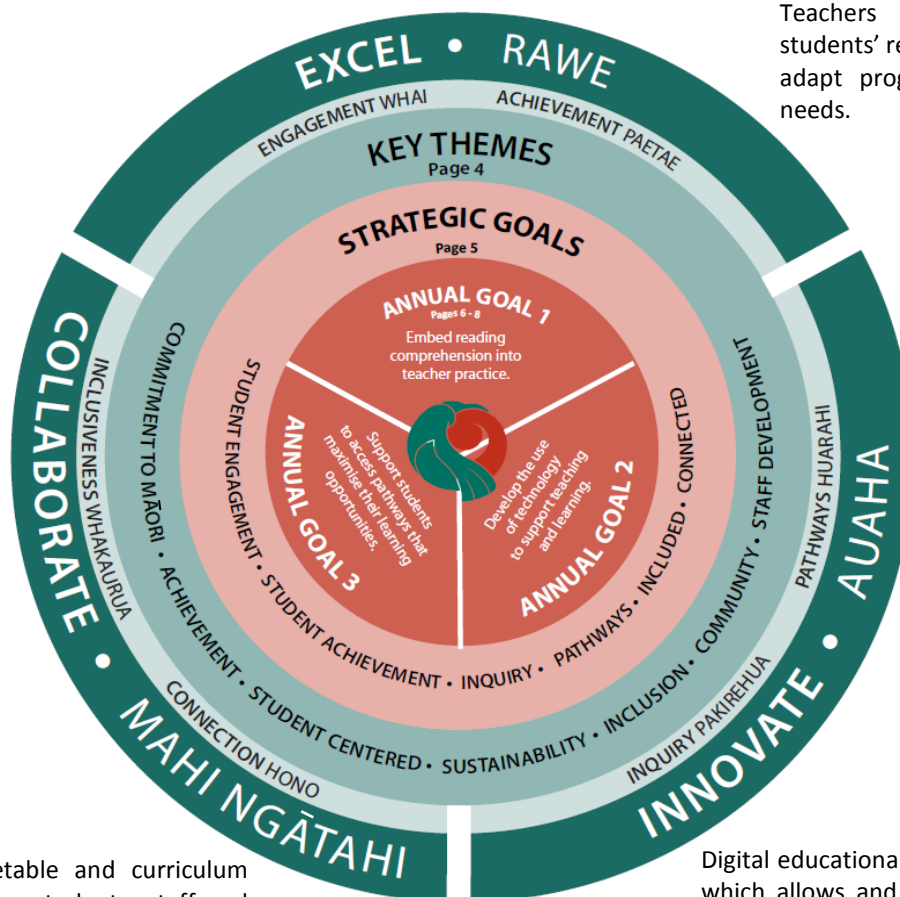
- Teachers are supported to develop their use of sound pedagogical digital technologies, to use in their teaching and learning programmes, and will reflect on their practice.

Goal 3: Develop a whole school approach to support students to access pathways that maximise their learning opportunities. (2017-2019)

- Develop extended learning opportunities and Ako
- Develop courses within a coherent framework to provide meaningful opportunities for students.

The Annual Plan and Analysis of Variance are included in Appendix 3

Teachers identify gaps in their students' reading comprehension and adapt programmes to meet those needs.



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

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.

Appendix 1

NCEA Analysis and Commentary 2017

Roll Based vs Participation Based
National and Decile 8-10 Comparisons
Māori and Pasifika Analysis

Roll Based = All students on the school roll as at July 1st 2016
Participation based = All students who entered and sat the qualification

