Te Kura Tuarua O Hotereni
To inspire life-long learners who actively build a diverse, just and sustainable society.
We give the greeting of this school to you all

We are Thames High School

From the four winds

We look to spread kindness and love,

to unite the many people

"Māori language courses are offered at all levels and emphasis is placed on developing confidence in speaking Māori and on appreciation of Māori culture and values. The only prerequisite for these courses is a desire to learn the language. The school’s mission, vision and values statements, prepared by the Board of Trustees in consultation with the community, highlight these commitments"
At Thames High School, students are challenged with meaningful, engaging opportunities to experience success and strive for the highest standards. We have high aspirations for students and are committed to supporting their personal growth and development throughout their time at Thames High School.

We offer:

- A broad, diverse curriculum at all levels with a wide range of student choice
- Hands-on learning, field trips and education outside the classroom (EOTC)
- Excellent careers and pathways support for students
- Strong academic pathways, with opportunities for extension and acceleration
- A wide range of sporting and cultural opportunities, with students encouraged to be active participants.

Underpinning what we do is our vision for learning, where we seek to understand how your child learns, and to help him/her to be successful.

Our innovative year 9 and 10 programmes have a focus on literacy and numeracy, and they are arranged to provide an engaging learning experience for students. The components of this programme are pastoral care, cross-curricular ‘ketes’ which integrate different learning areas, compulsory courses which have a single-subject focus, and high interest projects where students can focus on an area of interest or where learning extension or acceleration can be targeted.

We have a vision for ongoing improvement at our school. We are committed to improving the opportunities available to our students: a better learning environment, better technology to support learning, and the very best teaching practice.

**Student success is reflected in these statistics from 2017:**

- Of our year 13 leavers, 51% have gone on to university or polytech, 15% to apprenticeships, 6% to other training and 18% to employment
- 100% of our year 13 leavers achieved NCEA Level 2 or higher
- 23 of our students were awarded scholarships to study at university in 2018, ranging in value from $5,000 - $40,000
- We have a high level of student involvement and service in our community. For example, Thames High School is the largest ‘employer’ of volunteer firefighters in Thames
- In 2017, 65% of our students were involved in sport – a significantly higher rate than the regional average.

Our ongoing commitment to improvement is reflected in our building programme. We have recently opened our wharenui Te Puna O Te Pito Mata (The Wellspring of Potential) and the Jack McLean Community Recreation Centre. In 2018 work will take place on classroom and laboratory refurbishment, ensuring that our students have access to the best of facilities. We are currently upgrading the school’s wireless network to support students bringing and using their own digital devices. The development of ‘live reporting’ means that parents can access up-to-date achievement information about their child as assessments occur.

We welcome new students and we invite you to learn more about Thames High School and what we have to offer.

Yours sincerely

Dave Sim

Tumuaki / Principal
VISION STATEMENT

Thames High School students will:
• Achieve to their potential in national qualifications
• Enjoy success today and be prepared for tomorrow
• Embrace the school values.

MISSION STATEMENT

• To inspire life-long learners who actively build a diverse, just and sustainable society.

VALUES STATEMENT

The Thames High School community upholds and promotes the values of:
• respect for others, learning, environment, self
• integrity, honesty and responsibility
• service for the common good
• excellence through perseverance and resilience
• equity through fairness and social justice

We embody the spirit of turangawaewae or belonging. We honour the Treaty of Waitangi and the wairua of all. In partnership with our community we prepare for tomorrow’s world.

Strategic Goals 2018-2020

1. To raise student achievement to rates that are consistently above national rates.

2. To ensure that achievement rates for Māori students are consistently above national rates.

3. That the school builds strong and productive relationships with families and Whānau, so that students learn and achieve to their potential.

4. That Thames High School is recognised as the school of choice in this community.
THAMES HIGH  
SCHOOL HISTORY

Thames High School (established in 1880) is the second oldest secondary school in the Auckland province. The school motto…

“Ut prosim patriae” (That I may be worthy of my country)

suggests that pupils past and present consider opportunities for service both at school and in the world beyond.

BELL TOWER

The bell tower from the original building of the school symbolizes our sense of history, reminding us of students who have gone before, and the traditions of Thames High School.

The “ringing of the bell” is a metaphor for calling students to learning.

SCHOOL HOUSES

The houses are: Adams, Rudman, Hoult, Dorrington. They commemorate the first four principals of Thames High School.

It is traditional for younger members of a family to join the house to which other members of the family or their parents have belonged. Each student is affiliated to a house.

