



One Tree Hill
COLLEGE

Strategic Plan

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HISTORY

The crest of One Tree Hill College, adopted before the college opened on 1 February 1955, symbolises the strong association between One Tree Hill/Maungakiekie and the local community. It contains a depiction of the obelisk dedicated to “the Māori race” below which is the grave of the father of modern Auckland, Sir John Logan Campbell (1817–1912). On the crest above the obelisk is depicted the Southern Cross. The tree depicted is not the pine removed in recent times but a symbolic young totara “groping courageously towards the skies”, according to the foundation Principal, Ronald S. Stacey. It is symbolic of a large totara, Te Totara-i-ahua (Ceremonial Totara) that stood on the summit for some 200 years until 1852. The college yearbook is called *Peka Totara*, meaning a sprig or branch of Te Totara-i-ahua. Mr Stacey wrote in 1955: “We look upwards towards the summit of Maungakiekie where all that is finest in both Māori and Pakeha is commemorated for ever in stone and bronze.” Mr Stacey saw the crest and its Latin motto, “Ad Altiora Contende” (“Strive For Higher Things”), as a merging of the old world of Europe with the new world of the Pacific. “Ad Altiora Contende” frequently carries the Māori translation, “Whaia e Koe te iti Kahurangi”, to symbolise the shared history of One Tree Hill/Maungakiekie and the partnership of Māori and Pakeha under the Treaty of Waitangi. A red band was added to the crest in 1999 but the crest has otherwise remained unchanged in the college’s history. It was retained when the former Penrose High School introduced its new name, One Tree Hill College, on 21 July 2008. Maungakiekie, meaning “hill of the kiekie (plant)”, is a fine example of a pre-European fighting pa. It was first fortified in the 17th century and was home to the Waiohua people under Rangatira Kiwi Tamaki until it fell to Ngāti Whātua in about 1745. The One Tree Hill name was first used in 1840. The hill was bought as part of a block of land from Ngāti Whātua by an Irish merchant, Thomas Henry, in 1844. It was sold to Logan Campbell’s firm, Brown & Campbell, in 1853 under the name of “Mt Prospect” and farmed thereafter. Much of this One Tree Hill estate, renamed Cornwall Park in honour of the Duke and Duchess of Cornwall and of York, was gifted by Campbell to the people of New Zealand in 1901.

The college was opened in 1955 and for most of that time was known as Penrose High School. In July 2008, the name was changed to One Tree Hill College to reflect the values, traditions and aspirations of the wider college community. However, the college crest remains unchanged and continues to mirror the revised vision. In 2015, the college celebrated its 60th year of providing high quality education to the community. The college is well-established with modern facilities. The education provided is holistic and encompasses the findings of the NZ curriculum whereby students are placed at the centre of all school decision making. There is an emphasis on academic, cultural and sporting excellence. The pastoral care programme under the auspices of ‘whānau’ is a college-wide house system that ensures that every student is cared for in a sensitive and positive environment.

One Tree Hill College is a multi-cultural state secondary school. It is a co-educational school. It serves a diverse urban environment covering a wide range of ethnic social and economic situations. The cultural diversity of the college is one of its greatest strengths. The student roll as at 1 March 2022 was 1185 students. There are 57 different ethnic backgrounds represented at One Tree Hill College.

The college is situated on a large (8.7ha) site on Great South Road, Penrose. The property, despite being close to the Auckland CBD boasts large sports fields, gymnasiums, and park-like student lunch areas and mature trees. It has clear views of Maungakiekie, the mountain from which it takes its name, is located just a few kilometres north of the college.

In 2007 the college embarked on a 2 ½ year major property redevelopment programme. This has largely transformed the college site bringing buildings and teaching facilities up to a modern standard. The modernisation of the college's facilities include a new student services centre, administration block, refurbished Performing Arts Centre, music suite and a Knowledge Centre which accommodates the library and IT resources, four whānau student areas, computer rooms, science laboratories, gymnasium, food technology kitchens, and a performing arts centre have completely transformed the teaching and learning facilities. This modernisation has continued through until the current day.

The modernisation of One Tree Hill College mirrors the changing demographics in the region. Ellerslie, One Tree Hill, Greenlane and Onehunga are all local communities undergoing social change and improvement. Property values have increased rapidly over the past few years which have resulted in more single dwellings being occupied by professional couples with young families. There are significant housing projects occurring in Oranga along, and around, Rockfield Road. There are an estimated 1,200 new apartments being built. This will add considerable pressure to the college's roll.

