



# Onehunga High School Charter Strategic and Annual Plan 2020 -2022

In accordance with Section 64 of the Education Act, the Onehunga High School Board of Trustees undertakes to take all reasonable steps to achieve the intentions, targets and strategies in this charter which has been approved by the board following consultation with the community in terms of Section 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligations. The Board has accepted this charter as its undertaking to the Ministry of Education.

# Capability and resourcing

## Who we are

Onehunga High School is a co-educational, multi-cultural and international state secondary school. It serves a diverse urban environment covering a wide range of ethnic, social and economic situations. The inclusivity and diversity of our school community are amongst its greatest strengths.

An enrolment scheme has been in place since 1991. The enrolment scheme has a home zone based on the traditional school zone (amended in 2002), and all students living within the zone are accepted at the school. In addition, out of zone students are accepted each year. International students are also a strong and vibrant part of Onehunga High School.

Student achievement is of paramount importance, and is approached in partnership with families. Quality and diversity of curricular and co-curricular opportunities are important features of the school; they are fundamental to student engagement and success. Onehunga High School includes Adult and Community Education, a Business School, Construction School, English Language School, Health Science Academy and Services Academy.

The Board of Trustees acknowledges and respects New Zealand's cultural diversity and the unique position of Maori as tangata whenua. The siting of Te Haerenga, the school marae, at the front of the school, demonstrates this proudly. Te Haerenga means "the journey", which refers to the learning journey of all members of our school community; the Marae Kura serves as our cultural heart.

## Financial Objectives

The Board of Trustees' financial objectives are geared to the achievement of:

1. The intentions, targets and strategies as outlined in our charter
2. The Property Master Plan

The Board has a commitment to creating income sources to supplement Operations Grant funding.

### Safe and Healthy Learning Environment

The Board of Trustees is committed to the provision of a healthy and safe learning environment.

After being confirmed in 2018, the Master Plan for rebuilding a significant part of the school is being progressed, in partnership with project managers Beca, architects Ignite and MoE property personnel.

The 10YA and 5YPP are confirmed and scaffold work with the remainder of our school property.

## **Staffing Plan 2020**

The Board of Trustees has agreed to staff the school above entitlement in order to better support our students.

Extra staffing over that provided by the government is included to support:

- Academic mentoring
- Business School
- Construction School
- Curriculum Support
- ESOL
- International Students
- Language learning
- School leadership
- Specialist senior classes
- Teach First NZ
- Year 9 and 10 Supported Learning

## **Review of Charter and Consultation**

Consultation with students, staff and parents is formally undertaken each year including through NZCER's Wellbeing@School survey, Teaching and School Practices survey and other avenues as appropriate. We have numerous student, whanau and teacher meetings for different purposes, including conversations between each student, whanau and kaitiaki, and informal consultation with, and feedback from, our wider community.

Our Board of Trustees and senior leadership team develop the charter using a wide range of supporting information including achievement, attendance, retention and tertiary data alongside consultation feedback.

# Onehunga High School 2020 - 2022

## Strategic Intentions

<b>Mission Statement</b>	Excellence in teaching and learning, for all.
<b>Vision</b>	<b>Te Haerenga - The Journey</b> We are committed to holistic education which sets and maintains high standards and achievement, in partnership with whanau and the wider community. Our students will be respectful and responsible lifelong learners.
<b>Values</b>	<b>Loyalty and Courage</b> Loyalty means respecting yourself and others, and displaying empathy. Courage means having integrity and challenging yourself to strive for personal excellence.
<b>Principles</b>	Student-centred and achievement-oriented Te Ao Maori (Te Reo, Tikanga, Te Tiriti o Waitangi) Diversity and inclusiveness Innovation, creativity and critical thinking Relationships, partnership and community

# 2020 Achievement Targets

Consultation based on historical roll based data has been used to inform our targets.

## OHS STRATEGIC PLAN 2020

### Guiding Principles

#### High Expectations

High expectations involves believing that everyone has the ability to achieve, together with quality teaching and learning that enables all ākonga to successfully progress.

#### Whanaungatanga

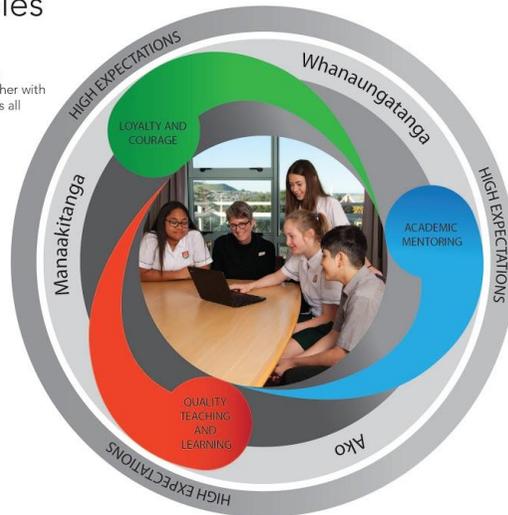
Whanaungatanga involves relationships (between ākonga, school-wide, and with the community) based on high expectations.

#### Ako

Ako involves reciprocal shared learning in the classroom and beyond.

