

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.



Annual Implementation Plan

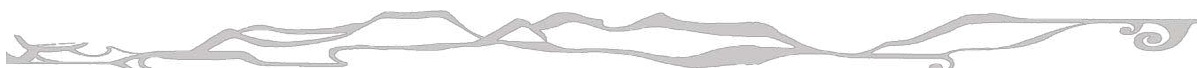
Strategic Plan 2024-2025

Annual Plan 2024



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Introductory section

- This document is our **annual implementation plan**, that sets out how we make progress as defined in our **strategic plan**.
- Our **strategic plan** and the **annual implementation plan** are designed to meet the [Education \(School Planning and Reporting\) Regulations 2023](#) – to contain: a vision, strategic goals (with consultation), how goals were prioritised, links to national planning documents (NELP, Ka Hikitia, etc., curriculum documents, and regulations, strategies for achieving the goals, success measures and how these will be measured.
- We are required to have:
 - a 3-year **strategic plan**¹ developed in consultation with our school community, that sets strategic intents (goals), strategic priorities and measures of success. The plan is a summary of how the board will meet its primary objectives, set out in the Education and Training Act 2020², including giving effect to Te Tiriti o Waitangi, and have particular regard to [National Education Learning Priorities \(NELP\)](#) and plan for the implementation of the national curriculum."³ It is to be published by 1 March each year.
 - an **annual implementation plan** that sets annual actions and targets for working towards our strategic goals and priorities – published by 31 March. This “sets out how the board intends to implement that strategy during the year.”⁴
 - an **annual report**⁵ that reports on the school's progress, including a statement of variance, and financial statement. The report is submitted to the Ministry of Education by 31 May and published thereafter.

The Strategic Plan (on a page) follows. The full document includes details about

- How the strategic plan was developed.
- How the Board Primary Objectives (Section 127) are related to the strategic goals (intents).
- Links to Education Requirements (NELP 2020, etc.)

Our **annual implementation plan** includes⁶:

- (a) annual targets for each of the board's strategic goals,
- (b) the actions the board intends to take to meet the annual targets (intended actions)
- (c) information addressing how the board intends to allocate resources to meet the annual targets,
- (d) information describing the measures and evidence the board intends to use to evaluate its progress towards achieving the annual targets,

¹ for 2024-2025 there is a two-year plan, so that from 2026, the strategic plan is aligned with the three-year board election cycle.

² [Sect. 127 Education and Training Act \(2020\)](#)

³ [Sect. 164 Education and Training Act \(2020\)](#)

[The NZ Curriculum](#)

[Te Mātaiaho | the refreshed NZ curriculum](#)

⁴ [Sect. 138 Education and Training Act \(2020\)](#)

⁵ [Sect. 134 Education and Training Act \(2020\)](#)

⁶ Regulations Regulation 9(1) (a) to (f) - [Sect. 138 Education and Training Act \(2020\)](#)



- (e) information regarding the board's performance in meeting its annual targets from the previous year and, if relevant, a plan setting out how the board will address any annual targets from the previous year that were not achieved,⁷
- (f) information regarding the teaching and learning strategies and programmes of the board's school, with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, and including information on how the teaching and learning strategies and programmes will address the needs of students whose needs have not yet been well met, and
- (g) information describing how the annual targets and intended actions will support the board to give effect to Te Tiriti o Waitangi.

Alignment of planning

Our strategic plan (goals / intents and priorities) informs our annual plan.

Our annual plan informs department goals / plans and staff development goals (professional growth cycles – teaching staff and appraisal – support staff).

The purpose of the alignment is that the strategic goals / intents and priorities are reinforced at every level of the school, and therefore ensure progress and sustainability.

⁷ This is the **Annual Report** including the statement of variance; previously called the analysis of variance. These are available on our website



Thames High School

Te Kura Tuarua o Te Kauaeranga

Strategic Plan 2024 - 2025

<p>Our Vision</p>	<p>Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata We grow together to achieve one's true potential.</p>		<p>Our Mission</p>	<p>Kia mahara o neherā; Kia aratakina āianeī; Hei waihanga ā mua Acknowledge our past; Inspire our present; Transform our future.</p>	
<p>Strategic Intents</p>	<p>We will give effect to Te Tiriti o Waitangi.</p>	<p>We will support all taiohi / young people to reach for their potential.</p>	<p>We will value everyone, so they are safe and acknowledged for who they are.</p>		
<p>Strategic Priorities</p>	<p>Our curriculum and other programmes will promote equity and excellence.</p> <p>Culturally responsive relationships and pedagogy are at the centre of our work with our community.</p> <p>Understanding of our whenua and historical narratives are nurtured.</p>	<p>Ākonga / learners' strengths, needs and whānau aspirations will be valued.</p> <p>Our holistic local curriculum will set the foundations for future-focused success for taiohi / young people.</p> <p>Kaimahi / staff will reflect and develop their professional capabilities for continuous improvement.</p>	<p>A safe, inclusive environment creates a sense of belonging for all.</p> <p>Achievement, progress, and success will be recognised for all in our school community.</p> <p>Opportunities for engagement and collaboration strengthen connection in our community.</p>		
<p>Success Measures</p>	<p>We achieve equity in valued outcomes, including cultural capabilities and qualifications.</p> <p>We will see, hear, and feel how culturally responsive practice strengthens belonging and identify.</p> <p>Alongside mana whenua, we will understand local histories and Te Tiriti o Waitangi.</p>	<p>We have high expectations for every ākonga / learner, and we are responsive to their strengths and needs.</p> <p>Ākonga / learners are positively engaged, and their future pathways are aspirational and well supported.</p> <p>Professional development and growth of kaimahi (staff) are promoted, valued and evident.</p>	<p>We have a culture where diversity is celebrated, discrimination and bullying are not tolerated, and where reporting and seeking help is normalised.</p> <p>We provide a range of activities and opportunities where involvement is recognised, and success is celebrated.</p> <p>We strengthen partnerships and we see more whānau and community involvement.</p>		
<p>Our Tikanga Values</p>	<p>Manaakitanga</p> <p>Everyone belongs, everyone matters, everyone has potential.</p>	<p>Whanaungatanga</p> <p>We build connected and collaborative relationships.</p>	<p>Mātauranga</p> <p>We deepen our knowledge and understanding to empower learning.</p>	<p>Whakamana</p> <p>We build each other up, supporting identity and enhancing mana.</p>	<p>Whakapono</p> <p>We are honest and show integrity in all we do.</p>

Our Vision, Mission, and Values

Our Vision

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

We grow together to achieve one's true potential.

Our Mission

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

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

Our Values / Our Tikanga

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

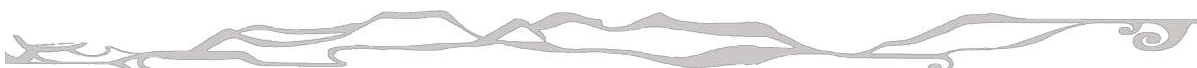
Our Strategic goals (intents)

The board has defined **three strategic intents (goals)** that directly reflect its primary objectives and are well supported by our community.

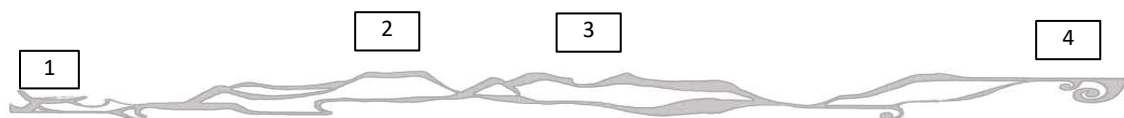
1. We will give effect to Te Tiriti o Waitangi.
2. We will support all taiohi / young people to reach for their potential.
3. We will value everyone, so they are safe and acknowledged for who they are.

Our Strategic Priorities

How we will achieve or make progress towards our strategic goals – these are our **strategic priorities**. These are broken down into in more detail in the **Annual Implementation Plan**.



Our Tohu - “Te Tara o Te Ika a Maui”.



- 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

Giving effect to Te Tiriti o Waitangi

Te Kura Tuarua o Te Kauaeranga | Thames High School is committed to give effect to Te Tiriti o Waitangi (The Treaty of Waitangi). The board will ensure 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.⁸

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

Te Kura Tuarua o Te Kauaeranga | Thames High School affirms that Te Tiriti o Waitangi is a “central pillar” of [Te Mātaiaho \(the refreshed New Zealand Curriculum\)](#) and provides a foundation for our school / local curriculum to reflect active protection of te reo Māori me ngā tikanga and mātauranga Māori.

Te Kura Tuarua o Te Kauaeranga | Thames High School:

- 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:** by developing genuine partnership encouraging Māori are involved at all levels of the decision-making, planning, and development of our plans. This includes, where needed, co-opting Māori onto the school board, working with our Te Ao Māori Strategic Ohu and engaging with our Māori community.

⁸ Sect. 127 (1) (d) Education and Training Act (2020)



- **Protection:** by normalising te reo Māori me ngā tikanga and achieving equitable outcomes for Māori students. This is in all settings - the classroom (by valuing mātauranga Māori, incorporating Māori perspectives withing topics and inquiry, staff meetings, the staff room, on duty, at assemblies and in other areas.
- **Participation:** by strengthening 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)⁹.

