



JAMES COOK HIGH SCHOOL STRATEGIC PLAN 2024-26

VISION STATEMENT

He kura Ahurea Toi rangi, e hora ana i te taiao huamnao

To develop a safe school culture that provides our community with endless possibilities.

HOW LONG DID THIS PLANNING TAKE?

This plan has been put together over several years of hui and consultation.

WHAT METHODS DID WE USE TO GATHER THE DATA?

The school used various methods to gather data that was both qualitative (small group and big group interviews, surveys, and hui) and quantitative (numbers gathered from our student management system, feedback, and survey data). It was important that we were culturally appropriate to acknowledge the different voices in our community.

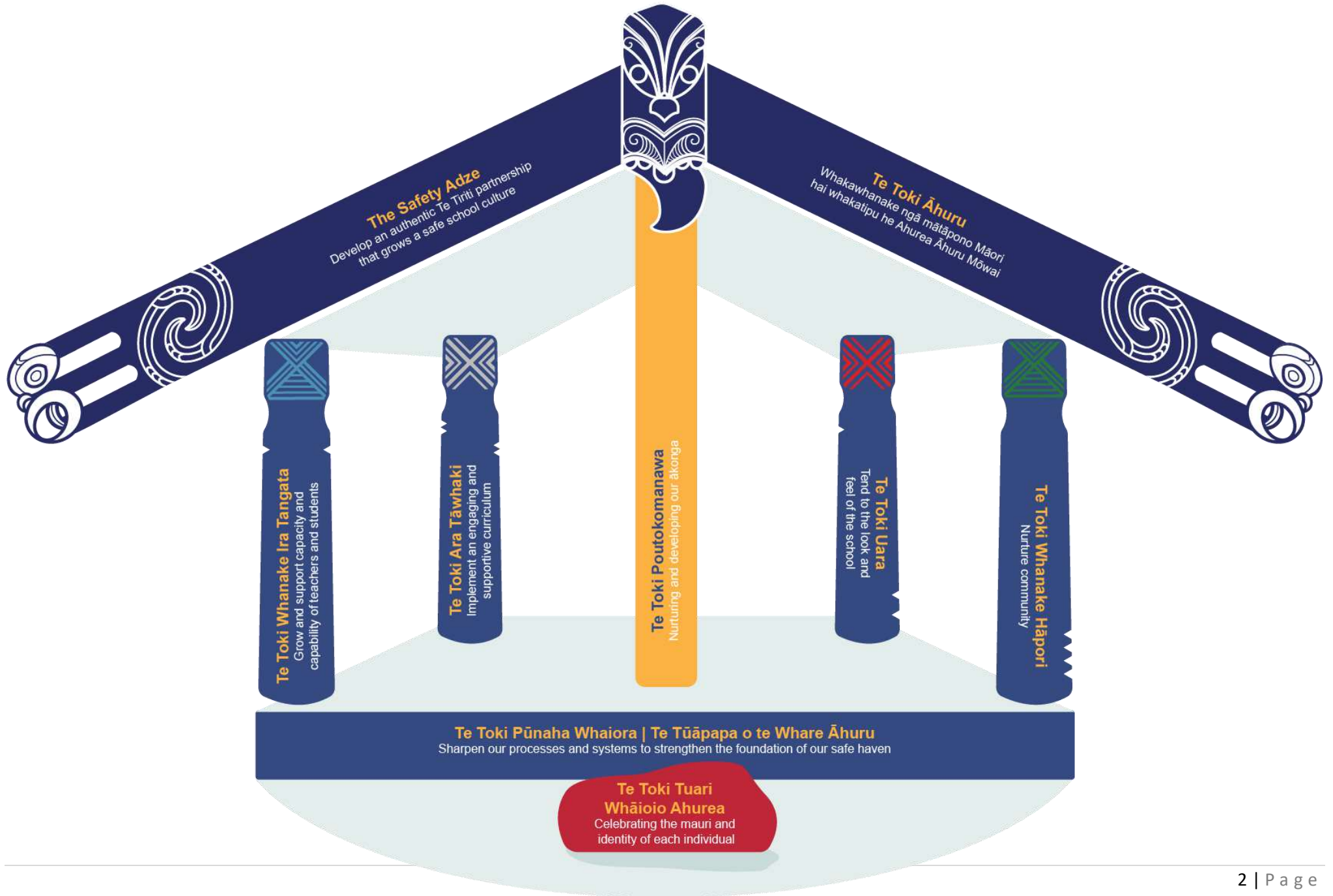
WHO CONTRIBUTED TO THIS PLAN?

Our community groups, students, staff and leadership contributed and analysed the data. We held a “Strategic Saturday” that started and ended in our whare, reminding us to keep students (our Poutokomanawa) at the centre of our discussion.

