

QEC Annual Implementation Plan 2025

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

<p>Summary of the plan:</p> <p>Our major focus is on producing literate and numerate young people who can use these skills to ensure they can lead meaningful and successful lives. To this end, we will be working intensively with Years 7-10 to lay a solid foundation of literacy and numeracy skills to ensure all students achieve the NCEA co-requisites.</p> <p>Our goal is to achieve the 90% expectation of regular attendance for all students, knowing that this is the single most influential factor in student success.</p> <p>A key focus in 2025 is the successful transition of all students to QEC, particularly our Year 7 & 8 students.</p> <p>There will be an increased drive to engage more of our parents, families and whānau in being involved at any level in their child’s life at QEC in an authentic partnership with the school.</p>
<p>Where we are currently:</p> <p>Student achievement: currently, meeting the equity expectations and aiming to increase achievement to national expectations – another 5-10%. Some students are pursuing the full qualifications. However, a number of students are struggling to meet the NCEA co-requisites. This will be a focus from Years 7-11 (all departments) to support pass rates from the earliest opportunity. There has been an increase of 73% in overall literacy levels over 2024, showing the positive impact of our Writing focus with <i>Write That Essay</i>. Focus is on a two programme to achieve NCEA L2 and retaining more students into L3, where programmes are tailored to their desired pathway, including work with Talent Central, UCoL and Massey University.</p> <p>Attendance: currently and average of 83% attending regularly. Our goal is 90%.</p> <p>Transition: Year 7, 8 & 9 transitioned successfully to QEC, judging by academic and pastoral data, which we aim to build on in 2025 and beyond. Those with additional needs require more intervention, which will be a focus for our incoming SENCo. The majority of students transitioning at other levels did so successfully, with the exception of those who failed to attend regularly.</p> <p>Community engagement: finding strategies to engage more of our community remains a constant focus. Preparation for and during the kapa haka tour provided good opportunity to seek feedback with positive effect. There is always mixed feedback from online surveys. Our plan is to go to whānau in 2025 and to find more informal ways of gathering feedback more effectively in 2025 – targeting events, informal hui etc. On the very positive side, prize giving is extremely well-supported by our parents/families/whānau.</p> <p>Regulation 9(1)(e)</p>
<p>How our targets and actions give effect to Te Tiriti o Waitangi:</p> <p>Te reo Māori and tikanga Māori are normalised in our school, in class, in the classroom and in all events. Waiata with actions, karakia, whakatauki and other kawa of tea o Māori are an integral part of our daily lives as staff and students. Te reo Māori me ona tikanga are compulsory at all levels.</p> <p>Regulation 9(1)(g)</p>
<p><i>Your plan needs to include how the teaching and learning strategies and programmes of your school support students to progress and achieve with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, and on addressing the needs of students whose needs have not yet been well met.</i></p> <p>Documented in the Annual Actions and Strategies.</p> <p>Regulation 9(1)(f)</p>

Strategic Goal 1 Student achievement and engagement All students will progress and achieve to their highest possible educational potential through quality teaching and learning , safe environments and positive relationships. <i>Regulation 9(1)(a)</i>				
Annual Target/Goal Years 7 – 10 will make more than one year’s progress in Literacy and Numeracy NCEA L1 students will pass the Common Assessment Activities (CAA) for Literacy and Numeracy to achieve the NCEA co-requisites. <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) <i>Regulation 9(1)(d)</i>				
E-asTTle and PAT results, and any quantitative and qualitative data will reflect that all Years 7 – 10 students have made progress, where possible, more than one year’s progress, in Literacy and Numeracy. NCEA L1 students will pass the Common Assessment Activities (CAA) for Literacy and Numeracy to achieve the NCEA co-requisites.				
Actions <i>Detail the key actions you’ll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you’ll use to check on your progress. You’ll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Appoint an Assistant Principal to lead the Years 7 – 10 (middle years) project.	Principal and appointment committee	Staffing Time allocation	Interview Term 4, 2024 for Term 1 2025 start	Years 7 – 10 students: <ul style="list-style-type: none">• Student wellbeing surveys will show successful transition to QEC.• All students, including the previously under-served (Māori, Pacific, ESOL, additional needs), will have curriculum programmes relevant and appropriate to their needs.• E-asTTle and PAT results will reflect progress, and where possible, more than one year’s progress in Literacy and Numeracy.• Middle School team meeting minutes will reflect actions taken to achieve the above and an evaluation of those actions, with next steps
Track and monitor: HoD and teacher planning and curriculum delivery for consistency across the school, including Te Mātaiaho Ministry priorities. Track and monitor the relevance of individual student programmes to ensure successful pathways.	Principal DP (Curriculum AP (Years 7-10) Principal DP (Curriculum) DP (Pastoral) AP (Years 7-10)	Time allocation Any resources to support the integration of Te Mātaiaho into QEC curriculum documents Develop checklist Time allocation Any resources to support the integration of Te Mātaiaho into QEC curriculum documents Access to pathways, further education and employment – key relationships	Milestone checks Term 1 and Term 3 Termly	All teacher planning will reflect the key priorities in the Strategic and Annual Implementation Plans, with a focus on Literacy and Numeracy and the Ministry priorities. Completed checklist to track, monitor and support the above goal. Years 7-11 scaffolded Literacy and Numeracy programmes focused on building capability. CAA and NCEA co-requisite data. Tracking documents will reflect that students’ programme planning meets their and their parents’/family/whānau aspirations. Student achievement data will reflect where students are on track for success and where further support is needed.
Track and monitor NCEA L1 students’ CAA achievement and progress towards the NCEA co-requisites	DP (Curriculum)	Time allocation Checklist	Termly	All NCEA L1 students are tracking well to achieve the NCEA co-requisites. Students needing additional support have relevant support programmes.

