Te Kura Tuarua o Te Kauaeranga Thames High School

Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata | We grow together to achieve one's true potential.

Tumuaki/Principal's Report to the Board

23 February 2026

Contents

Executive Summary

This report provides the Board with an update across student achievement, strategic planning, staffing, roll, attendance, wellbeing supports, and compliance.

Student achievement (NCEA 2025 – provisional)
Provisional 2025 NCEA results indicate a clear improvement across all levels compared with 2024, particularly at Levels 1 and 2. Achievement rates are consistently higher when calculated using end-of-year enrolments, confirming that students who remain engaged through to the end of the year achieve at markedly higher rates than those who leave after mid-year. Level 2 is a standout strength with exceptional completion outcomes for end-of-year students, while Level 3 continues a modest upward trend. Merit/Excellence endorsement patterns show stable rates at Levels 1–2 (with increased absolute numbers due to a larger achieving cohort) and a substantial improvement at Level 3 (more than doubling the endorsement rate year-on-year). Comparisons with EQI expectations show Level 2 performing well above expectation, while Level 3 and UE remain areas requiring targeted focus and deliberate pathway planning (noting UE is not the goal for all learners and is influenced by whānau pathway choices). A course-level analysis will be presented in March, and NZQA final data is expected later in Term 1.

Strategic planning and school review (AIP 2026 – draft update)
The Senior Leadership Team has progressed a draft 2026 Annual Implementation Plan that retains the school's Strategic Intents while shifting to a clearer, priority-led structure. This approach strengthens coherence across intents, improves the line of sight from strategy to action, and supports stronger accountability through clearer targets, actions, responsibilities, and measures. The full draft AIP is provided for Board review at this meeting, with feedback invited to support refinement prior to final publication.

Personnel
The school is effectively fully staffed and has successfully appointed and inducted new staff. The remaining appointment is the Te Ara Whakamana Programme Coordinator, scheduled to start in Week 4 of Term 1.

Finance and property
Finance reporting is provided through the Finance Committee pack. A key next step is confirmation of the 2026 budget following the 1 March roll return, with final approval scheduled for March. The Property Committee will meet on 2 March 2026, and Board members can access detailed committee documentation to support governance oversight.

Roll and student engagement (including international)
As at 18 February 2026, the domestic roll (RE) is 387, slightly above both the school projection and MoE GMFS projections. However, **Year 9 enrolment is significantly below projection** and is a material concern, with likely implications for future roll profiles if not addressed. By contrast, Years 10–13 remain

strong overall, reflecting good retention and some new enrolments. The total roll (including fee-paying students) is 414, down 14 from the same time in 2025, largely explained by the reduced Year 9 cohort. International numbers remain stable but are projected to be slightly lower on a full-year FTTE basis than 2025 (19.25 FTTE vs 20.75), with potential upside dependent on conversion of active prospects.

Attendance and Attendance Management Plan (AMP)

Early Term 1 attendance is tracking below the same point in 2025 and is affected by the structure of Week 1 and event-driven dips (e.g., Swimming Carnival). Upcoming school events may create further short-term downward pressure, and analysis will be required to understand the impact while balancing engagement benefits. The Attendance Management Plan has been published to meet regulatory requirements and is presented to the Board for ratification. It sets out a Ministry-aligned, support-first, stepped response framework (STAR), with clear roles, thresholds, and escalation processes, and supports governance monitoring through regular reporting.

Staff wellbeing supports

The Employee Assistance Programme remains in place and is budgeted for continuation. Use remains low-to-moderate and consistent with previous years. Planning is underway for a staff wellbeing survey in Term 1, 2026. The preferred approach is a staff-led survey managed by the Whole-School Wellbeing Coordinator and Wellbeing Group, strengthening staff ownership and trust while remaining cost-effective and methodologically sound, with clear safeguards for anonymity and confidentiality.

Compliance and assurances

Policy review continues through SchoolDocs with a managed schedule, and the school maintains a consultative assurance record that will be updated throughout the year.

Key actions/decisions for the Board

- **Review** the draft 2026 Annual Implementation Plan (AIP) and provide feedback for refinement and finalisation.
- **Ratify** the Attendance Management Plan (AMP) as presented.
- **Note** the Year 9 roll shortfall as a key emerging risk requiring monitoring and an agreed response.
- **Note** the provisional 2025 NCEA achievement picture, including the strong improvement at Levels 1 and 2 and the areas requiring continued focus (Level 3 and UE), with a course-level analysis to follow in March.
- **Note** early Term 1 attendance trends, including lower-than-2025 regular attendance at this stage and event-related dips, and expect further monitoring and reporting after upcoming school-wide events.

1. Curriculum, Assessment and Reporting

1.1 Student Achievement - NCEA 2025 (provisional)

These data are provisional as the data file for 2025 remains open until the end of February and NZQA release final data in due course – likely in April or later.

A detailed analysis by learning area (courses) will be presented in March.

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

Summary of NCEA achievement

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

The difference in percentages comes from the **denominator used**:
- **1 July %**: achievement calculated using the **mid-year roll**
- **End-of-year %**: achievement calculated using **students who remained enrolled to the end of the year**

This allows comparison of achievement **including** students who later left the roll, and achievement **for those who remained engaged to year end**.

Across all NCEA levels, achievement rates are higher for students who remained enrolled to the end of the year than for the full mid-year cohort, indicating that students who left after 1 July were, on average, less well positioned to complete, while those who remained engaged were effectively supported to achieve.

The rate of achievement increases, e.g. NZQA Raw for L1 is **82%** (62/76). When using the number on 1 July (62/79) this is **79%,** but using the number who remained at the end of the year (62/75) the achievement is **83%.**

2025 NCEA Results (short version...) (RE)

Year / Level	Number Achieved+ (AME)	# students at end of year	%	# students @ 1 July	%	M	E	NZQA RAW
Y11/L1	62	75	83%	79	79%	12	5	82%
2024	50	78	65%	82	61%	10	4	
Y12/L2	61	66	92%	72	88%	13	7	83%
2024	45	61	74%	65	71%	10	7	
Y13/L3	35	49	69%	51	67%	4	7	64%
2024	30	49	61%	52	58%	3	2	

Overall picture

All 2025 NCEA results are end-of-year outcomes, with achievement rates calculated using both the mid-year roll and the end-of-year roll. Across all levels, achievement is consistently higher when using end-of-year enrolments, indicating that students who remain engaged through to completion achieve at higher rates than those who leave after mid-year. Compared with 2024, 2025 shows significant improvement at all levels, particularly at Levels 1 and 2, reflecting stronger engagement, retention, and completion.

