



Onslow College Annual Report 2016

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Mr Mike Doogan

BoT Chairperson

Date ___/___/2017

Mr Peter Leggat

Principal

Date ___/___/2017

Board of Trustees Report

2016 has been another great year for the college. The roll remains at capacity. Demand for places including out of zone enrolments continues to grow. Students achieved to high levels across academic, sporting and cultural pursuits. NCEA results were very good although not quite as good as the Level 1 and 3 results for 2015.

Another of our students was awarded the prestigious Prime Minister's award for science. This award to Catherine Potts is the third Prime Minister's science award in almost as many years.

The following from last year's report bears repetition:

This individual and collective success is noteworthy, but I would like to highlight what I see as the real strength of the college, the foundation which makes this all possible. The college has a light touch when it comes to matters such as student hierarchy and uniform but is very strong on a number of traditional values. The college remains committed to the ideal that regardless of background or circumstances every child is entitled to a high quality, free public education. Onslow works hard to sustain a genuinely inclusive environment. The culture is egalitarian rather than elitist. Tolerance, comfort with diversity and respect for others flourish. These are not just sound values; they are necessary real life skills.

As has been the case for a number of years, the most significant challenge remains securing equitable funding to staff the school appropriately in order to support the full range of learning needs. The college is committed to a genuinely inclusive environment and we continue to cater for a significant number of students who require extra support. Demand continues to grow, particularly for students who have high to moderate learning needs but who do not qualify for ORS funding. In 2013 and 2014, 14 students in this category were enrolled. In 2015 and 2016 there were 22 and 25 respectively. This is in addition to 16 students who qualify for ORS funding throughout this period and a further 68 to 104 students in these years who met the criteria for special assessment conditions.

The decile funding system is fundamentally flawed particularly when it comes to adequacy of funding for learning support or special education needs. As a result the Board continues to over-staff the college in order to try and maximise opportunities for all students within available means. At the time of writing the final outcome of the review of the decile funding system was unclear. It was concerning, however, to learn that in the course of that review that the whole question of funding for students with high needs was not in fact to form part of the funding review but would be addressed separately. 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 practice 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 governments 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.

Another ongoing challenge arises from lack of sufficient funding and consistent policy that would enable the college to progressively upgrade its ageing infrastructure. A large proportion of the school's infrastructure is at or beyond its economic life. While it is pleasing to see that some progress has been made in upgrading classrooms seems to be a lack of coherent planning at the Ministry. The underlying problem appears to be lack of sufficient resources to meet the national needs. Securing from the Ministry a timely and transparent commitment to necessary maintenance and upgrades remains difficult. The Board is once again particularly appreciative of Mr Leggat's tireless efforts in this area.

The Board continues to support a focus on literacy and strategies to identify and work with students not achieving to potential. The staff are building on the work that has been underway over the last several years, with good results.

The Board also continues to support developments around the use of information technology both as an instrument of learning and as a topic in its own right. Bring your own device trials have been extended to Year 10 and the Board will continue to monitor progress around these initiatives.

Efforts to improve ways to recognise success whilst remaining true to Onslow's understated culture are ongoing. The recognition of success evening in 2016 was wonderful and a great credit to the student representatives who put a great deal of thought and effort into the awards and into organising the evening.

The school's finances remain healthy. We are fortunate to have a strong and well supported international department which contributes not only to the vibrancy of the school community but also to our ability to maintain extra staffing for the benefit of all students. I would like to thank the finance committee, Mr Leggat and Craig McWilliam for their efforts in keeping the school's finances on a sound footing. I would also like to acknowledge the leadership of Kerry Finnigan and her team in the international department.

In 2016 the Board decided that it would commence a review and update of the school's charter and strategic plan. These important documents needed a "refresh." The process is underway and the Board expects to finalise the updated plans after consultation with the school community in 2017.

We are fortunate to attract and retain good staff. The Board greatly values the support it receives from the Principal and the Senior Management Team. 2016 presented Mr Leggat with some health challenges in addition to his extraordinary workload. It is a tribute to his resilience and professionalism that he continued to provide energetic and positive leadership throughout.

Finally, I would like to acknowledge my fellow Board members for their constructive and cheerful collaboration.

Mike Doogan

Principal's Report 2016

Onslow College enjoyed another very positive year in 2016. We saw the results from a number of initiatives the school has been working on come to fruition and these had a pleasing and positive impact on many aspects of the school's operation. These ranged from academic through to infrastructure and property. It was pleasing to see a further 5 classrooms refurbished to an innovative teaching space specifications and we are committed to providing our students with facilities that support and encourage achievement. The Student Centre has provided a superb community gathering place and that has allowed the library to become a real study and research hub. While we continue to struggle to have much of our aging and out of date infrastructure recognised by the authorities, 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. 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 pleasing although not as good as in 2015 at Level 1 & 3 however there was a pleasing improvement at Level 3 and a continuation of an over 95% Level 2 pass rate for all students by the time they left school. The commitment of staff and their willingness to provide hours of additional tuition and support were gratefully received by students. 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 SNAP (Students Not Achieving to Potential) initiative was taken to another level by Rachel Parsons and the monitoring and mentoring that was part of SNAP certainly made a difference. (a full commentary on NCEA is below)

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 has been well received and 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 and apart from the occasional complaint about the traffic delay each day at the pedestrian crossing – for all of 10 minutes, I believe our students represent us well when out and about. I would like to congratulate the students for what they contribute to Onslow College and we are better for having them here with us.

The staff continue to know their learners well and to foster a positive achievement focussed environment in the classrooms. Students respond to this and I enjoy wandering around the school watching classes engaged in quality learning where everyone is contributing. While we had some staff turnover at the end of 2016, we were fortunate to be able to recruit highly trained and motivated teachers to joining the staff. 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. 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 July 1st 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 vs 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.

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

It would be interesting to see what, if any, impact the earthquake had on students as that happened in the week leading up to at least 2 major subject examinations.

Overall

The significant difference between the National Decile 8-10 statistics for Roll based vs Participation based can be misleading however there is concern at the drop in Level 1 achievement rates in the participation data for OC which is 9% down on 2015. While some of this could be attributed to a slightly lesser able cohort, the achievement of the 2015 cohort in level 2 is also slightly below indicating that further analysis of possible reasons for the decline need to be undertaken. The positive was the pleasing increase at level 3 and the achievement of UE for those students.

