



JAMES HARGEST COLLEGE KEEP FAITH

JAMES HARGEST COLLEGE

CHARTER FOR 2022



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SCHOOL DESCRIPTION

James Hargest College is located in North Invercargill. It is a decile 8 co-educational Year 7-13 school created in January 2005 from the merger of James Hargest High School (est 1958), Collingwood Intermediate School and Rosedale Intermediate School as part of an Invercargill-wide schooling network review.

The College operates on two permanent sites located 1.5 kilometres apart. The Junior Campus provides for Years 7 and 8 students and the Senior Campus for Years 9 to 13. Both campuses are set in extensive and attractive surroundings, and are well-maintained with a continual programme of re-development, modernisation and maintenance.

The current roll is approximately 1852. The ethnic composition of the school is 69% New Zealand European, 18% Maori, and 13% other.

The College has a number of special features and attached units.

- A **Teen Parent Unit** (Murihiku Young Parents' Learning Centre) operates on a separate site, catering for up to thirty young parents re-engaging with or continuing their education.
- An **Activities Centre** operates on a separate site, catering for up to sixteen students (from all Invercargill schools) who require an alternative programme for behavioural reasons.
- **Itinerant Music Service.** We host a team of six trained and qualified music teachers who provide instrumental tutoring to all contributing Southland secondary schools.
- The **Student Support Centre** caters for special needs students (both ORS and non-ORS) in a way that encourages inclusiveness, and appropriate mainstreaming, in a supportive environment.
- **Invercargill Student Support Network (ISSN).** Hargest works in close collaboration with the four other city Secondary schools, in the provision and management of a range of programmes designed for students at risk of disengaging with education.

The College is committed to maintaining and building an environment where Maori, Pasifika, and students of other ethnicities feel comfortable, valued and affirmed. A significant commitment is made to the provision of te reo at all levels and a whanau-based pastoral environment.

A wide range of extra-curricular programmes is provided to facilitate development of Hargest students as true all-rounders. Music and Drama are particular strengths.

The College enjoys a high level of community support and involvement.



OUR MISSION IS:

To equip all our students to create the best possible future for themselves and their world.

OUR VISION IS:

To foster healthy all-round development and personal success in an environment informed by the principles of manaakitanga.

This means helping young people build their personal identity and hauora in a context of strong communal values (The Hargest Way).

It involves encouraging participation, connectedness and whanaungatanga through a range of service, cultural, sporting and leadership opportunities.

Personal success is fostered by a strong academic focus and the pursuit of excellence in its broadest sense, through responsive, supportive programmes and staff working on the principles of ako.

We aspire to provide education of superb quality, in partnership with our wider community.



- We respect each other
- We treat all people fairly
- We are honest
- We work hard
- We are responsible for all we do
- We take care of our environment