While the reasons for the improvement are varied the stronger expectation (and messages) about completing NCEA before being allowed to go on study leave has had an impact, as we are not relying on external results as much. External results analysis will be completed by departments, but we know external results continue to lag internal results significantly.

2025 compared with 2024

- 2025 shows **substantial improvement over 2024 at all NCEA levels**, regardless of which denominator is used.
- Achievement rates are **consistently higher when calculated using end-of-year enrolments**, indicating:
  - Strong completion rates for students who remain enrolled
  - That mid-year leavers disproportionately reduce achievement when included in the denominator
- This pattern is most pronounced at **Levels 1 and 2**, and less so at Level 3.

NCEA Level 1 (Year 11)
2025
- **NZQA RAW:** 82% (62/76)
- **Using 1 July roll:** 79% (62/79)
- **Using end-of-year roll:** 83% (62/75)

2024 comparison
- 61% (July roll) → 65% (end-of-year roll)

Interpretation
- A clear **gap between July-roll and end-of-year achievement** indicates that students who left after mid-year were less likely to achieve.
- The **83% end-of-year achievement** represents a **very strong completion rate** for students who remained.
- Compared with 2024, this is an **approximately 18 percentage point improvement**, showing a step-change in Level 1 performance.

NCEA Level 2 (Year 12)
2025
- **NZQA RAW:** 83% (this figure includes students that left from 1 March to 1 July)
- **Using 1 July roll:** 88% (61/72)
- **Using end-of-year roll:** 92% (61/66)

2024 comparison
- 71% → 74%

Interpretation
- The difference between July and end-of-year rates shows that **nearly all students who stayed to the end achieved Level 2**.
- Level 2 has the **strongest retention-to-achievement relationship** of all three levels.
- The improvement over 2024 (+18 percentage points) confirms Level 2 as a **major strength**.

Key message
Level 2 demonstrates exceptional completion rates for students who remain enrolled, reflecting effective tracking, mentoring, and sustained engagement.

NCEA Level 3 (Year 13)
2025
- **NZQA RAW:** 64% (this figure includes students that left from 1 March to 1 July)
- **Using 1 July roll:** 67% (35/51)
- **Using end-of-year roll:** 69% (35/49)

2024 comparison
- 58% → 61%

Interpretation
- The smaller difference between July and end-of-year rates suggests that **mid-year leavers at Level 3 are not as disproportionately low-achieving** as at Levels 1 and 2. In fact students left having achieved level 3 (or 2) internally.
- Improvement over 2024 is evident, but **more modest**.
- Senior mobility (employment, alternative pathways) remains a factor.

Key message
Level 3 outcomes continue to improve, though retention has a smaller influence on achievement compared with junior levels.

Merit & Excellence endorsement rates
(Calculated as % of students who achieved the qualification)

NCEA Level 1 (Year 11)
2025
- Achieved: 62
- M + E: 12 + 5 = **17**
- **M/E rate: 27.4%** (17 / 62)

2024
- Achieved: 50
- M + E: 10 + 4 = **14**
- **M/E rate: 28.0%** (14 / 50)

Comparison
- Endorsement rate is **broadly stable**, with a **much larger achieving cohort** in 2025.
- In absolute terms, **more students achieved M/E** in 2025 (17 vs 14).

NCEA Level 2 (Year 12)
2025
- Achieved: 61
- M + E: 13 + 7 = **20**
- **M/E rate: 32.8%** (20 / 61)

2024
- Achieved: 45
- M + E: 10 + 7 = **17**
- **M/E rate: 37.8%** (17 / 45)

Comparison
- Slight reduction in proportional M/E rate, but **significant increase in absolute numbers**.
- Achievement growth in 2025 was driven by **both threshold success and sustained quality outcomes**.

NCEA Level 3 (Year 13)
2025
- Achieved: 35
- M + E: 4 + 7 = **11**
- **M/E rate: 31.4%** (11 / 35)

2024
- Achieved: 30
- M + E: 3 + 2 = **5**
- **M/E rate: 16.7%** (5 / 30)

Comparison
- **Substantial lift** in both proportional and absolute M/E outcomes.
- More than **doubling of the endorsement rate** year-on-year.

Comparisons with national data

Our school is in the **above average socio-economic 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**.
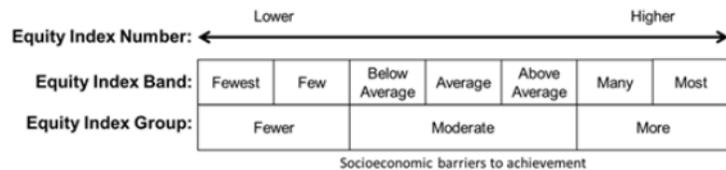
Our EQI of 488 means we are in the top 25% of EQI
- 488 means we are 7 EQI points from the 'many' economic barriers band, and 19 points from the highest 'average' – i.e. much close to 'many' barriers than 'above average' barriers.

NCEA L1 Results (participation based)

Academic Year	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	"Above Average" EQI band (%) Year 11 NCEA L1
2021	93.6	73	78	83.6
2022	85.1	63	74	83.2
2023	66.7	52	78	79.8
2024	70.1	54	77	69.4
2025	81.6	62	76	68.6

Across 2021–2025, NCEA Level 1 participation-based achievement shows a post-disruption decline followed by a sustained recovery, with 2025 results indicating strengthened engagement and completion for participating students, and a return to more stable, comparable performance over time.

