

JAMES COOK HIGH SCHOOL

Charter 2021 - 2023

Board of Trustee's Chairperson's Endorsement:	
Tumuaki•Principal's Endorsement:	
Submission date to Ministry of Education:	



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OUR MISSION STATEMENT





Quality education that develops the personal excellence of every student.

OUR VISION

James Cook High School students are confident, qualified and culturally competent.

OUR VALUES

Our Values are to:

			
MANAAKI	ATAWHAI	NANAIORE	AKO
CARE	CONTRIBUTE	ENDEAVOUR	LEARN
Care requires our staff and students to demonstrate mutual tolerance, honesty, integrity and respect to others. At James Cook High School we work hard at creating and encouraging meaningful, caring relationships within a structure that supports personal growth.	Confidence comes from knowing what you can offer others, the value you provide and acting in a way that conveys this to others. At James Cook High School we encourage dialogue and learning opportunities that support the growth of student's confidence and personal wellbeing.	Endeavour means to try to do "ones best with a reasonable amount of effort and have something to strive for". Identifying individual student's talents and abilities – encouraging students to preserve and take advantage of opportunities is something our teachers work towards every day.	Change is a constant in our world and the ability to learn new skills and acquire new knowledge is vital for success at any age or occupation. At James Cook High School we set up our students to adopt an 'always learning' approach to their learning endeavours.

OUR PRINCIPLES

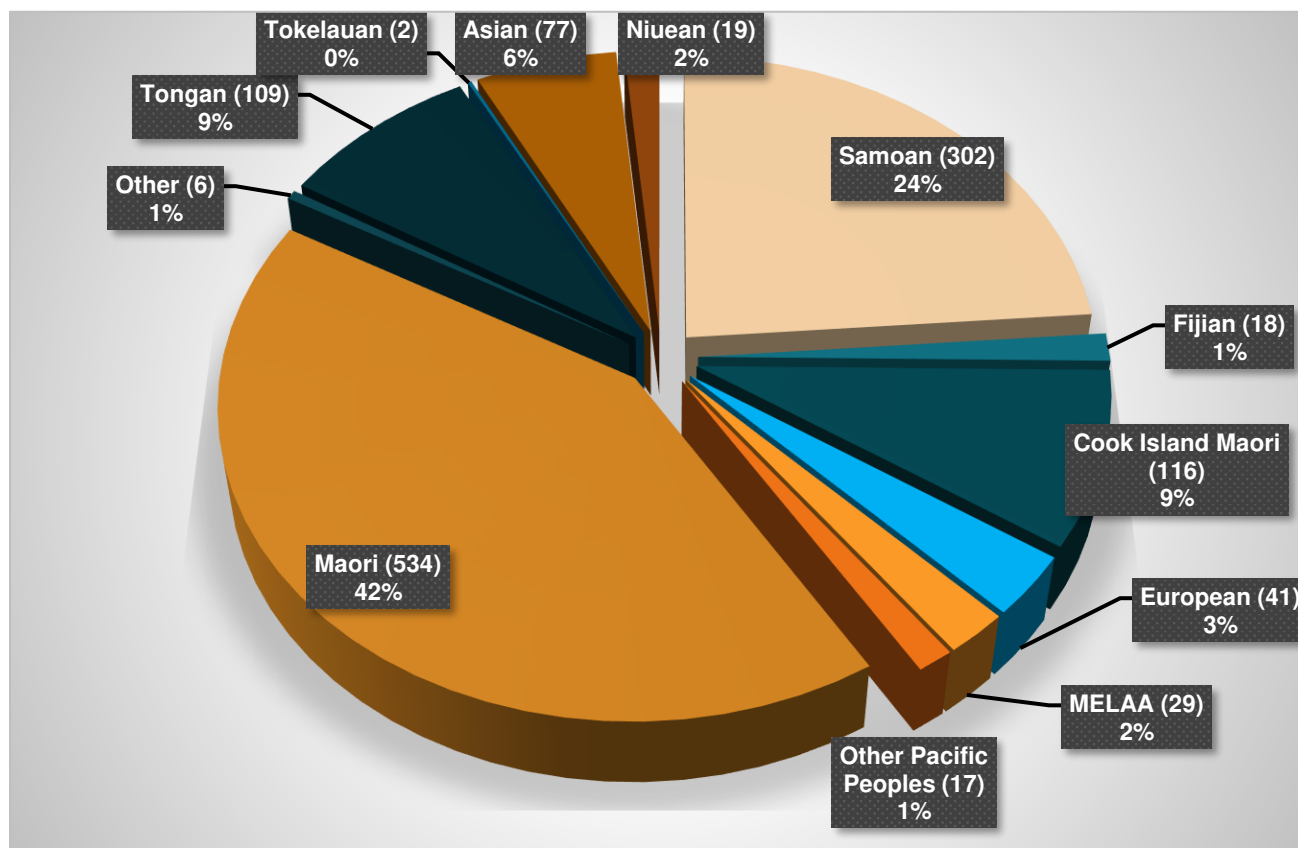
Underpinning our school are the pou (pillars) of Achievement, Engagement and Belonging for all our akonga (learners), whanau (families), and kaiako/kaimahi (staff).

