



QUEEN CHARLOTTE COLLEGE

Strategic and Implementation Plan

Overview of our school

Queen Charlotte College is a co-educational state secondary school for year 7 – 13 students in Waitohi | Picton. Situated in the coastal gateway to Tōtaranui | Queen Charlotte Sound, within the rohe of Te Ātiawa o Te Waka-a-Māui, our student roll reflects the diversity of our region.

As a small secondary school in a semi-rural and coastal setting, we consciously place kaitiakitanga and community partnership at the heart of our approach to education. Our location provides unique opportunities to connect learning to the marine environment and the wider Marlborough region. We offer a broad curriculum, strong pastoral care, and a focus on preparing students for life beyond school, whether this is through academic pathways, vocational training, or community-connected experiences.

Whakataukī

Mā te whanaungatanga e ora ai te tangata mō ake tonu

“Whanaungatanga nurtures community and leads to learning that endures”

Values

Āwhina – He tangata mānaaki, he tangata tautoko

A person who supports others through compassion, connection, and service.

Why it matters:

We uplift each other so that all may thrive. This is the foundation of whanaungatanga and ensures everyone feels safe, valued, and part of the collective journey.

Kaha – He tangata māia, he tangata tika

A person who acts with courage, purpose and integrity.

Why it matters:

Kaha reminds us that thriving relationships are built on trust, honesty, and doing the right thing – even when no one is watching. It calls us to be brave in our actions and proud of our values.

Endeavour – He tangata whakapau kaha, he tangata ngākau nui

A person who strives for personal best through effort, perseverance and preparation.

Why it matters:

Endeavour speaks to our collective and individual pursuit of growth. It encourages us to keep moving forward, to challenge ourselves, and to always give our best for the good of the whole.

Strategic Goals

1: Ako Whai Take – Meaningful, Future-Focused Learning

We have high expectations for all learners so they leave Queen Charlotte College ready for their future pathway.

2: Whakatipu i te Kaha – Empowering Every Learner to Excel

We support and inspire all learners through effective teaching and learning.

3: Whanaungatanga – Belonging and Wellbeing for All

We promote and develop oranga opportunities, striving for inclusiveness and an equitable learning community.



Queen Charlotte College Annual Implementation Plan 2026

Where are we at currently:

Last year we focused on putting strong systems in place to accurately measure and track student achievement across the school. These systems have given us clearer visibility of progress, patterns, and areas requiring support, allowing for more informed decision-making at both classroom and leadership levels. This year, our focus shifts from simply gathering data to developing a deeper understanding of the impact our teaching practices, interventions, and programs have on student achievement. By analysing trends over time and evaluating what is making the greatest difference for learners, we aim to ensure that our actions are purposeful, evidence-based, and directly linked to improved outcomes for all students. Moves have been made to ensure resources are provided with evidence and the use of research on their effectiveness before implementation.

Specific Targets:

<p>Attendance:</p> <p>90% attendance at the end of Term 2 2023: 14% 2024: 26% 2025: 46% 2026: 90% Target</p>	<p>UE</p> <p>% Pass Rate:</p> <p>2023: 23% 2024: 19% 2025: 10% 2026: 40% Target</p>			<p>Literacy/Numeracy</p> <p>% at the end of Year 11</p> <p>2023: 81.7% 2024: 51 % 2025: 53 % 2026: 80 % Target</p>		
<p>Numeracy</p> <p>% of students at or above expected level</p> <p>2025</p> <p>Year 7: 77% Year 8: 48% Year 9: 44%</p> <p>2026</p> <p>Year 7: Year 8: 83% Year 9: 72% Year 10: 80%</p>	<p>Literacy:</p> <p>% of students at or above expected level</p> <p style="text-align: center;">Reading Writing</p>					
	<p>2025</p> <p>Year 7 Year 8 Year 9</p> <p>2026</p> <p>Year 7 Year 8 Year 9 Year 10</p>	<p>60% 53% 42%</p> <p>75% 65% 60%</p>	<p>26% 16% 22%</p> <p>60% 50% 35%</p>			

Information on Teaching and Learning

To support all students to progress and achieve, Queen Charlotte College will implement a comprehensive teaching and learning plan that prioritizes literacy, mathematics, and culturally responsive practice. Teachers will use evidence-based strategies such as differentiated instruction, formative assessment, and targeted small-group teaching to meet diverse learning needs. Literacy and mathematics programmes will integrate explicit teaching of foundational skills alongside opportunities for authentic, contextual learning. For kura, te reo matatini (pānui and tuhituhi) and pāngarau will be embedded across learning areas, promoting language-rich environments and culturally grounded pedagogy. Teachers will regularly analyse student progress data to identify and respond promptly to those whose needs are not yet well met, providing additional support through intervention programs, mentoring, and whānau engagement. Professional learning communities will ensure that teaching practice remains reflective, inclusive, and focused on equitable outcomes for all learners.

