

Strategic Plan Template

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

Vision Statement:

Ready for Life: our learners have the skills and options to forge a positive pathway when they leave Queen Elizabeth College.

Summary of the information used to develop this plan/How did you create this plan




(e.g. what data did you use, key themes from community engagement, how did you do your engagement, how do your goals reflect the aspirations of your community, how did you prioritise your strategic goals) [Refer Regulation 7 \(c\)](#)


Data: e-asTTle in Literacy and Numeracy in Junior school; NCEA results; Te Whare Pikiora/counsellor and social worker confidential termly reports on our most vulnerable students; attendance and engagement; concerns and complaints; stand downs and suspensions; Poutama teacher profiling of students; all teachers' pastoral notes; qualitative data from the community curated by the Principal, shared with staff as relevant; subject selection to identify the subjects in which students see or don't see value (e.g. Science feedback has precipitated our involvement again in 2024 in the Puhoro Programme at Massey University); fortnightly Attitude to Learning grades sent to parents (formative feedback).

Community consultation:

- **Whānau:** Three hui held to date to ascertain the aspirations of whanau and a korero about how whanau and the school can partner to improve attendance and engagement and student outcomes. Online community survey with key questions; Visit to Highbury Market (Sunday 3/12/23 7.00 am) to ask the community what we are doing well and what we could do better; Roadshow to local schools to show what we offer (Service Academy, kapa haka, Māori Whakaaro/Ngā Toi) and see what would add value to incoming students' education; resulted in a projected 20%+ increase in Year 9 enrolments.
Key themes include
 - Student success in academic and vocational pathways, including the Service Academy.
 - Develop Wellbeing – confident, strong mana, resilience, strength of character
 - Community partnerships – this is our aspirational goal to constantly improve relationships and engagement with parents, family and whānau.
- **Staff:** online survey and staff meeting to review the current strategic plan and statement of variance, and next steps from a teaching and learning perspective. Staff are aligned with the key themes above.
- **Students:** the NZCER Wellbeing Survey showed that our students feel safe and free from threats, physical violence and racism; a reflection of the success of our QEC Way and school values education; the pro-social student culture will be our next area of focus from this feedback; a Year 9 and 10 survey showed that the pupils are below the norm in their views of and engagement with the learning process. We are going to look at this area and see what we can achieve going forward.

We have prioritised our goals around the data in Literacy and Numeracy, conferencing with our education professional, feedback from our ERO evaluation partner and Ministry of Education Senior Adviser, it is a key achievement challenge of the Kāhui Ako, and community consultation feedback is aligned with our strategic direction. We aim to have all ākonga in the junior school literate and numerate to set a solid foundation for their future educational options.

Strategic Goals <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>	Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i>	Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>	What do you expect to see? <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>	How will we achieve or make progress towards our strategic goals? <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>	How will you measure success? <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>
Refer Regulations 7(1)(b)	Refer Regulations 7(1)(b)	Refer Regulations 7(d)	Refer Regulations 7(g)	Refer Regulations 7(e), 7(f)	Refer Regulations 7(g)
All ākonga will achieve school wide competencies in Literacy and Numeracy, including Reading and Writing with Te Ao Māori options. By end 2025, all Year 10 ākonga will achieve the Co-requisite Standards in Numeracy and Literacy.	All of section 127 applies.	NELPs 1, 2, 3, 4 The Literacy and Communication and Maths Strategy National Curriculum Statements Hikairo and Ka Hikitia Te Mātaiaho and the Common Practice Model.	 All Year 10 ākonga have achieved the Co-requisite Literacy and Numeracy Standards. Teachers have collaborated to achieve SMART goals in Literacy and Numeracy to achieve the aspirational strategic goal. Our school environment is a safe, inclusive and culturally responsive environment.	 Identify students whose needs have not yet been met, academically. All students have free access to technology to support learning. Resource staff professional learning and development (PLD) as required to support Literacy and Numeracy goals.	 Academic reports from Principal and Deputy Principals' curriculum reports to the Board. Librarian report to Principal on technology provisions and maintenance costs. Literacy and Numeracy trends via entry, mid-year and end of year e-asTTle and Co-requisite data for Year 10. Principal report on PLD provision and impact on student learning.