OUR PEOPLE

Our school student roll is made up from students and whanau from many different and diverse backgrounds.

This provides our school with both significant strengths and responsibilities.

James Cook High School Ethnicities: All students (as at June 2020)



MĀORI DIMENSIONS

James Cook High school recognises the bicultural partnership and unique position of Māori culture in Aotearoa, New Zealand. We are actively working toward taking all reasonable steps to;

- Provide a safe place for Māori students to express their cultural identity and heritage
- Provide instruction in tikanga Māori me ona Te Reo Māori
- Provide learning opportunities for all students to develop an understanding of tikanga Māori me ona Te Reo Māori through the inclusion of a two term Māori language programme.
- Develop strategies and measures to ensure Māori students have access to equity and excellence
- Implementation of culturally responsive pedagogy and relational practices that places Māori at the forefront
- Allow Māori students to enjoy educational success as Māori
- Celebrate Māori achievement throughout the school
- Supporting the professional learning and development of Māori teachers to enable schoolwide leadership for all staff on Māori learners
- Supporting Māori students and their development of leadership both inside our school and within our community

Through the recognition and value that Te Tiriti o Waitangi has within Aotearoa, New Zealand, James Cook High School is working towards weaving the Principles of;

- Partnership with students, whānau and community to inform how we meet the educational aspirations for our rangatahi
- Protection of the unique status Māori has in our country and school/community by integrating tikanga and Te Reo Māori into the kawa (protocols) and marautanga (curriculum) where appropriate
- Participation of staff and students in building an understanding and use of tikanga Māori me ona Te Reo Māori for day-to-day practice

PASIFIKA DIMENSIONS

We are proud of the ethnic and cultural diversity in our school and wider community. We recognise the value that such diversity provides our students and staff and the positive impact this has to build a safe and inclusive multi-cultural learning environment. Our commitment and the reasonable steps we are taking are reflected in;

- Providing a safe place for students of all ethnicities and backgrounds to learn and thrive in
- Acknowledgement of Pasifika language and the importance this has for our students and community by including a term each of language learning in Samoan and Tongan for all Year 9 and 10 students
- Facilitating and further developing NCEA pathways for Samoan and Tongan language learning
- Celebrating and participating in various cultural occasions and community events where appropriate
- Development and use of the Pasifika Action Plan and what this looks like for the educational success for Pasifika students
- Aligning the Tapasā cultural competencies framework with our culturally responsive pedagogy and relational practices teacher profile
- Celebrate and acknowledgement of success and achievement
- Supporting the professional learning and development of Pasifika teachers to enable schoolwide leadership for all staff on Pacific learners
- Supporting Pasifika students and their development of leadership both inside our school and within our community

POSITIVE CHARACTERISTICS OF JCHS

JCHS is a School for Our Community

We provide a range of specialized learning groups that embrace the individual differences and aspirations of our learners as well as catering for all levels of learning through:

Puutake Te Wāhanga Māori

Māori medium is where students are taught the curriculum in Māori language for at least 51 percent of the time. At Puutake, all learning and teaching is based on Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki. Learning Te Reo Māori gives students other ways to express themselves. It deepens their understanding of human experience as they learn about the impact of culture on people's values, beliefs, and ways of thinking.

