

QUEEN ELIZABETH COLLEGE

PROSPECTUS

2027





KIA ORA

My name is Chris Moller and I am the Tumuaiki of Queen Elizabeth College.



I base my educational philosophy on over 39 years of working in schools, both in New Zealand and overseas. I come from a small town, worked many jobs as a teenager and succeeded at national level in sports, giving me an insight into the sacrifice, fun and pain it takes to succeed.

I am married to Isabel and have three children. I have taught from years 2 to 13, so have a good grasp of the developmental stages of children and teenagers. I have been working in the management of secondary schools for 26 years. I personally love my sport and delight in watching my former pupils and team members succeed at All Black, Super and provincial rugby. I support as many activities as I can within the College.

We believe in restoring relationships when we can but also have a very grounded view of right and wrong and being accountable for actions.

We welcome visits from the community, so come and meet with us, see how we can help your whānau on the next stage of their journey to be ready for life.

Chris Moller
PRINCIPAL

QUEEN ELIZABETH COLLEGE

VISION

Quality: everything we do is at the best of our ability.

Expectations: we have the highest expectations of ourselves and our community.

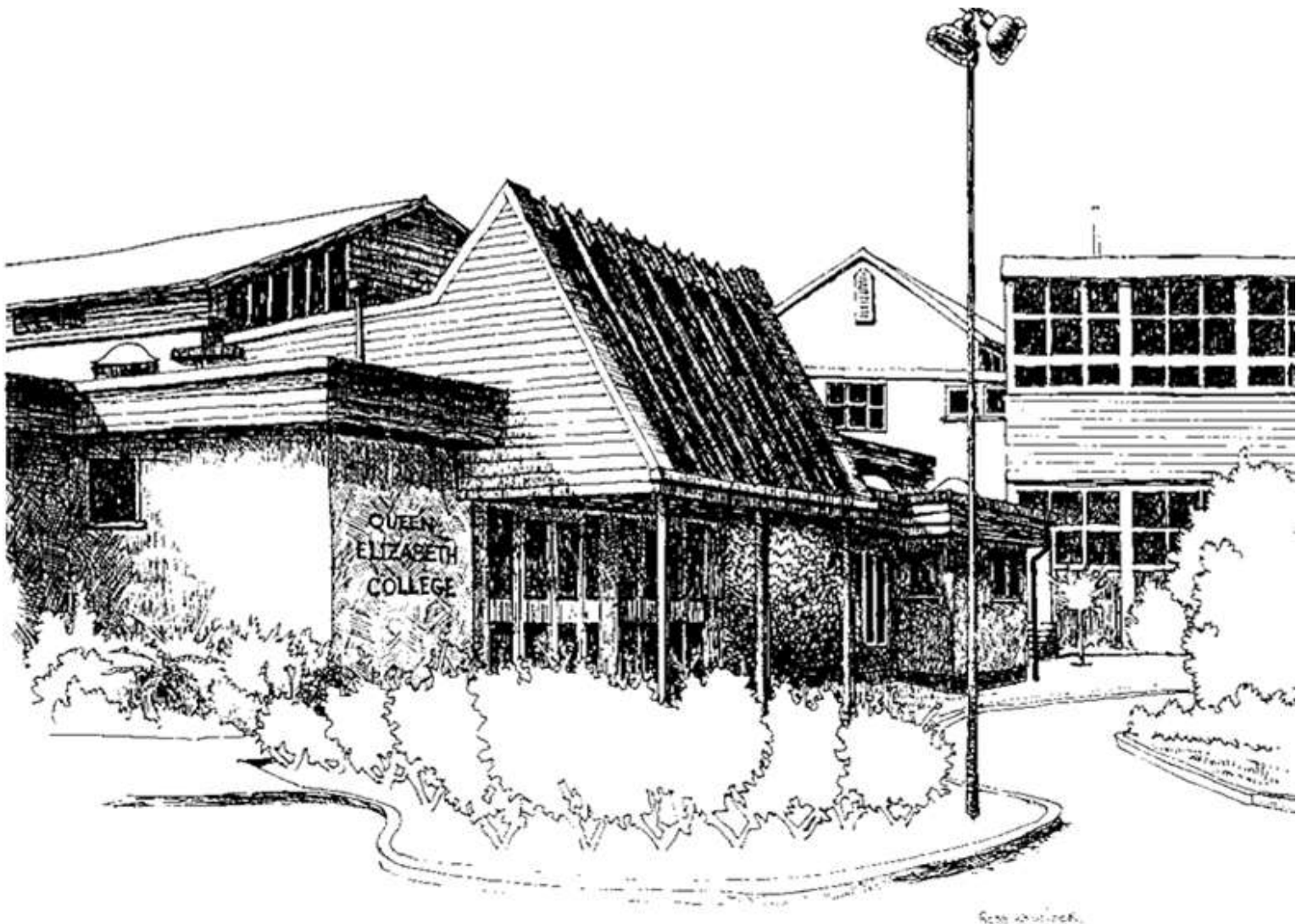
Commitment: we live and teach what it is to be committed.

GOALS

- Establish pathways for our ākonga; further education, services, and employment.
- Teach specific skills to prepare ākonga to be ready for life.
- Prepare our students for the digital world.
- Actively seek ways to engage with the community.
- Establish robust systems for academic and pastoral support.

