

Thames High School

Te Kura Tuarua o Te Kauaeranga



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

26 May 2025

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0. Introduction

The start of Term Two has been mostly settled and productive, although we were all rocked by the passing of Sonia Patton, and this has been acknowledged in earlier communications, to the board and our community. Appropriate and proportionate supports were in place at school in the first week, especially on the first day back from the term break. Many thanks to Kylie Finch, Leanne Ardern, and Ruth Howes, who made sure that students were supported as needed. Sonia's service was a significant remembrance of a person who lived life with joy and a wonderful caring nature. Her legacy in our kura and wider community will endure.

Our Student Leadership Team proudly represented Thames High School at this year's ANZAC Parade, honouring those that have served, and their whānau. We were especially proud of our Head Students, Ora Wiki and Harris Elliot-Hogg, who delivered thoughtful and eloquent speeches. The feedback from the community was overwhelmingly positive. They shared their speeches with the full school at the first assembly of term 2, on Wednesday 30 April, and were very respectfully received.

We began the term on a significant note, supporting our former Deputy Principal, Penny Keet, at her pōwhiri on Monday 28 April, to mark her appointment as Principal of Rangitikei College. I would like to extend my thanks to the senior student leaders, staff, and our Rōpū Kapa Haka who represented us with distinction and pride. The warmth of the welcome reaffirmed the strength of our relationships across the sector and the value of whakawhanaungatanga. We left reassured that Penny, a taonga to our school, will be well supported in her new role.

We have recently had the pleasure of welcoming Mr Gareth Wright as our Tumuaki Tuarua (Deputy Principal). His pōwhiri was a powerful and affirming occasion. Many thanks to Johnson Reha Watene (Ngāti Maru) and Brendon Wilkinson for their whaikōrero, and Whaea Ra with Karanga. Gareth was supported by his whānau, his brother Llewellyn, with Whaikōrero and his sister-in-law with kaikaranga, along with others in his rōpū taukoku. Following the pōwhiri, in his response to a less formal welcome, Gareth made three core commitments during his korero following to prioritise student well-being and success; to support staff in their professional growth; and to uphold our school's values in all aspects of his role. These promises align strongly with our strategic priorities, and we look forward to the leadership Gareth will bring.

In terms of curriculum and assessment, we are entering the first round of online Common Assessment Tasks (CATs) for the 2025 cohort, focused on the literacy and numeracy co-requisites. This marks a shift in assessment practice, particularly with all Year 10 students now participating. Staff preparation and support have been critical to this implementation, and I would like to acknowledge the significant work involved. It will be important to monitor both student engagement and achievement data across this and subsequent rounds.

The head students and I have met; their priorities for Term Two are the ball, Matariki and House Haka competition (leading up to Matariki). Last week they settled on their budget and that has allowed

the invitations to be issued. Attendance, engagement, and behaviour expectations remain integral to participate. The approach taken ensures we uphold high standards while offering students the opportunity to enjoy this social occasion.

Preparations for our Matariki Celebrations on Thursday 19 June are also underway. The plan is ambitious with the highlight being the planned hangi for upwards of 800 people, with a focus on our school community, Te Kura o Te Kauaeranga, Kohanga Reo and Ngāti Maru Kaumatua who accept an invitation. Whaea Rawinia, Carolina Tornero, Shannon Paki, John McKeowen, and our Manukura Māori are integral in the coordinating rōpū.

Winter sport is also now well underway, with high levels of student participation. I commend Tess Watts, Alicia Costello, and the many staff and volunteers involved for their commitment. The Positive Vibes campaign continues to promote inclusion and resilience, reinforcing sport as a space for growth, rather than exclusion. Our eligibility expectations—particularly around attendance—remain a key lever for both accountability and support. Encouragingly, only a small number of students are not currently meeting expectations, and individualised improvement plans are being developed to support re-engagement.

As we progress through Term Two, we remain focused on maintaining momentum, embedding our values, and nurturing an inclusive, aspirational culture for students and staff alike.

On the horizon. As this report is written on the eve of the budget, we do not know exactly what it portends. We do know there are significant re-prioritisations about to be announced. The interest points are the future of Kāhui Ako and the provisions for salaries / wages in the education sector. As the teaching and principal collective agreements are currently being renegotiated, or about to be. There is significant risk, in my view, of discontent in the sector and whether that leads to disruptions (industrial action) is to be seen. We know the signs that negotiations will be tough and the announcement that the Public Service Commissioner is directly negotiating, rather than the Ministry of Education is a sign that things are tight and that significant change is possible.

