

Annual Report 2024

Statement of Variance

Progress / Achievement

Financial Statements



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Introduction

This Annual Report outlines our progress in 2024 and reflects how we continue to work towards the goals set out in our **Strategic Plan** and **Annual Implementation Plan**.

These key planning documents are required under the *Education and Training Act 2020* and the [Education \(School Planning and Reporting\) Regulations 2023](#), ensuring that we are meeting our obligations, including giving effect to *Te Tiriti o Waitangi*, responding to national education priorities, and supporting equitable outcomes for all learners.

- Our [Strategic Plan – 2024-2025](#) sets our direction over two years, identifying long-term goals and priorities, developed in consultation with our school community.
 - The current strategic plan took effect from 2024 and was the result of review and community consultation in 2023. The process is outlined in the [Strategic Plan](#).
 - From 2026, our strategic plan timeframe will be aligned, with the triennial board election cycle.
- Our [Annual Implementation Plan – 2024](#) details the annual actions, targets, and success measures that guide our work each year. It was developed in consultation with the board.

This Annual Report is submitted to the Ministry of Education by 31 May each year and published thereafter. It includes:

- A **Statement of Variance**, evaluating our performance against the previous year's targets
- A **summary of progress** made toward achieving our strategic goals
- A **financial report** detailing the use of public funds

It serves both as a record of accountability and as a reflection of the collective effort across our school community.

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 ([§136 Education and Training Act 2020](#)).

We are proud to share how our goals are being actioned at every level of the kura – from strategic planning to classroom practice – and how we are continuing to create a school where every ākonga is supported to thrive.



Opening report - 2024

As we present the 2024 Annual Report for Te Kura Tuarua o Te Kauaeranga – Thames High School – we acknowledge the challenges, successes, and steady progress that have defined the past year. More than a summary of outcomes, this report reflects the collective efforts of our students, staff, whānau, and wider community to ensure our kura remains a place where every learner is supported to thrive.

The year began with a warm and meaningful pōwhiri to welcome new ākonga and kaimahi, reaffirming our commitment to Manaakitanga. This sense of unity echoed throughout the year as we celebrated achievements both inside and outside the classroom.

A highlight was our Matariki Celebration – a powerful demonstration of whanaungatanga and manaakitanga. Events such as this strengthen our identity and connect us to our community in authentic, lasting ways.

We also rolled out the refreshed school uniform, which is being phased in through to 2026. The senior uniform, along with the distinct Year 13 pin, has helped build pride and a stronger sense of identity among our older students.

2024 also marked the successful implementation of the Ka Ora, Ka Ako Healthy Lunches programme in partnership with PEL Group. The impact on student wellbeing and engagement was tangible. We have committed to continuing under the new centralised provision.

In preparation for the national policy on mobile phones, we implemented a proactive school-wide phone policy. Its early adoption led to a smoother transition when the government mandate came into effect and contributed to improved social interaction and engagement during break times.

Promoting active lifestyles also took a step forward with the expansion of the Active As initiative, including integration into the Year 9 programme, more lunchtime and afterschool activities, and new equipment such as a frisbee golf course and two new basketball hoops.

Curriculum and assessment changes, including the refreshed NCEA Level 1, posed significant demands. Our staff rose to the challenge with dedication and professionalism, keeping learners' needs at the centre.

We acknowledge the commitment of our school board, whose governance has been essential in steering the kura through change. Their support, alongside that of our community, has enabled us to stay focused on student success and wellbeing.

Ngā manaakitanga

Michael Hart
Tumuaki / Principal



Executive Summary

Te Kura Tuarua o Te Kauaeranga, Thames High School, continues to make meaningful progress across all three strategic intents:

- 1. Giving effect to Te Tiriti o Waitangi,**
- 2. Supporting all taiohi to reach for their potential, and**
- 3. Valuing everyone so they are safe and acknowledged for who they are.**

This progress reflects the collective effort of our dedicated staff, the ongoing support of whānau and the wider community, and the contributions of our taiohi themselves. We acknowledge and appreciate the commitment shown across the school to uplift student wellbeing, embed our values, and improve outcomes. While we have more to do, we remain ambitious in our goals and focused on sustaining momentum and building consistency. The following summary outlines the key areas of achievement, barriers encountered, and the continued actions under each strategic intent.

1. We will give effect to Te Tiriti o Waitangi

Achievements / Progress

- Strengthened pastoral care with inclusive practice: equity support ensures students can meet expectations (e.g., uniform).
- Use of school values and tikanga icons growing across classrooms and assemblies.
- PB4L framework is advancing with values language and shared understanding increasingly visible.
- Ongoing discussion with staff and ākonga about what values and tikanga look like in action.
- Career pathways are becoming more culturally responsive, with stronger links to iwi and local business.

Barriers / Challenges

- Te ao Māori perspectives are not yet consistently embedded across all learning areas.
- Māori student voice needs greater inclusion in shaping systems and values in practice.
- Graduate Profile and tikanga-based expectations are still under development.
- Engagement of whānau in curriculum development and broader school life remains limited.

Continued Actions

- Continue to seek and integrate Māori ākonga perspectives on values/tikanga and how these are experienced at school.
- Complete and embed the Graduate Profile with clear alignment to Te Tiriti and mātauranga Māori principles.
- Maintain momentum on curriculum review with a focus on including local history, te reo Māori, and tikanga.
- Build on the Whānau and Friends network to deepen whānau engagement and partnership.
- Consolidate the PB4L advisory group and use PLD to embed culturally sustaining practices.



2. We will support all taiohi / young people to reach for their potential

Achievements / Progress

- Continued rollout of PB4L with focus on consistency, expectations, and positive reinforcement.
- Improved attendance tracking with recognition systems in assemblies and internal communications.
- Initial use of Linewize Pulse to support Year 9 and 10 student wellbeing monitoring.
- Strong GATEWAY participation and business engagement supporting pathways learning.
- Growing leadership capability in senior student leaders with structured hui and self-directed plans.

Barriers / Challenges

- Tracking and reporting on student progress and interventions remains inconsistent across curriculum areas.
- Literacy support and broader academic interventions are not yet systematically embedded.
- Limited time and capacity for kaiako to plan targeted support for diverse learners.
- High demand for GATEWAY placements exceeds local availability.
- Recognition for learning progress and effort is not yet systematic across the school.

Continued Actions

- Strengthen consistent use of academic tracking tools to inform early intervention across departments.
- Continue refining cross-curricular focus on literacy and wellbeing through PLD and faculty planning.
- Support Student Council with a consistent schedule and strengthen junior leadership pathways.
- Maintain recognition for improvement and effort, both in and beyond the classroom.
- Consolidate employer partnerships and increase coordination of Careers and Pathways opportunities.



3. We will value everyone, so they are safe and acknowledged for who they are

Achievements / Progress

- Consistent use of assemblies and media to celebrate student achievement and talent.
- Values-based recognition practices growing, including student nominations and rewards.
- Positive reinforcement and restorative practices embedded through PLD and support.
- Active peer support (EARS) programme visible in school culture and assemblies.
- Communications improved with more regular pānui and collaboration with the Comms Officer.

Barriers / Challenges

- Values not yet fully integrated into classroom and subject-specific practice.
- Community and whānau participation in forums remains limited despite better outreach.
- Staff wellbeing initiatives are in development and require more structured leadership.
- Student voice via the Student Council has been inconsistent in frequency and impact.
- Recognition and celebration practices vary across learning areas.

Continued Actions

- Embed classroom conversations and activities around our values using visual resources and student input.
- Establish regular check-ins and planning through appointed Wellbeing Coordinators to support staff hauora.
- Maintain the PB4L rollout with regular reinforcement, student input, and classroom integration.
- Support and grow tuakana-teina opportunities and student-led leadership initiatives.
- Continue building consistent and visible systems for recognising student and staff achievement.



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)

Our [Strategic Plan – 2024-2025](#) has three strategic intents (goals) that align with the primary objectives for boards under the Education and Training Act 2020.

Strategic Intent (goals)	Links to Board Primary Objectives
1. We will give effect to Te Tiriti o Waitangi.	Section 127(1) 4. the school gives effect to Te Tiriti o Waitangi, including by (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students.
2. We will support all taiohi / young people to reach for their potential.	Section 127(1) 1. every student at the school is able to attain their highest possible standard in educational achievement; and
3. We will value everyone, so they are safe and acknowledged for who they are.	Section 127(1) 2. and 3. 2. the school is inclusive of, and caters for, students with differing needs; and 3. the school: (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and

Each of the strategic intents are broken down into three strategic priorities – i.e. explicit approaches these goals / intents will be realised. The [Annual Implementation Plan – 2024](#) gives us direction for the year about how to make progress on these aspirational goals.

This report is organised under these intents, priorities and actions. Each section includes:

- Planned approaches /actions
- Annual Goals/Target(s)
- What did we achieve?
- Reasons for any differences (variances) between the target and the outcomes
- Planning for next year – where to next?



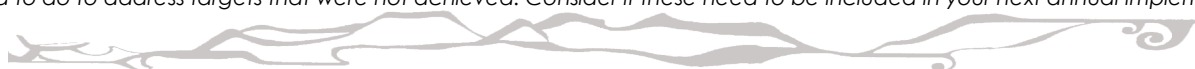
Strategic Goal | Intent 1: We will give effect to Te Tiriti o Waitangi.

