

QUEEN'S HIGH SCHOOL

STRATEGIC PLAN

and

CHARTER

2007-2011



“Through love of learning we learn to live”

Updated 2010 Version

QUEEN'S HIGH SCHOOL

Strategic Plan 2007-2011

MISSION STATEMENT

Queen's High School seeks to ignite fire and passion for learning and life.

SCHOOL MOTTO

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

This refers to the emphasis we place on life long 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 promotes the achievement of excellence in a learning environment that is safe, caring and accepting of diversity. The school is committed to the development of life long learning skills that motivate and enable all students to make a positive contribution to the global economy.

OUR VALUES AND BELIEFS

1. Single-sex Education

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

- Participate without hindrance in all learning opportunities.
- Build positive self esteem and confidence as individuals.
- Feel secure in front of their peers and to care for each other.
- Be confident in excelling.
- Celebrate talent and success.
- Be prepared “to have a go”.
- Persevere despite failure and continue to strive.
- Become independent learners
- Develop holistically: ethically, intellectually, socially and emotionally.

2. 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.

3. 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.

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. 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.

6. Respect and Integrity

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

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 develop practices that support ecological sustainability and to care for the environment.

10. Community Spirit

We foster co-operation with 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.

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.

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 tauiwi, in keeping with the principles of the Treaty of Waitangi.

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.

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 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 about 500. 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, around 15% identify as Maori and 5% 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 Ongoing and Reviewable Resource Scheme (ORRS) funding. These students are mainstreamed as a first choice and taught within Learning Support department groups as appropriate.

Situated in St Clair, 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 and art suites, food and fabric rooms and a multi-purpose technology block. We share a new 500 seat Performing Arts Centre with the neighbouring boys' school, Kings High School.

Queen's is a future-focused school which has never rested on just 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: 500 approx

Special Programmes offered:

ORRS Funded Students

Gifted & Talented programme

Year 9 Thinking Skills and ICT

Gateway

Poutama HEHA programme

SPEC –Youth Incentive Programme

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

<p>2008- Strengths contd. New Whare Management structure & organisation Finances World class gymnasium Variety of programmes Responsive to student needs Stayed updated Partnership with mana whenua - aka Otakou</p>	
<p style="text-align: center;"><u>OPPORTUNITIES</u></p> <p>2005 <i>Amalgamation with other schools to become a Yr 7 – 13</i> <i>Community awareness of school</i> <i>Increase parental involvement</i> <i>Increase IT opportunities</i></p> <p>2007 Community awareness of our ability to cater for able students Links with polytechnic and university Closer links with contributing schools especially year 7 and 8 Trend towards middle schooling years 7-10 Single-sexed education Strong national reputation needs to be foster locally also Enterprising school pilot-marketing</p> <p>2008 BOT upskilling-Te Reo Encourage Maori students to identify as Maori Proximity to Kings for girls to do other subjects New Whare Youth Apprenticeship Scheme ICT Professional Development & Student Learning with ICT.</p>	<p style="text-align: center;"><u>THREATS</u></p> <p>2005 <i>Declining Roll</i> <i>Community perception</i> <i>Community publicity</i> <i>Reduced overseas funding from foreign students</i> <i>Fewer girls in the city</i> <i>Competition from other schools</i> <i>Range of courses we can offer if declining rolls</i></p> <p>2007 Marketing by other schools Students working long hours in part –time employment impacts on study Reported success rate Dunedin Community ignorance of school strengths</p> <p>2008 Decline in female population Becoming too large/small Proximity to Kings Becoming Yr7-13.</p>

