



JAMES HARGEST COLLEGE KEEP FAITH

JAMES HARGEST COLLEGE

CHARTER FOR 2024



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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 64% New Zealand European, 19% Māori, 3% Pasifika and 14% 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 **Activity 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 Māori, 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 2023

Target	Actions	Outcomes
<p>1</p> <p>Culturally Responsive Practice:</p> <ul style="list-style-type: none"> Relational Pedagogy is a key focus across Y7 - 13 (Knowing your learner) Continue embedding “success by Māori as Māori” 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 define Effective Teacher Profiles that were developed in 2022 as an iterative, reflective tool for teaching and learning 	<ul style="list-style-type: none"> Achievement summary below Rongohia Te Hau and stakeholder survey data analysed and action plan developed for 2024 onwards. Clear improvements in relational pedagogy in the classroom. Absence of Te Reo in some areas, this will be a focus for 2024. Gaps remain in staff v whānau perception surveys. Regular whānau hui continues to be effective link between home and kura.
<p>2</p> <p>Curriculum/Teaching and Learning:</p> <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 Māori Build our collective knowledge of Mātauranga Māori 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"> Decision made to only partially implement the new NCEA L1 Standards. Focus is on L2 achievement. Brigadiers Diploma developed for Year 11 students. Further review underway for Year 9-11 curriculum New reporting system wasn't without teething problems but was well received by our community. Our reporting is now timely and ongoing. Great progress made by many departments with regard to knowledge building and opportunities with Mātauranga Māori <i>See Year 7&8 achievement summary below</i> Specialist writing support was targeted at risk students in six-week blocks Anecdotaly; Increase willingness and ability to write for longer periods of time
<p>3</p> <p>Well-being and Engagement:</p> <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"> Schoolwide attendance goal not met – 88.7% 7% increase the % of students attending 90% of the time. Well-being strategic plan developed and will be implemented from 2024 Goal not achieved with standardising monthly behavioural data and there was an increase in Stand downs and suspensions (see analysis below).

4	<p>Organisational Focus</p> <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/Whānau 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"> Survey needs to be re-designed and split into senior and junior campus Numerous anecdotal accounts of the positive effect of the house competitions and form teachers staying with their class Some changes to Deaning personnel for 2024 20FTE achieved Staff embraced international students. Afterschool programme was well supported This didn't happen in 2023 Construction not complete, work still in progress for JC toilet block New Science Block has been put on hold by MOE
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**LOOKING
FORWARD**

Strategic Plan/Reporting Framework 2024 – 2027

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 2 and 3 exceeding the EQI band
- Scholarships – at least 15 (depending on cohort).
- All academic indicators reflect insignificant disparities for Māori cohorts.

We compare and track ourselves with:
Ourselves, over time.
National data.
Exceeding the EQI Band

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 including Māori, Pasifika and students with learning support needs) will provide evidence of a wide spectrum of responsiveness to issues of equity, inclusion, extension, barriers to learning, behaviour, and engagement.
- “Success by Māori as Māori” – as defined by the James Hargest College Māori 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
 - House based form class and pastoral structure
 - Culturally Responsive Practice refreshed
 - E learning pedagogy – Blended Learning the norm

Strategic Organisational Foci:

- Sustainable leadership/building leadership capacity
- Large scale property development
- Implementation of Wellbeing Strategic Plan

Curriculum Responsiveness

- Senior Campus specific: Curriculum review in line with NCEA Change Package
- Junior Campus: Develop consistency in the systems and processes of teaching practice across homerooms. Aotearoa New Zealand Histories Curriculum implementation.

Annual Priorities/Targets for 2024

Target	Actions	Resourcing	Led by
<p>Culturally Responsive Practice:</p> <ul style="list-style-type: none"> Culturally Responsive and Relational Pedagogy is a key focus across Y7 - 13 (Knowing your learner) Reduce the disparity between Staff and Student perceptions as to how Culturally Responsive our kura is. Continue embedding “success by Māori as Māori” 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 the use of Te Reo Māori and Tikanga to create a culturally responsive classroom/Kura Adding compulsory questions to end of Term Reflections that all staff will give to their students Using a variety of Te Reo daily in all classes. Departments complete regular revision of their alignment with the Rongohia Te Hau Continuum. Share Department Reviews widely with staff. Departments define Effective Teacher Profiles that were developed in 2022 as an iterative, reflective tool for teaching and learning Regularly share achievement data and successes with Whānau (Māori and Pasifika). Deliberate acts of teaching (DATs) and student tracking to be reinstated for all classes Year 7-13. Junior Campus teachers are working with Wiki Burdon to plan for and integrate localised Matāuranga Māori into their programmes. <p>Further detail in Action Plan here</p>	<ul style="list-style-type: none"> MOE funded Poutama Pounamu through Waikato University MOE PLD funding. 	<ul style="list-style-type: none"> CR/AML KWR

