

School Charter  
Strategic and Annual Plan for  
**Thames High School**

**2019 - 2021**

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

For further support and updated resources see our website [www.uacel.ac.nz](http://www.uacel.ac.nz)  
Ltd, 2018

©AucklandUniServices

**Thames High School 2019 - 21**  
**Introductory Section - Strategic Intentions**

<b>Mission Statement</b>	To inspire life-long learners who actively build a diverse, just and sustainable society.
<b>Vision</b>	<p>Thames High School students will:</p> <ul style="list-style-type: none"> <li>• Achieve to their potential in national qualifications</li> <li>• Enjoy success today and be prepared for tomorrow</li> <li>• Embrace the school values</li> </ul>
<b>Values</b>	<p>The Thames High School community upholds and promotes the values of:</p> <ul style="list-style-type: none"> <li>• Respect for others, learning, environment, self</li> <li>• Integrity, honesty, responsibility</li> <li>• Service for the common good</li> <li>• Excellence through perseverance and resilience</li> <li>• Equity through fairness and social justice</li> </ul> <p>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.</p>
<b>Māori Dimensions and Cultural Diversity</b>	<p>Thames High School will meet its responsibilities for Māori student outcomes through:</p> <ul style="list-style-type: none"> <li>• Provision of learning programmes in Tikanga Māori and Te Reo Māori</li> <li>• Provision of programmes which acknowledge and promote Māori culture, and make it visible in the school</li> <li>• Consultation with the school's Māori community to develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students</li> </ul> <p>Thames High School will foster teacher competencies which lead to Māori learners achieving education success as Māori, through developing:</p> <ul style="list-style-type: none"> <li>• Ako (learning practice in the classroom and beyond)</li> </ul>

	<ul style="list-style-type: none"><li>• Whanaungatanga (relationships – students, school-wide, community – with high expectations of student participation and achievement)</li><li>• Tangata Whenuatanga (place-based, socio-cultural awareness and knowledge)</li><li>• Manaakitanga (values – integrity, trust, sincerity, equity)</li><li>• Wananga (communication, problem solving, innovation)</li></ul>
--	--

Baseline Data or School Context						
Students' Learning	NCEA Results over time %					
		2015	2016	2017	2018	Target 2019
	L1 - all	80.5	71.1	78.6	84.4	
	L 1 Māori	66.7	56.8	60.9	78.8	73.0
	L1 Boys - all	78.1	63.8	68.8	72.5	
	L1 Boys - Māori	59.1	54.2	61.9	72.2	
	L2 All	84.0	80.2	80.0	85.0	
	L2 Māori	84.2	75.8	82.1	72.7	
	L2 Boys - all	83.3	75.9	77.4	77.6	
	L2 Boys - Māori	82.4	68.4	81.8	68.4	
	L3 All	54.8	61.2	46.3	59.6	
	L3 Māori	37.9	37.5	45.8	42.4	
	L3 Boys - all	42.2	54.5	37.5	46.3	60.0
	L3 Boys - Māori	10.0	35.7	54.5	27.8	
	UE All	47.3	54.1	34.1	42.7	
	UE Māori	34.5	37.5	37.5	18.2	
	UE Boys -all	35.6	50.0	25.0	24.4	
	UE Boys - Māori	10.0	35.7	45.5	-	

	<table><tr><th colspan="6">NCEA Endorsements over time %</th></tr><tr><th></th><th>2015</th><th>2016</th><th>2017</th><th>2018</th><th>Target 2019</th></tr><tr><td>Level 1 Merit</td><td>28.6</td><td>29.1</td><td>20.9</td><td>17.1</td><td>22.0</td></tr><tr><td>Level 1 Excellence</td><td>17.1</td><td>19.8</td><td>20.0</td><td>22.4</td><td></td></tr><tr><td>Level 2 Merit</td><td>26.0</td><td>18.8</td><td>20.5</td><td>18.6</td><td>22.0</td></tr><tr><td>Level 2 Excellence</td><td>15.0</td><td>11.8</td><td>12.5</td><td>11.8</td><td></td></tr><tr><td>Level 3 Merit</td><td>37.3</td><td>21.7</td><td>21.1</td><td>18.9</td><td>22.0</td></tr><tr><td>Level 3 Excellence</td><td>19.6</td><td>15.0</td><td>10.5</td><td>13.2</td><td></td></tr></table>	NCEA Endorsements over time %							2015	2016	2017	2018	Target 2019	Level 1 Merit	28.6	29.1	20.9	17.1	22.0	Level 1 Excellence	17.1	19.8	20.0	22.4		Level 2 Merit	26.0	18.8	20.5	18.6	22.0	Level 2 Excellence	15.0	11.8	12.5	11.8		Level 3 Merit	37.3	21.7	21.1	18.9	22.0	Level 3 Excellence	19.6	15.0	10.5	13.2	
NCEA Endorsements over time %																																																	
	2015	2016	2017	2018	Target 2019																																												
Level 1 Merit	28.6	29.1	20.9	17.1	22.0																																												
Level 1 Excellence	17.1	19.8	20.0	22.4																																													
Level 2 Merit	26.0	18.8	20.5	18.6	22.0																																												
Level 2 Excellence	15.0	11.8	12.5	11.8																																													
Level 3 Merit	37.3	21.7	21.1	18.9	22.0																																												
Level 3 Excellence	19.6	15.0	10.5	13.2																																													
Student Engagement	<p>School discipline practices will be fair and consistent, with well-understood boundaries and consequences.</p> <p>Student behaviour and appearance, both within and beyond school, will be of a high standard.</p>																																																
School Organisation and Structures	<p>Review and evaluation of school processes will include restorative practices, whānau/rōpū teacher role, reporting to parents, effective use of student achievement data and teacher inquiry into practice.</p>																																																
Review of Charter and Consultation	<p>In 2018 the Board of Trustees undertook an in-depth community survey. Following the analysis of the survey the following strategic themes emerged:</p> <ul style="list-style-type: none"><li>• Raising community perception of the school</li><li>• Improving communication within and beyond the school</li><li>• Ensuring effective school discipline processes</li><li>• Ensuring effective school self-review processes</li></ul>																																																

## Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2019 – 2021
<b>Students' Learning</b>	School internal evaluation and review processes will use evidence-based practices to <b>reduce disparity in achievement between boys and girls, and Māori and non-Māori students</b>	<ul style="list-style-type: none"> <li>• Develop and implement strategies to deliver improved NCEA Level 3 and UE results</li> <li>• Target groups of learners based on achievement data are established to implement interventions aimed at raising achievement</li> <li>• Implement the use of Assay3 for monitoring and reporting on student learning progress, across all learning areas, for year 9 and 10 students</li> </ul>
<b>Student Engagement</b>	School internal evaluation and review processes will use evidence-based practices to <b>reduce disparity in achievement between boys and girls, and Māori and non-Māori students</b>	<ul style="list-style-type: none"> <li>• Review of course design and the pathways for at-risk students</li> <li>• Meet with stakeholders (from our Māori community) to seek advice on appropriate consultation – what it could look like, who can support us in this - and then to develop a Te Ao Māori Strategic Plan to support success for our Māori students as Māori</li> </ul>
<b>School Organisation and Structures</b>	<b>School internal evaluation and review processes will use evidence-based practices</b> to reduce disparity in achievement between boys and girls, and Māori and non-Māori students	<ul style="list-style-type: none"> <li>• A full review of the effectiveness of current discipline processes is conducted and outcomes presented to BOT.</li> <li>• Revisit Teacher PLD on ROLES</li> <li>• Implement changes to restorative practices as a result of the review of discipline process, and communicate outcomes to all parties</li> <li>• Develop and implement a plan to ensure that published uniform standards are consistently enforced</li> <li>• Review of whānau and rōpū system is completed and changes made based on outcomes</li> </ul>

	Align all elements of school planning including the strategic plan, annual goals, annual targets, department goals, teacher inquiry, teacher appraisal	<ul style="list-style-type: none"> <li>The Charter will be annually updated including the alignment of strategic goals, annual goals, annual targets (see final page of this document for a template for departments to use in aligning their annual planning with the charter).</li> </ul>
<b>Community</b>	<p>Communication, both within and beyond the school, will be effective.</p> <p>Thames High School is recognised as the school of choice in the Thames community.</p>	<ul style="list-style-type: none"> <li>Regular, timely communication with parents about school events and current issues.</li> <li>Regular, timely contact from rōpū and whanau teachers with parents</li> <li>Regular sharing of school successes with the community, through a variety of appropriate media</li> <li>Marketing coordinator with appropriate experience in education and marketing is engaged</li> <li>Communication and marketing plan is developed and implemented</li> <li>There is a commitment to encourage more Thames parents to choose THS as their school of choice through development of appropriate communication channels</li> </ul>
<b>Personnel</b>	Develop an effective Teacher appraisal process	<ul style="list-style-type: none"> <li>Teacher inquiry will be a focus and integrated as part of the appraisal process for all teachers led by the SLT.</li> </ul>
<b>Property</b>	The school will focus, through the five-year property plan, on creating flexible learning environments throughout the school	<ul style="list-style-type: none"> <li>Continue to implement the property plan, with the refurbishment of A Block in 2019</li> </ul>

<b>Finance</b>	The school will ensure that budget targets are met	<ul style="list-style-type: none"> <li>• School procedures for monitoring expenditure relating to relief staff will be monitored monthly</li> </ul>
----------------	--	---