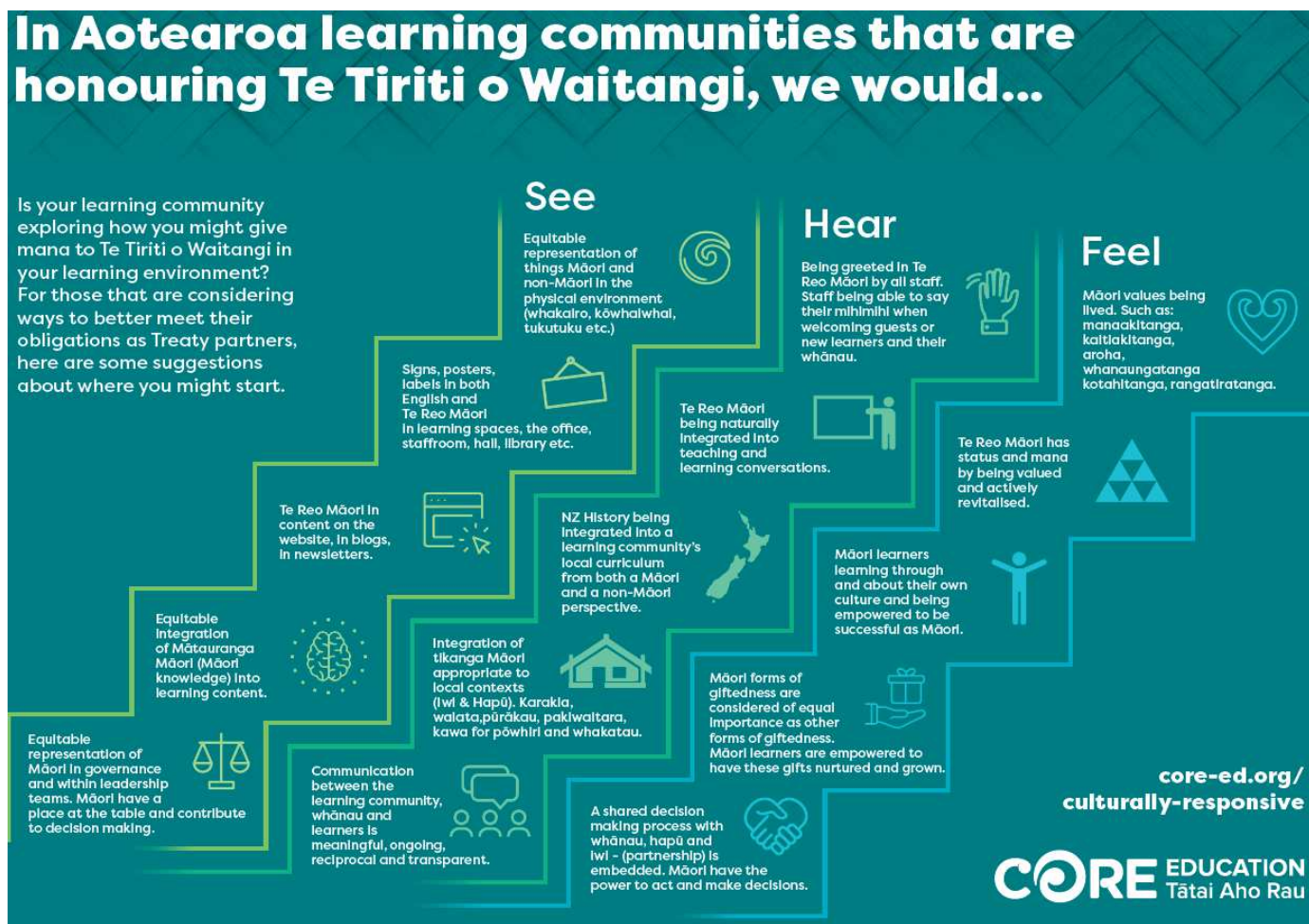
Te Tiriti o Waitangi in Education

Article 1: Kāwanatanga – Honourable Governance			
Learning communities understand their position as Crown agents and affirm Māori as tangata whenua.	They are governed honourably - decisions are made with those who are impacted the most by them.	A shared decision making process with whānau, hapū and iwi (partnership) is embedded.	Communication is meaningful, ongoing, reciprocal and transparent.
Article 2: Rangatiratanga – Agency			
Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated.	Māori are achieving success as Māori.	Māori have agency, voice and choice, the power to act.	Māori diversity is recognised and valued and self determination is enacted.
Article 3: Ōritetanga – Equity			
In the interest of all, Māori have the same rights and opportunities as non-Māori.	Educational barriers and inequalities are removed to ensure equitable educational outcomes.	Education content and delivery reflects Aotearoa and our dual heritage (past, present and future), Equitable representation of Mātauranga Māori, Reo, tikanga etc.	Māori perspectives and opinions, and the voices of Māori are equitably represented.
Article 4: 'The spoken promise' – the right to have cultural and religious freedom			

core-ed.org **CORE EDUCATION**
Tātai Aho Rau

⁹ <https://core-prod-assets.s3.ap-southeast-2.amazonaws.com/public/Te-Tiriti-o-Waitangi-in-Education-Infographic.pdf>

We recognise that for Te Kura Tuarua o Te Kauaeranga | Thames High School to actively honour Te Tiriti o Waitangi we will **see, hear, and feel** evidence of this. The following infographic (Core Education¹⁰) illustrates this and, alongside other measures, we may track our journey.



¹⁰ https://issuu.com/core-education/docs/crp_infographic_-_11dec_brighter

Annual Plan 2024 (Summary)

Strategic Intent(s) (2024 - 2025)	Key actions (2024)	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 will give effect to Te Tiriti o Waitangi.		
1. Our curriculum and other programmes will promote equity and excellence. (NELP 3 and 5)	1.1.1 Strengthen our culturally responsive curriculum consistent with Te Mātaiaho / the Refreshed NZ Curriculum. 1.1.2 Strengthen our assessment practice, consistent with the NCEA Change Programme. 1.1.3 Actively participate in the Thames Te Kauaeranga Kāhui Ako (Community of Learning)	<ul style="list-style-type: none"> Curriculum development is on track for 2026 implementation of Te Mātaiaho (NZ Curriculum Refresh) Year 11 / Level 1 programmes implemented (2024). Te Ao Haka and Te Reo Māori engagement and retention improves. NCEA Level 1 is implemented as expected. We see progress in bridging the gap / lowering disparities. Kāhui Ako Within School Teachers make good progress on their action plans.
2. Culturally responsive relationships and pedagogy are at the centre of our work with our community. (NELP 2, 5 and 6)	1.2.1 Enhance sustainable culturally responsive practices at the school. 1.2.2 Develop our pedagogical / instruction model incorporating culturally responsive practices. 1.2.3 Collaborate with our Māori community to support Māori educational success as Māori	<ul style="list-style-type: none"> Our relationship with Te Ao Māori Strategic Ohu and Ngāti Maru is strengthened, and we have positive impressions from stakeholders. Hikairo Schema is embedded into everyday learning and teaching.
3. Understanding of our whenua and historical narratives are nurtured. (NELP 2, and 6)	1.3.1 Strengthen our understanding of local whenua and historical narratives.	<ul style="list-style-type: none"> Social studies / Aotearoa NZ Histories is embedded at Years 9 and 10. NCEA change programme for Year 11 implemented (2024)
Strategic Intent 2: We will support all taiohi / young people to reach for their potential.		
1. Ākonga / learners' strengths, needs and whānau aspirations will be valued. (NELP 2 and 4)	2.2.1 Strengthen holistic pastoral care and understanding of ākonga / learner needs. 2.2.2 Monitor and report on the progress of taiohi/students and support those who are achieving below expectations. 2.2.3 Ensure a focus on improving achievement outcomes for diverse ākonga / learners, including literacy development across the curriculum. 2.2.4 Improve attendance levels as a critical pre-requisite for improved achievement and wellbeing	<ul style="list-style-type: none"> We will set specific achievement and engagement targets for 2024. We will achieve the targets and/or explain any variance. <ul style="list-style-type: none"> All Taiohi / students achieve at least 12 credits per course at Year 11 and 12 credits per course at Year 12 and 13 for at least five courses. <i>If this is achieved, then the identified disparities will be reduced.</i> The gender difference in achievement of NCEA level 2 for Year 12 will be reduced by at least 25% relative to the previous year for the same cohort (i.e. NCEA level 1 / Year 11 cohort) The difference in achievement of NCEA level 2 for Māori and non-Māori at Year 12 (will be reduced by at least 25% relative to the previous year (NCEA level 1 / Year 11 cohort) Course Endorsements at Level 2: The rate of combined merit and excellence endorsements for all students will be improved by at least 25% relative to the previous NCEA level 2 results. The focus on course endorsements is to improve qualification endorsements. 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.¹¹ We will have made good progress in ensuring there a learner profiles for each learner on KAMAR (as per the annual plan details).