They learn the skills to interact appropriately with others and to avoid situations where there is the potential for misunderstanding. Students gain an increased sense of belonging and pride as they come to value New Zealand's indigenous language and unique cultural heritage. Their learning enables all students of Te Reo Māori to participate and contribute more effectively as citizens of a multicultural society.

O le Tupu'aga

O le Tupu'aga is our Samoan Language nest which is based on an Aiga learning environment setting. Our school is dedicated to supporting O le Tupu'aga to develop its vision for the future where we wish our students to be culturally, academically grounded, resilient, successful and enterprising. We support our students to be actively involved academically and culturally as long-life learners to develop their personal excellence. All students in the unit are able to learn through, learn with and learn around their Samoan culture and language. It is important for our school to provide dedicated time during the year for the unit to participate in and learn about important Samoan cultural celebrations and historical times.

Services Academy

Our Services Academy fosters skills and values that enable students to take a positive role in society both in their career or future study of their choice, and in their community. The programme aims to help students stay engaged in learning and focus on gaining employability skills. It also provides a supportive environment for personal growth and development that helps students decide what their future pathway will be when they leave.

The Services Academies programme is one-year in length and is aimed at Year 12 students. Programme delivery is by secondary school learning and has a large component of education outside the classroom.

Students in our Services Academy will work towards NCEA Level 2 or higher and will participate in the youth life skills and leadership courses delivered by the NZDF.

Senior and Junior Integrated Programmes (SIP/JIP)

The Junior Integrated Program (JIP) plays an important role in catering for learners with Special Educational Needs (SEN) at James Cook High School. The primary objective of the programme is to support students who enter high school with skills in Literacy and Numeracy at Level 1-2 of the Curriculum.

The integrated nature of the program allows for inquiry-based learning across subject areas. Teacher Aide support is strategically allocated to classes and students to assist with implementing individual, small group and whole class programmes along-side the teacher.

The vision of JIP is raising Literacy and Numeracy learning to Level 3 of the curriculum to enable students to access the mainstream curriculum. For some students with more complex learning delays, programmes become more life skills focused. These adjustments are made in conjunction with the Key Competencies of the New Zealand Curriculum.

Students are placed in JIP using Information from the intermediate schools. There are also students receiving ORS Funding (Ongoing Resourcing Scheme) and some with Behaviour funding. A number of students with complex physical needs are also part of the JIP cohort.

We endeavour to support the young people in our community, including collaborating with other schools to do so. We contribute to secondary schooling in the wider Counties-Manukau area through:

Taonga Teen Parent Unit, a vital and special place where young parents from across South Auckland and Counties Manukau can continue their secondary education and also be supported to become successful parents. The unit is supported by close partnerships with Taonga Trust, Potiki Early Childhood Centre, local businesses, other agencies, and community volunteers. The unit's academic results are better than many secondary schools, and graduates are supported in their transition into employment or tertiary study.

Counties-Manukau Alternative Education Consortium, an alternative secondary schooling option for students who struggle in mainstream secondary school settings. Our school provides the leadership and co-ordination for this service, which is delivered through skilled providers located throughout Counties-Manukau.

STRATEGIC GOALS

James Cook High School has four board strategic goals for the next 3 to 5 years:

1	• We will focus on Increasing Student Achievement and Engagement
2	• We will invest in our school by Growing Staff Capability
3	• We will strive for Successful Organisational Growth and Development
4	• We will collaborate to Enhance Governance Capability

