

Onslow College Annual Report 2018



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Ms Michelle Rush

Bot Chairperson

Date ____/____/2019

Sheena Millar

Principal

Date ____/____/2019

Principal's Report 2018

Onslow College had a highly successful 2018 and it was a privilege to join the school in 2018 as the new Principal in Term 4. The roll continued to grow and the involvement of the school community in the work that was done to recruit a new Principal showed the care the community feels for the school and their desire to be involved in its ongoing success. The school continued to roll out its BYOD with Years 9 to 11. It also continued to develop Ako and build on the understanding of Ako within the community and student body. This will be an ongoing focus for 2019 and relates to our understanding of well-being, student resilience and supporting students.

I have to admit to being taken aback by the aging buildings and infrastructure at Onslow College. I admire the tireless efforts of Peter Leggat and past Boards to have this recognised by the Ministry and I am shocked at their reluctance to make the moves necessary to make sure that Onslow College students can enjoy the quality of facilities New Zealand students should receive. It is an absolute credit to the staff and the students that they continue to perform at such a high level despite the inadequate facilities.

The results in NCEA were pleasing but there are areas for improvement. We have begun discussing these areas and also focusing on how we can reduce assessment in Year 11 with the hope that we will be able to continue this pattern in Year 12 and 13. The school is proud of the 28 Scholarships it attained and that our students continue to achieve above the National expectations in almost all categories.

The success of our students is directly related to the commitment and work of the staff. There is a general willingness to support students both in formal and informal settings. Peer tutoring also occurs between students and this shows the strong sense of community in the school. Students at Onslow are encouraged to own their learning and it is heartening to see the responsibility they take for their own progress and the way they work with their teachers to achieve the best that they can.

Included in this report are graphs outlining achievement in NCEA. Overall results at all levels at Onslow College show a close correlation between the school results and Decile 8-10 schools. Results are significantly higher than the National results.

Overall male results mirror the national trend of being lower than female. However, at Onslow the male results are significantly higher than the national results and the Decile 8-10 results. The overall female results are also significantly higher than the national results but they are lower in all areas than the Decile 8-10 female results.

Ethnicity results can be greatly influenced by small numbers. What stands out is that while Māori at Onslow College achieve significantly higher results in most national areas they are still achieving at lower rates than their European peers. The results when compared against Decile 8-10 are varied. The Level 1 results for Māori are much lower than in past years and some initial investigation suggests that numeracy tracking needs to be more vigorous and we need to retain a focus on individual students through-out the year. While the Level 3 results for Māori were pleasing there is a need to investigate the subjects Māori students

are doing to gain the results as the UE success rate, while significantly higher than national, is lower than European. Pacifika results are also lower than Decile 8-10. This reinforces the need for our focus to be on Cultural Sustainability.

Literacy and numeracy results at level one are consistently higher than national and Decile 8-10.

Certificate Endorsement at Excellence is lower than at Level 1 and 3 than past years and lower than Decile 8-10 and national at those levels. Merit Endorsement is higher than national and Decile 8-10. This suggests the need to focus on students understanding the nuances to moving from merit into excellence.

Scholarship results were particularly pleasing. 28 students achieved scholarships and 3 students achieved outstanding scholarships. Special mention must go to Dan Harward-Jones who was the top scholar in Spanish. We had two students achieve 4 scholarships and one achieve 3.

Year 13 Equity in STEM Level 3 Subject Achievement was reported on for the first time this year. This clearly highlighted an area for Onslow to work on for Māori students and to a Pacifika students but it must be noted that the sample group is small and this can impact on percentages. It reinforces the need to track students individually, to look at the subjects being selected and the way this could be impacting on the long term aspirations of our Māori students. It also poses some questions about the impact of banding in Mathematics and pre-requisites for subject areas.

Onslow College is well supported by its community and has continued to develop a relationship with a whānau group. The weekly bulletin continues to our main regular communication with parents and we receive feedback from the community about it. The parent portal is well used to help inform parents about their child's progress. Onslow College also has a large number of people who support the school by volunteering to assist with cultural and sporting activities. This means we can offer a great deal to our students and that we are able to focus on developing well rounded, confident young people. My experience at events is that Onslow students are positive young people who contribute greatly to society. Our Year 13 Peer Support Leaders make an enormous difference in the lives of our Year 9 students. This focus on student well-being by students is an outstanding feature of the school and one that really assists the new Year 9 cohort to settle quickly and feel truly valued in their new school.