January 2009

<u>STRENGTHS</u>	<u>WEAKNESSES</u>
<p>Student retention & success rate. Ability to cater for individuals. Transparency. Range of co-curricular activities. Financial soundness. Single Sex. Partnership with mana whenua -aka Otakou. Strong management team. Diverse- like a mini NZ. Up to date technical facilities. Strong leadership. Performing Arts Centre, Gym, Whare. Culture of the school – caring, encouraging. High expectations of staff & students. Variety of choices – range of subjects. Success we have is promoted – positively reinforced- leads to further success. Ability to turn around students, especially those at risk. Expertise, enthusiasm & experience of staff. Strong Board of Trustees. Best of both worlds with interaction with King's. Size of school – everyone knows everyone. Family feel. Students are always stretched to their potential. Pastoral Care System. Dynamic, always on the go, adapting. Ability to self review. At the cutting edge of change. Professional Development. Relationships between staff & students. Innovative pathways – alternative options for <u>all</u> students. e. g. Gateway.</p>	<p>Need to generate extra (funding) finances. Parent community involvement - PSTA size. House system needs enlivening. Money for ICT equipment. Pressure on school counsellor. Maori students identifying as Maori. Pressure on Counsellors-busy. Size trend- diminishing roll. Perceived weakness- age of buildings & the materials they are made of. Leg in school – location & accessibility. Entrance to the school- front of school. Perceived reputation as South Dunedin -Community perception-. Difficult to break this perception. Marketing- selling the school- we are improving though.</p>

OPPORTUNITIES

Community awareness of our ability to cater for able students.
Links with polytechnic and university.
Strong national reputation needs to be fostered locally also.
Encourage Maori students to identify as Maori.
ICT Professional Development & Student Learning with ICT.
Form associations with whom? so that we can continue to offer many options.
Video conferencing.
Need to stand up for ourselves & our reputation.
Positive self promotion.
Marketing – selling the school.
Leadership of Kings is helpful to us e.g. joint marketing.
Mosgiel area.

THREATS

Marketing by other schools.
Students working long hours in part –time employment impacts on study.
Media / Reported success rate.
Dunedin Community ignorance of school strengths.
Decline in female population.
Size might limit our options / range of choices.
Falling decile rating.
Media perception of Queen's.
South Dunedin has fewer young families in the area.
World Economy- Recession.
Difficulties of finding jobs for our young people.

January 2010

STRENGTHS

Strong leadership.
Size of the school – ratios.
Single sex school.
Academic teaching staff – academic achievement.
Mini NZ.
Diversity.
Relationship with Kings – joining of some classes.
Management structure.
Team approach – experienced diverse staff.
Relationships students build with staff.
Cultures – school culture, Maori, Pasifika.
Life skills
Girls gain confidence here.
Links with extra-curricular events & community groups.
Canteen.
Learning Support Centre.
Cater to all students as individuals. We make a difference.
Pastoral care.
Range of courses.
Use staff and time efficiently.
Number of Buildings.
Layout of school.
Effective Board of Trustees & consistency over time. Planned for succession.
P.D. & I.C.T.
Range of extra-curricular activities.
Teachers are committed.
Parental support.
Positive community.
Open door policy.
Relationship with Mana Whenua – Otakou.
Ongoing mentoring of students & pathways for individuals.

OPPORTUNITIES

Further development e.g. facilities, P.D.
Joining with King's to "market" our school.
Working with Tahuna, Tainui, Musselburgh, Anderson's Bay, St Clair.
To be single sex option for this side of the city.
To foster Sport development for the future.
Use our ex-student's.
I.C.T. – Independent leaning & informing Public about this.
Strong Te Reo can attract more students

WEAKNESSES

Size of school
Underfunding – Government policy issue.
Roll related.
Continually looking for money & fundraising.
Outside perception of school.
Macandrew Intermediate is no longer providing us with enough students.
We **have** to take all comers.
Lack of high achievement in some sports.

THREATS

Macandrew's falling roll.
Our falling roll.
Funding.
Smaller size may limit opportunities.
Losing diversity of courses because of falling roll.
Being perceived as a non-academic school because of our diverse range of subjects.

Strategic Direction – 2007-2011 (Updated 2010)

A. Strategic Direction – 2007

- *Single-sex education to be maintained*
- *Recognise diversity*
- *Promote what the school does well*
- *Enhancing and focusing on student learning and reaching potential*
- *Promote community involvement*
- *Develop independent learners and self motivated students*
- *Ongoing ICT implementation and support*

B: Strategic Direction – 2011 (Updated 2010)

- *Strong community profile, enhanced community perception of Queen's*
- *Forefront in terms of educational thinking*
- *Modern/ Enhanced Facilities*
- *Financially Sound*
- *School of First Choice for Girls*
- *Strength in sport fostered*
- *Acknowledgment and promotion of the "point of difference" of Queen's*

