



Queen Elizabeth College

Charter



Updated February 2016

Contents

Strategic Plan	4
Vision, Goals, Mission Statement and Values	
Board Overview	5
Strategic Plan overview.....	7
2013 - 2015	
Asset Plan overview.....	22
2014 - 2016	
Targets for 2015	23
Board Goals for 2015	25
Annual Plan 2015.....	26
Overview	
Goals	



MISSION STATEMENT

Realising potential and fostering success for our students in school and in our community.

VISION

Our school will empower students to demonstrate:

- Achievement
Quality teaching will ensure all of our students have a clear pathways as they progress through our school on to further education, training or employment.
- Confidence
Our students are inspired to pursue their dreams and aspirations in engaging and challenging learning environments.
- Excellence
Excellence in learning, performance and behaviour is motivated by high expectation and respectful relationships.

GOALS

Our curriculum will:

1. Engage students in individual learning pathways
2. Raise and sustain academic achievement across all levels
3. Acknowledge and reflect the principles of Te Tiriti o Waitangi
4. Foster inclusiveness and value diversity
5. Engage with and recognise the importance of support from the College's community
6. Further enhance the processes of self-review

GUIDING PRINCIPLES

The College has adopted the PB4L programme and the expectations are used as guiding principles to all our relationships with staff, students and whanau.

Expectations	Respect	Responsibility
	<i>Manaakitanga</i>	<i>Kawengatanga</i>
	Commitment	Connectedness
	<i>Manawanuitanga</i>	<i>Whanaungatanga</i>

VALUES

Excellence

To be the best.

Environment

Respecting and valuing our surroundings and their effect on us.

Honesty and Integrity

Being truthful to yourself and others: trustworthy, sincere and open in relationships.

Community Participation

Growing together and learning from each other.

Respect for Self and Others

Valuing and being considerate of others and self.

Creativity, Innovation and Curiosity

Eagerness to know and learn. To be challenged to develop new ideas, ways of thinking and doing.

Diversity

Acknowledging similarities and respecting difference.

Board Overview

Governance Responsibilities of the Board of Trustees

Aim

- To develop Queen Elizabeth College as a school of choice within Palmerston North through promoting innovative learning opportunities that promote excellence.

Objectives

- To set priorities and goals for improvement.
- To monitor the schools performance against student achievement outcomes.
- To support the school's management with appropriate resources to ensure that teaching programmes are delivered to students.
- To support the school's management with appropriate resources to ensure that the teachers are able to complete relevant professional development.
- To support the school's management with appropriate resources to ensure a conducive as well as inclusive learning environment and have appropriate teaching tools and resources available to staff.

Asset Management

- To manage the school in a fiscally responsible way.
- To monitor the cyclical maintenance plan so that the school is in a sound and good repair.
- To monitor policies that oversees the purchase of chattels and resources for the school.
- Ensure that teachers are adequately resourced to carry out their role effectively.

Strategic Management

- Ensure that programmes that enhance student achievement are maintained.
- Consider new programmes presented, and make decisions based on the benefit to students and staff.
- Where appropriate, strategic decisions are evidence based and data driven.

Board Overview

Governance Responsibilities of the Board of Trustees

Te Tiriti O Waitangi

- Acknowledge their responsibilities with regards to Te Tiriti O Waitangi.
- Ensure consultation takes place when making decisions that may impact on Maori learner and achievement.
- Support initiatives that promote our cultural heritage that align with the values of the school.

Characteristics of the School

- Bi-lingual option for Year 9 and Year 10 students.
- Services Academy continuing and expanding opportunities for student in their career choices. A junior academy is available as a junior option.
- Community Education continues with the Night School.
- Adult ESOL education.
- Supportive / whanau learning environment.
- Community spirit with special consideration given to

Kiwi Sport Statement

Goal:

- To increase the number of students at Queen Elizabeth College to participate in organised sport.
- Increase availability and accessibility of sport opportunities.
- Support students in developing skills to enable them to effectively participate in sport.

The main goal of the Sports Coordinator was to increase participation.

- Sports offered in 2015 included Rugby Including Girls' Rugby), Volleyball, Touch, Netball and Basketball.
- Organisation of school Athletics and Swimming Events.

Successes included:

- Re-introduction of a Girls' Rugby Team.
- Our Junior Girls' Basketball team winning their competition.
- Our senior Netball teams finishing as Winners and Runners Up in their divisions.
- Nehe Milner-Scudder (a former student) named in the World Cup All Black Squad.

Strategic Plan Overview 2016 – 2018

	2016	2017	2018
<p>Goal 1: Our curriculum will: Engage students in individual learning pathways.</p>	<p>Opportunities (including external providers) will be provided to assist students towards possible career / vocational pathways.</p> <ul style="list-style-type: none"> • Possible career path is identified through the course confirmation process and / or by the Poutama teacher and / or Careers advisor. • Vocational Pathway tours are arranged for Year 13 students to help formulate possible career / vocational pathways. • Year 12 and Year 13 Poutama teachers, senior Dean and Careers Advisor identify possible pathways for students and identify what extra skills / qualifications are relevant. • Secondary / Tertiary partnerships (U-Skills) as well as Gateway / STAR and other courses are identified and offered to relevant students. 	<p>Opportunities (including external providers) continue be provided to assist students towards possible career / vocational pathways.</p> <ul style="list-style-type: none"> • Possible career path is identified through the course confirmation process and / or by the Poutama teacher and / or Careers advisor. • Vocational Pathway tours are arranged for Year 13 students to help formulate possible career / vocational pathways. • Year 11, 12 and Year 13 Poutama teachers, senior Dean and Careers Advisor identify possible pathways for students and identify what extra skills / qualifications are relevant. • Expanded use of Secondary / Tertiary partnerships (U-Skills) as well as Gateway / STAR and other courses that are identified are offered to relevant students. 	<p>Opportunities (including external providers) continue be provided to assist students towards possible career / vocational pathways.</p> <ul style="list-style-type: none"> • Possible career path is identified through the course confirmation process and / or by the Poutama teacher and / or Careers advisor. • Vocational Pathway tours are arranged for Year 13 students to help formulate possible career / vocational pathways. • Year 11, 12 and Year 13 Poutama teachers, senior Dean and Careers Advisor identify possible pathways for students and identify what extra skills / qualifications are relevant. • Expanded use of Secondary / Tertiary partnerships (U-Skills) as well as Gateway / STAR and other courses that are identified are offered to relevant students.

Strategic Plan Overview 2016 – 2018

	2016	2017	2018
<p>Goal 1: Our curriculum will: Engage students in individual learning pathways.</p>	<p>Senior courses will be student centred with individualised learning and assessment programmes</p> <ul style="list-style-type: none"> • All Year 12 and 13 course outlines will have a more individualised format including core assessments (of at least 16 credits) and other standards suited to each student (up to another 8 credits). • Course outlines will be co-constructed with students 12 and Year 13 classes. • Poutama teachers will collect and collate the course outlines to have an overview of the courses of students in the Poutama class. • Course outlines are used to assist with Poutama teacher / student / whanau interviews regularly throughout the year. As part of the achievement tracking process. 	<p>Senior courses will continue to be student centred with individualised learning and assessment programmes. Student centred learning programmes will be incorporated into the junior curriculum.</p> <ul style="list-style-type: none"> • Junior course programmes are reviewed and refined to meet student need and to reflect student interest / prior learning. • All Year 11, 12 and 13 course outlines will have a more individualised format including core assessments (of at least 16 credits) and other standards suited to each student (up to another 8 credits). • Course outlines will be co-constructed with students in Year 11, 12 and 13 classes. • Poutama teachers will collect and collate the course outlines to have an overview of the courses of students in the Poutama class. • Course outlines are used to assist with Poutama teacher / student / whanau interviews regularly throughout the year. As part of the achievement tracking process. 	<p>Student centred learning and assessment programmes are embedded at into senior courses. Student centred learning and assessment programmes will be further incorporated into the junior curriculum.</p> <ul style="list-style-type: none"> • Junior course programmes continue to meet student need and to reflect student interest / prior learning. • Junior assessment programmes begin to be more student centred, • All Year 11, 12 and 13 course outlines will have a more individualised format including core assessments (of at least 16 credits) and other standards suited to each student (up to another 8 credits). • Course outlines will be co-constructed with students in Year 11, 12 and 13 classes. • Poutama teachers will collect and collate the course outlines to have an overview of the courses of students in the Poutama class. • Course outlines are used to assist with Poutama teacher / student / whanau interviews regularly throughout the year. As part of the achievement tracking process.

Strategic Plan Overview 2016 – 2018

	2016	2017	2018
<p>Goal 1: Our curriculum will: Engage students in individual learning pathways.</p>	<p>Academic Goals will be set at the start of the year by all students and these will be reviewed at least once a term.</p> <ul style="list-style-type: none"> • As part of the Poutama programme, all students will be set academic goals for 2016. • The goals will be included in the student Poutama folder. • The goals are shared with whanau at the Poutama / Parent meetings. • The academic goals are reviewed at least once each term. 	<p>Academic Goals will be set at the start of the year by all students and these will be reviewed at least once a term.</p> <ul style="list-style-type: none"> • As part of the Poutama programme, all students will be set academic goals for 2017. • The goals will be included in the student Poutama folder. • The goals are shared with whanau at the Poutama / Parent meetings. • The academic goals are reviewed at least once each term. 	<p>Academic Goals will be set at the start of the year by all students and these will be reviewed at least once a term.</p> <ul style="list-style-type: none"> • As part of the Poutama programme, all students will be set academic goals for 2018. • The goals will be included in the student Poutama folder. • The goals are shared with whanau at the Poutama / Parent meetings. • The academic goals are reviewed at least once each term.

