

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.



Tumuaki/Principal's Report to the Board

26 February 2024

Contents

Introduction	2
1. Curriculum, Assessment and Reporting	6
1.1 Student Progress - NCEA 2023 (provisional)	6
Comparisons with national data	8
University Entrance	10
1.2 Year 9 and 10 literacy and numeracy	12
Year 9 2023 (Year 10 2024)	12
Year 10 2023 (Year 11 2024)	14
2. Strategic Plan/ School Review	16
2.1 School planning documents (MoE)	16
3. Personnel.....	17
3.1 Staffing (update)	17
3.2 Professional Learning	19
4. Finance and Property Management	20
4.1 Property and Finance Reports	20
4.2 Finance Summary	20
4.3 Property Updates	21
4.4 Some ICT Updates	22
5. Physical and Emotional Environment	24
5.1 Current Roll (as of 21 February 2024)	24
International Summary (Provisional)	24
Year 8 to Year 9 to THS	25
5.2 Attendance.....	26
Average daily attendance (Term One)	26
Attendance (half day %) RANGES (Year to Date – 21 Feb 2024)	28
5.3 Employee Assistance Programme.....	28
6. Compliance/ Legislation	29
6.1 Policies	29
Term 4 2023 Policies for ratification	29
Term 1 2024 Policies for Review	29
6.2 Assurances.....	29



Introduction

It is great to report that we have had an uninterrupted start to the year, compared with 2023 (weather events and industrial action, and the uncertainty of these continuing).

Nonetheless 2024 has started with the inevitable rush, and it is fantastic that several initiatives have started.

Goldfields School Satellite Class – the four students, teacher aides (2) and teacher (Matua Caleb...) We enjoyed a visit from Goldfields School principal, Mr Cameron McKenzie, and reporters from the Valley Profile. There is an upcoming article (Tuesday 27 Feb) recognising another successful satellite class starting. The taiohi have settled well, engaged in their classroom space, and have started integrating with Year 9 classes, for subjects such as food, art, and drama. They are valuing being included and enjoy breaktimes on the field and have participate in House Athletics (all in Adams). I took the opportunity (Thursday 8 Feb) to visit the base school in Paeroa to learn more about their programmes and resources. A valuable insight into the provision of education and safe places for high-needs young people.

Ka ora, Ka Ako or Healthy School Lunches – we worked very hard at the close of 2023 to get this over the line, and big thanks to S Baker who made sure we had several proposals to trial. With B Wilkinson's input we decided to go with the PEL Group proposal. In the summer break and just before school started, they worked incredibly hard to get things to make a start on Day 1. Lots of lessons learned already, and PEL, and we, will continue to learn more.

New No Phones in School Policy (No phones seen or used!) – overall this has been implemented well with good information and discussion with staff, ensuring great communications and making it an important topic for the starting assembly and whānau / rōpū classes. Around 20 confiscations and one required pick up by a parent. Great to see positive connections in the school. Lunch has helped – it is something to do at lunch and helps connection as students share their thoughts about lunch and eating together. Activity on the field and court has increased. The MoE did publish some guidelines for the national directive, which came after the board made its decision, and I am pleased to report that our policy meets the requirements. The example policy and guidelines are very similar.

Reference: **Phones away for the day** - [Phones away for the day – School Bulletin 1 February](#)

The MoE have noted that under section 126 of the Education and Training Act 2020, “your board must consult your school community when considering making a new school rule or making a change to an existing school rule.”

Therefore, being ahead of the game meant our consultation was completed last year, and we were good to go. Our policy is to be reviewed at the end of Term 1.

Uniform 2024 – New for some! With some teething issues – availability & supply – but overall the feedback has been great in terms of the look, and the new Uniform and Presentation Guidelines are underway too, and this has been positive.

New 2024 Timetable Structure (25 x 1-hour periods) – so far feedback is positive. Anecdotally many students I have spoken with enjoy the shorter lessons, although one or two have said they preferred the longer periods. Heads of department are generally positive with how it is settling in, although those in art, technology, and music, would still prefer the longer periods. Those that are double period was able to be fitted into the timetable, are happy it has happened. There is a limit on how many we can have, although that may relax if we get some primary technology into the two-hour morning slot next year.

The Active As project is underway and will evolve in Term 1 to be implemented more fully by Term 2.

- Successful ca. \$90K from Sport NZ
- One of 6 schools in Waikato (40 across NZ)
- Three-year project
- Active As Team – GRN, WTS, SLE, BKR, STUDENTS!!
- Key components
 - Active Breaktimes
 - Active Spaces e.g. Gym access, Zwift cycling, Games Space, Disc Golf,
 - Rangatahi Kaha programme - Timetabled active as hour – equipment / outside providers for the 4 streams: Active As time in curriculum Year 9, Monday pd. 5
Rotation: *Environmental, Culture, Performing Arts, Physical Activity*
 - Activity Hub(s) – Equipment - Puzzles / games – replacement
 - Funds to purchase outdoor equipment - basketball hoops, pickleball, rock climbing mats, Get2 Go Challenges, etc.

We will have some roles advertised soon:

- Active As – Rangatahi Kaha Co-ordinator (ca. 10 hours a week) – Oversee active as / admin / communication.
- Active As - Rangatahi Kaha Facilitator (ca. 10-15 hours a week) - facilitates break time / before and after school activities.

Some highlights / overview of the startup:

Week 0

- **Wed 24 Jan** – induction for M Tupper Active As planning hui and senior leaders planning. The senior student leaders also had a planning stay with senior Kaiāwhina, Ms Fletcher. Along with the induction / planning day last year, this planning has proved very valuable. The senior leaders presented to the SLT. They have a clear passion and are excited about the year ahead and the difference they will make.
- **Thu 25 Jan** and **Fri 26 Jan** – Staff days (more below), Many thanks to the deputy principals and other staff who led the sessions, including pastoral care, learning support, department meeting / planning time, and other vital organisation time.

Week 1

- **Tue 30 Jan** – Course confirmation – proceeded well with about 75% of those that needed to attend.
- **Wed 31 Jan** – Year 9 orientation – starting with a welcome to parents and students, this pre-start orientation was valuable so Year 9s could have the school to themselves with senior leaders. Senior leaders were great! Great connections being made.
- **Thu 1 Feb** – Year 10-13 joined the Year 9s at school and the focus was whakawhanaungatanga (making connections), along with practice for the next day.
- **Fri 2 Feb** – Formal start to the year with pōwhiri. This was a great event, followed by more whakawhanaungatanga and classes. We will need to reconsider our start sequence. It was the result of such good feedback in 2023 as we had a change to the traditional start due to the closures. While we believed we had the right clearance for this sequence we need to reconsider with consultation.

Week 2

- **Mon 5 Feb** – board approved teacher only day. Focus on completing some crucial health and safety information (vulnerable children's act, physical restraint, etc. and EOTC). Intention to have a full staff opportunity to unpack the staff wellbeing survey from Dec 2023 was deferred as we had been too optimistic with timing. The rest of the day was department time followed by an afternoon at Tauranga Christian camp with staff team building activities. There was great feedback about the activities that Phil and his team ran for us.
- **Wed 7 Feb** – First full day, and the first full school assembly. Remarkably for the first assembly, it ran to time.
- **Thu 8 – Fri 9 Feb** – continued routine classes.

