



Analysis of Variance (2020)

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Introduction

Our analysis of variance summarises for our community the progress the school (board) has made in achieving the aims and targets set out in our school charter. It shows parents, families and whānau the actions taken to achieve these and how successful these actions have been for improving student achievement.

From the Charter, Strategic Plan (2020)

Vision, Mission and Values Statement

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 āiane - 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.

Strategic Intent 2020-2022

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

Annual Goals and Targets

For 2020 the following **Annual Goals and Annual Targets** were set.

Strategic Intent	Strategic aims	Annual Goals/Target(s)
<p>1. Student/Taiohi: ALL students/taiohi will progress to their highest educational potential.</p>	<p>1.1: Accelerate progress of Year 11-13 taiohi/students who are achieving below expectation and/or priority students.</p> <p>1.2: Accelerate literacy progress of Year 9-10 taiohi/students who are achieving below expectation and/or priority students</p> <p>Priority taiohi: identified Māori, Pasifika, boys, and taiohi with special needs, students with literacy below expectations.</p>	<ul style="list-style-type: none"> ● Level 2 and 3 NCEA: The result for THS Māori will be at or above that of the Decile 5 Average for Maori. ● Level 2 and 3 NCEA: THS Māori will achieve at the same or better rate that the THS average. ● Level 2 and 3 NCEA: THS Males will achieve at the same rate as the THS average. ● Endorsements at Level 2: The rate of endorsements for THS Māori will be at least that of the average THS cohort. ● At least 50% of Year 9 and 10 students in the literacy priority group will have accelerated progress.
<p>2. <i>Teacher/Kaiako: Teaching practices reflect best practice and are culturally responsive.</i></p>	<p>2.1: To build the capacity of staff through dedicated professional learning and development opportunities.</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: Strengthen and develop an innovative and coherent curriculum with a clear future focus and providing for personalised pathways.</p> <p>2.4: Actively participate in the Thames Te Kauaeranga Kāhui Ako (CoL)</p>	<ul style="list-style-type: none"> ● 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.
<p>3. <i>Hauora: Care for and ensure the well-being of ALL students/taiohi and staff/kaimahi.</i></p>	<p>3.1: To promote a school culture that is safe, supportive and positive for both staff and students</p> <p>3.2 Recognise the individual strengths, challenges and needs of students/taiohi and staff/kaimahi and respond to needs.</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
<p>4. <i>WhakaWhānaungatanga: Build culturally responsive relationships with ALL</i></p>	<p>4.1 Enhance opportunities for whānau and the school community to engage and participate in school life.</p> <p>4.2 To strengthen relationships and partnerships with Community.</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.

Analysis of Variance - 2020

School Name:	Thames High School	School Number:	111																																																																																																										
Strategic aim (1)	<i>Student/Taiohi: ALL students/taiohi will progress to their highest educational potential.</i>																																																																																																												
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Expected Outcomes / Target(s)	<ul style="list-style-type: none"> Level 2 and 3 NCEA: The result for THS Māori will be at or above that of the Decile 5 Average for Maori. Level 2 and 3 NCEA: THS Māori will achieve at the same or better rate that the THS average. Level 2 and 3 NCEA: THS Males will achieve at the same rate as the THS average. Endorsements at Level 2: The rate of endorsements for THS Māori will be at least that of the average THS cohort. At least 50% of Year 9 and 10 students in the literacy priority group will have accelerated progress. 																																																																																																												
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Outcome data

NCEA Achievement % 2020 (Number) compared with 2019 and Decile 5 and NZ averages

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

Literacy Y9: Reading Comprehension (using PAT reference)

Year 9 2020 Cohort

Year 9 Start

	Below			At or Average			Above			No data	All
	1	2	3	4	5	6	7	8	9		
All	15	24	11	17	9	5	1	1	0	14	97
% (excl. No data)	18.1%	28.9%	13.3%	20.5%	10.8%	6.0%	1.2%	1.2%	0.0%	N/A	
	60.2%			37.3%			2.4%				
NZ European	4	8	5	10	4	4	1	1	0	7	44
% (excl. No data)	10.8%	21.6%	13.5%	27.0%	10.8%	10.8%	2.7%	2.7%	0.0%	N/A	
	45.9%			48.6%			5.4%				
NZ Maori	9	15	5	7	3	0	0	0	0	6	45
% (excl. No data)	23.1%	38.5%	12.8%	17.9%	7.7%	0.0%	0.0%	0.0%	0.0%		
	74.4%			25.6%			0.0%				
Other ethnicities (as total <20)	2	1	1	0	2	1	0	0	0	1	8
% (excl. No data)	28.6%	14.3%	14.3%	0.0%	28.6%	14.3%	0.0%	0.0%	0.0%		
	57.1%			42.9%			0.0%				

