

QUEEN'S HIGH SCHOOL

STRATEGIC PLAN

And

CHARTER

2017-2019



empowering young women

The Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this Charter within the resources and time available to it, recognizing that students will attain personal excellence (be the best that they can be) through a partnership between the school, their homes and family, the community and the Ministry under the provisions of the Education Act.

TABLE OF CONTENTS

Section 1. Introduction

Mission Statement, Motto and Vision

Our Values and Beliefs

Treaty of Waitangi

Queen's Way

Statement of Purpose

School Description

Section 2. Strategic Section

Strategic Direction 2017 – 2018

BOT Goals 2017

Self-Review NAG 2

Self-Review Timeline/Responsibilities 2017

BOT Members Profile

Board Structure

Annual Plan 2017

Section 1: Introduction

MISSION STATEMENT

The mission of Queen's High School is to empower young women for life.

SCHOOL MOTTO

Amore Discendi Vivere Discimus: Through love of learning we learn to live.

This refers to the emphasis we place on lifelong learning and the importance of developing independent young woman who have a passion for learning, allowing them to make the most of their opportunities in life.

VISION

Queen's High School aims to challenge young women to pursue personal excellence through a diverse range of academic, sporting, cultural and service pursuits.

We aim to ignite passion for lifelong learning, in an inclusive environment that allows every young woman to develop and flourish, empowering them to make the most of the opportunities life has to offer.

OUR VALUES AND BELIEFS

Manaakitanga lies at the heart (te rotu) of our school. This means that the students are cared for as culturally-located individuals and that our teachers build strong supportive, learning relationships with the girls.

The Queen's Way: Respect for People, Place and Learning forms the basis of our classroom and community interactions (see next page).

1. Single-sex Education

We value the opportunities single-sex education provides for girls to:

- Be confident in excelling and celebrate talent and success.
- Be prepared "to have a go", persevere despite failure and continue to strive.
- Become independent learners
- Participate without hindrance in all learning opportunities
- Build positive self-esteem and confidence as young women
- Feel secure in front of their peers and to care for each other
- Develop holistically: ethically, intellectually, socially and emotionally
- Experience vocational opportunities and provide pathways in a wide range of areas

2. Celebration of Diversity

We affirm diversity and value differences. The cultural mix of our students and the inclusion of students with special needs provide opportunities to learn about each other in a supportive and positive way.

3. Respect and Integrity

We expect staff and students to act ethically and to show respect for others, their property, the school's reputation and facilities. Students will be encouraged to value honesty, personal responsibility and accountability.

4. Achieving Learner Potential

We believe in the capacity of Queen's to lift students' sights and achievement; to let them understand and grasp the opportunities for independent learning and personal growth across multiple dimensions.

5. Innovation and Improvement

We believe that change, challenge and risk-taking are vital to continual improvement and prepare us to take advantage of opportunities. Students will be encouraged to value innovation, inquiry and curiosity.

6. Teacher Expertise

We offer outstanding teachers; whose expertise is called upon nationally; who are committed to innovation, high levels of competence in curriculum delivery and the highest levels of student achievement.

7. Management and Equality

We believe that sound management gives freedom to think and learn. Students will be encouraged to value equality through fairness and social justice.

8. Healthy Environment

We believe that physical and emotional comfort and the safety of students and staff at school are paramount.

9. Ecological Sustainability

We encourage staff and students to be aware of the consequences of their interactions with the environment and to develop practices that support ecological sustainability.

10. Citizenship and Service

We foster co-operation with, and service to, the school community promoting a sense of belonging and a caring attitude.

11. Life beyond School

We believe that readiness for tertiary study or employment is vital and we offer comprehensive career and option advice to support this.

CULTURAL DIMENSION

Queen's High School celebrates, values and recognizes the importance of the cultural diversity and backgrounds that the students bring with them to the school environment. Each student's culture is respected and where possible cultural differences are highlighted, celebrated and integrated into teaching programmes.

The Board accepts and welcomes an obligation under the Treaty of Waitangi to develop policies and practices that reflect New Zealand's dual cultural heritage. Part of that responsibility includes a commitment to offer Te Reo as a subject to any and all students wanting to partake in it. The school recognizes the importance of integrating tikanga Maori into school life where possible and appropriate.

