



JAMES HARGEST COLLEGE **KEEP FAITH**

JAMES HARGEST COLLEGE

CHARTER FOR 2025



CHARTER CONTENTS

School Description

Mission, Vision and Values Statement

“Looking Back”

- Reporting on 2024 Priorities/Targets

“Looking Forward”

- 2024-2027 Strategic Plan (Updated Nov 2024)
- Annual Priorities/Targets for 2025

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 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 2024

	Target	Actions	Outcomes
1	Culturally Responsive Practice: - 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	- 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. Further detail in Action Plan here	Strengthening Whānau and Community Relationships: JHC actively engaged with whānau through regular hui held across both campuses, soliciting feedback on communication, aspirations for students, and using this feedback to inform actions. Strong relationships were also built and strengthened with the Wāihopai Runaka and Murihiku Marae through meetings, attendance at community days and planning a joint TOD. Comprehensive Professional Development for Staff: Significant investment was made in cross-campus PLD for staff. Sessions covered topics such as listening to ākonga using student voice, exploring unconscious bias and casual racism through Te Tiriti o Waitangi, learning everyday Te Reo Māori, participating in Haka and waiata, unpacking elements of the new curriculum, and understanding local stories, pūrākau, mātauraka Māori, and tikanga in the classroom. Partnerships with experts like Poutama Pounamu and Wiki Burdon, and Debbie Ruwhiu were integral to this PLD staff confidence and capability in these areas continued to grow throughout the year Integration of Te Ao Māori into Curriculum and School Life: Clear progress made to embed Te Reo Māori and tikanga into daily school routines and the curriculum. This included "Te Reo kupu o te wiki" in weekly bulletins and briefings, using karakia at staff hui. Departments reviewed and developed their local curriculum, focusing on explicit CR and RP practices. At Year 7&8 further planning focused on integrating pūrākau and mātauraka Māori specific to Ōmaui and Deep Cove in Social Studies. Emphasis on Student Voice and Data-Informed Practice: Gathering and utilising student feedback was a key focus, informed by Rongohia te Hau data, teachers surveyed students on various aspects of their learning experience, including how well teachers know them, their contribution to the learning culture, sharing ideas, feedback received, and the teacher's use of Te Reo Māori. This information was used by teachers for reflection, refining culturally responsive practices, guiding next steps, informing goal setting, and structuring professional dialogue with professional leaders. The process of collecting student voice was repeated at the end of Term 3. Participation in Collaborative Initiatives and Events: The school actively participated in significant regional initiatives and cultural events. This included attending the Te Pūtahitanga O Te Waipounamu

			Community Day at Murihiku marae and attending the launch of Te Pōhā Mātauraka o Murihiku, a three-year education programme endorsed by three local Rūnaka and based on mātauraka Murihiku. Students were involved in events like producing hangi parcels for Matatini celebrations, attending marae visits with other Southland schools, and participating in Polyfest, where both junior, senior, and Pasifika rōpu performed. The Junior Campus Kapa Haka Rōpū also prepared for Ngā Pūtangitangi and delivered an awe-inspiring performance. Matatini trip in 2025, were also being planned and fundraised for. The above outcomes; along with our ability to provide Te Reo as a subject from Year 7-13, provide opportunities for involvement in kapa haka, manu korero and a wide range of community performances and events underlines our commitment to giving effect to Te Tiriti o Waitangi.
2	Curriculum/Teaching and Learning: - 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 - Level 2 Merit/Excellence pass rates 43% (48% in 2025) - Level 3 Merit/Excellence pass rates 45% Maths - Raise achievement for girls in Year 7&8 Maths Writing - Improve achievement in Year 7&8 Writing	- 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. - 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. - Junior Campus Homeroom Teachers will engage in Mathematics professional development with Rob Proffitt-White in preparation for implementing the new curriculum - Continue to develop consistency in the systems and processes of teaching practice across homerooms. - Provide mentoring for teachers. - SSW - Monday/Wednesday - SSR - Tuesday/Thursday	- Departments developed courses for Year 9 and these will be further refined in term 2 2025. Timetable modelling of these changes did not happen as planned but will be completed by the end of term 2 2025. - The introduction of the Brigadiers Diploma at Year 11 was a huge success. Staff were able to prioritise student learning and there was a positive flow on effect for attendance. The inaugural awards ceremony continues the JHC tradition of celebrating excellence. - L2 Merit/Excellence pass rates 39.3% (EQI 40%) – Target not met - L3 Merit/Excellence pass rates 32.7% (EQI 39.5%) – Target not met Maths Year 7 - 52% females meeting and 8% exceeding curriculum expectations (in comparison 62% males meeting and 13% exceeding expectations) Year 8 - 64% females meeting and 8% exceeding curriculum expectations (in comparison to 65% males meeting and 17% exceeding expectations) The disparity between males and females' achievement in Mathematics is still evident, however, through tracking last year's Year 7 cohort through to Year 8, we have had an increase of 3% of females meeting expectations and 5% exceeding expectations.

