



Onslow College - Annual Implementation Plan 2025

Wellbeing - Enhance hauora and inclusion, so we all feel included and safe.	1. Embed the use of Restorative and Relational Practice (RRP): Increase whānau and student ability to articulate their understanding of RRP.	1.1: Provide training for all staff on RRP principles and techniques.	1.1: 100% of staff inducted in RRP by the end of term 2.	WJU / Julia	
		1.2: Ensure staff regularly engage in RRP strategies (e.g., mini-chats) with students.	1.2: At least 90% feeling confident in applying these practices, such as mini-chats (reported through survey).	WJU / Julia	
		1.3: Host workshops and provide accessible materials for whānau and students about RRP.	1.3: At least one community information evening is run on the topic of RRP.	WJU / Julia	
		1.4: Use surveys or group activities to assess students' understanding of RRP.	1.4: 80% of students and whānau report they can explain RRP in their own words after participating in workshops or activities.	WJU / Julia	
	2. Increase staff confidence with RRP: Staff confidence with implementing RRP will increase through training and practice.	2.1: Provide specific training for middle leaders on how to facilitate restorative conferences.	2.1: Staff training on how to facilitate conferences is delivered by the end of Term 3.	WJU / Julia	
		2.2: Middle leaders to lead at least one restorative conference, with support and feedback from senior leaders.	2.2: 90% of middle leaders report (via survey) confidence in leading restorative conferences by the end of the year.	WJU / Julia	
	3. Deliver a robust Ako programme at each Year Level: A comprehensive Ako programme will be delivered, and the learning outcomes communicated with the community. Staff will be provided with a well-structured Ako programme, including resources. All staff will have a clear understanding of the expectations and objectives for Ako at each year level, ensuring consistent delivery across the school.	3.1: Create and provide a comprehensive Ako programme, aligned with school values, to be delivered throughout the year at each year level.	3.1: All Ako classes will have a complete and structured year-long programme available, with resources provided by the start of the school year.	WJU / Julia	
		3.2: Ensure that all Ako teachers receive the necessary resources to effectively deliver the programme.	3.2: The Ako dashboard provides structured resources throughout the whole year.	WJU / Julia	
		3.3: Gather student feedback at the end of Term 3 to assess how consistent the Ako programme experience is across all year levels.	3.3: By the end of Term 3, 75% of students will report satisfaction with the consistency of the Ako programme.	WJU / Julia	
		3.4: Collect feedback from Ako teachers regarding their engagement with and effectiveness of the programme.	3.4 Year Level Deans report on the level of engagement and delivery of the programme from their Ako teachers.	WJU / Julia	
		3.5: There is dedicated time for Ako tracking and for Ako teachers to communicate with whānau. Staff report contact with all whānau in their Ako class each term.	3.5 Dean/Ako teachers meet every 3 weeks. A focus of this time is on tracking and contacting whānau	WJU / Julia	
		3.6: Information about the Ako Programme will be shared through newsletters, the school website, and Ako Conferences to ensure broad engagement.	3.6: At least 2 communications will be shared to the community on the learning aspects and impacts of the programme (with student feedback included).	WJU / Julia	
	4. Deans lead and support Ako delivery: Deans will lead Ako staff in the delivery of the programme and provide feedback on its impact for each class.	4.1: Deans will support Ako teachers in programme delivery and submit termly reports on the response of each Ako class to their Deputy Principal.	See 3.4/3.5	WJU / Julia	
		4.2: Deans will monitor and report any correlations between student engagement in the Ako programme and changes in attendance.	4.2: Each Ako class will provide feedback to their Ako Class rep who in turn meet with Year Level Deans	WJU / Julia	
	Te Tiriti o Waitangi - Give effect to Te Tiriti o Waitangi in all facets of the kura	5. Indigenising the school and strengthening partnership with Te Āti Awa Taranaki Whānui: All systems, processes, and policies across the school will be informed by Te Āti Awa Taranaki Whānui as mana whenua, ensuring a true partnership with the iwi that is reflected in every aspect of school life.	5.1: Ensure that all school policies and procedures reflect input from Te Āti Awa Taranaki Whānui, with a mechanism developed for ongoing consultation.	5.1: By the end of the school year, all school policies and procedures will incorporate Te Āti Awa Taranaki Whānui input.	WJO / Jono
			5.2: The building project reflects a partnership between Te Āti Awa and the school, ensuring their involvement in the operation and use of the whare once it is opened.	5.2: The building project will reflect a true partnership, and by the opening of the whare, Te Āti Awa will be actively involved in its operation.	WJO / Jono BKR / Katrina
5.3: Prioritise Te Āti Awa achievement and aspirations within all change management processes.			5.3: Change management initiatives are explored and initiated in consultation with Te Āti Awa	MSH / Sheena	