Strategic Goal 1: <u>Ako Whai Take</u> Meaningful, Future-Focused Learning
We have high expectations for all learners so they leave Queen Charlotte College ready for their future pathway.
Nelp: 1, 4
FOCUS: Improved educational progress and Improved educational progress and achievement. Attendance
What do we expect to see at the end of the year? Improved trends in University Entrance achievement are evident, alongside clearly defined targets for literacy and numeracy progress. There has been an increase in both subject-specific and overall endorsements, and a strong emphasis on ensuring all students are supported into successful pathways, whether that be university, trades, or employment. Positive student and whānau voice has grown, reflecting stronger engagement and confidence in the school's direction. Planning increasingly shows clear evidence of a localised curriculum and personalised learning approaches, supported by a rise in curriculum-aligned trips and authentic, real-world learning opportunities. These developments are further strengthened through deeper partnerships with iwi, industry, and community organisations, contributing to more meaningful and connected educational experiences for learners.

What would you see?	What actions do we need to do?	When would we see this done by and whom?	Where will we see evidence?
Personalised Real-World Learning	<p>Learner's goals, strengths and pathway plans are shared and understood</p> <p>Create a system to gather and share information on students' 11-13 vocational aspirations</p> <p>Katiaki Group promoted and coordinator established</p> <p>Encourage opportunities for students to experience the world of work. Learners can link activities to curriculum and future skills</p>	<p>End of Term 1 and End of Term 4 CH and Pathways Team</p>	<p>Board reports Learning Area Reporting Planning Documentation</p>
Pathways & Planning	<p>Vocational and UE pathways are taught within subject areas</p> <p>Professional Development can be provided for staff that require help.</p>	<p>AC /HoLs All Year</p>	<p>Board Reports Learning Area Reporting</p>
Partnerships and future skills	<p>Our school community continues to build strong iwi, industry and tertiary relationships that support learner outcomes For exampleL Sign MoU with IWI and Marae.</p> <p>Ensure relationships are strengthened and</p>	<p>SLT Term 1 HoLs HUB Lead</p>	<p>Board Reports Department Meeting Minutes</p>

	<p>maintained</p> <p>Learners have opportunities to listen to guest speakers, workplace visits and pathway opportunities</p> <p>Resources are allocated to provide opportunities for students</p>		
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Whakatipu i te Kaha – Empowering Every Learner to Excel

<p>Strategic Goal 2: Through high expectations We support and inspire all learners through effective teaching and learning.</p>
<p>NELP: 1, 3</p>
<p>Focus: Attendance, Improved educational progress and achievement</p>
<p>What do we expect to see at the end of the year?</p> <p>College-wide practices such as the Common Code of Practice (CCP) have been implemented, with observations showing clear evidence of the agreed CCP indicators in classrooms and programmes. Staff voice, SMS and markbook information, departmental planning evidence, assemblies and newsletters, along with regular observations and surveys, all contribute to a well-rounded picture of progress and impact. Professional Growth Cycle evidence, priority student plans, tracking spreadsheets, and reports to students and whānau demonstrate an ongoing commitment to monitoring achievement and wellbeing, while learner plans remain accessible through the SMS for transparency and shared responsibility. Student, staff, and whānau surveys — including those supported by Ange Moko and NZCER — provide further evidence of progress and inform AREA data analysis against annual targets. Professional Growth Cycle discussions, teacher observations,</p>

and planning processes ensure information is accessible to all staff, with identified priority lists and ILPs/IEPs shared appropriately. Learner voice indicates that learning is increasingly accessible and appropriately challenging, supported by data analysis showing accelerated progress over time and observation evidence of differentiated tasks and targeted supports in practice.

What would you see?	What actions do we need to do?	When would we see this done by and whom?	Where will we see evidence?
<p>A Common code of Practice is established and implemented</p>	<p>Teachers use the Common Code of Practice to guide consistent planning, teaching, and reflection - “The way we teach at QCC”</p> <ul style="list-style-type: none"> - Staff learn best practice CCP - Evidence of the CCP is in lesson and department planning - Staff lead and share strategies from the CCP in staff hui and create systemised collective practice - SMS and markbook information is strengthened to inform learner prior learning <p>Learners know and understand our high expectations for progress</p>	<p>Start of each term or new programme of learning Teachers/HOLS/SLT</p> <p>Start of term 2 Coaching Team/SLT</p> <p>Term 3 - Coaches</p> <p>Termly - Teachers</p> <p>Termly - HOLS/Teachers</p>	<p>Annual Plan BOT reporting</p> <p>SLT reporting to BOT</p> <p>Coaching team updates to SLT Professional Growth Cycles</p> <p>Meeting minutes</p> <p>Dept minutes</p>