	2016	2017	2018
<p>Goal 2: Our curriculum will: Raise and sustain academic achievement across all levels.</p>	<p>Students to have a strong Literacy and Numeracy base.</p> <ul style="list-style-type: none"> • CEM testing of Year 9. Use data analysis for AsTTle planning. • AsTTle testing for Year 9 and Year 10 students. Data shared with staff and Board. • PD includes practical Literacy and Numeracy strategies for use in class. • Poutama planning incorporates literacy strategies / silent reading. • Teachers are encouraged to regularly incorporate literacy and Numeracy strategies into their planning and teaching. • Students with further needs are identified and strategies / support is put into place where possible. 	<p>Students to have a strong Literacy and Numeracy base.</p> <ul style="list-style-type: none"> • CEM testing of Year 9. Use data analysis for AsTTle planning. • AsTTle testing for Year 9 and Year 10 students. Data shared with staff and Board. • PD includes practical Literacy and Numeracy strategies for use in class. • Poutama planning incorporates literacy strategies / silent reading. • Teachers incorporate literacy (as well as Numeracy if possible) strategies into their planning and teaching. • Students with further needs are identified and strategies / support is put into place. 	<p>Students to have a strong Literacy and Numeracy base.</p> <ul style="list-style-type: none"> • CEM testing of Year 9. Use data analysis for AsTTle planning. • AsTTle testing for Year 9 and Year 10 students. Data shared with staff and Board. • PD includes practical Literacy and Numeracy strategies for use in class. • Poutama planning incorporates literacy strategies / silent reading. • Teachers incorporate literacy (as well as Numeracy if possible) strategies into their planning and teaching. • Students with further needs are identified and strategies / support is put into place.

Strategic Plan Overview 2016 - 2018

	2016	2017	2018
<p>Goal 2: Our curriculum will: Raise and sustain academic achievement across all levels.</p>	<p>Students to have a strong Literacy and Numeracy base.</p> <ul style="list-style-type: none"> Investigation into how to raise student self-efficacy and working on improving this. Student progress in Literacy and Numeracy is reported to the Board of Trustees each term. 	<p>Students to have a strong Literacy and Numeracy base.</p> <ul style="list-style-type: none"> Embedding practices to raise student self-efficacy. Student progress in Literacy and Numeracy is reported to the Board of Trustees each term 	<p>Students to have a strong Literacy and Numeracy base.</p> <ul style="list-style-type: none"> Practices to raise student self-efficacy are embedded into teacher practice. Student progress in Literacy and Numeracy is reported to the Board of Trustees each term.
	<p>NCEA Literacy and Numeracy Data is analysed and acted on.</p> <ul style="list-style-type: none"> Senior students' Literacy and Numeracy gaps at Level 1 and Level 2 are identified. Literacy and Numeracy support is put in place where necessary. The Board of Trustees are updated on progress of students towards NCEA Literacy and Numeracy requirements. 	<p>NCEA Literacy and Numeracy Data continues to be analysed and acted on.</p> <ul style="list-style-type: none"> Senior students' Literacy and Numeracy gaps at Level 1 and Level 2 are identified. Literacy and Numeracy support is put in place where necessary. The Board of Trustees are updated on progress of students towards NCEA Literacy and Numeracy requirements. 	<p>NCEA Literacy and Numeracy Data continues to be analysed and acted on.</p> <ul style="list-style-type: none"> Senior students' Literacy and Numeracy gaps at Level 1 and Level 2 are identified. Literacy and Numeracy support is put in place where necessary. The Board of Trustees are updated on progress of students towards NCEA Literacy and Numeracy requirements.
	<p>Literacy having a high profile in planning across the school.</p> <ul style="list-style-type: none"> Literacy professional development is included in staff wide professional development. Teachers incorporate Literacy into planning at least once a fortnight. Classroom observations include feedback on Literacy. 	<p>Embedding a high profile for Literacy in planning across the school.</p> <ul style="list-style-type: none"> Literacy professional development is included in staff wide professional development. Teachers incorporate Literacy into planning at least once a fortnight. Classroom observations include feedback on Literacy. 	<p>Embedding a high profile for Literacy in planning across the school.</p> <ul style="list-style-type: none"> Literacy professional development is included in staff wide professional development. Teachers incorporate Literacy into planning at least once a fortnight. Classroom observations include feedback on Literacy.

Strategic Plan Overview 2016 - 2018

	2016	2017	2018
<p>Goal 2: Our curriculum will: Raise and sustain academic achievement across all levels.</p>	<p>Continued Improvement of National Qualification results.</p> <p>Data collection, collation and reporting is used to improve student outcomes.</p> <ul style="list-style-type: none"> • Analysis of 2015 NCEA results is completed at the start of the year by the HODs, TICs and the Principal's Nominee. <ul style="list-style-type: none"> ○ Trends from 2015 data are compared with the 2014 analysis. ○ Action is planned to improve student outcomes. • Analysis of HODs and TICs is discussed with the Principal, including changes in teacher practice to improve results. • NCEA Analysis is reported to the Board of Trustees. • Appraisal is also a tool with a focus on student achievement. 	<p>Embedding continued Improvement of National Qualification results including an increased number of subject / level endorsements</p> <p>Embedding using data collection, collation and reporting to improve student outcomes.</p> <ul style="list-style-type: none"> • Analysis of 2016 NCEA results is completed at the start of the year by the HODs, TICs and the Principal's Nominee. <ul style="list-style-type: none"> ○ Trends from 2015 data are compared with the 2015 analysis. ○ Action is planned to improve student outcomes. • Analysis of HODs and TICs is discussed with the Principal, including changes in teacher practice to improve results. • NCEA Analysis is reported to the Board of Trustees. • Appraisal with a focus on student achievement embedded. 	<p>Improved National Qualification results are embedded and improvement continues. The number of subject / level endorsements continues to improve.</p> <p>Embedding using data collection, collation and reporting to improve student outcomes.</p> <ul style="list-style-type: none"> • Analysis of 2016 NCEA results is completed at the start of the year by the HODs, TICs and the Principal's Nominee. <ul style="list-style-type: none"> ○ Trends from 2015 data are compared with the 2015 analysis. ○ Action is planned to improve student outcomes. • Analysis of HODs and TICs is discussed with the Principal, including changes in teacher practice to improve results. • NCEA Analysis is reported to the Board of Trustees. • Appraisal with a focus on student achievement embedded.

Strategic Plan Overview 2016 - 2018

	2016	2017	2018
<p>Goal 2: Our curriculum will: Raise and sustain academic achievement across all levels.</p>	<p>Continued Improvement of National Qualification results.</p> <p>Monitoring student progress towards NCEA.</p> <ul style="list-style-type: none"> • Senior students set academic goals with their Poutama teacher. • Tracking is undertaken by Poutama teachers with the students in their class utilising the course outlines. Poutama teachers keep parents / whanau up to date with student progress and identify possible areas of concern and possible solutions. • School reports to focus on progress as well as next steps. • Regular tracking of senior students. • All students to be offered at least 1 standard in Term 1. Student achievement will be analysed in Term 2 and regularly from then. • Students not tracking as expected are identified and strategies are put into place aiming to improve success. • Improving on student self-belief that they can succeed. • HOD / TIC Progress of Course to Date interviews with Principal. • A.R.T programme involvement. 	<p>Embedding continued Improvement of National Qualification results including an increased number of subject / level endorsements</p> <p>Monitoring student progress towards NCEA.</p> <ul style="list-style-type: none"> • Senior students set academic goals with their Poutama teacher. • Tracking is undertaken by Poutama teachers with the students in their class utilising the course outlines. Poutama teachers keep parents / whanau up to date with student progress and identify possible areas of concern and possible solutions. • School reports and Parent / Poutama teacher meetings to focus on progress as well as next steps. • Regular tracking of senior students. • All students to be offered at least 1 standard in Term 1. Student achievement will be analysed in Term 2 and regularly from then. • Students not tracking as expected are identified and strategies are put into place aiming to improve success. • Improving on student self-belief that they can succeed. 	<p>Improved National Qualification results are embedded and improvement continues. The number of subject / level endorsements continues to improve.</p> <p>Monitoring student progress towards NCEA.</p> <ul style="list-style-type: none"> • Senior students set academic goals with their Poutama teacher. • Tracking is undertaken by Poutama teachers with the students in their class utilising the course outlines. Poutama teachers keep parents / whanau up to date with student progress and identify possible areas of concern and possible solutions. • School reports and Parent / Poutama teacher meetings to focus on progress as well as next steps. • Regular tracking of senior students. • All students to be offered at least 1 standard in Term 1. Student achievement will be analysed in Term 2 and regularly from then. • Students not tracking as expected are identified and strategies are put into place aiming to improve success. • Improving on student self-belief that they can succeed.