	<p>Curriculum/Teaching and Learning:</p> <ul style="list-style-type: none"> JHC Curriculum reviewed in line with national changes and remains responsive to students needs Engagement and achievement at Year 11 provides broad opportunities for academic success in preparation for Level 2 <ul style="list-style-type: none"> Level 2 Merit/Excellence pass rates 43% (48% in 2025) Level 3 Merit/Excellence pass rates 45% <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"> Stage Two of Community/Staff/Student consultation around forward planning of our curriculum Refine reporting system/format using consultation data Departments build their collective knowledge of Mātauranga Māori with a specific focus on Murihiku to support the teaching of localised curriculum. Brigadier's Diploma in Year 11. <ul style="list-style-type: none"> Assessment tasks allow students to achieve at all levels Assessment criteria is shared with students Individual feedback/feedforward is specific, timely and targeted Students are tracked and interventions are implemented early. <ul style="list-style-type: none"> Junior Campus Homeroom Teachers will engage in Mathematics professional development with Rob Proffitt-White in preparation for implementing the new curriculum <ul style="list-style-type: none"> Continue to develop consistency in the systems and processes of teaching practice across homerooms. Provide mentoring for teachers. <ul style="list-style-type: none"> SSW - Monday/Wednesday SSR - Tuesday/Thursday <p>(Based on staff voice SSW and SSR will be paper based only)</p>		<ul style="list-style-type: none"> AML AML/KW BF/AML KW KW HODs/Tics BF KW AML
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	<p>Well-being and Engagement:</p> <ul style="list-style-type: none"> Schoolwide attendance above 90% % of students attending 90% of the time increases <ul style="list-style-type: none"> Improvement in student and staff perception data <p>Reduction in repetitive disruptive behaviour</p> <ul style="list-style-type: none"> Increase pro-social behaviours 	<ul style="list-style-type: none"> Earlier intervention for students at 65-85% attendance Utilise MOE Attendance and Engagement regional funding <ul style="list-style-type: none"> Clear and early communication Implement Year one of Strategic Plan <ul style="list-style-type: none"> Trial of Social Emotional Learning Programmes Trauma informed PLD for staff Review leadership opportunities across the kura Continue external PLD for Restorative Practice and implement at all levels of the kura Understand trends in staff wellbeing and proactively support our team <p>Standardise monthly analysis of behaviour data</p> <p>Wellbeing Strategic Plan Wellbeing Annual Plan</p>	<ul style="list-style-type: none"> MOE project funding 	<ul style="list-style-type: none"> KS/CR <ul style="list-style-type: none"> All KS (Wellbeing Comm) KS/CR Pastoral Team/Teaching and Learning
	<p>Organisational Focus:</p> <ul style="list-style-type: none"> Continue to rebuild the International Programme - 25 FTE in 2025 <p>Property</p> <ul style="list-style-type: none"> Implement Capital Works Masterplan <ul style="list-style-type: none"> Implement 5YA 	<p>2024-27 International Department Strategic Plan</p> <ul style="list-style-type: none"> Secure Construction budget for new Science and Learning Support Centre block Design new E Block and D block refurbishment Stand-alone copy of JC toilet block in main quad at SC E block toilet block remodel F block toilet remodel SC Breakaway bays in E and F toilet refurbishment / SAC spaces Minor capital works project staff wellbeing outdoor area SC Ministry funded visual impairment project JC BOT funded guidance centre JC 		<ul style="list-style-type: none"> LBN AP

