



# Queen Elizabeth College Strategic Plan 2022 – 2024 and

## Annual Implementation Plan 2023

Principal's endorsement:	<i>CHRISTOPHER MOLLER</i>	<i>Chris Moller</i>
Board of Trustees' endorsement:	<i>Stefan Speller</i>	
Submission date to Ministry of Education:	March 31 2023	

Preface

In accordance with the Education and Training Act (2020), the Queen Elizabeth College Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter, which have been approved by the Board following consultation with the community, and to take full account of the National Education and Learning Priorities and other statutory obligations.

Queen Elizabeth College is an active member the Kāhui Ako, Te Oro Karaka Rua, working with them to achieve the agreed achievement challenges.

The Board of Trustees has accepted this charter as its undertaking to the Minister of Education and submits it to the Ministry of Education for approval by 1 March. The charter and school improvement plan are reviewed and updated annually.

Presiding Member, Stefan Spellar  
School Board  
Queen Elizabeth College

Date: \_\_\_\_\_

## **Introductory Section**

<b>Motto</b>	Scientia est potentia : Knowledge is power
<b>Mission Statement</b>	Ready for Life
<b>Vision</b>	<p>Our academic and pastoral support is robust.</p> <p>We teach specific skills to prepare ākongā to be ready for life.</p> <p>We prepare our students for the digital world.</p> <p>We offer our ākongā pathways to further education, the Services and employment.</p> <p>We actively seek to engage with our community.</p> <p>We are culturally responsive in all that we undertake.</p>
<b>Values</b>	<p><b>We value</b></p> <ul style="list-style-type: none"> <li>• Good citizenship and integrity</li> <li>• Diversity and inclusion</li> <li>• Open communication and honesty</li> <li>• Success and a growth mindset</li> <li>• Quality effort, self-management and a commitment to achieve</li> </ul> <p><b>We expect our community to show</b></p> <ul style="list-style-type: none"> <li>• Manaakitanga: Respect</li> <li>• Kawengatanga: Responsibility</li> <li>• Whanaungatanga: Connectedness</li> <li>• Manawanuitanga: Commitment</li> </ul>

<p><b>Principles that guide our decision-making</b></p>	<p>We are guided in our decision-making by</p> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• The principles of restorative practice</li> <li>• The principles of the Treaty of Waitangi</li> </ul>
<p><b>Māori Dimensions and Cultural Diversity</b></p>	<p>Queen Elizabeth College has a cultural mix of 65% Maori, 26% European, 8% Pacific, 1% Asian learners. Our community highly values the identity, language and culture of our diverse ethnicities. All students are provided with opportunities to learn and succeed at Queen Elizabeth College and there is a real focus on making the curriculum relevant for our ākonga.</p> <p>In the 2022 – 2024 Strategic Plan, the Board has set specific goals to develop Board and staff cultural capability by undertaking professional learning in <i>Ka Hikitia</i>, the Māori Education Plan (Strategic Goals 2 and 4). In this regard, The Board’s goals are aligned with those of our Kāhui Ako.</p> <ul style="list-style-type: none"> <li>• Strategic Goal 2 commits to our Māori students enjoying and achieving success as Māori. Alongside <i>Ka Hikitia</i>, the teachers will undertake professional learning and development in <i>Hikairo</i>, the <i>culturally responsive guide for teachers of Māori learners</i></li> <li>• Strategic Goal 3 outlines the Board’s commitment to developing a whānau engagement plan. Local experts have been consulted to guide the Board in this endeavour</li> </ul> <p>Progress and achievement of our Māori students is monitored alongside the achievement of all other students. The Board will monitor and analyse Māori student achievement data against previous years of Māori student achievement data in order to better evaluate the value-added for our Māori ākonga, once the learnings of <i>Ka Hikitia</i> and <i>Hikairo</i> are embedded.</p> <p>The Board and staff acknowledge our responsibilities as Tangata Tiriti under Te Tiriti o Waitangi.</p> <p>The Board will respond to any request for instruction in te reo Māori by:      Advising the parent of the current level of te reo and tikanga Māori available at Queen Elizabeth College. The school offers te reo Māori me ōna tikanga as an option from Year 9 (compulsory) and classes in te reo Maori are offered for all seniors to NCEA Level Three.</p>

