

Thames High School

Te Kura Tuarua o Te Kauaeranga

Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata
We grow together to achieve one's true potential



Enrolment Information Pack - 2021

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Welcome to Thames High School (Tumuaki / Principal)

Naumai haere mai, Naumai hoki mai – welcome to new taiohi/students and whānau or welcome back to Te Kura Tuarua o Te Kāuaeranga, Thames High School. Thank you for expressing interest in attending Thames High School and taking the opportunity to visit us.

Starting at a new school – a secondary school – is a big move for a young person, at a critical time in life, as a young adolescent. We know that making a great start sets the foundation for personal success in the senior school and life. After five years, as young adults, graduates of Thames High School will have the understanding, skills and competencies to be a successful adult in whatever pathway they choose, whether that be employment or further education as a trades apprentice, a polytechnic or university. At Thames High School we have an unrelenting focus on the development and care of the whole person, balancing learning and academic opportunities in and out of the classroom, with a wide range of co-curricular opportunities in the arts, culture and sport. We encourage all young people to participate fully in the classroom and beyond, to develop their academic, physical, and social competencies. We are proud of the way our young people make the most of the leadership opportunities in the school.



Our innovative Year 9 and 10 programmes develop critical literacy and numeracy and provide an engaging learning experience for students. The components of this programme are holistic pastoral care, cross-curricular kete which integrate different learning areas, core courses which have a single-subject focus, and high interest projects where students can inquire deeply into a range of chosen contexts. Students are supported to accelerate their learning, both for those with learning difficulties and those that are gifted. Learning opportunities can be accelerated or extended both within a class through having a range of outcomes, having enrichment activities, or by level acceleration, for example Year 10 students studying NCEA level.

As a school, we are big enough to offer a broad curriculum, yet small enough to ensure that there is a deep personalised approach to learning and well-being, where everyone is recognised as an individual. Students are placed in a rōpu (group) in one of our four houses, with a Rōpu Kaitiaki (teacher) who looks after them and is the main point of contact between the school and home. One of the features of Thames High School that students foster great relationships with their teachers and other students.

We offer:

- A broad, diverse curriculum at all levels with a significant student choice at all years.
- A diverse range of learning modes: academic learning, hands-on learning, field trips and education outside the classroom (EOTC) which takes advantage of our great location at the doorstep of many outdoor pursuits.
- Excellent careers and pathways support for students
- Strong academic pathways, with opportunities for extension and acceleration, including distance learning opportunities where schools our size pool resources to ensure more choice for all.
- A wide range of sporting and cultural opportunities, with students encouraged to be active participants.

Secondary school bridges the time between childhood and adulthood, and that means having clear and consistent expectations based on shared values. We know you trust us to take the very best care of your child and we take that trust seriously. We provide a safe and supportive environment, with high expectations, and a commitment to our values and our tikanga. We foster respect for others, learning, others, and oneself. Positive behaviour is clearly promoted and acknowledged. Behaviours that are not consistent with our values and tikanga are addressed by restorative and reparation approaches, seeking to correct behaviour.

All of this is supported by great physical spaces. We are incredibly fortunate to have:

- Our wharehau, Te Puna O Te Pito Mata (The Wellspring of Potential), at the front of our school - the jewel in our crown!
- The Jack McLean Community Recreation Centre that sits alongside our own gymnasium offers our students and the community a modern state-of-art gymnasium and facilities. Schools much larger than Thames High School are often not so fortunate.
- Fully refurbished science laboratories.
- Classrooms that have been modernised.
- A swimming pool that allows for on-site swimming, scuba and kayak training, amongst other activities.
- A robust IT infrastructure with sufficient devices to support learning in specialist areas and for those that cannot provide their own device.

Of course, none of this compares to the benefit we have by having a great staff, both teaching and non-teaching. They are dedicated professionals that have a passion for making a positive difference to the lives of our students. This is supported by a significant number of parents/caregivers that help provide a range of activities beyond the classroom.

Students learn to work in an environment that encourages mutually-respectful relationships with student wellbeing and success at the core of all decisions and innovations. They share in the decision-making and are active participants in their learning. We welcome new students and invite you to come along and learn more about Thames High School and see what we have to offer. Make sure that no question goes unanswered.

Nāku noa, nā/Yours sincerely

Matua Michael Hart
Tumuaki / Principal





About Thames High School

History

Thames High School (established in 1880) is the second oldest public secondary school in the Auckland province. Because secondary schools were separate from the Board of Education in the 1800s, an Act of Parliament, the Thames Boys' and Girls' High School Act was passed in 1878.

The whenua (land) that the kura sits on was donated by the whānau of our mana whenua Ngati Maru. Whānau who had lived here for generations and new immigrants were attracted here by the opportunities of a thriving gold mining town. Now they had a place to educate their tamariki beyond primary level.

Our Crest and 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.

In the 60 years after the school was established the people of Thames were called on to serve their country in two World Wars. The past pupils of Thames High School that served are honoured in the main foyer and in the memorial at the front of the school.

The 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, Adams, Rudman, Hoult, and Dorrington, are named after 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



W. H. Hoult
1922 - 1944



R. E. Rudman
1909 - 1922



H. G. Dorrington
1944 - 1959

The Present

In 2020 the school's roll (as at 1 March 2020) was **451**: domestic roll: **426**, international student roll: **25**

- **Gender** Composition (Domestic Roll) Girls: 53 % Boys: 47 %
- **Ethnicity**: NZ European: 51 % NZ Māori: 43 % Pasifika: 1.9 % Asian: 3.1% Other: 1.1 %

Students at the school come from Thames and travel by bus from Tairua/Pauanui/Hikuai on the eastern coast of the Coromandel Peninsula, from Hikutaia to the south, and from further north up the Thames Coast as far as Coromandel.

The school has high aspirations for its taiohi/students and aims to assist them to reach their potential in a wide range of activities. Priority is given to academic attainment and to the importance of developing students' initiative, creativity, self-esteem and self-discipline.

From Our Charter

Our Vision

Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata

We grow together to achieve one's true potential.

Our Mission

Kia mahana o neherā - To acknowledge our past

Kia aratakina āianeī - To inspire our present

Hei waihanga ā mua - And transform our future world

Our Values

Manaakitanga: Everyone belongs, everyone matters, everyone has potential.

