

Thames High School

Te Kura Tuarua o Te Kauaeranga

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

We grow together to achieve one's true potential.



Charter

Strategic Plan 2022-2024

Annual Plan 2022



Table of Contents	1
Introductory section	3
Our Charter	3
Our Context	3
Our commitment to Te Tiriti o Waitangi	6
Our Vision, Mission and Values	7
Our Vision	7
Our Mission	7
Our Values / Our Tikanga	7
Our Tohu	7
Our Crest and Motto	7
Strategic Plan 2022-2024	8
Annual Plan 2022	9
Summary	9
Strategic Intent 1: We are committed to the intent of Te Tiriti o Waitangi.	12
Strategic Priority 1.1 Our curriculum and other programmes will promote equity and excellence to reflect the aspirations of mana whenua.	13
Strategic Priority 1.2 We are committed to working together as a diverse community through culturally responsive relationships and pedagogy.	15
Strategic Priority 1.3 We will nurture understanding of our historical belonging and whenua.	17
Strategic Intent 2: All taiohi / students will progress to their highest potential.	18
Strategic Priority 2.1: Identify and respond to ākongā / learners' strengths and needs, personal and whanau aspirations and their progress.	21
Strategic Priority 2.2: Encourage and develop staff / kaimahi to strengthen learning, teaching, and leadership capability.	25
Strategic Priority 2.3: Develop a holistic curriculum that is localised, future-focused to set the foundations for taiohi / students for life beyond school.	26
Strategic Intent 3: Everyone feels valued, safe, and acknowledged for who they are.	28
Strategic Priority 3.1: Ensure our environment is safe and inclusive for all and where people feel they belong.	29
Strategic Priority 3.2: Actively provide opportunities for engagement and collaboration to build connections.	31
Strategic Priority 3.3: Recognise achievement, progress, and success on a regular basis for all in our school community.	33
Thames High School Board Work Plan 2022	34
Self-Review Cycle	37
Department Reports	37
Policies and assurances	37
2022 Review Schedule	38
Three-year Review Schedule	38



Introductory section

Our Charter

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

Our Context

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

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

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

Students

Most students that attend Thames High School are from Thames itself or from 'up the coast' - Te Puru, Waiomu, Tapu, Te Mata – and south of Thames – Hikutaia, Matatoki and Puriri. There are students that travel from Hikuaia and Tairua, although

¹ Sect. 138 Education and Training Act (2020)

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

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



the number from these two centres has declined as transport options to Whangamata and Whitianga have become available.

As of 2021 (1 July), the roll was 421 students (188 male and 203 females), including 12 international students.

As at the start of 2022 119 students were entitled to Ministry buses (at least 4.8 km from school): 35 Puriri, 40 Tapu, 25 Te Puru, 10 Tairua/Hikuai and 9 Kauraranga Valley.

The trend has continued that the number from Tairua/Hikuai has declined (down from 24 in July 2020)

Of 421 domestic students, 163 identified as NZ Māori (38%), 303 as NZ European (72%), 22 (5.2%) as 'other European', 21 (5.9 %) Pasifika and 22 (5.2%) Asian. Percentages add to more than 100% as students identify with multiple ethnicities.

Using MoE statistical priorities, resolves these to 38% NZ Māori, 47% NZ European, 3.8% other European, 2.3% Pasifika, 4.0% Asian.

International Students

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

Kāhui Ako / Community of Learning

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

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

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

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

Other important contextual information

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



Physical resources

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

School physical resources include:

- Our wharenui, Te Puna O Te Pito Mata (The Wellspring of Potential), at the front of our school - the jewel in our crown!
- The Jack McLean Community Recreation Centre, that sits alongside our own gymnasium - offering our students and the community a modern state-of-art gymnasium and facilities. Schools much larger than Thames High School are often not so fortunate.
- Fully refurbished science laboratories (2019)
- Classrooms that have been modernised.
- A swimming pool that allows for on-site swimming, scuba, and kayak training, amongst other activities.
- A robust IT infrastructure with sufficient devices to support learning in specialist areas and for those that cannot provide their own device.

Curriculum

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

The school offers:

- A broad, diverse curriculum at all levels with significant student choice at all year levels.
- **Years 9 and 10**
 - **core** (compulsory) programmes of English, Te Reo Māori, Mathematics, Science, Arts, Social Studies, and Health.
 - **Year 9** – have a combination of whole-year core subjects and core term rotation subjects.
 - **English, Maths, Health and Physical Education, Social Studies and Science** - whole year
 - **Term rotations:**
 - Music, Drama, Tikanga / Te Reo Māori, Digital Technologies
 - Art, Kai (Food), Materials Technology, Tikanga / Te Reo Māori
 - **Year 10** – core subjects and semester options
 - **English, Maths, and Science** - 3 periods per week for the whole year
 - **Term rotations: Health, physical education, social studies and Tikanga / Te Ao Māori**
 - Three options – semester (two terms) each. The options are subject to change from year to year. There is a good variety on offer to cover the range of subjects expected in the NZ Curriculum, in technology, music, art, drama, etc.
- **Year 11**
 - English, mathematics, and a science-related subject are compulsory as foundations to support diverse pathways in the senior school and beyond.
 - Three optional subjects.
 - Hauora (Health with physical education) was made compulsory from 2021 to ensure that emotional, social and physical wellbeing are supported.
- **Year 12**
 - Six optional subjects are chosen, with guidance to ensure that literacy requirements for University Entrance are met to keep this pathway open. There are significant vocational pathway options available.
- **Year 13**
 - Five optional subjects are chosen.



- Thames High School has long **supported vocational pathways** and continues to see significant interest in Trades education (Secondary Tertiary Programmes with WINTEC) and expansion of work-based learning, including the Gateway programme.
- Many courses that are not available on campus are offered via **distance learning** opportunities, including courses from Volcanics eLearning Community, Te Aho o Te Kura Pounamu (Correspondence School) and the Southern Institute of Technology.
 - A diverse range of learning modes: academic learning, hands-on learning, field trips and education outside the classroom (EOTC) which takes advantage of our great location at the doorstep of many outdoor pursuits.
 - Strong academic pathways, with opportunities for extension and acceleration, including distance learning opportunities where schools our size pool resources to ensure more choice for all.
 - A wide range of sporting and cultural opportunities, with students encouraged to be active participants.

Our commitment to Te Tiriti o Waitangi

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

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

Thames High School:

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

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

The principles of partnership, participation and protection are central to our commitment to Te Tiriti o Waitangi.

Thames High School is committed to:

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

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

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



Our Vision, Mission and Values

Our Vision

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

We grow together to achieve one's true potential.

Our Mission

Kia mahara o neherā; Kia aratakina āiane; Hei waihanga ā mua

Acknowledge our past; Inspire our present; Transform our future.

Our Values / Our Tikanga

- **Manaakitanga:** Everyone belongs, everyone matters, everyone has potential.
- **Whanaungatanga:** We build connected and collaborative relationships.
- **Mātauranga:** We deepen our knowledge of understanding to empower learning.
- **Whakamana:** We build each other up and support our identities.
- **Whakapono:** We are honest and show integrity in all we do.

Our Tohu



- 1 The waka represents **Tainui** and iwi associated with this rohe / area
- 2 Table Mountain - Te Kowhatu-whakairi-a Ngatoroirangi (the suspended rock of Ngātoroirangi)
- 3 The maunga represent 'Te Tara o Te Ika a Maui' - the jagged barb of Maui's fish - The Coromandel Peninsula. Leaving space for the stories that will come through about our maunga and area.
- 4 The sea represents Tikapa Moana-o-Hauraki (The Firth of Thames)

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

Our Crest and Motto



"Ut prosim patriae" (That I may be worthy of my country), suggests that pupils past and present consider opportunities for service both at school and in the world beyond





Thames High School
Te Kura Tuarua o Te Kavaeranga

Strategic Plan 2022 - 2024

<p>Our Vision</p>	<p>Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata We grow together to achieve one's true potential.</p>	<p>Our Mission</p>	<p>Kia mahara o neherā; Kia aratakina āiane; Hei waihanga ā mua Acknowledge our past; Inspire our present; Transform our future.</p>		
<p>Strategic Intent</p>	<p>We are committed to the intent of Te Tiriti o Waitangi.</p>	<p>All taiohi / students will progress to their highest potential.</p>	<p>Everyone feels valued, safe, and acknowledged for who they are.</p>		
<p>Strategic Priorities</p>	<p>Our curriculum and other programmes will promote equity and excellence to reflect the aspirations of mana whenua.</p> <p>We are committed to working together as a diverse community through culturally responsive relationships and pedagogy.</p> <p>We will nurture understanding of our historical belonging and whenua.</p>	<p>Identify and respond to ākonga / learners' strengths and needs, personal and whanau aspirations and their progress.</p> <p>Encourage and develop staff / kaimahi to strengthen learning, teaching and leadership capability.</p> <p>Develop a holistic curriculum that is localised, future-focused to set the foundations for taiohi / students for life beyond school.</p>	<p>Ensure our environment is safe and inclusive for all and where people feel they belong.</p> <p>Actively provide opportunities for engagement and collaboration to build connections.</p> <p>Recognise achievement, progress, and success on a regular basis for all in our school community.</p>		
<p>Success Measures</p>	<p>All students are positively engaged in their learning, supported by Kaiako and Kaimahi.</p> <p>We achieve equity in valued outcomes, in terms of qualifications and as agreed with mana whenua.</p> <p>We will improve our understanding of appropriate kawa, tikanga, pepeha, whakapapa and knowledge of local histories, including Te Tiriti o Waitangi.</p>	<p>Our learning and teaching practice is based on best evidence, reflecting a coherent model that is consistent, responsive, and aspirational - having high expectations for all.</p> <p>Professional development and growth of kaimahi are valued and evident.</p> <p>Personalised pathways are nurtured through excellent careers advice, information, and education – from interests, goals, and aspirations to multiple pathways.</p>	<p>Diverse people will feel included and have a sense of identity and belonging.</p> <p>We have a culture in which asking for help or support is normalised, and incidents are reported, acted upon and people are assured that appropriate action is taken.</p> <p>There is a wide range of activities / opportunities provided and success is celebrated.</p> <p>There are ongoing opportunities for 'voice' and there is evidence of consultation.</p>		
<p>Our Tikanga Values</p>	<p>Manaakitanga</p> <p>Everyone belongs, everyone matters, everyone has potential.</p>	<p>Whanaungatanga</p> <p>We build connected and collaborative relationships.</p>	<p>Mātauranga</p> <p>We deepen our knowledge of understanding to empower learning.</p>	<p>Whakamana</p> <p>We build each other up, supporting identity and enhancing mana.</p>	<p>Whakapono</p> <p>We are honest and show integrity in all we do.</p>

Annual Plan 2022

Summary

Strategic Intent 1: We are committed to the intent of Te Tiriti o Waitangi.

