



# Annual Report 2023

## Statement of Variance

## Progress / Achievement

## Financial Statements



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## Introduction

All schools and kura must prepare an annual report under section 134 of the Education and Training Act 2020. The annual report is a key accountability document that school boards are required to prepare to inform and report to stakeholders including the Ministry, Members of Parliament, parents, and the wider community of schools and kura.

It shows how school boards have applied their financial resources to achieve the goals set out in their strategic plan.

This is our **annual report**<sup>1</sup> that reports on the school's progress, including a statement of variance, and financial statement (audited accounts). The report is submitted to the Ministry of Education by 31 May and published thereafter.

The Statement of Financial Position may only be reported once the accounts are audited, consequently the final Annual Report may be delayed as we have no control over the completion of our audit. The guidance from the Ministry Of Education states:

"As soon as practicable following the completion of the audited annual financial statements the school board must ensure that its annual report is available to the public on a website maintained by or on behalf of the school board ([s136 Education and Training Act 2020](#)).

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<sup>1</sup> [Sect. 134 Education and Training Act \(2020\)](#)

## Opening report - 2023

After enduring years of pandemic-related disruption, hopes for a year of normalcy were dashed 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. Roads were either closed or left in a fragile state, causing uncertainty about routes and anxiety about further closures.

From this disrupted start, however, arose the opportunity to commence the year with a full school pōwhiri—a highlight we aim to continue. We witnessed the resilience of those affected by the closure of State Highway 25A, who showed great determination in continuing to attend our school.

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. Fortunately, an agreement was reached in August. 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.

Despite the disruptions, we can reflect on several highlights and successes in 2023. Noteworthy moments include ongoing improvements to our buildings, finalizing the new uniform, hosting the annual sports exchange with Northcote College (and winning the rugby!), reaching the final of the first XV competition, the senior school ball, and the achievements celebrated at the Sports Awards, senior and junior prizegiving ceremonies.

Other highlights include:

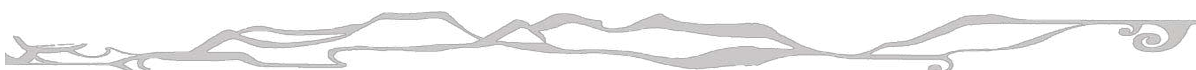
**Goldfields School** – the agreement to set up a satellite class from 2024, to allow an inclusive pathway for young people who attend the Thames South satellite class.

**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.

**New No Phones in School Policy** (No phones seen or used!) – The school policy was developed in 2023, ready for 2024, before the national regulation. This was positive as significant rules such as this require community consultation. The MoE did publish some guidelines for the national directive - our policy meets the requirements. The example policy and guidelines are very similar.

**Uniform 2024** – New for some! After significant consultation and process, it was great to confirm the new supplier, NZ Uniforms. In addition, new Uniform and Presentation Guidelines were approved by the board.

**New 2024 Timetable Structure** – after consultation (staff, students, and board) the timetable for 2024 was changed from 20 x 75-minute periods to 25 x 1-hour periods. Some subjects (art, food, and mechanics).



We were successful in have the **Active As project** approved by Sport NZ – this project will promote activity for wellbeing and engagement. Thames High is one of six schools in Waikato (40 across NZ) who are involved in three-year project. Key components include Active Breaktimes, Active Spaces e.g. Gym access, Zwift cycling, Games Space, Disc Golf, Rangatahi Kaha programme - timetabled active as hour for Year 9 – equipment / outside providers for the 4 streams - Environmental, Culture, Performing Arts, Physical Activity.

The well-being and success of our young people are supported by a village—Kaiako (teachers), kaimahi (all staff), parents, whānau, and friends. We extend our gratitude to everyone who, in every little or big way, contributed to supporting our young people. Special thanks to those who coached and managed sports teams and other activities, enriching our school community.

Many thanks to our school board for their continued commitment and support. They spend many hours setting strategic direction and monitoring the progress of the school. Thanks very much to our hardworking teaching and non-teaching staff. Your efforts create the success we recognise tonight.

Many thanks to the senior student leaders who have been positive role models and made sure that school spirit was lifted.

As we reflect on the past year of academic and personal growth, let us remember that success is not measured solely by achievement and awards. It is the character, resilience, and the enduring commitment to learning that truly define us.

Ngā manaakitanga

Michael Hart  
Tumuaki / Principal



## Statement of variance: progress against targets

Our statement of variance summarises the progress we have made in the last year towards achieving the outcomes and targets set out in our annual plan. It offers explanation for any differences and how we will address targets that were not achieved (i.e. next steps)

The 2023 Strategic and Annual Plan is available for reference.

[Link to 2023 Strategic and Annual Plan](#)

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

### Summary of progress against targets

Targets	Summary of progress / achievement Comments on variance as appropriate
<ul style="list-style-type: none"><li>Te Ao Haka and Te Reo Māori engagement and retention improves.</li><li>Curriculum development is on track for 2026 implementation of Te Mātaiaho (NZ Curriculum Refresh)</li></ul>	<ul style="list-style-type: none"><li>Te Ao Haka and Te Reo Māori engagement continues to improve. Our kapahaka group has been invited to open some functions around Thames, such as the Careers Expo.</li><li>All subjects with Level 1 classes have implemented the revised curriculum. Planning for Level 2 in 2028 and Level 3 in 2029 (revised timeline) is ongoing.</li><li>The curriculum Refresh in Years 9 and 10 has been implemented in English, Māori, Social Studies, and Mathematics. Other subjects are on track for implementation: Science for release in 2024; Technology for release in 2024; The Arts for release in 2024 and Health and Physical Education for release in 2025.</li></ul>
<ul style="list-style-type: none"><li>We will have strengthened our connections with our stakeholders (Te Ao Māori Strategic Ohu).</li><li>Hikairo Schema is embedded into everyday practice.</li></ul>	<ul style="list-style-type: none"><li>The Te Ao Māori Strategic Ohu continues to meet twice a term, and have had input to the review of the Strategic Priorities and Success Measures of our Strategic Plan</li><li>Departmental action plans for use of the Hikairo Schema were presented to all during staff PLD in Term 3.</li></ul>
<ul style="list-style-type: none"><li>Social studies foundation of Aotearoa NZ Histories is implemented.</li><li>The Year 9 and Year 10 curriculum will be embedded, and we will be prepared for the NCEA change programme for Year 11.</li></ul>	<ul style="list-style-type: none"><li>Aotearoa NZ Histories implemented at both years 9 and 10, with the Understand, Know, Do framework guiding the teaching of the subject (see bullet #3 in the first column above)</li><li>Work continues on the development of the above framework for all subjects to meet the implementation timeline above.</li></ul>





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

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

<b>Actions</b> <i>The main actions from the Annual Plan</i>	<b>What did we achieve?</b> What were the outcomes of our actions? What impact did our actions have?	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year – where to next?<sup>2</sup></b>
Strengthen our culturally responsive curriculum consistent with Te Mātaiaho / the Refreshed NZ Curriculum	<ul style="list-style-type: none"> <li>Revised our curriculum timeline, although the changes for NCEA dominate teacher time rather than curriculum.</li> <li>All teachers completed a workshop as part of PLD about the whakapapa and implementation of Te Mātaiaho, used to scaffold development of Graduate Profile.</li> <li>All teachers completed a workshop overview of the Understand, Know Do structure of Te Mātaiaho</li> <li>Consulted on the creation of a graduate profile with all staff, parents and Te Ao Māori Strategic Ohu, so we can build on this in 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Disruptions in 2023 included weather and industrial action where the time for initiatives was very curtailed by the PPTA and therefore staff engagement.</li> <li>Overload of external imperatives and lack of clarity externally means we struggle to get traction.</li> <li>The consultation with students did not happen as we left the process until Term 3, and then Term 4 was too busy.</li> <li>The 'curriculum map' remains a concept or desirable but workload and other pressures detracts from this.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the graduate profile workshop with a representative student group and construct a draft for further consultation.</li> <li>Create a timeline of implementation reflecting the changing national imperatives and clarity for a curriculum map.</li> <li>Will need to have specific templates and support for HoDs to complete.</li> </ul>
Strengthen our assessment practice, consistent with NCEA Change Programme.	<ul style="list-style-type: none"> <li>Reviewed the Teacher and Student Handbooks to ensure all stakeholders know the assessment requirements for NCEA and the processes at THS.</li> <li>Adjusted moderation procedures so all teachers complete the full requirements of their assessments.</li> <li>Revisited needs for subjects that did not meet the standard for moderation to support teachers in those subjects (PLD, consultation, NIFs etc)</li> <li>Utilised the support of the NCEA Implementation Facilitators to ensure assessment needs at Level 1 (revised) are clear and meet the requirements.</li> </ul>	<ul style="list-style-type: none"> <li>As above, the industrial disruption in Term 1 and 2 made progress slow.</li> <li>An assessment calendar was not completed in 2023 and remains an objective for 2024. It was a struggle to find a coherent process that worked for our kura.</li> </ul>	<ul style="list-style-type: none"> <li>An assessment calendar to be developed for all subjects and levels and for students.</li> <li>Students to monitor their own assessment and credits with whānau.</li> <li>Until plan and department plans to include specific strategies to strengthen literacy, numeracy and Mana orite mo te mātauranga Māori</li> </ul>
Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori <sup>3</sup>	<ul style="list-style-type: none"> <li>TAMSO hui included consultation for revised 2024-2025 Strategic Plan; while "Māori Achievement Plan" is part of that plan, a specific document was not drawn up.</li> <li>Did not formalize a written agreement / Kawabata not a priority for Ngāti Maru.</li> <li>Plan to celebrate Matariki, materials for hangi collected.</li> </ul>	<ul style="list-style-type: none"> <li>Ngāti Maru Runanga agreement / Kawabata not a priority for Ngāti Maru. Difficult to get time to discuss, with other priorities.</li> <li>The plan for Matariki remained limited to classroom focus on subject connections to the meaning of Matariki, as we struggled to create community engagement for a fuller recognition.</li> </ul>	<ul style="list-style-type: none"> <li>Māori achievement plan or similar is tabled for TAMSO in 2024.</li> <li>To plan a larger recognition of Matariki at THS.</li> <li>To continue to ensure THS reflects its bicultural and multicultural population.</li> </ul>

<sup>2</sup> What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.

