


# ANALYSIS OF VARIANCE 2024

SCHOOL NAME	JAMES COOK HIGH SCHOOL
SCHOOL NUMBER	100
2024 ANNUAL AIM	<p>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 <i>Te Toki Poutokomanawa</i>, journeying upward in learning and achievement and in gold, symbolising their endless possibilities.</p> <p>Our MANA values ground us as <i>Te Toki Tuari</i>. Our goals are represented as <i>toki</i> (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.</p>




## 2024 ANNUAL ACTIONS

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


 <b>Te Toki Whanake Ira Tangata</b> Grow and support capacity and capability of teachers 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
	Targeted professional learning will benefit teachers to improve student outcomes	Teachers examine an engaging and supportive pedagogy  HoFs inquiry- to examine an engaging and supportive curriculum	WN-to lead collaborative inquiry groups- staff  CY, WN, MI and CA to lead the inquiry  Plan and work with NIFs when needed	PL every Wednesday  Bi-weekly at HoF meetings and at Wed PL if needed		PGC reflections  Inquiry cycle will help us to gather data and plan carefully	WN  CY and MI	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


	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, MI 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 MI  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	Key Strategies			Self Review			
	What do we want to achieve?	How will we achieve these outcomes?			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/Fono during Plyfest  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	A strategic and operational property plan is constructed. A school waerea, haka and waiata is introduced to the whole school. Haka competition	Tumuaki with the internal and external property teams  Tumuaki leads- to all staff  House leaders- RI and WN	By Term 2   Term 4 with junior school		The whole school can perform the school waerea, haka, and waiata.		Term 4 haka competition
	Restorative practice will impact students feeling safe and nurtured in the school	Engage with Waikato University-Fiana and Russell to work with staff Targeted from Term 2 with Deans Ongoing review and upskilling of the dean team  Ongoing review of the Health team	MI- lead with Deans  MI  KA	Bi-weekly with Deans		Staff and student surveys conducted by Fiana and Russell	MI to lead	Results to the Board

## 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
<b>A sharpened focus on attendance will improve academic achievement</b>	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				

	<b>Building high standards and implementing ways to reinforce the JC code will improve community wellbeing</b>	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				
	<b>Internal systems and processes are reviewed and updated</b>	Review HR systems  Review staff communication and processes  Review student subject selection and parent communication  Review attendance processes	CA  CA  CL  RI	Ongoing		SLT meetings- via Nuts and Bolts and/or strategic	SLT	ongoing



**Our  
Targets  
for 2024:  
  
AREA**

**ATTENDANCE TARGETS**

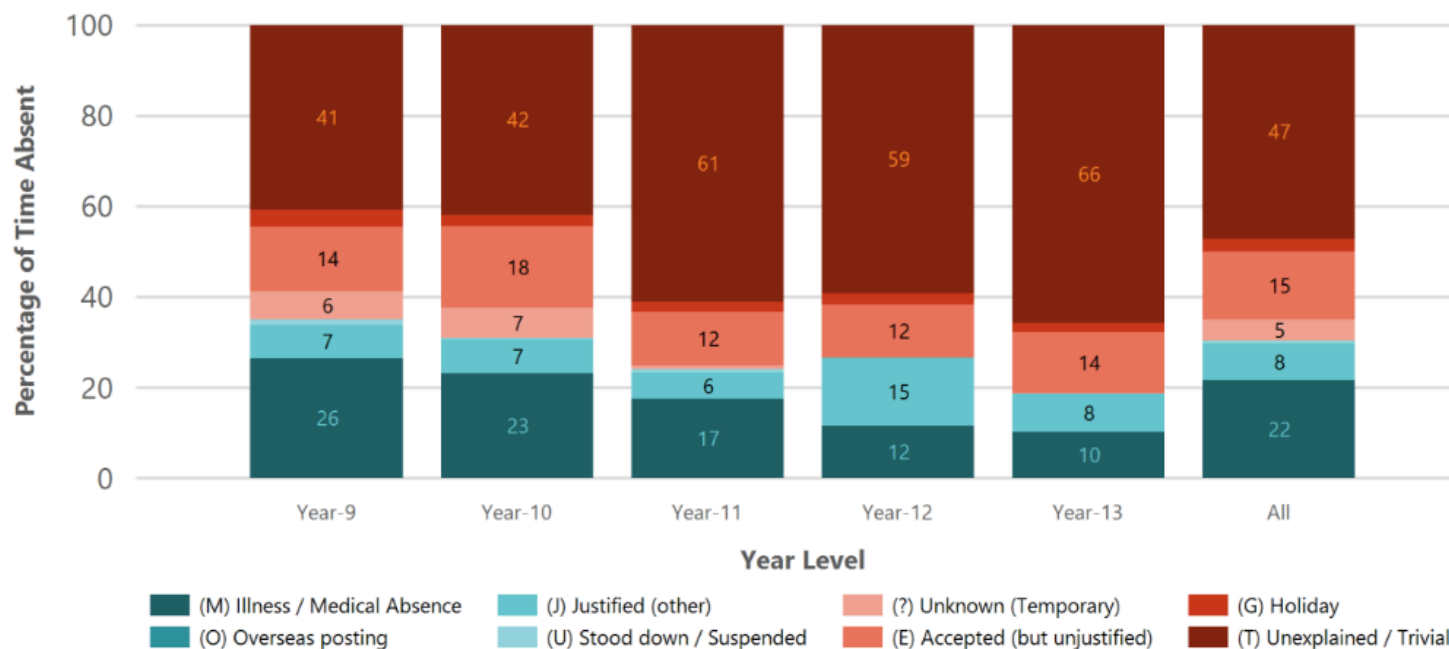
In April 2024, the Government announced a regular attendance target of 80 percent of students to be present for more than 90% of the term by 2030.