LOOKING BACK

See also A3 format Analysis of Variance
Summary at the back of this document

Report Back: Specific Priorities/Targets for 2021

	Target	Actions	Outcomes
1	Culturally Responsive Practice: <ul style="list-style-type: none"> ● Continue embedding “success by Maori as Maori” and eliminating achievement disparities. ● 2020 and 2021 has seen close to 25% change in teaching personnel. New staff will display CRP. 	<ul style="list-style-type: none"> ● Cross Campus PLD and other PLD opportunities continue to profile this focus and provide for continuous staff growth ● Targeted PLD for new staff to JHC 	<ul style="list-style-type: none"> ● Committed to the Poutama Pounamu PLD programme ● Rongohia Te Hau walk through data collected ● Student and whanau feedback analysed ● Action plan develop for 2022
2	E-learning Pedagogy: <ul style="list-style-type: none"> ● Continue embedding use of connectivity, BYOD and Google platform to enhance quality of teaching and learning ● 2020 was the last year of BYOD rollout, all students either bring a device or are provided an equity device 	<ul style="list-style-type: none"> ● Cross Campus PLD, TOD’s and other PLD opportunities continue to profile and provide this focus and provide for continuous staff growth ● Maintenance of robust network and hardware ● Province of equity devices for students as requested 	<ul style="list-style-type: none"> ● Lockdown in 2021 was much better managed by staff ● Despite being a fully BYOD school there is still a lot of demand for our equity devices ● Introduction of Education Perfect on the SC provides many opportunities for learning and assessment. 3 year contract signed for 2022-24 ● E-Learning becomes a part of 2022 Teaching and Learning goal as opposed to a stand-alone.
3	The Wellness Project <ul style="list-style-type: none"> ● 2020 Focus on Staff Wellbeing as a platform/prerequisite for contributing more effectively to Student Wellbeing ● Baseline survey data collected in 2019 is used to measure progress over time 	<ul style="list-style-type: none"> ● Committee and Lead Teacher established ● Research being drawn on in planning ● Cross Campus PLD, TOD’s and other PLD in 2020 will address this focus 	<ul style="list-style-type: none"> ● Some outstanding activities and ongoing measures implemented for staff by staff. ● NZCER Wellbeing surveys not completed in 2021 due to more Covid related surveys for students and staff. This is scheduled for Term 2 2022 ● Wellbeing committee focus needed to be on the immediate covid situation as opposed to long term planning. ● Wellbeing will continue to be a major focus area for our strategic direction.
4	Year 7-8 Focus a) Reading: Eliminate disparities between Maori and “all” (continue/consolidate) <ul style="list-style-type: none"> ● Year 7 – target is All Students working in Level 4 by EOY ● Year 8’s – those as Level 4P at end of Year 7 will be targeted to lift to Level 4A 	<ul style="list-style-type: none"> ● Ongoing culturally responsive practice ● Students identified TIC to check on target Maths group at midyear ● Successful strategies shared with staff 	<ul style="list-style-type: none"> ● Year 7 – 9% disparity for Maori students (10% at the beginning of the year) ● Year 8 – Maori students (89%) 8% above JHC all. A significant comparative gain over the year.
	b) Writing: <ul style="list-style-type: none"> ● Eliminate disparities between “Maori” and “all” (Continue/consolidate) ● Year 8 Boys – a target group identified from Year 7 data will improve to Level 4 by EOY 	<ul style="list-style-type: none"> ● Cross campus PLD for continuous staff growth ● Ongoing culturally responsive practice ● TIC to check progress of target group at least twice through the year ● Success strategies will be shared 	<ul style="list-style-type: none"> ● Year 7 – 8% disparity for Maori students. ● Year 8 – 2% disparity for Maori students

	<p>c) Maths:</p> <ul style="list-style-type: none"> ● Eliminate disparities between Maori and “all” (Continue/consolidate) ● Year 7 – target is every student to improve at least one sub-group in IKAN by EOY ● Year 8 – 60% of the cohort achieve at least 50% in the ‘Number’ section of Year 9 Diagnostic Test 	<ul style="list-style-type: none"> ● Continue to use and improve culturally responsive practice ● Ongoing PLD focus ● Liaison with SL Maths Dept ● TOD time ● Successful strategies to be shared 	<ul style="list-style-type: none"> ● Year 7 – 6% disparity for Maori students. ● Year 8 – Maori students (76%) 2% above JHC all.
5	<p>Year 9-13 Focus – continued from 2019</p> <ul style="list-style-type: none"> ● Qualitative improvement to pastoral care via Form Teachers’ structures. (all students “known and noticed”) ● Decrease in behavioural issues arising from staff inconsistency 	<ul style="list-style-type: none"> ● 2nd year of New Form Time structure – Resources provided to staff are built up significantly ● Specific FT framed meetings to share good practice ● SLT and Deans identifying a small number of specific issues which require close attention and work with staff 	<ul style="list-style-type: none"> ● House Structure implemented; Deans realigned to houses as opposed to year level. Form teachers follow their class from Year 9-13 ● Staff Kamar capabilities have improved. More time and PLD needed to fully utilise what information we can extract and use.
6	<p>Organisational Focus</p> <ul style="list-style-type: none"> ● Leadership: Adjust to Principal Leadership changeover ● Large Scale Property Development – MOW decisions are incorporated into SYA and one-off (SIP) funding plans ● Financial sustainability is addressed in light of recent cost increases and Government “Fees and Donations” policies <ul style="list-style-type: none"> ● Enrolments accepted for 2021 are maintained within school capacity to ensure roll is manageable 	<ul style="list-style-type: none"> ● BOT, SLT and HOD’s pivotal in supporting new Principal’s establishment and maintaining school priorities ● Building maintenance is managed with regard to MOE decisions ● All programme elements are costed and reviewed ● Staffing levels (both teaching and non-teaching) are examined closely ● Fees/Donations – watching brief is kept on parental buy into “contributions” (ie Recoveries) <ul style="list-style-type: none"> ● Particular attention needed on Year 7 intake for 2021 	<ul style="list-style-type: none"> ● Capital works masterplan completed. First stage design scheduled for completion in 2022 for building to start in 2023 ● New10YPP completed and signed of at the start of 2022. <ul style="list-style-type: none"> ● Financial performance outperformed expectations. Deficit budgeted for in 2022 ● Staffing still an area to watch but current levels are being maintained. <ul style="list-style-type: none"> ● At capacity in Year 7-10 for 2022. Balloting took place at Year 7 as usual but also at year 9.