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

The roll remains very healthy with places in the school in demand especially at Year 9 and then again in Year 12 & 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 technology and science areas that require specialist spaces for curriculum delivery.

Finance

The school had another sound financial year in 2016 with another healthy surplus on top of the similar result in 2015. 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 2017.

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

A real focus in 2016 was around the use of ICT in our teaching and learning programmes. We had resisted the move to a BYOD environment till we were certain staff had the confidence to change pedagogy to best utilise this ICT tool. A staff ICT4Learning Committee led the introduction of OneNote in some areas and a series of staff professional development sessions where we could share our collective expertise. The trial of two Year 10 BYOD classes in 2016 was very successful and we have planned to move to a full BYOD environment for our Year 9 & 10 students in 2017. While this is an exciting time for the school, it also remains an initiative we need to manage carefully.

Annual Goals

The Annual Goals established for 2016 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.

From that goal, we established 8 annual goals each with a set of annual targets that we would work towards and then report on. The majority of those goals and targets were focussed on student achievement especially in reading comprehension and identified priority learner groups. To achieve these goals, there also needed to be focus on staff professional learning and the allocation of resources to ensure the success of these initiatives.

2016: Annual Plan – Goals & Targets

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

ANNUAL GOAL TARGET

ANNUAL

1: To accelerate the achievement of target students in reading comprehension	To advance individual students in the target group at least 2 sub levels.
2: To accelerate the achievement of Māori and Pasifika students in Year 9 & 10. Māori students in NCEA to achieve at the same level as national & decile cohort.	Māori and Pasifika students will achieve to at least the same level as the Year 9 & 10 national decile cohorts. To raise the achievement rates in Level 1 & 3 of NCEA to at least the same as national & decile cohorts. Level 2 results to be maintained above comparative data.
3: NCEA Student achievement at Level 1-3 to be equal to or above national Decile 8-10 schools in both Roll and Participation based comparisons and in endorsed grades	Careful monitoring of student achievement to maintain achieved rates above national and decile comparisons. To maintain Merit endorsements above comparisons and to investigate ways of raising Excellence endorsements.
4: Investigate ways of fulfilling the Onslow Curriculum Philosophy statement	To have changes ready for implementation in 2017
5: Meeting the learning needs of our students by valuing student pathways equally	Students will be supported to develop their vocational pathway profile.
6: To develop staff use of reading comprehension strategies and digital technologies to support student learning and achievement.	Staff will work together in PLD to use an inquiry model into effective strategies to advance reading comprehension skills of target students.
7: To provide an innovative learning environment for all students and to support student achievement and engagement through allocation of resources.	A further 5 classrooms will be refurbished to create innovative learning environments. Accumulated funds will be used to ensure maximum coverage. The school will negotiate with the Ministry to address classroom deficiencies.
8: To encourage regular communication between school and home to support student achievement	To further develop the Website and Parent Portal to provide access and understanding of student progress and achievement for parents.

NCEA Analysis and Commentary 2016

Roll Based vs Participation Based

National & Decile 8-10 Comparisons

Māori & 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	2015	2016	2015	2016	2015	2016	2015
Onslow College –Roll	80.0	86.2	83.6	78.9	74.7	71.5	67.2	65.4
Onslow College –Participat’	83.2	91.4	90.3	91.7	85.5	77.9	76.6	70.6
National – Roll	74.2	73.2	77.4	75.8	63.4	62.0	48.7	47.1
National – Participat’	85.2	83.7	89.0	87.4	72.8	81.3	61.7	61.3
Nat’ Decile 8-10 Co Ed - Roll	80.0	80.5	81.3	62.0	74.2	73.4	63.1	62.6
Nat’ Decile 8-10 CoEd – Part	91.2	91.0	92.9	92.0	87.6	87.1	74.5	74.1
Onslow College Girls - Roll	81.5	87.4	86.7	76.5	79.8	77.9	71.9	72.6
Onslow College Girls – Part’	85.4	93.8	94.8	93.3	93.4	84.1	84.2	77.5
National Girls – Roll	78.2	78.1	80.9	79.7	68.4	68.1	54.0	53.8
National – Participat’	87.9	87.1	91.5	90.4	85.9	85.5	67.2	66.7
Decile 8-10 Co Ed Girls - Roll	85.7	87.0	86.4	86.1	82.8	82.1	74.0	72.5
Decile 8-10 Co Ed Girls - Part	93.8	93.3	95.3	95.2	92.1	91.6	82.3	80.7
Onslow College Boys – Roll	78.9	85.4	81.6	80.4	71.4	67.5	64.3	60.9
Onslow College Boys - Part	81.6	89.9	87.6	90.6	80.8	73.9	72.0	66.2
National Boys - Roll	70.4	68.5	74.0	71.9	58.0	55.4	41.1	40.3
National Boys - Part	82.5	80.3	86.5	84.3	78.4	76.3	55.3	54.8
Decile 8-10 CoEd Boys – Roll	74.8	74.2	76.7	73.8	66.1	64.8	53.6	52.8
Decile 8-10 CoEd Boys - Part	88.9	87.9	90.9	88.7	83.7	82.2	68.0	66.8
Minimum Level 2 – All – Roll			93.4	96.3				
Minimum Level 2 – All –Part			98.2	98.8				
Minimum Level 2 – Girls – Roll			89.9	94.7				
Minimum Level 2 – Girls Part			98.8	96.8				
Minimum Level 2 – Boys – Roll			95.7	97.4				
Minimum Level 2 – Boys - Part			97.8	100				

Commentary

While the analysis of NCEA results based on the July 1st 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.

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Level 1

The initial analysis of these results would suggest the achievement of our students at Level 1 decreased considerably this year especially when looking at the Participation data compared to Decile comparisons. And while there is certainly work to be done in this area, when the Roll based stats are taken into account we are in fact in line with the achievement levels of similar decile schools. 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 2 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. The comparisons show OC 7% below decile comparisons in participation stats but equal in roll based stats.