Strategic priorities (2022-2024)	Key strategies (2022)	Annual Goals/Target(s)
Our curriculum and other programmes will promote equity and excellence to reflect the aspirations of mana whenua.	<p>Strengthen our coherent and culturally responsive curriculum</p> <p>Strengthen our culturally responsive and relational pedagogy / instruction model</p> <p>Develop a Māori Achievement Plan (MAP) with appropriate mana whenua consultation.</p>	The Year 9 and Year 10 curriculum will be embedded, and we will be placed well for the NCEA change programme.
We are committed to working together as a diverse community through culturally responsive relationships and pedagogy.	<p>Strengthen our partnerships, collaboration, and communication</p> <p>Enhance how we live our values and tikanga</p>	<ul style="list-style-type: none"> • We will have maintained and strengthened our connections with our stakeholders (Te Ao Māori Strategic Roopu and Parents Forum). A graduate profile is part of this mahi. • Understanding and implementation of CRRP - Rongohia Te Hau and Hikairo Schema are embedded. • Updated instructional framework data / information.
We will nurture understanding of our historical belonging and whenua.	Continue to grow our understanding of and local whenua and historical narratives, building on the relationships already formed with our Kāhui Ako and Iwi Ngāti Maru.	Year 9 and 10 Social studies as core programmes incorporate localised aspects and history are implemented.



Strategic Intent 2: All taiohi / students will progress to their highest potential.

Strategic priorities (2022-2024)	Key strategies (2022)	Annual Goals/Target(s)
<p>Identify and respond to ākonga / learners' strengths and needs, personal and whanau aspirations and their progress.</p>	<p><i>Identify needs and aspirations of taiohi and their whānau</i></p> <p><i>Monitor progress of Year 11-13 taiohi/students and support those who are achieving below expectation and/or priority students*.</i></p> <p><i>Monitor progress of Year 9-10 taiohi/students and support those who are achieving below expectation and/or priority students*.</i></p> <p>Improve attendance levels as a critical pre-requisite for improved achievement and wellbeing (supports strategic intent 3).</p>	<ul style="list-style-type: none"> ● The disparity in achievement at all levels of NCEA between Māori and non-Māori will be reduced by at least 50% (from 2021). ● Māori taiohi identified as priority students at Years 12 – 13 will achieve at least 12 credits per course for at least five courses at level 2 and level 3. ● The disparity in achievement between Males and Females for the Year 12 2022 (Year 11 2021) cohort will be reduced by at least 50% in NCEA level 2. ● Endorsements at Level 2: The rate of combined merit and excellence endorsements for Māori will be improved by at least 50% at NCEA level 2. ● Literacy: At least 50% of Year 9 and 10 students in the identified literacy priority group will have accelerated progress (i.e. more than one year's curriculum progress in one year). ● Attendance: The proportion of all identified cohorts students who attend 'regularly' (above 90%) will be increased by 50%; as we know regular attendance is the key prerequisite of achievement.
<p>Encourage and develop staff / kaimahi to strengthen learning, teaching and leadership capability.</p>	<p><i>Professional Growth and Development:</i> PLD plan prioritises culturally responsive learning and teaching, digital fluency, and local/school curriculum development.</p> <p>Strengthen the use of digital / online learning.</p> <p>Strengthen the use of developmental / professional learning approach (Professional Growth Cycle and Appraisal)</p>	
<p>Develop a holistic curriculum that is localised, future-focused to set the foundations for taiohi / students for life beyond school.</p>	<p>Continue to develop a refreshed curriculum that is consistent with the NZ Curriculum Refresh programme</p> <p>Ensure that the Year 11 -13 programmes are responsive and appropriate to students' needs.</p> <p>Ensure that there is a longitudinal Careers and Pathway programme that is consistent with best practice.</p>	



Strategic Intent 3: Everyone feels valued, safe, and acknowledged for who they are.

Strategic priorities (2022-2024)	Key strategies (2022)	Annual Goals/Target(s)
<p>Ensure our environment is safe and inclusive for all and where people feel they belong.</p>	<p><i>To promote a school culture that is safe, supportive, and positive for both staff and students</i></p> <p>Our Vision, Mission, Values/Tikanga are regularly reinforced with key stakeholders' community.</p> <p>Consistency in the behaviour expectations and responses are consistent with our values / tikanga and PB4L matrices.</p> <p>Make sure the physical environment is well-maintained, inclusive, and safe Enhance school-wide practices that improve the well-being/hauora of students/taiohi and staff/kaimahi.</p>	<ul style="list-style-type: none"> • Kaimahi and Taiohi feel safe and supported in their work at Thames High School. • Workplace culture will be acknowledged as one where reporting concerns is encouraged and concerns are appropriately addressed. • Kaimahi and Taiohi to know the tikanga of ROLES and our values and can apply this explicitly to all situations
<p>Actively provide opportunities for engagement and collaboration to build connections.</p>	<p>To improve engagement with parents and other important groups to increase opportunities for taiohi/students and evaluate success of students' pathways. Develop Business and Alumni connection strategies Enhance student leadership development, voice, and agency</p>	
<p>Recognise achievement, progress, and success on a regular basis for all in our school community.</p>	<p>Increase recognition and celebration of student success and student and staff achievements Have better communication and marketing coordination</p>	



Strategic Intent 1: We are committed to the intent of Te Tiriti o Waitangi.

- This strategic intent gives direction to the board's intent to ensure our school (local) curriculum reflects local tikanga Māori, mātauranga Māori and te ao Maori. This includes taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.
- This also reflects our longstanding commitment to work in partnership mana whenua and understand and realise their aspirations for tamariki and taiohi.

Strategic Priorities

1. Our curriculum and other programmes will promote equity and excellence to reflect the aspirations of mana whenua.
2. We are committed to working together as a diverse community through culturally responsive relationships and pedagogy.
3. We will nurture understanding of our historical belonging and whenua.

Measures of success

1. All students are positively engaged in their learning, supported by Kaiako and Kaimahi.
2. We achieve equity in valued outcomes, in terms of qualifications and as agreed with mana whenua.
3. We will improve our understanding of appropriate kawa, tikanga, pepeha, whakapapa and knowledge of local histories, including Te Tiriti o Waitangi.

Where are we now?

1. We have a curriculum development plan, that plans our intent for localised changes and coherence, along with the NCEA change programme.
2.
 - a. We have established forums to engage with mana whenua and other key stakeholders.
 - b. We are on a journey for implementing CRRP and incorporating within a complete and visible model of teaching and learning (pedagogy). This includes professional learning and development, e.g. Poutama Pounamu – Poutama Tau/ Rongohia Te Hau
 - c. Baseline data using an instructional capability framework have been collected.
3. Our programmes under development seek to ensure local histories are core and therefore will build our collective understanding.

Targets: Where do we want to be at the end of 2022?

1. The Year 9 and Year 10 curriculum will be embedded, and we will be placed well for the NCEA change programme.
2.
 - a. We will have maintained and strengthened our connections with our stakeholders (Te Ao Māori Strategic Roopu and Parents Forum). A graduate profile is part of this mahi.
 - b. Understanding and implementation of CRRP - Rongohia Te Hau and Hikairo Schema are embedded.
 - c. Updated instructional framework data / information.
3. Year 9 and 10 Social studies as core programmes incorporate localised aspects and history are implemented.

How will we know we have got there? Measures:

The targets above are the measures.



