

# Analysis of Variance 2022



Queen's High School

Te Kura Tuarua O Kuini

*Empowering Young Women*



Goal Title	Goal	Targets	Outcomes	Analysis
		<ul style="list-style-type: none"> <li>• At least 85% of all students who qualify to sit Level 3 gain this qualification (participation-based data).</li> <li>• At least 85% of leavers will leave with at least Level 2 (Leavers data).</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of students entered for Level 3 achieved this. 5 students in Year 13 were not entered for sufficient credits to gain Level 3, it was never their intention.</li> <li>• 79% of all leavers who did not enrol in another school, left school with Level 2 or a higher qualification</li> <li>• 84% of all leavers who did not enrol in another school, left school with Level 1 or a higher qualification</li> <li>• 7% (5 students) of all leavers in 2022, left with no qualification and no known path to continue in further education.</li> </ul>	<p>who did not achieve NCEA Level 1 to review our practices and look at what we may be able to do differently. Of these 15 students, 11 have not returned to school. Attendance and engagement in mainstream school was low, whānau involved were possible in decision making for their options this year.</p> <p>-Level 2 and 3, the students have maintained the impressive results they achieved in 2021, which is an excellent outcome.</p> <p>-Each cohort is different and with smaller numbers comes a bigger fluctuation in the data from year to year. The most important information is that those who should have achieved have done so. Over the three levels we have recognised 5 students who potentially could have passed but did not.</p> <p><b><u>Target met</u></b></p> <p><b><u>Target not met</u></b> As mentioned earlier there were 11 students in Year 11 who have left school without Level 1. Some students engaged with us to work on a pathway knowing school was not the right fit for them but not all.</p>

