

JAMES HARGEST COLLEGE **KEEP FAITH**

JAMES HARGEST COLLEGE

CHARTER FOR 2023



CHARTER CONTENTS

School Description

Mission, Vision and Values Statement

“Looking Back”

- Reporting on 2022 Priorities/Targets

“Looking Forward”

- 2021-2024 Strategic Plan
- Annual Priorities/Targets for 2023

Analysis of Variance Summary (foldout)



SCHOOL DESCRIPTION

James Hargest College is located in North Invercargill. It is a 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 1900. 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 seven 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.



LOOKING BACK

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

Report Back: Specific Priorities/Targets for 2022

Target	Actions	Outcomes
1 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 (ETP) and link to JHC CRP 	<ul style="list-style-type: none"> All departments have their own ETP Greater integration of cultural content across all junior exams CRP and RP workshops at Cross Campus PLD continue to be popular Te Komiti, Kaiwhakaako and Akonga groups continue to meet regularly
2 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"> New reporting format ready for implementation Term 1 2023. Literacy and Numeracy “Mapped” across Y7-10 subjects for deliberate teaching. All Year 10 students sat Literacy and Numeracy Pilot. Results similar to the national picture. “What to do with L1” working group has recommended JHC does not fully implement the new NCEA L1 standards.
3 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"> Attendance target not met House competitions continue to be popular. Pastoral aspect of house system to be reviewed in 2023. NZCER survey had to be delayed until term 3, analysis during term 4. Classroom related behaviour showed a decrease with previous year comparisons. Still need to increase staff capabilities with data analysis.
4 <ul style="list-style-type: none"> Organisational Focus 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"> SLT roles and responsibilities reviewed and published to all staff. Property manager role established Major capital works planning still in progress No Y7-10 out of zone enrolments accepted for 2023



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 2023

	Target	Actions	Resourcing	Led by
2023	Culturally Responsive Practice: <ul style="list-style-type: none"> Relational Pedagogy is a key focus across Y7-13 (Knowing your learner) Continue embedding "success by Maori as Maori" and eliminating achievement disparities. 	<ul style="list-style-type: none"> Prioritising role modelling and providing opportunities for staff to grow their personal capacity and confidence in a culturally responsive classroom/kura. Departments refine Effective Teacher Profiles that were developed in 2022 as an iterative, reflective tool for teaching and learning. 	<ul style="list-style-type: none"> Poutama Pounamu PLD 	<ul style="list-style-type: none"> CR/AML CR/AML
2023	Curriculum/Teaching and Learning: <ul style="list-style-type: none"> JHC Curriculum reviewed in line with national changes and remains responsive to students needs <p>Writing</p> <ul style="list-style-type: none"> Improve achievement in Year 7&8 Writing Improve writing mileage and skills across Year 9-13 	<ul style="list-style-type: none"> Community/Staff/Student consultation around forward planning of our curriculum (including L1 NCEA at JHC from 2024) Implement new reporting system/format Continue NCEA Pilots – Lit./Num/L1 Maori Build our collective knowledge of Maturanga Maori with a specific focus on Murihiku to support the teaching of localised curriculum. Timetable/Daily structure change Developing consistency in the systems and processes across homerooms. SSW - Monday/Wednesday SSR - Tuesday/Thursday 	<ul style="list-style-type: none"> School Visits MOE PLD application 	<ul style="list-style-type: none"> AML AML/KW BF/AML KW KW KW AML
2023	Well-being and Engagement: <ul style="list-style-type: none"> Schoolwide attendance above 90% % of students attending 90% of the time increases 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 Utilise MOE Attendance and Engagement regional funding Clear and early communication Develop plan from 2022 NZCER Wellbeing Survey Data Standardise monthly analysis of behaviour data Review and refresh of JHC restorative practices 	<ul style="list-style-type: none"> MOE project funding Kamar Training 	<ul style="list-style-type: none"> KS/CR All KS (WellbeingComm) KS/CR Pastoral Team/Teaching and Learning