Also on the change front, there are significant changes that have been flagged for NCEA, with consultation due to be in July. The future of NCEA Level 1 is a significant topic, along with how the NCEA change programme, that has been slowed will roll out for Levels 2 and 3, and the way the literacy and numeracy co-requisites are going forward.

The SPANZ (principals association) has other topics of interest.

SPANZ Update – Key Points of Interest for the Board

1. NZ Curriculum Implementation:

SPANZ has requested clarity on the updated timeline and release of support resources, noting that information beyond June 2025 is currently unavailable. Timely access to these materials is essential for effective national implementation. English curriculum guidance is shifting towards recommended texts rather than mandated titles, with more details expected soon.

2. **Open/Closed for Instruction Guidelines:**

The release of updated guidelines—originally due in early May—has been delayed due to legal issues. The Secretary for Education aims to release these by the end of Term 2. *(The issue is that the Ministry is arguing that unless the school is open for instruction for ALL year levels, then it is not 'open for instruction' – this has significant impact on days like Year 9 orientation.)*

3. **Teacher Supply:**

Encouraging signs show a rise in 2025 initial teacher education enrolments and success in recruitment campaigns aimed at expanding the teaching pool. The latest "Teacher Demand and Supply" report provides insights at national and regional levels.

4. **AI and Software Use in Schools:**

With the rapid growth of AI tools in education, concerns around privacy, suitability, and value are increasing. The ST4S (Safer Technologies for Schools) tool, endorsed by the Ministry, helps evaluate whether educational software meets safety and privacy standards.

5. **5YA Funding Model:**

SPANZ is advocating for a review of the 5YA property funding rate, which has not changed since 2009 (\$30/m²). The issue has been raised with both the Secretary for Education and the Minister.

6. **Principal Wellbeing – Umbrella Survey:**

Survey results highlight principals' high levels of dedication but also note significant workload pressures and exposure to negative behaviours. Many respondents report having to deprioritise tasks due to excessive demands. These findings will help inform ongoing collective bargaining.

1. Curriculum, Assessment and Reporting

1.1 Achievement Progress - NCEA

This is the first update for 2025.

At this early stage, relatively speaking, the average number of credits achieved is higher than in May 2024 for Years 11 and 13, but below in Year 12. The increase at Year 11 and 13 can be attributed to the increase in the average number of credits attempted, and the converse is true for Year 12.

In May, we would like to have approximately 25% of assessments completed, but that is clearly not the case. Moderation and verification processes delay the publishing of data of assessments that may have been completed in Term 1, and our assessment calendar that is now in KAMAR is not sufficiently summarised to yet quantify the lag between assessment completion and publishing.

Summary of NCEA progress to date by year level (18 May 2025)

- earned in the current year.
- Comparison figures from May 2024 (21 May 2024)

	Year 11 /Level 1	Year 12/ Level 2	Year 13/ Level 3	Year 11 /Level 1 (May 2024)	Year 12/ Level 2 (May 2024)	Year 13/ Level 3 (May 2024)
Average credits achieved this year	6.3	15.0	7.4	2.2	18.2	6.0
Average credits attempted	7.6	17.0	8.8	2.5	21.0	6.8
Number of students*	78	75	55	85	72	51
Number who have achieved L1 Literacy	17	63	53	31	66	50
Number who have achieved L1 Numeracy	35	66	53	57	69	49
Number who have achieved UE Literacy	N/A	0	21	N/A	0	16
Number who have achieved NCEA (at the regular level)	0	0	0	0	0	0
Number who have achieved previous NCEA level	N/A	NCEA Level 1: 56	NCEA Level 2: 45	N/A	NCEA Level 1: 54	NCEA Level 2: 35

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

Summary of NCEA progress Credits, by year level / Gender – ranges (21 May 2024)

The baseline for the cohorts shows – as a snapshot:

Year 11: lower numbers have completed level 1 literacy and numeracy, and that is because of the loss of the alternative unit standards pathway in numeracy and the lower rates of achievement of the writing assessment at Year 10 in 2024. It is worth noting that at this stage of the year we have 78 Year 11s and last year we have 85.

The stark difference in numeracy (35/78) and literacy (17/78), highlights the very large barrier to accessing the curriculum and assessments – **literacy**.

