

Onslow College Annual Report 2020



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Ms Michelle Rush

BoT Chairperson

Date: May 31, 2021



Ms Sheena Millar

Principal

Date: May 31, 2021

Annual Report 2020 - Onslow College Board Chairperson's Report – Michelle Rush

Tēnā koutou, tēnā koutou, tēnā tatou katoa,

The COVID-19 pandemic placed extraordinary demands on the school in 2020, and the Board was impressed and heartened with how staff and students worked together to quickly adapt to different ways of teaching and learning. Despite the challenges, 2020 saw notable successes in a wide range of academic, cultural and sporting areas.

It was a busy year for the Board too, as we oversaw several months of engagement with the community on the school's strategy, the result of which was a refreshed vision, values and strategic goals. On behalf of the Board, I would like to extend my warmest thanks to the many students, staff, whānau and parents who contributed to this: for the first time it feels like we have a real and meaningful articulation of the essence of 'the Onslow Way.'

The challenge now is to see all that the school does, take place in a manner that aligns with these, to the benefit of everyone who makes up the community that is Onslow College.

Student participation and success in a very wide range of endeavours is something that I believe is special to Onslow College: a young person can be supported to follow their own passion no matter what that is: if an opportunity is not already there in a group, code or club, students are able to create it, and invariably there is another student, a staff member or a parent around to help them on that path.

An important focus for 2020 was equity in ensuring we realise this for every Onslow student: achievement data had highlighted gaps for some Māori and Pacifica students, and this, along with the Board's desire to see every Onslow College student leave school as a biculturally confident citizen who honours Te Tiriti O Waitangi, is why we continue to give priority to the school's cultural responsiveness goal.

Related to this, and also important, is work to review the Onslow curriculum, and the systems of tracking and forecasting student progress throughout their time at school. Once again, equity is a key focus here: Onslow College has the benefit of many excellent teachers: a curriculum rebalanced to learning rather than assessment, and with this access to timely and useful data is critical to enable teachers to help all students achieve to their true potential.

Since our delight in December 2019 at hearing that \$25 million had been made available for extra classrooms to cope with expected roll growth, progress on property repair and replacement has been frustratingly slow. It is clear that the system in which public school buildings are planned for, built, maintained and replaced is under strain: it is well known that the Ministry is still grappling with the leaky buildings legacy, a liability of upwards of \$1.3 billion, on top of the massive investment required as part of the Christchurch earthquake recovery: however it is no excuse for our students having to continue to put up with such poor quality facilities.

The loss of much of our international student income from the impact of COVID-19 is a concern: much of the profit the school makes from this helps support students with learning needs, an area in which real funding levels have continued to decline. Once again the school finds itself having to manage in the face of a very imperfect system. We will continue to advocate for a better system of support for students with learning needs with officials and politicians.

Finally, I would like to thank Principal Sheena Millar, the deputy and assistant Principals, learning area leaders and all staff for their dedication and professionalism in the day to day running of Onslow College. It is a privilege to serve on the Board in such a warm and supportive school community.

Kei te piko o te Māhuri, tērā te tipu o te rākau

“The way in which you nurture the sapling determines the way it will grow.”

No reira, tēnā koutou, tēnā koutou, tēnā koutou katoa.



Michelle Rush
Chairperson,
Onslow College Board

Principal's Report

Onslow College, along with the rest of New Zealand, faced many new challenges in 2020. Covid created some interesting changes and created a lot of pressure for staff and students. Despite this, we not only continued to make progress on many of our goals but we embarked on a community consultation for our new Charter, Vision, Values and Goals. This was a highly successful consultation process which involved our students, staff and community. The outcome means we have a strong vision, underpinned by values and goals that we can all strive to achieve.

I am delighted to be able to share with you our vision and the values we believe make up the Onslow Way. Our vision is:

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

This vision is underpinned by our values of Whakapapa, Whenua, Whānau, Diversity and Community. Together we are working on how we live these values every day.



Whānau - means Onslow College is 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 – is about the land we stand on and finding sustenance so that we 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 – recognises the layers which make up who we are. The way these layers combine make you unique. We acknowledge and value how our families and influences make us who we are and how they connect us.

Diversity – requires us to include and accept people of different social, socio-economic, learning styles, ethnic backgrounds, genders, faith and sexual orientation; valuing diversity is inclusion.

Community – highlights Onslow College as a group of people who 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.

Status of our buildings and property

The development of our school's property continues to be a journey with some progress and some frustration. The gym, technology, music and hall have had their roofs replaced. Table Mountain has a new deck and we are close to the completion of the stairs for access. We have a new gender-neutral toilet block. The Student Centre has been revamped as a Student Café and Te Ara a Māui. The master-planning has been re-engaged and we are waiting for permission to announce the new approach for this. I am tentatively excited. I hope that this time next year I will be discussing our progress more than agreeing on a way forward. Our current students are still underserved by our school's buildings and property. While there is agreement about how to deal with the leaks in the long-term many areas have only been fixed temporarily. I reiterate my comment from last year: "It is remarkable that the staff and students achieve in such inadequate facilities".

NCEA results

The overall NCEA results show Onslow College attained above or just below the overall Decile 8-10 results. The most pleasing increase was in our Y13 University Entrance (UE) results. The areas which need much closer examination are the results for our Māori students. While there was an increase in achievement at Level 1 there is still a disparity between our Māori and Pākehā students. The Pasifika results show a fall from last year. We also still need to interrogate our female students' results, especially at Level 1. Added to this the STEM (science, technology, engineering and mathematics) results show a need to understand why there are such low numbers of students achieving in STEM at Onslow College. We need to focus on lifting achievement at Level 1. As many of the results show these gaps close at Year 12 and 13, it is important that our school develops a robust tracking tool for our junior school. Tackling the issues at Year 11 needs to begin at Year 9 and 10. A tracking tool will support the school to intervene earlier and more effectively to address any disparities.

Our staff

The success of our students is a reflection of the commitment and work of our staff. Students are supported with their learning within classes and through the Ako structure. We were

delighted that 54% of our parents attended our Ako conferences which were led by students and showed growing student agency and understanding of learning. It is also pleasing to see how Peer Support continues to contribute to the feeling of whānau and community at Onslow College. This allows us to work on acceptance of diversity and valuing the layers of whakapapa that everyone brings to our kura.

Our 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 create positive opportunities for Māori and all ākonga to be biculturally confident citizens; honouring Te Tiriti o Waitangi.
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)

The Senior Leadership Team report on these goals to the Board of Trustees at each Board meeting.

Communication with our community

Onslow College continues to be well supported by our community and whānau group. We have moved to sending parents and caregivers an email from the Principal every two weeks. A pānui to celebrate the success of our community and a link to our regularly updated Bulletin page on our website are attached to the Principal's email. This allows the community to respond directly to the Principal and allows for timely sharing of information.

Our Learning Programme

We had feedback in 2020 regarding our Learning Programme. Work is being carried out throughout 2021 to address its accessibility and how we communicate the programme with our whānau. This has meant extensive work on developing our understanding of Curriculum Levels in the junior school. We are working hard to develop a tracking programme so that we can address any issues at Year 11, at an earlier stage.

Onslow College continues to attract high quality staff and they are working hard to embed our vision and values and to achieve our goals.

Student leadership and voice

Our students have continued to develop their leadership roles in the school. The school council has become the School Association with four sub committees – Events, Property, Sport and Culture. This has increased the student voice in our school and allowed for more leadership opportunities.

Professional Learning

Professional Learning is focused on our school's goals. We are well supported by Poutama Pounamu to help us with our Bicultural goal. We are working on understanding our baseline for Wellbeing and will initiate training in Restorative Practice this year. Our understanding of ICT and the use of Microsoft Teams developed at an exponential rate during Covid.