Whānaungatanga: We build connected and collaborative relationships that acknowledge and embrace our community.

Mātauranga: We deepen our knowledge of understanding to empower learning.

Our Tikanga: T.H.S. ROLES

Respect - Ngākau Whakaute

Others – Manaaki

Learning - Akonga

Environment – Taiao

Self - Whai Ora

Our Tohu



- Table Mountain - (Te Kowhatu-whakairi-a-Ngatoroirangi) or (Te Maro-whakairi-a-Ngatoroirangi)

The **waka** represents Tainui and iwi associated with this area.

The sea represents **Tikapa Moana**.

The Maunga are representative of 'Te Tara o Te Ika a Maui' (the jagged barb of Maui's fish) The Coromandel Peninsula. Leaving space for the stories that will come through about our maunga and area.

Claudia Long, in collaboration with Tahjonelle Kaitamaki-Topia, designed the "Te Tara o Te ika a Maui".

Our commitment to Te Tiriti o Waitangi

Thames High School / Te Kura Tuarua o Te Kauaeranga is committed to working in partnership with whānau, hapu, iwi and our community.

The principles of partnership, participation and protection underpin the relationship between the Crown and Māori under the Treaty of Waitangi, and are derived from the underlying tenets of the Treaty. We recognize our responsibilities.

We are committed to working with Ngāti Maru iwi. The kawenata (agreement) signifies a positive collaboration that share a common goal of ensuring educational success through a strengths-based approach and growing meaningful pathways.

The school has a commitment to equity and diversity that actively promotes a full bicultural and multi ethnicities understanding for our students. Māori language courses are offered at all levels and emphasis is placed on developing confidence in speaking Te Reo and having an appreciation of Māori culture and values.



Our Strategic Intent

- Taiohi/Students:** ALL taiohi/students will progress to their highest educational potential.
- Kaiako/Teachers:** Teaching practices reflect best practice and are culturally responsive.
- Hauora:** Care for and ensure the well-being of ALL taiohi /students and staff/kaimahi.
- Whakawhānaungatanga:** Build culturally responsive relationships with ALL





Key Staff to Contact

Senior Leadership Team

Tumuaki / Principal

Matua Michael Hart
michaelhart@thameshigh.school.nz

Tumuaki Tuarua / Deputy Principal

Whaea Maria Baird
mariabaird@thameshigh.school.nz

Tumuaki Tuarua / Acting Deputy Principal

Mrs Natalie O'Neil
natalieoneil@thameshigh.school.nz

Business Manager

Mrs Sharyn Baker
sharynbaker@thameshigh.school.nz

Year 9 Dean / Kaihautu

Our aim is to provide support for all our taiohi/students at each year level. The role of the Year 9 Dean is to work alongside the Year 9 Rōpū Kaitiaki/tutors and Kaiako/teachers of the Year 9 cohort around pastoral and academic progress. And also communicate with whānau / families / parents / caregivers

Mrs Michele Scoggins
michelescoggins@thameshigh.school.nz

Guidance Counsellor / Kaiawhina

Our Guidance Counsellor provides a confidential service to our taiohi / students who works collaboratively with taiohi / students, staff, parents/guardians and whānau to develop a range of strategies to facilitate students' wellbeing and ability to learn effectively.

Mrs Susan McInnes
susanmcinnes@thameshigh.school.nz

SENCO Support

The role of the SENCO is to support the pastoral, social and academic needs of students/taiohi with identified special educational needs.

Mrs Ruth Howes
ruthhowes@thameshigh.school.nz

Student Support Officer / Kaimahi Tautoko

The Student Support Officer's role is to assist and help with first aid or uniform concerns. This is also where students/taiohi sign in and sign out of school.

Mrs Hinu Abraham
studentsupport@thameshigh.school.nz

Front Office/Reception

Our receptionist is our frontline person who takes all incoming calls and greets and meets our whānau and visitors. All enquires can be directed to her and she will direct you to the right person.

Mrs Jo Willetts
jowilletts@thameshigh.school.nz



Overview of the Year 9 Curriculum

Our Year 9 and 10 programmes are a rich combination of single learning area subjects (**core**), integrated subjects (kete), where two or more learning areas are combined, and high-interest projects. Research has shown that taiohi/students need opportunities to make links across traditional subject areas like English and Social Studies so that they can see the connectedness of these disciplines, as they are in the real world. Authentic (real-world), often local, contexts allow taiohi/students to appreciate that learning is relevant and interesting. That is where the high-interest projects (or HIP) fit in – they are projects that connect taiohi/student interests to learning projects.

At Thames High School our learners will be 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 Year 9 and 10 programmes prepares students for the requirements for the senior school and the needs of NCEA (National Certificate of Educational Achievement) that typically begins with level 1 in Year 11. In NCEA the move in the last few years is to have ways where traditional subjects work together in authentic way.

Core Courses

During the year taiohi/students will be involved in core (compulsory) courses that build the specialised knowledge and skill of subjects. During the year, these core subjects will change, but ensures that every taiohi/students, regardless of their choices of kete. These courses are completed in their rōpū class, helping to reinforce their rōpū identity. Currently the core courses are organised so that Science and Mathematics are studied for half a year and the other subjects one term. This is because subjects like English, Social Studies and Health are more frequently reinforced within the kete.

Core Course 1 (two terms)	Core Course 2 (one term each)
Science	Social Studies
	Health
Mathematics	English
	Te Reo Maori

Example Kete: Captain's Duty
Curriculum Areas: English/Physical Education and Health



This course will extend your knowledge and understanding of survival skills in the water. This will require displaying leadership skills, interpersonal skills. You will complete a research process and write a formal report.

Example High-interest project:
Being Enterprising



Develop a small business in groups with the assistance of 'mentors' from local businesses. Gain knowledge of economic concepts as groups work together to plan, construct, market and sell a product.

Kete - integrated curriculum subjects

These courses are designed to be authentic context learning experiences that include two or more curriculum areas (e.g. science and mathematics). Currently, taiohi/students choose two of these modules. Each kete runs for the duration of the term. Choices will be required to ensure that taiohi/students get a good balance of learning context and cover the essential learning areas.

