



**ONslow COLLEGE
ANNUAL REPORT**
For the year ended
**31 December
2010**

Ko Tarikaka te maunga
TARIKAKA IS THE MOUNTAIN
Ko Waipahihi te awa
WAIPAHIHI IS THE RIVER
Ko Onslow College te kura
ONslow COLLEGE IS THE SCHOOL

VISION AND VALUES	2
ORGANISATION AND MANAGEMENT	
- Leadership and Management structure	3
- Board of Trustees	4
CHAIRPERSON'S REPORT	8
PRINCIPAL'S REPORT	9
- Roll	11
- Variance Report	11
- Curriculum Report	14
- Other Student and Staff Achievements	16
- Sports Awards 2009	20
- Community	26
FINANCIAL STATEMENTS	
- Statement of Responsibility	
- Income Statement	1
- Statement of Changes in Equity	2
- Balance Sheet	3
- Notes to the Financial Statements	4
- Statement of Accounting Policies	11
- Variance Report and BOT	15
- Audit Opinion	

VISION & VALUES



Vision

Inspiring students to learn, grow and achieve in an environment that encourages individual and community responsibility, freedom of expression and respect for the rights of others.

Values

- ***Working together***

Students, parents, the school and the community work together to achieve an inclusive school that is socially and culturally diverse, safe and free from disruption and which recognises the unique status of Maori.

- ***Realising potential***

We value and celebrate effort, success, innovation and creativity. We believe high expectations promote student achievement and encourage social responsibility.



- ***Mutual respect and self-management***

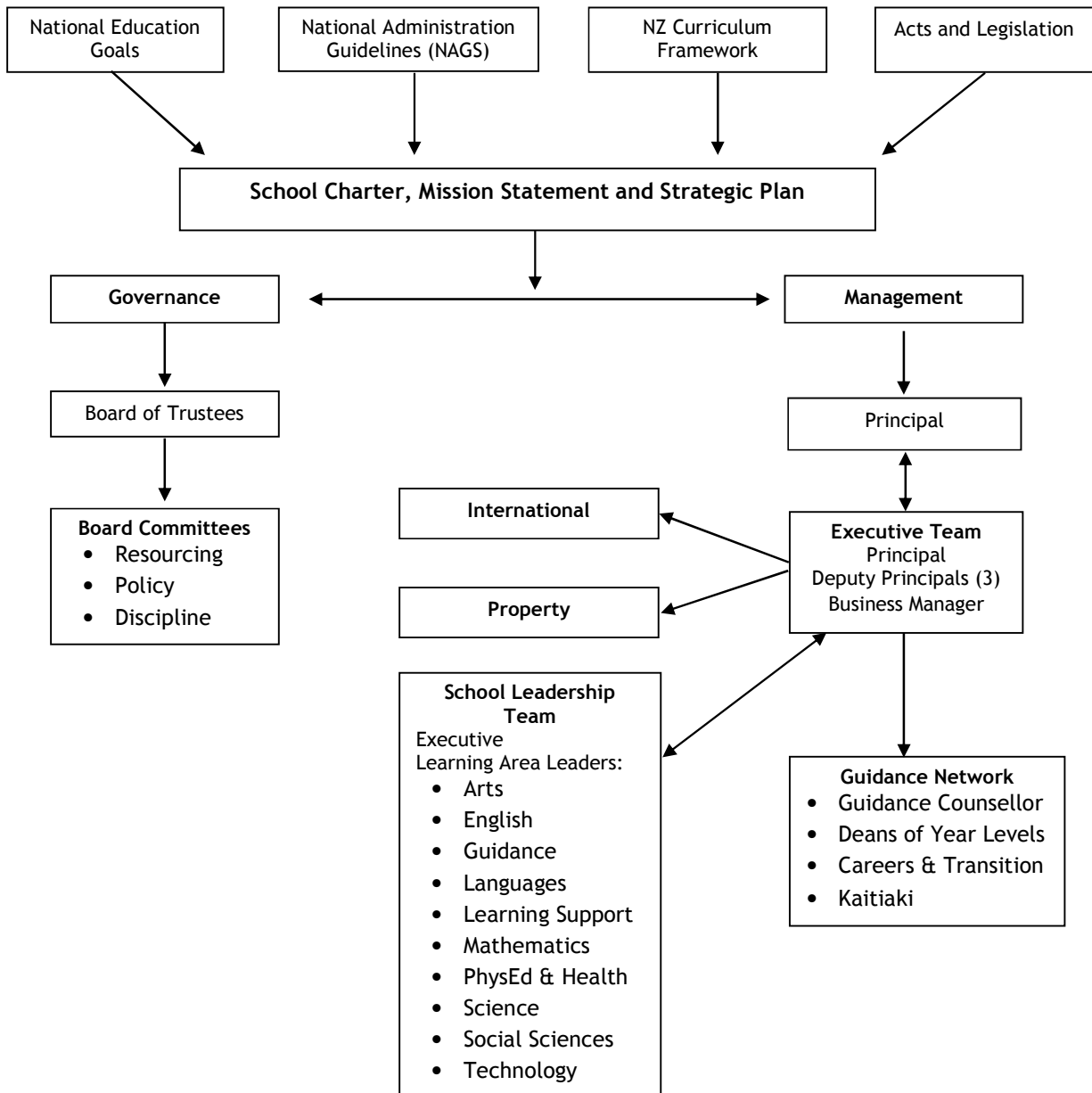
Onslow is characterised by a mature interaction between staff and students. Teachers and students are treated with respect and students share responsibility for learning with their teachers.

