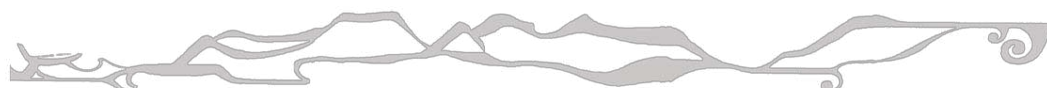




Analysis of Variance (2022)

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Introduction

Our analysis of variance summarises for our community the progress the school (board) has made in achieving the aims and targets for 2022. We aim to summarise the progress made and our next steps.

[The 2022 Strategic and Annual Plan is available for reference here.](#)

Annual Goals and Targets

For **2022** the following **Annual Goals and Annual Targets** were set.

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> | <ul style="list-style-type: none"> 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 Rōpū 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. | <ul style="list-style-type: none"> 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 ākongā / learners' strengths and needs, personal and whānau 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.</p> <p>Develop Business and Alumni connection strategies.</p> <p>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.</p> <p>Have better communication and marketing coordination.</p> | |

Analysis of Variance – 2022

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

[Link to 2022 Strategic and Annual Plan](#)

Summary of progress

- Amongst ways we have made progress is shown in the staff commitment towards learning Te Reo and exploring cultural capability in their practice. PLD has focused on schoolwide improvement by offering several options for learning Te Reo, and expectations for teachers to reflect on their cultural teaching practices. Matariki units were developed in 2022, which will continue in 2023. More recognition will be given to Matariki celebrations in 2023 - at the time of writing plans have just begun.
- The Hikairo Schema has been used in departments to encourage staff to explore their practices and next steps - as cultural capability is an individual matter, teachers can use this schema to explore their personal growth and practices.
- Local curriculum development has been a focus for all subjects and the NCEA change programme supports this intent.
- Waiata Wednesday continues to operate with all staff showing a keen interest in attending. Most staff have learned at least 2 waiata by heart and are currently learning the actions to Te Ako o te Aroha.

| Annual target(s) | Summary of progress Comments on variance as appropriate |
|---|---|
| <ul style="list-style-type: none"> • The Year 9 and Year 10 curriculum will be embedded, and we will be placed well for the NCEA change programme. | <ul style="list-style-type: none"> • Making good progress - he Year 9 and 10 continues to evolve and does prepare for NCEA well. The challenge is to continue to review our programmes according to Te Mātaiaho / The NZ Curriculum Refresh. |
| <ul style="list-style-type: none"> • We will have maintained and strengthened our connections with our stakeholders (Te Ao Māori Strategic Ohu 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. | <ul style="list-style-type: none"> • Achieved: Regular hui and good connection with Te Ao Māori Strategic Ohu and Parents Forum • Not Achieved: We have not completed our co-constructed graduate profile is part of this mahi. For 2023. • Achieved: Evaluation of Rongohia Te Hau survey completed and the foundations of understanding Hikairo Schema we established. • Achieved: The culturally responsive framework was updated. |
| <ul style="list-style-type: none"> • Year 9 and 10 Social studies as core programmes incorporate localised aspects and history are implemented. | <p>Achieved</p> <ul style="list-style-type: none"> • Year 9 social studies was made a full year course to increase the time allocated and incorporate Aotearoa/NZ Histories content. • Year 10 was a core term rotation subject, and its programme was updated to reflect the new curriculum. In doing so the time allocated was reviews and became a full year course in 2023. |