In 2015 an enrolment scheme was confirmed by the Ministry of Education for the college as it was deemed to be at risk of overcrowding.

The Ministry of Education completed a Demand Analysis of the college in 2020. This resulted in new teaching spaces being confirmed over the next 10 years. By 2025, there will be 7 new classrooms build, and then an additional 14 classrooms by 2030. In 2023, the Ministry of Education will develop a Property Master Plan for One Tree Hill College to cater for a roll of 2,500 students.

The college insists on high standards of behaviour and discipline. Anti-social behaviour is not tolerated, and this creates a positive and safe learning environment. There is a focus on establishing a partnership between the student, the teacher and the family to ensure that, together, the most effective learning takes place. The staff take an active part in the various wider aspects of college life so that there are opportunities for students to follow their interests.

The college's unique art collection contributes to the special character of the school and is well known throughout New Zealand for its collection. One Tree Hill College is a multi-cultural community which is reflected in its practices and procedures. It is now strongly international, with wide diversity in both the student body and among the teaching staff. Learners with special education needs are supported to engage in all school activities and achieve academically.

Our marae, "Te Puakiekie" is the focus point for our commitment to our Māori students and their life-long learning. Of paramount importance is the partnership represented by the Treaty of Waitangi and how it is reflected in the college. Our marae, at the front of the school recognizes Māori values and will provide the cultural heart for students who wish to learn Te Reo and Kapa Haka. The Board of Trustees accepts its obligation and has developed policies and practices which reflect New Zealand's dual cultural heritage.

In 2020, 2021 and 2022 the global pandemic of Covid-19 had significant impacts on our community. There were issues of equity of access to online resources and learning opportunities across NZ schools. There were adjustments to NZQA, and the manner in which learning was facilitated moved online. These disruptions to student learning will have ramifications for years to come.



OUR FOCUS

A. Vision

Our students will achieve excellence, within a positive learning environment, so that they develop into lifelong learners who are motivated, respectful, and caring citizens. This vision will allow our students to become confident, connected, life-long learners who are actively involved in our country.

B. Values

The values upon which the college operates are listed below. These values underpin everything we do at the College.

- Aspiration
- Responsibility
- Excellence
- Respect
- Innovation

C. Core Strategic Challenge

The following core strategic challenge has been identified: *'Preparing for and addressing the implications of roll growth across all aspects of the college's operations'*.

D. Collective Ambition

OTHC is a future focussed learning community which develops aspirational and connected learners that strive for personal excellence



E. Our Distinctiveness

By 2025, One Tree Hill College will be known as a school that:

- challenges students to strive for *excellence* both within and outside the classroom
- is forward thinking and *future focussed* on curriculum design and delivery.
- provides the expertise, structures, and mechanisms to ensure *student success*, mindful of each student's cultural context
- provides outstanding personnel and services that underpin *student wellbeing* – school culture, student leadership and service, student services, whānau system, pastoral care
- is *innovative* in its approaches to teaching and learning and in supporting the professional growth of staff
- seeks out ways for students to be *passionate about learning and proud* to be members of this College community.

OUR DIRECTION

F. Our Strategic Priorities

- 1) Learning with Purpose
- 2) Empowering our Learners
- 3) Inspiring Staff
- 4) Connecting Community
- 5) Sustaining for the Future

These priorities will facilitate four significant outcomes: (1) Enabling learning (2) Supporting students' aspirations (3) Building a positive culture and identity (4) A school for tomorrow

The following illustration shows an overview of the Priorities.

OUR DIRECTION

A School for Tomorrow



Inspiring Staff



Sustaining for the Future

Enabling Learning



Learning with Purpose

Supporting Students' Aspirations



Empowering our Learners

Connecting Community



Building a Positive Culture and Identity

G. Rationale, Overarching Goal, Objectives, Measures and Strategic Initiatives

1. *Learning with Purpose*

(a) Rationale

Meaningful and purposeful educational experiences are at the heart of all we do at One Tree Hill College. In a post-Covid world flexibility and adaptability are essential characteristics that every student must develop. Where feasible, our aim is to provide each student with a positive and memorable educational experience that equips them with the attributes, knowledge, and skills to ensure a seamless transition to the next stage of their education or into the workforce.