Roll Based compared to Participation Based: All Students

	Level 1		Level 2		Level 3		UE	
	2016	2017	2016	2017	2016	2017	2016	2017
Onslow College – Roll	80.0	78.9	83.6	79.7	74.7	74.1	67.2	62.9
<i>Onslow College – Participat'</i>	83.2	88.0	90.3	87.6	85.5	86.1	76.6	72.8
National – Roll	74.2	72.9	77.4	77.2	63.4	64.2	48.7	47.1
<i>National – Participat'</i>	85.2	81.0	89.0	86.4	72.8	78.3	61.7	53.2
Nat' Decile 8-10 Co Ed – Roll	80.0	78.6	81.3	78.6	74.2	75.0	63.1	63.4
<i>Nat' Decile 8-10 Co Ed – Part</i>	91.2	89.4	92.9	92.5	87.6	87.6	74.5	73.8
Onslow College Girls – Roll	81.5	71.2	86.7	81.5	79.8	78.2	71.9	62.4
<i>Onslow College Girls – Part'</i>	85.4	84.0	94.8	90.7	93.4	89.8	84.2	71.6
National Girls – Roll	78.2	77.7	80.9	80.1	68.4	68.8	54.0	53.0
<i>National – Participat'</i>	87.9	87.3	91.5	90.8	85.9	85.8	67.2	65.6
Decile 8-10 Co Ed Girls – Roll	85.7	84.8	86.4	85.8	82.8	82.4	74.0	72.6
<i>Decile 8-10 Co Ed Girls – Part</i>	93.8	92.4	95.3	95.1	92.1	91.4	82.3	80.4
Onslow College Boys – Roll	78.9	84.7	81.6	78.5	71.4	71.5	64.3	63.3
<i>Onslow College Boys – Part</i>	81.6	90.7	87.6	85.5	80.8	83.7	72.0	73.5
National Boys – Roll	70.4	68.3	74.0	74.1	58.0	59.0	41.1	40.6
<i>National Boys – Part</i>	82.5	81.0	86.5	86.4	78.4	78.3	55.3	53.2
Decile 8-10 Co Ed Boys – Roll	74.8	72.4	76.7	76.4	66.1	67.2	53.6	53.6
<i>Decile 8-10 Co Ed Boys – Part</i>	88.9	86.2	90.9	89.9	83.7	83.1	68.0	66.1
Minimum Level 2 – All – Roll			93.4					
Minimum Level 2 – All – Part			98.2	95.9				
Minimum Level 2 – Girls – Roll			89.9					
Minimum Level 2 – Girls – Part			98.8					
Minimum Level 2 – Boys – Roll			95.7					
Minimum Level 2 – Boys – Part			97.8					

Level 1

This is an area with significant difference between Roll and Participation data with a slight decrease in achievement rates for Roll but a 5% increase in achievement for Participation. It was pleasing and interesting to see the results for boys increase in both areas. For girls, there was a slight decrease in achievement in Participation but a larger decrease in Roll. This may require further analysis and we need to look at individuals who did not either complete or enter the qualification. The comparisons with Decile 8-10 show up very similar for both Roll and Participation with the boys, pleasingly, quite well above, while the girls have struggled to reach that same high level, however they are still pleasing.

The policy of encouraging all students to enter and attempt Level 1 is a philosophical decision we make as a school and is right in my opinion. To see a number of our Learning Support students achieve Level 1 over a two year programme is testament to the hard work and support they receive. The fact that many schools restrict students from attempting the level could be viewed as a promotional decision and hardly fair.

I am still disappointed to see a number of students miss by a small number of credits and believe that this points further to the need for our Ako learning conversation time and programme. While the SNAP programme works well for those identified, it is often more subject based than a general overview across all the subjects being taken by that student. I still see too many students leaving achievable credits 'behind' in Internals during the year and essentially short suiting themselves relying on the Externals.

Level 2

The results for this cohort were down in 2016 and it was disappointing to see this continue in 2017, although there was a pleasing increase in achievement in Participation data when compared to their Level 1 efforts. Both boys and girls showed a slight increase in achievement in Participation while remaining comparable for Roll. While this would indicate the cohort achievement is not getting worse, the challenge remains for staff to look at individuals and ensure students are achieving all possible standards. The comparisons with Decile 8-10 show us below in Participation but relatively similar in Roll. This further reflects the need for us to investigate the reasons why our girls in this cohort are not completing the qualification.

With Level 2 being the target nationally, it is good to see that **96%** of Onslow College students achieve a minimum Level 2 qualification before they leave school. While we encourage students to remain at school for Year 13, not all do so with the goal of a Level 3 pass so it is important we have a clear focus on numeracy, literacy and the overall level achievement.

Level 3

Overall results were in line with previous years.

This is another year group that has achieved sound results with comparisons showing them slightly below decile results in both Roll and Participation stats. They were also just below decile comparisons for UE and I believe the majority of our students managed their workload and expected outcomes reasonably well. The comparisons with Decile 8-10 show our students achieving at a similar level to other schools which is pleasing. The results for our girls show them slightly below Decile comparisons in both Roll and Participation but it is interesting to see a significant 10% difference in achievement rates for Decile 8-10, between Roll and Participation. The boys' results were on a par, if not slightly above comparisons. I believe in Year 13 that we have three main groups of students. One group have a clear academic focus and achieve well in both their Level 3 and University Entrance (UE) qualifications. Another group strive for Level 3 but need constant support and monitoring. The last group either are at school to get a set number of qualifications but not necessarily Level 3, or are filling in time at school as they are not ready to leave. They can be frustrating at times but also add a lot to the school and this is the best place for them. For this reason, I do not worry as much about our Level 3 results as the other levels.