Strategic Priority 1.1 Our curriculum and other programmes will promote equity and excellence. (NELP 3 and 5)

Planned approaches /actions¹	Annual Goals/Target(s)	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?²
<p>1.1.1 Strengthen our culturally responsive curriculum consistent with Te Mātaiaho / the Refreshed NZ Curriculum.</p> <p>Review our curriculum development plan to be consistent with the Aotearoa New Zealand Curriculum Refresh & Te Tiriti-Honouring and Inclusive Curriculum Framework</p>	<ul style="list-style-type: none"> Curriculum development is on track for 2026 implementation of Te Mātaiaho (NZ Curriculum Refresh) Te Ao Haka and Te Reo Māori engagement and retention improves. 	<ul style="list-style-type: none"> Revised unit plan requirements revised with HoDs, with a checklist of completion. Hapa haka roopu performed at regional kapa haka. More students are engaged in Kapa Haka options and Te Reo Māori beyond compulsory courses. We did not complete the evaluation of Year 9 and 10 of unit plans against requirements 	<ul style="list-style-type: none"> The national curriculum development content and timeline has significantly changed. The implementation of NCEA Level 1 changes was a high workload, so curriculum development was slowed. Workload and operational matters did not allow for significant time for evaluation. 	<ul style="list-style-type: none"> English and Mathematics curriculum development in 2025 ready for 2026. Stay abreast of other curriculum timelines. Promoting the graduate profile as an essential vision for our school.
<p>1.1.2 Strengthen our assessment practice, consistent with the NCEA Change Programme.</p> <ul style="list-style-type: none"> Remain up to date with, and implement, curriculum and assessments consistent with the NCEA Change Programme esp. Literacy and numeracy corequisite Mana orite mo te mātauranga Māori 	<ul style="list-style-type: none"> Year 11 / Level 1 programmes implemented (2024). We see progress in bridging the gap / lowering disparities. 	<ul style="list-style-type: none"> Level 1 programmes implemented well, all subjects had at least two new standards offered, some have 3. A few offered all 4, or other unit standards. NZQA Assessment Handbooks promoted and used more consistently. Moderation requirements for publishing grades were more consistently applied. Moderation report for 2024 from NZQA gave overall "consistent" outcome. Utilized the support of the NCEA Implementation Facilitators to ensure assessment needs at Level 1 met the requirements. Departments all had strategies in place to monitor and support students who were not on track to achieve, 	<ul style="list-style-type: none"> Very good outcome for Level 1 implementation, most issues arose with 'last minute' changes to requirements an the pressures that resulted. Disparities between Māori and non-Māori achievement still exist and have been exacerbated by the changes to literacy and numeracy co-requisites and nature of the CAAs. Bridging the gap / lowing disparities is an ongoing mission. Department reports on achievement reiterated that supporting achievement was challenging for chronically absent or regularly absent student. 	<ul style="list-style-type: none"> An assessment calendar in KAMAR to be developed for all subjects and available for all stakeholders. Ongoing focus on attendance and engagement, along with culturally responsive relational pedagogy and connection. Promote students and whānau to monitor assessment and credits. Continue to strengthen specific strategies for building literacy, numeracy and Mana orite mo te mātauranga Māori
<p>1.1.3 Actively participate in the Thames Te Kauaeranga Kāhui Ako (Community of Learning)</p>	<ul style="list-style-type: none"> Kāhui Ako Within School Teachers make good progress on their action plans. 	<ul style="list-style-type: none"> Action plan templates for WSTs were in place from appointment and meetings held to make plans operational. Full participation and active liaison with KA leader and shared roles (ASTs, LSCs, Te Hononga / Check and Connect). PLGs for Kāhui Ako well attended and other PLD opportunities were offered. Focus areas for Within School teachers (WSTs), were in action plans but accountability to them need improvement. 	<ul style="list-style-type: none"> Line management between SLT and WSTs challenged by competing initiatives and operational matters. Progress with liaison of ASTs and WSTs challenging as leadership of ASTs, LSCS and Te Hononga is external. In the second half of the year, primary schools were focused on looking curriculum implementation so less time for secondary-primary collaboration. 	<ul style="list-style-type: none"> Continue with the action plan approach and agree on key deliverables. Make the roles more discretely defined and manageable. More accountabilities built into reporting to staff and board on WST roles. Continue to provide support and encouragement for WsTs and other KA roles. Provide template for Action Plan and designated sharing and support meetings; have expectation of reporting outcomes.

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

² 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.



Strategic Priority 1.2 Culturally responsive relationships and pedagogy are at the centre of our work with our community. (NELP 2, 5 and 6)

Planned approaches /actions³	Annual Goals/Target(s)	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?⁴
1.2.1 Enhance sustainable culturally responsive practices at the school.	<ul style="list-style-type: none"> Embed and evaluate culturally responsive and sustaining practices Empower tauira Māori and elevate cultural identity through leadership and engagement 	<ul style="list-style-type: none"> Strengthened everyday tikanga practices and te ao Māori visibility in school life Capability in tikanga, karakia, waiata and competence in haka (staff and students) is improving. Waiata Wednesday for staff is well attended and makes a difference in staff confidence. Continued to grow and support the Kapa Haka Rōpū 	<ul style="list-style-type: none"> Did not complete the planned 'white spaces' audit as unable to get TAMSΟ representative to complete through a Te Ao Māori lens. 	<ul style="list-style-type: none"> Complete the hybrid CRRP (Culturally Responsive and Relational Pedagogy) evaluation model to guide strategic reflection and development. Finalise and begin phased implementation of the Pou Māori and Whakairo plan, ensuring alignment with kura identity and community aspirations.
1.2.2 Develop our pedagogical / instruction model incorporating culturally responsive practices.	<ul style="list-style-type: none"> Embedding CRRP (Hikairo Schema) and seeing progress in evaluations. 	<ul style="list-style-type: none"> Hikairo Schema continues to be embedded into everyday learning and teaching. There were smaller differences in perceptions between Māori and Non-Māori of relational and pedagogical measures in 2024 compared with 2022 Teaching staff (new staff or those wanting a refresher) attended Tiriti o Waitangi workshop, this was followed up with a workshop for all support staff during a teacher only day. Supported Manakura Māori leadership to build engagement and agency for tauira Māori 	<ul style="list-style-type: none"> Did not complete the hybrid CRRP evaluation model to guide ongoing reflection. While a focus of TAMSΟ, progress was limited as other matters arose and limited resources with mana whenua. 	<ul style="list-style-type: none"> Continue embedding the Hikairo Schema across all learning areas. Use CRRP evaluation findings to inform adjustments to teaching practice and department-level planning. Continue to support the leadership and capacity-building of Manakura Māori to enhance Māori student agency and voice.
1.2.3 Collaborate with our Māori community to support Māori educational success as Māori	<ul style="list-style-type: none"> Strengthen partnerships with mana whenua and Māori leadership 	<ul style="list-style-type: none"> Maintained active board engagement with Te Ao Māori Strategic Ohu (TAMSΟ) Continued consultation and partnership with Ngāti Maru, including board representation Co-constructing a plan with TAMSΟ for incorporating Pou Māori and Whakairo at the kura TAMSΟ input to our graduate profile and tikanga / values. 	<ul style="list-style-type: none"> While we made progress on the graduate profile, we have not had sufficient time or focus with TAMSΟ on the Māori Educational Success Plan (MESP). 	<ul style="list-style-type: none"> TAMSΟ and Manakura Māori involvement in developing a Māori Educational Success Plan (MESP).

³ Regulation 9(1)(b) - key actions to reach annual target(s)

⁴ 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.



Strategic Priority 1.3 Understanding of our whenua and historical narratives are nurtured. (NELP 2, and 6)

Planned approaches /actions⁵	Annual Goals/Target(s)	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?⁶
1.3.1 Strengthen our understanding of local whenua and historical narratives.	<ul style="list-style-type: none"> • Social studies / Aotearoa NZ Histories is embedded at Years 9 and 10. • NCEA change programme for Year 11 implemented (2024) 	<ul style="list-style-type: none"> • Aotearoa NZ Histories fully embedded in Year 9 and 10 Social Studies (CORE) programmes with unit plans completed. • NCEA Level 1 change programme successfully implemented and supported for Year 11. • Ongoing professional learning included expectations to incorporate mātauranga Māori across learning areas. • Established partnership with Ngāti Maru Rūnanga through Whakatupu Tētēkura, supporting Māori student engagement and local connection. 	<ul style="list-style-type: none"> • Embedding mātauranga Māori across all curriculum areas remains a work in progress; some teachers required more support and time to adapt confidently. • Mapping of local narratives and mātauranga Māori in Years 9 and 10 units has not yet been completed. • The new NCEA programme posed a steep learning curve for some staff, impacting depth of localised integration. 	<ul style="list-style-type: none"> • Complete the mapping and documentation of mātauranga Māori and local narratives within Years 9 and 10 curriculum units. • Deepen staff PLD focused on integrating local history and mātauranga Māori authentically across all learning areas. • Strengthen collaboration with Ngāti Maru to extend local context learning beyond Social Studies into other curriculum areas.

⁵ Regulation 9(1)(b) - key actions to reach annual target(s)

⁶ 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.



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

This strategic intent is organised under the following three approaches.

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

In addition to these broad outcomes, it is under this intent that our annual targets for achievement and attendance are made.

Specific targets for 2024:

1. Course targets

- All Taiohi / students achieve at least **10 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.*
- **Course Endorsements at Level 2:** The rate of combined merit and excellence endorsements for all students will be improved by at least 25% relative to the previous NCEA level 2 results. The focus on course endorsements is to improve qualification endorsements.