Strategic Plan Overview 2016 - 2018

	2016	2017	2018
<p>Goal 2: Our curriculum will: Raise and sustain academic achievement across all levels.</p>	<p>Continued Improvement of National Qualification results.</p> <p>Monitoring student progress towards NCEA.</p> <ul style="list-style-type: none"> Principal NCEA achievement interviews with NCEA students. NCEA progress and trends are shared with staff, SMT and the Board of Trustees. 	<p>Embedding continued Improvement of National Qualification results including an increased number of subject / level endorsements.</p> <p>Monitoring student progress towards NCEA.</p> <ul style="list-style-type: none"> HOD / TIC Progress of Course to Date interviews with Principal. A.R.T programme involvement. Principal NCEA achievement interviews with NCEA students. NCEA progress and trends are shared with staff, SMT and the Board of Trustees. 	<p>Improved National Qualification results are embedded and improvement continues. The number of subject / level endorsements continues to improve.</p> <p>Monitoring student progress towards NCEA.</p> <ul style="list-style-type: none"> HOD / TIC Progress of Course to Date interviews with Principal. A.R.T programme involvement. Principal NCEA achievement interviews with NCEA students. NCEA progress and trends are shared with staff, SMT and the Board of Trustees.
	<p>Continued Improvement of National Qualification results.</p> <p>Support is given to students where necessary.</p> <ul style="list-style-type: none"> Special Assessment Applications are prepared and submitted. UCOL mentoring with identified senior students. Mentoring about twice a term. Mentoring to be monitored and reviewed regularly. Students applying for study leave. Students needing to continue work on NCEA stay at school until they have achieved. 	<p>Embedding continued Improvement of National Qualification results including an increased number of subject / level endorsements.</p> <p>Support is given to students where necessary.</p> <ul style="list-style-type: none"> Special Assessment Applications are prepared and submitted. UCOL mentoring with identified senior students. Mentoring about twice a term. Mentoring to be monitored and reviewed regularly. Students applying for study leave. Students needing to continue work on NCEA stay at school until they have achieved. 	<p>Improved National Qualification results are embedded and improvement continues. The number of subject / level endorsements continues to improve.</p> <p>Support is given to students where necessary.</p> <ul style="list-style-type: none"> Special Assessment Applications are prepared and submitted. UCOL mentoring with identified senior students. Mentoring about twice a term. Mentoring to be monitored and reviewed regularly. Students applying for study leave. Students needing to continue work on NCEA stay at school until they have achieved.

Strategic Plan Overview 2016 - 2018

	2016	2017	2018
<p>Goal 2: Our curriculum will: Raise and sustain academic achievement across all levels.</p>	<p>Make effective use of formative assessment to inform teaching practice.</p> <p>Teachers utilise formative assessment as a tool to help guide learning for the students as well as providing effective student feedback.</p> <ul style="list-style-type: none"> Teachers utilise a range of methods to gain formative assessment information of student progress. Formative assessment is used to guide teacher planning for the next steps in learning. Feedback and feed forward is provided to students, to scaffold learning as well as improve achievement. 	<p>Formative assessment is successfully used to inform teacher practice.</p> <p>Teachers utilise formative assessment well to guide learning for the students as well as providing effective student feedback.</p> <ul style="list-style-type: none"> Teachers utilise a range of methods to gain formative assessment information of student progress. Formative assessment is used to guide teacher planning for the next steps in learning. Feedback and feed forward is provided to students, to scaffold learning as well as improve achievement. 	<p>Formative assessment is successfully used to inform teacher practice.</p> <p>Teachers utilise formative assessment well to guide learning for the students as well as providing effective student feedback.</p> <ul style="list-style-type: none"> Teachers utilise a range of methods to gain formative assessment information of student progress. Formative assessment is used to guide teacher planning for the next steps in learning. Feedback and feed forward is provided to students, to scaffold learning as well as improve achievement.

	2016	2017	2018
<p>Goal 3: Our curriculum will: Acknowledge and reflect the principles of Te Tiriti of Waitangi.</p>	<p>Increased cultural competency / awareness of staff and students.</p> <p>Staff and students are aware of Te Ao Māori.</p> <ul style="list-style-type: none"> Increasing staff cultural awareness through professional development including Māori words and phrases. Staff and student involvement in events such as powhiri and other cultural events. 	<p>Increased cultural competency / awareness of staff and students.</p> <p>Staff and students are aware of Te Ao Māori.</p> <ul style="list-style-type: none"> Staff increased cultural awareness including Māori words and phrases. Staff and student continued involvement in events such as powhiri and other cultural events. Possible staff Noho Marae. Year 9 Noho Marae. 	<p>Increased cultural competency / awareness of staff and students.</p> <p>Staff and students are aware of Te Ao Māori.</p> <ul style="list-style-type: none"> Embedded staff cultural awareness. Staff and student continued involvement in events such as powhiri and other cultural events. Staff Noho Marae. Year 9 Noho Marae.

Strategic Plan Overview 2016 - 2018

	2016	2017	2018
<p>Goal 3: Our curriculum will: Acknowledge and reflect the principles of Te Tiriti of Waitangi.</p>	<p>Empower Māori to achieve success as Māori.</p> <p>Improvement of academic achievement, engagement and retention of Māori students.</p> <ul style="list-style-type: none"> • Teacher incorporating elements of Ka Hikitia into their teaching practice. • Staff building relationships with students and their whanau. • Regular tracking of student progress by course teachers, Poutama teachers, SMT and Principal as well as putting support in place where needed. • Mentoring provided by UCOL staff. 	<p>Empower Māori to achieve success as Māori.</p> <p>Continued to improve academic achievement, engagement and retention of Māori students.</p> <ul style="list-style-type: none"> • Teacher incorporating elements of Ka Hikitia into their teaching practice. • Staff continuing to build relationships with students and their whanau. • Regular tracking of student progress by course teachers, Poutama teachers, SMT and Principal as well as putting support in place where needed. • Possible continuation of mentoring provided by UCOL staff. 	<p>Empower Māori to achieve success as Māori.</p> <p>Continued to improve academic achievement, engagement and retention of Māori students.</p> <ul style="list-style-type: none"> • Teacher incorporating elements of Ka Hikitia into their teaching practice. • Staff continuing to build relationships with students and their whanau. • Regular tracking of student progress by course teachers, Poutama teachers, SMT and Principal as well as putting support in place where needed. • Possible continuation of mentoring provided by UCOL staff.
	<p>To actively encourage involvement of whanau in school.</p> <ul style="list-style-type: none"> • Regular whanau contact from school advising of upcoming events. • Regular Whanau Hui held with expectation of Reo Rua parents attending and increasing attendance in general. • Having a welcoming school and demonstrating manaakitanga for all whanau and manuhiri. 	<p>Continue to actively encourage involvement of whanau in school.</p> <ul style="list-style-type: none"> • Continued regular whanau contact from school advising of upcoming events. • Whanau Hui held at least termly with expectation of Reo Rua parents attending and increasing attendance. • Ensure a continued welcoming school and demonstrated manaakitanga for all whanau and manuhiri. 	<p>Continue to actively encourage involvement of whanau in school.</p> <ul style="list-style-type: none"> • Continued regular whanau contact from school advising of upcoming events. • Whanau Hui held at least termly with expectation of Reo Rua parents attending and increasing attendance. <p>Ensure a continued welcoming school and demonstrated manaakitanga for all whanau and manuhiri.</p>

Strategic Plan Overview 2016 - 2018

	2016	2017	2018
<p>Goal 4: Our curriculum will foster inclusiveness and value diversity.</p>	<p>Valuing students as individuals and student voice is sought for decision making.</p> <p>All students are valued as individuals, their experiences are acknowledged and utilised to foster contextualised learning opportunities.</p> <ul style="list-style-type: none"> • All students will be valued as part of the school community. • Through building relationships and relationships teachers get to know students prior experiences and learning. • Prior learning and experiences are taken into account when teachers prepare planning. • Year 12 and 13 students co-construct their assessment plans. • Learning to include 'real life' examples where possible including courses and learning through other providers. • Acknowledge the importance of importance of the adult ESOL students in our school and involving them with students and school activities. • Increase awareness of aspects of other cultures (i.e Matariki and Race Relations Day). 	<p>Embedding valuing students as individuals and student voice is sought for decision making.</p> <p>All students are valued as individuals, their experiences are acknowledged and utilised to foster contextualised learning opportunities.</p> <ul style="list-style-type: none"> • All students will be valued as part of the school community. • Teacher working student experiences and prior knowledge into planning. • Year 11, 12 and 13 students co-construct their assessment plans. • Increased 'real life' examples in learning including courses and learning through other providers. • Acknowledge the importance of importance of the adult ESOL students in our school and involving them with students and school activities. • Continue to increase awareness of aspects of other cultures (i.e Matariki and Race Relations Day). 	<p>Valuing students as individuals is embedded and student voice is regularly sought for decision making.</p> <p>All students are valued as individuals, their experiences are acknowledged and utilised to foster contextualised learning opportunities.</p> <ul style="list-style-type: none"> • All students will be valued as part of the school community. • Teacher working student experiences and prior knowledge into planning. • Year 11, 12 and 13 students co-construct their assessment plans. • Increased 'real life' examples in learning including courses and learning through other providers. • Acknowledge the importance of importance of the adult ESOL students in our school and involving them with students and school activities. • Continue to increase awareness of aspects of other cultures (i.e Matariki and Race Relations Day).