High Interest Projects - H.I.P

During this time taiohi/student will be involved in group or individual projects that reflect these programmes. All classes have a project they are contributing to or creating. There are 8-9 different classes that a taiohi/student can choose from each term. The project will run for one term and it is recommended that a different class is chosen each term. Each class has a different focus and may include extension or accelerated learning

Looking ahead - Overview of Senior School Pathways





While it may seem a long time in the future looking ahead to the senior school and how that can set your child up for personal success is an important part of career development.

Thames High School offers a wide range of subjects in the Senior school and is proud of its success in supporting students in a wide range of pathways, vocational (trades training apprenticeships), academic (university and/or employment).

By Year 13 we have a wide range of University Approved subjects that allow students to enter university, and we are proud that many of our graduate's gain scholarships to support their chosen studies.

Qualifications offered

Thames High School offers the New Zealand National Qualification Framework.

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

Trades Academy

With our partnership with Wintec (Waikato Institute of Technology), we offer taiohi/students places at their Trades Academy. This option allows secondary school taiohi/students the opportunity to pursue foundation training for trades, such as building and construction, electrical and plumbing, automotive, hair dressing, and more.

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 programmes.

Careers

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 career options by developing links with our school and the private sector.

Distance Learning

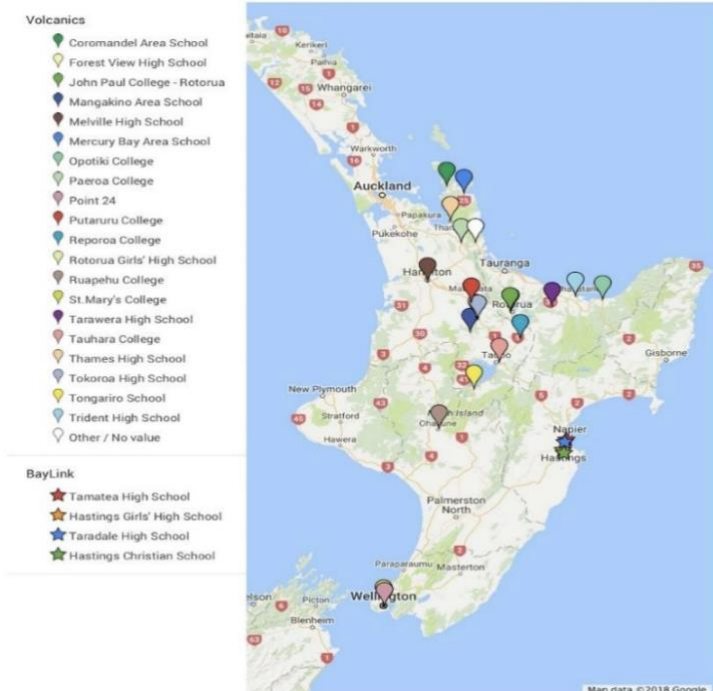
Courses that are physically not available at Thames High School, due to small numbers of taiohi/students opting for some subjects, these may be offered via Distance Learning.



Curriculum Information for VOLCANICS ONLINE LEARNING COMMUNITY

The schools on the map are members of the Volcanics eLearning Community. Volcanics schools who work together to provide high quality learning opportunities based around the New Zealand Curriculum. We work with other similar clusters nationally to provide a wide range of curriculum subjects.

As a member of volcanics we are able to provide students with access to courses taught by teachers from other schools nationally via online 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, Tourism, Agriculture, Languages including Te Reo Māori, French and Spanish.





Curriculum Flow Chart 2021

	YEAR 9	YEAR 10	YEAR 11 - NCEA L1	YEAR 12 - NCEA L2	YEAR 13 - NCEA L3
ARTS	<ul style="list-style-type: none"> Art Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Art Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Visual Art 	<ul style="list-style-type: none"> Visual Art Photography Visual Art Design 	<ul style="list-style-type: none"> Visual Art Photography Visual Art Design
	<ul style="list-style-type: none"> Drama Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Drama Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Drama 	<ul style="list-style-type: none"> Drama 	<ul style="list-style-type: none"> Drama
	<ul style="list-style-type: none"> Music Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Music Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Music 	<ul style="list-style-type: none"> Music 	<ul style="list-style-type: none"> Music
ENGLISH	<ul style="list-style-type: none"> English (Compulsory) Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> English (Compulsory) Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> ENG101 ENG102 ENG103 	<ul style="list-style-type: none"> ENG201 ENG202 ENG203 	<ul style="list-style-type: none"> ENG301 Media Studies (MDS301) ENG303
SOCIAL SCIENCES	<ul style="list-style-type: none"> Social Studies (Compulsory) 	<ul style="list-style-type: none"> Social Studies (Compulsory) 	<ul style="list-style-type: none"> Economics Geography History 	<ul style="list-style-type: none"> Economics Geography History 	<ul style="list-style-type: none"> Economics Geography History
LANGUAGES	<ul style="list-style-type: none"> Te Reo Māori (Compulsory) Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Te Reo Māori (Compulsory) Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Te Reo Māori 	<ul style="list-style-type: none"> Te Reo Māori 	<ul style="list-style-type: none"> Te Reo Māori
	<ul style="list-style-type: none"> English for speakers of other Languages 	<ul style="list-style-type: none"> English for speakers of other Languages 	<ul style="list-style-type: none"> English for speakers of other Languages 	<ul style="list-style-type: none"> English for Academic Purposes English for speakers of other Languages 	<ul style="list-style-type: none"> English for Academic Purposes English for speakers of other Languages
MATHEMATICS	<ul style="list-style-type: none"> Mathematics (Compulsory) Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Mathematics (Compulsory) Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> MAT101 (Compulsory) Numeracy and Financial Skills (MAT103) (Compulsory) Statistics (STAT101) 	<ul style="list-style-type: none"> MAT 201 MAT 202 Statistics (STATS201) 	<ul style="list-style-type: none"> Calculus (CALC301) Statistics (STAT301)
PHYSICAL EDUCATION & HEALTH	<ul style="list-style-type: none"> Physical Education (Compulsory) Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Physical Education (Compulsory) Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> PED101 OEC101 Active Learning Through Movement (LTM101) Health, Outdoor Pursuits & PE (HOPE) 	<ul style="list-style-type: none"> PED201 OEC201 Active Learning Through Movement (LTM201) 	<ul style="list-style-type: none"> PED301 OEC301 Fitness (FIT301)
	<ul style="list-style-type: none"> Health (Compulsory) 	<ul style="list-style-type: none"> Health (Compulsory) 	<ul style="list-style-type: none"> Health, Outdoor Pursuits & PE (HOPE) 	<ul style="list-style-type: none"> HTH201 	<ul style="list-style-type: none"> HTH301
SCIENCE	<ul style="list-style-type: none"> Science (compulsory) Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Science (compulsory) Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Science (SCI101) Science (SCI102) Living Science (SCI103) 	<ul style="list-style-type: none"> Physics Chemistry Biology General Science (SCI201) Living Science (SCI202) 	<ul style="list-style-type: none"> Physics Chemistry Biology General Science (SCI301) Living Science (SCI302)
DISTANCE	Languages as available and required	Languages as available and required	Languages as available and required	<ul style="list-style-type: none"> Distance Learning (including Languages) 	<ul style="list-style-type: none"> Distance Learning (including Languages)
GATEWAY				<ul style="list-style-type: none"> Gateway 	<ul style="list-style-type: none"> Gateway
TECHNOLOGY	Technology in <ul style="list-style-type: none"> Food, Wood, Metal, Fabric & Design Kete - (Cross-curricular) HIP - (High Interest Project) 	Technology in <ul style="list-style-type: none"> Food, Wood, Metal, Fabric & Design Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Mechanical Engineering Furniture Making Fabric & Design Food and Hospitality 	<ul style="list-style-type: none"> Mechanical Engineering Furniture Making Fabric & Design Food and Hospitality 	<ul style="list-style-type: none"> Mechanical Engineering Furniture Making Fabric & Design Food and Hospitality
			<ul style="list-style-type: none"> Design & Visual Communication 	<ul style="list-style-type: none"> Design & Visual Communication 	<ul style="list-style-type: none"> Design & Visual Communication
	<ul style="list-style-type: none"> Digital Technology Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Digital Technology Kete - (Cross-curricular) HIP - (High Interest Project) 	<ul style="list-style-type: none"> Digital Technology (DTC101) Digital Applications (DTC102) 	<ul style="list-style-type: none"> Digital Technology (DTC201) Digital Applications (DTC202) 	<ul style="list-style-type: none"> Digital Technology (via Volcanics)