(b) Overarching Goal

Strengthening the current academic focus, developing greater student engagement with their learning, and enabling each student to define and achieve their personal aspirations.

(c) Objectives

- all students and staff are active learners where a culture of excellence is embedded
- each student enjoys success in the areas in which they aspire to achieve
- a future-focused and innovative curriculum that provides students with the skills and knowledge to meet the demands of a rapidly changing workplace
- a diversity of programmes and pathways is offered that caters to every student's level of capability and need
- teaching and learning practice is informed by data and each student's progress is regularly monitored
- there is greater coherence in programmes, systems, and leadership so that all students achieve to their potential

(d) Performance Measures¹

Measure	Measurement	Baseline Measure	Stretch Target
Achievement data	Junior curriculum level (end of Year 10 reading value added)	5% at 5A	25-30% at 5A
	Junior curriculum level (end of Year 10 numeracy value added)	22% at 5A	30-35% at 5A
	NCEA L2	82.9%	85-95%
	NCEA L3	83.5%	85-95%
Endorsements	Increase in percentage of endorsements in Level 1	55.2%	60-65%
	Increase in percentage of endorsements in Level 2	29.6%	35-40%
	Increase in percentage of endorsements in Level 3	29.6%	35-40%
University Entrance	Pass rate	42.3%	50-60%
Māori Achievement	NCEA L2	58.8%	85-90%
	NCEA L3	68.8%	85-90%
	UE	25.0%	50-60%
Pasifika Achievement	NCEA L2	78.0%	85-90%
	NCEA L3	85.4%	85-90%
	UE	26.8%	50-60%
STEM	Number of students undertaking 2 or more STEM subjects at Year 12	56%	55-65%
	Number of students undertaking 2 or more STEM subjects at Year 13	45%	50-60%

¹ Junior data is based on 2022 student achievement results

² Senior data is based on 2021 NCEA results

(e) Focus for Action

Priority	Strategic Initiative	Descriptor
<i>Critical</i>	E1: Junior School curriculum	Review and design a Junior School curriculum to provide a more responsive and engaging and authentic learning experience for all students
	E2: Tracking system	Using all available data, implement a more rigorous data tracking system to monitor each student's progress and to ensure more timely interventions
	E3: Literacy and numeracy	Implement a schoolwide focus on literacy and numeracy to meet the requirements of the revised NCEA
	E4: Merits, Excellences and University Entrance	In keeping with the College's focus on high quality teaching and educational excellence, implement processes to increase the percentage of Excellence and Merits achieved and to improve the UE pass rate
<i>Significant</i>	Educational philosophy	Provide clarity for staff, students and parents in relation to the school's educational philosophy to increase understanding and support for the College's aims
	Graduate Profile	Determine the criteria by which to define a successful student at One Tree Hill College and build a system to gather relevant information to design and apply an appropriate Graduate Profile

(2) Empowering our Learners

(a) Rationale

The world is an increasingly complex and sometimes confounding place for young people. To cope with change, increasing social pressures and conflict, our students need to demonstrate character, display courage, and develop connections. Wellbeing is increasingly an issue within society and, as a school, we will seek to provide an environment where everyone can, without undue distraction, work to achieve their personal aspirations. We live in a bicultural and multicultural environment, and it is imperative that we therefore examine our activities through a culturally appropriate lens.

(b) Overarching Goal

Providing a safe, respectful, and culturally connected environment in which all learners feel safe and can confidently achieve their personal aspirations.

(c) Objectives

- widespread respect for diversity
- consistency and fairness in dealing with students and the safe school charter
- practices and structures in place to ensure the wellbeing of all learners
- self-awareness and self-responsibility into programmes
- robust support systems for all learners
- connected students who are courageous and well balanced in tackling life's challenges

