

Te Kura Tuarua o Te Kāuaeranga 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

1 December 2025

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Introduction and Update

Tēnā koutou e te Poari,

This report summarises my key activities from **28 October to 25 November 2025**.

It covers governance, curriculum, wellbeing, partnerships, staffing, and operational matters.

1. Governance and Strategic Leadership

Board and Committee Work

- The **Property Committee** met on 21 November to progress ongoing maintenance, longer-term planning, and preparation for the upcoming Board meeting.
- Planning is underway for the **2026 Board meeting schedule**, ensuring alignment with statutory requirements, financial reporting cycles, and school operations.
- Continued refinement of the **Board agenda structure** and the development of a **Board Meeting Self-Evaluation tool** to strengthen meeting effectiveness and governance practice.

Policy, Compliance, and Assurance

- Substantial work has continued with HSNO (exempt laboratory) compliance documentation, including checklists and an annual audit template, for the science and technology departments. The approach will be extended to Health and PE and Art/Drama and other areas where there is a higher risk profile that 'standard classroom'.
- Further refinement of the **Attendance Policy and Procedures**, improving clarity and alignment with legislation.
- Ongoing redevelopment of the **Thames High School Student Support Trust Deed**, strengthening governance, reporting, and delegations.

2. Curriculum, Teaching, and Learning

Curriculum Development and Implementation

- SLT hui throughout November have maintained focus on readiness for **Te Mātaiaho** in 2026, including curriculum coherence across Year 9–13, assessment alignment, and local curriculum design.
- Continued refinement of learning area summaries and planning for 2026 programmes, including integrating the Graduate Profile and Instructional Model.
- Forward planning for anticipated NCEA shifts from 2028 is underway to ensure long-term alignment.

Student Leadership and Co-Curricular

- Ongoing support for the student leadership kaupapa, including post-session reflection activities and preparation for the 2026 process.
- Continued planning for **Active As** and related wellbeing initiatives supporting positive school culture.

3. Student Wellbeing, Voice, and Engagement

Wellbeing and Pastoral Support

- Continued collaboration with counselling staff and SLT regarding emerging wellbeing themes and pastoral needs.
- Progress in reviewing the use and purpose of the library/Hub, including input from the **Library Ideas hui on 13 November**.

4. Community, Iwi, and External Partnerships

Re-Engagement and Alternative Education Development

Significant progress has occurred this month on the development of a **local re-engagement programme and alternative education model** based at THS, in partnership with Ngāti Maru Rūnanga and the Ministry of Education.

Work has included:

- Collaborative planning discussions with iwi, MoE, and community partners.
- Drafting and refining elements of the **MoU**.
- Developing **criteria and processes** for identifying rangatahi who would benefit from the programme.
- Considering structures for pastoral care, learning support, and transitions back into mainstream schooling or pathways.
- Ensuring alignment with local curriculum aspirations, Te Tiriti responsibilities, and the kaupapa of Whakapiki Māuri.

This remains a major development area as we prepare for 2026.

Sector and Community Engagement

- Participation in the **School Sport NZ Special General Meeting** on 12 November.
- Attendance at the **PLG South Auckland MIT visit** on 19 November and continued engagement in leadership networks.
- Collaboration with local cluster schools on curriculum and provision matters.

5. Staffing, Recruitment, and Capability

- Successful recruitment activity in Technology and Science.
- Completion of comparative analysis of support staff resourcing across local schools to ensure equitable and sustainable structures.
- Ongoing review of support staff grading and payroll considerations to ensure appropriate alignment with collective agreements.

6. Operations, Property, and Resource Management

Operational Systems

- Work on timetable accuracy and data integrity has continued through November.
- Development and refinement of RAMS and safety planning templates for curriculum and co-curricular activities.
- Continued strengthening of attendance processes, including stepped interventions and clarity of roles.

Property and Infrastructure

- Ongoing review of library utilisation, informed by cross-school comparisons.
- Continued preparatory work for long-term property planning.

Scheduling and Compliance

- Developing meeting calendar options for 2026 that avoid public holidays and align with financial reporting cycles.

7. Communications and School Culture

- Communications with whānau regarding changes to planned activities, including updates on the Seakeepers trip and alternative opportunities.
- Support for staff responding to parental queries professionally and consistently.
- Preparations for end-of-year acknowledgements and prizegivings.
- Continued visibility and engagement around the school during intervals and daily activities.

Conclusion

The period from 28 October to 25 November has been marked by strong progress in curriculum readiness, governance refinement, re-engagement programme development, and ongoing work to support student wellbeing and positive school culture. My thanks go to the Board, SLT, kaiako, kaimahi, whānau, and iwi partners for their continued support and collaboration.

Focus Areas for 2026

As we move into 2026, our focus is on achieving stronger coherence and impact across the key areas that matter most for student success: achievement, attendance, wellbeing, curriculum implementation, and staff capability. This work aligns closely with our strategic intents and responds directly to Government and Ministry priorities, including strengthened expectations for curriculum delivery (English and Mathematics from 2026), improved attendance systems, and evidence-based achievement monitoring.

Our Annual Improvement Plan will refine and integrate these threads to ensure a clear, achievable, and disciplined programme of work that positions Thames High School for a successful ERO review and sustained improvement over time.

1. Achievement Monitoring, Progress, and Targeted Interventions (Junior & Senior)

A core strategic intent and ongoing priority for the school.

Key focus areas for 2026:

- Strengthen achievement tracking systems across Years 9–13, with clearer indicators for progress, coherence, and risk identification.
- Refine targeted interventions (academic mentoring, literacy/numeracy support, senior pathway support, re-engagement plans).
- Tighten alignment between junior progress measures (e.g., learning progression frameworks, literacy & numeracy) and senior success indicators (NCEA, vocational pathways).
- Ensure departmental action plans include clear achievement targets and strategies.
- Board visibility of progress through robust, timely reporting.

Why this matters:

Achievement is the central outcome measure that Ministry, ERO, and system expectations will increasingly emphasise—making this a foundation of the 2026 AIP.

2. Attendance and Engagement

Strengthening the systems that enable students to access learning.

2026 priorities:

- Full implementation of the Tiered Attendance Strategy (Tiers 1–3).
- Improved identification of patterns and earlier interventions.
- Stronger whānau engagement and improved clarity of attendance expectations.
- Reviewing the impact of attendance on achievement outcomes, as part of the AIP.

Why this matters:

Attendance is a school, Government and Ministry priority and directly influences **achievement**. It will be a mandatory focus area within the AIP.

3. Staff Wellbeing, Workload, and Professional Culture

A critical enabler of successful implementation.

2026 priorities:

- Identify and reduce unnecessary workload pressures ("gatekeeping"), especially around assessment, reporting, administration, and compliance.
- Support middle leaders to manage curriculum and assessment change sustainably.
- Strengthen collegial culture, teacher growth, and induction systems.

Why this matters:

Staff capacity and wellbeing are essential to achieving attendance, curriculum, and achievement goals. This will be a supporting focus in the AIP.

4. Behaviour, Wellbeing and Pastoral Support

Embedding systems that promote safety, belonging, and readiness to learn.

2026 priorities:

- Implement the updated Tier 2–3 Behaviour Framework consistently across staff.
- Strengthen pastoral pathways, documentation, and communication with whānau.
- Align behaviour expectations with the Instructional Model and school values.

Why this matters:

A well-functioning behavioural system supports both attendance and academic achievement—core AIP priorities.

5. Curriculum Implementation – English & Mathematics from 2026

National expectations require these learning areas to be fully implemented first.

Key focus areas:

- Implement the new English and Maths curriculum progressions and requirements from 2026.
- Ensure programme design aligns with the school's Instructional Model.
- Moderate assessments to ensure reliability.
- Provide targeted PLD for teachers and middle leaders.

6. ERO Review Preparation and Assurance

Ensuring readiness for the strengthened ERO evaluation model and serious-concern pathway.

Priorities:

- Consolidate evidence for curriculum implementation, pastoral systems, achievement progressions, and teaching practice.
- Strengthen internal evaluation systems and documentation.
- Update the Board's assurance cycle, risk register, and strategic evidence base.

7. Māori Success and Partnerships (Ngāti Maru)

A continued and deeply embedded priority.

2026 areas of focus:

- Strengthen Māori student progress and wellbeing.
- Advance iwi partnership in curriculum, leadership, and cultural practice.
- Ensure the graduate profile and Instructional Model continue to reflect local identity and kaupapa.

8. Te Mātaiaho – Other Learning Areas (Draft-to-Final Transition)

Preparing for subsequent waves of curriculum implementation.

Focus areas:

- Support Heads of Learning to prepare for staged implementation as areas are finalised.
- Maintain alignment with local priorities (local curriculum, Māori partnerships, graduate profile).
- Build professional development capacity to respond to Ministerial curriculum notices as they are released.

9. Leadership Development – Students and Staff

Building sustained capability for future growth.

Focus areas:

- Embed equitable student leadership pathways.
- Strengthen middle-leader capability in curriculum design, internal evaluation, and assessment literacy.
- Ensure SLT focus remains on instructional leadership and strategic alignment.

10. Property, Safety, and Infrastructure Readiness (NZSPA Transition)

Ensuring that the school's physical environment supports learning and wellbeing.

2026 focus areas:

- Prepare for engagement with the new School Property Agency.
- Maintain high-quality property, asset, and H&S documentation.
- Progress priority projects such as library/hub redevelopment and specialist learning spaces.

11. Governance Capability, Strategic Alignment, and AIP Refinement

Ensuring the Board is well prepared to govern through a period of change.

Key priorities:

- Update annual workplan, policies, and reporting to reflect new legislative and curriculum expectations.
- Strengthened risk and assurance systems.
- Ensure the 2026 AIP is **focused, coherent, and aligned with Government and Ministry priorities**, particularly:
 - Attendance
 - Achievement
 - Curriculum implementation (English & Maths first)
 - Wellbeing and engagement
 - System compliance and evidence-based practice

Overall Strategic Direction for the AIP and 2026 Work Programme

2026 will be a year of consolidation, coherence, and targeted improvement.

The Annual Improvement Plan will be tightly aligned to national priorities—achievement, attendance, curriculum, and wellbeing—while supporting staff capacity and sustaining our commitments to equitable outcomes, Māori success, and local identity.

1. Curriculum, Assessment and Reporting

1.1 Achievement Progress – NCEA

Summary of NCEA progress to date by year level (25 November 2025)

Currently enrolled resident (RE) students, excluding International, Alternative Education students.

- Earned in the **current year**.
- In the next column, the previous month's data (19 Aug 2025)
- Comparison figures from October 2024 and Aug 2024 (shaded)

Green figure = better than last year's comparison data

Orange = similar or slightly less than

Red = significantly less than

Significant increase in the number of credits published, and these data may be out of date by the time of the board meeting with the rush to validate credits.