Having said that, I am 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

This cohort achieved well deserved success in 2015 and has continued to achieve well in 2016. Their comparative stats showed them just below decile comparisons in participation based results but over 2% above for roll based. While it is obviously a capable year group, I believe the work done in individual learning areas and subjects to reduce the assessment load, has had an impact and we have not seen the almost traditional dip in performance as students find the step up from level 1 to level 2 quite challenging.

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.

The figures for endorsements are also relatively pleasing with Onslow College above 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.

Level 3

This is another year group that has achieved sound results with comparisons showing them slightly below decile results in participation stats but slightly above in roll based. They were also above decile comparisons for UE and I believe the majority of our students managed their workload and expected outcomes reasonably well. I believe in year 13 that we have 3 main groups of students. One group have a clear academic focus and achieve well in both their level 3 and 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	2016	Number	2016	Number	2016	Number	2016
Onslow College –Roll	18	72.2	19	73.7	15	60.0	7	46.7
Onslow College –Participat’	13	76.5	15	93.3	9	75.0	7	58.3
National – Roll		63.7		73.5		52.9		30.6
National – Participat’		76.2		84.3		74.3		41.3
Nat’ Decile 8-10 Co Ed - Roll		77.5		85.4		69.4		52.4
Nat’ Decile 8-10 Co Ed – Part		85.0		89.3		79.4		59.5
Onslow College Girls - Roll	7	57.1	9	100	6	66.7	4	66.7
Onslow College Girls – Part’	4	80.0	9	100	4	100	4	100
National Girls – Roll		66.3		76.8		57.2		35.1
National – Participat’		78.0		86.6		77.5		46.3
Decile 8-10 Co Ed Girls - Roll		82.5		91.5		79.9		66.3
Decile 8-10 Co Ed Girls - Part		88.8		92.8		86.2		70.4

Onslow College Boys – Roll	11	81.8	10	50.0	9	55.6	3	33.3
Onslow College Boys - Part	9	75.0	6	85.7	5	62.5	3	37.5
National Boys - Roll		61.3		70.2		47.8		24.4
National Boys - Part		74.4		82.0		70.4		35.0
Decile 8-10 CoEd Boys – Roll		73.3		80.7		59.9		42.1
Decile 8-10 CoEd Boys - Part		82.2		87.3		73.7		50.9
Minimum Level 2 –All – Roll				93.4				
Minimum Level 2 –All – Part				100				
Minimum Level 2–Girls Roll				66.7				
Minimum Level 2 –Girls Part				100				
Minimum L 2 -Boys Roll				100				
Minimum L 2 –Boys Part				100				

Level 1

As with the general results, the achievement of our Māori students are well below participation comparisons but only slightly below roll based as we allow all students to attempt the qualification. Looking at individuals for roll based comparisons, 13/18 students achieved level 1 with 9/11 boys and 4/7 girls. 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.

Level 2

The achievements at this level tended to go against the trend with participation data being well above decile comparisons but roll based being well below. 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. Those that do are achieving success but that drop off is a concern. 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. Looking at individuals for roll based comparisons 14/19 achieved level 2 with 5/10 boys and 9/9 girls. This indicates that more needs to be done to support our boys.

Level 3

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. Again this area needs further investigation and careful planning put in place. Looking at individuals for roll based comparisons 9/15 achieved level 3 with 5/9 boys and 4/6 girls. One key indicator is that 14/15 students who remained at school right through to Yr 13 had at least level 2 by the time they left school.

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	2016	Number	2016	Number	2016	Number	2016
Onslow College –Roll	14	57.1	8	87.5	5	80.0	5	80.0
<i>Onslow College –Participat’</i>	11	61.5	10	100	6	100	6	100
National – Roll		70.4		77.6		58.9		29.6
<i>National – Participat’</i>		85.2		89.0		82.5		61.7
Nat’ Decile 8-10 Co Ed - Roll		76.5		83.9		69.8		49.0
<i>Nat’ Decile 8-10 CoEd – Part</i>		83.2		87.5		75.2		52.5
Onslow College Girls - Roll	7	71.4	4	100	3	100	3	100
<i>Onslow College Girls – Part’</i>	8	71.4	7	100	4	100	4	100
National Girls – Roll		75.7		80.9		63.5		35.2
<i>National – Participat’</i>		78.3		85.1		72.9		40.2
Decile 8-10 Co Ed Girls - Roll		83.4		87.0		77.0		58.4
<i>Decile 8-10 CoEd Girls - Part</i>		87.8		90.9		79.85		60.4
Onslow College Boys – Roll	7	42.9	4	75.0	2	66.7	2	66.7
<i>Onslow College Boys - Part</i>	3	50.0	3	100	2	100	2	100
National Boys - Roll		65.1		74.0		53.9		23.0
<i>National Boys - Part</i>		70.1		78.3		66.8		
Decile 8-10 CoEd Boys – Roll		70.6		81.7		64.7		43.2
<i>Decile 8-10 CoEd Boys - Part</i>		79.2		85.2		72.8		48.2

Level 1

Looking at individuals for roll based comparisons 8/14 achieved level 1 with 3/7 boys and 5/7 girls. The percentage comparisons for participation based mirror the raw number data. Initial analysis would suggest that lower literacy levels impact on these results and 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

Looking at individuals for roll based comparisons 7/8 achieved level 2 with 3/4 boys and 4/4 girls. Again the participation data mirrored the roll based. While we can be pleased with these outcomes, we need to monitor our retention rates as it would be of concern if a number of students dropped out of school after year 11. Further analysis is required.

Level 3

Looking at individuals for roll based comparisons 4/5 achieved level 3 with 2/3 boys and 2/2 girls. There were 4/5 students who achieved at least level 2 by the time they left school. Again the participation data mirrored the roll based. The small numbers suggest that our retention rates are low and we need to do analysis on the destinations of any student leaving from year 12 to ensure they are leaving with the qualifications they need for choice in their futures.