#### Manaakitanga

Manaakitanga is about values of integrity, trust, sincerity and equity. Through manaakitanga, the pouako and fellow ākonga recognise and affirm their own and other's identities in open and trusting relationships.



### Strategies for Success

#### QUALITY TEACHING AND LEARNING

##### Effective learning environment

Junior Curriculum development  
Use and development of digital technology pedagogy and practice  
Inquiry Learning

#### LOYALTY AND COURAGE

##### Recognising leadership / Attendance matters / Co-curricular involvement

Expanded council structure promoting student agency and leadership  
Citizenship  
Year 9 Induction Programme  
School Pride and Values demonstrated through showcasing learning

#### ACADEMIC MENTORING

##### Effective conversations / Shared data tracking / Meaningful kaitiaki time

Focused and connected 2 and 3 way conversations  
Data Tracking - Use information to make changes to improve teaching and learning  
Effective use of Kaitiaki time for mentoring  
Early identification of, and intervention for, at risk learners

### 2020 Achievement Targets

#### YEAR 11 / 12 / 13



All ākonga will gain at least 14 credits in each of their subjects



20% of ākonga who achieve NCEA Level 1, 2 and 3 will do so with Excellence



70% of eligible ākonga will gain University Entrance

#### YEAR 9 / 10

80% of ākonga will be working at Proficient at the expected curriculum level

20% of ākonga will be working at Advanced at the expected curriculum level



**ONEHUNGA HIGH SCHOOL**  
**LOYALTY & COURAGE**

## Quality Teaching and Learning

Key Improvement Strategies		
What (examples)	Who	Indicators of Progress
<p><b>Effective learning environment:</b></p> <ul style="list-style-type: none"> <li>• Junior curriculum development</li> </ul>	CLG, HoDs, Ht, all staff	<ul style="list-style-type: none"> <li>• Differentiated teaching is evident, through teaching and learning programmes, observation and student feedback Increased engagement of students and staff with junior programmes, indicated through student voice, attendance and achievement Inquiry learning</li> </ul>
<ul style="list-style-type: none"> <li>• Use and development of digital technology pedagogy and practice</li> </ul>	CLG, Le, Mm, HoDs, all staff	<ul style="list-style-type: none"> <li>• Increased use of digital technologies for learning</li> </ul>

## LAC - Loyalty and Courage

Key Improvement Strategies		
What (examples)	Who	Indicators of Progress
<p><b>Recognising leadership:</b></p> <ul style="list-style-type: none"> <li>• Expanded council structure promoting student agency and leadership</li> </ul>	Council leaders, deans, SLT, all staff	<ul style="list-style-type: none"> <li>• More students participating in leadership opportunities such as student councils, mentoring programmes Student-led assemblies Student-led surveys</li> </ul>
<ul style="list-style-type: none"> <li>• Citizenship</li> </ul>	All staff	

<ul style="list-style-type: none"> <li>● Year 9 induction programme</li> <li>● School pride and values demonstrated through showcasing learning</li> </ul>	<p>Sd, Cc, Hu, all staff</p> <p>Ck, all staff</p>	<ul style="list-style-type: none"> <li>● More students attaining LAC badges</li> <li>● Feedback about Year 9 induction programme from students, whanau and staff is positive</li> <li>● Learning is proudly displayed throughout the school; in classrooms, in corridors, in department spaces, on display boards and in student dialogue</li> </ul>
<b>Attendance matters</b>	All staff, Cc	<ul style="list-style-type: none"> <li>● At least 90% of students with regular attendance</li> <li>● Fewer students late to school and classes</li> </ul>
<b>Co-curricular involvement</b>	All staff, Cc, Sd, Cm	<ul style="list-style-type: none"> <li>● Increased participation in co-curricular activities</li> </ul>

## Academic Mentoring

Key Improvement Strategies		
What (examples)	Who	Indicators of Progress
<p><b>Effective conversations:</b></p> <ul style="list-style-type: none"> <li>● Focused and connected 2 and 3 way conversations</li> </ul>	Kaitiaki, all teachers, Rm, Ku	<ul style="list-style-type: none"> <li>● Positive feedback from students, whanau and staff</li> <li>● Improvement in academic achievement</li> <li>● Successful implementation of Te Ara Wananga</li> </ul>
<p><b>Shared data tracking:</b></p> <ul style="list-style-type: none"> <li>● Use information to make changes to improve teaching and learning</li> </ul>	All teachers, Rm	<ul style="list-style-type: none"> <li>● Students and staff know how to access assessment information and use this information to effect achievement and progress</li> </ul>

<ul style="list-style-type: none"> <li>• Early identification of, and intervention for, at risk learners</li> </ul>	<p>Rd, Sm, HoDs, all staff</p>	<ul style="list-style-type: none"> <li>• Students at risk of not achieving are identified early and appropriate supports are put in place for progress to be made</li> </ul>
<p><b>Meaningful kaitiaki time:</b></p> <ul style="list-style-type: none"> <li>• Effective use of kaitiaki time for mentoring</li> </ul>	<p>Kaitiaki, deans, Ev, Rm, Le</p>	<ul style="list-style-type: none"> <li>• Students are engaged during kaitiaki time. Kaitiaki and dean-led mentoring sessions are aligned with school values and cohort-specific topics</li> </ul>