Year 10 Start

	Below			At or Average			Above			No data	All
	1	2	3	4	5	6	7	8	9		
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	1	0	0	1	0	1	0	0	3	8
% (excl. No data)	28.6%	14.3%	0.0%	0.0%	14.3%	0.0%	14.3%	0.0%	0.0%		
	42.9%			14.3%			14.3%				

Progress (by Year 9 Stanine)

- using scale score progressions (excluding where there are no start or end data)

Year 9 start (Stanine)	Below average progress (below + 9.5 scale score)	Average Progress (+ 9.5 to +11.5 scale score)	Above average Progress (more than +11.5 scale score)	Ethnicity	Below average progress (below + 9.5 scale score)	Average Progress (+ 9.5 to +11.5 scale score)	Above average Progress (more than +11.5 scale score)	Total
1	0%	50%	50%	Asian	1			1
2	86%	0%	14%	European	18 (56%)	3 (9%)	11 (34%)	32
3	67%	22%	11%	Māori	15 (68%)	2 (9%)	5 (23%)	22
4	60%	0%	40%	Other			1	1
5	63%	13%	25%	Pasifika		1		3
6	60%	0%	40%	All	36 (61%)	6	17 (29%)	59
7	0%	0%	100%					
8	100%	0%	0%					
All	61%	10%	29%					

Literacy Y10: Reading Comprehension (using PAT) - Year 10 2020 Cohort

Year 10 Start

	Below			At or Average			Above			No data	Total
	1	2	3	4	5	6	7	8	9		
All	26	15	16	13	11	6	4	1	0	15	107
% (excl. No data)	28.3%	16.3%	17.4%	14.1%	12.0%	6.5%	4.3%	1.1%		N/A	
	62.0%			32.6%			5.4%				
NZ European	10	3	8	6	9	3	2	1	0	6	48
% (excl. No data)	23.8%	7.1%	19.0%	14.3%	21.4%	7.1%	4.8%	2.4%		N/A	
	50.0%			42.9%			7.1%				
NZ Maori	14	10	7	7	2	2	1	0	0	8	51
% (excl. No data)	0	23.3%	16.3%	16.3%	4.7%	4.7%	2.3%	0.0%		N/A	
	39.5%			25.6%			2.3%				
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	
	71.4%			14.3%			14.3%				

Progress (by Year 10 Stanine)

- using scale score progressions (excluding where there are no start or end data)

Year 10 start (Stanine)	Below average progress (below + 9.5 scale score)	Average Progress (+ 9.5 to +11.5 scale score)	Above average Progress (more than +11.5 scale score)	Ethnicity	Below average progress (below + 9.5 scale score)	Average Progress (+ 9.5 to +11.5 scale score)	Above average Progress (more than +11.5 scale score)	Total
1	10.5%	21.1%	68.4%	Asian	2		1	3
2	72.7%	18.2%	9.1%	European	15 (43%)	7 (20%)	13 (37%)	35
3	54.5%	18.2%	27.3%	Maori	16 (50%)	6 (19%)	10 (31%)	32
4	41.7%	41.7%	16.7%	Other		1		1
5	63.6%	9.1%	27.3%	Pasifika	1		1	2
6	60.0%	0.0%	40.0%	ALL	34	14	25	73
7	66.7%	0.0%	33.3%					
8	100.0%	0.0%	0.0%					
Grand Total	46.6%	19.2%	34.2%					