**LOOKING
FORWARD**

Strategic Plan/Reporting Framework 2021 – 2024

GOAL 1: Academic Achievement

“Personal success is fostered by a strong academic focus....”(JHC Vision)

- **There are multiple pathways for student academic achievement**
- “Highest Qualification on Leaving” Data (for year before) exceeds target of 85% at Level 2.
- Numeracy/Literacy minimum thresholds exceed 90%.
- NCEA pass rates at Levels 1, 2 and 3 reflect Decile 8 parity.
- Scholarships – at least 15 (depending on cohort).
- All academic indicators reflect insignificant disparities for Maori cohorts.

We compare and track ourselves with:

- Ourselves, over time.
- National data.
- All other Decile 8 schools.

GOAL 2: Wellbeing, Engagement and Broader Educational Success

“Our vision is to foster healthy all round development and personal success..” “..helping young people build their personal identity and haurora..” (JHC Vision)

- “Narratives of Success” (reporting on specific students) will provide evidence of a wide spectrum of responsiveness to issues of equity, inclusion, extension, barriers to learning, behaviour, and engagement, etc.
- “Success by Maori as Maori” – as defined by the James Hargest College Maori community – will be reported according to that definition.
- Participation indicators will be reported covering sport, culture, service, leadership.
- Engagement indicators will be reported covering Graduation, Senior Retention, Stand Downs and Suspensions and Attendance.
- Destination indicators will clarify where students go on leaving.

GOAL 3: Organisational Effectiveness

“We aspire to provide education of superb quality..” “..through responsive supportive programmes..” (JHC Vision)

- Special Programmes we maintain:
 - Teen Parent Unit
 - Activity Centre, ISSN
 - Student Support Centre
 - International Programme
- Key School wide Development Foci:
 - House based form class and pastoral restructure implemented
 - Culturally Responsive Practice refreshed
 - E learning pedagogy – Blended Learning the norm
- Strategic Organisational Foci:
 - Sustainable leadership/building leadership capacity
 - Large scale property development
 - Development of our “wellness” Policy and Practice
- Curriculum Responsiveness
 - Senior Campus specific: Curriculum review in line with NCEA Change Package
 - Junior Campus: New Digital Technology Curriculum implemented, Targeted Literacy Focus