The Queen's Way; Respect for People, Place and Learning

	CLASSROOM SETTINGS	NONCLASSROOM SETTING	VALUES	KEY COMPETENCIES
People	<ul style="list-style-type: none"> <input type="checkbox"/> Speak politely and appropriately to others <input type="checkbox"/> Treat others with kindness <input type="checkbox"/> Praise others <input type="checkbox"/> Encourage others <input type="checkbox"/> Respect the property of others <input type="checkbox"/> Use teacher's and students' correct names <input type="checkbox"/> Keep hands and feet to yourself <input type="checkbox"/> Use an inside voice 	<ul style="list-style-type: none"> <input type="checkbox"/> Keep hands and feet to yourself <input type="checkbox"/> Speak politely and appropriately to others <input type="checkbox"/> Treat others with kindness <input type="checkbox"/> Use appropriate language when in uniform <input type="checkbox"/> Show affection appropriately <input type="checkbox"/> Use teachers' and students' correct names <input type="checkbox"/> Use your voice at an appropriate volume <input type="checkbox"/> Follow teacher instructions <input type="checkbox"/> Use cellphones for polite and appropriate communication <input type="checkbox"/> Respect the property of others <input type="checkbox"/> Use the teacher's correct name 	<ul style="list-style-type: none"> <input type="checkbox"/> Diversity <input type="checkbox"/> Equity <input type="checkbox"/> Community & participation <input type="checkbox"/> Integrity 	<ul style="list-style-type: none"> <input type="checkbox"/> Managing self <input type="checkbox"/> Relating to others <input type="checkbox"/> Participating & contributing
Place	<ul style="list-style-type: none"> <input type="checkbox"/> Leave the room in a tidy state <input type="checkbox"/> Use equipment and materials as intended <input type="checkbox"/> Put your rubbish in the rubbish bin <input type="checkbox"/> Put your recyclable paper in the green recycling bin <input type="checkbox"/> Sit on the chairs with feet on the floor <input type="checkbox"/> Wear your school uniform correctly <input type="checkbox"/> Leave your chewing gum at home 	<ul style="list-style-type: none"> <input type="checkbox"/> Leave your chewing gum at home <input type="checkbox"/> Leave the room/area in a tidy state <input type="checkbox"/> Use the equipment and materials as intended <input type="checkbox"/> Put your rubbish in the rubbish bin <input type="checkbox"/> Put your recyclable paper in the green recycling bin <input type="checkbox"/> Sit on the chairs with feet on floor <input type="checkbox"/> Wear your uniform correctly <input type="checkbox"/> Be smoke free in uniform <input type="checkbox"/> Stay in the grounds during interval and lunchtime <input type="checkbox"/> Come in to school as soon as you arrive <input type="checkbox"/> Show affection appropriately <input type="checkbox"/> Keep to the left in corridors <input type="checkbox"/> Keep moving in corridors <input type="checkbox"/> Enjoy wall displays and leave them alone <input type="checkbox"/> Sit down quietly in the lunchroom <input type="checkbox"/> Eat food in lunchrooms or outside 	<ul style="list-style-type: none"> <input type="checkbox"/> Ecological sustainability <input type="checkbox"/> Community & participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Managing self <input type="checkbox"/> Participating & contributing
Learning	<ul style="list-style-type: none"> <input type="checkbox"/> Follow teacher instructions <input type="checkbox"/> Have all the right equipment <input type="checkbox"/> Be on time <input type="checkbox"/> Listen actively and respectfully <input type="checkbox"/> Put in your best effort <input type="checkbox"/> Meet deadlines <input type="checkbox"/> Cell phone switched off <input type="checkbox"/> Put your hand up and wait if you wish to speak <input type="checkbox"/> Take responsibility to catch up missed Wait patiently for Teacher attention 	<ul style="list-style-type: none"> <input type="checkbox"/> Arrive at school on time <input type="checkbox"/> Be supportive of team members <input type="checkbox"/> Turn up to practices, rehearsals, matches and performances that you have committed to <input type="checkbox"/> Complete your homework and hand in on time <input type="checkbox"/> Arrive at school prepared to learn <input type="checkbox"/> Use lockers and toilets during break times 	<ul style="list-style-type: none"> <input type="checkbox"/> Excellence <input type="checkbox"/> Innovation & inquiry <input type="checkbox"/> Community & participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Managing self <input type="checkbox"/> Using language, symbols & text <input type="checkbox"/> Thinking <input type="checkbox"/> Participating & contributing <input type="checkbox"/> Relating to others

STATEMENT OF PURPOSE

1. CURRICULUM CONTENT

To provide a:

- broad, balanced and coherent curriculum which reflects the Principles, Values and Key Competencies of the New Zealand Curriculum.
- curriculum that encourages students to look to the future by exploring issues such as sustainability, citizenship, enterprise and globalisation
- curriculum which is responsive to the needs of the Queen's High School community.
- bicultural environment where students value their position as citizens of Aotearoa New Zealand.

2. CURRICULUM DELIVERY

To provide within a caring and well-resourced environment, quality teaching which enables each student to be a successful learner.

3. STUDENT PROGRESS AND ACHIEVEMENT

To value and encourage scholarship and achievement at every level. To monitor and report on students' progress in a way which enhances student learning by giving clear, dependable and realistic information based on sound evidence.

4. TREATY OF WAITANGI

To reflect and acknowledge within the school, the partnership between the tangata whenua and tauwiwi, in keeping with the principles of the Treaty of Waitangi. Instruction in tikanga Māori and te reo Māori is available to all students.

5. SCHOOL SELF-REVIEW

To review the school's performance in relation to this charter so that priorities and opportunities are identified and achievements celebrated. Self-review will be based on the evaluation of the effectiveness of programmes with a focus on improvement.

6. COMMUNITY INVOLVEMENT

To enhance the learning opportunities by establishing a partnership with the school's community. To promote high levels of community confidence and support for the school and its work with students.

7. PERSONNEL

To employ motivated, high calibre staff who are committed to upholding the aims and spirit of Queen's High School. To be a good and fair employer, creating a relationship of trust and openness.

8. FINANCE

To manage the school's finances in order to meet the charter objectives and reflect the school's priorities.

9. PROPERTY

To provide safe, well-maintained buildings and facilities which are well suited to an innovative curriculum. To provide an aesthetically pleasing environment for the enjoyment of teaching and learning.

10. DIVERSITY AND INCLUSION

To value the diverse ethnic and cultural heritage of Queen's High School students and respond to the special qualities and needs of all students.