¹¹ Strategically, 80% of learners will attend regularly, in line with national targets (by 2030). <https://www.beehive.govt.nz/release/attendance-action-plan-lift-student-attendance-rates>



<p>2. Our holistic local curriculum will set the foundations for future-focused success for taiohi / young people. (NELP 4)</p>	<p>2.2.1 Continue to develop our school curriculum that is consistent with the Te Mātaiaho / NZ Curriculum Refresh</p> <p>2.2.2 Ensure that Year 11 -13 programmes are responsive and appropriate to students' needs.</p>	<ul style="list-style-type: none"> • Year 9 and 10 Unit Plans will be consistent in format and meet the planning criteria that are consistent with the curriculum refresh. • The Careers and Pathways Plan will be evaluated, and recommendations made for next year.
<p>3. Kaimahi / staff will reflect and develop their professional capabilities for continuous improvement (NELP 5 and 6)</p>	<p>2.3.1 Professional learning plan is aligned with strategic priorities.</p> <p>2.3.2 Strengthen our Careers and Pathways programme that is consistent with best practice.</p>	<ul style="list-style-type: none"> • The Professional learning plan is cohesive and meets the strategic / annual priorities. The school-wide, department and individual objectives will be aligned and documented as required, including PGC and appraisal records. • The Careers Plan will be evaluated, and recommendations made for next year.
<p>Strategic Intent 3: We will value everyone, so they are safe and acknowledged for who they are.</p>		
<p>1. A safe, inclusive environment creates a sense of belonging for all. (NELP 1 and 3)</p>	<p>3.1.1 Promote a school culture that is safe, supportive, and positive for both staff and students.</p> <p>3.1.2 Ensure the physical environment is well-maintained, inclusive, and safe.</p> <p>3.1.3 Promote inclusivity and equity.</p> <p>3.1.4 Promote school-wide practices that improve the well-being/hauora of students/taiohi and staff/kaimahi.</p>	<ul style="list-style-type: none"> • Our tikanga/values and expected behaviour is communicated effectively. • Responding to behaviour continues to be more consistent as a school-wide responsibility, with accountability and understanding. • Kaimahi and taiohi surveys. Survey results will show we are making good progress on key indicators of well-being. • Workplace culture is acknowledged as one where reporting concerns is encouraged, and wellbeing concerns are seen to be appropriately addressed.
<p>2. Achievement, progress, and success will be recognised for all in our school community. (NELP 3 and 7)</p>	<p>3.2.1 Increase recognition and celebration of student success and student and staff achievements.</p> <p>3.2.2 Continue to strengthen communication and marketing coordination.</p>	<ul style="list-style-type: none"> • There are regular recognitions and celebrations of success. • Acknowledgements for positive engagement and behaviour are more frequent. • School communications are timely and clear. • Positive media and social media presence is demonstrable.
<p>3. Opportunities for engagement and collaboration strengthen connection in our community. (NELP 3 and 7)</p>	<p>3.3.1 Engage with parents and other important stakeholders.</p> <p>3.3.2 Enhance student leadership development, voice, and agency.</p> <p>3.3.3 Develop Business and Alumni connection strategies and increase opportunities for taiohi/students.</p>	<ul style="list-style-type: none"> • Parent engagement with hui and surveys is demonstrable. • Student Leadership is strengthened in purpose and agency. • Marketing and Alumni plan is documented, and good progress is being made.



Annual Plan 2024 (Detail)

Strategic Goal | Intent 1: We will give effect to Te Tiriti o Waitangi.

Purpose

- 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.
- This also informs our commitment to work in partnership Ngāti Maru (as mana whenua) and understand and realise their aspirations for tamariki and taiohi.
- Along with Strategic Intent 2, this intent underpins the development of our teaching and assessment programmes

Relevant actions from NELP 2020¹²

- 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.
 - Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori.
 - Seek advice from Māori on how best to include tikanga Māori in values, practices, and organisational culture.
- NELP 3:
 - Reduce barriers to education for all, including for Māori
- NELP 5:
 - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
- NELP 6:
 - Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts including languages spoken at home, histories, stories, and cultural values, to provide culturally responsive teaching.

Strategic Priorities

1. Our curriculum and other programmes will promote equity and excellence.
2. Culturally responsive relationships and pedagogy are at the centre of our work with our community.
3. Understanding of our whenua and historical narratives are nurtured.

Strategic measures of success

1. We achieve equity in valued outcomes, including cultural capabilities and qualifications.
2. We will see, hear, and feel how culturally responsive practice strengthens belonging and identity.
3. Alongside mana whenua, we will understand local histories and Te Tiriti o Waitangi.

¹² NELP 2020: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/>



Where are we now?¹³

1. Making good progress on developing our local curriculum implementing NCEA change programme, incorporating mātauranga Māori to support equity and excellence.
Te Reo Māori, Tikanga Māori and Te Ao Haka are core components of Years 9 and 10 and options at Years 11-13.
We have yet to achieve equity in qualification outcomes, with key barriers being identified, including attendance, engagement and baseline literacy and numeracy.
2. We have a Te Ao Māori Strategic Ohu and an established relationship with Ngāti Maru Runanga, with rangitahi initiatives underway.
We have established a framework for CRRP with the Hikairo Schema, and Poutama Pounamu – Rongohia Te Hau and set the foundation for further evaluation.
3. Aotearoa NZ Histories curriculum changes underway (since 2022) – increased time allocation to social studies Year 9 (2022) and 10 (2023 and 2024).
Local curriculum plan and unit plan requirements expect localised content, including connections to local narratives.

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

1. Year 11 / Level 1 programmes implemented (2024).
Te Ao Haka and Te Reo Māori engagement and retention improves.
We see better progress in bridging the gap / lowering disparities.
Curriculum development on track for 2026 implementation of Te Mātaiaho (NZ Curriculum Refresh)
2. Our relationship with Te Ao Māori Strategic Ohu and Ngāti Maru is strengthened, and we have positive impressions from stakeholders.
Hikairo Schema is embedded into everyday practice.
3. Social studies / Aotearoa NZ Histories is embedded at Years 9 and 10.
NCEA change programme for Year 11 implemented (2024)

¹³ This is a high-level overview of our starting place - Regulation 9(1)(e)



Strategic Priority 1.1 Our curriculum and other programmes will promote equity and excellence. (NELP 3 and 5)				
Planned approaches /actions ¹⁴ <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes. ¹⁵ <i>How we will measure progress / success this year...</i>	Timeframe ¹⁶ <i>We will get this done by...</i>	Resources required ¹⁷
<p>1.1.1 Strengthen our culturally responsive curriculum consistent with Te Mātaiaho / the Refreshed NZ Curriculum¹⁸</p> <ul style="list-style-type: none"> Review our curriculum development plan to be consistent with the Aotearoa New Zealand Curriculum Refresh & Te Tiriti-Honouring and Inclusive Curriculum Framework <p>Refer 1.2: Culturally responsive and relational pedagogy</p>	<p>KET (With HoDs esp. HoD Social Sciences / ANZ Histories)</p>	<ul style="list-style-type: none"> Curriculum development plan reflects the national timelines MoE (2026 implementation). A curriculum map is developed that shows how our curriculum meets national expectations. Unit Planning Requirements are updated with HoD as curriculum refresh progresses, including the Understand, Know, Do approach. Self-evaluation timeline is implemented, to show how Years 9 and 10 programmes reflect the Unit Planning Requirements Level 1 NCEA curriculum / programmes are developed. 	<ul style="list-style-type: none"> 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 	<p>Professional development funding</p> <p>PLD time allocated to departments.</p> <p>External support (NIFs, MoE)</p>
<p>1.1.2 Strengthen our assessment practice, consistent with the NCEA Change Programme.</p> <ul style="list-style-type: none"> Remain up to date with, and implement, curriculum and assessments consistent with the NCEA Change Programme esp. Literacy and numeracy corequisite Mana orite mo te mātauranga Māori 	<p>KET (With PN and HoDs)</p>	<ul style="list-style-type: none"> Level 1 implementation is as expected, moderation plan is updated. Numeracy and literacy assessments are carried out as required (Year 10 and Year 11 – catch up) Community is kept informed. 	<ul style="list-style-type: none"> Terms 1-4 Work with HoDs, and department hui Term 2 & 4 TODs Term 2 / 4 Trials 	<p>PLD time and funding</p> <p>External support</p>
<p>1.1.3 Actively participate in the Thames Te Kāuaeranga Kāhui Ako¹⁹ (Community of Learning)²⁰</p> <ul style="list-style-type: none"> Conscious collaboration and active liaison with KA Kaihau (leaders) and shared roles (ASTs, LSCs, Te Hononga / Check and Connect) WSTs will promote culturally responsive and relational pedagogies and responsibility for other critical elements of the Kāhui Ako action plan.²¹ 	<p>HRT / KET (With WSTs)</p>	<ul style="list-style-type: none"> Our school is kept informed of and participated in KA opportunities (PLD, etc) Within-school teachers (WST) are appointed and fulfil their roles. Within School teachers (WSTs) develop a clear action plan for roles (working with ASTs as appropriate). 	<ul style="list-style-type: none"> Terms 1-4 – participation in Kāhui Ako Kaihau (leaders) and PLG hui Term 2 – Kāhui Ako Action plan Term 2-4 – Hui Term 4 – AsT and WST evaluation 	<p>Three Kāhui Ako within-school teachers (allowances and time)</p>

¹⁴ Regulation 9(1)(b) - key actions to reach annual target(s)

¹⁵ Regulation 9(1)(d) – success measures

¹⁶ Regulation 9(1)(d) – success measures

¹⁷ Regulation 9(1)(c) - resources

¹⁸ Regulation 9(1)(f) - curriculum

¹⁹ <https://www.thamescol.nz/>

²⁰ <https://www.educationcounts.govt.nz/know-your-col/col/profile-and-contact-details?col=99087>

²¹ **2024 WST Roles:** **1.** Cultural responsiveness / Tikanga Māori and supporting mātauranga Māori **2.** Supporting diverse learners -universal design for learning and accelerating progress for those well below literacy expectations. **3.** Numeracy - accelerating progress for those well below numeracy expectations and incorporating numeracy across the curriculum.