	Year 11 /Level 1		Year 12/ Level 2		Year 13/ Level 3		Year 11 /Level 1	Year 12/ Level 2	Year 13/ Level 3
	25 Nov	22 Oct	25 Nov	22 Oct	25 Nov	22 Oct	19 November 2024 (23 Oct 2024)		
Average credits achieved this year	64	46	69	51.4	48	40	51 (42)	67 (55)	46 (38)
Average credits attempted	73	55	79	58.7	55	46	58 (49)	76 (63)	51 (41)
Number of students*	76	76	67	68	50*	49	78 (78)	60 (60)	48 (48)
Number who have achieved L1 Literacy	66	65	65	63	49	48	59 (59)	57 (57)	47 (47)
Number who have achieved L1 Numeracy	61	60	64	65	49	48	65 (65)	58 (58)	46 (46)
Number who have achieved UE Literacy	N/A	N/A	9	1	28	28	N/A	14 (12)	20 (17)
Number who have achieved NCEA	43	14	54	30	26	12	17 (10)	39 (29)	17 (8)

* Including one student left with Level 3 in October.

Here's a clear, well-framed set of **comments on the table of achievement**, focusing first on *changes since October 2025*, then comparing *November 2024 to November 2025*. I've kept the tone appropriate for board or leadership reporting.

Summary of Changes Since October 2025

Year 11 (Level 1)

- **Average credits achieved** increased substantially from **46** → **64**, and **credits attempted** rose from **55** → **73**.
→ This suggests both improved engagement and successful assessment completion over the past month.
- **Literacy and numeracy** have each increased by **one student**, indicating stable progress in foundational achievement.
- **NCEA L1 achievement** lifted markedly from **14** → **43**, a significant late-year surge typical of final assessment completion.

Year 12 (Level 2)

- **Average credits achieved** rose from **51.4** → **69**, with credits attempted also rising from **58.7** → **79**, indicating a strong end-of-year push.
- **Literacy (L1) and numeracy (L1)** are stable (minor movements only).
- **UE Literacy** increased sharply from **1** → **9**, reflecting late confirmations of writing/reading standards.
- **NCEA L2 achievement** jumped from **30** → **54**, showing a strong consolidation of results.

Year 13 (Level 3)

- **Average credits achieved** increased from **40** → **48**, with attempts rising from **46** → **55**, signalling a constructive last month.
- **UE Literacy** remained stable at **28**.
- **NCEA L3 achievement** increased from **12** → **26**, demonstrating improved qualification completion rates as results are confirmed.

Comparison: November 2024 vs November 2025

General Trends

Across all three-year levels, the **November 2025 results show noticeable improvement** over November 2024 in:

- **Average credits achieved**
- **Credits attempted**
- **NCEA qualification rates**

This indicates stronger engagement, increased assessment completion, and more secure qualification outcomes this year.

Year 11 Comparison

- **Average credits achieved: 64 (2025)** compared with **51 (2024)** → a strong improvement of **+13 credits**.
- **NCEA L1 achievement: 43 (2025)** versus **17 (2024)** → showing a significantly higher rate of qualification completion.

Overall: Year 11 is performing at a considerably stronger level than at the same point last year.

Year 12 Comparison

- **Average credits achieved: 69 (2025) vs 67 (2024)** → broadly similar, though the **distribution** may be smoother this year.
- **NCEA L2 achievement: 54 (2025) vs 39 (2024)** → an improvement of **+15 students**, showing more secure credit accumulation.
- **UE Literacy: 9 (2025) vs 14 (2024)** → lower at this stage, suggesting a potential focus area.

Overall: Achievement is stronger, though UE Literacy is comparatively weaker.

Year 13 Comparison

- **Average credits achieved: 48 (2025) vs 46 (2024)** → slightly higher.
- **NCEA L3 achievement: 26 (2025) vs 17 (2024)** → a notable increase.
- **UE Literacy: 28 (2025) vs 20 (2024)** → a significant lift, showing stronger readiness for tertiary pathways.

Overall: Year 13 shows improvement across all major indicators, especially in UE literacy and NCEA completion.

Two High-Level Observations

1. **End-of-year consolidation in 2025 is stronger than in 2024**, with larger late increases in both attempted and achieved credits. This suggests improved assessment planning and follow-through.
2. **Qualification completion at all levels is materially higher in 2025**, especially for Level 1 and Level 3, indicating stronger overall performance and potentially better support or tracking processes.

Of course, these figures remain provisional, as we are still awaiting external assessment results. The Senior Achievement Monitoring and Intervention Coordinator's section later in this report provides a fuller analysis.

There are several students with assured but not yet published results, especially in the arts, which will refine the overall qualification picture once confirmed.

International students

International students' progress is monitored by the International Programme Manager (IPM). Data for students who are pursuing NCEA are presented here, for reference.

NCEA is primarily pursued by Japanese students over several years.

At of 25 November 2025:

- 18 international students, 9 NCEA, and 9 NON-NCEA

YEAR	Number FF NCEA	Ave. credits earned FF NCEA students	Ave. credits attempted FF NCEA	% Ave Success	Ave. credits earned Resident (RE) students	Ave. credits attempted RE	% Ave Success
11	3	105	125	84%	63.6	73.2	87%
12	4	95	105	90%	68.5	79.1	87%
13	2	59	74	80%	48.1	55.0	87%
Total	9	91	104	88%	61.3	70.5	87%

For the 9 fee-paying international students engaged in NCEA, overall performance is strong. Across all levels, **FF students have achieved an average success rate of 88%**, slightly above the **87% average success rate for resident students**. Although the numbers involved are small, the pattern indicates that FF students are engaging well with assessment and completing a high proportion of the standards they attempt.

- **At Year 11**, FF students are attempting **significantly** more credits on average (125 vs 73.2) and achieving at a high rate (84%), comparable to RE students (87%)
- **At Year 12**, FF students again attempt a large volume of credits and maintain a strong success rate (90%), slightly above the RE cohort (87%).
- **At Year 13**, FF students' average credits earned (59) and attempted (74) are again healthy, with an 80% success rate. While this sits below the RE average (87%), it is consistent with the small cohort size and often more individualised subject pathways for international students.

Overall, these results suggest that **international NCEA students are well supported and making solid academic progress**, with achievement levels broadly in line with or exceeding resident student performance. Further detail and qualification confirmation will be incorporated once external results are released.

Summary of NCEA progress Credits, by year level / Gender – ranges (25 Nov 2025)

The tables below are **all** credits gained, not just in the current year.

Comparisons of the last three months, and last year at this time.

Year 11 / Level One	Credits towards L1 (ranges) – numbers of students <i>Need at least 80 L1+ credits, incl. 10 cr literacy and 10 cr numeracy</i>												
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Total
F	1	1		1	3	2	1	4	8	20	7	3	51
M		1		1				2	9	9	7		29
Total @ 25 Nov	1	2		2	3	2	1	6	17	29	14	3	80
Total @ 22 Oct	1	2	1	5	4	1	16	19	17	13	1		80
Total @ 19 Aug	1	3	9	11	13	21	14	5	1				78
Total @ 22 July	2	3	10	12	23	20	4	3					77
Total @ 23 Oct 2024			3	5	2	12	14	17	15	9	1		78

Year 12 / Level Two	Credits towards L2, ie. L2 + (ranges) – numbers of students <i>Need at least 60 L2+ credits plus 10 cr literacy and 10 cr numeracy</i>												
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Total
F	1			2		2	4	10	8	6	1	2	36
M		1				1	2	11	5	7	5	3	35
Total @ 25 Nov	1	1		2		3	6	21	13	13	6	5	71
Total @ 22 Oct	1	1	2	4	4	7	17	14	13	3		2	68
Total @ 19 Aug		3	5	11	16	23	8	3	1			1	71
Total @ 22 July	1	3	6	12	25	18	3	2	1			1	72
Total @ 23 Oct 2024		1	2	3	4	9	12	13	10	2	3	1	60

Year 13 / Level Three	Credits towards L3, ie. L3 + (ranges) – numbers of students <i>Need at least 60 L3+ credits plus 10 cr literacy and 10 cr numeracy</i>												
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Total
F			1	1	2	2	2	8	6	1		2	25
M		1	2	2	3	5	4	2		4	1	2	26
Total @ 25 Nov		1	3	3	5	7	6	10	6	5	1	4	51
Total @ 22 Oct		2	3	4	8	8	11	5	2	2	1	3	49
Total @ 19 Aug		3	7	12	18	6	1	2	1	1			51
Total @ 22 July	2	3	10	17	14	1	2	2		1			52
Total @ 23 Oct 2024	1	4	9	13	7	9	3	1	1				48

Additional Commentary on NCEA Progress (as at 25 November 2025)

(All credits shown are total credits gained toward the qualification, not just this year.)

NCEA Progress by Year Level and Gender

All credits shown are total credits gained toward the qualification (as at 25 November 2025).

Year 11 – Level 1

(80 credits incl. 10 credits Literacy + 10 credits Numeracy required)

Progress at Level 1 continues to improve, with a strong upward shift since October.

- There is now a large group in the **70–99 credit range**, with **many already at or above 80 credits**, and others likely to cross the threshold once external and assured results are confirmed.
- The number of students below 40 credits has reduced significantly, showing stronger cohesion and engagement across the cohort.

Gender pattern – Year 11

- **Female students** are more strongly represented in the **80–99** range and show a smoother distribution across the upper bands.
- **Male students** are more concentrated in the **60–89** range, with fewer in the very highest bands, but still a solid presence above the 70-credit mark.
- Very few students of either gender remain in the lowest credit bands.

Year 12 – Level 2

(60 Level 2+ credits + 20 credits at any level, with Literacy/Numeracy requirements also applying)

The Year 12 cohort is well positioned for Level 2.

- A substantial group is now sitting **above 80 credits**, with a further group in the **60–69** range who meet the core Level 2 credit requirement pending confirmation of underlying Level 1 requirements.
- Only a small number remain in the 20–49 bands, and very few in the lowest ranges.

Gender pattern – Year 12

- **Female students** are more strongly represented in the **80–99** range, indicating earlier and more complete credit accumulation.
- **Male students** cluster more in the **70–79** range, still above the key Level 2 threshold but with slightly greater variability.
- Both genders are represented among the highest credit earners (90+).

Year 13 – Level 3

(60 Level 3 credits + 10 credits Literacy + 10 credits Numeracy (at Level 1+) required)

Level 3 progress is encouraging.

- There is a solid group in the **60–89** range who are well placed for Level 3, alongside a number of students who have accumulated **100+ credits**.
- A smaller group in the **20–49** band will rely on strong external performance and/or outstanding results being confirmed to meet Level 3.

Gender pattern – Year 13

- **Female students** are more strongly represented in the **70–89** range, indicating steady and consistent progress toward Level 3 completion.
- **Male students** are more evenly spread across **20–69**, with some high-end performers in the **100+** range, but a slightly larger proportion still short of the Level 3 threshold.

