

Onslow College Annual Implementation Plan

<div><div>Summary of the plan</div><div><div>Vision Statement:</div><div>Kei konei mātou ka poipoia ō mātou puāwaitanga ka ea hoki ō mātou wawata</div></div><div><div>We bring ourselves, together we are nurtured to thrive and realise our aspirations</div></div><div><div>VALUES</div><div>MANAAKITANGA – We nurture and treat each other with respect and generosity</div><div>WHANAUNGATANGA – We value and grow relationships, we take time to know each other and work to make sure that everyone can feel safe and thrive</div><div>KAITIAKITANGA – We recognise our responsibilities to protect and look after our environments and the things that we value to support our own and our community’s wellbeing</div><div>VALUING DIVERSITY - We are inclusive and respectful of all the many ways of being that make us who we are as unique individuals and as a community</div><div>PURSUING GROWTH – We strive to grow and achieve together, to consistently pursue our goals with determination, and to value life-long learning</div></div><div><div>Strategic Goals</div><div><div>Wellbeing: enhance hauora and inclusion, so we all feel included and safe</div><div>Over two years, this goal will focus on:</div><div>improving staff, student and whānau understanding of Restorative and Relational Practice (RRP);</div><div>implementing an Ako programme that provides a consistent experience for staff and students;</div><div>developing and implementing the professional growth cycle for staff; and,</div><div>engaging with RespectEd (a community provider) to provide programmes that encourage healthy relationships and protect young people, while supporting staff and students with disclosures.</div></div><div><div>Te Tiriti o Waitangi: Give effect to Te Tiriti O Waitangi in all facets of the kura</div><div>Over 2 years, this goal will focus on:</div><div>all systems, processes, and policies across all levels of the school being informed by Te Ati Awa Taranaki whānui as mana whenua;</div><div>embedding Mātauranga Māori across the curriculum and increasing the localized curriculum content and approaches to teaching and learning;</div><div>making sure that rangatahi Māori have authentic Māori learning experiences;</div><div>ensuring that all ākonga/students comprehend how to give effect to Te Tiriti o Waitangi; and,</div><div>ensuring Te Reo is compulsory for all junior ākonga/students in 2025</div></div><div><div>Achievement: Create great student outcomes through the provision of learner-centred programmes</div><div>Over 2 years, this goal will focus on:</div><div>ensuring that all classes provide learning and assessment that is accessible, challenging and allows all students to experience success;</div><div>embedding the NCEA changes and offering courses in the senior school that are relevant to the modern world;</div><div>making sure that all staff and students can engage in pathway planning and</div><div>responsive careers education and that the school is collaborating with our community;</div><div>ensuring the junior curriculum will offer a solid foundation with a focus on literacy and numeracy; and,</div><div>ensuring our ākonga/students will achieve above the national level, with Māori achieving as Māori at or above the level of all students nationally foreach year group.</div></div><div><div>Property – To create a physical environment that enhances and nurtures ākonga/students and staff</div><div>Over 2 years, this goal will focus on:</div><div>regular reporting on the progress of property development;</div><div>managing property maintenance projects to ensure minimal disruption for our community; and,</div><div>advocating and planning for improvements in existing property not included in Stage 1 of the rebuild.</div></div></div></div>	
<div><div>Where we are currently at:</div><div>To progress Wellbeing we introduced RRP two years ago. There has been full staff training and Deans and middle leaders have had training on how to run restorative meetings. We need to grow the capacity of our staff to run these meetings and spend time developing student and whānau understanding of RRP so the expectations are the same for everyone.</div><div>Ako was introduced in 2017 and teachers have worked hard to build learning relationships with students. Feedback from students, staff and whānau has highlighted that there is a lack of consistency in what students and whānau can expect in Ako classes. The community would like to see a more consistent programme.</div></div>	

