

THAMES HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 111

Principal: Michael Hart

School Address: 300 Sealey Street, Thames

School Postal Address: P O Box 706 THAMES

School Phone: 07-868-8688

School Email: office@thameshigh.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Mary Hamilton	Chair Person	Elected 2019	2022
Bruce Hinson	Parent Rep	Elected 2019	2022
Martin Rodley	Parent Rep	Elected 2019	2022
Jared Stein	Parent Rep	Elected 2019	2022
Murray Wakelin	Parent Rep	Elected 2019	2022
Melody Reidy	Parent Rep	Elected 2019	2022
Krishna Duffin	Parent Rep	Elected 2019	2022
Selina Eagle	Staff Rep	Elected 2019	2022

Accountant / Service Provider: Sharyn Baker

THAMES HIGH SCHOOL

Annual Report - For the year ended 31 December 2020

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Thames High School

Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Mary Hamilton

Full Name of Board Chairperson



Signature of Board Chairperson

Date:

31/05/2021

Michael Hart

Full Name of Principal



Signature of Principal

Date:

31/05/2021

Thames High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	6,204,316	6,120,235	5,843,659
Locally Raised Funds	3	135,523	331,550	282,667
Interest income		5,784	15,000	18,155
International Students	4	289,153	410,950	385,696
		<u>6,634,776</u>	<u>6,877,735</u>	<u>6,530,177</u>
Expenses				
Locally Raised Funds	3	120,393	190,292	195,888
International Students	4	210,992	283,423	219,336
Learning Resources	5	4,286,062	4,462,908	4,209,713
Administration	6	253,223	316,213	270,416
Property	7	1,473,848	1,395,649	1,435,064
Depreciation	8	188,829	200,000	204,223
		<u>6,533,347</u>	<u>6,848,485</u>	<u>6,534,640</u>
Net Surplus / (Deficit) for the year		101,429	29,250	(4,463)
Other Comprehensive Revenue and Expense				
Total Comprehensive Revenue and Expense for the Year		<u>101,429</u>	<u>29,250</u>	<u>(4,463)</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Thames High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		836,459	1,287,850	840,922
Total comprehensive revenue and expense for the year		101,429	26,750	(4,463)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		21,474	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
Equity at 31 December	24	959,362	1,314,600	836,459
Retained Earnings				
Reserves		959,362	1,314,600	836,459
Equity at 31 December		959,362	1,314,600	836,459

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Thames High School

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	9	506,549	350,000	260,977
Accounts Receivable	10	293,756	250,000	321,754
GST Receivable		17,702	-	112,334
Prepayments		3,266	10,000	29,789
Inventories	11	2,747	3,000	3,305
Investments	12	27,500	1,361,000	1,019,023
		851,520	1,974,000	1,747,182
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	14	410,223	350,000	607,287
Revenue Received in Advance	15	225,992	315,000	335,062
Provision for Cyclical Maintenance	16	64,132	35,000	55,478
Finance Lease Liability - Current Portion	17	8,192	23,400	9,833
Funds held in Trust	18	45,055	30,000	41,786
Funds held for Capital Works Projects	19	14,067	100,000	119,656
		767,661	853,400	1,169,102
Working Capital Surplus/(Deficit)		83,859	1,120,600	578,080
Non-current Assets				
Investments	12	676,523	-	-
Property, Plant and Equipment	13	1,031,551	954,000	1,041,683
		1,708,074	954,000	1,041,683
Non-current Liabilities				
Borrowings		-	-	-
Provision for Cyclical Maintenance	16	81,068	35,000	64,132
Finance Lease Liability	17	19,567	10,000	9,959
Funds held in Trust	18	731,936	715,000	709,213
		832,571	760,000	783,304
Net Assets		959,362	1,314,600	836,459
Equity	24	959,362	1,314,600	836,459

