



Charter

Strategic and Annual Plan

2021 – 2023

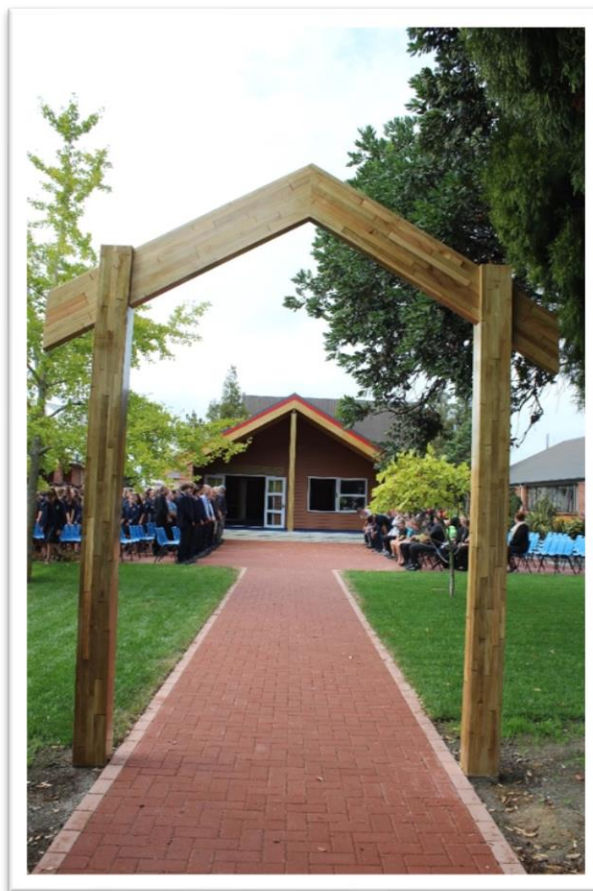


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Introductory section

Our Charter

- Our charter sets the direction for the school, reflecting the goals and aspirations our community has for their school and students for the next 3 years¹. It contains:
 - an **introductory section** – including our mission, vision and values.
 - A **strategic section** (strategic plan) that outlines the board's strategic aims for the next three years. It reflects what a board is doing to make a difference for student achievement and progress, particularly for Māori and Pasifika students, and students with special education needs.
 - An **annually updated section** (annual plan) that identifies the board's priorities for the coming year. It includes the board's actions to raise student progress and achievement.
- Every school board (as part of its governance role) needs to:
 - prepare and maintain a charter, develop the strategic aims and expected outcomes for our students.
 - send a reviewed and updated charter to the Ministry of Education every year.
- Our Charter outlines how our school is implementing the government's priorities as set out in the National Education Goals and the National Administration Guidelines to improve the progress and achievement of all students.
- The Education and Training Act 2020 amended the objectives of school boards. This change comes into effect on **1 January 2021**. In 2020, 2021 and 2022 schools' key planning document will continue to be their school charter. From 2023 there are new requirements for schools' planning and reporting.

¹ Sect. 138 Education and Training Act (2020)



Our Context

Thames High School (Te Kura Tuarua o Te Kauaeranga), established in 1880, is the second oldest secondary school in the Auckland province. The school is a Year 9 to 13, co-educational, decile 5 school located minutes from the centre of Thames, a semi-rural town that has a rich history of the mana whenua of Hauraki and the settlers attracted by the gold rush (1867-1871) and Kauri logging. Ngāti Maru is one of the Marutūahu confederation of tribes (Ngāti Maru, Ngāti Rongōū, Ngāti Tamaterā, Ngāti Whanaunga and Ngāti Pāoa)² that settled the area from 1550³. Thames is located within easy travel (around 1½ hours) to three main urban centres of Hamilton (106 km), Auckland (114 km), and Tauranga (128 km).

Thames is still the largest town on the Coromandel Peninsula Te Tara-o-te-Ika a Māui the jagged barb of Māui's fish - with a population of approximately 7,500. Thames is the location of the Thames-Coromandel District Council, Thames Hospital and Toyota New Zealand's vehicle importing/refurbishment business, residential retirement services and has a significant retail centre that serves a diverse and the agriculture and farming community. As a gateway town and historical centre, tourism and services are significant. Historically, Thames has endured significant changes to its economy with the closure of the railway (1991), Toyota assembly (1998) major sawmills (2008) and associated industries.

The school is committed to equity, excellence and diversity that reflects our predominantly bicultural heritage, and actively promotes a culture of belonging (Manaakitanga) for students of all backgrounds. Māori language courses are offered at all year levels and we are committed to strengthen developing confidence in speaking Te Reo and identity as Māori, and the importance Te Ao Māori for all.

Students

Most students that attend Thames High School are from Thames itself or from 'up the coast' - Te Puru, Waiomu, Tapu, Te Mata - and south of Thames - Hikutaia, Matatoki and Puriri. There are students that travel from Hikuaia and Tairua, although the number from these two centres has declined as transport options to Whangamata and Whitianga have become available.

As of 2020 (1 July), the roll was 444 students (182 male and 220 females), including 19 international students. 137 students were entitled to Ministry buses (at least 4.8 km from school): 41 Puriri, 33 Tapu, 31 Te Puru, 24 Tairua/Hikuaia and 8 Kauaranga Valley.

Of 425 domestic students, 181 identified as Māori (43%), 304 as NZ European (72%), 24 (5.6%) as 'other European', 22 (5.2%) Pasifika and 17 (4.0%) Asian. Percentages add to more than 100% as students identify with multiple ethnicities.

Prioritising ethnicities using MoE statistical priorities, resolves these to 43% Māori, 47% NZ European, 4% other European, 1.9% Pasifika, 3.2% Asian.

International Students

Thames High School benefits from a close association to the [Evakonga Education Language School](#) who have strong connections to Japan; consequently, most of our international students are Japanese, although they also come from Germany, Switzerland, Vietnam and China. Thames High School also has an ongoing relationship with Misaki Town, which has a sister-town relationship with Thames. Thames High School is seeking to develop stronger markets in Asia (China, Taiwan, Vietnam, Korea, Thailand) and South America (Brazil, Chile, Colombia) and Europe (Italy, Switzerland).

Kahui Ako / Community of Learning

Thames High School is a member of the Thames Te Kauaeranga Kahui Ako - Community of Learning along with eight primary schools (Matatoki School, Moanataiari School, Parawai School, Puriri School, St Francis School (Thames), Tapu School, Te Puru School, Thames High School, Thames South School) and four Early Childhood Education Centres (Central Kids Kindergarten, Little Chiefs Educare, Mini Miners, and Thames Early Childhood Education Centre).

These schools are the predominant contributing schools for Thames High School, although some students also attend from Hikutaia School, Hikuaia School, and Tairua School. With such a range of contributing schools, strengthening our connections, and ensuring great transitions is a key focus for Thames High School.