- ***Lifelong learning***

Students are engaged and developed as lifelong learners. They are taught how to learn by high quality and motivated staff who continue to learn themselves.



ORGANISATION & MANAGEMENT



BOARD OF TRUSTEES

Shelley MURDOCH Careers consultant Self employed	Chairperson	Elected
Tony COOKE Manager National Health Board	Parent	Elected
Debbie IVERSEN Judicial Administrator High Court	Parent	Elected
Gail DEWAR School Principal	Parent	Elected
Mike DOOGAN Lawyer	Parent	Elected
Jenny Kaye POTAKA Librarian Parliamentary Service	Whanau	Co-opted
Peter LEGGAT Principal, Onslow College	Principal	
Rose GERVEN Teacher, Onslow College	Staff representative	Elected
Marilyn WILD Teacher, Onslow College	Staff representative	Elected
Robbie NICOL Student	Student representative	Elected

BOARD OF TRUSTEES REPORT

Shelley Murdoch: BoT Chair

The 2010 year culminated in the exciting appointment of a new Principal to take Onslow College forward with renewed vision and energy. Recognising that this was one of the most pivotal and influential tasks the board could undertake, the board established and followed a thorough and rigorous recruitment process. This included the involvement of an external advisor and drew on the skills and expertise available. Students, staff, whanau and the board were all involved in the comprehensive process, and this appointment was a key focus for the board during 2010. New Principal, Peter Leggat took up the reins at Onslow at the start of 2011 following a very smooth transition.

The staff, board and many in the wider Onslow community acknowledge the commitment and positive contribution Hamish Davidson, our Acting Principal since mid 2009, made to the life of the school. His effective management, confident leadership and wonderful sense of humour were appreciated through a challenging year. Hamish's work raising the profile of Onslow particularly in the international education market should also be recognised.

Work to enhance the physical environment of the school continued with consultation and design for the development of the media studies and library areas. Hamish Davidson led the project and involved staff and students with the architects in the design phase. Construction for phase 1 - the media studies space - began late in the year.

Following the significant reduction in government funding for Adult Community Education (ACE) programmes, the board made a commitment to continue to support the Onslow ACE programme. The 2010 year proved successful with the programme continuing to attract strong numbers to classes and delivering at full cost recovery.

My thanks go to my fellow board members. It has been a particularly busy year for the board, requiring significant commitment to the Principal appointment process alongside the month to month governance work of the board. During 2010 the national triennial elections were held in May. Onslow College runs off-set elections - with three parent representatives elected at the national triennial elections and the other two at the elections half way through the triennium. We farewelled long serving staff representative Tim Stubbs and valued parent representatives Bruce Somerville and Spiro Anastasiou who stood down at the election. Tony Cooke was re-elected at that time and Gail Dewar and Mike Doogan joined as the new parent representatives.

Final thanks must go to our outstanding teachers, whose energy, commitment and resilience were well demonstrated throughout the unsettled and challenging months of protracted national industrial action as well as the natural uncertainty caused by leadership transition. High quality staff at the school are the key to effective teaching and learning and we place high value on, and are well served by, our skilled teachers.

PRINCIPAL'S REPORT

Prepared on behalf of Hamish Davidson, Acting Principal 2010

2010 saw a very settled start to the year with pleasing academic results to celebrate from the previous year and staff refreshed and ready for another good year. Onslow College is fortunate to be able to continue to attract and retain high quality staff who are committed to enabling all of our students to fulfil their potential as learners and as members of our community. This commitment results in Onslow College students achieving at the highest levels. NCEA results consistently demonstrate that we are one of the leading co-educational schools in New Zealand and one of the top three state schools in the Wellington Region.

In addition to the work done in the classroom teachers and other staff are active in ensuring that our students have access to a wide range of extra-curricular activities. It gave an increasing number of students the opportunity to engage in a wide range of sports. It meant that the Stage Challenge students gave an outstanding performance in competition and that the school musical production - Les Miserables was an outstanding success.

Of course the quality of a school is not determined by the teaching staff alone. Onslow College has excellent support staff who back up the teaching and learning in the school. Our teacher aides, office staff, property crew, Library team and others provide excellent support for staff and students alike.

Onslow College is also fortunate that there are a large number of parents and other members of our community who are prepared to give time, energy and expertise to the school and to support student activities. The Board of Trustees members assume a significant responsibility which absorbs many more hours than they are ever told about before standing for election. The active PTA, Whanau and Learning Support Parents group all make a valuable contribution to the school. We are also fortunate that many parents act as coaches, managers, facilitators for many sports teams and other activities.

The pastoral care provided at Onslow College continues to be a real strength. The Deans, Guidance Counsellors, Kaitiaki and Careers Advisor continue to provide excellent advice and guidance to our students. The Learning Support Department also provides outstanding programmes and support for those students who face extra challenges at school.

2010 marked another step forward in the College's property development plan which aims to provide staff and students with a quality teaching and learning environment. The refurbished "O Block, formally handed over at the end of January 2010 is a major milestone. It provides the English Department with a base for the first time in many years. It means that the Learning Support Department moves out of the large cupboard it has been operating in and into facilities that enable individual and small group work with students and a quality working environment for staff. Finally it enables the International Department to present a new face to our markets which is important in a field that is highly competitive yet vital to the schools ability to provide resources not funded through the Ministry of Education.