Strategic Priority 1.1 Our curriculum and other programmes will promote equity and excellence to reflect the aspirations of mana whenua.				
Planned approaches / actions <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes <i>We will see...</i>	Timeframe <i>We will get this done by...</i>	Review / Progress <i>How are we going?</i> (To be updated during the year)
Strengthen our coherent and culturally responsive curriculum				
Review our curriculum to be consistent with the Aotearoa New Zealand Curriculum Refresh Review unit plans and implementation of new courses and reflect our non-negotiables for unit planning.	BRD / ONL (With HoDs)	<ul style="list-style-type: none"> • Timeline of curriculum reviews from Year 9 to Year 13 (2021 – 2025) to reflect 2024 NCEA Level 1 implementation. • Self-reviews show how well the Unit plans at Years 9 and 10 are complete and reflect the non-negotiables. 	<ul style="list-style-type: none"> • Term 1 – revised curriculum timeline • Term 4 – updated units for Year 9 and 10 are evaluated. 	
Remain up to date with and implement curriculum and assessments consistent with the NCEA Change Programme	BRD (With HoDs)	<ul style="list-style-type: none"> • Professional learning days mean we are up to date and ready for implementation (now 2024) • Literacy and Numeracy corequisites are understood. • Numeracy and literacy assessments have been trialled (implemented from 2023) • Community is kept informed. 	<ul style="list-style-type: none"> • Term 2, 3 and 4 – NCEA ToDS • Term 2 / 3 • Term 2 / 4 • Terms 2 / 3 	
Strengthen our culturally responsive and relational pedagogy / instruction model				
Provide Professional learning to support continued development of culturally responsive learning and teaching.	BRD (With HoDs)	<ul style="list-style-type: none"> • Professional learning programme supports CRRP (Poutama Pounamu, Local Curriculum, NCEA Change Programme / Curriculum Refresh) <ul style="list-style-type: none"> ◦ Complete the Rongohia te hau evaluation and establish next steps. ◦ Localised curriculum development with CORE Education. • Increased understanding of and see evidence of the metaphors in Rongohia Te Hau framework - Whanau, Whakapapa, Kaupapa, Wānanga, Ako, Mahi Ngātahi • Embedding The Hikairo Schema into our Curriculum Planning. 	<ul style="list-style-type: none"> • Term 1 - plan • Term 2 – RTH tool and reflection • Term 3 – next steps • Term 2/3/4 – professional learning focus on CRRP, localised curriculum • Term 3/4 – NCEA Change programme 	
Curriculum leaders and staff inquire into examples of pedagogical models and frameworks, in consultation with mana whenua - Te Ao Māori strategic Oho (TAMSO) and other key stakeholders (taiohi, parents / whanau) <i>(Refer below – working together)</i>		<ul style="list-style-type: none"> • A shared co-constructed (agreed) understanding of the characteristics of an effective teacher and effective lessons (within our culturally responsive framework). • Consultation with key stakeholders. • A draft instructional model for THS - that can be readily shared and will form the basis of a 'common language' of learning. 	<ul style="list-style-type: none"> • Term 2 – HoDs focus • Terms 2-4 – consultation with TAMSO • Term 4 ready for 2023 	
A coaching model will be adopted to strengthen individual teacher practice.	BRD (with MCN, FRG)	<ul style="list-style-type: none"> • Specialist classroom teacher coaching practice will support CRRP. 	<ul style="list-style-type: none"> • Terms 1-4 – regular reporting of SCT 	



		<ul style="list-style-type: none"> Walkthroughs will see consistent practice (e.g. SCT, SLT, HoDs,) and feedback will be provided regularly. 	<ul style="list-style-type: none"> Terms 2-4 – use of walkthrough tool for PGCs Terms 1-4 – PGCs 	
<p>Develop a Māori Achievement Plan (MAP) with appropriate mana whenua consultation.</p> <p><i>What Māori t success as Māori means for our mana whenua is an essential part of this plan.</i></p>	BRD	<p>A Māori taiohi achievement plan clearly identifies specific strategies consistent with national plans (e.g. Ka Hikitia) and local community input (i.e. mana whenua – iwi, hapu, whanau) as part of the Te Ao Maori Strategic Roopu.</p>	<ul style="list-style-type: none"> Terms 2-4 – consultation with TAMSO Term 4 ready for 2023 	




Strategic Priority 1.2 We are committed to working together as a diverse community through culturally responsive relationships and pedagogy.				
Planned approaches / actions <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes <i>We will see...</i>	Timeframe <i>We will get this done by...</i>	Review / Progress <i>How are we going?</i> ● ● ● ● (To be updated during the year)
Strengthen our partnerships, collaboration, and communication				
<p>Strengthen our relationship with our mana whenua and iwi, Ngāti Maru</p> <ul style="list-style-type: none"> • Broaden the connections with Ngāti Maru representatives; endeavour to have termly hui with Kaumatua for our school. • Strengthen the connections with Te Ao Māori Strategic Ohu (TAMSO) and deeply consider School policies for what Te Tiriti o Waitangi looks like at our kura (Measurable gains framework) • Engagement with Māori whanau and wider community is culturally responsive – appropriate Kaupapa, setting, etc. • Consultation required to develop visible Pou Māori and Whaikairo for whareniui. 	HRT / BRD (With MCN)	<ul style="list-style-type: none"> • Te Ao Māori Strategic Ohu (TAMSO) hui held minimum of once a term and maintain a co-constructed approach. • Co-construct expectations of our partnership; Kawenata / Agreement is reviewed and updated as needed. • Build on the existing Strategic Plan critically reflect how Māori can see themselves in our kura. • Engagement at consultation hui is positive. • The school property plan will include provisions to enhance the representation and visibility of Plan for Te Ao Māori, e.g. Pou Māori and Whaikairo for whareniui and throughout the school. 	<ul style="list-style-type: none"> • Terms 1 – Invites • Terms 2-4 – TAMSO Hui • Term 2 to 4 – 5YA and board property vision / plan 	
<p>Continue to actively participate in the Thames Te Kauaeranga Kāhui Ako (CoL)</p> <p>Within School teachers/leaders (WSTs) will work actively with across-school teacher / leaders to develop a clear action plan for our school.</p> <p>In the longer term rethink the organisation of professional learning groups to form professional learning teams (PLTs).</p>	HRT/ (With MCN and WsT)	<ul style="list-style-type: none"> • The across school and within-school teachers will meet monthly to further their work to develop our Kāhui Ako action plan. • WSTs will promote culturally responsive and relational pedagogies and responsibility for other critical elements of the Kāhui Ako action plan. <ul style="list-style-type: none"> ○ Transitions at Y8/Y9 and Y10/11 ○ Literacy development ○ Digital fluency / citizenship ○ Effective seamless transitions and inclusive education (along with the learning support coordinators LSCs) • There will be better shared understanding of the Achievement Challenges - and make progress on the aims of conscious 	<ul style="list-style-type: none"> • Terms 1-4 – participation in Kāhui Ako Kaihautu (leaders) and PLG hui • Term 2 – Kāhui Ako Action plan • Term 2-4 – Hui 	



		<p>connection, conscious connection, collaboration, and inclusion</p> <ul style="list-style-type: none"> Review progress regularly and evaluate at the end of the year. 	<ul style="list-style-type: none"> Term 4 – AsT and WsT evaluation 	
Enhance how we live our values and tikanga				
<p>Enhance sustainable culturally responsive practices at the school.</p> <p>Continue to grow our understanding of Te Ao Māori throughout the school and build on the relationships already formed with our Kāhui Ako and Iwi Ngāti Maru.</p> <ul style="list-style-type: none"> Strengthen the norms of starting, holding and ending hui and other events with our shared tikanga. From emergent to embedded culturally responsive practices in learning settings (Rongohia Te Hau and Hikairo Schema, etc.) Increasing the opportunities for 'core' learning of tikanga, e.g. the core TKM and TRM core at Year 9 and 10. "Moving from the White Spaces to Critically Conscious, Culturally Sustaining Spaces." (Anne Milne) <p>Embed our five values - unpack them with key stakeholders to get to 2023 and revised PB4L behavioural expectations matrix.</p> <p>Support our senior Māori leaders to implement their student-led programme to increase engagement of Māori taiohi.</p>	BRD / MCN	<ul style="list-style-type: none"> Audit our "White Spaces" and develop a plan with Mana whenua to respond to our findings to achieve the vision of "Culturally Sustaining Spaces." Improved understanding of appropriate tikanga for different activities / events, e.g. Karakia, Waiata, Powhiri, Hui Expanded repertoire of karakia, waiate and competence in haka. Aim by 2023 that the staff will be confident to support Kapa Haka at events. Te Ao Haka and tikanga are embedded in the compulsory curriculum, alongside Te Reo Māori. Kapa haka roopu is revitalised. Implementation of Rongohia Te Hau as part of classroom practice (<i>refer 1.1</i>) In 2022 our values are promoted alongside ROLES, and the vision to align our tikanga and behavioural expectations is realised for 2023. Build capacity in our student leaders, in the junior school to support the development of manakura (given their absence in 2022). 	<ul style="list-style-type: none"> Term 1-2: Complete PLD and audit Terms 1-4: Waita Wednesday and other PLD as possible Term 1 – Revised junior structure; review for Term 3 as required. Term 1 – LAT and/or other appointment to support Kapa Haka Term 1 – promotion Term 2 – poster Term 3 – unpacking Term 4 – draft matrix Term 2 – leadership development consultation Term 3-4 – development opportunities 	



Strategic Priority 1.3 We will nurture understanding of our historical belonging and whenua.				
Planned approaches / actions <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes <i>We will see...</i>	Timeframe <i>We will get this done by...</i>	Review / Progress <i>How are we going?</i> (To be updated during the year)
<p>Continue to grow our understanding of and local whenua and historical narratives, building on the relationships already formed with our Kāhui Ako and Iwi Ngāti Maru.</p> <p>Continue to develop our localised curriculum – Haurakitanga (refer 1.1): As we invest more focus on localised curriculum at Year 9 and 10 and through the new NCEA changes we will continue to seek guidance from Ngāti Maru as to what is appropriate in our historical context.</p> <p>Build a curriculum map of how well and where we do this in our school curriculum.</p>	BRD / ONL (with FLR)	<ul style="list-style-type: none"> Professional learning focused on localised curriculum and including mātauranga Maori across the curriculum. Core Year 9 Social Science / Studies will incorporate localised histories and connection with mana whenua. Across the curriculum development of thematic approaches, e.g. Matariki, that will strengthen culturally responsive curriculum. 	<ul style="list-style-type: none"> Term 1 – Professional learning plan and PGC timeline established Term 1 - Year 9 SOS is whole-year programme and units developed Term 1-2 – Thematic unit development 	



Strategic Intent 2: All taiohi / students will progress to their highest potential.

- This strategic intent gives direction to the board's intent to achieve equitable outcomes for all students and recognises that 'highest potential' is not limited to traditional 'achievement' but rather includes a broader understanding of valued outcomes, such as language, culture, belonging, and identity.