Summary of NCEA progress Credits, by year level / “Prioritised” Ethnicity – ranges

Year 11 / Level 1												
Ethnicity - Level 1 Group	0	1-9	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Grand Total
Asian							2	3	5	2	1	13
European	1	2	1		1		1	10	15	5		36
Māori			1	3	1	1	3	2	7	7	2	27
Other									1			1
Pasifika								2	1			3
Grand Total	1	2	2	3	2	1	6	17	29	14	3	80

Year 12 / Level 2											
Ethnicity - Level 1 Group	0	1-9	20-29	40-49	50-59	60-69	70-79	80-89	90-99	>100	Grand Total
Asian	1			1	1	3	3	1	2		12
European		1	1		3	7	5	7	2	3	29
Māori			1	2	1	10	5	5	1	1	26
MELAA					1				1	1	3
Other						1					1
Grand Total	1	1	2	3	6	21	13	13	6	5	71

Year 13 / Level 3													
Ethnicity - Level 1 Group	1-9	10-19	20-29	30-39	40-49	50-59	(blank)	60-69	80-89	70-79	90-99	>100	Grand Total
Asian					2			2					4
European		1	1	2	1	3		6	1	4	1		20
Māori	1	2	1	3	3	3		2	4	1		4	24
MELAA			1							1			2
Other					1								1
Grand Total	1	3	3	5	7	6		10	5	6	1	4	51

Year 11 – Level 1

(80 credits incl. 10 credits Literacy + 10 credits Numeracy required)

The Level 1 distribution shows a strong spread of Māori students in the qualification-relevant ranges.

Māori students

- Māori learners are well represented across the **60–89** credit bands, with many positioned to meet Level 1 once external and assured results are added.
- There are **several Māori students already at or above the 80-credit threshold**, and **two Māori students** in the **100+** credit band, reflecting very strong achievement.
- Very few Māori students remain in low-credit ranges (0–39), showing healthy engagement.

Non-Māori students

- Non-Māori (Asian, European, Pasifika, Other) dominate numerically in the **80–99** range, which reflects larger cohort size.
- A small number appear in lower ranges (0–29), but the majority are in the mid-to-upper bands.

Summary for Year 11 (Ethnicity)

The Māori distribution at Level 1 shows greater depth and improved positioning compared with typical patterns at this stage of the year, with strong representation across the key achievement bands and several top-end achievers.

Year 12 – Level 2

(60 Level 2+ credits + Literacy/Numeracy requirements must be met)

Māori students are strongly positioned for Level 2, with a healthy spread across the qualification-relevant ranges.

Māori students

- Māori learners have a strong concentration in the **60–89** ranges (20 students), which aligns well with Level 2 completion requirements.
- Notably, **no Māori students** sit in the **0–19** band, indicating strong engagement and steady credit accumulation.
- Māori high-end achievement is present, with learners in the **90–99** and **100+** brackets.

Non-Māori students

- Non-Māori students cluster in similar places, with slightly higher numbers in the **90–100+** bands.
- A small number remain in the lower ranges (0–49), though not in disproportionate numbers given cohort size.

Summary for Year 12 (Ethnicity)

Māori students are tracking well for Level 2, with a healthy spread across the core achievement ranges and very few in the low-credit bands. The 2025 Māori profile at L2 is stronger than at the same point in prior years.

Year 13 – Level 3

(60 Level 3+ credits + Literacy/Numeracy requirements must be met)

Level 3 patterns show solid Māori progress and significant high-end achievement.

Māori students

- Māori learners have balanced representation across the **30–59** and **70–89** bands, with several already well placed for Level 3 completion.

- **Four Māori students** are in the **100+** credit range, a notable strength in high-end achievement.
- A small number sit in the low-mid ranges (0–29 and 20–39), but this is not disproportionate.

Non-Māori students

- Non-Māori learners have a larger cluster in the **60–69** band – the critical range for Level 3 qualification.
- Strong representation also exists in the **70–99** and **100+** bands.

Summary for Year 13 (Ethnicity)

Māori students show good depth across mid and upper credit bands at Level 3 and a strong group of high achievers in the 100+ range. Fewer Māori learners are in low-credit ranges compared to typical patterns, indicating strong engagement and progress.

Overall Ethnicity Analysis Across the Senior School

- Māori students display **stronger depth and less risk** across all year levels than in prior years.
- Māori learners have **high-end achievers** at all levels, especially Level 3.
- Non-Māori students dominate the very top bands numerically, consistent with their larger group size, but Māori students maintain a meaningful presence across all high-performing brackets.
- Very few Māori students appear in the lowest bands (0–19), a positive indicator of sustained engagement.

1.2 Literacy /numeracy Update

Snapshot (As of 25 November)

Year level	L1 Lit No L1 Num No	L1 Lit No L1 Num Yes	L1 Lit No Total	L1 Lit Yes L1 Num No	L1 Lit Yes L1 Num Yes	L1 Lit Yes Total	Grand Total
9	89	3	92	0	0	0	92
10	39	7	46	8	35	43	89
11	19	1	20	5	61	66	86
12	4	2	6	1	66	67	73
13	1	1	2	0	50	50	52
Grand Total	152	14	166	14	212	226	392
Y10 – Y13	63	11	74	14	212	226	300

October:

Year	L1 Lit No L1 Num No	L1 Lit No L1 Num Yes	L1 Lit No Total	L1 Lit Yes L1 Num No	L1 Num Yes L1 Lit No	L1 Num Yes Total	Grand Total
9	90	3	93	0	0	0	93
10	39	7	46	8	35	43	89
11	20	1	21	5	60	65	86
12	4	5	9	1	64	65	74
13	1	1	2	0	49	49	51
Grand Total	154	17	171	14	208	222	393
Y10-13	64	14	78	14	208	222	300

Key points:

- There has been very little shift of the crucial **No L1 Lit AND No L1 Num** group.
- A reduction in the No L1 Lit by 4, especially Year 12 where three have now achieved literacy.
- Consequently, the number who have completed the total co-requisite (lit and num) – has increased by 4.

1.3 “Potential Achievers” – NCEA

Potential Achievers Report – Years 11–13

26 November 2025

L Ardern

Year 11 – NCEA Level 1	Year 12 – NCEA Level 2	Year 13 – NCEA Level 3
Cohort: 22 students remain on the Potential Achievers list (out of 86). - Eight international students and one Goldfields student are not sitting NCEA Level 1. Ethnicity - Māori – 7 - European – 9 - Japanese – 2 - Pasifika – 1 - Cambodian – 1 - Other Asian – 1 - Other European – 1 Gender - Female – 17 - Male – 5 Literacy / Numeracy - Yet to achieve Literacy (LIT): 1 - Yet to achieve Numeracy (NUM): 4 - Yet to achieve both LIT/NUM: 13 Attendance - Above 90%: 9 80–90%: 4 50–80%: 8 - Below 50%: 1 Credits 60+ credits: 3 (all require LIT) 50–60 credits: 5 40–50 credits: 5 30–40 credits: 4 10–30 credits: 4 10 or fewer credits: 1	Cohort: 6 students on the Potential Achievers list (out of 73). - Three international students are not sitting NCEA. Ethnicity - Māori – 1 - Japanese – 2 - European – 3 Gender - Female – 3 - Male – 3 Literacy / Numeracy - Yet to achieve Literacy (LIT): 2 - Yet to achieve Numeracy (NUM): 1 - Yet to achieve both LIT/NUM: 1 Attendance - Above 90%: 2 50–80%: 3 - Below 50%: 1 Credits 60+ credits: 2 (both require LIT) 40–50 credits: 1 20–30 credits: 2 10 or fewer credits: 1 (Year 12 student sitting Level 1)	Cohort: 11 students on the Potential Achievers list (out of 51). Ethnicity - Māori – 5 - European – 4 - South African – 1 - Japanese – 1 Gender - Female – 4 - Male – 7 Literacy / Numeracy - Yet to achieve both LIT/NUM: 1 - Yet to achieve Literacy only: 1 Attendance - Above 90%: 1 80–90%: 2 50–80%: 6 - Below 50%: 2 Credits 40+ credits: 3 30–40 credits: 3 20–30 credits: 3 10–20 credits: 2

Interventions to Date

- These are examples of interventions that were used, not all used for all those on the list

Targeted Support Structures

- Established a Year 11 Potential Achievers group (Teacher Aide, Sonya Brown; Year 11 Kaiāwhina, Nichola Voice; Deputy Principal, Gareth Wright; and the report writer). Met fortnightly.
- Established a Year 12/13 group (Kaiāwhina Jen Fletcher and the report writer).

Monitoring and Identification

- Fortnightly KAMAR credit tracking and analysis.
- Students identified using combined indicators:
 - Attendance
 - Credit progress
 - Success rates
 - Estimated credits
 - Teacher and student feedback
- Students placed into two tiers:
 - Group 1: Not on track and requiring substantial support at home and school.
 - Group 2: At risk of not achieving and requiring some support.

Student Engagement and Mentoring

- Individual student interviews to plan next steps and discuss progress.
- Open-door access for credit checks and support — highly effective.
- Encouragement for students to proactively discuss progress with teachers.
- Teachers selected students for mentoring.
- Career conversations held as needed.

Whānau Engagement

- Phone calls to parents/caregivers.
- Letters encouraging attendance at Term 3 parent-teacher conferences (very low turnout).
- End-of-year letters reminding whānau that the school year continues until 12 December unless all credits are achieved (three responses received, all positive).

Additional Academic Supports

- Placement of students in VOC classes early in the year, with more added as needed.
- Movement of students from ORA into VOC to support credit catch-up.
- After seniors left, targeted students returned to complete unfinished work, then continued with unit standards to build essential skills.

Completion and Sign-off

- When students achieved all required credits, they were released from attendance, with a letter confirming successful completion at their NCEA level.

Additional Notes

- Most students on the Potential Achievers list have been on it since the start of the year, with few unexpected additions.
- The majority were also on the list in 2024 or earlier, indicating persistent barriers for a core group of learners.

1.4 Curriculum Changes

Te Mātaiaho | The New Zealand Curriculum – Overview

The refreshed *New Zealand Curriculum* | *Te Mātaiaho* represents a significant change for schools. The changes aim to ensure every learner gains the knowledge, skills, and capabilities to be a lifelong learner and an active participant in their community, society, and future career.

It should be noted that the National Curriculum is published by the Minister of Education under section 90(1) of the Education and Training Act 2020 (the Act) as a foundation curriculum policy statement and a national curriculum statement, that give direction to each school's curriculum and assessment responsibilities (section 127 of the Act), teaching and learning programmes (section 164 of the Act), and monitoring and reporting of student performance (section 165 of the Act and associated Regulations).

For Mathematics and English: “Depending on their contexts, some schools may not be ready for full implementation on day one of the 2026 school year. These schools will need to make a start by developing, and then executing, a plan that achieves full implementation as soon as practicable over the course of 2026.”

Purpose and Intent

Te Mātaiaho provides a clearer, more coherent national framework that strengthens **equity and excellence**, reflecting the principles of **Te Tiriti o Waitangi** and embedding **te ao Māori** across learning. It sets out what all students should know, understand, and be able to do as they progress through schooling, reducing variability and ensuring every student has access to **rich, high-quality knowledge**.

The curriculum focuses on **disciplinary knowledge and practices**, sequenced year-by-year to build depth and coherence. It draws from the **science of learning** and includes national, global, and local content that reflects **Aotearoa New Zealand's bicultural foundation, Pacific connections, and multicultural society**. Schools are encouraged to work with **hapū and iwi** to include *mātauranga ā-rohe*, *tikanga Māori*, and *te reo Māori* in local programmes.

