



Tumuaki/Principal's Report to the Board

24 February 2025

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Introduction – 2025

We have had a positive start to the year, with the inevitable rush to get the school underway.

As part of the startup for staff I pointed out that there were many things that were new and were implemented / successful in 2024



Last year
(!)...whew!
(a sample)

New Strategic Plan (2024 – 2025)

Annual Implementation Plan

New uniform

New Timetable

Goldfields

Active As

Ka Ora Ka Ako | Food in schools

Changes to NCEA Level 1...

Embedding the Literacy and Numeracy

Physical restraint guidelines

No phones | PDD in school

Refined WiFi 'domains' (students, staff, devices, laptops)

Pulse

Ngā Pou Tikanga 'icons'

Matariki

For 2025 the big things are:

Revise AIP (by 31 March), after reflection on 2024 outcomes (tweak)

Focus on Achievement and all the levers that affect it

Revised Curriculum (another new timeline)

- English and Mathematics from Term 1 2026 (Feedback open until 11 March)
- Other learning areas from 2027 (feedback from Term 3 2025)

NCEA changes – updated Achievement Standards and support materials for NCEA assessments

- No more submitted reports as a method of external assessment for NCEA Level 1
- More examination-based externals

Attendance and the STAR (Stepped Attendance Response) – ‘engage in 2025’, mandatory in 2026.

And:

Still important

Culturally responsive and relational pedagogy – Hikairo Schema

Literacy / numeracy co-reqs

“Accelerating” literacy / numeracy. Whole School Approach.

Universal Design for Learning - Understanding learner needs, responding, adapting.

Improve focus on monitoring Year 9-10 progress.

Use information / data - adapting learning and monitoring progress,

Blended e-learning - Digital Fluency / integration across the curriculum

Consistency of expectations and consequences (PB4L)

Celebrating PROGRESS.

Celebrate - tell the positive stories, promote the good

We were fortunate to have two significant professional development opportunities during our initial start up programme.

Understanding Behaviour, Responding Safely (UBRS) - Facilitated by Maree Woodall, Service Manager of the Waikato North-East Learner Support Team.

We did have a version of their training from the MoE in May 2022, and it was valuable to hear Maree's experience in this area.

Knowing 'origins' of behaviour can help staff frame their responses, in a climate of understanding, and how to refrain from judgement or to seek consequences that do not support a young person navigating challenging times.



The aim is to respond to behaviour in a way that is constructive, supportive of positive change – this is consistent with our restorative philosophy, along with finding consequences that matter and effect change (as much as possible)

It would be valuable for board members to look at the two resources provided by Maree.

[Understanding behaviour Module 1 Thames High 2025](#)

[Understanding behaviour Module 2 Thames High School 2025](#)

We are looking to book more time to help pastoral leaders and learner support to frame behaviour safety plans and further work on de-escalation techniques and how to stay in the 'green brain' zone while supporting (dealing with) taiohi | young persons that may be dysregulated ('red brain').

4 Functions of Behaviour			
	What it Does For Me	When Does it Happen	
S Sensory	Provides preferred sensory experiences; behaviour feels good to do	Anytime, even when alone. Especially if I'm anxious	
E Escape	Removes undesired activities or interactions	When task is too: hard, easy, boring, or scary	
A Attention	Provides access to people or interactions	When I want social interaction	
T Tangibles	Provides preferred items or activities	When I want a preferred item or activity	

Responding Safely: Differential responding

Phases of behaviour	I am seeing	How to respond I need to
Ready to learn	On task Engaging	Teach preventative strategies
Out of sorts	Changing behaviour Agitation	Support Remove triggers
Escalating	Increasing challenge Controlling	Simple clear directions Safety
Out of control	Loss of physical and emotional control	Create space Get support
Calming down	Regaining control More rational	Support Reintegrate
Return to ready to learn	Re-engaging On task	Teach and support Preventative strategies

Adverse Childhood Experiences

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
 Physical	 Physical	 Mental Illness	 Incarcerated Relative
 Emotional	 Emotional	 Mother treated violently	 Substance Abuse
 Sexual		 Divorce	

Another interesting reading could be this article in RNZ about 'disengaged students' <https://www.rnz.co.nz/news/national/541144/how-to-spark-the-amazing-flywheel-of-learning-in-disengaged-students>

We also had the presentation by the **Safer Schools for All - PPTA Workshop**. This focused on how, as a staff and school, we can set the right conditions and respond appropriately to ensure that diverse LGBTQIA+ students can be supported and feel valued and safe at school.

1. Curriculum, Assessment and Reporting

1.1 Student Progress - NCEA 2024 (provisional)

A summary is presented in this report, a detailed analysis by learning area (subject) is presented in March. These data are provisional as the data file for 2024 remains open until the end of February and NZQA release final data in due course.

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

Summary of NCEA achievement

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

The rate of achievement increases, e.g. Raw for L1 **61%** (50/82) when using the number at 1 July (82), but, using the number who remained at the end of the year (78) the achievement is **65%**.

2024 NCEA Results (short version...)

Year / Level	Number Achieved + (AME)	# students at end of year	%	# students @ 1 July	%	M	E
Y11/L1	50	78	65%	82	61%	10	4
(2023)	50	80	63%	85	59%	15	9
Y12/L2	45	61	74%	65	71%	10	7
(2023)	41	58	71%	61	70%	8	2
Y13/L3	30	49	61%	52	58%	3	2
(2023)	33	44	76%	67	67%	8	6

Comparison to 2023 (which is not necessarily fair as cohorts differ, especially with smaller numbers)

Year 11 – Level 1

- Slightly improved achievement (65% cf. 63%), despite the full implementation of new NCEA L1 and co-requisites
- Merits and Excellences down (14 in 2024, 24 in 2023)

Year 12 – Level 2

- Slightly improved achievement (74% cf. 71%), despite the full implementation of new NCEA L1 and co-requisites
- Merits and Excellences up (17 in 2024, 10 in 2023)

Year 13 – Level 3

- Much lower achievement (61% cf. 76%), this is reflective of the 2023 / Level 2 cohort (this group were Year 9 in 2020 – the onset of CoVid)
- Merits and Excellences much lower (5 in 2024, 14 in 2023)

Cohorts = the 2023 and 2024 Year 13 groups, looking how they progressed –

- The 2024 Year 13 cohort have been
- The Level 1 and Level 2 data for the 2022/23 Year 13 cohort were 'inflated' with the CoVid and industrial action recognition measures in place (that ended in 2023)

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2020	80.2	87.2	71.6	48.6
2021	82.0	78.3	65.1	41.3
2022	70.8	80.6	69.6	39.1
2023	57.8	65.7	60.0	49.1
2024	61.0	65.7	57.7	32.7

Within the provisional results there are

- 10 students within 5 cr of Level 1, and one student had 89 credits but no literacy award, so therefore no Level 1 NCEA.
 - Five (5) who were short of Level 1, but had their lit/num co-requisite (generally from additional credits) – these were the focus of catch up credits.
 - Five (5) who also did not have lit / num (i.e they need at least 5 cr literacy or numeracy. As they do not have lit / num they cannot get L1 until they do.
- 5 students within 6 cr of Level 2, and one student had 78 credits but no literacy and numeracy award, so therefore no Level 2 NCEA.
 - All five (5) who were short of Level 2, had literacy and numeracy corequisites.