The students of Onslow College are young people we can all be proud of. Their attitude towards their education is superb and something that certainly allows their teachers to build positive learning relationships with them. The school has a unique atmosphere and environment that some outside the school find hard to describe. However we have a very clear school ethos and it is about every person in this school striving to achieve the best possible outcomes in all their endeavours by making the most of their individual talents and abilities and by utilising the knowledge, experience and expertise that exists in the school and the community. All of this may be done without a lot of fanfare and formal ceremony, but it is done nevertheless and none of us should subscribe to comments or attitudes that undermine these achievements."

The breadth and level of these achievements are highlighted elsewhere in this report. All of these activities are achieved alongside student leadership and participation in areas such as School Councils, Peer Support, Peer Mediation, peer mentoring and tutoring, sports coaching and active participation in the appointment of staff. Students at Onslow have an expectation to be involved in their school and they make a significant contribution to all areas of school operation.

After 18 months as Acting Principal, Hamish Davidson finished in that role in December. The school was fortunate to have someone with his enthusiasm and energy and he made a significant contribution to Onslow College in his time as Principal. On behalf of the whole school community I would like to acknowledge Hamish's work and thank him for leaving Onslow College in a very healthy state.

ROLL

At the time of the March 1st 2010 return:

	2010	2009	2008	2007	2006
YEAR 9	215	242	214	243	236
YEAR 10	238	231	244	232	220
YEAR 11	238	257	247	221	249
YEAR 12	257	259	229	234	257
YEAR 13	237	202	190	218	169
TOTAL	1,185	1,191	1,124	1,148	1,133

VARIANCE REPORT

2010 ANNUAL PLAN AND GOALS

1. CURRICULUM	
<i>To provide a curriculum which engages and challenges all students and allows each student to achieve excellence in their own terms</i>	
ACTIONS	OUTCOMES
Curriculum Review: To what extent does the current curriculum and delivery meet the needs of our learning community?	Initial work done with Geoff Childs and individual subject data collected to guide decision making.
Continued implementation of the New Zealand Curriculum	Increased use and awareness of e-learning. Learning Areas implemented the NZC
Poutama - develop on basis of review findings; embed Te Ao; introduce Te Waharo	Poutama established as a sustainable programme with sufficient whanau and student support. Maori learning contexts becoming an integral part of all learning areas.
Review of Learning Support, Guidance, Careers	Areas are organised and resourced and operate programmes that are effective in supporting student learning. A review was completed in November and provided to the Board.
Provide students with monthly updates on credit totals	Monthly printouts provided for parents so progress could be tracked

2. STUDENTS	
<i>To develop Onslow College's student centred philosophy by providing increased opportunities for students to engage with school.</i>	
ACTIONS	OUTCOMES
Attendance - 80% attendance rate at all year levels	Attendance at Years 9-11 achieved the target but concerns still remain at Year 13
Create a process for recognising student achievement	Greater recognition of achievements has been made at assemblies.
Establish an agreed approach to identifying students with special abilities	Students with special abilities report that they have had opportunity for challenge, extension and enrichment.
Expand student leadership opportunities	School and Year Level Councils have genuine input into school decision making processes. Environment Group drives the Environment Strategic Plan Sports Council established and operating.
PC Schools used efficiently and effectively to inform decision making, planning etc.	Teaching and support staff report that they are able to access to necessary information to inform planning and student management. Still some work to do around making data more accessible for staff.

3. PERSONNEL

To continue to attract and retain high calibre staff in all aspects of school life in order to ensure the best opportunities for our students.

ACTIONS	OUTCOMES
We will receive Investors in People Accreditation	Middle and senior leadership have a clear understanding of the nature of their leadership roles and how these operate within Onslow College.
Support staff to develop e-Learning capacity	Increased use of Moodle to support teaching and learning; teachers report greater confidence in use of IT resources.
Implement a TPL programme which provides teachers with an opportunity to address individual needs within the context of the school goals	Teacher TPL logs reflect learning throughout the year and complement appraisal findings.

4. RESOURCING

To provide superior resources for students and staff which enable the development of 21st century teaching practices and which provide a quality learning and working environment for staff and students as well as appropriate facilities to support co-curricular activities

ACTIONS	OUTCOMES
Library Strategic Plan completed	The plan was completed and used as the basis for the planned library renovation.
ICT (e-Learning) Strategic plan completed	Phase 2 - Plan ready in time to inform planning and resourcing decisions for 2011 and beyond. The need for a robust wireless network has been identified.
Learning environments 1. Media Room	Funding and consent for the project was confirmed with construction due for early 2011
2. Table Mountain	Rooms 60 and 61 retained and upgraded. Rooms 48 and 49 removed and replaced with extended parking area
3. Classroom refurbishment	Although there was no progress with this goal, the staff property group was formed to look at this in 2011. Some basic renovations were carried out by Henner.
4. Developing awareness of developments in school design and alternative teaching spaces	All staff are well placed to contribute to the development of concepts for the next 5 Year Property Plan.

5. COMMUNITY

To continue to ensure that Onslow College shows genuine commitment to its role as a community school.