Progress / Achievement Targets – Commentary

Target in the Annual Plan	Outcome / Variance	Achieved or Not Achieved	Commentary / Variance
Level 2 NCEA: The result for THS Māori will be at or above that of the Decile 5 Average for Maori.	THS Māori: 80.0% (28) Decile 5 Average for Māori : 73% (794) Variance : +7	Achieved	While pleasing to have a positive comparative result the disparity of achievement of Māori compared with non-Māori (below) is disappointing. Of the five Māori that did not achieve one had 50% attendance, one enrolled in NHS, one left in August, one was aiming for level 1, one had attendance of 35%.
Level 3 NCEA: The result for THS Māori will be at or above that of the Decile 5 Average for Maori.	THS Māori: 55.6% (15) Decile 5 Average for Māori : 62.2% (480) Variance : -6.6	Not Achieved	Of the 10 Māori that did not achieve NCEA level 3, four left by July for employment. Two left in August and one on October for employment. Of the remaining three, one was only 2 credits away and the other two had attendance of less than 50%.
Level 2 NCEA: THS Māori will achieve at the same or better rate that the THS average.	THS Māori: 80.0% (28) THS Average: 87.2% (75) Variance : -7.2	Not Achieved	Refer above
Level 3 NCEA: THS Māori will achieve at the same or better rate that the THS average.	THS Māori: 55.6% (15) THS Average: 68.9% (51) Variance : -13.3	Not Achieved	Refer above
Level 2 NCEA: THS Males will achieve at the same rate as the THS average.	THS Males: 84.6% (42) THS Average: 87.2% (75) Variance : -2.8	Not Achieved	Of the five males who did not achieve, one was a recent arrival and therefore should not be in the data set. One left in May for employment. Two had attendance less than 50%. One was able to achieve level 1 in 2020, but attendance was 33%.
Level 3 NCEA: THS Males will achieve at the same rate as the THS average.	THS Males: 59.4% (11) THS Average: 68.9% (51) Variance : -9.5	Not Achieved	Better male achievement than 2019 (57.8%). Were males less likely to cope with independent study required during lockdown and the inevitable catch up? Of the 12 males represented in the figures from NZQA that did not achieve level 3, one left in March(!), three had left by July for apprenticeships, another two followed in August. Of the remaining six that attended until December, one has since achieved the 5 credits needed, four had attendance less than 60% and one had significant disruption to his living arrangements.
Endorsements at Level 2: The rate of endorsements for THS Māori will be at least that of the average THS cohort.	THS Māori: 21.2% (6) THS Average: 28.0% (22) Variance: -6.8	Not Achieved	Rates of endorsement were much lower in 2020 than 2019. This reflects both the overall cohort and the impact of covid-19 disruptions, although this effect is bigger than in the national averages.
At least 50% of Year 9 students in the literacy priority group will have accelerated progress.	26% of those below Stanine 4 had accelerated progress, 22% had average progress. Variance : -24	Not Achieved	48% of the identified group had either average or above average progress. For Māori, 23% had accelerated progress, 32% had either average or above average progress. This compares with 43% of non-Māori). Low attendance features highly in those not making accelerated progress for both Māori and non-Māori. It is telling that the second data point for the cohort was not able to be gathered for 21 of the 60 students that were in this identified group. Attendance rates in both 2020 and 2021 were affected by covid alert level changes and those affected the most were those in the identified literacy priority group.
At least 50% of Year 10 students in the literacy priority group will have accelerated progress.	41% of those below Stanine 4 had accelerated progress, 20% had average progress. Variance : -9	Not Achieved	61% of the identified group had either average or above average progress. For Māori, 31% had accelerated progress, 50% had either average or above average progress. This compares with 57% of non- Māori. As above for Year 9 the rates of attendance and factors caused by the disruptions of covid-19 alert levels were factors. Of the two factors the former is more significant.

1.1: Accelerate progress of Year 11-13 taiohi/students who are achieving below expectation and/or priority students

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> ● Goals were set by taiohi according to aspirations as part of Holistic Pathways approach Whānau /Learning Advisory time ● Monitored by Whānau Kaitiaki ● Academic progress regularly monitored by Academic Dean ● Information from Taiohi about ● Priority taiohu were identified and their progress was tracked by Senior Academic Dean / Advisor ● Self-reflection and learner agency are supported. ● The Regional Mentoring Programme provided access to short courses that met the needs of identified taiohi / students. ● Vocational and Gateway opportunities pathways and other opportunities for credits to increase success. ● Departments set goals and implemented strategies to focus on priority cohorts. 	<p>Refer to table above for outcomes data.</p> <p>Updates on priority taiohi, especially Maori learners reported on the board each month.</p> <p>Students at-risk of not achieving NCEA qualifications were identified and credit-catch up opportunities were offered in Term four.</p> <p>Regional mentoring programme identified 22 taiohi and provided successful options for them.</p>	<p>Refer to table above for commentary on targets</p> <p>Cohort results for Year 11 and 12 were better in 2020 than in 2019 and this was greatly assisted by learning recognition credits.</p> <p>The results at Year 13 / Level 3 continue to disappoint from a proportions point of view, however the cohort was small and formal achievements rates were affected by the significant success of gaining employment and/or apprenticeships.</p> <p>The intention to collect target qualification and career information was not achieved, predominantly due to the interruptions and focus on COVID-19 learning plans.</p> <p>Opportunities like Direction Day did not occur with the interruptions due to COVID-19.</p>	<p>Systematic recording on target qualifications to better set targets based on aspirations rather than cohort by cohort comparisons.</p> <p>Improving the outcomes for those identified groups that have identified disparities in achievement will continue to be a focus.</p> <p>Targeted groups need to have targets set that focus both on proportional improvements and individual plans, for examples 'reduce the disparity gap' by 50%, based on those taiohi that did not achieve in the previous year along with those at-risk of not achieving.</p> <p>Individual mentoring of priority students will be enhanced with the allocation of identified taiohi to mentors.</p>

