

Onslow College – our charter

Introduction

A charter is the key planning document for schools in Aotearoa New Zealand. It sets the direction for a school and identifies the priorities the Board expects the principal to be leading. The Education Act requires every school's Board of Trustees to:

- prepare and maintain a charter
- send a reviewed and updated charter to the Ministry of Education every year

A charter includes strategic aims and annual plans which:

- reflect the goals and aspirations the community has for the school and its students for the next 3-5 years
- outline how the school is implementing the government's priorities as set out in the National Educational Guidelines and the National Administration Guidelines
- identify the key areas the Board will focus on, both in the coming year and long term to improve the progress and achievement of all students.

In the words of the Education Act, Section 63:

A school charter has effect as an undertaking by the board to the Minister to take all reasonable steps (not inconsistent with any enactment, or the general law of New Zealand) to ensure that -

- *the school is managed, organised, conducted, and administered for the purposes set out in the school charter; and*
- *the school, and its students and community, achieve the aims and objectives set out in the school charter*

The Board has overall responsibility for developing and reviewing the school's charter. It plays an active role in setting the strategic direction. There is a governance –management partnership between the Board of Trustees and the Principal. The Principal and Board of Trustees will participate in this partnership to develop and implement the charter. Together, they will:

- Develop 3 to 5-year strategic aims and expected outcomes for students is a governance role.
- Determine the specific steps that the school will take year by year to achieve the strategic goals is a management role.

The strategic plan, and each year's annual plan, will focus on what is most important to achieve the school's vision and the government's priorities.

The Ministry of Education expects the school to review and update the charter as part of an annual planning and reporting cycle, in accordance with the National Administration Guidelines. The Board, Principal, school leaders and teachers all have roles and responsibilities in the school's annual planning and reporting cycle.

School Profile

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, Ngaio, Chartwell, Crofton Downs, Wilton, Wadestown and Northland. We also serve Karori and Kelburn. Onslow College operates an enrolment scheme. There is no prescribed uniform for students.

There are approximately 1,350 students, 95 teachers and 35 support staff at Onslow College.

Onslow College is proud of creating an environment that encourages independence, self-discipline, and social responsibility with a student-centred philosophy.

We promote an inclusive environment for all students, positive staff-student relationships, and large involvement of both groups in the many activities that happen outside of the classroom. Through the creative talents and enthusiasm of our students and staff, we strive for excellence in all aspects of college life.

While diversity and individuality are encouraged, we ensure that a student's behaviour does not jeopardise the rights of other students to an excellent education.

We work hard to communicate with our wider community and involve parents/caregivers and whānau whenever possible because we know that they play a key role in supporting our students' learning and success at collage.

SECTION 1: ONSLOW COLLEGE STRATEGIC PLAN 2021 – 2023

STRATEGIC FOCUS

This charter sets out our obligations and aspirations to be an inclusive, diverse, culturally responsive community. Our aim is to inspire our young people to grow and thrive during their time at Onslow and after they leave. The charter also documents our commitment to continuously improving the way we support every student.

The charter also helps the Board of Trustees prioritise its aspirations for students, with a specific focus on Māori students, Pasifika students and students with special needs.

Under the National Administration Guidelines, the Board is required to develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development.

Students are at the centre of everything we do at Onslow College. We are committed to every student having a meaningful and relevant learning journey, so that they experience success so they can effectively thrive as they transition from school.

Our college is strongly focussed on students achieving their aspirations and pursuing equity for everyone who walks through our gates. We wish to develop our ability to be flexible in everything that we do and to meet the demand for us to focus on meeting individual needs.

PRINCIPAL'S STATEMENT

Ngā mihi nui ki a koutou kātoa. It is a privilege to be the Principal of Onslow College and I thoroughly enjoy working with the young people and staff at this extraordinary School. Onslow College believes strongly in developing the whole person and a strength-based approach to supporting young people. We are committed to helping young people reach their aspirations and thrive as they grow.

We are passionate about education and it is this passion that drives our staff and students to strive for an inclusive educational environment where every individual can have their needs met and succeed in their goals. We are embarking on an exciting time at Onslow College with roll growth offering wonderful building and curriculum design possibilities.

