

Annual Plan 2023



Queen's High School
Te Kura Tuarua O Kuini

Empowering Young Women

Annual Plan 2023

Goal Title	Goal	Targets	Action	Responsibility
<p style="text-align: center;">Teaching and Learning</p> <p>That every student is learning and achieving everyday – that everyday matters</p> <p style="color: red;">“every student at the school is able to attain their highest possible standard in educational achievement.”</p>	<p>To improve academic achievement outcomes for all students and enhance student engagement in learning.</p>	<ul style="list-style-type: none"> • 90% attendance rate for all students. 	<ul style="list-style-type: none"> • Monitored weekly by each year level team. • Process for indicating concern re attendance to both student and parent. • Process for consequences when attendance is below 90% and absenteeism is unjustified. • SL and Deans monitor lates. • For both attendance and engagement, have a Pacific and Māori mentor for 4 hours a week on site. 	<ul style="list-style-type: none"> • SL (Senior Leadership team) • Dean for each year level • Attendance officer
	<p style="text-align: center;">Senior Student Achievement</p>	<ul style="list-style-type: none"> • At least 85% of Year 11 students will achieve NCEA Level 1. • At least 85% of Year 12 students will achieve NCEA Level 2. • At least 85% of all students who qualify to sit Level 3 gain this qualification (participation-based data). • At least 85% of leavers will leave with at least Level 2 (Leavers data). • Māori and Pasifika students achieving at the same level or better as for all students. 	<ul style="list-style-type: none"> • All level teachers will aim to get their students passing their subject. • Deans and SL 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. • Form/FLP teachers to assist in the monitor of students and notify SL and Deans if a student is at risk of failing. • Encourage and promote the use of the parent portal as a means for parents/ 	<ul style="list-style-type: none"> • All subject teachers • SL Deans • SL Deans Form/Mentor Teachers • Principal SL Teachers

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	<p>NCEA Certificate Endorsement Achievement to be gained by students where appropriate.</p>	<ul style="list-style-type: none"> • Excellence and Merit Endorsement rate above national average at all NCEA Levels. • Māori and Pasifika students achieving at the same level or better, as for all students. • Scholarship: Students identified and 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. 	<p>caregivers to monitor student progress.</p> <ul style="list-style-type: none"> • Contact made with whānau as soon as possible when identified concerns are raised. • Provide mentors specifically for Māori and Pasifika students, have them in school and working with students. <ul style="list-style-type: none"> • All teachers to monitor and have high expectations for all students, and those who should pass with an endorsement do so. • Staff to identify potential scholarship candidates in Year 11 and begin discussion and conversation around the exams and what they involve. • Students in Year 12 to enter for scholarship examination. • All staff have high expectations of students so that they are proud to accept that they have achieved at a high level. • Excellence recognised by Academic Blues, Academic Assemblies, Year Level Assemblies, Young Scholar Evening, Queen’s News. 	<ul style="list-style-type: none"> • Support Staff • TIC Māori students • TIC Pasifika students <ul style="list-style-type: none"> • All staff to monitor and follow up with teachers, Deans and SL <ul style="list-style-type: none"> • Learning Area Leaders (LAL) • Teacher in Charge (TIC) • All senior subject teachers <ul style="list-style-type: none"> • Subject teachers <ul style="list-style-type: none"> • Principal - Whole School Vision Lead • SL • LAL • All staff <ul style="list-style-type: none"> • Principal • SL • Teachers

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	<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"> • Whole school senior student tracking. • Year 9 classes are not streamed on academic ability – all multi-level. • To continue Literacy and Numeracy support programme for students. • To look at the options for students moving into Year 11 in 2024 in English, Science and Mathematics. • 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. • ESOL support to be timetabled as per the need. • 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 	<ul style="list-style-type: none"> • Course summaries available in the shared drive for all courses and levels and shared with students. • Shared doc for reporting concerns/missed check points/assessments to senior team open in term 1. • Course achievement summary completed end of Term 1 and end of Term 2. • Each internal assessment will be reported on via KAMAR. • All teachers to ensure the content of the work given in class is responsive to the students' needs and abilities. • Department time given to allow for planning. • Teaching hours given to support Literacy and Numeracy • Identify students in Year 9 and 10 who are at risk of not achieving and look at support options. • Support staff used to identify students for SENCO • PALS held twice a term. • PALS used for discussing and sharing of best practice. • To compare BOY and EOY data to look at progress. • Use similar test at beginning and end of year. 	<ul style="list-style-type: none"> • Assistant Principal (AP) - Achievement Reporting Lead • SL • LAL (learning Area Leaders) • Principal • English and Mathematics Learning Area • All teachers • TIC's • LAL's • English and Mathematics Learning Area