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		<ul style="list-style-type: none"> <li>Māori and Pasifika students achieving at the same level or better as for all students</li> </ul>	<table border="0"> <tr> <td><u>Level 1</u></td> <td colspan="2"><u>QHS (NAT)</u></td> </tr> <tr> <td>All</td> <td>80.9%</td> <td>(63.6%)</td> </tr> <tr> <td>Māori</td> <td>84.4%</td> <td>(53.7%)</td> </tr> <tr> <td>Pasifika</td> <td>75.0%</td> <td>(56.5%)</td> </tr> <tr> <td><u>Level 2</u></td> <td colspan="2"></td> </tr> <tr> <td>All</td> <td>90.0%</td> <td>(74.0%)</td> </tr> <tr> <td>Māori</td> <td>80.0%</td> <td>(64.0%)</td> </tr> <tr> <td>Pasifika</td> <td>87.5%</td> <td>(67.2%)</td> </tr> <tr> <td><u>Level 3</u></td> <td colspan="2"></td> </tr> <tr> <td>All</td> <td>83.3%</td> <td>(67.2%)</td> </tr> <tr> <td>Māori</td> <td>87.5%</td> <td>(55.7%)</td> </tr> <tr> <td>Pasifika</td> <td>37.5%</td> <td>(59.4%)</td> </tr> <tr> <td><u>UE</u></td> <td colspan="2"></td> </tr> <tr> <td>All</td> <td>66.7%</td> <td>(48.2%)</td> </tr> <tr> <td>Māori</td> <td>81.3%</td> <td>(30.9%)</td> </tr> <tr> <td>Pasifika</td> <td>37.5%</td> <td>(28.6%)</td> </tr> </table>	<u>Level 1</u>	<u>QHS (NAT)</u>		All	80.9%	(63.6%)	Māori	84.4%	(53.7%)	Pasifika	75.0%	(56.5%)	<u>Level 2</u>			All	90.0%	(74.0%)	Māori	80.0%	(64.0%)	Pasifika	87.5%	(67.2%)	<u>Level 3</u>			All	83.3%	(67.2%)	Māori	87.5%	(55.7%)	Pasifika	37.5%	(59.4%)	<u>UE</u>			All	66.7%	(48.2%)	Māori	81.3%	(30.9%)	Pasifika	37.5%	(28.6%)	<p>For all students who leave we aim for them to engage with another provider (eg. alternative education and polytechnic). 9 students in this group left without a clear plan going forward.</p> <p><u>For Māori students:</u>  Level 1 - target met  Level 2 - target not met  Level 3 - target met  UE - target met</p> <p><u>For Pasifika students:</u>  Level 1 - target not met  Level 2 – target not met  Level 3 - target not met  UE - target not met</p> <p>The overall results of our Māori and Pasifika students are to be celebrated. They are achieving at levels well above the national average and achieving with endorsements (see below). One group (Level 3 Pasifika) has not achieved as expected or hoped but what we need to take into account is that this is a small number of students, and each student has a significant impact on the data.</p> <p><b><u>Target not met for all Levels</u></b>  -At Level 1, the excellence and merit percentages well above the national average - 70% of students gained an endorsement.  -Level 2 results - good  -Level 3 – ok, still a need to focus on endorsements</p>
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	NCEA Certificate Endorsement Achievement to be gained by students where appropriate.	<ul style="list-style-type: none"> <li>Excellence and Merit Endorsement rate above national average at all NCEA Levels.</li> </ul>	<table border="0"> <tr> <td></td> <td colspan="2">QHS (Nat)</td> </tr> <tr> <td></td> <td><u>Excellence</u></td> <td><u>Merit</u></td> </tr> <tr> <td>Level 1</td> <td>26.3% (19.5%)</td> <td>43.3% (32.0%)</td> </tr> <tr> <td>Level 2</td> <td>14.3% (16.2%)</td> <td>28.6% (24.5%)</td> </tr> <tr> <td>Level 3</td> <td>11.4% (15.4%)</td> <td>14.3% (25.9%)</td> </tr> </table>		QHS (Nat)			<u>Excellence</u>	<u>Merit</u>	Level 1	26.3% (19.5%)	43.3% (32.0%)	Level 2	14.3% (16.2%)	28.6% (24.5%)	Level 3	11.4% (15.4%)	14.3% (25.9%)																																		
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		<ul style="list-style-type: none"> <li>Māori and Pasifika students achieving at the same level or better as for all students.</li> <li>Scholarship: Students know about scholarship examinations in Year 11 and encouraged and supported to work towards this with the option of sitting at least one scholarship examination in Year 12.</li> <li>Whole school senior student tracking.</li> </ul>	<p><u>Level 1</u></p> <p>All</p> <p>Māori</p> <p>Pasifika</p> <p><u>Level 2</u></p> <p>All</p> <p>Māori</p> <p>Pasifika</p> <p><u>Level 3</u></p> <p>All</p> <p>Māori</p> <p>Pasifika</p>	<p>Ex</p> <p>26.3%</p> <p>22.2%</p> <p>11.1%</p> <p>14.3%</p> <p>27.3%</p> <p>14.3%</p> <p>11.4%</p> <p>0%</p> <p>33.3%</p>	<p>Me</p> <p>43.3%</p> <p>51.9%</p> <p>66.7%</p> <p>28.6%</p> <p>27.3%</p> <p>0%</p> <p>14.3%</p> <p>14.3%</p> <p>0%</p> <ul style="list-style-type: none"> <li>Scholarship classes attended by students.</li> <li>Excellence recognised at Academic Blues, Academic assemblies, Young Scholar Evening, Queen’s News.</li> <li>Assessments reported on KAMAR.</li> <li>Senior team members regularly checking progress.</li> <li>Full school summary completed in Term 2 and shared with all staff.</li> </ul>	<p><b><u>Target met</u></b></p> <p>For our Māori and Pasifika students sitting Level 1, results for endorsements are 70%+.</p> <p><b><u>Target not met</u></b></p> <p>Getting students to sit and to consider sitting these exams is an ongoing area for us to work on.</p> <p>No Year 12 students sat a Scholarship examination.</p> <p>Our top academic student made the decision not to sit due to travelling overseas and representing NZ at exam time.</p> <p><b><u>Target met</u></b></p> <p>Tracking by the senior team on a monthly basis worked well.</p> <p><b><u>Target met</u></b></p>