Māori Student Achievement

The relatively small number of Māori students makes the statistics difficult to analyse so I have based my comments on actual numbers of students rather than percentages. I have noted % comparisons for the record.

I believe this is an area that needs considerable attention as the achievement of our Māori students is of concern. All staff need to look at individuals and not the cohort as small numbers distort the facts that show too many of our students either do not complete their courses or do not achieve success.

The achievement rates of our Māori students are below decile comparisons at all levels and for both Roll and Participation data. There has been some initial work done by a staff committee but there needs to be a co-ordinated school wide approach to supporting our Māori students achieve academic success.

Roll Based compared to Participation Based: Māori Students

	Level 1		Level 2		Level 3		UE	
	Number	2017	Number	2017	Number	2017	Number	2017
Onslow College –Roll	13/18	72.0	9/13	66.7	9/11	61.1	11	44.4
Onslow College –Participat’	15/18	85.7	9/12	80.0	8/11	73.3	4/8	53.3
National – Roll								
National – Participat’		75.3		84.3		75.0		40.2
Nat’ Decile 8-10 Co Ed - Roll		74.4		83.2		71.8		53.5
Nat’ Decile 8-10 Co Ed – Part		83.0		88.6		80.8		59.9
Onslow College Girls - Roll	5/8	66.7	4/6	71.4	8/9	90.0	7/10	70.0
Onslow College Girls – Part’	7/8	88.9	5/5	100.0	9/9	100.0	5/7	77.8
National Girls – Roll		67.4		76.6		60.1		35.2
National – Participat’		78.8		85.7		77.7		45.5
Decile 8-10 Co Ed Girls - Roll								
Decile 8-10 Co Ed Girls - Part								
Onslow College Boys – Roll	7/10	76.9	5/7	63.6	1/2	25.0	1	12.5
Onslow College Boys - Part	8/10	83.3	5/7	70.0	1/2	33.3	1	16.7
National Boys - Roll		57.6		73.0		53.0		24.9
National Boys - Part		71.6		82.8		77.3		33.7
Decile 8-10 Co Ed Boys – Roll								
Decile 8-10 Co Ed Boys - Part								
Minimum Level 2 – All – Roll				83.3				
Minimum Level 2 – All – Part				93.8				
Minimum Level 2 – Girls – Roll				90.0				
Minimum Level 2 – Girls – Part				100.0				
Minimum Level 2 – Boys – Roll				75.0				
Minimum Level 2 – Boys - Part				85.7				

Level 1

While our results are generally above comparisons with straight national data we are better to compare to Decile 8-10. The results were slightly down on Roll comparisons but somewhat surprisingly, quite above Participation comparisons. For individual students we had 5 from the Roll figures that did not achieve and 3 from those that actually completed. There were 3 boys and 3 girls who did not achieve their Level 1 from the Roll based stats but only 1 girl and 2 boys who actually sat their qualification. Initial analysis of those who either did not enter or complete their Level 1 for a variety of reasons showed some being Learning Support and others being transient students who were only with us for a short period of time. It was pleasing to see those who did complete, doing well.

Level 2

The achievements of this cohort of Māori students followed on from their Level 1 results with them being significantly below Roll comparisons although closer to national Participation achievements. This is an area requiring more analysis within subject areas as it is obvious that a number of our Māori students are not completing their courses or finishing the year. This reinforces the need for a closer look at course selection for students then monitoring throughout the year to ensure they are not missing out on available credits and putting too much pressure on their external exam performance. Further investigation is required to find out why this may be the case and how we can ensure all Māori students have a course that enables them to not only complete the year but achieve their Level 2 qualification. Of the 13 students at this Level, 9 achieved success with 4/6 girls and 5/7 boys. Analysis of the efforts of the 4 who did not achieve showed attendance and non-completion of work despite support being the major issue. For 2 of the students, the failure to actually sit the exam made their chance of success even harder.

This cohort has been identified as needing more focused attention and support to ensure they achieve at minimum Level 2.

Level 3 and UE

Achievements at this level mirror Level 2 although not to the same extent probably given the small number of Māori students who remain at school through to Year 13. Of the 11 students identifying as Māori, 9 achieved success with 8/9 girls and 1/2 boys. It should be noted that all but 1 of those students had a minimum of Level 2 at the end of their Year 13. Again this area needs further investigation and careful planning put in place. It is worth noting that the only student without Level 2 had received significant assistance and despite struggling to achieve, had stayed at school and was engaged in a meaningful course including work based training as we strive to set him up for his future.