- Three (3) students within 6 cr of Level 3, and one student had 81 credits but not awarded NCEA level 3 due to an error, that has been corrected.

Potential Achiever Update - Results 2024

- *L Ardern*

- At the end of 2024, there were had **37** students on the Potential Achievers list.
- **20** of these students came back to complete learning and assessment(s) at the end of the year with Mrs Ardern, working on work ready unit standards and/or work from their teachers.
 - 16 of these students are yet to achieve LIT and/or NUM
 - 4 of these students have 60 credits
 - 4 of these students have more than 50 credits
 - 6 of these students passed NCEA at their respective levels in 2024
- 14 students were identified at the beginning of 2025 as being very close to passing. The criteria for identifying these students were that they had less than 5 credits to achieve and had achieved their LIT and NUM
 - 9 of these students have now passed NCEA at their respective level after working during breaks on work ready unit standards and/or classwork from teachers
 - 2 have over 60 credits, however, are yet to achieved their LIT/NUM
- One Year 13 student from 2024 is working at passing his NCEA at level 3, with university entrance - he is nearly there!

The importance of finishing the year, along with the importance of attendance will be reinforced in our analysis and communications of our results.

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

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

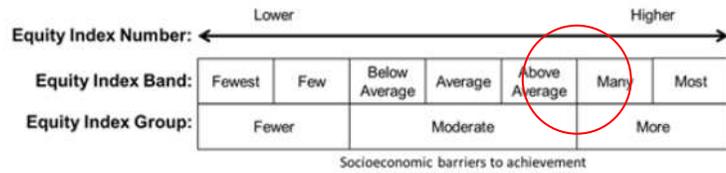
Year Level		12								
Type		RE								
Count of NCEA L2										
Row Labels	N	A	M	E	#N/A	Grand Total				
Left after 1/12	15	27	10	7		59	74.6%			
20-39	1	1				2	50.0%			
40-59	4					4	0.0%			
60-69	2	3				5	60.0%			
70-79	4	8				12	66.7%			
80-84	2	4	1			7	71.4%			
85-89		4	5			9	100.0%			
90-94	2	4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

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

Year Level		13							
Type		RE							
Count of UE									
Row Labels	N	Y	#N/A	Grand Total					
Left after 1/12	31	17	1	49	35.4%				
60-69	6			6	0.0%				
70-79	6	1		7	14.3%				
80-84	3	4		7	57.1%				
85-89	6	6		12	50.0%				
90-94	6	4		10	40.0%				
95-100	4	2	1	7	33.3%				
Left before 1 July	3			3	0.0%				
20-39	2			2					
40-59	1			1					
Left before 1 Apr	1			1					
40-59	1			1					
Left before 1 Mar	1			1	2	0.0%			
0	1			1					
40-59				1	1				
Grand Total	36	17	2	55	32.1%				

Comparisons with national data

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



With the EQI review of 2024 our EQI of 488 means we are in the top 25% of EQI
 - 488 means we are 7 EQI points from the 'many' economic barriers band.

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

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

Te Kura Tuarua o Te Kauaeranga					National ABOVE AVERAGE Socio-economic barriers (EQI Band)				
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2020	80.2	87.2	71.6	48.6	2020	74.6	81.2	69.9	43.7
2021	82.0	78.3	65.1	41.3	2021	71.5	78.2	67.0	40.8
2022	70.8	80.6	69.6	39.1	2022	68.7	74.4	65.4	39.9
2023	57.8	65.7	66.0	49.1	2023	65.8	74.3	65.3	40.5
2024	61.0	65.7	57.7	32.7	2024	57.0	73.6	68.4	39.6

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

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

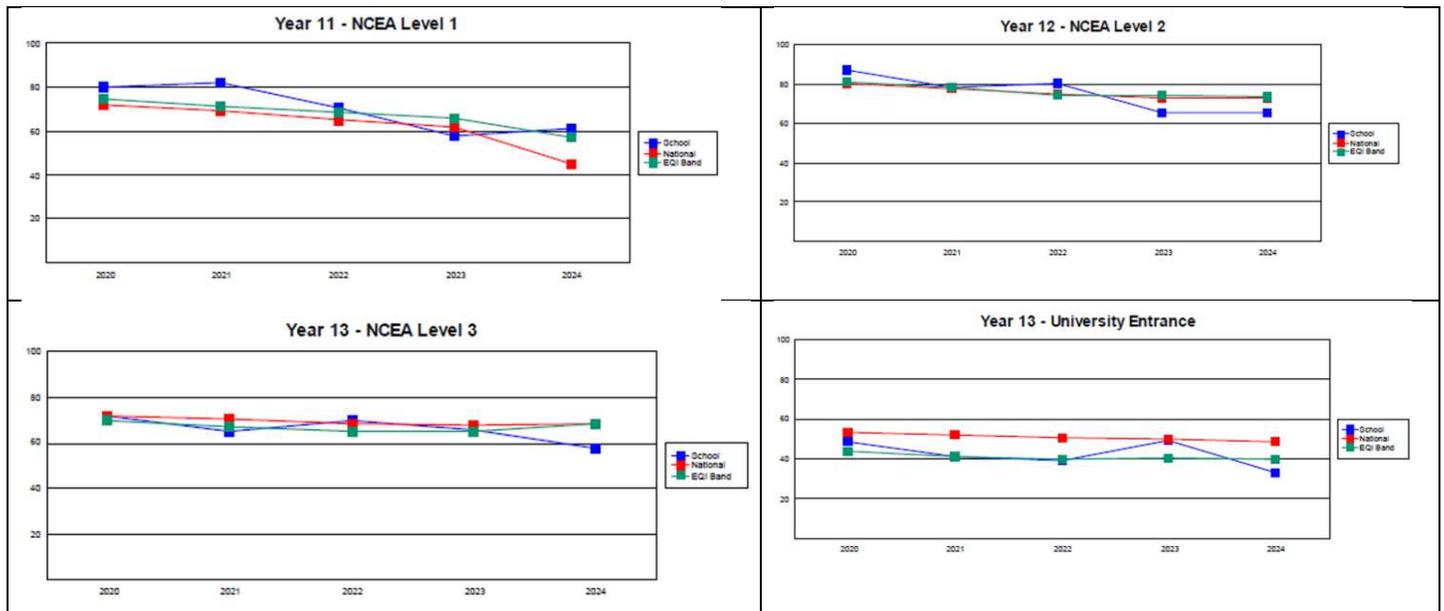
- Year 11 / NCEA level 1 - 4% points **above** (61 % cf. 57%)
- Year 12 / NCEA level 2 - 8% points **below** (66 % cf. 74%)
- Year 13 / NCEA level 3 - **10%** points **below** (58% cf. 68%)
- Year 13 / UE - **7%** points **below** (33% cf. 40%)

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

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

The percentages are swayed by small cohort differences and the smaller cohort sizes, including smaller sub-groups such as ethnicity, especially any group other than Māori and European. The groups are using the 'priority ethnicities' rather than a statistical approach that recognises that many of our students are not one ethnicity or another, rather than representing a person that identifies as, say both Māori and Pākehā in both groups.