ACTIONS	OUTCOMES
Implement <i>School Links</i>	Increased communication between home and school / reduced truancy / parents report improved awareness of school events etc.
Continue to develop the school website as a key information and communication tool	Usage reports show high traffic, parents report regular use of the website.
Create a successful and viable ACE programme	A sustainable and self -programme was established returning a profit to the school.

NATIONAL QUALIFICATIONS

NCEA: Overall

Level	Onslow		NZ		NZ Decile 8-10		Wellington	
	2010	2009	2010	2009	2010	2009	2010	2009
One	86.6	84.3	73.5	71.8	83.7	85.6	74.0	73.6
Two	87.9	85.3	79.2	71.8	86.2	88.0	80.2	77.4
Three	73.3	74.7	72.8	70.4	83.0	83.2	74.3	70.8
U E	74.4	78.8	65.4	64.6	63.3	74.3	68.0	66.1

NCEA: Literacy & Numeracy

Level	Onslow		NZ		NZ Decile 8-10		Wellington	
	2010	2009	2010	2009	2010	2009	2010	2009
Lit	93.4	91.7	78.5	79.0	83.4	83.9	88.9	87.4
Num	97.5	97.3	86.7	85.8	88.2	87.7	77.6	75.2

NCEA: Gender

Level	Gender	Onslow		NZ		NZ Decile 8-10		Wellington	
		2010	2009	2010	2009	2010	2009	2010	2009
One	Male	84.8	83.6	70.1	67.8	79.2	76.8	70.5	70.4
	Female	88.7	86.2	77.4	75.9	87.2	86.0	77.6	76.9
Two	Male	88.9	83.5	75	71.3	81.5	79.3	77.4	73.9
	Female	89.3	87.8	83.3	80.6	90.5	89.0	82.8	80.7
Three	Male	67.6	77.8	67.9	63.9	73.2	70.1	70.5	64.3
	Female	80.0	77.5	77.6	75.8	85.8	84.1	77.8	76.5
U E	Male	68.5	76.9	60.7	59.4	68.5	67.8	64.5	62.0
	Female	81.1	81.7	69.6	69.0	81.1	80.3	71.1	69.7

NCEA: Maori Student Achievement

Level	Onslow		NZ		NZ Decile 8-10		Wellington	
	2010	2009	2010	2009	2010	2009	2010	2009
One	53.3	68.8	59.2	56.8	70.4	67.4	55.2	56.8
Two	64.7	70.0	68.9	63.8	76.4	73.8	68.6	63.8
Three	56.3	85.7	60.7	54.4	66.3	61.1	57.8	54.4

NCEA: Endorsements

Level		Onslow		NZ		NZ Decile 8-10		Wellington	
		2010	2009	2010	2009	2010	2009	2010	2009
One	M	35.0	37.5	29.0	26.8	37.3	33.5	30.4	28.5
	Ex	11.7	8.8	9.1	7.9	14.0	9.6	12.1	10.0
Two	M	31.8	30.7	20.3	19.3	28.0	29.3	23.5	21.8
	Ex	7.1	9.9	6.4	4.8	9.6	9.5	8.2	7.8
Three	M	31.5	25.9	22.8	20.9	28.6	24.5	23.0	22.0
	Ex	4.0	6.5	5.5	5.2	7.3	6.1	5.5	7.0

Comments

The results for 2010 clearly show that our students enjoy academic success at Onslow College and that they are given the opportunity and support to do so. We achieve above national benchmarks as well as those for Wellington schools and Decile 8-10 schools especially in Levels 1 & 2.

The results for numeracy and literacy are outstanding and are at least 10% up on national and Decile 8-10 schools and over 20% up on Wellington schools.

Gender analysis shows girls achieving slightly higher than boys at Level 1 & 2 and significantly higher at Level 3. Results for both girls and boys are comparable to Decile 8-10 schools and above Wellington schools.

Pleasing endorsement figures show that our students are being challenged to achieve at the higher levels and are doing so although the results for excellence at Level 3 were not as good as for other years and tend to reflect the general pattern for the school of slightly lower achievement levels at Level 3.

While the achievement of our very small cohort of Maori students is not as high as we would like, one pleasing aspect is the fact that all (100%) Maori students have achieved at least Level 2 by the time they leave Year 13. This allows them entry to future tertiary level study.

Overall the academic results for Onslow College are outstanding and they clearly show us to be among the top co-ed schools in the country and in the top 3 for Wellington. These results are the product of the positive learning relationship staff and students enjoy and a clear school culture of achievement. Both staff and students are to be congratulated for these results.

SCHOLARSHIP

Dylan Majurey	Graphics - Outstanding Scholarship		
Tim Sullivan	Physics & calculus		
Emily Dinsdale	Chemistry & Calculus		
Sam Buchanan	Art History	Nick Butler	Geography
Donald Dingwall	Statistics	Patrick Hayes	Graphics
Emily Hughes	Media Studies	James Hunter	Graphics
Madeline McIntyre	English	Tristan Nysse	Statistics
Evin Ngadisastra	Accounting	Alex Purvis	Graphics
Sara Riordan	Art History	Ben Stokes	Graphics
Mikayla Turner	History	Sean van Oossanen	Graphics
Henry Wylde	Statistics	Garry Yan	Accounting

LEARNING AREA HIGHLIGHTS

SCIENCE

The junior science course was enriched by fresh Nature of Science (NOS) units which were either newly developed (e.g. "Scale" in Yr 9 and "Chemistry of Life" in Yr 10) or completely revised during 2009/10. The shift in focus from content to concepts with greater emphasis on Nature of Science (NOS) has made teaching (and learning) in junior science more enjoyable and has provided opportunities for greater differentiation in activities and assessment tasks.