Year 12: Slightly more people (**56/75**) have completed NCEA Level 1 than in May 2024 (**54/72**), but there is not much difference in percentage terms (74% vs 75%). The proportion of students at Year 12 who have achieved L1 literacy and L1 numeracy is lower in 2025 than in 2024, reflecting the earlier results that have been affected by the reduction in pathways for achieving literacy and numeracy. (Literacy 63/75 vs 66/72 i.e. 84% vs 92% and Numeracy 66/75 vs 69/72 i.e. 88% vs 96%. This is a concerning national trend and hence the provision of the MoE Te Manu Ka Rere initiative. Our Year 12 performance at NCEA level 2 is challenging, and we will need significant focus to overcome. There are 2 more Year 12s in May 2025 than in May 2024.

Year 13: Slightly more people (**45/55**) have completed NCEA Level 2 than in May 2024 (**35/51**), and this is significant in percentage terms (81% vs 49%). We knew the Year 13 cohort of 2024 started from a lower baseline, so we trust this augurs well for NCEA level 3 rates in 2025. The proportion of students at Year 13 who have achieved L1 literacy and L1 numeracy is comparable in 2025 than in 2024 – the change in literacy co-requisites affecting two students, unlike the lower year levels. (Literacy 53/55 vs 50/51 i.e. 96% vs 98% and Numeracy 53/55 vs 49/51 i.e. 96% vs 96%. There are 4 more Year 13s in May 2025 than in May 2024.

The tables below are all credits gained, not just in the current year. NCEA achievement success rates, numbers of credits, attendance and 'learning engagement' (reports) are used to identify priority taura.

As we approach the reporting cycle at the end of Term 2, we will have a clear picture of progress, but the signs are that Year 12 will need the most significant intervention than for several years

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	4	8	13	14	7	2							48
M	2	8	11	6	1	2							30
Total @ 18 May	6	16	24	20	8	4							78
Total @ 25 May 2024	9	15	19	37	4			1					85

Year 12 / Level Two	Credits towards L2, ie. L2 + (ranges) – numbers of students <i>Need at least 60 L2+ credits, plus at least 20 cr at level 1, 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	6	12	13	6								38
M	1	6	13	11	3	1	1					1	37
Total @ 25 May	2	12	25	24	9	1	1					1	75
Total @ 25 May 2024	2	8	23	25	11	3	2						72

- 0 credits: Two students. One new student with an individual pathway (special needs) and one with 50% attendance and not yet with NCEA level 2.

Year 13 / Level Three	Credits towards L3, ie. L3 + (ranges) – numbers of students <i>Need at least 60 L3+ credits, plus at least 20 cr at level 2+, 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		9	10	1	1	2	1		1				24
M	5	3	11	5	4	1	1						27
Total @ 22 May	5	12	21	6	5	3	2		1				51
Total @ 25 May 2024	8	15	19	6	3								51

- 0 credits: Five students = three with individual pathways (special needs) and one with 69% attendance and not yet with NCEA level 2, and the other in subjects with portfolios so no level 3 credits published yet.

1.2 Curriculum Achievement Summary – 2024

Last board meeting, the 2024 Department Achievement Reports were tabled. These are valuable evaluation and reflection documents that the board did not have sufficient time to process to distill the essence of them, nor consider the key themes and therefore potential direction or responses.

I have produced a compilation of the reports: [2024 Curriculum Achievement Summary](#), which brings together departmental reports with a focus on strengths/celebrations, concerns/barriers and next steps.

The purpose of this summary is to provide a high-level overview of how each learning area is tracking, identify common strengths and challenges, and inform strategic planning for 2025 and beyond.

It can be used in conjunction with the Achievement information presented in February and March, and the Annual Report.

Overall, the findings highlight positive performance in many programmes. Departments are actively working to enhance cultural responsiveness, support student wellbeing, and embed the refreshed curriculum.

At the same time, the report underscores ongoing challenges to achievement in attendance, literacy, engagement, and the limitations posed by resourcing and staffing. These insights are intended to support governance-level understanding of progress across the school and help inform resourcing, strategic priorities, and future development planning.

1.3 Important Ministry Updates (with governance relevance)

Some important topics from *He Pitopito Kōrero – Issue 194 (20 May 2025)*

School Board Governance Summary – Ministry Bulletin (Issue 194 – 20 May 2025)

Charter School Conversions

- State and state-integrated schools considering conversion to charter schools can submit expressions of interest at any time.
- Schools without a sponsor can be connected with available sponsors.
- Sponsors are responsible for operations (staffing, curriculum, property, enrolment, finance), allowing school leadership to focus on teaching and learning.
- Boards may wish to familiarise themselves with this process if exploring alternative governance models.