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<p>The Learning Conversation Tool has been the basis of our Growth Cycle for 3 years. With he the development of Onslow College’s Effective Teacher Profile we want to link the areas we are focusing on (RRP, UDL, Mātauranga Māori) to the Growth Cycle in a consistent and clear way for all staff.</p> <p>We wish to develop a safe environment for students who report issues of harm. Students have shared that they do not feel there is consistency in staff approaches and that education needs to be provided to support this.</p> <p>We have focused on being a bi-cultural school for the last 3 years. We feel the next step is support every member of our community to give effect to Te Tiriti o Waitangi and to continue to build our relationship with Te Ati Awa Taranaki whānui so they partner in all that we do. We introduced compulsory Te Reo at Year 9 in 2023 and aim to have compulsory Te Reo at Y9 and 10 in 2025. This will involve supporting staff professional learning and strategic hiring of staff.</p> <p>In 2023 we began implementing Universal Design for Learning. We need to connect this to our introduction of Google as a platform for learning and ensure that staff understand how to implement UDL in their classes. This will sit alongside embedding the NCEA Level 1 changes while developing a curriculum that modernized and integrated for our senior students.</p> <p>Careers has been available to students in the school but there is not a clear plan for students to access careers from Y9 to Y13 and there is not a clear collaboration with our community.</p> <p>We need to ensure that we continue to have the high attainment of literacy and numeracy we have achieved with the implementation of the new standards.</p> <p>Māori are not achieving at the same level as Pākeha students at any levels.</p> <p>Property continues to be substandard with the progress with the Ministry on roofing being steady but underwhelming in they way they are approaching care for buildings that are staying and very slow progress on the new build.</p> <p>Regulation 9(1)(e)</p>
<p>How will our targets and actions give effect to Te Tiriti o Waitangi:</p> <p>Te Tiriti o Waitangi: Give effect to Te Tiriti O Waitangi in all facets of the kura</p> <p>Over 2 years, this goal will focus on:</p> <p>all systems, processes, and policies across all levels of the school being informed by Te Ati Awa as mana whenua;</p> <p>embedding Mātauranga Māori across the curriculum and increasing the localized curriculum content and approaches to teaching and learning;</p> <p>making sure that rangatahi Māori have authentic Māori learning experiences;</p> <p>ensuring that all ākonga/students comprehend how to give effect to Te Tiriti o Waitangi; and,</p> <p>ensuring Te Reo is compulsory for all junior ākonga/students in 2025</p> <p>Regulation 9(1)(g)</p>
<p>Your plan needs to include how the teaching and learning strategies and programmes of your school support students to progress and achieve with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, and on addressing the needs of students whose needs have not yet been well met.</p> <p>Ensuring that all classes provide learning and assessment that is accessible, challenging and allows all students to experience success (UDL)</p> <p>Ensuring our ākonga/students will achieve above the national level, with Māori achieving as Māori at or above the level of all students nationally foreach year group</p> <p>Ensuring the junior curriculum will offer a solid foundation with a focus on literacy and numeracy</p> <p>Improving staff, student and whānau understanding of Restorative and Relational Practice (RRP)</p> <p>Ensuring that all ākonga/students comprehend how to give effect to Te Tiriti o Waitangi;</p> <p>Ensuring Te Reo is compulsory for all junior ākonga/students in 2025</p> <p>Making sure that rangatahi Māori have authentic Māori learning experiences</p> <p>Regulation 9(1)(f)</p>

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Strategic Goal 1 Wellbeing: enhance hauora and inclusion, so we all feel included and safe. <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: Improving staff, student and whānau understanding of Restorative and Relational Practice (RRP) <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? 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 <i>Regulation 9(1)(d)</i>				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Staff – New staff to be inducted into RRP Teachers all confident to run mini chats Middle leaders confident to run restorative conversations Senior Leaders confident to run larger restorative conversations	BCO	Restorative Approaches PLD – Access to the PLD both onsite and offsite. PL time for staff – Tuesday morning PL 3x per term and time once a term for small groups of staff Time to focus on this in Learning Areas at the beginning of each LA meeting	Term One and Two	All new staff complete induction All teachers are supported to run mini-conferences and KAMAR shows that this is the process being used. Aim 80% Deans and Learning Area Leaders are all running restorative conversations and KAMAR shows this process. Aim 60% Senior Leader are called upon to run restorative conversations. Aim 100% Success will be the spread of skills and the number of teachers leading conversations will increase. In 2023 50% of staff indicated confidence with minichats, 10% of Middle leaders indicated confidence with restorative conversations and 50% of Senior Leaders were confident to run larger restorative conversations.
Students	BCO	Ako time Dean lead and Ako Teacher PLD time	Term Two and Three	Students understand the restorative process and Deans and SLT do not have to spend time teaching it when an issue arises. Senior can articulate to Ako teachers what restorative, relational practice is and how it works at Onslow College. Survey of whānau and students will show an increase in understanding of restorative practice.