Strategic Priorities

1. Identify and respond to ākonga / learners' strengths and needs, personal and whanau aspirations and their progress.
2. Encourage and develop staff / kaimahi to strengthen learning, teaching and leadership capability.
3. Develop a holistic curriculum that is localised, future-focused to set the foundations for taiohi / students for life beyond school.

Measures of success

1. Our learning and teaching practice is based on best evidence, reflecting a coherent model that is consistent, responsive, and aspirational - having high expectations for all.
2. Professional development and growth of kaimahi are valued and evident.
3. Personalised pathways are nurtured through excellent careers advice, information, and education – from interests, goals, and aspirations to multiple pathways.

Where are we now? (including data)

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

Aspirational aims (i.e. 2022-2024)

- **Leaving qualifications** - All leaving students/taiohi that have been enrolled at this school from Year 9 to Year 12 or 13 will achieve a minimum of NCEA Level 2 (leaver's data).
- **Literacy** levels for all priority students/taiohi are accelerated (i.e. experience more than one year's progress) to set the foundation for equitable qualifications outcomes.
- **Equity** - eliminate the disparity in NCEA achievement between boys and girls, and Māori and non-Māori students.
- **Excellence** - The rate of endorsements at Level 2 for Māori will be improved to at least that of the average for the whole cohort.

Targets: Where do we want to be at the end of 2022?

- **The disparity in achievement** at all levels of NCEA between Māori and non-Māori will be reduced by at least 50% (from 2021).
- **Māori taiohi identified as priority students at Years 12 – 13** will achieve at least 12 credits per course for at least five courses at level 2 and level 3.
- **The disparity in achievement** between Males and Females for the Year 12 2022 (Year 11 2021) cohort will be reduced by at least 50% in NCEA level 2.
- **Endorsements at Level 2:** The rate of combined merit and excellence endorsements for Māori will be improved by at least 50% at NCEA level 2.
- **Literacy:** At least 50% of Year 9 and 10 students in the identified literacy priority group will have accelerated progress (i.e. more than one year's curriculum progress in one year).
- **Attendance:** The proportion of all identified cohorts students who attend 'regularly' (above 90%) will be increased by 50%; as we know regular attendance is the key prerequisite of achievement.

How do we know we have got there? Measures:

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



Baseline data: Where are we now?

2021 NCEA Achievement % (Number) compared Decile 5 and NZ averages %

NCEA / Year	THS	THS NZ Euro.	THS Māori	THS Males	THS Females	THS Māori Males	NZ	Dec. 5	Decile 5 Māori	Decile 5 Males	Decile 5 Māori Males
L1 / Y11	83% (73)	88% (59)	64% (25)	83% (38)	83% (35)	65% (13)	71%	72%	61%	73%	62%
L2 / Y12	78% (54)	80% (43)	75% (18)	72% (26)	85% (28)	67% (8)	80%	82%	72%	80%	70%
L3 / Y13	65% (41)	66% (33)	55% (12)	61% (16)	68% (25)	29% (2)	73%	71%	60%	63%	50%
UE / Y13	41% (26)	44% (22)	32% (7)	31% (8)	49% (18)	14% (1)	54%	48%	32%	37%	21%

2021 NCEA Achievement with Endorsement (Merit or Excellence) - % (Number) of those that have achieved NCEA

NCEA / Year	THS	THS NZ Euro.	THS Māori	THS Males	THS Females	THS Māori Males	NZ	Dec. 5	Decile 5 Māori	Decile 5 Males	Decile 5 Māori Males
L1 / Y11	37% (27)	39% (23)	16% (4)	29 (11)	46% (16)	8% (1)	53%	43%	40%	30%	20%
L2 / Y12	24% (13)	30% (11)	5.6% (1)	8% (2)	39% (11)	0	42%	35%	27%	25%	17%
L3 / Y13	32% (13)	33% (11)	25% (3)	12% (2)	44% (11)	0	43%	26%	27%	29%	14%



Literacy Y9 and Y10: Reading Comprehension % 2022

Year 9 Cohort 2022 (START OF YEAR)

Reading comprehension	Below (less than 4P)	At or Average (4P)	Above (4A and above)	No data	Total
All	37	12	27	21	97
% (excl. No data)	49%	16%	36%	N/A	
NZ European	15	7	14	10	46
% (excl. No data)	42%	19%	39%	N/A	
NZ Māori	19	5	8	9	41
% (excl. No data)	59%	16%	25%	N/A	

Year 10 Cohort 2022 (START OF YEAR)

Reading comprehension	Below (less than 4A)	At or Average (4A)	Above (5B and above)	No data	Total
All	36	24	18	31	109
% (excl. No data)	46%	31%	23%	N/A	
NZ European	8	11	10	19	48
% (excl. No data)	28%	38%	34%	N/A	
NZ Māori	23	9	5	11	48
% (excl. No data)	62%	24%	14%	N/A	



Strategic Priority 2.1: Identify and respond to ākonga / learners' strengths and needs, personal and whanau aspirations and their progress.				
Planned approaches / actions <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes <i>We will see...</i>	Timeframe <i>We will get this done by...</i>	Review / Progress <i>How are we going?</i> (To be updated during the year)
Identify needs and aspirations of taiohi and their whānau				
<p>Develop systematic yet manageable approach to holistic pastoral care by kaitiaki and kaiāwhina, and learner support.</p> <p>Build great understanding of the strengths and needs of taiohi and have at least one adult who is connected to and supporting that young person.</p> <p>Careers Information, Advice, Guidance and Educations will be planned and longitudinal.</p> <p>Learner Support will build on their strengths-based and inclusive approach.</p>	ONL / DON (& kaiāwhina)	<ul style="list-style-type: none"> Gathered information for Year 12 and 13 taiohi of their expected career pathways, Target qualifications, and aspirations. A plan for the use of rōpū and whānau time is developed and shared.. Kaitiaki and kaiāwhina will have the capacity to access good quality information (e.g. KAMAR Profile, Global Markbooks, etc.) Information is gathered about the direction of taiohi in partnership with taiohi and their whānau Year 13s and Year 12s have individual careers profiles established. 	<ul style="list-style-type: none"> Term 1 – Gather information & Direction Day Term 2 – Use information to monitor progress Term 2 – Reports information is used to profile 'priority taiohi' Term 3 and 4 – intervention programmes Term 4 – Evaluate pastoral programme and roles. Term 1&2 – Careers profiles / interviews with Careers Advisor. 	
Monitor progress of Year 11-13 taiohi/students and support those who are achieving below expectation and/or priority students*.				
<p>Strengthen achievement / progress tracking</p> <p>Appoint staff member(s) with specific responsibility for tracking of priority taiohi and establish senior mentoring roles alongside Kaitiaki.</p> <p>Baseline data for Years 11 – 13 are used to form the basis of academic monitoring and mentoring.</p> <p>Priority students are flagged in KAMAR to keep them visible to Kaitiaki and Kaiako and to enable interventions (set targets)</p>	BRD / DON	<ul style="list-style-type: none"> Data monitoring / tracking coordinator appointed, working with kaiāwhina Academic tracking for Year 11 -13 collates key information that allows for identification. Clear data are provided to Rōpu and whānau kaitiaki mentors, kaiāwhina /DPs and identified in KAMAR using flags. Information is readily accessible by key stakeholders, in KAMAR Profile and/or Pastoral Notes. Regular time in kaiāwhina and whānau hui is used to unpack information available. 	<ul style="list-style-type: none"> Term 1 – appointment Term 1 & 2 – baseline data are collated and shared. Term 2 & 3 – KAMAR Flags updated Terms 1-4 – regular time is spent using information 	



<p>Set Department Goals/targets</p> <p>Departments will establish targets for achievement, merit and excellence course endorsement as part of annual plan (Charter to Classroom)</p>	<p>BRD/HoDs</p>	<ul style="list-style-type: none"> • Departments report on 2021 goals and targets and set for 2022. Consistent with the School Goals Targets. • Overall grade indicators in KAMAR Profile are used to indicate progress and these data are used to identify those on track or not, and interventions are put in place by departments / teachers. 	<ul style="list-style-type: none"> • Term 1 – Reporting and setting goals and targets • Term 3 – HoD reflect on progress / targets • 2023 – AoV completed 	
<p>Reporting Progress</p> <p>Kaiako estimate overall progress towards credits and endorsements (overall outcomes) as part of tracking and reporting cycle.</p>	<p>ONL/HoDs</p>	<ul style="list-style-type: none"> • There are key indicators of progress at least once a term as estimated credits and judgements of overall outcomes. • These are shared with taiohi and reflected upon – setting goals and improvement targets. • Self-evaluation / reporting is shared with whānau. 	<ul style="list-style-type: none"> • Term 1,2,3 – Overall grade indicators updated • Term 1,2,4 – Reporting indicators updated 	
<p>Monitoring and mentoring</p> <p>Clear expectations of monitoring are established with kaiāwhina / kaitiaki.</p> <p>Goals are collated as set by taiohi according to aspirations.</p> <p>Information from Taiohi about goals and target qualifications is gathered and used.</p> <p>Self-reflection and learner agency are supported.</p> <p>Build capacity of Kaiako to access and interpret information.</p>	<p>BRD / DON with Kaiāwhina (KET and FLR)</p>	<ul style="list-style-type: none"> • 'My holistic pathways' booklet/resource is revised and developed into a longitudinal tracking of goals / aspirations, via forms and/or KAMAR. • Identify the individual target qualification for each Year 12 and 13 student and ensure that their chosen course enables them to achieve their target qualification. • Information about aspirations, goals and achievement information are gathered and used to inform the mentoring conversations, option selections / pathways for taiohi/students. • Interventions are recorded in KAMAR for those students identified as priority students. Either in Profile and/or Pastoral Notes. • Progress data are shared with Taiohi, and reflection is included in Whanau class and support is provided by Whanau kaitiaki • Measure the success rate for each target and analyse outcomes 	<ul style="list-style-type: none"> • Term 1 – Reflection and goals established • Term 1/2 – Target qualifications are gathered and collated • Term 2/3 – Priority taiohi identified and plans updated • 2023 – AoV completed 	



Monitor progress of Year 9-10 taiohi/students and support those who are achieving below expectation and/or priority students*.