Strategic Goals		Core Strategies for Achieving Goals: 2021 - 2023
Student Engagement and Achievement	<ul style="list-style-type: none"> Jnr Curriculum Development Jnr Diploma MANA programme 	<ul style="list-style-type: none"> Continue to implement the JC Diploma at Yr9 and 10. Continue the development of new junior curriculum. Implementation of the MANA programme
	<ul style="list-style-type: none"> NCEA Achievement Junior Diploma 	<ul style="list-style-type: none"> Data use to monitor & track student progress towards L2 NCEA. Specific focus within this on 2021 Year 12 students (<i>Post-COVID focus</i>) Identification of priority student groups for mentoring. Widening the use of data across the school to grow staff capability with and sustainability of use. Closer alignment of data tracking with career pathwaying and students' involvement in vocational course.
Growing Staff Capability	<ul style="list-style-type: none"> Increase staff awareness and knowledge of Te Marautanga and Tikanga Māori 	<ul style="list-style-type: none"> Staff-wide PLD programme Individual staff PLD Weaving Tikanga Māori into school and staff activities
	<ul style="list-style-type: none"> Middle / Senior leadership development 	<ul style="list-style-type: none"> Staff-wide PLD programme. Continue to use Rongohia Te Hau to benchmark and develop teaching pedagogy HOFs and Middle Leadership: Continue to grow leadership skills and build capacity with strategic planning & reporting aligned with Charter Middle and Senior leaders: Support individuals with independent study

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Successful Organisational Growth and Development	<ul style="list-style-type: none">• School wide redevelopment plan• Procedures and guidelines	<ul style="list-style-type: none">• Strategic Property Plan developed jointly with MOE, to be completed by term 2 2021• Management procedures and guidelines are aligned with BOT Policies
Enhance Governance Capability	<ul style="list-style-type: none">• Strengthen tino rangatiratanga	<ul style="list-style-type: none">• Board members to continue to engage in NZSTA training• Each Trustee to use the BAS to review their respective portfolios.• Monitor students' achievement progress and wellbeing• Strengthen Board routines and systems

Increasing Student Achievement and Engagement

Target: Developing a student-centred curriculum that is culturally responsive and future-focused:

Junior Curriculum redevelopment

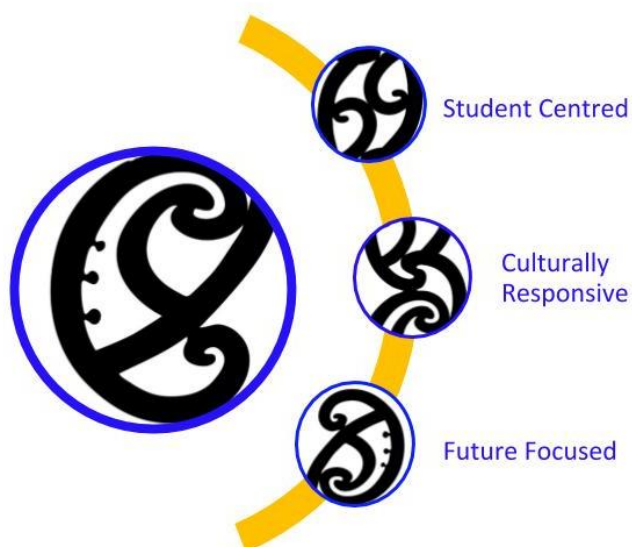
As part of the “turn-around plan” for James Cook High School, our junior curriculum was reviewed in 2019. Student and community voice was shared with the reviewer and the student profile below was identified. The overarching principles aim for a student-centred, culturally responsive and future-focused curriculum.

Faculties of learning have worked together in pairs to collaborate on shared themes. The curriculum learning year has been blocked into two semesters. It is intended that students will cover all eight themes over their two years in the junior school.

The ongoing focus is to strengthen and embed this development, with Faculties and Departments taking the lead in 2021, supported by internal review and data analysis.

James Cook High School students are:

- respectfully connected to others with a strong sense of cultural and personal identity
- resilient learners who are well-qualified and committed to learning throughout life
- confident, curious learners who are open to new experiences and challenges
- strong communicators who can work collaboratively and independently
- well positioned local and global citizens who contribute to their communities
- creative and analytical thinkers who can apply their learning to complex problems



Introduction of the JC Diploma for Junior School

During 2020 a Junior Diploma was implemented for Year 9 and 10 students at James Cook High School to work throughout the year towards their respective JC9 or JC10 Diploma. The Diploma is achieved by students earning JC Credits for completing work in all their different subjects.