Pasifika Student Achievement

As for Māori student achievement, the percentage statistics are heavily influenced by low student numbers. The results at Level 1 are very pleasing and the challenge is to not only maintain them but to also ensure our programmes support Pasifika students to remain in school and achieve through to Level 3.

Any comparisons with Roll and Participation national statistics are not worthwhile due to the very low number especially past Level 1.

Roll Based compared to Participation Based: Pasifika Students

	Level 1		Level 2		Level 3		UE	
	Number	2017	Number	2017	Number	2017	Number	2017
Onslow College – Roll	4	50.0	5	41.7	5	55.6	3	33.3
Onslow College – Participat'	3	60.0	5	45.5	4	83.3	3	50.0
Nat' Decile 8-10 Co Ed – Roll		75.1		81.7		71.9		51.1
Nat' Decile 8-10 Co Ed – Part		81.3		85.1		83.3		54.6
Onslow College Girls – Roll	2	50.0	2	33.3	2	50.0	1	
Onslow College Girls – Part'	2	66.7	2	33.3	2	66.7	1	33.3
Decile 8-10 Co Ed Girls – Roll		73.5		80.8		68.3		34.8
Decile 8-10 Co Ed Girls – Part		75.7		82.1		76.0		38.8
Onslow College Boys – Roll	2	50.0	2		3	60.0	2	40.0
Onslow College Boys – Part	1	50.0	3	60.0	3	100	2	66.7
Decile 8-10 Co Ed Boys – Roll		65.7		75.2		59.1		24.6
Decile 8-10 Co Ed Boys – Part		70.9		78.8		68.8		28.7
Minimum Level 2 – All – Roll								
Minimum Level 2 – All – Part								
Minimum Level 2 – Girls – Roll				100				
Minimum Level 2 – Girls – Part				80.0				
Minimum Level 2 – Boys – Roll				80.0				
Minimum Level 2 – Boys – Part				80.0				

Level 1

Of the 4 students, 2 achieved and 2 did not. The 2 students who did not achieve had considerable literacy support, had very low levels of English and were put on an individual programme designed to see them achieve their Level 1 over a two year period. With our analysis showing that lower literacy levels impact on these results it is hoped our focus on reading comprehension in the Junior School will see these results improve as those students move into NCEA. The increased number of Pasifika students demand greater awareness of their specific learning needs across all subjects and that we provide clear pathways for these students as they move through the School.

Level 2

While literacy again proved to be the main barrier to success for students at Level 2, there were also issues with attendance and course completion. The students who did not achieve both had arrived with considerable gaps and it was difficult to provide a course that both engaged them and gave them the chance of success. How we support our Pasifika students will require further focus and while not the target cohort from our cultural awareness goal, they will undoubtedly benefit from it.

Level 3

The results from this level are almost meaningless as we had student movement throughout the year that saw some enrol, leave, re-enrol and then re-leave. Again the main issue here is attendance and engagement – both heavily influenced by the struggle to provide a meaningful course at Level 3 for students who want to remain at school but who have followed subjects that do not continue or who have not reached pre-requisites.

Numeracy and Literacy

		Numeracy		Literacy	
		2017	2016	2017	2016
L1	Onslow College	93.7	96.6	93.3	95.4
	National	89.7	90.1	91.1	91.4
	National Decile 8 - 10	93.4	94.2	94.8	95.3
L2	Onslow College	99.2	98.1	98.8	97.7
	National	94.9	95.2	95.7	95.9
	National Decile 8 - 10	96.1	96.5	96.9	97.2
L3	Onslow College	96.9	98.7	97.2	97.3
	National	95.8	96.0	96.3	96.5
	National Decile 8 - 10	96.2	96.6	96.8	97.2

It is pleasing to see us maintaining very high levels of achievement in both literacy and numeracy and it reflects our clear focus on ensuring students achieve these pre-requisites to future study.

Endorsements

The figures for endorsements are also relatively pleasing with Onslow College above or equal to decile comparisons for Merit endorsements and slightly below for Excellence. I believe students are becoming more strategic in their course completion which may influence their chances of achieving an Endorsed grade. It also raises some concern about students not monitoring their overall progress closely and then not completing some standards without ensuring that decision will not influence their overall chance of success. The Ako programme should be designed to overcome this issue. We have discussed the issue with over-assessment at length and I still firmly believe we are over-assessing at the expense of more in-depth learning. This is a national issue and not just Onslow College.