We had a new, enthusiastic science teacher joining the Team Teaching project and one of our established teachers continuing his involvement, so that ideas, strategies and resources are filtered back to all teachers.

In recognition of the tendency over past years for assessment to dominate learning in senior science programmes, we have made a deliberate move to reduce the number of NCEA credits attached to courses. One of the research findings informing the current Standards Alignment Project is that students cannot do justice in an external assessment to more than three standards. Certainly students have tended to self-select one of four/five standards and not even attempt it in the external exam. Reducing the number of standards attached to courses has freed up term time for teaching and learning so we can focus on deeper learning so as to encourage/allow students to achieve merit/excellence in their externals. Analysis of 2010 data shows this was a successful strategy with significantly more Merit and Excellence grades, far fewer SNA(subject not attempted) and overall students gaining as many if not more credits in total. Reducing assessment has certainly freed up term time for teaching and learning so we can focus on depth rather than breadth.

The International Young Physicists' Tournament (IYPT) success at international level in 2010 has led to an influx of fresh young students eager to join the programme as minions to older students and a junior team has also been formed.

A new tool Science Thinking with Evidence (STWE) is being used to track students' thinking in science and exploring ways to process the data to reflect NOS objectives and Key Competencies so it can be better used to inform our teaching.

It has been great to have continuity of staff from 2010/2011 since the team works so well together.

LEARNING SUPPORT

Highlights include moving into the new area of O Block with the efficient office space, rooms to work with students, teachers and carers. We now have places to meet with teacher aides.

Combined these have made a huge difference to how we work as a team within in the school.

We have also had greater involvement with Wellington wide activities for students with special / learning needs where our teams participated in athletics, tennis and swimming.

The Christchurch trip - Year 10 activities week was a fantastic opportunity for 8 students to have a residential trip. This has provided a great springboard for some activities that are planned for this year - e.g. Life skills at lunchtime in room 50.

There is increased use of year 13 peer supporters who ran a rota lunchtime programme for students who have difficulty socialising / taking advantage of school opportunities

A number of year 13 students were trained to support junior students with moderate learning needs as reader / writers for tests and assessments. Some very positive relationships subsequently developed as well as saving the department a large amount of money as we did not need to pay for external support. This has been rewarding for both parties.

Another positive move has been the introduction of ASDAN Award Schemes in the school. This scheme is designed to recognise all round achievements of students who may not otherwise reach Level 1. The programme ran well in Year 11 transition for selected students. Two students achieved Bronze award, with another 4 almost completing (to finish this year).

The Team teaching approach was extended to Year 11 transition where 10 students with learning support profiles achieved a higher than usual number of unit standards and credits.

Closer links forged with Transition and Gateway - which will provide more pathways for students with learning needs.

Team teaching is built on the successful work of the previous year. New teachers came on board and analysis of data suggests that the programme has a very positive effect on the selected cohort of students.

ENGLISH

We have continued to use, review and refine portfolio use at year 9 and 10 which encourages students to reflect on their learning in a meaningful way and promotes the key competencies. We have reworked our level one programme to take into account the realignment of standards. This represents a massive workload unacknowledged by the ministry.

In the departmental review process we decided to dissolve our 11 Enl classes and try a fully inclusive model using differentiation. In addition we are trailing a half year level 2 literacy only class.

We have played an integral part in the school team teaching initiative with Sandra Gillies and Liana Macdonald participating and Sandra facilitating. These teachers have shared their knowledge and strategies with the wider department.

We have focused on using PATs and NCEA results to inform planning.

We have worked to raise the profile of the department through a poetry competition, quotations of the day in notices and a very successful Library/English week involving a visiting writer, quizzes, competitions etc.

We have focused on encouraging all year 10s to attempt unit standard 8808, wide reading, with positive results.

We have enjoyed having a workroom and a cluster of refurbished English rooms in the same vicinity in O block. This has improved morale in the department and facilitated better co-operative practices amongst teachers.

In Media Studies, we have continued to use, review and refine student use of electronic systems for the submission of NCEA work. This has encouraged students to present work of quality both academically and in most cases aesthetically.

We have studied the results of the previous year's external NCEA results and these have informed planning and minor course changes.

We have encouraged all students to attempt all of the standards offered in order to overcome the reluctances some students had to attempt the external ones.

We have raised the profile of the subject through the film evening and the planned re-development of the media suite will certainly benefit those students studying this course.

TECHNOLOGY

Design Technology

The first Achievement Standard was trialed at Level 1 DTE and achieved exceptionally good results that included 12 Excellences.

Pre-Apprenticeship Construction students achieved the best results to date, and constructed beehives, enabling the inception of the Onslow Apiary

Graphics

Continued excellent performance at NCEA L1 and L2; well above the Decile 10 average. The Level 3 programme is also very strong culminating in 6 Scholarships in L3!

Onslow Graphics students work is being used as the basis for National exemplars at Level 1.