Critiques and Challenges

While the intent has been widely supported, feedback and concerns include:

- **Perceived increase in prescription**, potentially limiting flexibility in local curriculum design.
- **Pace of implementation**, given other concurrent reforms (NCEA, literacy and numeracy).
- **Workload and readiness**, requiring significant PLD, planning, and resourcing.
- **Clarity and communication**, with evolving Ministry guidance complicating planning.
- **Balance between knowledge and skills**, as some fear creativity and inquiry may be reduced.
- **Assessment alignment**, with uncertainty about future links to NCEA.

Overall Message

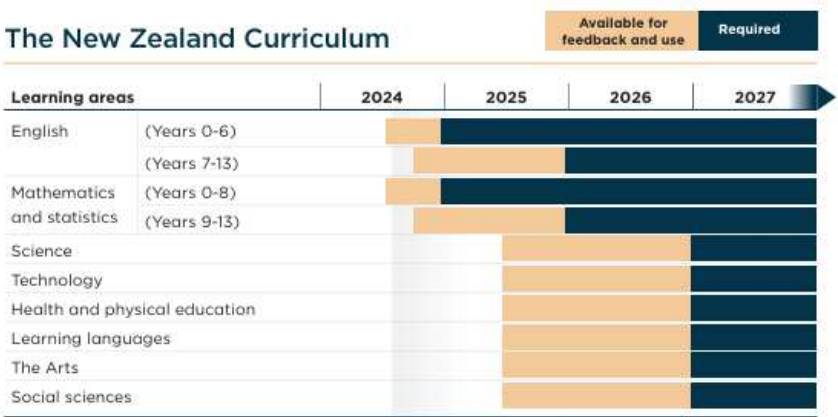
Te Mātaiaho aims to bring greater clarity, coherence, and cultural grounding to what is taught in New Zealand schools. It provides a strong foundation for equity and consistency, while enabling schools to design localised, responsive programmes that honour **Te Tiriti o Waitangi**, reflect **te ao Māori**, and meet the diverse needs of all learners.

The Ministry have provided [Tāhūrangi - New Zealand Curriculum](#) resources to support implementation. There is plenty of detail, organised by New Zealand Curriculum (background), Implementation Supports, Learning Area Resources, Assessment and Reporting, Teaching Support and Leadership Resources. These will be helpful, yet will require significant time to understand and apply.

Required Learning Areas

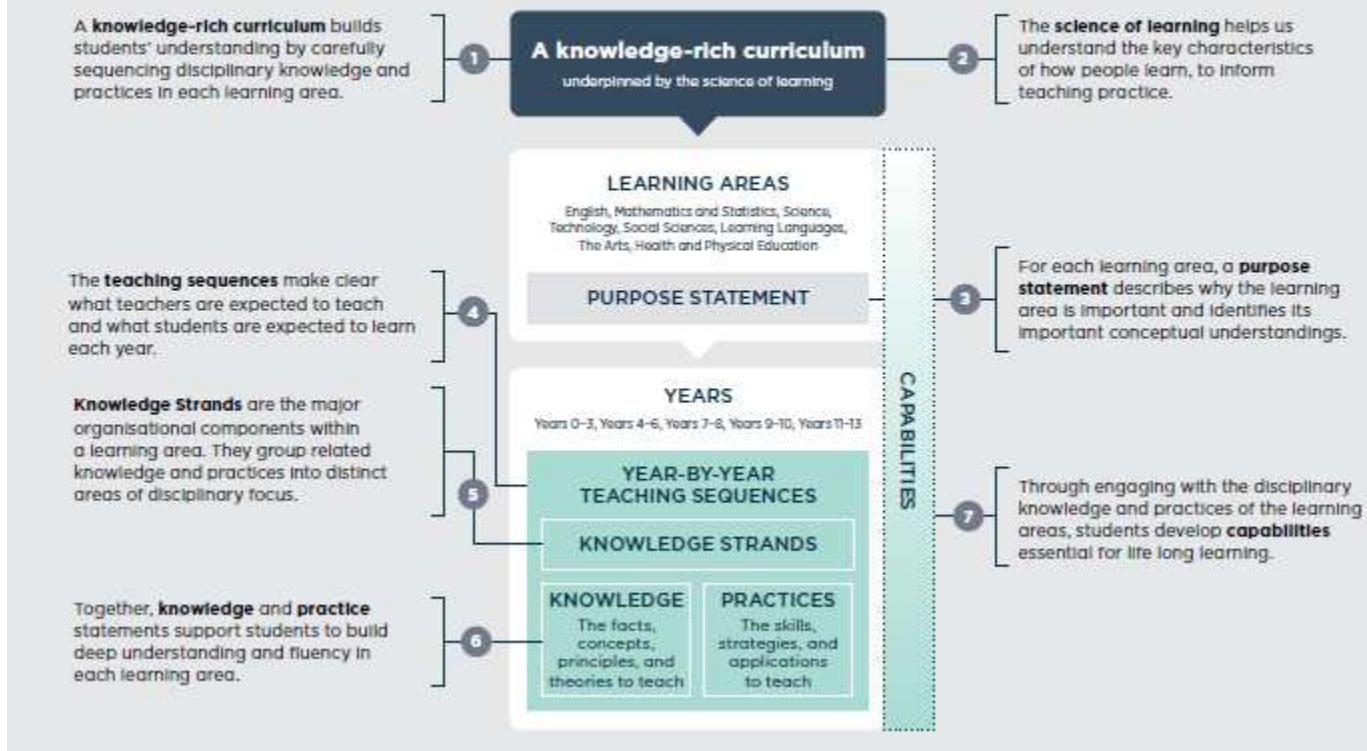
Schools (through the principal and staff) must ensure that students continue to experience learning across all **eight curriculum areas** through to the end of Year 10:

- [English](#), [Mathematics & Statistics](#), [Science](#), [Social Sciences](#), and [Health & Physical Education](#) – must be taught in full. (Parents may request exemption from sexuality education.)
- [The Arts](#) – at least **one** strand (Dance, Drama, Music, or Visual Arts) must be taught each year.
- [Technology](#) – at least **two** strands (Materials & Processing, Spatial & Product Design, Digital Technologies, Electronics & Mechatronics, or Computer Science) must be taught each year.
- [Learning Languages](#) – encouraged, but not compulsory. Schools are supported to offer **te reo Māori**, **New Zealand Sign Language**, and other languages where possible.



Page 6 of The New Zealand Curriculum | Te Mātaiaho represents **has this summary of how each learning area curriculum will be structured:**

Learning area structure



Each learning area is divided into phases:

- **PHASE 1 (Y0-3)**
- **PHASE 2 (Y4-6)**
- **PHASE 3 (Y7-8)**
- **PHASE 4 (Y9-10)**
- **PHASE 5 (Y11-13) – yet to be released**

Assessment is woven into the curriculum and expected to embed formative assessment to inform explicit teaching and explicitly linked to reporting. The descriptors are expected to be:

- **Emerging:** Students require support to meet curriculum expectation for their year level and/or goals as described in their personalised learning plan.
- **Developing:** Students are making some progress towards curriculum expectations for their year level.
- **Consolidating:** Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.
- **Proficient:** Students are meeting curriculum expectations for their year level.
- **Exceeding:** Students are exceeding curriculum expectations for their year level.

Time Allocations and Programme Design

The *New Zealand Curriculum* | *Te Mātaiaho* provides some guidance about time allocations of learning area - based on **approximately 20 hours of teaching and learning per week**, with a further **5 hours** for supporting activities such as assemblies, transitions, and administration. This does not fully suit a secondary context, but we can draw some conclusions regarding priorities and expectations.

- The remaining time is to be allocated proportionally across the learning areas, with flexibility for **local priorities, integration of subjects, and contextual learning opportunities** (e.g., sport, cultural activities, or project-based learning).

Key Message

These guidelines are designed to ensure all students access the **full breadth of curriculum learning** through to Year 10 while allowing schools flexibility to reflect **local context, student strengths, and community aspirations**.

Advice on **approximate** time allocation across learning areas to support curriculum implementation in Years 0–8 and Years 9–10

	Time allocation period	Teaching and learning time	English (reading, writing)	Science	Technology Health and Physical Education	Optional Learning Languages and/or additional activities
			Mathematics and Statistics	Social Sciences	The Arts	
Years 0–8	Week	20 hours	15 hours ⁴	2 hours	3 hours	0.5 hours
	Term (approx. 10 weeks) ⁷	200 hours	150 hours	20 hours	30 hours	5 hours
	Year (200 hours × 4 terms)	800 hours	600 hours	80 hours	120 hours	20 hours
Years ⁶ 9–10	Week	20 hours	8 hours	6 hours	4.5 hours	1.5 hours
	Term (approx. 10 weeks) ⁷	200 hours	80 hours	60 hours	45 hours	15 hours
	Year (200 hours × 4 terms)	800 hours	320 hours	240 hours	180 hours	60 hours

4. Note there will be opportunities for this teaching to occur across other learning areas

5. The hours have been modelled to reflect TALIS research (data for Years 7–10 only) showing that on average, NZ teachers spend 81% of time on teaching & learning and 19% of their time on other supporting tasks <https://www.oecd.org/en/topics/curriculum-and-instruction-time.html>. These are on balance over a week, term, and year.

6. This has been modelled from a review of school timetables which shows that this is a common practice approach across Secondary Schools.

7. Modelled off a five hour day over a 10-week term

8. An hour a day each of reading, writing, and maths for Years 0–8

Implications and Next Steps – Implementing Te Mātaiaho (Years 9–13)

The refresh of *Te Mātaiaho* | *The New Zealand Curriculum* signals a fundamental shift in how curriculum design, pedagogy, and assessment are aligned. For secondary schools, especially across Years 9–13, implementation will require deliberate planning and leadership focus in the following areas:

- Curriculum design:** Review and realign school programmes to the *Te Mātaiaho* learning area structure, ensuring coverage, sequencing, and coherence from Year 9 onwards.
- Cultural responsiveness:** Continue to embed **Te Tiriti o Waitangi** and **te ao Māori** authentically across learning, in partnership with **hapū and iwi**, including the integration of local *mātauranga, tikanga, and te reo Māori*.
- Pedagogy and practice:** Strengthen **evidence-informed teaching** and **deliberate acts of instruction**, ensuring all students can access and progress through the curriculum.