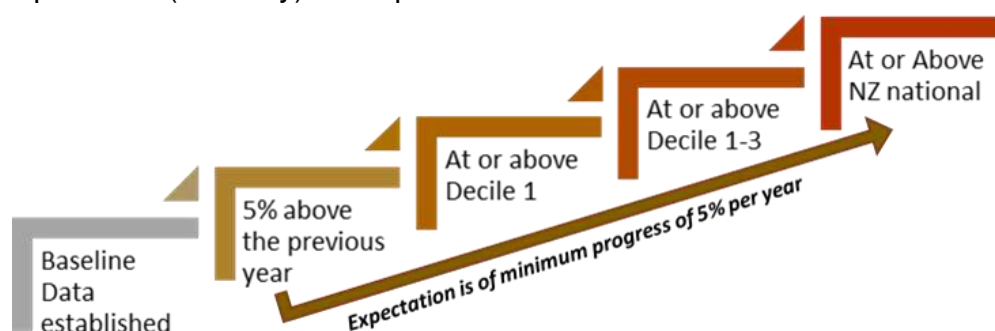
This programme allows students to experience academic success, develop positive learning habits and work collaboratively with their teachers and peers, while preparing them for the process and requirements of working towards national qualifications.

This will be further developed and strengthened during 2021.

Target: Continuing to Strengthen Student Achievement in NCEA:

Senior School Achievement Success at NCEA

Over recent years, our school has made rapid progress in the areas of lifting student achievement, especially in NCEA; and increasing student engagement in 2017 we set ourselves a poutama (stairway) for improvement:



After sustained improvement, we are now at the stage where our goal is for our school's performance and achievements to be "At or Above all Decile 1-3 schools" nationally.

Our next step is to be achieving "At or Above all Decile 4-7 schools" nationally.

Board Target #1: NCEA results will continue to improve in accordance with expectations.

This is a continuation of the Board's ongoing focus in this area.

The poutama above and chart below set out the Board's expectations and targets.

Board Target #2: Year 12 NCEA Level 2 student achievement will increase to 70% in 2021

This is a specific focus within Target #1, and reflects the Board's focus for the 2020 Year 11 cohort as they enter Level 2 NCEA.

This focus arises from the changes made after the second (August) lockdown, when the emphasis moved from Level 1 NCEA for the 20210 Year 11 cohort of students.

James Cook High School NCEA Achievement Data (2016-2020) and 2021 Targets

JCHS NCEA Data	2016	2017	2018	2019	Anticipated 2020	Target 2021
L1 - All	33.7%	31.8%	47.3%	51.3%	45% Reduced by COVID-19 Response	60%
L1 Māori	29.5%	27.5%	37.1%	44%	40%	
L1 Pasifika	31.4%	30.1%	54.6%	57.9%	50%	
L2 All	51.3%	55.9%	54.9%	60.3%	65%	70%
L2 Māori	52.9%	44.7%	47.4%	57%	65%	
L2 Pasifika	48.6%	63.3%	59.1%	55.9%	65%	
L3 All	28.3%	33%	44.5%	48.5%	63%	70%
L3 Māori	31.4%	53%	49.2%	47.5%	60%	
L3 Pasifika	27.2%	37%	46%	45.8%	65%	
L3 UE – All	13.3%	10.4%	6.4%	7.2%	20%	25%
L1 Māori	14.3%	10.6%	3.1%	5.1%		
L1 Pasifika	7.6%	7.6%	4.6%	6.9%		

Board Target #3: Increase Student Engagement through the introduction of the MANA Programme

This is the next developmental step for our school, which started with a focus on student “Behaviour” in 2017-18, which shifted to a focus on “Pastoral” practices in 2019-20, and now moves to a focus on student “Engagement” for 2021 and beyond.

Measures for the success of the implementation of the MANA programme will include student voice, SDS statistics and school level data.

Growing Staff Capability

The quality of our staff pedagogy is the foundation for success for our students and for our school.

Our school aims to have a mix of staff, with different backgrounds and differing experiences, and all with high levels of skill and motivation.

During 2017-18 we developed a rubric for teaching practice in our school, based on current research, Teaching Council expectations, contemporary approaches and staff input. This rubric describes several levels of capability and underpins the professional learning and development (PLD) for our Teaching staff.

Target: JCHS teaching staff are deliberately developing pedagogical practice that is culturally responsive, student-centred and future-focused.