² <https://teara.govt.nz/en/auraki-coromandel-region/page-4>

³ "The stronghold of Ngati Maru has always been concentrated around the Thames region from Hikutaia in the south as far as Te Puru in the north traversing both sides of the Waihou river and Firth of Thames in places with other Marutūahu." (<https://ngatimaru.iwi.nz/history/>)



A new strategic plan for the Thames Te Kauaeranga Kāhui Ako was developed in 2020 and focuses on three achievement challenges – conscious connection, conscious inclusion, and conscious collaboration. Alongside these challenges are achievement targets that focus on literacy, health curriculum and NCEA qualifications. The Kahui Ako has two across-school teachers/leaders and six within-school teachers. One across-school teacher and three within-school teachers are based at Thames High School. The Kahui Ako is fortunate to have two learner support coordinators (LSCs) and they are also based at Thames High School, working extensively across all schools.

Thames High School provides Technology education for our Kahui Ako primaries, with a two-hour, one day a week provision, including food, fabric, materials, and art-design programmes.

Other important contextual information

- The location of Thames and the local economy significant numbers of students leave school after 16 for employment, including an increase in the number of students moving to apprenticeships and other work-based training and employment.
- The links between student attendance and achievement are well understood. Robust and consistent processes for encouraging and monitoring student attendance are used to support the target of 85% attendance at school for all students.
- **Community Consultation** The school consults the community on a regular basis. The approach that is used is to survey the on current issues, relevant policy reviews and generally regarding satisfaction to gather feedback (triennially).

Physical resources

Thames High School has two main physical sites, with the main campus on Sealey Street (3.9811 ha) and Danby Field on Queen Street. Historically, both sites were gifted for educational use by Ngāti Maru. Danby Field (0.2168 ha) is part of the Ngāti Maru (Hauraki) Deed of Settlement which is subject to final ratification (since 2017). Currently it is used as a supplementary sports field, but its location as low-lying land means it is often boggy.

School physical resources include:

- Our wharenui, 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 - offering 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 (2019)
- 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.



Curriculum

Thames High School is large enough to offer a broad and balanced curriculum, with multiple pathways, 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 is that students foster great relationships with their teachers and other students.

The school offers:

- A broad, diverse curriculum at all levels with significant student choice at all year levels.
- Year 9 and 10 curriculums
 - **core** (compulsory) programmes of English, Te Reo Māori, Mathematics, Science, Arts, Social Studies, and Health.
 - core **kete** classes that integrate at least two curriculum areas into a contextual programme; these kete allow experiences in arts, technology and other curriculum areas as above, for instance a combination of social studies and visual art.
 - optional **high interest projects** where students can inquire deeply into a range of chosen contexts.
- Year 11
 - English, mathematics, and a science-related subject are compulsory as foundations to support diverse pathways in the senior school and beyond.
 - Three optional subjects.
 - Health with physical education is compulsory from 2021 to ensure that emotional, social and physical wellbeing are supported.
- Year 12
 - Six optional subjects are chosen, with guidance to ensure that literacy requirements for University Entrance are met to keep this pathway open. There are significant vocational pathway options available.
- Year 13
 - Five optional subjects are chosen.
- Thames High School has long **supported vocational pathways** and continues to see significant interest in Trades education (Secondary Tertiary Programmes with WINTEC) and expansion of work-based learning, including the Gateway programme.
- Many courses that are not available on campus are offered via **distance learning** opportunities, including courses from Volcanics elearning Community, Te Aho o Te Kura Pounamu (Correspondence School) and the Southern Institute of Technology.
- 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.
- 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.



Our commitment to Te Tiriti o Waitangi

Te Kura Tuarua o Te Kauaeranga / Thames High School is committed to Te Tiriti o Waitangi (Treaty of Waitangi) and its unique position in Aotearoa/New Zealand and will give effect to it by ensuring its plans, policies and school (local) curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.⁴ This includes

- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students.

Thames High School:

- currently offers Te Reo Maori/Tikanga Maori as a core subject offered at Year 9 and 10 and an optional subject at Years 11 to 13. In 2021 the time allocation to Year 9 Te Reo/Tikanga Maori has doubled from that in 2020, and, if possible, that will be continued at Year 10 in 2022.
- will develop, with genuine partnership, a specific Achievement Plan for Maori, incorporating tikanga and Te Reo Maori into the kawa (protocols) and curriculum (where appropriate) of the school. This Achievement Plan will also take direction from [Ka Hikitia](#) (the Māori Education Strategy, 2020).
- affirms that Te Tiriti o Waitangi is one of eight principles of The New Zealand Curriculum that provide a foundation for our school / local curriculum.

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 are central to our commitment to Te Tiriti o Waitangi.

Thames High School is committed to:

- **Partnership:** Seeking to develop genuine partnership encouraging and ensuring that Māori are involved at all levels of the decision-making, planning, and development of curriculum. This includes, where needed, co-opting Maori onto the school board, committing to a Te Ao Māori Strategic Rōpu and engaging with our Māori community.
- **Protection:** as expressed above in our commitment to Te Tiriti, by normalising Te Reo and Tikanga and achieving equitable outcomes for Māori students. This is in all settings - the classroom (by including a Māori perspective to topics and inquiry), staff meetings, the staff room, on duty, at assemblies and in other areas.
- **Participation:** by working to strengthen home-school relationships, Māori involvement in school decision making, the environment reflecting the biculturalism of Aotearoa (e.g. signs, artworks), inquiring and valuing the aspirations of Māori whānau reflected in school planning and, again, being focused on equity for Māori

We are committed to working with Ngāti Maru iwi and strengthen our kawenata (agreement) that affirms our shared goal of ensuring educational success through a strengths-based approach and growing meaningful pathways.

⁴ Sect. 127 (1) (d) Education and Training Act (2020)



Our Vision, Mission and Values

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 waihangā ā mua - And transform our future world

Our Values

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

Whanaungatanga: 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



1 The waka represents Tainui and iwi associated with this rohe / area

2 Table Mountain - Te Kowhatu-whakairi-a Ngatoroirangi (the suspended rock of Ngātoroirangi)

The maunga represent '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.

3 The sea represents Tikapa Moana-o-Hauraki (The Firth of Thames)

Our Tohu was designed by Claudia Long, in collaboration with Tahjonelle Kaitamaki-Topia, who designed "Te Tara o Te ika a Maui".

4

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



Strategic Plan 2021-2023





Our Strategic Intent

1. ***Student/Taiohi: ALL students/taiohi will progress to their highest educational potential.***
2. ***Teacher/Kaiako: Teaching practices reflect best evidence and are culturally responsive.***
3. ***Hauora: Care for and ensure the well-being of ALL students/taiohi and staff/kaimahi.***
4. ***Whakawhanaungatanga: Build culturally responsive relationships with ALL***

For each Strategic Intent we identify how we will achieve (or make progress towards achieving) its objectives during the period of the strategic plan. The Annual Plan sets out how the board intends to implement that strategy during the year.