<sup>3</sup> NELP 2



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

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

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

<b>Actions</b> <i>The main actions from the Annual Plan</i>	<b>What did we achieve?</b> What were the outcomes of our actions? What impact did our actions have?	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year – where to next?</b>
Enhance sustainable culturally responsive practices at the school.	<ul style="list-style-type: none"> <li>Continued increase in the use of Te Reo, and tikanga.</li> <li>Began korero on development of Pepeha for the kura.</li> <li>Te Ao Māori within curriculum is offered but uptake is variable (numbers and retention).</li> <li>Did not complete and audit of 'white spaces, but TAMS0 korero about whakairo and Pou Māori was initiated.</li> <li>Supported our kapahaka group to perform in the regional competitions.</li> <li>Supported the Ngākau Carving Symposium at Thames South School by purchasing an item for the school.</li> <li>Did not complete updates evaluation of cultural capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>White Spaces Audit: Unable to get TAMS0 representative to complete through a Te Ao Māori lens.</li> <li>Plan to offer workshops for staff, students and community on Te Tiriti o Waitangi put off to 2024 due to availability of facilitators.</li> <li>TAMS0 - debating the use EPO SIF tool compared with older SIF tool. Unable to agree on appropriate culturally capabilities framework with TAMS0.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the significance of our taonga is clearly understood by all and displayed appropriately in the school.</li> <li>Continue to explore evaluation (aromatawai) with Te Hikairo Schema.</li> <li>Offer workshops for staff, students and community on Te Tiriti o Waitangi for 2024.</li> <li>Agree on capability framework – aiming for current SIF as it aligns with continuous improvement model.</li> <li>Complete the Pepeha o Te Kura with Ngāti Maru and TAMS0.</li> </ul>
Develop our pedagogical / instruction model incorporating culturally responsive practices.	<ul style="list-style-type: none"> <li>Hikairo Schema included in PLD. Completed in Departments and presented to all in PLD. All teachers reflected on their practice as part of PGC process.</li> <li>Professional learning Understand the whakapapa of Te Mātaiaho</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to adapt Rongohia Te Hau tool due to RAPLD not being approved.</li> <li>Shared instructional model is under development along with Graduate Profile but challenging to 'find the time' required to develop (co-construct) with other demands (especially NCEA Changes).</li> </ul>	<ul style="list-style-type: none"> <li>Use Rongohia te Hau (RTH) evaluation – adapt and use to assess CRRP in the classroom, alongside Te Hikairo Schema and Niho Taniwha and SIF.</li> <li>Continued focus on Te Mataiaho as part of the curriculum change programme.</li> </ul>
Actively participate in the Thames Te Kauaeranga Kāhui Ako (Community of Learning) <sup>4</sup>	<ul style="list-style-type: none"> <li>Full participation and active liaison with KA leader and shared roles (ASTs, LSCs, Te Hononga / Check and Connect). Challenging at times, as the leadership is external.</li> <li>PLGs for Kāhui Ako well attended and other PLD opportunities were offered.</li> <li>Focus areas for Within School teachers (WSTs), but the Action Plans, and accountability to them were not effective.</li> </ul>	<ul style="list-style-type: none"> <li>Only a small number of staff took the opportunity to attend workshops outside of 8.30 – 3.30 pm or beyond, e.g. Te Reo courses. Workload pressures.</li> <li>A coherent templated for a WsT Action Plan was not developed, and regular liaison with SLT was not proactive enough.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provided support and encouragement for WsTs and other KA roles.</li> <li>Provide template for Action Plan and designated sharing and support meetings; have expectation of reporting outcomes.</li> </ul>
Strengthen our understanding of local whenua and historical narratives, building on the relationships already formed with our Kāhui Ako and Ngāti Maru.	<ul style="list-style-type: none"> <li>The Year 9 and 10 curriculum areas in Social Studies have effectively incorporate local narratives and contexts.</li> <li>Ngāti Maru Runanga partnership for Whakatupu Tētēkura supporting Māori Student engagement and connection with Mātai Whetū.</li> </ul>	<ul style="list-style-type: none"> <li>While Whakatupu Tētēkura grew, there were issues with balancing in-school needs with the withdrawal programme.</li> </ul>	<ul style="list-style-type: none"> <li>Whakatupu Tētēkura : look to rotate times on the timetable so that they do not miss the same class every week.</li> <li>Ensure all teachers know and understand the story behind our carving.</li> </ul>

<sup>4</sup> NELP 2





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

### Summary of achievement against targets

Refer to the data tables on the pages that follow.

Targets	Summary of progress / achievement Comments on variance as appropriate																				
1. All Taiohi / students achieve at least 14 credits per course at Year 11 and 12 credits per course at Year 12 and 13 for at least five courses. If this is achieved, then the identified disparities will be reduced and eventually eliminated.	<p><b>Not Achieved</b>, although level 3 courses rated best. An ambitious target, needing to be reframed, e.g. 80% to achieve 14 cr or more.</p> <p><b>Level 1 courses</b></p> <ul style="list-style-type: none"><li>- 19 courses, 17 with 14 cr or more credits offered.</li><li>- Average of 54% of students in level 1 courses achieved 14 cr or more. Target: 100%.<ul style="list-style-type: none"><li>o Variance: <b>-46%</b>.</li></ul></li><li>- Average of 65% achieved 12 cr or more.</li><li>- 9 courses where 50% or more of students achieved 14 cr or more.</li><li>- 1 course where all students achieved 14 cr or more.</li></ul> <p><b>Level 2 courses</b></p> <ul style="list-style-type: none"><li>- 33 courses, 27 with 12 cr or more credits offered.</li><li>- Average of 54% of students in level 2 courses achieved 12 cr or more. Target: 100%.<ul style="list-style-type: none"><li>o Variance: <b>-46%</b>.</li></ul></li><li>- 8 courses where 50% or more of students achieved 12 cr or more.</li><li>- 2 courses where all students achieved 12 cr or more</li></ul> <p><b>Level 3 courses</b></p> <ul style="list-style-type: none"><li>- 28 courses, 22 with 12 cr or more credits offered.</li><li>- Average of 75 % of students in level 3 courses achieved 12 cr or more. Target: 100%.<ul style="list-style-type: none"><li>o Variance: <b>-25%</b>.</li></ul></li><li>- 20 courses where 50% or more of students achieved 12 cr or more.</li><li>- 8 courses where all students achieved 12 cr or more.</li></ul>																				
2. The <b>gender difference</b> in achievement of NCEA level 2 for Year 12 2023 will be reduced by at least 25% relative to the previous year (NCEA level 1 / Year 11 cohort)	<p><b>Not Achieved:</b> the gap for Level 2 2023 (-13%) is much worse than for Level 1 2022 (+6%). Relative to level 1 male achieved poorly.</p> <table><tr><td></td><td>Females</td><td>Males</td><td>Difference Male cf Female</td></tr><tr><td>Level 1 2022</td><td>71% (29/41)</td><td>77% (34/44)</td><td><b>+6%</b></td></tr><tr><td>Level 2 2022</td><td>88% (29/33)</td><td>74% (29/39)</td><td>-14%</td></tr><tr><td>Level 1 2023</td><td>64% (25/39)</td><td>66% (27/41)</td><td>0%</td></tr><tr><td>Level 2 2023</td><td>80% (20/25)</td><td>67% (22/33)</td><td><b>-13%</b></td></tr></table>		Females	Males	Difference Male cf Female	Level 1 2022	71% (29/41)	77% (34/44)	<b>+6%</b>	Level 2 2022	88% (29/33)	74% (29/39)	-14%	Level 1 2023	64% (25/39)	66% (27/41)	0%	Level 2 2023	80% (20/25)	67% (22/33)	<b>-13%</b>
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3. The difference in achievement of NCEA level 2 for <b>Māori and non-Māori</b> at Year 12 2023 (will be reduced by at least 25% relative to the previous year (NCEA level 1 / Year 11 cohort)	<p><b>Achieved:</b> the gap for Level 2 2023 (-4%) is significantly smaller than the gap for Level 1 2022 (-15%).</p> <table><tr><td></td><td>Māori</td><td>All</td><td>Difference Māori cf All</td></tr><tr><td>Level 1 2022</td><td>59% (19/32)</td><td>74% (63/74)</td><td><b>-15%</b></td></tr><tr><td>Level 2 2022</td><td>67% (18/27)</td><td>81% (58/72)</td><td>-14%</td></tr></table>		Māori	All	Difference Māori cf All	Level 1 2022	59% (19/32)	74% (63/74)	<b>-15%</b>	Level 2 2022	67% (18/27)	81% (58/72)	-14%								
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	Level 1 2023	51% (20/39)	65% (52/80)	-14%
	Level 2 2023	68% (13/19)	72% (42/58)	<b>-4%</b>
4. <b>Endorsements at Level 2:</b> The rate of combined merit and excellence endorsements for Māori for Year 12 2023 (Year 11 2022) cohort will be improved by at least 25% relative to the previous NCEA level 2 results.	<b>Not Achieved:</b> the gap for Level 2 2023 (-4%) is approximately the same for Level 1 2022 (-4%). As the gap did not decline, not achieved. But the numbers are small so % are skewed.			
		Māori	All	Difference Māori cf All
	Level 1 2022	10.6% (2/19)	14% (14/63)	<b>-4%</b>
	Level 2 2022	11.2% (2/18)	29% (17/58)	-18%
	Level 1 2023	70% (7/10)	65% (52/80)	-15%
	Level 2 2023	8% (1/13)	12% (5/42)	<b>-4%</b>
5. <b>Literacy:</b> 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).	<b>Year 9: Achieved</b>  <b>31 of 63 (49%)</b> of those below or well below made more than average progress in one year. Excluding those with insufficient entry or exit data, 62% experienced accelerated progress.  <b>Year 10: Not Achieved</b>  <b>12 of 40 (30%)</b> of those below or well below made more than average progress in one year. Excluding those with insufficient entry or exit data, 34% experienced accelerated progress.			
6. <b>Attendance:</b> The proportion of students who attend 'regularly' (above 90%) will be increased by 25% relative to the previous year.	<b>Achieved:</b> The proportion of students who attended regularly for the year, increased from 19% to 27%. This is a 42% increase, exceeding the target. However, this is a very long way from the new national target of 80% regular attendance.			
	% regular attendance	Māori	All	Difference Māori cf All
	<b>2022</b>	9% (14/142)	19% (71/379)	<b>-10%</b>
	<b>2023</b>	18% (24/135)	27% (116/356)	<b>-9%</b>



## Commentary:

- There are significant proportions of students with low attendance, and this continues to be the most significant factor in determining 'successes. There is significant disparity (lower attendance) for those who statistically are identified as Māori, and therefore achievement rates reflect this. Overcoming poor attendance and engagement with school is a very significant local issue and requires a community response, one that we have struggled to achieve.
- We continue to have persistent disparities in qualification outcomes (NCEA) between Māori and non-Māori and different genders. The gaps vary significantly with different cohorts. The value of the qualifications is not a given, with many of our whanau, expressing that they are more concerned about wellbeing, over qualifications.
- The gaps begin at Year 9 with very significant proportions of students entering secondary school below curriculum expectations for literacy and numeracy. These gaps are getting larger, so the gulf to bridge to reduce disparities is growing.
- Progress is often accelerated, yet NCEA achievement, especially beyond achievement levels requires much higher literacy - in particular, writing competence. To achieve, comprehension and the ability to respond to assessment tasks and complete them are challenges.
- Too many young people are inclined to not attempt, or not submit, and engagement with whanau continues to be a difficulty. Interventions in Term 4, require attendance and support, yet this is not there for many of the students that are yet to achieve.
- We have not made much progress in the 'credit culture' to achieve rather than to seek endorsement. Even more so we are providing 'easy' Unit Standard opportunities to achieve credits. These are sought after by students, rather than persisting in 'more difficult' content areas. The offer of short courses, such as health and safety, first, drivers' licensing, and other courses, remains a priority, yet the pathways for Achievement Standards is less 'necessary' with the alternatives being there. If we do not offer them, then the results will most likely be worse.
- Students are more inclined to pursue, and more likely to succeed, in internal assessments, where there is limited need to recall or apply information in a fixed-time assessment. This comes from a long history of education that values process (and inquiry) over knowledge. This is being picked up nationally, yet the shift at primary schools is unlikely to be sustained and – if it is – will take generations to get through to secondary.



## Reference – Summary Achievement Data

Target 1 – Courses and number of credits

### Level 1 courses

COURSE	Entries	Min cr	Max cr	Median cr	14 cr or more	12 cr or more	5 cr or more	% 14cr or more	% 12cr or more	% 5cr or more
FUR1: Furniture	8	16	22	16	8	8	8	100.0%	100.0%	100.0%
MEC1: Mechanics	13	2	22	18	11	12	12	84.6%	92.3%	92.3%
ART1: Visual Arts	18	6	18	18	13	17	18	72.2%	94.4%	100.0%
SCI1: Science	69	4	23	15	47	58	63	68.1%	84.1%	91.3%
VAD1: Visual Art Design	10	10	22	22	6	9	10	60.0%	90.0%	100.0%
ENG1: English	55	3	26	16	30	32	49	54.5%	58.2%	89.1%
HIS1: History	24	4	20	16	13	17	19	54.2%	70.8%	79.2%
GEO1: Geography	13	3	21	17	7	9	12	53.8%	69.2%	92.3%
PED1: Physical Education	44	3	17	17	23	31	43	52.3%	70.5%	97.7%
ECO1: Economics	2	4	16	10	1	1	1	50.0%	50.0%	50.0%
HTC1: Horticulture	27	2	30	13	13	14	20	48.1%	51.9%	74.1%
INT1: Integrated Studies	26	3	22	13	12	16	22	46.2%	61.5%	84.6%
MUS1: Music	11	3	16	13	5	6	10	45.5%	54.5%	90.9%
FAB1: Fabric and Design	16	6	16	9	7	8	16	43.8%	50.0%	100.0%
TAH1: Te Ao Haka	8	6	34	9	3	4	8	37.5%	50.0%	100.0%
SUPL1: Supported Learning	10	3	19	9.5	3	3	9	30.0%	30.0%	90.0%
MAT1: Mathematics	57	4	15	11	17	17	47	29.8%	29.8%	82.5%
DRA1: Drama	8	4	17	6	1	2	4	12.5%	25.0%	50.0%
HOS1: Hospitality	18	3	10	8	0	0	16	N/A -- 0%	N/A -- 0%	88.9%
DTC1: Digital Technologies	10	4	13	12.5	0	6	9	N/A -- 0%	60.0%	90.0%