Endorsed Grades

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	
		2015	2016	2015	2016
L1	Onslow College	47.1	42.8	19.6	25.2
	National Decile 8 - 10	40.7	41.5	27.5	28.3
L2	Onslow College	32.7	33.9	24.6	18.3
	National Decile 8 - 10	33.8	34.1	21.8	23.0
L3	Onslow College	37.2	35.7	12.8	17.5
	National Decile 8 - 10	34.4	35.0	17.6	18.8

Scholarship

We had 64 students sit various scholarship exams with 18 scholarships awarded with 3 additional outstanding scholarship passes. Three students achieved 2 scholarships and one achieved 3 scholarships including 2 at outstanding level. There were 3 scholarships in calculus and 2 in physics however the outstanding area was statistics where 8 scholarships were achieved.

While many students are attracted to the concept of sitting scholarship, for many the reality of the additional workload vs 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.



ONSLOW COLLEGE
CHARTER 2016 -2017

Ko Tarikaka te maunga
TARIKAKA IS THE MOUNTAIN
Ko Waipahihi te awa
WAIPAHIHI IS THE RIVER
Ko Onslow College te kura
ONSLOW COLLEGE IS THE SCHOOL

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Private Bag 13906
Johnsonville
Wellington 6440
Ph: +64 4 478 8189
www.onslow.school.nz

ONslow COLLEGE STRATEGIC PLAN 2016 - 2017

VALUES	VISION
<p>Working together Students, parents, the school and the community work together to achieve an inclusive school that is socially and culturally diverse, safe and free from disruption and which recognises the unique status of Māori.</p> <p>Realising potential We value and celebrate effort, success, innovation and creativity. We believe high expectations promote student achievement and encourage social responsibility.</p> <p>Mutual respect and self-management Onslow is characterised by a mature interaction between staff and students. Teachers and students are treated with 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>	<p>Inspiring students to learn grow and achieve in an environment that encourages individual and community responsibility, freedom of expression and respect for the rights of others.</p> <p>DESCRIPTION</p> <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 that encourages independence, self-discipline, 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 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 as long as this does not constrain the rights of other students to an excellent education.</p> <p>We strive for educational excellence.</p>

KEY THEMES

ACHIEVEMENT	SUSTAINABILITY
<p>Onslow College promotes achievement by all students in all spheres of activity, in and out of the classroom.</p>	<p>Onslow College aims to develop a culture in which sustainability and environmental awareness are embedded in all aspects of school life.</p>
INCLUSION	STUDENT CENTRED
<p>Onslow College strives to provide an inclusive environment in which all members of the school community are valued equally; where barriers to learning and participation are reduced for all members of the school community and where differences between members of the school community are a resource to be valued rather than a problem to be overcome.</p>	<p>Onslow College is a student centred school. It is committed to developing the meaningful involvement by students in school activities and processes which impact on their learning and achievement. A guiding principle is 'community not conformity'</p>
COMMITMENT TO MĀORI	TE REO MĀORI
<p>Onslow College shares the Ministry of Education commitment to the vision of "Māori enjoying educational success as Māori" at Onslow College. Onslow College expresses this vision through te kaupapa o Poutama; to uplift Māori in our school by demonstrating Te Tiriti o Waitangi and the Treaty of Waitangi, to strengthen Māori student confidence in te Ao Māori and to promote Māori student success in the wider school community. Our guiding principles include manaakitanga, whanaungatanga and te reo Māori</p> <p>This means providing all Māori learners with the opportunity to get what they require to realise their own unique potential and succeed in their lives as Māori.</p>	<p>All students are provided with the opportunity to access instruction in tikanga Māori and te reo Māori through the provision of courses at all levels of the College. Students may also chose to be in Poutama (see below)</p>

Poutama Whanau

Poutama is a group of students who desire to strengthen their understanding and ability to participate comfortably within Te Ao Māori. We cover various kaupapa over the year, including Kapa Haka, Marae and iwi, Rangi and Papa, Ki-o-Rahi (hakinakina). Students work towards a level 2 qualification in Te Waharoa.

STRATEGIC GOALS 2016 - 2017

1. STUDENT ACHIEVEMENT	2. STUDENT ENGAGEMENT	3. PERSONNEL	4. RESOURCING	5. COMMUNITY
<p>To provide a curriculum which engages and challenges all students and allows each student to achieve excellence.</p>	<p>To develop Onslow College's student centred philosophy by providing increased opportunities for students to engage with school.</p>	<p>To continue to attract and retain high calibre staff in all aspects of school life in order to ensure the best opportunities and outcomes for our students</p>	<p>To provide resources for students and staff which enable the development of modern learning environments as well as appropriate facilities to support co-curricular activities</p>	<p>To continue to ensure that Onslow College shows genuine commitment to its role as a community school.</p>
<ul style="list-style-type: none"> • All students will leave Onslow College with a minimum NCEA Level 2 or equivalent qualification • Creating an Onslow College Curriculum within the context of the New Zealand Curriculum which is responsive to the needs of all our students and which provides all students with opportunities to succeed. • Ensuring that the Onslow Curriculum reflects our commitment to Māori • Maximising student achievement by providing appropriate support at all levels • Provide appropriate course pathways for all students that will allow them to enjoy success and have choice for their future. 	<ul style="list-style-type: none"> • Expanding student leadership opportunities • Ensuring that the school has an agreed approach to the identification of students with special abilities in order to provide opportunities for these students to thrive within our school • Developing active student self-management while providing them with access to quality advice and guidance • Continuing to encourage and facilitate participation in a range of co-curricular opportunities • Celebrating the achievements of students in all fields of endeavour 	<ul style="list-style-type: none"> • Providing Teacher Professional Learning which supports the goals of the school and the identified professional needs of each staff member • Continue to develop effective, distributed leadership within the staff • Providing a safe and enjoyable working environment 	<ul style="list-style-type: none"> • Developing a greater awareness of sustainability and environmental impact in all resourcing decisions • Reviewing, updating and implement ICT Strategic Plan to provide an IT rich environment for learning • Increasing support for Learning Areas in meeting the administrative needs of the school • To implement the new 5YA property plan to provide modern learning environments for staff and students. 	<ul style="list-style-type: none"> • Ensuring that communication processes enable a strong and mutually supportive home / school relationship. • To develop a parent portal and a student portal to enable ease of access to information on student progress and achievement. • Building active links between the school and local institutions and groups • Actively supporting parent groups such as the PTA, Learning Support Parents and the Whanau to enable them to support the school and their children • Ensuring that Onslow College develops and maintains strong links with Raroa Intermediate. • Supporting the work of the Onslow College Foundation