Last year 30% of our Year 13 students made university a clear pathway, and – on that basis – we were successful, as about 85% of those that wanted a university pathway achieved it. We continue to encourage high expectations and open pathways. Many of our students and whānau have decided long ago that an alternative trades ('vocational') apprenticeship or direct employment pathway is best and that is also a very good outcome yet is not reflected in any use of UE data for comparisons.



The primary reasons for achieving and not achieving remain the same i.e. attendance and engagement.

- Students are very likely to achieve NCEA if they attend school and stay to the end of the year. Most of those who did not achieve had attendance less than 60% and in many cases less than 40%
- The raw NZWA statistics include students who left school within the first few months of 2024, including many who left in Feb, and those that arrived later in the year, so that makes data hard to interpret without that context.

1.2 Year 9 and 10 literacy and numeracy

asTTle assessments in English (comprehension and writing) and Mathematics have yet to be completed for Year 9 2025. When these are completed, we will continue to identify those who need additional support, although we do have information from the contributing schools.

Those for Year 9 (2024) and 10 (2024) were completed at the end of Year in 2024, and are measures of progression for last year's Year 9 and 10 and form a baseline for this year's Year 10 and 11.

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

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

Year 9 2024 (Year 10 2025)

Year 9 Reading

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

- Number above curriculum level norm has decreased from 7 to 3
- Number at curriculum level norm has increased from 41 to 51
- Number below curriculum level norm has decreased from 36 to 21

Year 9 Writing

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

- Number above curriculum level norm has increased from 9 to 35 – great improvement
- Number at curriculum level norm has increased from 40 to 34
- Number below curriculum level norm has decreased from 20 to 6

Year 9 Maths

Start of Year									End of Year									
Year 9 Mathematics (Number) - START Y9	Above (greater than 4A)	% (excl. No data)	At or Average (4P ± 1)	% (excl. No data)	Below (less than 4B)	% (excl. No data)	No data	Total	Year 9 Mathematics (Number) - END Y9	Above (5P and above)	% (excl. No data)	At or Average (4A ± 1)	% (excl. No data)	Below (4B and below)	% (excl. No data)	No data	Total	
All	4	5%	16	19%	63	76%	3	86	All	3	4%	51	68%	21	28%	11	86	
NZ European	4	11%	5	14%	26	74%	0	35	NZ European	2	6%	28	82%	4	12%	1	35	
NZ Māori	0	0%	9	24%	29	76%	3	41	NZ Māori	0	0%	18	53%	16	47%	7	41	
Other	0	0%	2	20%	8	80%	0	10	Other	1	14%	5	71%	1	14%	3	10	
								3% Missing										13% Missing data

- Number above curriculum level norm has decreased from 4 to 3 – no significant change
- Number at curriculum level norm has increased from 16 to 51 – a big improvement
- Number below curriculum level norm has decreased from 63 to 21

Year 10 2025 (Year 11 2025)

Year 10 Reading

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

- Number above curriculum level norm has remained the same (8)
- Number at curriculum level norm has remained almost same (41 to 42)
- Number below curriculum level norm has gone from 23 to 20 – a small decrease.

Year 10 Writing

Start of Year									End of Year								
WRITING - compared with Norm Curriculum Level (e- AsTTile)	Above (4A and above)	% (excl. "No Data")	At or Average (4B ± 1)	% (excl. "No Data")	Below (3P and below)	% (excl. "No Data")	No data	Total	WRITING - compared with Norm Curriculum Level (e- AsTTile)	Above (4A and above)	% (excl. "No Data")	At or Average (4B ± 1)	% (excl. "No Data")	Below (3P and below)	% (excl. "No Data")	No data	Total
All	27	48%	21	38%	8	14%	30	86	All	10	14%	16	23%	44	63%	14	84
European	21	57%	12	32%	4	11%	11	48	European	7	18%	11	29%	20	53%	6	44
NZ Māori	4	29%	8	57%	2	14%	13	27	NZ Māori	1	4%	5	22%	17	74%	5	28
Other	2	40%	1	20%	2	40%	6	11	Other	2	22%	0	0%	7	78%	3	12
35% Missing data									17% Missing data								

- Number above curriculum level norm has gone from 27 to 10, so not a great outcome. This may reflect a disinterest in the assessment and has sparked an inquiry into moderation or consistency of assessing the writing of students.
- Number at curriculum level norm has also decreased (21 to 16)
- Number below curriculum level norm has gone from 8 to 44 – a huge increase and suggests inconsistent assessment.

Year 10 Maths

Start of Year									End of Year								
MATHS - compared with Norm Curriculum Level (e- AsTTile)	Above (5P and above)	% (excl. "No Data")	At or Average (4A ± 1)	% (excl. "No Data")	Below (4B and below)	% (excl. "No Data")	No data	Total	MATHS - compared with Norm Curriculum Level (e- AsTTile)	Above (5P and above)	% (excl. "No Data")	At or Average (5P ± 1)	% (excl. "No Data")	Below (4A and below)	% (excl. "No Data")	No data	Total
All	2	3%	9	16%	47	81%	28	86	All	0	0%	19	27%	52	73%	13	84
European	2	6%	6	18%	26	76%	14	48	European	0	0%	11	31%	24	69%	9	44
NZ Māori	0	0%	2	11%	16	89%	9	27	NZ Māori	0	0%	4	15%	22	85%	2	28
Other	0	0%	1	17%	5	83%	5	11	Other	0	0%	4	40%	6	60%	2	12
33% Missing data									15% Missing data								

- Number above curriculum level norm has gone from 2 to 0, so not a great outcome.
- Number at curriculum level norm has increased from 8 to 19 – a good result.
- Number below curriculum level norm has gone from 47 to 52 – an increase, which is disappointing.

