

TE HAIKURA A KIWA | JAMES COOK HIGH SCHOOL

2026 ANNUAL IMPLEMENTATION PLAN



TE TOI RANGI

Our strategic plan is guided by the visual metaphor of **Te Toi Rangi**, placing students at the center as **Poutokomanawa**. Our staff and community use the **toki** (tools) to develop an authentic bicultural partnership that sharpens our focus on student achievement and well-being.



This year we will focus on **THREE goals** and are reflected in all toki:

- Improve the quality of teaching and leadership
- Improve Achievement
- Improve Attendance

IMPROVE TEACHER AND LEADERSHIP QUALITY

Strategic Intentions	How Will We Measure Progress?	Groups Involved	Our Steps in 2026
<p>Strengthen use of data to inform planning.</p>	<p>Pre- and post-program staff confidence surveys. Evidence of acceleration in mid-year data.</p>	<p>All staff SLT HoFs</p>	<p>Term 1 (Jan): Deliver mandatory whole-staff PL on deep data analysis using the Gather, Analyse, Do (our data analysis protocol(GAD)).</p> <p>Term 1 (Feb): Apply GAD to pre-assessment data through department inquiry. SLT with Deans and CLs start to plan interventions. SLT walk throughs to inform the QTF (Quality Teacher Framework)</p> <p>Term 2 (Apr): Mandatory PL on translating data into action (e.g., flexible grouping). Continue to work with faculties to co-plan lessons addressing priority learning gaps.Plan interventions.</p> <p>Term 3 (Sept): Conduct a final staff survey to compare data confidence levels against the Jan baseline.</p> <p>Term 4 (Dec): Formalize the GAD as a central driver for future PD and induction.</p> <p>Termly review of all units in subjects- via SLT/HoF line meetings</p>
<p>Establish high expectations and shared responsibility for outcomes.</p>	<p>Observation rubrics based on the Quality Teaching Framework (QTF). Student surveys measure engagement.</p>	<p>All teachers Curriculum Leaders</p>	<p>Term 1 (Jan): Present the Quality Teaching Framework (QTF) to all staff. Investigate the 2026 standards</p> <p>Term 1 (Feb): SLT and CL(Curriculum Leaders) establish a system of regular observations using the QTF.</p> <p>Term 1 (Mar): Collect student voice via surveys to measure changes in classroom engagement.</p> <p>Term 2 (May/June): Deliver an anonymous survey to Y9/10 students on validation/engagement; SLT conducts follow-up coaching for leaders based on observation data.</p> <p>Term 4 (Dec): Embed QTF standards into all appraisal and induction processes</p>
<p>Engage with the Education Group to coach DPs and work with HoFs to develop leadership capability</p>	<p>Pre- and post-program staff confidence surveys. Ed Group survey</p>	<p>SLT CLs Deans</p>	<p>Term 1: Ed Group and SLT deliver targeted PD to CLs. Work with CLs to develop job descriptions. DPs to be coached. Designated leader PD to support a robust PGC</p> <p>Term 2- 3 Continue to support CLs to act on data and integrate protocols into departments. Continue to develop leadership capability via regular SLT line management and support through the PGC</p>

IMPROVE ACHIEVEMENT

Strategic Intentions	How Will We Measure Progress?	Groups Involved	Our Steps in 2026 and timeframes
Implement pedagogies that support students in Junior and Senior Curriculum.	Track NCEA and UE data every 3 weeks from April. Reports sent to parents every 3 weeks.	Data Manage Deans Academic Navigators Tutors HoFs	<p>Term 1 (Feb): SLT instructs Curriculum Leaders to upload standards onto Schoolpoint with clear due dates defined. Target lists for interventions start to be assigned to all staff- including Tutors, Deans, CLs and assigning Academic Navigators for mandatory goal-setting.</p> <p>Term 1 (Mar): SLT work with line HoFs to determine/review course design. Annual review set up (integrated into the PGC) for teachers and leaders to reflect on assessment to make changes in the following term. Junior testing allocated for Years 9 and 10 to identify literacy gaps. Testing for learner support.</p> <p>Term 2 (Apr): Conduct a Data Deep Dive on Week 9 results to identify effective interventions.</p> <p>Term 2 (May): Plan a school-wide deep dive into the quality of teacher feedback.</p> <p>Terms 3/4: Continuous monitoring of NCEA progress by teachers</p>
Strengthen tracking for Year 9–13 achievement.	Bi-weekly SLT/HoF meetings to check markbooks; evidence of acceleration in junior data.	SLT HoFs Data Analyst	<p>Term 1 (Feb): Generate weekly data to identify trends and students needing intervention; begin fortnightly reviews between Deans and SLT.</p> <p>Term 1 (Mar): Hold bi-weekly meetings with HoFs to check markbooks and review data. Leaders track using GAD and tracking is centralized.</p> <p>Term 2 (May): Compare mid-year assessment results against baseline.</p> <p>Term 3 (Sept): SLT leads a review of junior achievement data specifically for evidence of acceleration</p>

TARGETS 2026

NCEA Level	2024	2025	2026		Literacy and Numeracy	2024	2025	2026
Level 1	30.7	51.8	60.0		Literacy (L1)	53.9	67.2	75.0
Level 2	62.4	59.1	70.0		Numeracy (L1)	67.1	79.0	85.0
Level 3	60.9	68.7	70.0		Year 12 Literacy	87.5	73.5	95.0
UE	23.4	25.2	30.0		Year 12 Numeracy	92.8	80.2	95.0

IMPROVE ATTENDANCE

Strategic Intentions	How Will We Measure Progress?	Groups Involved	Our Steps in 2026
Sharpen attendance focus to improve achievement.	Regular attendance rates compared to government targets.	Attendance Officer Deans Tutors	<p>Term 1 (Jan): Implement a stepped approach for following up on lates and non-attendance. Use a centralized tracking system to enforce attendance thresholds.</p> <p>Term 1 (Feb): Support teachers to engage with whānau regularly. Send updates to whanau every 3 weeks. Weekly data reports generated to identify students requiring intervention. Empower tutor teachers to monitor attendance and achievement using the GAD protocol.</p> <p>Term 1 (Mar): Celebrate attendance improvements regularly with students and whanau. Hold assemblies to celebrate students with 100% or improved attendance. Incentivise for the ball. Provide regular and creative, student-led incentives.</p> <p>Term 2 (Apr): Co-Associate reports attendance trends and plan progress to the Board.</p> <p>Term 4 (Dec): Annual Board review of attendance to inform the following year's strategic planning</p>
Review and update internal systems.	Staff feedback on clarity of the job description functionality	SLT Staff	<p>Term 1 (Jan): Execute a communication plan to inform whānau of all visible system changes.</p> <p>Term 1 (Feb): Deans and SLT Line Managers begin fortnightly reviews of student progress and engagement.</p> <p>Term 4 (Dec): Finalize and publish updated Job Descriptions (JDs) that link specifically to student achievement and attendance outcomes. Formalize the GAD as a mandatory component of all future Y9/10 collaborative planning cycles.</p> <p>Ensure all staff have functioning Job Descriptions that clearly link to student outcomes.</p>

ANNUAL REVIEW & MONITORING

- **Every 3 Weeks:** Achievement data is presented at strategic meetings, and parent reports are sent. The Board is informed of progress against the three goals every board meeting.
- **Every 6 Months:** Leaders review the success of teaching strategies and the use of progress information.
- **Annually (Dec):** The Board and SLT interrogate student achievement and attendance data to determine 2027 strategic goals