	<p>The Board will also explore possibilities for extending the current provision, including:</p> <ul style="list-style-type: none"> <li>○ Dual enrolment with Te Aho o Te Kura Pounamu (the Correspondence School)</li> <li>○ Consulting a School Adviser</li> <li>○ Consulting with another school which is able to provide a higher level of instruction in te reo and tikanga Māori</li> <li>○ Advising the parent where the nearest school is that provides a higher level of instruction in te reo and tikanga Māori, for example, Massey University enrolment</li> </ul>
<p><b>Special Character / Māori Medium status</b></p>	<ul style="list-style-type: none"> <li>• A bi-lingual option is offered to Year 9 and 10 students (Level 3 and level 4 MME)</li> <li>• The Services Academy continues to expand opportunities for students in their career choices. A Junior Academy is available as a junior option.</li> <li>• A student ESOL course operates in and outside the classroom</li> <li>• A supportive whānau learning environment operates with our Poutama system of Form Teachers following their cohort from Year 9 - 13</li> <li>• Community spirit pervades the school, with special consideration given to community groups wanting to hire our facilities</li> <li>• Tikanga practice is led by seniors to teach the junior students the school haka and waiata</li> <li>• The leadership team is supporting and reviving the kapa haka group and Māori Performing Arts in the curriculum</li> </ul>
<p><b>Special Education Needs and Inclusion</b></p>	<p>Inclusion relates to presence, participation and achievement as key aspects for all learners, in particular those with additional learning needs. These students may have difficulty accessing the curriculum at their respective age or stage, and may also include students with additional abilities.</p> <p><b>Goals:</b> We have high expectations of all our students and support them to achieve their best, regardless of ability, socio-economic status or family background. Each student has the right to be safe and learn in an environment where they are respected and can develop a strong sense of self-worth and achievement.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• We operate a learning support hub for our junior and senior akonga who require extra support. A Year 11 hub, also commended by ERO (November 2021), provides extra support for older ākongā with additional needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• We have a tikanga based programme in Te Matui for those akonga who need extra support with their mana and behaviour.</li> <li>• Our SENCO works with contributing schools and staff, including teacher aides, and outside agencies to get the best support for our students with additional needs.</li> <li>• Year 9 students spend time with the Year 13 students on an orientation course for two school days before the rest of the school returns to the academic year</li> <li>• Our teacher aide team supports learners in the mainstream in junior classes.</li> </ul> <p><b>Achievement Target:</b> Our teachers aim for each of our students with additional needs to achieve their optimum potential, while cognisant of their diagnosed needs. Our students are supported to achieve their academic and vocational aspirations through specialist expertise and teacher aide support.</p> <p>We have very positive interactions with multiple external agencies, including Youth Aid, Oranga Tamariki, Alternative Education providers, Ministry of Education specialist teams, Arahunga Special School and the Health School.</p>
<p><b>Vocational Pathways and Higher Education</b></p>	<p>Services Academy Trades Academy Dual Pathways Gateway Uskills programme Secondary Tertiary Alignment Resource <i>Robust for Work Portfolio</i> in partnership with Talent Central Careers Education Retail work experience, often leading to employment Positive relationship with UCoL, with up to 20 of our senior students routinely on UCoL courses Approximately 10% of our graduates go on the university with high quality outcomes Driver licence programme subsidised by the school Trades block courses run at school</p>