1.1 Our curriculum and other programmes will promote equity and excellence to reflect the aspirations of mana whenua.

| Progress | Where to next? |
|---|--|
| <ul style="list-style-type: none"> Completed PD on Localising the Curriculum All Departments used the theme of Matariki for the beginning of Term 2 Rongohia Te Hau (RTH), Hikairo Schema used to form basis of evaluating staff development in culturally responsive teaching / teaching tools via Survey and observation matrix Implementing Numeracy Pilot 2022 Informed Community of NCEA changes to Literacy and Numeracy through hui, panui etc Review changes to curriculum because of timetable changes in 2022 | <ul style="list-style-type: none"> Formalise Matariki themed units (and all other units) using new unit planning template Unpack results from RTH survey Share RTH results with HODs and Departments Observation matrix to be used to help evaluate teaching practice / feedback given to teachers re observations using the matrix Continue with numeracy standards (pilot) and Implement Literacy Pilot 2023 Mere Davis (MOE) to speak to SLT, HOD and to all staff in Term 2 re NCEA Change Program Extension of implementation of NCEA Change Program to 2024; Lit / Num to 2023 Heads of Departments and teachers will have a broad understanding of NCEA changes re standards and the implications of the curriculum at Years 9 and 10 |

1.2 We are committed to working together as a diverse community through culturally responsive relationships and pedagogy.

| Progress | Where to next? |
|---|---|
| <ul style="list-style-type: none"> TAMSO meetings scheduled for August and November Begin and end meetings with karakia Built Kāhui Ako Team Introduced Te Ao Haka as a standards-based course at Years 9-13. Strengthened understanding of Our Values Formal pōwhiri to welcome new Year 9 students / international students | <ul style="list-style-type: none"> Next TAMSO hui focus = review "old" one page agreement about committing as partnership Have all culturally focussed PD in the Whareniui White Spaces Survey Tool to inform future PD Revisit Kāhui Ako plan to ensure all areas are being addressed. Update on Maro and Piupiu Develop focus group to further unpack our values and what they look like in practice Continue to support staff to learn local waiata so they can participate in formal hui and powhiri Use the culturally responsive capability framework to evaluate where we are at. (Term 4 - with staff / students) |

1.3 We will nurture understanding of our historical belonging and whenua.

| Progress | Where to next? |
|---|--|
| <ul style="list-style-type: none"> Implemented Waiata Wednesday PD - Anne Robertson (Local Curriculum Specialist), Hikoi, Treasury, Workshop on Place Names Matariki Units Year 9 Social Studies is a whole-year programme and the units developed. | <ul style="list-style-type: none"> All teachers to be fluent in waiata and karakia for formal hui and pōwhiri at kura Hikoi to Auckland Museum Term 3 (Kāhui Ako) HODs to reflect on the year to date, looking ahead to 2023 (curriculum and timetable changes). End of Term 3 - we as a staff can join in waiata from Hauraki and Matariki and support our School Haka. |

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

[Link to 2022 Strategic and Annual Plan](#)

Summary of progress

- NCEA Achievement levels in 2022 were like those of 2021. Although we did not achieve our goals of eliminating the disparity in achievement between male / female/ Māori achievement, the gap between Māori and non-Māori students in Year 12 (2021 Year 11) narrowed significantly (2021: 88% vs 64%; 2022: 79% vs 67%). Additionally, female achievement improved significantly in Years 12 and 13 (2022 compared with Years 11 and 12 in 2021), showing that females outperformed males.
- Merit / Excellence endorsements at Level 12 were like those of 2021; Level 3 endorsements improved slightly.

Where to next?

- Lift the profile of the Careers plan across all year levels.
- Review of the junior programme to ensure the subjects offered meet the recommendations of both curriculum leaders, kaiako, taiohi and whānau.
- Student baseline data for eASttle to be used with classroom kaiako of core classes in Year 9 and 10. This will give understanding of where students are placed for learning and to also give understanding of a result and needs of taiohi.
- Initiative linked directly to literacy to be implemented including Structured literacy with a focus on Year 9 students, additional tutoring with a focus on Year 11-12 students with Year 9 and 10 included.