11. STUDENT WELFARE

To provide an environment which supports the emotional and physical wellbeing and intellectual growth of our students.

SCHOOL DESCRIPTION

Queen's High School was established in 1955. It is a state, single-sex, girls' secondary school situated in St Clair, Dunedin. It offers a broadly balanced curriculum and excellent academic standard. There is a rich cultural and sporting life in a disciplined and caring environment.

Queen's High School has a student roll of around 380. The catchment area is very diverse and the backgrounds of students range from those who are very much urban students to those who live rurally or in smaller towns. Students reflect a range of socio-economic backgrounds and experiences.

Most of the students are of European descent (65%), around 20% identify as Maori and 8% identify as Pacific Islanders. We have a number of fee paying overseas students, mainly from Asian and European countries. In Learning Support we have students who meet the High and Medium On-going Resource Scheme (ORS) funding. These students are mainstreamed as a first choice and taught within Learning Support department groups as appropriate.

Queen's High School has a gymnasium and dance studio, a well-equipped and resourced library, several computer suites, specialist chemistry, physics, biology and general science laboratories, specialist music, drama, graphics and art suites, food and fabric rooms and a multi-purpose technology block. Ultra-fast broadband wireless is available school-wide. We share a 400 seat Performing Arts Centre with the neighbouring boys' school, King's High School.

Queen's is a future-focused school which has never rested on its laurels or its traditions and is known as a school at the forefront of educational thinking. We are always looking for ways to enhance achievement and implement innovation giving our students every opportunity for success.

Decile: 5

Location: St Clair, Dunedin

Roll: 380 approx.

Special Programmes offered:

ORS Funded Students

GATE extension programme

Gateway- Work placements

Active Education

Positive Behaviour for Learning (PB4L) initiative

Foundation Skills

Please refer to our website: www.queens.school.nz

Section 2: Strategic Section

- **Strategic Direction 2017 -2019**
- **BOT Strategic Goals 2017 - 2019**
- **Self-Review NAG 2**
- **Self-Review Timeline/Responsibilities 2017**
- **BOT Members Profile**
- **Board Structure**
- **Annual Plan 2017**
- **Maori Strategic Plan**
- **Pasifika Strategic Plan**

A: Strategic Direction 2017-2019

- All students engaged in learning: AREA focus: Attendance, retention, engagement and achievement
- High Academic achievement and quality celebrated and promoted
- Accelerating the learning of students who are at risk of underachievement
- Provide increased leadership opportunities for our students throughout the school
- Forefront in terms of educational thinking
- Bicultural nature of school enhanced
- Cultural diversity recognised and celebrated
- Promotion of school in the community: enhanced community perception of Queen's
- Strength in sport fostered and sporting links through Active Education
- Enhanced e-learning facilitating personalised and independent learning
- Continued collaboration with King's High School
- Financially Sound
- Continue to enhance school facilities: Classroom redevelopment

B: Strategic Priorities 2017-2019

The Board of Trustees has identified 10 strategic priorities:

1. Developing a Professional Learning Community

- A culture of collaboration, ensuring that students learn and a focus on evidence linked to teaching as inquiry
- Teaching practice underpinned by the Effective Teacher Profile
 - Manaakitanga-culturally related care
 - Mana motuhake- high expectations and performance
 - Whakapiringatanga-well-managed learning environment
 - Wananga –effective teaching and learning interactions
 - Ako-use of a range of teaching strategies including teachers as learners and students as teachers
 - Kotahitanga- monitor and reflect on teaching outcomes with an improvement focus

2. NZ Curriculum: Key competencies and values-based teaching that promote life-long learning skills

3. Special Educational Needs: Inclusive practice, priority learners, GATE school-wide

4. NCEA Achievement

5. Maori Achievement

6. Pasifika Achievement

7. E-Learning-technology used effectively to promote learning

8. Self-Review focused on effectiveness and on-going improvement

9. Collaboration with Kings and the wider community e.g. senior curriculum, feeder school visits

10. Promotion of healthy lifestyles for students and staff

BOT Goals 2017

The strategic goals are the student learning outcomes/school-wide outcomes that we are accountable for.

Strategic Plan 2017			
Strategic Goals		Strategies for achieving goals	2017-2019
Academic Achievement	To improve outcomes for all students	<ul style="list-style-type: none"> provide courses, opportunities, expertise in all areas of students' learning have strategies in each learning area to assess students' level and progress to use PALS meetings as a forum for evidence based discussion and action for junior classes/students continue the mentoring programme for all senior students develop flexible responses to student learning programmes in the senior school to foster inclusive practices in school to develop cultural responsiveness in our classrooms 	✓ ✓ ✓ ✓ ✓ ✓ ✓
	Teaching as Inquiry	<ul style="list-style-type: none"> integrate teaching as inquiry into the appraisal system staff to identify their own inquiry strengthen written reflections engage in conversations around best practice gift time at meetings for staff to participate use pipeline thinking to grow capacity 	2017 2017-2018
Student Personal Development	Maanakitanga Leadership Success for all	<ul style="list-style-type: none"> to promote, communicate and integrate into classrooms and school practices the core values of our school to maintain and increase co-curricular involvement to promote policies and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture to continue the Maori Development Group to promote policies and practices that reflect New Zealand's cultural diversity and the position of the Pasifika culture to continue to build the Pasifika Development Group to continue to operate systems which support the physical and emotional safety of students and staff to increase student leadership opportunities and develop future leaders 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
Sustainability	To increase the roll	<ul style="list-style-type: none"> to showcase the work and achievements at every opportunity to have the school represented at events to have strong and supportive relationships with contributing schools 	✓ ✓ ✓
	To manage finances looking forward	<ul style="list-style-type: none"> to ensure property development meets the changing needs of the curriculum to continue to upgrade the school assets and property to provide a sound financial base for school activities and improvements to maintain accurate and useful financial records and budget processes 	✓ ✓ ✓ ✓

The Principal will be required to report on the progress towards these goals throughout the year.