Year 10 Literacy and Numeracy

- 18/84 =21% Achieved Literacy (R and W)
 - 12 / 50 = 24% Females
 - 6/34 = 18% Males
 - Reading – 60% Success (54% overall) M: 63% F: 58%
 - Writing – 27% Success (23% overall) M: 21% F: 31%
 - 33/84=39% Achieved Numeracy
 - 45% success (of those that attempted)
 - 20 / 50 = 40% Females (47% 'success')
 - 13/34 = 38% Males (43% 'success')
- * = of those that attempted the CAA

Year 11 Literacy and Numeracy

- | | |
|---|---|
| <ul style="list-style-type: none">• 67/79 =82% Achieved Literacy (R and W)<ul style="list-style-type: none">• 53% Literacy CAA• 90% Females (55% CAA)• 74% Males (51% CAA)• 73% Māori (42% CAA)• 89% Euro (60% CAA) | <ul style="list-style-type: none">• 67/79 =86% Achieved Numeracy<ul style="list-style-type: none">• 57% Numeracy CAA• 83% Females (48% CAA)• 90% Males (67% CAA)• 79% Māori (33% CAA)• 91% Euro (74% CAA) |
|---|---|

1.3 The updated curriculum timeline

The New Zealand Curriculum		Available for feedback and use		Required	
		2024	2025	2026	2027 →
Curriculum framework					
Learning areas					
English	Years 0-6				
	Years 7-13				
Mathematics and statistics	Years 0-8				
	Years 9-13				
Science					
Technology					
Health and physical education					
Learning languages					
The arts					
Social sciences					

Timelines

- **Term 1, 2026:** Schools and kura with Years 7 to 13 must teach the updated English and Te Reo Rangatira curriculum and mathematics and statistics and Pāngarau for Years 9 to 13.
- The fully updated national curriculum, including all the other learning areas, wāhanga ako and subjects, will be available for all schools and kura to use throughout 2026, giving a full year of implementation support before it's officially required from 2027.
- To make sure teachers and kaiako have time to focus on maths and pāngarau, the Minister of Education has also agreed that the timeline for the new science and technology curriculum will be pushed out. This will now align with other learning areas – draft curricula will be available for use and open for feedback in Term 3, 2025. Teachers and kaiako in years 7-13 for English and te reo Rangatira and in years 9-13 for maths and pāngarau can still expect to see drafts of this material this year for feedback.

Other changes

- Evidence-based teaching practices will be included in the national curriculum, sitting alongside the knowledge, skills, and capabilities being taught.
- For Years 11 – 13, learning areas and wāhanga ako will be broken out into subjects to more clearly align with NCEA achievement standards and senior secondary programmes of learning.

2. Strategic Plan/ School Review

2.1 School planning documents (MoE)

Strategic plan

Our current strategic plan ends 31 December 2025. We do not need to develop a new strategic plan for 2025, but we can amend our current strategic plan if we wish.

Reference: [Strategic Plan 2024-2025 \(with links to NELPs\)](#) [One page summary](#)

As I advised in November, the government signalled the end of the NELPs, although there has been no confirmation of what will replace. The requirements of the Act are our main guides, along with priorities of the government and ourselves.

Ministry advice:

If you don't have a current strategic goal for meeting the Government priorities for Education, it is *strongly recommended you add targets for these priorities in your annual implementation plan for 2025*. This could look like setting targets:

- **Relating to actions you are taking to implement/prepare to implement curricula, assessment and aromatawai changes.**
- Where relevant, this could include establishing baseline information for where your students are at in relation to new curricula being implemented in 2025 (*not directly relevant to us, although the move to new curricula in 2026 is*)
- **Relating to actions you are taking to lift attendance and reduce absence.**

As an aside, I was interested to see the new Public Service Commissioner has made some comments about how the state sector is often bogged down with consultation. While not to be taken too much out of context, I wonder if any changes will be implemented before our Strategic Plan goes into review at the end of this year. For education, our ability to deviate too much from government initiatives and the Education and Training Act is limited – so our strategic plan general has to contain set priorities. <https://www.rnz.co.nz/news/political/541861/public-service-sector-not-fit-for-purpose-new-commissioner-says>

The current model was too tied up in risk considerations and consultations, which he believed had become a mechanism to avoid decision-making. "It's generated a lot of internally focused work and multiple meetings, the value of which is questionable, and often very frustrating to those who are trying to make change and lead initiatives,"* Sir Brian said.

Reporting and Planning

Timeline for 2025: The board needs to complete the following in 2025:

- **31 March** – Publish your **annual implementation plan** for the current school year. Send your annual financial statements to your auditor.
 - Our 2025 annual implementation plan must be published on our school's website **by 31 March**. Consequently, we will table the updated 2024 annual implementation plan at the March hui, following any feedback.

Unrelenting focus on achievement

- What deliberate actions can we take to improve outcomes?
- What can we improve in our circle of influence?



<h2>Achievement: AREA</h2> <h3>A+R+E→A</h3>	<h2>A+R+E→A</h2>
<ul style="list-style-type: none"> • Improving Attendance <ul style="list-style-type: none"> • Promote links to WELLBEING and ACHIEVEMENT • Focus and follow up – connection, engagement, intervention • Minimise disruption, maximise learning • Attendance criteria for 'other' activities • Improving Retention <ul style="list-style-type: none"> • Career and course progression / education • Pathways and courses for learners • High expectations – Promote LEVEL 2 minimum 'leaving' qualification 	<ul style="list-style-type: none"> • Improving Engagement <ul style="list-style-type: none"> • Curriculum Lessons – relevant, coherent, variety • Consistent Pedagogy (L and T) – CRRP and Focus on how students learn <ul style="list-style-type: none"> • Graduate Profile (promote...refine...progressions Y9 → Y11 → Y13) • Instructional model • Positive Attitudes in Learning – Learning climate and behaviour • Improving Achievement <ul style="list-style-type: none"> • Honest / clear appraisal of where we are at – open and transparent • NCEA L1, L2, L3, UE • Leavers' data – ages, transition success

- **31 May** – Submit your annual report. Publish your annual report online as soon as practicable following this. Our **statement of variance** is due by 31 May, so we have time to add commentary to our outcomes from our plan and targets. The Annual Report includes the Financial Reports such as the Audit outcome.

2.2 Teacher Only Days

The Minister of Education has specified the circumstances boards can close their schools during term time. The key changes:

- A set of 'criteria for closing' boards must use when making the decision
- In 2025 boards can close their school for **four half-days for curriculum related purposes**. These half-days don't need to be made up, so long as six-weeks' notice is given to whānau.
 - Schools covering Years 9 to 13 can use **two half-days for general curriculum and assessment PLD** and **two half-days to prepare for the new curricula being implemented in 2026**.

Our proposed 'teacher only' days are:

- Friday 30 May or Tuesday 4 June – prior or after Monday 2 June (King's BD)
 - o The move to Tuesday would be driven by the need to avoid another Friday, we will consult some more with Heads of Department.
- Friday 14 November – Canterbury Anniversary Day, No NCEA. This will be a collaborative curriculum planning day with our Thames Valley Waikato East Network.
- Boards can close their school for an additional four half-days per year that need to be made up, for purposes to be determined by the board based on the criteria for closing.
- Already completed: Friday 7 February 2025 – to complete start up preparation.