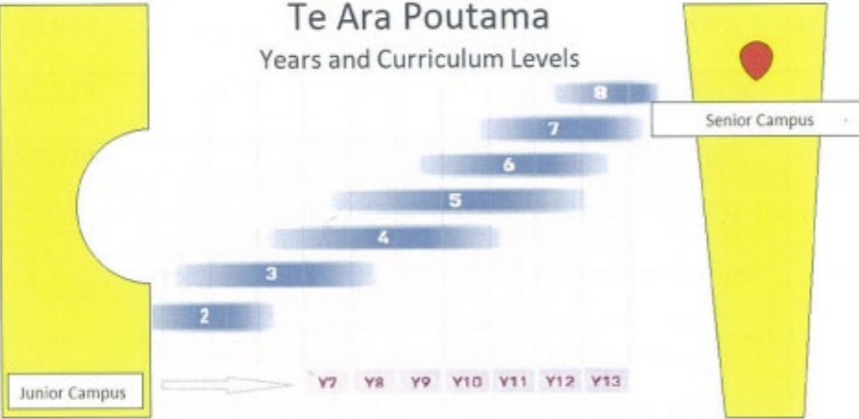


2023 Annual Report - Summary

Analysis of Variance

Executive Summary - Goal 1

The "vital statistics" for achievement in 2023 at JHC are generally very healthy, NCEA passes at L1,2,3, UE and Literacy/Numeracy all well above the national average to EQI schools nationally. Scholarships results have improved on 2021 and 2022. Māori disparities have increased at L1 and L3 overall, and whilst there was a decrease in the endorsement disparity at L1 it is still significant. Māori students outperformed JHC all at L2 and L3 Endorsements. An area of sub-optimal performance was our Merit/Excellence data at Level 2. (Historically, our Endorsement data varies cohort to cohort. On average one of the three senior cohorts reflect Dec 8. The new EQI index has lowered the bar in terms of achievement. Our goal for 2024 is to exceed EQI national statistic). 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. As is the case on the Senior Campus, there are disparities in achievement rates for our Māori learners.