Strategic Priority 1.2 Culturally responsive relationships and pedagogy are at the centre of our work with our community. (NELP 2, 5 and 6)				
Planned approaches /actions ²² <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes. ²³ <i>How we will measure progress / success this year...</i>	Timeframe ²⁴ <i>We will get this done by...</i>	Resources required ²⁵
<p>1.2.1 Enhance sustainable culturally responsive practices at the school.</p> <ul style="list-style-type: none"> Maintain relationship/partnership with Te Ao Māori Strategic Ohu (TAMSO) and consultation with Ngāti Maru (board representation and TAMSO). Develop, with TAMSO, a plan to include Pou Māori and Whakairo at our kura. Maintain an evaluative approach to CRRP (<i>ERO Evaluation focus / framework hybrid</i>) Strengthen tikanga Māori in values and everyday practices. Support Manakura Māori to build capacity and increase engagement and agency of taura Māori. Support continued growth Kapa Haka Rōpū. Evaluate our environment through a cultural lens (e.g. Colouring in the White Spaces) to develop "Culturally Sustaining Spaces". <p>Refer 1.1: Curriculum/assessment development.</p>	<p>KET (With MCN and HoDs)</p>	<ul style="list-style-type: none"> Te Ao Māori Strategic Ohu (TAMSO) hui held minimum of once a term. <ul style="list-style-type: none"> Evaluation and reflection: An updated cultural capability framework evaluation. We will see progress from "emergent" towards "embedded" culturally responsive practices in learning setting. Complete the Consultation regarding visible Pou Māori and Whakairo for wharehenui, etc. Appropriate tikanga (in 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. Manakura Māori lead hui with taura Māori, and gather student voice. Completed "White Spaces" audit. 	<ul style="list-style-type: none"> Terms 1-4 – TAMSO Hui <ul style="list-style-type: none"> Terms 2-3 Whakairo Plan Term 2 – consultation evaluation framework Terms 3-4 – Evaluation of CRRP (framework). Term 1 – Action plan Kāhui Ako within-school teacher Terms 2-3 – White Spaces Audit and next steps plan Term 2 – Manakura Māori Rōpū 	<p>Kāhui Ako within-school teachers (allowance and time) allocated to strengthen Cultural responsiveness / Tikanga Māori and supporting mātauranga Māori</p> <p>Budget - Kapa Haka tutor</p> <p>Source funding for Whakairo, etc.</p>
<p>1.2.2 Develop our pedagogical / instruction model incorporating culturally responsive practices.</p> <ul style="list-style-type: none"> Professional learning plan (refer 2.2) incorporates culturally responsive and relational practices (CRRP): <ul style="list-style-type: none"> Continue to build culturally responsive practices in pedagogy / learning (departments) and individual development (PGC / Appraisal) Inquire, with curriculum leaders and staff, pedagogical models and CRRP frameworks (based on best practice, the Hikairo Schema and Niho Taniwha and develop effective teaching and learning profiles. Embedding Mātauranga Māori (NCEA Change Programme / Te Mātaiaho) continues. <p>Refer 2.2: Professional Learning</p>	<p>KET (With MCN and HoDs)</p>	<ul style="list-style-type: none"> PLD Plan - Departments are supported in their implementation of CRRP (Hikairo Schema) – time and resources. Shared 'instructional model' with teaching and learning profile drafted and consulted on. HoDs/Departments seek and access support from Within School Leader (WST) and SCT. NCEA Change Programme Development includes Mana ōrite mō te Mātauranga Māori 	<ul style="list-style-type: none"> Term 1: PLD Plan incorporates CRRP Term 1 – Action plan Kāhui Ako within-school teacher (as above) Terms 2-3 HoDs Hui includes instructional model / CRRP Term 4 – Instructional model ready for 2024 Term 2 and Term 4 – TODs NCEA / Curriculum Refresh 	<p>PLD allocation</p> <p>WST Allowance as above</p>

²² Regulation 9(1)(b) - key actions to reach annual target(s)

²³ Regulation 9(1)(d) – success measures

²⁴ Regulation 9(1)(d) – success measures

²⁵ Regulation 9(1)(c) - resources



<p>1.2.3 Collaborate with our Māori community to support Māori educational success as Māori^{26 27}</p> <ul style="list-style-type: none"> Meet regularly with Te Ao Māori Strategic Ohu (TAMSO) Develop a Māori Educational Success Plan (MESP) in consultation with TAMSO²⁸ that incorporates Ngāti Maru perspectives on “success as Ngāti Maru / Māori”. Encourage input from (i.e. mana whenua – iwi, hapu, whānau) with TAMSO and other means – manakura roopu, forum, survey, etc.) 	<p>KET / MCN</p>	<ul style="list-style-type: none"> Ongoing collaboration is evident (e.g. TAMSO agenda / minutes) Development of aspirational 'graduate profile' incorporating <i>What Māori success as Māori means and aspirations for mana whenua is an essential part of this plan.</i> The Māori Educational Success Plan (MESP) identifies specific strategies consistent with national plans (e.g. Ka Hikitia (the Māori Education Strategy, 2020) and local aspirations. Report to TAMSO / board on progress towards equity and aspirations as outlined by TAMSO / MESP. 	<ul style="list-style-type: none"> Terms 1-4 – continued consultation with TAMSO Term 2-3 – Draft MESP, consultation with TAMSO Term 4 – Budget - MESP for 2025 	<p>Representation of Ngāti Maru on the board and TAMSO.</p> <p>Koha TAMSO / Ngāti Maru to recognise time and expertise.</p>
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Strategic Priority 1.3 Understanding of our whenua and historical narratives are nurtured. (NELP 2, and 6)				
Planned approaches /actions ²⁹ <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes. ³⁰ <i>How we will measure progress / success this year...</i>	Timeframe ³¹ <i>We will get this done by...</i>	Resources required ³²
<p>1.3.1 Strengthen our understanding of local whenua and historical narratives.</p> <ul style="list-style-type: none"> Further develop our localised curriculum – Haurakitanga (refer 1.1) - incorporates localised histories and connection with mana whenua. Support is provided by Within-school teacher / leader role. Kaimahi are offered opportunities to develop better understanding of Te Tiriti and local narratives. Across curriculum development of thematic approaches, e.g., Matariki, that strengthen our culturally responsive curriculum. <p>Refer 1.1: Curriculum development. Refer 2.3: Professional development.</p>	<p>KET / MCN (With HoDs)</p>	<ul style="list-style-type: none"> Aotearoa / NZ Histories is incorporated in core Year 9 and 10 Social Studies curriculum, including increased time allocation. Professional learning includes mātauranga Māori across the curriculum. Opportunities for professional development in Te Reo and Tikanga Māori is promoted. Year 9 and Year 10 unit plans identify relevant elements of mātauranga Māori. NCEA Change Programme sees greater emphasis of mātauranga Māori at Level 1 / Year 11. Local (school) curriculum units demonstrate links to local whenua / histories / contexts. 	<ul style="list-style-type: none"> Term 1 – PGC and Appraisal incorporates Te Reo and Tikanga Māori Term 1 – Years 9 and 10 Social Studies courses in place. Term 2-4 – Thematic unit development with HoDs 	<p>PD Budget Increased curriculum time (timetable) including staffing and operational budget.</p> <p>Kāhui Ako professional development (staff only day)</p> <p>WST Allowance as above</p>

²⁶ NELP 2: Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori

²⁷ [Educational Equity and Excellence for Māori Policy](#): “The board and staff consult with our Māori community when developing policies, plans, and targets for improving the progress and achievement of our ākonga Māori.”

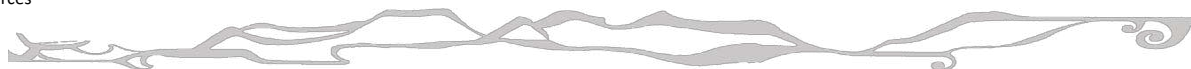
²⁸ Te Ao Māori Strategic Ohu

²⁹ Regulation 9(1)(b) - key actions to reach annual target(s)

³⁰ Regulation 9(1)(d) – success measures

³¹ Regulation 9(1)(d) – success measures

³² Regulation 9(1)(c) - resources



Strategic Goal | Intent 2: We will support all taiohi / young people to reach for their potential.

Purpose

- 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 learners and the therefore how we continue to professionally develop as kaimahi / staff.

Relevant actions from NELP 2020

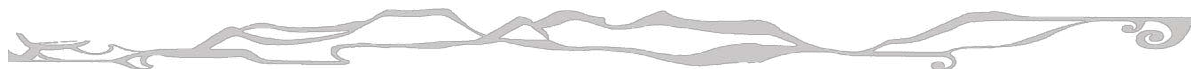
- NELP 2:
 - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures.
 - Identify and respond to learner/ ākonga strengths, progress, and needs, and learner/ākonga and whānau aspirations.
- NELP 4:
 - Ensure every learner/ākonga gains sound foundation skills, including language, literacy, and numeracy.
 - 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 5:
 - Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori
- NELP 6:
 - Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce.
 - Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support.
 - Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga...
- NELP 7:
 - Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work.
 - Support learners/ākonga to see the connection between what they're learning and the world of work.

Strategic Priorities

1. Ākonga / learners' strengths, needs and whānau aspirations will be valued. (NELP 2 and 4)
2. Our holistic local curriculum will set the foundations for future-focused success for taiohi / young people. (NELP 4)
3. Kaimahi / staff will reflect and develop their professional capabilities for continuous improvement (NELP 5 and 6)

Strategic measures of success

1. We have high expectations for every ākonga / learner, and we are responsive to their strengths and needs.
2. Ākonga / learners are positively engaged, and their future pathways are aspirational and well supported.
3. Professional development and growth of kaimahi (staff) are promoted, valued and evident.



Where are we now?³³

1. Qualification success rates vary from year to year but have declined in recent years, especially at Level 1 NCEA.
2. The proportions of students leaving schooling without formal qualifications has increased.
3. There are persistent disparities in qualification outcomes (NCEA) between Māori and non-Māori and different genders and the gaps have not been successfully bridged.
4. 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 qualification successes.
5. Significant proportions of new are below or well-below literacy (and numeracy curriculum norms. Literacy is a critical factor in achieving qualification 'successes.
6. There is a persistent 'credit culture' to achieve rather than to seek endorsement.
7. Course endorsement rates are lower than national statistics as external assessments are needed for course endorsements.
8. We are developing processes to systematically inquire and record goals, aspiration, and link these to outcomes.
9. 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.
10. Professional learning since 2020 has focused on culturally responsive practices and understanding Te Tiriti and how to respond to achieve equity and excellence. It continues to be a journey.