	Improve writing mileage and skills across Year 9-13	(Based on staff voice SSW and SSR will be paper based only)	Writing Year 7 - 49% meeting (40% males and 56% females) and 3% exceeding (4% males and 3% females) curriculum expectations Year 8 - 65% meeting (62% males and 68% females) and 7% exceeding (6% males and 7% females) curriculum expectations Achieved - Through tracking the current Year 8 cohort across the 2 years they have attended the Junior Campus; we have had an increase of 10% more students meeting and 7% more students exceeding curriculum expectations.
3	Well-being and Engagement: - Schoolwide attendance above 90% % of students attending 90% of the time increases - Improvement in student and staff perception data - Reduction in repetitive disruptive behaviour - Increase pro-social behaviours	- Earlier intervention for students at 65-85% attendance - Utilise MOE Attendance and Engagement regional funding - Clear and early communication - Implement Year one of Strategic Plan - 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 Standardise monthly analysis of behaviour data Wellbeing Strategic Plan	- Schoolwide attendance fell to 87% (88% in 2023) - Reclassification by MOE of senior students in term 4 altered % of students attending 90% of the time. 55.25% for 2024 (59% in 2023). It is pleasing to note that this number rose to 72% for term 1 2025. - Wide range of whole school and individual PLD under taken. Too early to see any qualitative shift. But clear anecdotal shift in understanding of social/emotional and trauma-based issues for students. - Staff well-being temperature dials developed for easy and regular gauge of staff - Great progress from pastoral team with behaviour analysis. Greater understanding of extracting data and sharing in pastoral meetings and discussed as part of PGCs.
4	Organisational Focus - Continue to rebuild the International Programme - 25 FTE in 2025 Property - Implement Capital Works Masterplan - Implement 5YA	2024-27 International Department Strategic Plan - 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	- International FTE target achieved. Strategic staffing appointments made for anticipated growth. Successful marketing trips to Europe and Asia with Japan a market with a lot of potential. - Construction approved for stage 1 of the capital works masterplan with completion due April 2026. Awaiting budget approval for design funding for stage 2. - Bulk of the 5YI projects were progressed with the following completed: stand alone toilet blocks on both campuses, visual impairment project on the JC, classrooms remodelled on the JC, F block staff office space and staff outdoor area. Further breakout spaces designed for the JC, along with design and partial

		• Minor capital works project staff wellbeing outdoor area SC • Ministry funded visual impairment project JC • BOT funded guidance centre JC	construct of performing arts space on the SC. E and F block toilet refurbishments shelved in favour of another stand-alone block.
--	--	--	---

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 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
- Development of our “wellness” Policy and Practice

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.