Annual Priorities/Targets for 2022 Specifically

Target	Actions	Resourcing	Led by
Culturally Responsive Practice: <ul style="list-style-type: none"> Continue embedding “success by Maori as Maori” and eliminating achievement disparities. Students have agency in their learning 	<ul style="list-style-type: none"> Review Rongohia te hau data and implement action plan Targeted PLD through Poutama Pounamu Revisit Effective Teacher Profile and link to JHC CRP 	<ul style="list-style-type: none"> PLD budget 	<ul style="list-style-type: none"> Te Komiti Maori AML/CR Teaching and Learning Committee
Curriculum/Teaching and Learning <ul style="list-style-type: none"> Blended Learning becomes the norm at JHC JHC Curriculum reviewed in line with national changes and remains responsive to students needs 	<ul style="list-style-type: none"> Regular e-learning “sound bites” NCEA Change Package – align for Year 7-13 over 3 years of implementation. NCEA Pilots – Numeracy, Literacy, Spanish Curriculum Refresh – subject specific “What to do with L1” working group Year 7/8 Lit/Num targets continue, Targeted Literacy Focus, DTC implementation continues Reporting to parents – implement in 2023 	<ul style="list-style-type: none"> PLD budget and time 	<ul style="list-style-type: none"> Teaching and Learning Committee SLT, AML, HODs HODs HODs MNL JCS Assessment Committee
Well-being and Engagement <ul style="list-style-type: none"> Schoolwide attendance above 90% Greater sense of connection via house structure Improvement in student and staff perception data Reduction in repetitive disruptive behaviour 	<ul style="list-style-type: none"> Earlier intervention for students at 65-85% attendance Structured House competition widened in scope NZCER Well-being@School Survey conducted Term 1 Increase staff well-being initiatives Monthly analysis of behaviour data 	<ul style="list-style-type: none"> PLD budget School funding support 	<ul style="list-style-type: none"> Deans, CR Heads of House, Form Teachers KS -Wellbeing Committee Deans - CR
Organisational Focus <ul style="list-style-type: none"> Leadership: Associate Principal changeover. Continue succession planning and capacity building Large Scale Property Development 5YA implement and buildings maintained in conjunction with major capital works Enrolments accepted for 2023 are maintained within school capacity to ensure roll is manageable 	<ul style="list-style-type: none"> SLT portfolios reviewed after key appointments PGC – Leadership focus Capital Works Masterplan implemented Maintain critical MOE relationship and communication channels Limit Out of zone enrolments at Year 7-10 	<ul style="list-style-type: none"> PLD Fund MOE/5YA/Capital Funding 	<ul style="list-style-type: none"> MNL MNL AP AP JCS, MNL

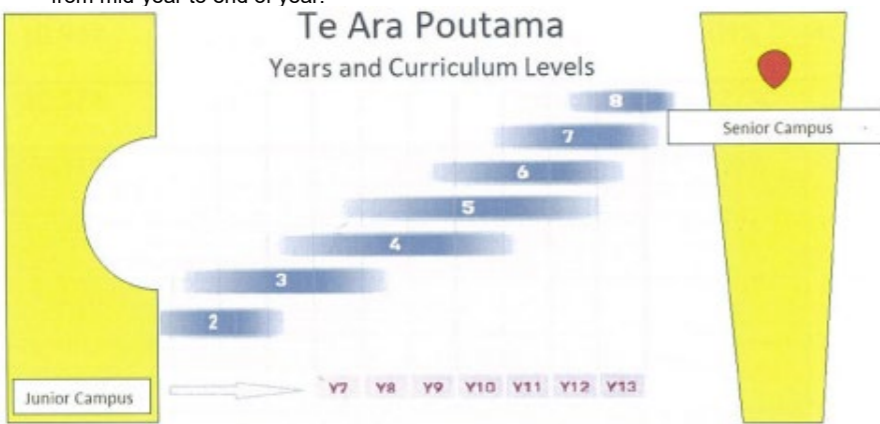


2021 Annual Report - Summary

Analysis of Variance

Executive Summary - Goal 1

The "vital statistics" for achievement in 2021 at JHC are generally very healthy, NCEA passes at L1, 2 and 3, and Literacy/Numeracy all comparable to Decile 8 schools nationally. Scholarships results were disappointing. Maori disparities continue to be statistically insignificant or low except for overall pass rates but are more significant for endorsements and University Entrance. An area of sub-optimal performance was our Merit/Excellence data, at Levels 1 & 2. (Historically, our Endorsement data varies cohort to cohort. On average one of the three senior cohorts reflect Dec 8). On the Junior Campus, data reflects the very significant gains made over the 2 years, with tangible progress in the specific Maths, Writing and Reading focus areas. Accelerated gains for JC Maori students are also evident for Year 8 students when data is unpacked.