Goal Title	Goal	Targets	Outcomes	Analysis
	<p data-bbox="405 564 577 624"><b>Junior Student Achievement</b></p> <p data-bbox="405 663 607 818">To put in place effective programmes that meets the needs of learners.</p> <p data-bbox="405 892 607 1114">To have all students engaged in learning and make progress at appropriate educational levels.</p>	<ul data-bbox="633 142 902 1417" style="list-style-type: none"> <li>• Participation in Te Ao Haka – the Māori Performing Arts Standards pilot programme.</li> <li>• Year 9 classes are not streamed on academic ability – all multi-level.</li> <li>• To trial a Literacy and Numeracy support programme for students.</li> <li>• To focus on Pastoral and Learning Syndicates (PALS), core teacher meetings, as a forum for evidence-based discussion and action for students in junior classes.</li> <li>• Continue with Universal Design for Learning (UDL)</li> </ul>	<ul data-bbox="925 142 1675 1129" style="list-style-type: none"> <li>• Level 1 – 7 students, 2 endorsed with merit and 5 endorsed with excellence for this course.</li> <li>• Level 3 – 9 students - 5 gained an excellence endorsement, 3 gained a merit endorsement.</li> <li>• The four Year 9 classes were not streamed on academic ability.</li> <li>• A trial Literacy and Numeracy support programme occurred. Two teachers had 4 timetabled hours to work with other staff and/or small groups of students.</li> <li>• PALS continue to be the main forum for discussion around class groupings and sharing of best practice for that particular class.</li> <li>• PALS held twice a term.</li> <li>• UDL was a focus for some Te Wā Ako time, used the Resource Teacher of Behaviour and Learning to facilitate this.</li> <li>• Culturally Responsive practice continues to also be a focus with conversations, reading, speakers.</li> <li>• EL support worked well being available for senior students as required. A check in was provided by the teacher for students on a regular basis.</li> </ul>	<p data-bbox="1697 142 2132 491">Whole school support for the students within Te Ao Haka. Komene Cassidy recognised as an expert amongst pilot schools, very fortunate to have him on board with Queen's. Fantastic results by the students in this course and we have an increase in numbers for 2023. Having this course in a timetabled line has been successful. This will continue.</p> <p data-bbox="1697 635 2132 984"><b>Target met</b> Some adaptations will occur in 2023 to these practices, but as a school, pleased with the feedback from both staff and students on these points. All year 9 and year 10 core teachers attend PALS meetings to co-construct goals for the class. Ideas are shared for good practice with the class and consistent approaches agreed on. Students of interest are identified.</p>