Pastoral Care

We at Thames High School have respect for Others, our Learning, Environment and Self. Key elements of our PB4L programme help define, teach and support appropriate behaviours. This creates a consistent, positive school environment, is responsive to schools current social and educational challenges and creates effective teaching and learning environments which supports positive behaviour and academic success.

Rōpū Time

Each day starts where the taiohi/students will meet with their rōpū kaitiaki/(pastoral teacher). This is also an opportunity for kaitiaki/teachers to work alongside taiohi/student to develop an understanding of their own Individual Learning Plan. This time is very valuable to ensure taiohi/students have all the information and resources they need for a successful day. The rōpū kaitiaki/teacher is the first point of contact for whānau/parents/caregivers. This gives a central point for all communication for both the school and Whānau to ensure a holistic approach to caring for all taiohi/students.

THS R.O.L.E.S - Our Tikanga



A big focus during rōpū is for all students to understand the THS R.O.L.E.S -Our Tikanga to ensure that all taiohi/students are showing Respect for Others, Learning, Environment and self, to get the best out of each lesson. The THS R.O.L.E.S -Our Tikanga incorporates the importance for Respect in all areas to ensure that the learning area, behaviour and opportunities to learn are maximised.

Year Level Dean

The Dean for Year 9 supports the rōpū kaitiaki (pastoral teacher) to ensure that our taiohi/students are getting the best experience at Thames High School at each year level. This support includes ensuring that taiohi/students are attending school, support for whānau in times of need and is the link between Kaiako, rōpū kaitiaki, whānau and Tumuaiki Tuarua/Deputy Principal.

Tumuaiki Tuarua/Deputy Principal for the Junior School

The Deputy Principal for the Junior School oversees all events, transitions, and curriculum needs for all taiohi/students in Year 9 and Year 10. The key events involve the planning and organising of the Year 8 Opening Evening, coordinating Thames High School Kaiako to visit local Primary Schools to assist with enrolment, the transition programme for all potential Year 9 and the best part is our Rōpū Day Out at the beginning of the year for taiohi/student to celebrate starting High School and getting to know their rōpū.

The Deputy Principal is also a support for the Year 9 Dean in times of whānau need and supporting taiohi/students to follow Our Tikanga.



School Activities

Taiohi/students are encouraged to participate in the rich variety of sporting, arts and cultural activities offered at Thames High School.

Sport

Sporting activities offered through Thames High school include:

Athletics, badminton, basketball, bowls, cycling, equestrian, golf, hockey, multisport, netball, orienteering, rugby union, football, 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: two fully-equipped modern gymnasium with full size basketball court, weight training bay, swimming pool and fields for the various sporting codes.

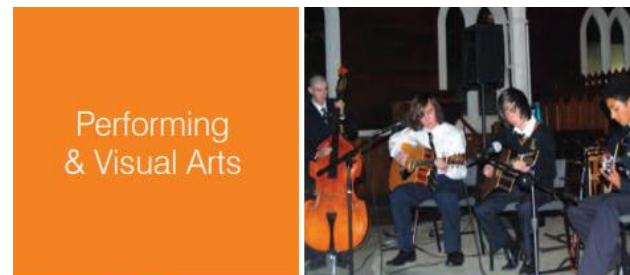
Cultural Activities

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. 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.





Bring Your Own Devices (BYOD)

All taiohi/students are strongly encouraged to bring their own suitable device to support their learning. They can access the internet using the wireless network on campus, and access learning materials provided by the school.

Learning is enhanced when a student has his/her own device, one that can be used anywhere. Having your own device means they can use the device that they prefer and increases the amount of time a device is accessible for learning, both at school and at home. In addition, as NZQA moves to a digital assessment format, there will be a distinct advantage in having great access to a device. Students are encouraged to use their own devices (including phones) as personal organisers, keeping track of homework or assessment requirements, in addition to maintaining a diary.