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

Our educational and qualifications progress and outcomes site under this Strategic Intent.

1. (a) We will set specific achievement and engagement targets for 2024. We will achieve the targets and/or explain any variance.
 - All Taiohi / students achieve at least **12 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.*
 - **The gender difference in achievement of NCEA level 2** for Year 12 will be reduced by at least 25% relative to the previous year for the same cohort (i.e. NCEA level 1 / Year 11 cohort)
 - **The difference in achievement of NCEA level 2 for Māori and non-Māori** at Year 12 (will be reduced by at least 25% relative to the previous year (NCEA level 1 / Year 11 cohort)
 - **Course Endorsements at Level 2:** The rate of combined merit and excellence endorsements for all students will be improved by at least 25% relative to the previous NCEA level 2 results. The focus on course endorsements is to improve qualification endorsements.
 - **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.³⁴
1. (b) We will have made good progress in ensuring there are learner profiles for each learner on KAMAR (as per the annual plan details).
2. (a) Year 9 and 10 Unit Plans will be consistent in format and meet the planning criteria that are consistent with the curriculum refresh.
2. (b) The Careers and Pathways Plan will be evaluated, and recommendations made for next year
3. The Professional learning plan is cohesive and meets the strategic / annual priorities. The school-wide, department and individual objectives will be aligned and documented as required, including PGC and appraisal records.

³³ This is a high-level overview of our starting place - Regulation 9(1)(e)

³⁴ Strategically, 80% of learners will attend regularly, in line with national targets (by 2030). <https://www.beehive.govt.nz/release/attendance-action-plan-lift-student-attendance-rates>



Baseline data: Where are we now?

2023 NCEA/UE Achievement (numbers # and percentages %) with comparison to National Average*

	Achievement Rates out of those attending on 1 July 2023	Achievement of those who were attending at the end of the 2023				Comparison Average*	
		All	All	Female	Male	Māori	All
NCEA level 1	61% (52/85)	65% (52/80)	64% (25/39)	66% (27/41)	51% (20/39)	63%	54%
NCEA level 2	72% (44/61)	72% (42/58)	80% (20/25)	67% (22/33)	68% (13/19)	73%	65%
NCEA level 3	71% (35/49)	80% (35/44)	87% (20/23)	71% (15/21)	55% (6/11)	64%	54%
UE	53% (26/49)	59% (26/44)	78% (18/23)	38% (8/21)	46% (5/11)	38%	27%

* Achievement of schools with "Above Average Socioeconomic Barriers"

2023 NCEA Achievement with Endorsement (Merit or Excellence) - (numbers # and percentages %) with comparison to National Average*

Level / Year	All			Female			Male			Māori			Comparison Average*
	#	out of	%	#	out of	%	#	out of	%	#	out of	%	%
L1 / Y11	24	52	46%	17	25	68%	7	27	26%	7	10	70%	49%
L2 / Y12	5	42	12%	4	20	20%	2	22	9%	1	13	8%	26%
L3 / Y13	14	35	40%	10	20	50%	4	15	27%	0	6	0%	28%

* Achievement of schools with "Above Average Socioeconomic Barriers"



Literacy Y9 and Y10 (asTTle Reading Comprehension)

Year 9 2024 (START OF YEAR)

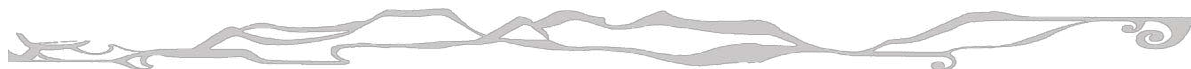
Reading Comprehension (asTTle) Curriculum expectation	Above (4A and above)	% (excl. No data)	At or Average (4P)	% (excl. No data)	Below (less than 4P)	% (excl. No data)	No data	Total
All	24	29%	10	12%	50	60%	2	86
NZ European	13	38%	4	12%	17	50%	1	35
NZ Māori	8	20%	5	13%	27	68%	1	41
Others (Asian, MELAA, Pasifika)	3	30%	1	10%	6	60%	0	10

Year 10 Cohort 2024 (START OF YEAR)

Reading Comprehension (asTTle) Curriculum expectation	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	19%	18	25%	41	56%	13	86
NZ European	10	23%	14	33%	19	44%	5	48
NZ Māori	2	10%	3	14%	16	76%	6	27
Others (Asian, MELAA, Pasifika)	2	22%	1	11%	6	67%	2	11

Year 9 2023 (START OF YEAR) (i.e. the Year 10 2024 cohort)

Reading Comprehension (asTTle) Curriculum expectation	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%	6	7%	63	71%	7	96
NZ European	14	33%	3	7%	27	63%	4	47
NZ Māori	3	8%	3	8%	32	84%	1	39
Others (Asian, MELAA, Pasifika)	3	38%	0	0%	4	50%	2	10



Numeracy Y9 and Y10 (asTTle Mathematics / Number strand)

Year 9 2024 (START OF YEAR)

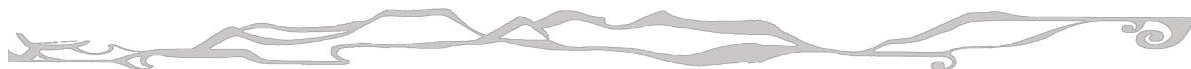
Maths/Number (asTTle) Curriculum expectation	Above (4A and above)	% (excl. No data)	At or Average (4P)	% (excl. No data)	Below (less than 4P)	% (excl. No data)	No data	Total
All	4	6%	5	7%	60	87%	17	86
NZ European	2	6%	3	10%	26	84%	4	35
NZ Māori	0	0%	1	3%	28	97%	12	41
Other	2	22%	1	11%	6	67%	1	10

Year 10 Cohort 2024 (START OF YEAR)

Maths/Number (asTTle) Curriculum expectation	Above (5B and above)	%	At or Average (4A)	% (excl. No data)	Below (less than 4A)	% (excl. No data)	No data	Total
All	5	9%	2	3%	51	88%	28	86
NZ European	4	12%	1	3%	29	85%	14	48
NZ Māori	0	0%	1	6%	17	94%	9	27
Other	1	17%	0	0%	5	83%	5	11

Year 9 2023 (i.e. the Year 10 2024 cohort)

Maths/Number (asTTle) Curriculum expectation	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	10	12%	8	9%	68	79%	10	96
NZ European	6	14%	6	14%	31	72%	4	47
NZ Māori	2	6%	2	6%	29	88%	6	39
Other	2	20%	0	0%	8	80%	0	10



Strategic Priority 2.1: Ākonga / learners' strengths, needs and whānau aspirations will be valued. (NELP 2 and 4)				
Planned approaches /actions ³⁵ <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes. ³⁶ <i>How we will measure progress / success this year...</i>	Timeframe ³⁷ <i>We will get this done by...</i>	Resources required ³⁸
<p>2.1.1 Strengthen holistic pastoral care and understanding of ākonga / learner needs.</p> <ul style="list-style-type: none"> Plan the use of rōpū and whānau time to support pastoral care by 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 supporting ākonga – Kaitiaki, kaiāwhina, etc. Provide longitudinal careers Information, Advice, Guidance and Education in line with best practice³⁹ Ensure that Learner Support builds on a strengths-based and an inclusive approach. <p>Refer 3.1: Professional development.</p>	<p>ASH / KET with DON & kaiāwhina</p>	<ul style="list-style-type: none"> An overview of each year's rōpū and whānau time is developed by Kaiāwhina & kaitiaki. Information for all taiohi is collated in KAMAR Profile / Learner Support Notes (etc.) e.g. <ul style="list-style-type: none"> Years 9-10: Goals and reflections, and growing awareness of their career pathways. Year 11-13: expected career pathways, target qualifications, and future and/or career 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 CIAGE⁴⁰ opportunities. 	<p><i>Ongoing</i></p> <ul style="list-style-type: none"> Term 1 – Careers plan updated (DON / KET) Term 1 – Gather information & Direction Day (ASH) Terms 1&2 – Careers profiles / interviews with Careers Advisor (Years 12 and 13) 	<p>Professional development time</p> <p>Pastoral staffing and operational budget.</p>
<p>2.1.2 Monitor and report on the progress of taiohi/students and support those who are achieving below expectations. ^{41 42}</p> <ul style="list-style-type: none"> Baseline data are used to form the basis of monitoring progression and mentoring (support and interventions). Use is made of information throughout the year to identify those on track or not, and interventions are put in place by departments / teachers. Support on how to make use of information available. Kaiako estimate overall progress towards credits and endorsements (overall outcomes) as part of tracking and reporting cycle. 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. 	<p><u>Years 9 and 10</u> ASH with ___ and Kaiāwhina (GRN and YKE)</p> <p><u>Years 11-13</u> KET with DON and Kaiāwhina (VCE and FLR)</p>	<ul style="list-style-type: none"> Data monitoring / tracking coordinators appointed and work closely with kaiāwhina (senior and junior focus) Clear information is provided to rōpū and whānau kaitiaki and/or mentors & regular time in kaiāwhina and whānau hui makes use of the information available. Progression tracking collates key information allowing identification taiohi below expectations for norms or progress. Identified taiohi are flagged / advised to relevant staff and parents. Students identified as below expectations have appropriate plan (intervention). 	<p><i>Ongoing</i></p> <ul style="list-style-type: none"> Term 1 & 2 – baseline data are collated and shared. Term 1,2,4 – Reporting indicators updated. Term 1 and 2 – reports information; flags updated. 	<p>Allocation of units/allowances</p> <p>PLD / time allocated.</p>