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		<p>and culturally responsive practice PLD.</p> <ul style="list-style-type: none"> <li>English Language (EL) support to be timetabled differently – one class each day 4 days a week.</li> <li>By the end of Year 9, 80% of students will be at or above Level 4 of the curriculum.</li> <li>By the end of Year 10, 80% of students will be at or above Level 5 of the curriculum.</li> <li>Māori and Pasifika students in Years 9 and 10 achieving at the same level or better as for all students.</li> </ul>	<p><b>Year 9 Data – Numeracy</b></p> <table border="1" data-bbox="927 528 1673 834"> <thead> <tr> <th rowspan="2">Curriculum Level</th> <th colspan="3">Number - BOY</th> <th colspan="3">Number - EOY</th> </tr> <tr> <th>All (100)</th> <th>Māori (27)</th> <th>Pasifika (8)</th> <th>All</th> <th>Māori</th> <th>Pasifika</th> </tr> </thead> <tbody> <tr> <td>&lt;3</td> <td>20%</td> <td>11%</td> <td>57%</td> <td>5%</td> <td>11%</td> <td>20%</td> </tr> <tr> <td>3</td> <td>38%</td> <td>48%</td> <td>29%</td> <td>28%</td> <td>32%</td> <td>60%</td> </tr> <tr> <td>4</td> <td>21%</td> <td>22%</td> <td>14%</td> <td>23%</td> <td>39%</td> <td>20%</td> </tr> <tr> <td>5</td> <td>21%</td> <td>20%</td> <td>0%</td> <td>39%</td> <td>29%</td> <td>0%</td> </tr> <tr> <td>&gt;5</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>5%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <table border="1" data-bbox="927 868 1451 1007"> <thead> <tr> <th></th> <th>BOY</th> <th>EOY</th> <th>Shift</th> </tr> </thead> <tbody> <tr> <td>Below L4</td> <td>58%</td> <td>33%</td> <td>-25%</td> </tr> <tr> <td>At L4</td> <td>21%</td> <td>23%</td> <td>+2%</td> </tr> <tr> <td>Above L4</td> <td>21%</td> <td>44%</td> <td>+23%</td> </tr> </tbody> </table> <p><b>Year 10 Data Numeracy</b></p> <table border="1" data-bbox="927 1070 1673 1377"> <thead> <tr> <th rowspan="2">Curriculum Level</th> <th colspan="3">Number - BOY</th> <th colspan="3">Number - EOY</th> </tr> <tr> <th>All (84)</th> <th>Māori (25)</th> <th>Pasifika (5)</th> <th>All</th> <th>Māori</th> <th>Pasifika</th> </tr> </thead> <tbody> <tr> <td>&lt;3</td> <td>11%</td> <td>13%</td> <td>80%</td> <td>1%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>3</td> <td>35%</td> <td>40%</td> <td>0%</td> <td>18%</td> <td>25%</td> <td>50%</td> </tr> <tr> <td>4</td> <td>22%</td> <td>20%</td> <td>20%</td> <td>30%</td> <td>31%</td> <td>0%</td> </tr> <tr> <td>5</td> <td>32%</td> <td>27%</td> <td>0%</td> <td>45%</td> <td>44%</td> <td>0%</td> </tr> <tr> <td>&gt;5</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>6%</td> <td>0%</td> <td>50%</td> </tr> </tbody> </table>	Curriculum Level	Number - BOY			Number - EOY			All (100)	Māori (27)	Pasifika (8)	All	Māori	Pasifika	<3	20%	11%	57%	5%	11%	20%	3	38%	48%	29%	28%	32%	60%	4	21%	22%	14%	23%	39%	20%	5	21%	20%	0%	39%	29%	0%	>5	0%	0%	0%	5%	0%	0%		BOY	EOY	Shift	Below L4	58%	33%	-25%	At L4	21%	23%	+2%	Above L4	21%	44%	+23%	Curriculum Level	Number - BOY			Number - EOY			All (84)	Māori (25)	Pasifika (5)	All	Māori	Pasifika	<3	11%	13%	80%	1%	0%	0%	3	35%	40%	0%	18%	25%	50%	4	22%	20%	20%	30%	31%	0%	5	32%	27%	0%	45%	44%	0%	>5	0%	0%	0%	6%	0%	50%	<p><b><u>Target not met - Mathematics</u></b></p> <p>Year 9: Looking at just Numeracy, 67% of the cohort is achieving at Level 4 or above. (61% in 2021).  Year 10: Looking at just Numeracy, 51% (60% in 2021) of the cohort is working at Level 5 or above.  These two results show that the target of 80% has not been met by a significant amount. An upward shift is evident. For many of the students achieving in the lower levels, there has been numeracy support. Being able to sustain this support without impacting on other areas of students learning is an issue that we need to consider for 2023. Overall, our Māori students are achieving at levels comparable, if not better, than for all students. This is not the same for Pasifika students.</p>
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			Below L5	68%	49%	-19%			
			At L5	32%	45%	+12%			
			Above L5	0%	6%	+6%			
			<b>Year 9 Data – Literacy</b>						
			Curriculum Level	Reading Comprehension - BOY			Reading Comprehension EOY		
				All	Māori	Pasifika	All	Māori	Pasifika
			Towards L4	46%	46%	44%	36%	44%	50%
			At L4	44%	50%	44%	44%	52%	40%
			Above L4	10%	4%	11%	21%	4%	10%
				BOY	EOY	Shift			
			Below L4	46%	36%	-10%			
			At L4	44%	44%	0%			
			Above L4	10%	21%	+11%			
			<b>Year 9 Data – Writing</b>						
			Curriculum Level	Writing - BOY			Writing - EOY		
				All	Māori	Pasifika	All	Māori	Pasifika
			Towards L4	45%	39%	40%	13%	16%	25%
			At L4	52%	62%	60%	70%	76%	75%
			Above L4	3%	0%	0%	17%	8%	0%
				BOY	EOY	Shift			
			Below L4	45%	13%	-33%			
			At L4	52%	70%	+18%			
			Above L4	3%	17%	+14%			
			<p><b>Year 9 – Target met for Writing</b></p> <p>By the EOY, 64% of the students were operating at Level 4 or above, for writing this was sitting at 87%. The 2022 cohort came in with relatively low reading and writing levels. Some expectations and decisions put in place by the English Department has resulted in some real progress within the cohort. These changes included expectations around mastery of a skill that involved completing a task, identifying key mechanics and taught/reinforced throughout Term 2 and 3, literacy intervention. A change to marking has found that it is the mechanics of writing that is preventing some students from achieving, not their ideas and sense of structure. The Māori and Pasifika students are following the general trend of progress. Continuing looking for opportunities, texts and teaching /learning practices which engage our students is essential. Continued support from the SENCO and Learning Support is essential as well as specific and targeted literacy interventions.</p>						