Every year the house shield is presented to the house scoring the highest points. House points are gained through sports days, class participation, academic success, lunchtime activities and many other organised activities.

James Adams  
1880 - 1906

R. E. Rudman  
1909 - 1922

W. H. Hoult  
1922 - 1944

H. G. Dorrington  
1944 - 1959
**SENIOR MANAGEMENT TEAM**

<table>
<thead>
<tr>
<th>DEANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 13</td>
</tr>
<tr>
<td>Mr David Harrison</td>
</tr>
<tr>
<td>Year 12</td>
</tr>
<tr>
<td>Mr Ewan Grant-Mackie</td>
</tr>
<tr>
<td>Year 11</td>
</tr>
<tr>
<td>Mrs Petro Jager</td>
</tr>
<tr>
<td>Year 10</td>
</tr>
<tr>
<td>Mrs Raewyn Grey</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td>Ms Teresa Allen</td>
</tr>
<tr>
<td>Senior Academic Dean</td>
</tr>
<tr>
<td>Mrs Debbie Driver</td>
</tr>
<tr>
<td>International Dean</td>
</tr>
<tr>
<td>Mr James Elder</td>
</tr>
</tbody>
</table>

**BOARD OF TRUSTEE MEMBERS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs M Hamilton, MSc.</td>
<td>Chairperson</td>
</tr>
<tr>
<td>Mrs A Juby, B. Soc Sci., Registered Naturopath</td>
<td>Secretary</td>
</tr>
<tr>
<td>Mr A de Laborde, B.Tech Eng (Civil), MBA</td>
<td>Parent Representative</td>
</tr>
<tr>
<td>Mrs H Flynn</td>
<td>Parent Representative</td>
</tr>
<tr>
<td>Mr M Wakelin</td>
<td>Parent Representative</td>
</tr>
<tr>
<td>Mr M Rodley</td>
<td>Parent Representative</td>
</tr>
<tr>
<td>Mrs M Reidy</td>
<td>Parent Representative</td>
</tr>
<tr>
<td>Mr D Sim, BTchg and Learning, Dip Tchg., NZCAD, Dip Bld</td>
<td>Tumuaki/Principal</td>
</tr>
<tr>
<td>Mrs R Grey, Dip Tchg</td>
<td>Staff Representative</td>
</tr>
<tr>
<td>Jovarn Othman-Saia</td>
<td>Student Representative</td>
</tr>
</tbody>
</table>

**2018 SENIOR LEADERS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophie Clarke</td>
<td>Head Girl</td>
</tr>
<tr>
<td>Vincent Lee</td>
<td>Head Boy</td>
</tr>
<tr>
<td>Brianna James</td>
<td>Head of Academic</td>
</tr>
<tr>
<td>James Harris</td>
<td>Head of Academic</td>
</tr>
<tr>
<td>Jessica Hayes</td>
<td>Head of Sport</td>
</tr>
<tr>
<td>Absalom Turoa</td>
<td>Head of Sport</td>
</tr>
<tr>
<td>Genoveva Reverte Neal</td>
<td>Head of Culture</td>
</tr>
<tr>
<td>Kianu Harris</td>
<td>Head of Culture</td>
</tr>
<tr>
<td>Aroha-Jean Waata-Park</td>
<td>Head of Welfare</td>
</tr>
<tr>
<td>Richard Ear</td>
<td>Head of Welfare</td>
</tr>
<tr>
<td>Tahjonelle Kaitamaki-Topia</td>
<td>Kaiarahi</td>
</tr>
</tbody>
</table>
PASTORAL CARE
A System Offering Guidance and Support

Restorative Practices

- Careers Counsellor
- International Students' Support
- Roopū Teacher Group
- RTLB (Resource Teacher of Learning & Behaviour)
- SENCO (Special Education Needs Coordinator)
- Student Support Office
- Whānau Support Group
- Course Selection Advice
- Guidance Counsellor
- EARS (Education and Resources by Students)

Guidance

Positive Behaviour for Learning (PB4L)

- THS ROLES
  - We at Thames High School have RESPECT for; Others, Learning, Environment, Self.
  - Key elements of our PB4L programme are:
    - Helps define, teach and support appropriate behaviours
    - Creates a consistent, positive school environment
    - Is responsive to school’s current social and educational challenges
    - Creates effective teaching and learning environments
    - Supports positive behaviour and academic success

STUDENT INVOLVEMENT

- Students Against Driving Drunk Committee
- Peer Mentoring/Tutoring
- School Ball Committee & School Socials
- Performing Arts Groups
- Duke of Edinburgh Award
- Student Leadership
- EARS Students
- Sports Teams & Coaching
- Library & Canteen Assistants
- Board of Trustees Student Representative & School Council
- International Friendship Group
- Sports Committee

Positive Behaviour for Learning (PB4L)

- Misconduct is a violation of people and interpersonal relationships
- Violations create obligations and liabilities
- Restorative practices seek to heal and put right the wrongs
- We endeavour to use processes which restore relationships between all parties involved

Guidance

www.thameshigh.school.nz
At Thames High School we want to develop learners who are...