³⁵ Regulation 9(1)(b) - key actions to reach annual target(s)

³⁶ Regulation 9(1)(d) – success measures

³⁷ Regulation 9(1)(d) – success measures

³⁸ Regulation 9(1)(c) - resources

³⁹ <https://nzcurriculum.tki.org.nz/Curriculum-resources/Career-education>

⁴⁰ CIAGE – Careers Information Advice Guidance Education

⁴¹ 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)

⁴² Regulation 9(1)(f) – information on how the teaching and learning strategies and programmes will address the needs of students whose needs have not yet been well met



<p>2.1.3 Ensure a focus on improving achievement outcomes for diverse ākonga / learners, including literacy development across the curriculum.</p> <ul style="list-style-type: none"> ● Set Department Goals/targets: departments will establish targets for credits per student, and course endorsement as part of their annual goals. ● Strengthen literacy support and development across the curriculum. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ Accelerated literacy support is provided, especially for vocabulary, comprehension, and writing. ○ Implement core literacy across the curriculum strategies for vocabulary and reading. ● Strengthen approaches for Gifted and Talented <ul style="list-style-type: none"> ○ Heads of Department will plan to cater for the needs of gifted and talented students in their curriculum areas. 	<p>KET (with HODs)</p> <p><u>Learner Support (literacy)</u> ASH with TUP</p> <p><u>Gifted</u> ASH (with LSCs and HoDs)</p>	<ul style="list-style-type: none"> ● Departments report on previous year's results, goals and targets and set targets for the current year that are consistent with the Annual Targets. ● Heads of Department participate in an inquiry process to improve the consistency of approaches to literacy for all taiohi/students.⁴³ ● 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. ● Identified Year 9 and 10 Students are placed in literacy support class/group for a term or more and/or withdrawn from selected other classes to prioritise accelerated literacy. ● There is a clear plan to meet the needs of diverse gifted and talented students, within department learning plans. 	<p><i>Ongoing</i></p> <ul style="list-style-type: none"> ● Term 1 – Reporting and setting goals and targets. ● Term 1- Department Plans include goals 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 	<p>Professional development time and budget</p> <p>External support as required.</p>
<p>2.1.4 Improve attendance levels as a critical pre-requisite for improved achievement and wellbeing⁴⁴</p> <ul style="list-style-type: none"> ● A comprehensive attendance action plan developed in line with national priorities and initiatives. ● Strengthen attendance protocols for the school and promote and reinforce them – especially monitoring and following up irregular and poor attendance. ● Attendance Officer to maintain an active register of attendance concerns and interventions, including direct liaison with whānau. ● Liaison with external Attendance Services referrals is strengthened, including soing with Attendance Advisor(s) ● Appropriate sources (e.g., funding, learner support) of support are sought to assist students and whānau to achieve regular (improved) attendance. 	<p>ASH (with <i>kaiāwhina</i> and with AO)</p>	<ul style="list-style-type: none"> ● Attendance plan is developed with key stakeholders in the development of the plan. ● Regular promotion of about the importance of "everyday counts" and "every minute matters". ● Recognition for improved and great attendance. ● Rōpu and whānau kaiitiaki 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. 	<ul style="list-style-type: none"> ● 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 	<p>External support as required.</p>

⁴³ PLD support for HoDs

⁴⁴ Refer to Strategic Intent 3



Strategic Priority 2.2: Our holistic local curriculum will set the foundations for future-focused success for taiohi / young people. (NELP 4)				
Planned approaches /actions ⁴⁵ <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes. ⁴⁶ <i>How we will measure progress / success this year...</i>	Timeframe ⁴⁷ <i>We will get this done by...</i>	Resources required ⁴⁸
<p>2.2.1 Continue to develop our school curriculum that is consistent with the Te Mātaiaho / NZ Curriculum Refresh</p> <ul style="list-style-type: none"> Continue to seek guidance from our key stakeholders and focus groups to build a graduate profile and effective teacher profile. 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 curriculum refresh. <p>Refer 1.1: Curriculum/assessment development.</p>	<p>KET (with HoDs)</p>	<ul style="list-style-type: none"> Unit planning requirements are reviewed to ensure consistent development of curriculum objectives, competencies, values and tikanga across the curriculum, including: <ul style="list-style-type: none"> Curriculum Areas / Big Ideas Key competencies Literacy and numeracy Mātauranga Māori Complete the "graduate profile" that was started in 2023.⁴⁹ 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-understand-do) 	<p><i>Ongoing</i></p> <ul style="list-style-type: none"> Terms 2-4 – Year 9 and 10 Unit Plans are reviewed with HoDs Terms 2-4 – Draft 'graduate profile' & further consultation. Term 3 – Summary of planning requirements is evaluated. Terms 2-4 – HoD professional development for curriculum development. Term 4 – Complete a draft curriculum map. 	<p>Professional development time and budget</p>
<p>2.2.3 Ensure that Year 11 -13 programmes are responsive and appropriate to students' needs.</p> <ul style="list-style-type: none"> Review results of the curriculum survey in 2023 to help inform next steps of community engagement. <i>Are our courses / pathways both aspirational and support the needs of students and are resources allocated in proportion to those needs.</i> The NCEA change programme helps inform our review at the senior curriculum and assessment. Build on opportunities to integrate te ao Māori and mātauranga Māori into courses offered. 	<p>KET (with HoDs)</p>	<ul style="list-style-type: none"> The curriculum (courses) offered are reviewed considering student needs, choices, and resources available. Revised NCEA Level 1 / Year 11 is implemented evaluated. Revise timeline / needs based on external review of NCEA timelines. 	<ul style="list-style-type: none"> Term 1 – Timetable 2024 implemented. Term 2 – Review numbers and needs Term 3 – Ang changes proposed / consultation. Term 3 - Option selection and rationalisation. Term 4 - Timetable construction. 	<p>Professional development and hui Visits to other schools</p>

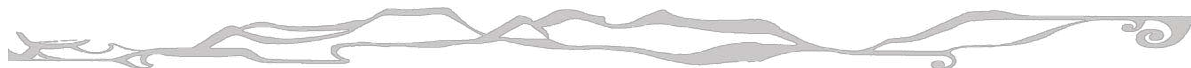
⁴⁵ Regulation 9(1)(b) - key actions to reach annual target(s)

⁴⁶ Regulation 9(1)(d) – success measures

⁴⁷ Regulation 9(1)(d) – success measures

⁴⁸ Regulation 9(1)(c) - resources

⁴⁹ Our staff and community will know what they want from education for their children at this school and the curriculum will reflect these aspirations.



Strategic Priority 2.3: Kaimahi / staff will reflect and develop their professional capabilities for continuous improvement (NELP 5 and 6)				
Planned approaches /actions ⁵⁰ <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes. ⁵¹ <i>How we will measure progress / success this year...</i>	Timeframe ⁵² <i>We will get this done by...</i>	Resources required ⁵³
<p>2.3.1 Professional learning plan is aligned with strategic priorities.</p> <ul style="list-style-type: none"> PLD plan prioritises local/school curriculum and assessment (NCEA), development culturally responsive learning and teaching, and literacy and numeracy development. <ul style="list-style-type: none"> Embed The Hikairo Schema into our <i>Instructional Model and Curriculum Planning</i>.⁵⁴ Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. Build middle leadership capacity supporting internal and external PLD opportunities, including leadership opportunities for HoDs and Kaiāwhina. Strengthen the use of developmental / professional learning approach (Professional Growth Cycle and Appraisal) Strengthen capacity and value of digital technologies and online learning. Our eLearning leader supports, coaches, and develops effective digital learning modes. 	<p>KET</p> <p><i>(with MCN and FRG)</i></p>	<ul style="list-style-type: none"> PLD Plan is well documented and shared, including PL Monday (Refer 1.2) <ul style="list-style-type: none"> Heads of Department are supported in Hikairo Schema and they support their departments Professional learning programme supports Hikairo Schema and Niho Taniwha, Local Curriculum, NCEA Change Programme / Curriculum Refresh PLD opportunities are promoted, e.g. Te Ahu o te Reo Māori, Kāhui Ako Level 1 Te Reo, and similar. <ul style="list-style-type: none"> 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. 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. Professional Growth Cycle and Appraisal (non-teaching staff) includes goals for Te reo Māori me ngā tikanga Māori. 	<p><i>Ongoing</i></p> <ul style="list-style-type: none"> Term 1 – Term 1 – PLD Plan and PGCs outlined. Terms 2/3 - Walkthroughs (SCT, SLT, WSTs) Term 1-4 – PD applications aligned with priority areas are supported. Term 4 – PGCs and Appraisals Term 4 – Evaluation of PLD and PGCs 	<p>Professional development budget allocated (prioritised areas)</p> <p>SCT resource and time</p>

⁵⁰ Regulation 9(1)(b) - key actions to reach annual target(s)

⁵¹ Regulation 9(1)(d) – success measures

⁵² Regulation 9(1)(d) – success measures

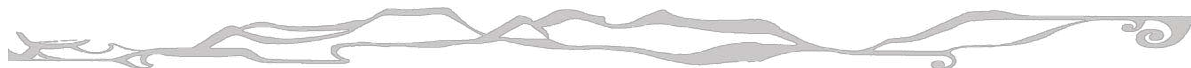
⁵³ Regulation 9(1)(c) - resources

⁵⁴ <https://www.canterbury.ac.nz/news/2022/medal-winning-group-creates-innovative-cultural-guides-for-teachers-.html> : <https://youtu.be/kSvmNSCehIQ>



<p>2.3.2 Strengthen our Careers and Pathways programme that is consistent with best practice.⁵⁵</p> <ul style="list-style-type: none"> 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. <p>And</p> <ul style="list-style-type: none"> Resources needed be identified, trialled as needed and supported., e.g. SchoolPoint and/or Careers Central 	<p>KET (With DON) (& HoDs)</p>	<ul style="list-style-type: none"> Revised 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 charge 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. 	<ul style="list-style-type: none"> Term 1 – Careers resources development and distributed. Term 2 / 3 – Review and consultation Term 4 – Careers Plan 	<p>Professional development budget</p>
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⁵⁵ This means (NELP 2 and 7)



Strategic Goal | Intent 3: We will value everyone, so they are 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.