A school is only as strong as the relationships it builds with its parents, caregivers, whānau and community. We enjoy working with our diverse community and being part our wonderfully inclusive and unique culture at our college.

ANNUAL PLANNING AND REPORTING

The annual plan for Onslow College establishes the planned priorities, goals and targets. It is one of two key accountability documents that the Board of Trustees uses to report to stakeholders.

The annual report contains an analysis of any variance between the planned aims, objectives, directions, priorities, or targets (as set out in the previous year's Charter and Annual plan) and what the school has achieved during the year. The analysis of variance describes for the community how the school has addressed the Board's priorities for improving student achievement, and how successful the school's approach has been. The analysis of variance also provides the basis for plans for the coming year. The annual report also contains the annual financial statements that show how the Board has applied its financial resources to achieve its charter's goals.

RESEARCH

In recent years, there has been a marked increase in research outlining the many factors that contribute to achievement, and actions that counter underachievement in schools.

International research on school leadership shows that leadership which focus' on teaching and learning (pedagogical leadership) has a key influence on improving student outcomes for diverse learners. Target or goal setting is important within pedagogical leadership because it creates high expectations. Pedagogical leaders take key actions that make the link between direction setting and wider school processes of strategic and curriculum planning, pedagogical development and focused resourcing.

New Zealand research on effective school improvement shows that schools need to combine processes of target setting based on achievement information, with planning in-school actions. To succeed, schools need to apply their time and money strategically, to build teacher capacity. Student achievement and engagement is improved through improved learning opportunities.

The Education Review Office's School Evaluation Indicators (2016) are drawn from an analysis and synthesis of research and evaluation findings linked to student outcomes. They focus on what makes the most difference to achieve equity and excellence. This requires a national effort to reduce the achievement disparity within and across schools, to improve education provision and outcomes for all students, and to ensure that Māori achieve educational success as Māori.

Meta-analyses that pull together large international studies of learning and teaching show that to accelerate learning, in-school conversations need to focus on defining progress and implementing interventions for students at risk of underachieving. Educational officials, school leaders and teachers need to work together more collaboratively than they have in the past for successful educational reform.

Onslow College is committed to understanding and applying this research to its annual planning through the strategic priorities, strategies and targets to improve the achievement of and successful outcomes for students.

AREAS OF FOCUS

The Education Review Office's analysis of the conditions and practices in schools succeeding at raising achievement, found four key differences between the planning and actions of successful and less successful schools. The successful schools demonstrated:

1. an explicit commitment to equity and excellence
2. the effective targeting of progression
3. leadership at multiple levels

4. capability building for school improvement.

These four areas are relevant for Onslow College and will guide and influence the planning and target setting.

Our Board of Trustees embarked on a consultation period during 2020 which included staff, whānau and students. From this consultation, a steering group was formed and included members of the Board of Trustees, Staff and Student representatives. This group worked through the consultation data, data gained from our Values Survey and consultation to develop a Vision, Values and goals for the school. The aim of the steering group was to make explicit a vision which valued every person at Onslow College; a vision underpinned by values which allowed a sense of community and belonging for everyone.

VISION

| | |
|----------------|--------------------------------|
| Kei konei ahau | You bring yourself |
| Kia puāwai | Grow |
| Haere whakamua | Thrive in the paths you choose |

Our vision is for every ākonga to be able to come as they are to Onslow College, for them to grow as a whole person (academically, socially, artistically, culturally, sportwise) and for them to be able to thrive in their future. We will use our values to guide our behaviours and to help us support everyone to be able to grow and succeed.

VALUES – THE ONSLOW WAY



Our values highlight how important it is for ākonga to be able to bring who they are to the college and for them to be respected for who they are. They also show that for this to happen we need to have a community which allows diversity to be celebrated and for everyone to be able to stand on this whenua with a sense of belonging.

We have selected this emblem because;

- The Rata tree is a rich visual representation of connection to our whenua; with our many whānau and community connected relationships represented via the rata roots.
- The branches of the Rata are strong yet flexible to enable growth towards "light" that is, a kura that flexes for the needs of the community, nga whānau in pursuit of continued learning and what's right at the time its needed
- The rata is providing a stable centre for our tamariki
- The rata will feed our vision and the Kaka

Whānau – this value is about Onslow College being an extended family, a collective who care. We take the time to know each other, and we work hard to make sure that everyone feels safe. Whānau show care for each other.