SELF REVIEW

NAG 2

Self-review in the school will consist of longer term **strategic** review of whole school issues, **regular** progress, programme and intervention review and **emergent** unplanned review of issues that need to be addressed promptly. Self-review will include the following:

Strategic review

Examples of Strategic Review questions?

- ❖ Where are we at and how do we know this?
- ❖ Are we ensuring success for all our students?
- ❖ How do we know if we are making a difference?
- ❖ How can we do this better?

- The strategic plan including the school values and beliefs, annual goals and targets, and supporting achievement information is reviewed and updated annually. This process has input from the BOT, principal, senior leadership team, students and the school community.
- Once a year the school will report in detail to the Board on its achievement and progress from the previous year. This includes Learning Area Annual Reports and the Analysis of Variance Report on the school-wide goals and targets.
- School wide initiatives will be reviewed by survey and/or focus group review by teachers and students with “what makes a difference” and “what next” factors identified
- e.g. Maori Achievement, Pasifika Achievement, PB4L, E-Learning, Student Voice, Active Education,
- Professional Development programme, Teacher/student Ako survey/Appraisal Connector
- Each year the school will report to parents on its achievements in newsletters home.
- This report will consist of:
 - A summary of the school’s Achievement data and Outcomes.
 - The progress the school has made towards achieving its Annual Goals and Targets.
- The school will maintain a centralised folder of self-review information and this will be reviewed annually as part of the school’s achievement monitoring.
- The BOT members will complete a mid-year self-review covering Board Functions, Board Meetings, Induction and Development, Board Structure and Communications
- Yearly self-review will include aspects of all the six dimensions of good practice: student learning and achievement, teaching, leading and managing, governance, school culture and family engagement and satisfaction with the school.

Regular review

Examples of Regular Review questions?

- ❖ What is happening here?
- ❖ What is the evidence/data/information?
- ❖ What do we need to talk about?
- ❖ How do we know if this is working?
- ❖ What are our next steps?

- Each month the Board will receive a report from the Principal.
- Each Quarter the Board will receive reports from staff linked to the BOT goals for 2017 as outlined in the Annual Goals and Targets as part of the Strategic Plan 2017-2019
- Learning Areas will present to and meet the Board as part of a three-yearly cycle
- Each year all staff will undergo appraisal linked to the school's review requirements that are based on the Effective Teacher Profile and the Teacher Practising Criteria. This is part of their ongoing professional development cycle and incorporates a Performance Appraisal and Professional Development self-review. The staff will use Appraisal Connector as the tool for Appraisal and this will be in conjunction with regular classroom visits from their appraiser.
- Learning Area Leaders (LAL) are appraised by a member of the Senior Leadership Team (SMT), who undertakes the Learning Area reviews each year. LAL's met formally with the SMT who provide ongoing monitoring of teaching, learning and organisation within the Learning Area.
- LAL appraisal linked to the self-review of individual learning areas, including attestation of staff will be undertaken each year.
- Student achievement is reviewed two-monthly at PALS meeting for juniors and in mentoring groups for seniors

Self-Review Timeline/Responsibilities 2017

What	When	Who	Covering
Teaching Learning <ul style="list-style-type: none"> • Learning Area Reports to Board of Trustees (BOT) • LA visit from BOT 	<p>Once a year for each learning area</p> <p>Three-yearly cycle</p>	<ul style="list-style-type: none"> • LAL and TIC's • LAL 	<ul style="list-style-type: none"> • Curriculum – delivery, assessment • Health and Safety • Personnel and Employment-Teacher Appraisal and Development
Appraisal of: <ul style="list-style-type: none"> • Principal • SMT • Guidance/ Student services • LAL • Teaching staff • Support Staff 	<p>Ongoing linked with annual self-review and PD cycle</p> <p>Yearly review</p>	<ul style="list-style-type: none"> • External Professional • Principal • SMT team • LAL's • Executive Officer/ Principal/SMT team 	
Learning Area Review <ul style="list-style-type: none"> • PE/Health • Humanities (History/ Economics/Geography / Tourism/Junior Humanities) • Science (Animal Care) 	<p>Annually- three per year 2017</p>	<ul style="list-style-type: none"> • Principal/SMT team 	
<ul style="list-style-type: none"> • Languages(ESOL) • Learning Support, • English 	<p>2018</p>	<ul style="list-style-type: none"> • Head of Music 	
<ul style="list-style-type: none"> • ITM 	<p>2018</p>		
<ul style="list-style-type: none"> • Technology/Vocational (Careers, Work Skills-Gateway, ICT) • Mathematics • The Arts (Music, Art, Drama) 	<p>2019</p>		
Achievement Folder NCEA results Department Annual Reports Analysis of variance Junior Tracking-AsTTLe Maori Achievement Pasifika Achievement	<p>Annually</p>	<ul style="list-style-type: none"> • Principal • SMT • LAL 	<p>Curriculum-Assessment</p>

