



JAMES HARGEST COLLEGE KEEP FAITH

JAMES HARGEST COLLEGE

CHARTER FOR 2026



CHARTER CONTENTS

School Description

Mission, Vision and Values Statement

“Looking Back”

- Reporting on 2025 Priorities/Targets

“Looking Forward”

- 2024-2027 Strategic Plan
- Annual Priorities/Targets for 2026

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 2025

2025 Target – Academic Achievement	Actions	Outcomes
<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 	<p>Achieved</p> <ul style="list-style-type: none"> Cambridge successfully implemented with a second cohort selected for 2026 Star Courses remain popular Year 11 Foundation course being investigated in 2026 for implementation in 2027 for a targeted selection of students.
<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 	<p>Mostly Achieved</p> <ul style="list-style-type: none"> See Lit/Num results below New mathematics curriculum implemented at Year 7&8 Standardised assessment for Year 7-10 still a work in progress but SMART tool will be implemented nation wide
<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. 	<p>Not quite achieved – 82.9%</p> <ul style="list-style-type: none"> Year 11 students leaving, understandably, account for the bulk of students without Level 2. PLD for staff on KAMAR is still a priority for 2026
<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. 	<ul style="list-style-type: none"> Mostly Achieved – see specific breakdown in AOV below

	<ul style="list-style-type: none"> Individual feedback/feedforward is specific, timely and targeted Classroom teachers actively monitor progress towards each internal assessment and support ākongā 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. Academic excellence is celebrated to provide inspiration to aspiring students. 	<p>Not Achieved – 11 Scholarships</p> <ul style="list-style-type: none"> Whilst the number of scholarships isn't what we were aiming for the numbers of students attending scholarship tutorials has increased as has the number of scholarship classes available. Staff are sharing good practices across departments to engage our more able learners in scholarship.
<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). 	<p>Partially achieved</p> <ul style="list-style-type: none"> Some disparities are still evident but fluctuate. A concerted effort by a wide range of staff in their use of DAT's as evidenced through the PGC process.
<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) 	<p>Partially achieved</p> <ul style="list-style-type: none"> This is an ongoing process within our Kura and staff are various stages with this Kaupapa. More deliberate oversight of Pōhā has been identified for 2026

2025	Target – Engagement and Broader Educational Success	Actions	Outcomes
	<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. 	<p>Achieved</p> <ul style="list-style-type: none"> Specific reporting of success has increased in the 2025 HOD reports More targeted social media presence in 2025 Our newsletters and end of year magazines continue to be of high quality and a huge celebration of student success Big improvement in Form Teacher comments in formal reports.
	<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 	<p>Achieved</p> <p>Definition revisited with whanau at whanau hui. Themes and kupu taken from whanau. Kōrero around measures of success. Evaluated and amended.</p>
	<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. 	<p>Partially Achieved</p> <ul style="list-style-type: none"> See Sports data in AOV below. Increase in students volunteering for prefect positions, House Captains, Peer Support and Leo Club Prefects made a good start in promoting activities in their area
	<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 	<p>Partially Achieved</p> <ul style="list-style-type: none"> See data below for retention data and engagement indicators Upskilling on Kamar an ongoing priority
		<ul style="list-style-type: none"> Implementation of the: Wellbeing Strategic Plan 	<ul style="list-style-type: none"> Achieved Successful implementation of the plan – along with adaptations. Strong alignment with the other goals has worked well – change from previously stand alone.

2025 Target – Organisational Effectiveness	Actions	Outcomes
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	Achieved <ul style="list-style-type: none"> The attached units that JHC govern continue to provide an essential service for student to continue their education outside of mainstream schooling. The International Department has a very stable and effective staff and the student numbers continue to steadily grow.
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 	Partially Achieved <ul style="list-style-type: none"> Cross campus PLD provided great variety but targeted sessions for staff Better uptake for student voice but ongoing Still ongoing work for digital assessment tools and Kamara
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 	Partially Achieved <ul style="list-style-type: none"> Sir Peter Beck Science and Innovation Centre will open on time Term 2 2026 Stage 2 of the masterplan still not finalised All other planned minor development work completed
Implementation of Wellbeing Strategic Plan	<ul style="list-style-type: none"> Wellbeing Strategic Plan - Implement Year 2 	<ul style="list-style-type: none"> This is structured and working well. Underpins goals.
Curriculum Responsiveness	<ul style="list-style-type: none"> 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. 	Partially Achieved <ul style="list-style-type: none"> Year 9 new curriculum successfully modelled and implements for 2026 Cambridge successfully implemented and the second cohort will take Cambridge in 2026 Junior Camus successfully implemented the new Mathematics curriculum and are reading to implement the new English curriculum in 2026 Te Pōhā and standardised Year 7-10 assessment for Lit/Num still ongoing.