HOW DID WE DECIDE ON THE GOALS?

The Board of Trustees, senior leaders and curriculum leaders moderated the data using key questions (identified in ERO’s evaluation indicators) to listen to the voices from our very diverse community. Other documents considered were Te Mātaioho: the refreshed NZ Curriculum, the Board primary objectives set out in Section 127 of the Education Training Act 2020 and the National Education Learning Priorities (NELPs). Our korero identified five goals (toki) that form our strategic plan and the strategic direction for our kura.

Below you see the visual metaphor and explanation of our goals. Te Toi Rangi demonstrates our intention to be strategic, focussed and deliberate in our actions.



Te Toi Rangi

Te Toi Rangi (Toi = Arts, Rangi = layers of knowledge) references the journey of Tāne-nui-a-Rangi through the twelve heavens to Te Toi-o-ngā-rangi to acquire the three baskets of knowledge.

Our **Maihi** shows our intent to have our school | kura be a safe haven for all under one roof - both for tangata whenua on the left side of the whare (he tara iti) and tangata tiriti on the right (he tara nui). The maihi is the darker blue of Rangi to show that our strategic goal guides us and to differentiate from our toki.

The **Koruru** is based on the koruru on the JCHS whare depicting Hoturoa. With this we acknowledge our connection to mana whenua, Waikato Tainui. We hold Hoturoa as an example of the incredible knowledge, skill and leadership of our tupuna, the value of mātauranga Māori, and the abilities inherent in all our ākonga.

Raparapa & Manaia
Our hands are open in welcome and manaakitanga to all who join us - tangata whenua and tangata tiriti

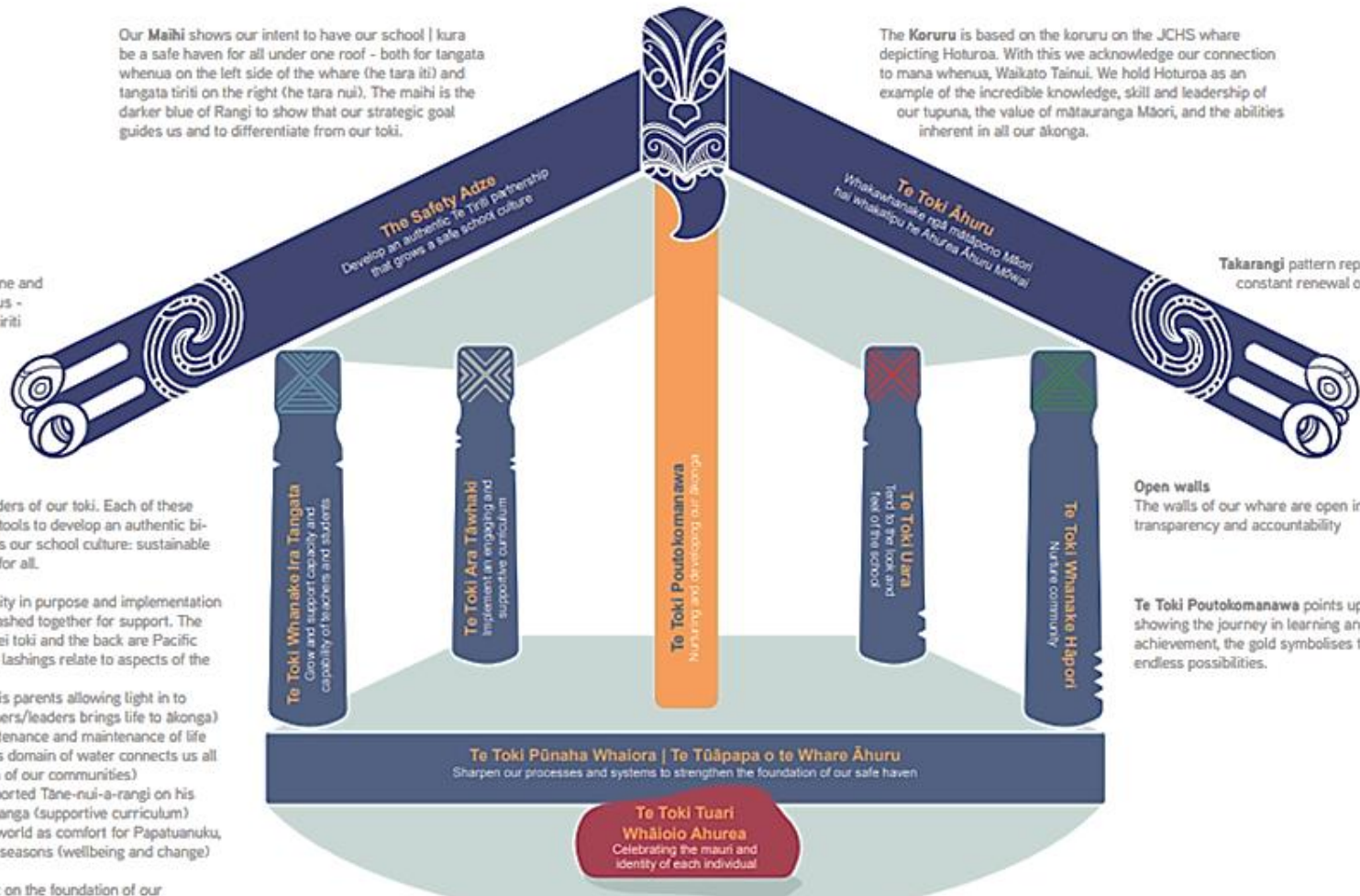
Takarangi pattern represents the constant renewal of tuakana and teina

