



# Onehunga High School Charter Strategic and Annual Plan 2021 -2023

In accordance with Education Act and Training Act 2020, 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 Clause 127, and to take full account of the National Education Guidelines, the National Education and Learning Priorities, and all statutory obligations.

# Capability and resourcing

## Who we are

Onehunga High School is a co-educational, multi-cultural and international state secondary school that 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. All students living within the zone are accepted at the school. Increasingly limited numbers of out of zone students are accepted each year, as capacity allows. International students are also an important part of Onehunga High School.

Student achievement is of paramount importance, and is approached in partnership with whānau. 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 Māori 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 2021

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
- School leadership
- Specialist senior classes
- Te Ara Wananga (the Buchanan programme)
- Te Reo Maori
- 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. Usually this includes NZCER's Wellbeing@School survey and Teaching and School Practices survey. We have numerous student, whānau and teacher meetings for different purposes, including conversations between each student, whānau and kaitiaki, and informal consultation with, and feedback from, our wider community. Last year we made a decision not to involve our community in the usual surveys - instead we used other methods of communication, prioritising listening, as our consultation process. We did not need to add more during a time of considerable challenge.

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 and feedback.

# Onehunga High School 2021 - 2023

## 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

# 2021 Achievement Targets

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

## OHS STRATEGIC PLAN 2021

### 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

#### LEARNERS AT THE CENTRE

Building stronger relationships between ākonga, whānau, staff and community  
Building engagement through school involvement (student leadership / co-curricular)  
Continued development of Academic Mentoring programme including learning conversations, school values and citizenship.

#### BARRIER FREE ACCESS

Better identification of, and intervention for, at risk ākonga and giftedness  
Continued use and development of digital/diagnostic tools (eg Assay) to support Kaitiaki and whānau.  
Celebrating learning within school and the virtual world.

#### QUALITY TEACHING AND LEADERSHIP

Incorporating more collaborative and inclusive teaching practices.  
Effective pedagogy using digital technologies  
Junior Curriculum Development  
School Leadership structures that support quality teaching and learning

#### FUTURE OF LEARNING AND WORK

Collaborate more with industries and employers to ensure ākonga, have the skills, knowledge and pathways to succeed

### 2021 Achievement Targets

	YEAR 11 / 12 / 13	YEAR 9 / 10
	All ākonga will gain at least 14 credits in each of their subjects	80% of ākonga will be working at Proficient at the expected curriculum level
	20% of ākonga who achieve NCEA Level 1, 2 and 3 will do so with Excellence	20% of ākonga will be working at Advanced at the expected curriculum level
	70% of eligible ākonga will gain University Entrance	



**ONEHUNGA HIGH SCHOOL**  
LOYALTY & COURAGE

## Learners at the Centre

Key Improvement Strategies		
What (examples)	Who	Indicators of Progress
<b>Building stronger relationships between ākonga, whānau, staff and community</b>	Prefects, Student Councils, Relationship Manager, Deans, Kaitiaki, Guidance and Health, SLT, all staff	More whānau and community engagement with school Engagement in Kahui Ako local curriculum initiatives Feedback from ākonga, whānau, staff and community
<b>Building engagement through school involvement (student leadership / co-curricular)</b>	Student Councils, Polyfest leaders, Sports staff, schools within schools, Deans, Kaitiaki	Increased attendance Increased breadth of opportunities Increased engagement in learning and leadership Feedback from ākonga, whānau, staff and community
<b>Continued development of Academic Mentoring programme including learning conversations, school values and citizenship</b>	Student Councils, Kaitiaki, Deans	More structured Academic Mentoring programme Greater engagement in Academic Mentoring Feedback from ākonga, whānau, staff and community

## Barrier Free Access

Key Improvement Strategies		
What (examples)	Who	Indicators of Progress
<b>Better identification of, and intervention for, at risk ākonga and giftedness</b>	ISL giftedness, Guidance and Health, LSCs, Kaitiaki, Deans, all staff	Student needs and talents identified and supported Increased opportunities and engagement Feedback from ākonga, whānau, staff and community
<b>Continued use and development of digital/diagnostic tools (e.g. Assay) to support kaitiaki and whānau</b>	CLG, HoDs, Te Ara Wananga, ISL Māori and Pasifika, all teachers	Effective use of diagnostic tools to support learning, and learning programmes Improved student achievement overall

		Improved Māori student achievement Improved Pasifika student achievement
<b>Celebrating learning within school and the virtual world</b>	Student councils, ISL digital and visible learning, HoDs, all staff	Visual displays of learning evident throughout the school and online Feedback from ākongā, whānau, staff and community

## Quality Teaching and Leadership

Key Improvement Strategies		
What (examples)	Who	Indicators of Progress
<b>Incorporating more collaborative and inclusive teaching practices</b>	HoDs, all teachers	Effective implementation of Growth Cycle Regular sharing of practice Feedback from ākongā, whānau, staff and community
<b>Effective pedagogy using digital technologies</b>	ISL digital, HoDs, all teachers	Regular sharing of practice Feedback from ākongā, whānau, staff and community
<b>Junior Curriculum Development</b>	CLG, HoDs	Junior curriculum developed Improved junior student achievement
<b>School leadership structures support quality teaching and learning</b>	All ākongā and staff	Leadership is enhanced across the school community - individually and in teams

## Future of Learning and Work

Key Improvement Strategies		
What (examples)	Who	Indicators of Progress
<b>Collaborate more with industries and employers to ensure ākongā have</b>	Careers Advisor, Relationship Manager, Gateway Co-	Growth in meaningful community connections Growth in opportunities realised beyond school

**the skills, knowledge and pathways  
to succeed**

ordinator, Schools within  
School

Feedback from ākonga, whānau, staff and community