1.2: Accelerate literacy progress of Year 9-10 taiohi/students who are achieving below expectation and/or priority students.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Accelerating literacy progress in the junior school (Year 9 – 10) through identification of students using baseline testing.</p> <p>Students were identified using PAT testing with students groups into 3 tiers. From here the students who were identified as priority students from tier three were then prioritised and completed in at least one of the interventions. The interventions included a literacy programme run during Learning Advisory (STEPS), A literacy programme during a “Kete” time on their timetable.</p> <p>All students in Year 9 and 10 participated in a reading programme run during Learning Advisory, this programme had different programmes for each tier (extension, progression, and acceleration).</p>	<p>Refer to table above for outcomes data.</p> <p>Year 9: 26% of those below Stanine 4 had accelerated progress, 22% had average progress.</p> <p>Year 10: 41% of those below Stanine 4 had accelerated progress, 20% had average progress.</p> <p>Outcomes for identification of students was that across all departments, Kaiako were able to easily identify students in “tier 3” in the junior school. This supported planning for universal design for learning.</p> <p>Programmes that were set up had students participate and have an acceleration of literacy.</p>	<p>The variance in progression of the programme was hindered by the uncertainty of Covid-19.</p> <p>Factors that influenced this included the disruption of learning programmes – loss of learning time in the lockdown, erratic attendance, and increased anxieties.</p>	<p>Planning for 2021 includes identification of students into each tier in both Literacy and Numeracy.</p> <p>The continuation of a literacy programme within an extended amount English and Math time at Year 9.</p> <p>The completion of all PAT testing along with e-asTTle Testing, with a comparison to 2020 to show where students have been accelerated or are need more support.</p>

Strategic aim (2)	<i>Teacher/Kaiako: Teaching practices reflect best practice and are culturally responsive.</i>
Annual Aim(s):	<p>2.1: To build the capacity of staff through dedicated professional learning and development opportunities.</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: Strengthen and develop an innovative and coherent curriculum with a clear future focus and providing for personalised pathways.</p> <p>2.4: Actively participate in the Thames Te Kauaeranga Kāhui Ako (CoL)</p>
Target(s)/Expected Outcomes:	<ul style="list-style-type: none"> ● Have a clear plan co-constructed action plan to improve culturally responsive practices ● To have initiated a review of the model of learning, so that it is clear and visible.
Baseline Data:	<ul style="list-style-type: none"> ● There is a wide 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.

2.1: To build the capacity of staff through dedicated professional learning and development opportunities.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Our Professional Learning Development (PLD) plan prioritised the aim to strengthen the school culture, teaching and learning competencies, culturally responsiveness, and curriculum development.</p> <p>Teachers/Kaiako have participated on ongoing Professional Learning Development (PLD) to improve their understanding of and knowledge in Te Reo and Tikanga Māori through Poutama Pounamu (External facilitators). Kaiako have had the opportunity to participate in Te Wiki o te Reo Māori and have had opportunities to practise their pepeha, waiata and karakia in a safe space. The wero(challenge) is for kaimahi to extend on the vocabulary and knowledge they have acquired over the year and continue to build on their reo. A Kete with everyday phrases in Te Reo has been made for each kaiako to assist them on this journey. This was also incorporated into the 'holistic pathways' approach for PLD.</p> <p>Professional development around the use of digital/online learning modes</p> <ul style="list-style-type: none"> - Surveys of kaiako, taiohi, and Whānau were undertake as part of the PLD. 	<p>Capability data was collected and analysed to inform a professional learning plan in association with facilitators (i.e. PLD plan was responsive to baseline information / identified needs)</p> <p>A deliberate and conscious effort was made to link Te Ao Māoriin teaching and learning across all curriculum areas with the Increased use of Te Reo by staff, modelled by senior staff, e.g. greetings, pepeha,karakia, waiata etc.</p> <p>Surveys were collated from taiohi, whānau and Kaiako to identified PLD needs for Kaiako around the use of digital/online learning.</p> <p>A PLD plan activated to integrate one standard digital technology platform across the school. Based on the feedback from kaiako, taiohi, and whānau the school will be using Google Classroom as the preferred digital online platform. Staff are undertaking PLD to navigate around Google Classroom in preparation to transition into for 2021.</p>	<p>THS is on a journey to bring about pedagogical change that will see Kaiako change their practice. This will take time.</p> <p>Working alongside outside providers like Poutama Pounamu and Core Education has been a positive influence on staff.</p> <p>There have been some challenges around the changes and new teaching and learning taking place for staff. However, as a school we continue to work through this.</p>	<p>For 2021 the focus is to continue PLD for our priorities of Digital Fluency, Localised curriculum and CRRP.</p> <p>We continue to work with Poutama Pounamu on the Rongohia Te Hau tool that will assist in improving the use of Te Ao Māori within the classroom. (Charter to classroom). This will be a focus for the professional Growth Cycle for kaiako in 2021.</p> <p>A localised curriculum is to be developed as part of the Rongohia Te Hau programme and a continuation of the PLD with Poutama Pounamu facilitators and team. An application for further funding has been successful taking this kaupapa into 2021.</p> <p>PLD application has been completed and submitted to MOE for the next round of funding to support in this space. Appointment of a e-learning leader will strengthen our development in this area.</p>