Goal 1 – Academic Achievement “Strong academic focus and the pursuit of excellence” (JHC vision)	Report on Whole School Success	Report on Maori Success “To equip <i>all</i> our students to create the best possible future....”																																
<ul style="list-style-type: none"> Literacy/Numeracy Goal: should be around 95% at Level 1. 	Level 1 Literacy 92.7 (Nat 83.4, Dec 8 92.1) Level 1 Numeracy 89.5 (Nat 82.1, Dec 8 90.5) <i>Observation: Goal not achieved for both</i>	Level 1, JHC Maori Literacy = 93.2% (Nat Dec 8 Mao = 87.7%) Level 1, JHC Maori Numeracy = 93.3 % (Nat Dec 8 Mao = 81.6%) <i>Observation: Above JHC all and National Dec 8</i>																																
<ul style="list-style-type: none"> Goal: Pass rates and Endorsements should reflect patterns for Dec 8 Nationally 	<table border="1" data-bbox="1035 730 1828 932"> <thead> <tr> <th></th> <th>JHC</th> <th>NAT</th> <th>Dec 8</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>81.1</td> <td>68.3</td> <td>79.7</td> </tr> <tr> <td>M+E</td> <td>56</td> <td>53.3</td> <td>61.6</td> </tr> <tr> <td>L2</td> <td>85.9</td> <td>77.2</td> <td>86.2</td> </tr> <tr> <td>M+E</td> <td>34.2</td> <td>41.9</td> <td>46.6</td> </tr> <tr> <td>L3</td> <td>68.9</td> <td>71.4</td> <td>77.5</td> </tr> <tr> <td>M+E</td> <td>48.7</td> <td>43.4</td> <td>45.4</td> </tr> <tr> <td>UE</td> <td>55.5</td> <td>50.3</td> <td>59.9</td> </tr> </tbody> </table> <i>Observation: Only L3 Endorsements are where we want them to be. L1,2 overall pass rates are on par.</i>		JHC	NAT	Dec 8	L1	81.1	68.3	79.7	M+E	56	53.3	61.6	L2	85.9	77.2	86.2	M+E	34.2	41.9	46.6	L3	68.9	71.4	77.5	M+E	48.7	43.4	45.4	UE	55.5	50.3	59.9	Level 1 Maori pass rate = 81.8% (no disparity) M+E = 31.8% (-24.2% disparity) Level 2 Maori pass rate = 77.8% (-8% disparity) M+E = 26.6% (-7.6% disparity) Level 3 Maori pass rate = 61.3% (-8% disparity) M+E = 32.2% (-16.5% disparity) Maori UE pass rate = 41.9% (-13% disparity) <i>Observation: Significant disparities in Endorsement levels against JHC all. Small disparities in L2, L3 pass rates and UE.</i>
	JHC	NAT	Dec 8																															
L1	81.1	68.3	79.7																															
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<ul style="list-style-type: none"> Scholarships. Goal: > 15 	<ul style="list-style-type: none"> 8 Scholarships, including 2x “Outstanding Scholarships”. This is well below our expectations 	1 Scholarship was earned by a Maori student.																																
<p>Year 7 and 8 Cohort “Big Picture”:</p> <p>Cohorts arriving from Year 6 are expected to be working at Level 3 of the National Curriculum (see graphic). Our target is for them to be working at Level 4 by the end of Year 8. Reporting shows proportion working at the level. Comparisons with previous years are difficult due to National Standards being dropped and reporting now being aligned to curriculum levels only. Therefore, we show overall progress made from mid-year to end of year.</p>  <p>Year 7 and 8 Cohort “Big Picture”:</p> <p>Cohorts arriving from Year 6 are expected to be working at Level 3 of the National Curriculum (see graphic). Our target is for them to be working at Level 4 by the end of Year 8. Reporting shows proportion working at the level. Comparisons with previous years are difficult due to National Standards being dropped and reporting now being aligned to curriculum levels only. Therefore, we show overall progress made from mid-year to end of year.