3. Personnel

3.1 Staffing (update)

It is pleasing to report that we are fully staffed, and that we have successfully appointed and induction new staff.

Updating the information provided in my November report:

Appointments

- Science/Biology, fixed term (28 Jan 2025 – 27 Jan 2026 – leave cover) – Mr Anukar Kumar. Mr Kumar has joined us from Fiji, with over 20 years teaching experience, including as a Head of Department.
- Food and Textiles, permanent – Mrs Jennifer Baylosis. Start date, after some delays is now Monday 24 February. TO cover this position we have had the services of Carolyn Green in an LTR position.
- Mathematics. Two positions.
 - Permanent, replacing Mr Josh Dix. Mr Ravenesh Nand. Mr Nand has taken up the role of Curriculum Responsibility in Mathematics (1 MU) to assist the Head of Mathematics. Mr Nand, has most recently been teaching at Morrisville College.
 - Fixed term (covering staff on leave): Mr Rinal Prasad. Mr Prasad has joined us from Fiji, with over 7 years teaching experience, and some exciting innovations and passion for sustainable practices.
 - Ms Sonia Paton is our new Vocational Pathways Assistant (permanent, part-time), working with our Vocational Pathways Manager and Careers Advisor, Mrs Leanne Ardern. Ms Paton brings a wealth of experience and community connections to this role.
 - Mrs Alicia Costello is our Sports/Active As Admin Assistant supporting Tess Watts in her Sport Coordinator (permanent)/ Active As Coordinator (fixed term) roles. Tess's role has been expanded in both components to recognise the growth of the Active As programme, and to make allowance for the absence of Mrs Green (on Leave).

Internal fixed term positions of responsibility

Progress - other internal positions (fixed term, 2025):

- Senior achievement tracking and intervention coordinator (1FTMU) – Leanne Ardern.
- EOTC coordinator (1FTMU) – Current a DP portfolio, with admin staff support. Looking at options for this role.
- Curriculum Responsibilities (1FTMU each) – English and Maths
 - English: Ms Jasmine Yorke
 - Mathematics: Mr Ravenesh Nand.
- e-learning coordinator/ICT manager (1FTMU): Mr Jesse Watson
- Recognising success: Awards and Prizegiving coordinator (1 FTMMMA) – no applicants; to follow up

- Kāhui Ako Within School Teacher / leader (KA Allowance. We sought 6 roles:
 1. Literacy across the curriculum / accelerating literacy development – Ms Michelle Tupper.
 2. Numeracy across the curriculum / accelerating numeracy development – Mr Daniel Neufeld.
 3. Promoting culturally responsive pedagogy and practices, including supporting Mātauranga Māori across the Curriculum – Whaea Rawinia McLean.
 4. Universal Design for Learning / Difference across the curriculum - Ms Michelle Tupper.

We still have two KA roles, and two MU roles available and will readvertise. Roles include Junior achievement tracking and intervention coordinator to support Kaiāwhina; Enrolments and Transitions coordinator and additional Guidance / Pastoral network responsibilities.

Vacancy

Mrs Penny Keet has been appointed as Principal of Rangitīkei College from the start of Term 2. While this is a significant loss for our school, it is a fantastic achievement for Penny, and we congratulate her on this well-deserved opportunity.

We have begun the recruitment process and look forward to finding the best fit for our kura | school. There will be a need to form a personnel committee for this role.

The initial closing date is 27 February, although, given the timing, we may need to readvertise.

3.2 Cleaning and Property Management Review

Management have completed the Cleaning and Property Management Review, instigated by the earlier disengagement of EdPro Ltd. Following the Board decision, at the Special Board Meeting on 28 January to 'contract in', we have completed this process, with due diligence, with guidance from NZSBA employment advisor. There have been some inevitable challenging moments in a process that brings uncertainty for staff and balancing the legislative and operational requirements.

As of Thursday 20 February, all current staff have completed their transfer to Thames High School as their employer. This was accelerated from the original date of Monday 3 March due to circumstances changing.

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

4. Finance and Property Management

4.1 Property and Finance Reports

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

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

The Property Committee will report on the hui held on Monday 17 February.

5. Physical and Emotional Environment

5.1 Current Roll (as of 20 February 2025)

Type (Gender)	Count	9		10		11		12		13	
		^	v	^	v	^	v	^	v	^	v
FF	23	1		1		11		7		3	
FF (Female)	16	0		1		10		4		1	
FF (Male)	7	1		0		1		3		2	
RE	405	89		90		88		78		60	
RE (Female)	212	39		54		52		40		27	
RE (Male)	193	50		36		36		38		33	
SA	4	0		4		0		0		0	
SA (Female)	1	0		1		0		0		0	
SA (Male)	3	0		3		0		0		0	
Total	432	90		95		99		85		63	

RE 21 February 2025	405	89	90	88	78	60
RE Projections (MoE) – GMFS	398	91	78	90	74	65
Diff. Actual - Projection	+7	-2	+12	-2	+4	-5
2024 RE (@ Feb 2024)	401	88	89	88	79	57
Diff. 2025 RE – 2024 RE at ca. 20 Feb	+4	+1	+1	=	-1	+3
FF 21 Feb 2025	23	1	1	11	7	3
2024 FF (@ Feb 2024)	21	0	0	7	7	7
Diff. 2025 FF – 2024 FF at ca. 20 Feb	+2	+1	+1	+4	=	-4
Total	428	60	91	99	85	63
THS projection (using retention rates)	367	94	79	79	66	48
Diff. 2025 RE – THS 2024 Projection	+38	-5	+11	+9	+12	+12

- 1 March roll return is on track to be close to the MoE projection, but Year 11 has seen an increase. There are still people leaving, and arriving...although the roll is steady.