<p>Strengthen achievement / progress tracking</p> <ul style="list-style-type: none"> • Transition information from contributing schools / LSCs, entrance Year 9/10 (PAT, AsTTle) are used to inform a baseline at the start of the year. • Information is used to aide successful transition including learner support and adaptation of learning programmes. • Data are used to identify priority Year 9 and Year 10 students. • Mentoring and support programmes for junior Māori students. • Across the curriculum areas, key indicator assessments are identified to enable consistent monitoring of progress. 	<p>ONL (with GRN, BRT)</p>	<ul style="list-style-type: none"> • Baseline literacy data are collected and collated – PAT and e-asTTle - to inform identification of priority taiohi (literacy focus group) • Global Year level tracking sheets in KAMAR are set up that enable progress to be monitored readily, in terms of below, at or above expectations. • Information is shared with key stakeholders (at least once a term). • Priority taiohi are identified (flags in KAMAR are set that clearly identify priority students (using data as above) and monitored rōpu kaitiaki. • Tracking sheets are developed for each curriculum area to assist monitoring by HoDs and kiako of curriculum classes. 	<ul style="list-style-type: none"> • Term 1 – Collect and collate and share data • Term 1,2,4 – Reporting indicators updated • Term 2 & 3 – KAMAR Flags updated • Terms 1-4 – regular time is spent using information • Term 2 & 3 – Establish key tracking assessments across Y9-10 	
<p>Literacy support is provided to priority taiohi/students.</p> <ul style="list-style-type: none"> • Accelerated literacy programmes are provided, especially for vocabulary, comprehension, and writing. • Implement core literacy across the curriculum strategies for vocabulary and reading. 	<p>ONL/BRD</p>	<ul style="list-style-type: none"> • Identified Year 9 Students are placed in literacy support class for a term or more and/or withdrawn from selected other classes to prioritise accelerated literacy. • Heads of Department participate in the inquiry process to improve the consistency of approaches to literacy for all taiohi/students. • Strategies in the classroom to deliberately reinforce literacy as part of annual plans and curriculum/unit plan review, e.g. vocabulary lists, activities, scaffolds,, differentiation of resources, outcomes, etc. 	<ul style="list-style-type: none"> • Term 1 – Identify student using baseline data • Term 1/2 – create literacy support classes / plans • Term 1- Department Plans include literacy focus 	
<p>Develop our Gifted and Talented Plan Focus on Y9-10 adaptations.</p>	<p>ONL (with LSCs) HoDs</p>	<ul style="list-style-type: none"> • There is a clear plan for meeting the needs of diverse gifted and talented students, within department learning plans. 	<ul style="list-style-type: none"> • Term 2 /3 – Update Gifted and Talented Plan with HoDs 	



Improve attendance levels as a critical pre-requisite for improved achievement and wellbeing (supports strategic intent 3).

<p>Strengthen existing protocols for monitoring and following up attendance</p> <ul style="list-style-type: none"> • Establish clear attendance protocols for the school and promote and reinforce them. • Attendance officer (internal) takes on more direct responsibility for the proactive identification of students who attendance is erratic / poor. • Liaison with external attendance officer (Attendance Services) is strengthened with clear procedures / threshold established for referrals. • Appropriate sources (e.g. funding, learner support) of support are sought to assist students and whanau into regular attendance. 	<p>ONL</p> <p>ONL / (AO)</p> <p>ONL / (AO)</p>	<p>Rōpu and whānau kaitiaki are provided with quality information and clarity about the expectations for following up with parents and whānau as appropriate.</p> <p>Regular articles about the importance of every day counts and every minute matters.</p> <p>Information is provided to parents more regularly about attendance, punctuality and truancy events.</p> <p>Appropriate interventions are identified and attempted., including early engagement with parents and whānau</p> <p>Attendance levels are well known and improve.</p>	<ul style="list-style-type: none"> • Term 1 - Share Attendance protocols and support understanding / expectations. • Term 1-2 –Establish regular communications using KAMAR pastoral letters, etc. • Term 1-4 – Reporting to the board monthly 	
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Strategic Priority 2.2: Encourage and develop staff / kaimahi to strengthen learning, teaching, and leadership capability.				
Planned approaches / actions <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes <i>We will see...</i>	Timeframe <i>We will get this done by...</i>	Review / Progress <i>How are we going?</i> (To be updated during the year)
Professional Growth and Development				
<p>PLD plan prioritises culturally responsive learning and teaching, digital fluency, and local/school curriculum development.</p> <ul style="list-style-type: none"> Encourage / expect staff to seek and take up opportunities to improve their understanding of and knowledge in Te Reo and Tikanga Māori, e.g. Te Ahu o te Reo Maori (national PLD) Ensure that PLD Monday is planned, consistent with priorities Opportunities for external PLD are shared and supported as appropriate (subject to budget constraints) including strengthening leadership 	BRD/MCN	<p>Professional learning plan is developed and consistent with priorities, e.g. Rongohia Te Hou (PLD contract - (Poutama Pounamu), Local curriculum professional development (Core Education PLD)</p> <p>Evidence that PLD is making a difference to culturally responsive practice and pedagogy e.g.</p> <ul style="list-style-type: none"> Increased use of Te Reo by staff, modelled by senior staff, e.g. greetings, terms, pepeha, etc. Explicit links to Te Ao Māori in teaching and learning in all curriculum areas. Kaiako and Kaimahi's confidence in mihi and pepeha, waiata and karakia is increased. Leadership capacity is supported by internal and external PLD opportunities. 	<ul style="list-style-type: none"> Term 1 – PLD is shared with staff Term 1-4 – PD applications supported aligned with priority topics. Term 4 – PGCs and Appraisals 	
<p>Strengthen the use of digital / online learning.</p> <ul style="list-style-type: none"> Our eLearning leader supports, coaches, and develops effective digital learning modes. 	BRD/WIC	<p>Gather information from taiohi and Kaiako that enables PLD needs of Kaiako to be identified.</p> <p>PLD plan prioritises strengthening integration of and learning with digital technologies.</p> <p>Provide online and/or collaborative inquiry approach to develop identified needs.</p> <p>Evaluate outcomes</p>	<ul style="list-style-type: none"> Term 1 – PLD plan includes digital fluency and competency Term 4 – Evaluation of outcomes – staff competencies 	
<p>Strengthen the use of developmental / professional learning approach (Professional Growth Cycle and Appraisal)</p> <p>Developmental objectives aligned with the school annual plan are identified and supported by the PLD opportunities.</p>	BRD / BKR	<p>The Professional Growth Cycle (teachers) and Appraisal (support staff) will operate as planned.</p> <p>Professional Growth Cycle and Appraisal (non-teaching staff) includes goals Te reo Māori me ngā tikanga Māori</p> <p>Summary documentation of the Professional Growth Cycle and Appraisal will be available as evidence of participation.</p>	<ul style="list-style-type: none"> Term 1 – PGC and Appraisal timelines are communicated Term 2-3 Progress Term 4 – Annual reviews and summaries 	



Strategic Priority 2.3: Develop a holistic curriculum that is localised, future-focused to set the foundations for taiohi / students for life beyond school.

Planned approaches / actions <i>We expect to ...</i>	Responsibility <i>Who's in charge?</i>	Expected / desired outcomes <i>We will see...</i>	Timeframe <i>We will get this done by...</i>	Review / Progress <i>How are we going?</i> (To be updated during the year)
<p>Continue to develop a refreshed curriculum that is consistent with the NZ Curriculum Refresh programme</p> <ul style="list-style-type: none"> Continue to seek guidance from our key stakeholders and focus groups to build a graduate profile Embed the changes made at Years 9 and 10 based on the 2021 review. Continue to strengthen existing curriculum planning requirements. Review the concept of 'what does effective planning look like' and how are we doing? Rethink curriculum development in terms of "Know-Do-Understand" Ensure that professional learning and development supports this curriculum review. Ensure that local tikanga, history and are included. 	<p>BRD</p> <p>(with ONL)</p> <p>(with HoDs)</p>	<p>Develop a graduate profile that is based on consultation.</p> <p>Our staff and community will know what they want from education for their children at this school and the curriculum will reflect these aspirations.</p> <p>Our junior curriculum is coherent and provides opportunities for taiohi to experience compulsory curriculum areas and include locally developed contexts, and responsive to the needs of taiohi.</p> <p>A clear 'curriculum map' of the Year 9 and 10 Curriculum that shows NZC coverage and core competencies and identify needs for development.</p> <p>Head of Department will contribute to and understand the requirements of the refreshed approach to curriculum development (Know-do-understand)</p> <p>Unit planning requirements are reviewed to ensure consistent development of curriculum objectives, competencies, values and tikanga across the curriculum.</p> <ul style="list-style-type: none"> Curriculum Areas (A.O.) Core competencies Literacy development (reading and writing) Mātauranga Maori: Curriculum areas will include a Māori perspective where possible. <p>Year 9 and 10 Units will be evaluated against the agreed non-negotiables for planning</p>	<ul style="list-style-type: none"> Term 1 – Junior Curriculum is in place consistent with 2021 review Terms 2-4 – Engage with stakeholders – what is our desired 'graduate'? Term 1 – Ensure HoDs are sure of planning requirements and support Term 3 – Summary of planning requirements is evaluated. Terms 3/4 – HoD professional development for curriculum development. Term 4 – Complete a draft curriculum map Term 4 – Unit Plans are reviewed with HoDs 	
<p>Ensure that the Year 11 -13 programmes are responsive and appropriate to students' needs.</p>	<p>BRD</p>	<p>The curriculum (courses) offered will be reviewed considering student needs (market) and resources available (staffing)</p> <p>Build on opportunities to integrate te ao Māori and mātauranga Māori into courses offered.</p>	<ul style="list-style-type: none"> Term 1 - Courses are approved in 2021 are in place. Term 3 - Option review, selection timeline 	