Whenua – this value is about Onslow College being a place for ākonga to find sustenance so that they can grow and thrive. This means we focus on wellbeing and identity in all that we do and say to sustain growth and the ability to thrive.

Whakapapa – this value is about the layers which make up who we are. The way these layers combine make us unique. It also identifies all that ākōnga bring with them each day. The way our families and influences make us who we are and how they connect us.

Diversity – this value is about including and accepting people of different social, socio-economic, learning styles, ethnic, genders, faith, sexual orientation, valuing diversity is inclusion

Community – this value highlights that Onslow College is a group of people that care about each other and feel they belong together. A group of people who balance the rights of the individual against what is best for the group.

STRATEGIC GOALS

From the Board of Trustees consultation with the community, four Strategic Goals were identified. These goals highlight the emphasis placed in the consultation on wellbeing and students being the supported to be their best selves. The goals identified are:

1. Wellbeing – To ensure that all aspects of the wellbeing of our ākonga (staff and students) are supported so they can grow and thrive.
2. Biculturalism – To honour Te Tiriti o Waitangi by:
 - creating Mātauranga Māori learning experiences for Māori rangatahi which foster mana.
 - supporting all ākonga to be biculturally confident citizens.
3. Student Achievement – To collaboratively design an innovative curriculum that supports equitable learning pathways.
4. Property – To create a physical environment that enhances the Onslow Way and nurtures ākonga (students and staff)

To achieve these goals over the next three years our Senior Leadership Team has identified its annual goals for 2022. To achieve these goals, targets have been identified as the stepping stones required to allow our school to move towards achieving its goals and realising its vision.

ANNUAL GOALS AND TARGETS

Wellbeing

To ensure that all aspects of the wellbeing of our ākonga (staff and students) are supported so that they can grow and thrive.

Annual Goal – To support our staff’s wellbeing

Targets

- Plan for staff wellbeing is completed by week 8 Term 1 informed by the NZCER staff survey.
- The staff well-being plan has measurable targets which are reported on for Term 2, 3 and 4.
- A document is developed for staff to follow by the end of Term 1 which clearly outlines the restorative process at Onslow College.
- Have implemented a wellbeing hub for staff by mid Term 2

Plan for staff wellbeing

- TPL session, week 4, two groups workshopping the wellbeing key focus point – World Café Method
 - Specific focus questions
 - What are the main challenges to our wellbeing (as staff members) at Onslow College?

- What things could we do or change or remove that would support good wellbeing without impacting on our core business?
 - Challenges – any to add
 - Solutions – any to add
- Harvest – using dots to indicate the highest priorities
- Ask for interest in being part of a staff wellbeing group to formulate the plan
- Set up a staff Team to use the workshop and Staff W@S data, plus restorative data to develop the plan (Shoulder tapping: Jean Ann, Megan, Kuda, Naykita, Heidi-Jane, Alyx, Hamish R, Grace, Warren, Patricia)

Restorative handbook includes:

- Expected student behaviour
- Expected staff behaviour
- Work flows for specific situations
 - Who to talk to and when?
 - Who will support you and how?
- Restorative practices
- Advice for caregivers

Analysis of the Restorative feedback

Analysis of the Staff and student surveys

Annual Goal – To support our students’ wellbeing

Targets

- Staff and student group established in Term 1, which will define three positive environments they would like to see emphasised at Onslow College and how they relate to our values. There will be a focus on how we highlight the first of these environments and reinforce it in the school, through classroom practice, in Ako and during break times, and then the two others in Terms 2 and 3. The group will define how success will be measured.
- Repeat the NZCER survey for students and staff by week 2 Term 4 and report on what progress has been made by week 6 Term 4.

Biculturalism

To honour Te Tiriti o Waitangi by:

- i. creating Mātauranga Māori learning experiences for Māori rangatahi which foster mana.
- ii. supporting all ākonga to be biculturally confident citizens.

Annual Goal – Establish a strategic leadership rangatahi rōpu which is empowered to create Mātauranga Māori learning experiences for Māori rangatahi which foster mana.