Drive



Gmail



Calendar



Account



Classroom



Docs



Sheets



Slides



Meet

Thames High School use a blended e-learning approach to both teaching and learning, i.e. traditional teaching methods and modern e-learning techniques will combine to support all taiohi/students in their learning programmes. Once enrolled, taiohi/students will have access to the Google Suite that includes Classroom (online classroom space), Meet (video conferencing), Docs (to produce reports), Slides (for presentations), Sheets (spreadsheets), and many other apps.

They will also have access to Microsoft Office 365 where apps such as Word, Excel, PowerPoint, OneNote and Teams can be used. This includes access to Office 365 and Monitor Web Printing (to print to school printers).

e-Learning has many benefits:

- Improved student motivation and engagement;
- Greater independence and personalised learning;
- Improved critical thinking and development of multi-literacies, including digital literacy for the contemporary workplace;
- Greater access to information, resources and experts;
- Greater opportunities for collaboration in a range of contexts, including international ones.

Source: Noeline Wright's literature review "Looking at e-Learning and implications for New Zealand schools" – (University of Waikato).

While Thames High School supplies many devices in the form of Chromebooks and desktops for some specialist areas (like digital technology), the advantages of having a personal device are clear. Taiohi/students were surveyed and identified several benefits of BYOD (as below).

The advantage of bringing your own device?

	Juniors	Senior
Do not have to wait for a COW device	83%	71%
Get on with work quicker	54%	82%
Continue with work easily after class	50%	89%
Use specialist programs all the time	16%	33%





Specifications

The most suitable device *for learning* is a laptop or similar with a keyboard, and reasonable screen size (preferably at least 30 cm / 12", but at least 10"). You may wish to consider a device that allows a stylus or pen to be used, as this enables a blend of typing, writing and drawing.

A smartphone is not a suitable learning device.

School recommendations for a device are:

- A Laptop (or equivalent hybrid) - Windows laptops, Macbooks and Chromebooks may be used. For Years 9-11 a Chromebook (ACER, HP, or Lenovo) is well suited – they only allow cloud-based storage and that means files are secure and accessible anywhere.
- At least 12" (30 cm) screen size;
- Wireless Connectivity dual band, using 802.11n (or higher)
- 6-8-hour battery life from one charge (minimum)
- Preferably light and robust
- A protective carrying case
- Operating System – there is no preferred operating system, as applications are generally web-based. This means students can opt for the system they prefer: Google Chrome, Microsoft Windows, Apple Mac OS v.10.10 or newer.
- Up-to-date Antivirus Software
- The ability to install and run the Microsoft Office Suite (**free for Thames High School students** with the Microsoft Student Advantage).
 - Optional: Selected Adobe Software, if appropriate for courses chosen by the student, e.g. Design courses may require Adobe Photoshop
 - Higher specification machines may be required for Digital Technology, Digital Art, and Level 1-3 Design so consider the expected lifetime/usefulness of the device.

Care and maintenance of device

- Our ICT Manager and regular on-site technician can help students with internal technical issues (i.e. connectivity, printing, etc.) but the security and care of the device is the responsibility of the student and parents/caregivers.
- **We recommend ensuring personal insurance covers loss or damage to a device whilst at School.**
- If a student's device is damaged or has technical problems that means it cannot be used at school, then we ask parents to notify the School (by note or email to the Rōpū/Whānau Kaitiaki and to make repair a matter of priority, to minimise any loss of learning.
- **Equity:** A limited number of personal devices is available for student loan in case of hardship; please contact your child's dean/kaihautu to find out more.



Behavioural Expectations

Thames High School is committed to encouraging and acknowledging positive behaviour and responding to other behaviour in a proactive and effective manner, such that behaviour is changed. The foundation of our behavioural expectations is encapsulated in **Our Tikanga: THS R.O.L.E.S.**, that links expected behaviours to **Our Values** of Manaakitanga, Whānaungatanga and Mātauranga.

Our Tikanga gives guidance about how we should all behave in different settings – everywhere 24/7 (both onsite and off-site, in the classroom and whilst involved in co-curricular activities).

When taiohi/students are travelling to and from School, or representing the School, all School standards apply.

Kaiaiko/Teachers and other leaders are expected to explicitly teach, remind, encourage and acknowledge these positive behaviours. Acknowledgements may include positive recognitions (merits), certificates, praise emails or postcards, and other ways, to show students we value upholding Our Tikanga.

Others : Manaaki

How do I show that I use good manners?
How do I offer encouragement, support and cooperation?
How do I demonstrate being respectful to Kaiako, Peers and Whānau?



ROLES

Good Manners
Encouragement
Respect Others

Focus
Success

Learning : Akoranga

RESPECT

NGĀKAU WHAKAUTE

Learning : Akoranga

What strategies do I use to keep me focused in my learning?
How do I work towards successful outcomes?



Environment : Taiao

How do I care for the environment?
Do I leave my work area clean and tidy?
Have I taken responsibility for equipment used?



Self : Whai Ora

How do I set goals and work toward them?
How have I used one or more elements of Hauora today?
How do I show being respectful to myself?



Environment : Taiao

Equipment
Take Care
Work Area

Respect
Goals
Hauora





Responding to behaviour – consequences

Managing behaviour relies on consistently applying both our school's behaviour plan and strategies to promote positive student behaviour. We also expect high standards of conduct from our school community, which includes modelling good behaviour for taiohi/students.

At Thames High School:

Kaimahi/staff, including relievers, coaches, and tutors etc, maintain positive learning environments and relationships with taiohi/students. We make a clear statement of acceptable and unacceptable behaviour known to all kaimahi/staff, whānau/parents and taiohi/students.

- All members of the school, including the taiohi/students themselves, have a responsibility to recognise bullying and to take action when they are aware of it happening.
- We consistently apply our Thames High School Pastoral Process plan in all cases of unacceptable behaviour, and endeavour to maintain the dignity of the student at all times.
- Kaimahi/staff manage challenging behaviour and use de-escalation techniques if a taiohi/student's behaviour is becoming out of control and/or poses a danger to themselves or others. Physical restraint is used only in an emergency, and only according to our physical restraint guidelines/policies/procedures.
- The school actions the procedures outlined by the Ministry of Education for the stand-down, suspension, or exclusion of taiohi/students, in cases of extreme and persistent behaviour.
- Individual programmes and strategies for taiohi/students with behaviour difficulties are devised with whānau/parents and kaimahi/staff, and outside agencies if necessary, and these students may be dealt with outside the school's behaviour plan.
- Our school follows the same behaviour management and disciplinary procedures for international students as for domestic students. Any additional or different conditions for international students (such as around accommodation, attendance, or visa requirements) are outlined in the enrolment contract.