Based on the JCHS teaching practice rubric and Rongohia te hau observations, where staff pedagogical skills are identified as being Transactional, Transformational or Transformative.

Ongoing PLD will focus on the teaching of literacy and pedagogical understandings and practices for all teaching staff.

Target: Leaders and leadership teams demonstrate capability and quality outcomes through their work enabling them to be more effective in their roles and progress in their careers

In 2018-19 we invested in Middle and Senior leadership in our school. Creating new roles and investing in staff and teams with leadership responsibilities.

The focus for the next two years (2020 and 2021) includes:

- Continuing development for all our staff
- Strengthening leadership capability
- Identifying key staff members and groups and providing specific resources and PLD for these groups.

In 2020-21 these groups are:

- Senior Leaders: Victoria University MSSL
- Middle Leaders: School based and supported PLD, including tertiary providers
- Beginning Teachers: Induction and support programmes
- Kahui Ako across-school leader (1 role) and within-school leaders (6 roles)

Successful Organisational Growth & Development

Target: When completed, the redevelopment of our JCHS property will provide for modern learning needs that will facilitate future-focused learning pathways.

Our school is experiencing growth and development across a range of aspects. Including performance and achievement, organisational systems, resource management, course provision, facilities, and roll size.

JCHS is also anticipated to grow rapidly as both community confidence and underlying demographics increase. The school is also likely to undergo a significant building programme, with planning this year for works that will commence in stages from 2022.

It is vital that this growth and development is managed and maximized, ensuring that our core purpose of student achievement and engagement are not compromised, and that the opportunities and outcomes for our students and community are maximized.

Board Target #4: Completion of a School Property Strategic Plan

A major focus for 2021 will be the completion/acceptance by MOE of a Property Strategic Plan. This will then provide the cornerstone and reference point for all future site development.

Target: Management procedures and guidelines are aligned with BOT Policies.

By the end of 2021 all of the operational procedures and guidelines will be reviewed and aligned with legislative and regulatory requirements, governance policies and professional practice expectations.

Enhancing Governance Capability

Target: The Board of Trustees strengthens tino rangatiratanga over JCHS governance.

In June 2017, a Limited Statutory Manager (LSM) was appointed to JCHS to strengthen the governance of the school. In 2020 this was revoked and full governance responsibilities have now been returned to the Board of Trustees. In October 2020 this was revoked, and in December 2020 the Secretary for Education and CEO of the Education Review Office jointly wrote to the school congratulating us for the success that we had achieved.


Our Board of Trustees has a crucial role in shaping the future directions for our school, ensuring that our school continues to improve and develop, and strengthening the relationships between our school and our community.

Significant focusses for 2021 will include:

- Board members to continue to engage in NZSTA training
- Each Trustee to use the BAS to review their respective portfolios.
- Monitoring of students' achievement, progress and wellbeing
- Strengthening Board routines and systems