The staff work hard to know the students in their classes well and to build relationships which will allow learning to flourish. The Ako teachers are focusing on building relationships which will focus on well-being and making sure that every student at Onslow College has a significant adult at school who is their advocate.

A number of long serving staff members retired in 2018 but the school has been able to attract highly trained and motivated teachers to join Onslow. It is heartening that Onslow is seen as an attractive place to work.

The Board of Trustees has been highly supportive of the staff and has invested heavily in overstaffing. This has supported teachers to provide a high quality of education to students and it makes a significant difference to what the school can achieve. The school has high quality staff, teaching and non-teaching, who work tirelessly to support students. I have thoroughly enjoyed getting to know the staff and understanding the work that they do.

Professional Development continued and there was an emphasis on Cultural Sustainability and IT learning. Constant improvement remains a priority and this means focusing on identifying areas from our data which are weaker than others. This work continues and can be seen in the Strategic Goals and Annual Plan.

Financially the school had a sound financial year despite the budget operating at a deficit. This was because of spending to support teaching and learning and to focus on developing tracking systems to make sure students who are at risk are being supported. The school remains in a sound financial position.

I would like to acknowledge the Board of Trustees for their governance role. They set the strategic direction for the school and support the management. They work hard to represent the community and the school is very lucky to have such an outstanding Board. I would like to make special mention of Michelle Rush, the Board Chair, for her support, guidance and advice.

Onslow College is a school I am very proud to be Principal of and it is because of the collaboration and hard work of everyone involved that it is such an outstanding place.

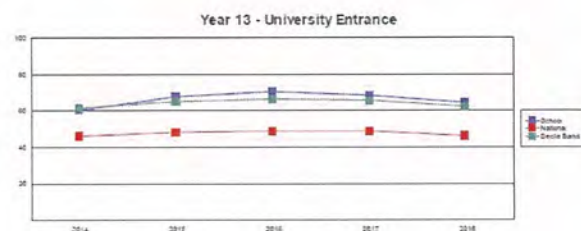
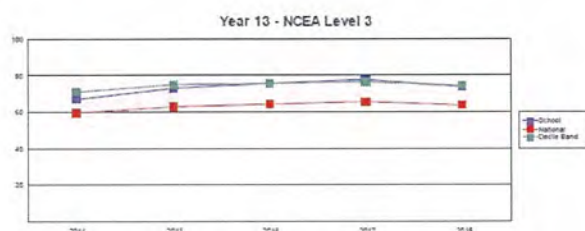
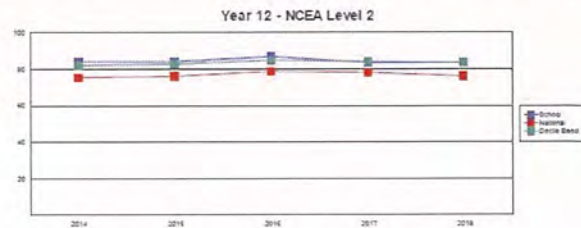
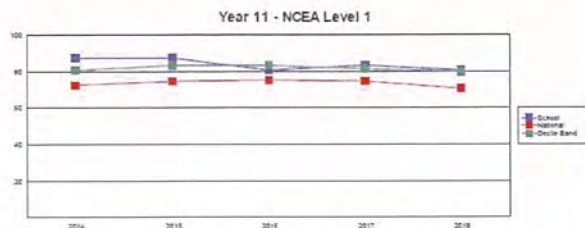
Sheena Millar

Achievement in NCEA and UE: Onslow College

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PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Onslow College				National				Decile 8-10			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2014	87.4	84.3	66.8	60.4	72.4	75.1	59.6	45.7	80.7	81.9	71.2	61.4
2015	87.5	84.1	72.9	67.8	74.5	76.3	62.5	48.0	83.2	82.8	74.6	64.8
2016	80.5	86.6	75.6	70.1	75.3	78.4	64.0	48.6	83.3	85.0	75.8	66.3
2017	83.1	83.3	77.6	68.2	74.5	78.0	65.2	48.5	81.4	84.3	76.2	65.8
2018	80.7	83.5	73.6	64.2	70.1	76.1	63.7	46.1	79.8	83.2	74.5	62.5