- Good Communicators
- Critical Thinkers
- Curious
- Creative
- Connected with the community and the world around them
- Able to collaborate with others in their learning.
- Courageous learners (willing to make mistakes and take risks in their learning in order to improve their learning).

The Junior Curriculum consists of the following:

**Pastoral Care and Guidance**
This is focused around the rōpū where students learn the essential skills/key competencies of
- Participating and collaborating in a group, a school, a community and the world
- Managing self including setting goals, reflecting on learning and identifying barriers to success and
- Relating to Others

**Cross Curricula Learning Kete**
This is where students learn skills in an authentic and interesting context relating 2 learning areas.
- Each student will choose 3 kete for each term.
- Over the year students should aim to cover all learning areas.
- Where possible, students should choose on course of English and Mathematics each term.
- Rōpū kaitiaki will monitor and check that all learning areas are covered.

**Compulsory Single Subject Courses**
Intensive single subject courses covering a specific part of the curriculum for each learning area.
- Both Year 9 and 10 students will take 2 compulsory courses each term.
- Students will rotate through these.
- The content of these courses is the part of each subject area that cannot easily be taught in a cross-curricula way.

**High Interest Projects (HIP)**
An opportunity for students to work on an area of high need or high interest.
A range of options will be available. These include
- Extension Programmes
- Accelerated Programmes
- High Interest Projects (teacher and student led)

Students can change each term but may also have the opportunity to stay in the same programme.

### A Year 9 student timetable (10 days – the only change each week is on Wednesday):

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45am-10:25am</td>
<td>Single Subject Rotation 1</td>
<td>CC Learning Kete 3</td>
<td>CC Learning Kete 3</td>
<td>CC Learning Kete 2</td>
<td>HIP</td>
</tr>
<tr>
<td>10:25am</td>
<td>Rōpū</td>
<td>Extended Rōpū</td>
<td>Rōpū</td>
<td>Rōpū</td>
<td></td>
</tr>
<tr>
<td>11:20am-1:00pm</td>
<td>CC Learning Kete 1</td>
<td>Single Subject Rotation 2</td>
<td>CC Learning Kete 2</td>
<td>CC Learning Kete 1</td>
<td>Single Subject Rotation 2</td>
</tr>
<tr>
<td>1:40pm-3:20pm</td>
<td>CC Learning Kete 2</td>
<td>HIP</td>
<td>CC Learning Kete 1</td>
<td>Single Subject Rotation 1</td>
<td>CC Learning Kete 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45am-10:25am</td>
<td>Single Subject Rotation 1</td>
<td>CC Learning Kete 3</td>
<td>Single Subject Rotation 1</td>
<td>CC Learning Kete 2</td>
<td>HIP</td>
</tr>
<tr>
<td>10:25am</td>
<td>Rōpū</td>
<td>Extended Rōpū</td>
<td>Rōpū</td>
<td>Rōpū</td>
<td></td>
</tr>
<tr>
<td>11:20am-1:00pm</td>
<td>CC Learning Kete 1</td>
<td>Single Subject Rotation 2</td>
<td>Extended Rōpū</td>
<td>CC Learning Kete 1</td>
<td>Single Subject Rotation 2</td>
</tr>
<tr>
<td>1:40pm-3:20pm</td>
<td>CC Learning Kete 2</td>
<td>HIP</td>
<td>Single Subject Rotation 2</td>
<td>Single Subject Rotation 1</td>
<td>CC Learning Kete 3</td>
</tr>
</tbody>
</table>

Te Kura Tuarua O Hotere

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Thames High School Junior Curriculum: A Year 9 student timetable (10 days – the only change each week is on Wednesday):

- **Pastoral Care and Guidance**: Focused around the rōpū, where students learn essential skills/key competencies.
  - Participating and collaborating in a group, a school, a community and the world.
  - Managing self, including setting goals, reflecting on learning, and identifying barriers to success.
  - Relating to Others.