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Thames High School

Statement of Cash Flows

For the year ended 31 December 2020

	Note	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash flows from Operating Activities				
Government Grants		1,534,250	1,430,743	1,200,341
Locally Raised Funds		239,363	336,550	337,867
Hostel		-	-	-
International Students		182,753	425,950	435,820
Goods and Services Tax (net)		94,632	112,334	(119,699)
Funds Administered on Behalf of Third Parties		25,992	(15,000)	-
Payments to Employees		(979,591)	(1,033,863)	(911,097)
Payments to Suppliers		(914,361)	(1,455,964)	(528,732)
Cyclical Maintenance Payments in the year		-	(10,000)	-
Interest Received		5,784	-	18,155
Net cash from/(to) Operating Activities		188,822	(209,250)	432,655
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(182,377)	(113,173)	(66,463)
Purchase of Investments		315,000	304,023	(65,550)
Proceeds from Sale of Investments		-	-	-
Net cash from/(to) Investing Activities		132,623	190,850	(132,013)
Cash flows from Financing Activities				
Furniture and Equipment Grant		21,747	-	-
Finance Lease Payments		7,968	3,400	(53,769)
Funds Administered on Behalf of Third Parties		-	-	9,950
Loans Received/ Repayment of Loans		-	-	-
Funds Held for Capital Works Projects		(105,589)	-	(357,608)
Net cash from/(to) Financing Activities		(75,874)	3,400	(401,427)
Net increase/(decrease) in cash and cash equivalents	24	245,571	(15,000)	(100,785)
Cash and cash equivalents at the beginning of the year	9	260,978	350,000	361,763
Cash and cash equivalents at the end of the year	9	506,549	335,000	260,978

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Thames High School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Thames High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. "Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Grants for the use of land and buildings are also not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

g) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

i) Inventories

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	10 years
Textbooks	5–10 years
Leased assets held under a Finance Lease	4 Years
Library resources	12.5% Diminishing value

l) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from international students where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

r) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

t) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

v) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	1,286,013	1,032,214	1,170,571
Teachers' Salaries Grants	3,643,857	3,669,492	3,538,360
Use of Land and Buildings Grants	1,026,209	1,020,000	994,171
Other Government Grants	248,237	398,529	140,557
	<u>6,204,316</u>	<u>6,120,235</u>	<u>5,843,659</u>

The school has opted in to the donations scheme for this year. Total amount received was \$64,950.

Other MOE Grants total includes additional COVID-19 funding totalling \$59,353 for the year ended 31 December 2020.

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	23,207	60,000	15,010
Bequests & Grants	-	-	52,200
Activities	60,335	144,150	118,226
Trading	52,007	107,400	64,874
Fundraising	(26)	20,000	10,644
Other Revenue	-	-	21,713
	<u>135,523</u>	<u>331,550</u>	<u>282,667</u>
Expenses			
Activities	51,330	82,083	105,174
Trading	69,211	103,209	75,689
Other Locally Raised Funds Expenditure	(148)	5,000	15,025
	<u>120,393</u>	<u>190,292</u>	<u>195,888</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>15,130</u>	<u>141,258</u>	<u>86,779</u>

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	18	25	34
Revenue			
International Student Fees	289,153	410,950	385,696
Expenses			
Advertising	2,888	15,000	5,750
Commissions	34,302	47,739	33,340
Recruitment	28,437	-	8,082
International Student Levy	-	10,984	-
Employee Benefit - Salaries	137,169	132,200	134,882
Other Expenses	8,196	77,500	37,282
	210,992	283,423	219,336
<i>Surplus/ (Deficit) for the year International Students</i>	78,161	127,527	166,360

5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	182,008	435,516	194,097
Equipment Repairs	255	5,000	1,906
Information and Communication Technology	60,348	69,000	62,637
Library Resources	4,646	3,500	4,431
Employee Benefits - Salaries	4,025,533	3,929,892	3,924,639
Staff Development	13,272	20,000	22,003
	4,286,062	4,462,908	4,209,713

6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	12,650	11,000	10,870
Board of Trustees Fees	3,955	5,000	6,105
Board of Trustees Expenses	19,831	4,000	11,384
Communication	16,664	26,000	16,010
Consumables	3,460	4,600	4,712
Operating Lease	19,659	20,000	11,449
Other	(26,719)	10,000	7,855
Employee Benefits - Salaries	194,068	222,613	193,022
Insurance	9,655	13,000	9,009
	253,223	316,213	270,416

7. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	20,185	17,000	19,261
Cyclical Maintenance Provision	25,590	20,000	15,250
Grounds	5,076	6,500	7,500
Heat, Light and Water	44,918	35,579	58,879
Rates	19,078	20,000	12,322
Repairs and Maintenance	58,727	75,000	119,035
Use of Land and Buildings	1,026,209	1,020,000	994,171
Security	3,739	-	2,428
Employee Benefits - Salaries	270,326	201,570	206,218
	<u>1,473,848</u>	<u>1,395,649</u>	<u>1,435,064</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	-	-	-
Building Improvements - Crown	39,914	38,548	43,079
Furniture and Equipment	50,561	52,386	48,769
Information and Communication Technology	56,227	76,244	70,079
Motor Vehicles	6,958	6,958	6,959
Textbooks	3,523	17,174	1,624
Leased Assets	17,946	8,690	18,713
Library Resources	13,700	-	15,000
	<u>188,829</u>	<u>200,000</u>	<u>204,223</u>

9. Cash and Cash Equivalents

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash on Hand	202	20,000	202
Bank Current Account	(4,427)	-	(35,864)
Bank Call Account	510,642	330,000	293,564
Short-term Bank Deposits	132	-	3,075
Cash and cash equivalents for Statement of Cash Flows	<u>506,549</u>	<u>350,000</u>	<u>260,977</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$506,549 Cash and Cash Equivalents, \$54,559 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	7,282	5,000	113,792
Banking Staffing Underuse	-	-	-
Teacher Salaries Grant Receivable	286,474	245,000	207,962
	<u>293,756</u>	<u>250,000</u>	<u>321,754</u>
Receivables from Exchange Transactions	7,282	5,000	113,792
Receivables from Non-Exchange Transactions	286,474	245,000	207,962
	<u>293,756</u>	<u>250,000</u>	<u>321,754</u>

11. Inventories

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
School Uniforms	-	-	1,170
Canteen	2,747	3,000	2,135
	<u>2,747</u>	<u>3,000</u>	<u>3,305</u>

12. Investments

The School's investment activities are classified as follows:

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	27,500	750,000	1,019,023
Non-current Asset			
Long-term Bank Deposits	676,523	-	-
Total Investments	<u>704,023</u>	<u>750,000</u>	<u>1,019,023</u>

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Land	145,000	-	-	-	-	145,000
Building Improvements	170,864	43,158	-	-	(39,914)	174,108
Furniture and Equipment	274,474	77,438	895	-	(50,561)	302,246
Information and Communication Technology	128,628	33,456	-	-	(56,228)	105,856
Motor Vehicles	45,087	-	-	-	(6,958)	38,129
Textbooks	108,530	6,457	-	-	(3,523)	111,464
Leased Assets	91,168	17,293	-	-	(17,945)	90,516
Library Resources	77,932	-	-	-	(13,700)	64,232
Balance at 31 December 2020	1,041,683	177,802	895	-	(188,829)	1,031,551

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of motor vehicles held under a finance lease is \$90,516 (2019: \$91,168)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Land	145,000	-	145,000
Building Improvements	361,403	(187,295)	174,108
Furniture and Equipment	652,151	(349,905)	302,246
Information and Communication Technology	404,825	(298,969)	105,856
Motor Vehicles	110,098	(71,969)	38,129
Textbooks	279,338	(167,874)	111,464
Leased Assets	227,612	(137,096)	90,516
Library Resources	304,075	(239,843)	64,232
Balance at 31 December 2020	2,484,502	(1,452,951)	1,031,551

2019	Opening Balance (NBV) \$	Additions \$	Disposals \$	Transfer \$	Depreciation \$	Total (NBV) \$
Land	145,000	-	-	-	-	145,000
Building Improvements	209,860	-	-	4,083	(43,079)	170,864
Furniture and Equipment	345,780	33,835	-	(56,372)	(48,769)	274,474
Information and Communication Technology	146,181	16,617	-	35,909	(70,079)	128,628
Motor Vehicles	35,666	-	-	16,380	(6,959)	45,087
Textbooks	107,846	2,308	-	-	(1,624)	108,530
Leased Assets	93,200	16,681	-	-	(18,713)	91,168
Library Resources	86,066	6,866	-	-	(15,000)	77,932
Balance at 31 December 2019	1,169,599	76,307	-	-	(204,223)	1,041,683

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of motor vehicles held under a finance lease is \$91,168 (2018: \$93,200)

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	145,000	-	145,000
Building Improvements	318,245	(147,381)	170,864
Furniture and Equipment	576,738	(302,264)	274,474
Information and Communication Technology	371,369	(242,741)	128,628
Motor Vehicles	110,098	(65,011)	45,087
Textbooks	272,881	(164,351)	108,530
Leased Assets	210,319	(119,151)	91,168
Library Resources	304,075	(226,143)	77,932
Balance at 31 December 2019	2,308,725	(1,267,042)	1,041,683

14. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	123,507	-	88,922
Accruals	-	70,000	310,404
Employee Entitlements - Salaries	286,716	280,000	207,961
	410,223	350,000	607,287
Payables for Exchange Transactions	410,223	350,000	607,287
	410,223	350,000	607,287

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees	225,992	315,000	332,392
Other	-	-	2,670
	<u>225,992</u>	<u>315,000</u>	<u>335,062</u>

16. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	119,610	50,000	104,360
Increase/ (decrease) to the Provision During the Year	25,590	35,000	22,664
Use of the Provision During the Year	-	-	(7,414)
Provision at the End of the Year	<u>145,200</u>	<u>85,000</u>	<u>119,610</u>
Cyclical Maintenance - Current	64,132	50,000	55,478
Cyclical Maintenance - Term	81,068	35,000	64,132
	<u>145,200</u>	<u>85,000</u>	<u>119,610</u>

17. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	8,192	23,400	9,832
Later than One Year and no Later than Five Years	19,567	10,000	9,959
	<u>27,759</u>	<u>33,400</u>	<u>19,791</u>

18. Funds held in Trust

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	45,055	-	41,786
Funds Held in Trust on Behalf of Third Parties - Non-current	731,936	700,000	709,213
	<u>776,991</u>	<u>700,000</u>	<u>750,999</u>

These funds (current portion) are held in trust for students as credit balances for monies received but not yet spent.

	Opening	Receipts	Payments	Closing
Raymond Nutter Trust	130,604	6,678	242	137,040
Stephen Bowater Trust	62,054	2,675	-	64,729
Romala Catran Debating	8,309	2	639	7,672
Eva Hammond Estate Trust	310,673	27,186	20,242	317,617
THS Student Support Trust	197,573	17,625	10,320	204,878
Other				
	<u>709,213</u>	<u>54,166</u>	<u>31,443</u>	<u>731,936</u>

These funds relate to arrangements where the school is acting as the agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Comprehensive Revenue and Expenses.

These funds (non-current portion) are held on behalf of the above Trusts for the purposes and benefits of the students as specified in the Trust documents.

19. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
A Block Stage 2	<i>completed</i>	94,938	45,000	(390,149)	-	(250,211)
5/10 YPP	<i>completed</i>	45,224	-	(509)	-	44,714
G Block	<i>in progress</i>	(20,506)	-	(22,697)	-	(43,202)
Admin Upgrade	<i>in progress</i>	-	63,000	(2,500)	-	60,500
C13	<i>in progress</i>	-	90,000	(19,943)	-	70,057
LSC	<i>in progress</i>	-	148,500	(16,291)	-	132,209
Totals		<u>119,656</u>	<u>346,500</u>	<u>(452,089)</u>	<u>-</u>	<u>14,067</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	307,480
Funds Due from the Ministry of Education	293,413

14,067

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
A Block Stage 2	<i>in progress</i>	45,859	1,996,800	(1,947,721)	-	94,938
5/10 YPP	<i>in progress</i>	45,224	-	-	-	45,224
G Block	<i>in progress</i>	298,343	49,811	(368,660)	-	(20,506)
Decking Replacment	<i>in progress</i>	130	-	(130)	-	-
Asbestos	<i>in progress</i>	(8,627)	8,627	-	-	-
Totals		<u>380,929</u>	<u>2,055,238</u>	<u>(2,316,511)</u>	<u>-</u>	<u>119,656</u>

20. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,955	6,105
Full-time equivalent members	0.15	0.18
<i>Leadership Team</i>		
Remuneration	1,424,883	1,559,998
Full-time equivalent members	14.68	15.68
Total key management personnel remuneration	1,428,838	1,566,103
Total full-time equivalent personnel	14.83	15.86

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal 1

The total value of remuneration paid or payable to the Principal was in the following bands:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110-120	170-180
Benefits and Other Emoluments	-	3-4
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2020 FTE Number	2019 FTE Number
100-130	6.00	3.00
	6.00	3.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