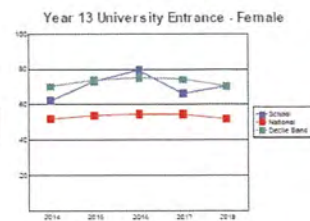
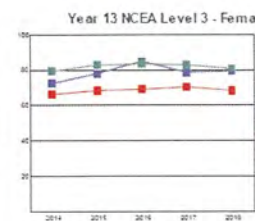
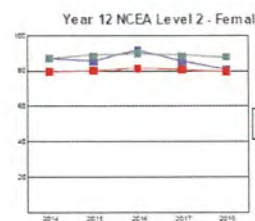
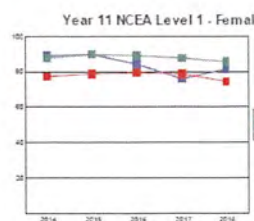
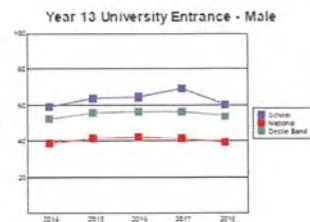
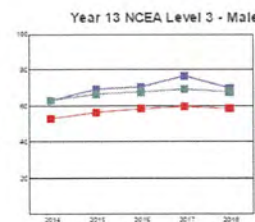
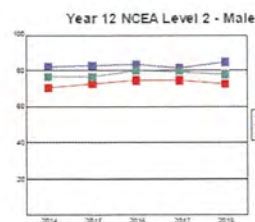
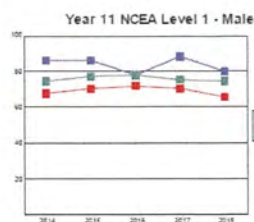


Achievement in NCEA and UE: Onslow College

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PR2 - Enrolment Based Cumulative Results by Gender

	Onslow College				National				Decile 8-10			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2014	86.4	82.6	63.4	59.0	68.0	71.0	52.9	38.9	74.5	77.0	63.2	52.6
2015	85.8	83.2	69.7	64.1	70.3	72.6	56.2	41.3	77.0	77.1	66.7	55.6
2016	77.9	83.4	70.4	64.8	71.5	75.1	58.6	42.2	77.9	80.4	68.1	56.7
2017	88.3	81.9	76.9	69.4	70.4	74.9	59.8	41.8	75.4	79.9	69.1	56.7
2018	80.1	85.1	70.2	60.3	65.7	72.5	58.6	39.8	74.3	78.4	67.8	54.2
Female												
2014	89.4	87.1	72.3	62.7	77.2	79.2	65.9	52.1	87.6	87.1	79.3	70.3
2015	90.0	85.9	78.0	73.6	79.0	80.1	68.4	54.3	89.8	88.8	82.6	74.2
2016	84.3	91.8	84.8	79.7	79.3	81.8	69.0	54.7	88.9	89.7	83.2	75.7
2017	76.0	85.6	78.6	66.3	78.7	81.1	70.2	54.8	87.6	88.8	83.0	74.5
2018	81.7	81.0	79.0	70.4	74.8	79.7	68.4	51.9	85.4	88.0	81.0	70.5