Year 11 - NCEA Level 1

Legend: School (blue), National (red), EQI Group (green)
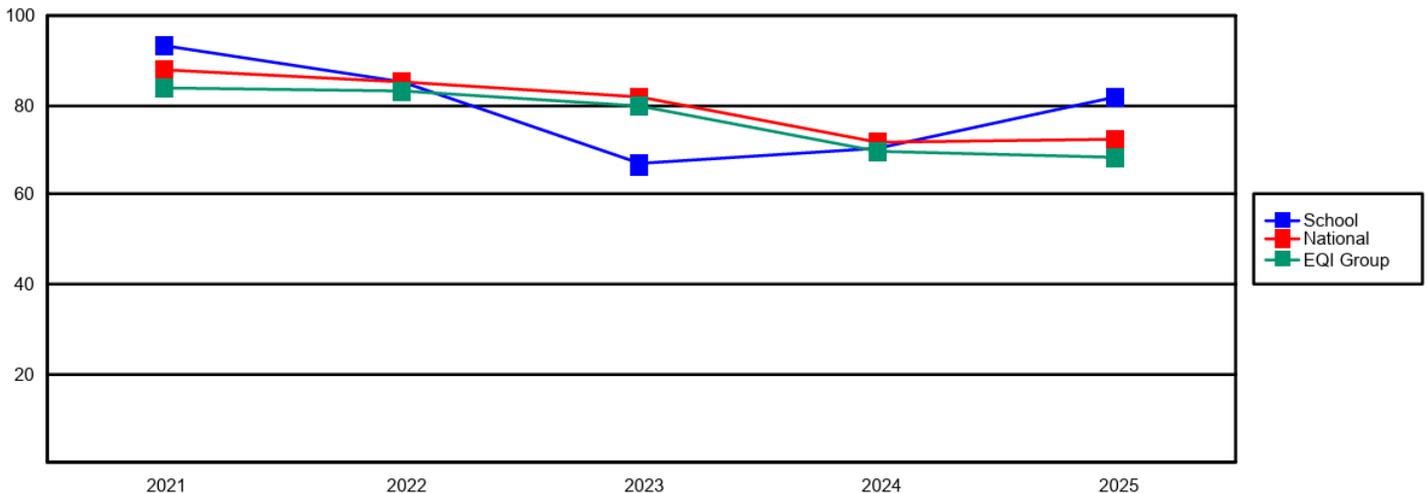
NCEA Level 1 – Participation-based
- From 2021 to 2023, **school achievement broadly exceeded the EQI "Above Average" band**, even as results declined.
- In 2024 and 2025, **EQI expectations increased while school results were recovering**, narrowing the apparent margin.
- The 2025 outcome sits **within a context of rising national and peer expectations**, reinforcing that the improvement reflects genuine progress rather than a lowered benchmark.

NCEA L2 & L3 & UE Results (roll based)

Academic Year	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE
2021	54 / 69	78.3	41 / 63	65.1	26 / 63	41.3
2022	58 / 72	80.6	32 / 46	69.6	18 / 46	39.1
2023	44 / 67	65.7	35 / 53	66.0	26 / 53	49.1
2024	48 / 70	68.6	30 / 52	57.7	18 / 52	34.6
2025	63 / 76	82.9	35 / 55	63.6	20 / 55	36.4

NCEA L2 & L3 & UE Results (roll based)

| Academic Year	THS Year 12 NCEA L2	THS Year 13 NCEA L3	THS Year 13 UE	"Above Average" EQI band (%) Year 12 NCEA L2	"Above Average" EQI band (%) Year 13 NCEA L3	"Above Average" EQI band (%) Year 13 UE
2021	78.3	65.1	41.3	78.2	67.0	40.8
2022	80.6	69.6	39.1	74.4	65.4	39.9
2023	65.7	66.0	49.1	74.3	65.3	40.5
2024	68.6	57.7	34.6	75.1	69.8	42.2
2025	82.9	63.6	36.4	75.0	71.7	41.5

Year 12 - NCEA Level 2
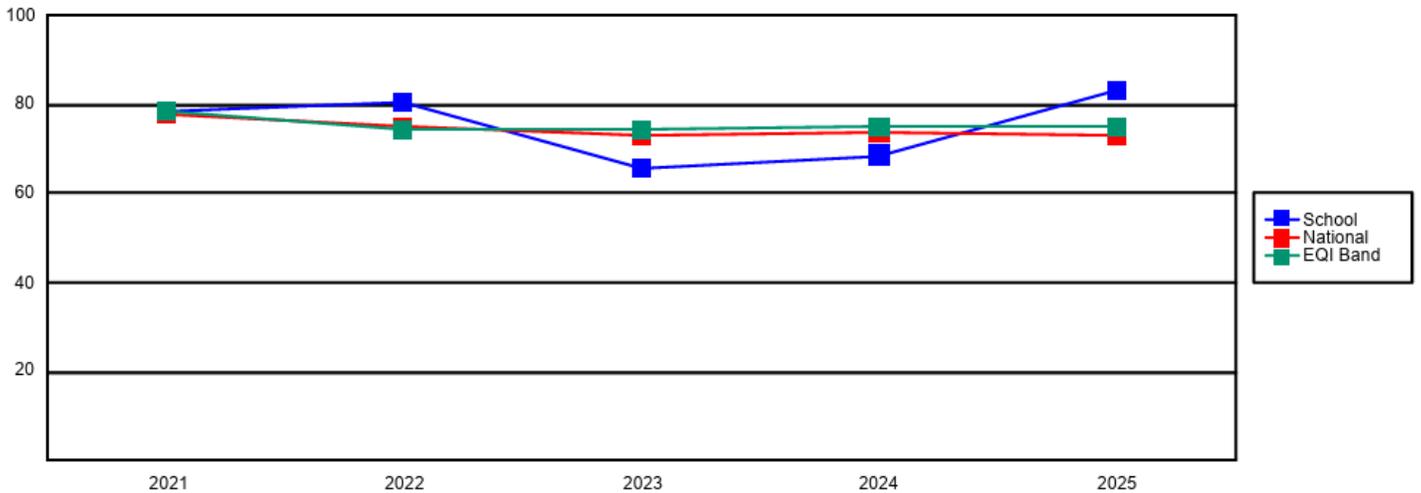
NCEA Level 2 (Year 12) – Roll-based

- **Achievement is strong in 2025 (82.9%)**, representing the **highest Level 2 result across the five-year period**.
- After a dip in 2023–2024, Level 2 shows a **clear recovery** in 2025.
- 2025 performance sits **well above the EQI "Above Average" band**, indicating achievement that exceeds expected outcomes for similar schools.
- Level 2 is now a **clear strength area**, reflecting effective engagement, retention, and credit completion at this level.