<ul style="list-style-type: none"> The NCEA review will inform our review at the senior curriculum. 		<p>The curriculum and courses that are reviewed will meet national curriculum benchmarks, prepare young people for the senior school.</p> <p><i>By 2023 we will trial (selected) new units at Level 1 / Year 11 to be ready for implementation in 2024.</i></p>	<ul style="list-style-type: none"> Term 3 - Evaluate sustainability of courses offered Term 3 - Option selection and rationalisation Term 4 - Timetable construction 	
<p>Ensure that there is a longitudinal Careers and Pathway programme that is consistent with best practice.</p> <p>The Careers/pathways advisor will work with the DP in charge of curriculum and Heads of department to embed appropriate time allowance and resource for this requirement.</p> <p>Resources needed be identified, trialled as needed and supported., e.g. SchoolPoint, Careers Central</p>	<p>BRD / DON (With HoDs)</p>	<p>Careers resources are developed, and their delivery is supported by the Careers Advisor/manager.</p> <p>There is a clear summary of the careers development across Year levels and how it can be delivered.</p> <p>Career/course development information is provided to kaitiaki and Kaiako as appropriate to their role in delivery.</p> <p>The 2023 Junior curriculum will include specific time allowance for the development or careers across the curriculum and there is specific time allocated to consistent career education.</p> <p>Senior careers support is documented, and career plans are collated and shared on KAMAR Profile and / or other available resources.</p>	<ul style="list-style-type: none"> Term 1 – Careers resources development and distributed Term 2 / 3 – Review and consultation Term 4 – Draft for 2023 	



Strategic Intent 3: Everyone feels valued, safe, and acknowledged for who they are.

- This strategic intent gives direction to the board's responsibility to provide a safe workplace for all, to set the foundations to achieve equitable and excellent outcomes for all students.

Strategic Priorities

1. Ensure our environment is safe and inclusive for all and where people feel they belong.
2. Actively provide opportunities for engagement and collaboration to build connections.
3. Recognise achievement, progress, and success on a regular basis for all in our school community.

Measures of success

1. Diverse people will feel included and have a sense of identity and belonging.
2. We have a culture in which asking for help or support is normalised, and incidents are reported, acted upon and people are assured that appropriate action is taken.
3. There are ongoing opportunities for 'voice' and there is evidence of consultation.
4. There is a wide range of activities / opportunities provided and success is celebrated.

Where are we now? (Including data)

- Wellbeing data gathered show that we have a range of outcomes, and that the situation of the last few years has exacerbated some wellbeing and engagement issues.
- There is scope to improve on wellbeing indicators for all stakeholders.
- There are supports available for staff both supported by the school and centrally.
- Wellbeing data have been collected via Wellbeing @ Schools and Staff Wellbeing survey in 2021.

Targets: Where do we want to be at the end of 2022?

- Kaimahi and Taiohi feel safe and supported in their work at Thames High School.
- Workplace culture will be acknowledged as one where reporting concerns is encouraged and concerns are appropriately addressed.
- Kaimahi and Taiohi to know the tikanga of ROLES and our values and can apply this explicitly to all situations

How do we know we have got there? Measures:

- Kaimahi and taiohi surveys. Survey results will show we are making good progress on key indicators of well-being.
- Kaimahi and Taiohi all know Our tikanga/values and behaviour is consistent
- Responding to behaviour continues to be more consistent as a school-wide responsibility, with accountability and understanding.
- Key indicators of well-being, including attendance, engagement, stand-down/suspension rates will indicate progress.



Strategic Priority 3.1: Ensure our environment is safe and inclusive for all and where people feel they belong.

Planned approaches / actions <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes <i>We will see...</i>	Timeframe <i>We will get this done by...</i>	Review / Progress <i>How are we going?</i>  (To be updated during the year)
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To promote a school culture that is safe, supportive, and positive for both staff and students

<p>Our Vision, Mission, Values/Tikanga are regularly reinforced with key stakeholders' community.</p> <ul style="list-style-type: none"> ● Kaimahi/Staff - staff induction (clear points to go through and sign off), staff meetings, rōpū/whānau/kaiāwhina and department meetings. ● Taiohi/Students - school and year level assemblies, whānau / rōpū time, design, and production of visual posters around the school. ● Whānau/Parents - school newsletters/panui, website. ● Community - local media, school website, external signage. 	<p>BRD / BKR</p> <p>ONL</p> <p>HRT</p> <p>BKR</p>	<p>Taiohi, Kaiako, kaimahi will have a clear understanding of our vision, mission, values and tikanga (as touchstone statements).</p> <p>That decisions are made that are consistent with our touchstone statements.</p> <p>The school values and tikanga are recognised and clearly demonstrated (improvement based on perception, records in KAMAR etc.)</p> <p>There will be clear posters of our strategic plan, values and other materials that consistently promote our expectations.</p>	<ul style="list-style-type: none"> ● Term 1 – Strategic Plan is shared / promoted ● Ongoing – regular opportunities to reinforce the values and 'how we can live them' review ● Term 4 – Evaluation of 'how well do we live our values' survey 	
<p>Consistency in the behaviour expectations and responses are consistent with our values / tikanga and PB4L matrices.</p> <ul style="list-style-type: none"> ● The matrices of behaviour and PB4L approach are reinforced. ● Commit to PB4L Tier 2 – form and team and support with PLD and data-led analysis of incidents and outcomes. ● Reinforce zero tolerance for harassment and bullying, encouraging reporting and appropriate follow up. ● Consistently and positively promote expectations that we have a safe environment ● Get the small stuff right – attendance, lateness, uniform, presentation, and behaviour expectations are high – phones, languages and so on. 	<p>ONL</p> <p>(with SLT, and Kaiāwhina)</p>	<p>PB4L / Our Tikanga Team drives acknowledgement and data-led approach to promoting desired behaviours and responding to behaviours consistently.</p> <p>Provide PLD to support responding to behaviours including Tier 2 team and behaviour training, and Restorative Practice, e.g. How to conduct W.A.R.M. conversations</p> <p>Climate/Tone of our learning spaces is positive (walkthrough, observations)</p> <p>We see a lift in adherence to uniform code, and 'good is recognised'.</p> <p>School practices will be seen as fair, consistent, and effective, with well-understood boundaries and consequences (community and kaimahi and taiohi survey)</p> <p>There are consequences for non-compliance, including lateness, truancy, uniform, etc.</p>	<ul style="list-style-type: none"> ● Term 1 – matrices are updated and shared ● Term 2-4 – Tier 2 PLD is attended. ● Terms 1-4 – regular walk throughs by SLT, Kaiāwhina ● Terms 4 – surveys of climate and perception ● Term 3/4 – pastoral data review 	




<ul style="list-style-type: none"> Build the capacity to have consequences in place for non-compliance. 		<p>Capacity in restorative practice will improve e.g. 'how restorative am checklist? kaimahi – survey. Capture these data and track.</p>	<ul style="list-style-type: none"> Terms 3/4 – survey 'how restorative am I' 	
<p>Make sure the physical environment is well-maintained, inclusive, and safe</p> <p>Property management includes regular assessments of physical resources is completed on schedule</p> <p>Any damage is remedied as fast as possible.</p> <p>Gender neutral / inclusive facilities are provided</p> <p>Physical - attractive and social spaces</p>	<p>BKR (with EdPro)</p>	<p>EdPro schedule of maintenance and proactive response to ensuring the ground and rooms are well-maintained and cared for.</p> <p>Any damage reported is promptly repaired and any actions needed to minimise recurrence are considered.</p> <p>Gender-neutral facilities identified and promoted in terms of inclusivity.</p> <p>The property plan continues to ensure that spaces are provided that are conducive to positive socialisation.</p>	<p>Ongoing</p> <ul style="list-style-type: none"> Term 1 – 4: Regular reports to the board Term 3 – Gender neutral facilities in the library 	
<p>Enhance school-wide practices that improve the well-being/hauora of students/taiohi and staff/kaimahi.</p> <p>General Ensure staff and students have good awareness of emergency procedure</p> <p>Ensure processes for incident and accidents are accessible, and well understood</p> <p>Staff Wellbeing</p> <ul style="list-style-type: none"> Establish a staff/kaimahi wellbeing focus group and apply the whole-school guide to wellbeing Appoint a Staff Wellbeing Coordinator. Conduct biennial wellbeing survey(s) of staff 	<p>BKR</p> <p>ONL (with SLT, and Kaiāwhina)</p>	<p>Emergency Procedures are reviewed, communicated, and practised.</p> <p>Processes are easy to find and follow.</p> <p>Clear overview of strengths and areas to develop are understood by staff.</p> <p>Staff well-being team established and promoted ways of enhancing wellbeing, e.g., building resilience, stress-management, etc.</p> <p>Staff well-being coordinator develops and implements a plan</p>	<ul style="list-style-type: none"> Term 1 – induction and staff information updated Ongoing – schedule of practising procedures Term 1-4 – team meets regularly Terms 1-4 – regular events 	



<p>Student Wellbeing</p> <p>Provide a range of interventions to support student wellbeing – the guidance / pastoral network, EARS, K.I.C.K, 24/7</p> <p>Students of wellbeing concern are identified, and interventions discussed.</p> <p>Provide learning opportunities for taiohi to build resilience, e.g., within whānau and rōpu programmes and in curriculum classes. (Mental Health education and hauora)</p>	<p>ONL</p> <p>(with Kaiāwhina)</p>	<p>Pastoral leadership model is adopted, and roles clarified.</p> <p>Roopu /whānau 'programme' developed, focused on strengthening well-being through connection. Specific wellbeing activities are developed and shared.</p> <p>Increased participation of seniors with junior roopu classes.</p> <p>"Case conference" approach is trialled and adopted.</p>	<ul style="list-style-type: none"> • ongoing • Term 1- overview / plan • Term 1-4 – regular activities • Terms 1-4 – pastoral network hui (levels) 	
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Strategic Priority 3.2: Actively provide opportunities for engagement and collaboration to build connections.


