

Queen Elizabeth College Strategic Plan 2025

References: Education (School Planning and Reporting) Regulations 2023

Vision Statement: Regulation 7 (a)

Our academic and pastoral support is robust. We teach specific skills to prepare ākonga to be ready for life. We prepare our students for the digital world. We offer our ākonga pathways to further education, the Services and employment. We actively seek to engage with our community. We are culturally responsive in all that we undertake.

Summary of the information used to develop this plan/How did you create this plan: Regulation 7 (c)

NCEA participation results; junior school e-asTTle Literacy and Numeracy data; pastoral reports; attendance and engagement data; community feedback through poutama hui, surveys and face-to-face events (e.g. kapa haka tour); responses were varied, but a focus on regular and open communication through informal and formal platforms, and a focus on junior school leadership opportunities; ERO Evaluation Partner feedback; teacher feedback; Te Mātaiaho – Curriculum Refresh; Ministry of Education priorities and Kāhui Ako Achievement Challenges/foci (cultural competence).

<p>Strategic Goals Regulations 7(1)(b) <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p>	<p>Which Board Primary Objective does this strategic goal work towards meeting? Regulations 7(1)(b) <i>These are set out in Section 127 of the Education and Training Act 2020.</i></p>	<p>Links to Education requirements Regulations 7(d) <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p>	<p>What do you expect to see? Regulations 7(g) <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p>	<p>How will we achieve or make progress towards our strategic goals? Regulations 7(e), 7(f) <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i> <i>These must be based on the identities, needs and aspirations or your school community.</i> <i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p>	<p>How will you measure success? Regulations 7(g) <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p>
<p>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.</p>	<p>#127 (1) Education and Training Act 2020, all sections</p>	<p>NELPs 1-4 Te Mātaiaho and Common Practice Model 2023 Literacy & Communication and Maths Strategy 2022 Attendance and Engagement Strategy 2022 NZ Child and Wellbeing Strategy 2019 Ka Hikitia 2020 Tau Mai Te Reo 2020 Action Plan for Pacific Education 2020-2030 NZSBA Guidance – Giving Effect to Te Tiriti o Waitangi Learning Support Action Plan 2019-2025</p>	<p>Our curriculum is meeting the needs of our diverse learners.</p> <p>Our NCEA results show incremental improvement year on year.</p> <p>Our junior Literacy and Numeracy student achievement data shows improvement year on year and students are achieving the Literacy and Numeracy Co-requisites in increasing numbers.</p> <p>Senior students are taking up the opportunities offered by the Services and pathways programmes offered. All students are leaving the College with a meaningful pathway.</p> <p>Equitable outcomes for Māori students. They are engaged and achieving excellent education outcomes.</p>	<p>Through the Principal's Board Report, keep abreast of and ensure implementation of the Curriculum Refresh changes.</p> <p>Support the CEO/Principal to achieve best outcomes for all students.</p> <p>Through CEO/Principal, ensure equitable outcomes for Māori students through relevant resourcing.</p> <p>Grow our understanding of Ka Hikitia, Tau Mai Te Reo, the Pacific Education Plan and the Learning Support Action Plan.</p>	<p>Principal and/or senior staff analysed data and narrative on:</p> <p>Student achievement data (beginning, middle and end of year, annually).</p> <p>Disaggregated student achievement data for Māori and students with additional needs (beginning, middle and end of year, annually).</p> <p>Schoolwide Literacy and Numeracy progress and achievement, including those who have passed the Literacy and Numeracy co-requisites (biannual).</p> <p>Wellbeing surveys and pastoral reports (biannual).</p> <p>Stand downs, suspensions, exclusions and expulsions (termly).</p> <p>Attendance (monthly)</p> <p>NCEA results measured against like schools nationally (annual).</p> <p>Pathways to further education, the Services and employment (annual).</p>

