





<p>Vision Statement: Kei konei mātou ka poipoia ō mātou puāwaitanga ka ea hoki ō mātou wawata</p> <p>We bring ourselves, together we are nurtured to thrive and realise our aspirations</p> <p>Refer Regulation 7 (a)</p>														
<p>Summary of the information used to develop this plan/How did you create this plan (e.g. what data did you use, key themes from community engagement, how did you do your engagement, how do your goals reflect the aspirations of your community, how did you prioritise your strategic goals) Refer Regulation 7 (c)</p> <p>The data used to inform this plan was the achievement data of our students, the attendance data, the analysis of variance from our last strategic plan and understanding how the change to the NELPs highlighted gaps in our last plan. We ran three community engagement sessions, two at school and on at Rāroa Intermdiate. We held took feedback at a Whānau hui, held one staff hui which all staff could attend and 2 student engagement hui, one was invitational to make sure we had representation from a diverse group of students the other was open to all students. The engagement shared our last plan, ideas for this plan and asked for feedback. We then sent the proposed plan out to the community via a survey for feedback. The themes that reoccurred were- wellbeing, Māori achieving as Māori, valuing and supporting diverse learners and the property.</p>														
<p>Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p>	<p>Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i></p>	<p>Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p>		<p>What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p>		<p>How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations or your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p>		<p>How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p>						
Refer Regulations 7(1)(b)	Refer Regulations 7(1)(b)	Refer Regulations 7(d)		Refer Regulations 7(g)		Refer Regulations 7(e), 7(f)		Refer Regulations 7(g)						
Wellbeing: enhance hauora and inclusion, so we all feel included and safe	(1) A board’s primary objectives in governing a school are to ensure that— (a) every student at the school is able to attain their highest possible standard in educational achievement; and (b)the school— (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990 , and the Human Rights Act 1993 ; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and (c) the school is inclusive of, and caters for, students with differing needs	NELP Objective 1 Priority 1		Staff, whānau and students will confidently articulate what RRP is and how it works at Onslow College. When an issue arises the Deans and SLT will not have to explain the Restorative Process and there will be confidence in its efficacy.		<ul style="list-style-type: none">Improving staff, student and whānau understanding of Restorative and Relational Practice (RRP);Implementing an Ako programme that provides a consistent experience for staff and students;Developing and implementing the professional growth cycle for staff; and,Engaging with RespectEd (a community provider) to provide programmes that encourage healthy relationships and protect young people, while supporting staff and students with disclosures.		Staff will report confidence in having mini-chats	All Deans will be confident in running restorative meetings	Survey of whānau and students will show an increase in understanding of restorative practice.	A programme will be available at all Year levels with resources and a clear plan for the year.	Staff will assess the efficacy of the programme and students will be surveyed by Deans and express confidence that the programme is consistent across each Year Level.	All staff will complete a standardised Growth Cycle and confidently self assess next to the Effective Teacher Profile.	RespectEd will have completed scoping and have trained half of the staff in their programme.