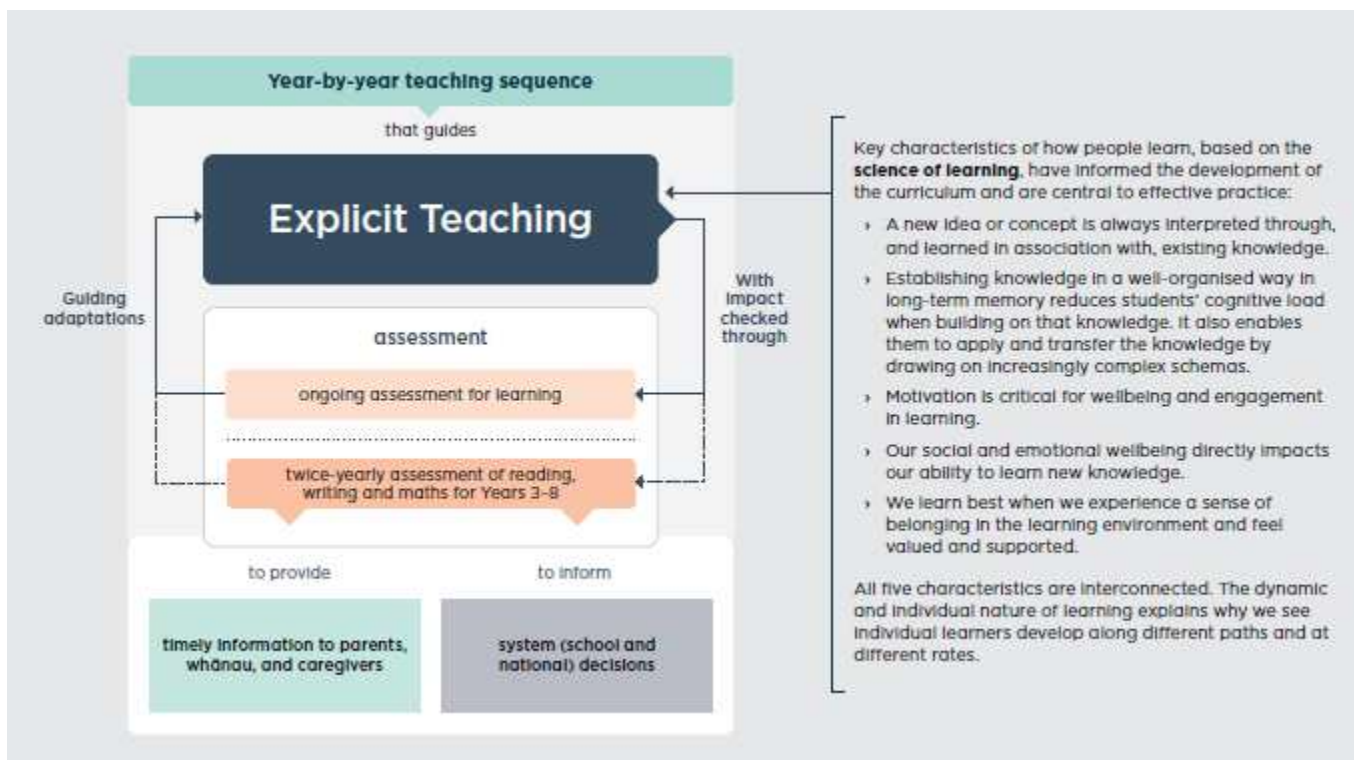
- **Leadership and governance:** Boards and leaders make **strategic decisions** about local implementation—balancing national requirements with community context and priorities.
- **Professional capability:** Sustained **PLD investment** is required to build teachers' curriculum knowledge, assessment literacy, and culturally sustaining pedagogy.
- **Assessment and reporting:** Align internal systems with the refreshed curriculum and the evolving **qualifications framework**.

Implementation Timeline (Indicative for Years 9–13)

Year	Focus	Key Actions
2025	<i>Preparation and Alignment</i>	• Review Year 9–10 curriculum against <i>Te Mātaiaho</i> • Map current learning to new learning area sequences • Begin professional learning in disciplinary and cultural knowledge • Develop leadership understanding of national expectations
2026	<i>Initial Implementation – Year 9</i>	• Full implementation of <i>Te Mātaiaho</i> at Year 9 • Embed time allocations and required learning area coverage • Integrate te ao Māori and local <i>mātauranga</i> • Continue PLD and review teaching programmes
2027	<i>Progressive Implementation – Years 9–10</i>	• Extend full implementation to Year 10, consolidate practice at Year 9 • Strengthen cross-curricular coherence and assessment design • Prepare / plan for alignment with revised qualifications at Year 11
2028	<i>Senior Curriculum Alignment</i>	• Review Years 11–13 alignment with Qualifications Framework and <i>Te Mātaiaho</i> • Embed evidence-informed pedagogy and assessment moderation • Ensure coherent pathways across curriculum and qualifications (NZCE / NZACE or NCEA)
2029 +	<i>Embedding and Evaluation</i>	• Consolidate practice across Years 9–13 • Evaluate impact on learner progress and wellbeing • Adjust programmes based on evidence and community feedback

Key Messages

Successful implementation depends on **strategic leadership** (senior and middle leadership), **building teacher capability**, and **authentic school curriculum design**.



Curriculum summaries (from 2026)

Mathematics

- **Strands:** Number, Algebra, Measurement, Geometry, Statistics, and Probability.
- **Years 7–8 (Phase 3):** Students use **reasoning and logic** to solve problems, make connections across concepts, and justify solutions using mathematical language and notation. They recognise patterns, generalise ideas, and work fluently with **integers and emerging irrational numbers**, using **data visualisations** to analyse variation and support claims.
- **Years 9–10 (Phase 4):** Learning focuses on **proportional reasoning, measurement, and geometry**, including transformations and right-angled triangles. Students generalise relationships using **tables, equations, and graphs**, extend understanding of **area, perimeter, and volume**, and apply **data and probability** to explore trends and variation.
- [Teaching sequences for Phase 4](#) break the strands into **Knowledge** (*The facts, concepts, principles, and theories to teach*) and **Practices** (*The skills, strategies, and applications to teach*). And the Language of Mathematics and Statistics

English

- **Strands**

- Years 0-8: **Oral Language** (understanding of spoken and signed languages), **Reading** (decoding, making meaning from, and think critically about texts.) **Writing** (writing for a variety of purposes, using the codes, conventions, and structures that enable others to understand what they have written)
- In Years 9–10, **two strands** (effectively integrating and expanding on the three strands)
 - **Text Studies** focuses on teaching students to expand their knowledge of a broader range of literary and non-fiction text forms.
 - **Language Studies:** how to craft written, visual, and oral texts for a variety of purposes and audiences.
- **Years 7–8 (Phase 3):** Students receive explicit teaching in **oral language, reading, and writing**, building comprehension, vocabulary, and fluency. They engage with increasingly complex texts that reflect **Aotearoa's bicultural and multicultural heritage**, learning how **structure, language, and context** shape meaning. This stage lays the foundation for disciplinary English study.
- **Years 9–10 (Phase 4):** Teaching deepens understanding through integrated **Text and Language Studies**. Students analyse how texts reflect **historical, cultural, and social contexts**, and refine control across **written, oral, visual, and digital** forms. They study **New Zealand literary voices** and evaluate how media and digital texts construct meaning—preparing for advanced analysis and text creation in senior English.
- [Teaching sequences for Phase 4](#) break the strands into **Knowledge** (*The facts, concepts, principles, and theories to teach*) and **Practices** (*The skills, strategies, and applications to teach*). And a *Years 9-10 English. Glossary*.
- English Language Learners (ELLs) are included in the English Curriculum Statement. Teachers use the [English Language Learning Progressions \(ELLP\) and English Language Learning Progressions \(ELLP\) Pathway](#) to plan targeted language support for new learners of English and those that are developing proficiency in the English language.

DRAFT curriculum areas

Learning Area	Strands	Key phases 3-4	Teaching Sequence
Science	Two strands: In Science Years 0–10: teaching is structured around the following two strands: • Physical Science: Focuses on matter, energy, forces, motion, and Earth and space systems. • Biological Science: Focuses on organisms, body systems, genetics, ecosystems, and biological processes. Along with Science is a human endeavour	Years 7–8: Students apply scientific practices with structure and precision—designing fair tests, analysing data, and forming evidence-based explanations. They use models to explain particles, cells, inheritance, adaptation, and ecosystems, developing skills in reasoning, systems thinking, and connecting ideas across science strands. Years 9–10: Learning extends to more abstract and interdisciplinary contexts. Students conduct independent inquiry, use models and data to explain and critique claims, and construct scientific arguments. They represent chemical reactions, analyse motion and energy, explore genetics and immunity, and evaluate human impacts on ecosystems using scientific evidence.	Teaching sequences for Phase 4 breaks down the Knowledge and Practices and Indicative Materials, Tools, and Equipment The content areas are extensive, compared with current expectations. It is clear the language expectations will be great in the final version.
Social Sciences	Four strands, Years 0–10 • History focuses on interpreting the past through significant events, cultures, and changes over time. • Civics and Society focuses on how democratic systems work and how people participate in civic life, including rights, responsibilities, laws, the role of te Tiriti o Waitangi. • Geography focuses on how people interact with physical and human environments. • Economic Activity focuses on how financial and economic systems operate, including personal finance (i.e. financial literacy)	Years 7–8: Students deepen understanding of civic participation, governance, and Te Tiriti o Waitangi as foundations of New Zealand society. They explore environmental, social, and historical challenges locally and globally, examining identity, power, and change. Teaching develops use of sources, perspectives, and dialogue to analyse events and communicate understanding. Years 9–10: Learning extends to New Zealand's place in a globalised world, exploring political systems, ideologies, and human rights. Students analyse sovereignty, inequality, ethics, and power, applying social sciences practices to evaluate evidence, make decisions, and interpret significant events and societal change.	Teaching sequences for Phase 4 breaks down the Knowledge and Practices e.g. Year 9 • CHANGE IN NEW ZEALAND 1840–1914 • WORLD WAR ONE AND AFTERMATH 1914–1920 • CHANGE IN NEW ZEALAND 1920s–2000 • GOVERNMENT IN NEW ZEALAND • IMPACT OF MIGRATION • URBAN CHALLENGES • COASTS • UNDERSTANDING THE GLOBAL ECONOMY • Making financial decisions • Purpose of financial planning

Health and PE	Two strands: • Health Education: Focuses on physical, emotional, and social wellbeing, including identity, body, emotions, relationships, safety, and health-related choices. • Physical Education: Focuses on movement skills and principles, including understanding of locomotor, non-locomotor, and object control skills, game structures, tactical thinking, outdoor activity practices, and aquatic safety through repeated practice.	In Years 7-10: Understanding of how health choices affect physical, emotional, and social wellbeing. Students explore nutrition, substance use, sexual health, and media influence, learning to evaluate information and make informed decisions. Movement learning becomes more specialised, with students applying skills across varied activities and understanding how training and preparation influence performance. Overall, teaching supports students to connect knowledge with action, building confidence to manage their wellbeing and participate fully in all aspects of life.	Teaching sequences for Phase 4 breaks down the Knowledge and Practices e.g., Year 9 Health • Bodies Minds: Adolescent change, Nutrition, Self-care, Alcohol and other drugs • Relationships: Self and others, Consent, Staying safe online, Stereotypes • Sex education PE • Movement skills (Invasion games) • Movement skills (Sport) • Movement skills (Net and wall and ki o rahi) • Outdoor Education
Technology	5 strands (Students must be taught at least two of these five strands each year) • Spatial and Product Design: Focuses on form, function, and aesthetics in physical and digital design. • Materials and Processing: Focuses on the safe and responsible use of materials, food, and biotechnology. • Electronics and Mechatronics: Focuses on mechanical and electrical systems, integrating digital systems and components • Digital Technologies: Focuses on systems, data, and design and how digital tools are developed, connected, and used. • Computer Science: Focuses on algorithms, data, and logic in digital systems and AI, including computational thinking, coding, ethics.	Students work across at least two technology strands, applying disciplinary knowledge to create solutions for authentic needs. They test ideas, communicate thinking, and integrate digital, mechanical, and electronic components while considering ethical, sustainable, and cultural dimensions. By Year 10, students engage in research, prototyping, and refinement to develop purposeful outcomes. They apply knowledge with confidence, take increasing ownership of the design process, and think critically about the purpose and impact of their technological creations.	Teaching sequences for Phase 4 breaks down the Knowledge and Practices, including Indicative Examples e.g. Year 9 Materials and Processing Technology, Materials and Processing Technology (Years 9–10) • Students will work with hard (resistant) and soft (textile) materials, applying advanced tools and techniques. • They will explore processing technologies in food and biotechnology, considering cultural and environmental impacts. • Practical tasks include designing and making outcomes that meet complex briefs, using evidence-based decisions