Strategic Plan/Reporting Framework 2024 – 2027 (Revised Nov 2024)

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
	Provide multiple pathways for student academic achievement	Students are offered a variety of programmes to enable them to achieve academic success: - Establish Cambridge Programme for Year 10 students - NCEA Level 2 and 3 - Gateway - Star Courses
	Numeracy/Literacy - increase achievement of CAA's year on year.	- 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
	Minimum of 85% of school leavers achieve NCEA Level 2 or higher.	- 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.
	NCEA pass rates (Including good passes at Merit and Excellence) at Levels 2 and 3 exceed the EQI band	- 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
	Scholarships – at least 15 (across a 3 year average)	- Students are identified and encouraged to engage with scholarship programmes from Year 12. - Curriculum areas will provide a regular, structured scholarship programme. - Academic excellence is celebrated to provide inspiration to aspiring students.
	All academic indicators reflect insignificant disparities for Māori and Pacific cohorts.	- 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).
	Culturally Responsive and Relational Pedagogies and deliberate Wellbeing strategies underpin academic achievement	- 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
	“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.	- 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.
	Elevating “Success by Māori as Māori” – as defined by the James Hargest College Māori community.	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
	Participation in sport, culture, service and leadership will be analysed and promoted.	- 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.
	Engagement indicators of Senior Retention and Destination data, Attendance, Stand Downs and Suspensions will be analysed and deliberately actioned.	- 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
		Implementation of the: Wellbeing Strategic Plan

2025	Target – Organisational Effectiveness	Actions
	Special Programmes we maintain: Teen Parent Unit, Activity Centre, ISSN Student Support Centre International Programme	Proactive support around assessment, curriculum, resourcing. 2024-27 International Department Strategic Plan
	Sustainable leadership/building leadership capacity	• 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
	Property maintenance and development	• 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
	Implementation of Wellbeing Strategic Plan	• Wellbeing Strategic Plan - Implement Year 2
	Curriculum Responsiveness	• Timetable modeling 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 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.
	E learning pedagogy – Research based with tailored responses	• 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.
	Maintain regular review cycles	• Departments • SLT • NZQA compliance