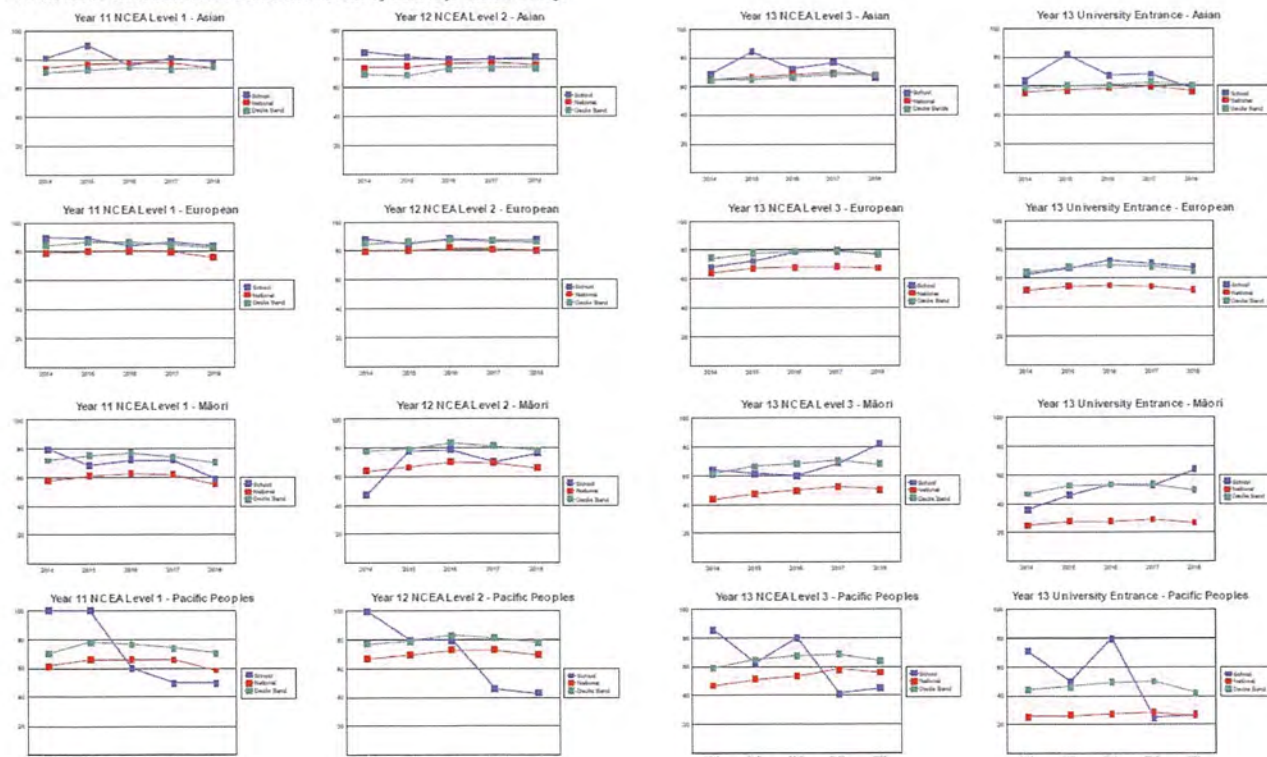
Achievement in NCEA and UE: Onslow College

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PR2 - Enrolment Based Cumulative Results by Ethnicity