<p>Attendance and engagement All students will attend and be engaged in meaningful education to ensure best possible outcomes for their future.</p>	<p>#127 (1) Education and Training Act 2020, all sections</p>	<p>Attendance and Engagement Strategy 2022 NELPs 1-4</p>	<p>All students attending at least 90% of the times the College is open for instruction.</p> <p>A range of programmes and pathways is receiving positive feedback and engagement from our students.</p>	<p>Review our attendance policies and procedures, ensuring compliance with the Attendance and Engagement Strategy.</p> <p>Ensure parents, caregivers and whānau are informed of our commitment to improve attendance rates, our rationale, strategies and target 2025.</p> <p>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.</p> <p>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.</p> <p>Engage with relevant outside agencies to support the attendance of our students, if there are barriers to attendance, and when students are consistently absent.</p> <p>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 families/whānau.</p> <p>Ensure that our curriculum is broad and meets the needs of our diverse learners and their aspirations for a successful future.</p>	<p>Monthly attendance reports from the Principal and pastoral team, including data and narrative.</p>
<p>Transition Students at all levels will transition successfully to Queen Elizabeth College.</p>	<p>#127 (1) Education and Training Act 2020, all sections</p>	<p>Attendance and Engagement Strategy 2022 NELPs 1-4 National transition guidelines for specialist educators, schools and parents 2011</p>	<p>All students have transitioned successfully to the College and are settled in their academic, sporting and cultural pursuits.</p> <p>All students feel a sense of belonging to the College and are contributing.</p> <p>All students feel safe, included with their identity, language and culture valued.</p> <p>Year 7 and 8 Literacy and Numeracy data with reflect at least one year's progress.</p>	<p>Ensure CEO/Principal has the necessary resourcing, including human resources to support, monitor, evaluate and report on student transitions to the College.</p>	<p>Principal, pastoral and academic reports to Board (termly).</p> <p>Student wellbeing surveys (biannual).</p> <p>Staff, parent, caregiver, whānau feedback.</p> <p>Student achievement data, especially Literacy and Numeracy (beginning, middle and end of year).</p> <p>Student engagement data and narrative (biannual).</p>
<p>Community engagement The Board will engage with the community and use their aspirations and feedback to help inform the College's strategic goals.</p>	<p>#127 (1) Education and Training Act 2020, all sections</p>	<p>#139 Education and Training Act 2020 NELPs 1, 2, 3 Whakangārahu Ngātahi Toolkit.</p>	<p>We know all the groups on our community, our community consultation plan has been fully implemented and ready for review.</p> <p>Meaningful feedback has been gathered from all groups within our College community.</p> <p>Key themes about our community's aspirations for their children are clear and help to inform and prioritise our strategic goals.</p>	<p>Use Whakangārahu Ngātahi to guide our consultation with the various groups within our community.</p> <p>Monitor feedback through the CEO/Principal's reports and use feedback when setting and prioritising strategic goals.</p>	<p>Parent, caregiver, whānau feedback.</p> <p>Iwi, hapū involvement and feedback.</p>