- Total domestic (RE) number is close to projections by Actual 405 cf. 398 (MoE)
- Higher Year 11-13 roll. Greater retention and new students.
- Slightly lower Year 9 roll. MoE projection was relatively accurate. The number of students of student at Year 8 that is used for the THS projection is variable, as so many factors go into the Y8-Y9 transition.
- **Positive international numbers, as below.**

International Summary (Provisional)

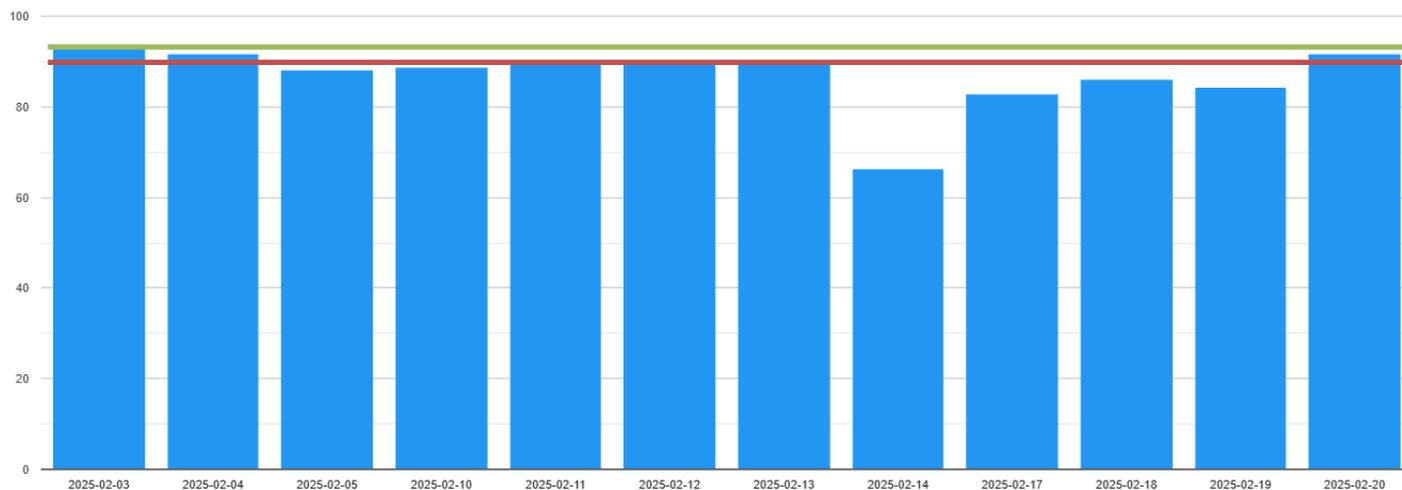
	2023	2024	2025
<i>Term 1:</i>	15	20	23*
<i>Term 2:</i>	12	19	17
<i>Term 3:</i>	5	12	15
<i>Term 4:</i>	4	13	15
Overall FTTE	9 FTTE	18 FTTE +9 from 2023	20 FTTE (+2 from 2024)
Since 2022	+1	+10	+12

5.2 Attendance

Average daily attendance (Term One)

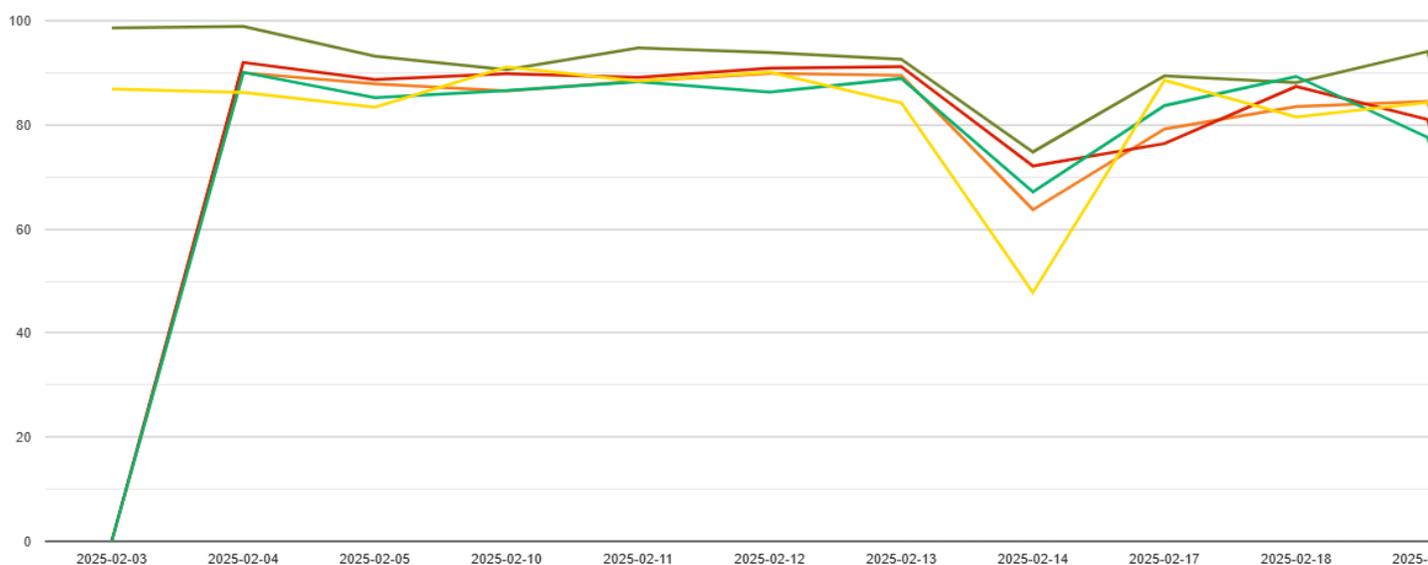
To date – 3/2/25 (Year 9 induction) to Thursday 20/2/24 (12 days)

- Not including course confirmation day (31/1/2025)
- Mon 3 Feb: Year 9 (with Year 13) only – orientation day
- Tuesday 4 Feb: First day for the WHOLE school – 92%
- Friday 14 Feb: Swimming Carnival – 66% a drop from 90% the previous day – almost 25% extra absent – i.e. 1 in 4 absent in addition to the previous day.
 - o (in 2024 the drop was from 85% on Thu to 65% on Fri – an additional 1 in 5 students absent. The change of format (i.e. only one period of swimming / pool activities instead of whole day) had made no positive difference to the attendance rates. In fact, as 1 in 4 were absent in addition compared with 1 in 5 extra in 2024, it can be argued the lack of engagement by absence was greater. A fun day and a great event for the leaders to run. But it impacts on our attendance significantly.
- Waitangi Day was preceded by a day of 88% attendance, and Friday was a teacher only day, insulating us from an inevitable low attendance on the Friday. The Monday following was 89% so was back to 'normal'
- We will look at the House Athletics / Activities Day coming up on 26 February. Last year an additional 1/3 students absent than the previous day 55% down from 82%.
- If the trend continues, and we are held to account for attendance levels then such events run contrary to an attendance focus. Which is not what we want to see.