Other notable events:

- Friday 16 February – the Sports department ran a successful Swimming Carnival event for the whole school. Positive vibe, great spirit, and a well-run event. The whole school was encouraged to participate. Thanks to C Green (TIC Sport) and T Watts (Sports Coordinator) for the coordination of this event.
- Thursday 22 February: House Activities Day – “athletics” – a well-run event with great spirit and behaviour overall.

Upcoming

- Year 13 Camp is going ahead as planned Wednesday 6 to Friday 8 March.
- The Year 9 Whanaungatanga / Meet the Rōpū Kaitiaki evening is being finalised.

As part of the staff only days I outlined a short list of 'BIG' things:

- Attendance and engagement
- Digital Fluency / integration across the curriculum: Blended e-learning / physical learning (Google Classroom +)
- Universal Designed for Learning - Understanding learner needs and responding, adapting.
- Consistency of expectations and consequences (PB4L)
- Culturally responsive and relational pedagogy – Hikairo Schema, Niho Taniwha etc.
- Te Matai Aho / Curriculum Refresh / Local curriculum
- NCEA Changes (Level 1 2024)
- Literacy / numeracy co-requisites
- "Accelerating" literacy / numeracy
- Use information / data - adapting learning and monitoring progress,
- Improve focus on monitoring Year 9-10 progress.
- Celebrating PROGRESS.
- Celebrate - tell the positive stories, promote the good

1. Curriculum, Assessment and Reporting

1.1 Student Progress - NCEA 2023 (provisional)

A summary is presented in this report, a detailed analysis by learning area (subject) is presented in March. These data are provisional as the data file for 2023 remains open until the end of February and NZQA release final data in due course.

These results include students that left the school during the year and have a big effect.

Summary of NCEA achievement

The table below takes account of these leavers and is for domestic students (not international)

The rate of achievement increases, e.g. Raw for L1 57% (50/88) when using the number at 1 July (85) the achievement is 59% then using the number who remained at the end of the year (80) the achievement is 63%.

Year / Level	Raw % as above	# students at start of year	Number Achieved+ (AME)	# students @ 1 July	%	# students at end of year	%	# Merit Endorsement (% of those achieved)	# Excellence Endorsement (% of those achieved)
Y11/L1	57%	88	50	85	59%	80	63%	15 (30%)	9 (18%)
Y12/L2	65%	68	41	61	70%	58	71%	9 (12%)	1 (2%)
Y13/L3	45%	53	33	67	67%	44	76%	8 (24%)	6 (18%)

On the positive side there are some exceptional merit and excellence endorsement outcomes to celebrate. We have some exceptional students who are on track for much success and there is a clear gender difference:

Year 11 – Level 1

- 9 excellences, all females
- 15 merits, 6 males, 9 females

Year 12 – Level 2

- 1 excellence, female
- 5 merits, 2 males, 3 females

Year 13 – Level 3

- 6 excellences, 2 males, 4 females
- 6 merits, 2 males, 6 females

Within the provisional results there are 5 students within 6 cr of Level 1, 3 students within 6 cr of level 2 and 3 students within 4 cr of level 3.

If all these students achieve NCEA then the raw % will rise to 66% (56/85) 75% (46/61) and 73% (36/49) for NCEA levels 1, 2 and 3 respectively.

Using the numbers of student that finished the year would rise to **70%** (56/80), **79%** (46/58) and **82%** (36/44) for NCEA levels 1, 2 and 3 respectively.

Mrs Ardern has contacted all these students and families and offered a learning and assessment plan that allows them to achieve NCEA. Most have availed themselves of this, but not all. I am awaiting a final report.

This narrative, of the importance of finishing the year, along with the importance of attendance will be reinforced in our communications about our results.

Regardless, of the adjustments and narrative the results at Year 11 (level 1) are disappointing, not to our expectations.

The narrative about attendance and engagement is critical for all levels, but the impact at Year 11 (level 1 was particularly great in 2023). My end of year comment in the Haurakian ad comes to mind:

After enduring years of pandemic-related disruption, hopes for a year of normalcy were dashed by the weather event now known as Cyclone Gabrielle. Despite being relatively fortunate compared to some areas, such as Tamaki Makaurau, Tairāwhiti, Hawkes Bay, and Northland, we faced several days of closure at the start of the year.

...

Much of the year was impacted by industrial action as teachers advocated for better pay and conditions. Strikes, rostering home, and working to rule resulted in more days off and disrupted continuity, particularly for young people.

...

While we appreciate the fortitude and efforts of students and teachers to catch up on lost learning, **it is likely that achievement levels have been affected.**

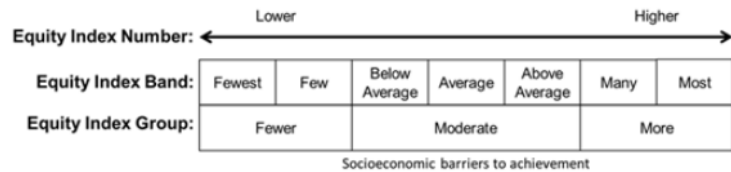
That has, amongst other factors, no doubt, proven to be the case.

These tables show the raw achievement levels with average attendance. Aside from the outliers highlighted it will be seen that low attendance correlated (and causes) lower achievement levels.

MoE Year Level 11					MoE Year Level 12					MoE Year Level 13										
Type RE					Type RE					Type (All)										
Count of NCEA L1					Count of NCEA L2					Count of NCEA L3										
Row Labels	N	A	M	E	Grand Total	Row Labels	N	A	M	E	Grand Total	Row Labels	N	A	M	E	Grand Total			
0	30	26	15	9	80	62.5%	0	17	35	5	1	58	70.7%	0	11	20	8	6	45	75.6%
1-19	1				1	0.0%	20-39	3				3	0.0%	20-39	1				1	0.0%
20-39	3				3	0.0%	40-59	4	1			5	20.0%	40-59	2	4			6	66.7%
40-59	6				6	0.0%	60-69	2	2			4	50.0%	60-69	1				1	100.0%
60-69	5	3			8	37.5%	70-79		6			6	100.0%	70-79	5	3	2	1	11	54.5%
70-79	5	4	2		11	54.5%	80-84	3	5			8	62.5%	80-84	1	5			6	83.3%
80-84	7	5	4	1	17	58.8%	85-89	3	10			13	76.9%	85-89	3	4	1		8	100.0%
85-89	2	5	1	1	9	77.8%	90-94	1	8	3	1	13	92.3%	90-94	1	3	1	3	8	87.5%
90-94	5	6	2		13	100.0%	95-100	1	3	2		6	83.3%	95-100	1	1	1	1	4	75.0%
95-100	1	4	2	5	12	91.7%	Left after 1/7	1	2			3	66.7%	Left after 1/7	6				6	0.0%
Left after 1/7	5				5	0.0%	40-59	1				1	0.0%	1-19	1				1	0.0%
20-39	2				2	0.0%	70-79	2				2	100.0%	40-59	2				2	0.0%
40-59	2				2	0.0%	Left before 1 Apr	1	1			2	50.0%	70-79	3				3	0.0%
60-69	1				1	0.0%	20-39	1	1	2		4	50.0%	Left before 1 Apr	2				2	0.0%
Left before 1 Apr	2				2	0.0%	Left before 1 July	4				4	0.0%	40-59	1				1	0.0%
1-19	1				1	0.0%	40-59	3				3	0.0%	90-94	1				1	0.0%
20-39	1				1	0.0%	60-69	1				1	0.0%	Left before 1 July	4				4	0.0%
Left before 1 July	1				1	0.0%	Left before 1 Mar	1				1	0.0%	20-39	3				3	0.0%
20-39	1				1	0.0%	70-79	1				1	0.0%	90-94	1				1	0.0%
Grand Total	38	26	15	9	88	56.8%	Grand Total	24	38	5	1	68	64.7%	Grand Total	23	20	8	6	57	59.6%

Comparisons with national data

NZQA has adapted the comparison groups (previously deciles) to reference the EQI. THS is in the **above average socio-economic barriers band**.