We continue to encourage students to strive for an Endorsed grade and a pleasing number do. However for some, the heavy assessment load makes this additional work unattractive and they are happy to settle for an Achieved grade.

Endorsements: All Students

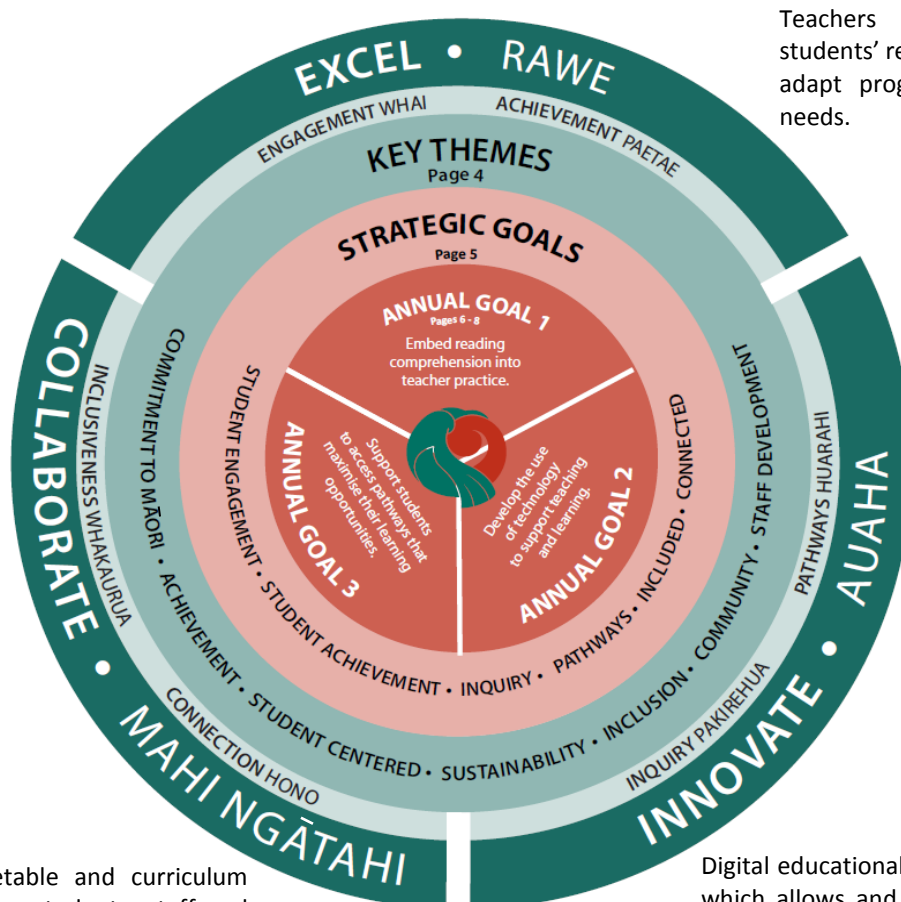
		Merit		Excellence	
		2017	2016	2017	2016
L1	Onslow College	46.6	42.8	21.8	25.2
	National Decile 8 - 10	41.5	41.5	28.3	28.3
L2	Onslow College	33.0	33.9	20.8	18.3
	National Decile 8 - 10	34.0	34.1	22.9	23.0
L3	Onslow College	32.8	35.7	16.1	17.5
	National Decile 8 - 10	34.0	35.0	20.2	18.8

Scholarship

We had 60 students sit various Scholarship exams with 13 Scholarships awarded with 7 additional outstanding Scholarship passes. One student's achievement stands out – Hamish Weir achieved 4 outstanding Scholarship awards including getting 39/40 for the Statistics paper. That would put him in line for an award as one of the country's top academic students for 2017.

While many students are attracted to the concept of sitting Scholarship, for many the reality of the additional workload versus the financial reward is off-putting and we have a number who enter initially but do not actually sit. For those looking for academic challenge and excellence, scholarship fits the bill and I congratulate them for their commitment and they deserve the recognition they receive. I am sure all Scholarship students would acknowledge the support they get from teachers who provide additional tutorials out of normal school hours.

CHARTER, STRATEGIC PLAN & ANNUAL PLAN Analysis of Variance 2017



Teachers identify gaps in their students' reading comprehension and adapt programmes to meet those needs.

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

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.