Our financial position

Financially our school has suffered from the impact of Covid on the International market. We are able to sustain our position during 2021 but we will need to reassess this for 2022.

Our Board of Trustees

I would like to acknowledge the Board of Trustees for their support and governance role. They set the strategic direction for the school and support our leadership team. They work hard for everyone in our school's community and genuinely want to represent them. They worked tirelessly in 2020 to support the school. The board's commitment to staff and students during Covid has been greatly appreciated. They continue to govern in a way that focuses on equity. Their desire to hear our community's voice was evident during the community consultation. I would like to make special mention of Michelle Rush, the Board Chair, and Mark Patchett, the Deputy Board Chair, for their exceptional support of me and our school. Their guidance and advice is much appreciated.

I feel very privileged to be the Principal of Onslow College. I know that it takes many people for a school to thrive. Everyone's contributions - including those of our parents/caregivers, students, staff and board - make our school a place that values whānau, whakapapa, whenua, diversity and community.

He aha te mea nui o te ao? He tangata! He tangata! He tangata!

Sheena Millar



Principal

Summary of NCEA Results

The summary of the report allows you to compare Onslow's provisional results with national results and Decile 8-10 schools. The literacy and numeracy results are at a consistently high level. The school achieved 17 Scholarships with one being at outstanding level. It is important to keep in mind that the results include all students on our roll not just those intending to sit the NCEA examinations.

The results highlight some wonderful achievements. They also show fairly consistent endorsement rates.

The questions I believe the results are:

- Why are our STEM results low overall?
- Why is there a drop at Level 1?
- Why such a significant drop for girls at Level 1?
- Why aren't we seeing improvement for Māori at Level 1?
- What is happening for our Pasifika students?

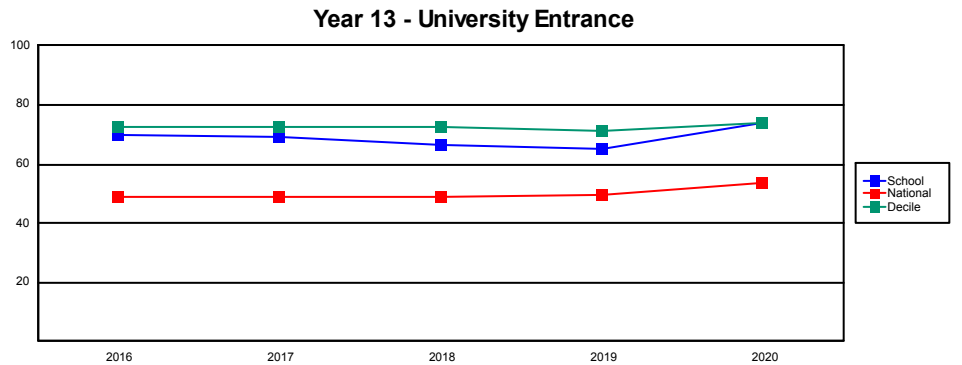
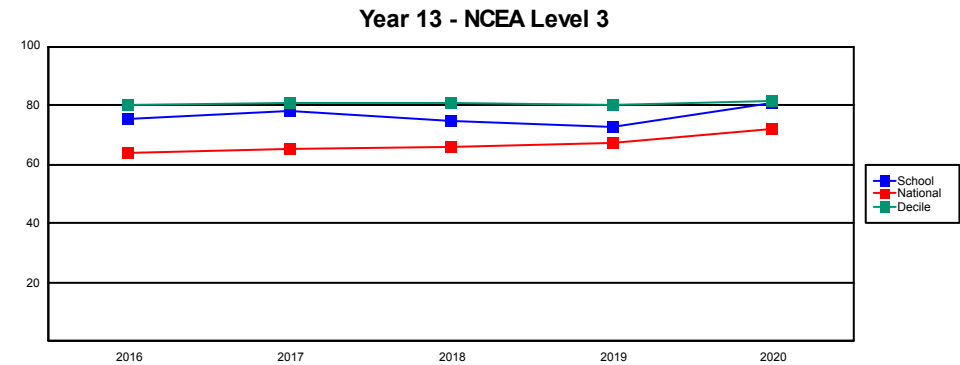
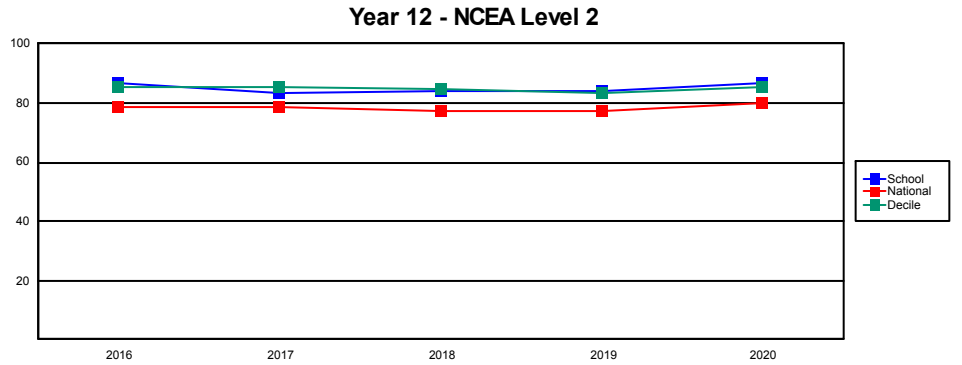
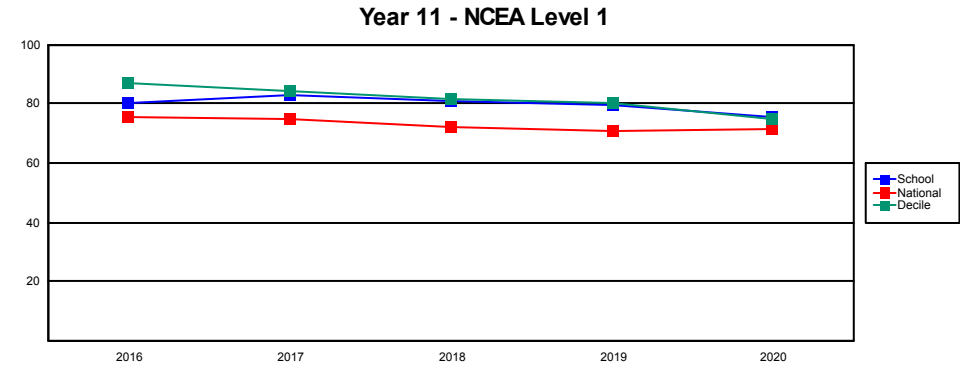
To understand what is occurring at Level 1 we must be able to track our Junior students progress in a robust manner. This means all subjects reporting against the curriculum and using the curriculum levels. The Learning Areas have begun work on this and they are being supported by the DPs and AP. We must also look at what is happening at subject selection time regarding STEM and begin considering what can be offered outside of the traditional courses.

These results show that the Streamed pathway offered to students has not resulted high numbers of students taking and succeeding in these courses.