(d) Performance Measures

Measure	Measurement	Baseline Measure	Stretch Target
Student Feedback – Year 9 Survey	Students proud of the college	95%	95-100%
	Students feel encouraged to work hard	91%	95-100%
	Students perception of teachers friendly and approachable (usually or yes)	100%	95-100%
	Participation in Sports programmes	40%	45-55%
	Student perception of discipline (fair)	90%	95-100%
	Student perception of their own safety at school (usually or yes)	100%	95-100%
Student Feedback – Year 10 Survey	Students proud of the college	85%	95-100%
	Students feel encouraged to work hard	70%	95-100%
	Students perception of teachers friendly and approachable (usually or yes)	98%	95-100%
	Participation in Sports programmes	42%	45-55%
	Student perception of discipline (fair)	89%	95-100%
	Student perception of their own safety at school (usually or yes)	94%	95-100%
Student Satisfaction	Year 13 exit survey	New in 2023	New in 2023
Co-curricular activities	Cultural group participation rates	12%	20-25%
	Arts participation rates (music, drama, dance, art)	5%	10-15%
	Other (including leadership, service) participation rates	15%	20-25%
	Sport participation rates - female	34%	45-55%
	Sport participation rates - male	35%	45-55%
Wellbeing	Exercise more than 2-3 times per week	73% (Year 10)	80-85%
	Usually eat healthy meals	76% (Year 10)	80-85%
	Find it easy to express your identity or be yourself?	72% (Year 10)	80-85%
Attendance	Year 9 attendance levels (includes justified absences)	26.5%	50%-55%
	Year 10 attendance levels (includes justified absences)	31.4%	50%-55%
	Year 11 attendance levels (includes justified absences)	1%	50%-55%
	Year 12 attendance levels (includes justified absences)	0%	50%-55%
	Year 13 attendance levels (includes justified absences)	0%	50%-55%

(e) Focus for Action

Priority	Strategic Initiative	Descriptor
<i>Critical</i>	E5: Systematic approaches to wellbeing	Integrate student support systems with clear leadership and oversight to enhance the experience of all learners.
	E6: Student attendance	Review current approaches in relation to attendance and strengthen practices and systems.
	E7: Behavioural expectations and responses	Set clearly defined expectations and implement processes for addressing the safe school charter.
	E8: Cultural understanding	Use a culturally appropriate lens to connect with learners and develop an understanding of the purpose of cultural practices.
<i>Significant</i>	E9: Support for Māori students	Identify and implement strategies to further support Māori students to share, evaluate, and report results to whānau
	Peer Support programme	Review and refresh the peer support programme to diversify leadership in the school to develop skills and connections for junior students.
	Pasifika Advisory Group	Create a Pasifika Advisory Group to assist with development of culturally sustainable practices



(3) Inspiring Staff

(a) Rationale

It is increasingly difficult to recruit people into the teaching and support staff professions. And the new generation of teachers has differing expectations and demands compared to more established teachers. In addition, rising house prices make it difficult to entice teachers to Auckland or to stay in the city once their family circumstances change. A school is only as good as the calibre of its teaching and support staff, and we must provide attractive conditions and work environment to which the highest calibre staff are drawn.

(b) Overarching Goal

Providing the environment in which all staff can build their capabilities, extend their leadership capacity and willingly contribute to the College's future direction.

(c) Objectives

- attraction, development and retention of quality staff
- staff are passionate about and take pride in their work
- a positive culture of responsibility exists across all staff
- increased leadership development opportunities across the College

(d) Performance Measures

Measure	Measurement	Baseline Measure	Stretch Target
Retention of Staff	Annual retention rate	94%	90-95%
Quality of Applicants for Positions	Percentage of positions needed to be re-advertised due to lack of quality applicants	12%	5-10%
Staff Wellbeing	Satisfied as an employee at OTHC	90%	95-100%
	Likelihood of staff recommending the College as a place to work	91%	95-100%
	Supportive relationships (weighted average)	8.4 out of 10	9-9.5 out of 10
	Staff know how to access support if needed	New in 2023	100%
Staff seeking further Qualifications	Percentage of staff seeking further qualifications	To be confirmed	To be set
Staff Development	Percentage of staff participating in external professional learning opportunities	52%	55-65%
		21% (2 or more)	25-35%
Staff Leadership	Percentage of staff participating in leadership professional learning	17%	20-25%

(e) Focus for Action

Priority	Strategic Initiative	Descriptor
<i>Critical</i>	E10: Staff recruitment programme	Review the recruitment processes currently in place and develop innovative approaches to secure quality staff members
	E11: Staff wellbeing	Design and implement programmes that will assist with staff wellbeing and job satisfaction resulting in One Tree Hill College being recognised as an employer of choice
Significant	Leadership growth	Provide access to internal and external professional learning for current and aspiring leaders to increase their leadership capacity

(4) Connecting Community

(a) Rationale

No school can exist in isolation. Productive relationships and partnerships underpin a vibrant school community and increase the likelihood of the offer of support and assistance with activities along with additional resources that are not available through government funding alone. Perceptions of the school and the desire of parents to enrol their child at a particular school are formed because of people's interactions with students, staff and parents at the school. Our desire is to build strong community connections, and enduring partnerships, both within and outside of the College that will benefit our students and their families over the long term.