Planned approaches / actions <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes <i>We will see...</i>	Timeframe <i>We will get this done by...</i>	Review / Progress <i>How are we going?</i> (To be updated during the year) 
<p>To improve engagement with parents and other important groups to increase opportunities for taiohi/students and evaluate success of students' pathways.</p> <ul style="list-style-type: none"> • Regular Parents Forum engagement • Regular TAMSO engagement. • Community 'satisfaction' survey for whānau, taiohi/students and Kaiako/teachers developed 	<p>HRT</p>	<p>Connected Parents Forum in partnership with the school</p> <p>Positive engagement / attendance at well-organised hui</p> <p>Understand what 'success' means for our stakeholders and keep our finger on the pulse of community satisfaction.</p>	<p>Ongoing</p> <ul style="list-style-type: none"> • Term 1 – scheduled hui Parents Forum AND TAMSO • Term 3 / 4 - survey 	
<p>Develop Business and Alumni connection strategies</p> <ul style="list-style-type: none"> • Gather examples of similar schools who have an active alumni association • Build the alumni 'database' 	<p>BKR / HRT</p>	<p>Opportunities for students are identified and pursued with relevant community links / providers</p> <p>Improved collaboration and communication with: Parents, Alumni association, Local</p>	<p>Ongoing</p>	



<ul style="list-style-type: none"> • Seek to create 'alumni connection' activities • Aim to have alumni-led association or similar. • Connect with local businesses and associations. 		<p>employers / businesses, Education providers (WINTEC, Gateway providers, etc.)</p>	<ul style="list-style-type: none"> • Term 4 – as part of marketing plan an alumni strategy is outlined 	
<p>Enhance student leadership development, voice, and agency</p> <ul style="list-style-type: none"> • Continued leadership development of the senior leaders' team. • Service opportunities are identified, and participation is encouraged.] • Opportunities for tuakana teina are identified (peer support, leadership) • Student Council is student-led but supported by SLT • Junior leadership development • EARS (Peer Support) training and coordination 	<p>BRD</p>	<p>Leaders are appointed with good process. There are clear roles and expectations.</p> <p>Each leadership team produces plan of what they want to achieve and how ('action plan') and identify support and resources needed.</p> <p>Increased student responsibility for Assemblies and other activities that promote agency and leadership</p> <p>Senior leaders are encouraged to include younger students in their activities and activity provide opportunities for leadership development, e.g., school guides, student council</p> <p>EARS are coordinated by the Counsellor with support from 24/7 Youth workers. There is active participation.</p>	<ul style="list-style-type: none"> • Term 1– Leadership training and planning • Ongoing - Regular Council hui 	



Strategic Priority 3.3: Recognise achievement, progress, and success on a regular basis for all in our school community.

Planned approaches / actions <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes <i>We will see...</i>	Timeframe <i>We will get this done by...</i>	Review / Progress <i>How are we going?</i> (To be updated during the year) 
Increase recognition and celebration of student success and student and staff achievements <ul style="list-style-type: none"> Assemblies have focus on positive recognition and highlighting talents (e.g. performances) Our media have regular items that are positive and highlight achievements newsletters, website, Facebook, Instagram, etc. posted up in the staff room, scholarship award displays, etc. Annual Prizegiving 	ONL	Positive items at assembly are scheduled and assemblies are an appropriate blend of formal and informal. We build the culture that being recognised is positive. Positive acknowledgements are on the stage, with confident young people willing to be recognised (with support). Opportunities to present certificates (etc.) for perseverance, effort, attendance, achievement are ongoing, not just at the annual awards. Acknowledgement emails are sent to parents. Annual Prize giving Ceremonies are well managed and attended.	Ongoing	
Have better communication and marketing coordination <ul style="list-style-type: none"> Review the 'marketing plan' and established plan for 202 Media plan - internal and external Communications Manager 	HRT	The schedule of regular school communications is clear and there are good processes in place to gather items. Distributed responsibilities. A summary marketing and communications plan is established and resourced. Social media are coordinated and used to promote events and celebrate positive participation and success. Increased positive media exposure, e.g. community news, etc.	<ul style="list-style-type: none"> Term 1 – responsibilities Term 3 – marketing plan review Term 4 – marketing plan 	



Thames High School Board Work Plan 2022

Area for Review		Full Board Hui								
		(Typically, last Monday of each Month, unless precluded by public or school holiday)								
		Term 1		Term 2		Term 3			Term 4	
		28 Feb	28 Mar	30 May	27 Jun	1 Aug	29 Aug	26 Sep	31 Oct	28 Nov
Strategic Review	Strategic Planning	Approve Charter & Analysis of Variance & send to MOE (due 1 Mar)						Review requirements for 2023	Board consultation / direction strategic / annual plan	Draft Annual Plan 2023
	Update on Strategic aims			Aim 1	Aim 2	Aim 3	Aim 1	Aim 2	Aim 3	
Regular Review	Policy and Assurance Reviews	(Refer School Docs Schedule below)								
	Student progress and achievement	NCEA provisional results	NCEA Student Achievement Report HoDs)	Updates of NCEA +	Updates of NCEA +	Updates of NCEA +	Updates of NCEA +	Updates of NCEA +	Updates of NCEA +	Updates of NCEA +
	Human Resources	<ul style="list-style-type: none"> Principal's Appraisal Report due Appoint principal's appraiser 	Principal performance agreement / plan approved			Mid-year principal performance (informal)			Informal principal update	
	Curriculum / Pastoral reports		NCEA/UE 2020 Report (as above) Careers + Gateway Report	T1 Health & Counselling Reports	Health & PE	Technology Dept Report T2 Health Counselling Reports	VPA (MAD) Dept Report	Report from International Director Learning Support Report	Distance + incl. languages Te Reo Māori Dept Report T3 Health & Counselling Reports	Annual Guidance / Health Report



	Budget	Monitor Monthly Report Review previous year's performance Current year roll (draft)	Monitor Monthly Report Finalise budget against 1 Mar return incl. Capex budget	Monitor Monthly Report	Monitor Monthly Report Decile 1-7 Donations Scheme (Due 1 July)	Monitor Monthly Report	Monitor Monthly Report	Monitor Monthly Report Plan next year's budget (scope and timeline) Update/ Review 5YA/10YPP	Monitor Monthly Report Draft budget 2023	Finalise & approve Draft Budget; Monitor Monthly Report
Emergent Review	Govt initiatives		NCEA Update	Kāhui Ako update				NCEA Update (changes)		
	Local initiatives		Literacy (ERO focus)		Culturally responsive and relational pedagogy	Literacy	Junior local curriculum update	Senior curriculum update		
Board Process Requirements		<ul style="list-style-type: none"> Appoint chair Delegations of authorities Sign trustees code of behaviour Acting principal in principal's absence	Accounts to auditor	Annual Report approved & sent to MOE	Roll return 1 July	Triennial school board election planned	Student election planned	Student election held Triennial school board election held 5 – 23 Sept	Succession planning	Review Role of the chair Board self-review



		Legal compliance (as per audit)								
Other		Board committees NZSTA conf planning						International exchange plan	Senior Prizegiving	Junior Prizegiving Set meeting dates for next year
Property Committee (typically, one week before full board hui)		21 Feb Progress 5YA 10YPP	21 Mar 5YA 10YPP Approval	23 May 5YA 10YPP Approval	20 Jun Final 5YA	(July holidays)	22 Aug	19 Sep	25 Oct	21 Nov
Finance Committee (typically, just prior to full board hui)		28 Feb	28 Mar	30 May	27 Jun	1 Aug	29 Aug	26 Sep	31 Oct	28 Nov



Self-Review Cycle

Curriculum areas report to the board on a biennial basis,

2021 / 2023 / 2025				2022 / 2024 / 2026			
English	Mathematics	Science	Social Sciences	Health and Physical Education	Technology	Visual and Performing Arts (Music, Art, Drama)	Distance incl. Languages/ Te Reo

Policies and assurances

We subscribe to [SchoolDocs Policies and Procedures](#) to manage the content and review of policies and procedures.

There is a schedule of review, where stakeholders have a say in any changes, before ratification by the board.



2022 Review Schedule

HEALTH, SAFETY, AND WELFARE

Reviews are open to the whole school community: board, staff, parents/caregivers/whānau. We have indicated the topics boards should focus on (see shaded rows).

TERM 1

HEALTH AND SAFETY MANAGEMENT (board)

Risk Management

Health and Safety Induction

Visitors

EMERGENCY, DISASTER, AND CRISIS MANAGEMENT (board)

School Closure

Emergency Management (see subtopics)

Disaster Management

Crisis Management

BOARD ASSURANCES

At a monthly board meeting, assure the board that the school complies with these policies/procedures, that they are up to date, and that the appropriate actions have been taken. The shaded rows below are assurances that are repeated during the year.