</p>	<p>% Achieving at expected Level (3A-L4) EOY</p> <p>Year 7 Reading 66% (from 44% mid year) Writing 58% (from 20% mid year) Maths 28% (from 20% mid year) (in L4 EOY)</p> <p>% Achieving in Level 4 EOY</p> <p>Year 8 Reading 81% (from 63% mid year) Writing 64% (from 34% mid year) Maths 74% (from 57% mid year)</p> <p>Specific Reading focus: Students identified as working at level 4P (End of Year 7 2020) will be working at 4A or above by the end of 2021. 62% of the target group achieved the target. Result; A pleasing percentage of students reached the target, especially considering the disrupted year.</p> <p>Specific Writing focus: Continue to raise the level of achievement for our ALL cohort. Result; The evidence shows that the ALL cohort made an 8% overall gain from EOY Year 7 to EOY Year 8, close to the goal of 10% (This is a comparison with previous years' overall gains in progress achievement).</p> <p>Specific Maths focus: For Year 7 every student to achieve at least one sub level higher by the end of the year in their overall mark. Result The target of every student achieving at least one sub level or higher was not met. However, 43.19% of the Year 7 students did meet this target. The majority of the year level stayed on the same sub level. This is evenly spread across most classes, (apart from the Extension Class) the result is similar to the 2020 result. For Year 8 increase to 60% the number of students achieving 50% or more in the “Number” section of the year 9 diagnostic test. Result; 52.73% of all students were at or above 50%. This goal was aspirational, and although the ALL cohort did not reach the target of 60%, this percentage is consistent with other years; within one percent of the last three years' results. Again, with a disrupted year the results are acceptable.</p>	<p>Report on Maori Success</p> <p>% Achieving at expected Level (3A-L4) EOY</p> <p>Year 7 Reading 57% (from 34 % mid year) Writing 50% (from 21 % mid year) Maths 22% (from 15% mid year) (in L4 EOY)</p> <p>% Achieving in Level 4 EOY</p> <p>Year 8 Reading 89 % (from 55% mid year) Significant comparative gain. Writing 62 % (from 25 % mid year) Maths 76 % (from 50 % mid year)</p> <p>Specific Reading focus: numbers of Maori in the 4P group too small for comparison.</p> <p>Specific Writing focus: Continue to raise the level of achievement for our ALL cohort (Maori included in the ALL cohort). Result; 8% overall gain from EOY Year 7 to EOY Year 8.</p> <p>Specific Maths focus: For Year 7 every student to achieve at least one sub level higher by the end of the year in their overall mark. Result; 43% of ALL students moved one sub level or more, compared to 35% of Maori students moved one sublevel or more. This is a disparity of 8% compared to years prior to the last two (Covid) years. Note; Maori students below Level 3A regressed during lockdown 2021, in particular Maori females-this was not evident in reading and writing. For Year 8 Maori students was to continue to eliminate disparities, i.e. to increase to 60% the number of students achieving 50% or more in the “Number” section of the year 9 diagnostic test.</p> <p>Result; 53% of ALL students were at or above 50% 49% of Maori students were at or above 50% The Maori target for Year 8 shows an insignificant disparity of 4%.</p> <p><i>Observation: The comparative gains made by Year 8 Māori students in Reading, Writing and Maths is significant.</i></p>																																
<ul style="list-style-type: none"> Pasifika Students cf. Appendix 	As the number of Pasifika students at JHC is very low. (average of 6 per year level), statistical achievement results are therefore not published in this summary.																																	