**2024 Target- 70% of regularly attending students** will attend school at least **90%** of the time

**All students** who enter the school grounds will have **100%** attendance to *all timetabled classes*. (This means reducing the intermittent attendance to classes to less than 5% per year level)

Using the “Every Day Matters” Term 4, 2024 data set gathered on 16 Dec, 2024

**What differences are there between year levels in reasons given for absence?**

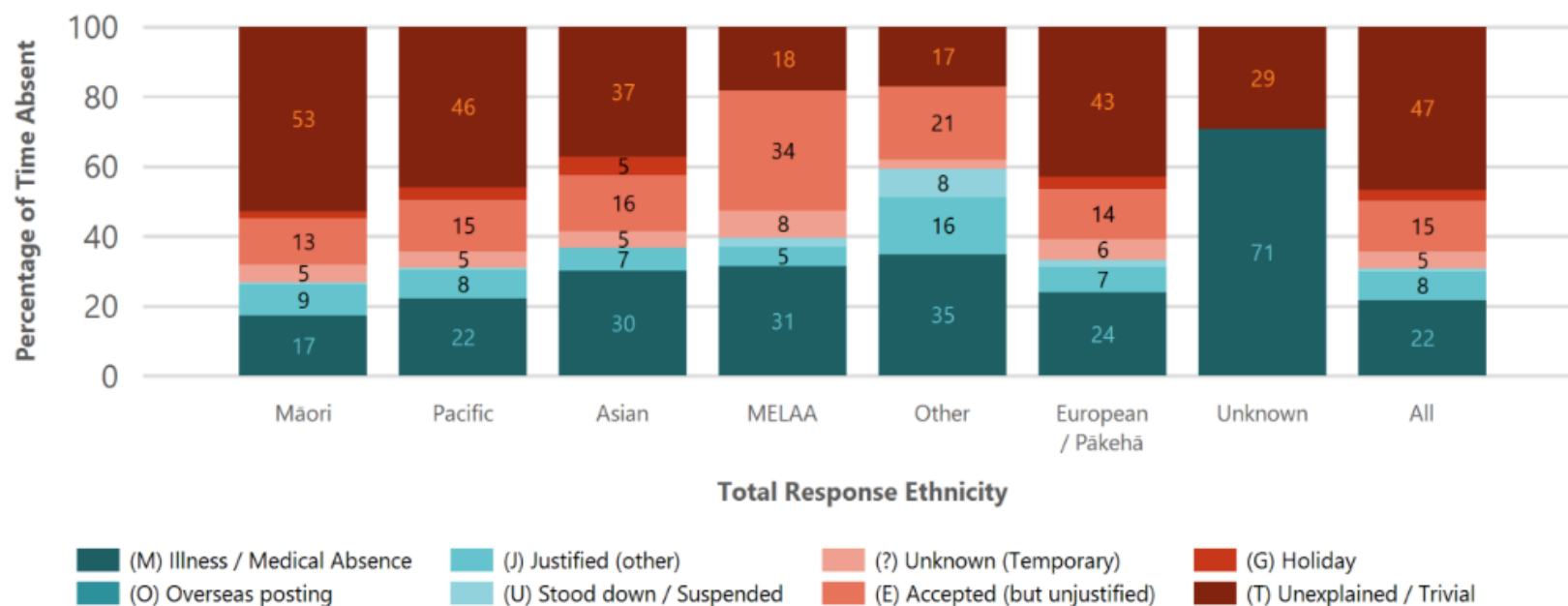


Year 9 students had the highest proportion of justified absences, with 35% of their absences being for justified reasons.

Year 13 students had the highest proportion of unjustified absences, with 81% of their absences being for unjustified reasons.

## What differences are there between ethnic groups in reasons given for absence?

**NOTE:** Students who identify with more than one of these ethnic groups are counted in each.



Unknown students had the highest proportion of justified absences, with 71% of their absences being for justified reasons.  
Māori students had the highest proportion of unjustified absences, with 73% of their absences being for unjustified reasons.

**RETENTION & ENGAGEMENT TARGETS** (based on students staying until at least 17 years of age). There is work to be done for 2025 around leavers data and where our students leave to.

**Table 1: Percentage of school leavers staying at school until at least their 17th birthday (2021-2023)**

Group	Left before 17th birthday			Stayed until at least 17th birthday			Percentage staying until at least 17th birthday		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Female	35	64	56	127	115	96	78.4	64.2	63.2
Male	42	68	53	84	100	95	66.7	59.5	64.2
Māori	46	70	56	65	80	48	58.6	53.3	46.2