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		<ul style="list-style-type: none"> <li>Continued promotion of reading.</li> </ul>	<p><b>Year 10 Data – Literacy</b></p> <table border="1" data-bbox="927 165 1673 371"> <thead> <tr> <th rowspan="2">Curriculum Level</th> <th colspan="3">Reading Comprehension - BOY</th> <th colspan="3">Reading Comprehension EOY</th> </tr> <tr> <th>All</th> <th>Māori</th> <th>Pasifika</th> <th>All</th> <th>Māori</th> <th>Pasifika</th> </tr> </thead> <tbody> <tr> <td>Towards L5</td> <td>75%</td> <td>85%</td> <td>67%</td> <td>74%</td> <td>84.6%</td> <td>67%</td> </tr> <tr> <td>At L5</td> <td>21%</td> <td>15%</td> <td>33%</td> <td>22%</td> <td>78%</td> <td>33%</td> </tr> <tr> <td>Above L5</td> <td>4%</td> <td>0%</td> <td>0%</td> <td>4%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <table border="1" data-bbox="927 437 1451 576"> <thead> <tr> <th></th> <th>BOY</th> <th>EOY</th> <th>Shift</th> </tr> </thead> <tbody> <tr> <td>Towards L5</td> <td>75%</td> <td>67%</td> <td>-8%</td> </tr> <tr> <td>At L5</td> <td>21%</td> <td>22%</td> <td>+1%</td> </tr> <tr> <td>Above L5</td> <td>4%</td> <td>4%</td> <td>+0%</td> </tr> </tbody> </table> <p><b>Year 10 Data – Writing</b></p> <table border="1" data-bbox="927 705 1673 911"> <thead> <tr> <th rowspan="2">Curriculum Level</th> <th colspan="3">Writing - BOY</th> <th colspan="3">Writing - EOY</th> </tr> <tr> <th>All</th> <th>Māori</th> <th>Pasifika</th> <th>All</th> <th>Māori</th> <th>Pasifika</th> </tr> </thead> <tbody> <tr> <td>Towards L5</td> <td>74%</td> <td>69%</td> <td>67%</td> <td>30%</td> <td>27%</td> <td>0%</td> </tr> <tr> <td>At L5</td> <td>26%</td> <td>31%</td> <td>33%</td> <td>55%</td> <td>64%</td> <td>67%</td> </tr> <tr> <td>Above L5</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>15%</td> <td>9%</td> <td>33%</td> </tr> </tbody> </table> <table border="1" data-bbox="927 976 1451 1115"> <thead> <tr> <th></th> <th>BOY</th> <th>EOY</th> <th>Shift</th> </tr> </thead> <tbody> <tr> <td>Towards L5</td> <td>74%</td> <td>30%</td> <td>-44%</td> </tr> <tr> <td>At L5</td> <td>26%</td> <td>55%</td> <td>+29%</td> </tr> <tr> <td>Above L5</td> <td>0%</td> <td>15%</td> <td>+15%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>All junior students involved in sustained silent reading programme each day.</li> <li>Library continues to run activities that encourage reading.</li> <li>Still considered to be worthwhile for all.</li> </ul>							Curriculum Level	Reading Comprehension - BOY			Reading Comprehension EOY			All	Māori	Pasifika	All	Māori	Pasifika	Towards L5	75%	85%	67%	74%	84.6%	67%	At L5	21%	15%	33%	22%	78%	33%	Above L5	4%	0%	0%	4%	0%	0%		BOY	EOY	Shift	Towards L5	75%	67%	-8%	At L5	21%	22%	+1%	Above L5	4%	4%	+0%	Curriculum Level	Writing - BOY			Writing - EOY			All	Māori	Pasifika	All	Māori	Pasifika	Towards L5	74%	69%	67%	30%	27%	0%	At L5	26%	31%	33%	55%	64%	67%	Above L5	0%	0%	0%	15%	9%	33%		BOY	EOY	Shift	Towards L5	74%	30%	-44%	At L5	26%	55%	+29%	Above L5	0%	15%	+15%	<p><b>Year 10 – Target not met</b></p> <p>Disappointingly, there is very little change in the reading levels throughout the year. Writing, on the other hand, has been more encouraging. Students' <i>surface feature skills (accuracy/mechanics)</i> are improving which means they have a better understanding of what is required to write accurately. 44% of students moved out of below Level 5 through the year. For <i>deeper feature skills (ideas, structure, language)</i> the shift was the same.</p> <p>The Māori and Pasifika students are following the general trend of progress.</p> <p><b>Target met</b></p> <p>Is seen as important for all to be involved.</p>
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Goal Title	Goal	Targets	Outcomes	Analysis
<p><b>Relationships</b></p> <p>Building relationships and positive interactions between all in our school community is paramount.</p>	<p><b>Teachers continually improve their practice.</b></p> <p>Staff to inquire into their own practice and reflect on their teaching practices to improve outcomes for all learners.</p> <p>That building of relationships supports the ability of our students to learn. To promote, communicate and integrate into classrooms and school practices the core values of our school. The QHS mission of empowering young women is known and understood by all. Maanakitanga is known and understood by all. Continuation of opportunities for cultural</p>	<ul style="list-style-type: none"> <li>• All staff are reflective in their practice</li> <li>• All staff engage in Te Wā Ako Learning Time</li> <li>• UDL PLD continues</li> <li>• Culturally Responsive Practice – PLD in this area continues, use TOD's</li> <li>• The Queen's Way of Respect for People, Place and Learning is understood.</li> <li>• The Queen's Way is reviewed.</li> <li>• All students know our core values that lie within the Queen's Way of Te Ihi, Te Wehi, Te Wana - Courage, Integrity and Excellence.</li> <li>• Maanakitanga –we all care for each other with respect is demonstrated by all</li> </ul>	<ul style="list-style-type: none"> <li>• All staff involved in beginning and end of year conversations centred on their teaching and learning practice. A self-reflection form is completed and student voice is gathered for future development and improved teaching and learning to occur.</li> <li>• Te Wā Ako held on Friday mornings and staff attend. Topics included the Te Reo for the classroom, literacy strategies for all levels, using a teacher aide in the classroom, gender diversity, effective teaching strategies.</li> </ul> <p>Assembly is used to communicate our values. The School Prefect speaks each week and awards the Ka Pai draw winners. Posters in every room with the values clearly visible. Ka Pai cards used to promote and support the core values of Respect for People, Place and Learning.</p> <p>Specific units are taught to all junior students through Physical Education and Health. In Year 9 '<i>Creating a Positive Class Community</i>' – focus is on working in groups and teams, being involved, organising yourself.</p> <p>In Year 10 '<i>Take purposeful action to assist others to participate in physical activity</i>' – focus on social responsibility and the use of leadership skills, taking the initiative and being involved.</p> <p>Sports person of the week – using school values in support of this.</p>	<p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p>Assemblies are main messaging forum for The Queen's Way and Te Ihi, Te Wehi, Te Wana.</p> <p>A limited number of assemblies occurred. Prefects did get to speak in assemblies, but not in the planned way we intended. Focus is lost without continuity and repetitiveness. The development of new displays for the school has not happened and is a must in the next step.</p>