Executive Summary – Goal 2

Both qualitative and quantitative evidence reflect a highly inclusive school culture, in terms of all kinds of needs. The school's appreciation of how success looks different for different students has broadened in scope. Engagement is high, as indicated in a variety of ways such as Peer Support programmes, service, interest in Maori cultural identity, the embracing of cultural diversity, as well as our traditional strengths of Performance Music and drama. Attendance, retention, destination data and the extremely low exclusion data are all evidence of a highly engaged and inclusive school.

<p>Goal 2 – Engagement and Broader Educational Success “ to foster healthy all-round development...” “.... Encourages participation, connectedness and whanaungatanga”</p>	<p>Report on Whole School Success “.....helping young people build their personal identity and hauora in a context of strong communal values....”</p>	<p>Report on Maori Success “Maori enjoying success as Maori”</p>																						
<p>Narratives of Success “..pursuit of excellence in its broadest sense..” “..helping young people build their personal identity..”</p> <p>Evidence of a wide spectrum of responsiveness to equity, inclusion, extension, overcoming barriers, etc. (Also reported within each Curriculum Department Report but these have not been submitted at time of constructing this as the National Statistics for NCEA have been delayed by 2-3 weeks)</p>	<p><i>These narratives were not requested at the end of 2021</i></p>	<p><i>These narratives were not requested at the end of 2021</i></p>																						
<p>Participation</p> <ul style="list-style-type: none"> • Sport (Covid-19 disrupted) • Cultural (Covid-19 disrupted) • Service and Leadership (No significant change recorded from 2020) 	<ul style="list-style-type: none"> • 44 % of all Year 9-13 students participate in 'meaningful sport' (competition that runs for more than 6 weeks) sport. This is well below the 57 % (55% in 2020) participation figure for all of Southland. Girls are at 48% (50% in 2020) and boys at 40% (38% in 2020). Average participation for girls in southland is 56% and 59% for boys. • 31% (30% in 2020) of staff involved in sport (mid-range) and 7% involved in coaching (this is the lowest of all the Southland Schools) • Successes, participation and quality of opportunity was maintained across a wide range including: Year 7/8 musical productions; Year 9/10 drama production, JHC Major Production and ShowQuest; Rockquest and Jazzfest; range of language, debating and public speaking competitions. Choir festival, Chamber music and Sheila Winn Drama were all affected by Covid-19 to some degree. • High level of participation in Junior and Senior Campus Kapa Haka. • “Tuakana Teina” peer programmes were documented coherently and supported strongly. Wide range of peer programmes. • International Friendship Club initiated a series of regular events supporting integration and social relationships for International Students. • LEO (Young Lions) Service Club organised a number of fundraisers and donated over \$10,000 to a range of charities. • Senior Council, LEO Club, International Friendship Club, House Captains, Sport teams, Sound and Lighting, all provided excellent opportunities for leadership development. <p><i>Observation: Whilst there is still an excellent culture of service, we are noticing it is getting harder to find students willing to roll sleeves up and commit, reliably, to sustained service. Importance needs to be explained. Our boys are well below the regional average for sports participation.</i></p>																							
<p>Engagement:</p> <p>(a) Attendance data (Yr 7-13)</p> <p>(b) Retention at school (2020 to 2021)</p> <p>(c) Destination data (please note: data here is from the Y13 intentions) MOE data comes later in the year)</p> <p>(d) Stand Downs</p> <p>(e) Suspensions</p> <p>(f) Exclusions</p>	<ul style="list-style-type: none"> • Attendance higher than 90% = 68.1% (70.2 % in 2020) (87.7% of students have attendance at 80% or higher) • Average attendance Year 7-13 = 90.8% (91.4% in 2020) • Into Year 12 = 88.1% (32 students left throughout the year, of which 18 were at the end) • Into Year 13 = 67.3% (87 students left throughout the year, of which 55 were at the end) • 2021 school leavers (whole cohort) go to: Employment = 24%, University = 46%, Polytech/Other Tertiary = 20% Unsure/other 7% Returning 3% <table border="1" data-bbox="1012 1360 2003 1413"> <tr> <td>2011</td><td>2012</td><td>2013</td><td>2014</td><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td><td>2020</td><td>2021</td> </tr> <tr> <td>72</td><td>49</td><td>58</td><td>54</td><td>58</td><td>33</td><td>61</td><td>70</td><td>107</td><td>57</td><td>59</td> </tr> </table> <ul style="list-style-type: none"> • 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 9 11 4 10 6 5 0 4 5 1 1 • 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 6 6 2 5 4 0 0 1 3 1 1 <p><i>Observation: Noticeable decrease in Stand Downs. Low Suspension/Exclusion rate is excellent and reflects depth of resources being utilised. Attendance rates are very good.</i></p>	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	72	49	58	54	58	33	61	70	107	57	59	<ul style="list-style-type: none"> • 58.2% (62.8 % in 2020) of JHC Maori attend over 90% of the time. (lower than overall JHC) (80.9% of Maori students have attendance at 80% or higher) (small disparity) Average attendance 88.1% (no significant disparity) • Into Year 12 = 88.8% - no disparity Into Year 13 = 67.3% - no disparity • 2021 Maori school leavers go to: Employment = 33% University = 40% Polytech/Other Tertiary = 21% Unsure/other 6% Returning = 0% (no significant disparity) • 27% (38% in 2020) of the stand downs were Maori students who make up 19% of the school roll; disproportionate but an improvement on 2020. <p><i>Observation: Disproportionate level of Stand Downs for Maori a concern. No disparity for retention and destination data.</i></p>
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021														
72	49	58	54	58	33	61	70	107	57	59														

Executive Summary – Goal 3

All who work at JHC have a very clear understanding of the strategic foci of our organisation. The evidence below reflects progress on identified, key areas of development.