Pacific	25	62	61	132	110	119	84.1	64.0	66.1
Asian	2	2	8	15	19	18	88.2	90.5	69.2
MELAA	x	x	3	x	x	7	x	x	70.0
Other	x	x	0	x	x	0	x	x	na
European/Pākehā	4	10	9	8	9	14	66.7	47.4	60.9
Total	77	132	109	211	215	191	73.3	62.0	63.7

Engagement & Retention Full School	9	10	11	12	13	Total
C - Continuous Absence	16	28	29	24	10	107
D - Deceased			1			1
E - Given early exemption to leave (<16 yrs)		1		1		2
L - End of Schooling			19	40	159	218
O - Gone Overseas	13	9	7	7	2	38
S - Transferred to another school in NZ	38	37	50	8	2	135
X - Expulsion				1		1

Under 17	13	14	15	16	Total
C - Continuous Absence	1	18	25	34	78
D - Deceased	0	0	1	0	1
E - Given early exemption to leave (<16 yrs)	0	0	1	1	2
L - End of Schooling	0	0	0	27	27
O - Gone Overseas	3	8	11	8	30

S - Transferred to another school in NZ	5	32	45	38	120
<b>Total</b>	<b>9</b>	<b>58</b>	<b>83</b>	<b>108</b>	<b>258</b>

**YTD 2024**

<b>Under 17</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>Total</b>
C- Continuous Absence	1	15	13	21	50
L- End of Schooling	0	0	0	15	15
O - Gone Overseas	1	4	6	5	16
S- Transferred to another school in NZ	10	14	20	11	55
X- Expulsion	0	0	0	0	0
<b>Total</b>	<b>12</b>	<b>33</b>	<b>39</b>	<b>52</b>	<b>136</b>

## 2024 Data

### 2020 – 2024 TRANSIENCE SUMMARY (Kamar)

Year	2020 Number	2021 Number	2022 Number	2023 Number	2024 Number	TOTAL Number	STATUS
Year 9	334	339	345	343	434	1695	ENROL – July 1
Year 9	30	31	62	67	30	220	LEFT – full year
Year 10	276	334	323	360	348	1641	ENROL – July 1
Year 10	54	60	86	75	35	310	LEFT – full year
Year 11	274	272	313	352	352	1563	ENROL – July 1
Year 11	70	68	119	107	44	408	LEFT – full year
Year 12	219	211	199	222	262	1113	ENROL – July 1
Year 12	53	79	107	81	52	372	LEFT – full year
Year 13	160	179	171	165	185	860	ENROL – July 1
Year 13	179	217	209	173	37	815	LEFT – full year

