EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

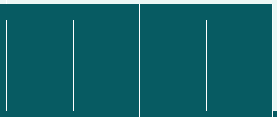
School Report – Onslow College 269

About the school

Onslow College provides a broad curriculum for students in Years 9 to 13, alongside a wide range of opportunities in academic, cultural, sporting and co-curricular activities. The school's vision is for every student to come as they are, grow as a whole person, and develop the knowledge, skills and dispositions to participate in future pathways. The school's values guide behaviour, relationships and learning across the college. The school work in partnership with whānau, mana whenua, community organisations and tertiary providers to support learner wellbeing, engagement and pathway opportunities.

Onslow College: Snapshot

ERO makes judgements on 14 areas. The Snapshot below shows how many of ERO's judgements for this school are Excelling, Doing well, Working towards or Improvement required. The judgements are based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.

Judgement	Number of areas
Excelling	
Doing Well	
Working Towards	
Improvement required	
Student health and safety	**Meets expectation.** Onslow College is taking reasonable steps to ensure student health and safety.

Onslow College: Overview

The Overview below shows for each of the 14 areas ERO's judgements on whether this school is Excelling, Doing well, Working towards or Improvement required and why. This provides more information about the judgements in the Snapshot.

School conditions for success

Curriculum	**Excelling**	Students have rich opportunities to learn across the breadth and depth of the curriculum and gain skills in literacy and mathematics.
Provision for students with additional needs	**Excelling**	Learners with additional needs are very well supported to achieve their education goals.
Leadership	**Doing well**	Leadership is effective in driving improvement and raising learner outcomes. Leaders use evidence to set clear priorities, strengthen collective capability, and foster a culture of continuous improvement across the school.
Teaching	**Doing well**	Teaching is effective, consistent and supports the progress and engagement of all learners.
Assessment	**Doing well**	Assessment practices provide reliable information that supports learner progress and achievement and is used effectively to inform planning.
School improvement	**Doing well**	School-wide planning processes are well established and consistently informed by data, supporting ongoing improvement.
Governance and the school board	**Doing well**	Governance practices are well established and support ongoing improvement and the monitoring of progress against strategic goals.

Outcomes for students

Foundational literacy	**Excelling**	Almost all students achieve literacy requirements for NCEA by the end of Year 11.
Foundational numeracy	**Excelling**	Almost all students achieve numeracy requirements for NCEA by the end of Year 11.
Student achievement	**Doing well**	Most students experience success and achieve well in core areas and national qualifications.
Student progress	**Doing well**	Most learners make good progress over time. Rates of progress are improving for those learners who need it most.
Engagement and belonging	**Doing well**	The school promotes students' engagement, wellbeing and inclusion. Students experience a strong sense of connection to their school community.
Equity	**Doing well**	The school is strengthening equitable outcomes for learners. Targeted actions are improving equity across the school.
Attendance	**Working towards**	A small majority of students attend school regularly. Attendance is improving.

Onslow College: Full Report

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te Tamaiti te pūtake o te kaupapa. Mā wai rā e kawe, mā tātou katoa. We acknowledge the collective effort, responsibility, and commitment by all to ensure that the child remains at the heart of the matter.

Excelling

Achievement in literacy and numeracy

Almost all learners achieve literacy and numeracy requirements for NCEA. They are well prepared for success through Years 9 and 10. Foundational literacy and numeracy programmes contribute to positive outcomes and accelerated progress for many students.

Year 9 progress data indicate that most students make measurable gains in reading and writing during their first year at the college. Equity continues to improve, particularly for Māori learners. Disparities remain for some Māori and Pacific learners.

Curriculum

The curriculum is coherent, responsive and strongly aligned to learners' needs. Clear pathways, explicit literacy and numeracy teaching, and targeted foundational programmes contribute to high levels of achievement and support learners at risk of underachievement. Curriculum review is informed by achievement information, learner voice and evaluation, strengthening the school's capacity to respond to identified needs and monitor progress. A broad range of academic, cultural, sporting and leadership opportunities promotes participation, belonging and successful outcomes for most learners.

Provision for students with additional needs

The school effectively identifies and responds to learners with additional needs, using targeted programmes, robust tracking and ongoing review to support participation, progress and achievement. Evidence shows many learners at risk of underachievement make sufficient progress to attain literacy, numeracy and qualification milestones, with intervention outcomes exceeding expected achievement rates.

Early identification, responsive support and continuous monitoring contribute to positive outcomes and increasing equity. Learners with additional and complex needs are well included, experience success, and have access to pathways and support that respond to their strengths and needs.