2. NCEA Achievement targets

- **The gender difference in achievement of NCEA level 2** for Year 12 will be reduced by at least 25% relative to the previous year for the same cohort (i.e. NCEA level 1 / Year 11 cohort)
- **The difference in achievement of NCEA level 2** for **Māori and non-Māori** at Year 12 (will be reduced by at least 25% relative to the previous year (NCEA level 1 / Year 11 cohort)

3. Other key drivers of success

- **Literacy:** At least 50% of Year 9 and 10 who are 'below curriculum expectations will have accelerated progress (i.e. more than one year's curriculum progress in one year).
- **Attendance:** The proportion of students who attend 'regularly' (above 90%) will be increased by 25% relative to the previous year.⁷

⁷ Strategically, 80% of learners will attend regularly, in line with national targets (by 2030). <https://www.beehive.govt.nz/release/attendance-action-plan-lift-student-attendance-rates>



1. Course targets

- All Taiohi / students achieve at least **12 credits per course** at Year 11 and **12 credits per course** at Year 12 and 13 for at least **five courses**.

NOT ACHIEVED.

On average,

- **48%** of students achieved 12 or more credits in their courses, at level 1.
- **43%** of students achieved 12 or more credits in their courses, at level 2.
- **49%** of students achieved 12 or more credits in their courses, at level 3.

Comments

For Year 11 / level 1, a fairer target with the new credit values would be 10 cr or more at as the credits per standard is generally 5 credits. As students need 60 cr across six subjects this would, on average, satisfy the aim of boosting overall achievement. In addition, they need 20 cr for literacy and numeracy.

- **Course Endorsements at Level 2:** The rate of combined merit and excellence endorsements for all students will be improved by at least 25% relative to the previous NCEA level 2 results. The focus on course endorsements is to improve qualification endorsements.

NOT ACHIEVED.

On average,

- **13%** achieved merit or excellence course endorsement at level 1.
- **19%** at level 2.
- **12%** at level 3.



2. NCEA Achievement targets

- **The gender difference in achievement of NCEA level 2** for Year 12 will be reduced by at least 25% relative to the previous year for the same cohort (i.e. NCEA level 1 / Year 11 cohort)

- **ACHIEVED**

- The gap for Level 2 2024 (+4.4%) shows that that the Year 12 males achieved a better achievement rate than females, whereas in 2023 the gap was -8.8%.

This is despite female achievement at level 2 in 2024 (68%), exceeding that at level 1 in 2023 (61%)

- The key reason for the change was the **much greater** achievement rate for males in 2024, and that reflects the range of vocational courses at Year 12 / Level 2 compared with Year 11 / Level 1.

	Female	Male	Difference Male cf Female
Level 1 2023	61% (25/39)	56% (27/42)	-5 (-8.8%)
Level 2 2024	67% (22/33)	70% (26/37)	+3 (+4.4%)
Level 2 2023	78% (21/27)	58% (23/40)	-20
Level 1 2024	70% (30/43)	63% (24/38)	-7%

- **The difference in achievement of NCEA level 2** for **Māori and non-Māori** at Year 12 (will be reduced by at least 25% relative to the previous year (NCEA level 1 / Year 11 cohort)

NOT ACHIEVED

- The gap for Level 2 2024 (-22%) **is smaller** than the gap in 2023 (-25%) **but** a reduction of 25% in the gaps would have needed the gap to be -19%
- It is positive that the 2024 achievement for Māori in 2024 at level 2, exceeded that in 2023 for the same cohort. As for males, this reflects the range of vocational courses at Year 12 / Level 2 compared with Year 11 / Level 1.

	Māori	Non Māori	Difference Māori cf All
Level 1 2023	48% (20/42)	65% (40/68)	-16 (-25%)
Level 2 2024	57% (20/35)	73% (28/38)	-16 (-22%)



3. Other key drivers of success

LITERACY

- **Literacy:** At least 50% of Year 9 and 10 who are below curriculum expectations will have accelerated progress (i.e. more than one year's curriculum progress in one year).
- The measures being used are asTTle reading and writing levels.

Year 9 Reading (2024)

Start of Year									End of Year								
READING Comprehension - START Y9 - compared with Norm Curriculum Level (e-asTTle)	Above (greater than 4A)	% (excl. No data)	At or Average (4P ± 1)	% (excl. No data)	Below (less than 4B)	% (excl. No data)	No data	Total	Comprehension - END Y9 - compared with Norm Curriculum Level (e-asTTle)	Above (5P and above)	% (excl. No data)	At or Average (4A ± 1)	% (excl. No data)	Below (4B and below)	% (excl. No data)	No data	Total
All	7	8%	41	49%	36	43%	2	86	All	3	4%	51	68%	21	28%	11	86
NZ European	5	15%	20	59%	9	26%	1	35	NZ European	2	6%	28	82%	4	12%	1	35
NZ Māori	2	5%	14	35%	24	60%	1	41	NZ Māori	0	0%	18	53%	16	47%	7	41
Other	0	0%	7	70%	3	30%	0	10	Other	1	14%	5	71%	1	14%	3	10
								2% Missing data									13% Missing data

- Number above curriculum level norm has decreased from 7 to 3
- Number at curriculum level norm has increased from 41 to 51
- Number below curriculum level norm has decreased from **36** to **21**
 - The reduction 'below curriculum level' is 42%, not quite 50%
 - A reduction of 50% would mean a reduction of 18 to **18**
 - Therefore: **NOT ACHIEVED**

Year 9 Writing (2024)

Start of Year								End of Year										
Year 9 Writing - START Y9	Above (4P and above)	% (excl. No data)	At or Average (3A ± 1)	% (excl. No data)	Below (less than 3B)	% (excl. No data)	No data	Total	Year 9 Writing - END Y9	(4A and above)	Above (4A and above)	% (excl. No data)	At or Average (4B ± 1)	% (excl. No data)	Below (less than 3A)	% (excl. No data)	No data	Total
All	9	13%	40	58%	20	29%	17	86	All	35	47%	34	34	45%	6	8%	11	86
NZ European	5	16%	20	65%	6	19%	4	35	NZ European	20	59%	13	13	38%	1	3%	1	35
NZ Māori	1	3%	15	52%	13	45%	12	41	NZ Māori	12	35%	17	17	50%	5	15%	7	41
Other	3	33%	5	56%	1	11%	1	10	Other	3	43%	4	4	57%	0	0%	3	10
								20% Missing										13% Missing

- Number above curriculum level norm has increased from 9 to 35 – great improvement
- Number at curriculum level norm has increased from 40 to 34
- Number below curriculum level norm has decreased from 20 to 6
 - The reduction below curriculum level is 60%, above 50%
 - Therefore: **ACHIEVED**



Year 10 Reading (2024)

Start of Year									End of Year								
READING Comprehension - compared with Norm Curriculum Level (e-AsTTle)	Above (5P and above)	% (excl. "No Data")	At or Average (4A ± 1)	% (excl. "No Data")	Below (4B and below)	% (excl. "No Data")	No data	Total	READING Comprehension - compared with Norm Curriculum Level (e-AsTTle)	Above (5A and above)	% (excl. "No Data")	At or Average (5B ± 1)	% (excl. "No Data")	Below (4P and below)	% (excl. "No Data")	No data	Total
All	8	11%	41	57%	23	32%	14	86	All	8	11%	42	60%	20	29%	14	84
European	8	19%	21	50%	13	31%	6	48	European	7	18%	22	58%	9	24%	6	44
NZ Māori	0	0%	15	63%	9	38%	3	27	NZ Māori	0	0%	13	57%	10	43%	5	28
Other	0	0%	5	83%	1	17%	5	11	Other	1	11%	7	78%	1	11%	3	12
16% Missing data									17% Missing data								

- Number above curriculum level norm has remained the same (8)
- Number at curriculum level norm has remained almost same (41 to 42)
- Number below curriculum level norm has gone from 23 to 20 – a small decrease.
 - The reduction below curriculum level is 13%, significantly below 50%
 - A reduction of 50% would mean a reduction of 12 to **11**.
 - Therefore: **NOT ACHIEVED**

ATTENDANCE

- **Attendance:** The proportion of students who attend 'regularly' (above 90%) will be increased by 25% relative to the previous year.⁸

NOT achieved: The proportion of students who attended regularly for the year missed the target levels in 2024, for all terms, coming closest in Term 2 (41% with a target of 43%)

Considering the average regular attendance of 36% in 2023, the average regular attendance in 2024 was 42% which is only 2 points below the target.

Regular attendance *varies from term to term*, and the data below shows the expected target attendance with the increase of 25% as per the target.

It is very ambitious to expect a 25% increase annually as the national target is 80% by 2023.

To reach the national target we would need to have an increase from 50% (2024) to 80% in 6 years (2030) this would mean an average increase of **60% over 6 years**, or approximately 8% increase per year, and we could round this to 10% for a more 'realistic' target.