Pou as toki | adzes
Our kaimahi | staff are the holders of our toki. Each of these toki provide our staff with the tools to develop an authentic bi-cultural partnership that guides our school culture: sustainable wellbeing and connectedness for all.

Toki lashings represent our unity in purpose and implementation - eg toki lashed to hafts, pou lashed together for support. The front lashings are traditional hei toki and the back are Pacific lalava. The colours of the toki lashings relate to aspects of the Atua of our school houses:

- Tāne Mahuta: separated his parents allowing light in to bring life (growth of teachers/leaders brings life to ākonga)
- Tangaroa: personifies sustenance and maintenance of life through kai moana and his domain of water connects us all (nurturing and connection of our communities)
- Tawhirimātea: winds supported Tāne-nui-a-rangi on his quest for ngā kete mātauranga (supportive curriculum)
- Ruamoko: lives in underworld as comfort for Papatuanuku, responsible for change in seasons (wellbeing and change)

The blade edge of the toki rest on the foundation of our processes and systems, ensuring we keep our tools sharp and efficient.



Te Toki Pūnaha Whaiora | Te Tūāpapa o te Whare Āhuru
Sharpen our processes and systems to strengthen the foundation of our safe haven

Te Toki Tuari Whāioio Ahurea
Celebrating the mauri and identity of each individual

Te Toki Tuari Whāioio recognises the importance of bringing our whole selves to our school. It begins with our connection to our whakapapa, to mana whenua, and to Papatuanuku. The red represents the colour of the soil | whenua and the life blood of our mauri.

Open walls
The walls of our whare are open in transparency and accountability

Te Toki Poutokomanawa points upwards showing the journey in learning and achievement, the gold symbolises the endless possibilities.

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BOARD OBJECTIVE 1

EVERY STUDENT CAN REACH THEIR HIGHEST POSSIBLE EDUCATIONAL ACHIEVEMENT IN A PHYSICALLY AND EMOTIONALLY SAFE ENVIRONMENT



Te Toki Whanake Ira Tangata

Grow and support capacity and capability of staff and students



Te Toki Uara

Tend to the look and feel of the school

BOARD OBJECTIVE 2

THE SCHOOL GIVES EFFECT TO TE TIRITI O WAITANGI, IS INCLUSIVE, AND CATERS FOR STUDENTS' INDIVIDUAL NEEDS



Te Toki Ara Tāwhaki

Implement an engaging and supportive curriculum



Te Toki Whanake Hāpori

Nurture Community


James Cook High School Strategic Plan 2024-26

Board Objective 1

Every student can reach their highest possible educational achievement in a physically and emotionally safe environment.

Te Toki Whanake Ira Tangata

Grow and support capacity and capability of staff and students

	EXPECTED OUTCOMES	PROGRESS INDICATORS	HOW WILL WE MEASURE SUCCESS?
	<p>Targeted professional learning will benefit teachers to improve student outcomes</p>	<p>Teachers will have an excellent understanding of inquiry.</p> <p>Teachers will reflect on their pedagogy through coaching.</p> <p>Students feedback that they are engaged and supported in their learning.</p>	<p>Regular coach and coachee feedback through both qualitative and quantitative data.</p> <p>Regular feedback on teacher PL from staff.</p> <p>Strong internal evaluation of departments with feedback via the annual reports.</p> <p>A robust PL plan that is responsive to teacher feedback, aligned to the toki.</p> <p>Regular student feedback on teaching and the programmes.</p>
<p>Leaders will be developed through coaching</p>	<p>All leaders will be trained as leadership coaches to support leadership practice</p> <p>Leadership coaching will enable staff to take risks and be transformational in their teaching practice</p>	<p>A sample of coaching notes are collected from scheduled line meetings where growth is evident.</p> <p>Surveys of staff (qualitative and quantitative).</p> <p>Examples of transformational teaching practice are evident and documented.</p>	


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Board Objective 1

Every student can reach their highest possible educational achievement in a physically and emotionally safe environment.