WE VALUE

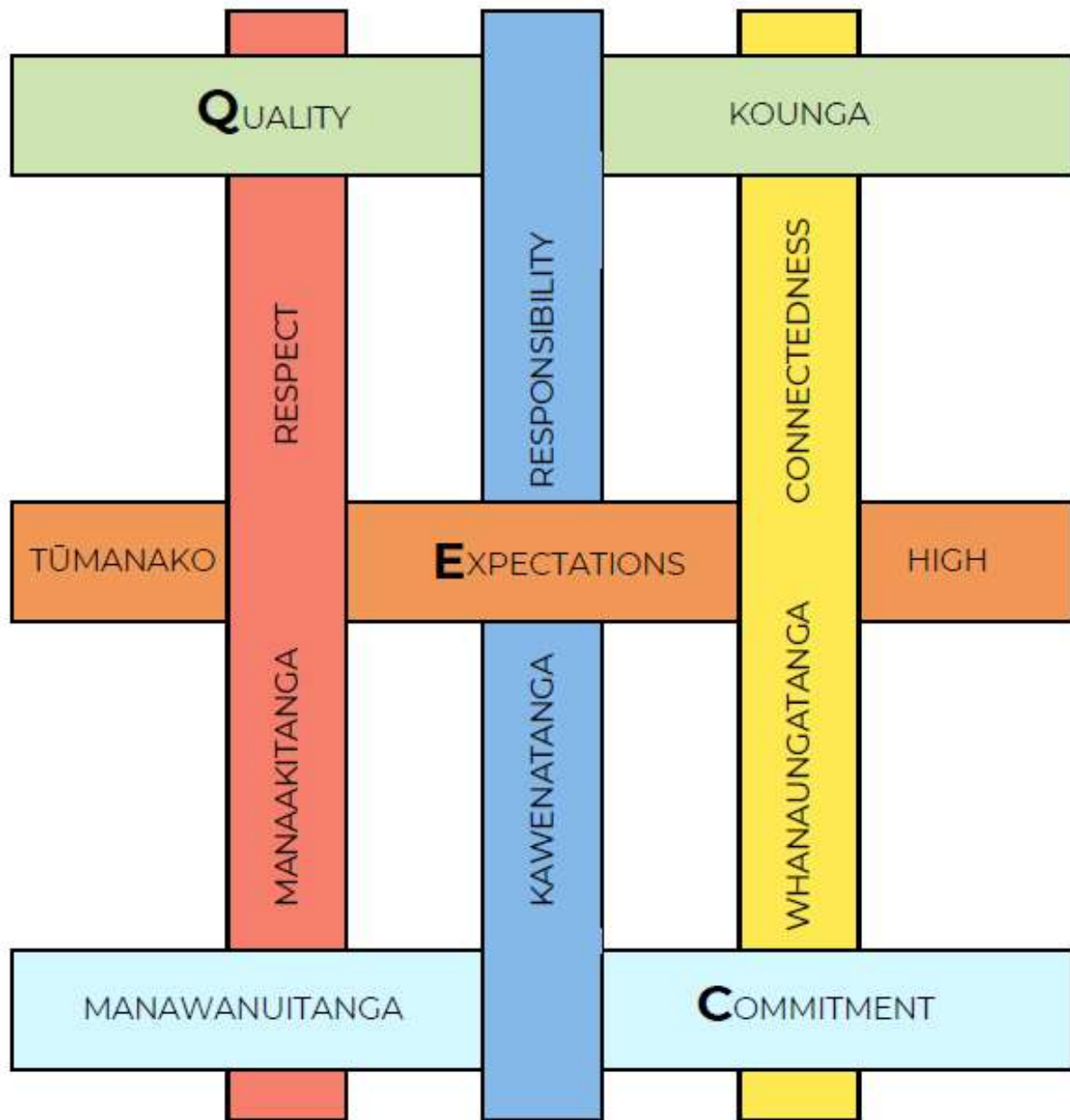
Good citizenship, self-management, success, diversity, inclusiveness, honesty, integrity, communication, and a growth mindset.



READY FOR LIFE

RESTORATIVE PRACTICE

COLLABORATION WITH THE COMMUNITY



GROWTH MINDSET



PURPOSE STATEMENT

The purpose of Queen Elizabeth College's school-wide plan is to create a safe and supportive environment within our school community. This environment builds positive and respectful relationships that improve academic achievement and encourage independent and life-long learning. Queen Elizabeth College has five key school-wide expectations:

RESPECT | Manaakitanga

For ourselves, for others, for the environment

We are behaving respectfully when we:

- use polite and respectful language;
- take care of the school environment;
- be considerate towards other people and property.

RESPONSIBILITY | Kawenatanga

We are behaving responsibly when we:

- are ready and prepared;
- make good decisions;
- are accountable for our actions.

COMMITMENT | Manawanuitanga

We are showing commitment when we:

- strive for personal excellence;
- persevere through challenges;
- meet attendance expectations.

CONNECTEDNESS | Whanaungatanga

We are connected when we:

- are proud of who we are;
- include and support others;
- build and maintain positive relationships.

STUDENT SUPPORT

Student support is a core focus of Queen Elizabeth College. We provide a Student Centre for parents and students. Your child will have one key support teacher (Poutama Teacher) with them from Years 7 to 8 and from Years 9 to 13. We also have extended support structures which include Deans, a Learning hub, a Pastoral hub and Guidance counsellors.



SKILLS FOR THE REAL WORLD

At Queen Elizabeth College, we:

- have small class sizes, meaning students are individuals, not a number; teach innovatively;
- have unique IT, offering laptop access to all students;
- value whānau and community, creating a sense of belonging;
- provide opportunities through sport, culture and academic achievement to learn commitment and belonging;
- have fantastic staff and resources;
- talent-spot and encourage full participation;
- partner with UCOL and Massey University to connect your child's aspirations to real application;
- establish links with the trades for future employment opportunities;
- offer Cadetship, and leadership training;
- have a driver's licence programme that is highly successful;
- encourage students to make the most of a wide range of opportunities;
- have a Service Academy for military and services-based training.