TOPIC(S)	ACTIONS
School Planning and Reporting	Forward your charter and analysis of variance to the Ministry of Education by 1 March. Email your updated charter to SchoolDocs. Prepare the annual report for the auditor by 31 March.
Equi of Employment Opportunities (EEO)	Include a statement on EEO in your annual report (including any issues from the previous year).
Medicines, Illness, Managing Minor / Moderate Injury, Reporting and Recording Accidents and Incidents	Complete an internal audit of procedures, and assure the board that staff have been briefed and are implementing the procedures correctly. See the Healthcare section.
Police Vetting for Non-Teachers	Assure the board that all non-teaching staff have current police vets on file.
Risk Management	At each board meeting, assure the board that identified hazards are being monitored and/or controlled, and that measures are being re-evaluated to check their adequacy. Check that the board is satisfied with compliance.

TERM 2

HEALTHCARE

Medicines

Managing Minor/Moderate Injury

Managing Serious Injury and Illness

Reporting and Recording Accidents and Incidents (board)

Infectious Diseases

BEHAVIOUR MANAGEMENT (board)

Bullying and Online Bullying

Surrender and Retention of Property and Searches

Digital Technology and Cybersecurity	Assure the board that the policies are being implemented and the school holds copies of signed digital use agreements for all staff and students, as required.
Computer Security and Cybersecurity	Assure the board that the school's computer security/cybersecurity is reviewed and current.
Student Attendance	Assure the board that student absences are correctly recorded, monitored, and followed up. Report on any annual targets for student attendance.
Health Education	Assure the board that the school has completed its 2-yearly consultation with the school community about how the health curriculum is implemented. The board must adopt a statement about the delivery of the health curriculum.
Abuse Recognition and Reporting	Ensure staff are engaged with the abuse reporting procedure and indicators of abuse, and assure the board that this has been done.
Emergency Evacuation / Emergency Kit	Assure the board that staff and students have completed trial evacuations each term, that emergency planning and procedures are up to date and in hard copy, and that emergency kits have been checked and contain all necessary items (with current dates).
Staff Usage and Expenditure (SUE) Reports (in Expenditure)	Ensure a board member has checked the processes and authorisations used to make payments to staff members, the principal, and others responsible for the school payroll.
Monitoring and Auditing School Bus	Complete an audit of the school's bus transport compliance.
Risk Management	At each board meeting, assure the board that identified hazards are being monitored and/or controlled, and that measures are being re-evaluated to check their adequacy. Check that the board is satisfied with compliance.

TERM 3

Child Protection (board)

Abuse Recognition and Reporting

Care and Management of Students

Supporting Student Wellbeing

Food and Nutrition

Sun Protection (board)

Staff Wellbeing

Harassment (board)

Appraisal of the Principal	Take steps to ensure that this process is completed and reported on to the board by end of year.
School Swimming Pool	Ensure that a full risk management and safety assessment of the pool compound is completed as part of the annual health and safety review. See the Ministry of Education's Swimming pools at schools information. Report to the board.
Safety Management System	Report to the board on the internal audit conducted by the health and safety committee/ delegated person of the school's health and safety compliance and practices. Check against the Performance Measurement section of this topic.
International Learners	Conduct a self-review of how the school is meeting Code of Practice requirements and report to the board. The self-review should be documented for the school's records, as well as possible external review.
Surrender and Retention of Property and Searches	Assure the board that all procedures relating to search, surrender, and retention have been followed. Confirm that all authorised staff have confirmed their status in writing, and that a written record has been kept of all instances of search, surrender, or retention of property.
Physical Restraint	Assure the board that all procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met. Confirm that, as relevant, any non-teaching staff have been authorised in writing. Assure the board of the relevant training and support of staff authorised to apply restraint.
Risk Management	At each board meeting, assure the board that identified hazards are being monitored and/or controlled, and that measures are being re-evaluated to check their adequacy. Check that the board is satisfied with compliance.

TERM 4

HEALTH, SAFETY, AND WELFARE POLICY (board)

Review the main board-level policy in term 4

Alcohol/Drugs and Other Harmful Substances (board)

Digital Technology and Cybersecurity

School Bus Transport *

School Swimming Pool / Swimming Off Site * (board)

Emergency Evacuation / Emergency Kit	Assure the board that staff and students have completed trial evacuations each term, that emergency planning and procedures are up to date and in hard copy, and that emergency kits have been checked and contain all necessary items (with current dates).
Staff Usage and Expenditure (SUE) Reports (in Expenditure)	Ensure a board member has checked the processes and authorisations used to make payments to staff members, the principal, and others responsible for the school payroll.
Monitoring and Auditing School Bus	Complete an audit of the school's bus transport compliance.
Provisionally Certified Teachers	Report to the board on the induction programme of provisionally certificated teachers.
Teacher Registration, Certification, and Police Vetting	Assure the board that all teaching staff are certificated, and therefore vetted.
Appointment Procedure	Assure the board that the appointment procedure, including appointment committee delegations and referee and background checks, is being carried out as stated.
Length of School Year	Assure the board that the school has been open for the statutory number of half-days and hours per day in the current year. Inform the board of the dates and number of half-days for instruction.
Reading Recovery / Literacy Support	Report to the board from the Reading Recovery teacher on the implementation of the Reading Recovery programme.
International Learners	Assure the board that the Code of Practice self-review attestation will be submitted by the due date - 1 December each year.
Risk Management	At each board meeting, assure the board that identified hazards are being monitored and/or controlled, and that measures are being re-evaluated to check their adequacy. Check that the board is satisfied with compliance.

* Some topics/sections are optional, such as School Bus Transport. If you don't have an optional topic, you don't need to review it.

Three-Year Review Schedule

	2022	2023	2024
TERM 1	HEALTH AND SAFETY MANAGEMENT (board) <i>Review main board-level policy</i>	LEGISLATION AND ADMINISTRATION POLICY (board) <i>Review main board-level policy</i>	Te Tiriti o Waitangi (board)
	Risk Management	Student Attendance	Board Responsibility (board)
	Health and Safety Induction	Enrolment	Parent Involvement
	Visitors	Privacy (board)	Communicating with Parents
	EMERGENCY, DISASTER, AND CRISIS MANAGEMENT (board)	Official Information Requests (board)	Community Conduct Expectations
	School Closure	Uniform / Dress Code	School / Special Character * (board)
	Emergency Management (see subtopics)	Boarding House Policies *	DOCUMENTATION AND SELF REVIEW POLICY (board) <i>Review main board-level policy</i>
	Disaster Management		School Planning and Reporting
	Crisis Management		Reporting to Parents on Student Progress and Achievement
TERM 2	HEALTHCARE	EDUCATION OUTSIDE THE CLASSROOM (board)	EMPLOYER RESPONSIBILITY POLICY (board) <i>Review main board-level policy</i>
	Medicines	EOTC Planning and Review	Appointment Procedure (board)
	Managing Minor/Moderate Injury	EOTC Risk Management	Teacher Relief Cover
	Managing Serious Injury and Illness	EOTC Coordinator	Safety Checking
	Reporting and Recording Accidents and Incidents (board)	EOTC External Providers	Classroom Release Time (primary) Timetable (secondary)
	Infectious Diseases	EOTC Staff Competence	Media
	BEHAVIOUR MANAGEMENT (board)	EOTC Event Categories	Professional Development
	Bullying and Online Bullying	EOTC Communicating with Parents	Staff Conduct
	Surrender and Retention of Property and Searches		Staff Leave
TERM 3	Child Protection (board)	Inclusive Education (board)	Performance Management
	Abuse Recognition and Reporting	Recognition of Cultural Diversity (board)	Principal Professional Growth Cycle (board)
	Care Management of Students	Māori Educational Success (board)	Professional Growth Cycle
	Supporting Student Wellbeing	LEARNING SUPPORT	Concerns and Complaints (board)
	Food and Nutrition	Learning Support Coordination	Protected Disclosure (board)
	Sun Protection (board)	Identify Learning Support	
	Staff Wellbeing	Gifted Learners	
	Harassment (board)		
TERM 4	HEALTH, SAFETY, AND WELFARE POLICY (board) <i>Review main board-level policy</i>	CURRICULUM AND STUDENT ACHIEVEMENT POLICY (board) <i>Review main board-level policy</i>	FINANCE AND PROPERTY MANAGEMENT POLICY (board) <i>Review main board-level policy</i>
	Alcohol/Drugs and Other Harmful Substances (board)	Student Achievement Information (primary) Student Assessment and Achievement (secondary)	Managing Income and Expenditure (board)
	Digital Technology and Cybersafety	Home Learning	Conflict of Interest (board)
	School Bus Transport *	Distance Learning	School Donations
	School Swimming Pool / Swimming Off Site * (board)	Religious Instruction / Religious Education * (board)	Expenditure
		Religious Observances * (board)	Asset Management and Protection (board)
		Health Education (board)	Property Maintenance
			Prevention of Bribery, Corruption, Fraud, and Theft (board)

REVIEWS BY YEAR		
2022	Health, Safety, and Welfare Policy	Terms 1-4
2023	Legislation and Administration Policy	Term 1
	Curriculum and Student Achievement Policy	Terms 2-4
2024	Governance and Management	Term 1
	Documentation and Self-Review Policy	Term 1
	Employer Responsibility Policy	Terms 2-3
	Finance and Property Management Policy	Term 4

WHO SHOULD REVIEW
Reviews are open to the whole school community: board, staff, and parents/caregivers/whānau. Shaded rows indicate the topics boards should focus on.

HOW TO REVIEW
Topics being reviewed show a red UNDER REVIEW flag. Click on the flag to access the review tool and submit your feedback.
* Some topics/sections are optional, such as School Bus Transport. If you don't have an optional topic, you don't need to review it.