| Annual target(s) | Summary of progress Comments on variance as appropriate | | | | | | | | | | | | |
|--|--|-----------------------------|------------|-------|----------------------------|----------------------------|----------------------------|--------------------------------|-------------------------|-----------------------------|--------------------------------|-------------------------|-------------------------|
| The disparity in achievement at all levels of NCEA between Māori and non-Māori will be reduced by at least 50% (from 2021). | <p>Data:</p> <table border="1" data-bbox="813 1189 1386 1429"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Level 1 Achieved</td> <td>64% cf. 88% (24 points)</td> <td>65% cf. 76% (11 points)</td> </tr> <tr> <td>Level 2 Not Achieved</td> <td>75 % cf. 80% (5 points)</td> <td>53 % cf. 79% (24 points)</td> </tr> <tr> <td>Level 3 Not Achieved</td> <td>55% cf. 66% (11 points)</td> <td>25% cf. 75% (50 points)</td> </tr> </tbody> </table> <p>Comments</p> <ul style="list-style-type: none"> • The cumulative effect of disruptions is clear and exacerbated some disparities, especially at levels 2 and 3. • The level 2 disparity is consistent with the gap at level 1 in 2021. • Comparing different cohorts is very difficult. • Comparing small cohorts (level 3) is fraught. | | 2021 | 2022 | Level 1 Achieved | 64% cf. 88% (24 points) | 65% cf. 76% (11 points) | Level 2 Not Achieved | 75 % cf. 80% (5 points) | 53 % cf. 79% (24 points) | Level 3 Not Achieved | 55% cf. 66% (11 points) | 25% cf. 75% (50 points) |
| | 2021 | 2022 | | | | | | | | | | | |
| Level 1 Achieved | 64% cf. 88% (24 points) | 65% cf. 76% (11 points) | | | | | | | | | | | |
| Level 2 Not Achieved | 75 % cf. 80% (5 points) | 53 % cf. 79% (24 points) | | | | | | | | | | | |
| Level 3 Not Achieved | 55% cf. 66% (11 points) | 25% cf. 75% (50 points) | | | | | | | | | | | |
| 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. | <p>Not Achieved</p> <p>Data:</p> <table border="1" data-bbox="813 1816 1386 1995"> <thead> <tr> <th></th> <th>Females</th> <th>Males</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Level 1 2021</td> <td>83%</td> <td>83%</td> <td>None</td> </tr> <tr> <td>Level 2 2021</td> <td>85%</td> <td>72 %</td> <td>13</td> </tr> </tbody> </table> | | Females | Males | Difference | Level 1 2021 | 83% | 83% | None | Level 2 2021 | 85% | 72 % | 13 |
| | Females | Males | Difference | | | | | | | | | | |
| Level 1 2021 | 83% | 83% | None | | | | | | | | | | |
| Level 2 2021 | 85% | 72 % | 13 | | | | | | | | | | |

| | <table border="1" data-bbox="810 192 1385 282"> <tr> <td>Level 2 2022</td> <td>88%</td> <td>74 %</td> <td>14</td> </tr> </table> <p>Comments</p> <ul style="list-style-type: none"> • Relative to level 1 2021 the gender gap got larger. • Relative to level 2 2021 the gender gap was similar. • This is reflected nationally – the gender gap grows at higher levels. | Level 2 2022 | 88% | 74 % | 14 | | | | | | | | |
|---|--|---------------------|------------|---------------|------------|-------------|--------------|-------------|------------|-------------|----------|----------|------------|
| Level 2 2022 | 88% | 74 % | 14 | | | | | | | | | | |
| <p>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.</p> | <p>Not Achieved</p> <table border="1" data-bbox="810 640 1342 936"> <thead> <tr> <th>Year</th> <th>THS Māori:</th> <th>THS Average :</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>11.2% (2/18)</td> <td>29% (58/72)</td> <td>-18</td> </tr> <tr> <td>2021</td> <td>5.6% (1)</td> <td>24% (13)</td> <td>-18</td> </tr> </tbody> </table> <p>Comments</p> <ul style="list-style-type: none"> • No relative difference, but endorsement rates did increase slightly. | Year | THS Māori: | THS Average : | Difference | 2022 | 11.2% (2/18) | 29% (58/72) | -18 | 2021 | 5.6% (1) | 24% (13) | -18 |
| Year | THS Māori: | THS Average : | Difference | | | | | | | | | | |
| 2022 | 11.2% (2/18) | 29% (58/72) | -18 | | | | | | | | | | |
| 2021 | 5.6% (1) | 24% (13) | -18 | | | | | | | | | | |
| <p>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).</p> <p><i>Accelerated progress is where a student increases curriculum level by more than 1 sub step.</i></p> | <p>Year 9: Not Achieved (but almost)</p> <p>11 of 24 (46%) of those below or well below made more than average progress in one year.</p> <p>Year 10: Achieved (with a proviso)</p> <p>9 of 16 (56%) of those below or well below made more than average progress in one year.</p> <p>The caution with these data (as detailed below) there is a significant amount of 'missing data' due to absences. Thos missing data are more likely to have made less than average progress, due to absences, so the variance will be greater than stated.</p> | | | | | | | | | | | | |