## Level 2 courses

COURSE	Entries	Min cr	Max cr	Median cr	14 cr or more	12 cr or more	5 cr or more	% 14cr or more	% 12cr or more	% 5cr or more
BUS2: Business Studies	1	16	16	16	1	1	1	100.0%	100.0%	100.0%
CLA2: Classical Studies	1	14	14	14	1	1	1	100.0%	100.0%	100.0%
ELA2: English For Second Language	3	30	35	35	3	3	3	100.0%	100.0%	100.0%
PSY2: Psychology	2	14	17	15.5	2	2	2	100.0%	100.0%	100.0%
SPA2: Spanish	1	15	15	15	1	1	1	100.0%	100.0%	100.0%
VAD2: Visual Art Design	1	20	20	20	1	1	1	100.0%	100.0%	100.0%
HIS2: History	12	4	23	14	7	10	11	58.3%	83.3%	91.7%
GEO2: Geography	6	3	18	15	4	4	5	66.7%	66.7%	83.3%
MUS2: Music	3	10	23	20	2	2	3	66.7%	66.7%	100.0%
HOS2: Hospitality	8	4	16	14	4	5	7	50.0%	62.5%	87.5%
DRA2: Drama	5	4	17	12	1	3	4	20.0%	60.0%	80.0%
ENG2: English	32	3	27	16	17	18	31	53.1%	56.3%	96.9%
TRM2: Travel	2	8	12	10	0	1	2	N/A -- 0%	50.0%	100.0%
FAB2: Fabric and Design	2	4	14	9	1	1	1	50.0%	50.0%	50.0%
FUR2: Furniture	7	3	23	7	3	3	5	42.9%	42.9%	71.4%
PHY2: Physics	7	3	23	7	2	3	4	28.6%	42.9%	57.1%
CHM2: Chemistry	11	10	15	10	4	4	11	36.4%	36.4%	100.0%
ECE2: Early Childhood Education	3	9	14	9	1	1	3	33.3%	33.3%	100.0%
HED2: Health Education	18	5	20	10	6	6	18	33.3%	33.3%	100.0%
GATE: Gateway	101	2	38	7	22	29	64	21.8%	28.7%	63.4%
LTM2: Learning Through Movement	7	4	13	10	0	2	5	N/A -- 0%	28.6%	71.4%
STA2: Maths with Statistics	25	2	15	11	7	7	18	28.0%	28.0%	72.0%
BIO2: Biology	19	6	18	10	5	5	19	26.3%	26.3%	100.0%
MAT2: Mathematics	20	4	19	8	3	5	17	15.0%	25.0%	85.0%
MEC2: Mechanics	11	2	20	4	2	2	5	18.2%	18.2%	45.5%
COM2: Communication Skills	12	3	13	7.5	0	2	9	N/A -- 0%	16.7%	75.0%
PED2: Physical Education	19	3	14	10	3	3	17	15.8%	15.8%	89.5%
HTC2: Horticulture	12	4	13	9	0	1	9	N/A -- 0%	8.3%	75.0%
DAP2: Digital Applications	3	4	6	4	0	0	1	N/A -- 0%	N/A -- 0%	33.3%
DTC2: Digital Technologies	1	6	6	6	0	0	1	N/A -- 0%	N/A -- 0%	100.0%
ECO2: Economics	1	4	4	4	0	0	0	N/A -- 0%	N/A -- 0%	N/A -- 0%
LGS2: Legal Studies	2	4	4	4	0	0	0	N/A -- 0%	N/A -- 0%	N/A -- 0%
OED2: Outdoor Education	35	2	11	5	0	0	26	N/A -- 0%	N/A -- 0%	74.3%
TRA2: Trades	5	2	7	4	0	0	1	N/A -- 0%	N/A -- 0%	20.0%



## Level 3 courses

COURSE	Entries	Min cr	Max cr	Median cr	14 cr or more	12 cr or more	5 cr or more	% 14cr or more	% 12cr or more	% 5cr or more
ART3: Visual Arts	3	14	18	18	3	3	3	100.0%	100.0%	100.0%
BUS3: Business Studies	1	15	15	15	1	1	1	100.0%	100.0%	100.0%
FUR3: Furniture	1	22	22	22	1	1	1	100.0%	100.0%	100.0%
JAP3: Japanese	1	24	24	24	1	1	1	100.0%	100.0%	100.0%
MEC3: Mechanics	4	14	16	14	4	4	4	100.0%	100.0%	100.0%
MUS3: Music	1	14	14	14	1	1	1	100.0%	100.0%	100.0%
PHO3: Photography	1	22	22	22	1	1	1	100.0%	100.0%	100.0%
VAD3: Visual Art Design	1	22	22	22	1	1	1	100.0%	100.0%	100.0%
HIS3: History	19	4	21	19	16	16	18	84.2%	84.2%	94.7%
TRM3: Travel	5	8	21	21	4	4	5	80.0%	80.0%	100.0%
ENG3: English	9	10	22	18	7	7	9	77.8%	77.8%	100.0%
PED3: Physical Education	18	4	20	16	10	14	15	55.6%	77.8%	83.3%
STA3: Maths with Statistics Level 2	31	4	20	16	20	21	27	64.5%	67.7%	87.1%
PSY3: Psychology	3	9	19	19	2	2	3	66.7%	66.7%	100.0%
SCI3: Science	21	4	16	12	7	13	17	33.3%	61.9%	81.0%
HED3: Health Education	5	5	14	14	3	3	5	60.0%	60.0%	100.0%
OED3: Outdoor Education	12	2	19	14.5	7	7	11	58.3%	58.3%	91.7%
CHM3: Chemistry	14	3	15	15	8	8	13	57.1%	57.1%	92.9%
MTC3: Mathematics With Calculus	7	4	21	15	4	4	5	57.1%	57.1%	71.4%
BIO3: Biology	24	4	18	14	13	13	23	54.2%	54.2%	95.8%
GEO3: Geography	4	7	12	8	0	1	4	N/A -- 0%	25.0%	100.0%
PHY3: Physics	9	4	23	7	2	2	8	22.2%	22.2%	88.9%
COM3: Communication Skills	1	6	6	6	0	0	1	N/A -- 0%	N/A -- 0%	100.0%
DVC3: Computing	1	4	4	4	0	0	0	N/A -- 0%	N/A -- 0%	N/A -- 0%
FIT3: Fitness	4	10	10	10	0	0	4	N/A -- 0%	N/A -- 0%	100.0%
HOS3: Hospitality	3	11	11	11	0	0	3	N/A -- 0%	N/A -- 0%	100.0%
MAO3: Te Reo Māori	1	6	6	6	0	0	1	N/A -- 0%	N/A -- 0%	100.0%
WEB3: Web Design	1	11	11	11	0	0	1	N/A -- 0%	N/A -- 0%	100.0%





## Targets 2 - 3 – NCEA Achievement

### 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	Māori
<b>NCEA level 1</b>	<b>61%</b> (52/85)	<b>65%</b> (52/80)	<b>64%</b> (25/39)	<b>66%</b> (27/41)	<b>51%</b> (20/39)	<b>63%</b>	<b>54%</b>
<b>NCEA level 2</b>	<b>72%</b> (44/61)	<b>72%</b> (42/58)	<b>80%</b> (20/25)	<b>67%</b> (22/33)	<b>68%</b> (13/19)	<b>73%</b>	<b>65%</b>
<b>NCEA level 3</b>	<b>71%</b> (35/49)	<b>80%</b> (35/44)	<b>87%</b> (20/23)	<b>71%</b> (15/21)	<b>55%</b> (6/11)	<b>64%</b>	<b>54%</b>
<b>UE</b>	<b>53%</b> (26/49)	<b>59%</b> (26/44)	<b>78%</b> (18/23)	<b>38%</b> (8/21)	<b>46%</b> (5/11)	<b>38%</b>	<b>27%</b>

\* Achievement of schools with "Above Average Socioeconomic Barriers"

## Target 4 – NCEA Endorsements

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

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

\* Achievement of schools with "Above Average Socioeconomic Barriers"



## Target 5 - Literacy: Reading Comprehension (AsTTle reference)

### Year 9 2023 Cohort

- using curriculum level progressions (excluding where there are no start or end data – N/A below) from start of Year 9 to the start of Year 10\
- 63 in the target group (i.e. below expectations)

Year 9 READING COMP (START)	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
Other	3	38%	0	0%	4	50%	2	10

Year 9 READING COMP (END)	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	32	41%	25	32%	21	27%	9	87
NZ European	25	57%	7	16%	12	27%	3	47
NZ Māori	5	19%	14	52%	8	30%	4	31
Other	2	29%	4	57%	1	14%	2	9

READING PROGRESS (from start of Year 9 to End of Year 9)					
Ethnicity (Prioritized Level 1)	Below average progress (0 or negative steps)	Average Progress (1 step)	Above average Progress (2 or more steps)	N/A	Total
Asian			2		2
European	5	8	11	3	27
Māori	3	3	17	9	32
Pasifika			1	1	2
<b>Grand Total</b>	<b>8</b>	<b>11</b>	<b>31</b>	<b>13</b>	<b>63</b>
<b>% (excluding N/A data) à</b>	<b>22%</b>	<b>16%</b>	<b>62%</b>	<b>21%</b>	<b>100%</b>



#### Year 10 2023 Cohort

- using curriculum level progressions (excluding where there are no start or end data – N/A below) from start of Year 10 to the end of Year 10
- 40 were in the target group from Year 9 (i.e. below curriculum expectations)

READING EXPECTATION	At the END of Year 10						
At the END of Year 9	WELL BELOW (below 4B)	BELOW (4A and 4P)	AT (5B)	ABOVE (5P to 6b)	WELL ABOVE (6P and above)	N/A	Grand Total
WELL BELOW (below 4B)		5	1			2	8
BELOW (4B and 4P)	2	19	5	1		2	29
AT (4A)		10	3	10			23
ABOVE (5B to 5A)				13	1		14
WELL ABOVE (6B and above)							
N/A		5	2	1		5	13
<b>Grand Total</b>	<b>2</b>	<b>39</b>	<b>11</b>	<b>25</b>	<b>1</b>	<b>9</b>	<b>87</b>

	ACCELERATED CHANGE	EXPECTED INC	NO CHANGE	NEGATIVE CHANGE	N/A	Grand Total
<b>Non-Māori</b>	8	6	6	0	0	20
<b>Māori</b>	4	4	4	3	5	20
Total	12	10	10	3	5	40
<i>Excluding insufficient data</i>	<b>ACCELERATED CHANGE</b>	<b>EXPECTED INC</b>	<b>NO CHANGE</b>	<b>NEGATIVE CHANGE</b>		
<b>Non-Māori</b>	40%	30%	30%	0%		
<b>Māori</b>	27%	27%	27%	20%		
Total	34%	29%	29%	9%		



## Evaluation and analysis of NCEA achievement

### Summary of NCEA achievement

NZQA results include students that left the school during the year and have a big effect, with the smaller cohort sizes, on percentage achievement rates.

The table below takes account of these leavers and is for domestic students (not international, as most do not enter NCEA)

The table below compares the achievement rates using number who started the year at school (as used for NZQA statistics) and adjusts or those who were at school on 1 July and then those that attended until the end of the year. Reasons for leaving vary, but mainly reflect those who either have left the area or left for employment or apprenticeships. e.g. Raw for L1 57% (50/88) when using the number on 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	<b>58%</b>	88	50	85	<b>59%</b>	80	<b>63%</b>	15 (30%)	9 (18%)
Y12/L2	<b>66%</b>	68	41	61	<b>70%</b>	58	<b>71%</b>	9 (12%)	1 (2%)
Y13/L3	<b>66%</b>	53	33	67	<b>67%</b>	44	<b>76%</b>	8 (24%)	6 (18%)

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

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

- 2 excellence, one male one female
- 5 merits, 2 males, 3 females

#### Year 13 – Level 3

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

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). The end of year comment in the Haurakian 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.