DEVELOPING LEADERS

PARTNERSHIP WITH FAMILIES

We believe that for a student to succeed, the school and family must work together. Working in partnership means there are more opportunities to ensure that the student is supported. The school provides opportunities for families to track student progress through formal reporting with bi-weekly Attitude to learning grades (ATL), the school portal and if needed, personal contact from teachers. Deans and Poutama teachers are available for families and students for advice and support. We have face-to-face meetings at the end of each term.

QUEEN ELIZABETH COLLEGE EDUCATIONAL TRUST

The purpose of the Trust is to provide for the educational needs of students that attend Queen Elizabeth College. This is done through the provision of scholarships for secondary and tertiary education, financial assistance and requests of an educational nature.

LEADERSHIP OPPORTUNITIES

Sports and culture, Senior and Junior Prefect teams, School Council, and camps across year levels.



GENERAL INFORMATION

SCHOOL HOURS

The school day begins at 8:50am. There are five one hour periods as well as a Poutama class (or assembly) in a normal school day, with the day ending at 3:00pm. On Wednesdays, students finish at 1:30pm.

UNIFORM SHOP

The process of purchasing the school uniform can begin at the time of formal enrolment. The student centre is open during school hours.

CAFETERIA

The Cafeteria is open Monday to Friday. At interval a variety of food and water is for sale, the prices are very reasonable. The school also provides a free breakfast, soup and garlic bread at interval, and a lunch, all free of charge for all students.

PERSONAL GROOMING

We understand that students express their individuality through the clothes they wear, jewellery and hairstyles. We would like to emphasise that when in school uniform the following applies:

- hair to be clean, tidy and of a natural shade, clear of the face. Hair dyed bright colours is not acceptable;
- Extreme hairstyles are not permitted;
- faces are to be clean shaven;
- one plain metal stud, sleeper, or clear plug in each ear. Clear acrylic plugs in other piercings (dermal piercing not acceptable);
- nails should be a natural colour and length.

MOTOR VEHICLES

All students wishing to bring a motor vehicle to school must apply to the Deputy Principal for permission. A current Restricted or Full drivers license is required. Students vehicles are to be parked in the front car park and are not to be driven during the school day.



QUEEN ELIZABETH COLLEGE UNIFORM

- \$63 Pinstripe Shirt/Blouse
- \$73 College Jacket
- \$84 College Jumper
- \$42 Black Shorts (Unisex)
- \$42 Black Trousers (Unisex)
- \$31 Black Skirt
- \$44 PE Shirt
- \$37 PE Shorts
- \$21 QEC Bucket Hat
- \$16 Boys School Socks
- \$3 Girls Socks - Black
- Shoes - Price Varies
- \$115 QEC Blazer (Year 13 only)
- \$26 QEC Tie (Year 13 only)



SCHOOL MAP



WHERE DOES YOUR LEARNING LEAD TO?