Strategic Plan Overview 2016 - 2018

	2016	2017	2018
Goal 4: Our curriculum will foster inclusiveness and value diversity.	Valuing students as individuals and student voice is sought for decision making. Student voice is sought and considered in decisions within school. <ul style="list-style-type: none"> • Student applications for leadership positions such as Head Prefects, Prefects and Student Council. • Regular meetings for Prefects and Student Council are held. • Feedback from these meetings is sought. • Including student feedback in reviews. • Foci groups(s) of students formed and meet at least once a term. 	Valuing students as individuals and student voice is sought for decision making. Student voice is sought and considered in decisions within school. <ul style="list-style-type: none"> • Student applications for leadership positions such as Head Prefects, Prefects and Student Council. • Regular meetings for Prefects and Student Council are held. • Feedback is sought from these meetings. • Student feedback / input is to form one aspect of reviews. • Foci groups(s) continue to meet at least once a term. 	Valuing students as individuals and student voice is sought for decision making. Student voice is sought and considered in decisions within school. <ul style="list-style-type: none"> • Student applications for leadership positions such as Head Prefects, Prefects and Student Council. • Regular meetings for Prefects and Student Council are held. • Feedback is sought from these meetings. • Student feedback / input is to form one aspect of reviews. • Foci groups(s) continue to meet at least once a term.
	Parents and whanau are actively encouraged to be involved in school. <ul style="list-style-type: none"> • Regular contact from school inviting parents to various events. • Regular newsletters, Facebook and website updates. • School organised family / whanau events such as family barbeque. • Regular parent / teacher / Poutama Teacher meetings. • Whanau Hui and PTA meetings. • Other meetings with parents are made to discuss student progress and / or concerns. • Being a welcoming school. 	Parents and whanau are actively encouraged to be involved in school. <ul style="list-style-type: none"> • Regular contact from school inviting parents to various events. • Regular newsletters, Facebook and website updates. • School organised family / whanau events such as family barbeque. • Regular parent / teacher / Poutama Teacher meetings. • Whanau Hui. • Other meetings with parents are made to discuss student progress and / or concerns. • Being a welcoming school. 	Parents and whanau are actively encouraged to be involved in school. <ul style="list-style-type: none"> • Regular contact from school inviting parents to various events. • Regular newsletters, Facebook and website updates. • School organised family / whanau events such as family barbeque. • Regular parent / teacher / Poutama Teacher meetings. • Whanau Hui. • Other meetings with parents are made to discuss student progress and / or concerns. • Being a welcoming school.

Strategic Plan Overview 2016 - 2018

	2016	2017	2018
<p>Goal 4: Our curriculum will foster inclusiveness and value diversity.</p>	<p>Further enhancing a positive culture at Queen Elizabeth College.</p> <p>Embed PB4L school wide expectations and include Tier 2 as well as PB4L Restorative.</p> <ul style="list-style-type: none"> • PB4L school wide used with fidelity including teaching expectations, using the correction script as well as teachers completing ODRs and Gold Stars. • Continued PD as relevant. • All staff entering information on SWIS and all behaviour decisions being data driven. • Training for Tier 2 is undertaken when appropriate. • PB4L Restorative training to be undertaken when available. 	<p>Further enhancing a positive culture at Queen Elizabeth College.</p> <p>Embed PB4L and PB4L Tier 2 as well as PB4L Restorative.</p> <ul style="list-style-type: none"> • PB4L school wide, Tier 2 and Restorative used with fidelity including teaching expectations, using the correction script as well as teachers completing ODRs and Gold Stars. • Ongoing PD in all facets of the PB4L kete. • SWIS used by staff and behaviour decisions are data driven. • Utilising Tier 2 strategies for students in this category. • Utilising PB4L Restorative as a pastoral / behaviour tool. 	<p>Further enhancing a positive culture at Queen Elizabeth College.</p> <p>Continue to embed all facets of the PB4L kete across the school.</p> <ul style="list-style-type: none"> • PB4L school wide, Tier 2 and Restorative used with fidelity including teaching expectations, using the correction script as well as teachers completing ODRs and Gold Stars. • SWIS used by staff and behaviour decisions are data driven. • Enriching the use of Tier 2 strategies for students in this category. • Expanding the use of PB4L Restorative as a pastoral / behaviour tool.
	<p>Further enhancing a positive culture at Queen Elizabeth College.</p> <p>Opportunities to enhance house and school spirit are actively pursued.</p> <ul style="list-style-type: none"> • Continue Inter-House activities. • Collect and publicise house points. • House events and results are promoted at assemblies, on social media, the school website and in newsletters. • Student Leaders / Year 13 will have responsibility to organise at least 1 extra house event each term. 	<p>Continuing to enhance a positive culture at Queen Elizabeth College.</p> <p>Opportunities to enhance house and school spirit are actively pursued.</p> <ul style="list-style-type: none"> • Continue Inter-House activities. • Collect and publicise house points. • House events and results are promoted at assemblies, on social media, the school website and in newsletters. <p>Student Leaders / Year 13 will have responsibility to organise at least 1 extra house event each term.</p>	<p>Continuing to enhance a positive culture at Queen Elizabeth College.</p> <p>Opportunities to enhance house and school spirit are actively pursued.</p> <ul style="list-style-type: none"> • Continue Inter-House activities. • Collect and publicise house points. • House events and results are promoted at assemblies, on social media, the school website and in newsletters. <p>Student Leaders / Year 13 will have responsibility to organise at least 1 extra house event each term.</p>

Strategic Plan Overview 2016 - 2018

	2016	2017	2018
<p>Goal 4: Our curriculum will foster inclusiveness and value diversity.</p>	<p>Further enhancing a positive culture at Queen Elizabeth College.</p> <p>Opportunities to enhance house and school spirit are actively pursued.</p> <ul style="list-style-type: none"> • Student leadership through school is promoted. • Every opportunity to celebrate student success is utilised. 	<p>Continuing to enhance a positive culture at Queen Elizabeth College.</p> <p>Opportunities to enhance house and school spirit are actively pursued.</p> <ul style="list-style-type: none"> • Student leadership through school is promoted. • Every opportunity to celebrate student success is utilised. 	<p>Continuing to enhance a positive culture at Queen Elizabeth College.</p> <p>Opportunities to enhance house and school spirit are actively pursued.</p> <ul style="list-style-type: none"> • Student leadership through school is promoted. • Every opportunity to celebrate student success is utilised.

	2016	2017	2018
<p>Goal 5: Our curriculum will engage with and recognise the importance of support from the College's community.</p>	<p>Queen Elizabeth College working with local schools and other providers</p> <ul style="list-style-type: none"> • Continuing to enhance relationships with local schools. Through connections with the Service Academy, Reo Rua and Pasifika. • MoUs with Central Health and other providers. • Building relationships with local businesses and other organisations for PB4L, Prize-Giving and Gateway. • Partnering with UCOL staff to provide mentoring for senior students. 	<p>Continuing to work with local schools and other providers</p> <ul style="list-style-type: none"> • Continuing to enhance relationships with local schools. Through connections with the Service Academy, Reo Rua and Pasifika. • Enhancing relationships with local businesses and other organisations for PB4L, Prize-Giving and Gateway. • Aim to continue mentoring partnership with UCOL. 	<p>Continuing to work with local schools and other providers</p> <ul style="list-style-type: none"> • Continuing to enhance relationships with local schools. Through connections with the Service Academy, Reo Rua and Pasifika. • Further enhancing relationships with local businesses and other organisations for PB4L, Prize-Giving and Gateway. • Aim to continue mentoring partnership with UCOL.

Strategic Plan Overview 2016 - 2018

	2016	2017	2018
Goal 5: Our curriculum will engage with and recognise the importance of support from the College's community.	Meetings Attended <ul style="list-style-type: none"> Regular subject Association meetings. Principal meetings. Manawatu Youth Guarantee Network. 	Meetings Attended <ul style="list-style-type: none"> Regular subject Association meetings. Principal meetings. Manawatu Youth Guarantee Network. 	Meetings Attended <ul style="list-style-type: none"> Regular subject Association meetings. Principal meetings. Manawatu Youth Guarantee Network.
	Queen Elizabeth College continues to have a community focus. <ul style="list-style-type: none"> Participation in events such as Manu Korero, Kapa Haka, Pasifika and sports events. Service Academy and senior students participating in community events. Night School Classes are continued and reviewed for 2017. 	Queen Elizabeth College continues to have a community focus. <ul style="list-style-type: none"> Participation in events such as Manu Korero, Kapa Haka, Pasifika and sports events. Service Academy and senior students participating in community events. Night School Classes are continued and reviewed for 2018. 	Queen Elizabeth College continues to have a community focus. <ul style="list-style-type: none"> Participation in events such as Manu Korero, Kapa Haka, Pasifika and sports events. Service Academy and senior students participating in community events. Night School Classes are continued and reviewed for 2019.
	Parents are kept informed of student progress and events at school. <ul style="list-style-type: none"> Regular newsletter. Newspaper columns. Direct contact with parents. Utilising website. 	Parents are kept informed of student progress and events at school. <ul style="list-style-type: none"> Regular newsletter. Newspaper columns. Direct contact with parents. Utilising website. 	Parents are kept informed of student progress and events at school. <ul style="list-style-type: none"> Regular newsletter. Newspaper columns. Direct contact with parents. Utilising website.
	Increased involvement by parents / caregivers and also alumni. <ul style="list-style-type: none"> Reinvigorated PTA and increased attendance at Whanau Hui through newsletters, social media and other methods. Having a key fundraising goal to gather support. Using social media and other methods of re-connecting people to the school. Building an up to date alumni record. 	Increased involvement by parents / caregivers and also alumni. <ul style="list-style-type: none"> Continued growth of PTA and Whanau Hui. Continue with 2016 fundraising goal or redefining a key fundraising goal. Continue to use social media and other methods of re-connecting people to the school. Continue to build an up to date alumni record and hold one alumni / fundraising event. 	Increased involvement by parents / caregivers and also alumni. <ul style="list-style-type: none"> Continued growth of PTA and Whanau Hui. Continue with 2017 fundraising goal or redefining a key fundraising goal. Continue to use social media and other methods of re-connecting people to the school. Continue to build an up to date alumni record and hold one alumni / fundraising event.