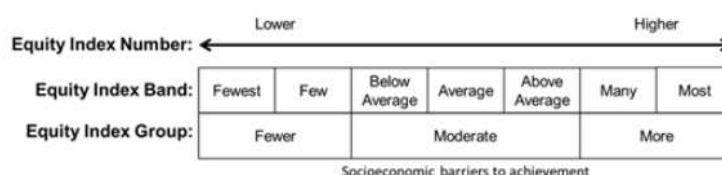
These tables show the raw achievement levels with average attendance. Aside from the outliers highlighted it will be seen that **low attendance** correlates (and clearly contributes to) **lower achievement levels.**

MoE Year Level		11						MoE Year Level		12						MoE Year Level		13									
Type		RE						Type		RE						Type		(All)									
Count of NCEAL1		Colt						Count of NCEAL2		Column Labels						Count of NCEAL3		Column Labels									
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%	
1-19		1								1		0.0%		20-39		3								3		0.0%	
20-39		3								3		0.0%		40-59		4		1						5		20.0%	
40-59		6								6		0.0%		60-69		2		2						4		50.0%	
60-69		5		3						8		37.5%		70-79				6						6		100.0%	
70-79		5		4		2				11		54.5%		80-84		3		5						8		62.5%	
80-84		7		5		4		1		17		58.8%		85-89		3		10						13		76.9%	
85-89		2		5		1		1		9		77.8%		90-94		1		8		3		1		13		92.3%	
90-94				5		6		2		13		100.0%		95-100		1		3		2				6		83.3%	
95-100		1		4		2		5		12		91.7%		=Left after 1/7		1		2						3		66.7%	
=Left after 1/7		5								5		0.0%		40-59		1								1		0.0%	
20-39		2								2		0.0%		70-79				2						2		100.0%	
40-59		2								2		0.0%		=Left before 1 Apr		1		1						2		50.0%	
60-69		1								1		0.0%		20-39		1		1						2		50.0%	
=Left before 1 Apr		2								2		0.0%		=Left before 1 July		4								4		0.0%	
1-19		1								1		0.0%		40-59		3								3		0.0%	
20-39		1								1		0.0%		60-69		1								1		0.0%	
=Left before 1 July		1								1		0.0%		=Left before 1 Mar		1								1		0.0%	
20-39		1								1		0.0%		70-79		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%		Grand Total		23		20		8		6		57		59.6%	

## Comparisons with national data

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

This reflects our EQI of 488 (up from 483) – Thames High School is in the top 25% of EQI

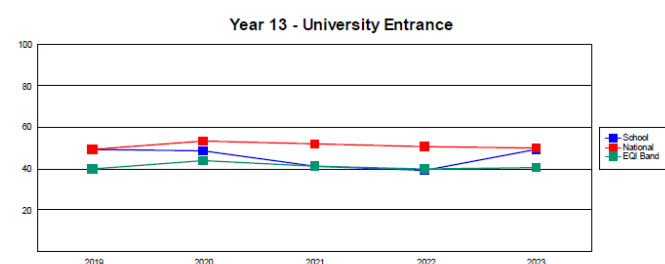
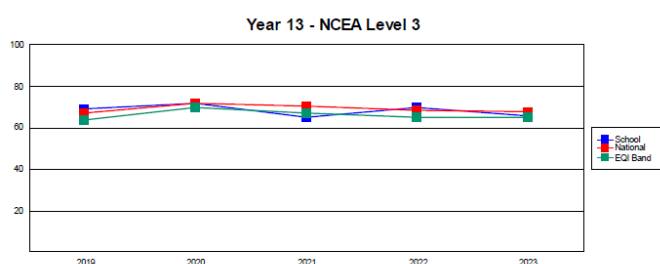
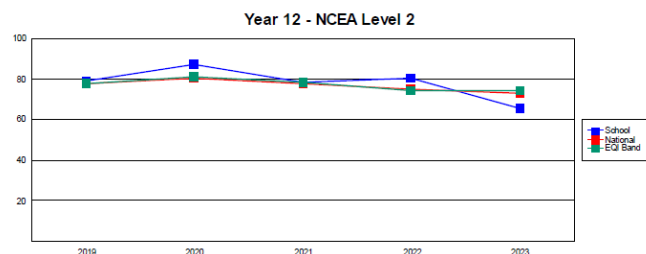
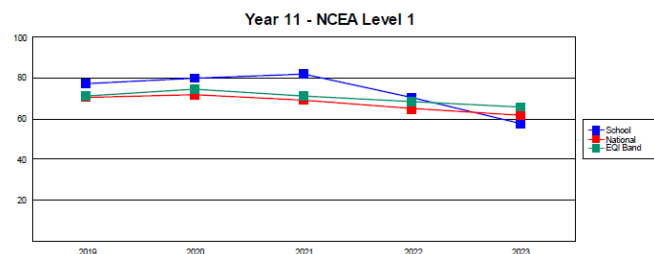


Data table and graphs below shows the trends since 2019. It will be noted that the slide since 2020 has occurred for all reference groups, but THS has had a greater rate of decrease.

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.



Thames High School					National				Above Average Socioeconomic Barriers (School Equity Index Band)			
Academic Year	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	71.2	77.5	63.9	39.6
2020	80.2	87.2	71.6	48.6	71.8	80.1	72.1	53.4	74.6	81.2	69.9	43.7
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	57.8	65.7	66.0	49.1	61.7	73.2	67.7	49.7	65.8	74.3	65.3	40.5



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** (58 % cf. 62%)
- Year 12 / NCEA level 2 - 7% points **below** (66 % cf. 73%)
- Year 13 / NCEA level 3 - 2% points **below** (66% cf. 68%)

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 - 8% points **below** (58 % cf. 66%)
- Year 12 / NCEA level 2 - 8% points **below** (66 % cf. 74%)
- Year 13 / NCEA level 3 - 1% point **below** (66% cf. 65%)

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

The UE rate (49%) is comparable with national average but is above the EQI band average (41%). 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.

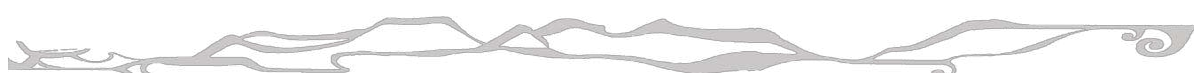
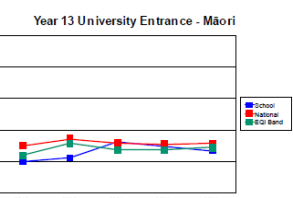
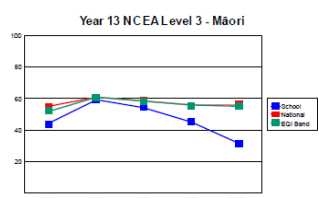
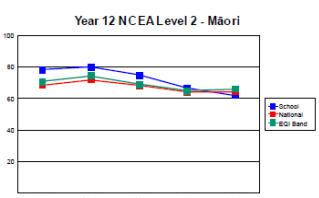
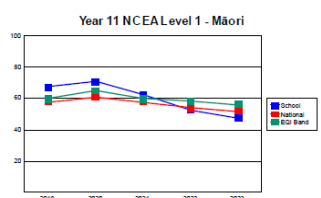
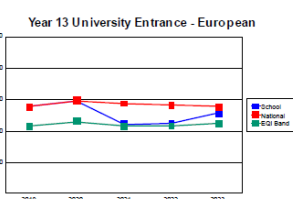
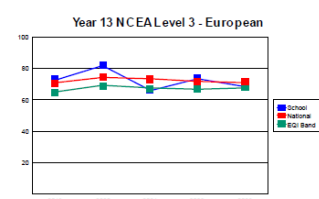
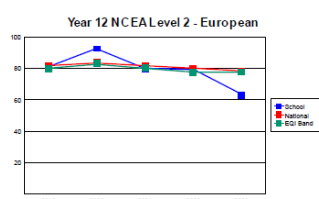
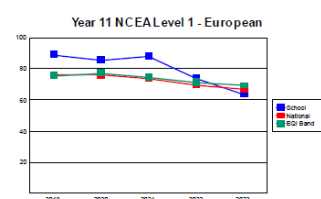
There is the continuing trend for Year 13 students to not have a university pathway as their primary reason for remaining at school.

In 2023, 30% of our Year 13 students made University as chosen pathway, and – on that basis – we were very 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
<b>European</b>												
2019	88.9	80.6	72.8	55.6	76.0	81.1	70.8	55.1	75.5	79.4	65.1	42.7
2020	85.5	92.2	82.1	58.9	75.8	83.2	74.6	59.0	77.4	82.5	69.2	45.9
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	63.8	63.0	68.3	51.2	67.2	78.0	71.4	55.5	69.4	77.2	67.7	44.4
<b>Māori</b>												
2019	67.3	78.1	44.0	20.0	57.7	68.9	55.1	29.9	59.7	70.6	52.0	23.7
2020	70.6	80.0	59.3	22.2	60.8	71.9	60.7	34.1	65.0	74.6	60.8	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	47.6	61.9	31.6	26.3	51.9	64.6	56.3	31.2	56.0	66.1	55.3	28.6



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, but in line with the gap in 2020-2021

Year	Māori	NZ European	"Gap"
2020	70.6	85.5	-15
2021	62.5	88.1	-16
2022	52.8	72.5	-20
2023	47.6	63.8	<b>-16</b>

### 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	63.0	-1

### Level 3 at THS

- Highly variable 'gap' but 2023 **much larger** than 2022
- (Small cohort sizes 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	31.6	68.3	<b>-37</b>



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

Strategic Priority 2.1: Identify and respond to ākonga / learners' strengths and needs, personal and whānau aspirations and their progress.

<b>Actions</b> <i>The main actions from the Annual Plan</i>	<b>What did we achieve?</b> What were the outcomes of our actions? What impact did our actions have?	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year – where to next?</b>
<p>Strengthen holistic pastoral care and understanding of ākonga / learner needs.</p>	<ul style="list-style-type: none"> <li>• Kaiāwhina provide support and resources for rōpū and whānau pastoral time, yet adherence to this is still developing.</li> <li>• Profile information for Years 9 to 13 is inconsistent, yet intentions are good. Year 9 transition continues to develop well including the collation and sharing of profiles.</li> <li>• More information is being gathered at Years 11 to 13 to identify personal and whānau aspirations and their progress, but the access and use of this information is inconsistent.</li> <li>• Careers Education provision has been enhanced by the change of location to the library centre, yet we are struggling to be sure that the longitudinal careers development programme is well understood and delivered.</li> <li>• Encourage and develop staff / kaimahi to strengthen learning, teaching, and leadership capability.</li> <li>• Develop a holistic curriculum that is localised, future-focused to set the foundations for taiohi / students for life beyond school.</li> </ul>	<ul style="list-style-type: none"> <li>• Change to the senior leadership teams with the DP in charge of pastoral leaving at the end of Term 1, hampered progress. Acting DP maintained focus on operational matters.</li> <li>• Careers: resourcing and clear expectations need to be supported.</li> <li>• Change of personnel and significant absences means learner support information has limited distribution.</li> <li>• Direction Day – where whānau aspirations are gather - not done in 2023 due to interruptions – cyclone and strikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Build on progress made to share profiles of ākonga / learners.</li> <li>• SLT responsibilities and accountabilities are reviewed. How to maintain focus on the strategic with a small team., coping with all the operational demands.</li> <li>• Expand Direction Day to all Year levels for 2024</li> <li>• A clear annual careers plan (overview) is produced and shared in 2024. Review delivery of careers education and impact on other curriculum delivery.</li> </ul>
<p>Monitor and report on the progress of taiohi/students and support those who are achieving below expectations and/or priority students.</p>	<ul style="list-style-type: none"> <li>• Tracking monitoring is much better at Years 11 to 13 and the mentoring coordinator identifies students in need of help and directs to courses and assessment.</li> <li>• There is entry and exit monitoring of Years 9 and 10, yet not as good as we plan with the use of curriculum, progressions and baseline tracking across learning areas.</li> <li>• Reporting to parents remained status quo.</li> </ul>	<ul style="list-style-type: none"> <li>• Capability in the use of KAMAR for monitoring achievement is limited.</li> <li>• Change to the senior leadership team with the DP in charge of reporting leaving at the end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development for Markbook set up and support staff to help Heads of Department.</li> <li>• Dedicated time in meetings for the use of information (meeting cycle change)</li> <li>• Update the Key Learning Indicators and ongoing reporting for attitude / behaviour.</li> </ul>
<p>Ensure there is a focus on improving achievement outcomes for diverse ākonga / learners, including literacy across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Departments reporting of achievement / progress is focused on Years 11 – 13 (NCEA) and we need to have more emphasis on junior progression.</li> <li>• All teachers are teachers of Literacy and Numeracy</li> <li>• Explored ways to incorporate Literacy into all classrooms – word of the week, brief challenges. More consistency needed.</li> <li>• Accelerated literacy using the code and phonetics was introduced, with Kāhui Ako support.</li> </ul>	<ul style="list-style-type: none"> <li>• Math teachers confident in their abilities to cover Numeracy, English teachers not confident in accelerating literacy, so PLD needed.</li> <li>• Not all teachers took on the challenges</li> <li>• There is the need to build understanding and shared responsibility for changing established pedagogy, so progress is hampered.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to establish professional learning for literacy and numeracy development, for instance RAPLD focus.</li> <li>• Continue to challenge teachers to include Literacy activities in their classrooms. Prove core set of 5 strategies for vocabulary, reading and writing.</li> <li>• Implement the accelerated literacy programme earlier in the year.</li> </ul>
<p>Improve attendance levels as a critical pre-requisite for improved achievement and wellbeing</p>	<ul style="list-style-type: none"> <li>• Attendance plan involved reinforcement of assessment protocols. Good progress made in the follow up, but still not enough. Some better attendance, yet still a concern.</li> <li>• Pānui have promoted regular attendance, although the chronic poor attenders do not see these messages.</li> <li>• Board intention to hold attendance wānanga, failed to happen.</li> <li>• Reporting to attendance services results in outcomes that reinforces that the barriers are often about home situations and not school per se.</li> </ul>	<ul style="list-style-type: none"> <li>• Change to the senior leadership team with the DP in charge of attendance leaving at the end of Term 1.</li> <li>• Time to follow up with students and parents is a significant barrier as email and text communications are not effective.</li> <li>• Board work plan was not kept to, as board members availability and agency in this space was not clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommit to board engagement role, e.g. Parents Forum, and TAMSO, Wānanga.</li> <li>• Attendance Officer focus on the role of attendance follow up and working with staff on how to support.</li> <li>• Consequences, including interventions for truancy and irregular attendance need through review.</li> <li>• Attendance Action Plan with clear measures and sharing is needed for accountability and focus.</li> </ul>