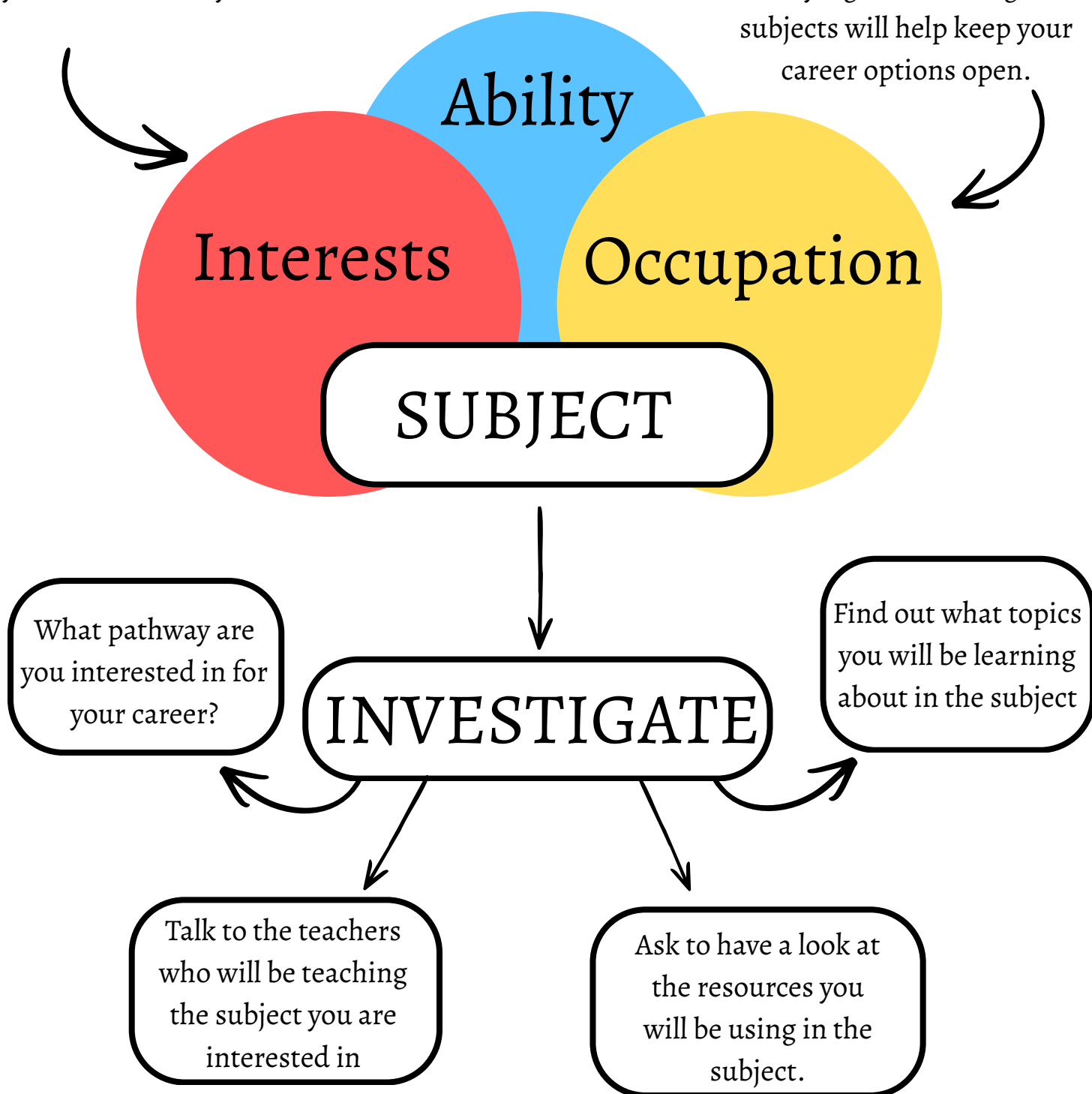
Year 7 - 9	Year 10	Level 1	Level 2	Level 3
Art	Art	Visual Art	Visual Art	Visual Art
		Fashion & Textiles	Fashion & Textiles	Fashion & Textiles
		Jewellery Design and Construction	Jewellery Design and Construction	Jewellery Design and Construction
Music	Music	Music Production and Performance	Music Production and Performance	Music Production and Performance
English	English	English	Academic English	Academic English
			Vocational English	
Mathematics	Mathematics	Mathematics	Academic Mathematics	Academic Mathematics
			Vocational Mathematics	
Social Studies	Social Studies	Social Sciences	History/Classical Studies	History/Classical Studies
			Rights & Responsibilities	
Science	Science	Science	Science	Science
			Biology	Biology
			Chemistry	Chemistry
			Physics	Physics
Food Technology	Food Technology	Hospitality	Hospitality	Hospitality
		Food Technology	Barista and Cafe Skills	Café Skills
			Home Economics	Home Economics
Resistant Technology	Wood	Building Construction and Allied Trades skills	Building Construction and Allied Trades skills	Building Construction and Allied Trades skills
	Metal	Mechanical Engineering	Mechanical Engineering	Mechanical Engineering
		Nga Toi	Nga Toi	Nga Toi
		Whakairo	Whakairo	Whakairo
Digital Technology	Digital Technology	Computing and Digital Technology	Computing and Digital Technology	Computing and Digital Technology
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
			Sports and Fitness	Sports and Fitness
Health	Health	Health and Development	Health and Development	Health and Development
Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori
Te Ao Haka	Te Ao Haka	Te Ao Haka	Te Ao Haka	Te Ao Haka
Service Academy	Service Academy	Service Academy	Service Academy	Service Academy

CHOOSING SUBJECTS

How good are you at the subject?
Assessment results will help you to
determine your ability.
Discuss your ability with your
teachers.

If you know your career choice,
check out suitable subjects at the
Careers Office. If unsure,
studying a broad range of
subjects will help keep your
career options open.

What do you enjoy?
Do you like the subject?
If you are interested in the subject
you are most likely to do well.



STAR, Gateway and secondary tertiary courses are available based on students' needs in consultation with the student, parent/caregiver and relevant staff.

INTERMEDIATE YEARS 7 AND 8

Mā te huruhuru, ka rere te manu

Adorn the bird with feathers so it may fly

A Strong Foundation for Lifelong Learning

At Queen Elizabeth College, our Year 7–8 programme marks the beginning of a journey that builds a strong academic foundation for long-term success. As part of our Year 7–13 whānau, these years are about more than a smooth transition into secondary school. They are a launchpad for students to thrive in literacy, numeracy, and beyond.

A Four-Year Pathway to Achievement

We offer a structured and purposeful programme that prioritises essential literacy and numeracy skills. Our approach ensures every student is supported and challenged to reach their potential from the outset. With a four-year pathway (Years 7–10), we deliberately design learning so growth is sustained, progress is visible, and success is achievable. Our specialist teachers use data-informed practice to tailor learning to individual needs. By focusing on core capabilities in these early years, students build the confidence and competence needed for NZCE and future pathways.

The QEC Advantage: Specialist Teachers & Facilities

Year 7–8 students benefit from specialist secondary teachers and high-quality facilities, including science labs, music studios, digital technology suites, and sports facilities. QEC provides a learning environment that inspires curiosity and excellence. This early exposure helps students discover interests, develop skills, and engage in a wider academic journey. Whether it is engineering in the workshop or developing practical skills in our specialised kitchen spaces, students experience a broad taste of secondary education.

A Place for the Whole Whānau

Queen Elizabeth College is more than a school. It is a community. As a Year 7–13 school, we offer continuity, care, and strong connections. Siblings can grow together, and families can build lasting relationships with our staff. Transitions between year levels are seamless, with each stage of learning carefully connected. Students develop strong relationships with teachers and peers across year levels, contributing to a safe, supportive, and inclusive culture. From day one in Year 7, they are part of something bigger. A college that values their voice, nurtures their identity, and celebrates their success.



ENGLISH

Ko te reo te tuakiri Language is my identity

Ko te reo tōku ahurei Language is my uniqueness

Ko te reo te ora Language is life

English is the study, use and enjoyment of the English language. Understanding how language works can empower our students by giving them the literacy toolbox needed for life beyond school. In order to nurture capable and critical thinking citizens of the future, English is used to provide students with opportunities to “become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.” (NZC).