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Whānau	BCO	Support of Communications Co-ordinator Time to plan communications and education evening for parents	Term Three and Four	Whānau understand the restorative process and Deans and SLT do not have to spend time teaching it when an issue arises. Senior can articulate to Ako teachers what restorative, relational practice is and how it works at Onslow College.
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Strategic Goal 1 Wellbeing: enhance hauora and inclusion, so we all feel included and safe. Regulation 9(1)(a)				
Annual Target/Goal: Implementing an Ako programme that provides a consistent experience for staff and students Regulation 9(1)(a)				
What do we expect to see by the end of the year? Staff will know what is expected at each year level for Ako. There will be resources to support this and Deans will lead Ako teachers to implement the expectations. Students will articulate what they have experienced in ako class and this will show consistency within the Year Levels. Regulation 9(1)(d)				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
Develop resources for all Year Levels for Ako time.	WJU	Time to develop the resources and present them to teachers.	Term 1 - 3	There will be a full year programme for each Ako class available.
Enhance the Deans Leadership skills so they are leading the Ako teachers in their Year group, designing and modelling best practice.	WJU	Leadership development PD for Deans. Time for Deans to meet with Ako teachers.	Term 1-4	Deans will be leading Ako teacher meetings which are focused on student activities and tracking of students. This will support the consistency of Ako time.
Building agency in Ako teachers so they can deliver a consistent a programme.	WJU	Time for Deans and SLT to work with Ako teachers and the resources for each Year Level.	Term 1-4	Ako teachers are delivering a consistent programme and can articulate the approach for their year level and what tracking they have completed. 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.

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Strategic Goal 1 Wellbeing: enhance hauora and inclusion, so we all feel included and safe. <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: Developing and implementing the professional growth cycle for staff. <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? Every staff member will have been involved in the Growth Cycle and will understand the Effective Teacher Profile and how it links to the strategic plan at Onslow College <i>Regulation 9(1)(d)</i>				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Develop and implement a growth cycle for all to use.	WJO	Time to develop the cycle. Time for staff to engage with the growth cycle. This will be associated with the PD for restorative, UDL and mātauranga māori	Term One	Every teacher completes the Growth Cycle
Link the growth cycle to the Effective Teacher Profile.	WJO	PD for staff on the Effective Teacher Profile	Term two - four	Each growth cycle shows a growth in teacher understanding of the Effective Teacher Profile.

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Strategic Goal 1 Wellbeing: enhance hauora and inclusion, so we all feel included and safe. Regulation 9(1)(a)				
Annual Target/Goal: Engaging with RespectEd (a community provider) to provide programmes that encourage healthy relationships and protect young people, while supporting staff and students with disclosures Regulation 9(1)(a)				
What do we expect to see by the end of the year? Scoping completed of what is happening at Onslow College. Deans and SLT to have completed the training. Regulation 9(1)(d)				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
RespectEd completes the scoping and identifies the areas for training.	MSH	Payment of contract	Term One	Scoping report identifies strengths and weaknesses and a PD is identified for staff.
Training is offered to Deans and SLT	MSH	Payment of contract	Term Two, Three and Four	Deans and SLT have completed training.

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Strategic Goal 2 Te Tiriti o Waitangi: Give effect to Te Tiriti O Waitangi in all facets of the kura <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: All systems, processes, and policies across all levels of the school being informed by Te Ati Awa Taranaki Whānui as mana whenua <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? A school that has progressed being decolonised. A partnership with Te Āti Awa Taranaki Whānui which means they are involved in all aspects of school life <i>Regulation 9(1)(d)</i>				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
The Board seeks input from Te Ati Awa Taranaki Whānui about which policies and how they reflect partnership.	Board Policy Committee	Consultant fee and time from Board Policy Committee	Full year	Policies reflect input from Te Ati Awa Taranaki Whānui and there is a mechanism being developed for ongoing input.
SLT continue to work with Huia/EdSec to align change management, building projects with aspirations of Te Ati Awa Taranaki Whānui	MSH	PLD funding to support SLT work with EdSec	Full Year	Building project reflects a partnership between Te Atiawa and the school and the Whare is prioritised. Change Management initiatives prioritise Te Atiawa achievement and aspirations
Learning Area Leaders are all prioritising students understanding of Te Tiriti o Waitangi and use of tikanga and te reo is evident from staff.	MSH BCO	Kāuru led PD for staff in Terms 2 and 3 – Level 3 Te Reo School led PD for staff through the year – Level 1 & 2 Te Reo PL for staff from Te Ātiawa and staff at Onslow regarding local history and tikanga	Full Year	All staff develop a pepeha, know 2 karakia, can participate in 3 waiata and can explain pōwhiri and that we follow Te Ātiawa procol