Summative statement

NCEA Level 2 results show a strong rebound in 2025, reaching the highest achievement rate in five years and performing well above EQI expectations.

Year 13 - NCEA Level 3
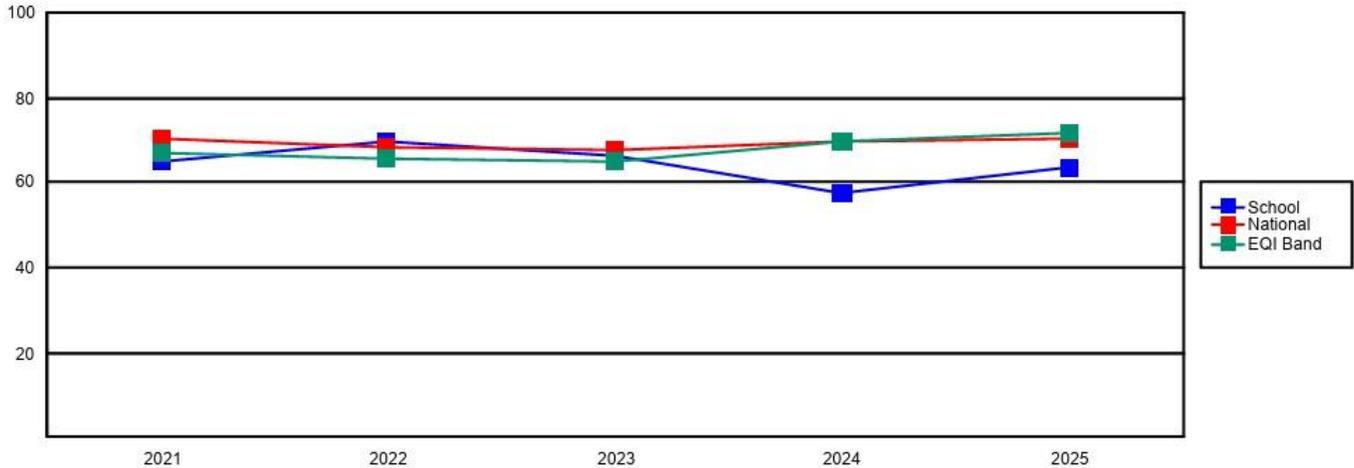
NCEA Level 3 (Year 13) – Roll-based

- Level 3 achievement has **remained relatively stable** across the period, generally sitting in the mid-60% range.
- The **2024 result (57.7%) represents a low point**, followed by a **moderate improvement in 2025 (63.6%)**.
- Despite improvement, **Level 3 remains below EQI "Above Average" expectations** in recent years.
- This pattern reflects the **greater complexity and volatility of senior pathways**, including employment, alternative transitions, and partial qualifications.

Summative statement

NCEA Level 3 outcomes show modest recovery in 2025 following a low point in 2024, though achievement remains below EQI expectations and continues to be an area for targeted focus.

Year 13 - University Entrance
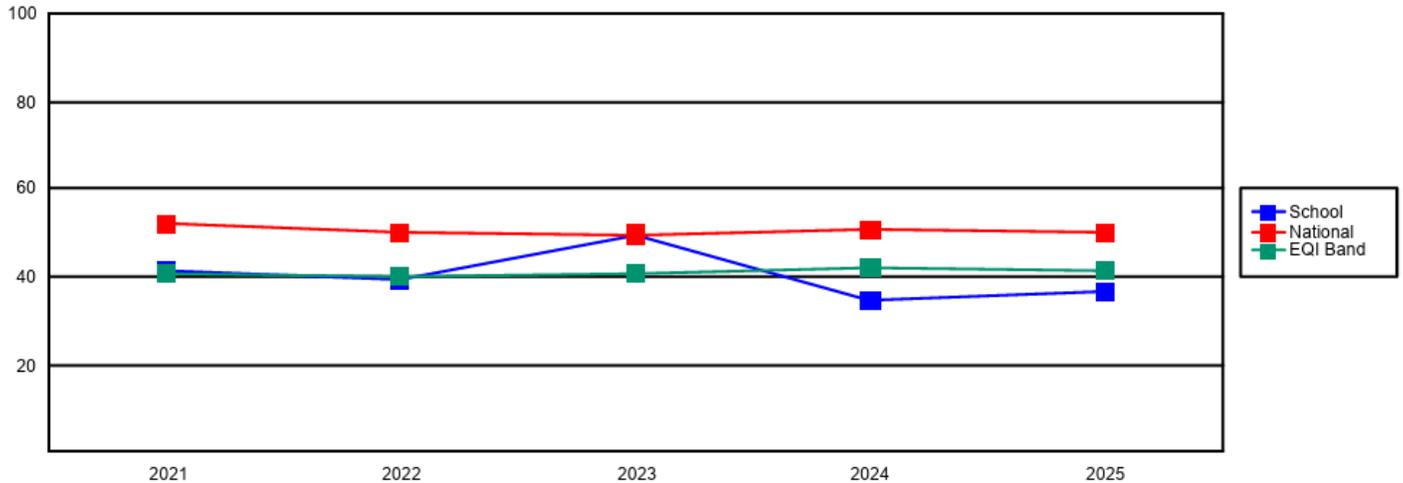
University Entrance (UE) – Roll-based

- UE outcomes show **greater year-to-year volatility** than NCEA Levels 2 and 3.
- 2023 stands out as a **strong UE year (49.1%)**, followed by a sharp decline in 2024 and **partial recovery in 2025 (36.4%)**.
- UE achievement has **consistently tracked below EQI "Above Average" expectations** in recent years.
- This suggests that while many students are successfully achieving Level 3, **fewer are meeting the specific UE requirements**, highlighting a distinction between qualification completion and tertiary readiness.

Summative statement

University Entrance outcomes remain variable and below EQI expectations, indicating a need for more deliberate UE-focused pathways and subject-level planning.

Last year 40% of our Year 13 students made university a possible pathway, and – on that basis – we were successful, as 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.