2016 ANNUAL PLAN AND GOALS

1 STUDENT ACHIEVEMENT			
STRATEGIC GOAL: All students will be supported to realise their potential and to leave Onslow College with a minimum NCEA Level 2 or equivalent qualification			
ANNUAL GOAL: : To accelerate the achievement of target students in reading comprehension		ANNUAL TARGET : To advance individual students in the target group at least 2 sub levels.	
ACTIONS	Outcomes 31/12/16	Discussion on variance	Evaluation – where to next
The individual shift of each target student will be tracked through the Target Student Register	Successfully completed and a stable register maintained.		
The collective shift of the target group and cohorts will be collated, interrogated and reported on.	<p>Y9 Y10 collective shift above national norms for last 5 years.</p> <p>Year 9 2016 Target Group 38 19 accelerated 2 sublevels 13 made normal progress 7 Lower than normal progress 2 males @ 0 2 females @ 0 3 males @ -1 8 Maori 1 accelerated 2 sub levels 2 made normal progress 3 made low to no progress 1 left 1 not tested 1 Pasifika 1 accelerated +2</p> <p>Year 10 2016 Target Group 10 accelerated 2 sublevels</p>	<p>2016 Literacy Report to BOT in April interrogates the data in more depth</p> <p>There continues to be a consistent group of low to no progress in each target group. The majority of these students are not picked up by many or any teachers as a target student during the year.</p> <p>The change in focus of inquiry second half of the year moved</p>	<p>For the low to no progress groups work has begun to develop, a small group acceleration programme for these students.</p> <p>A special focus in particular will be at Year 10 low to no</p>

	<p>18 made normal progress</p> <p>20 Lower than normal progress 5 females @ 0 7 males @ 0 5 males @ -1 1 male @ -2 1 female @ -3 1 male @ -3 1 female @ 3B</p> <p>8 Maori 3 accelerated 3 normal progress 2 no progress</p> <p>3 Pasifika 1 accelerated 1 normal progress 1 no progress</p>	<p>from a cross curricula individual target student approach. The change to LA focus on a unit of work embedding reading comprehension strategies may have taken some focus off target students.</p>	<p>progress group.</p> <p>Discuss with LALs strategies to address reading comprehension needs of these Year 10 and Year 11 groups in 2017 onwards.</p> <p>Develop Maori and Pasifika Learning Profiles which include a comprehensive set of reading comprehension behaviour information.</p>
<p>The e-asTTle process and practice of identifying target students, as well as the collection and dissemination of Y8, 9 ,10, (11) e-asTTle data for staff, LALs and BOT will be further developed and embedded.</p>	<p>Process and practice, collection and dissemination is now embedded and documented in a work-stream.</p>	<p>A change in Literacy coordinator had an obvious impact on the initiative.</p>	<p>A new coordinator was appointed on a 2 year contract to ensure continuity.</p>
<p>Subject teachers, through a spiral inquiry model, will use the reading comprehension data and evidence to identify gaps in the reading comprehension of the Y9 & 10 target students in their classes, and set a progression target for each student.</p>	<p>Reading comprehension data and evidence identified by staff for 70% of target students in spiral inquiries and Learning and Assessment notes.</p> <p>Acceleration 2 sub levels was the target.</p>	<p>The majority of teachers only focussed on 3- 4 target students in one class. A reading support group in Term 4 picked up some students to try to address this and students with low to no progress interim results.</p>	<p>Track students not picked up in the reading 2017 reading inquiry and plan how best to support.</p>
<p>Subject teachers, through the spiral inquiry model will address the identified reading comprehension needs of these Y9 & 10 target students through specific,</p>	<p>As above. LA self- review will provide more information.</p>	<p>Reading behaviours were not consistently identified, especially in the first half spiral.</p>	<p>Understanding and linking reading behaviours to use of strategies needs to be a focus</p>

targeted instructional interventions.		There was improvement in the second inquiry feedback.	for the reading inquiry for 2017. Track students not picked up in the reading 2017 reading inquiry and plan how to support.
Throughout the year LAs will use the inquiry spiral to track the reading comprehension progress of their Y9 & 10 target students	LA self-reviews to come.		LA self- review in Term 4 2017 needs to include review of reading inquiry terms 1 to 2.
LA Annual Reviews will report on the findings of teacher spiral inquiries in their LA.	LA self -reviews to come		As above
Learner agency will be developed towards Target Students and a key-worker setting an e-asTTle progression target and together tracking progress.	Goal not met.	The amount of new learning for teachers in 2016 had obvious impact on workload and progress towards this goal.	Inquiry Lit. Team and EXEC investigating in 2017 how to approach learner agency through; learner profiles, ako time, and acceleration groups.

1 MĀORI STUDENT ACHIEVEMENT

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

ANNUAL GOAL: To accelerate the achievement of Māori and Pasifika students in Year 9 & 10. Māori students in NCEA to achieve at the same level as national & decile cohort.

ANNUAL TARGET: Māori and Pasifika students will achieve to at least the same level as the Year 9 & 10 national decile cohorts.
To raise the achievement rates in Level 1 & 2 of NCEA to at least the same as national & decile cohorts