C: Strategic Priorities 2007-2011 (Updated 2010)

- *Developing a Professional Learning Community*
- *NZ Curriculum Implementation: Key competencies and independent learning focus*
- *NCEA Achievement*
- *Maori Achievement*
- *Pasifika Achievement*
- *ICT Implementation*
- *Collaboration with Kings and the wider community*

BOARD OF TRUSTEE **STRATEGIC GOALS** **2010**

The Board of Trustees has identified 9 strategic priorities for 2007-2011

STRATEGIC PRIORITIES 2007-2011(Updated 2010)

1. Developing a Professional Learning Community
This includes: creating a culture of collaboration, ensuring that students learn and a focus on results (evidence).
2. NZ Curriculum Implementation: Key competencies and independent learning focus
3. NCEA Achievement
4. Maori Achievement
5. Pasifika Achievement
6. ICT Implementation
7. Collaboration with Kings and the wider community

BOT GOALS 2010

The Board of Trustees has two sets of goals by which it will report on the school's progress.

- A** Learning Goals
- B** Developmental Goals

The Board distinguished between these goals by indicating that Learning Goals are annual and consist of pupil centred targets. Developmental Goals are part of an ongoing process of school development will be reported on in a more descriptive way. Within each goal targets have been set.

Focus of BOT Learning Goals for 2010

- NZC Implementation- Key Competencies and junior student achievement monitoring through PALS
- Student Independent Learning
- NCEA Results
- Maori Achievement
- Pasifika Achievement

Focus of BOT Developmental Goals for 2010

- School Profile and Marketing
- ICT Strategic Planning
- Kiwi Sport

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

LEARNING GOALS 2010

GOAL 1: NZC Implementation: Junior Student Achievement Monitoring

Improve student achievement in the junior school

Method	Target	Review	BOT Support
<p>PALS meetings held twice a term (6 per year)</p> <p>PALS meetings of core teachers with Key Competency and assessment data focus</p> <p>Spread sheet of results discussed at each PALS Meeting and action planned</p> <p>AsTTLe data numeracy and literacy reviewed by all year 9 and 10 teachers</p> <p>Strategies for monitoring junior progress at differing curriculum levels developed</p> <p>Student self assessment of KC integrated into learning areas</p>	<p>Maths Year 10 Dec 2010 70% students operating at least at curriculum level 4 and 30% students operating at curriculum level 5 Year 9 Dec 2010 60% students operating at least at curriculum level 4</p> <p>English Year 10 Dec 2010 80% students operating at least at curriculum level 5 Year 9 Dec 2010 75 % students operating at least at curriculum level 4</p> <p>Key Competencies All Learning Areas incorporate KC development into units and classroom learning</p>	<p>Report from PALS meetings quarterly to BOT</p> <p>Profile sheets completed May</p> <p>End of term 1 and end of year Teacher progress review</p>	<p>Finance- Release for core teachers as needed for PALs meeting (some in school time)</p> <p>Curriculum –PD around planning for differentiated assessment and progress</p> <p>Personnel –PALS Helen Angus overview</p> <p>Barb Agnew –Year 10 Di Stewart-Year 9</p> <p>Learning Area leaders assessment overview</p> <p>Jacqui Spence-Math Jenny Webb-Eng Sarah Swan-Science Humanities-Lara Hearn Jacqui Earland-PE</p>

GOAL 2: NZC Implementation: Independent Learning

Improve independent learning capabilities of senior students

Method	Target	Review	BOT Support
<p>Moodle sites set up for students to access outside of class time</p> <p>Independent learning trial term 3 and 4</p>	<p>Senior students use Moodle site in all eight Curriculum Learning areas independently of the teacher.</p> <p>70% of senior students in Independent learning trial able to operate above Red Stop Status</p>	<p>Report from Principal/ to BOT -twice yearly</p> <p>Student use survey</p> <p>Moodle site use monitored</p>	<p>Finance- resource support for IT technician, Personnel –Staff PD Carol Dyas-ICTPD facilitator Lara Hearn- 2 hours Term1/2 Release for Amber Johnson/Jo Bishop to support Moodle dev Senior Team time to support Independent Learning trial</p>

GOAL 3: NCEA Achievement

Improve student performance in National Qualifications Framework Year 11-13.