<p><b>Te Oro Karaka Rua</b> <b>Kāhui Ako</b></p>	<p>Queen Elizabeth College belongs to the Palmerston North City and Rural 1 &amp; 2 Kāhui Ako (Te Oro Karaka Rua). Our overarching challenge: <i>Our learners will develop a strong sense of well-being, cultural identity and have equitable access to innovative, high quality teaching and learning.</i> The school has two within-school teachers, who are employed by the Kāhui Ako.</p>
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Baseline Data and School Context																																																											
<p><b>Student Achievement, Engagement and Attendance</b></p> <p>The roll-based longitudinal data below does not truly reflect the progress being made by the school and students. However, a highlight is the performance of our Pacific learners in recent years. <b>We consider the success of our students based on the completion of the course and a minimum of 80% attendance.</b> Our results are negatively impacted by, variably, 10-20% of our students not attending classes, or leaving school to relocate or to start work. Due to these factors, lower decile schools, such as Queen Elizabeth College, will always be disadvantaged when comparing the roll-based results to those of high decile schools – an issue the NZQA system simply highlights.</p>	<p><b>Longitudinal Roll-based NCEA Data</b></p> <table border="1" data-bbox="175 526 758 1870"> <thead> <tr> <th></th> <th>2020</th> <th>2021</th> <th>2022</th> <th>Target 2022, including Māori and Pacific Learners</th> </tr> </thead> <tbody> <tr> <td>L1 All</td> <td>62</td> <td>47</td> <td>45</td> <td>90</td> </tr> <tr> <td>L 1 Māori</td> <td>62</td> <td>44</td> <td>45</td> <td>90</td> </tr> <tr> <td>L1 Pacific Learners</td> <td>80</td> <td>50</td> <td>40</td> <td>90</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>L2 All</td> <td>83</td> <td>67</td> <td>49</td> <td>90</td> </tr> <tr> <td>L2 Māori</td> <td>80</td> <td>64</td> <td>46</td> <td>90</td> </tr> <tr> <td>L2 Pacific Learners</td> <td>86</td> <td>84</td> <td>43</td> <td>90</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>L3 All</td> <td>63</td> <td>59</td> <td>43</td> <td>90</td> </tr> <tr> <td>L3 Māori</td> <td>67</td> <td>63</td> <td>47</td> <td>90</td> </tr> </tbody> </table>					2020	2021	2022	Target 2022, including Māori and Pacific Learners	L1 All	62	47	45	90	L 1 Māori	62	44	45	90	L1 Pacific Learners	80	50	40	90						L2 All	83	67	49	90	L2 Māori	80	64	46	90	L2 Pacific Learners	86	84	43	90						L3 All	63	59	43	90	L3 Māori	67	63	47	90
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NZQA results, roll based, %	QEC	Decile 1 - 3	National
Level 1	92%	58%	54%
Level 2	80%	68%	66%
Level 3	88%	60%	57%

QEC data is based on full year enrolment with a minimum of 80% attendance

#### Junior Literacy and Numeracy Target 2022

100% of Year 9 and 10 students will be ready to sit and pass the NCEA Co-requisite Standard in Literacy and Numeracy by 2023.

#### Year 9 Numeracy end 2022 (Numbers)

Numbers	Level 2	Level 3	Level 4	Level 5	Target 2022
	26%	45%	21%	7%	100% at L4-L5

#### Year 10 Numeracy end 2022

Numbers	Level 2	Level 3	Level 4	Level 5	Target 2022
	11%	32%	37%	20%	100% at L4-L5

#### Year 9 Literacy end 2022 (Percentages)

Percentages	Level 2	Level 3	Level 4	Level 5	Target 2022
Reading Term 1	27%	40%	32%	0%	32% at L4-L5
Reading Term 4	12.5%	30%	42.5%	15%	57.5% at L4-5

#### Year 10 Literacy end 2021 (Percentages)



	<table border="1" data-bbox="1268 537 1396 2128"> <tr> <th>Percentages</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> <th>Target 2022</th> </tr> <tr> <td>Reading Term 1</td> <td>30.5%</td> <td>28.2%</td> <td>39.1%</td> <td>2.2%</td> <td>41.3% at L4-L5</td> </tr> <tr> <td>Reading Term 4</td> <td>8.7%</td> <td>41.4%</td> <td>43.4%</td> <td>6.5%</td> <td>49.9% at L4-5</td> </tr> </table> <p><b>Attendance and Engagement:</b> Our aim is for 90% regular student attendance. Currently, the attendance rate is at 75% of regular attendees. We have three dedicated attendance liaison officers in the Student Support Centre, who contact parents, families and whānau, and support them to get our students to school. The Board's 2022 – 2024 Strategic Plan includes specific relationship-building and engagement strategies to help address the last 10-20% non-attendance.</p> <p>The school has a low rate of stand downs, suspensions and exclusions, preferring to employ a restorative practice approach and keep students engaged, wherever possible, in a consistent educational environment.</p>	Percentages	Level 2	Level 3	Level 4	Level 5	Target 2022	Reading Term 1	30.5%	28.2%	39.1%	2.2%	41.3% at L4-L5	Reading Term 4	8.7%	41.4%	43.4%	6.5%	49.9% at L4-5
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Reading Term 4	8.7%	41.4%	43.4%	6.5%	49.9% at L4-5														
<p><b>Student Support</b></p>	<p>Student office established to assist with support of students and follow up on attendance</p> <p>Attendance Officers liaise with families and whānau- Attendance grant received to work intensively with Y10</p> <p>3 Guidance counsellors- 1.5 FTTE- Te Whare Piki Ora. Mana enhancement programme based in Te Matui</p> <p>Careers and Vocational Pathways personnel offer advice and support, and co-ordinate courses outside the school. Strong pathways to UCOL and to employment</p> <p>Board-funded teacher aides assist students in and outside the classroom</p> <p>Health nurse (one day per week) and dental caravan (annual visit). Hand sanitiser freely available</p> <p>250 lap top computers are available for individual issue through the Library</p> <p>Driver licence and work-based courses are offered to our rangatahi</p> <p>Adoption of Government donation scheme, \$150 credit for families on enrolment (50k board initiative)</p> <p>Free lunch programme, breakfast club and morning tea supplied</p> <p>Free sanitary items</p>																		
<p><b>School Organisation and Structures</b></p>	<p>Roll: 310 (Yrs 9-14)</p> <p>Senior Leadership team:</p>																		