<p>E learning pedagogy – Research based with tailored responses</p>	<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. 	<p>Achieved</p> <ul style="list-style-type: none"> • AI will present ongoing challenges and opportunities
<p>Maintain regular review cycles</p>	<ul style="list-style-type: none"> • Departments • SLT • NZQA compliance 	<p>Achieved</p> <ul style="list-style-type: none"> • JHC has stringent self-review and internal evaluation

**LOOKING
FORWARD**

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 2026

2026	Target - Academic Achievement	Actions
	<ul style="list-style-type: none"> • Provide multiple pathways for student academic achievement • Cambridge • NCEA • Gateway • Star Course • Secondary/Tertiary Programmes 	<p>Students are offered a variety of programmes to enable them to achieve academic success:</p> <ul style="list-style-type: none"> • Year 2 of Cambridge Programme for Year 10 students • Prepare of Year 1 of IGCSE (International General Certificate of Secondary Education Exams • Preparation of A Levels for 2027 • Year 11 Foundational Diploma investigation
	<ul style="list-style-type: none"> • Staged implementation of the revised NZ curriculum 	<ul style="list-style-type: none"> • Continue implementation of Year 7/8 revised Mathematics curriculum • Begin implementation of Year 7-10 revised English curriculum • Begin implementation of Year 9/10 Mathematics revised curriculum • Review 7-10 curriculum to ensure compliance with the revised confirmed curriculum. • Align JHC reporting system to the MOE 5 point scale/criteria for Year 7-10
	<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 • Introduce Literacy and Numeracy support classes at Year 9 • Accelerated Mathematics programme in Year 7/8 • Standardised assessment for Reading, Writing, Mathematics for Year 7 -10 (SMART Tool for Year 7/8 and E-Asttle and PAT and SMART for Year 9/10)

	<ul style="list-style-type: none"> • A minimum of 85% of school leavers achieve NCEA Level 2 or higher. 	<ul style="list-style-type: none"> • Review assessment criteria of the Brigadier's Diploma • Evaluation of L2 assessment data in all subject areas to refine Year 11 programmes 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 (from Term Two) 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 ākongā 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. • 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 teaching 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) <p>2026/27 Rongohia te Hau Action Plan</p>
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2026	Target - Engagement and Broader Educational Success	Action
	<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 eg Hargest Way Reports, Positive Postcards, Assemblies, Award Ceremonies • Formal reporting comments from Homeroom/Form Teachers 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"> • The measures of success are evaluated annually with whānau and a focus group of students from both campuses. • Grow capacity for rangatahi tāne to stand with mana in Te Ao Māori • Acknowledgement and positive reinforcement of achievements and/or values of our Māori students eg Whānau hui, Whānau Form Class, Tautoko, Elevate the profile of our Māori Prefects

	<ul style="list-style-type: none"> Participation in sport, culture, service and leadership will be analysed and promoted. 	<ul style="list-style-type: none"> Elevate status of Prefects to promote opportunities Form Teachers/Homeroom 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 and school 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 eg STAR implementation Mentoring/resourcing provided to upskill on Kamar
		<ul style="list-style-type: none"> Implementation of the: <ul style="list-style-type: none"> Wellbeing Strategic Plan Wellbeing Annual Plan to be added after the February Wellbeing Committee meeting.