Achievement in NCEA and UE: Onslow College

PR2 - Enrolment Based Cumulative Overall Results

Onslow College					National				Decile 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
2016	80.4	86.6	75.6	70.1	75.3	78.4	64.2	48.8	86.9	85.5	80.0	72.5
2017	83.1	83.3	77.9	68.9	75.0	78.5	65.5	48.9	84.3	85.2	80.6	72.8
2018	80.7	83.9	74.4	66.4	72.4	77.6	66.1	48.9	81.4	85.0	80.8	72.2
2019	79.8	83.7	72.5	65.1	70.6	77.5	67.3	49.3	80.0	83.5	80.1	70.9
2020	75.4	86.5	81.0	74.1	71.8	80.1	72.1	53.4	75.0	85.3	81.7	74.1



Achievement in NCEA and UE: Onslow College

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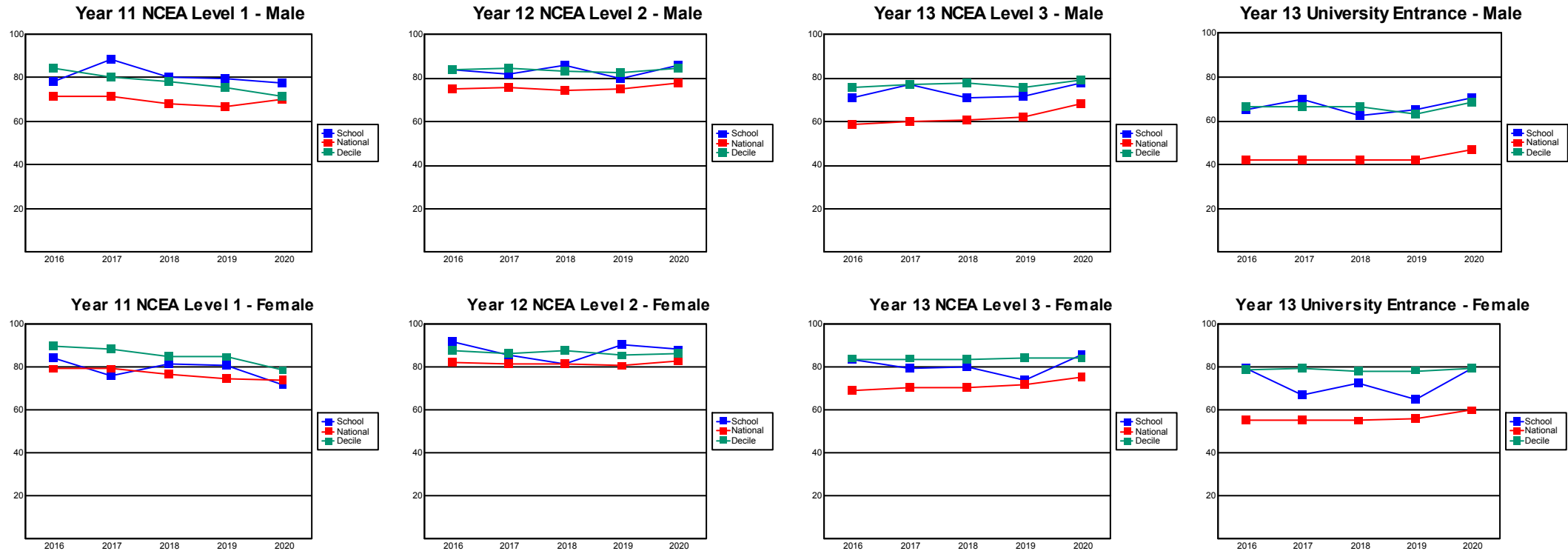
PR2 - Enrolment Based Cumulative Results by Gender

Onslow College

National

Decile 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												
2016	77.8	83.4	70.7	65.0	71.6	75.2	58.7	42.2	84.3	83.6	75.9	66.5
2017	88.3	81.9	76.9	70.1	71.0	75.5	60.1	42.1	80.4	84.5	77.1	66.4
2018	80.1	85.6	71.0	62.6	68.2	74.2	61.0	42.4	78.0	82.9	77.8	66.3
2019	79.3	79.9	71.5	65.3	66.5	74.7	62.3	42.2	75.3	82.1	75.7	63.4
2020	77.6	85.9	77.9	70.7	69.6	77.8	68.5	46.8	71.4	84.4	79.3	68.7
Female												
2016	84.3	91.8	84.0	79.0	79.1	81.8	69.2	54.9	89.5	87.5	84.0	78.5
2017	76.0	85.6	79.4	67.0	79.2	81.5	70.5	55.2	88.2	85.9	84.0	79.1
2018	81.7	81.4	80.0	72.5	76.8	81.0	70.7	54.8	84.9	87.2	83.7	78.0
2019	80.8	90.3	74.1	64.7	74.9	80.2	71.9	55.8	84.7	85.0	84.5	78.2
2020	71.8	87.8	85.9	79.3	74.1	82.4	75.5	59.6	78.5	86.2	84.1	79.2



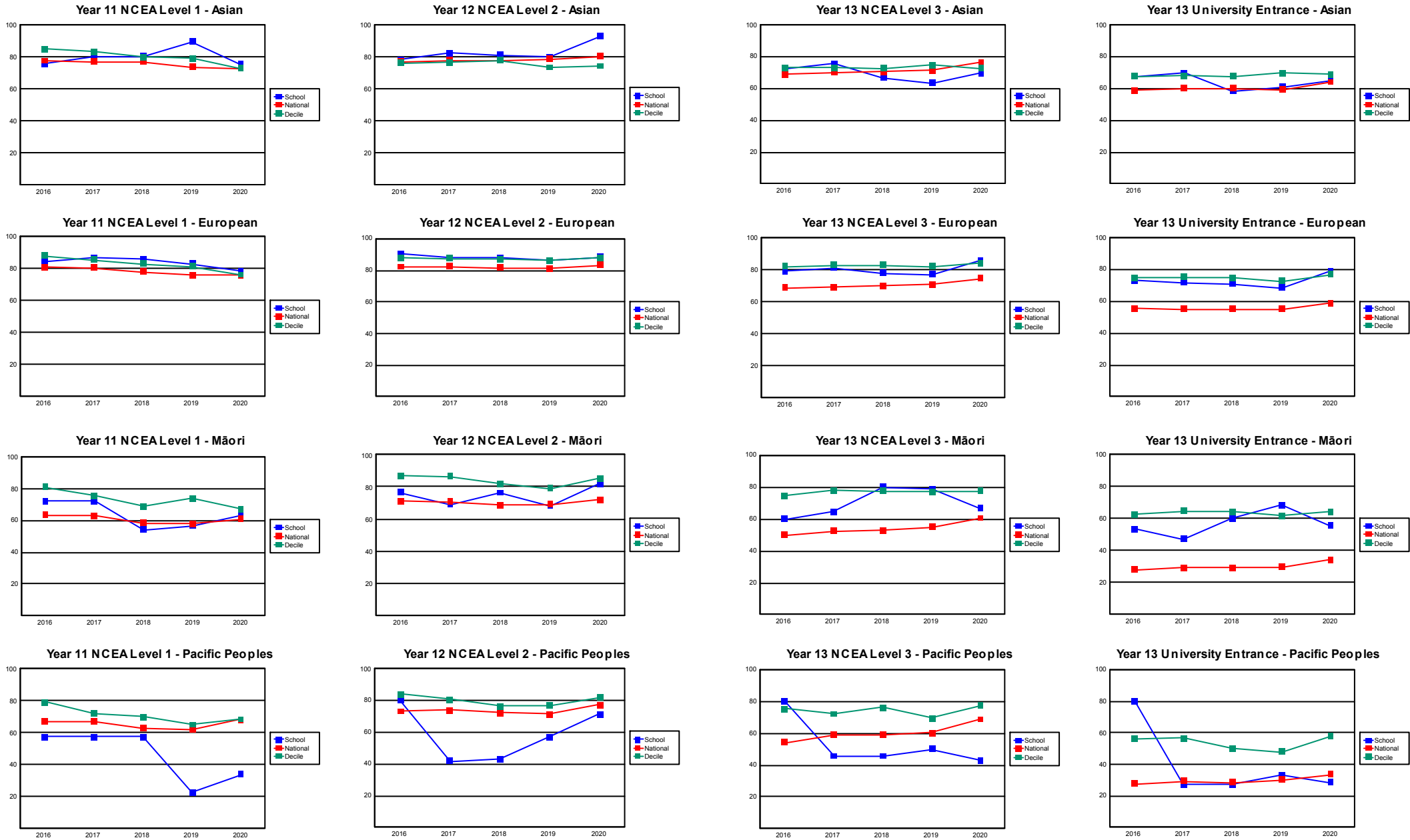
Achievement in NCEA and UE: Onslow College