Goal Title	Goal	Targets	Outcomes	Analysis
	<p>participation – mihi whakatau, kapa haka, Ngā Manu Kōrero, polyfest, city welcomes, community involvement.</p> <p>To increase student leadership opportunities and develop future leaders.</p>	<ul style="list-style-type: none"> <li>• Opportunities for parents and caregivers to be in school.</li> <li>• Māori Advisory group to be meeting</li> <li>• Give students at all levels increased leadership opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Mihi whakatau for new staff, students and their families.</li> <li>• Year 9 BBQ.</li> <li>• Year 9 Parent Evening.</li> <li>• Whānau Hui.</li> <li>• Pasifika Fono.</li> <li>• Parent – Teacher Evenings.</li> <li>• PSTA.</li> <li>• Celebration Assemblies.</li> <li>• Sports events.</li> <li>• Cultural events.</li> <li>• All Year 8 students enrolling at Queen’s interviewed in the first instance by the principal.</li> <li>• Group formed and one meeting held.</li> <li>• Senior student leaders to run assemblies.</li> <li>• Invited guests to assemblies to increase exposure of leaders.</li> <li>• Each house leader is now a prefect with students selected alongside them as a leadership team for each house.</li> <li>• A dedicated House Staff member to support these students.</li> <li>• Peer support programme continues with junior students this year.</li> <li>• Each Prefect addresses assembly once.</li> <li>• Use opportunities within classroom programmes to expose students to a leadership role.</li> </ul>	<p><b>Target met.</b> Each Year 8 student and their family come in before starting and meet with the principal and a senior team member. This starts the relationship. We held a mihi whakatau for all new people to our community. No BBQ or Year 9 whānau evening held in person. We also held parent teacher interviews on line in the first instance. Later in the year we were able to hold more things in person like the Blues night and prizegivings.</p> <p>In talking with staff and community members it was felt that this was not needed as long as we continue our Whānau Hui’s and consultation and/or discussions for matters of importance. That we keep the relationship alive.</p> <p><b>Target met.</b> There are many opportunities for students to be in leadership roles without being a named leader. What has been acknowledged as important is that they have support for it to happen. The situations mentioned in the outcomes are mostly out of class situations. There are many situations in class time also to being a leadership position – these are not so easily listed or documented. Presenting for your group, critiquing your peers.</p>

