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.

Strategic and Annual Plans

Strategic Plan 2022-2024

Annual Plan 2023

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Introductory section

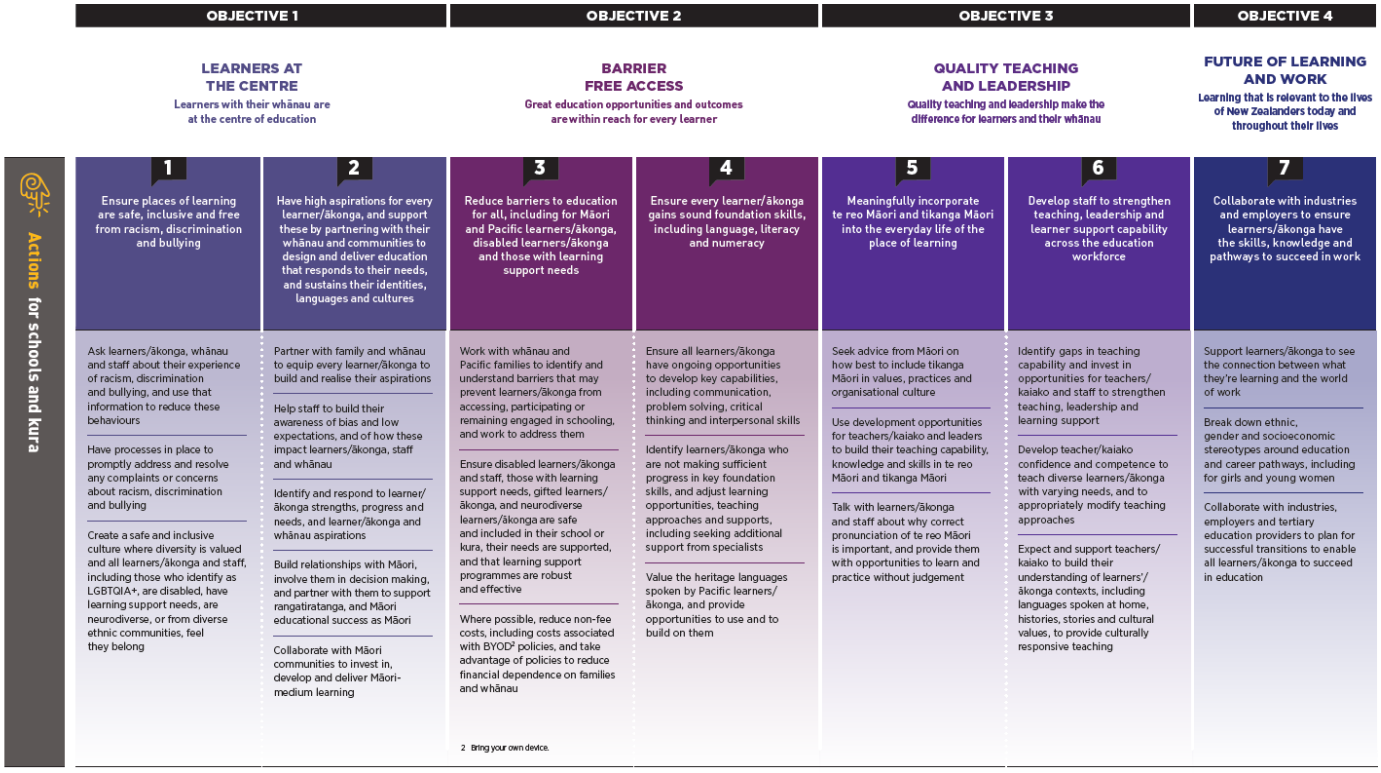
- Under the Education and Training Act 2020, a new planning and reporting framework came into effect on 1 January 2023. Under the new framework, annually updated charters will be replaced with **a 3-year strategic plan and an annual implementation plan**.

- Until 1 January 2024 the existing framework will be in place, and then schools will need to follow the regulations expected to be finalised by mid-2023.

- Through its strategic planning the board shows how it will "meet the primary objectives for boards set out in the Education and Training Act 2020, give effect to Te Tiriti o Waitangi, have particular regard to National Education Learning Priorities (NELP) and plan for the implementation of the national curriculum."[1]

- Our current 3-year strategic plan (2022-2024) "sets out the board's strategy for achieving (or making progress towards achieving) its objectives during that period" and the annual implementation plan "sets out how the board intends to implement that strategy during the year."[2]

- The NELP has four key objectives for schools and kura with seven "actions:



[1] https://www.education.govt.nz/school/schools-planning-and-reporting/

[2] Sect. 138 Education and Training Act (2020)

Our Context

Thames High School (Te Kura Tuarua o Te Kauaeranga), established in 1880, is the second oldest secondary school in the Auckland province. The school is a Year 9 to 13, co-educational 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)[3] that settled the area from 1550[4]. 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 all students. Māori language courses are offered at all year levels, and we are committed to strengthening confidence in tikanga and te Reo Māori for ākonga (learners) and kaimahi (staff.

Student population

Most students that attend Thames High School are from Thames itself, from 'up the coast' - Te Puru, Waiomu, Tapu, Te Mata, or south of Thames – Hikutaia, Matatoki and Puriri. Some also travel from Hikuai and Tairua, although the number has declined over the past decade as the parental connection to Thames High School has reduced.[5]

As 1 March 2023 the roll was 413 (209 male and 204 females), including 14 international students.

- Of 399 domestic students, 166 identified as NZ Māori (42%), 293 as NZ European (73%), 25 (6.3%) as 'other European', 27 (6.8 %) Pasifika Pasifika (Cook Island, Samoan, Tongan, Fijian, Niuean), 27 (6.8 %) Asian (Indian, Southeast Asian) and 15 (3.8%) other ethnicities. Percentages add to more than 100% as students identify with multiple ethnicities.

- Using MoE statistical priorities: 42% (166) NZ Māori, 43.9% (175) NZ European, 3.3% (13) other European, 2.3% (9) Pasifika, 5.8% (23) Asian and 3.3% (13) Other

- Of those that identify as Māori: 26 (16% of Māori) identify as Ngāti Maru, 25 (15%) Ngāpuhi, 17 (10%) Tainui (iwi not named), 15 (9.0%) Ngāti Tamaterā, 15 (9.0%) Ngāti Maniapoto, 12 (7.2%) Ngāti Porou

- 118 students (30%) were entitled to Ministry buses (at least 4.8 km from school): 43 Puriri, 31 Te Puru, 29 Tapu, 9 Kauareranga Valley 6 Tairua/Hikuai

International Students

Thames High School benefits from a close association to the Evakona Education Language School who have strong connections to Japan; consequently, most of our international students are Japanese, although they also come from Germany, Italy, Switzerland, Vietnam and China. Thames High School 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).

[3] https://teara.govt.nz/en/hauraki-coromandel-region/page-4

[4] "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/)

[5] The Ministry of Education transport route from Tairua to Thames High no longer meets the Ministry of Education criteria to the 'closest school', and the uncertainty of the 25A has accelerated that change.

Kāhui Ako / Community of Learning

Thames High School is a member of the Thames Te Kauaeranga Kāhui Ako - Community of Learning along with eight primary schools - Matatoki School, Moanataiari School, Pārāwai School, Puriri School, St Francis School (Thames), Tapu School, Te Puru School, Thames High School, Thames South School - and five Early Childhood Education Centres - Central Kids, Little Chiefs Educare, Mini Miners, Pukekos Childcare, 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 strategic plan for the Thames Te Kauaeranga Kāhui Ako was developed in 2020 and focuses on three achievement challenges – conscious connection, conscious inclusion, and conscious collaboration. Alongside these challenges are achievement targets that focus on literacy, health curriculum and NCEA qualifications. The Kāhui Ako has two across-school teachers/leaders and six within-school teachers.