- **Cross Curricula Learning Kete**: Students learn skills in an authentic and interesting context relating 2 learning areas.
  - Each student chooses 3 kete for each term.
  - Over the year, students aim to cover all learning areas.
  - Students can rotate through the kete.
  - Rōpū kaitiaki monitors and checks all learning areas.

- **Compulsory Single Subject Courses**: Intensive, covering specific parts of the curriculum.
  - Year 9 and 10 students take 2 compulsory courses each term.
  - Students rotate through these courses.
  - Content tailored to individual subject areas.

- **High Interest Projects (HIP)**: Opportunities for students to pursue high need or interest areas.
  - Available in various program types.
  - Teacher and student-led options.
  - Options change each term or remain constant.

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**Format**

- **Table**: Timetable layout for weeks 1 and 2.
- **Textual Description**: Overview of curriculum components and their importance.
- **时间节点**: 8:45am - 3:20pm schedule.

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**Key**

- **Rōpū**: Group-based learning.
- **HIP**: High Interest Projects.
- **Subject Courses**: Compulsory and intensive.

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**Integration**

- **Visual:** Diagram illustrating rōpū and kete concepts.
- **Textual:** Detailed description of each component.

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**Conclusion**

- **Summary**: Importance of developing learners with various competencies.
- **Future Directions**: Potential for skills development and personal growth.

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**Acknowledgments**

- **Te Kura Tuarua O Hotere**: Vital role in day-to-day operations.
- **Thames High School**: Comprehensive curriculum approach.

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### CURRICULUM FLOWCHART 2019 - Senior Curriculum (NCEA)

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARTS</strong></td>
<td>Visually Art</td>
<td>Visual Art</td>
<td>Visual Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Photography</td>
<td>Photography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Art Design</td>
<td>Visual Art Design</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td>An English course at Level 1 OR Literary and Communication Skills</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mid-Level English</td>
<td>Media Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication English</td>
<td>Communication English</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td></td>
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<tr>
<td><strong>LANGUAGES</strong></td>
<td>Spansh</td>
<td>Spanish</td>
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<tr>
<td></td>
<td>English Language (for students for whom English is not their first language)</td>
<td>English Language Intermediate</td>
<td>English Language Intermediate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Language Advanced</td>
<td>English Language Advanced</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>A Maths course at Level 1 OR Numeracy and Financial Skills</td>
<td>Mathematics</td>
<td>Calculus</td>
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<tr>
<td></td>
<td></td>
<td>Mid-level Mathematics</td>
<td>Statistics</td>
</tr>
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<td></td>
<td></td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Outdoor Education</td>
<td>Outdoor Education</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td></td>
<td>Active Learning Through Movement</td>
<td>Active Learning Through Movement</td>
<td>Growing Great Leaders</td>
</tr>
<tr>
<td></td>
<td>HOPE (Health, Outdoor Pursuits and PE)</td>
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</tr>
<tr>
<td></td>
<td>Health</td>
<td>Health</td>
<td>Health</td>
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<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>A General Science course at Level 1 OR Living Science</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DISTANCE GATEWAY</strong></td>
<td>Languages as available and required</td>
<td>Gateway</td>
<td>Gateway</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distance Learning</td>
<td>Distance Learning</td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td>Design technology in - Mechanical Engineering Furniture Making Fabric &amp; Design Food and Hospitality</td>
<td>Mechanical Engineering</td>
<td>Furniture Making</td>
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<tr>
<td></td>
<td></td>
<td>Furniture Making</td>
<td>Fabric &amp; Design</td>
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<tr>
<td></td>
<td></td>
<td>Food and Hospitality</td>
<td>Food and Hospitality</td>
</tr>
<tr>
<td></td>
<td>Graphics &amp; Design</td>
<td>Graphics &amp; Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digital Technologies</td>
<td>Digital Technologies</td>
<td>Digital Technologies</td>
</tr>
<tr>
<td></td>
<td>Digital Applications</td>
<td>Digital Applications</td>
<td>Digital Applications</td>
</tr>
</tbody>
</table>

**N.B. The underlined subjects are compulsory for that Year Group**

**Two pathways are available:**

1. Working at Level 6 and 7 of the curriculum in Years 11 and 12 to complete Level 2 at the end of Year 12 and then continue on to Level 3.

2. Working at Level 6 in Year 11 and some of Year 12 to complete Level 1 during Year 12 and then Level 2 before leaving school.
Our school uniform defines who we are. Students who are proud of their school, wear full uniform at all times. It follows then, that it should always be worn complete and in a way that reflects credit both on the school and on the wearer. Personal cleanliness and tidiness and a high standard of appearance and grooming are automatically expected of students of Thames High School.