Goal Title	Goal	Targets	Outcomes	Analysis
<p><b>Opportunities</b></p>	<p>That our systems and processes provide the opportunities for our students to succeed in all their pursuits and to support staff in all they do.</p>	<ul style="list-style-type: none"> <li>• Junior students take part in support programmes through their form class around student relationships</li> <li>• Communication is effective with the school community (students, parents, staff and wider community).</li> <li>• Queens News is used to celebrate successes.</li> <li>• School Marketing Committee to be reformed for 2022 and to focus on raising the school profile.</li> <li>• Special assemblies held throughout the year to promote excellence and invite school community.</li> <li>• To have strong and supportive relationships with contributing schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Support programme continues with Year 9 and 10 students</li> <li>• Touring groups such as Sexwise and Attitude present to students</li> <li>• Opportunities within classroom programmes are used to expose students to a leadership role</li> <li>• Self-defence day (is actually a day covering self-defence, relationships, being safe and more)</li> <li>• Did not use ODT again this year, used the back of a bus and on-line – better use of funds and no decline in numbers.</li> <li>• No open mornings in 2022 and no decline in numbers.</li> <li>• Students were used as volunteers at various primary school events, like Grant Braes Athletics, and are clearly identified as Queen’s girls. Again, great feedback how great the girls were.</li> <li>• He Waka Kōtuia continued to represent Queen’s on many occasions and keeps QHS as the number one option for girls wanting to compete, perform or be involved in Kapa Haka.</li> <li>• Polyfest occurred live in 2022 as is a great showcase for us.</li> <li>• Musical happened and was a great success.</li> <li>• Prospectus delivered to each school by Senior Team member.</li> <li>• Assemblies/newsletters/prizegivings are also used to promote success by the students in other activities, like writing competitions and the spelling bee.</li> <li>• Queen’s News also used to share these successes.</li> <li>• Working with other schools was not always possible this year, so all interactions have been on hold.</li> </ul>	<p><b><u>On going.</u></b> The programmes the students are involved in are always being looked at. We use a balance of senior student and outside providers to support these programmes.</p> <p><b><u>Target met.</u></b></p>