Strategic Plan Overview 2016 - 2018

	2016	2017	2018
<p>Goal 6: To enhance processes of self-review.</p>	<p>Having self-review that is more evaluative, with increased evidence base considering the impact on students and their learning.</p> <p>Department documentation reflects an evidence based and evaluative approach.</p> <ul style="list-style-type: none"> • NCEA analysis has an evaluation of the assessment programme / assessment changes to improve achievement. • Department self-review includes teacher reflective practice and how data informs teaching. • Meetings with the Principal for analysis and self-review include more reflective evaluation. • Course Progress to Date forms and Principal interviews are reflective and evaluative. 	<p>Having self-review that is more evaluative, with increased evidence base considering the impact on students and their learning.</p> <p>Continue to ensure that department documentation reflects an evidence based and evaluative approach.</p> <ul style="list-style-type: none"> • NCEA analysis has an evaluation of the assessment programme / assessment changes to improve achievement. • Department self-review includes teacher reflective practice and how data informs teaching. • Meetings with the Principal for analysis and self-review include more reflective evaluation. • Course Progress to Date forms and Principal interviews are reflective and evaluative. 	<p>Having self-review that is more evaluative, with increased evidence base considering the impact on students and their learning.</p> <p>Continue to ensure that department documentation reflects an evidence based and evaluative approach.</p> <ul style="list-style-type: none"> • NCEA analysis has an evaluation of the assessment programme / assessment changes to improve achievement. • Department self-review includes teacher reflective practice and how data informs teaching. • Meetings with the Principal for analysis and self-review include more reflective evaluation. • Course Progress to Date forms and Principal interviews are reflective and evaluative.
	<p>Having self-review that is more evaluative, with increased evidence base considering the impact on students and their learning.</p> <p>School wide reviews are evidence based and evaluative.</p> <ul style="list-style-type: none"> • Department Reviews. • Reviews of Initiatives. • Tracking NCEA and strategies to improve student achievement. 	<p>Having self-review that is more evaluative, with increased evidence base considering the impact on students and their learning.</p> <p>School wide reviews continue to be evidence based and evaluative.</p> <ul style="list-style-type: none"> • Department Reviews. • Reviews of Initiatives. <p>Tracking NCEA and strategies to improve student achievement.</p>	<p>Having self-review that is more evaluative, with increased evidence base considering the impact on students and their learning.</p> <p>School wide reviews continue to be evidence based and evaluative.</p> <ul style="list-style-type: none"> • Department Reviews. • Reviews of Initiatives. <p>Tracking NCEA and strategies to improve student achievement.</p>

Strategic Plan Overview 2016 - 2018

	2016	2017	2018
<p>Goal 6: To enhance processes of self-review.</p>	<p>Having self-review that is more evaluative, with increased evidence base considering the impact on students and their learning.</p> <p>PB4L and data based decisions.</p> <ul style="list-style-type: none"> All staff given logon information for entering pastoral information on SWIS. Decision making is driven by SWIS data at PB4L team meetings and with staff. 	<p>Having self-review that is more evaluative, with increased evidence base considering the impact on students and their learning.</p> <p>Continue to embed PB4L and data based decisions.</p> <ul style="list-style-type: none"> All staff access and make productive use of SWIS. Decision making continued to be driven by SWIS data at PB4L team meetings and with staff. 	<p>Having self-review that is more evaluative, with increased evidence base considering the impact on students and their learning.</p> <p>Continue to embed PB4L and data based decisions.</p> <ul style="list-style-type: none"> All staff access and make productive use of SWIS. Decision making continued to be driven by SWIS data at PB4L team meetings and with staff.
	<p>Revised Appraisal is a robust tool, building capacity in effective teaching and learning.</p> <ul style="list-style-type: none"> Appraisal documentation is shared with staff. Professional Learning Groups for appraisal will be based on goals set by teachers. Appraisal will be a regular feature of professional development sessions. Staff collect relevant evidence for filing. Appraisal will involve regular reflection as well as observations and student feedback. 	<p>Revised Appraisal is a robust tool, building capacity in effective teaching and learning.</p> <ul style="list-style-type: none"> Staff are all aware of the process for Appraisal introduced in 2016. Professional Learning Groups will be reformed based on goals set by teachers. Appraisal will be a regular feature of professional development sessions. Staff continues to collect evidence for their appraisal and registration. Appraisal will involve regular reflection as well as observations and student feedback. 	<p>Revised Appraisal is a robust tool, building capacity in effective teaching and learning.</p> <ul style="list-style-type: none"> Staff are all aware of the process for Appraisal introduced in 2016. Professional Learning Groups will be reformed based on goals set by teachers. Appraisal will be a regular feature of professional development sessions. Staff continues to collect evidence for their appraisal and registration. Appraisal will involve regular reflection as well as observations and student feedback.

Asset Plan Overview 2016 – 2018

	2016	2017	2018
<p>Property</p> <p><i>Using property resources to optimise the learning opportunities.</i></p>	<ul style="list-style-type: none"> • Planning for Stage 2 of Rationalisation plan is underway. • Projects identified by the property plan. • Enhance chosen learning environments. • Cyclical Maintenance Plan is refined and an annual plan (calendar of tasks) is developed. • 10 Year Property Plan developed. 	<ul style="list-style-type: none"> • Completion of Stage 2 of Rationalisation plan and decommissioning process for identified areas. • Planning for Stage 3 of the Rationalisation plan. • Projects identified by the property plan. • Enhance chosen learning environments. • Cyclical Maintenance is completed according to the plan. 	<ul style="list-style-type: none"> • Completion of Stage 3 of Rationalisation plan and decommissioning process for identified areas. • Projects identified by the property plan. • Enhance chosen learning environments. • Cyclical Maintenance is completed according to the plan.
<p>IT</p> <p><i>Having technology resources to optimise the learning opportunities.</i></p>	<ul style="list-style-type: none"> • Purchase of suite of computers for Room 18 and replace the Room 19 computers with the old Room 18 computers. • Distribute suitable old computers from Room 19 around the school. • Identify other technology purchases as funds allow, including suggestions from staff. • Further grant applications where relevant. • Continue optional BYOD Policy. 	<ul style="list-style-type: none"> • Purchase of at least 2 Smart Televisions and necessary equipment to utilise effectively. • Extend laptop / tablet pods and / or trolleys. • Identify further IT requests / requirements. • Further grant applications where relevant. • Continue optional BYOD Policy. 	<ul style="list-style-type: none"> • Extend laptop / tablet pods and / or trolleys. • Identify other technology purchases as funds allow. • Further grant applications where relevant. • Continue optional BYOD Policy.
<p>Other Technology</p> <p><i>Having technology resources to optimise the learning opportunities.</i></p>	<ul style="list-style-type: none"> • Audit of technology needs is completed and in place. • Technology maintenance plan in place. • Seek funding for the purchase of more cameras for school. • Upgrade / replace identified equipment as funds allow. 	<ul style="list-style-type: none"> • Use Technology maintenance plan to identify needs. • Upgrade / replace identified equipment as funds allow. 	<ul style="list-style-type: none"> • Use Technology maintenance plan to identify needs. • Upgrade / replace identified equipment as funds allow.

Targets for 2016

2015 Target	Historical Position	Analysis and Evaluation	2016 Target
<ul style="list-style-type: none"> To reduce the overall suspension rate to 15 per 1000 or less of the school roll in 2015. To reduce the Maori suspension rate to 30 per 1000. To reduce the Pasifika suspension rate to 30 per 1000. 80% of students having fewer than 2 major incidents (defined by the PB4L programme) over the year. 	<ul style="list-style-type: none"> For several years, a focus has been to reduced suspension rates from highs recorded in between 2009 and 2010 as well as 2012. While the suspension rates have remained above the set targets they reduced in 2013 and 2014. The school has been part of the PB4L programme which was rolled out with staff and students in 2014. Restorative practices have been utilised in support of PB4L. 	<ul style="list-style-type: none"> The overall suspension rate was 40 per 1000 students. The suspension rate for Maori students was 80 per 1000. For Pasifika students the suspension rate was 0 per 1000. While the targets were not met, the suspension rates (both generally and by ethnic group) have remained lower than previous years. For PB4L 58.47% of students had fewer than 2 major incidents over the year. 	<ul style="list-style-type: none"> To reduce the overall suspension rate to 15 per 1000 or less of the school roll in 2016. To reduce the Maori suspension rate to 30 per 1000. To reduce the Pasifika suspension rate to 30 per 1000. 80% of students having fewer than 2 major incidents (defined by the PB4L programme) over the year.
<ul style="list-style-type: none"> All students leaving Queen Elizabeth College after 5 years will have obtained at least NCEA Level 2. At least 80% of the Year 11 cohort will achieve NCEA Level 1. At least 80% of the Year 12 cohort will achieve NCEA Level 2. At least 70% of the Year 13 cohort will achieve NCEA Level 3. <div data-bbox="107 1145 577 1406" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Note:</p> <p>The figures used in the data are participation statistics. As a school we are using roll based data in discussions and school analysis.</p> </div>	<ul style="list-style-type: none"> Historically (after very pleasing results in 2011) NCEA Level 1 results have been slowly improving after a low in 2012. NCEA Level 2 results for the previous 2 years were 91.7% for 2012 and 69% in 2013. NCEA Level 3 results have been around 80% for the last 3 years. Having tracking, IAPs and individual achievement interviews have assisted. In 2014, Queen Elizabeth College was involved in the A.R.T (Achievement, Retention and Transition) Ministry initiative. Poutama classes were introduced in 2015 with an aspect of the teachers being to track progress. Year 11 study leave at the end of 2015 was by application based on credits gained. 	<ul style="list-style-type: none"> For NCEA results (from the NCEA participation rates data) 90% of the Year 11 cohort achieved NCEA Level 1. 95.8% of the Year 12 cohort achieved NCEA Level 2. 92.3% of the Year 13 cohort achieved NCEA Level 3. All students that left Queen Elizabeth College at the end of Year 13 left with at least NCEA Level 2. All of the Level 2 and 3 results are well above the set targets. Tracking and follow-up as well as a school wide literacy focus have helped in the improving results. Other initiatives including Poutama classes and students applying for study leave (based on achievement) have assisted. 	<ul style="list-style-type: none"> All students leaving Queen Elizabeth College after 5 years will have obtained at least NCEA Level 2. At least 80% of the Year 11 cohort will achieve NCEA Level 1. At least 80% of the Year 12 cohort will achieve NCEA Level 2. At least 70% of the Year 13 cohort will achieve NCEA Level 3.