<p>Assessment Practices Assessment Years 9 – 10 Ongoing monitoring of baseline data Year 9-10-AsTTLe PALS records</p>		<ul style="list-style-type: none"> • LA Leaders • LAL Eng/Maths 	
<p>Property Safety Review</p>	<ul style="list-style-type: none"> • Health and Safety Report to BOT/ one meeting per month 	<ul style="list-style-type: none"> • Executive Officer • Principal • BOT 	<ul style="list-style-type: none"> • Health & Safety • Fiduciary-Property and Asset Management
<p>Finance Budget review</p>	<ul style="list-style-type: none"> • Once a month on-going • Annually with Budget planning 	<ul style="list-style-type: none"> • Executive Officer: • Principal • BOT 	
<p>Student Welfare Coordinator Structure Courses to meet student needs</p>	<p>Weekly with form teachers</p> <p>Weekly with SMT team at Summit meeting</p> <p>Weekly SMT/counsellor/ coordinator</p>	<p>SMT</p> <p>Principal/ SMT team/Guidance</p> <p>Year Level Coordinators linked with SMT team</p>	<p>Curriculum</p> <ul style="list-style-type: none"> • Attendance • Enrolment and Orientation of Year 9 Students • Student Suspensions • Pastoral Care, Guidance and Counselling • International Education • Protected Disclosure <p>Health and Safety Biculturalism</p>
<p>Other</p> <ul style="list-style-type: none"> • Co-curricular • Sport • Overseas Students Dept • E-learning–integration into teaching and learning 	<p>Annually</p>	<ul style="list-style-type: none"> • SMT • Sports coordinator • Arts coordinator • International Director • IT Support: M Fiore, Principal, 	<ul style="list-style-type: none"> • EOTC • Co-curricular Activities • Computer and Internet Use • Attendance • International Education
<p>BOT Mid-year review Functions, Meetings, Development, Structure, Communications</p>		<ul style="list-style-type: none"> • BOT Chairperson • BOT Secretary 	

Self-Review - School – wide <ul style="list-style-type: none"> • Student Engagement • School Organisation • Review of Charter 	This year	<ul style="list-style-type: none"> • Principal • SMT • LA Leaders • Teachers • BOT • School community 	All policies and procedures
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BOARD OF TRUSTEES MEMBERS PROFILE

Barbara Agnew	-Principal – 28/01/2017
Joy Atkinson	-Parent Rep – elected May 2010, May 2013, May 2016 Elected chair May 2016
Tony Carline	- Deputy Chair – elected May 2016
Judith Molyneux	- Parent Rep- elected May 2016
Stuart Anderson	- Parent Rep- elected May 2016
Jelaine van Welie	- Student Rep – elected September 2016 - Year 12 Queen’s High Student 2017
Angela Wilson	- Parent Rep – elected May 2016
Maria Sinclair	- parent Rep – elected May 2016
Jacqui Earland	- Staff Rep – elected May 2016 - Acting Deputy Principal Queen’s High School Jan 2017
Komene Cassidy & Paulette Tamati-Eliffe - Māori advisors to the Board	

Board Structure: Queen High School 2017

The Board will maintain the following structure. This structure is designed to monitor the implementation of the Boards goals.

Full Board of Trustees – All Nags 1- 6.

There is a separate Disciplinary Committee chaired by Joy Atkinson, but all other areas are overviewed by the full board. Individual BOT members have delegated responsibilities to attend to specific matters as required. BOT members have leadership responsibility in the following areas.

Responsibilities

Finance: NAG 4 Maria Sinclair, Principal, Executive Officer

Property: NAG 5 Stuart Anderson

EOTC: NAG 5 Joy Atkinson

Governance/Policies: NAG 2 Joy Atkinson, Judith Molyneux

Health and Safety: Principal

Student Representative: NAG 5 Jelaine van Welie

Personnel: Angela Wilson

Maori Development and
Pacifica Development: NAG 1 and 5 Principal, Cherie Ford,
Komene Cassidy, Paulette Tamati-Eliffe

Sub Committees:

Promotion and Marketing: Angela Wilson, Jacqui Earland, Jelaine van Welie, Liz Koni

Principal Professional Development: Joy Atkinson, Principal, Tony Carline, Judith Molyneux

E learning group: Judith Molyneux, Principal, Murray Fiora.

Board of Trustee Self Review Timeline

Activity	Time	Person Responsible	Method	Policies & Documentation
Board's Annual Goals	Monthly meeting and Annual review	Whole Board	Board Discussion	Self-Review Delegations Consultation Community Partnership Procedures
Board Structures	Annually	Whole Board	Board Survey	
Policies and procedures	Strategic Planning October/November Three –yearly cycle	BOT/ Principal	BOT/community/ Senior Leadership/ staff discussion	

QUEEN'S HIGH SCHOOL ANNUAL PLAN 2017

Annual Plan 2017

Goal Title	Goal	Targets	Action	Responsibility
<h3>Academic Achievement</h3>	<p>To improve academic achievement outcomes for all students.</p>	<ul style="list-style-type: none"> • At least 85% of Year 11 students will achieve NCEA Level 1 (Participation based data) • At least 85% of Year 12 students will achieve NCEA Level 2 (participation based data) 	<ul style="list-style-type: none"> • All level teachers will aim to get their students passing their subject • Coordinators and SMT will monitor student achievement levels so that students know where they are and other measures can be put into place if not looking like passing. • Mentor teachers to monitor closely their students and notify SMT and Coordinators if a student is at risk of failing • All level teachers will aim to get their students passing their subject • Coordinators and SMT will monitor student achievement levels so that students know where they are and other measures can be put into place if not looking like passing. • Mentor teachers to monitor closely their 	<ul style="list-style-type: none"> • All subject teachers • Corodinators/SMT • Mentor teachers/Coordinators • All teachers • Coordinators/SMT • Mentor teachers/Coordinators