Parents' concerns about student behaviour

If whānau/parent has a concern about an incident at school, the whānau/parent should contact the school and the school will deal with the concern. The school believes that parents should not approach other taiohi/students or whānau/parents about school behaviour incidents. This also applies to incidents that occur out of school time or off school grounds but when taiohi/students are still connected with the school e.g. at EOTC events, while wearing school uniform, or travelling to and from school.





Changing Behaviour

When taiohi/students behave in ways that do not reflect Our Tikanga, we must respond in such a way as to change this behaviour. Our model of responding behaviour is based on the premise that 'all we do is behave', and that behaviours are typically caused by something, are purposeful and contextual (i.e. vary based on the situation) and that future behaviour depends on what happens following a behaviour. This means that behaviour may be reinforced (be more likely to happen again) or weakened (be less likely to happen) by the consequences that follow. We aim to ensure our consequences discourage unwanted behaviours and reinforce positive behaviours. This requires teaching young people new ways to behave and to address the reasons for their behaviour.

Below is a summary of the behaviours that contravene Our Tikanga.

Unacceptable Behaviour

Thames High School sets high standards and has high expectations for taiohi/students in the behaviour expected. These standards will be met through personal responsibility and positive encouragement by staff and the support of caregivers.

The following list is not exhaustive and may be augmented with judgements by the Principal, Deputy Principals and Board of Trustees, where behaviours contravene our values and expectations.

The following are behaviours that contravene Our Tikanga and therefore are unwanted:

- Disrespect for others, self, or property
- All types of verbal, physical, cyber harassment/bullying that may cause, or have potential to cause, harm to any individual or group, or any discrimination* based on disabilities, religious affiliation, race, gender, or sexuality. This includes direct, indirect, or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
- Property misuse (includes technology misuse) - using their own or other's property inappropriately (at the wrong time or for the wrong purpose). This includes inappropriate use of ICT (including mobile devices / phones) and / or not adhering to the CyberSafety agreement signed on enrolment to the School
- Defiance / Disobedience / Non-compliance;
- Disruption of learning of oneself or others;
- Inappropriate physical contact;
- Inappropriate language: Rude or abusive language or gestures to other students/staff/members of the public*;
- Incorrect uniform or grooming standards;
- Any clothing, symbols, language, sounds and other behaviour that relates or identifies to gangs, e.g. bandanas, signs, and language or sounds that show gang affiliations.
- No Kirpan may be worn while a student is in school uniform, at the school or at any school event. A miniature symbolic Kirpan on a neck chain may be worn provided it is not visible.
- Not having the correct materials / equipment for learning / activities;
- Being late to class (or to school);
- Dishonesty, lying, concealing or failing to tell the whole truth, including forgery;
- Truancy / being out of bounds;



- Damaging (vandalism) or stealing property (theft)*;
- Being aggressive or confrontational;
- Physical, verbal violence / assault*;
- Possession or use of items that have the potential to cause harm or damage (to people and/or property) or cause offence including (but not limited to):
 - tobacco, alcohol, weapons*, lighters / matches, lasers, offensive images / media, drugs* / alcohol or other harmful substances (including synthetics)*, or replicas or substitutes for any such items or substances (that may be misconstrued as being harmful), e.g. replica weapons*, vaping cigarettes, etc., drug paraphernalia and items
 - other items that are not allowed because of the standards of respect for personal and school property includes chewing gum and permanent markers.
 - Chewing gum is not allowed to be chewed at the school, since it is often discarded on the ground, carpet and desks – this is unsightly, costly to remove, and unhygienic.
 - We have a zero tolerance for graffiti on school and personal property, therefore permanent markers (e.g. Vivid Permanent Markers) are not allowed. Items such as bags, pencil cases and exercise books must not be 'tagged' in any way as this is unsightly and may encourage a culture of tagging.

*** These behaviours also contravene NZ Law and will be treated as Serious Misconduct.**

No taiohi/student should be using, possessing, or under the influence of drugs, alcohol, or harmful substances at any time while under the school's jurisdiction. If a Tumuaki Tuarua/Deputy Principal believes that a student is breaching this policy, the student will be referred to the principal who considers the breach, guided by the school's behaviour management plan and the Stand-down, Suspension and Exclusion Procedures. Parents will be notified, as well as the appropriate authorities.

The school may offer, or organise, appropriate support and guidance, negotiated with the taiohi/student's and whānau/parents.





Consequences for unwanted behaviours

Our Tikanga (THS R.O.L.E.S) provides guidelines for acceptable behaviour at our School and are agreed to upon enrolment at the School. Consequences for unacceptable behaviour are necessary to discourage repeated unwanted behaviours.

Our Tikanga (THS R.O.L.E.S) has been developed to ensure acceptable standards of conduct are encouraged and so we respond to unwanted behaviour so that the best possible learning takes place for everyone. Students and parents should understand the consequences of unacceptable behaviours.

While it is important that responses to behaviour are corrective and restorative, students must also understand that discipline can be punitive.

Behaviours will be considered as one of **minor**, **major** or **serious** and dealt with accordingly. It should be clear that a behaviour may be considered as any one of the levels depending on the harm, or potential for harm caused. Minor does not mean unimportant but used to distinguish from 'major' and 'serious' behaviours. **NOTE:** At any stage, disciplinary action may be taken i.e. Time out, detentions or other impositions, at the discretion of the School.