2. Strategic Plan/ School Review

2.1 Annual Implementation Plan 2026 – Draft Development Update

Purpose
To update the Board on progress toward the development of the **2026 Annual Implementation Plan (AIP)** and to outline the rationale for the revised structure of the plan.

Summary
The Senior Leadership Team has progressed a **draft Annual Implementation Plan for 2026** that builds directly on the priorities identified in the **2025 AIP**, while responding to updated legislative and system expectations.

While earlier AIPs were organised primarily under **Strategic Intents and Strategic Priorities**, the 2026 draft adopts a **priority-led structure**. This approach is intentional and reflects a shift toward greater clarity, coherence, and action focus.

The **Strategic Intents remain unchanged** and continue to provide the overarching direction. However, the 2026 AIP is structured around a small number of **high-leverage priorities** that sit across and connect to those intents.

Rationale for the 2026 AIP Structure

The decision to organise the 2026 AIP around **identified priorities**, rather than directly under each Strategic Intent, reflects three key considerations:

1. **Continuity and Focus**
   The priority areas (achievement, attendance, curriculum implementation, reporting and evaluation, wellbeing, and staff capability) were already established through the 2025 AIP. Retaining these provides continuity of focus and avoids unnecessary re-framing of work that is ongoing and multi-year in nature.
2. **Clearer Line of Sight from Strategy to Action**
   Many of the school's most important priorities contribute to **more than one Strategic Intent**. A priority-led structure allows each area of work to be:
   - explicitly linked back to the relevant Strategic Intent(s), while
   - remaining clearly defined as a practical programme of action.

This strengthens coherence and avoids artificial separation of work that is, in practice, interdependent.

3. **Stronger Action and Accountability Focus**
   The revised structure enables each priority to be supported by:
   - clear targets,
   - a small number of focused actions,
   - defined responsibilities, and
   - explicit measures of progress and impact.

This aligns more closely with current expectations for planning, reporting, and evaluation, and supports clearer monitoring and assurance at Board level.

Current Status
- A **2026 AIP at a Glance** and **Targets at a Glance** summary have been developed.
- Priority areas for 2026 have been confirmed and aligned to the Strategic Intents.
- Draft action tables are being finalised, with early emphasis on:
  - achievement monitoring and targeted interventions,
  - attendance and engagement (AMP / STAR), and
  - reporting, internal evaluation, and assurance.

Next Steps
- The **full draft AIP** will be provided to Board members for review at this meeting.

- Board members are invited to:
  - review the draft,
  - consider the clarity and focus of the priority-led structure, and
  - provide feedback to support refinement.

- The Senior Leadership Team will refine the AIP in response to Board feedback prior to finalisation and publication in line with statutory timelines.

Decision / Action Requested
- **That the Board notes** the progress made on the draft 2026 Annual Implementation Plan; and
- **That Board members provide feedback** on the draft to support final refinement.

2026 Priorities – At a Glance ➔ AIP

1. Achievement & Progress
Strengthen how we monitor progress and respond early with targeted support across Years 9–13. Literacy and Numeracy acceleration.

2. Attendance & Engagement
Fully embed the Attendance Management Plan and STAR, with clear expectations and early intervention.

3. Curriculum Implementation (All Learning Areas)
Implement Te Mātaiaho for English and Mathematics, and prepare other learning areas for staged rollout, with coherent progression and assessment.

4. Learning & Teaching (Instructional Model)
Embed a consistent, culturally responsive Learning and Teaching approach across the school.

5. Graduate Profile (What Success Looks Like)
Use the Graduate Profile to guide curriculum design, wellbeing, leadership, and pathway decisions.

6. Behaviour, Wellbeing & Pastoral Systems
Strengthen consistent behaviour and pastoral systems that support safety, belonging, and readiness to learn.

7. Reporting, Evaluation & Assurance
Embed the new reporting to parents framework

Strengthen internal evaluation to show what is working and why, incl. PGC & Appraisal.

8. Māori Success & Partnerships
Improve outcomes for Māori learners and deepen partnership with Ngāti Maru in curriculum, culture, and leadership.

Bottom line:
Fewer priorities, clearer focus, stronger impact for learners and staff.

Why these priorities (external drivers)

- **Education & Training Act – Primary Objective**
  → **Improving student achievement** is our core statutory focus

- **Education & Training Act – Secondary Objectives**
  → Achievement **alongside** wellbeing, equity of outcomes, and safety
  → We express equity deliberately through **Te Tiriti o Waitangi**

- **Curriculum reform – Te Mātaiaho**
  → English & Mathematics from 2026
  → Other learning areas in staged transition

- **Attendance as a national priority**
  → Attendance recognised as foundational to achievement and wellbeing

- **Stronger expectations for planning, reporting & ERO**
  → Clear priorities, evidence of impact, consistent systems

- **Teaching Code of Practice & PGC**
  → Inclusive, culturally responsive practice
  → Professional Growth Cycles aligned to learner progress and wellbeing

Strategic Plan to classroom

Strategic Plan 2024 - 2026

Annual Implementation Plan 2026

Department Plan

Professional Growth Cycle (Teachers)
Appraisal (Support Staff)

3. Personnel

3.1 Staffing (update)

It is pleasing to report that we are fully staffed, and that we have successfully appointed and inducted new staff, except for our new Te Ara Whakamana Coordinator, starting week 4 Term 1.

- **Appointments**
  - Teacher of Health and Physical Education (Permanent) – Ms Brylee Gordan
  - Library & Resource Hub Coordinator (Permanent) – Mrs Rose Nisbet
  - Te Ara Whakamana – Programme Coordinator (Fixed-term 2026, Ministry of Education Alternative Education Contract) – Ms Shelley Johnston

4. Finance and Property Management

4.1 Property and Finance Reports

The Finance report from the Business Manager, is included as part of Finance Committee (Monday 23 February).

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

The Property Committee will meet Monday 2 March 2026.

Reminder that Board members can access the full details of the Finance and Property Committees, to ensuring there is full oversight of our financial position and summary of accounts, and property business.