	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Deputy Principal (Curriculum)</li> <li>• Deputy Principal (Pastoral)</li> </ul> <p>Deans Specialist and Support Staff Poutama classes (Form Classes) Teacher Aides</p>
<p><b>Review of Charter and Consultation</b></p>	<p>The Charter is reviewed annually and in consultation with all stakeholders. In November 2021, parents, families, whānau, staff and students were surveyed on a range of topics prior to the Board setting the new three to five-year Strategic Plan.</p>

## Strategic Section 2022 – 2024

The Charter, Strategic and Annual Plans are underpinned by the National Education and Learning Objectives and Priorities (the NELPs): Learners at the Centre; Barrier-free Access; Quality Teaching and Leadership; Future of Learning and Work; World Class Inclusive Public Education system.

Strategic Goal	Core strategies 2022	Core strategies 2023	Core strategies 2024
<p><b>Student Achievement and Engagement</b></p> <p><b>1. All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships</b></p>	<p><b>1.1</b> Curriculum plans will be reviewed and initiatives explored to ensure optimum student engagement</p> <p><b>1.2</b> The Board will have qualitative and quantitative data to show a clear picture of the teacher – student relationships at the school.</p> <p><b>1.3</b> The QEC Way that works for students will be clearly defined</p> <p><b>1.4</b> The Board will have data to show a clear picture of</p>	<p><b>1.1</b> Curriculum plans which ensure optimum student engagement will be fully developed</p> <p><b>1.2</b> The Board will review the qualitative and quantitative data on teacher – student relationships at the school and re-set future goals and targets</p> <p><b>1.3</b> The QEC Way that works for students will be reviewed</p> <p><b>1.4</b> The Board will have data to show a clear picture of student achievement and progress</p>	<p><b>1.1</b> Curriculum plans which ensure optimum student engagement will be reviewed and their impact on student engagement evaluated</p> <p><b>1.2</b> The Board will analyse qualitative and quantitative data on the teacher – student relationships at the school to evaluate the value added</p> <p><b>1.3</b> The QEC Way that works for students will be evaluated for its positive impact on school culture</p> <p><b>1.4</b> The Board will evaluate data on student achievement and progress</p>

<p><b>Māori Student Achievement</b></p> <p><b>2. Our Māori students will enjoy educational success as Māori</b></p>	<p>student achievement and progress</p> <p><b>1.5</b> The Board will analyse and interrogate data on student achievement and progress</p> <p><b>2.1</b> Whānau and iwi will be approached to partner and collaborate with the school to maximise our Māori students' success as Māori</p> <p><b>2.2</b> The Board and all staff will undertake professional learning in <i>Ka Hikitia</i> with an expert provider</p>	<p><b>1.5</b> The Board will analyse and interrogate data on student achievement and progress</p> <p><b>2.1</b> The Board will review the progress and success of whānau-school partnership and collaboration</p> <p><b>2.2</b> <i>Ka Hikitia</i> will be integrated and visible across the school</p> <p><b>2.3</b> Hikairo Scheme for Culturally Responsive Teaching and Learning will be explored</p>	<p><b>2.1</b> The Board will evaluate the impact on Māori student educational achievement and outcomes of the partnership and collaboration between whānau and school</p> <p><b>2.2</b> <i>Ka Hikitia</i> will be fully embedded and reviewed</p> <p><b>2.3</b> Hikairo Scheme for Culturally Responsive Teaching and Learning will start to be seen in our practise.</p>
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<p><b>Community Engagement</b></p> <p>3. Our Board, staff, whānau, iwi and community will be engaged in supporting our ākongā in their learning and growth</p>	<p>3.1 A community engagement plan will be developed and introduced</p>	<p>3.1 The community engagement plan will be implemented across the school</p>	<p>3.1 The community engagement plan will be fully embedded and reviewed by the Board and community</p>
<p><b>Board Governance and Stewardship</b></p> <p>4. The Board will ensure ongoing improvement in the effectiveness and efficiency of governance and stewardship, through induction and ongoing</p>	<p>4.1 The Board will establish and undertake a schedule of training to include</p> <ul style="list-style-type: none"> <li>• <i>Ka Hikitia</i></li> <li>• the National Education and Learning Priorities (the NELPs)</li> <li>• Principal's appraisal</li> </ul>	<p>4.1 The Board will conduct a self-review of Board capability and re-set the annual schedule of training</p>	<p>4.1 The Board will conduct a self-review of Board capability and re-set the annual schedule of training</p>