Food Nutrition & Technology

Five students gained a HETTANZ excellence certificate in Home Economics at level 1

Five 13NFT students gained an excellence grade in the external achievement standard. More than we have had before. Overall school result for this standard was well above national average.

Fashion and Design

Sue Hannaway was away from school on a Royal Society awarded teacher fellowship; working at Starfish Wholesale and Massey University fashion design department.

One achievement standard was introduced at Level 1 in preparation for the standards alignment (Eight Excellences were achieved which bodes well for future changes to Levels 2 & 3)
The Year 13's held a fashion show with an invited Judge to determine finalists for a national competition (Mary Self from Nancy's embroidery)
Two students successfully applied for the costume design course at Toi Whakaari (very limited numbers!) and at least 4 were accepted into tertiary design/visual art/fashion courses.
A successful end of year NCEA exhibition was set up by YEAR 11 students.
School trips to fabric stores in town and Kaiwharawhara supported students in their project fabric choices. Weekend and holiday workshops were offered to students for project and portfolio assistance.

Digital technologies

Dr Neil Leslie was appointed as of a permanent staff member in Computer Science and Programming. Students were involved in the Alice Challenge for Girls - and Onslow won gold medals for this event. A group of students also attended the Tech Hui and brought back some interesting ideas for consideration.
There were some good results in ICAS and NCEA.

Onslow College Digital Technologies staff ran teacher professional learning in programming towards new level one standards in Digital Technologies and staff were involved in the regional phase for development of curriculum resources that will be on-going in 2011-2012.

Neil ran a teacher professional learning opportunity at the Digital Technologies Symposium on "Logical Depiction Methodologies".
The games club was well supported.

SOCIAL SCIENCE

Includes: Geography, History, Economics, Accounting, Tourism, Classics & Social Studies

Geography

Onslow student achievement is similar or above the National average at all levels.
Females out performed males at all levels. This gap is wider for Internal Achievement Standards.
Maori students outperformed their Decile 10 counterparts (16% excellence vs. 10% NZ Maori)
Achievement in external examinations is higher than Internal Achievement Standards
The percentage of external excellence grades is higher than the NZ Decile 10 figures at all levels.
Onslow males performed better and the NZ Decile 10 males in external exams at all levels.
Pacific students gain more credits through internal assessment than external assessment.

History

There was a low rate of Not Achieved's and higher level of Excellence compared to Decile 8-10 co-ed schools across all levels. This is a pattern for external and internal achievement standards. For example: Level One, Onslow students had 9.5% Not Achieved compared to 15.9% nationally and Onslow students had 16.8% Excellence compared to 13.4% nationally.
Achievement in Internal Achievement Standards is slightly higher than achievement in External Achievement Standards.
Female achievement is higher than male achievement in Internal Achievement Standards. This is more noticeable in Levels 1 and 2.
Male students achieving higher than Decile 8-10 counterparts in internal and external examinations at all levels.

Economics

Achievement of Excellence at Level One is high but Achieved and Merits are low compared to national average.
Females achieving better than males
Achievement of external achievement standards at Merit and Excellence level is lower than national average.
Achievement of Level 2 internal standards is on par with national average although Onslow students achieve less Excellence.
Level 2, external achievement high score Merits and Excellence.
Internal achievement at Level 3 compares poorly with national average

Accounting

A large group are achieving at a high level, there is also a large group not achieving. Particular standards have been identified where achievement at Not Achieved level is higher than National average.

AS90028-Analysis and Interpretation, Level One was targeted in 2010. This target was met.

AS 90505-Management Decision Making, Level Three was a target in 2010 and was not met. This is identified as a target for 2011.

AS 90220-Describe the conceptual basis of Accounting for a Sole Proprietor was identified as a target for 2010. This was not met. This has not been identified as a focus in 2011 as it is not a priority for the group.

Tourism

The introduction of new standards may have contributed to the drop in achievement compared to national average because students and teachers have to adapt to the new assessment criteria. Students are opting out of assessment once they have accumulated enough credits for their desired pathway or if the credits do not contribute to their pathway.

Transition

Students gained an average of 16/27 credits with females achieving more credits than males.

Pacific achievement is high with students gaining more than 18 credits. Year 11

Students achieved an average of 13/21 credits.

Pacific achievement varies compared to non Pacific students.

Classics

Overall performance at Levels Two and Three are at or above national average.

Achievement at higher levels (Merit and Excellence) is similar or higher than national average.

Achievement of Internal Achievement Standards compares well with national figures.

Maori achievement is better than the national average but do not achieve at Merit or Excellence level.

Male and female achievement is similar to national achievement for both genders.

Achievement of male and female Onslow students is similar for Levels Two and Three.

Social Studies

Year 9 Male achievement has increased in comparison to 2009.

There has been a slight increase in Maori student achievement in mainstream Social Studies classes.

Year 10 Female achievement is better than male achievement.

Male's Not Achieving has increased in comparison to 2009, this is especially so for Inquiry.

Summary

The strength of this learning area is the ability of the staff to work cohesively as a group on improving teaching and learning. The staff investigate and consider new strategies and approaches to teaching and learning in an effort to raise the level of engagement and achievement of all students across the subjects in the Social Sciences. This achievement is evident in the board reports presented.

ARTS

Stage Challenge

Onslow College gained 2nd place in the open division in Wellington (night 2)

Les Miserables

The combined music / drama department production of *Les Miserables* played to full houses in August.