Strategic Goal 2 Attendance and Engagement All students will attend and be engaged in meaningful education to ensure best possible outcomes for their future. <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: Increase the number of students attending regularly from 83% with an ultimate goal of 90% of all students attending regularly. <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) <i>Regulation 9(1)(d)</i>				
A significant increase of students attending regularly above 83%.				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Review our attendance policies and procedures, ensuring compliance with the Attendance and Engagement Strategy.	Principal	Copies of Attendance an Engagement Strategy and/or link to web page.	Term 1	Checklist: all staff have read and understand the Strategy and the School's goal. Staff Meeting agenda item to discuss key themes and discuss. Attendance register. Attendance tracking, monitoring, analysing data and evaluating strategies to improve A & E.
Communication Ensure parents, caregivers and whānau are informed of our commitment to improve attendance rates, our rationale, strategies and target 2025. Ensure parents, caregivers and whānau understand our expectation that they will partner with us to ensure their children attend every day. Work with them to discover and address the reasons for any chronic absence. Ensure parents, caregivers and whānau are informed in a timely manner if their children are absent, or if there is a serious attendance problem, and seek their help to get their children to school.	Principal DP (Pastoral) DP (Curriculum) AP (Years 7-10)	Awards and certificates Grocery vouchers Staff and vehicles to pick up absentees	Daily and at planned events. Ongoing monitoring and reporting,	Parents are well-informed and regularly updated on the School's expectations and progress being made. Parents reflect in feedback that they support the strategies the School is undertaking and they are actively partnering with the School to ensure their children attend regularly.
Programmes and Resources Engage with relevant outside agencies to support the attendance of our students, if there are barriers to attendance, and when students are consistently absent. Ensure that the Principal and pastoral team have the resources they need to manage attendance, within the College's ability to resource, including pastoral support for students and their familes/whānau. Ensure that our curriculum is broad and meets the needs of our diverse learners and their aspirations for a successful future.		Attendance Service are fully engaged in supporting the School. Learning Support agencies to help those with additional needs to engage. Vans and personnel to do pick-ups. Monitoring and evaluating curriculum programmes – see Annual Goal 1		Regular student attendance. Students fully supported in relevant and appropriate programmes to meet their diverse needs. Student achievement data reflects an increase in performance.

Strategic Goal 3 Student Transition Students at all levels will transition successfully to Queen Elizabeth College. <i>Regulation 9(1)(a)</i>				
Annual Target/Goal Students transitioning to QEC at all levels are settled, happy and achieving well. <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) <i>Regulation 9(1)(d)</i>				
Students transitioning to QEC at all levels are settled, happy and achieving well. Wellbeing data reflects successful transitions to QEC. E-asTTle, PAT and NCEA data reflect successful outcomes – progress and achievement.				
Actions <i>Detail the key actions you’ll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you’ll use to check on your progress. You’ll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Appoint an Assistant Principal to lead the Years 7 – 10 (middle years) project.	Principal and Appointment Committee AP		Appoint for Term 1 2025 Termly milestone reports End of year evaluation and planning for 2026	Well-qualified person employed to lead Middle School and oversee transitions at all levels. Documentation and well-analysed qualitative and quantitative data to demonstrate how well students have transitioned/success rates. KMAR data. Attendance and engagement data. Pastoral data (stand downs etc).