Method	Target	Review	BOT Support
<p>Monitor the number of credits and assessment students undertake</p> <p>Focus teaching on motivating students to achieve Merit and Excellence where appropriate.</p> <p>Early identification of scholarship students</p> <p>Encourage students to aim for Merit and Excellence endorsements</p> <p>Maintain the range of course options (modules and alternative programmes) that allow students to achieve NCEA credits in non-traditional subjects</p>	<p><u>Pass rate targets for NCEA</u></p> <ul style="list-style-type: none"> • Level 1 75% • Level 2 80% • Level 3 65% <p>(of those students who are attempting the level stated at the usual Year level)</p> <p><u>Subject specific targets</u> (see dept summary sheets)</p> <p><u>Merit and Excellence Endorsements</u> Above national average for decile 5 schools in all areas</p>	<p>Twice yearly reports from analysis of NCEA results by Senior Admin</p>	<p>Personnel – Learning Area Leaders and HOD</p> <p>Barb Agnew Senior Leadership and depts in targeted data collation, analysis, interpretation</p> <p>Denise Heckler-NZQA Liason</p>

GOAL 4: Maori Achievement

Improve academic achievement of Maori students. (see also Maori Development Plan)

Method	Target	Review	BOT Support
<p>Mentor Maori students</p> <p>-Kapa haka tutors</p> <p>-careers interview</p> <p>-achievement and attendance monitoring</p> <p>Focus teaching on motivating students to achieve Merit and Excellence where appropriate</p> <p>Poutama HEHA programme to support achievement of Year 11/12 students</p> <p>Maori Whanau support-Kaumatua Peter Kara</p>	<p>Pass rate targets for NCEA for Maori students is the same as for all students</p> <ul style="list-style-type: none"> • Level 1 75% • Level 2 80% • Level 3 65% <p>(of those students who are attempting the level stated at the usual Year level)</p>	<p>Twice yearly reports from analysis of NCEA results by Senior Leadership team</p>	<p>Personnel Principal, Cherie Ford and Barb Agnew (AP) to monitor Maori student achievement</p> <p>25th Hour-Lizzie Adams-kapa haka-support of Ange Wilson</p> <p>Fund extra staffing for HEHA programme-Carol Dyas, Cherie Ford, Karen Oben, Liz Haddow</p> <p>Maori Whanau group regular meetings supported</p>

GOAL 5: Pasifika Achievement

Improve academic achievement of Pacific Island students.

Method	Target	Review	BOT Support
<p>Mentor Pacific students</p> <p>-Link with community support</p> <p>-achievement and attendance monitoring</p> <p>Focus teaching on motivating students to achieve Merit and Excellence where appropriate</p> <p>Pacific Whanau support</p>	<p>Pass rate targets for NCEA for Maori students is the same as for all students</p> <ul style="list-style-type: none"> • Level 1 75% • Level 2 80% • Level 3 65% <p>(of those students who are attempting the level stated at the usual Year level)</p>	<p>Twice yearly reports from analysis of NCEA results by Senior Leadership team</p>	<p>Personnel</p> <p>Principal and Barb Agnew (AP) to monitor Pacific student achievement</p> <p>25th Hour-Carol Dyas Culture group- Diana Strang</p> <p>Pacific Island parent meeting</p>

DEVELOPMENTAL GOALS

GOAL 1: School Profile and Marketing

Enhance relationships with contributing schools and profile in the community

Method	Target	Review	BOT Support
<p>Learning focused visits by contributing schools</p> <p>Science/ options</p> <p>Ongoing relationship with Green Island, Macandrew, Tahuna, Fairfield, Abbotsford</p> <p>Open day visits with all contributing schools</p> <p>Student support for contributing schools e.g Netball, dance</p> <p>Kapa Haka</p> <p>Pacific Island</p> <p>Media publicity</p>	<p>At least one school based visit focused on science for each school</p> <p>All school visit for Open Days</p> <p>Students linked with contributing schools</p> <p>-St Clair, Tahuna, Macandrew</p> <p>Performance visits to school- hip hop, aerobics, PI</p> <p>Newspaper articles –as many as possible</p>	<p>Report from principal to BOT- twice yearly</p>	<p>Finance</p> <ul style="list-style-type: none"> - visits - transport groups - publicity - extra relief for staff to work with visiting students <p>Personnel</p> <ul style="list-style-type: none"> -Science Dept -Student 25th hour extra time