As of 2023, three within-school teachers are based at Thames High School. The Kāhui Ako is fortunate to have two learner support coordinators (LSCs) and one Te Hononga Check and Connect mentor based at Thames High School, working extensively across all Kāhui Ako schools.

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

Other important contextual information

- With the current economic situation and local opportunities, significant numbers of students leave school at 16 for employment, including an increase in the number of students moving to apprenticeships and other work-based training and employment. Consequently, this affects Year 12 and Year 13 retention and therefore qualification rates.
- The links between student attendance and achievement are well understood. Consistent processes for encouraging and monitoring student attendance are used to support our target to improve rates of regular attendance.
- **Community Consultation**
    - The school consults the community on a regular basis. The approach that is used is to survey the on current issues or needs (e.g. uniform, curriculum, reporting to parents), relevant policy reviews and more generally regarding satisfaction to gather feedback (triennially).
    - We have two key groups for consultation.
    - The Te Ao Māori Strategic Ohu aims to get iwi and whanau voice into the strategic direction of the school and its annual plan, along with other matters that would help the board.
    - The Parents Forum also meets regularly to provide an opportunity for parents to discuss current issues and to support each other.

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 pastoral care 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 student choice at all year level (option subjects)
- We operate a 20 periods per week timetable, with three 75-minute periods and one 70-minute period per day.
- **Years 9 and 10**
    - **Core** (compulsory) programmes of English, Tikanga / Te Reo Māori, Mathematics, Science, Arts, Social Studies, and Physical Education and Health.
        - **Year 9** –a combination of whole-year core subjects and core (term rotation) subjects.
            - **English, Maths, Health and Physical Education, Social Studies and Science** - whole year programmes (3 periods per week, except social studies, 2 periods)
            - **Term rotations (2023)** – 3 periods per week
                - Art, Drama, Te Reo Māori, Materials Technologies
                - Digital Technology, Music, Kai (Food), Tikanga Māori
        - **Year 10** – core subjects and semester options
            - **English, Maths, Science and Social Studies** - 3 periods per week for the whole year
            - **Term rotations**: Health, Physical Education, Digital Financial Literacy and Tikanga / Te Ao Māori
            - Two 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 – 3 periods per week each.
    - Three optional subjects from range of learning areas – 3 periods per week each.
- **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 supports **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 the Kōtui Ako Online learning network, 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. This includes taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and achieving equitable outcomes for Māori students. [6]

We recognise that this is a journey that involves a long-term genuine commitment to improve our practices.

Thames High School affirms that Te Tiriti o Waitangi is a "central pillar" of Te Mātaiaho (the refreshed New Zealand Curriculum) that provides a foundation for our school / local curriculum to reflect activie protection of te reo Māori me ngā tikanga and mātauranga Māori.

Thames High School / Te Kura Tuarua o Te Kauaeranga:

- is committed to working in partnership with whānau, hapu, iwi and our community.
- is committed to working with Ngāti Maru (mana whenua) to strengthen our relationship and our shared goal of ensuring educational success, through a strengths-based approach and growing meaningful pathways.
- 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 and that has since been sustained and we have – since 2022 – added Te Ao Haka as a curriculum option at Years 10 to 13.

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

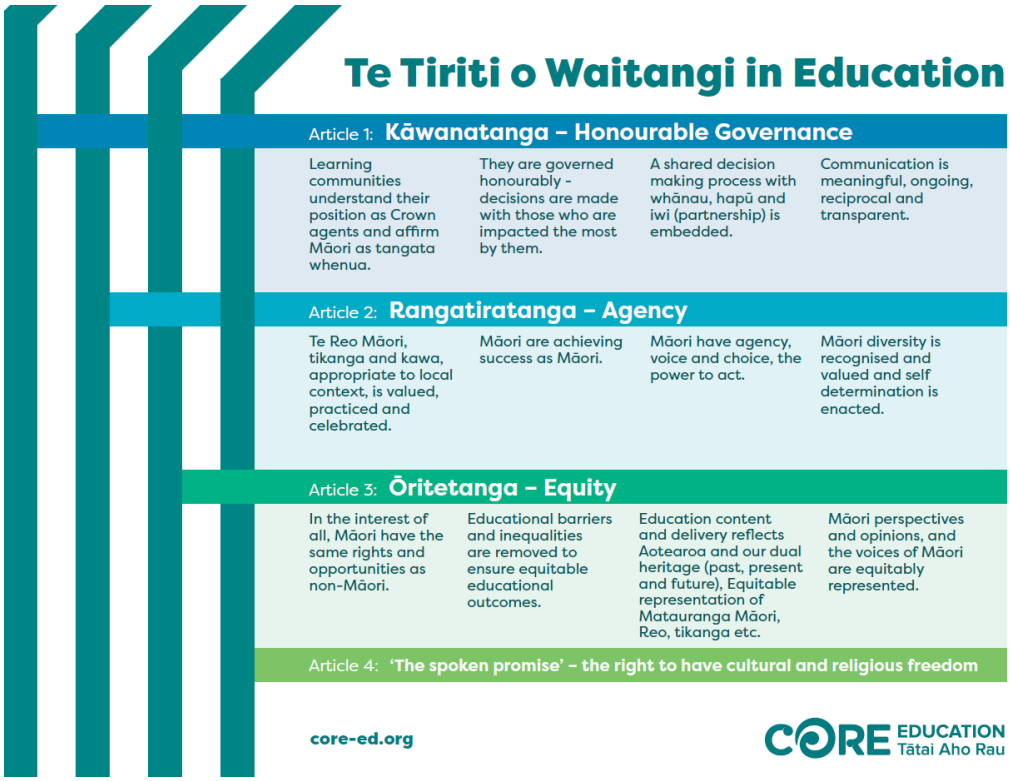
Thames High School is committed to:

- **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 Māori onto the school board, committing to the Te Ao Māori Strategic Ohu and engaging with our Māori community.
- **Protection**: as expressed above in our commitment to Te Tiriti, by normalising te reo Māori me ngā 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 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