Goal 1 – Academic Achievement “Strong academic focus and the pursuit of excellence” (JHC vision)	Report on Whole School Success	Report on Māori and Pasifika Success “To equip all 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 92.6% (Nat 82.4%, EQI 87.1%) Level 1 Numeracy 93.3% (Nat 81.5%, EQI 85.3%) <i>Observation: Goal not achieved for both</i>	Level 1, JHC Māori Literacy = 89.7% (Nat Mao = 74.8%) – (-2.9% disparity JHC all) Level 1, JHC Pasifika Literacy = 100% (Nat Pas = 80.8%) – above JHC all Level 1, JHC Māori Numeracy = 89.7% (Nat Mao = 71.3%) – (-3.6% disparity JHC all) Level 1, JHC Pasifika Numeracy = 100% (Nat Pas = 78%) – above JHC all <i>Observation: Māori learners are above National Māori but slight disparity compared to JHC all. Pasifika at 100% (note 13 students)</i>																																
<ul style="list-style-type: none"> Goal: Pass rates and Endorsements should exceed EQI Band Nationally 	<table border="1" data-bbox="1035 821 1825 1024"> <thead> <tr> <th></th> <th>JHC</th> <th>NAT</th> <th>EQI Band</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>84.2</td> <td>60</td> <td>64.3</td> </tr> <tr> <td>M+E</td> <td>49.6</td> <td>48.9</td> <td>49.7</td> </tr> <tr> <td>L2</td> <td>84.2</td> <td>72.2</td> <td>78.5</td> </tr> <tr> <td>M+E</td> <td>31.2</td> <td>38.6</td> <td>37.8</td> </tr> <tr> <td>L3</td> <td>74.4</td> <td>66.2</td> <td>72.5</td> </tr> <tr> <td>M+E</td> <td>42.1</td> <td>39.7</td> <td>38.7</td> </tr> <tr> <td>UE</td> <td>62.4</td> <td>47.2</td> <td>54.3</td> </tr> </tbody> </table> <i>Observation: L1 and L3 Endorsements are on par, L2 Endorsements were disappointing. L1,2,3 and UE overall pass rates are well above the National rates.</i>		JHC	NAT	EQI Band	L1	84.2	60	64.3	M+E	49.6	48.9	49.7	L2	84.2	72.2	78.5	M+E	31.2	38.6	37.8	L3	74.4	66.2	72.5	M+E	42.1	39.7	38.7	UE	62.4	47.2	54.3	Level 1 Māori pass rate = 74.1% (-10.1% disparity) M+E = 34.9% (-14.8% disparity) Pasifika pass rate = 100% (+15.8% disparity) M+E 53.8% (+4.2% disparity) Level 2 Māori pass rate = 82.5% (-1.7% disparity) M+E = 44.7% (+13.5% disparity) Pasifika pass rate = 100% (+15.8% disparity) M+E = 57.2% +26% disparity) Level 3 Māori pass rate = 62.1% (-10.4% disparity) M+E = 48.2% (+6.1% disparity) Pasifika pass rate = 75% (+0.6% disparity) M+E = 42.9% (+0.8% disparity) Māori UE pass rate = 48.3% (-6% disparity) Pasifika UE pass rate = 62.5% (+0.1% disparity) <i>Observation: For Māori learners; L1 and L3 overall disparities and L1 Endorsements are disappointing. L2 and L3 Endorsements are excellent, well above JHC all and nationally. Pasifika learners are achieving at or well above JHC all.</i>
	JHC	NAT	EQI Band																															
L1	84.2	60	64.3																															
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<ul style="list-style-type: none"> Scholarships. Goal: > 15 	<ul style="list-style-type: none"> 10 Scholarships, including 1x "Outstanding Scholarships" and 1 x Top Scholar. This is well below our expectations 																																	
<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 or above</p> <p>Year 7 Reading 72% (70.4% Mid year) – Males 75% - Females 70% Writing 59% (59.38 Mid year) – Males 54% - Females 63% Maths 70% - Males 76% - Females 64%</p> <p>% Achieving in Level 4 EOY or above</p> <p>Year 8 Reading 73% (73.72% Mid Year) – Males 69% - Females 77% Writing 64% (67.23% Mid year) – Males 55% - Females 74% Maths 70% - Males 75% - Females 66%</p> <p>During 2023 we developed a two yearly curriculum plan for the NZ Histories and Social Studies curriculum and with ongoing professional development, have worked to strengthen teachers' understanding of the new curriculum structure. This curriculum plan provides the context for integrated literacy instruction. Throughout 2024 we will continue to strengthen collaborative planning.</p> <p>Student achievement in writing continues to be of concern, particularly for our males. At the end of 2023 we carried out Junior Campus wide moderation of writing and it was evident in the students' books that there has been an increase in mileage and writing skills since 2022. However, as teachers develop a stronger understanding about what effective writing looks like, they are also strengthening the accuracy of their curriculum judgements, which is why we have seen little change in our data since 2022.</p> <p>To begin to address our concerns, throughout 2023 we engaged in professional development to strengthen teachers' understanding of the writing skills associated with Level 4 of the curriculum, moderated writing to strengthen curriculum judgements and at the end of Term 3 carried out teaching practice observations and provided 1:1 mentoring of teachers to improve their practice. This focus will continue for 2024 with an increased emphasis on increasing students' writing mileage, use of a variety of sentence structures and vocabulary and independent editing skills. We anticipate that it will take three years to embed sustained changes in practice.</p>	<p>Report on Māori and Pasifika Success</p> <p>% Achieving at expected Level (3A-L4) EOY or above</p> <p>Year 7 Reading - Tane 67% / Wahine 60% (8.5% disparity) - (Pasifika 100% at or above, 3 students) Writing - Tane 55% / Wahine 57% (3% disparity) - (Pasifika 100% at or above, 3 students) Maths - Tane 65% / Wahine 64% (5.5% disparity) - (Pasifika 100% at or above, 3 students)</p> <p>% Achieving in Level 4 EOY or above</p> <p>Year 8 Reading – Tane 63% / Wahine 61% (11% disparity) - (Pasifika 67% at or above, 6 students) Writing – Tane 44% / Wahine 68% (8% disparity) - (Pasifika 67% at or above, 6 students) Maths – Tane 59% / Wahine 61% (10% disparity) - (Pasifika 67% at or above, 6 students)</p>																																

It is also important to note that we have increasing concerns regarding the achievement levels of students entering Year 7. We are experiencing inconsistencies between the transition data we receive from our feeding schools and what our Year 7 data demonstrates, which includes an increase in students entering our College achieving below Level 3 of the NZ Curriculum. Building stronger relationships with our feeding schools and openly sharing data will hopefully help to reduce these discrepancies.

Based on our 2023 data analysis, we have identified the following student achievement goals for 2024:

1. Raising student achievement in writing, particularly for our males.
2. Raising Māori student achievement across Reading, Writing and Mathematics
3. Increasing the number of females achieving in Mathematics.