Education and Training Amendment Bill (No. 2) and Strategic Planning

- The Amendment Bill proposes several changes affecting boards:
 - **Amendments to board objectives** under section 127 of the Education and Training Act.
 - **Requirement for attendance management plans** to be developed and held by boards.
 - **Possible extension** to the due date for **2026–2028 Strategic Plans**, to align with proposed regulation changes.
- Boards are encouraged to review and consider making a submission before **12 June**.
- More info: [Education and Training Amendment Bill \(No 2\)](#)

Information Security Classifications Policy

- The Ministry has implemented a new system to classify emails and documents (e.g. “sensitive – release external”).
- No action is required from boards, but it's good governance practice to be aware of how sensitive information is handled.

Guide to Buying Goods and Services

- A new high-level guide outlines best practices for procurement, including competitive processes and value-for-money principles.
- Boards responsible for oversight of purchasing decisions may find this guide helpful for assurance purposes.
- Guide: [Buying Goods and Services for Schools](#)

2. Strategic Plan/ School Review

2.1 Annual Report 2024

One of the more significant items of work in this period, has been the Annual Report 2024, due 31 May to the MoE.

The draft is presented for review for any comments and suggestions.

Ref: [2024 Thames High School Annual Report \(Draft\)](#)

A progress on the 2025 Annual Implementation Plan is due in June/July.

Ref: [2025 Thames High School Annual Implementation Plan - MARCH 2025](#)

3. Personnel

3.1 Staffing Update

Confirmed new appointments:

- Teacher Aide, Julie Major (Permanent | Fixed Term part-time)
- Teacher Aide, Tony Mumford (Casual) – OED / other EOTC supervision

Resignations | Other

- Alana Salisbury, Teacher Aide (Permanent part-time) - Retirement
- Sonia Paton, Vocational Pathways Assistant (Permanent part-time) - Deceased

Vacancies

- Vocational Pathways Assistant (Permanent part-time) – closed 23 May 2025
- Teacher Aide (Fixed Term part-time) start asap

Internal Position / Roles

- Enviro-schools Coordinator role (1FTMMA): **Rinal Prasad**
- Kāhui Ako WST role (\$4K and 1 hr time allowance per week) - Improving educational outcomes for Taiohi Māori through pastoral care and mentoring: **Carolina Tornero Martos**
- Community Liaison Role (CLR) team (one CLR allowance \$1000 and 1 hr per week, banked time, for release – to help pay for relief cover as needed): **Carolina Tornero Martos**
- Enrolments and Y8/9 Transition Coordinator / Support role (1FTMU): **Michelle Tupper**

Internal Positions Still Open

- Junior (Y9/10) Achievement Tracking and Intervention Coordinator / Support
- Kāhui Ako WST – Literacy Across the Curriculum
- Recognising Success: Awards and Prizegiving Coordinator

3.2 Professional Learning

Ministry of Education-approved Professional Learning and Development (PLD) Days:

- Friday 30 May is a Ministry of Education-approved Professional Learning and Development (PLD) Day.
- On this day, **students will not attend school**, as staff will be involved in important professional development focused on the **Curriculum Refresh** and **NCEA Change Programme**.
- This is the **first of two allocated days** in 2025. The **second date** is scheduled for **Friday 14 November** in Term 4.
- These days are part of a national initiative to ensure that schools have time to prepare for significant changes being implemented across the education system. This includes updates to:
 - The **New Zealand Curriculum Refresh**
 - **NCEA Level 1, 2, and 3 changes**
 - **Literacy and Numeracy co-requisites**
 - **Assessment and reporting practices**
- To read more about these national changes and the PLD day schedule on the Ministry of Education website here:
- [🔗 NCEA and Curriculum Support Days 2025 – Ministry of Education](#)

Other PLD:

- Monday PL / Tuesday cycle
The focus for Term 2 2025:
 - Strengthening literacy across the curriculum
 - Understanding behaviour, responding safely
 - PB4L-School Wide
 - Including combined HoD / Kaiāwhina hui
 - The remaining Tuesday meetings are for the cycle of HoD and Pastoral Network Hui