<p>Giving effect to te Tiriti o Waitangi Board strategies and actions will focus upon giving effect to te Tiriti o Waitangi.</p>	<p>#127 (1) Education and Training Act 2020, all sections</p>	<p>Principles of te Tiriti o Waitangi NZSBA Guidance – Giving Effect to Te Tiriti o Waitangi Ka Hikitia Tau Mai Te Reo NELPs 1-4</p>	<p>Grow our understanding of what it means to give effect to te Tiriti o Waitangi.</p> <p>The principles of te Tiriti o Waitangi are visible in our policies, procedures, plans and key curriculum documents, including local curriculum.</p> <p>All reasonable steps are taken to provide instruction in tikanga Māori and te reo Māori.</p> <p>Documents and reports show that steps are being taken to ensure equitable outcomes for Māori students.</p> <p>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.</p> <p>Feedback received from Māori whānau and staff, iwi and hapū reflects that they are happy with what the College is doing.</p>	<p>Consult with our Māori whanau, iwi and hapū in ways that they feel free to express themselves and have their opinion valued. For example, Poutama hui, offsite hui (go to whānau)</p> <p>Ensure the highest quality teachers are employed to deliver our te reo me ona tikanga Māori programmes.</p>	<p>Māori student achievement data and narrative (beginning, middle and end of year).</p> <p>Pathways and transition data beyond school.</p> <p>Visibility in all College documents.</p> <p>Numbers enrolled in te reo Māori classes.</p>
<p>International Department 1. Attract a diverse range of international students by showcasing the unique strengths of our school and community.</p> <p>2. Provide a high-quality education that integrates New Zealand culture and values, fostering a strong sense of belonging.</p> <p>3. Build meaningful connections between international students, local students, and the wider community.</p> <p>4. Prioritise student wellbeing by offering dedicated pastoral care, personalised support, and integration initiatives to ensure a smooth transition and enriching experience.</p>	<p><u>Ensuring a High-Quality Education for All Students</u> Strategic Goal Alignment:</p> <p><i>Provide a high-quality education that integrates New Zealand culture and values, fostering a strong sense of belonging.</i></p> <p>This aligns with the board’s objective of delivering quality education by ensuring international students receive academic support, culturally enriching experiences, and a strong curriculum that integrates New Zealand’s values.</p> <p><u>Promoting a Culturally Inclusive and Supportive Learning Environment</u> Strategic Goal Alignment:</p> <p><i>Build meaningful connections between international students, local students, and the wider community.</i></p> <p><i>Prioritise student wellbeing by offering dedicated pastoral care, personalised support, and integration initiatives to ensure a smooth transition and enriching experience.</i></p> <p>This supports the inclusivity</p>	<p>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</p>	<p>1. <i>Attract a diverse range of international students by showcasing the unique strengths of our school and community.</i></p> <p>Partner with education agents and attend international education fairs to promote the school abroad.</p> <p>Establish partnerships with schools overseas for exchange programs and long-term recruitment.</p> <p>2. <i>Provide a high-quality education that integrates New Zealand culture and values, fostering a strong sense of belonging.</i></p> <p>Incorporate Māori and Pacific culture, New Zealand history, and environmental sustainability into the curriculum.</p> <p>Offer English language support programs tailored to different proficiency levels.</p> <p>Provide project-based learning opportunities that connect students with real-world experiences in New Zealand.</p>	<p>1. <i>Attract a diverse range of international students by showcasing the unique strengths of our school and community.</i></p> <p>Develop targeted marketing campaigns – Create multilingual promotional materials, including brochures, videos, and a strong online presence through social media and a dedicated international student webpage.</p> <p>Strengthen partnerships with education agents – Work closely with international education agents and representatives in key markets to promote the school.</p> <p>Attend international education fairs and expos – Represent the school at events in key recruitment countries to build brand awareness and attract students.</p> <p>Leverage alumni networks – Engage former international students as ambassadors to promote the school in their home countries.</p> <p>2. <i>Provide a high-quality education that integrates New Zealand culture and values, fostering a strong sense of belonging.</i></p> <p>Embed New Zealand culture in the curriculum – Include Māori and Pacific cultural studies, local history, and sustainability-focused learning.</p>	<p>1. <i>Attract a diverse range of international students by showcasing the unique strengths of our school and community.</i></p> <p>Enrolment numbers – Track the growth of international student enrolments each year, focusing on diversity in nationalities and regions.</p> <p>Marketing engagement – Measure the effectiveness of promotional materials (website traffic, social media engagement, webinar attendance, etc.).</p> <p>Partnerships with education agents – Count the number of new and maintained partnerships with international agents and recruitment partners.</p> <p>2. <i>Provide a high-quality education that integrates New Zealand culture and values, fostering a strong sense of belonging.</i></p> <p>Curriculum integration – Evaluate the extent to which New Zealand culture and values (Māori, Pacific heritage, sustainability) are embedded into teaching practices and learning outcomes.</p> <p>Student academic performance – Track international students’ grades and graduation rates, comparing them to local student performance.</p>