### 2020 – 2024 RETENTION WHOLE SCHOOL

Year	2020 Number	2021 Number	2022 Number	2023 Number	2024 Number
Year 9	334 (+5%) @ 318 Kamar 2019)	339 (1.5%)	345 (1.8%)	343 (-0.5%)	434 (26%)
Year 10	276 (-19%) @ 339 Kamar 2019)	334 (21%)	323 (-3.3%)	360 (11.5%)	348 (-3.2%)
Year 11	274 (-11%) @ 274 2019 Kamar	272 (-0.7%)	313 (15%)	352 (12.5%)	352 (0)
Year 12	219 (-18%) @ 267 Kamar 2019)	211 (-3.7%)	199 (-5.7%)	222 (11.6%)	262 (18%)
Year 13	160 (-6%) @ 171 kamar 2019)	179 (11.9%)	171 (-4.5%)	165 (-3.5%)	185 (12%)
TOTAL	1269 (69%)	1335 (66%)	1351 (57%)	1442 (65%)	1581 (88%) @ Aug.

## ATTENDANCE DISCUSSION / FINDINGS / EXPLANATION / STRATEGIES

Employ a data manager to:

- find out what ethnic group “unknown” belong to
- to track Categories C and S in our attendance data and find out why. We would like to reduce these categories by 25% in 2025. C= continuous absence and S= Transferred to another school.
- Continue to find interventions for Māori students regarding absence- hui, inquiry into why whānau don’t contact and how to improve our systems, Andr’e/Luke and whānau dean to investigate via a survey
- Continue to investigate ways to get our students into classes quickly- youth workers to encourage students into class in Term 4- Jenna to feed back about the intervention. Employ someone to be at the gate as students walk into school- youth worker or other (Jenna and Luke to investigate)
- Acknowledge that we have made significant progress in terms of attendance in our kura. Systems and processes around attendance continue to be sharpened. Deans are starting to use the data to work more cohesively with the attendance officer
- The Attendance officer working with Manurewa Attendance Service and referring cases. The relationship is starting to build and strengthen.
- Deans using the data to work with their tutors
- Revision and use of the codes so that they are used correctly
- Delivery complete of devices back to the Faculties.
- RACI model presented to SLT to highlight systemic gaps within Pastoral systems, long term absence & behaviour
- SLT, and selection of HOFs (English and Technology) presented with possible course structure to meet student needs.
- P.A.R.O.T system to strengthen communication around attendance investigated and about to be delivered.
- Admin staff restructure completed.
- Year 9 and closely followed by Year 10 (and whanau) have good habits regarding informing about absence- we need to amplify/reinforce this behaviour through interventions- assemblies, Panui, rewards via tutor class
- Year 13 (and whanau) need to be closely monitored- interventions needed here (academic navigators and dean to intervene early with a list of students who have a history of non attendance)

## ACHIEVEMENT, ENGAGEMENT and RETENTION DISCUSSION / FINDINGS / EXPLANATION / STRATEGIES

- Assistant HoFs will know and understand how to use e-astTle data to inform junior curriculum planning. They will be targeted about literacy strategies to use alongside the data to make improvements. This work will be led by Luke and Andr’e
- Examine the JC Diploma to reflect our junior curriculum. Start to investigate the links between JC Diploma and our NCEA qualifications
- Examine how the capabilities fit into our curriculum. Investigate the links to Careers and Pathways”
- Examine effective pedagogy to help deliver the junior curriculum. Ask Assistant HoFs and HoFs what curriculum means and what assessment practices we are using

- Plan for NZQA Level 2 NCEA. Check for potential impact of Exclusions 2025.
- Review snr courses 2025 for early identification
- Identify short courses 2025
- Work with Careers to facilitate access to the transitions that offer Lit and Num for students that are leaving school without Lit & Num.
- Review JCHS Assessment policy (re: authenticity)
- FI delivers the Principal's Panui weekly via Facebook and the website
- DPs, deans and House Leaders leading assemblies to celebrate attendance and achievement.
- Diversity Coordinator had a celebration of diversity event on Thursday 16 May, supported by the student leaders
- Staff celebrated in Support staff week- week 3
- WN/Puutake connecting to Te Awanuiarangi providing onsite Marae pouhono for whānau to engage in. This currently includes: whaikōrere; karanga; whakairo; tukutuku; and waerea.
- WN/Tongan Language planning to promote Tongan Language with local schools during Tongan Language week.
- WN/O le Tupu'aga planning to promote O le Tupu'aga with local schools in Term 3 as part of the enrollment 2025.
- WN/Puutake planning to promote Puutake with local schools as part of enrollment 2025.