2.2: Our pedagogical (teaching) model will reflect best practice and be aligned with a complete model of learning.

2.3: Strengthen and develop an innovative and coherent curriculum with a clear future focus and providing for personalised pathways.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>A review of the curriculum delivery was undertaken with kaiako, the allocation of learning time and the nature of the junior curriculum, with respect to Core, Kete and High Interest Projects (HIP).</p> <p>The PMIS (Plus Minus Interesting / Suggestions) analysis and staff discussion identified significant strengths of the existing structure, for instance the integration of curriculum area within kete at Years 9-10.</p> <p>The requirements for planning were reviewed and a <i>draft</i> 'non – negotiables' unit plan template was developed for evaluations.</p> <p>An analysis of Year 9 and 10 'curriculum coverage' or experiences was undertaken and found the variation in experiences was vast. It also confirmed suspicions that many taiohi were not being exposed to areas that they needed more development. Core areas like numeracy and literacy were underrepresented in many programmes.</p>	<p>Identified issues included the complex nature of the programme where learning for Years 9 and 10 taiohi were highly variable and the constant need to recreate units throughout the year was a workload issue for staff. There was minimal time spent as a ropu group, and the organisation of learning often meant relationships were only developed for up to five weeks.</p> <p>Student voice was included in the review using anecdotal accounts; however, this was not as comprehensive as originally planned.</p> <p>The timetable for 2021 was changed to increase curriculum delivery time at Years 9-11, averaging 2.5 hours more learning time per week.</p> <p>Allocation of time to core English (Year 9 and 10) and Te Reo (Year 9) was increased (doubled). Kete were reorganised to be taught in rōpū groups and were extended to semester rotations.</p>	<p>A complete pedagogical model that is co-constructed with kaimahi, taiohi and Whānau voice was too ambitious for 2020. There were too many reviews undertaken in a small amount of time. Getting staff voice was demanding, and the amount of time to get other input was not possible given the imperative for development.</p> <p>Given the disruption of regular hui with our consultation groups, there was no real opportunity created to have these discussions.</p> <p>The efficiency of working in Term four on curriculums review / unit planning was disrupted by the extension to the senior year, the need for credit catch-up opportunities and the exhaustion of the year to that point. The much smaller time allowable for such tasks had an influence on outcomes.</p> <p>The desired increase in time allocation to Te Reo at Year 10 was not possible after the appointment of our teacher to the Kahui Ako role.</p>	<p>We need to spend more time on this journey to develop a coherent learning model for the school.</p> <p>The programme of unit plan review and development of the non-negotiables for unit planning needs to be refined. A more deliberate timeline established.</p> <p>Examples of pedagogical models and frameworks will be more 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.</p>

2.4: Actively participate in the Thames Te Kauaeranga Kāhui Ako (CoL)

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Participation in all leadership hui for the kahui ako that was to develop a new strategic plan. This included consultation with the principals, across-school teachers, iwi representatives and the learning support coordinators working across the KA.</p> <p>The Within-school leaders met to share progress on their individual 'portfolios', setting the foundation for a more collaborative approach.</p>	<p>The Kahui Aki Strategic Plan has been ratified by the members and has three main strategic goals:</p> <ul style="list-style-type: none"> • Conscious collaboration • Conscious connections; and • Conscious inclusion <p>Each WsL presented an action plan (that hitherto was not documented) that outlined their main priorities, key strategies, steps and progress made.</p>	<p>Staffing change: our across-school teacher left in Term 2 for another position.</p> <p>After significant delays, due to the disruptions caused by Covid-19 and the appointment of a new across school leader, the THS within school leaders have met with the KA across school leaders. The appointment of a new principal and relatively new lead principals of the Kahui Ako, has also slowed progress.</p>	<p>To continue to work with principals steering group and the across-school leaders/teachers to further progress the KA strategic plan.</p> <p>To meet with the principal monthly to report regularly on progress. Within School teachers (WSTs) will work actively with across-school teachers to develop a clear action plan.</p> <p>Appointments of within-school teachers needs to be confirmed.</p> <p>The principal and the across-school and within-school teachers monthly to further their work to transform the existing plans to align with the revised KA strategic plan.</p>