Status Colours:

Progress towards strategic aims is identified by the following colours:

-  achieved and completed
-  making good progress
-  under way
-  scoping still to be done



Annual Plan 2021

Summary

Strategic Intent	Strategic aims	Key strategies	Annual Goals/Target(s)
<p>1. Student/Taiohi: ALL students/taiohi will progress to their highest educational potential.</p> <p><i>This strategic intent gives direction to the board's intent to achieve equitable outcomes for Māori students.</i></p> <p>*Priority taiohi: identified Māori, Pasifika, boys, and taiohi with special needs, students with literacy below expectations.</p>	<p>1.1: Accelerate progress of Year 11-13 taiohi/students who are achieving below expectation and/or priority students*. This includes ensuring that the outcomes for Māori are equitable, namely there is no disparity in achievement.</p> <p>1.2: Accelerate literacy progress of Year 9-10 taiohi/students who are achieving below expectation and/or priority students*. This includes setting the foundations to ensure that the outcomes at Years 11-13 for Māori are equitable (as in 1.1.)</p> <p>1.3: Improve attendance levels as a critical prerequisite for improved achievement and wellbeing (also supports strategic intent 3).</p>	<p><i>Strengthen achievement / progress tracking</i> Develop a Māori Achievement Plan (MAP) with appropriate iwi consultation. Academic mentoring and reflection are strengthened at Year 11-13</p> <p><i>Strengthen achievement / progress tracking</i> Literacy support is provided to priority taiohi/students. Develop our Gifted and Talented Plan</p> <p>Strengthen existing protocols for monitoring and following up attendance</p>	<ul style="list-style-type: none"> Māori taiohi identified as priority students at Years 12 – 13 will achieve at least 12 credits per course for at least five courses at level 2 and level 3. The disparity in achievement at all levels of NCEA between Māori and non-Māori will be reduced by at least 50%. The disparity in achievement between Males and Females for the Year 12 2021 (Year 11 2020) cohort will be reduced by at least 50% in NCEA level 2. Endorsements at Level 2: The rate of endorsements for Maori will be improved on at least that of the average THS cohort. At least 50% of Year 9 and 10 students in the identified literacy priority group will have accelerated progress (i.e. more than one year's curriculum progress in one year). The proportion of students whose attendance levels in 2020 were below 80% ('of concern') will be reduced by 50%.
<p>2. Teacher/Kaiako: Teaching practices reflect best evidence and are culturally responsive.</p> <p><i>This strategic intent gives direction to the board's intent to ensure our school (local) curriculum reflects local tikanga Māori, mātauranga Māori and te ao Maori. This includes taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.</i></p>	<p>2.1 Develop our innovative local (school) curriculum to ensure it is coherent, future-focussed, provides pathways for diverse student aspirations, and incorporates local tikanga Māori, mātauranga Māori and te ao Maori.</p> <p>2.2: Our pedagogical (teaching) model will reflect best practice and be aligned with a complete model of learning.</p> <p>2.3: Build the capacity of staff through dedicated professional learning and development opportunities.</p>	<p>Review our local school curriculum to incorporate the aspirations of our staff, parents, whānau, hapū, iwi and the wider community.</p> <p>Continue to develop a clear 'curriculum map' of the Year 9 and 10 Curriculum (Core, Kete and HIP) that identifies the strengths of existing programmes and areas that need strengthening.</p> <p>Develop a shared understanding of core learning competencies and teaching capabilities that are expected to develop a model of learning.</p> <p>PLD plan prioritises strengthening the school culture, teaching, and learning competencies, including digital fluency, culturally responsiveness, and local/school curriculum development.</p> <p>Strengthen the use of digital / online learning.</p> <p>Strengthen the use of developmental / professional learning approach (Professional</p>	<ul style="list-style-type: none"> Year 9 and 10 curriculum has increased local tikanga Māori, mātauranga Māori and te ao Maori, building foundations for the senior levels (as part of the review of NCEA levels 1-3) Have a clear plan co-constructed action plan to improve culturally responsive practices. Completed a review of the model of learning, so that it is clear and visible ready for implementation in 2022. All teaching staff have engaged in the Professional Growth Cycle and participated in relevant professional learning supporting local curriculum and culturally responsive pedagogy.

	2.4: Actively participate in the Thames Te Kauaeranga Kāhui Ako (CoL)	<p>Growth Cycle) to enhance teaching and learning for priority students</p> <p>Within School teachers/leaders (WSTs) will work actively with across-school teacher / leaders to develop a clear action plan</p>	<ul style="list-style-type: none"> The Kahui within-school and across-school teachers collaborate to develop an annual action plan to support Kahui Ako Achievement Challenges.
3. Hauora: Care for and ensure the well-being of ALL students/taiohi and staff/kaimahi.	3.1: To promote a school culture that is safe, supportive and positive for both staff and students.	<p>Our Vision, Mission, Values and Tikanga are communicated with and regularly reinforced with our community.</p> <p>Consistency in the behaviour expectations and management (corrective strategies) through reinforcing the PB4L matrices of expectations and consequences.</p> <p>Enhance school-wide practices that improve the well-being/hauora of students/taiohi and staff/kaimahi.</p> <p>Increased recognition and celebration of student success / highlight student and staff achievements</p> <p>Enhance student leadership development and agency</p>	<ul style="list-style-type: none"> Kaimahi and Taiohi to feel safe and supported in their work at Thames High School. Kaimahi to feel valued and provided with professional feedback and support. Kaimahi and Taiohi to know the tikanga of ROLES and our values and can apply this explicitly to all situations
4. Whakawhanaungatanga: Build culturally responsive relationships with ALL	<p>4.1 Strengthen our partnerships to increase participation and ensure there is authentic voice in decision-making.</p> <p>4.2 Embed culturally responsive practices at the school that uphold the principles of Te Tiriti o Waitangi.</p>	<p>Strengthen relationship with our local iwi, Ngāti Maru</p> <p>Improve engagement with parents and other important groups to increase opportunities for taiohi/students and evaluate success of students' pathways.</p> <p>Continue to grow Te Ao Māori throughout the school and build on the relationships already formed with our Kāhui Ako and Iwi Ngāti Maru. Rongohia Te Hau remains a significant professional learning focus for the school to enhance its culturally responsive practices.</p>	<ul style="list-style-type: none"> That the vision, mission and values statements are embedded in our day to day professional practice. We continue to build kaimahi/staff capability and understanding of Te Tiriti o Waitangi and the three principles of participation, protection, partnership. Have a clear plan; a co-constructed action plan to improve culturally responsive relational relationships.



Strategic Intent 1:

Student/Taiohi: ALL students/taiohi will progress to their highest educational potential.

This strategic intent gives direction to the board's intent to achieving equitable outcomes for Māori students.

*Priority taiohi: identified Māori, Pasifika, boys, and taiohi with special needs, students with literacy below expectations.

Baseline data: Where are we now?