The Arts	Four strands (need to be taught one per year) • Dance focuses on teaching students to explore and create movement with increasing independence • Drama focuses on teaching students to create and refine dramatic works • Music focuses on teaching students to understand and express meaning through sound. • Visual Arts focuses on teaching students to explore and communicate meaning through visual forms	The Arts – Years 9–10 Students create layered, purposeful artworks that respond to cultural, historical, and social contexts. Working within chosen strands—Dance, Drama, Music, or Visual Arts—they analyse and apply discipline-specific techniques and language to express complex ideas.	Teaching sequences for Phase 4 breaks down the Knowledge and Practices, including Disciplines, Form and genre and Indicative Experiences e.g. Drama at Year 9 • Making and creating: All aspects of drama (techniques, conventions, elements, and technologies) are selected and combined to shape meaning and communicate increasingly complex ideas. • Observing and responding: Drama techniques, elements, conventions, and technologies have purpose and meaning in drama performance.
Learning Languages	Two strands: • Linguistic knowledge focuses on how language works. It develops student understanding of pronunciation, vocabulary, grammar, and spelling. • Cultural and sociolinguistic knowledge focuses on how language is shaped by culture and context The curriculum supports 13 languages: Te Reo Māori, New Zealand Sign Language (NZSL), Gagana Sāmoa, Gagana Tokelau, Lea Faka-Tonga, Te Reo Māori Kūki 'Āirani, Vagahau Niue, French, German, Spanish, Chinese (Mandarin), Japanese, and Korean. These are grouped into five categories: Te Reo Māori, NZSL, Pacific Languages, Asian Languages, and European Languages.	Students may begin learning a language at different year levels and with varied prior knowledge. The curriculum supports flexible entry points through the following sequences: Novice 1, Novice 2, Emergent 1, and Emergent 2.	The draft curriculum differs from the others, without teaching sequences at present, although there are introductions to language groups. Te Reo Māori introduction and curriculum e.g. Emergent 1 and 2, Teachers guide students to use pepeha and/or mihi to express identity and share whakapapa and connections to whenua, in both formal and informal contexts. Teachers show students how kupu whakarite and whakataukī enrich and enhance language and meaning, and that communication reflects collective values and respect for others' perspectives. Students learn how to use kiwaha to reflect cultural values, humour, emotion, and social norms, and to enrich everyday conversations. Teachers engage with the maramataka and local mātauranga Māori to create meaningful experiences for students and help deepen their understanding of Māori worldview knowledge.

2. Personnel

2.1 Staffing

- **Resignations**
 - Mr Brendan Baverstock, Health and PE, for personal reasons, effective 12/11/2025.
- **Vacancies**
 - We are currently seeking (*currently at the shortlisting stage*)
 - Teacher of HPE and/or English, or combination of subjects that meet staffing needs.
 - Librarian/Resource Manager (name to be confirmed)
- **Appointments**
 - **Mohinita Kumari** – Teacher of Science/Horticulture (permanent, full-time), replacing K. Curnow. Mohinita will be joining us from Fiji. Her start date is 28 January 2026, subject to visa approval and flexible if required.
 - **Anukar Kumar** – Teacher of Science (permanent, full-time), commencing on 28 January 2026, replacing E Grant-Mackie.
 - **Jesse Watson** - Teacher of Technology (fixed term, 2026, locally funded position)
- We (business manager and principal) have reviewed the librarian role and will present our findings as part of the budget process.
- This review considers how we best ensure the library is managed to continue as a social and supportive space, and that the resources (space, books, etc.) are well managed and effectively used. This review collates available information on current use and considers how other local schools utilise and manage their resources.
- Any further updates will be in person at the meeting.

3. Finance and Property Management

3.1 Property and Finance Reports

The property committee met on Monday 17 November, and this is reported on under committee business. We also are due (at the time of writing) to meet 27 November.

The Finance report from the Business Manager, is included as part of Finance Committee held on Tuesday 28 October 2025 and will be reported back in the board agenda.

Significant work has been completed on Budget 2026, and many thanks to the Business Manager and budget holders for their work.

Reminder that Board members are always able to access the full details of the Finance and Property Committee, to ensure there is full oversight of our financial position and summary of accounts, and property business.

These are also linked in the Board Agenda under the Finance Committee reporting back.

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

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

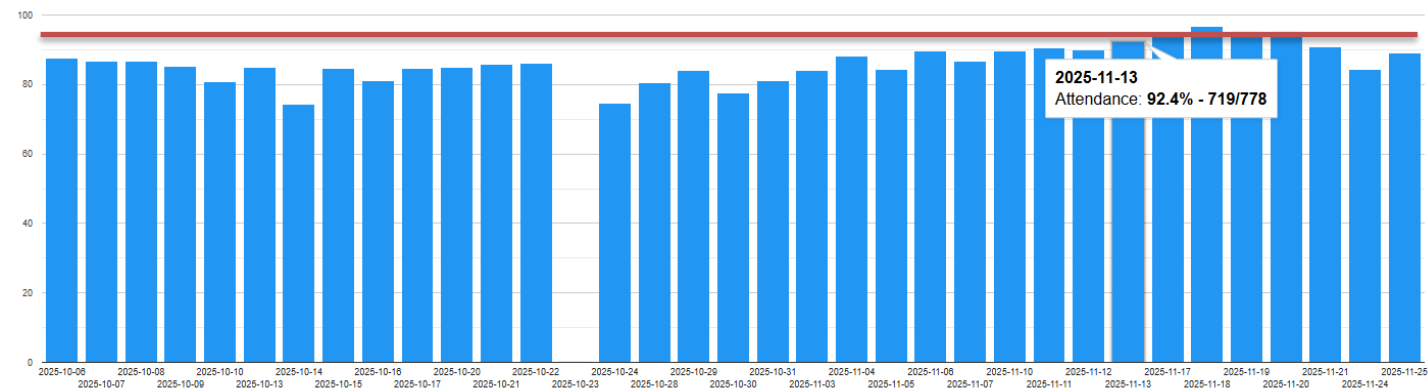
4. Physical and Emotional Environment

4.1 Attendance

Recent Trends – Term 4

Daily % attendance for Term 4, up to Tuesday 25 November 2025

- NZQA exams started 4 November – study leave has been applied for those approved.



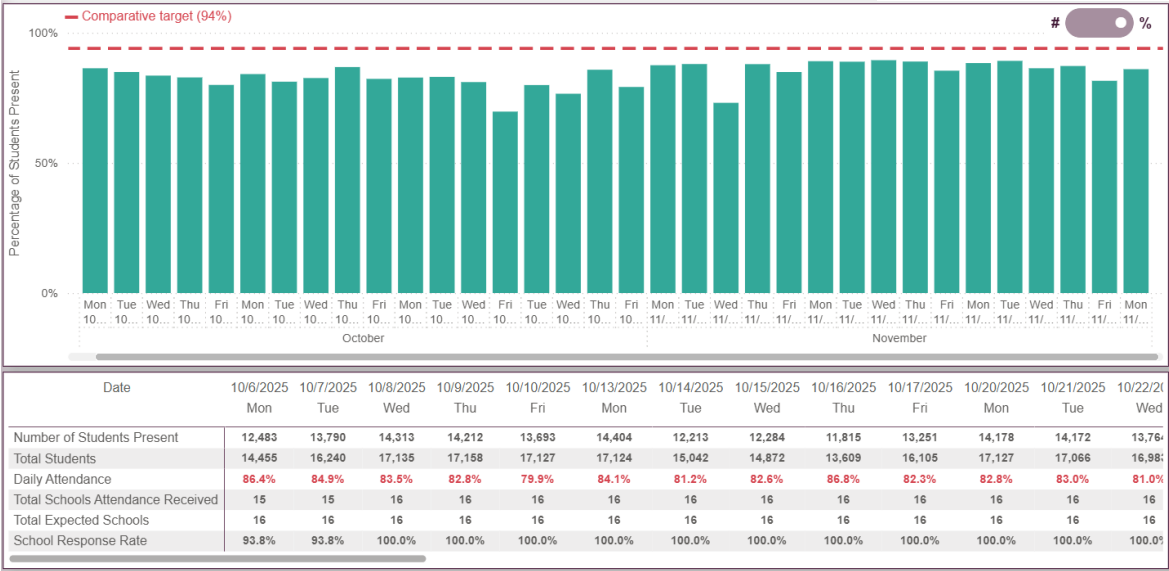
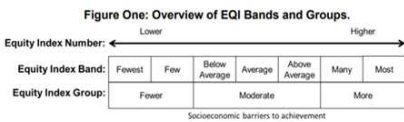
Key: — = 94% **daily target** to meet the target of 80% attending regularly (90% +)

Comparative data

For the Waikato, secondary schools (EQI filter – schools more of our type)

Ref: <https://www.educationcounts.govt.nz/statistics/daily-attendance>

While the comparison is not perfect (no comparison is) the daily data available allows us to get some idea about where we stand as a community. The comparison is for schools in the 'moderate'. Our EQI (489) is at the upper end of the 'moderate' band – more (495 to 569) / 'moderate' (429 – 494).



Average weekly attendance (% half days)

- Week 8 is incomplete so average is not accurate
- Exam leave (approved) – inflates the attendance in the senior school
- Attendance for exams has been recorded and entered into the system

Week (Term 4)	Week (Year)	Year 9	Year 10	Year 11	Year 12	Year 13	"All"
1	30	90.1	86.7	90.5	85.9	65.6	30
2	31	91	81.8	86.2	83.6	58.8	31
3	32	87	82.3	84	85.9	69.4	32
4	33	88.4	83.1	83	81.3	58.3	33
5 Exams started	34	86.7	81.7	92.5	91.6	78.5	34
6	35	90.2	84.7	97.9	94.9	84.1	35
7	36	90.9	85.3	100	100	100	36
8	37	79.3	64.3	100	98.6	100	37

0 = partial strikes Red = below 80% Orange = above 80% Green = above 90%

4.2 Roll

Current (25 November 2026)

390 including 19 FF and 1 NA (not attending) and one AE (alt education). SA are the satellite students (Goldfields)

Type	Count	9	10	11	12	13
AE	1	0	1	0	0	0
FF	19	0	1	10	6	2
NA	1	0	0	1	0	0
RE	369	92	87	74	67	49
SA	5	0	4	1	0	0
Total	395	92	93	86	73	51

Last month (22 Oct 2025)

Type	Count	9	10	11	12	13
AE	1	0	1	0	0	0
FF	19	0	1	10	6	2
RE	373	93	87	76	68	49
SA	5	0	4	1	0	0
Total	398	93	93	87	74	51

cf. Total at 19 Aug 2025

Total	401	92	93	88	76	52
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Recent changes

Leavers Summary

Leavers Data Report Period 23 October to 25 November 2025

During the report period:

- Two (2) students have left Thames High School
 - One (1) Year 12 – transferred to another school, moved to Auckland.
 - One (1) Year 13 – End of schooling – to employment (gained NCEA L3)

4.3 Stand-downs and Suspensions

- There has been no stand downs or suspensions in the period 21 August to 22 October 2025 to 26 November 2025
- Board members may refer to the [stand-down and suspension summary](#) for a statistics / reasons and taiohi / students (year level, gender, and ethnicity).