**PURPOSE:**
1. To encourage personal cleanliness and tidiness.
2. To foster pride in appearance in a way that reflects well both on the school and on the student.
3. To clarify school expectations with regard to school uniform.
4. To clarify the standards of appearance and grooming required of students.

**GUIDELINES:**
1. The uniform is to be worn as specified in the prospectus so that the student appears neat, tidy and clean.
2. Standards of appearance need to be appropriate to the wearing of a school uniform. Appearance should not be offensive, extreme or outrageous. In particular these guidelines apply to:
   a) Facial hair – boys are required to be clean shaven
   b) Make-up
   c) Hair style and colour – long hair must be tied back
   d) Jewellery – one stud in each ear is permitted. Students may apply for a taonga pass, which permits the wearing of a taonga under the conditions outlined in the application form
   e) Visible piercings are not permitted, except as in d) above
   f) Tattoos
   g) Cleanliness and personal hygiene
3. When a student is in uniform, complete uniform must be worn at all times, including travelling to and from school. No non-uniform items should be worn when in uniform.
4. Students who are temporarily unable to wear correct uniform items must bring a note from their parent/caregiver which presents a reasonable explanation and obtain a uniform pass.
5. All articles of clothing should be clearly marked in a fashion that is difficult to remove. The school is not responsible for lost, stolen or damaged uniform.
6. Any student who experiences difficulty obtaining uniform items should discuss the matter with the appropriate member of the guidance network.
7. Any matter related to dress or appearance not specifically covered by the uniform regulations and above guidelines is to be as directed by the principal. Any student who needs any long term exemption must have a signed doctor’s certificate.
8. The school dress uniform is to be worn on occasions such as senior prizegiving and when representing the school as directed by the teacher in charge.
9. Where students wear non-uniform items of clothing at school, these may be confiscated and may be returned to the students after 5 school days. A non-uniform item of clothing may be returned earlier than the 5 school days only if it is personally collected from the deputy principal by the parent/caregiver. The school accepts no responsibility for non-uniform items of clothing that are lost, stolen or damaged while at school. Students bring such items to school at their own risk.
SCHOOL UNIFORM  Supplier - Don Snowden Menswear - Thames

Girls - Year 9 to 12
Girls - Year 13 only - wear THS White Polo Shirt

<table>
<thead>
<tr>
<th>Terms 1 and 4 - Summer</th>
<th>Terms 2 and 3 - Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>THS Navy Polo Shirt</td>
<td>THS Navy Polo Shirt</td>
</tr>
<tr>
<td>THS Navy Shorts</td>
<td>THS Navy Shorts</td>
</tr>
<tr>
<td>THS Navy Skirt</td>
<td>THS Navy Skirt</td>
</tr>
<tr>
<td>THS Jersey</td>
<td>THS Long Navy Trousers (optional)</td>
</tr>
<tr>
<td>THS Jacket (optional)</td>
<td>THS Jersey</td>
</tr>
<tr>
<td>Black Roman Sandals (purchase from any store)</td>
<td>THS Jacket (optional)</td>
</tr>
<tr>
<td>Caps/Hats (optional) Black or Navy and Logo Free (purchase from any store)</td>
<td>Plain Black Polishable Lace Up or Single Strap Shoes, worn with Black Stockings or White Ankle Socks (purchase from any store)</td>
</tr>
</tbody>
</table>

Caps/Hats (optional) Black or Navy and Logo Free (purchase from any store)

Year 9 and 10 only - THS PE Shirt in House Colour and Black or Navy Shorts Logo Free

Boys - Year 9 to 12
Boys - Year 13 only - wear THS White Polo Shirt

<table>
<thead>
<tr>
<th>Terms 1 and 4 - Summer</th>
<th>Terms 2 and 3 - Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>THS Navy Polo Shirt</td>
<td>THS Navy Polo Shirt</td>
</tr>
<tr>
<td>THS Navy Shorts</td>
<td>THS Navy Shorts</td>
</tr>
<tr>
<td>THS Jersey</td>
<td>THS Long Navy Trousers (optional)</td>
</tr>
<tr>
<td>THS Jacket (optional)</td>
<td>THS Jersey</td>
</tr>
<tr>
<td>Black Roman Sandals (purchase from any store)</td>
<td>THS Jacket (optional)</td>
</tr>
<tr>
<td>Caps/Hats (optional) Black or Navy and Logo Free (purchase from any store)</td>
<td>Plain Black Polishable Lace Up Shoes worn with THS Long Black Socks (purchase from any store)</td>
</tr>
</tbody>
</table>