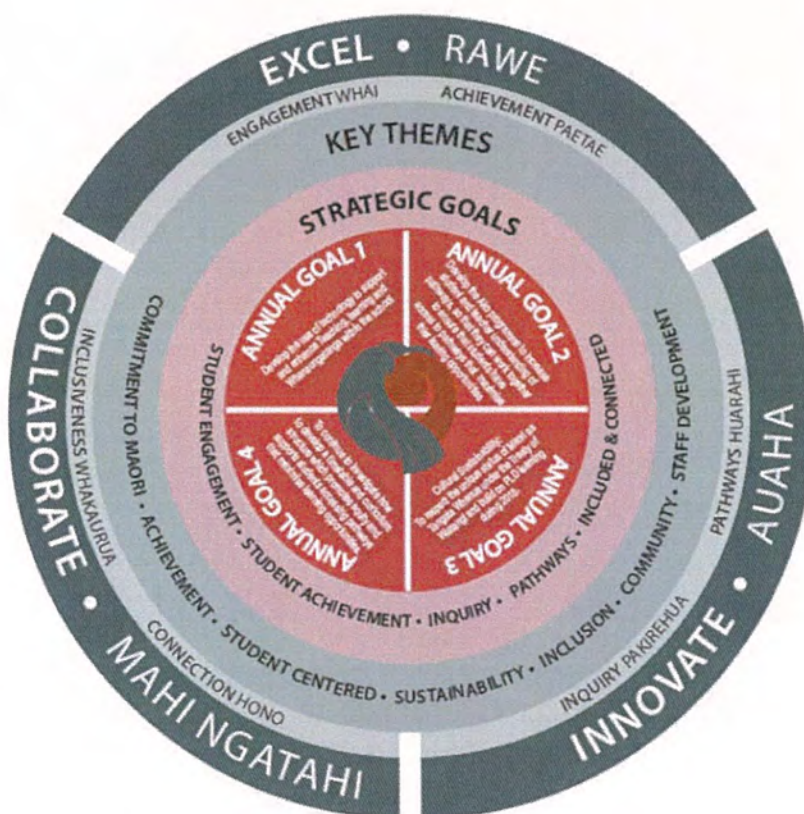
Academic Year	Onslow College				National				Decile 8-10			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2014	81.0	84.8	69.2	64.1	74.0	74.1	65.1	55.8	71.0	69.7	64.9	58.9
2015	90.0	81.4	84.6	82.1	76.8	74.4	66.5	57.4	72.9	68.9	65.2	60.5
2016	76.3	79.4	72.5	67.5	77.9	77.2	68.8	58.7	74.2	73.3	66.6	60.8
2017	80.6	80.0	77.1	68.6	77.3	77.4	70.1	59.9	73.0	73.9	68.8	63.1
2018	78.0	81.1	66.7	58.3	74.7	75.8	68.1	56.8	74.4	73.9	68.3	60.9
European												
2014	89.8	88.4	68.2	62.9	78.8	79.8	64.5	52.1	84.5	85.1	74.4	64.5
2015	89.1	85.0	72.5	67.0	80.1	80.5	67.2	54.5	86.5	86.2	77.9	67.8
2016	84.1	88.7	78.4	72.5	80.6	82.0	68.1	55.1	86.2	87.9	79.1	69.5
2017	86.9	87.6	79.8	70.5	79.8	81.6	68.7	54.3	84.5	87.2	79.0	68.3
2018	83.8	87.9	76.7	68.1	76.0	80.3	67.6	52.2	82.6	86.1	77.3	65.2
Māori												
2014	80.0	47.1	64.3	35.7	57.9	63.6	43.8	25.1	71.9	77.7	61.4	46.7
2015	68.4	77.8	61.5	46.2	61.2	66.9	47.5	27.7	75.5	79.3	66.8	52.5
2016	72.2	78.9	60.0	53.3	62.8	70.6	49.9	28.0	77.3	83.8	68.2	53.3
2017	72.0	70.6	68.4	52.6	62.0	69.8	52.4	29.3	74.4	81.5	70.8	53.5
2018	59.3	76.2	81.8	63.6	55.1	66.4	50.8	26.7	70.6	78.4	67.7	49.4
Middle Eastern/Latin American/African												
2014	100.0	60.0			71.8	73.9	60.1	45.4	75.3	80.9	68.8	55.7
2015	66.7	80.0	83.3	83.3	76.4	73.1	64.0	51.9	82.6	76.1	73.7	66.2
2016	57.1	71.4	50.0	50.0	75.3	76.0	62.2	50.7	76.5	79.4	70.8	62.1
2017		83.3	83.3	83.3	76.5	75.7	64.3	50.9	76.9	78.7	73.0	63.6
2018	83.3		60.0	60.0	74.4	75.7	63.8	46.3	75.9	76.6	70.9	57.3
Other Ethnicity												
2014					63.5	61.5	51.0	41.4	74.7	71.3	62.0	57.4
2015					70.7	67.1	53.8	45.5	79.6	69.0	65.8	60.5
2016					73.4	74.0	54.3	44.0	84.1	82.0	64.5	58.9
2017					72.4	76.3	64.0	49.6	76.8	81.3	73.6	63.6
2018	100.0				71.9	68.5	56.7	43.0	80.4	77.9	69.1	60.0
Pacific Peoples												
2014	100.0	100.0	85.7	71.4	61.9	67.3	47.0	26.0	70.5	77.1	59.3	44.3
2015	100.0	80.0	62.5	50.0	66.4	69.6	51.5	26.4	78.4	79.0	65.1	46.7
2016	60.0	80.0	80.0	80.0	66.5	72.8	53.9	27.7	76.9	83.4	67.6	49.8
2017	50.0	46.2	41.7	25.0	66.2	72.9	58.4	29.0	74.4	81.2	69.0	50.2
2018	50.0	42.9	45.5	27.3	58.7	69.6	56.1	26.2	71.0	78.3	64.1	42.4

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Onslow College



**CHARTER, STRATEGIC PLAN & ANNUAL PLAN
2019-2021**





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

To respect the unique status of Māori as Tangata Whenua under the Treaty of Waitangi.
To design and deliver teaching and learning programmes that value Māori and Pasifika students' cultural identity and competencies and support their achievement.
Tauiri will be supported to understand their obligations in relation to Te Tiriti o Waitangi.