	Term 1	Term 2	Term 3	Term 4	AVERAGE
2025	60%	-	-	-	
2025 Target using 10%	55%	45%	44%	42%	47%
2024 actual	50%	41%	40%	38%	42%
2024 Target	59%	43%	33%	44%	44%
Target achieved or not (Variance)	NOT (-9%)	NOT (-2%)	NOT (-7%)	NOT (-6%)	NOT (-2%)
2023	47%	34%	26%	35%	36%
2022	22%	21%	23%	27%	

⁸ Strategically, 80% of learners will attend regularly, in line with national targets (by 2030). <https://www.beehive.govt.nz/release/attendance-action-plan-lift-student-attendance-rates>

- 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

Level 1 Courses and number of credits

Level	Course	Number of students in course	Number who achieved 10 cr or more	Number who achieved 12 cr or more	% 12 cr or more	Course Endorsement - ACHIEVED	Course Endorsement - MERIT	Course Endorsement - EXCELLENCE	MERIT or EXCELLENCE Course Endorsement	% M or E Course endorsement
1	ART1	16		14	88%	8	4	2	6	38%
1	DAP1	0		0	N/A	N/A	N/A	N/A	0	N/A
1	DRA1	8		0	0%	0	0	0	0	0%
1	DTC1	4		4	100%	0	1	0	1	25%
1	ENG1	87		17	20%	20	12	5	17	20%
1	FAB1	15		3	20%	0	0	0	0	0%
1	FUR1	16		13	81%	3	0	0	0	0%
1	GEO1	28		20	71%	15	5	0	5	18%
1	HED1	11		6	55%	6	2	0	2	18%
1	HIS1	23		18	78%	13	5	0	5	22%
1	HOS1	18		14	78%	N/A	N/A	N/A	0	0%
1	HTC1	19	12	12	63%	12			0	0%
1	MEC1	20		20	100%	N/A	N/A	N/A	0	0%
1	MTA1	44		16	36%	0	0	0	0	0%
1	MTS1	48	20	6	13%	6	0	0	0	0%
1	MUS1	8		2	25%	2	0	0	0	0%
1	PED1	55		32	58%	32	10	0	10	18%
1	SCI1	65	32	32	49%	32	12	2	14	22%
1	VAD1	11		11	100%	7	3	1	4	36%
1	Level 1	496	64	240	48%	156	54	10	64	13%



Level 2 courses

Level	Course	Number of students in course	Number who achieved 10 cr or more	Number who achieved 12 cr or more	% 12 cr or more	Course Endorsement - ACHIEVED	Course Endorsement - MERIT	Course Endorsement - EXCELLENCE	MERIT or EXCELLENCE Course Endorsement	% M or E Course endorsement
2	ART2	7		3	43%		2	1	3	43%
2	BIO2	25		12	48%	12	5		5	20%
2	CHM2	24		20	83%	20	5	2	7	29%
2	COM2	7		3	43%	2	N/A	N/A	0	0%
2	DAP2	1		0	0%	N/A	N/A	N/A	0	0%
2	DRA2	3		1	33%	1	1	0	1	33%
2	DTC2	0		N/A	N/A	N/A	N/A	N/A	0	#DIV/0!
2	ENG2	49		8	16%	3	11	10	21	43%
2	FAB2	7		0	0%	0	0	0	0	0%
2	FUR2	13		2	15%	N/A	N/A	N/A	0	0%
2	GEO2	7		1	14%	0	0	0	0	0%
2	HED2	6		5	83%	5	1	0	1	17%
2	HIS2	25		21	84%	14	4	3	7	28%
2	HOS2	7		5	71%	N/A	N/A	N/A	0	0%
2	HTC2	10		7	70%	7			0	0%
2	MAT2	22		10	45%	3	1	0	1	5%
2	MEC2	14		1	7%	N/A	N/A	N/A	0	0%
2	MUS2	12		6	50%	-	3	3	6	50%
2	OED2	22		18	82%	12	NA	NA	0	0%
2	PED2	43		14	33%	14	7	1	8	19%
2	PHO2	2		2	100%			2	2	100%
2	PHY2	21		7	33%	7	1	2	3	14%
2	STA2	14	2	0	0%	0	0	0	0	0%
2	VAD2	2		2	100%	2			0	0%
2	Level 2	343	2	148	43%	102	41	24	65	19%



Level 3 courses

Level	Course	Number of students in course	Number who achieved 10 cr or more	Number who achieved 12 cr or more	% 12 cr or more	Course Endorsement - ACHIEVED	Course Endorsement - MERIT	Course Endorsement - EXCELLENCE	MERIT or EXCELLENCE Course Endorsement	% M or E Course endorsement
3	ART3	n/a			N/A				0	#VALUE!
3	BIO3	25		7	28%	7	2	3	5	20%
3	CHM3	11		7	64%	7	2		2	18%
3	COM3	7		0	0%	0	N/A	N/A	0	0%
3	DAP3	0		N/A	N/A	N/A	N/A	N/A	0	#DIV/0!
3	DRA3	4		3	75%	1	2	0	2	50%
3	DTC3	1		0	0%	0	0	0	0	0%
3	ENG3	9		0	0%	4	4	0	4	44%
3	FAB3	2		1	50%	1	0	0	0	0%
3	FUR3	2		2	100%	N/A	N/A	N/A	0	0%
3	GEO3	8		5	63%	3	2	0	2	25%
3	HED3	4		2	50%	2	0	0	0	0%
3	HOS3	2		1	50%	N/A	N/A	N/A	0	0%
3	MEC3	9		3	33%	NA	NA	NA	0	0%
3	MTC3	9		2	22%	1	0	1	1	11%
3	MUS3	4		2	50%	-	1	1	2	50%
3	OED3	33		24	73%	9	NA	NA	0	0%
3	PED3	21		10	48%	10	0	0	0	0%
3	PHO3	1		1	100%	1			0	0%
3	PHY3	7		2	29%	2	2		2	29%
3	STA3	16		13	81%	1	0	0	0	0%
3	VAD3	1		1	100%		1		1	100%
3	Level 3	176	0	86	49%	49	16	5	21	12%



NCEA Achievement

While the annual targets focus on specific cohorts for improvement, summary statistics are presented here for reference.

2024 NCEA/UE Achievement (numbers # and percentages %) with comparison to National Average*

	Total achieved out of roll @ 1 July 2024		Achievement of those who reached the end of the year	
	Raw @ 15 January	Raw @ 26 March	Raw – 16 January	Raw @ 26 March
NCEA level 1	63% (50/80)	67% (53/79)	65% (50/78)	70% (53/76)
NCEA level 2	71% (46/65)	71% (48/65)	74% (45/61)	75% (46/61) 3 left after 1 Jul with L2
NCEA level 3	63% (30/48)	63% (30/48)	63% (30/48)	63% (30/48)
UE	35% (17/48)	35% (17/48)	35% (17/48)	38% (18/48)

	Achievement Rates out of those attending on 1 July 2024	Achievement of those who were attending at the end of the 2024				Comparison Average*	
Level / Year	All	All	Female	Male	Māori	All (Male and Female)	Māori
NCEA level 1 / Y11	67% (53/79)	70% (53/76)	77% (30/39)	62% (23/37)	59% (19/33)	57% (M: 52% F: 77%)	49%
NCEA level 2 / Y12	71% (48/65)	75% (46/61) 3 left after 1 Jul with L2	77% (20/26)	74% (26/35)	67% (20/30)	74% (M: 70% F: 77%)	68%
NCEA level 3 / Y13	63% (30/48)	63% (30/48)	74% (17/23)	52% (13/25)	29% (4/14)	68% (M: 65% F: 72%)	61%
UE / Y13	35% (17/48)	38% (18/48)	65% (15/23)	12% (3/25)	14% (2/14)	40% (M: 33% F: 46%)	27%

* Achievement of schools with "Above Average Socioeconomic Barriers"



Summary (NZQA Statistics)

Te Kura Tuarua o Te Kauaeranga Thames High School					National ABOVE AVERAGE Socio-economic barriers (EQI 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
2020	80.2	87.2	71.6	48.6	74.6	81.2	69.9	43.7
2021	82.0	78.3	65.1	41.3	71.5	78.2	67.0	40.8
2022	70.8	80.6	69.6	39.1	68.7	74.4	65.4	39.9
2023	57.8	65.7	66.0	49.1	65.8	74.3	65.3	40.5
2024	65.9	68.6	57.7	34.6	59.6	75.1	69.8	42.2

Attendance and achievement

The tables below show the raw achievement levels with average attendance in the groups of when they left school. Aside from the outliers highlighted it will be seen that low attendance correlated (and contributes to) lower achievement levels, with some exceptions.