2024 Annual Report - Summary

Analysis of Variance

Executive Summary - Goal 1

The “vital statistics” for achievement in 2024 at JHC are generally very healthy, NCEA passes at L1,2,3, UE and Literacy/Numeracy all above the national average to EQI schools nationally with the exception of Level 1 Literacy. An area of sub-optimal performance was our Merit/Excellence data at Level 2 and 3. Our goal from 2024 is to exceed EQI national statistics. 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 <i>all</i> our students to create the best possible future....”																																										
Literacy/Numeracy Goal: Exceed EQI Band.	Level 1 Literacy80.9% (Nat 76.5%, EQI 84.5%) Level 1 Numeracy76.7% (Nat 74.5%, EQI 75.5%) Observation: Goal not achieved	Level 1, JHC Māori Literacy = 84.2% (Nat 69.7%, EQI 75.5%) – (3.3% above JHC all) Level 1, JHC Pasifika Literacy = 72.2% (Nat 70.9, EQI 75.6%) – (4.5% below JHC all) Level 1, JHC Māori Numeracy = 70.2% (Nat 63.9%, EQI 69.9%) – (6.5% below JHC all) Level 1, JHC Pasifika Numeracy = 61.1% (Nat Pas 66%, EQI 65.8%%) – 15.6 below JHC all Observation: Māori learners are above JHC all for literacy but below for numeracy. Pasifika are below for both (note 11 pacific students)																																										
Goal: Pass rates and Endorsements should exceed EQI Band Nationally	<table><tr><td></td><td>JHC 2024 (2023) %</td><td>NAT 2024 (2023) %</td><td>EQI Band 2024 (2023) %</td></tr><tr><td>L2</td><td>86.6 (84.2)</td><td>72.7 (72.2)</td><td>79.5 (78.5)</td></tr><tr><td>M+E</td><td>38.5 (31.2)</td><td>40.1 (38.6)</td><td>40 (37.8)</td></tr><tr><td>L3</td><td>77 (74.4)</td><td>68.2 (66.2)</td><td>74.5 (72.5)</td></tr><tr><td>M+E</td><td>32.7 (42.1)</td><td>40.3 (39.7)</td><td>39.5 (38.7)</td></tr><tr><td>UE</td><td>58.1 (62.4)</td><td>48.2 (47.2)</td><td>54.7 (54.3)</td></tr></table> Observation: L2 Endorsements are on par, L3 Endorsements are below. L2,3 and UE overall pass rates are above the National rates.		JHC 2024 (2023) %	NAT 2024 (2023) %	EQI Band 2024 (2023) %	L2	86.6 (84.2)	72.7 (72.2)	79.5 (78.5)	M+E	38.5 (31.2)	40.1 (38.6)	40 (37.8)	L3	77 (74.4)	68.2 (66.2)	74.5 (72.5)	M+E	32.7 (42.1)	40.3 (39.7)	39.5 (38.7)	UE	58.1 (62.4)	48.2 (47.2)	54.7 (54.3)	Level 2 Māori pass rate = 76% (10.6% below JHC all) M+E = 29% (9.5% below JHC all) Pasifika pass rate = 90.9% (3.3% above JHC all) M+E = 24.3% (14.2% below JHC all) Level 3 Māori pass rate = 65.5% (11.5% below JHC all) M+E = 19% (13.7% below JHC all) Pasifika pass rate = 71.4% (5.6% below JHC all) M+E = 60%* (27.3% above JHC all) Māori UE pass rate = 46.9% (11.3% below JHC all) Pasifika UE pass rate = 57% (1.1% below JHC all) Observation: For Māori learners the disparity compared to their peers is 9-14% across year levels, overall passes and endorsements. This despite greater awareness, focus and action from staff. For Pasifika learners the range is wide due to smaller numbers so caution needs to be given. The range was from 1% below in areas to 27.3% above. *(Note : 10 Pasifika students at L2 and 3 at L3)																		
	JHC 2024 (2023) %	NAT 2024 (2023) %	EQI Band 2024 (2023) %																																									
L2	86.6 (84.2)	72.7 (72.2)	79.5 (78.5)																																									
M+E	38.5 (31.2)	40.1 (38.6)	40 (37.8)																																									
L3	77 (74.4)	68.2 (66.2)	74.5 (72.5)																																									
M+E	32.7 (42.1)	40.3 (39.7)	39.5 (38.7)																																									
UE	58.1 (62.4)	48.2 (47.2)	54.7 (54.3)																																									
Minimum of 85% of school leavers achieve NCEA Level 2 or higher.	<table><tr><td></td><td>2020</td><td>2021</td><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>All</td><td>81.1</td><td>79.5</td><td>75.6</td><td>81.5</td><td>77.9</td></tr><tr><td>Male</td><td>78.9</td><td>69</td><td>68</td><td>76.4</td><td>71.6</td></tr><tr><td>Female</td><td>83.6</td><td>91.4</td><td>82.4</td><td>86.4</td><td>86.6</td></tr></table>		2020	2021	2022	2023	2024	All	81.1	79.5	75.6	81.5	77.9	Male	78.9	69	68	76.4	71.6	Female	83.6	91.4	82.4	86.4	86.6	<table><tr><td></td><td>2020</td><td>2021</td><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>Māori</td><td>71.8</td><td>73.5</td><td>76.5</td><td>69.8</td><td>64.9</td></tr><tr><td>Pasifika</td><td>87.5</td><td>62.5</td><td>90.9</td><td>90</td><td>80.8</td></tr></table>		2020	2021	2022	2023	2024	Māori	71.8	73.5	76.5	69.8	64.9	Pasifika	87.5	62.5	90.9	90	80.8