Rock 'n' Roll Camelot

Full length rock opera: written by students Reuben Daube, Rian Kannemeyer and Alex, directed by students Gabrielle Wilson and Daniel Walker-Bowell. Performed April 2010 in the Arts Centre, Onslow College.

Big Sing

The Onslow College choir took the award for best performance of a New Zealand composition at the annual Big Sing festival in Wellington. The piece was co-written by Carol Shortis and student Callum White.

Sheilah Winn Shakespeare

Neenah Dekkers-Reihana was selected for direct entry to the National Festival. From there, she was selected to join the Shakespeare Globe Centre Young Shakespeare Company for 2011. The Young Shakespeare Company head to London in June for workshops and performances at the Globe Theatre.

Cassie Sutherland was awarded “best female performance in a tragedy” for her role in *Romeo and Juliet*.

Developments and initiatives

A key focus for the Arts Learning Area in late 2009 and 2010 was to develop a shared vision and a set of values to underpin the teaching and learning in Art, Music and Drama. The result of this process has been greater clarity on what the primary purpose of learning in each discipline is. This is informing planning with regard to improving student achievement in Key Competencies. As one response to the desirability of differentiated programmes of learning, the Music Department introduced a new course, 12MUP (music practical). This course is aimed at students who are primarily interested in performance. Part of the delivery of this course involved a team teaching approach.

Staffing

Bolke Water took study leave in 2010 to commence a Master of Theatre Arts in Directing at Toi Whakaari / New Zealand Drama School and Victoria University of Wellington.

Konstantina Tsina took over as Head of Drama. Naomi Joel was Learning Area Leader (Arts) for 2010. Johnathan Lovering was Head of Art.

Justin Pearce and Katherine Hodge shared the job of Head of Music.

LANGUAGES

The Languages Learning Area comprises ESOL, Te Reo Māori and the Languages Departments. All concerned had very busy and productive years with mixed results.

A new strategy for vocabulary learning in the modern foreign languages and Te Reo Māori had our students gain more than 1, 300,000 points via the Languages Perfect website. Students and teachers alike find this programme has taken some of the pain out of vocabulary learning and that this well suits almost all students according to their level and ability. The only limitation we have found is for dyslexic students who likely need to work with another student or adult to type in their answers.

A number of self-motivated students entered the Football World Cup vocabulary competition and the Languages Olympics competition. The most creditable performance in the Languages World Cup was that of Tim Sullivan (German) who won a Gold award in the Languages Olympics. The school gained 10th place overall out of a pool of 266 schools in Australasia. A number of students also gained gold, silver and bronze awards for their performances in the Languages Olympics.

The Languages and ESOL Departments combines again for a large International Food Fair in August during International Language Week. This was used as a fundraising exercise and approximately \$900 was raised.

Japanese

My classes are small. A number of students also have native speakers in their families (Mum is Japanese, etc). Therefore this report is only my impression about my students' skills.

Level 1- They have reasonably good skills of all areas. 2 students in Year 11 Japanese class got 1st and 2nd places in Wellington Regional Speech Contest in 2010. Ryan Park passed the Japanese Proficiency Test, N5 (It is beyond NCEA Level 2) with full marks (100%) at the end of the year.

Level 2- 3 students passed N5 of the JLPT. NCEA results were not really good, so many of them gave up doing Japanese this year. They are an Achieved level group.

Hayden Smith got a Scholarship to go to Japan in January.

Level 3 - 1 student (Tim Sullivan) passed N4 (It is much beyond NCEA Level 3) of JLPT. Chanil Park got 3rd place in Wellington Regional Speech Contest. NCEA Level 3- Writing skills are better than listening skills. This pattern has been repeated for several years.

Spanish

The writing standard was dropped at all levels in order to focus on the reading and listening skills, which students find easier. At level 1 we were slightly above the Decile 8-10 rate for not achieved in both externals. This is likely to be due to having 2 years less than other Decile 8-10 schools.

This is the last year students will have the opportunity to start Spanish in year 11.

At level 2 the not achieved rate was in line with the Decile 8-10 results. Results at level 2 tend to be lower than other year groups, with students picking up again at level 3. Students often achieve the external standard at level 3, even where they have failed it at level 2.

At level 3 students again did very well, with a lower not achieved rate than the 8-10 average. All students in year 13 achieved at least 15 credits, allowing them to use Spanish as one of their university entrance subjects.

German

At all levels students performed as expected. There were no surprises - good or bad!

It is difficult to make meaningful comparisons with other learners in Decile 8-10 schools given small numbers. Grades reflect individual effort expended and in part, ability.

Levels 1 and 2 had a combined class, whilst the Level 3 class was separate. I felt both Level 1 and 2 students performed well despite this configuration and the fact they have two very different courses.

At all levels at least one student gained Ex for all standards and several gained a pleasing mix of Ex and Merit passes.

It was marked that 4 of the 10 students in Level 3 opted out of the external writing task. This pattern was even more marked in Level 3 French where 4 of 8 opted out and only one of the group passed (with Achieved)

Two students from the Year 12 class participated in the NZ-Germany two month exchange to Germany over the summer break.

French

For the first time in 2010 there was a combined Level 2 and 3 French classes. The more senior of the classes was particularly weak and it may be that the combined nature of the class militated against their producing better grades than they did. Overall grades in all externals were poor- 2 of 8 gained an Achieved in Listening; 4 gained an Achieved and 2 a Merit grade in Reading. As stated previously, only one student gained a pass in the Writing task.