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

Strategic Priority 2.2: Encourage and develop staff / kaimahi to strengthen learning, teaching, and leadership capability.

<b>Actions</b> <i>The main actions from the Annual Plan</i>	<b>What did we achieve?</b> What were the outcomes of our actions? What impact did our actions have?	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year – where to next?</b>
Professional learning plan is aligned with strategic priorities.	<ul style="list-style-type: none"> <li>• PLD plan included adapted PLGs, with more choice, presentation and reflection.</li> <li>• PLD for Te Ahu o te Reo Māori, Kāhui Ako Level 1 Te Reo, and similar; some uptake; supported through release as needed.</li> <li>• Professional learning programme supported strategic plan goals - Hikairo Schema, Local Curriculum, NCEA Change Programme / Curriculum Refresh</li> </ul>	<ul style="list-style-type: none"> <li>• Workload, interruptions and industrial action meant the focus on work-to-rule set the foundation for 2023.</li> <li>• Niho Taniwha resources purchased but not used with HoDs and departments as there was a sense of overwhelm. Held over for 2024.</li> </ul>	<ul style="list-style-type: none"> <li>• Explicitly include strategic priorities in PGCs for 2024, and include role description review in teacher PGCs also, to allow reflection on accountability.</li> <li>• Appraisal for support staff is reviewed similarly to align with strategic plan.</li> </ul>
Strengthen the use of developmental / professional learning approach (Professional Growth Cycle and Appraisal)	<ul style="list-style-type: none"> <li>• PGC (teaching staff) identified Te Reo and Tikanga Māori as development priorities, but appraisal (support staff) yet to be adapted to highlight this need.</li> <li>• Not all teachers completed PGCs despite making the process somewhat simpler than in the past.</li> <li>• Development for CRRP was more limited, than 2020-2022 as Rongohia Te Hau contract was not renewed; however, the emphasis on Hikairo Schema and in-house Te Reo / Tikanga support was positive – staff being more confident in greetings and waiata.</li> <li>• HoD, Kaiāwhina middle leadership support offered with two HoDs taking the opportunity, and coaching support for Kaiāwhina in Term 1, but was not ongoing.</li> <li>• Walkthroughs limited to ad hoc / impromptu and not systematic with a set approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Time and work pressures put PGCs down on individual priority lists</li> <li>• Ownership / responsibility not matched by systems to follow up.</li> <li>• Coordination of available coach was disrupted by SLT vacancy.</li> <li>• Terms 2-4 pressure on SLT because of acting role and resulting backfilling.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure PGCs and appraisals are completed term by term and follow up throughout the year not just at the end of the process.</li> <li>• Encourage work on them by setting some time in meeting cycle to update.</li> <li>• Group leadership coaching opportunities for HoD, Kaiāwhina.</li> </ul>
Strengthen capacity and value of digital technologies and online learning.	<ul style="list-style-type: none"> <li>• Unit plan requirements Include link to digital technology, yet the evaluation of these did not occur.</li> <li>• Digital technology development devolved to individual needs, and requests for support with eLearning leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Because everyone is at different levels it is difficult to provide PLD that meets everyone's needs.</li> <li>• eLearning leader needed more professional learning / support to develop staff competencies approach.</li> </ul>	<ul style="list-style-type: none"> <li>• eLearning leader to collect PD needs for staff and provide opportunities for leaning / coaching. E.g. work with small groups to improve technology expectations in classes.</li> <li>• Continue to set unit plan requirements for digital technologies – mapping.</li> </ul>



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

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

<b>Actions</b>  <i>The main actions from the Annual Plan</i>	<b>What did we achieve?</b>  What were the outcomes of our actions?  What impact did our actions have?	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year – where to next?</b>
Continue to develop our school curriculum that is consistent with the Te Mātaiaho / NZ Curriculum Refresh.	<ul style="list-style-type: none"> <li>Developed draft for a graduate profile but idea of a teacher profile was not followed up with.</li> <li>Local curriculum needs more over an overview to be coherent and show coverage of curriculum objectives.</li> <li>2024 timetable reviewed to ensure more equitable distribution for curriculum learning areas.</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Department need more development and time to understand the requirements of the refreshed approach to curriculum development (Understand – Know - Do)</li> </ul>	<ul style="list-style-type: none"> <li>Unit planning requirements need to be fully reviewed to ensure consistent development of curriculum objectives, competencies, values and tikanga across the curriculum.               <ul style="list-style-type: none"> <li>Curriculum Areas / Big Ideas</li> <li>Key competencies</li> <li>Literacy and numeracy</li> <li>Mātauranga Māori</li> </ul> </li> </ul>
Ensure that the Year 11 -13 programmes are responsive and appropriate to students' needs.	<ul style="list-style-type: none"> <li>The curriculum (courses) reviewed by stakeholder survey in Term 3, as part of curriculum / timetable review. However insufficient time to make any significant changes. Setting the foundation for 2024.</li> <li>Level 1 NCEA courses under development for 2024.</li> <li>NCEA changes will see less focus on credit banking and more focus on applying knowledge and understanding to assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Level 1 preparations underway with support from NIFs and MOE training.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate application of new standards to Level 1 courses as part of the NCEA changes (now deferred to 2028/2029)</li> <li>Build on opportunities to integrate te ao Māori and mātauranga Māori into courses.</li> </ul>
Strengthen our Careers and Pathways programme that is consistent with best practice.	<ul style="list-style-type: none"> <li>Careers Advisor improved overall knowledge of what is available for all students though PLD and outside connections</li> <li>Careers Advisor ensured all whānau groups have access to careers information, but completion and monitoring of accessing and completion very limited.</li> <li>THS hosted regional Careers Expo.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing PLD and changes in systems.</li> <li>Whānau teachers feeling pressured to implement more activities into whānau time, within limited time.</li> </ul>	<ul style="list-style-type: none"> <li>Careers Advisor to visit all whānau classes.</li> <li>Careers programme includes rōpū classes include aspects of careers.</li> <li>Continue to support Careers Expo as part of the host town, whether at THS or the Thames Community Centre.</li> <li>Careers Advisor to be actively involved in Direction Day and available for parents and students on the day.</li> <li>Careers resources are developed, and their delivery is supported by the Careers Advisor/manager.</li> <li>Career/course development information is provided to kaitiaki and Kaiako as appropriate to their role in delivery.</li> <li>Review the timetable allocation for Years 9-10 and Year 11-13 to get specialist careers advice and profiles completed.</li> </ul>



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

#### Summary of progress against targets

Targets	Summary of progress / achievement Comments on variance as appropriate
<ul style="list-style-type: none"><li>Kaimahi and Taiohi report feeling safe and supported in their work at Thames High School.</li></ul>	<ul style="list-style-type: none"><li>Staff wellbeing surveys indicate behaviour of students is the key influence on feelings of staff wellbeing.</li><li>Wellbeing@schools survey not completed as planned due to changes in SLT; wellbeing measures from PISA indicate that students (small sample) feel unsafe at times, influenced by bullying and feelings of not being known.</li><li>Wellbeing surveys and PLD focus on behaviour revealed a wide gap between perception of consequences, restoration and 'punishment'. More work to be done here.</li><li>Kaimahi and taiohi surveys. Survey results will show we are making good progress on key indicators of well-being.</li></ul>
<ul style="list-style-type: none"><li>Workplace culture will be acknowledged as one where reporting concerns is encouraged and concerns are seen to be appropriately addressed.</li></ul>	<ul style="list-style-type: none"><li>Reporting systems for incident and hazard reporting and health and safety procedures were revised and promoted; will set the foundation for 2024.</li><li>Concerns tend to be encouraged but consequences do not always have 100% support. Continue to ensure staff are aware of legal obligations and requirements via PLD overviews.</li></ul>
<ul style="list-style-type: none"><li>Kaimahi and Taiohi understand our tikanga / values and the way we can live these every day through our actions and behaviour.</li></ul>	<ul style="list-style-type: none"><li>The THS tikanga and values are visible in all areas of the school on our strategic plan.</li><li>More focus needed on values as a positive expectation at our kura.</li><li>Kaimahi and Taiohi all know Our tikanga/values and behaviour is consistent.</li><li>Much more work required to have more consistency responses to behaviour, as a school-wide responsibility, with accountability and understanding.</li></ul>





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

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

<b>Actions</b> <i>The main actions from the Annual Plan</i>	<b>What did we achieve?</b> What were the outcomes of our actions? What impact did our actions have?	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year – where to next?</b>
<p>Make sure the physical environment is well-maintained, inclusive, and safe.</p>	<ul style="list-style-type: none"> <li>• We continued with our cyclical Maintenance Schedule where more of the buildings were painted. This included upgrades in spaces in the administration building.</li> <li>• Promoted Gender-neutral facilities identified and promoted in terms of inclusivity.</li> <li>• Reporting through the EdPro eMaps system improved understanding of reporting and how much is done / not done.</li> <li>• We continue to work with Edpro who are contracted to maintain the physical environment with improvements to the grounds.</li> <li>• The property plan continues to ensure that spaces are provided that are conducive to positive socialisation.</li> <li>• Regular reporting to the board property committee and finance committee to allocate resources in budget planning for 2024.</li> </ul>	<ul style="list-style-type: none"> <li>• EdPro management has yet to provide clarity in schedules and KPIs and therefore accountability.</li> <li>• Vandalism and deliberately anti-social behaviour continues to be a challenge for property and cleaning staff.</li> <li>• Behaviour takes advantage of the norms of privacy in toilet environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Contract review for EdPro and establishing KPIs and accountability.</li> <li>• We are investigating the white spaces and additions which help our Māori whanau feeling included in our kura.</li> <li>• Upgrading the signage in the school to reflect Te Reo Māori and to help both staff/students and school community to identify where places are easily identifiable</li> </ul>
<p>To promote a school culture that is safe, supportive, and positive for both staff and students.</p>	<ul style="list-style-type: none"> <li>• Our Vision, Mission, Values/Tikanga are regularly promoted. Clear promotion of values by poster.</li> <li>• Development of more attractive / graphic posters underway.</li> <li>• Consistency in school-wide behaviour expectations and responses</li> <li>• Progress in getting the small stuff (uniform etc) right to set the foundation.</li> <li>• New uniform developed that will encourage more correct wearing.</li> </ul>	<ul style="list-style-type: none"> <li>• PB4L / Our Tikanga Team was not formed as expected to lead acknowledgement and data-led approach.</li> <li>• Consequences for non-compliance, including lateness, truancy, uniform, etc., are not consistent as there are limited resources to follow through (time, staff)</li> <li>• Challenge to find the time when staff have so much to do, much of it directed from outside the school in national initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• More PLD to support responding to behaviours including Tier 2 team and behaviour training, and Restorative Practice, e.g. How to conduct W.A.R.M. conversations.</li> <li>• Capacity in restorative practice need to improve e.g. 'how restorative am checklist? kaimahi – survey. Capture these data and track.</li> </ul>
<p>Promote inclusivity and equity.</p>	<ul style="list-style-type: none"> <li>• Funding available for equity for uniform and other requirements for those taiohi who are identified as needing help. We also have funding through a fund that helps support students as well</li> <li>• Effective seamless transitions and inclusive education (along with the learning support coordinators LSCs) for Year 8 to Year 9.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of responsiveness and satisfaction of learner support not completed - SLT leadership changes.</li> <li>• Personnel change in the Guidance Counsellor meant momentum lost with the plan for an LBGTQIA+ inclusivity plan.</li> </ul>	<ul style="list-style-type: none"> <li>• With the introduction of the Ka Ora, Ka Ako in 2024, this will help reduce the food equity and inclusivity as all students will receive the same food during the day.</li> <li>• Diversity and inclusivity plan for 2024.</li> </ul>
<p>Promote school-wide practices that improve the well-being/hauora of students/taiohi and staff/kaimahi.</p>	<ul style="list-style-type: none"> <li>• Emergency Procedures reviewed, communicated, and practised.</li> <li>• Staff well-being coordinator promoted some events and wellbeing activities at staff briefings.</li> <li>• Case conference approach including bringing guidance on board to support attendance and behaviour has been a positive step.</li> </ul>	<ul style="list-style-type: none"> <li>• Variable perceptions of well-being due to different capacities and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff well-being team established and promote ways of enhancing wellbeing, e.g., building resilience, stress-management, etc.</li> </ul>