<div> <div>Year Level</div> <div>11</div> <div>▼</div> </div> <div> <div>Type</div> <div>RE</div> <div>▼</div> </div>							
<div>Count of NCEA L1</div> <div>Column Labels</div> <div>▼</div>							
Row Labels	N	A	M	E	#N/A	Grand Total	
⊞	26	36	10	4	1	77	65.8%
40-59	4	1			1	6	20.0%
60-69	2	2				4	50.0%
70-79	5	2				7	28.6%
80-84	3	3				6	50.0%
85-89	3	8	1	1		13	76.9%
90-94	6	11	6			23	73.9%
95-100	3	9	3	3		18	83.3%
⊞ Left after 1/12	1					1	0.0%
40-59	1					1	
⊞ Left: 1/7-1/12	3				1	4	0.0%
0					1	1	
1-19	1					1	
40-59	2					2	
⊞ Left before 1 July	3				1	4	0.0%
20-39	2				1	3	
40-59	1					1	
⊞ Left before 1 Mar	3				3	6	0.0%
0	1				2	3	
1-19	1					1	
20-39	1					1	
60-69					1	1	
Grand Total	36	36	10	4	6	92	58.1%

<div> <div>Year Level</div> <div>12</div> <div>▼</div> </div> <div> <div>Type</div> <div>RE</div> <div>▼</div> </div>							
<div>Count of NCEA L2</div> <div>Column Labels</div> <div>▼</div>							
Row Labels	N	A	M	E	#N/A	Grand Total	
⊞	15	27	10	7		59	74.6%
20-39	1	1				2	50.0%
40-59	4					4	0.0%
60-69	2	3				5	60.0%
70-79	4	8				12	66.7%
80-84	2	4	1			7	71.4%
85-89		4	5			9	100.0%
90-94	2	4	4	1		11	81.8%
95-100		3		6		9	100.0%
⊞ Left after 1/12	1	1				2	50.0%
40-59	1					1	
60-69		1				1	
⊞ Left: 1/7-1/12	3	1				4	25.0%
1-19	1					1	
40-59	1					1	
70-79		1				1	
90-94	1					1	
⊞ Left before 1 July	4				3	7	0.0%
1-19	1					1	
20-39					1	1	
40-59	2					2	
60-69					2	2	
70-79	1					1	
⊞ Left before 1 Mar	3				3	6	0.0%
0	1				1	2	
1-19	2					2	
20-39					1	1	
95-100					1	1	
Grand Total	26	29	10	7	6	78	63.9%

Year Level		13								Year Level		13							
Type		RE								Type		RE							
Count of NCEA L3		Column Labels								Count of UE		Column Labels							
Row Labels		N		A		M		E		#N/A		Grand Total							
Left after 1/12		18		25		3		2		1		49		62.5%					
60-69		4		2								6		33.3%					
70-79		4		3								7		42.9%					
80-84		3		4								7		57.1%					
85-89		3		6		2		1				12		75.0%					
90-94		3		6		1						10		70.0%					
95-100		1		4		1		1				7		83.3%					
Left before 1 July		3										3		0.0%					
20-39		2										2							
40-59		1										1							
Left before 1 Apr		1										1							
40-59		1										1							
Left before 1 Mar		1								1		2		0.0%					
0		1										1							
40-59										1		1							
Grand Total		23		25		3		2		2		55		56.6%					

Year Level		13								Year Level		13							
Type		RE								Type		RE							
Count of UE		Column Labels								Count of UE		Column Labels							
Row Labels		N		Y		#N/A		Grand Total		Row Labels		N		Y		#N/A		Grand Total	
Left after 1/12		31		17		1		49		Left after 1/12		31		17		1		49	
60-69		6						6		60-69		6						6	
70-79		6		1				7		70-79		6		1				7	
80-84		3		4				7		80-84		3		4				7	
85-89		6		6				12		85-89		6		6				12	
90-94		6		4				10		90-94		6		4				10	
95-100		4		2		1		7		95-100		4		2		1		7	
Left before 1 July		3						3		Left before 1 July		3						3	
20-39		2						2		20-39		2						2	
40-59		1						1		40-59		1						1	
Left before 1 Apr		1						1		Left before 1 Apr		1						1	
40-59		1						1		40-59		1						1	
Left before 1 Mar		1				1		2		Left before 1 Mar		1				1		2	
0		1						1		0		1						1	
40-59						1		1		40-59						1		1	
Grand Total		36		17		2		55		Grand Total		36		17		2		55	

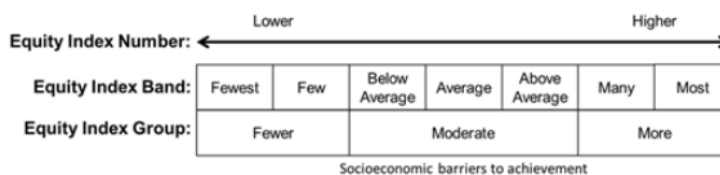
Commentary of NCEA achievement

- **Achievement rates can be significantly affected by student mobility**, particularly in smaller cohorts. Students who leave during the year are still included in official NZQA statistics, which can lower overall percentage results.
- **Adjusted achievement data** has been analysed using three measures: students who started the year, those enrolled as of 1 July, and those who remained until the end of the year. This provides a clearer picture of school-level performance.
- **Most student leavers depart due to relocation, employment, or apprenticeships.** These early leavers contribute to lower apparent achievement in raw data but reflect broader social and economic factors.
- **There is a strong correlation between attendance and achievement.** Students with lower attendance generally achieve at lower rates, underscoring the importance of regular engagement.
- **Celebrating excellence remains important.** Despite overall trends, several students achieved exceptional results, particularly with merit and excellence endorsements. Notably, gender differences in achievement were observed.



Comparisons with national data

Our school is in the **above average socioeconomic barriers band**, and the band may be used to compare schools, although this tool is a blunt one, as within all the bands there are several types of school.



With the EQI review of 2024 our EQI of 488 means we are in the top 25% of EQI

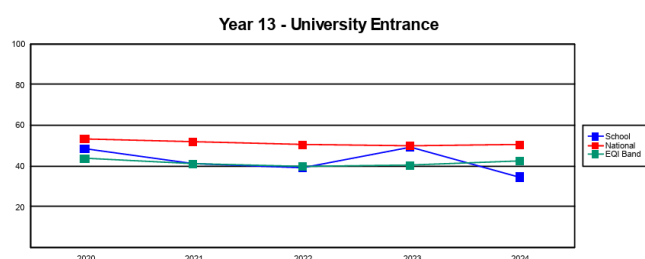
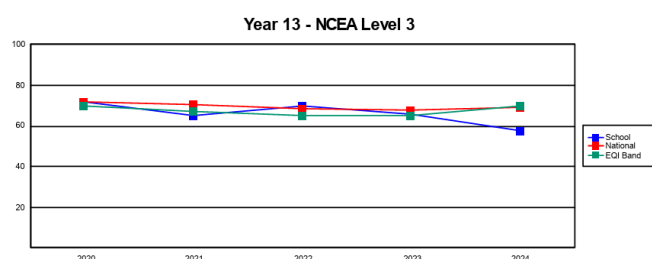
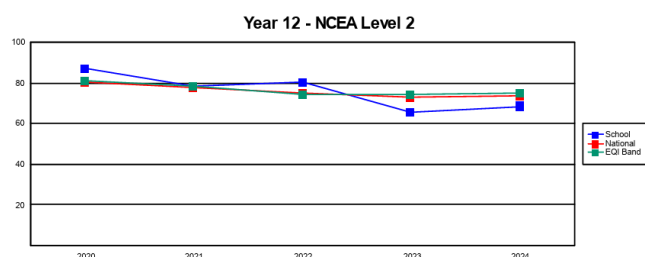
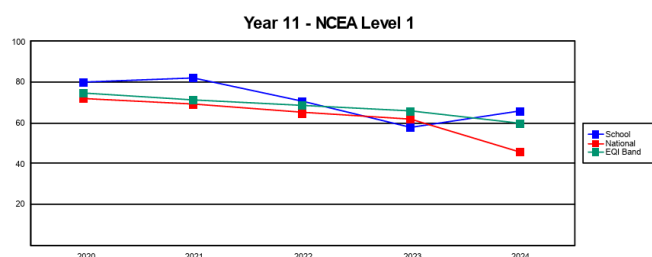
- 488 means we are 7 EQI points from the 'many' economic barriers band, and 19 points from the highest 'average' – i.e. much close to 'many' barriers than 'above average' barriers.

2024	Fewest	344	402
	Few	403	428
	Below Average	429	447
	Average	448	469
	Above Average	470	494
	Many	495	521
	Most	522	569



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

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
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
2024	65.9	68.6	57.7	34.6	45.9	73.6	69.4	50.6	59.6	75.1	69.8	42.2



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

In comparison to the above average EQI band, THS (2024 - rounded):

- Year 11 / NCEA level 1 - 4% points **above** (66 % cf. 60%)
- Year 12 / NCEA level 2 - 6% points **below** (69 % cf. 75%)
- Year 13 / NCEA level 3 - **12%** points **below** (58% cf. 70%)
- Year 13 / UE - **7%** points **below** (35% cf. 45%)

In **2023**, THS was below the **above average socio-economic barriers band** at all levels

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

The percentages are swayed by small cohort differences and the smaller cohort sizes, including smaller sub-groups such as ethnicity, 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, rather than representing a person that identifies as, say both Māori and Pākehā in both groups.



University Entrance

The UE rate (35%) is below the EQI band above average band 42%), and much below the national average of 50%.

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

In 2024 30% of our Year 13 students made university a clear pathway, and – on that basis – we were successful, as almost 90% of those that wanted a university pathway achieved it. We continue to encourage high expectations and 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 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%
- NZQA 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.

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

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

Academic Year	Thames High School				National				Above Average Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
European												
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
2024	67.7	73.1	60.9	37.0	51.3	78.6	72.8	55.6	64.4	79.1	70.7	44.1
Māori												
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
2024	55.6	57.1	28.6	14.3	40.9	65.4	59.0	31.9	51.4	69.0	62.1	29.1



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 2024 than 2023, continuing a slow closing of the 'gap'

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	-16
2024	55.6	67.7	-12

Level 2 at THS

- Gap is highly variable, but 2024 is **much larger** than 2023, reflecting the size of the gap in 2023 at level 1 (as the cohort moves through)

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
2024	57.1	73.1	-16

Level 3 at THS

- **Highly variable 'gap' but 2024 is slightly smaller than 2023**
- (Small cohort sizes)

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	-37
2024	28.6	60.9	-32





Nationally, the introduction of Common Assessment Activities (CAA) for literacy and numeracy has coincided with a noticeable dip in Level 1 and Level 2 NCEA achievement rates, as students and teachers adjust to the increased rigour and unfamiliar task formats.