Targeted support programmes, including ESOL and structured literacy, are available from Year 7 to Year 13. English is available at all year levels and is compulsory to Year 12.

Junior English

In Years 7 and 8, students spend eight hours a week developing literacy and comprehension. In Years 9 to 10, students spend four hours of English a week, and the focus shifts away from literacy-specific skills to more literary studies. Students will explore a wide range of texts from short stories, novels and films to posters, podcasts, TV programmes and blogs. All students will develop their skills in reading and writing, viewing and presenting, and speaking and listening.

Senior English

These courses will cover levels 6 to 8 of the New Zealand Curriculum. Year 11 English students will select one of three courses offered. Each one takes a different thematic approach. All options will be assessed by both internal and external achievement standards.

Year 12 Academic English

This is an academic pathway where students will study both internally and externally assessed achievement standards.

Year 12 Vocational English

Vocations Students will study internally assessed unit standards which prepare them for life outside of high school.

Year 13 Academic English

This is an academic pathway where students will study both internally assessed achievement standards.



MATHEMATICS

Ko te pangarau, te mohiotanga ki ngapunga o te ao
Maths is understanding and interpreting numbers
in the world around us

At Queen Elizabeth College Mathematics is viewed as part of a student's education and everyday life.

From Year 7 to Year 11, Mathematics is a compulsory school subject. Learning is scaffolded to ensure students can attain their Level 1 Numeracy qualifications.

In Year 12 and 13, Mathematics is encouraged for most students depending on the pathway they are pursuing. In the senior school each year has prerequisites and builds on prior knowledge.

Queen Elizabeth College has mathematics teachers who are committed to students' mathematics education. All students can meet with success and are expected to gain NCEA Level 1 Numeracy as a minimum qualification. Students are encouraged to strive for course endorsement in Merit and Excellence.

Queen Elizabeth College provides differentiated teaching in each class to ensure the success of every student. Regular reviews of where students are at encourages students to keep improving. Teachers work to relate mathematics through students' interests and everyday experiences such as sports, culture and community as much as possible.

Senior students should discuss and gain advice from their Poutama teacher or Dean to ensure their academic pathway suits their career pathway. If they are unsure they could also check with the HoD of Mathematics.



SCIENCE

Mā te whakaaro nui e hanga te whare;

mā te mātauranga e whakaū

Big ideas create the house; knowledge maintains it

Science is the study of phenomena and events in the world around us through observation and experimentation. Science education develops the student's ability to observe events, logically recording and processing them to develop a clear understanding. Science involves students being able to communicate using written reports, mathematical calculations and correct vocabulary to explain ideas. This will prepare students to participate in public discourse in science-related issues and enable them to become life-long learners in science. Science is taught at all year levels, being compulsory to Year 11.



General Science - Year 7, 8, 9, 10

Course developed from the following learning areas:

Biology, Chemistry, Physics, Geology, Astronomy and Agriculture-Horticulture

General Science - Year 11

Course developed from the following learning areas:

Biology, Chemistry, Physics, Geology, Astronomy and Agriculture-Horticulture

General Science – Year 12 and 13

General science course covering all the learning areas of the curriculum. Mainly internally assessed. All science standards are University accredited.



SOCIAL SCIENCES

Unuhia te rito o te harakeke kei whea te kōmako e kō?

Whakatairangitia – rere ki uta, rere ki tai;

Ui mai koe ki ahau he aha te mea nui o te ao,

Māku e kī atu he tangata, he tangata, he tangata!

Remove the heart of the flax bush and where will the kōmako sing?

Proclaim it to the land, proclaim it to the sea;

Ask me, “What is the greatest thing in the world?”

I will reply, “It is people, people, people!”

Junior Social Studies is the foundation for future studies within the department. Social Studies is a core subject at Year 7 and 10. Students learn the skills and key concepts that they will base their future learning on.

Senior courses will be based on a range of Social Sciences. Assessments will be selected from History, Senior Social Studies, Geography and Classical Studies depending on student interest and strength. Courses will be focused on real life issues and contexts.

Social Scientists learn about the world by experiencing the world. Our department believes students learn best with direct hands-on learning experiences both inside and outside of the classroom.

Going somewhere?

The Social Sciences offer a window through which to understand the big questions we have about our societies and our world. Many careers are based around a broad Social Science qualification. People who study the Social Sciences go on to jobs in management, research, writing, analysis, social work, psychology, education, environmental management, tourism, museums and libraries, advocacy, politics. In fact, there are few jobs that would not benefit from a Social Science perspective.



MĀORI STUDIES

Ko tōku tuākiri, tōkumana motuhake

My Identity empowers my own destiny

Te Ao Māori and Te Ao Haka are essential, valued methods of teaching and learning in our Reo Rua program to empower our students.

We assist students from Kura Rūmaki to develop and extend their knowledge of Te Ao Māori and Te Ao Haka.

We ensure students have a strong knowledge and use of two languages for a higher understanding of Te Ao Māori and Te Ao Haka.

In our Te Ao Māori ReoRua Bilingual Education unit, students learn the tools to gain skills and knowledge of Te Ao Māori and Te Ao Haka, which they can apply in their whānau, hapū, iwi, kura, and society.

Further education is important to our students, and career opportunities are enormous. Students can pursue any of the following pathways:

- Moko Artist
- Nanny/child care
- Education
- Community & Social Services
- Creative Curator
- Historian
- Actor
- Arts
- Administration
- Copywriter
- Television presenter
- Director
- Editor
- Human Resources Adviser
- Journalist
- Kaiwhakaako Māori
- Kohanga reo Kaiako
- Midwife
- Nurse
- Police Officer
- Youth Worker



HEALTH AND PHYSICAL EDUCATION

Tama tu, Tama ora

An active soul is a healthy soul

Health and Physical Education run from junior to senior year levels.