2026 Target - Organisational Effectiveness	Action
Special Programmes we maintain: Teen Parent Unit, Activity Centre, ISSN Student Support Centre International Programme	<ul style="list-style-type: none"> Proactive support around assessment, curriculum, resourcing. Te Kura for ENG at MYPLC to be discontinued and delivered in person Increase pastoral support in the SSC 2024-27 International Department Strategic Plan

	Sustainable leadership/building leadership capacity	<ul style="list-style-type: none"> • Grow digital capabilities of TiC/HOD/Deans e.g. using Kamar, E-AsTTle, SMART, 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	<p>Begin design of Stage 2 of Capital Works Masterplan</p> <ul style="list-style-type: none"> • Confirm 5YA projects
	Implementation of Wellbeing Strategic Plan	<p>Wellbeing Strategic Plan - Review action plan and Implement Year 3</p>
	Curriculum Responsiveness	<p>Realign Year 7-10 curriculum in line with national requirements</p> <ul style="list-style-type: none"> • Cambridge IGCSE Examination implementation at Year 11 and planning for A Levels in 2027. • Formation of Te Pōhā committee (representative from each department) to develop a progressive localised curriculum plan.
	E learning pedagogy – Research based with tailored responses	<ul style="list-style-type: none"> • Review blended learning expectations across our kura • AI Lead Group develop guidelines and best practice for staff and students, and PLD



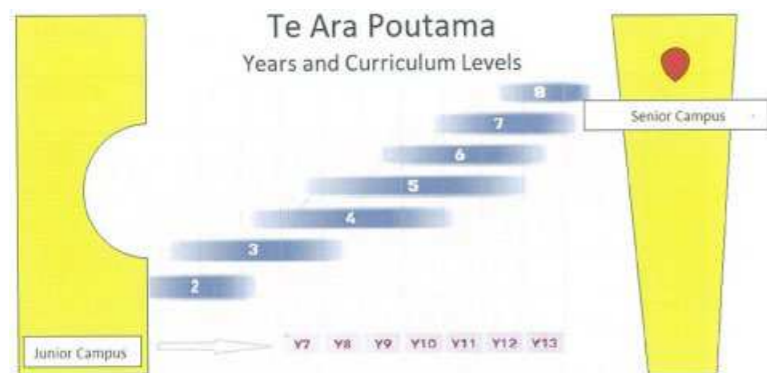
2025 Annual Report - Summary

Analysis of Variance

Executive Summary - Goal 1

The "vital statistics" for achievement in 2025 at JHC are generally very healthy, NCEA passes at L2,3, UE and Literacy/Numeracy all above the national average to similar EQI schools nationally with. An area of improved performance was our Merit/Excellence data at Level 2 and 3. Our goal is to exceed EQI national statistics.