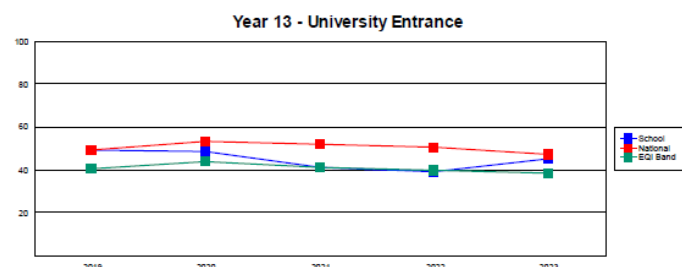
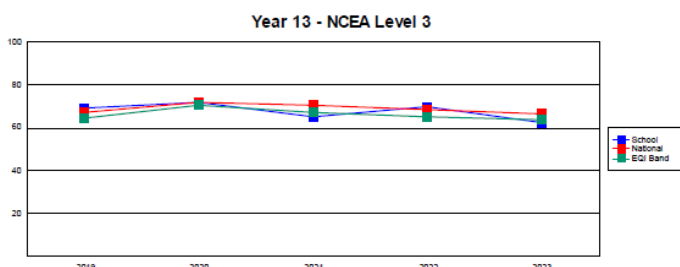
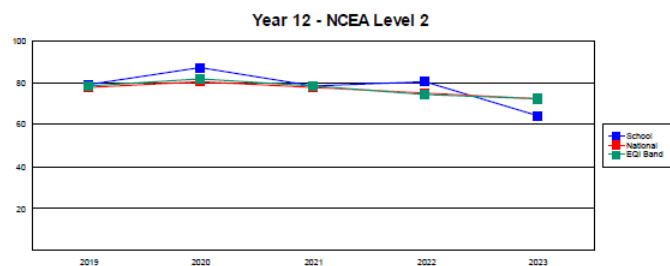
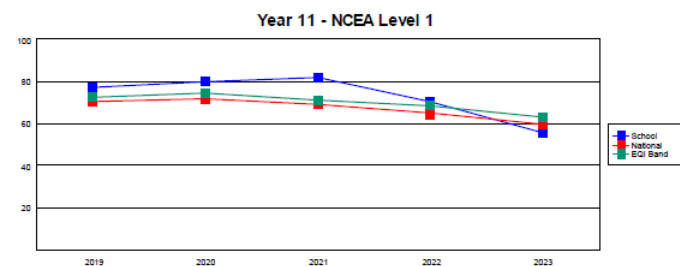


This reflects our EQI of 488 (up from 483) – we are in the top 25% of EQI

Data table and graphs below shows the trends since 2019. It will be noted that the slide since 2020 has occurred for all reference groups, but THS has had a greater decrease.

The percentages are swayed by small cohort differences, as our year levels are below and the smaller cohort groups, such as ethnicity are very sensitive, especially any group other than Māori and European. The groups are using the 'priority ethnicities' rather than a statistical approach that recognises that many of our students are not one ethnicity or another, but a mixture or at least two.

Academic Year	Thames High School				National				Above Average Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019	77.6	79.3	69.0	49.0	70.6	77.5	67.3	49.3	72.4	78.6	64.5	40.2
2020	80.2	87.2	71.6	48.6	71.8	80.1	72.1	53.4	74.8	81.5	70.2	43.9
2021	82.0	78.3	65.1	41.3	69.2	77.9	70.5	51.9	71.5	78.2	67.0	40.8
2022	70.8	80.6	69.6	39.1	64.9	74.9	68.2	50.3	68.7	74.4	65.4	39.9
2023	55.6	64.2	62.3	45.3	60.0	72.2	66.2	47.2	63.1	72.6	63.6	38.2



All comparisons need to be treated with caution as we are not comparing like for like (e.g. semi-rural coeducational schools). That would require a separate analysis.

In comparison to the national average THS:

- Year 11 / NCEA level 1 - 4% points below (56 % cf. 60%)
- Year 12 / NCEA level 2 - 8% points below (64 % cf. 72%)
- Year 13 / NCEA level 3 - 4% points below (62% cf. 66%)

This is unlike 2023 where THS was slightly above the national average at levels 2 and 3.

In comparison to the **average socio-economic barriers band**, THS:

- Year 11 / NCEA level 1 - 7% points below (56 % cf. 63%)
- Year 12 / NCEA level 2 - 9% points below (64 % cf. 73%)
- Year 13 / NCEA level 3 - 2% points below (62% cf. 64%)

The primary reasons for achieving and not achieving are as established as they were last year – i.e. attendance and engagement.

- Students are very likely to achieve NCEA if they attend school and stay to the end of the year. Most of those who did not achieve had attendance less than 60% and in many cases less than 40%
- The statistics include students who left school within the first few months of 2023, including many who left in Feb, and those that arrived later in the year.

University Entrance

As in the past, in 2023 the UE rate (45%) is lower than the national average (47%) but is above the EQI band average (38%). This is a relative improvement (2022: average (37% cf. 48% - national and 46.5% - decile 5).

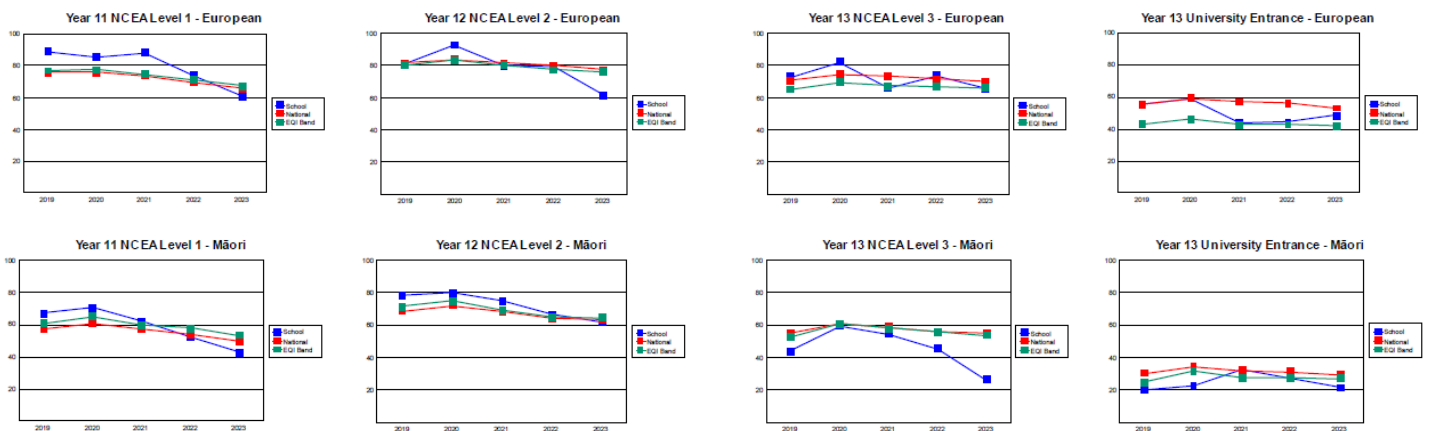
The residual effects of lost learning and other disruptions are still being felt, as the impact on longer term engagement with learning has not recovered. This is on top of what was already a baseline of 20% absence on average, even before Covid.