2021 ANNUAL PLAN

The following summarises the school's Annual Plan for 2021

Strategic Goals and Targets		Annual Plan Objectives (WHAT)	Key Tasks (HOW) - Actions	Responsible	Resources	Due	Measures
1. Increasing Student Achievement and Engagement	<p>Target: Developing a culturally sustainable curriculum that is student-centred and future-focused.</p>	A. Continue to Develop the Junior Curriculum	<ul style="list-style-type: none"> Develop a 2 semester Curriculum Plan collaborating with another department using the 4 strands. Designated faculty mtg time to allow for cross-faculty work on shared themes. 	Marlene Anderson, DP	Designated PLD time, HoFs, HODs, Teachers	End of term 3	Progress reports
		B. Continue to Implement and develop the Junior Diploma	<ul style="list-style-type: none"> Creating & embedding the JC Diploma in Yr 9 & 10 courses Aligning Junior Assessments with grade level matrix Utilising SMS/Kamar data in tracking, monitoring and reporting on progress 	Sa'id Milton, DP	Budget, Staff Meetings, HOFs Kamar Tech Support staff	Throughout 2021	Progress reports Completion data
	<p>Target: Year 12 NCEA Level 2 student achievement will increase to 75% by 2022</p> <p>Board Target #1: NCEA results will continue to improve in accordance with expectations.</p> <p>Board Target #2: Year 12 NCEA Level 2 student achievement will increase to 70% in 2021</p> <p>Board Target #3: Increase Student Engagement through the introduction of the MANA Programme</p>	C. NCEA Level 2 Achievement	<ul style="list-style-type: none"> Identification and tracking of Priority Learner groups Monthly sharing of Priority Learner data with HoFs Re-address NCEA requirements due to COVID adjustments for students. Publicise changes to whanau Deans and Heads of Faculty shared individual student data and class data and cohort data. Achievement progress data provided to Careers Dept twice termly for pathway course opportunities. National Mentoring Programme (MoE) – Year 12 & 13 interventions provided. 	Maria Coyne, DP	Budget, Staff Meetings, Data Manager, Staff Meetings, HoF Meetings,	NZQA data Feb 2021 Leaver's Data	<p>NCEA Targets for 2021: L1 = 60% L2 = 70% L3 = 65%</p> <p>UE = 30%</p> 
		D. All Year 11-13's on pathway plans	<p>Students enrolled on 'Career Central' to</p> <ul style="list-style-type: none"> develop CV and letter writing skills Identify future Pathway Complete Careers interview Leaver's data analysis 	Marlene Anderson, DP	Budget, Staff Meetings, HOFs	Completed by Oct 2021	Progress reports Data
		E. Implement MANA programme	Programme is implemented and adopted by both students and staff.	Sa'id Milton, DP	Budget, Staff Meetings, Deans, Data Manager, Staff Meetings, HoF Meetings, Student Leaders	Throughout 2021	Progress reports Student voice Staff voice Data

Strategic Goals and Targets		Annual Plan Objectives (WHAT)	Key Tasks (HOW) - Actions	Responsible	Resources	Due	Measures
2. Growing Staff Capability	<p>Target: JCHS teaching staff are deliberately developing pedagogical practice that is culturally responsive, student-centred and future-focused.</p>	F. 66% of teaching staff are at advanced level of the rubric	<ul style="list-style-type: none"> Yearly Rongohia te Hau (RTH) observations Professional Learning opportunities woven into schoolwide PLD plan throughout the year. Develop HOF's to conduct RTH observations and support Faculty members with their own growth. Weave the threads of the Professional Standards for Teaching, Appraisal and CR&RP 	Andr'e Whaanga, DP	Budget, MOE, Staff PLD, HOFs, PLD Plan,	Dec 2021	Rongohia te hau outcomes,
	<p>Target: Leaders and leadership teams demonstrate capability and quality outcomes through their work enabling them to be more effective in their roles and progress in their careers</p>	G. All HOFs, HODs and school leaders participate in PLD for roles	<ul style="list-style-type: none"> Consult/survey HoFs as to aims/intentions/wants with programme Develop relevant resources and programme/schedule Review and constructive critique by year's end with view to making future amendments 	Sa'id Milton, DP	Leadership meetings,	Nov 2021	Completion Y/N
		H. All eligible staff involved in appropriate PLD	<ul style="list-style-type: none"> School wide, and staff specific PLD programmes Identify non-teaching staff interested in upskilling. Identifying financial means to support this group above Support the identification of relevant/appropriate courses staff can do. 	Andr'e Whaanga, DP	Budget, tertiary providers, key staff to support	Dec 2021	Staff