<p>training, the distribution of tasks and succession planning</p>	<ul style="list-style-type: none"> <li>The distinct Governance- Management roles</li> </ul> <p>4.2 The Board will identify and develop the position and role description of members, the presiding member and deputy, as required</p> <p>4.3 The Board will actively seek prospective Board members</p> <p>4.4 The Board will create and ongoingly update a Board induction package for members, and explore development opportunities for members</p>	<p>4.2 The Board will identify an incoming presiding member and provide training</p> <p>4.3 The Board will review Board membership and capability</p>	<p>4.3 The Board will conduct a full self-review audit of its performance</p>
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### Board Long-Term Plans 2022 - 2024

<p><b>Finance</b></p> <ul style="list-style-type: none"> <li>Actively manage school finances, budget and resources</li> <li>Monitor, evaluate and report on school finances and delegations</li> <li>Evaluate any losses due to COVID-19</li> </ul>	<p><b>Property and Assets</b></p> <ul style="list-style-type: none"> <li>Comply with all property requirements</li> <li>Maintain a physically safe environment for staff and students</li> <li>Monitor, evaluate and report in relation to property management and delegations</li> </ul>	<p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>Employ the highest quality personnel for all school positions</li> <li>Manage the Principal's performance and ensure robust annual appraisal, with opportunities for professional development. Link to the strategic direction, goals, priorities, targets</li> </ul>
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<ul style="list-style-type: none"> <li>Review Board-funded staff and projects</li> <li>Comply with financial requirements</li> <li>Explore opportunities for locally-raised funds</li> </ul>	<ul style="list-style-type: none"> <li>Execute tasks in the 5YA, 10 YPP and School Investment Package (SIP) <ul style="list-style-type: none"> <li>Work with Ministry of Education on Block G solution and Marae classroom designation</li> <li>Complete turf upgrade</li> <li>Progress swimming pool project as finances allow</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop a succession plan for the Board, actively seek prospective members and interest in the presiding member role</li> </ul>
<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>Review, evaluate, maintain and update the school's hardware and software to meet student need</li> </ul>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>Comply with all health and safety requirements</li> <li>Ensure the health and safety policy is fit for purpose</li> <li>Health and safety report is a standard item at Board meetings</li> </ul>	<p><b>Policies and Procedures</b></p> <ul style="list-style-type: none"> <li>Regularly review school policies and procedures in Schooldocs to ensure they are coherent and fit for purpose</li> <li>Follow and complete all works with school docs</li> </ul>
<p><b>Board Training and Professional Development</b></p> <ul style="list-style-type: none"> <li>Establish the annual training schedule <ul style="list-style-type: none"> <li><i>Ka Hikitia</i></li> <li>The NELPs</li> <li>Governance-Management roles</li> <li>Principal's appraisal</li> </ul> </li> <li>Provide professional development for staff consistent with the strategic direction and goals <ul style="list-style-type: none"> <li><i>Ka Hikitia</i></li> <li><i>Hikairo</i></li> </ul> </li> </ul>	<p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>Develop a whānau engagement plan with external guidance and support</li> <li>Conduct at least twice-yearly school community surveys</li> </ul>	<p><b>Self-Review</b></p> <ul style="list-style-type: none"> <li>Monitor Board performance against the Strategic Plan at monthly meeting</li> <li>Charter review: October/November, including community consultation/feedback</li> <li>Curriculum review: new DP (Curriculum) to conduct curriculum review 2022</li> </ul>