We do know that the continuing trend for Year 13 students to not have a university pathway as their primary reason for remaining at school.

Last year 30% of our Year 13 students made it a clear pathway, and – on that basis – we were successful.

We encourage high expectations and have open pathways. Many of our students and whānau have decided long ago that an alternative trades ('vocational') apprenticeship or direct employment pathway is best and that is also a very good outcome yet is not reflected in any use of UE data for comparisons.

The disparity (expressed as a percentage) between Māori and NZ European continues (our two main ethnic groups, where percentages are not wildly affected by the low numbers, as for – say – Asian or Pasifika). The percentage trends for Māori especially at Year 13 are very sensitive to individual cohorts as the numbers are less than 20.



Academic Year	Thames High School				National				Above Average Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
European												
2019	88.9	80.6	72.8	55.6	76.0	81.1	70.8	55.1	77.0	80.0	65.2	43.1
2020	85.5	92.2	82.1	58.9	75.8	83.2	74.6	59.0	77.7	82.9	69.5	46.1
2021	88.1	79.6	66.0	44.0	74.0	81.2	73.2	57.2	74.6	79.9	67.3	42.9
2022	73.9	78.9	73.7	44.7	69.7	79.4	71.6	56.0	71.5	77.1	67.0	43.0
2023	60.9	61.1	65.9	48.8	65.9	77.1	69.9	53.0	67.6	75.8	66.1	41.9
Māori												
2019	67.3	78.1	44.0	20.0	57.7	68.9	55.1	29.9	61.0	71.8	52.9	24.6
2020	70.6	80.0	59.3	22.2	60.8	71.9	60.7	34.1	65.1	74.9	60.9	31.0
2021	62.5	75.0	54.5	31.8	57.7	68.3	58.5	31.7	59.9	69.3	58.2	27.1
2022	52.8	66.7	45.5		53.9	64.1	55.7	30.9	57.9	65.1	55.6	26.8
2023	42.9	61.9	26.3	21.1	49.6	63.3	54.8	28.9	53.6	64.5	53.8	26.6

We will complete further analysis in March after final results are out.

The trend is decreasing rates of achievement year by year for Māori and NZ European since 2020.

Level 1 at THS

- Gap is **smaller** in 2023 than 2022

Year	Māori	NZ European	"Gap"
2020	70.6	85.5	-15
2021	62.5	88.1	-16
2022	52.8	72.5	-20
2023	42.9	60.9	-18

Level 2 at THS

- Gap is highly variable, but 2023 is **much smaller** than 2022

Year	Māori	NZ European	"Gap"
2020	80.0	92.2	-12
2021	75.0	79.6	-5
2022	63.0	73.7	-11
2023	61.9	63.3	-2

Level 3 at THS

- Highly variable 'gap' but 2023 **much larger** than 2022 (21 Māori, 27 European)

Year	Māori	NZ European	"Gap"
2020	59.3	82.1	-23
2021	54.5	66.0	-12
2022	45.5	73.7	-29
2023	26.3	65.9	-39

1.2 Year 9 and 10 literacy and numeracy

asTTle assessments in English (comprehension and writing) and Mathematics have yet to be completed for Year 9 2024. When these are completed, we will continue to identify those who need additional support, although we do have information from the contributing schools.

Those for Year 9 (2023) and 10 (2023) were completed at the end of Year in 2023, and are a measure of progression for last year's Year 9 and 10 and form a baseline for this year's Year 10 and 11.

While we will report in our statement of variance (SoV) in more detail here is a summary for reference and possible discussion.

As in previous years, the number of N/A for lack of data due to absence or difficulty in follow up or refusal to do the assessment is significant. Especially high for Year 9 maths.

Year 9 2023 (Year 10 2024)

Year 9 Reading

Count of READING EXPECTATION START TO END OF YEAR	END OF YEAR						
	WELL BELOW	BELOW	AT	ABOVE	WELL ABOVE	N/A	Grand Total
WELL BELOW	13	2	5	5		5	30
BELOW	4	1	11	8		2	26
AT			3	3			6
ABOVE			5	10	3	1	19
WELL ABOVE							0
N/A	2		1	3		5	11
Grand Total	19	3	25	29	3	13	92

- Number above and well above has gone from 19 to 31 – great result!
- Number below and well below has gone from 56 to 21 – positive result!

Year 9 Writing

Count of WRITING EXPECTATION START TO END OF YEAR	END OF YEAR						
	WELL BELOW	BELOW	A T	ABOVE	WELL ABOVE	N/A	Grand Total
WELL BELOW	30	3	1	8		12	54
BELOW	5	2	2	4	1	2	16
AT	1	1					2
ABOVE				1			1
WELL ABOVE			1	1			2
N/A	5		1	4		7	17
Grand Total	41	6	5	18	1	21	92

- Number above and well above has gone from 3 to 19 – great result!
- Number below and well below has gone from 70 to 47 – significant result!

Year 9 Maths

Count of MATHS EXPECTATION START TO END OF YEAR	END OF YEAR						
	WELL BELOW	BELOW	A T	ABOVE	WELL ABOVE	N/A	Grand Total
WELL BELOW	23					8	31
BELOW	9	7	1	10		5	32
AT	1		1	3		3	8
ABOVE				4		4	8
WELL ABOVE				1			1
N/A	3	1				8	12
Grand Total	36	8	2	18	0	28	92

- Number above and well above has gone from 9 to 18 - great result!
- Number below and well below has gone from 63 to 46 – positive result!
- Not having the results for 28 at the end of the year is a significant lack of information.

Year 10 2023 (Year 11 2024)

Year 10 Reading

Count of READING EXPECTATION START TO END OF YEAR	END OF YEAR						
	WELL BELOW	BELOW	A T	ABOVE	WELL ABOVE	N/A	Grand Total
WELL BELOW		5	1			2	8
BELOW	2	19	5	1		2	29
AT		10	3	10			23
ABOVE				13	1		14
WELL BELOW							0
N/A		5	2	1		5	13
Grand Total	2	39	11	25	1	9	87

- Number above and well above has gone from 14 to 26 - great result!
- Number below and well below has gone from 37 to 41 – disappointing – this may reflect a disinterest and lack of checking of engagement with the test.

Year 10 Writing

Count of WRITING EXPECTATION START TO END OF YEAR	END OF YEAR						
	WELL BELOW	BELOW	A T	ABOVE	WELL ABOVE	N/A	Grand Total
WELL BELOW	20	4	1			5	30
BELOW	7	10	1			3	21
AT	3	1	1	3			8
ABOVE	3	2	1	4		1	11
WELL BELOW					1		1
N/A	9	2				5	16
Grand Total	42	19	4	7	1	14	87

- Number above and well above has gone from 12 to 8 - poor result!
- Number below and well below has gone from 51 to 61 – disappointing – again, this may reflect a disinterest and lack of checking of engagement with the test. If it is accurate then it is of great concern the assessed writing skills drop by so much.