NCEA Achievement % 2020 (Qty) cf. 2019

NCEA / Yr	THS 2020*	THS Māori 2020	THS Males 2020	THS Māori Males 2020	NZ 2020	Dec. 5 2020	Decile 5 Māori 2020	Decile 5 Males 2020	Decile 5 Māori Males 2020	THS 2019	THS Māori 2019	THS Males 2019
L1 / Y11	80.2 (69)	70.6 (24)	75.6 (34)	63.2 (12)	70.9	70.7	62.4 (816)	74.9 (1614)	65.3	77.6	67.3	74.4
L2 / Y12	87.2 (75)	80.0 (28)	84.6 (42)	75.0 (12)	79.5	80.0	73.0 (794)	81.4 (3349)	70.6	79.3	78.1	78.9
L3 / Y13	68.9 (51)	55.6 (15)	59.4 (32)	50.0 (7)	71.7	69.4	62.2 (480)	65.4 (902)	59.5	69.0	44.0	57.8
UE / Y13	44.6 (33)	22.2 (6)	34.4 (11)	28.6 (4)	52.4	45	31.6 (244)	36.9 (508)	24.1	49.0	20.0	33.3

* provisional (students with short term enrolments need to be removed)

NCEA Achievement with Endorsement (Merit or Excellence) % of those that have achieved NCEA

NCEA / Yr	THS 2020	THS Māori 2020	THS Males 2020	THS Māori Males 2020	NZ 2020	Decile 5 Ave 2020	Decile 5 Māori 2020	Decile 5 Males 2020	Decile 5 Māori Males 2020	THS 2019	THS 2018	THS Māori 2019	THS Māori 2018
L1 / Y11	39.1 (27)	29.0 (7)	23.5 (8)	8.3 (1)	53.5	45.2	34.3	33.6	22.7	42.2	40.3	42.5	22.2
L2 / Y12	28.0 (22)	21.0 (6)	12.1 (4)	23.1 (3)	43.0	34.6	23.8	24.6	14.8	39.1	33.7	20.0	8.0
L3 / Y13	33.3 (17)	21.7 (5)	21.1 (4)	25.0 (3)	44.1	36.5	26.3	29.5	20.3	43.5	34.0	27.3	21.4

Strategic outcome(s) – i.e. aspirational

- ALL students/taiohi that have been enrolled at this school from the outset will achieve a minimum of NCEA Level 2.
- Equity - eliminate the disparity in achievement between boys and girls, and Māori and non-Māori students.
- Literacy levels for all priority students/taiohi are accelerated (more than 1 year's progress) to set the foundation for equitable qualifications outcomes.

Targets: Where do we want to be at the end of 2021?

- Māori taiohi identified as priority students at Years 12 – 13 will achieve at least 12 credits per course for at least five courses at level 2 and level 3.
- The disparity in achievement at all levels of NCEA between Māori and non-Māori will be reduced by at least 50%.
- The disparity in achievement between Males and Females for the Year 12 2021 (Year 11 2020) cohort will be reduced by at least 50% in NCEA level 2.
- Endorsements at Level 2: The rate of endorsements for Maori will be improved on at least that of the average THS cohort.
- At least 50% of Year 9 and 10 students in the identified literacy priority group will have accelerated progress (i.e. more than one year's curriculum progress in one year).
- The proportion of students whose attendance levels in 2020 were below 80% ('of concern') will be reduced by 50%.

How do we know we have got there?

Measures:

- **Qualifications:** The targets above will be achieved, or at least improve toward the target.
- **Literacy:** Using standardised vocabulary, reading and writing assessments, the target group will progress greater than expected in one year (equivalent to 2 steps on asTTle and/or PAT scale scores)

Literacy Y9 and Y10: Reading Comprehension % 2021

Year 9 Cohort 2021 (start)

	Below			At or Average				Above			
	1	2	3	4	5	6	7	8	9	No data	Total
All	8	20	16	21	20	5	5	2	1	8	106
% (excl. No data)	8.2%	20.4%	16.3%	21.4%	20.4%	5.1%	5.1%	2.0%	1.0%	N/A	
	44.9%			43.4%				8.2%			
NZ European	3	9	8	9	11	4	2	2	1	2	51
% (excl. No data)	6.1%	18.4%	16.3%	18.4%	22.4%	8.2%	4.1%	4.1%	2.0%	N/A	
	40.8%			49.0%				10.2%			
NZ Maori	3	11	6	9	4	0	3	0	0	5	41
% (excl. No data)	8.3%	30.6%	16.7%	25.0%	11.1%	0.0%	8.3%	0.0%	0.0%	N/A	
	55.6%			36.1%				8.3%			
Other ethnicities (as total <20)	2	0	2	3	5	1	0	0	0	1	14
% (excl. No data)	15.4%	0.0%	15.4%	23.1%	38.5%	7.7%	0.0%	0.0%	0.0%	N/A	
	30.8%			69.2%				0.0%			

Year 10 Cohort 2021 (start)


	Below			At or Average				Above			
	1	2	3	4	5	6	7	8	9	No data	Total
All	14	16	9	7	12	1	3	2	1	32	97
% (excl. No data)	21.5%	24.6%	13.8%	10.8%	18.5%	1.5%	4.6%	3.1%	1.5%	N/A	
	60.0%			30.8%				9.2%			
NZ European	6	7	4	6	7	1	2	1	1	9	44
% (excl. No data)	17.1%	20.0%	11.4%	17.1%	20.0%	2.9%	5.7%	2.9%	2.9%	N/A	
	48.6%			40.0%				11.4%			
NZ Maori	6	8	5	1	4	0	0	1	0	20	45
% (excl. No data)	24.0%	32.0%	20.0%	4.0%	16.0%	0.0%	0.0%	4.0%	0.0%		
	76.0%			20.0%				4.0%			
Other ethnicities (as total <20)	2	2	1	0	0	1	1	0	0	1	8
% (excl. No data)	28.6%	28.6%	14.3%	0.0%	0.0%	14.3%	14.3%	0.0%		N/A	
	42.9%			14.3%				14.3%			



Strategic Aim 1.1: Accelerate progress of Year 11-13 taiohi/students who are achieving below expectation and/or priority students*.
This includes ensuring that the outcomes for Māori are equitable, namely there is no disparity in achievement.
(Māori, Pasifika, boys, and taiohi with special needs, students with literacy below expectations)

[illegible]

Strategic Aim 1.2: Accelerate literacy progress of Year 9-10 taiohi/students who are achieving below expectation and/or priority students*. This includes setting the foundations to ensure that the outcomes at Years 11-13 for Māori are equitable (as in 1.1.)

Strategies We will ...	Responsibility Who's in charge?	Outcomes (Data) The final outcome will look like...	Timeframe We will get this done by...				Review / Progress How are we going? 
			T1	T2	T3	T4	(To be updated during the year)
Strengthen achievement / progress tracking <ul style="list-style-type: none"> Transition information from contributing schools / LSCs, entrance Year 9/10 (PAT, AsTTle) are used to inform a baseline at the start of the year. Information is used to aide successful transition including learner support and adaptation of learning programmes. Data are used to identify priority Year 9 and Year 10 students. Mentoring and support programmes for junior Maori students. Across the curriculum areas, key indicator assessments are identified (core/kete) to enable consistent monitoring of progress. 	ONL/HUR	<p>Both PAT (stanines) and asTTle (new 2021) will be used to inform identification of priority taiohi (literacy focus)</p> <p>Global Year level tracking sheets in KAMAR are set up that enable progress to be monitored readily, in terms of below, at or above expectations.</p> <p>Information is shared with key stakeholders (at least once a term).</p> <p>Priority taiohi are identified (flags in KAMAR are set that clearly identify priority students (using data as above) and monitored rūpu kaitiaki. For 2021, additional staffing for Year 9 rūpu kaitiaki is prioritised.</p> <p>Tracking sheets are developed for each curriculum area to assist monitoring by HoDs and kiako of curriculum classes.</p>	<input type="checkbox"/>			<input type="checkbox"/>	
Literacy support is provided to priority taiohi/students. <ul style="list-style-type: none"> Accelerated literacy programmes are provided, especially for vocabulary, comprehension, and writing. Implement core literacy across the curriculum strategies for vocabulary and reading. 	ONL/MDL BRD/HoDs	<p>Identified Year 9 Students are placed in literacy support class for a term or more and/or withdrawn from selected other classes to prioritise accelerated literacy.</p> <p>Heads of Department participate in the inquiry process to improve the consistency of approaches to literacy for all taiohi/students.</p> <p>Strategies in the classroom to deliberately reinforce literacy as part of annual plans and curriculum/unit plan review, e.g. vocabulary lists, activities, scaffolds,, differentiation of resources, outcomes, etc.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Develop our Gifted and Talented Plan <ul style="list-style-type: none"> Focus on Y9-10 adaptations. 	ONL (with LSCs) HoDs	There is a clear plan for meeting the needs of diverse gifted and talented students.				<input type="checkbox"/>	

Strategic Intent 2:

Teacher/Kaiako... Teaching practices reflect best evidence and are culturally responsive.