Te Toki Uara

Tend to the look and feel of the school

	EXPECTED OUTCOMES	PROGRESS INDICATORS	HOW WILL WE MEASURE SUCCESS?
	<p>Our school environment is inviting and inclusive for students and the community.</p>	<p>A strategic and operational property plan is constructed.</p> <p>Engagement with organisations (e.g., 'Child Matters') to audit student and staff wellbeing and safety.</p> <p>Engagement with processes and systems to create platforms for safety.</p> <p>A school waerea, haka and waiata is introduced to the whole school.</p>	<p>High attendance rates.</p> <p>Student, staff, and community surveys.</p> <p>Compare results from pre- and post-audit.</p> <p>The whole school can perform the school waerea, haka, and waiata.</p>
<p>Restorative practice will impact students feeling safe and nurtured in the school.</p>	<p>Engage with restorative practice facilitators to work with staff and students.</p> <p>Processes and systems within the school are set up to support restorative practice.</p> <p>Students report feeling safe and nurtured.</p> <p>Staff feel supported in their teaching practice.</p>	<p>Student, staff, and community surveys.</p> <p>High attendance rates.</p> <p>High achievement rates.</p>	

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Board Objective 2

The school gives effect to Te Tiriti o Waitangi, is inclusive, and caters for students' individual needs.

Te Toki Ara Tāwhaki

Implement an engaging and supportive curriculum



EXPECTED OUTCOMES	PROGRESS INDICATORS	HOW WILL WE MEASURE SUCCESS?
Engaging and supportive pedagogy to support our students in the Junior Curriculum	<p>Students and teachers are engaged in their learning.</p> <p>Teachers take risks and are transformational in their teaching practice.</p> <p>Systems are responsive (e.g., timetable) to support pedagogy.</p>	<p>Teacher classroom observation.</p> <p>Student and teacher surveys and feedback.</p> <p>Achievement and attendance data.</p>
Continuing to support Senior students with literacy and numeracy will keep students at school longer.	<p>All Year 11 students will achieve their L1 literacy and numeracy through one of the 3 pathways each year.</p> <p>Our junior students will increase their e-asTTle scores by at least 2 sublevels by the end of the year e.g. From 3B to 3A.</p>	<p>Achievement and attendance data.</p> <p>Student and teacher surveys and feedback.</p>


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Te Toki Whanake Hāpori

Nurture community

	EXPECTED OUTCOMES	PROGRESS INDICATORS	HOW WILL WE MEASURE SUCCESS?
	<p>Communication is clear, deliberate and uplifting for the whole community.</p>	<p>Principal's Pānui released weekly.</p> <p>School website is clear and easy to navigate.</p> <p>School-wide assemblies to celebrate student achievement and attendance.</p> <p>Sporting success is celebrated.</p> <p>Community events are held to celebrate success.</p>	<p>Community attendance at school events is increased.</p> <p>School perception surveys indicate increased satisfaction.</p>
<p>Building sustainable relationships with our different communities will create a sense of belonging.</p>	<p>A diversity coordinator is employed.</p> <p>A refugee coordinator is employed.</p> <p>More events celebrating culture and diversity (e.g., international food festival).</p> <p>Stronger relationships with Manurewa schools.</p> <p>Hold regular fono and hui to invite caregiver feedback.</p>	<p>Community attendance at school events is increased.</p> <p>Student, community, and teacher surveys and feedback.</p>	

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Board Objective 2

The school gives effect to Te Tiriti o Waitangi, is inclusive, and caters for students' individual needs.

Te Toki Pūnaha Whaiora Sharpen processes and systems to...**Te Tūāpapa o te Whare Āhuru** Strengthen the foundations of our haven.

EXPECTED OUTCOMES	PROGRESS INDICATORS	HOW WILL WE MEASURE SUCCESS?
A sharpened focus on attendance will improve academic achievement.	<p>An attendance coordinator is employed to communicate with whānau.</p> <p>Improved communication to the attendance officers.</p> <p>A clear and communicated plan to all stakeholders to address attendance concerns.</p> <p>School-wide assemblies to celebrate student achievement and attendance.</p>	<p>Student attendance improves steadily.</p> <p>Surveys to measure community satisfaction about attendance.</p> <p>Improved achievement for all students.</p>
Building high standards and implementing ways to reinforce the JC code will improve community wellbeing.	<p>Staff and students have clarity about the JC code.</p> <p>Staff and students enact the JC code.</p> <p>Connections between and within communities in the school will be strengthened.</p>	<p>Staff and students increasingly use the language of the JC code.</p> <p>Staff and students increasingly enact the JC code.</p> <p>Compare results from pre- and post-audit.</p> <p>Student, community, and staff wellbeing surveys and feedback.</p>