		<p>Kāhui Ako Local Histories Trial/Local curriculum</p> <p>Te Tiriti o Waitangi (NZSTA guidelines)</p> <p>Action Plan for Pacific Education.</p> <p>Rangitāne Education Plan (impending)</p>		<p>Target of 80% attendance rate, with as many at 90% as possible.</p>		<p>Continue with Ministry of Education Attendance Strategy and continue to resource our own Whānau Liaison Officer (Attendance).</p>	<p>Monthly tracking of Attendance data through Principal's report.</p> <p>Principal's report on PLD.</p>
<p>All ākonga will experience a safe, positive, inclusive and culturally responsive environment.</p>	<p>All of section 127 applies.</p>	<p>NELPS 1, 2, 3, 4</p> <p>Child and Youth Wellbeing in Education Strategy</p> <p>Learning Support Action Plan 2019-2025</p> <p>Health and Safety Act</p> <p>EOTC NZ Guidelines</p> <p>Rangitāne Education Plan (impending)</p>		<p>Confident, resilient and connected rangatahi.</p> <p>Emotionally and spiritually robust students.</p> <p>Academic and vocational success.</p> <p>Our Māori ākonga can see themselves in and around the school, their identity, language and culture.</p> <p>Physically safe environment.</p>		<p>Provide breakfast, morning tea and lunch for our students.</p> <p>Identify students whose needs have not yet been met, pastorally and plan to meet their needs through targeted interventions (teacher aide, pastoral hub, Poutama teachers and deans).</p> <p>Conduct and analyse NZCER Wellbeing Survey.</p> <p>Continue with Ministry of Education Attendance Strategy and Rock On, and continue to resource our own Whānau Liaison Officer (Attendance).</p> <p>Our Māori ākonga have mana-enhancing experiences, visually and spiritually through our resourcing of Whakaaro and Ngā Toi.</p> <p>Credit whānau accounts with equity funding, as required, to support ākonga wellbeing and education.</p> <p>Keep up with cyclical maintenance.</p>	 <p>Annual tracking of participation rates and student feedback on food provisions by our professional chef.</p> <p>Deputy Principals' pastoral reports to the Board.</p> <p>Principal report to the Board on Wellbeing Survey data.</p> <p>Survey results of Māori ākonga experiences at school.</p> <p>Monitoring and tracking of whānau use of equity funding.</p>
<p>Build community confidence in the school.</p>	<p>All of section 127 applies.</p>	<p>NELPS 1, 2, 3, 4, 5</p> <p>Te Tiriti o Waitangi</p> <p>Whakangārahu Ngātahi : Planning Together for Ākonga Success</p> <p>Attendance and Engagement Strategy</p> <p>Kāhui Ako</p> <p>Rangitāne Education Plan (impending)</p>		<p>Actively engaged school community.</p> <p>Strong, engaged whānau group.</p> <p>School having an active voice in and contributing to the local community.</p> <p>Robust community consultation to inform our Strategic Plan.</p> <p>Successful graduates, academically and vocationally, visible to the community.</p> <p>All ākonga will graduate with Level 2 NCEA, published for the community.</p> <p>Services Academy promotion into the Services.</p>		<p>Consult annually with all stakeholders.</p> <p>Termly whānau engagement hui.</p> <p>Principal active in Kāhui Ako, Central Regions Principals' Group, Talent Central and Sport Manawatū.</p> <p>School support of RSA, community clean up with iwi.</p> <p>Celebrate student success in newsletters, at assemblies and prize giving, on social media platforms.</p> <p>Quality teaching and learning at Level 2.</p> <p>Work with Defence Force education providers on stronger links and readiness for the recruitment process.</p>	 <p>Gather and make sense of consultation feedback.</p> <p>Minute hui korero and post on Teams.</p> <p>Principal Board Report on professional engagement in and contribution to wider community.</p> <p>Track school and student success in the community through Board report on graduate profiles.</p> <p>Evaluate NCEA L2 results.</p> <p>Principal update to the Board on outcomes for students in the Services Academy.</p>

				Strong Te Ao Māori prgrammes.		Support Whakaaro and Ngā Toi programmes to actualise Te Ao Māori world view in the school. Support revitalisation of kapa haka and the tradition of touring and performing.		
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