Junior Students

Health topics include Hauora physical, mental and emotional, social, and spiritual wellbeing, goal setting, anatomy, physiology, nutrition, relationships and sexuality, alcohol and drugs and outdoor education skills. Health is compulsory for all Year 7 to 10 students. Physical Education topics include athletics, aquatics, fitness and movement, sport studies, outdoor education, and activity based learning (ABL) and is compulsory at Years 9 and 10.

Senior Students

Year 11-13 students, Health and Physical Education are optional subjects, offered at NCEA levels 1 – 3. Both of these subjects are available at all of the senior levels. We also offer Sport and Fitness as a subject. However, it is only available at Levels 2 and 3 (Year 12 and 13).



Outdoor Education

At Queen Elizabeth College we recognise the importance of education outside the classroom and we work hard to continue to offer (optional) camps, from Year 9 through to Year 13. At Year 11 and 12, students have an opportunity to obtain credits towards their respective NCEA levels. Our senior Physical Education classes offer a number of outdoor education opportunities throughout the year.

Facilities

We have a wide range of facilities and equipment available at Queen Elizabeth College to help us deliver quality programmes and courses.

These include:

- 2 x Gymsnasiums
- Pool and dive pool (kayaks)
- Weights room
- Rock climbing wall / Abseiling
- Turf
- Outdoor basketball and netball courts
- CrossFit equipment



DIGITAL TECHNOLOGY

Torea te tuatara ka patu ki waho

A problem is solved by continuing to find solutions using digital technology

At Queen Elizabeth College, Digital Technologies is built around practical skills, problem solving, and real-world learning. Students gain hands-on experience using a wide range of digital tools and technologies that prepare them for further study, employment, and everyday life in a digital world.

Our courses focus on building confidence and capability in areas such as digital literacy, coding, application development, media creation, and online collaboration. Students learn by creating projects, solving problems, and working with technology in meaningful ways that connect to real industries and future pathways.

Digital Skills and Learning Environment

Queen Elizabeth College provides students with access to modern computer facilities and digital learning tools across the school. Microsoft Teams is used as our main online learning platform, allowing students to communicate, submit work, collaborate with others, and access learning resources both at school and from home.

Students can develop practical skills in:

- Coding and software development
- Website design and digital content creation
- File management and online collaboration
- Spreadsheet and data analysis skills
- Digital communication and presentation skills
- Cyber safety and responsible technology use
- Problem solving and computational thinking
- Creative design using digital tools



Careers and Future Pathways

Digital Technologies skills are valuable across many industries and career areas. Any career in today's world uses digital technology in some format. Students who study Digital Technologies can develop pathways into:

- | | |
|---|--|
| • Software Development and Programming | • Engineering and Technology |
| • Web and App Development | • Media and Digital Design |
| • Cybersecurity and Networking | • IT Support and Systems Administration |
| • Data Analysis and Business Technology | • Marketing and Digital Communications |
| • Game Development | • Entrepreneurship and Creative Industries |

Our goal is to help students leave school with practical digital skills, confidence using technology, and the ability to adapt to changing technologies in the future.

HOSPITALITY / FOOD TECHNOLOGY

Kāore ite moho te kupu kao!

No does not live here!

We are a well-resourced department offering full-year senior courses in Hospitality, Café, Home Economics and Food Technology, providing diverse career pathways. Driven by the pandemic, climate change, social demographics, and rising health conditions, our goal is to nurture forward-thinking, problem-solving, and creative students.

JUNIOR STUDENTS

Year 7 to 9

A 10-week rotation focusing on basic food safety and nutrition, with practical work on family meal recipes like Mac & Cheese and Spaghetti Bolognese.

Year 10

A semester course developing skills leading into NCEA. The students complete three Unit Standards in Hospitality, offering them a chance to possibly gain 10 Level 1 Credits. They also complete a Food Technology product development project, which aligns with Year 11 Food Technology.

SENIOR STUDENTS

Hospitality Levels 1-3

Covers industry training standards, earning credits through food preparation and service, including baking, soups, sauces, and health and safety.

Involves teamwork and service events.

Barista Skills

Offers Level 2 Barista qualifications with commercial-grade equipment. Students progress from simulated situations to serving real customers, covering coffee extraction, milk preparation, and beverage business skills.

Food Technology

Delivers NCEA achievement standards in processing technologies and product design. Students develop innovative products like 'Frozen Bites,' leading to University Entrance.

Home Economics

A different academic pathway, offering NCEA credits that focus on social issues around food, with practical work demonstrating solutions to some of these issues.



ART

Whāia te mātauranga hei orange mō tatou

Seek after learning for the sake of your wellbeing

If you follow the path of learning, the world will be your oyster

Years 7–10 Creative Arts

Throughout the course, students are introduced to the elements and principles of art and design. They will develop skills in drawing, painting, printmaking, textiles, sculpture, and design processes. Students learn to generate ideas, experiment with materials, and create original artworks that reflect their personal interests, culture, and identity.



Visual Arts

Students explore a range of traditional and contemporary art practices through drawing, painting, printmaking, mixed media, and sculpture. Projects develop understanding of the visual elements including line, shape, form, colour, texture, value, space, and composition. Students investigate the work of established artists and learn how artists communicate ideas and tell stories through visual language. Each year culminates in a portfolio of work demonstrating the development of ideas, technical skills, and personal creative responses. Recent projects have included Cultural Symbol Watercolour Paintings, Perspective Drawing and Architectural Design, Colour Theory and Expressive Painting, Printmaking and Relief Printing, Sculpture and Identity Projects.