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	<p>Teachers continually improve their practice</p> <p>Staff to inquire into their own practice and reflect on their teaching practices to improve outcomes for all learners</p>	<ul style="list-style-type: none"> • above Level 5 of the curriculum. • Māori and Pasifika students in Years 9 and 10 achieving at the same level or better as for all students. • Continued promotion of reading. • All staff are reflective in their practice • All staff engage in Te Wā Ako Learning Time • UDL PLD continues • Culturally Responsive Practice – PLD in this area continues, use TOD's • Each staff member is a member of a Professional Learning Group to support ongoing improvement and development for Queen's. 	<ul style="list-style-type: none"> • All junior students involved in sustained silent reading programme each day. • Library continues to run activities that encourage reading. • Integrate staff professional development into the professional growth cycle • UDL and/or Culturally Responsive practices are a focus on TOD's • 1-1 PD or small group PD offered to target individual staff needs re using technology as part of their own teaching and learning programme • Staff have opportunity to attend professional courses and best practice workshops • Staff PLD Scholarship reintroduced • Staff PLD short term projects available by application 	<ul style="list-style-type: none"> • Junior English teachers • LAL English • Classroom teachers • Librarian • Principal • AP – Professional Growth Cycle Lead • SL • Specialist Classroom teacher • All staff

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<p>Relationships Building relationships and positive interactions between all in our school community is paramount.</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 participation – mihi whakatau, kapa haka, Ngā Manu Kōrero, polyfest, city welcomes, community involvement.</p>	<ul style="list-style-type: none"> • The Queen’s Way of Respect for People, Place and Learning is understood. • The Queen’s Way is reviewed. • All students know our core values of Te Ihi, Te Wehi, Te Wana - Courage, Integrity and Excellence. • Maanakitanga –we all care for each other with respect is demonstrated by all • Opportunities for parents and caregivers to be in school. 	<ul style="list-style-type: none"> • How we show respect in each area communicated through assembly and on the screens. • The common expectations are reviewed to see if they are still fit for purpose. Changes made if deemed necessary to fit with the school values and expectations. • Staff reinforce this in their classrooms with Ka Pai cards • 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 beyond the service expected of students. • Mihi whakatau for new staff, students and their families. • Year 9 BBQ. • Year 9 Parent Evening. • Whānau Hui. • Pasifika Fono. • Parent – Teacher evenings. • PSTA. • Celebration Assemblies. • Sports events. • Cultural events. • All Year 8 students enrolling at Queen’s interviewed in the first instance by the principal. 	<ul style="list-style-type: none"> • Principal • SL • All staff • Student leaders • Principal – Whole School Vision Lead • SL • Year 9 and 10 Deans • Senior Peer Support leaders • All staff • Students • Director of Sports

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<p>Opportunities</p>	<p>To increase student leadership opportunities and develop future leaders.</p>	<ul style="list-style-type: none"> • Give students at all levels increased leadership opportunities. • Creatives in Schools Project - Pacific Students • Junior students take part in support programmes through their form class around student relationships. 	<ul style="list-style-type: none"> • Senior student leaders to run assemblies. • Peer support programme continues with junior students this year. • Each Prefect addresses assembly once. • Use opportunities within classroom programmes to expose students to a leadership role. • Ana Teofilo will work with students on the project ‘Finding our Pasifika niche exhibition’. • Peer Support programme continues with Year 9 and 10 students. • Touring groups such as Sexwise and Attitude present to students. • Opportunities within classroom programmes are used to expose students to a leadership role. 	<ul style="list-style-type: none"> • Principal • SL • Deans • BOT • All staff • Student leaders • Principal • Cherie Ford • SL • Deans • Student leaders
	<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"> • Communication is effective with the school community (students, parents, staff and wider community). • Queen’s News is used to celebrate successes. 	<ul style="list-style-type: none"> • Promote Queen’s and let the papers know when students have excelled. • To showcase the work and achievements at every opportunity. • To have the school represented at events 	<ul style="list-style-type: none"> • Principal • All staff • Director of Sports, Sports Prefects, Community

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	<p>To maintain and increase co-curricular involvement through support for 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"> • School Marketing Committee to be involved in promotion of Queen's • Special assemblies held throughout the year to promote excellence and invite school community. • To have strong and supportive relationships with contributing schools. • Groups to have meetings twice per term. • 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. • Actively investigate and apply for additional funding streams. 	<ul style="list-style-type: none"> • Queen's News published fortnightly. • The use of Queen's News, email and Skool Loop to get information out to the community. • Website is current with achievements and photos. • Invite school community to special assemblies. • All new students into Year 9 for 2024 are at first interviewed by the principal. • Director of Sports/LAL Arts coordinates meetings with Student Sports/Arts Council. • Lunchtime activities to be organised for students to participate in. • Updates are given to staff responsible for areas of the budget monthly. • System in place for a student with outstanding debt that is unlikely to be paid. 	<ul style="list-style-type: none"> • Director of Sports • LAL Arts • Principal • Business Manager • SL • LAL