(b) Overarching Goal

Identifying and fostering mutually beneficial connections and partnerships with whānau, alumni, kāhui ako, tertiary institutions and industry.

(c) Objectives

- consistently positive perceptions of the College within the school zone and Auckland
- awareness among the surrounding community of the value of strong relationships with the College
- increased educational and employment opportunities for students within the businesses in the vicinity of the College
- positive relationships with parents and care-givers that generate a strong sense of identity and engagement with the College

(d) Performance Measures

Measure	Measurement	Baseline Measure	Stretch Target
Parent satisfaction	Overall satisfaction with child's education	92%	95 -100%
	Likelihood to recommend OTHC to others	93%	95 -100%
	Has the college met your expectations (in most or all respects)	88%	95 -100%
	Satisfaction with the college's co-curricular programme (weighted average)	4.01 out of 5	4.5-5 out of 5
	Satisfaction of the college's pastoral care and welfare programmes (weighted average)	4.13 out of 5	4.5-5 out of 5
Enrolments	Percentage of in-zone students	74%	75-85%

(e) Focus for Action

Priority	Strategic Initiative	Descriptor
<i>Critical</i>	E12: Relationship with the community	Identify and develop opportunities and connections and that will enhance public perceptions and the College's reputation within the community.
<i>Significant</i>	Industry partnerships	Develop programme of networking visits to potential industry supporters and sponsors, and invitations to come into the school, to generate real world learning experiences for students, fund raising and sponsorship opportunities to supplement government funding, and to help shape favourable perceptions of the school.
<i>Helpful</i>	Community partnerships	With support from alumni, parents and wider community, identify and implement opportunities for students to learn in and from our community to enhance our localised curriculum.

(5) Sustaining for the Future

(a) Rationale

Because of projected population expansion within the school's zone, the expectation is that the enrolment at One Tree Hill College will increase. This will put added pressure on the facilities, amenities and resources and increase the demands on the leadership team in dealing with issues and possibilities associated with such growth. There is an urgent need to prepare for this enrolment surge and its implications in a proactive, rather than reactive, way and therefore sooner rather than later.

(b) Overarching Goal

Prepare for the expansion of the school and enrolment numbers that will occur during the life of this plan and beyond.

(c) Objectives

- provision of contemporary learning spaces reflective of a future-focused learning environment
- fit-for-purpose technology accessible to all students
- an effective leadership and management structure in which there is greater role clarity and efficiencies
- a vibrant, active and supportive alumni association whose members identify closely with school and who are keen to offer support

(d) Performance Measures

Measure	Measurement	Baseline Measure	Stretch Target
Digital Examinations	Percentage of students completing examinations online – L1	15%	40-50%
	Percentage of students completing examinations online – L2	22%	40-50%
	Percentage of students completing examinations online – L3	39%	40-50%
Alumni Database	Number of alumni actively engaged with the college	To be confirmed	To be set
International Students	Number of FTE International Students enrolled	4	15-20
	Number of origin countries of International students enrolled	3	5-10

(e) Focus for Action

Priority	Strategic Initiative	Descriptor
<i>Critical</i>	E13: Technology Plan	Design and implement a comprehensive plan for use of technology across the school, incorporating teaching and learning, professional development, support systems, hardware and software, being mindful of emerging technology
	E14: Leadership Structure	In light of projected growth, review and modify the leadership structure to enable adequate coverage for all leadership functions and to ensure role clarity
	E15: Administration/ Management Structure	In light of projected growth, review and modify the management and administration structures to enable effective and efficient coverage for all administration functions and to ensure role clarity
	E16: Alumni connections	Harness the goodwill amongst recent alumni by formally acknowledging outstanding success, mentoring and role modelling programmes and fund raising to reinvigorate the alumni association
	E17: Master Property Plan	Work with Ministry of Education to complete Master Plan to provide for a school roll of 2,500 students.