Count of MATHS EXPECTATION START TO END OF YEAR	END OF YEAR						
	WELL BELOW	BELO W	A T	ABOV E	WELL ABOVE	N/ A	Grand Total
WELL BELOW	2	5	1			3	11
BELOW	2	19	1	2		8	32
AT		5		2		2	9
ABOVE		2	6	5	1	3	17
WELL ABOVE							0
N/A	1	9		2		6	18
Grand Total	5	40	8	11	1	22	87

- Number above and well above has gone from 17 to 12 – slight decrease, which is disappointing, as we like to see cohort progress.
- Number below and well below has gone from 43 to 45 – slight increase, when we would expect more progress of those below expectations.

2. Strategic Plan/ School Review

2.1 School planning documents (MoE)

Deadlines for school planning documents

- Our 2024-2025 strategic plan must be submitted to the MoE and published on our school's website **by 1 March**. We are ready for this; the board reviewed the draft last year and approved it.
- Some additional notes will be added to show how our strategic plan meets the criteria, and show alignment with the [NELPS](#) and [EAT](#) (2020)
- Our 2024 annual implementation plan must be published on your school's website **by 31 March**. Consequently, we will table the updated 2024 annual plan at the March hui, following any feedback.

Reference: [School planning and reporting: Te Whakangārahu Ngātahi | Planning Together for Ākonga Success – Ministry of Education](#)

Most requirements from the NEGs and NAGs have shifted into the Education and Training Act 2020, into new regulations, into the [National Education and Learning Priorities \(NELP\)](#), and into the National Curriculum.

The board is referred to [this document that maps the "old" NAGS with the current requirements \(legislation and/or regulations\)](#).

Our **statement of variance** is due by 31 May (in the past 31 March, allowing us more time to add commentary to our outcomes from our plan and targets. The Annual Report includes the Financial Reports such as the Audit outcome.

3. Personnel

3.1 Staffing (update)

We start the year with staffing just covering the classes needed, staffing is very tight. Despite this we have some small classes that we have sustained.

There may be personnel matters that can be discussed in committee.

- **New staff:** Michelle Tupper (SENCO), replacing Miriam Coles, who left for Wellington after her husband achieved a position.
- **Confirmed appointment:** International programme manager (permanent, 30 hours, salary position – 52 weeks a year, excluding annual leave).
- **Vacancies:**
 - Materials Technology – Jamie Wickham, accepted a position as HoD Technology at Paeroa College (where he lives). Resignation 6 December 2023. Effective start of 2024 school year.
 - We have a potential appointment pending reference checks. There may be positive news to share at the board hui.
 - Currently we have a long-term relieving cover in place until the end of term 1.
 - Outdoor education / physical education and health – Trif Sitnikoff, Resignation 5 January 2024. Requested early release, enabling start new employment.
 - An offer of employment has been made and awaiting written agreement to be signed.
 - Carolina Tornero requested part-time 0.50 FTE for 2024 (effectively a flexible work arrangement request). This was considered in good faith, and I was able to assure we could cover the required classes. The need was in fact in social studies, and other areas, not mathematics as there has been a reduction in overall load of mathematics in the senior school, despite the increase in teaching time per week for these subjects in the senior school.
 - Long-term reliever – Jesse Watson – cover 0.50 (part time TOR) for the year + 0.50 FTE for vacancy cover for term one.
 - Long-term reliever – John Wright – cover for Materials Tech - until recruitment complete; unfortunately extended sick leave was required from Tuesday 13 February
 - LTR to cover this has been arranged for the rest of term one. Mr Steve Andrew.
 - International Admin Support – we will be advertising an 8 hours per week administration role for the international department to support the IPM.

Internal fixed term positions of responsibility

App

Appointments to advertised roles were reported in December 2023, and there were roles that were not yet filled.

Since then, J Wickham resigned so a couple of positions were left.

Role were re-advertised internally, and appointments made.

- e-learning coordinator/ICT manager (1FTMU) – Jesse Watson (replacing J Wickham)
- Recognising success: Awards and Prizegiving coordinator (1 FTMMMA) – Jasmine York (replacing J Wickham)

Now confirmed:

- EOTC coordinator (1FTMU) – T Slee
- Senior achievement tracking and intervention coordinator (1FTMU) – L Ardern
- Principal's Nominee (1FTMU) – D Sawyer
- Staff well-being coordinator (1 FTMMMA) – C Green
- Whole school wellbeing coordinator (1FTMU) – K Finch (counsellor)

Also, Kāhui Ako Within School Teacher / leader (KA Allowance)

- Numeracy across the curriculum / accelerating numeracy development – J Dix
- Culturally Responsiveness and supporting Mātauranga Māori across the Curriculum – R McLean
- Universal design for learning and accelerating literacy development – M Tupper

We have three Community Liaison Roles underway with two appointed (T Slee and R Allen) and one to be confirmed.

3.2 Professional Learning

- P Keet (Deputy Principal)

Our priorities for Teaching Staff PLD for 2024 remain in line with the MoE priorities of Cultural Capability, Local Curriculum Design, NCEA changes, Assessment for Learning and Digital Fluency. In addition, our local priorities include PB4L and Behaviour, and Literacy and Numeracy support for teachers.

Feedback from staff on PLD needs indicated that the most important focus for all departments was the NCEA Level 1 Changes. As such, our meeting and PLD times have been readjusted to provide time to work together as a department to ensure a full understanding and application of the new Standards and Assessment conditions.

In addition, NCEA has recently made available a plethora of one hour / 90-minute online workshops, which are offered after-school and on Saturdays. All our teachers have been encouraged to attend these workshops which will provide targeted guidance for the changes in the Level 1 subjects.

The following points outline our approach to PLD in 2024:

1. All Teachers will have a rotation of meetings on Mondays. Please [click here](#) to see the Monday rotation schedule. The focus for Mondays will be NCEA changes, assessment, cultural capability, curriculum, and digital fluency. Where possible, cultural capability and digital fluency will be targeted at an individual level, so teachers can learn from their current knowledge base. Departments will build on their group inquiry process around Te Hikairo schema from 2023 to maintain the impetus on using that framework with which to self-assess.
2. There will be a rotation of meetings on Tuesdays. Please [click here](#) to see the Tuesday rotation schedule. On this rotation there will be a full staff meeting to focus on pastoral, PB4L and Behaviour, as well as the Kaiāwhina and Heads of Department meetings.
3. All teachers are encouraged to join their subject specific workshops run by MoE Facilitators. Details of these workshops are [here](#). Participation in these workshops will be recorded as personal PD, and will be included in a teacher's Professional Growth Cycle reflection.

4. Finance and Property Management

4.1 Property and Finance Reports

The Finance report from the Business Manager, is included as part of Finance Committee held just prior to the Full Board hui.

A significant workflow in the next month is to review the provisionally approved budget for final approval at the March hui, after the formal 1 March roll return.

The Property Committee will report on the hui held on Monday 19 February.