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Strategic Goal 2 Te Tiriti o Waitangi: Give effect to Te Tiriti O Waitangi in all facets of the kura <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: Embedding Mātauranga Māori across the curriculum and increasing the localised curriculum content and approaches to teaching and learning <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? Mātuaranga Māori is evident across the curriculum and valued by staff, whānau and students. <i>Regulation 9(1)(d)</i>				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Learnning Area Leaders spend time each have time with Huia/Ed Sec to develop their understanding of mātauranga māori and the localised curriculum in their area.	SLT	PLD time for each Learning Area Lead with Huia/EdSec	Full Year	Learning Area Leaders can clearly articulate how they are embedding mātauranga māori and localised curriculum in their learning areas and this is evident in classroom observations.
Once a term each learning area shares how they are embedding mātauranga māori and the localised curriculum in their area at a LAL meeting.	MSH	Time at LAL meetings	Full Year	Learning Area Leaders can clearly articulate how they are embedding mātauranga māori and localised curriculum in their learning areas and this is evident in classroom observations.
A curriculum is developed and offered to students which walks beside the whare being built and allows rangatahi māori to have authentic learning experiences	BCO	Relief cover for staff involved Release time for staff to develop course PLD for staff involved Access to specialists ie carving, tukutuku	Full Year	15 Students gain 14 credits from a course focused around the building of the whare

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Strategic Goal 2 Te Tiriti o Waitangi: Give effect to Te Tiriti O Waitangi in all facets of the kura <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: 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 <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? Te Tiriti o Waitangi and partnership is evident in students' experiences and how they see staff act and interact with each other and Te Reo is compulsory at Year 9 and 10 in 2025 <i>Regulation 9(1)(d)</i>				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Year 9 students participate in Te Reo lessons and Aotearoa histories is prioritised A Year 10 Te Reo course is ready and it is compulsory in 2025	SLT	Te Reo Teachers PLD for Aotearoa histories	All year	Students complete Y9 Te Reo and a Y10 programme is ready to implement in 2025 and the school has the staff to provide a high quality programme.
Māori Performing Arts is offered as a subject in 2024 and grows to a junior and senior subject in 2025	BCO	Māori performing arts teacher Flexible timetabling Resourcing the class	All year	Students complete the year in 2024 and senior students gain at least 14 credits. There is a junior and senior Māori Performing Arts courses running in 2025
All students are supported to understand their responsibilities under the te tiriti and the explanation of why is shared by all staff	MSH	PLD at staff meetings Restorative training to support student learning	All year	Māori students and staff report in focus group that there has been an improvement in the way that students and staff speak about and show understanding of the treaty and they do not feel they have to 'defend' its place at Onslow College. Staff

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Strategic Goal 3 Achievement: Create great student outcomes through the provision of learner-centred programmes				
Regulation 9(1)(a)				
Annual Target/Goal: Ensuring that all classes provide learning and assessment that is accessible, challenging and allows all students to experience success				
Regulation 9(1)(a)				
What do we expect to see by the end of the year? Universal Design for Learning will be evident in all classes and increased understanding will be apparent in teachers growth cycles.				
Regulation 9(1)(d)				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)
Growth Cycle is linked to Effective Teacher Profile and UDL is evident as an expected area of expertise or growth	BMI	PLD time WSL support LLT and LAL Meeting Time	All Year	UDL will be evident in classes and all staff will have self assessed in the growth cycle
Google classrooms will be set up consistently across the school with UDL design in mind	WJO BMI	PLD Time LLT and LAL Meeting Time	Term One	Consistency of set up across the school Students in focus group report consistency of experience across subjects in the school
Staff are supported to use tracking to inform their teaching and assessment practice	SMI	Tracking data for classroom and Ako teachers PLD to understand data and how to use it	All year	Improved achievement in NCEA. Māori student achievement to raise by 20% at each level.