Reference: Outcome data

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 | 63 | 22 | 12 | 29 | 41 | 2 | 34 | 6 | 2 | 19 | 10.6 | 13 | 51 | 26 | 0 | 17 | 0 | 51 | 61 | 41 | 35 |
| L2 / Y12 | 17 | 58 | 29 | 11 | 29 | 38 | 6 | 29 | 21 | 2 | 18 | 11.2 | 13 | 45 | 29 | 0 | 15 | 0 | 41 | 50 | 32 | 25 |
| L3 / Y13 | 9 | 32 | 28 | 7 | 19 | 15 | 2 | 13 | 15 | 0 | 5 | 0 | 8 | 28 | 29 | 0 | 4 | 0 | 41 | 48 | 33 | 27 |

Literacy: Reading Comprehension (AsTTle reference)

Year 9 2022 Cohort

- using curriculum level progressions (excluding where there are no start or end data – N/A below) from start of Year 9 to the start of Year 10

| | ACCELERATED CHANGE + 2 steps or more | EXPECTED INCREASE 1 step | NO CHANGE | DECREASE | N/A | Grand Total |
|--------------|---|--------------------------------|-----------|----------|-----------|-------------|
| Non-Māori | 15 | 7 | 13 | 2 | 12 | 49 |
| Māori | 4 | 6 | 8 | 3 | 15 | 36 |
| Total | 19 | 13 | 21 | 5 | 27 | 85 |

| <i>Excluding insufficient data</i> | ACCELERATED CHANGE + 2 steps or more | EXPECTED INCREASE 1 step | NO CHANGE | DECREASE |
|------------------------------------|---|-----------------------------|------------|-----------|
| Non-Māori | 41% | 19% | 35% | 5% |
| Māori | 19% | 29% | 38% | 14% |
| Total | 33% | 22% | 36% | 9% |

Priority group (less than curriculum level 4p at the start of the year)

| | ACCELERATED CHANGE + 2 steps or more | EXPECTED INCREASE 1 step | NO CHANGE | N/A | Grand Total |
|--------------|---|-----------------------------|-----------|----------|-------------|
| Non-Māori | 7 | 3 | 3 | 0 | 13 |
| Māori | 4 | 3 | 4 | 4 | 15 |
| Total | 11 | 6 | 7 | 4 | 28 |

| <i>Excluding insufficient data</i> | ACCELERATED CHANGE + 2 steps or more | EXPECTED INCREASE 1 step | NO CHANGE |
|------------------------------------|---|-----------------------------|-------------|
| Non-Māori | 54% | 23% | 23% |
| Māori | 36% | -20% | -27% |
| Total | 46% | -21% | -25% |