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

ONSLow COLLEGE CHARTER & STRATEGIC PLAN 2019-2021

Vision	Values
<p>As a distinctive community of learners, , Onslow College will:</p> <ul style="list-style-type: none"> • Promote excellence and embrace difference; • Promote a safe collaborative learning environment where students and teachers can innovate and excel; • Empower all learners to be confident, connected and to succeed with integrity and dignity; • Form respectful relationships which are responsive to the needs of all; • Grow and develop active learners who positively contribute to society; • Prepare learners to thrive in a lifetime of change and adaption; • Acknowledge the unique position of tangata whenua in Aotearoa New Zealand. 	<p>Working together Students, whanau, Onslow College and the College Community work together to achieve an open and inclusive College environment which is socially and culturally diverse, while remaining free from disruption, and which recognises the unique status of Māori.</p> <p>Realising potential We value and celebrate effort, success, innovation, difference, inquiry and creativity. We believe striving to meet high expectations promotes student fulfilment and achievement and encourages social responsibility.</p> <p>Mutual respect and self-management Onslow College is characterised by the mature interaction between all learners. Learners treat each other with mutual respect and everyone shares responsibility for learning.</p> <p>Lifelong learning Students are engaged and developed as lifelong learners. They are taught how to learn by high quality and motivated staff who continue to learn themselves.</p>
Description	
<p>Onslow College is a coeducational, Decile 10 state secondary school, located in the north-western suburbs of Wellington. Our zone includes Johnsonville, Churton Park, Ohariu Valley, Broadmeadows, Khandallah, Cashmere, Ngaio, Chartwell, Crofton Downs, Wilton, Wadestown and Northland. We also serve Karori and Kelburn. An enrolment scheme is in place limiting our roll.</p> <p>Onslow College is a learning environment which encourages independence, self-discipline, difference and social responsibility with a student-centred philosophy. There is no prescribed uniform for students. Students are treated as individuals and learning is targeted to educational needs.</p> <p>Onslow College promotes an inclusive environment for all students and is renowned for the positive, staff-student relationships, independent thinking, self-reliance and large co-curricular involvement from both groups. Through the creative talents and enthusiasm of our students and staff we strive for excellence in all aspects of College life. We encourage diversity and individuality.</p> <p>We strive for educational excellence</p>	

KEY THEMES

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

STRATEGIC GOALS 2019-2021	
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.</p>	<p>To support students to understand what they are learning, why they are learning it and how they will be able to use their new learning.</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. Students will have multiple pathways available to them to help develop key competencies for their futures.</p> <p>To ensure the school curriculum design will ensure positive transitions with a clear sense of continuity and direction for students. Student's progress through school will prepare them and connect to the next stage of their learning.</p>
Included	Connected
<p>To ensure that the school has an agreed approach to the early identification of students with learning differences to ensure their full participation in every aspect of the College.</p> <p>The curriculum ensures students' identities, language, abilities and talents are recognised and affirmed and that their learning needs are addressed.</p> <p>To ensure diversity is valued and can be expressed through its many forms, that difference is celebrated and every student has a place and their progress accelerated.</p> <p>To ensure priority learners are included and connected and every student has a place within the school curriculum in a mainstream setting.</p> <p>To focus on whānaungatanga and the well-being of all.</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 2019			
Goal 1: To develop the use of technology to support and enhance teaching, learning and whānaungatanga within the school.			
Actions	Targets	Progress	Variance
<ul style="list-style-type: none"> Teachers are supported to develop their use of sound pedagogical digital technologies, to use in their teaching and learning programmes to enhance student learning. This will reflect on their practice. Student Management System use is refined and a review of the system is put in place. To use technology to develop whānaungatanga in the school. 	<ul style="list-style-type: none"> SMS System use refined – data on Behaviour Notes, absence records, use of reporting programme all to increase Review group formed to look at SMS Mail 365 introduced term 2 One Note being used by 80% of staff Plan for moving to cloud based system 2020 PLD feedback shows increased confidence of staff regarding use of IT PLD links technology use to whānaungatanga Touch-screen computer users lead learning for staff at least once. To gather student voice in Term 4 to understand their perspectives of technology use. 		