Caps/Hats (optional) Black or Navy and Logo Free (purchase from any store)

Year 9 and 10 only - THS PE Shirt in House Colour and Black or Navy Shorts Logo Free

THS Formal Dress Uniform

Girls
- THS Skirt
- THS White Cotton Shirt
- THS Tie (purchase from the school)
- THS Blazer (purchase from the school)
- THS Jersey
- Plain Black Polishable Lace Up or Single Strap Shoes worn with Black Stockings

Boys
- THS Long Navy Trousers
- THS White Cotton Shirt
- THS Tie (purchase from the school)
- THS Blazer (purchase from the school)
- THS Jersey
- Plain Black Polishable Lace Up Shoes worn with Black Socks
NEW ZEALAND QUALIFICATIONS AUTHORITY AWARDS

Year 11  National Certificate of Educational Achievement Level 1
Year 12  National Certificate of Educational Achievement Level 2
Year 13  National Certificate of Educational Achievement Level 3
University Entrance
New Zealand Scholarship Awards

Full information is given in the annual Curriculum Guides, which are available on the school web site.

Senior students and parents need to read these guides carefully. They explain the pre-requisites for each course, opportunities for multi-level study, the process for engaging in distance learning courses, or our CoroNet facility (for video conference classes).

The relevant Curriculum Guide is available on the Thames High School website.

Gateway

GATEWAY is a work-based learning programme that allows senior students to spend time exploring an area of employment they are interested in. Students are required to complete Unit Standards related to their placement.

Senior students, with a full timetable of subjects, can be eligible for the GATEWAY programme.

Distance Learning

Students can apply to study a subject via Distance Learning. This means that an outside provider prepares all course materials and assessments. Providers include Polytechnics, Private Training Establishments, the Correspondence School and videoconferencing through the Virtual Learning Network.

Popular subjects include:
- Early Childhood Education
- Tourism
- Floristry
- Animal Physiology
- Horticulture
- Agriculture
- Equine Studies
- Hairdressing
- Other languages

Full information is given in the annual Curriculum Guides, which are available on the school web site.

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- Agriculture
- Equine Studies
- Hairdressing
- Other languages

The Careers Department provides a focus for students to develop and identify hopes, dreams and aspirations to further their life beyond school. Programmes are developed to enhance the successful transition from school to the workplace, training or tertiary studies.

Careers staff facilitate informed student choice of careers options by:
- Organising a readily accessible information system e.g. noticeboards, newsletters, library computer and up to date information files.
- Co-ordinating careers intensives where students choose to attend seminars which reflect the wide range of careers available.
- Promoting tertiary study by ensuring students have access to information on courses offered by Polytechnics and Universities.
- Developing links between our secondary school and the business sector.
- Developing careers education programmes within curriculum areas.
- Providing an effective individual careers counselling service for students and their caregivers.
- Providing assistance with the development of student curriculum vitae and applications for employment or further study.
- Advertising employment opportunities and assisting with the placing of students in employment.

Adults are encouraged to return to school either full-time or part-time, at any level or any combination of levels which can be arranged for them.
SCHOOL ACTIVITIES

Sport

Sporting activities offered through Thames High School include: athletics, badminton, basketball, bowls, cycling, equestrian, golf, hockey, multisport, netball, orienteering, rugby union, soccer, swimming, tennis, touch rugby and triathlon.

Many of these sporting activities involve the students in local, regional and national competitions in addition to interschool exchanges. Coaching is carried out both by staff members, students and members of the community.

Facilities include: a fully-equipped modern gymnasium, weight training bay, tennis and netball courts, a swimming pool, an all-weather surface for hockey practice, and fields for the various sporting codes.

Cultural Activities

A wide variety of cultural activities are offered at Thames High School. These include: a full-scale school production, Maori culture group - Kapa Haka, instrumental music classes, debating teams and school choir.

A school magazine, The Haurakian, is produced each year.

Students are encouraged to participate in the rich variety of cultural activities.

Facilities include: a fully-equipped dance/drama room, a music suite, digital art facilities, a specialist library, a large school hall. On occasions professional artists perform at the school and run workshops.