Links: [Finance 2026 Folder](#)   [Finance 2025 Folder](#)   [Finance Folder](#)

Links: [Property 2026 Folder](#)   [Property 2025 Folder](#)   [Property Folder](#)

5. Physical and Emotional Environment

5.1 Current Roll (as of 18 February 2026)

Type (Gender)	Count	9	10	11	12	13
AE	1	0	0	1	0	0
AE (Female)	1	0	0	1	0	0
FF	26	0	0	8	11	7
FF (Female)	18	0	0	3	10	5
FF (Male)	8	0	0	5	1	2
RE	387	74	92	91	73	57
RE (Female)	211	42	39	56	45	29
RE (Male)	176	32	53	35	28	28
SA	7	2	0	4	1	0
SA (Female)	1	0	0	1	0	0
AE (Female)	1	0	0	1	0	0
SA (Male)	6	2	0	3	1	0
Total	421	76	92	104	85	64

	TOTAL	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
RE 18 February 2026	**387**	**74**	**92**	**91**	**73**	**57**
THS projection (using retention rates)	374	85	87	84	62	56
Diff. Actual – THS Projection	**+13**	**-11**	**+5**	**+7**	**+11**	**+1**
2025 RE (@ Feb 2025)	**405**	**89**	**90**	**88**	**78**	**60**
Diff. 2026 RE – 2025 RE at ca. 18 Feb	**-18**	**-15**	+2	+3	**-5**	**-3**
RE Projections (MoE) – GMFS (Sept 2025)	380	90	92	87	60	51
Diff. 2025 RE # Feb and MoE GMFS	**+7**	**-16**	0	+4	+14	+6
FF 18 Feb 2026	**26**	**0**	**0**	**8**	**11**	**7**
2025 FF (@ Feb 2025)	23	1	1	11	7	3
Diff. 2026 FF – 2025 FF at ca. 18 Feb	+3	**-1**	**-1**	**-3**	+4	+4
Total @ 18 Feb 2026	**414**	**74**	**92**	**99**	**84**	**64**
2025 TOTAL (@ Feb 2025)	**428**	**90**	**91**	**99**	**85**	**63**
Diff. 2026 TOTAL – 2025 TOTAL at ca. 18 Feb	**-14**	-16	+1	0	**-1**	**-1**

International Summary (Provisional)

	2026	2025	2024	2023
Term 1:	26	23	20	15
Term 2:	19	*19 (17)*	19	12
Term 3:	16**	*21 (15)*	12	5
Term 4:	16**	*21 (15)*	13	4
Overall FTTE	***19.25 FTTE (-1.5 from 2025)***	20.75 (20) FTTTE **(+2.75 from 2024)**	18 FTTTE **+9 from 2023**	*9 FFTE*
Since 2022	*+11*	+13	+10	*+1*

** currently +3 active prospects and projecting interest to each +6
- If +3 then total 20 FTTE – drop of 0.75 FTTE
- If +6 then total 20.75 FTTE – same as 2025

Roll Commentary (as of 18 February 2026)

As of 18 February 2026, the **total domestic roll (RE) is 387**, which is **13 students above the school's internal projection (374)** and **7 above the MoE GMFS projection (380)**. While there remains some day-to-day movement, the overall domestic roll is tracking close to expected levels ahead of the 1 March roll return.

Year 9 is the significant area of concern. The Year 9 cohort is **74**, which is **11 below the THS projection (85)** and **16 below the MoE GMFS projection (90)**. It is also **15 lower than at the same point in 2025 (89)**. This represents a material shortfall at entry level and is likely to impact the overall roll profile across future years if not addressed. As noted previously, the Year 8–9 transition is inherently variable, however the size of this variance indicates more than normal volatility and warrants close monitoring and a focused response.

Years 10–13 are stronger than projected overall, reflecting solid retention and some new enrolments through the senior school:
- **Year 10 (92)** is **above projection (+5)** and **slightly above 2025 (+2)**.
- **Year 11 (91)** is **above projection (+7)** and **above 2025 (+3)**.
- **Year 12 (73)** is **well above projection (+11)**, though **below 2025 (-5)**.
- **Year 13 (57)** is **very close to projection (+1)**, though **slightly below 2025 (-3)**.

Total roll (including fee-paying students) is **414**, which is **14 lower than February 2025 (428)**. This decline is almost entirely explained by the smaller Year 9 intake, as Years 10–13 totals are broadly stable year-on-year.

Fee-paying / International Students (provisional)
Fee-paying students total **26** as of 18 February 2026 (**+3 on 2025** at the same time). However, the full-year international projection indicates **19.25 FTTE**, approximately **-1.5 FTTE on 2025**, with potential upside depending on conversion of active prospects. Overall, this reflects consolidation rather than a significant downturn.

Summary

- Domestic roll (RE) is tracking slightly above projection overall.
- Year 9 is materially under projection and is the key risk/concern.
- Years 10–13 show strong retention and stability, supporting overall roll resilience.
- International numbers remain solid but slightly softer on a full-year FTTE basis than 2025, with some upside potential.

5.2 Attendance

Average daily attendance (Term One)

To date – 2/2/2026 (Year 9 induction and online learning) to Wednesday 18/2/2026 (11 days)
- Not including course confirmation day (30/1/2026) – not a day of instruction
- Mon 2 Feb: Year 9 (with Year 12/13 senior leaders) only – orientation day and online learning (Years 10-13)
- Tuesday 3 Feb: First day onsite for the WHOLE school
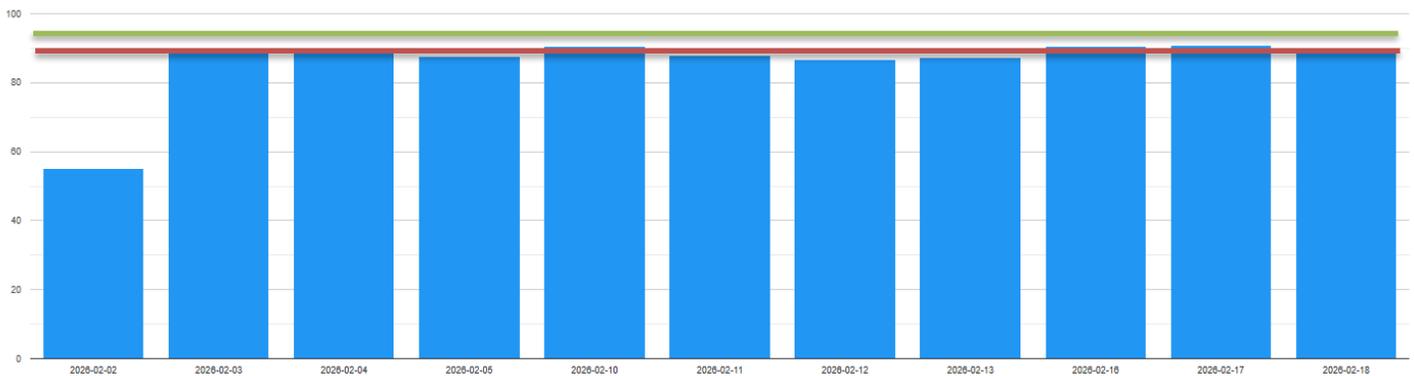
Key
- ▬▬▬ = 94% which is the **average daily attendance** needed to reach the government target of 80% of student s having 90% attendance.
- ▬▬▬ = 90% - **above 90%** is "regular attendance"