Strategic aim (3)	<i>Hauora: Care for and ensure the well-being of ALL students/taiohi and staff/kaimahi.</i>
Annual Aim(s):	<p>3.1: To promote a school culture that is safe, supportive and positive for both staff and students</p> <p>3.2 Recognise the individual strengths, challenges and needs of students/taiohi and staff/kaimahi and respond to needs.</p>
Target(s)/Expected Outcomes:	<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.
Baseline Data:	<p>Professional development and continued application of initiatives about the tikanga of ROLES and our values was implemented. The knowledge and participation in the initiatives was up-help by many of the Kaimahi and Taiohi of Thames High School. The baseline data showed that most Kaimahi and Taiohi knew about ROLES and how to identify them in a range of situations.</p> <p>Baseline data was collected from all taiohi using the Wellbeing @ School survey. The results showed that on the whole students felt they belonged at school, that they felt safe at school and Bullying was not ok. The areas for improvement were students feeling that they had a choice in what happens at school and an increase in the importance of culture and family background.</p>

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

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Our Vision, Mission, Values and Tikanga are communicated with and regularly reinforced with our community.</p> <ul style="list-style-type: none"> • Staff-only day in Term 2 (the re-start of the school year) included reinforcement of staff expectations with Our Tikanga, and Code of Conduct, including expectations of dress. • Several Professional Learning and staff hui discussed Our Tikanga (ROLES) and reinforced our way of responding to behaviours inconsistent with these. • Several articles in the Whānau Pānui have covered the expectations and reinforcement of Our Values and Our Tikanga. • Our Values posters have been distributed across the School. 	<p>The objectives set have been acted upon with progress made in all areas set.</p> <p>The kaimahi and all staff inclusion in ToD and events has been an increase in wellbeing. There is a plan to continue this conscious inclusion of all kaimahi and taiohi that are working within the school community.</p> <p>The deliberate use of our Charter to lead discussion to make decisions based around outcomes for Taiohi or plan for new initiatives around the school.</p> <p>Professional discussion around different aspects of the school were easier to discuss with actions taken to increase the wellbeing of both Kaimahi and Taiohi.</p>	<p><i>There was little variation in what was expected in this area.</i></p>	<p>Updating the Our Values, Mission and Tikanga promotional posters, e.g. Our reception area will be updated with appropriate consistent messages about Our Values / Tikanga.</p>

