



JAMES HARGEST COLLEGE **KEEP FAITH**

JAMES HARGEST COLLEGE

Annual Plan for 2025



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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.



Strategic Plan/Reporting Framework 2024 – 2027

GOAL 1: Academic Achievement

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

- Provide multiple pathways for student academic achievement
- Numeracy/Literacy - increase achievement of CAA's year on year.
- Minimum of 85% of school leavers achieve NCEA Level 2 or higher.
- NCEA pass rates at Levels 2 and 3 exceed the EQI band
- Scholarships – at least 15 (across a 3 year average)
- All academic indicators reflect insignificant disparities for Māori and Pasifika cohorts.
- Culturally Responsive Pedagogies and deliberate Wellbeing Strategies underpin academic achievement

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 a wide range of 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.
- Elevating “Success by Māori as Māori” – as defined by the James Hargest College Māori community.
- Participation in sport, culture, service and leadership will be analysed and promoted.
- Engagement indicators of Senior Retention and Destination data, Attendance, Stand Downs and Suspensions will be analysed and deliberately actioned.
- Culturally Responsive Pedagogies and deliberate Wellbeing Strategies underpin engagement and broader educational success.

GOAL 3: Organisational Effectiveness

“We aspire to provide education of superb quality..in partnership with our wider community” “..through responsive supportive programmes..” (JHC Vision)

- Special Programmes we maintain:
 - Teen Parent Unit, Activity Centre, ISSN
 - Student Support Centre
 - International Programme
 - Itinerant Music Programme (Host School)

Strategic Organisational Foci:

- Sustainable leadership/building leadership capacity
- PLD will be prioritised to reflect the strategic plan and annual goals
- Property maintenance and development
- Implementation of Wellbeing Strategic Plan
- Implementation of Te Pōhā 3 Year Plan
- Curriculum Responsiveness
- E learning pedagogy – Research based with tailored responses
- Maintain regular review cycles

Annual Priorities/Targets for 2025

2025	Target - Academic Achievement	Actions
	<ul style="list-style-type: none"> Provide multiple pathways for student academic achievement 	<p>Students are offered a variety of programmes to enable them to achieve academic success:</p> <ul style="list-style-type: none"> Establish Cambridge Programme for Year 10 students NCEA Level 2 and 3 Gateway Star Courses
	<ul style="list-style-type: none"> Numeracy/Literacy - increase achievement of CAA's year on year. 	<ul style="list-style-type: none"> Provide Lit/Num support for students struggling with passing CAAs Review of and development of curriculum to align with the new Mathematics curriculum in Year 7 & 8 (Reading and Writing 2026) Writing and Mathematics PLD for Year 7 & 8 teachers Standardised assessment for Reading, Writing, Mathematics for Year 7 - 10
	<ul style="list-style-type: none"> Minimum of 85% of school leavers achieve NCEA Level 2 or higher. 	<ul style="list-style-type: none"> Brigadier's Diploma and 2024 Year 11 classes are reviewed mid 2025 In response to the review, modification of Year 11 programme to better prepare students for Level 2 NCEA Create a process to track student achievement. Eg Termly check ins with form teachers to look at academic summary and set goals. Form teacher refers to Dean the students they are concerned about Each term academic summaries will be sent to whānau for all senior students. End of Term 3 we will send an academic summary to Year 12 (and 13) students including what assessments are yet to be assessed. HODs/TICs increase the monitoring of the entry of grades on markbooks. Targeted PLD for staff on kamar especially markbooks.
	<ul style="list-style-type: none"> NCEA pass rates (Including good passes at Merit and Excellence) at Levels 2 and 3 exceed the EQI band 	<ul style="list-style-type: none"> Assessment tasks allow students to achieve at all levels Assessment criteria is shared with students Teachers intentionally kōrero with students about their individual academic aspirations and support them to achieve them. Individual feedback/feedforward is specific, timely and targeted Classroom teachers actively monitor progress towards each internal assessment and support ākonga to achieve at each grade boundary. High expectations of academic success regularly communicated at assemblies and via newsletters etc
	<ul style="list-style-type: none"> Scholarships – at least 15 (across a 3 year average) 	<ul style="list-style-type: none"> Students are identified and encouraged to engage with scholarship programmes from Year 12. Curriculum areas will provide a regular, structured scholarship programme.