4.2 Finance Summary

<p>Main Government sources of income</p> <ul style="list-style-type: none"> • Teacher salaries: \$3.46M up from \$3.2 M • Operational \$1,470K (\$1. 47M) <p>(up from \$1,450K)</p> <ul style="list-style-type: none"> ○ Equity Index EQI <ul style="list-style-type: none"> ○ THS: 483 (2023) → 488 (2024) ○ Median: (NZ) 463 (Waikato) 476 ○ Top 25% of socio-economic need ○ Not a linear scale! (344 – 569) ○ Donation scheme: 432 + 	<ul style="list-style-type: none"> • MAIN EXPENSES <ul style="list-style-type: none"> • Support Staff \$600K (up!) • Caretaking / cleaning \$345K (up!) • Curriculum Exp. \$300K (up!) • Depreciation \$202K • Relief \$90K • Heat/light/power \$45K (up!) • General \$50K • Maintenance \$20K • Vehicle exp \$16K
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Important notes (highlights)

- Teacher Aide time increase 25 hours for ICS & literacy support (ca. \$30K)
- Equity \$5000 & Breakfast Club \$500
- Capital \$225K including.
 - \$78 K ICT (Chromebooks, cabinets, etc)
 - \$20K Library Carpet
 - \$10K Shade Sails

Reference EQI scale (not a linear scale)



4.3 Property Updates

As shared with staff:

Completed / To be completed

- **\$820K 5YA 2022/23 – 2027/2028**
 - \$480K Roofing – either partial or full replacements for most blocks
 - \$220K Electrical – LEDs, switchboard
 - \$50K Plumbing / drainage
 - \$150K Carpets – A and C
- \$200K modernisation
+ ca. \$80K extra 5YA
- 60K Hall Cladding and Foyer Roof
- External and internal improvements
 - ca. \$60K Music Block (M)
 - ca. \$160K Technology (E)
- The need to get a comprehensive understanding of electrical demand and capacity is vital, and we are seeking to have this work (ca. \$30K) included in 5YA.

Also, significantly in the plan for 2024 is the repainting of C and E block as part of scheduled maintenance (operational)

We will need to put funds into the canteen / pavilion to support this being a cafeteria with tables and chairs, etc. Along with that the presentation of the room needs investment.

Rationalisation – reminder and update

- 10 surplus classroom spaces
- allowed 4 extra
- Therefore 6 over code.
 - 2 exempted - Drama (historic) and H1/2 (curriculum)
 - 4 to be rationalised: PF4 and 5, Canteen and Common room
Update: with the use of the canteen and common room we are seeking to have these exempted too, although that may depend on if we have Ka ora Ka ako for more than a year.
- From all accounts the idea to remove (whole or in pieces) will likely be on hold as there is not funding for the MoE for rationalisation

4.4 Some ICT Updates

- Multi-factor authentication (MFA) – is now fully implemented for Google, Microsoft 365, KAMAR
- Security best practice as in the ICT development plan have been implemented, e.g. no overseas access to our network.
- BYOD – continue to 'encourage', 'advantage' etc.
- **Devices 2024**
 - 50 Chromebooks due from the successful grant application
 - 50 Chromebooks are part of approved capital approved
 - more secure cabinets for storage in departments
- **WiFi**
 - Changed proposed in 2023 have been implemented, so have better security and limit access to phones for students (only a registered learning device can get access to THS-Students)
 - In the past students and staff (and guests) were connected to THS BYOD. This was limited to 8 am to 4 pm in Term 4, to help minimise use outside school time.
 - To get different rules for staff and students, there are now FOUR WiFi domains for BYOD replacing the one BYOD:
 - THS-Student
 - THS-Staff
 - THS-Guest
 - Jack McLean WiFi

These are outlined below, along with the description of THS-Devices and THS-Laptops

- **Thames BYOD** no longer allows student logins. This network **will be shut down once staff have moved their personal devices across to the new THS-Staff network.**
- **THS-Students** is only available between 08:00 until 17:00 New Era did impose an outage (not asked for) at breaktimes, but that proved difficult with changes of structure of the day and other needs – such as assignments, etc. This has been reversed.

Staff have been sent by email **individual** password for the THS-Staff WiFi. Soon the old BYOD WiFi will be removed, then there will be no option but THS-Staff.

Network	Purpose	Notes
THS-Devices	Chromecasts/Smart TVs, similar devices.	
THS-Guests	Guest wireless access.	Guest passes are generated by Chris Sutton or Tracey Reed.
THS Laptop	School-owned (and leased) laptops and Chromebooks, includes both staff and student devices.	
THS-Staff	Staff BYOD	New staff members can request a password for this network through New Era to connect their personal devices. Each staff member has been allocated a personal password to connect to THS-Staff. These passwords are separate from their other accounts to prevent staff from locking out their accounts when their passwords expire and to increase security.
THS-Students	Student BYOD	Student services are responsible for providing students with one password each for one BYOD laptop.
Jack McLean Wi-Fi	JMRC Patrons	Only available at the Jack McLean Recreation Centre. Password will be shared with hirers.

5. Physical and Emotional Environment

5.1 Current Roll (as of 21 February 2024)

Type	Total	7	8	9	10	11	12	13
EM	214	103	113	0	0	0	0	0
EM (Female)	109	56	53	0	0	0	0	0
EM (Male)	105	46	59	0	0	0	0	0
FF	21	0	0	0	0	7	7	7
FF (Female)	13	0	0	0	0	5	3	5
FF (Male)	8	0	0	0	0	2	4	2
RE	401 (Y9-13)	0	0	88	89	88	79	57
RE (Female)	211	0	1	53	48	44	39	26
RE (Male)	192	1	0	35	41	44	40	31
RE or EM (22 FEB 2023)	406 (Y9-13)	107	116	97	85	95	71	58
Diff 2024 cf 2023		-4	-3	-11	+4	+7	+8	-1
Projections (MoE)	403 (Y9-13)	135	121	111	92	80	71	49
Diff Feb 2024 cf. MoE proj.	-2	-33	-8	-23	-3	+8	+8	+8
Lower est. (THS)	363	105	121	101	84	70	68	44
Diff Feb 2024 cf THS est.		-2	-8	-13	+5	+18	+11	+13

- Total domestic (RE) number is close to projections by MoE 401 cf. 403
- High Year 11-13 roll. Greater retention and new students.
- Lower Year 9 roll. MoE projection was very generous. More concerning is the THS projection of Year 9s was 105 and we have 88. SIGNIFICANT REDUCTION.
- Year 8 to Year 9 transition detailed below. Significant number moved from Thames, yet the increase to HPC is concerning.
- Senior numbers are difficult to imagine being sustained as several are not attending, and the trend has been that they get work and then leave. Expect 5-10 fewer seniors by early March.
- Once again, we are on track to have a lower than projected roll, **and the loss at Year 9 to Year 10 is concerning.**
- **The continued lack of incoming people moving into town at Years 10-11 that has been the case before 2022.**
- Year 7 and 8 numbers may not be accurate – the information from primaries is traditionally slow and may not be accurate. *These are presented as they affect junior technology and the staffing attached to this.*
- **Positive international numbers, as below.**

International Summary (Provisional)

	2023	2024
Term 1:	15	20
Term 2:	12	19
Term 3:	5	12
Term 4:	4	13
Overall FTTE	9 FTTE (+1 from 2022)	18 FTTE (+9 from 2022)

Year 8 to Year 9 to THS

- Given the unexpected reduction in the Year 9 roll, I have completed a breakdown faster than in 2023.
- Of the 115 Year 8s in 2023 (up one from 2022) attending technology, 84 enrolled at THS in 2024 (85 in 2023) and 31 did not (up from 29 in 2023). Of the 31 students that did enrol at THS, 17 have enrolled at HPC (up from 13 in 2023) and the remaining 14 are accounted for as below.
- The trend for some from Pārāwai to enrol at HPC is a concern, as that increased from 2023/2023 and has continued 2023/2024. I was able to arrange a visit to all schools in 2023, but I was not able to negotiate a time to visit The Year 8 class at Parawai, so I do have a sense of the impressions there. I have some ideas from the principal however, and I will endeavour to seek more suggestions, beyond what was said last year (HPC is seen as stricter with uniform and phone, despite it been seen that we have great resources and opportunities). Again, aside from a couple, a predominant common factor is NZ European / pakeha.