Fashion & Textiles

Students explore creative textile design through a variety of techniques including fabric painting, screen printing, embroidery, appliqué, dyeing, embellishment, and sustainable fashion practices. Projects encourage students to design and create wearable or decorative textile pieces while developing practical sewing and construction skills. Students are encouraged to experiment with materials and develop original designs that express their individual style and cultural influences. Past projects have included Costume Design, Wearable Art, Cultural Textiles, Upcycled Fashion, Printed and Embellished Garments.

Jewellery Design

Students investigate the design and creation of jewellery using a wide range of materials including wire, beads, resin, wood, crystals, clay found objects, and recycled materials. Students learn design processes, drawing and planning techniques, safe workshop practices, and jewellery-making methods. Emphasis is placed on creativity, craftsmanship, and the development of original pieces inspired by personal and cultural themes. Projects may include Wire-Wrapped Jewellery, Resin and Mixed Media Jewellery, Cultural Adornment, Contemporary Jewellery Design

RESISTANT TECHNOLOGY

Ma pango, Ma Whero, Ka oti te mahi

If we work together we can finish any task

The Hard Materials Technology department boasts three large workshops and high-quality tools.

Year 7-9 Resistant Technology

All Year 7-9 students rotate through all option subjects, including wood and metal, to explore different areas before making selections in Year 10.

Year 10 Wood

Students who select Technology Wood will enhance their hand tool skills and complete two projects over two terms. This course is a prerequisite for Level 1 Building and other NCEA Wood courses.



Year 10 Metal

Students in Technology Metal focus on workshop safety and complete 2-3 projects over two terms. This course is a prerequisite for Level 1 Engineering and other NCEA Metal courses.

Construction (Years 11 & 12, Level 1 & 2 BCITO)

Full-year courses where students learn advanced tool use and build internal and external projects. These courses offer 20 L1 NCEA and 24 L2 NCEA credits. Year 10 Wood is required for L1 BCITO, and Year 11 Construction is needed for L2 BCITO.

Construction (Year 13, Level 3 BCITO)

A full-year course focusing on advanced projects aligned with industry standards, offering 24 L3 NCEA credits. Year 12 Construction is a prerequisite.

Engineering (Years 11 & 12, Level 1 & 2 Competence)

Full-year courses where students develop engineering skills through fabrication and welding projects. These courses offer 20 L1 NCEA and 24 L2 NCEA credits. Year 10 Metal and Year 11 Engineering are prerequisites.

Engineering (Year 13, Level 3)

A full-year course where students enhance engineering skills with projects in designing, fabricating, and welding, offering 24 L3 NCEA credits. Year 12 Engineering is a prerequisite.

Ngā Toi & Whakairo (Year 11-13)

Ngā toi is a hands-on course covering the principles of Māori cultural design and artwork. Whakairo is a hands-on course developing practical design skills and mastering the use of specialist carving hand tools, bringing cultural artwork to life.

PERFORMING ARTS

Ehara taku toa i te toa takatahi Engari, he toa takatini

My successes are not of mine alone, they are ours – the greatest successes we will have are from working together.

The Arts are powerful forms of expression that recognise, value and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions mediated by selected processes and technologies. Through movement, sound, and image, the arts transform people's creative ideas into expressive works that communicate layered meanings. (NZC)

Music is available at all levels and compulsory for Year 7-9.

Junior music (Year 7-10)

Three hours weekly focusing on performance, music analysis and composition. Itinerant tutors provide weekly instrument lessons and ensemble mentoring.

Level 1 Music

Study includes internally and externally assessed achievement standards in solo and ensemble performance, composition and music analysis.

Senior Music

Study includes internally and externally assessed achievement standards in solo and ensemble performance, composition and music analysis.



SERVICE ACADEMY

Mauri Tu, Mauri Ora

An active soul is a healthy soul

The Queen Elizabeth College Service Academy commits itself to providing life skills, motivational learning, training and vocational options that will allow youth in our community to establish their place confidently and successfully in life.

The students will be taught to meet school and Academy expectations. They will learn discipline, teamwork, respect and how to work hard, as well as having a lot of fun. The three main teaching points are drill (marching), physical training and general service knowledge (military, fire and police).

The Queen Elizabeth College Junior Service Academy is available to Year 7- 10 students. The aim of the Junior Academy is to provide a programme in which the students can learn about the military and gain confidence by testing themselves in a fun and challenging environment.

We offer:

- a structured military-based environment;
- opportunities to attend courses within the New Zealand Defence Force (NZDF);
- opportunities to develop service skills and knowledge;
- a practical subject that can lead to a lifelong career.





Visit our website for more details.

We charge no donation or curriculum fees. We also offer all school families \$150 credit for school associated costs.

For more information or to arrange a visit

www.qec.school.nz

office@qec.school.nz

(06) 358 9033

Queen Elizabeth College,

PO Box 4047, Palmerston North 4442

We would love to meet you!





QUEEN ELIZABETH COLLEGE International

KIA ORA

Welcome to Queen Elizabeth College, where your child's international education is enriched by a vibrant blend of cultures. Here, students don't just observe, they truly experience the warmth and depth of our Māori and Pasifika cultures, alongside a diverse global student body. Beyond the classroom, we empower our students to discover their potential through an array of sporting activities and leadership pathways. From our unique, discipline-focused Service Academy to immersive Education Outside the Classroom adventures, Queen Elizabeth College fosters character, resilience, and global citizenship. We look forward to welcoming your child into our College soon.