Improvement Plan - Domain: Learning				
<b>Strategic Goal</b> School internal evaluation and review processes will use evidence-based practices to <b>reduce disparity in achievement between boys and girls, and Māori and non-Māori students</b>			<b>Annual Goal</b> There will be an improvement in NCEA results for boys	
<b>Baseline data and Annual Target</b>				
% Pass rate	2016	2017	2018	2019 target
NCEA L3 - Boys	54.5	37.5	46.3	<b>60.0</b>
In 2019 we have 103 domestic students at year 13 – 43 boys, 60 girls. Of the boys, 26 have not yet achieved the UE literacy standard (without which they cannot achieve UE). Six boys in the cohort have not yet achieved NCEA Level 2. In order to achieve the target of 60%, at least 26 boys from this cohort will need to achieve NCEA Level 3 in 2019.				
<b>Key Improvement Strategies</b>				
<b>When</b>	<b>What (examples)</b>		<b>Who</b>	<b>Indicators of Progress</b> Bold highlighted = reported to the BOT
	<ul style="list-style-type: none"><li>Attendance monitoring</li><li>Clarity around aspirations and expectations</li></ul>		Year 13 Dean  	

	<ul style="list-style-type: none"> <li>Complete traffic-light assessment of student progress towards NCEA Level 3: Red = well below expected progress Amber = below expected progress Green = expected progress</li> <li>Specific focus on, and monitoring of year 13 boys academic progress</li> </ul>	<p>Year 13 subject teachers</p> <p>Year 13 Dean, Senior Academic Dean, Year 13 subject teachers, Whānau Teachers</p>	<p><b>By the end of term one, teachers will have targeted students within their class who are at risk of not achieving to their potential.</b></p> <p>Where there are concerns about boys academic progress this will be communicated to parents or whanau in a timely, regular way.</p>
	<ul style="list-style-type: none"> <li>Understand their options for 2020</li> <li>Be clear about qualification entry requirements for their various options</li> <li>Be clear about their pathway to achieving NCEA Level 2 and/or NCEA Level 3 and/or University Entrance</li> <li>Be active participants in either the 'Tertiary Planning' group or the 'Make a Plan' group</li> </ul>	<p>Year 13 Dean, Senior Academic Dean, Year 13 subject teachers, Whānau Teachers</p>	<p>By the end of term one, learners will be clear about their preferred pathways and the achievement requirements that these require.</p>
<b>Monitoring</b> Attendance monthly; progress twice each term from term 2 onwards			
<b>Resourcing</b>			

### Improvement Plan - Domain: Learning

#### Strategic Goal

School internal evaluation and review processes will use evidence-based practices to **reduce disparity in achievement between boys and girls, and Māori and non-Māori students**

#### Annual Goal

There will be an improvement in NCEA results for Māori boys

#### Baseline data and Annual Target

% Pass rate	2016	2017	2018	2019 target
NCEA L1 - Māori Boys	54.2	61.9	72.2	<b>73.0</b>

In 2019 we have 18 year 11 boys who identify as Māori.

In order to achieve the target of 73%, at least 14 boys from this group will need to achieve NCEA Level 1 in 2019.

This target is based on the NCEA Level 1 pass rate for all boys in NZ, for 2018.

Eight of the year 11 Māori boys are in the ADV101 Adventure class, which has a cross-curricula focus for teaching and learning in English, science and outdoor education. This is an all-boys class with a total roll of 16 students.

#### Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress Bold highlighted = reported to the BOT
	<ul style="list-style-type: none"> <li>Attendance monitoring</li> <li>Clarity around aspirations and expectations</li> </ul>	Y11 Dean, Whānau Teacher	<b>Attendance data reported to the BOT each month, from the start of term 2</b>
	<ul style="list-style-type: none"> <li>Complete traffic-light assessment of student progress towards NCEA Level 1: Red = well below expected progress Amber = below expected progress Green = expected progress</li> </ul>	Subject Teachers, Y11 Dean	<b>Progress data reported to the BOT each month, from the start of term 2</b>

	<ul style="list-style-type: none"> <li>Specific focus on, and monitoring of year 11 Māori boys' academic progress</li> </ul>		
	<ul style="list-style-type: none"> <li>ADV101 Adventure class – cross-curricula, outdoors focus in English, science and outdoor education</li> </ul>	Subject Teachers	<b>Progress data reported to the BOT each month, from the start of term 2</b>
<b>Monitoring</b> Monthly monitoring of attendance and progress towards NCEA L1 from the start of term 2			
<b>Resourcing</b>			