ONSLOW COLLEGE CHARTER & STRATEGIC PLAN 2017-2019

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 adaptation; • Acknowledge the unique position of tangata whenua in Aotearoa New Zealand. 	<p>Working Together</p> <p>Students, whānau, 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</p> <p>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</p> <p>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</p> <p>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 co-educational, 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 themeaningfulinvolvementby 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 focused on student learning and engagement.</p>	

STRATEGIC GOALS 2017 - 2019

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 to 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 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 2017

Goal 1: Embedding Reading Comprehension into teacher practice. (2015-2017)

Actions	Progress at 31/7/17	Progress at 31/12/17	Variance
<p>Teachers feel confident to use triangulation to identify a reading behaviour(s) gap (related to target student needs), address that gap in the context of their programme, and will reflect on their practice.</p> <p>To maintain a dialogue with Learning Areas about how teachers will know that target students can access written materials and are accelerating their reading comprehension.</p> <p>To further develop the learning difference programme to enhance achievement for those students whose needs</p>	<p>Whole staff survey results and teacher spiral inquiries support that this is happening. P.A.C. discussions and professional conversations support this. Schemes of work now include units which have embedded reading strategies closely associated with the topic and target student needs across curricula areas.</p> <p>Literacy Inquiry Leaders provided ongoing support, workshops and professional conversations with LALs. The Literacy Coordinator carried out specific middle management inquiry with two LALs.</p> <p>Learning Difference Students worked with Learning Support around student advocacy to help their teachers</p>	<p><u>Y9 Y10 NZCER PAT Reading and Vocab DATA</u> shows cohorts' shifts still tracking above national norms in line with our School decile.</p> <p><u>e-asTTLe EFFECT SIZE DATA Y9 Non Target Student</u> effect size was - 0.04 and whole Y9 cohort 0.01 expected progress.</p> <p>Y10 Non Target Student effect size was -0.34, whole cohort -0.31 less than expected progress</p> <p>Y9 Target Students 35 51% of the Year 9 Target Students were accelerated, the overall effect size was 0.01. The male Y9 Target Student effect size was -0.03, the female group was -0.05</p> <p>Year 10 Target Students 43 30% of the Year 10 Target Students were accelerated and the overall effect size was - 0.31. Within this males were -0.23 and females -0.54.</p> <p>Learning Support in conjunction with students and teachers developed detailed individual learning profiles ready for use in 2018.</p> <p>Small groups were dropped in favour of individual sessions. More emphasis and time was placed on</p>	<p>There is insufficient evidence at this stage to indicate that Reading Comprehension practice is embedded in LAs. LA monitoring of Target Student progress should provide more information in 2018.</p> <p>The Y9 results overall requires LA critical focus on monitoring closely the Y9 49% who were not accelerated.</p> <p>In Y10 LAs should focus on the progress and monitoring of the 70% who were not accelerated, linked closely to their NCEA Level 1 achievement.</p> <p>Feedback from the Learning Difference Group and teachers is that teachers may need further support to</p>

<p>are not met by the general reading comprehension programme.</p>	<p>understand their tools and how they are used in class to access written texts, and how they can best be supported to access the curriculum</p> <p>Term 1 and 2 Acceleration classes were run for small groups and individuals by Deputy Principal and Learning Support. A trial teaching a whole class in 10MAN reading skills in Term 2 happened as well.</p>	<p>learning conversations as part of the sessions.</p>	<p>understand and incorporate ICT tools into their practice.</p> <p>Ongoing discussion and feedback with LAs required around efficacy of these learning profiles in 2018.</p> <p>Feedback from acceleration students identified that conversations around their ability to access the learning as well as more time to access texts in class was the best support for them.</p> <p>Based on student feedback the 2018 Acceleration approach needs to focus on self-advocacy and ownership of learning in a similar way to the Learning Difference Group.</p> <p>Based on teacher survey feedback there is a need to support teachers so that they experience success with Target Students and are supported to embed the tools, the time, and the content to develop Target Students' ability to access the curriculum resources.</p>
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Goal 2: Develop the use of technology to support teaching and learning within the school. (2016-2018)

Actions	Progress at 31/7/17	Progress at 31/12/17	Variance
<p>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.</p>	<p>All Juniors with laptops, most using regularly in classes.</p> <p>Some variance of amount of use by students mainly depending on Form Class grouping and which teachers were using regularly.</p> <p>Variance in depth of pedagogy that BYOD is being used at- many teachers in 'substitution</p>	<p>Not as sharp a level of progress as the first half of the year but steady targeting of on-going issues.</p> <p>Some variance of amount of use by students mainly depending on form-class grouping and which teachers were using regularly. This has been targeted to a degree in</p>	<p>Infrastructure:</p> <p>Reliable Wi-Fi in all parts of the School at all times, particularly on Table Mountain. Also some traffic jam issues in rare cases when many people are using the same sites at the same time.</p> <p>Charging stations.</p> <p>Some issues with students not</p>