This strategic intent gives direction to the board's intent to ensure our school (local) curriculum reflects local tikanga Māori, mātauranga Māori and te ao Māori.⁵ This includes taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.

Baseline data: Where are we now?

- There is a range of teaching practices where there are many examples of good practice, but a complete and visible model of teaching and learning (pedagogy) is yet to be developed.
- Baseline data using an instructional capability framework have been collected. The results indicate that there is a basic capability in culturally responsive practices.
- Centrally-funded professional learning and development programme is underway: Poutama Pounamu – Poutama Tau/ Rongohia Te Hau
- Further baseline data are being collected using observations and surveys.

Targets: Where do we want to be at the end of 2021?

- Have a clear plan co-constructed action plan to improve culturally responsive practices.
- Initiated a review of the model of learning, so that it is clear and visible.

How do we know we have got there? Measures:

- Self-evaluation using capability framework(s) will show that there is an improvement in culturally responsive leadership and instructional capability.

⁵ Sect. 127 (1) (d) Education and Training Act (2020)



Strategic Aim 2.1: Develop our innovative local (school) curriculum to ensure it is coherent, future-focussed, provides pathways for diverse student aspirations, and incorporates local tikanga Māori, mātauranga Māori and te ao Māori.


[illegible]

Continue to develop a clear 'curriculum map' of the Year 9 and 10 Curriculum (Core, Kete and HIP) that identifies the strengths of existing programmes and areas that need strengthening.		<p>The Junior Curriculum programmes meet the overarching intent of our pedagogical model.</p> <p>A Junior curriculum is coherent and provides opportunities for taiohi to experience compulsory curriculum areas within locally developed contexts, responsive to the needs of taiohi.</p>			<input type="checkbox"/>	<input type="checkbox"/>	
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Strategic Aim 2.2: Our pedagogical (teaching) model will reflect best practice and be aligned with a complete model of learning.

Strategies We will ...	Responsibility Who's in charge?	Outcomes (Data) The outcome will look like...	Timeframe We will get this done by...				Review / Progress How are we going?
			T1	T2	T3	T4	(To be updated during the year)
<p>Develop a shared understanding of core learning competencies and teaching capabilities that are expected to develop a model of learning.</p> <ul style="list-style-type: none"> Examples of pedagogical models and frameworks will be carefully studied with curriculum leaders, with input from the Student Council and our Te Ao Maori strategic rōpū as part of the ongoing work on local curriculum. The programme of unit plan review and development of the non-negotiables for unit planning needs to be refined. Professional learning will be provided that inquires into the best evidence models of learning and teaching. Direct instructional models and inquiry-based models will be balanced within this review. This can be readily shared and will become a 'common language' of learning. A coaching model will be adopted to strengthen individual teacher practice. 	BRD / ONL	<ul style="list-style-type: none"> Timeline of curriculum established from Year 9 to Year 13 (2021 – 2025) A shared understanding of the characteristics of an effective teacher and effective lessons. Learning across the school will have common elements and be based on elements of effective learning and teaching. Learning time will be maximised – protected, productive and purposeful. Assessment for learning will be well understood. Walkthroughs will see consistent practice (e.g. SCT, SLT, HoDs,) and feedback will be provided regularly. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Annual Goal 2.3: To build the capacity of staff through dedicated professional learning and development opportunities.							
Strategies We will ...	Responsibility Who's in charge?	Outcomes (Data) The outcome will look like...	Timeframe We will get this done by...				Review / Progress How are we going? 
			T1	T2	T3	T4	(To be updated during the year)
PLD plan prioritises strengthening the school culture, teaching, and learning competencies, including digital fluency, culturally responsiveness, and local/school curriculum development. <ul style="list-style-type: none"> Teachers/Kaiako will be provided opportunities to improve their understanding of and knowledge in Te Reo and Tikanga Māori In 2021 this looks like: <ul style="list-style-type: none"> Rongohia Te Hou facilitated by Poutama Pounamu (PLD contract) Te Ahu o te Reo Maori (national PLD) Local curriculum development Kahui ako Within-school and across-school teachers / leaders play a key role as advisors / coaches in PLTs. 	BRD/MCN	<p>Capability data are collected and analysed to inform a professional learning plan in association with facilitators: i.e. PLD plan is responsive to baseline information / identified needs.</p> <p>Explicit links to Te Ao Maori in teaching and learning in all curriculum areas.</p> <p>Increased use of Te Reo by staff, modelled by senior staff, e.g. greetings, terms, pepeha, etc.</p> <ul style="list-style-type: none"> Kaiako and Kaimahi's confidence in mihi and pepeha is increased. 	<input type="checkbox"/>	<input type="checkbox"/>			
Strengthen the use of digital / online learning. <ul style="list-style-type: none"> Our elearning coordinator (appointed at the end of 2020) is charged with specific responsibility to support, coach and develop effective digital learning modes. Our new IT company (New Era) will support ICT pedagogy with a detailed development plan that incorporates professional development opportunities. 	BRD/WIC	<p>Gather information from taiohi and Kaiako that enables PLD needs of Kaiako to be identified.</p> <p>PLD plan prioritises strengthening integration of and learning with digital technologies.</p> <p>Provide online and/or collaborative inquiry approach to develop identified needs.</p> <p>Evaluate outcomes</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Strategic Aim 2.4: Actively participate in the Thames Te Kauaeranga Kāhui Ako (CoL)							
Strategies We will ...	Responsibility Who's in charge?	Outcomes (Data) The final outcome will look like...	Timeframe We will get this done by...				Review / Progress How are we going? 
			T1	T2	T3	T4	(To be updated during the year)
<p>Within School teachers/leaders (WSTs) will work actively with across-school teacher / leaders to develop a clear action plan</p> <p>Appointments to the WST roles will be based on the competencies to develop a team that can promote culturally responsive and relational pedagogies via the support of professional learning teams (PLTs) – and make progress on the aims of conscious connection, conscious connection, collaboration, and inclusion.</p> <p>Alongside the shared focus on CRRP each WST will also have a clear responsibility for other critical elements of the Kahui Ako strategic plan</p> <p>The principal and the across-school and within-school teachers meet monthly to further their work to transform the existing plans to align with the revised KA strategic plan.</p>	HRT/MCN/WSTs	<p>Appointment of WSTs to fit the specifications for roles and team balance.</p> <p>Action Plan developed to align with the WKA strategic plan. This will be developed by the within-school leaders in consultation with key stakeholders, i.e. teachers, parents and students as appropriate.</p> <ul style="list-style-type: none"> - Transitions at Y8/Y9 and Y10/11 - Literacy development - Digital fluency / citizenship - Effective seamless transitions and inclusive education (along with the learning support coordinators LSCs) <p>Review progress regularly, and evaluate at the end of the year,</p>	□	□			



Strategic Intent 3:

Hauora... care for, and ensure the well-being of ALL students/taiohi and staff/kaimahi

Baseline data: Where are we now?