Relevant actions from NELP 2020

- NELP 1:
 - Ensure places of learning are safe, inclusive, and free from racism, discrimination and bullying.
 - Ask learners/ākonga, whānau and staff about their experience of racism, discrimination, and bullying, and use that information to reduce these behaviours.
 - Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination, and bullying.
 - Create a safe and inclusive culture where diversity is valued...
- NELP 3:
 - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.
 - Ensure [diverse] learners/ākonga are safe and included [and their] their needs are supported, and that learning support programmes are robust and effective.
 - Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whānau.
 - Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating, or remaining engaged in schooling, and work to address them.
- NELP 7:
 - Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work.
 - Support learners/ākonga to see the connection between what they're learning and the world of work.
 - Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women.
- Collaborate with industries, employers, and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education

Strategic Priorities

1. A safe, inclusive environment creates a sense of belonging for all. (NELP 1 and 3)
2. Achievement, progress, and success will be recognised for all in our school community. (NELP 3 and 7)
3. Opportunities for engagement and collaboration strengthen connection in our community. (NELP 3 and 7)

Strategic measures of success

1. We have a culture where diversity is celebrated, discrimination and bullying are not tolerated, and where reporting and seeking help is normalised.
2. We provide a range of activities and opportunities where involvement is recognised, and success is celebrated.
3. We strengthen partnerships and we see more whānau and community involvement.

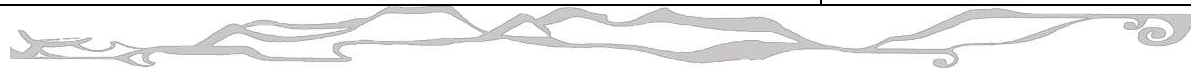
Where are we now? (Including data)

- Wellbeing data have been collected via Wellbeing @ Schools 2021 and 2022 and Staff Wellbeing survey in 2021 and 2023, 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 positive wellbeing, there are concerns.

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

1. Our tikanga/values and expected behaviour is communicated effectively.

Responding to behaviour continues to be more consistent as a school-wide responsibility, with accountability and understanding.



<ul style="list-style-type: none"> • We have well-being policies and procedures, consistent with approaches advocated by Positive Behaviour for Learning.⁵⁶ • The disruption of the last few years (Covid 2020-2022, Cyclone 2023 and Industrial action 2023) 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 (consistent with findings by ERO⁵⁷) • 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 and we have recently appointed a whole-school wellbeing coordinator (2024). 	<p>Kaimahi and taiohi surveys. Survey results will show we are making good progress on key indicators of well-being.</p> <p>Workplace culture is acknowledged as one where reporting concerns is encouraged, and wellbeing concerns are seen to be appropriately addressed.</p> <ol style="list-style-type: none"> 2. There are regular recognitions and celebrations of success. Acknowledgements for positive engagement and behaviour are more frequent. School communications are timely and clear. Positive media and social media presence is demonstrable. 3. Parent engagement with hui and surveys is improved. Student Leadership is strengthened in purpose and agency. Marketing and Alumni plan is documented, and good progress is being made.
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⁵⁶ <https://www.education.govt.nz/school/student-support/special-education/pb41/> and <https://pb41.tki.org.nz/>

⁵⁷ <https://ero.govt.nz/our-research/time-to-focus-behaviour-in-our-classrooms>



Strategic Priority 3.1: A safe, inclusive environment creates a sense of belonging for all. (NELP 1 and 3)				
Planned approaches /actions ⁵⁸ <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes. ⁵⁹ <i>How we will measure progress / success this year...</i>	Timeframe ⁶⁰ <i>We will get this done by...</i>	Resources required ⁶¹
3.1.1 Promote a school culture that is safe, supportive, and positive for both staff and students. <p>(a) Promote understanding of our Vision, Mission, Values/Tikanga are regularly.</p> <ul style="list-style-type: none"> Communications for all stakeholders reinforce understanding and our expectations, <p>(b) Expect and support consistency in school-wide behaviour expectations and responses.</p> <ul style="list-style-type: none"> Reinforce the positive behaviour for learning approach with Kaiako. Consistently and positively promote expectations. Build capacity to respond to behaviour. PB4L Tier 2 Team – form a team and support with PLD and data-led analysis of incidents and outcomes. Reinforce that harassment and bullying are unacceptable and encourage reporting and appropriate follow up. Get the small stuff right – attendance, lateness, uniform, presentation, and behaviour expectations are high – phones, appropriate language and so on. Develop consistent corrective consequences for non-compliance, lateness, truancy, uniform, etc. 	<p>HRT/ASH/KET</p> <p>HRT/ASH/KET (with Kaiāwhina)</p>	<ul style="list-style-type: none"> Taiohi, Kaiako, kaimahi will have a clear understanding of our vision, mission, values and tikanga (as touchstone statements). <ul style="list-style-type: none"> Induction includes understanding and acknowledgement of core values, etc. 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) There is guidance and PL offered to support responding to behaviours including behaviour training, restorative practice, e.g. How to conduct W.A.R.M. conversations <ul style="list-style-type: none"> Capacity in restorative practice will improve e.g. 'how restorative am I?' – survey. Capture these data and track. Improved adherence to uniform code, and 'good is recognised'. School practices are seen as fair, consistent, and effective, with well-understood boundaries and consequences (community and kaimahi and taiohi survey)/ 	<ul style="list-style-type: none"> Term 1 – Strategic Plan is shared / promoted. Terms 1-4 – regular walk throughs & feedback by SLT, Kaiāwhina Term 4 – Evaluation of 'how well do we live our values' e.g. survey. Terms 3/4 – survey 'how restorative am I?' Terms 4 – surveys of school climate 	<p>Budget for promotional materials</p> <p>Professional development budget</p>
3.1.2 Ensure the physical environment is well-maintained, inclusive, and safe. <ul style="list-style-type: none"> 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 	<p>BKR (with EdPro)</p>	<ul style="list-style-type: none"> 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 purpose / inclusivity. The property plan provides spaces that are conducive to positive socialisation. Regular reporting to the board property committee. 	<p>Ongoing</p> <p>Term 1 – 4: Regular reports to the board</p>	<p>Professional development budget and time allocation</p>

⁵⁸ Regulation 9(1)(b) - key actions to reach annual target(s)

⁵⁹ Regulation 9(1)(d) – success measures

⁶⁰ Regulation 9(1)(d) – success measures

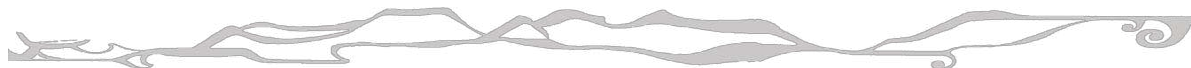
⁶¹ Regulation 9(1)(c) - resources



<p>3.1.3 Promote inclusivity and equity.</p> <ul style="list-style-type: none"> • Ensure that Learner Support builds on a strengths-based and inclusive approach.⁶² • 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.⁶³ 	<p>ASH (with SENCO)</p>	<ul style="list-style-type: none"> • Effective seamless transitions and inclusive education, where relevant information is shared with teachers to accommodate needs. • Conduct evaluation of responsiveness and satisfaction of learner support. 	<p>Ongoing</p> <p>Term 1- transition</p> <p>Term 4 - evaluation</p>	<p>Professional development budget and time allocation</p>
<p>3.1.4 Promote school-wide practices that improve the well-being/hauora of students/taiohi and staff/kaimahi.</p> <p>(a) General</p> <ul style="list-style-type: none"> • Ensure staff and students have good awareness of policies and procedures, including emergency procedures. • Ensure processes for incident and accidents are accessible, and well understood. <p>(b) Staff Wellbeing</p> <ul style="list-style-type: none"> • Establish a staff/kaimahi wellbeing focus group and apply the whole-school guide to wellbeing. • Appoint a Staff Wellbeing Coordinator and Whole School Wellbeing Coordinator • Conduct biennial wellbeing survey of staff. • Evaluate how well we are and how we are doing more often (once a term?) <p>(c) Student Wellbeing / pastoral care</p> <ul style="list-style-type: none"> • 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, and promote healthy relationships e.g., within whānau and rōpu programmes and in curriculum health classes. 	<p>BKR</p> <p>ASH & FNH</p> <p>ASH (with Kaiāwhina)</p>	<ul style="list-style-type: none"> • Emergency Procedures are reviewed, communicated, and practised. • Staff and students demonstrate awareness and there are successful emergency drills. • 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. • Regular mini pulses of wellbeing for staff (termly) • Survey 2021 – 2023 – 2025 – 2027... • Roopu /whānau 'programme' developed, focused on strengthening well-being through connection • Specific connection / wellbeing activities are developed and shared. • Increased participation of seniors with junior roopu classes. (tuakana teina) • "Case conference" approach 	<p>Term 1 – induction and staff information update</p> <p>Ongoing – practices / drills</p> <p>Term 1-4 – well-being team</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Professional development budget and time allocation</p>

⁶² 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.

⁶³ 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.