Monday/ Rāhina- PLD 3.30-4.30 pm (unless advised)	28/4 PLD - Departments - Embedding Literacy - reading for meaning and writing framework	5/5 Full Staff Hui - UBR3 (scenarios) with Maree Woodall	12/5 PLD - Departments - Embedding Literacy - reading for meaning and writing framework	19/5 PLD - Full Staff - PB4L SW as Tue OR - instructional model - Mini chats	26/5 PLD - Kāhui Ako TBC (Back up - Dept PLD)	2/6 No Staff Hui King's Birthday long weekend	9/6 PLD - PGCs - Mid year review - Reflection	16/6 PLD - Departments - Embedding Literacy - reading for meaning and writing framework	23/6 No meeting - TWK Hui
Tuesday/Rāu (Pastoral/HOD/ Kaiāwhina) 3.30-4.30 pm	29/4 Pastoral Network Hui (Kaiāwhina, SENCO, CA GC) ESR (ASH)	6/5 Joint HOD & Pastoral Network Hui - Dan Marieta PB4L S-W Practitioner Reframing support in Library (i/c ASH)	13/5 HoD Hui C1 (i/c FLR) Tuturu Resources	20/5 Pastoral Network Hui (Kaiāwhina, SENCO, CA GC) ESR (i/c ASH)	27/5 Full Staff Hui PASTORAL - Dan Marieta PB4L S-W Practitioner Tikanga as staff and behaviour model In Library	HoD Hui C1 (i/c WRT)	10/6 Pastoral Network Hui (Kaiāwhina, SENCO, CA GC) ESR (i/c ASH)	17/6 Full Staff Hui PASTORAL Reframing support (PB4L-SW) Dan Marieta	24/6 No meeting - TWK Hui

- Waiata Wednesdays
Teachers continue to learn the waiata and haka. This will promote active participation by staff in all in school pōwhiri and other events.

External PD Record (as of 20 May 2024)

Month	Staff	Description	Start	End	Location	Expenditure
February	Ruth Howes	National Library School Library Tour	28/2/2025		Hamilton	\$170.00
						\$0.00
March	Leanne Ardern	Tertiary Update Day	4/3/2025		Waikato Uni	\$520.00
	Penny Keet and Donna Sawyer	Leading National Assessment Seminar	5/3/2025		Whangamata	\$100.00
	Romel Gador and Nichola Voice	Trauma - Brooke Trenwith - last workshop from 2024	11/3/2025		Parawai School	\$350.00
	Dianna Phillips	School Visit to Matamata	13/03/2025		Matamata College	\$130.00
	Penny Keet and Donna Sawyer	AP/DP COnnect	25/3/2025		Hamilton MOE	\$520.00
	Leanne Ardern	Tahatu Training	25/3/2025		Online, 1 hr for 4 days	\$0.00
	Michael Kim	Ngā Taonga Tākaro Workshop	25/3/2025		Coromandel Area School	\$420.00
	Michael Kim	Outdoor First Aid	27/3/2025		Hamilton	\$770.00
						\$0.00
April	Dianna Phillips / Jennifer Baylois	Hosting Teacher Advisor	3/4/2025		THS	\$0.00
	Penny Keet	Beginning Principal Hui	4/4/2025		Mangere	\$120.00
	Dianna Phillips / Jennifer Baylois	Bernina Embroidery Training	7/4/2025		Hamilton	\$520.00
	David Harrison	NZ Rugby Head Coaches Course	11/4/2025	13/4/2025	Wellington	\$350.00
						\$0.00
May	Kylie Finch	Intro to Eating Disorders	7/5/2025		Thames Hospital	\$0.00
	Michele Tupper	Structured Literacy for Secondary	10/5/2025		Online	\$55.00
	Dianna Philips	HETTANZ COnference	16/5/2025	18/5/2025	Wellington	\$1,354.00

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 on Monday 26 May 2025, and will be reported back in the board agenda.

The property committee met on Monday 19 May 2025, and this is reported on under committee business.