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: Exceed EQI Band. 	Level 1 Literacy 86.1% (Nat 78.8%, EQI 85.2%) Level 1 Numeracy 85.9% (Nat 78.2%, EQI 84.3%) <i>Observation: Goal achieved</i>	Level 1, JHC Māori Literacy = 80.8% (Nat 70%, EQI 81.3%) – (5.3% below JHC all) Level 1, JHC Pasifika Literacy = 71.4% (Nat 71.7, EQI 77.7%) – (8.4% below JHC all) Level 1, JHC Māori Numeracy = 75.0% (Nat 66.7%, EQI 77.3%) – (10.9% below JHC all) Level 1, JHC Pasifika Numeracy = 71.4% (Nat Pas 69.1%, EQI 72.8%) – 14.5 below JHC all <i>Observation: Māori and Pasifika learners are below JHC all for both numeracy and literacy (note: 24 Pasifika students in Year 12&13)</i>																																										
<ul style="list-style-type: none"> Goal: Pass rates and Endorsements should exceed EQI Band Nationally 	<table border="1" data-bbox="1035 766 1828 940"> <thead> <tr> <th></th> <th>JHC 2025 (2024) %</th> <th>NAT 2025 (2024) %</th> <th>EQI Band 2025 (2024) %</th> </tr> </thead> <tbody> <tr> <td>L2</td> <td>87.1 (87)</td> <td>73.2 (73.6)</td> <td>79.5 (78.5)</td> </tr> <tr> <td>M+E</td> <td>47.4 (38.5)</td> <td>40.7 (39.9)</td> <td>40 (37.8)</td> </tr> <tr> <td>L3</td> <td>73.1 (80.1)</td> <td>71.2 (69.4)</td> <td>74.5 (72.5)</td> </tr> <tr> <td>M+E</td> <td>39.4 (32.7)</td> <td>41.4 (40.3)</td> <td>39.5 (38.7)</td> </tr> <tr> <td>UE</td> <td>60.4 (63.9)</td> <td>51 (50.6)</td> <td>54.7 (54.3)</td> </tr> </tbody> </table> <i>Observation: L2, L2 Endorsements and UE are well above, L3 and L3 Endorsements are on par with the National rates.</i>		JHC 2025 (2024) %	NAT 2025 (2024) %	EQI Band 2025 (2024) %	L2	87.1 (87)	73.2 (73.6)	79.5 (78.5)	M+E	47.4 (38.5)	40.7 (39.9)	40 (37.8)	L3	73.1 (80.1)	71.2 (69.4)	74.5 (72.5)	M+E	39.4 (32.7)	41.4 (40.3)	39.5 (38.7)	UE	60.4 (63.9)	51 (50.6)	54.7 (54.3)	Level 2 Māori pass rate = 80% (7.1% below JHC all) M+E = 46.9% (0.5% below JHC all) Pasifika pass rate = 71.4% (15.7% below JHC all) M+E = 40% (7.4% below JHC all) Level 3 Māori pass rate = 62.8% (10.3% below JHC all) M+E = 29.6% (10.2% below JHC all) Pasifika pass rate = 80% (6.9% above JHC all) M+E = 25%* (14.4% below JHC all) Māori UE pass rate = 46.5% (13.5% below JHC all) Pasifika UE pass rate = 60% (0.4% below JHC all) <i>Observation: For Māori learners the disparity compared to their peers is 0.5-13.5% across year levels, overall passes, endorsements and UE. For Pasifika learners caution needs to be given due to the small number of students. The range was from 0.4% below in areas to 15.7% above.</i> *(Note: 24 Pasifika students at L2 and 3 at L3)																		
	JHC 2025 (2024) %	NAT 2025 (2024) %	EQI Band 2025 (2024) %																																									
L2	87.1 (87)	73.2 (73.6)	79.5 (78.5)																																									
M+E	47.4 (38.5)	40.7 (39.9)	40 (37.8)																																									
L3	73.1 (80.1)	71.2 (69.4)	74.5 (72.5)																																									
M+E	39.4 (32.7)	41.4 (40.3)	39.5 (38.7)																																									
UE	60.4 (63.9)	51 (50.6)	54.7 (54.3)																																									
<ul style="list-style-type: none"> Minimum of 85% of school leavers achieve NCEA Level 2 or higher. 	<table border="1" data-bbox="982 1108 1783 1234"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>79.5</td> <td>75.6</td> <td>81.5</td> <td>77.9</td> <td>82.9</td> </tr> <tr> <td>Male</td> <td>69</td> <td>68</td> <td>76.4</td> <td>71.6</td> <td>77.9</td> </tr> <tr> <td>Female</td> <td>91.4</td> <td>82.4</td> <td>86.4</td> <td>86.6</td> <td>87.2</td> </tr> </tbody> </table> NB: Students who leave in during or at the end of Year 11 (32 in 2025) account for the bulk of the students who leave without NCEA L2. By way of comparison, 8 out 210 Year 13 leavers left without a qualification of L2 or higher.		2021	2022	2023	2024	2025	All	79.5	75.6	81.5	77.9	82.9	Male	69	68	76.4	71.6	77.9	Female	91.4	82.4	86.4	86.6	87.2	<table border="1" data-bbox="1902 1108 2703 1207"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Māori</td> <td>73.5</td> <td>76.5</td> <td>69.8</td> <td>64.9</td> <td>70.7</td> </tr> <tr> <td>Pasifika</td> <td>62.5</td> <td>90.9</td> <td>90</td> <td>80.8</td> <td>76.9</td> </tr> </tbody> </table>		2021	2022	2023	2024	2025	Māori	73.5	76.5	69.8	64.9	70.7	Pasifika	62.5	90.9	90	80.8	76.9