<p>Consistency in the behaviour expectations and management (corrective strategies) through reinforcing the PB4L matrices of expectations and consequences.</p> <ul style="list-style-type: none"> • Both Kaimahi and Taiohi participated in full school development in The Treaty of Waitangi, Implementation of "Our Tikanga- Our ROLES" and review and reflection of the THS staff code of conduct. • <i>Several Professional Learning and staff hui discussed Our Tikanga (ROLES) and reinforced our way of responding to behaviours inconsistent with these.</i> • <i>Assemblies regularly focus on Our Values and expectations. Along with the start-up back from Covid-19 lockdown all roopu and Whānau classes were presented with clear expectations Our Values and Tikanga (ROLES).</i> • <i>Positive recognition of Our Tikanga through assembly draws.</i> 	<p>Increased consistency of expectations was evident from community comments and observation.</p> <p>More consistent understanding and adherence to uniform expectations, has helped established that we are committed to adhering to these.</p>	<p>The strengthening culture of expectations that are reinforced positively will take a number of years, although progress has been pleasing.</p>	<p>Continued emphasis, including professional development, on consistency in behaviour expectations and management (corrective strategies) through reinforcing the PB4L matrices of expectations and consequences.</p> <p>Ensuring that such corrective strategies have a foundation of restorative practice along with ensuring respect and positive relationships are maintained.</p> <p>Reinstatement of a PB4L team for 2021 and dedicated analysis of referral and actions.</p>
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<p>Evaluate school-wide processes and procedures to enhance the well-being/hauora of students/taiohi and staff/kaimahi.</p> <p>An evaluation of pastoral care systems and processes in the form of a plus minus interesting/suggestions approach was carried out with staff (as departments). Overall trends identified have been discussed at Deans Hui to review our model. At Deans Hui, as the pastoral model of care has been evaluated, the Wellbeing for Success model has been presented as a reference of good practice.</p> <p>A taiohi and kaiako survey of the roopu and Whānau time, including learning advisory, was completed late Term 3/Term 4.</p> <p>The NZCER Wellbeing @ Schools survey was carried out in Term 3, which was also part of the baseline information required for the Kahui Ako Achievement Plan.</p> <p>Senior leaders were given more responsibility in taking leadership roles within the school.</p>	<p>Outcomes from the actions identified included knowing that students feel safe and belong in our kura / school. Student voice was gathered when making decisions that affected different areas of the school.</p> <p>Taiohi are easily able to articulate the strengths and areas for improvement within the school, setting up 2021 with direction.</p> <p>An outcome for our senior leaders of 2021 was the passion and drive to increase participation in school and group events by all Kaimahi and Taiohi at the school.</p> <p>Student senior leaders have been given guidance on how to have an impact within the school through events, being visible and effective planning.</p> <p>Strategies that worked well were the implementation of initiative to gather Kaimahi and Taiohi voices in situations or future planning for the school.</p>	<p><i>The amount of time required in this area means that we were probably too ambitious. Especially given the changes of staff, including in the senior leadership team.</i></p> <p>Consequently, planned actions such as the establishment of a staff well-being team did not occur.</p>	<p>Discuss the results of student well-being with full staff to inform roopu /whānau 'programme' 2021/2022.</p> <p>Evaluate the results of NZCER survey alongside the survey for RTH and use to develop targets in the 2021 Annual Plan (baseline).</p> <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 will also be identified through a variety of spaces. Resources and planning for increased well-being through transition or Hauora will be included in targets for 2021.</p> <p>Continued leadership development of the senior leaders team.</p>
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<p>THS Staff Code of Conduct, and Teaching Council Code of Practice are promoted with staff.</p> <p>Kaimahi worked alongside their line manager to have job / role descriptions reviewed, updated, and include Our Tikanga / Code of Conduct expectations included.</p> <p>As noted above, Staff-only day in Term 2 was a reinforcement of staff expectations with Our Tikanga, and Code of Conduct, including expectations of professionalism including dress.</p>	<p>Kaimahi (staff) who have had clarified description are able to identify what was within the scope of their role and how that connected with other roles.</p>	<p>N/A</p>	<p>Kaimahi will continue to have role / job descriptions reviewed and updated alongside a professional discussion to encourage ownership.</p> <p>Professional expectations are included in appraisal (support staff) and professional Growth Cycle processes (teaching staff).</p>
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3.2 Recognise the individual strengths, challenges and needs of students / taiohi and staff/kaimahi and respond to needs

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Our Vision, Mission, Values and Tikanga are communicated with and regularly reinforced with our community.</p> <ul style="list-style-type: none"> Staff-only day in Term 2 was a reinforcement of staff expectations with Our Tikanga, and Code of Conduct, including expectations of dress. Several Professional Learning and staff hui have discussed Our Tikanga (ROLES) and reinforced our way of responding to behaviours inconsistent with these. Several articles in the Whānau Pānui have covered the expectations and reinforcement of Our Values and Our Tikanga. Our Values posters have been distributed across the School. 	<p>The targets set have been acted upon with progress made in all areas set.</p> <p>The kaimahi (all staff) inclusion in ToD and events has been an increase in wellbeing. There is a plan to continue this conscious inclusion of all kaimahi and taiohi that are working within the school community.</p> <p>The deliberate use of our Charter to lead discussion to make decisions based around outcomes for taiohi or plan for new initiatives around the school.</p> <p>Professional discussion around different aspects of the school were easier to discuss with actions taken to increase the wellbeing of both Kaimahi and Taiohi.</p>	<p><i>There was little variation in what was expected in this area.</i></p>	<p>Updating the Our Values, Mission and Tikanga promotional posters, e.g. Our reception area will be updated with appropriate consistent messages about Our Values / Tikanga.</p>

Strategic aim (4)	<i>Whakawhānaungatanga: Build culturally responsive relationships with ALL</i>
Annual Aim:	<p>4.1 Enhance opportunities for whānau and the school community to engage and participate in school life.</p> <p>4.2 To strengthen relationships and partnerships with Community.</p>
Target(s)/Expected Outcomes:	<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.
Baseline Data:	<ul style="list-style-type: none"> ● Developed 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 Whānau 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 Whānau to engage in their child/children's learning. ● Poutama Pounamu roopu: Analysing baseline data collected through surveys from taiohi/students, kaiako/teachers and Whānau. ● Kia tu Rangatira ai: Learning, succeeding, and thriving in education. Baseline data collected through taiohi/student, Kaiako/Teachers and whānau.