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PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Onslow College				National				Decile 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												
2016	75.7	78.1	72.5	67.5	77.7	76.9	68.9	58.8	84.8	75.8	73.0	67.6
2017	80.6	82.1	75.8	69.7	77.3	77.6	70.2	60.1	83.2	76.4	72.9	68.0
2018	80.6	81.1	66.7	58.3	76.9	77.3	70.5	60.1	79.9	77.6	72.7	67.6
2019	89.7	79.5	63.4	61.0	73.9	78.3	71.3	59.3	79.1	73.2	74.8	69.8
2020	75.5	92.7	69.8	65.1	73.1	80.0	76.5	64.1	73.1	74.0	72.7	68.8
European												
2016	84.6	90.4	78.9	72.9	80.8	82.2	68.6	55.6	88.2	87.7	82.0	74.7
2017	87.0	87.8	81.0	71.7	80.5	82.3	69.2	55.0	85.5	87.4	82.9	75.2
2018	85.8	88.0	77.9	71.2	78.0	81.5	69.9	55.0	83.1	87.1	82.9	74.8
2019	83.1	86.4	76.9	68.6	76.0	81.1	70.8	55.1	81.3	86.3	81.9	72.8
2020	78.4	88.2	85.8	79.0	75.8	83.2	74.6	59.0	76.2	87.9	84.1	76.7
Māori												
2016	72.2	76.5	60.0	53.3	63.2	70.9	50.2	28.1	80.9	86.7	74.7	62.6
2017	72.0	68.8	64.7	47.1	62.9	70.7	52.6	29.3	75.6	86.6	77.9	64.6
2018	54.2	76.2	80.0	60.0	58.4	68.6	52.9	29.3	68.9	81.8	77.8	64.1
2019	56.5	68.0	78.9	68.4	57.7	68.9	55.1	29.9	73.6	78.9	77.2	61.5
2020	63.2	81.8	66.7	55.6	60.8	71.9	60.7	34.1	67.2	85.0	77.7	64.1
Middle Eastern/Latin American/African												
2016	50.0	71.4	33.3	33.3	74.5	76.0	63.8	52.0	77.4	74.8	75.4	64.4
2017		83.3	83.3	83.3	76.5	76.5	64.6	51.0	76.5	80.7	67.4	57.6
2018	60.0		60.0	60.0	74.0	78.4	66.5	50.2	77.9	72.3	72.9	56.6
2019	28.6	83.3			67.5	75.5	68.3	52.0	63.2	81.4	70.1	62.6
2020	44.4	50.0	75.0	50.0	72.4	77.6	73.2	57.7	64.1	75.6	82.5	71.1
Other Ethnicity												
2016					76.6	80.4	57.3	45.8	87.5	90.2	74.1	70.4
2017					73.8	77.5	68.1	52.9	76.8	74.5	76.9	66.7
2018					72.9	75.9	63.6	50.8	75.0	74.6	69.0	64.3
2019					74.4	75.1	67.4	52.9	76.6	84.9	76.4	63.6
2020					74.6	81.0	74.3	56.9	79.5	83.3	80.2	69.1
Pacific Peoples												
2016	57.1	80.0	80.0	80.0	66.8	73.3	54.2	27.7	79.0	83.8	75.3	56.2
2017	57.1	41.7	45.5	27.3	67.1	73.9	58.9	29.3	71.8	80.7	72.2	56.7
2018	57.1	42.9	45.5	27.3	62.8	72.1	58.9	28.6	69.9	76.3	76.0	50.0
2019	22.2	57.1	50.0	33.3	61.8	71.3	60.3	30.3	65.0	77.0	69.6	48.0
2020	33.3	71.4	42.9	28.6	68.2	77.1	68.9	33.7	68.3	81.9	77.4	58.1

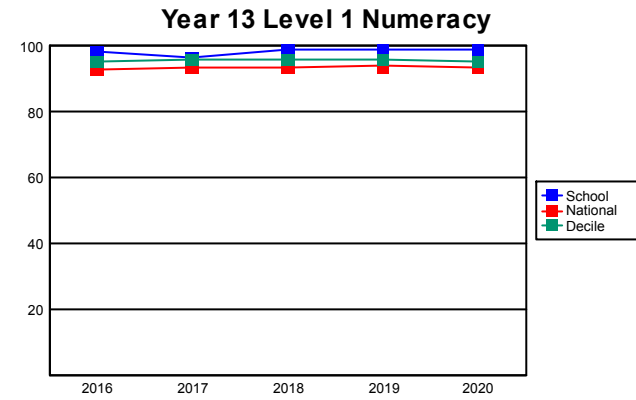
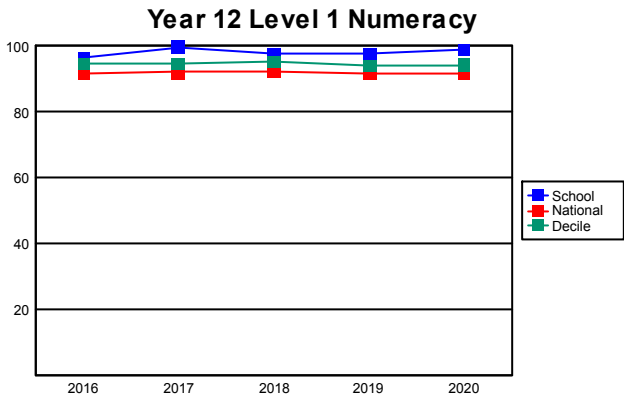
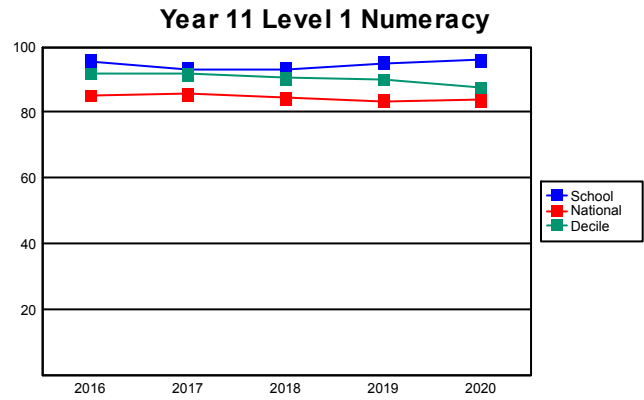
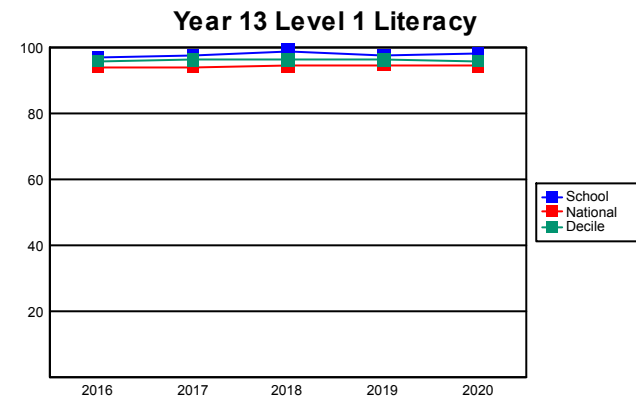
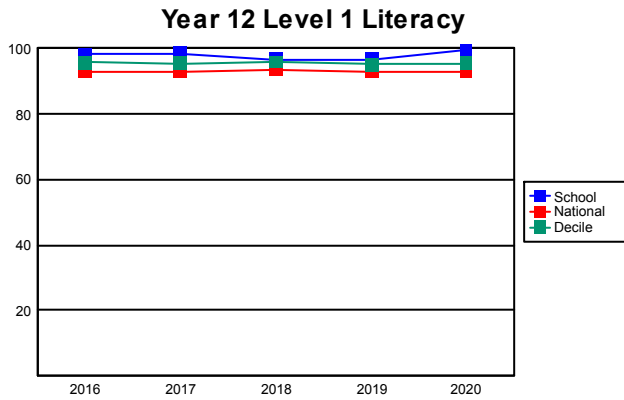
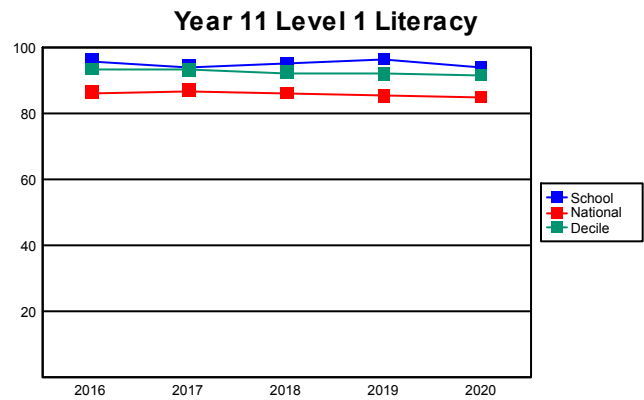
PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Onslow College