Doing Well

Achievement

Most learners achieve well across literacy, numeracy and senior qualifications. Achievement is sustained and outcomes are becoming increasingly equitable in the junior and senior years. Disparities remain for some Māori and Pacific learners, particularly in senior qualification and pathway outcomes.

Progress

Students make good progress over time. Most learners make appropriate progress, and many learners who enter below expected curriculum levels make more than expected progress and achieve key literacy, numeracy and qualification milestones. The school continues to strengthen the collection and use of Years 9 and 10 progress information to improve confidence in evaluating rates of expected and accelerated progress across learner groups.

Engagement and belonging

Learners experience a positive and inclusive environment that promotes wellbeing, participation and belonging. Coherent schoolwide systems, informed by student feedback and a range of wellbeing information contribute to positive learner experiences and engagement. Most learners participate in a wide range of academic, cultural, sporting and leadership opportunities. The school has established effective systems and processes to sustain positive outcomes. Improving regular attendance remains a priority to strengthen participation and engagement for all learners.

Equity

The school achieves equitable outcomes for several learner groups. Boys and girls achieve at similar rates at Level 1 with only small differences at NCEA Levels 2, 3 and University Entrance. Equity for Māori learners continues to improve. Māori achievement increased at NCEA Levels 1 and 2 in 2025. Disparities remain for some Māori and Pacific learners in senior qualification outcomes and pathway attainment.

Leadership

Leadership provides clear strategic direction and uses achievement, progress, attendance and wellbeing information to identify priorities, monitor performance and drive improvement. Coherent systems for tracking achievement and progress, including monitoring of literacy, numeracy and qualification outcomes, support targeted responses for learners at risk of underachievement.

Leadership fosters a culture of inquiry and evaluation. Regular review informs increasingly evidence-based decision making. The school continues to strengthen the use of Years 9 and 10 progress information to better evaluate the impact of improvement actions on engagement, progress, achievement and equity.

Teaching

Teaching supports positive achievement and progress outcomes for most learners. Teaching is increasingly responsive to learner needs through the use of assessment information and targeted support. Teachers identify learners who require additional support and adapt teaching accordingly.

Structured approaches to literacy and numeracy, including foundational programmes and consistent skill development across learning areas, support learners to make progress and access future learning successfully.

Teachers use a range of assessment information, including curriculum-level measures, literacy and numeracy assessments, and qualification data, to monitor achievement and progress and inform next learning steps. Reporting systems provide learners and whānau with clear information about achievement, progress and areas for improvement.

Assessment

Assessment practices provide reliable information that effectively informs teaching, interventions and reporting. A comprehensive range of assessment tools and longitudinal tracking enable leaders and teachers to monitor achievement and progress, identify learners requiring additional support, and evaluate the impact of targeted interventions. Evidence shows many learners identified as below expectation make sufficient progress to achieve literacy, numeracy and qualification milestones.

Assessment and reporting processes provide learners and whānau with clear information about achievement, progress and next learning steps. Strengthened Years 9 and 10 assessment systems support improved monitoring of learner progress, with further work underway to increase confidence in evaluating progress, acceleration and equity over time.

Governance

Governance provides effective stewardship through a clear focus on learner outcomes, equity and continuous improvement. The board uses achievement, progress, attendance and wellbeing information to identify priorities, monitor performance and evaluate the impact of initiatives.

Strategic oversight and resourcing decisions contribute to sustained achievement and improving equity, particularly for Māori learners. Governance supports robust monitoring of learner progress and intervention effectiveness, enabling targeted responses for learners at risk of underachievement.

Working towards

Attendance

A small majority of students attend school regularly. Longitudinal attendance data shows steady improvement over the past few years, alongside a reduction in chronic absence. Despite this positive trend, regular attendance remains below government targets and continues to be an area for improvement to maximise engagement, progress and achievement for all learners. The school uses an Attendance Management Plan and attendance data to identify priority learners and groups and guide targeted responses to improve participation and learner success.

Next steps for improvement

All schools look to continue to improve, even those that are excelling. The table below sets out ERO's recommended next steps.

Improvement priority	Actions within six months	Every six months / annually	Expected outcomes
Improve regular attendance.	Review attendance data to identify patterns and priority groups. Strengthen targeted attendance interventions and whānau engagement for learners at risk of chronic absence.	Monitor and report attendance trends to leaders and the board. Evaluate the effectiveness of attendance initiatives and refine approaches as required.	Increased rates of regular attendance, reduced chronic absence and improved engagement in learning.