GOAL 2: Kiwi Sport

Increase participation in sport (see also School Sport Targets and Kiwi Sport Application)

Method	Target	Review	BOT Support
<p>Increase hours allocated to Sport coordinator</p> <p>Sports coordinator work with Poutama Programme students</p> <p>Student sports council to organise and run regular interhouse sport and recreation competitions /challenges</p>	<p>Increase player participation to 60% of all students involved in sport at QHS</p> <p>At least 10 students in this programme to be involved in a sports team in a local competition</p> <p>Sports council to organise 1 event per term in consultation with Sports Coordinator</p>	<p>Report from principal to BOT</p> <p>NZSSSC census October 2010</p> <p>Kiwi Sport Goal report</p>	<p>Finance Support for increased Sports Coordinator hours (30 hours) -school half and half from Kiwi Sport funding via Sport Otago</p> <p>Personnel Karen Palmer –Sports Coordinator</p> <p>Community Sports Council-Roy Shanks</p> <p>Student Sports Council</p>

GOAL 3: ICT Implementation

Improved student learning by use of ICT in classrooms (also see ICTPD Targets)

Method	Target	Review	BOT Support
<p>ICTPD contract with Kings.</p> <p>Learning Area ICT moodle development-independent learning strategies</p> <p>Opportunity for learning area training focused on improving classroom learning</p> <p>VC use by student and staff</p>	<p>Producing ICT resources for independent student use in Learning Area groups</p> <p>All teaching staff undertake in-class visits to other teachers to observe ICT practice.</p> <p>Students engaged as part of the ICTPD e.g. -Year 9 ICT -Notebook use -Moodle use -Increased student ICT use to support learning</p>	<p>Report from principal to BOT</p> <p>ICTPD Staff survey</p> <p>Student survey</p>	<p>Finance</p> <ul style="list-style-type: none"> - Carol Dyas-ICTPD facilitator support – 4 hour per week - Debbie Nicolson- 2 hours per week MUSAC and school systems support and 2 hour for ICTPD- Lead teacher - Richard Todd -2 hours per week as part SCT role -Lead teacher - Lara Hearn- 2 hours Moodle support Term 1 and 2 - David McMillan – website support – Term 3 and 4

Strategic Plan Implementation Review Timeline

Activity	Time	Person Responsible	Method	Policies and documentation
Strategic Plan- annual update	Annually	BOT/Principal	Staff, Pupil, BOT and community discussion	<ul style="list-style-type: none"> ◆ Fiduciary-policy writing, stakeholders ◆ Self Review ◆ Curriculum-attendance, delivery, assessment ◆ Achievement of Maori Students
Schools Targets	Annually	BOT/Principal/ Senior Management	BOT Review	
Annual Plan	Annually	BOT/Principal/ Staff	BOT/Principal/ Senior Management	
Achievement Information Data	Annually	BOT/Principal/ Senior Management	Achievement Data Analysis	

SELF REVIEW NAG 2 (ii)

Queens High School will maintain a regime of self-review.

Review in the school will consist of the following:

- Each month the Board will receive a report from the Principal.
- Each Quarter the Board will receive reports from staff as outlined in the Annual Plan
- Learning Area Leaders will present an oral report to the Board as part of a three-yearly cycle
- Each year all staff will undergo appraisal linked to the school's review requirements. This is part of their ongoing professional development cycle and incorporates a Performance Appraisal and Professional Development self review. The review and meetings occur three times yearly.
- Learning Area Leaders (LAL) are appraised by a member of the Senior Leadership and Management Team (SLM), who undertakes the department review each year. They met at least three times yearly with the LAL and provide ongoing monitoring of teaching, learning and organisation within the Learning Area.
- HOD appraisal linked to the self review of individual learning areas, including attestation of staff will be undertaken each year.
- Once a year the school will report in detail to the Board on its achievement and progress from the previous year. This includes Department Annual Reports and the Analysis of Variance Report on school-wide goals and targets.
- School wide initiatives survey or focus group review of teachers and students
–Key competencies, Independent learning
- Each year the school will reports to parents on its achievements in a newsletter 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.
- The school will maintain a centralised folder of achievement information (Achievement Folder) 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