Level 1 Literacy and Numeracy: Onslow College

PR 3 - Cumulative Results by Percentage

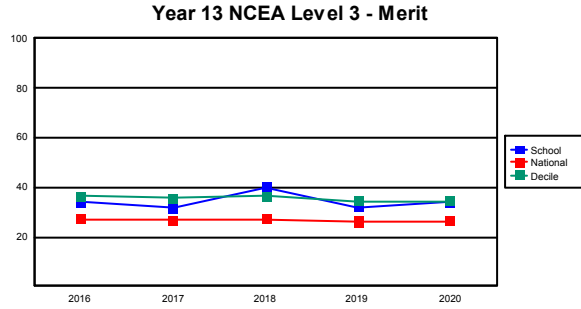
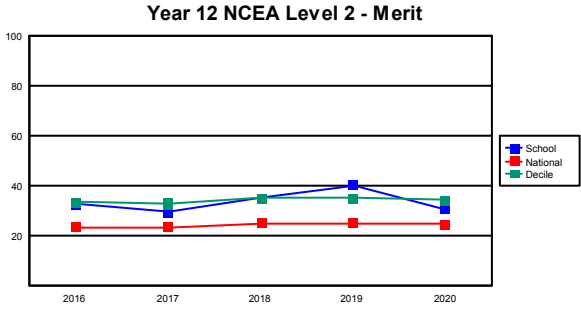
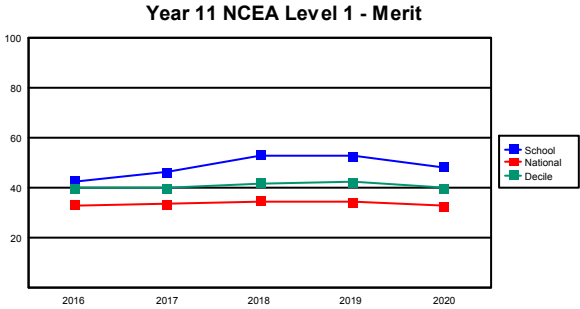
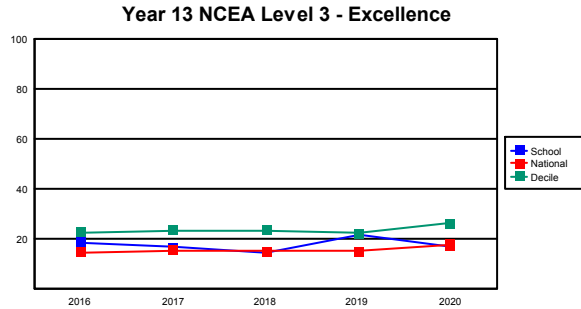
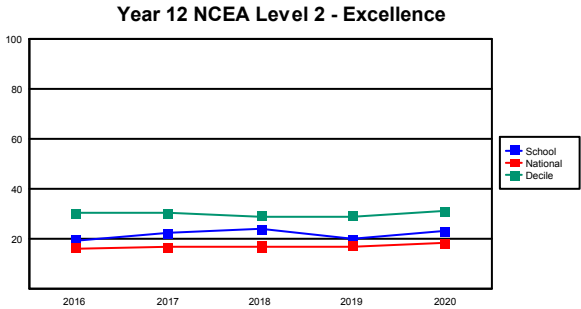
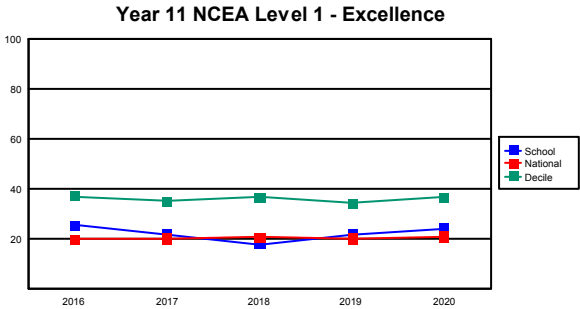
Onslow College					National			Decile 10		
Academic										
Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2016	Literacy	96.1	98.0	96.8	86.5	92.6	93.9	93.5	95.3	95.7
2017	Literacy	94.4	98.4	97.5	87.1	92.8	94.2	93.3	95.2	96.1
2018	Literacy	95.2	96.4	99.1	86.2	93.3	94.4	92.6	95.6	96.2
2019	Literacy	96.5	96.4	97.4	85.5	92.8	94.6	92.1	94.8	96.1
2020	Literacy	94.0	99.3	98.3	85.1	92.7	94.4	91.7	95.2	95.7
2016	Numeracy	95.7	96.5	98.2	85.1	91.8	93.1	91.9	94.6	95.4
2017	Numeracy	93.2	99.6	96.3	85.5	92.0	93.7	91.6	94.7	95.9
2018	Numeracy	93.2	97.6	99.1	84.4	92.4	93.8	90.5	95.2	95.9
2019	Numeracy	95.1	97.6	98.7	83.4	91.8	94.0	90.0	94.0	95.9
2020	Numeracy	95.9	98.9	98.7	83.6	91.7	93.7	87.5	94.3	95.3



NCEA Certificate Endorsement: Onslow College
PR4 - Cumulative Results by Percentage

Generated 14-Apr-2021

Onslow College				National			Decile 10		
Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Achieved with Excellence									
2016	25.4	19.1	18.6	19.7	16.0	14.5	36.9	29.8	22.5
2017	21.7	22.0	16.3	20.0	16.4	15.5	34.9	29.8	23.4
2018	17.9	23.6	14.6	20.5	16.5	15.0	36.5	28.6	23.5
2019	21.8	19.4	21.7	19.9	16.7	14.8	33.9	28.7	22.2
2020	24.3	22.7	17.0	20.7	17.9	17.5	36.4	30.8	26.1
Achieved with Merit									
2016	42.4	32.7	34.1	32.8	23.7	27.2	39.5	33.5	36.2
2017	45.9	29.8	31.6	33.0	23.5	26.7	39.6	33.0	35.7
2018	52.7	35.1	40.1	34.3	25.2	27.0	41.5	35.2	36.5
2019	52.4	40.3	31.9	33.9	25.1	26.2	41.8	35.1	34.4
2020	48.0	30.7	34.0	32.3	24.9	26.3	39.5	34.2	34.4