Improvement priority	Actions within six months	Every six months / annually	Expected outcomes
Strengthen the use of Years 9 and 10 progress and achievement information to evaluate learner progress.	Refine schoolwide systems for collecting, analysing and reporting Years 9 and 10 progress information. Strengthen the use of curriculum-level data to identify learners requiring acceleration.	Regularly review progress data and report findings to staff and the board. Evaluate rates of progress for different groups of learners over time.	More robust understanding of learner progress in Years 9 and 10 and increased confidence that programmes and interventions are accelerating learning where required.
Further reduce disparities in achievement and pathway outcomes for Māori and Pacific learners.	Identify areas where inequities remain and establish specific improvement targets. Strengthen targeted academic, pastoral and pathway support for priority learners.	Monitor progress against equity targets and review the impact of interventions on achievement, retention and pathway outcomes.	Reduced disparities in achievement, retention and pathway success, with increasingly equitable outcomes for Māori and Pacific learners.
Strengthen evaluation of improvement initiatives to better understand their impact on learner engagement, wellbeing, progress and achievement.	Develop clear success indicators and evaluation measures for major initiatives. Strengthen the collection and use of evidence, including learner and whānau voice.	Undertake planned evaluations of initiatives and report findings to leaders and the board to inform future decision making and resourcing.	Greater understanding of which initiatives have the greatest impact, supporting evidence-informed decision making and continuous improvement.

Regulatory and legislative requirements

This section of the report reviews the school's policies, procedures, documentation, and checks that it meets all regulations, maintains a safe environment, and supports students' wellbeing.

During this review the Board has attested to meeting regulatory and legislative requirements in the following areas:

Board administration	Yes
Curriculum	Yes
Attendance	Yes
Management of health, safety and welfare	Yes
Personnel management	Yes

Provision for international students

The school is a signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 established under section 534 of the Education and Training Act 2020. The school has attested that it complies with all aspects of the Code and has completed an annual self-review of its implementation of the Code.

At the time of this review there were 47 international students attending the school, and no exchange students.

The school effectively monitors compliance with the Code to meet requirements. The International director meets regularly with school leadership and reports directly to the school board. Well embedded induction processes ensure international students feel welcomed and well-settled at the school.

International students can fully participate in all aspects of school life. International students say that the diverse and inclusive culture of the school along with supportive and encouraging teachers, make life at Onslow College a positive experience.

School improvement

ERO has confidence that Onslow College is well placed to sustain ongoing improvement and promote positive outcomes for all learners. Leadership is effective in improving outcomes, and the school has coherent systems that support progress, engagement and wellbeing. Most learners achieve well, and outcomes are becoming increasingly equitable.

The next public report on ERO's website will be within four years.

Me mahi tahi tonu tātou, kia whai oranga a tātou tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools

3 November 2026

Further information about the school

Types of school	Secondary school Co-educational
Year levels	Years 9 to 13
School roll	1282
Student population *Students can identify with more than one ethnicity.*	European / Pākehā 73%, Asian 22%, Māori 12%, Pacific 4%, Middle Eastern, Latin American or African (MELAA) 3%, Other ethnic groups 5%
Equity Index (EQI)	This school's EQI is 398 which places it in the lowest range. This means very few students at this school face more socio-economic barriers to achievement than average.
Immersion & Bilingual Education	Onslow College does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report, December 2022

School information

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones Education Counts Home | Education Counts.

What does EQI mean?

The Equity Index (EQI) is a number assigned to each school, ranging from 344 to 569. It estimates the extent to which students face socio-economic barriers to education and achievement. The Higher EQI the more barriers students in the school face.

EQI is **NOT** a measure of school quality or performance. It's about funding and support needs for the school.

About the review

Every New Zealand state and state integrated school is reviewed by ERO at least every four years to assess strengths and areas for improvement. The ERO team visits the school, gathers information by talking to students, parents, staff, and school board members, observing teaching in classrooms, and reviewing school information documents such as assessment data and school planning.

What do we review and report?

ERO reviews and reports on outcomes for students, school conditions that underpin success, and steps for school improvement. This report includes a snapshot, an overview and a full report and our School Reports focus on the following areas:

- **Achievement** and progress including reading, writing and mathematics.
- **Engagement** and belonging.
- **Equity**.
- **Attendance**.
- **Leadership** and school improvement.
- The **curriculum** and **quality of teaching**.
- **Assessment**.
- Provision for students with **additional needs**.
- **Governance** and the school board.
- **Health and safety**.

What do our judgements mean?

Excelling	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
Doing well	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
Working towards	There are gaps in performance; aspects of improvement are evident but there is variability.
Improvement required	There are significant and sustained gaps in school performance and urgent improvement is required.

How do we report percentages?



Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 64%	65 to 79%	80 to 90%	Over 90%