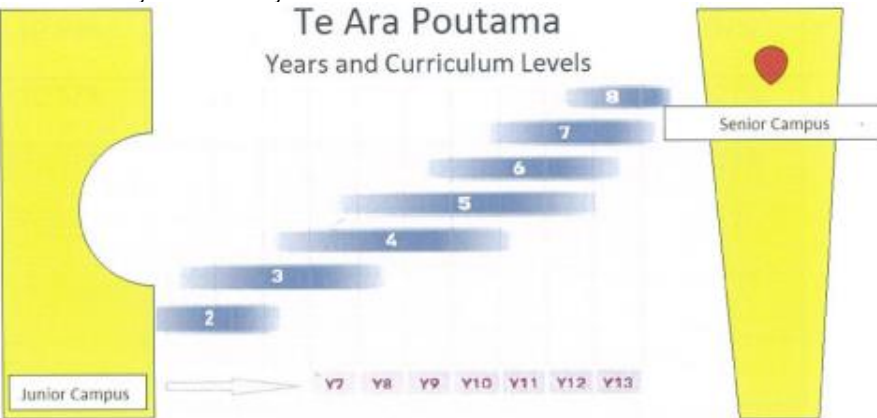
2023	Organisational Focus: <ul style="list-style-type: none">• Evaluate efficacy of current pastoral/house structure to improve connectedness, sense of belonging and responsiveness.• Relaunch International Programme - 15-20 FTE in 2023• PLD Targeted – Middle leaders/Succession Planning• Property	<ul style="list-style-type: none">• Staff/Student/Whanau perception survey• Increase homestay numbers• Build staff awareness/involvement• Market strategically and maintain historical relationships.• PLG for new or aspiring TIC/HOD's• JC Toilet block completed and first phase of renovations complete• Science Block - design completed for construction in 2024.	<ul style="list-style-type: none">• Offshore visits and onshore hosting	<ul style="list-style-type: none">• MNL• LB/MNL• MNL/KW• AP
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2022 Annual Report - Summary

Analysis of Variance

Executive Summary - Goal 1

The “vital statistics” for achievement in 2022 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 have flipped, statistically insignificant for endorsements and University Entrance but are more significant for L2&3 overall pass rates. An area of sub-optimal performance was our Merit/Excellence data, at Levels 2 & 3. (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. Reporting levels are to be reviewed during 2023.