Goal 2: Develop the Ako programme to increase student and teacher understanding of pathways, so that they can work together to ensure that students have access to pathways that maximise their learning opportunities.

Actions	Targets	Progress	Variance
<ul style="list-style-type: none"> Develop the Ako programme which fosters the development of coaching and mentoring relationships for each learner and a teacher. Develop reciprocal relationships between school, students, whānau and the wider community. To develop Deans ability to support Ako teachers to become learning leaders. To work towards the Ako teacher being the significant adult at school for students. To develop the Ako teachers ability to support students maximise their learning opportunities. To ensure student well-being is a focus. 	<ul style="list-style-type: none"> Ako leaders are developed as learning leaders and Ako level groups as professional learning groups Ako teachers are supported to develop the skills needed to have (pathways) conversations with students Ako teachers will well informed about the range of pathways and will have support from Careers, including good tools, so that they can work with their Ako students Students will have meaningful discussions with their Ako teachers about their subject (and other) choices to ensure that their chosen pathway enables their aspirations, aims and goals. A Whānau-Ako conference for Year 9 students will be held 		

Goal 3: Cultural Sustainability: To respect the unique status of Māori as Tangata Whenua under the Treaty of Waitangi and build on PLD learning done in 2018, building middle management capability to work with their teams to address equity for Māori, through design and delivery of teaching and learning programmes that value Māori learners' cultural identity and competencies. To further develop staff and tāuiwi understanding of their role in a bicultural nation.

Actions	Targets	Progress	Variance
<ul style="list-style-type: none"> Further develop LLT (Learning Leadership Team) ability to Lead PLD. Develop a process to measure and track the learning journey of Y9 and 10 Māori learners. To develop the use of a Māori cultural lens. To gather whānau voice. 	<ul style="list-style-type: none"> To further develop LLTs' leadership capabilities to lead their staff in PLD so that equity issues are identified and discussed in each team across the year and interventions are inquired into to start to address inequity. Outcomes will be reflected in changes to the content, design and delivery of teaching and learning programmes, and the review of tracking the progress of Māori students throughout the year in the LA. To support the Ako Leadership Team to lead their teams using a Māori cultural lens To accelerate the achievement of Māori learners in Year 9 and 10 as identified by Tataiako Ako, by developing best practice process in measuring 		

	<p>progress and tracking that learning journey throughout the year both through quantitative and qualitative data.</p> <ul style="list-style-type: none"> • To complete baseline data survey on culturally sustaining pedagogical practice in the kura and use the results to plan targets for 2020 • To support LLs to interrogate Māori achievement and retention data to address equity issues • To investigate and identify best possible use of SMS to support acceleration. • To include whanau and student voice to inform this data gathering work. 		
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Goal 4: To continue to investigate how to develop a timetable and curriculum structure which promotes equity and supports students accessing pathways that maximise learning opportunities..

Actions	Target	Progress	Variance
<ul style="list-style-type: none"> • Complete review of 8LA which was started in 2018. 8LA refers to Yr 9 students being required to study across all 8 Learning Areas of the NZC, including a subject from Languages/Arts/Technology 	<ul style="list-style-type: none"> • Review of 8LA completed • Staff survey of effectiveness of split-double 		

<ul style="list-style-type: none"> • To assess the effectiveness of the split-double timetable structure & look at what support staff may need to use the time for maximum benefit • To look further at TT/curriculum structure to propose another model, which comprises of Extended Learning Opportunities & curriculum integration 	<ul style="list-style-type: none"> • Complete report on other possible curriculum models. • To complete a review of the number of standards and assessments offered in each course. • To work with Principal to facilitate a discussion around banding/streaming and pre-requisites. 		
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Goal 5: All students will be supported to realise their potential and to leave Onslow College with a minimum NCEA Level 2 or equivalent qualification

Actions	Target	Progress	Variance
<ul style="list-style-type: none"> • Support students to access information about their achievement and possible future pathways, set goals, reflect on their progress and make informed decisions • Student achievement in NCEA will be equal to or above Decile 8-10 school comparisons. 	<ul style="list-style-type: none"> • Students at risk to be identified • Students at likely to miss to have an intervention plan • Students who miss to be identified and an understanding of why they have missed to be gained 		

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