Year 13 Equity in STEM Level 3 Subject Achievement for Onslow College

STEM: Science, Technology, Engineering, and Mathematics

Generated 23-Jan-2021

Year 13 Students		Māori Students			Pacific Students			Other Students		
		Total #	Successful #	Successful %	Total #	Successful #	Successful %	Total #	Successful #	Successful %
Achieved One or More STEM Subjects	2016	15	3	20.0%	5	2	40.0%	205	106	51.7%
	2017	17	2	11.8%	11	0	0.0%	220	110	50.0%
	2018	10	3	30.0%	11	2	18.2%	197	88	44.7%
	2019	19	4	21.1%	6	1	16.7%	207	86	41.5%
	2020	18	3	16.7%	7	1	14.3%	212	90	42.5%
Achieved Two or More STEM Subjects	2016	15	2	13.3%	5	0	0.0%	205	73	35.6%
	2017	17	1	5.9%	11	0	0.0%	220	71	32.3%
	2018	10	2	20.0%	11	2	18.2%	197	63	32.0%
	2019	19	3	15.8%	6	1	16.7%	207	61	29.5%
	2020	18	1	5.6%	7	0	0.0%	212	59	27.8%
Achieved Three or More STEM Subjects	2016	15	2	13.3%	5	0	0.0%	205	53	25.9%
	2017	17	1	5.9%	11	0	0.0%	220	48	21.8%
	2018	10	1	10.0%	11	2	18.2%	197	45	22.8%
	2019	19	2	10.5%	6	1	16.7%	207	44	21.3%
	2020	18	0	0.0%	7	0	0.0%	212	36	17.0%

Who is included?

Consistent with the enrolment-based NCEA statistics measure, all Year 13 students in the New Zealand Domestic Student population with an enrolment of more than 70 calendar days. A student who identifies as both Māori and Pacific will be included in both ethnic groups. "Other Students" only includes students who identify as neither Māori nor Pacific.

Who counts as successful?

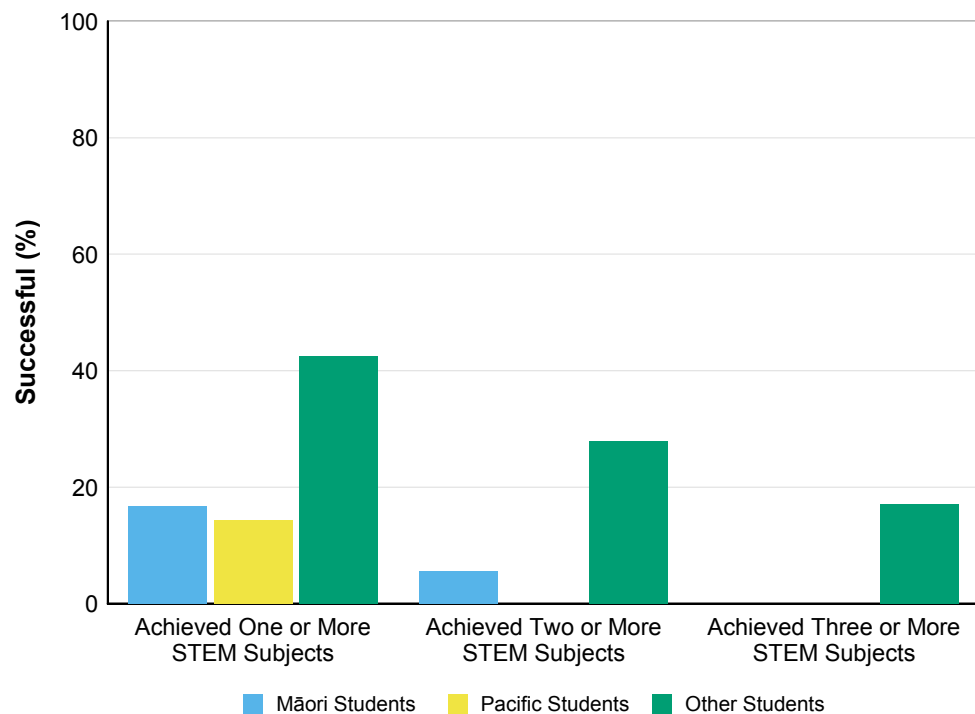
Students who achieve 14 or more credits in any of the following UE approved subjects:

Biology, Chemistry, Physics, Earth and Space Science, Calculus, Statistics and Technology (Hangarau, and Digital Technologies).

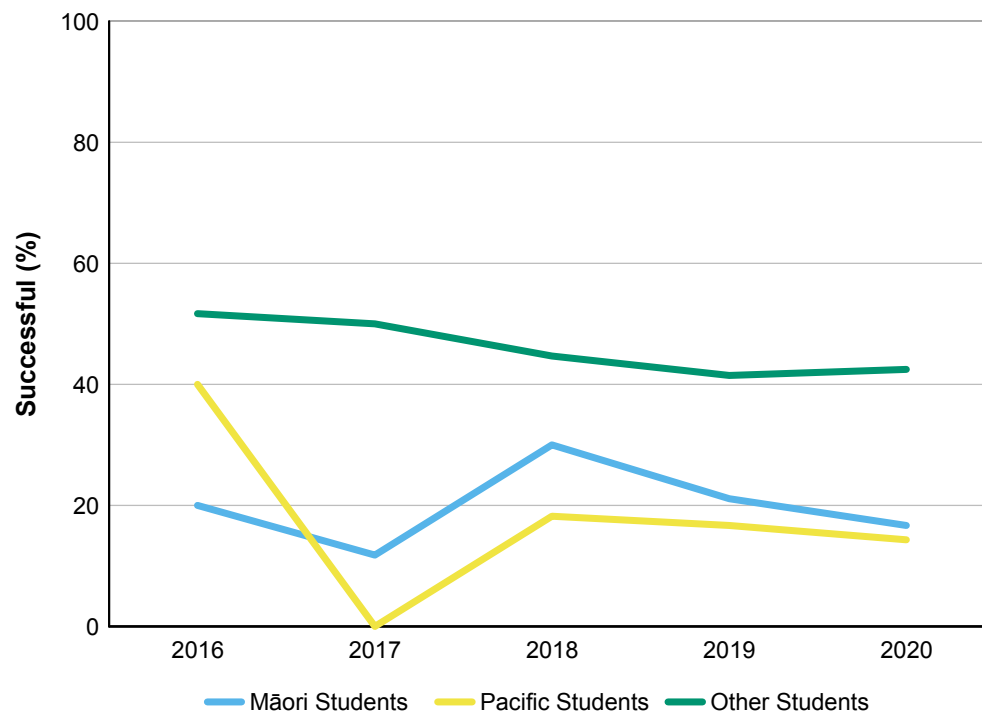
Composite subjects (Science/Pūtaiao, Mathematics/Pāngarau, and Technology) built from the UE Approved list of subjects, are also included.

Credits achieved in, or prior to, the academic year specified are included.

**Year 13 Equity in STEM Level 3 Subject Achievement for
Onslow College
(2020)**



**Year 13 Equity in STEM Level 3 Subject Achievement for
Onslow College
(Achieved One or More STEM Subjects)**



Who is included?

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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 class-room. 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 college.

SECTION 1: ONSLOW COLLEGE STRATEGIC PLAN 2021 – 2023

1. 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, 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.

2. 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 a very 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 of our wonderfully inclusive and unique culture at our college.

ANNUAL PLANNING AND REPORTING

The 2021 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 actually 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.

3. 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.

4. 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 ākonga 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.