Self Review Timelines 2010

ACTIVITY	TIME	RESPONSIBILITY	POLICIES AND PROCEDURES
<p>Teaching Learning</p> <ul style="list-style-type: none"> • Department Reports to Board of Trustees (BOT) • LAL Oral report to BOT <p>Appraisal of:</p> <ul style="list-style-type: none"> • Principal • SLM team • Guidance/ Student services • LAL HOD/Departments and staff • Teaching staff • Support Staff <p>Learning Area/Department Audits</p> <ul style="list-style-type: none"> • English • Mathematics • Social Sciences (History/ Social Studies Geography/ Tourism) • Science (Animal Care) • Technology /Vocational (Careers, Work Skills-Gateway) • Commerce/ICT • PE/Health/ Dance • Languages (ESOL) ◆ The Arts (Music, Art, Drama, Dance) ◆ Learning Support, 	<p>Once a year for each department</p> <p>Three-yearly cycle</p> <p>Ongoing linked with annual self review and PD cycle</p> <p>Yearly review</p> <p>Annually</p>	<p>LAL and HOD</p> <p>LAL</p> <p>-Ext Professional -Principal -Principal -SLM team -LAL's</p> <p>-Executive Officer/Principal/SLM team</p> <p><u>Principal/SLM team</u> -Di Stewart -Barb Agnew -Barb Agnew</p> <p>-Di Stewart</p> <p>-Helen Angus</p> <p>-Julie Anderson -Barb Agnew -Helen Angus</p> <p>-Julie Anderson</p> <p>-Julie Anderson</p>	<ul style="list-style-type: none"> ◆ Curriculum –delivery, assessment ◆ Health and Safety ◆ Personnel and Employment-Teacher Appraisal and Development

<p>Production of Achievement Folder NCEA results Department Annual Reports Analysis of variance Baseline data Maori Achievement Pasifika Achievement</p> <p>Assessment Practices Assessment in Years 9 – 10 Ongoing recording of baseline data Year 9-10 PALS records</p>	<p>2006-ongoing</p>	<p><u>Principal</u> - Barb Agnew</p> <p><u>Principal</u> -Debbie Nicolson HOD Eng/Maths -H Angus</p>	<ul style="list-style-type: none"> ◆ Curriculum-Assessment
<p>Property Safety Review</p> <p>Finance Budget review</p> <p>-----</p> <p>Student Welfare Coordinator Structure Courses to meet student needs</p> <p>PALS meetings</p>	<p>Once a month on-going</p> <p>Once a month on-going Annually with Budget planning</p> <p>Weekly with form teachers</p> <p>Weekly with SLM team at Summit meeting</p> <p>Twice per term</p>	<p>Health and Safety Report to BOT/ Meeting per term</p> <p>Financial report to BOT</p> <p>Guidance Counsellor</p> <p>Principal/ SLM team/Guidance</p> <p>Year Level Coordinators linked with SLM team</p>	<ul style="list-style-type: none"> ◆ Health & Safety ◆ Fiduciary-Property and Asset Management ◆ Curriculum-Attendance -Enrolment and Orientation of Year 9 Students -Student Suspensions -Pastoral Care, Guidance and Counseling -International Education -Protected Disclosure ◆ Health and Safety ◆ Biculturalism

<p>Other</p> <ul style="list-style-type: none"> - Co-curricular - Sport - ongoing - Overseas Students Dept - Information Technology Systems – integration into teaching and learning - ICT Strategic review <hr style="border-top: 1px dashed black;"/>	<p>2010</p> <p>2010</p> <p>2010</p> <p>2010</p>	<p>AP: SLM team</p> <p>AP: BarbAgnew Sports Coord Sports Council</p> <p>DP: D Stewart</p> <p>IT Support: M Dick, C Dyas, R Todd, D Nicolson,</p> <p>External review</p>	<ul style="list-style-type: none"> ◆ Curriculum- Delivery -EOTC -Co-curricular Activities -Computer and Internet Use Attendance -International Education
<p>BOT Mid-year review</p> <p>Functions, Meetings, Development, Structure, Communications</p>	<p>July Meeting</p>	<p>BOT Chairperson/ BOT Secretary</p>	