Minor – behaviours that can be managed by the teacher/adult in the context it happens (e.g. in the classroom, during an activity) – responses include reminding/prompting of expected behaviours and having restorative conversations that address the issue. Teachers/other adults, with the support of Heads of Department or Dean, are encouraged to use a range of strategies to 'keep the small things small' and improve the behaviour of the student. These behaviours are such as: lateness, incorrect uniform, putting others down, non-compliance, disruption to lesson, inappropriate language, lack of equipment/gear, being out of bounds, or property misuse (includes technology misuse). Because behaviour is contextual, each situation needs to be considered on its merits, but consequences may include one or more of:

- Reminding / prompting / re-teaching expected behaviours
- Correction of issue (e.g. uniform / grooming)
- Apologies & warnings
- Conferences / agreements / restorative conversation
- Confiscation
- Contact and / or meeting parents / caregivers
- Temporary removal from class (i.e. time in another class)
- Classroom impositions such as completing a job for the teacher / class, completing work that was set, etc.

A restorative conversation may be called a 'W.A.R.M. conversation'

- **What** happened? How does this relate to Our Way? What were you thinking about? What are you thinking about now?
- **Affect**. Who was affected? How? Was this fair? Was it right?
- **Repair**. What do you need to do to repair things? How? When?
- **Move forward**. How do we find a way to stop this happening again? What do you need to start/stop or stay doing? What if it happens again?

Major - behaviours that may need to be managed by removing the student from the place it happened (e.g. removal from class). These behaviours are typically managed by a Head of Department or Dean, with the support of the Senior Leadership Team (Deputy Principals). Such behaviours include abusive/ inappropriate language/gestures, aggression / confrontational, assault, dishonesty / lying / forgery / cheating, fighting, sustained non-compliance, theft, harassment/bullying, truancy, use or possession of cigarettes, use or possession of banned items and repeated 'minor' behaviours.

Consequences may include one or more of (but not limited to):

- Investigation (statements, etc.) as required
- Contact parents / caregivers
- Meeting parents / caregivers
- Restorative meeting(s) / circle(s)
- Daily report / Behaviour agreement
- Guidance team referral
- Removal of privileges
- Detention(s) to reflect on behaviour, e.g. write an apology, or complete work missed.
- Community Service





Serious – behaviours will typically be managed by the Deputy Principals, supported by the Principal and Board of Trustees. Such behaviours include serious assault, or abuse, use or possession of alcohol, drugs, weapons or other items/substances that cause or have the potential to cause harm, or repeated 'major' behaviours.

Consequences may include one or more of:

- Investigation (statements, etc.) as required
- Contact parents / caregivers
- Meeting parents / caregivers
- Involvement of Police / other agencies
- Restorative meeting(s) / circle(s)
- Daily report / Behaviour agreement
- Guidance team referral
- Removal of privileges
- Detention(s) to reflect on behaviour, e.g. write an apology, or complete work missed.
- Community Service
- Referral to the Principal to consider stand down or suspension

The way a behaviour can be 'escalated' may be represented by the diagram to the right. More serious misbehaviours will normally be escalated more quickly to the Dean and/ member of the Senior Leadership Team (Deputy Principals).

The Deans, Senior Leadership Team and Counsellor(s) are always available for consultation regarding student behaviour.

Stand downs and suspensions from School

A student involved in **continued disobedience** (repeated misbehaviours) or **gross misconduct** (unacceptable / serious behaviour that is a dangerous or harmful example or could cause harm to themselves or others) **may be stood down** or **suspended** by the **principal** (or person with delegated authority). (Section 14(1) / 14(2) of the Education Act 1989).

1. A Stand-down is the formal removal of a student from school for a specified period, not exceeding 5 school days in any one term and 10 days in total that year.
2. A Suspension: should a student either exhaust their 5 days in one Term or 10 days of stand-down in a year and/or engage in serious misbehaviour, the student may be suspended from School. A suspension is also the formal removal of a student from school until the board of trustees decides the outcome at a suspension hearing that must be held within 7 school days.

The Board of Trustees Disciplinary Committee considers the misconduct and can make one of four decisions: reinstate, reinstate with conditions, extend the suspension conditionally or exclude the student (if under 16 years), or expel the student (if over 16 years of age). Students who are stood-down or suspended may be required to attend School for counselling or to access an individual educational programme being provided during the period of stand-down or suspension, where appropriate.

For example (*illustrative purposes only*)
Disruption of classroom learning

↓
Teacher responds appropriately, documents the incident(s) and informs Dean, Head of Department, Rōpū/Whānau kaitiaki

↓
Repeated behaviours:
Teacher / Head of Department / Rōpū/Whānau Kaitiaki conferences with student / informs parents

↓
Repeated behaviours:
Deans or Head of Department informs parents; meeting of Student / Parent / Rōpū/Whānau Kaitiaki / Counsellor as appropriate

↓
Continued unacceptable behaviour.
Dean refers to Counsellor and/or Senior Leadership Team



SCHOOL UNIFORM STANDARDS

Taiohi/students who are proud of their school and themselves, always wear full correct uniform. The school uniform 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 taiohi/students at Thames High School. The School is judged in public by the uniform standards shown by taiohi/students. We value the support of whānau/parents to ensure the standards are adhered to as agreed upon enrolment.

Every student will wear correct uniform. This applies to students who are:

- Attending School
- Travelling to or from School
- Attending school functions
- Representing the School
- Identifiable as Thames High School students in a public place.
- Senior/ Junior Prizegiving

School uniform items, such as trousers, skirts and blouses must not be modified beyond the length purchased and must continue to meet School regulations regarding length. Tapering trousers and narrowing blouses and skirts is not permitted. Modified items will need to be replaced. Appearance should not be offensive, extreme or outrageous. In particular these guidelines apply to:

- Facial hair – boys are required to be clean shaven
- Make-up- clear colourless nail polish and minimal lip and eye makeup
- Hair style and colour – long hair must be tied back, colours are to be natural
- Jewellery – one stud or ring (less than 5mm) in each ear lobe is permitted. Students may apply for a taonga pass, which permits the wearing of a taonga worn under the polo, and covers the conditions outlined in the application form
- Visible piercings are not permitted, except as stated above
- Tattoos/Tamoko – may be covered but not visible unless permitted for cultural reasons
- No hoodies are allowed, either above or below uniform items.
- Thermals or undergarments may not be visible whilst wearing the uniform.
- We certainly want taiohi/students to be warm, but the uniform must also be tidy. Visible thermals are informal and untidy. Only the school jacket is allowed with the school uniform, unless it is raining and a full raincoat is being worn.





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.

Any student who experiences difficulty obtaining uniform items should discuss the matter with the appropriate member of the guidance network.