Outdoor Education

The aim of outdoor education is to introduce students to disciplined activities, survival procedures and many valuable recreational pastimes. It is important that as many students as possible take part in these activities which are well supervised. The school always welcomes the assistance of parents in this area of education.
GENERAL INFORMATION

Term 1 2019  Tuesday 29 January – Friday 12 April
Term 2 2019  Monday 29 April – Friday 5 July
Term 3 2019  Monday 22 July – Friday 27 September
Term 4 2019  Monday 14 October – Thursday 12 December

Monday, January 21
Office re-opens

Wednesday to Friday, 23 - 25 January
Year 13 Camp

Tuesday, 29 January
Teacher Only Day

Wednesday, 30 January
New Enrolments Day / Course Confirmation Year 12 & 13

Thursday, 31 January
Year 9 and 13 students at school, Powhiri at 9.00am

Friday, 1 February
Year 9 Rōpū Day Out

Monday, 4 February
All students at school.

SCHOOL DONATION
Donations help us provide newsletters, new library books, new IT technology, magazine and specialist sporting equipment, and a range of other resources which fall outside the Government funding.

1 student at school $100 per annum
Family of 2 or more $150 per annum at school

SCHOOL HOURS
The school hours are from 8.45 am to 3.20 pm. Parents should see that students are not late for school.

Appointments for music lessons and for dental attention should be made outside school hours if possible.

HOMEWORK
Homework is necessary for all high school students to ensure success in their studies. It is hoped parents/caregivers will provide a supportive role in ensuring homework requirements are met.

SCHOOL TIMETABLE
We operate a 10 day timetable. The days are set at the beginning of the year and available on the parent portal.

Daily Timetable

Mon Timetable

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Finish Time</th>
<th>Period</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.45am</td>
<td>10.25am</td>
<td>1</td>
<td>100 min</td>
</tr>
<tr>
<td>10.25am</td>
<td>10.55am</td>
<td>Interval</td>
<td>30min</td>
</tr>
<tr>
<td>10.55am</td>
<td>12:35pm</td>
<td>2</td>
<td>100 min</td>
</tr>
<tr>
<td>12:35pm</td>
<td>1.00pm</td>
<td>Assembly</td>
<td>25min</td>
</tr>
<tr>
<td>1.00pm</td>
<td>1.40pm</td>
<td>Lunch</td>
<td>40 min</td>
</tr>
<tr>
<td>1.40 pm</td>
<td>3.20pm</td>
<td></td>
<td>100 min</td>
</tr>
</tbody>
</table>

Wednesday Timetable

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Finish Time</th>
<th>Period</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.45am</td>
<td>10.15am</td>
<td>1</td>
<td>90 min</td>
</tr>
<tr>
<td>10.15am</td>
<td>10.55am</td>
<td>Learning Advisory</td>
<td>40min</td>
</tr>
<tr>
<td>10.55am</td>
<td>11:30am</td>
<td>Interval</td>
<td>35min</td>
</tr>
<tr>
<td>11:30am</td>
<td>1.00pm</td>
<td>Learning Advisory</td>
<td>100 min</td>
</tr>
</tbody>
</table>

Tues/Thurs/Fri Timetable

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Finish Time</th>
<th>Period</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.45am</td>
<td>10.25am</td>
<td></td>
<td>100 min</td>
</tr>
<tr>
<td>10.25am</td>
<td>10.40am</td>
<td>Rōpū/Whānau</td>
<td>15 min</td>
</tr>
<tr>
<td>10.40am</td>
<td>11:20am</td>
<td>Interval</td>
<td>40 min</td>
</tr>
<tr>
<td>11:20am</td>
<td>1.00pm</td>
<td></td>
<td>100 min</td>
</tr>
<tr>
<td>1.00pm</td>
<td>1.40pm</td>
<td>Lunch</td>
<td>40 min</td>
</tr>
<tr>
<td>1.40 pm</td>
<td>3.20pm</td>
<td></td>
<td>100 min</td>
</tr>
</tbody>
</table>

TRAVEL
Students living at a distance of over 5 kilometres from the school may be entitled to free travel on the school buses provided to their nearest school. Buses cover five routes - Tapu, Hikutaia, Tairua, Pauanui and Kauaeranga.

MOTOR TRANSPORT
The school is responsible for students both at school and between home and school. Parents’ notes must support any students travelling by private car or motorcycle, whether they are driving or passengers. This privilege may be withdrawn for at least a term if abused. A record of the type of vehicle, registration and licence details is required by the school at the beginning of each year. This is processed on a term by term basis. Permission to bring a vehicle to school must be obtained from the Deputy Principal.