BOARD OF TRUSTEES MEMBERS PROFILE

Julie Anderson – Principal – 1.12.05

Lyndon Taylor – Parent Rep – elected April 2007 & May 2010
- elected Chairperson February 09

Roy Shanks – Parent Rep - elected April 2007 & May 2010

Lynn Robertson – Parent Rep – elected April 2007 & May 2010

Glenn Murtagh– Parent Rep – elected May 2010

Joy Atkinson– Parent Rep – elected May 2010

Sarah Swan - Staff Rep – elected May 2010
- HOD Science –Queen’s High School

Talia Ellison – Student Rep – elected October 2009
- Year 13 Queen’s High Student

Alby Ellison - Otakou iwi Rep – co-opted 2007

Board Structure: Queen High School 2009-2010

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 Lyndon Taylor/Lynn Robertson, 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	Lynn Robertson, Di Daly –executive officer
Property: NAG 5	Roy Shanks
Health and Safety –EOTC: NAG 5	Lyndon Taylor, Joy Atkinson
Personnel/Discipline: NAG 3	Lyndon Taylor, Lynn Robertson, Joy Atkinson, Glenn Murtagh
Curriculum: NAG 1	Sarah Swan, Joy Atkinson
Self Review/Policies: NAG 2	Julie Anderson, Glenn Murtagh
Student Representative: NAG 5	Talia Ellison
Maori Development: NAG 1 and 5	Albie Ellison, Talia Ellison, Cherie Ford, Julie Anderson, Peter Kara

Board of Trustee Self Review Timeline

Activity	Time	Person Responsible	Method	Policies & Documentation
Board's Annual Goals	Annually	Whole Board	Board Discussion	<ul style="list-style-type: none"> ◆ Self Review ◆ Delegations ◆ Consultation ◆ Community Partnership Procedures
Board Structures	Annually	Whole Board	Board Survey	
	Strategic Planning October/November			
Policies and procedures	Three –yearly cycle	BOT/ Principal	BOT/community/ Senior Management /staff discussion	

Strategic Plan 2006 – 2011

Updated Version 2010

<i>NAGS</i>	<i>GOAL</i>	<i>YEAR</i>
<p><i>NAG 1 – CURRICULUM, ASSESSMENT, MAORI ACHIEVEMENT</i></p> <p>According to legislation each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.</p> <p>Each Board, through the Principal and staff is required to:</p> <p>(i) Develop and implement teaching and learning programmes:</p> <ul style="list-style-type: none"> ➤ to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum; ➤ giving priority to student achievement in literacy and numeracy, especially in years 1-8. ➤ Giving priority to regular physical activity that develops movement skills for all students, especially in years 1-6; <p>(ii) Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:</p> <ul style="list-style-type: none"> ➤ student achievement in literacy and numeracy, especially in years 1-8; and then to ➤ breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements). 	<p>To provide courses which challenge and satisfy all students recognising both the special abilities and disabilities of students</p> <p>To provide opportunities for extension for gifted and talented students.</p> <p>To maintain and develop a literacy programme school-wide.</p> <p>To implement a school wide numeracy programme with a focus on Year 9 and 10 Mathematics in 2006/07 and moving to a focus on whole school cross-curricular numeracy thereafter</p> <p>To develop independent learning skills through Thinking Skills Yr 9 and integrate these strategies across the junior curriculum and whole school.</p> <p>To maintain and increase co-curricular involvement – (including Sports coordinator) Sports Council- student and community</p> <p>To have a range of relevant strategies in each subject area to assess students' levels and progress.</p>	<p>2006-2011</p> <p>2006-2011</p> <p>2006-2011</p> <p>2006-2011</p> <p>2006-2011</p> <p>2006-2011</p> <p>2009-2011</p> <p>2007-2011</p>