ACTIONS	Outcomes 31/12/16	Reasons for variance	Evaluation – where to next
Longitudinal tracking of achievement data will be used to develop an achievement profile of Māori student achievement at Onslow College and to work with whānau and target students to develop an individualised learning plan	The information is available on the SMS	However not all staff are making use of that data in planning learning programmes for Maori students.	Staff will be encouraged to report on individual student achievement rather than cohorts due to the small numbers.
Data is analysed and trends and patterns in achievement at all levels are reviewed and reported on in LA self- review documents	Staff committee discussed longitudinal achievement data. LA self-review documents had a section on Maori achievement	The small number of Maori students make cohort comparisons difficult so LAs are asked to report on individual students or numbers rather than percentage.	Areas where students are not achieving, especially internals, will be identified and each subject area required to look at strategies to raise achievement rates.
Students identified as being at risk of not achieving the required numeracy and literacy credits will be provided with support to address this	Students identified in December of 2015 and then enrolled in Capital Training for 2016	While this was successful for those students identified, there needs to be greater provision within the school.	External courses will still be provided but the impact of a day out from school on other subjects needs to be investigated.
Strategies for building an achievement focused relationship with whānau of Māori students will be implemented.	Initial work done by the staff committee developing strategies staff could	Despite efforts by staff, there is still difficulty establishing a	New ways of engaging with whanau need to be

	implement.	strong whanau support group of parents.	investigated as currently we are only reaching a small number of parents.
All Learning Areas will use Ka Hikitia as the basis for providing Māori learners with the opportunity to develop the skills and attributes they require to realise their own unique potential and succeed in their lives as Māori.	While all areas aspire to this, the reality shows we have yet to achieve a consistent approach to implementing Ka Hikitia across the curriculum	Progress has been limited and this must remain a focus area moving forward.	While there has been some progress this is still an area that needs further work and greater collective responsibility
Learning Areas will investigate ways of including the important Māori perspective into their learning programmes and will recognise the principles of the Treaty of Waitangi in their curriculum.	Not achieved to any great extent although some progress in individual areas. The staff committee tasked with this initiative has looked at small and easy to achieve ways all staff could include tikanga in their daily lessons.	This will be a focus area for the staff committee in 2017.	Part of the planned Ako programme will include cultural competence and raised awareness of the importance of our dual heritage.
On-going monitoring and mentoring of students at Level 1 will continue to ensure achievement rates for Māori students remain above comparative data for National and Decile in both Roll and Participation based.	While there was a pleasing increase in achievement rates for this cohort, they remain just below decile comparisons.	The small number of Māori students impacts on statistics however most students were supported to achieve the required numeracy and literacy standards.	Further work is required
There was a pleasing increase in Level 2 results in 2015 to now be above National and Decile comparisons in Participation and above National in Roll based and just below Decile comparisons. In 2016 students will be monitored closely through the SNAP programme to ensure they complete course requirements. The target for student achievement is to raise levels by a further 3-5% in both comparative statistics.	Achievement at Level 2 continued to be well above comparisons in participation data but below for roll.	The small number of students contributed to us not meeting our target. We also had a number of Māori students who left to go on trade related courses or who were attending trades academies.	There is obviously the need for continued work and the Ako programme should complement the SNAP initiative.

<p>Māori students encouraged to remain at school for the full year so roll based and participation based numbers are the same. Learning Areas to look at course content and ways to make Level 3 both relevant and achievable for all Māori students.</p>	<p>The retention rates for Māori students continues to fluctuate and only small numbers complete a full year 13.</p>	<p>The ability for students to move to a trades academy course is meeting their needs and should not be seen as a negative however it does impact on retention rates.</p>	<p>The importance of Māori students having a pathway right through school need further work and our move to closer academic mentoring should help achieve that.</p>
<p>Achievement statistics at Level 3 are influenced by low numbers of Māori students studying at that level. There is a significant difference between Roll and Participation statistics due to many students not completing the full year and not actually sitting the Level 3 qualification. A mentoring programme for these senior students to work with individuals to ensure they remain engaged in their studies and that course completion including required numeracy and literacy credits are achieved.</p>	<p>The small number of Māori students impacts on statistics and a number do not associate as Māori. However all students did have an assigned mentor and progress was monitored.</p>	<p>Most Māori students were involved in some form of mentoring however not all completed a full year of study as they achieved what then needed for entry to their chosen tertiary course.</p>	<p>This area will continue to be monitored.</p>

1 STUDENT ACHIEVEMENT in NCEA

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

ANNUAL GOAL: NCEA Student achievement at Level 1-3 to be equal to or above national Decile 8-10 schools in both Roll and Participation based comparisons.

ANNUAL TARGET: That student achievement is monitored and the 'achieved' rate improves and is equal to or above Decile 8-10 schools.

ACTIONS	Outcomes 31/12/16	Reasons for variance	Evaluation – where to next
Time allowance given to a teacher to lead the SNAP initiative.	SNAP programme coordinated by Rachel Pn	Achieved	SNAP continued but Ako learning conversation time introduced.
Students will receive advice and guidance on course selection to ensure they have a course that, with monitoring, will see them achieve a minimum of Level 2 or equivalent qualification.	Course selection by students was much improved although a small number of students still had no coherent pathway.	The lack of regular mentoring and monitoring of individual students leaves a gap that some 'fall through'.	The move to an ako programme in 2017 should address this shortfall.
Students at risk of not achieving to potential (SNAP) identified each term and those parents are personally invited to parent – teacher conferences.	SNAP lists were generated each term and students attached to a mentoring staff member.	Achieved	Continued in 2017 but moved more in line with the planned ako programme.
Student progress will be monitored through SNAP by their teachers and mentors. Achievement data will also be available to students and parents via the 'tracking sheet' on the SMS including literacy and numeracy credits, course completion and any withdrawals from standards..	A pleasing number of SNAP students achieved their Level qualification however many still relied on their externals and did not have the same degree of success	While many students have all the best intentions about their externals, without the regular attendance at school or monitoring during study leave, quite a few drop off in attitude.	There is still work to be done in encouraging students to achieve all available internal standards and not rely on externals. SNAP needs to be more global than subject based.
In 2015 Merit endorsements were 5-7% above National and Decile comparisons. Excellence endorsements were above National but 2-5% below Decile. In 2016 staff will encourage students to strive for Excellence endorsement and provide clear guidance on the	Merit endorsements remained above Decile comparisons but Excellence remained 2-5% below except at Level 3 where it was only just below.	Despite a reduction in the number of credits on offer, in an attempt to foster deeper learning, students were still too bogged down with	Staff will continue to look at ways to encourage students to seek an endorsed grade.