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

Strategic Priority 3.2: Actively provide opportunities for engagement and collaboration to build connections.

<b>Actions</b>  <i>The main actions from the Annual Plan</i>	<b>What did we achieve?</b>  What were the outcomes of our actions?  What impact did our actions have?	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year – where to next?</b>
To improve engagement with parents and other important groups to improve connections and perceptions in our community.	<ul style="list-style-type: none"> <li>• We have a parent forum which is scheduled each month. This gives the parents an opportunity to talk with staff about items of interest. This helps build connections with the school community.</li> <li>• Te Ao Māori Strategic Ohu (TAMSO) hui held twice a term, focusing on matters of importance for Māori and is part of our partnership, and advisory to the board,</li> <li>• Community surveys were conducted regarding strategic plan 2024-2025, health curriculum, timetable and courses, and reporting to parents.</li> </ul>	<ul style="list-style-type: none"> <li>• The intended 'satisfaction' survey did not happen with all the other surveys; the expectation should be that the broad community survey should reflect the triennial board and strategic cycle, so the next on will be term 1 2025.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Parents Forum and TAMSO. For both the emphasis on it being led by members and not the school, to promote agency is a need.</li> <li>• We will continue to gather community voice about specific topics in 2024:</li> <li>• local curriculum and what we offer our senior school needs to be a focus – what are value outcomes=; this can be done in association with the next stage of our "Graduate profile" consultation.</li> </ul>
Develop Business and Alumni connection strategies and increase opportunities for taiohi/students and evaluate success of students' pathways.	<ul style="list-style-type: none"> <li>• Alumni page on website and Facebook, but the management and focus of this group require leadership – a call for those interested.</li> <li>• Vocational opportunities are well established and growing through the Gateway and Pathways department.</li> <li>• Partnerships with key groups such as WINTEC, Kōtui Ako (Online learning community) and external agencies are well maintained to support student learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of independent leadership of Alumni Association, has meant this development has faltered. Opportunity for board members' contribution.</li> </ul>	<ul style="list-style-type: none"> <li>• THS will join the Thames Business Association.</li> <li>• More emphasis on a business plan that attracts resources.</li> <li>• Communications Manager coordinates the recruitment of Alumni leadership.</li> </ul>
Enhance student leadership development, voice, and agency	<ul style="list-style-type: none"> <li>• Senior leaders are selected through a robust process and we have established good structures of support with connections with the senior kaiāwhine, DP and Principal. There are clear roles and expectations.</li> <li>• There are leadership plans, yet these need to be better documented and shared without community.</li> <li>• Continued leadership development of the senior leaders' team – induction and ongoing collaborative support throughout the year.</li> <li>• The opportunities for tuakana teina are growing, although there is not regular structure still for the rōpū-Whānau time. There is sport coaching, house leadership, EARS, and peer tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>• There are good intents for senior leaders to have ongoing connections with rōpū, yet direction / oversight from kley staff is needed.</li> <li>• Strengthening Junior leadership is mainly through the student council, yet this is irregular and needs more oversight / support from staff (DP)</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen ongoing EARS (Peer Support) training and coordination by the counsellor and connection to 24/7 Youth workers.</li> <li>• Service opportunities are identified, and participation is encouraged – development of student volunteer army approach.</li> <li>• Student Council is student-led but better supported by Deputy Principals / Kaiaawhina and/or other key staff.</li> </ul>



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

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

<b>Actions</b> <i>The main actions from the Annual Plan</i>	<b>What did we achieve?</b> What were the outcomes of our actions? What impact did our actions have?	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year – where to next?</b>
Increase recognition and celebration of student success and student and staff achievements.	<ul style="list-style-type: none"><li>• Positive items at assembly are scheduled and assemblies are an appropriate blend of formal and informal. Stronger routines / expectations needed.</li><li>• Our media have regular items that are positive and highlight achievements: newsletters, website, Facebook, etc.</li><li>• More positive acknowledgements for attendance and behaviour are occurring.</li><li>• Reworked our school values as part of our strategic plan.</li></ul>	<ul style="list-style-type: none"><li>• To encourage more contribution from departments to celebrate the great things they are doing.</li><li>• While we have appointed the prizegiving and other awards / celebrations coordinator, their role still focuses on the end of year. More support and oversight needed.</li><li>• Acknowledgements are happening but need to be more scheduled / planned.</li></ul>	<ul style="list-style-type: none"><li>• Build consistency.</li><li>• Strengthen expectation of the 'awards / celebrations' coordinator to help HoDs celebrate resilience and perseverance, and progress.</li><li>• Update the matrix of acknowledgements as part of our PB4L / Our Tikanga focus.</li></ul>
Have better communication and marketing coordination.	<ul style="list-style-type: none"><li>• We have a dedicated communications manager and the value that has added to our communications is well recognized.</li><li>• Our marketing plan received some independent feedback, yet we have faltered on producing a cohesive update.</li></ul>	<ul style="list-style-type: none"><li>• Focus and attention of the business manager was on uniform and KA ora KA ako, property and finance management.</li></ul>	<ul style="list-style-type: none"><li>• Revise our marketing / promotion plan, with more positive media exposure.</li><li>• More closely managed schedules of communication are needed, with more encouragement to contribute.</li><li>• More time or more support for responsibilities to be distributed to create space for the marketing / business focus..</li></ul>



# How we have given effect to Te Tiriti o Waitangi

## 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 ensures 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.<sup>5</sup>

We recognise that this is a journey that involves a long-term 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. We work 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.

Our curriculum 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 board recognises 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, and so regularly evaluating our cultural capability and how well we are honouring Te Tiriti o Waitangi is an essential element to our strategic and annual plan.

## Honouring the “Principles” of Te Tiriti o Waitangi

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.
- **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,

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<sup>5</sup> Sect. 127 (1) (d) Education and Training Act (2020)



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

## Honouring the Articles of Te Tiriti o Waitangi

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 lens to honour Tiriti o Waitangi

### 1. Kawanatanga (governance)

- a. Guaranteed representation: the board has established minimum representation of Māori, including that Ngāti Maru is represented on the board.
- b. Shared decision making: The board works in partnership with our Te Ao Māori Ohu to establish strategic direction

### 2. Rangatiratanga (agency)

- a. We have long established Manukura positions, and these have been elevated in mana alongside the other two head student leaders, and with the deputy head students.
- b. As for all students, agency through subject choice increases as taiohi progress through the school. For taiohi Māori, there are choices that have strengthened Te Ao Māori.
- c. The board has ratified targets to reduce the disparity in engagement and outcomes for Māori, and these are supported by increased provision of and access to equity funds. Our Statement of Variance reports against these targets and identifies barriers and next steps.

### 3. Ōritetanga (Equity)

- a. The board recognises that equity means more support is available for taiohi Māori.
- b. There is clear direction to support Mana orite mo te mātauranga across the curriculum.
- c. The use of Te reo Māori me ngā tikanga (Te reo Māori and tikanga Māori) is increasing and supported through professional development and resourcing.



## Statement of Curriculum Provision

Te Kura Tuarua o Te Kauaeranga | 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 Kōtuiti 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.



## Statement of compliance with employment policy

Our board is required to operate an employment policy that complies with the principle of being a good employer. We must report on the extent of compliance (section 597(1) of the Education and Training Act 2020) with this our employment policy (including your equal employment opportunities programme).

The following tables summarise our reporting requirements under s597 of the Education and Training Act 2020.

*Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.*

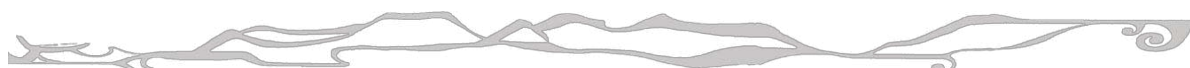
Reporting on the principles of being a Good Employer	
<p><b>How have you met your obligations to provide good and safe working conditions?</b></p>	<p>We have active members of the staff who regularly review the site for hazards and ensure that they are fixed</p> <p>We have a hazard register which is reviewed regularly</p> <p>We have regular property meetings where the Board is made aware of any issues which have occurred during the month and how they have been addressed</p>
<p><b>What is in your equal employment opportunities programme?</b></p> <p><b>How have you been fulfilling this programme?</b></p>	<p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without <b>bias or discrimination</b>. All schools are required by the Public Service Act to be "good employers", that is:</p> <ul style="list-style-type: none"> <li>to maintain, and comply with their school's Equal Employment Opportunities policy, and</li> <li>to include in the annual report a summary of the year's compliance.</li> </ul> <p>We meet our obligations by complying with this policy</p> <p><i>Free Text Comment</i></p>
<p><b>How do you practise impartial selection of suitably qualified persons for appointment?</b></p>	<p>Panels of 3</p> <p>Set questions which are asked to each candidate</p> <p>Each panel member reviews the CVs separately. They then meet and come with a consensus on who to interview and then appoint after due process.</p>
<p><b>How are you recognising,</b></p> <p>– <b>The aims and aspirations of Māori,</b></p>	<p>As per our policy we recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.)</p>



<ul style="list-style-type: none"> <li>– The employment requirements of Māori, and</li> <li>– Greater involvement of Māori in the Education service?</li> </ul>	<p>and the employment requirements of diverse individuals/groups.</p> <p>Te Ao Māori and understanding and commitment to Te Tiriti o Waitangi is a core component of appointment, induction and ongoing development.</p>
<b>How have you enhanced the abilities of individual employees?</b>	Professional Development is reviewed during the appraisal process and in the budgeting process. PGC and appraisal reporting and conversations that lead to future development opportunities.
<b>How are you recognising the employment requirements of women?</b>	As per our policy we recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups. We recognise flexible arrangements as per requirements and endeavour to balance individual and organisation needs.
<b>How are you recognising the employment requirements of persons with disabilities?</b>	As per our policy we recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
<b>Do you operate an EEO programme/policy?</b>	YES	
<b>Has this policy or programme been made available to staff?</b>	YES	
<b>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</b>	YES	
<b>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</b>	YES	
<b>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</b>	YES	
<b>Does your EEO programme/policy set priorities and objectives?</b>	YES	