Improvement Plan - Domain: Learning				
<b>Strategic Goal</b> School internal evaluation and review processes will use evidence-based practices to <b>reduce disparity in achievement between boys and girls, and Māori and non-Māori students</b>			<b>Annual Goal</b> There will be an improvement in NCEA results	
<b>Baseline data and Annual Target</b>				
<b>NCEA Endorsements over time %</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Target 2019</b>
<b>Level 1 Merit</b>	29.1	20.9	17.1	<b>22.0</b>
<b>Level 1 Excellence</b>	19.8	20.0	22.4	
<b>Level 2 Merit</b>	18.8	20.5	18.6	<b>22.0</b>
<b>Level 2 Excellence</b>	11.8	12.5	11.8	
<b>Level 3 Merit</b>	21.7	21.1	18.9	<b>22.0</b>
<b>Level 3 Excellence</b>	15.0	10.5	13.2	
<p>In 2018, rates of NCEA excellence endorsements were close to or above national rates. By contrast, merit endorsement rates are significantly less than the national rates – as shown in the table above.</p> <p>The target is to increase the rate of merit endorsement at each NCEA level to 22.0% - which is approximately the national rate from 2018.</p>				
<b>Key Improvement Strategies</b>				
<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b> Bold highlighted = reported to the BOT	

	<ul style="list-style-type: none"> <li>• Grow student understanding of the benefit to them in moving from achieved to merit standard</li> <li>• Grow student understanding of the criteria for merit, through critical examination of exemplars</li> <li>• Student goal setting will include their target achievement level ie achieved, merit or excellence</li> </ul>	Year level deans, senior academic dean, subject teachers, whanau teachers	<b>Student survey – baseline, mid-year, end-of-year</b>
	<ul style="list-style-type: none"> <li>• Promotion of the school assessment policies to students, ensuring that opportunities for students who are close to merit boundaries are given opportunities for resubmission or reassessment</li> </ul>	NZQA PN	Report by PN to principal
	<ul style="list-style-type: none"> <li>• Provide a workshop opportunity for identified students to develop skills and understandings to move from achieved to merit level</li> </ul>	External provider	<b>Student survey – baseline, post-workshop, end-of-year</b>
<b>Monitoring</b> Through completed surveys and analysis of results.			
<b>Resourcing</b>			

Improvement Plan - Domain: Learning			
<b>Strategic Goal</b> Thames High School is recognised as the school of choice in the Thames community.		<b>Annual Goal</b> Our community will have a positive perception of Thames High School.	
<b>Baseline data and Annual Target</b> A baseline parent survey will be used in term 1 to establish perception ‘levels’, and a follow-up survey in term 3 will be used to assess whether perception ‘levels’ have changed.			
Target: Community survey to check for changes in perception – community survey data will show at least 20% positive change			
<b>Key Improvement Strategies</b>			
When	What (examples)	Who	Indicators of Progress Bold highlighted = reported to the BOT
	<ul style="list-style-type: none"><li>Plan for raising the standard of school uniform is developed and implemented</li></ul>	SLT, deans	<b>Plan submitted to BOT</b>
	<ul style="list-style-type: none"><li>Plan for raising the standard of school uniform is implemented</li></ul>	SLT, deans, rōpū and whānau teachers	<b>Updates twice each term reported to BOT, from May board meeting onwards</b>
	<ul style="list-style-type: none"><li>Changes to staff duty roster implemented to better supervise students before and after school, outside the school and in town</li></ul>	SLT, teaching staff	Feedback from teachers, parents and community members about the effectiveness of this strategy

	<ul style="list-style-type: none"> <li>Changes to school procedures for cell phone and social media use by students</li> </ul>	SLT, deans, teaching staff	Feedback from teachers and parents about the effectiveness of this strategy
<b>Monitoring</b> Monthly from the start of term 2			
<b>Resourcing</b>			



Improvement Plan - Domain: Learning			
<b>Strategic Goal</b> Communication, both within and beyond the school, will be effective.		<b>Annual Goal</b> Our community will have a positive perception of Thames High School.	
<b>Baseline data and Annual Target</b> Parent survey – baseline data gathered in term 1 to elicit parent views on how well the school communicates with them. A further survey in term 3 will be used to quantify any changes in perception of school communication.			
Communication indicators – parent survey data will show at least 20% positive change			
<b>Key Improvement Strategies</b>			
<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b> Bold highlighted = reported to the BOT
	<ul style="list-style-type: none"><li>Communication consultant engaged</li></ul>	DSM	
	<ul style="list-style-type: none"><li>Communication plan developed</li></ul>	DSM	<b>Communication plan submitted to BOT for approval</b>
	<ul style="list-style-type: none"><li>Communication plan implemented</li></ul>	DSM	<b>Report to BOT on the implementation of the communication plan</b> <b>Report to BOT on the outcomes of parent surveys</b>
<b>Monitoring</b>			
<b>Resourcing</b>			