



James Cook High School


Annual Implementation Plan 2024

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

James Cook High School has a strong strategic plan encapsulated in "Te Toi Rangi" which is a visual metaphor for the goals our kura wants to achieve. Our students are at the centre as *Te Toki Poutokomanawa*, journeying upward in learning and achievement and in gold, symbolising their endless possibilities.

Our MANA values ground us as *Te Toki Tuari*. Our goals are represented as *toki* (tools), which need to be razor sharp and focussed on the goals below. Our staff and community hold the *toki* to develop an authentic bi-cultural partnership that guides our school culture.

TE TOKI WHANAKE IRA TANGATA
GROW AND SUPPORT CAPACITY AND CAPABILITY OF STAFF AND STUDENTS


| | Expected outcomes What do we want to achieve? | Key strategies How will we achieve these outcomes? | | | Self review How will we evaluate our progress? | | | |
|--|---|--|--|---|---|--|-----------|---|
| | | WHAT | WHO | WHEN | RESOURCES | HOW | WHO | WHEN |
|  <p>Te Toki Whanake Ira Tangata Grow and support capacity and capability of teachers and students</p> | Targeted professional learning will benefit teachers to improve student outcomes | Teachers examine an engaging and supportive pedagogy | WN-to lead collaborative inquiry groups-staff | PL every Wednesday | | PGC reflections | WN | |
| | | HoFs inquiry- to examine an engaging and supportive curriculum | CY, WN, CL and CA to lead the inquiry Plan and work with NIFs when needed | Bi-weekly at HoF meetings and at Wed PL if needed | | Inquiry cycle will help us to gather data and plan carefully | CY and CL | Ongoing report regularly to the Board |
| | Leaders will be developed through coaching and targeted PL | All leaders will be trained as leadership coaches to support leadership practice | WN- with the Ed Group | When available | PL hours through regional funding | Surveys | WN | Updates and reports to the Board every term |
| | WSLs will deepen their understanding of inquiry to coach and challenge teacher practice | | WN | Bi- weekly meetings with WSLs | | Videos of practice-evaluations | WN | Updates and reports to the Board every term |

TE TOKI ARA TĀWHAKI
IMPLEMENT AN ENGAGING AND SUPPORTIVE CURRICULUM


Te Toki Ara Tāwhaki
 Implement an engaging and supportive curriculum

| Expected Outcomes What do we want to achieve? | Key Strategies How will we achieve these outcomes? | | | Self Review How will we evaluate our progress? | | | |
|---|---|--|---|---|--|------------------------------|------|
| | WHAT | WHO | WHEN | RESOURCES | HOW | WHO | WHEN |
| Engaging and supportive pedagogy to support our students in the Junior Curriculum | Through the leadership inquiry with the HoFs, start to look at the junior curriculum | CY, WN, CL and CA to lead the inquiry WN and WSLs- teacher observations | Bi-weekly at HoF meetings and at Wed PL if needed | | Surveys Junior curriculum document 2019 Observations | CY and CL WN and WSLs | |
| Continuing to support Senior students with literacy and numeracy will keep students at school longer | Continuing to support Senior students with literacy and numeracy will keep students at school longer | CY-with Lit and Num lead and external | Bi-weekly at HoF meetings and at Wed PL if needed | | Student lit and num is tracked throughout the year Interventions provided | CY | |
| A review of how we develop and grow student skills and capabilities will improve employment opportunities | A review of how we develop and grow student skills and capabilities will improve employment opportunities | KA- as a leadership inquiry | | | | | |