Targets for 2016

2015 Target	Historical Position	Analysis and Evaluation	2016 Target
<ul style="list-style-type: none"> In each subject students will have gained at least one standard by the end of Term 1. 	<ul style="list-style-type: none"> Historically the school has been working to ensure all students leave with at least an NCEA Level 2 qualification. IAPs and tracking NCEA progress as well as individual achievement interviews have assisted. 	<ul style="list-style-type: none"> While data was not specifically collected, all students were offered the opportunity to achieve at least 1 standard by the end of Term 1. Progress towards NCEA will be regularly monitored as part of the Poutama Teacher role. 	<ul style="list-style-type: none"> In each subject, students will have the opportunity to have gained at least one standard by the end of Term 1. Assessment results across the senior classes will be analysed at the start of Term 2.
<p>The Literacy and Numeracy Scores have been standardised:</p> <ul style="list-style-type: none"> 80% of Year 9 students will progress at an accelerated rate with an average gain of 44 in their AsTTle scores. 80% of Year 10 students will progress at an accelerated rate with an average gain of 60 in their AsTTle scores). 	<ul style="list-style-type: none"> Queen Elizabeth College has participated in the Literacy and Numeracy Programmes previously. Student Literacy results improved, with a focus on an accelerated rate of improvement Many students in the Year 9 intake are behind in their Literacy results, resulting in a long tail. In 2012 and 2013 the goals were not met. In 2014 specific classes for Numeracy and Literacy were introduced. In 2015 a 'home room' is being trialled made up on 5 students in Year 9 that according to contributing school information required intense extra support 	<p>Numeracy</p> <ul style="list-style-type: none"> Analysis of the Numeracy data from 2014 showed that: 65% of Year 9 and 41% of Year 10 students went up by at least twice the national average. <p>Literacy</p> <ul style="list-style-type: none"> Note that due to concerns over the validity of the comparative data (progress from the start of the year to the end of the year) the average of both the Year 9 and the Year 10 asTTle results show that they are roughly 2 curriculum sub-levels behind the expected average for Year 9 and Year 10 students nationally. 	<p>The Literacy and Numeracy Scores have been standardised:</p> <ul style="list-style-type: none"> 80% of Year 9 students will progress at an accelerated rate with an average gain of 44 in their AsTTle scores. 80% of Year 10 students will progress at an accelerated rate with an average gain of 60 in their AsTTle scores).

Board Goals for 2016

Engage students in individual learning pathways

- All Year 12 and Year 13 students will have a possible career path identified and external provider programmes / courses contributing to this pathway available for the students.
- All Year 12 and Year 13 students will have individualised course outlines for each option, held by the option teacher, Poutama teacher and student.
- All students set academic goals at the start of the year and review them at least termly.

Raise and sustain academic achievement across all levels

- To improve e-asTTle results by an average 44 points for 80% of Year 9 students, and by an average of 60 points for 80% of Year 10 students over the course of the year
- To ensure that all students leaving Queen Elizabeth College after 5 years have obtained a minimum of NCEA level 2.
 - Year 11 students – 80% achieve NCEA level 1
 - Year 12 students – 80% achieve NCEA level 2
 - Year 13 students – 70% achieve NCEA level 3
- To improve male, Maori and Pasifika academic performance in NCEA to exceed national averages.
- To improve NCEA endorsements to meet or exceed the national statistics.
- To make effective use of formative assessment to guide next steps in learning and providing effective feedback.

Acknowledge and reflect the principles of Te Tiriti o Waitangi

- To improve the cultural competence of all staff members through professional development and increase the inclusion of Te Ao Maori in the school curriculum and throughout the school.
- To improve academic achievement, engagement and retention of Maori students, and actively encourage involvement of families/whanau.

Foster inclusiveness and value diversity

- All students are valued as individuals, their experiences are acknowledged and utilised to foster contextualised learning opportunities.
- Opportunities to enhance house and school spirit are actively pursued.
- Student voice is regularly sought and considered in decisions within the school.
- Co-construction of learning between students and teachers is encouraged.
- Further embed the PB4L school wide expectations of respect, responsibility, commitment and connectedness, moving to Tier Two and continue use of restorative practices with 80% of students having fewer than 2 major incidents (as defined by the PB4L programme) over the year.

Engage with, and recognise the importance of, support from the College's community

- To actively pursue opportunities to strengthen links with the College community and the wider community.
- To enhance and increase opportunities for the school to actively engage families/whanau with the learning of their child(ren).

Board Goals for 2016 *continued...*

To further enhance processes of self-review

- To ensure that all self-review is more evaluative, with an increased evidence base considering the impact on students and their learning.
- To implement the revised appraisal system as a robust tool monitoring progress towards annual goals, identifying development needs and building capacity promoting effective teaching and learning.

2016 Annual Plan - Notes to the Annual Plan

1. The annual plan needs to be read with the Strategic Plan 2016 - 2018 in mind.
2. The following targets are set for 2016 and sit alongside this year's annual plan:
 - (a) To reduce the overall suspension rate to 15 per 1000 or less of the school roll in 2016 and to reduce Māori suspension rate to 30 per 1000 as well as reducing the Pasifika suspension rate to 30 per 1000
 - (b) In each subject, students will have gained at least one standard by the end of Term 1
 - (c) **NCEA Target**
 - All students leaving Queen Elizabeth after 5 years will have obtained a qualification.
 - At least 80% of the Year 11 (Level 1) cohort will achieve NCEA Level 1.
 - At least 80% of the Year 12 (Level 2) cohort will achieve NCEA Level 2.
 - At least 70% of the Year 13 (Level 3) cohort will achieve NCEA Level 3.
 - (d) **Literacy Target and Numeracy Targets**

80% of Year 9 students will progress at an accelerated rate and achieve a gain of 44 points in their e-AsTTLe scores.

80% of Year 10 students will progress at an accelerated rate and achieve a gain of 60 points in their e-AsTTLe scores.
3. Departmental goals will be monitored through the annual plan as will the recommendations from the cyclic review process.
4. The principal's goals will also be reported on throughout the year in Principal Reports to the Board as these also underpin the annual plan for 2016.

NOTE: *Data used to report on progress towards targets and goals will be shared with the Board, staff and community throughout the year.*

M Houghton
27 January 2016

Queen Elizabeth College Annual Plan 2016

Goal 1: Our Curriculum will engage students in individual learning pathways

Expected Outcome	National Educational Guidelines	Key Performance Indicators	Actions	Target		Responsibility
				Plan	Actual	
Opportunities (including external providers) will be provided to assist students towards possible career / vocational pathways.	1, 3, 5 and 8	All Year 12 and Year 13 students will have a possible career path identified and external provider programmes / courses contributing to this available.	<ul style="list-style-type: none"> Possible career path is identified through the course confirmation process and / or by the Poutama teacher and / or Careers Advisor. Vocational Pathway tours are arranged for Year 13 students to help formulate possible career / vocational pathways. Year 12 and Year 13 Poutama teachers, Senior Dean and Careers Advisor identify possible pathways for students and identify what extra skills / qualifications are relevant. Secondary / Tertiary partnerships (U-Skills) as well as Gateway / STAR and other courses are identified and offered to relevant students. 	<p>February</p> <p>February and as opportunities arise</p> <p>February / March and ongoing review.</p> <p>February / March and ongoing review.</p>		<p>SMT, Senior Dean, Poutama teachers and Careers Advisor.</p> <p>Careers Advisor</p> <p>Senior Dean, Poutama teachers and Careers Advisor.</p> <p>Careers Advisor, STAR and Gateway Coordinator.</p>
Senior courses will be student centred with individualised learning and assessment programmes.	1, 2, 3, 6 and 9	All Year 12 and Year 13 students will have individualised course outlines for each option.	<ul style="list-style-type: none"> All Year 12 and 13 course outlines will be have a more individualised format including core assessments (of at least 16 credits for all students) and other standards suited to each student (up to another 8 credits). Course outlines will be co-constructed with the students in Year 12 and Year 13 classes. Poutama teachers will collect and collate the course outlines to have an overview of the courses of students in the Poutama class. The course outlines are used to assist with Poutama teacher / student / whanau interviews regularly throughout the year, as part of the achievement tracking process. 	<p>Completed by the end of February.</p> <p>Completed by the end of February.</p> <p>Completed by the end of February.</p> <p>Ongoing.</p>		<p>All Year 12 and 13 subject teachers as well as Poutama teachers.</p> <p>All Year 12 and 13 subject teachers as well as students.</p> <p>All Year 12 and 13 subject teachers as well as Poutama teachers.</p> <p>Poutama teachers.</p>

Goal 1: continued Our Curriculum will engage students in individual learning pathways