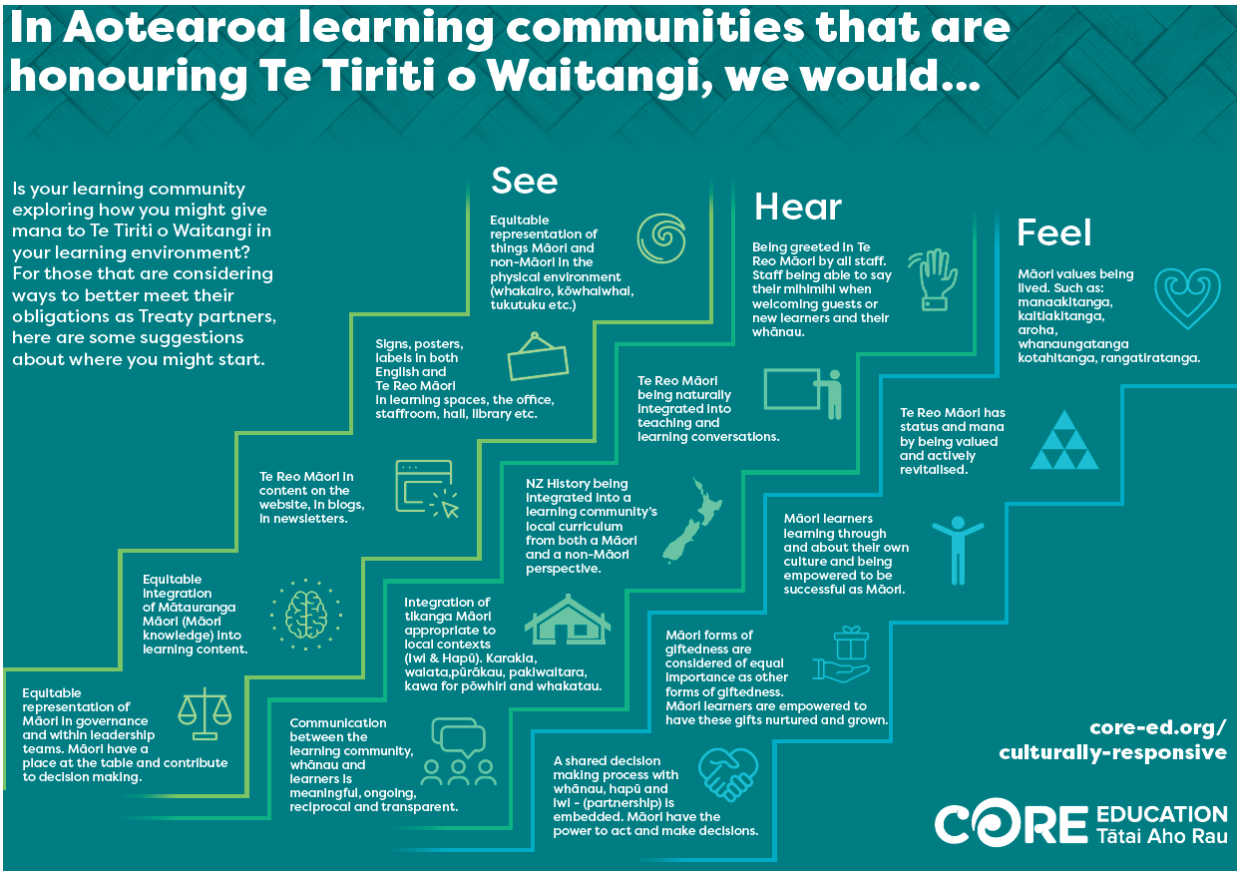
Along with our commitment to the **principles** of Te Tiriti o Waitangi, we also recognise that the articles of Te Tiriti o Waitangi offer a complementary perspective as illustrated in this infographic (Core Education)[7].

[6] Sect. 127 (1) (d) Education and Training Act (2020)

[7] https://core-prod-assets.s3.ap-southeast-2.amazonaws.com/public/Te-Tiriti-o-Waitangi-in-Education-Infographic.pdf



In addition, we recognise that for us to be actively honouring Te Tiriti o Waitangi we will see, hear, and feel evidence of this. The following infographic (Core Education[8]) illustrates this and, alongside other measures, we may track our journey.



[8] https://issuu.com/core-education/docs/crp_infographic_-_11dec_brighter

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 āianei; 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 Kauaeranga

Strategic Plan 2022 - 2024

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 āianei; Hei waihanga ā mua Acknowledge our past; Inspire our present; Transform our future.

Strategic Intents	We are committed to the intent of Te Tiriti o Waitangi.	All taiohi / students will progress to their highest potential.	Everyone feels valued, safe, and acknowledged for who they are.
Strategic Priorities	Our curriculum and other programmes will promote equity and excellence to reflect the aspirations of mana whenua. We are committed to working together as a diverse community through culturally responsive relationships and pedagogy. We will nurture understanding of our historical belonging and whenua.	Identify and respond to ākonga / learners' strengths and needs, personal and whanau aspirations and their progress. Encourage and develop staff / kaimahi to strengthen learning, teaching and leadership capability. Develop a holistic curriculum that is localised, future-focused to set the foundations for taiohi / students for life beyond school.	Ensure our environment is safe and inclusive for all and where people feel they belong. Actively provide opportunities for engagement and collaboration to build connections. Recognise achievement, progress, and success on a regular basis for all in our school community.
Success Measures	All students are positively engaged in their learning, supported by Kaiako and Kaimahi. We achieve equity in valued outcomes, in terms of qualifications and as agreed with mana whenua. We will improve our understanding of appropriate kawa, tikanga, pepeha, whakapapa and knowledge of local histories, including Te Tiriti o Waitangi.	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. Professional development and growth of kaimahi are valued and evident. Personalised pathways are nurtured through excellent careers advice, information, and education – from interests, goals, and aspirations to multiple pathways.	Diverse people will feel included and have a sense of identity and belonging. 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. There is a wide range of activities / opportunities provided and success is celebrated. There are ongoing opportunities for 'voice' and there is evidence of consultation.

Our Tikanga Values	Manaakitanga	Whanaungatanga	Mātauranga	Whakamana	Whakapono
	Everyone **belongs**, everyone **matters**, everyone has **potential**.	We build **connected** and **collaborative relationships**.	We **deepen our knowledge** of **understanding** to empower learning.	We **build each other up**, supporting identity and enhancing mana.	We are **honest** and show **integrity** in all we do.

Annual Plan 2023 (Summary)

Strategic priorities (2022-2024)	**Key strategies (2023)**	**Annual Goals/Target(s) - Where do we want to be at the end of the year? We want to see or see progression towards these outcomes.**
Strategic Intent 1: We are committed to the intent of Te Tiriti o Waitangi.		
Our curriculum and other programmes will promote equity and excellence to reflect the aspirations of mana whenua.	Strengthen our culturally responsive curriculum consistent with Te Mātaiaho / the Refreshed NZ Curriculum Strengthen our assessment practice, consistent with NCEA Change Programme. Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori . Develop a Māori Achievement Plan with mana whenua consultation.	1 (a) Te Ao Haka and Te Reo Māori engagement and retention improves. (b) Curriculum development is on track for 2026 implementation of Te Mātaiaho (NZ Curriculum Refresh) 2 (a) We will have strengthened our connections with our stakeholders (Te Ao Māori Strategic Ohu). (b) Hikairo Schema is embedded into everyday practice. 3 (a) Social studies foundation of Aotearoa NZ Histories is implemented. (b) The Year 9 and Year 10 curriculum will be embedded, and we will be prepared for the NCEA change programme for Year 11
We are committed to working together as a diverse community through culturally responsive relationships and pedagogy.	Enhance sustainable culturally responsive practices at the school. Develop our pedagogical / instruction model incorporating culturally responsive practices. Actively participate in the Thames Te Kauaeranga Kāhui Ako (Community of Learning)	
We will nurture understanding of our historical belonging and whenua.	Strengthen our understanding of local whenua and historical narratives, building on the relationships already formed with our Kāhui Ako and Ngāti Maru.	
Strategic Intent 2: All taiohi / students will progress to their highest potential.		
Identify and respond to ākonga / learners' strengths and needs, personal and whānau aspirations and their progress.	Strengthen holistic pastoral care and understanding of ākonga / learner needs. Monitor and report on the progress of taiohi/students and support those who are achieving below expectations and/or priority students. Ensure there is a focus on improving achievement outcomes for diverse ākonga / learners, including literacy across the curriculum. Improve attendance levels as a critical pre-requisite for improved achievement and wellbeing	• All Taiohi / students achieve at least **14 credits** per course at Year 11 and **12 credits** per course at Year 12 and 13 for at least five courses. *If this is achieved, then the identified disparities will be reduced and eventually eliminated.* • **The gender difference in achievement of NCEA level 2** for Year 12 2023 will be reduced by at least 25% relative to the previous year (NCEA level 1 / Year 11 cohort) • **The difference in achievement of NCEA level 2** for **Māori and non-Māori** at Year 12 2023 (will be reduced by at least 25% relative to the previous year (NCEA level 1 / Year 11 cohort) • **Endorsements at Level 2:** The rate of combined merit and excellence endorsements for Māori for Year 12 2023 (Year 11 2022) cohort will be improved by at least 25% relative to the previous NCEA level 2 results. • **Literacy**: At least 50% of Year 9 and 10 who are below curriculum expectations will have accelerated progress (i.e. more than one year's curriculum progress in one year). • **Attendance:** The proportion of students who attend 'regularly' (above 90%) will be increased by 25% relative to the previous year.
Encourage and develop staff / kaimahi to strengthen learning, teaching, and leadership capability.	Professional learning plan is aligned with strategic priorities. Strengthen the use of developmental / professional learning approach (Professional Growth Cycle and Appraisal) Strengthen capacity and value of digital technologies and online learning.	
Develop a holistic curriculum that is localised, future-focused to set the foundations for taiohi / students for life beyond school.	Continue to develop our school curriculum that is consistent with the Te Mātaiaho / NZ Curriculum Refresh Ensure that the Year 11 -13 programmes are responsive and appropriate to students' needs. Strengthen our Careers and Pathways programme that is consistent with best practice.	
Strategic Intent 3: Everyone feels valued, safe, and acknowledged for who they are.		
Ensure our environment is safe and inclusive for all and where people feel they belong.	Make sure the physical environment is well-maintained, inclusive, and safe. To promote a school culture that is safe, supportive, and positive for both staff and students. Promote inclusivity and equity. Promote school-wide practices that improve the well-being/hauora of students/taiohi and staff/kaimahi.	• Kaimahi and Taiohi report feeling safe and supported in their work at Thames High School. • Workplace culture will be acknowledged as one where reporting concerns is encourages and concerns are seen to be appropriately addressed. • Kaimahi and Taiohi understand our tikanga / values and the way we can live these every day through our actions and behaviour/
Actively provide opportunities for engagement and collaboration to build connections.	To improve engagement with parents and other important groups to improve connections and perceptions in our community. Develop Business and Alumni connection strategies and increase opportunities for taiohi/students and evaluate success of students' pathways. Enhance student leadership development, voice, and agency	
Recognise achievement, progress, and success on a regular basis for all in our school community.	Increase recognition and celebration of student success and student and staff achievements. Have better communication and marketing coordination.	