TRAVEL & BOARDING BURSARIES
Some parents now board their students in Thames if they are remote from secondary education or if certain subjects are not available at their local school. Details of travel and boarding bursaries are available from the Ministry of Education.
STUDENT DIGITAL DEVICES

Students are encouraged to bring their own digital devices to school. Digital devices suitable for learning need to have at least a 9.7” screen and be able to connect to the school Wi-Fi. In the near future students will be using digital devices to access NZQA external assessments. Secure lockable and powered lockers are available free of charge around the school. Students must supply their own padlock.

ATTENDANCES & ABSENCES

All students must attend on every day the school is open. Absence for illness or other unexpected causes must be explained by the parent or caregiver either by note, text or by phone call. All absences known in advance must be approved by the Principal in advance. A period by period attendance check is carried out every day.

To report an absence either:
• Send a text to 3255. Start your message with thsc and then a space. Remember to state your student name (first and last), year group and the reason for the absence. You will receive an automatic response.
• Phone the school on 868 8688. You can leave a message with the office.
• Send a note to your student’s Rōpū/Whānau Kaitiaki (Teacher) prior to the absence (if the absence is anticipated).
• Email office@thameshigh.school.nz

PARENT PORTAL

The Thames High School Parent Portal allows parents and students to access parts of the school database through an internet portal. You will be able to see the school calendar showing upcoming events, the daily notices, archived reports, attendance (live data), timetables, fees and assessment results. Please note that you will ONLY be able to see the data for YOUR student. If you have more than one student attending the school you will be given a login and password for EACH student. Students will be given their own password for this system.

To access the parent portal, use the link on the school website www.thameshigh.school.nz.

LUNCH PASSES

PERMANENT - Where parents/caregivers wish their student to go home for lunch or to their workplace on a regular basis, a permanent lunch pass will be issued once the school has received a written request from the parent/caregiver. This permanent lunch pass entitles students to go only to their home or parent/caregiver workplace.

Other students may not go to the home or workplace of a parent/caregiver of a student with a permanent lunch pass unless specific permission has been obtained from their parents/caregivers and approved by the parents/caregivers of the student whose home or workplace is being visited and the school is informed in writing.

TEMPORARY - Students may go into town at lunchtimes for good reason but require a note from home. On each occasion they go into town the student/s are required to carry a lunch pass obtainable at the main office only after presentation of a signed note by a parent/caregiver giving them permission. (Going down town to buy lunch is not an appropriate reason). The school has a canteen to provide a bought lunch.

Students are required to sign in and out of school on the tablet located at the school office and carry the printed slip with them.

PARENTAL INVOLVEMENT

Parents are encouraged to involve themselves in all aspects of school life and are welcome to contact the school whenever they have concerns, or they wish to exchange, provide or seek information.

A link to the school newsletter is circulated via email and then available to view on the school website at www.thameshigh.school.nz. Copies are also available for students to take home (who do not have email access). These are available at the school office.

There are many ways in which we encourage Parents/Caregivers to be actively involved in their student’s education at Thames High School:
• Serving as a member of the Board of Trustees
• Serving as a Sports Coach/Assistant
• Serving as a Sports Manager
• Supporter on the sideline
• Transporting students to venues
• Joining the Whānau Support Group
• Volunteering to assist with school camps
• Assisting with curriculum field trips
• Assisting with cultural group activities
• Volunteering/opporting your skills and expertise.

COMMUNICATIONS WITH THE APPROPRIATE STAFF

The list below is simply a guide to areas of responsibility. We hope parents will feel free to contact the office to make appointments should they so desire.

<table>
<thead>
<tr>
<th>Absence notes, etc.</th>
<th>Rōpū/Whānau Kaitiaki (Teacher)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum issues/</td>
<td>Dean and/or Rōpū/Whānau</td>
</tr>
<tr>
<td>Learning difficulties</td>
<td>Kaitiaki (Teacher)</td>
</tr>
<tr>
<td>Discipline/Uniform</td>
<td>Dean/ Deputy Principals</td>
</tr>
<tr>
<td>concerns</td>
<td></td>
</tr>
<tr>
<td>Guidance</td>
<td>Guidance Counsellor</td>
</tr>
<tr>
<td>Careers</td>
<td>Careers Adviser</td>
</tr>
</tbody>
</table>

If for any reason parents feel that their contact has not been successful and wish to follow through further, please contact the Principal.
THAMES HIGH SCHOOL

CONTACT DETAILS

300 Sealey Street, Thames
P.O. Box 706, Thames 3540

07 868 8688
office@thameshigh.school.nz

Attendance: Text to 3255

For further information about the school, see our website:
www.thameshigh.school.nz