Expected Outcome	National Educational Guidelines	Key Performance Indicators	Actions	Target		Responsibility
				Plan	Actual	
Academic goals will be set by all students and reviewed.	1, 2, 3, 6 and 9	Academic goals will be set at the start of the year by all students and these will be reviewed at least once each term.	<ul style="list-style-type: none"> As part of the Poutama programme, all students will set academic goals for 2016. These goals will be included in the student's Poutama folder. The goals are shared with whanau at the Poutama / Parent meetings. The academic goals are reviewed at least once each term. 	February		<p>Poutama teachers and students.</p> <p>Poutama teachers and students. Poutama teachers.</p> <p>Poutama teachers and students.</p>

Goal 2: Our Curriculum will raise and sustain academic achievement across all levels

Expected Outcome	National Educational Guidelines	Key Performance Indicators	Actions	Target		Responsibility
				Plan	Actual	
Students will have a strong Literacy and Numeracy base.	1, 2 and 5	<p>Literacy and Numeracy are a school wide focus, with a particular emphasis on the Year 9 and Year 10 cohorts.</p> <p>Goal: 80% of Year 9 and 10 progress at an accelerated rate of twice the average expected national rate.</p>	<ul style="list-style-type: none"> Year 9 and Year 10 students are assessed using asTTle, with testing in Term 1 and Term 4. The Year 9 and Year 10 is shared with teachers and Board. Professional Development includes practical Literacy and Numeracy strategies for use in class. Poutama planning incorporates literacy strategies / silent reading. Teachers are encouraged to regularly incorporate literacy and numeracy strategies into their planning and teaching. Students with further needs are identified and strategies / support is put in place where possible. Investigation into how to raise student self-efficacy and working on improving this. Student progress in Literacy and Numeracy is reported to the Board of Trustees each term. 	<p>February / March and November.</p> <p>March and November First meeting in March and ongoing. Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing from Term 1.</p> <p>Each term.</p>		<p>Literacy and Numeracy team.</p> <p>Literacy and Numeracy team. Principal. Literacy and Numeracy team as well as SMT and PD / Appraisal team. Poutama teachers.</p> <p>Literacy and Numeracy team as well as SMT and PD / Appraisal team as well as all teachers. Student Support and RTLB.</p> <p>Literacy / Numeracy Team and SMT.</p> <p>Literacy and Numeracy team as well as Principal.</p>

Goal 2: continued Our Curriculum will raise and sustain academic achievement across all levels

Expected Outcome	National Educational Guidelines	Key Performance Indicators	Actions	Target		Responsibility
				Plan	Actual	
Students have a strong Literacy and Numeracy base.	1, 2 and 5	NCEA Literacy and Numeracy data is analysed and acted on. Literacy having a high profile in planning across the school.	<ul style="list-style-type: none"> Senior students' Literacy and Numeracy gaps at Level 1 and Level 2 are identified. Literacy and Numeracy support put in place where necessary. Board of Trustees are updated on progress of students towards NCEA Literacy and Numeracy requirements. Literacy professional development is included in the staff wide professional development. Teachers incorporate Literacy into planning for all classes at least once a fortnight. Classroom observations include feedback on Literacy. 	February and ongoing. Ongoing. Each Term. Ongoing. Ongoing. Ongoing.		HODs, teachers as well as Literacy and Numeracy team. Literacy and Numeracy team. Principal. NZQA Principals' Nominee and Principal. PD and Appraisal team, as well as Literacy tem, Mentors and all teachers. Teachers. Mentors, HODs and Principal.
Continued improvement of National Qualification results.	1, 2, 3, 5, 6,8 and 9	Data collection, collation and reporting is used to improve student outcomes. Goal: All students leaving after 5 years at school have NCEA Level 2. 80% of Year 11 achieve NCEA Level 1. 80% of Year 12 students achieve NCEA Level 2. 70% of Year 13 students achieve NCEA Level 3. Maori and Pasifika results to exceed national average, Increased endorsements.	<ul style="list-style-type: none"> Analysis of 2015 NCEA results is completed at the start of the year by HODs/TICs and Principal's Nominee. The analysis is to look at: <ul style="list-style-type: none"> Trends from 2015 data are compared against the 2014 analysis. Action is planned to improve student outcomes. Analysis by HODs/TICs is discussed with the Principal, including changes in teacher practice to improve results. NCEA analysis is reported to the Board of Trustees. Appraisal is also a tool for focussing on student achievement. 	Completed by the end of February. Completed by the end of February. February and March. February Ongoing.		HODs/ TICs and Principal's Nominee. HODs/TICs and Principal's Nominee. HODs/ TICs and Principal. Principal's Nominee and Principal. All staff and Appraisal Team.

Goal 2: continued Our Curriculum will raise and sustain academic achievement across all levels

Expected Outcome	National Educational Guidelines	Key Performance Indicators	Actions	Target		Responsibility
				Plan	Actual	
Continued improvement of National Qualification results.	1, 2, 3, 5, 6,8 and 9	Monitoring student progress towards NCEA.	<ul style="list-style-type: none"> Senior students set academic goals with their Poutama teacher. Tracking is undertaken by Poutama teachers with the students in their class, utilising the course outlines. Poutama teachers keep parents / whanau up to date with student progress and identify possible areas of concern and possible solutions. School reports focus on progress as well as next steps. Regular tacking of senior students. All students to be offered at least 1 standard in Term 1 and student achievement will be analysed at start of Term 2 and regularly from then. Students not tracking as expected are identified and strategies put in place aiming to improve success. Improving on student belief that they can succeed. HOD / TIC Progress of Course to date interviews with the Principal. A.R.T Programme involvement. Principal NCEA achievement interviews with NCEA students. NCEA progress and trends shared with the Board of Trustees. Students requiring special assessment conditions are identified early, with evidence collected and collated in preparation of an application. UCOL mentoring with identified senior students. Mentoring twice a term. Mentoring to be monitoring and reviewed regularly. Students applying for study leave so students needing to continue work on NCEA stay at school until they succeed. 	February and ongoing.		Poutama teachers and students.
				Ongoing.		Poutama teachers.
				Terms 2 and 3 as well as on going. From April / May Each Term.		All Staff.
				Ongoing.		SMT, HODs/ TICs and Board. NZQA Principals' Nominee and Principal.
				Ongoing.		PD and Appraisal team, as well as Literacy tem, Mentors and all teachers.
				Ongoing.		HODs, TICs and Principal.
		From Term 2.			Principal's Nominee. Principal	
		From Term 2			Principal	
		Ongoing			SENCO and Principal's Nominee.	
		Ongoing			Deputy Principal, UCOL staff. and Poutama teachers. Deputy Principal and SMT.	
		Each Term.				
		November / December			All staff.	

Goal 2: continued Our Curriculum will raise and sustain academic achievement across all levels

Expected Outcome	National Educational Guidelines	Key Performance Indicators	Actions	Target		Responsibility
				Plan	Actual	
Make effective use of formative assessment to inform teaching practice.	1, 3 and 6	Teachers utilise formative assessment as a tool to help guide learning for students as well as providing effective student feedback.	<ul style="list-style-type: none"> Teachers utilise a range of methods to gain formative assessment information of student progress. Formative assessment is used to guide teacher planning for the next steps in learning. Feedback and feed forward is provided to students, to scaffold learning as well as improve achievement. 	Ongoing.		PD Team, mentors and all teachers.
				Ongoing.		Teachers.
				Ongoing.		Teachers.

Goal 3: Our Curriculum will acknowledge and reflect the principles of Te Tiriti o Waitangi

Expected Outcome	National Educational Guidelines	Key Performance Indicators	Actions	Target		Responsibility
				Plan	Actual	
Increased cultural competencies / awareness of staff and students.	9 and 10	Staff and students are aware of Te Ao Māori.	<ul style="list-style-type: none"> Increasing staff cultural awareness through Professional Development, including Maori words and phrases. Staff involvement in events such as powhiri and other cultural events. 	As part of staff wide PD.		TY and PD / Appraisal Team.
				As specific events occur.		All teachers.
Empower Māori to achieve success as Māori.	6 and 9	Improvement of academic achievement, engagement and retention of Māori students.	<ul style="list-style-type: none"> Teachers incorporating elements of Ka Hikitia into their teaching practice. Staff building relationships with students and their whanau. Regular tracking of student progress by course teachers, Poutama teachers, SMT and Principal as well as putting support in place where needed. Mentoring provided by UCOL staff. 	Ongoing.		All teachers.
				Ongoing.		All teachers.
				Ongoing.		All teachers and SMT as well as the Principal.
				Once in place		Deputy Principal, UCOL staff and Poutama teachers.

Goal 3: Our Curriculum will acknowledge and reflect the principles of Te Tiriti o Waitangi

Expected Outcome	National Educational Guidelines	Key Performance Indicators	Actions	Target		Responsibility
				Plan	Actual	
To actively encourage the involvement of families / whanau.	4 and 9	Regular whanau contact from school. Whanau hui held Having a welcoming school	<ul style="list-style-type: none"> Regular whanau contact from school advising of upcoming events. Regular newsletters, Facebook and keeping the website up to date. School organised whanau events. Regular Whanau Hui held with expectation of Reo Rua parents attending and increasing attendance in general. Welcoming and helpful office staff Demonstrating manaakitanga for all whanau and manuhiri. 	Ongoing. Fortnightly and regularly. Term 1 Twice a Term Ongoing. Ongoing.		Poutama Teachers. Principal and relevant staff. Poutama Teachers. TY, Poutama teachers, SMT and Principal. Admin staff. Principal and relevant staff.

Goal 4: Our curriculum will foster inclusiveness and value diversity.