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.	<p>Level 1 Literacy 88.3% (Nat 81.4, Dec 8 90.1) Level 1 Numeracy 91.5% (Nat 80.3, Dec 8 89.9)</p> <p><i>Observation: Goal not achieved for both but still above comparisons for Numeracy. Literacy dropped below 90%.</i></p>	<p>Level 1, JHC Maori Literacy = 88.4% (Nat Dec 8 Mao = 73.7%) Level 1, JHC Maori Numeracy = 90.7% (Nat Dec 8 Mao = 70%)</p> <p><i>Observation: On par with JHC all and well above the Maori national statistics</i></p>																																
<ul style="list-style-type: none">Goal: Pass rates and Endorsements should reflect patterns for Dec 8 Nationally	<table><tr><td></td><td>JHC</td><td>NAT</td><td>Dec 8</td></tr><tr><td>L1</td><td>84.4</td><td>63.6</td><td>77.3</td></tr><tr><td>M+E</td><td>53</td><td>51.5</td><td>59.5</td></tr><tr><td>L2</td><td>81.3</td><td>74</td><td>84.6</td></tr><tr><td>M+E</td><td>43.1</td><td>40.7</td><td>54.5</td></tr><tr><td>L3</td><td>73.8</td><td>67.7</td><td>76.8</td></tr><tr><td>M+E</td><td>40.8</td><td>51.3</td><td>52.1</td></tr><tr><td>UE</td><td>60.7</td><td>48.2</td><td>60.7</td></tr></table> <p><i>Observation: Endorsements were disappointing. L1,2 and 3 overall pass rates and UE are on par.</i></p>		JHC	NAT	Dec 8	L1	84.4	63.6	77.3	M+E	53	51.5	59.5	L2	81.3	74	84.6	M+E	43.1	40.7	54.5	L3	73.8	67.7	76.8	M+E	40.8	51.3	52.1	UE	60.7	48.2	60.7	<p>Level 1 Maori pass rate = 86% (+1.6% disparity) M+E = 48.6% (-4.4% disparity)</p> <p>Level 2 Maori pass rate = 73.2% (-8.1% disparity) M+E = 43.3% (+0.2% disparity)</p> <p>Level 3 Maori pass rate = 66.7% (-7.1% disparity) M+E = 34.6% (-5.4% disparity)</p> <p>Maori UE pass rate = 56.4% (-4.3% disparity)</p> <p><i>Observation: Small disparities in Endorsement and UE levels against JHC all. Larger disparities in L2, L3 pass rates.</i></p>
	JHC	NAT	Dec 8																															
L1	84.4	63.6	77.3																															
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L2	81.3	74	84.6																															
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M+E	40.8	51.3	52.1																															
UE	60.7	48.2	60.7																															
<ul style="list-style-type: none">Scholarships. Goal: > 15	<ul style="list-style-type: none">6 (earned by 3 students) – Second consecutive year of low Scholarship results	3 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>% Achieving at expected Level (3A-L4) EOY</p> <ul style="list-style-type: none">Year 7/8 Reading, Writing and Mathematics Results: Year 7 Writing:<ul style="list-style-type: none">All 59% At or Above Curriculum ExpectationsMāori 57% At or AboveMales 53% At or AboveFemales 65% At or AboveYear 8 Writing:<ul style="list-style-type: none">All 66% At or Above Curriculum ExpectationsMāori 57% At or AboveMales 57% At or AboveFemales 74% At or AboveYear 7 Reading:<ul style="list-style-type: none">All 79% At or Above Curriculum ExpectationsMāori 75% At or AboveMales 77% At or AboveFemales 82% At or AboveYear 8 Reading:<ul style="list-style-type: none">All 82% At or Above Curriculum ExpectationsMāori 81% At or AboveMales 78% At or AboveFemales 87% At or AboveYear 7 Mathematics:<ul style="list-style-type: none">All 69% At or Above Curriculum ExpectationsMāori 59% At or AboveMales 72% At or AboveFemales 65% At or Above	<p>Report on Maori Success</p> <p>% Achieving at expected Level (3A-L4) EOY Year 7 Reading 75% (-4% disparity) Writing 57% (-2% disparity) Maths 59% (-10% disparity)</p> <p>% Achieving in Level 4 EOY Year 8 Reading 81 % (-1% disparity) Writing 57 % (-9% disparity) Maths 64 % (-11% disparity)</p> <p><i>Observation: Maths disparity across both year levels and writing at Year 8 is a concern. 2023 reporting will show progress from mid-year also.</i></p>																																

	<div>Year 8 Mathematics:</div> <ul style="list-style-type: none">All 75% At or Above Curriculum ExpectationsMāori 64% At or AboveMales 73% At or AboveFemales 78% At or Above	
<ul style="list-style-type: none">Pasifika Students <i>cf. Appendix</i>	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. An area for improvement is with sports involvement.