	In this period	Year to date (November 2025)	Total as of November 2024	Total as of October 2024	2024 total	2023 total	2022 total	2021 total	2020 total
Stand-downs	0	11	26	24	28	38	46	52	29
Suspensions	0	3	4	4	4	7	2	7	9
Exclusions / expulsions	0	2	0	0	1	0	0	1	2

4.4 Pastoral Summary Term 4 2025

1. Background and data set

- This section summarises pastoral entries for **classroom, discipline, attendance and uniform** for the period **Weeks 30–37** (early October to late November 2025).
- Of the 433 entries this period, just under half (about 49%) relate to attendance / passes and tracking, around one-third (about 32%) relate to uniform, **and just under one-fifth (about 19%) relate to classroom behaviour and discipline.**
- Within that behaviour group, the majority are classroom-level (C) issues, with a small minority (around 3% of all entries) recorded as higher-level discipline (D) incidents
- Each record is a KAMAR pastoral entry with a unique **student ID, teacher code**, reason, cause, location and action taken.
- The analysis below focuses on **patterns and themes** rather than individual students and is intended to provide assurance that concerns are being identified, responded to, and used to inform next steps.

2. Overall volume and pattern

The distribution of incident types is as follows:

Category	Approx. Count	% of all entries	Description
A – Attendance / Admin	~210	48.5%	Truancy, lateness, attendance concerns, legitimate leave passes, S19/OT/NETS updates, daily reports
U – Uniform	~140	32.3%	Out-of-uniform, incorrect shoes/pants, passes issued, uniform items lent/donated
C – Classroom Behaviour	~70	16.2%	Disruption, lack of work effort, PDD use, not following instructions, low-level defiance
D – Discipline (serious)	~13	3.0%	Dangerous behaviour, threats, vaping, bullying, trespass, major defiance, physical aggression
TOTAL	433	100%	—

Interpretation

- **Over 80%** of all entries relate to **uniform or attendance**.
 - A large share of attendance entries is **legitimate** (appointments, passes).
 - Most uniform entries involve **supportive responses** (passes, items lent/donated).
- **Behaviour entries (C + D combined)** represent **~19%** of all incidents.
 - **C (classroom)** is the bulk of that (approx. 16%).
 - **D (serious discipline)** remains **very low**, around **3%** of total entries.

2.1 Attendance (A – ~48.5%)

Attendance-related entries include:

- Truancy (periods or whole class periods)
- Lateness to school or class
- Attendance concerns updates
- Daily progress reports
- Leave passes for appointments, rehearsals, mentoring, external courses
- S19 / OT / NETS updates

Key pattern:

- The high volume is partly structural: a large number of entries are **administrative** (passes and information updates).
- The more concerning entries (truancy/avoidance) are concentrated in a **small cohort** of mainly **Y9–10** and a few **Y11–12** students.

2.2 Uniform (U – ~32.3%)

Uniform entries relate mainly to:

- Non-uniform pants/hoodies
- Incorrect shoes
- Students arriving with wet or damaged uniform
- Uniform items being lent or donated

Key pattern:

- Most responses are **support-focused** rather than punitive.
- A minority of cases involve **repeated refusal or defiance**.

2.3 Classroom Behaviour (C – ~16.2%)

These are teacher-managed behaviour matters:

- Disruption of learning
- Not following instructions
- PDD use/refusal
- Lack of mahi
- Eating in class
- Leaving class early
- Out-of-bounds during class

Key pattern:

- The majority are concentrated in **Year 9 and 10**, consistent with national trends and our historical pattern.
- These incidents form the **core daily workload** for classroom teachers and Kaiāwhina.

2.4 Discipline – Serious Incidents (D – ~3.0%)

These include:

- Dangerous physical behaviour
- Threatening/aggressive behaviour
- Vaping / possession of a vape
- Bullying or harassment
- Trespass or security system interference
- Major or repeated defiance
- Indecent exposure
- Cheating or dishonesty in assessments

Key pattern

- Serious incidents remain **low volume** and involve a **very small group** of students.
- All were followed up with **SLT/Kaiāwhina**, whānau contact, and (as appropriate) **restorative processes or disciplinary action**.

3. Equity considerations

3.1 Gender

Male students

- Males are **over-represented in the behaviour categories** (C and D), particularly:
 - Classroom disruption and low-level defiance
 - Out-of-bounds during class
 - Device misuse
 - The small number of **serious discipline** matters (dangerous behaviour, threats, vaping, physical aggression)
- This pattern is consistent with national trends and with previous years at THS.

Female students

- Females appear more frequently in **uniform** and **attendance** entries, including:
 - Out-of-uniform incidents
 - Partial truancy (e.g., non-attendance to specific periods)
 - Lateness to school or class
- There are also female students recorded for classroom disruption and device misuse, but at **lower rates** than male peers.

3.2 Ethnicity (Level 1)

Māori students

- Māori learners, especially **Māori boys in Years 9–10**, are **disproportionately represented** in:
 - Classroom behaviour entries (C) such as disruption and task avoidance
 - Attendance concerns and truancy (A)
 - The small number of serious behaviour incidents (D), including vaping and dangerous behaviour

- This aligns with long-standing national equity patterns in pastoral data.

European students

- Appear across **all categories**, particularly:
 - Uniform breaches
 - Leave passes
 - Attendance issues
 - Some classroom behaviour and device misuse
- Representation is broadly proportional to roll makeup.

Pasifika students

- Smaller number overall, but with a **distinct subgroup** who appear repeatedly in attendance and engagement concerns (A and C).
- Behaviour severity within this group is low to moderate.

Asian and MELAA students

- Relatively few pastoral entries, typically relating to:
 - Uniform
 - Attendance
 - Occasional device misuse
- Virtually no serious discipline matters.

3.3 Equity Implication

The data underscores a continuing **equity challenge for Māori learners**, with a smaller but notable pattern for some Pasifika students.

This reinforces the importance of:

- Strengthening **culturally responsive practice** (Hikairo Schema, PB4L)
- **Whānau-centred planning and communication**
- Ensuring **consistency and fairness** in referrals and response pathways
- Ongoing monitoring for **unconscious bias** in teacher-entered pastoral data

4. Concentration – “Top 10” Students and Staff

4.1 Students

- Approximately **20–30%** of all entries relate to **10–15 students**, almost all in **Years 9 and 10**.
- This small cohort shows **repeated involvement** across multiple categories:
 - Attendance issues (truancy, lateness, avoidance)
 - Classroom disruption (C)
 - Device misuse and uniform breaches
 - The small number of **serious discipline** incidents (D)
- These students are well known to **Kaiāwhina and SLT**, and most already have:
 - **Individualised plans** and whānau involvement
 - **Tier 2–3 interventions** (Check & Connect, mentoring, daily reporting, inter-agency support)

4.2 Staff (Recording Teachers)

- A relatively small number of teacher codes account for a **high proportion of the recorded entries**.
- This reflects:
 - **Assigned responsibilities** (Student Support Office, uniform monitoring, Kaiāwhina, Deans, SLT)
 - **Consistent use** of pastoral recording systems
- Importantly, this **does not** indicate that these staff have more behaviour issues in their classes.
- It demonstrates good **data discipline and consistency**, improving trend accuracy.

Assurance:

Pastoral data is being entered **systematically** and **consistently**, enabling accurate analysis and timely intervention.

5. Assurances and Next Steps

To provide assurance to the Board, the following practices and developments are in place:

5.1 Systematic Recording and Follow-Up

- All incidents are logged in KAMAR with clear reasons, causes, locations and actions.
- Kaiāwhina, Deans and SLT review patterns regularly, with specific focus on:
 - High-frequency students
 - High-incident classes
 - Serious behaviour incidents (D)

5.2 Tiered Response (PB4L / UBRs / Hikairo Schema)

- **Tier 1:** Reinforcement of expectations for behaviour, uniform, devices and attendance through assemblies and roopū.
- **Tier 2:** Targeted interventions for students with repeated incidents, including whānau hui, mentoring, check-ins, daily reports and supported catch-up.
- **Tier 3:** Individual behaviour/attendance plans and **inter-agency involvement** (\$19/OT, NETS, CAPS, health providers).

5.3 Equity and Cultural Responsiveness

- Continued PLD in **Hikairo Schema** and PB4L Tier 1–3.
- Strong emphasis on **restorative practice** and **consistent, fair responses**.
- Purposeful **whānau-centred conferencing** for repeated behaviour.

5.4 Uniform and Hardship

- Clear distinction between:
 - **Hardship-based uniform needs** (uniform lending/donation), and
 - **Choice or defiance** cases (restorative conversations, whānau contact).
- Student Support Office continues to act as a **supportive first stop**.

5.5. Junior Focus (Years 9 and 10)

- Continued targeted focus for 2026, including:
 - Strengthened **transition and induction**
 - Explicit re-teaching of behaviour expectations early in the year
 - Prioritised whānau engagement for the highest-frequency students and classes

- Priority resourcing to expand **kaiāwhina support**

5.6. Reporting to the Board

- Further refinement of pastoral reporting (termly will include:
 - Quantitative tables by category, year level, gender and ethnicity
 - Emerging trend lines across terms
 - Identification of pressure points and intervention outcomes

Board Assurance

- Based on the corrected and coded data, pastoral issues are being consistently identified, systematically recorded and responded to.
- The **greatest need remains concentrated in a small cohort of junior learners**, with a clear equity dimension for Māori.
- The school's ongoing work in **PB4L, UBRs, Hikairo Schema, whānau-centred approaches**, and **Tiered interventions** directly align with these findings and is providing appropriate support and assurance.

5. Compliance/ Legislation

5.1 Education and Training Act Changes and Current System-Reform Legislation

Changes, changes, changes...

There have been significant changes in Education. These have been referred to in earlier reports. They are well summarised by an RNZ News article (21 November 2025)

[Education overhaul: Everything that changed in 2025, and what's in store for 2026](#)

This section is to update the Board on recent and proposed changes to the Education and Training Act 2020, highlight the direction of system reform, and outline governance implications for us. This is to support Board awareness, strategic alignment, and forward planning, including resource allocation.