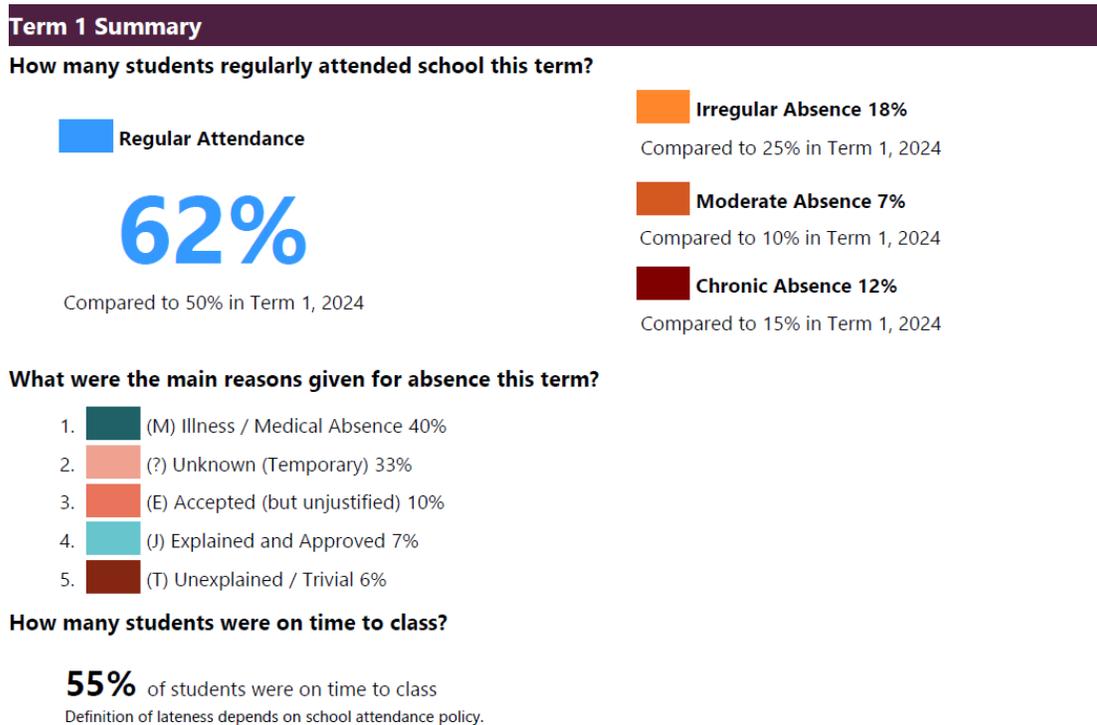
5. Physical and Emotional Environment

5.1 Attendance

Term 1 Attendance Report (Every Day Matters)

We have received the summary report from the Ministry of Education for [Every Day Matters: Term 1 2025](#). we do not see almost half L codes in attendance records (need to check data validity).

- Board members may wish to read the [full report](#); any insights or queries are welcome.
- The improvement compared with Term 1 2024 is pleasing.
- We hope the trend continues into the winter months and term 4 as the pattern has been declining attendance through the year.