The one-size-fits-all nature of CAAs—often presented in contexts that assume certain cultural or experiential backgrounds—can inadvertently disadvantage learners from lower socioeconomic (EQI) bands and those whose first language or cultural experiences create literacy disadvantages.

Data from ERO and NZQA show that schools in higher-deprivation EQIs tend to have lower literacy and numeracy credit rates, and achievement gaps persist for Māori and Pasifika learners compared to their Pākehā peers.

This aligns with our own experience, where some learners met course and internal assessment requirements but did not achieve NCEA due to not yet meeting the literacy and/or numeracy co-requisite.

This reinforces the need for continued support and targeted preparation to ensure all students are equipped to meet these foundational standards. In our context, it reinforces the imperative to provide additional scaffolded learning opportunities, deepen our focus on te ao Māori and multilingual literacies, and work in partnership with whānau to bridge access and confidence gaps.

The data summarised below highlights how the rates of literacy and numeracy are affected by assessment format and remains a significant challenge as we have Year 12 and 13 students who have not yet achieved the co-requisites.

Year 10 Achievement – CAA Literacy and Numeracy	Year 11 Literacy and Numeracy – CAA or other pathways
<p>Year 10 Literacy and Numeracy</p> <ul style="list-style-type: none"> • 18/84 =21% Achieved Literacy (R <u>and</u> W) <ul style="list-style-type: none"> • 12 / 50 = 24% Females • 6/34 = 18% Males • Reading – 60% Success (54% overall) M: 63% F: 58% • Writing – 27% Success (23% overall) M: 21% F: 31% • 33/84=39% Achieved Numeracy <ul style="list-style-type: none"> • 45% success (of those that attempted) • 20 / 50 = 40% Females (47% ‘success’) • 13/34 = 38% Males (43% ‘success’) * = of those that attempted the CAA 	<p>Year 11 Literacy and Numeracy</p> <ul style="list-style-type: none"> • 67/79 =82% Achieved Literacy (R and W) <ul style="list-style-type: none"> • 53% Literacy CAA • 90% Females (55% CAA) • 74% Males (51% CAA) • 73% Māori (42% CAA) • 89% Euro (60% CAA) • 67/79 =86% Achieved Numeracy <ul style="list-style-type: none"> • 57% Numeracy CAA • 83% Females (48% CAA) • 90% Males (67% CAA) • 79% Māori (33% CAA) • 91% Euro (74% CAA)



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

Strategic Priority 2.1: Ākonga / learners' strengths, needs and whānau aspirations will be valued. (NELP 2 and 4)

Planned approaches /actions⁹	Annual Goals/Target(s)	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?¹⁰
2.1.1 Strengthen holistic pastoral care and understanding of ākonga / learner needs.	<ul style="list-style-type: none"> • Provide a coordinated, wrap-around support system that addresses each learner's academic, social, and emotional wellbeing. • Ensure seamless communication and collaboration between pastoral staff, teachers, and whānau. • Maintain dynamic learner profiles that inform individualised guidance and interventions. 	<ul style="list-style-type: none"> • Expanded KAMAR learner profiles—including "Directions Day" goal templates—to capture academic, social, and career data. • Provided baseline information to kaiāwhina and teaching teams, enabling early identification of needs. • Established a clear process for flagging students "not yet on track" and sharing next-step plans with whānau. 	<ul style="list-style-type: none"> • Compiling disparate data in KAMAR remains time-intensive, slowing profile completion. • Inconsistent use of learner profiles by pastoral teams has reduced impact on personalised support. 	<ul style="list-style-type: none"> • Streamline data entry with standard templates and targeted KAMAR training for Kaiāwhina. • Hold quarterly pastoral data-review meetings to ensure profiles actively inform interventions. • Pilot a dashboard to aggregate key learner indicators for quick reference by staff.
2.1.2 Monitor and report on the progress of taiohi/students and support those who are achieving below expectations.	<ul style="list-style-type: none"> • Implement a consistent, school-wide framework for tracking learner progress against clear benchmarks. • Early-identify learners at risk of underachievement and deploy targeted support. • Regularly report progress and interventions to students, whānau, and relevant staff. 	<ul style="list-style-type: none"> • Appointed a senior-school data-monitoring coordinator to oversee progress tracking. • Implemented a progression-tracking process that flags at-risk students and triggers parent/whānau notifications. • Departments set annual targets aligned to schoolwide benchmarks and reported on previous-year outcomes. 	<ul style="list-style-type: none"> • Lack of a dedicated tracking coordinator for Years 9–10 has left junior monitoring gaps. • Variability in teachers' familiarity with the progression-tracking tools has hindered early identification and intervention. 	<ul style="list-style-type: none"> • Recruit or reassign a Years 9–10 progress coordinator. • Provide hands-on training for all staff in using data-tracking tools and interpreting results. • Introduce a fortnightly "at-risk" review cycle with HoDs, kaiāwhina, and pastoral leaders.
2.1.3 Ensure a focus on improving achievement outcomes for diverse ākonga / learners, including literacy development across the curriculum.	<ul style="list-style-type: none"> • Embed inclusive, culturally responsive teaching approaches to lift literacy and learning for all. • Set ambitious, measurable achievement targets for diverse learner groups and review them regularly. 	<ul style="list-style-type: none"> • Launched targeted literacy interventions: Year 9–10 support classes, accelerated literacy programmes, and the "Juicy Writers" enrichment group. 	<ul style="list-style-type: none"> • Uptake of professional learning and departmental literacy strategies has been uneven, leading to inconsistent implementation across subjects. 	<ul style="list-style-type: none"> • PLD calendar ensuring all departments Roll out a sequenced, school-wide literacy PLD calendar and require departmental participation.

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

¹⁰ 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.



	<ul style="list-style-type: none"> • Foster collaborative practices among departments to share and refine effective literacy strategies. • Embed deliberate literacy strategies into classroom and unit plans (e.g. vocabulary lists, scaffolds, differentiated resources). 	<ul style="list-style-type: none"> • Engaged Heads of Department in regular reporting and inquiry cycles to embed literacy strategies. • Documented a comprehensive PLD plan (including PL Mondays), with goals for te reo me ngā tikanga Māori integrated into the Professional Growth Cycle. 	<ul style="list-style-type: none"> • Regular walkthrough feedback remains high-level rather than diagnostic, limiting its usefulness for driving targeted instructional improvement. Uptake of PLD and literacy-across-the-curriculum strategies has been uneven across departments. 	<ul style="list-style-type: none"> • Develop subject-specific walkthrough templates aligned to literacy and CRRP frameworks. • Support cross-departmental literacy through strategies and WsT focus.
2.1.4 Improve attendance levels as a critical pre-requisite for improved achievement and wellbeing.	<ul style="list-style-type: none"> • Cultivate a school-wide culture that values and rewards consistent attendance. • Reinforce clear systems for monitoring attendance trends and responding to absences promptly. • Engage families and community partners to understand and remove barriers to regular attendance. 	<ul style="list-style-type: none"> • Implemented the P.A.R.O.T. system for daily/weekly attendance tracking with proactive follow-up by the Attendance Officer. • Launched the “Everyday Counts, Every Minute Matters” campaign and recognized students with 90–100% attendance. • Expanded family engagement via automated texts, emails, and assembly prize draws. • Rolled out the Ka Ora Ka Ako lunch programme, supporting wellbeing and engagement. 	<ul style="list-style-type: none"> • Underlying barriers (transport, health, home factors) persist beyond school interventions. • Final attendance plan is still under development, delaying a fully coordinated strategy. 	<ul style="list-style-type: none"> • Finalise and implement a school-wide attendance plan, with clear roles, processes, and targets agreed by staff, students, and whānau, aligned with STAR. • Partner with community agencies to address non-attendance root causes (transport, health, home support) through coordinated referrals. • Expand the recognition programme with personalised attendance reports and peer-mentoring check-ins for students at risk.



Strategic Priority 2.2: Our holistic local curriculum will set the foundations for future-focused success for taiohi / young people. (NELP 4)

Strategic Priority 2.3: Kaimahi / staff will reflect and develop their professional capabilities for continuous improvement (NELP 5 and 6)

Planned approaches /actions¹¹	Annual Goals/Target(s)	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?¹²
2.1.1 Strengthen holistic pastoral care and understanding of ākonga / learner needs.	<ul style="list-style-type: none"> • Provide a coordinated, wrap-around support system that addresses each learner's academic, social, and emotional wellbeing. • Ensure seamless communication and collaboration between pastoral staff, teachers, and whānau. • Maintain dynamic learner profiles that inform individualised guidance and interventions. 	<ul style="list-style-type: none"> • Expanded KAMAR learner profiles—including "Directions Day" goal templates—to capture academic, social, and career data. • Provided baseline information to kaiāwhina and teaching teams, enabling early identification of needs. • Established a clear process for flagging students "not yet on track" and sharing next-step plans with whānau. 	<ul style="list-style-type: none"> • Compiling disparate data in KAMAR remains time-intensive, slowing profile completion. • Inconsistent use of learner profiles by pastoral teams has reduced impact on personalised support. 	<ul style="list-style-type: none"> • streamline data entry with standard templates and targeted KAMAR training for Kaiāwhina. • Hold quarterly pastoral data-review meetings to ensure profiles actively inform interventions. • Pilot a dashboard to aggregate key learner indicators for quick reference by staff.
2.1.2 Monitor and report on the progress of taiohi/students and support those who are achieving below expectations.	<ul style="list-style-type: none"> • Implement a consistent, school-wide framework for tracking learner progress against clear benchmarks. • Early-identify learners at risk of underachievement and deploy targeted support. • Regularly report progress and interventions to students, whānau, and relevant staff. 	<ul style="list-style-type: none"> • Participation in some PLD offerings has been uneven, limiting whole-staff capability building. • Informal walkthroughs lack structured feedback aligned to strategic priorities. Appointed a senior-school data-monitoring coordinator to oversee progress tracking. • Implemented a progression-tracking process that flags at-risk students and triggers parent/whānau notifications. • • Departments set annual targets aligned to schoolwide benchmarks and reported on previous-year outcomes. 	<ul style="list-style-type: none"> • No dedicated coordinator for Years 9–10 has left gaps in junior monitoring. • Variability in staff familiarity with tracking tools has delayed timely interventions. 	<ul style="list-style-type: none"> • Recruit or reassign a Years 9–10 progress coordinator. • Provide hands-on training for all staff in using data-tracking tools and interpreting results. • Introduce a fortnightly "at-risk" review cycle with HoDs, kaiāwhina, and pastoral leaders. •

¹¹ Regulation 9(1)(b) - key actions to reach annual target(s)

¹² 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.