Expected Outcome	National Educational Guidelines	Key Performance Indicators	Actions	Target		Responsibility
				Plan	Actual	
Valuing students as individuals and student voice is sought for decision making.	1, 2, 3 and 7 6 and 9	All students are valued as individuals, their experiences are acknowledged and utilised to foster contextualised learning opportunities.	<ul style="list-style-type: none"> All students will be valued as part of our school community. Through building relationships and pre-testing, teachers get to know students prior experiences and learning. Prior learning and experiences are taken into account when teachers prepare planning. Year 12 and Year 13 students co-construct their assessment plans. Learning to include 'real life' examples where possible including courses and learning opportunities through other providers. Acknowledge the importance of the adult ESOL students in our school and involving them with students and school activities. Increased awareness of aspects of other cultures (i.e Matariki and Race Relations Day). 	Ongoing. Start of units and ongoing. Ongoing. Ongoing. Ongoing. As events occur.		SMT and all teachers. All teachers. All teachers. All teachers. ESOL staff and SMT TY, ESOL staff and other teachers.

Goal 4: continued Our curriculum will foster inclusiveness and value diversity.

Expected Outcome	National Educational Guidelines	Key Performance Indicators	Actions	Target		Responsibility
				Plan	Actual	
Valuing students as individuals and student voice is sought for decision making.	1, 2, 3 and 7	Student voice is regularly sought and considered in decisions within school.	<ul style="list-style-type: none"> Student applications for leadership positions such as Head Prefects, Prefects and Student Council. Regular meetings for Prefects and Council. Feedback from these meetings is sought. Reviews to include student feedback. Foci group(s) of students formed and meet at least once a term. 	Start of Term 1. At least twice per term. At least twice per term. As they occur. Meeting each term from Term 1.		Principal and SMT. Principal, SMT and Council staff member. Principal, SMT and Council staff member. Principal. Principal and SMT.
Parents and whanau are actively encouraged to be part of the school.	4 and 9	Having Parents and whanau involved in the school.	<ul style="list-style-type: none"> Regular contact from school inviting parents to various events. Regular newsletters, Facebook and website updates. School organised family / whanau events such as the family barbeque. Regular parent / teacher / Poutama teacher meetings. Whanau Hui and PTA meetings. Other meetings with parents are made to discuss student progress and / or concerns. Being a welcoming school. 	Ongoing.		Poutama teacher and other staff.
				Fortnightly and regularly.		Principal and Executive Officer.
				Term 1 and ongoing.		All staff.
				Terms 1, 2 and 3.		Poutama teachers.
				Termly		TY and PTA committee.
				Ongoing.		All teachers.
Embedding a positive culture at Queen Elizabeth College.	5, 9 and 10	Embed PB4L school wide expectations and include Tier 2 as well as PB4L Restorative.	<ul style="list-style-type: none"> PB4L school wide used with fidelity including teaching expectations, using the correction script as well as teachers completing ODRs and Gold Stars. Continuing PD as relevant. All staff entering information on SWIS and all decisions being data driven. Training for Tier 2 undertaken when appropriate. PB4L Restorative training to be undertaken. 	Ongoing.		All staff.
				When needed. Ongoing.		PB4L and PD teams. All staff.
				When training is available. Term 3 Staff Only Day.		PB4L Tier 2 team. All staff.

Goal 4: continued Our curriculum will foster inclusiveness and value diversity.

Expected Outcome	National Educational Guidelines	Key Performance Indicators	Actions	Target		Responsibility
				Plan	Actual	
Embedding a positive culture at Queen Elizabeth College.	5, 9 and 10	Opportunities to enhance house and school spirit are actively pursued.	<ul style="list-style-type: none"> Current Inter-house activities such as athletics, swimming, house concert and tabloids. Ensure house points are collected and displayed in hall, on the website and in newsletters. House events and results are promoted at assemblies, on social media, the school website and in newsletters. Student Leaders / Year13 will have responsibility to organise at least 1 extra house event each term. Student Leadership through school houses is promoted. For example House Captains. 	<p>Terms 1, 2 and 4.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>At least once per term.</p> <p>Voted / decided at the start of the year.</p>		<p>Sport Coordinator, PE staff and other staff.</p> <p>Sport Coordinator, PE staff and Principal.</p> <p>Sport Coordinator, PE staff and Principal.</p> <p>Principal and Year 13 Poutama teachers.</p> <p>Sport Coordinator, SMT and House teachers.</p>

Goal 5: Our curriculum will engage with and recognise the importance of support from the College's Community.

Expected Outcome	National Educational Guidelines	Key Performance Indicators	Actions	Target		Responsibility
				Plan	Actual	
Queen Elizabeth College enhances its relationship with local schools, education providers & other providers.	2, 3, 5 and 10	<p>Queen Elizabeth College working with local schools & other providers.</p> <p>Meetings attended.</p>	<ul style="list-style-type: none"> Continuing to enhance relationships with local schools, through connections with the Service Academy, Reo Rua and Pasifika. MoUs with Central Health for Health Nurse and other providers. Building relationships with local business and other organisations for PB4L, Prize-Giving & Gateway. Partnering with UCOL staff to provide mentoring for senior students. Regular Subject Association Meetings. Principal Meetings. Manawatu Youth Guarantee Network. 	<p>Ongoing and when possible.</p> <p>Reviewed annually.</p> <p>Ongoing.</p> <p>From start of 2016.</p> <p>Ongoing.</p> <p>1 per term.</p> <p>2 per term.</p>		<p>SMT, TA, TY and other relevant staff.</p> <p>Principal and Central Health.</p> <p>Principal and PB4L Team.</p> <p>Deputy Principal and UCOL staff.</p> <p>HODs / TICs.</p> <p>Principal</p> <p>Principal</p>

Goal 5: Our curriculum will engage with and recognise the importance of support from the College's Community.

Expected Outcome	National Educational Guidelines	Key Performance Indicators	Actions	Target		Responsibility
				Plan	Actual	
Queen Elizabeth College continues to have a Community focus	2 and 10	Participating in Community Events	<ul style="list-style-type: none"> Participation in events such as Manu Korero, Kapa Haka and Pasifika Fusion. Service Academy and senior students participating in community events. Night School classes are continued and reviewed for 2017. 	Terms 2 and 3. Ongoing. Each Term.		TY. JH and other relevant staff. Principal. SMT and TA. Executive Officer.
Clear communication with parents and whanau.	2, 4, 9 and 10	Parents are kept informed of progress of students and events at school	<ul style="list-style-type: none"> Regular Newsletter. Newspaper columns. Contact with parents directly. Utilising website and social media. 	Fortnightly. 1 per term. Ongoing. Ongoing.		Principal Principal Poutama teachers, Deans and other staff. Principal and other staff.
Increased involvement in the school by parents / caregivers and also alumni (previous students of the school).	2, 4, 9 and 10	Reinvigorated PTA. Increased attendance at Whanau Hui. Increased involvement of alumni in the school.	<ul style="list-style-type: none"> Reinvigorated PTA and increased attendance at Whanau Hui through newsletters, social media and other methods. Having a key fundraising goal to gather support. Using social media and other methods to re-connect people to the school. Building an up to date alumni record. 	Ongoing. Ongoing. Ongoing. Ongoing.		Principal. Principal, PTA, Educational trust and other relevant staff. Principal. Executive Officer.

Goal 6: To enhance processes of self-review.

Expected Outcome	National Educational Guidelines	Key Performance Indicators	Actions	Target		Responsibility
				Plan	Actual	
Having self-review that is more evaluative, with increased evidence base considering the impact on students and their learning.	1 and 6	<p>Department documentation reflects an evidence based and evaluative approach.</p> <p>School wide reviews are evidence based and evaluative.</p> <p>PB4L and data based decisions</p>	<ul style="list-style-type: none"> NCEA Analysis has an evaluation of the assessment programme and includes possible programme / assessment changes to improve achievement. Department self-review includes teacher reflective practice and how data informs teaching. Meetings with Principal for analysis and self-review include more reflective evaluation. Course of progress to date forms and interviews are reflective and evaluative. Department Reviews Reviews of initiatives. Tracking of NCEA and strategies to improve student achievement. All staff given logon information for entering pastoral information on SWIS. Decision making is driven by SWIS data at PB4L team meetings and with staff. 	<p>Completed by week 3 of Term 1.</p> <p>Completed by week 3 of Term 1.</p> <p>Completed by the end of week 5, Term 1.</p> <p>Terms 2 and 3.</p> <p>Terms 2 and 3.</p> <p>Ongoing.</p> <p>Ongoing from Term 2.</p> <p>From the start of Term 1.</p> <p>From the start of Term 1 and ongoing.</p>		<p>HODs / TICs and Principal.</p> <p>HODs / TICs and Principal.</p> <p>HODs / TICs and Principal.</p> <p>HODs / TICs and Principal.</p> <p>Principal and relevant HODs / TICs.</p> <p>Principal, SMT and relevant staff.</p> <p>Principal. Principal's Nominee and all staff.</p> <p>PB4L team and all staff.</p>
Revised Appraisal is a robust tool building capacity in effective teaching and learning.	1 and 6	Revised Appraisal document shared with staff.	<ul style="list-style-type: none"> Appraisal documentation is shared with staff. Professional Learning Groups for appraisal will be based on goals set by teachers. Appraisal will be a regular feature of professional development sessions. Appraisal will involve regular reflection, as well as observations and student feedback. 	<p>At the start of Term 1.</p> <p>At the start of Term 1.</p> <p>Ongoing.</p> <p>Ongoing.</p>		<p>Appraisal / PD Team.</p> <p>Appraisal / PD Team.</p> <p>Appraisal / PD Team and ongoing.</p> <p>All staff.</p>