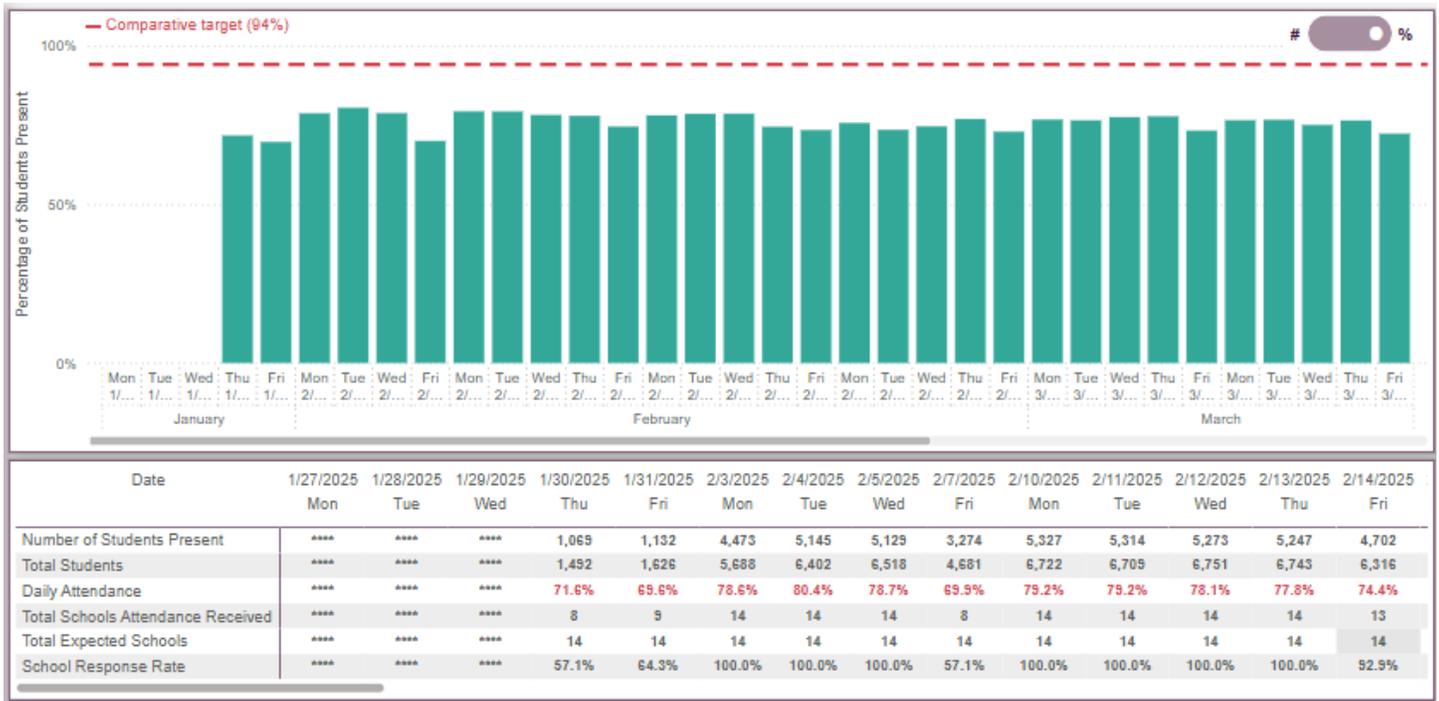


The 55% on time to class statistic leaping out is a new feature! (there are a lot of Ls) and not sure how it can be so large, as internal records do not have over 50% of present students being marked late.

Board members may know that attendance reports are being published on the Education Counts site and will soon be a daily dashboard. They are by region, not yet by school, although the Ministry has indicated that will happen.

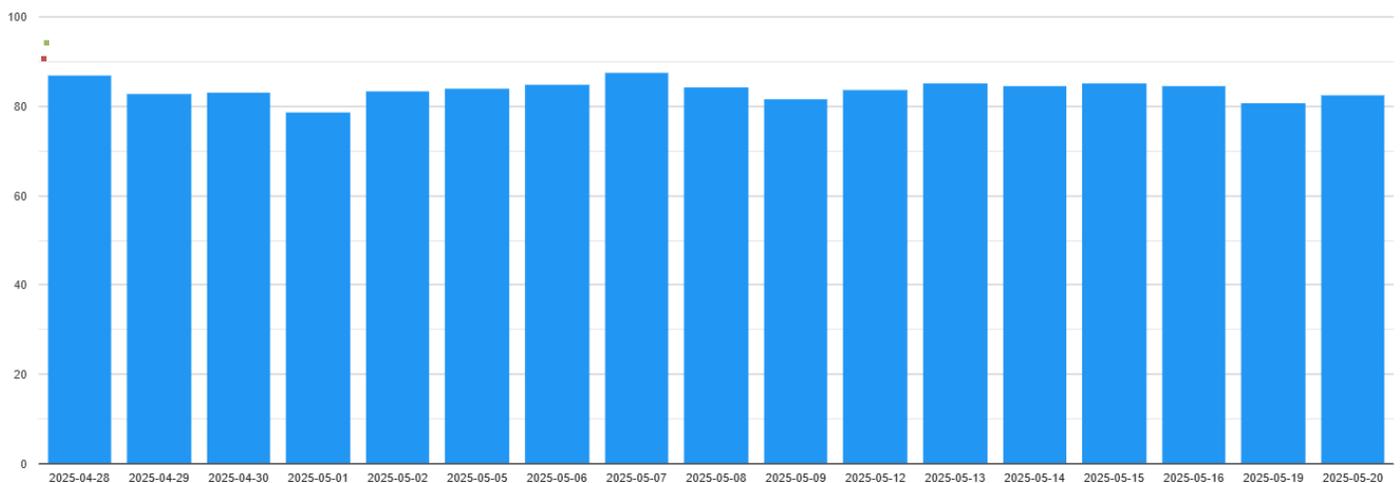
<https://www.educationcounts.govt.nz/statistics/daily-attendance>

For the Waikato, coeducational, and our EQI group:



Term 2 Attendance (as of 21 May)

Average daily attendance:



Weekly attendance by year level:
(Week 4 underway, so may be skewed)

Week	Year 9	Year 10	Year 11	Year 12	Year 13
1	88.9	85	81.7	80.5	77.2
2	83.9	86.8	84.6	86.2	79.6
3	86	80	88.7	86.8	81.4
4	86.9	79.8	81.9	77.8	82
5					

Term to date (attendance ranges)

Regular attendance in Term Two is currently tracking lower than the term 1 average, around 58-60%. Week 4 data are unreliable as only based on two days. However, chronic absence is up to 20 top 25% each week, up from the average of 15% in Term 1. Consequently, our average attendance rates for the term, each day are slipping.