**TE TOKI WHANAKE HĀPORI
NURTURE COMMUNITY**

| | Expected Outcomes What do we want to achieve? | Key Strategies How will we achieve these outcomes? | | | Self Review How will we evaluate our progress? | | | |
|--|--|--|---|------------------------------------|---|---|---|-------------------------|
| | | WHAT | WHO | WHEN | RESOURCES | HOW | WHO | WHEN |
|  | Communication is clear, deliberate and uplifting for the whole community | Principal's Pānui | FI with Jen | Every week | | Facebook likes | | Ongoing |
| | | Sporting, cultural and academic success is celebrated. | Sporting- RI and GD JC Diploma- CL Cultural-FI Excellence-Snrs-MI Attendance- SLT year levels | Assemblies | | | | |
| | | School website is clear and easy to navigate. | FI with Jen | Ongoing- weekly meetings to review | | | Fi and Jen | Ongoing |
| | Building sustainable relationships with our different communities will create a sense of belonging | Community events are held to celebrate success | SLT | Aspirationally every term | | Hui and Fono during Polyfest Plan for each term (foci for the term) Measure Community attendance at school events | Tumuaki with Leads Tumuaki with SLT SLT | Term 1 Term 2- 4 |

TE TOKI UARA
TEND TO THE LOOK AND FEEL OF THE SCHOOL

| | Expected Outcomes What do we want to achieve? | Key Strategies How will we achieve these outcomes? | | | Self Review How will we evaluate our progress? | | | |
|--|---|--|---|---|---|--|-------------------|--------------------------------|
| | | WHAT | WHO | WHEN | RESOURCES | HOW | WHO | WHEN |
|  | Our school environment is inviting and inclusive for students and the community | <p>A strategic and operational property plan is constructed.</p> <p>A school waerea, haka and waiata is introduced to the whole school.</p> <p>Haka competition</p> | <p>Tumuaki with the internal and external property teams</p> <p>Tumuaki leads- to all staff</p> <p>House leaders- RI and WN</p> | <p>By Term 2</p> <p>Term 4 with junior school</p> | | <p>The whole school can perform the school waerea, haka, and waiata.</p> | | <p>Term 4 haka competition</p> |
| | Restorative practice will impact students feeling safe and nurtured in the school | <p>Engage with Waikato University- Fiana and Russell to work with staff</p> <p>Targeted from Term 2 with Deans</p> <p>Ongoing review and upskilling of the deaning team</p> <p>Ongoing review of the Health team</p> | <p>MI- lead with Deans</p> <p>MI</p> <p>KA</p> | <p>Bi-weekly with Deans</p> | | <p>Staff and student surveys conducted by Fiana and Russell</p> | <p>MI to lead</p> | <p>Results to the Board</p> |

TE TOKI PŪNAHA WHAIORA
SHARPEN PROCESSES AND SYSTEMS

| Expected Outcomes What do we want to achieve? | Key Strategies How will we achieve these outcomes? | | | Self Review How will we evaluate our progress? | | | |
|---|--|--|--|---|---|--|---|
| | WHAT | WHO | WHEN | RESOURCES | HOW | WHO | WHEN |
| A sharpened focus on attendance will improve academic achievement | An attendance coordinator is employed to improve student attendance | | Beginning of 2024 | | Student attendance will improve Whanau are better informed about attendance and feel satisfied | Tumuaki Ofa and Ri-possible survey to gauge support | Attendance reported monthly to the Board Survey results to the Board |
| | Sharpening the recording of attendance data | RI- work with teachers, deans and CL to accurately record RI- to Deans attendance data MI to follow up with SLT | Weekly | Meeting schedules identified to communicate- tutors, deans, SLT | Communicating with external and internal groups | | Ongoing |
| | Interventions for extended absence | RI with Ofa, Manurewa attendance service, deans and teachers | Weekly | | | | |
| Building high standards and implementing ways to reinforce the JC code will improve community wellbeing | Regular meetings to discuss the JC code with teachers and middle leaders | Tumuaki with staff | At staff, middle leader and SLT meetings | | School culture survey to be conducted by Child Matters | Tumuaki with Child Matters | Results to the Board |
| | Regular assemblies with students | Tumuaki with students | Scheduled assemblies | | | | |
| Internal systems and processes are reviewed and updated | Review HR systems | CA | Ongoing | | SLT meetings- via Nuts and Bolts and/or strategic | SLT | |
| | Review staff communication and processes | CA | | | | | |
| | Review student subject selection and parent communication | CL | | | | | |
| | Review attendance processes | RI | | | | | |