Annual Plan 2023 (Detail)

<table>
<tr><th colspan="2">Strategic Intent 1: We are committed to the intent of Te Tiriti o Waitangi.</th></tr>
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This strategic intent gives direction to ensure our school (local) curriculum reflects local tikanga Māori, mātauranga Māori and te ao Māori. This includes taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and achieving equitable outcomes for Māori students.
This also reflects our longstanding commitment to work in partnership Ngāti Maru (as mana whenua) and understand and realise their aspirations for tamariki and taiohi

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NELP 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures
NELP 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

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Strategic Priorities

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

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Measures of success

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

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Where are we now?

Curriculum
<ol type="a">
Te Reo Māori, Tikanga Māori and Te Ao Haka are core components of Years 9 and 10 and options at Years 11-13.
Making progress on developing our local curriculum.

Working together
<ol type="a">
We have a Te Ao Māori Strategic Ohu and have established relationship with Ngāti Maru Runanga.
We established a framework for CRRP with Poutama Pounamu – Poutama Tau/ Rongohia Te Hau and set the foundation for further development.

Histories / Local curriculum:
<ol type="a">
Aotearoa NZ Histories curriculum changes underway (since 2022) – Social Studies Year 9 (2022) and 10 (2023) – increased time allocation.
Local curriculum plan and unit plan requirements to embed localised content along with the NCEA change programme.

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

<ol type="a">
Te Ao Haka and Te Reo Māori engagement and retention improves.
Curriculum development is on track for 2026 implementation of Te Mātaiaho (NZ Curriculum Refresh)

<ol type="a">
We will have strengthened our connections with our stakeholders (Te Ao Māori Strategic Ohu).
Hikairo Schema is embedded into everyday practice.

<ol type="a">
Social studies foundation of Aotearoa NZ Histories is implemented.
The Year 9 and Year 10 curriculum will be embedded, and we will be prepared for the NCEA change programme for Year 11.

</td></tr>
</table>

Strategic Priority 1.1 Our curriculum and other programmes will promote equity and excellence to reflect the aspirations of mana whenua.				
Planned approaches / actions *We expect to …*	**Responsibility** *Who's leading?*	**Expected / desired outcomes** *We will see…*	**Timeframe** *We will get this done by…*	Review / Progress *How are we going?* **(To be updated during the year)**
Strengthen our culturally responsive curriculum consistent with Te Mātaiaho / the Refreshed NZ Curriculum Review our curriculum development plan to be consistent with the Aotearoa New Zealand Curriculum Refresh & Te Tiriti-Honouring and Inclusive Curriculum Framework Develop a curriculum map at Years 9 and 10. *Refer 1.2: CRRP*	**KET** (With HoDs esp. FLR with ANZ Histories)	• Curriculum development plan reflects the updated timelines from MoE (**2026 implementation**). • Unit Planning Requirements are updated with HoD as curriculum refresh progresses, including the Understand, Know, Do approach. • Self-reviews show how well the Unit plans at Years 9 and 10 are complete and reflect the non-negotiables. • Curriculum map is under development.	• Term 1 – revised curriculum timeline • Term 2-4 PLD / HoDs • Term 4 – unit plans for Year 9 and 10 courses are evaluated against the requirements. • Term 4 – curriculum map	
Strengthen our assessment practice, consistent with NCEA Change Programme. Remain up to date with, and implement, curriculum and assessments consistent with the NCEA Change Programme esp. • Literacy and numeracy • Mana orite mo te mātauranga Māori	**KET** (With HoDs)	• Level 1 ready for implementation (now 2024) • Numeracy and literacy assessments are trialled (maths and English, Year 10s) • Community is kept informed.	• Terms 1-4 Work with HoDs • Term 2 / 4 TODs • Term 2 / 4 Trials	
Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori[9] • Develop a Māori Achievement Plan with consultation of mana whenua • Seek to renew our Kawenata / Agreement with Ngāti Maru Runanga. *What Māori success as Māori means and aspirations for mana whenua is an essential part of this plan.* (i.e. mana whenua – iwi, hapu, whānau), e.g. Te Ao Māori Strategic Ohu (TAMSO)	**KET /** MCN	• Ongoing collaboration is evident (e.g. TAMSO) • A taiohi Māori achievement plan clearly identifies specific strategies consistent with national plans (e.g. Ka Hikitia, the Māori Education Strategy, 2020)and local aspirations.	• Terms 1-3 – consultation with TAMSO • Term 4 ready for 2024	

