



# Onslow College – Our Charter 2023

## 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 and Training Act 2020 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.

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, 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 college.

## SECTION 1: Onslow College Strategic Plan 2023 – 2025

### 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 katoa. 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 of 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.

Research on school leadership shows that leadership which focuses 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.

Links to research:

<https://www.educationcounts.govt.nz/publications/series/2515>

<https://assessment.tki.org.nz/Using-evidence-for-learning/Target-setting>

<https://theeducationhub.org.nz/instructional-leadership-and-why-it-matters>

<https://ero.govt.nz/how-ero-reviews/schoolskura-english-medium/school-evaluation-indicators>

<https://theeducationhub.org.nz/viviane-robinson-on-school-leadership/>

<https://theeducationhub.org.nz/category/big-ideas/>

[https://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0012/210027/He-Whakaaro-Does-streaming-work-.pdf](https://www.educationcounts.govt.nz/_data/assets/pdf_file/0012/210027/He-Whakaaro-Does-streaming-work-.pdf)

[https://www.maorifutures.co.nz/wp-content/uploads/2021/04/TTR\\_Streaming\\_Document.pdf](https://www.maorifutures.co.nz/wp-content/uploads/2021/04/TTR_Streaming_Document.pdf)

## AREA 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 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, 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 Rātā 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 Rātā are strong yet flexible to enable growth towards "light" that is, a kura that flexes for the needs of the community, ngā whānau in pursuit of continued learning and what's right at the time its needed
- The rātā is providing a stable centre for our tamariki
- The rātā will feed our vision and the Kākā

**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 strive. 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.

## 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 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:
  - i. creating Mātauranga Māori learning experiences for Māori rangatahi which foster Mana.
  - ii. 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 2023. 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 measure and improve staff wellbeing and plan future interventions

#### **Target**

- Source and modify a research tool by the middle of week 5 term 1 to gauge areas which need development or are successful and modify the tool to measure staff wellbeing.
- Survey staff at least twice a year (week 7 term 1 and week 5 term 3).
- From the survey, plan an area to focus on, develop and implement interventions; and report in term 4 week 2 to the Board on their effectiveness.
- Investigate a staff mentoring programme and report back to the Board with recommendations by the end of Term 2 2023.

**Annual Goal** – To support student wellbeing by building strong learning relationships

#### **Targets**

- Create a Restorative Relational Practice handbook to support staff promoting positive learning culture by the end of Term 2.
- Staff can articulate by the end of Term 4 how the strategic goals are linked.
- Create an 'Effective Ako Teacher Profile' by the end of Term 2.
- Create and 'Effective Dean Profile' by the end of Term 2.
- Develop with students a handbook for students that outlines how they operate effectively in a restorative relational environment by the end of Term 3.
- Review Ako class with students to understand if it is meeting their needs and share any proposed changes to staff, whānau and the Board at the end of Term 4.
- Student achievement is tracked each term with attendance tracked weekly. There is a recorded response to the achievement tracking each term and the attendance data the following week.
- Develop tauwiwi strategic leadership structure in collaboration with students by end of Term 3

### 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** – Further develop strategic leadership rangatahi rōpū in collaboration with rangatahi and whānau

#### **Targets**

- Develop the structure for rangatahi voice on Learning Leaders Team, Senior Leadership Team, Wellbeing and new staff interview panels.
- Rangatahi Leadership Rōpū informs and contributes to Board Hui and provides feedback to Māori rangatahi and whānau.

**Annual Goal** – To create Mātauranga Māori learning experiences for Māori rangatahi in collaboration with rangatahi and whānau

**Targets**

- 2023 calendar of Mātauranga Māori learning experiences published at the start of Term 1 2023 with at least one activity each term completed

**Annual Goal** – Create culturally safe and effective learning environments through the development of an Onslow College Effective Teaching Profile, and toolkit

**Targets**

- Develop the Onslow College Effective Teacher Profile by the end of Term 1.
- Develop the pedagogy that sits with the Effective Teacher Profile (LC, RP, UDL, Data) to inform progress.
- Learning Area Leaders will lead their teachers to complete two growth cycles linked to the Effective Teacher Profile.
- Survey rangatahi Māori for feedback on progress Term 3 and incorporate trends and issues into future planning decisions.

**Annual Goal** – NCEA Māori Learner achievement is above the Decile 10 national average band for all

**Target**

- All LALs will analyse and report on Level 1 2022 NCEA Māori learner achievement data and design interventions for 2023 based on reflection of the learning pathways for Māori rangatahi in 2022.

## Student Achievement

To collaboratively design with staff and students an innovative curriculum that supports equitable learning pathways.

**Annual Goal** – To implement our new reporting system by the end of Term 1

**Targets**

- Progress reports to be communicated to parents at regular intervals (6 in total for 2023).
- Review reporting system with whānau and students and report findings to the Board in Term 4.

**Annual Goal** – To develop procedures and structures for Tauwhirowhiro by the end of Term 1

**Targets**

- Develop a clear referral process.
- Develop a clear process for communication around each student.
- Develop a clear process for building relationships between students and wider college.
- Review Tauwhirowhiro procedures and structures and report back to the Board by the end of term 3 on progress.

**Annual Goal** – To establish and enhance an effective schoolwide process for tracking achievement.

**Targets**

- Embed Schoolpoint At Risk Tracking tool schoolwide by the end of Term 1.

**Annual Goal** – Understand the structural change needed within the school to decrease barriers to learning and to enable transformational change.

**Targets**

- Collect feedback on the Year 9 curriculum implementation, T1, T2 and T3.
- Review current iteration of the timetable in line with desired curriculum structure.

- Timetable and curriculum structure for Year 10 ready for implementation in 2024.
- Integration is developed by end of Term 3.
- Mātauranga Māori is developed in each learning area by the end of term 4.
- Mana orite o Curriculum developed by the end of term 4

**Annual Goal** – To develop and implement the Effective Teacher Profile.

**Targets**

- Effective Teacher Profile completed by Term 1
- Define and design a Growth Cycle by the end of Term 3 that reflects the requirements of the Effective Teacher Profile.
- Facilitate opportunities to engage in TPL that addresses gaps in the Effective Teacher Profile.

## Property

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

**Annual Goal** – Finish design of Stage 1 of Masterplan

**Targets**

- Design group has completed the main building, whare and landscape designs for stage one.
- Design group presents to staff once a term on progress.
- Design group presents to community once during the process in 2023.

**Annual Goal** – Our buildings link with Mana Whenua and Whenua

**Targets**

- Mana whenua are equal partners in the design for all the buildings and landscaping through being involved in all meetings.

**Annual Goal** – Turf is designed and ready to be built for 2024

**Targets**

- Work in consultation with WCC to provide a community and school shared project which benefits everyone.
- Project and scope agreed by the end of Term One.
- Agreement with council finalised by the end of Term Two.

## ACHIEVEMENT AND ATTENDANCE GOALS 2023

Attendance 2022

Please find 2022 attendance [here](#)

Our attendance goal is 90% for everyone with a particular focus on Māori and Pacific Peoples attendance

2022 Outcome Data

See the Achievement Reports [here](#) (link Principal Reports)

Academic Achievement Goal

Our **2023 NCEA results** will be:

- 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

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