Goal 2 – Engagement and Broader Educational Success “ to foster healthy all-round development...” “.... Encourages participation, connectedness and whanaungatanga”	Report on Whole School Success “.....helping young people build their personal identity and hauora in a context of strong communal values....”	Report on Maori Success “Maori enjoying success as Maori”																																																																								
Participation <ul style="list-style-type: none">Sport Cultural Service and Leadership (No significant change recorded from 2021)	<ul style="list-style-type: none">41% of all Year 9-13 students participate in ‘meaningful sport’ (competition that runs for more than 6 weeks) sport. This is well below the 56 % participation figure for all of Southland. Girls are at 44% (48% in 2021) and boys at 37% (40% in 2021). Average participation for girls in southland is 54% and 58% for boys.12% (31% in 2021) of staff involved in sport (low range) and 6% involved in coaching (bottom 3 of 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 a lesser 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 albeit reduced with the low international numbersLEO (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>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.</p>																																																																									
Engagement: <ul style="list-style-type: none">(a) Attendance data (Yr 7-13) (b) Retention at school (2022-2023) (c) Destination data (please note: data here is from the Y13 intentions) MOE data comes later in the year) (d) Stand Downs (e) Suspensions (f) Exclusions	<ul style="list-style-type: none">Attendance higher than 90% = 52.25 % (68.1% in 2021) 81.9% of students have attendance at 80% or higherAverage attendance Year 7-13 = 87.4%, 90.8% in 2021) Year 11 2022 – 282 started the year (42 left throughout the year of which 20 were at the end. 7 students joined during the year. 261 students have started Year 12 in 2023 (89.7% of 2022 students plus 8 new to JHC)Year 12 = 246 started the year (73 students left throughout the year, of which 36 were at the end. 10 students joined during the year). 187 students have started Year 13 in 2023 (70% of 2022 plus 3 new to JHC) 2022 school leavers (whole cohort) go to: Employment = 20%, University = 61%, Polytech/Other Tertiary = 15% Unsure/other 4% <table><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><td>2022</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><td>80</td></tr></table> <table><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><td>2022</td></tr><tr><td>9</td><td>11</td><td>4</td><td>10</td><td>6</td><td>5</td><td>0</td><td>4</td><td>5</td><td>1</td><td>1</td><td>3</td></tr></table> <table><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><td>2022</td></tr><tr><td>6</td><td>6</td><td>2</td><td>5</td><td>4</td><td>0</td><td>0</td><td>1</td><td>3</td><td>1</td><td>1</td><td>1</td></tr></table> <p>.Low Suspension/Exclusion rate is excellent and reflects depth of resources being utilised. Attendance rates are very good.</p>	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	72	49	58	54	58	33	61	70	107	57	59	80	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	9	11	4	10	6	5	0	4	5	1	1	3	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	6	6	2	5	4	0	0	1	3	1	1	1	<ul style="list-style-type: none">42.5% (58.2 % in 2021) of JHC Maori attend over 90% of the time. (10% lower than overall JHC) 75.5% of Maori students have attendance at 80% or higher (-6.4% disparity) Average attendance Year 7-13 84.5% (no significant disparity) Into Year 12 = 88.8% - no disparity Into Year 13 = 67.3% - no significant disparity 2022 Maori school leavers go to: Employment = 19% University = 63% Polytech/Other Tertiary = 11% Unsure/other 7% (no significant disparity) 30% (27% in 2021) of the stand downs were Maori students who make up 19% of the school roll. <p>Observation: Disproportionate level of Stand Downs for Maori a concern. No disparity for retention and destination data. Further investigation into Maori attendance for particular cohorts needed.</p>
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022																																																															
72	49	58	54	58	33	61	70	107	57	59	80																																																															
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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.

Goal 3 – Organisational Effectiveness	“We aspire to provide education of superb quality.....” “through responsive, supportive preparations.....” (Mission Statement)
Key Schoolwide Development Foci <ul style="list-style-type: none">Culturally Responsive Practice	See annual goal summary above
<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">Aspirational goal that we stay in a blended environment. This was especially important during Term1&2 with covid and isolation rules
Strategic Organisational Foci <ul style="list-style-type: none">Adjust to Senior Leadership changeover.Property DevelopmentWellness ProjectQualitative improvement to pastoral care via Form Teachers' structures (all students “known and noticed)Financial sustainability	<ul style="list-style-type: none">All SLT positions filled and roles and responsibilities clarified.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 2023 for construction at the start of 2024.2022 was one of the hardest years for teaching staff. Importance of the work the well-being committee does and the way staff care for each other was exemplified.Cross Campus PLD sessions continue to have a focus on staff wellbeingWellbeing sessions held for parents. Subscription to School TV to assist our community.Student feedback from well-being, Rongohia Te Hau and Pisa data has some commonalities that are being acted on.Pulse check/mini review with students and staff in 2023 with the House structure being in its 3 year.Finances are closely scrutinised but a third Covid year has again reduced revenue. Deficit budget will 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 a the breadth of curriculum coverage is maintained.
Organisational Responsiveness <ul style="list-style-type: none">Emerging self-management/behavioural/dysfunction trends on JCMobile phone use – distractions in classDecrease in behavioural issues arising from staff inconsistency	<ul style="list-style-type: none">Increase in the number of students with special and differing needs. Staff resourcing has been increased in both guidance and Senco.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 &11.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.ETP is also key in front footing inappropriate behaviour.
Special Programmes <ul style="list-style-type: none">MYPLC – Teen Parent Unit <i>cf Appendix</i>ISSN:<ul style="list-style-type: none">GeneralActivity Centre <i>cf Appendix</i>Student Support CentreInternational 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. 30 students.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 22% of the total. Our staffing contributions was 31% 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.Borders opening was a blessing and International Director and Principal travelled to Norway, Germany, Switzerland and Thailand to visit agents.Enrolments and interest in JHC for 2023 is looking very promising.