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<ul style="list-style-type: none"> Scholarships. Goal: > 15 (Across a 3-year average) 	<ul style="list-style-type: none"> 11 Scholarships. <i>Observation: This is well below our expectations but an improvement on the previous year.</i>	One Pasifika student attained a scholarship																																										
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) for Reading and Writing. Our target is for them to be working at Level 4 by the end of Year 8. Mathematics is different this year because the new curriculum has been implemented and students are now expected to be working within the appropriate year level content at Phase 3. Instead of comparing data with previous year groups, we focus on analysing progress between Year 7 to 8 because this enables us to look at the overall impact of our teaching and learning programmes over the two-year period.	Junior Campus Analysis of Variance for 2025 <i>Year 7s and 8s At or Above Curriculum Expectations:</i> <table border="1" data-bbox="982 1570 1754 1963"> <thead> <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> </thead> <tbody> <tr> <td>Y7 Reading</td> <td>72%</td> <td>70%</td> <td>65%</td> <td>74%</td> <td>61%</td> <td>68%</td> </tr> <tr> <td>Y8 Reading</td> <td>78%</td> <td>75%</td> <td>72%</td> <td>78%</td> <td>66%</td> <td>78%</td> </tr> <tr> <td>Year 7 Writing</td> <td>55%</td> <td>55%</td> <td>40%</td> <td>59%</td> <td>31%</td> <td>55%</td> </tr> <tr> <td>Year 8 Writing</td> <td>67%</td> <td>53%</td> <td>44%</td> <td>63%</td> <td>36%</td> <td>68%</td> </tr> </tbody> </table>		Mid Year	End of Year					All	Males	Females	Māori & Pasifika Tane	Māori & Pasifika Wahine	Y7 Reading	72%	70%	65%	74%	61%	68%	Y8 Reading	78%	75%	72%	78%	66%	78%	Year 7 Writing	55%	55%	40%	59%	31%	55%	Year 8 Writing	67%	53%	44%	63%	36%	68%	<i>Student achievement in writing continues to be of concern. Unfortunately, a large proportion of students who enter the College in Year 7 do not have automated control over the basics of writing, and our Year 7 teachers spend a significant proportion of the year teaching these skills before they can begin to focus on more complex writing structures and language expected from Level 4 of the Curriculum. This is reflected in the fact that only 55% 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 on demand. Through tracking the current Year 8 cohort across the 2 years they have attended the Junior Campus, we have not achieved the same accelerated gains of up to 17% moving to being at curriculum expectations. This is to be expected because 78 of the cohort were identified as being Low Literacy Learners upon entering the College and have continued to need very explicit teaching to make expected progress within the curriculum. We also do not have the specialist Writing Support Programme running this year because it was temporarily funded by Covid Relief funding in previous years. The disparity between male and female achievement in writing, particularly for our Māori and Pasifika males, is of concern. These learners will become our priority focus through finding engaging contexts to write about, deliberate acts of teaching, and our</i>		
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Year 7 Maths	69%	79%	78%	79%	78%	70%
Year 8 Maths	52%	67%	69%	64%	67%	74%