# Financial statements

## Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

## Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

### Statement of Comprehensive Revenue and Expense – DRAFT - UNAUDITED

#### Thames High School Statement of Comprehensive Revenue and Expense For the year ended 31 December 2023

	Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>							
Government Grants	2	6,587,731	5,868,354	5,959,289	6,587,731	5,868,354	5,959,289
Locally Raised Funds	3	218,272	228,612	254,446	218,272	228,612	254,446
Interest Earned		33,539	10,000	8,078	33,543	10,000	34,670
Gain on Sale of Property, Plant and Equipment		(17,232)	-	(2,877)	(17,232)	-	(2,877)
Hostel		-	-	-	-	-	-
International Students	4	162,744	128,758	97,001	162,744	128,758	97,001
<b>Total revenue</b>		<b>6,985,054</b>	<b>6,233,724</b>	<b>6,315,937</b>	<b>6,985,058</b>	<b>6,233,724</b>	<b>6,342,529</b>
<b>Expenses</b>							
Locally Raised Funds	3	142,178	116,597	102,924	142,178	116,597	102,924
International Students	4	48,632	48,236	43,600	48,632	48,236	43,600
Learning Resources	5	4,658,817	4,216,750	4,105,573	4,658,817	4,216,750	4,105,573
Administration	6	325,393	320,609	265,514	362,377	320,609	280,957
Property	7	1,526,480	1,301,087	1,377,844	1,526,480	1,301,087	1,377,844
Depreciation	12	198,626	203,400	252,925	205,788	203,400	252,925
<b>Total expenses</b>		<b>6,900,126</b>	<b>6,206,679</b>	<b>6,148,380</b>	<b>6,944,272</b>	<b>6,206,679</b>	<b>6,163,823</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>84,928</b>	<b>27,045</b>	<b>167,556</b>	<b>40,786</b>	<b>27,045</b>	<b>178,705</b>
<b>Total other comprehensive revenue and expense</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>84,928</b>	<b>27,045</b>	<b>167,556</b>	<b>40,786</b>	<b>27,045</b>	<b>178,705</b>

The above Consolidated Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



## Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

### Statement of Changes in Net Assets/Equity – DRAFT - UNAUDITED

#### Thames High School Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January	1,123,137	1,227,455	956,723	1,684,948	1,227,455	1,473,069
Total comprehensive revenue and expense for the year	84,928	27,045	167,556	40,786	27,045	178,705
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	97,994	-	52,581	97,994	-	52,581
Equity at 31 December	1,306,058	1,254,500	1,176,860	1,823,727	1,254,500	1,704,355
Retained Earnings Reserves	1,306,058	1,254,500	1,176,860	1,823,727	1,254,500	1,704,355
Equity at 31 December	1,306,058	1,254,500	1,176,860	1,823,727	1,254,500	1,704,355
<b>Reserve Movements Analysis</b>						
<b>Accumulated surplus/(deficit)</b>						
Balance at 1 January	1,123,137	1,227,455	956,723	1,684,948	1,227,455	1,473,069
Equity investment revaluation reserve transfer on disposal	-	-	-	-	-	-
Furniture & Equipment grant	97,994	-	52,581	97,994	-	52,581
Surplus/(deficit) for the year	84,928	27,045	167,556	40,786	27,045	178,705
Balance 31 December	1,306,058	1,254,500	1,176,860	1,823,727	1,254,500	1,704,355
<b>Equity Investment revaluation reserves</b>						
Balance at 1 January	-	-	-	-	-	-
Net change in fair value	-	-	-	-	-	-
Transfer to accumulated surplus/deficit on disposal	-	-	-	-	-	-
Balance 31 December	-	-	-	-	-	-
<b>Total equity</b>	<b>1,306,058</b>	<b>1,254,500</b>	<b>1,176,860</b>	<b>1,823,727</b>	<b>1,254,500</b>	<b>1,704,355</b>

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.





## Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

### Statement of Financial Position Dec 23 DRAFT – UNAUDITED

#### Thames High School Statement of Financial Position As at 31 December 2023

	Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>							
Cash and Cash Equivalents	8	828,764	110,000	1,453,810	844,075	1,535,000	1,453,810
Accounts Receivable	9	459,603	380,000	408,585	459,603	380,000	408,585
GST Receivable		4,926	25,000	-	4,926	25,000	-
Prepayments		43,919	2,000	20,894	43,919	2,000	20,894
Inventories	10	41,329	500	2,747	41,329	500	2,747
Investments	11	841,475	675,000	-	841,475	675,000	-
		2,220,015	1,192,500	1,886,036	2,235,326	2,617,500	1,886,036
<b>Current Liabilities</b>							
GST Payable		-	-	(3,205)	-	-	(3,205)
Accounts Payable	13	549,516	330,000	300,964	556,680	330,000	300,964
Revenue Received in Advance	14	325,764	260,000	255,666	325,764	260,000	255,666
Provision for Cyclical Maintenance	15	64,131	70,000	64,131	64,131	-	-
Finance Lease Liability	16	16,686	43,000	69,286	16,686	43,000	69,286
Funds held in Trust	17	742,467	60,000	728,465	742,467	780,000	728,465
Funds held for Capital Works Projects	18	102,125	50,000	52,517	102,125	50,000	52,517
		1,800,589	813,000	1,467,624	1,807,753	1,463,000	1,403,693
<b>Working Capital Surplus/(Deficit)</b>		419,426	379,500	418,212	427,573	1,154,500	482,343
<b>Non-current Assets</b>							
Investments	11	15,312	750,000	-	524,831	-	527,495
Property, Plant and Equipment	12	1,007,587	990,000	912,368	1,007,587	990,000	1,011,352
Intangible Assets	13	-	-	-	-	-	-
		1,022,899	1,740,000	912,368	1,532,418	990,000	1,538,847
<b>Non-current Liabilities</b>							
Provision for Cyclical Maintenance	15	76,975	87,000	105,968	76,975	70,000	105,968
Finance Lease Liability	16	59,289	58,000	47,752	59,289	58,000	47,752
Funds held in Trust	17	-	720,000	-	-	-	-
		136,264	865,000	153,720	136,264	128,000	153,720
<b>Net Assets</b>		<b>1,306,061</b>	<b>1,254,500</b>	<b>1,176,860</b>	<b>1,823,727</b>	<b>2,016,500</b>	<b>1,867,470</b>
<b>Accumulated surplus/deficit</b>	2	1,306,058	1,254,500	1,176,860	1,823,727	1,341,500	1,867,470
<b>Equity investment revaluation reserves</b>		-	-	-	-	-	-
<b>Total equity</b>		<b>1,306,058</b>	<b>1,254,500</b>	<b>1,176,860</b>	<b>1,823,727</b>	<b>1,341,500</b>	<b>1,867,470</b>

The above Consolidated Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.



## Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.

### Statement of Cashflows Dec 23 DRAFT - UNAUDITED

**Thames High School**  
**Statement of Cash Flows**  
For the year ended 31 December 2023

	Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>							
Government Grants		1,738,149	1,465,614	1,534,250	1,738,149	1,465,614	1,534,250
Locally Raised Funds		159,927	329,050	239,363	159,927	329,050	239,363
International Students		273,470	460,950	182,753	273,470	460,950	182,753
Goods and Services Tax (net)		(1,721)	(20,000)	94,632	(6,646)	(20,000)	94,632
Funds Administered on Behalf of Third Parties				25,992			25,992
Payments to Employees		(954,514)	(810,409)	(979,591)	(954,514)	(810,409)	(979,591)
Payments to Suppliers		(874,490)	(920,145)	(914,361)	(876,224)	(920,145)	(918,535)
Interest Paid		-	-	-	-	(85,922)	-
Interest Received		33,539	-	-	33,543	-	34,670
<b>Net cash from / (to) the Operating Activities</b>		<b>374,360</b>	<b>905,060</b>	<b>183,038</b>	<b>367,704</b>	<b>419,138</b>	<b>213,534</b>
<b>Cash flows from Investing Activities</b>							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(85,922)	-	-	(85,922)	-
Purchase of Property Plant & Equipment (and Intangibles)		(277,644)	-	-	-	-	-
Purchase of Investments		-	-	-	-	-	-
Proceeds from Sale of Investments		-	-	-	-	-	-
<b>Net cash from / (to) the Investing Activities</b>		<b>(277,644)</b>	<b>(85,922)</b>	<b>-</b>	<b>-</b>	<b>(85,922)</b>	<b>-</b>
<b>Cash flows from Financing Activities</b>							
Furniture and Equipment Grant		45,413	-	21,747	45,413	-	21,747
Finance Lease Payments		(51,564)	-	-	(51,564)	-	-
Funds Administered on Behalf of Third Parties		(63,610)	-	-	(63,610)	-	-
<b>Net cash from / (to) Financing Activities</b>		<b>(69,761)</b>	<b>-</b>	<b>21,747</b>	<b>(69,761)</b>	<b>-</b>	<b>21,747</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>26,955</b>	<b>419,138</b>	<b>204,785</b>	<b>297,943</b>	<b>333,216</b>	<b>235,281</b>
Cash and cash equivalents at the beginning of the year	8	1,658,595	10,000	1,453,810	1,453,810	10,000	1,453,810
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>1,685,550</b>	<b>429,138</b>	<b>1,658,595</b>	<b>1,751,754</b>	<b>343,216</b>	<b>1,689,091</b>
		1,685,551 (0)					

The Consolidated Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been omitted.

The above Consolidated Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.





## Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

### Notes to Financial Statements Dec 23 DRAFT - UNAUDITED

#### 2. Government Grants

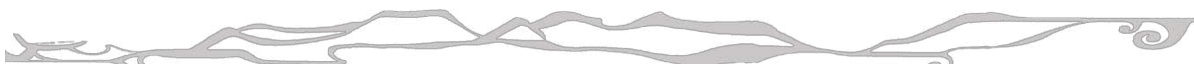
	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Operational Grants	1,493,628	1,368,867	1,372,585	1,493,628	1,368,867	1,372,585
Teachers' Salaries Grants	3,805,128	3,393,279	3,481,296	3,805,128	3,393,279	3,481,296
Use of Land and Buildings Grants	1,071,206	887,387	958,379	1,071,206	887,387	958,379
Other MoE Grants	217,769	188,821	147,029	217,769	188,821	147,029
	<b>6,587,731</b>	<b>5,868,354</b>	<b>5,959,269</b>	<b>6,587,731</b>	<b>5,868,354</b>	<b>5,959,269</b>

The school has opted in to the donations scheme for this year. Total amount received was \$64,350 and form part of the Operational Grant.

#### 3. Locally Raised Funds

Local funds raised within the Group's community are made up of:

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>						
Donations and Bequests	41,507	29,250	111,248	41,507	29,250	111,248
Fundraising & Community Grants	18,817	31,000	37,089	18,817	31,000	37,089
Other Revenue	86,763	85,000	67,461	86,763	85,000	67,461
Trading	65,734	67,038	37,660	65,734	67,038	37,660
Fees for Extra Curricular Activities						
	<b>218,272</b>	<b>228,612</b>	<b>254,446</b>	<b>218,272</b>	<b>228,612</b>	<b>254,446</b>
<b>Expenses</b>						
Extra Curricular Activities costs	14,613	5,500	628	14,613	5,500	628
Trading	105,693	88,197	80,745	105,693	88,197	80,745
Other Locally Raised Funds Expenditure	21,872	22,900	21,552	21,872	22,900	21,552
	<b>142,178</b>	<b>116,597</b>	<b>102,924</b>	<b>142,178</b>	<b>116,597</b>	<b>102,924</b>
<b>Surplus for the year Locally raised funds</b>	<b>76,094</b>	<b>112,015</b>	<b>151,522</b>	<b>76,094</b>	<b>112,015</b>	<b>151,522</b>



#### 4. International Student Revenue and Expenses

International Student Roll

##### Revenue

International Student Fees

##### Expenses

Employee Benefit - Salaries

Other Expenses

Surplus/ (Deficit) for the year International Students

2023 Actual Number 14	School 2023 Budget (Unaudited) Number 12	2022 Actual Number 7	2023 Actual Number	Group 2023 Budget (Unaudited) Number	2022 Actual Number
2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
162,744	126,758	97,001	162,744	126,758	97,001
46,522	46,126	43,600	46,522	46,126	43,600
2,110	2,110	-	2,110	2,110	-
48,632	48,236	43,600	48,632	48,236	43,600
114,112	78,522	53,400	114,112	78,522	53,400

#### 5. Learning Resources

Curricular

Information and Communication Technology

Library Resources

Employee Benefits - Salaries

Staff Development

2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
207,351	332,367	150,324	207,351	332,367	150,324
58,486	47,088	48,146	58,486	47,088	48,146
3,880	3,100	3,923	3,880	3,100	3,923
4,372,040	3,819,715	3,890,153	4,372,040	3,819,715	3,890,153
17,060	14,500	13,027	17,060	14,500	13,027
4,656,817	4,216,750	4,105,573	4,656,817	4,216,750	4,105,573