Any matter related to dress or appearance not specifically covered by the uniform regulations and above the guidelines is to be directed by the Principal. Any student who needs any long-term exemption must have a signed doctor's certificate.

Where students wear non-uniform items of clothing at school, these may be confiscated and may be returned to the students after five school days. A non-uniform item of clothing may be returned earlier than the five 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.

Incorrect uniform or a combination of School uniform, the sports uniform or mufti is unacceptable. Taiohi/students not in correct uniform are required to have a note from home explaining the reason for their discrepancy and the note is to be handed to their Rōpū or Whānau kaitiaki/teacher or Dean for approval at the start of the day. They will, if appropriate, be issued with a temporary Uniform Pass.

Summer Uniform is worn during Terms 1 and 4 and Winter Uniform is worn Terms 2 and 3.

Exemptions from the uniform or grooming standards may be sought where its literal application could unduly infringe upon a taiohi/student's religious, cultural or other beliefs.

Requests for exemptions from the general standards must be made in writing to the Tumuaki/Principal and must state both the exemption sought and the belief which could be compromised if the exemption were not granted. The granting of any exemptions to the general standards shall be at the sole discretion of the Tumuaki/Principal.





SCHOOL UNIFORM PRICE LIST PRICE LIST FOR UNIFORM ITEMS

(as at July 2020)

SNOWDENS MENSWEAR

Proudly, locally owned and operated for over 50 years

**520 POLLEN STREET
THAMES**

Phone: (07) 868 7056

JACKET	\$ 99.00
JERSEY	\$110.00
POLO SHIRT	\$ 40.00
SHORTS	\$ 40.00
SHIRT	\$ 40.00
TROUSERS	\$ 80.00
PE SHIRTS	\$ 25.00
PE SHORTS	\$ 25.00
SOCKS	\$ 15.00
TIE	\$ 20.00

SHOES / SANDALS can be purchased through No:1 Shoe Warehouse or
The Warehouse

**Some Second Hand items are available through the School
Student Support Office.**

Photos are also included in the information pack



Girls – Years 9 to 12

Girls – Year 13 only – wear Thames High School - White Polo Shirt

Terms 1 and 4 – Summer

Thames High School Navy Polo Shirt
Thames High School Navy Shorts
Thames High School Navy Skirt
Thames High School Jersey
Thames High School Jacket (optional)
Black Roman Sandals (purchase from any store)

Terms 2 and 3 - Winter

Thames High School Navy Polo Shirt
Thames High School Navy Shorts
Thames High School Navy Skirt
Thames High School Long Navy Trousers (optional)
Thames High School Jersey
Thames High School Jacket (optional)
Plain Black Polishable Lace Up or Single Strap Shoes, worn with Black Stockings or White Ankle Socks (purchase from any store)
Caps / Hats (optional) Black or Navy and Logo Free (purchase from any store)

For both girls and boys Year 9 and 10 only – Thames High School PE Shirt in House Colour and Black or Navy Shorts - Logo Free recommended, but not compulsory.

Boys – Years 9 to 12

Boys – Year 13 only – wear Thames High School White Polo Shirt

Terms 1 and 4 - Summer

Thames High School Navy Polo Shirt
Thames High School Navy Shorts
Thames High School Jersey
Thames High School Jacket (optional)
Black Roman Sandals (purchase from any store)

Terms 2 and 3 - Winter

Thames High School Navy Polo Shirt
Thames High School Navy Shorts
Thames High School Long Navy Trousers (optional)
Thames High School Jersey
Thames High School Jacket (optional)
Plain Black Polishable Lace Up Shoes worn with Thames High School Long Black Socks
Caps / Hats (optional) Black or Navy and Logo Free (purchase from any store)

Year 9 and 10 only – Thames High School PE Shirt in House Colour and Black or Navy Shorts Logo Free

Thames High School Formal Dress Uniform

Girls

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

Boys

- Thames High School Long Navy Trousers
- Thames High School White Cotton Shirt
- Thames High School Tie (purchase from the school)
- Thames High School Blazer (purchase from the school)
- Thames High School Jersey
- Plain Black Polishable Lace Up Shoes worn with Black Socks

Please note Skater shoes, Branded shoes or shoes with rubber toes are NOT to be worn



FINANCIAL GUIDELINES

The following is an indication of costs for students for 2021

Class material Fees

This fee covers the cost of the 'take home' part of the subject. Extra material costs may occur if additional projects occur. These fees are set early in the year and you will be advised as soon as possible. Expected Costs for Year 9 are H.I.P and Kete courses

H.I.P and Kete	\$25
Fabric	\$20
Metal/Wood	\$20
Art	\$20

School Trips and Camps (Year 10 Camp only)

Information relating to Camps will be outlined in the course information at the beginning of each year. We would encourage families to set up an 'Automatic Payment Option' early in the year, to ensure that the school trip or camp is paid for prior to the event.

Sports Fees

These fees are set by the Sports Club and may be included in automatic payment options; otherwise payment must be made in full within three weeks of receiving sports invoice. Please note that these fees are non-refundable.

If choosing the automatic payment option, please advise the Accounts Office.

Student ID. Cards

Student ID cards are available for purchase at an approximate cost of \$7.00 each. These can be used as a form of identification to obtain driver licenses and reduced prices at some retailers in Thames. The cards are ordered at the Accounts office in Term 1 and Term 2 if there is enough interest and are available once class photos have been taken.

Payment Options

Eftpos, and Credit Card via the Parent Portal, Automatic Payment. If you are paying by direct credit the school's bank account is Westpac 03 0458 0142385 00

Please put your child's name in the 'Particulars' field and use the 'Analysis Code' field if you are paying for more than one child. If the payment is for a specific activity put this in the 'Reference' field.

You can use the Parent Portal on the school website to pay by Visa or MasterCard.

Automatic Payment Option: The school provides facility for parents/caregivers to 'spread' the payment of school fees and costs. We would encourage parents/caregivers to discuss this option with our Accounts team and to consider this if you have more than one child at school. This is recommended for camps, sports events and subjects with additional costs attached. The payments will be allocated by the Accounts office accordingly. Any credit balance can be repaid at your request. If support is needed with fees, please talk to someone at the school, as we do have some assistance available.