<ul style="list-style-type: none"> <li>○ Write That Essay</li> <li>○ PaCT and Learning Progression Framework</li> </ul>		
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## Annual Implementation Plan 2023

<b>School Improvement Plan – Student Achievement</b>	
<p><b>Strategic Goal 1:</b> All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships.</p>	
<p><b>Annual Goal:</b> Our Year 9 and 10 students will achieve to the expected standard in Literacy across the curriculum.</p> <p>Please see data in strategic plan section.</p> <p><b>Focus in 2023</b> All teachers have responsibility to develop learners who are literate in their subject and to help prepare them to pass the NCEA Co-requisite Standard, scheduled for introduction in 2023, through deliberate acts of teaching. The Organisation for Economic Cooperation and Development (OECD) has specified that Level 2/3 of the Survey of Adult Skills (PIAAC) is a good level of literacy and numeracy to participate in learning, life and work. This broadly reflects Level 4/5 of the National Curriculum where a learner has control over Level 4 and is ready to work at Level 5. Despite eight to nine years of tuition, a group of our Year 9 and 10 students have still not met the expected level in Literacy and are at risk of not achieving the Co-requisite Standard and consequently their NCEA Certificate. In 2021, we engaged a facilitator in the writing programme, <i>Write That Essay</i>. This professional development will continue for all teachers in 2022. The ultimate goal is to build capacity in learners to write well in a structured way that will help them deal with the literacy-heavy</p>	<p><b>Annual Target:</b> All Year 9 and 10 students will achieve Level 4 – 5 in Literacy.</p>



examination processes. The concept of all learners being able to write sentences with varying structures and techniques is designed for NCEA success. Progress will be measured from the baseline data gathered to pre, during and post programme testing.

**Key Improvement Strategies**

<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b>
Term 4 2021	Contact Ministry of Education to express interest in NCEA Co-requisite Literacy and Numeracy Pilot	Principal	School is receiving Ministry support and resources to support student success in the new Standard
Term 1 - 4	Reduce teacher-student ratio in English L1 classes	Principal	Improved L1 Literacy results
Term 1 - 4	Effective teaching of Literacy across all subject areas, with a focus on writing techniques, both general and subject-specific  PLD in Literacy will continue with outside provider to lift Literacy across Departments and the school  Department Heads and teachers will gather, analyse and report on valid and robust data, through e-astTle and <i>Write That Essay</i>	Literacy coordinator  Dept Heads  Teachers	Literacy focus is evident in all teacher planning and reflects the requirements of the Co-requisite Standard in Literacy  Department Heads are regularly evaluating student progress and achievement in general and subject-specific literacy (recorded in meeting minutes and reported to the leadership team)  Coordinator is working with Departments to develop ideas and concepts
	Heads of Department will ensure that all teachers are familiar with the requirements of the new Co-requisite Standard in Literacy		Data collection is valid and robust, is analysed and evaluated for its impact on student achievement and to inform next teaching strategies

Term 1	Teacher PLD in the Learning Progression Frameworks (LPFs) and the PaCT (Progress and Curriculum Tool) applicable to for Year 9 and 10	AP (Curriculum) Ministry of Education Adviser?	Teachers of Years 9 and 10 understand and are starting to use the LPF and PaCT to plan and moderate
Term 1 and 2	Curriculum review to ensure relevance and to include local curriculum development	AP (Curriculum)	AP's review shows a curriculum relevant to students, including evidence of local curriculum in action
<b>Monitoring:</b>			
<ul style="list-style-type: none"> <li>• Teachers through Spiral of Inquiry</li> <li>• Heads of Department</li> <li>• AP (Curriculum)</li> </ul>			
<b>Resourcing:</b>			
<ul style="list-style-type: none"> <li>▪ Increased staffing L1 Literacy</li> <li>▪ Priority of Within-School teacher role, centrally-funded. Creates the ability to work with contributing schools which are also running the programme</li> <li>▪ Provide resource for the Library, both human and financial</li> </ul>			

<b>School Improvement Plan – Student Engagement and Relationship-building</b>
<b>Strategic Goal 1:</b> All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships.