<p align="center">Goal 3 – Organisational Effectiveness</p>	<p align="center">“We aspire to provide education of superb quality.....” “through responsive, supportive preparations.....” (Mission Statement)</p>
<p>Key Schoolwide Development Foci</p> <ul style="list-style-type: none"> • Culturally Responsive Practice 	<ul style="list-style-type: none"> • Data collected and analysed through Rongohia Te Hau • PLD provided through Poutama Pounamu • Action plan developed for 2022
<ul style="list-style-type: none"> • E-learning Environment <ul style="list-style-type: none"> ◦ Students are prepared for their digital future and Pedagogy is enhanced through 1-1 device access 	<ul style="list-style-type: none"> • Second lockdown was much better for students and staff. Devices available for any students that needed them. • Staff with high skill set in ICT widely utilised by wider staff. • Equity devices are still in high demand on both campuses. • Aspirational goal that we stay in a blended environment.
<p>Strategic Organisational Foci</p> <ul style="list-style-type: none"> • Adjust to Principal Leadership changeover. • Property Development • Wellness Project • Qualitative improvement to pastoral care via Form Teachers' structures (all students "known and noticed") • Financial sustainability 	<ul style="list-style-type: none"> • Senior Leadership promotions and retirements means the SLT will look quite different by the end of 2022. • Robust systems and communication even more critical with changes. • Master Plan for Capital Works complete. Design for the first new building will be completed in 2022 for construction at the start of 2023. • Clear progress was made in terms staff well-being with multiple activities for staff to be involved in. • PLD sessions for staff on self-management • Wellbeing sessions held for parents. • New House Structure implemented in 2021. Will take time for the gains to be realised. • Finances are closely scrutinised but a second Covid year has again reduced revenue. • Mid to long term effect on family's employment and financial situation still to be realised. • Staff are very good at managing their departmental budgets to ensure our students receive a high-quality education. • Overstaffing remains a risk but is managed. Ensures the breadth of curriculum coverage is maintained.
<p>Organisational Responsiveness</p> <ul style="list-style-type: none"> • Emerging self-management/behavioural/dysfunction trends on JC • New Digital Technology Curriculum • Mobile phone use – distractions in class • Decrease in behavioural issues arising from staff inconsistency 	<ul style="list-style-type: none"> • Year 7&8 Pastoral systems/response reviewed during 2021. Clarity established after appointments of Deans. • This work continues and a member from each department has joined Karen Corbin and Sarah Woods to look at opportunities for integration across the curriculum. • Now accepted practice that phones are handed in for the day at Year 7/8. Phones placed in a box period by period in Year 9 & 10. This will be rolled up to Year 11 in 2022. • Kamar training for Deans, more analysis of data in the hope of a more proactive approach. • Continue clarification of systems and approach to lower level/moderate poor behaviour.
<p>Special Programmes</p> <ul style="list-style-type: none"> • MYPLC – Teen Parent Unit <i>cf Appendix</i> • ISSN: <ul style="list-style-type: none"> ◦ General ◦ Activity Centre <i>cf Appendix</i> • Student Support Centre • International Programme 	<ul style="list-style-type: none"> • JHC is host school. (Located at Surrey Park, Isabella St). A separate Annual Report gives critical data. The Unit caters for approx. 24 girls. • JHC continued to play a full part in the programmes provided and funded by all five secondary schools, for students at risk of disengaging. • Our usage represented 23% of the total. Our staffing contributions was 29% of total school's contributions. Outcomes reflected by low suspension/exclusion rate. • Our proactive use of these facilities and outstanding Best Practice processes managed by key staff are contributing to their effective use. • JHC is the host school for the Invercargill Activities Centre managed by the Director of the ISSN as one of the coordinated programmes for all Invercargill secondary schools. The two teaching staff are on the JHC payroll. (separate Annual Report based on Ministry of Education template). • This Special Needs Unit (funded solely by JHC, including ORS funding) caters for approx. 20 students, each with varying degrees of mainstream integration. The unit is base for a team of 15 Teacher Aides and 2 key teaching staff, with management oversight by the SENCO. • Covid-19 again decimated our programme. All staff retained. Finished with 6 students in 2021. • Lara Buchanan appointed as sole Director of the International Department.