	<p>phase', some forging ahead in pedagogically sound ways.</p> <p>All staff introduced to 365 and OneNote in full staff PD sessions (2 hours).</p> <p>All Juniors had laptops. Troubleshooting issues worked through. Hardship issues given laptop.</p> <p>Outside MS provider (Crispen) workshops on 365 with "lead group"</p> <p>Initial meetings to set pedagogical direction and rational with Nigel from Otago.</p> <p>ICT 4 Learning Committee established with new membership and a focus on adapting to BYOD and also having PD for members.</p> <p>A series of one-on-ones with individuals and small groups with SH and JO.</p> <p>Market days.</p> <p>TOD day- SH worked with Science and English. JO worked with Social Sciences and Arts LA on a teacher's self-select basis.</p> <p>SH/JO classroom visits to support teachers and iron out tech teething issues.</p> <p>Regular offerings in TPL time on optional basis. Some 1-on-1/ small group session in this time.</p> <p>Staff and Juniors surveyed and focus group meeting.</p> <p>E-café sessions for sharing ICT for learning tips.</p>	<p>second half of year, although is still an issue. Variance in depth of pedagogy that BYOD is being used. Many teachers in 'substitution phase', some forging ahead in pedagogically sound ways.</p> <p>What was done:</p> <p>Continuing with initiatives started in first 2 terms plus:</p> <ul style="list-style-type: none"> • Establishing a workshop group with Y8-10 Dyslexic students to provide tech support for their learning. • Established "3Ps"- while this isn't specifically focused on IT, it is hoped will be a forum for pedagogical focus including IT solutions. • SH and JO attended Games for learning PD at Te Papa-(it was great!) 	<p>consistently having devices. Students leaving at home, charging and wear and tear issues can disrupt teaching and learning.</p> <p>Student confidence:</p> <p>Surveys and meetings with students indicate overall positive experience with variability based on individual students and form class.</p> <p>Sizable minority expressed resistance to MS platform and preference for google which is familiar.</p> <p>TPL and Staff confidence with IT:</p> <p>Some planned TPL opportunities not used due to reallocation of TPL time has hindered progress in teacher PD through-out the year.</p> <p>Anecdotally a considerable frustration amongst staff and lack of investment in TPL and time to adapt to BYOD environment.</p>
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Goal 3: Develop a whole school approach to support students to access pathways that maximise their learning opportunities. (2017-2019)

Actions	Progress at 31/7/17	Progress at 31/12/17	Variance
<p>Develop understanding in the College and wider community of vocational pathways and how they are relevant to student learning.</p>		<p>Vocational Pathway, University Entrance information in Senior Curriculum Handbook, School Website and Year 10 Parents NCEA info evening.</p> <p>Established Career Central: Tool to develop Career Management competencies through school and beyond.</p> <p>Trades Academy: 19 students Thursday and Friday at Polytech. 3 day OC programme with IEPs.</p> <p>Gateway Programme: 40 students.</p> <p>Work Experience Programme Year 12 and 13. STAR Courses. Taster courses for Vocational Pathway planning Mostly Year 11, 12 and 13 Students.</p> <p>Capital Training: 40 students accessed Literacy and Numeracy catch up Programmes in 2017.</p> <p>Māori and Pasifika University Experience days for Year 9 and 10 students.</p> <p>Full University overview, course planning and open day opportunities for Year 13s.</p> <p>Polytech and PTE Overviews and assemblies for year 11 12 and 13.</p> <p>Ex-student pathway assembly Year 13 during Ako time.</p> <p>1:1 Career Interviews</p>	<p>Achieved and information available in Curriculum Handbooks as well as on the results section of the student portal.</p> <p>Career Central purchased but not made available meaning it was not used by staff or students in 2017. This has been set as a priority for the start of 2018.</p> <p>13 students completed Trades Academy this year.</p> <p>6 withdrawals – 3 left school 2 changed direction 1 health related.</p> <p>Approx. 250 students accessed STAR fund in 2017.</p> <p>Cost? Soaked up \$25,000 from STAR fund in 2017 (16.6% of STAR Budget)</p> <p>Successful for those students who opted to attend and we are looking at other year groups in 2018. We also need to investigate why we cannot provide the same support within our existing courses.</p> <p>Achieved</p> <p>Regular liaison visits and information made available.</p> <p>243 formal interviews in 2017.</p>

<p>Develop a timetable structure which supports extended learning opportunities and Ako.</p> <p>Develop courses within a coherent framework to provide meaningful opportunities and clear pathways for students.</p>		<p>Timetable Committee developing new Extended Learning Opportunities (ELO) timetable to be implemented in 2018.</p>	<p>ELO TT structure in place and ready to go. Staff have received some training material, with more to come, as advised by OAT.</p>
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Goal 4: To accelerate the achievement of Priority Learners in Year 9 and 10 and for those students in NCEA to achieve at the same level as national and decile cohort comparisons.