[9] NELP 2

Strategic Priority 1.2 We are committed to working together as a diverse community through culturally responsive relationships and pedagogy.				
Planned approaches / actions *We expect to …*	**Responsibility** *Who's leading?*	**Expected / desired outcomes** *We will see…*	**Timeframe** *We will get this done by…*	Review / Progress *How are we going?* **(To be updated during the year)**
Enhance sustainable culturally responsive practices at the school. • Include tikanga Māori in values, practices, and organisational culture. • Build on the existing Strategic Plan to strengthen how To Ao Māori is evident. • Seek advice from Māori - build on our relationship with our mana whenua iwi, Ngāti Maru • "Moving from the White Spaces to Critically Conscious, Culturally Sustaining Spaces." (Anne Milne) • Support Manakura (senior Māori leaders) to build capacity and increase engagement of tauira Māori. • Support Kapa Haka Rōpu to grow. *Refer 1.1: Curriculum development.*	**KET** (With MCN)	• Te Ao Māori Strategic Ohu (TAMSO) hui held minimum of once a term. • We will see evidence of appropriate tikanga (hui, in learning settings, etc.); Increased confidence in karakia, waiata and competence in haka (staff and students) • Pronunciation of te reo Māori (including names) is valued and there is a culture of improvement evident. • Complete an audit our "White Spaces" towards "Culturally Sustaining Spaces." • Consultation regarding visible Pou Māori and Whakairo for wharenui, etc. • We will see progress from "emergent" towards "embedded" culturally responsive practices in learning setting.	• Term 1 – Kapa Haka tutor as budgeted • • Terms 1-4: Waita Wednesday and other PLD as possible • Terms 1 – TAMSO Invites and hui • Terms 2-4 – TAMSO Hui • Term 2 - audit	
Develop our pedagogical / instruction model incorporating culturally responsive practices. • Professional learning (refer 2.2) CRRP focus. • Maintain an evaluative approach to CRRP (*ERO Evaluation focus*) • Curriculum leaders and staff inquire into examples of pedagogical models and frameworks (based on best practice ,the *Hikairo Schema* and Niho Taniwha and develop effective teaching and learning profiles • Increasing the opportunities for 'core' learning of tikanga, e.g. core TKM and TRM at Year 9 and 10. *Refer 2.2: Professional Learning*	**KET**	• PLD: Departments are supported in their implementation of CRRP (e.g., Core Education) • Evaluation and reflection: An updated cultural capability framework evaluation. • Implementation of the *Hikairo Schema* as part of classroom practice *(refer 1.1)* • Effective 'teaching profile' is co-constructed. • Shared 'instructional model' is agreed and can be readily shared.	• Terms 1-4 HoDs PLD • Term 2 – TOD Curriculum Refresh • Term 2 - HoDs Hui • Terms 2-3 – consultation with TAMSO • Term 4 – Instructional model ready for 2024	
Actively participate in the Thames Te Kauaeranga Kāhui Ako (Community of Learning) • Conscious collaboration and active liaison with KA leader and shared roles (ASTs, LSCs, Te Hononga / Check and Connect) o Within School teachers (WSTs) develop a clear action plan for our school roles (with ASTs as appropriate). THS foci - Cultural responsiveness / Tikanga Māori; Transitions at Y8/Y9 and Y10/11;' Digital fluency / citizenship.	**HRT** / KET (With WSTs)	• Our school is kept informed of and participated in KA opportunities. • Within school teachers (WST) are appointed and fulfil their roles. • The across school and within-school teachers will meet regularly 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.	• Terms 1-4 – participation in Kāhui Ako Kaihautu (leaders) and PLG hui • Term 2 – Kāhui Ako Action plan • Term 2-4 – Hui • Term 4 – AsT and WsT evaluation	

Strategic Priority 1.3 We will nurture understanding of our historical belonging and whenua.				
Planned approaches / actions *We expect to …*	**Responsibility** *Who's leading?*	**Expected / desired outcomes** *We will see…*	**Timeframe** *We will get this done by…*	Review / Progress *How are we going?* **(To be updated during the year)**
Strengthen our understanding of local whenua and historical narratives, building on the relationships already formed with our Kāhui Ako and Ngāti Maru. ● Kaimahi are offered opportunities to develop better understanding of Te Tiriti and local narratives. ● *Further develop our localised curriculum – Haurakitanga (refer 1.1)* - incorporates localised histories and connection with mana whenua. *Refer 1.1: Curriculum development.*	**KET / ONL** (with FLR)	● Professional learning includes mātauranga Māori across the curriculum. ● Aotearoa / NZ Histories is included in core Year 9 and 10 Social Studies ● Across the curriculum development of thematic approaches, e.g., Matariki, that strengthen our culturally responsive curriculum.	● 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 is 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.
- This intent also recognises kaimahi (staff) as learner and the therefore how we continue to professionally develop as kaimahi / staff.

- NELP 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
- NELP 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
- NELP 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
- NELP 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

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? (refer to data below)

- There are persistent disparities in valued qualification outcomes (NCEA) between Māori and non-Māori and different genders and the gaps have not been successfully bridged.
- There are significant proportions of students with low attendance, and we know this affects achievement of qualifications; this is the most significant factor in determining 'successes.
- There is a persistent pattern with incoming basic literacy (and numeracy) – significant proportions who are below expectations; literacy is a big factor in achieving 'successes and rates of endorsement.
- There is a 'credit culture' to achieve rather than to seek endorsement.
- Course endorsement rates are lower that national statistics as external assessments are needed for course endorsements.
- We are developing processes to systematically inquire and record goals, aspiration, and link these to outcomes.
- There is a range of teaching practices where there are many examples of good practice, but a shared visible model of teaching and learning (pedagogy) is yet to be agreed.
- Professional learning since 2020 has focused on culturally responsive practices and understanding Te Tiriti and how to respond to achieve equity and excellence.

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

- All Taiohi / students achieve at least **14 credits** per course at Year 11 and **12 credits** per course at Year 12 and 13 for at least five courses. *If this is achieved, then the identified disparities will be reduced and eventually eliminated.*
- **The gender difference in achievement of NCEA level 2** for Year 12 2023 will be reduced by at least 25% relative to the previous year (NCEA level 1 / Year 11 cohort)
- **The difference in achievement of NCEA level 2** for **Māori and non-Māori** at Year 12 2023 (will be reduced by at least 25% relative to the previous year (NCEA level 1 / Year 11 cohort)
- **Endorsements at Level 2:** The rate of combined merit and excellence endorsements for Māori for Year 12 2023 (Year 11 2022) cohort will be improved by at least 25% relative to the previous NCEA level 2 results.
- **Literacy**: At least 50% of Year 9 and 10 who are below curriculum expectations will have accelerated progress (i.e. more than one year's curriculum progress in one year).
- **Attendance:** The proportion of students who attend 'regularly' (above 90%) will be increased by 25% relative to the previous year.

Baseline data: Where are we now?

2022 NCEA Achievement (numbers # and percentages %) with comparison to National Averages

	Thames High School																		Comparison			
	All			Female			Male			Māori			NZ Euro.			Māori Male			NZ Averages (%)			
Level / Year	#	out of	%	#	out of	%	#	out of	%	#	out of	%	#	out of	%	#	out of	%	All	Female	Male	Māori
L1 / Y11	63	85	74	29	41	71	34	44	77	19	32	59	51	67	76	11	17	65	66	68	65	56
L2 / Y12	58	72	81	29	33	88	29	39	74	18	27	67	45	57	79	8	15	53	77	79	75	68
L3 / Y13	32	46	70	19	26	73	13	20	65	5	11	46	28	38	74	1	4	25	71	73	68	60
UE / Y13	18	46	39	14	26	54	4	20	20	0	N/A	N/A	17	38	45	0	N/A	N/A	52	57	47	34

2022 NCEA Achievement with Endorsement (Merit or Excellence) - (numbers # and percentages %) with comparison to National Averages

	Thames High School																		Comparison			
	All			Female			Male			Māori			NZ Euro.			Māori Male			NZ Averages (%)			
Level / Year	#	out of	%	#	out of	%	#	out of	%	#	out of	%	#	out of	%	#	out of	%	All	Female	Male	Māori
L1 / Y11	14	125	22	12	58	41	2	69	6	2	38	10.6	13	102	26	0	22	0	51	61	41	35
L2 / Y12	17	116	29	11	58	38	6	58	21	2	36	11.2	13	90	29	0	16	0	41	50	32	25
L3 / Y13	9	64	28	7	41	15	2	26	15	0	N/A	N/A	8	56	29	0	N/A	N/A	41	48	33	27