#### 6. Administration

Audit Fee

Board Fees

Board Expenses

Communication

Consumables

Operating Lease

Other

Employee Benefits - Salaries

Insurance

2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
18,000	15,000	10,630	18,000	15,000	10,630
4,140	4,000	3,755	4,140	4,000	3,755
13,015	11,500	13,676	13,015	11,500	13,676
16,764	8,970	15,150	16,764	8,970	15,150
4,488	4,000	4,619	4,488	4,000	4,619
10,355	8,000	14,023	10,355	8,000	14,023
18,057	23,000	(37,068)	56,041	23,000	(21,645)
232,193	232,639	229,388	232,193	232,639	229,388
8,381	12,000	10,125	8,381	12,000	10,125
325,393	320,609	265,514	362,377	320,609	280,957

## 7. Property

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	11,428	-	9,626	11,428	-	9,626
Consultancy and Contract Services	328,109	325,000	326,680	328,109	325,000	326,680
Cyclical Maintenance Provision	28,917	15,000	12,767	28,917	15,000	12,767
Heat, Light and Water	49,105	43,000	45,373	49,105	43,000	45,373
Rates	19,167	19,000	17,881	19,167	19,000	17,881
Repairs and Maintenance	11,835	5,000	995	11,835	5,000	995
Use of Land and Buildings	1,071,206	887,387	958,379	1,071,206	887,387	958,379
Security	6,714	6,700	6,143	6,714	6,700	6,143
	<u>1,526,480</u>	<u>1,301,087</u>	<u>1,377,844</u>	<u>1,526,480</u>	<u>1,301,087</u>	<u>1,377,844</u>

The use of land and buildings figure represents 5% of the Group's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 8. Cash and Cash Equivalents

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	828,846	110,000	1,183,812	1,685,633	110,000	1,183,812
Short-term Bank Deposits	-	-	269,999	(83)	1,425,000	269,999
Bank Overdraft	-	-	-	-	-	-
Cash equivalents and bank overdraft for Consolidated Cash Flow Statement	<u>828,846</u>	<u>110,000</u>	<u>1,453,810</u>	<u>1,685,550</u>	<u>1,535,000</u>	<u>1,453,810</u>

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.

Of the \$828,846 Cash and Cash Equivalents, \$109,347 is held by the Group on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned Group buildings.

Of the \$828,846 held by the school, \$280,517 was held for International Student in Advance Fees.

## 8. Cash and Cash Equivalents

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	828,846	110,000	1,183,812	1,685,633	110,000	1,183,812
Short-term Bank Deposits	-	-	269,999	(83)	1,425,000	269,999
Bank Overdraft	-	-	-	-	-	-
Cash equivalents and bank overdraft for Consolidated Cash Flow Statement	<u>828,846</u>	<u>110,000</u>	<u>1,453,810</u>	<u>1,685,550</u>	<u>1,535,000</u>	<u>1,453,810</u>

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.

Of the \$828,846 Cash and Cash Equivalents, \$109,347 is held by the Group on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned Group buildings.

Of the \$828,846 held by the school, \$280,517 was held for International Student in Advance Fees.

## 9. Accounts Receivable

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	94,156	92,000	120,216	137,933	92,000	120,216
Receivables from the Ministry of Education	43,777	-	-	-	-	-
Teacher Salaries Grant Receivable	321,689	288,000	288,368	321,669	288,000	288,368
	<u>459,603</u>	<u>380,000</u>	<u>408,585</u>	<u>459,603</u>	<u>380,000</u>	<u>408,585</u>
Receivables from Exchange Transactions	94,156	92,000	120,216	137,933	92,000	120,216
Receivables from Non-Exchange Transactions	365,446	288,000	288,368	321,669	288,000	288,368
	<u>459,603</u>	<u>380,000</u>	<u>408,585</u>	<u>459,603</u>	<u>380,000</u>	<u>408,585</u>

## 10. Inventories

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
School Uniforms	39,194	-	612	39,194	-	612
Canteen	2,135	500	2,135	2,135	500	2,135
	<u>41,329</u>	<u>500</u>	<u>2,747</u>	<u>41,329</u>	<u>500</u>	<u>2,747</u>

## 11. Investments

The Group and School's investments are classified as follows:

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset						
Short-term Bank Deposits	841,475	875,000	-	841,475	875,000	-
	841,475	875,000	-	841,475	875,000	-
Non-current Asset						
Long-term Bank Deposits	15,312	750,000	-	524,831	750,000	527,495
	15,312	750,000	-	524,831	750,000	527,495
Total Investments	856,787	1,425,000	-	1,366,306	1,425,000	527,495

## 12. Property, Plant and Equipment

### GROUP

	Opening Balance (Net Book Value) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Land	145,000	-	-	-	-	145,000
Buildings	-	-	-	-	-	-
Building Improvements	174,108	14,823	-	-	(26,584)	162,347
Furniture and Equipment	302,246	86,565	(468)	-	(51,357)	336,986
Information and Communication Technology	105,856	97,626	(18,763)	-	(49,291)	137,428
Motor Vehicles	17,930	48,208	-	-	(9,876)	56,262
Textbooks	111,464	5,307	-	-	(5,799)	110,972
Leased Assets	90,516	-	-	-	(45,843)	44,673
Library Resources	64,232	6,523	-	-	(9,876)	60,879
Balance at 31 December 2023	1,011,352	259,052	(17,231)	-	(198,626)	1,054,547

### GROUP

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Land	145,000	-	145,000	145,000	-	145,000
Buildings	-	-	-	-	-	-
Building Improvements	377,596	(282,798)	86,358	361,403	(187,295)	174,108
Furniture and Equipment	695,780	(320,732)	290,404	652,151	(349,905)	302,246
Information and Communication Technology	439,816	(682,827)	97,456	404,825	(268,969)	105,856
Motor Vehicles	99,853	(81,922)	22,908	138,474	(120,544)	17,930
Textbooks	281,877	(161,700)	112,643	279,336	(167,874)	111,464
Leased Assets	415,476	(177,569)	232,048	227,612	(137,098)	90,516
Library Resources	309,773	(285,749)	20,175	304,075	(239,843)	64,232
Balance at 31 December	2,764,971	(1,993,295)	1,006,982	2,512,878	(1,501,526)	1,011,352

### SCHOOL

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Land	145,000	-	-	-	-	145,000
Building Improvements	82,480	11,153	-	-	(26,584)	67,049
Furniture and Equipment	248,673	91,479	(468)	-	(51,357)	286,327
Information and Communication Technology	133,218	97,626	(10,228)	-	(49,291)	171,325
Motor Vehicles	17,931	48,208	-	-	(5,799)	60,340
Textbooks	116,756	-	-	-	(28,822)	89,934
Leased Assets	105,385	30,828	-	-	(45,843)	90,370
Library Resources	56,886	5,304	(2,813)	-	(19,752)	39,625
Balance at 31 December 2023	904,329	284,598	(13,509)	-	(225,449)	949,969





### 13. Accounts Payable

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	157,218	20,000	23,467	157,218	20,000	23,467
Accruals	372,836	310,000	304,249	372,836	310,000	304,249
Banking Staffing Overuse	19,462	-	(26,752)	19,462	-	(26,752)
	549,516	330,000	300,864	549,516	330,000	300,964

Payables for Exchange Transactions:

549,516	330,000	300,984	549,516	330,000	300,984
549,516	330,000	300,984	549,516	330,000	300,984

#### 14. Revenue Received in Advance

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
International Student Fees in Advance	283,471	260,000	172,746	283,471	260,000	172,746
Other revenue in Advance	42,292	-	82,920	42,292	-	82,920
	325,764	260,000	255,666	325,764	260,000	255,666

#### 3.3. Provision for Cyclical Maintenance

	2023 Actual \$	School and Group 2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	105,968	177,000	83,201
Increase/ (decrease) to the Provision During the Year	28,917	30,000	12,767
Use of the Provision During the Year	(57,809)	(50,000)	
Provision at the End of the Year	76,976	157,000	105,968
Cyclical Maintenance - Current	76,975	70,000	105,968
Cyclical Maintenance - Term		87,000	
	76,975	157,000	105,968

#### 16. Finance Lease Liability

The Group has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	16,586	43,000	8,192	16,586	43,000	8,192
Later than One Year and no Later than Five Years	59,289	58,000	19,567	59,289	58,000	19,567
	<u>75,875</u>	<u>101,000</u>	<u>27,759</u>	<u>75,875</u>	<u>101,000</u>	<u>27,759</u>
<b>Represented by</b>						
Finance lease liability - Current	16,586	43,000	8,192	16,586	43,000	8,192
Finance lease liability - Term	59,289	58,000	19,567	59,289	58,000	19,567
	<u>75,875</u>	<u>101,000</u>	<u>27,759</u>	<u>75,875</u>	<u>101,000</u>	<u>27,759</u>

### 17. Funds held in Trust

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	742,467	780,000	728,465	742,467	780,000	728,465
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-	-	-	-
	742,467	780,000	728,465	742,467	780,000	728,465

	Opening Balance	Income	Expenses	Total Balance
Nutter Trust	139,720	5,988	(4,240)	141,468
Romala Caltran	7,376	477	(344)	7,509
Stephen Bowater Trust	62,740	2,572	(1,200)	64,112
	<u>209,836</u>	<u>9,037</u>	<u>(5,784)</u>	<u>213,089</u>

## 18. Funds Held for Capital Works Projects

During the year the School and Group received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under receivables from the Ministry in account receivable note 9:

### School and GROUP

2023	Opening Balances	Receipts from MoE	Payments	Board Contribution	Closing Balances
	\$	\$	\$		\$
Learning Support Upgrade	12,665	-	(13,125)	-	(460)
Combined Projects	635	-	(635)	-	-
Electrical Projects	7,000	186,472	(193,472)	-	-
Roofing	32,000	439,399	(471,399)	-	-
Drainage	-	30,000	(20,098)	-	9,902
Hall Cladding	-	49,150	(21,000)	-	27,150
Spooling	218	-	-	-	218
Carpet Replacement A Block	-	65,950	-	-	65,950
Totals	52,518	769,971	(719,725)	-	102,760

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

103,220  
(460)

102,760

2022	Opening Balances	Receipts from MoE	Payments	Board Contribution	Closing Balances
	\$	\$	\$		\$
A Block Stage 2	42,328	-	(42,327)	-	(1)
Admin Upgrade	(5,839)	7,183	(1,344)	-	-
Learning Support Upgrade	29,040	-	(16,375)	-	12,665
SIP Paving Works	(18,043)	68,429	(49,386)	-	-
Combined Projects	(1,500)	70,129	(67,994)	-	635
Electrical Projects	-	10,000	(3,000)	-	7,000
Roofing	-	32,000	-	-	32,000
Spooling	-	8,910	(8,692)	-	218
Totals	44,984	196,651	(189,118)	-	52,517

## 19. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the Group would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the Group would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.



## 20. Remuneration

### Key management personnel compensation (School and Group)

Key management personnel of the Group include all School Board members, Principal, Deputy Principals and Heads of Departments.

	2023 Actual \$	2022 Actual \$
Board Members - School Remuneration	4,030	3,955
Leadership Team Remuneration	1,519,258	1,430,981
Full-time equivalent members	14	13
Total key management personnel remuneration	1,523,288	1,434,816

There are 8 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance 7 and Property 7 that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

#### Principal 1

The total value of remuneration paid or payable to the Principal was in the following bands:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:	160-170	150-160
Salary and Other Payments	-	0
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

#### Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	10	4
110 - 120	7	2
130 - 140	1	0
	18	6

The disclosure for 'Other Employees' does not include remuneration of the Principal.

## 21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2023 Actual	2022 Actual
School and GROUP Total	-	-
Number of People	-	-

## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

#### Days Act Compliance – schools payroll

Ministry of Education performs payroll processing and payments on behalf of school boards, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2023, a contingent liability for the school may exist.

## Report on other special and contestable funding

During the year your school or kura may have been the recipient of additional government funding for specific purposes. You may need to report on how these funds are used to support student development.

## Kiwisport funding

Kiwisport is a government funding initiative to support students' participation in organized sport. In 2023, the school received total Kiwisport funding of \$9,558.88 (excluding GST). The funding was spent on maintaining a sports co-ordinator within the school to constantly promote sports. Consequently, 52% of students represented the school in sports.





**Independent auditor's report signed and dated.**

**These accounts are still draft.**

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.

FROM  
AUDITOR  
(pending)