2.1.3 Ensure a focus on improving achievement outcomes for diverse ākonga / learners, including literacy development across the curriculum.	<ul style="list-style-type: none"> • Embed inclusive, culturally responsive teaching approaches to lift literacy and learning for all. • Set ambitious, measurable achievement targets for diverse learner groups and review them regularly. • Foster collaborative practices among departments to share and refine effective literacy strategies. 	<ul style="list-style-type: none"> • Launched targeted literacy interventions: Year 9–10 support classes, accelerated literacy programmes, and the "Juicy Writers" enrichment group. • Engaged Heads of Department in regular reporting and inquiry cycles to embed literacy strategies. • Documented a comprehensive PLD plan (including PL Mondays), with goals for te reo me ngā tikanga Māori integrated into the Professional Growth Cycle. 	<ul style="list-style-type: none"> • Uptake of PLD and literacy-across-the-curriculum strategies has been uneven across departments. • Walkthrough feedback remains largely high-level, limiting diagnostic support for teachers. 	<ul style="list-style-type: none"> • Developed and shared careers resources via Google Classroom and collated individual career plans in KAMAR. • Roll out a sequenced, school-wide literacy PLD calendar and require departmental participation. • Develop subject-specific walkthrough templates aligned to literacy and CRRP frameworks. • Form cross-departmental literacy action teams to co-design scaffolds and share best practices.
2.1.4 Improve attendance levels as a critical pre-requisite for improved achievement and wellbeing.	<ul style="list-style-type: none"> • Cultivate a school-wide culture that values and rewards consistent attendance. • Establish clear systems for monitoring attendance trends and responding to absences promptly. • Engage families and community partners to understand and remove barriers to regular attendance. 	<ul style="list-style-type: none"> • Implemented the P.A.R.O.T. system for daily/weekly attendance tracking with proactive follow-up by the Attendance Officer. • Launched the "Everyday Counts, Every Minute Matters" campaign and recognized students with 90–100% attendance. • Expanded family engagement via automated texts, emails, and assembly prize draws. • Rolled out the Ka Ora Ka Ako lunch programme, supporting wellbeing and engagement. 	<ul style="list-style-type: none"> • Underlying barriers (transport, health, home factors) persist beyond school interventions. • Final attendance plan is still under development, delaying a fully coordinated strategy. 	<ul style="list-style-type: none"> • Finalise and implement a school-wide attendance plan with clear roles, targets, and processes. • Partner with community agencies to address external barriers to attendance. • Enhance recognition programmes with certificates and peer-mentoring check-ins for at-risk students.
2.2.1 Continue to develop our school curriculum that is consistent with the Te Mātaiaho / NZ Curriculum Refresh	<ul style="list-style-type: none"> • Finalise and implement a coherent, school-wide unit-planning framework that embeds Te Mātaiaho principles in every learning area. • Evaluate junior and senior curriculum maps for alignment with NZC Refresh and local contexts, then refine to ensure progression and relevance. • Co-construct and publish our graduate profile, showing how curriculum outcomes build toward our vision for learners. 	<ul style="list-style-type: none"> • Rolled out a new Year 9–10 unit-planning template aligned to Te Mātaiaho across all departments. • Engaged HoDs in forward-looking curriculum reflections and adjusted NCEA timelines per external reviews. • Delivered targeted PD to support refreshed curriculum design (Understanding–Know–Do). 	<ul style="list-style-type: none"> • Not all unit plans have been completed or fully documented by departments. • Inconsistent evaluation against coherence and local-context criteria. 	<ul style="list-style-type: none"> • Ensure all unit plans are finalised and evaluated against agreed curriculum-quality criteria. • Develop a comprehensive curriculum map and course-selection resources. • Complete and embed the graduate profile begun in 2023 and drafted at the end of 2024
2.3.1 Professional learning plan is aligned with strategic priorities.	<ul style="list-style-type: none"> • Map all PLD offerings directly to our strategic goals, ensuring each programme has clear success indicators and follow-up support. • Achieve 100% staff participation in targeted PLD (e.g. cultural capability, 	<ul style="list-style-type: none"> • Documented a comprehensive PLD plan linked to strategic goals, including weekly PL Mondays and Hikairo Schema training. • Redesigned the Professional Growth Cycle to embed te reo 	<ul style="list-style-type: none"> • Participation in some PLD offerings has been uneven, limiting whole-staff capability building. 	<ul style="list-style-type: none"> • Mandate department-level PLD targets and monitor participation. • Introduce structured walkthrough templates that map directly to strategic PLD objectives.



	<p>curriculum refresh, literacy across learning) by year's end.</p> <ul style="list-style-type: none"> • Embed ongoing coaching and peer-learning structures so that new skills are consistently applied in classrooms and pastoral settings. 	<p>Māori and tikanga goals for all staff, supported via Google Classroom.</p> <ul style="list-style-type: none"> • Updated support-staff appraisal templates to align with collective agreement themes and our strategic plan. 	<ul style="list-style-type: none"> • Informal walkthroughs lack structured feedback aligned to strategic priorities. 	<ul style="list-style-type: none"> • Provide follow-up coaching sessions to support staff in achieving appraisal and growth goals.
<p>2.3.2 Strengthen our Careers and Pathways programme that is consistent with best practice.</p>	<ul style="list-style-type: none"> • Develop and launch a comprehensive careers framework that integrates academic, vocational, and cultural pathways from Year 9 onward. • Embed Vocational Pathways tools and Industry Training Organisation links into subject learning, ensuring every student can explore future options. • Formalise partnerships with local employers, iwi, and tertiary providers to deliver real-world experiences and mentorship opportunities. 	<ul style="list-style-type: none"> • Developed and shared careers resources via Google Classroom and collated individual career plans in KAMAR. • Laid groundwork for consistent integration of vocational pathways information into pastoral and curriculum time. Walkthroughs limited to ad hoc / impromptu and not systematic with a set approach. 	<ul style="list-style-type: none"> • Inconsistent uptake of careers modules and resources across rūpū and departments. • Limited collaboration between the Careers Advisor, DP, and HoDs on curriculum-careers alignment. 	<ul style="list-style-type: none"> • Embed Vocational Pathways graphs and dedicated careers modules into reporting and course selection. • Establish regular planning meetings between Careers Advisor, DP, and HoDs to integrate pathways into department plans. • Enhance visibility of career planning by sharing streamlined resources and success stories with students and whānau.



Strategic Goal | Intent 3: We will value everyone, so they are safe and acknowledged for who they are

Strategic Priority 3.1: A safe, inclusive environment creates a sense of belonging for all. (NELP 1 and 3)

Planned approaches /actions¹³	Annual Goals/Target(s)	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?¹⁴
3.1.1 Promote a school culture that is safe, supportive, and positive for both staff and students	<ul style="list-style-type: none"> • Embed our Vision, Mission and Values/Tikanga in all communications and daily routines. • Maintain a consistent, positive behaviour framework—reinforcing expectations, consequences, and restorative practices. • Build staff capacity through PB4L Tier 2 support, data-led incident analysis, and targeted PLD. 	<ul style="list-style-type: none"> • Secured PB4L funding and engaged external advisors to guide behaviour framework development. • Staff PLD focused on consistent behaviour expectations and consequences. • Assemblies and whānau time used to promote values and expectations. • Introduced student reward initiatives (e.g. school values draw, attendance awards). • Restorative practice support provided to senior staff. • Completed School Values Icons and nearing completion of supporting capture sheets. 	<ul style="list-style-type: none"> • Incomplete development of consistent classroom expectations and posters. • PB4L implementation is still in early stages and lacks structured feedback and monitoring tools. • Need for a systematic approach to recognising positive behaviour across all levels. 	<ul style="list-style-type: none"> • Complete classroom posters and implement discussion of values in every class. • Gather feedback from students, especially Māori ākonga, on how they experience the values. • Establish a PB4L staff advisory group to support rollout, training, and monitoring. • Explore more formal recognition systems (e.g. certificates, letters home) for behaviour and uniform standards.
3.1.2 Ensure the physical environment is well-maintained, inclusive, and safe	<ul style="list-style-type: none"> • Implement regular property audits and rapid response to hazards or damage. • Provide and promote gender-neutral, accessible facilities across campus. • Enhance social and learning spaces to be welcoming, attractive, and culturally affirming. 	<ul style="list-style-type: none"> • Equity fund and support services used to address uniform barriers. • Students supplied with temporary items to support daily attendance and inclusion. • Discussions in progress regarding mural and display of values around the school. 	<ul style="list-style-type: none"> • Some physical environment improvements (mural, values display, inclusive spaces) still pending action. • Maintenance and safety systems not clearly documented or reviewed for responsiveness. 	<ul style="list-style-type: none"> • Finalise and install values murals/icons in key school spaces. • Review property hazard response systems and communicate to staff. • Continue identifying opportunities to make social spaces more inclusive and inviting.
3.1.3 Promote inclusivity and equity	<ul style="list-style-type: none"> • Adopt a strengths-based Learner Support model that responds flexibly to individual needs. • Use equity funding and provision of devices/materials to remove financial barriers to participation. 	<ul style="list-style-type: none"> • Uniform support extended to reduce stigma and encourage participation. • Engagement with Māori learners increasing through PB4L and wellbeing tools. 	<ul style="list-style-type: none"> • Graduate profile not yet completed—limits clarity around inclusive learner outcomes. • Equity approaches are often reactive rather than systematic or embedded. 	<ul style="list-style-type: none"> • Complete and share the graduate profile with community and staff. • Map and strengthen equity strategies across curriculum and co-curricular areas.