HPC – 17 students (up from 13 in 2023)

- Those from Puriri and Matatoki are in zone for HPC (3 + 3 = 6)
- A couple from Parawai travelled from HPC zone to Parawai (2)
- Leaves 9 (estimated) that have applied for out-of-zone, and been accepted.
- HPC has accepted more in 2024 as the number from north (i.e. Pōkenō) has reduced.
- It will be a continued challenge for us, and we need to celebrate our positives and make THS the best place for our community.

In many of the cases, there are siblings, sport, or convenience / location, moved, boarding is commonly suggested. Other reasons include more options / choice at larger schools.

Count of 2023 SCHOOL

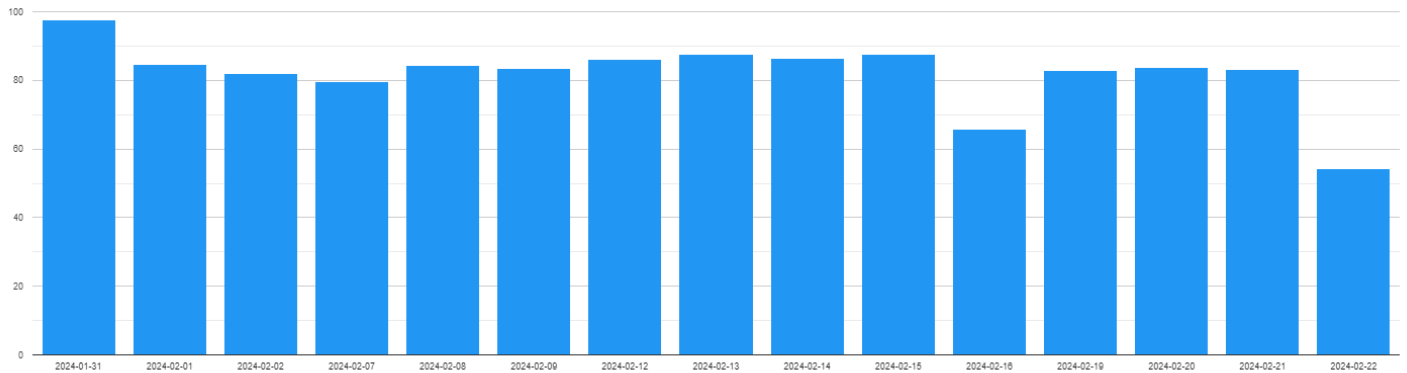
	Te Puru	TAPU	STFRANCIS	SOUTH	PURIRI	PARAWAI	MOANA	MATATOKI	Grand Total	
THS	23	1	9	7	3	21	18	2	84	73%
HPC	3				2	7	2	3	17	15%
Paeroa College	1			1				2	4	3%
DIO - Tamaki Makurau			1						1	
S - Wellington High	1								1	
St Pauls - Hamilton						1			1	
Western Springs College	1								1	
NOT ENROLLED				1					1	
JAPAN	1								1	
Waikato Dio	1								1	
One Tree Hill College						1			1	
Tuakau College			1						1	
Te Aroha College								1	1	9%
Grand Total	31	1	11	9	5	30	20	8	115	
	74%	100%	82%	78%	60%	70%	90%	25%	73%	31

5.2 Attendance

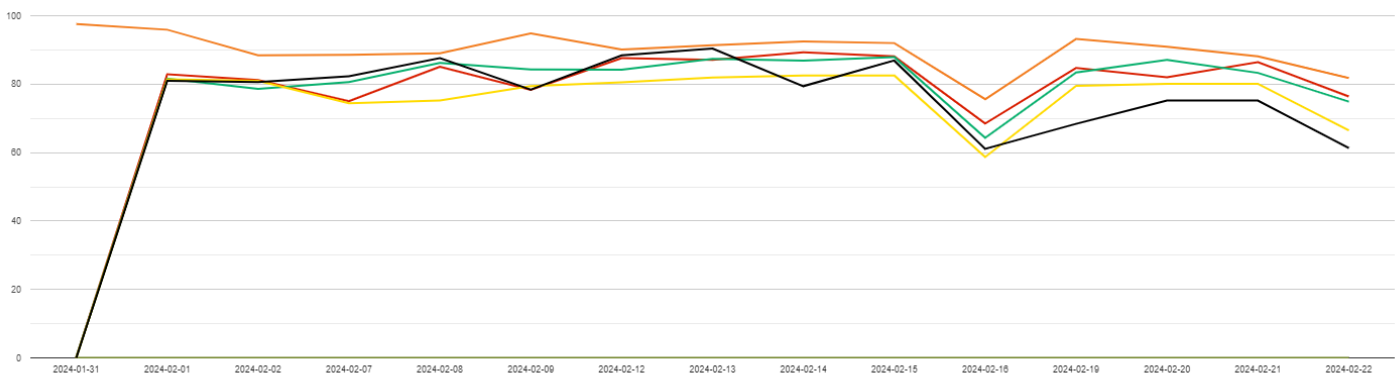
Average daily attendance (Term One)

To date – 31/1/24 (Year 9 induction) to Thursday 22/2/24 (15 days)

- Not including course confirmation day.



- Wed 31 Jan: Year 9 only – orientation day
- Thursday 1 Feb: First day for the WHOLE school
- Friday 16 Feb: Swimming Carnival – drop from 85% on Thu to 65% on Fri – an additional 1/5 students absent.
- Thursday 22 Feb: Athletics House Day – drop from 82% on Wed to 55% on Thu – almost an additional 1/3 students absent.