6. Embedding Mātauranga Māori and localised curriculum approaches: Mātauranga Māori will be embedded across the curriculum, and the localised curriculum content and teaching approaches will increase, ensuring the integration of Māori knowledge and perspectives throughout all learning areas. Students will be actively involved in projects that help them deepen their connection to te ao Māori and Māori identity while making academic progress, such as the building of the whare, which will contribute to their academic progress.		6.1: Ensure that Learning Area Leaders can clearly articulate and demonstrate how they are embedding Mātauranga Māori and localised curriculum content in their learning areas.	6.1: By the end of school year, 100% of Learning Area Leaders will be able to clearly articulate the embedding of Mātauranga Māori and localised curriculum in their areas, and this will be visible in classroom observations.	WJU / Julia WJO / Jono	
		6.2: Support staff to implement karakia at the start and end each school day.	6.2: 100% of teachers will have implemented start and end of day karakia by the end of the Term 2.	WJO / Jono	
		6.3: Provide ongoing Te Reo Māori lessons for staff.	6.3: Attendance will be reported back to the Board	WJO / Jono	
		6.4: Ensure that all front-of-house communication incorporates Te Reo Māori and Te Āti Awa Taranaki Whānui values.	6.4: All front-of-house communication will reflect Te Reo Māori and Te Āti Awa values by the end of Term 3.	WJO / Jono	
		6.5: Students are involved in the building of the whare and it is the basis for achieving credits.	6.5: At least 15 students gaining credits for their work on this.	WJO / Jono	
7. Te Tiriti o Waitangi and reo Māori integration: The principles of Te Tiriti o Waitangi and the Māori language will be integrated across all aspects of school life, including decision-making and teaching practices.		7.1: Fully embed Year 9 Te Reo Māori as a compulsory subject by the end of Term 1. Investigation is completed on the best way for Te Reo pathways from 2026. Evaluation and recommendation is made for Everyday Māori Year 10 Te Reo in 2026.	7.1: By the end of Term 1, Year 9 Te Reo Māori will be fully embedded as a compulsory subject, and the Year 10 Everyday Māori programme will be implemented.	JLE / Leanne	
		7.2: Complete an investigation into the best Te Reo Māori pathways for 2026, with surveys and interviews conducted in Term 1 and recommendations made by Week 5 of Term 2.	7.2: A full investigation into Te Reo Māori pathways from 2026 will be completed by the end of Term 3, with recommendations delivered by the end of Week 5 in Term 3.	JLE / Leanne	
	7.3: Students' understanding of how to give effect to Te Tiriti o Waitangi is addressed in Year 9 and 10 Te Ao Tangata programmes	7.3: 100% of students will have participated in Te Tiriti o Waitangi learning experiences by the end of Term 4.	JLE / Leanne		
	7.4: Develop school waiata, haka, karakia for use in 2026.	7.4: School waiata, haka, karakia for use in 2026 are developed by the end of the school year.	JLE / Leanne		
Achievement - Create great student outcomes through the provision of learner-centred programmes	8. Develop pedagogy, tracking, and agency in teaching and learning to ensure our ākonga/students will achieve their goals: Universal Design for Learning will be evident in all classes and increased understanding will be apparent in teachers' growth cycles, while achievement is lifted for our Māori and Pasifika students.	8.1: Develop and implement the 75-minute UDL pedagogy across all learning areas, linked to the Effective Teacher Profile.	8.1: Mid-year reflection of 75 minute spells will be collected from staff and students and reported in Term 3. End of year analysis will be completed of next steps, successes and work ons.	BMI / Michael JLE / Leanne	
		8.2: Ensure all teaching staff engage with the Effective Teacher Profile and use it for Registration.	8.2: By the end of the school year, 100% of staff can articulate the key aspects of UDL pedagogy used in their teaching, and related this to the Effective Teacher Profile for re-certification.	BMI / Michael	
		8.3: Support our staff to use tracking for teaching and assessment practices, which will be linked to student achievement.	8.3: The course booklet will be developed to reflect these changes, and curriculum integration will be evident in planning.	BMI / Michael	
		8.4: Review up-to-date teaching pedagogy research and analyse how Onslow College's UDL framework aligns with current best practices.	8.4: Prepare a report on UDL alignment for discussion in Term 4.	BMI / Michael	
		8.5: Investigate the appropriateness and application of Artificial Intelligence platforms for teaching and learning in 2026 and beyond.	8.5: A report on the potential use of Artificial Intelligence platforms will be prepared and discussed with the Board by the end of Term 3.	WJO / Jono	
		8.6: A detailed tracking programme is implemented across the school focused on attendance and above the national level, with Māori achieving as Māori at or above the level of all students nationally for each year group.	8.6: Tracking will be effectively used to inform teaching, resulting in equity in Māori and Pasifika student achievement across levels and our general student achievement level is maintained for NCEA.	BMI / Michael	
	9. Curriculum review and development for Senior and Junior students: Curriculum is reviewed and updated, students are provided with agency within courses, and staff continue to implement NCEA Changes.	9.1: Review and modify NCEA courses to provide more flexibility and student agency.	9.1: By the end of the year, each Year 13 course will have planned to have at least one aspect of integration with another course for 2026	BMI / Michael WJU / Julia	