- Wellbeing / Hauora of our taiohi and kaimahi is strained. Our values, tikanga is not 100% reflected in our everyday practice. Some areas and for some taiohi and kaimahi their hauora is very well with others reporting the opposite. When students feel safe, cared for and well, the obstacles for learning are lowered and the engagement and success for all is heightened.
- Kahui Ako survey 2019 provides data for all Kaiako in the Thames Kauaeranga CoL on a variety of teaching practices. The main topics supporting evidence of hauora are supportive and caring environment, professional feedback and support, teacher workload. This data shows that on average 40% of kaimahi in the CoL feel supported, work in a caring environment and gain professional feedback and support. On average 20% of kaimahi in the CoL felt that teacher workload, a supportive environment and professional feedback was not shown or not shown well.
- Health survey (taiohi, whanau and kaimahi survey)-Taiohi at Thames High School in 2018 completed a survey to indicate how effective Health education and topics are taught and understood. Whanau and kaimahi were also surveyed. The results from this feedback show that health education is a valued topic within the school, it is limited to the junior curriculum, all parties raised concerns about bullying and healthy relationships.

Targets: Where do we want to be at the end of 2021?

- Kaimahi and Taiohi to feel safe and supported in their work at Thames High School.
- Kaimahi to feel valued and provided with professional feedback and support.
- Kaimahi and Taiohi to know the tikanga of ROLES and our values and can apply this explicitly to all situations

How do we know we have got there? Measures:

- Kaimahi and taiohi survey that is similar or the same as in 2019 and 2018. Survey results will show progress towards a safe and healthy school.
- Kaimahi and Taiohi all know the tikanga of ROLES and our values
- Uniform expectations will be shown through reflections on incorrect uniform



Strategic Aim 3.1 To promote a school culture that is safe, supportive, and positive for both staff and students

Strategy We will ...	Responsibility Who's in charge?	Outcomes (Data) The outcome will look like...	Timeframe We will get this done by...				Review / Progress How are we going?
			T1	T2	T3	T4	
<p>Our Vision, Mission, Values and Tikanga are communicated with and regularly reinforced with our community.</p> <ul style="list-style-type: none"> ● Kaimahi/Staff - staff induction (clear points to go through and sign off), staff meetings, whanau/deans and department meetings. ● Taiohi/Students - school and year level assemblies, whanau/rōpu time, design, and production of visual posters around the school. ● Whānau/Parents - school newsletters/panui, website. ● Community - local media, school website, external signage. 	<p>BRD / BKR</p> <p>BRD/ONL</p> <p>HRT</p>	<p>Taiohi, Kaiako, kaimahi will have a clear understanding (can recall and connect) of the foundation vision, mission, values and tikanga (as our touchstone)</p> <p>The school values and tikanga are recognised and clearly demonstrated (improvement based on perception, records in KAMAR etc.)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Consistency in the behaviour expectations and management (corrective strategies) through reinforcing the PB4L matrices of expectations and consequences.</p> <p>This includes reinforcing THS tikanga and values at all possible times.</p> <ul style="list-style-type: none"> ● Consistently promote expectations of uniform, presentation, and behaviour ● Provide PLD to support responding to behaviours including Restorative Practice, e.g. How to conduct corrective conversations and investigate professional development for those kaitiaki/kaiako working with students with significant behaviour needs. This includes communication of and follow up on uniform expectations. ● Reinstatement of a PB4L team for 2021 and dedicated analysis of referral and actions 	BRD	<p>Uniform expectations are more consistent and there is a lift in the perception of the school.</p> <p>The sense of pride about attending THS will improve (community and taiohi survey)</p> <p>School practices will be seen as fair, consistent, and effective, with well-understood boundaries and consequences (community and kaimahi and taiohi survey)</p> <p>Capacity in restorative practice will improve ('how restorative am I? kaimahi - survey)</p> <p>PB4L / Our Tikanga Team drives acknowledgement and data-led approach to promoting desired behaviours and responding to behaviours consistently.</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

<p>Enhance school-wide practices that improve the well-being/hauora of students/taiohi and staff/kaimahi.</p> <p>Discuss the results of student well-being with full staff to inform roopu /whānau 'programme' 2021/2022. E.g.</p> <ul style="list-style-type: none"> - Opportunities for tuakana teina are identified (peer support, leadership) - Provide learning opportunities for taiohi to build resilience, e.g. within whānau and rōpu programmes and in curriculum classes. (Mental Health education and hauora) <p>Conduct the wellbeing survey(s) of staff in 2021 (Term 2)</p> <p>Establish a staff/kaimahi wellbeing focus group.</p> <p>Students of wellbeing concern are identified, and interventions discussed.</p> <p>Review the pastoral leadership model within the school and advertise positions appropriately.</p> <p>Increased recognition and celebration of student success / highlight student and staff achievements, e.g. staff hui, school and year level assemblies, newsletters, website, Facebook, Instagram, reception TV, posted up in the staff room, scholarship award displays, etc.</p>	<p>HRT / BRD / ONL</p>	<p>Clear overview of strengths and areas to develop are understood by staff.</p> <p>Increased participation of seniors with junior roopu classes.</p> <p>Roopu /whānau 'programme' 2021 focused on strengthening well-being through connection. Specific wellbeing activities are developed and shared.</p> <p>Information about the wellbeing of kaimahi is collected and used to establish needs and initiatives.</p> <p>Staff well-being team established and promote ways of enhancing wellbeing, e.g. building resilience, stress-management, etc.</p> <p>"Case conference" approach is trialled and adopted.</p> <p>Pastoral leadership model is adopted and roles established.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Enhance student leadership development and agency</p> <ul style="list-style-type: none"> • Continued leadership development of the senior leaders' team. • Student Councils • Junior leadership development • EARs • Service opportunities are identified, and participation is encouraged. 	<p>HRT / BRD</p>	<p>Increased student responsibility for Assemblies and other activities that promote agency and leadership.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Strategic Intent 4:

Whakawhanaungatanga...Building culturally responsive relationships with ALL

Baseline data: Where are we now?

- Develop and implement a new vision, mission and values statement that is inclusive of Te Ao Maori, Iwi and Te Tiriti o Waitangi.
- Baseline data using a Culturally, Intelligent, Inclusive learning environment capability framework has been collected. The results indicate that there is a basic capability in creating a sense of belonging for all learners.
- Baseline data using Educationally Powerful connections with parents, families and whanau capability framework has been collected. The results indicate that there is a basic capability in how well we create a welcoming and inclusive environment for parents, families and whanau to engage in their child/children's learning.
- Poutama Pounamu roopu: Analysing baseline data collected through surveys from taiohi/students, kaiako/teachers and whanau.
- Kia tu Rangatira ai: Learning, succeeding, and thriving in education. Baseline data collected through taiohi/student, Kaiako/Teachers and whānau.