Key

Year 9 – orange

Year 10 – red

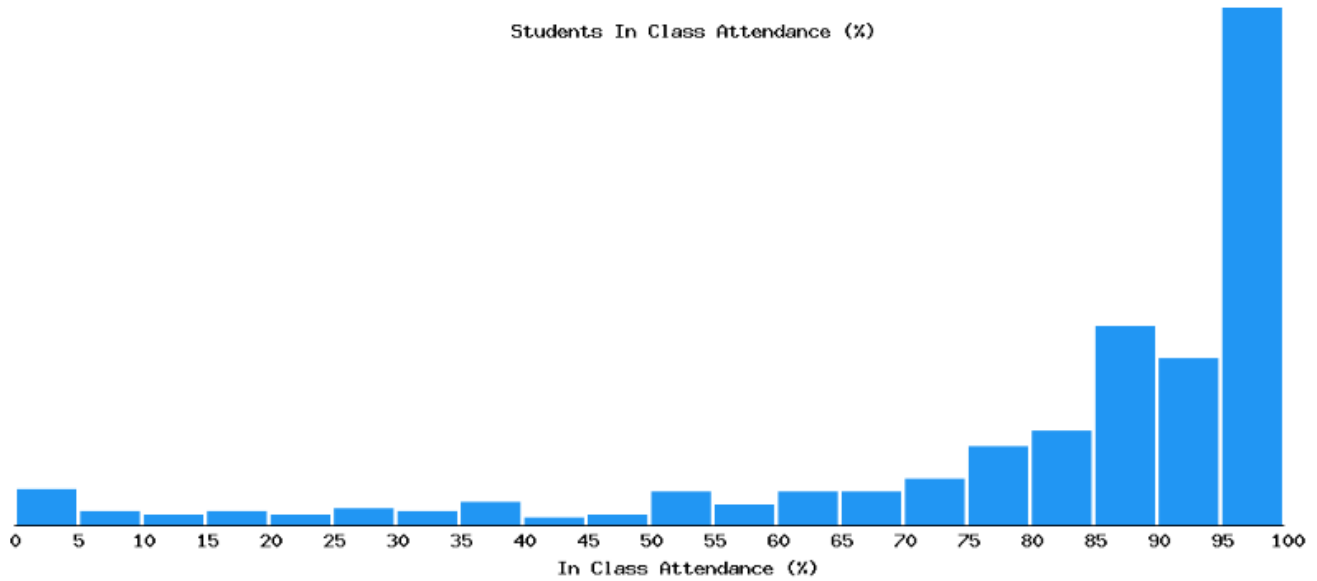
Year 11 – green

Year 12 – yellow

Year 13 – black

Attendance - School Overview

In the last 3 weeks (Tue 30 Jan - Fri 16 Feb) the students have been present in class on average 81.9% of the time



The numbers below are Present in Class - Half Day Present

By Ethnicity		By Year Level		By Gender		By House	
Asian	82.5% - 83.0% <i>40 Students</i>	9	89.5% - 89.6% <i>88 Students</i>	F	82.9% - 84.0% <i>221 Students</i>		83.7% - 83.9% <i>82 Students</i>
European	86.4% - 88.6% <i>192 Students</i>	10	82.1% - 82.9% <i>89 Students</i>	M	80.7% - 82.1% <i>199 Students</i>	Adams	76.8% - 79.4% <i>78 Students</i>
MELAA	86.3% - 88.7% <i>8 Students</i>	11	79.9% - 82.7% <i>93 Students</i>			Dorrington	80.1% - 81.2% <i>82 Students</i>
Māori	76.5% - 76.9% <i>167 Students</i>	12	77.6% - 78.3% <i>86 Students</i>			Hoult	80.5% - 81.5% <i>86 Students</i>
Other	83.0% - 85.7% <i>2 Students</i>	13	79.6% - 81.6% <i>64 Students</i>			Rudman	87.3% - 88.8% <i>92 Students</i>
Pasifika	78.1% - 78.3% <i>11 Students</i>						

Attendance (half day %) RANGES (Year to Date – 21 Feb 2024)

- Data at this stage are highly skewed as one day has an impact of about 10%

	0-59 "CHRONIC"	60-79 "MODERATE"	80-89 "IRREGULAR"	90-100 "REGULAR"	Total
Year 9	4	7	18	59	88
	4.5%	8.0%	20.5%	67.0%	
Year 10	15	15	5	54	89
	16.9%	16.9%	5.6%	60.7%	
Year 11	16	19	17	43	95
	16.8%	20.0%	17.9%	45.3%	
Year 12	16	16	17	37	86
	18.6%	18.6%	19.8%	43.0%	
Year 13	12	14	11	27	64
	18.8%	21.9%	17.2%	42.2%	
All	63	71	68	220	422
	14.9%	16.8%	16.1%	52.1%	
Māori	34	38	25	72	169
	20%	22%	15%	43%	
Non-Māori	29	33	43	148	253
	11%	13%	17%	58%	

- Overall, "regularly attending" (90-100%): **220/422 (52%) up from 38% this time last year.**
 - Māori 43% (Last year: **31%**)
 - Non-Māori 58% (Last year **41%**)

5.3 Employee Assistance Programme

In the past three years we have had an agreement with two local providers for an employee assistance programme (counselling). This is an important option for staff, and we have budgeted to continue this service.

Summary data are below.

	2023	2022	2021
Provider 1	3 (2 x 1 session, 1 x 3, 5 session total Term 4	3 (3 x 3 sessions) 9 sessions total	3 (2 x 3 sessions; 1 x 2 sessions) 8 sessions total
Provider 2	1 (1 x 2 sessions) 2 sessions total Term 4	0	2 (3 x 3 sessions) 9 sessions total
Total staff / sessions	4 / 7	3 / 9	5 / 17

6. Compliance/ Legislation

6.1 Policies

As we subscribe to School Docs there is a schedule of review that is managed by them, and we follow that schedule. The way we either ratify or modify policies is business for most board meetings.

[Reference: Schedule of Review 2024](#)

We maintain a review document that summarises consultation on policies, and the statements of assurances. This will be updated throughout the year.

[Reference: Policies and Assurances Review 2024](#)

Term 4 2023 Policies for ratification

- closed 9 December 2023
- [Home Learning](#)
- [Distance Learning](#)
- [Health Education](#)

Term 1 2024 Policies for Review

- closes 12 April 2024
- [Te Tiriti o Waitangi](#)
- [Board Responsibility](#)
- [Parent Involvement](#)
- [Communicating with Parents](#)
- [Community Conduct Expectations](#)
- **[DOCUMENTATION AND SELF-REVIEW POLICY](#)**
- [School Planning and Reporting](#)
- [Reporting to Parents on Student Progress and Achievement](#)

Click the above policy link, enter the username **thames** and password **sealey**

6.2 Assurances

As noted above the assurances section of the self-review schedule is where we assure the board and for external review that we meet our compliance obligations.

One additional assurance is that **All teaching staff** must have completed the Physical Restraint & Physical Contact training module by 7 February. I can assure the board that all teachers and several support staff (not required, but valuable) have completed the module. The module results in a certificate that is sent to T Reed and filed. I have been assured these have been received, with the exception of one teacher who has verbally confirmed but has not been able to get the certificate saved and sent.

The training module predominately made sure that staff understand the rules, including the requirement to ensure that minimisation of restraint and de-escalation is the priority.

Ref: <https://www.education.govt.nz/news/new-guidelines-to-minimise-the-use-of-physical-restraint-in-schools/>

In addition to the training, during the staff only days, I reiterated the summary of the requirements and what needs to be reported should there be an incident.

For board members reference, the condition for authorised restraint are:

Physical restraint can only be used as a last resort when:

1. the physical restraint is necessary to prevent **imminent** harm, including **significant emotional distress** to the ākonga **or another person, and**
2. you **reasonably believe** there is **no other option** available in the circumstances for preventing the harm, **and**
3. the physical restraint is **reasonable and proportionate** in the circumstances.

The guidelines for 'allowed physical contact' are:

Physical contact that is allowed

1. **It is undertaken only if the ākonga is willing to be touched.**
2. It is intended for the benefit of ākonga (e.g. to aid and assist, for emotional support).
3. It is limited to appropriate areas of the body (unless it is a prescribed technique for a specific purpose) – **generally shoulders, arms, hands and upper back.**

Ngā mihi



Michael Hart

Tumuaki/Principal