	2020	2021	2022	2023	2024																																							
All	81.1	79.5	75.6	81.5	77.9																																							
Male	78.9	69	68	76.4	71.6																																							
Female	83.6	91.4	82.4	86.4	86.6																																							
	2020	2021	2022	2023	2024																																							
Māori	71.8	73.5	76.5	69.8	64.9																																							
Pasifika	87.5	62.5	90.9	90	80.8																																							
Scholarships. Goal: > 15 (Across a 3-year average)	6 Scholarships. This is well below our expectations																																											
Year 7 and 8 Cohort “Big Picture”: 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. Te Ara Poutama Years and Curriculum Levels 2 3 4 5 6 7 8 Senior Campus	Junior Campus Analysis of Variance for 2024 Year 7s and 8s At or Above Curriculum Expectations: <table><tr><th rowspan="2"></th><th rowspan="2">Mid Year</th><th colspan="5">End of Year</th></tr><tr><th>All</th><th>Males</th><th>Females</th><th>Māori & Pasifika Tane</th><th>Māori & Pasifika Wahine</th></tr><tr><td>Y7 Reading</td><td>73%</td><td>72%</td><td>68%</td><td>76%</td><td>73%</td><td>72%</td></tr><tr><td>Y8 Reading</td><td>84%</td><td>82%</td><td>84%</td><td>81%</td><td>77%</td><td>59%</td></tr><tr><td>Year 7 Writing</td><td>54%</td><td>52%</td><td>44%</td><td>61%</td><td>47%</td><td>59%</td></tr><tr><td>Year 8 Writing</td><td>76%</td><td>72%</td><td>68%</td><td>75%</td><td>63%</td><td>66%</td></tr></table>		Mid Year	End of Year					All	Males	Females	Māori & Pasifika Tane	Māori & Pasifika Wahine	Y7 Reading	73%	72%	68%	76%	73%	72%	Y8 Reading	84%	82%	84%	81%	77%	59%	Year 7 Writing	54%	52%	44%	61%	47%	59%	Year 8 Writing	76%	72%	68%	75%	63%	66%	One of the biggest challenges we face with student achievement in writing is the limited skills they enter James Hargest with, which is reflected in the fact only 52% of Year 7s are at curriculum expectations by the end of the year. The most significant barriers for learners are their limited vocabulary, knowledge and application of sentence structure and consequently punctuation and their ability to write a sufficient quantity. Our team has been engaging in professional learning in the teaching of Writing over the last 2 years and we are beginning to see the impact on student data when we look at achievement over the 2 years. Through tracking the current Year 8 cohort across the 2 years they have attended the Junior Campus, 17% (10% more students meeting and 7% more students exceeding curriculum expectations) of our Year 8 cohort have moved to being at or above curriculum expectations over the 2 years, which includes 14% of males and 12% of females. Writing will continue to be a curriculum focus throughout 2025 and our teaching team will be engaging in Structured Literacy professional development to help strengthen vocabulary teaching and spelling accuracy. Throughout 2024 our teaching team engaged in Mathematics professional development to enhance their pedagogical teaching approaches. Unfortunately, despite this upskilling, the disparity between males and females achievement in Mathematics is still evident, however, through tracking last year's Year 7 cohort through to Year 8, we have had an increase of 3% of females meeting expectations		
	Mid Year			End of Year																																								
		All	Males	Females	Māori & Pasifika Tane	Māori & Pasifika Wahine																																						
Y7 Reading	73%	72%	68%	76%	73%	72%																																						
Y8 Reading	84%	82%	84%	81%	77%	59%																																						
Year 7 Writing	54%	52%	44%	61%	47%	59%																																						
Year 8 Writing	76%	72%	68%	75%	63%	66%																																						