Key

- = 94% which is the average daily attendance needed to reach the government target of 80% of student s having 90% attendance.
- = 90% - regular attendance level

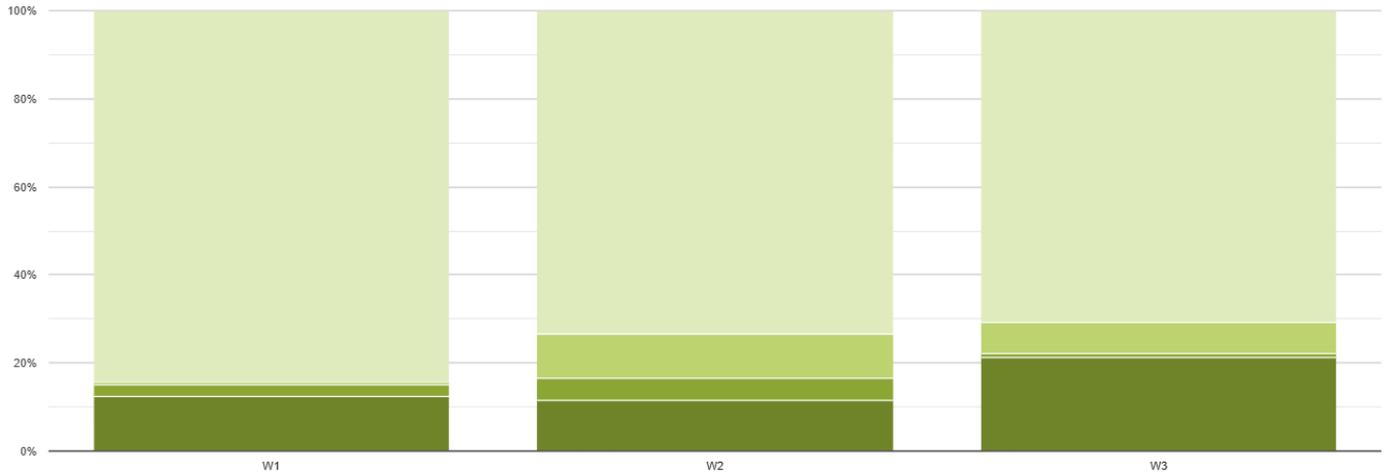


Key: Year 9 – olive green; Year 10 – red ; Year 11 – orange; Year 12 – green; Year 13 - yellow

Weekly Attendance

- Data at this stage are highly skewed as **one day** has an impact of about 8%, i.e. a student with one day absent would be 92%, above 'regular attendance' but 2 days they fall to 84%, below regular attendance.

Week 1	Week 2	Week 3
--------	--------	--------



Date	0-70%	70-80%	80-90%	90-100%
1	12.4	2.8	0.5	84.4
2	11.5	4.9	10.1	73.5
3	21.1	0.9	7.3	70.7

While highly skewed, at the same time last year, the overall regular attendance rate was 52% so we are above on that measure..

5.3 STAR – Stepped Attendance Response

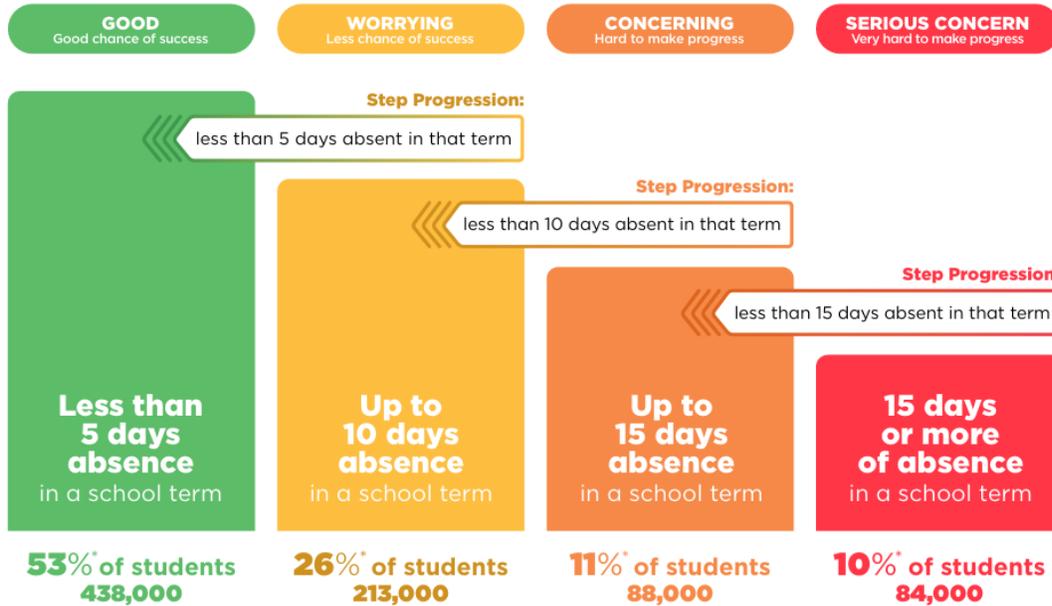
We have promoted the response plan to improve attendance, aligned with the Ministry STAR. The national target is 80% of students attending at least 90% or more.

“We aim to have everyone attend **every day**, but with sickness and other justified reasons, we know that can go down to 90%. Each term there are approximately 50 days, and so having more than 4 days a term away means falling below 90%. As an adult worker, we have 10 days per year of paid sick leave. For adults there are about 220 to 230 workdays, so 10 days sick leave is just under 5%.”

Stepped Attendance Response – STAR

Responding to all absences

The Government's target is for **80% of students to attend regularly**, that is to attend school more than **90% of the time**.



For us in 2024:

Term	SERIOUS CONCERN Very hard to make progress	CONCERNING Hard to make progress	WORRYING Less chance of success	GOOD Good chance of success
	0-70% Chronic absence	70-80% Moderate absence	80-90% Irregular absence	90-100% Regular attendance
1	22.3	12.5	24	41.2
2	22.1	13.9	19.3	44.7
3	20.7	10.8	28.1	40.4
4	18.7	10.4	20.8	50.1

- Term 4 – Years 11 and 13 – exam leave from week 4 so skewed.

We are generally over 10% points below the national average for regular attendance.

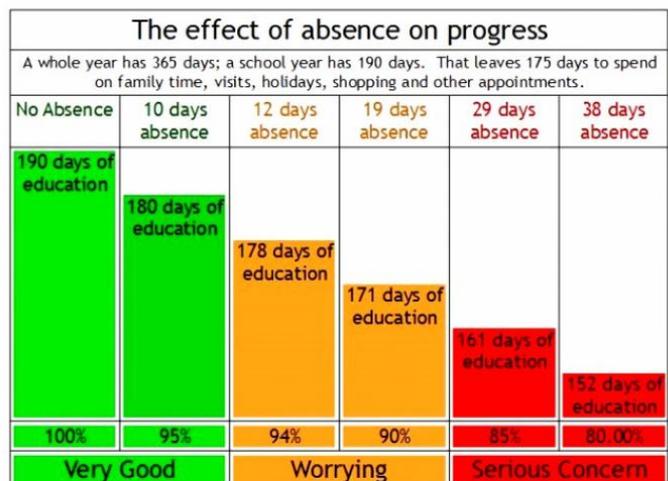
A summary:

- We have - and are continuously improving - our **Stepped Attendance Response – STAR**. The Ministry of Education is helping providing guidelines for us to follow, and we will follow these guidelines alongside our existing approaches.
- The guidelines are for parents, the school and the ministry. We are in this together.
- Firstly, we recognise **great attendance**: we will continue to celebrate those who attend more than 95% and more than 90%. Emails, certificates, recognition and rewards combine to say "well done, keep it up". We will also continue to recognise improvements in attendance. Parents and caregivers can join us in this and set targets, recognitions and offer incentives for improvements.
- We will continue to send weekly emails that update students and parents with attendance summaries, so that we all know what the situation is. If there are concerns, either way, we need to be onto it quickly. If there are errors spotted, these need to be corrected by students working with their teachers. Attendance is recorded each class.
- There will be occasional mistakes, yet historically we know records are over 95% accurate.