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Strategic Goal 3 Achievement: Create great student outcomes through the provision of learner-centred programmes <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: Embedding the NCEA changes and offering courses in the senior school that are relevant to the modern world <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? 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. <i>Regulation 9(1)(d)</i>				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Senior curriculum is reviewed and other approaches considered	WJO	Time with LAL and staff to review	Term 1	Staff have considered other options offered at other kura and what they see as positive and challenging about our current offering
New senior curriculum is offered that offered that provides greater flexibility for students	WJO	Time to plan and review	Ready beginning Term 3	A new curriculum is offered that provides great flexibility for students
NCEA changes are actioned	WJO WJU MSI	PLD LAL Time	Through out the year	Staff and students are confidently navigating the new content, structures and standards

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Strategic Goal 3 Achievement: Create great student outcomes through the provision of learner-centred programmes <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: 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 <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? Careers will have a programme from Y9 to Y13 (informed by Te Ātiawa) 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 <i>Regulation 9(1)(d)</i>				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Careers meet with Te Ātiawa for PLD for planning pathways for students	SMI	PLD time with Te Ātiawa	Term 1	Meeting has occurred and there has been a change in the careers programme offered to students at one year level
Careers trial a programme for all Year 9 students and plan how to extend this into Year 10 and 11	SMI	Planning time Timetabling to allow access to students	Term 2, 3 and 4	Year 9 Careers programme is trialled and there are plans in place for Year 10 and 11 in 2025
Careers ensures there are opportunities for the community to engage with students once a term.	SMI	Contacts within the community	Throughout the year	There has been community involvement in careers once a term in 2024. Careers survey includes gathering data about how many students have engaged with the community about their pathway in 2024.

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Strategic Goal 3 Achievement: Create great student outcomes through the provision of learner-centred programme <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: Ensuring the junior curriculum will offer a solid foundation with a focus on literacy and numeracy <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? Numeracy and Literacy remain a focus in the junior school with an integrated approach being developed <i>Regulation 9(1)(d)</i>				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Year 9 literacy and numeracy classes will continue and Year 10 and literacy and numeracy classes will run.	SMI WJU	Line of the timetable to English and Science to lead literacy and numeracy development in Y10	All Year	Successful programme is continued and developed in which means 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.
Links to how other learning areas can support the literacy and numeracy programme will be developed and shared with other learning areas.	SMI WJU	Line in the timetable and the staff leading the programme Time at LLT meetings	All Year	Staff across the school are aware of their responsibilities for supporting numeracy and literacy and are showing this in their planning in the junior school.

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Strategic Goal 3 Achievement: Create great student outcomes through the provision of learner-centred programme				
Regulation 9(1)(a)				
Annual Target/Goal: 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				
Regulation 9(1)(a)				
What do we expect to see by the end of the year? 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.				
Regulation 9(1)(d)				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)
A detailed tracking programme is implemented across the school focused on attendance and achievement	SMI	Tracking Programme Time to meet with LAL	All Year	20% improvement in results for Māori ākonga at Level 1, 2 and 3
Tuwherowhero provides support for students	SMI	Staffing	All Year	As above
There is dedicated time for Ako tracking and for Ako teachers to communicate with whānau	SMI	PLD re tracking Time slot twice a term for Ako teacher tracking and whānau communication	All Year	As above

Onslow College Annual Implementation Plan

Strategic Goal 4 Property – To create a physical environment that enhances and nurtures ākonga/students and staff <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: 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. <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? Building progress, reroofing progress, stage 1 signed off, minimal disruption to learning. <i>Regulation 9(1)(d)</i>				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
All meetings are attended by the school and all deadlines set for the school are met. 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. The main build is signed off and a start date is assigned.	MSH WJO	School staff time Property Budget 5 Year Plan Budget Ministry Budget Commitment	wju	The Whare is started in 2024 and completed in 2025. The turf is started in 2024 and completed in 2025. Stage One is signed off and a start date for building assigned. Re-roofing continues to the staged plan with no classes cancelled. The music and hall board led project is designed and started in 2024.