		<ul style="list-style-type: none"> Academic excellence is celebrated to provide inspiration to aspiring students.
	<ul style="list-style-type: none"> All academic indicators reflect insignificant disparities for Māori and Pacific cohorts. 	<ul style="list-style-type: none"> Deliberate acts of teaching (DATs) and student tracking to be continued for all classes Year 7-13. Regularly share achievement successes with Whānau (Māori and Pacific).
	<ul style="list-style-type: none"> Culturally Responsive and Relational Pedagogies and deliberate Wellbeing strategies underpin academic achievement 	<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 Teachers can identify their Māori and Pacific students and have made a deliberate connection with the learner and their whānau early in the year. Using compulsory questions for end of Term Reflections that all staff will give to their students twice per year. The deliberate actions undertaken are discussed during the PGC cycle. Departments complete regular revision of their alignment with the Rongohia Te Hau Continuum. Encourage individual teacher reflection and forward planning. Te Pōhā supports all aspects of Teaching and Learning at JHC and is shared widely. Rongohia te hau will be undertaken biannually (2025 & 2027)

2025	Target - Engagement and Broader Educational Success	Actions
	<ul style="list-style-type: none"> “Narratives of Success” Reporting on a wide range of students and staff (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. 	<ul style="list-style-type: none"> HODs/TICs share Narratives of Success in their annual report to the Board Regular promotion of success stories in school communications eg Newsletter, Social Media, Magazines. Acknowledgement and positive reinforcement of achievements or values Formal reporting comments are evidence that students are known and noticed.
	<ul style="list-style-type: none"> Elevating “Success by Māori as Māori” – as defined by the James Hargest College Māori community. 	<ul style="list-style-type: none"> Definition of Success is reviewed alongside Māori whānau. The measures of success are evaluated annually with whānau and a focus group of students from both campuses. Acknowledgement and positive reinforcement of achievements or values of our Māori students
	<ul style="list-style-type: none"> Participation in sport, culture, service and leadership will be analysed and promoted. 	<ul style="list-style-type: none"> Student leaders report to the student body about opportunities and achievements. Teachers to track student participation and provide encouragement. Participation data will be reviewed with the aim of showing increased student involvement. Create ways to promote groups/activities/events students can join (especially at Year 9) Students and staff actively participate in House events.
	<ul style="list-style-type: none"> Engagement indicators of Senior Retention and Destination data, Attendance, Stand Downs and Suspensions will be analysed and deliberately actioned. 	<ul style="list-style-type: none"> Communication is clear and deliberate between whānau, staff and students so that all destination intentions are transparent and supported. Careers options and opportunities are visible and frequently shared with students. Pastoral Leads (Deans, Guidance, Careers, Heads of House etc) review relevant data at least twice a term. Initiate early interventions for at risk students. Mentoring/resourcing provided to upskill on kamar
		<ul style="list-style-type: none"> Implementation of the: Wellbeing Strategic Plan

2025	Target - Organisational Effectiveness	Action
	<ul style="list-style-type: none"> Special Programmes we maintain: <ul style="list-style-type: none"> – Teen Parent Unit, – Activity Centre, – ISSN – Student Support Centre – International Programme 	<ul style="list-style-type: none"> Proactive support around assessment, curriculum, resourcing. 2024-27 International Department Strategic Plan
	<ul style="list-style-type: none"> Sustainable leadership/building leadership capacity 	<ul style="list-style-type: none"> Grow digital capabilities of TiC/HOD/Deans eg using Kamar, E-AsTTle, NZCER, NZQA, DAT's, Student Voice to inform practice, identify trends and make meaningful changes for ākonga Deliberate leadership sessions offered at each Cross Campus PLD
	<ul style="list-style-type: none"> Property maintenance and development 	<ul style="list-style-type: none"> Minimising disruption to students and staff through careful, well thought out decision making and communication during Stage 1 construction phase of new Science and SSC Block.. Begin design of Stage 2 of Capital Works Masterplan Development of Performing Arts space Repurposing of cloak bays and existing offices into guidance spaces at the JC
	<ul style="list-style-type: none"> Implementation of Wellbeing Strategic Plan 	<ul style="list-style-type: none"> Wellbeing Strategic Plan - Implement Year 2
	<ul style="list-style-type: none"> Curriculum Responsiveness 	<ul style="list-style-type: none"> Timetable modelling for Year 9/10 curriculum completed by T1, W4. Year 9 and 10 JHC Curriculum planning, including Term 2 intensive programme design. Cambridge implementation at Year 10 and planning for Year 11 in 2026. Te Pōhā to inform development of a progressive localised curriculum plan. Junior Campus and English Department engage in the English Curriculum Refresh in preparation for implementation in 2026. Using MOE advice, develop reporting format for standardised literacy and numeracy assessments across Year 7-10.
	<ul style="list-style-type: none"> E learning pedagogy – Research based with tailored responses 	<ul style="list-style-type: none"> Maintain blended learning expectations across our kura Provide a framework to navigate and utilise Artificial Intelligence. (Traffic light System) Consistent framework of acceptable AI use in assessment. Student policy around accountability for authenticity.
	<ul style="list-style-type: none"> Maintain regular review cycles 	<ul style="list-style-type: none"> Departments SLT NZQA compliance