	<p>objective, ensuring that international students feel welcomed, supported, and integrated into the school and local community.</p> <p><u>Strengthening the School's Reputation and Global Engagement</u></p> <p>Strategic Goal Alignment: <i>Attract a diverse range of international students by showcasing the unique strengths of our school and community.</i></p> <p>This aligns with the strategic growth and development objectives of the school by increasing international engagement, enhancing the school's reputation, and ensuring sustainability in the international education market.</p> <p><u>Prioritising Student Wellbeing and Support</u></p> <p>Strategic Goal Alignment: <i>Prioritise student wellbeing by offering dedicated pastoral care, personalised support, and integration initiatives to ensure a smooth transition and enriching experience.</i></p> <p>This matches the board's commitment to student welfare, ensuring that international students have access to pastoral care, academic support, and community connections to help them thrive.</p>		<p><i>3. Build meaningful connections between international students, local students, and the wider community.</i></p> <p>Set up an international student buddy system where local students help new arrivals settle in.</p> <p>Organise cultural exchange events, such as International Days, language clubs, and homestay family activities.</p> <p>Encourage participation in sports teams, school clubs, and leadership programs.</p> <p><i>4. Prioritise student wellbeing by offering dedicated pastoral care, personalised support, and integration initiatives.</i></p> <p>Have a designated international student coordinator to provide individual support.</p> <p>Offer mental health and counselling services with multilingual support.</p> <p>Provide safe and vetted homestay placements that align with cultural needs.</p> <p>Conduct regular check-ins to assess academic progress and personal well-being.</p> <p>Ensure students have 24/7 emergency support contacts and access to medical care.</p>	<p>Offer structured English language support – Provide tailored ESOL (English for Speakers of Other Languages) programs to help students adapt and succeed.</p> <p>Train staff in cultural competency – Ensure all teachers and support staff receive training on best practices for teaching and supporting international students.</p> <p>Ensure flexible learning pathways – Provide subject options and academic support tailored to different student interests and abilities.</p> <p><i>3. Build meaningful connections between international students, local students, and the wider community.</i></p> <p>Establish a student buddy program – Pair international students with local students for mentorship and friendship.</p> <p>Organise cultural exchange events – Food festivals, and cultural performances.</p> <p>Create a homestay engagement program – Provide ongoing support and cultural workshops for homestay families to enhance student experiences.</p> <p><i>4. Prioritise student wellbeing by offering dedicated pastoral care, personalised support, and integration initiatives.</i></p> <p>Appoint an International Student Coordinator – Designate a staff member responsible for student welfare, academic support, and emergency assistance.</p> <p>Provide 24/7 support services – Ensure students have access to counselling, medical care, and emergency contacts.</p> <p>Conduct regular student wellbeing check-ins – Hold scheduled meetings with international students to monitor their academic progress and personal adjustment.</p> <p>Offer culturally inclusive mental health and pastoral care – Provide support tailored to diverse cultural backgrounds.</p>	<p>Feedback from students and parents – Conduct surveys and gather testimonials on how students feel connected to New Zealand culture and values.</p> <p>ESOL support program effectiveness – Monitor the progress of international students in language development through standardized testing or language proficiency assessments.</p> <p><i>3. Build meaningful connections between international students, local students, and the wider community.</i></p> <p>Community engagement – Measure participation in volunteer activities and community events and assess the depth of interaction between international students and the local community.</p> <p>Student relationships – Evaluate the effectiveness of buddy programs and peer support networks through surveys or interviews.</p> <p>Cultural exchange event attendance – Monitor the number of students and community members attending international student cultural events.</p> <p><i>4. Prioritise student wellbeing by offering dedicated pastoral care, personalised support, and integration initiatives.</i></p> <p>Student wellbeing surveys – Conduct surveys to assess international students' satisfaction with their overall wellbeing, support services, and school environment.</p> <p>Attendance and retention rates – Measure the attendance and retention rates of international students, tracking trends that could indicate issues with integration or wellbeing.</p> <p>Support service utilisation – Track the number of international students accessing pastoral care, counselling, and academic support services.</p> <p>Student transition feedback – Gather qualitative feedback from students about</p>
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