Te Tiriti o Waitangi: Give effect to Te Tiriti O Waitangi in all facets of the kura	(d) the school gives effect to <u>Te Tiriti o Waitangi</u> , including by— (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students.	Objectives – 1, 2, 3 Priorities – 2, 3, 5		A school that has progressed being decolonised. A partnership Te Āti Awa Taranaki Whānui which means they are involved in all aspects of school life. Mātauranga Māori is evident is all areas of the curriculum and a localised curriculum is evident Māori students are involved in experiences that grow enhance their connection with tikanga Māori. All aspects of the school consider Te Tiriti o Waitangi and partnership is evident in students experiences and how they see staff act and interact with each other Staff are provided professional learning and hiring occurs that allows planning for all Year 9 and 10 students to have compulsory Te Reo classes in 2025		<ul style="list-style-type: none"> • All systems, processes, and policies across all levels of the school being informed by Te Āti Awa Taranaki Whānui as mana whenua; • Embedding Mātauranga Māori across the curriculum and increasing the localised curriculum content and approaches to teaching and learning; • Making sure that rangatahi Māori have authentic Māori learning experiences; • Ensuring that all ākonga/students comprehend how to give effect to Te Tiriti o Waitangi; and, • Ensuring Te Reo is compulsory for all junior ākonga/students in 2025 		<p>Partnership with Te Āti Awa Taranaki Whānui is evident with the Board, SLT, Middle Leadership and Teaching staff.</p> <p>Mātauranga Māori is evident across the curriculum and valued by staff, whānau and students.</p> <p>A localised curriculum has been developed and implemented.</p> <p>Māori rangatahi are provided with authentic learning experiences each term.</p> <p>All ākonga can articulate and explain what partnership looks like under Te Tiriti o Waitangi.</p> <p>Te Reo is compulsory at Year 9 and 10 in 2025.</p>
Achievement: Create great student outcomes through the provision of learner-centred programmes	To meet the primary objectives, the board must— (a) have particular regard to the statement of national education and learning priorities issued under <u>section 5</u> ; and (b) give effect to its obligations in relation to— (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and (ii) teaching and learning programmes; and (iii) monitoring and reporting students' progress;	Objectives – 1, 2, 3, 4 Priorities – 2, 4, 6, 7		Staff are supported to understand how to implement Universal Design for Learning in all of their classes. This is linked to the Effective Teacher Profile and Growth Cycle. Review of the senior curriculum is implemented alongside the introduction of the revised NCEA standards. Careers provides a comprehensive pathway programme for all year levels that links with our community. Numeracy and Literacy remain a focus in the junior school with an integrated approach being developed. Tracking of students will allow us to support Māori students to achieve and to modify programmes to recognise their prior learning.		<ul style="list-style-type: none"> • Ensuring that all classes provide learning and assessment that is accessible, challenging and allows all students to experience success; • Embedding the NCEA changes and offering courses in the senior school that are relevant to the modern world; • Making sure that all staff and students can engage in pathway planning and responsive careers education and that the school is collaborating with our community. • Ensuring the junior curriculum will offer a solid foundation with a focus on literacy and numeracy; and, • Ensuring our ākonga/students will achieve above the national level, with Māori achieving as Māori at or above the level of all students nationally for each year group. 		<p>Universal Design for Learning will be evident in all classes and increased understanding will be apparent in teachers growth cycles.</p> <p>The Senior Curriculum will have implemented the NCEA changes and courses will have been developed that are integrated and allow for more flexibility for students.</p> <p>Careers will have a programme from Y9 to Y13 which shows connection with the community and opportunities available to students. Careers runs a survey which shows how many students and whānau they have connected with each year.</p> <p>70% of students will achieve literacy and numeracy by the end of Y11 and 95% will achieve literacy and numeracy by the end of Y13.</p> <p>Māori achievement has increased by 20% at Level 1, 2 and 3. Rangatahi survey shows that they feel they are able to do this as Māori.</p>
Property – To create a physical environment that enhances and nurtures ākonga/students and staff	(c) perform its functions and exercise its powers in a way that is financially responsible	Objectives – 1, 2 Priorities – 1, 2, 3		Once a term the school community is informed of progress on the 12 stages of building identified by the Ministry. Planning ensures there is minimal disruption to learning while the re-roofing and development of the hall and music areas are completed.		<ul style="list-style-type: none"> • Regular reporting on the progress of property development; • Managing property maintenance projects to ensure minimal disruption for our community; • Advocating and planning for improvements in existing property not included in Stage 1 of the rebuild. 		<p>The Whare is started in 2024 and completed in 2025.</p> <p>The turf is started in 2024 and completed in 2025.</p> <p>Stage One is signed off and a start date for building assigned.</p> <p>Re-roofing continues to the staged plan with no classes cancelled.</p> <p>The music and hall board led project is designed and started in 2024.</p>

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