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Strategic Goals and Targets		Annual Plan Objectives (WHAT)	Key Tasks (HOW) - Actions	Responsible	Resources	Due	Measures
3. Successful Organisational Growth & Development	<p>Target: When completed, the redevelopment of our JCHS property will take into account the anticipated roll growth whilst providing our students, staff and community with the high quality, respectful, and enduring physical environment that they rightly deserve.</p> <p>Board Target #4: Completion of a School Property Strategic Plan</p>	I. Plan for staff and roll growth developed and implemented	<ul style="list-style-type: none"> Growth Plan presented to Board by 31 July 2021 Growth Plan implementation starts after Board approval 	Grant McMillan, Tumuaki*Principal	Staffing, Budget, MOE and JCHS data	July 2021	Plan approved by Board
		J. Property Strategic Plan completed	<ul style="list-style-type: none"> Strategic Property Plan developed jointly with MOE Sequence of Capital Works agreed with MOE 	Grant McMillan, Tumuaki*Principal	Staff meetings, MOE, Contractor	Sept 2021 to Dec 2021	Plan under implementation
		K. Satellite classes refurbishment completed	<ul style="list-style-type: none"> Refurbishment of existing C Block, (NB: after project stalled by MOE at end of 2020) 	Philip Doyle, Business Manager Cam Hughes, Property Manager	BLENNZ, Rosehill, MOE, Contractor	End of term 4	Progress reports
		L. Staff facilities and amenities refurbished	<ul style="list-style-type: none"> Refurbishment of existing staffroom and staff ablutions completed 	Grant McMillan, Tumuaki*Principal Philip Doyle, Business Manager	SIP funding 5YA funding	End of 2021	Progress reports
		M. Puutake Atea Cover installed	<ul style="list-style-type: none"> Shade/waterproof cover installed over Puutake atea 	Cam Hughes, Property Manager	Specific funding	By end of term 2 2021	Progress reports
	<p>Target: JCHS will continue to develop its organisational and business systems to the extent that these are recognised as leading practice.</p>	N. Complete policy and procedure sets	<ul style="list-style-type: none"> Procedural Manuals to be completed, based on the approved BoT Policies as per school docs: Financial Management, IT, HR, Health & Safety, Administration 	Maria Coyne, Acting Assoc Principal Philip Doyle, Business Manager	Budget, SchoolDocs, Handbooks	Apr 2021	Key Sets complete
		O. Board reporting datasets implemented	<ul style="list-style-type: none"> Monthly data sets provided to the DPs for: Attendance and NCEA progress (monthly) Roll Returns (Mar, June, Oct) E-Asttle (Yr9/10) – beginning/mid/end of year 		Data Manager, KAMAR, Assay3	Dec 2021	All complete
4. Enhancing Governance Capability	<p>Target: The Board of Trustees regains tino rangatiratanga over JCHS governance.</p>	P. Board implements new portfolios and management systems	<ul style="list-style-type: none"> Board members to engage in NZSTA training Each portfolio holder to select and review all relevant policies and submit for board approval. Monitor students' achievement progress Monitor students' wellbeing Digital plan in JCHS - Community consultation 	Waru Clark, Board Chair	SLT, MOE, NZSTA	Routine by Oct 2021	Systems and tools successfully operating as routines

Operational and Management Targets for 2021

Alternative Education	<ol style="list-style-type: none">1. Continue the development of practices and systems as developed and approved in 2018.2. Prepare for and implement the new policy approaches for AE (due to be announced mid-late 2022?).
Teen Parent Unit	<ol style="list-style-type: none">3. Successfully complete the routine national-cycle ERO review (mid-year).
ERO Review	<ol style="list-style-type: none">4. Successfully complete a routine ERO review (expected end of term 1 or start of term 2)
Kahui Ako	<ol style="list-style-type: none">5. Continue to strengthen and implement the focus, activities and aims of the Kahui Ako.
NCEA Review	<ol style="list-style-type: none">6. Participate in, prepare for, and start to implement the changes to NCEA.
Tomorrow Schools Review	<ol style="list-style-type: none">7. Participate in, prepare for, and start to implement the changes to Tomorrow Schools.
Education and Training Bill	<ol style="list-style-type: none">8. Start to implement the changes, and new expectations of the Education and Training Act.
Attendance Services	<ol style="list-style-type: none">9. Implement the MOE-Schools Attendance Trial.
Financial	<ol style="list-style-type: none">10. Working Capital to remain above \$500,000.11. 2021 Year end surplus to be not less than \$300.
Staffing	<ol style="list-style-type: none">12. 2021 banked staffing to be between \$0 and -\$30,000.
Policy and Procedure	<ol style="list-style-type: none">13. Complete and fully implement Board Policies.14. Complete staff handbooks and install as on-screen (icon) on-line resources for staff.15. How JCHS will achieve the NEGs and NAGs to be reviewed.
Communication	<ol style="list-style-type: none">16. Strengthen and improve the quality and frequency of communication with Whanau