

Onslow College - Annual Implementation Plan 2026

Strategic Goal	2026 Annual Goal	Target No.	2026 Target	Measure No.	2026 Measure	SLT Owner			
Wellbeing — Enhance hauora and inclusion, so we all feel included and safe.	1. Continue to strengthen Restorative and Relational Practice (RRP) into student culture.	1.1	Implement and embed student-focused initiatives for managing conflict using RRP principles.	1.1.1	Peer Mediation is continued as a means to resolve student-student conflict by the end of Term 1.	Jono (WJO)			
				1.1.2	Guidance counsellors report on the number of students supported to resolve conflict through restorative conferencing.	Jono (WJO)			
		2. Strengthen staff capability in RRP.	2.1	Deliver a tailored RRP induction for all new staff, and then provide a follow up session for new staff after a term in the role.	2.1.1	100% of new staff complete induction, and 100% complete the follow up within their first term.	Julia (WJU)		
	2.2.1				All Deans and LALs have completed restorative mini-conference training.	Julia (WJU)			
	2.2		Provide conference training for Deans and Learning Area Leaders (LALs) to facilitate higher stakes mini-conferences.	2.2.2	LALs have been involved in mini conferences involving student-student or student-teacher conflict.	Julia (WJU)			
				3.1	Implement the "Taku Ara" framework and updated resources within the year-long Ako programme at all levels.	3.1.1	100% of Ako classes utilise the "Taku Ara" modules.	Julia (WJU)	
	3. Deliver and refine the Ako programme.	3.1	Implement the "Taku Ara" framework and updated resources within the year-long Ako programme at all levels.	3.1.2	75% of students report satisfaction with Ako programme consistency.	Julia (WJU)			
				3.2.1	Termly feedback from Deans confirms consistent delivery across all year levels; and areas for follow up are identified and addressed.	Julia (WJU)			
				3.2.2	Ako programme feedback received in Term 1.	Julia (WJU)			
				3.2.3	Ako programme feedback received in Term 2.	Julia (WJU)			
				3.2.4	Ako programme feedback received in Term 3.	Julia (WJU)			
				3.2.5	Ako programme feedback received in Term 4.	Julia (WJU)			
	Te Tiriti o Waitangi — Give effect to Te Tiriti o Waitangi in all facets of the kura	4. Strengthen partnership with Te Āti Awa Taranaki Whānui.	4.1	Implement the Memorandum of Understanding (MOU) between Onslow College and Te Āti Awa.	4.1.1	The policy committee seeks Te Āti Awa input on all new or amended policies.	Jono (WJO)		
5. Embed Mātauranga Māori and Localised Curriculum.					5.1	Deploy a localised curriculum framework and sites of significance resources across all departments.	5.1.1	100% of LALs can demonstrate Mātauranga Māori in their planning, activities and resources.	Jono (WJO)
							5.2.1	A schoolwide course outline is shared for Whare adornment opportunities, and students take the opportunity to engage with mātauranga Māori in the context of adorning the Whare.	Jono (WJO)
		5.2	Develop and deliver a schoolwide Whare adornment programme.	5.2.2	Teaching staff report back on the extent of engagement.	Jono (WJO)			
				5.3.1	Rangatahi Māori are enabled to engage with mātauranga Māori and earn between 10-20 credits in the context of adorning the Whare.	Jono (WJO)			
6. Integrate Kawa, Tikanga, and Reo Māori.		6.1	Deliver the 10KAT programme to all Year 10 students, focusing on the kawa and tikanga of the new marae.	6.1.1	The 10KAT programme is developed and implemented.	Leanne (JLE)			
				6.1.2	Use student voice to complete an evaluation the programme to enhance the programmes for 2027.	Leanne (JLE)			
				6.2.1	Increase the number of students selecting Te Reo Māori from Y10-Y13 through the Te Reo Māori curriculum pathway.	6.2.1	Te Reo Māori student <i>retention</i> from Year 9 – Year 10 shows a measurable increase from 2025 levels.	Leanne (JLE)	
						6.2.2	Te Reo Māori student <i>numbers</i> show a measurable increase from 2025 levels.	Leanne (JLE)	