		<ul style="list-style-type: none"> • Whole school senior student tracking meetings • At least 85% of Year 13 students will leave with at least Level 2 (Leavers data) • Over 75% of all students who qualify to sit Level 3 gain this qualification (participation based data) 	<p>students and notify SMT and Coordinators if a student is at risk of failing</p> <ul style="list-style-type: none"> • Twice per term for Terms 2 and 3 and once in Term 4 • All level teachers will aim to get their students passing their subject • Coordinators and SMT will monitor student achievement levels so that students know where they are and other measures can be put into place if not looking like passing. • Mentor teachers to monitor closely their students and notify SMT and Coordinators if a student is at risk of failing • All teachers of Year 13 to monitor the students achievement during the year 	<ul style="list-style-type: none"> • All staff • All teachers • Coordinators/SMT • Mentor teachers/coordinators • Year 13 teachers, HODs, Year 13 Coordinator, SMT
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	<p>NCEA Certificate Endorsements</p> <p>Junior Student Achievement</p> <p>To put in place effective programmes that meets the needs of learners.</p> <p>To have all students engaged in learning and make progress at appropriate educational levels</p>	<ul style="list-style-type: none"> • Excellence and Merit Endorsement rate above Decile 5 average at all NCEA Levels • By the end of Year 9 80% of students will be at or above Level 4 of the curriculum • By the end of Year 10 80% of students will be at or above Level 5 of the curriculum • To focus on PALS core teacher meetings as a forum for evidence based discussion and 	<ul style="list-style-type: none"> • All teachers to monitor and extend those students who could pass with endorsement • All staff to continually raise the expectations of students so that they are proud to accept that they have achieved at a high level • Excellence recognised at Academic Blues, Academic assemblies, Young Scholar Evening, Queens News • All teachers to monitor the content of the work given in class to make it responsive to the students' needs and abilities • All teachers to monitor the content of the work given in class to make it responsive to the students' needs and abilities • PALS held twice a term 	<ul style="list-style-type: none"> • All staff to monitor and check with teachers, coordinators and mentors • All staff • Excellence Assemblies • Principal • All teachers/HODs/Coordinators/SMT • All teachers, HODs, Coordinators, SMT • Junior teachers/Coordinators/SMT
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Teaching as Inquiry

	<p>Active Education to be a way of developing and sharing best practice</p> <p>Staff to inquire into their own practice and reflect on their teaching practices to improve outcomes for all learners</p>	<p>action for students in junior classes</p> <ul style="list-style-type: none"> To provide opportunities for extension for GATE students Continued promotion of reading Two LA's involved in individualised PD for using and understanding the pedagogy of Active Education All staff engage in the teaching inquiry process as an improvement based model Establish staff professional learning groups around interest Strengthen written reflections 	<ul style="list-style-type: none"> Offer STEM opportunities to Junior students All junior students involved in sustained silent reading programme each day Information Centre continues to run initiatives like Blind Date with a book and other promotions to encourage reading To use sport and the Active Education theme as a context for learning On-going PD sessions on using appraisal connector Integrate staff professional development into the appraisal system Give whole staff time to writing reflections Give whole staff time to 	<ul style="list-style-type: none"> Principal/GATE coordinator Classroom teachers/SMT Librarian/ all staff Principal/Active Education leader Principal SMT All staff
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<p>Student Personal Development</p> <p>Maanakitanga</p>	<p>To promote, communicate and integrate into classrooms and school practices the core values of our school</p>	<ul style="list-style-type: none"> • All students know our core values • Respect for People, Place and Learning understood • Increase student outcomes by reducing off task behaviour in class as expectations clearly understood by all • Increase the number of Queen's Way badges 	<p>discussing and sharing reflections</p> <ul style="list-style-type: none"> • Use pipeline thinking to grow capacity • Staff have opportunity to attend professional courses and best practice workshops • Re-establishment of the longer classroom visit to support walk-throughs for staff appraisal • How we show respect in each area communicated through assembly and on the screens • Staff reinforce this in their classrooms with Ka Pai card • Queen's way cards used to reinforce these behaviours also • Student leaders reinforce these in their own speech to the school • Promotion of Queen's Way cards for extra and 	<ul style="list-style-type: none"> • SMT • All staff • Student leaders
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<p>Leadership</p>	<p>To increase student leadership opportunities and develop future leaders</p>	<p>presented to students</p> <ul style="list-style-type: none"> • Give students at all levels increased leadership opportunities 	<p>beyond the service expected of students</p> <ul style="list-style-type: none"> • Senior leaders to run assemblies • Invited guests to assemblies to increase exposure of leaders • House leaders to be selected from students not prefects • A dedicated House Staff member to support these students • Peer support programme introduced this year • Use opportunities within classroom programmes to expose students to a leadership role 	<ul style="list-style-type: none"> • All staff • Principal • SMT • Prefects • SMT • All staff
<p>Success for all</p>	<p>To provide the resources and adaptations to the curriculum to enable those students with special educational needs to transition into pathways of their choice. This may include tertiary education, other career pathways or community programmes</p>	<ul style="list-style-type: none"> • All students with Individual Educational programmes (IEP) will meet the long term expected outcomes for the year. 	<ul style="list-style-type: none"> • Twice per year IEPs for each student, also reviewed twice yearly. • IEPs are reviewed and areas of concern identified or area where more emphasis is needed is put in place. 	<ul style="list-style-type: none"> • Learning Support Staff/ Caregivers/ Agencies • Learning Support Staff/ Caregivers/ Agencies