- Looking ahead we have House Athletics / Activities Day coming up on 20 February and Swimming house events on 2 and 4 March (two periods for Seniors and two for juniors) – these are likely to put pressure on out attendance rates and targets, although in 2025 the downward dips were not as great as in 2024. Analysis after these events will be needed to consider the impact on how we can our attendance targets, while recognising their importance for engagement for many (but not all).

Year levels
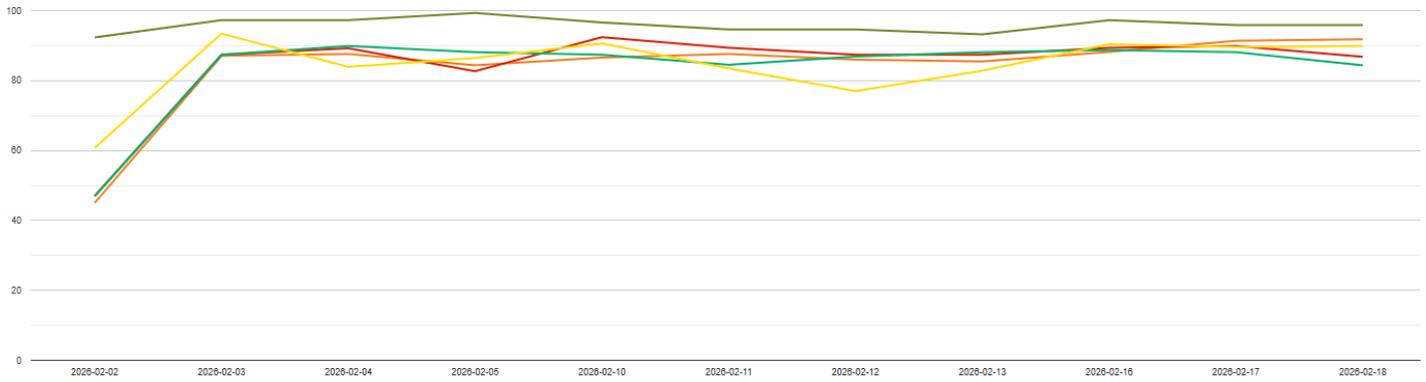
Key: Year 9 – olive green; Year 10 – orange ; Year 11 – red; Year 12 – green; Year 13 - yellow

Regular Attendance

- *Data at this stage are skewed as **one day** has an impact of about 9%, i.e. a student with one day absent would be 91%, above 'regular attendance' but 2 days they fall to 82%, below regular attendance.*
- *The current situation is poorer than in 2025, and reflects the 'online learning' attendance effect (week 1, day 1, affecting regular rates)*

Date	90-100%	80-90%	70-80%	0-70%	90-100% 2025
Week 3	79.5	5.6	0.5	14.5	84.4
Week 2	71.1	5.3	10.4	13.3	73.5
Week 1	**58.9**	7.9	17.1	16.1	70.7
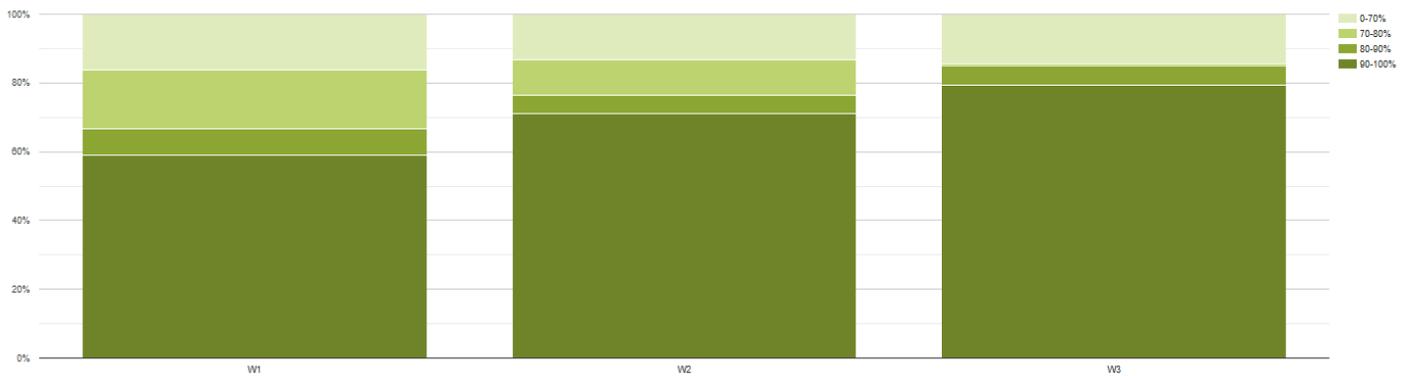
5.3 Attendance Management Plan – Overview and Recommendation

Purpose

At the February meeting, I present the **Attendance Management Plan (AMP)** for Te Kura Tuarua o Te Kauaeranga | Thames High School for Board ratification.

Under the **Education (School Attendance) Regulations 2024**, schools are required to have an Attendance Management Plan in place and to make this publicly available. In line with Ministry of Education guidance, schools were expected to publish their AMP on their website by **January 2026**. This requirement has been met.

While the Attendance Management Plan has already been published to ensure regulatory compliance, it is intended to be a **living document**. Should the Board wish to suggest refinements or changes, the Senior Leadership Team will consider these and update the plan accordingly following Board ratification.