<p><b>Annual Goal:</b> All staff will undertake professional development in <i>Ka Hikitia</i> and all teachers will undertake professional development in <i>Hikairo</i>.</p>		<p><b>Annual Target:</b> The principles and practices of <i>Ka Hikitia</i> and <i>Hikairo</i> are embedded in classroom planning and practice. The Outcome Domains of <i>Ka Hikitia</i> are visible around the school.</p>	
<p><b>Baseline data:</b></p> <p>Qualitative data:</p> <p>Staff and students have identified that work needs to be done on developing relationships between teachers and students. Both staff and students have identified student engagement as an area for improvement.</p> <p>Survey data: Was collected from The NZCER survey on relationships. This data was useful in the junior school. All our data sat within the norms of New Zealand schools. We unfortunately did not get the senior school engagement we would have liked and are planning to focus on gathering quality baseline data in June 2023 to be able to start comparisons.</p>			
<p><b>Focus in 2023</b></p> <p>The Board aims to have a clear picture of teacher-student relationships, supported by qualitative and quantitative data, by end 2023. All teachers and leaders will focus on gaining a deeper understanding of our students, their lives, ethnicity, iwi, hapū, prior learning, aspirations, strengths and work-on areas in order to better engage them and to teach relevant to their needs. How well do we know our students?</p>			
<p><b>Key Improvement Strategies</b></p>			
<p><b>When</b></p>	<p><b>What</b></p>	<p><b>Who</b></p>	<p><b>Indicators of Progress</b></p>
<p>Term 1</p>	<p>Staff PLD in <i>Ka Hikitia</i></p>	<p>DP Teachers Staff AP (Pastoral)</p>	<p>Staff will have a clear understanding of the Māori Education Plan</p> <p>The Outcome Domains will be evident in planning, in classrooms and around the school</p>

		External provider	
Term 1 - 3	Teacher PLD in <i>Hikairo</i>	DP DP (Curriculum) External provider	<p>Teachers' deliberate acts of teaching and relating to students is positively impacting student attendance and engagement</p> <p>Teachers demonstrate manaakitanga, including the correct pronunciation and regular use of te reo Māori</p> <p>Student and staff survey results show improved relationships and behaviours</p> <p>Department minutes recording progress, further enquiry, staff discussion</p>
Term 1	Teachers will create a profile for all their students: their lives, ethnicity, iwi, hapū, prior learning, aspirations, strengths and work-on areas ( <u>excluding</u> private and confidential information) This can be built in the Kamar system for future reference and for other staff to be able to access the information if required.	DP(Curriculum) DP (Pastoral) Teachers	<p>Teachers have a clear understanding of their students' lives and are engaging positively with students</p> <p>Teachers' deliberate acts of teaching and relating to students is positively impacting student attendance and engagement</p>
Term 1 and 2	Clearly define the QEC Way that works for students	DP (Pastoral)	The QEC Way is clearly defined and works for students, reflected in pastoral data (e.g. attendance, engagement, surveys)
<b>Monitoring:</b>			

<ul style="list-style-type: none"> <li>• Teachers - Spiral of Inquiry</li> <li>• Heads of Department reports – PLD; learning and behaviour</li> <li>• DP (Curriculum): academic achievement, Careers Coordinator reports</li> <li>• DP (Pastoral): attendance register, Deans' reports, Guidance Counsellor reports</li> </ul>	
<b>Resourcing:</b> <ul style="list-style-type: none"> <li>• External advisers</li> <li>• Internal staff with specific skills</li> </ul>	
<b>School Improvement Plan – Māori Educational Success as Māori</b>	
<b>Strategic Goal 2:</b> Our Māori students will enjoy educational success as Māori.	
<b>Annual Goal:</b> All staff will undertake professional development in <i>Ka Hikitia</i> and all teachers will undertake professional development in <i>Hikairo</i> .	<b>Annual Target:</b> The principles and practices of <i>Ka Hikitia</i> and <i>Hikairo</i> are embedded in classroom planning and practice. The Outcome Domains of <i>Ka Hikitia</i> are visible around the school.
<b>Baseline data:</b> <b>Roll:</b> 65% Māori 8% Pacific 26% European	
<b>Focus in 2023</b> What is good for Māori is good for all. The Board is committed to building their own and our staff knowledge and cultural capability to positively impact outcomes for our Māori students and their whānau. To this end, the Board and all staff will undertake professional	

learning in *Ka Hikitia* and all teachers will engage with the competencies of *Hikairo*. The Board will also explore a whānau advisory group, designed to support our Māori students' education.

We will gather some baseline data on how well we are doing for our Māori students, as Māori, so that we can assess the value-added from our deliberate strategies and actions. Relationship surveys, pastoral statistics, attendance data, ATL grades, academic success, engagement in sporting and cultural activities.

### Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1	Staff PLD in <i>Ka Hikitia</i>	DP Teachers Staff DP (Pastoral) External provider Within school teacher Cultural competency	Staff will have a clear understanding of the Māori Education Plan  The Outcome Domains will be evident in planning, in classrooms and around the school  Senior Maori teacher can guide us through the Ka Hui Ako and within wider networks of Maori teachers
Term 1 – 3	Teacher PLD in <i>Hikairo</i>	DP AP (Curriculum) External provider	Teachers' deliberate acts of teaching and relating to students is positively impacting student attendance and engagement  Teachers demonstrate manaakitanga, including the correct pronunciation and regular use of te reo Māori

			Student and staff survey results show improved relationships and behaviours Department minutes recording progress, further enquiry, staff discussion
Term 1 and Term 4	Gather baseline and end of year data for Māori students. Compare with 2022 data, if available.	DP (Curriculum)	Data shows value-added for Māori students Pathways to higher education and/or employment reflect value-added for Māori students
Term 1 and term 4	Gather baseline whanaungatanga data (qualitative)	DP (Pastoral)	Surveys of students identifying as Māori show a greater sense of whanaunga and manaaki
<b>Monitoring:</b>			
<ul style="list-style-type: none"> <li>DP will implement, monitor and report on progress</li> </ul>			
<b>Resourcing:</b>			
<ul style="list-style-type: none"> <li>External advisers</li> </ul>			

**School Improvement Plan – Community Engagement**

**Strategic Goal 3:** Our Board, staff, whānau, iwi and community will be engaged in supporting our ākonga in their learning and growth

<b>Annual Goal:</b> Develop and introduce a community engagement plan	<b>Annual Target:</b> Successfully launch our community engagement plan
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<p><b>Baseline data:</b></p> <p><b>Community surveys</b> Our November 2022 community survey yielded a poor response from families, whānau and students. Teachers responded well from a global and more personal perspective.</p> <p><b>Focus in 2023</b> The Board is committed to significantly improving the engagement of parents, family and whānau to partner and collaborate with the school to support our students' educational success.</p>			
<b>Key Improvement Strategies</b>			
When	What	Who	Indicators of Progress
Term 1	Approach external advisers Māori to address the Board on potentially forming a whānau advisory group	Presiding Member Principal	Board and leadership have a clear understanding of how a whānau advisory group might support community engagement and relationships, student engagement, attendance and relationship-building
Term 2 - 4	Any actions which result from learnings in Term 1	Presiding Member and Principal	<i>A plan and pathway to whānau engagement are in place</i>
<b>Monitoring:</b>			
<ul style="list-style-type: none"> <li>• Board and Principal</li> </ul>			
<b>Resourcing:</b>			
<ul style="list-style-type: none"> <li>• External advisers?</li> </ul>			



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**School Improvement Plan – Board Governance and Stewardship**

**Strategic Goal 4:** The Board will ensure ongoing improvement in the effectiveness and efficiency of governance and stewardship, through induction and ongoing training; the distribution of tasks and succession planning.

<p><b>Annual Goal:</b> Board undertakes professional learning in <i>Ka Hikitia</i>, the NELPs, Principal's appraisal and the governance/management roles.</p>	<p><b>Annual Target:</b> All Board members fully trained in the targeted professional learning.</p>
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**Baseline data:**  
The Board has recently been introduced to *Ka Hikitia* and wishes to understand how they might better support Māori students' educational success.

**Focus in 2022**  
The Board is committed to ensuring quality Board membership through knowledge-building and succession planning.

**Key Improvement Strategies**

When	What	Who	Indicators of Progress

Term 1	Schedule the professional learning  Professional learning 1. <i>Ka Hikitia</i> 2. Principal's Appraisal	Presiding Member DP/external expert NZSTA	Schedule of PLD established and followed
Term 2	Professional learning 1. Governance/Management roles  Develop Board member position description and induction pack	Presiding Member NZSTA  Presiding Member  NZSTA or External provider	PLD completed  Position descriptions and induction packs completed
Term 3	Professional learning 2. The NELPs	Presiding Member NZSTA	PLD completed
Terms 1 - 4	Actively canvases the community for potential Board membership	All Board Principal	
<b>Monitoring:</b>			
<ul style="list-style-type: none"> <li>• Board and Principal</li> </ul>			

**Resourcing:**

- External provider to work with the BOT to help them achieve their goals