#### 2020 – 2024 STAND-DOWNS (Kamar SDS)

Students	2020	2021	2022	2023	2024
Māori	60	13	57	51	13
Pasifika	39	51	72	134	93
NZ European	5	2	3	4	2
Asian	0	0	0	0	0
MELAA	0	0	3	3	1
Other	2	0	6	3	
<b>TOTAL</b>	<b>106</b>	<b>66</b>	<b>140</b>	<b>194</b>	<b>109</b>

#### 2020 – 2024 EXCLUSIONS

Students	2020	2021	2022	2023	2024
Māori			2	1	
Pasifika			1	1	
NZ European					

Asian					
MELAA					
Other					
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>2</b>

**2024 ENGAGEMENT SUMMARY (Counselling / Hauora data by Gender, Year Level, Ethnicity and Reasons for Engagement)**

<b>Student Profile</b>	<b>Number who engaged with Counselling services</b>
Female	563
Male	169
Non-binary	-

<b>Student Profile</b>	<b>Number who engaged with Counselling services</b>
Year 9	144
Year 10	190
Year 11	237
Year 12	110
Year 13	51

<b>Presenting Issue</b>	<b>Number who engaged with Counselling services</b>
Mental Health	<i>Not a category tracked</i>
Mentoring	<i>n/a</i>
Mentoring Group	<i>n/a</i>
Peer issues	8
Post incident ...	<i>Not Tracked</i>
Relationship issues	3
Self-harm	16
Sexual harm	29
Suicidal ideation	11
Therapeutic programme	<i>Not Tracked</i>
Victim of assault	8



<b><i>Presenting Issue</i></b>	<b><i>Number who engaged with Counselling services</i></b>
Anger	<b>15</b>
Anxiety	<b>41</b>
Behavioural issues	<b>15</b>
Bullying	<b>9</b>
Check-In	<b>103</b>
Complex trauma	<b><i>Not a category tracked</i></b>
Engagement with ....	<b><i>Not a category tracked</i></b>
Family issues	<b>54</b>
Gaming	<b>0</b>
Gender identity	<b>1</b>
Grief and Loss	<b>7</b>
Health issues	<b>16</b>
Historic sexual harm	<b><i>Not a category tracked</i></b>
Home issues	<b>3</b>
Home supports	<b><i>Not a category tracked</i></b>
Incident with staff/School Issues	<b>7</b>
Low mood	<b><i>Not a category tracked</i></b>
Low self-esteem	<b>3</b>

#### **Ask your Team Survey Data 2023 - Table 6 Student Wellbeing**

##### **Comments :**

Staff are proactive on student wellbeing and care about students.

Safe school environment is a major contributor for the student self-esteem and student engagement.

Students trust that they are in the right care.

##### **DISCUSSION / FINDINGS / EXPLANATION / STRATEGIES**

- An audit of our child protection policy and procedure was conducted by Child Matters in 2024 and a comprehensive report has produced some findings that will be actioned in 2025.
- There is a need to track more carefully the high number of females that present to the counselling team and investigate programs that could intervene more effectively

- A need to track post counselling sessions to measure efficacy
- There is more work to do with Year 11 students who will be in Year 12 in 2025. These are the CoVid students- how can we better support their emotional and social well being?
- Continue to leverage the care that students feel staff are providing and investigate other platforms to amplify support
- Continue to investigate other consequences for students other than a stand down.
- Work with whanau and other agencies to consider options for student support before stand down

## ACHIEVEMENT TARGETS 2024

Our **Junior students** will increase their e-asTTle scores by **at least 2 sublevels** by the end of the year eg. From 3B to 3A

### NCEA goalposts

- **60%** Level 1 students who attend school regularly will get NCEA Level 1
- **70%** Level 2 students who attend school regularly will get NCEA Level 2
- **70%** Level 3 students who attend school regularly will get NCEA Level 3
- **50%** Level 3 who have 3 or more university approved subjects will get UE
- **All** Year 11 students will achieve their L1 literacy and numeracy through one of the 3 pathways by the end of the year.