“Every Day Counts”

1 or 2 days a week doesn't seem that much but...			
If your child misses	that equals...	which is...	and over 13 years of school that's...
1 day a fortnight	20 days per year	4 weeks per year	Nearly 1.5 years
1 day a week	40 days per year	8 weeks per year	Over 2.5 years
2 days a week	80 days per year	16 weeks per year	Over 5 years
3 days a week	120 days per year	24 weeks per year	Nearly 8 years

- For those whose attendance **falls below 90%** we will continue to report that we are concerned, and we need to work together. Parents often ask for help, and we encourage that.
- **Below 80%**, our responses include **meeting with parents** to discuss reasons for absence and to collaborate on a support plan. Part of our plan is to ensure there is no additional lost time by having trips, representing the school, or excursions. This can include removal of optional school activities. We aim this to be a motivator to attend regularly, and as part of a wider plan. So there is no blanket, automatic stop, but rather a plan that says, for instance, "if attendance is great this week, then this activity will be allowed". We have found this incentive does help.

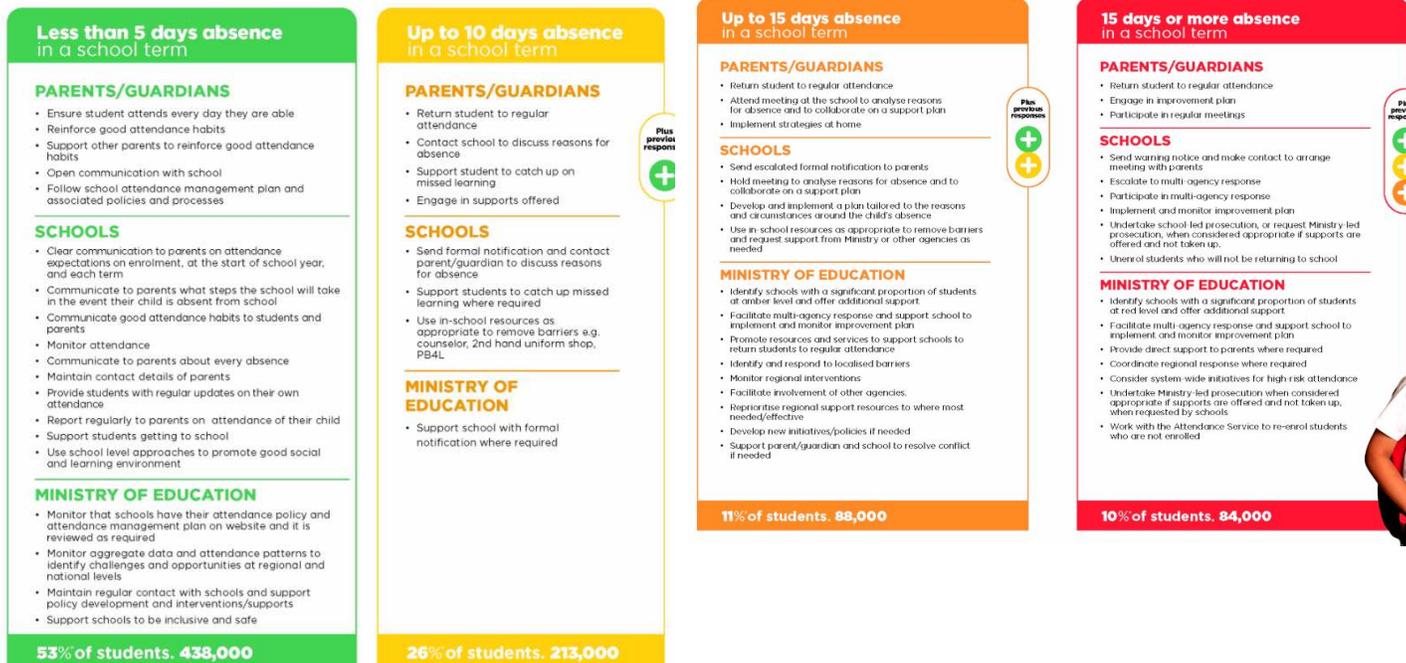


Best chance of progress and success. More likely to be socially happy.

Harder to make progress or experience success. Harder to make friend and more likely to be less happy at school.

This is **persistent absence** and Very hard to make progress and social outcomes are often poor. Referral to Attendance Services is likely.

- When there is no explanation for absences, or as soon as it is clear we need more help, we will refer to Ministry-funded Attendance Services; in Thames-Coromandel the service is run by CAPS Hauraki. They will typically try to meet with parents/whānau and make a plan.
- **If attendance falls below 70%**, more than 15 days per term, responses include multi-agency approaches, including Oranga Tamariki, Manaaki / Mental Health, etc. In serious circumstances, if there is no significant attempt to support getting back to regular attendance, prosecution is an option.



5.4 Employee Assistance Programme

In the past four 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.

	2024	2023	2022	2021
Provider 1	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	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	2 staff / 5 sessions	4 staff / 7 sessions	3 staff / 9 sessions	5 staff / 17 sessions

6. Compliance/ Legislation

6.1 Policies

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

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

Term 4 2024 Policies for ratification

- Closed 13 December 2024
- [FINANCE and ASSET MANAGEMENT POLICY](#)
- [Managing Income and Expenditure](#)
- [Financial Conflicts of Interest](#)
- [School Donations and Student Activity Payments / Attendance Dues and other Income](#)
- [Expenditure](#)
- [Asset Management and Protection](#)
- [Property Planning and Maintenance](#)
- [Prevention of Bribery, Corruption, Fraud, and Theft](#)

Term 1 2025 Policies for Review

- closes 11 April 2025 (end of Term 1)
- [Health, Safety, and Welfare Policy](#) (Board, **staff** & whānau)
- [Safety Management System](#) (Board, **staff** & whānau)
- [Risk Management](#) (Board, **staff** & whānau)
- [Worker Engagement, Participation, and Representation](#) (Board, **staff** & whānau)
- [Healthcare](#) (Board, **staff** & whānau)
- [Recording & Reporting Accidents, Injuries, & Illness](#) (Board, **staff** & whānau)

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

6.2 Assurances

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

Ngā mihi



Michael Hart

Tumuaki/Principal