Targets

- Strategic vision for rangatahi rōpu is written with students by the end of Term 1.
- Leadership structure is confirmed by week 2 Term 2.
- Rōpu is established with clear targets for term 2, 3 and 4.

- Mātauranga Māori learning experiences are offered once a term that are endorsed by the rangatahi rōpu as mana enhancing.

Annual Goal - Accelerate improvement for Māori Learners all akonga through professional learning and application of the Learning Conversation Tool to promote highly relational and effective agentic teaching.

Targets

- All Learning Area Leaders lead their teachers to complete two growth cycles for the Learning Conversation Tool by the end of the year.
- Every learning area has a record of engagement with the cultural metaphors toward Northeast Quadrant Teaching by the end of Term 1.
- The pairings of teachers are discussed with the SLT by week 5 of Term 1 and show a desire to stretch people and their conversations regarding the tool.
- Māori Learners are represented in STEM pathways in the same proportion as the enrolment numbers and Level 1 NCEA Māori Learner achievement at same levels as pākehā
- Year 13 cohort data will be available by the end of March for Learning Area Leaders to track improvement
- Professional learning will be offered to all staff regarding UDL for learning and how it relates to Māori achievement by the end of term 2.
 - There will be support for Tangata Tiriti who want help with Te Reo, Te Ao Māori (measure will be uptake numbers) Comment 2 – Baseline data from rangatahi re name pronunciation week 4
- Math will be supported all year through additional staffing to develop their understanding of non-streamed teaching and to build teaching capacity.
- Level 1 NCEA (National Certificate of Educational Achievement) Māori Learner achievement is at the same levels as Pākeha
- Onslow College website will begin development toward bilingual English and Te Reo Māori

Student Achievement

To collaboratively design an innovative curriculum that supports equitable learning pathways.

Annual Goal – To implement a reporting system through Kamar which provides timely feedback to whānau and parents.

Targets

- An interim report is implemented for all year levels in Term 1.
- At least two written reports comments are provided for all students in each subject on KAMAR during the year.
- Two conferences are offered during the year. Emails will be sent as we roll out new functions and we will run an information evening week 2 term 2 to begin the discussion about KAMAR reports.

Annual Goal – Consultation and development of a new junior curriculum is completed and ready for implementation in 2023.

Targets

- Consultation group (which has representatives from all learning areas) is established by week 4 Term 1.
- Student and community consultation is completed by week 6 Term 1.
- Professional Learning provided once a term regarding Mātauranga Māori and Universal Design for Learning (UDL)
- Junior curriculum proposal ready for presentation to LLT by the beginning of Term 3
- Implementation plan for junior curriculum ready for week 4 Term 3
- Each Learning Area demonstrates explicit learning connected to Te Ao Māori by the end of Term 3
- Junior curriculum change ready for implementation for 2023

Annual Goal – Embedding KAMAR into Onslow College and upskilling staff

Targets

- KAMAR installed and ready for use for current students Feb 2022 (KAMAR promotes equitable outcomes by letting student, staff and whānau able to track. It allows teachers to have ownership of their own markbooks so that each teacher is accountable for each child in their class because the standards and topics that a child is learning in class is selected in conjunction with the child at the center. In PC school standards were attached to the class rather than individual students. So if a student is not getting a meaningful pathway there is no argument that it was created by the teacher/LAL.)
- All staff to have some KAMAR training by Week 3 Term 1
- Staff able to generate their own data using KAMAR by the end of Term 2
- Teachers able to use KAMAR for reporting, pastoral notes and communication by the end of Term 3
- LAL and Deans able to use data to inform their roles regarding achievement, attendance and well being independently by the end of Term 4
- All learning areas will report using a progress predictive achievement SMS Kamar by Term 3 for Year 9 to 13.

Annual Goal – Work with LALs, Deans, Te Ara a Māui to create a system to identify students at risk of underachieving in Term 1 which supports development of a plan to get them back on track.

Targets

- Students identified from week 6, Term 1.
- Staff own data that allows next steps to be developed for student achievement. Learning area leaders share with DP each staff members data analysis of students in one class and the next steps by the end of term 1.
- Students will be tracked each week regarding their achievement

Annual Goal – Working with DP's, LALs and subject area leaders to analysis 2021 data to create achievement goals for students and targets to report to for 2022.