Actions	Progress at 31/7/17	Progress at 31/12/17	Variance
<p>Teachers are familiar with Priority Learners within their classroom and the College community.</p> <p>Learning profiles developed for each Priority Learner which will enable learners, teachers and the College to track individual progress.</p> <p>Each Priority Learner will have their progress monitored through the Ako programme.</p>		<p>All staff provided with lists identifying their priority learners and a full range of achievement information made available on PCS.</p> <p>Students identified through the SNAP programme and mentoring made available.</p> <p>The Ako programme introduced for Terms 3 and 4.</p>	<p>While the information was available, not all staff made full use of that information.</p> <p>As Ako was not put in place till the second half of the year, it had limited impact on student achievement. As a result the learner profiles were not available in the depth initially planned and staff not provided with the opportunity to use that information in learning conversations.</p> <p>More was done for those students in the SNAP programme where mentors had access to specific assessment information on student achievement towards NCEA.</p>

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 31/7/17	Progress at 31/12/17	Variance
<p>Learning profiles developed for each student and monitored through the Ako programme.</p> <p>Support students to access information about their achievement and possible future pathways, set goals, reflect on their progress and make informed decisions.</p> <p>A minimum achievement of Level 2 NCEA Achievement as a focus for all students with achievement rates to be equal to Decile comparisons.</p>		<p>Information available on PCS and individual profiles worked on for students involved in Trades Academy and Gateway programmes.</p> <p>All students encouraged to access their achievement information on the portal. Information also available on vocational pathways to support career and pathway planning.</p> <p>The overarching School goal of a minimum achievement of Level 2 was maintained and a number of initiatives put in place to assist students achieve that goal.</p> <p>Nearly 96% (95.9%) of students who left</p>	<p>While information was available there was little done on a more formal learner profile for students other than target literacy students or those receiving assistance from Learning Support.</p> <p>While it was planned to use this information in greater depth among staff, with Ako only being initiated in Term 3, there was not the opportunity for staff to have in-depth learning conversations. This resulted in only a select number of students receiving that support to the extent we had hoped. Support was provided for identified students through SNAP but there were a number of other students who would have benefited from mentor support.</p> <p>The school has maintained a minimum Level 2 pass rate of over 95% which is pleasing. Those students who did not achieve can be explained by either being Learning Support students or International Students. Teachers have provided additional opportunities for students identified as being at risk of not achieving Level 2 and this has helped maintain our achievement at such a high level.</p> <p>This achievement rate is well above national</p>

<p>Student achievement in NCEA will be equal to or above Decile 8-10 school comparisons.</p>		<p>Onslow College in 2017 did so with a minimum Level 2 qualification. The results for Māori showed 93.8% achievement rate and for Pasifika 80%.</p>	<p>priorities and also national statistics. This included a number of Learning Support students which is especially pleasing. The roll based figure is somewhat flawed by the inclusion of International and Exchange students, the majority of which do not enter the qualification. The achievement rates for Māori and Pasifika were on par with national decile comparisons which was pleasing.</p>
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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 to achieve 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>

ONslow COLLEGE BOARD OF TRUSTEES 2017

	Member	Status	Represents	Start of Term	End of Term	Notes
1	Mike Doogan (Chair)	elected	Parents	May 2016	May 2019	
2	Michelle Rush	elected	Parents	May 2016	May 2019	
3	Bridget Rhodes	elected	Parents	May 2016	May 2019	
4	Sue Barker	elected	Parents	Nov 2014	Nov 2017	
5	Don Carson	elected	Parents	Nov 2014	Nov 2017	
6	Peter Leggat	Principal/ Board Secretary	School	Feb 2011	-	
7	Rachel Parsons	elected	Staff	May 2016	May 2019	
11	Vijay Chand	elected	Students	Oct 2016	Oct 2017	
	Dan Harward-Jones	elected	Students	Oct 2017	Oct 2018	
12	Sherie Pointon	Minute Secretary				