* Please note the reason the data has declined slightly between mid and end of year for Reading and Writing 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. Mathematics is different this year because we are teaching to the new curriculum, which has different achievement expectations.

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, so we were well placed to implement the changes required with the new Mathematics Curriculum in 2025. Our Year 7 data reflects previous cohorts' achievement in Mathematics, except that it is very pleasing to see no disparity between male and female achievement. However, our achievement data for Year 8 is significantly lower this year (10% lower) due to the increased demands of the new curriculum. In tracking the progress of the Year 8 cohort over time, it is pleasing to see the disparity between males and females reduced to 5% less females achieving expectations (in comparison to 15% less in Year 7) and that our Māori and Pasifika females outperformed the overall female cohort by 10%.

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 align="center">Goal 2 – Engagement and Broader Educational Success “ to foster healthy all-round development...” “.... Encourages participation, connectedness and whanaungatanga”</p>	<p align="center">Report on Whole School Success “.....helping young people build their personal identity and hauora in a context of strong communal values....”</p>	<p align="center">Report on Māori and 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"> • 49% (48% in 2024) of all Year 9-13 students participate in 'meaningful sport' (competition that runs for more than 6 weeks) sport. Figures for all of Southland were not provided this year. Girls are at 51% (49% in 2024) and boys at 48% (46% in 2024). • 23% (24% in 2024) of staff involved in sport (mid-range) and 9% (14% in 2024) 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. • Prefects, House Captains, Peer Support, Senior Council, LEO Club, International Friendship Club, Sport teams, Sound and Lighting, all provided excellent opportunities for leadership development. <p><i>Observation: A small improvement in sports participation. It is pleasing to have large numbers of our senior students giving back to JHC in terms of their service and leadership</i></p>	
<p>Engagement:</p> <p>(a) Attendance data (Year 7-13)</p> <p>(b) Retention at school (2025 to 2026)</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% = 62.5% (56.5% in 2024) 86.5% (83.5% in 2024) of students have attendance at 80% or higher • Average attendance Year 7-13 = 89.4 % (87% in 2024) • Into Year 12 = 85.8% (85.9% 2025) 46 Year 11 students left throughout the 2025 year, of which 14 were at the end • Into Year 13 = 81.1% (82.2% 2025) 53 Year 12 students left throughout the 2025 year, of which 28 were at the end • 2025 Year 13 school leavers (whole cohort) go to: Employment = 24%, University = 46%, Polytech/Other Tertiary = 20% Unsure/other 10% • 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025 49 58 54 58 33 61 70 107 57 59 80 129 133 121 • 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025 11 4 10 6 5 0 4 5 1 1 3 15 16 3 • 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025 6 2 5 4 0 0 1 3 1 1 1 7 8 1 <p><i>Observation: Decrease in standdown, suspension and exclusion rates. Attendance rates are very good. Healthy retention of students at Year 12 and 13.</i></p>	<ul style="list-style-type: none"> • 52% (36.5% in 2024) of Māori students had attendance higher than 90% (10.5% lower than JHC all and 78.3% (71.5% in 2024) had attendance over 80% (8.2% lower than JHC all) • Average attendance for Māori 86.2 % (82.4% in 2024) (3.2% below JHC all) • Into Year 12 = 76.7% (76.7% 2025) 14 students left throughout the 2025 year, of which 2 were at the end (9.1% lower than JHC all) • Into Year 13 = 71.2% (78.8% 2024) 15 students left throughout the 2025 year, of which 2 were at the end (9.9% lower than JHC all) • 2025 Year 13 Māori school leavers go to: Employment = 31% University = 40% Polytech/Other Tertiary = 19% Unsure/other 10% (6% disparity for employment and university) • 19.4% (31.9% in 2023, 27.5% in 2024) of the stand downs, suspensions and exclusions were Māori students who make up 20% of the school roll. <p><i>Observation: The level of Stand Downs for Māori has decreased considerable from 2023. There are negative disparities for Māori in retention and attendance data. Small disparity for destination intentions</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.

Goal 3 – Organisational Effectiveness	<p align="center">“We aspire to provide education of superb quality.....” “through responsive, supportive programmes.....” (Mission Statement)</p>
Key Schoolwide Development Foci <ul style="list-style-type: none"> • Culturally Responsive Practice • Implementation of Te Poha 3 Year Plan 	See annual goal summary above
Strategic Organisational Foci <ul style="list-style-type: none"> • Sustainable leadership/building leadership capacity • Property Development • Implementation of the Wellbeing Strategic Plan • PLD will be prioritised to reflect the strategic plan and annual goals • E-Learning Pedagogy - Research based with tailored responses • Financial sustainability 	<ul style="list-style-type: none"> • Additional SLT role added on the Senior Campus • See annual goal summary above • See annual goal summary above • Additional oversight in 2025 of PLD budget in 2025 • 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 and additional support for students is maintained. • Annual accounts are published on our website.
Curriculum Responsiveness	<ul style="list-style-type: none"> • See annual goal summary above
Special Programmes <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 • Itinerant Music Programme (Host School for Southland) 	<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 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. • See annual goal summary above • Provision for ITM is in high demand with many schools wanting more hours than there are available.