7. Develop cultural identity and capability.		7.1	Collaborate with mana whenua to create school waiata and haka. Additional karakia are embedded across the kura.	7.1.1	New school waiata and haka are composed and ready for school-wide teaching in Term 1, 2027.	Jono (WJO)			
				8.1	Enhance cultural identity and foster a strong sense of belonging for participating rangatahi.	8.1.1	By the end of Term 4, 2026, rangatahi participating in the Whānau Manaaki Class will indicate that the class has positively impacted their cultural confidence, sense of identity, and relationships with peers and the kura whānau.	Leanne (JLE)	
Achievement — Create great student outcomes through the provision of learner-centred programmes		9. Enhance the delivery of UDL pedagogy.	9.1	Develop a deeper understanding of John Hattie's research on raising student achievement.	9.1.1	Produce a report to evaluate how our current UDL pedagogy and resourcing aligns with Hattie's research and produce recommendations for further development.	Michael (BMI)		
					9.2.1	SLT evaluates LA structures to enhance their 75-minute pedagogies.	Michael (BMI)		
	9.2.2				LALs report that 90% of teaching staff are implementing learning area structures for 75 min spells	Michael (BMI)			
	9.3.1				Student voices show an increase in teachers using visual representations and roadmaps.	Michael (BMI)			
	9.4.1				All junior curriculum courses have an adaptation for students working at Level 1 and 2. ESL best practice is incorporated into the design and resourcing of courses.	Michael (BMI)			
	10. Achieve equity for Māori and Pasifika students.	10.1	Embed a streamlined communication process between Deans and Ako teachers for targeted interventions for Māori and Pasifika students.	10.1.1	Māori and Pasifika students at risk of not achieving have been identified, supported, and the tracking process initiated in order for interventions to be co-constructed and implemented.	Michael (BMI)			
				10.2.1	Interventions have been implemented for and alongside Māori and Pasifika students and whānau identified through the tracking programme.	Michael (BMI)			
				10.2.2	Achievement data shows equity for Māori and Pasifika students.	Michael (BMI)			
	11. Launch the Year 9 English and Mathematics curriculums and participate in the national curriculum consultation process.	11.1	Submit formal feedback on the curriculum consultation.	11.1.1	All consultation feedback is submitted in alignment with school vision and values.	Jono (WJO) Julia (WJU) Michael (BMI) Leanne (JLE)			
				11.2.1	Learning Areas gather student voice as part of their LA feedback cycle.	Jono (WJO)			
	12. Learning area curriculum delivery aligns with the school vision.	12.1	Complete Learning Area reviews for Te Ao Tangata and Science.	12.1.1	Review findings and implementation proposals for 2027 are presented to the Board by Term 4.	Leanne (JLE) Julia (WJU)			
				13.1	Embed cross-curricular Literacy and Numeracy milestones for all year levels and continue to build staff capacity in these areas.	13.1.1	All LAs demonstrate the integration of either literacy or numeracy skills within their Year 9/10 units.	Julia (WJU) Leanne (JLE)	
	Property — To create a physical environment that enhances and nurtures ākongā/students and staff	14. Ensure continuity of learning within a construction environment.	14.1	Manage disruption to learning.	14.1.1	SLT develops and reports to the property committee on the management plan.	Jono (WJO) Katrina (BKR)		
14.2.1					Provide the community with termly updates on property progress.	Jono (WJO) Katrina (BKR)			
15. Ensure continuity of learning while the project team deliver Block X.		15.1	Meet the design and build deadlines.	15.1.1	There is no delay to the contractor based on school design interface.	Jono (WJO) Julia (WJU)			
				16.1.1	Report on 2025 data to inform initiatives and create anti-vandalism plan.	Jono (WJO) Katrina (BKR)			
17. Reduce health and safety incidents.		17.1	Increase reporting of hazards and incidents.	17.1.1	Collected data reflects a 4-to-1 hazard to incident ratio.	Jono (WJO) Katrina (BKR)			