Literacy Y9 and Y10: Reading Comprehension %

Year 9 2023 (START OF YEAR)

Year 9 Reading Comprehension	Above (4A and above)	% (excl. No data)	At or Average (4P)	% (excl. No data)	Below (less than 4P)	% (excl. No data)	No data	Total
All	20	22.5%	6	6.7%	63	70.8%	8	97
NZ European	14	32.6%	2	4.7%	27	62.8%	5	48
NZ Māori	3	7.9%	3	7.9%	32	84.2%	1	39
Other	3	7.9%	1	12.5%	4	50.0%	2	10

Year 10 Cohort 2023 (START OF YEAR)

Year 10 Reading Comprehension	Above (5B and above)	% (excl. No data)	At or Average (4A)	% (excl. No data)	Below (less than 4A)	% (excl. No data)	No data	Total
All	14	18.9%	23	31.1%	37	50.0%	11	85
NZ European	6	16.2%	14	37.8%	17	45.9%	3	40
NZ Maori	5	17.9%	5	17.9%	18	64.3%	8	36
Other	3	17.9%	4	44.4%	2	22.2%	0	9

Year 9 2022 (i.e. the Year 10 2022 cohort)

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

Strategic Priority 2.1: Identify and respond to ākonga / learners' strengths and needs, personal and whānau aspirations and their progress.				
Planned approaches / actions *We expect to …*	**Responsibility** *Who's leading?*	**Expected / desired outcomes** *We will see…*	**Timeframe** *We will get this done by…*	Review / Progress *How are we going?* **(To be updated during the year)**
Strengthen holistic pastoral care and understanding of ākonga / learner needs. • Planned use of time to support pastoral care rōpū and whānau Kaitiaki. • Collect information for taiohi of strengths, needs goals and aspiration, in partnership with taiohi and their whānau • Understand the strengths and needs of taiohi and have at least one adult who is connected to and supporting that young person (Kaitiaki or another key adult • Develop longitudinal careers Information, Advice, Guidance and Education in line with best practice[10] • Ensure that Learner Support will build on a strengths-based and inclusive approach. (Refer 3.1)	**ONL / KET** With DON & *kaiāwhina*	• An overview of each year's rōpū and whānau time is developed by Kaiāwhina & kaitiaki. • Gathered information all taiohi (KAMAR Profile) o Years 9-10: Goals and reflections, and growing awareness of their career pathways. o Year 11-13: expected career pathways, Target qualifications, and aspirations. • Kaiako, Kaitiaki and kaiāwhina can access good quality information (e.g. KAMAR Profile, Global Markbooks, etc.) to help support ākonga / learners' needs. • An **annual careers action plan** is in place to continue to improve CIAGE[11] opportunities. • Year 13s and Year 12s have individual careers profiles established.	• Term 1 – Gather information & Direction Day • Term 1 – Careers plan updated. • Term 1&2 – Careers profiles / interviews with Careers Advisor (Years 12 and 13) • Term 4 – Evaluate pastoral programme and roles.	
Monitor and report on the progress of taiohi/students and support those who are achieving below expectations and/or priority students. [12] • Baseline data are used to form the basis of academic monitoring and mentoring. • Use is made of information throughout the year. • Kaiako estimate overall progress towards credits and endorsements (overall outcomes) as part of tracking and **reporting cycle.**	Years 9 and 10 **ONL with** Kaiāwhina (GRN and YKE) Years 11-13 **KET with DON and** Kaiāwhina (VCE and FLR)	• Data monitoring / tracking coordinator appointed and work closely with kaiāwhina • Academic tracking collates key information that allows for identification of priority taiohi. 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 makes use of the information available. • **Reporting to parents** is planned and fit for purpose (reviewed as needed) – key indicators, judgements and information is used to reflect (taiohi) and shared with parents.	• Term 1 & 2 – baseline data are collated and shared. • Term 2 – Reports information is used to ID 'priority taiohi' • Term 2 -4 – Use information to monitor and report on progress • Term 2 & 3 – KAMAR Flags updated • Terms 2 - 4 – intervention programmes • Term 1,2,3 – Overall grade indicators updated • Term 1,2,4 – Reporting indicators updated	

[10] https://nzcurriculum.tki.org.nz/Curriculum-resources/Career-education

[11] CIAGE – Careers Information Advice Guidance Education

[12] Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists (NELP 4)

Ensure there is a focus on improving achievement outcomes for diverse ākonga / learners, including literacy across the curriculum. ● **Set Department Goals/targets**: departments will establish targets for credits per student, and course endorsement as part of their annual plan. ● **Strengthen literacy support and development across the curriculum.** o Heads of Department will plan to improve the consistency of approaches to literacy for all taiohi/students and include strategies to improve literacy across the curriculum. ● **Literacy support** is **provided to priority taiohi/students**. o Accelerated literacy support is provided, especially for vocabulary, comprehension, and writing. o Implement core literacy across the curriculum strategies for vocabulary and reading. ● **Strengthen approaches for Gifted and Talented** o Heads of Department will plan to cater for the needs of gifted and talented students in their curriculum areas.	**KET** (with HODs) <u>Learner Support (literacy)</u> **ONL** with KCS <u>Gifted</u> **ONL** (with LSCs and HoDs)	● Departments report on previous years goals and targets and set targets for the current year that are 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. ● 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 an inquiry process to improve the consistency of approaches to literacy for all taiohi/students.[13] ● 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. ● There is a clear plan to meet the needs of diverse gifted and talented students, within department learning plans.	● Term 1 – Reporting and setting goals and targets. ● Term 1- Department Plans include literacy focus ● Term 2-3 – HoD monitor progress on progress / targets ● Term 1 – Identify students in need of literacy support ● Term 1/2 – create literacy support classes / plans. ● Term 2 /3 – Update Gifted and Talented Plan with HoDs ● Term 4 – evaluation	
Improve attendance levels as a critical pre-requisite for improved achievement and wellbeing[14] ● A comprehensive attendance plan developed in line with national priorities and initiatives. ● Strengthen attendance protocols for the school and promote and reinforce them - monitoring and following up attendance. ● Our Attendance officer maintains an active register of attendance concerns and interventions, including direct liaison with whānau. ● Liaison with external Attendance Advisor (Attendance Services) is strengthened. ● Appropriate sources (e.g., funding, learner support) of support are sought to assist students and whānau to achieve regular (improved) attendance.	**ONL** *(with kaiāwhina and with AO)*	● Attendance plan is developed with key stakeholders in the development of the plan. ● Regular promotion of about the importance of every day counts and every minute matters. ● Recognition for improved and great attendance. ● Rōpu and whānau kaitiaki are provided with quality information and clarity about the expectations for following up with parents and whānau as appropriate. ● Information is provided to parents more regularly about attendance, punctuality, and truancy events. ● Appropriate interventions are identified and attempted, including early engagement with parents and whānau. ● Attendance levels are well known and improve.	● Term 1 - Reinforce Attendance protocols and support understanding / expectations. ● Terms 2-3 Development of Action Plan ● Term 1-2 –Establish regular communications using KAMAR pastoral letters, etc. ● Term 1-4 – Reporting on attendance to the board monthly	

[13] PLD support for HoDs

[14] Refer to Strategic Intent 3

Strategic Priority 2.2: Encourage and develop staff / kaimahi to strengthen learning, teaching, and leadership capability.				
Planned approaches / actions *We expect to …*	**Responsibility** *Who's leading?*	**Expected / desired outcomes** *We will see…*	**Timeframe** *We will get this done by…*	Review / Progress *How are we going?* **(To be updated during the year)**

Professional learning plan is aligned with strategic priorities.
 	