criteria required for that endorsement. The target is to raise Excellence endorsed levels to the same as Decile while maintaining Merit endorsements levels.		assessments.	
Level 1 achievement rates were lifted above National (+12) and Decile (+5) figures for Roll based comparisons. Participation was similar to Decile. In 2016 the target is to raise Roll based a further 3-5% and Participation based to above 94%	The achievement at level 1 in participation data was disappointing with the school 7% below decile comparisons however interestingly, they were equal to decile stats in roll based analysis.	The school continues to allow all students to attempt the qualification including a growing number of learning support students. This is reflected in the participation data.	It is hoped our 2 year focus on reading comprehension will have some positive impact on the 2017 Year 11 cohort. That combined with on-going monitoring should see their results improve.
Level 2 Roll based comparison for 2015 showed Onslow College above both National and equal to Decile figures however Participation based comparisons showed a 6% improvement from 2014. Through the SNAP programme and close monitoring of students, the target for 2016 is for a 3-5% increase in Participation and 3% increase in Roll based.	The Level 2 results were very pleasing as this capable cohort moved through the school. With the achievement rate now above 90% for both participation and roll based with a 4% improvement in roll based	Targets met.	Staff will continue to encourage this cohort to chase further success and to ensure they all leave with the qualification they require for their future.
Level 3 achievement in 2015 was above National figures for both Roll and Participation based comparisons and equal to Decile figures. In 2016, the school will continue to encourage all students to enter the Level 3 qualification but student course completion and progress will be closely monitored to see the achievement levels raised by 7% to a 85% pass rate. This will also include student progress towards UE.	Our Level 3 results remained slightly above Decile comparisons as did the UE achievements. The participation stats saw us meet the target with the roll based being equal to decile comparisons.	We did not reach the targets set however a full Level 3 qualification or UE is not necessarily what all students are at school for.	Closer individual monitoring and mentoring will be investigated to ensure every student leaves with the qualifications they require for their futures.

1 STUDENT ACHIEVEMENT - CURRICULUM

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

ANNUAL GOAL: Investigate ways of fulfilling the Onslow Curriculum Philosophy statement*

ANNUAL TARGET: To have changes ready for implementation in 2017

ACTIONS	Outcomes 31/12/16	Reasons for variance	Evaluation – where to next
To review the effect of Year 9 curriculum changes for 2015 and consider what follow-on changes are necessary in Year 10, and the senior school.	Yr 9 changes have led to new subjects in Yr 10 & in the senior school. Introduction of compulsory languages has seen numbers drop in some other option areas. ALLiS project will help strengthen Asian Language provision in association with Raroa Intermediate & Crofton Downs Primary.	At present, no need for wholesale change in Yr 10, other than the addition of follow-on subjects. Good balance between compulsion/choice in Yr 9 & free choice in Yr 10.	Continue to monitor.
To develop a revised timetable structure for discussion by staff including extended learning opportunities and Ako (learning tutor) time	OAT working party have spent committee time, along with time out of school, to begin developing a model for 2018.	2017 too soon to be implementing such a large initiative, which will require more significant build up time than first thought. Finding a model that will suit Onslow is a challenge, as our junior option structure in particular is different from other school whose models we've studied. Some of the models have larger staffing implications than intended.	OAT will continue its work on an appropriate TT model, & work on what needs to happen to prepare the school for this. Ako model being prepared by another committee.

To investigate the range of courses in the senior curriculum with reference to internal SNAP survey data.	Ongoing as part of OAT proposal. LAs have had some discussions around this.	Most course still very academic in focus.	Keep working on OAT proposal.
To have increased flexibility in the senior curriculum by the introduction of semester-based courses.	Ongoing. There are some semester based-courses that have existed for some time & others that are being introduced.	Not huge uptake by students, leading to some semester-based courses not being run.	LAs will do further work on this in 2017, as we seek to move to a semester-based system across the senior school.
To reduce the amount of assessment in senior courses.	Done. All senior courses now have a range of 18-21 credits.	NA	Consider further reductions.
To implement a Vocational Pathways approach in the senior school that will allow students to focus on pathways within & beyond school.	VPs have been incorporated into 2017s Senior Curriculum Handbook & families have been made aware of the VPs. PCS has the capability to display VPs.	First step was to make info available.	More work to be done to build on VP knowledge, both amongst students, staff & families.
To work towards a curriculum where every student is able to follow the pathway of their choice.	Ongoing. LAs have done some work on looking at how their courses line up with VPs. Also, semester-based courses will help once more widely implemented. Creation of new position to assist with Te Reo & support the growth of the language.	A work in progress, further need to explore links with outside providers.	Continue to implement recommendations in OAT proposal.

2 STUDENT ENGAGEMENT

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

ANNUAL GOAL: Meeting the learning needs of our students by valuing student pathways equally

ANNUAL TARGET: Students will be supported to develop their vocational pathway profile.

ACTIONS	Outcomes 31/12/16	Reasons for variance	Evaluation – where to next
Students in Year 11-13 will be supported to access achievement data from PC School and to use that data to develop their vocational pathway profile.	On-going developments of our SMS saw this information much easier to access and in a format that made analysis easy.	While students all have access, there needs to be more regular review/discussion about progress with a learning mentor. The proposed Ako programme is designed to achieve this.	The development of an Ako learning tutoring programme in 2017 will further support students to monitor achievement
Additional programmes for vocational pathways will be made available through STAR & Gateway funding.	Students had access to STAR, Gateway and Trades Academy programmes	The move to some student attending Trades Academy courses for 2-3 days a week creates some issues for those students in the 2 days they are back in school as they have missed considerable course content.	There needs to be a class created for these students where they can spend the 2 days at school working on any required credits as well as
PC School achievement data will be the basis of an academic profile of each student to ensure they achieve NCEA level 2, the NCEA literacy and numeracy requirements, and standards that specially relate to their academic or vocational pathway.	Access to information on numeracy, literacy and vocational pathway was included on our SMS and students encouraged to view.	As above, there needs to be a more formalised programme for the information to be discussed in conjunction with a learning tutor. Ako	The development of an Ako learning tutoring programme in 2017 will further support students to monitor achievement
Specialised individual programmes to meet NCEA requirements for numeracy and literacy will be made available to students identified through SNAP	Capital Training courses accessed for students paid for from STAR funding.	While there courses provide access to the required credits, we need to investigate ways of providing the same access	Discussion with Maths staff regarding a numeracy course that would provide the same opportunity.

		within existing school programmes rather than rely on an outside provider.	
The tracking sheet on the SMS will provide information on progress towards numeracy and literacy requirements as well as any student withdrawals from standards. This will ensure students do not end up being a few (and achievable) credits short overall.	The tracking sheet was used extensively by staff involved in the Snap programme. Other students and parents were encouraged to access that information on a regular basis.	The time taken for moderation to be completed and then marks loaded onto the system made accurate up to date information difficult to maintain. The e-AsTTle data was used by staff identifying their literacy target students in the junior school	The development of an Ako learning tutoring programme in 2017 will further support students to monitor achievement

3 STAFF PROFESSIONAL LEARNING

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

ANNUAL GOAL: to develop staff use of reading comprehension strategies and digital technologies to support student learning and achievement.