<p>(iii) On the basis of good quality assessment information, identify students and groups of students:</p> <ul style="list-style-type: none"> ➤ who are not achieving; ➤ who are at risk of not achieving; ➤ who have special needs; and ➤ aspects of the curriculum which require particular attention. <p>(iv) Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above.</p> <p>(v) In consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students.</p> <p>(v) Provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace of further education/training</p>	<p>To foster learning for a diverse range of students through evidence –based practice.</p> <p>To support and increase achievement of Maori students.</p> <p>To continue the Maori development group.</p> <p>To maintain a career team and contact with relevant outside agencies.</p>	<p>2007-2011</p> <p>2006-2011</p> <p>2006-2011</p> <p>2006-2011</p>
<p><i>NAG 2 –STRATEGIC PLAN, SELF REVIEW, REPORTING</i></p> <p>According to the National Administration Guidelines, each Board of Trustees with the Principal and teaching staff is required to:</p> <p>(i) Develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development.</p> <p>(ii) Maintain an ongoing programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement.</p> <p>(iii) Report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1(iii) above) including the achievement of Maori students against the plans and targets</p>	<p>To review policies.</p> <p>Enhance school-wide self review processes using Evidence/action/evaluation approach</p> <p>To review student achievement through departments: - school-wide initiatives (data from).</p> <p>To analyse and compare baseline data for monitoring student progress in the junior school and with NCEA results</p> <p>To maintain a reporting system suitable to curriculum and changes in assessment. Key Competency self assessment</p> <p>To report to the BOT and community on groups of students</p>	<p>2006-2011</p> <p>2010</p> <p>2010</p> <p>2006-2011</p> <p>2009-2011</p> <p>2006-2011</p>

referred to in 1(v) above	identified including targets for Maori and Pasifika students.	
<p><i>NAG 3 – PERSONNEL AND EMPLOYMENT</i> According to legislation on employment and personnel matters, each Board of Trustees is required in particular to:</p> <p>(i) Develop and implement personnel and industrial policies within policy and procedural frameworks set by the Government from time to time which promote high levels of staff performance, use educational resources effectively, and recognise the needs of the students.</p> <p>(ii) Be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts to teaching and non-teaching staff.</p>	<p>To ensure all staff receive Professional Development which will foster the development of a Professional Learning Community.</p> <ul style="list-style-type: none"> • PALS meetings • ICT Integration <p>To maintain an appraisal process which assures excellent practice.</p> <p>To maintain collegiality and shared planning across the whole staff.</p> <ul style="list-style-type: none"> • Pastoral and Learning Syndicates (PALS) • Specialist Classroom Teacher (SCT) • ICTPD 	<p>2007-2011</p> <p>2010</p> <p>2008-2010</p> <p>2009-2011</p> <p>2006-2011</p> <p>2006-2011</p> <p>2006-2011</p> <p>2008-2010</p>
<p><i>NAG 4 – FINANCE and PROPERTY</i> According to legislation on financial and property matters, each Board of Trustees is also required in particular to:</p> <p>(i) Allocate funds to reflect the school's priorities as stated in the Charter.</p> <p>(ii) Monitor and control school expenditure and to ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989.</p> <p>(iii) Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students</p>	<p>To provide a sound financial base for school activities and improvement.</p> <p>To maintain accurate and useful financial records and budget processes.</p> <p>To ensure that property development meets the needs of a changing curriculum.</p> <p>To continue to upgrade the school assets and property.</p>	<p>2010</p> <p>2010</p> <p>2006-2011</p> <p>2006-2011</p>
<p><i>NAG 5 – SAFE ENVIRONMENT</i> Each Board is also required to:</p> <p>(i) Provide a safe physical and emotional environment for students.</p> <p>(ii) Promote healthy food and nutrition for all students;</p> <p>(iii) Comply in full with any legislation currently in force or that may be under development to ensure the safety of students and employees.</p>	<p>To continue to operate systems which support the physical and emotional safety of students and staff.</p> <p>To support the Student Health Committee and Canteen to maintain the Gold Heart Award</p> <p>To ensure that health & safety standards are met.</p>	<p>2006 -2011</p> <p>2010-2011</p> <p>2006-2011</p>

NAG 6 – LEGISLATIVE REQUIREMENTS

Each Board is also expected to comply with all general legislation concerning requirements such as attendance, length of the school day, and the length of the school year

To keep up to date with and implement compliance requirements.

2010