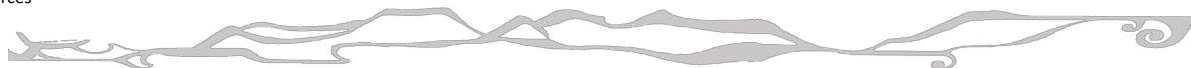
Strategic Priority 3.2: Achievement, progress, and success will be recognised for all in our school community. (NELP 3 and 7)				
Planned approaches /actions ⁶⁴ <i>We expect to ...</i>	Responsibility <i>Who's leading?</i>	Expected / desired outcomes. ⁶⁵ <i>How we will measure progress / success this year...</i>	Timeframe ⁶⁶ <i>We will get this done by...</i>	Resources required ⁶⁷
3.2.1 Increase recognition and celebration of student success and student and staff achievements. <ul style="list-style-type: none"> Assemblies have focus on positive recognition and highlighting talents (e.g. performances) Our media have regular items that are positive and highlight achievements newsletters, website, Facebook, Instagram, etc. posted up in the staff room, scholarship award displays, etc. Annual Prizegiving 	ASH (with YKE)	<ul style="list-style-type: none"> Positive items at assembly are scheduled and assemblies are an appropriate blend of formal and informal. We build a culture where being recognised is positive and supported. <i>Positive acknowledgements on stage etc.</i> Opportunities to present certificates (etc.) for perseverance, effort, attendance, achievement are ongoing, not just at the annual awards. Acknowledgement emails sent to parents. Annual Prize giving Ceremonies are well managed and attended. 	Ongoing	Budget for promotional materials and recognitions
3.2.2 Continue to strengthen communication and marketing coordination. <ul style="list-style-type: none"> Communications / media action plan developed for the current year (communications manager) 	HRT / BKR (with LDR)	<ul style="list-style-type: none"> 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	Budget – staff' Budget – marketing plan

⁶⁴ Regulation 9(1)(b) - key actions to reach annual target(s)

⁶⁵ Regulation 9(1)(d) – success measures

⁶⁶ Regulation 9(1)(d) – success measures

⁶⁷ Regulation 9(1)(c) - resources



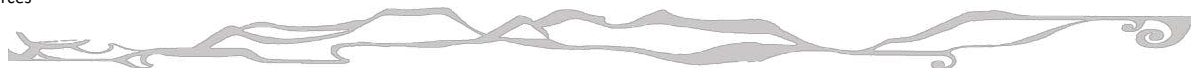
Strategic Priority 3.3: Opportunities for engagement and collaboration strengthen connection in our community. (NELP 3 and 7)				
Planned approaches /actions ⁶⁸	Responsibility Who's leading?	Expected / desired outcomes. ⁶⁹	Timeframe ⁷⁰ We will get this done by...	Resources required ⁷¹
<i>We expect to ...</i>		<i>How we will measure progress / success this year...</i>	<i>We will get this done by...</i>	
3.3.1 Engage with parents and other important stakeholders. <ul style="list-style-type: none"> Opportunities to engage and gather perspectives / feedback – e.g. regular Parents Forum, TAMSO engagement, surveys, etc. Community 'satisfaction' survey for whānau, taiohi/students and Kaiako/teachers developed. 	HRT	<ul style="list-style-type: none"> 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 2/3 – develop and conduct survey. Term 4 – evaluate results	
3.3.2 Enhance student leadership development, voice, and agency. <ul style="list-style-type: none"> Continued leadership development of the senior leaders' team. Service opportunities are identified, and participation is encouraged. Opportunities for tuakana teina are identified (peer support, leadership). Student Council is student-led but supported by Deputy Principals / Kaiāawhina. Strengthen Junior leadership development. EARS (Peer Support) training and coordination 	KET (with FLR)	<ul style="list-style-type: none"> 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	Budget
3.3.3 Develop Business and Alumni connection strategies and increase opportunities for taiohi/students. <ul style="list-style-type: none"> Connect with local businesses and associations. Gather examples of similar schools who have an active alumnus association. Build the alumni database. Form an alumni-led association or similar who promote 'alumni connection' activities. 	BKR / HRT	<ul style="list-style-type: none"> 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	Promotional budget

⁶⁸ Regulation 9(1)(b) - key actions to reach annual target(s)

⁶⁹ Regulation 9(1)(d) – success measures

⁷⁰ Regulation 9(1)(d) – success measures

⁷¹ Regulation 9(1)(c) - resources



APPENDIX 1: Our Context

Introduction

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.

The school is situated on whenua | land gifted to the Crown, by Ngāti Maru, for the purposes of education. Ngāti Maru is one of the Marutūahu confederation of tribes (Ngāti Maru, Ngāti Rongoū, Ngāti Tamaterā, Ngāti Whanaunga and Ngāti Pāoa)⁷² that settled the area from 1550⁷³. 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. Thames is acknowledged as the first town (in the early 1990s) to experience 'hyper aging' in New Zealand.⁷⁴ The economic development and the impact on the town and Thames High School is enduring. More recently the impact of climate change (sea level rising)⁷⁵, and the fragility of the transport infrastructure has been highlighted. In 2023 the Salvation Army produced a report⁷⁶ focused on Thames that highlights the challenges faced by our community, as part of its "[State of our communities](#)" report. The Thames Coromandel District Council has developed a [Spatial Plan for Thames](#)⁷⁷ and it has valuable information about our wider community context, including the geographical and socio-economic challenges it faces, and the opportunities for economic development.

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.⁷⁸

On **1 March 2024** the roll was 410 (161 male and 203 females), including 21 international students (Japanese, German and Italian)

- Of **389** domestic students, 159 identified as NZ Māori (41%), 282 as NZ European (72%), 33 (8.5 %) as 'other European', 30 (8%) Pasifika (Cook Island, Samoan, Tongan, Fijian, Niuean), 31 (8%) Asian (Indian, Southeast Asian) and 17 (4 %) other ethnicities. Percentages add to more than 100% as students identify with multiple ethnicities.
- Using MoE statistical priorities: **41%** (159) NZ Māori, **42%** (162) NZ European, **4.1%** (16) other European, **2.5 %** (10) Pasifika, **7.5%** (29) Asian and **3.3%** (13) Other
- Of those that identify as Māori: 26 (**16%** of Māori) identify as **Ngāti Maru**, 23 (14%) Ngāpuhi, 17 (11%) Tainui (iwi not named), 15 (9 %) Ngāti Maniapoto, 13 (8 %) Ngāti Tamaterā, 12 (7.5% Ngāti Porou, 10 (6.2% Ngāti Hako.
- 108 students (28%) were entitled to Ministry buses (at least 4.8 km from school): 53 Puriri, 25 Te Puru, 19 Tapu, 9 Kauaranga Valley

⁷² <https://teara.govt.nz/en/hauraki-coromandel-region/page-4>

⁷³ "The stronghold of Ngāti 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 Marutūahu." (<https://ngatimaru.iwi.nz/history/>)

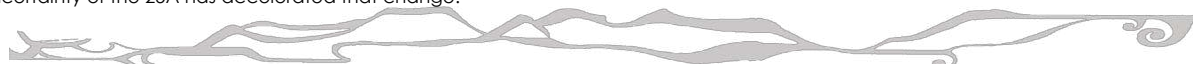
⁷⁴ <https://www.stuff.co.nz/national/300730132/welcome-to-the-hyperageing-nation-that-is-new-zealand>

⁷⁵ <https://www.searise.nz/thames>

⁷⁶ <https://www.salvationarmy.org.nz/article/state-our-communities-report-2023>

⁷⁷ <https://www.tcdc.govt.nz/Our-Community/Economic-Development/Economic-Development-Plans-and-Strategies/Thames-Spatial-Plan>

⁷⁸ 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.



International Students

Thames High School benefits from a close association to the [Evakonga Education Language School](#) who have strong connections to Japan; consequently, most of our international students are Japanese, although they also come from Germany, 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).

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 (revised in 2023) 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.

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 wharenuī, 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 offers a broad and balanced curriculum, with multiple pathways, with a 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 25 periods per week timetable, 60 minutes per period (new in 2024).
- **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 - 4 periods per week for the whole year
 - Health and Physical Education, Social Studies and Science - 3 periods per week for the whole year.
 -
 - **Term rotations (2024)**
 - Art, Drama, Digital Technology, Materials Technologies (4 periods per week)
 - Music, Kai (Food), Tikanga Māori, Te Reo Māori (3 periods per week)
 - 1 period (hour) of Active As – rotation of activities – Sport, Cultural, Arts and Environmental.
 - **Year 10** – core subjects and semester options
 - English, Maths, Science - 4 periods per week for the whole year
 - Social Studies - 3 periods per week for the whole year
 - Health and Physical Education - 2 periods per week for the whole year
 - Term rotations:
 - One block of core rotating subjects – 2 periods (hours) per week for one term each – Financial literacy, Te Ao haka, two 'project-based learning'
 -
 - Health, Physical Education, Digital Financial Literacy and Tikanga / Te Ao Māori
 - Two blocks of options subjects – two per semester for a total of four options – each 3 hours per week.
 - Art, Drama, Cirque, DTC, Multi-materials, Sport
 - Enterprise, Music, Kapa, Kai, Languages (online learning – whole year option), Opportunities (PE)
 - 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 – 4 periods per week each.
 - Three optional subjects from range of learning areas – 4 periods per week each.
 - Health and PE / Hauora – 1 period per week.
- **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 – 4 hours per week each.
 - 1 period (hour) of Supervised Independent Learning.



- **Year 13**
 - Five optional subjects are chosen – 4 hours per week each.
 - 4 periods (hours) of STUDY
 - 1 period (hour) of Supervised Independent Learning.
- 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 Kōtūi 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.