• PLD plan prioritises culturally responsive learning and teaching, digital fluency, and local/school curriculum development and assessment practices.
• **Professional learning and development plan supports culturally responsive practices (refer 1.2)**
• *Embed The Hikairo Schema into our Instructional Model and Curriculum Planning.*[15]
• Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori
• Expect and support teachers/kaiako to build their understanding of learners'/ ākonga contexts…to provide culturally responsive teaching.
• **Build leadership capacity** by supporting internal and external PLD opportunities, including leadership opportunities for HoDs and Kaiāwhina (subject to budget constraints)
 	
Strengthen the use of developmental / professional learning approach (Professional Growth Cycle and Appraisal)
  • Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support
 	
Strengthen capacity and value of digital technologies and online learning.
 	
• Our eLearning leader supports, coaches, and develops effective digital learning modes.
	KET
	
	(with MCN and FRG)
		• PLD Plan is well documented and shared, including PL Monday (Refer 1.2)
		  ○ Heads of Department are supported in Hikairo Schema and they support their departments
		• PLD opportunities are promoted, e.g. Te Ahu o te Reo Māori, Kāhui Ako Level 1 Te Reo, and similar.
		  ○ Staff encouraged / expected to take up opportunities to improve Te Reo and Tikanga Māori
		  ○ PGC (teaching staff) and appraisal (support staff) will identify Te Reo and Tikanga Māori as individual priorities.
		• Evidence that PLD is making a difference to culturally responsive practice and pedagogy, e.g. Kaiako and Kaimahi confidence and increase of Te Reo, e.g., mihi and pepeha, waiata and karakia .
		• HoDs and Kaiāwhina participate in leadership PLD.
		• Professional learning programme supports *Hikairo Schema* and Niho Taniwha, Local Curriculum, NCEA Change Programme / Curriculum Refresh
		• CRRP is a focus of the work and support provided by the SCT.
		• Walkthroughs will see consistent practice (e.g. SCT, SLT, HoDs,) and feedback will be provided regularly.
		• PLD plan prioritises strengthening integration of and learning with digital technologies.
		• Professional Growth Cycle and Appraisal (non-teaching staff) includes goals for Te reo Māori me ngā tikanga Māori.
			• Term 1 – Term 1 – PLD Plan and PGCs outlined
			
			• Terms 2/3 - Walkthroughs (SCT, SLT, WSTs)
			
			• Term 1-4 – PD applications supported aligned with priority topics.
			
			• Term 4 – PGCs and Appraisals
			
			• Term 4 – Evaluation of PLD and PGCs	

[15] https://www.canterbury.ac.nz/news/2022/medal-winning-group-creates-innovative-cultural-guides-for-teachers-.html : https://youtu.be/kSVmNSCehIQ

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 *We expect to …*	**Responsibility** *Who's in charge?*	**Expected / desired outcomes.** *We will see…*	**Timeframe** *We will get this done by…*	Review / Progress *How are we going?* **(To be updated during the year)**
Continue to develop our school curriculum that is consistent with the Te Mātaiaho / NZ Curriculum Refresh • Continue to seek guidance from our key stakeholders and focus groups to build a graduate profile and effective teacher 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? • Restructure curriculum development in terms of "Know-Understand-Do" • Ensure that professional learning and development supports this curriculum review. • Ensure that local tikanga, history and are included.	**KET** (with ONL) (with HoDs)	• Develop a graduate profile and teacher profile in consultation with key stakeholders.[16] • Our junior curriculum is coherent and provides opportunities for taiohi to experience compulsory curriculum areas and include local contexts. • A clear 'curriculum map' of the Year 9 and 10 Curriculum that shows NZC coverage and core competencies and identify needs for development. • Heads of Department will contribute to and understand the requirements of the refreshed approach to curriculum development (Know-undersrtand-do) • Unit planning requirements are reviewed to ensure consistent development of curriculum objectives, competencies, values and tikanga across the curriculum. - Curriculum Areas / Big Ideas - Key competencies - Literacy and numeracy - Mātauranga Māori	• 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	
Ensure that the Year 11 -13 programmes are responsive and appropriate to students' needs. • Options are reviewed to ensure that there are high expectations / aspiration for all. • The NCEA change programme helps inform our review at the senior curriculum and assessment.	**KET** (with HoDs)	• The curriculum (courses) offered will be reviewed considering student needs, choices, and resources available. • Build on opportunities to integrate te ao Māori and mātauranga Māori into courses offered. • By 2023 we will trial (selected) new units at Level 1 / Year 11 to be ready for implementation in 2024.	• Term 1 – Course confirmation process • Term 2 - Option review, selection timeline • Term 3 - Option selection and rationalisation. • Term 4 - Timetable construction.	

[16] Our staff and community will know what they want from education for their children at this school and the curriculum will reflect these aspirations.

Strengthen our Careers and Pathways programme that is consistent with best practice. This means (NELP 2 and 7) • Support learners/ākonga to see the connection between what they're learning and the world of work. • Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education. • Break down ethnic, gender and socioeconomic stereotypes around education and career pathways. And • Resources needed be identified, trialled as needed and supported., e.g. SchoolPoint, Careers Central	**KET** (With DON) (With HoDs)	• There is a clear summary of the careers development across Year levels and how it can be delivered (via Pastoral and curriculum time) • Careers resources are developed, and their delivery is supported by the Careers Advisor/manager. • Career/course development information is provided to kaitiaki and Kaiako as appropriate to their role in delivery. • The Careers/pathways advisor will work with the DP in change of curriculum and Heads of department to integrate appropriate careers / pathways information for ākonga / learners and/or propose dedicated speciality opportunities for ākonga / learners. • Senior careers support is documented, and career plans are collated and shared on KAMAR Profile and / or other available resources.	• Term 1 – Careers resources development and distributed. • Term 2 / 3 – Review and consultation • Term 4 – Careers Plan for 2024	