Year 10 2022 Cohort

- using curriculum level progressions (excluding where there are no start or end data – N/A below) from start of Year 10 to the end of Year 10

| | ACCELERATED CHANGE + 2 steps or more | EXPECTED INCREASE 1 step | NO CHANGE | DECREASE | N/A | Grand Total |
|------------------|---|--------------------------------|-----------|----------|-----|-------------|
| Non-Māori | 4 | 5 | 9 | 13 | 21 | 52 |
| Māori | 8 | 3 | 4 | 5 | 24 | 44 |
| Total | 12 | 8 | 13 | 18 | 45 | 96 |

| <i>Excluding insufficient data</i> | ACCELERATED CHANGE + 2 steps or more | EXPECTED INCREASE 1 step | NO CHANGE | DECREASE |
|------------------------------------|---|-----------------------------|-----------|----------|
| Non-Māori | 13% | 16% | 29% | 42% |
| Māori | 40% | 15% | 20% | 25% |
| Total | 24% | 16% | 25% | 35% |

Priority group (less than curriculum level 4a at the start of the year)

| | ACCELERATED CHANGE + 2 steps or more | EXPECTED INCREASE 1 step | NO CHANGE | DECREASE | N/A | Grand Total |
|------------------|---|--------------------------------|--------------|----------|-----|----------------|
| Non-Māori | 2 | 2 | 2 | 0 | 2 | 8 |
| Māori | 7 | 2 | 0 | 1 | 6 | 16 |
| Total | 9 | 4 | 2 | 1 | 8 | 24 |

| <i>Excluding insufficient data</i> | ACCELERATED CHANGE + 2 steps or more | EXPECTED INCREASE 1 step | NO CHANGE | DECREASE |
|------------------------------------|---|-----------------------------|-----------|----------|
| Non-Māori | 33% | 33% | 33% | 0% |
| Māori | 70% | 20% | 0% | 10% |
| Total | 56% | 25% | 13% | 6% |

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

[Link to 2022 Strategic and Annual Plan](#)

Summary of progress

- PLD in 2022 focused on the localisation of the curriculum, Digital Fluency and Cultural Capability. This places teachers in good stead to focus on the NCEA change programme in 2023 using the skills obtained in 2022.
- All junior subjects have a thematic, explicit link to Matariki in Term 2.
- Many teachers are keen to complete te reo Māori courses, and these vary from brief courses via the Kāhui Ako, and formal online or f2f courses sponsored by the Ministry of Education.
- The new Social Studies curriculum was ready for implementation in 2023.
- School values: we added two new values (Whakapono and Whakamana) for addition to our strategic plan in 2022.
- Completed the Maths Numeracy pilot in 2022.
- Complete both Numeracy and Literacy tests for Year 10 and above students in 2023
- Unit planning that is consistent across departments that includes how literacy and numeracy as well as Treaty of Waitangi will be included in everyday teaching.
- Students to lead school assemblies with Themes linking to the values and events happening in and around the school.
- Staffing constraints have limited the progress of the Alumni initiative.

Where to next?

- develop a graduate profile in consultation with all stakeholders.
- implementation of new curricula for English and Maths in 2024
- focus on the NCEA change programme.
- Thematic approaches that are planned for Term 1, 3 and 4 across the junior school.
- Taiohi to be part of a wider whānau - linking all year levels together. This will be student-led and based around tuakana teina.
- Implementation of a staff wellbeing group with a focus on initiatives to happen around the school.
- Conduct a wellbeing check for both staff and students with data to be analysed by a team of Kaiako but also student data.
- Increased profile of the EARs Students.
- Regular meetings with parents run by parents. Meetings have a set agenda with multiple topics are discussed.
- Alumni database to be re-established, with the plan to connect with past students via an evening function to look at ways to support the school.
- Connect with local government agencies and Thames Coromandel District Council to look at partnerships which can help support students with career pathways.
- Attendance at local community events and meetings to promote Thames High School and to hear what is happening in the town so that we can tap into potential initiatives and partnerships.