Targets: Where do we want to be at the end of 2021?

- That the vision, mission and values statements are embedded in our day to day professional practice.
- We continue to build kaimahi/staff capability and understanding of Te Tiriti o Waitangi and the three principles of participation, protection, partnership.
- Have a clear plan; a co-constructed action plan to improve culturally responsive relational relationships.

How do we know we have got there? Measures:

- Te Ao Maori will be more visible around the school - i.e signage, use of Te Reo Maori, vision, mission and values
- There will be a shift from a basic capability framework showing an improvement in culturally responsive relationships with ALL.




Strategic Aim 4.1 Strengthen our partnerships to increase participation and ensure there is authentic voice in decision-making.

Strategy We will ...	Responsibility Who's in charge?	Outcomes (Data) The final outcome will look like...	Timeframe We will get this done by...				Review / Progress How are we going?
			T1	T2	T3	T4	
Strengthen relationship with our local iwi, Ngāti Maru <ul style="list-style-type: none"> Endeavour to have termly hui with Kaumatua for our school Te Ao Māori strategic Roopu, minimum of once a term – “what can we do better” approach Renewed commitment / memorandum of understanding to describe the relationship. Broaden the connections with Ngāti Maru representatives. Engagement with Māori whānau and wider community is culturally responsive – appropriate Kaupapa, setting, etc. Localised curriculum – Haurakitanga (refer 2.1): As we invest more focus on localised curriculum at Year 9 and through the new NCEA changes we will continue to seek guidance from Ngāti Maru as to what is appropriate in the historical context of their role. 	BRD / HRT	<p>Constructed priorities identified and input into self-evaluation.</p> <p>Agreement is updated.</p> <p>Meetings are held, ongoing understanding is maintained.</p> <p>Greater Māori representation in the school to support our Māori taiohi.</p> <p>There will be invitations and increased engagement at consultation hui.</p> <p>Plan for Māori signage throughout the school.</p> <p>Strengthen the Te Ao Māori strategic rōpū by having more regular hui in 2021. This will include the consultation required to develop visible Pou Māori and Whaikairo for wharehau</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
To improve engagement with parents and other important groups to increase opportunities for taiohi/students and evaluate success of students' pathways. <ul style="list-style-type: none"> Consultation carried out, identifying priorities, variance, and opportunities. 	BKR / HRT	<p>Triennial survey beginning this year to contribute to the strategic planning cycle with the board.</p> <p>Community survey and other tools (e.g. focus group / hui) will be used to gather voices of taiohi, Kaiako, whānau and other stakeholders.</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



<ul style="list-style-type: none"> • Clarify what 'success' means for our stakeholders • Develop an Alumni connection plan • As part of a revised self-evaluation process, a community survey for whānau, taiohi/students and Kaiako/teachers will be developed and implemented in 2021. 		<p>Improved collaboration and communication with: Parents, Alumni association, Local employers / businesses, Education providers (WINTec, Gateway providers, etc.)</p> <p>Opportunities for students are identified and pursued with relevant community links / providers</p> <p>Results will be used to help establish direction for annual plans, and monitor changes in perception on a more realistic timescale. Ideally the survey will be completed every year, with progress evaluations of some aspects taken annually.</p>					
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Strategic Aim 4.2 Embed culturally responsive practices at the school that uphold the principles of Te Tiriti o Waitangi.							
Strategy We will ...	Responsibility Who's in charge?	Outcomes (Data) The outcome will look like...	Timeframe We will get this done by...				Review / Progress How are we going? 
			T1	T2	T3	T4	
<p>Continue to grow Te Ao Māori throughout the school and build on the relationships already formed with our Kāhui Ako and Iwi Ngāti Maru. Rongohia Te Hau remains a significant professional learning focus for the school to enhance its culturally responsive practices. It is ongoing next year.</p> <ul style="list-style-type: none"> Strengthen the norms of starting, holding and ending hui and other events with our shared tikanga. Embedding culturally responsive practices in learning settings (Rongohia Te Hau and Hikairo Schema, etc.) Increasing the opportunities for 'core' learning of tikanga, e.g. the core TKM and TRM core at Year 9 and 10. <p>Along with Kāhui Ako we will continue to support and work collaboratively in developing a localised curriculum. This includes PLD facilitated by Anne Milne "Moving from the White Spaces to Critically Conscious, Culturally Sustaining Spaces." To get the full benefit of this PLD we will invest in several places in addition to the PLD funding approved.</p>	BRD / HRT	<p>Strengthen the Te Ao Māori strategic rōpū by having more regular hui in 2021. This will include the consultation required to develop visible Pou Māori in the school.</p> <p>We have a clear understanding of appropriate tikanga for different activities / events</p> <p>Strong kapa haka roopu and culture.</p> <ul style="list-style-type: none"> Reinstate/revitalise the THS haka Kapa haka group Karakia/Waiata/Powhiri <p>Increased understanding of an see evidence of the metaphors in Rongohia Te Hau framework Whanau, Whakapapa, Kaupapa, Wānanga, Ako, Mahi Ngātahi</p> <p>We will see the THS haka...in readiness for the big vision of the whole school (incl. staff being confident in performing the school haka)</p> <p>Support our senior Maori leaders to implement their student led programme to increase engagement of Maori taiohi School policy for what Te Tiriti o Waitangi looks like for THS. (Measurable gains framework)</p> <p>Implementation of Rongohia Te Hau as part of classroom practice.</p>					



Thames High School Board Work Plan 2021

Area for Review		Full Board Hui (Typically, last Monday of each Month, unless precluded by public or school holiday)								
		Term 1		Term 2		Term 3			Term 4	
		22 Feb	29 Mar	31 May	28 Jun	26 Jul	31 Aug	28 Sep	27 Oct	30 Nov
Strategic Review	Charter	Approve Charter & Analysis of Variance & send to MOE (due 1 Mar)			Review Strategic Plan; Develop Strategic Plan 2022-2024	Develop Strategic Plan 2022-2024	Develop Strategic Plan 2022-2024	Strategic Plan Consultation	Review feedback on Draft Strategic Plan Board consultation / direction strategic / annual plan	Revised Strategic Plan 2022-2024 Approve Annual Plan 2022
	Strategic aims	As above	Aim 1	Aim 2	Aim 3	Aim 4	Aim 1	Aim 2	Aim 3	Aim 4
Regular Review										
	Policy and Assurance Reviews	(Refer School Docs Schedule below)								
	Student progress and achievement	NCEA provisional results	NCEA Student Achievement Report HoDs)			Gifted & talented update		Special education needs		
	Human Resources	Principal's Appraisal Report due Appoint principal's appraiser	Principal performance agreement / plan approved			Mid-year principal performance (informal)			Informal principal update	
	Curriculum / Pastoral reports	Careers / Gateway Report	NCEA/UE 2020 Report (as above)	T1 Health & Counselling Reports	English Dept Report	Maths Dept Report T2 Health & Counselling Reports		Report from International Director	Science Dept Report T3 Health & Counselling Reports	Annual Guidance / Health Report
	Budget	Monitor Monthly Report Review previous year's performance	Monitor Monthly Report Finalise budget against 1 Mar return incl.	Monitor Monthly Report	Monitor Monthly Report Decile 1-7 Donations Scheme (Due 1 July)	Monitor Monthly Report	Monitor Monthly Report	Monitor Monthly Report Plan next year's budget (scope and timeline)	Monitor Monthly Report Draft budget 2022	Finalise & approve Draft Budget; Monitor Monthly Report