5. 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 create positive opportunities for Māori and all ākonga to be biculturally confident citizens; honour Te Tiriti o Waitangi.
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 2021. 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.

6. ANNUAL GOALS AND TARGETS

- i) **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 promote our staff's wellbeing

Targets - Develop a plan by the end of 2021 which outlines how our staff's wellbeing is supported and addressed

Communicate each term with staff about wellbeing

Annual Goal – To promote our students' wellbeing

Targets - Develop a plan by the end of 2021 which outlines how our student's wellbeing is supported and addressed

Have Deans work collaboratively with Ako teachers to lead Ako

Develop a tool to track the progression of student achievement

For teachers to be able to use the developed tracing tool

- ii) **Biculturalism** – To create positive opportunities for Māori and all ākonga to be biculturally confident citizens; honour Te Tiriti o Waitangi.

Annual Goal - Accelerate improvement for Māori Learners by using the Learning Conversation Tool

Targets – All teachers have used, implemented and referenced the tool
Māori Learners are represented in STEM pathways at Level 1 in the same proportion as enrolment numbers
Level 1 NCEA Māori Learner achievement is at the same levels as Pākehā

Annual Goal - Further develop staff conscientization (the idea of developing, strengthening, and changing consciousness)

Targets – Rangatahi Survey feedback in Term 3 shows improvement in experiences and sense of belonging
There will be a clear plan for no streaming in Years 10 and 11
All staff will be able to deliver their pepeha

Annual Goal - Develop a model through teaching the two lowest streamed Maths classes that promotes biculturalism through culturally responsive pedagogical ideas.

Targets – Numeracy is gained for 90% of students in a way that leads to a career pathway
There is active engagement with 80% of parents of students at least once a term
Māori students can articulate high expectations set for them

- iii) **Student Achievement** – To collaboratively design an innovative curriculum that supports equitable learning pathways.

Annual Goal - Develop a consistent equitable approach for reporting through the learning programme

Targets – By the middle of 2021, clearly define the problem that needs solving regarding the Learning Programme and set a timeline of what changes need to be made and when they will be made
Implement the solutions identified by staff

Annual Goal - Investigate the development of an equitable junior curriculum.

Targets - Investigate what looks best for Onslow Colleg and making recommendations for a change in 2022

- iv) **Property** – To create a physical environment that enhances the Onslow Way and nurtures ākonga (students and staff)

Annual Goal - Promote Tiaki taiao

Targets - All building programmes operate under the principles of sustainability
Student representatives are part of all building projects

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

Targets – It is clear that our buildings link with the whenua and mana whenua, acknowledging local rohe

A whare is part of the first stage of the masterplan

Annual Goal - Create spaces for equitable learning

Targets – By the end of 2021 staff share and understanding of what equitable learning means

Any building reflects and equitable approach to learning through being flexible and meeting the diverse needs of our students

Achievement and Attendance Goals 2021

2020 Attendance

	Pakeha	Asian	Euro	Māori	Pasifik	SE Asia	Melaa
Year 9 Male	91.91	93.4	95.24	87.48	91.8	94.06	99.4
Year 9 Female	92.85	93.38	96.32	84.65	85.95	98.33	91.95
Year 10 Male	91.86	93.33	93.72	87.67	88.68	97.8	N/A
Year 10 Female	90.99	94.35	92.86	77.01	92.8	96.4	91.2
Year 11 Male	93.06	93.49	93.88	87.56	86.05	93.22	96.15
Year 11 Female	90.45	94.56	90.83	92.97	89.4	94.83	83.3
Year 12 Male	92.81	93.54	92.05	86.65	80.83	95.96	94.66
Year 12 Female	90.19	94.8	88.98	89.45	90.3	90.14	78.5
Year 13 Male	82.78	81.98	83.42	80.48	80.72	89	78.16
Year 13 Female	82.77	82.6	83.61	68.83	N/A	77.9	76.65

Annual Attendance Goal 2021:

Maori students will achieve an attendance rate of 90% or better (Ministry requirements for regular attendance) Pasifika students will achieve an attendance rate of 90% or better (Ministry requirements for regular attendance) Year 13 students will achieve an attendance rate of 90% or better.

2020 Achievement Data

See the Achievement Reports [here](#)

Identify the **individual aspirations** for each Year 12 and 13 student and ensure that their chosen course enables them to achieve their aspirations. Measure the success rate and analyse outcomes.

Our **2021 NCEA results** will be:

Level 1 above Decile 8-10 average

Level 2 above Decile 8-10 average

Level 3 above Decile 8-10 average

Our results at Level 1 for Māori and females will be above Decile 8-10 average

Analysis of Variance

2020



Commentary

Despite 2020 being a highly disrupted year because of Covid-19 the Onslow College Board of Trustees embarked on a strategic plan review. The Board consulted on this throughout 2020, an exercise which included staff, whānau and students, along with information gathered from a values survey. A steering group was formed, which included members of the Board of Trustees, Staff and Student representatives to review the data gathered and refine a Vision, Values and strategic goals for the school. The steering group sought to make explicit a vision which valued every person at Onslow College; and which was underpinned by values which would foster a sense of community and belonging for everyone. Completing this process and developing a new charter and strategic vision is something the whole school community can feel very proud of.

VISION

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Kia puāwai Grow

Haere whakamua Thrive in the paths you choose

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Attendance Analysis

2020 Attendance

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Year 9 Female	92.85	93.38	96.32	84.65	85.95	98.33	91.95
Year 10 Male	91.86	93.33	93.72	87.67	88.68	97.8	N/A
Year 10 Female	90.99	94.35	92.86	77.01	92.8	96.4	91.2
Year 11 Male	93.06	93.49	93.88	87.56	86.05	93.22	96.15
Year 11 Female	90.45	94.56	90.83	92.97	89.4	94.83	83.3
Year 12 Male	92.81	93.54	92.05	86.65	80.83	95.96	94.66
Year 12 Female	90.19	94.8	88.98	89.45	90.3	90.14	78.5
Year 13 Male	82.78	81.98	83.42	80.48	80.72	89	78.16
Year 13 Female	82.77	82.6	83.61	68.83	N/A	77.9	76.65

We meet our overall goal for 90% attendance at all year levels except for Year 13. However when this is broken down for Māori and Pasifika there are areas of concern. Year 10 female Māori is of particular concern and will have implications for Year 11 in 2021.

2020 NCEA ACADEMIC ANALYSIS

Find the overall results [here](#)

Analysis of these results show Onslow College attained above or just below the overall Decile 8-10 results. The most pleasing increase was in the Y13 UE results.

The areas which need much closer examination are the results for Māori. While there was an increase in achievement at Level 1 there is still a disparity between Māori and Pākeha students. The Pasifika results show a fall. There is also a disparity at level 1 in the female students' results. Added to this the STEM (science, technology, engineering and mathematics) results which can be seen [here](#) show a need to understand why there are such low numbers of students achieving in STEM at Onslow College and to focus on lifting achievement at Level 1.

As many of the results show that gaps are closed at Year 12 and 13 it is important that the school develops a robust tracking tool for the junior school. Tackling the issues at Year 11 needs to begin at Year 9 and 10. A tracking tool will support the school to intervene earlier and more effectively to address disparities.