	<ul style="list-style-type: none"> - Expectations of learning and what learning involves are clearly identified - Models and exemplars of successful learning are provided to learners - We celebrate Learner progress milestones <p>Teachers and leaders actively analyse AREA data to inform teaching decisions, targeted support and monitor impact</p> <ul style="list-style-type: none"> - Staff attend Priority learner monitoring hui - Priority learner and learner capability short and long-term goals set - Progress data shared in school reporting using new descriptors - Learner plans on our SMS are kept up to date by staff 	<p>Termly - HOLs/Teachers</p> <p>Termly - HOLs/Teachers</p> <p>Throughout year - SLT/Admin/Whānau Teachers</p> <p>Monday meeting cycle</p> <p>Regular meetings</p> <p>AKE Value reports Twice year full report</p> <p>Whānau Teachers/Teachers</p>	<p>Dept meeting minutes</p> <p>Newsletters/social media BOT reporting</p> <p>Meeting minutes</p> <p>SMS student information</p> <p>Reports</p>
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<p>Culturally Responsive Practices are strengthened school wide</p>	<p>Whānaungatanga (consistency) within Teaching intentionally builds strong relationships</p> <ul style="list-style-type: none"> - Learners feel known, valued, and connected. - Learner voice shapes teaching approaches and classroom culture. - Learners and Teachers regularly discuss learning progress and next steps. - Learners share their learning plan and progress goals with whānau at MAP meetings. - Learner experience is enriched by Te Ao Māori and our kura Cultural Narrative 	<p>Coaching team Student survey responses HOLs - Dept meetings Priority Learner lead teams Teachers/HOLs</p> <p>SENCO/SNT Whānau Teachers</p> <p>Coaches/Teachers</p> <p>Coaches/Teachers</p> <p>Cultural Committee SLT HOLs</p>	<p>Survey analysis</p> <p>Meeting minutes</p> <p>Kamar</p> <p>Meeting minutes</p> <p>Review cycle analysis reported to BOT</p> <p>Website and shared drives</p>
<p>Inclusive Practices are further implemented and embedded</p>	<p>Our school community adapts teaching for diverse needs and abilities</p>		

	<ul style="list-style-type: none"> - Further development of SENCO/SNT teacher roles and our inclusive spaces - Learners are supported by teachers/LSAs to reduce barriers to participation and learning - Learners have opportunity for targeted literacy and numeracy support - Learners who require Enrichment and extension programmes have opportunities to do this (GATE) 	<p>SESCO/SNT Hub Lead/Hub Curriculum Lit/Num Leads</p> <p>Teachers Coaches</p> <p>Lit/Num Leads HOLs</p> <p>Whānau Teacher/Teachers Coaches/Teachers</p>	<p>ILPs/IEPs on Kamar Monthly DP reports Annual reporting</p> <p>Dept reports</p> <p>Review cycle analysis reported to BOT</p> <p>Kamar Meeting minutes</p>
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Whānangatanga – Fostering wellbeing and belonging for all

Strategic Goal 3 - BELONGING

We promote and develop oranga opportunities, striving for inclusiveness and an equitable learning community.

NELP: 2

Focus:

Promote Oranga/Wellbeing

Grow Student Agency and Leadership

Strengthen School Culture

What do we expect to see at the end of the year?

A range of evidence sources contribute to understanding student engagement and wellbeing, including NZCER survey results, Ange Moko student and community voice, and the completion of whānau class activities. Priority student plans and tracking spreadsheets, alongside pastoral data, provide clear insight into individual progress and support needs. Attendance data is closely monitored through KAMAR pastoral records and attendance referrals, enabling timely interventions where required. In addition, the creation of graphics and increased visual displays around the school and within classrooms support clarity of expectations and school identity, while the implementation of consistent acknowledgement processes reinforces positive behaviour and achievement.

**Oranga a holistic concept of wellbeing and vitality - means life, welfare, and good living, encompassing not just survival but thriving*

**In a school setting creating opportunities and an environment where students feel safe, supported, connected, and able to thrive — not just academically, but as whole people.*

What would you see?	What actions do we need to do?	When would we see this done by and whom?	Where will we see evidence?
<p>Promote Oranga/Wellbeing</p>	<p>Wellbeing practices are embedded into daily routines</p> <ul style="list-style-type: none"> - Improve whānau teacher consistency - increased support and guidance. - We teach social-emotional skills, resilience and positive behaviours that support learner outcomes - Our school community promotes an environment where learners feel safe, valued and listened to - Priority Students Identified and shared to staff - Using pastoral feature on KAMAR to log interventions and behaviour plans, - SCT re-established <p>Improved Attendance We track attendance closely and respond to early concerns</p> <ul style="list-style-type: none"> - Automated attendance emails - Encourage and promote strong attendance. 	<p>Pastoral Team → Whānau teachers</p> <p>-Priority students team (TIPS)</p> <p>SCT → SLT</p> <p>Admin Team</p> <p>Pastoral team</p>	

	<p>- Following attendance process and identification Implement - Stepped Attendance Response STAR</p> <p>School values of Awhina, Kaha and Endeavour support our positive environment</p> <ul style="list-style-type: none"> - Values revamp and relaunch - Values visuals - Create an acknowledgement process - All our community living our values <p>Connections with community agencies for extra support.</p>	<p>Relational committee</p> <p>Pastoral Team</p>	
<p>Grow Student Agency and Leadership</p>	<p>We use student and whanau voice to improve systems and processes</p> <p>We build a sense of belonging through events, houses, student leadership and community connections</p> <ul style="list-style-type: none"> - New student leadership model - teacher responsibilities 	<p>CH</p> <p>CH</p> <p>BM</p>	