Week		0-70%	70-80%	80-90%	90-100%
		Chronic absence	Moderate absen	Irregular absence	Regular attendar
1	11	22.2% - 92/415	15.4% - 64/415	4.3% - 18/415	58.1% - 241/415
2	12	21% - 86/410	14.1% - 58/410	6.1% - 25/410	58.8% - 241/410
3	13	20% - 81/405	14.6% - 59/405	5.4% - 22/405	60% - 243/405
4	14	24.4% - 99/406	7.6% - 31/406	0% - 0/406	68% - 276/406

5.2 Roll

Records in KAMAR (as of 21 May)

Gender (Type)	Count	9	10	11	12	13
Female	219	39	57	56	41	26
Female (FF)	13	0	1	8	3	1
Female (RE)	205	39	55	48	38	25
Female (SA)	1	0	1	0	0	0
Male	190	50	37	32	40	31
Male (FF)	5	0	0	1	3	1
Male (RE)	181	50	34	30	37	30
Male (SA)	4	0	3	1	0	0
Total	409	89	94	88	81	57

Records in KAMAR (as of 26 March)

Gender (Type)	Count	9	10	11	12	13
Female	226	39	58	60	43	26
Female (FF)	16	0	1	10	4	1
Female (RE)	209	39	56	50	39	25
Female (SA)	1	0	1	0	0	0
Male	199	50	39	35	40	35
Male (FF)	6	0	0	1	3	2
Male (NA)	2	0	1	1	0	0
Male (RE)	187	50	35	32	37	33
Male (SA)	4	0	3	1	0	0
Total	425	89	97	95	83	61

Comparison (May 2024) – last year.

- Note SA = satellite unit (goldfields) – not enrolled at THS

As can be seen, since late March we have seen a net decrease of 16 people, a greater rate of decrease than in 2024 (below).

2024 comparison:

May 2024

Gender (Type)	Count	9	10	11	12	13
Total	407	90	88	89	81	59

Comparison (21 March 2024)

Total	417	91	89	93	83	61
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- Net of 10 fewer students from March to May in 2024.

5.3 Summary of Leavers and Enrolments March to May 2025

Report Summary of Leavers and Enrolled 25/3/25 - 21/5/25

Student Leavers Summary

Year 9

- 1 student transferred to another school in Auckland

Year 10

- 1 student transferred to another school

Year 11

- 2 students transferred to other schools
- 3 students returned overseas

Year 12

- 1 student transferred to another school
- 1 student left to work in their family business
- 2 students returned overseas

Year 13

- 1 student left to enrol in a course
- 1 student returned overseas

Total students who have left: 13

New Student Enrolments Summary

Foreign Fee-Paying Students

- students enrolled as international fee-paying students.

Regular Domestic Students

- 1 student transferred from Te Kura and moved to Thames.
- 1 student newly arrived in Thames from Cambodia.

Total new students enrolled: 4

Attendance Service Referrals (CAPS)

Year 9 - 1 student referred. 1 student referred prior. 5 students remaining to be referred

Year 10 - 3 students referred. 11 students remaining to be referred

Year 11 - 2 students referred

ASH and STN met with CAPS Hauraki and got permission to provide a spreadsheet for CAPS to review referrals. This will speed up the referral process. The students are a mix of low-attendance and mentoring needs.

Potentially, we have:

- 7 students in Year 9
- 16 students in Year 10
- 15 students in Year 11
- 11 students in Year 12
- 11 students in Year 13
- Total number of students 60

Students Below 70% chosen for Attendance:

- 6 in Year 9
- 9 in Year 10
- 10 in Year 11
- 9 in Year 12
- 6 in Year 13

Students chosen for mentoring and support:

- 1 in Year 9
- 7 in Year 10
- 5 in Year 11
- 2 in Year 12
- 5 in Year 13

Real Referrals

Currently we have 10 THS students being supported by Real, 8 from 2024 and 2 from 2025.

5.4 Stand-downs and Suspensions

- There have been six stand downs and one suspension in the period 25 March to 21 May 2025.
- Board members may refer to the [stand-down and suspension summary](#) or a breakdown of reasons and taiohi / students (year level, gender, and ethnicity).

	In this period	Year to date	Total as of May 2024	2024 total	2023 total	2022 total	2021 total	2020 total
Stand-downs	6	9	9	28	38	46	52	29
Suspensions	1	2	4	4	7	2	7	9
Exclusions / expulsions	0	0	0	1	0	0	1	2

- With stand downs, suspension and exclusions being the “last resort” according to [Ministry Guidelines](#) and the complex nature of situations and those involved, there are challenges to staff and the board in determining outcomes that are fair and balance the right to education and the preservation of a safe environment for all (all practicable steps).

6. Compliance/ Legislation

6.1 Policies Review

[Term 1 2025 Policies for Review](#) with School Docs (closed 12 April) are included in the board agenda.

[Term 2 2025 Policies for Review](#) with School Docs (closes 27 June) are included in the board agenda.

Ngā manaakitanga



Michael Hart
Tumuaki/Principal