The Level 2 performed better and the Level 1, which has a number of very able and motivated languages learners, produced very good overall grades. One of this group who took French as a 7th subject (off-line) gained 6 Ex grades.

Te Reo Māori

Students attempted standards at Level 1 -3. Students combined in one class which made for considerable challenges both for the class room teacher and the learners. Bes results were gained at Level 2 where a number of committed and capable students passed all standards. One student failed one standard. One student gained Ex grades in a two of the three externals and two of the seven in the class gained three merits in the externals.

HEALTH & PHYSICAL EDUCATION

Curriculum

Success of our Senior PE programmes in terms of teaching content and structure as we believe we are offering exciting programmes at all Senior levels (i.e. Year 11 - Triathlon/teamwork, Year12 - Kayaking Marlborough Sounds, Coaching Primary students, 'Circus', Year 13 - Golf Practical and Theory, Coast to Coast)

We are still looking to improve our academic outcomes across all NCEA Levels. This is an aspect that we have built into our department goals for the last couple of years.

We have completed our review/evaluation of the Junior PE programme. We feel we have this where we want it.

Next step (a goal for 2011) is to revamp the Junior Health programme.

We have maintained a huge amount of contact with community organisations to aid in the delivery of our programmes (some examples are: Keith Spry Pool, Golf Warehouse, Marlborough Sounds Adventure Co., St. Brigids School, West Park School, AFL New Zealand, Wellington 'Ultimate' Assoc., and many Community 'Help' Agencies as part of the Year 10 Health unit)

Staffing

Only the one change to staffing. It was the first year at Onslow College for Anna Hyett as maternity leave position for Jo Te Morenga. Anna has given the department plenty of energy and enthusiasm.

Property

Work done on the Rec. Centre has improved 'roof-leak' issues considerably. Although not 100% leak-free, there has been a vast improvement.

Numerous smaller maintenance jobs have been addressed this year. There has been a huge improvement in job completion, staff availability for these jobs, etc. since the re-structuring of the Property Department.

Co-Curricular

Very successful Athletics Day and Cross Country events run by the department which has translated into success in Inter-school competitions.

An area of concern is the lack of Senior involvement at both Athletics Day and Cross Country

MATHEMATICS

Staffing

The Mathematics Learning Area was fully staffed with a team of dedicated specialist maths teachers for 2010. We were glad to have the services of Subhag Chand for the year in part-time capacity, and fortunate to have Jocelyn Maxwell ably step in when Subhag was asked to cover Computing classes in term 2. It was with regret that we bid farewell at the end of the year to George Beckley, who returned to England after two years with us, and Dennis Rockell, who resigned to pursue PhD studies.

New developments

2010 was the year of national implementation of the new curriculum up to year 10 level, and some work was done to prepare for the new Level 1 Mathematics achievement standards in 2011. The removal of the Level 1 and 2 unit standards may bring challenges in creating relevant and realistic NCEA courses for our less academic senior students.

The Mathematics section of our Moodle site was redesigned and all course information was put on, with the help of Karen Thompson, our resource assistant, who was trained for this. Use of the UK website MyMaths, trialled in 2009, mainly with juniors, was increased by all teachers, and exploring full use of this resource will be a goal for 2011. The review of the Mathematics LA, completed during the year, gives recommendations for further areas of focus.

Student achievement

Senior students continued to perform to a high standard in NCEA assessments, a credit to the work of themselves and their teachers. Comparison with Decile 8 - 10 schools confirms patterns seen in recent years, with significantly fewer Onslow students failing to achieve the standards, in both external and internal assessments, at every level. Level 1 numeracy rates remain very high and it was gratifying to see the number of year 11 Practical Mathematics students succeeding in two Level 1 externals.

Eight students gained scholarship passes in mathematics in 2010, three in Calculus and five in Statistics and Modeling. Four year 13 students were enrolled in a first year mathematics paper at Canterbury University, having it as one of their timetabled subjects, and all achieved highly, Emily Dinsdale gaining a final grade of A+. Unfortunately, Canterbury University has decided not to continue offering this course to distance learners. To better cater for the students who take Level 3 Calculus in year 12, we decided to develop a new year 13 course, Advanced Statistics and Modeling, for 2011.

Competition successes:

There was a very pleasing increase in the number of students entering mathematics competitions in 2010 compared to the previous year, with twice as many entering. Notable successes include three students in each of year 9 and 10 gaining Top 100 or 200 awards in the National Bank Junior Maths Competition and 10 students gaining Distinction or High Distinction awards in the Australian Mathematics Competition.

In the year's 9 to 11 Mathswell team competition that takes place during term 3 between the approximately 30 secondary schools in the greater Wellington region, the Onslow College junior teams performed particularly well. Both the year 9 team and the year 10 team were placed 3rd in their respective competitions.

COMMUNITY EDUCATION

Following the removal of government funding for community education, Onslow College decided to run a self-sustaining programme to meet the perceived needs of our community. This has proven very popular and successful with 25 classes throughout Term Three and 31 classes catering for 450 students in Term Four. All classes are user pay and there is obviously a lot of demand for them. We are fortunate to have a group of enthusiastic tutors who offer a broad range of courses.