LOCATION - PALMERSTON NORTH, NEW ZEALAND

Queen Elizabeth College is an inner-city co-ed high school based in Palmerston North, New Zealand. Palmerston North sits in the Manawātū province, situated in the lower half of the North Island of New Zealand, just over one hour north of our capital city, Wellington. It is also an easy one-hour direct flight from Auckland International Airport. The city is within easy access of the ski fields of Ruapehu, as well as the tourist destinations of Rotorua and beautiful Lake Taupo to the north, and the unspoiled beaches of Foxton and Himatangi to the west. It is also surrounded by beautiful farmland and offers many outdoor experiences. Palmerston North is one of the three main logistics hubs of NZ and home to three tertiary education institutions: Massey University, UCOL, and IPU. It is also a NZ Defence Force hub with an Army and Airforce base located just outside the city. This gives the city a vibrancy all its own. Our city has two longstanding sister school relationships: Guiyang Guizhou Province, China and Missoula, Montana, USA. It has enjoyed hosting and teaching thousands of international students at its many secondary and tertiary institutions over the last 25 years and is proud of its many notable international alumni now located all around the globe.



ACCOMMODATION

All international students enrolled at Queen Elizabeth College will be accommodated in an approved homestay. Our homestay hosts and their families are carefully chosen to ensure the student can settle well into life in New Zealand and at Queen Elizabeth College. All homestays are fully vetted by the New Zealand Police. Our homestay accommodation includes homes in the city or on the outskirts. The College recognises the utmost importance of matching international students with host families who will support and encourage them. Living with a New Zealand family enables the international student to integrate more quickly into the New Zealand lifestyle and school environment while improving their English language capabilities.

Our international students are provided with full support from the time they arrive in New Zealand. This begins on arrival at Auckland International Airport where students will be welcomed and assisted to transfer to their domestic flight to Palmerston North. On arrival at Palmerston North Airport the student will be met by a member of the College's international team who will introduce them to their host family.

Host families, in conjunction with the school, will help new students to purchase their school uniforms (if required), and throughout the enrolment procedures, opening a New Zealand bank account, as well as facilitating the student to join social clubs and activities. Unless living with a parent or designated caregiver, international students enrolled in Queen Elizabeth College will not be permitted to own or drive a car. All international students will be issued with a "Homestay Booklet" on arrival, which will assist them to settle into their new accommodation. They will be supported throughout their homestay experience by the College's International Student Homestay Coordinator and the International Team.



CURRICULUM OVERVIEW

As Queen Elizabeth College students move through their school programme they are encouraged and facilitated to set goals to achieve academic success and personal growth.

ESOL

ESOL classes for students from non-English-speaking backgrounds will be scheduled as part of their regular weekly timetable. ESOL tuition will be delivered by the College's highly trained ESOL staff. In addition they will be enrolled in the usual core curriculum subjects.

SUBJECT OVERVIEW

The College has a variety of subjects available; English, Mathematics, Science, Social Sciences, Māori Studies, Health and Physical Education, Digital Technology, Hospitality/Food Technology, Art, Resistant Technology, Ngā Toi/Whākairo, Performing Arts and Music, and Service Academy

EDUCATION OUTSIDE THE CLASSROOM (EOTC)

All students have the chance to experience EOTC. This comes in many forms including class camps in Years 7 to 10, as well as other opportunities during their time at the College to experience New Zealand's beautiful scenery.

QEC SERVICE ACADEMY - LEADERSHIP DEVELOPMENT

The unique Queen Elizabeth College Service Academy empowers students through life skills, motivational learning, and vocational training. Our demanding yet deliberate programmes range from leadership development and bush survival to adventure camping, they are designed to build resilience and confidence. We equip students with the essential tools to succeed and contribute meaningfully to their local community, country, and the wider world.



STUDENT SUPPORT STRUCTURES

POUTAMA TEACHER

All students are supported in their learning and school life through regular monitoring by the College's Poutama system and teachers. The purpose of Poutama classes is to enhance the sense of belonging with the Poutama teacher working with students and families.

Students are placed in year level groups which meet for 20 minutes, four times a week. As the student progresses through the year levels, their Poutama teacher moves with them.

GUIDANCE COUNSELLOR AND HEALTH NURSE

The school Guidance Counsellors are a key feature of the College's student support structure, they provide assistance and support for issues either at school or at home. The nurse is available for all students to access.

INTERNATIONAL TEAM

International students will also be supported by the International Student Team, including Head of ESOL, Homestay Manager, International Administrator, and International Director.

INTERNATIONAL STAFF

Shellee Wood - International Director



Kia ora, I am the International Director at Queen Elizabeth College, and I am excited to lead and support college's international programme. Prior to Queen Elizabeth College, I spent 30 years at Massey University's Institute of Education. I also actively supported global postgraduate students, gaining extensive experience in global education and cross-cultural engagement.

Mrs Santi Budhia - Head of ESOL



I am a New Zealand-born Indian with a Canterbury University Masters (Hons) degree, a Diploma in Teaching, and postgraduate diploma in Second Language Teaching. Over a 40-year career at Queen Elizabeth College, I have held senior management roles, developing deep expertise in NCEA and the NZ education system. I've built strong tertiary pathways with UCOL and Massey University. Currently, I deliver tailored academic and ESOL programmes for diverse learners, and look forward to welcoming international students to our community.



Jackie Wheeler
Homestay Manager



Mrs Ramona Edwards Mar'e
International Administrator



LET'S CHAT

We would love to hear from you.
Get in touch with us via phone, email, our website or Facebook page.

Phone | 64 6 358 9033 ext. 2452

Email | international@qec.school.nz

Facebook | Queen Elizabeth College Palmerston North

Website | qec.school.nz



HE MANA TŌ TE MĀTAURANGA