NCEA	% Achieving Target
Level 1	60%
Level 2	70%
Level 3	70%
UE	50%

NCEA Certificate Endorsement	% Achieving Merit Target	% Achieving Excellence Target
Level 1	32 (5 Year Nat Avg)	20 (5 Year Nat Avg)
Level 2	26 (5 Year Nat Avg)	17 (5 Year Nat Avg)
Level 3	26 (5 Year Nat Avg)	16 (5 Year Nat Avg)

e-asTTle Year 9	% Operating at Level 4+ Target
Reading	Actual T1=42%
Writing	N/A
Numeracy	Actual T1=18%

e-asTTle Year 10	% Operating at Level 5+ Target
Reading	Actual T1=7%
Writing	N/A
Numeracy	3.3%

#### DISCUSSION / FINDINGS / EXPLANATION / STRATEGIES

- Tracking e-asTTle scores and progress needs to be a priority as we move to the lit/num test
- Measuring progress and interventions will also need to be a priority

#### 2024 NCEA OVERALL ACHIEVEMENT

DISCUSSION / FINDINGS / EXPLANATION / STRATEGIES

Level 1 Literacy and Numeracy

DISCUSSION / FINDINGS / EXPLANATION / STRATEGIES

2024 Leavers ACHIEVEMENT DATA (from Education Counts 2024 – data available Term 2 of 2025)

<i>Student</i>	<i>NCEA Benchmark</i>	<i>2021 %</i>	<i>2022 %</i>	<i>2023 %</i>	<i>2024 %</i>
<i>All</i>	<i>Level 1 or better</i>	<i>76.4</i>	<i>64.6</i>	<i>70</i>	<i>If available</i>
	<i>Level 2 or better</i>	<i>67.7</i>	<i>51.9</i>	<i>52.7</i>	<i>-</i>
	<i>Level 3 or better</i>	<i>39.9</i>	<i>32</i>	<i>30</i>	<i>-</i>
<i>Māori</i>	<i>Level 1 or better</i>	<i>64.9</i>	<i>54.7</i>	<i>60.6</i>	<i>If available</i>
	<i>Level 2 or better</i>	<i>54.1</i>	<i>42</i>	<i>39.4</i>	
	<i>Level 3 or better</i>	<i>27</i>	<i>24</i>	<i>22.1</i>	
<i>Pasifika</i>	<i>Level 1 or better</i>	<i>82.8</i>	<i>67.4</i>	<i>70</i>	<i>If available</i>
	<i>Level 2 or better</i>	<i>75.8</i>	<i>54.1</i>	<i>52.8</i>	
	<i>Level 3 or better</i>	<i>51</i>	<i>32</i>	<i>30.6</i>	

<i>NZ European</i>	<i>Level 1 or better</i>	<i>75</i>	<i>57.9</i>	<i>69.6</i>	<i>If available</i>	
	<i>Level 2 or better</i>	<i>66.7</i>	<i>57.9</i>	<i>56.5</i>		
	<i>Level 3 or better</i>	<i>25</i>	<i>42.1</i>	<i>30.4</i>		
<i>Asian</i>	<i>Level 1 or better</i>	<i>94.1</i>	<i>90.5</i>	<i>84.6</i>	<i>If available</i>	
	<i>Level 2 or better</i>	<i>94.1</i>	<i>76.2</i>	<i>69.2</i>		
	<i>Level 3 or better</i>	<i>52.9</i>	<i>57.1</i>	<i>46.2</i>		
<i>MELAA</i>	<i>Level 1 or better</i>	<i>X</i>	<i>X</i>	<i>90</i>	<i>If available</i>	
	<i>Level 2 or better</i>	<i>X</i>	<i>X</i>	<i>60</i>		
	<i>Level 3 or better</i>	<i>X</i>	<i>X</i>	<i>40</i>		
<i>Other</i>	<i>Level 1 or better</i>	<i>75</i>	<i>57.9</i>	<i>69.6</i>	<i>If available</i>	
	<i>Level 2 or better</i>	<i>X</i>	<i>X</i>	<i>na</i>		
	<i>Level 3 or better</i>	<i>X</i>	<i>X</i>	<i>na</i>		

#### DISCUSSION / FINDINGS / EXPLANATION / STRATEGIES

- A continued focus on helping students to gain Level 2 will be a priority in the next few years as there was a drop in 2023.
- Tracking students who leave during the school year and when they leave will be a priority so that we can be responsive to student needs