The Attendance Management Plan gives effect to the school's **Attendance Policy and Procedures** and sets out a clear, consistent, and Ministry-aligned approach to improving student attendance, including alignment with national attendance definitions and targets. The full Attendance Management Plan has been made available to Board members for detailed review.

Rationale

Regular attendance is a critical enabler of student learning, wellbeing, and long-term success. National and local data consistently demonstrate a strong correlation between attendance and:
- academic achievement (including NCEA attainment),
- student engagement and sense of belonging,
- positive wellbeing outcomes, and
- successful transitions to further education, training, or employment.

At a national level, the Ministry of Education has placed increased emphasis on attendance, with clear definitions of **regular attendance** (91% and above) and an expectation that schools take a planned, transparent, and data-informed approach to attendance improvement.
Locally, attendance remains a priority area for the school, particularly in ensuring:
- early identification of attendance concerns,
- consistent and timely follow-up and support,
- clear communication with whānau, and
- appropriate escalation where attendance does not improve.

Approach

The Attendance Management Plan reflects a **support-first, early-intervention approach**, underpinned by strong relationships and shared responsibility between the school, students, whānau, and external agencies where required.

Key features of the approach include:
- alignment with the school's **Attendance Policy and Procedures** and the **Stepped Attendance Response (STAR)** framework,
- consistent use of **Ministry-aligned attendance thresholds**, with regular attendance defined as 91% and above,
- clearly defined roles and responsibilities for staff at each stage of attendance concern,
- timely, transparent communication with whānau, and
- proportionate escalation, with legal processes considered only as a last resort.

The plan prioritises prevention and early response, while ensuring that more intensive and multi-agency support is available for students with persistent or complex attendance challenges.

Board Role

The Board's role is governance-focused and includes:
- setting strategic direction and expectations for attendance,
- approving and ratifying the Attendance Management Plan,
- receiving regular attendance reporting and assurance of implementation, and
- monitoring progress against attendance targets as part of the **Annual Implementation Plan**.

Operational implementation of the plan sits with the principal and the school leadership team, supported by Kaiāwhina and teachers. Effective implementation also relies on active partnership with parents and caregivers.

Recommendation

That the Board **ratifies the Attendance Management Plan** as presented, noting:
- its alignment with the school's Attendance Policy and Procedures,
- its consistency with Ministry of Education expectations and definitions, and
- that the full Attendance Management Plan has been made available for Board review.

5.4 Employee Assistance Programme

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

Summary data are below.

	2025	2024	2023	2022	2021
Provider 1	0 (although one contact referred to Provider 2 as away)	0	3 staff (2 x 1 session, 1 x 3, 5 session total Term 4	3 staff (3 x 3 sessions) 9 sessions total	3 staff (2 x 3 sessions; 1 x 2 sessions) 8 sessions total
Provider 2	1 staff - 3 sessions. 2 staff - 2 sessions	2 staff One for 3 sessions over terms 1&2; and one for 2 sessions in term 4.	1 staff (1 x 2 sessions) 2 sessions total Term 4	0	2 staff (3 x 3 sessions) 9 sessions total
Total	3 staff / 7 sessions	2 staff / 5 sessions	4 staff / 7 sessions	3 staff / 9 sessions	5 staff / 17 sessions

5.5 Staff Wellbeing Survey – Update and Next Steps

Since mid-2025, I have been in ongoing discussion with the **Whole School Wellbeing Coordinator** regarding the timing, design, and leadership of the next staff wellbeing survey.

The proposed approach is for the survey to be led by the Whole School Wellbeing Coordinator, with the assistance of the **staff Wellbeing Group**, This direction intentionally strengthens staff ownership, agency, and trust in both the process and the outcomes, and is part of the Whole-School Wellbeing Coordinator's Action Plan

The most recent staff wellbeing survey was run with an external provider (Umbrella, in late 2023). While professionally delivered, it was **costly**, and the depth and usefulness of the findings were **not materially stronger** than those generated by the earlier internally led survey. Since that time, internal capability has increased, and **AI-supported tools** now allow for more efficient and rigorous processing of both quantitative data and open-text responses than was possible in 2021.

I am aware of a proposal to engage an external facilitator at a lower cost than the Umbrella survey conducted in late 2023. While this remains an available option, I have confidence in the **integrity, professionalism, and capability of the Whole School Wellbeing Coordinator and the staff Wellbeing**

Group to design and administer a robust, confidential, and methodologically sound survey. On that basis, my current preference is to proceed with a staff-led approach, while retaining the option of external facilitation should it be considered necessary or beneficial at a later stage.

The survey is overdue. It was not considered appropriate to run during 2025, given the national and local context of industrial disputes and pay negotiations, which were likely to significantly skew responses and reduce the reliability of findings. With those pressures easing, the Whole School Wellbeing Coordinator has confirmed willingness to proceed.

The current plan is to:
- Review and refine the existing staff wellbeing survey instrument (review by the team)
- Confirm alignment with good survey practice and staff voice principles
- Administer the survey in **Term 1, 2026**
- Analyse results at a **thematic and aggregate level**, with no individual identification.

Assurance of Confidentiality and Good Practice
The survey will be conducted using established research-based principles to protect staff confidentiality and ensure the integrity of findings. In particular:
- No raw comments will be attributed to individuals
- Open-text responses will be **analysed thematically**, rather than reported verbatim where identification could occur
- Data will be aggregated at whole-staff level (and, where appropriate, only broad groupings)
- Findings will be interpreted cautiously, focusing on **patterns and themes**, not isolated comments

This approach aligns with recognised wellbeing and organisational research guidance, which emphasises that staff wellbeing surveys are most effective when staff have confidence in anonymity and purpose, and when findings are used for learning and improvement rather than individual accountability.

Overall, this approach reflects a **mature and sustainable wellbeing culture**: staff-led, cost-effective, methodologically sound, and focused on improvement rather than compliance. It also strengthens internal capability while ensuring the survey is owned by those it is designed to support.

I look forward to discussion on this matter.

6. Compliance/ Legislation

6.1 Policies and Assurances

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

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

Refer to the board agenda.

Ngā mihi

Michael Hart
Tumuaki/Principal