	<p>To provide courses which challenge and satisfy all students recognising both the special abilities and disabilities of students</p> <p>To foster inclusive practices in the mainstream school</p> <p>International Students incorporated into everyday school life</p> <p>To maintain and increase co-curricular involvement through support for Sports Coordinator, the students Sports Council and Active Education</p>	<ul style="list-style-type: none"> • All students in the Learning Support class will improve their level of achievement that is appropriate to them • Courses are catered for each individual student appropriate at their level • All students are put into a mainstream Form Class and mainstream classes where appropriate • All students are put into a mainstream Form Class and mainstream classes where appropriate • Sports Council meetings are held twice per term 	<ul style="list-style-type: none"> • Mainstream courses are offered in some cases as well as Foundation and SPEC classes based on personal strengths whilst aiming to develop/challenge weaknesses • Students all in mainstream Form Classes and House Group. Included in these activities for all events and day to day school themes • Students all in mainstream Form Classes and House Group. Included in these activities for all events and day to day school themes • Sports Coordinator coordinates meetings with Student Sports Council 	<ul style="list-style-type: none"> • Learning Support Staff/ teachers • All staff • All staff • All staff • Sports Coordinator, Active Education Coordinator, Sports Prefects, Community
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Goal Title	Goal	Targets	Action	Responsibility
<p>To increase the school roll</p>	<ul style="list-style-type: none"> • To showcase the work and achievements at every opportunity • To have the school represented at all events • To have strong and supportive relationships with contributing schools 	<ul style="list-style-type: none"> • Student academic success is the focus for the school • Queens News is promoted regularly and sent out via email or post to school community • School Marketing Committee to continue focussing on raising the profile of the school • Marketing Campaign for the ODT • Grounds are made tidier and cleaner and use community groups • Special assemblies held throughout the year to promote excellence and invite school community • All primary schools are given the opportunity to visit on Open Days • Principal to visit all schools to hand out prospectus • Continue to coordinated school visits to contributing school with Kings High School • Work with Tahuna Intermediate to deliver extra classes or extra curricular activities 	<ul style="list-style-type: none"> • Promote Queens and let the papers know when students have excelled • Queens News put out every 2 weeks • School Marketing Committee to meet at least once a term • SMT and admin staff to produce two advertising features in ODT • Grounds kept tidy and well maintained. • Invite school community to special assemblies • All schools invited via letter, email or personally • Principal visits all schools • Open mornings arranged with Kings to work together 	<ul style="list-style-type: none"> • SMT • SMT • SMT/BOT • Principal • Principal, groundsman/caretaker, volunteers • SMT • SMT • Principal • SMT

To manage the finances looking forward

- Effectively use our financial management systems

- Interviews with enrolled Year 8 students in Term 3 and 4
- Continue to update the budget and how it is set and managed
- Maintain accountability for those with budgetary responsibility
- Students monitored as to money owing

- All students have an interview with a SMT person
- Continue the PD for the finance package used
- Updates are given to staff responsible for areas of the budget on a monthly basis.
- Systems in place so all staff are clear re processes to follow up outstanding accounts
- System in place for a student with outstanding debt that is unlikely to be paid

- SMT
- Executive Officer
- All staff – in particular Principal, EO, Sports coordinator

MAORI STRATEGIC PLAN 2017-2019

For Advancing Maori Students Achievement through School Performance, Resource Management and Culture Awareness

Goal Title	Goal	Targets	Action	Responsibility
Academic Achievement	Improve the academic performance of senior Maori students in NCEA and encourage Maori students to excel to reach their academic potential, realizing personal excellence as Maori	<ul style="list-style-type: none"> • After two years of instruction students will have lifted NCEA results to meet the National average of all students • Maori students at NCEA Level 1, 2 and 3 are to maintain the national average and exceed the average for Maori students • Maori students achieve the same proportion of Merit and Excellence endorsements as the national girls' average. • Attendance rates at all levels mirror the Queen's average for those levels. • Maori student retention rates are equivalent to non-Maori students. 	<ul style="list-style-type: none"> • Adjustments made to teaching programme to account for Maori specific context to increase student interest and engagement • Monitoring and information fed from year level co-ordinators, mentors to teachers regarding student achievement. • Students celebrated for high achievement each term • Whanau Class offers mentoring to senior Maori students. • Mentoring by Form Teachers and Year Level Co-ordinators. 	<ul style="list-style-type: none"> • All staff • Co-Ordinators, Mentors and all staff • Principal • Whanau Class teachers • All staff, mentors, Year Level Co-ordinators, SMT
Community Involvement	Continue to invest in relationship with iwi Maori and Maori education groups and strengthen the participation of Maori whanau in their daughter's education	<ul style="list-style-type: none"> • School Board, through the Principal and staff, consults with the school's Maori community. 	<ul style="list-style-type: none"> • To encourage the presence of senior staff at events where Maori students are involved 	<ul style="list-style-type: none"> • Senior Staff