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 Māori cultural identity, the embracing of cultural diversity, as well as our traditional strengths of Performance Music and drama. Attendance, retention and destination 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 Māori Success “Māori enjoying success as Māori”</p>
<p>Participation</p> <ul style="list-style-type: none"> • Sport • Cultural • Service and Leadership 	<ul style="list-style-type: none"> • 43% (41% in 2022) 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% participation figure for all of Southland. Girls are at 44% and boys at 41%. Average participation for girls in southland is 54% and 59% for boys. • 35% (13% in 2022) of staff involved in sport (mid-range) and 10% (5% in 2022) involved in coaching • 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. • High level of participation in Junior and Senior Campus Kapa Haka. Our Hautonga performance was a highlight for our roopu and kura. Trip to Matatini in 2025 is being planned. • “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 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:</i></p>	
<p>Engagement:</p> <p>(a) Attendance data (Year 7-13)</p> <p>(b) Retention at school (2023 to 2024)</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% = 59.7% (52.25% in 2022) 83.85% (81.9% in 2022) of students have attendance at 80% or higher) • Average attendance Year 7-13 = 88.7%% (87.4% in 2022) • Into Year 12 = 83.4% (49 students left throughout the year, of which 21 were at the end) • Into Year 13 = 72.9% (74 students left throughout the year, of which 45 were at the end) • 2023 school leavers (whole cohort) go to: Employment = 23%, University = 57%, Polytech/Other Tertiary = 14% Unsure/other 6% • 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 72 49 58 54 58 33 61 70 107 57 59 80 129 • 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 9 11 4 10 6 5 0 4 5 1 1 3 15 • 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 6 6 2 5 4 0 0 1 3 1 1 1 7 <p><i>Observation: Increase in standdown, suspension and exclusion rates. Attendance rates are very good.</i></p>	<ul style="list-style-type: none"> • 49.1% (42.5% in 2022) of JHC Māori attend over 90% of the time. (-10% disparity) 76.6% of Māori students have attendance at 80% or higher) (-5.3% disparity) • Average attendance 82.9% (-6% disparity) • Into Year 12 = 83.3% (10 students left throughout the year, of which 4 were at the end) – (no disparity) • Into Year 13 = 82.9% (7 students left throughout the year, of which 4 were at the end) – (+10% disparity) • 2023 Māori school leavers go to: Employment = 28% University = 50% Polytech/Other Tertiary = 15% Unsure/other 7% (no significant disparity) • 32.6% (33.3% in 2022) of the stand downs and suspensions were Māori students who make up 19% of the school roll. <p><i>Observation: Disproportionate level of Stand Downs for Māori a concern. No disparities for destination and retention Year 12) data. Retention for Māori students is 10% higher than non-Māori.</i></p>

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 style="text-align: center;">Goal 3 – Organisational Effectiveness</p>	<p style="text-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 	<p>See annual goal summary above</p>
<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"> ● Equity devices are still in high demand on both campuses. ● Blended learning environment is the norm.
<p>Strategic Organisational Foci</p> <ul style="list-style-type: none"> ● Sustainable leadership/building leadership capacity ● 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"> ● SLT roles and responsibilities reviewed and published at the start of 2023 year. ● High quality HOD appointments made ● High level design of stage one of the Master Plan for Capital Works complete. Construction put on hold due to budget shortfalls nationally. All aspects of the Master Plan put on hold. ● See annual goal summary above ● See annual goal summary above ● Finances are closely scrutinised and well reported ● 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. ● Annual accounts are published on our website.
<p>Curriculum Responsiveness</p> <ul style="list-style-type: none"> ● Senior Campus specific: Curriculum review in line with NCEA Change Package ● ANZ Histories Curriculum ● Junior Campus specific: Implementation of DTC and Targeted Literacy Focus 	<ul style="list-style-type: none"> ● Decision made to not fully implement the new NCEA L1. Brigadiers Diploma introduced instead from 2024 ● Curriculum review committee proposing changes to Year 9-10 and explore the introduction of Cambridge ● This work continues and is being implement in Years 7-10. Led by Jane Brown, Chloe Madden and Katrina McDonald. ● DTC implemented across the curriculum ● Structure of the school day changed to focus on Literacy and Numeracy in the morning ● Systems and processes developed across the homerooms to improve consistency ● See annual goal summary above
<p>Special Programmes</p> <ul style="list-style-type: none"> ● MYPLC – Teen Parent Unit ● ISSN: <ul style="list-style-type: none"> ○ General ○ Activity Centre ● 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. 30 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 21% of the total. Our staffing contributions was 41% of total school's contributions. ● Our proactive use of these facilities and our 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. ● See annual goal summary above