Strategic Goal 4 Community Engagement The Board will engage with the community and use their aspirations and feedback to help inform the College’s strategic goals. Regulation 9(1)(a)				
Annual Target/Goal Increase in parent/family/whanau engagement meaningful feedback. Regulation 9(1)(a)				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) Regulation 9(1)(d)				
Increase in parent/family/whanau engagement meaningful feedback. Good engagement at Poutama and offsite events.				
Actions <i>Detail the key actions you’ll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you’ll use to check on your progress. You’ll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
Form a community engagement committee to drive the process following te Whakangārahu Ngātahi Toolkit guidance	Principal and Board	Te Whakangārahu Ngātahi Toolkit. Personnel.	Term 1 and ongoing	Increase in parent/family/whanau engagement meaningful feedback to help inform the next Strategic Plan and support students. Good engagement at Poutama and offsite events.
Monitor progress and evaluate success of the new initiative.	Principal and Board			

Strategic Goal 5 Giving Effect to Te Tiriti o Waitangi Board strategies and actions will focus upon giving effect to te Tiriti o Waitangi. Regulation 9(1)(a)				
Annual Target/Goal The principles of te Tiriti o Waitangi are understood by Board and staff and are visible in our policies, procedures, plans and key curriculum documents, including local curriculum. Regulation 9(1)(a)				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) Regulation 9(1)(d)				
Board and staff have a good understanding of what it means to give effect to te Tiriti o Waitangi. The principles of te Tiriti o Waitangi are visible in our policies, procedures, plans and key curriculum documents, including local curriculum. All reasonable steps are taken to provide instruction in tikanga Māori and te reo Māori. Documents and reports show that steps are being taken to actively ensure equitable outcomes for Māori students. The College has strong links to Māori whānau, local iwi and hapū through Board membership and relationships and through meaningful relationships with leadership and staff. Feedback received from Māori whānau and staff, iwi and hapū reflects that they are happy with what the College is doing.				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
View NZSBA materials on giving effect to Te Tiriti o Waitangi and lead Board and staff meetings	Principal and SLT	NZSBA Help for Boards: Giving Effect to Te Tiriti o Waitangi NZSBA Learning Library: Te Tiriti o Waitangi – Hautu – Māori Cultural Competence Self Review Tool Tau Mai Te Reo Ka Hikitia	Term 1	Board, SLT and staff have an increased understanding of what it means to give effect to Te Tiriti in the School context.
Read and discuss Ka Hikitia at Board, SLT and staff meetings and understand its impact in the School context	Principal and Board	Ka Hikitia and/or links to the web page	Term 2	Board, SLT and staff have an increased understanding of the potential impact on equitable outcomes for Māori students of implementing Ka Hikitia.

International Department Strategic Goal 1 Attract a diverse range of international students by showcasing the unique strengths of our school and community.				
Annual Target/Goal To increase international student enrolment and engagement by enhancing visibility and appeal through targeted marketing and relationship-building efforts.				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
<ul style="list-style-type: none">• A rise in international student inquiries and applications.• Increased engagement with our marketing content (website, social media, and promotional materials).• Strengthened partnerships with international education agents and institutions.• Positive feedback from prospective students and families about our outreach efforts.				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required Code of Pastoral Care for International students: NZQA Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 English language entry requirements for international students: NZQA Wellbeing and safety for international learners: NZQA	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Partner with education agents and attend international education fairs to promote the school abroad. Establish partnerships with schools overseas for exchange programs and long-term recruitment. Design and distribute updated promotional materials (brochures, videos, website content). Foster relationships with international education agents. Participate in global education fairs and expos. Engage host families and the local community to create a welcoming environment. Track enrolment statistics and application trends. Gather feedback through surveys from international students and families. Adjust strategies based on insights from collected data.	International Director Internationals Co-ordinator Homestay manager Principal	Marketing & Travel Budget: Funding for promotional materials, digital advertising, and event participation. Relationships Staffing: Dedicated personnel for marketing, student engagement, and international partnerships.	1-2 years	Enrolment numbers – Track the growth of international student enrolments each year, focusing on diversity in nationalities and regions. Marketing engagement – Measure the effectiveness of promotional materials (website traffic, social media engagement, webinar attendance, etc.). Partnerships with education agents – Count the number of new and maintained partnerships with international agents and recruitment partners.