		Current year roll (draft)	Capex budget					Update/ Review 5YA/10YPP		
Emergent Review	Govt initiatives	Kahui Ako Review	NCEA Update		Kahui Ako Draft Strategic Plan			NCEA Update (changes)		
	Local initiatives		Uniform consultation (survey)	Results of Uniform consultation	Culturally responsive and relational pedagogy		Junior local curriculum	Senior curriculum update		
Board Process Requirements		Appoint chair Delegations of authorities Sign trustees code of behaviour Acting principal in principal's absence Legal compliance (as per audit)	Accounts to auditor	Annual Report approved & sent to MOE	Roll return 1 July		Student election planned	Student election held	Succession planning	Review Role of the chair Board self-review
Other		BOT committees NZSTA conf planning						International exchange plan	Senior Prizegiving	Junior Prizegiving Set meeting dates for next year
Property Committee (typically, one week before full board hui)		15 Feb	22 Mar	24 May	21 Jun Review 5YA – 10YPP	(July holidays)	23 Aug	20 Sep	19 Oct	22 Nov
Finance Committee (typically, just prior to full board hui)		22 Feb	29 Mar	31 May	28 Jun	26 Jul	31 Aug	28 Sep	27 Oct	30 Nov



Self-Review Cycle

	2021				2022				2023			
Department Reports	English	Mathematics	Science	Social Sciences	H and PE	Technology	VPA (Music, Art, Drama)	Languages / Te Reo	English	Mathematics	Science	Social Sciences



Policies and assurance

3-YEAR REVIEW SCHEDULE		WHO TO CONSULT?	2021				2022				2023			
			TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3	TERM 4
NAG 1: CURRICULUM AND STUDENT ACHIEVEMENT	Curriculum and Student Achievement Policy	Board / staff						REVIEW						
	Education Outside the Classroom	Board / staff / parents								REVIEW				
	Health Education/Curriculum consultation	Board / staff / parents		Consult								Consult		
	Home Learning	Board / staff / parents	REVIEW											
	Māori Educational Success	Board / staff / parents				REVIEW								
	Learning Support	Board / staff / parents											REVIEW	
	Reading Recovery/Literacy Support					Assurance				Assurance				Assurance
	Recognition of Cultural Diversity	Board / staff / parents									REVIEW			
NAG 2: DOCUMENTATION AND SELF-REVIEW	Religious Instruction/Religious Education	Board / staff / parents				REVIEW								
	Documentation and Self-Review Policy	Board										REVIEW		
	Reporting to Parents	Board / staff / parents		REVIEW										
NAG 3: EMPLOYER RESPONSIBILITY	School Planning and Reporting		Submit				Submit				Submit			
	Appointment Procedure	Board				Assurance				Assurance			REVIEW	Assurance
	Appraisal of Staff / Professional Growth Cycle					Assurance				Assurance				Assurance
	Appraisal of the Principal				Assurance				Assurance				Assurance	
	Attestation					Assurance				Assurance				Assurance
	Classroom Release Time/Timetable	Board / staff												REVIEW
	Concerns and Complaints	Board / staff / parents			REVIEW									
	Equal Employment Opportunities (EEO)		Assurance				Assurance				Assurance			
	Employer Responsibility Policy	Board / staff										REVIEW		
	Performance Management	Board / staff							REVIEW					
	Police Vetting for Non-Teachers		Assurance				Assurance				Assurance			
	Protected Disclosure	Board / staff		REVIEW										
	Provisionally Certificated Teachers (PCTs)					Assurance				Assurance				Assurance
	Salary Units/Management Allowances	Board / staff												REVIEW
	Staff Leave	Board / staff									REVIEW			
NAG 4: FINANCE AND PROPERTY MANAGEMENT	Teacher Registration, Certification, and Police Vetting					Assurance				Assurance				Assurance
	10 Year Property Plan (10 YPP)		Assurance				Assurance				Assurance			
	Computer Security and Cybersafety			Assurance			Assurance	Assurance				Assurance		
	Finance and Property Management Policy	Board	REVIEW	Assurance			Assurance	Assurance				Assurance		
	SUE (Staff Usage and Expenditure) Reports			Assurance		Assurance		Assurance		Assurance		Assurance		Assurance
NAG 5: HEALTH, SAFETY, AND WELFARE				Assurance			Assurance					Assurance		
	Abuse Recognition and Reporting													
	Alcohol, Drugs, and Other Harmful Substances	Board / staff / parents					REVIEW							
	Behaviour Management	Board / staff / parents			REVIEW									
	Child Protection	Board / staff											REVIEW	
	Digital Technology and Cybersafety, Cyberbullying			Assurance				Assurance				Assurance		
	Emergency Planning and Procedures	Board / staff						REVIEW						
	Emergency Evacuation/Emergency Kit			Assurance		Assurance		Assurance		Assurance		Assurance		Assurance
	Harassment	Board / staff				REVIEW								
	Health, Safety, and Welfare Policy	Board / staff						REVIEW						
	Monitoring and Auditing School Bus			Assurance		Assurance		Assurance		Assurance		Assurance		Assurance
	Physical Restraint				Assurance			Assurance				Assurance		
	Reporting and Recording Accidents, Medicines, Managing Minor/Moderate Injury, Illness		Assurance				Assurance				Assurance			
	Risk Management		Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	Assurance
	Safety Management System				Assurance									
	Separated Parents, Day-to-Day Care, & Guardianship	Board / staff									REVIEW			
	Sun Protection	Board / staff / parents							REVIEW					
NAG 6: LEGISLATION AND ADMINISTRATION	Surrender & Retention of Property and Searches				Assurance			Assurance					Assurance	
	Swimming Pool	Board / staff / parents			Assurance		REVIEW						Assurance	
	Visitors	Board / staff		REVIEW										
	International Students				Assurance	Attestation		Assurance	Attestation				Assurance	Attestation
	Legislation and Administration Policy	Board / staff					REVIEW							Assurance
	Length of School Year					Assurance				Assurance				Assurance
	Privacy	Board / staff												REVIEW
	Student Attendance			Assurance				Assurance				Assurance		

REVIEW
Review the policy / procedure and share with relevant stakeholders so they can also provide feedback.

Assurance
Assure the board that proper steps/actions have been taken regarding the policy/ procedure, and that they are up to date

Consult
Consult with the school community and adopt a statement about the consultation process/results.

Submit
Update your charter & forward to the Ministry. Prepare your annual report for auditors.

Attestation
Submit Code of Practice self-review attestation to NZQA by the due date.

No actions required this year. Check the 3-year schedule.



See Implementation Audits and Reports and Policy Reviews on your SchoolDocs site for more information.