		<ul style="list-style-type: none"> • Increase community (parent) participation at Whanau Hui meetings. • Produce a positive environment where Whanau enjoy and feel their input is validated and celebrate Maori Achieving as Maori. • Increase the number of external personnel visiting the school to assist with the advancement of Maori students 	<ul style="list-style-type: none"> • Mihi whakatau for Year 9 in school calendar • Predetermine and advertise dates for meetings • Run Whanau Hui meetings every term or/as when needed • Promote meetings through relevant school channels and personal contacts • Celebration of student performance and the creation of a welcoming atmosphere and environment • Celebrate students excellence in sport, leadership, cultural and academic assemblies • Develop relationships with tertiary and other institutions to further academic opportunities for students • Involvement of career services to target Maori students in pursuing appropriate career paths 	<ul style="list-style-type: none"> • Principal/Maori Staff • Senior Staff • Senior Maori Staff/students • Senior Maori Staff/SMT • Principal/all staff • Principal • Maori Staff/Careers • Maori staff/Careers
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<p>Cultural Awareness</p>	<p>To provide policies and practices that reflects NZ's cultural diversity and the unique position of the Maori Culture.</p> <p>Provide a context where Maori students can bring their own cultural experiences to their Learning and learn as culturally located individuals and whanau</p>	<ul style="list-style-type: none"> • Improve awareness of Maori protocol • Improve awareness of Maori protocol • Implement Tataiako whenever possible • Bilingual signage around the school 	<ul style="list-style-type: none"> • Expose students to local iwi custom and heritage and to exercise whakawhanaungatanga • PD all staff • Conduct PD sessions with a focus on protocol and Tataiako cultural competencies for Teachers of Maori Learners • Ensure some building signs around the school are bilingual • Informally encourage staff to continue to apply best practice in their dealings with Maori students • Develop productive partnerships with parents through more regular contact regarding positive student outcomes. • Identification of all new Maori students. • Support provided for pronunciation of all names correctly 	<ul style="list-style-type: none"> • Maori staff/all staff • Senior Maori staff/Principal • External providers/Whanau/ Maori staff • Principal • Senior Staff • Senior Maori staff/mentors/Year Level Co-ordinators, SMT • Year Level Co-ordinators, Maori staff
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PASIFIKA STRATEGIC PLAN 2107-2019

For Advancing Pasifika Student Achievement through School Performance, Resource Management and Culture Awareness

Goal Title	Goal	Targets	Action	Responsibility
Academic Achievement	<ul style="list-style-type: none"> • All Pasifika students to reach their potential in personal excellence • Improve the academic performance of Year 11-13 Pasifika students in NCEA Levels 1-3 • Year 9 and 10 students achieve at least at national averages for literacy and numeracy 	<ul style="list-style-type: none"> • Pasifika students achieve their goals • Pasifika students for NCEA Level 1, 2 and 3 and UE, achieve the national average for all students, and exceed the average for Pasifika students • Pasifika students achieve the same proportion of Merit and Excellence endorsements as the national girl's average • Pasifika senior student retention rates equivalent to non-Pasifika students • Year 9 and 10 Pasifika students improve on national data in AsTTle Reading, Writing and Mathematics 	<ul style="list-style-type: none"> • Pasifika students set their own achievement and personal goals • Students are interviewed for appropriate courses in Years 11 – 13 • Involvement of Pasifika students in Pasifika Achievement Programme • Teaching programmes reflect Pasifika contexts • Own mentoring group, is specifically Pasifika students • Close tracking and monitoring of student performance throughout the year • Teaching programmes reflect Pasifika contexts 	<ul style="list-style-type: none"> • Year Co-ordinators, Mentors, Staff • Year Level Co-ordinators, Careers • SMT, Mentors, Year Level Co-ordinators, staff • All staff • Year Level Co-ordinators, Form Teachers, Mentors. Staff • All staff • SMT • Senior Staff and all staff

<p>Community Involvement</p>	<ul style="list-style-type: none"> • To provide policies and practices that reflect NZ's cultural diversity of the Pacific Island Culture. • Invest in relationships with Pasifika Community and Pasifika education groups • Strengthen the participation of Pasifika family in their daughter's education 	<ul style="list-style-type: none"> • Increase community (parent) participation at Family meetings • Produce positive environment where Family input is celebrated • Increase the number of external personnel visiting the school to assist with the advancement of Pasifika students 	<ul style="list-style-type: none"> • Report outcomes to community • Regular meetings of Pasifika students • Cultural group 'Royals' promoted to Pasifika community and celebrated at Queen's and Kings. • Connect with Pasifika organisations to assist with Pasifika cultural direction • To ensure presence of senior managers at events where Pasifika students are involved • Run Family meetings every term or when needed where possible. Advertise dates for meetings and explore communication methods • Promote meetings through relevant school channels and personal contacts • Develop relationships with tertiary providers to further academic opportunities for students • Involvement of Career services to target Pasifika students in pursuing appropriate career paths 	<ul style="list-style-type: none"> • Principal • Teacher with PI as area of responsibility/mentor teacher • Principal, SMT, PI contact • Principal, SMT, PI contact • Principal, SMT, PI contact • Principal, SMT, PI contact • Careers
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