ANNUAL GOALS 2020

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, specifically the Learning Programme and student tracking. To use technology to develop whānaungatanga in the school. 	<ul style="list-style-type: none"> Reporting programme is reviewed and developed. Student tracking programme is put into place and trialled. Use of Teams is introduced over the year. One Note being used by 80% of staff PLD feedback shows increased confidence of staff regarding use of IT PLD links technology use to whānaungatanga Move to touch screen computer and develop their integration with the use of TVs in class rooms. Understand students perspectives of technology use in the school through the Student Council. 	<p>Survey completed in November in regards to the reporting programme. This has highlighted the need to support teacher and parent understanding of curriculum levels.</p> <p>Teams was introduced very quickly in March. All staff (teaching and support) are using it to varying degrees. 75% indicated a significant improvement in their understanding.</p> <p>Staff engaged in PLD before, during and after Covid in regards to IT. This was done to provide whanaungatanga for students during Covid.</p> <p>Staff feedback has meant that two types of laptops are now offered and we are providing TVs rather than overhead projectors.</p> <p>Student feedback during Covid highlighted the need to modify the approach because of online learning. This meant less class like</p>	<p>Review has been completed but the development was greatly hindered by Covid and the changes that needed to be made to assessment programmes.</p> <p>We have come further with our use of Teams and the Microsoft 365 suite than envisioned because of Covid. The challenge is how we develop this in a coherent way. Staff were incredibly open to the PLD and responsive to the support being offered.</p> <p>There is a continuum of use with some using the TVs to integrate with their laptops while others use them like overhead projectors.</p> <p>Students' use of school emails is now greatly increased and the use of Teams is widespread. There is more acceptance by students and whānau of the need to develop and enhance the use of technology.</p>

		<p>contact times and more tutorials being offered. There was also a clear difference in the way the online learning could be offered which was dependent on the subjects being studied.</p> <p>Students and staff highlighted the need for students to have access to devices at home and at school. We have changed our approach to providing computers because of this.</p>	<p>We provided 37 computers and 15 internet connections as a result of Covid. We will not be replacing onsite computers to the same level and will need to improve how we identify students who need support to access computers and the internet.</p>
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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, whanau and the wider community. • To develop Deans ability to support Ako teachers to become learning leaders. • To work towards the Ako teacher being the significant adult at school for students. 	<ul style="list-style-type: none"> • Deans are developed as learning leaders and Ako level groups are functioning as professional learning groups by the end of 2020 • Ako teachers have at least two pathways conversations with each student throughout the year. • Ako teachers are supported by the careers advisor and the Ako lead 	<p>Deans have worked with Ako teachers and sharing the way that they are working within their classes.</p> <p>Senior Ako teachers documented discussions after the exams and when students were selecting subjects. Junior Ako teachers had discussions during subject selections.</p> <p>Careers completed support at all Ako levels.</p>	<p>The groups are still needing a lot of guidance and resources to support their development. However, there is more sharing of resources.</p> <p>The lack of Ako conferences – because of Covid – impacted on the pathway conversations.</p>

<ul style="list-style-type: none"> To develop the Ako teachers ability to support students maximise their learning opportunitites. To ensure student well-being is a focus. 	<p>teacher to understand the pathways and opportunities available.</p> <ul style="list-style-type: none"> Students will have meaningful discussions with their Ako teachers about their wellbeing and whanaungatanga. Whānau-Ako conferences will be held. Consultation will occur in regards to Ako with whānau and students when the conferences are held. 	<p>Ako teachers developed this during lock down when they reached out to their Ako students to ask about well being once a week. This led to documented communication with the Deans through behaviour notes on PC School.</p>	<p>The need to co-ordinate the conversations and how they are recorded links to the development of the wellness goal for 2021.</p>
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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 Maori, 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 Leadship Team) ability to Lead PLD. Develop a process to measure and track the learning journey of Y9 and 10 Māori learners. To develop the use of a Māori cultural lens. 	<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 	<p>Introduction of the observation tool from Poutama Pounamu has started the focus on equity issues. There has been uptake in all departments but not all staff used the tool in 2020.</p>	<p>This goal was too big. While we have made progress on using a researched tool in the school it is not yet embedded across the school.</p>

<ul style="list-style-type: none"> • To develop the use of a Māori cultural lens delete this one. • · To gather whānau voice. • · To develop the use of a Māori cultural lens. 	<p>address inequity. Outcomes will be reflected in changes to the content, design and delivery of teaching and learning programmes.</p> <ul style="list-style-type: none"> • Review of tracking the progress of Maori 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 progress and tracking that learning journey throughout the year both through quantitative and qualitative data. • To support LLs to interrogate Maori achievement and retention data to address equity issues • To include whanau and student voice to inform this work.(data) 	<p>Tracking of students at the junior school has proved difficult because of the lack of consistency in the way the learning areas have used the curriculum levels.</p> <p>Year 9 have been well led in this area and were able to be part of the Pōwhiri for new staff in November.</p> <p>While there is evidence of support of students in Y9 and 10 through Te Ara the lack of a tracking tool has highlighted the issues we have understanding what is impacting on the success of Māori.</p> <p>Lack of cohesive data has meant that while this is done for the senior school it is not being done for the junior school and hence the understanding of retention in each area is limited. Whānau voice was limited by the Ako conferences being cancelled.</p>	<p>The observation tool needs to be used with access to really good tracking data. This is not available in an easy to use format where all learning areas are using the same methods to record where students sit next to the curriculum levels.</p> <p>Year 9 and 12 were supported in learning in regards of Pōwhiri. This will continue next year. There is a course ready for all Year 9 students – Te Ao Māori. It is a 10 hour introduction course and we will plan the next steps for Year 10 this year.</p> <p>To interrogate data we must have good easy access to data. Our inability to track has highlighted the need for a different approach to recording data and the need for a new tool for tracking.</p> <p>Whānau voice was heard through whānau meetings and there was a large</p>
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	<ul style="list-style-type: none"> To run a Blended Learning Course which engages an across the school roopu of 24/25 staff in a critical cycle of self reflection and learning which results in identification of how practice needs to change · Staff learning how to use the Learning Conversation tool make the connection to Mauri Ora 	<p>Student voice was collected but showed limited improvement.</p> <p>28 Ākonga across LAs engaged in the Blended Learning, led by our 3 Kaiwhakaako in three groups, and identified changes needed in our systems, curriculum approaches, and in their own classroom practice</p>	<p>turn out to the meeting run by Josh Hema to discuss different pathways. This now needs to be built on.</p> <p>We now need to extend this learning opportunity to another group of 20 to 25 staff across this 2021 We also need engage the LALs in a Blended Learning programme 2021.</p>
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"> Investigate how to integrate the curriculum in the junior school. Begin trial of multi-level Te Reo teaching. Begin development to Te Ara A Maui to support learning pathways for students. Assess the impact of streaming in Year 10 Math and the use of pre-requisites. 	<ul style="list-style-type: none"> Set up the option of an integrated Year 9 class in 2021 Assess the best way to support students from bilingual schools through tracking their progress and interviewing them each term. Assess the best way to support students to find pathways. Focusing on those with less traditional pathways. 	<p>A group of staff worked together and did set up a class for 2021. This was offered to students but was only selected by 6 and did not run.</p> <p>The three students and their parents who selected the programme offered met with SLT 3 times during 2020. While they had all enjoyed the experience for Te Reo they felt that there was still a sense of having to give something up to be able to participate in the programme.</p> <p>Te Ara a Māui and careers have supported students but one year is not enough data to see if there has been meaningful impact.</p>	<p>The group working on the integrated course will continue to meet to develop a programme and will work on promoting it in the Intermediate next year before course completion.</p> <p>We will continue the programme for students in Year 9 and 10 who wish to take senior Te Reo. Their progress and feelings about the programme will need to continue to be monitored. We are still struggling with how to integrate this into the school more naturally.</p> <p>Need to develop a tracking tool which allows us to understand how the support from Te Ara and Careers has</p>

		Student who are part of gateway have had their programmes at school revised so that they do not have unsupervised study. This was causing a disconnect from school.	impacted on subject selection, retention and achievement. Good progress with this course change and it is now an embedded part of the school.
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Signature:

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