¹³ Regulation 9(1)(b) - key actions to reach annual target(s)

¹⁴ 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.



	<ul style="list-style-type: none"> • Ensure representation and celebration of diverse cultures in curriculum and extracurricular activities. 	<ul style="list-style-type: none"> • Pulse Linewize tool implemented to support student wellbeing monitoring. 		<ul style="list-style-type: none"> • Ensure supports are proactive and reflect Te Tiriti o Waitangi commitments.
3.1.4 Promote school-wide practices that improve wellbeing/hauora of students and staff	<ul style="list-style-type: none"> • Increase awareness and accessibility of wellbeing policies, procedures, and emergency protocols. • Establish staff and student wellbeing focus groups, appoint dedicated coordinators, and conduct regular surveys. • Deliver targeted pastoral interventions (EARS, Youthwork) and resilience-building programmes in whānau and curriculum time. 	<ul style="list-style-type: none"> • Assemblies are more structured and include recognition and performances. • EARS peer support group is active and supported by Youth Workers and counselling team. • Positive recognition encouraged via KAMAR, attendance rewards, and values-based acknowledgment 	<ul style="list-style-type: none"> • Staff and student wellbeing structures are under development (e.g. no appointed coordinators yet). • Wellbeing strategies still vary in consistency across departments and teams. 	<ul style="list-style-type: none"> • Appoint a staff wellbeing coordinator and develop a whole-school wellbeing action plan. • Create and implement a termly wellbeing check-in for staff and taiohi. • Broaden range of pastoral interventions, including social-emotional learning opportunities.



Strategic Priority 3.2: Achievement, progress, and success will be recognised for all in our school community. (NELP 3 and 7)

Strategic Priority 3.3: Opportunities for engagement and collaboration strengthen connection in our community. (NELP 3 and 7)

Planned approaches /actions¹⁵	Annual Goals/Target(s)	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?¹⁶
3.2.1 Increase recognition and celebration of student and staff success	<ul style="list-style-type: none"> Showcase achievements consistently in assemblies, newsletters, website and social media. Create varied platforms (performances, displays, awards) to highlight talents and effort. Host an annual Prizegiving that honours academic, cultural, sporting and service excellence. 	<ul style="list-style-type: none"> Regular recognition through assemblies, newsletters, social media, and wall displays. "Thames High Famous" board celebrates external/internal achievements. Communication channels expanded with new bi-weekly pānui and regular media content. 	<ul style="list-style-type: none"> Recognition efforts still depend heavily on a few staff rather than embedded school-wide practice. Some student and staff achievements may not be consistently captured or shared. 	<ul style="list-style-type: none"> Introduce values-based postcards and certificates as consistent recognition tools. Develop a systematic way for staff to submit achievements to be celebrated. Use digital signage to display real-time recognitions around the school.
3.2.2 Continue to strengthen communication and marketing coordination	<ul style="list-style-type: none"> Develop and deploy an annual Communications & Media Action Plan, led by a dedicated manager. Coordinate messaging across channels (print, digital, social) to ensure clarity and reach. Monitor engagement metrics and stakeholder feedback to refine our approach. 	<ul style="list-style-type: none"> Communications officer meets regularly with SLT to align messaging. Increased use of digital and print media to share school achievements. 	<ul style="list-style-type: none"> Communication flow from staff to communications officer can be inconsistent. Lack of long-term marketing strategy or measurement of impact on community perception. 	<ul style="list-style-type: none"> Develop a full-year communications plan with defined campaigns and audiences. Evaluate engagement (likes, shares, survey feedback) to guide content improvement. Train staff to use communication tools and encourage wider participation
3.3.1 Engage with parents and other key stakeholders	<ul style="list-style-type: none"> Schedule regular Parents' Forum, TAMSO hui and targeted surveys to gather perspectives. Conduct a comprehensive community-satisfaction survey for whānau, students and staff. Use insights from engagement activities to inform policy and strategic planning. 	<ul style="list-style-type: none"> Rebranded "Whānau and Friends" to encourage broader parental engagement. Planning underway for community satisfaction and engagement surveys. Joined Thames Business Association and initiated connections for community involvement. 	<ul style="list-style-type: none"> Parent event attendance remains low despite improvements in communication. Stakeholder feedback mechanisms are not yet active. 	<ul style="list-style-type: none"> Launch community surveys to gather feedback and improve engagement. Personalise outreach to key whānau to grow the "Whānau and Friends" network. Explore flexible engagement methods (e.g. online hui, drop-in afternoons).
3.3.2 Enhance student leadership development, voice, and agency	<ul style="list-style-type: none"> Deliver structured leadership programmes for junior and senior cohorts (peer support, service). 	<ul style="list-style-type: none"> Active Student Leadership Group (SLG) supported through hui and annual planning. 	<ul style="list-style-type: none"> Student Council meetings have been inconsistent and lack formal support structures. Junior leadership opportunities need more development. 	<ul style="list-style-type: none"> Establish weekly Student Council meetings with dedicated DP support.

¹⁵ Regulation 9(1)(b) - key actions to reach annual target(s)

¹⁶ 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.



	<ul style="list-style-type: none"> • Empower the Student Council with training and mentorship from senior leaders. • Expand tuakana-teina and EARS peer-support initiatives to foster agency and wellbeing. 	<ul style="list-style-type: none"> • Stronger engagement with EARS programme and public visibility of peer leaders. 		<ul style="list-style-type: none"> • Expand tuakana-teina and junior leadership pathways through whānau classes. • Include student reps in school decision-making forums (e.g. PB4L, curriculum).
3.3.3 Develop business and alumni connections to benefit tauira	<ul style="list-style-type: none"> • Forge partnerships with local businesses, industry and iwi for mentorship and work-experience. • Build and maintain an active alumni database and communication channels. • Establish an alumni association to organize events, networking and support for current students. 	<ul style="list-style-type: none"> • Strong GATEWAY connections and willingness from employers to support students. • Hosting of Thames Business After 5 event. • Planning for Alumni strategic plan underway. 	<ul style="list-style-type: none"> • High demand for placements can outpace availability and coordination. • Alumni engagement strategy is still in early development with no formal structure. 	<ul style="list-style-type: none"> • Develop and implement an Alumni Strategic Plan led by Business and Communications Managers. • Establish an alumni database and regular communication stream. • Explore business mentoring and internship opportunities for students.



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.

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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,

¹⁷ 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 st5rtengthedn 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 acrss 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 Kōtui Ako Online learning network, Te Aho o Te Kura Pounamu (Correspondence School) and the Southern Institute of Technology.
- A diverse range of learning modes: academic learning, hands-on learning, field trips and education outside the classroom (EOTC) which takes advantage of our great location at the doorstep of many outdoor pursuits.
- Strong academic pathways, with opportunities for extension and acceleration, including distance learning opportunities where schools our size pool resources to ensure more choice for all.
- A wide range of sporting and cultural opportunities, with students encouraged to be active participants.



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	
How have you met your obligations to provide good and safe working conditions?	<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>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</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 bias or discrimination. All schools are required by the Public Service Act to be "good employers", that is:</p> <ul style="list-style-type: none"> to maintain, and comply with their school's Equal Employment Opportunities policy, and to include in the annual report a summary of the year's compliance. <p>We meet our obligations by complying with this policy</p> <p><i>Free Text Comment</i></p>
How do you practise impartial selection of suitably qualified persons for appointment?	<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>How are you recognising,</p> <p>– The aims and aspirations of Māori,</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"> – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<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>
How have you enhanced the abilities of individual employees?	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.
How are you recognising the employment requirements of women?	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.
How are you recognising the employment requirements of persons with disabilities?	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
Do you operate an EEO programme/policy?	YES	
Has this policy or programme been made available to staff?	YES	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	YES	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	YES	
Does your EEO programme/policy set priorities and objectives?	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

TO BE ADDED

DRAFT



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

TO BE ADDED

DRAFT



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

TO BE ADDED

DRAFT



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

TO BE ADDED

DRAFT



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 24 DRAFT - UNAUDITED

TO BE ADDED

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

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DRAFT



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)