5.1.1 Overview of Key Legislative Changes

Recent Amendments to the Education and Training Act 2020

Recent legislative activity has introduced targeted updates to the Act, with the most relevant being:

a. Changes to governance, oversight, and reporting

- Stronger emphasis on Boards' responsibility for **student attendance and educational achievement**.
- Increased expectations for Boards to demonstrate active monitoring and use of data in decision-making.

b. Shifts in teacher regulation and professional standards

- Amendments adjusting roles and responsibilities for teacher registration and practising-certificate criteria.
- Greater central oversight of professional standards and consistent expectations across the sector.

c. Technical and compliance updates

- Various minor and technical changes to align statutory language and improve clarity in reporting, employment balance-of-time, and related processes.

d. Māori Achievement and Partnership Responsibilities

Although legislation may reframe some Treaty-related language, and we have expressed our view on that, expectations for schools to demonstrate commitment to Māori learners remain in the Act.

Board Action Points:

- Continue to review progress of Māori students as a standing item.
- Ensure partnership with mana whenua (Ngāti Maru) remains active and visible.
- Maintain alignment with the school's graduate profile and Te Ao Māori commitments.

5.1.2 Education and Training (System Reform) Amendment Bill (currently before Parliament)

Reference: [Education and Training \(System Reform\) Amendment Bill](#) (MoE)

The ETSR Bill is currently on its way through parliament (has had its first reading on 18 November). Consultation open until 14 January 2026 through [Parliament's website](#).

The ETSR Bill represents a significant shift toward centralised control of key system levers — attendance, curriculum, property, teacher standards, and data monitoring.

For Thames High School, the most direct impacts will be: tighter attendance exemption processes; more centrally directed curriculum requirements; increased scrutiny of performance and compliance through strengthened ERO processes; and the transition to the new School Property Agency.

Assurance of attendance, achievement, curriculum alignment, and property stewardship will be even more important, and Management will need to ensure strong processes, documentation, and readiness for a more compliance-driven system.

The ETSR proposes changes in these areas:

Summary of Key Reforms – Main Changes, Intent and Implications

Reform Area	Main Change	Intent	Implications for Board & Management
Attendance Exemptions	Principals may only grant exemptions according to rules set by the Secretary; old exemptions repealed.	Strengthen national attendance expectations and reduce variability.	Board: Continued governance awareness of attendance. Management: Update procedures; ensure compliance with new rules.
Curriculum	Rolling curriculum reviews; one type of curriculum statement; replace consultation of health curriculum with regular community information.	More consistent national curriculum direction; reduce administrative burden.	Board: Expect more central direction; ensure assurance. Management: Monitor notices; update local curriculum and PLD.
ERO “Serious Concern” Process	Faster and clearer reporting between ERO, Secretary, and Minister.	Quicker system response; clearer accountability.	Board: Increased scrutiny if issues arise. Management: Maintain strong self-review and data reporting.
Charter Schools	Allows multi-school contracts; clearer pathways if sponsors exit.	Strengthen and expand the charter school model.	Minimal direct impact; monitor local enrolment effects.
Micro-credentials	Must be reported to NZQA for complete learner records.	Improve accuracy and completeness of qualification data.	Ensure external providers (e.g., Gateway) meet reporting standards.
Teacher Workforce & Standards	Shifts registration, standards, and code of conduct to Secretary; smaller Teaching Council.	Centralise workforce regulation; improve consistency and oversight.	Board: Update related policies as needed. Management: Monitor changes to PGC, induction, and certification.
School Property Agency (NZSPA)	New Crown agency assumes responsibility for property planning and delivery.	Improve efficiency and national consistency in property management.	Board: Adjust stewardship role. Management: Prepare for new processes and stronger compliance expectations.
System Monitoring Studies	Schools must participate in national/international assessments (PISA, TIMSS).	Improve system-level data for national benchmarking.	Ensure readiness for participation; integrate findings into reporting.
ERO Regulation Role (Private/Hostels)	ERO becomes regulator for private schools/hostels.	Consolidate regulatory functions.	Awareness only—minimal impact on state schools.

Management Readiness (for Board Awareness)

Management has already taken several steps that align well with the emerging reform environment, including:

- Development of a structured, tiered attendance strategy.
- Review and refinement of the Tier 2 and Tier 3 behaviour response framework.
- Strengthening of Māori partnership and achievement reporting.
- Continued development of the instructional model and subject curricula in preparation for Te Mātaiaho.
- Improved property risk management and health and safety processes.

These place the school in a strong strategic position to meet the increased compliance and reporting environment that the reforms imply.

Suggested Next Steps for the Board and Management:

1. **Governance Workshop (Term 1 2026):**
 - Focus: updated legislative landscape, governance expectations, risk, and compliance.
2. **Policy/Procedures Awareness and review:**
 - Attendance
 - Achievement monitoring
 - Property stewardship under NZSPA
 - Teacher professional standards linkage
3. **Enhanced Reporting Expectations:**
 - Management to provide clearer analyses around attendance, achievement, and progression.
 - Termly property status reporting aligned with NZSPA transition.
4. **Strategic Plan Integration:**
 - Include reform-related shifts (especially governance expectations and property changes) in the 2026–28 strategic framework.

Summary

The current reform agenda reflects a shift toward **centralised oversight, clearer national expectations**, and **sharper governance accountability**.

5.2 Policies Review

[Term 4 2025 Policies](#) for Review (closes Friday 19 December)

Email has been sent to all groups to advise opportunity to give feedback.

- [Demo: Bullying and Harassment](#)
- [Demo: Behaviour Management](#)
- [Demo: Searches, Surrender, and Retention of Property](#)
- [Demo: Minimising Physical Restraint](#)
- [Demo: Stand-down, Suspension, and Exclusion](#)
- [Demo: Staff Wellbeing and Safety](#)

5.3 Assurances and Attestation (Term 4)

Refer to the [Policy Review Assurances and Attestation Term 4 2025](#)

The regular assurances at this time of year are as follows and have all been complied with.

5.2.1 International Attestation

From NZQA:

We're simplifying the annual declaration process for schools by combining the Code self-review attestation with the 'Consent to assess and international course approval' attestation.

This means schools will only need to submit one form covering both requirements.

The form will be due on 6 March 2026.

[Code self-review and attestation](#)

5.4 School Year 2026 - updated

From this information will be a motion to ensure that the offsite learning planned Monday 2 February is approved by the board. This is to ensure that Monday 2 February counts as a day open for instruction for all year levels.

Secondary schools normally need to be open for instruction 380 half days (190 days). In 2026, as for 2024 and 2025, there are TWO Ministry approved teacher only days (that reduce the days open for instruction in 2026 to **376**:

["Secondary and composite schools must be open for instruction for a minimum of 376 half days in 2026"](#) i.e. **188** days – as below.

There is also provision in the plan below for another teacher only day. Two main topics:

- Health and Safety training – Lockdowns
- Curriculum readiness

With these provisions, the dates below satisfy the requirements.

Proposed teacher only days - subject to change

- TWO teacher-only (staff only) days approved by Ministry for Curriculum
 - Friday 29 May & Friday 13 November
- Teacher only (staff only) day for professional learning and curriculum (board approved)- Monday 9 February 2026
- Last day of instruction (subject to change) Friday 11 December 2026

Term	Date Start	Date Finish	Days	Weeks
One	Mon, 2 Feb 2026	Thu, 2 Apr 2026	42	9
Two	Mon, 20 Apr 2026	Fri, 3 Jul 2026	53	11
Three	Mon, 20 Jul 2026	Fri, 25 Sep 2026	50	10
Four	Mon, 12 Oct 2026	Fri, 11 Dec 2026	43	9
Totals	Mon, 2 Feb 2026	Fri, 11 Dec 2026	188	39

Overview

Week starting - Mon 19/1/26 (Week -1)

- Uniform pop-up shop 2 days in the week starting 19/1/26 - TBC
- (SLT from 22-23/1)

Week starting - Mon 26/1/26 (Week 0)

- MON 26/1 AUCK ANNIVERSARY
- Tue 27/1 New Staff Day and SLT / HoDs
- Wed 28/1 Staff only day 1
- Thursday 29/1 Staff only 2
- Friday 30/1 Staff & Timetable confirmation (Y12/13, Y11)

Week starting - Mon 2/2/26 (WEEK 1)

- **Monday 2 Feb** - Whakawhanaungatanga 1 - 1st day, open for instruction
 - Year 9 Pōwhiri with Year 13 / Senior leaders
 - Followed by Orientation (Senior leaders involved)
 - Years 10-12 - Whakawhanaungatanga - goals, reflection, values, etc (**online learning module**).
- **Tuesday 3 Feb** - Whakawhanaungatanga 2
 - Year 9 - orientation continues & timetabled classes after extended Rōpū/Whānau

- Year 10 - 13 - Whakawhanaungatanga & timetabled classes after extended Rōpū/Whānau
 - **Wednesday 4 Feb and Thursday 5 Feb**
 - Rōpū/Whānau at the start of the day
 - Full timetable day (5 periods)
 - **Friday 6 Feb - Waitangi Day**
- Week starting – Mon 9/2/26 (WEEK 2)**
- **Monday 9 Feb** Week 2 - Rōpū/Whānau at the start of the day
 - School continues (5 periods per day)

THEN THE TERMS As in the image above.

5.5 Health Consultation (2025)

While the ETSR Bill proposes removing the requirement for schools and boards to consult on the Health Curriculum, this requirement **remains in place**, and the Head of HPE has completed a consultation survey and compiled the [attached summary report](#).

Health Consultation – Key Findings (Brief Summary)

- **Clear support for Health Education:** Students and parents strongly value Health as essential to wellbeing and readiness for life beyond school, with the junior programme viewed as relevant and generally effective.
- **Senior-school gap:** Both groups identify a concern that Years 11–13 receive insufficient Health Education, with only around 10–12% of respondents indicating that seniors currently get “enough.”
- **Preferred solution – focused modules:** Respondents favour a **one-term, high-impact senior module** addressing key wellbeing topics (e.g., stress, relationships, resilience), rather than small increases to weekly lesson time.

Opportunity for Development

The consultation provides a mandate to strengthen Health Education in the senior school.

Opportunities include:

- ensuring the **ORA programme** has a strengthened focus on identified health education topics, with a reduced emphasis on the physical components (while still recognising the role of mindful physical activity in wellbeing),
- integrating Health more purposefully into **Year 12–13 SLG and study lines**,
- partnering with external providers (e.g., **Tūturu**, InSIDE Out and local agencies - Family Relationship Services, Te Korowai, CAPS Hauraki, etc.) who can offer facilitation and resources, and
- positioning the school for the anticipated curriculum shift toward a more balanced Health/PE allocation.

These findings create a positive platform for the HoD to lead strengthened planning and partnerships that support improved wellbeing outcomes for senior students.

My initial reading of the draft HPE curriculum indicates a move toward a more even distribution of time between Health and PE, with Health framed as a core contributor to learner wellbeing and readiness. This aligns closely with community feedback and reinforces the importance of enhancing our senior Health offerings.

Ngā manaakitanga



Michael Hart

Tumuaki/Principal