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 and set the foundations to achieve equitable and excellent outcomes for all students.	
• NELP 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. • NELP 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. • NELP 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.	
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. (a) Diverse people will feel included and have a sense of identity and belonging. (b) 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. 2. There are ongoing opportunities for 'voice' and there is evidence of consultation. 3. There is a wide range of activities / opportunities provided and success is celebrated.
Where are we now? (Including data) • Wellbeing data have been collected via Wellbeing @ Schools 2021 and 2022 and Staff Wellbeing survey in 2021, and elements are included in other surveys, e.g. Rongohia te hau collected in 2022. • Wellbeing data gathered show that we have a range of outcomes. While significant proportions express good wellbeing, there are concerns. • We have well-being policies and procedures, including commitment in the approaches of Positive Behaviour for Learning. • We believe the disruption of the last few years has negatively affected some wellbeing indicators and learning and social engagement. • Pastoral data (e.g., stand downs and suspensions) indicate that social-relational and management of emotional wellbeing and stressors resulted in negative behaviour towards others. • There is scope to improve on wellbeing indicators for all stakeholders. • There are employment assistance supports available for staff that are supported by the board and centrally (MoE). • We have resourced a wellbeing coordinator for staff since 2021.	**Targets: Where do we want to be at the end of 2022?** • Kaimahi and Taiohi report feeling safe and supported in their work at Thames High School. • Workplace culture will be acknowledged as one where reporting concerns is encourages and concerns are seen to be appropriately addressed. • Kaimahi and Taiohi understand our tikanga / values and the way we can live these every day through our actions and behaviour/ **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 *We expect to …*	**Responsibility** *Who's leading?*	**Expected / desired outcomes** *We will see…*	**Timeframe** *We will get this done by…*	Review / Progress *How are we going?* **(To be updated during the year)**
Make sure the physical environment is well-maintained, inclusive, and safe. • Property management includes regular assessments of physical resources is completed on schedule. • Any damage or hazards are reported and remedied as fast as possible. • Gender neutral / inclusive facilities are provided. • Physical - attractive and social spaces	**BKR** (with EdPro)	• Schedule of maintenance and proactive response to ensuring the ground and rooms are well-maintained and cared for (EdPro) • Any damage reported is promptly repaired and any actions needed to minimise recurrence are considered. • Gender-neutral facilities identified and promoted in terms of inclusivity. • The property plan continues to ensure that spaces are provided that are conducive to positive socialisation. • Regular reporting to the board property committee.	*Ongoing* • Term 1 – 4: Regular reports to the board	
To promote a school culture that is safe, supportive, and positive for both staff and students. • **Our Vision, Mission, Values/Tikanga are regularly promoted.** o Kaimahi/Staff - staff induction; meetings / PLD. o Taiohi/Students - assemblies, whānau / rōpū time, design, and production of visual posters around the school. o Whānau/Parents - school newsletters/panui, website. o Community - local media, school website, external signage. • **Consistency in school-wide behaviour expectations and responses** o Reinforce the PB4L approach with Kaiako. o Consistently and positively promote expectations. o Build capacity to respond to behaviour. o PB4L Tier 2 Team – form a team and support with PLD and data-led analysis of incidents and outcomes. o Reinforce zero tolerance for harassment and bullying, encouraging reporting and appropriate follow up. o Get the small stuff right – attendance, lateness, uniform, presentation, and behaviour expectations are high – phones, languages and so on.	**HRT/ONL/KET** **HRT/ONL/KET**	• Taiohi, Kaiako, kaimahi will have a clear understanding of our vision, mission, values and tikanga (as touchstone statements). • Materials and schedule for induction; signed off. • There will be clear posters of our strategic plan, values and other materials that consistently promote our expectations. • Climate/Tone of our learning spaces is positive (walkthrough, observations) • PB4L / Our Tikanga Team drives acknowledgement and data-led approach. • There is 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 • Capacity in restorative practice will improve e.g. 'how restorative am checklist? kaimahi – survey. Capture these data and track. • We see a lift in adherence to unform code, and 'good is recognised'. • School practices will be seen as fair, consistent, and effective, with well-understood boundaries and consequences (community and kaimahi and taiohi survey) • There are consequences for non-compliance, including lateness, truancy, unform, etc.	• Term 1 – Strategic Plan is shared / promoted. • Ongoing – regular opportunities to reinforce the values and 'how we can live them' • Term 4 – Evaluation of 'how well do we live our values' e.g. survey • Terms 1-4 – regular walk throughs by SLT, Kaiāwhina • Terms 3/4 – survey 'how restorative am I' • Terms 4 – surveys of climate and perception	

Promote inclusivity and equity. • Ensure that Learner Support builds on a strengths-based and inclusive approach.[17] • Where possible ensure that financial circumstances are not a barrier to accessing curriculum and extra-curricular opportunities, e.g., equity funding, provision of equity devices, materials.[18]		• Effective seamless transitions and inclusive education (along with the learning support coordinators LSCs) • Evaluation of responsiveness and satisfaction of learner support.		
Promote school-wide practices that improve the well-being/hauora of students/taiohi and staff/kaimahi. **General** • Ensure staff and students have good awareness of emergency procedures • Ensure processes for incident and accidents are accessible, and well understood **Staff Wellbeing** • Establish a staff/kaimahi wellbeing focus group and apply the whole-school guide to wellbeing • Staff Wellbeing Coordinator. • Conduct biennial wellbeing survey of staff. **Student Wellbeing** • Provide a range of interventions to support student wellbeing – the guidance / pastoral network, EARS, 24/7 Youthwork • Students of wellbeing concern are identified, and interventions planned and supported. • Provide learning opportunities for taiohi to build resilience, e.g., within whānau and rōpu programmes and in curriculum classes. (Mental Health education and hauora)	**BKR** **ONL** (with SLT, and Kaiāwhina) **ONL** (with Kaiāwhina)	• Emergency Procedures are reviewed, communicated, and practised. • Processes are easy to find and follow. • Staff well-being team established and promoted ways of enhancing wellbeing, e.g., building resilience, stress-management, etc. • Staff well-being coordinator develops and implements a plan. • Survey 2021 – **2023** – 2025 … • Roopu /whānau 'programme' developed, focused on strengthening well-being through connection. Specific wellbeing activities are developed and shared. • Increased participation of seniors with junior roopu classes. (tuakana teina) • "Case conference" approach	• Term 1 – induction and staff information update • Ongoing – practices • Term 1-4 – well-being team • Ongoing • Ongoing	

[17] Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included…their needs are supported, and that learning support programmes are robust and effective.

[18] Work with whānau / families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them.

Strategic Priority 3.2: Actively provide opportunities for engagement and collaboration to build connections.				
Planned approaches / actions *We expect to …*	**Responsibility** *Who's leading?*	**Expected / desired outcomes** *We will see…*	**Timeframe** *We will get this done by…*	Review / Progress *How are we going?* **(To be updated during the year)**
To improve engagement with parents and other important groups to improve connections and perceptions in our community. ● Regular Parents Forum engagement ● Regular TAMSO engagement. ● Community 'satisfaction' survey for whānau, taiohi/students and Kaiako/teachers developed.	**HRT**	● Connected Parents Forum in partnership with the school ● Positive engagement / attendance at well-organised hui ● Understand what 'success' means for our stakeholders and keep our finger on the pulse of community satisfaction.	● Ongoing ● Term 1 – scheduled hui - Parents Forum; TAMSO ● Term 3 / 4 – develop and conduct survey	
Develop Business and Alumni connection strategies and increase opportunities for taiohi/students and evaluate success of students' pathways. ● Connect with local businesses and associations. ● Gather examples of similar schools who have an active alumni association ● Build the alumni 'database' ● Seek to create 'alumni connection' activities ● Aim to have alumni-led association or similar.	**BKR / HRT**	● Improved collaboration and communication with: Parents, Alumni association, Local employers / businesses, Education providers (WINTEC, Gateway providers, etc.) ● Opportunities for students are identified and pursued with relevant community links / providers.	Ongoing ● Term 4 – as part of marketing plan an alumni strategy is outlined	
Enhance student leadership development, voice, and agency ● 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 Deputy Principals / Kaiaawhina. ● Strengthen Junior leadership development. ● EARS (Peer Support) training and coordination	**KET** (with FLR)	● Leaders are appointed with good process. There are clear roles and expectations. ● Each leadership team produces plan of what they want to achieve and how ('action plan') and identify support and resources needed. ● Increased student responsibility for Assemblies and other activities that promote agency and leadership. ● Senior leaders are encouraged to include younger students in their activities and activity provide opportunities for leadership development, e.g., school guides, student council. ● EARS are coordinated by the Counsellor with support from 24/7 Youth workers. There is active participation.	● 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 *We expect to …*	**Responsibility** *Who's leading?*	**Expected / desired outcomes** *We will see…*	**Timeframe** *We will get this done by…*	Review / Progress *How are we going?* **(To be updated during the year)**
Increase recognition and celebration of student success and student and staff achievements. ● 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. ● Update the 'marketing plan' (2020) ● Media plan - internal and external ● Dedicated communications Manager	**HRT / BKR**	● Appoint a dedicated communications manager role. ● 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.	● Term 1 / 2 – appointment and plan for communications ● Term 1/2 – marketing plan review ● Term 3/4 – development and plan	