ANNUAL TARGET: Staff will work together in PLD to use an inquiry model into effective strategies to advance reading comprehension skills of target students.

ACTIONS	Outcomes 31/12/16	Reasons for variance	Evaluation – where to next
PLD will support staff to develop reading comprehension strategies to support learning for Year 9 & 10 target students.	PLD was provided by means of workshops and market days.	None	Application for PLD funding was successfully made and there will be specialist support for Science and Mathematics LAs
The teacher appraisal for 2016 will be based on teacher inquiries into reading comprehension strategies and the use of digital technologies.	Teacher appraisal was based around teacher inquiries into reading comprehension strategies	Teacher use of digital strategies was insufficiently advanced for this to be a focus of appraisal	Appraisal for 2017 will be around 2-3 teacher personal goals based on School and LA Goals. Reading comp and use of digital technologies are two of these
PLD will develop teacher use of digital technologies for teaching and learning.	From Term 3 PLD was provided by means of workshops and market days.	None	PLD in this area to be a focus for 2017
PLD will target the analysis of e-asTTle and other achievement data to plan for using effective strategies for learning and as a basis for conversations with learners.	This was a feature of both teacher inquiries in 2016. Analysis of e-asTTle data is becoming embedded on teacher practice	Conversations with learners took place in early 2016, but with the INQ/LIT leaders.	Embedding of data analysis in the triangulation process will continue in 2017.
PLD will support developing capacity of current and potential middle managers as coaches/mentors.	Appraisal triangles/buddies set up for peer discussion and coaching.	No PLD was directly provided to middle managers. The load of other initiatives made the prospect of this untenable.	Will look at the possibility of making coaching/mentoring a goal in 2018.

4 RESOURCING

STRATEGIC GOAL: To allocate resources to ensure all students will be supported to realise their potential and will leave Onslow College with a minimum NCEA Level 2 or equivalent qualification

ANNUAL GOAL: To provide an innovative learning environment for all students and to support student achievement and engagement through allocation of resources.

ANNUAL TARGET: A further 5 classrooms will be refurbished to create innovative learning environments. Accumulated funds will be used to ensure maximum coverage. The school will negotiate with the Ministry to address classroom deficiencies.

ACTIONS	Outcomes 31/12/16	Reasons for variance	Evaluation – where to next
The Board will use the 5YA funding to undertake a programme of classroom refurbishment designed to provide innovative learning environments for staff and students.	Three ICT rooms and 2 classrooms were refurbished to innovative learning environment standards	All targets met	A full condition assessment of all buildings will identify areas for development under the next 10 year plan.
A range of IT facilities and technologies will be made available to support both curricular programmes and to support students in their learning.	The school invested heavily in laptops for student use and the on-going development of Moodle as the LMS	Nil	The move to a BYOD environment for 2017 will see this area developed further. This will require considerable support for staff as they look to make the pedagogical changes this will require.
Funding will be made available for staff PLD and resources made available to support the annual goals	The annual PD budget was used to provide staff access to a wide range of professional learning opportunities. There were also outside experts brought into the school to run sessions supporting our main school goal around literacy.	Nil	With the move to a BYOD environment in 2017 there will need to be considerable PD made available to staff to ensure we use technology to support the existing high quality teaching and learning programmes.
The Principal will ensure the most effective use of staffing including the employment of additional staff as necessary to address specific requirements in areas	The Board funded additional hours for 3 main initiatives. The SNAP programme, the	Nil	Given the success of each initiative, the Board has committed funds for 2107

such as Learning Support.	Literacy project and an initiative on supporting dyslexic students throughout the year		
Robust financial management systems will be in place to ensure the College operates within the constraints of the budget. Accurate monthly financial reports will be provided to the Board and budget holders showing analysis of variance for the budget for that period	All budget holders had access to their budget through Xero. These were reviewed throughout the year and expenditure monitored.	While budget holders have access, they need to review these regularly.	In 2017 a LA budget review will be part of the regular meetings between Exec and LaLs.

5 COMMUNITY

STRATEGIC GOAL: To engage the support of the community to work with staff to support all students to realise their potential and to leave Onslow College with a minimum NCEA Level 2 or equivalent qualification

ANNUAL GOAL: To encourage regular communication between school and home to support student achievement

ANNUAL TARGET: To further develop the Website and Parent Portal to provide access and understanding of student progress and achievement for parents.

ACTIONS	Outcomes 31/12/16	Reasons for variance	Evaluation – where to next
Parents feel well informed about school activities especially those relating to their children. Email use to contact individual students, groups and full classes from PC Schools.	Weekly Bulletin emailed with key points of information. Text stream used for emergency broadcasts.	Nil	Parents comment very favourably about the weekly Bulletin. Positive feedback of effective communication following the earthquake.
The Onslow College Community is consulted annually about selected aspects of school operation. Opportunities for consultation are made available either in the form of public meetings or questionnaires to parents and the wider community.	A series of community consultation evenings were held during Term Two where parents had the opportunity to comment on aspects of the school's performance.	Nil	The community will be consulted further as the Board look to complete the review of the Strategic Plan.

ONSLOW COLLEGE BOARD OF TRUSTEES 2016

	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	
8	Devika Ratanpal	elected	Students	Oct 2015	Oct 2016	
9	Arthur McTavish	elected	Students	Oct 2015	Oct 2016	
10	Abdul Essahaty	elected	Students	Oct 2015	Oct 2016	Resigned March 2016
11	Vijay Chand	elected	Students	Oct 2016	Oct 2017	
12	Sherie Pointon	minute secretary				