- (a) \$348,155 contract with ASAP contracting to have G Block upgraded as agent for the Ministry of Education. This project is fully funded by the Ministry of Education and \$391,357 has been received of which \$348,224 has been paid during 2020
 - (b) \$2,415,000 contract with Baker Construction to have A Block Stage 2 completed as agent for the Ministry of Education. This project is fully funded by the Ministry and \$2,128,000 has been received of which \$2,338,219 has been spent on the project to balance date. This project has been approved by the Ministry; and
 - (c) \$70,000 contract with WSP to upgrade the Admin carpark and reception with SIPP funding as agent for the Ministry of Education. The project is fully funded by the Ministry and \$63,000 has been received of which \$2,000 has been spent on the project to balance date. This project has been approved by the Ministry.
 - (d) \$100,000 contract with WSP to upgrade the C13 classroom with SIPP funding as agent for the Ministry of Education. The project is fully funded by the Ministry and \$63,000 has been received of which \$2,000 has been spent on the project to balance date. This project has been approved by the Ministry.
 - (e) \$168,000 contract with WSP to upgrade the LSC space with LSC funding as agent for the Ministry of Education. The project is fully funded by the Ministry and \$148,000 has been received of which \$2,000 has been spent on the project to balance date. This project has been approved by the Ministry.
 - (d) \$16,548 contract with Edpro to purchase assets.
 - (e) \$23,758 contract with 720 Projects Limited to upgrade the C13 classroom with SIPP funding as agent for the Ministry of Education. The project is fully funded by the Ministry and \$63,000 has been received of which \$20,346 has been spent on the project to balance date. This project has been approved by the Ministry.
- (Capital commitments at 31 December 2019: \$2,797,710)

(a) operating lease of a EFTPOS Machine;

No later than One Year
 Later than One Year and No Later than Five Years
 Later than Five Years

2020 Actual \$	2019 Actual \$
-	-
-	-
-	-
-	-
-	-

24. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

25. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	506,549	350,000	260,977
Receivables	293,756	250,000	321,754
Investments - Term Deposits	704,023	750,000	1,019,023
Total Financial assets measured at amortised cost	1,504,328	1,350,000	1,601,754

Financial liabilities measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Payables	410,223	350,000	607,287
Finance Leases	27,759	33,400	19,792
Total Financial Liabilities Measured at Amortised Cost	437,982	383,400	627,079

26. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

Independent Auditor's Report

To the readers of Thames High School's Financial statements For the year ended 31 December 2020

The Auditor-General is the auditor of Thames High School (the School). The Auditor-General has appointed me, Elaine Yong, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

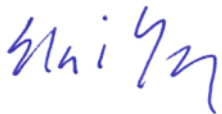
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in Thames High School.



Elaine Yong
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

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)
1. Student/Taiohi: ALL students/taiohi will progress to their highest educational potential.	<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 than 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.
2. <i>Teacher/Kaiako: Teaching practices reflect best practice and are culturally responsive.</i>	<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.
3. <i>Hauora: Care for and ensure the well-being of ALL students/taiohi and staff/kaimahi.</i>	<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
4. <i>WhakaWhānaungatanga: Build culturally responsive relationships with ALL</i>	<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)	Student/Taiohi: ALL students/taiohi will progress to their highest educational potential.																																																																																																																			
Annual Aim(s)	1.1: Accelerate progress of Year 11-13 taiohi/students who are achieving below expectation and/or priority students (Māori, Pasifika, boys, and taiohi with special needs, students with literacy below expectations) 1.2: Accelerate literacy progress of Year 9-10 taiohi/students who are achieving below expectation and/or priority students.																																																																																																																			
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				
	1	2	3	4	5	6	7	8	9	No data	All
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				
	1	2	3	4	5	6	7	8	9	No data	All
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>There was little variation in what was expected in this area.</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. Several Professional Learning and staff hui discussed Our Tikanga (ROLES) and reinforced our way of responding to behaviours inconsistent with these. 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). Positive recognition of Our Tikanga through assembly draws. 	<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><i>Evaluate school-wide processes and procedures to enhance the well-being/hauora of students/taiohi and staff/kaimahi.</i></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 wharenui 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 Tumuaki/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>

Reports on special and contestable funding

KIWISPORT

Kiwi sport is a Government funding initiative to support students' participation in organized sport. In 2020, the school received total Kiwisport funding of \$9,958.34(excluding GST). The funding was spent on maintaining a sports co-ordinator with the school to constantly promote sports. As a consequence 46% of students represented the school in sports.