International Department Strategic Goal 2 Provide a high-quality education that integrates New Zealand culture and values , fostering a strong sense of belonging.				
Annual Target/Goal To ensure international students receive a high-quality education while embracing New Zealand culture and values, fostering a strong sense of belonging within the Queen Elizabeth College community.				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
<ul style="list-style-type: none">• Incorporate Māori and Pacific culture, New Zealand history, and environmental sustainability into the curriculum.• Offer English language support programs tailored to different proficiency levels.• Provide project-based learning opportunities that connect students with real-world experiences in New Zealand.				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required Code of Pastoral Care for International students: NZQA Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 English language entry requirements for international students: NZQA Wellbeing and safety for international learners: NZQA	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Embed New Zealand culture in the curriculum – Include Māori and Pacific cultural studies, local history, and sustainability-focused learning. Offer structured English language support – Provide tailored ESOL (English for Speakers of Other Languages) programs to help students adapt and succeed. Train staff in cultural competency – Ensure all teachers and support staff receive training on best practices for teaching and supporting international students. Ensure flexible learning pathways – Provide subject options and academic support tailored to different student interests and abilities.	International Director Internationals Co-ordinator Homestay manager Principal	Staffing: Dedicated personnel for marketing, student engagement, and international partnerships. Cultural Program Funding: Budget for cultural exchange activities, student orientation programs, and community events. Educational Resources: Curriculum support materials that incorporate New Zealand culture and values.	1-2 years	Curriculum integration – Evaluate the extent to which New Zealand culture and values (Māori, Pacific heritage, sustainability) are embedded into teaching practices and learning outcomes. Student academic performance – Track international students' grades and graduation rates, comparing them to local student performance. Feedback from students and parents – Conduct surveys and gather testimonials on how students feel connected to New Zealand culture and values. ESOL support program effectiveness – Monitor the progress of international students in language development through standardized testing or language proficiency assessments.

International Department Strategic Goal 3 Build meaningful connections between international students, local students, and the wider community.				
Annual Target/Goal To foster meaningful connections between international students, local students, and the wider community through inclusive activities, cultural exchange programs, and collaborative learning opportunities.				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
<ul style="list-style-type: none">Set up international student buddy system where local students help new arrivals settle in.Organised cultural exchange events, such as International Days, language clubs, and homestay family activities.Encouraged participation in sports teams, school clubs, and leadership programs.				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required Code of Pastoral Care for International students: NZQA Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 English language entry requirements for international students: NZQA Wellbeing and safety for international learners: NZQA	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Establish a student buddy program – Pair international students with local students for mentorship and friendship. Organise cultural exchange events – Food festivals, and cultural performances. Create a homestay engagement program – Provide ongoing support and cultural workshops for homestay families to enhance student experiences. .	International Director Internationals Co-ordinator Homestay manager Principal	A structured international student buddy system to help new arrivals settle in. Funding and coordination for cultural exchange events, such as International Days, language clubs, and homestay family activities. Support for international students' participation in school sports teams, clubs, and leadership programs.	1-2 years	Community engagement – Measure participation in volunteer activities and community events and assess the depth of interaction between international students and the local community. Student relationships – Evaluate the effectiveness of buddy programs and peer support networks through surveys or interviews. Cultural exchange event attendance – Monitor the number of students and community members attending international student cultural events.

International School Department Goal 4				
Prioritise student wellbeing by offering dedicated pastoral care, personalised support, and integration initiatives.				
Annual Target/Goal To prioritise student wellbeing by providing dedicated pastoral care, personalised support, and integration initiatives that ensure international students feel safe, supported, and included in the school community.				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
<ul style="list-style-type: none">• Have a designated international student coordinator to provide individual support.• Offer mental health and counselling services with multilingual support.• Provide safe and vetted homestay placements that align with cultural needs.• Conduct regular check-ins to assess academic progress and personal well-being.• Ensure students have 24/7 emergency support contacts and access to medical care.				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required Code of Pastoral Care for International students: NZQA Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 English language entry requirements for international students: NZQA Wellbeing and safety for international learners: NZQA	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Appoint an International Student Coordinator – Designate a staff member responsible for student welfare, academic support, and emergency assistance. Provide 24/7 support services – Ensure students have access to counselling, medical care, and emergency contacts. Conduct regular student wellbeing check-ins – Hold scheduled meetings with international students to monitor their academic progress and personal adjustment. Offer culturally inclusive mental health and pastoral care – Provide support tailored to diverse cultural backgrounds.	International Director Internationals Co-ordinator Homestay manager Principal	A designated international student coordinator to provide individual support. Mental health and counselling services with multilingual support. Safe and vetted homestay placements that align with cultural needs. Regular check-ins to assess academic progress and personal wellbeing. 24/7 emergency support contacts and access to medical care.	1-2 years	Student wellbeing surveys – Conduct surveys to assess international students' satisfaction with their overall wellbeing, support services, and school environment. Attendance and retention rates – Measure the attendance and retention rates of international students, tracking trends that could indicate issues with integration or wellbeing. Support service utilisation – Track the number of international students accessing pastoral care, counselling, and academic support services. Student transition feedback – Gather qualitative feedback from students about