Targets

- End of week 7 Term 1 analysis and goals set
- Meeting form for LAL/DP meeting set week 7 Term 1 to be used throughout the year

- Goals and targets are shared at SLT meetings each term.

Annual Goal – Continue to lead de-streaming and approaches to responsive teaching for diverse learners through team teaching and mentoring.

Targets

- Year 11 Science implements non streaming in 2022, DP and LAL track teacher feedback to indicate pedagogical progress
- Y10 Math is not streamed in 2022 and teacher feedback each term indicates pedagogical progress.
- 90% of 12 MIT students have a statistics or calculus pathway for year 13.

Property

To create a physical environment that enhances the Onslow Way and nurtures ākongā (students and staff)

Annual Goal – To design a building for stage 1 of the Masterplan that enhances the Onslow Way and nurtures ākongā (students and staff)

Targets

- Design group is established in Term 1 which includes tangata whenua, technology, pastoral, general teachers, and students.
- Design group presents to staff once a term on progress
- Design group presents to community once during the process in 2022

Annual Goal – Reflect Aotearoa New Zealand being bicultural in our design

Targets

- Our buildings link with the whenua and mana whenua, acknowledging local rōhe
- A whare is part of the first stage of the masterplan

Annual Goal – Find a solution for the loss of the recreation centre.

Targets

- Create a group by the end of Term 1 which includes sport, PE and student representation to consider how to address the loss of the recreation centre.
- Present possible solutions to the Board of Trustees in Term 2.
- Develop a plan for the selected solution to coincide with the removal of the rec centre.

Achievement and Attendance Goals 2022

Attendance 2021

| | Pakeha | Māori | Oth Eur | MELAA | Asian | SE Asian | Pasifika | Female | Male | Overall |
|-------|--------|-------|------------|-------|-------|----------|----------|--------|------|---------|
| Yr. 9 | 90.7 | 82.1 | 92 | 92.3 | 92.1 | 96.8 | 91.8 | 89.4 | 90.8 | 90.2 |

| | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|------|
| Y 10 | 89.5 | 75.1 | 93 | 85 | 91.3 | 91.8 | 87.8 | 86.9 | 89.2 | 88.3 |
| Y 11 | 89.4 | 77.4 | 85.4 | 86.9 | 91 | 92.5 | 88.2 | 87 | 89.1 | 88.2 |
| Y 12 | 87.9 | 79.5 | 89.1 | 82.7 | 88.8 | 86.5 | 82.4 | 85.8 | 88.4 | 87.4 |
| Y 13 | 85.9 | 78.4 | 82.6 | 82.6 | 87.6 | 90 | 77.5 | 84.8 | 85.3 | 85.2 |

The attendance goal of 90% was achieved in only one year level. We will continue to have this goal in 2022. The functionality of KAMAR will assist in communicating attendance clearly with parent

Annual Attendance Goal 2022:

The attendance goal of 90% will be achieved by targeting the area of lowest attendance. This links to the changes being driven in the Strategic Goals (this is linked to Wellness, Student Achievement and Biculturalism). The two principal areas of focus will be Māori and Pasifika.

2021 Outcome Data

See the Achievement Reports [here](#)

Academic Achievement Goal

Our **2022 NCEA results** will be:

Our results for Māori and Pasifika will be the same as our results for Pākehā

All students at Level 1 will be above Decile 8-10 average

All students at Level 2 will be above Decile 8-10 average

All students at Level 3 will be above Decile 8-10 average

The junior curriculum will be tracked through this goal and targets -

Annual Goal – Embedding KAMAR into Onslow College and upskilling staff

Targets

- KAMAR installed and ready for use for current students Feb 2022
(KAMAR promotes equitable outcomes by letting student, staff and whānau able to track. It allows teachers to have ownership of their own mark books so that each teacher is accountable for each child in their class because the standards and topics that a child is learning in class is selected in conjunction with the child at the center. In PC school standards were attached to the class rather than individual students. So, if a student is not getting a meaningful pathway there is no argument that it was created by the teacher/LAL.)