Year 7 Maths	75%	68%	75%	60%	78%	54%
Year 8 Maths	85%	77%	82%	72%	64%	73%

* Please note the reason the data has declined slightly between mid and end of year is because the expectations for achievement increase by a sublevel, for example at mid-year a Year 7 needs to be working at 3A-4P to be meeting expectations, but by the end of the year the expected level is only 4D-4P

and 5% exceeding expectations. We are confident that we will see this disparity reduce over time because it realistically takes up to 3 years to embed new professional development learning within classroom programmes. Throughout 2024 we spent time familiarising ourselves with the draft new Mathematics Curriculum and planning for teaching this when it's mandated in 2025, however, many changes have been made to the confirmed curriculum, which will require further work to plan for teaching this. Consequently, aligning our Mathematics programmes to the new curriculum will continue to be a major focus in 2025.

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.

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 Māori and Success “Māori enjoying success as Māori”																																																																																				
Participation - Sport - Cultural - Service and Leadership	48% (43% in 2023) of all Year 9-13 students participate in ‘meaningful sport’ (competition that runs for more than 6 weeks) sport. This is well below the 61% participation figure for all of Southland. Girls are at 49% and boys at 46%. Average participation for girls in southland is 58% and 62% for boys. 24% (34% in 2023) of staff involved in sport (mid-range) and 14% (10% in 2023) 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, Sing Out and Sheila Winn Drama. - High level of participation in Junior and Senior Campus Kapa Haka. Our performances at Polyfest and Ngā Pūtangitangi are awe inspiring. “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. Observation: A small improvement in sports participation but still well below the regional average. It is pleasing to have large numbers of our senior students giving back to JHC in terms of their service and leadership																																																																																					
Engagement: (a) Attendance data (Year 7-13) (b) Retention at school (2024 to 2025) (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	- Attendance higher than 90% = 55.23% (59.7% in 2023) 83% (83.85% in 2023) of students have attendance at 80% or higher - Average attendance Year 7-13 = 87% (88.7% in 2023) - Into Year 12 = 85.9% (83.4% 2024) 49 Year 11 students left throughout the 2024 year, of which 23 were at the end - Into Year 13 = 82.2% (72.9% 2024) 67 Year 12 students left throughout the 2024 year, of which 46 were at the end 2024 Year 13 school leavers (whole cohort) go to: Employment = 30%, University = 46%, Polytech/Other Tertiary = 14% Unsure/other 10% <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><td>2023</td><td>2024</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><td>129</td><td>133</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><td>2023</td><td>2024</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><td>15</td><td>16</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><td>2023</td><td>2024</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><td>7</td><td>8</td></tr></table> Observation: Increase in standdown, suspension and exclusion rates. Attendance rates are very good. Healthy retention of students at Year 12 and 13. Fewer of the 2024 Year 13 cohort intended to attend university in 2025.	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	72	49	58	54	58	33	61	70	107	57	59	80	129	133	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	9	11	4	10	6	5	0	4	5	1	1	3	15	16	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	6	6	2	5	4	0	0	1	3	1	1	1	7	8	- Whole year data wasn’t available but for Terms 3&4 36.5% of Māori students had attendance higher than 90% (6% lower than JHC all and 71.5% had attendance over 80% (8% lower than JHC all) - Average attendance for Māori 82.4% (82.9% in 2023) (-6% below JHC all) - Into Year 12 = 76.7% (83.3% 2024) 18 students left throughout the 2024 year, of which 8 were at the end (9.2% lower than JHC al) - Into Year 13 = 78.8% (82.9% 2024) 12 students left throughout the 2024 year, of which 7 were at the end (3.4% lower than JHC all) 2024 Year 13 Māori school leavers go to: Employment = 33% University = 44% Polytech/Other Tertiary = 19% Unsure/other 4% (no significant disparity) 27.5% (31.9% in 2023) of the stand downs, suspensions and exclusions were Māori students who make up 20% of the school roll. Observation: Disproportionate level of Stand Downs for Māori but decreased from 2023. There were negative disparities for Māori in retention and attendance data. No disparity for destination intentions
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024																																																																									
72	49	58	54	58	33	61	70	107	57	59	80	129	133																																																																									
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024																																																																									
9	11	4	10	6	5	0	4	5	1	1	3	15	16																																																																									
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024																																																																									
6	6	2	5	4	0	0	1	3	1	1	1	7	8																																																																									

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 programmes.....” (Mission Statement)
Key Schoolwide Development Foci Culturally Responsive Practice	See annual goal summary above
- E-learning Environment - Students are prepared for their digital future and Pedagogy is enhanced through 1-1 device access	- Equity devices are still in high demand on both campuses. - Blended learning environment is the norm.
Strategic Organisational Foci - 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	- SLT roles and responsibilities reviewed and additional SLT member added to senior campus. - High quality HOD appointments. - See annual goal summary above - 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.
Curriculum Responsiveness - Senior Campus specific: Curriculum review in line with NCEA Change Package - ANZ Histories Curriculum - Junior Campus specific: Implementation of DTC and Targeted Literacy Focus	- Brigadiers Diploma successfully introduced. - Curriculum review committee proposing changes to Year 9-10 and a Cambridge class to be introduced at Year 10 in 2025 - ANZH has been implement across Years 7-10. - 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
Special Programmes - MYPLC – Teen Parent Unit - ISSN: - General - Activity Centre - Student Support Centre - International Programme	- 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