



Onehunga High School Strategic Plan 2022 -2024

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.

Intentions

Mission Statement	Excellence in teaching and learning, for all.
Vision	Te Haerenga - The Journey We are committed to holistic education which sets and maintains high standards and achievement, in partnership with whānau and the wider community. Our students will be respectful and responsible lifelong learners.
Values	Loyalty and Courage Loyalty means respecting yourself and others, and displaying empathy. Courage means having integrity and challenging yourself to strive for personal excellence.

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 the intentions, targets and strategies as outlined, as well as 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. To this end, after being confirmed in 2018, the Property Master Plan is progressing in partnership with the Ministry of Education, project managers Beca, architects Ignite and construction company Naylor Love. The 10YA and 5YPP scaffold work with the remainder of our school property.

Staffing Plan 2022

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
- Ako Mātātupu | Teach First NZ
- Business School
- Construction School
- Curriculum Support
- ESOL
- Guidance and Health
- Health Science Academy
- International Students
- School leadership
- Specialist senior classes
- Te Ara Wānanga (the Buchanan programme)
- Te Puāwaitanga
- Te Reo Māori and Māori Performing Arts
- Year 9 and 10 Supported Learning

Review of Charter and Consultation

Consultation with students, staff and parents is ongoing throughout 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. For the past two years we have made the 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 times of considerable and continued challenge.

Our Board of Trustees and senior leadership team lead the development of our strategic plan using a wide range of supporting information including achievement, attendance, retention and tertiary data alongside consultation and feedback.

OHS STRATEGIC PLAN 2022

Guiding Principles

Whakamana

empowering all learners to reach their highest potential by providing high-quality teaching and leadership.

Manaakitanga

Creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

Pono

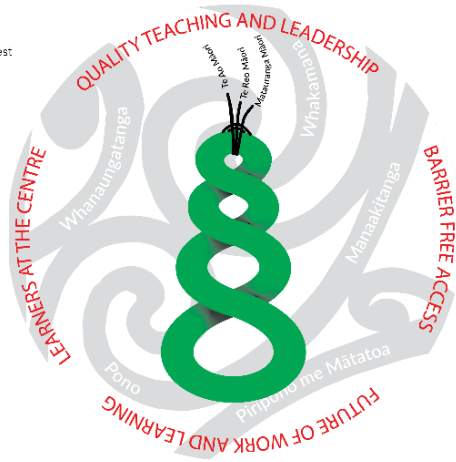
Showing integrity by acting in ways that are fair, honest, ethical and just.

Whanaungatanga

Engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.

Piripono me Mātātoa

Showing loyalty by respecting ourselves and others, and displaying empathy. Showing courage by having integrity and challenging ourselves to strive for personal excellence.



Strategies for Success

LEARNERS AT THE CENTRE

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

BARRIER FREE ACCESS

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

QUALITY TEACHING AND LEADERSHIP

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

FUTURE OF LEARNING AND WORK

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

Achievement Targets



YEAR 11 / 12 / 13

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

YEAR 9

All eligible ākonga will meet expected curriculum levels for literacy and numeracy

YEAR 10

All eligible ākonga will gain their Literacy and Numeracy qualification



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



ONEHUNGA HIGH SCHOOL
LOYALTY & COURAGE

Learners at the Centre - Strategies for Success

What	Who	Indicators of Progress
Build stronger relationships between ākongā, whānau, staff, community	Student Councils, Relationship Manager, Deans, Kaitiaki, Guidance and Health, SLT, all staff	<ul style="list-style-type: none"> • More whānau/community/school engagement • Engagement in Kāhui Ako local curriculum initiatives • Feedback from ākongā, whānau, staff, community
School wide PLD: <ul style="list-style-type: none"> • Racism, bias and wellbeing • Matauranga Māori 	All staff and students	<ul style="list-style-type: none"> • Inclusive practice evident across the school • Feedback especially from ākongā and staff
Build engagement through student leadership and co-curricular involvement	Prefects, Student Councils, Sports staff, schools within school, Deans, Kaitiaki	<ul style="list-style-type: none"> • Increased attendance • Increased engagement in learning • Increased co-curricular participation • Feedback from ākongā, whānau, staff, community
Continued development of Academic Mentoring including learning conversations, school values and citizenship	Student Councils, Kaitiaki, Deans	<ul style="list-style-type: none"> • More structured Academic Mentoring programme • Greater engagement in Academic Mentoring • Feedback from ākongā, whānau, staff, community

Barrier Free Access - Strategies for Success

What	Who	Indicators of Progress
Better identification of, and intervention for, at risk ākongā and giftedness	CLG, LSCs, Te Puāwaitanga, Guidance and Health, ASLG, Kaitiaki, Deans, all staff	<ul style="list-style-type: none"> • Student needs and gifts identified and supported including NZ Scholarship pathways • Feedback from ākongā, whānau, staff
Continued use and development of diagnostic tools (e.g. Assay) to support learning	CLG, HoDs, ISL Māori and Pasifika, Te Puāwaitanga, Senior Leader Assessment, all staff	<ul style="list-style-type: none"> • School wide use of diagnostic tools • Improved student achievement overall • Improved Māori student achievement • Improved Pasifika student achievement

Accelerate literacy and numeracy learning and achievement	Literacy and numeracy PLG, all staff	<ul style="list-style-type: none"> ● Improved literacy and numeracy achievement of identified groups ● Improved literacy and numeracy overall
Celebrating learning within school and the virtual world	Student councils, ISL digital, HoDs, ASLG, all staff	<ul style="list-style-type: none"> ● Visual displays of learning evident throughout the school and online ● Feedback from ākonga

Quality Teaching and Leadership - Strategies for Success

What	Who	Indicators of Progress
Te reo Māori is used more consistently school-wide	All staff	<ul style="list-style-type: none"> ● Te reo Māori is evident in communication across the school
Effective pedagogy using digital technologies	ISL digital, CLG, HoDs, all staff	<ul style="list-style-type: none"> ● Regular sharing of practice ● Feedback from ākonga, whānau, staff
Junior Curriculum Development	CLG, HoDs	<ul style="list-style-type: none"> ● Junior curriculum developed ● Improved junior student engagement
Leadership structures support quality engagement	All ākonga and staff	<ul style="list-style-type: none"> ● Enhanced leadership across the school community - individually and in teams

Future of Learning and Work - Strategies for Success

What	Who	Indicators of Progress
Collaborate more with industries/employers to ensure ākonga have the skills, connections and pathways to progress and succeed	Careers Advisor, Relationship Manager, Gateway Co-ordinator, Schools within School	<ul style="list-style-type: none"> ● Growth in meaningful community connections ● More students access meaningful pathways beyond school ● Increased enrolments in Level 4+ tertiary study ● Feedback from ākonga, whānau, staff, community