Goal Title	Goal	Targets	Outcomes	Analysis
	<p>To maintain and increase co-curricular involvement through support for Sports Dean, Arts Dean, the students School Council, Sports Council and Arts Council.</p> <p>Effectively use our financial management systems to maximise opportunities for student's achievement and learning.</p>	<ul style="list-style-type: none"> <li>• Principal to visit all schools to hand out prospectus.</li> <li>• Groups to have meetings twice per term.</li> <li>• Continue to update the budget and how it is set and managed.</li> <li>• Maintain accountability for those with budgetary responsibility.</li> <li>• Students monitored as to money owing.</li> <li>• Actively investigate and apply for additional funding streams.</li> <li>• Monitor the Government</li> </ul>	<ul style="list-style-type: none"> <li>• Sports/Arts co-ordinator coordinates meetings with Student Sports/Arts Council.</li> <li>• Continue the PD for the finance package used.</li> <li>• Updates are given to staff responsible for areas of the budget monthly.</li> <li>• Systems in place so all staff are clear re processes to follow up outstanding accounts.</li> <li>• System in place for a student with outstanding debt that is unlikely to be paid.</li> <li>• Donation Scheme is a positive for QHS.</li> </ul>	<p><b><u>Ongoing</u></b> The use and purpose of these groups are evolving, and with a lack of opportunity to gain momentum and see things though it has been hard to keep these going.</p> <p><b><u>Target met</u></b> Budget monitored well by the Business Manager. Extra sources of funding actively pursued. Government donation scheme has been successful. No student missed opportunities because of being part of the scheme and we have opted back in for 2023.</p>

Goal Title	Goal	Targets	Outcomes	Analysis
		Donation Scheme and if this means there are opportunities missed.		

Next Steps	2023
	<p>Attendance</p> <ul style="list-style-type: none"> <li>• Continue with monitoring.</li> <li>• Target students below 80% earlier.</li> <li>• Share why attendance makes a difference with school community.</li> <li>• Identify barriers that whānau have for students attending and investigate support in the wider community for supporting attendance.</li> <li>• Re-evaluate how to manage 'lates'.</li> <li>• Have a Pacific and Māori mentor available to assist with whānau and students</li> </ul> <p>Achievement</p> <ul style="list-style-type: none"> <li>• No streaming of Year 9 and Year 10 classes.</li> <li>• PLD based around UDL, culturally responsive practices.</li> <li>• Numeracy and Literacy support programme to continue</li> <li>• A plan formulated for Year 10 students moving into Year 11</li> <li>• Have a Pacific and Māori mentor available to assist with whānau and students</li> <li>• Continue the move to online assessments and examinations where appropriate, for all levels.</li> </ul> <p>Māori Students</p> <ul style="list-style-type: none"> <li>• Whānau huis have a focus on relationship building.</li> <li>• Mentoring programme to build on.</li> <li>• Tutoring programme to look at.</li> <li>• Acknowledge significant Māori dates and occasions.</li> <li>• A mentor to support Māori students in school</li> </ul> <p>Pasifika Student</p> <ul style="list-style-type: none"> <li>• Fono have a focus on relationship building.</li> <li>• Mentoring programme to build on – continue with the ISERVE programme.</li> <li>• Regular mentoring available within school.</li> </ul>

- Tutoring programme to look at – how to get more students involved and attending.
- A mentor to support Pacific students in school.
- Involvement in Creative in Schools 2023.

Relationships

- Continue the senior leaders running activities like assembly.
- Each leadership role has a designated staff member that the student can meet with for help, clarification, what to do next.
- Offer peer tutoring again this year and look to increase numbers involved; tuakana - teina relationship.
- Contact made with whānau in as many instances as possible – get in before there is an issue.
- Staff continue to have a presence at events.
- Continue the ‘no phones’ for Year 9-11.

Other

- Extra staffing for co-curricular support
- New school video to be produced
- Look at groupings/headings in KAMAR reporting to gain better quality data about what is happening in and around school