		9.2: Align the junior curriculum with school values and prepare it for implementation in 2026.	9.2: The junior curriculum will be linked to school values and ready for implementation in 2026	WJU / Julia	
		9.3: Develop a course booklet that better reflects the curriculum and content for junior and senior subjects.	9.3: The course booklet will be developed to reflect these changes, and curriculum integration will be evident in planning.	BMI / Michael WJU / Julia	
		9.4: Senior curriculum is reviewed and a proposal finalised for curriculum development in 2026.	See 9.1	WJO / Jono BMI / Michael WJU / Julia	
10. Strengthening community and career education integration: Careers continues to build partnerships with the community and delivers career education through the Ako programme.	10.1: Continue to build partnerships with the community to deliver career education through the Ako programme.	10.1: By the end of the year, the Careers Hauora programme will be implemented, and the Ako careers programme will be delivered across all year levels.	WJO / Jono WJU / Julia		
	10.2: Implement the Smart Waikato programme.	10.2: Two community interactions will occur each term to support students' understanding of career pathways.	WJO / Jono		
	10.3: Deliver the Ako careers programme at each year level with age-appropriate content that connects students with community pathways.		WJO / Jono		
	10.4: Facilitate two community interactions per term to support student understanding of career pathways.		WJO / Jono		
11. Literacy and Numeracy approaches are embedded: Literacy and Numeracy is developed so that all Learning Areas have a clear understanding of their responsibilities. It is embedded across the School and we are developing an integrated approach to Literacy and Numeracy for 2026 implementation	11.1: Ensure consistent measurement and reporting of student progress in literacy and numeracy at the end of each term, with clear communication to whānau regarding progress toward the Curriculum Achievement Areas (CAA).	11.1: Progress in literacy and numeracy will be assessed and communicated to whānau by the end of each term.	JLE / Leanne BMI / Michael WJU / Julia		
	11.2: Develop measurable milestones for literacy and numeracy and share these milestones with parents at the end of Term 2 and Term 4.	11.2: Measurable milestones will be developed and shared with whānau by the end of Term 2 and Term 4, ensuring transparency in student progress.	JLE / Leanne BMI / Michael WJU / Julia		
	11.3: By the end of each term, all students will have their literacy and numeracy progress measured and communicated to their whānau.	11.3: By the end of Term 2 and Term 4, measurable literacy and numeracy milestones will be shared with via reports, with clear indicators of student progress	BMI / Michael JLE / Leanne WJU / Julia		
	11.4: Develop and implement an integrated literacy and numeracy approach across all departments for 2026.	11.4: Departments will collaborate to develop an integrated approach to teaching literacy and numeracy, ensuring it is in place by 2026.	JLE / Leanne BMI / Michael WJU / Julia		
Property - To create a physical environment that enhances and nurtures ākonga/students and staff	12.1: Ensure regular reporting on property development progress, ensuring minimal disruption to student learning and community engagement.	12.1: Provide termly updates on the progress of property development to the community through clear communication.	BKR / Katrina WJO / Jono		
	12.2: Ensure the timely delivery of all programmes as outlined in the property development plan, with clear communication to the community.	12.2: 75% of property projects are delivered on time in 2025.	BKR / Katrina WJO / Jono		
	12.3: Advocate and plan for improvements in existing property not included in Stage 1 of the rebuild.	12.3: Key areas for property improvements beyond Stage 1 of the rebuild are identified and presented to the board by the end of term 3. Evidence of Advocacy for these projects is provided to the board.	WJO / Jono BKR / Katrina		
	12.4: Engage students and staff in understanding and demonstrating the value of kaitiaki (guardianship) within the school environment.	12.4: By the end of the school year, at least 80% of students and staff will have participated in activities or discussions demonstrating the value of kaitiaki at school.	BKR / Katrina WJO / Jono		
	13. There is a decrease in vandalism: A collaborative initiative is designed by school and student leadership to decrease the vandalism at the school.	13.1: Measure the number of vandalism entries in Frankie (school reporting system) in Term 1 to establish a baseline.	13.1: Record the number of incidents of vandalism reported in Frankie in Term 1 as a baseline to track improvement.	BKR / Katrina WJO / Jono	
13.2: Develop and deliver a plan in Term 2 with Deans, the Student Leadership, and SLT to work with students and address vandalism.		13.2: In Term 3, Deans, Student Leadership, and SLT will collaborate to develop a clear action plan to educate students about the consequences of vandalism and promote positive school values.	BKR / Katrina WJO / Jono		
13.3: Re-measure the number of vandalism entries in Frankie by the end of Term 4 to assess the effectiveness of the plan and decrease in incidents.		13.3: By the end of Term 4, vandalism incidents in Frankie will have decreased by at least 20% compared to the baseline measurement in Term 1.	BKR / Katrina WJO / Jono		