4.1 Enhance opportunities for whānau and the school community to engage and participate in school life.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Strengthen culturally responsive culture at the school and living the principles of Te Tiriti o Waitangi.</p> <p>Continued to embed tikanga Māori practices within the school on a day-to-day basis. There has been good progress made on the flagship initiative.</p> <p>School and community engaged in the Te Tiriti o Waitangi professional development. Participated in the annual Kāhui Ako whānaungatanga day at the start of the year.</p> <p>Continued to work with the Te Ao Māori Strategic rōpū with informal consultation.</p> <p>Our main signs have been updated with Te Kura Tuarua o Te Kauaeranga, and our Vision in both English and Te Reo Māori has been distributed in the kura. The use of Te Reo Māori in Panui has been enhanced, although we can look at having larger blocks of Te Reo Māori articles for Māori to see themselves as valued partners within our kura. New signage for "No vaping" is being made in both English and Te Reo Māori.</p> <p>Manukura (Maori senior leaders) led haka for senior prizegiving, other leaders to learn haka. Led celebrating Te Ao Māori throughout the year with Matariki, Te Wiki o Te teo Māori and participated in Te Reo Māori classes.</p>	<p>Kaiko mā have learnt two karakia that are used more regularly to start and finish our hui. Use of Te reo daily is becoming normalised.</p> <p>Kaimahi/staff from our primary schools along with iwi and community came together at Mātai Whetū marae to hear and share the history of the marae and collaborate.</p> <p>Kaimahi/board/taiohi and community participated in the Te Tiriti o Waitangi workshop</p> <p>Kaimahi are more confident in saying their pepeha in front of their peers and others.</p> <p>Kaimahi/staff, iwi, whānau and community participated in the powhiri for our new taiohi and staff to the school. Morning tea was provided in the school hall for all.</p> <p>Pou Maori and Whaikairo for the wharenuī have been discussed with Matua Wati, and we will work with Iwi to understand what is appropriate for this space.</p>	<p>COVID-19 has impacted on being able to fulfil some of the aims.</p> <p>Consequently, kapa was not re-established, and our intents to investigate waka ama, a haka competition and the revitalisation or embedding of a THS haka are for next year.</p> <p>However, kaimahi and taiohi have strengthened the use of karakia whakamutunga and waiata.</p> <p>Relationships between iwi / community and whānau continue to be strengthened.</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. It is ongoing next year.</p> <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> <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>Te Tiriti o Waitangi workshop part 2 for kaimahi, Iwi, BoT, Senior Leaders has been organised for 3 May 2021 (Matua Alex Hotere-Barnes, Therese Ford and Johnson Davis).</p>

4.2 To strengthen relationships and partnerships with our Community.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Communication, both within and beyond the school, will be effective.</p> <ul style="list-style-type: none"> - Pānui have been regular, although we need to get this on a more consistent timing, with more variety in content celebrating successes. The website has been updated regularly with news. - The Marketing Plan has been completed. <p>Strengthen relationship with our local iwi, Ngāti Maru</p> <p>Matua Wati Ngamane and the Tumuaiki/Principal met once in Term three to build Whānaungatanga and broadly identify areas of priority. This was to be the beginning of the reinstatement of the Te Ao Maori Strategic Rōpu. This has not yet happened due to circumstances beyond our control.</p> <p>To improve engagement with parents and other important groups to increase opportunities for taiohi/students and evaluate success of students' pathways.</p> <p>Connection with local employers and the Thames Business Association has been positive. There is interest from several groups in supporting / partnering with the school.</p>	<p>The envisioned triennial community survey, given all the upheavals and other surveys completed this year has been delayed until 2021. As part of this survey, we will identify what 'success' means for our stakeholders.</p> <p>Through the Regional Mentoring programme, the use of Individual Learning Plans (ILP) has provided closer monitoring of taiohi and better engagement with whānau. Sourcing pathway providers both local and afar. This programme has been successful for taiohi and engaging whānau.</p> <p>Several hui with WINTEC, VETEL and MoE to strengthen our pathways and partnership has not led to substantive initiatives yet. This will be pursued in 2021, as there is scope for better utilisation of resources.</p> <p>Gateway has continued to be a success, although we are looking at ways to enhance the 'workplace experience' namely regularly attending work, rather than once a week.</p>	<p>We are committed to engage more fully and regularly with local iwi. Covid-19 has not been helpful in this area as there has been a reluctance for much of the year for groups to form and meet.</p> <p>Look at consolidating a plan for 2021 and utilising the kāhui ako and our Māori community to assist in this area.</p>	<p>Our marketing developments need to be incorporated into the Annual Plan 2021, including a coherent communications plan.</p> <p>Triennial survey beginning this year to contribute to the strategic planning cycle with the board.</p> <p>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.</p> <p>For Gateway, to look at blocks of placements either in term breaks or for three-day stints in term time.</p>